

汉语视听说教材系列

中英对照 全彩插图

# 看电影

LEARNING CHINESE THROUGH MOVIES

# 学汉语

1

看中国大片 学地道汉语

编著 赵昀晖 刘晓雨



世界图书出版公司

汉语视听说教材系列

**看电影 学汉语 ①**  
LEARNING CHINESE THROUGH MOVIES

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# 前 言

电影由于故事紧凑、语言生动自然、画面感染力强，作为语言教学的辅助材料历来深受学生欢迎，不过由于版权、教学课时等条件的限制，编写电影教材并不十分容易。感谢世界图书出版公司北京公司和保利博纳电影发行有限公司的大力支持，使我们得以通过一批优秀的影片，向喜爱中国文化、致力于学习汉语的学习者提供一套电影教材。影片素材的选择主要基于以下的考虑：题材现实、人物生动、语言自然实用。在此基础上，我们精选的影片大多获得过多种奖项，能够较好地多角度反映当代中国各个方面的社会生活。同时，根据我们多年从事对外汉语教学与教材编写的经验，设计了便于教学者和学习者操作及活泼实用的练习形式，形成了现在这样一套中高级对外汉语视听说教材。

本套教材共分两册，每册由6~7课组成，每课视频长度约20分钟，每课内容可用8课时左右完成。教材由剧情简介、人物简介、精选对白、泛视听练习、扩展阅读、语言练习6部分构成，具体使用建议如下：

“剧情简介”和“人物简介”可以帮助学习者在学习本课前对影片概况有个大致的了解；

“精选对白”全部实录台词，是学习的核心部分，每课大约4~6段。其中，

- (1) 台词前面的问题是热身问题，也是该部分剧情的提示，学习者不需要了解影片的细节，只需要通过问题的提示，关注发生了什么故事即可；另外，在观看影片的时候，也可以形成自己的理解，为后面的讨论做准备。这部分练习需要观看视频1~2遍。
- (2) 词语解释对应排列在台词右侧或下方以方便学习者使用，包括生词和语言点两部分，语言点包括短语和反映社会文化现象的词语。
- (3) 台词后面的问题主要有两个目的：一是让学习者练习使用本课出现的新词语，同时理解影片故事的细节，具体通过回答问题、模仿表演等方法进行。二是对影片中的现象、观念进行讨论，对影片反映的某些社会文化进行深刻理解的同时，与其他学习者进行交流，具体通过讨论、辩论、设想其他结局等方法进行。这部分练习也

需要观看视频1~2遍。

“泛视听练习”不提供台词，对学习者的视听能力是个小小的挑战，但并不要求学习者掌握词语、语法等语言细节，而是让学习者的理解和口头表达更加开放自由。

“扩展阅读”的内容比较丰富，包括跟本课影片相关的影评、台词、歌词等，对进一步了解影片及其反映的社会文化有所帮助。

“语言练习”主要针对本课出现的词语和短语，通过强化练习进行巩固。

使用者可以视学习条件或需要决定是否观看整部影片。

本套教材由文本与DVD光盘两部分组成，两者紧密结合，相互衔接，需配合使用。

除了教材以外，我们还为教师提供了教学资源包，内容包括每部影片的发行时间、导演和主要演员介绍、影评、主题歌或插曲歌词、同题材影片链接等等，以方便教学者了解影片的背景，对学习者的进行必要的指导。

总之，编者希望通过观看影片的方式和做听、说、读、写的各种练习，使学习者在汉语各个方面的语言能力得到加强，同时在了解中国社会文化方面得到深化。

我们衷心感谢保利博纳电影发行有限公司的大力支持，感谢世界图书出版公司北京公司总经理张跃明先生、总编郭力女士、编辑潘虎先生的通力协作，感谢袁幽虎先生对全书进行英文翻译。希望喜爱汉语和中国文化的学习者从这套教材中获得帮助和乐趣。

编著者

2010年1月于北京大学

## *Foreword*

Film, due to its capacity to be narratively powerful, graphically appealing, swift in tempo and vivid and natural in its use of language, has always been welcomed by language learners to supplement their studies. However, given such limitations as copyright issues, the sheer amount of material available, limited class hours, etc. compiling teaching material based on movies is by no means an easy task.

Thanks to the most generous support of Beijing World Publishing Corporation and Polybona Film Distribution Co., Ltd., through a selection of outstanding movies we may now offer such teaching material to students who are interested in Chinese culture and devoted to improving their knowledge of the Chinese language. In narrowing down and finalizing the selection, we gave particular emphasis to themes relating to real life, colorful characters and everyday plain-spoken language. Endowed with these qualities, most of the selected films have won various awards, and can effectively reflect modern Chinese society from a number of perspectives. On the basis of many years of experience in teaching Chinese to foreigners and compiling teaching materials, we have designed lively and practical exercises convenient both for teachers and students alike. The result is this series of teaching material for intermediate and advanced students.

There are two volumes, each consisting of 6-7 chapters, each chapter supported by approximately 20 minutes of video clips, and requiring about 8 class hours to complete. Each chapter is further divided into six parts, namely story introduction, character introduction, selected dialogue, extensive practice, reading exercise and vocabulary exercise. Recommendations for the use of each section are given below.

The story and character introductions allow learners to form a general idea of the movie before advancing to the core body of the text.

The selected dialogue section is the heart of each chapter, composed of selected parts of

the movie's original script, faithfully keeping to the lines therein. Each chapter contains scripts for 4-6 scenes, with each scene dealt with in the following manner:

1. The exercises that appear before the script serve as a warm-up, dropping hints about the scene in question. This enables learners to better understand the scene without needing to be familiar with specific plot details, thus gearing them up for related discussion. The corresponding scene should be watched once or twice.

2. For convenience of use, new vocabulary and expressions are provided in the right-hand column alongside the script, also including phrases and words that reflect social and cultural phenomena.

3. The exercises that appear after the script serve two main purposes: first, to help students delve more deeply into the intricacies of the plot and grasp the new vocabulary by means of answering questions, re-enacting and so on; second, to encourage students to express and exchange their thoughts on the concepts and phenomena portrayed in the movie through discussion, debate, thinking up alternate endings etc. Again, the corresponding scene should be watched once or twice.

Extensive practice does not include sections of script, nor does it require students to conquer particular vocabulary or grammar points, but rather gently challenges them, requiring them to free up their thinking and work out their vocal chords.

The reading exercise sections are somewhat rich in content, including reviews on the movies in question, more selected dialogue, lyrics from the soundtrack etc. helping students further understand the movie and the social and cultural aspects it communicates.

Vocabulary exercises focus on consolidating the new words and expressions encountered in each chapter through intensive practice.

Whether the movies are viewed in their entirety or in part, should be decided according to study conditions and students' needs; the movies can be viewed during class under the teacher's guidance, or independently after class.

The teaching material is composed of the text and material on the DVD. The two are mutually complementary, and have been carefully designed to be used simultaneously.

Additional resources are provided for teachers' use, including basic information on the movies such as release dates, introductions of directors and actors, film reviews, lyrics, suggestions for movies with similar themes, etc. in order to aid teachers in providing essential guidance.

Film, through language and visual expression, presents us with rich content, with each movie unique in its own right. As for whether teaching material should highlight cultural content or language skills, in our opinion it's not a zero sum game—one need not be emphasized above the other. Herein, we provide students with a possibility: by watching movies, students should be able to strengthen their command of the Chinese language and significantly further their insight into Chinese culture and society. The teacher is free to select, emphasize and leave out specific parts of the material according to students' needs, and may explore beyond the course set in the textbook as they see fit.

We would wish to sincerely thank Polybona Film Distribution Co., Ltd, for their generous support. Our heartfelt gratitude is extended to general manager Zhang Yueming, editor-in-chief Guo Li and editor Pan Hu at Beijing World Publishing Corporation for their valuable cooperation. Finally, we convey our thanks to Juho Juurinen for carrying out the English translation. We sincerely hope that students passionate about the Chinese language and culture may not only benefit from, but also find delight in this set of teaching material.

The Editor,  
Peking University, January 2010



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# Lesson One

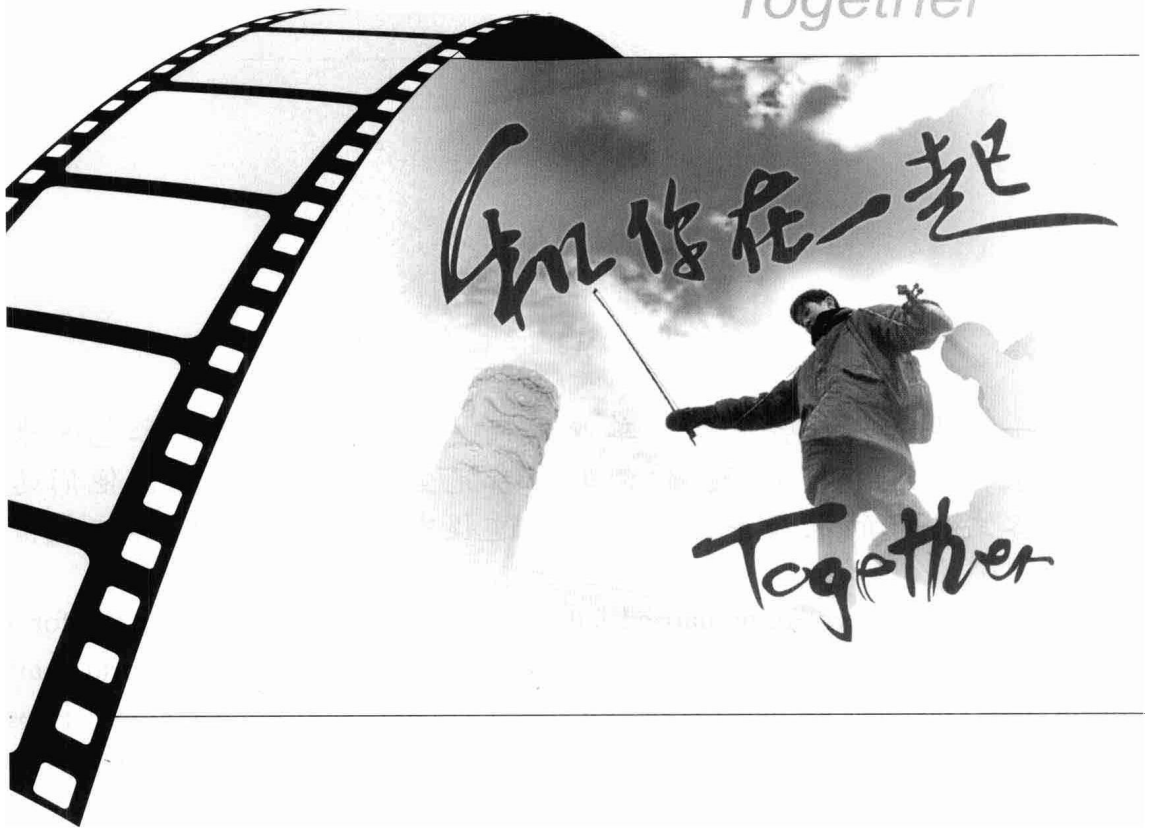
# 第一课

和

你在一起

*with You*

*Together*





## 剧情简介

Story Introduction



一位生活在社会底层的单身父亲，为了提高孩子的琴艺而来到北京，在这个与宁静、偏僻的家乡完全不同的城市里，他们遇到了各式各样的人和事，而在这个过程中，孩子身世的真相也被揭开……

A socially deprived, unmarried father takes his son to Beijing, looking for a chance to let him improve his skills on violin. In this teeming city, a world apart from their quiet and secluded home village, they come across a whole variety of people and things. Along the way, the truth of the son's past begins to unfold...

## 人物简介

Character Introduction



## 刘小春 (唐韵饰)

是一位敏感又沉默的少年，音乐一直是他最喜爱的表达方式，也是与他从未见过面的母亲之间的一种最珍贵的联系。

Liu Xiaochun is a sensitive and silent boy with a passion for playing the violin. Music is not only his most beloved means of expression, but also a special tie to his mother, whom he has never seen.

## 父亲刘成 (刘佩琦饰)

是一个普通的厨师，深深地以小春为骄傲，并对儿子寄予深切的期望和天真的野心。

Liu Cheng is a run-of-the-mill cook and a proud father who places great, outright naive, hopes on his son.



## 莉莉 (陈红饰)

美丽、年轻、世俗，渴求被人全心全意地爱。小春在跟她的接触中，逐渐对城市、现代、女性有了更多的了解，在对小春从轻视到关心的过程中，她也经历了被动地接受爱到主动地奉献爱的成长历程。

Lili is an attractive, yet somewhat vulgar, young girl. She craves for heartfelt and genuine love. It is through her influence that Xiaochun comes to understand a great deal about urban life, modern times, and women. Likewise, as she becomes familiar with Xiaochun, she learns the importance of showing unselfish consideration for others.

### 江老师 (王志文饰)

是一位有才华而又不合社会潮流的音乐教师，骄傲、孤独，相对技巧来说，他更在意让人全心投入地感受音乐，因此他对小春没有采用传统的教育方法。

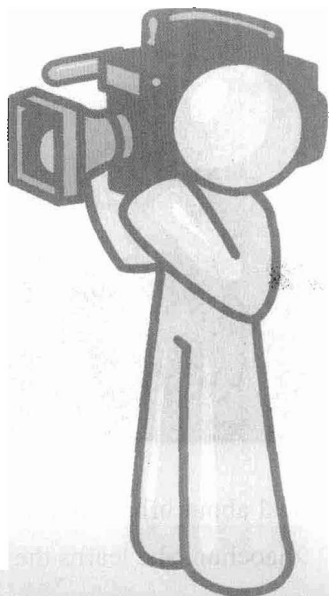
Mr. Jiang is an eccentric and arrogant music teacher with exceptional talent. Despite his genius, he is withdrawn from mainstream society. He insists that music, first and foremost, is about feeling, and thus disapproves of traditional technique-oriented teaching methods.



### 余教授 (陈凯歌饰)

高雅、严格，投入他门下的学生在经过残酷的训练后，更能获得演奏上的成功，因此也更能获得社会的承认。

Professor Yu is an elegant, strict teacher, whose achievements in musical pedagogy are widely recognized. Under his harsh and demanding guidance, many of his students have managed to climb into the limelight.



# 精选对白

Selected Dialogue



## 一 江老师给刘小春上课

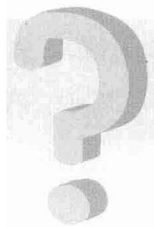
Mr. Jiang's lesson



### 看一看 说一说

Watch and discuss.

- (1) 江老师给刘小春上课的时候让他做什么?  
What does Mr. Jiang ask Liu Xiaochun to do during class?
- (2) 刘小春的态度是什么?  
How does Liu Xiaochun respond to Mr. Jiang's request?



### 读一读 练一练

Read the dialogue and do the exercises below.

江老师：洗手。打肥皂。哎，我说我说，我这儿一个人忙不过来，你过来搭把手\*。过来啊。这“老白”前两天出去追人家母猫，让人给甑了。别动。碗架上有消炎药给它拌上。哎我来我来。盖上。把那牛奶拿来兑上点儿热水。小猫们也饿了。以后给“咪咪”喂食要注意，把鱼骨头给它剔干净。嘿，留神！别那么不小心！它牙不行了。盐要少放

肥皂 féizào / n. / soap

甑 cēi / v. / to beat

消炎 xiāoyán / dephlogisticate

拌 bàn / v. / to stir

兑 duì / v. / to mix

剔 tī / v. / to pick

\*搭把手：口语，相当于“帮忙”。



啊，肾也不怎么样。回来回来，不要莽莽撞撞啊。拉琴拉琴。嗯？我怎么闻着股臭味？别是这小猫又在我床底下拉屎！是你干的吗？

刘小春：我来吧。

江老师：你给我看着点儿，底下是不是有只袜子，黑色的。

刘小春：什么都没有。只有张照片。

江老师：奇怪了。来来来，开始。哎，你要干吗？

刘小春：我跟你学琴，我爸爸是交了钱的！

江老师：刘小春，刘小春！

肾 shèn / n. / kidneys

莽莽撞撞 mǎngmǎng  
zhuàngzhuàng /  
rude and impetuous

屎 shǐ / n. / droppings

## 1. 读台词，根据提示词语回答下面的问题。

Read the dialogue and answer the following questions using the phrases given below.

(1) 江老师为什么让刘小春帮忙照顾猫？

Why does Mr. Jiang ask Liu Xiaochun to help look after the cats?

(忙不过来 搭把手)

(2) 江老师的猫有什么问题？应该怎么照顾它们？

What's the matter with Mr. Jiang's cats? How should they be taken care of?

(受伤 - 拌 饿 - 兑 牙 - 剔 肾 - 放)

(3) 刘小春为什么生气地离开了？

Why does Liu Xiaochun leave in a fit of anger?

(学琴 交钱)

## 2. 讨论。

Discuss.

你对江老师的印象怎么样？你觉得他好在哪里？差在哪里？

What is your impression on Mr. Jiang? What are his good and bad points?



## 二 江老师和刘小春的对话

Mr. Jiang and Liu Xiaochun



### 看一看 说一说

Watch and discuss.

- (1) 刘小春对江老师的态度怎么样?  
What is Liu Xiaochun's attitude towards Mr. Jiang?
- (2) 两个人的谈话结果怎么样?  
What is the final outcome of their conversation?



### 读一读 练一练

Read the dialogue and do the exercises below.

刘小春：报告江老师，我在您家床底下铁盆里找到两件棉毛衫，真恶心！上边全都是破洞，颜色已经看不清了。

恶心 ěxin / adj. / sick

江老师：为什么要把它们放在笼子里？你法西斯啊，你！这么脏的衣服你就给我搁钢琴上，钢琴是搁脏衣服的地方吗！你爸付钱是让你来跟我学琴的，不是让你来伺候我，来给我打扫房间的。来，拉琴。

笼子 lóngzi / n. / cage

法西斯 fǎxīsī / n. / fascism

搁 gē / v. / to put

刘小春：我不高兴。你说了：“不高兴就可以不拉。”

伺候 cìhou / v. / to serve

江老师：你怎么就不高兴了？你说你把我这房间弄得乱七八糟的，东西哪儿哪儿我都不知道了，我还没说什么呢，就说你不高兴？

乱七八糟 luànqī bāzāo / messy





刘小春：我不高兴在一个猪圈里拉琴。  
自从我认识你，你就没换过衣服，你就知道跟别人吵架，你身上的味儿比你的宠物还要难闻。

江老师：我不养宠物。我的这些猫，都是在大街上捡回来的，要是没人收养它们，它们就得冻死、饿死，知道吗？刘小春，你不要以为你怎么着了。你也就是……你也就是我带回来的一只猫，知道吗？你跟它们的区别就在于你会拉几下琴，没什么了不起的！还我跟宠物的味儿一样！别抖，坐好了！

刘小春：你从来都不认错。你要不是那么骄傲，你的女同学就不会跟别人结婚。

江老师：你给我出去。听见没有？好，好，你走，你走，你出了这门就不是我的学生！

圈 juàn / n. / sty; shed

宠物 chǒngwù / n. / pets

养 yǎng / v. / to raise (animals)

捡 jiǎn / v. / to pick up

抖 dǒu / v. / to tremble

### 1. 读台词，根据提示词语回答下面的问题。

Read the dialogue and answer the following questions using the phrases given below.

#### (1) 刘小春说出了哪些江老师的缺点？

What faults does Liu Xiaochun find in Mr. Jiang?

(棉毛衫 猪圈 吵架 身上的味儿 不认错 骄傲)

#### (2) 江老师对刘小春有什么不满意？

How is Mr. Jiang unsatisfied with Liu Xiaochun?

(笼子 脏衣服 乱七八糟 抖)