

Z H O N G W E N

中文

第 1 册

修订版

中国暨南大学 华文学院 编
华文教育研究所



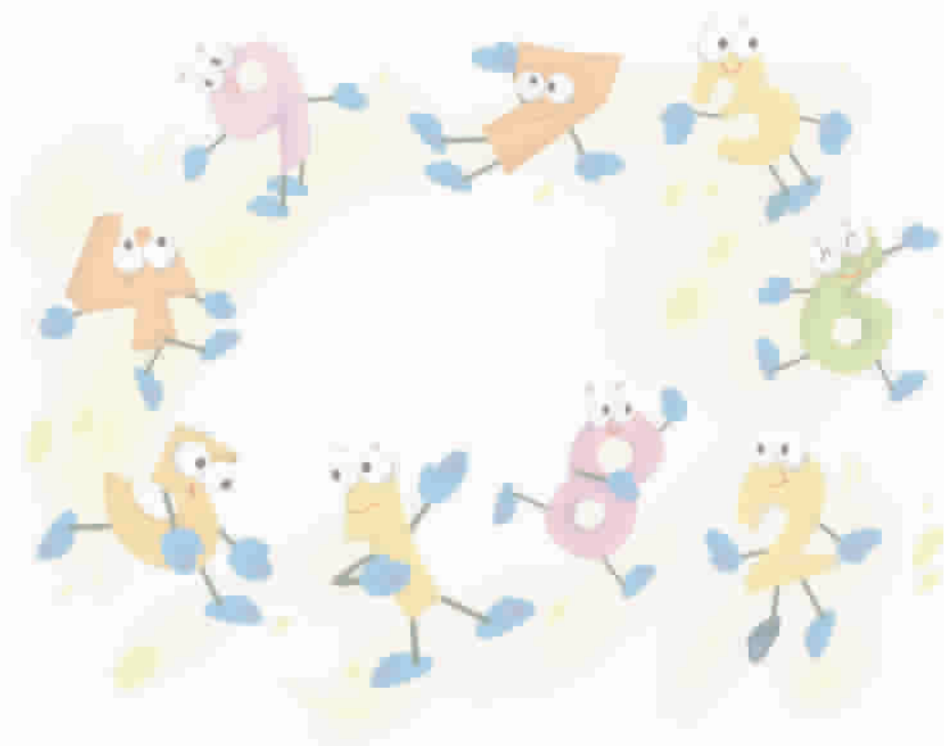
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修订版前言



《中文》(试用版)教材是1996年由中华人民共和国国务院侨务办公室委托暨南大学华文学院为海外华侨、华人子弟学习中文而编写的。全套教材共48册,其中《中文》主课本12册,家庭练习册24册(分为A、B册),教师教学参考书12册。这套教材自1997年6月陆续出版,直到1999年11月全部出齐,迄今已发行560多万册,但仍供不应求。2000—2003年,我们又接受国务院侨务办公室委托,先后研制了与本教材配套的多媒体教学光盘《中文》及网络版教材《网上学中文》(见中国侨网: <http://www.chinaqw.com>, 暨南大学华文学院网站: <http://hwj.jnu.edu.cn>), 同时又将《中文》改编为繁体字版教材,一并发行使用,深受海外华文教师、学生及其家长的欢迎和好评。

这次《中文》教材的修订是中华人民共和国国务院侨务办公室委托暨南大学华文学院、华文教育研究所在原《中文》教材试用版的基础上,总结自1997年以来的试用情况,结合海外华文教育的实际需要和特点,广泛听取各方面意见和建议,以教材研究为依据修订再版的。修订再版的《中文》教材全套共52册,除原有的48册外,另增编了配套的《学拼音》课本1册、《学拼音练习册》2册及《学拼音教学参考》1册。

本教材的教学目的是使学生经过全套中文教材的学习与训练,具备汉语普通话听、说、读、写的基本能力,了解中华文化常识,为进一步学习中国语言文化打下良好的基础。

在修订编写过程中,我们根据海外华文教育的目标要求,从教学对象的年龄、生活环境和心理特点出发,以中国国家对外汉语教学领导小组办公室汉语水平考试部编制的《汉语水平等级标准与语法等级大纲》(1996)、中国国家汉语水平考试委员会办公室考试中心制定的《汉语水平词汇与汉字等级大纲》(2001)和中国国家语委、国家教委公布的《现代汉语常用字表》(1988)等为依据或参考,科学地安排教材的字、词、句、篇章等内容,由浅入深、循序渐进地设置家庭练习,以期教学相长、学以致用,培养学生的学习兴趣,启发学生积极思考,提高学生运用中文的能力。同时,我们对海外现有中文教材进行了深入的分析研究,参考和借鉴了许多有益的经验,力求使教材达到教与练、学与用的统一,并在教材内容与体例、图文编排、题型设计以及教学理念的体现等方面有所创新。

现将修订中的有关问题作如下说明:

一、根据海外中文(华文)学校的课时情况,修订后的《中文》教材每册由原来的14课调整为12课,并适当降低了课文难度。每3课为1个单元,每册共有4个单元。每个单元附有综合练习,每册增加了总练习。每册教材均附录音序生词表,该表收录本册各课所有生词(含单音节词和多音节词)。生词右下角标注课文序号。

二、修订版教材第1册第1~6课为识字课,主课文后只列生字,不列词语和句子;自第

7课开始，主课文后列词语和句子，但只列双音节或多音节词语，单音节词不列入；部分主课文后还列有“专有名词”，如人名、地名、国名等。

三、为了方便教学，修订版中文教材另配有《学拼音》及配套练习册，故1~12册主教材不含现代汉语拼音教学内容，但自第5册开始，适当增加了部分拼音练习。

四、修订版教材第1~4册的主课文、阅读课文均加注现代汉语拼音，从第5册开始，只为生字注音。注音时除主课文后的“词语”和“专有名词”按词注音外，其余部分均按字注音，一般标本调，但几类轻声不标声调。一般轻读、间或重读的字，注音上标调号。

此外，“一”“不”在课文中按实际读音标注声调。

五、儿化的处理。凡书面上可以不儿化的，不作儿化处理，但有拼音时则加注儿化音；非儿化不可的，则将“儿”字放在词后，如“这儿”“一会儿”等。

六、为了方便学生学习，修订版中文教材及练习册的课文题目、练习题目等配有英文翻译或解释。部分“专有名词”在《中文教学参考》中加注了英文名称。

七、新出现的笔画或部首均在课文生字栏下列出，但识字课只列笔画，不列部首。1~4册课堂练习中的“描一描，写一写”，凡生字均按笔顺逐一列出笔画，并将笔画书写方向用红色箭头标出。从第5册开始，课堂练习的生字不再按笔顺列出笔画。笔顺规范依据中国国家语委、新闻出版总署颁布的《现代汉语通用字笔顺规范》(1997)。

八、为方便阅读课文的教学和自学，修订版中文教材在阅读课文后增加了“生字”“词语”，部分列有“专有名词”，并相应地在《中文教学参考》中增加了阅读课文的教学参考内容。

九、为了适应部分学生认读繁体字的需要，修订版教材在主课本之后附有“简繁对照”的音序生字表，并在生字右下角标出课文序号。自第2册开始，各册均收录前面各册教材的音序生字表，以方便查阅。本教材所列繁体字依据中国国家语委颁布的《简化字总表》(1986)，该表附录中所列异体字已停止使用，故本教材不再作为繁体字或异体字收录。繁体字字形均采用新字形。《中文教学参考》中也相应地增加了繁体字的教学参考内容。此外，1~6册教材附设有生字卡片，以方便教学。

十、为培养学生的汉语交际能力，修订版中文教材在原有的基础上进一步加强了汉语交际功能训练。

本教材的修订再版得到了国内一些知名的语言学专家、汉语教学专家和在海外从事中文教学与研究的学者的热情指导，对此我们表示诚挚的谢意。

由于修订时间紧迫，本教材仍会存在某些疏漏之处，祈盼各位专家、学者及广大教师不吝赐教。

主编 贾益民
2006年6月28日



Preface



Zhongwen (Mandarin Chinese Language) course materials of trial edition were written for overseas Chinese and their children in 1996 by College of Chinese Language and Culture, Jinan University, under the commission of Overseas Chinese Affairs Office of the State Council of People's Republic of China. The entire course materials consist of 48 books, including 12 text books, 24 exercise books (book A and book B), and 12 teacher's reference books. Publication started in June, 1997 and completed in November, 1999 with more than 5.6 million copies distributed up to this day. However, supply was not able to keep up with demand. Between 2000 and 2003, entrusted by Overseas Chinese Affairs Office of the State Council of People's Republic of China, we developed teacher's *Zhongwen* VCD and online edition *Chinese Online* (see www.chinaqw.com or <http://hwy.jnu.edu.cn>), and arranged a traditional Chinese character edition. All these products have gained a wide popularity among Chinese language teachers, students and their parents abroad.

This revision of *Zhongwen* materials was authorized by Overseas Chinese Affairs Office of the State Council of P. R. China to College of Chinese Language and Culture and Education Institute of Chinese Language and Culture, Jinan University. This revised edition reflects actual needs and characteristics of overseas Chinese language education and takes in constructive advice from many sides and research findings on language teaching and textbook studies. The new edition of *Zhongwen* is now a collection of 52 books, with additional four books—one *Study Pinyin* textbook, two *Study Pinyin* exercise books and one *Study Pinyin* teacher's reference book—to the original 48 books.

The instructional goal of *Zhongwen* is to enable students to acquire basic listening, speaking, reading and writing capabilities of Putonghua (Mandarin Chinese) through a process of learning and training, to expose students to Chinese culture and lay a solid ground for their further study of Chinese language and culture.

The revision was carried out under the guidelines of *Standard of Chinese Language Level and General Outline of Chinese Grammar* (1996) issued by

Department of Testing Affairs of China National Office for Teaching Chinese as a Foreign Language(NOCFL), *General Outline of Chinese Language Level of Glossaries and Characters*(2001) issued by China National Committee for Chinese Proficiency Test (HSK), and *List of Frequently Used Characters in Modern Chinese* (1988) issued jointly by State Language Commission and Ministry of Education of China. Based on all above, an effort has been made at enhancing learning experience and development with a careful choice of characters, words, sentences, and texts. The homework exercise has been modified and arranged in order of increasing difficulties and advancement. These improvements are expected to be of enormous benefits to both teachers and students alike, in improving their Chinese language skills, raising their learning motivation, stimulating their active thinking and increasing their overall proficiency in the use of Chinese language. Meanwhile, extensive research was made in the existing Chinese textbooks that are used overseas which provided much helpful experience to the revision. The revised edition closely integrates instruction and practice, learning and application. Creative innovations have been incorporated in the course content, general arrangements, page design, question format and instructional concepts.

The following is a summary of major changes including reorganization, deletion and addition of new materials in the revised edition:

1. In light of the shorter term or semester in overseas Chinese schools, the number of lessons in each book has been reduced from 14 to 12, with a moderate simplification of the texts. The 12 lessons are now subdivided into four units of three lessons each, which are followed by a comprehensive exercise. In addition, each book includes a general exercise. Every text book is attached an alphabetic vocabulary which contains all the new words in the texts of the book, including single-syllables and multi-syllables. Each new word is marked with serial number of the text where it belongs.

2. Lessons one to six of Book 1 are designed for character learning. The main texts are followed by a list of new Chinese characters without words or sentences. Beginning with Lesson seven in Book 1, the main texts are followed by a list of disyllabic and multi-syllabic words and sentences, in contrast to the monosyllabic words found in the previous lessons. Some of the main texts are also followed by a list of proper names, such as, names of people, places and countries.

3. For teaching convenience, a *Study Pinyin* course book and two *Study Pinyin* exercise books are included in the revised edition. Therefore, instructional materials for

pinyin are removed from the 12 textbooks. However, exercises on pinyin are included from exercise book 5 to above.

4. Pinyin annotations are provided to all the main texts and reading materials in textbooks one to four. Beginning with Book Five, the application is limited to only new characters. In general, the annotations are applied character by character, except in the list of words or expressions and proper names following the main texts, where they are applied word by word. The characters are normally annotated in their original tone, with the exception of the neutral tones. Characters generally of light pronunciation, are annotated with tones when they are stressed.

The characters “一” (yī) and “不” (bù) are annotated in their actual tones according to the context.

5. In retroflex finals, where the retroflex is unnecessary in written Chinese, the character or word is not presented in its retroflexed form; and where the retroflex is necessary, the character “儿” (er) is attached, e.g., “这儿”, “一会儿”.

6. English translation or explanation is provided for titles of texts and exercises. Proper names in teacher's reference books are also attached with their English equivalents.

7. New strokes or radicals are listed with new characters, with the exception of lessons for character learning where only strokes are listed, but not radicals. In the classroom exercise of “Learn to write” in textbooks one to four, new radicals, components and characters are presented with their stroke order, and writing directions are noted in red arrows. In textbooks five and above, new characters in the classroom exercises are not presented with their stroke order. The stroke order is based on *Stroke Order Regulation of Frequently Used Characters in Modern Chinese*, which was issued by the State Language Commission and the General Administration of Press and Publication of P. R. C. in 1997.

8. For the convenience of teaching and self-instruction, lists of new characters, words and some proper names are added to the reading comprehensions. Their references and resources are also added to the teacher's reference books accordingly.

9. To meet the need of certain students for traditional Chinese characters, the main text book is attached with a comparative list of new characters in simplified and traditional forms arranged in alphabetical order, and each new word is marked with serial number of the text where it belongs. In Book 2 and above, the alphabetical vocabulary list is accumulative with new words of the previous text books. The traditional characters are based on the 1986 version of *General List of Traditional Chinese Characters* issued by

the State Language Commission. Since variant characters listed in Appendix 1 to *General List of Traditional Chinese Characters* are no longer used officially, they are no longer included as traditional characters or variant characters in this edition. The traditional characters also supplement the revised teacher's reference books accordingly. In addition, text books one to six are attached with character learning cards for convenience.

10. Practice in communicative functions in Chinese is further enhanced in the revised edition to improve the communication skills of the students.

We are greatly indebted to Chinese linguists, experts in Chinese language teaching, overseas Chinese teachers, and researchers of Chinese language that have all generously provided us very useful advice and suggestions in the revision of this course.

Finally, given the magnitude of this project and the time constraint, it is possible that certain omissions or errors may be observed. However, we will be very open to any suggestions and advice from experts, researchers, teachers, students and their parents on further improvement.

Chief Compiler Jia Yimin

June 28, 2006

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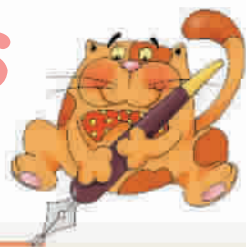
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shí zì yī
识字 (一)

Learning Characters 1



yī

一



èr

二



sān

三



sì

四



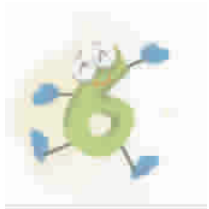
wǔ

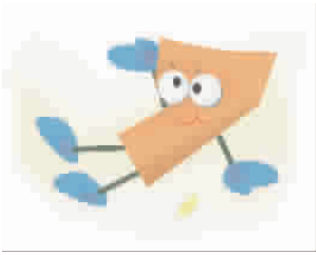
五



liù

六





qī
七



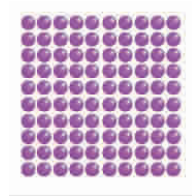
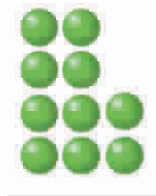
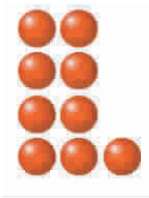
bā
八



jiǔ
九

shí
十

bǎi
百



shēng zì
生字 (Characters)

yī	èr	sān	sì	wǔ	liù	qī	bā
一	二	三	四	五	六	七	八

jiǔ	shí	bǎi
九	十	百

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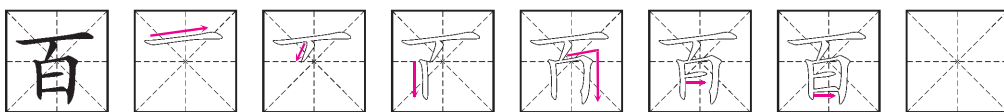
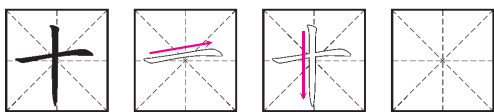
kè táng liàn xí
课堂练习

Exercises in Class



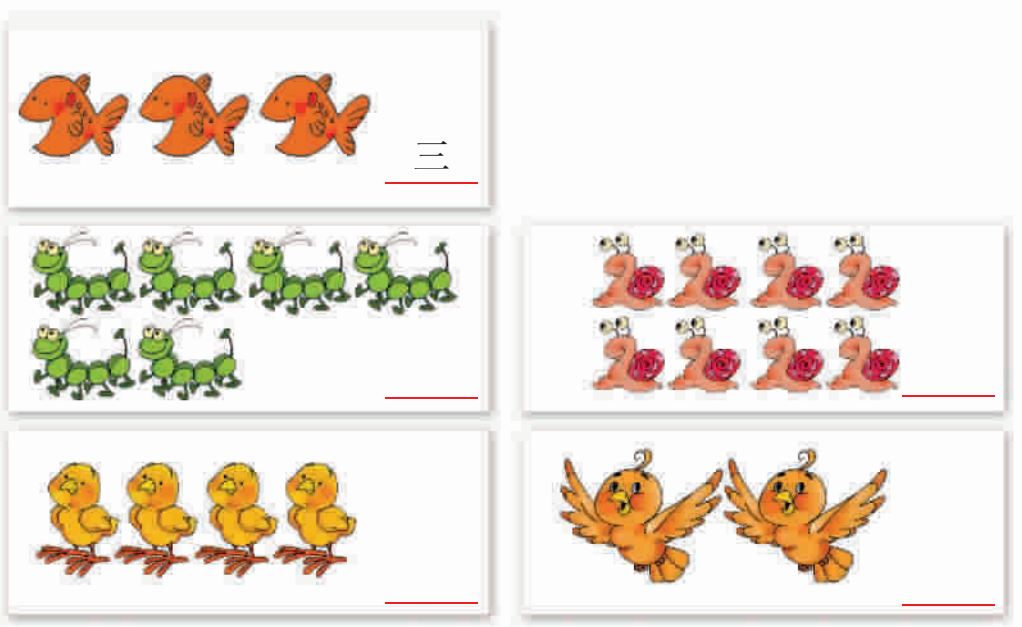
miáo yì miáo xiě yì xiě
1 描一描，写一写 (Learn to write.)



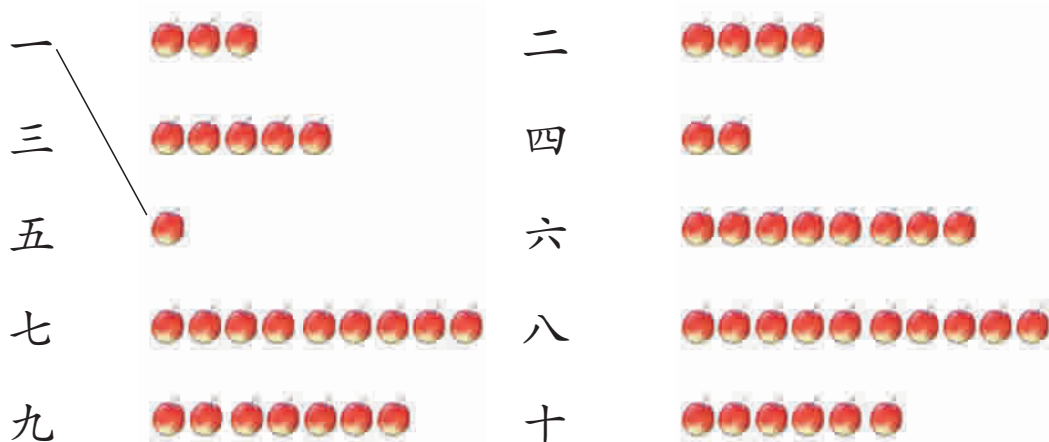


2 照例子数一数，说一说，写一写 (Count, speak and write after the model.)

li
例：



3 照例子读一读，连一连 (Read and link after the model.)



cāi mí yǔ
猜谜语

Make a Guess



yí piàn yí piàn yòu yí piàn
一片一片又一片，
liǎng piàn sān piàn sì wǔ piàn
两片三片四五片，
liù piàn qī piàn bā jiǔ piàn
六片七片八九片，
luò rù shuǐ zhōng kàn bú jiàn
落入水中看不见。



dú ér gē
读儿歌

Read the Children's Song

yī èr sān sì wǔ liù qī bā jiǔ shí
一 二 三 四 五，六 七 八 九 十。

yī èr sān sì wǔ liù qī bā jiǔ shí
一 二 三 四 五，六 七 八 九 十。

lǎo shī hǎo tóng xué men hǎo
老师好，同学们好。

nǐ hǎo nǐ hǎo zài jiàn zài jiàn
你好，你好；再见，再见。

shēng zì
生字 (Characters)

yòu liǎng shuǐ zhōng bù jiàn
又 两 水 中 不 见



shí zì èr
识字 (二)

Learning Characters 2

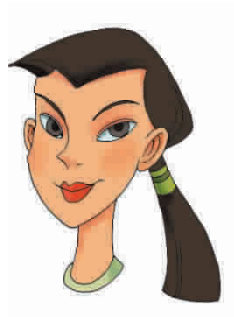
rén

人



tóu

头



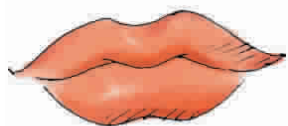
mù yǎn jīng

目 (眼睛)



kǒu zuǐ ba

口 (嘴巴)



ěr ěr duo

耳 (耳朵)



shǒu

手

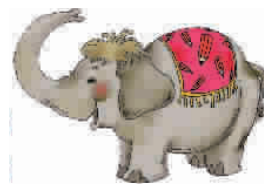


zú jiǎo
足(脚)



dà

大



xiǎo

小



duō

多



shǎo

少



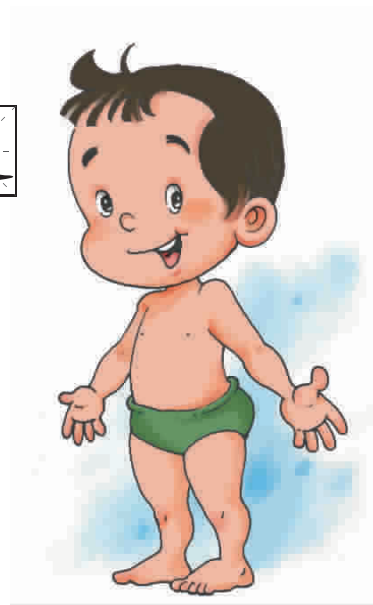
shēng zì

生字 (Characters)

rén	tóu	mù	kǒu	ěr	shǒu	zú
人	头	目	口	耳	手	足

dà	xiǎo	duō	shǎo
大	小	多	少

↓ ↘



kè táng liàn xí
课堂练习
 Exercises in Class



1 **描一描，写一写** (Learn to write.)

人 人 人

头 头 头 头 头

目 目 目 目

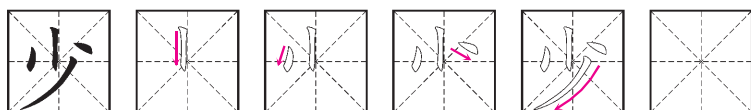
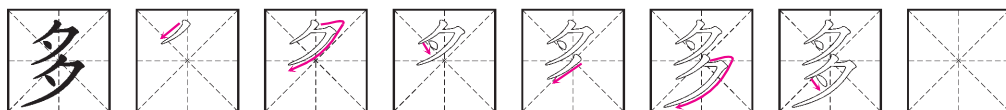
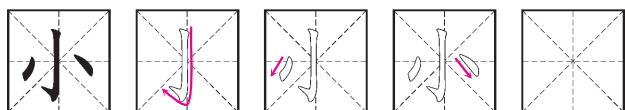
口 口 口

耳 耳 耳 耳 耳

手 手 手

足 足 足 足 足 足

大 大 大



2 dú yì dú (Read aloud.)

一人 五口人
 人人 人头
 小手 大人 大小
 多少 人多 人少



3 tīng yì tīng, zhǐ yì zhǐ (Listen and point.)

(老师说五官的名称，学生指自己的五官，看谁指得快，指得准。) (Students should point out their facial features when the teacher says the names of the five sense organs.)



shǔ shǔ shǒu zhǐ tóu
数数手指头
Count the Number of Fingers

wǒ yǒu yì shuāng xiǎo xiǎo shǒu
我 有 一 双 小 小 手 ，
yì zhī zuǒ lái yì zhī yòu 。
一 只 左 来 一 只 右 。
xiǎo xiǎo shǒu xiǎo xiǎo shǒu
小 小 手 ， 小 小 手 ，
sì wǔ liù qī bā jiǔ
四 五 六 ， 七 八 九 ，
yí gòng shí ge shǒu zhǐ tóu 。
一 共 十 个 手 指 头 。



shēng zì
生字 (Characters)

wǒ yǒu zuǒ lái yòu gè
我 有 左 来 右 个



shí zì sān
识字 (三)

Learning Characters 3

rì tài yáng
日 (太阳)

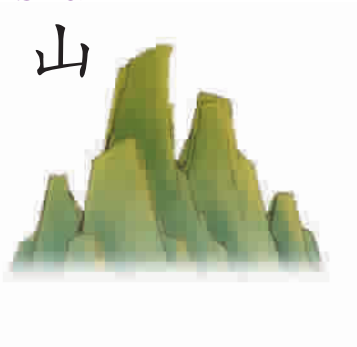


yuè yuè liang
月 (月亮)



shān

山



shí
石



tián
田



shuǐ

水



huǒ

火



tǔ

土



mù

木



hé

禾



shēng zì

生字 (Characters)

rì	yuè	shān	shí	tián	tǔ	shuǐ
日	月	山	石	田	土	水

huǒ	mù	hé
火	木	禾

丁 丿 ㇇

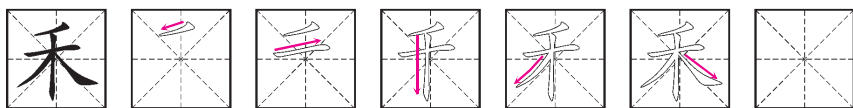
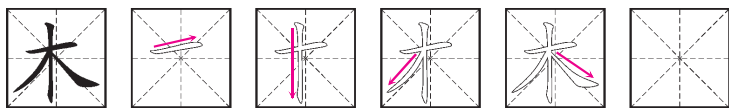
kè táng liàn xí
 课堂练习
 Exercises in Class



miáo yì miáo xiě yì xiě
 1 描一描，写一写 (Learn to write.)

日		日	日	日	日	
月		月	月	月	月	
山		山	山	山		
石		石	石	石	石	
田		田	田	田	田	
土		土	土	土		
水		水	水	水	水	
火		火	火	火	火	





dú yì dú

2 读一读 (Read aloud.)

日月 一月 二月 三月 四月 五月 六月
 七月 八月 九月 十月 十一月 十二月二十四日
 石山 大山 土山 火山 山水 水田 石头
 小石头 木头



kàn tú dú yì dú

3 看图读一读 (Look and read.)



木头



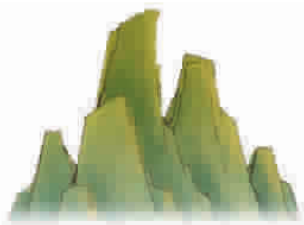
石头



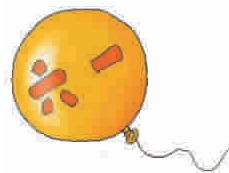
大火



小火



小山



六月一日