

北大版对外汉语教材·短期培训系列

《速成汉语初级教程·综合课本》修订版

# 速成汉语 基础教程

Speed-up Chinese

郭志良 杨惠元 主编

· 综合课本 ·

An Integrated Textbook

1



北京大学出版社  
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# 修订版前言

《速成汉语基础教程·综合课本》是《速成汉语初级教程·综合课本》的修订版。在修订过程中，我们保持原教材的优势和特色：

1. 全书共出词语 3600 多个，基本涵盖了《汉语水平词汇与汉字等级大纲》中的甲乙两级词汇，另有一部分丙级词和超纲词，因此，使用本教程的学生通过 HSK 考试的等级较高。

2. 原教材筛选和安排了贴近学生生活、学了就能用的话题，这样的内容学生喜欢学，愿意学。课文语言自然流畅，风趣幽默，能够引起学生的学习兴趣，激发他们的学习积极性。

3. 原教材语法点的讲解基本采用归纳法，课文编写不受语法点的绝对控制，允许冒出新的语法点。多年的教学经验证明，对成年人的汉语教学，首先使他们对各种语言现象形成真切的感性认识，到一定阶段再进行归纳总结，帮助他们上升到理性认识，才符合第二语言教学的规律。

4. 原教材设计的练习大都紧紧围绕课文和当课的语法点，针对当课的重点和难点，能够很好地为教师备课、组织课堂教学、对学生进行语言技能和语言交际技能的训练服务。

原教材使用了十多年，我们也发现一些问题，如有的内容老化过时，有的练习显得臃肿，有的语法点解释过于烦琐等。这次修订，我们做的主要工作有：

1. 为学生使用方便，把原教材的四册拆分为八册。本教程是为短期班零起点的外国学生编写的基础汉语教材。原教材 80 课共四册，每册 20 课，课本厚，内容多，学生短期内学不完，所以不适合短期班学生选择

使用。修订后每册 10 课，便于教学单位根据学生实际水平灵活选用。学生能够在短期内学完一册课本，也会很有成就感和满足感。

2. 与时俱进，替换了部分课文。原教材中有些过时的内容都已撤换。另外增加了一些新鲜的词语，如“网吧”、“上网”、“手机”、“短信”、“数码相机”、“MP3”、“电子邮件”等等。

3. 压缩了部分练习。原教材的练习丰富有效，但是受教学时间的限制，课上不能全部完成，短期学生又不宜留过多的家庭作业，因此我们精简了练习项目，有些内容移到了与之配套的《速成汉语基础教程·听说课本》中。

4. 精简了语法点的注释。为贯彻“强化词语教学，淡化句法教学”的原则，考虑到短期学生不一定掌握系统的语法，我们把原教材中过于烦琐的语法注释删去，以便于教师讲解和学生记忆。

修订这套教材，我们总的指导思想是：以语音、词汇、语法、汉字等语言要素的教学为基础，通过课堂教学，帮助学生把语言要素转化为语言技能，进而转化为语言交际技能。为此，我们提出以下教学建议：

1. 由于语音是学生语言能力的门面，也是对外汉语教学的难点之一，我们保留了前 10 课，作为语音集中教学阶段，同时在各课中仍然进行分散的语音训练。希望教师根据学生的发音问题，有选择、有重点、自始至终地加强语音训练。

2. 第一册的重点虽然是语音训练，但教师在突出听说训练的同时，也要重视汉字的认读和书写练习，帮助学生打好汉字基础。

3. 自第二册到第八册，重点是词汇教学。每课生词表里的生词包括课文的生词和练习的生词。两部分生词同等重要。在教学中，希望教师带领学生完成课后的所有练习，并且重视词语的搭配和活用，帮助学生掌握好词语的音、形、义、用。

4. 语法讲解不追求系统性，力求简单明了，从结构入手，重视语义

和语用功能的说明。教师可通过图片、动作、影像等各种直观手段展示语法点，再进行机械练习，最后落实到活用上，使学生置身于语言交际的情境中，而不是语法术语和概念中。

5. 课文以话题为中心，为学生提供交际的模式。第一至第四册重点是有关学习、生活方面的交际，从第五册开始逐渐向社会交际过渡，增加介绍中国国情、中国人的观念习俗等文化方面的内容。教师要尽量引导学生以课文为模式，说他们自己想说的话，以此训练学生的思维能力，开发他们的语言潜能，提高交际能力。

6. 教师可采用任务教学法，给学生布置各种交际任务，多组织课堂活动，要求学生使用语言完成交际任务，在使用中学习语言，在交际中学习语言，强化他们学习语言的成就感，激发他们的学习积极性。

《速成汉语基础教程·综合课本》的主编为郭志良和杨惠元，在本教程的修订过程中，张志忠先生修改了部分插图，赵娅修改了部分语法注释的英文翻译，罗斌翻译了前言。

编者

## Preface for the Revised Version

*Speed-up Chinese: An Integrated Textbook* is the revised version of *Chinese Crash Course* with the following advantages and features reserved:

1. With a vocabulary over 3,600, the book covers the 1<sup>st</sup> degree and 2<sup>nd</sup> degree words required by *Syllabus of Chinese Words and Characters*. Words of the 3<sup>rd</sup> degree and higher are included as well. After learning this course, students are expected to pass the advanced level of HSK.

2. The materials we use are student-centered. The unrevised version provides students with materials from daily life, which can be put into practice immediately after the class. In this way, we believe students would be highly motivated in their language acquisition.

3. We apply inductive method to elaborate the grammar points. We have briefly dealt with the most frequently used grammatical rules and explained them in as non-technical a way as possible. New grammar points are not strictly confined to certain text since long-year teaching experience shows that for adult-learners, a general impression for the language will help them form a stronger foundation for their language learning.

4. The exercises are closely related to the text. The key grammar points are highlighted in the exercises. It is designed to assist teachers to organize in-class activities and consolidate the students' in-class acquisition.

The unrevised version has been in use for over ten years. Great changes have been taken place in the world and also in Chinese language. To make the textbook adapt to the changes, we revise the book. For this revision, our main focus is:

1. For the learners' convenience, we divide the original four volumes into eight. The revised version targets at short-term beginners. The unrevised version includes 80 lessons distributed in four volumes, with each having 20 lessons. While the revised version has 10 lessons for each volume, it can better

suit the needs of short-term beginners.

2. We keep our pace with the times and update the materials. New words, such as Internet café, surf online, cell-phone, text messages are added into the revised version.

3. We remove some of the exercises. The exercises in the unrevised version are affluent. In considering the short learning span, we cut some exercises to suit the short-term learners' needs. A portion of the exercises is transferred to the *Speed-up Chinese: Listening and Speaking*.

4. We simplify the notes and explanations for grammar points. For beginners, emphasis should be put on vocabulary rather than the sentence. We remove some lengthy and complex notes and simplify the explanation to meet the requirements of learners.

Our guideline for the revision is to integrate phonetics, vocabulary, grammar and characters into the textbook and by the designed in-class activities, learners are able to transfer what is in the text into daily use and hence they can improve their language skills. To achieve this goal, we propose the following suggestions for teachers:

1. Pronunciation is a key to language learners' learning and communication success outside the classroom. Accordingly, we reserve the first ten lessons with the focus on pronunciation drills. Pronunciation drills are also distributed in each lesson. We hope that teachers can pay continuous attention to students' pronunciation.

2. Though the first volume focuses on pronunciation drills, Chinese characters should also be involved in class. Teachers should help the students lay a good foundation of Chinese characters.

3. From the second volume to the eighth, the emphasis is on vocabulary. The vocabulary glossary in each lesson includes new words in the text and exercises. Teachers are expected to guide students to finish the exercise;



meanwhile, the collocation and variation of the words should also be emphasized.

4. Teachers are expected to deal with the most frequently used grammatical rules and explained them in as non-technical a way as possible. To achieve this, multi-media assistance, like pictures, body language and videos, can be used in class. In this way, students can be immersed in the language rather than lost in the grammatical jungle.

5. The texts are topic-centered and provide students with communication drills. Volume one to volume four is mainly about campus life. From volume five on, more social talks about Chinese culture, customs and ideas are involved. Teachers are expected to focus on the text and try to open students' mouths, improve their language ability and cultivate their language-learning potential.

6. Teachers can apply task-based approach in class and assign different communication tasks to students. More in-class activities are strongly suggested. Hence, students are able to learn the language through communication and could be motivated by using the language.

*Speed-up Chinese: An Integrated Textbook* is chiefly-edited by Guo Zhiliang and Yang Huiyuan. Mr. Zhang Zhizhong revised some of the pictures, Zhao Ya revised the English grammar notes and Luo Bin translated the English preface.

**Compilers**

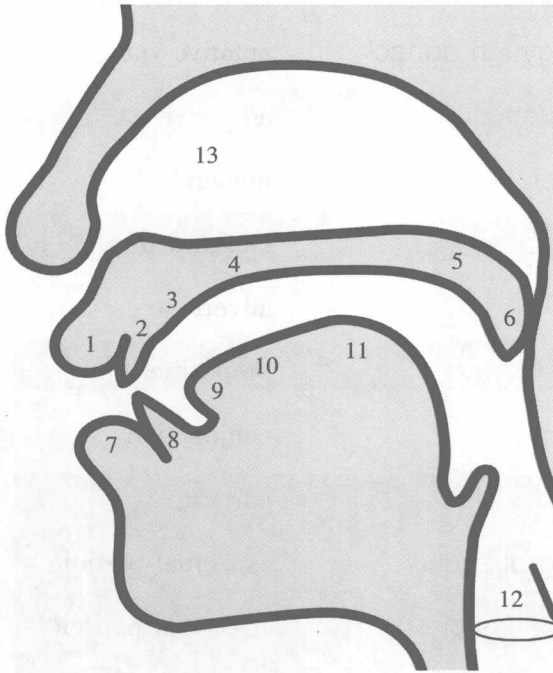
Cílèi jiǎnchēngbiǎo  
词类 简称表

Abbreviations

|        |      |                 |                     |        |
|--------|------|-----------------|---------------------|--------|
| ① (名)  | 名词   | míngcí          | noun                |        |
| ② (代)  | 代词   | dàicí           | pronoun             |        |
| ③ (动)  | 动词   | dòngcí          | verb                |        |
| ④ (能动) | 能愿动词 | néngyuàn dòngcí | optative verb       |        |
| ⑤ (形)  | 形容词  | xíngróngcí      | adjective           |        |
| ⑥ (数)  | 数词   | shùcí           | numeral             |        |
| ⑦ (量)  | 量词   | liàngcí         | measure word        |        |
| ⑧ (副)  | 副词   | fùcí            | adverb              |        |
| ⑨ (介)  | 介词   | jiècí           | preposition         |        |
| ⑩ (连)  | 连词   | liáncí          | conjunction         |        |
| ⑪ (助)  | 助词   | zhùcí           | particle            |        |
|        | 动态助词 | dòngtài zhùcí   | aspectual particle  |        |
|        | 结构助词 | jiégòu zhùcí    | structural particle |        |
|        | 语气助词 | yǔqì zhùcí      | modal particle      |        |
| ⑫ (叹)  | 叹词   | tàncí           | interjection        |        |
| ⑬ (象声) | 象声词  | xiàngshēngcí    | onomatopoeia        |        |
|        | (头)  | 词头              | cítóu               | prefix |
|        | (尾)  | 词尾              | cíwěi               | suffix |

Fāyīn qìguān  
发音 器官

Organs of speech



1. 上唇 Upper Lip
2. 上齿 Upper Teeth
3. 牙床 Teethridge
4. 硬腭 Hard Palate
5. 软腭 Soft Palate
6. 小舌 Uvula
7. 下唇 Under Lip
8. 下齿 Under Teeth
9. 舌尖 Tip of Tongue
10. 舌面 Blade of Tongue
11. 舌根 Back of Tongue
12. 声带 Vocal Cords
13. 鼻腔 Nasal Cavity

Hàn zì bǐ huà biǎo  
汉字 笔画表

Table of strokes of Chinese characters

| 简单笔画             |    |    |    | 复杂笔画 |       |    |
|------------------|----|----|----|------|-------|----|
|                  | 笔画 | 名称 | 例字 | 笔画   | 名称    | 例字 |
| 基本<br>笔画         | 丶  | 点  | 义  | フ    | 横撇    | 又  |
|                  | 一  | 横  | 三  | ㇇    | 横折    | 丑  |
|                  | 丨  | 竖  | 川  | ㇇    | 横折提   | 计  |
|                  | ノ  | 撇  | 彳  | ㇇    | 横折钩   | 丹  |
|                  | ㇇  | 捺  | 大  | ㇇    | 横折弯钩  | 凡  |
|                  | ㇇  | 提  | 江  | ㇇    | 横折折   | 凹  |
| 变<br>形<br>笔<br>画 | 丶  | 左点 | 办  | ㇇    | 横折折撇  | 及  |
|                  | 丶  | 长点 | 刈  | ㇇    | 横折折折  | 凸  |
|                  | ㇇  | 横钩 | 冗  | ㇇    | 横折折折钩 | 乃  |
|                  | 丨  | 竖钩 | 水  | ㇇    | 横撇弯钩  | 队  |
|                  | ㇇  | 弯钩 | 豕  | ㇇    | 竖提    | 氏  |
|                  | ㇇  | 平撇 | 禾  | ㇇    | 竖折    | 巨  |
|                  | ノ  | 竖撇 | 月  | ㇇    | 竖弯    | 西  |
|                  | ㇇  | 平捺 | 之  | ㇇    | 竖弯钩   | 己  |
|                  | ㇇  | 斜钩 | 式  | ㇇    | 竖折撇   | 专  |
|                  | ㇇  | 卧钩 | 心  | ㇇    | 竖折折   | 鼎  |
|                  |    |    | ㇇  | 竖折折钩 | 弓     |    |
|                  |    |    | ㇇  | 撇折   | 丝     |    |
|                  |    |    | ㇇  | 撇点   | 女     |    |

Hànzì bǐshùn guīzé  
汉字 笔顺 规则

Stroke orders of Chinese characters

| 例 字 | 笔 顺   | 规 则    |
|-----|-------|--------|
| 十   | 一 十   | 先横后竖   |
| 人   | ノ 人   | 先撇后捺   |
| 三   | 一 二 三 | 从上到下   |
| 什   | 亻 什   | 从左到右   |
| 月   | 冂 月   | 从外到内   |
| 国   | 冂 国 国 | 先里头后封口 |
| 小   | 亅 小 小 | 先中间后两边 |

1 Xiànzài shàng kè.

现在 上 课。

Now let's begin our class.

2 Jīntiān xuéxí dì \_\_\_\_\_ kè.

今天 学习 第 \_\_\_\_\_ 课。

Today we are going to learn Lesson \_\_\_\_\_.

3 Dǎkāi shū, fāndào dì \_\_\_\_\_ yè.

打开 书, 翻到 第 \_\_\_\_\_ 页。

Please open your book, and turn to Page \_\_\_\_\_.

4 Tīng wǒ fā yīn.

听 我 发音。

Please listen to my pronunciation.

5 Tīng wǒ niàn.

听 我 念。

Please listen to what I'm going to read.

6 Tīng wǒ shuō.

听 我 说。

Please listen to what I'm going to say.

7 Gēn wǒ shuō.

跟 我 说。

Read aloud after me, please.

8 Gēn wǒ xiě.

跟 我 写。

Write after me, please.

9 Zhùyì tīng.

注 意 听。

Listen carefully, please.

10 Zhùyì fāyīn.

注 意 发 音。

Pay attention to the pronunciation, please.

11 Zhùyì shēngdiào.

注 意 声 调。

Pay attention to the tone, please.

12 Zhùyì yǔdiào.

注 意 语 调。

Pay attention to the intonation, please.

13 Zhùyì bǐshùn.

注 意 笔 顺。

Pay attention to the stroke orders, please.

14 Qǐng kàn hēibǎn.

请 看 黑 板。

Please look at the blackboard.

15 Niàn shēngcí.

念 生词。

Please read the new words.

16 Niàn kèwén.

念 课文。

Please read the text.

17 Xiě Hànzì.

写 汉字。

Please write characters.

18 Tīng lùyīn.

听 录音。

Please listen to the recording.

19 Zài tīng yí biàn.

再 听 一 遍。

Listen again, please.

20 Zài niàn yí biàn.

再 念 一 遍。

Read again, please.

21 Zài shuō yí biàn.

再 说 一 遍。

Say again, please.

22 Zài xiě yí biàn.

再 写 一 遍。

Write again, please.



23 Xiànzài tīngxiě.

现在 听写。

Now, let's have a dictation.

24 Xiān tīng wǒ niàn, ránhòu zài xiě.

先 听 我 念， 然 后 再 写。

Listen to me first, then write it down.

25 Qǐng jiāo běnzi.

请 交 本 子。

Please hand in your exercise book.

26 Shuí yǒu wèntí, kěyǐ wèn wǒ.

谁 有 问 题， 可 以 问 我。

If you have any questions, please ask me.

27 Shuí bù dǒng, qǐng jǔ shǒu.

谁 不 懂， 请 举 手。

If anyone of you doesn't understand, please raise your hand.

28 Xiànzài liú zuòyè.

现在 留 作 业。

Today's homework is \_\_\_\_\_.

29 Fùxí jiù kè.

复 习 旧 课。

Review the lessons we learned.

30 Yùxí shēngcí.

预 习 生 词。

Prepare the new words of next lesson.