

“Very Good” 很好

初级汉语口语

Spoken Chinese for Beginners

刘颂浩 马秀丽 宋海燕 编著



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



初级汉语口语

Spoken Chinese for Beginners

刘颂浩 马秀丽 宋海燕 编著



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

图书在版编目(CIP)数据

很好: 初级汉语口语. 第3册 / 刘颂浩, 马秀丽, 宋海燕编.

—北京: 北京语言大学出版社, 2008. 6

ISBN 978-7-5619-2112-8

I. 很… II. ①刘…②马…③宋… III. 汉语—口语—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082969号



书 名: 很好——初级汉语口语·第三册

中文编辑: 王亚莉

英文编辑: 望 震

封面设计: 0316设计工作室

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: 编辑部 010-82303647

发行部 010-82303650/3651/3591/3080

读者服务部 010-82303653/3908

印 刷: 北京新丰印刷厂

经 销: 全国新华书店

版 次: 2008年6月第1版 2008年6月第1次印刷

开 本: 787毫米×1092毫米 1/16 印张: 课本 10.25 附加手册 3.5

字 数: 203千字 印数: 1-3000册

书 号: ISBN 978-7-5619-2112-8/H·08101

定 价: 42.00元

凡有印装质量问题, 本社负责调换。电话: 010-82303590

使用建议

尊敬的老师，您好！感谢您选用《很好——初级汉语口语》！

《很好——初级汉语口语》是一套适合课堂教学需要、情节生动、人物语言特点鲜明、幽默活泼的初级汉语口语教材。全书共分四册，每册 12 课，适用对象为零起点或稍有基础的初学者。如果学习者是来华学习汉语的长期留学生，以每周 8 课时、每学期 15 周计算，可用两个学期（每个学期两册）。《很好》在设计时，充分考虑了教材容量的问题，因此，来华学习汉语的短期留学生也可选择各册使用。学完全套教材后，学习者能够比较流畅地用汉语进行简单的日常会话。

作为编者，我们在这里提出几点原则性的建议，供您参考。

一、教前准备

我们建议您在具体教授前先了解本书的编写意图。口语教材的目的是培养学习者的口头交际能力，但实现这一目的的途径并非只有一条，口语教材也因此有不同的编法，代表着编者的不同理念。《很好》的编写思想，在第一册“编写说明”中有详细的交代，您不妨花上几分钟读一读。在开始上课前，我们建议您将全书的课文以及附加手册里的“课文介绍及教学目标”通读一遍（这也只需要十几分钟）。熟悉编者的理念和意图，熟悉教材主要人物的性格和特点，能使您对教材的了解更加深入，使用起来更加得心应手。

二、教学环节

教材只是教学活动的媒介，我们尽量给教师提供较多的自主发挥的空间。我们建议每课用 4~6 学时完成。跟大多数教材一样，《很好》也没有“复习旧课”这一部分，这是需要您根据实际需要而自己添加的内容。语法教学部分，教材中没有对语法进行解释和说明，只通过举例的方法让学习者自己体会。如果您认为语法应该采用显性教授的方法，就需要自己再作一些补充。此外，《很好》中的练习也许跟您自己的学生有些距离，您可以将它们稍加改动以增加真实感。

三、难度控制

口语教学当中，准确性和流利性方面的要求可以根据学习者的语言水平和学习情况加以调整，这其实是一种难度控制。以朗读为例，这是口语课上常见的活动。朗读时，速度的改变、停顿次数和时间的增减，都会带来难度的改变。比如“你是口语老师，太好了，我喜欢学习口语！”这句话分三次来读（停顿多）当然要比一次读完（停顿少）容易。又如，教师读课文的时候，允许不允许学生看书也可以改变难度。您在教学时，可以根据学生实际情况来灵活控制难度。

四、教后检测

我们为每册书编制了两套阶段测试题，供您选择。这些试题，实际上是一个个“复习清单”。复习清单的作用是帮助学习者总结、整理所学内容，使复习的重点更加突出。复习清单可以发给学生，让他们准备。考试的时候，从中随机抽取部分题目即可。我们认为，考试的目的，除了检查学习情况以外，还包括督促和鼓励。学生们能认真准备清单，对所学内容有更好的掌握，并因而取得好成绩，正是教师们期待的结果。

当然，有时编者的预期和实际使用情况并不一定完全吻合，如果您在使用时遇到问题或者有什么意见和建议，欢迎您反馈给我们（E-mail: songhaol@pku.edu.cn）。在此预先向您表示感谢！祝您教学愉快！

SUGGESTIONS

Thank you for choosing *Very Good* as your textbooks.

Tailored to the needs of classroom teaching, *Very Good — Spoken Chinese for Beginners* is a lively set of textbooks with interesting plots and humorous characters of distinctive personalities. The whole series consists of 4 volumes. Each volume contains 12 lessons. It is specially designed for learners or students who have learned a little Chinese before or don't know even the ABC of Chinese. If the users are foreign students who stay in China for a long period of time, it will take them 2 semesters to finish this series (2 books for one semester, 8 class hours per week and 15 weeks for a semester). At its designing stage, the compilers have given full consideration to how much material the series should contain. Therefore, it is also suitable for students who come to China only for a short-term study. After finishing this series of textbooks, he should be able to conduct simple everyday dialogues in Chinese fluently.

As compilers, we'd like to offer several suggestions for your reference.

On preparation before teaching:

We suggest you gain a whole picture of this textbook before you come to the actual teaching. Oral textbooks are compiled to improve learners' abilities of oral communication. To achieve this purpose, different people may come up with different ways. Naturally different compilers hold different concepts when developing oral textbooks. As for the concept of designing *Very Good*, we have spelled it out in "Introduction" in Book 1. We suggest you spend several minutes to go through those points. What's more, we think it would be better if you read through the whole book and the "Introduction to the Texts and Instructional Objectives" before teaching (it might take you only about 10 minutes), so that you can get yourself familiar with the concepts of the compilers in designing the textbooks and all the characters in it. Only after you've gained an overall

understanding of the textbooks, can you work with high proficiency.

On teaching:

The textbook is only a medium in teaching. We try to offer teachers as much free space as possible. We suggest you spend 4–6 class hours on each lesson. Like most of other textbooks, *Very Good* does not contain a “reviewing” part. This part is left for you — you can add anything according to your needs. Moreover, there is no explicit explanation or illustration on grammar in *Very Good*. Students will have to learn through examples. If you believe in a deductive learning in teaching grammar, you’ll need to go to other sources for more information. What’s more, you might find some exercises in *Very Good* a little distant from your students’ real level. In this case, you may revise them according to your needs.

On difficulty control:

In oral language teaching, we need to adjust the requirement of learners’ accuracy and fluency according to their actual language level and performance. This is actually a control over the difficulty level. Take the reading activity we often do in oral class for example. Any change made in the student’s reading speed, or how many times he stops or how soon he finishes his reading will all affect the difficulty level. For instance, the sentence “你是口语老师，太好了，我喜欢学习口语！” will be much easier to read if you make 3 pauses in between the clauses than if you read it nonstop. Another example is that when you are reading a text, whether or not to allow students to look at the textbook can also make a big difference in terms of difficulty. Anyhow, you should control the difficulty level flexibly according to your students’ performance.

On exam:

We have attached two sets of test papers to the *Supplementary Booklet*. These two papers serve as “reviewing lists”, which help students summarize what they have learned, so that they know where to put emphasis on. Teachers can give the lists to students, so that they can be better prepared for the test. During the test,

you can pick some exercises from the test paper randomly. We think the purpose of examination is not only to check how well students have learned but also to urge and encourage them to learn. We believe it is also teachers' hope that students go over the reviewing lists in order to have a better mastery of the knowledge they've learned and do well in the test.

Of course, we understand the real situation may not be exactly the same as we expected. If you have any problem in using this series of textbooks or if you have any suggestion, please don't hesitate to write to us (E-mail: songhaol@pku.edu.cn). We'd like to express our gratitude in advance. Enjoy your teaching!

目录

CONTENTS

使用建议 Suggestions 1

25 想胖也胖不了 1
I wanna gain some weight, but can't

语言点 Grammar Points

……不了 把……当成…… 时间表示法
……极了 不管三七二十一

26 这个世界怎么了 13
What's happened to the world

语言点 Grammar Points

得 差点儿 敢
别提了

27 打开一瓶葡萄酒 24
Open a bottle of wine

语言点 Grammar Points

正 只要 比……差远了
差不多

28 我被领导批评了 36
I got chewed out by my boss

语言点 Grammar Points

被 A 是 A A 就是 A
再说 说实话

29 累死了 48

I am exhausted

语言点 Grammar Points

好+几+量词	怕	向……表示道歉 (感谢)
……死了	还可以	

30 没有事情可做的时候 60

When I have nothing to do

语言点 Grammar Points

可……了	可
一……就……	我说呢

31 三百块钱白花了 73

300 RMB comes to nothing

语言点 Grammar Points

并不	白
一下子	跟……差不多

32 六六大顺 85

Everything goes well

语言点 Grammar Points

非	以……价格
靠	谁不……呢

33 心情问题 97

Mood issues

语言点 Grammar Points

正在……呢	免不了
“……了……就……”表示条件	一口气

34 第三位好老师 ————— 108

The third good teacher

语言点 Grammar Points

光

像……这样……

一不小心

多

35 口香糖 ————— 119

Chewing gums

语言点 Grammar Points

着

少……

出来

只有……才……

36 天才马克 ————— 131

Mark, the genius

语言点 Grammar Points

对……印象深

社会上

……在……

多……

生词总表 Vocabulary ————— 143

专名 Proper Names ————— 149

25

xiǎng pàng yě pàng bu liǎo

想胖也胖不了

I wanna gain some weight, but can't

课文 Text

对话 1 Dialogue 1

(早上 8 点零 5 分, 同学们在上口语课。8:05 AM, students are in oral class.)

唐剑锋: 大家好! 今天是新学期的第一天, 欢迎大家回来! 你们的假期一定很有意思, 对吗?

姜智贤: 假期里, 我没做别的事儿, 一直在吃。你们看, 我胖了三公斤! 现在真后悔, 不应该吃那么多。

马兰: 不管三七二十一, 有好吃的, 先吃了再说。胖不胖, 那是以后的事儿。

马克: 胖点儿好。胖了, 说明你心情好。像我女朋友, 天天生我的气, 想胖也胖不了。

对话 2 Dialogue 2

马兰: 假期里, 我去一家饭店打工。有一天, 一位客人给了我一百美元的小费, 比他的饭钱还多!

姜智贤: 他那么有钱? 他是不是喜欢你?

马克: 有钱人嘛, 一般是比较笨的。把一百块当成一块, 把一千

块当成十块，这样的事儿，有钱人比较喜欢做。

马兰：不是有钱人笨，是穷学生太可怜！我也想笨，可是笨不了。把一百块当成一块比较容易，把一块当成一百块就很难。不信你去试试！



对话 3 Dialogue 3

马克：我爸爸来北京了。我给他当翻译，陪他去了很多酒吧。

姜智贤：你又用你的汉语挣钱了，对吗？为什么今天不给大家送礼？

马克：我想送，可是送不了。

马兰：你爸爸没给你钱，还骂你了，对不对？

对话 4 Dialogue 4

姜智贤：唐老师，您呢？您的假期是怎么过的？

唐剑锋：还记得说“您”，很好，很好！我回西安了，天天陪我妈妈打麻将。老人家一高兴，就做很多好吃的。她做的羊肉泡馍，味道好极了！

Duìhuà 1

Táng Jiànfēng: Dàijiā hǎo! Jīntiān shì xīn xuéqī de dì yī tiān, huānyíng dàijiā huílai! Nǐmen de jiàqī yíding hěn yǒuyìsi, duì ma?

Jiāng Zhìxián: Jiàqī li, wǒ méi zuò biéde shìr, yìzhí zài chī. Nǐmen kàn, wǒ pàngle sān gōngjīn! Xiànzài zhēn hòuhuǐ, bù yīnggāi chī nàme duō.

Mǎlán: Bùguǎn sān qī èrshíyī, yǒu hǎochī de, xiān chīle zàishuō. Pàng bu pàng, nà shì yǐhòu de shìr.

Mǎkè: Pàng diǎnr hǎo. Pàng le, shuōmíng nǐ xīnqíng hǎo. Xiàng wǒ nǚpéngyou, tiāntiān shēng wǒ de qì, xiǎng pàng yě pàng bu liǎo.

Duìhuà 2

Mǎlán: Jiàqī li, wǒ qù yì jiā fàndiàn dǎgōng. Yǒu yì tiān, yí wèi kèren gěile wǒ yìbǎi měiyuán de xiǎofèi, bǐ tā de fànqián hái duō!

Jiāng Zhìxián: Tā nàme yǒuqián? Tā shì bu shì xǐhuan nǐ?

Mǎkè: Yǒuqián rén ma, yìbān shì bǐjiào bèn de. Bǎ yìbǎi kuài dàngchéng yí kuài, bǎ yìqiān kuài dàngchéng shí kuài, zhèyàng de shìr, yǒuqián rén bǐjiào xǐhuan zuò.

Mǎlán: Bú shì yǒuqián rén bèn, shì qióng xuésheng tài kělián! Wǒ yě xiǎng bèn, kěshì bèn bu liǎo. Bǎ yìbǎi kuài dàngchéng yí kuài bǐjiào róngyì, bǎ yí kuài dàngchéng yìbǎi kuài jiù hěn nán. Bú xìn nǐ qù shìshì!

Duìhuà 3

Mǎkè: Wǒ bàba lái Běijīng le. Wǒ gěi tā dāng fānyì, péi tā qùle hěn duō jiǔbā.

Jiāng Zhìxián: Nǐ yòu yòng nǐ de Hànyǔ zhèngqián le, duì ma? Wèi shén-me jīntiān bù gěi dàjiā sònglǐ?

Mǎkè: Wǒ xiǎng sòng, kěshì sòng bu liǎo.

Mǎlán: Nǐ bàba méi gěi nǐ qián, hái mà nǐ le, duì bu duì?

Duìhuà 4

Jiāng Zhìxián: Táng lǎoshī, nín ne? Nín de jiàqī shì zěnmē guò de?

Táng Jiànfēng: Hái jìde shuō “nín”, hěn hǎo, hěn hǎo! Wǒ huí Xīān le, tiāntiān péi wǒ māma dǎ májiàng. Lǎorenjia yì gāoxìng, jiù zuò hěn duō hǎochī de. Tā zuò de yáng ròu pào mó, wèidào hǎo jí le!

生词 *New Words*

jiàqī
假期

holiday

biéde
别的

else, other

pàng
胖

fat

gōngjīn
公斤

kilogram

hòuhuǐ
后悔

regret

zàishuō
再说

to put off until some time later

shuōmíng
说明

to explain, to prove, to show

shēngqì
生气

to get angry with

fàndiàn
饭店

restaurant, hotel

dǎgōng
打工

to work temporarily

kèrén
客人

guest

bǎi
百

hundred

měiyuán
美元

(U.S.) dollar

xiǎofèi
小费

tip

ma
嘛

a particle word, indicating that something is obvious

bèn
笨

stupid, foolish

bǎ dàngchéng

把……当成 treat... as

kuài
块

a measure word for Chinese dollar, yuan

qiān
千

thousand

qióng
穷

poor

kělián

可怜

miserable

péi

陪

to accompany

sònglǐ

送礼

to send gifts to

mà

骂

to scold

jìde

记得

to remember

májiàng

麻将

mah-jong

lǎorenjia

老人家

venerable old
person

yáng ròu pào mó

羊肉泡馍

jí le

极(了)

name of a food

extremely

课文注释

Notes

1. 体重与心情 Weight and Mood

体重和心情有一定的关系，所以马克说“胖了，说明你心情好”。汉语里有一个成语“心宽体胖 (pán)”，说的也是这个意思。

Mood can affect one's weight. That's why Mark says, "You put on some weight, that means you must be in a good mood recently." A Chinese idiom called "心宽体胖" (be broad-minded and well-built) also illustrates this point.

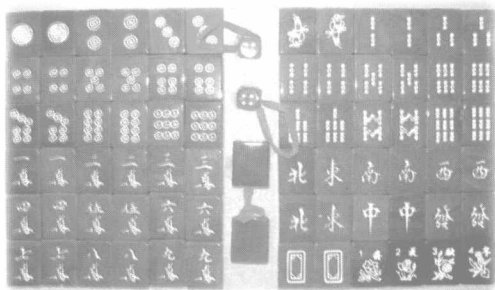
2. 羊肉泡馍 Yangrou Pao Mo (steamed bread dipped in mutton soup)

羊肉泡馍是一种地方小吃，在陕西、甘肃等地非常流行。做法是：先用羊肉熬汤，然后把馍掰成小块泡在汤里。

Yangrou Pao Mo is a special snack, popular in Shaanxi and Gansu. It consists of a mutton soup served with flat wheat flour bread. The hard bread is broken up into many small pieces and added to the soup. Then the mixture is eaten along with pickled garlic cloves.

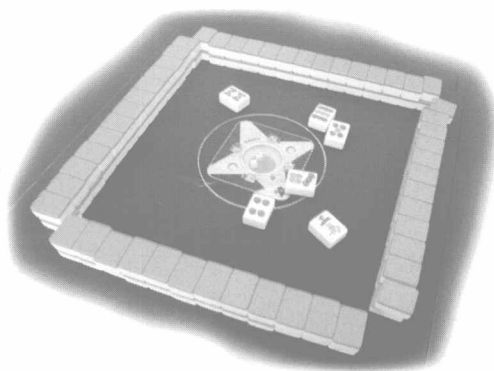


3. 麻将 Mah-jong



一种四个人玩儿的牌类游戏，历史悠久，深受中国人喜爱。有人把打麻将当做一种娱乐活动，也有人用它进行赌博。

Mah-jong is a game for 4 players. It has a long history and is loved by many Chinese people. For some, mah-jong is an entertainment or exercise, while some take it as a gambling game.



语言点 Grammar Points

例句 Example Sentences

1. ……不了

像我女朋友，天天生我的气，想胖也胖不了。

我想送，可是送不了。