

Panorama
of Chinese Culture
Intermediate Chinese Course II

文化全景
中级汉语教程 (下)

主 编 史 迹
副主编 商 招 王晓艳



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前言

拥有悠久历史和古老文明的中国，以其深厚的文化底蕴吸引了世界各地的众多汉语学习者。目前，世界各国汉语学习者的人数不断增多，水平也在不断提高。许多外国汉语学习者，一边学习汉语，一边通过练习书法、绘画、太极拳，游览风景名胜、历史古迹，购买中国工艺品，吃中国菜，喝中国茶等方式亲身感受中国文化。对中国文化的感受将进一步拓展外国汉语学习者对汉语知识的认知。事实上，学习汉语与感受文化原本就是不可分割的整体。有鉴于此，语言与文化教材的编写只有立足于具体的中国文化语境，才能更好地满足汉语学习者的需求。《文化全景——中级汉语教程》就是为满足汉语学习者这方面的需求而编写的。

本教程的编者有着丰富的对外汉语教学经验，史迹、商拓、王晓艳曾先后在意大利、南非、缅甸、美国等国家任教，熟悉外国人学习汉语的兴趣点、了解他们的学习难点及实际需求。本教程根据《国际汉语教学通用课程大纲》的文化专题，精选出典型、优美和具有积极意义的汉语文化知识、文化现象作为主要学习内容，让外国汉语学习者在学习汉语的同时，体会博大精深的中国文化，并就一些文化话题用汉语进行交流。

本教程编写原则是语言与文化一以贯之，特别强调语言学习与文化感受并重。本教程的主要特点在于：通过日常生活情景设置，把语言学习与文化学习紧密结合起来，使外国学习者在学习汉语的同时感受到中国文化的魅力。选材方面，不刻意追求中国文化知识的系统性，其宗旨是从典型文化样例或现象入手，把中国古老的文化与当代中国人的生活紧密联系起来，以小见大地逐步引导学生深入学习，并给学习者留以继续学习的空间。文化选材大多蕴含着浓厚的中国情、纯正的中国味儿。此外，为了体现实用性，本套教程尽可能地降低了语言难度，尽量做到通俗易懂，使汉语知识有限的外国学习者能够很快进入中国文化的氛围。本教程始终以留学生杰克、保罗、琳达和他们的中国朋友张明、王书、李丽、李龙等固定人物贯穿全书，通过他们的对话来表现外国留学生对中国文化的切身感受。

本教程的学习对象是中等偏下水平的汉语学习者，即汉语专业的二年级学生、孔子学院有一定汉语水平的汉语学习者及汉语自学者。学习者的词汇量起点是常用汉语1100多个高频词。本教程编写时主要参照了《HSK 考试大纲》初中等的甲级1033个常用词和部分乙级词汇，以及《国际汉语教学通用课程大纲》的常用汉语1500个高频词。上册的总词汇量为1500个左右，下册的总词汇量为1800个左右。由于词汇难度不大，本教程既可以作为教材使用，也可以成为汉语文化爱好者的自学材料。

内容结构

学习目标

用英文介绍本课的主要学习内容。

Part 1 课前导入

对本课内容学习的导入。

Part 2 文化情景

1. 两篇对话：包括文化方面的风俗习惯、文化现象、经典故事等。在对话中，设置了很多外国学生想问的问题，从而使对话更加有趣、幽默。对话中的常用生词、语法点、文化背景知识等均用英语进行注释。词汇和语言点采用随文学习的方式，放在对

话的左侧，并给出常用的例子，要求学生掌握。脚注中的生词和文化知识不要求学生掌握。

2. 学与用：(1) 根据对话内容安排填空练习，以达到复习对话重点内容的目的，其答案附在每课之后。(2) 选取对话中的常用词语、句型进行造句练习，使学习者掌握词语的用法，真正做到会用、会写。(3) 根据对话进行问答练习，提高学习者的口语表达能力。

Part 3 文化学习

这部分由两段短文组成，在对话的基础上进一步介绍文化现象和文化知识。文化背景知识、专有名词、生词等均用英语进行注释。短文中留有少数不影响阅读理解的生词。每篇短文后备有填空练习，便于学生了解学习重点和记忆。填空练习的答案附在每课之后。

Part 4 活动

活动部分根据每课的文化内容，设计了1~3项文化活动，比如讨论、讲故事、学唱中国歌曲等，让学生亲身体验和欣赏中国文化的精华，并提高学生的学习兴趣。

小小文化节

本教程在上册的第8课、第15课和下册的第23课、第30课后面安排了“小小文化节”。学习者可以选取自己喜欢的节目进行表演，进一步体验中国文化。

使用建议

《文化全景——中级汉语教程》分上、下两册，每册15课，每课约4学时，可供一学年使用。上册主要包括日常生活中看得见、摸得着的文化现象和文化符号，所选内容都是外国学生比较感兴趣而且实用的话题。下册涉及到文化思维、文化观念等比较抽象的文化内容，使学生深入了解中国文化的渊源和一些哲学观念。通过学习本教程，学生可以从微观到宏观两个视角了解和欣赏中国文化。

每课随文旁注的生词和语言点要求学生掌握，文化背景知识、专有名词和非常用词通过脚注的形式只要求一般了解。本教程的练习少而精，分散在每段对话和短文后，使学生对所学的内容得到及时的巩固。由于学生的汉语水平不同，教师可以灵活处理教学内容，比如对于汉语水平较高的学生，可以按计划完成全部教材内容，而对于水平低一点的学生，重点学习对话部分，短文可作为自学材料。

由于语言、文化背景等障碍，文化学习具有一定的难度，但是只要能与学生互动，文化教学将会引起学生的浓厚兴趣。为了增进教师与学生互动，本教程设计了将课堂教学与实际文化体验相结合的教学模式。首先，每课都设计了各种启发性的问题，配有各种精美图片和丰富的课堂活动。其次，教师可以根据教学实际情况和条件采取灵活的教学方法，配合录像、幻灯、图片、实物进行教学，甚至可以带领学生到茶馆等实景进行情景教学，以最直接的方式让学生沉浸到文化情景之中，提高文化教学的效果。

为节省学生查找字典的时间，本教程在每册书之后附有词汇手册，包括汉语常用高频词和每课的生词和语言点。其中，重点生词和语言点带课文号。为提高学生的汉语听力，本教程还配有MP3格式的光盘，包含对话和短文录音。本套教材中使用的歌词已向中国音乐著作权协会交付使用费。

本教程的编写工作历时两年，全体作者既有分工，又有合作。史迹任主编，负责制定编写计划，组织编写，对书稿进行统筹审改等工作。商拓、王晓艳任副主编，担任教学设计、审改、编写等工作。陈思本、王立新、陈越、全彩宜担任编写、审改、英文注释等工作。陈思本负责上册的2-7课、陈越负责8-13课，全彩宜负责下册的16-21课，王立新负责22-27课，史迹、商拓、王晓艳负责

1、14、15、28、29、30课。上册由史迹、陈越负责最后审改、定稿，陈越担任上册主编。下册由史迹、全彩宜负责最后审改、定稿，全彩宜担任下册主编。

本教程在编写过程中受到各方人士的大力支持，在此表示最诚挚的感谢。非常感谢西南交通大学外语学院的领导和高等教育出版社的大力支持。感谢北京语言大学的杨惠元、鲁健骥两位专家认真审阅书稿，对本教材所做的悉心指导。感谢西南交通大学外籍教师Janie Go对本书英文部分的审校。感谢为本书提供宝贵意见的留学生们，感谢曾以不同方式直接或间接帮助完成本书的所有朋友。

本教程在编写过程中遇到了很多挑战，一方面，力求深入浅出，控制词汇量，简写文化惯用表达法的难词。另一方面，尽可能对文化背景和文化知识的描述做到准确、清晰。但是这样做本身就存在着很多矛盾。有时一句话的解释、简写的用词都要推敲较长时间，因为有些古代汉语词汇本身就很难用现代汉语词汇解释清楚。然而，让外国学生用简单的汉语了解中国文化要比通过英语翻译了解中国文化要深刻得多。因此，用简单汉语编写文化教材是一项很有意义的工作。全体编者尽了极大努力才使这套教材得以顺利完成。对于书中的疏漏，在此诚恳专家学者、教师和广大汉语学习者不吝赐教。编者邮箱：hanyuwenhua@126.com。

史迹
2009年12月

Preface

China has attracted a lot of Chinese learners all over the world for her long history, old civilization and rich culture. At present, there are more and more Chinese learners in the world, and their Chinese level is improving. Many Chinese learners go through Chinese cultural situations by studying Chinese calligraphy, painting, taijiquan, touring historic sites and scenic spots, buying Chinese craftworks, having Chinese dish, drinking Chinese tea, etc. Their experience of the Chinese culture will further enrich their knowledge of Chinese language and culture. In fact, Chinese learning and culture experiencing can be regarded as a whole. Therefore, the writing of textbooks of language and culture should be based on the concrete cultural context so as to further meet the needs of Chinese language learners. *Panorama of Chinese Culture — Intermediate Chinese Course* is intended to meet such needs of Chinese language learners.

The authors have rich teaching experience, who have taught or are presently teaching Chinese abroad. Shi Ji, Shang Tuo, and Wang Xiaoyan have taught Chinese in countries like Italy, South Africa, Myanmar, America, etc. Through teaching practice and communicating with foreigners, the authors clearly know the learning interests of foreigners, Chinese language difficulties and the needs of foreign students on Chinese culture, on basis of which the textbooks select the typical, fine and positive cultural materials and situations as the learning contents. Cultural subjects are chosen from *the International Curriculum for Chinese Education*. The purpose of the textbooks is that foreign Chinese learners can experience rich and profound Chinese culture and contemporary Chinese life in their Chinese learning, and at the same time, they can communicate on certain cultural topics.

The principle of these textbooks is that cultural learning and Chinese language learning run together through the whole course, and lay much emphasis on both language learning and culture experiencing. The features of the textbooks lies in the combination of language learning and culture learning in the given daily life settings, so that foreigners can experience the unique charm of Chinese culture in the process of their language learning. In selecting materials, the textbooks do not involve the overall systematic knowledge of Chinese culture. The principle of material selecting is to select the typical cultural knowledge and daily situations, closely combining the old Chinese culture with the contemporary Chinese life which can lead foreign learners to the study of Chinese culture from miniature to its rich and profound culture, leaving them more space to further explore the cultural knowledge. The selected materials are rich in Chinese cultural appeal and taste, and embody rich Chinese cultural connotation. Besides, the language difficulty is reduced in order to make it as easy as possible to understand, so that learners can learn Chinese culture through their limited Chinese word knowledge and be immersed in Chinese cultural atmosphere directly. Foreign students Jack, Paul, Linda and their Chinese friends Zhang Ming, Wang Shu, Li Li, Li Long, etc. are the main characters throughout the dialogues in the books. Their dialogues show the life and experiences of the foreign students in China.

The target learners of this course are those students in intermediate Chinese level or lower, those who are second year students of Chinese majors, students of Confucius institutes who have basic Chinese knowledge, and Chinese self-learners all over the world, whose Chinese level is like the above.

The learners are required to have a vocabulary of about 1,100 most frequently used Chinese words. The vocabularies in the books are mainly based on the 1,033 Chinese words in Level A (甲级词汇), some words of Level B (乙级词汇) of *Chinese Proficiency Test* (《汉语水平考试》, HSK), and the common 1,500 most frequently used Chinese words of the *International Curriculum for Chinese Language Education* (2008). The total vocabulary in *Book One* is limited to about 1,500 words, and the vocabulary in *Book Two* is limited to about 1,800 words. Therefore these textbooks can either be used in class or outside class as self-study materials.

Contents

Objectives

It introduces the main language learning contents and cultural knowledge.

Part 1 Pre-class Guide

There are some questions and pictures prepared before learning.

Part 2 Cultural Context

1. Two dialogues: including cultural customs, cultural situations, classical stories, etc. Some questions asked from the point of the foreigners make the dialogue interesting and humorous. The introduction of cultural background, the proper nouns, new words and grammatical points are given as notes in English. New words and grammatical points in the notes along with the dialogues are required to grasp and learn the usage. Meanwhile, it is not required to remember the proper nouns and cultural background knowledge in the footnote.

2. Learning and Practice: 1) Fill in the blanks according to the dialogue to highlight the main points. *Key to the exercises* is put at the end of each unit. 2) Make sentences with the new words and patterns. Students can learn how to use some new words and sentence patterns. 3) Answer questions according to the dialogues in order to improve students' spoken Chinese.

Part 3 Culture Study

In this part, there are two short passages based on the dialogues to introduce more cultural situations and cultural knowledge. The cultural background information, proper nouns and new words are given in notes in English. In the passages, there are a few new words which will not influence the understanding of the main ideas. After each passage, there is an exercise of *Filling in the Blanks*, to highlight the main points and to improve the memory and the key is put at the end of each unit.

Part 4 Activity

In this part, two or three activities are designed, such as *Discussion*, *Story Telling*, *Learning Famous Chinese Songs*, etc. This helps students to enjoy and appreciate the essence of Chinese culture.

Small Cultural Festival

In the whole course, four "Small Cultural Festival" are arranged after Lesson 8 and Lesson 15 of *Book One*, after Lesson 23 and Lesson 30 of *Book Two*. Students can choose items of the program they like and to prepare the performances. It can make students further experience Chinese culture by giving the performances.

Using Suggestions

Panorama of Chinese Culture — Intermediate Chinese Course consists of two books, *Book One* and *Book Two*. Each lesson needs four hours when each book contains 15 lessons and 2 *Small Cultural Festivals* for a semester of 17 weeks, and 30 lessons in all for two semesters, one academic year. In *Book One*, the contents are about the cultural situations and cultural symbols that can be seen and experienced in daily life. In *Book Two*, the contents are about the modes of thinking and traditional ideas of Chinese culture. The purpose is to let Chinese learners appreciate the origin and the philosophy of Chinese culture from a profound point of view. The contents of the two books are closely related in many aspects. Foreign learners can appreciate Chinese culture from both a microscopic and a macroscopic view point.

New words and language points require students to learn the usage, while the cultural background information, proper nouns, and uncommon words in the footnotes only help learners to comprehend the dialogues and passages. The exercises are concise, arranged after each dialogue and each passage, so as to strengthen what they have learned. Because of different levels of learners, instructors can make a flexible teaching plan. For example, for students with higher Chinese level, they can finish all the contents of the textbooks within two semesters; while for lower level learners, the teaching task can focus on the dialogues, and the short passages can be left for self-study.

Culture learning will certainly meet some obstacles because of language difficulty and strange cultural background information. However, if instructors interact with students, culture teaching will arouse students' interest. In order to promote the interaction between instructors and students, the teaching mode of the textbooks is designed to connect class teaching with culture experience. First of all, each lesson has some inspiring questions, beautiful pictures and illustrations, and class activities. Instructors can also flexibly adopt various means in their teaching, using videos, slides, pictures, PPT, and real objects. Instructors can even give practical teaching in the real sites, such as teahouse outside the class to make students immersed in the cultural circumstances, to heighten the effect of culture teaching in a direct way.

A *Vocabulary List* of common words, new words, and language points of each lesson is attached at the end of each book, and new words and language points are marked with number of lessons. With this vocabulary students can save much time from looking up dictionaries. CDs in mp3 are also attached to each book for students to practice listening comprehension of the dialogues and short passages. All lyrics used in this Course have been paid to Music Copyright Society of China.

The authors cooperated with each other, as well as they have their own divisions. Shi Ji, as chief editor, is in charge of program management, organize the whole work of writing, revise and proofread the drafts. Shang Tuo and Wang Xiaoyan, as vice editors in chief, are also in charge of program making, writing, and revising. Chen Siben, Wang Lixin, Chen Yue, and Quan Caiyi, as authors in chief, are in charge of writing, revising, and making English notes, etc. The whole process of writing cost nearly two years. Chen Siben wrote the draft of Lesson 2 to Lesson 7. Chen Yue wrote Lesson 8 to Lesson 13. Quan Caiyi wrote Lesson 16 to Lesson 21. Wang Lixin wrote Lesson 22 to Lesson 27. Shi Ji, Shang Tuo, and Wang Xiaoyan wrote Lesson 1, Lesson 14, Lesson 15, Lesson 28, Lesson 29, and Lesson 30. Shi Ji

and Chen Yue (the editor of *Book One*) are in charge of the work of finalizing the draft and making the Vocabulary List of *Book One*. Shi Ji and Quan Caiyi (the editor of *Book Two*) are in charge of the work of finalizing the draft of *Book Two*.

All the authors would like to thank the following: the College of Foreign Languages of Southwest Jiaotong University and Higher Education Press for their valuable support; the Chinese experts of Beijing Language and Cultural University, Yang Huiyuan and Lu Jianji for their serious proofreading the drafts and their precious ideas; the foreign teacher, Janie Go for her kind help in serious proofreading the English part of the textbooks; the foreign students for their constructive suggestions, and to everyone who helped us directly or indirectly in the development of the textbooks.

In the writing process, the authors have met a lot of challenges. On one hand, they try to explain the profound cultural things in simple ways, to limit the vocabulary, and to simplify some cultural terms and expressions. On the other hand, they also try to describe the cultural background and cultural knowledge accurately and clearly. There are many contradictions in such aspects. Once in a while, translation or simplifying of a sentence or a word will weigh for a long time, for it is difficult to find proper modern and simple words to explain some archaic words and old concepts. However, it is much more helpful for foreign learners to learn Chinese culture in simple Chinese words than that in English translation. Therefore, it is a significant work to write and compile such textbooks. The authors made every effort to overcome all kinds of difficulties. It is with their arduous efforts that the course can be finished smoothly. But it is hard to avoid some careless omissions. Constructive suggestions from experts, scholars, instructors and Chinese learners, are therefore welcomed. Please contact the authors at: hanyuwenhua@126.com.

Shi Ji
December, 2009

主要人物表

Jack 杰克 (Jiékè): Foreign student who is studying Chinese in China. He is Linda's boyfriend.

Linda 琳达 (Líndā): Foreign student who is studying Chinese in China. She is Jack's girlfriend.

Paul 保罗 (Bǎoluō): Foreign student who is studying Chinese in China.

Zhang Ming 张明 (Zhāng Míng): A Chinese college lecturer and good friend of Jack, Linda and Paul.

Wang Shu 王书 (Wāng Shū): A Chinese college student and good friend of Jack, Linda and Paul.

Li Long 李龙 (Lǐ Lóng): A Chinese college student and good friend of Jack, Linda and Paul.

Li Li 李丽 (Lǐ Lì): A Chinese college student and good friend of Jack, Linda and Paul.

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第十六课 十二生肖



Objectives

- 1 To learn the twelve symbolic animals of the birth year (生肖 shēngxiào) in China.
- 2 To know about the old legends of dragon of ancient China.

一 课前导入

(一) 下面是十二生肖¹的排列次序。把十二个动物的名称写在上面图中对应的十二生肖下面。

鼠
shǔ

牛
niú

虎
hǔ

兔
tù

龙
lóng

蛇
shé

马
mǎ

羊
yáng

猴
hóu

鸡
jī

狗
gǒu

猪
zhū

(二) 你是哪一年出生的? 2009年自1月26日起是牛年, 每十二年是一个循环(xúnhuán), 算一算、想一想你属什么?

¹ 十二生肖: The 12 symbolic animals representing the 12 Earthly Branches (地支) and associated with a 12-year cycle, used to denote the year of a person's birth. 生肖 is also used as 属相.

二 文化情景

对话 1

属相和年龄



16-1

名称 míngchēng
name
单位名称

生肖 shēngxiāo
symbolic animal of the
birth year
十二生肖

民间 mínjiān
folk; among the people
在民间; 民间故事

属相 shǔxiāng
symbolic animal of the
birth year
我的属相是马。

属 shǔ
one's year of birth marked
by one of the 12 sym-
bolic animals
我属虎, 我弟弟属鸡。

排列 páilì
arrange
排列数字; 按字母排列

次序 cìxù
order
排列次序; 按字母次
序排列

鼠 shǔ
mouse; rat
她很害怕老鼠。
小孩子们都喜欢米老
鼠(Mickey Mouse)。

循环 xúnhuān
circle; (of a thing) move
or change in cycle
季节循环; 十二生肖
每十二年循环一次。

举例(jǔ) jǔ (lì)
give an example
请举例; 用这个成语
举一个例子。

例子 lìzi
example
你举的这个例子很好。

跟...一样 gēn...yīyàng
the same as
茉莉花白得跟雪一样。
他跟杰克一样努力地
学习。

(上课前, 老师请同学们用汉语说出图片上动物的名称。)

老师: 同学们好, 今天我要给大家介绍十二生肖。

杰克: 老师, 十二生肖就是这些动物吗?

老师: 对。中国民间有一个传统, 人一出生, 就有一种动物作他的属相。属相也叫“生肖”。

杰克: 我是1985年出生的, 我的动物是什么?

老师: 杰克, 不能说你的动物是什么, 汉语不这样说, 你应该说我属什么? 你是1985年出生的, 你属牛。

杰克: 老师, 我为什么属牛呢?

老师: 一个动物代表一年, 一个人出生在哪一年, 代表那一年的动物就是这个人的属相。1985年是牛年, 所以你属牛。

杰克: 明白了。那十二个属相有哪些动物呢? 又是怎么排列次序的呢?

老师: 十二生肖的排列次序是: 鼠、牛、虎、兔、龙、蛇、马、羊、猴、鸡、狗、猪。它们每十二年循环一次。

杰克: 老师, 请您举个例子吧。

老师: 比如说, 你是1985年出生的, 你属牛。如果你的朋友比你大12岁, 他也属牛。如果你爸爸比你大36岁, 你爸爸跟你一样, 也属牛。2009年出生的小孩儿也属牛。

杰克: 哦, 我明白了。老师, 您属什么?

老师: 我比你大10岁。

(杰克看着十二生肖图, 一个一个往前数)

杰克: 您属兔。

Shǔxiang Hé Niánlíng

(Shàng kè qián, lǎoshī qǐng tóngxuē men yòng Hànyǔ shuō chū túpiàn shàng dòngwù de míngchēng.)

Lǎoshī: Tóngxuē men hǎo, jīntiān wǒ yào gěi dàjiā jièshào shí'èr shēngxiào.

Jiékè: Lǎoshī, shí'èr shēngxiào jiùshì zhèxiē dòngwù ma?

Lǎoshī: Duì. Zhōngguó mínjiān yǒu yī ge chuāntǒng, rén yī chūshēng, jiù yǒu yī zhǒng dòngwù zuò tā de shǔxiang. Shǔxiang yě jiào "shēngxiào".

Jiékè: Wǒ shì yījiǔbāwǔ nián chūshēng de, wǒ de dòngwù shì shénme?

Lǎoshī: Jiékè, bù néng shuō nǐ de dòngwù shì shénme, Hànyǔ bù zhèyàng shuō, nǐ yīnggāi shuō wǒ shǔ shénme? Nǐ shì yījiǔbāwǔ nián chūshēng de, nǐ shǔ niú.

Jiékè: Lǎoshī, wǒ wèishénme shǔ niú ne?

Lǎoshī: Yī ge dòngwù dàibiǎo yī nián, yī ge rén chūshēng zài nǎ yī nián, dàibiǎo nǎ yī nián de dòngwù jiùshì zhège rén de shǔxiang. Yījiǔbāwǔ nián shì niú nián, suǒyǐ nǐ shǔ niú.

Jiékè: Míngbai le. Nǎ shí'èr ge shǔxiang yǒu nǎxiē dòngwù ne? Yǒu shì zěnme pǎiliè cìxù de ne?

Lǎoshī: Shí'èr shēngxiào de pǎiliè cìxù shì: shǔ, niú, hǔ, tù, lóng, shé, mǎ, yāng, hóu, jī, gǒu, zhū. Tāmen měi shí'èr nián xúnhuán yī cì.

Jiékè: Lǎoshī, qǐng nín jǔ ge lìzi ba.

Lǎoshī: Bǐrú shuō, nǐ shì yījiǔbāwǔ nián chūshēng de, nǐ shǔ niú. Rúguǒ nǐ de péngyou bǐ nǐ dà shí'èr suì, tā yě shǔ niú. Rúguǒ nǐ bàba bǐ nǐ dà sānshíliù suì, nǐ bàba gēn nǐ yīyàng yě shǔ niú. Èrlínglíngjiǔ nián chūshēng de xiǎoháir yě shǔ niú.

Jiékè: Ō, wǒ míngbai le. Lǎoshī, nín shǔ shénme?

Lǎoshī: Wǒ bǐ nǐ dà shí suì.

(Jiékè kàn zhe shí'èr shēngxiào tú, yī ge yī ge wǎng qián shǔ)

Jiékè: Nín shǔ tú.

学与用

1. 根据上面的对话填空:

- (1) “属相”也叫“_____”。
- (2) 中国的生肖有_____个。
- (3) 生肖每_____年循环一次。

2. 用下面的词语造句:

属 排列 次序 循环 跟……一样……

3. 回答问题:

- (1) 根据课文内容说说“生肖”的排列次序。
- (2) 根据中国的生肖, 你属什么?
- (3) 2009年是牛年, 那么多少年以后又是牛年呢?

对话 2 谁的属相好



16-2

吉祥物 jíxiāngwū
mascot

2008年北京奥运会的吉祥物是五个福娃。

地位 dìwēi
status

他的社会地位很高。

权力 quānlì
power; authority
他有很大的权力。
他的权力很大。

望子成龙
wàng zǐ chéng lóng
long to see one's son
become a dragon (i.e.
success in the world)
有的父母没有望子成龙
的想法, 只希望孩子
健康成长。

可 kě
a kind of tone to emphasize
(a statement)
可漂亮了;
我可不想去。

各有各的...
gè yǒu gè de...
each has their own
各有各的想法; 各有各
的特点

好处 hǎochu
advantage; benefit
喝茶对身体有好处。
这对他有好处。

成语 chéngyǔ
idiom
这本书讲了很多成语
故事。

马到成功
mǎ dào chéng gōng
(idiom) win success immediately
upon arrival
祝你马到成功!

这(那)倒是
zhè (nà) dào shì
(expressing agreement)
“Right!”, “Exactly!”
A: 走路累, 但是对身体
有好处。
B: 这倒是。(or 那倒是。)

保罗: 琳达, 你属什么?

琳达: 我属马, 你呢?

保罗: 我属龙, 这个属相很不错, 我很喜欢。

琳达: 为什么呢?

保罗: 龙是中国的吉祥物, 象征着最高的地位、权力和成功。父母都“望子成龙”, 没人“望子成马”吧?

琳达: 这我可不同意。十二个属相各有各的好处。属马也不错啊! 中国人常常说的一句成语是“马到成功”, 没人说“龙到成功”吧?

保罗: 这倒是。

琳达: 我的中国朋友说不少人还想让孩子属猪呢。

保罗: 笨头笨脑¹的猪有什么好的?

琳达: 猪肥肥胖胖, 象征着富贵啊。

保罗: 有一个属相肯定不受欢迎。

琳达: 哪一个?

保罗: 老鼠啊。不是说“老鼠过街, 人人喊打”²吗?

琳达: 让我想想, 哪些词里有“鼠”。贼眉鼠眼³、胆小如鼠...
哎呀, 真想不起什么好词来。

保罗: 怎么样, 还能说十二属相各有各的好处吗?

琳达: 至少大家都喜欢米老鼠Mickey Mouse啊!

保罗: 这倒也是。

笨 bēn
foolish; stupid
他觉得自己很笨, 其实他一点儿也不笨。

肥 féi
(not used of person, as opposed to “thin”) fat; greasy
这头猪很肥。
我不喜欢吃肥肉。

胖 pàng
(of human body, as opposed to “thin”) fat; fleshy
这个孩子真胖。
他最近长胖了。

富贵 fùguì
riches and honour
他总想过富贵的生活。

胆小如鼠 dǎn xiǎo rú shǔ
as timid as a mouse
她看见虫子都害怕, 真是胆小如鼠。

至少 zhìshǎo
at least
一个班至少有20个学生。

¹ 笨头笨脑: Slow; slow-witted.

² 老鼠过街, 人人喊打: An idiom means rat running across the street, with everybody shouting “Kill it”. This idiom refers to something or someone hated by everyone.

³ 贼眉鼠眼: (Someone) look(s) like a thievish mouse.