

前 言

运用现代语言学的理论和方法从事海外汉语教学，是赵元任先生在哈佛大学开始的。据《赵元任年谱》所载，赵先生曾先后两次执教哈佛。1942年，他在哈佛暑期学校开设中文课程，同时主持ASTP（Army Special Training Program）项目，并兼任哈佛中文教学部的主任。从那时起，哈佛大学的中文教学便开始了她现代化的历程。正如Timothy Light教授（1982）所说：“Let us not forget that Y. R. Chao was the pioneer in what is now the accepted mode of teaching Chinese.”（我们绝不能忘记：赵元任是我们今天教学模式的创始人。）这里追述历史的目的不仅因为今天北美的中文教学仍得益于赵氏奠定的模式，同时也想说明哈佛中文教学所坚持的两大传统的历史来源：教材用“地道的口语”说话、上课用“直接的方法”操练。

半个多世纪以来，语言学及第二外语教学的理论经历了乔姆斯基革命的疾风暴雨。然而，令人欣喜的是，赵氏创立的教学模式不仅没有落伍，反而益发显示出强大的生命力。因此，为了继承和发展赵元任先生的理论和方法，我们哈佛中文部的教师共同编写了这套一至五年级的中文教程。一方面认真实践赵先生“说地道的口语”的原则，另一方面努力开辟一条“写典雅的文章”的新路。粗而言之：一、二年级的汉语习得以“地道的口语”的教学为基础，适当地引入正式典雅的语体；三、四年级在巩固基础口语的同时，逐渐将重点转移到“典雅的文章”（包括正式口语）的训练；五年级则专注于典雅的写作和正式口语的训练。就教材而言，一年级的《初来乍到》和二年级的《入乡随俗》以“地道的口语”为主；四年级的《说古道今》和五年级的《文以载道》突出“典雅的文章”；而三年级的《知人论世》则为承前启后的过渡（从“地道的口语”逐步过渡到书面的正式语体）。根据这一体系的构想和要求，以教授口语为主的《初来乍到》和《入乡随俗》中的课文，均由教师自己编写；过渡性的《知人论世》既有著名作家的原文，也有教师自编和改写的文章；重点为书面语的《说古道今》和《文以载道》中的文章，几乎全部选自书刊杂志中的原文。

我们认为，海外汉语的教学当以教授和习得“语言（普通话）”为根本宗旨。因此，尽管我们力图使所写和所选的课文生动有趣并能反映传统文化和当代问题，我们更希望达到的目标是在语言的教学和习得上有所突破。本着这样的一种考虑，一年级的教材努力做到合理分布词语的音、形、义以及语法和语用的难易等级；二年级的教材努力达到语法、词汇及语用上的“自然口语性”和交际上的“话语适用性”；三年级的教材力求从口语向书面语逐步过渡（词汇用三角标口语、五星标书面语）；四年级的教材承接三年级进而加强书面语感的培养，训练正式与非正式语体的辨别能力；五年级的教材则以书面用语为中心（如“韵律词、嵌偶词、常用古句型”等），通过“文白兼容法”和“文章典雅度”的

训练，来培养学生正式语体的写作能力。总之，我们努力使这部教程具有系统性、科学性和实用性。

这套教程是集体创作的成果。参加编写的教师不仅各司其职，而且各尽其责。作为主编，我首先要感谢哈佛中文部各位教师的积极参与以及他们的敬业精神。没有教师们的情和奉献，我们不可能在这么短的时间内顺利完成这项工作。我要特别感谢哈佛东亚系的前系主任 Philip Kuhn 教授和现系主任 Michael Puett 教授，没有他们的鼎力支持，就不会有哈佛中文部今天的发展，就不会有哈佛北京书院，也就不会有这套教材的计划、编写和现在的成果。

这里我们还要感谢 Language Consortium 所给予的经费资助（五年级教材），使我们有可能得到哈佛的教师、研究生和本科生的帮助。特别感谢万敏教师，她为《文以载道》的前期工程做了大量的工作。此外，还有焯海、章琛、李铭佩、Alexander, Ilona Szonja Budapesti 等同学，他们都在百忙中抽出时间，帮我们做了很多繁琐细致的资料校对的工作。我还要代表我们编写组的教师感谢 Keith McMahan 教授，他不惜牺牲自己的宝贵时间和我们讨论教材的问题，并亲自校改《文以载道》每篇课文的英文提要。在教材的试用过程中，参与各年级教学工作的许多教师（特别是在哈佛北京书院任教的许多年轻教师和研究生）以及使用教材的许多同学，都对教材提出了宝贵的修改意见和建议。对此，我深表感谢。

这里还要特别感谢的是杜维明教授和王德威教授的热心支持，使我们有幸得到燕京学社和 CCK 基金的资助，在教材出版之前，召开了一个小型专家座谈会（2006 年春），专门就五年级的《文以载道》和配套使用的《汉语书面用语初编》进行研讨和修正。我们感谢与会专家：林培瑞、顾百里、普佳明、陆俭明、王宁、崔希亮、王洪君、宋柔、沈阳、王云路等教授，他们每一位都给我们的教材提出了中肯的批评和宝贵的建议。尽管现在的成果离他们的要求还有相当的差距，但是没有他们的帮助，我们连今天的水平也难以达到。

最后，让我代表教材编写组的全体教师向北京高等教育出版社的刘援副社长、徐群森分社长，还有王丽编辑表示我们诚挚的谢意。他们不仅慷慨承出这部教材，而且态度认真、工作负责，为这部教程的版面设计、资料查对、内容校勘等一系列出版工作投入了大量的人力和物力。

毋庸讳言，编写一部系列性的教材，对我们来说还是首次尝试。我们虽然力图走出一条新路，但由于时间、经验和水平的限制，其中必然有很多不妥、不当和有待修正改善之处。我们真诚地希望使用这套教材的教师和同学，不断给我们提出批评建议，使之日臻完善。

主 编

2007 年 3 月 30 日

Preface

The application of modern linguistic theory and methods to Chinese language education overseas began with Professor Yuen Ren Chao at Harvard University. As recorded in *The Chronicle of Yuen Ren Chao*, Professor Chao taught at Harvard on two consecutive occasions. In 1942 he offered a Chinese course for Harvard's summer school. Later he concurrently presided over the ASTP (Army Special Training Program), while serving as the director of Harvard's Chinese Language Program. At that time, Harvard's Chinese language pedagogy initiated a new era of modernization. As Professor Timothy Light (1982) remarked, "Let us not forget that Y. R. Chao was the pioneer in what is now the accepted mode of teaching Chinese".

The purpose of this foray into the past is not solely because of the pride that contemporary North American Chinese language educators have retained for the method established by Professor Chao. It likewise explains the historical origin of two fundamental traditions that Harvard's Chinese language teaching has upheld: that teaching materials employ "authentic spoken Chinese" and that teaching pedagogy engages in a "direct drilling method".

For more than half a century, theories of linguistics and second-language acquisition have undergone the stormy upheaval of the Chomskien revolution. Yet, people may be glad to know that not only has Professor Chao's pedagogical method not fallen out of date, but it has instead exhibited powerful resilience. Because of this, teachers in Harvard's Chinese Language Program have composed and compiled this Chinese language curriculum for first-through fifth-year courses that inherits the methodology of Professor Chao, and develops it further. On the one hand we have tried earnestly to put Chao's principle of "speaking authentic spoken Chinese" into practice, while on the other hand, diligently ushering in new avenues for "writing elegant written Chinese". Put bluntly, the first and second year Chinese classes are based upon the teaching of "authentic spoken language", introducing a formal, refined style when appropriate. The third and fourth year curriculum is geared towards consolidating basic spoken language and training in the gradual transition to "formal written language" (including formal speech). The fifth year is devoted to training in formal written and formal spoken Chinese.

As for the teaching materials, first year's *New Arrivals* and the second year's *When in China* prioritize "authentic spoken Chinese", while the fourth year's *On the Present and Past* and the fifth year's *Writing and Truth* features "formal written Chinese". The third year's *Understanding the People and the World* is a transitional piece linking lessons learned in the former texts with a new trajectory for future study (i.e. authentic spoken language gradually transitioning to formal written styles). Based on the fundamental concepts and requirements of this system, textbooks that prioritize instruction in spoken language like *New Arrivals* and *When in China*, are composed and compiled by the teachers themselves. The transitional text, *Understanding the People and the World*, contains both original works from well-known authors as well as essays adapted by our teachers. Almost all of the essays in the fourth and fifth year textbooks are original works from selected texts and periodicals.

We believe that the education in Chinese overseas should take the instruction and acquisition of the language itself (Mandarin) as its primary objective. Hence, even while we attempt to ensure that all written and selected essays in our lessons are lively and interesting, and they reflect traditional culture and the questions of today, the target we most wish to attain is something of a breakthrough in language instruction and acquisition. Based on this consideration, the first year teaching materials aspire to inculcate logical partitioning of sounds, form and meaning, as well as the classification in the degree of difficulty for grammar and usage. The second year teaching materials strive to effectuate "natural spoken language" in grammar, vocabulary and word use, in addition to "speech proficiency" for communication. The third year teaching materials attempt the gradual transition from spoken language to written language (using the Empty Triangle to mark informal style and the Black Star for formal styles). The fourth year's teaching materials continue from the third year, strengthening the development of students' intuition for written Chinese and training them in their capacity to distinguish between formal and informal styles. The fifth year teaching materials center upon written language (such as disyllabic (or prosodic) words, monosyllabic words used within a disyllabic

template, commonly used classical patterns, etc.). We hope to nurture students' ability to write in a formal style by training them in the "methods of spoken/written alterations" and in the "degrees of formality in writing", which are the first steps toward written proficiency for future endeavors. In conclusion, we have sedulously worked to ensure a systematic, scientific and practical curriculum.

This set of textbooks is a product of collective creativity. Teachers involved in this composition are not only dedicated to their work, but also have fulfilled much broader duties. As editor in chief, I would first like to thank all the teachers in Harvard's Chinese Language Program for their positive involvement and professional commitment. Without their enthusiasm and dedication, it would not have been possible to successfully conclude this task in such a short time. I would like to especially thank the former chair of the Harvard Department of East Asian Languages and Civilizations, Professor Philip Kuhn, as well as its current chair, Professor Michael Puett. Without their full support, present developments in Harvard's Chinese Language Program would not have been possible. Without them, there would be no Harvard Beijing Academy, nor would we be enjoying the accomplishment underlying this set of textbooks, from its planning and composition, to the present day.

At this point, we would also like to thank the Language Consortium for their financial support in the production of the fifth year teaching materials and for providing us the opportunity to elicit assistance from Harvard's teachers, graduate students and undergraduate students. We extend special thanks to Ms. Wan Min for her significant contribution in the early stages of this project. In addition, I would like to thank Christopher Hakkenberg, Zhang Chen, Li Mingpei, Alexander Van Zandt Akin and Ilona Szonja Budapesti for spending much of their time assisting in the complex and minute details of proofreading materials. I would also like to represent the teachers involved in this compilation to thank Professor Keith McMahon, who would not disdain to sacrifice his precious time to discuss questions of the curriculum, and personally proofread and correct English abstracts in *Writing and Truth*. Teachers at all levels (especially many young teachers and graduate students teaching at the Harvard Beijing Academy), as well as many students who used the materials, all raised valuable suggestions and recommendations during the initial application of these teaching materials. For this, I extend my deep gratitude.

Here I would also like to thank Professor Du Weiming and Wang Dewei for their enthusiastic support. Fortunately, we've got help from them to attain financial assistance from the Yenching Institute and the CCK Foundation, as well as their assistance in convening a small-scale symposium in the Spring of 2006 to discuss and offer revisions before the publication of the fifth year's materials of *Writing and Truth*, and the accompanying handbook, *Expressions of Written Chinese*. We thank the following experts for participating in this symposium: Perry Link, Cornelius C. Kubler, James R. Pusey, Jianming Lu, Ning Wang, Xiliang Cui, Hongjun Wang, Rou Song, Yang Shen, Yunlu Wang as well as other professors who provided pertinent criticism and valuable suggestions for these materials. Even if the current results are far from being satisfactory, without their help, even this level of quality would have been hard to be achieved.

Finally, I represent all those involved in the compilation of these textbooks in expressing my sincere gratitude towards Yuan Liu, the Vice President Higher Education Press(Beijing), Qunsen Xu, the Division President, and Li Wang, the editor. Not only did they fervently undertake the burden of publishing this set of materials, but they did so with a serious attitude and a sense of professional responsibility. They invested a significant degree of manpower and material resources in the systematic process of layout, material verification and the content collation of these education materials.

To be honest, composing and compiling this series of teaching materials is, as far as we are concerned, simply our first attempt. Although we've attempted to embark on a new path, because of the limitations of time, experience and capacities, there will always be errors as well as areas awaiting revision and improvement. We sincerely hope that the critiques and recommendations of the teachers and students who use this set of materials won't cease, so that they may further impel continual improvement.

Editor in Chief
March 30, 2007

本书编写和使用说明

这本四年级教材的课文大多选自中文报刊杂志以及互联网，既有名家的小说和散文，又有短评、政论文以及标准的学术论文，语言多以文学、历史等方面的书面语体和正式口语为主，也包括记者访谈等，题材力求广泛，形式力求多样。从年代上看，除了鲁迅短篇小说外（收入下册），大部分是八十年代以后的作品，其中又以2000年以后的新著居多，以保证学生学到的是最典型、最鲜活的当代语言。虽然因教学需要对某些作品做了必要的改动，但是尽可能保持“原汁原味”，以培养学生直接阅读一般题材的真实语料的能力。

课文前的文字是对作品和作者的介绍，同时也指出这一课的语体特点和学生应该特别注意的地方。

考虑到不同背景和专业的学生的需要，每篇课文都有简体字和繁体字两种版本。每课都有一句至几句变色的句子，这些句子一般都含有重要的句型和词汇，学生必须背下来，并且可以默写。

紧接着课文的是讨论题，一般来说，前几个问题是关于课文内容的，目的在于检查学生是否认真阅读并正确理解了课文；后几个问题则是开放性的，启发学生对从课文引申出来的重大社会、文化或者学术问题进行思考并提出自己的看法。

课文后附有词汇表。虽然列生词的标准参考了哈佛大学三年级教材，但一些三年级已经学过的难词仍然保留，以减少学生查字典的时间。生词表的体例是依次列出简体字、繁体字、汉语拼音、词性、释义。其中词性一栏除了标明此词汇在此篇课文中的词性以外，还标出了特别重要的其他词性。一些不太重要的词汇，如不重要的人名、地名等专有名词，用斜体标出。为了让学生区分词汇的语体色彩，凡是具有明确的书面（正式）语色彩的词语，加有星号（★）；凡是具有明显的自然口语色彩的词语，加三角符号（△）。

课文的注释分为以下几个部分：第一，一些重大的语法或修辞的总结。一般说来是这篇课文中出现的，但是并不仅仅限于一篇课文，而是简明扼要地通论此种语法或修辞现象。第二，重要句型。除了课文的原句之外，提供至少一个补充例句。原句和补充例句都有英文翻译。第三，重要词语的解释和用法，其中包括重要的起连接作用的词汇、重要的成语或插入语、容易用错的词语等，也包括介绍一些重要词汇的搭配要求，特别是韵律方面的要求（用__代表单音节词语，用__ __代表双音节词语），为五年级进一步掌握现代汉语书面语的韵律规则打好基础。第四，词汇扩充。把课文中有一定难度而又较常用的词汇中的重要词素分解开来，组合成新的常用词汇，并且提供情景，以句子的形式出现，将新的词汇用黑体突出出来，让学生推测新词的词意。英文释义放在词汇的后面。这种安排是为了使学生在阅读时能够举一反三，减少对字典的依赖。

每一课的最后是练习，练习形式多样，有填空、翻译、写作、补充阅读等等。所有内容都需要学生对本课的句型和词汇做到真正的消化吸收并加以正确运用，没有机械地重复课文内容的练习。

缩略语及术语和符号说明

Abbreviations and Explanations for Grammar Terms and Symbols

<i>a.</i>	adjective	形容词	xíngróngcí
(<i>a./n.</i> adjective or noun)			
<i>adv.</i>	adverb	副词	fùcí
<i>attr.</i>	attributive adjective	非谓形容词	fēiwèixíngróngcí
<i>aux.</i>	auxiliary verb	助动词	zhūdòngcí
<i>conj.</i>	conjunction	连词	liāncí
<i>interj.</i>	interjection	感叹词	gǎntàncí
<i>m.w.</i>	measure word	量词	liàngcí
<i>m.p.</i>	modal particle	语气词	yǔqìcí
<i>n.</i>	noun	名词	míngcí
(<i>n./a.</i> noun or adjective)			
(<i>n./v.</i> noun or verb)			
<i>num.</i>	numerals	数词	shùcí
<i>onom.</i>	onomatopoeia	拟声词	nǐshēngcí
<i>p.n.</i>	proper name	专有名词	zhuānyǒu-míngcí
<i>part.</i>	particle	虚词	xūcí
<i>q.</i>	colloquial	口语	kǒuyǔ
<i>phr.</i>	phrase	短语	duǎnyǔ
<i>prep.</i>	preposition	介词	jiècí
<i>pron.</i>	pronoun	代词	dàicí
<i>p.w.</i>	place word	处所词	chūsuǒcí
<i>t.w.</i>	time word	时间词	shíjiāncí
<i>v.</i>	verb	动词	dòngcí
(<i>v./n.</i> verb or noun)			
<i>v.c.</i>	verb-complement	动词—补语	dòngcí-bǔyǔ
<i>v.o.</i>	verb-object	动词—宾语	dòngcí-bīnyǔ
<i>Italics</i>	not important words (usually not frequently used proper names)	斜体字	xiétǐzì
functional word		功能词	gōngnéngcí
disyllabic word		双音词	shuāngyīncí
monosyllabic word		单音词	dānyīncí
quadrosyllabic template		四字格形式	sìzìgéxíngshì
prosodic word		韵律词	yǔnlǜcí
★	formal	书面语	shūmiànyǔ
△	colloquial (very informal)	口语	kǒuyǔ

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