

JIAOJI WENHUA HANYU

交际文化汉语

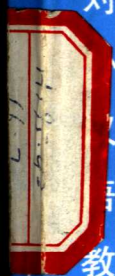
上

李克谦

胡鸿

编著

● 对外汉语教材系列 ● 对外汉语教材系列 ● 对



大学出版社

交际

上

文化汉语

李克谦 *Li Keqian*

胡 鸿 *Hu Hong*

编著



北京大学出版社
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交际

文化汉语

主编：王德纯
副主编：王德纯
编委：王德纯



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前 言

《交际文化汉语》是为希望了解汉语交际文化、提高口语交际能力的外国学员编写的汉语口语教材。它着重培养学员按照汉语的习惯进行有效交际活动的能力,也就是告诉学员:

在什么场合?

说什么话?

怎么说?

本教材分为上下两册。上册主要学习一般性的交际对话;下册依然以对话作为课文形式,主要偏重于揭示汉语交际中的文化内涵。

本教材遵循如下原则:

1. 选择常见的日常生活对话。

所有的对话内容、句子及短语词汇都是中国人日常交际中最常见、最通俗的东西。

2. 揭示汉语交际中的文化内容。

在本教材中,我们不只注意汉语的表面规则,如语音、语法规则等,而且尽量体现汉语交际中的文化规则。中国人的谦虚、含蓄、敬老、克己、从众、面子观等,都有别于西方人,而且这些都体现于日常对话中。本教材在课文内容、词语注解、练习设计等方面都努力体现了这些方面的差异,以提高学习者的语用能力。换言之,我们力图使学生知道在什么时候,什么地方,对什么人,应该说什么话。

3. 趣味性与实用性相结合。

语言力求生动、幽默,增加课文的可读性;选用最常见的日常对话话题,以增加教材的实用性。每一课内容包括两部分对话,第一部分对话一般是在外国驻华官员或商社职员和他们的中国雇员或中文老师之间展开,这一部分对话重点突出中西方人在特定的交际场合说话时的文化差异,对两种不同的交际文化进行比较;第二部分对话主要在中国人之间进行,选用典型的场合,通过中国人较为典型的对话,让学员了解和学习真实的典型的汉语口语材料。课文对话主要人物如下:

格林:男,西方某国驻华外交官,文化参赞。汉语中级,对中国文化比较了解。

王老师:男,对外汉语教师。

格林夫人:格林先生的夫人。初级汉语水平。

布朗:男,西方某国驻华外交官,一等秘书。

刘雯:女,某国驻华使馆中文翻译。

马丁:男,某国驻华商社职员。

李明:男,某国驻华商社中方雇员。

本教材吸收了过去口语教材编写的经验,在语法方面,我们注重实用性,讲解不求系统但突出重点、难点,给老师留有讲解的余地。我们注意加大练习量,特别是加大了师生之间讨论的练习量,同时还在第二册每一课练习后面配有一、两个小故事,这些都是具有中国特色的小故事,反映中国人特有的幽默心理。

对使用本教材的建议:

1.“学生词”,有别于一般教材的“生词”部分的内容,本教材除用拼音注音和外文注释外,还对部分生词作了例解,给了一些例句,对有些较有代表性的词语,还补充一些近义词、反义词比较,或者揭示同类词语的构词方法。

建议:

老师注意充分调动学生已有的词语知识,在汉字、汉语词汇的字形、读音、构成、联系等方面,激发学生的联想能力、词语再生能力等,将学习生词这个被认为是枯燥的死记硬背过程,变成一项活泼生动的创造性活动的过程。

2.“词语例解”部分,编者注意避免枯燥难懂的语法术语,而只是给予大量的例句,让学生在学习例句的过程中,自己体会、理解该词语或语法点的意义和用法。

建议:

老师少讲,让学生自学,有问题再和老师交换看法,以充分发挥学生的语言类比能力。学习完后,老师可以要求学生就每个难点,再举两个例子。

3. 本教材练习的最后部分,是讨论题目,这些都是中国人和外国人在交际中经常碰到的交际冲突点,也是外国学生学习交际汉语的重点、难点所在。

建议:

老师与学生就有关问题交换看法,让学生有尽量多的表达机会;

就有关交际问题,谈在中国生活的经验、趣事等;

老师与学生之间进行表演练习。

本中心李瑜老师参加了上册的策划、体例设计、课文编写、英文注释等工作,北京外交人员语言文化中心王晔、吕新莉等老师对本书给予了热情的鼓励,多次试用本书,并提出了宝贵的修改意见,北京大学出版社沈浦娜、张冰老师就本书的结构、体例、内容等提出了很多富有建设性的建议,在此,一并表示由衷的谢意。

北京外交人员语言文化中心: 李克谦
胡 鸿

1998.2.10

PREFACE

This book, "Learning Chinese in a Social & Cultural Background", is intended to serve as a Chinese course for foreign students who wish to understand Chinese social culture while improve their oral communicating abilities. As its title indicates, the book lays its stress on training students' ability to conduct effective social intercourse in a Chinese way, or put it simply, they would be trained on:

On what occasions?

What to say?

How to say?

This book is in two volumes: the first volume focuses on general social conversations; while the second volume, also in the form of dialogues, stresses on introducing the cultural connotation in Chinese social practice.

The compilation is based on the following principles:

1. Select common topics in everyday life.

All the dialogues, sentences and phrases in the book are the most commonly used in Chinese social intercourse.

2. Introduce the cultural connotation in Chinese social practice.

Apart from those superficial "hard" rules with regards to phonetics and grammar in the language, we also try to explain the "soft" rules that are unique in Chinese culture and commonly reflected in our social intercourse, such as modesty, implicitness, respect the aged, self-restraint, do as the others do, the sense of face, etc. We made great efforts to demonstrate these cultural differences in the content of text as well as notes and exercises, hoping to enhance students' ability to apply them in social practice. In other words, we try to give our students an idea about when to say, where to say, who to say and what to say.

3. Combine readability and pragmaticity

We try to enhance the book's readability by striving to be vivid and humorous in writing; and its pragmaticity by selecting the most common daily topics. Each lesson is divided into two parts: Part I is usually a conversation between expatriates working in embassies or companies in Beijing and their Chinese employees or language teacher, concentrating on the cultural differences between Chinese and westerners reflected on specific social occasions; Part II is normally a dialogue among the local people, aiming to provide the students with genuine teaching materials for

colloquial Chinese by selecting most typical occasions and representative language. The main figures in the book include:

Mr. Green: Cultural Counselor to China from a western country, with intermediate Chinese level and good knowledge about Chinese culture.

Teacher Wang: Male, Chinese language teacher for foreigners.

Mrs. Green: Wife of Mr. Green, with elementary Chinese level.

Mr. Brown: Diplomat to China from a western country, first secretary in the embassy.

Liu Wen: Female, Chinese interpreter working in an embassy in Beijing.

Martin: Male, office worker in a foreign company in Beijing.

Li Ming: Male, Chinese employee in a foreign company in Beijing.

On the basis of previous experience of compiling course books, we try to make our grammar explanation more practical, put more stress on the key and difficult points and leave more room to teacher's classroom explanation. Meanwhile, we append more exercises, particularly discussions between the teacher and students. In the second volume, we also add one or two short stories with typical Chinese featured humor after each lesson.

Bits of suggestion on the use of this book:

1. "Learning new words", which is somehow different from the "New Words" part in a normal course book: apart from phonetic notation of Pinyin and English translation, we go further with either examples to illustrate the use of some of the new words, or a comparison between its synonyms and antonyms, or even word - formation of some representative words.

Suggestion:

We suggest that the teacher help the students extend their vocabulary by associating the new words with their previous knowledge in terms of the form of character, its pronunciation and formation, and build up their knowledge of derivation, so as to transform the vocabulary learning from sheer mechanical memorizing to a brisk and creative process.

2. "Vocabulary Illustration": instead of using a lot of abstruse grammatical terms, we only supply abundant examples here to enable students to acquire a better understanding and comprehension through studying illustrations.

Suggestion:

We suggest that the teacher instruct the students to learn basically by themselves and exchange views when questions arise, so as to fully explore the students' analogizing ability. The teacher may ask the students to give some more examples as to those difficult points.

3. "Discussion", which is the last item in exercise: all the topics focus on the conflicting points that are often encountered in the social intercourse between Chinese and foreigners, and are therefore also the key and difficult points in language study.

Suggestion:

We suggest that the teacher should exchange views with students on the relevant topic, giving as much chance as possible for the students to express their ideas.

Talk about personal experience or amusing incidents in China concerning social intercourse.

Try to act out between the teacher and the students.

Professor Li Yu from the Chinese Language & Culture Center made great contributions to the book by participating in the scheming, layout design, text writing and English annotation in the first volume. Our sincere thanks also go to Wang Ye and Lu Xinli from the Language Center, who generously rendered their help and support, make valuable suggestions as to revision and alteration after repeated trial usage. Finally, thanks to Teachers from Peking University Press Shen Puna and Zhang Bing, who also put forward their constructive comments with regards to the structure, layout and content of the book.

Chinese Language & Culture Center for Diplomatic Missions

Li Keqian

Hu Hong

1998. 2. 10

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第一课 约翰,你好

Dì-yī kè Yuēhàn,nǐ hǎo



课 文

Kèwén

一

Yī

【In an embassy】

格 林: 约翰,你好。

Gélín: Yuēhàn,nǐ hǎo.

布 朗: 你好,乔治。

Bùlǎng: Nǐ hǎo,Qiáozhì.

格 林: 刘女士,你好吗?

Gélín: Liú nǚshì,nǐ hǎo ma?

刘 雯: 很好,谢谢。

Liú: Hěn hǎo,xièxie.

二
Èr

【In Mr. Green's office】

亨利：你好吗？乔治。

Hēnglì: Nǐ hǎo ma? Qiáozhì.

格林：很好，你怎么样？

Gélín: Hěn hǎo, nǐ zěnmeyàng?

亨利：马马虎虎。爱丽丝好吗？

Hēnglì: Māmāhūhū. Àilisi hǎo ma?

格林：她很好，谢谢。

Gélín: Tā hěn hǎo, xièxie.

三
Sān

【In a foreign company】

马丁：王老师，你早。

Mǎdīng: Wáng lǎoshī, nǐ zǎo.

王老师：马丁，你早。好久不见，最近忙不忙？

Wáng: Mǎdīng, nǐ zǎo, Hǎojiǔ bú jiàn, zuìjìn mángbumáng?

马丁：不忙，不忙。你忙吗？

Mǎdīng: Bù máng, bù máng, Nǐ mángma?

王老师：还行。

Wáng: Hái xíng.

四
Sì

【In the street】

李：老王，你去哪儿？

Lǐ: Lǎo Wáng, nǐ qù nǎr?

王： 走走。
 Wáng: Zǒuzou.
 李： 还没吃饭吧？
 Lǐ: Hái méi chī fàn ba?
 王： 还没呢。
 Wáng: Hái méi ne.

五
 Wǔ

【Two friends meet in the street】

丁： 又见面了，你好吗？
 Dīng: Yòu jiàn miàn le, nǐ hǎo ma?
 刘： 好好好，你最近怎么样？
 Liú: Hǎo hǎo hǎo, nǐ zuìjìn zěnmeyàng?
 丁： 还好，你家里人好吗？
 Dīng: Hái hǎo, nǐ jiālǐ rén hǎo ma?
 刘： 他们都很好。
 Liú: Tāmen dōu hěn hǎo.
 all

学生词

Xué shēngcí

马马虎虎： mǎmǎhūhū so-so

例句：(1)你的汉语不错。

Nǐ de Hànyǔ bú cuò.

——马马虎虎。

Mǎmǎhūhū.

(2)你的车怎么样？

Nǐ de chē zěnmeyàng?

——马马虎虎。

Mǎmǎhūhū.

早: zǎo early

例句: (1) 今天我来(lái, to come)得很早。

Jīntiān wǒ lái de hěn zǎo.

(2) 太早了。

Tài zǎo le.

(3) 不早, 不早。

Bù zǎo, bù zǎo.

(4) 刘先生早。

Liú xiānsheng zǎo.

久: jiǔ long(time)

例句: (1) 我来北京很久了。

Wǒ lái Běijīng hěn jiǔ le.

(2) 你学(xué, to study)汉语学了多久了?

Nǐ xué Hànyǔ xué le duō jiǔ le?

(3) 好久没有看见李先生了。

Hǎojiǔ méiyǒu kànjiàn Lǐ xiānsheng le.

最近: zuìjìn recently

忙: máng busy

还行: hái xíng It's OK; so-so

例句: (1) 你的英文怎样?

Nǐ de Yīngwén zěnmeyàng?

还行。

Hái xíng.

(2) 他们还行。

Tāmen hái xíng.

(3) 你累吗?

Nǐ lèi ma?

还行。

Hái xíng.

吃饭: chī fàn to have a meal

例句: (1) 你吃饭了吗?

Nǐ chī fàn le ma?

(2)我还没吃早饭呢。

Wǒ hái méi chī zǎofàn ne.

(3)你什么时候吃晚饭?

Nǐ shénme shíhou chī wǎnfàn?

(4)我们去吃中饭吧。

Wǒmen qù chī zhōngfàn ba.

又

yòu

again

例句:(1)她又来了。

Tā yòu lái le.

(2)你又很忙。

Nǐ yòu hěn máng.

(3)明天你又去香港(Xiānggǎng, Hong Kong)吗?

Míngtiān nǐ yòu qù Xiānggǎng ma?

比较:A:请你再说(shuō, to speak)一遍(biàn, times)。

Qǐng nǐ zài shuō yí biàn.

他又说了一遍。

Tā yòu shuō le yí biàn.

B:再见!

Zàijiàn !

又见面了!

Yòu jiàn miàn le !

家里人:

jiālirén

family member

词语例解

Cíyǔ lì jiě

一、“你好”和“你好吗?”

“Nǐ hǎo”hé“Nǐ hǎo ma?”

例句:(1)A:你好。

Nǐ hǎo.

B:你好。

Nǐ hǎo.

(2)A: 你好吗?

Nǐ hǎo ma?

B: 很好, 谢谢。

Hěn hǎo, xièxie.

(3)A: 你早。

Nǐ zǎo.

B: 早。

Zǎo.

二、你忙不忙?

Nǐ mángbù máng?

例句: (1) 你好不好?

Nǐ hǎobuhǎo?

(2) 你去不去?

Nǐ qùbuqù?

(3) 你妈妈好不好?

Nǐ māma hǎobuhǎo?

(4) 你吃没吃?

Nǐ chīmeichī?

(5) 行不行?

Xíngbùxíng?

(6) 还行。

Hái xíng.

比较: A: 行。

xíng.

不行。

Bù xíng.

还行。

Hái xíng.

B: 好。

Hǎo.

不好。

Bù hǎo.

很不好。

Hěn bù hǎo.

不很好。

Bù hěn hǎo.

还好。

Hái hǎo.

三、还没吃饭吧？

Hái méi chī fàn ba?

例句：(1) 还没见面吧？

Hái méi jiànmiàn ba?

(2) 还好吧？

Hái hǎo ba?

(3) 还行吧？

Hái xíng ba?

(4) 还没去上海吧？

Hái méi qù shànghǎi ba?

练 习

Liànxí

一、完成下面的对话(Complete the following dialogues):

(1) A: 你好。

Nǐ hǎo.

B: ____。

(2) A: 你好吗？

Nǐ hǎo ma?

B: ____。

(3) A: 你妈妈好吗？

Nǐ māma hǎo ma?

B: ____。

(4) A: 最近怎么样？

Zuìjìn zěnmeyàng?