



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

8月8日，我们结婚

Let's Get Married on August 8th

主 编：朱 勇
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朱 勇

Chinese/English

- 北方和南方
The North and the South of China
- 打招呼也不同
Different Peoples, Different Greetings
- 我在南京的网络生活
My Life as a Netizen in Nanjing
- 中国的茶馆
Teahouses in China
- 胡同里走出来的明星
A Superstar from Hutongs



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

3A



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图书在版编目 (CIP) 数据

8月8日, 我们结婚=Let's Get Married on August 8th:3A/王波, 朱勇编著; 李娟娟译. —北京: 外语教学与研究出版社, 2009.3

(外研社汉语分级读物: 中文天天读/朱勇主编)

ISBN 978-7-5600-8236-3

I.8… II.①王… ②朱… ③李… III.汉语—对外汉语教学—语言读物 IV.H195.5

中国版本图书馆CIP数据核字 (2009) 第034382号

出 版 人: 于春迟

责任编辑: 庄晶晶

装帧设计: 姚 军

插图绘制: 北京碧悠动漫文化有限公司

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: 北京盛通印刷股份有限公司

开 本: 889×1194 1/16

印 张: 7

版 次: 2009年3月第1版 2009年3月第1次印刷

书 号: ISBN 978-7-5600-8236-3

定 价: 39.00元 (含CD光盘一张)

* * *

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物料号: 182360001

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,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

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练习答案

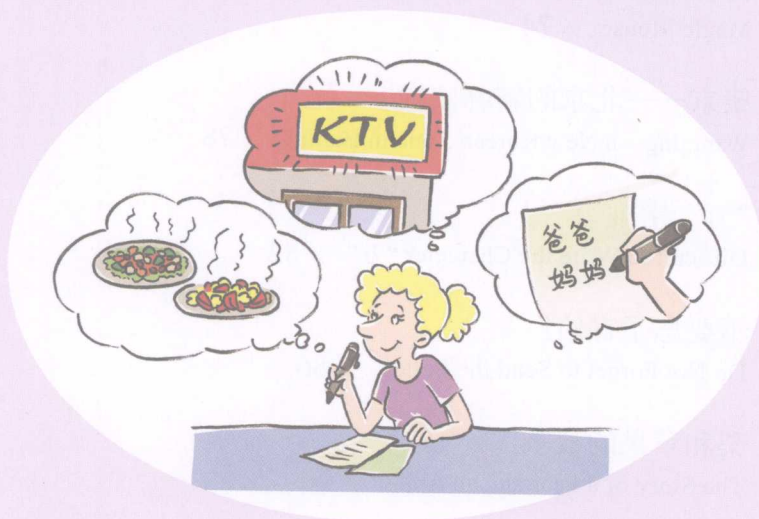
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1

Àimǐ de xìn 艾米的信

A Letter from Amy

来中国以后，你给父母写过信吗？
你习惯这里的生活了吗？



想念 (xiǎngniàn) v.
miss

交 (jiāo) v.
make (friends with)

善良 (shànláng) adj.
kind

热情 (rèqíng) adj.
warm, ardent

亲爱的爸爸、妈妈：

你们好！

你们想我吗？我很想念你们。爸爸的工作一定很忙吧？要多休息。妈妈的身体怎么样？

到今天为止，我到中国已经一个月了。我很喜欢这里，因为我交了很多中国朋友，他们很善良也很热情。认识他们我非

常高兴。他们给我介绍了很多中国菜。那些菜我都很喜欢，特别是**宫保鸡丁**和西红柿炒鸡蛋。我也喜欢自己做饭，而且还给我的中国朋友介绍了很多法国菜。他们告诉我，我做的菜很好吃！周末的时候，我们一起去喝酒、唱歌，我还学了一些中文歌。有时我还会跟朋友一起去**逛街**，我最喜欢买衣服。买完衣服后，我们经常去**超市**买东西。

最近我的学习很忙，每天下课以后，我都要写汉字、听**录音**、做练习。因为我们下星期有一个很重要的考试，所以我得好好**复习**。我觉得学汉语虽然很难，但是很有意思。

祝你们健康快乐！

女儿：艾米

2008 年 11 月 26 日

宫保鸡丁
(Gōngbǎo Jīdīng)
Kung Pao Chicken

逛街 (guàngjiē) v.
go shopping

超市 (chāoshì) n.
supermarket

录音 (lùyīn) n.
recording

复习 (fùxí) v.
review (lessons)

想一想 Questions

艾米喜欢吃
哪些中国菜？

周末时艾米
常常做什么？

最近艾米的学习
很忙吗？为什么？



语言点 Language Points

到……为止
till

1. 到今天为止，我到中国已经一个月了。

Till today, I have been in China for one month.

“到……为止”，是“到……停止”的意思。多用于时间、进度等方面。

“到……为止” means “stop till a certain time”, often used in terms of time, progress, etc.

(1) 到现在为止，我已经认识了五位中国朋友。

(2) 到昨天为止，我已经来中国一个月了。

特别是
especially

2. 那些菜我都很喜欢，特别是宫保鸡丁和西红柿炒鸡蛋。

I like all those dishes, especially Kung Pao Chicken and scrambled egg with tomato.

“特别是”，表示突出强调几件事中的某一项，相当于“尤其是”。

“特别是” is used to emphasize one thing among several things, similar to “尤其是”.

(1) 我很喜欢运动，特别是打篮球。

(2) 我很想念我的家人，特别是我奶奶。

好好
thoroughly

3. 下星期有一个很重要的考试，所以我得好好复习。

We have a very important exam next week, so I need to review my lessons thoroughly.

“好好”，副词。是“尽心尽力地；最大限度地”的意思。

“好好” is an adverb that means “thoroughly”, “to the greatest degree”.

(1) 这几天我太累了，我要好好休息休息。

(2) 这个问题有点儿难，请大家好好想一想。

练习 Exercises

判断正误。 True or false.

- (1) 艾米的朋友经常给艾米做中国菜。 ()
- (2) 艾米不太喜欢吃中国菜。 ()
- (3) 艾米周末有时跟朋友一起去唱歌。 ()
- (4) 逛街的时候，艾米最喜欢买衣服。 ()
- (5) 艾米觉得汉语不难，而且很有意思。 ()

小知识 Cultural Tips

宫保鸡丁

Kung Pao Chicken

宫保鸡丁，是四川传统名菜，也是留学生们最喜欢的中国菜之一。关于宫保鸡丁名字的由来，据说和中国清代一位担任“官保”职位的官员有关。宫保鸡丁由鸡丁、干辣椒、花生米等炒制而成。它的特点是鲜香细嫩，辣而不燥，略带甜酸的味道。

Kung Pao Chicken is a famous traditional dish of Sichuan cuisine, also one of the Chinese dishes favored by foreign students studying in China. Legend has it that its name is related to an official with the title of “Kung Pao” in the Qing Dynasty. Diced chicken, dry chili and peanuts are stir-fried to make the dish. Kung Pao Chicken features a tender taste, fresh aroma and a slightly spicy, sweet and sour flavor.



烹制宫保鸡丁的用料
ingredients for Kung Pao Chicken



烹饪好的宫保鸡丁
the dish of Kung Pao Chicken

2

Kāfēi yīnggāi zěnmē hē?

咖啡应该怎么喝?

How to Drink Coffee?

也许没有人不知道咖啡，
但很多人却不知道应该怎么喝咖啡。



咖啡因 (kāfēiyīn) *n.*
caffeine

兴奋 (xīngfèn) *adj.*
excited

除了……以外
(chúle ... yǐwài)
apart from, except

很多人都喜欢喝咖啡，特别是年轻人。咖啡里有**咖啡**
因，人喝了会**兴奋**，身体也会热起来，而且不觉得累。中国的
年轻人，现在**除了**喝茶**以外**，也越来越喜欢喝咖啡了。关于
咖啡还有一句很有名的话：“我不在家，就在咖啡馆；我不在咖
啡馆，就在去咖啡馆的路上。”但是，有些人也许不知道喝咖啡