

编写说明

一、适用范围

本教材为零起点教材，具体的适用对象为：准备学习汉语言专业本科但无 HSK 三级证书者，短期汉语进修（半年到一年）者，海外专修及选修汉语的学习者。本教材为基础汉语综合教材，分上下册，共 32 课，另配有练习活页、MP3 光盘以及相关教学资源。

二、总体结构

本教材从第 1 课到第 8 课为语音阶段，旨在使学生掌握汉语语音的基础知识。第 9 课以后为语法阶段，每 4 课配有一个复习，供教师对学生平时成绩考查或学生自评使用。本教材总体结构编排如下：

语音阶段（第 1～8 课），该阶段的特点是即讲即练，呈现语音新内容之后，立即进行相关练习。编者结合每课的语音新内容设计了短小的对话，在训练学生语音的同时，满足学生开口说话的要求。

语法阶段（第 9～32 课），其中第 9～16 课是语音巩固阶段，承上启下，仍配有多种语音练习，进行语音重点巩固训练，同时开始进入语法阶段的学习。第 9～32 课所设板块为：学习提示、课文、生词、注释、语法、情景交际、写作、语音、汉字、实践活动、文化点滴、学习后记。汉字知识切分成若干单元，贯穿全书（上下册）。从第 17 课开始，增加了由对话内容改写的叙述性文字，目的是为了进一步培养学生的语篇意识，增强其篇章理解和表达能力。语法阶段每 4 课有一个单元总结，为该单元内的注释和语法汇总。

三、编写原则

在教学内容的编写上本着“循序渐进，螺旋式提高，加强重现”的原则，由浅入深，由实到虚，以旧带新，不断重现，反复强化，加强记忆。以新 HSK 二级语法点为主线，以功能和场景为辅线来设计全书。严格遵循第二语言教材编写的通用性原则：针对性、实用性、系统性和趣味性。教材选取了反映社会时代特点和贴近学生生活的真实语言材料；课文场景的选取从解决学生基本生存需要入手，逐步扩大到校园内外的交际生活；课文语言选取日常生活中常用的规范口语，便于学生即学即用；语法安排上由实到虚，由易到难；语料的编排上符合青年的认知心理特点，富有启发和益智作用。注重幽默感的引入、文化内容的适度穿插和练习形式的图文并茂。

四、特色

1. 与从声韵母入手处理语音阶段的传统思路不同，本教材遵循汉语语音的最大特点，从声调入手，以声调带动声韵母和语音知识学习，即讲即练，在训练中强调音义结合，帮助学生建立声调意识。强调听说，强化训练口耳功能。考虑到初级阶段语音的重要性，本书除重点词、练习、注释、语法、情景交际、写作、实践活动之外的其他汉字下方均标注拼音。语音练习以不同方式贯穿全书。

2. 汉字学习分为三个阶段。第1课到第4课为第一阶段，不讲汉字知识，不要求学生书写汉字，只要求学生大致认读课文中的汉字。第5课到第8课为第二阶段，开始涉及汉字知识，要求学生按照所学知识书写简单汉字，课文中的汉字仍然只要求认读，不要求书写。第9课到第32课为第三阶段，汉字知识在该阶段贯穿始终，要求学生书写、记忆课文中出现的全部汉字。

3. 语法点严格按照新 HSK 二级大纲选取，每课语法点数量适中，难易穿插，层次分明。本书词汇 85% 以上为新 HSK 二级大纲词汇。

4. 课文语言极其贴近实际生活，使用频率高，时效性强。话轮衔接自然紧密，便于学生记忆和使用。强调在课文中穿插幽默语句，点滴渗透文化知识。

5. 练习体现先易后难、先短后长、先框架后活用的原则，在练习中注重学生语言生成能力的训练，注重设计交际性、实用性、可操作性强的题型。

五、教学安排及建议

本教材可在两到三个月内完成学习，之后过渡到《初级汉语综合教程》。教学安排建议如下：

1. 第1～16课，每课2-4课时。
2. 第17～32课，每课4课时。
3. 六次单元复习，每次可用2课时完成。

具体安排也可由教师根据教学进度灵活把握。

六、鸣谢

本教材为北京语言大学汉语学院本科系列教材项目的一部分。感谢汉语学院院长郭鹏教授，感谢赵菁老师、沈庶英老师，他们为本书的策划和组织付出了很多辛苦和努力，使得教材编写工作得以顺利进行。同时也感谢陈田顺老师、倪明亮老师对本书的编写工作所给予的全面关注和大力支持。在此还要特别感谢崔永华先生对全书的修改提出了诸多宝贵意见，使得本教材得到了非常大的突破。

最后，要感谢北京语言大学出版社总编辑张健女士对本书的出版所给予的有力支持。

在编写本教材的过程中，尽管我们付出了很多的努力，但仍难免存在不足和疏漏。我们期待各位教材使用者和同行提出批评、建议，我们将视之为最大的鞭策和支持，并将针对您的意见深入思考和总结，以期对本教材进行不断的修改和完善。

编者

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A Guide to the Use of This Series

1. Scope of Application

This series is designed for total beginners. It is specifically targeted at the following people: those who plan to pursue an undergraduate program of Chinese but without the certificate of HSK Level 3; short-term (i.e., 0.5 ~ 1 year) Chinese program takers; and learners taking Chinese as a selective or major course in countries other than China. Being the elementary Chinese comprehensive teaching material, this series consists of altogether 32 lessons in two volumes, with the loose-leaf worksheets, MP3 disks and pertinent teaching resources in addition.

2. Overall Structure

Lesson 1 ~ Lesson 8 of this book aim at equipping students with the basics of Chinese phonetics. Starting from Lesson 9, it teaches grammar, with every four lessons followed by a review for teachers to evaluate students' progress or for students to make self-evaluations. Its overall structure is as follows:

The Stage of Pronunciation (Lesson 1 ~ Lesson 8)

The characteristic of this part is that the instructions are immediately followed by exercises, i.e., the pertinent exercises are carried out right after the presentation of phonetic knowledge. Combined with the phonetic knowledge presented in each lesson, short conversations are designed to meet students' needs to make oral communications while practicing their pronunciation.

The Stage of Grammar (Lesson 9 ~ Lesson 32)

Lesson 9 ~ Lesson 16 are at this stage designed to consolidate the phonetic knowledge students have learned. It follows the preceding part and is supplemented by a great variety of pronunciation drills to help students consolidate their learning at the stage of pronunciation and move on to that of grammar. Lesson 9 ~ Lesson 32 includes such units as the Learning Tips, Text, New Words, Note(s), Grammar, Communication, Writing, Pronunciation, Characters, Activity, Cultural Note, Summary, etc. Knowledge about Chinese characters is presented in several units of the books (Book 1 & Book 2). Starting from Lesson 17, narrations based on conversations are included to further develop students' discourse awareness and improve their discourse

comprehension and expression skills. At this stage, every four lessons are followed by a unit review, in which the grammar notes and grammar rules of the units are summarized.

3. Compilation Ideas

In terms of its compilation ideas, this series follows the principle of being spirally progressive, with what is taught in it reappearing many times. Mainly based on the grammar points of the new HSK Level 2 and also on language functions and scenes of conversation in its design, this series strictly observes the general principles in the compilation of second language textbooks: pertinence, practicability, systematicness and interestingness. Authentic language data are selected to reflect the contemporary social characteristics and students' lives, with the scenes in it firstly selected to meet students' basic daily needs, and then gradually move on to daily communications inside and outside campus. The language materials of the texts are selected from frequently-used standard spoken Chinese in daily life, which facilitate students' learning and use. Grammar is arranged from real to virtual and from easy to difficult. The arrangement of language materials conforms to cognitive and psychological characteristics of young people, thus is inspiring and has educational functions. Importance is attached to using humorous language, with cultural tips and well-designed illustrations for the exercises provided.

4. Features

(1) In contrast to the traditional approach of teaching pronunciation starting from initials and finals, this textbook abides by the Chinese phonetic characteristics and teaches tones before initials, finals and knowledge about phonetics. Instructions are immediately followed by exercises, in which the combination of pronunciation and meaning are stressed to help students establish their sensitivity of tones. Listening and speaking skills are emphasized. Considering the importance of phonetics at the elementary stage, *pinyin* is provided under all the Chinese characters except the Key words, Exercises, Note(s), Grammar, Communication, Writing and Activity. Pronunciation drills of various forms are supplied throughout the book.

(2) The learning of Chinese characters is divided into three stages. Lesson 1 ~ Lesson 4 are at the first stage. Neither students are taught the knowledge about Chinese characters, nor are they required to write characters. They are just required to have a general recognition of the characters in the texts. Lesson 5 ~ Lesson 8 are at the second stage. Students are taught the knowledge about Chinese characters and required to write simple characters. They are still just required to have a general recognition of the characters in the texts rather than writing them. Lesson 9 ~ Lesson 32 are at the third stage. Students are taught Chinese characters and required to write and memorize all the Chinese characters in the texts.

(3) The grammar points are selected strictly in accordance with the syllabus of the new HSK Level 2. The number of grammar points is well-proportioned, with the difficult ones combining with the easy ones in each lesson. More than 85% of new words in this series of books are of the new HSK Level 2.

(4) The language in the texts is quite practical, frequently-used and close to real life. One conversation is naturally connected to another, which facilitates students' memorization and use. Humorous language is used and cultural notes are provided.

(5) The exercises are designed by following the principles of "presenting the easy ones before the difficult ones, the short ones before the long ones, and the framed ones before the ones that students could do in creative ways". Importance is attached to developing students' language output and designing communicative, practical and easy exercises.

5. Teaching Arrangements and Suggestions

This set of teaching materials is suggested to be taught in 2 ~ 3 months and followed by *Elementary Chinese: Comprehensive Course*. The teaching arrangements are as follows:

Lesson 1 ~ Lesson 16 are suggested to be taught with 2-4 class hours per lesson;

Lesson 17 ~ Lesson 32 are suggested to be taught with 4 class hours per lesson;

Each of the six unit reviews is suggested to be taught in two class hours.

Teachers can also make their own teaching schedules based on the specific needs of teaching.

6. Acknowledgements

This is one of the teaching materials for undergraduates written by College of Chinese Studies of Beijing Language and Culture University. We'd like to extend our gratitude to the following people: Prof. Guo Peng, Dean of the College of Chinese Studies; Prof. Zhao Jing and Prof. Shen Shuying, for their hard work and efforts to plan and organize the compilation of the series. Our thanks also go to Prof. Chen Tianshun and Ni Mingliang, for their concern and support. Our special thanks go to Prof. Cui Yonghua for his revisions, without which, it would be impossible for the series to make a breakthrough.

Last but not least, we appreciate Ms. Zhang Jian, the Editor-in-Chief of Beijing Language and Culture University Press, for her support for the publication of the series.

Although we made great efforts in the compilation process, the series is still not perfect. We will cooperate with the learners and teachers using it, heed their suggestions and advice with an open mind and make constant efforts for its further improvement.

The authors

March, 2013

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1

你好 Hello



学习提示

Learning Tips

声母 Initials	b [p] d [t] g [k]	p [p'] t [t'] k [k']	m [m] n [n] h [x]	f [f] l [l]	
韵母 Finals	a [A] i [i] u [u] in [in]	ai [ai] ia [iA] ua [uA] ing [iŋ]	ao [au] iao [iaʊ] uai [uai] uo [uo]	an [an] ian [ien] uan [uan] ou [ou]	ang [aŋ] iang [iaŋ] uang [uaŋ]
声调 Tones	基本声调 Basic tones (including four tones) bā bá bǎ bà 一声 二声 三声* 四声 Yīshēng Èrshēng Sānshēng Sìshēng (First tone) (Second tone) (Third tone) (Fourth tone)				

* 本书的三声声调图示标示的是实际语流中的三声读音，发音特征低而平。

The illustrations in this book demonstrate the pronunciation variations of the third-tone in the actual situations, with the pronunciation characteristics of being low and flat.

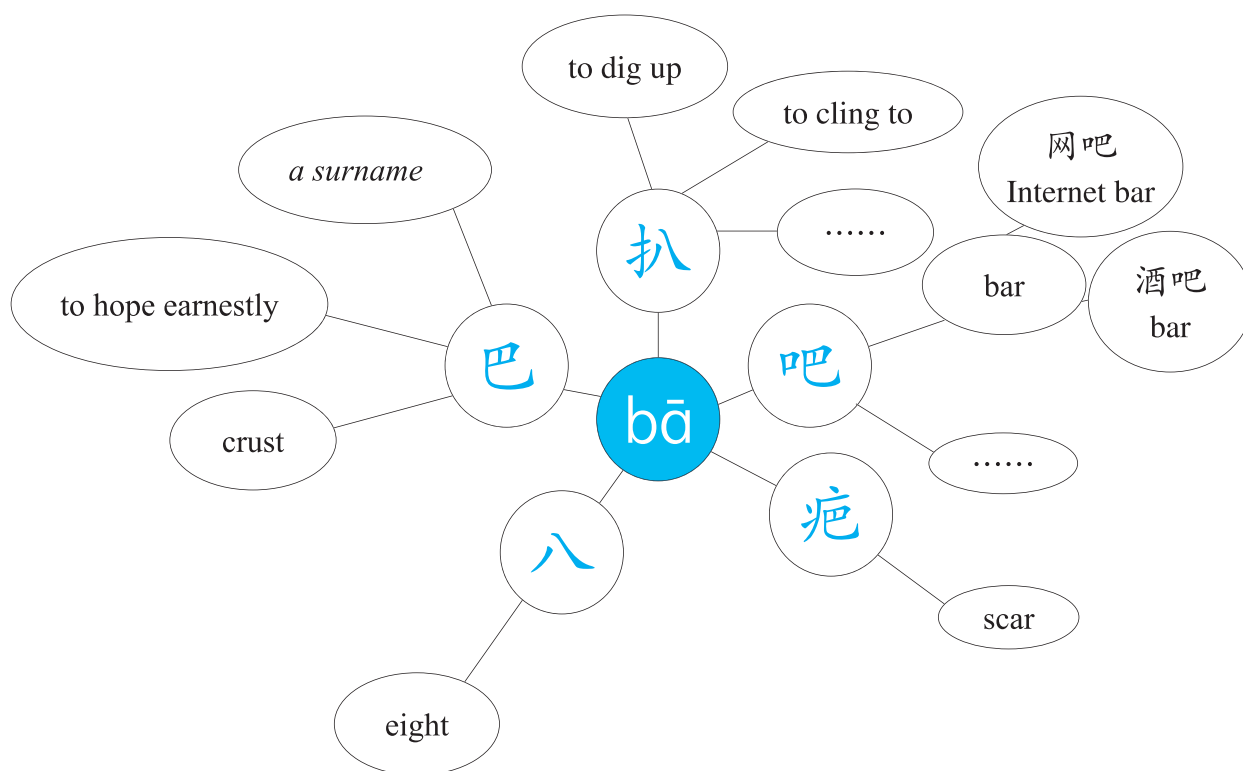
- 找到你最放松状态下的低音，然后试着按照下图的标示发音。注意，这就是你的汉语声调调域。汉语的声调就在这相对的高音和低音之间变换，这是发好其他几个声调的基础。

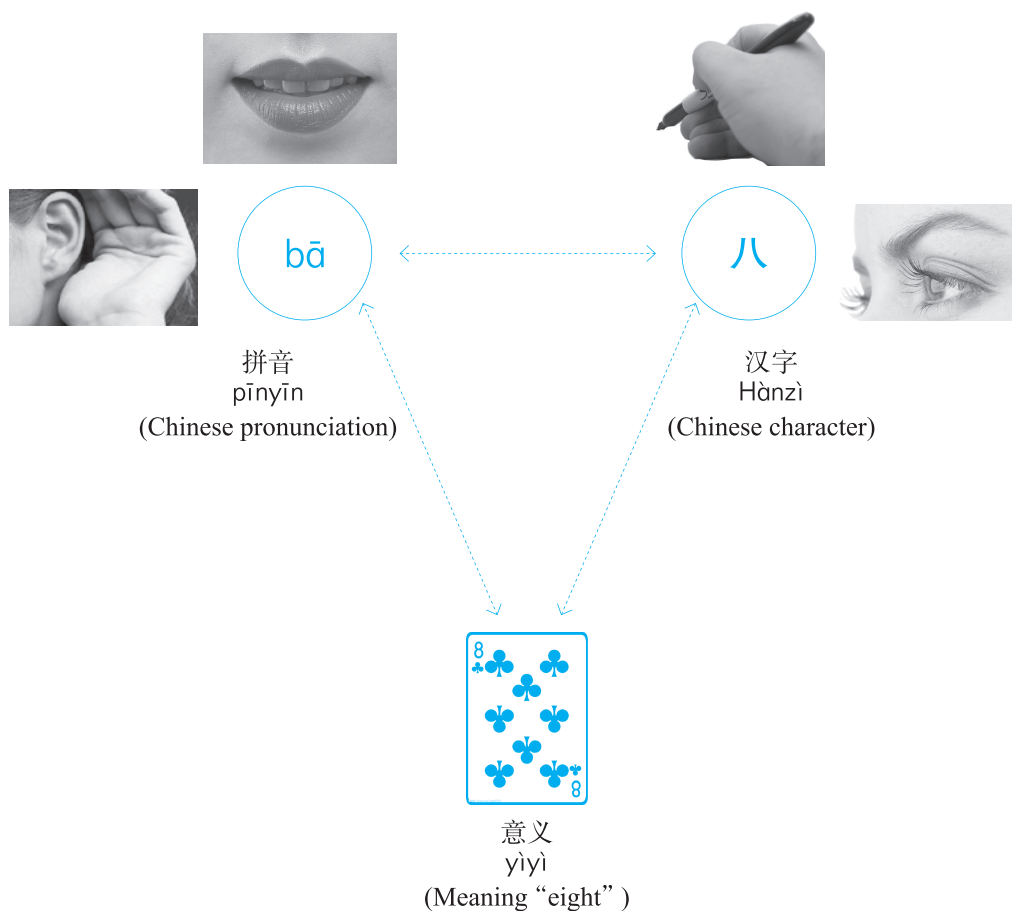
Find your most relaxed and lowest-pitched voice, and read the following syllables according to the diagram. Note: This is your range of the Chinese tones, within which tones vary from high to low. This is the prerequisite to pronouncing other tones.



汉语的音—形—义关系示例

An Example Demonstrating the Relationship of Chinese Pronunciation, Form and Meaning





听 说 学 拼音, 读 写 靠 汉字。

Tīng shuō xué pīnyīn, dú xiě kào Hànzì.

Develop listening and speaking skills using *pinyin*;
and reading and writing skills using Chinese characters.

掌握 音 形 义, 从 这里 开始。

Zhǎngwò yīn xíng yì, cóng zhèlǐ kāishǐ.

This will be your first step to Chinese pronunciation, form and meaning.

- A: 你好!
Nǐ hǎo!
- B: 你好!
Nǐ hǎo!
- A: 你忙吗?
Nǐ máng ma?
- B: 不忙。
Bù máng.

词语 Word	拼音 Pinyin	词性 Word Class	英文释义 Meaning in English
你	nǐ	Pr	you
好	hǎo	A	good; fine; OK
忙	máng	A	busy
吗	ma	Pt	<i>an interrogative particle for questions expecting a yes-or-no answer</i>
不	bù	Adv	no; not

练一练 Exercises

1. 听一听，说一说 Listen and read.
2. 跟老师读 Read after the teacher.
3. 两人一组，分角色读 Work in pairs to play the roles and read the text.
4. 两人一组，分角色表演 Work in pairs and play the roles.

语音

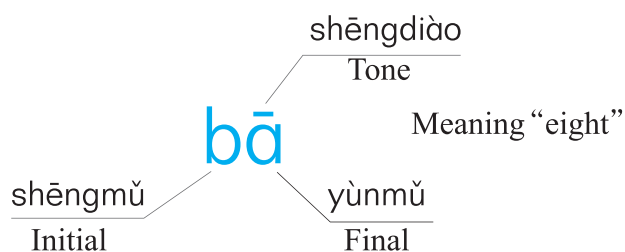
Pronunciation

边学边练 Study and practice

① 声母、韵母和声调 Initials, finals and tones

汉语是有声调的语言。一个音节通常由声母、韵母和声调组成。音节的声调不同，意义就不同。

Chinese is a tonal language. A Chinese syllable usually consists of an initial, a final, and a tone. Syllables with different tones have different meanings.



汉语的普通话一共有 21 个声母和 39 个韵母（本册学习其中最常用的 38 个韵母，其中 i 对应 3 种韵母读音）。本课学习 11 个声母、19 个韵母。

There are altogether 21 initials and 39 finals in Mandarin Chinese (the most frequently-used 38 finals are taught in this book and among them i has 3 different pronunciations). 11 initials and 19 finals are taught in this lesson.

看一看，读一读 Read and pronounce



声母 Initials

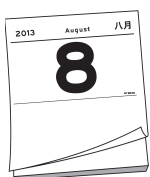
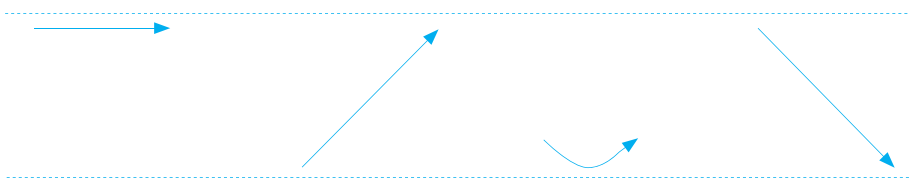
b [p]	p [pʼ]	m [m]	f [f]
d [t]	t [tʼ]	n [n]	l [l]
g [k]	k [kʼ]	h [x]	

韵母 Finals

a [A]	ai [aɪ]	ao [aʊ]	an [an]	ang [aŋ]
i [i]	ia [iA]	iao [iaʊ]	ian [iɛn]	iang [iaŋ]
u [u]	ua [uA]	uai [uai]	uan [uan]	uang [uaŋ]
in [in]	ing [iŋ]	uo [uo]	ou [ou]	

汉语的普通话有四个基本声调，分别是“第一声、第二声、第三声、第四声”，简称“一声、二声、三声、四声”，分别用“ˉ ˊ ˋ ˋˊ”来表示。下图显示出它们各自的模拟调型和相对音高。

Mandarin Chinese has four basic tones, namely, first tone, second tone, third tone and fourth tone, which is respectively indicated as “ˉ”, “ˊ”, “ˋ” and “ˋˊ”. The following diagram shows their respective simulated sound patterns and pitches.



bā
八*
(eight)

一声

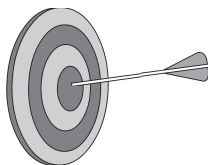
Yīshēng
(First tone)



bá
拔
(to pull out)

二声

Èrshēng
(Second tone)



bǎ
靶
(target)

三声

Sānshēng
(Third tone)



bà
爸
(father)

四声

Sìshēng
(Fourth tone)

① 一声 First tone

Yīshēng

高平音。

发出一个相对高的音，并适当延长。好像音符 $\text{♩}5$ 。例如：bā。

It is a high and level tone. Pronounce in a relatively high voice, and appropriately extend the sound, like the musical note $\text{♩}5$. For example, bā.

* 本书所有音节对应的汉字为示例汉字。

All the Chinese characters corresponding to the syllables in this book are example characters.

② 三声 Third tone*

Sānshēng

低音。三声的发音有两种情况：

第一，单音节的发音。



在声带放松的情况下，找到自己声音的最低处，之后音高略有抬升。例如：bǎ (target)、bǎi (hundred)、kǔ (bitter)。

It is a low tone and has two cases of pronunciation:

Firstly, the pronunciation of a monosyllable.

Relax your vocal cord and pronounce the sound using your lowest voice and then raise your voice slightly. For example, bǎ (target), bǎi (hundred), and kǔ (bitter).

第二，除单音节以外的其他情况。



有其他音节紧跟在三声音节后时，三声的音长变得很短，抬升的部分消失，使三声变成一个发到声音最低点为止的低短音。比如：mǎi huā (to buy flowers)、Gǔbā (Cuba)、liǎng tiān (two days)。

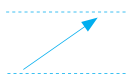
Secondly, other cases excluding monosyllables.

If a third-tone syllable is followed by another syllable, it becomes very short. Stop at the point of your lowest voice without raising it. For example, mǎi huā (to buy flowers), Gǔbā (Cuba), liǎng tiān (two days).

③ 二声 Second tone

Èrshēng

上挑音。



* 在这里，四种声调的解释及练习我们按照“一声、三声、二声、四声”的顺序，这跟以往“一声、二声、三声、四声”的顺序有所不同。这是由于“一声”是相对高音，“三声”是低音，二者之间对比明显，容易参照着掌握；其次，发好“三声”有助于找到发“二声”的起点，可以说发好“三声”是发好“二声”的基础，因此本教材把“三声”放在“二声”之前练习。

In contrast to traditionally following the order of the first, second, third and fourth tones, the teaching and exercises of the four tones are arranged in the order of the first, third, second and fourth tones. This is because the first tone is a relative high pitch in contrast to the third one, so it is easy to learn both by referring to each other. Secondly, learning to pronounce the third tone helps you find the starting point of the second tone. In other words, learning to pronounce the third tone lays the foundation for pronouncing the second tone. As a result, this set of teaching materials practices the third tone before the second tone.

找到自己声音的低点，然后音高迅速上升，达到大致发一声时的音高，好像没听清楚或者不明白时发出的反问的上挑调，类似说英语 “What?” 时的语调。例如：bá (to pull out)、lí (to come)、nán (difficult)。

It is a rising tone.

Find the point of your lowest voice and raise it quickly to the pitch approximate of the first tone as if you are not clear about or don't understand something. It is similar to the tone of “What?” in English. For example, bá (to pull out), lí (to come), nán (difficult).

④ 四声 Fourth tone

Sìshēng

下滑音。



找到发一声时的相对音高，然后以此为起点，迅速向下滑落至自己声音的最低点，几乎低到声音消失，好像英语感叹时发出 “Oh!” 的语调，或者发出 “Let's go!” 中 “go” 的语调。例如：bà (father)、dà (big)、kàn (to see)。

It is a falling tone.

Rapidly fall from a relatively high pitch of the first tone to the point of your lowest voice, like the tone of the English exclamatory expression “Oh!” or the tone of “go” in “Let's go!”. For example, bà (father), dà (big) and kàn (to see).

读一读 Read



一声 First tone

Yīshēng

bā	lā	dāo	māo
eight	to pull	knife	cat

ā	mā	gāo	bāo	tī	dōu
ah	mother	high	bag	to kick; to play	all



三声 Third tone

Sānshēng

bǎ	pǎo	bǐ	gǒu
target	to run	pen, pencil, etc.	dog

nǐ	lǎo	hǎo	nǎ	tǔ
you	old	good	which	soil

三声 + 一声

Gǔbā	nǎ tiān	huǎnghū	dǎkāi
Cuba	which day	in a trance	to open

一声 + 三声

fāngfǎ	dīgǔ	tiāntǐ	gāokǎo
method	low ebb	celestial body	college entrance examination

二声 Second tone

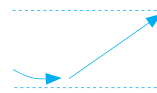
Èrshēng

ná	dú	pá	lóu
to take	to read	to climb	building

ái	bái	lán	tú	lái	guó
cancer	white	blue	picture	to come	country

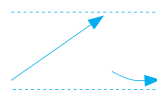
三声 + 二声

tǎlóu	nǎ guó	diǎnmíng	mǎi fáng
tower building	which country	to call the roll	to buy a house



二声 + 三声

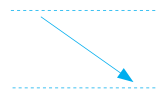
tiáo lǐ	guó tǔ	mínǐ	túbiǎo
to nurse one's health	national territory	mini-	chart



四声 Fourth tone

Sìshēng

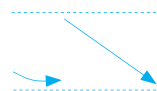
bào	bìng	lù	fàn
newspaper	ill	road	food



dà	dài	tài	mài	dào	bà
big	to wear	too	to sell	to reach	father

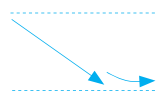
三声 + 四声

bǎohù	lǐmào	dǎdòng	guǎnggào
to protect	courtesy	to move; to arouse one's feelings	advertisement



四声 + 三声

dào lǐ	dì lǐ	bàn fǎ	bù mǎn
hows and whys	geography	method	discontented



② 三声变调 Third tone sandhi

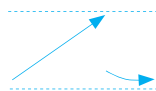
两个三声连在一起读时，第一个三声要读成二声。

Where there are two consecutive third tones, the first one is pronounced a second tone.

跟我说 Read after me



e.g.: nǐ hǎo (hello)
yǔsǎn (umbrella)
tǐng hǎo (very well)



What did you say?
I can't hear you clearly!

I can hear you now!

读一读 Read



lǎobǎn
boss

lǎohǔ
tiger

bǐtǒng
pen container

gǎnlǎn
olive

dà lǎobǎn
big boss

dà lǎohǔ
big tiger

dà bǐtǒng
big pen container

dà gǎnlǎn
big olive

mǐngǎn
sensitive

yǔsǎn
umbrella

fǔdǎo
to tutor

lǐngdǎo
leader

tài mǐngǎn
too sensitive

dài yǔsǎn
to take an umbrella
(with sb.)

nǐ fǔdǎo
You work as a tutor.

hǎo lǐngdǎo
good leader

更多练习 More exercises



听写 Dictation



(1) 辨声调，用调号 - ˊ ˋ ˋˊ ˋˋ 标出你听到的声调，调号标在变色的字母上方。

Distinguish the tones and mark the tones you hear using the tonal mark “ - ”, “ ˊ ”, “ ˋ ” or “ ˋ ”. Place the tonal marks on the coloured letters.

ti — ti	ting — ting	ma — ma
踢 to kick; to play 提 to lift	听 to listen 停 to park	妈 mother 马 horse
gou — gou	fan — fan	bao — bao
钩 hook 狗 dog	帆 sail 饭 food	包 bag 报 newspaper
mao — mao	gua — gua	hao — hao
帽 hat 猫 cat	挂 to hang 刮 to shave	好 good 号 trumpet
tu — tu	bi — bi	da — da
兔 rabbit 土 soil	鼻 nose 笔 pen, pencil, etc.	答 to answer 打 to beat

(2) 辨声母，写出你听到的声母。

Distinguish the initials and write down what you hear.

___ ā — ___ ā	___ ú — ___ ú	___ án — ___ án
八 eight 趴 to bend over	图 picture 读 to read	难 difficult 蓝 blue
___ ǎo — ___ ǎo	___ àn — ___ àn	___ ā — ___ ā
跑 to run 饱 to be full	干 to do 看 to see	他 he 搭 to put up
___ òu — ___ òu	___ ĭ — ___ ĭ	___ ĭ
够 enough 扣 to button up	匹 a measure word for horses	笔 pen, pencil, etc.

(3) 辨韵母，写出你听到的韵母。

Distinguish the finals and write down what you hear.

l ___ — l ___	m ___ — m ___	l ___ — l ___
落 to fall 漏 to leak	民 people 名 name	脸 face 两 two
g ___ — g ___	b ___ — b ___	
瓜 any kind of melon or gourd	乖 well-behaved 掰 to break off with both hands	班 class
t ___ — t ___	l ___ — l ___	d ___ — d ___
逃 to escape 条 article	搂 to embrace 裸 naked	淡 tasteless 档 grade

(4) 写出你听到的单音节。

Write down the monosyllables you hear.

_____	_____	_____	_____
披 to wrap around	鼻 nose	母 mother	怒 angry
_____	_____	_____	_____
干 to do	敢 to dare	乱 in a mess	还 to return
_____	_____	_____	_____
火 fire	扣 to button up	行 line; row	花 flower
_____	_____	_____	_____
两 two	店 shop	冰 ice	民 people

(5) 写出你听到的双音节。

Write down the disyllables you hear.


_____	_____	_____	_____
发呆 to stare blankly	抛锚 to drop anchor	方法 method	包括 to include
_____	_____	_____	_____
白天 daytime	徘徊 to linger about	国土 national territory	图画 picture

2 声调组合 Combination of tones



- -	- ˊ	- ˋ	- ˋˋ
mā mā	mā má	mā mǎ	mā mà
bāogōng to contract for a job	bāohán to contain	bāoguǒ parcel	bāokuò to include
ˊ -	ˊ ˊ	ˊ ˋ	ˊ ˋˋ
má mā	má má	má mǎ	má mà
míngtiān tomorrow	míngnián next year	míngliǎo clear	míngliàng bright
ˋ -	ˋ ˊ	ˋ ˋ	ˋ ˋˋ
mǎ mā	mǎ má	mǎ mǎ	mǎ mà
dǎkāi to open	dǎ pái to play cards	lǐngtǔ territory	nǚlì to make great efforts

ˋ ˋ	ˋ ˊ	ˋ ˋ	ˋ ˋ
mà mā	mà má	mà mǎ	mà mà
bàofā to break out	bàomíng to sign up	bùmǎn dissatisfied; discontented	bàodào to report

3 朗读 Read aloud  01-09

Tā míngtiān lái Zhōngguó, bā diǎn dào Běijīng.

tomorrow China to arrive
 he/she to come eight o'clock Beijing

汉字

Characters

 练一练 Exercises

1 看一看，圈出最右列汉字的正确发音

Read and circle the correct pronunciation of the characters on the right

nī	ní	nǐ	nì	你
hāo	háo	hǎo	hào	好
māng	máng	mǎng		忙

2 认一认，连一连 Read and match

你	bù
好	máng
忙	mā
吗	hǎo
不	nǐ

3 给汉字标上拼音 Mark *pinyin* for the following characters

吗_____ 忙_____ 好_____ 你_____ 不_____

4 认读汉字 Read the characters

你

好

忙

不

你好!

你忙吗?

不忙。

学习后记

Summary

语音 Pronunciation

汉字 Characters