

# 开明中级汉语

KAIMING INTERMEDIATE CHINESE



语 文 出 版 社

KAIMING ZHONGJI HANYU  
开 明 中 级 汉 语

主 编 孙 晖  
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## 前 言

本书是中国南开大学与美国明尼苏达大学存在已久的友谊与合作的产物。其缘起可追溯到1980年。那年夏季，两校成功地创办了“南开大学——明尼苏达大学暑期汉语学习班”。此后，该学习班每年夏季都在南开大学举办一期。参加学习的除了明尼苏达大学的学生之外，还有来自美国其他许多高等院校的学生。随着学习班的成功举办，双方合作，在原来南开提供的《中级汉语课本》的基础上，重新编写了一套更适于外国学生使用的汉语口语教材。

《开明中级汉语》是供已经修完大学一年级汉语课程的学生或具有同等水平的汉语学习者使用的汉语口语课本。

作为汉语口语课本，本书原则上不涉及汉语书面语教学的有关问题。考虑到并非所有的汉语学习者都学过简化字，为了给具有不同经验的学习者提供同等的机会和条件，本书的会话部分和基础汉字表、生字表同时采用简化字、繁体字和汉语拼音三种形式印刷。应该说明的是，此种设计纯粹只是借以实现本书确定目标的一种辅助手段。本书的确定目标是进一步发展或提高学习者在实际生活环境中使用汉语的能力。

本书共分十五个单元。每个单元的课堂教学时间约为四个小时，全书学完约需六十个小时。

本书每个单元均设计了一个中心话题，围绕这个中心话题，又从不同角度设计了若干小话题。每个小话题下面所展开的会话都选自一个外国学生在中国生活期间可能遇到或参与的场景或活动。因此，本书既适合于正常的课堂教学之用，也适

合于那些前往中国的留学生作行前的语言准备之用。每个单元的会话都是从语言环境、句子结构和语言功能三个方面进行设计的，其中的句子结构和语言功能还以提要的形式列于每个单元的篇首，供教和学两个方面参考。我们所探求的是使学生掌握某些在特定环境中执行特殊功能的新的汉语结构。同时我们也力求提供忠实于现实生活中的活语言的新资料并使其尽可能充分地覆盖整个单元话题。本书的会话较长，但会话的生动性较强并在教学中辅以作为该书配套部分的电视录像片，使这些会话所反映的真实生活场景能有声有色地展现在学习者面前，从而有助于学习者对这些活语言的理解、记忆和实际运用。

本书中的会话使用录像手段加以介绍是最理想的。如果条件不允许，使用录音手段或者由教师和教辅人员进行表演也可以。总之，编者希望这些会话不但能使学生对中国人使用汉语从事各种实践活动的方式有所了解，而且能使他们获得使用这种语言从事同样活动的能力基础。

本书各单元除会话部分以外，还有一个与会话部分相辅相成的练习部分。这些练习采用多种形式启发学生使用他们会话中所学到的语言知识。有些练习集中在执行某种特殊功能的特定结构及其使用上，有些练习则试图在学生中引起讨论或者要求学生在重现某些中心话题的活动中扮演角色。为了调动所有学生的积极性，使他们都能投入到这一语言活动中来，大部分练习都可以将学生分成小组来进行。为此，课堂安排要求突破传统形式。例如，可以采取集中——分散——集中的方法，一开始由教师带领学生共同准备，然后分小组演练，最后再集中起来在全班进行总结或评议。所有的练习必要时都可以有教师参与，但最好还是让学生分小组或结成对子自己进行演练，教师只在必要的地方给以指导和帮助。至于每个练习的具体做法，可参看书相应部分的说明。

本书由孙晖副教授和胡志德教授主编。李赓扬先生做了本书的增补修校工作；先后参加编写工作的还有：吴凯瑞女士、伊恩先生，孙雅光女士和张柏玉先生。

在本书的筹备及编写过程中，南开大学的那公畹教授、王振昆副教授、逢涌丰处长、葛绳武副教授，明尼苏达大学的徐美龄教授、刘君若教授、范德教授、王士宗教授、马歇尔教授都曾经从不同的方面给予过热情的指导和帮助，编者在这里谨向他们表示由衷的谢意。

本书是一本带有探索性的实用汉语教材，肯定还有待进一步提高和完善。为此，我们诚恳地希望本书的使用者提出批评指正。

主 编

1987年3月

## Foreword

The present volume is but one product of the long-established friendship and cooperation between the University of Minnesota and Nankai University. It has its origins in the Intensive Chinese Language Institute held annually at Nankai since the summer of 1980, and attended not merely by Minnesotans but by students from a large number of American colleges and universities. This is a coursebook for conversational Chinese at second year level precisely because that is the entry level for the Nankai Institute, and the book's authors were seeking a text most immediately useful both to the largest number of students and to each of the two institutions involved.

As a coursebook of conversational Chinese, this text does not address any of the problems associated with teaching or learning the written language. The dialogue materials are presented in both simplified and non-simplified characters, as well as in Pinyin romanization, so that the opportunity exists for students to expand the range of characters they can recognize and write, but such is not the primary function of any section of the text. The emphasis lies firmly upon the development of students' abilities to understand and produce natural, colloquial Chinese.

There are fifteen units, each of which, in view of the need to devote additional time to written Chinese, will most probably require two weeks of classroom time. The whole text, therefore, should occupy one year. Each unit has a central theme, which is explored from a number of different angles by the dialogues. We have attempted to represent in the dialogues as many of the situations and activities likely to be encountered or undertaken by a foreign student living in China for an extended period. The book can be used, therefore, to prepare students prior to such a stay or to aid them when already in the thick of things Chinese. Three strands are intertwined to produce each dialogue—situation, grammatical structure, and language function. The last two of these strands are outlined in the Unit Focus grid immediately preceding the dialogues. We are seeking to enable students to master new structures of Chinese by encountering those structures used to perform particular functions by the characters in the text in specific situations. At the same time we have sought to present new materials as naturally as possible, and to cover the unit theme as thoroughly as possible. One consequence of this latter aim is that new structures do not appear in condensed doses but only when absolutely appropriate. Our dialogues are, perforce, long. Their liveliness, we are persuaded, soon overcomes any apprehension induced by their printed form. If pre-



sented initially with the aid of the accompanying video films, as is recommended, they are immediately reduced to more realistic proportions. Those who like their students to memorize dialogues may select appropriate sections for that purpose.

Ideally, the dialogues should be presented by means of the video recordings, but, where this is not possible, tape recordings, or performance by teacher and teaching assistants can also be used. Students should be assisted to understand their content in any way that the teacher finds most efficient and comfortable. The dialogues may then be practised either in the language laboratory or in groups in the classroom. They aim to provide extensive knowledge of daily life in contemporary China, and to exemplify the type of colloquial language needed to function most comfortably in the settings portrayed. It is hoped that they will give to students both an appreciation of the manner in which Chinese people use the Chinese language to work their way through the tasks they encounter and the roles they must play, and the foundation of an ability to do the same.

It is intended, also, that extensive dialogue practice will provide the basis for a successful approach to the exercises which follow. A variety of exercises has been provided to stimulate student use of the language introduced by the dialogues. Some concentrate upon a particular structure and its exploitation

to perform a specific function. Others seek to generate discussion among students, or require role playing in activities that reproduce the central theme of the units in which they appear. There is, thus, a mix of controlled and more open-ended exercise forms. Most of the exercises may be undertaken by students in groups. Our aim is to stimulate as much active participation by as many students as possible. The classroom management techniques required to accomplish such an aim are necessarily different from more traditional forms. A fluid transition from joint preparation, to group performance and then back to joint evaluation is important. Such a transition is attainable with a little practice. All exercises can be worked with instructor participation if so desired, but we believe that the maximum benefit will be achieved by permitting students to perform exercises in groups or pairs with the instructor circulating to offer advice, assistance or correction where desired or necessary. A substantial proportion of the exercises can be profitably worked in the language laboratory and form part of the taped materials accompanying the course-book. The exercise instructions explain how each is to be worked—the variety of exercise forms precludes any simple summary here.

It is our hope that the exercises and dialogues presented in this volume will offer teachers an opportunity to involve all the students in a class

simultaneously in language use. The result we anticipate will be, not merely a noisy classroom, but a group of students obliged to think before they speak, because they will have something they want or need to say—a group of students, consequently, more conscious of the capabilities of the language they are using, more excited, more able to do things with Chinese.

The co-editors-in-chief are Assoc. Prof. Sun Hui and Prof. Theodore Hutters. This book was supplemented, modified and proofread by Mr. Li Gengyang. Those who joined in editing are Ms. Kristine Wogstad, Mr. Ian Burns, Ms. Sun Yaguang and Mr. Zhang Baiyu.

We express our heartfelt thanks to Prof. Xing Gongwan, Assoc. Prof. Wang Zhenkun, Director Pang Songfeng and Assoc. Prof. Ge Shengwu from Nankai University, and to Prof. Mei-Ling Hsu, Prof. Chun-Jo Liu, Prof. Edward Farmer, Prof. Stephen Wang and Prof. Byron Marshall from the University of Minnesota, who have given us their sincere advices and enthusiastic support in the course of preparing and compiling this book.

This book is an experimental textbook for practical Chinese. For the further improvement of this book, we sincerely hope the users of this book would kindly put forward their criticisms and suggestions.

Co-Editors-in-Chief

March 1987

# 基础汉字表

## 说明

1. 本字表是综合商务印书馆 1980 年出版的《基础汉语》(第1、2册, 北京语言学院编)、美国耶鲁大学出版社1977年再版的《初级汉语课本(汉字本)》(德弗朗西斯编著)、美国耶鲁大学出版社1970年出版的第十一版《华文读本(第一册)》(王方字编著)及《标准汉语读本》四种教科书所提供的词汇表或字表编制的。

2. 本字表所列的 531 个汉字在本书中不再作为生字处理。

3. 本字表所列汉字凡属简化字, 均在该字后列出繁体字, 以便对照使用。

A	百	bǎi	笔〔筆〕	bǐ	菜	cài
	拜	bài	毕〔畢〕	bì	参〔參〕	cān
啊	ā	班	必	bì	茶	chá
爱〔愛〕	ài	半	边〔邊〕	biān	差	chà
安	ān	办〔辦〕	便	biàn	常	cháng
按	àn	帮〔幫〕	表〔錶〕	biǎo	长〔長〕	cháng
B	饱〔飽〕	bǎo	别	bié	厂〔廠〕	chǎng
	报〔報〕	bào	病	bìng	场〔場〕	chǎng
八	bā	杯	不	bù	唱	chàng
把	bǎ	北	部	bù	车〔車〕	chē
爸	bà	备〔備〕			城	chéng
吧	•ba	本	C		吃	chī
白	bái	比	才〔纔〕	cái	出	chū

楚 chǔ  
处〔處〕chù  
穿 chuān  
船 chuán  
春 chūn  
词〔詞〕cí  
次 cì  
聪〔聰〕cōng  
从〔從〕cóng  
错〔錯〕cuò

D

答 dá  
打 dǎ  
大 dà  
带〔帶〕dài  
单〔單〕dān  
但 dàn  
当〔當〕dāng  
到 dào  
道 dào  
得 dé  
的 •de  
地 •de  
得 •de  
得 děi  
等 dēng  
底 dǐ

地 dì  
弟 dì  
第 dì  
点〔點〕diǎn  
典 diǎn  
电〔電〕diàn  
店 diàn  
定 dìng  
东〔東〕dōng  
冬 dōng  
懂 dǒng  
动〔動〕dòng

都 dōu  
短 duǎn  
对〔對〕duì  
多 duō

E

儿〔兒〕ér  
而 ér  
二 èr

F

发〔發〕fā  
法 fā  
饭〔飯〕fàn  
方 fāng  
房 fáng

访〔訪〕fǎng  
非 fēi  
飞〔飛〕fēi  
分 fēn  
封 fēng  
风〔風〕fēng  
夫 fū  
服 fú  
复〔復〕fù  
父 fù  
附 fù

G

该〔該〕gāi  
概 gài  
干〔乾〕gān  
感 gǎn  
敢 gǎn  
刚〔剛〕gāng  
钢〔鋼〕gāng  
高 gāo  
告 gào  
哥 gē  
歌 gē  
个〔個〕gè  
给〔給〕gěi  
跟 gēn  
更 gèng

工 gōng  
公 gōng  
共 gòng  
够 gòu  
故 gù  
怪 guài  
关〔關〕guān  
观〔觀〕guān  
馆〔館〕guǎn  
惯 guàn  
广〔廣〕guǎng  
贵〔貴〕guì  
国〔國〕guó  
果 guǒ  
过〔過〕guò

H

孩 hái  
还〔還〕hái  
汉〔漢〕hàn  
好 hǎo  
号〔號〕hào  
喝 hē  
和 hé  
河 hé  
黑 hēi  
很 hěn  
红〔紅〕hóng

候 hòu

后〔後〕hòu

湖 hú

花 huā

画〔畫〕huà

化 huà

话〔話〕huà

坏〔壞〕huài

欢〔歡〕huān

黄 huáng

回 huí

会〔會〕huì

婚 hūn

活 huó

火 huǒ

或 huò

I

机〔機〕jī

鸡〔鷄〕jī

极〔極〕jí

几〔幾〕jǐ

己 jǐ

记〔記〕jì

计〔計〕jì

继〔繼〕jì

家 jiā

加 jiā

架 jià

假 jià

间〔間〕jiān

简〔簡〕jiǎn

检〔檢〕jiǎn

见〔見〕jiàn

件 jiàn

将〔將〕jiāng

讲〔講〕jiǎng

教 jiào

角 jiǎo

教 jiào

较〔較〕jiào

叫 jiào

觉〔覺〕jiào

接 jiē

街 jiē

节〔節〕jié

结〔結〕jié

解 jiě

姐 jiě

借 jiè

介 jiè

界 jiè

斤 jīn

今 jīn

紧〔緊〕jǐn

进〔進〕jìn

近 jìn

京 jīng

经〔經〕jīng

静 jìng

净 jìng

究 jiū

久 jiǔ

九 jiǔ

酒 jiǔ

旧〔舊〕jiù

就 jiù

局 jú

句 jù

觉〔覺〕jué

K

开〔開〕kāi

看 kàn

考 kǎo

科 kē

可 kě

刻 kè

客 kè

课〔課〕kè

口 kǒu

块〔塊〕kuài

筷 kuài

快 kuài

L

来〔來〕lái

蓝〔藍〕lán

览〔覽〕lǎn

劳〔勞〕láo

老 lǎo

了 -le

冷 lěng

离〔離〕lí

里〔裏〕lǐ

李 lǐ

礼〔禮〕lǐ

历〔歷〕lì

力 lì

练〔練〕liàn

凉 liáng

两〔兩〕liǎng

辆〔輛〕liàng

了 liǎo

零 líng

留 liú

六 liù

楼〔樓〕lóu

路 lù

录〔錄〕lù

旅 lǚ

**M**

妈〔媽〕mā  
 马〔馬〕mǎ  
 吗〔嗎〕•ma  
 买〔買〕mǎi  
 卖〔賣〕mài  
 慢 màn  
 忙 máng  
 毛 máo  
 么〔麼〕•me  
 没 méi  
 每 měi  
 美 měi  
 妹 mèi  
 门〔門〕mén  
 们〔們〕•men  
 面 miàn  
 民 mín  
 明 míng  
 名 míng  
 母 mǔ  
 目 mù

**N**

拿 ná  
 哪 nǎ  
 那 nà

南 nán  
 男 nán  
 难〔難〕nán  
 呢 •ne  
 内 nèi  
 能 néng  
 你 nǐ  
 年 nián  
 念 niàn  
 您 nín  
 牛 niú  
 女 nǚ  
 暖 nuǎn

**P**

怕 pà  
 旁 páng  
 跑 pǎo  
 朋 péng  
 便 pián  
 片 piàn  
 票 piào  
 平 píng

**Q**

期 qī  
 七 qī  
 奇 qí

起 qǐ  
 气〔氣〕qì  
 汽 qì  
 铅〔鉛〕qiān  
 千 qiān  
 钱〔錢〕qián  
 前 qián  
 墙〔牆〕qiáng  
 且 qiě  
 亲〔親〕qīn  
 轻〔輕〕qīng  
 清 qīng  
 情 qíng  
 请〔請〕qǐng

秋 qiū  
 球 qiú  
 趣 qù  
 去 qù  
 全 quán

**R**

然 rán  
 让〔讓〕ràng  
 热〔熱〕rè  
 人 rén  
 认〔認〕rèn  
 日 rì  
 容 róng

肉 ròu  
 如 rú

**S**

三 sān  
 色 sè  
 山 shān  
 商 shāng  
 上 shàng  
 少 shǎo  
 绍〔紹〕shào  
 社 shè  
 身 shēn  
 什 shén  
 声〔聲〕shēng  
 生 shēng  
 师〔師〕shī  
 十 shí  
 时〔時〕shí  
 食 shí  
 识〔識〕shí  
 史 shǐ  
 始 shǐ  
 事 shì  
 是 shì  
 市 shì  
 室 shì  
 试〔試〕shì

世 shì  
收 shōu  
手 shǒu  
书〔書〕shū  
舒 shū  
树〔樹〕shù  
谁〔誰〕shuí  
水 shuǐ  
睡 shuì  
说〔說〕shuō  
思 sī  
四 sì  
送 sòng  
诉〔訴〕sù  
算 suàn  
虽〔雖〕suī  
随〔隨〕suí  
岁〔歲〕suì  
所 suǒ

T

他 tā  
她 tā  
太 tài  
谈〔談〕tán  
汤〔湯〕tāng  
堂 táng  
糖 táng

特 tè  
提 tí  
题〔題〕tí  
体〔體〕tǐ  
天 tiān  
条〔條〕tiáo  
听〔聽〕tīng  
同 tóng  
头〔頭〕tóu  
图〔圖〕tú

W

外 wài  
玩 wán  
完 wán  
碗 wǎn  
晚 wǎn  
万〔萬〕wàn  
王 wáng  
往 wǎng  
望 wàng  
忘 wàng  
为 wèi  
喂 wèi  
位 wèi  
文 wén  
问〔問〕wèn  
我 wǒ

屋 wū  
五 wǔ  
午 wǔ

X

西 xī  
息 xī  
希 xī  
习〔習〕xí  
喜 xǐ  
洗 xǐ  
系 xì  
下 xià  
夏 xià  
先 xiān  
现〔現〕xiàn  
想 xiǎng  
相 xiàng  
像 xiàng  
小 xiǎo  
校 xiào  
笑 xiào  
些 xiē  
写〔寫〕xiě  
谢〔謝〕xiè  
新 xīn  
心 xīn  
信 xìn

星 xīng  
行 xíng  
姓 xìng  
兴〔興〕xìng  
休 xiū  
须〔須〕xū  
许〔許〕xǔ  
续〔續〕xù  
学〔學〕xué  
雪 xuě

Y

研 yán  
言 yán  
颜〔顏〕yán  
演 yǎn  
样〔樣〕yàng  
药〔藥〕yào  
要 yào  
也 yě  
业〔業〕yè  
一 yī  
医〔醫〕yī  
衣 yī  
椅 yǐ  
已 yǐ  
以 yǐ  
易 yì



意 yì  
因 yīn  
音 yīn  
英 yīng  
应〔應〕yīng  
迎 yíng  
影 yǐng  
永 yǒng  
用 yòng  
邮〔郵〕yóu  
有 yǒu  
友 yǒu  
右 yòu  
又 yòu  
于 yú  
鱼〔魚〕yú  
雨 yǔ  
语〔語〕yǔ  
预〔預〕yù

元 yuán  
园〔園〕yuán  
员〔員〕yuán  
远〔遠〕yuǎn  
愿〔願〕yuàn  
院 yuàn  
约〔約〕yuē  
月 yuè  
乐〔樂〕yuè  
运〔運〕yùn

**Z**

杂〔雜〕zá  
再 zài  
在 zài  
早 zǎo  
怎 zěn  
展 zhǎn  
站 zhàn

张〔張〕zhāng  
长〔長〕zhǎng  
找 zhǎo  
照 zhào  
者 zhě  
这〔這〕zhè  
着 •zhe  
真 zhēn  
正 zhèng  
枝 zhī  
支 zhī  
知 zhī  
只〔隻〕zhī  
直 zhí  
只〔祇〕zhǐ  
纸〔紙〕zhǐ  
志 zhì  
中 zhōng  
钟〔鐘〕zhōng

种〔種〕zhǒng  
重 zhòng  
猪 zhū  
助 zhù  
住 zhù  
注 zhù  
祝 zhù  
准〔準〕zhǔn  
桌 zhuō  
子 zǐ  
自 zì  
字 zì  
走 zǒu  
最 zuì  
昨 zuó  
左 zuǒ  
做 zuò  
作 zuò  
坐 zuò