



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

成功之路

ROAD TO SUCCESS

入门篇

THRESHOLD

○ 编著 张辉

ROAD TO SUCCESS
A SERIES OF PROGRESSIVE CHINESE
TEXTBOOKS FOR FOREIGNERS



北京语言大学出版社
BEIJING LANGUAGE AND CULTURE
UNIVERSITY PRESS



图书在版编目 (CIP) 数据

成功之路·入门篇/张辉, 邱军, 彭志平编著.

-北京: 北京语言大学出版社, 2011 重印

ISBN 978-7-5619-2161-6

I . 成… II . ①张… ②邱… ③彭… III . 汉语—对外汉语教学—教材

IV . H195.4

中国版本图书馆CIP数据核字 (2008) 第119761号

书 名: 成功之路·入门篇

责任印制: 汪学发

出版发行: ~~北京语言大学出版社~~

社 址: 北京市海淀区学院路15号 邮政编码: 100083

网 址: www.blcup.com

电 话: 发行部 82303650/3591/3651

编辑部 82303647/3592

读者服务部 82303653/3908

网上订购电话 82303668

客户服务信箱 service@blcup.net

印 刷: 北京画中画印刷有限公司

经 销: 全国新华书店

版 次: 2008年8月第1版 2011年6月第5次印刷

开 本: 889毫米×1194毫米 1/16 印张: 课本8 / 练习答案0.5

字 数: 174千字 印数: 12001—15000

书 号: ISBN 978-7-5619-2161-6/H·08150

定 价: 32.00元

凡有印装质量问题, 本社负责调换。电话: 82303590

前言

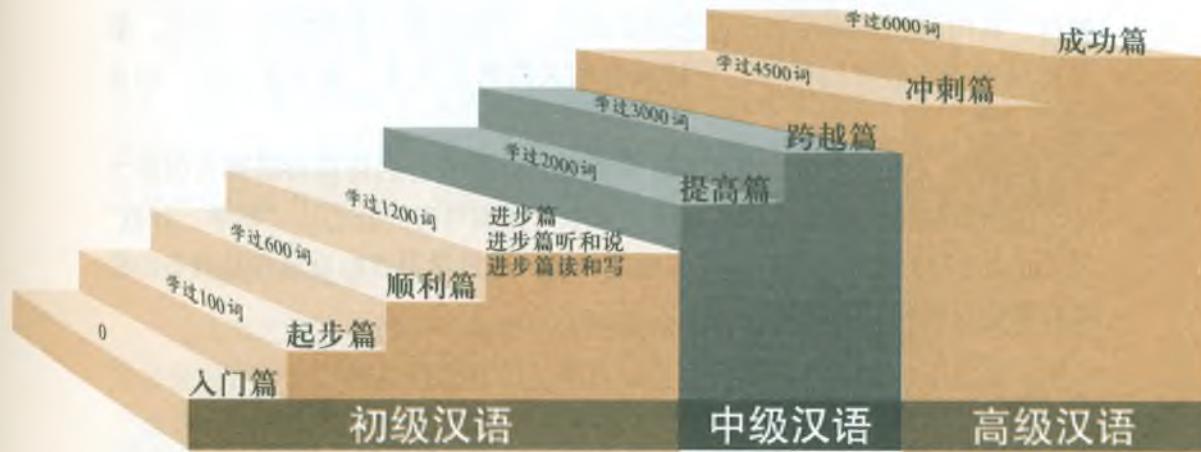
《成功之路》是一套为母语非汉语的学习者编写的对外汉语教材。这套教材既适用于正规汉语教学机构的课堂教学，也可以满足各类教学形式和自学者的需求。

《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 20 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，《听和说》、《读和写》各 2 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			适用教材
已学习词汇量	汉语水平考试等级(HSK)	欧盟语言框架等级(CEF)	
0			《入门篇》
100 词	基础 C		《起步篇》
600 词	基础 C、基础 B		《顺利篇》
1200 词	基础 A、初级 C	A1	《进步篇》
2000 词	初级 C、初级 B	A2	《提高篇》
3000 词	初级 A、中级 C	B1	《跨越篇》
4500 词	中级 B、中级 A	B2	《冲刺篇》
6000 词	中级 A、高级 C	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，纳各家“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，提高其准确地遣词用句的能力，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。

主编：邱军

2008年6月

Preface

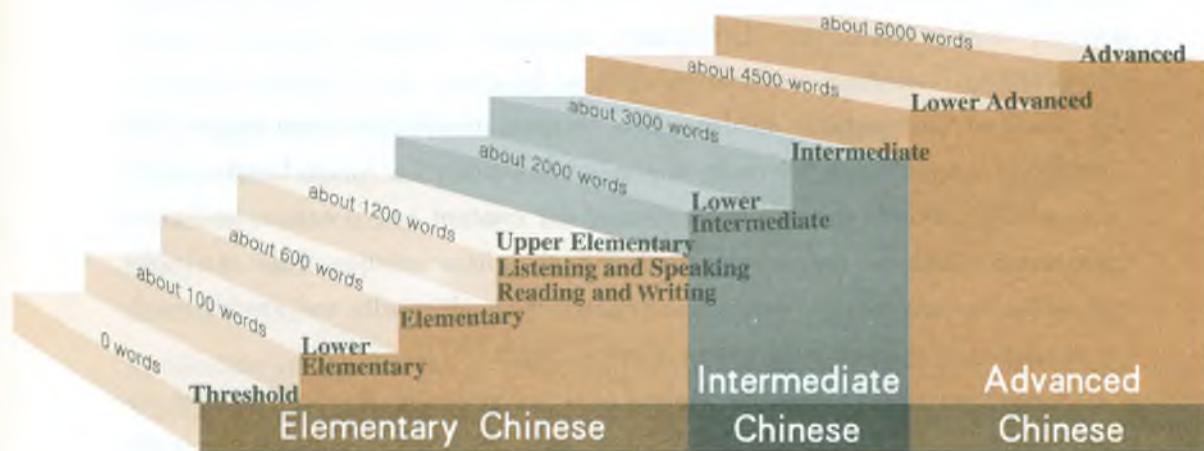
Road to Success is a series of foreign language teaching materials for non-native learners of Chinese. It not only can be applied to classroom teaching of formal Chinese teaching institutions but also can meet the demands of various forms of teaching and self-taught learners.

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 20 volumes, designed as a progressively- graded series including *Threshold*, *Lower Elementary*, *Elementary*, *Upper Elementary*, *Lower Intermediate*, *Intermediate*, *Lower Advanced* and *Advanced*. 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			Textbooks
Vocabulary	Corresponding Level of HSK	Corresponding Level of CEF	
0			<i>Threshold</i>
100	Elementary C		<i>Lower Elementary</i>
600	Elementary C, Elementary B		<i>Elementary</i>
1200	Elementary A, Upper Elementary C	A1	<i>Upper Elementary</i>
2000	Upper Elementary C, B	A2	<i>Lower Intermediate</i>
3000	Upper Elementary A, Intermediate C	B1	<i>Intermediate</i>
4500	Intermediate B, A	B2	<i>Lower Advanced</i>
6000	Intermediate A, Advanced C	C1	<i>Advanced</i>

◆ 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 learn 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



Mùlù CONTENTS

致学习者 To Students

1

Nǐ hǎo! How do you do? / Hi! 1

语音注释 Notes on Chinese Phonetics

1. 声调符号的标注 Tone mark labeling
2. 轻声 (1) The neutral tone (1)
3. 第三声的变调 (1) The sandhi in the third tone (1)

2

Zǎoshang hǎo! Good morning! 10

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
2. 拼写说明 Instruction on pinyin writing
3. 第三声的变调 (2) The sandhi in the third tone (2)

3

Nǐ hé shénme? What would you like to drink? 21

语音注释 Notes on Chinese Phonetics

1. 声母 b、p、m、f 的发音 The articulation of initials b, p, m and f
2. 声母 z、c、s 的发音 The articulation of initials z, c and s
3. 单韵母 e、u、ü 的发音 The articulation of mono-finals e, u and ü
4. 第一声的发音 The articulation of the first tone
5. 声调标注规则 The rules about marking the tones

4

Wǒ yào huàn rénmínbì.

I'd like to change some money into RMB. 36

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 l
2. 声母 zh、ch、sh、r 的发音 The articulation of initials zh, ch, sh and r
3. 韵母 ai、ei、ao、ou 的发音 The articulation of finals ai, ei, ao and ou
4. 第二声的发音 The articulation of the second tone

5 Nǐ qù nǎr? Where are you going? 51

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
2. 声母 g、k、h 的发音 The articulation of initials g, k and h
3. 鼻韵母 an、en、in; ang、eng、ing 的发音 The articulation of nasal finals an, en, in; ang, eng and ing
4. 第三声的变调 (3) The sandhi in the third tone (3)

6 Nǐ shì nǎ guó rén? Where are you from? 67

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
2. 韵母 ie、üe; ian、üan 的发音 The pronunciation of finals ie, üe; ian and üan
3. 第四声的发音 The articulation of the fourth tone

7 Zhè shì wǒmen jiā de zhàopiàn. This is a photo of my family. 83

语音注释 Notes on Chinese Phonetics

1. 声母 r 和 l 的分辨 The differentiation between initials r and l
2. 轻声(2) The neutral tone (2)

8 Nǐ xǐhuan chī shénme? What do you like to eat? 96

语音注释 Notes on Chinese Phonetics

儿化 Retroflexion

生词索引 Vocabulary 107

汉字索引 Index of Chinese Characters 109

致教师 To Teachers 110



致学习者

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

1

Nǐ hǎo!
How do you do? / Hi!



跟我说 Follow Me

- 1 A: Nǐ hǎo!
B: Nǐ hǎo!



A: How do you do? / Hi!
B: How do you do? / Hi!

- 2 A: Nín hǎo!
B: Nímen hǎo!



A: Hello!
B: Hello!

- 3 A: Nǐ hǎo ma?
B: Hái kěyǐ.



A: How are you?
B: Not bad.

关键词 Key Words

nǐ you

hǎo good; fine

nín you (polite form)

kěyǐ not bad

nímen you (plural form)



学拼音 Learn Chinese Phonetics

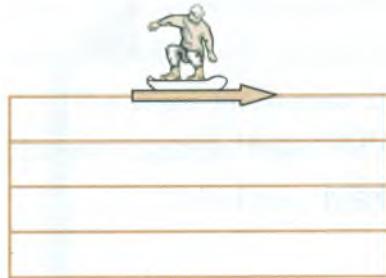
1. 声母 (1) Initials (1)

	b	p	m	f
声母 Initials	d	t	n	l
	g	k	h	

2. 韵母 (1) Finals (1)

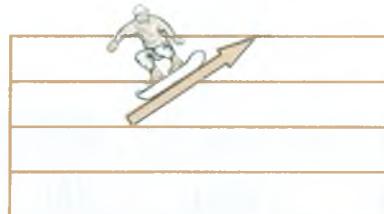
	a	o	e	i	u	ü
韵母 Finals	ai	ei	ao	ou		
	an	en	in			
	ua	uo	uai	uei(ui)		
	uan			uen(un)		

3. 声调 The four tones



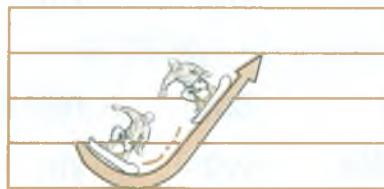
— the first tone

ā



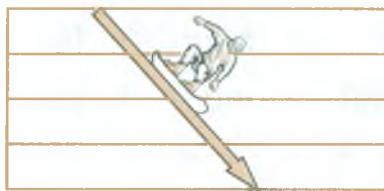
the second tone

á



the third tone

ă



the fourth tone

à

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)

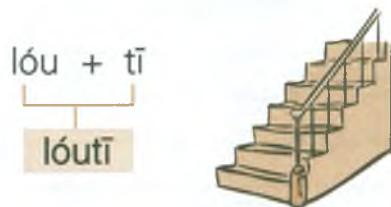
b	+	ā	→	bā
t	+	ú	→	tú
n	+	ǐ	→	nǐ
l	+	ǚ	→	lǜ
n	+	ín	→	nín
h	+	ǎo	→	hǎo
k	+	uān	→	kuān
g	+	uì	→	guì

○	+	ī	→	yī	○	+	ǔ	→	wǔ
○	+	ú	→	yú	○	+	ǒ	→	wǒ

(1) 朗读音节 Read the syllables.

	mā pāi	dā duō	lī huān	gē yū(ü)	bāo wā	fēi yīn
	má pái	dá duó	lí huán	gé yú(ü)	báo wá	féi yín
	mǎ pǎi	dǎ duǒ	lǐ huǎn	gě yǔ(ü)	bǎo wǎ	fěi yǐn
	mà pài	dà duò	lì huàn	gè yù(ü)	bào wà	fèi yìn

(2) 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)	→ mā
f + u + /	(the second tone)	→ fú
n + i + \	(the third tone)	→ nǐ
k + an + \	(the fourth tone)	→ kàn

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 + -	(the first tone)	→ huā
b + ei + \	(the third tone)	→ 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, nǐmen.

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. 眼睛 + 手 看图朗读音节 Look at the pictures and read the syllables.



mǎ



māo



gǒu



I



wǒ



you



nǐ



he



tā



yī



wǔ



bā

2. 鸟 朗读单音节 Read the following monosyllables.

bō

pí

nǚ

lè

mén

wū

duì

bǎn

gǎi	kuài	hēi	tóu
kàn	lái	pǎo	guān

3. 朗读双音节 Read the following disyllables.

hēibǎn	kèběn	pífū	máoyī
nánnǚ	huídá	wèntí	Hànyǔ
pīnyīn	kuàilè	lóutī	yǔfǎ
Měiguó	Tàiguó	Déguó	Riběn

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.

- | | | | | | | | | | |
|--------|-----|-------|-----|-------|-----|-------|-----|-------|------|
| ① ā | ō | ② fū | fō | ③ kā | kē | ④ hū | hā | ⑤ tè | tì |
| ⑥ huán | hún | ⑦ mó | móu | ⑧ gù | gòu | ⑨ kǎi | kǎn | ⑩ lù | lǜ |
| ⑪ nàn | nèn | ⑫ dōu | duō | ⑬ wài | wèi | ⑭ péi | pén | ⑮ huá | huái |
| ⑯ fán | fén | ⑰ gě | gěi | ⑱ kuà | kuò | ⑲ pài | pèi | ⑳ hēi | huī |

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.

- | | | | | | | | |
|-------|-----|-------|-----|-------|-----|--------|------|
| ① mā | má | ② dāi | dài | ③ guó | guǒ | ④ tuǐ | tuì |
| ⑤ bó | bò | ⑥ kōu | kòu | ⑦ fá | fǎ | ⑧ nǎo | nào |
| ⑨ hǎn | hān | ⑩ tuì | tuí | ⑪ lú | lǚ | ⑫ guài | guāi |
| ⑬ běn | bèn | ⑭ kūn | kùn | ⑮ huá | huà | ⑯ yú | yǔ |

6. → (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) _____uo | (8) _____òu |
| (9) _____án | (10) _____ui | (11) _____ei | (12) _____uai |
| (13) _____ü | (14) _____ù | (15) _____ù | (16) _____uǎn |

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) l _____ (12) g _____
(13) b _____ (14) k _____ (15) h _____ (16) y _____

8. 🌪 对话练习 Complete the dialogues.

(1) A: Nǐ hǎo!

B: _____ !

(2) A: Nǐ hǎo ma?

B: _____ .

(3) A: _____ !

B: Nǐmen hǎo!

9. 🎓 课堂用语 Classroom language.

(1) Kàn hēibǎn. Look at the blackboard.

(2) Gēn wǒ dú. Read after me.

有趣的汉字 Interesting Chinese Characters

嘴 → 吻 → 合 → 口 → 口
(kǒu mouth)

刀 → 刂 → 刂 → 刂 → 刂
(dāo knife)

閂 → 𠂔 → 門 → 門 → 门
(mén gate)

(附：本课所学的声母、韵母拼合表)

Table of combinations of initials and finals in this lesson.

韵 声 母	a	o	e	i	u	ü	ai	ei	ao	ou	an	en	in	ua	uo	uai	uei (ui)	uan	uen (un)
φ	a	o	e	yi	wu	yu	ai	ei	ao	ou	an	en	yin	wa	wo	wai	wei	wan	wen
b	ba	bo		bi	bu		bai	bei	bao		ban	ben	bin						
p	pa	po		pi	pu		pai	pei	pao	pou	pan	pen	pin						
m	ma	mo	me	mi	mu		mai	mei	mao	mou	man	men	min						
f	fa	fo			fu			fei		fou	fan	fen							
d	da		de	di	du		dai	dei	dao	dou	dan	den		duo		dui		dun	
t	ta		te	ti	tu		tai	tei	tao	tou	tan			tuo		tui		tun	
n	na		ne	ni	nu	nü	nai	nei	nao	nou	nan	nen	nin		nuo			nuan	
l	la		le	li	lu	lü	lai	lei	lao	lou	lan		lin		luo			luan	lun
g	ga		ge		gu		gai	gei	gao	gou	gan	gen		gua	guo	guai	gui	guan	gun
k	ka		ke		ku		kai	kei	kao	kou	kan	ken		kua	kuo	kuai	kui	kuan	kun
h	ha		he		hu		hai	hei	hao	hou	han	hen		hua	huo	huai	hui	huan	hun

How do you do? / Hii
Nǐ hǎo!

2

Zǎoshang hǎo! Good morning!

跟我说 Follow Me

1 A: Zǎoshang hǎo!

B: Zǎoshang hǎo!

A: Nǐ shēntǐ zěnmeyàng?

B: Hěn hǎo. Xièxie!



Zǎoshang hǎo!

A: Good morning!

B: Good morning!

A: How are you?

B: Fine. Thanks!

2 A: Wáng lǎoshī, zhè shì Ōuwén.

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

C: Nǐ hǎo! Huānyíng nǐ.

B: Xièxie!



Ōuwén

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

zhè(zhèi) this

shēntǐ health

shì be

zěnmeyàng how

jiào name (v.)

hěn very

Fǎguó France

xièxie thanks

rén people

lǎoshī teacher

huānyíng welcome

学拼音 Learn Chinese Phonetics

1. 声母 (2) Initials (2)

	z	c	s
声母 Initials	zh	ch	sh
	j	q	x

2. 韵母 (2) Finals (2)

	-i[ɿ]	-i[ɻ]
韵母 Finals	er	
	ang	eng
	ia	ie
	ian	iao
	iang	ie
	uang	ong
	üe	iou(iu)
	üan	üng

3. 声母、韵母、声调的拼合 (2)

Combination of initials, finals and tones (2)

声母 (Initial) + 韵母 (Final) + 声调 (Tone)

→ 音节 (Syllable)

z + ǎo → zǎo

c + éng → céng

s + ān → sān

zh + ōng → zhōng

ch + áng → cháng

sh + ēn → shēn

r + è → rè

j + iǔ → jiǔ

q + üē → quē

x + iè → xiè

(1) 朗读音节 Read the syllables.

 zū cā sī zhān chē shī

rēng jī qiā xuān(üan)

 zán cí sú zhuó cháo shéi

ráo jué(üe) qián xíng ér

 zǎo cǐ suǒ zhě chǎng shuǐ

ruǎn jiě qǐng xǐ ěr

 zài cuò sì zhòng chà shuài

ròu jiàn quàn(üan) xùn(ün) èr

(2)  朗读词语 Read the words.

cí + diǎn
cídiǎn



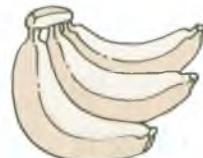
bào + zhǐ
bàozhǐ



jī + dàn
jīdàn



xiāng + jiāo
xiāngjiāo



zú + qiú
zúqiú



gāng + qín
gāngqín



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 a in the Chinese pinyin system:

a	[ə]: a ia ua
	[ə]: ai uai an uan
	[ɛ]: ian üan
	[ə]: ao iao ang iang uang

(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	{	[ɛ]: e
		[ə]: en uen eng ueng er
		[e]: ei uei
		[ɛ]: ie üe

(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:

i	{	[i]: i ia ie iao iou in ian ing iang iong
		[ɪ]: ai ei uai uei
		[ʊ]: zi ci si
		[ɒ]: zhi chi shi ri

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 → yi in → yin ing → 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 → ya	ie → ye
iao → yao	ian → yan
iang → yang	iong → 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 → 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 → wo

uai → wai

uei → wei

uan → wan

uen → wen

uang → wang

ueng → 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 ü is located at the beginning of a syllable, y must be added in front of ü and the two dots on ü must be removed:

ü → yu

üe → yue

üan → yuan

ün → yun

j、q、x 与 ü 及以 ü 开头的韵母相拼时，ü 上的两点省略：

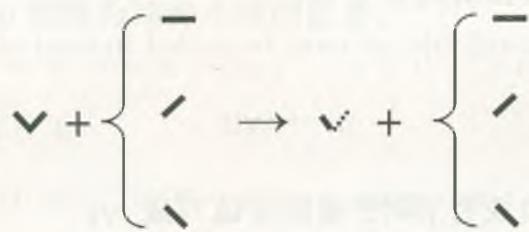
When ü follows j, q, or x, the two dots on ü must also be removed:

$\left. \begin{matrix} j \\ q \\ x \end{matrix} \right\}$	$+ \ddot{u}, \ddot{ue}, \ddot{uan}, \ddot{un} \rightarrow$	$\left\{ \begin{matrix} ju, jue, juan, jun \\ qu, que, quan, qun \\ xu, xue, xuan, xun \end{matrix} \right.$
---	--	--

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. 眼 + 看 看图朗读音节 Look at the pictures and read the syllables.

1 yī

2 èr

3 sān

4 sì

5 wǔ

6 liù

7 qī

8 bā

9 jiǔ

10 shí



miànbāo



kāfēi



píjú



chá



shū



bǐ



liànxíběn

2. 朗读单音节 Read the following monosyllables.

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

3. 朗读双音节 Read the following disyllables.

xǐǎo	fēijī	huǒchē	jìàoshì
xuésheng	qiānbǐ	qiúchǎng	róngyì
shēntǐ	píngguǒ	xiūxi	yóujú
yīnyuè	zuòyè	zǎoshang	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.

- | | | | |
|-------------|--------------|-------------|---------------|
| ① ān āng | ② yuān yūn | ③ jiā jiē | ④ háng huáng |
| ⑤ qīn qīng | ⑥ xiǎo xiǔ | ⑦ páng péng | ⑧ qún quán |
| ⑨ sān sēn | ⑩ zhuài zhuì | ⑪ zū zūn | ⑫ chuǎn chǔn |
| ⑬ wāng wēng | ⑭ jiàn jìn | ⑮ ròu ruò | ⑯ shā shān |
| ⑰ qín qíng | ⑱ shè shèn | ⑲ chǎo chǒu | 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.

- | | | | |
|-------------|-------------|-------------|---------------|
| ① jiā jiá | ② cāi cái | ③ zuó zuǒ | ④ shuǐ shuì |
| ⑤ suān suàn | ⑥ xiǔ xiù | ⑦ quán quǎn | ⑧ zhǎo zhào |
| ⑨ sān sān | ⑩ yìng yíng | ⑪ jú jù | ⑫ shuài shuāi |
| ⑬ jiě jiè | ⑭ xūn xùn | ⑮ zhuā zhuǎ | ⑯ qú qǔ |

6. ? → L (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) uǒ (8) òu
(9) uán (10) ui (11) ún (12) uái
(13) ü (14) uang (15) iǔ (16) uān

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 (14) j (15) sh (16) q

8. 鸟 对话练习 Complete the dialogues.

(1) A: Zǎoshang hǎo!

B: _____.

(2) A: Nín shēntǐ zěnmeyàng?

B: _____.

(3) A: Nǐ hǎo! Wǒ jiào Óuwén, shì Fǎguó rén.

B: Nǐ hǎo! Wǒ jiào _____, shì _____ rén.



Zhōngguó



Yīngguó



Hánguó



Ruìshì



Fēilùbīn

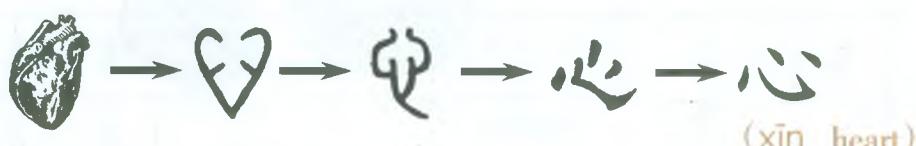
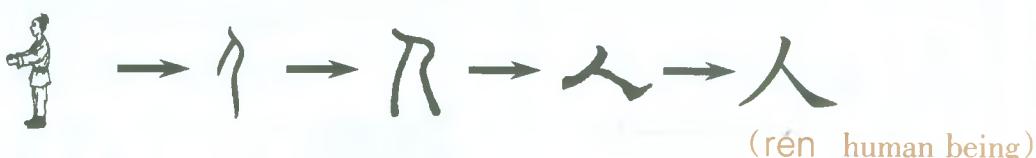
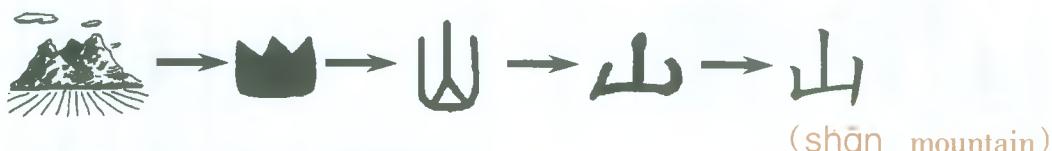
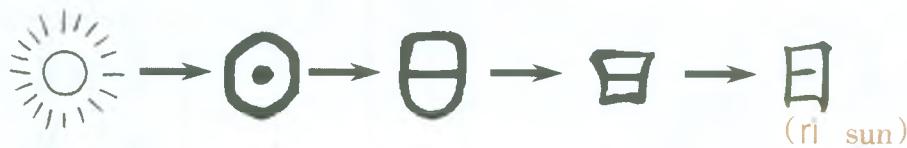


Āijí

9.  课堂用语 Classroom language.

- (1) Xiànzài shàng kè. Now class begins.
(2) Zài dù yí biàn. Read it again.
(3) Xià kè. Class is over.

有趣的汉字 Interesting Chinese Characters



(附：本课所学的声母、韵母拼合表)

Table of combinations of initials and finals in this lesson.

韵 声 母	ang	eng	ong	ia	ie	iao	iou(-iu)	ian	iang	ing	iong	uang	ueng	üe	uan	ün
φ	ang	eng	ong	ya	ye	yao	you	yan	yang	ying	yong	wang	weng	yue	yuan	yun
z	zang	zeng	zong													
c	cang	ceng	cong													
s	sang	seng	song													
zh	zhang	zheng	zhong											zhuang		
ch	chang	cheng	chong											chuang		
sh	shang	sheng												shuang		
r	rang	reng	rong													
j				jia	jie	jiao	jiu	jian	jiang	jing	jiong			jue	juan	jun
q				qia	qie	qiao	qiu	qian	qiang	qing	qiong			que	quan	qun
x				xia	xie	xiao	xiu	xian	xiang	xing	xiong			xue	xuan	xun

3

公斤

Nǐ hē shénme?

What would you like to drink?



跟我说 Follow Me

1 A: Nǐ hē shénme?

B: Wǒ hē lǜchá.

A: Gěi nǐ.

B: Xièxie.

A: Bù kèqì.

A: What would you like to drink?

B: I prefer green tea.

A: Here you are.

B: Thank you.

A: You're welcome.



2 A: Nín mǎi shénme shuǐguǒ?

B: Wǒ mǎi píngguǒ.

A: Nín yào duōshao?

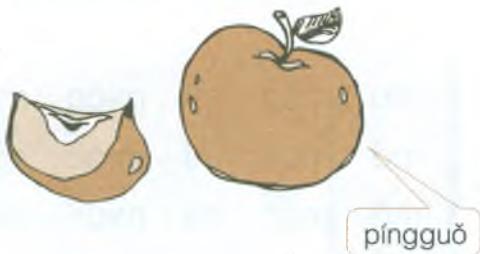
B: Sì jīn.

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

shuǐguǒ fruit

shénme what

yào want

wǒ 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



bā bāi bāo bī biē bō bū
bá bái báo bí bié bó bú
bǎ bǎi bǎo bǐ biě bǒ bǚ
bà bǎi bǎo bì biè bò bù



pāo piāo piān pīn pēi pō pū
páo piáo pián pín péi pó pú
pǎo piǎo piǎn pǐn pěi pǒ pǔ
pào piào piàn pìn pèi pò pù

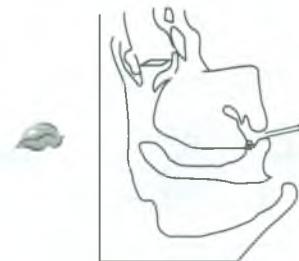


mā māo mī miāo mēng mō
má máo mí miáo méng mó
mǎ mǎo mǐ miǎo měng mǒ
mà mào mì miào mèng mò

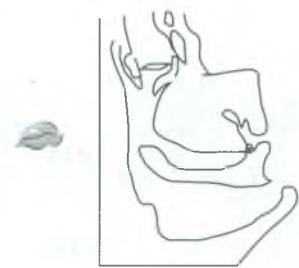


fā fān fāng fēi fēn fū
fá fán fáng féi fén fú
fǎ fǎn fǎng fěi fěn fǔ
fà fàn fàng fèi fèn fù

ci cài càn cèng cùi cùn cùo
 ci cài càn — cùi cùn cùo
 ci cài càn cèng — cùn cùo
 ci cài càn cèng cùi cùn cùo



zi zâ zân zâi zào — zô
 zi zâ zân zâi zào zu zô
 — zâ zân — zào zu zô
 zi zâ zân zâi zào zu zô



pâng

péi

bâo

pâi

pâ



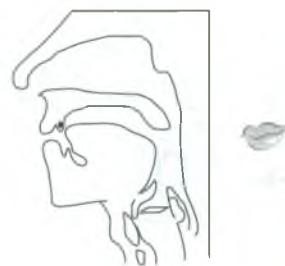
d ← → b

朗读 Read aloud



What would you like to drink?
Ni hē shénme?

S



sī	sā	sāo	sān	sū	suí	sōng
—	—	—	—	sú	suí	sóng
sǐ	sǎ	sǎo	sǎn	—	suǐ	sǒng
sì	sà	sào	sàn	sù	suì	sòng

朗读 Read aloud

Z ↔ C

zǐ	cǐ
zán	cán
zǎo	cǎo
zū	cū
zuì	cùi
zuò	cùo

2. 单韵母: e、u、ü Monofinals: e, u and ü

e



ē	é	ě	è
—	zé	—	zè
—	—	—	cè
—	—	—	sè

Nǐ hē shénme?
What would you like to drink?



wū	wú	wǔ	wù
pū	pú	pǔ	pù
fū	fú	fǔ	fù
cū	cú	—	cù



yū	yú	yǔ	yù
----	----	----	----

朗读 Read aloud

fúwù	bú è	yǔsù	pùbù
fùzé	bǔ yú	yùcè	pǔsù

3. 第一声 The first tone



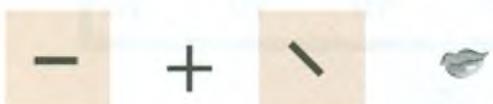
cānjiā	jīntiān	shāfā
xiāngjiāo	sījī	fēnzhōng
yīnggāi	xīcān	guānxīn
chūntiān	tōngzhī	chūfā



dāngrán	kēxué	fēicháng
gāngcái	huānyíng	shēngcí
zhōngwén	sīrén	jiātíng
qīngnián	jiānglái	yāoqiú



fāngfǎ	shēntǐ	tīngxiě
Yīngyǔ	bānzhǎng	dōngběi
hēibǎn	fēngjǐng	bīnguǎn
zhōngwǔ	chūbǎn	kāishǐ



bāngzhù	chēzhàn	fāngbiàn
gāoxìng	jīdàn	tiānqì
wēndù	xiāngxìn	yīnwèi
tōngguò	gānjìng	fēngfù

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。

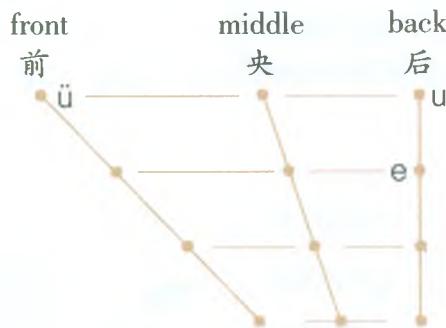
The difference between z and c: z is unaspirated while c is aspirated. A strong release of breath is made when c is articulated.

(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、sīxiāng、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, sīxiāng, 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 a, o, e, i, u and ü, for example:

bān	fàng	píng	děng
xià	yǒu	xiè	lüè
biāo	huái	xiāng	xiōng

不符合上述规则的只有 iu。例如：

However, iu is an exception, for example:

liū xiù qiú jiǔ

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 o with the widest openness. Since o 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. 眼 + 鸟 看图朗读音节 Look at the pictures and read the syllables.



niúnǎi



kělè



guǒzhī



píngguǒ



xīguā



cǎoméi



pútao



bōluó

2. 鸟 朗读单音节 Read the following monosyllables.

biān báo bǔ bèi

pū páng pǐn pài

mō míng mǐ miàn

fēng fán fěn fù

zōng zú zǒu zài

cuī cún cǎi cè

sī sú suǒ sòng

3. 鸟 朗读双音节，注意声母

Read the following disyllables. Pay attention to the initials.

bǔpǐn pángbiān biānpào pǎobù

miànbāo mǐfàn máfan míngbai



fāngbiàn	fěnbǐ	fēngfù	fúzá
zìcóng	zǒusī	zìzūn	zōngsè
cèsuo	cǎisè	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
shāngchǎng	jīngcǎi	gāngbǐ	biāozhǔn
jīngjì	gōngzuò	yīnyuè	kōngqì

5. → → 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 | ② bǔ pǔ | ③ bào pào | ④ bó pó |
| ⑤ bīn pīn | ⑥ mǒ bǒ | ⑦ mán fán | ⑧ mú pú |
| ⑨ fēi bēi | ⑩ fàn pàn | ⑪ zū cū | ⑫ zuàn cuàn |
| ⑬ zāng cāng | ⑭ zàn sàñ | ⑮ zuǒ suǒ | |

6. → → 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.

- | | | | |
|-------------|-----------|-----------|-----------|
| ① yù yū | ② cāi cài | ③ mén mēn | ④ suī suí |
| ⑤ fān fàn | ⑥ zā zǎ | ⑦ cǎn cān | ⑧ bāo bào |
| ⑨ sǎn sān | ⑩ pīn pín | ⑪ fū fù | ⑫ zài zāi |
| ⑬ féng fēng | ⑭ cūn cùn | ⑮ mā má | ⑯ zū zǔ |

7. → (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) _____ í _____ áo (2) _____ uí _____ iàn (3) _____ ǎo _____ àn

- (4) uò èng (5) án i (6) àn ù
 (7) àn ā (8) ó āng (9) ī íng
 (10) ēn ié (11) ì ái (12) uò ā
 (13) ú uò (14) āng iàn (15) áo ìng

8. ? → L (a, o…… / - / - / -) → ⚡ 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 _____ | (2) z _____ | (3) p _____ |
| (4) m _____ | (5) c _____ | (6) f _____ |
| (7) b _____ | (8) m _____ | (9) p _____ |
| (10) p _____ | (11) s _____ | (12) m _____ |

9. ⚡ 对话练习 Complete the dialogues.

(1) A: Nǐ hē shénme?

B: _____



(2) A: Nín mǎi shénme shuǐguǒ?

B: _____



10. 课堂用语 Classroom language.

- (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...

学汉字 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 Explanation
一	héng	→	木 wood	The horizontal stroke is written from left to right, as the first stroke of “木”.
	shù	↓	木 wood	The vertical stroke is written from top downward to bottom, as the second stroke of “木”.
ノ	piě	↙	木 wood	The downward-left stroke is written from top to bottom-left, as the third stroke of “木”.
乚	nà	↘	木 wood	The downward-right stroke is written from top to bottom-right, as the fourth stroke of “木”.
、	diǎn	↖	门 gate	The dot is written from top to bottom-right, as the first stroke of “门”.
フ	tí	↗	我 I	The upward stroke is written from bottom-left to top-right, as the fourth stroke of “我”.

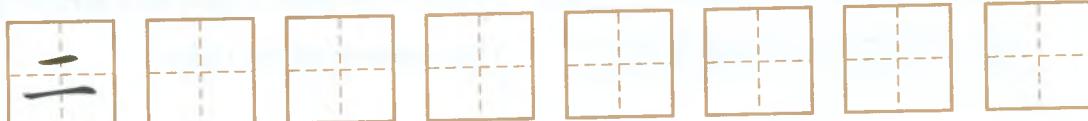
2. 学习基本汉字 Learn basic Chinese characters

① 一 yī one 1 stroke



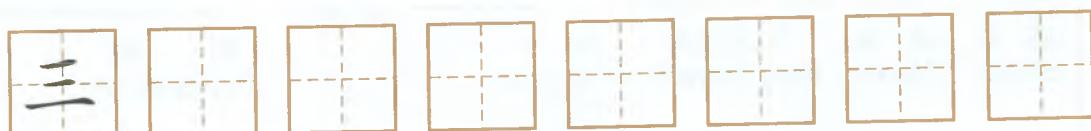
② 二 èr two 2 strokes

Stroke order: 一 二



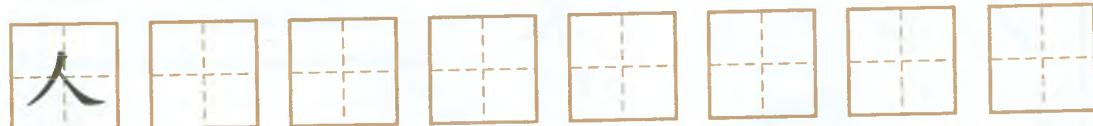
③ 三 sān three 3 strokes

Stroke order: 一 二 三



④ 人 rén human being 2 strokes

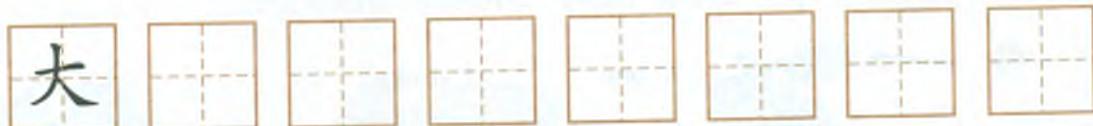
Stroke order: ノ 人

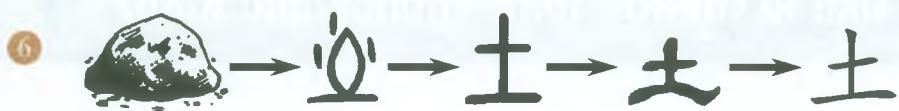


⑤  → 人 → 夂 → 大 → 大

大 dà big 3 strokes

Stroke order: 一 夂 大





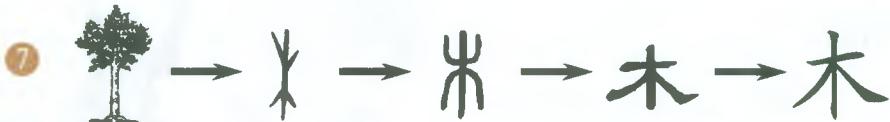
土

tǔ

earth

3 strokes

Stroke order: 一 + 土



木

mù

wood

4 strokes

Stroke order: 一 + 才 木



bǐ mò zhǐ yàn

4

Wǒ yào huàn rénmínbì.
I'd like to change some money into RMB.

跟我说 Follow Me

1

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

B: Huàn duōshao?

A: Èrbǎi 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.



2

A: Nǐmen hǎo!

B: Nǐ hǎo! Wǒmen qù Yínhé Yuán.

A: Nǐmen shì liúxuéshēng ma?

B: Dui.

A: Hello!

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

A: Are you foreign students?

B: Yes.



关键词 Key Words

yǒu have

zàijiàn good-bye

měiyuán U.S. dollar

wǒmen we; us

huàn change

qù go

rénmínbì RMB

liúxuéshēng foreign student

qián money

dui right; yes

Wǒ yào huàn rén mín bì.
I'd like to change some money into RMB.

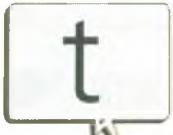
4

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 dōu dī diē dū duō
dá dáo — dí dié dú duó
dǎ dǎo dǒu dǐ — dǔ duǒ
dà dào dòu dì — dù duò



tāng tiāo tiān tīng tōng tuī
táng tiáo tián tīng tóng tuí
tǎng tiǎo tiǎn tǐng tǒng tuǐ
tàng tiào tiàn tìng tòng tuì



— nāo nī — niū — —
ná náo ní níng niú nú nuó
nǎ nǎo nǐ nǐng niǔ nǚ —
nà nào nì nìng niù nù nuò



lāo — lēi līn liū lū —
láo láo lán lán lán lán lán
lǎo lǎo lǎn lǎn lǎn lǎn lǎn
lào lào lào lào lào lào lào

朗读 Read aloud

d ↔ t

n ↔ l

dā	tā
duō	tuō
dōu	tōu
diān	tiān
dāng	tāng

nú	lú
nǚ	lǚ
nǐ	lǐ
nán	lán
niú	liú

zh



zhī zhē zhā zhāi zhū zhōu
zhí zhé zhá zhái zhú zhóu
zhǐ zhě zhǎ zhǎi zhǔ zhǒu
zhì zhè zhà zhài zhù zhòu

ch



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

Wo yao huanyu renminbi.
I'd like to change some money into RMB.

4

sh



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

r



— — — rāng — — — —
— — ráo rāng rú rén rǒu ruí
— rě rǎo rāng rǔ rěn — ruí
rì rè rào ràng rù rěn rǒu ruì

朗读 Read aloud

zhīchí

rènzhēn

shēngrì

zhǔnshí

rìcháng

shōurù

chǎnshēng

rèshuǐ

chāoshì

2. 复韵母: ai、ei、ao、ou Diinals: ai, ei, ao and ou

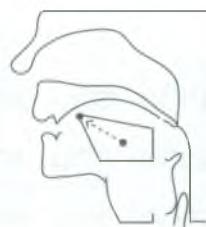
ai



báicài
zāihài

mǎimai
cǎizhāi

ei



Běiměi
mèimei
pèibèi
fēi děi

ao



bàodào
chǎonào
hǎohāor
shāokǎo

ou



ōuzhōu
hòutou
kòutóu
shǒuhòu



朗读 Read aloud

ai ↔ ei

ài měi

Táiběi

shàihēi

zāipéi

hēibái

měichāi

méi mǎi

ao ↔ ou

Àozhōu

gāoshòu

hǎoshǒu

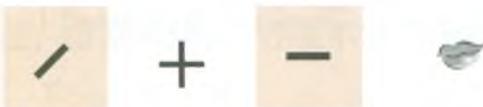
zāoshòu

hòudao

tóunǎo

gòuzào

3. 第二声 The second tone



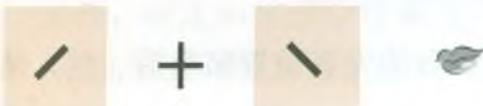
fángjiān	guójia	líkāi
míngtiān	tóngwū	máoyī
jié hūn	shíjiān	línjū
zuótīān	tígāo	máojin



huídá	jíhé	míngnián
lánqiú	niánjí	tóngxué
chúfáng	cóngqián	liúxué
yóujú	yuánlái	értóngh



cídiǎn	érqiè	niúnái
méiyǒu	ménkǒu	píngguǒ
qiúchǎng	yóuyōng	rénkǒu
cóngcǐ	chuántǒng	líměi



búcuò	chídào	héshì
láojià	yóupiào	fúwù
niánjì	pídài	ránhòu
jiéri	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 l

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l音时，气流要从舌前部的两边出来，并且声带要振动。

When l 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 ai, ei, ao and ou

在发 ai、ei、ao、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 ai, ei, ao and ou 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 ai than ei. Similarly, the mouth also opens wider while pronouncing ao than ou.

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.

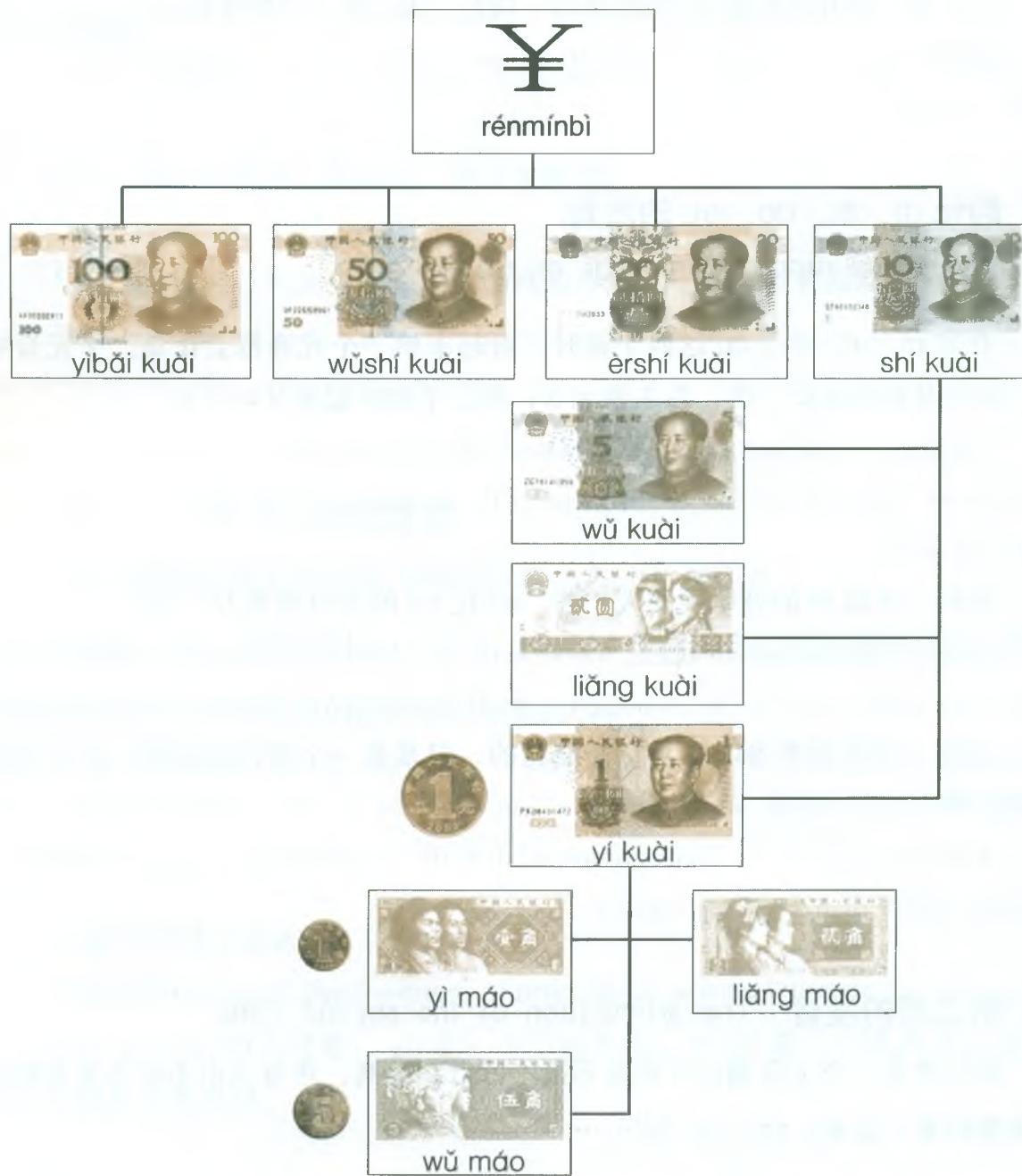
4. 第二声的发音 The articulation of the second tone

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, qi, fei...

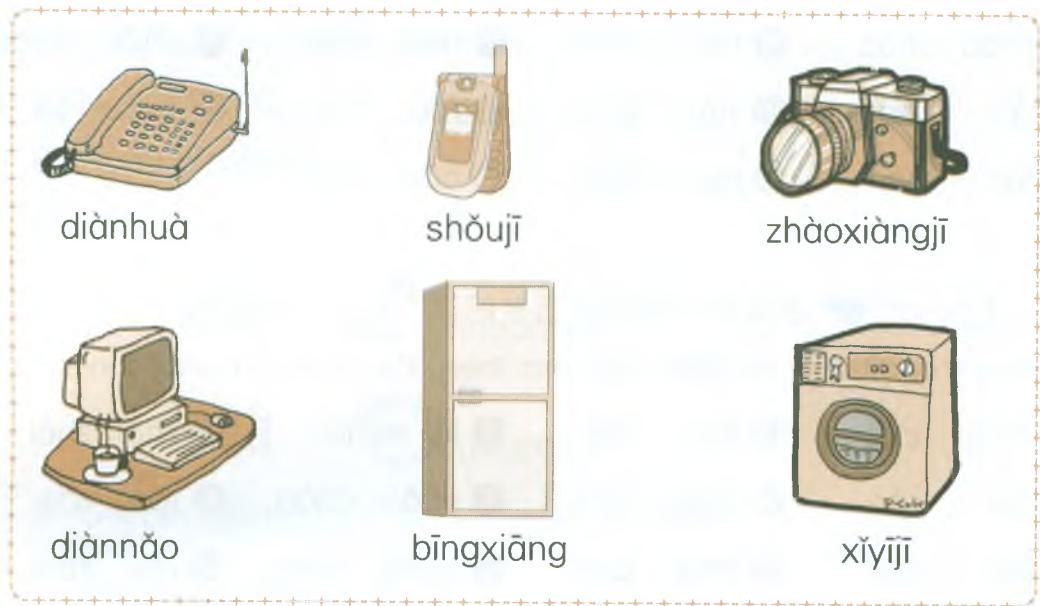
练习 Exercises

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



Wǒ yào huàn rénmínbì.
I'd like to change some money into RMB.

4



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.

hǎochī kǎoshì xǐ zǎo shūbāo

shǒutào shǒudū jiàoshòu kǎoròu

wàiguó zàijiàn yīnggāi xiànzài

běifāng héibǎn kāfēi yǐwéi

3. 🎵 朗读双音节, 注意声调

Read the following disyllables. Pay attention to the tones.

tígāo pángbiān liánhuān chónghxin

wánchéng réngrán chéngshí língqián

dúzhě míngzhǔ fángzhǐ juékǒu

qíngkuàng cāiliào juédìng yuánliàng

4. ↗→ ↘→ 🎵 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 dǎo tǎo ② zhāi chāi ③ dòu tòu ④ zhóu chóu



- | | | | |
|-------------|------------|-----------|-------------|
| ⑤ zhào shào | ⑥ ráo sháo | ⑦ mǎi nǎi | ⑧ shāo zhāo |
| ⑨ lái zhái | ⑩ nài lài | ⑪ ròu lòu | ⑫ nèi lèi |
| ⑬ ráo láo | ⑭ rǎn lǎn | ⑮ nǎo lǎo | |

5. ? → L ✓ → ⏰ 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.

- | | | | |
|-------------|-------------|-------------|-------------|
| ① chōu chóu | ② láo lào | ③ lèi lěi | ④ zhái zhài |
| ⑤ rán rǎn | ⑥ záo zǎo | ⑦ chǎo cháo | ⑧ ráo rào |
| ⑨ tóu tōu | ⑩ chái chāi | ⑪ nóng nòng | ⑫ ròu róu |
| ⑬ ráng rǎng | ⑭ chóu chòu | ⑮ shǒu shóu | ⑯ lǒu lóu |

6. ? → L → ⏰ 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) _____xìng | (5) _____qiú | (6) _____sè |
| (7) duō_____ | (8) xiǎo_____ | (9) niú_____ |
| (10) fǔ_____ | (11) gāng_____ | (12) niú_____ |

7. L → ⏰ 连线并朗读

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

一	dà
二	sān
三	tǔ
人	èr
大	rén
土	mù
木	yī

Wǒ yào huàn rénmínbì.
I'd like to change some money into RMB.

8. 对话练习 Complete the dialogues.

(1) A: Nǐ hǎo! Wǒ _____.

B: Huàn duōshao?

A: _____.

£ (yīngbàng)

€ (ōuyuán)

B: Gěi nín qián.

A: _____.

(2) A: Nǐmen hǎo!

B: _____! Wǒmen qù Yíhé Yuán.



(Gùgōng Palace Museum)



(Chángchéng Great Wall)



(Tiān Tán Temple of Heaven)

9. 课堂用语 Classroom language.

- (1) Yǒu wèntí ma? Any questions?
 (2) Qǐng dà shēng dù. 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
↖	hénggōu	你 you	The horizontal stroke with a hook, is written like the fourth stroke in “你”.
↓	shùgōu	丁 the fourth of the Ten Heavenly Stems	The vertical stroke with a hook, is written like the second stroke in “丁”.
乚	héngzhé	日 sun	The horizontal stroke with a downward turn, is written like the second stroke in “日”.
乚	shùzhé	山 mountain	The vertical stroke with a horizontal turn to the right, is written like the second stroke in “山”.
乚	héngzhégōu	门 gate	The horizontal stroke with a downward turn and a hook, is written like the third stroke in “门”.
乚	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”.

Wǒ yào huàn rén mín bì.
I'd like to change some money into RMB.

4

2. 学习基本汉字 Learn basic Chinese characters

① 门 mén gate 3 strokes

Stroke order: | 一 一 一



② 日 rì sun 4 strokes

Stroke order: | 丨 丨 丨



③ 山 shān mountain 3 strokes

Stroke order: | 丨 丨



④ 九 jiǔ nine 2 strokes

Stroke order: 丨 丨



⑤ 口 kǒu mouth 3 strokes

Stroke order: 丨 丨 丨



⑥ 刀 dāo knife 2 strokes

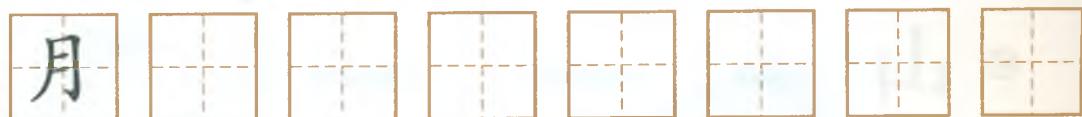
Stroke order: フ 刀



⑦ 月 → 月 → 月 → 月 → 月

月 yuè moon 4 strokes

Stroke order: ノ 月 月 月



jīngjù liǎnpǔ

5

Nǐ qù nǎr?

Where are you going?



跟我说 Follow Me

1 A: Nǐ qù nǎr?

B: Qù chāoshì.

A: Nǐ yào mǎi shénme?

B: Mǎi yíxiē 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.



2 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

nǎr where

shūcài vegetable

chāoshì supermarket

chī eat

yíxiē some

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



jī jiāo jiē jiū jū jīng
jí jiáo jié — jú —
jǐ jiǎo jiě jiǔ jǔ jǐng
jì jiào jiè jiù jù jìng



qī qiāo qiān qīn qīng qīāng
qí qiáo qián qín qíng qíáng
qǐ qiǎo qiǎn qǐn qǐng qǐāng
qì qiào qiàng qìn qìng qìāng



xī xiāo xīng xū xuē xiāng
xí xiáo xíng xú xué xiáng
xǐ xiǎo xǐng xǚ xuě xiǎng
xì xiào xìng xǜ xuè xiàng

朗读 Read aloud

jīqì jiāoqū jiāxiāng jīnxiū
qījīān qǐng jià qíngxù qǔxiāo
xìngqù xīngqíng xuǎnjǔ xiǎojiē

g



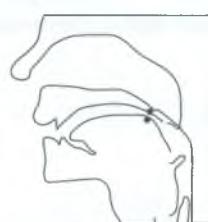
gē	gāi	gū	gōu	guō	gōng
gé	—	—	—	guó	—
gě	gǎi	gǔ	gǒu	guǒ	gǒng
gè	gài	gù	gòu	guò	gòng

k



kē	kān	kū	kuī	kuāng	kōng
ké	—	—	kuí	kuáng	—
kě	kǎn	kǔ	kuǐ	kuǎng	kǒng
kè	kàn	kù	kuì	kuàng	kòng

h



hē	hāo	hū	hōng	huō	hūn
hé	háo	hú	hóng	huó	hún
—	hǎo	hǔ	hǒng	huǒ	hǔn
hè	hào	hù	hòng	huò	hùn



朗读 Read aloud

g



k

gē

kē

gàn

kàn

gǎo

kǎo

guā

kuā

gǔn

kǔn

gāng

kāng

2. 鼻韵母: an、en、in; ang、eng、ing

Nasal finals: an, en, in; ang, eng, ing

an



nánkàn gānhàn
cànlàn lángān

en



gēnběn ménzhěn
shēnfèn běnrén

in



xìnxīn xīnqín
yǐnjìn línjìn

ang



bāngmáng chángcháng
shāngchǎng shàng wǎng

eng



fēngzheng shēngchéng
fēngshèng gēngzhèng

ing



xìngmíng

qíngjǐng

jīngyíng

xīngxing



朗读 Read aloud

an



ang

en



eng

fánmáng

bānzhǎng

dāngrán

shàng bān

zhēnzhèng

réns héng

chéng rén

shèng rén

in



ing

xīnqíng

pìnqǐng

jīngxīn

qīngxìn

3. 第三声 The third tone



+



huǒchē

hǎochī

jǐnzhāng

jiǎndān

lǎoshī

mǔqīn

shǒudū

xǔduō

yǐjīng

yǔyīn



jiějué	lǚxíng
qǐ chuáng	qǐngqiú
shuǐpíng	xiǎoshí
xuǎnzé	yǐwéi
yǔyán	zhǔrén



fǔdǎo	kěyǐ
liǎojiě	shǒubiǎo
suōyǐ	xǐ zǎo
xiǎojiě	yǔfǎ
yěxǔ	zhǐhǎo



bǐjiào	gǎnxiè
hǎokàn	kǎoshì
lǐwù	mǎnyì
mǐfàn	tǎolùn
wǎnhuì	zǎofàn

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 an, en, in; ang, 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.



比如：Nǐ hǎo! xǐ zǎo yǔfǎ……

e.g. Nǐ hǎo! xǐ zǎo yǔfǎ...

练习 Exercises

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



xīhóngshì



húluóbo



huángguā



tǔdòu



bāozi



mántou



jiaozi



mǐfan



miàntiáor

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

xuésheng

xiāngjiāo

huānyíng

jīchǎng

gāoxìng

píngguǒ

kànjiàn

gānjìng

wǎnfàn

kěnéngr

jīntiān

rènzhēn

shāngdiàn

shēngrì

yínháng

zìxíngchē



3. 鸟 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.

① zhǔnbèi

② bǔchōng

③ wǎngqiú

④ xiǎoshuō

⑤ qǔxiāo

⑥ nǚ'ér

⑦ pǎo bù

⑧ duǎnqī

⑨ bǐnggān

⑩ cāisè

⑪ huǒchái

⑫ měilì

⑬ gǎnmào

⑭ yǎnyuán

⑮ kǎolù

⑯ yǔyī

⑰ hǎotīng

⑲ wǔshù

⑳ shǒuxiān

㉑ jǐngchá



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.

- | | | |
|------------|--------------|-------------|
| ① zhǐyǒu | ② guǎngchǎng | ③ yǐngxiāng |
| ④ lǎobǎn | ⑤ gǔlǎo | ⑥ lǎohǔ |
| ⑦ yǒngyuǎn | ⑧ xuǎnjǔ | ⑨ guǎnlǐ |
| ⑩ hǎojiǔ | ⑪ běnlǐng | ⑫ zhǎnlǎn |
| ⑬ gǔ zhǎng | ⑭ yúnxǔ | ⑮ cǎiqǔ |



5. → → 选择你听到的单音节并朗读

Choose the monosyllables you hear and read them.

- | | | | |
|-------------|---------------|-------------|------------|
| ① gǎn kǎn | ② jiāng qiāng | ③ gāng kāng | ④ jìn qìn |
| ⑤ jǐng qǐng | ⑥ rǎn rǎng | ⑦ pén pán | ⑧ mǐn míng |
| ⑨ bàn bàng | ⑩ dǎng děng | ⑪ fēn fēng | ⑫ hán háng |
| ⑬ kǎn kěn | ⑭ lín líng | ⑮ gēn gēng | |

6. → → 选择你听到的双音节并朗读

Choose the disyllables you hear and read them.

- | | | |
|-------------------|-------------------|---------------------|
| ① yǔyī yùyī | ② jiānchá jiǎnchá | ③ jǔxíng jùxíng |
| ④ rén'ài rénnài | ⑤ wūshù wǔshù | ⑥ shízhōng shǐzhōng |
| ⑦ túdì tǔdì | ⑧ huòchē huòchē | ⑨ yánxí yǎn xì |
| ⑩ dǎ qiú dà qiú | ⑪ yí wèi yǐwéi | ⑫ xiāoshí xiǎoshí |
| ⑬ tóngzhì tǒngzhì | ⑭ shìyòng shǐyòng | ⑮ jiǔshí jiù shì |

7. → → 写出你听到的音节并朗读

Write down the syllables you hear and read them.

- | | | |
|----------------|----------------|---------------|
| (1) yǒu _____ | (2) _____ diào | (3) _____ men |
| (4) _____ nián | (5) _____ zài | (6) wǎn _____ |

(7) _____ xiě (8) _____ shi (9) mǎ_____

(10) _____ zhāng (11) _____ cái (12) diàn_____

8.  →  连线并朗读

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



9.  对话练习 Complete the dialogues.

(1) A: Nǐ yào mǎi shénme shūcài?

B: Wǒ yào mǎi _____.



(2) A: Nín chī shénme?

B: Wǒ chī _____.



10. 课堂用语 Classroom language.

(1) Fùxí dì ____ kè.

Please review Lesson ____.

(2) Yùxí xīn kè.

Please preview the new lesson.

(3) Qǐng bǎ zuòyè jiāo gěi wǒ.

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	水 water	The horizontal stroke with a downward turn to the left, is written like the second stroke in “水”.
𠂇	piězhé	云 cloud	The downward stroke to the left and then a horizontal turn to the right, is written like the third stroke in “云”.
𠂊	piēdiǎn	女 female	The downward stroke to the left and then extended dot to the right, is written like the first stroke in “女”.
丨	shùtǐ	衣 clothes	The vertical stroke with an upward turn to the right, is written like the fourth stroke in “衣”.
𠂔	héngzhéti	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”.
𠂊	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 “马”.

2. 学习基本汉字 Learn basic Chinese characters

① 四 sì four 5 strokes

Stroke order: 丨 冂 囗 囗 四



② 五 wǔ five 4 strokes

Stroke order: 一 丨 五 五



③ 六 liù six 4 strokes

Stroke order: 丶 二 六 六



④ 女 → 女 → 女 → 女 → 女

女 nǚ female 3 strokes

Stroke order: 亼 女 女



水 shuǐ water 4 strokes

Stroke order: 丨 𠂊 𠂊 水



云 yún cloud 4 strokes



7

Stroke order: - - 𠂊 云



5

Nǐ qù nǎr?
Where are you going?



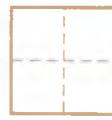
马

mǎ

horse

3 strokes

Stroke order: 7 马 马



6

⑧ 衣 → 衤 → 衮 → 衤 → 衣

衣

yī

clothes

6 strokes

Stroke order: 一 广 才 衤 衣



jiǎnzhǐ: shí’èr shēngxiào

6

Nǐ shì nǎ guó rén? Where are you from?

跟我说 Follow Me

1

A: Nǐ shì nǎ guó rén?

A: Where are you from?

B: Wǒ shì Tàiguó rén. Nǐ ne?

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

A: Wǒ shì Zhōngguó rén.

A: I'm Chinese.

B: Nǐ shì lǎoshī ma?

B: Are you a teacher?

A: Duì, wǒ shì lǎoshī.

A: Yes, I am.

2

A: Nǐ jiào shénme míngzi?

A: What's your name?

B: Wǒ jiào Zhāng Tiānhóng. Nǐ ne?

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

A: Wǒ jiào Ōuwén.

A: I'm Oven.

B: Rènshi nǐ hěn gāoxìng.

B: Nice to meet you.

Zhāng Tiānhóng

Ōuwén



关键词 Key Words

nǎ which

gāoxìng happy

guó country

Tàiguó Thailand

míngzi name

Zhōngguó China

rènshi know

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

z ↔ zh ↔ j



zī

zá

zàn

zěn

zǐjǐ

zázhì

zhī

zhá

zhàn

zhěn

zhuōzi

zhījīn

jī

jiá

jiàn

jǐn

jiǎngzuò

jízhě

* * * * *

c ↔ ch ↔ q



cī

cā

cán

cén

cíqì

cāochǎng

chī

chā

chán

chén

chǔcáng

chūqu

qī

qiā

qián

qín

qīcǎn

qīchē



S



sh



X



sī

sà

sān

sēn

sīxīn

sīshí

shī

shà

shān

shēn

shísī

shíxí

xī

xià

xiān

xīn

xùnsù

xǐshì

40

14



朗读 Read aloud

Z



zh

Z



j

zēngzhǎng

zǔzhī

zázhì

zuòzhě

zhìzuò

zhùzuò

zhìzào

zhèngzài

zìjǐ

zájì

zìjué

zuòjiā

jiǎngzuò

jìngzi

jìzǎi

jiào zuò

zh ↔ j

zhījǐ	zháojí
zhújiàn	zhuānjiā
jǐzhě	jǐnzhāng
jiànzhus	jiēzhe

c ↔ ch

c ↔ q

cāochǎng	cáichǎn
cuò chē	cānchē
chǎocài	chéncù
chācuò	chǐcùn

cíqì	cǎiqǔ
cóngqián	còuqiǎo
qícì	qíncài
qīcǎn	qīngcǎo

ch ↔ q

chūqu	chángqī
chāoqián	chūqī
qìchē	qǐ chuáng
qīngchu	qiúchǎng

Nǐ shì nǎ guó rén?
Where are you from?



S



sh

S



X

sīshí

sùshè

suíshu

suíshí

shísì

shēngsì

shàngsi

shēnsuō

sīxiāng

Sānxiá

sàn xīn

sòngxíng

xíssú

xiánsǎn

xiāngsì

xīnsi

sh



X

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

ie



xièxie

jiějie

tiēqiè

jiéyè

üe



jiéyuē
quèqiè

jiějué
juéliè

ian



jiànmiàn
miànqián

qiánbian
diànniàn

üan



yuánquān
yuānyuán

yuánquán
xuānyán

3. 第四声 The fourth tone



qìchē	jiàoshī	shàng bān
dàyuē	diàntī	fàngxīn
jiànkāng	rìqī	wàiijiāo
hòutiān	duìfāng	jìnxiū



bù xíng	liànxí	rènwéi
shàng xué	tài yáng	yùxí
jǐjié	diàncí	lúchá
qìqiú	hòunián	wàiguó



bànф	jùchǎng	jìzhě
dàxiǎo	kèkǔ	yàoјin
zhèngfǔ	kèběn	dàolǐ
diànzǐ	bù jiǔ	hàomǎr



bìyè	sùshè	dàgài
duànliàn	yùndòng	jièshào
huàbào	jiàoshòu	qìngzhù
jìxù	fàndiàn	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。

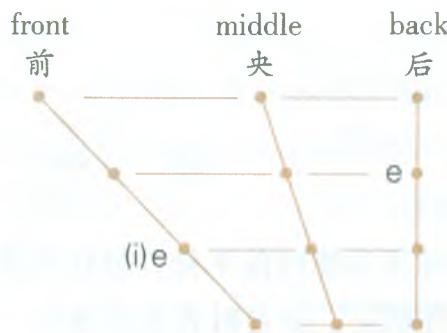
z, c and s are dentals, pronounced by placing the tongue tip at the fore position. The tongue tip is first extended horizontally to touch the inner side of the upper incisors. On the contrary, **zh, ch and sh** are blade-palatals, pronounced by raising the tongue tip to the front part of the hard palate. 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.

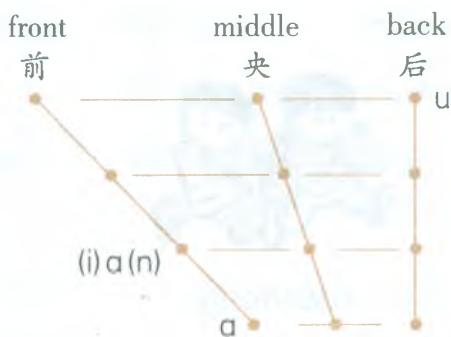


ie、**üe** 中的 **e** 比单韵母 **e** 的发音位置靠前而且舌位低，开口度小。

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 ɑ in iɑn and ʊɑn 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 **a** in **ian** and **üan** is higher and the mouth is opened to a lesser degree than when pronouncing the single final **a**.

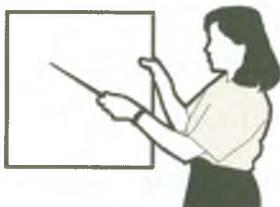
3. 第四声的发音 The articulation of the forth tone

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



lǎoshī



xuésheng



dàifu



hùshi



shòuhuòyuán



chúshī

2. 朗读双音节 Read the following disyllables.

xuéxí	jiànmiàn	quèshí	zuìjìn
yuánliàng	zuòyè	xuéxiào	shíjiè
qiǎnsè	zhíjiē	shùnbiàn	cídiǎn
shìjuàn	qùnián	jiéyüē	liúxué

3. 朗读下列音节，注意声调

Read the following syllables. Pay attention to the tones.

kuàicān	wéishēng	xìnxīn	diàndēng
nèiróng	diào chá	wèntí	jiàngyóu
xiàoguǒ	dàodǐ	hòuhuǐ	kàn fǎ
shìyàn	shuì jiào	zài jiàn	diànhuà



4. ? → L ✓ → ⚡ 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 zhìxù | jíxù | ② sīrén | shīrén | ③ zájì | zázhì |
| ④ cā shǒu | chā shǒu | ⑤ xīfàn | shīfàn | ⑥ sōují | shōují |
| ⑦ jiǔshí | jiǔxí | ⑧ shīwàng | xīwàng | ⑨ tuīcí | tuīchí |
| ⑩ zīyuán | zhīyuán | ⑪ jīngzhì | jīngjì | ⑫ mùcái | mùchái |

5. ? → L ✓ → ⚡ 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.

- | | | | | | |
|-----------|--------|-----------|---------|--------------|------------|
| ① jǐ nián | jìnìan | ② xiězuò | xiézuò | ③ sōngshǔ | sōngshù |
| ④ zǐxì | zìxí | ⑤ tōngzhī | tóngzhì | ⑥ yì jiān | yí jiàn |
| ⑦ gǔlì | gǔlì | ⑧ wúlì | wǔlì | ⑨ shēngzhǎng | shěngzhǎng |
| ⑩ yízhì | yīzhì | ⑪ fēijī | fēi jī | ⑫ bù xíng | búxìng |

6. ? → L (- - - -) → ⚡ 标出你听到的声调并朗读音节

Write down the tones you hear and read the syllables.

- | | | | |
|-------------|-------------|------------|---------------|
| ① tiaojian | ② jiankang | ③ ganxie | ④ tebie |
| ⑤ qianbi | ⑥ jingchang | ⑦ duanlian | ⑧ tongxue |
| ⑨ qi chuang | ⑩ jiancha | ⑪ reqing | ⑫ jiangxuejin |
| ⑬ shenqing | ⑭ wanquan | ⑮ jiejue | ⑯ shouyinji |

7. ? → L → ⚡ 写出你听到的音节并朗读

Write down the syllables you hear and read them.

- | | | |
|-----------------|-----------------|-----------------|
| (1) _____ shí | (2) dān_____ | (3) jì_____ |
| (4) _____ guān | (5) _____ kǒu | (6) _____ gào |
| (7) xiàn_____ | (8) wēn_____ | (9) _____ yuán |
| (10) _____ dòng | (11) _____ yuán | (12) _____ shǎo |

8. 连线并朗读

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

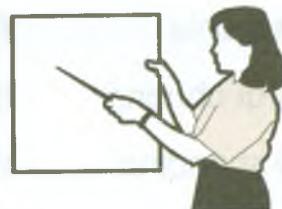
马 水 五 衣 六 女 四 云

shuǐ
nǚ
liù
mǎ
yī
yún
sì
wǔ

9. 对话练习 Complete the dialogues.

(1) A: Nǐ shì _____ ma?

B: Dui, wǒ shì _____



Nǐ shì nǎ guó rén?
Where are you from?



(2) A: _____?

B: Wǒ jiào Zhāng Tiānhóng.

A: _____?

B: Wǒ shì Zhōngguó rén.



Yuán Gāng



Zhōngguó



Shānběn Cōngzǐ



Rìběn



Màikè



Ruìshì



Piáo Yīng'ēn



Hánguó

10. 课堂用语 Classroom language.

(1) Lǎoshī hǎo!

Hello, teacher.

(2) Qǐng nín zài jiǎng yí biàn.

Please explain it again.

(3) Xièxie lǎoshī.

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 则 Rules to Write
十 ten	一 → 十	Horizontal before vertical
人 human being	ノ → 人	Downward-left before downward-right
妈 mother	女 → 妈	From left to right
云 cloud	二 → 云	From top to bottom
月 moon	月 → 月	From outside to inside
日 sun	𠂔→𠂔→日	Outside before inside, and then closing
小 small	丨→小→小	Middle before two sides

2. 学习基本汉字 Learn basic Chinese characters

① 十 shí ten 2 strokes

Stroke order: 一 +





② 心 xīn heart 4 strokes

Stroke order: | | | |



③ 田 tián field 5 strokes

Stroke order: | 口 口 田 田



④ 土 土 土 土 土 土 土

上 shàng upper 3 strokes

Stroke order: | 丨 上

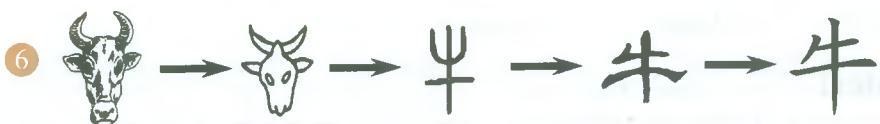


⑤ 土 土 土 土 土 土 土

下 xià under 3 strokes

Stroke order: 一 丨 下





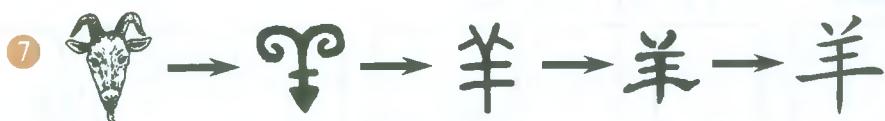
牛

niú

ox

4 strokes

Stroke order: 丨 𠂇 𠂇 牛



羊

yáng

sheep

6 strokes

Stroke order: 丨 𠂇 兰 兰 兰 羊



火

huǒ

fire

4 strokes

Stroke order: 丨 𠂇 少 火



7

Zhè shì wǒmen jiā de zhàopiàn.

This is a photo of my family.



跟我说 Follow Me

1

Nǐmen hǎo! Wǒ jiào Měihuá.

Zhè shì wǒmen jiā de zhàopiàn.

Zhè shì wǒ nǎinai.

Zhè shì wǒ bàba, zhè shì wǒ 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.



2



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

chāzi fork

zhàopiàn photo

kuàizi chopsticks

yòng use

fàn meal

dāozi knife

好好儿学拼音 Learn Chinese Phonetics Better

1. 声母 r 和 l 的分辨

Differentiation between the initials r and l

朗读 Read aloud

r ↔ l

bú rè	bú lè
rìzi	lìzi
chūrù	chūlù
tiānrán	tiānlán

rìlì rénlèi rèliè
lìrú lèngrè liànrén

2. 轻声 The neutral tone



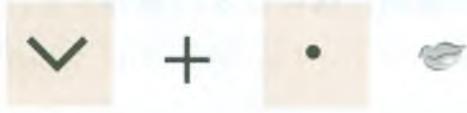
māma	bēizi	dōngxi
gūniang	chāzi	xiānsheng
bōli	zhuōzi	tāmen
xiūxi	shǒushi	shūfu

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

7



bié de	késou	máfan
bóbo	fángzi	mántou
míngbai	hútú	sháozi
shíhou	huángguā	shétou



nǐmen	zěnme	zǎoshang
nǎinai	lǐbian	wǒmen
běnzi	jiǎozi	xǐhuan
mǎhu	wǎnshàng	diǎnxin



kūnnan	dìdi	dàifu
jùzi	shìqing	hùshi
zhàogu	bàba	kèqi
xièxie	hòubian	zhème

3. 多音节连读 Read multi-syllables

朗读 Read aloud

bàngōngshì	liúxuéshēng	huàn měiyuán
dàshǐguǎn	jiǎngxuéjīn	qù chāoshì
diànyǐngyuàn	fúwùyuán	mǎi shuǐguǒ
túshūguǎn	zìxíngchē	kāi wánxiào
Àoyùnhuì	yǒushíhou	yǒu yìsi
tǐyùchǎng	xīngqīrì	méi guānxi
pīngpāngqiú	yīnyuèhuì	dǎ zhāohu

语音注释 Notes on Chinese Phonetics

1. 声母 r 和 l 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。

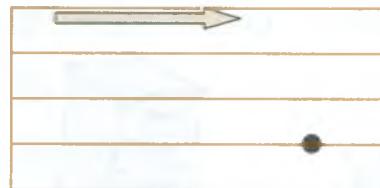
There is no simple or easy ways to learn the neutral tone, especially those in the compound words. It has to be learned, memorized and mastered one by one.

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。

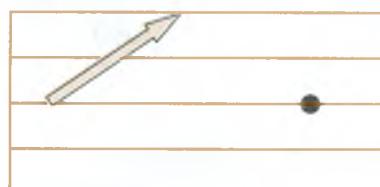
The pitch of a neutral tone varies according to the tone of the syllable that comes before it. Normally, when it comes after a first, second, or fourth tone, its pitch is relatively low. Only when it comes after a third tone does its pitch become relatively high, for example, gēge, rénjia, mǎhu and yuèliang.



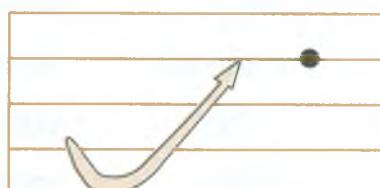
+



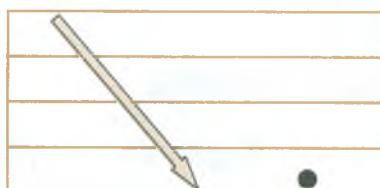
+



+



+



练习 Exercises

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



sháozi



bēizi



pánzi



wǎn



zhuōzi



yǐzi



guìzi



shāfā



chuáng

2. 鸟 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

dǎsuan

zuǒba

yǎnjing

běibian

gàosu

rènshi

tòngkuai

gùshi



3. 鸟 朗读双音节

Read the following disyllables.

cānguān

tīngshuō

yāoqiú

hūrán

wēixiǎn

jīchǎng

shēngdiào

tōngguò

shíjiān

guójia

yuánlái

míngnián

niúnǎi

méiyǒu

juédìng

xíguàn

xǐduō	hǎochī	shuǐpíng	yǔyán
suǒyǐ	liǎojiě	tǎolùn	biǎoshì
lùyīn	shàng bān	nèiróng	rènwéi
bào zhǐ	xiàwǔ	jièshào	zhèyàng

4. ♀ → ♂ → 🎵 选择你听到的双音节并朗读

Choose the disyllables you hear and read them.

- | | | | |
|-------------|------------|---------------|--------------|
| ① bēizi | bēizi | ② chāzi | zhāzi |
| ③ tiānshang | tiān shang | ④ xiāoxi | xiūxi |
| ⑤ júzi | zhúzi | ⑥ chuán shang | chuáng shang |
| ⑦ wénwen | wènwen | ⑧ wūzi | wūzi |
| ⑨ páizi | páiizi | ⑩ yǔyī | yǔyī |
| ⑪ shízhōng | shízhōng | ⑫ tōngzhī | tōngzhī |
| ⑬ shíyòng | shíyòng | ⑭ tūqǐ | tūqǐ |
| ⑮ jiānchá | jiǎnchá | | |

5. ♀ → ♂ → 🎵 选择你听到的音节并朗读句子

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 _____ wǒ.
A. děng B. dèng

(5) Gōnggòng qìchē méi _____ le.

- A. yóu B. yǒu

(6) Tā xūyào _____.

- A. kāi dāo B. kāidǎo

(7) Wǒ de _____ huài le.

- A. yǎnjing B. yǎnjìng

(8) Tā de Hán yǔ hěn _____.

- A. dìdao B. dìdǎo

(9) Wǒ què mǎi _____.

- A. dōngxī B. dōngxi

(10) Nǐ yào _____ ma?

- A. bāozi B. bāozhǐ

(11) Zhè shì shénme _____?

- A. dìfang B. dìfāng

(12) Qiānwàn bié _____.

- A. dàyi B. dàyì

6. ↗→ ↘ (- ˊ ˇ ˋ) → ↗ 标出你听到的声调并朗读音节

Write down the tones you hear and read the syllables.

- | | | | |
|-----------|------------|--------------|------------|
| ① chezi | ② xiaoxin | ③ chuanglian | ④ Chun Jie |
| ⑤ xinnian | ⑥ zhuanjia | ⑦ shenti | ⑧ sunshi |
| ⑨ qin'ai | ⑩ shifen | ⑪ feichang | ⑫ jie hun |
| ⑬ gongju | ⑭ diandeng | ⑮ shufu | ⑯ chabuduo |

7. ? → L → 鸟 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 |

8. L → 鸟 连线并朗读

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

心	shí
十	xià
田	xīn
上	niú
下	shàng
牛	huǒ
羊	tián
火	yáng

9. 眼睛 → 鸟 看图完成句子

Look at the pictures and complete the sentences.

- (1) Zhè shì wǒ _____.



(2) Wǒ yòng _____ chī fàn.



10. 课堂用语 Classroom language.

(1) Duìbuqǐ, wǒ chídào le.

Sorry, I'm late.

(2) Lǎoshī, míngtiān wǒ yǒu
shír, bù néng lái shàng kè.

Miss/Sir, I have something to do
tomorrow, so I can't come to the class.

(3) Míngtiān jiàn!

See you tomorrow!

学汉字 Learn to Write Chinese Characters

学习基本汉字 Learn basic Chinese characters

① 七 qī seven 2 strokes

Stroke order: 一 七



② 八 bā eight 2 strokes

Stroke order: , 八



Zhè shì wǒmen jiā de zhàopian.
This is a photo of my family.

7

③



→ 人 → 夂 → 天 → 天

天

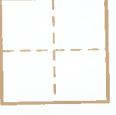
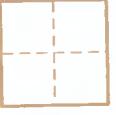
tiān

sky

4 strokes

Stroke order: 一 二 夂 天

天



④



→ 子 → 子 → 子 → 子

子

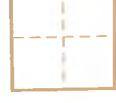
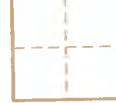
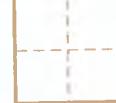
zǐ

child

3 strokes

Stroke order: ㄔ 了 子

子



⑤



→ 𠂇 → 𠂇 → 𠂇 → 𠂇

中

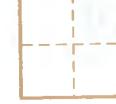
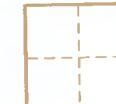
zhōng

center

4 strokes

Stroke order: 丶 口 口 中

中



⑥ 石 → 石 → 石 → 石 → 石

石 shí stone 5 strokes

Stroke order: 一 丨 丶 石 石



⑦ 力 → 力 → 力 → 力 → 力

力 lì physical strength 2 strokes

Stroke order: フ 力



⑧ 见 → 见 → 见 → 见 → 见

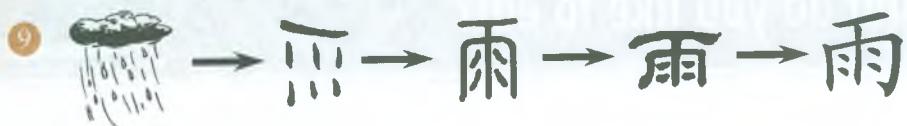
见 jiàn see 4 strokes

Stroke order: 丨 冂 贝 见



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

7



雨 yǔ rain 8 strokes

Stroke order: 一 𠂔 𠂔 雨 雨 雨 雨 雨



目 mù eye 5 strokes

Stroke order: 丨 𠂔 𠂔 𠂔 𠂔



zhōngguójié

8

Nǐ xǐhuan chī shénme? What do you like to eat?



跟我说 Follow Me

1 A: Nǐ xǐhuan chī shénme?

B: Wǒ xǐhuan chī xiāngchángr.
Nǐ ne?

A: Wǒ xǐhuan chī jīdàn.



jīdàn



xiāngchángr

A: What do you like to eat?

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

A: I like to eat eggs.

2 A: Nǐ xǐhuan shénme yùndòng?

B: Wǒ xǐhuan dǎ lánqiú. Nǐ ne?

A: Wǒ xǐhuan yóuyǒng.



dǎ lánqiú



yóuyǒng

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

dǎ play

yùndòng sports

lánqiú basketball

好好儿学拼音 Learn Chinese Phonetics Better

1. 儿化 Retroflexion

 朗读 Read aloud

zhér	nǎr	nàr
xiǎoshuōr	yáshuār	yíxiàr
yíhuìr	yíkuàir	xiǎoháir
hǎowánr	fànguǎnr	yìdiǎnr
ménkǒur	shǒutàor	miàntiáor

2. 多音节连读 Read multi-syllables

 朗读 Read aloud

hē bēi kāfēi	jīntiān chūfā
ér tóng shí tāng	yóujú hé yínháng
lěng shuǐ xǐ zǎo	yóudiǎnr xiǎngfǎ
xiànzài xià kè	hùwài yùndòng
xuéxí Hán yǔ	wǒmen sùshè
bǎohù huán jing	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. nàr (there), huǒr (fire), gēr (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)、xiǎoqūr(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), xiǎoqūr (sing)...

(4) 韵母 i [ɪ] 或 i [ɿ] 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：xǐsīr(细丝儿)、guǒzhīr(果汁儿)……

When the final is i [ɪ] or i [ɿ], the original final should be changed into an [ə]

while rolling up the tongue tip. Attention should be paid to the continuity of the pronunciation, e.g. xīsīr (filament), guǒzhīr (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. 眼睛 + 看图朗读音节 Look at the pictures and read the syllables.



miàntiáor



tǔdòur



bīnggùnr



guāzīr



yǎnjìngr



bēizi gài



tiàogāor



chàng gēr

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

yǒuqūr

xiǎomír

dàn huángnr

mòshuǐr

xīn cír

ròuxiànr

yuánquānr

xiǎo niǎor



3. 朗读下列音节组合 Read the following combinations of syllables.

xiǎng chī bīnggūnr	fēicháng yǒuqùr
dú shū xiě zìr	xǐhuan chàng gēr
děng wǒ yíhuìr	hē diǎnr guǒzhīr
tā qù fànguǎnr	nèige xiǎoháir

4. → → 选择你听到的双音节并朗读

Choose the disyllables you hear and read them.

- | | | | | | |
|-----------|----------|-----------|---------|-------------|----------|
| ① xuéxí | xiūxi | ② shíjiān | shíjiàn | ③ rénmín | rénmíng |
| ④ yízhì | yízhì | ⑤ xiézuò | xiézuò | ⑥ zhēn xián | zhēnxiàn |
| ⑦ liānpén | liānpeng | ⑧ míngzhǔ | míngzú | ⑨ shíshí | shíshí |
| ⑩ jiàoshī | jiàoshì | ⑪ jīchǎng | jùchǎng | ⑫ nǎyàngr | nàyànggr |
| ⑬ dà jiē | dǎjié | ⑭ fā chóu | fā chòu | ⑮ yǔyán | yùyán |

5. → → 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 jìn B. méi jìn

(2) Māma yào mǎi_____.

- A. zhuōzi B. zhuózi

(3) Nǐ zài nǎge_____?

- A. niánjí B. niánjì

(4) Tā_____chídào.

- A. zǒngshì B. zhòngshì

(5) Wǒ xǐhuan _____.

- A. huà huār B. huà huàr

(6) Nǐ huì _____ ma?

- A. yóuyōng B. yóuyòng

(7) Tā shì _____ rén.

- A. Hénán B. Hélán

(8) Wǒ hěn hǎo, bié _____.

- A. dān xīn B. dāngxīn

(9) Zhèli hěn _____.

- A. jìn B. jìng

(10) Tāmen qù _____.

- A. fāyán B. fāyuàn

(11) Bàba _____ le.

- A. shàng bān B. xià bān

(12) Gěi nǐ _____.

- A. fābiǎo B. fāpiào

6. → → 写出你听到的音节并朗读

Write down the syllables you hear and read them.

- | | | |
|-----------------|---------------------|----------------------|
| (1) _____ xíng | (2) kè _____ | (3) lǎo _____ |
| (4) mó _____ | (5) jiàng _____ | (6) wán _____ |
| (7) _____ dìng | (8) gè _____ | (9) chéng _____ |
| (10) _____ huór | (11) _____ wù _____ | (12) _____ xué _____ |

7. 连线并朗读

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

力 子 七 八 中 天 目 雨 石 见

shí
bā
zhōng
lì
zǐ
qī
tiān
jiàn
mù
yǔ

8. 对话练习 Complete the dialogues.

(1) A: Nǐ _____?

B: Wǒ xǐhuan chī jídàn.



xiāngchángr



yú



xiā

(2) A: _____?

B: Wǒ xǐhuan dǎ lánqiú.



yóuyǒng



diào yú



dǎ bǎolíngqiú



tī zúqiú

9. 课堂用语 Classroom language.

- (1) Lǎoshī, wǒ bìng le,
bù néng shàng kè.
I'm sorry, teacher. I'm ill. I can't go to
the class.
- (2) Lǎoshī, wǒ yóudiǎnr bù
shūfu, wǒ xiǎng huíqu xiūxi.
I'm sorry, teacher. I'm not feeling very
well. I'd like to go back to have a rest.

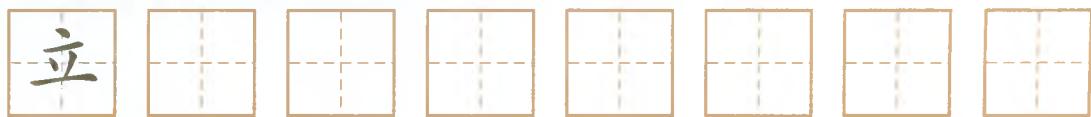
学汉字 Learn to Write Chinese Characters

1. 学习基本汉字 Learn basic Chinese characters



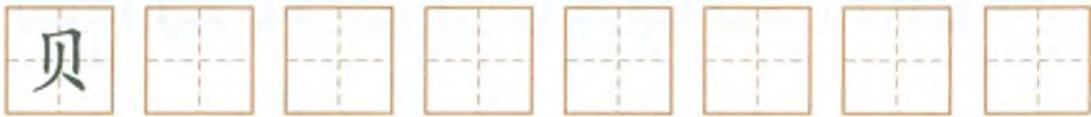
立 lì stand 5 strokes

Stroke order: 丨 丨 丨 丨 立



贝 bèi shellfish 4 strokes

Stroke order: 丨 冂 贝 贝



③  →  → 車 → 車 → 车

车

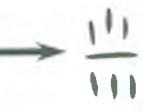
chē

vehicle

4 strokes

Stroke order: 一 卍 卄 车



④  →  → 米 → 米 → 米

米

mǐ

rice

6 strokes

Stroke order: 丶 丶 卌 半 米 米



⑤  →  →  → 言 → 言

言

yán

say

7 strokes

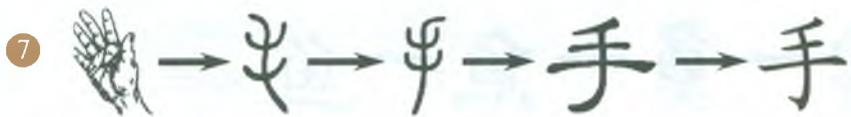
Stroke order: 丶 丶 丶 丶 言 言 言





舌 shé tongue 6 strokes

Stroke order: 一 二 千 千 舌 舌



手 shǒu hand 4 strokes

Stroke order: 一 二 三 手



足 zú foot 7 strokes

Stroke order: 一 口 口 尸 尸 足





鸟 niǎo bird 5 strokes

Stroke order: | フ ホ ハ 鸟 鸟



鱼 yú fish 8 strokes

Stroke order: | フ ハ フ フ フ 角 鱼 鱼



2. 汉字的合成 Combination of Chinese characters

① 木 + 木 → 林 (lín forest)

日 + 月 → 明 (míng bright)

② 女 + 马 → 妈 (mā mother)

口 + 门 → 问 (wèn ask)

生词索引 Vocabulary

C

chāzi	fork	7
chāoshì	supermarket	5
chī	eat	5

huānyíng

welcome 2
change 4

D

dǎ	play	8
dāozi	knife	7
duì	right; yes	4
duōshao	how many; how much	3

J

jiā	family	7
jiào	name (v.)	2
jīn	half a kilo	3

K

kěyǐ	not bad	1
kuàizi	chopsticks	7

F

Fǎguó	France	2
fàn	meal	7

L

lánqiú	basketball	8
lǎoshī	teacher	2
liúxuéshēng	foreign student	4

G

gāoxìng	happy	6
gěi	give	3
guó	country	6

M

mǎi	buy	3
měiyuán	U.S. dollar	4
míngzì	name	6

H

hǎo	good; fine	1
hē	drink	3
hěn	very	2

N

nǎ	which	6
----	-------	---

nǎr	where	5
nǐ	you	1
nǐmen	you (plural form)	1
nín	you (polite form)	1

xǐhuan	like; be fond of	8
xièxie	thanks	2

Q

qián	money	4
qù	go	4

Y

yào	want	3
yíxiē	some	5
yòng	use	7
yǒu	have	4
yùndòng	sports	8

R

rén	people	2
rénmínbì	RMB	4
rènshi	know	6

Z

zàijiàn	good-bye	4
zǎoshang	morning	2
zěnmeyàng	how	2
zhàopiàn	photo	7
zhè(zhèi)	this	2
Zhōngguó	China	6

S

shēntǐ	health	2
shénme	what	3
shì	be	2
shūcài	vegetable	5
shuǐguǒ	fruit	3

T

Tàiguó	Thailand	6
--------	----------	---

W

wǒ	I, me	3
wǒmen	we; us	4

汉字索引

Index of Chinese Characters

B			M			四	sì	5
八	bā	7	马	mǎ	5			
贝	bèi	8	门	mén	4	T		
			米	mǐ	8	天	tiān	7
C			木	mù	3	田	tián	6
车	chē	8	目	mù	7	土	tǔ	3
D			N			W		
大	dà	3	鸟	niǎo	8	五	wǔ	5
刀	dāo	4	牛	niú	6			
			女	nǚ	5	X		
E			Q			下	xià	6
二	èr	3	七	qī	7	心	xīn	6
H			R			Y		
火	huǒ	6	人	rén	3	言	yán	8
J			日	rì	4	羊	yáng	6
见	jiàn	7				一	yī	3
九	jiǔ	4	S			衣	yī	5
			三	sān	3	鱼	yú	8
K			山	shān	4	雨	yǔ	7
口	kǒu	4	上	shàng	6	月	yuè	4
			舌	shé	8	云	yún	5
L			十	shí	6			
力	lì	7	石	shí	7	Z		
立	lì	8	手	shǒu	8	中	zhōng	7
六	liù	5	水	shuǐ	5	子	zǐ	7
						足	zú	8