

国家对外汉语教学领导小组办公室规划教材

标准汉语教程

(中级)

THE STANDARD CHINESE COURSE

第一册



上海教育出版社

教育部《国家中长期教育改革和发展规划纲要(2010-2020年)》

标准汉语教程

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(中级)

Textbook for Intermediate Standard Chinese



上海外语教育出版社

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(Intermediate)

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Book I

王国安 主编

上海教育出版社

The Standard Chinese Course

(Intermediate)

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(Book I)

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上海教育出版社出版发行

(上海永福路 123 号)

(邮政编码: 200031)

各地新华书店经销 上海市印刷十二厂印刷

开本 850×1156 1/32 印张 6.5 插页 4 字数 117,000

1998 年 9 月第 1 版 1999 年 7 月第 2 次印刷

印数 3151—4170 本

ISBN 7-5320-6056-X/G · 6211 定价:(软精)10.30 元

《标准汉语教程》

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前 言

近年来,对外汉语教学的科学化、规范化和标准化问题,正日益引起人们的重视。对外汉语教学正经历着一个由无序的培训逐渐趋向规范教学的重大转变。国家汉办《汉语水平词汇和汉字等级大纲》(1992年)、《汉语水平等级标准和语法等级大纲》(1995年)的先后颁布,正是这一转变的重要标志,为对外汉语教学提供了明确而又可靠的依据;而汉语水平考试(HSK)更已成为检验汉语水平的一个重要测试手段。《标准汉语教程》(以下简称《教程》)正是按照以上两个《大纲》的有关规定,参考HSK的内容而设计、编写的一套系列汉语教材。

《教程》共分“入门”(二册)、“初级”(三册)、“中级”(四册)和“高级”(三册)四个阶段。为使眉目清楚,兹将其与汉语水平、等级标准和教学年级、HSK的关系列表如下:

《教程》	汉语水平	等级标准	教学年级	HSK
入门	初等水平	一级标准	一年级	初等
初级		二级标准		
中级	中等水平	三级标准	二年级	中等
高级	高等水平	四级标准	三年级	高等
		五级标准	四年级	

下面,我们就《教程》的总体编写再作几点说明:

一、《教程》力求具有科学性、实用性、系统性;选材时并适当注意选择一些有趣味的内容,以提高学习者的兴趣。编排上由易到难、由浅入深、循序渐进,使学习者能学到标准、规范的现代汉语。

二、《教程》作为一个整体,各阶段之间相互配合、前后衔接;但又具有相对的独立性。故《教程》既可用作外国来华留学生中文类本科生的主干教材,也可分阶段单独供中、短期语言进修生使用。

三、“结构—功能—文化”三位一体的教学方法,已为长期的对外汉语教学实践所肯定,这也是本《教程》编写时所遵循的基本原则。但落实到各阶段的编写,则根据实际情况各有所侧重。

四、《教程》各阶段教材,大致都由课文、词汇、语法说明和练习四个主要部分组成,贯彻听、说、读、写并重的指导思想;但各阶段《教程》的体例结构又颇有变化。对此,各阶段《教程》前均有关于本阶段《教程》的内容、结构的说明,以供参考。

五、根据语言教学的发展,本《教程》对国家汉办颁布的“大纲”中规定的词汇、汉字、语法等的数量、范围有所调节。其调节幅度一般不超过 20%。使用本《教程》时,教师可根据学生实际需要适当增加一些补充词语或语法内容。

《教程》为国家汉办规划教材,由复旦大学国际文化交流学院负责编写,华东师范大学国际中国文化学院部分教师也应邀参加编写工作。前后经历两年多时间,几

易其稿。全体编写人员兢兢业业,不敢懈怠;其中甘苦,如鱼饮水。国家汉办领导对《教程》的编写十分重视,屡加指导;兄弟院校不少专家都曾提出过许多修改意见,在此一并表示感谢。但限于我们的水平,不当之处,在所难免,恳切希望使用《教程》的同行和学习者提出宝贵意见,以便以后修改提高。

王国安

1997年10月

Foreword

In recent years much attention has been paid to the scientific, and regular standard (method) of the teaching and learning of Chinese language for foreign students, which has experienced an important transformation from the irregular training in to the regular teaching and learning. The announcement of "General Program of Chinese Words Level and Graded Chinese Characters (1992)" and "General Program of Grade Standard of Chinese Level and Grammar" (1995) issued by the Office of State Leading Group for Teaching as a Foreign Language is an important sign of this transformation. Both of them provide the definite and reliable basis for the teaching of Chinese language and the Chinese Proficiency Test (HSK) is especially considered an important testing measure for the level of Chinese language. According to the two Programs concerned and referring to the contents of HSK, we have compiled this Standard Chinese Course.

The Course consists of four stages, i. e. the introduction (two books), the elementary (three books), the intermediate (four books) and the advanced (three books). The following form shows clearly the inter-relationships of the Course, Chi-

nese level, grade standard, teaching grade and HSK:

Course		Chinese level	Grade standard	Teaching Grade	HSK
intro- duction	→	elementary level	Grade A	Grade one	elemen- tary
elementary			Grade B		
interme- diate	→	interme- diate level	Grade C	grade two	interme- diate
advanced	→	advanced level	Grade D	grade three	advanced
			Grade E	grade four	

More explanations for the compiling of this course are stated as follows:

1. We have done our best to make the course scientific, practical, systematic while selecting interesting materials to arouse the interest of the learners. We have introduced language materials proceeding from the low standard to the high standard in an orderly way to help the learners to acquire the standard modern Chinese step by step.

2. The integral parts of the course are supplemental and connective, yet relatively independent. So the course can be used as a basic textbook for foreign students studying at the Chinese Department of universities. At the same time the parts of the Course can be used respectively by foreign students for short or mid-term learning purposes.

3. Structure - function - culture, the 3 in 1 teaching method, is proved positive in the practice of the teaching of Chinese language for foreign students these years. It is also the basic compiling principle of this Course. But each part is em-

phasized for its specific conditions.

4. Each lesson in the parts of the Course generally contains text, words, grammatical notes and exercises, and the abilities of listening, speaking, reading and writing are put into practice with equal stress. Due to the different compiling structure for each part, a special statement goes at the beginning of each part for the explanation.

5. Due to the development of language teaching and learning, an adjustment for the Course has been made for the quantity and range of the Chinese words, Chinese characters and the contents of Chinese grammar on the scale of 20% based on the Programs mentioned above. Teachers who use the Course can increase the number of Chinese words and supplement proper items of Chinese grammar to meet the needs of learners.

This Course is taken as a planned teaching material of the Office of State Leading Group for Teaching Chinese as a Foreign Language. International Cultural Exchange School of Fudan University has been engaged in the work of editing and writing. Part of the teaching staff of the International Chinese Culture Institute of East China Normal University are also invited to take part in the work. The Course has been compiled for more than two years and the manuscripts have been revised several times, and all the compilers have worked diligently and cautiously, experiencing hardships and happiness just as fishes enjoy themselves in water. The leadership of National Office of Chinese Language has attached great importance to the compil-

ing of the Course and given directions repeatedly. Some experts of brotherly universities have also proposed many suggestions to the compiling of the Course. We express our sincere thanks here. We expect the teachers and students who use the Course to give us their valuable advice for the revision of the Course in the future.

Wang Guoan

October, 1997

说 明

一、《标准汉语教程》(中级)是为学过本教程“初级”部分,或已在华学过一年左右汉语,掌握 1860 个左右单词和基础语法的学习者编写的中级汉语教材。

二、本教材共分四册。收单词 2430 个左右。其选词范围主要依据《汉语水平词汇和汉字等级大纲》1992、《汉语水平等级标准和语法等级大纲》1995 所规定的丙级词和部分丁级词,并根据目前汉语的实际情况适当增减。

三、本教材每册十课。每课由课文、词语、语法注释、词语例释和练习等五大部分组成;并附有阅读课文一篇。阅读课文在题材内容方面同正课文都有一定的联系,旨在扩大学习者的知识面,提高其阅读能力。

四、本教材的课文,内容力求广泛多样,尽量改变过去同类教材中散文、小说过多,文学色彩过强的状况;力求多选能反映当前中国社会生活和文化,为外国学生感兴趣的材料;语言力求规范正确。

五、正课文和阅读课文后都编有练习。正课文的练习形式多样,有字、词、句等语言方面的训练题,也有篇章、段落方面的理解题。阅读课文的练习则大都为理解方面的选择题。

六、正课文和阅读课文分列词语。正课文的生词要求学习者牢记、掌握；阅读课文的生词则供阅读该课时参阅。故凡在阅读课文中出现过的生词，在其后正课文中出现的话，仍作生词处理。

七、本教材可供外国来华学习者学习一年。学完并掌握本教材，可达到汉语等级水平中等，HSK 中等(6级—8级)水平。

《标准汉语教程》(中级)建议使用 400 个学时。

Guide to the Book

- 一、《Standard Chinese Course (Intermediate)》 is the teaching material for those who have already learned “elementary” part of this Course or have studied Chinese in China for about one year, and have a good command of about 1860 words and basic grammar.
- 二、 This Course is in four volumes with about 2430 words. The words introduced consist of the third grade words and the fourth grade words provided by 《General Program of Chinese Words Level and Graded Chinese Characters》 (1992) and 《General Program of Grade Standard of Chinese Level and Grammar》 (1995). An increase or decrease in the third and fourth grade words is possible according to the current Chinese reality.
- 三、 Each volume consists of ten lessons. Every lesson consists of text, vocabulary, grammar, notes of terms and exercises, and one reading material is attached to each lesson. The reading material has connections with the text in subject matters and contents in order to enlarge learners’

knowledge and to improve their reading ability.

四、The contents of the text are designed to be widespread and diversified and to remedy the state of affairs that the proses and novels are listed too many and literary flavour is too strong in teaching materials. The selections of the contents for this teaching material are made to attract foreign students and to reflect the current Chinese social life and culture. The language is strived to be standard and exact.

五、The exercises follow the texts and reading materials as well. The forms of drill are varied, including the exercises of words, phrases and sentences and reading comprehension for sections and chapters. The exercises of reading materials mostly are designed with multiple choices.

六、The vocabularies of the text and the reading materials are listed respectively. The learners are required to bear in mind and master the new words of the text, and the new words of the reading materials are only for reference in reading. The words that have appeared in the reading materials emerge in the late text will be still regarded as new words.

七、This teaching material can serve one year of study for learners. Upon completion of this course, learners will

have reached “the Middle Level of the Standard of Grade of Chinese Proficiency” and “the Middle Level (six to eight Grade) of Chinese Proficiency Test (HSK)”.

The compilers suggest 400 periods be arranged for “The Standard Chinese Course(intermediate)”.