



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



主 编：朱 勇  
编 著：朱 勇  
霍 华

# 奇妙的中文

## *Marvellous Chinese*

Chinese/English

- 拥抱，不是中国人的习惯  
Hugging, Not a Chinese Custom
- 可爱的大熊猫  
Lovely Pandas
- 福“倒”了  
The Character “福” Is Upside Down
- 上海给我的礼物  
A Present from Shanghai
- 一次性做客？  
One Visit Is Enough?



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

2A



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

# 奇妙的中文

## *Marvellous Chinese*

2A



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

## 图书在版编目 (CIP) 数据

奇妙的中文 = Marvellous Chinese: 2A / 朱勇, 霍华编著; 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 978-7-5600-8234-9

I. 奇… II. ①朱… ②霍… 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034386号

出版人: 于春迟

责任编辑: 周 微

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 978-7-5600-8234-9

定 价: 39.00元 (含CD光盘一张)

\* \* \*

如有印刷、装订质量问题出版社负责调换

制售盗版必究 举报查实奖励

版权保护办公室举报电话: (010) 88817519

物料号: 182340001



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

# 目录 Contents



- 1 “安”的意思是什么?  
What Does “安” Mean? / 10

- 2 淘气的孩子  
A Naughty Child / 14

- 3 我很困!  
I Am Sleepy! / 18

- 4 盘子是这样打碎的  
The Plate Was Broken into Pieces Like This / 22

- 5 你会怎样选择?  
How Would You Choose? / 26

- 6 拥抱，不是中国人的习惯  
Hugging, Not a Chinese Custom / 30

- 7 讲究卫生，人人有责  
Everybody Should Pay Attention to Hygiene / 34

- 8 福“倒”了  
The Character “福” Is Upside Down / 38

- 9 每天快走30分钟吧  
Walk Fast for Thirty Minutes Every Day / 42

- 10 奇妙的中文  
Marvellous Chinese / 46

- 11 狐假虎威  
The Fox Borrows the Tiger's Ferocity / 50

- 12 等待红灯变绿灯  
Wait for the Red Light to Turn Green / 54

- 13 探险家的“训练”  
The “Training” of an Explorer / 58





14 可爱的大熊猫  
Lovely Pandas / 62



15 我就知道你会这么做!  
I Knew You Would Do It! / 66

16 肯德基卖油条  
KFC Sells Deep-fried Dough Sticks / 70

17 善意的谎话  
White Lies / 74



18 冰岛人为什么长寿?  
Why Icelanders Live Long Lives? / 78

19 贼多  
Zeiduo (Quite a Lot) / 82

20 环保征文第一名  
First Prize in a Writing Competition on Environmental Protection / 86

21 上海给我的礼物  
A Present from Shanghai / 90



22 小幽默  
Humours / 94

23 中国人的姓: 孟  
A Chinese Family Name: Meng / 98

24 齐白石画虾  
Qi Baishi Draws Shrimps / 102

25 一次性做客?  
One Visit Is Enough? / 106



练习答案  
Answer Keys / 110

# 1

## “安” de yìsi shì shénme? “安”的意思是什么?

What Does “安” Mean?

你去过天安门吗?  
你知道汉字“安”的意思是什么吗?



告诉 v.  
tell, let know

房屋 n.  
house, building

Shàng Hànzì kè de shíhòu, lǎoshī yìbiān shuō yìbiān zài hēibǎn  
上 汉字 课 的 时候, 老师 一边 说 一边 在 黑板

shàng xiěle yí gè “bǎogàir”, gàosu dàjiā, “bǎogàir” zài Hànzì zhōng  
上 写 了 一 个 “宀”, 告 诉 大 家, “宀” 在 汉 字 中

shì “fángwū” de yìsi. Ránhòu, tā yòu zài xiàmiàn xiěle gè “nǚ”  
是 “房屋” 的 意思。然 后, 她 又 在 下 面 写 了 个 “女”

zì, wèn dàjiā: “Wūzi li yǒu gè nǚrén, huì zěnmeyàng?”  
字, 问 大家: “屋子里 有 个 女人, 会 怎么样?”

Yí gè xuésheng huídá: “Máfan!”  
一 个 学 生 回 答: “麻 烦!”

Dàjiā dōu xiào le.  
大 家 都 笑 了。

Lǎoshī wēixiàozhe shuō: “Rúguǒ fángzi li yǒu gè nǚrén, jiù  
老 师 微 笑 着 说: “如 果 房 子 里 有 个 女 人, 就

huì píng'ān. Suǒyǐ Hànzì de 'ān' zì jiù shì 'bǎogàir' xiàbian jiā yí  
会 平 安。所 以 汉 字 的 ‘安’ 字 就 是 ‘宀’ 下 边 加 一

gè ‘nǚ’ zì.”  
个 ‘女’ 字。”

回答 v.  
answer, reply

麻烦 adj.  
troublesome,  
inconvenient

微笑 v.  
smile

平安 adj.  
safe and sound

所以 conj.  
so, therefore, as a  
result

加 v.  
add

## 想一想 Questions

“安”的意思  
是什么?

有“宀”的汉字  
还有什么?





## 语言点 Language Points

一边……一边……  
while ... as ...

### 1. 老师一边说一边在黑板上写了一个“一”。

The teacher wrote a “一” on the blackboard while he was speaking.

“一边……一边……”，关联副词。表示两种以上的动作同时进行。用在动词前。

“一边……一边……” is a correlative adverb, usually used before verbs to indicate two actions happen together.

(1) 同学们一边唱歌一边跳舞，都很高兴。

(2) 他一边想一边回答问题。

然后  
then

### 2. 然后，她又下面写了个“女”字。

Then, she wrote a “女” underneath it.

“A，然后 B”中“然后”，连词。表示一件事情之后接着发生另一件事情。

“然后” in “A，然后B” is a conjunction with the meaning of “then, afterwards”, normally used to indicate an event that occurs after another.

(1) 星期天上午我洗了衣服，然后跟朋友一起去看电影。

(2) 他每天早晨起床后，先去操场跑步，然后吃早饭。

如果……就……  
if...then...

### 3. 如果房子里有个女人，就会平安。

If there is a woman in the house, it will be safe and sound.

“如果”，表示假设。“就”，引出结果。“如果……就……”连接两个小句。

“如果” indicates an assumption. “就” introduces certain results or consequences. “如果……就……” is used to connect two clauses.

(1) 如果明天下雨，我们就不去公园了。

(2) 如果有很多钱，我就买汽车。

## 练习 Exercises

判断正误。True or false.

- (1) “宀”在汉字中的意思是房屋。 ( )
- (2) “安”字的意思是房屋。 ( )
- (3) 学生们正在上汉字课。 ( )

## 小知识 Cultural Tips

### 汉字的造字法

#### The Approaches of Chinese Character Creation

“安”的意思是什么? 从汉字造字法来看, 是“宀”与“女”的合意, 屋里有个女人就“安定、平静”, 属于汉语的会意字。汉字的发展经历了很长时间的演变, 主要有四种造字法: 象形、指事、会意、形声。其中象形造字法是汉字造字的基础。用这种方法人们创造了最原始的文字, 例如: “日”写成☉, “月”写成☾, 水写成ㄣ, 牛写成𠂇等。但这种造字法有很大的局限性, 满足不了语言发展的需要, 所以就逐步产生了指事字、会意字、形声字。

What does “安” mean in Chinese? According to the approaches of character creation, it belongs to the category of Associative Characters. Its meaning derives from the combination of “宀” (literally means a house) and “女” (literally means a woman), meaning settled, quiet or tranquil because there is a female in the house. The development of Chinese characters has undergone a very long history and has formed mainly four approaches of character formation, namely the pictographic approach, explanatory approach, associative approach and pictophonetic approach, among which the pictographic approach functions as the basis for the creation of Chinese characters. Through the pictographic approach, ancient Chinese created some primeval characters, such as ☉ (sun), ☾ (moon), ㄣ (water) and 𠂇 (bull), etc. However, due to the limitation of the pictographic approach, the approaches of explanatory, associative and pictophonetic character creation gradually came into being and were employed to meet the need of Chinese language development.





# 2

## Táoqì de hái zi 淘气的孩子

A Naughty Child

你小时候是一个淘气的孩子吗?



问题 *n.*  
question

Èrzi: Bàba, wǒ yǒu yí gè wèntí.

儿子: 爸爸, 我 有 一个 问题。

Fùqīn: Shénme wèntí?

父亲: 什么 问题?

Èrzi: Nǐ yǒu jǐ gè míngzi?

儿子: 你 有 几 个 名字?