

高级汉语阅读

中国当代小说选读

SELECTED READINGS OF CONTEMPORARY
CHINESE SHORT STORIES

外语教学出版社

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Selected Readings of Contemporary
Chinese Short Stories

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FOREWORD

In accordance with The Memorandum of Understanding between the Ministry of Education of the People's Republic of China and the U.S. Department of Education, a Sino-U.S. Conference on Chinese Language Teaching was held at the Beijing Language Institute from July 19 to August 8, 1983. The purpose of the conference was to initiate joint research activities in Chinese as a foreign language, Chinese language materials development, and applied linguistics and the Chinese language classroom. By the end of the conference, thirteen projects had been agreed upon and the teams of Chinese and American scholars had worked out the logistics of their specific topics.

This volume is one of those thirteen projects. The five stories in the volume are designed to give reading practice in Chinese literature on the advanced level for students taking language courses in the United States or in China. After agreeing upon the stories to be included in the text, the editors divided up the work as follows: The Chinese side was responsible for all the grammar notes, the exercises, and the Chinese part of the vocabulary lists. The American side provided the main introduction, the chapter introductions, the English translations in the vocabulary lists, and the translations of the example sentences accompanying the grammar notes.

As the work progressed, both sides were fortunate to have had

the technical assistance of many colleagues, as well as the encouragement, support, and advice of others. In particular the editors wish to acknowledge the help of Lú Bisong (Beijing Language Institute), Wang Huan (Beijing Language Institute), Zhang Zhanyi (Beijing Language Institute), A. Ronald Walton (University of Maryland), W. Allyn Rickett (University of Pennsylvania), Sun Yumei (Beijing University and University of Maryland), and He Qian (University of Pennsylvania).

The editors hope that the publication of this project may contribute to the growth of understanding and cooperation between China and the United States. Any comments or criticisms would also be very welcome.

Adele A. Rickett (李又安)

Liu Lianli (刘镰力)

INTRODUCTION

by
Adele Austin Rickett

PURPOSE AND METHODOLOGY

The compilation of this advanced reader was motivated by two points: 1) to produce a text on the advanced level that would expand students' knowledge of the Chinese language and improve their reading capability; 2) through the content of the material, to extend students' understanding of modern Chinese society. To achieve these two purposes, the compilers decided to use contemporary short stories whose language and rhetoric reflected modern Chinese usage and whose content represented a broad spectrum of Chinese society. We read through the major literary magazines for the past few years, selecting and discarding until we had agreed on the five stories of the present text. No attempt was made to limit ourselves to the best-known writers, but it so happened that the authors of two of the stories, "Bánché" and "Bìndì yuèguāng" are well known to Chinese readers.

In addressing the question of language acquisition on the advanced level, we relied heavily on our experience in the classroom.

Most of the word usage notes and grammatical explanations that appear in this volume have been introduced in texts used in first- and second-year Chinese, but many times the students have either forgotten them completely or have not learned them well enough to recognize them in new situations. The teacher in an ad-

vanced class therefore often has to spend time reviewing patterns. Furthermore, the examples that have been given on the elementary or intermediate levels often do not cover the different possibilities of usage that occur in uncontrolled materials outside prepared textbooks. The students are ready for "real" Chinese texts in terms of number of characters and vocabulary items learned and in terms of basic structures, but the leap from controlled text to uncontrolled text is sometimes frustrating.

This reader is an attempt to bridge that gap through a special arrangement of word usage notes and grammar patterns in the supplementary materials sections. A word, phrase, or complex sentence pattern is first introduced with a simple explanation, followed by the first example of that item in that chapter. This is followed by other examples from that chapter and other chapters, and then page references to still other examples. If an entry has more than one usage in this volume, explanations and examples for them are also included. For example, in the Word Usage Notes, the character 象 (xiàng) is introduced first as a verb, "to resemble," followed by more than ten examples from the various stories. But 象 is also used in some of the stories as an adverb, meaning "just like," "as if." Students are asked to look at all of these examples *in the context of their use in the story*, so that they can see the various ways in which writers may use the word or pattern to convey a particular meaning. In this way, there is none of the ambiguity of meaning and usage that occur when sentences are created as examples in grammar sections where there is no context. For further clarification, English translations follow the examples listed after each explanation. All of the words and phrases treated in these sections are to be found either in the Appendix or index, with page numbers given for easy

reference.

FORMAT

Chapter Introductions

Although all five stories describe Chinese society of the early 1980s, each one deals with a different aspect of the society. Short introductions are included to help readers understand the content of the stories and the particular conditions in the society that form the basis of the characters' motivations and actions. References in the narration or conversation to specific political or social movements are further elucidated by footnotes.

Text

The range of social experience reflected in the stories includes factory life, farm life, male-female relationships, manager-worker relationship, career decisions of middle-aged intellectuals, personal struggles in the performing arts, and foreign experts' adjustments to Chinese work patterns.

Two of the authors, Jiǎng Zilóng and Yè Wèilín, are well known to Chinese readers of contemporary literature. The others are known to the extent that their stories have been published in nationally-circulated magazines.

The stories have been arranged according to length, starting with a fairly short piece and ending with the long story about an American expert in China. Readers will notice very quickly the differences in style. Jiǎng Zilóng, with his worker / peasant audience in mind, writes in a simple, straightforward narrative style with a minimum of background description. Yè Wèilín, striving to create a dreamlike mood in which to present the inner struggle of his charac-

ter, uses a great deal of natural description. This makes for a long vocabulary list, but the result is well worth the extra effort required by the student. Yè Jiǔrú provides his readers with colloquial language mixed with classical rhetoric in keeping with the intellectual and scholarly background of his characters. Lǐ Ergōng also has his professionally-oriented characters speak in colloquial language that is sometimes influenced by more old-fashioned styles. And finally, Zhū Dìng provides an opportunity for students to see how some common patterns in English speech look when translated into Chinese.

Vocabulary

It is inevitable that a language text comprised of literary selections will have lengthy word lists. As noted above, each writer has his/her own style. At the same time, each story has its own "world" that necessitates the use of specialized vocabulary that may not be repeated in the other stories. Not all of this vocabulary need be mastered by the students, yet at the same time they should not be forced to consult a dictionary for every new word. The vocabulary lists in this text therefore include items that should be memorized for reading, writing, and speaking, as well as items that are for recognition only. It is left to the discretion of the teacher to decide which words or phrases fall into the former category.

1) *Character Entries.* The lists include individual words, complex phrases (including four-character phrases), and grammatical patterns. Simplified characters are used throughout. However, the unsimplified form is given in a separate column the first time the character appears.

2) *Parts of Speech.* For the most part, designation of parts of

speech applies to the usage of the word in the context of a given chapter. When it can be construed as having more than one function, those functions will also be noted.

3) *Transcription*. The *pinyin* system of transcription is used throughout.

4) *English Equivalents*. There is at present no unanimity among language textbook compilers about the form of translation of vocabulary items. Some feel that the dictionary definitions should be used, no matter whether all of them apply specifically to the text in question or not. Others feel that only the meaning of the word or phrase in the context of that passage should be given. In such cases, this is not considered an actual "translation" in the sense of definitions given in a dictionary, but rather as a "tag" that will help the student remember the meaning as used in that instance. The latter argument is persuasive when applied to specialized materials, such as business course texts. However, there is the danger that the student, having learned that one meaning, will not know how to deal with the word when he / she meets it in an entirely different context. We have therefore tried, as much as possible, to give the basic meaning of the entries, followed by the particular meaning in the passage concerned. For example, the word 熄火 (xihuǒ) means to extinguish or put out a fire, but in 班车 "Bānchē" it is used in the sense of "to kill the motor (of the bus)."

Grammar Section

This section is divided into two parts: Word Usage Notes and Notes on grammar. Many of the entries have been introduced in elementary and intermediate textbooks and their appearance here may serve as a review for some students, but we also add usages of a

higher level. The method of presentation, however, is different from that of most other books.

For each entry a simple, non-technical explanation is given in Chinese. For students who may not be familiar with the vocabulary, a List of Technical and Descriptive Terms has been provided following the Introduction. Since there is a great deal of repetition in use of these words throughout the Word Usage and Structure Notes, students will quickly learn to read these passages in Chinese.

When a word has more than one usage in this volume, all usages are gathered together under the first entry, and identified by subheadings "A," "B," etc. Examples for each usage are given along with English translations, which adhere as closely as possible to the original, even though the language may seem somewhat stilted. Colloquial or literary versions are also included in parentheses on occasion.

At the end of many of the entries, additional examples of the word or phrase itself (not a full sentence), with page and line number, are included for further reference.

1) *Word Usage Notes*

Words treated in the Word Usage Notes are entered in the Vocabulary Lists, but not necessarily in the chapter where the note itself appears. That is to say, the compound 吃亏 (*chikui*) appears first in Chapter I.5.16, and is so noted in the Vocabulary Lists with a reference to see Word Usage Notes, p.197 (in Chapter III). Teachers may point out the use of the word when reading Chapter I but reserve detailed grammatical explanation for its appearance in the later chapter. (This arrangement was necessitated by the decision to spread the grammatical explanations over the five lessons rather than have too many of them bunched together in the early

chapters.)

Since all the entries in the Word Usage Notes appear in the Vocabulary section, they are included in the general index at the end of the book for easy reference.

2) *Notes on Grammar*

The format of this section follows that of the previous one, but the content is confined to patterns that reflect the grammar of sentences rather than phrases. Thus in this section we find dependent (attributive) clauses, passive voice constructions, verbal complements, etc. The explanation of the structure is usually accompanied by a skeleton diagram showing the relationship of the various components in the sentence to each other.

One special element in the Structure Notes is the inclusion of *verbal complements*. Ordinarily verbs are not listed in language textbook vocabulary lists or, for that matter, in Chinese-English dictionaries, with an accompanying verbal complement. Unless they get help from the teacher, students may lose the sometimes subtle change in meaning that the complement exerts on the action of the verb or the extended meaning of a complement, especially the complement of direction. Because we feel that the function of these complements is such an important feature of the Chinese language and because they are so difficult to find in dictionaries, we have treated them at length in this section.

The complements are arranged under resultative complements (Chapter II), potential complements (Chapter IV), and directional complements (Chapter V). Sometimes a common complement, such as 成, will appear in several compounds: 变成, 打成, 捏成, 拧成, etc., while others occur only once. Directional complements, such as 上, will sometimes have extended meanings that are not obvious to

the reader: for example, 吃上 meaning "managed to eat."

In order to facilitate reference to the entries in these sections of the grammatical notes, we have arranged them in alphabetical order in a separate appendix, entitled Structure Notes. The verbal complements have all been included in this appendix, arranged alphabetically under the complement: *chībǎo*, *chibiàn*, *zǒubiàn*, *biàncéng*, etc. Page references are to the Structure Notes, where translations are given. From there the student can refer back to the text for context.

Note: Students are urged to study the examples in both the Word Usage Notes and Structure Notes *in context* by constantly referring back to the passages in which they occur. Page and line numbers are given to facilitate this process. In this way, students can see how the words and patterns are used in different contexts and, having become familiar with them through these many examples, will easily recognize them when reading other material on their own.

Exercises

A variety of exercises that reflect the use of entries in the Grammar section are included here. Some emphasize vocabulary recognition and usage, others give the student an opportunity to translate from Chinese to English and vice versa. Their use is left to the discretion of the teacher.

ADDITIONAL MATERIAL

List of technical and descriptive terms used in the grammatical explanations.

Since many of these words will be new to the students, two lists

have been prepared, one arranged by *pinyin* transcription and the other by number of strokes in the characters. The lists have been placed directly after the Introduction so that they will not be confused with the other word lists in the chapters. Teachers should go over the lists with the students to help them become familiar with the vocabulary. In this way they will be able to read the grammar explanations with ease.

Appendix

- 1) *An alphabetical list of entries in the Structure Notes, including all verbal complements.*
- 2) *Key to some of the Exercises.*
- 3) *Index. An alphabetically listing of all vocabulary items included in each lesson.*

前 言

李又安 (Adele A. Rickett)

编写目的与方法

我们编写这本汉语教科书，有两个明确的目的：1) 选取语言上有一定深度、难度的课文，以扩大学生的汉语知识，提高阅读能力；2) 通过教材内容，增进学生对当前中国社会各方面的了解。为了达到这两个目的，我们特地选取那些语言、修辞带有当前中国社会特点、内容描写中国广阔社会图景的当代短篇小说作为课文。我们对前几年发表的文学作品进行了认真的筛选，最后选中了这五篇。选篇日时，我们确实没有考虑作品是否出自名家之手，但选择的结果却是，在五篇作品中，《班车》和《遍地月光》两篇小说的作者，在中国都相当有名气。

我们编写这本高级汉语阅读教科书，主要依据多年的课堂教学经验。在初级和中级的汉语教学中，某些词语的用法和一些语法基本知识虽已介绍过，但是过了一段时间，学生要么忘记，要么因学得不够扎实，在新的语境中又回生了，直到高年级，教师还要花时间给学生复习。另外，这些词语和语法点的许多用法，在初级或中级阶段，也还没有完全接触到，所以学生在汉字、词汇量以及基本语法知识方面，即使已初具学习原著的条件，但是对于从学习由教师使用有限的词汇编写的课文到学习原著的这种跳跃，还常常会感到难以适应。

为了较好地解决上述问题，本书专门编写了词语例解和语法注释，尽量全面介绍这些词语和语法点的各种用法，例句也不只是用课堂上使用的有限词汇来编写的，而是用原著中的自然语料。次序是，首先简单说明，然后列出本篇课文中最先出现的例句，接着是本篇课文中相继出现的以及另外几篇课文中出现的例句，每个例句后面都注有页码。另外，还有一部分例句虽不再列出，但均提供页码，以便查阅参考。如果某些词在本书中不止一种用法，那么每一

种用法都有简单的说明和例句。例如词语例解中“象”这个词，首先注明是动词，“to resemble”，紧接着是十多个从各篇课文中选出的例句。但“象”在一些课文中又是副词，“just like”“as if”的意思，就列到第二条里，接着同样是从各篇课文中选出的例句。学生可以通过这些例句，看出作者使用这个词语或句式所表达的某种特定含义和表达的手法。这样就不会出现那种只是按照语法注释所造出来的句子，因为没有上下文而经常发生的意思和用法的含混现象。为使读者深入理解用法，例句都有英文翻译。而且，凡是这两部分中出现的词语和语法点，只要根据标出的页码，就可以很容易地在课文中查找到。

编写体例

篇章引言

尽管这五篇小说描述的都是八十年代初的中国社会，但每个故事所涉及的社会方面是不同的。为了使读者了解这些作品的内容和人物行为动机所依据的具体社会背景，每课的篇章引言都作了简短的介绍。在叙述或谈话中涉及到当时的社会政治运动时，则在脚注中进一步加以说明。

课文

本书五篇作品反映的社会内容，包括了工厂生活、农村生活、男女之间的交往、干群关系、中年知识分子的事业选择、艺术上的个人奋斗以及外国专家如何去适应中国的工作方式等等。

这五篇小说的作者，其中有两位——蒋子龙和叶蔚林，是当前的中国读者所熟知的。其余几位作者也有一定的知名度，他们经常在全国性的刊物上发表作品。

本书课文的顺序是按照作品篇幅长短排列的，第一课是关于工厂改革的一个短篇；最后一课的故事较长，讲的是一位在中国工作的美国专家。读者一看就会发现这五篇作品风格不同：蒋子龙面向工农读者，叙述简捷明快，极少背景描写。叶蔚林则通过大量的景

物描写，创造了一个梦幻般的意境，来揭示人物的内心斗争。其结果是词汇表长些，学起来要费些气力，但是很值得。叶九如用的是夹杂着文言的通俗口语，这符合人物的知识分子身份和学者风度。李尔钢描写了具有明显职业特征的人物，用的是一种常常受旧习惯影响的口语。朱定的作品可以使学生看到，把一些英语句子翻译成汉语后是什么样子的。

词汇表

选用文学作品作为外语教材，必然会有一个冗长的词汇表。如上面所谈到的，每一位作家都有自己的风格，同时，每一篇小说都有它自己的“世界”，需要使用与其他篇目不同的特殊词汇。其实并不需要学生全部掌握这些词汇，也不要求他们为每个生词去费力地查词典。因此，每课后的词汇表实际上包括两类词：一类是为了读、写、听、说而需要熟记的词；另一类只要求认识，在阅读课文时不成为障碍就行了。至于哪一些词属于前一类，那要由授课教师来决定。

1) 字体

词汇表包括单音词、短语（包括四字格）和语法结构，这个表全部使用简化汉字，某个汉字若有相应的繁体字，在第一次出现时，将另栏注出。

2) 词类

词汇表中标注的词性，一般与生词在课文中出现时的用法一致。当这个词不止一种功能时，则一一注出。

3) 注音

全书使用由拉丁字母组成的汉语拼音方案注音。

4) 英语对应词

关于词汇表中每个词条的翻译，在教科书的编者中，目前还没有一个一致的意见。一些人认为，应该象词典一样翻译，至于这样翻译是不是课文中所用的意思，是无关紧要的。另外一些人则认为，应该只给那个词在课文中的特定含义。这样翻译，就不可能象