

新世界 (一)

——汉语交际之门

NEW WORLD

—— A GUIDE TO
COMMUNICATIVE
CHINESE

北京语言学院出版社

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(一)

北京外交人员语言文化中心 编

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—A GUIDE TO COMMUNICATIVE CHINESE

(1)

Beijing Language and Cultural Centre
for
Diplomatic Missions

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前言

《新世界——汉语交际之门》是为具有一定汉语基础知识,希望了解汉语交际文化,提高口语交际能力的外国学员编写的汉语教材。全书分上、下册,每册15课。上册主要培养学员初步的汉语交际能力,下册着重培养学员按照汉语交际的习惯进行有效交际活动的的能力。在本教材中,我们主要介绍交际文化;也适当地涉及有关中国传统节日及中国人民风俗习惯的其它文化知识。

本教材遵循如下的编写原则:

1. 本教材旨在通过生动活泼的日常对话,介绍人们在使用汉语交际过程中难免碰到的并应予以注意的文化现象。语言材料的选择、说话方式及禁忌等均属汉语交际文化。在本教材中,我们不只注意汉语的表面规则,如语言规则、语法规则,而且尽量体现汉语交际中的文化规则。

2. 不同文化背景的人即使在同样的情景下,选词造句、说话态度上都会有很大的差异。中国人对待批评的态度,对于赞扬的反应,中国人特有的谦虚等,都有别于西方人。本教材在课文、词语注解、练习等方面都努力体现了这些方面的差异,以提高学习者的语用能力。换言之,

我们力图使学生知道在什么时候,什么地方,对什么人,应该说什么话。

3. 本教材的课文采用下列人物之间对话的方式:

史密斯:西方某国驻华大使馆的外交官,幽默而冷静。在京工作已两年,中级汉语水平。

海伦:史密斯夫人,为人热情,对汉文化陌生又好奇。

怀特:史密斯的朋友,刚来北京,初级汉语水平,性格开朗活泼,快言快语,常闹笑话。

王老师:汉语老师。

赵明:使馆的中文翻译。

我们的基本思路是选择特定情景下的特定的话题并以对话的形式揭示中西文化的差异。同时我们也注意突出汉语交际文化的特点和内容,以增加课文的趣味性和教学效果。

4. 本教材力求趣味性与实用性相结合。除两种文化差异本身所具有的趣味性以外,我们力求语言生动、幽默,增加课文的可读性。

本教材吸收了过去口语教材编写的经验。在语法方面,我们注重实用性,不作系统的讲解。为了学员使用方便,对句型、注释、练习等提供了英译。为照顾不学汉字的学员,附有汉语拼音课文。

编者

1993年5月

Foreword

《New World — A Guide To Communicative Chinese》 is a Chinese language course designed for foreign students who have acquired some rudimentary knowledge of Chinese and wish to acquaint themselves with cultural communication information so as to attain a level of proficiency in spoken Chinese. This book is divided into two volumes, each containing 15 lessons. With the first volume the learners are expected mainly to develop their communication skill in initial Chinese. In the second volume emphasis is laid on enabling the learners to conduct effective communication in idiomatic Chinese. This course deals chiefly with cultural communication information. However, other cultural knowledge such as Chinese traditional festivals and the habits and customs of the Chinese people are included as well.

This course has been devised on the following principles:

1. This book aims to reveal through lively everyday conversations some cultural phenomena which people are frequently confronted with in the course of communication in Chinese and to which attention should be paid. The choice of words, use of expressions and understanding of cultural taboos all fall into the category of cultural communication knowledge. In view of this we in this book do not only focus on the superficial rules of the Chinese language such as rules for phonetics and grammar, but also try our best to demonstrate the cultural norms relating to communication in Chinese.

2. People of different cultural background vary greatly in the wording and feeling of their speech, even in the same situation. The Chinese people are different from westerners in their ways of saying things, as shown in the Chinese attitude to criticism, their response to praise, their special modesty, etc. With this view, efforts are made in this book to indicate these difference in the texts, notes and exercises so as to help the learners develop their ability in the use of practical Chinese. In other words, we must try to enable the learners to know how to say the right thing at the right time, the right place to the right person.

3. The texts in this book are conducted in the form of conversations between the following persons:

Smith, a western diplomat with a certain embassy;

he has a good sense of humor while being level-headed, has been working in Beijing for two years and reached the intermediate level in Chinese.

Helen, wife of Mr. Smith, is warm-hearted, unfamiliar with but curious about Chinese culture.

White, a friend of Mr. Smith, has just come to China and is still at the initial stage of Chinese. Being cheerful and straightforward, he is great fun.

Teacher Wang, a Chinese language teacher.

Zhao Ming, an interpreter with an embassy.

It is our basic approach to show the difference between Chinese and western culture in the conversations by selecting specific topics in given situations. At the same time priority is given to the special features and contents of cultural knowledge of communication in Chinese to add to the interest of the book and achieve a good result from teaching.

4. This course tries to combine a sense of humor with its practical use. Apart from the fun that lies in the differences across culture, humorous and lively language is also used in an attempt to increase the readability of the text.

This book draws from much previous experience in preparing textbooks on spoken Chinese. Grammar is rendered in a way which is more practical than systematic. English translations of words, notes and exercises are pro-

vided for the convenience of the students, while the texts are also provided in PINYIN for students who are not learning characters.

Authors

May 1993

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布朗: 你好, 乔治。

史密斯： 赵先生，你好吗？

赵 明： 很好，你好吗？

史密斯： 很好，谢谢。

二

【杰克·怀特见到史密斯。】

怀 特： 你好吗？乔治。

史密斯： 很好，你好吗？

怀 特： 马马虎虎。

生 词

- | | | |
|---------|-----------|-----------------------------|
| 1. 先生 | xiānsheng | mister; Sir |
| 2. 吗 | ma | (an interrogative particle) |
| 3. 谢谢 | xièxie | thanks |
| 4. 马马虎虎 | mǎmahūhū | so—so |

专有名词

乔治·史密斯	Qiáozhì Shǐmìsī	George Smith
约翰·布朗	Yuehàn Bùlǎng	John Brown
杰克·怀特	Jiékè Huáitè	Jack White
赵明	Zhào Míng	

1. Nǐ Hǎo, Yuēhàn

(1)

[George Smith comes to the embassy and greets his colleague John Brown and the interpreter Zhao Ming.]

Shǐmìsī: Nǐ hǎo, Yuēhàn.

Bùlǎng: Nǐ hǎo, Qiáozhì.

Shǐmìsī: Zhào xiānsheng, nǐ hǎo ma?

Zhào Míng: Hěn hǎo, nǐ hǎo ma?

Shǐmìsī: Hěn hǎo, xièxie.

(2)

[Jack White meets Mr. Smith]

Huáitè: Nǐ hǎo ma? Qiáozhì.

Shǐmìsī: Hěn hǎo, nǐ hǎo ma?

Huáitè: Mǎmahūhū.

注 释

一、赵先生,你好吗?

How are you, Mr. Zhao?

“吗”用于句尾以构成疑问句,要求肯定或否定的回答。

“吗” is used at the end of a statement to form a question which expects an affirmative or negative answer.

例如:

1. 你好吗? —— 我很好。

Nǐ hǎo ma? Wǒ hěn hǎo.

2. 怀特先生好吗? —— 他很好。

Huáitè xiānsheng hǎo ma? Tā hěn hǎo.

二、“你好”和“你好吗?”

“你好”和“你好吗”都是常用问候语,意义相同。对前者应回答“你好”,对后者则要做肯定或否定的回答。

Both “你好” and “你好吗” are common greetings and mean the same. “你好” is said in reply to the former while the latter requires either an affirmative or negative answer.

例如:

1. “你好” A: 赵先生,你好。

“Nǐ hǎo” Zhào xiānsheng, nǐ hǎo.

- B: 布朗先生,你好。

Bùlǎng xiānsheng, nǐ hǎo.

2. “你好吗” A: 赵先生,你好吗?

“Nǐ hǎo ma” Zhào xiānsheng, nǐ hǎo ma?

- B: 很好,谢谢。

Hěn hǎo, xièxie.

- A: 你好吗?

Nǐ hǎo ma?

- B: 马马虎虎。

Māmāhūhū.

三、“马马虎虎”一般用于比较熟悉的朋友之间。

The expression “māmāhūhū” is usually used between close friends.