

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

(初级)

THE STANDARD CHINESE COURSE

第一册



上海教育出版社

教育部主管 教育部教材司 审定 教育部教材发展中心 组织编写

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Book I

王国安 主编

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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 into 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 ability 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 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

《标准汉语教程(初级)》是为学过半年左右汉语的外国来华留学生编写的基础汉语教材,也可供其他外国学习者使用。

本教材共三册,每册十五课,共四十五课。每五课为一个单元,每单元的最后一课列有前四课的语法小结。每课内容包括范句、课文、词语、注释、语法、练习等六个部分。

一、范句 范句大部分从课文中选取。通过范句,归纳和操练本课的语法重点。

二、课文 课文基本由对话和短文两部分组成。对话在规定的情景中,结合语法点进行。短文多为记叙文,也包括少许散文和微型小说。课文内容涉及社会生活的各个方面。

三、词语 分一般词语和专名两部分。每条词语后均注有汉语拼音和词性。学完本教材可掌握常用词语1867个左右(含专名)。

四、注释 对课文中出现的个别难词难句或有关的社会文化知识作简明扼要的解说。

五、语法 根据由浅入深,从易到难、循序渐进的原则,每课安排一到两个语法项目。除进行简要说明外,还

均列有若干例句。

六、练习 采用多种形式进行字、词、句、段的操练,以达到熟练掌握、学以致用为目的,部分操练形式采用汉语水平考试(HSK)试题样式。第三册练习中配以阅读材料,以利于扩大词汇量,提高阅读速度。

学完本教材,可达到“汉语水平等级标准”中的“初等水平二级标准”、汉语水平考试(HSK)初等水平(三-五级),并可为继续学习,达到“中等水平”打下良好的、坚实的基础。

Guide to the Book

“The Standard Chinese Course – Elementary” is a basic Chinese textbook for the teaching of Chinese to foreign students studying in China, who already have learned Chinese for about half a year. It can also be used by other foreigners learning Chinese.

The whole series consists of three books, each one containing fifteen lessons, where every 5 lessons form a unit. Every lesson has its text and exercises, and introduces sentence patterns, vocabulary, notes and grammar. The last lesson of each unit covers the summary of grammar.

1. Sentence Patterns: Most of the sentence patterns are selected from the text. The aim of introducing sentence patterns is to allow the students to practise and sum up the key points of grammar.

2. Text: The text generally consists of a dialogue and short compositions. The dialogues are carried out in the set circumstances, linking with the grammar. Most of the short compositions are narrations, some of them are proses and mini-stories. The contents of both dialogue and compositions of the text cover various aspects of social life.

3. Vocabulary: The vocabulary consists of ordinary words and proper names. Each word and phrase is noted with the Chinese phonetic alphabet, and its syntactical functions and morphological features. Through the use of this vocabulary, students will be able to understand and use effectively about 1867 everyday expressions (incl. proper names) in Chinese.

4. Notes: The notes give brief and concise explanations of difficult words and phrase or some social backgrounds introduced in the text.

5. Grammar: Each lesson introduces one or two grammar items, along with examples and brief explanations based on the rules of step-by-step and from the easy to the difficult.

6. Exercises: The forms of drill are varied, and aim to improve language skills through everyday application and practice. Some drill forms adopt the same pattern as Chinese Proficiency Test (HSK). The exercises in the third textbook also provide reading materials, in order to enlarge vocabulary and improve reading speed.

Upon completion of the Course, the students will have reached “the Second Level in Elementary” of “Grade Standard of Chinese Level” and the Elementary Level (Three to Five Levels) of the Chinese Proficiency Test (HSK). At the same time, the students will have laid a solid foundation for continuing learning Chinese at higher levels.

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