

商务馆实用汉语短期系列教材

世界汉语教学学会审订



杨惠元 主编

汉语十日通

Chinese in **10** Days

1 入门篇

Beginning Level

汉英版



商務印書館
THE COMMERCIAL PRESS

商务印书馆世界汉语教学研究中心策划

- ☆ 先听后说，兼顾读写，主次分明，循序渐进
Listening first, then speaking, with due considerations to reading and writing
- ☆ 话题由浅入深，循环复现；句子可替换性强，易于举一反三
Topics going from shallow to deep; Replaceable sentences, easy to imitate
- ☆ 图解语言点和句式，直观形象，便于理解
Using pictures to illustrate grammar points and patterns, easy to understand
- ☆ 随书附光盘，内含丰富插图，方便制作PPT
CD attached, with plentiful pictures for PPT

A CD is Attached

<http://www.cp.com.cn>

ISBN 978-7-100-05739-4



9 787100 057394 >

定价：39.00 元

商务馆实用汉语短期系列教材
世界汉语教学学会 审订

汉语十日通

Chinese in 10 Days

汉 英 版

1. 入门篇

Beginning Level

主 编 杨惠元
副主编 陈 军



商 務 印 書 館

2008年·北京

图书在版编目(CIP)数据

汉语十日通(汉英版)·1.入门篇/杨惠元主编. —北京: 商务印书馆, 2008

(商务馆实用汉语短期系列教材)

ISBN 978-7-100-05739-4

I. 汉… II. 杨… III. 汉语—对外汉语教学—教材
IV. H195.4

中国版本图书馆CIP数据核字(2008)第005104号

所有权利保留。
未经许可, 不得以任何方式使用。

HÀNYǔ SHÍ RÌ TŌNG (HÀN-YĪNG BǎN)

汉语十日通(汉英版)

1. 入门篇

杨惠元 主编

商务印书馆出版

(北京王府井大街36号 邮政编码 100710)

商务印书馆发行

北京瑞古冠中印刷厂印刷

ISBN 978-7-100-05739-4

2008年9月第1版

开本 889×1194 1/16

2008年9月北京第1次印刷

印张 7½

印数 4 000 册

定价: 39.00 元



前 言

《汉语十日通》是一套专为短期班零起点的外国学生设计编写的初级汉语综合教材。

全套教材共四册，每册10课，完成全书的教学任务需要160学时，大约8周。教师可以根据短期班学生的实际水平灵活选用。

编写这套教材的指导思想是：首先帮助学生输入语音、词汇、语法、汉字等语言要素，再通过课堂训练帮助学生把语言要素转化为听、说、读、写等四项语言技能，进而转化为语言交际技能。

本教材按照课堂教学环节安排了以下项目：

热身练习 先听后说、先输入后输出、先理解后表达，这符合语言习得的规律，也是汉语教学致力遵循的原则。本部分的三个项目都是从听说入手的，是为学习生词和课文所做的铺垫和准备。

情景会话 本部分按照话题排列，每课三到四段，为学生提供在不同场景下的交际模式，同时提供可供替换的图片或词语，便于学生模仿和表达自己的意思。这是本教材的核心部分，是学生学习的重点。

叙述 本部分是为训练学生进行成段表达准备的语言材料。其内容与前边某个情景会话既有联系又不雷同，能够引起学生的兴趣，便于引导他们讨论。

课堂互动 通过看图说话、个人访问、小组讨论、社会调查等多种形式使学生进行语言交流和活动，让他们在语言活动中完成任务，学好汉语。

生词 按照课文中出现的顺序排列，便于学生查找和学习。

汉语.com 主要内容是与本课话题有关的语言知识或文化常识，作为教学内容的有益补充，使课堂学习自然延伸。它们语言难度小，配有拼音或英文翻译，学生可借此扩大知识面，增强学习的兴趣。

每册第10课为复习课，安排了全书的语法点总结。课本后“附4‘听一听，说一说’教师参考文本”供教师备课时参考使用。

本教材吸取了汉语教学及外语教学的理论精华，融合了多年从事对外汉语教学一线教师的实践经验，具有以下特点：

1. 以听入手，先听后说，突出听说，兼顾读写

考虑到短期班学生来华学习的主要目的是提高听说能力，本教材把听说能力的训练放在教学的首位，但是，并未忽略读写的要求。实践证明，语言能力是一项综

合性的能力系统,听说读写各项技能是相互融合、相互促进的。因此,即使是短期教材,也应体现出综合性的特点。

2. 图画、格式化的解释和训练方式

本教材尽量采用图画、格式化的方式来直观、形象地展示语言点和句式,语法说明较少,启发引导学生自觉领会和自主学习。配套练习也多借助图画与图表来表示,便于学生理解。

3. 循环式话题和可替换的语言段落

全书采用循环式的话题排列,由浅入深,反复出现。自然规范、可替换的语言段落,增强了本书在不同地区、不同教学单位的适用性。学生在熟记课文之后,可达到举一反三的效果。

4. 语法点作为暗线出现,不追求系统性

根据短期班学生的特点和强化词语教学、淡化句法教学的原则,我们把语法点作为暗线分散在各课的情景会话和叙述中。虽不追求系统性,但彼此衔接有序,并重视重现。语法点的选择依据国家汉办编写的《汉语水平等级标准与语法等级大纲》和《汉语水平词汇与汉字等级大纲》。拼音和词性标注主要依据于商务印书馆《现代汉语词典》第5版,也参考了《汉语水平词汇与汉字等级大纲》。

5. 课本和练习册分立,适应不同周期、不同要求的学习

本教材采用课本和练习册分立的形式。课本的内容包括生词、句式、课文、听说练习和语法知识等,重在听说能力训练;练习册的内容包括传统的字词、语法、听力和汉字练习,重在夯实语言基础。两者分立的好处是,教师和学生可以根据需要选择使用。要求重点提高听说能力,课本的内容就已足够;要求全面提高听说读写的能力,可以配套使用练习册。

由于能力所限,所有疏漏不当之处,祈望使用者指正,以便再版时加以修订。

编者

2007年11月

Preface

Chinese in 10 Days is a series of basic comprehensive Chinese textbooks designed for beginning students of Chinese as a second language in short-term classes. It consists of forty lessons in four volumes which can be covered in about 160 hours of classroom time, making it easy for the teacher to adapt to his/her students' particular level.

This set of textbooks was compiled with the following principles in mind: First, to provide students with rich input including language elements, such as phonetics, vocabulary, grammar, and Chinese characters; second, to help students transform these language elements into the four language skills of listening, speaking, reading and writing through class activities; and finally to help students internalize these elements and acquire communication skills.

For ease of use in the classroom, each lesson consists of the following parts:

Warming-up Listening before speaking, input before output, and comprehension before expression. This is consistent with the known sequence of language acquisition, and therefore a principle which Chinese language instruction is committed to following. The three activities within this part of the lesson all begin with listening and speaking, and serve as preparatory steps that pave the way for students to learn the new words and text.

Situational Dialogues This part includes three to four examples of situational dialogues arranged by topic. It provides students with a communication model set within different scenarios. Substitute pictures or words listed in a box facilitate students' imitation of the model and self-expression. The scenarios are the core of this textbook series, and are meant to be the focal point of the learning process.

Narrative This part contains materials intended to train students to express themselves in paragraphs. Its content is related to the situational dialogues in the previous part, while not being identical, in order to keep student's interest and stimulate discussion.

Class Activities This part helps students practice communication through a variety of activities, such as speaking based on pictures, interviews, group discussion, investigation and so on. These activities help students master the language through the completion of specific tasks.

New Words Vocabulary is arranged in the same order in which it appears in the text. It is convenient for students to both study and look up words.

Chinese.com The main content of this part is the language and cultural knowledge related to the topic of the lesson. This beneficial supplement to the teaching content is a natural extension of classroom learning. The language used here is not difficult and has both Pinyin and English translation so that it can expand a student's knowledge and enhance their interest in learning.

The tenth lesson of each volume is a review lesson. A grammar summary for the entire book is arranged. Written texts for the "Listen and Speak" segments are attached to each book (Appendix 4) for the teacher's reference in preparing lessons.

This textbook has absorbed the essence of Chinese teaching and foreign language teaching theories, combined with the practical experience of teachers who have been engaged in teaching Chinese as a foreign language for many years. As such, it features the following elements:

1. Start with listening, listen before speaking, emphasize listening and speaking, and give due consideration to reading and writing.

Considering that the main purpose of the students who come to China for short-term study is to improve their listening and speaking ability, this textbook puts listening and speaking training in the first place of teaching. At the same time, we never ignore the request of reading and writing ability. Practice has proven that language ability is a comprehensive skill set system. The skills of listening, speaking, reading and writing are mutually integrated and reinforce one another. Therefore, we believe that even teaching material intended for short-term study of the language should reflect this integrated characteristic.

2. Use pictures to provide context and special formattings to clearly illustrate explanations.

This textbook uses many pictures and special formattings to clearly illustrate grammar points and patterns. Grammar explanation is kept to a minimum. These features encourage students to consciously make sense of the language and to study independently. The accompanying sets of exercises also use numerous pictures and charts to facilitate students' understanding.

3. Spiral arrangement of topics and substitutable paragraphs.

This book adopts a spiraling arrangement of topics, going from shallow to deep, as the same topic repeatedly appears. The natural and standard sentences and paragraphs with appropriate length can be replaced frequently and more productive, which makes this textbook more applicable in different areas and different teaching units. Students may achieve extrapolative effect after memorizing them.

4. Grammar points appear as an implicit clue, rather than seeking a systematic representation.

According to the characteristic needs of students in short-term study programs and the principle of emphasizing vocabulary teaching while deemphasizing grammar teaching, we don't emphasize grammar points as they appear within the situational dialogues and narrative parts of each lesson. Although we do not attempt a systematic representation of grammar, the grammar points occur and recur in a sensible order. The included grammar points were selected according to *Chinese Proficiency Standards and Grammar Outline* and *Chinese Proficiency Level of Vocabulary and Characters*. We noted the part of speech and Pinyin according to the *Modern Chinese Dictionary* (5th Edition) published by the Commercial Press, and also consulted *Chinese Proficiency Level of Vocabulary and Characters*.

5. Separation of the textbook and workbook to suit different periods of learning and different learning needs.

The textbook and workbook are separate. The textbook includes new words, sentence patterns, written texts, listening and speaking exercises, and grammar points, focusing on training for listening and speaking skills. The workbook contains traditional exercises on vocabulary, grammar, listening and characters, focusing on reinforcing the language foundation. The benefit of separating the two books is that teacher and student can select material to meet their own needs. If the learning focus is to improve listening and speaking skills, the textbook should suffice. If the learning focus is to improve all four skills: listening, speaking, reading and writing, the addition of the workbook forms a complete set.

We look forward to your comments and suggestions for future revision of this textbook series.

Compiler
November, 2007

主要人物

Main Characters



Bái Hé
白禾



Wáng Xiǎochuān
王小川



Dīng Lán
丁兰



Mǎ Yì
马义



Lǐ Qiáng
李强



Mǎ Lǐ
玛丽



Ānnà
安娜



Níkě
尼可



Jiǔjǐng Zhēnyī
久井 真一



Jiǔjǐng Měizǐ
久井 美子



Jīn Héyǒng
金和永



Wáng Měilì
王 美丽

语法术语

Grammar Terms

名词	míngcí	noun	(n.)
动词	dòngcí	verb	(v.)
形容词	xíngróngcí	adjective	(adj.)
代词	dàicí	pronoun	(pr.)
数词	shùcí	numeral	(num.)
量词	liàngcí	measure word	(m.)
副词	fùcí	adverb	(adv.)
连词	liáncí	conjunction	(conj.)
介词	jiècí	preposition	(pron.)
助词	zhùcí	particle	(particle)
叹词	tàncí	interjection	(intj.)
词缀	cízhù	affix	(aff.)
主语 (主)	zhǔyǔ	Subject	(S)
宾语 (宾)	bīnyǔ	Object	(O)

目 录 Contents

Dì-yī Kè Nǐ Hǎo!

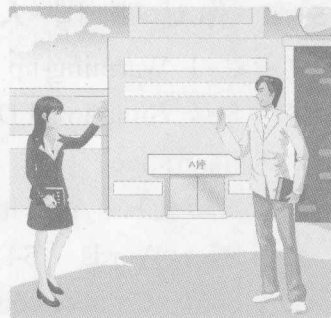
第1课 你好!

语音 Pronunciation (1)

情景会话 Situational Dialogues (4)

生词 New Words (5)

汉语.com Chinese.com (6)



Dì-èr Kè Nǐ Bàba, Māma Máng ma?

第2课 你爸爸、妈妈 忙 吗?

语音 Pronunciation (8)

热身练习 Warming-up (9)

情景会话 Situational Dialogues (10)

生词 New Words (11)

汉语.com Chinese.com (12)



Dì-sān Kè Nǐ Jiào Shénme Míngzì?

第3课 你 叫 什么 名字?

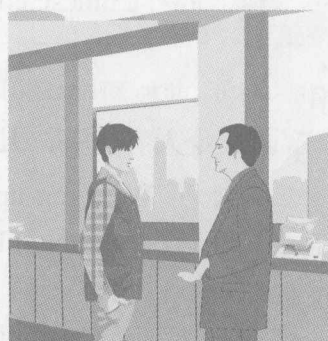
语音 Pronunciation (13)

热身练习 Warming-up (14)

情景会话 Situational Dialogues (15)

生词 New Words (16)

汉语.com Chinese.com (17)



Dì-sì Kè Zhè Shì Shéi de Shū?

第4课 这是谁的书?

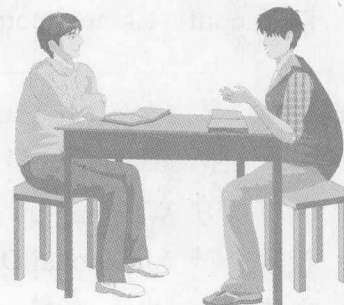
语音 Pronunciation (19)

热身练习 Warming-up (20)

情景会话 Situational Dialogues (21)

生词 New Words (23)

汉语.com Chinese.com (24)



Dì-wǔ Kè Nǐ Shì Nǎ Guó Rén?

第5课 你是哪国人?

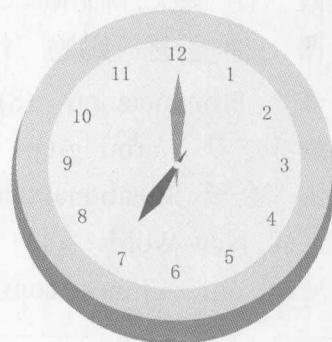
- 热身练习 Warming-up (25)
- 情景会话 Situational Dialogues (32)
- 叙述 Narrative (33)
- 课堂互动 Class Activities (33)
- 生词 New Words (34)
- 汉语.com Chinese.com (35)



Dì-liù Kè Xiànzài Jǐ Diǎn?

第6课 现在几点?

- 热身练习 Warming-up (37)
- 情景会话 Situational Dialogues (41)
- 叙述 Narrative (43)
- 课堂互动 Class Activities (43)
- 生词 New Words (45)
- 汉语.com Chinese.com (46)



Dì-qī Kè Jīntiān Xīngqī Jǐ?

第7课 今天 星期几?

- 热身练习 Warming-up (48)
- 情景会话 Situational Dialogues (52)
- 叙述 Narrative (54)
- 课堂互动 Class Activities (54)
- 生词 New Words (56)
- 汉语.com Chinese.com (57)

xīng qī rì 星期日	xīng qī yī 星期一	xīng qī èr 星期二	xīng qī sān 星期三	xīng qī sì 星期四	xīng qī wǔ 星期五	xīng qī liù 星期六
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
	qián tiān 前天	zuó tiān 昨天	jīn tiān 今天	míng tiān 明天	hòu tiān 后天	
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Dì-bā Kè Nǐ Jiā Yǒu Jǐ Kǒu Rén?

第8课 你家有几口人?

- 热身练习 Warming-up (58)
- 情景会话 Situational Dialogues (63)
- 叙述 Narrative (65)
- 课堂互动 Class Activities (66)
- 生词 New Words (68)
- 汉语.com Chinese.com (69)



Dì-jiǔ Kè Píngguǒ Zěnmě Mài?

第9课 苹果 怎么 卖?

- 热身练习 Warming-up (70)
- 情景会话 Situational Dialogues (74)
- 叙述 Narrative (76)
- 课堂互动 Class Activities (76)
- 生词 New Words (78)
- 汉语.com Chinese.com (79)



Dì-shí Kè Zhōumò Yúkuài!

第10课 周末 愉快!

- 情景会话 Situational Dialogues (80)
- 生词 New Words (81)
- 语法小结 Grammar Summary (82)



附1 Appendix 1

词语索引 Vocabulary Index (85)

附2 Appendix 2

语法点索引 Grammar Index (89)

附3 Appendix 3

“情景会话”与“叙述”译文 Translation for “Situational Dialogues” and “Narrative” Parts (90)

附4 Appendix 4

“听一听，说一说”教师参考文本 The Scripts for Part “Listen and Speak”
(For teacher) (97)

附5 Appendix 5

“听一听，选一选”录音文本及答案 Scripts and Key Answers for Part “Listen and choose the right pictures” (101)

Dì -yī Kè Nǐ hǎo!

第1课 你好!



● 语音 Pronunciation

声母 Initials

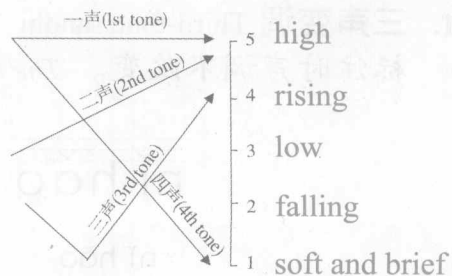
1. b	p	m	f	d	t	n	l
2. g	k	h		j	q	x	
3. z	c	s		zh	ch	sh	r

韵母 Finals

1. a	o	e	i	u	ü	er		
2. ai	ei	ao	ou	an	en	ang	eng	ong
3. ia	ie	iao	iou (-iu)	ian	in	iang	ing	iong
4. ua	uo	uai	uei (-ui)	uan	uen	uang	ueng	
5. üe	üan	ün						

声调 Tones

一声	高	ā	1st tone
二声	升	á	2nd tone
三声	低	ǎ	3rd tone
四声	降	à	4th tone
轻声	轻、短	a	neutral tone



声调有区别意义的作用。

The same syllable with different tones can have different meanings.

mā	má	mǎ	mà	mǎi	mài
妈	麻	马	骂	买	卖
mum	numb	horse	scold	buy	sell

相同的发音，汉字不同，意义也常不同。

Some characters share the same pronunciation, but have different meanings.

nán	nán	nán	tā	tā	tā
男	难	南	他	她	它
male	difficult	south	he	she	it

拼写规则 Spelling rules

声调标在开口度大的字母上：a, o, e, i, u, ü。

Tone mark is written above the vowel which requires the mouth opens wider when pronouncing. The marked vowel can be identified according to the following sequence: a, o, e, i, u, ü.

先找a	hǎo zài	Firstly, find a
再找o、e	shuō mén	Secondly, find o, e
i、u并列标在后	duì jiù	When “i” and “u” appear together in one final, the tone mark should be written above the later one.
i上的点要省去	nī shì	When the mark is on “i”, drop the dot of “i”.
韵母i、u、ü自成音节时，前边分别加y或w。 (ü上两点要省去)	yí, wu, yǔ	When “i”, “u”, “ü” form syllables by themselves, they become yí, wu, yǔ. (drop the dot of “ü”)

变调 Tone sandhi

1. 三声变调 Third-tone sandhi ˊ + ˊ → ˊ + ˊ

标注时声调不改变。 *The tone mark remains unchanged in writing.*

nǐ hǎo → ní hǎo
nǐ hǎo ní hǎo