



中国国家汉办  
规划教材

商务汉语系列教材

Business Chinese Readers

Gateway to Business Chinese  
Regular Formulas and Etiquette

# 商务 汉语

# 入门

—— 基本礼仪篇



张黎 主编

Chief Editor Zhang Li

沈庶英 编著

Compiler Shen Shuying



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主 编：张 黎

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## 《商务汉语》系列教材编写说明

### 编写目的

随着中国的发展,中国与世界各国,尤其是与发达国家之间的交往、贸易以及商务活动越来越多,从而推动了外国人学习中文的热潮。据调查,全球已有超过100个国家开设汉语教学课程,学习汉语的人数达到3000万人,有12400余所各级各类学校开设汉语课程,在学学生达330多万人。2003年全球参加汉语水平考试的考生人数达30万人,创历史新高。而学习汉语的人当中,很多人是为了与中国做生意或在中国有关系的公司中工作,中国经济的飞速发展为全世界提供了巨大的商机,外国企业纷纷到中国寻求发展机会。同时,随着中国成为“世界工厂”,十几万外国企业落户中国,几十万外国企业家和经营管理人员在中国工作。以上这些人都有掌握一些用汉语交际的能力的需求,以满足商业交往与沟通的需要。为此,在中国国家对外汉语教学领导小组办公室的支持下,我们编写了这套《商务汉语系列教材》。

### 适用对象

想学习汉语的工商界人士中,很少有人能够抽出一段相对集中的时间去学校系统地学习汉语课程,他们大多只能在有限的业余时间内参加速成班、进行个别教学或者自学。他们不是把汉语作为学校里的专业去学习,并不期望系统地掌握非常流利的汉语,而是希望学习与商务往来有关的一些实用的基本语言知识和技能,以便能够克服商务活动中的基本语言障碍,改善与中国人沟通的效果,增加成功的机会。本教材就是针对这些人的特殊需求编写,适用于完全没有或只具有有一点汉语基础的、母语为汉语以外的语言的工商界人士以及其他希望学习一些基础商务汉语的人。

### 技能目标

中外经济、商务交往,本质上是一种跨文化的交际行为。为了商业的成功,首先必须消除作为交际工具的语言方面的障碍,其次要消除文化的障碍,理解和掌握目的语所代表的文化、特点和规则,所以外国人学习商务汉语要获得的能力包含三个方面:

(1) 与商务活动相关的、实用的、基本的汉语语言知识和技能。

(2) 在中国经济环境下开展商务交际的能力,需要掌握基本的中国经济环境的特点、经济活动规则,既应包括贸易、投资、合作的方面的交际能力,也应包括企业管理方面的交际能力。

(3) 在中外经济交流与合作的背景下的跨文化交际能力,包括商务礼俗、惯例和中国文化背景知识。

因此,商务汉语教学应该是以语言为载体、结合商务活动和跨文化认知的三位一体的能力培养。这种能力体现在语言交际技能上,可以划分由低到高的4个层次:

- (1) 必要的礼节性交际技能,如欢迎、问候、介绍、道歉、祝贺等。
- (2) 实用日常交际技能,如购物、旅行、乘车、通信、约见等。
- (3) 基本商务信息交流技能,如介绍公司、说明产品、询价、报价、征询意见、陈述意见等。
- (4) 一定的协商、洽谈技能,如讨价还价、制定与修改计划、讨论合作方式、事物评价、问题分析、解决纠纷等。

这套《商务汉语》系列教材就是系统地训练学习者掌握以上4个层次的基本技能。完成全部教材的学习,学习者可以掌握汉语的语音、基本语法、200多个常用的口语句型、1200个左右的词汇、500多个汉字。学习者根据自己的需要确定整体学习目标或阶段目标,选择学习到哪一层次。

汉字对于外国人来说是学习的一大难点,本教材中的汉字只作为辅助的教学内容,学习者可以自己选择学习汉字与否。

## 教学内容

以对华商务活动为背景,以交际功能为纲组织语言项目,重在口语会话。具体包括以下几方面内容:

- (1) 汉语商务交际表达话语:以各种交际功能的汉语单句为主要教学内容,在提高和强化阶段适当引入常用的复句组合。
- (2) 常用商务和日常基本词汇:与会话教学相结合讲授,并适当加以扩展。
- (3) 语音:以汉语拼音为载体,针对所给出的词汇,循序渐进讲授和练习汉语的发音。
- (4) 汉字:通过展示和适当的讲解,让学习者可以认识最常用的汉字,不要求会写;根据具体情况,学习者也可以选择学习汉字。
- (5) 课文和生词的英文翻译、语音、语法的英文讲解。
- (6) 练习:进行语音、词汇和会话训练,以加强理解、熟练掌握。
- (7) 文化背景知识:系统地穿插中国社会文化、风俗习惯以及商务文化背景知识的介绍。

## 教学方法

- (1) 本教材采用印刷文本和多媒体材料相结合的方式,学习者和教师可以充分



地利用多媒体材料进行学习和教学。

(2) 每个教学单元以交际功能为单位组织练习,在典型和常用交际场景中学习和练习完成交际技能的语言知识和技能。

(3) 利用本教材既可以进行多人集中授课的课堂教学,也可以用于个别辅导教学,还可用于自学。

## 教材构成

商务汉语教材共有三册:

(1) 《商务汉语入门》(基本礼节篇)针对初学者,训练必要的商务与日常礼节性交际语言技能;

(2) 《商务汉语入门》(日常交际篇)针对初学者,训练实用基本生活交际语言技能;

(3) 《商务汉语提高》(应酬篇、办公篇、业务篇)针对已经掌握一点简单汉语的学习者,训练基本商务信息交流语言交际技能。

上述三部分既是水平由低到高的系列,同时也体现对商务汉语交际功能的不同需求类型,具有相对的独立性。学习者根据自己的情况,可以成系列地学习,也可以选择其中的一本或两本学习。其中的《商务汉语提高》不是其前部分的低难度的提高和教学内容的扩大,而注重对已有汉语知识和能力的巩固、熟练和融会贯通。一方面,前面所学的语言项目会在后面的教材中重现,强化记忆,提高熟练程度;另一方面,语言项目复现的场景、功能会有所扩展,语境和句法组合方式也更加丰富,这可以使读者对已有语言知识扩展、加深,能更广泛、更准确地使用。

本教材配有多媒体资料,三册各配有一张多媒体光盘。

## 关于作者

《商务汉语》系列教材由中国北京语言大学经贸汉语系具有丰富商务汉语教学经验的教师编写,具体人员如下:

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## A Description of Business Chinese Readers

### Compilers' Aims

Recent developments in China help accelerate her links with foreign countries, especially with the developed countries, by increasing exchange of visits and business. As a happy result a good number of foreigners take great interest in learning Chinese. It is reported that Chinese is taught to 30 million students in more than 100 countries in the world; that over 3.3 million students are taking Chinese courses at various levels in over 12,400 institutions and schools. In the year of 2003 alone the number of foreign participants in HSK (Chinese Proficiency Test) reached to 300,000, the greatest number registered ever before. A large number of the learners are believed to be those people who wish to do business with China or work for the companies which have close contact with their Chinese counterparts. China's speedy economic progress has opened up a new vista of commercial opportunities that no foreign companies can afford to lose. Modern China has been regarded as a "World Factory" where over one hundred thousand foreign enterprises have settled down, and hundreds of thousand foreign entrepreneurs, businessmen and managers are living and working. They are very much eager to learn Chinese as their tool of daily communication with the native people, and have commercial contact with local dealers. Programmed and supported by China National Office For Teaching Chinese as a Foreign Language (NOCFL), we, the members of the Compiling Group, have prepared *Business Chinese Readers*.

### For Whom the Course is Intended

Among the industrialists and businessmen who wish to learn Chinese there is nearly no one who is able to take a systematic course at an institution. The great majority of them would like to take a part-time short course, self-taught or person-to-person lessons instead, because they do not want to take Chinese as their major, nor do they wish to become a fluent speaker of Chinese. All they wish to do is to acquire necessary Chinese knowledge and skills that may be needed in their communication with Chinese people without too much difficulty, and thus to enhance their success in business. The present course is prepared for those industrialists and businessmen who have never learned or have just begun learning basic Chinese that is not their mother tongue.

### Skills to be Taught

Any economic and commercial transaction between China and a foreign country may be viewed as cross-cultural activities in nature. The removal of language barriers and difficulties that lie in the understanding of the culture, subtle points and principles expressed by a target



language will be greatly beneficial for one's commercial success. It is advisable, therefore, for foreigners to acquire the following abilities through learning a textbook of business Chinese:

- (1) Basic Chinese knowledge and skills that is applicable to one's commercial activities;
- (2) Communicative ability appropriate to Chinese environment ----- be able to understand the essentials of Chinese economic circumstances and rules for business performance, including trade, investment, cooperation and management of enterprises;
- (3) Competence for cross-cultural communication in the context of economic and cooperative interchange ----- a wide range of knowledge of business custom and rules in addition to the background information of Chinese culture.

Therefore it seems appropriate to design the teaching of business Chinese in three-in-one training pattern that combines the language as a carrier with commercial activities and cross-cultural knowledge. Such skills to be used in language communication may be provided at four levels in an ascending order:

- (1) Ability to use appropriate expressions on polite social occasion of reception, greeting, introduction, apology and congratulation.
- (2) Ability to use appropriate expressions for shopping, traveling, bus riding, telephoning and appointment making.
- (3) Ability to use appropriate expressions for commercial activities such as giving a brief account of a company or product, getting or giving a quotation, comment or statement.
- (4) Ability to use appropriate expressions in consulting, negotiating, bargaining, writing or revising a plan, discussing a way to cooperate, making a comment on a subject in addition to analyzing and sorting out problems.

The present *Business Chinese Readers* aim at helping learners to acquire the 4-level ability described above. By completing this course they will have learned Chinese phonetics, basic Chinese grammar, over 200 commonly used sentence patterns, about 1200 words and 500 Chinese characters. Learners may make an overall plan of their own, or decide what stage of the three that they are going to reach.

Chinese characters may be difficult for some learners, but they only function as a supplementary tool in learning this course. Learners will decide for themselves to learn them or not.

### Contents Applicable to Teaching

In each text of the book the language items are organized in a conversation on the basis of communicative function against a commercial Chinese background. Precisely they are ---

- (1) Commercial Chinese expressions: Simple sentences are grouped together according to their correlative function. Useful compound sentences would not be introduced until they reach the advance and intensive stage.



(2) A commonly-used basic commercial vocabulary: It is provided alongside with each classroom conversation and its expansion.

(3) Pronunciation: *Pinyin* is taught as an instrument for phonetics in the process of learning Chinese words and expressions.

(4) Chinese characters: By following well-illustrated explanations learners will be able to recognize commonly-used Chinese characters. They may have a choice in learning or not learning to write them.

(5) English explanation is given to each text, new words, grammar items and phonetics.

(6) Exercises: Phonetic, lexical and conversational exercises are designed for learners to fully comprehend and familiarize themselves with the texts.

(7) Cultural background knowledge: Inserted in between are the brief accounts of Chinese society, culture, customs and commercial background knowledge.

## Teaching Methodology

(1) This course provides printed textbooks accompanied by multimedia discs. Teachers and learners may avail themselves of both to get the best expected.

(2) Practice and drills are arranged for each unit classified by various communicative function. In typical and common situations learners are given necessary knowledge and skills for communication.

(3) Learners may go to a class for group tuition or take private lessons under a tutor, or even learn self-taught lessons provided by the course book.

## The Organization of the Constituent Volumes

*Business Chinese Readers* consist of three volumes:

(1) *Gateway to Business Chinese* (Regular Formulas And Etiquette) is designed for beginners learning necessary Chinese expressions for daily commercial communication and skills for polite social intercourse.

(2) *Gateway to Business Chinese* (Daily Communication) is prepared for beginners who acquire language skills in day-to-day social dealings.

(3) *Advanced Business Chinese* (Social Gatherings, Office Work, Day-To-Day Operations) is devised for the training of intermediate learners in language skills for business information exchange.

The ascending three-stage arrangement of the textbooks will meet different needs and each one may stand by itself. Learners have a free choice in taking the course as a whole or just follow one or two parts of it. The third volume does not simply serve as an advanced textbook in terms of difficulty or expansion. What's important is that they focus on the consolidation,



proficiency and mastery of the Chinese knowledge acquired through a comprehensive study of the subject. The repetition of the language items is beneficial for learners to memorize and employ them well, and the reoccurrence of the dialogue situations will be good for the repeated use of the expressions and the introduction of new contextual and syntactic formation. By so doing learners will be able to understand and apply what they have learned in a better, wider and more precise manner.

Each of the volumes is accompanied with a CD for multimedia use.

#### Co-Authors

*Business Chinese Readers* have been prepared by a group of teachers experienced in business Chinese teaching. They are---

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附表 A List of Useful Terms

## 汉语词类表 Chinese Parts of Speech

词类 Parts of Speech	拼音 Pinyin	简称 Abbreviation	英译 English
名词	míngcí	名 <i>n.</i>	noun
专有名词	zhuāngyǒu míngcí	专名 <i>pn.</i>	proper noun
数词	shùcí	数 <i>num.</i>	numeral
量词	liàngcí	量 <i>mw.</i>	measure word
动词	dòngcí	动 <i>v.</i>	verb
形容词	xíngróngcí	形 <i>adj.</i>	adjective
代词	dàicí	代 <i>pron.</i>	pronoun
副词	fùcí	副 <i>adv.</i>	adverb
介词	jiècí	介 <i>prep.</i>	preposition
连词	liāncí	连 <i>conj.</i>	conjunction
助词	zhùcí	助 <i>aux.</i>	auxiliary word
叹词	tàncí	叹 <i>int.</i>	Interjection
语气词	yǔqìcí	语气 <i>mp.</i>	modal particle

## 汉语句子的主要成分 Main Constituents of Chinese Sentences

名称 Constituents	拼音 Pinyin	英译 English
主语	zhǔyǔ	subject
谓语	wèiyǔ	predicate
宾语	bīnyǔ	object
定语	dìngyǔ	adjective modifier
状语	zhuāngyǔ	adverbial modifier
补语	bǔyǔ	complement

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Dì-yī kē  
第 1 课Yǔyīn  
语音

## Lesson 1

## Phonetics

## 导学

## Guiding Remarks

现在我们开始学习汉语的发音。

汉语的语音系统中，音素是最小的语音片段，可分为元音、辅音两大类。汉语的声母和韵母就是由音素构成的。音节是语音的基本结构单位，是由一个或几个音素组成。汉语的书写符号是汉字，一般来说每个汉字的读音就是一个音节。但是汉字不是纯粹的表音文字，为了方便学习汉语和认读汉字，中国设计了一套注音符号，用来标注汉字的发音，这套符号叫做汉语拼音。汉语拼音符号都是采用的跟英语一样的拉丁字母，但实际发音与英语字母的发音大部分都不同，在学习时要注意二者的区别。

To begin with, we'll learn how to utter the Chinese sounds.

Syllables composed of vowels and consonants are the smallest units in the Chinese phonetic system. Initials and vowels are formed with syllables. A character, the written form of the Chinese language, stands for a syllable. But Chinese is not a truly phonetic language. To help learners read Chinese characters a *pinyin* system has been designed for transliterating them into a phonetic alphabet. The letters thus adopted are identical to the English ones, but they are not phonetically equal to each other. Therefore it is advisable for learners to take note of the difference between them.

汉语的音节由声母、韵母和声调构成。声母是一个音节的开头的部分，基本都是辅音；韵母是在声母后面的部分，由元音或元音和辅音的组合构成；声调是音节音高的变化。

A Chinese syllable is composed of an initial that forms its beginning part, and a final that covers its remainder, in addition to a tone mark that indicates a variation of speech pitch. Most of the initials are consonants, and the finals consist of the vowels or is the combination of vowels and consonant.

## 一、声母 Initials

声母有 21 个：

There are 21 initials in Chinese:

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

### 声母的发音方法：

Ways of pronouncing the initials:

1. 发 b p 时，上下唇紧闭阻住气流，气流冲破阻碍发出声音。  
“b” and “p” are pronounced by a puff of breath stopped by the tightly closing lips then let off from them.
2. 发 m 时，上下唇紧闭阻住气流，气流从鼻腔中出来发出声音。  
“m” is formed by sending out air through the nasal cavity with tightly closing lips.
3. 发 f 时，上齿和下唇靠近，气流从缝隙中挤出发出声音。  
“f” occurs when the air is squeezed out through the air-passage narrowed between the lower lip and the upper teeth.
4. 发 d t 时，舌尖放在上齿龈上阻住气流，气流冲破阻碍发出声音。  
“d” and “t” are pronounced with the breath of air stopped by the tip of the tongue against the upper teeth gum and then let off.
5. 发 n 时，舌尖放在上齿龈阻住气流，气流从鼻腔中出来发出声音。  
“n” is given by letting the air out of the nasal cavity with the tip of the tongue against the upper teeth gum.
6. 发 l 时，舌尖放在上腭上，气流从舌头两边流出发出声音。  
“l” is pronounced by the air from both sides of the tongue with its tip touching the upper palate.
7. 发 g k 时，舌面后部放在软腭上阻住气流，气流冲破阻碍发出声音。  
“g” and “k” are pronounced by the air puffed out with the back of the tongue against the soft palate.
8. 发 h 时，舌面后部靠近软腭，气流从缝隙中挤出发出声音。

“h” is uttered by squeezing out the air with the back of the tongue close to the soft palate.

9. 发 j q 时, 舌面前部放在硬腭上阻住气流, 慢慢让气流从缝隙中挤出发出声音。

“j” and “q” are uttered with a slow breath of air from the narrow passage formed by the front of the tongue and the hard palate.

10. 发 x 时, 舌面前部靠近硬腭, 气流从缝隙中挤出发出声音。

“x” is made by the air squeezed out with the front of the tongue close to the hard palate.

11. 发 zh ch 时, 舌尖放在硬腭上阻住气流, 慢慢让气流从缝隙中挤出发出声音。

“zh” and “ch” are articulated with slow breath of air squeezed out from a narrow opening between the tongue-tip and the hard palate.

12. 发 sh r 时, 舌尖和硬腭靠紧, 气流从缝隙中挤出发出声音。

“sh” and “r” are pronounced by allowing the air to be squeezed out with the tongue-tip raising to the hard palate.

13. 发 z c 时, 舌尖放在上齿背上阻住气流, 慢慢让气流从缝隙中挤出发出声音。

“z” and “c” are pronounced when the slow movement of air is made through the narrow passage formed by the tongue-tip against the back of the upper teeth.

14. 发 s 时, 舌尖和上齿背靠近, 气流从缝隙中挤出发出声音。

“s” is pronounced by allowing the breath of air to squeeze out from the narrow passage with the tongue-tip raising to the back of the upper teeth.

**注意:** Points to be noted:

- (1) “zh ch sh” 和 “z c s” 发音的区别

The differences between the articulation of “zh”, “ch”, “sh” and that of “z”, “c”, “s”:

发 z c s 时, 舌尖是平的, 发 zh ch sh 时舌尖是卷起的。

“z”, “c” and “s” are pronounced with a flat tongue-tip whereas the articulation of “zh”, “ch” and “sh” is made by curling the tip of the tongue.

- (2) b/p d/t g/k z/c zh/ch j/q 的区别

The differences between “b” and “p”, “d” and “t”, “g” and “k”, “z” and “c”, “zh” and “ch”, “j” and “q”:

汉语的声母中有送气音和不送气音的区别。p、t、k、c、ch、q 是送气音, b、d、g、z、zh、j 是不送气音。发音时请在你的嘴前面放一张薄纸, 发送气音 p、t、k、c、ch、q 时, 纸动了, 你就发对了; 相反, 发不送气音 b、d、g、z、



zh、j时，纸不动，你就发对了。

The Chinese aspirated “p”, “t”, “k”, “c”, “ch” and “q” are different from the unaspirated “b”, “d”, “g”, “z”, “zh” and “j” in the tongue positions. Your correct pronunciation of the aspirated sounds of “p”, “t”, “k”, “c”, “ch” and “q” may be verified by the vibration of a piece of paper piece before your mouth in the utterance of them. On the other hand, no puffing is detected with such paper before the mouth when the unaspirated sounds of “b”, “d”, “g”, “z”, “zh” and “j” are pronounced.

(3) 汉语辅音没有清浊的对立，b、d、g 三个音的发音部位跟英语基本相同，但发音时声带不振动，注意不要发成英语的浊辅音。

There are no corresponding pairs of voiced and voiceless Chinese consonants. “b”, “d” and “g” are almost equal to their corresponding English sounds in terms of their articulated tongue positions, but the vocal cords do not vibrate when the Chinese consonants are pronounced. Be sure not to confuse them.

## 二、韵母 Finals

韵母有 35 个，见下表：

There are 35 Chinese finals given below:

—	i	u	ü
a	ia	ua	—
o	—	uo	—
e	ie	—	üe
ai	—	uai	—
ei	—	uei	—
ao	iao	—	—
ou	iou	—	—
an	ian	uan	üan
en	in	uen	ün
ang	iang	uang	—
eng	ing	ueng	—
ong	iong	—	—

## 三、声调 Tones

汉语的声调有区别意义的作用，汉语的基本声调有四个，分别为阴平、阳平、上升、去声，也叫做一声、二声、三声、四声，分别用“— ˊ ˋ ˋˋ”符号表示，标注在音节中的元音字母上面。如果在一个音节中同时有两个以上元音字母，声调就标注在主要元音上面。元音从主到次是按 a、o、e、i、u、ü 的顺序排列的。汉语的四个声调读起来有点像唱歌。以“a”为例，打电话时，当听