

"十二五"普通高等教育本科国家级规划教材

6

北京语言大学对外汉语教材研发中心规划项目

进阶式对外汉语系列教材

A SERIES OF PROGRESSIVE CHINESE TEXTBOOKS FOR FOREIGNERS

ROAD TO SUCCESS

CD入门篇 THRESHOLD



つ 编著 张辉

A SERIES OF PROGRESSIVE TEXTBOOKS FOR FOR





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ROAD TO SUCCESS



THRESHOLD

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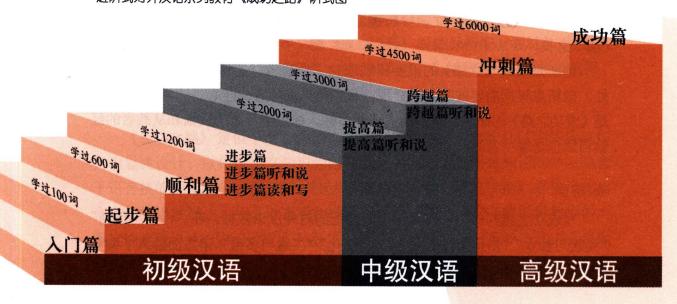
《成功之路》是一套为母语非汉语的学习者编写的对外汉语教材。这 套教材既适用于正规汉语教学机构的课堂教学,也可以满足各类教学形 式和自学者的需求。

《成功之路》为教学提供全面丰富的教学内容,搭建严谨规范的教学平台。学习者可获得系统的汉语言知识、技能、文化的学习和训练。同时,《成功之路》的组合式设计,也为各类教学机构和自学者提供充分的选择空间,最大程度地满足教学与学习的多样化需求。

◆ 架构

《成功之路》全套 22 册。按进阶式水平序列分别设计为《入门篇》、《起步篇》、《顺利篇》、《进步篇》、《提高篇》、《跨越篇》、《冲刺篇》、《成功篇》。其中《入门篇》为 1 册;《进步篇》综合课本为 3 册,《进步篇·听和说》、《进步篇·读和写》各 2 册;《提高篇》、《跨越篇》综合课本各 2 册,《提高篇·听和说》、《跨越篇·听和说》各 1 册;其余各篇均为 2 册。篇名不但是教学层级的标志,而且蕴涵着目标与期望。各篇设计有对应层级和对应水平(已学习词汇量),方便学习者选择适合自己的台阶起步。

进阶式对外汉语系列教材《成功之路》阶式图



学习者选择教材参照表:

学习起点参照等级								
已学习词汇量	新汉语水平考试等级(新 HSK)	新欧盟语言框架等级(CEF)	适用教材					
0			《人门篇》					
100 词左右	新 HSK 一级		《起步篇》					
600 词左右	新 HSK 二级 、三级		《顺利篇》					
1200 词左右	新 HSK 四级	A1	《进步篇》					
2000 词左右	新 HSK 四级、五级	A2	《提高篇》					
3000 词左右	新 HSK 五级、六级	B1	《跨越篇》					
4500 词左右	新 HSK 六级	B2	《冲刺篇》					
6000 词左右		C1	《成功篇》					

◆ 依据

《成功之路》以"国家汉办"的《高等学校外国留学生汉语教学大纲(长期进修)》(简称《大纲》)为基本研制依据,采用自行研制的编教软件,对《大纲》的语言点(项)、词汇、汉字等指标进行穷尽式覆盖,以保证教材的科学性、系统性、严谨性。编写者还根据各层级学习和教学的需求,对《大纲》的部分指标进行必要的调整,其中高级汉语部分增删幅度较大。另外,对各类汉语学习者随机调研的结果以及相关精品教材的研究成果也是《成功之路》的重要研制依据。

◆ 理念

《成功之路》以"融合、集成、创新"为基本研制理念。作为一套综合性 教材,其内涵的多样性决定理念的集成性,不囿于某一种教学法。因此,编 写者根据所编教材的特性,分析融合相关的研究成果,集多家之成,纳各 "法"之长。

创新是《成功之路》的重要研制理念,全套教材的每篇每册都有创新之处。创新点根据需要或隐含或显现,从中可见编写者的匠心。"易学、好教"是《成功之路》的研制目标,为实现此目标,尊重学习者的反馈和从教者的经验自然也是编写者的重要研制理念。

◆ 特点

《成功之路》作为一套诞生于新世纪的对外汉语教材,在"传承与创新" "关联与独立""知识与技能""语言与文化""二维与多维"诸方面融入了编写 者更多的思考和实践。限于篇幅,略加说明。

1. 传承与创新

《成功之路》从对外汉语教学的沃土中汲取丰富的营养,植根于它的发展,受益于它的进步。编写者将成功的教学经验、教学模式和研究成果带入教材,使《成功之路》更符合学习者的语言认知规律,更有助于学习者掌握和应用。如:《入门篇》、《起步篇》、《顺利篇》都以"讲练"的形式呈现,便是采纳对外汉语教学早期的"讲练模式"。这种更适宜初学者的编写设计,已经为多年的教学成效所证明。

《成功之路》在传承的基础上力求创新,篇篇都有创新点。如:《起步篇》和《顺利篇》改变以往语言点的描述角度,变立足于教师的规则性语言为面向学习者的使用性语言,便于学习者理解和运用。《提高篇》和《跨越篇》设计了语素练习项目,强化语素的辐射生成作用,增强学习者的词汇联想能力,减少记忆负担,提高学习效率;还在多项练习中设置语境,为学习者提供丰富的语用场,提高其准确地遭词用句的能力,为日后学以致用增加助力。《冲刺篇》和《成功篇》针对高级阶段词语辨析的难点,设置"异同归纳"的板块,将规则说明和练习紧密结合,实现从理解到使用的有效过渡。

另外,《入门篇》的总分式语音训练,《进步篇·听和说》、《进步篇·读和写》的融合性技能训练,《提高篇》、《跨越篇》的听说式"课文导入",《冲刺篇》、《成功篇》的分合式"背景阅读"等等,都彰显着编写者的创新性理念和实践性思维。

2. 关联与独立

《成功之路》进阶式系列教材,全套共分8篇,涵盖初级汉语、中级汉语和高级汉语。各篇之间的关系如同阶梯,具有依存性和关联性,便于配套使用。如:设计者将"语词→语句→语段→语篇"的教学任务,明确分布于不同层级,强调各自的练习方式,为学习者提供一个循序且完整的训练过程。

同时,《成功之路》各篇也相对独立,可以单独使用。如:《进步篇·听和说》、《进步篇·读和写》从内容到形式,都适合做专项技能训练的独立教材。这种关联与独立相结合的设计,使《成功之路》既能保持配套教材的系统性,又有独立教材的灵活性,免除捆绑式教材的羁绊,为学习者提供更多的选择。

3. 知识与技能

《成功之路》定位于综合性语言技能训练教材。全套教材以训练语言能力为显性设计,以传授语言知识为隐性设计。编写者将语言知识的学习隐含于语言技能训练的全过程。如:《起步篇》、《顺利篇》、《进步篇》尽量淡化语言点的知识性描述,代之以直观的插图、表格、练习等,以此引导教师最大限度地避免单纯的知识讲授。上述"三篇"在设计中兼顾话题单元和语言点顺序,巧妙地处理话题与语言点交集的难题,较好地解决了长期困扰初级教材

编写的"带着镣铐跳舞"的问题。《提高篇》和《跨越篇》将语言知识蕴涵在课文和练习中,使学习者能通过有计划的练习和活动实现对知识的理解和运用。

《成功之路》遵循并实践第二语言教学的基本原理,精心设计并处理语言知识和语言技能的关系,帮助学习者在技能训练中学习知识,进而以知识学习提高技能水平,最终达到全面提高汉语交际能力的目的。

4. 语言与文化

《成功之路》既是语言资源,又是文化媒介。在选文和编写过程中,编写者追求文化含量的最大化。全套教材自始至终贯穿一条"文化现象→文化内涵→文化理解"的完整"文化链"。如:《入门篇》、《起步篇》、《顺利篇》、《进步篇》使用初级汉语有限的语言材料,尽可能多地展现文化点,使学习者在学习语言的同时,自然地感受和了解中国文化。《提高篇》和《跨越篇》在对课文材料选取和删改时,特别注意其中的文化含量,为学习者提供丰富多彩的文化内容。《冲刺篇》和《成功篇》选文讲究,力求文质兼美、具有典范性。其中文化理解的可挖掘性为高端学习者构建了探究中国文化深层内涵的平台。

与单纯讲授文化的教材不同,《成功之路》将文化内容寓于语言学习之中。语言提升与文化理解,二者相得益彰。

5. 二维与多维

《成功之路》利用现代科技手段,建造二维平面与多维立体相契合的"教学场"。多媒体课件的研制和使用,弥补了传统平面教材的局限。除了直观、形象、生动的特点外,还可以增强教师对教材的调整和控制能力。如:生词的闪现、语句的重构、背景的再现等,使讲授过程更加得心应手。《成功之路》的多媒体课件可以让教材内容延伸至课堂外,扩大教学空间,形成教师得以充分施展的广阔的"教学场"。

同时,《成功之路》多媒体课件中完整的教学设计和教学思路也是可资借鉴的教案。

◆ 结语

语言教学,可以枯燥得令人生厌,也可以精彩得引人入胜。究其缘由, 教师和教材是主因。

期望《成功之路》能为学习者带来一份精彩。

主編: 邱军 2008年6月

Preface



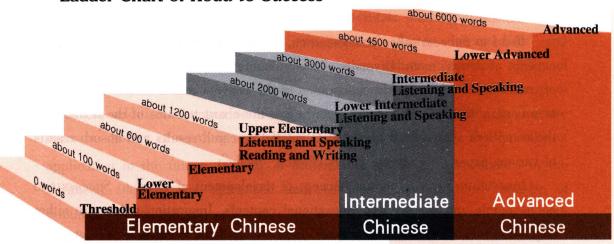
Road to Success is a series of foreign language teaching materials for non-native learners of Chinese. It not only can be applied to classroom teaching of formal Chinese teaching institutions, but also can meet the demands of various forms of teaching and self-taught learners.

Road to Success provides a comprehensive and rich teaching content and builds a scrupulous and standard teaching platform. Learners can get systematic learning and training of Chinese language knowledge, skills and culture. Moreover, the combinatorial design of Road to Success meets to the greatest extent diversified needs of teaching and learning by providing a wide choice for all types of teaching institutions and self-taught learners.

Framework

Road to Success consists of 22 volumes, designed as a progressively-graded series including Threshold, Lower Elementary, Elementary, Upper Elementary, Lower Intermediate, Intermediate, Lower Advanced and Advanced. Threshold has 1 volume. Upper Elementary has 3 volumes of integrated textbooks, 2 volumes of Listening and Speaking, and 2 volumes of Reading and Writing respectively. Lower Intermediate and Intermediate each have 2 volumes of integrated textbooks and 1 volume of Listening and Speaking. The other sub-series each has 2 volumes. The title of each series indicates the teaching level. Each series is designed with corresponding level and vocabulary so that learners can choose the right series that suits them.

Ladder Chart of Road to Success



Reference Table for Learners to Choose Textbooks:

	Reference Level for Learners								
Vocabulary Corresponding Level of New HSK Corresponding Le		Corresponding Level of CEF	Textbooks						
0			Threshold						
Around 100	Level 1		Lower Elementary						
Around 600	Level 2–3		Elementary						
Around 1200	Level 4	A1	Upper Elementary						
Around 2000	Level 4–5	A2	Lower Intermediate						
Around 3000	Level 5–6	B1	Intermediate						
Around 4500	Level 6	B2	Lower Advanced						
Around 6000		C1	Advanced						

Basis

Road to Success takes the "Chinese-Teaching Syllabus for Foreign Students of Higher Educational Institutions (Long-Term Study)" ("Syllabus" in short) by the NOCFL as the basis for the development and covers exhaustively items such as the language points, vocabulary, Chinese characters and others in the Syllabus by applying the self-developed compiling and teaching software to ensure the scientificness, systematicness and preciseness of textbooks. The compilers make necessary adjustment to some requirements in the Syllabus, especially those of the advanced Chinese in accordance with the needs of learning and teaching of each level. In addition, the compilation bases on the result of random survey of various types of Chinese learners and research results of the related choice textbooks.

Concept

Road to Success takes amalgamation, integration and innovation as the basic concept of development. Diversity of the connotation of a comprehensive series of teaching materials decides integration of the concept and it cannot be limited to a certain "mode". Therefore, according to the characteristics of the textbooks, the compilers analyse and amalgamate related research results and absorb results of various experts and strong points of each "mode".

Innovation is an important concept of development of *Road to Success* and each volume and section has innovational contents. Innovation points are either implied or clearly stated if necessary, from which the ingenuity of the compilers can be seen. "Easy to learn and teach" is the development goal of *Road to*

Success. For this reason, it is also an important development concept of the compilers to respect feedback of learners and experience of teachers.

Features

As a series of textbooks of teaching Chinese as a foreign language compiled in the new century, *Road to Success* includes some thinking and practices of the compilers in "Tradition and Innovation", "Association and Independence", "Knowledge and Skills", "Language and Culture", "Two-Dimension and Multi-Dimension". As space is limited, these aspects are explained briefly as follows:

1. Tradition and Innovation

Rooted in the development of teaching Chinese as a foreign language, benefiting from its progress, Road to Success absorbs abundant nutrition from the fertile soil of teaching Chinese as a foreign language. Successful teaching experience, teaching mode and research results have enriched the content of textbooks. Road to Success accords better with the language cognitive rules of learners and is easier for learners to master and apply. For example, Threshold, Lower Elementary and Elementary all take the form of "teaching plus practice", adopting the "mode of teaching plus practice" in the initial stage of teaching Chinese as a foreign language. The design of compiling more suitable forms for beginners has been proved effective through many years of teaching.

Road to Success exerts itself to make innovation on the basis of imparting and inheriting, and each series has its innovation point. For example, Lower Elementary and Elementary, different from former description angle of language points, change formulaic language established for teachers into practical language geared to the needs of learners to facilitate students', understanding and application. The morpheme exercises of Lower Intermediate and Intermediate strengthen the role of multiplication, enhance learners' ability of vocabulary association, reduce burden of memory and improve efficiency of study. In addition, the two series offer context in some exercises to improve learners' ability of wording and phrasing and help them study for the sake of application in the future. In view of difficulty in words and expressions in the advanced stage, Lower Advanced and Advanced establish the "Sum-Up of Similarities and Differences" and integrate closely the rule explanation with exercises to realize an effective transition from understanding to application.

In addition, the innovative ideas and practical thinking are embodied in the general-individual mode of phonetic training in *Threshold*, the syncretic skill training in *Listening and Speaking* and *Reading and Writing* of the *Upper Elementary* sub-series, the listening-speaking mode of "Introduction to the Text" in *Lower Intermediate* and *Intermediate*, the separating-assembling mode of "Background Reading" in *Lower Advanced* and *Advanced*, etc.

2. Association and Independence

Road to Success consists of eight series, covering elementary Chinese, intermediate Chinese and advanced Chinese. The eight series are interdependent like a ladder, associating with each other and can be used as a complete set. For example, the designer clearly distributes the teaching tasks of words and phrases, sentences, paragraphs and passages in different levels, stressing their respective ways of practice and providing learners a step-by-step and complete training process.

Moreover, each series of Road to Success is relatively independent and can be used alone. For example, both content and forms of Listening and Speaking and Reading and Writing of the Upper Elementary sub-series can be used as an independent textbook of special skill training. The design of combining association with independence ensures that Road to Success has both the systematic nature of a complete set of teaching materials and the flexibility of the independent teaching materials, releasing itself from the fettering of binding materials and providing learners more choices.

3. Knowledge and Skills

Road to Success is oriented towards comprehensive training of language skills. The complete set of teaching materials takes language skill training as the explicit design and language knowledge teaching as the implicit design. The compilers embed the study of language knowledge in the whole process of language skills training. For example, Lower Elementary, Elementary and Upper Elementary weaken knowledge description of language points as much as possible and strengthen visual illustrations, tables, exercises, etc. to guide teachers to avoid simplex knowledge teaching. The design of those three series gives consideration to both the topic unit and the order of language points, skillfully deals with the difficult problem between topics and language points and the problem of "dancing with fetters", which has been restricting the elementary teaching materials for a long time. Lower Intermediate and Intermediate contain language knowledge in texts and exercises to ensure that learners can

understand and apply the knowledge through planned practice and activity.

Road to Success follows and practises the basic principles of second language teaching, carefully designs and deals with the relationship between language knowledge and language skills, helping learners master knowledge through skill training, improving the skill level by learning knowledge and language skills and in the end achieve the goal of comprehensively improving the communicative competence in Chinese.

4. Language and Culture

Road to Success is not only language resources but also a cultural medium. The compilers pursue the maximization of cultural content in selecting texts and compiling the teaching materials. Throughout the whole set of teaching materials, there exists a complete cultural chain — "phenomenon of culture — connotation of culture — understanding of culture". For example, with limited language materials of elementary Chinese, Threshold, Lower Elementary, Elementary and Upper Elementary exhibit as many language points as possible to help learners naturally experience and comprehend the phenomenon of Chinese culture while learning the language. When selecting and modifying the texts of Lower Intermediate and Intermediate, the compilers give special attention to providing learners with rich and colorful cultural contents. Lower Advanced and Advanced are particular about selecting texts and ensure that the passages are both superior in content and paragons of a kind. The exploitation of understanding of culture can help advanced learners build a platform to explore the deep connotation of Chinese culture.

Different from the textbooks simply teaching culture, *Road to Success* contains cultural contents in language learning. Language learne and understanding of culture bring out the best in each other.

5. Two-Dimension and Multi-Dimension

Road to Success constructs a "teaching field" by means of modern science and technology, where the two-dimensional plane agrees with the multi-dimensional solidly. The development and use of the multimedia courseware make up for the limitations of traditional paper teaching materials. It is visual and vivid and can enhance teachers' ability to adjust and control the teaching materials as well. For example, the flashing of new words, reconstruction of sentences and recurrence of backgrounds make the teaching process more

effective. The multimedia courseware of *Road to Success* extends the contents of the teaching materials as far as after-class, expanding teaching space and forming a broad "teaching field", where teachers can fully display their talents.

In addition, the integrated teaching design and teaching ideas in the multimedia courseware of *Road to Success* are also teaching plans that are worth referring to.

Conclusion

On the one hand language teaching can be boring and on the other it also can be fascinating. For those two results, teachers and teaching materials are the main reasons.

I hope that Road to Success can bring brilliance to learners.

Chief Editor: Qiu Jun June, 2008

致学	习者 To Students
\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	Nǐ hǎo! How do you do?/Hi!
2	Zǎoshang hǎo! Good morning!
3	Nǐ hē shénme? What would you like to drink?
101 011	Wǒ yào huàn rénmínbì. I'd like to change some money into RMB

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欢迎使用《成功之路·入门篇》! 它是你在学习汉语的过程中, 走向成功而迈出的第一步。

本书只有8课。通过这8课的学习,你就可以打下良好的汉语语音基础和汉字基础,并能掌握一些最基本的日常交际用语。

如果你想以后能说一口令人羡慕的、标准的、地道的汉语,那么你在学习本书时就要下工夫。不仅要学好组成汉语语音最基本的元素——声母、韵母,尤其是声调,还要了解汉语语音的一些音变现象。

也许你以前听人说过汉字很难,但是通过本书的学习你会发现,其实汉字学起来并不困难。学完本书,你会轻轻松松地掌握 50 个基本汉字,其中大部分是成字能力很强的。这为你以后学习更多的汉字奠定了基础。

在学习汉语语音和基本汉字的同时,本书还教给你一些最基本的汉语日常交际用语。比如,怎么用汉语打招呼、表示感谢、介绍自己和别人,等等。虽然这本书只有8课,但学完之后你会觉得很有成就感,因为你可以用汉语说出不少的句子来,可以跟中国人进行简单的交流了。

《成功之路·入门篇》是你进入汉语世界的一块敲门砖。愿这块 砖能在你学习汉语的过程中,给你带来愉悦和成功!

编者:张辉

2008年6月

To Students

Welcome to *The Road to Success-Threshold*! This will be your first step toward success during the process of Chinese study.

There are only 8 lessons in this book. However, after learning these lessons, a solid foundation will be established both in pronunciation and the basic knowledge of Chinese characters. In addition, you will also master some words and expressions for daily communication.

If you want to impress your future audience with your "perfect" spoken Chinese, you should invest a lot of time and effort while studying this book. Not only will you need to master the 3 basic elements of pronunciation (i.e. initials, vowels, and most importantly, the tones), but you will also have to understand the sound change in certain circumstances.

Perhaps you may have heard people complaining before that the Chinese characters were difficult to learn. However, after studying this book, you will find that it is indeed not true. After finishing this book, you will easily master 50 basic Chinese characters, most of which are very commonly used to construct other characters. A solid foundation is thus laid for advanced study in the future.

In addition to Chinese pronunciation and basic characters, this book will also familiarize you with those dialogues commonly used in daily communication. Examples include greeting, expressing gratitude, how to introduce yourself and other people, etc. You will have a sense of accomplishment after finishing the 8 lessons, because you will be able to speak quite some idiomatic sentences which will enable you to make simple communication with the native speakers.

The Road to Success-Threshold is the key to enter the world of the Chinese language. Hope you find it fun and wish you success!

Compiler: Zhang Hui June, 2008

跟我说 Follow Me

A: Nǐ hǎo! B: Nǐ hǎo!



A: How do you do? / Hi! B: How do you do? / Hi! A: Nín hǎo! B: Nǐmen hǎo!



A: Hello! B: Hello!

A: Nǐ hǎo ma? B: Hái kěyǐ.



A: How are you? B: Not bad.

关键词 Key Words

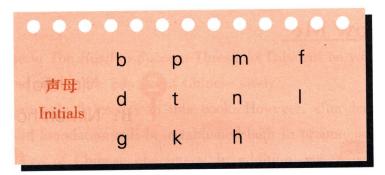
nĭ you nín you (polite form) nĭmen you (plural form)

hǎo good; fine kěyĭ not bad

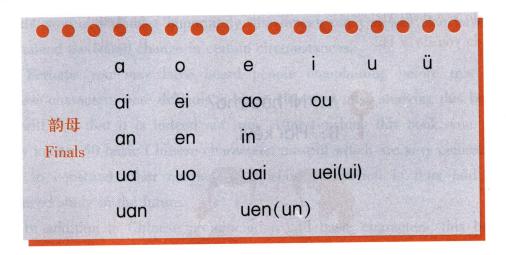


学拼音 Learn Chinese Phonetics

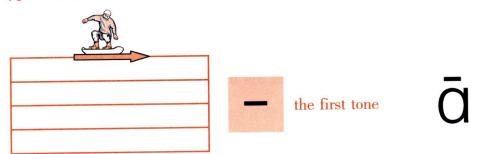
1. 声母(1) Initials(1)

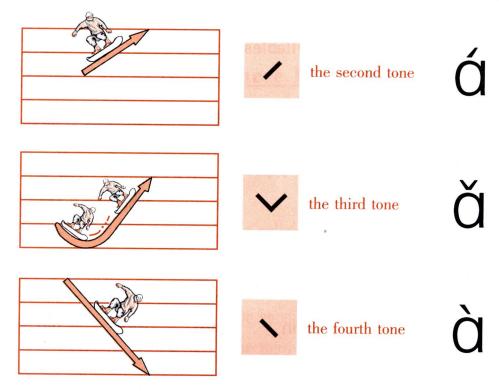


2. 韵母(1) Finals(1)



3. 声调 The four tones





4. 声母、韵母、声调的拼合(1)

Combination of initials, finals and tones (1)

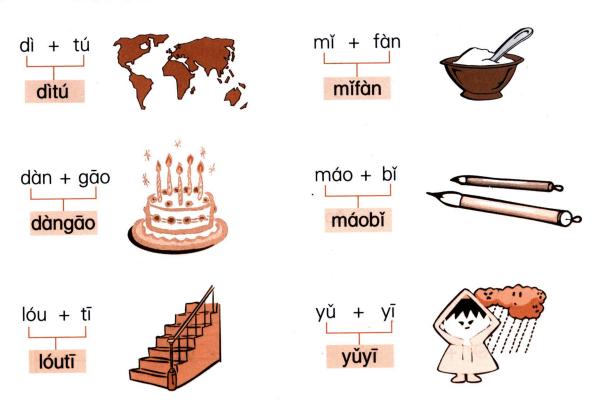
声母 (Initial) + 韵母 (Final) + 声调 (Tone) →音节 (Syllable)



(1) sight read the syllables.

	mā	dā	lī	gē	bāo	fēi
	pāi	duō	huān	yū(ṻ)	wā	yīn
1	má pái	dá dú duó	lí huán	gé yú(ü)	báo wá	féi yín
~	mă	dă	lĭ	gě	băo	fěi
	păi	duŏ	huăn	yŭ(ü)	wă	yĭn
	mà	dà	lì	gè	bào	fèi
	pài	duò	huàn	yù(ü)	wà	yìn

(2) e 朗读词语 Read the words.



语音注释 Notes on Chinese Phonetics

1. 声调符号的标注 Tone mark labeling

当一个音节只有一个元音时,声调符号标注在元音上(元音 i 上有调号时要 去掉 i 上的点儿)。例如:

When there is only one vowel in a syllable, the tone mark is placed on the vowel (the dot on i must be removed before placing the tone mark). For example:

$$m + a + -$$
 (the first tone) $\rightarrow m\bar{a}$
 $f + u + '$ (the second tone) $\rightarrow f\dot{u}$
 $n + i + '$ (the third tone) $\rightarrow n\check{i}$
 $k + an + '$ (the fourth tone) $\rightarrow k\grave{a}n$

一个音节的韵母有两个或两个以上的元音时,声调符号要标注在主要元音上。例如:

When the final of a syllable is composed of 2 or more vowels, the tone mark must be placed on the main vowel. For example:

h + ua +
$$\overline{}$$
 (the first tone) \rightarrow huā
b + ei + \checkmark (the third tone) \rightarrow běi

2. 轻声(1) The neutral tone (1)

汉语普通话里有一些音节读得又轻又快,叫做轻声。书写时,轻声不标调号。例如: ma、nǐmen。

Some syllables in Mandarin Chinese are pronounced both shortly and lightly. This is called the "neutral tone". There is no tone mark for this kind of syllables. For example: ma, nimen.

3. 第三声的变调(1) The sandhi in the third tone (1)

两个第三声音节连在一起读时,前一个音节读为第二声。即:



When two adjacent syllables both carry third tones, the first syllable must be pronounced as the second tone, i.e.

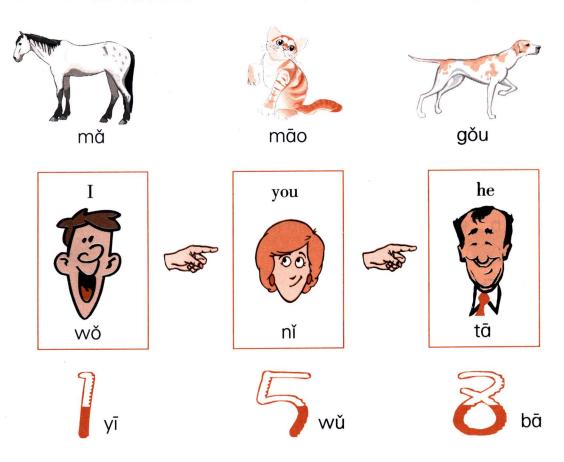


例如: nǐ + hǎo 的实际读音为 ní hǎo; kěyǐ 的实际读音为 kéyǐ。

For example: nǐ + hǎo must be read as ní hǎo and kěyǐ must be pronounced as kéyǐ.

练习 Exercises

1. ◆ + 看图朗读音节 Look at the pictures and read the syllables.



bō pí nǚ lè mén wū duì bǎn

găi	kuài	hēi	tóu
kàn	lái	păo	guān

hēibăn	kèběn	pífū	máoyī
nánnů	huídá	wèntí	Hànyǔ
pīnyīn	kuàilè	lóutī	yŭfă
Měiguó	Tàiguó	Déguó	Rìběn

4. ⑦→ / ✓ → ❤ 选择你听到的音节并朗读,注意韵母

Choose the syllables you hear and read them. Pay attention to the finals.

⊕ ā	Ō	fū	fō	🚯 kā	kē	4 hū	hā	6 tè	tì
6 huán	hún	🕖 máo	móu	8 gù	gòu	Ø kăi	kăn	🕕 lù	Ιǜ
🕕 nàn	nèn	🕖 dōu	duō	🚯 wài	wèi	📵 péi	pén	(5) huá	huái
偱 fán	fén	🕼 gě	gěi	🚯 kuà	kuò	腹 pài	pèi	🐠 hēi	huī

Choose the syllables you hear and read them. Pay attention to the tones.

🕕 mā	má	2 dāi	dài	guó	guŏ	🐠 tuĭ	tuì
🜖 bó	bò	⊚ kōu	kòu	🕖 fá	fă	⊗ năo	nào
ø hăn	hān	🕕 tuì	tuí	🕕 lű	Iŭ	腹 guài	guāi
🚯 běn	bèn	📵 kūn	kùn	🚯 huá	huà	 yú	уŭ

6. ⑦ → **【**(b、p······) 写出你听到的声母

Write down the initials you hear.

(1)	í	(2)	ě	(3)	áo	(4)	ā
(5)	ó	(6)	èn	(7)	uŏ	(8)	òu
(9)	án	(10)	uì	(11)	ēi	(12)	uài
(13)	ŭ	(14)	ù	(15)	ù	(16)	uăn



7. ? → L(a、o·····) 写出你听到的韵母

Write down the finals you hear.

- (1) m (2) d
- (3) g
- (4) t_____

- (5) b____ (6) k____
- (7) f____
- (8) n

- (9) p____ (10) w____
- (11) |____
- (12) g

- (13) b____
- (14) k
- (15) h
- (16) y____

(1) A: Nǐ hǎo!

B: _____!

(2) A: Nǐ hǎo ma?

B: _____.

(3) A:

B: Nimen hǎo!

9. **梁** 课堂用语 Classroom language.

(1) Kàn hēibăn.

Look at the blackboard.

(2) Gēn wŏ dú.

Read after me.

有趣的汉字 Interesting Chinese Characters

$$\longrightarrow \bigcup \longrightarrow \bigcup \longrightarrow \bigcup$$

$$(kŏu mouth)$$

$$\int \rightarrow \int \rightarrow \int \rightarrow \mathcal{I} \rightarrow \mathcal{$$

(附: 本课所学的声母、韵母拼合表) Table of combinations of initials and finals in this lesson.

(un) uen	wen			8		qun	tun		lun	dnb	kun	hun
nan	wan							nuan	luan	guan	kuan	huan
uei (ui)	wei					dui	tui			gui	kui	hui
uai	wai									guai	kuai	huai
on on	WO					onp	tuo	nuo	onl	onb	kuo	ony
na	wa							1		gna	kua	hua
.⊆	yin	bin	niq	min				nin	lin			
en	en	pen	ben	men	fen	den		nen		gen	ken	hen
ап	an	ban	pan	man	fan	dan	tan	nan	lan	gan	kan	han
no	no		nod	mom	fou	nop	tou	non	nol	noɓ	kou	hou
go	ОО	bao	pao	mao		dao	tao	ndo	lao	gao	kao	hao
. <u>Φ</u>	. <u>=</u>	bei	pei	mei	fe:	dei	:ie	nei	<u>.</u>	gei	Ķe.	hei
. <u>e</u>	. <u>i</u>	bai	pai	mai		dai	ţa.	nai	<u>a</u>	gai	Ka:	hai
:D	λn					ū		nü	Ü			
ם	MU	nq	В	пш	fu	np	3	2	<u> </u>	ng	Σ	라
	·×	bi	<u>i</u> d	Ξ.		ġ.	. =	E	=			
Φ	Φ			me		de	te	ne	<u>e</u>	ge	, Ke	he
0	0	po	od	то	fo							
٥	۵	pa	ba	ma	fa	g	ta	na	<u>0</u>	ga	Å	ha
相母	ф	Q	۵	Ε	4	σ	+	ב	_	g	~	Ч

战我说 Follow Me

A: Zăoshang hǎo!

B: Zăoshang hǎo!

A: Nǐ shēntǐ zěnmeyàng?

B: Hěn hǎo. Xièxie!



A: Good morning!

B: Good morning!

A: How are you?

B: Fine. Thanks!

A: Wáng lǎoshī, zhè shì Ōuwén.

B: Nín hǎo! Wǒ jiào Ōuwén, shì Fǎguó rén.

C: Nǐ hào! Huānyíng nǐ.

B: Xièxie!





A: Mr. Wang, this is Oven.

B: Hello! I'm Oven, from France.

C: Hello! Welcome!

B: Thank you!

Wáng lǎoshī

关键词 Key Words

zǎoshang morning

shēntǐ health

zěnmeyàng how

hěn very

xièxie thanks

lǎoshī teacher

zhè(zhèi) this

shì be

jiào name (v.)

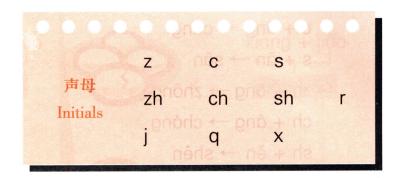
Făguó France

rén people

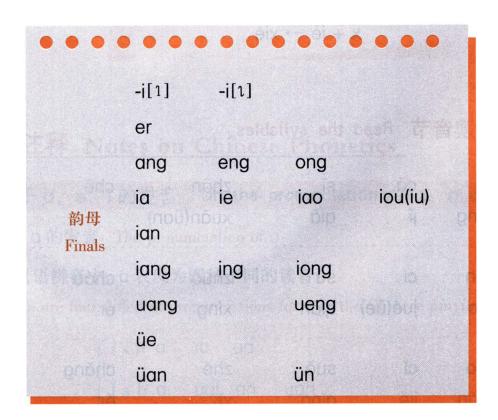
huānying welcome

学拼音 Learn Chinese Phonetics

1. 声母(2) Initials (2)



2. 韵母(2) Finals(2)



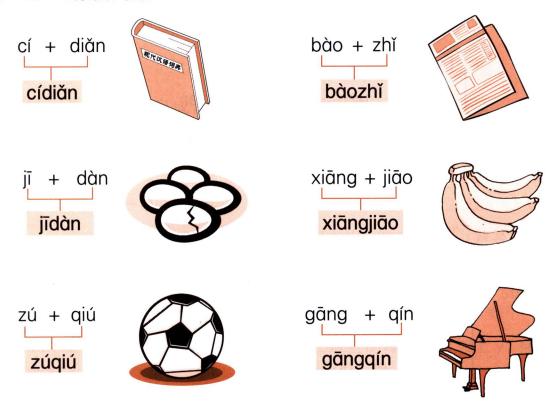


3. 声母、韵母、声调的拼合(2)

Combination of initials, finals and tones (2)

-	zū rēng	cā jī	sī qiā	zhān xuān(üan)	chē	shī
1	zán ráo	cí jué(üe)	sú qián	zhuó xíng	cháo ér	shéi
~	zăo ruăn	cĭ jiě	suŏ qĭng	zhě xĭ	chăng ěr	shuĭ
<i>:</i>	zài	cuò	sì	zhòng	chà	shuài

(2) e 朗读词语 Read the words.



语音注释 Notes on Chinese Phonetics

1. 关于 a、e、i 的发音 On the pronunciation of a, e and i

(1) a 的发音 The pronunciation of a

在汉语拼音中, a 表现为四种不同的读音:

There are four different pronunciations for α in the Chinese pinyin system:

$$a \begin{cases} [a]: a & ia & ua \\ [a]: ai & uai & an & uan \\ [e]: ian & \ddot{u}an \\ [a]: ao & iao & ang & uang \end{cases}$$



(2) e 的发音 The pronunciation of e

在汉语拼音中, e 表现为四种不同的读音:

There are four different pronunciations for e in the Chinese pinyin system:

$$e \begin{cases} [x]: e \\ [a]: en & uen & eng & ueng & er \\ [e]: ei & uei \\ [e]: ie & üe \end{cases}$$

(3) i 的发音 The pronunciation of i

在汉语拼音中, i 也表现为四种不同的读音:

There are four different pronunciations for i in the Chinese pinyin system:

2. 拼写说明 Instruction on pinyin writing

(1)

当 i、in、ing 自成音节时,要在这些韵母的前面加上 y:

When i is the only final and appears at the beginning of a syllable like i, in and ing, y must be added in front of i:

$$i \rightarrow yi$$
 in $\rightarrow yin$ ing $\rightarrow ying$

当 ia、ie、iao、iou、ian、iang、iong 等韵母自成音节时, 韵母 i 要改写成 y:

When i is located at the beginning of a syllable which has more than one final like ia, ie, iao, iou, ian, iang and iong, the final i must be replaced with y:

$$ia \rightarrow ya$$
 $ie \rightarrow ye$
 $iao \rightarrow yao$ $ian \rightarrow yan$
 $iang \rightarrow yang$ $iong \rightarrow yong$

(2)

当 u 自成音节时,要在前面加上 W:

When u alone forms a syllable, w must be added in front of u:

$$u \rightarrow wu$$

当以 u 开头的韵母自成音节时, 要把 u 改写成 W:

When U is located at the beginning of a syllable that carries more than one vowel, it must be replaced with W:

uo
$$\rightarrow$$
 wouai \rightarrow waiuei \rightarrow weiuan \rightarrow wanuen \rightarrow wenuang \rightarrow wangueng \rightarrow weng

(3)

当ü及以ü开头的韵母自成音节时,要在这些韵母的前面加上 y,同时要去掉 ü上的两点:

When \ddot{u} is located at the beginning of a syllable, γ must be added in front of \ddot{u} and the two dots on \ddot{u} must be removed:

$$\ddot{u} \rightarrow yu$$
 $\ddot{u}e \rightarrow yue$ $\ddot{u}an \rightarrow yuan$ $\ddot{u}n \rightarrow yun$

j、q、x与 ü及以 ü开头的韵母相拼时, ü上的两点省略:

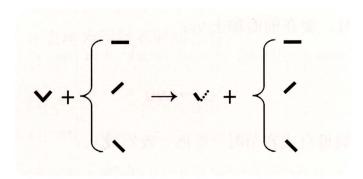
When \ddot{u} follows j, Q, or X, the two dots on \ddot{u} must also be removed:

3. 第三声的变调(2) The sandhi in the third tone (2)

第三声音节在第一、二、四声和大部分轻声音节前边时,只读三声的前半部分。

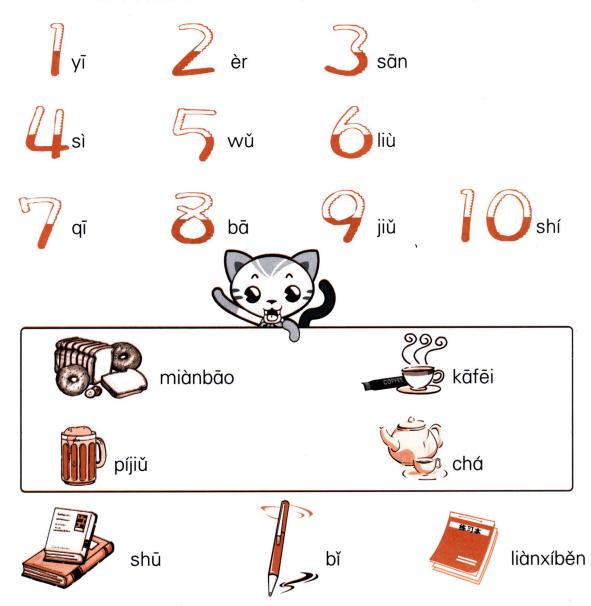
When a third-tone syllable is followed by syllables of the first, second, or fourth tone, and the most syllables with a neutral tone, only the first half of the third tone is pronounced.





练习 Exercises

1. ◆ + ● 看图朗读音节 Look at the pictures and read the syllables.



sōng	xíng	zhăng	rè
jiā	chuán	ěr	zài
shuàn	xiǎo	qún	sān
jiān	cái	xué	quān

xĭzăo	fēijī	huŏchē	jiàoshì
xuésheng	qiānbĭ	qiúchăng	róngyì
shēntĭ	píngguŏ	xiūxi	yóujú
yīnyuè	zuòyè	zăoshang	zhīdào

4. → / → ◆ 选择你听到的音节并朗读, 注意韵母

Choose the syllables you hear and read them. Pay attention to the finals.

🕕 ān	āng	2 yuān	yūn	jiā	jiē	🐠 háng	huáng
6 qīn	qīng	6 xiăo	xiŭ	🕖 páng	péng	8 qún	quán
🧐 sān	sēn	u zhuài	zhuì	① zū	zūn	chuăn	chǔn
(B) wāng	wēng	🔑 jiàn	jìn	₲ ròu	ruò	🕼 shā	shān
🕡 qín	qíng	■ shè	shèn	Chăo	chŏu	20 chóng	cháng

5. → / → ◆ 选择你听到的音节并朗读, 注意声调

Choose the syllables you hear and read them. Pay attention to the tones.

🕕 jiā	jiá	2 cāi	cái	🜖 zuó	zuŏ	4 shuĭ	shuì
🜖 suān	suàn		xiù	🕖 quán	quăn	8 zhǎo	zhào
9 săn	sān	u yìng	yíng	🕕 jú	jù	📵 shuài	shuāi
® jiě	jiè	xūn	xùn	(b zhuā	zhuă	 ¶ú qú	qŭ



6. ⑦ → **【**(b、p······) 写出你听到的声母

Write down the initials you hear.

- (1) ____í (2) ____iě (3) ____iáo (4) ____iā

- (5) ____uó (6) ____ún
- (7) ____uŏ (8) ____òu
- (9) ____uán (10) ____uì (11) ____ún
- (12) ____uǎi

- (13) _____iŭ (14) _____uáng (15) _____iǔ
- (16) ____uān

7. ⑦ → L (a、o·····) 写出你听到的韵母

Write down the finals you hear.

- (1) j____ (2) z___ (3) sh____
 - (4) c

- (5) c____ (6) q____ (7) x____
- (8) r____

- (9) zh____ (10) s____ (11) x____
- (12) ch____

- (13) $r_{\underline{}}$ (14) $j_{\underline{}}$ (15) $sh_{\underline{}}$ (16) $q_{\underline{}}$

8. 罗对话练习 Complete the dialogues.

(1) A: Zăoshang hǎo!

B: _____.

(2) A: Nín shēntǐ zěnmeyàng?

(3) A: Nǐ hǎo! Wǒ jiào Ōuwén, shì Făguó rén.

B: Nǐ hǎo! Wǒ jiào_____, shì____ rén.



Zhōngguó



Yīngguó



Hánguó



Ruìshì



Fēilübīn



Āijí

9. 课堂用语 Classroom language.

(1) Xiànzài shàng kè.

Now class begins.

(2) Zài dú yí biàn.

Read it again.

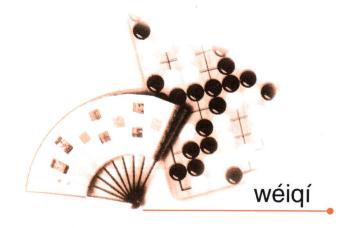
(3) Xià kè.

Class is over.

有趣的汉字 Interesting Chinese Characters

(shān mountain)

(rén 'human being)





(附: 本课所学的声母、韵母拼合表) Table of combinations of initials and finals in this lesson.

ün	hun						-		<u>:</u> 5	unb	xnu
nan	yuan	4							juan	dnan	xnan
üe	yue								jue	ane	xne
neng	weng										
nang	wang				zhuang	chuang	shuang				
iong	yong	* - 8 							jiong	qiong	xiong
gui	ying								jing	qing	xing
iang	yang		6.) : N.,		jiang	qiang	xiang
ian	yan								jian	qian	xian
iou(-iu)	nok	2	~ .	. Se. ,					ΰί	qiu	xiu
ido	удо								jigo	qiao	xido
<u>.</u>	уе								<u>je</u>	qie	xie
. <u>¤</u>	λ λ								jia	qia	×ia
guo	ong	zong	cong	song	zhong	chong		rong			9
eng	eng	zeng	ceng	seng	zheng	cheng	sheng	reng			-
ang	ang	zang	cang	sang	zhang	chang	shang	rang			
超量母	, 0	2	U	S	zh	ch	sh	_		σ	×

Nǐ hē shénme? What would you like to drink?



跟我说 Follow Me

A: Nǐ hē shénme?

B: Wǒ hē lùchá.

A: Gěi nǐ.

B: Xièxie.

A: Bú kèqi.

A: What would you like to drink?

B: I prefer green tea.

A: Here you are.

B: Thank you.

A: You're welcome.

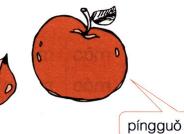


🔼 A: Nín mǎi shénme shuǐguŏ?

B: Wǒ mǎi píngguǒ.

A: Nín yào duōshao?

B: Sì jīn.



A: What kind of fruit do you want?

B: I want apples.

A: How much do you want?

B: Two kilos.

关键词 Key Words

hē drink

shuĭguŏ fruit

shénme what

yào want

WŎ I, me

duōshao how many; how much

gěi give

jīn 1/2 kilo

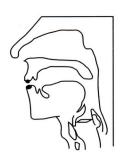
mǎi buy

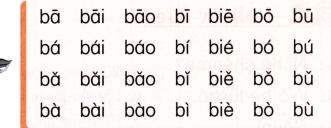


好好儿学拼音 Learn Chinese Phonetics Better

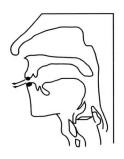
1. 声母: b、p、m、f; z、c、s Initials: b, p, m, f; z, c, s







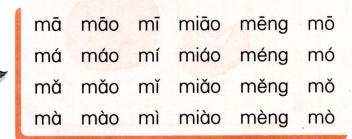




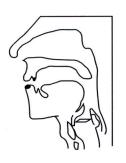






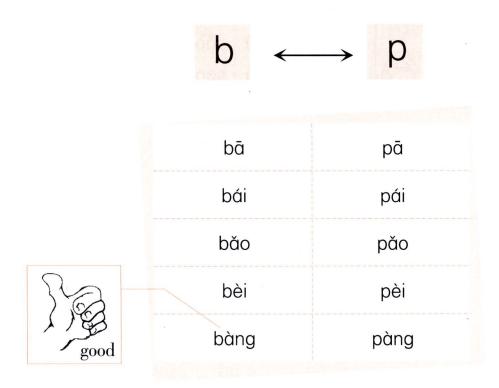


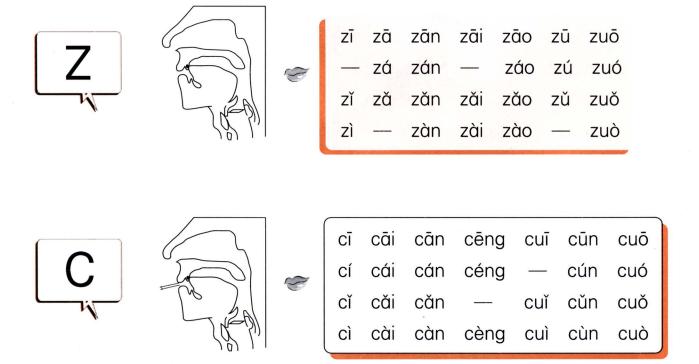




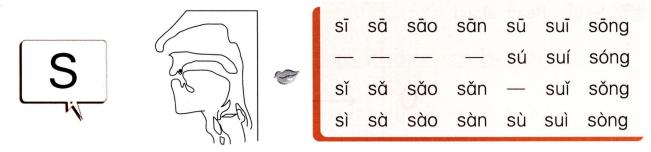
fān fāng fēi fēn fū fā fá fán fáng fú féi fén fă făn făng fěi fěn fŭ fà fàn fàng fèi fèn fù



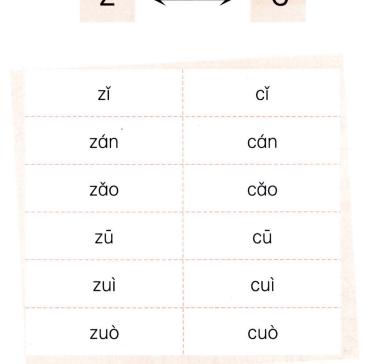




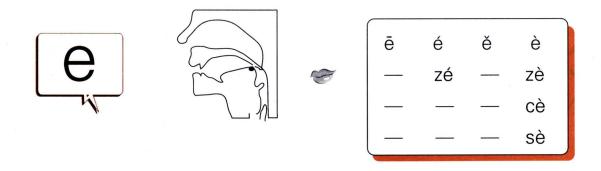


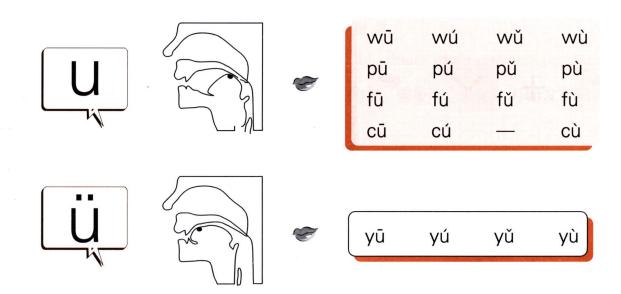


● 朗读 Read aloud



2. 单韵母: e、u、ü Monofinals: e, u and ü





● 朗读 Read aloud

fúwù bú è yǔsù pùbù fùzé bǔ yú yùcè pǔsù

3. 第一声 The first tone









语音注释 Notes on Chinese Phonetics

1. 声母 b、p、m、f 的发音

The articulation of the initials b, p, m and f

在汉语普通话的语音系统中,b、p、m、f 这组声母的发音位置是最靠前的,是通过上、下唇的配合或上齿和下唇的配合而发出来的音。

The articulations of b, p, m and f are made by either the coordination of the upper and lower lips or that of the upper teeth and lower lip. These are the foremost location in the phonology of Mandarin Chinese.

从发音方法上来区别:

The differences in the manners of articulation are as follows:

(1) b、p的不同是: b是一个不送气音,而p是一个送气音。发p时,呼出的气流很强。

The difference between b and p: p is an aspirated sound, pronounced with a strong release of breath while b is an unaspirated one.

- (2) m 是一个鼻音,发音时,声带要振动。
- m is a nasal sound. The vocal cords should vibrate while pronouncing m.
- (3) f是通过上齿和下唇的配合而发出来的音。需要注意的是,开始发音时,上门齿要轻触下唇的内侧,而不是外侧。

f is articulated by the upper teeth contacting lightly with the inner side (not the outer side) of the lower lip.

2. 声母z、c、s的发音

The articulation of the initials z, c and s

- z、c、s 的发音比 b、p、m、f 这组声母的发音位置略靠后一些,是通过舌尖前端与上门齿背的配合而发出来的音。
- z, c and s are articulated at a place slightly behind that for b, p, m and f. They require the coordination between the tongue tip and the inner side of the upper incisors.

从发音方法上来区别:

The differences in manners of their articulation are as follows:

(1) z、c 的不同是: z 是一个不送气音, 而 c 是一个送气音。发 c 时, 呼出的气流很强。

The difference between Z and C: Z is unaspirated while C is aspirated. A strong release of breath is made when C is articulated.

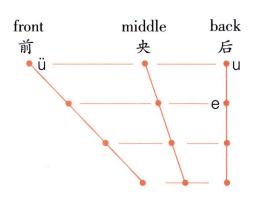
(2) 发 z、c 时, 舌尖前端先要与上门齿背接触, 然后再打开一条缝隙, 让气流通过, 而发 s 时, 舌尖前端不要与上门齿背接触, 要始终留有一条缝隙。

When Z and C are articulated, the tongue tip initially makes contact with the inner side of the upper incisors before a narrow passage is opened to let the airstream go out. However, when S is articulated, the tongue tip should not touch the inner side of the upper incisors. There always exists a narrow passage between them.



3. 单韵母 e、u、ü 的发音

The articulation of monofinals e u and ü



(e、u、ü的舌位图 The linguagram for e, u and ü)

e 是一个后半高不圆唇元音。如果发这个音有困难,可以先发韵母 o,声音拖长,逐渐把双唇向两边展开,就可以发出 e 来了。

e is a back, mid-high and unrounded vowel. If it is hard to pronounce this sound, you can start by pronouncing o first and transform into e by extending the duration of o while gradually spreading the angles of lips.

u 是一个后高圆唇元音。发这个音时,要注意舌位靠后,圆起唇来,并且 嘴唇尽量向前突出。

U is a back and high round vowel. While pronouncing U, the tongue is held backward with the lips being rounded and moved forward as much as possible.

ü是一个前高圆唇元音。如果发这个音有困难,可以先发i,声音拖长,舌位不动,圆起唇来,这样就可以发出ü来了。

ü is a front and high round vowel. If it is difficult to pronounce this sound, you can pronounce i first, and gradually transform it into ü by extending the duration of i, then round up the lips while keeping the tongue position unchanged.

4. 第一声的发音 The articulation of the first tone

第一声发音的主要特点是高而且平。发音时,声带始终很紧张,而且音高

保持在很高的水平上,并要持续一段时间。比如: sījī、sīrén、sīxiǎng、sīmì

The main vocal characteristics of the first tone is high and flat. When it is articulated, the vocal cords are tightened up and the pitch is kept at a relatively higher level for a while, e.g. sījī, sīrén, sīxiǎng, sīmì...

5. 声调标注规则 The rules about marking the tones

声调必须标注在元音字母上面;当一个韵母含有两个或两个以上元音字母时,声调标注在开口度大的元音字母上。开口度从大到小的顺序为 a、o、e、i、u、ü。例如:

The tone marks should be put above the vowels. When a final consists of two or more vowels, the tone mark should be labeled above the vowels with wider openness, in the order of α , o, e, i, u and \ddot{u} , for example:

bān	fàng	píng	děng
xià	yŏu	xiè	lüè
biāo	huái	xiǎng	xiōng

不符合上述规则的只有 iu。例如:

However, iu is an exception, for example:

这是因为, iu 是 iou 的省略形式, iou 的结构是 i+ou, iou 的声调应该标注 在开口度最大的元音字母 o 上,但是因为 o 省略,所以声调标注在代表 ou 的字母 u 上。其实,这和上面的规则也并不矛盾。

This is because that iu is the abbreviation of iou which is made up by i + ou. The tone mark of iou should be labeled above the vowel of with the widest openness. Since of is omitted, the tone indicator is put above u which represents ou. Therefore actually this does not contradict the rule above.



练习 Exercises

1. ◆ + 参看图朗读音节 Look at the pictures and read the syllables.



biān	báo	bů	bèi
рū	páng	pĭn	pài
mō	míng	mĭ	miàn
fēng	fán	fěn	fù
zōng	zú	zŏu	zài
cuī	cún	căi	cè
sī	sú	suŏ	sòng

3. 🐨 朗读双音节, 注意声母

Read the following disyllables. Pay attention to the initials.

bŭpĭn	pángbiān	biānpào	păobù	P. Company
miànbāo	mǐfàn	máfan	míngbai	

fāngbiàn	fěnbĭ	fēngfù	fùzá
zìcóng	zŏusī	zìzūn	zōngsè
cèsuŏ	căisè	cuòzì	cúnzài

4. 🐨 朗读双音节, 注意声调

Read the following disyllables. Pay attention to the tones.

dōngtiān	fāshāo	fēijī	zhōngcān
gōngyuán	zhōngxué	jīngcháng	xīnwén
shāngchăng	jīngcăi	gāngbĭ	biāozhǔn
jīngjì	gōngzuò	yīnyuè	kōngqì

5. ⑦ → / ✓ → ● 选择你听到的音节并朗读,注意声母

Choose the syllables you hear and read them. Pay attention to the initials.

1 bí	pí	bù	рŭ	📵 bào	pào	4 bó	pó
6 bīn	pīn	6 mŏ	bŏ	🕖 mán	fán	® mú	рú
fēi	bēi	🕕 fàn	pàn	🕕 zū	cū	(D zuàn	cuàn
(B) zāng	cāng	📵 zàn	sàn	🚯 zuŏ	suŏ		

Choose the syllables you hear and read them. Pay attention to the tones.

🕕 yù	yū	2 cāi	cài	6 mén	mēn	4 suī	suí
🜖 fān	fàn	⊚ zā	ză	🕖 căn	cān	⊗ bāo	bào
0 săn	sān	(pīn	pín	⊕ fū	fù	D zài	zāi
(B) féng	fēng	🚇 cũn	cùn	₲ mā	má	個 zū	zŭ

7. ⑦ → **1** (b、p·····) → **☞** 写出你听到的声母并朗读音节

Write down the initials you hear and read the syllables.

(1)íáo (2)uíiàn (3)ǎoò	(3)ăoàn	iàn	uí_	(2)	íáo	(1) _
------------------------	---------	-----	-----	-----	-----	-------



入门篇 Threshold

(4)	uò	èng
(- /	uU	6119

$$(7)$$
 ____ àn___ ǎ (8) ____ ó___ ǎng (9) ____ \bar{i} ___ íng

8. ⑦ → 【 (a、o····· / - / × 丶) → ❤ 写出你听到的韵母和声调并朗读音节 Write down the finals with tones you hear and read the syllables.

- (1) b p (2) z f (3) p b ____

- (4) m b (5) c c (6) f z c

- (7) b___m_ (8) m___m (9) p___f__

- (10) p m (11) s s (12) m p

(1) A: Nǐ hē shénme?

B:













(2) A: Nín mǎi shénme shuǐguǒ?

B:







10.	X	课堂用语	Classroom	language.
			Ciacoliociti	idi igaago

(1) Xiànzài tīngxiě.

Now the dictation.

(2) Qǐng dǎ kāi shū, dì___yè. Please open your books and turn to page___

(3) Jīntiān de zuòyè shì······

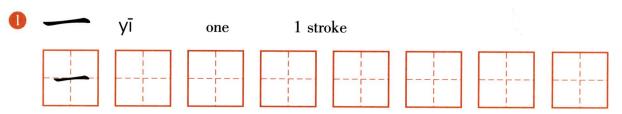
The assignment for today...

Learn to Write Chinese Characters

1. 汉字基本笔画 Basic strokes of Chinese characters

笔 画 Stroke	名 称 Name	书写方法 Way to write	例 子 Example	说 明 Exp <mark>lanation</mark>
	héng		大 wood	The horizontal stroke is written from left to right, as the first stroke of "木".
	shù	ļ	大 wood	The vertical stroke is written from top downward to bottom, as the second stroke of "木".
1	piě		木 wood	The downward-left stroke is written from top to bottom-left, as the third stroke of "木".
\	nà		**wood	The downward-right stroke is written from top to bottom-right, as the fourth stroke of "木".
100	diăn		gate	The dot is written from top to bottom-right, as the first stroke of "门".
/	tí	1	我	The upward stroke is written from bottom-left to top-right, as the fourth stroke of "我".

Learn basic Chinese characters









two

2 strokes

Stroke order:





èr













3 strokes

Stroke order: = = =

















4 / rén human being 2 strokes

Stroke order: / 人









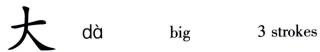








◎常→太→太→大



Stroke order: - ナ 大







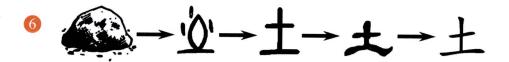












+ tǔ

earth

3 strokes

Stroke order:

- + 土







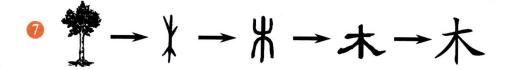


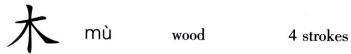












Stroke order: - † オ 木





















跟我说 Follow Me

🚹 A: Nǐ hǎo! Wǒ yǒu měiyuán, yào huàn rénmínbì.

B: Huàn duōshao?

A: Èrbăi měiyuán.

B: Gěi nín qián.

A: Xièxie. Zàijiàn.

A: Hello! I have U.S. dollars. I'd like to change some money into RMB.

B: How much do you want to change?

A: I want to change 200 U.S. dollars.

B: Here you are.

A: Thank you. Bye.



A: Nimen hào!

B: Nǐ hào! Women qù Yíhé Yuán.

A: Nĭmen shì liúxuéshēng ma?

B: Duì.

A: Hello!

B: Hi! We're going to the Summer Palace.

A: Are you foreign students?

B: Yes.

关键词 Key Words

yŏu have

měiyuán U.S. dollar

huàn change

rénmínbì RMB

qián money

zàijiàn good-bye

women we; us

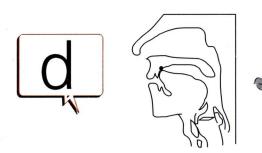
qù go

liúxuéshēng foreign student

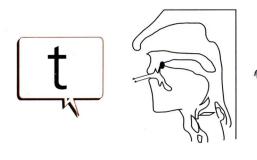
duì right; yes

好好儿学拼音 Learn Chinese Phonetics Better

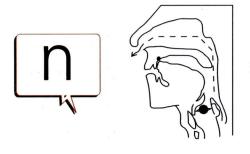
1. 声母: d、t、n、l; zh、ch、sh、r Initials: d, t, n, l; zh, ch, sh and r



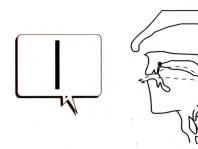
dā dāo dī diē dū duō dōu dá dáo dí dié dú duó dă dăo dŏu dĭ dŭ duŏ dù dà dào dòu dì duò



tiāo tiān tāng tīng tōng tuī tiáo tián tíng táng tóng tuí tiǎo tiăn tăng ting tŏng tuĭ tiào tiàn tàng tìng tòng tuì



nāo nī niū ná náo ní níng niú nú nuó nă năo nĭ ning niŭ nů nào nì niù nù nìng nuò



liū Ιū lāo lēi līn Ιΰ lú láo lán léi lín liú Ιŭ lăn liů Ιŭ lăo lěi lĭn Ιù lù lào làn lèi lìn liù

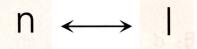


3

朗读 Read aloud

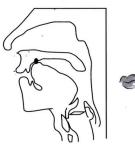
 $d \longleftrightarrow t$

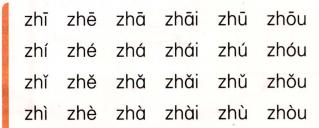
dā	tā
duō	tuō
dōu	tōu
diān	tiān
dāng	tāng



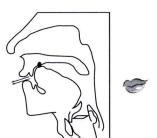
nú	lú
nŭ	lŭ .
nĭ	ľ
nán	lán
niú	liú



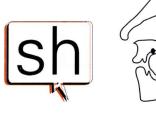


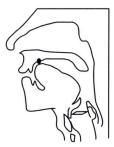






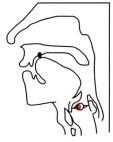
chī chān chē chēng chū chuān chí chán — chéng chú chuán chǐ chăn chě chěng chǔ chuǎn chì chàn chè chèng chù chuàn





shī shē shāo shū shēn shāng shí shé sháo shú shén — shǐ shě shào shù shèn shàng shì shè shào shù shèn shàng







			rāng				
	_	ráo	ráng	rú	rén	róu	ruí
_	rě	răo	răng	rŭ	rěn	_	ruĭ
rì	rè	rào	ràng	rù	rèn	ròu	ruì



朗读 Read aloud

zhīchí rènzhēn shēngrì zhǔnshí rìcháng shōurù chǎnshēng rèshuǐ chāoshì

2. 复韵母: ai、ei、ao、ou Di-finals: ai, ei, ao and ou







báicài mǎimai zāihài cǎizhāi







8

Běiměi mèimei pèibèi fēi děi







bàodào chǎonào hǎohāor shāokǎo







Ōuzhōuhòutoukòutóushǒuhòu



朗读 Read aloud

ai ←→ ei

ao ←→ or

ài měi	
Táiběi	
shàihēi	
zāipéi	
hēibái 🔧	
měichāi	
méi măi	

Àozhōu gāoshòu hǎoshŏu zāoshòu hòudao tóunǎo

gòuzào

3. 第二声 The second tone

+	_		fángjiān guójiā líkāi míngtiān tóngwū máoyī jié hūn shíjiān línjū zuótiān tígāo máojīn
+	· Clinic		huídá jíhé míngnián lánqiú niánjí tóngxué chúfáng cóngqián liúxué yóujú yuánlái értóng
+	~	~	cídiăn érqiě niúnăi méiyŏu ménkŏu píngguŏ qiúchăng yóuyŏng rénkŏu cóngcĭ chuántŏng límĭ
+		8	búcuò chídào héshì láojià yóupiào fúwù niánjì pídài ránhòu jiérì chéngjì bófù

语音注释 Notes on Chinese Phonetics

1. 声母 d、t、n、l 的发音

The articulation of initials d, t, n and I

在汉语普通话的语音系统中, d、t、n、l 这组声母的发音位置比 z、c、s 这



组声母的发音位置略靠后一些,是通过舌尖中与上齿龈的配合而发出来的音。

In the phonology of Mandarin Chinese, the place for the articulation of d, t, n and l is slightly behind (posterior to) that of z, c and s. They are articulated by the coordination of the tongue tip and the upper gums.

从发音方法上来区别:

The differences in the manners of articulation are as follows:

(1) d、t 的不同是: d 是一个不送气音, 而 t 是一个送气音。发 t 时, 呼出的气流很强。

The difference between d and t: d is unaspirated while t is aspirated. A strong release of breath is made when t is articulated.

(2) n是一个鼻音,发音时,声带要振动。

n is a nasal sound. The vocal cords should vibrate while pronouncing n.

(3) 发 | 音时, 气流要从舌前部的两边出来, 并且声带要振动。

When I is articulated, the airstream should be sent out from the two sides of the tongue and the vocal cords should vibrate.

2. 声母 zh、ch、sh、r 的发音

The articulation of the initials zh, ch, sh and r

zh、ch、sh、r 的发音比 d、t、n、l 这组声母的发音位置略靠后一些,是通过翘起的舌尖与硬腭前部的配合而发出来的音。

zh, ch, sh and r are articulated at a place slightly behind that for d, t, n and l. They are articulated by the coordination of the raised tongue tip and the front part of hard palate.

从发音方法上来区别:

The differences in the manners of articulation are as follows:

(1) zh、ch 的不同是: zh 是一个不送气音,而 ch 是一个送气音。发 ch 时,呼出的气流很强。

The difference between zh and ch: zh is unaspirated, while ch aspirated. A strong release of breath is made when ch is articulated.

(2) 发 zh、ch 时, 舌尖要先与硬腭接触, 然后再打开一条缝隙, 让气流通过; 而发 sh 时, 舌尖不要与硬腭接触, 要始终留有一条缝隙。

When zh and ch are articulated, the tongue tip initially touches the hard palate. Then a narrow passage is opened to let the airstream go through. However, when sh is articulated, the tongue tip should not touch the hard palate, and hence there always exists a narrow passage between them.

(3) 发 r 的方法与发 sh 的方法的不同是:发 r 时,声带要振动。

The difference between r and sh is that the vocal cords should vibrate while pronouncing r.

3. 韵母 ai、ei、ao、ou 的发音

The articulation of finals di, ei, do and ou

在发 qi、ei、qo、ou 这四个音时,听起来第一个元音都会比第二个元音响亮,而且发音时间长一些,为主要元音;第二个音听起来又轻又短。

When Qi, Qi, QO and QU are articulated, the sound of the first vowel which is the main vowel is louder and longer than that of the second one. The second vowel sounds light and short.

另外, ai 比 ei 的开口度要大一些, ao 比 ou 的开口度要大一些。

In addition, the mouth opens wider while pronouncing Qi than ei. Similarly, the mouth also opens wider while pronouncing QO than QU.

注意: 在发这些音时, 舌位是变化的, 但是是一个滑动的过程, 而不是跳动的过程。

Note that when these finals are articulated, the tongue position keeps changing in a sliding rather than a jerking manner.

4. 第二声的发音 The articulation of the second tone

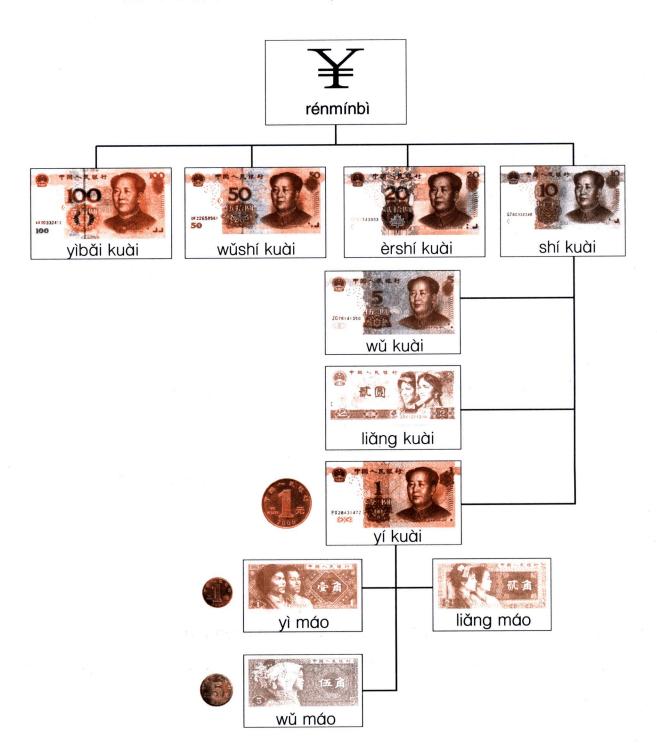
第二声是一个上升调,声音由不高不低升到最高,声带也由不松不紧的状态到逐渐拉紧。比如: pá、qí、féi······

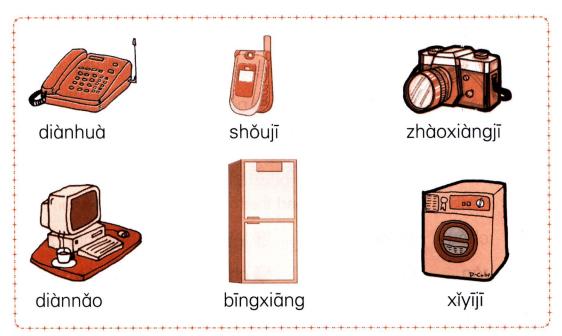


The second tone is a rising tone. It rises from the middle to the highest level while the vocal cords are gradually tightened up, e.g. pá, qí, féi...

练习 Exercises

↑ + ● 看图朗读音节 Look at the pictures and read the syllables.





2. 🐨 朗读双音节,注意 ai、ei、ao、ou 的发音

Read the following disyllables. Pay attention to the pronunciation of ai, ei, ao and ou.

hăochī	kǎoshì	xĭ zăo	shūbāo
shŏutào	shǒudū	jiàoshòu	kăoròu
wàiguó	zàijiàn	yīnggāi	xiànzài
běifāng	hēibăn	kāfēi	yĭwéi

3. 🐨 朗读双音节, 注意声调

Read the following disyllables. Pay attention to the tones.

tígāo	pángbiān	liánhuān	chóngxīn
wánchéng	réngrán	chéngshí	língqián
dúzhě	mínzhǔ	fángzhĭ	juékŏu
qíngkuàng	cáiliào	juédìng	yuánliàng

Choose the syllables you hear and read them. Pay attention to the initials.

🕕 dăo tăo 🙋 zhāi chāi 🚳 dòu tòu 🐠 zhóu chóu



Szhào shào

6 ráo sháo măi măi năi

🚯 shāo zhāo

Ø lái zhái u nài lài **(II)** ròu lòu nèi lèi

1 ráo láo răn lăn **1** năo lăo

5. ⑦ → / ✓ → ● 选择你听到的音节并朗读,注意声调

Choose the syllables you hear and read them. Pay attention to the tones.

Chōu chóu

2 láo lào lèi lěi

2 zhái zhài

6 rán răn

6 záo zăo 7 chǎo cháo 8 ráo

rào

tóu tōu

O chái chāi O nóng nòng P ròu róu

B ráng rǎng

Chóu chòu

(b shǒu shóu

lou lou

6. ⑦ → ₺ → ❤ 写出你听到的音节并朗读

Write down the syllables you hear and read them.

(1) _____yuán (2) ____xiàng

(3) dū

(4) _____xing (5) ____qiú (6) ____sè

(7) duō

(8) xiǎo_____

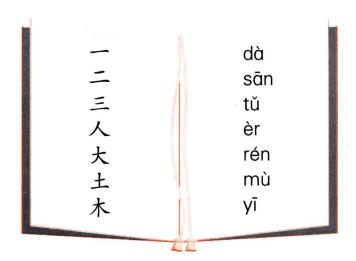
(**9**) niú

(10) fǔ_____

(11) gāng_____

(12) niú

Draw a line to connect the character and its corresponding pinyin, and read them.



(1) A: Nǐ hǎo! Wǒ_____.

B: Huàn duōshao?

A: _____



🚅 (yīngbàng)



B: Gěi nín qián.

A: _____.

(2) A: Nimen hao!

B: _____! Wŏmen qù Yíhé Yuán.



(Gùgōng Palace Museum)

(Chángchéng Great Wall)



(Tiān Tán Temple of Heaven)



9. **梁** 课堂用语 Classroom language.

(1) Yǒu wèntí ma?

Any questions?

(2) Qǐng dà shēng dú.

Please read it aloud.

(3) Zài dú yí biàn.

Please read it again.

学汉字 Learn to Write Chinese Characters

1. 汉字复合笔画(1) Combined strokes of Chinese characters(1)

笔 画 Stroke	名 称 Name	例 子 Example	说明 Explanation A S
->	hénggōu	你 you	The horizontal stroke with a hook, is written like the fourth stroke in "你".
1	shùgōu	the fourth of the Ten Heavenly Stems	The vertical stroke with a hook, is written like the second stroke in "丁".
7	héngzhé	El sun	The horizontal stroke with a downward turn, is written like the second stroke in "日".
1	shùzhé	LI mountain	The vertical stroke with a horizontal turn to the right, is written like the second stroke in "山".
丁	héngzhégōu	gate	The horizontal stroke with a downward turn and a hook, is written like the third stroke in "门".
7	héngzhé- wāngōu	九 nine	The horizontal stroke with a vertical turn, and a horizontal turn to right and an upward hook, is written like the second stroke in "九".

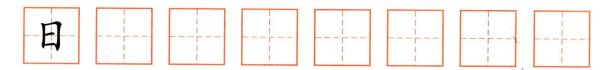
2. 学习基本汉字 Learn basic Chinese characters

1 mén gate 3 strokes

Stroke order: ' | ']



2 E rì sun 4 strokes

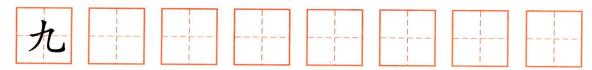


shān mountain 3 strokes



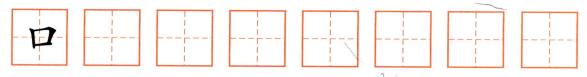
4 jiŭ nine 2 strokes

Stroke order: ノ 九



6 kǒu mouth 3 strokes

Stroke order: 1 77 17





6 刀

dāo

knife

2 strokes

Stroke order:

7 刀

















▶→)→令→月→月

yuè moon 4 strokes

Stroke order:

月 月 ノ 刀



























jīngjù liǎnpǔ

Nǐ qù năr? Where are you going?



跟我说 Follow Me

🚺 A: Nǐ qù năr?

B: Qù chāoshì.

A: Nǐ yào mǎi shénme?

B: Măi yìxiē shūcài.

A: Where are you going?

B: I'm going to the supermarket.

A: What are you going to buy?

B: I'm going to buy some vegetables.





🔼 A: Nín hǎo! Nín chī shénme?

B: Wǒ chī bāozi.

A: Nín yào duōshao?

B: Yì jīn.

A: Hello! What would you like to eat?

B: I'd like to have steamed stuffed bun.

A: How many do you want to buy?

B: Half a kilo.

关键词 Key Words

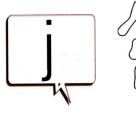
năr where
chāoshì supermarket
yìxiē some

shūcài vegetable chī eat

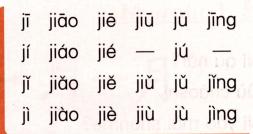


好好儿学拼音 Learn Chinese Phonetics Better

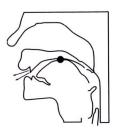
1. 声母: j、q、x; g、k、h Initials: j, q, x; g, k, h







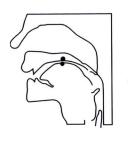






qī	qiāo	qiān	qīn	qīng	qiāng
qí	qiáo	qián	qín	qíng	qiáng
qĭ	qiǎo	qiǎn	qĭn	qĭng	qiăng
qì	qiào	qiàn	qìn	qìng	qiàng







❤ 朗读

朗读 Read aloud

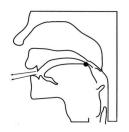
jīqì	jiāoqū	jiāxiāng	jìnxiū
qījiān	qĭng jià	qíngxù	qŭxiāo
xìngqù	xīnqíng	xuănjŭ	xiăojiě





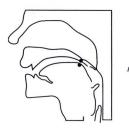
gē	gāi	gū	gōu	guō	gōng
gé	-	-	-	guó	<u> 1818</u> (1
gě	găi	gŭ	gŏu	guŏ	gŏng
gè	gài	gù	gòu	guò	gòng





kē	kān	kū	kuī	kuāng	kōng
ké	_		kuí	kuáng	_
kě	kăn	kŭ	kuĭ	kuăng	kŏng
kè	kàn	kù	kuì	kuàng	kòng





hē hāo hōng hū huō hūn hé háo hóng hú huó hún hăo hŭ hŏng huŏ hŭn hè hào hù hòng huò hùn

0

朗读 Read aloud

g

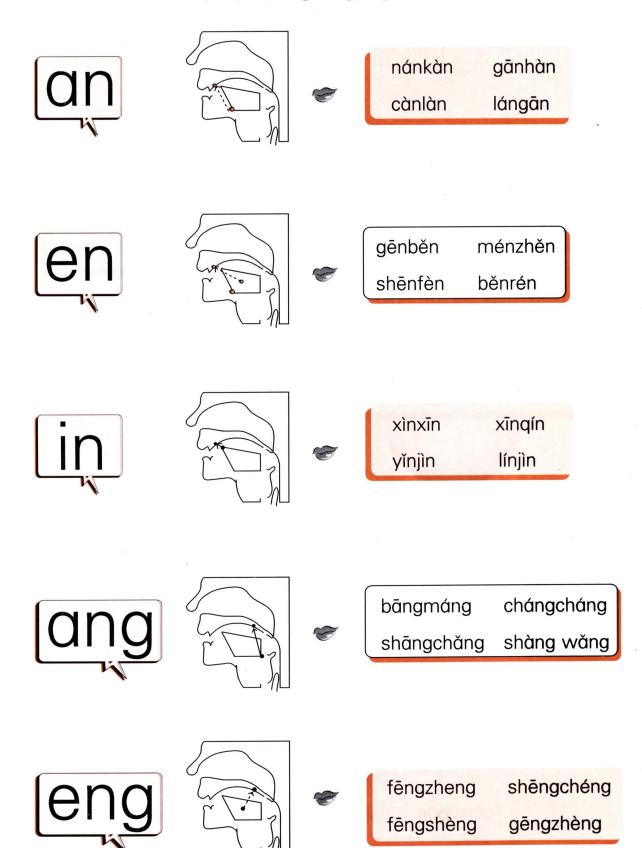


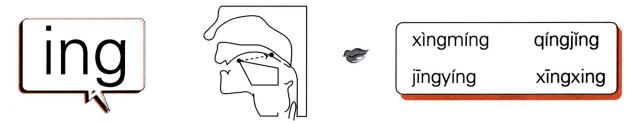
K

gē	ķē
gàn	kàn
găo	kǎo
guā	kuā
gŭn	kŭn
gāng	kāng



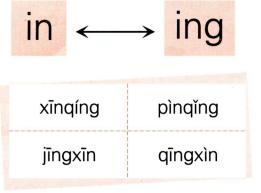
2. 鼻韵母: an、en、in; ang、eng、ing Nasal finals: an, en, in; ang, eng, ing





● 朗读 Read aloud

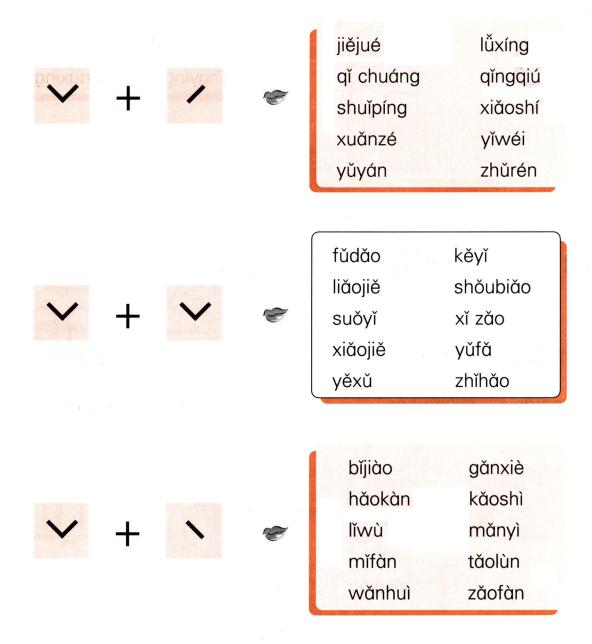




3. 第三声 The third tone







语音注释 Notes on Chinese Phonetics

1. 声母 j、q、x 的发音

The articulation of initials j, q and x

在汉语普通话的语音系统中, j、q、x 这组声母的发音位置比 zh、ch、sh、r 这组声母的发音位置要靠后一些, 是一组舌面音, 是通过舌面与硬腭的配合而发出来的音。

In the phonology of Mandarin Chinese, the location for articulating j, q and x is slightly behind that for zh, ch, sh and r. They are dorsals pronounced by the coordination of the tongue surface and the hard palate.

从发音方法上来区别:

The differences in the manners of articulation are as follows:

(1) j、q的不同是: j是一个不送气音,而 q是一个送气音。发 q 时,呼出的气流很强。

The difference between j and q: j is unaspirated while q is aspirated. A strong release of breath is made when q is articulated.

(2)发j、q时,舌面要先拱起,与软腭接触,然后再打开一条缝隙,让气流通过。

When j and Q are articulated, firstly the tongue surface is raised so that it can touch the soft palate. Then a narrow passage is opened to let the airstream go out.

(3) 发 x 时, 舌面不要与硬腭接触, 两者之间要始终留有一条缝隙。

When X is articulated, the tongue surface should not touch the hard palate. There always exists a narrow passage between them.

2. 声母g、k、h的发音

The articulation of initials g, k and h

g、k、h 这组音在汉语的声母中发音位置最靠后,是一组舌根音,是通过舌面后部与软腭的配合而发出来的音。

The location for articulating g, k and h is the hindmost. They are velars that are articulated by the coordination of the back part of the tongue surface and the soft palate.

从发音方法上来区别:

The differences in the manners of articulation are as follows:

(1)g、k的不同是:g是一个不送气音,而k是一个送气音。发k时,呼出的气流很强。



The difference between g and k: g is unaspirated while k is aspirated. A strong release of breath is made when k is articulated.

(2) 发 g、k 时, 舌面后部要先与软腭接触, 然后再打开一条缝隙, 让气流通过。

When g and k are articulated, firstly the back part of the tongue surface touches the soft palate. Then a narrow passage is opened to let the airstream go out.

(3)发 h 时, 舌面后部不要与软腭接触, 要始终留有一条缝隙。另外, 需注意的是:发 h 时,发音位置也不要太靠后,以免发成一个喉音。

When h is articulated, the back part of the tongue surface should not touch the soft palate. There is always a narrow passage between them. In addition, note that the location for articulating h should not be too far backward, otherwise it will become a guttural sound.

3. 鼻韵母 an、en、in; ang、eng、ing 的发音

The articulation of nasal finals on, en, in; ong, eng and ing

这两组音都是鼻韵母, an、en、in 是前鼻韵母, ang、eng、ing 是后鼻韵母。发前鼻韵母时, 最后舌尖要用力抵住上齿龈, 发音未完不得离开, 发后鼻韵母时, 舌头要逐渐向后缩, 最后舌根部要用力抵住软腭, 发音完成之前不得离开。

These two groups are both nasal finals. Among them an, en and in are anterior (front) nasal finals, while ang, eng and ing are posterior (back) nasal ones. When the front nasal finals are pronounced, the tongue tip should push strongly against the upper gums till the end of the pronunciation. However, when the back nasal finals are pronounced, the tongue should be gradually moved backward, so that finally the root of the tongue pushes against the soft palate with strength till the end of the pronunciation.

注意: 在发这些鼻韵母时, 元音和后边的鼻音要读成一个整体, 不要脱节。

Note that when these nasal finals are pronounced, the vowels and the following nasals should be pronounced together as a whole, not separately.

4. 第三声的变调(3) The sandhi in the third tone (3)

一般来说,汉语普通话的每一个音节的声调都是固定的,但是,当两个或两个以上的音节连在一起读时,音节原来的声调有时要发生变化,这就叫"连读变调"。

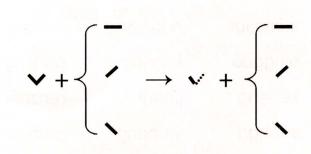
Generally speaking, the tone of each syllable in Mandarin Chinese is fixed. However, when two or more than two syllables are pronounced together, there is sometimes a tonal modulation which is called "tonal sandhi".

第三声音节在其他音节前面时,声调都要发生变化:

When a third tone comes before other tones, its tone is modulated as follows:

(1) 第三声音节的后面是第一、第二或者第四声音节时,要读半三声。

When a third tone is followed by either a first, second or fourth tones, only the first half of the third tone is pronounced.



比如: hǎochī、hǎoxué、hǎokàn······

e.g. hǎochī, hǎoxué, hǎokàn...

(2)两个第三声音节连读时,前一个音节要读第二声。这一点我们在第 1 课就已经学过了。

When a third tone is followed by another third tone, the first one is pronounced as the second tone. We have learned this rule in Lesson 1.

$$\vee$$
 + \vee \rightarrow \prime + \vee

比如: Nǐ hǎo! xǐ zǎo yǔfǎ……

e.g. Nǐ hǎo! xǐ zǎo yǔfǎ...



Exercises

● 看图朗读音节 Look at the pictures and read the syllables.



2. 🖝 朗读双音节 Read the following disyllables.

xuésheng	xiāngjiāo	huānyíng	jīchăng
gāoxìng	píngguŏ	kànjiàn	gānjìng
wănfàn	kěnéng	jīntiān	rènzhēn
shāngdiàn	shēngrì	yínháng	zìxíngchē



3. 罗朗读下列音节,注意半三声的读法

Read the following syllables. Pay attention to the pronunciation of the first half of the third tone.



- 2 bǔchōng
- wăngqiú
- xiǎoshuō

- 🚳 qŭxiāo
- 6 nů'ér
- 🕖 păo bù
- **6** duănqī

- bĭnggān
- căisè
- huŏchái
- Měilì

- gănmào
- yănyuán
- **(b** kǎolù
- **6** yŭyī

- hăotīng
- **18** wǔshù
- shouxian
- jingchá



4. 🐨 朗读下列音节, 注意第一个三声应读为二声

Read the following syllables. Pay attention to the pronunciation of the first third tone which should be pronounced as the second tone.

- zhíyŏu
- guăngchăng
- yingxiăng

- Iǎobǎn
- 6 gŭlăo
- **6** lăohǔ

- yŏngyuăn
- 🚳 xuănjŭ
- guănli

- Maoji
- běnling
- zhănlăn

- gu zhang
- **6** căiqǔ



Choose the monosyllables you hear and read them.

- 🕕 găn kăn
- jiāng qiāng
- **3** gāng kāng
- 4 jìn qìn

- **6** jǐng qǐng
- orån rång
- 🕖 pén pán
- 8 mín míng

- bàn bàng
- **10** dăng děng
- 🕕 fēn fēng
- hán háng

- 🚯 kăn kěn
- Iín líng
- **6** gēn gēng

6. ⑦ → / ✓ → ❤ 选择你听到的双音节并朗读

Choose the disyllables you hear and read them.

- yŭyī
- yùyī
- jiānchá jiănchá
- juxíng juxíng

- 1 rén'ài rěnnài
- 🜖 wūshù wŭshù
- 6 shízhōng shĭzhōng

- 🕖 túdì tǔdì
- 8 huǒchē huòchē
- yánxí yăn xì

- 🕕 dă qiú dà qiú
- 1 yí wèi yǐwéi
- xiāoshī xiǎoshí

- (B) tóngzhì tŏngzhì
- shìyòng shǐyòng
- jiùshí jiù shì

7. ⑦ → 【 → ❤ 写出你听到的音节并朗读

Write down the syllables you hear and read them.

- (1) yŏu_____
- (2) _____diào
- (3) ____mer

- (4) ____nián
- (5) ____zài
- (6) wǎn____



- (7) _____xiě (8) ____shi (9) mǎ____
- (10) ____zhāng (11) ____cái (12) diàn____

Draw a line to connect the character and its corresponding pinyin, and read them.



9. **罗**对话练习 Complete the dialogues.

- (1) A: Nǐ yào mǎi shénme shūcài?
 - B: Wǒ yào mǎi







- (2) A: Nín chī shénme?
 - B: Wŏ chī







10. **常** 课堂用语 Classroom language.

(1) Fùxí dì kè.

Please review Lesson____.

(2) Yùxí xīn kè.

Please preview the new lesson.

(3) Qǐng bă zuòyè jiāo gěi wŏ.

Please hand in your homework to me.

学汉字 Learn to Write Chinese Characters

1. 汉字复合笔画(2) Combined strokes of Chinese characters (2)

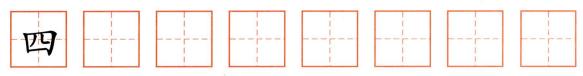
笔 画 Stroke	名 称 Name	例 子 Example	说 明 Explanation
フ	héngpiě	K water	The horizontal stroke with a downward turn to the left, is written like the second stroke in "水".
1	piězhé	云 cloud	The downward stroke to the left and then a horizontal turn to the right, is written like the third stroke in "\(\overline{\sigma}\)".
٧	piědiăn	女 female	The downward stroke to the left and then extended dot to the right, is written like the first stroke in "女".
	shùtí	衣 clothes	The vertical stroke with an upward turn to the right, is written like the fourth stroke in "衣".
1	héngzhétí	语 language	The horizontal stroke with a downward turn and then an upward turn to the right, is written like the second stroke in "语".
4	shùzhézhégōu	马 horse	The vertical stroke with a horizontal turn to the right, and then a downward turn and a hook, is written like the second stroke in "旦".



2. 学习基本汉字 Learn basic Chinese characters



Stroke order: 1 7 7 四四

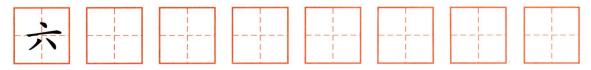


Stroke order: T 五 五



6 iù six 4 strokes

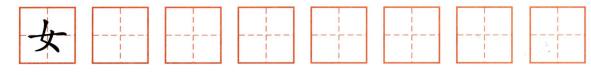
Stroke order: ` ー ナ 六





nů female 3 strokes

Stroke order: 人 女 女





mă horse 3 strokes

Stroke order: 7 马 马







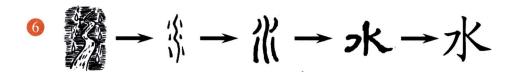












7 shuĭ water 4 strokes

Stroke order: 」 カ 水 水







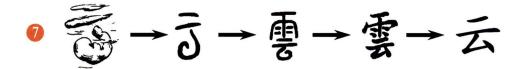












yún cloud 4 strokes















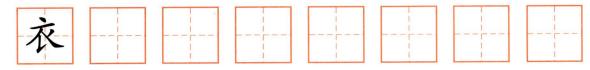








yī clothes 6 strokes





Nǐ shi ná guó rén? Where are you from?

跟我说 Follow Me

🚹 A: Nǐ shì nă guó rén?

B: Wǒ shì Tàiguó rén. Nǐ ne?

A: Wǒ shì Zhōngguó rén.

B: Nǐ shì lǎoshī ma?

A: Duì, wǒ shì lǎoshī.

A: Where are you from?

B: I'm from Thailand. How about you?

A: I'm Chinese.

B: Are you a teacher?

A: Yes, I am.



🔼 A: Nĭ jiào shénme míngzi?

B: Wǒ jiào Zhāng Tiānhóng. Nǐ ne?

A: Wǒ jiào Ōuwén.

B: Rènshi nǐ hěn gāoxìng.



A: What's your name?

B: I'm Zhang Tianhong. How about you?

A: I'm Oven.

B: Nice to meet you.

关键词 Key Words

nă which

guó country

míngzi name

rènshi know

gāoxìng happy

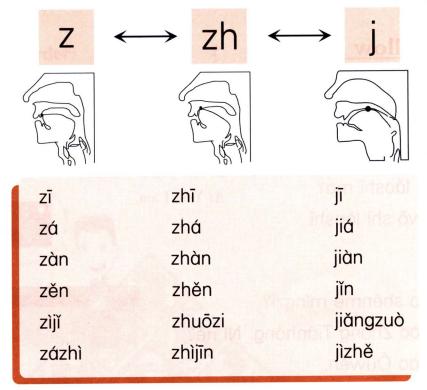
Tàiguó Thailand

Zhōngguó China

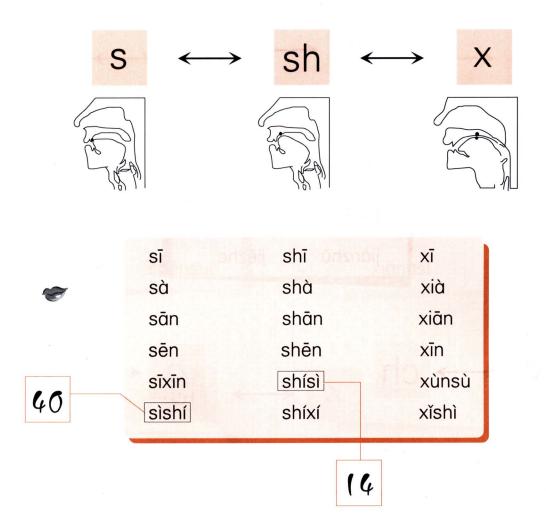


好好儿学拼音 Learn Chinese Phonetics Better

1. 声母 z、c、s; zh、ch、sh; j、q、x 的对比
Comparison between initials z, c, s; zh, ch, sh; j, q and x



chī qī СĪ сā chā qiā qián chán cán chén qín cén chǔcáng qīcăn cíqì qìchē cāochăng chūqu



❤ 朗读 Read aloud



,	CASICIONAL SANCTONIO DE LA CONTRACTOR DE L
zēngzhăng	zŭzhī
zázhì	zuòzhě
zhìzuò	zhùzuò
zhìzào	zhèngzài

7	\leftarrow	\rightarrow		
			J	

zìjĭ	zájì
zìjué	zuòjiā
jiǎngzuò	jìngzi
jìzăi	jiàozuò





zhījĭ	zháojí
zhújiàn	zhuānjiā
jìzhě	jĭnzhāng
jiànzhù	jiēzhe



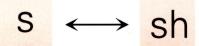
cāochăng	cáichăn
cuò chē	cānchē
chǎocài	chéncù
chācuò	chĭcùn

$c \longleftrightarrow q$

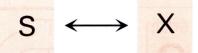
cíqì	căiqŭ	
cóngqián	còuqiăo	
qícì	qíncài	
qīcăn	qīngcăo	

 $ch \longleftrightarrow q$

chūqu	chángqī	
chāoqián	chūqī	
qìchē	qĭ chuáng	
qīngchu	qiúchăng	



The state of the s	
sìshí	sùshè
suìshu	suíshí
shísì	shēngsĭ
shàngsi	shēnsuō



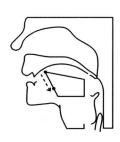
sīxiăng	Sānxiá
sàn xīn	sòngxíng
xísú	xiánsăn
xiāngsì	xīnsi



shàng xué shǒuxiān
shāngxīn shùxué
xiǎoshí xiǎoshuō
xuéshù xiǎngshòu

2. 韵母 ie、üe; ian、üan 的发音 The articulation of finals ie, üe; ian and üan



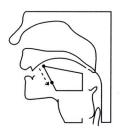




xièxie jiějie tiēqiè jiéyè



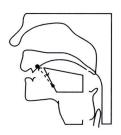




jiéyuē quèqiè

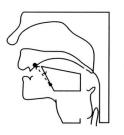
jiějué juéliè





jiànmiàn miànqián qiánbian diànniàn





yu<mark>ánqu</mark>ān yuānyuán

yuánquán xuānyán

3. 第四声 The fourth tone









qìchē dàyuē jiànkāng

jiàoshī diàntī shàng bān fàngxīn

g rìqī

wàijiāo

hòutiān

duìfāng

jìnxiū









bù xíng liànxí rènwéi shàng xué tàiyáng yùxí jìjié diànchí lǜchá qìqiú hòunián wàiguó

anol an	+	~	*	bànfă dàxiăo zhèngfŭ diànzĭ	jùchăng kèkŭ kèběn bù jiŭ	jìzhě yàojǐn dàolĭ hàomăr
Shalaq	+	di ai X		bìyè duànliàn huàbào jìxù	sùshè yùndòng jiàoshòu fàndiàn	dàgài jièshào qìngzhù guòqù

语音注释 Notes on Chinese Phonetics

1. 声母 z、c、s; zh、ch、sh; j、q、x 的分辨

To differentiate the finals z, c, s; zh, ch, sh; j, q and x

在汉语普通话的语音系统中,这三组音的区别在于发音部位,读准它们的关键在于掌握好发音部位。

In the phonology of Mandarin Chinese, the differences among Z, C, S; Zh, Ch, Sh; j, q and x are their places of articulation. The key to correct pronunciation is to know the exact places of articulation.

舌尖前音 z、c、s,发音时舌尖要向前平伸,抵住或接近上门齿的后面。舌尖后音 zh、ch、sh 这组音正好相反,发音时舌尖要翘起,对着硬腭的前部。练习时,先翘起舌尖,用舌尖从齿龈向上向后找,找到齿龈和硬腭相接的地方再发音。需要注意的是,在这组音的发音过程中,要保持舌头不动,舌尖要向前平伸,不要和上门齿的后面接触。j、q、x 的发音部位是舌面。发音时,舌面要拱起,和硬腭接触或接近;舌尖下垂,在下门齿的后面保持不动,这样就能发出正确的音来了。

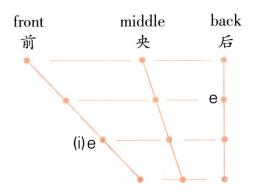


z, c and s are dentals, pronounced by placing the tongue tip at the fore position. The tongue tip is first extended horizontally to touch the inner side of the upper incisors. On the contrary, zh, ch and sh are blade-palatals, pronounced by raising the tongue tip to the front part of the hard palate. While practicing them, the tongue tip should first be lifted up to touch the gums and then moved backward to the interface between the gums and the hard palate before pronouncing. It must be kept in mind that the tongue tip should be extended horizontally forward (but does not touch the inner side of the upper incisors) and remain in the same position when this set of initials is being pronounced. The place for articulating j, q and x is the tongue surface. When they are articulated, the tongue surface should be lifted toward the hard palate while the tongue tip droops toward the inner side of the lower incisors and remain in the same position. The correct pronunciation can then be made.

2. 韵母 ie、üe; ian、üan 的发音 The pronunciation of finals ie, üe; ian and üan

发 ie、üe 时,需要注意的是,这两个音中的 e 不同于单韵母 e 的发音。

While pronouncing ie and üe, it should be kept in mind that e is pronounced in a manner different from that when it is a single final.

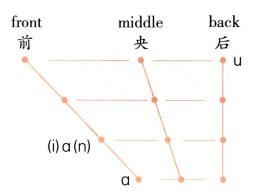


ie、üe 中的 e 比单韵母 e 的发音位置靠前而且舌位低,开口度小。

While pronouncing e in the finals ie and üe, the tongue position is more forward and downward than when single final e is pronounced. The mouth is also opened to a lesser degree.

ian、üan 中的 a 不同于单韵母 a 的发音。

The pronunciation of α in ion and uon is also not the same as when it is used as a single final.



ian、üan 中的 a 比单韵母 a 的舌位高, 开口度小。

The tongue position of α in ian and uan is higher and the mouth is opened to a lesser degree than when pronouncing the single final α .

3. 第四声的发音 The articulation of the forth tone

在发第四声音节的时候,声带先紧后松,声音很快地从最高降到最低。这个声调比较容易,很多人都可以发出来。比如:bù(不)、qù(去)、kuài(快)······

When the fourth tone is pronounced, the vocal cords are firstly tightened and then relaxed. The voice hence rapidly falls from the highest to the lowest level. It is relatively easier to pronounce for most people. For example, bù (not), qù (go), kuài (fast)...



练习 Exercises

1. ◆ + 看图朗读音节 Look at the pictures and read the syllables.



lăoshī



xuésheng



dàifu



hùshi



shòuhuòyuán



chúshī

xuéxí	jiànmiàn	quèshí	zuìjìn
yuánliàng	zuòyè	xuéxiào	shìjiè
qiănsè	zhíjiē	shùnbiàn	cídiăn
shìjuàn	qùnián	jiéyuē	liúxué

3. 🐨 朗读下列音节, 注意声调

$\label{eq:Read} \textbf{Read the following syllables}. \ \textbf{Pay attention to the tones}.$

kuàicān	wèishēng	xìnxīn	diàndēng
nèiróng	diàochá	wèntí	jiàngyóu
xiàoguŏ	dàodĭ	hòuhuĭ	kànfă
shìyàn	shuì jiào	zàijiàn	diànhuà

jiangxuejin

6 shouyinji

4.	$7 \rightarrow L_{\checkmark}$	→ 🥙 选	择你听到	列的音	节并朗读	注意	声母		,
	Choose the	syllables	you hear	and r	ead them	. Pay att	tention to	the initial	S.
	🕕 zhìxù	jìxù		2 sīr	rén	shīrén	3	zájì	zázhì
	🐠 cā shŏı	u chā s	hŏu	⊚ xīf	àn	shīfàn	6	sōují	shōují
	🕖 jiŭshí	jiŭxí		⊗ sh	īwàng	xīwàng	g 0	tuīcí	tuīchí
	🐠 zīyuán	zhīyu	án	① jīn	gzhì	jīngjì	12	mùcái	mùchái
5.	$\rightarrow \downarrow \checkmark$	→ 🔗 选	择你听到	间的音	节并朗读	, 注意	声调		
	Choose the	syllables	you hear	and re	ead them.	. Pay att	tention to	the tones	6.
	🕕 jĭ nián	jìniàn	2 xiěz	.uò	xiézuò	3 sc	ōngshǔ	sōr	igshù
	4 zĭxì	zìxí	🜖 tōng	gzhī	tóngzhì	6 yì	jiān	yí ji	àn
	🕖 gūlì	gŭlì	8 wúľ	Ì	wŭlì	<pre>9 sh</pre>	nēngzhăi	ng shě	ngzhăng
	🐠 yízhì	yīzhì	fēijī		féi jī	D bi	ù xíng	búx	rìng
6.		· / v \)	→ * †	示出你	听到的声	调并朗	读音节		
	Write down	the tones	you hea	r and ı	read the s	yllables.			
	1 tiaojian		jianko	ang	3 (ganxie	4	tebie	
	qianbi		6 jingch	nang	7 (duanlia	n 8	tongxue	Э

(1)	shí	(2) dān		(3) jì	· .
(4)	guān	(5)	kŏu	(6)	gào
(7) xiàn_	2.	(8) wēr		(9)	yuán
(10)	dòng	(11)	yuán	(12)	shăo

reqing

jiejue

() jiancha

7. ⑦ → 【 → ❤ 写出你听到的音节并朗读

Write down the syllables you hear and read them.

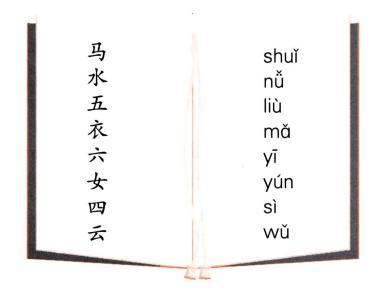
Wanquan

qi chuang

(B) shenqing



Draw a line to connect the character and its corresponding pinyin, and read them.

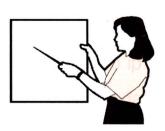


(1) A: Nǐ shì_____ma?

B: Duì, wǒ shì_____









- (2) A: _____?

 B: Wŏ jiào Zhāng Tiānhóng.

 A: _____?
 - B: Wŏ shì Zhōngguó rén.



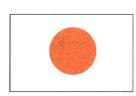
Yuán Gāng



Zhōngguó



Shānběn Cōngzĭ



Rìběn



Màikè



Ruìshì



Piáo Yīng'ēn



Hánguó

10. **梁** 课堂用语 Classroom language.

- (1) Lăoshī hǎo!
- (2) Qǐng nín zài jiǎng yí biàn.
- (3) Xièxie lăoshī.

Hello, teacher.

Please explain it again.

Thank you, teacher.

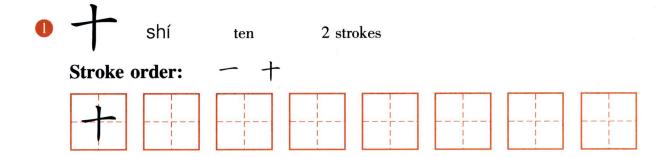


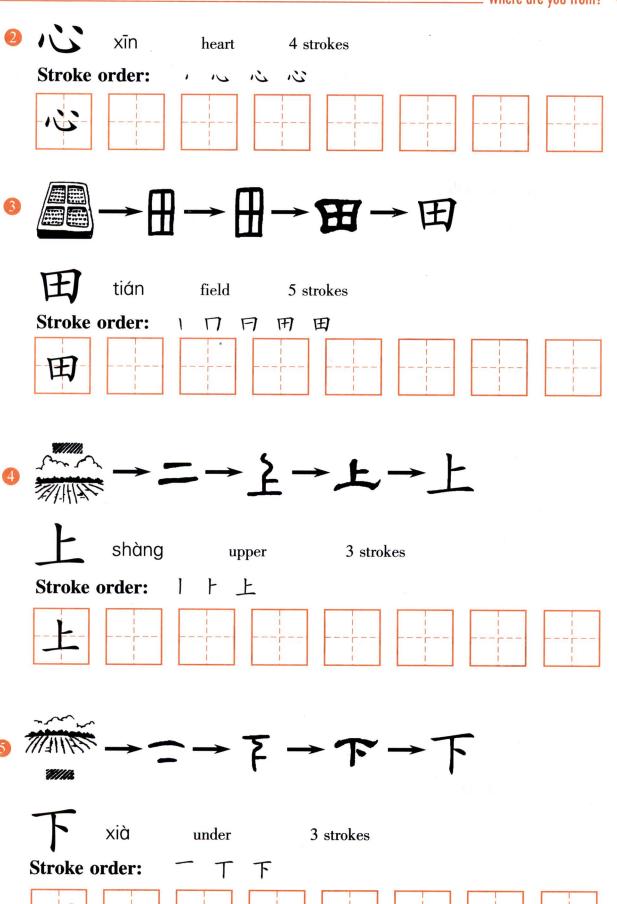
学汉字 Learn to Write Chinese Characters

1. 汉字书写笔顺规则 Rules of stroke order in writing Chinese characters

例 子 Example	笔 顺 Stroke Order	规 规 则 Rules to Write
+ ten	$-\rightarrow +$	Horizontal before vertical
人 human being	$J \rightarrow 人$	Downward-left before downward-right
妈 mother	女 → 妈	From left to right
출 cloud	二一六云	From top to bottom
月 moon	刀 → 月	From outside to inside
E sun	$\Pi \rightarrow \Pi \rightarrow \Pi$	Outside before inside, and then closing
رار small	1 → ·1 → ·1·	Middle before two sides

2. 学习基本汉字 Learn basic Chinese characters









niú ox 4 strokes

Stroke order: / - 上 牛





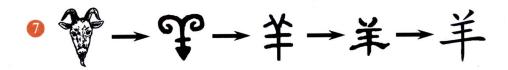












yáng sheep 6 strokes

Stroke order: `´´´ ´ ´ ´ ´ ´ 羊 羊

















huŏ fire 4 strokes

Stroke order: 、 ソ 火 火

















Zhè shì wŏmen jiā de zhàopiàn. This is a photo of my family.



Follow Me

Nĭmen hǎo! Wǒ jiào Měihuá. Zhè shì women jiā de zhàopiàn. Zhè shì wŏ năinai.

> Zhè shì wở bàba, zhè shì wò māma. Zhè shì wǒ, zhè shì wǒ dìdi.

> > Hello! I'm Meihua.

This is a photo of my family.

This is my granny.

This is my dad and this is my mom.

It's me, and it's my younger brother.







Wǒ yòng dāozi hé chāzi chī fàn.

I have meals using a knife and a fork.



Tā yòng kuàizi chī fàn.

He has meals using chopsticks.

关键词 Key Words

jiā family

zhàopiàn photo

yòng use

dāozi knife

chāzi fork

kuàizi chopsticks

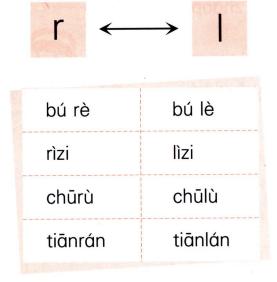
fàn meal



好好儿学拼音 Learn Chinese Phonetics Better

1. 声母r和I的分辨
Differentiation between the initials r and I

● 朗读 Read aloud



rìlì rénlèi rèliè lìrú lěngrè liànrén

2. 轻声 The neutral tone



	+			bié de bóbo míngbai shíhou	késou fángzi hútu huánggua	máfan mántou sháozi shétou
~	+		*	nĭmen năinai běnzi măhu	zěnme lĭbian jiăozi wănshang	zăoshang wŏmen xĭhuan diănxin
	+	•		kùnnan jùzi zhàogu xièxie	dìdi shìqing bàba hòubian	dàifu hùshi kèqi zhème

3. 多音节连读 Read multi-syllables

● 朗读 Read aloud

bàngōngshì	liúxuéshēng	huàn měiyuán
dàshĭguăn	jiăngxuéjīn	qù chāoshì
diànyĭngyuàn	fúwùyuán	măi shuĭguŏ
túshūguăn	zìxíngchē	kāi wánxiào
Àoyùnhuì	yŏushíhou	yŏu yìsi
tĭyùchăng	xīngqīrì	méi guānxi
pīngpāngqiú	yīnyuèhuì	dă zhāohu



语音注释 Notes on Chinese Phonetics

1. 声母r和I的分辨

The differentiation between the initials r and l

声母 r 和 l 的发音部位和发音方法都不相同。发 l 时,舌尖要顶住上齿龈,使气流从舌头的两边透出来。发 r 时,可用发同部位的 sh 的方法带出,也就是说,先作发 sh 的准备,舌头不要动,再使声带颤动,就可以发出浊音 r 了。

Both the location and manner of articulation for r and l are different. When l is articulated, the tongue tip should push against the upper gums, letting the airstream out along both sides of the tongue. While r can be pronounced using the same method for sh, i.e. after finishing the articulation of sh, keep the tongue still while vibrating the vocal cords.

2. 轻声 (2) The neutral tone (2)

在第1课,我们已经简单地介绍了轻声。这里我们要进一步学习。在汉语普通话里,每个音节都有它固定的声调,但是在词和句子里有些音节常常没有声调了,念成一个很轻很弱的音,这就是轻声。轻声是汉语普通话里一个重要的语音特点。

In Lesson 1 we gave a brief introduction to neutral tone. Here we will learn more about it. In Mandarin Chinese, all syllables have their fixed tones. However, in some words or sentences, some of them become toneless. Their pronunciations hence become very light and short. This is the neutral tone. The neutral tone is one of the important characteristics of the phonology in Mandarin Chinese.

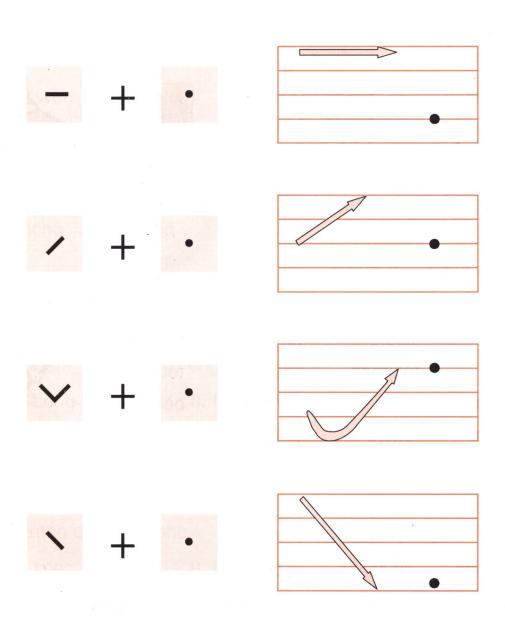
轻声总是出现在其他音节的后面,或是夹在词语的中间,不会出现在一个词语或一句话的开头。

The neutral tone always appears after another syllable or between other syllables. It cannot appear as the first syllable of a word or a sentence.

学习轻声没有什么简单、容易的方法,特别是那些复合轻声词语,需要学 一个记一个,积少成多。 There is no simple or easy ways to learn the neutral tone, especially those in the compound words. It has to be learned, memorized and mastered one by one.

不同声调后面的轻声音节的音高不太一样,但大致的规律是:第一声、第二声和第四声音节后面的轻声的音高都比较低,只有第三声音节后面的轻声比较高。例如:gēge、rénjia、mǎhu、yuèliang。

The pitch of a neutral tone varies according to the tone of the syllable that comes before it. Normally, when it comes after a first, second, or fourth tone, its pitch is relatively low. Only when it comes after a third tone does its pitch become relatively high, for example, gege, rénjia, măhu and yuèliang.

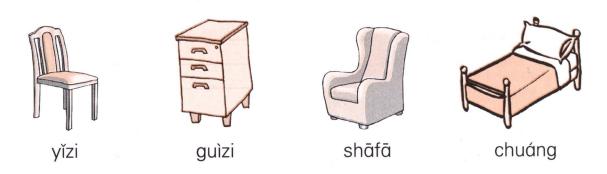




练习 Exercises

1. ◆ + ● 看图朗读音节 Look at the pictures and read the syllables.





2. 🖝 朗读下列音节, 注意轻声

Read the following syllables. Pay attention to the neutral tones.

dāozi	xiāoxi	dāying	gōngfu	
bízi	méimao	shétou	tóufa	
dăsuan	zuĭba	yănjing	běibian	
gàosu	rènshi	tòngkuai	gùshi	

3. 😻 朗读双音节

Read the following disyllables.

cānguān	tīngshuō	yāoqiú	hūrán
wēixiăn	jīchăng	shēngdiào	tōngguò
shíjiān	guójiā	yuánlái	míngnián
niúnăi	méiyŏu	juédìng	xíguàn

hǎochī shuĭpíng yŭyán xŭduō liǎojiě suŏyĭ tăolùn biǎoshì lùyīn shàng bān nèiróng rènwéi zhèyàng bàozhĭ xiàwǔ jièshào

4. ⑦ → / / → ● 选择你听到的双音节并朗读

Choose the disyllables you hear and read them.

🕕 bēizi	bèizi	2 chāzi	zhāzi
🚯 tiānshang	tián shang	4 xiāoxi	xiūxi
júzi	zhúzi	6 chuán shang	chuáng shang
🕖 wénwen	wènwen	8 wūzi	wùzi
pāizi	páizi	yŭyī	yùyī
shìzhōng	shízhōng	tōngzhī	tŏngzhì
shìyòng	shíyòng	📵 tūqĭ	tŭqì

5. ⑦ → 【 ✓ → ❤ 选择你听到的音节并朗读句子

jiǎnchá

Choose the syllables you hear and read the sentences.

(1) Zhè shì	_xiānsheng.
A. Lóng	B. Róng
(2) Wǒ yào	_ .
A. bàomíng	B. bǎomìng
(3) Tāmen qù	shù.
A. kān	B. kǎn

(4) Bié____wŏ.

(b jiānchá

A. děng B. dèng



Γί ζ	笞
Thresh	old —

(5)	Gönggòng qìchē méi	le.		
	A. yóu	B. yŏu		
(6)	Tā vūvào			
(6)	Tā xūyào A. kāi dāo	B. kāidăo		
	A. Kui uuo	D. KUIUUU		
(7)	Wŏ dehuài le.			
	A. yănjing	B. yănjìng		
(8)	Tā de Hànyǔ hěn			
(0)	A. dìdao	 B. dìdào		
	A. diddo	D. diddo		
(9)	Wŏ qù măi			
	A. dōngxī	B. dōngxi		
(10)	Nĭ yàoma?		•	
(10)	A. bāozi	B. bàozhí		
	71. DGOZI	D. BGOZIII		
(11)	Zhè shì shénme	?		
	A. dìfang	B. dìfāng		
(12)	Qiānwàn bié			
(12)	A. dàyi	B. dàyì		
		27 337		
6. 🤈 →	【(- / v \) → ● 标	出你听到的	声调并朗读音节	
Write down the tones you hear and read the syllables.				
0 ch	ezi 😢 xiaoxii	า 🔞	chuanglian	4 Chun Jie
🜖 xinnian 🥠 zhuanji		jia 🕡	shenti	8 sunshi
qin'ai 🕠 shifen		Œ	feichang	🕖 jie hun
® gc	ongju 🔑 diande	eng (shufu	6 chabuduo

7. ⑦ → ♪ → ☞ 写出你听到的音节并朗读

Write down the syllables you hear and read them.

- (1) xīn
- (2) yāo_____
- (3) sī

- (4) kē_____
- (5) gōng_____
- (6) wēn

- (7) xī_____ (8) shāng_____
- (9) fā_____
- (10) _____shuǐ (11) _____hòu (12) ____jù

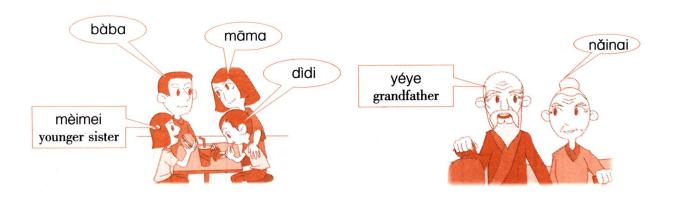
Draw a line to connect the character and its corresponding pinyin, and read them.



9. ◆ → ● 看图完成句子

Look at the pictures and complete the sentences.

(1) Zhè shì wŏ_____.





(2) Wǒ yòng chī fàn.







10. **梁** 课堂用语 Classroom language.

- (1) Duìbuqǐ, wǒ chídào le.
- (2) Lǎoshī, míngtiān wǒ yǒu shìr, bù néng lái shàng kè.
- (3) Míngtiān jiàn!

Sorry, I'm late.

Miss/Sir, I have something to do

tomorrow, so I can't come to the class.

See you tomorrow!

泛文字 Learn to Write Chinese Characters

Learn basic Chinese characters



seven

2 strokes

Stroke order:



















bā

eight

2 strokes

Stroke order:











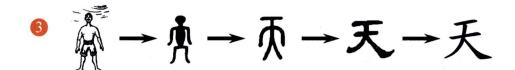












夫 tiān sky 4 strokes

Stroke order: - = チ 天



















Zľ child 3 strokes

Stroke order: 7 了 子























zhōng center 4 strokes















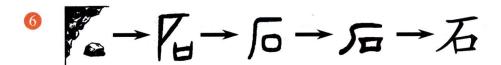








Threshold



shí stone 5 strokes

Stroke order: - ア ズ 石 石

















・シーシーをナーカーカー

lì physical strength 2 strokes

Stroke order: フ カ

















◎ 爾→甲→貝→見→见

jiàn see 4 strokes







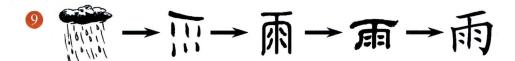












уŭ

rain

8 strokes

Stroke order:



万 币 币









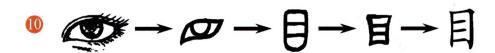












mù

eye

5 strokes

Stroke order:





















Ni xihuan chī shénme? What do you like to eat?

跟我说 Follow Me

A: Nǐ xǐhuan chī shénme?

B: Wǒ xǐhuan chī xiāngchángr. Nǐ ne?

A: Wǒ xǐhuan chī jīdàn.





A: What do you like to eat?

B: I like to eat sausages. How about you?

A: I like to eat eggs.

A: Nǐ xǐhuan shénme yùndòng?

B: Wŏ xĭhuan dă lángiú. Nǐ ne?

A: Wǒ xǐhuan yóuyŏng.





A: What kind of sports do you like?

B: I like playing basketball. How about you?

A: I like swimming.

关键词 Key Words

xǐhuan like; be fond of yùndòng sports

dă play

lánqiú basketball

好好儿学拼音 Learn Chinese Phonetics Better

1. 儿化 Retroflexion



zhèr	năr	nàr
xiăoshuōr	yáshuār	yíxiàr
yíhuìr	yíkuàir	xiǎoháir
hăowánr	fànguǎnr	yìdiănr
ménkŏur	shŏutàor	miàntiáor

2. 多音节连读 Read multi-syllables

● 朗读 Read aloud

hē bēi kāfēi jīntiān chūfā
értóng shítáng yóujú hé yínháng
lěngshuǐ xǐ zǎo yǒudiǎnr xiǎngfǎ
xiànzài xià kè hùwài yùndòng
xuéxí Hànyǔ wǒmen sùshè
bǎohù huánjìng zēngjìn yǒuyì

语音注释 Notes on Chinese Phonetics

儿化 Retroflexion

在汉语普通话的韵母中,有一个卷舌韵母 er。它不跟声母结合,而是自己单独成为一个音节,常用的只有"儿 (ér)、而 (ér)、耳 (ěr)、二 (èr)"几个字。ér



(儿)常跟在别的音节后面做词尾,经过长期的连读,就产生了语音变化,ér(儿)和 它前面的音节融合在一起,成为一个音节了。汉语中的这种现象就叫做"儿化"。

There is a retroflex final er in the finals of Mandarin Chinese. It is not used to combine with other initials, but forms a syllable on its own. Those in common use include "儿(ér),而(ér),耳(ěr)" and "二(èr)". Among them, ér(儿) is often used as a suffix. After a long time of liaison, its pronunciation is transformed in such a way that it is pronounced together with the syllable that comes before it as a single unit. This phenomenon is called retroflexion.

不同的韵母有不同的儿化规律,大概可以分为以下几种情况:

There are different retroflexion rules for different finals. The general ones are as follows:

(1) 韵母或者韵尾是 a、o、e、u 的音节,儿化后主要元音基本不变,但是在发元音的同时舌头要卷起来。比如: nàr (那儿)、huǒr (火儿)、gēr (歌儿) ······

When the finals or tail finals end with a, o, e or u, the vowel remains the same after retroflexion. However, the tongue tip should be rolled up while pronouncing the vowel, e.g. nar (there), huor (fire), ger (song)...

(2) 韵尾是 i、n 的音节, 儿化后丢掉韵尾, 在发主要元音的同时舌头要卷起来。比如: yíkuàir (一块儿)、hǎowánr (好玩儿) ·······

When the tail finals end with i or n, the i or n should be removed after retroflexion, and the tongue tip should be rolled up while pronouncing the main vowels, e.g. yíkuàir (together), hǎowánr (funny)...

(3) 单元音韵母 i、ü 儿化时,要在 i、ü 的发音后紧跟一个 er 的发音,但要注意发音的连续性。比如: xiǎojīr (小鸡儿)、xiǎoqǔr (小曲儿) ······

When a final is a single vowel i or ü, an er should be pronounced immediately after i or ü. But attention should be paid to the continuity of the pronunciation, e.g. xiǎojīr (chicken), xiǎoqǔr (sing)...

(4) 韵母 i [1] 或 i [1] 儿化时,原来的韵母的发音要变成 [ə],同时卷 舌。要注意发音的连续性。比如: xìsīr (细丝儿)、guǒzhīr (果汁儿) ······

When the final is i [1] or i [1], the original final should be changed into an [3]

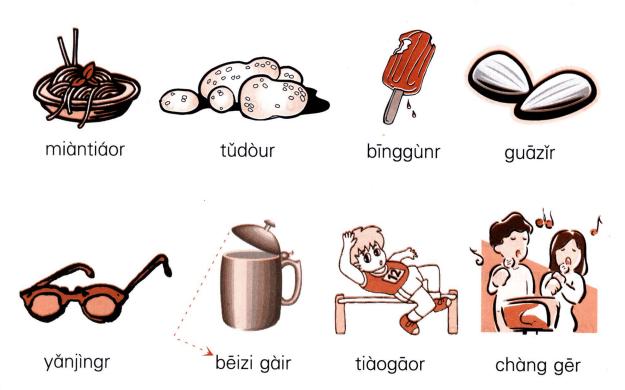
while rolling up the tongue tip. Attention should be paid to the continuity of the pronunciation, e.g. xìsīr (filament), guŏzhīr (juice)...

(5) 韵尾是 -ng 的音节,儿化后丢掉韵尾,主要元音鼻化,同时舌尖卷起。 比如: shéngr (绳儿)、chángr (肠儿) ·······

When a tail final ends with -ng, the -ng must be removed after retroflexion and the main vowel nasalized. The tongue tip should be rolled up at the same time, e.g. shéngr (rope), chángr (sausage)...

练习 Exercises

1. ◆ + ● 看图朗读音节 Look at the pictures and read the syllables.



2. e 朗读下列音节 Read the following syllables.

yŏuqùr	xiăomĭr	dànhuángr	mòshuĭr	
xīn cír	ròuxiànr	yuánquānr	xiǎo niǎor	

3. Was 即译下列音 Tan 言 Read the following combinations of Sylic	3	列音节组合 Read the following co	mbinations of sy	llables
---	---	-----------------------------	------------------	---------

xiăng chī bīnggùnr

fēicháng yǒuqùr

dú shū xiě zìr

xĭhuan chàng gēr

děng wǒ yíhuìr

hē diǎnr guòzhīr

tā qù fànguănr

nèige xiǎoháir

Choose the disyllables you hear and read them.

- xuéxí xiūxi
- shíjiàn shíjiān
- 6 rénmín rénmíng

- yīzhì
- yízhì
- siězuò xiézuò
- zhēnxiàn 6 zhēn xián
- 🕖 liănpén liánpeng 🔞 mínzhǔ
 - mínzú
- shíshì
- shìshí

- 🐠 jiàoshī jiàoshì
- **(II)** jīchăng jùchăng
- năyàngr nàyàngr

- 🚯 dà jiē
- dăjié
- fā chóu fā chòu
- **b** yŭyán
- yùyán

5. ⑦→ / ✓ → ● 选择你听到的音节并朗读句子

Choose the syllables you hear and read the sentences.

- (1) Zhèige gùshi zhēn____.
 - A. méi jìnr
- B. méi jìn
- (2) Māma yào mǎi____.
 - A. zhuōzi
- B. zhuózi
- (3) Ni zài năge____
 - A. niánjí
- B. niánjì
- (4) Tā chídào.
 - A. zŏngshì
- B. zhòngshì

(5) Wŏ xĭhuan		
A. huà huār	B. huà huàr	
(6) Nĭ huì	_ma?	
A. yóuyŏng	B. yŏuyòng	
(7) Tā shì	_rén.	
A. Hénán	B. Hélán	
(8) Wŏ hěn hǎo, bi	é	
A. dān xīn	B. dāngxīn	
(9) Zhèli hěn	·	
A. jìn	B. jìng	
(10) Tāmen qù		
A. fāyán	B. făyuàn	
(11) Bàba	le.	
A. shàng bān	B. xià bān	
(12) Gěi nǐ		
A. fābiǎo	B. fāpiào	
⑦→ 1 → ❤ 写出作	尔听到的音节并朗读	
	you hear and read them.	
(1)xíng	(2) kè	(3) lǎo
(4) máo	(5) jiàng	(6) wán
(7)dìng	(8) gè	(9) chéng
(10)huór	(11) wù	(12)xué

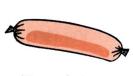
6.



Draw a line to connect the character and its corresponding pinyin, and read them.



- 8. **学**对话练习 Complete the dialogues.
 - (1) A: Nĭ
 - B: Wǒ xǐhuan chī jīdàn.



xiāngchángr





xiā

- (2) A:
 - B: Wǒ xǐhuan dǎ lánqiú.



yóuyŏng



diào yú



dă băolíngqiú



tī zúqiú

9. **党** 课堂用语 Classroom language.

- (1) Lǎoshī, wǒ bìng le, bù néng shàng kè.
- (2) Lǎoshī, wǒ yǒudiǎnr bù shūfu, wǒ xiǎng huíqu xiūxi.

I'm sorry, teacher. I'm ill. I can't go to the class.

I'm sorry, teacher. I'm not feeling very well. I'd like to go back to have a rest.

学汉字 Learn to Write Chinese Characters

1. 学习基本汉字 Learn basic Chinese characters



立。

stand

5 strokes

Stroke order:

一个方立



















贝

bèi

shellfish

4 strokes

Stroke order:

口贝贝















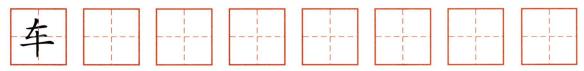




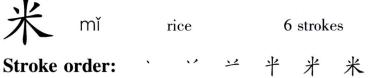
◎ ▲→森→車→車→车

车 chē vehicle 4 strokes

Stroke order: - 左 左 车





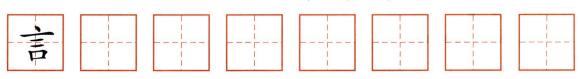






yán say 7 strokes

Stroke order: ` ' ' ' ' ' ' ' ' ' 言言言





shé tongue 6 strokes



Stroke order: ´ ニ チ チ 舌 舌









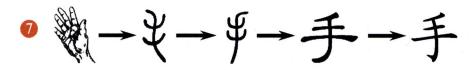












shǒu hand 4 strokes

Stroke order: ' = 三 手



















足

zú

foot 7 strokes

















11 一 13 一 15 一 15 一 15

niǎo bird 5 strokes

Stroke order: ' ⁵ ⁵ 乌 乌

















●●●●●●●●

鱼 yú fish 8 strokes

Stroke order: / ク ク ろ ろ 角 角 鱼

























2. 汉字的合成 Combination of Chinese characters

日 + 月 → 明 (míng bright)

② 女 + 马 → 妈 (mā mother)

D + 门 \rightarrow 问 (wèn ask)

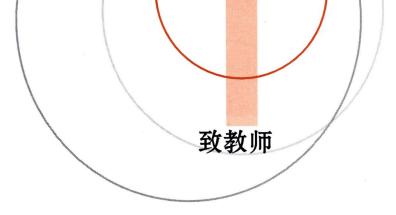
生词索引 Vocabulary

C			huānyíng	welcome	2
chāzi	fork	7	huàn	change	4
chāoshì	supermarket	5			
chī	eat	5			
\$4			J		
			jiā	family	7
D			jiào	name $(v.)$	2
dă	play	8	jīn	half a kilo	3
dāozi	knife	7			
duì	right; yes	4			
duōshao	how many; how		K		
i i i i i i i i i i i i i i i i i i i	much	3	kěyĭ	not bad	1
			kuàizi	chopsticks	7
F					
Făguó	France	2	L		
fàn	meal	7	lánqiú	basketball	8
			lăoshī	teacher	2
			liúxuéshēng	foreign student	4
G					
gāoxìng	happy	6			
gěi	give	3	M		
guó	country	6	măi	buy	3
			měiyuán	U.S. dollar	4
			míngzi	name	6
H					
hǎo	good; fine	1			
hē	drink	3	N		
hěn	very	2	nă	which	6

năr	where	5			
nĭ	you	1	X		
nĭmen	you (plural form)	1	xĭhuan	like; be fond of	8
nín	you (polite form)	1	xièxie	thanks	2
Q			Y	,	
qián	money	4	yào	want	3
qù	go	4	yìxiē	some	5
			yòng	use	7
			yŏu	have	4
R			yùndòng	sports	8
rén	people	2			
rénmínbì	RMB	4			
rènshi	know	6	Z		
			zàijiàn	good-bye	4
			zăoshang	morning	2
S			zěnmeyàng	how	2
shēntĭ	health	2	zhàopiàn	photo	7
shénme	what	3	zhè(zhèi)	this	2
shì	be	2	Zhōngguó	China	6
shūcài	vegetable	5			
shuĭguŏ	fruit	3			
T	Sec.				
Tàiguó	Thailand	6			
8					
W					
wŏ	I, me	3			
wŏmen	we; us	4			

汉字索引 Index of Chinese Characters

В			M			四	sì	5
八	bā	7	马	mă	5			
贝	bèi	8	门	mén	4	T		
			米	mĭ	8	天	tiān	7
C			木	mù	3	田	tián	6
车	chē	8	目	mù	7	土	tŭ	3
D			N			W		
大	dà	3	鸟	niăo	8	五	wŭ	5
刀	dāo	4	牛	niú	6			
			女	nů	5	X		
E						下	xià	6
二	èr	3	Q			is in	xīn	6
			七	qī	7			
Н						Y		
火	huŏ	6	R			言	yán	8
			人	rén	3 ,	羊	yáng	6
J			日	rì	4	_	yī	3
见	jiàn	7				衣	yī	5
九	jiŭ	4	S			鱼	yú	8
			三	sān	3	雨	уŭ	7
K			山	shān	4	月	yuè	4
D	kŏu	4	上	shàng	6	云	yún	5
			舌	shé	8			
L		-	+	shí	6	Z		
力	lì D	7	石	shí	7	中	zhōng	7
立、	lì 	8	手	shŏu	8	子	zĭ	7
六	liù	5	水	shuĭ	5	足	zú	8



《成功之路·入门篇》是为零起点的汉语学习者编写的。编写者希望通过本书的教学,能为汉语学习者打下良好的汉语普通话语音基础和汉字基础,并能让他们掌握一些最基本的日常交际用语。

本书共有 8 课。每课均由"跟我说"、"(好好儿)学拼音"、语音注释、练习、汉字五部分组成,建议教学时间为 4 学时(每学时为 50分钟): 1~2学时学习"跟我说"、"(好好儿)学拼音"部分及汉字基本笔画和基本汉字的认读; 3~4学时完成练习部分及基本笔画和基本汉字的书写练习。

为了更好地使用本教材,在这里就每课的五个组成部分作一下说明,并提出一些教学建议,仅供参考。

1. 跟我说

该部分是语音训练的一个媒介,其中的话题和语句都是最基本的日常交际话题和用语。虽然排列在每课的首位,但建议在进行完"(好好儿)学拼音"的教学环节之后再操练该部分。关键词"Key words"中所列的大多为常用实词,在教学时可以通过语句和对话的反复操练让学生尽可能地掌握这些词语的音和义,为以后的进一步学习减轻负担。

2. (好好儿) 学拼音

"(好好儿)学拼音"应是先于"跟我说"进行的教学环节。

本书的前两课把汉语普通话的基本语音(声母、韵母、声调)全部展示出来,目的是让学生能尽快地初步了解汉语普通话语音的概貌,但不要求学生全部掌握。

从第3课开始,每一课都有针对性地对声母、声调及部分学生容易产生语音错误或语音缺陷的韵母进行进一步的训练。与以往教材不同的是,声母出现的顺序是按照发音部位的先后顺序编排的。这样编排的目的,一是为了便于教师的教学,二是可以让学生根据发音部位的先后纠正自己的发音。

3. 语音注释

语音注释是提供给教师备课或学生自己课下复习或预习时使用的。语音注释里面所讲到的发音方法、发音部位及一些语音规则,教师可以通过语音挂图、PPT 演示、板书或手势等让学生去了解,而不是通过"讲"来达到教学目的。

针对目前语音教学中存在的实际问题,本书在"语音注释"中还对字母"a、e、i"在不同韵母中的不同发音作了说明,目的是提醒教师在课堂教学时要告知学生这些字母在不同的韵母组合中发音上存在着差异,当然学生也可以通过阅读相关的翻译部分来了解这个问题。

4. 练习

每课的练习都是从"听、说、读、写"四个方面对当课所学的语音进行全面的巩固训练,但教学的重点应在"听、说、读"的训练上。

5. 汉字

本教材共出现了 50 个最基本的、成字能力较强的汉字。学会这 50 个字,可以为学生下一步的汉字学习打下较好的基础。

笔画、笔顺是汉字书写的基础,建议教师在教学时要加强这方面的训练。最好要求学生能够记住最基本的笔画名称。

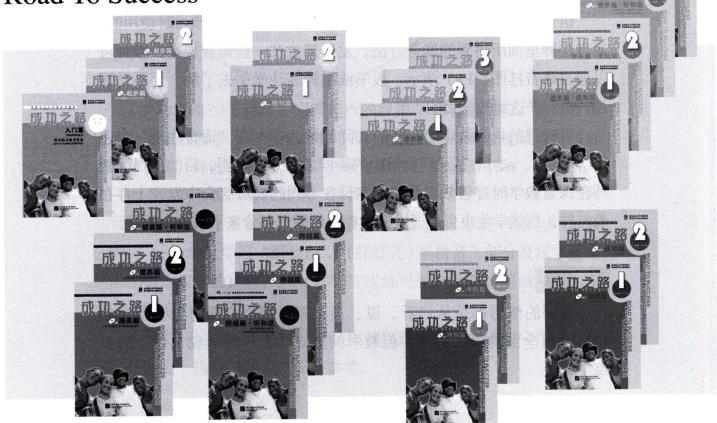
第1~2课的"有趣的汉字"部分只是为了让学生对汉字有个初步的印象,所以在这两课中出现的汉字不要求学生在当课掌握,这些汉字在以后的课中会陆续学习。

北京语言大学汉语进修学院的宋刚老师为本教材做了大量的前期 准备工作,汉语进修学院参加本教材试用的老师也为本书提出了很多 宝贵的建议,在此一并向他们致以深深的谢意。

> 编者: 张辉 2008年6月

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Road To Success



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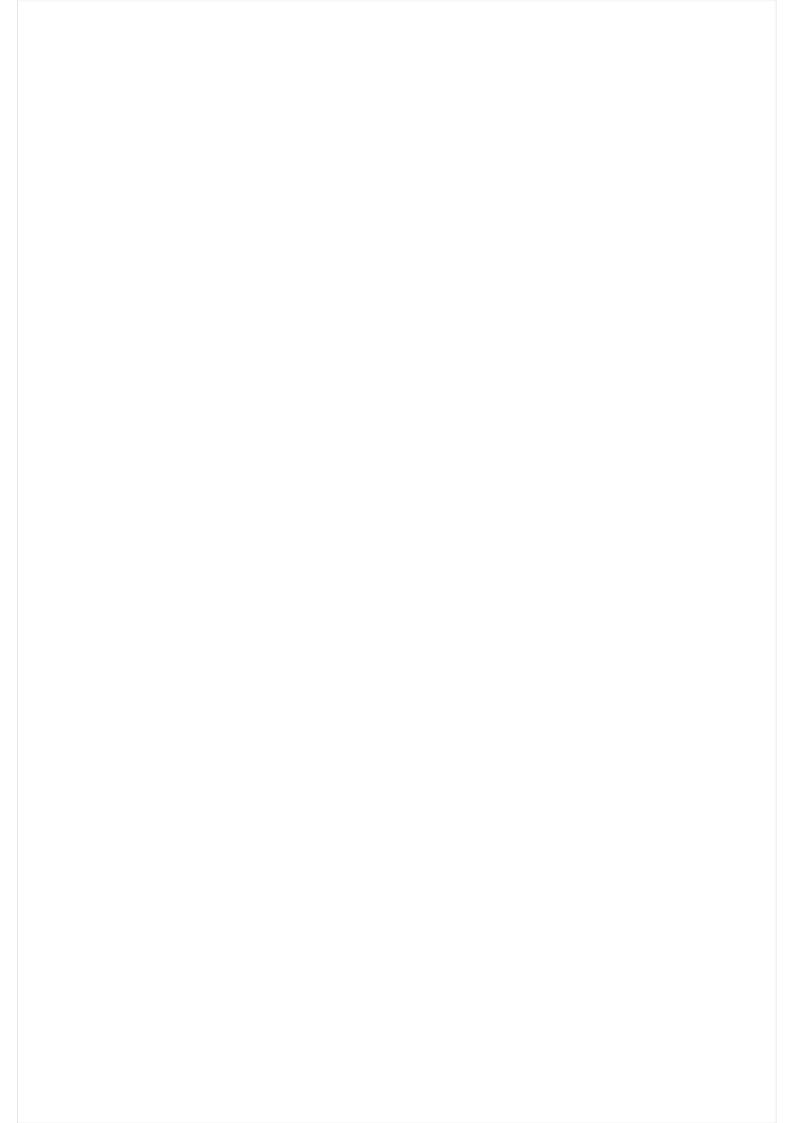
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