

中国国家汉办
规划教材



新实用汉语课本

NEW
PRACTICAL
CHINESE
READER
TEXTBOOK

1

刘珣◎主编

北京语言大学出版社

New Practical Chinese Reader

By Liu Xun (chief compiler)

Zhang Kai, Liu Shehui, Chen Xi, Zuo Shandan & Shi Jiawei

NPCR is a new series of textbooks designed for native English speakers to learn Chinese. It consists of seventy lessons in six volumes, covering beginning to intermediate levels, for three years of instruction. It has been compiled under the guidance of the new *NOCL Syllabus* and in consultation with *the HSK Guideline*. The objective of this series is to develop the student's ability to communicate using Chinese through the study of language structure, language function, and related cultural knowledge along with the training of listening, speaking, reading and writing skills.

In order to make the study of Chinese easier and more interesting, this textbook has the following features:

- The student will be in the cultural setting of Chinese society with several international students, Ding Libo (son of Gubo and Ding Yun), Lin Na and Ma Dawei. Through many interesting experiences, the student will not only learn authentic Chinese but also understand Chinese society and culture.
- The instruction of functional items is emphasized. The student will learn to use Chinese from the very beginning of the learning process.
- Attention is paid to the instruction of pronunciation, grammar, vocabulary and discourse and a gradual increase in difficulty, orderly advances and multiple repeats are stressed along with the usage of four large cycles to help students understand the language structure of Chinese.
- A new method of teaching Chinese characters is utilized to help students read and write intriguing characters.
- Combined instruction of the four basic skills, listening, speaking, reading and writing, is emphasized.
- Offering tremendous flexibility, the instructional materials are suitable for users at different starting points and with different goals.
- Abundant practice materials are supplied for the student to use inside and outside the classroom.
- Each volume comes with a student's Workbook and an Instructor's Manual along with audiocassette and CD-ROM. Texts in traditional characters are provided.

ISBN 7-5619-1040-1



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插图: 杨可千

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中国国家对外汉语教学领导小组办公室规划教材
Project of NOTCFL of the People's Republic of China

NEW PRACTICAL CHINESE READER

Textbook

新实用汉语课本

1

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

新实用汉语课本
PDG

(京)新登字 157 号

图书在版编目(CIP)数据

新实用汉语课本. 第一册/刘珣主编

—北京:北京语言大学出版社,2006 重印

ISBN 7-5619-1040-1

I. 新…

II. 刘…

III. 对外汉语教学—教材

IV. H195.4

中国版本图书馆 CIP 数据核字(2002)第 006477 号

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书 名:新实用汉语课本. 第一册

责任印制:汪学发

出版发行:北京语言大学出版社

社 址:北京市海淀区学院路 15 号 邮政编码:100083

网 址:<http://www.blcup.com>

电 话:发行部 82303648 / 3591 / 3651

编辑部 82303395

读者服务部 82303653 / 3908

印 刷:北京中科印刷有限公司

经 销:全国新华书店

版 次:2002 年 3 月第 1 版 2006 年 4 月第 11 次印刷

开 本:889 毫米×1194 毫米 1/16 印张:16.75 插表 1

字 数:160 千字 印数:62031-74030 册

书 号:ISBN 7-5619-1040-1 / H·02008
05800

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前言

《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。每册书均配有《综合练习册》和《教师手册》及录音带、光盘。

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,但它又是一本全新的教材。《实用汉语课本》是 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)等在学习汉语了。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、语言功能或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。第一册前六课,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,但暂不作语法的系统讲解;第一册的后八课及第二册全册 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,如时刻表、菜单、广告、启事、报刊、经典作品片断等。

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、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》第一——四册体例

课本

课文 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 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 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(前六课)“重点句式”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。

阅读和复述 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、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 针对汉语的特点和以英语为母语的学习者的难点,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 先介绍部件,后组合成汉字。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 开始多用英文介绍,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。每册书有两套单元测试题,供教师选用,此外还附有测试题与练习的答案。

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,委托北京语言文化大学承担。国家汉办严美华主任、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。北京语言文化大学校长曲德林教授、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,我们于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。该校 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,他们为本书的出版作了大量的工作。

本书主编刘珣教授,编者为张凯副教授、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 seventy lessons in six volumes. The first four volumes, consisting of fifty lessons, are for beginners and pre-intermediate level learners. The last two contain twenty 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 autonomous learners. Each volume comes equipped with a workbook, an instructor's manual, audiotapes and CD-ROMs.

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* (abbreviated PCR below). 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 appearing in the lessons of PCR (Palanca, Ding Yun and Gubo, among others), 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 Gubo 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 the many teachers of the language, both inside and outside China. 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 original contributions to the teaching of Chinese language in a number of areas.

New Teaching Material, 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 both emphasize the communicative function and also obtain a firm grasp of language structure. We should allow students to gain grounding in the four basic skills by means of a large number of drills and exercises while also mastering the necessary grammatical knowledge and rules for word and sentence formation. The study of pronunciation, vocabulary, sentence patterns, grammar, and speech are the

foundation of linguistic 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. Finally, 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 adopted by earlier Chinese teaching materials, instead adopting a cyclical arrangement with constant review of language structure and function together with important cultural information. The teaching of language structure passes through four cycles in the six volumes. In the first six lessons of Volume One, the focus of which is learning pronunciation, 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 Volume Two and the last eight lessons of Volume One. 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 twenty-four 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 twenty lessons of the last two volumes. Besides introducing more vocabulary items and grammatical points, these lessons concentrate on the teaching of complex sentences and paragraphs not emphasized in earlier Chinese teaching materials. These four large cycles contain smaller ones that interact closely with the unit reviews, not only increasing the students' command of linguistic 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* breaks with the emphasis on structure at the expense of function characteristic of earlier teaching materials. 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, at the same time as it teaches the phonetics. 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' ability to comprehend and communicate at a higher level, especially in paragraphs. Functional items are included throughout all six volumes in order to constantly improve the learner's listening, speaking, reading and writing. Some pictures and culturally authentic materials such as selections from timetables, menus, advertisements, announcements, newspapers and classical literary pieces are also used.
3. Unlike the vast majority of earlier textbooks, *New Practical Chinese Reader* emphasizes the systematic study of characters. In view of the difficulties encountered by students lacking a background in Chinese characters, the first two volumes stress the fundamental rules of learning the Chinese script, 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 divorce the study of characters from the conversation text. The teaching of characters starts with the introduction of sixty common, easily learnt characters frequently used as components of other characters, along with some character components. The goal of this approach is to allow students to learn multi-component characters by first mastering their

components.

4. Transcending the limits of campus life, *New Practical Chinese Reader* distinguishes itself even at the beginning stage from most previous Chinese textbooks 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 friendships, love stories and teacher-student relationships with the Chinese students Song Hua, Wang Xiaoyun, the journalist Lu Yuping, the tour guide Xiao Yanzi, as well as several Chinese language teachers. Volumes One and Two interweave campus life with everyday experiences, introducing cultural norms and customs closely associated with speaking and comprehension. 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 cultural life.
5. *New Practical Chinese Reader* abandons the mechanical, monotonous and inflexible formulae of earlier teaching materials and can be adapted to the needs of students beginning at different levels. It increases 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 can increase the amount of supplementary contents so that students can learn according to their individual needs, and teachers can use the textbook to suit the differing levels of their students.

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

■ Textbook

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), facilitating audio-lingual practice and providing an overall grounding in the reading and writing of elementary Chinese. The pronunciation section in lessons one to six emphasizes the *pinyin* text, while lessons seven to fourteen focus on Chinese characters, which, however, have *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 (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 later lessons.

Conversation Practice (included in Lessons 1 – 6), **Drills and Practice** (included in Lessons 7 – 14)

We hope students will thoroughly master the key sentences illustrating the fundamental linguistic structures and functions introduced in the text. By practicing phrases, doing pattern drills, and taking part in di-

alogues and communicative exercises, students can move successfully from mechanical exercises to proficient interaction.

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 (included in Lessons 1 – 6) In view of the peculiarities of Chinese pronunciation and the special difficulties it presents to foreign learners with English as their mother tongue, the text focuses on the principle 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 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. Each volume has two review lessons that help learners review the grammatical points taught earlier.

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 Notes At first, cultural notes in the English language are provided so that students can gain insight into cultural information related to their language studies. As learners' Chinese proficiency improves, cultural notes are incorporated more and more into the Chinese texts.

■ Workbook

The workbook is designed for students to use outside class. In addition to exercises for studying characters, phonetics, sentence patterns and words, it also includes general exercises for speaking, aural comprehension, reading, and writing.

■ Instructor's Manual

The Instructor's Manual makes suggestions regarding the goals and methods of teaching and supplies explanations of each lesson's contents. It also supplies the instructors with more knowledge about phonetics, grammar and vocabulary. Unit tests and keys to the tests and exercises are provided.

Acknowledgements

Sponsored by the National Office for Teaching Chinese as a Foreign Language (abbreviated NOTCFL below), this set of teaching materials is one part of a key research project undertaken by the Beijing Language

and Culture University. Ms. Yan Meihua, the director-general of the NOTCFL, Professor Jiang Mingbao and Ms. Li Guiling from the NOTCFL were responsible for planning and organizing this project. The president of the Beijing Language and Culture University, Professor Qu Delin, and the chairman of the Council for University Affairs, Researcher Wang Lujiang, guaranteed the smooth implementation of this project undertaken by our university. In order to obtain an understanding of Chinese teaching overseas, we made a study trip to six Canadian universities with Chinese language programs before compiling this set of materials. We are especially grateful to Ms. Xu Lin, Educational Consul of the Chinese Consulate General in Vancouver, whose work helped us establish our partnership with the Asian Studies Department of the University of British Columbia. Our thanks are also due to Mr. Song Yongbo from the Teaching Bureau of the NOTCFL, for the assistance he offered during the whole project.

We are very grateful to McGill University, the University of Montreal, the University of Toronto, the University of British Columbia, Simon Fraser University and the University of Victoria for the great hospitality they offered us during our study trip as well as the valuable suggestions provided by our colleagues from these institutions. Chinese language instructors from Queens University, Huron College of the University of Western Ontario, York University, Langara College, Douglas College, and Comosen College also participated enthusiastically in our forum on Chinese textbooks. It is our pleasant duty to give special thanks to Dr. Robert Shanmu Chen, Chinese Coordinator of the Asian Studies Department of U.B.C., Mr. Zheng Zhining from the same department, Dr. Helen Wu of the University of Toronto, and Mr. Wang Renzhong of McGill University, who agreed to be on the Canadian Consulting Group for our teaching materials.

Dr. Robert S. Chen and Mr. Zheng Zhining were in charge of the Canadian side of this joint project, which would never have succeeded without their continuous organization and coordination. They are also responsible for the final proofreading of both the Chinese and English texts of all six volumes. Dr. Robert S. Chen, Dr. Cheng Maorong, Dr. He Donghui, Dr. Li Tianming, Mr. Zheng Zhining and Ms. Xia Wei, all of U. B. C., spent much time and effort translating the original Chinese text into English. Dr. Cheng Maorong, Dr. He Donghui, Dr. Li Tianming, Dr. Mou Huaichuan, Ms. Lin Huimin, Ms. Lü Mingzhu, Ms. Xia Wei, Ms. Yang Liqiong and Mr. Zheng Zhining participated in the proofreading of the Chinese text. Mr. Allen Haaheim and Mr. Paul Crowe of U. B. C. edited and proofread the first version of the English translations, while Professor Jerry D. Schmidt proofread the final version of all the English translations. Dr. Cheng Maorong, Dr. He Donghui, Ms. Lin Huimin, Ms. Xia Wei, Ms. Yang Liqiong and Mr. Zheng Zhining did trial teaching of sample lessons from the six volumes at the Asian Studies Department of U. B. C.. We are very grateful to all these people for their professional work.

Special thanks are also due to the director and general editor of the Beijing Language and Culture University Press, Professor Wang Jianqin, editors Wang Hongyu and Wang Biao, and painter Yang Keqian who did much hard work to facilitate the publication of our textbooks.

The chief compiler of this textbook series is Prof. Liu Xun. The other compilers include Associate Prof. Zhang Kai, Associate Prof. Liu Shehui, Associate Prof. Chen Xi, Ms. Zuo Shandan, and Ms. Shi Jiawei. Shi Jiawei and Liu Xun were in charge of writing Volumes One and Two. Volumes Three and Four were largely written by Liu Shehui and Chen Xi, and Volumes Five and Six mainly by Zhang Kai and Zuo Shandan.

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

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请求允许 Asking for permission

问姓名 Asking someone's name

自我介绍 Introducing oneself

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