

北大版对外汉语教材·短期培训系列

语音篇

Phonetics

黄政澄 主编

标准汉语教程

(第二版)

Standard Chinese Course

(Second Edition)



北京大学出版社
PEKING UNIVERSITY PRESS

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修订说明

这套系列汉语教材由具有多年教学和研究经验的对外汉语专家集体编写，集中了一定阶段对外汉语教学的研究成果和长期的汉语教学实践经验，自 1998 年出版以来，常销不衰，受到外国留学生和汉语教师的普遍欢迎。

随着国内外汉语教学事业的不断发展，各种不同类型的新教材大量涌现，但是真正适合不同的教学需求，遵循一定的教学法原则，编写严谨的优秀汉语教材并不是很多。继承和发扬老教材的优良传统，总结以往的经验 and 成果，并不断推陈出新，从而带动新教材编写质量的提高，是教材出版者的重要使命。

本次修订，我们根据广大使用者提出的宝贵意见，将原来的上册 4 册，下册 2 册根据内容和教学的阶段性重新编为语音篇、会话篇（I，II）和阅读篇（I，II），共 5 册。学习者既可以学习全套教材，也可以根据实际需要灵活选用。另外，本次修订，对一些不合时宜的内容进行了替换，加入了一些当前鲜活的语料；对原版教材中的一些错漏和不妥之处，也进行了精心校订。

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汉语与语言学编辑部

前言

随着科学技术的发展和国内外汉语教学的实际需要，基础汉语教程的编写不仅要能满足正规的课堂教学的需要，同时也要能满足自学和多媒体教学的需要。《标准汉语教程》正是在这种思想指导下所做的一次探索。

教材总是在一定的教学理论指导下编写的。在认真总结以往各种基础汉语教材编写经验和教学效果的基础上，我们采用结构-情景-功能相结合的方法编写《标准汉语教程》，目的在于使学习者既能较好地掌握汉语最基本的语言结构，又能运用所学到的汉语技能和知识进行相应的社会交际。

《标准汉语教程》语音篇为语音教学阶段，以教声母、韵母和声调为主，突出音节教学，不过多涉及语流教学，使学习者能打下坚实的语音基础。本册教材为进一步巩固音节教学，编写了一些基本、实用的生活用语作为日常会话内容。

《标准汉语教程》会话篇（I、II）为语法教学阶段，以语法项目为纲，每课选取两三个语法点，在真实的生活场景中，围绕适当的话题组织会话，每课两个场景，相对固定的人物贯穿始终。课文采用对话形式，语言真实、自然、实用。基本语法大致分为三个阶段：

1—10 课为多种简单的基本句式；

11—20 课为各种补语和动作的态；

21—30 课为各种常用的特殊句式。

每课由题解（介绍人物、场景）、课文（会话）、生词、重点句式（课文中能代表所讲授的语法点和具有重要交际功能的句子）、语法、注释（文化背景知识和难词难句解释）和练习七个部分组成。

《标准汉语教程》语音篇及会话篇的内容包括：全部声母、韵母和 300 多个常用音节；60 个左右重点语法项目和 70 个左右次重点语法项目；700 个左

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右常用汉字；1200 个左右甲乙级词语。

学完《标准汉语教程》语音篇及会话篇，学习者的汉语听说读写能力可以满足最基本的日常生活、简单社交和有限学习的需要。

《标准汉语教程》阅读篇（Ⅰ、Ⅱ）围绕汉语水平等级大纲中的乙级语法和乙级词汇进行编写。课文内容广泛，涉及家庭、婚姻、人口、健康、地理、历史、文化、科技等领域。固定人物贯穿始终。每课由课文、生词、注释、词语例解、语法、阅读、练习七个部分组成。全书语法项目 100 多个，生词 2200 个左右（其中阅读课文生词 700 个左右）。

学完《标准汉语教程》阅读篇（Ⅰ、Ⅱ），学习者将具有汉语水平等级标准二级的听、说、读、写能力，具有通过 HSK 中级的汉语能力。

在《标准汉语教程》编写的过程中，有关部门曾两次召开专家咨询评议会。与会专家既充分肯定了教材的新意和长处，又诚恳地提出了宝贵的修改意见。会后，编者根据专家们的意见进行了认真的修改。没有他们的宝贵意见就没有现在的教材。我们向他们表示衷心的感谢，同时我们也诚恳地期待着国内外专家学者对本教材提出宝贵意见。

编者

Preface

With the development of scientific technology and TCFL, the Chinese language textbook has to meet the needs of the students on self-study basis or multi-media teaching, except the traditional classroom teaching. The *Standard Chinese Course* is the one as it requires.

A textbook is mostly compiled based on a certain teaching theory. Learned from various previous TCFL textbooks, integration of structure, situation and function is the principle adopted in compiling the *Standard Chinese Course*. The target is to make the learners have a good command of Chinese language and communicate in Chinese for daily use.

The *Standard Chinese Course on Phonetics* is with emphasis on initials, finals and tones. Syllable teaching is stressed, sandhi teaching is ignored for the learners to lay a stable foundation of Chinese phonetics. Some basic expressions for daily use are compiled for the learners to consolidate what they have learnt.

The *Standard Chinese Course on Conversation (I, II)* is with emphasis on the grammar teaching. Two or three grammatical items are selected in each lesson and practiced in simulated environments related to the appropriate topics. The dramatis personae remain the same through all the conversations. The grammar items are categorized as follows:

Lesson 1 to 10 is the basic sentence patterns;

Lesson 11 to 20 is all kinds of complements and tenses;

Lesson 21 to 30 is the special sentence structures.

Each lesson consists of seven parts: the introduction (of the relevant characters or scenes), text (conversation), new words, key structures (parallel with

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the grammatical points and structures involved in the lesson), grammar, notes (for cultural background information, difficult words and structures), and exercises.

The *Standard Chinese Course on Phonetics and Conversation* included: the initials and finals and more than 300 commonly-used syllables, about 60 primary and 70 secondary grammatical items, 700 commonly-used Chinese characters and 1200 words and expressions.

Having finished the *Standard Chinese Course on Phonetics and Conversation*, learners are supposed to be able to conduct the basic communication in their daily life.

The *Standard Chinese Course on Reading (I, II)* has been compiled based on the second level of grammar and vocabulary of HSK syllabus. And the texts have a wide range of topics, such as family, marriage, population, health, geography, history, culture, science and technology, etc. And the dramatis personae remain the same through the entire textbook, which is composed of seven parts: texts, new words, notes, usage of words, grammar, reading and exercises. More than 100 grammatical items and 2200 new words (about 700 new words are from the reading texts) are included.

Having finished *Standard Chinese Course on Reading (I, II)*, learners are expected to reach the intermediate level of HSK in their listening, speaking, reading and writing.

In the course of compiling this book, two appraisal meetings were held, during which the experts had given us both favorable comments and suggestions. This is the improved version. We extend our heartfelt thanks to their comments and suggestions, and your further comments are always welcome.

The Compilers

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第一课 Lesson 1

这一课安排了一些关于问好、告别、客套、回答的日常用语；四个声母和三个单韵母，这几个音是世界上绝大多数语言里都有的。

In this lesson, we'll learn some useful expressions and sentences about greeting; four consonants known in Chinese as initials and three simple endings i.e. vowels or finals as known in Chinese are discussed. They are found in most of the world's languages.



日常用语 *Everyday Sentences*

基本用语 *Essential Phrases*

- | | | |
|----|-----------------------|-----------------|
| 01 | 您好!
Nín hǎo! | Hello! |
| 02 | 你们好!
Nǐmen hǎo! | How are you! |
| 03 | 早上好!
Zǎoshang hǎo! | Good morning! |
| 04 | 下午好!
Xiàwǔ hǎo! | Good afternoon! |
| 05 | 晚安!
Wǎn'ān! | Good night. |

- | | | |
|----|----------------------------|--|
| 06 | 再见!
Zàijiàn! | Goodbye. |
| 07 | 谢谢!
Xièxie! | Thanks. |
| 08 | 不客气!
Bú kèqì! | You are welcome! |
| 09 | 对不起!
Duìbuqǐ! | Sorry. |
| 10 | 没关系。
Méi guānxi. | It doesn't matter. / That's all right. |
| 11 | 请 原谅!
Qǐng yuánliàng! | Excuse me please! |
| 12 | 请 进!
Qǐng jìn! | Come in please! |
| 13 | 请 坐!
Qǐng zuò! | Sit down please! |
| 14 | 请 喝茶。
Qǐng hē chá. | Tea please! |
| 15 | 是的。 / 是。
Shì de. / Shì. | Yes. |
| 16 | 不是。
Bú shì. | No. |
| 17 | 当然。
Dāngrán. | Sure. |
| 18 | 没问题。
Méi wèntí. | No problem. |
| 19 | 不一定。
Bù yíding. | It just depends. |



声母 Initials

m [m]

鼻音。发音部位：双唇；发音方法：浊音。这是一个几乎所有语言都有的音。发音时，闭上双唇，气流从鼻腔通过，同时声带振动。

This is a nasal sound that can be found in nearly all languages. The position of its articulation is through the lips. The way of its articulation is to make it a voiced sound. It is produced by pressing the lips together, breathing through the nose and vibrating the vocal cords.

这个音与英语中 mother、money、mini 中的第一个辅音相同。

This sound is the same as the beginning consonant of the English words “mother”, “money”, and “mini”.

n [n]

鼻音。发音部位：舌尖中；发音方法：浊音。这也是一个几乎所有语言都有的音。发音时，双唇半开，舌尖抵住上齿龈，软腭下降，堵住口腔通道，气流从鼻腔通过，同时声带振动。

This is another nasal sound that can be found in nearly all languages. The position of its articulation is blade-alveolar; the manner of its articulation is to make it a voiced sound. With the lips half-open, it is produced by the tongue against the gum behind the upper front teeth. The soft palate drops and cuts off the oral space letting the breath out through the nose and vibrating the vocal cords at the same time.

这个音与英语中 name、note、news 等词的第一个辅音相同。

This sound is the same as the beginning consonant in the English words “name”, “note” and “news”.

f [f]

擦音。发音部位：唇齿；发音方法：清音。很多语言里有这个音。发音时，上门齿轻轻接触下唇，气流从上齿和下唇之间摩擦而出，声带不振动。

This is a fricative sound that can be found in many languages. The position of its articulation is labiodental; the manner of its articulation is to make it a voiceless sound. It is produced by upper teeth slightly touching the lower lip and letting the breath between them slides out. The vocal cords do not vibrate.

这个音与英语中 father、family、feel 等词的第一个辅音相同。

This sound is the same as the beginning consonant in the English words “father”, “family” and “feel”.

l [l]

边音。发音部位：舌尖中；发音方法：浊音。很多语言里都有这个音。发音时，舌尖的位置和 n 相同，双唇半开，舌尖抵住上齿龈，气流从舌头的两侧通过，同时声带振动。

This is a lateral sound that can be found in many languages. The position of its articulation is blade alveolar, like that of “n”; the manner of its articulation is to make it a voiced sound. It is produced by the tongue against the gum behind the upper front teeth and letting the breath out through the sides of the tongue and half open lips with vibrating vocal cords.

这个音与英语中 lily、lay、lie、law 等词的辅音相同。

This sound is the same as the beginning consonant in the English words “lily”, “lay”, “lie” and “law”.



韵母 Finals

a [A]

舌面央低元音，开口度最大，不圆唇。发音时，把嘴张开到最大程度，气流自然呼出，声带振动便可得到这个音。几乎所有的语言中都有这个音。

This is a tongue center low vowel made with a wide open mouth and unrounded lips. Its articulation requires mouth wide open as much as possible, the breath naturally coming out and the vocal cords vibrating. This sound can be found in nearly all languages.

这个音与英语中 far、large、hard 等词的元音相近。

This sound is close to the English vowel in “far”, “large” and “hard”.

i [i]

舌面前高元音，开口度最小，不圆唇。发音时，嘴唇微开，舌面前部紧张并抬到最高位置，靠近硬腭前部，气流从舌面通过，声带振动便可得到它。这也是一个几乎所有语言中都有的音。

This is a tongue front high vowel made with a narrowly open mouth and unrounded lips. Its articulation requires a slightly open mouth, the front of the tense tongue rising to the uppermost position which is close to the hard palate and the breath passing through the tongue surface with vibrating vocal cord. This is another common vowel used in nearly all languages.

这个音与英语中 east、lead、read 等词中的元音相同。

This sound is the same as the English vowel in “east”, “lead” and “read”.

u [u]

舌面后高元音，开口度最小，圆唇。发音时，嘴唇呈圆形，舌面后抬高，接近软腭，气流自然呼出，声带振动便可得到这个音。这也