

【初级II】

大众汉语

DAZHONG HANYU

THE ELEMENTARY CHINESE
FOR EVERYONE

李芳杰 刘海芳 主编



全国优秀出版社
武汉大学出版社

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编者的话

1999年,武汉大学出版社邀约我们编写供海外学习者使用的汉语教材。我们利用课余时间,不分寒暑,历时两年,编撰了这套《大众汉语》。

《大众汉语》分初级本和中高级本,各两册,共四册。初级本适合尚未学过汉语或所学甚少的初学者使用。学完初级本可满足基本的日常生活、学习和一定范围内社交的需要,基本达到在中国进入理工科院系学习标准,具有获取汉语水平测试(HSK)初等《汉语水平证书》C级的能力。中高级本适用于已掌握汉语2000多个生词和基本语法内容的学习者。学完中高级本,可满足日常生活、学习、社交和一定范围内工作的需要,达到在中国进入人文社会科学院系学习标准,具有获取HSK中等《汉语水平证书》C级以上的能力。两种读本相对独立,也相互衔接,可以各自用于基础班和中高级班,也可以连续用于从基础到中高级的整个教学过程。

初级本为适应海外学校大多学制短、学时少的特点,适当减少了课数、词汇量和语法点,共编60课,出生词1982个,语法点164个。每课4学时(按45分钟1学时计算),两册约需240学时。本教材以培养交际能力为目的,以技能训练为核心,采用结构和功能相结合、兼顾文化的编写原则。课文为会话体,辅以阅读理解,力求做到情景真实自然,语言规范实用,内容贴近学习者的实际和需求,精粹生动、有吸引力。生词以《汉语水平词汇与汉字等级大纲》(北京语言学院出版社,1992)的甲级、乙级词为主,不回避课文所需且日渐多用的少量丙级、丁级词以及超纲词;为触类旁通,有的兼类词词性一次出齐,本课词性排前。语法点的编排由易到难,难点分散,重点分解,适时小结;少用概念、术语,多以句型展示;碰到术语不一致,选用教学方便的,比如以“后缀”代替“动态助词”讲“了”、“着”、“过”。随文出现的文化内容在“注释”中作简要介绍。练习是实现教学意图和教学目标的重要手段,本教材结合各课不同情况,精选多种题型,适当增加题量,以利于语言技能的全面训练。

中高级本以当代社会生活与人文知识为主线,兼顾结构和功能,共30课,出生词2215个,以丙级、丁级词为主,语法点随文出,突出多重复句和句群,注意同义词、同义句辨析和语义结构分析。据《外国人学习与使用汉语情况调查报告》(北京语言学院出版社,1993),外国人对各类汉语课程内容需要程度由高到低的顺序是:日常用语、社会生活、时事政治、经济贸易、文学作品、传

统文化、历史常识、民情风俗和旅游文化。为了满足海内外学习者的需要,教材分设文学篇(10课)、文化篇(5课)、社会热点篇(10课)和经济贸易篇(5课)。在保证品位的基础上,十分注重选材的现实性、多样性和趣味性,使课文引人入胜,可读耐读。每课包含一篇主课文和几篇副课文,主课文要求精讲多练,约需6~8个学时;副课文为泛读教材,围绕主课文,从不同侧面反映某个当代社会热点或人文知识点,不出生词,重要的词注以拼音,便于有兴趣的学习者查检,以扩大词汇量。练习仍兼顾各项技能训练,不过,与初级本比较,更注重语段表达练习。

编写工作采取主编设计、分工执笔、集体讨论的方式进行。具体分工如下:
初级本

课文、阅读理解:朱德君副教授

注释、语法:刘海芳副教授

练习:黄俊红副教授 刘海芳副教授

中高级本

课文、副课文:周颖菁讲师

词语例解:刘海芳副教授

语法例析:李芳杰教授

练习:朱德君副教授 刘海芳副教授

全书生词整理:朱德君副教授。统稿定稿:李芳杰教授。

在编写中,我们选用了多位作者的文章作为课文,并根据教学需要作了适当改动,谨在此表示深切的谢意,由于有的作者通讯地址不详,未能联系上,对此,我们表示歉意,并望这些作者见书后与我们联系,我们愿意按规定支付相应的稿费。

我们还参考了《现代汉语八百词》(增订本)(商务印书馆,1999)等前辈时贤的著作和教材,得到了武汉大学留学生教育学院领导和武汉大学出版社王春阁副编审的大力支持,在此我们也一并表示衷心的感谢。

我们几个编者都是汉语教师,长期在武汉大学从事对外汉语教学和研究工作,也都曾到国外任教或编写教材。虽然积累了一些编写汉语教材的经验,但如何适应当前海内外汉语教学的发展形势,在以往教材和现有成果的基础上,运用本学科及相关学科行之有效的理论和方法,编写新一代教材,我们仍感经验不足,须进一步探索,因此,本教材不当之处诚望专家、同行和读者指教。

编者

2001年10月于武汉珞珈山

Editor's Note

In 1999, Wuhan University Press invited us to compile a Chinese course for foreign students. After two years' hard work, the course *Chinese for Everyone* has been published.

The course contains two sets and four volumes: the elementary set (two volumes) and the intermediate-advanced set (two volumes). The elementary set is suitable for beginners and those who have already studied some Chinese. It can meet the needs of people's everyday lives, including study and daily communication. Those who finish the elementary volumes will have the ability to attain Grade C at the elementary level of HSK, and can then study science and engineering courses in Chinese universities. The intermediate-advanced volumes are suitable for the students who have already learned more than 2000 words as well as basic Chinese grammar. It can then meet the needs of the people's everyday lives, including study and daily communication as well as particular work situations. Those who finish studying these volumes will then have the ability to attain at least Grade C at the intermediate level of HSK, and can then study philosophy and social sciences in Chinese universities. The two sets of the textbooks are independent from each other. They can be used respectively in the primary class and intermediate-advanced class, or used in primary class first then the intermediate-advanced class.

Because the period of Chinese teaching in most overseas schools is short, we have reduced the amount of vocabulary and grammar points. The elementary volume has 60 lessons, 1982 new words and 164 grammar points. About 240 class periods are needed for each teaching set (45 minutes/period). As the aim of this course is to foster the ability to communicate, we adopt the principle of combining sentence structure and usage within the culture. Its main texts are in dialogue form, with supplementary reading materials. In order to meet the needs of students, we have tried to use real life situations, which have interesting contents and standard language. The new vocabulary is taken mainly from Grades A and B in *Vocabulary and Characters for*

Chinese Proficiency (published by Beijing Language and Culture University Press, 1992). Vocabulary from Grades C and D as well as some other sources are also introduced according to the requirements of the text. In order to help students understand by analogy, words with more than one function are introduced as follows. The word used in a particular lesson is referenced in all its forms, the first reference indicating the particular usage within that lesson. Grammar points are arranged beginning with the easiest and progressing to the more difficult ones. The more important and difficult points are gradually introduced in more than one lesson. A grammar summary is given after every six lessons. We have decided to rely on sentence-pattern more than terminology to give clear explanations. If one grammar point is known by different names, we choose the one which is most convenient to teach, e. g. we take “suffix (后缀)” instead of “verbal particle (动态助词)” when teaching “了”, “着”, “过”. Aspects concerning culture are explained in the notes. Exercise material is seen as an important means to achieve the teaching aim. So we have carefully chosen many types of exercises according to the contents of each lesson, which we consider to be helpful to the overall progress of students.

In the intermediate-advanced volume, we use modern life situations and cultural knowledge as our main contents. We also give consideration to structures and functions. This two-volume set has 30 lessons altogether and 2215 new words, which mainly come from Grades C and D. The grammar points are chosen according to the need of the text. We place stress on complex compound sentences and sentence clusters. We also pay attention to the analysis of synonyms, to sentences with similar meaning and to semantic structure. According to the book *An Investigation and Research Report on How Foreigners Study and Use Chinese*, the order of the contents of Chinese lessons which foreigners require the most are as follows: words and expressions for everyday use, general conversation, current affairs, trade and economics, literature, traditional culture, general knowledge of history, people's customs and tourism. In order to satisfy the demands of both domestic and overseas students, the contents of the volumes include literature (10 lessons), culture (5 lessons), social focus (10 lessons) and economic trade (5 lessons). To publish a course of high quality, we have sought to make the texts vivid and interesting by using varied real life situations. Each lesson contains one main text and several secondary texts. The main texts require clear explaining and regular practice. The secondary texts are extensive reading materials, which supplement the main ones in various aspects. Each lesson

needs between 6 and 8 class periods. We have not listed new words for the secondary texts, and only give phonetic symbols to the important words for those who are interested in them. The exercises are designed with abundant materials for varying levels of ability, but compared with the elementary set, the intermediate-advanced set gives more attention to conversational texts.

The editor compiled the course by making a thorough plan, distributing the work to various people and then collectively discussing their contributions. The overall work has been compiled as follows:

The elementary set:

Texts and reading comprehensions: Associate Prof. Zhu Dejun

Notes and grammar: Associate Prof. Liu Haifang

Exercises: Associate Prof. Huang Junhong and Associate Prof. Liu Haifang

The intermediate-advanced set:

Main texts and secondary texts: lecturer Zhou Yingjing

The explanation of words and expressions: Associate Prof. Liu Haifang

The explanation of grammar: Associate Prof. Li Fangjie

Exercises: Associate Prof. Zhu Dejun and Associate Prof. Liu Haifang

The vocabulary is sorted by Associate Professor Zhu Dejun, and all the materials of the course are unified and finalized by Professor Li Fangjie.

While compiling the books, we chose many articles as texts. We had to rewrite the texts because of the needs of teaching. Here we give our earnest thanks and apologies to the authors. Because the channels of getting materials are different and some authors' addresses are unknown, we cannot get in touch with them. And thus, the authors' names aren't signed in the texts. We have to express our deep regrets for that. We hope them to contact us after seeing the textbooks, and we are willing to pay for their articles according to the regulations of the Department of the State Press and Publications.

We also referred to works such as *Eight Hundred Words of Modern Chinese* (Revised and Enlarged Edition, Commercial Press, 1999). We also received invaluable assistance from the staff of the Foreign Students Education College of Wuhan University and Associate Professor Wang Chung of Wuhan University Press. We wish to express our sincere thanks to them.

We acknowledge the difficulties of compiling a new Chinese course, which com-

bines theory and practice. On the basis of our experience we see ourselves as still exploring the most suitable ways to teach the Chinese language both at home and overseas. We sincerely welcome any suggestions from experts, fellow-teachers and readers which would help us to improve on any deficiencies that may exist in this course.

The Author Oct. 2001

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