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# 初级汉语 精读课本

鲁健骥

主编

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北京语言大学出版社  
BEIJING LANGUAGE AND CULTURE  
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## 使用说明

本书是与北京语言大学出版社对外汉语精版教材《初级汉语课本》相衔接又分属不同教学阶段的教材。后者的任务是对学生进行基本语言技能和基本语音、语法知识和熟巧的训练，而本书则是在前一阶段训练的基础上，通过对典型语言材料的分析，加深学生对汉语的理解，提高口头及书面表达能力。因此，我们把这一阶段的教学，定位为“精读”。

### 一、教学理念

本书强调培养学生独立学习的能力，引导他们逐步获得自觉观察、吸收语言的能力，整个教学过程都贯穿着给学生任务，让学生在完成任务中学习、在完成任务中去发现和掌握语言知识和技能的观念。这种观念贯穿在本书的各个环节，这样，我们就不是把什么都给学生准备好，让他们“坐享其成”。相反，他们必须在学习中自己动手，才能获得知识。当然，这个阶段，还是基础阶段，我们还需要为他们“自己动手”创造一些条件。举例来说，一般教材每课都有生词表，拼音、翻译都摆在那里，学生一目了然，不必费力。本书则取消了每课的生词表，只把生词和读音标在课文旁边，学生要想知道生词的意义，必须到配套的《字词总表》中去查找。书中的一些练习项目，特别是围绕课文的练习、语素练习等，也贯穿了这种思想，就是要求学生动脑、动手，去观察，去思考，去查找。

### 二、教材特点

1. 本书以学习文史的外国学生为对象。为了训练学生多方面的观察、理解和吸收语言的能力，适应他们专业学习中阅读与表达的需要，本书选用课文时特别注意了体裁的多样性和题材的广泛性。同时，为了使教材能够相对稳定，我们注意到了使课文既具有时代感，时间性又不太强。

2. 课文内容有一定深度。本书是为有相当文化水平的成年学生编写的，为了引起他们的学习兴趣，并使他们通过学习增加知识、开扩视野，所选课文内容在思想内涵方面有一定的深度，课文的注释也特别注意发掘课文中的文化背景知识。

3. 控制语言难度。本书是基础阶段后期的教材，必须保证课文难度比较适合学生的程度，特别是不能超越学生的程度。课文或者根据有关资料编写，或者对现成的作品进行改写，每课的篇幅控制在800~1300字之间，生词量控制在50~60个，词语例解3~6个，语法项目3~5个，尽量做到少而精。

4. 词语例解和语法讲解突出重点。词语例解和语法项目的讲解，强调意义和用法，特别注重其使用条件。语法项目中还包括一些语素和语篇功能的项目。当然，这也控制在基础阶段学生所能理解和掌握的范围内。如语素，主要介绍意义比较实在的语素；语篇则主要介绍叙述顺序和句子、句群、段落之间的衔接与连贯等。

5. 练习丰富多样。每课的练习少则 16 项，多则 19 项。既有口头练习，也有笔头练习；既有单项练习，也有综合练习。练习的任务性比较强，尽量给学生创造发挥自己能力的机会。

### 三、教学安排

本书共 20 课，每课授课时间为 8~10 学时（每学时 50 分钟）。阶段复习、测验、考试可由教师视具体情况安排。

### 四、教学方法提示

1. 重视预习。预习是培养学生独立学习能力的一个重要方面，也是实现任务式教学、发现式教学的重要手段。建议教师（或教学组）根据课堂上要做的工作，给学生布置预习提纲。学生能自己解决的问题，都要让他们通过预习自己解决。在课堂上，教师要在教学过程中适时让学生把自己预习中做的工作表现出来。教师的讲解应着重于学生自己难以解决的部分（当然这些也不是预习的内容，但学生可能会发现问题）。课堂教学的重点是对学生进行语言熟巧的训练。

2. 突出重点，有针对性。教学中，对课文的处理也要做到重点突出，不必面面俱到。讲解应针对学生可能出现的理解有误或有疑问的地方。

3. 讲解课文时，首先要引导学生把握基本内容，如记叙文要先弄清楚故事发生的时间、地点、人物关系以及情节发展的梗概等；论说文则要了解文章的论点和论据。应结合不同的文体引导学生理解和掌握叙述或论说的顺序。然后扫清语言难点，理解字里行间的“潜台词”，以及某些文化因素。

4. 复述和课堂讨论。本书的练习中提供了复述提示和课堂讨论题，目的是培养学生运用语言、提高表达能力。教师在课上需要做好引导和组织工作。

比如复述，本书的练习中一般都给出几种开头，让学生由此讲述下去。这样，复述就既有控制，又对学生有所提示。在复述过程中，由于复述角度的不同、人称的改变，学生需要对课文内容进行适当的取舍，又需要充分地发挥自己的想象力，进行创造性的延伸。对于这样的复述方法，学生可能需要有一个熟悉的过程，教师可以先用简单提问的方法，把要复述的内容包括进去，然后让学生把答案串起来。经过几次练习，学生就能掌握复述的要求了。必要时教师可以给学生列出提纲，并作出示范。应尽量避免把复述搞成背书。

课堂讨论前，教师可先就讨论题准备一些有启发性的的小问题，在讨论时不断向学生提出问题，以保证讨论顺利进行。教师应该鼓励学生发表不同意见，随时给予归纳（或让学生归纳），使不同的观点有所交锋。讨论的最后，由教师（或学生）进行总结。

5. 使用辅助教学手段。本书课文为各种语言实践活动提供了一定条件。教学中可配合教学内容组织观看影剧、录像或参观等活动。教师也可以根据课文所提供的线索制作多媒体课件，辅助课堂教学。

6. 充分利用《字词总表》。配套的《字词总表》看起来篇幅比较多，但我们认

为这个总表对培养学生的独立学习能力将会起很大的作用。经常使用这个表，学生会对汉语语素和词语的关系有一个认识，这有利于他们理解生词、扩大词汇。这个表也可以作为他们将来使用词典的桥梁，并帮助他们养成查词典的习惯。

以上只是精读课的一般教学方法，教师不必过分拘泥。完全可以根据自己的经验，针对自己学生的情况，灵活地安排课堂教学。

本书的前身是《初级汉语课本》第3册，该书最初编写于1979年，几经修订，于1987年正式出版，距今已有20年了，许多课文已经过时，不再适用。另一方面，在此期间，主编也对教学有了一些新的认识和设想。这次改编，一方面保留了原书的基本脉络；一方面贯彻了主编的新思路。撤换了大部分课文，仍保留的几篇，也都作了不同程度的补充修改，增加了语素和语篇的教学内容，加大了练习量。参加改编的姜丽萍、刘丽、张伟三位，都是长期在教学第一线的教师，也曾经不止一次地使用原来的《初级汉语课本》，她们了解这套教材的优点和缺点，所以她们在本书的改编过程中有针对性地做了许多工作。

我们希望改编后的《初级汉语精读课本》能够保留“好教、易学”的特点。但究竟是否保留了这个特点，还需要经过教学实践的检验。另外，本书付梓之前，虽曾由主编和各位编者多次打磨，但疏漏之处仍在所难免。我们衷心地希望使用本书的教师和学生，能够无保留地把自己的使用情况反馈给我们，更希望听到大家的批评和建议。最后，我们要向本书的编辑表示感谢。

编者



## User's Manual

This textbook is the continuation to the “Primary Chinese Course”, a refined edition of the Chinese course to overseas learners published by Beijing Language and Culture University Press. However, it is the teaching material used in a different teaching stage. The latter is to offer basic training in language skills, pronunciation, grammar and fluency, while this textbook aims at deepening the students’ understanding of the Chinese language through analysis of typical language material and raising the students’ ability in oral and written expression on the basis of the previous training. Therefore we orientate the teaching at this stage as “intensive reading”.

### 1. Teaching Principle

This textbook lays emphasis on cultivating the students’ ability of independent learning and guides them to acquire the ability to conscientiously observe and absorb language. The principle of assigning tasks to the students, and let them discover and master language knowledge and skills in the process of fulfilling their tasks runs through the whole teaching process. And also this principle goes through all the key links of the textbooks. So in this way, we do not have to make everything ready for the students, thus let them “sit idle and enjoy the fruits of others’ work”. On the contrary, they have to do the work by themselves so that they can acquire knowledge. Naturally, this is the preliminary stage after all and we need to pave the way for them to do “their own work”. For example, generally, a word list is prepared after each lesson, with *Pinyin* and translation, so they do not have to work hard. However, the word list in each lesson is cancelled in this book, and only new words with *Pinyin* are given on the right side of the texts. If the students want to know the meaning of the word, they have to look it up in the General Word List attached to the text. This principle can also be seen in the exercises, especially, those centered round the texts, morphemes, etc. The purpose is to guide the students to think, to work, to observe and to look it up using their brains.

### 2. Features of the Teaching Material

(1) This textbook is intended for overseas students studying literature and history. In order to cultivate the students’ ability to observe, understand and absorb the language and to meet the needs of reading and expressing themselves in their major studies, special attention is paid to the variety of types and themes. At the same time, in order to keep the teaching material relatively stable, we also have the texts that reflect the features of our time, but not too topical.

(2) The contents of the texts have certain depth. The textbook is compiled for those adult with considerable cultural knowledge. In order to arouse their interest in study, increase their knowledge, and broaden their vision, we see to it that the content should have certain depth, and the notes dig and explain the cultural background in the text.

(3) Degree of difficulty is in control. The textbook is teaching material for the later period of elementary stage. Therefore it is important to guarantee the degree of difficulty of the texts should suit the students' level, especially not exceeding the students' level. The texts are compiled on the basis of relevant materials or are adapted from ready works. The number of words is limited within 800 ~ 1,300 words, and the number of new words is within 50 ~ 60 words, exemplified words 3 ~ 6, grammar items 3 ~ 5. In a word, they should be fewer but better.

(4) Main points are stressed in the explanations of words and grammar. Meaning and usage are stressed in explanations of words and grammar. The grammar items include some items about morphemes and discourse function. Naturally, these should be limited within the students' ability to understand and master. For example, mainly morphemes with more concrete meaning are introduced; and as for discourse, narrative order and cohesion and coherence of sentences, groups of sentences and paragraphs, etc.

(5) Exercises are ample and varied. Exercises in each lesson have 16 items at least or 19 items. There are oral as well as written exercises, and single item exercises or comprehensive ones. The exercises are task-oriented, offering the students opportunities to display their ability.

### 3. Teaching Arrangement

The textbook has altogether 20 lessons, with each lesson taking up 8 ~ 10 class hours (50 minutes for each class hour). Periodical review, quizzes, examinations are at the disposal of the teachers.

### 4. Suggestions on Teaching Methods

(1) Emphasis should be laid on preview. Preview is an important step to cultivate the students' ability of independent learning, and also an important means to materialize task-teaching and discovery-teaching. Teachers (or teaching groups) are advised to give the students in advance learning outline according to what is to be done in class. Whatever problems the students can resolve by themselves, let them do it by themselves. In class, teachers should in the course of teaching give the students the opportunity to display their preparatory work. The teachers should lay emphasis on explaining those parts which are difficult for the students to resolve (they are certainly not the content for preview, but the students may have questions.) Classroom teaching should focus on the training of language skills.



(2) Stress the main points. In teaching of the texts, stress the main points and equal attention for every aspect should be avoided. Explanations should aim at places where the students may misunderstand or have questions.

(3) When explaining the texts, the teacher should guide the students to gain a general comprehension of the basic content. For instance, when dealing with narrative writings, the teacher should help the students to make clear when and where the story takes place, the relationships between the characters, and the gist of the plot. When dealing with argumentation, the students should understand the argument and its grounds. The teacher should help the students understand and grasp the sequence of narration and argumentation. Then the language points should be explained, and the implication between lines and certain cultural factors should be dealt with.

(4) Paraphrase and classroom discussion. The exercises of the textbook provide the students with prompt for paraphrase and topics for discussion aiming to cultivate the students' ability to use the language and improve their ability to express themselves in Chinese. It is necessary for the teacher to do a good job in guiding and organizing the students.

Take paraphrase for example. The exercises in the book generally offer several kinds of beginnings, for the students to begin their paraphrase. In this way, the paraphrase is done under control, and with prompts. In the course of paraphrase, owing to the fact that paraphrase is done from different angles and the change of persons, so the students need to make their choice with regard to the content of the text, and make full play of their own imagination to make creative extension. With this method of paraphrase, it may take the students some time to get familiar. The teacher can ask the students questions covering the content for retelling and then let the students string them up. After repeated practice, the students will be able to do the retelling. If necessary, the teacher can give the students an outline, and make a demonstration, so as to avoid turning retelling into reciting.

Before class discussion, the teacher can prepare some elicitation questions, and in the course of discussion, the teacher should raise questions time and again so that the discussion can go on smoothly. The teacher should encourage the students to express different opinions and have them summed up (or let the students do so) so that the different opinions can confront each other. At the end, the teacher (or student) is to make a summary.

(5) Auxiliary teaching methods should be used. The texts of the book provide conditions for various language practice. In the course of teaching, in coordination with teaching, such activities as watching films, videos or visits, etc. can be organized. Teachers can also make multimedia courseware to facilitate classroom teaching.

(6) Make full use of the "General Word List". Attached to the book, the "General Word List" seems to be lengthy. We think, however, the general list will play a big role in cultivating the students' ability of independent learning. By often using the List, the students can have an understanding of the relationship between Chinese morphemes and

words, which is beneficial to the students to understand the new words, enlarge their vocabulary. The List can also serve as a bridge for them to use dictionaries, and thus help them to cultivate the habit of looking up the dictionaries.

The above is only some general teaching methods for the intensive reading course. The teachers do not have to be bound by them. They can flexibly arrange classroom teaching based on their own experience and in view of their students.

The predecessor of this book is “Primary Chinese Course Textbook Volume III”, which was compiled in 1979, and formally published in 1987 after repeated revisions. It has been 20 years till now, and many of the texts are out-of-date and not suitable. In addition, during this period, the chief editor has gained new understanding and tentative ideas on teaching. In this revision, the basic train of thought is kept, and the new ideas of the chief editor is carried out. Most of the old texts are replaced and those kept have been revised and replenished. Teaching of morphemes and texts are added, and the amount of exercises are increased. Jiang Liping, Liu Li and Zhang Wei, who took part in the revising work, all have been first line teachers for a long time, and have used the original “Primary Chinese Course”, with which they are so familiar that they know very well both the strong and weak points of the textbook. As a result, they have done a lot of work which directly deals with the problems.

We hope the revised “Chinese For Beginners: Intensive Reading” can retain the characteristic of “easy to teach and easy to learn”. However, whether or not this book has kept the feature, it needs to be tested through teaching practice. Besides, although the chief editor and other editors have done a lot of work before the book is published, slips and oversights are inevitable. We sincerely hope to receive unreserved feedback from the teachers and students who use the textbook, and criticisms and suggestions are welcome. Finally we would like to express our thanks to the editors of this book.

Editor

## 常用中文标点符号

### Commonly used Chinese punctuations

常见的中文标点符号有以下 15 种：

There are 15 commonly used Chinese punctuations as following:

- 1) 句号 (。) jùhào full stop

※注意：中文的句号是“。”，不是“.”。

Note: Chinese full stop is “。””, but not “.”.

- 2) 问号 (?) wèn hào question mark

- 3) 叹号 (!) tàn hào exclamation mark

- 4) 逗号 (,) dòu hào comma

- 5) 顿号 (、) dùn hào slight-pause mark

※注意：顿号是中文特有的一个标点符号，表示句子中并列成分之间的停顿。

Note: A slight-pause mark is peculiar to Chinese, indicating slight pauses between parallel elements.

- 6) 分号 (;) fēn hào semi-colon

- 7) 冒号 (:) màohào colon

※注意：中文直接引语前用冒号 (:), 不用逗号 (,)。

Note: In front of direct quotations (:) is used in stead of (,) in Chinese.

- 8) 引号 yǐn hào quotation mark

双引号 (“”) shuāngyǐnhào double quotation mark

单引号 (‘’) dānyǐnhào single quotation mark

- 9) 括号 (( )) kuò hào brackets

- 10) 破折号 (——) pòzhéhào dash

※注意：破折号 (——) 占两个字。

Note: A dash in Chinese takes up two-character space.

- 11) 省略号 (……) shěnglüèhào ellipsis

※注意：中文的省略号 (……) 是 6 个点，不是 3 个点 (...).

Note: Ellipsis is made up of 6 dots (……) instead of 3 dots in English.

- 12) 着重号 (·) zhuózhònghào emphasis mark

- 13) 连接号 (—/——/-/~) liánjiēhào hyphen

- 14) 间隔号 (·) jiàngéhào separation dot

- 15) 书名号 shūmínghào title mark

双书名号 (《》) shuāngshūmínghào double title mark

单书名号 (〈〉) dānshūmínghào single title mark

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## 第一课

### 请上帝原谅我

#### 注释

词语例解：1. 又；2. 只好；3. 越来越……；4. 人家；5. 再

语法：1. 语素

2. 离合词（短语词）

3. 复句：不但……，而且……/虽然……，但是……

4. 反问句“不是……吗？”

5. 指称与句子之间的连贯（1）

练习

## 第二课

### 挖一口自己的“井”

#### 注释

词语例解：1. 差不多；2. 一连；3. 于是；4. 究竟；5. 以为；6. 会

语法：1. 从……到……

2. 疑问代词“什么”的引申用法（1）——虚指

3. 反问句和“难道”

4. 复句：如果……，（那么）就……/不管……，都（也）……/只要……，就……

5. 指称与句子之间的连贯（2）

练习

## 第三课

## 两封信

## 注释

词语例解：1. 打算；2. 根据；3. 搞；4. ……的；5. 过（1）；6. 一定

语法：1. 疑问代词“哪”的引申用法——任指

2. 疑问代词“谁”的引申用法——任指

3. （连）一……也/都+不/没……

4. 反问句“怎么……呢？”

5. 按事物的重要性排列的叙述顺序

## 练习

## 第四课

## 盲童和钢琴大师

## 注释

词语例解：1. 并；2. 还；3. 时而；4. 从来；5. 好像

语法：1. 表示存在、出现和消失的句子

2. “是……的”用来表示肯定一个事实

3. “起来”和“出来”的引申意义

4. 一……就……

## 练习

## 第五课

## 一个都不能少

## 注释

词语例解：1. 居然；2. 反正；3. “还是”的用法小结；4. 原来；5. 除非

语法：1. “上”、“够”、“遍”、“满”在其他动词后边表示动作的结果

2. 动词“出”在其他动词后边表示结果

3. 连……都/也……

4. 高兴得跳起来

5. 省略

## 练习



## 第六课

## 神奇的词 —— “打”

## 注释

词语例解：1. 其实；2. 本来；3. 却；4. 而；5. 不然

语法：1. “下”在其他动词后边表示结果

2. 不是……，而是……

3. 非……不可

4. 看上去

5. 举例的连接成分

## 练习

## 第七课

## 八张嘴

## 注释

词语例解：1. 一直；2. 据说；3. 一向；4. 对于；5. 尤其

语法：1. 疑问代词表示反问

2. 既然……，就……

3. 列举成分的衔接

## 练习

## 第八课

## 暗恋

## 注释

词语例解：1. 影响；2. 对……来说；3. 在……看来；4. 另外；

5. 并且；6. 算

语法：1. “上”、“成”在其他动词后边表示结果

2. “下去”的引申意义

3. 宁愿……也……

4. 一方面……，（另）一方面……

5. 指示代词“这”的衔接功能（1）

## 练习

## 第九课

## 骆驼祥子

## 注释

词语例解：1. 几乎；2. 为了；3. 左右；4. 恨不得；5. 舍不得

语法：1. 既……又……

2. 连……带……

3. 即使……，也……

4. 用连词“结果”引出事物发展的结果

## 练习

## 第十课

## 老舍

## 注释

词语例解：1. 过(2)；2. 同时；3. 先后；4. 大约；5. 之一

语法：1. “下来”用在其他动词后边表示动作完成并“固定”

2. 尽管……，但是……

3. 介绍人物时的顺序

## 练习

## 第十一课

## 三十五岁的鹅和它的主人

## 注释

词语例解：1. 弄；2. 确实；3. 总；4. 立刻

语法：1. V + 掉

2. 一旦……，就……

3. 再 + (也) + 不/没(有) + V

4. “这时”、“这样”表示指示照应

## 练习

## 第十二课

有这样一幅中国地图

注释

附录：中国行政区划

词语例解：1. 仍然；2. 差；3. 然而；4. 果然

语法：1. 反问句“哪（里）……呢？”

2. V 着 V 着

3. V + 点儿 + 什么

4. 像……一样

5. 指示代词“那”的衔接功能（1）

练习

## 第十三课

准备中国知识竞赛

注释

附录：1. 与中国接壤和隔海相望的国家及其首都；2. 中国的五十六个民族；3. 世界大洲名；4. 世界大洋名

词语例解：1. 到底；2. 全；3. 占；4. 实在；5. 其他

语法：1. “动词 + 得/不 + 表示结果的动词或形容词”表示可能或不可能

2. 分数、百分数、十万以上数字的读法

3. 指示代词“那”的衔接功能（2）

练习

## 第十四课

温暖的汽车旅馆

注释

词语例解：1. ……之间；2. 顾不得；3. ……以来；4. 似乎；5. 简直

语法：1. V + 得 + 动

2. 疑问代词“什么”的引申用法（2）——任指

3. 一 + V

4. 指示代词“这”的衔接功能（2）

练习

## 第十五课

## 自行车——我的伙伴

## 注释

词语例解：1. 立即；2. 靠；3. 特别

语法：1. V + 得 + 起 / V + 不 + 起

2. “此外”的衔接功能

3. 总而言之

## 练习

## 第十六课

## 春节

## 注释

词语例解：1. 习惯；2. 主要；3. 特别是

语法：1. 从……上（说）

2. 名词重叠

3. “那么”的衔接功能

## 练习

## 第十七课

## 中国文史漫谈

## 注释

附录：中国历代王朝表

词语例解：1. 不过；2. 听说；3. 向；4. 至今；5. 可；6. 最

语法：1. 复指成分

2. 表示话题转换的“对了”

3. 重复词语的衔接功能

## 练习