

A CHINESE TEXT
FOR
A CHANGING CHINA

Liu Irene Li Xiaoqi

新编汉语教程

刘瑞年 李晓琪

北京大学出版社
Peking University Press

新编汉语教程

A CHINESE TEXT FOR
A CHANGING CHINA

刘瑞年 李晓琪

Liu Irene

Li Xiaoqi

北京大学出版社

A CHINESE TEXT
FOR A CHANGING CHINA

新编汉语教程

刘瑞年 李晓琪

*

北京大学出版社出版

(北京大学校内)

北京大学印刷厂激光照排排版

北京大学印刷厂印刷

新华书店北京发行所发行 各地新华书店经售

*

850×1168毫米 32开本 7.75印张 190千字

1991年8月第一版 1991年8月第一次印刷

ISBN 7-301-01593-3/H·166

定价:8.20元

编者说明

这是一部为学过两年以上汉语的外国学生编写的汉语教程。

外国学生学习汉语的目的之一是了解中国,特别是了解当代的中国。在最近的十年里,中国发生了巨大的变化。随着改革的不断深入和对外开放的不断扩大,人们的眼界比以往任何时候都宽广,对美好生活的追求比以往任何时候都热烈,中国人生活的每一个方面几乎都发生了变化。许多传统观念受到了冲击,被人们扬弃,新事物、新观念大量涌现。为了满足各国学生了解今日中国的愿望,我们编写了这本综合性汉语教程。传授语言知识和介绍过去十年中国社会的巨大变化,特别是人们思想观念上的变化,是这本新教程所要达到的两个目的。

为了达到这两个目的,本书的课文及附录的短文均选材于近年的报刊。选文在内容方面注意反复比较,筛选最能反映十年来中国变化的文章。在语言方面注意了以下三个方面:1. 入选的语言材料必须是标准的、规范的现代汉语,坚决排除过俗、过土的材料。2. 入选的语言材料对学生来说必须具有可读性。所用词汇和出现的语法点同初、中级汉语密切衔接,注意不超越学生的接受能力,同时又要对学生具有挑战性,鞭策他们经过一番努力使自己的汉语水平有较大提高。3. 入选的语言材料要有趣味性,避免枯燥,尽量选用带有幽默感的作品,以激发学生的积极性。鉴于以往有些课本直接选用报刊原文,语言难度较大,学生难以读通全文,学习效果大受影响,也为了贯彻选文在语言方面的三个标准,我们对全部选文做了必要的改写。

在课文的编排上,本书的作法是把内容相近的课文编排在一起,作为一个单元,以便使学生对同一社会问题的不同侧面有所了

解。全书共分五个单元,每个单元前都有本书作者写的一篇介绍,目的是使学生了解必要的背景材料,以便较为顺利地理解本单元中的课文。每一篇课文后的练习中附有一至两段和本课文内容有关的短文,课文要求精读,介绍和短文作为泛读材料,用以扩大学生的阅读范围,使学生对当代中国的了解更广泛、深入。每课附有锻炼听力的短篇对话和语言点、词汇练习,用以巩固本课所学内容。全书附有录音带。

每课中都列有一些当代汉语中最常用的固定词组,掌握了这些常用词组,学生的汉语阅读及表达能力都会有较大的提高。

本书的编写历时两年,其间北京大学汉语中心的研究生王威、伍严冰参加了选文及部分其他工作,另外,美国语言教学协会也对这本书的编写给予了支持,在此一并致谢。

作 者

一九九一年元月

INTRODUCTION

In order to meet the needs of students who wish to improve their understanding of today's China we have decided to provide a comprehensive Chinese language text which also introduces these students to contemporary dynamic social changes.

Reviewing the currently available Chinese texts for 3rd year students we found that no ready texts have systematically prepared the students for an understanding of the present changes in ways of thinking of modern China. Of those texts partially introducing the present day Chinese social condition the level of difficulty is so high that the texts might prevent students reading for meaning, forcing them, rather, to focus upon puzzling out individual words or syntactical components. Many of these texts simply use original material without much consideration for the adaptation to a language text. Some other texts use comparatively simple sections of long passages. However, this kind of extracted material might also prove to be difficult to comprehend because it is removed from its original context.

For the reasons above we have decided to produce a text which, while introducing these new and ongoing changes without passing judgment on them, will be interesting to and suitable for those who have had only 2 years of college level language training or equivalent preparation.

We have decided at the very beginning of our project to design a curriculum, rather than just a text, for a third year course. In this curriculum, the content of the course focuses on modern Chinese culture and society, while the pedagogical foundation is to place emphasis on the communicative function of the language, where advanced reading, grammar and conversation are stressed. The criteria to guide our selection and use of materials include both attention to the format and the content of the text and the language acquisition process of the students. That is, the curriculum aims at creating materials which generate students' language process competency in all 4 skills. In practice, this results in the integration of classroom activities, in that one activity leads naturally on to another related one. The student uses the information obtained from one activity to perform another. In concrete terms this means that each lesson should be learned in a series of pre-, mid-, and post- reading activities. For the pre- reading activities, photographs are employed in order to create a "mindset of readiness." Through discussing the photographs during this period, students are urged to speculate about the issue raised in the lesson. These activities orient the students to the cultural background relevant to the reading. The middle activity consists of the actual reading of the text. The post-reading activities are designed to ensure students' comprehension of the lessons they have studied. In oral discussion and in written exercises at the end of each lesson, students are required to demonstrate their understanding of the content by explicitly commenting on the story.

The book, therefore, has two equally important purposes. One is to introduce the student to contemporary Chinese values and attitudes as these aspects undergo rapid change. The other is to use authentic mate-

rials printed in China to teach the student essential elements of the written language which s/he will need to master in order to read difficult modern texts. The text of the lessons are of two types which include both original written material and material taken from actual Chinese publications. The former, in expository style, are written by the authors. These lessons are for extensive reading and aim to provide background information to appreciate the social changes that have taken place in China since 1980. Following each original written lesson are three articles from either newspapers or magazines as illustrations of the existing conditions in present-day society. These lessons are for intensive reading. Finally, at the end of each lesson we also include a short essay for supplementary reading which aims at practice reading for general information.

The choice of the lessons in the text was based on 3 criteria: 1) their contemporary yet enduring value; 2) their level of difficulty, one that should not be far beyond the grasp of the intended users but sufficiently challenging to develop their linguistic abilities; 3) providing the students with examples of the journalistic style of writing. The lessons are arranged around issues or topics, whose materials include language of varying degrees of difficulty. This order does not take the place of the more common structural arrangement and is justifiable on several grounds: 1. Third-year students do not require strictly graded degrees of difficulty; 2. the intrinsic interest of coherent texts helps to hold the students' attention; 3. the texts are actually drawn from Chinese sources and thus present realistic challenges to the students. Moreover many of them are written in a humorous style to stimulate students' interest.

As a means to build up students' linguistic competence the text also puts stress on the learning of set phrases. Included in each lesson is a list of items of commonly-used set phrases suitable for the advanced level. The purpose of learning set phrases is to equip the students with language that occurs repeatedly in actual Chinese texts and knowledge of which will improve speed and competence. The grammatical component of this text serves to solidify, expand, and refine the fundamental knowledge of Chinese structure and syntax of which the students have already been exposed on elementary and intermediate levels. The phonetic system is that of the pinyin system. Hopefully, the text may be printed in both regular and simplified characters.

This book took two years to write. During that time, Beijing University Chinese Language Center graduate students Wang Wei and Wu Yanbing assisted with part of the work. We especially want to express our thanks here. We also wish to acknowledge the assistance of The Consortium for Language Teaching and Learning which provided funds in partial support of the project.

The text consists of

A. 5 units, containing 3 lessons each.

Each unit, in addition, has a short introduction of cultural background information which will enhance understanding of the issues raised in the unit.

Each unit is accompanied with photographs.

Each lesson will include:

- a. text,
- b. gloss,

- c. set phrases - constructed from the lexical items in the same lesson,
- d. short dialogues for listening comprehension,
- e. grammar notes and illustrative sentences,
- f. short essay for supplementary reading,
- g. exercise.

The set phrases, grammar notes and their illustrative sentences will be accompanied by the English equivalents.

- B. Text of the listening comprehension for all the lessons in the textbook - beginning on page 171.
- C. Recorded lessons, drills and short dialogues are done in 2 voices - one male voice and one female voice, recorded in Beijing.

略语表 Abbreviations

<i>N.</i>	名词
<i>V.</i>	动词
<i>Sv.</i>	形容词
<i>Nu.</i>	数词
<i>M.</i>	量词
<i>PN.</i>	代词
<i>Prep.</i>	介词
<i>TW.</i>	时间词
<i>PL.</i>	地点词
<i>Adv.</i>	副词
<i>Con.</i>	连词
<i>Ph.</i>	成语
<i>VO.</i>	动宾
<i>RV.</i>	动补
<i>S.</i>	主语
<i>O.</i>	宾语
<i>VP.</i>	动词性短语
<i>NP.</i>	名词性短语

目 录

1. 人口 住房 物价	1
1.1 人口大爆炸	3
1.2 找房子	14
1.3 抢购风	28
2. 教育 就业	43
2.1 我是职业高中生	45
2.2 研究生退学风	54
2.3 “读书无用”论的新冲击	66
3. 恋爱 婚姻	77
3.1 一则征婚启事和应征者	79
3.2 黄昏之恋	90
3.3 协议离婚	105
4. 家庭 妇女 儿童	115
4.1 我和老伴的拳舞之争	117
4.2 我和丈夫	129
4.3 贝贝进行曲	138
5. 工资 奖金 职业的选择	147
5.1 第二职业	148
5.2 两份万元奖金	156
5.3 团委书记辞职当个体户	164
听力训练材料	171
词汇表	199
语法点索引	229

TABLE OF CONTENTS

UNIT I - Population, Housing and Prices

Introduction	1
Lesson 1. The Population Explosion	3
Lesson 2. House Hunting	14
Lesson 3. Panic Purchasing	28

UNIT II - Education and Employment

Introduction	43
Lesson 1. I am a Vocational High School Student	45
Lesson 2. The Drop-out Fad Among Graduate Students	54
Lesson 3. The Proposition That Studying Is Useless	66

UNIT III - Love and Marriage

Introduction	77
Lesson 1. An Advertisement on a Marriage Proposal and Its Respondents	79
Lesson 2. Romance Between Elderly People	90
Lesson 3. An Agreeable Divorce	105

UNIT IV - Family, Women and Children

Introduction	115
Lesson 1. Arguing with My Wife Over Disco	117
Lesson 2. Me and My Husband	129

Lesson 3. Single Child Family ;Beibei's Years	138
---	-----

UNIT V - Wages Bonuses and Occupation

Introduction	147
Lesson 1. A second Job	148
Lesson 2. Two Bonuses Amounting to Ten Thousand Yuan Each	156
Lesson 3. Party Secretary Resigns to Become an Individual Entrepreneur	164
Listening material	171
Vocabulary	199
Grammar index	229

1. 人口 住房 物价

中国有许多社会问题。比如人口问题、房子问题、交通问题、失业问题、物价问题、腐败问题等等。

本单元选了三篇报道，第一篇谈的是人口问题。中国人太多了，增长得太快了。1950年，中国人口是5亿左右，三十年后，1982年人口为10.25亿，增长了一倍，到1990年，已经超过11亿了。虽然中国政府早在七十年代末就提出了一家只能生一个孩子的政策，可是中国的人口增长还是太快了，世界上平均四个半人中就有一个是中国人。人口太多，给生活水平带来很大影响。生产在不断发展，可是人们的收入却提高得不快。

第二篇谈的是住房问题。

跟着人口问题，住房问题也产生了。1980年，北京市居民平均每人住房面积才三点多平方米，后来，北京盖了许多新楼、高楼，到1990年，达到每个人平均六点七平方米。可是房子还是不够住，因为以前一家人住一套房子，现在，孩子们长大了，结婚了，一人就要一套房子。

近年来，产生的一个新的社会问题是物价问题。物价关系到千家万户，关系到每一个人的生活，物价问题成了一个人人关心的大问题。本单元的第三篇反映的正是这一问题。

生词 NEW WORDS

1. 人口 rénkǒu *N.* population
2. 住房 zhùfáng *N.* house
3. 比如 bǐrú *for example*
4. 交通 jiāotōng *N.* traffic
5. 失业 shīyè *VO.* to lose one's job
6. 物价 wùjià *N.* price
7. 腐败 fǔbài *Sp.* corrupt
8. 本 běn *PN.* this
9. 单元 dānyuán *N.* unit
10. 篇 piān *M.* for report
11. 报道 bàodào *N.* (news)report
12. 亿 yì *Nu.* a hundred million
13. 为 wéi *V.* is/was
14. 增长 zēngzhǎng *V.* increase
15. 超过 chāoguò *V.* exceed
16. 七十年代末 70 niándài mò *TW.* the end of the 70's
17. 平均 píngjūn *V.* average
18. 水平 shuǐpíng *N.* level
19. 不断地 bùduàn de *Adv.* uninterruptedly; continuously
20. 收入 shōurù *N.* income
21. 居民 jūmín *N.* resident
22. 面积 miànji *N.* area
23. 平方米 píngfāngmǐ *N.* square metre
24. 盖 gài *V.* build
25. 套 tàò *M.* a suite of rooms

26. 结婚 jiéhūn V. to get married
27. 关系到 guānxiào V. affects/related to
28. 千家万户 qiānjiā wàn hù N. thousands and thousands of families
29. 反映 fǎnyìng V. reflects

1.1 人口大爆炸

——人口面面观

在北京——

1987年7月27日,这一天的最高气温是三十五摄氏度。

从中午12点到13点,《北京日报》的一名记者和几名工作人员分别站在市内最大的一家百货商店的四个大门口,统计顾客流量。门外气温非常高而门内的热气也厉害得使人受不了。统计结果,在这一个小时内有8240人带着热浪进来,9680人带着汗气出去。

7月30日,北京电视台报道,北京火车站顾客流量非常高,日流量达33万人,可火车站设计的客流量不过是日五六万人。所有的检票厅都改成了临时候车室,但车站大厅前的广场上仍然是人山人海。

在广州——

1988年春季交易会期间,一批日商住在广州宾馆。一天黄昏的时候一位日商站在窗户前看街,像有新发现似的,指着窗外惊呼着说:“hayaku, mitekudasai!”(日语:快来看!)立刻,四五名日商往窗前走去,眼睛都向海珠桥方面