



外研社汉语分级读物 —— 中文天天读
FLTRP Graded Readers — Reading China

好一朵茉莉花

What a Beautiful Jasmine Flower

主编：朱 勇
编 著：池 宇

Chinese/English

- 香港的大排档
Sidewalk Snack Booths in Hong Kong
- 大导演, 小故事
Great Director, Petty Stories
- 十二生肖为什么没有猫?
Why Does the Cat Eat the Mouse?
- 难忘的愚人节
An Unforgettable April Fool's Day
- 中国人最喜欢的运动
The Favorite Sport of the Chinese



外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

3B



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众所周知,阅读是成人外语学习者获得语言输入的主要方式。只有加强阅读,增加语言输入量,才能更快地学好一门外语。基于此,如何让学习者有效利用课余时间,通过快乐阅读、随意阅读来促进其语言学习,一直是众多语言教学与研究者所关注的课题之一。

令人遗憾的是,适合各种水平汉语学习者阅读需要的汉语分级读物,长期以来一直处于相对短缺的状态。鉴于此,外语教学与研究出版社特意在2007年发起并组织编写了本套系列汉语分级读物——《中文天天读》,用于满足各级水平的汉语学习者的阅读需求,让学习者在快乐阅读的同时有效地提高自己的汉语水平。同时,也通过巧妙的关于中国社会、历史、文化背景的介绍与传达,为所有汉语学习者真正开启一扇了解当代中国的窗口。

因为《中文天天读》每一册的容量都不太大,且有少量的练习,所以它既可作为学习者的课外读物,也可作为阅读课和读写课的教材。《中文天天读》按语言难度分为五个等级,每级各有不同的分册,可适合不同级别学习者使用。文章字数等具体说明请看下表:

级 别	文章字数	词汇量	篇 目	已学时间
1级	100~150	500	25篇	三个月(160学时)
2级	150~300	1000	25篇	半年(320学时)
3级	300~550	3000	25篇	一年(640学时)
4级	500~750	3500	20篇	两年(1280学时)
5级	700~1200	5000	18篇	三年(1920学时)

为方便更多语种的学习者学习,《中文天天读》将陆续出版英、日、韩、西、德、法、意、俄等十多种语言的版本,学习者可根据情况自选。

《中文天天读》大致有以下几个模块:

1. 阅读前模块——导读。“导读”主要是一两个跟课文有关的问题,类似于课堂导入,主要是激发学生的兴趣,起到热身的作用(若作为教材使用,教师也可在此基础上扩展为课堂导入语)。

2. 阅读中模块,包括正文、边注词、插图。边注词是对课文生词进行随文对译和解释的一种方式,目的是帮助学习者扫清生词障碍,迅速获得词义。它有助于降低文章难度,保持阅读速度。插图也是《中文天天读》的一大特色。插图中反映的都是课文的核心内容,也经常出现课文中的关键句子。这些都有助于读者“见图知义”,快速理解课文内容。

3. 阅读后模块,包括语言点、练习题和小知识。语言点是对重点词语或结构的简单说明。每个语言点的第一个例句大多是课文中的原句,其他例句的目的是帮助学生“温故而知新”,句子中着力使用已学课文中的生词或者语境。练习题的题型主要有问答题、选择题、判断题、填表题等,都和内容理解有关。《中文天天读》的题量不大,因为过多的练习会破坏阅读的乐趣。小知识中,有的是跟课文内容密切相关的背景知识,读了以后直接有助于课文的理解;有的跟课文有一定关系,是对课文内容的补充和延伸;还有一种则跟课文内容基本无关,属于一般性的中国文化、历史地理知识介绍。

与同类材料相比,《中文天天读》具有以下特点:

1. 易读易懂。“容易些,再容易些”是我们编写《中文天天读》一直持有的理念。对于每篇选文的生词、字数我们都有严格的控制。我们还通过为边注词、语言点、小知识等配以英、日、韩、西等不同语种译文的方式,方便学习者更好地理解课文。此外,每课均配有与课文、小知识内容匹配的漫画或图片,通过这些关键线索,唤起读者大脑中的相关图式,有效地起到助读的作用。

2. 多样有趣。“兴趣是最好的老师”,我们力求选文富有情趣。选文伊始,我们即

根据已有经验以及相关调查，对留学生的需求进行了分析，尽可能保证选文在一定程度上能够投其所好。具体体现在两个方面：(1) 话题多样，内容丰富。这样可以保持阅读的新鲜感。《中文天天读》各册从普通中国人的衣食住行、传统风俗与现代生活的交替到中国当代的社会、经济、语言、文化等内容均有涉及，有的还从中外对比的角度叙述和分析，力求让读者了解到中国社会的真实面貌，同时还可以对学生的跨文化交际能力起到一定的指导作用；(2) 文体多样，形式活泼。《中文天天读》采用记叙文、说明文、议论文、书信、诗歌、小小说等各种文体，不拘一格，让读者了解汉语不同体裁的文章，充分感受中文的魅力。

3. 注重实用。选文比较实用，其中不少文章都贴近留学生的生活。有的文章本身就是一些有助于留学生在华的学习、生活、旅行、工作的相关介绍，可以学以致用。

4. 听读结合。《中文天天读》每册均配有相应的 CD，读者既可以通过“读”的方式欣赏地道的中文，也可以通过“听”的方式感受纯正的普通话。这两种输入方式会从不同的角度帮助学习者提高汉语水平。

在编写过程中，我们从阅读教学专家、全国对外汉语优秀教师刘颂浩先生那里获益良多；北京外国语大学中国语言文学学院的领导魏崇新、张晓慧、吴丽君三位教授欣然担任《中文天天读》的顾问，其他同事也给了我们很多帮助，特别是马晓冬博士提出了许多建设性的意见；外语教学与研究出版社汉语分社的领导和编辑给予本项目以大力支持，特别是李彩霞、周微、李扬、庄晶晶、颜丽娜五位编辑为本丛书的策划、编写作出了特别贡献；北外中文学院 2006 级、2007 级的 10 多位研究生在选文方面也给了我们很多帮助，在此一并致谢。

欢迎广大同行、读者批评指导，也欢迎大家将使用过程中发现的问题反馈给我们，以便再版时更上一层楼。联系方式：zhuyong1706@gmail.com。

朱勇

2009 年 1 月

Preface

It is common knowledge that reading is the primary input channel for adult learners of a foreign language. Extensive reading can ensure adequate language input and fast, efficient learning. Therefore, both language researchers and teachers emphasize large amount of reading in addition to classroom learning.

Regrettably, well designed and appropriately graded reading materials for second-language learners are hard to come by. Aware of the shortage, the Foreign Language Teaching and Research Press initiated in 2007 the compilation of *Reading China*, a series of readers tailored to the diverse needs of learners at different levels of Chinese proficiency. The readers feature fun stories of present-day China, with introductions on Chinese history, culture and everyday life.

This series can be used as in-class or after-class reading materials because every book from the series is brief in content and has a small amount of exercises. There are altogether five levels in the series, each consisting of several volumes. Please refer to the table below for specific data:

Level	Length of Texts (words)	Vocabulary	Number of Texts	Prior Chinese Learning
1	100 ~ 150	500	25	Three months (160 credit hours)
2	150 ~ 300	1000	25	Half a year (320 credit hours)
3	300 ~ 550	2000	25	One year (640 credit hours)
4	500 ~ 750	3500	20	Two years (1280 credit hours)
5	700 ~ 1200	5000	18	Three years (1920 credit hours)

Other language versions of the series, such as Japanese, Korean, Spanish, German, French, Italian and Russian, will come off the press soon to facilitate the study of Chinese learners with these language backgrounds.

Each book of the series includes the following modules:

1. Pre-reading—Lead-in. This part has one or two interesting warming-up questions, which function as an introduction to a new text. Teachers can develop their own class introductions on the basis of Lead-in.

2. Reading—Texts, Side Notes and Illustrations. Side Notes provide equivalents and explanations for new words and expressions to help learners better understand the text. This part also keeps the degree of difficulty of the texts within reasonable bounds so that learners can read them at a reasonable speed. Illustrations are another highlight of the series. They help learners take in at a glance the key sentences and main ideas of the texts.

3. After-reading—Language Points, Exercises and Cultural Tips. The Language Points part hammers home the meaning and usage of important words and expressions, or grammar points in one of the sentences from the text. Two follow-up example sentences, usually with words, expressions or linguistic contexts from previous texts, are given to help learners “gain new insights through review of old materials”. In Exercises, a small amount of questions, choice questions, true or false questions and cloze tests, are designed to check learners’ comprehension of the texts without spoiling the fun of reading. In Cultural Tips, background information is provided as supplementary reading materials. (Some are related to the texts and some are just general information about Chinese culture, history and geography.)

Reading China stands out among similar readers because of the following features:

1. User-friendliness: “Reading should be as easy as possible”, a principle consistently followed by the compilers, through strict control of the number of new words and expressions in each text, the Side Notes, the translations given in Language

Points and Cultural Tips, illustrations and pictures.

2. *Diversity and fun:* The compilers have taken great pains in choosing interesting stories because “interest is the best teacher”. We also try to cater to foreign students’ reading preferences by analyzing their learning expectations on the basis of our teaching experience and surveys. Firstly, a wide range of topics is included to sustain the freshness of reading. The stories touch upon many aspects of Chinese life. In some cases, similarities and differences between Chinese and foreign cultures are compared and analyzed to give learners a realistic idea about contemporary China and improve their cross-cultural communication ability. Secondly, different writing genres and styles are selected, such as narrations, instructions, argumentations, letters, poems, mini-stories, etc. In this way, learners can fully appreciate the charm of the Chinese language.

3. *Practicality:* Many texts are closely related to foreign students’ life in China and contain practical information about studying, living, traveling and working in China.

4. *Listening materials:* CDs are provided for each book of the series. Integration of audio input through listening and visual input through reading will further improve learning results.

In the course of our compilation work, we have benefited a great deal from the expertise of Mr. Liu Songhao, an expert in teaching Chinese reading and an excellent teacher of Chinese as a second language. Mr. Wei Chongxin, Ms. Zhang Xiaohui, and Ms. Wu Lijun from the School of Chinese Language and Literature of the Beijing Foreign Studies University have served as highly supportive consultants. Quite a few other colleagues at SCLL, especially Dr. Ma Xiaodong, have provided many inspiring suggestions. Our heartfelt gratitude goes to the directors and editors of the FLTRP Chinese Publishing Division, in particular Li Caixia, Zhou Wei, Li Yang, Zhuang Jingjing and Yan Lina, for their contribution to the planning and compilation of this series. We also wish to thank more than ten postgraduate students of the years 2006 and

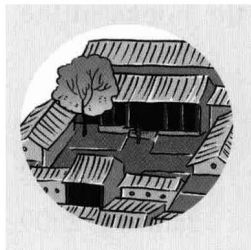
2007 at BFSU for their help in collecting materials.

We would greatly appreciate suggestions and comments from learners and teachers of Chinese as a second language and would accordingly improve the books in the future. Contact information: zhuyong1706@gmail.com.

Zhu Yong
January, 2009

目 录

Contents



1 最好的教育

The Best Education / 10

2 北京的四合院

Beijing's Siheyuan / 14

3 好一朵茉莉花

What a Beautiful Jasmine Flower / 18

4 倒茶的礼貌

Etiquette in Serving Tea / 22

5 铁杵磨成针

An Iron Pestle Can Be Ground into a Needle / 26

6 请为夸奖道歉

Please Apologize for Making Compliments / 30

7 王子赛马

The Horse Racing of the Princes / 34

8 香港的大排档

Sidewalk Snack Booths in Hong Kong / 38

9 一美元的汽车

The One Dollar Car / 42

10 大导演，小故事

Great Director, Petty Stories / 46

11 中国“狗”和西方“狗”

Chinese and Western 'Dogs' / 50

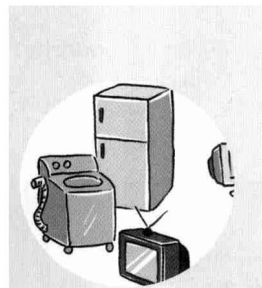
12 男人下厨好处多

Cooking Is Good for Men / 54

13 年画

New Year Pictures / 58

- 14 给妈妈的一封信
A Letter to Mum / 62
- 15 说说三里屯
About Sanlitun / 66
- 16 十二生肖为什么没有猫?
Why Does the Cat Eat the Mouse? / 70
- 17 难忘的愚人节
An Unforgettable April Fool's Day / 74
- 18 电脑公司的清洁工
A Cleaner at a Computer Company / 78
- 19 这山望着那山高
The Grass Is Always Greener on the Other Side of the Fence / 82
- 20 送东西
Give out Relief / 86
- 21 勇敢地说“不”
Dare to Say 'No' / 90
- 22 第一笔工资
My First Salary / 94
- 23 中国人最喜欢的运动
The Favorite Sport of the Chinese / 98
- 24 “三大件”的变化
The Changes of 'Three Important Items' / 102
- 25 下围棋的故事
A Story of Playing Go / 106
- 练习答案
Answer Keys / 110



1

Zuì hǎo de jiàoyù 最好的教育

The Best Education

你觉得你在什么地方学到的东西最重要?
来听听诺贝尔奖获得者的想法吧。



诺贝尔奖 (Nuòbèi'ěr Jiǎng)
n. the Nobel prize

获得者 (huòdézhě) n.
winner

聚会 (jùhuì) v.
gather, get together

有一年，75 位诺贝尔奖获得者在巴黎聚会。有个记者问其中的一位：“在您的一生中，您认为最重要的东西是在哪所学校学到的呢？”

这位满头白发的诺贝尔奖获得者平静地回答：“是在幼儿园。”

记者感到非常惊奇，又问：“为什么是在幼儿园呢？您认为您在幼儿园里学到了什么呢？”

老人微笑着回答：“在幼儿园里，我学到了很多很多。比如，把自己的东西分一半给小朋友们；不是自己的东西不要拿；东西要放整齐；饭前要洗手；午饭后要休息；做了错事要道歉；学习时要多思考。我认为，我学到的全部东西就是这些。”

老人一讲完，所有的人都站起来鼓掌。事实上，大多数科学家都认为，他们一生中学到的最重要的东西，就是幼儿园老师教给他们的好习惯。

记者 (jìzhě) *n.*
journalist

平静 (píngjìng) *adj.*
calm, quiet

幼儿园 (yòu'éryuán) *n.*
kindergarten

惊奇 (jīngqí) *adj.*
amazed, surprised

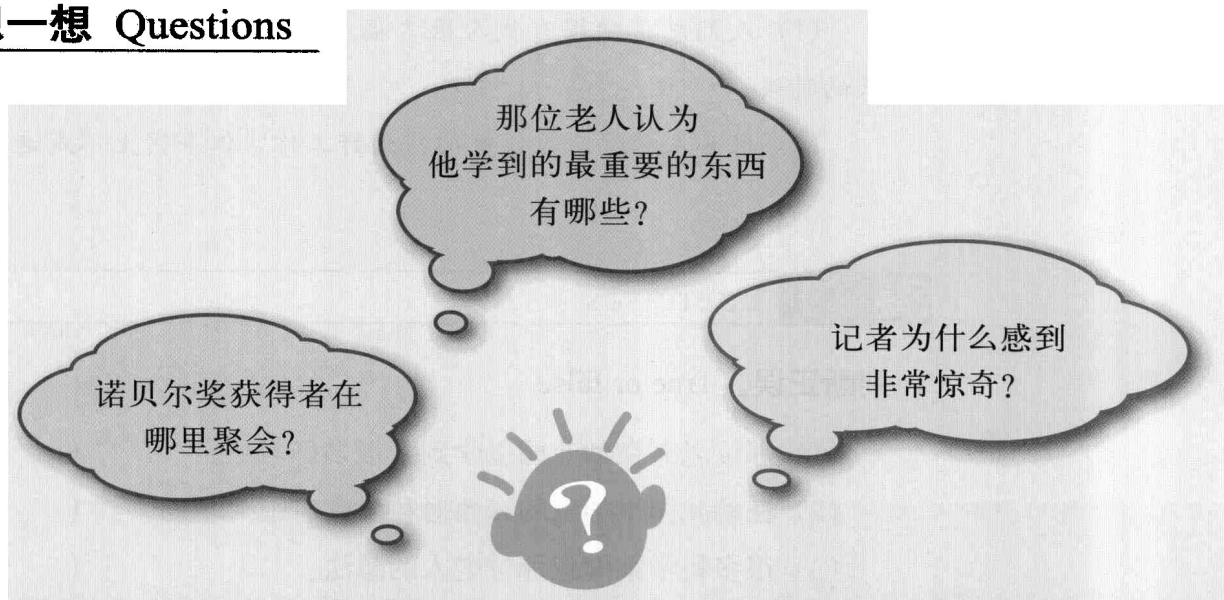
道歉 (dàoqiàn) *v.*
apologize

思考 (sīkǎo) *v.*
think deeply

鼓掌 (gǔzhǎng) *v.*
applaud

科学家 (kēxuéjiā) *n.*
scientist

想一想 Questions



语言点 Language Points

感到
feel

1. 记者感到非常惊奇。

The journalist felt surprised.

“感到”，动词。“觉得”的意思。

“感到” is a verb which means “feel”.

- (1) 昨天太累了，今天早上我感到有些不舒服。
- (2) 老师说我的发音越来越好，我感到非常高兴。

事实上
in fact

2. 事实上，大多数科学家认为，他们一生中学到的最重要的东西，就是幼儿园老师教给他们的好习惯。

In fact, most scientists believe that the most important things they have learnt in life are the good habits taught by their kindergarten teachers.

“事实上”，用来介绍一个真实的情况。

“事实上” is used to introduce a fact.

- (1) 人们总是觉得有钱人很幸福，事实上，他们也常有不快乐的时候。
- (2) 很多人觉得学习好就能找到好工作，但事实上不是这样。

练习 Exercises

1. 判断正误。True or false.

- (1) 那位老人在幼儿园里学到了很多好习惯。 ()
- (2) 在幼儿园里学到的东西对科学家有很大帮助。 ()
- (3) 很多科学家同意那位老人的想法。 ()

2. 选择正确答案。Choose the correct answer.

(1) 诺贝尔奖获得者认为最重要的东西是在 () 学到的。

A. 大学 B. 中学 C. 小学 D. 幼儿园

(2) 听了老人的回答, 记者觉得很 () 。

A. 高兴 B. 生气 C. 伤心 D. 吃惊

(3) () 不是在幼儿园学到的。

A. 把自己的东西分给朋友 B. 饭前要洗手
C. 喜欢使用别人的东西 D. 做了错事要道歉

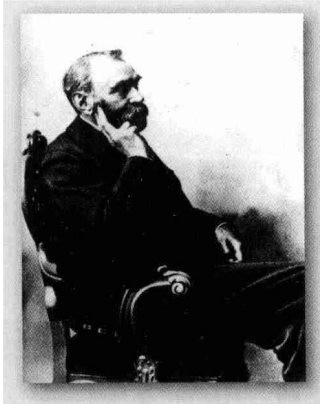
小知识 Cultural Tips

诺贝尔奖
The Nobel Prize

诺贝尔奖是以瑞典著名化学家、工业家、硝化甘油炸药发明人艾尔弗雷德·伯恩哈德·诺贝尔 (1833—1896 年) 的部分遗产作为基金创立的, 它是世界上最为重要的科学奖项之一。

诺贝尔奖最初设有物理、化学、生理或医学、文学及和平五个奖项, 后又增设经济学等奖项。

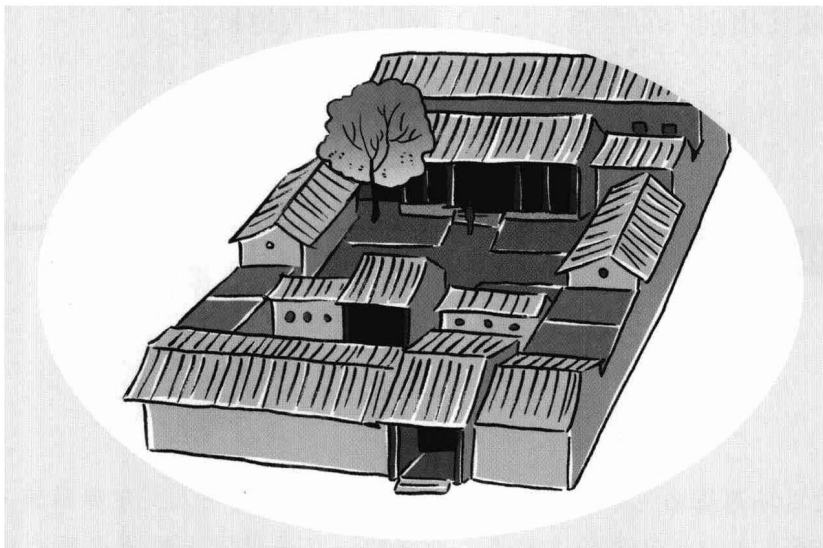
The Nobel prize, one of the world's most important prizes in science, was founded in part by the legacy of Alfred Bernhard Nobel (1833—1896), the famous Swedish chemist, industrialist, and inventor of nitroglycerine. Initially, there were only awards for achievements in physics, chemistry, physiology or medicine, literature and peace. Later, prizes for other subjects, like economics, were added.



2

Běijīng de sìhéyuàn 北京的四合院 Beijing's Siheyuan

你去过北京的四合院吗？
如果有机会，你一定要去看看。



建筑 (jiànzhù) *n.*
architecture

元朝 (yuáncháo) *n.*
Yuan Dynasty

构成 (gòuchéng) *n.*
form

四合院是老北京人居住的主要建筑，在国内外都很有名。

北京四合院为什么有名呢？首先是因为它有六百多年的历史。从元朝开始，四合院就出现了。其次是它的构成非常特别，在中国传统住宅建筑中很有代表性。四合院的“四”是“东南西北”四面的意思，“合”是围在一起的意思。也就是说，四合