

# We Speak Chinese



我们说

中文



课本 初级

Textbook Beginner

1

宋可音 (Ko-Yin Sung) 编著



北京大学出版社  
PEKING UNIVERSITY PRESS

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# 前言



## 介绍

本系列教材分为两级,共有四册课本和练习册。

课本	练习册
初级 1	初级 1
初级 2	初级 2
中级 1	中级 1
中级 2	中级 2

课本和练习册配合使用。本系列教材主要是为汉语为第二语言的初中生和高中生设计的。当然,这套教材也可以作为大学一年级汉语课程的补充教材或用于大学的汉语会话及文化课程。

初级 1 和初级 2 适用于第一年学习汉语的中学生。中级 1 和中级 2 则适用于第二年学习汉语的中学生。教师可根据课程时间长短和学习者的能力加以选择。

本系列教材的设计理念以培养语言交际能力作为重点,教学以沟通的有效性为主要目的,而不是语法结构的讲解,旨在帮助学习者以口语和书面语的形式用目标语中文与他人沟通,主题的选择是调查了约 100 名美国中学生最喜欢的中文教材后决定的。

## 课本的结构

初级 1 第一课主要介绍汉语拼音,第二课主要介绍汉字系统。其余课基本包括以下几个部分:

**沟通任务:** 列出学习者在学完本课后能应用在日常生活中的功能点。

**课前讨论:** 课前讨论列出的问题能让老师知道学习者对每课主题的了解程度。这些问题可以帮助老师决定花多少时间为学习者建立主题的背景知识。虽然列出的问题是英文,如果学习者对每课的主题准备充分,老师也可鼓励学习者试着用目标语中文来沟通。

**生词:** 这一部分列出课文里使用的词语(包括专有名词)。简体和繁体汉字一并列出。另外,词语的拼音、词性以及例句也包括在生词表中。

**补充词语:** 这个部分列出口语沟通活动和读写沟通活动里所使用的词语。为了让学生增加词汇量,此部分的词汇量没有有意控制。补充词语学多学少由老师按照学生的程度决定。

**沟通任务:** 这一部分列出课文情景的主要语言点。这一部分不用传统语法的教学方式来讲解。此部分介绍每个沟通任务及例句,并请学习者与同学一起进行沟通练习。

**情景:** 情景包含每课的课文内容。每个情景展示之前所介绍的词汇和沟通任务。并引导学生学习如何在不同的情景下进行有效的会话。此部分显示的不同情景有助于培养学习者对目标语中文的语感。

**口语沟通活动:** 此部分提供学习者尝试运用刚学到的语言知识练习口头表达能力的机会,以交际语言教学法为原则,设计了不同情景让学习者用目标语中文做有意义的会话练习。与强调演练或记忆词汇的活动相比,本系列教材的沟通活动可以更有效地帮助学习者提高语言交际能力。

**读写沟通活动:** 此部分与口语沟通活动采用相同的设计理念,只是着重于学习者阅读和写作技能的训练。

**讨论:** 此部分介绍有关的中国文化。讨论的话题与每课的主题相关,列出的讨论问题可使老师与学生进一步理解中国文化。

## 练习册的结构

初级1第一课为汉语拼音练习,第二课为汉字知识的练习。其余课基本包括以下几个部分:听力练习、口语练习、阅读练习、写作练习和沟通练习。前四个练习中的每一个练习分别侧重于听、说、读、写这四种语言技能中的一种,最后一个练习是这四种语言技能的综合练习。

## 给教师的话

使用本系列教材的教师应注重第二语言通过沟通任务的习得。换句话说,学生在类似于现实生活情景的课堂活动中(例如:小组讨论、模拟和角色扮演)学习汉语。这也是本系列教材所倡导的教学法。当学习者做练习时,教师应支持和帮助学生构建目标语中文的语言知识,从而使他们逐渐成为独立的学习者。



## 致谢

首先感谢北京大学出版社出版《我们说中文》这一系列教材,使我有机会实践我对汉语教学的想法,同时感谢王飙主任的专业指导和支持。另外,我也要感谢丈夫罗蓝登、母亲曾淑玲和父亲宋总男对我的鼓励和支持!

编者



## Preface



### Introduction

This book series consists of four textbooks and workbooks in two levels:

Textbook	Workbook
Beginner 1	Beginner 1
Beginner 2	Beginner 2
Intermediate 1	Intermediate 1
Intermediate 2	Intermediate 2

Each textbook is combined with its workbook into a single book. This series is designed mainly for middle and high school students who study Chinese as a second or foreign language. The beginner books can be used as supplementary materials for first-year Chinese at the collegiate level. Also, the intermediate books can be used in a college Chinese conversation or culture course.

In a middle or high school, the beginner books are suitable for use in first-year Chinese while the intermediate books are suitable for use in second-year Chinese. However, teachers need to make their own judgment, taking into consideration the class time period, how the books are used, and the ability of learners. The design of this book series uses the communicative language learning and teaching approaches as the guide. The series focuses on the effectiveness of communication rather than the practice of grammatical patterns. The goal is to assist learners in successfully communicating with others in the target language, Mandarin Chinese, in both oral and written forms. The topic of each lesson was carefully selected based on survey results of approximately 100 American middle and high school students' most desirable Chinese textbook topics.

## Structure of the Textbook

Except Lesson 1, which introduces the phonetic system, pinyin, and Lesson 2, which discusses the Chinese writing system, each lesson consists of the following sections:

*Communicative Tasks:* This section identifies structures learners will study in the lesson and be able to apply in daily life after learning the lesson.

*Warm-up Discussion Questions:* The warm-up questions are used to learn how much background knowledge learners may have in regard to the lesson topic. It is used as a way to connect with learners' own experiences and help instructors decide how much time should be spent building on learners' background knowledge for the lesson. Although the questions are in English, teachers can encourage students to try to use the target language to communicate if they have enough background knowledge and are familiar with the topic.

*Vocabulary:* The vocabulary chart in the Vocabulary section illustrates the vocabulary words used in the lesson texts in the Scenarios section. The vocabulary words are shown in both simplified and traditional Chinese characters. In addition, the pinyin of the words and examples of how to use the words are included in the chart.

*Supplementary Vocabulary:* The vocabulary chart in the Supplementary Vocabulary section includes vocabulary words used in the Oral and Literacy Communication Activities sections. The number of vocabulary in each lesson is not purposely controlled. Teachers can decide how to learn the supplementary vocabulary depending on the learners' language level.

*Communicative Tasks:* This section lists the main structures used in the Scenarios section. The traditional grammar methods are not used to introduce the structures. Instead, the communicative goal of each structure is identified, examples of how to use the structures are given, and learners are asked to try out the structures with classmates.

*Scenarios:* The Scenarios section contains the main texts of the lesson. Each scenario in the section provides examples of how the structures and vocabulary words introduced in the previous sections can be used in a particular context. A competent speaker is expected to know what to say to others appropriately in any situation. Hence, showing how the structures are used in different scenarios helps develop learners' target language knowledge and communicative competence.

*Oral Communication Activities:* This section provides learners with opportunities to try out the newly learned language knowledge with a focus on oral skills. Drawing upon the principle of Communicative Language Learning, the oral activities in this section are designed as communicative tasks in which certain scenarios are created in order for students to work collaboratively to interact in the target language with the focus on meaning rather than form.



Compared to activities which emphasize drills or memorizing vocabulary and structures, the communicative activities in this textbook can more effectively help learners use the target language appropriately in real life situations.

*Literacy Communication Activities:* This section adopts the same activity design principle mentioned in the previous section except that this section focuses on the practice of reading and writing.

*Discussion:* This section introduces aspects of Chinese culture. The topic varies in each lesson, but is closely related to the lesson topic. The discussion questions listed in this section provide instructors a starting point for a cultural discussion with their learners to help them gain cultural knowledge of the target language.

### Structure of the Workbook

Except Lesson 1, which contains exercises of the pinyin system, and Lesson 2, which has exercises of the knowledge of Chinese characters, each lesson consists of the following sections: Listening Exercise, Speaking Exercise, Reading Exercise, Writing Exercise, and Communicative Exercise. Each of the first four exercises focuses on one of the four language skills while the last exercise provides practice of a combination of language skills.

### Notes to Teachers

Teachers who use this book series should keep in mind that second language acquisition develops through communicative tasks. In other words, students learn through class activities which are similar to real-life situations, such as group discussions, real-life simulations, and role-play, all of which this book series advocates and provides. When learners carry out the activities, teachers should work as facilitators to support language development while their students move progressively to independent learners.

### Acknowledgments

I would like to express my gratitude to Peking University Press for offering me the opportunity of implementing my Chinese language teaching and learning ideas in this textbook series. Many thanks go to the director, Biao Wang, for his professional guidance and continuous support. I would also like to thank my significant other, Brendan, and my parents, Shuling and Tsungnan, who have always encouraged me to pursue my work on this series.



## 词性缩略语

### Abbreviations of Parts of Speech

Abbreviation	Definition
n.	noun
v.	verb
pron.	pronoun
adj.	adjective
adv.	adverb
part.	particle
conj.	conjunction
m.w.	measure word
num.	number
suff.	suffix
prep.	preposition
aux.	auxiliary
int.	interrogative
v.o.	verb object
interj.	interjection
pre.	prefix
p.n.	proper nouns
ono.	onomatopoetic



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# 第一课 Lesson 1



## 汉语拼音

## The Chinese Phonetic System — Hanyu Pinyin

### 汉语拼音 Hanyu Pinyin

Hanyu pinyin is the standard phonetic spelling system in China. The Mandarin Chinese word “hanyu” means the Chinese language. The Mandarin Chinese word “pinyin” means phonetics. Hanyu pinyin, hereafter referred to simply as pinyin, which uses 25 of the 26 letters of the Latin alphabet and tone marks, was first introduced by the Chinese government in 1958 as a means to teach standard Chinese language pronunciation. Pinyin is also widely used as an input method to enter Chinese characters into computers.

### Initials and Finals

Initials (known as consonants in the English language) and finals (known as vowels in the English language) are the fundamental elements of pinyin. Most Mandarin Chinese syllables are spelled with either:

(1) one initial followed by a single final (e.g. nǐ)

or

(2) one initial followed by a compound final (e.g. nǎo).

There are a few exceptions in which a syllable is without an initial (e.g. ài).

## Initials

Pinyin has 21 initials. Listen to and repeat after the audio recordings. Try your best to imitate the pronunciations.

	Unaspirated	Aspirated	Nasals	Fricatives	Lateral and Retroflex
Lip sounds	b	p	m	f	
Tip of tongue	d	t	n		l
Back of tongue	g	k		h	
Blade of tongue	j	q		x	
Curled back of tongue	zh	ch		sh	r
Hiss sounds	z	c		s	

## Practice: Initials

Listen to the recordings, repeat after the recordings each time an initial is pronounced, and write down the initials you hear in the order that you hear them.

## 1 Lip Sounds: b p m f

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_

## 2 Tip of Tongue: d t n l

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_

## 3 Back of Tongue: g k h

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_

## 4 Blade of Tongue: j q x

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_



5 Curled Back of Tongue: zh ch sh r

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_

6 Hiss Sounds: z c s

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_

**Finals**

**Simple Finals**

a	o	e	ê
i	u	ü	

**Compound Finals**

	i	u	ü
Compound Finals (multiple vowels)			
a	ia	ua	
o		uo	
e			
ê	ie		üe
ai		uai	
ei		ui(uei) <sup>1</sup>	
ao	iao		
ou	iu (iou) <sup>2</sup>		
Nasal Finals (ending with -n or -ng)			
an	ian	uan	üan
en	in	un (uen) <sup>3</sup>	ün (üen) <sup>4</sup>
ang	iang	uang	
eng	ing	ueng	
ong	iong		
Retroflex final (ending with -r)			
er			

- 1 ui is pronounced as uei, but written as ui  
 2 iu is pronounced as iou, but written as iu  
 3 un is pronounced as uen, but written as un  
 4 ün is pronounced as üen, but written as ün

### Practice: Finals

Listen to the recordings, repeat after the recordings each time a final is pronounced, and write down the finals in the order that you hear them.

#### 1 Simple Finals: a o e ê i u ü

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_ (6) \_\_\_\_\_ (7) \_\_\_\_\_

#### 2 Compound Finals

2.1 ai ei ao ou

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_

2.2 ia iao ie iu

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_

2.3 ua uo uai ui üe

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

#### 3 Nasal Finals and Retroflex Final

3.1 an en ang eng ong

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

3.2 ian in iang ing iong

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

3.3 uan un(uen) uang ueng

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_

3.4 üan ün(üen) er

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_

## Spelling Rules

**Rule 1.** When spelled with an initial, the final “iou” is spelled “iu” instead.

(Initials)	+	(Final)	=	
m				miu
d				diu
n				niu
l	+	iou	=	liu
j				jiu
q				qiu
x				xiu

**Rule 2.** When spelled with an initial, the final “uei” is spelled “ui” instead.

(Initials)	+	(Final)	=	
d				dui
t				tui
z				zui
c				cui
s				sui
zh	+	uei	=	zhui
ch				chui
sh				shui
r				rui
g				gui
k				kui
h				hui