

PRACTICAL CHINESE READER

I

实用汉语读本



商务印书馆

实用汉语课本

第一册

PRACTICAL CHINESE READER

ELEMENTARY COURSE

Book I

北京语言学院

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实用汉语课本

(英文译释)

第一册

北京语言学院 编

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前 言

《实用汉语课本》第一、二册共五十课，是供外国学生学习现代汉语用的基础阶段教材，也可以供外国人自学汉语使用。

这套教材的主要目的是培养学生在实际生活中运用汉语进行交际的能力，并为进一步学习汉语打下比较牢固的基础。本教材力求从汉语本身的特点出发，吸取不同的外语教学法的长处，通过句型替换、功能项目操练、语法分析等综合性的训练，来达到这一目标。

《实用汉语课本》的编写原则是：

1. 本书所依据的是中国人所通用的、规范的、地道的现代汉语，首先介绍日常生活中最必需的、也是初学者在社会交际中急需掌握的活的语言材料。

2. 本书不但要使读者掌握一定数量的常用语言形式，而且要具备在一定的情境中运用这些语言形式的能力。全书通过两个外国学生帕兰卡和古波在他们自己国家以及后来到中国学习汉语、跟中国朋友交往的情节，提供了一定的语言情境。第一册人物活动的场景不在中国——我们希望读者在他们自己国家的生活环境里也能进行汉语实践。

3. 成年人学习外语，掌握必要的语音、语法规律并用来自导自己的语言实践，可以收到更好的效果。本书在强调语言实践的基础上，对基本的语音、语法知识也作了介绍。

4. 要学好汉语，必须对中国的文化、历史和现实有所了解。本书（特别是从第二册开始）尽可能将语言和文化结合起来，通

过有关中国社会、历史、名胜古迹、风土人情等题材学习汉语。

5. 每课的词汇、句型、扩展、语法、课文、阅读短文、练习等环节尽可能互相配合，加强词汇和句型的重现率。

由于学生的具体情况不同，教师在使用本教材时可根据教学对象的特点灵活掌握。教师可以全部或部分地使用书中所提供的材料，也可以自行确定教学环节的先后次序。

《实用汉语课本》的体例：

课文

大部分采用对话体，以利于基础阶段在听、说、读、写全面要求的基础上突出听和说的训练。

生词

除了必须掌握的生词外，每课的补充词供学生量力吸收。

注释

解释课文中的难句和某些词语的用法；补充说明已学的语法点；介绍必要的背景知识。有些难句中出现的新语法点，是以后将要重点学习的，本课只要求看懂意思。

语音练习（前十二课）和语音语调

前十二课在学习会话和句型的同时，比较集中地进行语音和声调——重点是难音、难调——的训练，以打下较好的语音基础。第十二课以后，除继续巩固语音和声调外，还增加语调的练习。

会话练习（前十二课）和替换与扩展

在进行机械替换、能熟练地掌握基本句型的基础上，通过一定的情境扩展，进一步灵活运用所学句型。

语音（前十二课）和语法

介绍本课出现的主要语音点或语法点，不求全面系统，而是针对外国读者的难点和汉语本身的特点作必要的说明。每单元复

习课中的语法小结，帮助读者归纳已学过的主要语法点。

阅读短文

重现已学过的词汇和句型，加强阅读练习并逐步培养口头、笔头成段表达的能力。

练习

通过各种练习形式，巩固主要语法点（包括每课注释部分介绍的一些词语用法）。希望读者充分利用本书的插图进行有情境的会话练习。

汉字

本书每课附有汉字笔顺表。在汉字练习本中对汉字的偏旁部首及字源、结构进行分析，并通过描写、临写等行之有效的办法帮助读者学习汉字。

《实用汉语课本》第一、二册在编写过程中得到北京语言学院汉语教师们很多帮助。我们期待使用本教材的国内外教师和读者提出宝贵意见，以便进一步修改这两册书并继续编写下一阶段教材。

本书的英文翻译：何培慧、熊文华、麦秀闲。插图：金亭亭、张志忠。

编者

1981年2月

INTRODUCTION

Practical Chinese Reader, with fifty lessons in its Book I & II, has been prepared for use with foreign learners in a course of elementary Chinese. It may also be used by foreigners who wish to teach themselves modern Chinese.

The *Reader* aims at enabling the learner to communicate in Chinese for everyday purposes, and at laying a solid foundation for further studies of the language. These aims are to be accomplished by means of pattern substitution, functional item drilling, grammatical analysis and various types of multiple-purpose exercises. The authors have tried to present the material through various effective foreign language teaching methods and in light of peculiarities of the Chinese language.

This course has been devised on the following principles:

1. The texts are prepared in standard, idiomatic modern Chinese in current use among native speakers; priority has been given to the most essential language items that the learner will need to express himself in Chinese in everyday social intercourse.

2. This course aims not only to teach the learner speech forms, but more importantly to enable him to use them freely in specific situations. The situations provided

centre around two foreign students, Palanka and Gubo, who studied Chinese first in their own country and then in China where they make friends with native speakers. Palanka and Gubo are represented in Book I as living in other parts of the world, with a view to enabling the learner to use Chinese in his own country.

3. For adult learners it has proved profitable to their studies to observe carefully the basic rules of pronunciation and grammar. While the emphasis is on language practice, care has been taken to include information respecting Chinese phonetics and grammar.

4. In order to ensure good results in language study, some understanding of China's culture and history and present-day condition is necessary. For this purpose, background information regarding Chinese society, history, scenic spots and historical sites, local customs and conditions has, where possible, been incorporated, especially in the texts of Book II.

5. The vocabulary, sentence patterns and their extensions, grammar, texts, reading texts and exercises in each lesson are arranged in such a way as to ensure the recurrence of basic vocabulary and sentence patterns.

As students vary from place to place, the teacher is allowed considerable leeway to adapt the book to the needs of actual learners. He may use the whole or only part of the book, or change the order of presentation.

Guide to the Book:

TEXT—Most of the texts are written in the form of dialogues so as to facilitate audio-lingual practice while providing an overall grounding in elementary Chinese including reading and writing.

NEW WORDS—Apart from the required lexical items, an optional list of words and expressions is included in each lesson.

NOTES—Following each text are a number of notes that explain difficult sentences and expressions, give additional explanations about grammar items already covered and provide necessary background information. Some difficult sentences may contain grammar items that will be dealt with in later lessons, the students are merely required to understand these sentences.

PRONUNCIATION DRILLS (included in Lessons 1-12) & **PRONUNCIATION and INTONATION**—Apart from their focal task of providing practice in conversation and basic sentence patterns, the first twelve lessons contain a concentrated dose of drills in pronunciation and tones, with the emphasis on items that have proved difficult to foreign learners. This type of drill, which is meant to give the learner a reasonably good grounding in phonetics, continues through the rest of the lessons, with drills on intonation added.

CONVERSATION PRACTICE (included in Lessons 1-12) & **SUBSTITUTION and EXTENSION**—The mechanical

substitutional drills aim at giving the learner a proficient but formal mastery of the basic sentence patterns. These are followed by drills of a situational extension type, which aim at enabling the learner to use the sentence patterns with reasonable freedom.

PHONETICS (included in Lessons 1—12) & **GRAMMAR**—The phonetics and grammar items included in this book are not treated in an all-round and systematic manner, but are dealt with in a way that best solves the specific difficulties of the foreign learners; due attention has also been given to peculiarities of the Chinese language. The short grammatical summary included in the revision lesson following each unit recapitulates the items that have been taught up to that point.

READING TEXT—Texts of this kind are prepared to ensure the recurrence of some of the lexical items and sentence patterns already taught, and to develop the students' power of reading comprehension and consecutive speaking and writing.

EXERCISES—The various types of exercises are designed to consolidate the main grammar items covered, including the lexical items dealt with in the notes. It is hoped that students will make full use of the illustrations for situational oral practice.

CHARACTERS—A list of stroke-order of the characters is included in each lesson. The *Chinese Character Exercise Book* contains analyses of the components and structure of Chinese characters and etymological informa-

tion, as well as various different types of character-writing exercises.

Grateful acknowledgements are due to teachers of the Beijing Languages Institute, who offered generous advice and assistance in the course of preparation of *Practical Chinese Reader Book I & II*. Teachers and students both at home and abroad are earnestly invited to offer criticisms and suggestions which will be invaluable to the revision of these two volumes and the preparation of future volumes.

These books are translated into English by He Peihui, Xiong Wenhua and Mei Xiuxian, and illustrated by Jin Tingting and Zhang Zhizhong.

Compilers

February 1981

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