

相会在中国

MEETING IN CHINA

1

邓恩明 主编



Practical Chinese: Speaking

实用汉语口语课本



北京语言大学出版社

相会在中國

Meeting in China

实用汉语口语课本

Practical Chinese:
Speaking

第一册 Book One

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说 明

《相会在中国》是供外国人在其本国以外环境中学习汉语使用的教材。本套教材采用“组装式”。入门阶段横向有“入门课本”“入门复练课本”和“汉字练习本”。这阶段的各课本均为10课,主要讲授汉语语音及最基本的汉字知识,进行初步简单交际训练。在入门阶段之上编写了初级阶段的口语、听力、读写三种平行课本(各30课),形成了同一阶段的横向组装和不同阶段的纵向组装。这套组装教材的长处有如下几点:

一、语料量大,可增加已知信息的输入量,有利于学生习得能力的发挥。横向组装的各课本的语言点和词语基本重合,生词的重合率在70%左右,而课文内容却迥然有别。这样可以保证在不同技能课本中,有大量已知信息的重现,学习者通过不同的课型,可以综合提高交际能力。

二、能抓住各语言要素和各项言语技能进行集中有效的训练。“口语课本”是本套教材的核心,学习者通过学习会话及成段课文,可以掌握汉语基本语法,从而提高会话能力。“听力课本”以功能项目为线索,组织对话体课文,集中培养学习者听汉语的能力,同时伴以说话能力的提高。“读写课本”从汉字结构入手,突出汉字部件教学,使学习者逐渐掌握部件组合汉字的规律,以认字、用字为基础,进行认读句、段的训练并逐步提高写作能力。这样,听、说、读、写四项技能既分项集中训练,又兼而发挥技能之间的关联和促进作用。

三、使用上具有灵活性。各种课本之间有着内在的联系,可以按不同技能进行教学,结合在一起又可达到综合教学的目的。因此在学校的教学,可以依照不同阶段、不同课型使用全套教材。考虑到国外各地教学体制不同以及学习者的个性要求,不同技能的课本之间又各自保持相对的独立性,学习者可选用某一种课本循序渐进地学习。即便是“入门课本”,也可单独使用,满足短期学习者(如到中国作短期旅游者)对汉语“浅尝辄止”的要求。

以上几点是我们编写之初对这套“组装式”教材的设想,也是我们在编写过程中始终追求的目标,敬请读者提出宝贵意见,以利于今后改进。

本套教材在成书过程中曾得到北京语言大学领导的关怀和专家们的指教，全书的英文翻译由何昕晖女士完成，熊文华教授审阅部分译稿，金惠宁女士参加了前期的部分工作，在此一并致谢。

编 者

Introduction

Meeting in China is a series of course books for foreigners who study Chinese outside their native countries. This series of books is composed of a horizontal organization and a vertical one. In the horizontal line of the beginning stage there are *An Elementary Course*, *An Elementary Workbook*, and *An Elementary Workbook on Chinese Characters*. Each of them consists of 10 lessons. They mainly deal with the phonetics of the Chinese language, basics of Chinese characters and the simple everyday communication drills. In the vertical line of the series there are three parallel textbooks of the spoken Chinese, Listening Comprehension, and Reading and Writing, which are of a higher level. (Each of them contains 30 lessons), thus forming the horizontal and vertical lines of the same and different stages. This series of teaching materials has the following advantages:

1. Large language corpora. The corpora add to the learners' input of given information, which is to the advantage of the demonstration of their acquired knowledge. The language focal points and the words and expressions are basically identical in the various textbooks. The coincidence rate of the vocabulary amounts to 70 percent, but the contents of the texts are diametrically different. Such an arrangement guarantees a high frequency of reoccurrence of the given information in the textbooks of different language skills, enabling the learners to improve their comprehensive communicative ability.

2. Efficient practice. The fundamental language elements and various language skills have been lumped together for intensive practice. The oral textbook is the core of the series. It is intended for the learners, through dialogues and texts, to understand the basic grammar and thereby upgrade their ability in oral communication. The listening textbook is based on the functional items of the language. Conversational texts are designed to train the learners' listening ability, and in part, to improve their speaking ability. The Reading and Writing textbook starts from the structure of Chinese characters, with its focus on the teaching of their parts. The learners are supposed to understand the rules of constructing the Chinese characters through the composition of parts. After the learners

can recognize and use words, they are prepared to read sentences and then paragraphs. Composition writing is also gradually introduced. In this way, the skills of listening, speaking, reading and writing are independently practiced and they interact to improve each other.

3. Flexibility. Each of the texts can be taught independently on the basis of the related language skills, and if combined, they can achieve the purpose of the comprehensive teaching. So this series can be used according to the different stages and types of texts. Considering the different foreign teaching systems and the individual requirements of the learners, the textbooks are, in a sense, independent of each other. The learners can select any of them and proceed step by step. Even the preliminary textbooks can be used independently, so that the short-term learners (like the travelers who make a short-term trip to China) can take the advantage of the books to satisfy their needs of obtaining a little knowledge about Chinese.

Mentioned above are our initial considerations for the assembled series of the textbooks and they are also the objectives we try to achieve in the course of compilation. The readers' suggestions for improvement will be appreciated.

We would like to express our heart-felt thanks to the leaders and experts of Beijing Language and Culture University for their instructions. Our thanks also go to He Xinhui, who did the translation; Prof. Xiong Wenhua, who checked and approved part of the translation; and Ms. Jin Huining, who took part in the early job.

Compilers

前言

《相会在中国——实用汉语口语课本》共两册,每册 15 课,是入门课后的初级阶段口语课本,是本套教材的核心。本书的目的在于,通过会话及成段课文,使学习者掌握汉语基本语法,从而提高口语表达能力。

编写特点:

一、处理好知识教学与技能教学的关系

教学的基本目标是培养学生的交际能力。第二语言教学并不忽视知识教学,而是对知识教学的内容和方法有特殊的要求。教材中语言点的解释不能像理论语法那样介绍术语、阐述理论。传授知识的目的是指导实践,规范学生的言语行为。语言知识教学要与言语技能培养紧密结合。这些原则既体现在语言点的立项和注释中,也体现在练习的设立和要求上。

二、分层次讲授语法,重视词组层级的教学

本书的语法讲授分为三个层次:词语、词组、句型。教学过程依次为:词——词组——句子——语段。在语言点三个层面介绍中,我们特别重视“词组”这一层级。汉语的词组、句子在构造原则上是基本一致的,很多词组具有熟语性,应作为教学的重点。本教材的语法讲解中在词与句子之间设词组一项,介绍词组的内部结构、组合规则,各类词组的句法功能,通过练习,培养学习者使用常见词组的习惯。

三、坚持实用性与趣味性相结合

实用性是教学双方共同追求的目标,教材语料的选择应把实用性放在第一位。对教材语言的要求除规范、地道外,还应贴近当代生活,同时要做到生动有趣,有幽默感,能够引起学习者的学习兴趣。本书课文有固定人物,设计了一定的故事情节,提供了典型的交际环境。各课均有对话体和叙述体两段课文,利于学习者从单句入手过渡到成段表达,同时叙述体课文也便于背诵。

全书语法注释由刘社会编写,课文由李宏编写,练习由邓恩明、李宏编写,经编者集体讨论后,由主编邓恩明定稿。英文翻译:何昕晖。

编 者

Preface

Meeting in China—Practical Chinese: Speaking, consisting of two volumes with 15 lessons for each, is designed for elementary learners who have completed the preliminary courses. As the core of the series, it is intended for the learners, through dialogues and texts, to master the basic Chinese grammar, and thereby upgrade their ability in oral communication.

Features of the book:

1. Due considerations to the relationship between the learning of the knowledge of the language and the acquisition of language skills.

The basic goal of language teaching is to cultivate the communication skills of the students. This does not mean that the teaching of the knowledge of the language can be neglected in teaching a second language, but that special requirements are demanded for its contents and approaches. The technical terms and grammatical theories has been avoided in explaining the language focal points, since the purpose of imparting language knowledge is to guide the language use and standardize the speech of the students. The teaching of the language knowledge has been integrated with the training of the language skills. These principles are embodied not only in the selection and notes of the language focal points, but also in the designing and requirements of the exercises.

2. Clear gradation of the explanations of grammar and due attention to the teaching of phrases.

The grammatical points of this book are explained at three levels: words and expressions, phrases and sentence patterns. The teaching follows the procedure of words-phrases-sentences-texts, in which special emphasis is placed on the teaching of phrases. The fundamental rules of constructing phrases and sentences are basically the same. Priorities should be given to the teaching of many phrases as they are idiomatic expressions. A distinctive feature of the book is that the explanations of phrases are added between those of words and sentences in grammatical points to introduce the structures, construction rules

and syntactic functions of various phrases so that the learners will form the habit of using the common phrases through practices.

3. Adherence to the integration of practicality and interest of the material.

Practicality is the common aim of the teacher and learners, so it is the first criteria for selecting language materials. The language of teaching materials must not only be standard and idiomatic, but also modern, interesting and humorous, which can arouse the interests of the learners. The texts, with the same characters in the carefully designed plots, offer the typical environment for communication. Included in each lesson are a dialogue, which smoothes the transition from simple sentences to passages, and a narrative text, which is easy to be recited.

The book is compiled with the joint efforts of the following members:

Notes on grammatical points: Liu Shehui;

Texts: Li Hong;

Exercises: Deng Enming and Li Hong;

Finalizing the manuscript: Deng Enming (managing editor);

English translation: He Xinhui.

Compilers

主要人物关系表

List of the Relationships of the Major Characters

李爱华：美籍华人，留学生，在北京语言大学学习汉语

Li Aihua: Chinese American studying Chinese at Beijing Language and Culture University

李志远：李爱华之叔，北京某大学教授

Li Zhiyuan: Uncle of Li Aihua, professor of the university of Beijing

李秋：李志远之女，北京语言大学学生

Li Qiu: Daughter of Li Zhiyuan, a student of Beijing Language and Culture University

李明：李志远之子，李秋之兄，医生

Li Ming: Son of Li Zhiyuan and brother of Li Qiu, a doctor

王思一：李明之妻，旅行社导游

Wang Siyi: Wife of Li Ming, a tour guide of a travel agency

小龙：李明、王思一之子，小学生

Xiao Long: Son of Li Ming and Wang Siyi, a pupil

张芳：李志远之妻

Zhang Fang: Wife of Li Zhiyuan

陈卉：李秋之好友，贸易公司职员

Chen Hui: Friend of Li Qiu, a staff member of a trade company

赵经理：陈卉所在贸易公司经理

Manager Zhao: Manager of the trade company where Chen Hui works

约翰：李爱华之好友，加拿大人，留学生

John: Friend of Li Aihua, a Canadian studying in China

目 录

CONTENTS

第一课 Lesson 1 这是约翰 (1)

语法 Grammar

汉语的词序 The word order of a Chinese sentence

词语 Words and Expressions

1. “动 + 一下儿” “verb + 一下儿”
2. 语气助词“吧” The auxiliary word “吧”

词组 Phrases

1. 定中词组和“的”(1) The attributive + center-word phrases and “的”(1)
2. 动宾词组(1) The verb-object phrases (1)

句型 Sentence Patterns

1. “是”字句(1) “是” sentences (1)
2. 形容词谓语句 Sentences with an adjective predicate
3. 用“吗”的是非问句 Yes/No questions with “吗”

第二课 Lesson 2 你们商店怎么走 (11)

语法 Grammar

词语 Words and Expressions

连词“和” The conjunction “和”

词组 Phrases

1. 介宾词组(1) The preposition-object phrases (1)
2. 状中词组(1) The adverbial + center-word phrases (1)

句型 Sentence Patterns

1. 用疑问代词的疑问句 Questions with an interrogative pronoun
2. 连动句 Sentences with serial verb phrases

第三课 Lesson 3 你家有几口人 (21)

语法 Grammar

词语 Words and Expressions

1. 副词“还” The adverb “还”

2. “二”和“两” “二” and “两”
3. 词头“第” The prefix “第”
4. 副词“很” The adverb “很”

词组 Phrases

1. 状中词组(2) The adverbial + center-word phrases (2)
2. 数量词组 Numeral-classifier phrases
3. 定中词组和“的”(2) The attributive + center-word phrases and “的”(2)

句型 Sentence Patterns

1. “有”字句 “有” sentences
2. 正反疑问句 Affirmative-negative questions
3. 用“……,是吗?”的问句 Questions with “……,是吗?”

第四课 Lesson 4 我换钱…………… (32)

语法 Grammar

词语 Words and Expressions

1. 量词“点儿” The measure word “点儿”
2. “几”和“多少” “几” and “多少”
3. 副词“常”和“常常” Adverbs “常” and “常常”

词组 Phrases

带双宾语的动宾词组 Verb-object phrases with double objects

句型 Sentence Patterns

1. 双宾语动词谓语句 Sentences with a predicate verb taking two objects
2. 整数称数法 Numeration of integers
3. 号码的读法 How to read numbers
4. 人民币表示法 How to read the Chinese currency

第五课 Lesson 5 我不吃辣的…………… (43)

语法 Grammar

词语 Words and Expressions

1. 动词“要” The verb “要”
2. 副词“再” The adverb “再”
3. “尝尝”(动词重叠 Reduplication of a verb)

词组 Phrases

1. “的”字词组 “的” phrases
2. 定中词组和“的”(3) The attributive + center-word phrases and “的”(3)

句型 Sentence Patterns

1. “是”字句(2) “是” sentences (2)

2. “也”和“都”的位置 The positions of “也” and “都”
3. 用“……,好吗?”来提问 Asking questions with “……,好吗?”

第六课 Lesson 6 现在几点 (53)

语法 Grammar

词语 Words and Expressions

1. 数词“半” The numeral “半”
2. 副词“又” The adverb “又”

词组 Phrases

1. 状中词组(3) The adverbial + center-word phrases (3)
2. 介宾词组(2) Preposition-object phrases (2)
3. “……的时候”

句型 Sentence Patterns

1. 名词谓语句 Sentences with a substantive predicate
2. 用“吧”的疑问句 Interrogative questions with “吧”
3. 钟点的表达法 Ways of telling the time

第七课 Lesson 7 他请你参加婚礼 (64)

语法 Grammar

词语 Words and Expressions

- 连词“可是” The conjunction “可是”

词组 Phrases

1. 主谓词组 Subject-predicate phrases
2. 定中词组和“的”(4) The attributive + center-word phrases and “的”(4)

句型 Sentence Patterns

1. 兼语句 Pivotal sentences
2. 选择疑问句 Alternative questions
3. 年、月、日和星期的表示法 Ways to express year, month, day and week

第八课 Lesson 8 今天我穿的衣服怎么样 (74)

语法 Grammar

词语 Words and Expressions

1. “怎么样” The usage of “怎么样”
2. 代词“每” The pronoun “每”
3. 副词“刚” The adverb “刚”
4. 副词“一直” The adverb “一直”

词组 Phrases

1. 补充词组(1) Complementary phrases (1)
2. 状中词组和“地” The adverbial + center-word phrases and “地”

句型 Sentence Patterns

1. 带程度补语的句子 Sentences with a complement of degree
2. 用“呢”的省略式疑问句 Elliptical questions with the modal particle “呢”
3. 动词重叠 The reduplication of verbs
4. “一边……一边……” The phrase “一边……一边……”

第九课 Lesson 9 你打网球打得好不好 …………… (84)

语法 Grammar

词语 Words and Expressions

1. 动词“喜欢” The verb “喜欢”
2. “为什么” The usage of “为什么”

词组 Phrases

- 补充词组(2) Complementary phrases (2)

句型 Sentence Patterns

1. 主谓谓语句 Sentences with a subject-predicate construction as the predicate
2. 带状态补语的句子 Sentences with a complement of state

第十课 Lesson 10 图书馆在学校的左边 …………… (95)

语法 Grammar

词语 Words and Expressions

1. “些”和“点儿” “些” and “点儿”
2. 副词“就”表示强调 Emphatic use of the adverb “就”
3. 方位词 Position words

词组 Phrases

1. 方位词组 Phrases of locality
2. 介宾词组(3) Preposition-object phrases (3)

句型 Sentence Patterns

1. “在”“有”“是”表示存在 “在”, “有” and “是” indicating existence
2. 含疑问代词又用“吗”的问句 Questions with an interrogative pronoun and “吗”

第十一课 Lesson 11 我正看电视呢 …………… (108)

语法 Grammar

词语 Words and Expressions

1. “呢” The modal particle “呢”

2. “几”表示概数 “几” indicating an approximate number

3. 副词“最” The adverb “最”

词组 Phrases

1. 状中词组(4) The adverbial + center-word phrases (4)

2. 复指词组 Dual-reference phrases

句型 Sentence Patterns

1. 动作的进行态 The progressive aspect of an action

2. 无主语兼语句 Pivotal sentences without a subject

第十二课 Lesson 12 我要去上海 (119)

语法 Grammar

词语 Words and Expressions

“来得及” There's still time (to do sth.)

词组 Phrases

1. 动宾词组(2) Verb-object phrases (2)

2. 介宾词组(4) Preposition-object phrases (4)

句型 Sentence Patterns

带能愿动词的句子 Sentences with an optative verb

第十三课 Lesson 13 你怎么才来 (130)

语法 Grammar

词语 Words and Expressions

1. 副词“才”和“就” The adverbs “才” and “就”

2. 连词“因为” The conjunction “因为”

3. 动态助词“了” The particle “了”

词组 Phrases

1. 联合词组 Coordinative phrases

2. 动宾词组和动态助词“了” The verb-object phrases and the aspect particle “了”

3. 介宾词组(5) Preposition-object phrases (5)

句型 Sentence Patterns

1. 动作的完成态 The perfect aspect of an action

2. “把”字句(1) “把” sentences (1)

第十四课 Lesson 14 赵经理住院了 (141)

语法 Grammar

词语 Words and Expressions

副词“大概” The adverb “大概”