

• 适/合/初/级/汉/语/水/平 • 英文注释

陈贤纯  
主编

# 汉语强化教程

An Intensive Chinese Course

## Sentence Patterns 句型课本

陈贤纯 张浩 徐叶菁 / 编著

一年强化训练=5000词汇量+连贯表达



北京语言大学出版社

陈贤纯 主编

# 汉语强化教程 句型课本 1

陈贤纯 张浩 徐叶菁 / 编著



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

(京) 新登字 157 号

图书在版编目(CIP)数据

汉语强化教程·句型课本 1/陈贤纯主编,陈贤纯,张浩,徐叶菁编著.  
—北京:北京语言大学出版社,2005 重印  
ISBN 7-5619-1217-X

I. 汉…  
II. ①陈… ②陈… ③张… ④徐…  
III. 汉语—句型—对外汉语教学—教材  
IV. H195.4

中国版本图书馆 CIP 数据核字 (2003) 第 039749 号

书 名: 汉语强化教程·句型课本 1  
责任印制: 乔学军

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 82303650/3591/3651

编辑部 82303647

读者服务部 82303653/3908

印 刷: 北京北林印刷厂

经 销: 全国新华书店

版 次: 2005 年 4 月第 1 版 2005 年 12 月第 2 次印刷

开 本: 787 毫米×1092 毫米 1/16 印张: 12.75 插表: 2

字 数: 199 千字 印数: 3001—8000 册

书 号: ISBN 7-5619-1217-X/H·03048

定 价: 38.00 元

凡有印装质量问题本社负责调换, 电话: 82303590

# 前言

《汉语强化教程》是零起点基础汉语综合教材，供一个学年使用。学完后，能够掌握 5000 左右常用词，能够熟练掌握听读技巧，能够比较自由地口头表达思想，能够写 800 字左右的短文。

第一学期（每周 24 学时）：

《句型课本》4 册

《汉字与阅读课本》2 册（另有 2 册练习）

《听力课本》1 册

第二学期（每周 24 学时）：

《词汇课本》4 册（另有 1 册词表）

《初级写作》1 册

《句型课本》从零起点开始。前 10 课为语音训练，语音课一般情况下每一课需要 4 学时。与语音课同时开始的有汉字课，汉字课每一课 2 学时。

语音课放在第一二节课，每一课上两天。汉字课放在第三四节课，每一课上一天。所以，语音阶段需要 4 周时间。可参考以下课表：

	一	二	三	四	五
	语音	语音	语音	语音	语音
上	1 (第 1 课) 新课	(第 1 课) 复练	(第 2 课) 新课	(第 2 课) 复练	(第 3 课) 新课
	2 语音	语音	语音	语音	语音
午	3 汉字	汉字	汉字	汉字	汉字
	(第 1 课)	(第 2 课)	(第 3 课)	(第 4 课)	(第 5 课)
	4 汉字	汉字	汉字	汉字	汉字

## 前言

	一	二	三	四	五
下					
午	5	汉字复习		听力	
	6	汉字复习		听力	

从以上课表可以看出，我们加强了汉字基础知识的教学，使学生能够在头四周就从语音和汉字两个方面同时打下良好的基础。

如果是日本或韩国学生的班，建议缩短汉字课的时间，适当延长语音课的时间，加强语音语调练习。

语音阶段结束以后，上午的汉字课停止。下午的两节汉字课有两个任务：一是继续进行汉字基础知识教学；二是对《句型课本》中出现的汉字进行归纳总结，并且逐步过渡到阅读课。

语音阶段结束以后，句型课每天四节课，每天一课。句型阶段参考课表如下：

		一	二	三	四	五
	1	句型	句型	句型	句型	句型
上	2	句型	句型	句型	句型	句型
	3	复练	复练	复练	复练	复练
午	4	复练	复练	复练	复练	复练
	5		汉字		听力	
下	6		汉字		听力	

第一二节课为新句型课，包括每一课的“生词”和“句型练习”两部分，通常由一位老师担任。第三四节课为复练课，包括每一课中的“复练”、“复述课文”和“阅读课文”三个部分，同时还要预习下一课的生词。复练课通常由另一位老师担任。这样，学完整个《句型课本》需要 264 学时。

《句型课本》共学习 2200 个词，每册课本后附有该册生词总表。

以上的课时安排是对全日学习汉语的学生而言。在国外的学校中，通常每周只有 6 节汉语课，可以参考上述课表作延长处理。学习语言的关键是要有足够的操练，只有通过足够的听说读写操练，才能形成语感，掌握语言。

本教材没有以往教材中的练习部分。因为我们认为那种练习并不是对语言技能的操练，而是应试教育的产物。让学生花大量的时间去做这种练习，并不能使他们形成语言技能。学习汉语的目的是为了能运用汉语，而不是为了应付考试。我们说的操练，是指听汉语的练习、说汉语的练习、阅读中文读物的练习以及用中文写作的练习；而不是做填空、完成句子、造句之类。

学生的课外作业有两个：一是预习生词，二是写汉字。

参加《句型课本》初稿编写的有北京语言大学陈贤纯、张浩和徐叶菁。陈贤纯编写语法部分，张浩编写句型部分，徐叶菁编写复练部分，最后由陈贤纯统稿、修改。初稿在第一轮试用后，由陈贤纯作了大规模修改。然后进行第二轮试用。第二轮试用后又作了很大的修改。现在出版的课本是经过三轮试用、两次修改以后的稿子，已经与初稿有很大的不同。第二次修改时还增加了阅读课大，其中《最喜欢谁》等三篇课文由方玲老师提供，特此表示感谢。

《句型课本》的英文由北京语言大学沈叙伦教授翻译。

本教材在编写与试用过程中得到了北京语言大学崔永华教授、李杨教授以及很多老师的大力支持，谨此表示衷心的感谢。

陈贤纯

2005年1月

# 致学生

使用本教材之前，所有的学生都应该认真地阅读此文。

在学习汉语的第一天，你预计过学完这套教材以后你的汉语能达到什么水平吗？你是不是梦想能用汉语流利地跟中国人交际？你是不是希望能基本看懂中国的电视节目、读懂中文的报纸呢？我告诉你，也许这些并不是梦想，只要两个学期就有可能实现。不过我还要告诉你，并不是每一个学生都能达到上述水平的，两个学期学习下来，不同的学生结果会非常不一样。影响学习结果的有多种因素，让我告诉你一个公式：

$$R = ACM$$

R 是最后的结果

A 是学习的态度

C 是学习的能力

M 是学习的方法

这个公式是说，一般情况下，学习的结果主要由三种因素决定。

第一是态度(A)，学生在学习汉语时态度认真不认真，学习努力不努力，这是第一个重要因素。

什么是认真？什么是努力？我应该明确地告诉大家，那就是必须每天来上课，在课堂上认真地跟着老师练习。在课下按老师的要求，每天复习、预习，写汉字做作业，不要偷懒。

学习的结果跟你付出的努力有很大的关系，不愿意付出辛苦，肯定不会有好的结果。每天上课有每天要学习的内容，其中包括语法、词语和各种练习。要是你有一天没有来上课，那么这一天的很多知识你就没有学。知识是有连贯性的，几次缺课以后你就跟不上了，所以每天来上课是学好汉语的必要前提。

第二是学习能力(C)，不同的学生，学习语言的能力不一样。有的人学得快，有的人学得慢；有的人记忆力好，有的人记忆力差，等等。这些是天生的，就像孩子们学母语时，有的孩子一岁左右就开始说话了，而有的孩子到三岁时还不会说话一样。人与人之间学习语言的能力存在着差异，这是客观存在的，我们

没有办法改变它。

根据我们的经验，有30%左右的学生学习能力比较强，40%左右的学生学习能力中等，还有30%左右的学生学习能力比较差。

能力中等的学生如果付出更大的努力，而且有比较好的学习方法，结果也会比较好。

能力差的学生不是学不会，只是需要更加努力，也需要更长的时间，做更多的练习，坚持下去也能成功。

第三是学习方法(M)，方法包括老师的教学方法和学生的学习方法两个方面。

学习外语跟学习数学的心理过程不一样。学习数学你只要理解了就行了，而学习外语只是理解还不够，必须要做大量的练习。因为语言是一种技能，任何技能都是通过大量练习获得的，就跟学习游泳、学习开汽车一样。

语言的技能包括听、说、读、写四个方面，每个方面的技能都必须通过足够的练习才能形成。比如，说话的能力是在练习说话的过程中逐步形成的。本教材有大量的口语练习，学生应该积极地跟着老师练习发音、练习句型、复述课文，声音越大越好，要练得你说汉语时不再觉得拗口。

有的学生不爱说话，他们的性格就是这样，这对学习外语非常不利。你要是不练习说汉语，以后怎么可能会说汉语呢？所以无论如何你必须张开嘴练习，至少在课堂上应该跟着老师大声地练习。

其他三种技能“听、读、写”也是这得，必须积极地去练习才能成功。学习语言需要积极的态度。

有些学生希望学过的语法和生词马上就能记住，马上就能运用。这不符合语言习得的规律。学过的知识，无论是语法还是词语，虽然经过了很多次练习和重复，但是在当时仍然是很生疏的，必须经过一定的时间，可能是一两个星期，也可能是一两个月，甚至更长的时间，有了更多的练习机会才能慢慢地变得熟练，慢慢地学会运用。学习与使用之间会有一个过程，我们把这个过程叫做习得的延后期。例如，你在学习第1课时可能觉得很难，但是当你学到第10课时再回过头去看第1课，会觉得第1课很容易。这就是因为第1课的内容已经经过了延后期，你已经熟练了。学习语言只靠上课练习是不够的，因为上课的时间很有限，如果你能在课外有更多的练习机会，那么你一定能够熟练得更快。

有的学生要求老师详细地讲解语法。我们必须明确地说，这种方法是不合适的。你只要知道什么语法表示什么意思就够了，课堂上的大量时间应该用于练习。语法讲得太多，就会占用大量的时间，使你失去练习的机会。

有的学生对听说读写的练习没有兴趣，却想死记语法和生词。这种方法也是不合适的。大量的练习能够使你产生汉语的语感。很多语言知识，即使你靠



记忆能记住，在运用的时候也不可能很快想起来。语言的实际交际靠的是语感，就像你的母语交际根本不需要想语法就能随口说出来一样。我们采用大量练习的方法就是为了使你产生汉语的语感。所以肯积极练习的学生产生语感快，不积极练习的学生产生语感慢，说话来达比较困难。

训练基本句型是掌握语法、并且产生语感的重要方法。有些人认为课堂上学的句型不是正常的交际，应该学习正常交际的语言。这种观点是对语言习得心理过程缺乏了解所致。日常交际中，随着语境的变化，语言可以说是千变万化的，选择什么来学？你无从入手，只有基本句型是有规律的，是语言结构的核心。千变万化的语言都是从基本句型变化来的。练熟了基本句型以后，你就有了语言的生成能力，再加上足够的词汇，你自然就有了表达能力。所以练熟基本句型是习得语言最简便、最有效的方法。每一个学生都应该在练习基本句型方面花大力气。

有的学生要求上口语课，以为上了口语课就能形成口语能力，这是一种误解。我们的语音和句型训练实际上就是口语课，因为本教材在语音阶段的教学方法是老师示范、学生模仿，要进行反复练习。大声地练发音是说汉语的什始。我们强调在一开始就正确地掌握发音和声调，接下来在句型阶段，我们要求学生把每个句型都练得滚瓜烂熟，能脱口而出。这是你习惯于说汉语的基础。如果在这个阶段你能把基本句型说得很流利，你的汉语来达能力就会逐渐形成，那时候你就不需要去上口语课。相反，要是基本句型没有练熟，那么即使你去上口语课也不会有多大效表。所以踏踏实实地学好语音与句型是一个基础，打好这个基础才能进一步学好汉语。

假如你很努力，在经过我们这样的训练之后，口语来达能力仍然不行，那就是说，你的语言学习能力不太好，需要放慢进度，需要做更多的练习，需要更长的时间。

有不少学生认为汉字很难。汉字有它的特殊规律，按照这些规律一步一步地学，汉字就不会那么难学了。本教材有专门的汉字课本，教汉字的笔画、笔顺、部件等基础知识，这些基础知识对于学好汉字极为重要，应该认真地按学习。学好汉字的另一个重要方法是多练习。多练习阅读，多练习写。在不断的练习中你会逐渐觉得汉字其实并不是那么难。常用的汉字只有3500个，组成这些汉字的部件只有400个左右。部件是由笔画构成的，笔画只有十几个，它们之间的关系是这样的：

笔画	部件	汉字
十几个	400 多个	3500 个

我们可以清楚地看出十几个笔画是最基础的。当然，掌握部件也是学好汉字的基础。

每次上新课以前都应该预习生词和语法(生词可以看生词表，语法应该阅读每一课最后一部分“语法”)。自己试着把这一课的生词记住，试着对这一课进行了解。如果有问题，准备好在上课时问老师。在你预习的基础上，老师再带着你练习，效果会好得多。如果事先没有准备，要想记住并且熟悉每一课30多个词是有困难的。

综合以上三个方面，如果你有积极的学习态度，有比较强的学习能力，还有比较好的学习方法，再加上好老师、好教材，那么你一定获得好的结果。要是你不努力，不常来上课，那么好老师、好教材也帮不上忙，你学习三年的结果也许还比不上别人学一年。

学习汉语在最开始的阶段确实是比较难的，但是学完了句型以后就会觉得越学越容易。事实上，多数学习努力的学生都能学会汉语，你应该树立起信心。

祝你成功!

编者：陈贤纯

# To The Students

Before using this textbook, all the students should read the following article carefully.

On the first day when you started learning Chinese, did you expect to reach a certain level after you had studied this set of textbooks? Did you ever dream that you could communicate with Chinese people fluently? Did you ever wish to understand Chinese TV programmes and read Chinese newspapers? Now I will tell you, this is not only a dream, but can be realized in two academic terms. However, I must also tell you that not every one of you can attain such a level. After two terms of learning, the result of each student may differ greatly. There are a number of factors that affect the result of your learning. Let me show you a formula:

$$R = ACM$$

R stands for the final result of learning;

A stands for your attitude towards learning;

C stands for your capability of learning;

M stands for your method of learning.

The formula indicates that, the result of your learning is generally decided by the three factors.

The first is your attitude towards learning (A). Whether or not a student is serious about his/her studies or whether or not he/she is hard-working should be regarded as the most important factor.

What do we mean by serious and hardworking? To tell you plainly, that means you must come to class everyday, and follow the teacher's instructions in doing all the exercises. What is more, you must do the revision, preview and your homework as required by the teacher. And never ever loaf on your job!

The result of your learning, to a large extent, is determined by the effort you have

made. As the saying goes, "no pain, no gain". Everyday you will learn something new in grammar, vocabulary, and do lots of exercises. If you miss one day of classes, then you will lose all the knowledge taught that day. Learning knowledge is a continuous process. If you are absent for a few days, you will be lagged behind and can hardly catch up with others.

Those who are often absent from class always get poor results in their studies. In fact, they are wasting their time.

Secondly, it is your capability of learning (C). The ability to learn a language varies from student to student. Some are quicker than others. Some have better memory than others. This is like children learning their mother tongue. Some begin to talk when they are one year old or so; some are not able to talk even until they reach the age of three. It is a fact that there exists differences among people in learning languages, and we cannot do anything to alter it.

According to our experience, about 30% of students have greater capability in learning languages, about 40% are average, and the rest 30% have problems.

If the average students work harder with better methods, they may achieve good results.

Those who have problems need more time to do more exercises, and work hard. They will succeed if they do not give up.

The third is the method of learning (M). This is two-folded; the teacher's teaching method and the student's learning method.

Learning a foreign language and studying mathematics differ in psychology. Whereas the latter emphasizes understanding, the former also requires lots of exercises. After all, learning a language is to acquire a skill, which is just like learning to swim or drive a car that require plenty of exercises.

Language skills include listening, speaking, reading and writing, each of which can be acquired only after large amounts of exercises. For example, the speaking ability is gradually acquired through oral practise. This textbook contains a lot of oral exercises. The students are supposed to follow the teacher in practising pronunciation, sentence patterns and retelling the texts. The louder you speak, the better the result will be. You should practise speaking until you feel at home when you speak Chinese.

Some students are quiet by nature, which is unfavorable to the study of a foreign language. You will never be able to speak Chinese without practising it. Therefore, you

## To the Students

must open your mouth and repeat loudly after the teacher in class. It is also true in regard to the other skills like listening, reading and writing. Therefore, you should take an active part in doing exercises.

Some cherish the hope that they can use the grammar knowledge and new words as soon as they learn them. This, however, does not confirm to the rule of learning a language. It takes a certain period of time to master grammar knowledge and words, perhaps a couple of weeks or a couple of months or even longer. This is what we call a 'prolonged period of acquisition'. For example, you may find it extremely difficult when you study the first lesson. When you have learned 10 lessons, however, you will find the first lesson very easy when looking back. This is because the first lesson has already gone beyond the prolonged period, and you have become familiar with it. As the class hours are limited, you'd better practise more after class to master the knowledge quicker.

Some students demand that the teacher explain grammatical rules in details. We must make it plain that this is not the right way. You will only have to understand the meaning of a grammatic rule. Most of the time in class should be used to do exercises. If you spend too much time on explaining grammatical rule, there will not be enough time for practice and you will lose the opportunity to use your grammatical knowledge.

Some show little interest in doing the exercises of listening, speaking, reading and writing, while they make great efforts trying to learn by heart grammatical points and new words. Again, this is wrong. Great amounts of exercises will help you cultivate the feel for the Chinese language. Even if you can remember the grammatical rules, they may not come to your rescue when you need them while communicating with the native speakers. You do not think of grammar when you speak your mother tongue, do you? Large amounts of exercises are meant to help you cultivate your feel for the Chinese language. There is no doubt that those who practise more will acquire the feel for the Chinese language sooner than those who do not practise a lot. The latter will always find it difficult to speak the language.

The basic training in sentence patterns is an important way to help the students master the grammatical rules and cultivate their feel for the Chinese language. Some think the sentence patterns taught in class are not normal ways of communication, and that they should learn the normal communicative language. This view results from the lack of understanding of the psychological process of mastering a language. In daily communication, with the changes of language situations, language patterns vary greatly, so one has to learn the basic patterns, the kernel of the language. If one has a good command of the basic language patterns with a large enough vocabulary, one will be able to express himself or herself. So we have to start with the basic sentence pat-

terms, and you are expected to make great efforts in this aspect.

Some students want to have oral classes, thinking that they can learn to speak only by attending oral classes. This is a misunderstanding of this course. Our practices in phonetics and sentence patterns virtually achieve the purpose of oral classes. We conduct our classes in this way; First, the teacher demonstrates, then the students imitate and practise repeatedly. when you begin to learn Chinese, you have to practice the pronunciation loudly. At the very beginning, we lay special emphasis on the correct pronunciation and intonation. When practising sentence patterns, we require the students to be thoroughly familiar with the patterns so that they can speak spontaneously. This is your starting point from which you learn to speak Chinese. If you can use the sentence patterns freely at this stage, you will be able to gradually cultivate the ability of expressing yourself in Chinese, and you will not have to attend any oral class. Without adequate practices in sentence patterns, you will not achieve much in an oral class. So conscientiously mastering pronunciation and sentence patterns means a good foundation for the further study of the Chinese language. If you work hard and follow our advice but you still find it difficult to speak, then you have problems with your capability to learn a foreign language. Do not worry, for it only means you need more practice and it may take a longer time to cultivate your speaking ability.

Quite a few students think it is very difficult to learn to write Chinese characters. Well, indeed. Chinese characters have their own rules, and following these rules step by step, you will not find it that hard to learn to write Chinese characters. This set of textbooks has a volume specially dealing with writing Chinese characters to teach you such basic knowledge as strokes, order of strokes and parts. These are essential to master the Chinese characters, and therefore, you should practise in real earnest as required. As the saying goes, "practice makes perfect", it is also true of learning to write Chinese characters. You will gradually find it not so hard to master them. The number of the most frequently used Chinese characters is about 3,500, which are composed of about 400 parts. Parts are made up by strokes, which only numbers a dozen or so. Their interrelations are as follows:

Strokes	Parts	Chinese Characters
A dozen or more	Over 400	Over 3,500

From above we can see clearly that the strokes are the basics. Naturally, to master the parts is also essential to the study of Chinese characters.

Before class, You are supposed to preview new words and grammar points of the lesson (refer to the word list for new words and the last section of each lesson for grammar). Try to learn by heart the new words of the lesson and understand the text. Be

## **To the Students**

ready to ask any questions you have about the lesson in class. With your preview of the lesson and the teacher's guidance, the class will produce a good effect. Without your preparation before class, you can imagine how hard it will be for you to remember all the 30 words of each lesson on the spot.

To sum up, if you have an active attitude towards learning, great capability to learn and a good learning method, as well as a good teacher, you will certainly achieve good results in your studies. However, if you do not work hard, and often play truant, you will end up a poor student even if you do have a good teacher, and what you can achieve in three years will be no more than the achievement of those hard-working students in one year.

All beginnings are difficult, and it is also true of learning Chinese. However, if you have completed the study of sentence patterns, you will find it easier to learn as you go on. In fact, the majority of the hard-working students can master Chinese. You should have confidence in yourself.

Good luck to you all.

Compiler  
Chen Xianchun

# 目 录

前 言 1

致 学 生 4

第 1 课 7

本课重点

语音 韵母 / 声母 / 声调

注释 声母、韵母 / 声调 / 音节 / i、u、ü 自成音节的写法

第 2 课 10

本课重点

语音 韵母 u ua uo uai ui uan un uang /

声母 zh ch sh r / 声调 轻声

注释 轻声 / u 在音节开头的写法 / ui un / 特殊元音 [ɿ]

语法 用“吗”的疑问句

第 3 课 19

本课重点

语音 声母 z c s / 声调 三声连读 三声变调

注释 特殊元音 [ɿ] / 三声连读 / 三声变调

语法 主语和谓语 / 宾语 / 汉语的语序 / 疑问代词“什么”



## 第4课 29

本课重点

语音 韵母 e er ao—ou uo—ou ai—ei / 儿化韵

注释 儿化韵 / 隔音符号

语法 疑问代词“哪儿”

## 第5课 38

本课重点

语音 韵母 i ia iao ie iu ian in iang ing iong ü üe üan ün /  
声母 j q x / 声调 “不(bu)”的变调

注释 “不(bu)”的变调 / ü 与 j、q、x 相拼的规则

语法 动词谓语句的否定形式 / “也”和“都”的位置 / 状语

## 第6课 48

本课重点

语音 声母 b—p d—t g—k z—c zh—ch j—q /  
声调 “一(yi)”的变调

注释 送气音与不送气音 / “一(yi)”的变调

语法 “有”字句 / 量词 / “两”和“二”

## 第7课 57

本课重点

语音 韵母 an—ang en—eng in—ing  
ong—iong uan—un üan—ün

语法 动词“有”的否定

## 第8课 65

本课重点

语音 韵母 uan—un—uang i—ü ie—üe / 声母 z—zh—j r—l f—p

语法 介词结构(1) “在……”