



外研社汉语分级读物——“我的汉语读本”系列

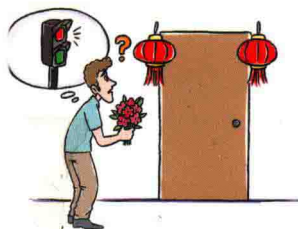
My Chinese Reader

2

我的汉语读本



外研社国际汉语研究发展中心 编



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



外研社汉语分级读物——“我的汉语读本”系列

My Chinese Reader

2

我的汉语读本

外研社国际汉语研究发展中心 编

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

北京 Beijing

图书在版编目(CIP)数据

我的汉语读本. 2/ 外研社国际汉语研究发展中心编. — 北京: 外语教学与研究出版社, 2011. 12

(外研社汉语分级读物)

ISBN 978-7-5135-1557-3

I. ①我… II. ①外… III. ①汉语—对外汉语教学—语言读物
IV. ①H195.5

中国版本图书馆 CIP 数据核字 (2011) 第 252929 号



悠游网—外语学习 一网打尽

www.2u4u.com.cn

阅读、视听、测试、交流、共享

提供海量电子文档、视频、MP3、手机应用下载!

出 版 人: 蔡剑峰

责任编辑: 李彩霞 谢丹凌

装帧设计: 姚 军

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: 北京九州迅驰传媒文化有限公司

开 本: 889×1194 1/32

印 张: 3

版 次: 2011 年 12 月第 1 版 2011 年 12 月第 1 次印刷

书 号: ISBN 978-7-5135-1557-3

定 价: 29.00 元 (含 CD 光盘一张)

* * *

购书咨询: (010)88819929 电子邮箱: club@fltrp.com

如有印刷、装订质量问题, 请与出版社联系

联系电话: (010)61207896 电子邮箱: zhijian@fltrp.com

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: 215570001

“我的汉语读本”编委会

主 任：张晓慧 朱 勇

成 员（按姓氏音序排列）：

池 宇 丁 宁 华 晨 黄 芳

霍 华 兰海帆 李彩霞 王 波

王 凡 谢丹凌 张晓慧 朱 勇

目 录

1	穷和尚和富和尚 Poor Monk, Rich Monk	8
2	十块钱的自行车 A Ten-Yuan Bike	12
3	梨和苹果的故事 The Story of a Pear and an Apple	18
4	砍价 Bargaining	24
5	看风景还是拍照片? Sight-seeing or Photographing?	30
6	黑猩猩戒烟 The Chimpanzee Quitted Smoking	36
7	最好的消息 The Best News	40
8	磨斧子 Whet the Axe	46
9	半夜电话 A Midnight Call	50



Contents

- 10 打招呼也不同
Different Peoples, Different Greetings 54
- 11 等待红灯变绿灯
Wait for the Red Light to Turn Green 58
- 12 “哪里哪里”
“Where? Where?” 62
- 13 中国人的姓：孟
A Chinese Family Name: Meng 66
- 14 肯德基卖油条
KFC Sells Deep-fried Dough Sticks 70
- 15 可爱的大熊猫
Lovely Pandas 74
- 16 北京的出租车
Taxis in Beijing 78
- 17 一次性做客？
One Visit is Enough? 82
- 18 东方小巨人：姚明
Yao Ming, a New Asian Star 86



出版说明

进入 21 世纪以来，汉语的国际传播进入了一个新的时期。中国的发展得到了世界各国前所未有的关注，这种关注反过来触发了世界对中国语言和文化进一步了解的实际需求。而国家最近几年的汉语国际推广的系列举措更是推波助澜，使全球汉语学习热潮持续升温。在此背景下，非汉语语境下的汉语教与学的需求日益凸显。其间，国内外集中涌现出了大量的汉语学习教材和资源，虽然说基本解决了汉语国际推广初期教材“有和无”的问题，但同时也使汉语作为第二语言 / 外语教学教材的更深层次的问题凸显出来，特别是汉语教材的“国际化”问题和“本土化”问题。

汉语教材的“国际化”和“本土化”问题相辅相成，并非矛盾。所谓“国际化”，不是要求汉语教材具有地域普适性，而是要求汉语教材在全面提升学生汉语言能力方面具有不受教学语境限制的普适性。所谓“本土化”，其关键也不在于课文语境或教学材料的地域本土特征，而重点强调当地国文化的融入以及本土教师教学经验与教材的有机结合。一套完美的作为第二语言 / 外语的汉语教材，必须回答好“国际化”和“本土化”这两个问题，既尊重汉语固有的自身教学及习得规律，又充分体现跨文化交际语境下的教学特点。

基于“向世界介绍中国”的出版宗旨，外语教学与研究出版社近年来与北京外国语大学汉语国际推广多语种基地合作，探索面向汉语国际推广与传播的、“国际化”与“本土化”相结合的汉语教学资源研发工作。北外多语种基地是国家汉语国际推广工作的首批基地之一，拥有 49 个外语语种的教学优势、第二语言教学研究的丰富资源，以及与世界各国知名高校的交流网络。

双方合作的首批项目是面向非汉语教学语境下的短期汉语培训教材——《我的汉语课堂》、配套读物——《我的汉语读本》以及配套的汉外外汉词典系列的研发。所有研发工作均分为两步，其一是组织国内经验丰富的汉语教师进行教材、读物母本的编撰，充分体现汉语习得之固有规律；其二是组织各国、各地汉语教学专家相互合作，将教学资源母本改造、编写为各种外语版本。

《我的汉语读本》作为《我的汉语课堂》的配套分级读物，共分三册。每册容量适中，篇幅简短，文体多样，语言浅显，内容有趣，涉及到中国当代社会的方方面面，可帮助学习者轻松了解中国。此外，每册书还配有 CD 或 MP3 光盘，便于学习者听读，未来还会提供大量免费网络配套资源供学习者下载或在线使用（www.chineseplus.com）。

汉语作为第二语言 / 外语教学的整体现状，相较世界通用语——英语，可谓差距甚远。但我们相信，有出版界同仁以及汉语教学界专家的戮力同心，融“国际化”、“本土化”于一体的、更为完美的汉语教材正如地平线上的一轮红日，已是呼之欲出。

外语教学与研究出版社

2011 年 9 月

Introduction

With the arrival of the 21st century, China has received unprecedented attention from the rest of the world for its economic achievement, which in turn has aroused the demand of further acquaintance with Chinese language and culture. Accordingly, international transmission of Chinese has entered a new era. Meanwhile, the nation's series of methods of international Chinese promotion have helped intensify the great mass fervour of Chinese learning. Against such a backdrop, the demand for Chinese teaching and learning in a non-Chinese context is increasingly in the limelight. The large number of textbooks and teaching materials which emerged during this period basically solved the problem of the lack of resources in the initial stage of international Chinese promotion. However, at the same time, deeper problems concerning textbooks on Chinese as a second or foreign language were highlighted—in particular problems concerning the “internationalization” and “localization” of such textbooks.

The internationalization and localization of Chinese textbooks are complementary, rather than contradictory, to one another. “Internationalization”, instead of claiming universality in geographical

terms, attains universality by improving students' Chinese language ability without being restricted by teaching context. Similarly, the key point of "localization" does not rely on the local characteristics of the teaching materials, but focuses on the absorption of local culture as well as the combination of the textbooks and the teaching experiences of local teachers. A set of ideal textbooks for Chinese as a second or foreign language must manage to handle "internationalization" and "localization" well—respecting the internal laws of Chinese teaching and learning on the one hand, and embracing the characteristics of teaching and learning in a cross-cultural context on the other.

Based on the publishing purpose of "introducing China to the rest of the world", Foreign Language Teaching and Research Press has been cooperating with the Multi-language Center for International Promotion of Chinese Language, Beijing Foreign Studies University (BFSU), in exploring the research and development of Chinese teaching resources in order to find a way to combine "internationalization" and "localization" in international Chinese promotion and transmission. The Multi-language Center, BFSU, as one of the first batch of bases for the international promotion of Chinese language, is unique for its teaching of 49 foreign languages, its rich resources in second language teaching and research, and its exchange networks with well-known colleges and universities in the world.

The first project initiated by this cooperation has been the research and development of the short-term Chinese training textbook *My Chinese Class*, the supporting text *My Chinese Reader*, and a series

September, 2011

Foreign Language Teaching and Research Press

It must be admitted that the present situation of Chinese teaching as a second or foreign language lags far behind that of English—the lingua franca of the world today. But we have confidence that a difference will be made as, with the joint efforts of our publishing colleagues and experts in the Chinese teaching field, these textbooks which better combine “internationalization” and “localization” will emerge like the red sun rising from the horizon.

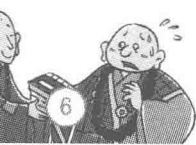
future.

As the supplementary text of *My Chinese Class, My Chinese Reader* consists of three books, moderate in capacity, each of which is composed of brief passages written in plain language and diversified styles. The interesting content of these passages, covering the whole spectrum of modern China, can help learners to know more about China in an easy and pleasant way. Moreover, each book is fitted with CDs or MP3s for the convenience of learners to listen and read, and a great quantity of free related internet resources (www.chinesepuls.com) will be available for downloading or online use in the near

of complementary Chinese-Foreign and Foreign-Chinese dictionaries. The research and development is conducted in two steps: the first being to organize the writing of the original version of the textbook and the supporting reading by experienced domestic Chinese teachers; the second being to organize the translation of the original version into various foreign versions by local Chinese teaching experts.

目 录

1	穷和尚和富和尚 Poor Monk, Rich Monk	8
2	十块钱的自行车 A Ten-Yuan Bike	12
3	梨和苹果的故事 The Story of a Pear and an Apple	18
4	砍价 Bargaining	24
5	看风景还是拍照片? Sight-seeing or Photographing?	30
6	黑猩猩戒烟 The Chimpanzee Quitted Smoking	36
7	最好的消息 The Best News	40
8	磨斧子 Whet the Axe	46
9	半夜电话 A Midnight Call	50



Contents

- 10 打招呼也不同
Different Peoples, Different Greetings 54
- 11 等待红灯变绿灯
Wait for the Red Light to Turn Green 58
- 12 “哪里哪里”
“Where? Where?” 62
- 13 中国人的姓：孟
A Chinese Family Name: Meng 66
- 14 肯德基卖油条
KFC Sells Deep-fried Dough Sticks 70
- 15 可爱的大熊猫
Lovely Pandas 74
- 16 北京的出租车
Taxis in Beijing 78
- 17 一次性做客？
One Visit is Enough? 82
- 18 东方小巨人：姚明
Yao Ming, a New Asian Star 86



穷和尚和富和尚

Poor Monk, Rich Monk



Cóngqián yǒu liǎng gè héshang, yí gè hěn yǒu qián,
从前 有 两 个 和 尚, 一 个 很 有 钱,

lìng yí gè hěn qióng.
另 一 个 很 穷。

Yǒu yì tiān, qióng héshang duì fù héshang shuō: “Wǒ
有 一 天, 穷 和 尚 对 富 和 尚 说: “我
xiǎng dào Yìndù qù xuéxí fójīng, nǐ juéde zěnmeyàng?”
想 到 印 度 去 学 习 佛 经, 你 觉 得 怎 么 样?”

Fù héshang shuō: “Lù tài yuǎn le, nǐ zěnmé qù
富 和 尚 说: “路 太 远 了, 你 怎 么 去
ne?”
呢?”

Qióng héshang shuō: “Wǒ yǒu yí gè wǎn, yí gè
穷 和尚 说: “我 有 一 个 碗、一 个

bēizi hé yì shuāng jiǎo, gòu le ba.”
杯 子 和 一 双 脚, 够 了 吧。”

Fù héshang tīng le yǐhòu, dà xiào shuō: “Wǒ xiǎng qù
富 和尚 听 了 以 后, 大 笑 说: “我 想 去

Yīndù yǐjīng yǒu hǎo duō nián le, kě yìzhí dōu méiyǒu
印 度 已 经 有 好 多 年 了, 可 一 直 都 没 有

qù, jiù shì yīnwèi wǒ de qián bú gòu. Nǐ nàme qióng,
去, 就 是 因 为 我 的 钱 不 够。你 那 么 穷,

zěnmē qù de liǎo ne?”
怎 么 去 得 了 呢?”

Sān nián yǐhòu, qióng héshang cóng Yīndù huílái le,
三 年 以 后, 穷 和 尚 从 印 度 回 来 了,

hái dài le yì běn fójīng sònggěile fù héshang. Fù héshang
还 带 了 一 本 佛 经 送 给 了 富 和 尚。富 和 尚

fēicháng bùhǎoyìsi.

非 常 不 好 意 思。

和尚 *n.* monk

穷 *adj.* poor

富 *adj.* rich

印度 *n.* India

佛经 *n.* Buddhist scripture

碗 *n.* bowl

脚 *n.* foot

够 *v.* be enough, suffice

注释 Key Points

1 去得了 be able to go

你那么穷，怎么去得了呢？

You are that poor, how can you manage to go there?

“去得了”，动词后接可能补语。“动词+得了”表示“能+动词”；“动词+不了”表示“不能+动词”。

The structure of “去得了” is “v. + complement”, and it indicates “the possibility of doing something”. “v.得了” means “能v.”, while “v.不了” indicates “不能v.”.

(1) 那儿太远了，走路去不了。

(2) 一个西瓜 10 块钱，我有 20 块，买得了。

2 不好意思 feel shy/ashamed

富和尚非常不好意思。

The rich monk felt very ashamed.

“不好意思”表示“害羞”、“惭愧”的意思。

“不好意思” means “shy”, “ashamed”.

(1) 他才考了 70 分，觉得很不好意思。

(2) 大家都说她很漂亮，她觉得挺不好意思的。

考考你 Exercise

判断正误。True or false.

- (1) 两个和尚都没有钱。 ()
- (2) 穷和尚想让富和尚跟他一起去印度。 ()
- (3) 穷和尚去印度是为了玩儿。 ()
- (4) 富和尚觉得钱不够不可能去印度。 ()
- (5) 富和尚没想过去印度。 ()
- (6) 穷和尚最后成功地去了印度。 ()

● 延伸阅读
Culture Tips

佛教在中国

Buddhism in China

佛教是与基督教、伊斯兰教并列的世界三大宗教之一。公元前6世纪至公元前5世纪,佛教由释迦牟尼创建于古印度,并开始向境外传播。据记载,西汉时期佛教传入中国。在漫长的历史过程中,佛教在中国已远远超出了宗教范围,逐渐渗透到中国文化的各个领域,包括语言文字、哲学思想、史学艺术、科技建筑,乃至民风民俗,成为中国传统文化的重要组成部分。

Buddhism is one of the three most influential religions in the world, together

with Christianity and Islam. It was established by Sakyamuni in ancient India from the 6th century BC to the 5th century BC, and then began to spread abroad. It is recorded that Buddhism was introduced into China in the Western Han Dynasty. Buddhism is much more than a religious belief in China after its long evolution, and has gradually penetrated into all aspects of Chinese culture, like language, philosophical ideology, history, arts, science, architecture, and even folk customs. Consequently, it has become an important part of traditional Chinese culture.