



北大版海外汉语教材  
BEIDABAN HAIWAI HANYU JIAOCAI

EASY EXPRESS CHINESE

# EEC

中文快易通

刘美如

Meiru LIU

吕丽娜

Lina LU

田小玲

Xiaoling TIAN

编著



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图书在版编目(CIP)数据

EEC 中文快易通.1 / 刘美如, 吕丽娜, 田小玲编著. —北京: 北京大学出版社, 2009.1  
(北大版海外汉语教材)

ISBN 978-7-301-14781-8

I. E… II. ①刘… ②吕… ③田… 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 195475 号

书 名: EEC 中文快易通 1

著作责任者: 刘美如 吕丽娜 田小玲 编著

责任编辑: 刘 正 lozei@126.com

标准书号: ISBN 978-7-301-14781-8/H·2185

出版发行: 北京大学出版社

地 址: 北京市海淀区成府路 205 号 100871

网 址: <http://www.pup.cn>

电 话: 邮购部 62752015 发行部 62750672 编辑部 62753334 出版部 62754962

电子邮箱: [zpup@pup.pku.edu.cn](mailto:zpup@pup.pku.edu.cn)

印 刷 者: 北京大学印刷厂

经 销 者: 新华书店

889 毫米×1194 毫米 大 16 开本 10.5 印张 270 千字

2009 年 1 月第 1 版 2009 年 1 月第 1 次印刷

定 价: 42.00 元(含 MP3 盘一张)

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# PREFACE

## DESCRIPTION

In today's Chinese textbook market, there are numerous kinds of spoken and conversational Chinese textbooks, rather few, however, are designed specifically for the need of a large number of learners at community colleges and Confucius Institutes in the United States and other English speaking countries. *Easy Express Chinese* (EEC) is an easy, handy, fast and practical textbook designed for true beginners who take Chinese as a non-credit course in evening and weekend schools for adults. It can also be used for those who wish to acquire oral linguistic skills in daily Chinese communication, and those who need to learn Chinese for general business and travel purposes. No prior knowledge of Chinese is required for the learner.

## KEY FEATURES

- Short sentence structure
- Easy to follow main frame sentences
- Quick grasping and learning texts
- Useful and highly selective vocabulary
- Lively content in the main frames
- Game-like and situational exercises
- Effective learning and fast-obtaining speaking skills
- No nonsense texts and exercises—all materials are useful and practical
- Functional, communicative and task based in and outside classroom activities
- Learn in classroom and use in real world situations right away
- *Pinyin*, Chinese characters and English translation are provided throughout the book for the convenience of the learner
- Throughout the book, the teacher plays a role as a facilitator, participator, guide and organizer

## CONTENT OF THE TEXTBOOK

The purpose of the textbook is making Chinese learning easy, fast, effective and interesting. As such, the content is very different from Chinese textbooks designed for college students. *Easy Express Chinese* consists of 6 Units and 30 Lessons (see Contents in the attachment). Each lesson starts with Teaching Points that make it clear for the learner at a glance what they are





expected to grasp in the lesson. It is then followed with Functional and Communicative Frames which serve as the main frames of the lesson. Communicative Transformation and Build-ups break down into substitutions with additional useful phrases that help the learner apply the main frame sentences into the real world situations. These breakdown expressions are short, simple, easy to grasp and use with a strong practicality. In order to test how fast and how well the learner has grasped and mastered the main frames, the authors have designed Instant and Effective Practice, which consists of Short, Easy and Fast Dialogues; game-like brain exercise: read and match, then followed with communicative exchanges, blank filling, word-phrase-sentence-discourse-text formation exercises, oral interpretation exercises and communicative tasks. The authors endeavor to combine those functional exercises and task topics with a focus on improving the learner's communication skills in real world situations. Emphasis placed on these aspects and the content is such that the students are exposed to a broad range of topics that are functional, survival, useful, realistic and practical. The textbook's vocabulary, sentence structures, communicative exchanges and communicative activities as well as level of difficulty are all designed as suitable as possible for beginners.

## STRUCTURE OF THE TEXTBOOK

Unlike traditional Chinese textbooks for beginners in which the first several lessons are devoted to the learning of the Chinese phonetic alphabet, *Easy Express Chinese* concentrates on all aspects of Chinese phonetic knowledge, practice and exercises in the first lesson with a brief introduction of the standard Chinese language as well as the learning of Chinese pronunciation through *pinyin* Romanization. It is designed mainly for the benefit of beginners. Students learning Chinese as a foreign language have more difficulties in the pronunciation of vowels and consonants, in tones and intonation. Instead of spreading phonological exercises throughout the rest of the lessons, the authors concentrate a large number of phonological exercises in the first lesson in an attempt to provide the students with an overall picture of the standard Chinese phonetic system and thus help them get over the phonetic obstacles in the shortest possible time. Of course, the students still need to consolidate their phonological knowledge and practice throughout the rest of the lessons with abundant exercises that are aimed at improving the specific phonetic problems of students from different countries. Through strict learning, teaching and training practice, students can solve these phonological problems and lay a solid foundation for mastering standard Chinese *Putonghua*.

## MARKET AUDIENCE

This book is written for learners who take non-credit conversational Chinese at universities, community colleges, Confucius Institutes, evening and weekend Chinese language schools throughout the world. It is also a very useful, effective and handy book for people planning to study, to work, to do business or simply to travel in China.

# 前言

## 教材介绍

目前市场上的中文口语教材五花八门,种类繁多。但是专门为在美国及其他以英语为母语国家的社区学院及孔子学院众多选修中文课的学习者设计的中文教材却寥寥无几。据不完全统计,在美国就有一千多所社区学院。很多学生的大一大二课程都是在社区学院完成的。在美国的孔子学院目前已有五十多所,而且大都开设中文口语课程。因此编写一套适用于一大批学习者使用的口语会话教材迫在眉睫。《EEC 中文快易通》是一本专门为在社区学院、孔子学院和周末业余中文学校选学中文的零起点学习者编写的简易、快捷、实用性和应用性都极强的中文口语教材,注重培养学习者的中文口头交际能力,对到中国经商、出差及旅游的人也都适用。

## 教材的主要特点

- 句法结构短小精练
- 主体句型简练容易,朗朗上口
- 课文简单便于快速学习掌握
- 生词精挑细选,使用率最高也最实用
- 主体句段内容活泼,具有短平快的显著特点
- 练习采用游戏式和情景式
- 有效的学习方法让学习者快速掌握表达技能
- 教材所有语料都有实用价值而且能即学即用
- 课文提供拼音、汉字及英文翻译以方便学习者使用
- 教材中处处体现以学生为本为主,教师为辅为助的教学原则

## 教材内容

《EEC 中文快易通》的编写以快速、简易、通俗、有效、趣味为目的,最大限度地体现了书名的本意。其内容与为本科大学生编写的中文教材截然不同。第一、二册分:入门篇、个人篇、旅行篇、生活篇、购物篇、服务篇六个模块,共分三十课;内容包括衣、食、住、行、购、游、待人、接物、介绍、服务等天天用语。每课均以教学提示开始,让学习者从一开始就对他们即将要学的内容一目了然。接下来就是每课的主要模块,即功能交际句型及交际转换扩展练习。为了测试学习者学中文学得有多快,学得多好,以及学习进度的快慢,编者还设计了一套即时有效的练习模块:“立竿见影”模块的练习加入了短平快式交际会话;配对游戏;交际互动;想一想、填一填;组段成句;译一译等生动活泼及脑筋急转弯式练习以及在真实情景中的交际活动话题。这些情景练习片断都短小精练,编写得精益求精,易于在实际情景交际中使用。编者力求将功能型练习以及口语交际说话任务有效地结合起



来,以期达到提高学习者交际能力的目的。

#### 教材编写框架

传统基础中文教材都将大量的发音声调语音语调练习贯穿于各课的教学与练习中。《EEC 中文快易通》则突破了这一传统语言教材的编写模式,将所有关于标准中文的知识、中文发音的介绍及练习都放在第一课集中学习,强化掌握。这样使初学者对普通话的正确发音及语流声调从一开始就在对中文感性理论认识的基础上经过对发音声调语流的大量反复集中强化式的模仿训练上升到理性掌握灵活应用及准确的发音上,从而使他们对不正确不完美的发音从一开始就受到应有的重视,及时的纠正。大量有针对性的难点发音练习旨在帮助不同语言背景的学习者克服发音中的困难,让他们尽快在短时间内克服普通话发音和声调上的困难,为日后讲一口流利的普通话并能在各种场合自如运用所学语言进行交际打下坚实的语音基础。

#### 适用对象

本教材是为美国、加拿大、英国、澳大利亚、新西兰及其他以英语为母语国家的四年制大学、两年制社区学院、孔子学院以及晚间和周末中文学校的学习者编写的,也适用于计划到中国游学、工作、经商、出差或旅游的学习者使用。

## 编者简介

**Dr. Meiru Liu**, Chinese Language & Culture Professor and Director of Confucius Institute at Portland State University, has over 20 years of generic and business language teaching experience in both Chinese and American universities. She has founded business Chinese program at PSU and developed the curriculum and course design for all levels of generic and business Chinese in the Master of International Management Program and the Confucius Institute. Dr. Liu is the author of several books including a business Chinese and culture textbook. She is a frequent presenter at regional, national and international conferences and published numerous journal articles in her research areas.

刘美如博士, 现任波特兰州立大学中国语言文化教授及孔子学院院长, 具有二十多年在中国和美国大学教授普通和商务语言的丰富经验, 负责该校孔子学院中文课程和国际管理研究生院商务中文的课程设计、教材开发及教学管理工作。已出版的著作中包括商务汉语和文化教材, 并多次在国内外学术会议及学术刊物上宣读和发表多篇论文。

**Dr. Lina Lu**, Research Assistant Professor & Chinese Instructor at Portland Community College, earned a Master's of Communication Studies in 1992, and an Ed.D. in Higher Education from Portland State University in 1997. She has been teaching Chinese language and culture since 1986 at various levels and different universities in the U.S. and Canada. She currently serves as a chair of the Association for Chinese Teachers in Oregon, and a board member of the Confederation in Oregon for Language Teaching. Her research interests focus on teaching Chinese as a second language, intercultural communication, and comparisons of the Chinese and the U.S. education systems.

吕丽娜博士, 1992 年获美国波特兰州立大学文化交流研究硕士, 1997 年获该校教育博士。自 1986 年起, 在美国及加拿大多所大学讲授中文及中美文化比较课程。目前担任俄勒冈州中文教师学会主席, 俄勒冈州外语教师协会理事会理事。主要研究领域包括汉语作为第二语言教学、文化交流、中美教育比较。

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田小玲博士，太平洋大学中文助理教授。曾在中国执教二十年，2002 年获美国波特兰州立大学教育学院硕士学位，2008 年获教育管理艺术博士学位。自 2000 年起，一直在美国不同层次的学校及大学从事中文教学。目前在美国俄勒冈州太平洋大学主持中文及文化教学。研究兴趣在于如何使语言学习有趣、互动、以任务为中心。

# EEC中文快易通

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**The Abbreviations of Chinese Grammatical Terms**

UNIT ONE INTRODUCTION  
第一单元 入门篇

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a, o, e

1, 2, 3

## Lesson 1 Chinese Phonetics

### 第一课 汉语语音

#### 教学提示

##### Teaching Points

##### 1. 汉语语音介绍

Chinese phonetics

##### 2. 汉语语音表

Chinese combination of initials and finals

##### 3. 汉语语音练习

Chinese phonetic exercises

## STANDARD CHINESE AND CHINESE PHONETICS/HANYU PINYIN

Chinese phonetics is called *Hanyu Pinyin* in Chinese. It was approved in 1958 and adopted in 1979 by the Chinese government and superseded older Romanization systems such as Wade-Giles, Chinese Postal Map Romanization as well as *Zhuyin*, the method of Chinese phonetic instruction in China. *Hanyu Pinyin* was adopted in 1979 by the International Organization for Standardization (IOS), and has also been accepted by the government of Singapore, the Library of Congress of the U.S., the American Library Association as well as many other international institutions. It has also become a useful tool for entering Chinese language text into computers.

The primary purpose of *Hanyu Pinyin* in Chinese schools is to teach Standard *Putonghua* (common language) Chinese (SPC). For those Chinese who speak *Putonghua* at home, *Hanyu Pinyin* is used to help children associate characters with spoken words which they already know; however, for the many Chinese who do not use *Putonghua* at home, *Hanyu Pinyin* is used to teach them the standard pronunciation of words when they learn them in elementary schools.

What is *Hanyu Pinyin* then? It is the official system representing Standard *Putonghua* Chinese with the Roman alphabet. One needs to practice these sounds to begin with until one sounds like the native speaker. *Hanyu Pinyin* is also a way to represent Chinese characters and express the sounds in the Chinese language using the alphabet. There are other systems to express Standard *Putonghua* Chinese, but *Hanyu Pinyin* is the most accepted and widely



used. Once you learn *Hanyu Pinyin* you will know how to pronounce any word in Standard *Putonghua* Chinese using a Chinese dictionary. *Hanyu Pinyin* is also the most common way to input Chinese characters into a computer. Although *Hanyu Pinyin* and English both use the Roman alphabet, many letters are not expressed with the same sounds that English uses.

There are three parts in Chinese *Hanyu Pinyin*: the initial, the final, and the tone. The tone, initial, and final are described and represented as follows.

### Initials, Finals and Tones

*Hanyu Pinyin* Finals (same as English vowels) are pronounced similarly to vowels in Romance languages, and most Initials (same as English Consonants) are similar to English pronunciation. A pitfall for English-speaking novices is, however, the unusual pronunciation of x, q, j, c, zh, ch, sh and z (and sometimes -i) and the unvoiced pronunciation of d, b, and g.

Words expressed in *Hanyu Pinyin* use a set of 23 sounds (including w and y which are known as semi-vowels) representing the beginning of the word called initials. The initial is placed at the front of the syllable and usually consists of one letter, except for: zh, ch, sh.

Finals are made up of the letter(s) after an initial of a syllable, not including the tone mark. A final begins with a vowel, can be made of 1–4 letters and end with a vowel, n, ng, or r. There is a set of 38 sounds representing the end of the word. For example, the word for “person” expressed in *Hanyu Pinyin* is: rén. In this word, the letter “r” is the initial and “en” is the final. Words are often combined to form compound words. The word for “China” expressed in *Hanyu Pinyin* is: Zhōngguó, zhōng here means middle, guó here means country. The initial here is “zh” and “g”, and the final here is “ong” and “uo.”

The tone is represented by a tone mark placed on top of the major vowel in the syllable (rules will be described later in this chapter). There are exactly four tone marks: ¯, ´, ˇ and ˘. The two dots on ü (like a German umlaut) do not have to do with the tone, so if you see ū, ú, ŭ, or ù, the symbol above the dots represents the tone. Words in Standard *Putonghua* Chinese that have the same pronunciation can have different meanings depending on how the word is said with a specific tone, which describes how the pitch of the speaker’s voice changes as the word is said and how the tone marks are represented with numbers. For example:

—The first tone is a flat and high level tone, and is spelt with the number 1 after the words when typing to show the tone mark in some Chinese software programs such as Wenlin

and other Chinese *Pinyin* tone conversion programs:

ā ē ī ō ū ũ

—The second tone is a rising or high-rising tone and is spelt with the number 2 after the words when typing to show the tone mark:

á é í ó ú ǘ

—The third tone is a falling-rising or low tone and is spelt with the number 3 after the words when typing to show the tone mark:

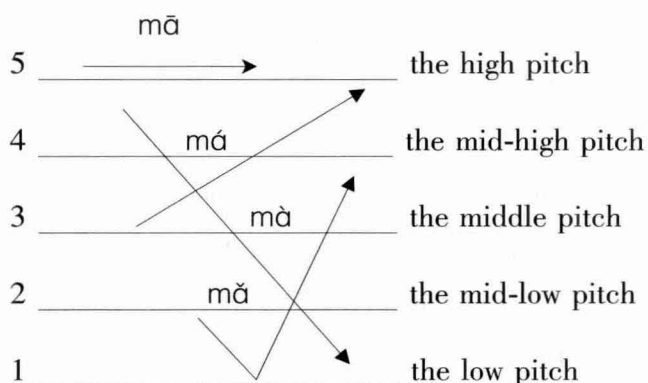
ǎ ě ĭ ǒ ǔ ǚ

—The fourth tone is a falling or high-falling tone and is spelt with the number 4 after the words when typing to show the tone mark:

à è ì ò ù ǜ

—The fifth or neutral tone is called neutral tone which is represented by a normal vowel without any tone mark:

a e i o u ü



The level 1<sup>st</sup> tone is a high-pitched level tone. It is pitched at 5 and kept at the same level for a while. The rising 2<sup>nd</sup> tone starts from the middle pitch and rises to the high pitch. It is pitched at about 3 and raised quickly. The low 3<sup>rd</sup> tone starts from the mid-low pitch and falls to the low pitch. It drops nearly to the bottom and then rises to the mid-high pitch, somewhere near 4. The falling 4<sup>th</sup> tone is a complete falling tone which falls from the high-pitch 5 right to the low-pitch bottom 1.

# 第一课 汉语语音

Tone	Tone mark	Number added to end of syllable in place of tone mark	Example using tone mark	Example using number
First	macron ( ¯ )	1	mā	ma1
Second	acute accent ( ´ )	2	má	ma2
Third	caron ( ˇ )	3	mǎ	ma3
Fourth	grave accent ( ` )	4	mà	ma4
Neutral or Fifth	No mark or dot before syllable ( · )	no number	ma	ma
		5	ma	ma5
		0	·ma	ma0

## Neutral Tones

Neutral tones are toneless in some Chinese syllables which are pronounced weakly and in a short fashion, just like unstressed syllables in English, e.g. “of” in one of my students. With a neutral tone, there is no tone mark over the vowel. Neutral tones are usually shown in the following words and phrases:

- 1) Grammar words such as le, de
- 2) The second syllable in some compound words, e.g. zhuōzi/桌子 (table), nǐmen/你们 (you)
- 3) A second syllable which is a repetition of the first one, e.g. māma/妈妈 (mother), bàba/爸爸 (father), gēge/哥哥 (elder brother), jiějie/姐姐 (elder sister)
- 4) The measure word ge when it is not emphasized, e.g. sān ge rén/三个人 (three people), wǔ ge Hànzì/五个汉字 (five Chinese characters).

In unstressed syllables the tone may be hardly noticeable. In such cases, no marking is put above any vowel. You may regard this as “tone zero”. The tone will usually end up more or less where the previous syllable ended.

## Tone Change

Tones may change depending on the adjacent tones and meaning groups in a connected speech:

- 1) When a 3<sup>rd</sup> tone is followed by another 3<sup>rd</sup> tone and they are in one meaning group, the first 3<sup>rd</sup> tone changes to the 2<sup>nd</sup> tone, e.g. Nǐ hǎo→Ní hǎo (How do you do/Hello/Hi).



2) When three 3<sup>rd</sup> tones follow one another and they are in one meaning group, the second 3<sup>rd</sup> tone changes to the 2<sup>nd</sup> tone, e.g. Wǒ hěn hǎo→Wǒ hén hǎo (I'm fine).

3) In some 3<sup>rd</sup>-3<sup>rd</sup> tone compound words, even after the second 3<sup>rd</sup> tone syllable has become neutral, the preceding 3<sup>rd</sup> tone still changes to the 2<sup>nd</sup> tone, e.g. xiǎojiě→xiáojie (Miss)

4) When a 3<sup>rd</sup> tone follows the 1<sup>st</sup>, 2<sup>nd</sup> and 4<sup>th</sup> tones, it changes slightly to a mild falling tone (see the above tone change chart).

5) When the 4<sup>th</sup> tone negation word *bù* is followed by another 4<sup>th</sup> tone, *bù* then changes to the 2<sup>nd</sup> tone, e.g. Wǒ búhuì shuō Zhōngwén (I cannot speak Chinese).

6) When the number word *yī* (one) is used in isolation or follows other syllables, it remains the first tone, e.g. *yī* (one), *shíyī* (eleven). However, when it precedes the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> tones, *yī* changes to the 4<sup>th</sup> tone, e.g. *yìxiē* (some), *yì diǎnr* (a little), *yì dī* (a drop of); when it precedes the 4<sup>th</sup> tone, *yī* changes to the 2<sup>nd</sup> tone, e.g. *yílù píng'ān* (Bon Voyage), *yíjiàn zhōngqíng* (Fall in love at the first sight).

In real communication, tones are often not given their full value. A smooth conversation can be conducted with the help of pronunciation of syllables, stress, context, facial expressions and other forms of body language. If one listens carefully and imitates, one can be able to pick them up eventually. In this textbook, all the vocabulary, dialogues, texts and exercises in *pinyin* Romanization are marked with tones. The neutral tones do not carry tone marks. If there are tone changes, the marked tones will reflect the changes. In unstressed syllables the tone may be hardly noticeable. In such cases, no marking is put above any vowel. You may regard this as “tone zero”, the neutral tone. The tone will usually end up more or less where the previous syllable ended.

### Rules for Placing the Tone Mark

The rules for determining on which vowel the tone mark appears are as follows:

1. If there is more than one vowel and the first vowel is *i*, *u*, or *ü*, then the tone mark appears on the second vowel.

2. In all other cases, the tone mark appears on the first vowel. (*y* and *w* are not considered vowels for these rules.)

The reasoning behind these rules is in the case of diphthongs and diphthongs, *i*, *u*, and *ü* (and their orthographic equivalents *y* and *w* when there is no initial consonant) are considered medial glides rather than part of the syllable nucleus in Chinese phonology. The rules ensure