

NEW PRACTICAL CHINESE READER

(2nd Edition)

课本
TEXTBOOK

英文注释
Annotated in English

新实用汉语课本

刘珣 主编

(第2版)



北京语言大学出版社
BEIJING LANGUAGE AND CULTURE
UNIVERSITY PRESS

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《新实用汉语课本》系列教材自2002年陆续问世以来，受到世界各地汉语学习者和汉语教师的欢迎与关注。几年来，包括配套制作的音像产品在内，总发行量已达百万册；一些国家还购买了该教材的版权，他们自行出版、发行的数量尚未统计在内。在很多地区的汉语教学研讨会或中文教师年会上，这套教材也经常成为讨论的题目。这些都表明《新实用汉语课本》正和它的上一代教材《实用汉语课本》一样，已成为世界上使用最广泛的基础汉语教材之一；同时也表明《新实用汉语课本》系列所坚持的以语言结构为纲，结构与功能、文化相结合的教学理念和教材编写路子，符合汉语的教学实际。在语言点和句型结构的安排上多下功夫，尽量做到循序渐进、不断重现，有助于减轻汉语学习的难度；课文内容紧密结合中国文化，特别是多介绍中国的习俗和行为文化，有助于提高学习者的兴趣和运用汉语进行跨文化交际的能力。

汉语教学界同行们的关爱，使得我们感受到作为教材编者责任的重大。这期间我们曾多次进行调查研究，以了解《新实用汉语课本》在各地的使用情况，并通过自己进行的反思性教学发现教材中存在的问题。海内外很多热心的同行和学生，在使用这套书的同时给我们提出了很多宝贵的意见和建议。所有这些促成了这一修订版的面世。

考虑到使用者的方便，此次修订主要针对教材中一些已发现的不当之处加以修改，教材的整体框架特别是课文和主要语言点未作大的修改。繁体字课文等参考资料，我们将放在网上供使用者免费下载(www.blcup.com)。

为了方便学习者使用，第二版各册的配套录音均采用MP3形式，随书附赠。

期望本教材的使用者继续对我们提出意见和建议，使《新实用汉语课本》系列不断得到改进和拓展。

刘珣

2010年1月

Foreword of the Revised Edition

Since *New Practical Chinese Reader* was published in 2002, it has been well received by learners and teachers of Chinese around the world and aroused a lot of concern among them. In the past few years, the total volume of the books and the accompanying audio-visual products has hit 1 million, not including those published and issued in the countries that have imported its copyright. In the seminars and annual meetings on Chinese language teaching held in many regions, this textbook often became a topic for discussion. It shows, just like *Practical Chinese Reader*, its previous edition, *New Practical Chinese Reader* has become one of the basic Chinese learning resources that are most widely used. It also shows that the teaching concepts *New Practical Chinese Reader* adheres to and the methods adopted in the compilation of the book correspond to the reality of Chinese teaching. The teaching concepts *New Practical Chinese Reader* upholds are taking language structure as the guideline and combining the teaching of language structure with the teachings of language functions and culture. Due to the compilers' utmost efforts, the language points and sentence structures are carefully arranged, gradually taught and constantly recurred, which have made it easier for students to learn Chinese. The content of the texts is closely related to Chinese culture, with an emphasis on introducing Chinese customs and Chinese behavioral culture, which have effectively aroused learners' interest and improved their ability to communicate in Chinese.

The attention given by our colleagues in the field of Chinese teaching to *New Practical Chinese Reader* has helped us see the heavy responsibility we are carrying as the textbook compilers. During the past years we conducted a lot of investigations and research to learn how *New Practical Chinese Reader* was used in various regions. And we found there is room for improvement in the textbook through our reflective teaching. Many warm-hearted colleagues and students home and abroad have put forward lots of valuable opinions and suggestions on *New Practical Chinese Reader*. All this has contributed to the publication of this revised edition.

For users' convenience, in this new edition we have revised those we found improper, but have not revised the framework, the texts and the main language points of the textbook. Users can visit www.blcup.com to learn the traditional Chinese version of the texts.

To facilitate students, in the second edition of this series, the recording is in the MP3 attached to each book.

We look forward to more opinions and suggestions from our users and will continue to improve and develop *New Practical Chinese Reader*.

Liu Xun
January 2010

《新实用汉语课本》是新世纪之初，我们为以英语为母语或媒介语的学习者学习汉语而编写的一套新教材。本教材的目的是通过语言结构、语言功能与相关文化知识的学习和听说读写技能训练，逐步培养学习者运用汉语进行交际的能力。全书共六册70课，前四册为初级和中级以前阶段，共50课；后两册为中级阶段，共20课。海外专修或选修中文的学习者可用作一至三年级听说读写综合教学的汉语教材，基本上每周学一课，每学期用一册书；也可以作为学习者的自学教材。前四册每册均配有《综合练习册》、《教师手册》、录音磁带、CD及教学DVD光盘，后两册只配有《教师手册》。

为什么叫《新实用汉语课本》

本书之所以起名为《新实用汉语课本》，是因为我们希望能继承原《实用汉语课本》深受使用者欢迎并经过时间考验的一些主要特点，但它又是一套全新的教材。《实用汉语课本》是从1981年开始陆续出版的。20年来，这套教材一直得到世界各地的汉语教师和汉语学习者的支持与关爱。书中的主人公古波、帕兰卡和丁云等，伴随了一届又一届的各国汉语学习者度过了他们的汉语启蒙阶段。现在，古波、帕兰卡、丁云已经人到中年，该他们的孩子辈——《新实用汉语课本》的主人公丁力波（丁云与古波所生的孩子，加拿大学生）、马大为（美国学生）和林娜（英国学生）等学习汉语了。今天，汉语作为第二语言学习的环境、条件和基础比起20年前已有了很大的变化，不论在中国还是在海外都积累了更丰富的教学经验，取得了更多的研究成果。新的时代、新的形势，对汉语教材也提出了新的要求。我们希望《新实用汉语课本》在很多方面将有所创新和突破。

新教材，新理念

正如愈来愈多的汉语教学领域的同行们所主张的那样，语言教学的根本目的在于培养学习者用目的语进行交际的能力。为达到这一目的，语言教材的编写首先要体现“以学习者为中心”的原则：即教学内容要适合学习者的需要，有利于学习者创造性地学习，使学习者不断增强学习动力并获得成就感。在教学方法上，需要汲取从语法翻译法到交际法的各种教学法流派的长处：既重视学习语言的交际功能，又要牢固地掌握语言结构；既要让学习者通过大量操练和练习培养四种基本技能，又要让学习者懂得必要的语法知识和组词造句的规则。语音、词汇、句型、语法和话语等语言结构的学习是语言交际的基础，要特别注意体现由简单到复杂、由易到难、循序渐进、不断重现的原则，才能使学习过程更为容易，更为顺利。语言教材还应该有助于学习者了解目的语的文化和社会，从而更好地运用目的语进行交际。这就是我们编写《新实用汉语课本》所主张的主要理念。

《新实用汉语课本》的新特色

1. 改变以往汉语教材线式编排的做法, 本教材不论是语言结构、语言功能还是文化因素的教学均采用圆周式的编排, 多次循环重现, 螺旋式上升。以语言结构教学为例, 六册中共进行四次大的循环。第一册前6课, 在集中学习语音的同时, 通过掌握简易的口语会话让学习者先接触多种基本句式, 但暂不作系统的语法讲解; 第一册的后8课及第二册全册12课共20课, 是语言结构教学的第二次循环, 逐个介绍并练习主要句型结构。这样, 学习者在学习汉语的第一年内就能初步掌握汉语基本句型。第三、四册共24课, 为第三次循环, 进一步巩固、扩大并深化语法句型教学和词语教学; 第五、六册共20课, 除了词语和语法教学外, 更把重点放在以往教材不太强调的复句和语段教学方面。这种四次大循环以及课与课之间又有小循环和单元复习、环环相扣的安排, 不仅可以通过多次重现加深学习者对语言结构和功能的掌握, 更重要的是让学习者在学习的每一个阶段——第一个月、第一学期、第一年都能在一定程度上运用汉语进行交际, 时时有成就感。

2. 改变以往教材重结构、轻功能的做法, 本教材加强功能项目的教学。从第一课学习语音开始, 就把功能放在突出的地位, 结合各课的音素教学, 练习学生急需的功能项目(如问候、介绍等)。前四册强调基本功能和话题的教学, 着重培养学习者运用语言结构进行交际的能力。第五、六册强调培养理解和表达高一级的功能和话题的能力, 特别是成段交际的能力。功能项目的教学贯穿全书, 以保证学习者听说读写交际能力不断提高。书中附有一定的实物图片及原文材料, 如火车时刻表、菜单、广告、启事、报刊、经典作品片段等。

3. 改变以往绝大多数汉语教材未突出汉字教学的缺陷。本教材考虑到非汉字文化圈学生的难点, 第一、二册特别强调按汉字的规律由易到难, 从基本笔画、部件和独体字学起。为此, 第一册前六课采用语、文适当分开的做法: 先选学六十个常用、易学、组合能力强的基本汉字和一些部件, 让学习者在先掌握汉字部件的情况下, 再组合成合体字。

4. 改变基础阶段大多数教材内容局限于学校生活的做法, 本教材扩大题材范围, 加强教材的趣味性。本书前四册情节主线索围绕上述三个外国学生在中国的生活及与中国学生宋华、王小云、记者陆雨平、导游小燕子和几位中国教师的友情、恋情、师生情而展开一些风趣的故事。第一、二册结合校园及日常生活, 介绍与汉语表达和理解有关的习俗文化; 第三、四册围绕青年学生感兴趣的话题进行中西文化对比; 第五、六册着重介绍中国社会的方方面面, 体现中国传统文化和当代文化。

5. 克服以往教材的教学模式过于机械、单一、弹性不够的缺点, 加强教材对不同起点和不同需求的学习者的适应性。本教材一方面适当加大输入的内容、词汇量和练习量, 同时通过板块式的安排注意处理好核心内容和补充内容的关系。在保证学好核心内容的基础上, 增加补充内容, 有利于学习者根据自己的需要自由习得; 也有利于教师根据本班学生的水平因材施教。

此外, 为有助于学习者更好地掌握汉语的规律, 培养交际能力, 本教材在突出词语结构的教学中、加强语素和话语的教学以及书面语教学等方面, 也力图作一些新的尝试。

《新实用汉语课本》一～四册体例

《课本》

课文部分为各课提供一定的话题与情境，第一、二册课文基本上用对话体（每课两段），以利于基础阶段在听说读写全面要求的基础上，加强听说的训练。第一册1～6课语音阶段突出拼音课文，第7～14课转入以汉字课文为主，下注拼音；第二册课文不再注拼音，只留调号；从第三册起，不再有调号。由利用拼音到逐步摆脱对拼音的依赖。生词部分对组成生词的语素（汉字）进行分析，便于学习者理解和记忆，同时强调通过连词组的练习掌握生词的用法。补充生词由学习者量力吸取。

注释部分主要内容为：解释词语的用法，补充已学过的语法点，介绍必要的文化背景知识。对课文中已出现但先不讲解语法点的句子，通过翻译让学习者弄懂意思。

“练习与运用”和“会话练习”（除前六课）中的“核心句”体现了本课所介绍的主要语言结构及主要功能，希望学习者熟练掌握。通过操练词组、句型替换、会话练习、交际练习等步骤，完成由机械操练到交际运用的过程。

“阅读与复述”重现已学过的句型与词汇，着重培养口头与书面连贯表达的能力。从第二册开始，扩展阅读短文的内容，加强阅读能力的训练。

语音部分和“语音练习”（前六课）针对汉语语音的特点和以英语为母语学习者的难点，有重点地介绍汉语语音规律和发音、拼写的方法，并通过拼音、四声、辨音、辨调、变调、声调组合、双音节或多音节连读以及朗读课堂用语等步骤，逐步练好语音。

语法部分针对汉语的特点和难点，对本课出现的主要语言结构进行必要的说明。着重介绍句子组装的规律，不求语法知识的全面系统。每册有两课复习课，帮助学习者对已学过的语法点进行小结。

汉字部分先介绍部件，后组合成汉字，并适当介绍汉字的结构规律和书写规律，帮助学习者认写汉字。

文化知识开始都用英文介绍，便于学习者了解与汉语有关的必要的文化知识。随着汉语水平的提高，文化知识将逐渐融合到课文中去。

《综合练习册》

主要供学习者课下练习使用。除了汉字练习外，还有语音、句型、词汇的练习以及听说读写全面的技能训练。

《教师手册》

《教师手册》就每课的教学目的、教学步骤和方法等提出建议，并对教材内容进行说明。对语音、语法、词汇的有关知识作较详细的介绍，供教师参考。前四册每册书有两套单元测试题，供教师选用。书中还附有测试题与《综合练习册》中部分练习的参考答案。

鸣谢

本教材为中国国家对外汉语教学领导小组办公室（简称“国家汉办”）所主持的一项重点科研项目的一部分，委托北京语言大学承担编写。原国家汉办主任严美华、姜明宝教授、李桂苓女士进行了整个项目的策划与组织工作。北京语言大学前任校长曲德林教授、校务委员会主任王路江研究员对北语所承担的此项教材编写工作一直给予关注和大力支持，保证了我们编写工作的顺利进行。为了解海外汉语教学的现状，我们在开始编写教材前对加拿大六所大学的中文教学情况进行了考察。特别感谢我国驻温哥华总领馆许琳教育领事，她为我们与加拿大不列颠·哥伦比亚大学亚洲学系建立有关本教材的协作关系及实施协作计划提供了极其宝贵的帮助。国家汉办教学业务处宋永波先生在我们完成此项目的整个过程中给了我们很多具体的帮助，特此一并致谢。

感谢加拿大麦吉尔大学、蒙特利尔大学、多伦多大学、不列颠·哥伦比亚大学、西蒙菲莎大学及维多利亚大学在我们的考察访问中对我们的热情接待和各校中文教学同行们所提供的宝贵建议。感谢皇后大学、西安大略大学休伦学院、约克大学、兰格拉学院、道格拉斯学院、卡莫森学院等校的同行热心参加有关汉语教材的座谈讨论。要特别感谢不列颠·哥伦比亚大学陈山木博士、郑志宁先生，多伦多大学吴小燕博士和麦吉尔大学王仁忠先生同意担任我们教材的加方咨询委员。

作为我们这次编教工作的加拿大协作方的负责人，不列颠·哥伦比亚大学亚洲学系中国语文主任陈山木博士和郑志宁先生全程参与了协作活动的组织和协调工作，并进行了全书的中英文总校读，提出了很多宝贵的建议。陈山木博士、程茂荣博士、何冬晖博士、李天明博士、郑志宁先生和夏蔚女士承担了本书的英文翻译工作。郑志宁先生、吕鸣珠女士和夏蔚女士参加了第一、二册中文稿的校读，牟怀川博士、何冬晖博士、李天明博士参加了第三、四册中文稿的校读，程茂荣博士、林惠敏女士、杨丽琼女士参加了第五、六册中文稿的校读。Mr. Allen Haaheim 和 Mr. Paul Crowe 编校了英文译文的初稿，施吉瑞教授进行了全书英文译文的总校读。郑志宁先生和夏蔚女士进行了本教材第一、二册的样课试教；何冬晖博士、杨丽琼女士进行了本教材第三、四册的样课试教；程茂荣博士、林惠敏女士进行了本教材第五、六册的样课试教。对他们为本书所作的努力，我们表示衷心的感谢。

我们还要特别感谢北京语言文化大学出版社社长兼总编辑王建勤教授、王弘宇编辑和王飙编辑，感谢画家杨可千先生，他们为本书的出版做了大量工作。

本书主编为刘珣教授，编者张凯副教授、刘社会副教授、陈曦副教授、左珊丹女士、施家炜女士和刘珣教授。第一、二册执笔为施家炜、刘珣，第三、四册执笔为刘社会、陈曦，第五、六册执笔为张凯、左珊丹。

我们期待使用本教材的教师和学习者提出宝贵的意见，以便我们对本教材作进一步的修改。

编者

2002年1月

于北京语言文化大学

Preface

New Practical Chinese Reader is a series of Chinese textbooks compiled at the beginning of the new millennium for the purpose of teaching Chinese to native English speakers or those who use English as their principal second language. It aims to develop the learner's communicative ability in Chinese by learning language structures, functions and related cultural knowledge as well as by training their listening, speaking, reading and writing skills. The series consists of 70 lessons in six volumes. The first four volumes, consisting of 50 lessons, are for beginners and pre-intermediate level learners. The last two volumes contain 20 lessons for learners at an intermediate level. This set of textbooks is designed for overseas students who either take Chinese as an elective or major in the language for a period of three years, studying about one lesson a week, or one volume a semester. It can also be used by self-study learners. The first four volumes come along with Workbooks, Instructor's Manuals, tapes, CDs and DVDs. The last two volumes are only accompanied by Instructor's Manuals.

Why have we named our teaching materials *New Practical Chinese Reader*?

We have given our textbooks this name, because it follows in the footsteps of the highly acclaimed and time-tested *Practical Chinese Reader* (hereinafter referred to as *PCR*). However, in the meantime, it is an entirely new set of textbooks. *PCR* has been published in numerous editions since 1981 and has been adopted as a textbook by Chinese language educators and learners worldwide during the last two decades. The characters in the lessons of *PCR* (Gu Bo, Palanca and Ding Yun etc.), have accompanied two generations of students of different nationalities during their study of beginning Chinese. Now these characters have finally reached middle age, and it is time for their children's generation to learn Chinese and become the principal characters in *New Practical Chinese Reader*. These include Ding Libo, a Canadian student, who is the son of Gu Bo and Ding Yun; Ma Dawei, an American student; and Lin Na, a British student. The teaching of Chinese as a second language has changed greatly during the last twenty years as a result of the experience accumulated by many Chinese language teachers, both at home and abroad. The new age in which we live requires that we improve our approaches and teaching materials. We hope that this new teaching material will be able to make a breakthrough to the teaching of Chinese language in a number of areas.

New Teaching Materials, New Concepts

More and more Chinese language teachers advocate the idea that the fundamental goal of language teaching is to cultivate the learner's communicative ability in the target language. We believe new teaching materials should be learner-centered. What is taught must be determined by students' needs and must enable them to learn creatively, gradually strengthening their motivation and sense of achievement. We must create a synthesis of all pedagogical schools, ranging from

the grammar-translation method to the communicative approach. We should emphasize the study of the communicative function of a language and the firm grasp of its structure. We should let students develop the four basic skills through a great deal of practice and exercises while also master the necessary grammatical knowledge and rules for word and sentence formation. The study of phonetics, vocabulary, sentence patterns, grammar, and discourse are the foundation of language communication. The only way that we can make the learning process easier and smoother is by emphasizing the principle of moving from the simple to the complex and from the easy to the difficult, progressing gradually as we constantly review what has come before. Language teaching materials must help students understand the culture and society of the target language so that they can use the target language more effectively. The above are the basic concepts that guided us while writing *New Practical Chinese Reader*.

Features of *New Practical Chinese Reader*

1. *New Practical Chinese Reader* does not follow the linear structure formerly adopted by Chinese teaching materials, instead it adopts a cyclical arrangement with constant review of language structure and function together with important cultural information. The teaching of language structure went through four cycles in the six volumes. In the first six lessons of Volume One, the focus of which is learning phonetics, students are exposed to various basic sentence patterns by engaging in simple dialogues, although grammar is not discussed systematically at this stage. The second cycle is found in the twenty lessons that comprise the last eight lessons of Volume One and all the lessons of Volume Two. In this cycle, students learn and practice fundamental sentence patterns. As a result, by the end of the first year of study, they should have an elementary command of basic Chinese language structure. Volumes Three and Four contain the 24 lessons of the third cycle, which further consolidate, expand and deepen students' understanding of lexical items and sentence patterns. The fourth cycle is found in the 20 lessons of the last two volumes. Besides introducing more new words and grammatical points, these lessons concentrate on the teaching of complex sentences and paragraphs not emphasized in previous Chinese teaching materials. These four large cycles contain smaller ones that closely interact with the unit reviews, not only increasing the students' command of language structures and functions, but also (and more importantly) giving them a sense of accomplishment in communicative abilities at each stage of the learning process.

2. *New Practical Chinese Reader* doesn't only emphasize on structure as the previous teaching materials did. Even in its introduction to phonetics, this new series gives prominence to function, training the students in the most needed functional items, such as greetings and introductions. The first four volumes focus on the teaching of basic functions and topics of conversation, training the students' abilities to use language structures for communication. The last two volumes cultivate students' abilities to comprehend and communicate at a higher level, especially their abilities to use paragraphs to communicate. Functional items are included throughout the six volumes in order to constantly improve the learner's listening, speaking, reading and writing skills. Some pictures and

culturally authentic materials are also used, such as selections from timetables, menus, advertisements, announcements, newspapers and classic works.

3. Unlike the vast majority of previous textbooks, *New Practical Chinese Reader* emphasizes the systematic study of Chinese characters. In view of the difficulties encountered by students lacking a background in Chinese characters, the first two volumes stress the rules of learning Chinese characters, studying easy forms such as basic strokes, character components and single-component characters first before moving on to difficult ones. The first six lessons of Volume One separate the study of characters from the text. The teaching of characters starts with the introduction of 60 common, easily learnt characters. These characters are frequently used as components of other characters. Some character components are also taught. The goal of this approach is to let students learn multi-component characters by mastering their components first.

4. Transcending the limits of campus life, *New Practical Chinese Reader* distinguishes itself from most previous Chinese textbooks even at the beginning stage by including a broader range of interesting materials. The first four volumes develop a series of attractive stories, narrating the lives of the three international students mentioned above, including their friendship, love stories and teacher-student relationships with the Chinese students Song Hua, Wang Xiaoyun, the journalist Lu Yuping, the tour guide Xiaoyanzi, as well as several Chinese language teachers. Volumes One and Two interweave campus life with daily life, introducing customs and culture closely associated with the expression and comprehension of Chinese. The third and fourth volumes concentrate on topics of interest to students, illustrating cultural differences between China and the West. The last two volumes introduce various aspects of Chinese society, highlighting traditional and contemporary Chinese culture.

5. *New Practical Chinese Reader* abandons the mechanical, monotonous and inflexible formulae of previous teaching materials and can suit the needs of students at different levels. It increases the language input, the amount of vocabulary and exercises, while adopting a module structure that balances the relationship between core material and supplementary contents. By guaranteeing the teaching of core material, it increases the amount of supplementary contents so that students can learn according to their individual needs, and teachers can use the textbook to suit the different levels of their students.

Furthermore, to help students better learn the rules of Chinese and develop their communication skills, innovations are also made in this set of textbooks in teaching word structure, morpheme and discourse.

The Layout of Volumes One to Four of *New Practical Chinese Reader*

■ Textbooks

Text This section supplies the topics and scenes of each lesson. For the most part, Volumes One and Two use dialogue form (with two paragraphs in each lesson), strengthening listening and speaking

practice and providing an overall foundation for the four basic skills in Chinese. The pronunciation section in lessons one to six emphasizes the texts annotated in *pinyin*, while lessons seven to fourteen focus on Chinese characters with *pinyin* written beneath them. In the second volume, *pinyin* disappears, and there are only tone marks. From the third volume onward, tone marks are no longer used. In this way, learners gradually free themselves from *pinyin*.

New Words This part of each lesson analyzes the morphemes (Chinese characters) that form new words with the aim of improving learners' comprehension and memory. At the same time, students can master the use of new words by practicing them in phrases. Supplementary words can be learned according to the learners' individual abilities.

Notes For the most part, notes contain explanations of new words, develop grammatical points taught previously, or introduce necessary cultural background. English translations are provided to help students comprehend sentences containing grammar that will be dealt with in latter lessons.

Conversation Practice (excluding Lessons 1–6), **Drills and Practice** (excluding Lessons 7–14) We hope students will thoroughly master the key sentences illustrating the fundamental language structures and functions in the text. By practicing phrases, doing pattern drills, and taking part in dialogues and communicative exercises, students can successfully move from doing mechanical exercises to proficient communication.

Reading Comprehension and Paraphrasing Exercises of this kind ensure the review of some of the sentence patterns and lexical items already taught, thereby developing the students' discourse abilities in both oral and written forms. From the second volume on, the contents of reading texts are expanded so as to strengthen the students' reading comprehension.

Phonetics and Pronunciation Drills (in Lessons 1–6) In view of the peculiarities of Chinese pronunciation and the special difficulties presented to foreign learners with English as their mother tongue, the texts focus on the principal features of the Chinese pronunciation system, phonetics and spelling rules. Students can gradually achieve a good foundation in pronunciation by doing the exercises for spelling, the four tones, sound discriminations, tone discriminations, tone sandhi, tone combinations, practice on disyllabic and polysyllabic words, and reading aloud classroom expressions.

Grammar The grammar explanations take into account the special features of the Chinese language and the difficulties encountered by native speakers of English in learning them. They do not attempt to treat Chinese grammar comprehensively but articulate the most important grammatical structures and rules for sentence formation. There are two review lessons in each volume that help learners review the grammatical points taught before.

Chinese Characters The text first introduces character components, later combining them to form characters. Rules for constructing and writing characters are also given to facilitate the learning of Chinese writing.

Cultural Note At first, a cultural note in English is provided so that students can gain insight

into cultural information related to their language studies. With the improvement of learners' Chinese proficiency, cultural note is more and more incorporated into the Chinese texts.

■ Workbooks

The Workbooks are designed for students to use after class. In addition to exercises for studying Chinese characters, phonetics, sentence patterns and words, they also include general exercises for listening, speaking, reading, and writing.

■ Instructor's Manuals

Suggestions are made in the Instructor's Manuals regarding the goals and methods of teaching and supply explanations of each lesson's contents. They also supply the instructors with more knowledge about phonetics, grammar and vocabulary. Unit tests and keys to the tests and some exercises of Workbooks are provided.

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We sincerely hope teachers and students using our materials to offer their valuable criticisms and suggestions to enable us to improve these textbooks in the future.

Compilers
January 2002
Beijing Language and Culture University

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1 你 好 How do you do?

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|--|---|
| 一、课文 Text | 四、语法 Grammar |
| 二、练习 Exercises | 汉语的语序 Word order in Chinese |
| 三、语音 Phonetics | 五、汉字 Chinese Characters |
| 1. 声母和韵母 Initials and finals | 汉字基本笔画 |
| 2. 发音要领(1) Key points of pronunciation (1) | Basic strokes of Chinese characters |
| 3. 声调 Tones | 文化知识 Cultural Note |
| 4. 三声变调(1) Third-tone sandhi (1) | The Chinese Language (<i>Hanyu</i>) and |
| 5. 拼写规则(1) Spelling rules (1) | “Common Speech” (<i>Putonghua</i>) |

2 你 忙 吗 Are you busy?

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|--|--|
| 一、课文 Text | Sentences with an adjectival predicate |
| 二、练习 Exercises | 2. 用“吗”的是非问句 |
| 三、语音 Phonetics | “Yes-no” question with “吗” |
| 1. 轻声 Neutral tone | 五、汉字 Chinese Characters |
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| 四、语法 Grammar | |
| 1. 形容词谓语句 | |

3 她是哪国人 Which country does she come from?

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|--|--|
| 一、课文 Text | 四、汉字 Chinese Characters |
| 二、练习 Exercises | 文化知识 Cultural Note |
| 三、语音 Phonetics | Scheme for the Chinese Phonetic Alphabet |
| 1. 三声变调(2) Third-tone sandhi (2) | |
| 2. “不”的变调 Tone sandhi of “不” | |
| 3. 发音要领(3) Key points of pronunciation (3) | |