

# MODERN CHINESE Beginner's Course

## 初 级 汉 语 课 本

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*MODERN CHINESE-Beginner's Course* has been designed as a course in elementary Modern Standard Chinese (*putonghua*) for the use of foreign learners. The Course consists of a general course book (3 volumes), *Chinese Character Workbook* (2 volumes), *Reading Comprehension* and *Listening* (3 volumes). There is also an accompanying set of cassette recordings.


The course is fashioned in a clear, concise and practical way so as to maintain the learner's interest, systematically introducing the learner to everyday, practical Chinese. It may be employed either for classroom use or as a self-teaching manual for private study.

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# 初级汉语课本

第一册

MODERN CHINESE

Beginner's Course

Volume I

北京语言学院来华留学生三系编

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## 第一、二册编写说明

《初级汉语课本》由课本(1—3册)和与其平行的《汉字读写练习》(1—2册)、《阅读理解》、《听力练习》(1—3册)组成,是为外国人初学汉语编写的。编者的原则是: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。

现将课本第一、二册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。为了使學生能够正确理解词义和用法,有些词不止给对应翻译,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。编者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作法，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作法，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。

本书编者是北京语言学院的鲁健骥、李继禹、刘岚云、丁永寿、黄政澄、邱衍庆。初稿完成后，曾在两个教学班试用。参加试验的各位教师在使用中付出了巨大的劳动，并对本书的修改工作提出许多宝贵意见，在此向他们和试验班的学生表示感谢。

编 者

一九八〇年十二月

## 修 订 说 明

《初级汉语课本》第一、二册是供零程度的外国人使用的汉语课本，以每周上课十学时计，可用十六周左右。

本书于一九七九年二月开始编写，次年九月试用，嗣后经过修改（第一次修订），于一九八一年九月第二次试用，至今已用过五个学年。

经过五个学年的使用，我们认为本书的编写原则是可行的，因此，此次修订不必也不应当对编写原则作大的变动。但为了更符合教学实际，本书在下面几个方面做了较大修改：

1. 全书课数从八十课减少到五十五课。

2. 多数课文重新编写，每课课文前都增加了情境的说明（开始时情境说明都加英文译文）。加强了介绍中国文化的 内 容 与 注 释。

3. 删去一些对外国学生不困难或与欧洲语言共同的语法点。必要时，在练习中体现这些语法点。

4. 有些课的生词中包括一些课文中没有但可用来作替换练习的词。这部分词教师可视本班学生情况灵活处理。

5. 练习中加强了交际性练习的项目。

参加本书修订工作的除原编者外，还有曾经数次使用本书的肖秀妹、李世之。

一九八五年九月

## INTRODUCTION TO VOLUMES I AND II

MODERN CHINESE—Beginner's Course is composed of a coursebook in three volumes and three companion books, namely, Chinese Characters Workbook (2 volumes), Reading Comprehension, and Listening (3 volumes). 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 students immediately can use 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 first two volumes of the coursebook.

1. New Words: The whole book presents approximately



1,200 words, an average of 15 each lesson. A vocabulary index including all new words is attached to the end of Volume II as an appendix. All 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 with 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.

Each text is 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 Writ-  
ing System of 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 students 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 are an important element of language and  
should be practiced throughout the whole elementary learn-  
ing stage. Therefore, in this textbook, there are pronuncia-  
tion 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 it in context; then, when the 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 tone and later on stress and intonation as geared to the particular text; exercises on grammar and sentence patterns are designed to emphasize everyday usage.

The compilers of this course are Lu Jianji, Li Jiyu, Liu Lanyun, Ding Yongshou, Huang Zhengcheng and Qiu Yanqing. The preliminary mimeographed edition of this book was used in two classes on an experimental basis. The instructors of those classes made valuable suggestions in the revision of this textbook; we thank both the instructors and students who participated for their help.

#### **THE COMPILERS**

**December 1980**

#### **A NOTE ON THE REVISED EDITION**

MODERN CHINESE—Beginner's Course is intended for students with no previous background in Chinese. Volumes I and II can be completed in 16 weeks of instruc-

tion, by covering 10 periods per week.

The compilation of this textbook began in Feb. 1979 and a preliminary edition was used on an experimental basis in 1980. Early in 1981, the course underwent its first revision and the revised edition has been used in classes since Sept. 1981.

In our view that, as the first revised edition was used successfully for five years, the principles guiding its compilation are sound ones, and, therefore, it has not been necessary to make any major changes in those principles when revising the textbook a second time. However, to make it more suitable for classroom use, this edition includes important changes in the following aspects:

1. The total number of lessons has been reduced from 80 to 55.

2. Most texts have been rewritten, and explanations of the situation or setting of conversational texts have been added. (In the first few lessons, the explanations are given along with English translation.) In addition, more cultural information has been included in both the texts and notes.

3. Grammatical points that are common both to Chinese and to European languages, and thus are not difficult to foreign students, have been omitted. Whenever necessary, such points are handled in the exercises.

4. In some lessons, we have included words that do not occur in the text but may be useful for students and can be used in substitution drills. We leave it to the instructor to decide how, and to what extent, these words should be

taught.

5. Interpersonal and conversational skills have been stressed further in the exercises.

Ms. Xiao Xiumei and Mr. Li Shizhi, who used the former editions in their teaching several times, worked with the compilers on the revision.

# 汉语元音辅音发音说明

## 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 a 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, -ai\*, -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

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• 韵母前有“一”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.

back of the mouth. The  $\alpha$  in the compound finals  $\alpha\alpha$  - $\alpha\alpha$  and in the nasal finals  $\alpha\eta$ , - $\alpha\eta$ , - $\alpha\eta$  is pronounced [ $\alpha$ ].

4. [ $\gamma$ ] 开口度中等，舌位半高，偏后，唇不圆。单韵母  $\gamma$  读作 [ $\gamma$ ]。

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  $\gamma$  is pronounced [ $\gamma$ ].

5. [ $e$ ] 舌位偏前，其它与 [ $\gamma$ ] 相同。复合韵母  $e\alpha$  中的  $e$  读作 [ $e$ ]。

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

6. [ $\partial$ ] 开口度中等，舌位居中。鼻韵母  $e\eta$ ,  $e\eta$  及韵母  $e\eta$  中的  $e$  读作 [ $\partial$ ]。

It is produced with a medium degree of aperture and the tongue in central position. The  $e$  in the nasal finals  $e\eta$ ,  $e\eta$  and in the retroflex final  $e\eta$  is pronounced [ $\partial$ ].

7. [ $\epsilon$ ] 开口度较 [ $e$ ] 大，其它与 [ $e$ ] 相同。复合韵母中 - $\epsilon\alpha$ , - $\epsilon\alpha$  中的  $e$  和鼻韵母 - $\epsilon\eta$  中的  $\alpha$  都读作 [ $\epsilon$ ]。

It is produced almost in the same way as [ $e$ ], except that the mouth is opened wider. The  $e$  in the compound finals - $\epsilon\alpha$ , - $\epsilon\alpha$ , and the  $\alpha$  in the nasal final - $\epsilon\eta$  are both pronounced [ $\epsilon$ ].

8. [ $\circ$ ] 开口度中等，舌位半高，偏后，圆唇。单韵母  $\circ$  复合韵母 - $\circ\alpha$ ,  $\circ\alpha$  中的  $\circ$  读作 [ $\circ$ ]。

It is produced with a medium degree of aperture, the tongue in a mid-high position a little toward the back of the mouth and the lips rounded. The simple final o and the o in the compound finals -uo and ou are pronounced [o].

9. [u] 开口度最小，唇最圆，舌位高，偏后。单韵母 -u，复合韵母 -ua, -uo, -uai, -ui, -lu 和鼻韵母 -uan, -un, -uang 中 u 的都读作 [u]。

It is produced with the lips pursed and the tongue in a high position toward the back of the mouth. The simple final -u and the -u in the compound finals -ua, -uo, -uai, -ui, -lu and in the nasal finals -uan, -un and -un are pronounced [u].

10. [ɔ] 发音接近于 [u]，但开口度稍大，舌位稍低。复合韵母 ao, -iao, 鼻韵母 -ong, -iong 中的 o 读作 [ɔ]。

It is produced almost in the same way as [u], except that the mouth is a little wider and the tongue a little lower. The o in the compound finals ao, -iao and in the nasal finals -ong and -iong is pronounced [ɔ].

11. [i] 开口度最小，唇扁平，舌位高，偏前。单韵母 -i，复合韵母 -ia, -ie, -iao, -iu -ui, 和鼻韵母 -ian, -iang, -in -ing, -iong 中的 i 读作 [i]。

It is produced with a narrow aperture of the mouth, the lips spread and the tongue in a high position and somewhat forward. The simple final -i, and the -i in the compound finals -ia, -ie, -iao, -iu, -ui and the nasal finals -ian, -iang, -in, -ing, -iong



are pronounced [ɪ]:

12. [ɪ] 此音只出现在 zi[tsɪ], ei[ts'ɪ], si[sɪ] 三个音节中, 不单独发音, 可以认为是辅音 [ts] [ts'] [s] 的延续。注意, 在汉语拼音方案中, [ɪ] 用字母 -i 表示。This vowel occurs only in the syllables zi [tsɪ], ei [ts'ɪ] and si [sɪ] and is not pronounced alone so it can be considered to be the prolongation of the consonants [ts], [ts'] and [s]. Note that [ɪ] is indicated by the letter i in the Chinese Phonetic Alphabet;

13. [ɪ] 此音只出现在 zhi[tʂɪ], chi[tʂ'ɪ], shi[ʂɪ], ri[ʒɪ] 四个音节中, 不单独发音, 可以认为是辅音 [tʂ] [tʂ'] [ʂ] [ʒ] 的延续。注意, 在汉语拼音方案中, [ɪ] 用字母 -i 表示。

This vowel occurs only in the syllables zhi [tʂɪ], chi [tʂ'ɪ], shi [ʂɪ] and ri [ʒɪ] and is not pronounced alone, so it can be considered to be the prolongation of the consonants [tʂ], [tʂ'], [ʂ] or [ʒ]. Note that [ɪ] is indicated by the letter -i in the Chinese Phonetic Alphabet.

14. [y] 舌位与 [i] 相同, 但要圆唇, 口形与发 [u] 相近。单韵母 -ü, 复合韵母 -üan, -üe, -ün 中的 -ü 读作 [y]。It is produced with the same tongue position as [i], but with the lips rounded as when pronouncing [u]. The simple final -ü and the -ü in the compound finals -üan, -üe and -ün are pronounced [y].