

# 标准汉语

中级下册

Standard Chinese

Intermediate Part III

主 编 陈 绂 张和生

Chief Compilers Chen Fu Zhang Hesheng



北京师范大学出版社  
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Standard Chinese  
Intermediate Part III

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藏书章

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# 前言

二十一世纪是网络化的时代。互联网的生存需要教育，教育的发展也离不开互联网。中国的对外汉语教学正是在这个大背景下开始拓展自己的教学手段和教学空间的。在现代化教育技术革命潮流的推动下，北京师范大学汉语言文化学院于新世纪之初开始涉足网络教学。然而我们清楚地认识到，不管未来电脑技术怎样发展，不管网络教学具有多么大的优势，人一机交流仍旧无法超越传统课堂及课外教学真实的人—人交流，因而这种方式永远不可能完全替代传统的课堂教学，而只能是对传统教学方式的一种补充。这便是我们把本来是网络教学课件的脚本文本化的初衷。

《标准汉语》全套共六册，其中课文五册六十课，是北京师范大学汉语言文化学院为开发基于互联网的汉语教学而编写的教材。本教材既可以作为多媒体网络教学 ([www.hello-han.com](http://www.hello-han.com)) 的辅助读本，又可以独立使用，作为课堂教学的教材。因其服务于网络教学的特点，故尤适用于自学。按教学时数的多寡，本教材可供零起点汉语水平的学习者连续学习三至五个学期，结束时达到中级汉语水平。

教材依据《汉语水平词汇与汉字等级大纲》确定词语的难易、安排生词的初现与复现，并在词后注明其所属等级，以便学习者重点记忆高频使用词语。编者一方面控制“超纲”词，一方面又不拘泥于大纲，适量收入了一些虽然超纲却是高频使用的新词语和口语词汇。为了帮助学习者更好地掌握词语，编者在每一生词后或举例说明该词语在短语中的搭配关系，或用该词语进行示范性造句。

本教材涵盖了《对外汉语教学语法大纲》的主要语法项目，编者本着循序渐进的原则安排语法点，并在每一课文后对语法点做出简要说明。

对语言的理解需要并包含着对文化的理解。本教材在课文编写上力求贴近当代人的生活并注重文化含量，内容不仅包含了日常生活的衣食住行，也

涉及社会生活的诸多方面，如教育、环境、婚姻、家庭等。课文内容可以引发学生的讨论，使学生在学习和讨论中加深对中国文化的了解。为方便学习者扩大阅读量，在相应练习册的“阅读练习”中配有与课文内容相关的阅读材料。

本教材针对课文中词汇和语法的难点、重点设置练习，练习的形式多样，数量充足。需要说明的是，本教材为适应网络学习模式，练习的编排以客观题为主。如用于课堂教学，教师可以适当补充造句、写作等练习形式。

本教材由陈绂、张和生任主编，参加编写的教师有（按音序排列）：

崔立斌 丁崇明 冯建明 冯丽萍 李彦春 马新宇

马燕华 汝淑媛 尚 平 盛双霞 史芬茹 王健昆

王学松 魏继东 叶 扬 朱瑞平

欢迎使用者和国内外同行对本教材的设计、编写提出宝贵意见，以便我们对其加以修订完善。

编 者

2006年7月于北京师范大学

# Preface

The 21st century is the age of internet. Internet and education is inter-dependent. Under such circumstances, teaching methodology and space of Teaching Chinese as Foreign Language (TCFL) have been explored. Promoted by this tendency, the College of Chinese Language & Culture (CCLC) of Beijing Normal University entered the area of network teaching. However, we clearly realized that no matter how developed the computer science will be in the future, or how many advantages the network teaching has, human-computer exchange is definitely not able to replace human-human exchange; therefore, it can not replace completely traditional classroom teaching. In fact, network teaching can only be a kind of supplement to the traditional teaching. This is the reason that we adapted the script of courseware to textbooks.

The whole set of “*Standard Chinese*”, which is compiled by professors of CCLC for the purpose of network Chinese teaching, consists of 6 volumes. This set of textbooks can either be used as supplementary materials to [www.hello-han.com](http://www.hello-han.com) or used independently as classroom teaching materials. Due to its characteristics of catering to internet teaching, it is especially suitable for self-study. By studying the whole set, beginners of Chinese language may reach intermediate level in 3 to 5 years.

The degree of difficulty of words and characters has been decided in accordance with “*Chinese Proficiency Vocabulary & Chinese Character Placement Syllabus*”. The first and repetitive appearances of words or characters have been arranged according to the syllabus too. In addition, every word has been marked in terms of degree of difficulty. On one hand, the compilers have tried hard to eliminate words that surpass the vocabulary; on the other hand, the book is not framed in the syllabus and it includes some new words and spoken

language not in the syllabus but appears with high frequency. In order to help learners to better grasp the vocabulary, the compilers set examples to show how each new word works in short phrases or sentences.

The main grammatical items of “*Syllabus of Grammar for Teaching Chinese as Foreign Language*” have been covered in the whole set of textbooks. The grammatical points are arranged due to its degree of difficulty. Brief explanations on these grammatical points are given behind each text.

If you want to understand a language, you should understand the culture. The compilers have endeavored to make the texts close to the lives of contemporary society and laid great emphasis on Chinese culture. The contents of the texts not only include dialogue in daily life, but also have topics on education, environment, marriage, family etc. Each text is a good topic for students’ discussion, and students may have better understanding in Chinese culture. There is supplementary reading material in the exercise book, which is relevant to the text, to enable learners to do more reading.

The compilers have designed various exercises on vocabulary and grammatical points. However, it should be made clear that in order to adapt to the network learning, most of the exercises are multiple choice questions. If it is used for classroom teaching, teachers may also design some exercises of sentence-making, writing, etc.

Editors in chief of “Standard Chinese” are Chen Fu and Zhang Hesheng.

Compilers are (in alphabetical order):

Cui Libin	Ding Chongming	Feng Jianming	Feng Liping
Li Yanchun	Ma Xinyu	Ma Yanhua	Ru Shuyuan
Shang Ping	Sheng Shuangxia	Shi Fenru	Wang Jiankun
Wang Xuesong	Wei Jidong	Ye Yang	Zhu Ruiping

Comments are welcomed!

Compilers

July, 2006 Beijing Normal University

# 编者说明

本套汉语教材包括多媒体光盘 A、听力光盘 B 和课本，是视觉与听觉教学媒介的完美结合。

光盘 A 中强大的声音功能和汉字书写功能对学习汉语普通话的发音和汉字书写大有益处，相当于将发音纯正、书写正确的优秀汉语教师请到身边随时请教。动画与插图有助于学习者理解课文和词语的内容。练习形式活泼，练习题答对后响起的掌声将增添学习者成功的喜悦。汉字、拼音、英文三种教学形式既互相支持又相对独立，学习者可以根据自己的情况选择所需要的学习环境。

光盘 B 具有放音功能，可以播放课文、词语、听力材料和阅读材料的录音。

**课文** 教材共分五册，共有六十课，内容涉及旅游、饮食、环境与气候、朋友、礼仪、交通、购物、网络、运动、自然、文学、时事、婚姻、家庭、女性、姓氏、住宿、爱好、医疗、名胜、历史人物、社会风俗、百姓生活、教育、校园生活、建筑、职业、计划生育二十八个话题。课文内容涵盖中国人日常生活及社会文化的诸多方面。通过学习课文，你将对当代中国和她的历史文化有一个全面认识 and 了解，同时将获得在中国生活或与中国人交流所需要的社会文化知识。

**词语** 包括“生词”和“专有名词”。每个词条一般包括：词语，拼音，所属词类，英文释义，用法举例（中英文对照），词语等级。少量属于离合词或固定词组的词没有标注词性；属于超纲词或专有名词没有注明所属等级。教材《课文词语表》和练习册的《阅读材料词语表》，词语均按音序排列。每个词目有该词所在课数，便于学习者对词语的检索查询和系统识记。据教材词语抽样统计结果，一课生词的平均复现率为十四次。词语以多种形



式在不同句子中复现，为学习者创设了丰富的语言环境。学习者在具体语境中学词，不仅可以准确理解词义，而且能够学会如何运用，达到学习掌握词汇的目的。

**注释** 是对课文中出现的语法现象和功能项目加以说明。内容包括《汉语水平等级标准与语法等级大纲》从语素到固定格式所有的语法项目。编者按照语言一般结构规律、汉语特点及学习规律来安排语法内容出现顺序及讲解重点。

**练习** 在练习册中，练习分为五个部分：词汇、语法、会话、听力和阅读。练习形式多样，几乎包括汉语水平考试（HSK）所有题型。如语法练习的“判断词语位置”“选词填空”对应汉语水平考试（HSK）“语法”部分这两种题型。汉语水平考试（HSK）试题的“听力理解”“阅读理解”和“综合填空”则分布在教材的听力练习、阅读练习中。编者设置练习不仅照顾到学习者应试需要，还考虑到词汇和语法的重点难点，以及提高学习者语言运用能力的目标要求。如“词汇练习”的“看字词找拼音”“看字词找英文”就是为了帮助学习者检查、巩固汉字识记和词语理解；“会话练习”中的“选择合适的对话”和“完成对话”，目的是提高学习者运用语言的能力。



# Introduction

Standard Chinese is a combination of audio, video and reading materials. It consists of a multimedia Disc A, a listening comprehension Disc B, and a series of textbooks.

Disc A, with pronouncing and Chinese character-writing functions, resembles an outstanding Chinese teacher with accurate pronunciation and standard hand-writing whom you can consult at your convenience. Animations and illustrations assist you to learn new words and comprehend the texts, with interestingly-presented exercises focusing on the content of the lesson. As a learner, you can choose all or any of the three mutually supportive yet fully independent instructional media—Chinese characters, Pinyin, and English—as you develop your own learning habit.

Disc B provides voicing of all texts, new words, listening comprehension exercises, and reading materials.

Each lesson contains four parts: texts, words, notes and exercises.

## Texts

Altogether there are 60 lessons in 5 volumes, dealing with 28 topics that cover various aspects of Chinese life and society. The topics are tourism, food, environment and weather, friendship, etiquette, transportation, shopping, internet, sports, nature, literature, current affairs, marriage, family, women, names, housing, hobbies, medicine, scenic spots, historical figures, social customs, everyday life, education, campus life, architecture, occupations, and family-planning. Through these lessons you will gain a thorough understanding of the present China and its history and culture, while learning how to interact with its people.

## Words

Word section presents vocabulary of new words and the proper nouns. Each entry contains the new word, Pinyin, the part of speech, its English equivalent, examples of usage, and its frequency count. For fixed and invariable phrases or detachable compound-verbs, we do not assign a “part of speech”; nor do we note the frequency count of any rarely-used word or proper noun. The

“Vocabulary” of the text and the Exercise Book is arranged alphabetically and, to facilitate quick and easy cross-reference, provided with the number of the lesson in which the word first appears. The sampling shows that, on average, the recurrence for any new word is 14 times. Such a high recurrence-rate enables the learner to grasp the meaning of the word precisely and to use it properly in various contexts.

### Notes

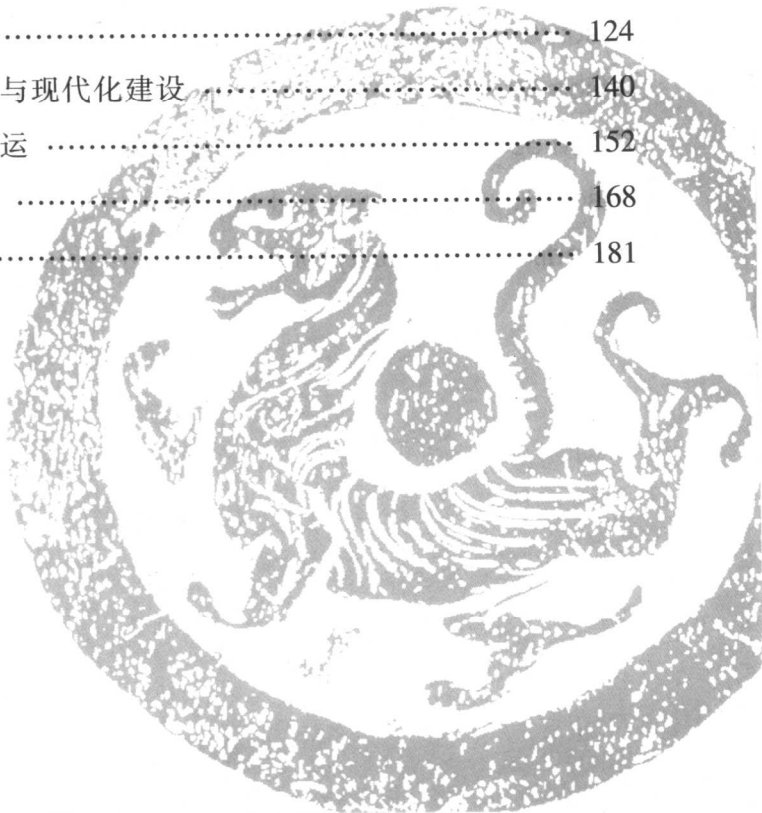
A note explains each grammatical pattern and its usage, with this set of textbooks covering all the main grammar points—from morphemes to set patterns—as found in *Standards for Chinese Proficiency Levels and Graded Outlines of Chinese Grammar*. The particular selection and ordering of the grammatical points is founded upon accepted linguistic principles, upon certain of the features peculiar to the Chinese language; and on recognized theories of language-acquisition.

### Exercises

In the Exercise book, this exercises section includes five parts: vocabulary, grammar, conversation, listening, and reading. The exercise-types are varied, and it consists of almost all the exercises that can be found in the HSK. For instance, “Inserting words in the right places” and “Filling in the blanks with the right words” are two types of exercise found in the “Grammar” section of the HSK. Likewise, HSK’s “Listening Comprehension”, “Reading Comprehension”, and “Filling in the Blanks” exercise-types can also be found in our listening-exercises and reading-exercises. Our exercises are designed not simply to meet the needs of the learner planning to take the Chinese Proficiency Test (HSK). Rather we take into consideration the “important” as well as the “more difficult” aspects of mastering Chinese grammar and vocabulary, and the overriding goal of raising every learner’s level to master the language. “Choosing the proper pinyin for the word” and “Choosing the English equivalent for the word” within the vocabulary exercises, for example, are designed to aid the learner in recognizing and remembering not only the meanings of the word, but also the Chinese characters representing those words. Again, “Choosing the appropriate dialogue” and “Completing the dialogue” in the conversation exercises are designed to improve the learner’s language skills.

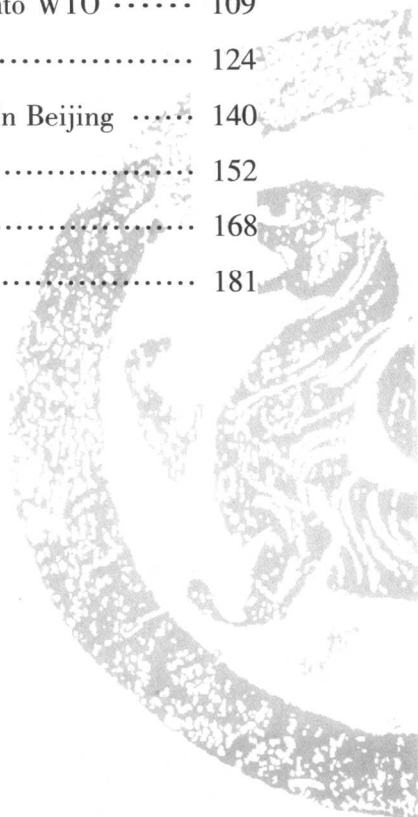
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# 第四十九课 离婚

## Lesson 49 Divorce

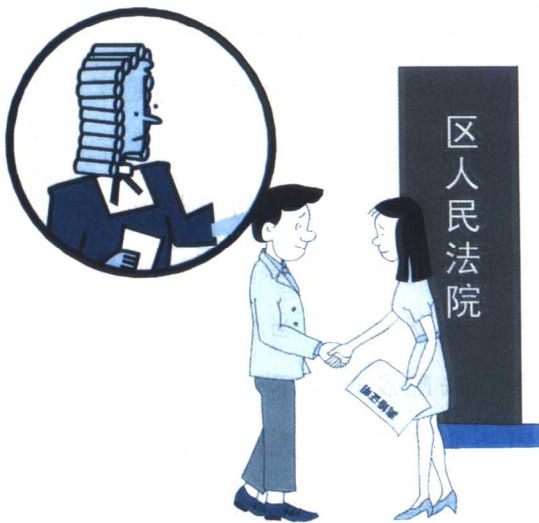
### 一、课文 Text

受传统观念影响的中国人对结婚和离婚有着不同的看法。大家一直把离婚看成坏事，其实，离婚和结婚一样，都是当事者个人的事。不应当把自主自愿的离婚看成是不道德的行为，不应该给离婚者增加难题、设置障碍。

假如要想真正保障婚姻自由，就要像保障结婚自由一样，也要保障离婚自由。

婚姻和家庭，是人们建立幸福生活的重要基础。白头偕老是一种幸福的婚姻。如果无法白头偕老，甚至在婚姻生活中产生了解决不了的问题，怎么办？是一定要勉强他们在一起，等着痛苦地生活到白头，还是让不幸的婚姻早一点结束，为寻找新的幸福创造必要的条件？

俗话说，强扭的瓜不甜。离婚，应当像结婚一样，得到人们的理解。两个人已经没有感情了，如果硬让他们生活在一起，这是非常痛苦的事。所以，我们不应当把自主自愿的离婚看成是不道德的行为，更不应该增加离婚的难度，设置离婚的障碍。倘若要想真正保障婚姻



自由，就要像保障结婚自由那样保障离婚的自由。因为，如果说只有以爱情力量为基础的婚姻才是合乎道德的，那么也只有继续保持爱情的婚姻才合乎道德。如果感情确实已经消失或者已经被新的热烈的爱情所代替，那么离婚无论对于个人还是社会都是一件好事。但有人不这么认为，他认为新的《婚姻法》应将“感情确已破裂”修改为“婚姻关系破裂”，应规定夫妻双方有同居生活条件而分居三年以上，经过调解没有效果才允许离婚——这才是离婚的条件。这种看法不太好——非要逼得两口子成冤家仇人了，才想到发给人家“签证”，喂，你俩可以各过各的了！这就有点损人不利己了。

有人说，现在的《婚姻法》对夫妻分居时间的规定过长，不利于保护当事人的权益，新《婚姻法》应该把夫妻的分居时间定在十八个月，也就是说，当你与不再相爱的人分居一年半之后，如果你提出分手，法院没理由不同意。相信新的《婚姻法》必将成为一部好的法律。因为它既尊重公民的合法权利，又不违背当事人的心愿。<sup>①</sup>

Chinese people have different views on marriage and divorce. Traditionally, marriage is regarded as an important event in life and should be treated seriously while divorce has been seen as something negative and the persons concerned are very prudent about it. One will be very possibly despised if he or she gets divorced, for divorce is regarded as immoral. However, this traditional view is now being challenged. Some people think that if a couple are willing to get divorced, then it should not be viewed as immoral. They



<sup>①</sup> 2001年4月28日，中华人民共和国全国人民代表大会常务委员会第二十一次会议通过了“关于修改《中华人民共和国婚姻法》的决定”。

believe that if we want to guarantee the freedom of marriage, we should guarantee the freedom of divorce as well.

Marriage and family are important foundations for people to set up a happy life. It is a happy marriage if the couple can live together to the end of their lives. But if they cannot, or there are some big problems in marriage, what should they do? Traditionally, people think that people should try their best to find a way to settle the problems. After all, it is better to keep the marriage than to get divorced. But other people believe that such couples should not live together painfully. On the contrary, this marriage ought to end earlier to provide the necessary conditions for them to find new happiness.

A Chinese proverb says, “a forcibly picked melon is not sweet”. To them, divorce, just like marriage, should also be understood by people. If a couple does not love each other any longer, it will be painful for them to live together. Thus, they don't think any divorce approved by the two parties concerned should be regarded as immoral. Likewise, divorce should not be made more difficult and obstacles should not be set for divorce. For if we only consider marriage based on love is moral, it will be moral only if we keep the marriages which still have love. If the love between the couple disappears, or one has found some other person he or she loves, divorce will be a good thing both to the parties concerned and to society. Some people have different views. They think that the new “*Marriage Law*” should change “the love between the couple has disappeared” into “the marriage has broken up”. In the meantime, the “*Marriage Law*” should stipulate that a couple who have the conditions to cohabit yet have separated for 3 years and above and reject any mediation can get divorced. But there are people who do not agree, thinking that this will make the couple become enemies,

which can benefit nobody.

Some other people say that the period of separation stipulated by the present “Marriage Law” is too long, which can do no good to protect the rights of the parties concerned. Thus, the new “Marriage Law” should shorten the time to 18 months, which means if a couple who have separated for 18 months apply for divorce, the court has no reason not to approve. It will be a good thing for such a new “Marriage Law” to come into being some day, because this not only respects the citizens’ rights, but also is in accordance with the wills of the parties concerned.

## 二、词语 New words and expressions

1. 观念 guānniàn (名) concept (n.) 丙

传统观念

新观念

观念变了。

2. 看成 kànréng (动) to regard as (v.) 超

把离婚看成是不道德的

把老师看成是自己的好朋友

把宿舍看成自己的家

3. 其实 qíshí (副) in fact, actually (adv.) 丙

人们一直把离婚当做坏事，其实离婚和结婚都是当事者个人的事。

这个问题好像很难，其实并不难。

这个苹果看样子不错，其实里边已经烂了。

4. 当事人 dāngshìrén (名) the party concerned, privy (n.) 丁

这件事情的当事人都来了。