

【中高级I】

# 大众汉语

DAZHONG HANYU

THE ELEMENTARY CHINESE  
FOR EVERYONE

李芳杰 刘海芳 主编



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## 编者的话

1999年,武汉大学出版社邀约我们编写供海外学习者使用的汉语教材。我们利用课余时间,不分寒暑,历时两年,编撰了这套《大众汉语》。

《大众汉语》分初级本和中高级本,各两册,共四册。初级本适合尚未学过汉语或所学甚少的初学者使用。学完初级本可满足基本的日常生活、学习和一定范围内社交的需要,基本达到在中国进入理工科院系学习标准,具有获取汉语水平测试(HSK)初等《汉语水平证书》C级的能力。中高级本适用于已掌握汉语2000多个生词和基本语法内容的学习者。学完中高级本,可满足日常生活、学习、社交和一定范围内工作的需要,达到在中国进入人文社会科学院系学习标准,具有获取HSK中等《汉语水平证书》C级以上的能力。两种读本相对独立,也相互衔接,可以各自用于基础班和中高级班,也可以连续用于从基础到中高级的整个教学过程。

初级本为适应海外学校学制短、学时少的特点,适当减少了课数、词汇量和语法点,共编60课,出生词1982个,语法点164个。每课4学时(按45分钟一学时计算),两册约需240学时。本教材以培养交际能力为目的,以技能训练为核心,采用结构和功能相结合、兼顾文化的编写原则。课文为会话体,辅以阅读理解,力求做到情景真实自然,语言规范实用,内容贴近学习者的实际和需求,精粹生动、有吸引力。生词以《汉语水平词汇与汉字等级大纲》(北京语言学院出版社,1992)的甲级、乙级词为主,不回避课文所需且日渐多用的少量丙级、丁级词以及超纲词;为触类旁通,有的兼类词词性一次出齐,本课词性排前。语法点的编排由易到难,难点分散,重点分解,适时小结;少用概念、术语,多以句型展示;碰到术语不一致,选用教学方便的,比如以“后缀”代替“动态助词”讲“了”、“着”、“过”。随文出现的文化内容在“注释”中作简要介绍。练习是实现教学意图和教学目标的重要手段,本教材结合各课不同情况,精选多种题型,适当增加题量,以利于语言技能的全面训练。

中高级本以当代社会生活与人文知识为主线,兼顾结构和功能,共30课,出生词2215个,以丙级、丁级词为主,语法点随文出,突出多重复合句和句群,注意同义句、同义句辨析和语义结构分析。据《外国人学习与使用汉语情况调查报告》(北京语言学院出版社,1993),外国人对各类汉语课程内容需要程度由高到低的顺序是:日常用语、社会生活、时事政治、经济贸易、文学作品、传统文化、历史常识、民



情风俗和旅游文化。为了满足海内外学习者的需要,教材分设文学篇(10课)、文化篇(5课)、社会热点篇(10课)和经济贸易篇(5课)。在保证品位的基础上,十分注重选材的现实性、多样性和趣味性,使课文引人入胜,可读耐读。每课包含一篇主课文和几篇副课文,主课文要求精讲多练,约需6~8个学时;副课文为泛读教材,围绕主课文,从不同侧面反映某个当代社会热点或人文知识点,不出生词,重要的词注以拼音,便于有兴趣的学习者查检,以扩大词汇量。练习仍兼顾各项技能训练,不过,与初级本比较,更注重语段表达练习。

编写工作采取主编设计、分工执笔、集体讨论的方式进行。具体分工如下:

#### 初级本

课文、阅读理解:朱德君副教授

注释、语法:刘海芳副教授

练习:黄俊红副教授 刘海芳副教授

#### 中高级本

课文、副课文:周颖菁讲师

词语例解:刘海芳副教授

语法例析:李芳杰教授

练习:朱德君副教授 刘海芳副教授

全书生词整理:朱德君副教授。统稿定稿:李芳杰教授

在编写中,我们选用了多位作者的文章作为课文,并根据教学需要作了适当改动,谨在此表示深切的谢意,由于有的作者通讯地址不详,未能联系上,对此,我们表示歉意,并望这些作者见书后与我们联系,我们愿意按国家新闻出版总署的有关规定支付相应的稿费。

我们还参考了《现代汉语八百词》(增订本)(商务印书馆,1999)等前辈时贤的著作和教材,得到了武汉大学留学生教育学院领导和武汉大学出版社王春阁副编审的大力支持,在此我们也一并表示衷心的感谢。

我们几个编者都是汉语教师,长期在武汉大学从事对外汉语教学和研究工作,也都曾到国外任教或编写教材。虽然积累了一些编写汉语教材的经验,但如何适应当前海内外汉语教学的发展形势,在以往教材和现有成果的基础上,运用本学科及相关学科行之有效的理论和方法,编写新一代教材,我们仍感经验不足,须进一步探索,因此,本教材不当之处诚望专家、同行和读者指教。

编者

2001年10月于武昌珞珈山

## Editor's Note

In 1999, Wuhan University Press invited us to compile a Chinese course for foreign students. After two years' hard work, the course *Chinese for Everyone* has been published.

The course contains two sets and four volumes: the elementary set (two volumes) and the intermediate-advanced set (two volumes). The elementary set is suitable for the beginners or those who have already studied some Chinese. It can meet the needs of people's daily lives, including study and daily communication. Those who finish the elementary volumes will have the ability to attain Grade C at the elementary level of HSK, and can then study science and engineering courses in Chinese universities. The intermediate-advanced volumes are suitable for the students who have already learned more than 2 000 words as well as basic Chinese grammar. It can then meet the needs of the people's daily lives, including study, daily communication as well as particular work situations. Those who finish studying these volumes will then have the ability to attain, at least, Grade C at the intermediate level of HSK, and can then study philosophy and social sciences in Chinese universities. The two sets of the text books are independent from each other. They can be used respectively in the primary class and intermediate-advanced class, or used in primary class first then the intermediate-advanced class.

Because most overseas schools and universities are quarter system, we have reduced the amount of lessons and vocabulary and grammar points. The elementary volume has 60 lessons, 1 982 new words and 164 grammar points. About 240 class periods are needed for each teaching set (45 minutes/period). As the aim of this course is to foster the ability to communicate, we adopt the principle of combining sentence structure and usage within the culture. Its main texts are in dialogue form, with supplementary reading materials. In order to meet the needs of students, we have tried to use real life situations, which have interesting contents and standard language. The new vocabulary is taken mainly from Grades A and B in *Vocabulary and Char-*

*acters for Chinese Proficiency* (published by Beijing Language and Culture University Press, 1992). Vocabulary from Grades C and D as well as some other sources are also introduced according to the requirements of the text. In order to help the students understand by analogy, words with more than one function are introduced as follows. The word used in a particular lesson is referenced in all its forms, the first reference indicating the particular usage within that lesson. Grammar points are arranged beginning with the easiest and progressing to the more difficult ones. The more important and difficult points are gradually introduced in more than one lesson. A grammar summary is given after every six lessons. We have decided to rely on sentence-pattern more than terminology to give clear explanations. If one grammar point is known by different names, we choose the one which is most convenient to teach, e.g. we take "suffix(后缀)" instead of "verbal particle (动态助词)" when teaching "了", "着", "过". Aspects concerning culture are explained in the notes. Exercise material is seen as an important means to achieve the teaching aim. So we have carefully chosen many types of exercises according to the contents of each lesson, which we consider to be helpful to the overall progress of students.

In the intermediate-advanced volume, we take modern life situations and cultural knowledge as our main contents. We also give consideration to structures and functions. This two-volume set has 30 lessons altogether and 2 215 new words, which mainly come from Grades C and D. The grammar points are chosen according to the need of the text. We place stress on complex compound sentences and sentence clusters. We also pay attention to the analysis of synonyms, to the sentences with similar meaning and to semantic structure. According to the book *An Investigation and Research Report on How Foreigners Study and Use Chinese*, the order of the contents of Chinese lessons which foreigners require the most are as follows: words and expressions for everyday use, general conversation, current affairs, trade and economics, literature, traditional culture, general knowledge of history, people's customs and tourism. In order to satisfy the demands of both domestic and overseas students, the contents of the volumes include literature (10 lessons), culture (5 lessons), social focus (10 lessons) and economic trade (5 lessons). To publish a course of high quality, we have sought to make the texts vivid and interesting by using varied real life situations. Each lesson contains one main text and several secondary texts. The main texts require clear explaining and regular practice. The secondary texts are extensive reading materials, which supplement the main ones in various aspects. Each lesson needs

6 or 8 class periods. We have not listed new words for the secondary texts, and only give phonetic symbols to the important words for those who are interested in them. The exercises are designed with abundant materials for varying levels of ability, but compared with the elementary set, the intermediate-advanced set gives more attention to conversational texts.

The editor compiled the course by making a thorough plan, distributing the work to various people and then collectively discussing their contributions. The overall work has been compiled as follows:

The elementary set:

Texts and reading comprehensions: Associate Prof. Zhu Dejun

Notes and grammar: Associate Prof. Liu Haifang

Exercises: Associate Prof. Huang Junhong and Associate Prof. Liu Haifang

The intermediate-advanced set:

Main texts and secondary texts: Lecturer Zhou Yingjing

The explanation of words and expressions: Associate Prof. Liu Haifang

The explanation of grammar: Prof. Li Fangjie

Exercises: Associate Prof. Zhu Dejun and Associate Prof. Liu Haifang

The vocabulary is sorted by Associate Professor Zhu Dejun, and all the materials of the course are unified and finalized by Professor Li Fangjie.

While compiling the books, we chose many articles as our texts and rewrote the articles according to the needs of teaching. Here we give our sincere thanks and apologies to the authors. Because the channels of getting materials are different and some authors' addresses are unknown, we cannot get in touch with them. And thus, the authors' names aren't signed in the texts. We have to express our deep regrets for that. We hope they can contact us after seeing the textbooks, and we are willing to pay for their articles according to the regulations of the Department of the Press and Publication Administration of the people's Republic of China.

We also referred to works such as *Eight Hundred Words of Modern Chinese* (Revised and Enlarged Edition, Commercial Press, 1999). We also received invaluable assistance from the staff of the Foreign Students Education College of Wuhan University and Associate Professor Wang Chung of Wuhan University Press. We wish to express our sincere thanks to them.

We acknowledge the difficulties of compiling a new Chinese course, which combines theory and practice. On the basis of our experience we see ourselves as still ex-



ploring the most suitable ways to teach the Chinese language both at home and overseas. We sincerely welcome any suggestions from experts, fellow-teachers and readers which would help us to improve on any deficiencies that may exist in this course.

**The Author Oct. 2001**

# 目 录

## 文学篇

第一课 我的小学老师 .....	1
一 课文 .....	1
二 生词 .....	2
三 副课文 .....	4
从小见大 .....	4
窗 .....	5
换锁 .....	5
写不完的作文 .....	6
四 词语例释 .....	6
1. 说实话 .....	6
2. 可惜 .....	6
3. 还大哭了一场 .....	7
4. 和……有关 .....	7
5. 所有 .....	7
6. 关于她 .....	7
7. 像……一样 .....	8
8. 早已不在了 .....	8
9. 吓了一跳 .....	8
10. 性格也太不相同 .....	8
11. 直到 .....	8
五 语法例析 .....	9
多个定语的次序 .....	9
六 练习 .....	9
第二课 爱情雨 .....	13

一	课文 .....	13
二	生词 .....	14
三	副课文 .....	16
	婚姻是个空盒子 .....	16
	家和鞋 .....	17
	爱是最美的首饰 .....	17
	梁鸿和孟光 .....	17
四	词语例释 .....	18
	1. 终于 到底 .....	18
	2. 是否 .....	18
	3. 而已 .....	19
	4. 竟然 .....	19
	5. 没几行 .....	19
	6. 明明 .....	19
	7. 仔细一看 .....	20
	8. 居然 .....	20
	9. 差点儿 .....	20
	10. 一会儿……一会儿 .....	21
五	语法例析 .....	21
	全句的状语 .....	21
六	练习 .....	21
第三课	发生在茶馆里的故事 .....	25
一	课文 .....	25
二	生词 .....	26
三	副课文 .....	29
	画蛇添足 .....	29
	买鞋 .....	29
	凿壁偷光 .....	29
	李章话鱼 .....	30
四	词语例释 .....	30
	1. 边……边 .....	30
	2. 顾不得 .....	30
	3. 这样一来 .....	30

4. 没 V 够 .....	31
5. 一桌菜 .....	31
6. 又 .....	31
7. 喝到深夜 .....	31
8. 简直 几乎 .....	32
9. ....之类 .....	32
10. 何必 .....	32
五 练习 .....	32
 第四课 蝉 .....	36
一 课文 .....	36
二 生词 .....	37
三 副课文 .....	39
蝉的音乐 .....	39
蜜蜂回家 .....	40
小猫回家 .....	40
鸟 .....	41
四 词语例释 .....	41
1. 大小 .....	41
2. 则 .....	42
3. 爬来爬去 .....	42
4. 来预防 .....	42
5. 假如 .....	43
6. 看起来 .....	43
7. 使头向下 .....	43
五 练习 .....	43
 第五课 四合院的精神 .....	46
一 课文 .....	46
二 生词 .....	47
三 副课文 .....	49
传统的大家庭 .....	49
传统大家庭的变化 .....	50
落叶归根 .....	50

汉语中的家族观念 .....	50
四 词语例释 .....	51
1. 适合 合适 .....	51
2. 你一句我一句 .....	51
3. 怎么……也……不…… .....	52
4. 与此同时 .....	52
5. 一般来说 .....	52
6. 如果有什么意见 .....	52
7. 一辈辈……一代代……一行行 .....	53
8. 和 .....	53
9. 甚至于 甚至 .....	53
10. 叫个不停 .....	54
五 练习 .....	54

## 文化篇

第六课 春节 .....	58
一 课文 .....	58
二 生词 .....	59
三 副课文 .....	62
端午节 .....	62
清明节 .....	62
中秋节 .....	63
重阳节 .....	63
四 词语例释 .....	63
1. 陆续 继续 .....	63
2. 其实 .....	64
3. “是”和“有” .....	64
4. 东一声西一响 .....	65
5. 多少会喝上一点儿 .....	65
6. 往往 常常 .....	65
7. 等待 期待 .....	66
8. 算 .....	66
五 语法例析 .....	67

	多重复句(1).....	67
六	练习 .....	69
第七课	老子庄子 .....	72
一	课文 .....	72
二	生词 .....	73
三	副课文 .....	76
	鱼的快乐 .....	76
	道家学派 .....	76
	孔子(一) .....	76
	孔子(二) .....	77
四	词语例释 .....	77
	1. 也就是说 .....	77
	2. 按照 .....	77
	3. 宁愿 .....	78
	4. 谁知 .....	78
	5. 没什么可怕的 .....	78
	6. 究竟 .....	78
五	语法例析 .....	79
	连用动词或助动词带宾语 .....	79
六	练习 .....	79
第八课	欧洲来客 .....	82
一	课文 .....	82
二	生词 .....	83
三	副课文 .....	86
	中国龙 .....	86
	中国人的姓名 .....	86
	中国丝绸和丝绸之路 .....	87
	万里长城 .....	87
四	词语例释 .....	88
	1. 在……上 .....	88
	2. 学会了蒙古语和汉语 .....	88
	3. 每 .....	88



4. 整整 .....	88
5. 忍不住 .....	89
6. 坚定了.....	89
五 语法例析 .....	89
“把”字句的后续成分 .....	89
六 练习 .....	90
 第九课 四大发明 .....	93
一 课文 .....	93
二 生词 .....	94
三 副课文 .....	97
中国酒 .....	97
中国菜 .....	98
中国瓷器 .....	98
中国茶 .....	98
四 词语例释 .....	99
1. 发明 发现 .....	99
2. 以后 后来 .....	100
3. 有好几斤 .....	100
4. 用得起 .....	100
5. 受 .....	100
6. 了不起 .....	101
五 语法例析.....	101
1. S + 把 + N1 + V·成 + N2 .....	101
2. 学从句找中心语 .....	101
六 练习.....	102
 第十课 中国人的隐私观念.....	105
一 课文.....	105
二 生词.....	106
三 副课文.....	109
送礼.....	109
接待客人.....	109
拜访.....	109

委婉	110
四 词语例释	110
1. 没多久	110
2. 在……看来	110
3. 否则	111
4. 彼此	111
5. 并不	111
6. 勉强	112
7. 索性	112
五 语法例析	112
多重复句(2)	112
六 练习	114

## 社会热点篇

第十一课 背着背包去旅行	117
一 课文	117
二 生词	118
三 副课文	121
我打算这样过“五一”节	121
自己挣钱去旅游	121
为什么旅游	122
北京家庭怎样旅游	122
四 词语例释	123
1. 说不定	123
2. 一大堆照片	123
3. 不用说	123
4. 谈起	124
5. 想去哪儿就去哪儿	124
6. 用好每一分钱	124
7. 女朋友	124
8. 从此	124
五 练习	125

第十二课	我要学汉语	128
一	课文	128
二	生词	129
三	副课文	132
	我和中国	132
	我和汉字	132
	在中国坐火车	133
	老留学生和中国	133
四	词语例释	134
	1. 他们	134
	2. 尽管	134
	3. 以为 认为	134
	4. 再说	135
	5. 用不着	135
	6. 或多或少	136
	7. 对于 对	136
	8. 不是……而是	137
	9. 就是	137
	10. 高低	137
五	练习	138
第十三课	地球的主人	141
一	课文	141
二	生词	142
三	副课文	145
	谁最早明确提出要保护环境	145
	环境污染是从什么时候出现的	145
	与环境保护有关的纪念日	146
	环保业迅猛发展	146
四	词语例释	147
	1. 最多 最好	147
	2. 至于	147
	3. 自……以来	148
	4. 不得不	148