

復旦對外漢語教材系列

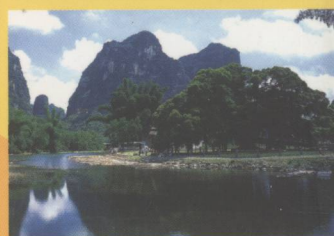
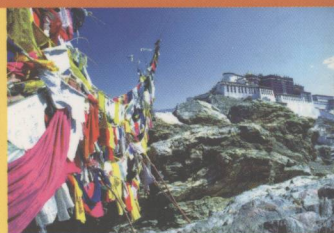
歐美人學中文

CHINESE FOR ENGLISH-SPEAKERS

PRIMARY WORKBOOK

初級練習本

主編 鄭國雄
編著 紀曉靜 鄭國雄



復旦大學
FUDAN UNIVERSITY PRESS
出版社



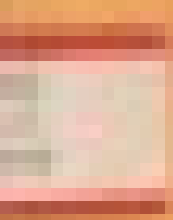
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歐美人學中文

CHINESE FROM EUROPEAN PERSPECTIVES

MOHAWY PUBLICATIONS 和成發售處

主編 歐陽敏
副主編 歐陽敏



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圖書在版編目(CIP)數據

歐美人學中文·初級練習本/鄭國雄主編. —上海:復旦大學出版社,2007.5
(復旦對外漢語教材系列)
ISBN 978-7-309-05522-1

I. 歐… II. 鄭… III. 漢語-對外漢語教學-習題 IV. H195.4

中國版本圖書館 CIP 數據核字(2007)第 065163 號

歐美人學中文·初級練習本

主編 鄭國雄

出版發行 復旦大學出版社

上海市國權路 579 號 郵編 200433

86-21-65642857(門市零售)

86-21-65118853(團體訂購) 86-21-65109143(外埠郵購)

fupnet@fudanpress.com <http://www.fudanpress.com>

責任編輯 樂奇 陳軍

總編輯 高若海

出品人 賀聖遂

印刷 常熟市華順印刷有限公司

開本 787×960 1/16

印張 10.75

字數 198 千

版次 2007 年 5 月第一版第一次印刷

印數 1—5 100

書號 ISBN 978-7-309-05522-1/H·1109

定價 40.00 圓

如有印裝質量問題,請向復旦大學出版社發行部調換。

版權所有 侵權必究

序 言

继《新概念汉语》（北京语言文化大学出版社出版）之后，我又主编了第二套供欧美人学习汉语的教材，书名更为醒目：《欧美人学中文》。

这套教材仍坚持上一套教材的编写原则：力求“有趣”和“有用”。

“有趣”指语句有趣、内容有趣；“有用”指词常用、句常用、内容有用。

这一套教材除了“继承”，有无“创新”呢？

在词汇方面，甲级词的出现密度加大。初级课本加上中级课本前10课，1033个甲级词基本出齐。甲级词常用，覆盖率大，集中出、提前出，就为今后的学习打下了一个良好而坚实的基础。

语言教学要抓重点，也要抓难点。量词是汉语学习的难点。这套教材的量词教学由过去的分散进行改为现在的集中进行，这就便于不同量词的比较和掌握。《我们在唱量词歌》和《请你说说量词吧》想必会给学习量词的学员留下较深的印象。

在课文的内容方面，编写组曾多次进行探讨，并广泛听取师生的意见；同时编写组还对国外的汉语教材作了较为深入的分析。最后确定三大内容：一是反映中国的历史文化，二是反映当代中国的热点问题，三是反映中国人的道德观念和中外文化的差异。

以上内容的文字材料经过反复比较和多次筛选。编写组请十几位教师、数百名学生参加筛选，同样的内容常常是五挑一，甚至是十挑一，这就避免了个人意见的片面性。

例如名人介绍，编写组选了孔子、孙中山、鲁迅、梅兰芳、马可·波罗、比尔·盖茨。对这些名人的介绍力避传记式的面面俱到或枯燥无味，而是通过一些小事勾勒出人物的丰采，显得更加生动有趣。再如对中国山水、地理的介绍，也不求全而只求典型，尽量做到

言简意赅。

城市的介绍最能反映一个国家的风貌。北京和上海是中国最有代表性的两大城市。北京是中国著名的古都，通过介绍“北京的古树”，凸显了这座城市的历史感；上海是中国最大的商业城市，通过介绍“上海现代建筑”，凸显了这座城市的现代感，这样教材就可做到既有历史感又有现代感。

至于中国当代社会的热点，像农民问题、人口问题、教育问题等，都是十分突出的现实问题，还有经济发展和环境保护也是热门话题，这些都是大家所关心和十分感兴趣的，我们特地选了这方面的课文。

这套教材的练习也跟其他教材不同，有它的特点，那就是练习题的量特别大，生词和句型的复现率特别高。语言课是技能课，只有通过大量的练习才能掌握语言的规律，才能将感性知识提高到理性认识。复现是极其重要的，实践证明，词语和句型的复现是理解和巩固知识最有效的方法之一。复现是复习的一种重要形式，而复习正是同遗忘作斗争的最有力的武器。这套教材的生词，在本课内至少复现三次，在以后的练习中还有所复现；至于句型，单单例句，一般就有五句左右。不断复现的好处，正如伟大的生物学家巴甫洛夫所说的，形成起来的暂时联系“如果长时间不加重复，那么拓通性就会消失，联系就会分裂。但是拓通性达到它的最高限度，即使不再继续实践，也能保持几个月，甚至几年”。大量的练习和词语、句型的多次复现，就是要使“拓通性”达到它的最高限度。

本教材分初、中、高三级，每级两册，一册是课本，一册是练习本（初级另附汉字本）。每级22课，可供欧美国家一般大学每周4—6课时的中文课学习一年，即一年级用初级课本，二年级用中级课本，三年级用高级课本。初级课本的汉字练习是每天练5—7个字，每周练25—35个字（星期一至星期五）。

本教材用简繁体对照，这样做是为了便于学生选择。从目前的实际情况看，我非常赞同袁晓园先生提出的“识繁写简”的主张。不“识繁”，就无法阅读国外的中文报纸、中国的古籍；不“写简”，学生就难以用汉字记笔记。“识繁写简”就可做到读写兼顾。此意见妥否，仅供参考。

本教材的编写和出版一直得到本校国际文化交流学院院长朱永生教授的关心和支持，特此表示万分感谢。

郑国雄
复旦大学国际文化交流学院

Preface

Zheng Guoxiong

(International Cultural Exchange School of Fudan University)

Shortly after the publication of *New Concept Chinese* (by Beijing Languages & Culture University Press), I edited a second series of Chinese textbooks entitled *Chinese for English-Speakers*, mainly for the Europeans and Americans, hoping to make the Chinese-language-learning interesting and practical. Here, “interesting” means that we have tried our best to find some interesting topics and contents for the reader; while “practical” means that the words, expressions and sentences in the texts are frequently used in Chinese daily life.

Now this new series of *Chinese for English-Speakers* mainly distinguish itself in the following four aspects:

First, we have enriched the vocabulary with A-level words. Primary Textbook and the first ten lessons in Intermediate Textbook have almost covered all the 1,033 A-level words, which are the most frequently used words in daily life and henceforth make a basic knowledge for the learner and prepare the reader for a further learning of Chinese language.

Second, we have paid special attention to grammar and main points in Chinese language learning. For example, the classifier (or the measure word) is always regarded as being the most difficult in Chinese language teaching and learning for an English speaker. So in this series of *Chinese for English-Speakers*, we have changed the usual detached teaching method of classifier-learning and, instead, focused on teaching the classifier (or the measure word) in a condensed way, e.g., the lesson *We're Singing the Song of Classifiers* together with *Please Tell Me the*

Classifiers in Primary Textbook may impress you somehow as funny and functional as well.

Third, the topics and contents of this *Chinese for English-Speakers* are deliberately chosen for 3 reasons: 1) trying to show the history and traditional culture of China; 2) to reflect the focused issues of modern China; 3) to explain the moral attitude of Chinese people and the difference between Chinese and foreign cultures.

All the topics and materials in the textbooks are selected through repeated comparisons, a planned survey and from experimental teaching in order to be objective and up-to-date. In introducing Chinese and global celebrities, for example, we choose topics about Confucius, Sun Yat-sen, Lu Xun, Mei Lanfang, Marco Polo and Bill Gates to profile their life or personality. As for the introduction of China's geography and famous scenery, we only select some typical ones for a brief and concise introduction. Since the cities always reflect truthfully the modern life of a country, we choose Beijing — capital of PRC and a city with a long history — and Shanghai — a modern metropolitan as our topics. On the focused issues of present China, we introduce some topics about China's peasants, population control, education, economical development and environmental protection, etc., which are mainly concerned by many curious foreigners.

Fourth, we have designed in the supplementary workbooks a large amount of exercises and have paid special attention to the reappearing and use of the new words and expressions, the important grammar and syntax in the textbooks. Therefore the reader can review what he/she has learned from the texts and master the skill of the language by practice.

Altogether this series of *Chinese for English-Speakers* has 3 levels:

Primary Level, Intermediate Level and Advanced Level. Each of them includes a textbook and a workbook besides a Primary Character Book for beginners' imitation. There're 22 lessons in each textbook for foreign learners at certain level. Each textbook is designed for about 4 to 6 hours' study per week for about one year's teaching. While Primary Character Book is designed for the beginner to practice writing about 5 to 7 Chinese characters every day, i.e., 25 to 35 characters per week (from Monday to Friday).

Last but not least, this series of *Chinese for English-Speakers* is edited in both original complex and simplified form of Chinese characters for the learner's sake that he/she can choose to learn according to his/her pleasure. Actually, I myself quite agree with Mr. Yuan Xiaoyuan that the foreigner may learn Chinese in a way that they can "know the original complex form but write in simplified one." The reason is that you will not be able to read the Chinese newspaper printed abroad or the original text of Chinese classics without knowing the original complex form; and similarly you will have difficulty in taking notes if you cannot write in simplified form. That's, of course, my own humble opinion for your reference.

Above all, I'm obliged to Prof. Zhu Yongsheng, Dean of International Cultural Exchange School of Fudan University, for his sincere help and support.

使用说明

初级课本分两部分：语音和课文。

语音先教总表、拼音规则，再练拼音。练习一到练习五，练元音、辅音、声调；练习六到练习八是常用语，在语流中巩固语音知识。

课文共22课，每课两小篇。分篇教便于课堂教学，另外既可减轻学生负担，又可保证教学的完整性。

课文的语法点删繁就简，并遵循先易后难、循序渐进的原则。先学四种谓语句、五种疑问句。句子成分先讲定语、状语，再讲补语。补语较复杂，不但后出现，而且分散教。比较句、把字句、被字句、复句比较难，放在最后。复句也用分散教法，而且先学最常用、最简单的几种。

词汇方面，数词、代词、疑问词、方位词必须先学会；常用动词、常用形容词、常用副词、常用介词也要先掌握；量词是汉语学习的难点，集中在前后两课，便于比较和掌握。初级课本选用的词都是常用词，甲级词占90%以上。为了便于记忆，同类词一般一起出现，例如“上午、下午、晚上”，“哥哥、姐姐、弟弟、妹妹、母亲、父亲”；还有反义词也一起出现，例如“多少、大小、远近、新旧、上下、左右、买卖、存取”等等。

初级练习本的练习紧扣语法点。因为初学阶段句型练习是重点，所以每课都有大量的替换练习；而朗读练习则是为了巩固本课所学的生词和提高词汇的运用能力；对话练习由简单到复杂，逐步提高。

初级汉字本是为了加强汉字练习。每课选25—35个生字，难写的

不选，从星期一到星期五，每天写5—7个生字。

初级课本是国外大学一年级的汉语教材，每周4—6课时，一学年可以学完。

编者

Introduction

Primary Textbook consists of two parts: Phonetics and texts.

In Phonetics, we will first learn the general table of the phonetics, the rule of Pinyin and then practice Pinyin. In the book, Exercises 1 to 5 are designed to practice vowels, consonants and accents; Exercises 6 to 8 are for useful words, expressions and simple sentences to make the learner get familiar to the basic knowledge of Chinese phonetics.

In the textbook there are 22 lessons, each has two theme-related short passages available for classroom teaching. The grammar of this level is mainly about four kinds of predicate sentences and five interrogative sentences. We will discuss the main sentence structure as the attribute, adverbial (modifier) and complement, etc., and the combined or complicated sentences, e.g., the comparative sentences and the sentences with “把” or “被”.

On vocabulary, we will begin with the number, pronoun, interrogative, location words, and then the common verb, adjective, adverb and proposition. Since the classifier (or measure word) is always regarded as one of the most difficult problems in Chinese language teaching and learning for an English speaker, we have changed the usual detached teaching method of classifier-learning and, instead, focused on teaching the classifier (or measure word) in a condensed way, e.g., the lesson *We're Singing the Song of Classifiers* together with *Please Tell Me the Classifiers* in this textbook may impress you somehow as funny and functional as well. Totally in Primary Textbook, 90% of the words are A-level words. And in order to make students learn or remember words easily, we combine the similar words in a group (e.g., 上午、下午、晚上; 哥哥、姐姐、弟弟、妹妹、母亲、父亲) or show the synonyms and antonyms in the

same text (e.g., 多少、大小、远近、新旧、上下、左右、买卖、存取), etc..

As for Primary Workbook, we focus on the practice of grammar and sentences. There are lots of exercises on “Substitution”, “Make a sentence by using the following words in a right order,” and “Reading the following sentences” to make students get familiar with the words or expressions and sentences in the text. And there are also some dialogues designed for students’ imitation.

Nevertheless, the beginners shall enhance their character-writing practice. Hence the Character-Writing Workbook is designed for the beginners to practice writing about 5 to 7 Chinese characters everyday, i.e., 25 to 35 characters per week (from Monday to Friday).

Generally speaking, the Beginner’s Textbook is designed for about 4 to 6 hours’ study per week for about one year’s teaching.

The author

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