



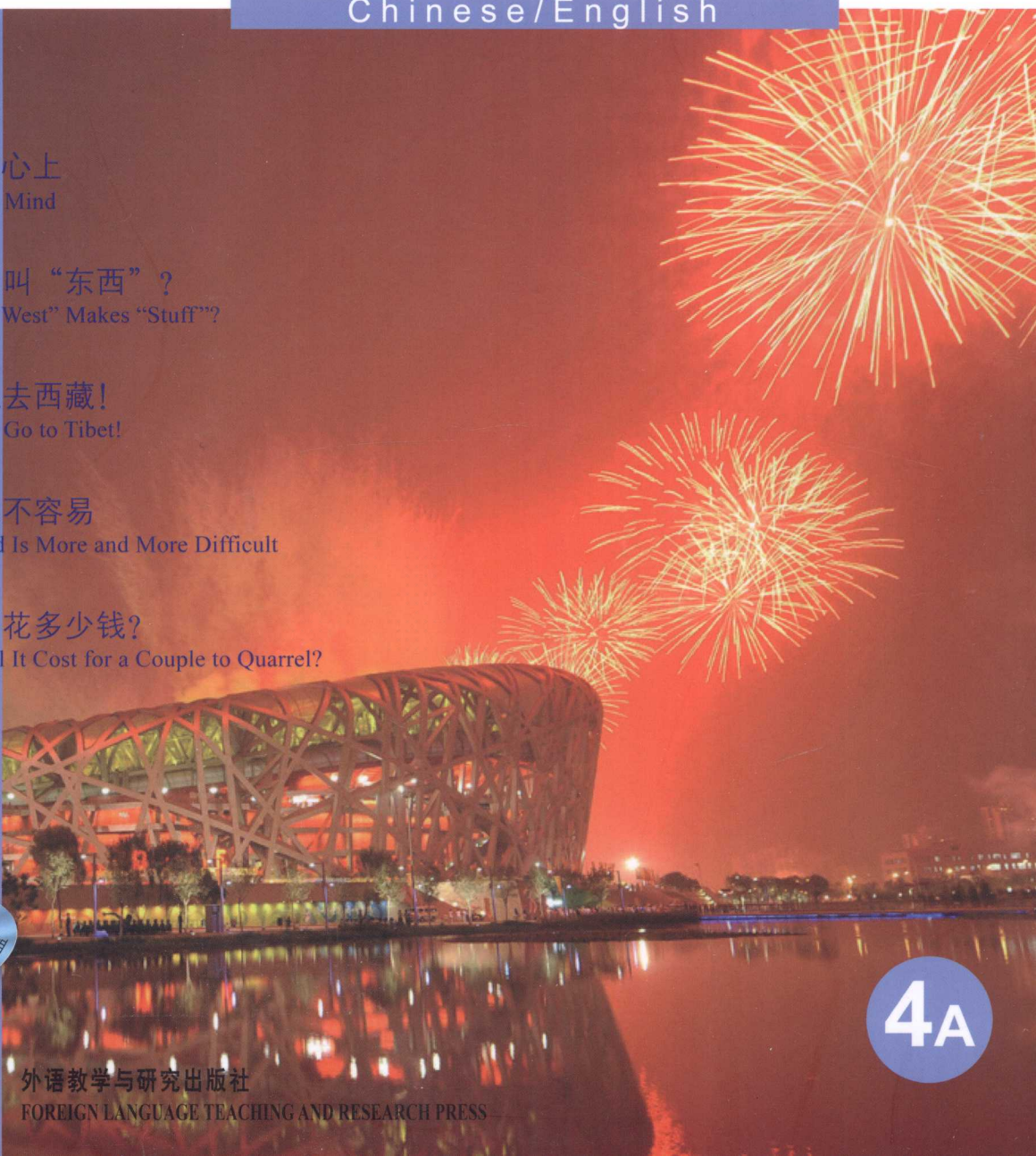
主 编：朱 勇
编 著：宋海燕

北京欢迎你

Beijing Welcomes You

Chinese/English

- 您：你在我心上
You Are on My Mind
- 东西为什么叫“东西”？
Why “East and West” Makes “Stuff”?
- 来吧，一起去西藏！
Come on, Let's Go to Tibet!
- 结婚越来越不容易
Getting Married Is More and More Difficult
- 夫妻吵架要花多少钱？
How Much Will It Cost for a Couple to Quarrel?



4A



外研社汉语分级读物 —— 中文天天读
FLTRP Graded Readers — Reading China

北京欢迎你

Beijing Welcomes You

4A

顾问：魏崇新 张晓慧 吴丽君
主编：朱 勇
编著：宋海燕
翻译：曾 真



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

图书在版编目(CIP)数据

北京欢迎你 = Beijing Welcomes You: 4A/宋海燕编著; 曾真译. —北京: 外语教学与研究出版社, 2009.11
(外研社汉语分级读物: 中文天天读/朱勇主编)
ISBN 978-7-5600-9117-4

I. ①北… II. ①宋… ②曾… 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(2009)第203093号

出 版 人: 于春迟

选题策划: 彭冬林 李彩霞

责任编辑: 李 扬

英文编辑: 颜丽娜

装帧设计: 姚 军

插图绘制: 北京碧悠动漫文化有限公司

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: 北京盛通印刷股份有限公司

开 本: 889×1194 1/16

印 张: 7.75

版 次: 2009年12月第1版 2009年12月第1次印刷

书 号: ISBN 978-7-5600-9117-4

定 价: 42.00元(含MP3光盘一张)

* * *

如有印刷、装订质量问题出版社负责调换

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: 191170001

众所周知，阅读是成人外语学习者获得语言输入的主要方式。只有加强阅读，增加语言输入量，才能更快地学好一门外语。基于此，如何让学习者有效利用课余时间，通过快乐阅读、随意阅读来促进其语言学习，一直是众多语言教学与研究者所关注的课题之一。

令人遗憾的是，适合各种水平汉语学习者阅读需要的汉语分级读物，长期以来一直处于相对短缺的状态。鉴于此，外语教学与研究出版社特意在 2007 年发起并组织编写了本套系列汉语分级读物——《中文天天读》，用于满足各级水平的汉语学习者的阅读需求，让学习者在快乐阅读的同时有效地提高自己的汉语水平。同时，也通过巧妙的关于中国社会、历史、文化背景的介绍与传达，为所有汉语学习者真正开启一扇了解当代中国的窗口。

因为《中文天天读》每一册的容量都不太大，且有少量的练习，所以它既可作为学习者的课外读物，也可作为阅读课和读写课的教材。《中文天天读》按语言难度分为五个等级，每级各有不同的分册，可适合不同级别学习者使用。文章字数等具体说明请看下表：

级 别	文章字数	词汇量	篇 目	已学时间
1级	100~150	500	25篇	三个月（160学时）
2级	150~300	1000	25篇	半年（320学时）
3级	300~550	2000	25篇	一年（640学时）
4级	500~750	3500	20篇	两年（1280学时）
5级	700~1200	5000	18篇	三年（1920学时）

为方便更多语种的学习者学习,《中文天天读》将陆续出版英、日、韩、西、德、法、意、俄等十多种语言的版本,学习者可根据情况自选。

《中文天天读》大致有以下几个模块:

1. 阅读前模块——导读。导读主要是一两个跟课文有关的问题,类似于课堂导入,主要是激发学生的兴趣,起到热身的作用(若作为教材使用,教师也可在此基础上扩展为课堂导入语)。

2. 阅读中模块,包括正文、边注词和插图。边注词是对课文生词进行随文对译和解释的一种方式,目的是帮助学习者扫清生词障碍,迅速获得词义。它有助于降低文章难度,保持阅读速度。插图也是《中文天天读》的一大特色。插图中反映的都是课文的核心内容,也经常出现课文中的关键句子。这些都有助于读者“见图知义”,快速理解课文内容。

3. 阅读后模块,包括语言点、练习题和小知识。语言点是对重点词语或结构的简单说明。每个语言点的第一个例句大多是课文中的原句,其他例句的目的是帮助学生“温故而知新”,句子中着力使用已学课文中的生词或者语境。练习题的题型主要有问答题、选择题、判断题、填表题等,都和内容理解有关。《中文天天读》的题量不大,因为过多的练习会破坏阅读的乐趣。小知识中,有的是跟课文内容密切相关的背景知识,读了以后直接有助于课文的理解;有的跟课文有一定关系,是对课文内容的补充和延伸;还有一种则跟课文内容基本无关,属于一般性的中国文化、历史地理知识介绍。

与同类材料相比,《中文天天读》具有以下特点:

1. 易读易懂。“容易些,再容易些”是我们编写《中文天天读》一直持有的理念。对于每篇选文的生词、字数,我们都有严格的控制。我们还通过为边注词、语言点、小知识等配以英、日、韩、西等不同语种译文的方式,方便学习者更好地理解课文。此外,每课均配有与课文、小知识内容匹配的漫画或图片,通过这些关键线索,唤起读者大脑中的相关图式,有效地起到助读的作用。

2. 多样有趣。“兴趣是最好的老师”,我们力求选文富有情趣。选文伊始,我们即

根据已有经验以及相关调查,对留学生的需求进行了分析,尽可能保证选文在一定程度上能够投其所好。具体体现在两个方面:(1)话题多样,内容丰富。这样可以保持阅读的新鲜感。《中文天天读》各册从普通中国人的衣食住行、传统风俗与现代生活的交替到中国当代的社会、经济、语言、文化等内容均有涉及,有的还从中外对比的角度叙述和分析,力求让读者了解到中国社会的真实面貌,同时还可以对培养学生的跨文化交际能力起到一定的促进作用。(2)文体多样,形式活泼。《中文天天读》采用记叙文、说明文、议论文、书信、诗歌、小小说等各种文体,不拘一格,让读者了解汉语不同体裁的文章,充分感受中文的魅力。

3. **注重实用。**选文比较实用,其中不少文章都贴近留学生的生活。有的文章本身就是一些有助于留学生在中国的学习、生活、旅行、工作的相关介绍,可以学以致用。

4. **听读结合。**《中文天天读》每册均配有相应的CD,读者既可以通过“读”的方式欣赏地道的中文,也可以通过“听”的方式感受纯正的普通话。这两种输入方式会从不同的角度帮助学习者提高汉语水平。

在编写过程中,我们从阅读教学专家、全国对外汉语优秀教师刘颂浩先生那里获益良多;北京外国语大学中国语言文学学院的领导魏崇新、张晓慧、吴丽君三位教授欣然担任《中文天天读》的顾问,其他同事也给了我们很多帮助,特别是马晓冬博士提出了许多建设性的意见;外语教学与研究出版社汉语分社的领导和编辑给予本项目以大力支持,特别是李彩霞、周微、牛园园、李扬、庄晶晶、颜丽娜五位编辑为本丛书的策划、编写作出了特别贡献;北外中文学院2006级、2007级的十多位研究生在选文方面也给了我们很多帮助,在此一并致谢。

欢迎广大同行、读者批评指正,也欢迎大家将使用过程中发现的问题反馈给我们,以便再版时更上一层楼。联系方式:zhuyong1706@gmail.com。

朱勇

2009年1月

Preface

It is common knowledge that reading is the primary input channel for adult learners of a foreign language. Extensive reading can ensure adequate language input and fast, efficient learning. Therefore, both language researchers and teachers emphasize large amount of reading in addition to classroom learning.

Regrettably, well designed and appropriately graded reading materials for second-language learners are hard to come by. Aware of the shortage, the Foreign Language Teaching and Research Press initiated in 2007 the compilation of *Reading China*, a series of readers tailored to the diverse needs of learners at different levels of Chinese proficiency. The readers feature fun stories of present-day China, with introductions on Chinese history, culture and everyday life.

This series can be used as in-class or after-class reading materials because every book from the series is brief in content and has a small amount of exercises. There are altogether five levels in the series, each consisting of several volumes. Please refer to the table below for specific data:

Level	Length of Texts (words)	Vocabulary	Number of Texts	Prior Chinese Learning
1	100 ~ 150	500	25	Three months (160 credit hours)
2	150 ~ 300	1000	25	Half a year (320 credit hours)
3	300 ~ 550	2000	25	One year (640 credit hours)
4	500 ~ 750	3500	20	Two years (1280 credit hours)
5	700 ~ 1200	5000	18	Three years (1920 credit hours)

Other language versions of the series, such as Japanese, Korean, Spanish, German, French, Italian and Russian, will come off the press soon to facilitate the study of Chinese learners with these language backgrounds.

Each book of the series includes the following modules:

1. Pre-reading—Lead-in. This part has one or two interesting warming-up questions, which function as an introduction to a new text. Teachers can develop their own class introductions on the basis of Lead-in.

2. Reading—Texts, Side Notes and Illustrations. Side Notes provide equivalents and explanations for new words and expressions to help learners better understand the text. This part also keeps the degree of difficulty of the texts within reasonable bounds so that learners can read them at a reasonable speed. Illustrations are another highlight of the series. They help learners take in at a glance the key sentences and main ideas of the texts.

3. After-reading—Language Points, Exercises and Cultural Tips. The Language Points part hammers home the meaning and usage of important words and expressions, or grammar points in one of the sentences from the text. Two follow-up example sentences, usually with words, expressions or linguistic contexts from previous texts, are given to help learners “gain new insights through review of old materials”. In Exercises, a small amount of questions, choice questions, true or false questions and cloze tests, are designed to check learners’ comprehension of the texts without spoiling the fun of reading. In Cultural Tips, background information is provided as supplementary reading materials. Some are related to the texts and some are just general information about Chinese culture, history and geography.

Reading China stands out among similar readers because of the following features:

1. User-friendliness: “Reading should be as easy as possible”, a principle consistently followed by the compilers, through strict control of the number of new words and expressions in each text, the Side Notes, the translations given in Language Points and

Cultural Tips, illustrations and pictures.

2. Diversity and fun: The compilers have taken great pains in choosing interesting stories because “interest is the best teacher”. We also try to cater to foreign students’ reading preferences by analyzing their learning expectations on the basis of our teaching experience and surveys. Firstly, a wide range of topics is included to sustain the freshness of reading. The stories touch upon many aspects of Chinese life. In some cases, similarities and differences between Chinese and foreign cultures are compared and analyzed to give learners a realistic idea about contemporary China and improve their cross-cultural communication ability. Secondly, different writing genres and styles are selected, such as narrations, instructions, argumentations, letters, poems, mini-stories, etc. In this way, learners can fully appreciate the charm of the Chinese language.

3. Practicality: Many texts are closely related to foreign students’ life in China and contain practical information about studying, living, traveling and working in China.

4. Listening materials: CDs are provided for each book of the series. Integration of audio input through listening and visual input through reading will further improve learning results.

In the course of our compilation work, we have benefited a great deal from the expertise of Mr. Liu Songhao, an expert in teaching Chinese reading and an excellent teacher of Chinese as a second language. Mr. Wei Chongxin, Ms. Zhang Xiaohui, and Ms. Wu Lijun from the School of Chinese Language and Literature of the Beijing Foreign Studies University have served as highly supportive consultants. Quite a few other colleagues at SCLL, especially Dr. Ma Xiaodong, have provided many inspiring suggestions. Our heartfelt gratitude goes to the directors and editors of the FLTRP Chinese Publishing Division, in particular Li Caixia, Zhou Wei, Niu Yuanyuan, Li Yang, Zhuang Jingjing and Yan Lina, for their contribution to the planning and compilation of this series. We also wish to thank more than ten postgraduate students of

the years 2006 and 2007 at BFSU for their help in collecting materials.

We would greatly appreciate suggestions and comments from learners and teachers of Chinese as a second language and would accordingly improve the books in the future. Contact information: zhuyong1706@gmail.com.

Zhu Yong

January, 2009

目录 Contents



1 冬至为什么吃饺子?

Why Eat Dumplings on the Winter Solstice? / 10

2 租房

Renting an Apartment / 14

3 您：你在我心上

You Are on My Mind / 20

4 盘古开天地

The Creation of the World by Pan Gu / 24

5 你在中国很久了吗?

Have You Been in China for Too Long? / 28

6 东西为什么叫“东西”?

Why “East and West” Makes “Stuff”? / 34

7 大学生能不能花明天的钱?

Should College Students Spend Tomorrow's Money? / 38

8 儿子的“为什么”

My Son's “Whys” / 44

9 中国人的饮食习惯

Dietary Habits of the Chinese / 50

10 上学只要半小时

It Takes Only Half an Hour to Get to School / 56

11 他们是这样分清双胞胎的

They Distinguish Twins This Way / 62



12 来吧，一起去西藏！
Come on, Let's Go to Tibet! / 68



13 为什么要请客吃饭？
Why Treat People to Meals? / 74

14 无用的石头和有用的砖头
The Useless Stone and the Useful Brick / 78

15 北京欢迎你
Beijing Welcomes You / 84



16 结婚越来越不容易
Getting Married Is More and More Difficult / 90

17 不能让孩子输在起跑线上
We Cannot Let Children Lose on the Starting Line / 96

18 你年轻，你优先
Young People First / 102



19 奶奶的日记
Grandma's Diary / 108

20 夫妻吵架要花多少钱？
How Much Will It Cost for a Couple to Quarrel? / 114

练习答案

Answer Keys / 120



1

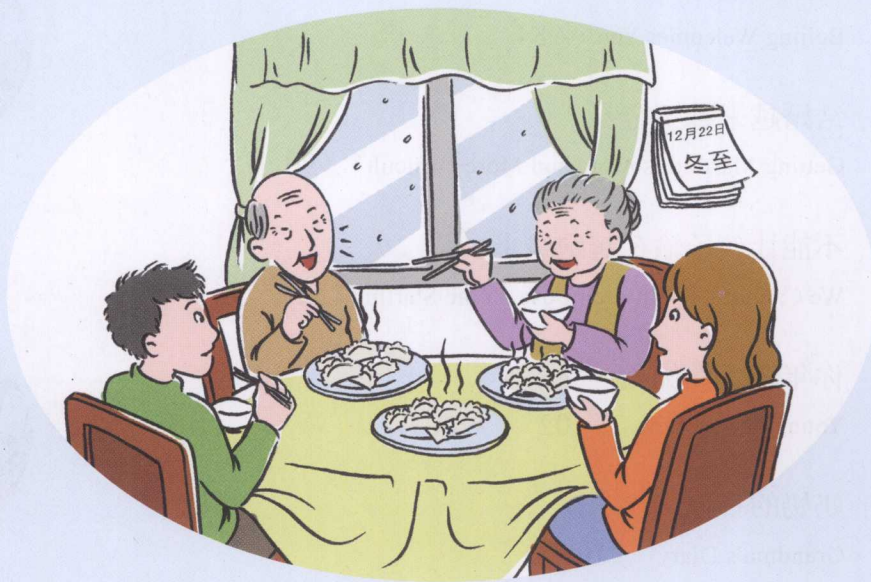
Dōngzhì wèishénme chī jiǎozi?

冬至为什么吃饺子?

Why Eat Dumplings on the Winter Solstice?

中国人过年要吃饺子，而在中国北方还有一个重要的节日也要吃饺子。

这是哪个节日呢？在这个节日又为什么要吃饺子呢？



冬至 (dōngzhì) *n.*
the Winter Solstice

传统 (chuántǒng) *n.*
tradition

冻 (dòng) *v.*
freeze, frostbite

星期六是冬至，老师组织了一个活动，让大家到学校的食堂学习包饺子。我知道中国人过春节要吃饺子，可冬至也要吃，我还是第一次听说。老师告诉我们，这是北方人的传统，这个传统和一个故事有关。

汉朝时，有个很有名的医生。他治病的水平非常高，大

家都叫他“神医”。有一年冬天，在回家的路上，他看到很多穷人穿的衣服很少，好多人的耳朵都冻伤了。他心里十分难受，就想了一个办法帮助那些穷人。冬至那天，他做了一种“祛寒娇耳汤”，送给穷人们喝，用来治疗耳朵的冻伤。这种汤是用羊肉、辣椒和一些能让人暖和起来的药材煮成的。除了汤，他还把羊肉和药材做成馅儿，用面皮包成耳朵的样子，称作“娇耳”，煮熟了分给大家吃。大家喝了祛寒汤、吃了娇耳之后，都觉得全身发暖，两耳发热，冻伤的耳朵也慢慢好了。

冬至过后，天气会越来越冷，人们的耳朵很容易冻伤。所以从此以后，每到冬至这一天，人们就模仿这位神医，按照他的方法煮热汤、做娇耳，时间长了就成了一种习惯。后来有人把“娇耳”称作“饺子”，冬至吃饺子的传统就这样流传了下来。

伤 (shāng) v.
injure, damage

难受 (nánshòu) adj.
uneasy, sad

治疗 (zhìliáo) v.
treat

辣椒 (làjiāo) n.
pepper, chilli

煮 (zhǔ) v.
boil, cook

馅儿 (xiànr) n.
stuffing

面皮 (miànpí) n.
wrapper (of dumpling,
etc.)

称作 (chēngzuò) v.
call

全身 (quánshēn) n.
all over the body

模仿 (mófǎng) v.
copy, follow the example

流传 (liúchuán) v.
pass down

想一想 Questions

神医为什么要做
祛寒娇耳汤?

祛寒娇耳汤是怎么做的?
娇耳是怎么做的?

“我”以前知道冬至
吃饺子的传统吗?



冬至吃饺子的传统
是怎么形成的?

语言点 Language Points

和……有关
be related to

1. 冬至吃饺子的传统和一个故事有关。

“和……有关”，固定结构。常用来指出原因、来源等。

“和……有关” is a set phrase often used to indicate reasons, origins, etc.

(1) 现在学汉语的人越来越多，这和中国经济的发展有关。

(2) 我很喜欢看和中国历史 (lìshǐ: history) 有关的电影。

成
into

2. 祛寒娇耳汤是用羊肉、辣椒和一些能让人暖和起来的药材煮成的。

“成”，动词。一般用在其他动词的后面做补语，表示动作行为的变化或结果。常带宾语。

“成” is a verb usually used after other verbs as a complement to show the change or result of an action. It is usually followed by an object.

(1) 我打算把这个故事写成小说 (xiǎoshuō: novel)。

(2) 你能把这句话翻译成汉语吗？

练习 Exercises

1. 选择正确答案。

(1) 老师告诉我们，冬至吃饺子是 () 的传统。

A. 中国人

B. 我们学校

C. 南方人

D. 北方人

(2) 神医心里十分难受，因为 ()。

A. 他想回家了

B. 天太冷了

C. 很多穷人的耳朵冻伤了

D. 他的耳朵冻伤了

(3) 祛寒娇耳汤里没有 ()。

A. 羊肉

B. 白菜

C. 药材

D. 辣椒

2. 从文中找出表示下列意思的词语。

(1) _____: 治病水平非常高的医生

(2) _____: 按照别人的方法学着做

(3) _____: 不舒服, 伤心

小知识 Cultural Tips

冬至 The Winter Solstice

古代中国人在农业生产活动中, 根据一年中太阳位置和季节气候的变化制定了“二十四节气”。冬至是其中最早测定出的节气, 也是最重要的节气之一。它一般在每年阳历的12月22日左右, 是北半球一年当中白天最短、黑夜最长的一天。在此之后, 白天将一天天变长, 各地的气候也将进入最冷的阶段。在中国古代, 冬至被当作一个较大的节日, 曾有“冬至大如年”的说法。

Throughout their development of agriculture, the ancient Chinese established twenty-four solar terms according to the positions of the sun and the alternation of seasons in a year. The Winter Solstice was the first term formulated, and is also one of the most important terms. Usually it falls around December 22nd of the solar calendar, and is the day of the year with the shortest daylight and the longest night in the Northern Hemisphere. After that day, the daytime gets gradually longer, and the coldest period of the year will soon set in. In ancient China, the Winter Solstice was regarded as a very significant festival, and there was a saying that “the winter solstice is as important a festival as the Spring Festival”.



2

Zū fáng

租房

Renting an Apartment

来中国学习，你可能会遇到租房子的问题。怎么才能租到适合自己的房子呢？下面这个故事也许会对你有所帮助。



亲戚 (qīnqi) *n.*
relative

租 (zū) *v.*
rent

中介 (zhōngjiè) *n.*
agency

来这个城市打工已经半个多月了，我一直住在亲戚家里。虽然舅舅、舅妈对我很好，可和他们一起生活还是有很多不方便的地方，所以我打算自己租房子住。

我想到了三种租房子的办法：找中介、看路边的租房启事和上网。听刚租到房的同事说，通过中介公司找房比较慢，而