

菲律賓華文教育研究中心

菲律賓華語課本 教師手冊

CHINESE TEACHER'S MANUAL



圖書在版編目(CIP)數據

菲律賓華語課本教師手冊 .8/沈文主編;劉永山,楊麗珠編.

ISBN 7-5619-0925-X

I. 菲...

II. ①沈...②劉...③楊...

III. 對外漢語教學-教學參考資料

IV. H195.3

版本圖書館 CIP 數據核字(2001)第 11048 號

著作權合同登記號:圖字 01-2001-1713

責任印製:王質釗

版 次:2001 年 7 月第 1 版 2001 年 7 月第 1 次印刷

開 本:787 毫米×1092 毫米 1/16 印張:13.75

書 號:ISBN 7-5619-0925-X/H·01013

印 數:1-500

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Kètáng Yòngyǔ 课堂用语/課堂用語

CLASSROOM EXPRESSIONS

Jiàoshī Yòngyǔ

一、教师用语/教師用語 Expressions For the Teacher

Qǐng dǎ kāi shū, fān dào dì ____ yè.
1) 请 打 开 书, 翻 到 第 ____ 页。
請 打 開 書, 翻 到 第 ____ 頁。

1) Please open (your) books,
and turn to page ____.

Qǐng hé shàng shū!
2) 请 合 上 书!
請 合 上 書!

2) Please close (your) books!

Qǐng gēn wǒ niàn/shuō.
3) 请 跟 我 念/说。
請 跟 我 唸/說。

3) Please read aloud / say after
me.

Qǐng gēn wǒ chóngfù yí biàn.
4) 请 跟 我 重复 一 遍。
請 跟 我 重複 一 遍。

4) Please repeat once more after
me.

Dàjiā dōu dǒng le ma?
5) 大 家 都 懂 了 吗?
大 家 都 懂 了 嗎?

5) Have you all understood?

Nǐmen dǒng bu dǒng?
6) 你 们 懂 不 懂?
你 們 懂 不 懂?

6) Do you understand?

Zánmen yìqǐ lái zuò ba.
7) 咱 们 一 起 来 作 吧。
咱 們 一 起 來 作 吧。

7) Let's do it together then.

- Qǐng yòng Zhōngwén huídáwǒ
8) 请 用 中文 回答 我
請 用 中文 回答 我

de wèntí.
的 问题。
的 問題。

- Xiànzài qǐng kàn hēibǎn/tóuyǐng yín mù.
9) 现在 请 看 黑板/投影 银幕。
現在 請 看 黑板/投影 銀幕。

- Qǐng nín dàshēng yìdiǎnr, hǎo ma?
10) 请 您 大声 一点儿, 好 吗?
請 您 大聲 一點兒, 好 嗎?

- Qǐng nǐmen ná chū zhǐ hé bǐ lái.
11) 请 你们 拿出 纸 和 笔 来。
請 你們 拿 出 紙 和 筆 來。

- Shéi (hái) yǒu wèntí?
12) 谁 (还) 有 问题?
誰 (還) 有 問題?

- Qǐng zài tīng/niàn/shuō/xiě yí biàn.
13) 请 再 听/念/说/写 一 遍。
請 再 聽/唸/說/寫 一 遍。

- Xiànzài kāishǐ ba.
14) 现在 开始 吧。
現在 開始 吧。

- Qǐng jìxù.
15) 请 继续。
請 繼續。

- Qǐng zhùyì fāyīn/shēngdiào.
16) 请 注意 发音/声调。
請 注意 發音/聲調。

- Qǐng bié shuōhuà le.
17) 请 别 说话 了!
請 別 說話 了!

- 8) Please answer my question in Chinese.

- 9) Now, please look at the blackboard / the screen.

- 10) Would you speak a little louder, please?

- 11) Please take out your paper and pens.

- 12) Who (still) has a question?

- 13) Please listen to / read aloud / write it again.

- 14) Now let's begin.

- 15) Please continue.

- 16) Please pay attention to your pronunciation / tones.

- 17) Please stop talking.

Hǎo, xiànzài xiūxi yíxià.

- 18) 好, 现在 休息 一下儿。
好, 現在 休息 一下兒。

Qǐng bǎ liànxí jiāo gěi wǒ.

- 19) 请 把 练习 交 给 我。
請 把 練習 交 給 我。

Jīntiān de zuòyè shì dì ____ yè,

- 20) 今天 的 作业 是 第 ____ 页,
今天 的 作業 是 第 ____ 頁,

dì ____ tí.

第 ____ 题。

第 ____ 題。

- 18) Well, (let's) have a
break.

- 19) Please turn in your exercises.

- 20) Today's work is found on
page ____, number ____.

Xuéshēng Yòngyǔ
二、学生用语/學生用語 **Expressions For the Students**

- Lǎoshī, wǒ (hái)yǒu yí ge wèntí.
1) 老师，我（还）有一个问题。
老師，我（還）有一個問題。
- 1) Professor, I (still) have a question.
- Qǐng wèn, xiànzài wǒmen zài duōshǎo yè?
2) 请问，现在我们在多少页？
請問，現在我們在多少頁？
- 2) Excuse me, but on which page are we now?
- Duìbuqǐ, wǒ bù zhīdao.
3) 对不起，我不知道。
對不起，我不知道。
- 3) I'm sorry, I don't know.
- Duìbuqǐ, wǒ wàng le.
4) 对不起，我忘了。
對不起，我忘了。
- 4) I'm sorry, I've forgotten it.
- Wǒ (háishì) bù dǒng./ Wǒ (háishì) bù
5) 我（还是）不懂。/ 我（还是）不
我（還是）不懂。/ 我（還是）不
míngbai.
明白。
明白。
- 5) I (still) don't understand.
/ I still don't get it.
- Nín zài jiěshì yí biàn, hǎo ma?
6) 您再解释一遍，好吗？
您再解釋一遍，好嗎？
- 6) Would you please explain it again?
- Qǐng wèn, "love" zài Hànyǔ lǐ zěnmě shuō?
7) 请问“love”在汉语里怎么说？
請問“love”在漢語裡怎麼說？
- 7) May I ask, how to say "love" in Chinese?
- Qǐng nín shuō/niàn de màn yìdiǎnr, hǎo
8) 请您说/念得慢一点儿，好
請您說/唸得慢一點兒，好
ma?
嗎?
嗎?
- 8) Would you speak / read aloud a little bit slower, please?

The Abbreviations in This Book

n — noun

pron — pronoun

prep — preposition

v — verb

v.o — verb-object

op.v — optative verb

a — adjective

ad — adverb

conj — conjunction

n.w — numeral word

m.w — measure word

int — interjection

part — particle

a.p — aspect particle

s.p — structural particle

m.p — modal particle

pref — prefix

suf — suffix

ACKNOWLEDGEMENT

It has been commonly acknowledged that very few authors could publish their books, including textbooks, without any help from other people. Therefore, it almost goes without saying that the New Century Chinese could not have been possible without the necessary and timely assistance from many friends and colleagues. As authors of New Century Chinese, we would like to bow our thanks to those people, who have profusely and generously provided us with various kinds of invaluable assistance in planning, material collecting, critiquing, revising, illustrating, classroom-testing, and publishing of the present beginning college-level textbook program. Our first thanks go to Ms Xie Yi of Beijing People's University, who has taken an active part in the initial planning of the program. Our most sincere thanks also go to Ms Liu Zhuo of the Chinese Consulate General at Los Angeles, who has provided us with the most up-to-date information and materials about Chinese politics, economy, geography, culture, history and current affairs. We would like to thank Dr. Teresa Cortey of Glendale College, who has meticulously read and carefully polished the first draft of the grammar notes of Book One. We also would like to say "thank you" to Mr. Guo Shukun, who has drawn a large number of vivid and humorous illustrations for our textbooks. What is more, we want to express our heartfelt thanks to the enthusiastic and cooperative students of Chinese from Santa Monica College and University of California at Irvine, where the simplified version and the traditional version of the textbooks have been classroom-tested respectively during their tentative period of revision. Finally, our warmest thanks should go to our managerial editor, Mr. Wang Biao, without whose professional expertise, suggestions and assistance, the New Century Chinese could not have come to existence in such a short time.

The present book is the result of the cordial collaboration of the following people, who have participated in planning, compiling, revising and assisting in its publication:

Participants:

Emily Huang (UCI), Audrey Li (USC), Rongrong Liao (UCLA), Bingfu Lu (SMC), Cathy Wei (PCC), Xiaozhou Wu (SMC) and Ying Yang (UCI).

PREFACE

New Century Chinese is, as its title patently indicates, prepared for students of Mandarin Chinese in the new century. It is a complete beginning college-level Chinese program, which consists of three volumes: five preliminary Steps in Book One and five Units each in Book Two and Book Three, respectively. To accommodate the needs of the students from different linguistic background, both the simplified and traditional versions of the Chinese characters have been employed side by side in a contrast manner in New Century Chinese. Well-chosen topics for varied oral activities, most basic structures of modern Chinese, carefully selected reading materials and approximately 1,200 useful vocabulary in these volumes will provide the students with ample opportunities for practicing Chinese in communicative and interactive contexts.

Book One, which introduces preliminary fundamentals with an emphasis on pronunciation, listening and speaking, includes three parts: **Oral Activities** (usually 3 topics, printed in the form of *Pinyin* except those in **Step Five**), **Chinese Character Recognition** (**Oral Activities** reprinted in the form of Chinese characters) and **Grammar and Exercises** (4 to 6 items, the first two steps are printed in the form of both *Pinyin* and Chinese characters and the rest printed in the form of Chinese characters only). Both Book Two and Book Three, which lay equal emphasis on speaking and reading, also contain three parts: **Oral Activities** (usually 3 topics), **Reading Materials** (3 or 4 reading selections) and **Grammar and Exercises** (4 to 6 items). The reading selections, most of which are of a highly entertaining and culturally informative nature, will be followed by 2 or 3 writing assignments with various topics for those who want to develop their writing skills.

A vocabulary list (excluding the new words in the **Reading Materials**) is placed at the beginning of each topic in the **Steps** or **Units**, and two general vocabulary lists (including the new words in the **Reading Materials** in Book Two and Book Three) — one Chinese-English glossary and one English-Chinese glossary — are also provided at the end of each volume. **Notes** on idiomatic usage, grammar and cultural aspects are provided at the end of each topic for the oral activities.

For each volume, a companion workbook, which consists of supplementary phonetic drills, grammar and usage exercises, listening comprehension materials and reading

materials, is included in the program. Moreover, a companion character workbook, which is specially designed with detailed notes on the radicals to guide the students to write Chinese characters, is also included in the program. A complete set of audiotapes for all the texts of the **Oral Activities** (in all three Books) and Reading Materials (in Book Two and Book Three only), recorded by the professionals of the Publish House of Beijing Language and Culture University, are also available to the students.

The present program is the result of the cordial collaboration of a textbook writing team: Prof. Emily Huang of University of California at Irvine, Dr. Audrey Li of University of Southern California, Dr. Rongrong Liao of University of California at Los Angeles, Dr. Bingfu Lu of University of California, Dr. Cathy Wei of Pasadena City College, Dr. Xiaozhou Wu of Santa Monica College and Prof. Ying Yang of University of California at Irvine. In terms of detailed division of labor, Dr. Wu has written all the **Oral Activities** and **Reading Materials** of all the books; Dr. Liao has written the **Grammar and Exercises** for the first two books; Dr. Lu has written the **Grammar and Exercises** for Book Three; Dr. Li is responsible for scrutinizing and proof-reading the **Grammar and Exercises** for all the three books; Prof. Huang and Prof. Yang are in charge of Book One's workbook and Book Two's workbook, respectively; and Dr. Wei is in charge of Book Three's workbook. Moreover, Dr. Wu and Dr. Liao are also responsible for the simplified version of the character workbook of all the three books, while Prof. Huang and Prof. Yang are responsible for the traditional version of the character workbook of all the three books. In addition, all the members of the textbook writing team have actively participated in the initial planning and continuous revision of all the three books and their workbooks.

PRELIMINARY :

PRONUNCIATION GUIDE AND SPELLING RULES

1. MANDARIN CHINESE SOUNDS

In terms of the area China is the third largest country in the world, but in terms of the population she is the largest one. Among her 1.2 billion people, there are 56 nationalities. The largest nationality is the Hòn people, who constitute about 92% of the total population. The language they speak is called Hànyǔ or the language of the *Han*, what is usually referred to as Chinese. Among the major dialects in Chinese, the most popular one is the Northern dialect, which is called Pǔtōnghuà (the Common Speech) by the people in Mainland China or Guóyǔ (the National Language) by the people in Taiwan, both known to the Westerners as the so-called Mandarin Chinese.

There are a little over four hundred syllables in the sound system of Pǔtōnghuà. A syllable in Pǔtōnghuà can be made up of a vowel, vowel combinations, a consonant, or vowel(s) plus a nasal consonant, but it is more often than not made up of two components: an initial and a final. An initial is a consonant that begins the syllable and a final is a vowel, a compound vowel, or a vowel/compound vowel plus a nasal consonant (either “n” or “ng”). For example, in the syllable “mā”, “m” is the initial while “ā” is a final; and in the syllable “māng”, “m” is an initial while “āng” is a final. Sometimes, however, a final can serve as an independent syllable without an initial. There are 21 initials and 38 finals in Pǔtōnghuà. The following are a brief comparison of the Chinese sound system represented by the Pīnyīn system with the English counterpart and the complete table of the initial-final combinations in Pǔtōnghuà on page 7 (since the finals “e”, “er” and “ueng” are not used to combine with the initials, they are, for the sake of convenience, excluded from the table). The Pīnyīn system is the official romanization system adopted in the People’s Republic of China in 1958, which is also the most popular system used in American and European colleges and universities.

FINALS

1. Simple Vowels

a	as in <u>f</u> ather
o	as in <u>w</u> orn
e	as “ <u>uh</u> ” or as in stol <u>e</u> n
i	as in mach <u>i</u> ne
u	as in <u>r</u> umor
ü	as in <u>l</u> une (French pronunciation)
ê	as in <u>y</u> et
-i¹	no equivalent; it must go with “z”, “c”, “s”, “zh”, “ch”, “sh”, and “r”
er	close to <u>a</u> re

2. Compound Vowels

ai	as in <u>a</u> isle
ei	as in <u>e</u> ight
ao	as in <u>L</u> aos
ou	as in <u>b</u> oulder
ia	as in <u>y</u> ah
ie	as in <u>y</u> es
ua	as in <u>w</u> ahoo
uo	as in <u>w</u> ar
üe	as in <u>l</u> une (French pronunciation) + <u>l</u> et
iao	as in mach <u>i</u> ne + <u>L</u> aos
iu(iou)	as in <u>y</u> oke
uai	as <u>wh</u> y
ui(uei)	as <u>w</u> ay

3. Nasal Finals

an	as in <u>a</u> nswer (British pronunciation)
ang	as in <u>a</u> ncien (French pronunciation)
en	as in stol <u>e</u> n
eng	an in stol <u>e</u> n + <u>l</u> ong
ong	as in <u>w</u> orn + <u>l</u> ong
ian	as <u>y</u> en

iang	similar to <u>young</u>
in	similar to <u>in</u>
ing	similar to <u>ing</u>
iong	as in mach <u>ine</u> + w <u>orn</u> + l <u>ong</u>
uan	as in Lu <u>anda</u>
uang	as in <u>we</u> + <u>ancien</u> (French pronunciation)
un(uen)	as in <u>we</u> + stol <u>e</u> n
ueng	as in <u>we</u> + stol <u>e</u> n + l <u>ong</u>
üan	as in l <u>une</u> (French pronunciation) + <u>ans</u> wer
ün	as in l <u>une</u> (French pronunciation)

INITIALS²:

b ^{*3}	as in sport
p [#]	as in peep
m	as in <u>me</u>
f	as in <u>fast</u>
d [*]	as in <u>state</u>
t [#]	as in <u>tea</u>
n	as in <u>need</u>
l	as in <u>lead</u>
z [*]	as in word <u>s</u>
c [#]	as in root <u>s</u>
s	as in <u>sleep</u>
zh [*]	a retroflex sound, no equivalent
ch [#]	a retroflex sound, no equivalent
sh	a retroflex sound, close to <u>sh</u> t
r	a retroflex sound, close to <u>rule</u>
j [*]	close to jeep (without protruding the lips, though)
q [#]	close to <u>cheese</u> (without protruding the lips, though)
x	no exact equivalent, close to <u>see</u>
g [*]	as in <u>skate</u>
k [#]	as in <u>cook</u>
h	as in <u>he</u>

NOTE:

1. For the sake of convenience, the symbol [-i] is used to represent two different vowels — the blade-alveolar close unrounded vowel and the blade-palata close unrounded vowel. Both of these vowels never constitute compound finals with other vowels and only follow the initial consonants z, c, s, zh, ch, sh, and r.
2. The *Pinyin* system uses all the Roman letters except the letter “v”, which is used only to transcribe foreign words, words of national minority languages and local dialects.
3. The symbol “*” indicates the unaspirated sounds, whereas the symbol “#” indicates the aspirated sounds. To test whether or not a sound is aspirated, you may put a piece of paper before your mouth. If the paper vibrates when you pronounce a sound, then it is an aspirated one; if not, it is an unaspirated one.

Table of the Initial-final Combinations in Chinese

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35		
	a	o	e	-i	ai	ei	ao	ou	an	en	ang	eng	ong	u	wu	uo	uan	uen	ui	ua	uai	wai	wang	yu	yue	yuan	yun	yi	ya	yao	ye	you	yan	yin	ying	yang	yong
b	ba	bo			bai	bei	bao		ban	ben	bang	beng		bu																							
p	pa	po			pai	pei	pao	pou	pan	pen	pang	peng		pu																							
m	ma	mo	me		mai	mei	mao	mou	man	men	mang	meng		mu																							
f	fa	fo				fei		fou	fan	fen	fang	feng		fu																							
d	da	de			dai	dai	dao	dou	dan	den	dang	deng	dong	du																							
t	ta	te			tai		tao	tou	tan		tang	teng	tong	tu		tu	tuan	tun	tui																		
n	na	ne			nai	nei	nao	nou	nan	nen	nang	neng	nong	nu		nu	nuan																				
l	la	le			lai	lei	lao	lou	lan		lang	leng	long	lu		lu	luan	lun																			
z	ze	zi	zai		zai	zei	zao	zou	zan	zen	zang	zeng	zong	zu		zu	zuan	zun	zui																		
c	ce	ci	cai		cai		cao	cou	can	cen	cang	ceng	cong	cui		cui	cu	cun	cui																		
s	se	si	sai		sai		sao	sou	san	sen	sang	seng	song	su		su	sun	sui																			
zh	zhe	zhi	zhi		zhi	zhei	zhao	zhou	zhan	zhen	zhang	zheng	zhong	zhu		zhu	zhuan	zhun	zhui	zhua	zhua	zhua	zhua	zhua	zhua	zhua	zhua	zhua	zhua	zhua	zhua	zhua	zhua	zhua	zhua	zhua	zhua
ch	che	chi	chi		chi	chai	chao	chou	chan	chen	cheng	cheng	chong	chu		chu	chuan	chun	chui	chua	chua	chua	chua	chua	chua	chua	chua	chua	chua	chua	chua	chua	chua	chua	chua	chua	chua
sh	she	shi	shi		shi	shei	shao	shou	shan	shen	shang	sheng		shu		shu	shuan	shun	shui	shua	shua	shua	shua	shua	shua	shua	shua	shua	shua	shua	shua	shua	shua	shua	shua	shua	shua
r	re	ri					rao	rou	ran	ren	rang	reng	rong	ru		ru	ruan	run	ru	rua																	
g	ge			gai		gai	gao	gou	gan	gen	gang	geng	gong	gu		guo	guan	gun	gui	gua																	
k	ke			kai		kai	kao	kou	kan	ken	kang	keng	kong	ku		kuo	kuan	kun	kui	kuo																	
h	he			hai		hai	hao	hou	lan	hen	hang	heng	hong	hu		huo	huan	hun	hui	hua																	
j																																					
q																																					
x																																					