

北大版新一代对外汉语教材·口语教程系列

初级汉语口语

※课文与练习※
(Text and Exercise)

【第二版】



Elementary Spoken Chinese

戴桂芙 刘立新 李海燕 编著
by Dai Guifu Liu Lixin Li Haiyan

(Second Edition)

HANYU
KOUYU



北京大学出版社
PEKING UNIVERSITY PRESS

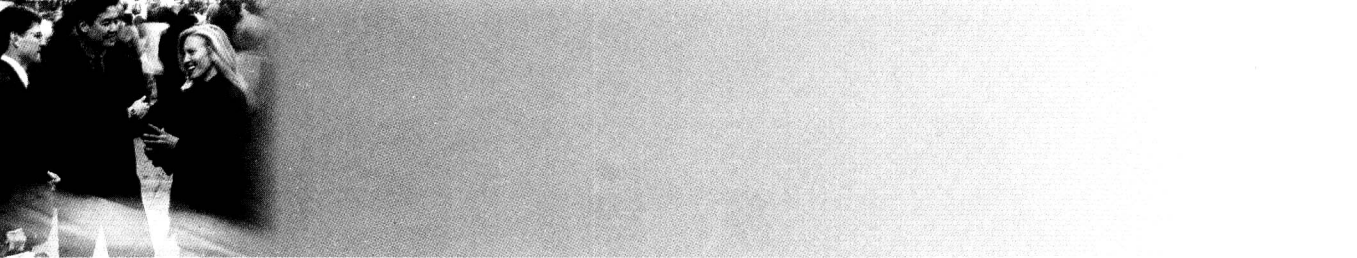
前言



本教材是我们自 1996 年初开始编写的口语系列教材初级阶段的课本,教学对象是零起点的学生,分上下两册,每册 30 课,可供每周 8~10 学时、每学期 18~20 周的课堂教学使用一个学年。教材内容选取留学生关心和感兴趣的话题。语言遵守规范化原则,词汇数量上册一般每课 20~30 个,下册一般每课 30~40 个,两册共计 2000 个左右。选词范围以《汉语水平词汇和汉字等级大纲》为依据,主要选其中的甲级词汇,大纲中规定的 1033 个甲级词,有 90% 被选用。另外有一些词语,既反映当代中国社会的现实,又与留学生日常的生活学习密切相关,虽然超出甲级词汇或大纲范围,我们仍然选入。

遵循语言学习规律,服从初级口语教学法原则,参照教学实践的有效经验,我们采用以下两个编写原则:第一,变传统的以词语为本位、从语义到语用,为以句子为本位、从语用到语义。第二,在教学生学习初级口语常用句式、简单对话的同时,就开始进行成段表达的训练,目的是从一开始就为培养学生用汉语进行思维打下基础,并为他们尽快掌握符合汉语表达习惯的自然、得体的口语创造条件。

为贯彻以上两条原则,没有专门设计语音教学阶段,从第一课就开始直接学习说话,在语流当中学习并纠正发音的问题;语音、语调自始至终都是教学的重点之一,在练习中,我们注意设计了有关项目;每课的课文部分,由会话和简短的叙述性语段组成。语段是根据会话的内容和常用句式编写的。每课都有一个小标题。这个标题不一定是全课话题内容的总括,只是从会话中选取的一个具有代表性的句式。为了将学生的注意力集中在学习句子上,每课出现的新词语作为附录置于书后。考虑到学生理解和自学的方便,上册会话和语段同时编排汉字和拼音;下册会话和语段同时编排汉字和声调,第 1、2、3、4 声分别用“ˊ ˋ ˊ ˋ”标示,轻声不标调号(因句中语气需要或插入其他成分,语音上有轻重变化的词语,标不标调号,视情况灵活掌握),除了“一”“不”以外,一般不标变调。上下两册的会话和语段的英语译文,作为附录编于书后。注释是对课文中的语言点和文化点的说明。每课有大量练习,形式生动多样,图文并用,具有交际价值。“你知道吗”是配合课文并结合学生的兴趣和需要编写的口语常识或文化知识,可作为教学的参考和补充,也可作为课外学习材料。



本教材在编写过程中，听取了北京大学对外汉语教学中心一些老师和北京大学出版社沈浦娜、郭力两位编辑的很好的意见和建议；北京大学教授邓懿先生欣然作序；蔡庆年老师应邀为上册的词语、课文、注释和“你知道吗”做了英文释义，马瑙甘女士审阅了上册的英文释义；美国夏威夷大学博士王龙驹先生应邀为下册的词语、课文、注释和“你知道吗”做了英文释义，北京大学英语系学生赵晗审阅了下册的英文释义。在此向以上各位一并致以衷心的感谢。

戴桂芙 刘立新 李海燕
1997 年 11 月于北京大学



序

随着改革开放的深入发展,对外汉语教学也日益受到人们的重视。来华的留学生人数也在增加。这些留学生中,虽然也有要通过汉语学习中国文化的,但其中有不少是要利用汉语和中国通商或进行政治、外交等诸方面活动的。在这种情况下,口语能力就显得特别重要。许多留学生都希望在短期内学好一口流利的普通话以便进行工作。

我们的汉语口语教学起步较晚。五六十年代虽然已有不少国家的留学生,可以说都是要打好汉语基础再入系深造的。我们对口语会话能力并未给以特殊的重视。“文化大革命”以后,开始有些口语课本出现,这些口语课本都是在会话内容上强调要贴近留学生生活、要能介绍中国文化、要能教给留学生得体的汉语、要能引起学生兴趣等等,等等。

诚然,上述各方面对口语教材都是非常重要的。但是要提高口语教学质量、改善口语教材的编写,却是个更重要的问题。

1996年起戴桂芙同志和两位青年教师在教授初级口语的同时,开始边实践、边总结、边研究、边编写,写成了今天这部初级口语课本。在编写课文时,她们没有忘记课文要贴近学生生活、要介绍中国文化、要语言得体、活泼有趣等等。因为这是所有口语教师都十分注意的。我认为她们把过去以词语为单位的教学法改革为以句型为单位的教学法才是最重要而有意义的改革。

为什么要把句型本位作为口语教学的出发点?这种变动有什么道理?我认为教材离不开学生的特点。成人学习外语都是想短期速成、目标明确。在一定的语言环境下教给学生恰当的句型,叫他们会话,这是符合学生要求的,也是便于学生掌握的。这样的教学效果肯定会较好的。

因为有句型本位的训练,初级口语也能训练学生成段表达的能力。这也有利于培养学生用汉语进行思维的能力,从而为他们尽早掌握符合汉语习惯的口语创造条件。

戴桂芙、刘立新、李海燕三位同志善于深思、勇于创新,为口语教学开新路。我祝她们取得更大成绩,为对外汉语教学立新功!

邓 懿

1997年7月

第二版前言



《初级汉语口语》(上、下)出版七年多来,一直是颇受欢迎的教材,已重印十次。国内及海外多所院校使用,得到广泛肯定与好评。现在改版后的《初级汉语口语》(1、2、3)正以全新的面貌迎接着它的更多的新的使用者,我们衷心期待着各位的支持和指正。

改版的原因有这么三点:第一,为了进一步开掘本教材的实用性、有效性和使用的广泛性;第二,紧跟对外汉语教育和教学的发展形势,紧跟社会发展的趋势;第三,融入使用者们提出的中肯而宝贵的建议。我们对《初级汉语口语》(上、下)做了全面的修订。

改版的基本原则是:在遵循原来的编写原则的基础上,突出以人为本,以学习者为主体,从教学的需要出发,使之更加便利教与学的进行和互动。

本次改版主要涉及以下几个方面:

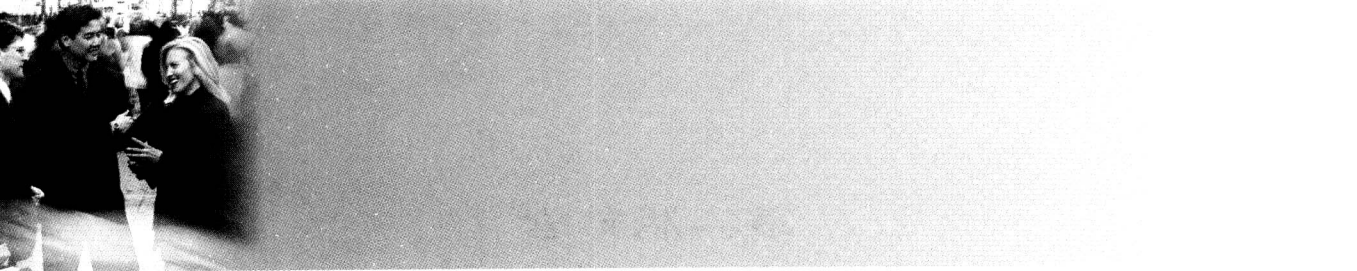
一、分册:由原来的两册六十课改为三册六十三课。其中第一册二十五课,新增语音教学三课;第二册二十课;第三册十八课。每册均能满足大约一百五十学时的教学需要,并可根据学习者的程度,以其中任何一册为学习的起点,方便教学。

二、课文:

1. 删除由于社会生活的发展、变化而过时的话题。如:关于北京的小公共汽车的话题。删除个别不具普遍性的语言现象,如:“豆包不是包子”之类。增加当前学生生活中不可缺少的上网、发邮件等话题。

2. 降低难度,突显坡度,以便更自然地与《中级汉语口语》衔接。删除一些语法难点,如一些副词的用法。更加突出汉语口语的特点,将个别的长句改为短句;将一些复杂句式、特殊句式改为简单的常用句式;减少反问句式等。

三、词语:以《汉语水平词汇与汉字等级大纲》(简称《大纲》)为准绳,进一步提高甲级词和甲级汉字的出现率,使所出现的甲级词和甲级汉字均占到《大纲》的97%以上;删除了个别在初级阶段学习难度较大的乙、丙级词,删除了个别较难理解的俗语、习用语和北京话词语。一些当前生活中的常用词如“电脑”“手机”等,虽然《大纲》未收,因话题的需要增加进去;词语的重现率有较大提高;附录中增加了词语总表和量词表。



四、注释:随着课文的改写和增删,个别条目也有所调整。正文力求更加简明、准确,例句降低难度,尽量使用已学过的话题和词语,减少生词和难句。

五、练习:注释过的语言现象,基本上都有练习。练习项目数量更多,形式也更生动活泼。每课练习一般不少于七项,有的多到十一二项。第一册自始至终贯穿语音和声调训练,除用所学词语外,还选用了绕口令和古代诗词,不但增加了文化色彩,而且也提高了训练的情趣。练习的参考答案附后。第二、三册的练习,除继续进行一些简单模仿性的练习外,更多的是可自由表达和发挥的创造性练习、成段表达练习。第三册每课最后增加了“说一说,笑一笑”,素材取自《健康文摘报》摘录的小笑话,根据教学需要加以改写,意在使学习者通过说笑,轻松地训练口语表达能力。

六、翻译:除英文翻译外,词语部分增加了日文翻译和韩文翻译。课文、词语、注释、练习和《你知道吗?》的英文都是重新翻译的。日文翻译为岩川明子女士,韩文翻译为郑珠丽女士,英文翻译课文和词语部分为徐浣女士,第二版前言、注释、练习和《你知道吗?》为段孟华女士。

七、插图:所有插图全部是新作。课文中的插图生动、有美感。练习中的插图贴切,更有助于学习者理解题意,快速、完美地进行练习。

八、录音:为保证质量,录制了CD盘。

九、排版:新的体例、板式及双色印刷使改版后的课本从形式上也焕然一新,比第一版更加清晰、醒目。第一册各课与第二册第一—十课,每段课文同时编排汉字和拼音,第二册第十一—二十课的课文只写汉字不写拼音,汉字上标注口语的实际声调。第三册的课文全部只写汉字并标注口语的实际声调。

十、装订:为了更方便学习、阅读和查找,每册课本和附录分装两册。课本册包括课文、注释、练习、《你知道吗?》;附录册包括每课生词、练习中的补充词语、词语总表、名词量词搭配表、课文的英文翻译等。

本次改版的分工:第一册由李海燕主笔;第二册由刘立新主笔;第三册由戴桂芙主笔。改版原则、改版大纲、改版内容等均经三人多次研讨,并数易其稿。全稿由戴桂芙审定。

本次改版的成功,是作者们的精诚、默契、愉快的合作结果,同时也与各方面



的支持和帮助分不开。在此我们衷心感谢北大对外汉语教育学院领导的支持；衷心感谢所有对《初级汉语口语》第一版提出过建议和意见的老师和学生，特别要感谢北大对外汉语教育学院的老师们；衷心感谢为本次改版的翻译工作付出心血的四位女士；感谢审阅第二版前言英语译文的沈岚女士；感谢插图的各位作者；还要特别感谢北大出版社和责任编辑郭力、沈浦娜女士；感谢所有为本次改版付出劳动的朋友们！

此时此刻，我们特别怀念曾为《初级汉语口语》(上、下)作序的邓懿先生。她在她写的序言中鼓励我们：“为口语教学开新路”，“为对外汉语教学立新功！”我们缅怀邓先生的最好行动就是：再接再厉，为实现她对我们的殷切期望不懈努力！

戴桂芙 刘立新 李海燕
2003 年 12 月于北京大学



Foreword to a Revised Edition

“Elementary Spoken Chinese”(volume 1 and 2) sold well for over seven years after publishing , and was reprinted ten times. The textbook earned a favorable comment in many universities both in China and foreign countries. Now the revised “Elementary Spoken Chinese” (Volume 1, 2) is meeting more readers with a brand-new look. Your suggestions are very much welcome.

The reasons for revision are as follows:

First, to make it more effective and applicable and can be used extensively. Second, with the development of teaching Chinese as a foreign language, it has to be kept updated. Third, the readers’ pertinent and valuable suggestions are incorporated into the textbook. Thus, revision was made to the previous “Elementary spoken Chinese” (Volume 1 and 2).

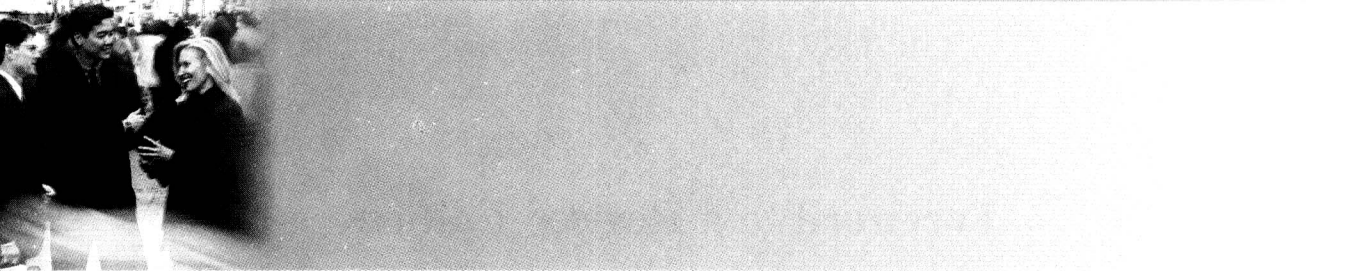
The principle of the revision is: based on the previous compiling principle, with emphasis on the individual, which is student-centered for meeting the needs of teaching and learning.

The revisions are as follows:

First, dividing volumes: the previous textbook of 60 lessons in two volumes is changed into 63 lessons in three volumes. There are 25 lessons in volume 1, with three Phonetics lessons added; there are 20 lessons in volume 2; there are 18 lessons in volume 3. Every volume can meet the needs of 150 teaching hours. The learner can choose the volume that suits his/her level.

Second, text:

1. The outdated topics are deleted due to the development of society. e. g. the topic of mini buses in Beijing. Some language phenomena that are not in extensive use are deleted as well, e.g. “豆包不是包子”, etc. Topics regarding students’ daily life are added such as access to Internet and sending Emails, etc.
2. The degree of difficulty is decreased and the learning process can be advanced step by step for using “Intermediate Spoken Chinese” smoothly. Some difficult grammar points are deleted, e.g. usages of some adverbs. Some long sentences are changed into short ones; some complex or special sentence patterns are changed into common ones, the rhetorical sentences are deleted for indicating the characteristics of Spoken Chinese.



Third, words: “Syllabus of Chinese Words and Characters”(Syllabus in short) is used as a criterion, the frequency of the first-degree words and characters is increased, which covers more than 97% of those words in the Syllabus. Several second or third degree words and characters are deleted, which are difficult for students of elementary Chinese level. Some sayings, idioms and words of Beijing dialect are deleted as well. Some commonly-used words in daily life such as “电脑”, “手机” are added, although they are not collected in the Syllabus. The repetition rate of words is greatly increased; a general vocabulary list and a table of measure words are added in the appendix.

Fourth, notes: with revision of texts, several items are adjusted as well. The text is aimed to be more concise and accurate, and the difficulty of examples is lowered as well. The topics and words that the students have learnt before are used for avoiding new words and difficult sentences.

Fifth, exercises: The language phenomena that are explained are mostly accompanied with exercises. The exercises are diversified and vivid. There are no less than seven items on the exercises, sometimes eleven or twelve items. Phonetics and tone exercise are through the beginning to the end in volume 1; the new words, tongue twister and ancient poems are selected as well for students to know about the cultural context. The key to exercises is attached afterwards. There are more expression exercises, narrative exercises in paragraph and creative exercises in volume 2, 3, except the mimic exercises in volume 1. “Discuss and have fun” is added in volume 3, which is extracted from “health Digest Weekly”. According to the needs of teaching and learning, some changes are made for the learners to practice their speaking skills under a happy and easy language environment.

Sixth, translation: Except the English translation, Japanese and Korean translations are added. The texts, words, notes, exercises and “Do you know?” are all retranslated. The Japanese translators is Ms Yanchuan mingzi. The Korean translator is Ms Zheng Zhuli. The English translation of texts and words is Ms Xu Wan, and the translation of the instruction, notes, exercises and “Do you know?” is Ms Duan Menghua.

Seventh, Iconography: all the iconographies are newly made. They are lively and aesthetic, which are helpful for students to understand and do the exercises quickly and properly.



Eighth: Recording: To guarantee the quality, the CD is available.

Ninth: Typeset: New layout, format and two-color printing technology make a new look of the revised edition, which are clearer and more marked. All the lessons in volume 1 and lesson 1 to lesson 10 in volume 2 are both Chinese characters and Pinyin. Lesson 10 to lesson 20 in volume 2 is only Chinese characters without Pinyin. Texts in volume 3 are just Chinese characters.

Tenth, binding: For convenience of learning, reading and checking, the volume and appendix is binding respectively. The textbook is consisted of texts, notes, exercises and “Do you know?”. There are new words, complementary words of exercises, vocabulary, measure words and English translation of texts, etc in the appendix.

The main author of volume 1 is Ms Li Haiyan; Ms Liu Lixin is the author of volume 2; and the volume 3 is Ms Dai Guifu. The details of revision such as the principle, syllabus and content are discussed many times, and changes are made quite a lot. Ms Dai Guifu has made the final revision.

The success of this revised edition is due to the authors' contributions; supports from other aspects are very much appreciated as well. Our heartfelt thanks are given to the leaders of International College for Chinese Language Studies of Peking University. Our thanks are also extended to teachers and students who have given their ideas to the previous “Elementary Spoken Chinese”, especially those teachers of International College for Chinese for Chinese Language Studies of Peking University.

We are very grateful to translators, illustrators, and executive editor—Ms Guo Li, Ms Shen Puna and Ms Shen Lan of this book. All the friends who are dedicated to this book are appreciated.

At this moment, Professor Deng Yi who has written the preface for this book is specially treasured. She encouraged us in the preface “Create a new approach of teaching Spoken Chinese”, and “make new contributions to teach Chinese as a foreign language”. The best way for us is to endeavor continuously and work harder for entertaining her expectations.

By Dai Guifu, Liu Lixin and Haiyan
December 2003 at Peking University

人物表



杰 夫：男，20岁，英国人，在二班学汉语

安 妮：女，美国人，也在二班学汉语



田老师：女，中国人，二班的汉语老师

王 平：男，中国大学生



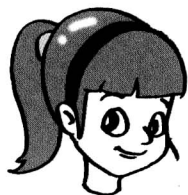
彼 得：男，25岁，法国人，在一班学汉语

丽 莎：女，德国人，安妮的同屋



山下志：男，日本人，二班的学生

朴志永：男，韩国人，三班的学生



李文静：女，中国大学生

刘 伟：男，中国大学生



张 新：女，中国大学生

目 录



序	1
前言	1
第二版前言	1
Foreword to a Revised Edition	1
人物表	1
第 一 课 汉语拼音(一)	1
第 二 课 汉语拼音(二)	6
第 三 课 汉语拼音(三)	11
第 四 课 你叫什么名字?	18
第 五 课 你在几班?	24
你知道吗? (1) 中国人的姓名	31
第 六 课 现在几点?	33
第 七 课 食堂在哪儿?	41
第 八 课 一共多少钱?	49
第 九 课 你有什么事?	56
第 十 课 她病了	64
你知道吗? (2) 生活中的数字	72
第 十一 课 我喜欢喝茶	73
第 十二 课 你干什么呢?	84
第 十三 课 我去图书馆上网	93
第 十四 课 今天天气怎么样?	102
第 十五 课 一个星期有多少节课?	110



	你知道吗? (3) 时间和地点的顺序	118
第 十六 课	请问, 去动物园怎么走?	120
第 十七 课	又好吃又便宜	130
第 十八 课	我想请你做我的辅导, 好吗?	141
第 十九 课	我有点儿不舒服	150
第 二十 课	我喜欢逛街	160
	你知道吗? (4) 中国人对人的称呼	169
第二十一课	我正在上书法课呢	171
第二十二课	旅行回来了	180
第二十三课	穿什么衣服合适?	190
第二十四课	你家有什么人?	200
第二十五课	火车票买着了吗?	208
	你知道吗? (5) 寒暄与客套	216

Dì - yī kè Hànyǔ pīnyīn (yī)
第一课 汉语拼音 (一)



一、汉语普通话 Standard Chinese Language

汉语普通话是中国汉民族的共同语。它以北京语音为标准音,以北方方言为基础方言,以典范的现代白话文著作为语法规范。

The common language of the Han nationality in the People's Republic of China is Mandarin Chinese. Beijing phonetics are regarded as the standard pronunciation and the basic dialect is the dialect of the northern part of the country. The standard modern Chinese written works become grammar examples.

在汉语中,一般地说,一个汉字是一个音节。汉语的音节构造比较简单,由声母、韵母和声调组成。声母在音节的开头,共有二十一个。声母后面的部分是韵母,又分为单韵母、复韵母和鼻韵母三类。普通话中声调的高低升降能区别意义,汉语拼音在韵母的主要元音上标出“- ˊ ˋ ˋ ˋ”四种符号来表示声调。

Generally speaking, a single Chinese character is equal to a syllable. The structure of a Chinese syllable is quite simple, usually being composed of an “initial” and a “final” with a tone. An “initial” is the first part of a syllable and there are 21 in total. Following the “initial” is the “final”, which can be classified into three types: the simple final, compound final and final with a nasal ending. Tones can distinguish meanings in Mandarin Chinese. The Chinese phonetic alphabet have four tone marks, “- ˊ ˋ ˋ ˋ”, which are placed on the major vowels of the “final”.



二、声母 Initials

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

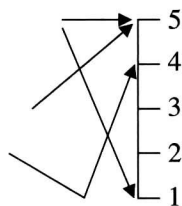
三、单韵母 Simple Finals

a	o	e	i	u	ü
---	---	---	---	---	---

四、声调 Tones

-	/	∨	\
---	---	---	---

声调示意图：



ā	á	ǎ	à	ō	ó	ǒ	ò	ē	é	ě	è	ī	í	ǐ	ì	ū	ú	ǔ	ù	ǖ	ǘ	ǚ	ǜ
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

bā

八



bá

拔



bǎ

把



bà

爸





五、声韵配合表 1 Common Combinations of “Initials” and “Finals” (1)

韵母 声母	a	o	e	i	u	ü
b	ba	bo		bi	bu	
p	pa	po		pi	pu	
m	ma	mo		mi	mu	
f	fa	fo			fu	
d	da		de	di	du	
t	ta		te	ti	tu	
n	na		ne	ni	nu	nü
l	la		le	li	lu	lǜ
g	ga		ge		gu	
k	ka		ke		ku	
h	ha		he		hu	
j				ji		ju
q				qi		qu
x				xi		xu
z	za		ze	zi	zu	
c	ca		ce	ci	cu	
s	sa		se	si	su	
zh	zha		zhe	zhi	zhu	
ch	cha		che	chi	chu	
sh	sha		she	shi	shu	
r			re	ri	ru	

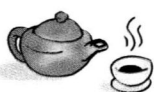


● 练习 Exercises

一 读下面的音节： Read the following syllables:

(一) wǒ(我) nǐ(你) tā(他) bù(不) shì(是)

(二) bǐ(笔) chá(茶) shū(书) shù(树) hē(喝) chī(吃)



jī(鸡)

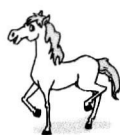
zhū(猪)

mǎ(马)

kū(哭)

nǚ(女)

chē(车)



二 先大声读下面音节,然后辨音: First read the following syllables aloud, then distinguish the syllables:

(一) mā má mǎ mà fā fá fǎ fà

lū lú lǔ lù qī qí qǐ qì

(二) 1. b / p

bā pā

bō pō

bí pí

bǔ pǔ

bù pù

2. d / t

dǎ tǎ

dè tè

dī tī

dú tú

dǔ tǔ

3. g / k

gǎ kǎ

gē kē

gè kè

gū kū

gǔ kǔ

(三) 1. m / f

mā fā

mó fó

mǔ fǔ

mù fù

2. n / l

ná lá

nǐ lǐ

nù lù

nǚ lǚ

3. l / r

lè rè

lì rì

lù rù