

最新实用汉语口语

(上册)

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*Practical
Spoken
Chinese*

北京大学出版社

序

对外汉语教学只有三四十年的历史,但是国门开放的二十年来,这项事业却是发展得很快,快到研究工作和教材的编写都跟不上教学需要的地步了。

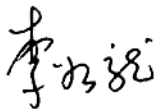
教习第二语言在国外是应用语言学集中研究的课题。在英语世界,因为学的人多,教的人也多,加以历史很长,他们的应用语言学就得到蓬勃的发展。教材的分工很细,教不同民族、不同年龄、性别、不同职业的人有不同的课本。教学方法上则有各种流派,此起彼伏层出不穷,近二三十年间,从语法教学法到句型教学法、情景教学法、功能文化教学法,教学理论更新换代相当频繁。相形之下我们关于对外汉语教学的研究就差多了,所编的教材花色品种也很少。

我总认为西方的应用语言学理论和方法大多是值得我们学习的。采取哪种教学法,编写什么样的教材,现在还不妨来个百花齐放,在教学实践中试验、竞争、总结、改进,这才有希望走到一个新的水平上来。“定于一尊”、“求稳怕乱”都是笨拙的办法,于事无补。

本书的编者张军是位从事对外汉语教学多年的年青人。他在北京大学受过良好的语言学训练,接受外国新知也很快,又能结合实际工作勤于思索,所编的这部教材是很有特色的。他把近两千条的常用口语词汇组织在 800 个常见句子之中,按照情景和功能分成 30 课。每课有句子、词语、会话、练习等几部分训练,后面还

附有一些中华文化知识的简短读物。这种编法就把句型教学法、情景教学法、功能文化教学法的优点都体现出来了。课文部分全部加注汉语拼音和英语翻译,这样的安排则使本书既可作为初、中等程度的课本,也可作为自学的教材;既可作为短期突击的教本,也可放着作为鉴赏备查的读物。由于在课文补充词语部分为句型提供了相当数量的可替换词语,本书更可成为外国旅游者“临时抱佛脚”的“救星”。这样就争取了相当广泛的读者。

语言似乎是人们与生俱来的能力,谁都会说话,谁都在学说话,真是再平常不过的事。但是普天之下学了很多种话的人,把话说得很好的人,又确实太少了。可见语言教学并非易事。对语言教学来说,我想有好的教材是至关重要的,再好的教学法,没有合适的教材也不能体现出来。一部好的教材等于一个师资培训班,可以使教师获得启发,把书教好;也等于一间学校,可以让学生自学自练。摆在读者面前的这部教材究竟上到什么档次,当然还得让它的上帝——教的人和学的人来评价它,让实践的效果来作鉴定。作为对外汉语教材百花园里的一朵新花,我想它应该会受到欢迎的。



1998年5月1日
于羊城寓所

Preface

The course of Teaching Chinese as a Foreign Language (TCFL) has but a short history of approximately 30 to 40 years. However, since the implementation of the open-door policy in China, it has been developing at such a fantastic speed that relevant researches thereof and compilation of adequate textbooks have far lagged behind.

It is one of the concentrated researches of applied linguistics to teach a language to those who do not speak it as their mother tongue. Prosperous development has been achieved in applied linguistics in the world of English teaching, because there is a comparatively longer history there, with more people involved in teaching and learning of the language. Different types of textbooks have been compiled for learners of different backgrounds in terms of nationality, age, sex, and occupation. Different schools of methodology have emerged one after another, from grammatical to sentence patterns, from situational to functional & cultural, bringing about a stage of prosperity in teaching methodology. In contrast to this, our researches in TCFL still finds itself in its initial stage, with little variety of textbooks.

It is my firm belief that the theory and method in applied linguistics are worth our earnest studying, and I have always held it to be true to let a hundred flowers blossom in regard to what kind of teaching methodologies to adopt and what kind of textbooks to use. It is only with

our persistent experiment, competition, and constant improvement that we can expect our TCFL to reach an unprecedented level. "Sticking to one method" proved to be ineffective, as it always has, in academic studies.

Mr. Zhang Jun, compiler of this textbook, is a young man with years of experience in TCFL. He received a good education of linguistics at Beijing University and proves himself quick to learn new things from abroad. His intelligence and hard-working spirit make this textbook characteristic of its own features. Nearly 2,000 commonly used words in spoken Chinese are perfectly organized in 800 sentences, which fall into 30 lessons, classified according to situations and functions. Each lesson contains drills in sentences, words and phrases, dialogues and exercises, with easy reading materials attached, about Chinese culture. The textbook is therefore a combination of the virtues of such methodologies as sentence pattern, situational and functional & cultural. All texts are marked with Pinyin and attached with English translations, enabling the textbook suitable for use in short intensive training and for self-study learners at primary and intermediate levels. It may also be used as a dictionary, in a way. With its considerable amount of word substitution drills provided in the part of Supplementary New Words and Phrases, it can even serve for "emergency use" for foreign tourists. All these superior distinctions ensure for itself a tremendous amount of readers.

All men are born with a language competence, some are even able to speak several languages, but only a few can speak them well. Language teaching is therefore far from an easy job. As far as language teaching is concerned, it is of great importance to have a good textbook, without which no teaching methodology can prove its adequacy, however effective it might be. A good textbook is a teachers' training course, furnishing the teachers with qualifications to teach. It is also a school,

where students can learn and practice on their own. The quality of this textbook is, of course, to be judged and evaluated by its God—the teachers and students who use it. As one of the fresh flowers in the garden of TCFL textbooks, it will enjoy a warm welcome, I believe.

Li Rulong

May 1, 1998, Guangzhou

前 言

本书是为具有中等文化程度、初学汉语或具有初级汉语基础的外国学生、在华工作的外国人所编写的实用性口语教材,亦可作为外国旅游者在华旅游期间之应急参考。

本书的编写强调突出实用性的原则,在词语的选择上主要依据《汉语水平词汇等级大纲》的甲、乙两级词,但作为实用性口语教材,内容主要涉及日常生活诸方面,故词语的选择亦根据情景需要补充日常生活所需的一定数量的名词和专有名词,例如“在餐厅”“购物”等课文中就补充了相当数量的这一类词语,以增强实用性。本书共有词语(包括固定结构和搭配)近两千条。

本书共提供 800 个句子,涵盖现代汉语口语的绝大部分句型。

本书主要根据情景和功能共设计为 30 课,情景的设计和选择主要根据留学生和在华工作旅游的外国人的特点,涉及他们日常生活、工作、学习、旅游等各个方面。每课分为句子、词语、会话、补充词语和练习五部分。其中句子部分是根据每课的具体情景设计和选用 25 个句子,包括该情景所可能选用的主要句型;补充词语部分除包括会话部分出现的词语外,还提供虽在该课文中未出现然而在该情景中可能出现的部分词语,以备查找和替换。

本书突出对中国历史文化和当代中国现状的介绍,在每一课后面以附录的形式增加两篇短文(附译文),共计 60 篇,覆盖中国历史文化及当代热点问题,以帮助外国留学生和本书的其他使用者更好地了解历史上的中国和今天的中国。

作为实用性口语教材,本书对汉字不作要求,本书除附录外全部加注汉语拼音,以减轻掌握汉字的压力,本书的拼音主要依据《汉语拼音正词法基本规则》进行标注。

本书在编写过程中,得到了许多朋友的帮助。由于时间关系,本书每课后面附录部分的短文及其英文翻译除极少数由编者本人完成外,其余大部分短文由王奎军同志协助完成并由王心洁、戴灿宇和罗宏斌三位老师提供英文翻译。美国朋友保罗校订了全书的译文。北京大学出版社和郭力女士为本书的顺利出版给予了全力支持,责任编辑杜若明先生为本书的出版付出了艰辛的劳动,并提出了许多宝贵意见。在此,谨对上述朋友表示衷心感谢!

在本书的编写过程中,我的妻子兼北大同学、暨南大学出版社副编审李战同志自始至终给予本书极大的支持,许多部分可以说是我们共同完成的;我的母亲千里迢迢赶来广州为我操持家务,使我能有更多的时间和精力投入到编写之中;而我三岁小女儿灿烂的笑脸,更成为我挑灯夜战的最大动力。

本人在学业上有幸得到著名语言学家李如龙先生的关心和指导,本书的编写也得到李先生许多具体的指点,李先生不嫌本书粗浅,赐序文一篇,这是对本人莫大的鼓励和鞭策。

编 者

1998年5月4日

Introduction

This is a practical Chinese textbook, meant for foreign students or foreigners working in China, who have received an intermediate education, and who are beginners to learn Chinese. It may also serve foreign tourists in China for emergency use.

With its emphasis on practical purposes, the textbook has a selected vocabulary largely based on the first and second levels of "Standardized Levels of Chinese Vocabulary." As it covers various aspects of daily life, the vocabulary also includes quite a number of supplementary nouns and proper nouns, which can be found, for instance, in the lessons of "In the Restaurant" and "Going Shopping," and so on. The textbook has a vocabulary of 2,000 words, including set phrases and collocations.

The textbook presents 800 sentences, covering most of the sentence patterns currently used in modern Chinese.

It also contains 30 lessons, arranged according to the situations and functions which are designed and selected in line with the needs of foreign students and foreigners who work or travel in China. Covering almost all aspects of daily life, the textbook consists of sections of Sentences, New Words and Phrases, Dialogues, Supplementary New Words and Phrases, and Exercises. There are 25 sentences in the section of Sentences. The sentences and sentence patterns are designed in accordance with the actual situation of each text. The section of

Supplementary New Words and Phrases contains not only words and phrases that are to be found in the section of Dialogues, but also those that might appear in relevant situations. Those words and phrases may serve as reference and for substitution drills.

The textbook also aims at the introduction of Chinese history and culture as well as the present-day situation in modern China. Two short essays (with translated versions) are provided as appendix after each text. The essays, totaling 60, cover almost all aspects of Chinese history, culture and the topics of general interest in present-day China, to provide the readers with pertinent information they need.

All texts, except the appendixes, are marked with Pinyin, according to the standard of "Basic Regulations of Chinese Pinyin," to allow the readers to avoid the pressure of having to learn the Chinese characters.

For the successful compiling of this textbook, I wish to express my thanks to Mr. Wang Kuijun, who has helped me with the writing of the greater part of the section of the Appendix, to Ms. Wang Xinjie, Mr. Dai Canyu and Ms. Luo Hongbin, who provided the translations for the short essays. My thanks also go to my American friend Paul Bryant Mora who edited the translated version. I should like to make a special mention of and show my great gratitude to Beijing University Press; to Ms. Guo Li, who gave the full support to the publishing; to Mr. Du Ruoming, the editor of this textbook, who contributed his valuable advice and painstaking labor to the successful publishing of this textbook.

I also wish to acknowledge the indispensable support from my wife, Ms. Li Zhan, my former classmate at Beijing University and editor of the Publishing House of Jinan University, who has cooperated with me all the time through the compilation. It is no exaggeration to say that she

is a co-compiler of this textbook. My mother's devotion to the household chores and my daughter's sweet smile have generated the needed power for me to go through all the difficulties.

I have had the honor to work under the famous linguist Mr. Li Rulong, and to listen to his invaluable advice concerning the compilation of this textbook. Mr. Li granted this textbook a preface, which I hold as the greatest encouragement in my academic career.

Zhang Jun

May 4, 1998

Cílèi jiǎnchēng biǎo
词类简称表
The Abbreviations of
Chinese Grammatical Terms

(名)	名词	míngcí	noun
(代)	代词	dàicí	pronoun
(数)	数词	shùcí	numeral
(量)	量词	liàngcí	measure word
(形)	形容词	xíngróngcí	adjective
(动)	动词	dòngcí	verb
(助动)	助动词	zhùdòngcí	auxiliary verb
(副)	副词	fùcí	adverb
(介)	介词	jiècí	preposition
(连)	连词	liáncí	conjunction
(助)	助词	zhùcí	particle
(叹)	叹词	tàncí	interjection
(象声)	象声词	xiàngshēngcí	onomatopocia

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龙和风 The Dragon and the Phoenix

最实用的 50 个句子
50 Most Useful Sentences

紧急情况 EMERGENCY

Jiùmìng a!

1. 救命啊!

HELP!

Zháohuǒ la!

2. 着火啦!

FIRE!

Jiào jǐngchá!

3. 叫警察!

Call the police!

Wǒ bìng le.

4. 我病了。

I'm ill.

Wǒ shòushāng le.

5. 我受伤了。

I'm injured.

Kuài zhǎo yīshēng!

6. 快 找 医生!

Get a doctor!

Wǒ mílù le.

7. 我 迷 路 了。

I'm lost.

Wǒ de hùzhào/qiánbāo diū le.

8. 我的 护照/钱包 丢了。

I lost my passport/wallet.

Zhuā xiǎotōu!

9. 抓 小 偷!

STOP THIEF!

Xiǎoxīn!

10. 小 心!

LOOK OUT! (or Be careful!)

Bié dòng!

11. 别 动!

Don't move! (or FREEZE!)

Zǒukāi!

12. 走 开!

Go away!