

速成实用汉语课本



AN INTENSIVE COURSE OF
PRACTICAL CHINESE

现代出版社

速成实用汉语课本
AN INTENSIVE COURSE
OF PRACTICAL CHINESE

第 一 册

Book I

北京语言学院

邓恩明 编著

速成实用汉语课本

(英文译释)

邓恩明 编著

现代出版社出版

(北京安外安华里504号)

中国出版对外贸易总公司发行

北京外文印刷厂印刷

统一书号9·287—002

1987年3月第1版 开本850×1168 1/32

1987年3月第一次印刷 字数160千

印数8000册 印张14

定价 3.50元

《速成实用汉语课本》序

吕 必 松

许多外国人以为汉语很难学，甚至以为汉语是世界上最难学的语言。其实这是一种误解。我们不能笼统地说哪一种语言好学，哪一种语言难学，因为学习的难易程度跟目的语与母语的差异程度有关。差异程度大，学起来难度也大，反之难度就小。一般说来，学习母语的亲属语言易，学习母语的亲属语言较难。学习汉语也是如此。但是，同是学生母语的亲属语言，学起来，汉语并不是最难的。

首先是语音不太难。汉语普通话语音的规律性和节约性很强，组成全部音节的声母只有二十一个，韵母只有三十多个。这些声母和韵母可以拼合成四百一十多个音节性语音单位（即可以成为音节的声韵母组合），这就是汉语普通话的全部音节性语音单位。也就是说，只要学会这四百一十多个音节性语音单位，就算学会了汉语普通话所有音节性语音单位了。况且对多数外国人来说，汉语中难发的音并不多。汉语普通话有四个基本声调，有些词带轻声，这些是多数外国人的难点。声调有区别词义的作用，所以学习汉语语音要把主要注意力放在声调方面。当然，要说一口地道的汉语，在语调上也要下功夫。不少外国人说汉语语调方面的问题比较多，也就是通常所说的带有洋腔洋调。不过如果发音和声调正确，带点洋腔洋调在多数情况下不会影响交际。

其次是基本语法不太难。汉语的语法结构规律性和节约性也很强，基本语法点只有几十个，多数很容易掌握。所以一般外国人只要集中学两三个月，就可以进行日常生活方面的一般性交际

了。有些语法点，如“把”字句、补语、时态表示法等，一般说来比较难以掌握，但这样的语法点数量不多。语法上最难的可能是大量虚词的用法和在上下文中的句法变化，所以在这些方面要多下功夫，不过在初级阶段这方面的问题不会太多。

跟所有发达的语言一样，汉语的词汇非常丰富，词汇量很大，成语、典故、俗语、歇后语等也很多。但汉语的常用词有限，北京语言学院语言教学研究所选用180万字的语料进行统计的结果表明，按出现频率高低排列的前1665个词，在所统计的材料中的出现频率达到80%，前4138个词的出现频率达到90%。这就是说，只要掌握1600到4000个最常用的词，阅读一般的书籍困难就不太大了。

外国人学汉语最害怕的是汉字，有的说，每一个汉字都象一幅图画。这里也有不少误解。其实汉字也有很强的规律性和节约性。汉字的基本笔划和笔顺规则有限，字分独体字和合体字两类，只要掌握了基本笔划和笔顺规则以及一部分简单的独体字，再学其他的独体字和合体字就不难了。汉字是表意文字，但大部分又是形声字，学会了一定数量的汉字，通过“望文生义”和“读半边”也可以解决一部分问题。当然，我们并不希望学习者对汉字只作似是而非的理解。但初学的人往往难免要经过这样一个阶段，只要继续努力就会达到对汉字的正确的理解和使用。汉字的数量虽然比较多，但常用字有限。在上述180万字的统计语料中，出现的汉字只有4574个，其中出现245次以上的1000个汉字累计覆盖率达到91%，出现30次以上的2418个汉字的累计覆盖率达到99%。这就是说，如果学会1000个汉字，阅读时困难就不太大了；如果学会2418个字，阅读时就基本上没有什么困难了。汉字是方块字，跟其他语言的文字很不一样，乍看确实很难，初学者有畏难情绪是可以理解的。但下过一两个月的功夫以后就会

知道，汉字这一关并不难攻克，至少跟某些语言的文字，如英文字母相比，汉字并不是最难的。英文字母虽然不多，但拼写和读音并不都是完全一致的，大量的英文字母也要一个一个地死记硬背，学英文字母说不定比学汉字要花更多的时间。汉字还有个好处，就是一旦掌握了，阅读起来可以节省时间。同样内容的材料，读汉字本比读其他文本要快得多（当然，这跟汉语本身的简洁性也有关系）。过去说汉字不利于信息处理，随着科学技术的发展，这种观点恐怕也要改变了，因为不但汉字所占的面积小，而且机器跟人一样，识别汉字比识别拼音文字快。

我们说汉语不难学，是跟学习其他与学生母语无亲属关系的语言相比较而言，并不是说可以轻而易举地掌握好汉语。实际上，掌握好任何外语都不可能轻而易举。人们学习外语，总希望学得又快又好。怎样才能学得又快又好呢？首先，学生本人要刻苦努力，并注意学习方法。其次，老师教学要得法，不能用教本族人的方法教外族人。再其次，要有好的教材。衡量教材的好坏，不同的人有不同的标准。我认为至少要具备三个条件才能算是好教材。这三个条件是：一、易教易学；二、有针对性和实用性，就是能针对一定教学对象的特点和需要；三、语言规范、地道，内容生动有趣。看了《速成实用汉语课本》以后，我感到编者在以上三个方面都进行了努力，所以这部教材的优点是明显的。例如，在教学内容的编排上注意由浅入深，难易适度，教学方法上也充分考虑到了汉语作为外语教学的特点，融汇了编者多年从事教学和编教的经验；不少课文的内容有很强的趣味性，这是其他许多教材都比不上的，也是编写初级教材不容易做到的。

编者要我为《速成实用汉语课本》写序，我感到这也是我的一项义务，不容推卸，只好写了这些，是为序。

1986年10月13日

PREFACE TO “AN INTENSIVE COURSE OF PRACTICAL CHINESE”

by Lü Bisong

A good many foreigners complain the Chinese language is very difficult to learn, and some go to the length of saying that, of all the languages in the world, Chinese is the most difficult language. This is, however, really a misunderstanding. Actually, we cannot say without distinction that one language is easy to learn and another is not since whether it is easy or not depends primarily on how one's native language and the target language he is to learn differ. The greater the difference is, the harder one will feel. Generally speaking, it is easier to learn a language related to one's native language and harder to learn the one unrelated. Such is also the case with study of the Chinese language. The Chinese language is by no means the hardest to the learner as compared with other languages that are not related to his native language.

To begin with, Chinese pronunciation is not very difficult. Regularity and economy are two distinctive features of Chinese pronunciation. In the common speech, there are altogether 21 initials and more than 30 finals which can be combined to form 410 odd syllabic

phonetic units, i.e. initial-and-final combinations which stand for syllables. In other words, one may claim to have mastered all the syllabic phonetic units in Chinese if he has learned those 410 syllables, most of which have proved not so difficult to most foreign learners. In the common speech, there are four basic tones and the neutral tone as well (quite a number of words take), which have proved rather difficult to the majority of foreigners in their studies. As tones are capable of differentiating meanings of words, great attention has to be paid to them. On the other hand, however, in order to speak idiomatic Chinese, great efforts should also be made to learn the intonations well. True, in speaking Chinese, foreigners have problems with intonation, i.e. they speak Chinese with a heavy foreign accent, but in most cases it produces no effect at all on expressing themselves clearly when they are engaged in social interaction as long as they pronounce the sounds and tones properly.

Secondly, the fundamental grammar is not very hard to learn. Like the speech sounds, Chinese grammar has distinctive regularity and economy as its features. In Chinese, there are in all no more than a hundred fundamental grammar points most of which are fairly easy for foreigners to command. They will be able to carry out everyday conversation with Chinese only in two or three months' concentrated study. Some grammar items, such as the “把” sentence, complements and various aspect expressions, etc. may be rather troublesome, but they are

only of a small number. The most difficult of all may be the different uses of the numerous function words and syntactic changes in the context on which great efforts are therefore to be made. Grammar items of this kind, however, are of rare occurrence at the initial stage.

Like all the developed languages in the world, the Chinese language is extremely rich in vocabulary, with a large number of idioms, allusions, common sayings and two-part allegorical sayings, but so far as the commonly used words are concerned, the number is very limited. The statistics taken by the Research Centre of Language Teaching, Beijing Language Institute from a corpus of 1.8 million characters show that the frequent recurrence of the first 1,665 words counted at their frequent order in the corpus comes to 80 per cent and that of the first 4,138 words 90 per cent. This fact explains that one will have not much difficulty in reading books on general topics if he learns 1,600 — 4,000 commonest words.

In learning Chinese, what troubles foreign learners most is perhaps the Chinese characters which seem to them, as some put it, like pictures. To some extent this is also a misunderstanding. As a matter of fact, Chinese characters are also characterized by the distinctive regularity and economy. The number of the basic strokes and the rules of stroke-order is limited, and Chinese characters fall into two major categories: one-component characters and compound characters. If one learns the proper way of writing the basic strokes and the proper

stroke-order of each character as well as some simple one-component characters, he will find it easier to learn and write the complicated one-component characters and compound ones. Chinese characters are ideograms, with many components indicating meanings, and most of them are pictophonetic characters as well, with one component indicating meaning and the other pronunciation. Once one familiarizes himself with a certain number of them, he will be in a position to learn more by way of "taking the words literally" or "guessing the pronunciation of a character according to the pronunciation of its phonetic component". It is, however, not our hope that foreign learners have just a specious understanding in learning Chinese characters. But it is quite inevitable for them to undergo such a stage in the course of their study, and they are bound to understand and use them correctly provided that they make a continuous effort. Numerous as are the Chinese characters, everyday characters are of only a limited quantity. In the aforesaid corpus merely 4,574 characters present themselves among which the accumulative recurrence of the 1,000 ones that repeat themselves more than 245 times reaches 91 per cent and that of the 2,148 that occur over 30 times 99 per cent. That is to say, if one learns 1,000 characters, he will have not much difficulty in reading; and if one learns 2,418, reading will come naturally to him. Besides, Chinese characters are square-shaped, greatly differing from languages using alphabetic scripts. At the first glance they look rather complicated. It is, therefore, quite

understandable that beginners have some fear of difficulty in dealing with them, but, working at them hard for only one or two months, they will come to know that it is not so difficult to break down the barrier since, compared with the written form of such language as English, they are by no means the most difficult. True, the English alphabet is not large in number, consisting of 26 letters only, but its word spelling does not always agree to the pronunciation. Large quantities of English words need mechanically remembering one by one, and learners will perhaps spend more time in memorizing them than the Chinese characters. Moreover, Chinese characters have another advantage over the written form of the English language, that is, much time can be saved when they are learned. Reading materials in Chinese need less time than reading those in alphabetic languages even if they are of the same contents. (This partly results from the terseness of the Chinese language.) There used to be a view that the Chinese characters were not so good for information transfer. With the development of modern science and technology, however, such a view could be expected to prove improper since, on the one hand, Chinese characters take a smaller space in information transfer and on the other hand, machines, like man, recognize them more quickly than alphabetic writings.

To sum up, by saying that Chinese is not so hard to learn I mean that it is easier in comparison with other languages that are not related to the learner's native language, but not that one can have a good command of

Chinese without making an effort. As a matter of fact, it is in no way an easy job to effortlessly master any foreign language. In learning a foreign language, including Chinese, people without exception desire to do it well, and that in the shortest possible time. But how? In my opinion, first, students have not only to work hard but to pay great attention to their method of study as well; second, teachers have to teach in the proper way and can never teach foreigners in the same way as that for the native speakers; third, good textbooks must be prepared. In terms of textbooks, what are good ones in our mind? In evaluating them, different people may have different standards. But by my standards, they must meet the following requirements: 1, easier both for teachers to teach and for learners to learn; 2, clear in aim and practical in use, and 3, standard and idiomatic in language and lively and attractive in content.

Going over "AN INTENSIVE COURSE OF PRACTICAL CHINESE", I feel its author has made every effort to meet the foregoing requirements in his book, its features standing prominent. For example, while most attention has been given to the contents which are arranged in such a logical way as to assure each of the lessons is neither too easy nor too difficult, great care has been taken to give prominence to the characteristics of teaching Chinese as a foreign language, thus ensuring nearly all of the texts are of great interest and attraction to learners. These are a clear indication of the years' rich experience of the author in language teaching and

textbook compiling. So far as all these go, I say the textbooks compiled in the previous years cannot stand comparison with the present one.

It is at the author's request, and my unshirkable duty as well, that I have prefaced his new book as above.

October 13, 1986

说 明

《速成实用汉语课本》，是为外国学生学习现代汉语而编写的基础阶段教材，也可供自学者使用。

本书的编写，采用功能和语法相结合的方法，既从实际交际需要出发确定功能项目，同时又在每一功能项目中突出一个语法现象，力图使二者有机地、自然地结合在一起。

本书共二十五课，设计了几个固定人物，以他们的活动为线索，贯串全书，提供了一定的语言情境。

每课课文分为两部分，课文（一）为两组对话（复习课只有一组），内容侧重生活口语；课文（二）是叙述体，内容多数是幽默故事。

语音（前五课）和语法，介绍本课出现的主要语音点和语法点。我们将基础阶段的汉语语法作了适当的压缩和删简，选出60个语法点，针对外国读者学习中可能遇到的困难进行解释。复习课则将学过的语法作必要的小结。

汉字部分，列出每课所出汉字的笔顺表。我们考虑，并不一定要求学生把本课的汉字，在该课进行时就全部掌握，达到会写的程度。教师可根据学生的情况灵活安排，但至少要能认读本课的汉字，否则难以独立完成练习。

练习部分，首先是就课文进行的练习。通过大量问答，使学生能熟练地掌握该功能项目的一些基本表达方法，并能灵活运用。此外也安排了一些单项练习，以求进一步巩固语法概念，复习学过的词语，达到举一反三的目的。

全书共有功能项目36个，语法解释60条，生词560个。

何培慧先生为本书作了英文翻译，金亭亭女士为本书作了插图，在此表示感谢。

编者

1986年8月

THE AUTHOR'S NOTES

AN INTENSIVE COURSE OF PRACTICAL CHINESE is an elementary textbook for teaching foreign students modern Chinese as well as for those who wish to learn it by themselves.

This textbook has been prepared on the principle of combining functional item drills with grammar analysis, that is, priority has been given both to the determination of the functional items in the light of the most essential language items that learners need in everyday life, and to the emphasis of one or two of the grammatical phenomena that present themselves in the specific functional item so that they could be happily combined into a natural and organic whole.

This course, consisting of 25 lessons, has a number of people, both Chinese and foreigners, whose activities in China run through the whole book, thus providing specific language situations in which standard, idiomatic modern Chinese in current use is spoken.

The TEXT of each lesson is made up of two parts: Text 1 and Text 2. The former consists of two dialogues (in the case of revision lesson, however, only one is provided), their contents completely limited to spoken Chinese in everyday life; the latter mostly is about a funny story in a narrative style.

PHONETICS (included in Lessons 1 — 5) and GRAMMAR mainly deal with the phonetics and grammar in each

lesson. After making a due deletion and simplification of all the grammar points necessary for an elementary course for foreign beginners, the author has chosen 60 grammar items dealt with in a way that best solves the specific difficulties that learners will surely meet with in the course of their study. The revision lesson following each unit is a brief summary of the grammar items that have been taught up to that point.

CHINESE CHARACTERS — A table of stroke-order of the characters taught in each lesson is given at its end. The author doesn't consider it absolutely necessary that students have to have a sound mastery of the characters and write them skillfully while they are working on the lesson. Instead, the teacher is allowed considerable leeway to adapt the character writing to the needs of actual learners since they vary greatly from place to place. It is suggested, however, that students know and understand the characters correctly as soon as they meet them both in and after class. Otherwise, they will probably fail to accomplish the exercise work properly all by themselves.

EXERCISES — The various forms of exercises are devised primarily for the text of each lesson. The question-and-answer drills aim at enabling the students to have a skillful mastery of the various expressions indicated in the functional items concerned and use them flexibly and readily. Besides, in view of further consolidating the grammatical concepts and reviewing the words already taught, some other forms of exercises are also devised so that students could draw inferences about other