

DAJIA SHUO
HANYU

大家

说汉语

——初级汉语口语

(英文注释本)

苏瑞卿 编著



北京大学出版社
PEKING UNIVERSITY PRESS

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前 言

这是一本为短期班的零起点外国学生编写的汉语口语教材。本教材根据国家汉办制定的《高等学校外国留学生汉语教学大纲（短期强化）》编写，全书20课，涵盖了初学者所要掌握基本交际技能和初等语法知识，基本能满足学生希望在较短时间内最大限度地提高汉语交际能力，尤其是听说交际能力的需求。

本教材参考“任务型教学”理论，把全部初学者需要掌握的基本交际功能项目分成20课，每课围绕一到两个功能任务目标展开。每课开头是完成本交际任务要掌握的基本句子。第二部分是会话课文，通过典型的交际场景展示交际过程中的语篇性。第三部分是词语注释。练习紧跟在基本句或词语注释的后面。前12课侧重于交际基本句的应用练习，后8课则把本课所学的交际技能与语法知识结合起来，侧重于词语、句式的使用练习，目的是使学生在掌握交际技能的同时正确使用汉语语法知识。第四部分的综合练习是听、说、读的综合训练，学生听了或读了课文后根据课文内容回答问题，训练读和听能力。接着是从不同人物的角度根据回答问题的脉络简述课文内容，训练讲述能力。

本教材偏重说话能力的训练，因为学的目的全在于应用。看图说话是根据所学

在本教材中，编写者根据多年的教学经验，在语音部分，针对不同国家学生发音特点，用“注意”指出他们常犯的错误，告诉他们如何克服，语法部分也是如此。使用本教材的教师和学生都注意了这些容易出现的问题，就可以事半功倍。

本教材可供短期班学生学习100课时。如果您是放假一个月来中国学习兼旅游的学生，建议您选用本教材。您可以一周学习五天，周末休息、旅游，在实践中应用课上所学的知识。遇到与课文类似的场景，汉语句子就能轻松地说出口了。

Foreword

This textbook has been specially compiled for short-term students of Chinese on the “absolute beginner” level. It is based on an outline compiled by the office of Chinese language council international and is intended to augment the short-term Chinese courses for foreign students on a college level.

The textbook contains 20 lessons and covers all fundamental knowledge of basic communication tools and grammar which a beginning student of Chinese should grasp. It should be able to satisfy especially those students who expect to improve their communication skills in Chinese within a relatively short period of time, in particular emphasizing the listening comprehension and the oral expression.

The textbook is based on a “task outline” principle and as such is divided into 20 lessons each emphasizing a different functional objective in basic communication. Each lesson starts with a heading highlighting the specific teaching task of the unit and is followed by a number of sentences and phrases necessary to master the task given in the heading. The second part contains conversations with typical communication tools for a particular situation. The third part simply explains the vocabulary. Exercises usually follow the basic sentences or are included after the vocabulary explanations.

The first twelve lessons are focused on practicing the use of basic sentences useful in everyday communication. The remaining eight lessons try to combine the basic communication skills with Chinese grammar and stress the vocabulary use and sentence patterns. The goal is to not only help students grasp the basic ability in social intercourse but also acquire a practical knowledge of basic Chinese grammar. The fourth part contains combined exercises in listening, speaking and reading. First, after listening or reading, the students should answer questions about the content, practice their listening and reading

comprehension. Next, based on these answers and questions, they should retell the content of the lesson from different speakers' points of view.

This textbook emphasizes the oral expression skills since the primary purpose of learning is its practical application. Speaking according to a picture is a way to put to practice the functional knowledge already learned. "Fill in the blanks" exercises as well as answering the teacher's questions according to the actual circumstances plus "everybody speaks" exercise essentially allow students to apply whatever theory they have learned in every unit. If the students complete the exercise and grasp the basics, they should be absolutely capable of elementary social intercourse in Chinese. This way this textbook's objective would be also met.

The content takes the experience of two students coming to China to join a short-term class as a main thread and is organized according to their everyday needs paying special attention to the order of priority. At the same time, it also particularly highlights the colorful and vivid language of the youth. Every unit is followed by a brief note highlighting some important aspects of Chinese culture and as such will certainly prove very beneficial to all the students coming to China for the first time. Language and culture are closely connected. This part of the textbook will not only help students get used to life in China, but also it will certainly make it easier for them to more deeply understand Chinese culture and Chinese language.

The compiler of this textbook is a professor with a rich experience in teaching Chinese as a foreign language to students of different nationalities. The writer, based on her own teaching experience, particularly singles out and points to the common pronunciation mistakes students from various countries have a tendency to make, at the same time providing useful hints how to overcome these pronunciation difficulties. Similarly with the grammar part. Thus the students and teachers using this textbook will be able to solve the above-mentioned problems directly saving a lot of time and effort.

This textbook contains 20 lessons and can be divided in 100 class units. If you come to China for only a short period of time to travel, for example one month of summer

vacation, it is the most suitable textbook for you. You can study for five days every week, Monday through Friday, while during the weekend you may go traveling and test your newly acquired skills. And after you finish the coursework, you can still use these language skills in real life situations similar to those in the textbook. At that time the suitable phrases will just spontaneously come out of your mouth.

基本语音知识 Phonetics

一、声母/Initials

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

二、韵母/Finals

a o e i u ü er ai ei ao ou ia ie iao iou(iu) an en ang eng ong
ian in iang ing iong ua uo uai uei(ui) uan uen(un) uang ueng

三、声韵配合表/Initial-Final Combinations (见附表)

四、语音注释/Phonetics Notes

1. 声母和韵母：汉语的音节一般由两部分构成，音节开头的辅音叫声母，其余的部分叫韵母。

Initials and Finals: Chinese syllables are generally formed of two parts. The consonant at the head of a syllable is called the initial. The rest of the syllable is the final.

2. 声调：汉语有四个声调：第一声：ˊ，第二声：ˊˊ，第三声：ˇ，第四声：ˋ。声调有区别意义的作用，同一个音节，声调不同，意义就不同。如：

Tones: Chinese has four tones: ˊ, the 1st tone; ˊˊ, the 2nd tone; ˇ, the 3rd tone; ˋ, the 4th tone. Tones are capable of differentiating the meanings. Syllables with same initials and finals but in different tones usually have different meanings, e.g.

dā 搭 (match) dá 答 (answer) dǎ 打 (beat) dà 大 (big)

3. 声调的标注法：声调标注在主要元音上。以 a o e i u 的顺序，如果 i, u 同时存在，就标在后面的元音上。在 i 上标注声调时，要省去 i 上面的点。如：

Tone-indicator: Tone-indicators should be placed on the main vowels, following the order of "a o e i u". If there are both "i" and "u", tone-indicator should be placed on the latter one. The dot over the vowel "i" should be removed if a tone-indicator is carried, e.g.

ān ǎo bǐ dí pǐ pī jiā mǒu guō tuī nǚ liù
què

4. 轻声: 有些音节在一定条件下不带声调, 读得很轻很短, 这样的音节叫轻声。轻声不标调号。如:

The Neutral Tone: In some certain conditions, a number of syllables are toneless and are pronounced light and short. These syllables are called neutral tones. Neutral tones are written without tone-indicators, e.g.

你们: nǐmen 不客气: bú kèqi

5. 变调: 有一些音节在一定条件下, 声调发生变化, 叫变调。

Tone changes: The tones will be changed in some certain conditions. This is called tone change.

(1) 第三声的变调: the change of the 3rd tone:

第三声音节后面是第一声、第二声、第四声或轻声音节时, 读作半三声, 就是只读出第三声的前半部分, 后面上升部分不读出来。如:

A 3rd tone, when immediately followed by a 1st, 2nd, 4th tone or neutral tone, becomes a half 3rd tone, that is, the tone only falls but does not rise.

两个第三声音节连读时, 前一个第三声读成第二声。如:

A 3rd tone, when immediately followed by another 3rd tone, should be pronounced in the 2nd tone, e.g.

nǐ hǎo → ní hǎo

(2) “不”字和“一”字的变调:

“不”字在第四声字前, 读第二声; 在第一、二、三声字前, 读第四声。如:

The tone changes of “不”: “不” is pronounced in the 2nd tone when it is followed by a 4th tone; it is pronounced in the 4th tone when it is followed by a 1st, 2nd or 3rd tone.

“一”字除了单独念、数数和号码时读第一声外, 在第四声字前, 读第二声; 在第一、二、三声字前, 读第四声。如:

The tone changes of “一”: When read alone, or in counting or in numbers, “一” should be pronounced in the 1st tone. When followed by a 4th tone, “一” is pronounced in the 2nd tone. If followed by a 1st, 2nd or 3rd tone, “一” is pronounced in the 4th tone.

注意: 汉语的变调常常是受变调字后面的字的声调的影响。

Pay attention: Chinese tone changes are always affected by the tone immediately followed it.

6. (1) y 的用法: 在 i 开头的零声母的音节中, i, in, ing 前面加上 y, 写作 yi, yin, ying。ü, üe, üan, ün 前面加上 y, 去掉 ü 上面的两点, 写作 yu, yue, yuan, yun。其他有别的元音的音节, 把 i 改成 y: ia—ya, ie—ye, iao—yao, iou—you, ian—yan, iang—yang, iong—yong。

The usage of “y”: When a syllable begins with “i” and without an initial, there should be a “y” before “i” “in” “ing”, that is, “yi” “yin” “ying”. If the syllable begins with “i” and without an initial, there should be a “y” before “ü” “üe” “üan” “ün” and the two dots should be removed, that is, “yu” “yue” “yuan” “yun”. When such a syllabic final begun by “i” also contains other vowels, “i” should be replaced by “y” in writing, that is ia—ya, ie—ye, iao—yao, iou—you, ian—yan, iang—yang, iong—yong.

(2) w 的用法: 在 u 开头的零声母音节中, u 前面加上 w, 写作 wu。其他有别的元音的音节, 把 u 改成 w: ua—wa, uo—wo, uai—wai, uei—wei, uan—wan, uen—wen, uang—wang, ueng—weng。

The usage of “w”: When a syllable begins with “u” and without an initial, it is written as “wu”. When such a syllabic final begun by “u” also contains other vowels, “u” should be replaced by “w” in writing. That is, ua—wa, uo—wo, uai—wai, uei—wei, uan—wan, uen—wen, uang—wang, ueng—weng.

7. r 加在韵母后面表示儿化。如:

Adding “r” to the end of a syllable indicates the retroflex final, e.g.

huār (花儿/flower) wōr (窝儿/nest) diǎnr (点儿/dot)

hér (盒儿/box)

8. 隔音符号/Dividing mark.

a, o, e 开头的音节连接在其他音节后面的时候, 如果音节的界限发生混淆, 用隔音符号 (‘) 隔开。如:

When a syllable beginning with “a o e” follows another syllable, a dividing mark (‘) should be used to clarify the boundary between the two syllable, e.g.

xī’ān (西安) shēn’ào (深奥) wēi’é (巍峨) lián’ǒu (莲藕)

9. 其他/ Others:

(1) ü 行韵母和 j q x 相拼时, 上面的两点省略, 写成 ju, qu, xu, jun, qun, xun, jue, que, xue, juan, quan, xuan 等, 但和 n, l 相拼时, 仍写作 ü, 如 nü, lü。

The two dots over the letter finals ü are omitted when “ü” “üe” “üan” “ün” are spelled with “j” “q” “x”, written as “ju” “qu” “xu” “jun” “qun” “xun” “jue” “que” “xue” “juan” “quan” “xuan”, However, the two dots remain when these finals are spelled with “l” “n”, written as ü: “nü” “lü”.

(2) iou, uei, uen 前面有声母的时候, 写作 iu, ui, un, 如 qiu, tui, shun。

When “iou” “uei” “uen” follows initials, they are written as “iu” “ui” “un”, e.g. “qiu” “tui” “shun”.

(3) “子” “次” “四” “知” “吃” “师” “日” 七个音节的韵母用 i: zi, ci, si, zhi, chi, shi, ri。

The final of these seven syllables “子” “次” “四” “知” “吃” “师” “日” is i, written as: “zi” “ci” “si” “zhi” “chi” “shi” “ri”.

汉语词类简称表 Abbreviations

名词	(名)	noun
动词	(动)	verb
代词	(代)	pronoun
助动词	(助动)	optative verb
形容词	(形)	adjective
数词	(数)	numeral
量词	(量)	quantifier
副词	(副)	adverb
介词	(介)	preposition
连词	(连)	conjunction
助词	(助)	partical
动态助词		aspect partical
结构助词		structural partical
语气助词		modal partical
叹词	(叹)	interjection
拟声词	(拟声)	onomatopoeia
词头	(头)	prefix
词尾	(尾)	suffix

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大家说汉语

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第

1

课

你叫什么名字？

Lesson 1 What's your name?





语音

Phonetics

1. 熟读下面的声母 Read the initials: b p m f d t n l
2. 熟读下面的韵母 Read the finals: a o e i u er
3. 熟读下面的声调 Read the tones: ā á ǎ à ō ǒ ē ě ī ǐ ū ǔ
ér ěr

一、注释 Notes

1. b—p d—t

这是两对辅音。b, d 是不送气音, p, t 是送气音。汉语的送气音和不送气音区别意义。比如“八bā”——“趴pā”、“拔bá”——“爬pá”“把bǎ”——汉语没有“pǎ”、“爸bà”——“怕pà”、“搭dā”——“他tā”音义都不相同。日本学生要特别注意,发这两组音时,送气音要用力送气,手放在嘴前能感觉到气流的冲击,否则就发成了不送气音。

These are two pairs of initials. “b” “d” are unaspirated and “p” “t” are aspirated. The aspirated and unaspirated in Chinese are capable of differentiating the meanings, e.g. bā(eight)——pā(grovel)、bá(pull out)——pá(climb)、bǎ(measure word)——there is no pǎ in Chinese、bà(father)——pà(fear)、dā(build)——tā(he). Japanese students should pay attention: don't pronounce these two aspirated initials as unaspirated initials. When you pronounce aspirated ones, put a finger before the mouth to sense the air.

2. f

这是唇齿音。韩国学生要特别注意,要把上齿放在下唇上,不要用上下唇合一起。那样就把这个音发成双唇音了。

This is labio-dental. The upper teeth slightly bites the lower lip and the air is released at the same time. Korean students should pay attention: put the upper teeth on the lower lip. Don't pronounce this as a bilabial “p”.