

前 言

《相会在中国》是供外国人在其本国以外环境中学习汉语使用的教材。本套教材采用“组合式”。入门阶段横向有“入门课本”“入门复练课本”和“汉字练习本”。这阶段的各课本均为 10 课,主要讲授汉语语音及最基本的汉字知识,进行初步简单交际训练。在入门阶段之上编写了初级阶段的口语、听力、读写三种平行课本(各 30 课),形成了同一阶段的横向组合和不同阶段的纵向组合。这套组合教材的长处有如下几点:

一、语料量大,可增加已知信息的输入量,有利于学生习得能力的发挥。横向组合的各课本的语言点和词语基本重合,生词的重合率在 70%左右,而课文内容却迥然有别。这样可以保证在不同技能课本中,有大量已知信息的重现,学习者通过不同的课型,可以综合提高交际能力。

二、能抓住各语言要素和各项言语技能进行集中有效的训练。“口语课本”是本套教材的核心,学习者通过学习会话及成段课文,可以掌握汉语基本语法,从而提高会话能力。“听力课本”以功能项目为线索,组织对话体课文,集中培养学习者听汉语的能力,同时伴以说话能力的提高。“读写课本”从汉字结构入手,突出汉字部件教学,使学习者逐渐掌握部件组合汉字的规律,以认字、用字为基础,进行认读句、段的训练并逐步提高写作能力。这样,听、说、读、写四项技能既分项集中训练,又兼而发挥技能之间的关联和促进作用。

三、使用上具有灵活性。各种课本之间有着内在的联系,可以按不同技能进行教学,结合在一起又可达到综合教学的目的。因此在学校的教学,可以依照不同阶段、不同课型使用全套教材。考虑到国外各地教学体制不同以及学习者的个性要求,不同技能的课本之间又各自保持相对的独立性,学习者可选用某一种课本循序渐进地学习。即便是“入门课本”,也可单独使用,满足短期学习者(如到中国作短期旅游者)对汉语“浅尝辄止”的要求。

以上几点是我们编写之初对这套“组合式”教材的设想,也是我们在编写过程中始终追求的目标,敬请读者提出宝贵意见,以利于今后改进。

本套教材在成书过程中曾得到北京语言大学领导的关怀和专家们的指教,全书的英文翻译由何昕晖女士完成,熊文华女士审阅部分译稿,金惠宁女士参加了前期的部分工作,在此一并致谢。

编者

Preface

Meeting in China is a series of course books for foreigners who study Chinese outside their native countries. This series of course books is composed of a horizontal organization and a vertical one. In the horizontal line of the beginning stage there are *An Elementary Course*, *An Elementary Workbook*, and *An Elementary Workbook on Chinese Characters*. Each of them consists of 10 lessons. They mainly deal with the phonetics of the Chinese language, basics of Chinese characters and the simple everyday communication drills. In the vertical line of the series there are three parallel textbooks of the spoken Chinese, listening comprehension, and reading and writing, which are of a higher level. (Each of them contains 30 lessons), thus forming the horizontal and vertical lines of the same and different stages. This series of course books has the following advantages:

1. Large language corpora. The corpora add to the learners' input of given information, which is to the advantage of the demonstration of their acquired knowledge. The language points and the words and expressions are basically identical in the various textbooks of the same level. The coincidence rate for the training of the vocabulary amounts to 70 percent, but the contents of the texts are diametrically different. Such an arrangement guarantees a high frequency of reoccurrence of the given information in the textbooks for the training of different language skills, enabling the learners to improve their comprehensive communicative competence.

2. Efficient practice. The fundamental language elements and various language skills have been integrated together for intensive practice. The oral textbook is the core of the series. It is intended for the learners, through dialogues and texts, to understand the basic grammar and thereby upgrade their competence in oral communication. The listening textbook is based on the functional items of the language. Conversational texts are designed to train the learners' hearing ability, and simultane-

ously to improve their speaking ability. The reading and writing textbook starts from the structure of Chinese characters, with its focus on the teaching of their components. The learners are supposed to understand the rules of constructing the Chinese characters through the composition of different components. After the learners can recognize and use these words, they are prepared to read related sentences and then paragraphs. Practicing writing is also gradually introduced. In this way, the skills of listening, speaking, reading and writing are independently practiced and they interact to improve each other.

3. Flexibility. Each of the texts can be taught independently on the basis of the related language skills, and if combined, they can achieve the purpose of the comprehensive teaching. So this series can be used according to the different stages and types of texts. Catering to the different teaching systems in different countries and the individual requirements of the learners, the textbooks are compiled independent of each other. The learners can select any of them and proceed step by step. Even the preliminary textbooks can be used independently, so that the short-term learners (like foreigners travelling in China) can make use of the books to satisfy their needs of obtaining the basic knowledge about Chinese.

The above-mentioned are our initial considerations for this series of course books and they are also the objectives we try to achieve in the course of compilation. The readers' comments and suggestions for improvement are appreciated.

We would like to express our heart-felt thanks to the leaders and experts of Beijing Language and Culture University for their instructions. Our thanks also go to He Xinhui, who did the translation; Prof. Xiong Wenhua, who read over carefully part of the translation; and Ms. Jin Huining, who took part in the preparation work.

Compilers

使用说明

《相会在中国——实用汉语读写课本》是继“入门课本”之后,进行分技能训练所使用的教材。它既可以与“口语课本”“听力课本”配套使用,同时又具有相对的独立性,也可以单独使用。

本书的目的是培养学习者汉语“读”和“写”两方面的技能。在本阶段,“读”的技能包括认读汉字、词语、句子和语段。每课设有两篇课文,在此基础上,配有足量的认读练习,以保证一定的阅读量和词语的重现率。语料选择力求自然、实用和有趣。至于“写”的技能,本阶段的重点是培养学生的汉字书写能力。针对学习者“写”汉字难的特点,本书尝试对汉字进行部件教学。书中对所有生字进行了结构分析,以部件为单位进行切分,便于学习者对汉字部件的整体记忆和对汉字结构规律的掌握。为满足学习者学写汉字的需要,本书展示了每一部件的笔画和笔顺。

“读写课本”第一、二册每册 15 课,每课包括生词、课文、汉字结构分析、练习等几部分。建议学时 4 学时 / 课。

编者

Introduction

Meeting in China—Practical Chinese: Reading and Writing is to be used after learning *An Elementary Course*. It aims to train different language skills separately. It can both be used together with the oral and listening textbooks and used independently.

This book aims at developing the learners' reading and writing competences in Chinese. The reading skills consist of learning to read Chinese characters, phrases, sentences and paragraphs. With two texts in each lesson, it also has a large number of practices to ensure the amount of reading materials and the recurrence of vocabulary. The language teaching materials are natural, practical and interesting. The part of writing skill focuses on developing the students' competence to write Chinese characters. This book adopts the teaching method of dividing characters into different components to help the learners overcome the difficulties in writing Chinese characters. It analyzes the structures of all the new characters in this book. By dividing each Chinese character into different components, it enables the learners to remember the character components holistically, and master the rules of the character formation. To meet the learners' needs on learning Chinese characters, it illustrates the strokes and stroke order of every character component.

Reading and Writing textbook consists of two volumes, each having 15 lessons. Each lesson is composed of text, new words, analysis of the structures of Chinese characters and exercises, etc. The suggested teaching hours is 4 class hours per lesson.

Compilers

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