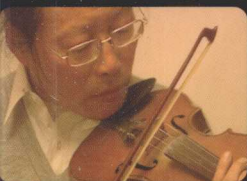
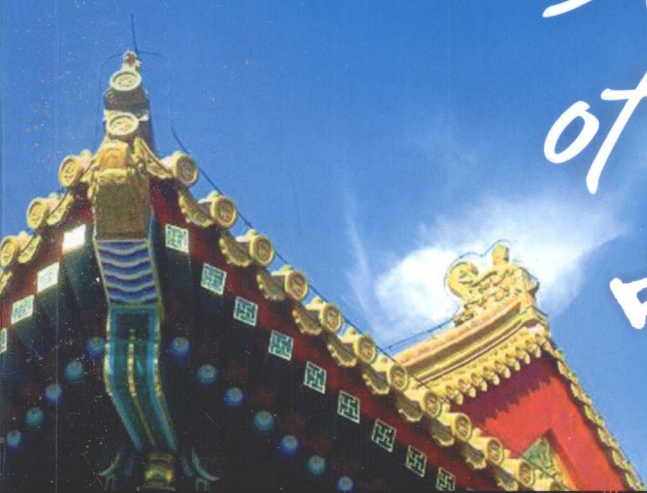




Stories of the Chinese 中国人的故事



中级汉语精视精读 (上)

英文注译

Intensive Audiovisual and Reading Course of Intermediate Chinese (1)

华雨汉风工作室 编著



北京语言大学出版社
BEIJING LANGUAGE AND CULTURE
UNIVERSITY PRESS



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Intensive Audiovisual and Reading Course of Intermediate Chinese (1)

余 宁 / 主编 • 张 斌、陈晓燕 / 编著 • 刘林军、【加】Matthew Trueman / 翻译



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编写说明

“精视精读”是北京语言大学出版社对外汉语教材研发中心提出的一种新的教材编法和教学模式。所谓“精视精读”教材，首先，其课文内容可以通过视频形式展现出来，比纸面课文提供的信息真实、直观、生动、丰富得多；其次，教学内容必须难度适宜，循序渐进，对于教材所定位之语言水平上的词汇和语法点必须有一定的覆盖度，对教学内容的讲解与练习必须精细、到位、充足。精视精读教材以视听的形式使精读教材立体化，可以丰富教学手段，提高教学效果，彰显文化内涵，深化学生理解。

《中国人的故事——中级汉语精视精读》取材于中央电视台播出的同名纪录片。该片生动地展示了当代普通中国人真实的生活、工作状况和精神风貌。本教材将该片改编为16课，分上、下两册，每册8课；每册课本配有一本练习册。综合考虑了改编的实际困难和各国汉语教学的不同情况，我们将本教材的起点词汇定位于2000常用词。

下面对课本每课的组成部分作一介绍。

一、课文

课文介绍了从出租车司机、退休老人、健身教练到服装设计师、收藏家、考古学家等不同社会阶层的20多个当代中国人，从第1课的1700多字渐次增加到第16课的1900多字。从原片改编过来的课文，既保持了原片内容的完整性与丰满度，又体现了语言难度适中、循序渐进的教学原则。

二、课文视频 (DVD)

从原片剪辑的课文视频，每课10余分钟，可以帮助学生直观地了解当代中国人的生存环境、生活状态和精神风貌。视频解说词与课文一致，但视频保留了片中人物的部分口语表达（课文中则基本上改为书面叙述语）。这样，既可以显示中国人日常交际中的真实口语状况，又可以提高学生对中国人之间汉语真实交际口语的听力理解能力。为了便于学生在看课文视频时快速理解，视频还配有英文字幕，可以选用。

三、生词

每课生词80个左右，平均20多个字才有一个生词，阅读障碍很少。全部1231个生词中，乙级、丙级词有804个，占65.1%，每课50个左右。这50个词是学生应熟练掌握的。为了减少阅读障碍，在版式设计上，生词置于课文之侧，便于查看。

四、文化导航

每课从课文中选择恰当的切入点，以统计或综述的方式，介绍5~6点中国国情或社会文化知识，并配有英文翻译，帮助理解。之所以如此，是因为视频内容所负载的信息比文字丰富得多，能够激发学生对国情、文化内容的兴趣，因势利导地加以介绍，可以事半功倍地深化学生对于课文内容的理解。

五、语言注释

每课有18条左右语言注释，对课文中出现的语法点进行较为详尽的解说，对外国人容易混淆的同义词和近义词加以辨析，并配有英文翻译。教师可以根据课堂教学的实际情况，有取舍、有详略地讲解这部分内容。

此外，每册课本附有1张MP3，内含课文和生词的录音。

练习册中的练习包括四类。

一、基于课文视频的练习

课文视频所负载的中国社会、文化的信息非常丰富，向外国人直观而深入地展示了一幕幕当代中国的真实场景，课文及文化导航无法面面俱到，因此，我们选取与课文内容有关的重要信息设计练习，目的是进一步加深学生对课文的理解和对中国的了解。

二、语法和词汇练习

针对课文中的语法点和词语比较而编写，用以巩固所学语言知识。

三、文化阅读

围绕课文主题或文化导航所介绍的国情、文化内容，每课提供5篇短文，有针对性地进行阅读练习，同时进一步深化学生对这些内容的理解。

四、讨论和活动

一类是根据课文内容编写的问答题和讨论题，一类是从课文内容延伸出来的任务式练习，需要学习者在课外通过询问、调查方能完成。

华雨汉风工作室建有自己的博客：<http://huayuhanfeng.spaces.live.com>，编著者和出版社将通过此博客向教材的使用者提供一些后续服务，如把生词总表、起点词汇表、未收入课本的文化介绍等放在博客里供使用者查阅、下载，并提供网络上与课文内容相关的教学资源的链接地址。除了资源库的功能之外，我们更希望这个博客成为连接教材编著者和使用者的一根纽带，成为大家交流、互动的一个平台。我们希望每个使用者都能成为这个虚拟社区的内容提供者，共同分享教学资源以及“教”与“学”的心得体会。

本教材是北京语言大学对外汉语教材研发中心的规划项目，从最初的策划直至最终的审校定稿，北京语言大学出版社副总编、本教材的策划者王飙和编辑周鹂、刘艳芬全程参与了教材编写的各个环节，付出了很多心血，在此谨表诚挚谢意。北京语言大学出版社威德祥社长和南京大学海外教育学院程爱民院长对本教材的编写给予了高度重视和大力支持，南京大学海外教育学院许惟贤教授左笔为教材题写书名，朱锦岚副教授审阅了语言注释的部分内容并提出了修改意见，在此也一并致以衷心的感谢。

另外，南京大学海外教育学院对外汉语专业的学生牛小虎、安冀、黄溢芝、郭小磊、孙希、曹汐等参与了部分材料的收集和录入工作，也向他们表示真诚的感谢。



A Guide to the Use of the Book

This intensive audiovisual and reading course book is developed by the Research and Development Center of TCFL of Beijing Language and Culture University, which introduces a new approach to textbook compilation as well as language teaching. There are two distinguishing features of this course book. Firstly, the texts are displayed in the video form, which is more real, intuitive, vivid and richer than paper-based text information. Secondly, the difficulty level of the teaching materials is appropriate; the content of teaching is presented step by step, covering extensively the vocabulary and grammar points of the presumed language level; explanations to the text and exercises are prepared carefully, thoroughly and adequately. This course book renders multi-level intensive reading materials by utilizing audio-visual resources, which will in turn enrich teaching methods, improve teaching effectiveness, manifest cultural connotations, and deepen students' understanding.

Stories of the Chinese — Intensive Audiovisual and Reading Course of Intermediate Chinese is based on the documentaries of the same title broadcast in China Central Television, which displays the living and working conditions and the mental outlook of contemporary Chinese people in an intuitive and vivid manner. There are a total of 16 lessons in two volumes in the textbook, with each volume consists of 8 lessons and supplemented with an exercise book. Taking into account the difficulties involved in material adaptation and the different situations of Chinese language teaching in different countries, we presume that readers of this textbook have learned 2,000 common Chinese words.

Below is an introduction to the component parts of the 16 lessons.

1. Texts

The texts introduce over 20 contemporary Chinese people from all walks of life, such as taxi drivers, retired old folks, fitness instructors, fashion designers, collectors, archaeologists, etc. The length of the text increases from around 1,700 characters in Lesson 1 to over 1,900 in Lesson 16. The adapted texts not only maintain the integrity and fullness of the original documentaries, but also reflect the appropriate difficulty level of the language and the progressive principle of teaching.

2. Videos of the Texts (DVD)

The videos of the texts are edited from the original documentaries, running over 10 minutes for each lesson. The videos can help students visually understand the living environment, conditions and mental outlook of contemporary Chinese people. Although the video commentaries agree with the texts, which are mainly written narratives, the videos still maintain part of the characters' oral expressions, which can not only show how Chinese people speak in daily communication, but also help students improve their listening comprehension of spoken Chinese in natural settings. English subtitles are provided for optional use in order to facilitate students' quick comprehension.

3. New Words

To ensure readability, each lesson contains about 80 new words, or an average of a new word for more than 20 characters. Among a total of 1,231 new words, 804 or 65.1% are B-level and C-level words, 50 or so in each lesson to be mastered by students. In order to reduce the reading obstacles, the notes to new words are printed to the side of the text for reference.

4. Cultural Navigation

In each lesson, five or six entry points are chosen from the text for the purpose of introducing China's national condition and social and cultural knowledge by way of statistics or overview. English translations are also provided to facilitate comprehension. The reason for so doing is that the video contains much richer information than the text which may arouse students' interest in China's national condition and culture. If guided properly, with such an interest, students may enhance their understanding of the text with less effort.

5. Vocabulary and Grammar

There are approximate 18 language notes (with English translation) to explain in detail the grammar points that appear in the text, or to differentiate the synonyms and near synonyms that may confuse foreigners. Teachers can make their own decision based on the class discussions according to the actual teaching situation; they can also address these language points in either fuller or lesser detail.

In addition, each volume is supplemented with an MP3 which consists of the recordings of the texts and new words.

There are four different categories of exercises in each lesson.

1. Text-based Video Exercises

The videos of the texts contain very rich information concerning Chinese society and culture. The true scenes of contemporary China intuitively and thoroughly displayed in the video can by no means be fully covered by the texts or the cultural navigation section. Text-based video exercises are selected from the texts with a view to further enhancing students' understanding of the text as well as China in general.

2. Grammar and Vocabulary Exercises

These exercises are tailored to the grammar points and vocabulary comparisons to consolidate the language knowledge.

3. Culture Reading

Centering on the themes of the texts or the national condition and culture introduced in the



cultural navigation sections, five passages are provided in each lesson to practice students' reading comprehension and enhance their understanding of the contents.

4. Discussions and Activities

There are two types of exercises in this category. The first type consists of text-based question-and-answer questions and discussion questions. The other is task-based exercises which are related to but have gone beyond the texts. Extra-curricular inquiries and investigations are needed to complete these exercises.

Huayuhanfeng Studio has its own blog: <http://huayuhanfeng.spaces.live.com>, through which the compilers and the publisher will provide follow-up services for the users of this textbook. For example, a table of new words, a starting vocabulary list, cultural introduction that are not included in the textbook, etc. will be posted in the blog for the users to refer to and download. The links to the teaching resources that are relevant to the texts will also be provided. In addition to functioning as a resource base, we also hope this blog to become a bond between the textbook compilers and users, and a platform for communication and interaction. We hope that every user can become a member of this virtual community, providing information and sharing teaching resources as well as teaching and learning experience.



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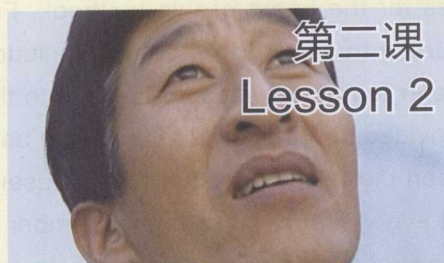
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课文 Text 002

文化导航 Cultural Navigation 008

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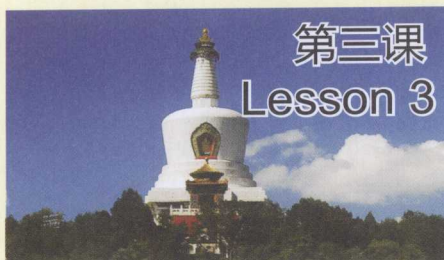
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第三课 Lesson 3

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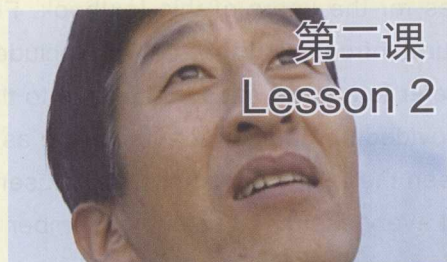
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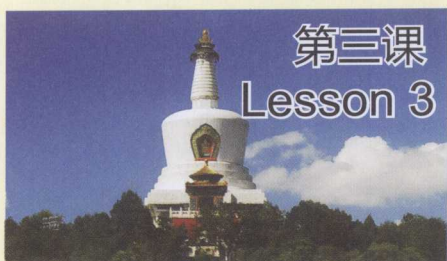
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第一课 出租车司机(上)

Taxi Drivers (Part 1)

Starting from the middle of 1980s, there has been a significant upsurge in the number of taxis in the cities of China. Nowadays, taxis have become a necessary transportation tool for people living in the city since the development of the economy and transformation of people's lives. What are the stories behind the busy lives of taxi drivers?



出租汽车大规模地出现在中国的城市，始于上个世纪 80 年代中期。如今，随着经济的发展，城市里人们出行方式的改变，出租车已经成为了人们不可缺少的交通工具。而在出租车司机们忙碌紧张的生活背后，又有着怎样的故事呢？

- 1 | 大规模 dàguīmó [名]
on a large-scale, extensively
- 2 | 始于 shǐ yú [动]
to originate from
- 3 | 世纪 shìjì [名]
century
- 4 | 中期 zhōngqī [名]
middle period
- 5 | 随着 suízhe [介]
along with
- 6 | 出行 chūxíng [动]
to go on a trip to other places
- 7 | 工具 gōngjù [名]
tool, instrument
- 8 | 忙碌 mánglù [形]
busy
- 9 | 行业 hángyè [名]
trade, profession
- 10 | 通 tōng [尾]
authority, expert
- 11 | 乘客 chéngkè [名]
passenger
- 12 | 外宾 wàibīn [名]
foreign guest, foreign visitor
- 13 | 芭蕾舞 bālěiwǔ [名]
ballet
- 14 | 化 huà [尾]
-ize
- 15 | 什么的 shénmede [助]
etc., used after one or several items

出租车司机(上)

刘文军 (Liú Wénjūn) 今年 44 岁，是北京出租车行业里有名的外语通。今天他的乘客是一位外宾，他们聊天时聊到了他喜欢的芭蕾舞。

北京是国际化的大城市，像刘文军这样懂外语的出租车司机已经越来越多了。刘文军说：“自从外语逐渐熟练以后，我一般情况下都是去饭店拉个老外什么的。我不但能够



让外国人坐我的车，还能够让他包我的车。”

刘文军开出租车认识的美国女孩杰西卡 (Jiéxīkǎ Jessica) 如今成了他的常客，这样一来，他又多了一份稳定的收入。因为生意不错，所以刘文军的工作非常忙碌。

据刘文军介绍，现在北京的出租车大概有六万七千辆。因为司机们每一天都在马路上跑，每一分钟都在马路上跑，所以疲劳和驾驶是一对特别大的矛盾。累了一天，怎么解决疲劳问题呢？刘文军爱好跳舞，他选择舞蹈来使自己放松。



今天是周六，刘文军准时来到北京舞蹈学院，开始了一个半小时的芭蕾舞训练。他是这个芭蕾舞训练班里唯一的一位男学员。从20岁起，他就开始学习芭蕾舞。现在，舞蹈成了他平衡工作和生活的一种很好的方式。

杰西卡今天接受刘文军的邀请，来到北京舞蹈学院看他跳舞。刘文军特地为她表演了自己的拿手节目。

- 16 | 包 bāo [动]
to hire, to charter, to book
- 17 | 常客 chángkè [名]
regular/frequent customer
- 18 | 这样一来 zhèyàng yì lái
then
- 19 | 份 fèn [量]
share, part, portion
- 20 | 稳定 wěndìng [形]
stable, steady
- 21 | 生意 shēngyì [名]
business, deal
- 22 | 据 jù [介]
according to
- 23 | 驾驶 jiàshǐ [动]
to drive
- 24 | 矛盾 máodùn [名]
a conflict between two opposing things, contradiction
- 25 | 舞蹈 wǔdǎo [名]
dance
- 26 | 放松 fàngsōng [动]
to relax
- 27 | 训练 xùnlìan [动]
to train
- 28 | 唯一 wéiyī [形]
only, sole
- 29 | 学员 xuéyuán [名]
student (not of ordinary schools, colleges or universities) of a training course
- 30 | 平衡 pínghéng [动]
to balance
- 31 | 特地 tèdì [副]
for a special purpose, specially
- 32 | 拿手 náshǒu [形]
good at, skilful



- 33 | 状态 zhuàngtài [名]
state of affairs, condition
- 34 | 对……来说 duì……lái shuō
indicating that a judgment is directed
at a certain person or thing
- 35 | 乐趣 lèqù [名]
delight, joy
- 36 | 在于 zàiyú [动]
to lie in, to rest with
- 37 | 接触 jiēchù [动]
to come into contact with
- 38 | 打工 dǎ gōng
to do a temporary job
- 39 | 列车 lièchē [名]
train
- 40 | 赔 péi [动]
to suffer a (business) loss, to
stand a loss
- 41 | 挣 zhèng [动]
to earn, to make (money)
- 42 | 省会 shěnghuì [名]
provincial capital
- 43 | 位于 wèiyú [动]
to be located, to be situated in
- 44 | 部 bù [名]
part
- 45 | 推动 tuīdòng [动]
to promote or push forward

舞蹈班的课结束了。送走杰西卡以后，刘文军再次进入了紧张忙碌的工作状态。

对刘文军来说，这个行业的乐趣在于每天都能够接触不同的客人，最快乐的时候就是这个客人刚下车，那个客人又来了。

而在兰州 (Lánzhōu)，出租车司机张永良 (Zhāng Yǒngliáng) 的生活又是怎样的呢？

张永良今年42岁，15年前，他从农村来到兰州市打工，5年前开起了出租车，火车站是他经常来的地方。今天他吃过午饭就来到这里，等待从北京开来的T75次列车。

工作是紧张忙碌的。张永良说，要是一天跑不上350块钱，他就会赔钱；要是一天能跑上350块钱，他就有钱挣了。

兰州是甘肃 (Gānsù) 省的省会，位于中国的西北部。与北京不同，这里的出租车司机有着他们自己的生活方式。

改革开放以后，中国经济的发展极大地推动了城市的现代化建设，像张永良这样到城市打工的农民越来越多了。他们离开家乡，

兰州著名的城市雕塑——黄河母亲
The famous sculpture in Lanzhou — Mother Yellow River





兰州水车博物馆
Lanzhou Waterwheel
Museum

带着梦想，来到城市，为城市的发展作出了贡献，同时他们也在一步步地被不断变化的城市接受和融合着。

如今，张永良已经非常熟悉和喜欢兰州这座城市了，他热爱自己的职业，也非常希望自己能早一点儿成为兰州人。来到兰州已经快16年了，张永良对这个城市已经产生了一定的感情。如果让他现在离开这个城市，他会觉得舍不得。他认为，要想融合到这个城市里面，只有靠自己奋斗，买一套属于自己的房子。

目前，张永良全家还住在一个租来的小平房里。儿子今年8岁，女儿12岁，都在兰州上小学。张永良的爱人十多年前也从农村来到兰州，他们现在的生活早已和这个城市融合在一起了。因此，有一套属于自己的房子，是他们最大的愿望。

太大的房子买不起，他们就想买套五六十平米的房子，能住得下就行了。他们现在租

46 | 梦想 mèngxiǎng [名]
dream

47 | 贡献 gòngxiàn [名]
contribution

48 | 融合 rónghé [动]
to merge (different things)

49 | 一定 yíding [形]
certain, some

50 | 舍不得 shěbude [动]
to hate to part with (because the person or thing in question is cherished)

51 | 奋斗 fèndòu [动]
to strive

52 | 套 tà [量]
set, a classifier used for books, furniture, rooms, etc.

53 | 属于 shǔyú [动]
to belong to

54 | 租 zū [动]
to rent

55 | 平房 píngfáng [名]
single-storey house

56 | 早已 zǎoyǐ [副]
long ago, previously

57 | 平(方)米 píng(fāng)mǐ [量]
square meter



- 58 | 招呼 zhāohu [动]
to call, to notify
- 59 | 商品房 shāngpǐnfáng [名]
commercial housing property,
commercial house
- 60 | 存 cún [动]
to save, to deposit
- 61 | 主动 zhǔdòng [形]
voluntary, active
- 62 | 夜班 yèbān [名]
night shift
- 63 | 无限 wúxiàn [形]
infinite, limitless, endless
- 64 | 贴 tiē [动]
to stick to
- 65 | 两口子 liǎngkǒuzi [名]
husband and wife, married couple
- 66 | 未来 wèilái [名]
future
- 67 | 特色 tèsè [名]
unique characteristic, distinctive
style



房子一个月要付两百五，买上一套，就不用租房子了。

晚饭做好了，张永良的爱人招呼女儿赶紧收拾桌子吃饭，丈夫吃完还要跑车去呢。一年前张永良就计划买一套商品房，但是存的买房钱还差一些，为了早一点儿实现买房梦，他最近主动要求开起了夜班车。

温暖的家让张永良忘记了工作的疲劳，爱人和孩子给了他无限的快乐。女儿如今都12岁了，可是结婚时的“喜”字仍然贴在墙上，两口子要把这爱的纪念留给未来的新家。

牛肉面是兰州的地方特色，既快又便宜，很受司机们的喜欢。忙碌中吃

