

MODERN CHINESE

Beginner's Course

Second Edition

3

初级汉语课本

第二版



初级汉语课本

第二版

第三册

原北京语言学院来华留学生三系 编

北京语言文化大学出版社·华语教学出版社

First Edition 1988
Second Edition 1994
Eighth Printing 1997
ISBN 7-5619-0426-6/H • 293

2635/31
18

Copyright by
Beijing Language and Culture University Press/Sinolingua
Published by
Beijing Language and Culture University Press/Sinolingua
(15 Xueyuan Road, Beijing 100083, China)
Distributed by
China International Book Trading Corporation
(35 Chegongzhuang Xilu, P. O. Box 399)
Beijing 100044, China
Printed in the People's Republic of China

(京) 新登字 157 号

图书在版编目 (CIP) 数据

初级汉语课本 第三册/原北京语言学院来华留学生三系编
—2 版. —北京: 北京语言文化大学出版社, 1997 重印

ISBN7-5619-0426-6

I. 初…

Ⅱ. 北…

Ⅲ. 对外汉语教学—初级—教材

IV. H195.4

责任印制: 乔学军

书 名: 初级汉语课本 第二版 第三册

编 者: 原北京语言学院来华留学生三系

出 版: 北京语言文化大学出版社

(北京海淀区学院路 15 号 邮政编码 100083)

印 刷: 北京语言文化大学出版社印刷厂

发 行: 中国国际图书贸易总公司

(中国北京车公庄西路 35 号)

(邮政信箱: 北京 399 号 邮政编码: 100044)

版 次: (汉英) 1997 年 7 月第 2 版第 8 次印刷

国图书号: 9—CE—2094P

02000

第三册编写说明

《初级汉语课本》第三册与第一、二册相衔接又是分属不同教学阶段的教材。课本第一、二册的任务是对学生进行基本语言技能和基本语音、语法知识的训练；第三册则是在前一阶段训练的基础上，通过对典型语言材料的分析，加深学生对汉语的理解，提高口头及书面的表达能力。因此，这一阶段的教学，是实际意义上的初级汉语精读教学。

一、编写原则

1. 本书以学习文史的外国学生为对象。为了训练学生多方面的观察、理解和吸收语言的能力，适应他们专业学习中阅读与表达的需要，本书选用课本时，注意了所选课文体裁多样，风格不同，题材广泛。

2. 课文内容有一定深度。本书是为有相当文化水平的成年人编写的。为了引起他们的学习兴趣，并通过学习增加知识，扩大视野，所选课文，内容都有一定深度，各课的注释特别注意发掘课文中的中国文化背景知识。

3. 控制语言难度。为了保证课文难易适合学生的程度，课文或者根据有关资料编写，或者对现成的作品进行简写。课文篇幅控制在 600—1600 字之间，生词量平均每课不超过 60 个。

4. 词语例解和语法点少而精。为了使学得“精”，每一课的词语例解不超过 5 个，语法点不超过 4 个，通过课堂上的充分练习，使学生能基本掌握。

5. 练习注重实用。一部分练习是为词语和语法教学服务的，一部分是为了提高学生表达能力设计的。这些练习多数既可以做

笔头练习,又可以做口头练习。纯机械性练习不是本书的教学重点。

二、教学安排

本书共 20 课,每课授课时间 8-10 学时(每学时 50 分钟),建议作如下分配:

生词、课文串讲	2 学时
词语例解	2 学时
语法	2 学时
复述、讨论课文	2 学时
综合练习、检查	2 学时

以上只是课堂教学的安排,至于复习、作业讲评、检查预习情况和测验等可由教师视具体情况安排进去。

三、教学方法

1. 重视预习。本书授课要重视学生的课前预习。教师可根据课上要做的工作,给学生布置预习提纲,通过预习培养学生独立工作能力,提高学习的主动性。课堂上则着重对学生进行熟巧性的训练。

2. 强调重点。本书在词语知识和课文内容等方面,强调重点训练,不求面面俱到。讲解、练习着眼于重点内容,次要的内容可通过学生预习解决。

3. 练习注意层次性。本书的练习分为理解性的、机械性的和活用的三大类。以足够的理解性练习和机械性练习为基础,逐步进行活用练习,重点在活用练习上。

4. 课文讲解要先引导学生把握课文基本内容,如记叙文要弄清故事发生的时间、地点、人物、故事发展梗概等;论说文则要了解文章的论点和论据,然后扫清语言难点,进一步挖掘课文内容,理

解字里行间的“潜台词”，以及某些文化内涵（注释为此提供了方便）。这是教学的重点之一。

5. 复述与讨论练习。本书设计的复述与讨论练习，是培养学生运用语言、提高表达能力的有效方法。教师可作引导式的提示，使复述和讨论有控制地进行。例如，做复述练习时教师可以先设计出几种开头，然后由学生接着复述；也可以提出一系列的问题，让学生概括复述内容。同时要指导学生在用不同人物的口气复述时，对原课文内容作适当取舍，加上自己的想象。必要时，教师也可以给学生列出提纲，并作出示范。

课堂讨论前，教师可先就讨论题准备一些小问题，以便讨论时不断向学生发问，以保证讨论顺利进行。最后还可以启发学生总结讨论中提出的不同意见。

6. 辅助教学手段。本书课文为各种语言实践活动提供了一定条件。教学中可配合组织观看影剧、录相片或参观等活动。这些都会有助于提高学生的学习积极性和提高语言能力。

以上只是教学的一般方法，教师不必过分拘泥。他们完全可以根据自己的经验，针对不同的教学对象，灵活安排课堂教学。

本书编就于1979年底，原名为《现代汉语精读课本》，中间经过一次修改。在过去几年中，曾陆续在若干教学班使用。此次出版前，对原有篇目又作了较大调整，但编写原则、体例未变，因此，仍是在原有基础上的修订。本书原编者为：鲁健骥、李继禹、刘岚云、黄政澄、丁永寿、邱衍庆。此次修订工作由鲁健骥、黄政澄、丁永寿担任。

编者

1987年6月

INTRODUCTION TO VOLUME III

Volume III of *Modern Chinese—Beginner's Course* has been compiled as the successor to Volumes I and II; it functions as the next higher stage of teaching material. Volumes I and II are aimed at training the students in basic language, intonation, and grammar skills. The material in Volume III is based upon skills acquired in the previous stages. By employing analysis of carefully selected pieces of typical Chinese writings, this volume helps both to deepen the students' understanding of Chinese, and to improve their ability in spoken and written expression. Instruction at this level is the intensive of basic Chinese and thus has practical significance.

I. Principles of compilation

1. This textbook is directed at foreign students who major in Chinese literature and history. In order to broaden their training in language comprehension and assimilation, attention was given to selecting articles of varying genre, style, and subject matter which would be suitable to meet the reading and expression needs of the students' fields of study.

2. This textbook is edited for adults who have achieved a considerable level of literacy. Accordingly, the selections reveal a high level of profundity and thereby serve to arouse the students' interest, to enrich their knowledge and to expand their fields of vision. In the explanatory notes for each lesson, special attention is paid to the background knowledge of Chinese culture explored in the

text.

3. The difficulty level of the texts is controlled. In order to maintain a degree of difficulty consonant with the students ability, the texts either are based on relevant materials or are condensed forms of already published articles. There are 600-1600 words in each text and the average number of new words is ont more than 60.

4. Explanations of words, expressions, and grammar points are concise. In order to give the students a sound grasp, each lesson has no more than five expressions which must be explained and no more than four grammar points. After ample classroom practice, students are able to grasp the essentials.

5. The exercises lay stress on practicability. Some of the exercises serve as practice on phrases and grammar; others are designed to improve the students expressive ability. These exercises can be practiced in written or oral form. Mechanical-type drills are not the focal point of this textbook.

II. Program for instruction

This textbook is composed of 20 texts. It takes 8-10 class periods (50 minutes for each period) to complete a lesson. A suggested distribution is as follows:

Construing new words and text	2 periods
Explanation of words and expressions	2 periods
Grammar points	2 periods
Retelling and discussion of the text	2 periods
Comprehensive practice and quizzes	2 periods

The above mentioned is the structure for classroom teaching only. Review, homework, checking students pre-class preparation, and testing can be arranged by the teacher accordingly.

III. Teaching methods

1. *Stressing student preparation*. Attention must be paid to the students preparation for each lesson. The teacher should make an outline based on the work which must be covered in the text by which the students can prepare their lessons. In this way the students will be trained in the aspect of self-study and their study initiative will be aroused. During class the students should be directed toward a thorough mastery of skills.

2. *Emphasizing key points*. This textbook does not attempt to be exhaustive. Instead, it stresses practice on the essential words, phrases, and content of the texts. When explaining and drilling, the teachers should always focus on the key points. Students can study items of secondary importance at their own discretion.

3. *The importance of systematic practice*. The exercises in this book are divided into three main categories: comprehensive exercises, mechanical exercises, and creative exercises. The first two methods function as a foundation to facilitate the progressive employment of the creative exercises. The exercises regarded as most important are those which require creative application.

4. *Clarifying main ideas*. While explaining the text, the teacher should encourage the students to get a general picture of what is going on. For instance, in a narrative the students should be made to have a clear idea of when and where the story takes place, who the characters are, as well as the gist of the story. If it is a treatise, the students should be led to understand the thesis and argument. Difficult language points must be clarified. Afterwards, the teacher should go a step further in analyzing the text, so as to set forth an understanding of the cultural implications and latent

meaning of the text. (In order to facilitate this, notes to the texts are provided.) Such clarification of the texts is one of the important aspects of teaching.

5. *Reiteration and discussion practice.* The reiteration and discussion exercises designed for this textbook are an effective method by which the student can improve their ability to express themselves through utilizing Chinese. The teacher may guide the students by prompting them. For instance, the teacher can make several opening statements and the students can continue the story; or the teacher may ask a series of questions letting the students sum up the contents. Furthermore, the teacher may direct the students to retell the story in a different tone, using different characters based on their own imagination. When necessary, the teacher can make an outline of the story and set examples for the student to follow.

Before in-class discussion, the teacher can prepare a series of topical questions so as to keep the discussion flowing. Finally, the teacher may instruct the students to sum up the different opinions raised during discussion.

6. *Supplementary instruction:* This textbook provides conditions for various language practice activities. The students may also be organized to see films, videos, or to visit interesting places. This will arouse the students' enthusiasm for study and improve their language ability.

The above mentioned are the general teaching methods. Teachers are not strictly confined to these rules. Based on their own experience and dealings with different audiences, the teachers, by all means, may arrange the material flexibly.

The compilation of this textbook began during the close of 1979 and underwent subsequent revision. Originally it was entitled *Intensive Modern Chinese Course*. In the past several years this textbook has been used in a number of training classes. In this edition the articles were rearranged considerably, but the principles guiding compilation and style remain the same. Consequently, this revision still retains the original base.

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The Compilers

June 1987

MODERN CHINESE

Beginner's Course

Second Edition

Volume 3

**Third Department for Foreign Students
Beijing Language and Culture University**

Beijing Language and Culture University Press/Sinolingua

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