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体验汉语系列教材

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Experiencing Chinese

基础教程 (上)

主 编 姜丽萍

 高等教育出版社
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译 者 高 晨



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图书在版编目(CIP)数据

体验汉语基础教程.上/姜丽萍主编. —北京:高等教育出版社,2006.7
ISBN 7-04-020313-8

I.体... II.姜... III.汉语-对外汉语教学-教材 IV.H195.4

中国版本图书馆CIP数据核字(2006)第072080号

策划编辑 祝大鸣 梁宇 责任编辑 梁宇 封面设计 宿燕燕 责任绘图 吉祥物语
插图选配 梁宇 陆玲 版式设计 刘艳 责任校对 梁宇 责任印制 宋克学

出版发行 高等教育出版社
社 址 北京市西城区德外大街4号
邮政编码 100011
总 机 010-58581000

经 销 蓝色畅想图书发行有限公司
印 刷 北京凌奇印刷有限责任公司

开 本 889×1194 1/16
印 张 16.5
字 数 480 000

购书热线 010-58581118
免费咨询 800-810-0598
网 址 <http://www.hep.com.cn>
<http://www.chinesexp.com.cn>
网上订购 <http://www.landaco.com>
<http://www.landaco.com.cn>
畅想教育 <http://www.widedu.com>

版 次 2006年7月第1版
印 次 2006年7月第1次印刷

本书如有印装等质量问题,请到所购图书销售部门调换。

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物料号 20313-00

ISBN 7-04-020313-8

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前 言

近年来,随着我国社会经济的迅猛发展,综合国力和国际地位的不断提升,世界范围内学习汉语的人数迅速增加。按照我国教育部的统计,现在世界上学习汉语的人数达到3000万人以上。今年来华留学的人数也首次超过出国留学的人数,达到14万人以上。为此,对各个层次、各种类型的汉语教材的需求也日益受到人们的关注和期待。我们在认真总结我国50多年来对外汉语教学经验,特别是对外汉语教材编写经验,结合自身多年从事对外汉语教学工作的经历和对不同层次来华留学人员调研的基础上,开发了这套适合于初学汉语的各类外国人员的《体验汉语基础教程》系列教材。

该套教材共分上下两册,每册包括24课(每册后附MP3一张),全书共48课,每册在课程结束后编排了测验。主要供100~110课时的教学使用。本书后续教材包括练习册、教师参考书等。教材内容以功能为主,注重功能与结构相结合。每课由句子、词语、课文、句型操练、趁热打铁、词语扩展、听与说、读与写等构成。

本书遵循汉语国际推广的理念,注重教材的普及性、应用性和趣味性,强调体验式学习理念。具体来说,本教材是这样设计和编写的:

● 培养目标

教材以培养学生汉语听说读写基本技能和基本交际能力为培养目标。以学生将来走出教室便可活用的实用、应用内容为主。同时,注重培养学生学习汉语的兴趣和方法,使学生具有继续学习汉语的动机和愿望。

● 理论基础

本教材借鉴听说法教学的优点,注重在有意义的情境中操练句型,克服机械操练,使学生在不知不觉中掌握301个典型句子;在课文编写上,注意借鉴交际法的研究成果,注重功能和话题,让学生有话可说,能深入交流和扩展;在课堂操练上,注意借鉴任务型教学的研究成果,让学生带着真实的任务去练习,在做中学,在用中学,在体验中学。

● 词 语

本教材涵盖生词约500个,每课生词都有一定量的控制。此外,每课还安排了“词语扩展”栏目,以体现教材的弹性特点。扩展词语均以图画的形式展现,注重词语的形象解释性。

● 课 文

课文内容以学生最熟悉和最需要的学校生活和相关社会生活为主,以帮助学生解决学习和生活中的实际问题。课文中的对话短小、精练、典型,便于学生朗读和背诵。课文语言风趣、幽默,尽量使学生在课文中体验学习汉语的乐趣。文化内容暗含在课文中,使学生在学习课文的过程中逐渐加深对中国文化习俗的了解。

• 注 释

本教材没有单设语法模块，而是把语法安排在课文注释中，主要目的是弱化语法讲解，避免为教语法而编课文。在语法项目的安排上，不求一次讲解完一个完整的语法项目，而是学什么解释什么，一个语法项目可能分别出现在几课中。弱化语法解释，尽量以表格、公式的形式展现语法，学生一看就懂，一学就会。注释中除了语法注释以外，还有习惯用法、文化现象、口语中的常用语等方面的注释。

• 汉 字

本教材的汉字采用“多认少写，认写分流，逐渐达到认写合流”的模式。开始学的词语不要求都会写，而是根据汉字的特点，从汉字的基本笔画和笔顺入手，逐步增加汉字的构字规律，目的是打下坚实的汉字基本功。汉字的书写由浅入深，由简单到复杂，逐渐向课文中的词语靠拢，最后跟课文中的词语一致。偏旁、部首的出现以在课文中构字能力的强弱为标准，构字能力强的先出，构字能力弱的，即使常用也可能不出。

• 活 动

活动部分注重其多样性和层次性，设计简单、明了。本教材注重听说读写全面提高，在练习中设计了以下几个小板块：注重理解和模仿的口语性练习的“趁热打铁”；注重交际和运用的表达性练习“听与说”；注重知识性和书面性练习的“读与写”。“语音练习”和“汉字练习”贯穿本书始终。

• 版 式

本教材的版式设计淡雅简洁，图文并茂。针对成人学习的特点，采用了简易画、图片、照片等形式，使内容更加真实、生动。

我国对外汉语教学知名教授、北京语言大学鲁健骥先生在百忙之中审阅了全部书稿。高等教育出版社国际汉语出版中心的编辑们在本教材的策划、设计、编写等方面提供了许多富有建设性的建议，在此，谨表示诚挚的谢意。

愿本教材成为你步入汉语世界的向导，成为你了解中国的桥梁。

姜丽萍

2006年6月

Preface

With the remarkable development of China's society and economy and the rise of the country's international status, the number of people throughout the world learning Chinese has increased rapidly. According to the Ministry of Education, more than 30 million people worldwide study Chinese. China hosted more than 140 000 foreign students this year, which is the first time the number has exceeded that of Chinese studying abroad.

Having good textbooks is essential to learning any foreign language. That's why we designed this series for elementary-level students, *Experiencing Chinese Elementary Course*, based on many teachers' years of experience instructing and researching foreign students' Chinese studies.

This series of textbooks (used for 100 — 110 hours) has 48 lessons divided evenly into two volumes. Each volume includes 24 lessons and a test, with an MP3 attached. Each lesson consists of "Sentences", "Words", "Text", "Pattern Drills", "Strike While the Iron Is Hot", "Vocabulary Extension", "Listening and Speaking" and "Reading and Writing". The set also includes teacher's books and workbooks.

The textbook focuses on function while at the same time giving significant attention to structure. Each lesson contains several parts, each focusing specifically on one aspect of language comprehension. These teaching materials are designed to be popular, practical and interesting. The books emphasize the experiential learning method. Specifically speaking, the textbook is designed like this:

- Objective

The textbook's aim is to build up students' listening, speaking, reading and writing skills. The text also focuses on developing students' basic communication competence, so they can put what they have learned immediately into practice outside the classroom. In addition, this textbook not only emphasizes improving students' language skills, but also motivating them to want to continue learning Chinese.

- Theories

We have drawn on the advantages of the audio-lingual method, paying special attention to pattern drills. This kind of drill is not a stuffy and meaningless displacement exercise; it is expressed in a specific environment, allowing students to grasp Chinese's 301 typical sentence patterns. Based on the communicative approach, this text deals with functions and topics. This ensures that the students learn to carry on a conversation. Additionally, according to the research on task-based instruction, the textbook helps students learn by performing real tasks. Overall, this textbook emphasizes learning by doing, learning by using the language, learning by and experiencing the language.

- Vocabulary

There are approximately 500 new words in this book. Aside from lists of words, each lesson also has a "Vocabulary Extension" section, which offers teachers more flexibility. The section uses images to help students learn the word visually.

- Text

The texts relate to students' school and social life. After learning these texts, students should be able to carry on daily conversation with ease. The dialogues in the text are short, clear and represent everyday situations. The writing

is light and humorous, making Chinese study as enjoyable as possible. The texts also contain cultural information; while students study the language, they are also learning about China's customs.

- Notes

Studying Chinese is not just about learning grammar. Instead, learning grammar is a way to better study Chinese. Following this way of thinking, this textbook attempts to minimize grammar explanations by putting grammar into the notes and using tables and formulas. The text teaches grammar piece by piece, giving students only what they need to know for that lesson.

- Chinese characters

The textbook emphasizes recognizing characters over writing them and teaches students reading and writing separately. The text contains a writing section that teaches the basic strokes, stroke orders and character composition rules. The characters are taught according to their sides; the most frequently used sides appear earliest in the text. As the book progresses, the students learn to write more and more complex characters. Eventually, the characters in the writing section are the same as those in the text.

- Activities

The activity section is designed to be simple, clear and help students improve their listening, speaking, reading, and writing skills. The "Strike While the Iron Is Hot" exercises teach colloquial expressions and emphasizes comprehension and imitation. The "Listening and Speaking" sections also teach colloquial expressions, but these stress communication and application. "Reading and Writing" focus on literal expression and knowledge. The book also includes pronunciation and characters exercises.

- Format

The format of the textbook is designed to be simple, elegant and concise. Targeting adult students, the textbook has made abundant use of pictures, drawings and photographs in order to better relate the content to the students.

One of the best-known TCSL professors Mr. Lu Jianji from Beijing Language University has reviewed and approved the book. Editors in TCFL publications of Higher Education Press offered many constructive suggestions during the entire writing process. I am very appreciative of their help and hard work.

Jiang Liping
June 2006

语音 Phonetics

音节 Syllables

In Chinese, a syllable is composed of an initial, a final and a tone. For example: in the syllable 'nǐ', 'n' is the initial, 'i' is the final, and 'ˇ' is the tone.

Initial		Final		Tone		Syllable
		a		-	→	ā
b		a		/	→	bā
b	i	e		∨	→	biě
b		a	o	\	→	bào
b	i	a	o	∨	→	biǎo

声母 Initials

There are 21 initials in Chinese, and they can be divided into 6 groups according to the positions of articulation.

唇音	b	p	m	f		
舌尖中音	d	t	n			l
舌根音	g	k		h		
舌面音	j	q		x		
舌尖后音	zh	ch		sh		r
舌尖前音	z	c		s		



韵母 Finals

There are 38 finals in Chinese, and they are classified into 5 types: simple finals, compound finals, triple finals, nasal finals and special finals.

单韵母	a	o	e	i	u	ü
复韵母	ai	ei	ao	ou		
	ia	ie	ua	uo	üe	
三重韵母	uai	uei(ui)	iao	iou(iu)		
鼻韵母		an		ang		前 ← → 后
		en		eng		
		in		ing		
		ian		iang		上 ↑ ↓ 下
		uan		uang		
		uen(un)		ueng		
		üan		ün		
	ong		iong			
特殊韵母	er	-i [ɿ]				
		-i [ʅ]				

II

声调 Tones

1. 声调 Tones

Tone refers to the pitch variation within a syllable. In Chinese, it's a way to express different meanings of the same syllable. In Mandarin, there are four tones, represented respectively by a tone-marker. For example: the first tone “—”, the second tone “ˊ”, the third tone “ˇ”, and the fourth tone “ˋ”. The tone-marker is placed above the main vowel.



mā

妈 mum



má

麻 hemp



mǎ

马 horse



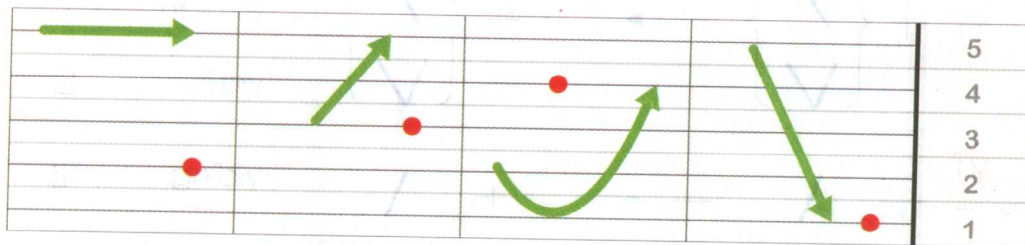
mà

骂 to scold



2. 轻声 Neutral tone

A neutral tone is the pronunciation of a character affected by the tone of the previous syllable. The neutral tone is pronounced soft and short, and it is shown by the absence of a tone-marker. It should continue to diminish, when used after the first, second and fourth tone. But the one after the third tone will rise a little bit and then goes down.



māma

妈妈

mum

yéye

爷爷

grandpa

nǎinai

奶奶

grandma

bàba

爸爸

dad

● 变调 Changes of Tone

1. 三声变调 Change of the third tone

When two third tones syllables appear in a row, the former is pronounced with a second tone, but is marked as the original tone. When a third tone syllable is followed by a first, second, fourth or a neutral tone syllable, it retains only the first falling part, which we call the half-third tone. It is also marked as the original tone.

V + V	→	/ + V	nǐ hǎo 你好
V + { — / \ •}	→	V̇ + { — / \ •}	lǎoshī 老师 hěn nán 很难 hěn dà 很大 wǒmen 我们

2. “一”的变调 Change of the tone “一”

Originally “一” is pronounced in the first tone, and it remains unchanged. But when used before a fourth tone, it

changes into a second tone. And before a first, second or third tone syllables, it changes into a fourth tone.

yī	+	{ — / ∨	→	yì	+	{ — / ∨	yì tiān 一天
							yì nián 一年
							yìqǐ 一起
yī	+	\	→	yí	+	\	yídìng 一定

3. “不”的变调 Change of the tone “不”

“不” is pronounced with a second tone when used before a fourth tone. When used alone, or before a first, second or third tone, it remains the original tone (the fourth tone).

bù	+	{ — / ∨	→	bū	+	{ — / ∨	bù gāo 不高
							bù máng 不忙
							bù hǎo 不好
bù	+	\	→	bù	+	\	bù kèqì 不客气

● 儿化韵 Retroflexed Ending

Sometimes, the final “er” is used after another final and changes the final into a retroflexed final. It forms one syllable with the original initial. In transcription it is shown by adding “r” to the original final. In character, it is represented by “儿” following the original character.

nǎ	+	ér	→	nǎr
哪		儿		哪儿
nà	+	ér	→	nàr
那		儿		那儿

● 拼写规则 Spelling Rules

1. i, u, ü 自成音节 i, u, ü can respectively form syllables alone

When they form syllables by themselves, “i”, “u” and “ü” are written as “yi”, “wu” and “yu”.

i	→	yi
u	→	wu
ü	→	yu

2. 以 i 开头的韵母 Finals beginning with i

Finals beginning with “i”: when used without an initial, “i” is written as “y”.

ia	→	ya	ie	→	ye
iao	→	yao	iou	→	you
ian	→	yan	iang	→	yang
iong	→	yong			
in	→	yin	ing	→	ying

3. 以 u 开头的韵母 Finals beginning with u

Finals beginning with “u”: when used without an initial, “u” is written as “w”.

ua	→	wa	uo	→	wo
uai	→	wai	uei	→	wei
uan	→	wan	uen	→	wen
uang	→	wang			

4. 以 ü 开头的韵母 Finals beginning with ü

Finals beginning with “ü”: when used without an initial, “y” should be added before “ü”, and the two dots over “ü” are omitted.

üe	→	yue	üan	→	yuan
ün	→	yun			

语音

5. ü 在 j, q, x, y 前面写成 u ü is written as "u" when used before j, q, x or y
When "j", "q", "x" or "y" is combined with "ü" and other finals beginning with "ü", the two dots over "ü" are omitted. For example:

$\left. \begin{array}{c} \mathbf{j} \\ \mathbf{q} \\ \mathbf{x} \\ \mathbf{y} \end{array} \right\}$	$+$	$\ddot{\mathbf{u}}$	\longrightarrow	$\left. \begin{array}{c} \mathbf{ju} \\ \mathbf{qu} \\ \mathbf{xu} \\ \mathbf{yu} \end{array} \right\}$	jū zi
					gē qǔ
					xū yāo
					dǎ yǔ

6. iou, uei, uen 的拼写规则 **Spelling rules of iou, uei, and uen**

When used after an initial, "iou", "uei", and "uen" should be written as "iu", "ui", and "un". For example:

l — iōu → liū

sh — uēi → shuí

c — uēn → cūn

x — iōu → xiū

g — uèi → guì

t — uēn → tūn

VI

7. 隔音符号 (') **Syllable-dividing mark (')**

When a syllable beginning with "a", "o", or "e" follows another syllable, and the division of the two syllables could be confused, the syllable-dividing mark (') should be used in between.

jī 'è

jiè

pí 'ǎo

piǎo

8. 字母的大写 **Rules of capitalization**

The first letter of the first word in a sentence should be capitalized; the first letter of a surname or a given name should be capitalized; and the first letter of a proper noun should be capitalized. For example:

Nín guìxìng?

Zhāng Huá

Běijīng

9. 数字 **Numbers**

	1	2	3	4	5	6	7	8	9	10
汉字	一	二	三	四	五	六	七	八	九	十
读音	yāo/yī	èr	sān	sì	wǔ	liù	qī	bā	jǐu	shí

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第 1 课

你好

Nǐ hǎo

句子 | Sentences

001 Hello!

你好!

Nǐ hǎo!

002 Hello! (polite form)

您好!

Nín hǎo!

003 Hello! (polite form)

你们好!

Nǐmen hǎo!

004 Bye!

再见!

Zàijiàn!

005 See you tomorrow!

明天见!

Míngtiān jiàn!

第一部分 | Part I

词语 | Words

1. 你 nǐ you

3. 再见 zàijiàn bye

2. 好 hǎo good

专有名词 Proper Nouns

1. 马克 mǎkè Mark

2. 卡伦 kǎlún Karen