

对 外 汉 语 本 科 系 列 教 材

语言技能类 一年级教材

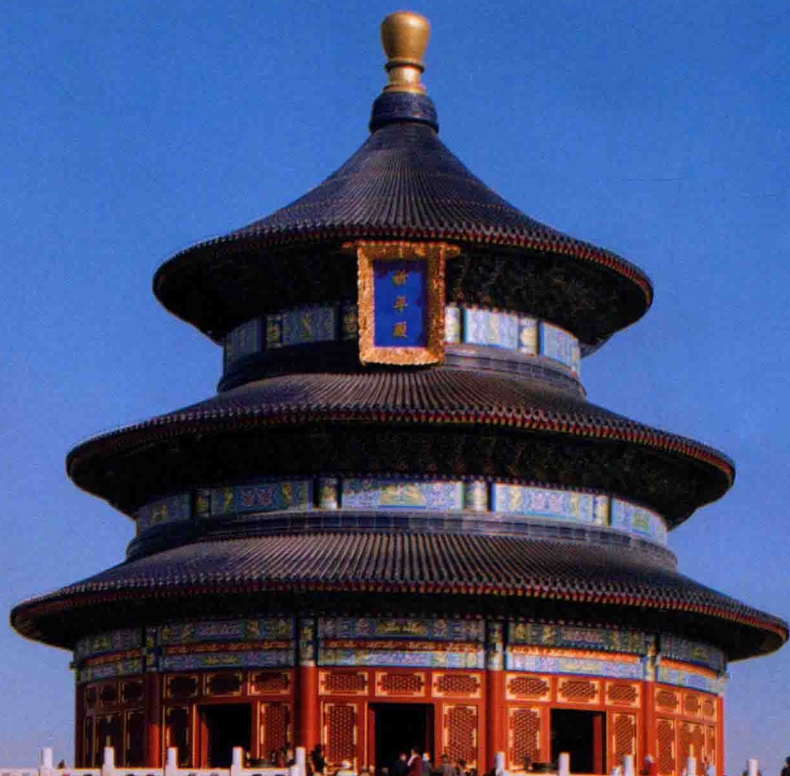
汉语教程

HANYU JIAOCHENG

第
3
版

第二册 下

杨寄洲 编著



北京语言大学出版社
BEIJING LANGUAGE AND CULTURE
UNIVERSITY PRESS

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电子信箱: service@blcup.com

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前 言

《汉语教程》是为来华留学的汉语学习者编写的一套综合汉语教材。1999年出版，2006年再版。十多年来，一直被国内外很多教学单位选作教材。编者满怀感恩之情，深知责任之重。

《汉语教程》出版后的十多年来，科技快速进步，经济迅猛发展，中国社会发生了巨大的变化。教材原有的某些内容和词汇显然已经过时，亟需更新和修订，以适应教学的需要。

因此，我们在《汉语教程》2006年修订本的基础上又一次进行了修订。此次修订的原则是：

一、保持《汉语教程》原有的风貌，秉承其“好教、好学、好用”的优点。

二、以新内容和新词汇替换教材中已经过时的内容和词汇。

三、对教材中某些板块进行适当的调整和补充。

四、新增配套的《同步学习指导》，以更好地指导学习者学习、使用本教材。

第3版《汉语教程》共三册（每册含上、下两分册），76课。可供设有本科学历教育的教学单位使用一年。非学历教育的教学单位，可以根据自己的教学对象和教学目标灵活使用。

具体说明如下：

适用对象：

零起点的初级汉语水平学习者。

课时要求：

第一、二册（50课）供一年级第一学期使用，其中：

第一册（25课）建议课时为：每课2学时（每学时50分钟）。

第二册（25课）建议课时为：每课4学时。

第三册（26课）供一年级第二学期使用，建议课时为：每课6学时。



本教程的指导思想是，对零起点的一年级学生，以语音、语法、词语、汉字等语言要素的教学为基础，通过课堂讲练，逐步提高学生听说读写的言语技能，培养他们用汉语进行社会交际的能力，同时也为他们升入二年级打下基础。

第3版《汉语教程》从内容到形式都有诸多新亮点。我们追求的目标仍然是让这套已有十余年历史的汉语教材更加“好教、好学、好用”，使其能更好地为汉语国际教育事业服务。

此次修订，我们在充分调研的基础上，听取了一些专家和教师的意见和建议，北京语言大学出版社也给予了大力支持，在此我们表示诚挚的感谢。

希望使用本教程的老师和同学们多提意见和建议，以便我们不断改进和更新。

编者

2016年3月

Preface

Chinese Course is a series of comprehensive Chinese learning materials designed for international students studying in China. The first edition was published in 1999, and the second edition in 2006. Over the years, it has been used by many educational institutions in China and abroad. The authors are full of gratitude and aware of the responsibility they are shouldering.

The ten-plus years since the publication of *Chinese Course* has witnessed fast advances in science and technology, rapid economic development and tremendous changes in the Chinese society. Certain content and vocabulary in the original edition are apparently out-of-date, needing to be updated and revised to meet the needs of teaching and learning.

Therefore, based on the 2006 edition, we've made another revision following the principles below:

1. Keeping the original style of *Chinese Course* and its superiorities of being “easy to teach, learn and use”;
2. Substituting new content and vocabulary for the outdated ones in the books;
3. Making proper adjustments and supplements to certain sections in the books;
4. Adding a matching *Learning Guide* to give students better directions for studying and using each book.

The third edition of *Chinese Course* is composed of three levels (each including sublevels A and B), 76 lessons in total. For institutions granting undergraduate degrees, it takes one year to finish; for non-degree-granting institutions, teachers can use the books flexibly based on their instructional targets and goals.

The specifics are as follows:



Targeted at:

Beginning- and elementary-level Chinese language learners.

Class hours:

Books 1 and 2 (50 lessons) are for the first semester of the first year. It is suggested that each of the 25 lessons in Book 1 take two class hours (1 class hour = 50 minutes) and each of the 25 lessons in Book 2 take four class hours.

Book 3 (26 lessons) is for the second semester of the first year. It is suggested that each lesson take six class hours.

The guiding concept of this series is to gradually improve the language skills of beginners in their first year in listening, speaking, reading and writing, to cultivate their Chinese communication abilities and meanwhile to lay a foundation for their study in the second year through classroom instruction and practice based on the teaching of linguistic elements such as pronunciation, grammar, vocabulary and Chinese characters.

The third edition of *Chinese Course* has many new highlights in terms of content and form. The goal we are striving for is still to make this over 10-year-old series of Chinese learning materials “easy to teach, learn and use” so that it can better serve the cause of international Chinese education.

This revision is based on a lot of research and the opinions and suggestions from experts and teachers and has received great support from Beijing Language and Culture University Press. We hereby express our sincere gratitude.

We look forward to opinions and suggestions from all the users, including teachers and students, which will help us keep improving and updating.

The authors
March, 2016

体例说明

《汉语教程》第一、二册的体例大致是：一、课文；二、生词；三、注释；四、语音、语法；五、练习。

一、课文

本教程第一、二册的课文以实用会话为主，也编写了一些叙述性短文。

课文是教材最重要的部分，也是课堂教学的主要内容。它是语法和词语的语用场，语法只是本教程课文编写的结构支撑，是一条暗线。离开课文，语法将无所依凭。初级阶段的汉语课堂教学，应该借助语法从易到难的有序性和渐进性，把句子的结构、语义和语用这三者结合起来。要让学生了解一个句子的使用语境；也要逐步让学生知道，在一定的语境中怎么用汉语表达。

我们的目的是以语法为指导去学习课文，通过朗读课文、背说、写话等教学手段，提高学生听说读写的言语技能和运用汉语进行社会交际的能力。课堂上要用主要的精力带领学生听课文、读课文和说课文。教材中的生词、注释和语法说明，都是为课文教学服务的。

二、生词

本教程第一、二册共出生词 1600 多个。选择这些生词时，充分考虑和照顾到了其常用性，而且每课都有一定的量的控制。课堂上要把生词放在句子中去讲练。因为只有句子和课文才能规定词义的唯一性。

三、注释

语音阶段的注释主要是汉语语音知识的基本介绍，语法句型阶段的注释主要是对一些小的语言点和文化背景知识的介绍和说明。对课文中已出现但暂不讲解语言点的句子，通过注释的译文让学生弄懂意思。

四、语音、语法

本教程用10课的篇幅集中进行语音教学。但严格说来,语音语调训练应该贯穿初级阶段课堂教学的全过程。语音训练的重要性,怎么强调都不过分。需要说明的是,到了句型、短文阶段,语音教学当然应该结合课文的朗读和背说来进行。我们在练习里设置的语音练习项目,只是起个提示作用。

本教程的语法不刻意追求系统性,但全书的语法安排是有章可循的,是严格按照由易到难、循序渐进的原则编排的。因此,如果不完成第一册和第二册的教学任务,进入第三册教学将是困难的。需要强调的是,我们这套教材主要借助汉语语法结构讲课文,以语法为指导,教学生说中国话。因此,语法的讲解力求简明扼要,从结构入手,重点阐释其语义和语用功能,教学生怎么运用语法去说、去写、去表达。课堂上,要通过图片、动作、电脑软件等各种形象直观的教学手段演示语法点,使学生感悟和理解每个语法点的意义、功能和使用语境,把语法、语境与交际紧密结合起来,提高学生运用汉语进行交际的能力。

五、练习

本教程的练习设计注意遵循理解、模仿、记忆、熟巧、应用这样一个言语学习和习得规律。练习项目包含了理解性练习、模仿性练习和交际性练习等,既考虑到了课堂教学的需要,也考虑到了自学者自学的需要。教师可以根据自己的教学实际灵活使用。教材中的客观性练习均提供了答案,放在《汉语教程》教材资源专区(www.blcup.com)中,供使用者参考。

对外汉语教学不同于母语教学的一点是,语言要素的教学不能孤立进行,语言要素教学过程本身就是言语技能和言语交际技能训练的过程。课堂上要师生互动,讲练结合。无论是语音教学,还是语法句型和词语短文教学,都要贯彻实践第一、交际为主的原则,精讲多练,这样才能收到良好的教学效果。

编者

2016年3月

Introduction to the Structure

Each lesson in Books 1 and 2 of *Chinese Course* consists of five sections: text, new words, notes, phonetics/grammar, and exercises.

1. Text

Texts in Books 1 and 2 are in large practical conversations, interspersed with some narrative passages.

Texts are the most important part of the textbooks and the main content of classroom teaching. They are where grammar and vocabulary are used. Grammar is only the structural support for the writing of texts, an implicit line. Without texts, grammar will have nothing to be carried on. Classroom Chinese teaching at the elementary level should combine the syntactic structures, semantic meanings and pragmatic use of sentences through an orderly, gradual advance based on the difficulty of grammar. It is important to help students understand the context where a sentence is used and let them know gradually what to say in a certain context.

Our aim is for students to learn the text under the guidance of grammar and to improve students' language skills in listening, speaking, reading and writing as well as their Chinese communication skills by instructional means such as reading the text aloud, recitation and sentence writing. In class, teachers should concentrate their effort on leading students to listen to, read and retell the text. All the new words, notes and grammatical explanations are provided to serve the teaching of the text.

2. New Words

Books 1 and 2 list over 1,600 new words in total. When selecting these new words, we took full account of their frequency of use and controlled the number of them in each lesson. In class, explanation and practice of new words should not be isolated from sentences because only sentences and texts can define the specific contextual meaning of a word.

3. Notes

The notes at the stage of phonetics are mainly basics of Chinese phonetic

knowledge, and those at the stage of grammar and syntax are mainly explanations of some simple language points and cultural background knowledge. As for the sentences that appear in the texts but the language points in them are not to be explained at the moment, the notes will help students understand their meanings by providing their translation.

4. Phonetics/Grammar

This series devotes 10 lessons to intensive phonetic teaching. But strictly speaking, pronunciation and intonation training should be provided throughout the whole process of classroom teaching at the elementary stage. The importance of phonetic training can't be stressed enough. It should be noted that coming to the stage of sentence patterns and short passages, phonetic teaching should certainly be conducted in combination with reading aloud, reciting and retelling the texts. The phonetic exercises included in the exercise section are only for prompting purposes.

Grammar in this series isn't necessarily systematic, but the arrangement of grammar points follows a set of rules, strictly observing the principle of a gradual increase in difficulty. Therefore, it will be difficult for teachers to start with Book 3 without finishing the teaching tasks in Books 1 and 2. It is noteworthy that in this series grammatical structures are the means by which texts are explained and students are taught to speak Chinese under the guidance of grammar. Because of that, grammatical explanations are made as concise and to the point as possible and focus on the semantic meanings and pragmatic functions of language structures, teaching students how to apply grammar in their speaking, writing and expression. In class, teachers should demonstrate the grammar points by various visual instructional means such as pictures, gestures and software to help students understand and grasp the meaning, function and context of each grammar point, create a close connection among grammar, context and communication, and improve students' Chinese communication ability.

5. Exercises

The design of exercises in this series follows the rule of language learning and acquisition that progresses from comprehension, imitation and memorization to mastery and application. The exercises fall into several types, including



comprehension, imitation, communication, etc., catering to the needs of both classroom teaching and self-study. Teachers can use them flexibly based on the specific circumstances. All the exercises of objective questions are provided with answers, which can be found in the resource center of *Chinese Course* (at www.blcup.com).

One of the things that make CFL (Chinese as a foreign language) teaching different from first language teaching is that the teaching of language elements cannot be isolated from the training in language and communication skills. Classroom teaching is a process of teacher-student interaction and a combination of explanation and practice. For phonetic teaching and teaching of grammar, sentence patterns, words and expressions and passages alike, the priority should be given to practice and communication, and effort should be put more into practice than explanation. Only in this way can good teaching effects be achieved.

The authors
March, 2016

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