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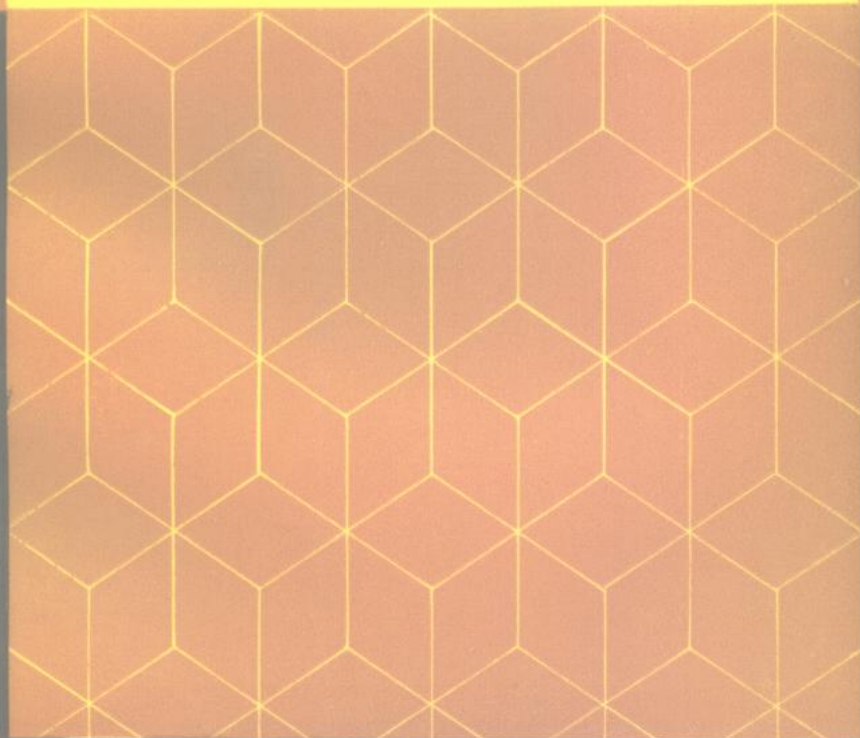
CHINESE CHITCHAT

中国家常

中国のよもやま話

CHINESISCHER ALLTAG

北京大学出版社



中 国 家 常

CHINESE CHITCHAT

(CHINESE READER)

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序

这部《中国家常》是一本教外国学生学习汉语的教材，并且是正式出版之前就已经受到欧美学生广泛欢迎的一本教材。

教外国人汉语，通常称为对外汉语教学。新中国的对外汉语教学，已经有了四十年左右的历史。作为一个专门的学科，对外汉语教学有它的特点，有它的特殊的教学方法，当然也应该有专门的教材。这部《中国家常》就是根据对外汉语教学的特点编写的教材。

对外汉语教学有哪些特点，有经验的教师和专家一定能说出许许多多。事实上，在这方面已经发表了不少很好的论文。我国的对外汉语教学水平正在不断提高。教学水平的提高，也要求教师和专家们编写出更多更好的教材，以适应教学的需要。

对于一部教材，应该有什么要求呢？我以为，首先要求它所使用的语言是规范的，并且是能够“琅琅上口”的。这似乎是不言而喻的，但并不是每一部教材的编者都充分注意到了这一点。如果考察一下当前众多的出版物，我们不是还很容易发现其中的各种语言混乱现象吗？有的文章，粗看上去似乎没有什么大毛病，可是你拿来朗读

一遍就会发现，它跟活的语言是完全脱节的，或者说，谁也不会按那些文章的腔调来说话的。这些可以算是语言里的“病毒”，咱们可不能让这些病毒侵入对外汉语教学的教材！

上面这些话是从消极方面来说的；从积极方面说，一部好的教材先得要求用语准确、优美、生动，只有这样的教材才能够引导外国学生正确掌握汉语。《中国家常》的语言朴素自然，明白如话。每一课课文都是可以“上口”的，真像是听老朋友聊家常那样，让人觉得亲切。我以为这是本书很突出的一个优点。

其次，对外汉语教学的对象是成年人，成年人学习一种语言，当然不同于儿童的语言习得，教材必须适合成年人的特点。语言作为社会交际工具，它所反映的社会生活也是丰富多彩、多种多样的。只有把这些社会生活内容安排到教材里去，教材的每一课课文才是充实的，引人入胜的。只有这样的教材才是结合实际。外国学生学了，既掌握了汉语，又通过汉语了解了中国社会，增强了对中国的感情。事实上，不管是谁，学习一种语言，如果完全不懂得说这种语言的民族的社会、文化、风俗、习惯、历史，乃至心理状态，那就不可能真正掌握这种语言。这部《中国家常》在这一点上不愧是它的读者的好帮手。它几乎涉及中国当代生活的各个方面，读者可以从中增进对中国的了解，这种了解又会进一步巩固所学到的汉语知识。

本书编著者杨贺松教授是我的同窗学长，多年从事对外汉语教学，积累了丰富的实践经验。但是因为工作单

位不同，平时见面机会不多，难得有向她请教的机会。现在她以《中国家常》一书书稿见示，并嘱写序。我读后深受受益，写了上面一些话，就算是读后感吧，不知道说得对不对？

刘 坚

1990年9月

自序

前年，德意志联邦共和国柏林自由大学（FREE UNIVERSITY）曾经邀请我前往讲授汉语。可是，因为我在此以前已经接受了美国斯坦福大学（STANFORD UNIVERSITY）的邀请，并已到达该校任教，所以只好放弃那次很好的机会。去年春天旧话重提，自由大学又寄来邀请信，我深感荣幸，便愉快地接受了邀请。我所担任的三门课里，有两门是阅读、讨论课，并附带要求学生进行简单的写作练习。其中一门课的课文以中国的婚姻、家庭、子女教育为题材，另一门以中国当代生活为题材，这都是自由大学规定的。我认为这两门课的内容和教法都很新鲜，而且有益于学生更好地学习汉语、了解中国，便以极大的兴趣开始准备。我虽翻阅了许多报刊书籍，但找不到适合做教材的现成的文章，于是决心自己动笔来写。经过三个月的努力，终于写出二十篇课文（每门课十篇），并注释了课文中的若干词语，选定了课外读物，列出了供课堂讨论用的一些思考题。这样，两部教材的雏形就具备了。去年十月，我带着这两部教材前往西柏林，向自由大学的大约三十名学生讲了四个月，受到学生的欢迎。今年二月回国后，承北京大学出版社厚爱，决定将这部教材正式出版发

行，我深感欣慰。为了读者使用此书方便，与出版社商定将两部教材合并为一部，分为上下编；因为书里讲的内容都是家常事、家常话，所以取名《中国家常》。《中国家常》适合已经学过两年或三年汉语的学生学习，是中级的汉语教材。上下编既可以作为一门课的教材前后连续使用，也可以作为两门课的教材分别使用。因为它们的内容都是介绍中国现状的，所以也可供外国读者了解中国家庭日常生活和社会一般状况之用。每篇课文一千多字，相当于一个题目的概述，课文后面附有生词注释和词语例释，要求学生精读。每课还附有若干课外读物，围绕课文的内容提供参考资料，只要求学生浏览，明了大意就行了。这些课外读物的阅读量比较大，可以训练学生的阅读能力；如果时间不足只选读一部分也可以。因为这是一部中级教材，所以我想，在它进行教学的过程中，应当把课堂讨论放在突出的地位上。课堂讨论可以训练学生用汉语思考的能力、说汉语的能力，以及听别人说汉语的能力；讨论前写发言提纲，讨论后写总结，又可以训练学生的写作能力，可谓一举数得。如果组织得好，课堂讨论可能是十分有趣的。在这部教材里，除了课堂讨论思考题以外，我没有列出通常教材里都有的那类练习题。我想那类练习最好由任课教师根据不同国别学生的实际需要，在讲课过程中，随时设计。那样更灵活些，效果也会更好些。

本书每一篇课文大概用六节课（每节课五十分钟）可以教完。如果每周四节课，刚好一年可以教完。教师讲授

和课堂讨论的时间比例，可由任课教师自己根据学生的水平决定。但请务必给学生留出足够的课外阅读时间，以及讨论的准备时间，如果没有足够的准备，讨论恐怕会失败的。

在编写此书的过程中，时常与我的丈夫袁行霈教授切磋琢磨，得到他许多鼓励和帮助，并承他校订了课文，深表谢忱！马丁·科恩先生（Mr. Martin Kern）以极大的兴趣通读了课文，将生词译为德文；柯嘉豪先生（Mr. John Kieschnick）同样以极大的兴趣通读了课文，修订了生词的英译部分；并把此书的自序译成英文。最后，小野桂子女士又通读了全部课文，并将生词译为日文。他们分别提出不少宝贵建议，这些建议很有助于提高这部书的实用性。对他们热情帮助，我由衷感谢！这部教材得以编成，还有赖于我在斯坦福大学教学的经验，我一直怀念那段愉快的时光。最后我要特别感谢自由大学，如果没有自由大学的邀请，就不会有这部教材！在此谨向自由大学以及自由大学的诸位帮助过我的同事们表示由衷的谢意！

承中国社会科学院语言研究所所长刘坚先生为此书作序，深表谢忱！

北京大学 对外汉语教学中心

杨贺松

1990. 4.

INTRODUCTION

This book is called Chinese Chitchat because it is about daily life and daily language. Chinese Chitchat is appropriate for students who have already studied Chinese for two or three years; it is an intermediate level textbook. The two parts of the book can be used in succession, or they can be used separately. Because the lessons introduce contemporary China they will help foreign readers to understand the basics of daily Chinese family life and Chinese society. Each lesson introduces a particular topic in approximately one thousand characters. At the end of each lesson are listed vocabulary and explanations of phrases that the student should study carefully and drill intensively. There are also suggestions for outside reading at the end of each lesson which provide information that in one way or another concerns the topic of the lesson. The students need only skim these articles and understand their general meaning. There is quite a bit of outside reading to improve the student's reading ability. If there is not enough time to read all of the material, students may select specific articles that interest them. Because this is an intermediate textbook, special importance is placed on class discussion. Class discussion will improve the student's ability to think in Chinese, as well as to speak and understand it. Before discussion, students should write an outline of what they plan to say. After the discussion, they should write a summary. It is hoped that this will improve their writing

ability. If organized properly, the class discussions can be very interesting. Besides topics for discussion, I have not provided exercises usually found in textbooks of this kind. It will be better, I believe, for such exercises to be provided by teachers in the course of their teaching, by taking into account the specific needs peculiar to students of various countries. The exercises, so designed, will be more flexible and serve their purpose better.

Each lesson in the book takes approximately six classes (50 minutes per class) to teach. If there are four classes a week, it can be taught in one year. The ratio of lecture to class discussion should be decided by the teacher according to the level of the students. The teacher should be careful to leave enough time for the students to read outside material and to prepare for the discussions. If there is not enough time for preparation, the discussions will not be successful.

Peking University,
Center for the Teaching of Chinese as a Foreign Language
Yang Hesong
April, 1990

ACKNOWLEDGMENTS

The year before last, Free University in Berlin invited me to go there to teach Chinese. But as I had already accepted an offer from Stanford University in the United States, I could only pass up that excellent opportunity. In the spring of last year Free University sent me another invitation which I was honored to accept. Of the three classes I was responsible for, two were reading and discussion classes that also required students to write simple compositions. Free University stipulated that one of the classes was to be on Chinese marriage, family life, and child education. The other class was on everyday life in contemporary China. I found the contents and teaching method of these two classes stimulating and at the same time beneficial for the students' study of Chinese and understanding of China.

I began preparations with a great deal of interest, reading a number of articles and books. But as I could not find published articles appropriate for teaching materials, I decided to write them myself. After three months, I finally finished twenty lessons (ten lessons for each class), with explanations for a number of words in the texts, selected outside readings, and questions for thought and class discussion. In October of last year I took these two sets of teaching materials to Berlin and used them to teach approximately 30 students at Free University, where the materials were well received by the students. After coming

back to China in February of this year, I received the support of Beijing University Press to formally publish the book. I am thankful for their support. For the reader's convenience, after discussion with the publishing company, I decided to put the two sets of materials together.

In the process of writing this book, I often talked problems over with my husband, Professor Yuan Xingpei, who proofread the lessons. I am very grateful for his encouragement and help. Martin Kern read the lessons with great interest and translated the vocabulary into German. John Kieschnick also read through the entire text and corrected the English translations of the vocabulary. Finally, Keiko Ono also read through the entire text and translated the vocabulary into Japanese. These three offered many valuable suggestions that have helped to make the book more useful. I am deeply grateful for their enthusiastic help. In compiling this book I also benefited from my teaching experience at Stanford University for which I am most grateful. Finally, I want to especially thank Free University. If they had not invited me to teach, this textbook simply would never have been written. To Free University and all of my colleagues there I wish to express my most heartfelt gratitude.

I hereby express my heartfelt thanks to Mr. Liu Jian, Director of the Institute of Linguistic Research of the Academy of Social Sciences of China for writing a preface to this book.

Y. H. S.

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上 编

