



北京语言文化大学速成学院 编

# 速成汉语 初级教程

综合课本

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# 速成汉语初级教程

综合课本

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## 前 言

《速成汉语初级教程·综合课本》是为短期班零起点的外国学生编写的初级汉语主体教材（也可供长期班零起点的外国学生使用），教学时间为一个学期（20周），要求学生基本达到国内基础汉语教学一学年所达到的汉语水平。

速成教学时间短，要求高，只有实行“强化+科学化”的教学，才能成为最优化的教学。我们认为，速成教学总体构想应该是：以掌握话题内容为教学的最低目的，以掌握话题模式为教学的最高目的，以掌握语法、功能为实现教学目的的重要条件，以紧密结合语法、功能的形式多样的大量练习为实现教学目的的具体措施和根本保障。因此，本教材的总体构想是：以话题为中心，以语法、功能为暗线，以全方位的练习项目为练习主体。

教材具体安排如下：共编80课，语音教学贯彻始终。1~10课突出语音（声母、韵母、声调），不涉及语法和功能；11~80课侧重于语法和功能，兼顾语音（难音、难调、词重音、句重音、语调等）。

编写课文时，我们慎重筛选和安排话题。有关生活、学习、交际方面的内容先出，有关介绍中国国情、中国人的观念习俗的文化内容后出。其中，介绍中国国情的内容，以反映社会积极因素为主，但也有个别课文是反映社会消极因素的，目的在于避免脱离实际，防止产生误导效应。课文内容的确定，均受一定语法点的制约，但又不能捆得过死，注重语言的顺畅和趣味。篇幅逐渐加长，但最长的一般不超过500字。

共出生词3400多个（专名未计算在内）。注音，基本上以社科院语言研究所词典编辑室所编《现代汉语词典》为依据，极个别的参考了汉语水平等级标准研究小组所编《词汇等级大纲》。词性，主要参考冯志纯等主编《新编现代汉语多功能词典》。每课生词平均43个左右，只要求学生掌握本课重点词语。

语法点的选取主要依据汉语水平等级标准研究小组所编《语法等级大纲》。教材中涉及到的语法点，甲级的除少数外，全部出齐，乙级的出了大部分，丙级的也选取了一些。我们对少数语法点进行了调整，扩大了趋向补语、结果补语以及主谓谓语句的范围，增加了状态补语和物量补语。语法难点，分散出。对课文中出现的语法点，我们采取分别对待的处理办法：重点的，注释略多些；次重点的，

注释从简；非重点的不注，如连动句、兼语句等。语法点，不是见一个注一个，基本上采取归纳法，并注意说明使用条件。

共选取 100 多个功能项目。这些功能项目都是学生最常用、最急用的。对这些功能项目也采取归纳法，而且是在逢五、逢十的课中归纳。所归纳的功能项目只具有提示作用，在句型、句式上不求全，教员上课时可根据教学实际情况适当补充。

我们所设计的练习项目是为教师备课、组织课堂教学、对学生进行技能训练服务的，说到底，是为提高学生的交际能力服务的。为此，我们采用了语音、词语、句型、功能、成段表达、篇章模式、阅读训练一条龙的练习方法。这些练习项目为帮助学生打好语音基础、实现从单句表达到成段表达的平稳过渡提供了可靠的保障。教员可根据教学实际情况适当增减。

我们的教材编写工作一直是在院领导的具体指导下，在校领导和国家对外汉语教学领导小组办公室的大力支持下，在院内同志的热情帮助下进行的。没有上上下下的通力合作，这套教材是编不出来的。

在教材编写过程中，我们召开过院内专家咨询会、校内专家咨询会，参加过合肥教材问题讨论会。与会专家对我们的教材初稿提出了许多宝贵意见，使我们的修改工作有了准绳。

在编写课文时，我们参考了校内外的有关教材，如韩鉴堂编《中国文化》、赵洪琴编《汉语写作》、刘德联等编《趣味汉语》、吴晓露主编《说汉语学文化》、潘兆明主编《汉语中级听力教程》、吕文珍主编《五彩的世界》等，从中受益匪浅。

在此，我们谨向有关领导、专家、同行和所有直接或间接帮助过我们的同志表示衷心的感谢。

限于水平，教材的缺点和错误在所难免，恳望使用者给予批评指正。

编者            1995 年 12 月

## PREFACE

**A Short Intensive Elementary Chinese Course** is a main Chinese language course book designed for foreigners at elementary level in short term classes. It can, however, also be used for long term classes. The course covers one semester (20 weeks) in which time the student should reach the basic level it takes a foreign student one year to achieve while studying in China.

Although short term teaching time is limited, it demands a high standard of teaching. Only if the teaching is based on an Intensive and Methodical approach can excellent be achieved in a short term course. We believe that the basic principles underlying the conception of short term teaching should be: firstly, that the minimum teaching aim is the mastery of topic contents; secondly, that the maximum teaching aim is the mastery of topic paradigms; thirdly, that the most important condition for accomplishing the teaching aim is the mastery of grammar and functions; and lastly, that a large number of varied exercises combined closely with grammar and functions should be considered as a concrete and essential part of teaching. Thus, the overall design of the book takes the text as a core, grammar and functions as an underlying framework while a varied selection of exercises provide the main body of material.

The book consists of 80 texts and the teaching of pronunciation is pursued till the end of the course. Lessons 1 to 10 deal with pronunciation (vowels, initial consonants and tones) and not with grammar or functions. These are dealt with in Lessons 11 to 80 which also contain some pronunciation (difficult cases, tones, word stress, sentence stress and intonation).

While compiling the texts we selected and arranged topics carefully. Topics covering day-to-day life, studies and communication come first and are followed by topics centering on the situation in China and about the Chinese people's culture, concepts and customs. Concerning the latter, stress is laid on the positive aspects of the society, although some texts also reflect the more negative aspects. This is so as not to lose contact with reality which could lead to the misunderstanding. The

content of the texts is necessarily restricted by grammar, but this should not imply a total confinement and the language should read smoothly and interestingly. The length of texts is extended progressively, the longest one nevertheless consisting of less than 500 words.

The course introduces more than 3400 words (excluding the proper nouns). Phonetic notations are almost all based on the **Contemporary Chinese Dictionary** edited by the Editorial Division of the Linguistic Research Institute of the Academy of Social Sciences and a handful come from **An Outline of Vocabulary Grades** edited by the Chinese Language Level Grading System Research Group. Parts of the speech are based mainly on **The Newly Compiled Modern Chinese Multiple Functional Dictionary** edited by Feng Zhichun and so on. Each text consists of about 43 items of vocabulary of which the student is required to master the main words and phrases.

Grammar points have been selected mainly according to **An Outline of Grammar Grades** edited by the Chinese Language Level Grading System Research Group. Except for the grammar on decimals all the items in the grading system that deal with basic grammar have been selected and most items dealing with less frequently used grammar have also been included. We have adjusted some of the grammar points, and extended the scope of others, such as the Complement of Direction, the Complement of Result and the Sentence with a Subject-Predicate Phrase as a Predicate. We have also added items on the Complement of State and the Complement of Numeral-Measure. We have dispersed difficult points among texts and dealt with the points of each lesson in different ways. More explanations are given to the important points, simplified explanations are given to the less important points and there are no explanations for the unimportant points such as the Sentence with Verbal Constructions in Series, the Pivotal Sentence and so on. The inductive method has been used mainly in explaining the points and attention has been given to explanations on how to use them in speech and writing.

More than 100 functional items have been incorporated, all of which are extremely useful and practical to students. These items have been summarised every fifth lesson although only in the form of notes. Sentence constructions have not been thoroughly perfected which allows for teachers' own supplementation according to their individual teaching practice.

The exercises have been designed to be used for teachers' class preparation and lesson plans as well as for student practice of different skills. In the long run they will help to improve students' communication skills. It is with this approach in mind that we have created a new series of exercises covering the following items: pronunci-

ation, words and phrases, sentence constructions, functions, widening means of expression, composition writing, and reading exercises. These are the most essential items for the laying of a solid foundation in pronunciation and communication skills. The number of items may be increased or reduced according to teaching methods.

This book has been compiled from start to finish under the concrete guidance of our University leaders and with the full support of our University leadership and that of the Leading Group Office of Teaching Chinese Language to Foreigners in China, as well as with the warm help of the comrades in our University without whom this book could not have been published.

While compiling the course we consulted the experts of our University and attended the seminar in Hefei on teaching material issues. The experts in this seminar offered us many helpful suggestions which proved very useful to the drafting of this amendment.

While compiling the book we consulted many works and learned a lot from them. These works include: **Chinese Culture** edited by Han Jiantang, **Chinese Writing** edited by Zhao Hongqin, **Interesting Chinese** edited by Liu Delian and so on, **Speaking Chinese and Learning the Culture** compiled by the chief editor Wu Xiaolu, **A Course of Listening Comprehension of Intermediate Chinese** compiled by the chief editor Pan Zhaoming, **The Colorful World** compiled by the chief editor Lü Wenzhen.

We would hereby like to express our sincere thanks to those who have given us direct or indirect assistance.

In the event of errors having been overlooked, we earnestly invite the users of this book to put forward their criticism and suggestions.

Compilers  
December, 1995



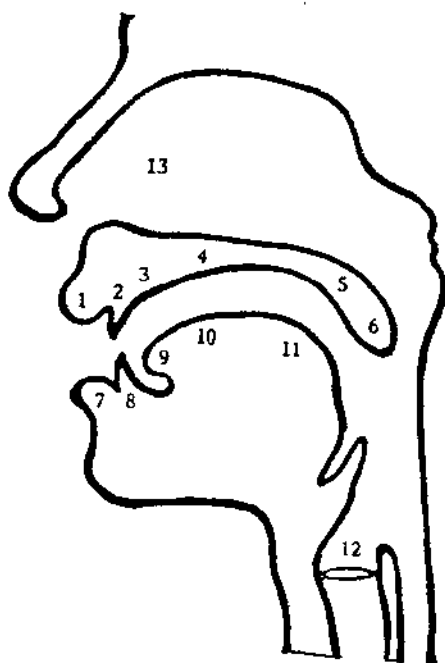
## 词类简称表

### Abbreviations

① (名)	名词	míngcí	noun
② (代)	代词	dàicí	pronoun
③ (动)	动词	dòngcí	verb
④ (能动)	能愿动词	néngyuàn dòngcí	optative verb
⑤ (形)	形容词	xíngróngcí	adjective
⑥ (数)	数词	shùcí	numeral
⑦ (量)	量词	liàngcí	measure word
⑧ (副)	副词	fùcí	adverb
⑨ (介)	介词	jiècí	preposition
⑩ (连)	连词	liáncí	conjunction
⑪ (助)	助词	zhùcí	particle
	动态助词	dòngtài zhùcí	aspectual particle
	结构助词	jiégòu zhùcí	structural particle
	语气助词	yǔqì zhùcí	modal particle
⑫ (叹)	叹词	tàncí	interjection
⑬ (象声)	象声词	xiàngshēngcí	onomatopoeia
(头)	词头	cítóu	prefix
(尾)	词尾	cíwěi	suffix

## 发 音 器 官

### Organs of Speech



1. 上唇 Upper Lip
2. 上齿 Upper Teeth
3. 牙床 Teethridge
4. 硬腭 Hard Palate
5. 软腭 Soft Palate
6. 小舌 Uvula
7. 下唇 Under Lip
8. 下齿 Under Teeth
9. 舌尖 Tip of Tongue
10. 舌面 Blade of Tongue
11. 舌根 Back of Tongue
12. 声带 Vocal Cords
13. 鼻腔 Nasal Cavity

# 汉字笔画表

## Table of Strokes of Chinese Characters

简单笔画				复杂笔画			
	笔画	名称	例字	笔画	名称	例字	
基本笔画	丶	点	义	㇀	横	撇	又
	一	横	三	㇁	横	折	丑
	丨	竖	川	㇂	横	提	计
	ノ	撇	彳	㇃	横	折	丹
	㇏	捺	大	㇄	横	弯	凡
	㇚	提	江	㇅	横	折	凹
变形笔画	㇚	左点	办	㇆	横	折	及
	㇚	长点	刘	㇇	横	折	凸
	㇚	横钩	冗	㇈	横	折	乃
	㇚	竖钩	水	㇉	横	折	队
	㇚	弯钩	豕	㇊	横	撇	氏
	㇚	平撇	禾	㇋	横	弯	巨
	㇚	竖撇	月	㇌	竖	提	西
	㇚	平捺	之	㇍	竖	弯	己
	㇚	斜钩	式	㇎	竖	折	专
	㇚	卧钩	心	㇏	竖	折	鼎
				㇐	竖	折	弓
				㇑	竖	折	丝
				㇒	撇	折	点
				㇓	撇		女

## 汉字笔顺规则

### Stroke Orders of Chinese Characters

例 字	笔 顺	规 则
十	一 十	先 横 后 竖
人	ノ 人	先 撇 后 捺
三	一 二 三	从 上 到 下
什	亻 什	从 左 到 右
月	丿 月	从 外 到 内
国	冂 囙 国	先 里头 后 封口
小	丨 丩 小	先 中间 后 两边

## 课堂用语

### Terms in Class

1. Xiànzài shàng kè.

现在 上 课。

Now let's begin our class.

2. Jīntiān xuéxí dì \_\_\_\_ kè.

今天 学习 第 \_\_\_\_ 课。

Today we are going to learn Lesson \_\_\_\_.

3. Dǎ kāi shū, fān dào dì \_\_\_\_ yè.

打 开 书， 翻 到 第 \_\_\_\_ 页。

Please open your book, and turn to page at \_\_\_\_.

4. Tīng wǒ fā yīn.

听 我 发音。

Please listen to my pronunciation.

5. Tīng wǒ niàn.

听 我 念。

Please listen to what I'm going to read.

6. Tīng wǒ shuō.

听 我 说。

Please listen to what I'm going to say.

7. Gēn wǒ shuō.

跟 我 说。

Say after me.

8. Gēn wǒ xiě.

跟 我 写。

Write after me.

9. Zhùyì tīng.

注 意 听。

Listen attentively.

10. Zhùyì fāyīn.

注 意 发 音。

Pay attention to the pronunciation.

11. Zhùyì shēngdiào.

注 意 声 调。

Pay attention to the tone.

12. Zhùyì yǔdiào.

注 意 语 调。

Pay attention to the intonation.

13. Zhùyì bǐshùn.

注 意 笔 顺。

Pay attention to the stroke orders.

14. Qǐng kàn hēibǎn.

请 看 黑 板。

Please look at the blackboard.

15. Niàn shēngcí.

念 生词。

Please read the new words.

16. Niàn kèwén.

念 课文。

Please read the text.

17. Xiě Hànzì.

写 汉字。

Please write characters.

18. Tīng lùyīn.

听 录音。

Please listen to the recording.

19. Zài tīng yí biàn.

再 听 一遍。

Listen again, please.

20. Zài niàn yí biàn.

再 念 一遍。

Read again, please.

21. Zài shuō yí biàn.

再 说 一遍。

Say again, please.

22. Zài xiě yí biàn.

再 写 一遍。

Write again, please.

23. Xiànzài tīngxiě.

现在 听写。

Now, let's have a dictation.

24. Xiān tīng wǒ niàn, ránhòu zài xiě.

先 听 我 念， 然 后 再 写。

Listen to me first, then write it down.

25. Qǐng jiāo běnzi.

请 交 本子。

Please hand in your exercise book.

26. Shuí yǒu wèntí, kěyǐ wèn wǒ.

谁 有 问题， 可以 问 我。

If you have any questions, please ask me.

27. Shuí bù dǒng, qǐng jǔ shǒu.

谁 不 懂， 请 举手。

If anyone of you doesn't understand, please raise your hand.

28. Xiànzài liú zuòyè.

现在 留 作业。

Today's homework is \_\_\_\_\_.

29. Fùxí jiù kè.

复习 旧 课。

Review the lessons we learned.

30. Yùxí shēngcí.

预习 生 词。

Prepare the new words of next lesson.



31. Yùxí xīn kèwén.

预习 新课文。

Prepare the text we are going to learn.

32. Kàn yǔfǎ zhùshì.

看 语法注释。

Read the Grammar, please.

33. Kàn cíyǔ zhùshì.

看 词语注释。

Read the Notes, please.

34. Míngtiān cèyàn, dàjiā zuò hǎo zhǔnbèi.

明天 测验，大家 做好 准备。

Tomorrow we are going to have a test, please get prepared.

35. Xiànzài xià kè.

现在 下 课。

Now class is over.