

BLCU CHOICE CHINESE TEXTBOOK FOR LEARNERS OVERSEAS

北 语 对 外 汉 语 精 版 教 材

# 初级汉语课本

CHINESE FOR BEGINNERS



鲁健骥 主编

北京语言大学出版社

中文编辑／王  
英文编辑／王素云

宋立文

封面制作／张  
静



ISBN 7-5619-1117-3



9 787561 911174 >

定价：42.00元



北语对外汉语精版教材

# 初级汉语课本

CHINESE FOR BEGINNERS

主 编 鲁健骥  
编写及修订 鲁健骥 李继禹  
李世之 萧秀妹

北京语言大学出版社

(京)新登字 157 号

图书在版编目(CIP)数据

初级汉语课本/鲁健骥主编.

—北京:北京语言大学出版社,2006 重印

北语对外汉语精版教材

ISBN 7-5619-1117-3

I. 初…

II. 鲁…

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 (2002) 第 049855 号

---

书 名: 初级汉语课本

责任印制: 汪学发

---

出版发行: 北京语言大学出版社

社 址: 北京市海淀区学院路 15 号 邮政编码 100083

网 址: [www.blcup.com](http://www.blcup.com)

电 话: 发行部 82303650/3591/3651

编辑部 82303647

读者服务部 82303653/3908

印 刷: 北京新丰印刷厂

经 销: 全国新华书店

---

版 次: 2003 年 2 月第 1 版 2006 年 7 月第 4 次印刷

开 本: 787 毫米×1092 毫米 1/16 印张: 20.75

字 数: 365 千字 印数: 20001-22000 册

书 号: ISBN 7-5619-1117-3/H·02102

定 价: 42.00 元

---

凡有印装质量问题,本社负责调换。电话: 82303590

数字资源  
PDG



## 修 订 说 明

《初级汉语课本》系列教材是一套二十年来畅销不衰的经典汉语教材,虽然社会的发展使得某些课文内容已显过时,但它在语言点的缜密安排和教学上循序渐进的设计方面所达到的水平,是当前一些急就章的汉语教材未能企及的。这也许就是它至今仍然被很多学校使用的原因。因此,我们在将《初级汉语课本》列入“北语对外汉语精版教材”进行修订时,保留了前一版的语法点及其教学顺序;只是在前一版课文基础上更换了过时内容。对于使用者反馈意见较多的前一版第五十四课和第五十五课,我们在保留语法点的前提下更换了课文,并由本书主编鲁健骥教授审订。这样,这本焕然一新的《初级汉语课本》就能够继续发挥它的作用。

北京语言大学出版社

## 编写说明

《初级汉语课本》由课本和与其平行的《汉字读写练习》《阅读理解》《听力练习》组成,是为外国人初学汉语编写的。编写的原则是:实用、简明、有趣味。本书包括学生最需要的,学了就能在实际生活中使用的语言材料,对于所教的语言现象作了从易到难、从简到繁的安排。解释力求从学生的实际出发,简单明了。我们认为,不能企图让学生一下子什么都能掌握。语言课本与语法书应有严格的区别。此外,课本的趣味性也是不可忽视的。本书在这些方面作了努力,以期能够鼓励学生的学习热情。

现将课本中的各个部分作一简要的说明:

1. 生词:全书生词量约一千二百个,平均每课约十五个。书后附有词汇索引。生词都给出汉字、拼音、词性和英文释义。为了使能够正确理解词义和用法,有些词不但给对应翻译,还作了注释。尽管如此,学生还应注意,所给的外文释义只是解释汉语词在某种情况下的意义,不应只凭英文翻译去理解词义、学习用法。

2. 课文:课文内容涉及学生的学校生活和其他社会生活。我们力图通过典型的语言环境组织语言材料,使语言自然、规范、生动,特别注意介绍中国的文化习俗。当然,这些都控制在初学者能理解的水平上。在安排上,尽量使所学的基本内容得到必要的重复,而又不致引起学生的厌烦。

有些课文后面附有注释。注释大致包括三个方面:(1)与中国文化有关的习惯表达方法;(2)比较困难而不要求在初级阶段掌握的语言现象;(3)口语中的常用语。

3. 语音:本书在语音方面对学生进行了比较全面的训练。除了一般汉语教材都教的汉语拼音方案的内容以外,本书还介绍并强调了一些汉语语音中最有特点、最难于为初学者所掌握的方面。

(1) 声母、韵母:本书强调了复合韵母的发音特点。

(2) 声调:汉语的四声是外国人学习汉语语音的一大难点。为了解决这个问题,我们安排了较多的练习。在声调连读方面,打破了只出复音词的做法,还加上了一些词组、短句,使学生不致只有复音词的概念,而不注意词组、短句中的声调连读。这一点对于学习声调的变化(如三声连读、半三声)尤为重要。此外,本书采用了比较形象的声调图。

(3) 重音和语调:外国人学习汉语,除难音难调之外,重音和语调的错误是非常普遍的。在难音、难调克服之后,重音和语调成为语音不能继续提高的主要障碍。本书对汉语重音的特点作了简要的说明,并提供了一定数量的练习。

语音在外语学习中占有重要的位置,语音的练习应贯穿于整个基础阶段。因此,本书改变了单独出语音阶段的一般做法,全书所有的课都有语音的练习。

4. 语法:本书包括汉语的基本语法点。安排上先易后难。对于难点,我们从两个方面处理,使之便于学习:(1)有意识地在未讲之前先使学生接触,有些感性认识,而后予以总结;(2)出某个语法点的时候,不求一次解决所有的问题,而是对该项语法的各种常用形式按难易程度加以编排,分别出现在几课里。

对于语法现象意义的解释力求简明,比较多地采用了外国学生习惯的公式法,突出形式特点,并且着重解释在实际应用中的功能。

5. 练习:本书练习包括语音、语法、句型等几个方面。语音练习突出难音、难调,逐步过渡到结合当课句型的重音、语调练习。语法句型练习的设计考虑了功能特点。

教材编写组成立后先后有北京语言大学的六位老师,即鲁健骥、李继禹、刘岚云、丁永寿、黄政澄、邱衍庆,分别负责《初级汉语课本》和另一套教材的编写。本书由鲁健骥和李继禹分工编写。正式出版前,对全书作了较大的修订,参加修订的,除主编鲁健骥外,还有曾经长期使用过本书的李世之和萧秀妹。此次再版,又由萧秀妹作了必要的修订。

本书在长期的使用过程中,任课教师们提出过许多宝贵意见。特别是在试用阶段,参加试验的各位老师付出了辛勤的劳动,在此谨向他们表示感谢。

编 者

## INTRODUCTION

*Chinese for Beginners* is composed of a coursebook and three companion books, namely, *Chinese Characters Workbook*, *Reading Comprehension*, and *Listening*. The course is intended for beginners learning Chinese as a foreign language. The compilers' aim has been to make the course practical, precise and interesting. As it is for beginners, the coursebook contains the material which is most necessary and which can be used immediately by the student in daily life. The language points are arranged so that easy ones come before difficult ones and simple forms come before complicated forms. Explanations present material in a way which meets the needs of students and is easy to learn. We believe that textbook compilers should never attempt to present all material at once and that strict distinctions should be made between a language textbook and a grammar book. It is important to make textbooks interesting. In these respects we have attempted to compile a textbook which will encourage, not frustrate, students.

The following is a brief description of each section of the lessons in the coursebook.

1. New Words: The whole book presents approximately 1,200 words, an average of 15 in each lesson. A vocabulary index including all the new words is attached to the end of the book as an appendix. All the words are given in characters and phonetic transcriptions in the *pinyin* system with their parts of speech and English equivalents provided. In order to provide students with a more exact understanding of the meanings and the usages of the words, some words are given explanations rather than just English equivalents. Nevertheless, students should not expect to learn the meaning and usage of a word by depending only on the English translation which often holds true only for a particular context.

2. Texts: The texts cover a wide range of typical situations in students' social life and campus life. The language used is natural, standard and vivid. Special attention has been given to introducing aspects of Chinese culture, while maintaining a level suitable for beginners. In these ways, the basic material is covered thoroughly and, at the same time, students remain interested.

Most of the texts are followed by notes which contain explanations of: 1) expressions and idioms related to Chinese culture; 2) difficult grammatical points which occur in the text but have not yet been covered; and 3) colloquial expressions.

3. Phonetics: Students using this textbook will get thorough training in phonetics. We have introduced, explained, and emphasized points that are typical of Chinese phonetics and particularly difficult for beginners to grasp, in addition to using the *Scheme for Romanization of the Writing System of the Chinese Language* usually found in other Chinese textbooks.

A. Initials and finals: The characteristics in producing Chinese compound finals are emphasized in this textbook.



B. Tones: The four tones constitute a special obstacle for beginning students of Chinese. To overcome this obstacle, we have designed more exercises on tones. In practicing successive syllables, we have avoided the usual practice of giving only polysyllables by also including word groups, phrases, and even simple sentences. This aids in learning the changes of the third tone, that is, of successive third tone and half-third tone syllables. In addition, the figures used in this textbook are more illustrative than the traditional ones.

C. Stress and intonation: In learning Chinese phonetics, most students commit more errors of stress and intonation than of sounds and tones. Stress and intonation form the second main obstacle to progress in pronunciation after sounds and tones. This textbook gives considerable attention to the characteristics of Chinese stress and intonation and provides a number of relevant drills.

Phonetics is an important element of the language and should be practiced throughout the whole elementary learning stage. Therefore, in this textbook, there are pronunciation drills in all the lessons, not just the first few.

4. Grammar: This textbook includes the basics of Chinese grammar. Simple and easy points are presented in the first few lessons and complicated points in later lessons. The difficult points are introduced in the following manner: First, individual sentences including the grammar points are given so that students are exposed to them in contexts; then, when a point is explained, it is done gradually over two or more lessons.

The grammatical points are explained explicitly and familiar formulas are used to emphasize their function in actual use.

5. Exercises: Exercises and drills on phonetics, grammar and sentence patterns are provided in this textbook. In the drills on phonetics we have laid emphasis first on the difficult sounds and tones and later on stress and intonation as geared to the particular text; exercises on grammar and sentence patterns are designed to emphasize everyday usage.

At the time when the textbook development group was established, it consisted of six teachers from BLCU, namely, Lu Jianji, Li Jiyu, Liu Lanyun, Ding Yongshou, Huang Zhengcheng and Qiu Yanqing. They were in charge of writing *Chinese for Beginners* and another set of textbooks respectively. This volume in the series was written by Lu Jianji and Li Jiyu. Before it was formally published, the book was revised thoroughly by Lu Jianji, the chief editor, and Li Shizhi and Xiao Xiumei, who used it for many years. Before the publication of the present edition, Xiao Xiumei made some necessary alterations.

Our thanks should go to the teachers who used this book and have provided us with many valuable suggestions and comments during the last 20 odd years, especially those who taught the experimental classes during the trial stage of this book.

**THE COMPILERS**

# 目 录

## CONTENTS

汉语元音辅音发音说明 A Description of Chinese Vowels and Consonants .....	1
词类简称表 Abbreviations of Chinese Parts of Speech .....	8
第一课 Lesson 1 .....	9
语音: 1. 汉语音节的基本结构   2. 声调   3. 声调符号的标法	
Phonetics: 1. The basic structure of Chinese syllables   2. Tones	
3. The way to write the tone-marks	
第二课 Lesson 2 .....	15
语音: 1. 轻声   2. 第三声 + 轻声	
Phonetics: 1. The neutral tone   2. The 3 <sup>rd</sup> tone + the neutral tone	
第三课 Lesson 3 .....	18
语音: 1. 复合韵母 ai、ei、ao、ou 的发音特点   2. 复合韵母 iu、ui 的发音特点	
3. 鼻韵母 ong 的发音   4. 半三声   5. 三声连读	
Phonetics: 1. Pronunciation characteristics of the compound finals ai, ei, ao, ou	
2. The compound finals iu and ui   3. The nasal final ong	
4. The half-third tone   5. Two third-tone syllables in succession	
语法: 1. 主语和谓语   2. 疑问代词“谁”	
3. 用“吗”的疑问句   4. 人称代词作定语(1)	
Grammar: 1. Subject and predicate   2. The interrogative pronoun shéi (谁)	
3. Questions using ma (吗)   4. Personal pronouns as attributive (1)	
第四课 Lesson 4 .....	24
语音: 1. 复合韵母 ua、uo 和鼻韵母 uan、ian 的发音特点   2. 儿化韵	
Phonetics: 1. Pronunciation characteristics of the compound finals ua and uo	
and the nasal compound finals uan and ian	
2. Retroflexed finals	
语法: 疑问代词“哪儿”	
Grammar: The interrogative pronoun nǎr (哪儿)	
第五课 Lesson 5 .....	30
语音: 否定副词“不”的变调	
Phonetics: The tone change of the negative adverb bù (不)	
语法: 1. 副词“不”和“也”   2. 疑问代词“什么”	
Grammar: 1. The adverbs bù (不) and yě (也)	
2. The interrogative pronoun shénme (什么)	

<b>第六课 Lesson 6</b> .....	36
语音: 复合韵母 ie	
Phonetics: The compound final ie	
语法: 结构助词“的”	
Grammar: The structural particle de (的)	
<b>第七课 Lesson 7</b> .....	40
语音: 1. 音节 bo、po、mo、fo    2. 韵母 iang	
Phonetics: 1. The syllables bo, po, mo, and fo    2. The final iang	
语法: 动词“有”	
Grammar: The verb yǒu (有)	
<b>第八课 Lesson 8</b> .....	45
语音: 1. “一”的变调    2. 韵母 uang	
Phonetics: 1. The tone change of yī (一)    2. The final uang	
语法: 量词	
Grammar: Measure words	
<b>第九课 Lesson 9</b> .....	52
语音: 韵母 üe、üan	
Phonetics: The finals üe and üan	
语法: 正反疑问句	
Grammar: Affirmative-negative questions	
<b>第十课 Lesson 10</b> .....	57
语音: 语气助词“啊”的音变	
Phonetics: Changes in pronunciation of the modal particle a (啊)	
语法: 号码的读法	
Grammar: Reading numbers	
<b>第十一课 Lesson 11</b> .....	62
语音: 字母 a 的发音小结	
Phonetics: Pronunciation of the letter a	
<b>第十二课 Lesson 12</b> .....	66
语音: 字母 e 的发音小结	
Phonetics: Pronunciation of the letter e	
语法: 能愿动词“会”和“可以”	
Grammar: The optative verbs 会 (huì) and 可以 (kěyǐ)	
<b>第十三课 Lesson 13</b> .....	72
语音: 字母 i 的发音小结	
Phonetics: Pronunciation of the letter i	
语法: 1. 方位词    2. “有”表示存在	

Grammar: 1. Locality nouns      2. 有 (yǒu) expressing existence

**第十四课 Lesson 14** ..... 78

语音: 复合韵母发音特点总结

Phonetics: Summary of compound finals (including those with a nasal ending)  
according to their features in pronunciation

语法: 介词短语“在 + 宾语”作状语

Grammar: The prepositional phrase “在 + obj. ” as adverbial

**第十五课 Lesson 15** ..... 83

语音: 声母、韵母总结

Phonetics: Summary of Chinese initials and finals

语法: 1. 10 ~ 99 的称数法      2. 用“呢”的省略问句

Grammar: 1. Counting from 10 to 99      2. Elliptical questions using 呢 (ne)

**第十六课 Lesson 16** ..... 88

语音: 词重音

Phonetics: Word stress

语法: 1. “年”的读法      2. 表示时间的词语作状语

Grammar: 1. How to tell the names of the year      2. Time words as adverbial

**第十七课 Lesson 17** ..... 93

语音: 句重音(1)

Phonetics: Sentence stress (1)

语法: 表示日期、时间的句子的结构

Grammar: The structure of a sentence expressing the date or the time of the day

**第十八课 Lesson 18** ..... 98

语音: 1. 语调(1)      2. 表示钱数的句子的重音

Phonetics: 1. Intonation (1)      2. Stress in sentences expressing sums of money

语法: 钱的计算

Grammar: Counting Chinese money

**第十九课 Lesson 19** ..... 104

语音: 1. 语调(2)      2. SVO 句的重音

Phonetics: 1. Intonation (2)      2. Stress in SVO sentences

语法: 连词“还是”

Grammar: The conjunction 还是 (hái shì)

**第二十课 Lesson 20** ..... 110

语音: 语调(3)

Phonetics: Intonation (3)

语法: “百、千、万”的称数法

Grammar: Counting from 100 to 100,000

<b>第二十一课 Lesson 21</b> .....	115
语音: 1. 语调(4) 2. “几”的重读和轻读 3. 表示年龄、身高、体重的句子的重音	
Phonetics: 1. Intonation (4) 2. The stressed and unstressed 几 (jǐ)	
3. Stress of sentences indicating age, height and weight	
语法: 1. 概数表示法 2. 年龄、身高、体重的表示法	
Grammar: 1. Approximate numbers 2. How to tell age, height and weight	
<b>第二十二课 Lesson 22</b> .....	122
语音: 语调(5)	
Phonetics: Intonation (5)	
语法: 1. “或者”和“还是” 2. 这么、那么、怎么 3. 呢	
Grammar: 1. 或者 and 还是 2. The pronouns 这么, 那么 and 怎么	
3. The modal particle 呢	
<b>第二十三课 Lesson 23</b> .....	128
语音: 语音(6)	
Phonetics: Intonation (6)	
语法: 表示动作的进行	
Grammar: Expressing actions in progress	
<b>第二十四课 Lesson 24</b> .....	133
语音: 语调(7)	
Phonetics: Intonation (7)	
语法: 1. “第”表示序数 2. 动词“完”“到”表示动作的结果	
Grammar: 1. 第 indicating an ordinal number	
2. The verbs 完 and 到 used to indicate the result of an action	
<b>第二十五课 Lesson 25</b> .....	139
语音: 1. 语调(8) 2. 形容词作谓语的句子的重音	
Phonetics: 1. Intonation (8) 2. Stress in a sentence with an adjectival predicate	
语法: 1. 形容词作谓语的句子 2. 表示方位的名词“里”“上”“下”	
Grammar: 1. Sentences with adjectival predicates 2. The locality nouns 里, 上 and 下	
<b>第二十六课 Lesson 26</b> .....	144
语音: 对比重音	
Phonetics: Contrastive stress	
语法: 带“的”的名词性结构(1)	
Grammar: Nominal constructions using 的 (1)	
<b>第二十七课 Lesson 27</b> .....	151
语音: SP 谓语句的重音	
Phonetics: Stress in sentences with SP phrases as predicate	
语法: 1. 带“的”的名词性结构(2) 2. SP 谓语句的结构	

- Grammar: 1. Nominal constructions using 的 (2)  
2. Structure of sentences with SP phrases as predicate

**第二十八课 Lesson 28** ..... 158

语音: “几”和“两”的轻读与重读

Phonetics: The stressed and unstressed 几 and 两

语法: 介词的用法

Grammar: Usage of prepositions

**第二十九课 Lesson 29** ..... 164

语音: 用“是不是”的问句的语调

Phonetics: Intonation of questions using 是不是

语法: 1. 用“是不是”提问 2. “往 + 方位词”作状语

Grammar: 1. Questions using 是不是 2. “往 + locality noun” as adverbial

**第三十课 Lesson 30** ..... 169

语音: 表示情况即将发生的句子的重音

Phonetics: Stress in sentences expressing sth. which is about to happen

语法: 表示即将发生的情况

Grammar: Ways to express sth. which is about to happen

**第三十一课 Lesson 31** ..... 175

语法: “了”的用法小结

Grammar: Summary of the usages of 了

**第三十二课 Lesson 32** ..... 180

语法: 1. 表示两件事相接的句型 2. 助词“了”表示变化

3. 感叹句的结构

Grammar: 1. A pattern showing two things occurring in succession

2. The particle 了 expressing change

3. Structure of exclamatory sentences

**第三十三课 Lesson 33** ..... 185

语法: 1. 时段表示法 2. 动作持续时间的表示法

Grammar: 1. How to indicate periods of time

2. How to express how long an action lasts

**第三十四课 Lesson 34** ..... 190

语法: 1. “就”和“才”的用法 2. “一点儿”和“有(一)点儿”

Grammar: 1. The usage of 就 and 才

2. The difference between 一点儿 and 有(一)点儿

**第三十五课 Lesson 35** ..... 195

语法: 1. “是…的”结构 2. 介词“给”



Grammar: 1. The construction 是…的      2. The preposition 给

**第三十六课 Lesson 36** ..... 200

语法: 1. 主谓谓语句      2. 动量词“次”

Grammar: 1. Sentences with an SP phrase as predicate

2. The verbal measure word 次

**第三十七课 Lesson 37** ..... 205

语法: 1. “来”“去”表示动作的趋向(1)

2. “这儿”“那儿”的一个用法

Grammar: 1. 来 and 去 showing the direction of an action (1)

2. A usage of 这儿 and 那儿

**第三十八课 Lesson 38** ..... 210

语法: “来”“去”表示动作的趋向(2)

Grammar: 来 and 去 showing the direction of an action (2)

**第三十九课 Lesson 39** ..... 215

语法: “得”后形容词表示对动作的评价

Grammar: Post-得 adjectives expressing a comment on an action

**第四十课 Lesson 40** ..... 221

语法: 1. 动词和动词结构作定语      2. 一边…一边…      3. 跟…一样

Grammar: 1. Verbs and verb phrases as attributive

2. The construction 一边…一边…

3. The construction 跟…一样

**第四十一课 Lesson 41** ..... 227

语法: 动词和介词的搭配

Grammar: Collocation of verbs and prepositions

**第四十二课 Lesson 42** ..... 232

语法: 1. 动词词尾“过”      2. 动量词“次”和“遍”

Grammar: 1. The verbal suffix 过

2. The verbal measure words 次 and 遍

**第四十三课 Lesson 43** ..... 237

语法: 动词词尾“着”(1)

Grammar: The verbal suffix 着 (1)

**第四十四课 Lesson 44** ..... 242

语法: 1. 结构助词“地”      2. “把”字句(1)

Grammar: 1. The structural particle 地      2. The 把-sentence (1)

**第四十五课 Lesson 45** ..... 247

语法: 动词词尾“着”(2)

<b>第四十六课 Lesson 46</b> .....	251
语法: “把”字句(2)	
Grammar: The 把-sentence (2)	
<b>第四十七课 Lesson 47</b> .....	256
语法: “动词 + 得 + 结果补语”表示可能	
Grammar: “V + 得 + RC” expressing potentiality	
<b>第四十八课 Lesson 48</b> .....	260
语法: “动词 + 得 + (结果补语) + 来/去”表示可能达到目的	
Grammar: “V + 得 + (RC) + 来/去” expressing the possibility of a result	
<b>第四十九课 Lesson 49</b> .....	265
语法: 用“比”和“没有”的比较句	
Grammar: Sentences of comparison using 比 and 没有	
<b>第五十课 Lesson 50</b> .....	270
语法: 1. “…得多”/“一点儿”在用“比”的比较句中表示差别大小	
2. 在用“比”的比较句中表示具体的差别	
Grammar: 1. …得多/一点儿 in sentences using 比 to express the degree of difference	
2. To specify the difference in sentences using 比	
<b>第五十一课 Lesson 51</b> .....	275
语法: “多/少”“早/晚”在用“比”的比较句中作状语	
Grammar: 多/少 and 早/晚 as adverbial in comparative sentences using 比	
<b>第五十二课 Lesson 52</b> .....	279
语法: 比较句: “比”字短语用于“得”后形容词之前	
Grammar: The sentence of comparison: the 比-phrase used before the post-得 adjective	
<b>第五十三课 Lesson 53</b> .....	285
语法: 1. 除了…以外 2. …什么的	
Grammar: 1. The construction 除了…以外 2. The pronoun …什么的	
<b>第五十四课 Lesson 54</b> .....	291
语法: 介词“被”表示被动	
Grammar: The preposition 被 expressing passivity	
<b>第五十五课 Lesson 55</b> .....	295
语法: 介词“让”“叫”表示被动	
Grammar: The prepositions 让 and 叫 expressing passivity	
<b>附录 APPENDICES</b> .....	299
语法索引 Grammar Index	
词汇索引 Vocabulary Index	

# 汉语元音辅音发音说明

## A DESCRIPTION OF CHINESE VOWELS AND CONSONANTS\*

### 元音 VOWELS

1. [A] 开口度最大,舌位最低,唇不圆。单韵母 a 读作[A]。

It is produced with maximum aperture of the mouth, the tongue in the lowest position and the lips not rounded. The simple final a is pronounced [A].

2. [a] 舌位较[A]偏前,其它与[A]相同。复合韵母 ai, -ia\*, -ua, -uai 和鼻韵母 an, -uan, -üan, 中的 a 读作[a]。

It is produced almost in the same way as [A], except that the tongue position is a bit more forward. The a in the compound finals ai, -ia, -ua, -uai and in the nasal finals -an, -uan, -üan is pronounced [a].

3. [ɑ] 舌位较[A]偏后,其它与[A]相同。复合韵母 ao, -iao 和鼻韵母 ang, -iang, -uang 中的 a 读作[ɑ]。

It is produced almost in the same way as [A], except that the tongue position is a little more to the back of the mouth. The a in the compound finals ao, -iao and in the nasal finals ang, -iang, -uang is pronounced [ɑ].

4. [ɤ] 开口度中等,舌位半高,偏后,唇不圆。单韵母 e 读作[ɤ]。

It is produced with a medium degree of aperture, the tongue in mid-high position a little to the back of the mouth and the lips unrounded. The simple final e is pronounced [ɤ].

5. [e] 舌位偏前,其它与[ɤ]相同。复合韵母 ei 中的 e 读作[e]。

It is produced almost in the same way as [ɤ], except that the tongue is a little more forward. The e in the compound final ei is pronounced [e].

6. [ə] 开口度中等,舌位居中。鼻韵母 en, eng 及韵母 er 中的 e 读作[ə]。

It is produced with a medium degree of aperture and the tongue in central position. The e in the nasal finals en, eng and in the retroflex final er is pronounced

---

\* 韵母前有“-”者,表示该韵母不能自成音节。下同。

The hyphen “-” preceding a final indicates that the final cannot stand for a syllable by itself.