

出版说明

新中国的国际中文教育（时称“对外汉语教学”）事业肇始于1950年清华大学东欧交换生中国语文专修班，至今已有七十年历史。七十年于人而言，已是古稀；于学科而言，仍为少年。作为一个年轻的学科，国际中文教育正处于旺盛的成长期。目前，全世界有3万多所中小学开设了中文课程，4000多所大学设立了中文院系或开设了中文相关课程，还有4.5万所华文学校和培训机构开展中文教育，全球学习中文的人数超过2500万人。¹国际中文教育的开展在促进中外人文交流、加深中国与其他各国彼此间了解与互信等方面发挥了极为关键的作用。

展望未来，我们充满信心；回首往昔，我们坚定不移。据史料记载，最早的汉语作为第二语言教学可上溯至汉代，两千年来汉语教学绵延不绝，直至今日。古时从事汉语教学的师者及其所使用的教材由于时间久远，存世稀少，我们难以考证；但是近代以来，在汉语教学过程中所使用的教材有幸保留下来，并得以传承，其中既包括外国传教士在中国境内教汉语所使用的教材，也包括华人在海外教汉语所编写的教材。

这些珍贵的史料，不仅反映了当时汉语教学的方法和思路，也从侧面记录了彼时社会的语言面貌和人文风貌。我们广泛收集有关史料，认真遴选其中极具学术价值和史料价值的代表书目，通过高清扫描、图片修复等技术，最大限度还原原书的本来面貌，汇编结集成这套“经典汉语教材系列（影印版）”。为进一步彰显该丛书的历史意义和学术价值，我们还精选了学界前贤关于各册经典教材的评论文章，以期帮助读者进一步加深对教材编写背景和历史价值的了解。

北京语言大学出版社

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1 该数据信息来自“孔子学院总部/国家汉办”新闻中心关于“2019国际中文大会”相关报道，参看http://www.hanban.org/article/2019-12/11/content_795884.htm。

前 言

《汉语教科书》是中华人民共和国成立以来正式出版的第一部供外国人学习汉语使用的教材，也是第一部极具对外汉语教学特点的教材，开创了中国对外汉语教材编写事业的先河，在对外汉语教学史上具有不可替代的作用。

本书是北京大学外国留学生中国语文专修班使用的基础汉语教材，分上、下两册，上册 42 课，下册 30 课，适用于汉语零起点水平的外国留学生。本书的编写以语法为纲，编写者根据汉语语法特色和汉语教学特点，有针对性地对汉语教学语法进行了甄选和编排，并在此基础上兼顾词汇、课文以及汉字的选择与编排。本书所创立的语法体系奠定了对外汉语教学语法体系的基础，对此后对外汉语教材的编写影响深远。

本次影印出版，我们特别挑选了原书 1958 年第 1 版第 1 次的版本，采用高清扫描、图片修复等技术，最大限度还原了原书的本来面貌。由于受年代和当时印刷技术的局限，原书部分语句具有鲜明的时代性，局部存在印刷和排版错误。本着尊重历史的原则，我们完整地保留了教材的原貌，希望为汉语教材的研究、编写和出版提供参考和借鉴。

为使读者进一步了解教材的历史意义和学术价值，我们特将钟授先生对参与《汉语教科书》编写和出版的相关回忆进行整理，置于上册文前，帮助读者进一步了解原书出版的时代背景和曲折经历。另外，我们还特地选择了吕文华先生评述《汉语教学书》语法体系的文章，置于下册文前，帮助读者进一步加深对《汉语教科书》语法体系的认识和了解。

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《汉语教科书》的编写^{*}

（代序）

1. 出版过程

在五十年代我们觉得教材是最重要的，所以就集中力量编教材，就是《汉语教科书》。中国语文专修班刚开始上课时用的是油印的教材，邓懿一写出来，我们就连夜刻蜡板，油印，第二天早上学生拿到的经常是油墨未干的。那时候我们痛感油印的教材给学生带来了很大麻烦，所以当时我们下决心铅印。后来这本教材交五十年代出版社¹出版，而且有多种语言版本，除了英文版，还有俄文版和德文版。邓懿也看出来，太玩儿命了。五十年代出版社的总部就在和平门那儿，我们就在下头印刷厂盯着。我、马欣华、许德楠，就我们三个人盯着，一直盯到这本书出来，就是英文版的《汉语教科书》，1958年出版的。

因为邓懿得在学校里头主持教学，不能让她总跑和平门。有问题就问她，那得多少问题啊！油印的稿子，再改到那上头，排版，英文部分、中文部分，出现的问题太多了，所以后来邓懿就让我在那儿全权负责。

我们没白天没黑夜地干，晚上要从和平门回来都是10点以后了，在外头随便吃一点儿。那时搞教材开夜车，一直搞到早上5点，回来睡一会儿，8点钟又上班，你算算一天就睡两个小时吧。搞教材到最关键的时候就我、许德楠、马欣华，所以我说他们两个的功劳很大，中文部分全部由他们两个校对。

记得当时出版社有什么问题，就在那儿当场解决，我们仨都在那儿，工人就在旁边干，1958年不是大跃进么，工人也是加班。这儿排版，那儿改版，有什么问题，随提随改，“老钟，这个字是用这个还是用那个？”就到这个程度，这样才把《汉语教科书》突击出来。突击出来以后，质量还不错。

^{*} 本文选自崔希亮主编《北京语言大学对外汉语教学名师访谈录·钟授卷》“四、教材编写与词典编纂”中钟授先生关于《汉语教科书》编写的相关回忆内容。

¹ 钟先生回忆说是“五十年代出版社”，施光亨在《新中国对外汉语教学40年大事记》（《世界汉语教学》1990年第2期）中说是“时代出版社”，文中保留钟先生原话。两位先生回忆的名称不同，但所指相同，即商务印书馆。

2. 语法体系的形成

我常常说新中国对外汉语的源头应该是赵元任，从赵元任到邓懿，邓懿从五十年代初开始编《汉语教科书》，这条路是这么下来的。

邓懿非常忠实于赵元任的教材，她是赵元任的助教，从他那儿她学了不少语音、语法知识，我们最开始用的教材就是邓懿翻译赵元任的。但是我们也得从实际出发，赵元任在美国用的教材不完全适用于我们，所以，词汇上的改动大一些。句型，也就是 **sentence patterns** 用的是赵元任的，例句根据实际情况做了一些改变。语法上我们参考了很多，比如胡裕树的、张志公的，有冲突的我们还是用邓懿（赵元任）的。这个语法体系我们既没有用张志公的系统，也没有用王力的系统，更没有用北师大的系统，黎锦熙的更没法用，最接近的还是张志公的。

总结一下的话，就是刚开创的时候，各种各样的说法比较多。邓懿开始的时候就是搬来赵元任的，后来我们在使用中发现不合适的再一点一点改进。就这么一个过程，一个正常的过程。

所以，这套教材首先归功于赵元任，然后是他的接班人邓懿，我只是一个参加者。

后来在出版的时候，附上了汉语语法复习提纲，这个是跟我有关系的。

3. 汉语基本语法复习提纲

我一个学期要教好几个班，有一个班说考试要复习，最好有个复习的提纲给他们，所以我就搞了个汉语语法复习提纲，叫基本语法复习提纲。当时邓懿编的最后没有一个提纲性的东西。国际上有一些，但那些东西对我们不合适。后来学生就要求说能不能帮他们编一个基本语法复习提纲。也没有人要求我这么做，我只是觉得学生应该有一个这样的提纲，总复习就得有一个纲吧。于是我就从邓懿编的那些课文中抽取语法点，先是我手写的，后来给邓懿看，邓懿说不错，就油印了。我没有走一个大家去讨论什么的路子，就在自己班用。

后来这些油印教材商务印书馆要去出版了，要印成那个《汉语教科书》。邓懿说汉语语法复习提纲正好附在里头，归总了。前头的那些，不管是先讲体词谓语句，还是先讲形容词谓语句，最后复习提纲都按一定顺序把它排出来了。比如补语，整本书讲了多少个补语，我们都把它列出来。就这样子，把它放在整本书的后头，作为整本书的一个语法体系。原来没有往这个上头想。

我是觉得这个语法复习大纲是在实践当中形成的，学生需要。我辅导学生的

时候，学生说：老师，我们要考试了，能不能稍微归纳归纳？特别是那个年纪大的，说人家不是分词类、语法、句法嘛，能不能按词法句法给我们分一下？哎，我说对呀。我是搞英文、搞俄文过来的，所以我马上就接受了。所以，我的那个复习提纲就分成词法、句法，句法用 **syntax**，词法是 **morphology**，把这两个先分开。词法里头分词类、词尾什么的，句法分句子分类、句子成分什么的。就这样地搞。

所以我觉得我们这个就是水到渠成，没有刻意去追求个什么，完全是出于实践，出于学生需要。

节选自《北京语言大学对外汉语教学名师访谈录·钟授卷》

崔希亮主编，北京语言大学出版社，2010 年

MODERN CHINESE READER

Part 1

COMPILED BY THE CHINESE LANGUAGE SPECIAL
CLASS FOR FOREIGN STUDENTS IN
PEKING UNIVERSITY

“Epoch” Publishing House
Peking, 1958

汉语教科书

(上册)

北京大学外国留学生中国语文专修班编

时代出版社

1958年·北京

內 容 提 要

本書是北京大学外国留学生中国語文專修班一年級第一學期前十几个星期的教科書，分上下兩冊，上冊 42 課，下冊 30 課，并附有小詞典。內容包括語音和語法，講解深入淺出。學完本書不但可以应付日常生活，而且可以閱讀簡易的文章，为进一步學習專業打好漢語基礎。本書不僅可作外国留學生的教科書，而且也可以供一般外国人學習漢語之用。

This book is used as text-book by the Chinese Language Special Course for Foreign Students in Peking University, covering the first three months of the first term. It consists of two parts. In part I there are forty two lessons, and in part II there are thirty lessons and an appendix of vocabulary at the end. The contents of this book are Chinese phonetics and grammar which are explained in simple words. After studying this book, one can not only speak and write simple Chinese in daily life, but also can read simple articles, and thus is qualified for further study in any specialized field. Besides its use as a text-book for foreign students, it can also help any foreigner study the Chinese language.

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* 原书页码有误，为方便读者查阅，本版增加页码勘误表，特此说明。

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說 明

1. 本書是北京大学外国留学生中国語文專修班第一学期所用的語音和語法的教材。几年来到我国来學習的留学生逐年增加，他們都要首先学好漢語才能學習專業，迫切地需要漢語教科書。另一方面，自从中华人民共和国成立以来，很多外国朋友对漢語發生了兴趣；但因缺乏适当的課本，學習很感困难。为了适应这个情况，我們决定把这本教科書付印，以滿足我班学生和別的国际朋友們的需要。

2. 本書以初学漢語的外国学生为对象，并以实用为目的。編排次序和重点的分配，都以切合具体对象的需要为原則。过細过深的理論，不易为初学者所接受的，都不收在本書里面。

3. 本書包括緒論、語音、語法三部分。緒論給我們所要學習的现代漢語作了一个輪廓的介紹，可以使学生在學習之前对漢語特点有所了解。前十二課是語音，其中理論八課、口語練習四課，共用教學時間二週。后六十課是語法，每六課构成一个單元，其中前五課是新課，后一課是復習；教學時間一共十週。本書學完以后，学生除了語音和基本語法之外，还學習詞彙 864 个(包括汉字 746 个)。这时候，他們不但應該能以簡單口語应付日常生活，而且可以閱讀淺易的文章，具备了进一步學習短文的条件。如果一位外国朋友不能拿出全部時間學習漢語，每天一課的分量当然显得太重，也可以适当地延長學習的時間。假如用作选修課程的教材，每週上課二三次，改为全年的教材也是可以的。

4. 关于語法部分，需要特別提出来下列各点：

(1) 为了重点突出、眉目清楚，在書中把基本語法抽繹为若干点，以便学生預習和復習。但在課堂教學时，教师應該先給例句、后給理論，尽量貫徹“从感性到理性”的原則。例句里尽量不用当課的生詞，以免分散学生对語法的注意力。

(2) 除了每个單元的復習課以外，每課的第一項都是“生詞”。实际上，這一項下也包含着大于詞的語和小于詞的詞素；“生詞”只是

个極籠統的說法。生詞排列的次序是根据它們在語法項下的例句和課文中出現的先后而定的。詞的音、义之外，还注了詞类（所用簡号在第十三課前有說明）。第十四課介紹名量詞，从那課起，名詞之后兼注常用的特定量詞（如果特定量詞是一个生字，兼注讀音）；用量詞“个”的，省去不注。

(3) 为了外国学生的方便，語法的例句和課文採用了詞兒連写的办法。但因沒有大家公認的連写規則，我們試拟了一个規則（見附錄四）。連写的目的在于幫助学生朗讀，連写在一起的并不限於严格意义的“詞”，而是还有大于詞或小于詞的單位。这时候，除了考虑什么是詞以外，也考虑如何幫助学生讀得連貫、自然。

(4) 每課之后附有課外練習，这些練習都是为了檢驗学生是否掌握当課的語法重点而設的。同时，也适当地照顧到詞彙的复習。当然，不能指望作了这些練習就能达到熟練的目的。本書只是講授課用的教材，練習課和复習課材料并不包括在內。

(5) 为了減少學習汉字的困难，我們除了在語音阶段加入字素幫助学生分析汉字的組成部分以外，在語法阶段中，新課后面都附有汉字表。每課生詞中出現的新汉字都在汉字表中加以分析，分析出来的部分如果不是学生学过的，还把笔順标出，以便学生能正确地書写。遇見曾經作为汉字組成部分出現过的字素或汉字，便不再給笔順或分析。書后附有汉字組合一覽（見附錄二），把学过的生詞排列在組成生詞的汉字下面，也是为了幫助学生學習生詞和記憶汉字而設的。

5. 本書注音根据 1958 年 2 月 11 日第一屆全國人民代表大會第五次會議批准的漢語拼音方案。

6. 国务院在 1956 年 1 月 28 日決議公布了“汉字簡化方案”，到目前为止，已先后在全国各报刊圖書上正式推行了三批簡化汉字，共計 425 个字。本書所用簡字就是这些正式推行的簡化汉字（見附录三：繁簡字对照表）。

7. 本書由 北京大学外国留学生 中国語文專修班 漢語教研室 集体編写。我們恳切地希望各地讀者不吝指正。

1958 年 8 月

EXPLANATIONS

1. This book contains the phonetic and grammar materials used for the first term by the Chinese Language Special Course for Foreign Students in Peking University. In recent years, more and more foreign students have come to China to study. They have to learn Chinese first before pursuing other professional studies, and so are in urgent need of a Chinese text-book. Besides, since the founding of the People's Republic of China, many foreign friends have become interested in Chinese. Without the help of a handy text-book, they are at a loss how to learn. To meet the demand of both the foreign students of our Course and international friends, we decided to put this text-book into print with an English translation.

2. This book is compiled for the use of foreign students. The lessons and the points in each lesson are arranged in accordance with the practical needs of foreign students in the process of learning. Learned theories or detailed explanations unacceptable to beginners, are not included in this book.

3. This book consists of three parts: introduction, phonetics and grammar. The introduction will give the students a general idea about the characteristics of modern Chinese. The first twelve lessons deal with phonetics, eight lessons on theory, and four lessons for oral practice, all of them to be given in two weeks. These are followed by sixty grammar lessons, every six lessons forming a unit, five of which are new lessons and the last one is a general review; all the grammar lessons will take ten weeks. Students, after finishing this book, will have learned 864 words (including 746 characters), aside from the phonetics and grammar. By this time, the students will not only have been able to speak simple Chinese of daily life, but also able to read simple writing; they will have been qualified for the further study of short essays and stories. If a foreign friend is not in a position to learn Chinese all the time, of

course one lesson per day is probably too much. In that case, he may take as much time as he thinks necessary. If this book is adopted in school using it for two or three hours a week, it will take a whole year to complete the course.

4. In the following are five points to be noticed concerning the grammar:

(1) For the sake of conspicuousness and orderly arrangement, the basic grammar in this book is given in the form of points, so that the students may easily prepare and review the lessons. But in class, the teacher must explain the grammar rules as illustrated by previously given example sentences in strict accordance with the principle, "from the sensational to the rational". The new words of each lesson are not used in the examples given in that lesson, in order that the students may concentrate their whole attention upon the new grammar rules.

(2) The first part of each lesson, with the exception of the general review at the end of each unit, gives the vocabulary or "new words". In fact, this part sometimes contains phrases which are larger units than words, and word elements which are smaller units than words; the term "new words" is used not in the strict sense. The new words are arranged according to their order of appearance in the example sentences under grammar rules and in the texts. We not only give the pronunciation and meanings of the words, but also indicate to what parts of speech they belong (the list of initial characters used for representing the parts of speech is given before the thirteenth lesson). The nominal measure words are dealt with in the fourteenth lesson, and from that lesson on, the specific nominal measure words are given in the new words column (if any of the specific measure words is a new character, its pronunciation is also given); the measure word 个, which is used for almost all nouns, is always omitted.

(3) The example sentences under grammar rules and the texts are written with the words separate from each other,

so that the foreign students may read them easily. But there are, as yet, no universally recognized rules of the separate writing of words; we are obliged to make some rules by ourselves (See Appendix 4). Since the separate writing of words is only to facilitate reading, they are separated not in strict accordance with the meaning of words, for some of them may be larger or smaller than the unit of a word. In separating words, our consideration is not limited to the word unit, but also how best to enable the students to read the texts with fluency and naturalness.

(4) At the end of each lesson, there is home work, this is to test whether the students have mastered the important points of grammar in that lesson or not. There is also a review of the vocabulary. Of course, it cannot be expected that all this home work will enable a student to master all the vocabulary and grammar. This book contains only materials for explanations, exercises and review materials are not included.

(5) In order to lessen the difficulty of the students in learning Chinese characters, a number of the components of Chinese characters are inserted in the phonetic part, with a view to helping the students in analyzing characters; in the grammar part, each lesson has also a table of Chinese characters. All the characters appearing in the new words of each lesson are analysed in the table, and if there is any component of a character that is new to the students, the order of strokes is also given, so that the students may write the character correctly. But all the components and characters which have already been given as the components of other characters are not analysed a second time, nor is the order of strokes indicated. At the end of this book, there is a table of the combination of Chinese characters (See Appendix 2), in which each of the words learned by the students is put under the character that is used to form the word, so that the students may learn and memorize the words and characters easily.

5. The phonetic annotations in this book follow the Phonetic Scheme approved by the 5th session of the 1st National People's Congress on the 11th of February, 1958.

6. Since the decision made by the State Council on the simplification of Chinese characters on January 28, 1956, 425 simplified characters appearing respectively in three different lists have been formally adopted by the newspapers, magazines and books throughout the country. All these publicly accepted simplified characters are used in this book (See Appendix 3, Table of Simplified Characters Placed against Their Original Complicated Forms).

7. This book was compiled by the whole faculty of the Chinese Language Special Course for Foreign Students in Peking University. For the further improvement of this book, we sincerely hope that our readers will give us their criticisms and instructions.

August, 1958

緒 論

漢語是中國主要的語言，也是世界上使用人數最多的語言，並且是世界上最發達的語言之一。

中國是一個統一的多民族的家。全國人口有六億多，90% 以上是漢民族。各兄弟民族都各有自己的語言；漢語是漢民族的語言，又是民族間交際的共同語言。

漢語方言，就現在知道的情況，可以分成八個大方言：北方話，江浙話，湖南話，江西話，客家話，閩北話，閩南話，廣東話。說北方話的人數最多，約佔使用漢語的人口 70% 以上。北方話的區域實際上包括長江以北地區，長江以南鎮江以上九江以下沿江地帶，湖北（東南角除外），四川，雲南，貴州四省以及湖南的西北角。這麼多的人口，這麼大的地區，語言如此一致，在世界上是絕無僅有的。各方言的語法基本上是一致的，詞彙絕大多數是相同的；語音的差別比較大，可是相互之間的對應關係還是很清楚的。漢語的口語，目前的情況是：一方面固然還有方言的存在，另一方面中國正在推廣以北京音為標準音的普通話，以逐漸統一漢民族的共同語言。

中國長時期使用的統一的漢語書面語“文言”，最初必然是在口語的基礎上產生的，但是後來跟口語有了越來越遠的距離。因此另外出現了一種新的書面語言，更直接地紀錄了活的口語，與口語一直保持着最密切的聯繫。這就是現在通常所說的“白話”，也就是我們現在的漢民族共同語書面形式的主要來源。各種用“白話”写的作品的方言基礎，總的說來都是北方話。同時以北京話為代表的北方話也逐漸成為方言區之間的交際工具，而被称为“官話”。1919年“五四”運動反對文言文，提倡白話文，動搖了文言的統治地位，漢民族共同語的書面和口頭的統一形式逐漸形成，“普通話”這個名稱也就代替了“官話”。1949年中華人民共和國成立以來，書面語已基本上統一於“白話”，達到了原則上的“言文一致”，同時口語也得到了進一步的發展。

由於歷史的原因，漢語發展到現在還沒有完全達到統一的地步，但是漢語統一的基础已經存在了，這就是以北京語音為標準音，以

北方話为基础方言，以典范的現代白話文著作作为語法規範的普通話。我們講授的現代漢語就是这样的标准語。

現在簡略地談談現代漢語在語音、語法、詞彙和文字等几方面的主要特点。

語音 (1) 元音(母音)佔优势 紀錄漢語的 每一个字是一个音节。这个音节是由單独的元音、复合元音或帶輔音(子音)的元音构成的，而單独的輔音既不能构成音节，也就不能代表漢語里的一个字。例如：

[hàn (1) yǔ (2) kě (3) ài (4)] (漢語可愛。)

这四个音节(四个字)就是分別由單独的元音 (2)、复合元音 (4)、元音前帶輔音 (3) 和元音前后帶輔音 (1) 构成的。

(2) 声調 代表每一个字的每一个音节都有自己的固有声調。例如，mǎi (买) 是降升調，mài (卖) 是全降調。二者音素和結構虽然完全相同，只是因为声調的不同，意义也就两样了。

(3) 送气和不送气 一个音节开头的輔音送气和不送气的对立也是区别意义的重要因素。例如 bǎo (飽) 和 pǎo (跑) 的不同，完全在於音节开头輔音的送气不送气。

語法和詞彙 (1) 詞序固定 漢語里的詞序是一种很重要的表意方法。例如，“我帮助你”和“你帮助我”的意思恰好相反。“他念書”不能說成“書念他”。“（一朵）香花兒”是詞組，而“（这朵）花兒很香”就是句子了。修飾語一般在被修飾語之前。例如，“白馬”（“白”，定語；“馬”，中心語）和“慢慢兒地走”（“慢慢兒地”，狀語；“走”，中心語）。

(2) 助詞 助詞是漢語虛詞里的一种。它不表示实在的意义，不能作句子成分，更不能單独成句；主要的功用就是表示語法关系；可以附着於詞、詞組或句子，帮助詞語的結構（如結構助詞）或傳達句子的語气（如語气助詞）。

(3) 字和詞 漢語里的一个音节 用文字紀錄下来就是一个汉字。漢語里有單音节詞和多音节詞。單音节詞用一个汉字表示。例如：

人 rén 来 lái 好 hǎo


但是有例外，例如“花兒”两个汉字是一个音节 huār。多音节詞里最多的是双音节詞，用两个汉字表示。例如：


人民 rénmin 幸福 xìngfú 我們 wǒmen

此外还有三音节詞和四音节詞。

(4) 單純詞与复合詞 从上面的叙述可以知道,一个詞可以用一个字表示,也可以用两个或两个以上的字表示;但是并不是每个字都能成为一个詞。1,有的字能够單獨成为一个詞,例如“人”。2,有的字也能表示一点意义,这样的字不能單獨成为一个詞,只能成为詞里的一个成分,如“語”和“言”;可是它們結合起来能够构成一个具有明确意义的詞“語言”。3,能够成詞的一个字也可以跟另一个字結合起来构成另一个詞,这另一个字可以是能够單獨成詞的,也可以是不能單獨成詞的,前者如“鐵路”,后者如“人民”。4,有的字只出現在一个詞里,如“葡萄”,“葡”和“萄”單獨都不能表示什么意义,也不能單獨再跟任何別的字組成另一个詞。1和4所說的是單純詞,2和3所說的是复合詞,复合詞的构成方式,多种多样,这里所談的只是举例的性質。为了清楚起見,現在把以上說到的几点列表如下:

單 純 詞								
字 {	葡	萄	鉄	路	人	民	語	言
			复 合 詞					

汉字 汉语的書写符号汉字,根据地下發掘的材料,也已經有三千年以上的历史了。汉字虽然来源於一种象形文字,但早就越过了象形文字的阶段。例如古文字里的“”(側面的“人”形)

和“”(側面的“象”形),还可以看出来所象的形状,現在的“人”和“象”字就看不出那样的形状来了。汉字絕大多数是形声字,即一部分表意,一部分表声的字。例如:

油	yóu	氵 (即水,表意)
		由 (yóu, 表声)
桐	tóng	木 (表意)
		同 (tóng 表声)

但是由於汉字字形和汉语語音的变化,很多字的表声部分已經很难

辨認或者失去标音(調)作用了. 例如:

- | | |
|-------------|--------|
| 1. 江 jiāng: | 工 gōng |
| 2. 鵠 gē: | 合 hé |
| 3. 筒 tǒng: | 同 tóng |
| 4. 念 niàn: | 今 jīn |
| 5. 圈 quān: | 卷 juàn |
| 6. 問 wèn: | 門 mén |

为了辨認和書写的方便, 按照汉字的形体結構, 可以分为两类: 第一类是独体字, 本身是一个整体, 不能再加分析, 例如“人”和“水”. 第二类是合体字, 由两个或两个以上的独体字合成, 形声字都屬於这一类. 合体字虽然比較复杂, 但是只要認識清楚了它的每一个組成部分, 也就沒有多大困难了.

汉字的字数虽然很多 (康熙字典收有 47,021 字, 不計或体), 然而实际上通用的大致不出五六千字; 据統計, 如果学会 1,556 字, 讀一般書籍的时候, 95 % 的字都可以認識.

汉字在中国人民的悠久的历史历史上有过偉大的功績. 几千年来, 中国古代丰富的文献典籍依靠汉字保存下来. 在中国的社会主义建設时期, 汉字正在被广大人民群众更广泛地使用. 在長远的将来, 汉字也将繼續存在, 并且一定有许多人研究. 但是为了更好地普及文化教育, 中国正在进行文字改革. 1956 年 1 月中华人民共和国国务院公布了汉字簡化方案, 簡化汉字就是把笔画繁复的字簡化, 并且在重复的字里选用一个, 廢用異体. 1958 年 2 月 11 日第一届全国人民代表大会第五次會議又批准了汉语拼音方案. 这个方案的主要用途是給汉字注音, 帮助教学汉字, 統一讀音和推广普通話. 外国人通过拼音字母学习汉语汉字, 也有極大的便利. 此外, 語文工作者也可以用这套拼音字母研究和实验中国文字的进一步改革.

INTRODUCTION

The Chinese language (or the Han language) is the chief language of China, and also one of the most popular and developed languages in the world.

China is a country of many nationalities, and has a population of six hundred million, over 90% of which are of the Han nationality. Each of the national minorities has its own language. The Chinese language is the language of the Han nationality, and also the common social language used among all the nationalities.

The Chinese language, according to present data, consists of eight principal dialects: the Northern dialect, the Kiangsu-Chekiang dialect, the Hunan dialect, the Kiangsi dialect, the Hakka dialect, the northern Fukien dialect, the southern Fukien dialect and the Kwangtung dialect. Above 70% of the population who use the Chinese language speak the Northern dialect. The Northern dialect district includes, in fact, the wide area north of the Yangtze River, the tract of land to the south of the Yangtze River, the west of Chenkiang and the east of Kiukiang, the four provinces of Hupeh (excepting the south-east corner), Szechwan, Yunnan and Kweichow, and last of all, the north-western part of the Hunan province. It is seldom found in the world that so many people of so wide a region speak one and the same dialect. The grammar of all the dialects is fundamentally the same, the majority of words are the same, and only the pronunciation is rather different, but in spite of that, there exist among the various dialects some corresponding phonetic relations. The present condition of the spoken Han language may be described as follows: though the various dialects are still in use, the Chinese people are taking measures to spread the popular language with the Peking speech sounds as the standard so as to unify gradually the various dialects and form a common national language.

The "ancient literary language" (文言) of the Han nationality, which was once universally used in China for so long a period, must have become established on the basis of the spo-

ken language, but it gradually deviated more and more from the spoken language. Hence, there appeared later a new type of written language, which directly recorded living speech, and kept close to the spoken language all the time. This is what we now call the "colloquial language" (白話), which is the source of our present national language in writing. All the works written in the "colloquial language" are, generally speaking, based upon the Northern dialect. At the same time, a branch of the Northern dialect, which represented the local speech of Peking, gradually became the means of social intercourse in the various dialect districts, and was called the "Mandarin language" (官話). The May 4th movement in 1919 stood for writing in the colloquial language and against writing in the ancient literary language, and destroyed the authoritative position of the ancient literary language. As a result, the common language of the Han nationality became gradually unified in its written and spoken forms. The term "popular language" (普通話) was adopted instead of the "Mandarin language". Since the founding of the People's Republic of China in 1949, the written language has become closer to the "colloquial language", and a fundamental union of the written and spoken languages is thus brought about; while the spoken language is further developed.

Because of various historical reasons, the Chinese language did not reach a total unification till now. But a basis has been established for the unification of the Chinese language, that is, the formation of a popular language, based upon the Peking speech sounds as the standard sounds, the Northern dialect as the basic dialect and modern classic works written in the colloquial language as grammatical models. The modern Chinese, which we purpose to teach, is just such a standard language.

Here are some of the chief characteristics of modern Chinese with respect to speech sounds, grammar, words and characters:

Speech sounds (1) The predomination of vowels. Every character, used in the Chinese language, is a syllable by itself. The syllable may consist of a single vowel, a compound vowel or a vowel preceded or followed by a consonant; but a single consonant can never form a syllable by itself, and so it cannot represent any Chinese character. e. g.

hàn (1) yǔ (2) kě (3) ài (4)

(The Chinese language is very charming.)

These four syllables (four characters) are formed respectively by a single vowel (2), a compound vowel (4), a vowel preceded by a consonant (3) and a vowel between two consonants (1).

(2) Tones. Every syllable representing a character, has its definite tone, e. g. “mǎi” (to buy) is pronounced in a falling and rising tone, and “mài” (to sell) in a completely falling tone. The difference in tone makes for the difference in meaning, though both have the same sound elements.

(3) Aspiration and non-aspiration. Whether the beginning consonant of a syllable is aspirated or unaspirated is quite essential for ascertaining the meaning represented by the syllable, e. g. the different meanings of “bǎo” (to have eaten enough) and “pǎo” (to run) are determined by the aspiration and non-aspiration of the beginning consonant of each syllable.

Grammar and words (1) Uniformity of syntax. The word order in Chinese is very important. For example, 我帮助你 (I help you) and 你帮助我 (you help me) are opposite in meaning. 他念書 (he reads a book) cannot be changed into 書念他. 一朵香花兒 (one fragrant flower) is a word group, while 这朵花兒很香 (this flower is very fragrant) is a sentence. A modifier is usually put before that which is modified, e. g. 白馬 (a white horse), in which 白 is an adjective modifier and 馬 the central word or the word modified, and 慢慢兒地走 (walk slowly), in which 慢慢兒地 is an adverbial modifier and 走 the central word.

(2) Particles. Particles are considered a kind of weak or form word in the Chinese language. No particle possesses any concrete meaning. It cannot be used as any sentence element, and therefore cannot form any sentence by itself. Particles are used chiefly for expressing grammatical relations: they may help words in forming grammatical constructions (such as structural particles) and may express sentence moods (such as modal particles) when they are used after words and sentences.

(3) Characters and words. In Chinese, a syllable is a character in writing. There are monosyllabic words and polysyllabic words in Chinese. A monosyllabic word is represented by a character, e. g.

人 rén (man),

来 lái (to come),
好 hǎo (good).



But there are exceptions, e. g. 花兒 (flower) consisting of two characters are pronounced as one syllable (huār). Most of the polysyllabic words are dissyllabic ones, each of which is represented by two characters, e. g.

人民 rénmin (people)
幸福 xìngfú (happiness)
我們 wǒmen (we, us)

Besides, there are also words of three syllables and four syllables.

(4) Simple and compound words. From what has been said above, it is clear that a word may be represented by one character, two characters or more than two; but not every character can form a word. 1. There are characters which can each form a word, e. g. 人 (man). 2. There are characters which may each express a bit of meaning, but cannot stand alone as a word, and can only be a part of a word, e. g. 語 and 言; but these two characters can be combined into a word with a definite meaning: 語言 (language). 3. One character, which can be a word by itself, may, in combination with another character, form another word, and the second character sometimes may form a word by itself, such as 鐵路 (railway), or it may not, such as 人民 (people). 4. There are some characters which only appear in one word, such as 葡萄 (grapes), for neither 葡 nor 萄 can express any meaning by itself, and therefore cannot form another word with any other character. The words given under 1 and 4 are simple words, and those under 2 and 3 are compound words. There are various formations of compound words, and the few instances given here are used only as illustrations. For the sake of clearness, the contents of the above four points may be summed up in the following table:

Simple words								
Characters {	葡	萄	鉄	路	人	民	語	言
	Compound words							

Chinese characters: The writing symbols of the Chinese language, the characters, have a history of more than three thousand years, according to excavated evidence. Notwithstanding the fact that the Chinese characters originated from a kind of hieroglyphs, they have already advanced far ahead of the stage of hieroglyphs, e. g. from these two ancient characters  (the side view of a man) and  (the side view of an elephant),

we can see what they symbolize, but this pictorial form is lost in the same two characters in modern writing, 人 and 象. Most of the Chinese characters indicate shape and sound, that is, one part of each character represents the sense and the other part the sound, e. g.

油 yóu (oil)	氵 (meaning water, representing the sense)
	由 (“yóu” representing the sound)
桐 tóng (tree of tung oil)	木 (meaning wood, representing the sense)
	同 (“tóng” representing the sound)

But owing to the change of character writing and speech sounds, the sound part of a great number of characters has almost lost its function and no longer represents the sound and tone of the character, e. g.

1. 江 jiāng	(river):	工 gōng
2. 鴿 gē	(dove):	合 hé
3. 筒 tǒng	(tube):	同 tóng
4. 念 niàn	(to read):	今 jīn
5. 圈 quān	(circle):	卷 juàn
6. 問 wèn	(to ask):	門 mén

For the convenience of discriminating and writing characters, they may be divided into two kinds according to their structure. Characters of the first kind are basic characters, each of which consists of a simple unit, that cannot be analyzed, e. g. 人 (man) and 水 (water). Those of the second kind are mixed characters, each of which is composed of two or more than two simple units. The characters of shape and sound belong to this kind. Comparatively speaking, a mixed character seems somewhat complicated, but it is not

really difficult as soon as one makes out each component part of the character.

The number of characters is very great (the Kan-hsi Dictionary records 47,021 characters, not counting the alternative forms), but actually those in common use are only about five or six thousand. According to recent statistics, any one who knows 1,556 characters, is actually in command of 95% of the characters in general use.

The Chinese characters have played brilliant and important role in the long history of Chinese culture. All the splendid ancient classical literature of China is preserved in these characters. In the period of the Chinese socialist construction, the Chinese characters are now used by the masses throughout the country. In the far future, they will continue to exist, and will be studied by many people. But in order to facilitate the popularization of culture and education, the characters are undergoing a reform. In January, 1956, the State Council of the People's Republic of China promulgated the Plan of the Simplification of Characters. It aims at simplifying the characters composed of too many strokes, and at selecting one form of a character when there are two or more than two forms.

On the 11th of February, 1958, the 5th session of the 1st National People's Congress approved the Phonetic Scheme for Annotating Chinese Characters. This scheme chiefly serves to annotate the pronunciation of Chinese characters alphabetically, to facilitate the teaching of them, to unify the speech sounds and to popularize the common language. Foreigners will find it very convenient to learn the Chinese language and characters with the help of the phonetic alphabet. Teachers and research students of the Chinese language may also consider further possible reforms of the Chinese characters on the basis of the phonetic alphabet.

語音 Phonetics

第一課 Lesson 1

- | | |
|-----|---|
| 1.1 | 母音 a, o, e, i, u, ü
Vowels: “a” “o” “e” “i” “u” “ü”, |
| 1.2 | 子音 b, d, g
Consonants: “b”, “d”, “g” |
| 1.3 | 拼音
Spelling |
| 1.4 | 声調 (一)
Tones (1) |

1.1 母音 a, o, e, i, u, ü

現代漢語語音以北京語音為標準音，北京語音有六個基本母音：a, o, e, i, u, ü. 現在講這些母音的發音：

1.1 Vowels: - “a”, “o”, “e”, “i”, “u” “ü”.

The standard speech sounds of modern Chinese are based upon the speech sounds of Peking dialect. There are six basic vowels in Peking dialect: “a”, “o”, “e”, “i”, “u”, “ü”. Here is the pronunciation of these six vowels:



a: 舌下降至最低，口大張，唇不圓，氣流通暢流出。

“a”: It is produced by lowering the tongue, with the mouth and lips wide-open. The breath comes out freely.



o: 舌根向軟顎上升，舌位半高，口稍微張開，唇略圓。

“o”: It is produced by keeping the tongue in a half raised position with the back of the tongue towards the soft palate, the mouth a little open and the lips slightly rounded.



e: 舌根向軟顎上升，舌位比 o 略低，口半開，唇不圓，是與 o 相配的不圓唇母音。

“e”: It is produced by raising the back of the tongue towards the soft palate, with the mouth half open and the tongue a little lower than in the case of “o”. “e” is the unrounded vowel corresponding to the rounded vowel “o”.



i: 舌面前部上升和硬顎相近，開口度很小，唇扁平，使氣流由硬顎和舌面間向外送。

“i”: It is produced by raising the front blade of the tongue towards the hard palate, with the mouth a little open and the lips flat, and then letting the breath come out between the hard palate and the blade of the tongue.



u: 舌根上升和軟顎相近，開口度和 i 相同，唇最圓，使氣流由軟顎和舌根間向外送。

“u”: It is produced by raising the back of the tongue towards the soft palate, and rounding the lips, with the mouth open as little as in pronouncing “i”, and then letting the breath come out between the soft palate and the back of the tongue.



ü: 舌位和 i 相同，但唇形不同；唇形和 u 相同，但舌位不同；而开口度和 i, u 都相同. ü 是和 i 相对的圓唇母音，因此只要保持 i 的舌位，把嘴唇變成 u 的最圓形，就得到 ü 音。

“ü”: The position of the tongue is like that of “i”, but the shape of the lips is different; the shape of the lips is like that of “u”, but the position of the tongue is different; the mouth is kept open as little

as in pronouncing “i” and “u”. “ü” is the rounded vowel corresponding to the unrounded vowel “i”, and hence “ü” is produced only by keeping the tongue in the same position as in pronouncing “i” and the lips as rounded as in pronouncing “u”.

1.2 子音 b, d, g

北京語音共有二十四個子音(包括 y, w), 按照發音方法和發音部位的不同，可以把這些音素分成若干組，現在講 b, d, g 的發音。這三個子音是不送氣的清塞音，發音時開始氣流通路完全阻塞，然後讓氣流突然爆發出來。b 是雙唇音，d 是舌尖音，g 是舌根音。

1.2 Consonants:- “b”, “d”, “g”

There are 24 consonants (including two semi-vowels “y” and “w”) in Peking dialect. So far as their different positions and manners of pronunciation are concerned, they can be classified into several groups. In this lesson, only “b”, “d” and “g” are introduced. These three consonants are unaspirated, voiceless, plosive sounds, because in pronouncing these consonants the passage of the breath is obstructed, and the pent-up air comes out with a pop. According to their positions of pronunciation, “b” is a labial plosive, “d” an alveolar plosive and “g” a velar plosive.



b: 雙唇緊閉，口腔充滿氣息，猛開雙唇，使氣流破唇而出，但不要盡量送氣。聲帶不振動。

“b”: It is produced by pressing the lips together, keeping the breath in the mouth for a moment, and then, opening the mouth and letting the pent-up air come out. Don't send forth too much air. The vocal cords do not vibrate.



d: 舌尖頂上齒齦，口腔充滿氣息，猛把舌尖移下，使气流爆發而出，但不要尽量送气。声帶不振動。

“d”: It is produced by raising the tip of the tongue against the gum of the upper teeth and then drawing it away to release the pent up air with a pop. Don't send forth too much air. The vocal cords do not vibrate.



g: 舌根頂住軟顎，猛使舌根离开軟顎，使气流爆發而出，但不要尽量送气。声帶不振動。

“g”: It is produced by raising the back of the tongue against the soft palate, and then drawing it away to release the pent-up air with a pop. Don't send forth too much air. The vocal cords do not vibrate.

1.3 拼音

拼音就是两个或两个以上的音素連在一起，拼成一个音。如：

1.3 Spelling: —

Spelling is the joining of two or more sounds into one syllable. e. g.

b + a → ba
g + u → gu
d + i → di

1.4 声調 (一)

声調是音高的变化状态 (上升、下降或持續)。声調的升降是滑行的，不是跳跃的。在汉语里，每一个音节都有一定的声調，所以声調跟組成音节的母音、子音同样重要。有同样音素的詞，常因声調不同，就会表示出不同的意义。

1.4 Tones (1): —

The tone is the variation of pitch (rising, falling or conti-

ning). The tone rises and falls by gliding and not by bounding. Every syllable in Chinese has its definite tone, and, therefore, tones are as important as vowels and consonants in forming syllables. It is only because of the difference of tones, that the meanings of words are different, although the spelling is the same.

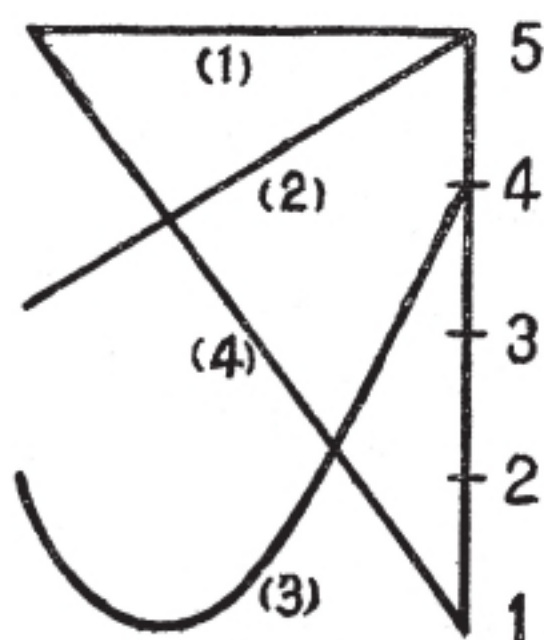
北京語音的基本声調共有四个。如果我們用一条直綫代表一个人說話的音高变动范围，把这条直綫分为四等分，从下向上数，綫上有五个点，就可以分別代表五个音高：

There are four tones in Peking dialect. Let us draw a short vertical line to represent the range of the variation of pitch and divide it into four equal intervals with five points. These five points, counted from the bottom to the top, represent the five degrees:

5	高 調	the high-pitch
4	半高調	the mid-high pitch
3	中 調	the middle-pitch
2	半低調	the mid-low-pitch
1	低 調	the low-pitch

北京語音的四个基本声調，可以用下圖的 (1)、(2)、(3)、(4) 表示出来。

The four tones in Peking dialect are represented by (1), (2), (3) and (4) in the following fig. :



我們可以用聲調符號 ㄇ, ㄩ, ㄣ, ㄥ 來描寫這四個聲調；為了簡便起見，平常簡寫作 一, 丿, ㄚ, ㄣ. 聲調符號標在一個音節的母音（如果只有一個母音）或主要母音上。

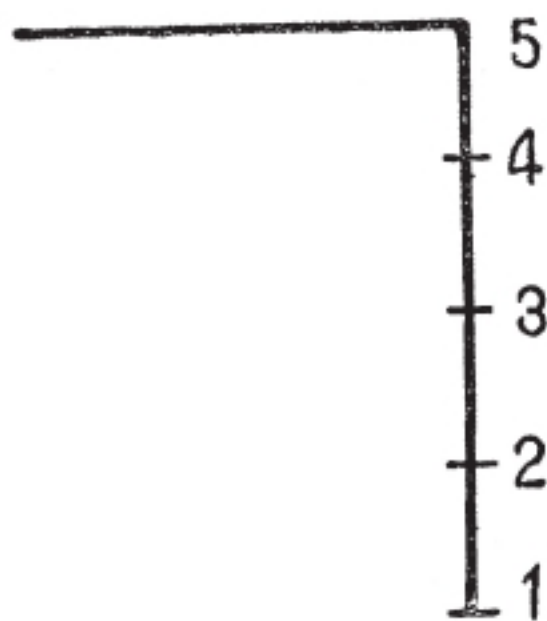
We use the pitch-graphs “ㄇ, ㄩ, ㄣ, ㄥ” to represent the four tones. But they can be simplified as follows: 一, 丿, ㄚ, ㄣ. They must be placed on the vowel (if there is only one vowel) or on the main vowel of a syllable.

本課先講第一聲和第二聲。

In this lesson we only deal with the 1st and 2nd tones.

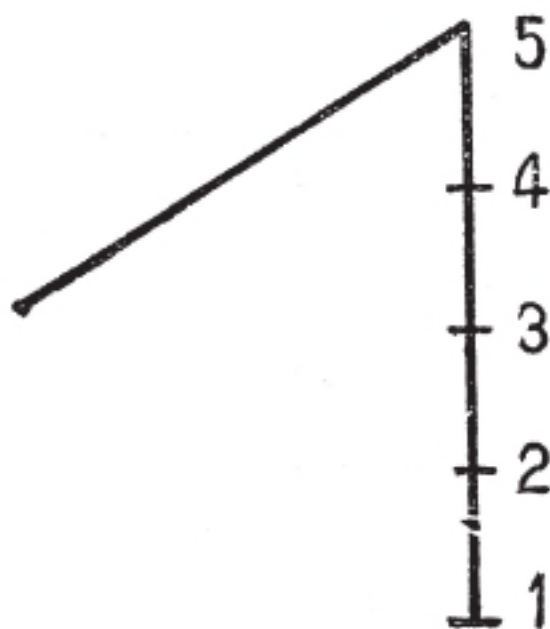
第一聲 (55) 是高平調。我們用符號 “一” 表示。如：gū, bā.

The 1st tone (55) is a “high-level” tone. In writing it is represented by the pitch-graph “一”. e. g. “gū”, “bā”.



第二聲 (35) 是高升調。我們用符號 “丿” 表示。如：dá, gé.

The 2nd tone (35) is a “high-rising” tone. It is represented by the pitch-graph “丿”. e. g. “dá”, “gé”.



練習 Exercises

一、讀下列母音字母：

1) Read the following vowels:

a	o	e			a	o	e		
a	a		o	o		e	e		
a	o		a	o		a	o	a	o
o	e		o	e		o	e	o	e
a	e		a	e		a	e	a	e
i	u	ü				i	u	ü	
i	i		u	u		ü	ü		
i	ü		i	ü		i	ü		
u	ü		u	ü		u	ü		
a	o	e			i	u	ü		

二、讀下列音節，注意音節中子音的發音：

2) Read the following syllables, paying attention to the pronunciation of the consonants:

bo	de		bo	de		
ge	bo		ge	bo		
de	ge		de	ge		
bo	de	ge		bo	de	ge
bo	de	ge		bo	de	ge
bo	bo	de	de	ge	ge	

三、練習拼音：

3) Practise the following spellings:

	a	o	e	i	u	ü
b	ba	bo	—	bi	bu	—
d	da	—	de	di	du	—
g	ga	—	ge	—	gu	—