

交际汉语教程(I)

A COURSE IN COMMUNICATIVE
CHINESE

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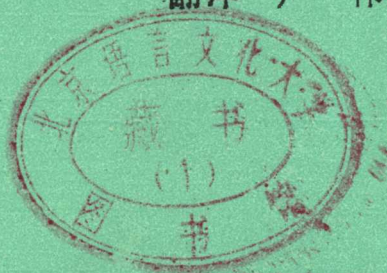
A COURSE IN COMMUNICATIVE CHINESE

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第一、二册编写说明

《交际汉语教程》是一套基础阶段的教材，供以英语为母语或主要媒介语的外国人学习汉语用。

这套教材立足于培养学生在实际生活中运用汉语进行交际的能力，并为他们进一步学习汉语打下良好的基础。为实现这一目标，编者从研究汉语本身的特点出发，努力汲取国内外外语教材的长处，打破传统的编写模式，在编写原则和方法方面体现了以下几个特点：

1. 采用功能——结构法。本教材的课文、讲解和练习，主要用于训练学生“以言行事”和“以言达意”的交际能力，同时要求学生比较全面、系统地掌握现代汉语的语音、基本词汇和基础语法。根据第二语言学习的规律，本教材先安排学习在某些特定的生活情景中急需、常用的表达方法，在进行充分练习之后再从中选取重要的语法点和词语进行讲解和练习，使学生进一步理解和掌握所学的表达法。这样安排，既适应学生的交际需要，又符合认知过程的一般规律。

2. 注意针对性。编者认为，一套汉语教材不可能对所有国家的学生都适用。学生更欢迎的是针对本人或本国学生的实际情况编写的教材。这套教材则力求能满足英语国家学生学习汉语的需要。在功能意念项目与语法点的选编、注释与讲解内容的详略、练习与复习重点的安排等方面，都尽量根据英语国家学生的特点和需要来进行。第一、二册即根据初学者的特点，主要训练听、说

能力，同时也兼顾读、写方面的练习。

3. 注重文化知识的介绍。语言是文化的载体，只有了解同所学的语言相应的文化背景与知识，才能学会这种语言。这套教材十分重视对汉语文化知识的介绍。第一、二册主要介绍汉语交际文化方面的知识，即不仅教学生在各种不同的情景中应该说什么、怎么说，而且让他们了解与此相关的社会生活习俗、言语习惯和中国人的思维方式等方面的知识；不仅在注释和讲解中输入这方面内容，而且要求学生在练习中加以理解。编者认为，这样做有助于学生更快地掌握汉语和正确地使用汉语。

4. 用螺旋式循环方式编排教学内容，第一、二册用大主题循环方式进行编排。这就是：将常见的功能意念项目分为十个大主题，作为每册十个单元的大话题。每一单元安排若干个相近的功能意念项目、生活情景和相应的语言知识，分为三课和一个单元练习。第二册各单元的大话题与第一册相同，而功能意念项目有所增加，文化知识面有所扩大，语言难度也相应提高。这样安排，语言重点的重现频率和时机都比较恰当，学生的语言知识和交际能力可在循序渐进中不断得到巩固与提高。

5. 便于自学。教材的重要内容用汉、英两种文字进行注释和讲解。课文和某些练习配有录音磁带。此外，将另行编写自学手册。凡此均力求为自学者提供方便。

本教材以中国国家对外汉语教学领导小组办公室审阅定稿的《汉语水平等级标准和等级大纲》为重要依据。第一、二册的词语和语法点均从该书《词汇大纲》和《语法大纲》的甲级和乙级两部分中选出。

本教材主编是庄明荃教授、副主编是周世雄教授。第一册由张绍滔负责全书课文注释和语法讲解，欧阳国泰负责选编全书学习要点并编写第1—8课，许安敏编写第9—15课和第22课，高奉箴编写第16—21课和第23、24课，杨子菁编写语音单元和第

25—30 课，卢伟负责英文翻译。北京语言学院邓恩明教授审定了第一册。

编 者

1992 年 9 月

INTRODUCTION TO BOOK I & II

A Course in Communicative Chinese is an elementary course intended for foreign adult learners of Chinese whose mother tongue is English or who use English as a major medium of communication.

This set of textbooks aims at developing the learners' ability to use Chinese for everyday communication as well as laying a good foundation for further studies of the language. To achieve these aims, the compilers have made their endeavours to present the material on the basis of a study on peculiarities of the Chinese language, through absorbing strong points from available foreign language textbooks at home and abroad, and by breaking down old conventions of development of teaching materials. Features concerning principles and methods in the course design are reflected in the following aspects:

1. The functional-structural organization of language content is adopted. The texts, presentations and exercises in the course are prepared mainly for cultivating the learners' communicative competence to "do things and express ideas with words" while at the same time for enabling them to have a quite comprehensive and systematic command of the sounds, lexical items and

grammatical forms of modern Chinese. In the light of principles of second language learning, priority is given to the most commonly-used language items and linguistic forms that the learners may urgently need in certain everyday situations. After considerable practice of the language items, some important grammar points, words and/or phrases are selected from them for explanation and practice so as to help the learners further grasp the language items they have learned. This way of organizing and presenting material not only suits the language needs of the learners but also conforms to the general rules of process of cognition. Therefore, it is considered as a quite successful approach to foreign language teaching at the present time.

2. Attention is paid to the special needs and actual conditions of our readers, for the compilers believe that it is almost impossible for any Chinese textbook to be suitable for learners of all countries and that any learner of Chinese may prefer textbooks which are specially prepared in accordance with his or her own conditions or with the actual conditions of other learners in his or her own countries. In this course, therefore, the compilers make every effort to meet the needs for learning Chinese of learners in English-speaking countries. The selection and grading of the functional-notional items and grammar points, treatment of the notes and presentations as well as placement of emphasis on the practice and reviews are all designed, to the best of the compilers' abilities, on the basis of the characteristics and demands of learners who are native speakers of English. In view of the characteristics of beginners of Chinese, Book I & II focus on developing the learners' abilities in listening and speaking and

meanwhile take account of practice in reading and writing.

3. Stress is laid on introduction to information of Chinese culture. Language is a vehicle of culture. Only by acquainting oneself with the relevant cultural background knowledge of the target language can a learner master the foreign language being learned. Therefore, this course places considerable emphasis on introduction to knowledge and information of Chinese culture. Book I & II mainly introduce "cultural communication information" in Chinese. That is, the learners will not only be taught what to say and how to say in various situations but also be acquainted with relevant knowledge concerning social customs in everyday life, speech conventions and modes of thinking of the Chinese people. Apart from the cultural input into the notes and presentations of each unit, learners' deeper understanding of such input through practice is also required. The compilers regard this way of teaching culture as helpful to the learners' correct and appropriate use of Chinese and faster mastery of the language.

4. The spiral or cyclical approach is adopted in arranging the language content. In Book I & II, the "thematic area organization" of functional-notional items and their linguistic realizations or "exponents" is also employed along with the spiral approach. That is, commonly-used functional-notional items the learners need the most are grouped into ten themes as the topics of the ten units in each book; each unit contains several similar functional-notional items, relevant linguistic knowledge and situations in daily communication, and is further divided into three lessons and one unit exercise. In Book II, the topics and the

functional-notional items in each unit remain the same as or similar to those having appeared in Book I, but the linguistic forms needed for the speech functions become more and more difficult, the situations in everyday communication more and more complicated, and the range of the cultural knowledge wider and wider. Through such a spiral approach and thematic area organization, frequency and opportunity of recurrence of important linguistic items might be more proper. In addition, the learners' linguistic knowledge and communicative competence will be constantly reinforced and developed as they proceed in such a cyclical way of learning.

5. The course is easy to learn for those who wish to teach themselves Chinese. The major part of the course is annotated and presented in both Chinese and English; the texts are represented by both Chinese characters and *pinyin* (i. e. the alphabetic system of writing); an accompanying set of recording cassettes of the texts and some of the exercises will be available for our readers. Besides, a manual for self-instruction will be written and published. All these efforts are made to facilitate self-instruction of the course.

For compiling the course, the "Graded Levels and Syllabuses of Chinese Proficiency", which has been checked, approved and finalized by the Office of the State Leading Group for Teaching Chinese as a Foreign Language, provides an important basis. The lexical and grammatical items appearing in Book I & II are selected from those labelled Grade A and Grade B in the vocabulary syllabus and grammar syllabus of the above-mentioned document. Because a graded syllabus of functions and notions in Chi-

nese has not come into being up to present and is thus absent in the document, the functional-notional items are selected from one drafted by the compiling group.

Professor Zhuang Ming-xuan is the editor in chief of the course and Professor Zhou Shi-xiong, the associate editor. Book I is examined and revised by Professor Deng En-ming from Beijing Language Institute. Zhang Shao-tao compiles all the Notes to the texts and the Presentation of grammar, Ouyang Guo-tai compiles all the Learning Points and Lessons 1—8, Xu An-min compiles Lessons 9—15, and Le. 22, Gao Feng-zhen compiles Lessons 16—21, 23—24, Yang Zi-jing compiles Phonetics Review and Lessons 25—30, Lu Wei translates Book I into English.

The Compilers
September, 1992

目 录

CONTENTS

第一、二册编写说明	Introduction to Book I & II	(1)
词类简称表	Abbreviations for Chinese Parts of Speech	(1)
语音单元	A Brief Review of Phonetics	(2)
第1课	Part 1	(3)
第2课	Part 2	(10)
第3课	Part 3	(17)
语音单元练习	Exercises to Phonetics Review	(25)
第一单元	谈自己和别人	
	Unit One Talking about Oneself and Others	(31)
第1课	姓名和国籍 Lesson 1	
	Names and Nationalities	(31)
功能意念项目	Functional-Notional Items	(35)
1. 谈姓名	Talking about names	
2. 谈国籍	Talking about nationalities	
语法	Grammar	(37)
1. “是”字句 (一)	The “是” sentence, type (1)	
2. 用“吗”的疑问句	Questions with the interrogative particle “吗”	

重点词 Key Words	(38)
1. 姓	
2. 叫	
第2课 问候和介绍 Lesson 2	
Greetings and Introductions	(44)
功能意念项目 Functional-Notional Items	(49)
1. 问候 Greetings	
2. 介绍 Introducing people	
语法 Grammar	(51)
1. 形容词谓语句 The sentence with an adjectival predicate	
2. 主谓谓语句	
The sentence with a subject-predicate phrase as its predicate	
重点词 Key Words	(53)
1. 位	
2. 很	
第3课 住址和工作单位 Lesson 3	
Where People Live and Work	(59)
功能意念项目 Functional-Notional Items	(63)
1. 谈住址 Talking about addresses	
2. 谈工作单位 Talking about where people work	
语法 Grammar	(65)
1. 用疑问代词的疑问句 Questions with interrogative pronouns	
2. 动词谓语句 The sentence with a verbal predicate	
重点词 Key Words	(66)
1. 在 (一)	
2. 哪儿	
第一单元练习 Exercises to Unit One	(73)
第二单元 影响别人 Unit Two Influencing People	(77)

第4课 请求和道歉 Lesson 4

Request and Apology	(77)
功能意念项目 Functional-Notional Items	(81)
1. 请求 Request	
2. 道歉 Apology	
语法 Grammar	(83)
1. 用“好吗”“行吗”等提问的疑问句 Tag questions “...，好吗?”、“...，行吗?”	
2. 介宾词组作状语 Prepositional phrases as adverbial adjuncts	
重点词 Key Words	(84)
1. 请	
2. 麻烦	

第5课 主动提出帮助 Lesson 5

Offering to Help	(91)
功能意念项目 Functional-Notional Items	(96)
主动提出帮助和回答 Offering to help Responding to offers	
语法 Grammar	(97)
1. 名量词 Nominal measure words	
2. 语气词“了”(一) The modal particle “了”(1)	
重点词 Key Words	(98)
1. 帮	
2. 一下儿	

第6课 邀请和建议 Lesson 6

Invitation and Suggestion	(104)
功能意念项目 Functional-Notional Items	(108)
1. 邀请 Invitation	
2. 建议 Suggestion	

语法 Grammar	(109)
1. 不 The negative adverb “不”	
2. 兼语句 (一) The pivotal sentence (1)	
重点词 Key Words	(111)
1. 吧	
2. 想	
第二单元练习 Exercises to Unit Two	(117)
第三单元 描述 Unit Three Description	(122)
第7课 简单说明 Lesson 7	
Simple Explanation	(122)
功能意念项目 Functional-Notional Items	(127)
辨认和简单说明 Identification	
Simple explanation	
语法 Grammar	(128)
1. 名词、代词作定语 Nouns or pronouns as attributives	
2. 数量词组作定语	
Numeral-measure word phrases as attributives	
重点词 Key Words	(130)
1. 什么	
2. 谁	
第8课 简单描述 Lesson 8	
Simple Description	(136)
功能意念项目 Functional-Notional Items	(140)
对物品大小、形状、颜色的	
Inquiring about the size, shape and colour of things	
询问和简单描述 Making a simple description of things	
语法 Grammar	(141)
1. 用“多”提问的疑问句 Questions with “多”	
2. 形容词作定语 Adjectives as attributives	

重点词 Key Words	(142)
1. 大概	
2. 这么	
第9课 简单评价 Lesson 9	
Simple Evaluation	(148)
功能意念项目 Functional-Notional Item	(153)
简单评价 Simple evaluation	
语法 Grammar	(154)
1. “的” 字词组 The “的” phrase	
2. “是” 字句 (二) The “是” sentence type (2)	
重点词 Key Words	(156)
1. 怎么	
2. 怎么样	
第三单元练习 Exercises to Unit Three	(163)
第四单元 位置和方向	
Unit Four Location and Direction	(168)
第10课 谈处所和方向 Lesson 10	
Talking about Location and Direction	(168)
功能意念项目 Functional-Notional Items	(173)
1. 问处所 Inquiring about location	
2. 谈方向 Talking about direction	
语法 Grammar	(174)
1. “是”、“有”、“在” 表示存在	
“是”、“有” and “在” indicating existence	
2. 用“吧” 提问的疑问句 Questions with “吧”	
重点词 Key Words	(176)
1. 往	
2. 哪	

第11课 谈位置 Lesson 11	
Talking about Position	(183)
功能意念项目 Functional-Notional Item	(187)
谈位置 Talking about position	
语法 Grammar	(188)
1. 方位词 Words of location	
2. 简单趋向补语 The simple directional complement	
重点词 Key Words	(190)
1. 看看	
2. 就 (一)	
第12课 次序和排列 Lesson 12	
Order and Arrangement	(196)
功能意念项目 Functional-Notional Item	(200)
谈次序和排列 Talking about order and arrangement	
语法 Grammar	(201)
1. 一百以内的称数法 Numeration of numbers under 100	
2. 序数 Ordinal numbers	
重点词 Key Words	(203)
1. 别	
2. 太	
第四单元练习 Exercises to Unit Four	(209)
第五单元 时间 Unit Five Time	(214)
第13课 时刻 Lesson 13 Time of a Day	(214)
功能意念项目 Functional-Notional Item	(220)
钟点表示法 Ways of telling the time of a day	
语法 Grammar	(221)
1. 时间词作状语 Time words as adverbial adjuncts	
2. 语气词“了”(二) The modal particle “了”(2)	
重点词 Key Words	(224)