

A STUDY TOUR FOR LEARNERS OF CHINESE

汉语修学

游

黄 宏 编著

Dr. Andrew Lynn

靳云秀 翻译



北京卷

北京语言大学出版社

H195.4
H832

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本书附光盘



20030480

北京语言大学出版社

(京)新登字 157 号

图书在版编目(CIP)数据

汉语修学游(北京卷)/黄宏编著.
—北京:北京语言大学出版社,2003
ISBN 7-5619-1243-9

I. 汉…
II. 黄…
III. 汉语—口语—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 058119 号

书 名:汉语修学游(北京卷)

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>

发行部电话:82303648 82303591

E-mail: fxb@blcu.edu.cn

印 刷:北京京师印务有限公司

经 销:全国新华书店

版 次:2004 年 9 月第 1 版 2004 年 9 月第 1 次印刷

开 本:787 毫米×1092 毫米 1/16 印张:20.5 彩页:1

字 数:295 千字 印数:1—5000 册

书 号:ISBN 7-5619-1243-9/H·03069

2003SY0003

定 价:58.00 元

凡有印装质量问题本社负责调换,电话 82303590

《汉语修学游》编写和使用说明

1 什么是“修学游”

所谓“修学游”就是学习与旅游兼而得之的一种求学方式。广义地说,出国留学进修都可以说是“修学游”,我们这里的“汉语修学游”是指利用假期(4-6周)前来中国进行汉语速成培训并利用课余时间在中国旅游的学习方式。

无论是从语言学习的角度还是从旅游的角度来看,“修学游”都具有其独到的优点。从语言学习的角度看,选择汉语为专业,并打算用一年以上的专门学习汉语的人毕竟是少数。大部分学习者是将汉语作为第二或第三外语,甚至只作为在中国旅游的工具,并不一定有长期学习汉语的打算。而用一个月左右的时间粗通汉语,掌握最基本的交际用语和语言基础知识,并在实际运用中验证学习效果,回国以后再视自己的兴趣爱好和实际需要决定是否继续学习,应该都是比较明智的选择。再从旅游的角度看,如果能在最短的时间里学会最基本的汉语表达方式,以满足旅游时最迫切的需要,并能以简单的汉语与中国人交流,而不仅仅是一个走马观花处处依赖翻译的观光客,也是令人向往的旅游新境界。我们的教材就是为满足学习者短期“学”和“游”两方面的需要而设计的。

2 教材适用对象

本书是为前来中国进行汉语修学游的各国朋友编写的。适用对象是没有汉语基础的、零起点的汉语学习者。

3 教材特点

本书的主要特点是充分考虑学习者学以致用为目的,实用性强。具体表现在内容和形式两个方面:

1) 内容

- 以汉语拼音方案开道,打下速成学习以及今后个人自学汉语的基础。汉语拼音的教学贯穿课程始终。

ADD53/08

- 《学习篇》以《日常交际用语150句课文》为主干,并辅以常用疑问词、常用量词、常用数词、指示代词“这”、“那”、常用方位词、常用处所名、食品名、职业名以及常用汉字一百等等,力图解决“修学游”学习者在中国停留期间所需要的词汇以及表达方式,满足其日常交际中最基本、最迫切的需要。
- 为了使课堂教学更有效、更集中,本书将基础汉语语法和汉字知识作为阅读内容,便于学生课后自学,也可供对汉语有兴趣的学生进一步研究。
- 将与旅游有关的一些知识和信息,例如特色街道和餐馆、著名酒吧和茶馆、著名旅游景点等归入《旅游篇》,方便学生更好地通过课外的游历和其他休闲活动了解中国人民和中国社会。

2) 形式

- 充分考虑学习者汉字认读的困难,语言部分所有例句每句都有四种形式:a.汉语拼音;b.英文直译;c.英文意译;d.汉字原句。例如“你吃什么?”一句有以下四个部分:

Nǐ chī shénme?

You eat what?

What would you like to eat?

你吃什么?

这样做的目的是为了学生查阅和理解的方便,同时也便于学生将汉语和英语或自己的母语进行比较,从而发现某些规律,提高学习效率。

- 《日常交际用语150句课文》中每一课的对话部分都在方框中给出了比较常用而重点词表中没有出现的词汇的注解。
- 所有课文、语法汉字知识的介绍以及旅游部分全部加了英语注释,节约师生的课堂翻译和课下准备时间,便于学生在课堂内外使用。
- 便携式设计,除了作为课本,本书还可以作为旅游手册使用。
- 配有图片,并配有录音磁带。

4 教材使用方法

本书是汉语短期速成教材,强调课堂教学的强化作用和课堂上的大

量练习。课堂语言教学部分主要包括以下内容:

● 语音部分

教学重点在《汉语拼音方案》中的声母和韵母以及四声上。对于声韵母,要结合学生的母语尽量找出近似音并通过反复练习进行强化,使学生尽可能掌握准确的发音。对四声的要求可以适当降低,重在告诉学生四声有区别词义的作用。教师的语音教学经验和对各种声像教材——如磁带、图片和电脑软件——的使用非常重要。语音训练贯穿整个教学过程,要求学生每次课后听磁带。

● 词汇和语法

课文中列出的生词为词汇重点,要求学生尽可能掌握,而课后的语法点则以学生了解并能正确完成练习为目标。课程重点并非语法学习,而是注重培养学生在华期间的汉语交际能力。为了满足学生日常交际的需要,本书集中提供了常用疑问词、常用量词、常用数词、指示代词“这”、“那”、常用方位词等词汇。对这些词汇应尽可能在课堂上进行练习。

● 汉字

对于课文涉及的汉字不要求学生掌握,但要求学生能够辨认并学写《常用汉字100》中的部分汉字。有关汉字的知识以学生自学为主,但可以应学生要求安排讲座加以介绍。

● 自习部分

《语法汉字知识简介》和《旅游篇》为学生自学内容,课堂上可抽出少量时间解答学生的疑问,但一定要注意保证课堂教学内容的完成。

● 补充讲座

本书篇幅有限,学生关心的有关中国文化和中国社会方面的内容,如古代哲学家、当代社会政治经济结构、妇女儿童、风俗习惯、少数民族、音乐、文学、书法、国画等内容可以通过讲座的形式加以补充。

5 教学安排

1) 学与游

星期一至星期五每天上午上课,下午听讲座或参观游览。周末可组

织学生参观名胜古迹或自由活动。国画课、书法课、武术课等可根据学生的要求和时间请专家开设。例如可在第一、第二周每天安排一小时的书法、国画课。

2) 教学进度

以四周计,第一周重点为声韵母学习,以及常用疑问词、疑问句式、数量词介绍,同时开始《日常交际用语150句课文》的内容。第二周起应以每两三天一课的进度安排教学内容,组织课堂教学和学生自学。一般每天需学会7-8句(以四周计)或每天5句(以6周计)汉语。

3) 课堂媒介语

鉴于学生的汉语水平,不反对教师使用英语或学习者的母语作为课堂媒介语,但只限于解释语法点和有关语言文化知识。教师应尽可能使用汉语并要求学生积极使用汉语。同时,汉语拼音也将作为课堂媒介在教学中大量使用。

黄 宏

2003年3月

Introduction

1 Definition

A “study tour” is a period of study combined with a tour in a foreign country. A *Study Tour for Learners of Chinese* is designed for someone who plans to spend 4–6 weeks in China to study an elementary Chinese course and to visit parts of China.

From the points of view of both the language student and tourist, a study tour is something unique and has certain clear advantages. For most language students, the decision to choose Chinese as a major (and then spend a year or more learning it) is not made lightly. Many would prefer to take Chinese as a second or even a third language, or perhaps just learn enough Chinese to allow them to travel. In this case, the most effective approach would be to learn the language intensively in a short period of time in order to master the basic knowledge and skills necessary for day-to-day life. The decision to continue studying (or not) can be made later. For tourists and travelers, nothing could be better than being able to communicate with the locals through their native language. This book is thus specially designed to provide the necessary materials for both a short term “study” and a “tour”.

2 Target group

This book is designed for those with no prior knowledge of Chinese who come to China for a short intensive Chinese language course and a tour of Beijing.

3 Special features

1) Contents

- In order to lay a firm foundation for further study, the Chinese phonetic transcription system (or '*pinyin*') will be taught from the very beginning of the course, and will be used throughout it.
- The language section of the book is formed mainly by The Texts of 150 Basic Sentences for Daily Communication, together with Commonly Used Interrogative Words, 20 Commonly Used Measure Words, Commonly Used Numerals, Demonstrative Pronouns: This & That, Commonly Used Position Words, Commonly Used Names for Places / Food/Occupations, 100 Commonly Used Chinese Characters, etc. This part is designed to cover the essential words and phrases necessary for day-to-day life in China.
- With the aim of making in-class teaching both more effective and more intensive, basic information concerning Chinese grammar and characters has been arranged in reading materials, so that students can study it independently outside class should they be interested.
- To help students better understand the Chinese people and Chinese society through travel and other leisure activities, tourist information has also been provided. For example, the students can find Famous Bars and Teahouses, Famous Scenic Spots, etc., in the section entitled Tourist Guide.

2) Format

- As a Chinese language teacher, it is very important to be aware just how difficult it is for beginners of Chinese to learn Chinese characters. It is almost impossible to learn a sufficient number of characters in a short course of 4–6 weeks. With this in mind, every example sentence has been arranged in four lines as follows:
(1) *Pinyin* of every word;

(2) Literal translation (word for word);

(3) Translation of the meaning;

(4) Chinese Characters.

E.g.:

(1) Nǐ chī shénme?

(2) You eat what?

(3) What would you like to eat?

(4) 你吃什么?

The purpose of presenting the material this way is to make the sentences easier to understand, to make it easier to compare sentences in Chinese with English or one's mother tongue, and to make it easier to observe some of the basic rules of the target language.

- In every text of 150 Basic Sentences for Daily Communication, the 'dialogue' section contains new words that are not listed in the vocabulary but are explained in little boxes.
- English translations have been provided for all the texts, the introduction to Chinese grammar and Chinese characters, and the information for touring in Beijing. Students can read them before or after class, making the time spent in the classroom more effective.
- The book is portable and easy to use. It can be used as a guide-book to Beijing as well as a Chinese language textbook.
- Illustrations and cassettes accompany the texts.

4 How to use this book

Since this book is designed as a short intensive course, the emphasis is on classroom teaching and learning (mainly through the texts of 150 Basic Sentences for Daily Communication and the exercises). The main classroom activities are as following:

- Phonetic: Introduction and practice of the *pinyin* system are to be

emphasized. Words as represented in *pinyin* have three parts, i.e., the initials (consonants), the finals (vowels), and the tones. It would be helpful if the teacher could find similar sounds to the initials and the finals from the students' first language, and through repeated practice push the students towards the correct pronunciation. It is important to tell the students that the tones have the function of differentiating words that would otherwise have the same pronunciation, and ask the students to do their best to pronounce the tones correctly. The experience of the teacher and the use of learning tools (such as cassettes, pictures and software) are both important. Pronunciation practice must be continued throughout the whole course, and it will also be necessary to ask the students to listen to the cassettes after class.

- Vocabulary & Grammar: The vocabulary featured in the Texts of 150 Basic Sentences for Daily Communication constitutes the core vocabulary that students should master, and the grammar points explained at the end of the chapters should also be understood and the exercises completed. The emphasis of the course is not on grammar, but on the basic communicative needs of students when they are in China.

However, because the 150 Basic Sentences for Daily Communication will still not be sufficient for the purpose of basic communication, it will be necessary to teach the students additional sentence patterns and words that are not included in the chapter, such as the demonstrative pronouns “zhè” and “nà”, numeral words, measure words, position words, and interrogative words, as well as the manner of asking questions and answering them. It will be necessary for the teacher to explain the new words, and to make students complete exercises in class as much as possible.

- Chinese characters: It is not necessary for students to master all the characters that they will encounter in this course, but the students will have to be able to recognize some of the characters used in public signs

(such as “推”“拉”“男”“女” etc.). Characters can be taught as a part of a calligraphy course during the ‘study tour’, or introduced through lectures or seminars if students are really interested in the written form of the Chinese language.

- Self-study: The Basic Knowledge of Chinese Grammar and Chinese characters and Tourist Guide constitute the self-study section of the book. If students have questions, the teacher can answer them in class, but priority should be always given to the Texts of 150 Basic Sentences for Daily Communication.
- Lectures & seminars: Owing to the limited space, aspects of Chinese culture and society (e.g. ancient Chinese philosophy, the social, economic and political structure of contemporary China, the role of women and children, customs, ethnic minorities, music, literature, calligraphy and traditional painting) are not featured in this book but may be introduced through supplementary lectures.

5 Teaching arrangements

1) Study and tour

Every morning, from Monday to Friday, the students have classes from 8:00 to 12:00. During the first two weeks, the calligraphy or traditional painting lessons can be arranged for one hour per day (if so required). In the afternoon, the students are free to go sightseeing in the city or to attend lectures and seminars. During the weekends the students can travel inside or outside the city. Tours can be arranged at the end of the course, allowing students to visit other cities.

2) Speed

The first week should be spent studying the *pinyin* system, and then numeral words, interrogative words, and ways of asking and answering questions. The study of the Texts of 150 Basic Sentences for Daily Commu-

nication should begin at the same time. From the second week on, the schedule is one lesson for every two or three days (i.e., 7-8 sentences per day for those on a four-week course, or 5 sentences per day for those on a six-week course).

3) Classroom language—the language of instruction

On account of the Chinese level of the students, it is acceptable to use English (or the students' mother tongue) in the classroom, but only for explaining grammar points or answering questions. The teacher should do his or her best to speak Chinese as much as possible, and to make the students speak Chinese. *Pinyin* should also be frequently employed.

The author

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学 习 篇

Materials for Learning Chinese Language

