

# 实用速成汉语

Chinese Made Easier

田皓皓 [英] 石明理 著

A NEW  
CURRICULUM  
FOR A NEW MILLENNIUM

1  
Book

陕西师范大学出版社 Shaanxi Normal University Press



## **What makes this book different from most other Chinese textbooks published in China?**

- The content of each lesson is intensely practical. We have assumed that you are living in China and want to communicate on everyday topics as quickly as possible. So only useful vocabulary, immediately relevant to your everyday needs, is included.
- We have worked hard at trying to make the grammar explanations as simple and clear as possible, avoiding complicated linguistic terminology.
- Each lesson contains an activity related to the topic, in order to get you using the content as quickly as possible.
- The reading & writing of Chinese characters is introduced at a manageable pace so you shouldn't feel too overwhelmed.

Students who have used this textbook in our program have enjoyed the clear grammar explanations and practical content of each lesson. The textbook gives students what they need for daily living in China and hence fuels motivation to learn.

Dr. Howard Kenyon  
Sunrise Chinese Language Program  
Shaanxi Teacher Training University  
Xian

Martin Symonds has created the very textbook I've been looking for in China for a long while. With China's entry into the WTO, there has been an urgent need for a course which is both practical and well structured, yet without the heavy emphasis on writing Chinese characters which most courses in China demand. This is definitely it!

Peter Moore  
China Language Training Center  
Kunming

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### Book 1

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## FAIL TO READ THIS AT YOUR PERIL!!

This textbook uses *pinyin* romanization to help you learn to speak Chinese. However, the *pinyin* gradually starts to disappear after lesson 5. Why?

In order to reduce your dependence on the *pinyin* (which Chinese people can't read anyway), starting from lesson 6 and going right through to lesson 70, we introduce you to eight Chinese characters per lesson. You are free to choose whether or not you wish to learn how to *write* the characters. However, you must learn how to *recognize* them because the *pinyin* for those eight characters will disappear from that lesson onwards. In this way, you will learn to read (and possibly write) 520 Chinese characters by the time you have completed lesson 70. (If you choose not to learn to write them, why not consider buying a Chinese writing program for your computer and learn how to *type* them using a *pinyin* input method?)

Confused about the *Parts of Speech*? Then turn to page 143.

Take a look now at the *Reference Section* in Book 2 (pages 199~235) for lists of useful words needed for everyday living.

A complete Chinese-English alphabetical *pinyin* list of all the *new vocabulary* introduced in lessons 1-60 can be found near the end of Book 4. A list of all the *Chinese characters* taught in lessons 6-60 can also be found at the back of Book 4.

Needing ideas for learning Chinese? Then look up the website:  
<http://www.smithworks.org/chinese> More details are at the end of 'Hints on How to Study' (at the end of this book), which, by the way, is also worth a look at.

*Continue reading on if you wish*

What makes this book different from most other Chinese textbooks published in China?

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## ACKNOWLEDGEMENTS

Many people have contributed to the compilation of this textbook. A special word of thanks to 张俊娟 who carefully went through each lesson and made many very helpful comments. Also, a special word of thanks to 林继君 who wrote the Teacher's Manual which has already been much appreciated by teachers using the textbook. Grateful appreciation too to 陈惠玲 for doing the drawings.

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邓守信 excellent book 'A Basic Course in Chinese Grammar: A Graded Approach through Conversational Chinese', Asian Library Series No. 5 (San Francisco: Chinese Materials Center, Inc., 1977) proved to be a most valuable resource book.

Fu Jen University's 'Four Phase Pattern Drills for Speak Chinese' contained many useful ideas on how to create interesting drills.

Thanks must also be extended to a host of other people: 刘家尧, Andy Castro, Matthew Dear, Dave Parshall, Ruth Plummer, David Seiboth, and students on the Sunrise program at 陕西师大 who were willing guinea pigs.

田 皓 皓  
Martin Symonds

January 1, 2001



## 给老师的话

请看“教师手册”第 242~325 页涵盖第一至第十课。第二册 (11~20 课) 第 236~328 页。第三册注解及听力故事 (21~40 课) 第 304~328 页。

学习汉语的两种类型学生: 1) 外国大学中文系的学生 2) 居住在中国的外国人。第一种类型的学生目标是拿到文凭, 而第二种类型的学生其目标是透过学习汉语以便在中国生活, 交中国朋友, 跟中国人打成一片。尤其目标不同, 他们学习汉语的目的也随之不同。

大部分的汉语教材是为第一种类型学生而写的——重点放在汉字的读及写。而本书截然不同, 因为是针对第二种类型的学生而写的, 每课的内容均强调实用性。本书作者认为居住在中国的外籍学生需在日常生活的话题上尽快能与人沟通, 故本书仅包含一些实用的、与学生日常生活息息相关的字汇。

我们已尽量使语法解释简单及清楚, 并且避免复杂的语言专有名词。

每课的注解学生自己研读。

我们以一个可接受的速度介绍汉字的读及写, 所以学生不会觉得压力太大。为了降低学生对拼音的依赖, 从第六课开始一直到第七十课, 每课都会介绍八个汉字。学生可自由选择学写汉字与否。如果学生需写一个句子, 但仍不知如何写其中某一单字, 可允许他(她)以拼音代替汉字。本书成功教学的关键在于教师需秉持这个原则, 同时不硬性规定学生一定要写每课的生词。但是, 学生必须学习认字, 因为每课八个汉字的拼音自当课以后将不再出现。这样一个方式, 在完成七十课以后, 学生可学到读(或写) 520 个汉字。若学生选择不学写汉字, 何不鼓励他们购买以拼音为输入法的电脑中文软件, 并学习如何利用拼音输入资料?

# CONTENTS

Acknowledgements

To the Teacher 给老师的话

PRONUNCIATION	1-62
1. Introducing Yourself	64
2. The Classroom	76
3. The Post Office	92
4. The Market	110
5. Describing	126
6. Telling the Time	144
7. Days & Dates	162
8. Giving Directions / Address	180
9. Getting Public Transport	199
10. Eating Out	221
Teacher's Handbook 教师手册	242
English - Chinese Vocabulary List	326
Chinese - English Vocabulary List	345
Hints on How to Study	362



## Pronunciation Contents

- 1 The four tones, *f l m n h s a*
- 2 *i ei ai*
- 3 The four tones contrasted
- 4 *p t k*
- 5 *u ou ao*
- 6 *b d g*
- 7 *an ang ong*
- 8 *z c*
- 9 Two 3<sup>rd</sup> tones in sequence; Tone Practice: 4<sup>th</sup> tone
- 10 *sh ch zh*
- 11 *r*
- 12 *w ua uai*
- 13 *ui uan uang*
- 14 Tone practice: 3<sup>rd</sup>-2<sup>nd</sup>; 1<sup>st</sup>-3<sup>rd</sup>; 1<sup>st</sup>-1<sup>st</sup>
- 15 *y in ing*
- 16 *ia iao iang*
- 17 Tone practice: 2<sup>nd</sup>-4<sup>th</sup>; 4<sup>th</sup>-4<sup>th</sup>; 4<sup>th</sup>-1<sup>st</sup>
- 18 *xi ji qi*
- 19 *iu ian ie*
- 20 Tone practice: 1<sup>st</sup>-2<sup>nd</sup>; 4<sup>th</sup>-2<sup>nd</sup>; 3<sup>rd</sup>-4<sup>th</sup>
- 21 *wo/uo*
- 22 *en eng un*
- 23 Tone practice: 2<sup>nd</sup>-1<sup>st</sup>; 3<sup>rd</sup>-1<sup>st</sup>; 1<sup>st</sup>-4<sup>th</sup>
- 24 *e*
- 25 *ü/u*
- 26 Tone practice: 2<sup>nd</sup>-2<sup>nd</sup>; 2<sup>nd</sup>-3<sup>rd</sup>; 4<sup>th</sup>-3<sup>rd</sup>
- 27 *ün üe üan iong*
- 28 *si zi ci*
- 29 Neutral tone
- 30 *er*
- 31 Stress and intonation
- 32 Some everyday words and phrases
  
- A Chinese and English consonants and vowels compared
- B Phonetic description of Chinese consonants and vowels
- C Chinese syllable chart in *pinyin*
- D The four tones
- E The vocal organs

## You Must Read This

Clear and accurate pronunciation is of paramount importance in speaking Chinese (or any language). If accurate pronunciation is attained, your Chinese will always be pleasing to listen to. However, if accurate pronunciation is not attained early on, it will be almost impossible to acquire later.

The pronunciation section of this book describes each sound in Chinese by several methods: each lesson contains a description of how to make the sound, usually comparing it to a similar sound in English. Drawings and photographs are also included so that you can visualize the shape of the lips and position of the tongue. Common problem areas are highlighted. For those who are more *au fait* with linguistic terminology, the phonetic description of each sound is given in Appendix B. Appendix A contains charts comparing the consonants and vowels of Chinese and English.

It should be stressed at the outset that this section of the book is only on the **pronunciation** of Chinese – not the grammar or the semantics. Do not waste time, therefore, on asking your teacher about the meaning of the words in the Drills or Tone Practice – simply concentrate on acquiring accurate pronunciation.

For each lesson it is important to:-

1. **LISTEN:** Listen carefully. Do not try to articulate the sounds at this stage – just let them become familiar to you.
2. **MIMIC:** Mimic enthusiastically. Throw yourself into it. Imagine that you are Chinese. Act out the part and try to be as uninhibited as possible. The more we want to sound Chinese, the more Chinese people will enjoy listening to us.
3. **PRACTICE:** Practice repeatedly. New sounds require the formation of new speech habits. Adults often find this difficult. You will need to spend much time on the ‘problem’ sounds – practicing them until you pronounce them correctly. It is important, therefore, to be enthusiastic about drilling and not to rush through the drills just in order to complete the lesson.
4. **TAKE CORRECTION:** Take correction conscientiously. Be grateful to those – both teachers and friends – who point out your pronunciation errors. Note them, then work on them with your teacher until the problem is ironed out. Incorrect pronunciation, not dealt with in the early stages, will be almost impossible to rectify later on.

Acquiring these new speech habits won't be easy. We have to start by consciously guiding our tongue and lips, continuing to practice until we make the correct sounds effortlessly. In our pursuit of this goal, the main interfering factor will be those speech habits that we already possess. Beware, therefore, of the natural tendency to simply substitute the familiar sounds of our mother tongue instead of training ourselves to produce the new ones. We must be clear on the different lip and tongue movements of each sound and carefully practice these new movements until they are as habitual, as unconscious and as effortless as those of our own mother tongue.

Work hard on the Tone Practice lessons – the goal of acquiring good pronunciation includes saying the tones clearly and accurately. Many find this difficult; but decide now not to stop until you get them right.

Instead of referring to 'consonants' and 'vowels' in Chinese, it is best to regard syllables as composed of three parts:

- i) an initial (the same as a consonant in English)
- ii) a final (normally vowels)
- iii) a tone (the four tones are indicated by different symbols)

tone	
initial	final

/	
sh	ao

When learning *pinyin* (the standard romanization system used in the People's Republic of China), take great care not to substitute our English sounds: for example, *e* in *pinyin* is not the same as an 'e' in English. Hence *ben* in *pinyin* is not pronounced the same as 'Ben' in English. When learning a new letter in *pinyin*, therefore, you must pay special attention to exactly how it should be pronounced.

## You Ought To Read This

Don't be misled by what you hear! When we first hear a particular sound in Chinese, it may *seem* similar to a sound in English. Our tendency is to assume that they *are* the same and to substitute the English sound for the Chinese one.

A few sounds in Chinese are the same as in English, e.g. *f*, *m*.

However, three types of sounds which may cause problems need to be noted:

### 1. Familiar sounds in unfamiliar settings

Chinese *z* can be found in such English words as 'woods'. However, this sound never occurs at the beginning of a word in English whereas it *only* occurs in word-initial position in Chinese.

When learning this type of sound, we first need to isolate them (e.g. woo-**ds**); when this has been successfully accomplished, we can then simply add on the Chinese 'final'.

### 2. Unfamiliar sounds

Certain Chinese sounds, such as *xi*, *ji*, *qi* and *yu* do not occur in English.

We must therefore learn how to pronounce these unfamiliar sounds by concentrating on where to place the tongue and what shape the lips should take. As they may cause difficulties, do not rush through the drills but allow your mouth slowly to get acquainted with them. Study the diagrams carefully and observe your attempts in a mirror.

### 3. Similar (but different) sounds

Chinese *t*, *d*, *n* and *l* appear to be the same as English 't', 'd', 'n' and 'l'. However, there is an important distinction: in Chinese the tongue tip touches the upper teeth and gums whereas in English the tongue tip normally touches the teeth (alveolar) *ridge*.

For each sound which comes under this heading, pay particular attention to *where* the difference between Chinese and English lies and then practice that point, taking great care not to substitute the English sound. Getting this type of sound correct is all the difference between speaking with or without a foreign accent.

Study the charts in Appendix A.

## You Might Like To Read This

If we compare the sound systems of Chinese and English, we can spotlight some of the areas of possible difficulty (refer to Appendix A).

### CONSONANTS

#### *Aspirated v. Unaspirated*

The aspirated/unaspirated distinction is a major feature of Chinese; viz. for *p/b, t/d, k/g, c/z, qi/ji, chi/zhi*, the only difference in each pair is the presence or absence of aspiration. It is important, therefore, in the early stages of learning Chinese to slightly exaggerate this difference, i.e. for the aspirated sounds to add a strong puff of air and for the unaspirated sounds to take care not to release any air.

#### *Voiced v. Voiceless*

In Chinese there is only one pair of sounds which is distinguished solely by the presence or absence of voicing, viz. *r* and *sh*, whereas in English this voiced-voiceless distinction is a major feature (eg. *v/f, z/s, g/k, b/p*). When learning Chinese *b, d, g, z, j, zh*, remember not only not to aspirate them but also not to voice them either.

#### *Dental v. Alveolar*

The only difference in the pronunciation of *t, d, n, s, l, c* and *z* is that whereas in English the place of articulation is normally the alveolar ridge, in Chinese it is the upper teeth and gums. It is important, therefore, to ensure that your tongue tip touches the back of the upper teeth and gums, and that the middle part of the tongue is kept down.

### VOWELS

#### *Tense-Lax contrast v. Non-contrast*

In English there are some pairs of vowels which are distinguished by tenseness or laxness of the tongue muscles, e.g. 'i': machine (tense), hit (lax); 'u': boot (tense), bush (lax). In Chinese both the *i* and *u* are **tense**. Be careful, therefore, not to substitute lax vowels for these tense ones.

#### *Glide v. Non-glide*

In Chinese the *i* is steadily articulated in a high front position without any glide, whereas in English the 'i' (as in 'machine') glides upwards. The Chinese *u* is also steadily articulated, the lips being strongly rounded and the tongue remaining in the retracted position from beginning to end, whereas in the English 'u' (as in 'boot') the tongue glides upwards and slightly back as the lip rounding progressively increases. Take great care not to glide these and other Chinese pure vowels.



**Initials: f- l- m- n- h- s- Final: -a**

### HOW TO MAKE THE SOUNDS

- f* same as an initial English 'f' as in 'food'
- l* similar to the initial 'l' in 'legal' (but not the final 'l'), except that the tongue tip is slightly further forward, as in the word 'health'
- m* same as an initial English 'm' as in 'mood'
- n* similar to an English 'n', except that the tongue tip is slightly further forward, as in 'tenth' (see diagram on p. 7)
- h* similar to an initial English 'h' as in 'hood', but note that Chinese speakers add a little friction (as in Scottish 'loch')
- s* similar to an English 's', except that the tongue tip is slightly further forward, as in 'months'. Some speakers place the tongue tip down behind the lower teeth.
- a* as when the doctor says: Open your mouth wide and say, 'Ah!'

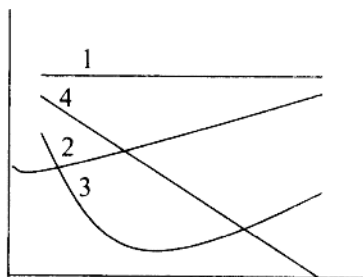


a

### THE FOUR TONES

	<i>pinyin</i>
1 <sup>st</sup>	mā
2 <sup>nd</sup>	má
3 <sup>rd</sup>	mǎ
4 <sup>th</sup>	mà
Neutral	ma

- 1<sup>st</sup> tone      **level** at a relatively high pitch
- 2<sup>nd</sup> tone      **rises**, starting from a mid pitch
- 3<sup>rd</sup> tone      **dips**, starting from a mid pitch, dropping low, then rising to mid
- 4<sup>th</sup> tone      **falls** sharply, starting from a high pitch and dropping right down to low



Neutral tone    see lesson 29

### LISTENING AND PRODUCTION DRILL

(First time through just listen to your teacher. The second time through listen, then say each syllable)

fā	fá	fǎ	fà
lā	lá	lǎ	là
mā	má	mǎ	mà
nā	ná	nǎ	nà
hā	há	hǎ	hà
sā	sá	sǎ	sà

### HAVING PROBLEMS?

- 1<sup>st</sup> tone    remember to pitch it high enough (approximately E<sup>b</sup> or D<sup>b</sup> for women and Middle C or D<sup>b</sup> for men), and keep it **level** throughout.
- 2<sup>nd</sup> tone    similar to expressing surprise in English, eg. “Dead?!” You need to put lots of energy into making a proper 2<sup>nd</sup> tone – like going up a long steep hill (and don’t stop until you have reached the top!).
- 3<sup>rd</sup> tone    be sure to let it drop low enough. Similar to expressing questioning disbelief in English, eg. “Dead?”.
- 4<sup>th</sup> tone    start high and don’t be afraid to let it fall right down. Similar to a sharp command in English, eg. “Don’t!”.



Note that for *l* and *n* the tongue tip is lightly touching the upper teeth and gums; the middle part of the tongue is well down.

## Finals: -i -ei -ai

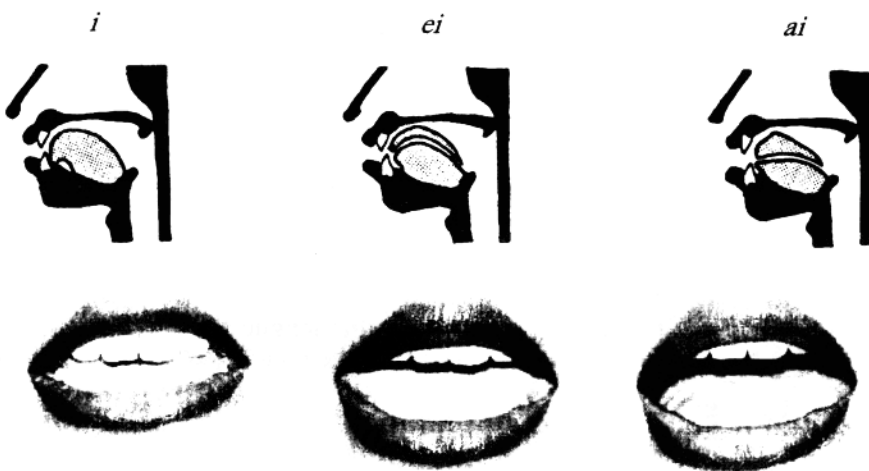
### HOW TO MAKE THE SOUNDS

- i* similar to 'ee' in English 'see', but note the difference: Chinese vowels are **pure** vowels (i.e. the tongue remains steady throughout the production of the sound). So whereas when saying the word 'see' the tongue glides upwards towards the roof of the mouth during the production of 'ee', the Chinese *i* is different in that **the tongue remains steady in the high-front position throughout**, and the lips are spread flat. The tongue muscles are somewhat tense.
- ei* similar to 'ei' in English 'weigh', but note the difference: in the English diphthong 'ei' the 'e' is more prominent and the 'i' has therefore less volume. However in Chinese these diphthongs (*ei, ai, ao, ou*) are **even** glides where the second vowel is as prominent as the first. Remember this.
- ai* similar to ai in English 'aisle', but note the difference as for *ei*.

### LISTENING AND PRODUCTION DRILL

Contrasting finals *i* with *ei* and *a* with *ai*

mī	mēi	mēi	mī
lí	léi	léi	lí
nǐ	něi	něi	nǐ
hà	hài	hài	hà
sā	sāi	sāi	sā

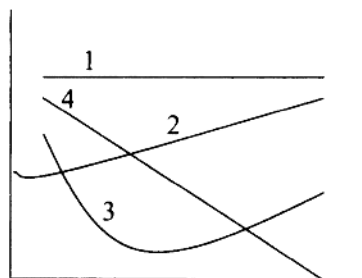


# The Four Tones Contrasted

## LISTENING AND PRODUCTION DRILLS

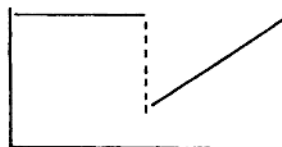
### Contrasting the Four Tones

ā	á	ǎ	à
ī	í	ǐ	ì
ēi	éi	ěi	èi
āi	ái	ǎi	ài

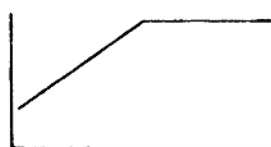


### Contrasting 1<sup>st</sup> and 2<sup>nd</sup> tones

lā	lá
lī	lí
lēi	léi
lāi	lái



lā	lā
lī	lī
lēi	lēi
lāi	lāi

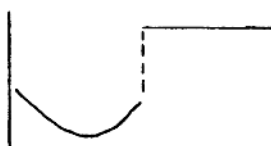


### Contrasting 1<sup>st</sup> and 3<sup>rd</sup> tones

mā	mǎ
mī	mǐ
mēi	měi
māi	mǎi

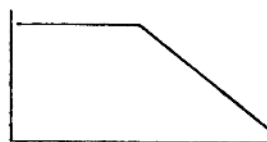


mǎ	mā
mǐ	mī
měi	mēi
mǎi	māi



### Contrasting 1<sup>st</sup> and 4<sup>th</sup> tones

nā	nà
nī	nì
nēi	nèi
nāi	nài



nà	nā
nì	nī
nèi	nēi
nài	nāi

