



孔子学院总部/国家汉办
Confucius Institute Headquarters (Hanban)

标准教程 STANDARD COURSE

HSK

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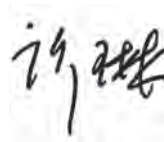
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序

2009年全新改版后的HSK考试，由过去以考核汉语知识水平为主，转为重点评价汉语学习者运用汉语进行交际的能力，不仅在考试理念上有了重大突破，而且很好地适应了各国汉语教学的实际，因此受到了普遍欢迎，其评价结果被广泛应用于汉语能力的认定和作为升学、就业的重要依据。

为进一步提升孔子学院汉语教学的水平和品牌，有必要建立一套循序渐进、简便易学、实用高效的汉语教材体系和课程体系。此次经国家汉办授权，由汉考国际（CTI）和北京语言大学出版社联合开发的《HSK标准教程》，将HSK真题作为基本素材，以自然幽默的风格、亲切熟悉的话题、科学严谨的课程设计，实现了与HSK考试内容、形式及等级水平的全方位对接，是一套充分体现考教结合、以考促学、以考促教理念的适用教材。很高兴把《HSK标准教程》推荐给各国孔子学院，相信也会对其他汉语教学机构和广大汉语学习者有所裨益。

感谢编写组同仁们勇于开拓的工作！



许琳

孔子学院总部 总干事
中国国家汉办 主任

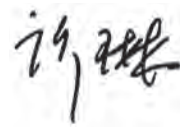
2013年11月16日

Foreword

Revised in 2009, the new HSK test has shifted the focus from testing Chinese language proficiency to the assessment of learners' ability to use Chinese in communication. It has made a major breakthrough concerning the concept of testing and adapted to the reality of Chinese language teaching in other countries. As a result, it is widely well-received, its evaluation results being used to define one's Chinese competence and considered an important criterion for further education or employment.

To promote the image and standards of Confucius Institutes in Chinese language teaching, it is necessary to establish a system of step-by-step, easy, practical and highly efficient Chinese language teaching materials and courses. Authorized by Hanban, *HSK Standard Course* is developed under the joint efforts of Chinese Testing International (CTI) and Beijing Language and Culture University Press. With HSK test papers as its primary source, *HSK Standard Course* is characterized by **a humorous style, familiar topics and a scientific course design**. Matching the HSK test in all aspects, from the content, form to the levels, it is a highly applicable series of course books, which puts the idea of “combining testing and teaching, and promoting learning and teaching by testing” into practice. I'm glad to recommend *HSK Standard Course* to the Confucius Institutes in different countries and to other educational institutions of Chinese language as well as Chinese language learners in the belief that it will benefit them all.

Thanks go to the team of authors and editors who have done the pioneering work!



Xu Lin

Chief Executive of the Confucius Institute Headquarters

Director-General of Hanban

November 16th, 2013

前言

自2009年国家汉办推出了新汉语水平考试（HSK）以来，HSK考生急剧增多。2012年全球HSK考生人数达到31万人，2013年第一季度已达7万人左右。随着汉语国际教育学科的不断壮大、海外孔子学院的不断增加，可以预计未来参加HSK考试的人员会越来越多。面对这样一个庞大的群体，如何引导他们有效地学习汉语，使他们在学习的过程中既能全方位地提高汉语综合运用能力，又能在HSK考试中取得理想成绩，一直是我们思考和研究的问题。编写一套以HSK大纲为纲，体现“考教结合”、“以考促教”、“以考促学”特点的新型汉语系列教材应当可以满足这一需求。在国家汉办考试处和北京语言大学出版社的指导下，我们结合多年的双语教学经验和对汉语水平考试的研究心得，研发了这套新型的考教结合系列教材《HSK标准教程》系列（以下简称“教程”）。

一、编写理念

进入21世纪，第二语言教学的理念已经进入后方法时代，以人为本，强调小组学习、合作学习，交际法、任务型语言教学、主题式教学成为教学的主流，培养学习者的语言综合运用能力成为教学的总目标。在这样一些理念的指导下，“教程”在编写过程中体现了以下特点：

1. 以学生为中心，注重培养学生的听说读写综合运用能力

“考教结合”的前提是为学生的考试服务，但是仅仅为了考试就会走到应试的路子上去，这不是我们编教的初衷。如何在为考试服务的前提下重点提高学生的语言能力是我们一直在探索的问题，也是本套教材的特色之一。以HSK一、二级为例，这两级的考试只涉及听力和阅读，不涉及说和写，但是在教材中我们从一级开始就进行有针对性的语音和汉字的学习和练习，并且吸收听说法和认知法的长处，课文以“情景+对话+图片”为主，训练学生的听说技能。练习册重点训练学生的听力、阅读和写的技能，综合起来培养学生的听说读写能力。

2. 融入交际法和任务型语言教学的核心理念

交际法强调语言表达的得体性和语境的作用，任务型语言教学强调语言的真实性和在完成一系列任务的过程中学习语言，两种教学法都强调语言的真实和情境的设置，以及在交际过程中培养学生的语言能力。HSK考试不是以哪一本教材为依据进行的成绩测试，而是依据汉语水平考试大纲而制定的，是考查学习者语言能力的测试。基于这样的认识，“教程”编写就不能像以往教材那样，以语言点为核心进行举一反三式的重复和训练，这样就不能应对考试涉及的方方面面的内容，因此我们在保证词语和语法点不超纲的前提下，采取变换情境的方式，让学习者体会在不同情境下语言的真实运用，在模拟和真实体验中学习和习得汉语。

3. 体现了主题式教学的理念

主题式教学是以内容为载体、以文本的内涵为主体所进行的一种语言教学活动，它强调

内容的多样性和丰富性，一般来说，一个主题确定后，通过接触和这个主题相关的多个方面的学习内容，加速学生对新内容的内化和理解，进而深入探究，培养学生的创造能力。“教程”为了联系学生的实际，开阔学生的视野，从四级分册开始以主题引领，每个主题下又分为若干小主题，主题之间相互联系形成有机的知识网络，使之牢固地镶嵌在学生的记忆深处，不易遗忘。

二、“教程”的特色

1. 以汉语水平考试大纲为依据，逐级编写“教程”

汉语水平考试（HSK）共分六个等级，“教程”编教人员仔细研读了“大纲”和出题指南，并对大量真题进行了统计、分析。根据真题统计结果归纳出每册的重点、难点、语言点、话题、功能、场景等，在遵循HSK大纲词汇要求的前提下，系统设计了各级别的范围、课时等，具体安排如下：

教材分册	教学目标	词汇量（词）	教学时数（学时）
教程1	HSK（一级）	150	30-34
教程2	HSK（二级）	300	30-36
教程3	HSK（三级）	600	35-40
教程4（上/下）	HSK（四级）	1200	75-80
教程5（上/下）	HSK（五级）	2500	170-180
教程6（上/下）	HSK（六级）	5000及以上	170-180
总计：9册		5000以上	510-550

这种设计遵循汉语国际教育的理念，注重教材的普适性、应用性和实用性，海内外教学机构可根据学时建议来设计每册书完成的年限。比如，一级的《教程1》规定用34学时完成，如果国内周课时是8课时的话，大概一个月左右就能学完；在海外如果一周是4课时的话，就需要两个月的时间能学完。以此类推。一般来说，学完《教程1》就能通过一级考试，同样学完《教程2》就能通过二级考试，等等。

2. 每册教材配有练习册，练习册中练习的形式与HSK题型吻合

为了使学习者适应HSK的考试题型，教材的各级练习册设计的练习题型均与HSK考试题型吻合，从练习的顺序到练习的结构等都与考题试卷保持一致，练习的内容以本课的内容为主，目的是学习者学完教材就能适应HSK考试，不需额外熟悉考试形式。

3. 单独设置交际练习，紧密结合HSK口试内容

在HSK考试中，口试独立于笔试之外，为了培养学生的口语表达能力，在教程中，每一课都提供交际练习，包括双人活动和小组活动等，为学习者参加口试提供保障。

本套教程在策划和研发过程中得到了孔子学院总部/国家汉办、北京语言大学出版社和汉考国际（CTI）的大力支持和指导，是全体编者与出版社总编、编辑和汉办考试处、汉考国际命题研发人员集体智慧的结晶。本人代表编写组对以上机构和各位参与者表示衷心的感谢！我们希望使用本教程的师生，能够毫无保留地把使用的意见和建议反馈给我们，以便进一步完善，使其成为教师好教、学生好学、教学好用的好教程。

姜丽萍

2013年11月

Preface

Since 2009 when Hanban introduced the New Chinese Proficiency Test (HSK), there has been a rapid increase in the number of HSK candidates as the number of Chinese learners keeps growing. The global number of HSK candidates reached 310,000 in 2012, and the number in the first quarter of 2013 alone was around 70,000. With International Chinese Education gaining more strength as an academic discipline and more Confucius Institutes being established in the world, the number of HSK candidates will be even larger in the future. How to guide such a huge group to learn Chinese effectively and how to help them improve their Chinese language skills in all aspects and achieve good results in the HSK test are the questions we've always been thinking about and studying on. We believe that compiling a series of course books based on the Chinese Proficiency Test Syllabus which “combines testing and teaching” and “promotes teaching and learning by testing” could be a solution. Under the guidance of the Chinese Tests Center of Hanban and Beijing Language and Culture University Press, we developed *HSK Standard Course* (hereinafter referred to as Course), a series of new type of course books combining testing and teaching, based on years' experience of Chinese teaching and research on HSK.

I . Concepts of Compilation

In the 21st century, the idea of second language teaching has entered a post-methodological age, in which it is people-oriented, emphasizing group study and cooperation, embracing the communicative, task-based and theme-based approaches and aiming at developing learners' integrated language skills. Under the guidance of these concepts, the compilation of the Course has displayed the following features:

1. Students-Centered, and Stressing the Development of Students' Integrated Language Skills

The premise of the concept “combination of testing and teaching” is to serve students' needs for taking the test, but it is not merely about test-taking. Our concern is how to improve students' language skills under the premise of serving their needs for taking the test, which is also one of the distinctive features of this series. Take HSK Level 1 and Level 2 tests for instance. Though tests at Levels 1-2 have only listening and reading parts, not involving speaking and writing, we've still provided pertinent materials and exercises for Chinese pronunciation and characters in the course books at these levels. Besides, absorbing the strengths of the aural-oral and cognitive approaches, the texts are mainly made up of “situations + dialogues + pictures” which cultivate students' listening and speaking skills, and the workbooks focus on training students' listening, reading and writing skills so as to improve their integrated language ability.

2. Integrating the Essential Ideas of the Communicative Approach and Task-Based Language Teaching

The communicative approach stresses the appropriateness in language use and the role of context, while task-based language teaching emphasizes the authenticity of language and the acquisition of language through tasks. Both approaches attach much importance to the authenticity of language, the design of situations as well as the development of language skills in communication. HSK is not an achievement test based on any textbook; it is a proficiency test assessing learners' language abilities, designed on the basis of the Chinese

Proficiency Test Syllabus. Bearing this in mind, we are aware that the Course cannot be written in the same way as the existing textbooks which require students to do repeated practice and drills on language points rather than covering every aspect that may be tested. Therefore, while ensuring the words and grammar points used are within the Syllabus, we employ different situations to give students a direct sense of how language is used in real life and help them learn and acquire the language through imitation and personal experiences.

3. Reflecting the Concept of Theme-Based Teaching

Theme-based teaching is a language teaching activity focusing on the content and the connotation of the text. It emphasizes the diversity and richness of content. Generally, after a theme is chosen, students will be exposed to materials related to various aspects of the theme, in which way their internalization and understanding of the new content is accelerated; by further probing into the theme, students' creativity may be developed. To relate to students' reality and broaden their horizon, starting in Book 4, the Course uses themes as leads, each theme divided into smaller themes. The themes are interrelated with each other, forming an organic network of knowledge that will stay firmly in students' memory.

II. Features of the Course

1. Written Level by Level with the Syllabus as Its Basis

The HSK test is made up of six levels. The authors of the Course have done a thorough study of the Syllabus and the question designing guidebook and made a statistical analysis of plenty of past tests as well. Based on the result of our study and analysis, we've summed up the focuses, difficulties, language points, topics, functions and situations etc. for each book, while sticking to the vocabulary required in the Syllabus, systematically defined the scope and class hours for each level. The specifics are as follows:

Volume	Objective	Vocabulary	Class Hours
Book 1	HSK (Level 1)	150	30-34
Book 2	HSK (Level 2)	300	30-36
Book 3	HSK (Level 3)	600	35-40
Book 4 (Volumes 1 & 2)	HSK (Level 4)	1,200	75-80
Book 5 (Volumes 1 & 2)	HSK (Level 5)	2,500	170-180
Book 6 (Volumes 1 & 2)	HSK (Level 6)	5,000 and above	170-180
Total: 9 volumes		Above 5,000	510-550

The design observes the idea of International Chinese Education, with attention paid to the general applicability and practical use of the course books. Educational institutions in China and outside can decide the time span for each book referring to the number of class hours suggested above. For example, it is suggested Book 1 be finished in 34 class hours, so it will take one month with eight class hours devoted to it per week or two months with four class hours per week, etc. Generally speaking, students can pass Level 1 test after finishing Book 1 and Level 2 test after finishing Book 2, so on and so forth.

2. Each Textbook Supported by a Workbook of Exercises Matching the HSK Test

In order to familiarize learners with the question types of HSK, the workbooks at all levels provide the exact same types of exercises, arranged in the same order and structure also, with the content focused on the specific lesson. In this way, learners will get familiar with HSK by using the course books alone rather than spending extra time in trying to get used to the form of the test.

3. Independent Communicative Exercises Serving the Need for Taking the HSK Oral Test

The HSK oral test is independent from the written test. To develop students' ability of oral expression, every lesson in the Course provides communicative exercises including pair work and group work to prepare learners for the oral test.

During its planning and development, this series has received much support and guidance from Confucius Institute Headquarters (Hanban), Beijing Language and Culture University Press and Chinese Testing International (CTI). It is a product of the authors, the chief editor and editors from the publishing house and the test-designing team in the Chinese Test Office of Hanban and CTI working together. I hereby extend sincere gratitude to the above-mentioned organizations and participants on behalf of the authors' team. Any opinions or suggestions from the teachers and students using the book will be heartily appreciated. With your feedback, we'll improve the series, making it better serve the users.

Jiang Liping
November, 2013

本册说明

《HSK标准教程1》适合未系统学习过汉语的零起点学习者以及准备参加HSK（一级）考试的汉语学习者使用。

一、全书共15课，除第1课、第2课以语音为主外，从第3课开始每课围绕一个主题，分3个场景，每个场景1~2个话轮安排对话，每课10~15个生词，3~4个语言点注释。一级教程编写严格遵循HSK（一级）大纲规定的150词，本册教程只有10个超纲词（在书中用“*”标识），而且这些超纲词都是二、三级词语。每课建议授课时间为2~3学时。

二、第1课、第2课是语音学习的入门阶段，系统介绍汉语的声母、韵母、声调、音节结构等语音基本知识，目的在于使学习者全面了解并掌握汉语的基本语音面貌，为后面进一步学习打下良好的语音基础，因此发音示范、正音、纠音是教学的重点和难点。本书语音部分以图文并茂的形式介绍语音，力求使学习者在入门阶段就把音和义结合起来，提高学习兴趣。本部分除了语音知识的介绍以外，课文部分还给出了打招呼、告别、致谢、道歉等常用的简短表达方式，教学时建议把语音练习和交际练习结合起来。

三、第3课到第15课每课设置热身、课文（含生词）、注释、练习、拼音、汉字、运用七个部分；每5课设置一个文化板块，以介绍相关的文化背景知识为主。

1. 热身。热身部分主要使用图片进行本课重点词语、短语的导入，教师可以根据教学需要安排学习者对热身部分的内容提前预习，充分调动学习者的学习积极性，课上教师在使用这部分的图片和文字内容时方法可不拘一格，目的是以直观的形式帮助学习者进行新知识的学习，提高学习者的学习兴趣和效率。

2. 课文。每课课文包含三个不同的情景，每个情景有1~2个话轮。与传统教材针对一段内容反复操练重点句型和生词的形式不同，本教材以大纲中的词语为重点，将词语与HSK（一级）考试真题句编入课文对话中，并在不同情景下进行复现。这样的设计既能帮助学习者熟悉语言真实的使用环境，又能引导学习者适应快速的情景转换，为HSK（一级）考试中的听力和阅读部分打好基础。

3. 注释。本教程弱化语法，语言点讲解采用注释的方式，多用表格形式展示，力求简洁、清楚、易学易懂。每个语法项目的解释只涉及本课课文中的用法，并从易到难搭配例句，其中变颜色的例句为该语言点在课文中的原句。采用注释的方式处理语言点，一方面希望减少零起点汉语初学者的学习压力和畏难情绪，另一方面也贯彻了本教材以练代讲、多练少讲的原则。

4. 练习。练习环节安排在每课语言点注释之后。练习的内容为本课新学的语言点和重点词语，目的是使当天学习的内容得到及时强化，并训练学生的听说能力和语言交际能力。练习形式主要有回答问题、图片描述、完成句子等，这些练习形式也与HSKK初级口语考试题型相

吻合，也在为学习者的口语考试做铺垫。练习采用比较直观的方式，这个环节教师可以灵活安排，可以在课文讲练之后使用，也可以在语法解释之后使用，更可以在本课小结时用来检测学习者的学习情况。

5. 拼音。语音部分第3到第5课主要介绍声母、韵母重点和难点音的发音辨析，教学时建议以语音训练为主，不必逐词讲解词义，学习者能够掌握正确的发音即可。第6课到第15课主要介绍双音节词语、三音节词语以及含有轻声音节词语的声调搭配，其中，双音节词语的声调搭配是教学重点。每个双音节词语的声调模式都给出了一个标准词并配图片作为学习者模仿记忆的范本，力求使之成为以后其他词语声调模式的发音参照。

6. 汉字。汉字教学内容为17个笔画，6个笔顺，7个汉字结构，52个独体字和18个偏旁。独体字教学贯穿汉字教学的始终，通过对前三级的600个词进行统计，选出其中最常用、构字能力最强的52个独体字进入一级教学中。第1课到第6课介绍基本笔画，从第7课开始进行偏旁教学，每课介绍两个易学、常见、构字能力强的偏旁，并给出两个例字。一级汉字主要进行认读的训练，只对17个基本笔画和52个独体字有书写要求。

7. 运用。一级主要设计有互动性强的双人活动和交际性强的小组活动，以提高学生的汉语综合运用能力。

8. 文化。一级共安排三个文化点，分布在第5课、第10课和第15课。针对本级别的学习者所选取的文化点主要是日常生活交往方面的交际性文化。三个文化点分别为：中国人对年龄的询问方法，中国人姓名的特点，中国人经常使用的通信工具。建议教师结合该部分的图片和内容，引入一些中国文化的探讨和交流内容，可以使用媒介语。

以上是对本教材课本教程使用方法的一些说明和建议。在教学过程中您可以根据实际情况灵活使用本教材。对于零起点汉语学习者来说，这是他们学习汉语的入门教材。我们希望打破汉语很难的印象，让学习者学得快乐、学得轻松、学得高效。学完本书，就可以通过HSK相应级别的考试来检测自己的能力和水平。希望本教材可以帮助每位学习者在学习汉语的道路上开个好头并走得更远。

A Guide to the Use of This Book

HSK Standard Course 1 is suitable for learners of Chinese without systematic Chinese learning experience and those who are going to take the HSK Level 1 test.

I. The book is composed of 15 lessons. Except Lesson 1 and Lesson 2 focusing on pronunciation, each of the rest lessons centers on a topic in three situations, each with 1-2 dialogues. Each lesson teaches 10-15 new words and presents notes on 3-4 language points. The book was written strictly abiding by the 150 words required in the Syllabus (with only 10 words not included in the Syllabus, which are words at Level 2 or 3, marked with “*” in the book). We suggest each lesson take 2-3 hours.

II. Marking the beginning stage of pronunciation learning, Lesson 1 and Lesson 2 systematically introduce initials, finals, tones, syllabic structures and other basic phonetic knowledge. The aims are to help students comprehensively understand and master the basics of Chinese pronunciation and lay a sound foundation for further study. As a result, the demonstration and correction of pronunciation are the emphases and difficult parts in instruction. Pronunciation in this book is presented with illustrations and texts, striving to help students integrate pronunciation with meaning at the beginning stage of their learning and to arouse their interest in learning. In this part, besides introducing phonetic knowledge, the texts also provide short and simple expressions in greeting, saying good-bye, expressing gratitude, and making apologies, etc. We suggest the pronunciation drills be combined with communicative exercises in teaching.

III. Each of Lessons 3-15 comprises 7 parts, namely, Warm-up, Text (with new words), Notes, Exercises, *Pinyin*, Characters and Application. A cultural note is designed after every five lessons, which introduces pertinent cultural background information.

1. Warm-up. In this part, pictures are used to lead in the key words and phrases. According to the teaching needs, the teacher can ask students to preview this part in order to bring their learning initiative into full play. Teachers can employ various means in using the pictures and words in class, which will intuitively help students learn the new language points and increase their interest and efficiency in learning.

2. Text. Every text comprises three situations, each with 1-2 dialogues. In contrast to the repeated practice of the key sentence patterns and new words in traditional textbooks, this textbook focuses on the words in the Syllabus, selects words and expressions from the past HSK tests and presents them repeatedly in the dialogues of the texts in different situations. Such a design will familiarize students with real-life situations where the language is used, guide them to make a quick adaption to the change of situations, thus lay a sound foundation for the parts of listening and reading comprehension in the HSK Level 1 test.

3. Notes. The book deliberately puts less emphasis on grammar. The grammar points are explained with notes. Many tables are used to demonstrate them to ensure the explanations to be concise, clear and easy to understand. For each grammar item, only the usage relevant to the current lesson is covered and provided with example sentences from easy to difficult, of which the sentence in colored print is the one in the current lesson. The purposes of explaining language points with notes are twofold. On the one hand, it will alleviate the pressure of learning on and fear of difficulty of beginners; on the other hand, it implements the principles of “replacing lecture with practice” and “doing more practice and having less lecture”.

4. Exercises. The exercises are designed after the notes in each lesson, in which the language points and key words learned in the current lesson are practiced, aiming to consolidate what's just been learned and to train students' listening, speaking and communication skills. The types of the exercises include answering questions, describing pictures, completing sentences and group activities, etc, which conform to the question types in the elementary-level HSKK oral test and therefore prepare students for the test. The exercises are presented intuitively. The way of doing these exercises can be arranged flexibly by the teacher. Students can either do the exercises after the explanation and practice of the text, or after the teacher explains the grammar points. These exercises can also be used to evaluate students' learning at the end of the lesson.

5. Pinyin. In the part of pronunciation in Lessons 3-5, the pronunciation of the major and difficult finals and initials are differentiated. We suggest that teachers put emphasis on training in pronunciation rather than meaning of the words. It will be enough if students can pronounce the words correctly. Lessons 6-15 mainly introduce the tone collocation of disyllabic words, trisyllabic words, and words with a neutral tone, the first of which is the focus of instruction. The tone pattern of each disyllabic word is provided with an example word and illustration for students to imitate and memorize, which will provide reference for the tone patterns of other words in the later stage of learning.

6. Characters. This part teaches 17 strokes, 6 stroke orders, 7 structures of Chinese characters, 52 single-component characters and 18 radicals. Teaching of single-component characters is conducted throughout the teaching of characters. Through a statistical study of the 600 words of Levels 1-3, the authors have included in Book 1 the most common 52 single-component characters with the strongest character-forming ability. Lessons 1-6 introduce the basic strokes. Starting in Lesson 7, radicals are taught, with each lesson introducing two easy, common radicals with strong character-forming ability, for each of which, two example characters are provided. Students mainly learn to recognize and read the characters of Level 1; they are only required to write 17 basic strokes and 52 single-component characters.

7. Application. This part in Book 1 mainly includes interaction-oriented pair work and communication-oriented group work to improve students' integrated language skills.

8. Culture. There are altogether 3 cultural notes in Book 1, which are presented in Lesson 5, Lesson 10 and Lesson 15 respectively. Targeted at the students of this level, three cultural notes about daily communication are selected, i.e., asking about one's age in Chinese way, the characteristics of Chinese names, and common communication tools Chinese people often use. We suggest, while presenting the pictures and texts, teachers lead in some discussion and communication concerning Chinese culture. Intermediate language may be used.

The above are some directions and suggestions about the use of this textbook. You may use this textbook flexibly according to the actual teaching situations. For total beginners, this is their entry-level Chinese learning material. We strive to make Chinese easier to learn, so that students could study the language happily, effortlessly and efficiently. Upon finishing this book, students can check their language abilities and proficiency using the HSK test of the corresponding level. We hope this textbook can help every student have a good start and make further progress in their Chinese learning.

目录 Contents

	课文 Lesson	页码 Page	词汇 Words/Phrases	注释 Notes
1	你好 Hello	2	你、好、*您、你们、 对不起、没关系	
2	谢谢你 Thank you	8	谢谢、不、不客气、 再见	
3	你叫什么名字 What's your name	14	叫、什么、名字、我、 是、老师、吗、学生、 人 李月、中国、美国	1. 疑问代词“什么” The Interrogative Pronoun “什么” 2. “是”字句 The “是” Sentence 3. 用“吗”的疑问句 Interrogative Sentences with “吗”
4	她是我的汉语老师 She is my Chinese teacher	22	她、谁、的、汉语、 哪、国、呢、他、 同学、朋友	1. 疑问代词“谁”、“哪” The Interrogative Pronouns “谁” and “哪” 2. 结构助词“的” The Structural Particle “的” 3. 疑问助词“呢”(1) The Interrogative Particle “呢”(1)
5	她女儿今年二十岁 Her daughter is 20 years old this year	30	家、有、*口、女儿、 几、岁、了、今年、 多、大	1. 疑问代词“几” The Interrogative Pronoun “几” 2. 百以内的数字 Numbers below 100 3. “了”表变化 “了” Indicating a Change 4. “多+大”表示疑问 The Interrogative Phrase “多+大”

拼音 Pinyin

- 汉语拼音的声母和韵母 (1) :
Initials and Finals of Chinese *Pinyin* (1):
b, p, m, f, d, t, n, l, g, k, h, j, q, x
i, u, ü, er, a, ia, ua, o, uo, e, ie, üe, ai, uai, ei, uei (ui), ao, iao
- 汉语的声调 (四声) Tones (Four Tones)
- 汉语的音节 Chinese Syllables
- 两个三声音节的连读变调 Tone Sandhi: 3rd tone + 3rd tone

- 汉语拼音的声母和韵母 (2) :
Initials and Finals of Chinese *Pinyin* (2):
zh, ch, sh, r, z, c, s
ou, iou (iu), an, ian, uan, üan, en, in, uen (un), ün, ang, iang, uang, eng, ing, ueng, ong, iong
- 汉语的轻声 The Neutral Tone
- 拼音规则 (1) : 标调法和省写
Rules of *Pinyin* (1): Tone Marking and Abbreviation

- 发音辨析: 声母 j, q, x 和 z, c, s
Differentiation: pronunciation of the initials j, q, x and z, c, s
- 发音辨析: 韵母 i, u, ü
Differentiation: pronunciation of the finals i, u, ü
- “不”的变调 Tone Sandhi of “不 (bù)”
- 拼音规则 (2) : 单韵母 ü 和 ü 开头的韵母跟 j, q, x 相拼的规则
Rules of *Pinyin* (2): ü or finals led by ü with j, q, x

- 发音辨析: 声母 zh, ch, sh, r
Differentiation: pronunciation of the initials zh, ch, sh, r
- 发音辨析: 前鼻音韵母 n 和后鼻音韵母 ng
Differentiation: pronunciation of the alveolar nasal n and the velar nasal ng
- “一”的变调 Tone Sandhi of “一 (yī)”
- 拼音规则 (3) : y, w 的用法
Rules of *Pinyin* (3): use of y and w

- 儿化的发音 The Retroflex Final
- 发音辨析: 以 i, u, ü 开头的韵母
Differentiation: pronunciation of finals beginning with i, u, ü
- 声母送气音和不送气音发音的区别
Difference between Aspirated and Unaspirated Initials
- 拼音规则 (4) : 隔音符号
Rules of *Pinyin* (4): syllable-dividing mark

汉字 Characters

- 汉字的笔画 (1) :
Strokes of Chinese Characters (1):
一、丨、丿、丶、㇇
- 认识独体字 : Single-Component Characters:
一、二、三、十、八、六

- 汉字的笔画 (2) :
Strokes of Chinese Characters (2):
フ、㇇、丿
- 认识独体字 : Single-Component Characters:
口、见、山、小、不

- 汉字的笔画 (3) :
Strokes of Chinese Characters (3):
㇇、㇇
- 认识独体字 : Single-Component Characters:
月、心、中、人
- 汉字的笔顺 (1) : 先横后竖, 先撇后捺
Stroke Order (1): horizontal preceding vertical and left-falling preceding right-falling

- 汉字的笔画 (4) :
Strokes of Chinese Characters (4):
㇇、乙
- 认识独体字 : Single-Component Characters:
七、儿、几、九
- 汉字的笔顺 (2) : 从上到下, 从左到右
Stroke Order (2): top preceding bottom and left preceding right

- 汉字的笔画 (5) :
Strokes of Chinese Characters (5):
㇇、㇇
- 认识独体字 : Single-Component Characters:
水、女、了、大
- 汉字的笔顺 (3) : 先外后内, 先中间后两边
Stroke Order (3): outside preceding inside and middle preceding sides

	课文 Lesson	页码 Page	词汇 Words/Phrases	注释 Notes
6	我会说汉语 I can speak Chinese	40	会、说、妈妈、菜、 很、*好吃、做、写、 汉字、字、怎么、读	1. 能愿动词“会”(1) The Modal Verb “会”(1) 2. 形容词谓语句 Sentences with an Adjectival Predicate 3. 疑问代词“怎么”(1) The Interrogative Pronoun “怎么”(1)
7	今天几号 What's the date today	48	请、*问、今天、号、 月、星期、昨天、 明天、去、学校、 看、书	1. 日期的表达(1):月、日/号、 星期 Expression of a Date (1): month, date, day of the week 2. 名词谓语句 Sentences with a Nominal Predicate 3. 连动句(1):去+地方+做 什么 Sentences with a Serial Verb Construction (1): 去 + place + to do sth.
8	我想喝茶 I'd like some tea	56	想、喝、茶、吃、 米饭、下午、商店、 买、个、杯子、这、 多少、钱、块、那	1. 能愿动词“想” The Modal Verb “想” 2. 疑问代词“多少” The Interrogative Pronoun “多少” 3. 量词“个”、“口” The Measure Words “个” and “口” 4. 钱数的表达 Expression of the Amount of Money
9	你儿子在哪儿工作 Where does your son work	64	小、猫、在、那儿、 狗、椅子、下面(下)、 在、哪儿、工作、 儿子、医院、医生、 爸爸	1. 动词“在” The Verb “在” 2. 疑问代词“哪儿” The Interrogative Pronoun “哪儿” 3. 介词“在” The Preposition “在” 4. 疑问助词“呢”(2) The Interrogative Particle “呢”(2)
10	我能坐这儿吗 Can I sit here	72	桌子、上、电脑、和、 本、里、前面、后面、 这儿、没有(没)、 能、坐 王方、谢朋	1. “有”字句:表示存在 The “有” Sentence: indicating existence 2. 连词“和” The Conjunction “和” 3. 能愿动词“能” The Modal Verb “能” 4. 用“请”的祈使句 Imperative Sentences with “请”

拼音 Pinyin

汉字 Characters

双音节词语的声调搭配 (1): 一声和各声调的搭配
Tone Collocation in Disyllabic Words (1): 1st tone + 1st/2nd/3rd/4th tone

1. 汉字的笔画 (6):
Strokes of Chinese Characters (6):
㇇、㇈、㇉
2. 认识独体字: Single-Component Characters:
东、我、西
3. 汉字结构 (1): 独体结构与合体结构
Structure of Chinese Characters (1): single-component and compound

双音节词语的声调搭配 (2): 二声和各声调的搭配
Tone Collocation in Disyllabic Words (2): 2nd tone + 1st/2nd/3rd/4th tone

1. 认识独体字: Single-Component Characters:
四、五、书
2. 汉字结构 (2): 左右结构与左中右结构
Structure of Chinese Characters (2): left-right and left-middle-right
3. 汉字偏旁“讠”和“讠”
Chinese Radicals: “讠” and “讠”

双音节词语的声调搭配 (3): 三声和各声调的搭配
Tone Collocation in Disyllabic Words (3): 3rd tone + 1st/2nd/3rd/4th tone

1. 认识独体字: Single-Component Characters:
少、个
2. 汉字结构 (3): 上下结构与上中下结构
Structure of Chinese Characters (3): top-bottom and top-middle-bottom
3. 汉字偏旁“辶”和“口” Chinese Radicals:
“辶” and “口”

双音节词语的声调搭配 (4): 四声和各声调的搭配
Tone Collocation in Disyllabic Words (4): 4th tone + 1st/2nd/3rd/4th tone

1. 认识独体字: Single-Component Characters:
在、子、工
2. 汉字结构 (4): 半包围结构
Structure of Chinese Characters (4): half-enclosure
3. 汉字偏旁“辶”和“门”
Chinese Radicals: “辶” and “门”

1. 轻声音节的读法 Pronunciation of Neutral-Tone Syllables
2. 叠音词的读法 Pronunciation of Reduplicated Syllables
3. 带后缀词的读法: “-们, -子, -头”
Pronunciation of Words with the Suffix “-们”, “-子” or “-头”

1. 认识独体字: Single-Component Characters:
上、下、本、末
2. 汉字结构 (5): 全包围结构
Structure of Chinese Characters (5): enclosure
3. 汉字偏旁“口”和“礻”
Chinese Radicals: “口” and “礻”

	课文 Lesson	页码 Page	词汇 Words/Phrases	注释 Notes
11	现在几点 What's the time now	82	现在、点、分、中午、吃饭、时候、回、我们、电影、住、前北京	1. 时间的表达 Expression of Time 2. 时间词做状语 Time Word Used as an Adverbial 3. 名词“前” The Noun “前”
12	明天天气怎么样 What will the weather be like tomorrow	90	天气、怎么样、太(太……了)、热、冷、下雨(下、雨)、小姐、来、*身体、爱、些、水果、水	1. 疑问代词“怎么样” The Interrogative Pronoun “怎么样” 2. 主谓谓语句 Sentences with a Subject-Predicate Phrase as the Predicate 3. 程度副词“太” The Adverb “太” 4. 能愿动词“会”(2) The Modal Verb “会”(2)
13	他在学做中国菜呢 He is learning to cook Chinese food	98	喂、*也、学习(学)、上午、睡觉、电视、喜欢、*给、打电话、*吧 大卫	1. 叹词“喂” The Interjection “喂” 2. “在……呢”表示动作正在进行 “在……呢” Used to Indicate an Action in Progress 3. 电话号码的表达 Expression of Telephone Numbers 4. 语气助词“吧” The Modal Particle “吧”
14	她买了不少衣服 She has bought quite a few clothes	104	东西、一点儿、苹果、看见、先生、开、车、回来、分钟、后、衣服、漂亮、*啊、少(不少)、这些、都张	1. “了”表发生或完成 “了” Indicating Occurrence or Completion 2. 名词“后” The Noun “后” 3. 语气助词“啊” The Modal Particle “啊” 4. 副词“都” The Adverb “都”
15	我是坐飞机来的 I came here by air	112	认识、年、大学、饭店、出租车、*一起、高兴、听、飞机	1. “是……的”句: 强调时间、地点、方式 The Structure “是……的”: used to emphasize time, place or manner 2. 日期的表达(2): 年、月、日/号、星期 Expression of a Date (2): year, month, date, day of the week

文化: 中国人经常使用的通信工具 Culture: Common Communication Tools of Chinese People 119

词语总表 Vocabulary 120

汉字总表 Characters 128

偏旁总表 Radicals 129

汉语普通话声母韵母拼合表 Table of Combinations of Initials and Finals in Common Speech

拼音 Pinyin	汉字 Characters
<p>轻声的功能 Function of Neutral-Tone Syllables</p>	<p>1. 认识独体字 : Single-Component Characters: 午、电 2. 汉字偏旁 “阝” 和 “亻” Chinese Radicals: “阝” and “亻”</p>
<p>三音节词语的声调搭配 (1) : 一声音节开头 Tone Collocation in Trisyllabic Words (1): words starting with a first-tone syllable</p>	<p>1. 认识独体字 : Single-Component Characters: 天、气、雨 2. 汉字偏旁 “女” 和 “亻” Chinese Radicals: “女” and “亻”</p>
<p>三音节词语的声调搭配 (2) : 二声音节开头 Tone Collocation in Trisyllabic Words (2): words starting with a second-tone syllable</p>	<p>1. 认识独体字 : Single-Component Characters: 日、目、习 2. 汉字偏旁 “日” 和 “目” The Chinese Radicals: “日” and “目”</p>
<p>三音节词语的声调搭配 (3) : 三声音节开头 Tone Collocation in Trisyllabic Words (3): words starting with a third-tone syllable</p>	<p>1. 认识独体字 : Single-Component Characters 开、车、回 2. 汉字偏旁 “月” 和 “扌” Chinese Radicals: “月” and “扌”</p>
<p>三音节词语的声调搭配 (4) : 四声音节开头 Tone Collocation in Trisyllabic Words (4): words starting with a fourth-tone syllable</p>	<p>1. 认识独体字 : Single-Component Characters: 年、出、飞 2. 汉字偏旁 “艹” 和 “宀” Chinese Radicals: “艹” and “宀”</p>

