

第一册

A NEW
CHINESE
COURSE

1

新编汉语教程

黄政澄 ■ 主编



北京语言大学出版社
BEIJING LANGUAGE AND CULTURE
UNIVERSITY PRESS

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前言

《新编汉语教程》是一套专为海外学生编写的供基础阶段教学使用的汉语教材。本教程共四册，另有四本练习册与之配套。每一册供一学期（60~100课时）使用。全套教材包括3000个常用词，300多个语法点，1500个常用汉字。

几十年来，海内外编写出版的基础汉语教材已有不少，它们各具特色，各有所长，各自发挥了应有的效用。但是，社会在前进，语言教学理论、语言教学方法在发展，我们深切感到应尽快编写既能借鉴以往的同类教材的成功经验，又能汲取语言教学理论、教学方法研究最新成果的新一代教材，以满足当今海内外汉语教学的需要。

《新编汉语教程》正是在这种思想指导下作出的一种新的探索。

《新编汉语教程》在编写过程中曾三次召开专家咨询鉴定会，北京语言大学、北京大学、北京师范大学、中国人民大学等的许多专家、教授对教材提出了不少宝贵意见，对他们的大力支持 and 帮助，我们表示衷心的感谢。我们真诚希望使用本教材的国内外同行提出意见。

本书编写首先由主编提出方案，编者具体分工如下：

课文、生词：黄政澄

功能：李泉

注释：赵燕琬

语音、汉字练习：马燕华

编者在集体讨论和吸收专家意见的基础上完成初稿，最后由主编增删统稿。

《新编汉语教程》一、二册各部分说明如下：

第一册1~10课为语音和汉字入门阶段。单纯的音素教学枯燥乏味，难于引起学生的兴趣。但是，教学伊始就让学生在语句中学语音，处理不好，语音就要“夹生”。为避免上述两种倾向，在入门阶段，我们既突出了音素、音节、声调教学，又让学生学到了一些可用于日常交际的简短词句。汉字是外国学生学习汉语的难点。我们从笔画、笔顺入手，按汉字结构规律进行编排。前10课共出现独体字50多个（一、二、三、四、五、六、七、八、九、十往后不再列为生词），掌握这些，对学生以后学习汉字将大有裨益。

从第一册第11课至第二册第20课，由固定人物贯穿始终，以个人→家庭→学校→朋友→社会五个话题为明线进行八次循环，把“结构—功能—文化”结合起来，突出学生交际能力的培养和训练。课文全部采用对话体编写，全部场景均在海外。课文内容贴近海外学生实际生活，语言真实，学生每学一课都“有话可说”。

课文中涉及到的一些海外具体地名,均以“××”代替,使用者可根据各地情况自行补充。

第一册第11课至第30课,课文对话有汉语拼音对照,第二册只在汉字上头标调号,轻声用“。”,生词标原调,课文标实际读音。

生词:每课从20来个逐步增至40个。一、二册共出现生词1300多个,80%属于汉语水平等级大纲甲级词。书后附有词汇总表。

功能:社会交际是语言的最本质功能。为更好地培养学生的交际能力,本书突出交际功能的训练。根据初学者的交际需要和课文提供的内容,参考国内外功能研究的成果,从实际出发,一、二册共出功能项目131个,功能点249个。每课均有4~8个功能项目作为交际训练的重点。功能项目及其分类附在书后。

注释:主要包括两部分,一为语法,一为难理解的词句和必要的文化背景知识。本书出现的语法绝大部分为汉语水平等级大纲中的甲级语法项目。安排上先易后难,解释简明扼要,不求全面系统,重要句式尽量配以图示。课文中凡需要注释的地方均用阿拉伯数字顺序标示。全书安排四次语法小结,帮助学生归纳掌握学过的主要语法点。书后附有语法索引。

练习:本教材练习单独成册,内容包括为巩固本课和前面学过的语法点、功能项目、课文内容所设计的多项练习和汉字书写两部分。机械性练习、控制性练习和交际性练习占的比例多一些。为使学生能与HSK接轨,随着学生汉语水平的提高,多项选择题逐步进入练习中。部分练习答案附在后面。

为适应部分海外学生需要,汉字书写练习中,凡第一次出现的简化字均附有相应的繁体字,便于对照。

本书英文翻译:沈素琴 王素云 审校:熊文华

英国朋友 Mr. Angus Leighton Hall 和澳大利亚朋友 Mr. Glenn Mark Dias 对全书英文翻译也进行了校阅,对此,我们表示衷心的感谢。

编者

INTRODUCTION

A *New Chinese Course* has been prepared for use by students as an elementary Chinese course book. It consists of four volumes of textbooks and workbooks, with 3,000 basic words, over 300 grammar items and 1,500 basic Chinese characters. Each volume is designed for 60-100 class-hours in an academic year.

Since the 1970s, a good number of Chinese textbooks have been devised and published at home and abroad. Each of them has features and merits of its own, and has been used in both teaching and learning. However, as language teaching theories and methods develop, we find it necessary to compile a new textbook on the basis of the success of similar textbooks published and the new accomplishments in the field of language teaching and research, so as to meet the demand for Chinese teaching in the world. A *New Chinese Course* is a product of such experimental efforts.

Grateful acknowledgments are due to the specialists and professors at the Beijing Language and Culture University, Beijing University, Beijing Normal University and People's University of China who met three times in the course of the preparation of this book and offered valuable advice and generous assistance. Any suggestions and criticisms from users of this book are earnestly welcome.

This course has been prepared on the scheme put forward by the chief editor, with Mr. Huang Zhengcheng (黄政澄) responsible for texts and new words, Mr. Li Quan (李泉) for function items, Ms. Zhao Yanwan (赵燕琬) for notes and Ms. Ma Yanhua (马燕华) for phonetics, characters and exercises.

The course was finally completed under the chief editor's overall planning and arrangements.

Volumes I & II have been arranged as follows:

Lesson 1 to Lesson 10 in Volume I deal with Chinese phonetics and characters. Generally, the teaching of individual sounds can be very dull and tedious and students may not find much interest in them. To learn Chinese phonetics through sentences at the very beginning can also, if improperly done, result in the incomplete mastery of the sounds and tones. In order to avoid these tendencies, priority has been given to the teaching of phonemes, syllables and tones at this elementary stage while short and simple commonly used phrases and sentences are provided.

Writing characters is another hard nut for foreign students to crack. In this book, the writing of Chinese characters is taught in strokes and stroke order, according to the rules of structures of the Chinese characters. In the first ten lessons, 50 mono-formative characters are given (thus, “一”, “二”, “三”, “四”, “五”, “六”, “七”, “八”, “九”, and “十” will not appear as new words in later texts). Undoubtedly, learners will find it useful to learn them.

From Lesson 11 in Volume I to Lesson 20 in Volume II, all the texts are written in the form of dialogues set in foreign countries. They have fixed characters and centre on five topics: individuals→families→institutes→friends→society, recurring eight times throughout the first two volumes, joining up structure, topics, function and culture. All the texts are prepared on practical language, close to the life of overseas learners, always enabling them to find something to talk about and discuss after each lesson.

The place names written as “××” are supposed to be substituted with the local names known to the users.

Texts from Lesson 11 to Lesson 30 in Volume I are provided with Chinese phonetics. In Volume II the texts are merely provided with tone marks. The light tone is shown with “.”, but new words are indicated with their original tone marks.

New words: The number of new words in each lesson increases from 20 to 40 as the lessons move on. Over 1,300 words are included in the first two volumes, 80% of which are regarded as A Level words according to *Guidelines for Chinese Words and Characters*. A glossary is appended to the book.

Function: Social communication is the very fundamental function of a language. This course gives priority to the training of students' communicative skills. Each lesson has 4-8 function items, and there are altogether 131 function items and 249 function points in Volume I & II. They have been specially designed on the basis of the texts, the realistic demand of the learners as well as the accomplishments in function research theories at home and abroad. There is a summary and classification of function items attached to the end of the book.

Notes: They mainly deal with two things. One is the grammar, the other is difficult sentences, expressions and necessary background information concerning culture. The grammar items covered in this book are mostly concluded in Standards for Chinese Proficiency and Grammar as A Level items. They are arranged in accordance with their degree of difficulty and are intended only to provide short and simple explanations, not all round or systematic ones. Notes in each text are all enumerated by Arabic numerals. Important sentence patterns are generally shown with diagrams. There are also four brief summaries of grammar in the book to help students grasp those grammar points they have dealt with. A grammar index is included in the book.

Exercise: Workbooks have been separately prepared for the learners. They contain two parts. One includes various types of exercises designed to consolidate the grammar, function items

and texts covered. The other is character writing. A certain amount of space has been allotted to drills, manipulation exercises and conversation practice. Multiple choices are adopted for the purpose of familiarizing students with HSK tests as their Chinese improves. A key to some of the exercises is appended to the exercise book.

In order to satisfy the need of some students, simplified Chinese characters are all accompanied by their original complex forms when they appear for the first time in the workbook.

This book is translated into English by Ms. Shen Suqin (沈素琴) and Ms. Wang Suyun (王素云) and revised by Mr. Xiong Wenhua (熊文华). Our British friend Mr. Angus Leighton Hall and Australian friend Mr. Glenn Mark Dias also helped revising the English language.

词类简称表

Abbreviations

(名)	名词	míngcí	noun
(代)	代词	dàicí	pronoun
(动)	动词	dòngcí	verb
(助动)	助动词	zhùdòngcí	auxiliary verb
(形)	形容词	xíngróngcí	adjective
(数)	数词	shùcí	numeral
(量)	量词	liàngcí	measure word
(副)	副词	fùcí	adverb
(介)	介词	jiècí	preposition
(连)	连词	liáncí	conjunction
(助)	助词	zhùcí	particle
(叹)	叹词	tàncí	interjection
(象声)	象声词	xiàngshēngcí	onomatopoeia
(头)	词头	cítóu	prefix
(尾)	词尾	cíwěi	suffix

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第一课

Lesson 1

一 语音 Phonetics

1. 声母 Initials:

b [p] p [pʰ] m [m] f [f]

2. 韵母 Finals:

a [a] o [o] e [ɤ] i [i] u [u]

3. 发音要领 Notes on pronunciation:

b [p] 双唇，不送气，清塞音。双唇闭合，较弱的气流冲开双唇的阻碍，爆发成声，声带不颤动。

b [p] is an unaspirated voiceless bilabial plosive pronounced by keeping the lips closed to block the air which then forces out of the blockage with a plosion. The vocal cords do not vibrate.

p [pʰ] 双唇，送气，清塞音。发音情况和 b [p] 相同，只是冲开双唇的气流较强。

p [pʰ] is an aspirated voiceless bilabial plosive. It is pronounced at the same position as b [p] except that a stronger puff of air is released.

下面是 b, p 的发音示意图。

See the following figures for the articulation of b and p.

b, p



(1) 准备
initial position



(2) 蓄气
formation of air pressure



(3) 发音: { 不送气 b
送气 p
articulation: { unaspirated b
aspirated p

m [m] 双唇, 鼻音。双唇闭合, 气流振动声带从鼻腔通过。

m [m] is a voiced bilabial nasal pronounced by keeping the lips closed so that air passes the nasal cavity. The vocal cords vibrate.

f [f] 唇齿, 清擦音。下唇接近上齿, 形成窄缝, 气流从唇齿间的窄缝挤出, 摩擦成声。声带不颤动。

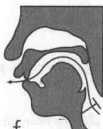
f [f] is a voiceless labio-dental fricative pronounced by drawing the lower lip near the upper teeth and leaving a narrow passage to let the air squeeze out with a fricative sound. The vocal cords do not vibrate.

下面是 m, f 的发音示意图。

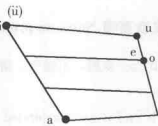
See the following figures for the articulation of m and f.



m



f



a [a] 前, 低, 不圆唇。

a front, open, unrounded vowel.

o [o] 后, 半高, 圆唇。

a back, semi-close, rounded vowel.

e [e] 后, 半高, 不圆唇。

a back, semi-close, unrounded vowel.

i [i] 前, 高, 不圆唇。

a front, close, unrounded vowel.

u [u] 后，高，圆唇。

a back, close, rounded vowel.

4. 音节与声调 Syllables and tones:

(1) 音节是语音的基本结构单位，也是听觉上最容易分辨的音段。一般来说，一个汉字代表汉语一个音节。

A syllable is the basic structural unit of sounds as well as an aurally identifiable segment of speech. Generally speaking, each syllable is represented by a character in Chinese.

汉语音节一般由声母、韵母和声调组成。音节开头的辅音是声母，声母后面的部分是韵母。韵母又分单韵母、复韵母。音节可以没有声母。音节内部的音高变化是声调。

A Chinese syllable is often composed of an initial, a final, and the tone. The consonant that begins a syllable is called an initial and the sound that follows the initial is called a final. Finals are further divided into simple finals and compound finals. A syllable may be composed of a final with or without an initial. The pitch variation in a syllable is indicated by tones.

音节 = 声母 + 韵母 + 声调
syllable initial final tone

请看下面的音节结构：

Components of a syllable



(2) 声调是指一个音节内部的音高变化。汉语是有声调的语言，一般说来，一个汉字就是

一个音节，因此声调又叫字调。声调在汉语中有区别意义的作用。如 mā (妈 mother)、má (麻 hemp)、mǎ (马 horse)、mà (骂 to curse)。

注：课文中括号里汉字后的英文是该字的译文，如：(妈 mother)

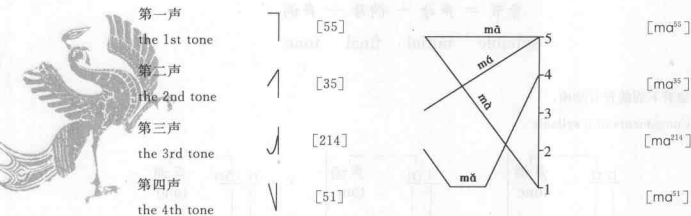
The tone refers to the pitch variation within a syllable. Chinese is a tonal language. In general, each character stands for a syllable. Hence the tone of a syllable is also known as the tone of a character. Tones in Chinese have the function of signaling meaning, e. g. mā (妈 mother), má (麻 hemp), mǎ (马 horse), mà (骂 to curse).

汉语有四个声调：阴平、阳平、上声、去声，也叫第一声、第二声、第三声、第四声。声调标注在音节的主要元音上，写作 - / \ 。

There are four tones in Chinese: the high-and-level tone, the rising tone, the falling-and-rising tone, and the falling tone. They are also known as the first tone, the second tone, the third tone, and the fourth tone respectively. Tones are indicated by the tone-marks: - / \ , which are placed over the main vowel of a syllable.

我们用五度标记法来描写声调的高低升降变化。记作：

We will use the following graph to illustrate the pitch contour of the four tones:



5. 重点音节 Read out the syllables:

bā (八 eight)	mā (妈 mother)
bà (爸 father)	mǎ (马 horse)
bǐ (笔 pen)	mǐ (米 rice)
bù (不 not)	mù (木 wood)
fā (发 to hand out)	fù (父 father)

6. 唱读四声 Read out the following syllables in four tones: 🎧

- | | |
|-----------------|-----------------|
| (1) bā bā bā bà | (5) mā má mǎ mà |
| (2) bī bī bī bì | (6) fā fá fǎ fà |
| (3) pā pá pǎ pà | (7) mō mó mǒ mò |
| (4) pō pó pǒ pò | (8) fū fú fǔ fù |

7. 辨音辨调 Sound and tone discrimination: 🎧

- | | | |
|-----------|-----------|-----------|
| (1) bā—pā | (2) má—mà | (3) bū—bō |
| bà—pà | fú—fù | mō—mā |
| bǐ—pǐ | fā—fà | pò—pù |
| bō—pō | bā—bà | |

8. 练习音节 Syllable drills: 🎧

- | | | |
|--------|--------|------------|
| bá (拔) | pó (婆) | bōfā (播发) |
| bǎ (把) | fà (发) | bù pá (不爬) |
| bó (脖) | fǎ (法) | pá pō (爬坡) |
| bí (鼻) | mō (摸) | fùmǔ (父母) |
| pá (爬) | mǔ (母) | mùmǎ (木马) |



二 汉字 Characters

1. 汉字的笔画 (1) Strokes (1):

汉字是记录汉语的文字，是世界上最古老的文字之一，有五千多年的历史。

汉字是用一定体系的象征性符号表示词或语素的意义。因此，学习汉字必须掌握构成汉字的一系列象征性符号和基本结构规则。它包括汉字的笔画、笔顺，汉字的偏旁、部首，汉字的基本结构方式。

书写汉字时，从开始下笔到把笔提起来，叫做“一笔”或“一画”。汉字的笔画是指构成汉字字形的各种形状的点和线。

Chinese character is one of the world's oldest written languages with a history of more than five thousand years.

Chinese characters employ a system of pictographs to indicate the meaning of words and morphemes. In learning the characters, therefore, it is essential to learn the pictographs and the

rules by which the pictographs are combined to build up characters. These include strokes, stroke orders, components, radicals, and the basic structure of the characters.

In writing the characters, a single movement of the pen (from the point it touches the paper to the place where it is lifted) is called a stroke. Strokes are essentially various dots and lines that constitute the characters.

汉字的基本笔画有八种：

The basic strokes of characters fall into eight categories, namely:



(1) 点 the dot



(2) 横 the horizontal stroke



(3) 竖 the vertical stroke



(4) 撇 the down stroke to the left



(5) 捺 the down stroke to the right



(6) 提 the upward stroke to the right



(7) 钩 the hook



(8) 折 the turn



汉字是形、音、义三位一体的。学习汉字必须逐个记住汉字的写法、读音和所表示的意义。

A Chinese character is a trinity of sound, form and meaning. It is important that students learn the writing, the pronunciation and the meaning of each character.