

今日汉语

第四册

胡裕树 主编



复旦大学出版社

今日漢語

第四冊

| | | | |
|-----|---------|-----|-----|
| 主 編 | 胡裕樹 | | |
| 副主編 | 湯珍珠 | 徐志民 | |
| 編 者 | (以音序排列) | 陳 晨 | |
| | 賀國偉 | 胡中行 | 陸丙甫 |
| | 沈亞明 | 湯志祥 | 吳 悅 |

今日汉语

第四册

复旦大学出版社出版

新华书店上海发行所发行

江苏如东印刷厂印刷

字数 441千 开本 850×1168 1/32 印张 17

1987年8月第一版 1987年8月第一次印刷

印数: 1-7,000

书号: 9253·027 定价: 3.65元

說 明

一、《今日漢語》課本四冊各二十課，共八十課，是供海外華僑、外籍華人學習漢語普通話使用的教材，也可以作為一般外國人學習漢語的教材或自學用書。與課本第一、二、三冊相配的，有《課外練習》第一、二、三冊，《漢字練習》第一、二、三冊，《教師手冊》第一、二、三冊。《詞彙總表》另立一冊。全套共十四冊。

二、本教材着重培養學生實際使用漢語的能力。考慮到成年人學習漢語，在強調語言實踐的基礎上，適當介紹一些基本的語音、語法知識，以便於學生自覺地運用語音、語法規律來指導自己的語言實踐。編寫中力求貫徹由淺入深，由易到難，循序漸進的原則。

三、第一、二、三冊為基礎漢語部分。課文內容涉及日常生活的各個方面。要求學生掌握日常生活中最必要的詞語和最常用的句型，為進一步學習漢語打下比較牢固的基礎。第四冊內容為一個僑居加拿大四十多年的老華僑，帶着他的孫女回國探親、游覽的系列故事。這一冊是本教材漢語教學的鞏固、深化部分，目的是讓學生在通過基礎部分學習後，複習、鞏固基本語法，進一步掌握一些較複雜的語法內容和修辭手段，並着重提高使用漢語的能力。

四、本教材採用繁體漢字，在第十四冊《詞彙總表》中附“繁簡漢字對照表”。

五、課本的體例

課文

為了加強聽、說訓練，着重培養學生在具體情境中運用語言的

能力，課文基本上採用對話體，第二、第三、第四冊各課增加一篇非對話體的短文，以利於在教學中進行成段表達的訓練。

生詞

生詞附在課文後面。練習中出現的生詞單獨列出，作為補充生詞，供學生量力吸收。

注釋

對課文中的某些疑難詞語和專名作解釋，或提供必要的文化背景材料；對一些未出現過的語法現象作補充說明；翻譯某些難句，幫助學生正確瞭解在一定語言環境中這些語句的確切意思。

語音和語法

課本第一冊第一至十課集中介紹漢語普通話的語音知識，力求簡單明瞭。

根據漢語的特點和華僑學習中的難點，從第一冊第十一課開始介紹最重要的語法點，力求簡明扼要。本書五課一單元，每單元有一課進行複習。

練習

包括詞語朗讀、替換與擴展、回答問題、小對話、閱讀短文和漢字書寫等項目。

前幾項主要是為複習、鞏固主要語法點、常用詞語的用法而設計的課堂練習。

小對話是為補充課文中沒包括進去，而日常生活中又是必需的一些生活話題，目的在於讓學生通過口頭反復操練，在交際中遇到類似情境時可以靈活使用。

閱讀短文是供學生擴大詞彙量，提高閱讀能力，逐步培養成段

表達習慣的練習材料。第一冊及第二冊前十課中的閱讀短文，大致採用複述課文的方式，適當增加一些補充生詞。第二冊第十一至第二十課及第三、四冊中的閱讀短文，主要是成語故事、人物小傳、名勝古迹、風土人情等等，意在增加知識性、趣味性，讓學生在學習漢語的同時瞭解一些必要的文化背景材料。

漢字

凡課文中出現的漢字，都列出漢字筆順表。本書祇列出第一至十課的漢字筆順表，從第十一課開始漢字筆順表都由“漢字練習”本承擔。

小知識

每單元後面附一篇“小知識”，介紹一些百科性知識，全部用外語翻譯。

歌曲

每單元後面還附有國內比較流行的歌曲一首，讓學生在學漢語的同時，學會唱中國歌。

六、本教材編寫過程中參考了國內外有關教材，並在上海和專程上廣東、福建、北京、南京等地，向有關高等院校的專家教授請教，得到了很大的幫助。在此，表示衷心的感謝。但限於水平，疏漏不妥之處在所難免，希望讀者提出批評意見，以便再版時修改。

七、本書英文翻譯：胡潤松，校閱：陸國強，插圖：徐克仁。

INTRODUCTION

1. *Chinese for Today* is a course in four books, each of which contains twenty lessons. It is primarily intended for overseas Chinese (whether naturalized or not) who wish to learn the *Putonghua* (Common Speech) of the Chinese language. But it is also adapted for use by foreign learners either in the classroom or as a teach-yourself course. Accompanying the first three textbooks are three work books, three Chinese characters copy books and three teacher's manuals; in addition to a word list after the text of each lesson, a glossary to all the eighty lessons is provided in a separate book, which completes the whole set of fourteen volumes for the course.

2. The course aims at developing practical language skills. Considering that the student is in most cases an adult, we have, while laying emphasis on practical skills, introduced a reasonable amount of basic knowledge of phonetics and grammar as a guide to his practice. To attain the practical goal set for the course, the phonetic and grammar rules as well as vocabulary and sentence structure are introduced progressively so that they range in difficulty from the simple to the most challenging.

3. The first three textbooks are designed for use as

elementary readers containing topics on various aspects of everyday life. The student is required to master the words, phrases and sentence patterns frequently used in daily communication and thereby to lay a solid foundation for further study. Book 4 deals with a serial story about an overseas Chinese, a resident of Canada for over forty years, on his homecoming tour of China with his granddaughter to visit relatives and for sightseeing. This book expands and deepens what has been learned in the previous books and helps the student consolidate his grasp of the basics of grammar, taking him well on the way to a mastery of the more complex grammatical structures and rhetorical techniques so as to develop his overall proficiency in the Chinese language.

4. The Chinese characters adopted in this course are all in their unsimplified forms. For the reader's convenience, a parallel table of simplified characters and their unsimplified forms is appended to the glossary.

5. Guide to the textbooks:

TEXTS: To intensify oral-aural practice and cultivate the student's ability to communicate in actual situations, the texts are presented largely in dialogue form: in Book 1 each text is a dialogue; in Books 2 to 4 it consists of a dialogue and a short descriptive passage, the latter providing the student with an opportunity to express his ideas in orderly sequence.

VOCABULARY: A word list is attached to each text. If there are proper names, they are arranged in a separate

list. Under the heading *Additional Words* are listed the new words that occur in the exercises. The student may learn to use as many of these words as his own level of proficiency allows.

NOTES: Under this heading, difficult words and phrases and certain proper names are explained and, where necessary, cultural background knowledge related to such lexical items is provided; new grammatical items not included in the Grammar section of any of the lessons or to be studied in later lessons are dealt with; and difficult sentences are translated to help the student understand their contextual meanings.

PHONETICS and GRAMMAR: This course does not aim at dealing with phonetics and grammar exhaustively and systematically, but at introducing to the student some of their basic points in the simplest possible manner. The basics of phonetics are covered in the first ten lessons of Book 1. Grammar topics are introduced in the rest of Book 1 and in Books 2 and 3. They treat of such essential grammar items as represent the peculiarities of Chinese and tackle the difficulties the overseas learner may run into in his studies. In every fifth lesson (beginning Lesson 15, Book 1) there is a review of one or more specified grammar items previously studied.

EXERCISES: The exercises include reading aloud words and phrases, substitution and expansion drills, answering questions, conversation practice (short dialogues), passage-reading, character-writing, etc. The items preced-

ing the dialogue or dialogues are designed for classroom activity with a view to helping the student to a sound mastery of the major grammar rules and commonly used words and expressions. The short dialogues that follow supplement the texts with conversational topics which may prove to be of value when the student communicates ideas in similar real-life situations. The passage-reading serves to expand the student's vocabulary, improve his reading comprehension and train him in continuous oral presentation. Each of the passages in Book 1 and in the first ten lessons of Book 2 is presented in narrative form, reproducing what is contained in the dialogue or dialogues in the text, with a few additional new words included in the narration. In the second half of Book 2 and in Books 3 and 4, the passages include stories of idioms, biographical sketches, descriptions of scenic beauties and historic sites, institutions and customs, etc. They serve to make the course more informative and more interesting and add cultural dimensions to the study of the language.

STROKE-ORDER OF CHINESE CHARACTERS: A table of Chinese characters is provided for each lesson showing the stroke-order of the characters which occur in that lesson for the first time. For Lessons 1 to 10 of Book 1 the table appears at the end of each lesson; the rest of the stroke-order tables will be found in the Chinese characters copy books accompanying the textbooks.

MORE ABOUT CHINA & CHINESE Attached to every fifth lesson (beginning Lesson 15, Book 1) is a

piece of supplementary information on one of a series of miscellaneous subjects in the form of a short passage or a chart, which has been translated into English for the student's convenience.

CHINESE SONGS: Also attached to every fifth lesson is a popular Chinese song. The student will find it a special delight to be able to sing a few Chinese songs as he progresses in his language pursuit.

6. While preparing this course we drew on several other Chinese textbooks published in China or abroad. We wish to record our acknowledgements here. Our special thanks go to the professors of Chinese whom we consulted in universities and colleges in Shanghai, Guangdong, Fujian, Beijing and Nanjing for their valuable help and advice. Any error or inaccuracy that may occur in the final product is to be imputed to ourselves and all comments and suggestions from the users of this course, teachers and students alike, will be appreciated as invaluable cues for future revision of the course.

7. Finally we pay tribute to Hu Runsong who did the English translation, Lu Guoqiang who read and revised the translation and Xu Keren who did the drawing of the illustrations.

目 录

第一課

- (一) 四十多年不見,現在終於團聚了..... 1
- (二) 激動的時刻..... 5

第二課

- (一) 從我懂事起,爺爺就教我講漢語了..... 29
- (二) 深厚的友誼..... 33

第三課

- (一) 你覺得廣州怎麼樣..... 53
- (二) 黃花崗起義..... 56

第四課

- (一) 少年宮真是孩子們的樂園..... 79
- (二) 當學徒的日子..... 82

第五課

- (一) 我真想把西湖搬到加拿大去.....104
- (二) 岳飛.....108

第六課

- (一) 你怎麼叫起我“先生”來了..... 132

| | |
|-----------------|-----|
| (二) 小張的男朋友..... | 136 |
|-----------------|-----|

第七課

| | |
|------------------|-----|
| (一) 我們到過天堂了..... | 160 |
| (二) 西施洞..... | 164 |

第八課

| | |
|------------------|-----|
| (一) 每逢佳節倍思親..... | 188 |
| (二) 花農..... | 191 |

第九課

| | |
|-----------------------|-----|
| (一) 今天我也成了“酒中仙”了..... | 213 |
| (二) 好心的小胖子..... | 216 |

第十課

| | |
|----------------------|-----|
| (一) 完全能同埃及金字塔媲美..... | 239 |
| (二) 唐太宗與魏徵..... | 244 |

第十一課

| | |
|--------------------|-----|
| (一) 這就是有名的金鑾殿..... | 273 |
| (二) 長城..... | 277 |

第十二課

| | |
|----------------------|-----|
| (一) 他用針刺麻醉給我動手術..... | 301 |
| (二) 我們都是朋友嘛..... | 305 |

第十三課

| | |
|------------------|-----|
| (一) 這是什麼餃子啊..... | 324 |
|------------------|-----|

| | |
|---------------|-----|
| (二) 日記一則..... | 328 |
|---------------|-----|

第十四課

| | |
|-------------------------|-----|
| (一) 僑鄉的面貌還會發生更大的變化..... | 350 |
| (二) 陳嘉庚先生..... | 354 |

第十五課

| | |
|-----------------------------|-----|
| (一) 我簡直不敢相信，還有比桂林更美的地方..... | 380 |
| (二) 象鼻山的傳說..... | 384 |

第十六課

| | |
|-----------------------|-----|
| (一) 我成了紅娘了，多有意思啊..... | 407 |
| (二) 訪問安娜..... | 411 |

第十七課

| | |
|------------------------|-----|
| (一) 你怎麼偷偷地買了一束玫瑰花..... | 431 |
| (二) 兩盆茉莉花..... | 435 |

第十八課

| | |
|---------------------------|-----|
| (一) 我又不是小孩，纔不要“壓歲錢”呢..... | 457 |
| (二) 對春聯..... | 461 |

第十九課

| | |
|----------------------|-----|
| (一) 怪不得阿波哥哥愛上您了..... | 482 |
| (二) 在李麗家作客..... | 485 |

第二十課

Contents

1. Happy Reunion after Forty Years
An Exciting Moment
2. Grandpa's Been Teaching Me to Speak Chinese for
as Long as I Can Remember
3. How Do You Like Guangzhou?
The Huanghuagang Uprising
4. Children's Paradise
When I Was an Apprentice
5. I Wish We Could Move West Lake to Canada
The Story of Yue Fei
6. Oh, That I Should Be Addressed As a Sir!
Xiao Zhānd's Boyfriend
7. We've Been to Paradise
Xishi's Cave
8. On Festive Occasions More Than Ever We Think
of Our Kinsfolk Far Away
A Flower Grow
9. Today I'm a Drinking Immortal Too
The Well-meaning Little Fatty
10. They Rival the Pyramids in Egypt
Emperor Taizong and Wei Zheng
11. This Is the Famous Imperial Audience Hall

- The Great Wall
12. I Had an Operation Under Acupuncture Anesthesia
We Are Friends
13. What a Dumpling You've Made
A Page from Lian Yun's Diary
14. Overseas Chinese' Hometowns Ever Changing
Mr. Chen Jiageng
15. I Simply Can't Imagine There's any Place More
Beautiful Than Guilin
The Legend of the Elephant's Trunk mountain
16. I've Become the Matchmaking Girl
A Visit to Anna
17. Why a Bunch of Roses?
Two Pots of Jasmine
18. No New Year's Eve Money for Me—I'm No Longer
a Child
Composing a New Year Couplet
19. No Wonder My Cousin's Fallen in Love with You
At Li Li's Home
20. Remember Me to the Village Folks
Farewell, My Beloved Country!

第 一 課

一、課 文

(一) 四十多年不見，現在終於團聚了

(在一架飛往中國大陸的飛機上，來自加拿大的華僑老人梁錦輝正和他的孫女梁韻交談着。)

梁 韻：爺爺，我的錶停了，現在幾點鐘？

梁錦輝：六點二十分，再過三個小時，就到中國大陸了。

韻：時間過得真慢！爺爺，您把那張照片再給我看看吧！

輝：你已經看了十幾遍了！

韻：照片上人真多，叔祖父、叔祖母，伯伯，舅舅，堂兄，表妹……嗨，稱呼真複雜，不多看幾遍，我還記不住呢！