



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

# 爱上中国

*Fallen in Love with China*

Chinese/English

● 手拉手  
Hand in Hand

● “爷爷”留学生  
Elderly International Students

● “88”的奇迹  
A Coincidental Bargain

● 安全的汽车  
A Safe Car

● 如果没有你  
Without You



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

1A



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FLTRP Graded Readers — Reading China

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*Fallen in love with China*

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翻译：王玉通



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

## 图书在版编目 (CIP) 数据

爱上中国: 1A/朱勇等编著; 王玉通译. —北京: 外语教学与研究出版社, 2011. 6

(外研社汉语分级读物: 中文天天读/朱勇主编)

ISBN 978-7-5135-0967-1

I. ①爱… II. ①朱… ②王… III. ①汉语—对外汉语教学—语言读物 IV. ①H195.5

中国版本图书馆CIP数据核字 (2011) 第110571号

出 版 人: 蔡剑峰

选题策划: 彭冬林 李彩霞

责任编辑: 李彩霞 于 辉

英文编辑: 蔡 莹

装帧设计: 姚 军

插图绘制: 姚 军

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路19号 (100089)

网 址: <http://www.fltrp.com>

印 刷: 北京利丰雅高长城印刷有限公司

开 本: 830×1030 1/16

印 张: 8

版 次: 2011年7月第1版 2011年7月第1次印刷

书 号: ISBN 978-7-5135-0967-1

定 价: 42.00元 (含CD光盘一张)

\* \* \*

购书咨询: (010) 88819929 电子邮箱: [club@fltrp.com](mailto:club@fltrp.com)

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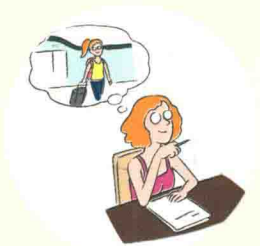
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版权保护办公室举报电话: (010) 88817519

物料号: 209670001

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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重要方式。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们所关注的课题之一。

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》,用于满足各级水平汉语学习者的阅读需求,让学习者在快乐阅读的同时有效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。

《中文天天读》按语言难度分为5级,每级各有A、B、C等不同的分册,可适合不同级别的学习者使用。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	2000	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文章有关的问题，类似于课堂导入，主要是激发学生的兴趣，起到热身的作用。

2. 阅读中模块，包括正文、边注、插图。边注是对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，有的是跟文章内容密切相关的背景知识，读了以后直接有助于理解课文；有的跟文章有一定关系，是对课文内容的补充和延伸；还有一种则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、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。具体做法是：（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来叙述和分析，

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》中，记叙文、说明文、议论文、书信、诗歌、小小说等文体不拘一格，让读者充分了解汉语的不同体裁，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中国的学习、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 或 MP3，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、北京大学刘颂浩教授那里获益良多；我的同事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给予该项目以大力支持，李彩霞、李扬、庄晶晶、颜莉、于辉、许杨等编辑为《中文天天读》的策划、编写作出了特别贡献；北外中文学院 2006 级、2007 级的 10 多位研究生在项目启动之初的选文方面也给我们很多帮助，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

2011 年 5 月

## Preface

It is common knowledge that reading is an important 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.

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.

**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:** MP3 or 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 professor Liu Songhao from Peking University. Dr. Ma Xiaodong, my colleague, has provided many inspiring suggestions. Our heartfelt gratitude goes to the directors and editors of the FLTRP Chinese Publishing Division, in particular Li Caixia, Li Yang, Zhuang Jingjing, Yan Li, Yu Hui and Xu Yang, 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 at the early stage of this project.

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

May, 2011

感谢您关注并选用《中文天天读》！关于怎样更好地使用这套阅读资源，作为编者，我们在这里提出几点建议，供您参考。

### 一、教材选用

《中文天天读》是一套以“在快乐阅读中体验汉语并了解中国”为目的的分级读物。因为它每一册的容量都不太大，每一课都编配有语言点例释和练习，所以又可以作为专门的阅读教材来使用。

教师可以根据《中文天天读》“编写说明”中每一级在长度、词汇量、篇目等方面的信息，结合学习者的水平来选用相应级别的教材。《中文天天读》每一级又包括 A、B、C3 册，其难度为  $A < B \leq C$ ，每一册的容量减少，使其适合国外的学时。这样国外选用时从 3 册中选取 1 册或 2 册，国内选用时根据学时选用 2 册或 3 册。教师可按照先 A 后 B 再 C 的顺序展开教学。如果是习惯给学生留课外作业的教师，也可以把相应级别中较为容易的 A 册或 B 册作为课外阅读任务，让学生课下完成，相应地，以 B 册或 C 册作为课堂教学的教材。

### 二、课程进度

《中文天天读》纸质版本中每课的练习量都比较少，一般来说，2 课时左右可以完成 1—2 篇课文的教学。如果是国内的长期教学，每周 2—4 课时的话，一学期可以完成两册书的教学。如果是短期教学或者在国外课时比较少的情况下，一个教学周期一般能完成

一册书的教学。另外，我们设立了《中文天天读》配套网络资源库（博客“大家的《中文天天读》” <http://blog.sina.com.cn/u/1869145497>），逐步将每一课的补充练习置入资源库中，免费提供给所有使用者。这些练习可以作为课堂练习使用，也可以作为课后作业留给学生，但教师都要根据学生的实际情况给予必要的引导。教师也可以把课本中的练习和补充练习综合起来，自己决定课堂练习和课后作业的分配。当然，这些不同的安排可能都会影响到您具体的进度，相信每一位教师都会有比较恰当的把握。

### 三、教学过程

阅读前。《中文天天读》每一课的“导读”可以作为教师的导入语来使用，教师根据实际情况可以让学生进行简单的讨论；正文的插图也可以作为导入材料，让学生读前先看插图，通过插图来猜测课文反映的内容，这样课本就变成了一份看图说话的练习资料；教师也可以从听入手，在读前让学生听一遍配套的 CD 或 MP3。这样多种途径结合，可以充分调动学习者的阅读兴趣和相关的图式背景，为更好地理解阅读材料服务。

——阅读中。可以综合运用默读、轮读、小组读、带着问题查读等多种形式，使学习者对阅读材料达到充分的感知。

阅读后。《中文天天读》的练习大致可以分为四种：课文理解题主要检测学习者对课文的理解程度；语言练习题、阅读技能训练题和写作题则可以帮助学习者积累语言知识，提高读写技能。书中的小知识可以作为课堂阅读的补充，也可以作为课下阅读材料使用。教师可在其基础上适当作一些话题扩展，将语言学习与文化习得有机结合起来，让学生在不知不觉中伴随性地获得有关中国历史文化的知识。配套的 CD 或 MP3 也可以放在读后来听，以达到复习巩固的目的。

## How to Use *Reading China*

Welcome to use *Reading China*! As the compiler, we would like to offer some suggestions concerning how to better make use of this set of reading materials.

### 1. How to choose books

*Reading China* is a set of graded reading materials targeting at “experiencing Chinese and understanding China through happy reading”. Since there are not many lessons in each book and each lesson is equipped with Language Points and Exercises, this series can be used as reading textbooks in class.

Teachers are advised to read the “Preface” at the beginning of the books for information on length of texts, vocabulary, and number of texts of each level of books, and choose the appropriate level for the learners. There are three volumes in each level of *Reading China* – A, B and C, and the level of difficulty is  $A < B \leq C$ . The number of texts in each book is cut down so as to tally with class hours in overseas schools. Teachers using this set of books overseas can choose one or two books from a level for classroom use and teachers using the books in China can choose two or three books from a level. They can follow the order starting from Book A to Book B and then to Book C. Or, for teachers who would like to assign homework for students, they can designate Book A or Book B, which are relatively easier, as reading materials outside class and use Book B or Book C as textbooks for classroom teaching.

### 2. How to make the schedule

The exercises for each lesson in *Reading China* are not too many. Generally

speaking, one to two texts can be finished in a two-hour class. For long-term training programs in China, two books can be covered in a semester if there are two to four class hours in a week; for short-term training programs or overseas programs, one book can be covered in a teaching session. What's more, we have established a supportive online resource pool for the series (blog: "Everyone's *Reading China*", <http://blog.sina.com.cn/u/1869145497>) . Supplementary exercises for each lesson will be available at the resource pool for free. These exercises can be used either as classroom exercises or as after-school homework. In either case, teachers are advised to provide necessary guidance in accordance with students' ability. The teachers can also combine the exercises in the books and supplementary exercises online and decide which ones are done in class and which ones are for homework. Since different arrangements may take some extra time, teachers are free to make their own schedule.

### **3. How to teach with this series**

Pre-reading: Teachers can develop their own class introductions on the basis of Lead-in at the beginning of each lesson and think of some topics for discussions for students. On the one hand, with the help of Illustrations, students can look at the pictures before reading the texts to guess what the text is about. In this way, the series become exercise materials for "look and say" practices. On the other hand, with the help of CD or MP3, students can listen to the recording before reading the texts to get a general idea. A combination of different methods can effectively activate learners' interest in reading and enhance their knowledge of the background, so as to better help with their understanding of the texts.

Reading: There are a variety of ways of reading the texts, such as silent reading, reading in pairs, reading in groups, reading with questions in mind, through which learners can acquire an adequate perception of the reading materials.

After-reading: There are four types of exercises in *Reading China*. Apprehension questions examine learners' understanding of the texts. Language practice, reading skill trainings and writing tasks help learners accumulate knowledge about the language and improve their skill of reading and writing. Cultural Tips can serve as the extension of in-class reading or as after-school reading materials. Teachers may further explore the topics to integrate language learning with cultural acquisition, so that students can acquire more knowledge about China's history and culture in an easy and interesting way. Students can listen to CD or MP3 after reading the texts to consolidate what has been learned.

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