

博雅

博雅对外汉语精品教材

口语教材系列

(第三版)

初级汉语口语

※课文与练习※

戴桂芙 刘立新 李海燕 编著

Elementary
Spoken Chinese

(Third Edition) Improvement



北京大学出版社
PEKING UNIVERSITY PRESS

提高篇





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第三版改版说明

这是一套经典汉语口语教材，自1996年出版以来，受到国内外汉语学习者和汉语教师的广泛好评，先后两次改版，数十次印刷，至今畅销不衰。

本套教材分初、中、高三个级别，每级分1、2和提高篇三册。每课分为课文、注释、语言点和练习等部分。每三至五课为一个单元，每单元附有口语常用语、口语知识及交际文化知识等。

本套教材从零起点起，初级前三课为语音集中教学阶段，后续课程根据情景和功能灵活设课，循序渐进，急用先学，即学即用。教材的选词范围主要以《汉语水平词汇与汉字等级大纲》为参照，初级以甲、乙级词为主，学习初级口语常用句式、简单对话和成段表达；中级以乙、丙级词为主，以若干主线人物贯串始终，赋予人物一定的性格特征和语言风格；高级以丁级词为主，第1、2册以一个典型的中国家庭为主线，以类似剧本的形式展开故事情节，展示中国家庭和社会的多个侧面。

本套教材的主要特点是：

1. 与日常生活紧密结合，学以致用；
2. 语言点解释简单明了，通俗易懂；
3. 练习注重结构与交际，丰富实用。

本套教材每个级别可供常规汉语进修生或本科生一学年之用，或供短期生根据实际水平及课时灵活选用。

第三版主要针对以下内容进行修订：

1. 对课文、例句及练习中过时的内容做了修改和替换，使之更具时代感；
2. 对少量语言点及解释做了调整和梳理，使之更加严谨，便于教学；
3. 对部分练习做了增删，使之更具有针对性和实用性。

北京大学出版社汉语及语言学编辑部

2014年3月

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。

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，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

第三版前言

《初级汉语口语》(1、2和提高篇)第二版出版至今,已近10载,此间这套教材重印多次,作为编者,我们深感欣慰。然而,随着社会生活的变化,语言的发展,教学理念的更新,教材,尤其是语言教材有必要得到修订和完善。为此,在北京大学出版社和同行们的帮助下,我们广泛搜集了使用过这部教材的北京大学对外汉语教育学院以及其他高校老师们的意见,也参考了一些针对这套教材所进行的研究成果(学生毕业论文、学术会议论文),对教材再次进行了修订。

本次修订的原则是:去除个别硬伤;剔除过时的内容,更新语料;在保持原有精华内容的基础上,尽量保持各课容量的均衡,适当降低难度,以便与《中级汉语口语》(1、2和提高篇)更自然地衔接。具体说来,我们在以下方面做了修改:

1. 课文和练习:

更新了语料,删除了一些过时的内容。有的课文全部重写,如原第一册的第十三课题目“我去图书馆上网”改为“我去图书馆借书”,用网上购书和寄快递的内容替换了原来过时的话题;尽量将长句改为短句,使语言更加口语化、自然化;使课文题目与课文内容相吻合;课文前或课文中的情景说明尽量简单,第一、二册增加了英译;对一些练习降低了难度。

第二册每课练习中增加了一项“每课一句”,内容是体现中国文化的名言,以增强教材的趣味性。由于原来的提高篇内容较多,本次修订精简了两课,由原来的十八课改为十六课。提高篇话题主要为社会生活内容,人物表不再适用,因此删除。第一册和第二册课数不变。

2. 语言点注释:

增加了语言点注释索引;对于用法较多的语言点,只出当课中的用法,以减轻学生的学习负担;语言点数量每课尽量均衡,有的只在练习中出现,练会即可;减少了对于初级学生有难度的语言点项目;一些词语与语言点的选择尽量考虑到语块因素,如“怎么了”。

3. 生词:

尽量增加生词在课文和练习中的重现率,减少了补充词语和难词;对于多义词语或句式,

只出当课中的义项，其他义项出现时再作为新词语出现，如“送快递”“送朋友”的“送”；补充词语尽量在后面的课文中作为生词出现，而且每课数量尽量均衡。

4. 插图：

删掉了一些与课文内容无关的插图，更新了过时的图片，补充了一些新图片，如快递单、高铁票等。

这次修订，是这套教材第二次修订，是我们又一次新的努力。非常感谢为此付出心血的北京大学出版社编辑沈岚女士、刘正先生，以及为这套教材提出修订意见的各位同行。非常感谢为第三版修订内容进行英文、日文和韩文翻译的萧大龙先生、薛菲女士、井冈千寻女士和刘在恩女士。我们期待修订后的教材能够继续受到教师和学生们的欢迎，并能为更多喜爱汉语的外国学生打好口语基础助一臂之力。

编者

2014年2月

Foreword to the Third Edition

The second edition of *Elementary Spoken Chinese (I, II and Improvement)* has been almost published for ten years so far, reprinted many times. As authors, we are really gratified. However, with the change of society, development of language, as well as innovation on teaching philosophy, textbooks, especially language teaching textbooks are required to be updated. With the help of Peking University Press and peers, we have conducted a large scale survey on this series of textbooks from teachers on Teaching Chinese as a Second Language, suggestions and academic research (including theses and conference papers on this series of textbooks) are used as reference. Then we have revised the second edition of *Elementary Spoken Chinese (I, II and Improvement)*.

The third edition is based on the following principles: to correct mistakes; to delete the out-of-date content and update the corpus; to keep balance of the content of each lesson and reduce difficulties for smoothly connecting with *Intermediated Spoken Chinese (I, II and Improvement)*. We revised as follows:

1. Texts and exercises:

The corpus has been updated, and out-of-date contents have been deleted. For example, lesson thirteen was changed from “I’m going to the library to surf the internet” to “I’m going to the library to borrow a book”. To buy and deliver books on internet replaced the original, out-of-date topic.

Long sentences are revised to be shorter sentences, so as to make the language more colloquial and natural; topics are more identical to the content of the texts; the scene descriptions in the texts are more concise, English translation is accompanied with the scene descriptions. Difficulties of some exercises are reduced.

In *Elementary Spoken Chinese II*, “One sentence a day” is added, which are from quotations indicating Chinese culture, for appealing to the students. The third edition of *Elementary Spoken Chinese (Improvement)* was reduced two lessons, from eighteen lessons to sixteen lessons. Since *Improvement* is mainly about social life, so the character sheet is not necessary, which is deleted. Lessons of *Elementary Spoken Chinese I and II* remain the same.

2. Language points:

The index of language points is added. The language points are precisely interpreted the exact usage in this lesson, for students to have a good command. The amount of language points in each lesson keeps with consistent, some only occur in the exercises. Some difficult language points were removed. Language chunks, for example, “怎么了” is included in the language points.

3. Vocabulary:

The frequency of recurrence of new words in the text and exercises is increased, and the supplementary and difficult words are reduced. For multiple meanings words or patterns, only the meaning used in this lesson is discussed. The other meanings will be presented as new words, for example, “送” in “送快递” and “送朋友”; Supplementary words are also presented as new words in the later texts, and the amount of each lesson keeps balance.

4. Illustrations:

Illustrations unrelated to the texts were deleted. Outdated illustrations have been updated. Some new pictures are provided, for example, express list, high-speed rail ticket, etc.

The third edition of *Elementary Spoken Chinese (I, II and Improvement)* is our new effort. Many thanks to the editors, Ms. Shen Lan and Mr. Liu Zheng, and those advice-giving peers. In addition, we would like to sincerely thank Mr. Xiao Dalong, Ms. Xue Fei, Ms. Ioka Chihiro and Ms. Liu Zai'en for their contribution to the English, Japanese, and Korean translations. We hope this series of revised textbooks continue to be welcomed, and be very helpful to those foreign students who love the Chinese language.

Authors
February, 2014

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册和初级提高篇）正以全新的面貌迎接着它更多的使用者，我们衷心期待着大家的支持和指正。

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，更好地进行教与学的互动。

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；初级提高篇十八课。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。第二册和初级提高篇的练习，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。初级提高篇每课最后增加了“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，轻松愉快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，课文和词语部分英文翻译为徐浣女士，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、版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每段课文同时编排汉字和拼音，初级提高篇中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、练习和“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；初级提高篇由戴桂芙主笔。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京大学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，特别要感谢北京大学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；感谢插图的各位作者；还要特别感谢北京大学出版社和责任编辑郭力、沈浦娜女士；感谢审阅第二版前言英语译文的沈岚女士；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 (1, 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 (1, 2 and Improvement)* 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 (1, 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 of elementary improvement. 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 exercises 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 and volume of elementary improvement, except the mimic exercises in volume 1. “Discuss and have fun” is added in volume of elementary improvement, 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 Huan, and the English translation of the preface, notes, exercises and “Do you

know?” is Ms. Duan Menghua.

Seventh, iconography: all the iconographs 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 volume 2 are both Chinese characters and Pinyin. Texts in volume of elementary improvement are just Chinese characters, with tone-marks given as well.

Tenth, binding: For convenience of learning, reading and checking, the textbook and appendix are 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 of elementary improvement 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 Language Studies of Peking University.

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At this moment, Professor Deng Yi who has written the preface for this book is specially cherished. 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 Li Haiyan
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