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# 实践汉语入门

——初级口语会话

(英文注释本)

**Real-Life Practice of Elementary Chinese**

—Dialogues for Beginners

[美]陈丽安 编著



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# Zhōngwén Qiányán 中文 前言 Chinese Preface

## 一、编写目的

此课本是为母语为英语的短期汉语初学者编写的。

据美国海外教育协会2002年的统计,50%的海外美国留学生都是短期学生。其中大部分又是初学者。短期对外汉语初级班的大量增加正反映了这个现象。

来华学汉语的最大优势就是汉语语言环境。而如何利用这一环境则是对初学者的最大挑战。此课本以留学生的实际经历为出发点,将课外场景练习和课堂教学融于一体,帮助初学者在短期内进行课外语言实践。

编者对目前市场上的短期初级对外汉语课本以及数十年来中外对外汉语教学法做了广泛的调查研究,以交际任务型为主要编写原则。

课本共有20个单元。如按每天四课时,一周五天计算,可至少学一个月。也可以作为其他对外汉语初级课程的补充教材。

## 二、课本的新颖之处

### 1. 加强发音训练

发音是学习汉语及语言交际成功的一个关键。为此,第一单元设有系统的拼音知识介绍和大量的发音练习。练习的词语由每个单元的词语组成。

从第四单元起,所有单元都包括本单元词语的对话性的发音练习。教学生学声调、生词的意思和用法。

### 2. 加强课文对话对西方留学生的吸引力

为了使这些留学生对课本产生足够的兴趣,课文内容是从他们在中国的实际生活需要出发,同时也恰当地考虑到西方学生的习惯、心理状态和个性。每一单元的词语、课文和练习中都# \$ %学生生活的&实' (。

### 3. 加强课堂练习的实用性

学生) \* +, 一些- . / O是1 1 2够3 4实际交际任务的。5此,练习的设计6在7练学生2 8 9: 本; 活地对话, < 据学生的实际生活、学习 = > ? @ AB。如: “C的D话E F是GH? CI J个KL?班M有N少 ? ”OO。

P外,QR 6ST学生使用U本词语的VW。如: 在“X有YZ [ ? X有\ 有YZ? 有YZ [ ? ”的B / 中YZ是U本词。课本的U本词] ^ 都\_ %`。

补充课堂练习中Q设有a b 课文的U本词c d 7练。

### 4. 加强课外交际任务的执行

每个单元的实践性e f。单元的最g 一部分是< 据课文内容设计的h 体的

课外交际任务。如:第i单元的课文是j k,其课外交际任务就是l m行j k,在n程中op中文。任务q成g要r学生交s t u用拼音写的q成任务\* v w在班M用中文x y任务的q成=>。

### 5. 考虑成人学汉语的特点

成 学外语z { 思 | } f ~ • 用VW} 弱。5此,课本词语的顺序按词语L的z { 关系编排。许N词语都承上启],起到对出现n的词语复习的作用。如有关k的数量词语都排在一起: 块、两、百、千。

每个单元平均27个生词,大N数单元设有两三个小型对话。这样的安排使学习n程循序渐进,容易掌握。

### 6. 考虑留学生程度不齐

一个班的初学者2一. 都是零起点的学生。有的已学了一些汉字。所以,单元的所有内容都是拼音和汉字同时出现。教u可<据=>5 而异,要r有关学生用汉字做练习及\* v 课外任务的q成,安排这些学生作练习小组组长OO。

### 7. 加强留学生在华学汉语和回国后继续学汉语的衔接

在华短期学汉语o是学生学习汉语n程中的一个起点。为了s学生打]学习汉语的良" U础,ST他们长期学习汉语的兴趣,课本中对汉语做了全^的介绍。虽然本: 2要r初学者掌握汉字,~考虑到海外汉语课本也使用繁体汉字,而中国使用简体汉字的=>,词语除汉语拼音和简体汉字以外,Q在括弧中标R出了繁体汉字。课本的词语和对话有表现当今中国发展的新词语。80%以上的词语出自《现代汉语频率大辞典》中的1000个最常用的词语。

## 三、有关建议

### 日常预习

学生3做以]预习:

1. c 词语的v音,做" 上课c 写词语的准备。
2. c 课文对话直到V流利读出为止。
3. \* ] 词语和课文中的B题Bt u。

### 4. 翻译课文。

### 教学辅助材料

1. 当地交通地' 。
2. 袖珍英汉辞典。
3. 两个袖珍笔\* 本。
4. v 像机、小型v音机O。

## 编者简介

陈丽安出生于北京。民大学英文本科毕业g,赴美留学。在伊利诺伊大学 (University of Illinois-Champaign) 获文学博士学位。十几年来一直在美国的大学教授汉语和英语课程,包括本科必修课、成 在职进修课及各种短期对外汉语课程。曾N次获评校、院级优秀教u。在美国对外汉语教u协会刊物、教育界学术杂志上都发表n文章,wN次在美国及国际专业学术讨论会上做ny告。

## 感谢

此课本的编写得到了美国Embry-Riddle Aeronautical University 的学生、t u和 文学院领导的大W支持。Philip Jones 教授对课本中英文部分的修辞A出了宝贵的建议。学生Solomon Jones 和 Karen Lo O也曾s 予编者技术指导。课本中的' (主要来自photos.com。在本: 出版n程中,北京大学出版社的编{ 沈岚 t u s 予e 大帮助,在此表示感谢。

编者欢迎各位t u的建议。DO通信地址是[chenl@erau.edu](mailto:chenl@erau.edu)。

陈丽安 (Leeann Chen-Jones)

2004年7月6日于美国Embry-Riddle航空大学



# Yīngwén Qiányán 英文 前言 English Preface

## I. The Reasons for Compiling This Textbook?

This textbook is designed primarily for beginners whose native language is English, and who stay in China for a short period of time.

In recent years, there has been a rise in the number of short-term students from Western countries. According to the statistics of American Institute of International Education in 2002, 50% of American students abroad were short-term students. These students were mostly beginners. This phenomenon has resulted in a noticeable increase in the number of short-term CFL (Chinese as a Foreign Language) courses.

The main difference between learning Chinese in a non-Chinese country and in China is that China has a Chinese language environment outside the classroom. Yet to be able to take advantage of this environment remains the toughest challenge for beginners. Not only does the book aim at communication success of CFL students in China, but also lays a stable foundation for their long-term learning of the language.

Based on a survey of current CFL textbooks for the short term, and studies of CFL in the past forty years, the task-based pedagogy is used to design this book. Many of the methods herein have been successfully implemented in CFL teaching in China.

The textbook has twenty units. If one has four hours of class every day, five days a week, this book can be used for at least a month. In addition, the book can be used as a supplement to other textbooks for beginners.

## II. Specific Features

### 1. Systematic Pronunciation Practice

Pronunciation is a key to CFL learning and communication success outside classroom. Accordingly, Unit One has a systematic introduction of **pinyin**. From Unit Four on, every unit's pronunciation exercise is designed as a dialogue to promote communicative learning.

### 2. Interesting Content for Students

To attract Western students, the content is mainly based on the needs of their daily lives. Meanwhile, the psychological and cultural habits and personal factors of Western students are taken into consideration to arrange the sequence of texts and

content. Each unit is also accompanied with many real-life photos.

### 3. Exercises

Memorizing sentence patterns alone is far from adequate in meeting the communication challenge in reality. Therefore exercises in each unit include the practice of dialogues without students looking at the textbook, questions and answers about students' daily lives, as well as dialogues about real-life photos.

### 4. Field Tasks

Instead of traditional homework, the last part of every unit consists of specific field tasks such as finding out the business hours of a campus cafeteria. Teachers should ask students to take notes of the tasks and let some students report in class. Because of the unexpected nature of real-life communication, regular encouragement of students is highly recommended.

### 5. User-Friendly Features for Adult Learners

Children and adults learn a language in remarkably different ways. The latter have developed a capacity of logical thinking. Accordingly, the sequence of new words in each unit follows a logical order: either by association of meaning or parts of speech or both.

Each unit is also divided into two or three dialogues.

### 6. Dealing with Student Differences

As is the case in many CFL classes, students are at different levels and from different areas of the English-speaking world. To accommodate the various learning needs of such students, the textbook is designed with **pinyin**, simplified characters and traditional characters in parentheses in the vocabulary section of each unit and index. Such design also makes it easier for teachers to assign individualized exercise or tasks to individual students.

### 7. Linking CFL Learning in China with Learning in Students' Home Countries

For many students, learning Chinese in China is only a part of the learning process of Chinese language. This fact has been taken into consideration in the design of the textbook.

## III. Some Recommendations

### 1. Daily Preview

Students should be asked to do the following activities on a daily basis:

- Listen to the vocabulary and be ready for dictation.
- Listen to the dialogue as much as possible in order to read it fluently.
- Go over the text and write down questions.

- Translate the dialogue into English.
2. Additional Material for Learning
- A local transportation map
  - A pocket English/Chinese dictionary
  - Two small notebooks
  - Optional: a small tape recorder, camcorder or digital recording device.

## About the Author

Born in Beijing, China, Leeann Chen-Jones obtained her bachelor's degree in English from the Renmin University of China, and then Ph.D. in literature from the University of Illinois in Urbana-Champaign, in America. Chen-Jones has been teaching both Chinese and English courses to U.S. college students during her stay in US. She has earned favorable comments on her teaching at the college or university level. Chen-Jones has also published articles in the *Journal of Study Abroad*, the *Journal of Chinese Teaching in the World*, the *Newsletter of Arizona Chinese Teachers Association*, and *Strategies of Rhetoric* as well as translations in *Journalism: Theory and Practice in China*. In addition, Chen-Jones has presented papers at many domestic and international conferences.

## Acknowledgement

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Your comments are very much welcome. Please feel free to contact [chenl@er-au.edu](mailto:chenl@er-au.edu).

Leeann Chen-Jones  
Embry-Riddle Aeronautical University



Cílèi Suōxiě  
词类缩写  
Abbreviations for Parts  
of Speech

adj.	Adjective	形容词
adv.	Adverb	副词
aux.	Auxiliary Verb	助动词
conj.	Conjunction	连词
dp.	Demonstrative Pronoun	指示代词
interj.	Interjection	感叹词
m.	Measure Word	量词
n.	Noun	名词
num.	Numeral	数词
ono.	Onomatopoeia	象声词
p.	Particle	助词
prep.	Preposition	介词
pr.	Pronoun	人称代词
qp.	Question Pronoun	疑问代词
v.	Verb	动词

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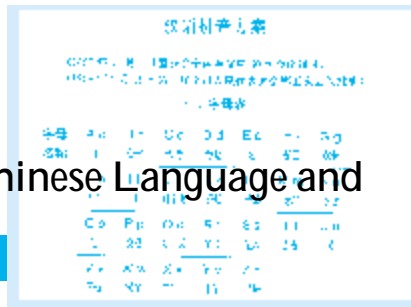
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# 1

## Unit One

### 第一单元

### 汉语和拼音 Chinese Language and Phonetics Hànyǔ hé Pīnyīn



### The Myth of Chinese language 中文之谜

China is a country with fifty-six ethnic groups, which has its own language. The language spoken by over 90% of the Chinese population, the Hànn ethnic people, is called Hànyǔ, which is divided into several dialects, each almost like a foreign language to another. 因为中国是一个有56个民族的国家,每个民族都有自己的语言。百分之九十以上的中国人是汉族人。他们的语言就是汉语,汉语又可分为若干方言,而不同的方言也几乎像不同的语言。

### Mandarin 汉语

The majority of the Chinese(Hàn)speak Mandarin dialect, the official language of China, which is further divided into sub-dialects. The Northern Mandarin dialect, based on Beijing dialect, has been adopted as the standard dialect, called pǔtōnghuà. 大多数汉族人说汉语,即中国的官方语言,可以再分为不同的方言。这种官方语言以北京话为基础方言,也叫作普通话。

### Characteristics of Hànyǔ 汉语的几个特点

#### 1. Phonetic Transcriptions 拼音

The Pīnyīn romanization is the official phonetic transcription used in mainland China, as well as the most widely used pronunciation system of Hànyǔ all over the world, which is used in this textbook. 汉语拼音是中国国内使用的标准拼音体系,也是世界上使用得最广泛的汉语拼音系统。

Pīnyīn syllables consist of initials, finals and tones. 拼音音节由声母、韵母和声调组成。

#### 2. Tones 声调

The meaning of Hànyǔ is varied according to different tones. In the Mandarin, each syllable in Chinese has four tones: for example, mā (mom), má (hemp), mǎ (horse), and mà (curse). 汉语词语的声调不同,意思就可能不同。每个音节有四个声调。如:妈,麻,马,骂。

The first tone is high and stable, like a soprano note. 第一声又高又平,像音乐

中的高音。

The second tone is rising, like “uh”. 第二声是升调,像“uh”的发音。

The third tone is a long low tone plus a short rising tone. 第三声由长降调和短升调组成。

The fourth tone is a short falling tone, like “boo”. 第四声是降调,像“boo”的发音。

In addition, some syllables have a neutral tone (轻声), like “ma” which is a question particle. 另外,有的音节是轻声,例如疑问代词“吗”。

Some syllables in Chinese have two pronunciations or more (多音字). For example, “jiào,” the noun of “sleep” is also pronounced as “jué” as a verb of “feel.” 有的汉字是多音字。例如:觉jiào是“睡觉”,名词。而第二声时,觉的发音是“jué”,是“觉得”的意思,用作动词。

## Pīnyīn 拼音

### 1. Twenty-one initials 二十一个声母

b p m f d t n l g k h  
z c s zh ch sh r j q x

### 2. Thirty-six finals 三十六个韵母

a o e ê ai ei ao ou an  
en ang eng ong i ia ie iao iou  
ian in iang ing iong u ua uo uai  
uei uan uen uang ueng ü üe üan ün

## Pīnyīn Practice 拼音练习

### Initials 声母

bā bá bǎ bà	pō pó pǒ pò
mī mí mǐ mì	fēn fén fěn fèn
dū dú dǔ dù	tān tán tǎn tàn
nāo náo nǎo nào	lāi lái lǎi lài
guī guí guǐ guì	kē ké kě kè
hēi héi hěi hèi	zāng záng zǎng zàng

cōng cóng cǒng còng      sōu sǒu sǒu sòu

zhēng zhéng zhěng zhèng      chī chí chǐ chì

shē shé shě shè      rēn rén rěn rèn

jū jú jǔ jù      qiū qiú qiǔ qiù

xiē xié xiě xiè

Finals 韵母

chā chá chǎ chà      xī xí xǐ xì

hē hé hě hè      mō mó mǒ mò

zū zú zǔ zù      lū lú lǔ lù

bāi bái bǎi bài      wēi wéi wěi wèi

dāo dáo dǎo dào      jiū jiú jiǔ jiù

shōu shóu shǒu shòu      tuī tuí tuǐ tuì

fān fán fǎn fàn      bēn bén běn bèn

sāng sǎng sǎng sàng      cēng céng cěng cèng

gōng góng gǒng gong

### “R” sound in Mandarin Dialect 儿化音

Mandarin dialect has adopted the “r” sound from the Beijing dialect. Some characters are thus pronounced with an “r” suffix which sounds like ur in [fur](#). Usually if the character originally has an “i”, “n” or “ng” ending, the “i”, “n” or “ng” becomes silent. 有的汉字音节带儿化音, 一般来讲, 原音节是“i” “n”或“ng”结尾的话, 带儿化音后“i” “n” “ng”不发音。

bān(bānr) 班(儿)      kuài(kuàir) 块儿      yuán(yuánr) 园(儿)

tiān(tiānr) 天(儿)      diǎn(diǎnr) 点(儿)      huì(huìr) 会儿

wán(wánr) 玩儿      zhèr 这儿

## Tone Combinations 拼音组合

All words are from the units of this textbook. 下面所选的词语都来自于课本。

### FIRST TONE 第一声

#### First and First 一声和一声

bāoxiāng 包厢	cānguān 参观	cāntīng 餐厅	chēxiāng 车厢
chūfā 出发	chūzū 出租	fēnzhōng 分钟	gōngsī 公司
guānjī 关机	jīntiān 今天	kāfēi 咖啡	kāichē 开车
xīngqī 星期	yīnggāi 应该	zhōngxīn 中心	zhōngjiān 中间

#### First and Second 一声和二声

gōngyuán(r) 公园(儿)	guānmén 关门	kāimén 开门
suīrán 虽然	Yīngwén 英文	Zhōngwén 中文

#### First and Third 一声和三声

ānjiǎn 安检	duōjiǔ 多久	duōshǎo 多少	jīchǎng 机场
jīnglǐ 经理	kāishǐ 开始	shēntǐ 身体	xīnkǔ 辛苦

#### First and Fourth 一声和四声

bāngzhù 帮助	bīngkuài(r) 冰块(儿)	fāpiào 发票	gōngzuò 工作
jīhuì 机会	shāngdiàn 商店	shūdiàn 书店	shuōhuà 说话
tīngjiàn 听见	tōngguò 通过	tōngxìn 通信	xīwàng 希望
yīnyuè 音乐	yīnwèi 因为	zhīdào 知道	zhuānyè 专业

#### First and Neutral 一声和轻声

chuānghu 窗户	gēge 哥哥	māma 妈妈	shīfu 师傅
xiānsheng 先生	xiūxi 休息	yīfu 衣服	

## SECOND TONE 第二声

### Second and First 二声和一声

chángqī 长期      fángjiān 房间      guójiā 国家      hángkōng 航空  
huíjiā 回家      qítā 其他      yánjiū 研究      yóuxiāng 邮箱

### Second and Second 二声和二声

chángcháng 常常      chángchéng 长城      hóngchá 红茶      hùntún 馄饨  
lái huí 来回      míngnián 明年      tóngxué 同学      wéiqiáng 围墙  
xuéxí 学习      yóujú 邮局

### Second and Third 二声和三声

ménkǒu 门口      pījiǔ 啤酒

### Second and Fourth 二声和四声

chángkù 长裤      chángxiù 长袖      fángfèi 房费      guójì 国际  
guónèi 国内      liángcài 凉菜      píngxìn 平信      xíguàn 习惯  
xuéxiào 学校      yánsè 颜色      yígòng 一共      yíxià 一下  
yíyàng 一样      yóupiào 邮票

### Second and Neutral 二声和轻声

huílai 回来      míngzi 名字      péngyou 朋友      shénme 什么  
shíhou 时候

## THIRD TONE 第三声

### Third and First 三声和一声

bǎo'ān 保安      Běijīng 北京      bǐngān 饼干      guǎngbō 广播  
hǎohǎo 好好      huǒchē 火车      jiǔbā 酒吧      lǎoshī 老师  
lěngtiān 冷天      měitiān 每天      qǐfēi 起飞      wǎngbā 网吧