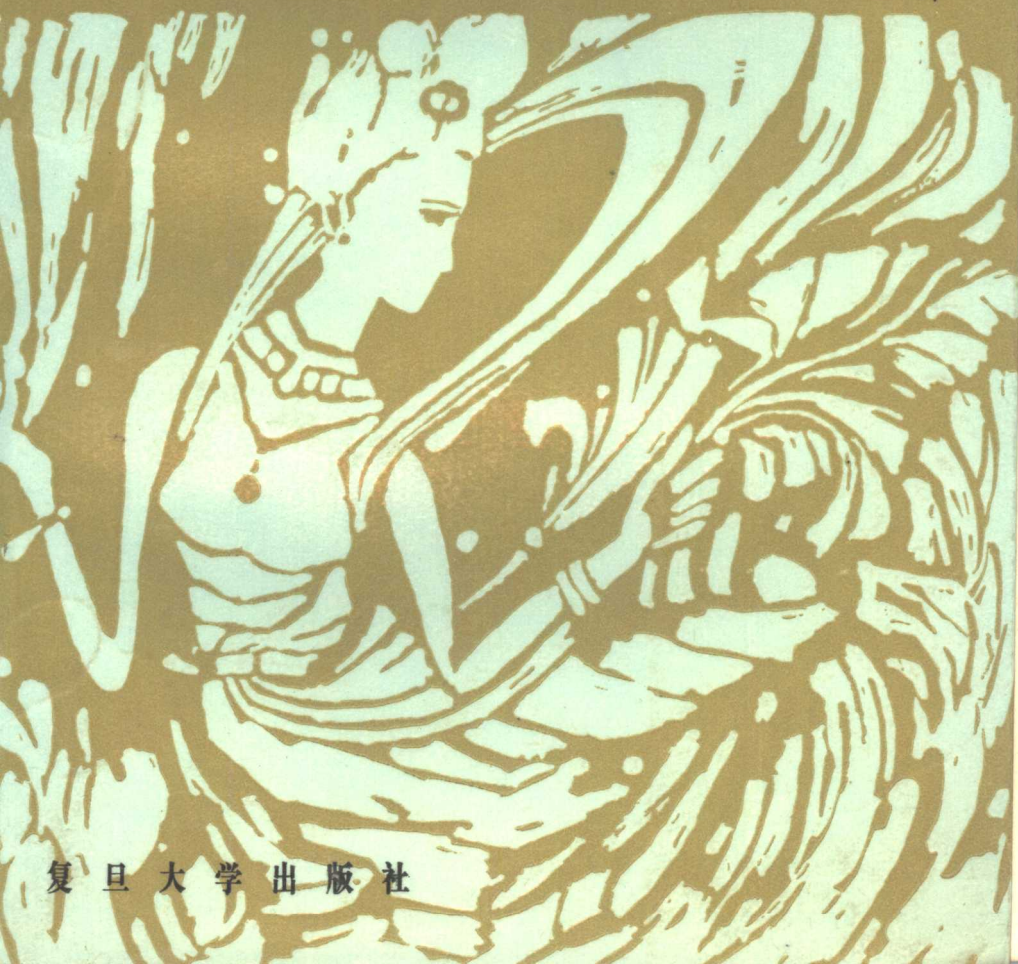


今日汉语

第一册

胡裕树 主编



复旦大学出版社

今日漢語

第一冊

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說 明

一、《今日漢語》課本四冊各二十課，共八十課，是供海外華僑、外籍華人學習漢語普通話使用的教材，也可以作為一般外國人學習漢語的教材或自學用書。與課本第一、二、三冊相配的，有《課外練習》第一、二、三冊，《漢字練習》第一、二、三冊，《教師手冊》第一、二、三冊。《詞彙總表》另立一冊。全套共十四冊。

二、本教材着重培養學生實際使用漢語的能力。考慮到成年人學習漢語，在強調語言實踐的基礎上，適當介紹一些基本的語音、語法知識，以便於學生自覺地運用語音、語法規律來指導自己的語言實踐。編寫中力求貫徹由淺入深，由易到難，循序漸進的原則。

三、第一、二、三冊為基礎漢語部分。課文內容涉及日常生活的各個方面。要求學生掌握日常生活中最必要的詞語和最常用的句型，為進一步學習漢語打下比較牢固的基礎。第四冊內容為一個僑居加拿大四十多年的老華僑，帶着他的孫女回國探親、游覽的系列故事。這一冊是本教材漢語教學的鞏固、深化部分，目的是讓學生在通過基礎部分學習後，複習、鞏固基本語法，進一步掌握一些較複雜的語法內容和修辭手段，並着重提高使用漢語的能力。

四、本教材採用繁體漢字，在第十四冊《詞彙總表》中附“繁簡漢字對照表”。

五、課本的體例

課文

為了加強聽、說訓練，着重培養學生在具體情境中運用語言的

能力，課文基本上採用對話體，第二、第三、第四冊各課增加一篇非對話體的短文，以利於在教學中進行成段表達的訓練。

生詞

生詞附在課文後面。練習中出現的生詞單獨列出，作為補充生詞，供學生量力吸收。

注釋

對課文中的某些疑難詞語和專名作解釋，或提供必要的文化背景材料；對一些未出現過的語法現象作補充說明；翻譯某些難句，幫助學生正確瞭解在一定語言環境中這些語句的確切意思。

語音和語法

課本第一冊第一至十課集中介紹漢語普通話的語音知識，力求簡單明瞭。

根據漢語的特點和華僑學習中的難點，從第一冊第十一課開始介紹最重要的語法點，力求簡明扼要。本書五課一單元，每單元有一課進行複習。

練習

包括詞語朗讀、替換與擴展、回答問題、小對話、閱讀短文和漢字書寫等項目。

前幾項主要是為複習、鞏固主要語法點、常用詞語的用法而設計的課堂練習。

小對話是為補充課文中沒包括進去，而日常生活中又是必需的一些生活話題，目的在於讓學生通過口頭反復操練，在交際中遇到類似情境時可以靈活使用。

閱讀短文是供學生擴大詞彙量，提高閱讀能力，逐步培養成段

表達習慣的練習材料。第一冊及第二冊前十課中的閱讀短文，大致採用複述課文的方式，適當增加一些補充生詞。第二冊第十一至第二十課及第三、四冊中的閱讀短文，主要是成語故事、人物小傳、名勝古迹、風土人情等等，意在增加知識性、趣味性，讓學生在學習漢語的同時瞭解一些必要的文化背景材料。

漢字

凡課文中出現的漢字，都列出漢字筆順表。本書祇列出第一至十課的漢字筆順表，從第十一課開始漢字筆順表都由“漢字練習”本承擔。

小知識

每單元後面附一篇“小知識”，介紹一些百科性知識，全部用外語翻譯。

歌曲

每單元後面還附有國內比較流行的歌曲一首，讓學生在學漢語的同時，學會唱中國歌。

六、本教材編寫過程中參考了國內外有關教材，並在上海和專程上廣東、福建、北京、南京等地，向有關高等院校的專家教授請教，得到了很大的幫助。在此，表示衷心的感謝。但限於水平，疏漏不妥之處在所難免，希望讀者提出批評意見，以便再版時修改。

七、本書英文翻譯：胡潤松，校閱：陸國強，插圖：徐克仁。

INTRODUCTION

1. *Chinese for Today* is a course in four books, each of which contains twenty lessons. It is primarily intended for overseas Chinese (whether naturalized or not) who wish to learn the *Putonghua* (Common Speech) of the Chinese language. But it is also adapted for use by foreign learners either in the classroom or as a teach-yourself course. Accompanying the first three textbooks are three work books, three Chinese characters copy books and three teacher's manuals; in addition to a word list after the text of each lesson, a glossary to all the eighty lessons is provided in a separate book, which completes the whole set of fourteen volumes for the course.

2. The course aims at developing practical language skills. Considering that the student is in most cases an adult, we have, while laying emphasis on practical skills, introduced a reasonable amount of basic knowledge of phonetics and grammar as a guide to his practice. To attain the practical goal set for the course, the phonetic and grammar rules as well as vocabulary and sentence structure are introduced progressively so that they range in difficulty from the simple to the most challenging.

3. The first three textbooks are designed for use as

elementary readers containing topics on various aspects of everyday life. The student is required to master the words, phrases and sentence patterns frequently used in daily communication and thereby to lay a solid foundation for further study. Book 4 deals with a serial story about an overseas Chinese, a resident of Canada for over forty years, on his homecoming tour of China with his granddaughter to visit relatives and for sightseeing. This book expands and deepens what has been learned in the previous books and helps the student consolidate his grasp of the basics of grammar, taking him well on the way to a mastery of the more complex grammatical structures and rhetorical techniques so as to develop his overall proficiency in the Chinese language.

4. The Chinese characters adopted in this course are all in their unsimplified forms. For the reader's convenience, a parallel table of simplified characters and their unsimplified forms is appended to the glossary.

5. Guide to the textbooks:

TEXTS: To intensify oral-aural practice and cultivate the student's ability to communicate in actual situations, the texts are presented largely in dialogue form: in Book 1 each text is a dialogue; in Books 2 to 4 it consists of a dialogue and a short descriptive passage, the latter providing the student with an opportunity to express his ideas in orderly sequence.

VOCABULARY: A word list is attached to each text. If there are proper names, they are arranged in a separate

list. Under the heading *Additional Words* are listed the new words that occur in the exercises. The student may learn to use as many of these words as his own level of proficiency allows.

NOTES: Under this heading, difficult words and phrases and certain proper names are explained and, where necessary, cultural background knowledge related to such lexical items is provided; new grammatical items not included in the Grammar section of any of the lessons or to be studied in later lessons are dealt with; and difficult sentences are translated to help the student understand their contextual meanings.

PHONETICS and GRAMMAR: This course does not aim at dealing with phonetics and grammar exhaustively and systematically, but at introducing to the student some of their basic points in the simplest possible manner. The basics of phonetics are covered in the first ten lessons of Book 1. Grammar topics are introduced in the rest of Book 1 and in Books 2 and 3. They treat of such essential grammar items as represent the peculiarities of Chinese and tackle the difficulties the overseas learner may run into in his studies. In every fifth lesson (beginning Lesson 15, Book 1) there is a review of one or more specified grammar items previously studied.

EXERCISES: The exercises include reading aloud words and phrases, substitution and expansion drills, answering questions, conversation practice (short dialogues), passage-reading, character-writing, etc. The items preced-

ing the dialogue or dialogues are designed for classroom activity with a view to helping the student to a sound mastery of the major grammar rules and commonly used words and expressions. The short dialogues that follow supplement the texts with conversational topics which may prove to be of value when the student communicates ideas in similar real-life situations. The passage-reading serves to expand the student's vocabulary, improve his reading comprehension and train him in continuous oral presentation. Each of the passages in Book 1 and in the first ten lessons of Book 2 is presented in narrative form, reproducing what is contained in the dialogue or dialogues in the text, with a few additional new words included in the narration. In the second half of Book 2 and in Books 3 and 4, the passages include stories of idioms, biographical sketches, descriptions of scenic beauties and historic sites, institutions and customs, etc. They serve to make the course more informative and more interesting and add cultural dimensions to the study of the language.

STROKE-ORDER OF CHINESE CHARACTERS: A table of Chinese characters is provided for each lesson showing the stroke-order of the characters which occur in that lesson for the first time. For Lessons 1 to 10 of Book 1 the table appears at the end of each lesson; the rest of the stroke-order tables will be found in the Chinese characters copy books accompanying the textbooks.

MORE ABOUT CHINA & CHINESE Attached to every fifth lesson (beginning Lesson 15, Book 1) is a

piece of supplementary information on one of a series of miscellaneous subjects in the form of a short passage or a chart, which has been translated into English for the student's convenience.

CHINESE SONGS: Also attached to every fifth lesson is a popular Chinese song. The student will find it a special delight to be able to sing a few Chinese songs as he progresses in his language pursuit.

6. While preparing this course we drew on several other Chinese textbooks published in China or abroad. We wish to record our acknowledgements here. Our special thanks go to the professors of Chinese whom we consulted in universities and colleges in Shanghai, Guangdong, Fujian, Beijing and Nanjing for their valuable help and advice. Any error or inaccuracy that may occur in the final product is to be imputed to ourselves and all comments and suggestions from the users of this course, teachers and students alike, will be appreciated as invaluable cues for future revision of the course.

7. Finally we pay tribute to Hu Runsong who did the English translation, Lu Guoqiang who read and revised the translation and Xu Keren who did the drawing of the illustrations.

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4. May I Have Your Surname?
5. What Day Do You Have Off?
6. How Many People Are There in Your Family?
7. What Is Your Name?
8. What Country Are You From?
9. I'd Like to Speak to Mr. Zhang, Please
10. We Are Learning Chinese
11. Are You Engineer Ding?
12. What Is This?
13. Do You Have Guangmin Daily?
14. Let's Go to the Movies
15. Where's Li Xiaodong?
16. That's a Busy Area
17. What Time Is It?
18. I Don't Feel Very Well
19. She Learns Very Hard
20. Today Is My Birthday

第一課 Lesson 1

一、課文 Text

你好

Hello

A: Nǐ hǎo !

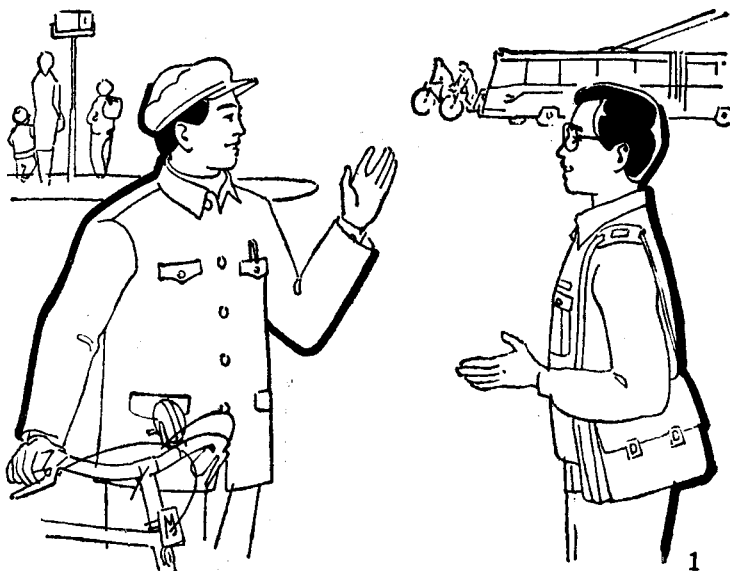
你好!

Hello.

B: Nǐ hǎo !

你好!

Hello.



生 詞 Vocabulary

1. 你 (代) nǐ you (sing.)
2. 好 (形) hǎo good; well; fine; nice; O.K.

二、注 釋 Notes

“你好!”

Hello. (Also: Good morning/afternoon/evening. Or: How do you do?)

這是漢語裏常用的問候語，不論早上、中午、晚上見面時都可以用，對方的回答也是“你好!”

“你好” is a common greeting. It can be used any time (i.e., in the morning, in the afternoon or in the evening) on meeting someone or on being introduced. The response to it is also “你好”.

三、語 音 Phonetics

(一) 聲母 Initials

d t n l

h

(二) 韻母 Finals

a o e i u ü

ao

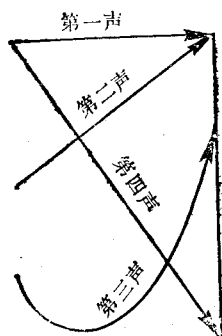
(三) 聲調 The tones

第一聲 (1st tone) 55 ā ō ē

第二聲 (2nd tone) 35 á ó é

第三聲 (3rd tone) 214 ǎ ǒ ě

第四聲 (4th tone) 51 à ò è



(四) 變調 Tonal modification—third tone→second tone

nǐ hǎo (ní hǎo)

(五) 音節 Syllables

ō ó ǒ ò

ē é ě è

yī yí yǐ yì

yū yú yǔ yù

dā tā lā hā

dí tí ní lí

dǔ tǔ nǔ lǔ hǔ

dào táo nào lão hào

(六) 發音要領 Essentials of pronunciation

現代漢語普通話一共有400多個音節。漢語的音節大部分由聲母、韻母、聲調組成。

There are over four hundred basic syllables in “Pǔtōng-huà” (Common Speech), the standard pronunciation of modern Chinese. A Chinese syllable usually consists of an initial, a final and a tone.

聲母是音節的開頭部分，主要由輔音充當。普通話共有21個輔音聲母。

An initial is a consonant, which occurs only as the beginning sound of a syllable. In Common Speech there are twenty-one initials.

聲母後面的部分叫韻母。普通話有 38 個韻母，可分為單韻母、複韻母和帶鼻音韻母。單韻母和複韻母由元音組成，鼻韻母由元音和鼻輔音組成。

A final is a vowel, which either forms a syllable with an initial preceding it or occurs on its own as a syllable. It may be a pure (i.e., simple) vowel, a vowel glide (diphthong or triphthong), or a nasal vowel composed of a vowel (either simple or complex) and a nasal consonant. Altogether there are thirty-eight finals in Common Speech, which are accordingly classified into three types: simple finals, compound finals and nasal finals.

聲調是漢語音節不可缺少的部分，它表示音節的高低升降，有辨義作用。普通話聲調有四種，分別用聲調符號 ˉ ˊ ˋ ˋˊ 表示。聲調符號要標在主要元音上，例如 hǎo。元音 i 上標調，i 上一點要去掉，例如 nǐ。

The tone, capable of distinguishing meaning, is an integral part of a syllable. The standard Chinese pronunciation is characterized by the use of four tones, represented respectively by the marks “—” (the first tone), “/” (the second tone), “v” (the third tone) and “\” (the fourth tone). The tone mark of a syllable is placed right above the vowel or, when the final is a compound one, above the principal vowel—the one pronounced with the lips wider or widest open and with greater or the greatest prominence (loudness and length), e.g., “hǎo”; when the tone mark happens to fall on “i”, it replaces the dot, as in “nǐ”.

漢語的音節可以沒有聲母，但不能沒有韻母和聲調。一個音節

書寫起來就是一個漢字。祇有兒化音節(如“花兒” huār)是一個音節寫成兩個漢字。

A Chinese syllable can go without an initial, but no syllable will do without a final or a tone. In writing, a syllable is normally represented by one Chinese character for a particular meaning unless it is retroflexed; a retroflexed syllable may be recorded in two characters, with “兒” representing the retroflex “r”, e.g., “huār 花兒” (flower).

1. 聲母 Initials

d [t]、t [t'] 是一對舌尖中清塞音，發音時聲帶不振動。它們的主要區別是，發 d 時，氣流較弱，稱為不送氣音；發 t 時，氣流較強，稱為送氣音。

d [t] and t [t']: These are a pair of voiceless blade-alveolar plosive consonants. They are articulated in much the same manner except that in pronouncing “d” the air stream is rather weak so that the plosion is unaspirated, whereas the exhalation in the case of “t” is more forceful and is released with a stronger puff so that the plosion is aspirated.

2. 韻母 Finals

e [ɤ] 是舌面後、半高、不圓脣元音。發 o 音時，舌位不變，雙脣由圓到扁，嘴角向兩邊展開，即可發出 e 音。

e [ɤ]: This simple final is a back, half-close (with the tongue held in the mid-high position), unrounded vowel. It can be obtained by holding the tongue and lips at the position of “o” (but no sound should be uttered at this point) and then spreading the lips and pronouncing