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# 汉语读本

(英语解释本)

第一册

MODERN CHINESE READERS

BOOK ONE

商务印书馆

1979

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(附 汉语拼音字母)

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## 編者的話

本書編者曾經在國內外從事外國學生漢語教學工作，在多年的教學實踐中，深深感到編輯一套完整的適合外國學生學習漢語用的課本十分需要。1958年出版的《漢語教科書》，解決了漢語語音教學和語法教學的教材問題。這一次，我們根據幾年來的教學經驗，想在《漢語教科書》的基礎上進一步解決閱讀教學的教材問題，選編了《漢語讀本》六冊。這樣，就有了一套包括漢字、語音、語法和閱讀教材的比較完整的漢語課本。

《漢語讀本》在選文方面力求作到：

一、語言簡潔，合乎規範，並在編排上循序漸進，以適應學生的水平。除一部分課文採用名作家的原著外，其餘都經過了縮寫、改寫和刪節。每篇篇幅，不便過長。一般說來，第一、二兩冊每篇課文平均在500字左右，第三、四兩冊在1000字左右，第五、六兩冊在2000字左右。課文中的生詞數量，前四冊加以適當的控制，原則上每500字的課文里出現生詞約30個。

二、課文體裁多樣化，以記敘文為主并選入其他體裁的文章。入選課文力求切合實用。例如第一冊選入以學校生活為內容的會話教材，占全冊課文的四分之一左右；第三、四兩冊選入了一定數量的應用文。

三、口語和書面語并重。第一、二兩冊課文盡量作到了口語化，為了便利學生朗讀，還在課文上標注聲調。第三、四兩冊仍然強調口語，同時適當介紹書面語。第五、六兩冊，則比較側重於書面語的訓練。

每課課文之後，編入生詞、注解、練習等項材料。列入“生詞”一項里的並不完全是嚴格意義的詞，其中也包括某些小於詞的詞素，或大於詞的詞組。凡是編者認為是詞的，都注明了詞類。“生

詞”中出現的生字，一律在生字右上方用星号标出，以提醒學生認真學習。

“注解”一項，內容比較廣泛，包括漢語構詞法的舉例，虛詞的使用，一詞多義或一詞多類的說明，近義詞的比較，成語的解釋和用法，長句的結構分析，典故和文言、方言以及某些專門性詞語的解說等。注解里採用的語法體系和術語，悉照《漢語教科書》，以資銜接。

“練習”一項，強調言語訓練，重點放在常用詞語的復習鞏固方面。練習的內容力求豐富，方式也力求多樣。

凡是名作家的作品，或長篇名著的節錄，都在後面附上題解和作者介紹。

使用這套課本，在教學安排上我們有如下的設想：這套課本大約需要四年時間學完。四年之中可以分為兩個學習階段。前兩年為第一階段，以《漢語教科書》和《漢語讀本》第一、二冊為主要教材，互相配合進行教學。可以在教完《漢語教科書》上下冊以後，教《漢語讀本》；也可以在教完《漢語教科書》上冊以後，即開始教《漢語讀本》。後兩年為第二階段，以《漢語讀本》三至六冊（總共 76 課）為主要教材。教師可以根據所在國的具體情況選用。

編者初步估計，按照上述安排，學生四年修業期滿將達到如下水平：能借助字典讀懂一般的中文書報雜誌，能用漢語進行日常生活會話，基本上具備從事漢語工作的基礎。

《漢語教科書》和《漢語讀本》共有生字 3000 多個，生詞 7500 多個。生字包括中華人民共和國教育部 1952 年公布的“常用字表”中全部常用字的 96% 以上。這些生字和生詞，另行匯編為“生字匯編”和“小詞典”，與“繁體字、異體字整理表”合印為一冊，以便學生查閱。此外，為了幫助學生掌握一些生活中的常用詞匯，另編《繪圖生活常用詞匯》一冊，供學生課外閱讀。

《漢語讀本》在選編過程中，蒙葉聖陶、徐世榮、劉松濤、張志公、蔣仲仁等有關方面的專家協助審閱，提供了許多寶貴的意見；

本书英語解釋本由湯博文、周家驊翻譯。謹在此一併表示衷心的感謝。

由于編者水平有限和編輯時間匆促，錯誤的地方在所難免，希望讀者批評指正。

本書編者是朱祖延、陸世光、鍾嫻、文國華、任熙寧、李景蕙、王迈、李迺忠、賈玉芬、田桂文、孟祥昭、施寶義、張龍虎。

## FOREWORD

Many years' experience in teaching Chinese to foreign students in China and abroad have brought home to us the need for a comprehensive series of Chinese textbooks suitable for students whose mother tongue is not Chinese. The *Modern Chinese Course* published in 1958 is a textbook of Chinese phonetics and grammar. The present six volumes of the *Modern Chinese Readers* are based on our classroom work in the last few years and intended to provide material for more advanced reading. The two sets of textbooks together furnish a more or less comprehensive course in Chinese, covering characters, phonetics and grammar as well as lessons in reading.

In selecting reading material for the '*Modern Chinese Readers*, we have tried:

1. To choose texts in clear, correct Chinese graded according to the students' level. Except for a few original works by well-known authors, the rest are abridged or rewritten versions or excerpts from longer works. The length of each lesson has been restricted. On the average, there are about 500 characters in each lesson in the first and second volumes; 1,000 characters in the third and fourth volumes; and 2,000 characters in the fifth and sixth volumes. New words are kept down to an appropriate number in the first four volumes, with approximately 30 new words for every 500 characters.

2. To give specimens of different forms of writing. Although narration is the chief form used in the lessons, examples of other forms of composition are also included. The



lessons have been chosen also to meet practical needs. For instance, one fourth of the lessons in the first volume are conversations about school life. A certain amount of written Chinese for practical purposes is given in the third and fourth volumes.

3. To give equal weight to conversational and written Chinese. The lessons in the first and second volumes are, to a great extent, written in spoken Chinese with the tones indicated so that the students can use them for recitation. The third and fourth volumes continue to stress conversational Chinese, although they begin to include an appropriate amount of written Chinese. The fifth and sixth volumes are devoted mostly to drill in the written language.

At the end of each lesson are a list of new words, a number of notes and exercises. The characters listed under New Words are not strictly words, but may be component parts of a word, or word-groups. In the case of those which the compilers consider as words, the parts of speech are given. All characters which have not been studied previously are marked with asterisks when they appear in a list of new words, in order to call the students' attention to them.

The Notes cover a rather wide range of subjects. They include illustrative examples of Chinese syntax, the use of particles, explanations of a word which has several meanings or a word which can be used as different parts of speech, comparisons with analogous words, definitions of idioms and examples of their use, syntactic analysis of long sentences, and explanations of allusions, classical Chinese, local dialect and special terms. For the sake of consistency, the same grammatical system and terminology are adopted in the Notes as in the *Modern Chinese Course*.

The Exercises are designed to give ample drill in the Chinese language. The emphasis is laid on reviewing and mastering words and phrases in frequent use.

When the original works of well-known authors and excerpts from lengthy works are used, a footnote gives a short introduction to the work and its author.

We estimate that this series of Chinese textbooks can be taught over a period of four years. During the first stage, that is, the first two years, the two volumes of the *Modern Chinese Course* and the first two volumes of the *Modern Chinese Readers* can be used as the chief textbooks, each supplementing the other. Students can start on the *Modern Chinese Readers* either after finishing both volumes of the *Modern Chinese Course* or on completing its first volume. During the second stage, that is, the last two years, students can concentrate on the last four volumes (76 lessons) of the *Modern Chinese Readers*. The teacher, of course, can decide what method best suits the specific conditions of the country where he is working.

After completing the four-year course, students should be able to read an ordinary Chinese newspaper or magazine with the help of a dictionary, carry on a conversation about everyday life in Chinese, and use Chinese as a tool in their work.

The *Modern Chinese Course* and the *Modern Chinese Readers* contain more than 3,000 basic characters and a vocabulary of over 7,500 words. This amounts to over 96 per cent of the characters in *Common Characters*, a list published by the Ministry of Education of the People's Republic of China in 1952. These characters and words are collected in a New-Word List and a Little Dictionary which are printed in a supplementary volume together with a List of

Unsimplified Characters and Characters with Variant Forms, as a reference book for the students. To equip the students with useful everyday expressions, the compilers have also prepared a *Pictures in Everyday Chinese* for study outside the class.

Our thanks are due to Yeh Sheng-tao, Hsu Shih-yung, Liu Sung-tao, Chang Chih-kung, Chiang Chung-jen and other experts in different fields, who have read the manuscript and made many valuable suggestions, and to Tang Po-wen and Chou Chia-tsan, who have translated the explanations into English.

Owing to the limited ability of the compilers and the short space of time at their disposal, mistakes are inevitable. We hope that readers will point them out to us.

The compilers are Chu Tsu-yen, Lu Shih-kuang, Chung Chin, Wen Kuo-hua, Jen Hsi-ning, Li Ching-hui, Wang Mai, Li Nai-chung, Chia Yu-feng, Tien Kuei-wen, Meng Hsiang-chao, Shih Pao-yi and Chang Lung-hu.

## PUBLISHERS' NOTE

The publication of this series of Chinese textbooks for foreign students makes desirable a slight change in the title of a two-volume Chinese course, published hitherto by the Epoch Publishing House, from *Modern Chinese Reader* to *Modern Chinese Course*, a title to be used by our Press for its future editions. Hence, the *Modern Chinese Course* mentioned in the Foreword and Notes of this book refers to that two-volume Chinese course.

*September 1964*

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## 第1课 暑假生活

### Lesson 1 Life During the Summer Vacation

甲：你好，暑假过得怎么样？

乙：很好，谢谢你。你呢？

甲：也很好。假期里你都到哪儿去玩儿了？

乙：去过体育场、博物馆、天文馆，还有动物园、植物园这几个地方。

甲：也看了不少电影吧？

乙：对了，差不多一个星期看两三次呢。暑假里你们学校有什么活动？

甲：我们学校组织同学参观了美术展览会、广播电台和水力发电站。我还常常跟朋友一块儿去游泳、划船，或者到郊外去旅行。

乙：你们暑假过得很好啊！

甲：是啊。我觉得这个暑假过得非常愉快。

乙：对了，不但愉快，而且还很有意义呢。

## 一、生词 NEW WORDS

1. 暑\*假 (名) [shǔjià] summer vacation
2. 甲\* (名) [jiǎ] A (i. e. first in order)
3. 乙\* (名) [yǐ] B (i. e. second in order)
4. 假期 (名) [jiàqī] vacation, holidays
5. 体育\*场 (名) [tǐyùchǎng] stadium, sports ground
6. 博\*物馆 (名) [bówùguǎn] museum
7. 天文馆 (名) [tiānwénguǎn] planetarium
8. 动物园 (名) [dòngwùyuán] zoo
9. 植\*物园 (名) [zhíwùyuán] botanical gardens
10. 活动 (动、名) [huódòng] to move, to stir, to be active; activities
11. 美术\* (名) [měishù] art, the fine arts
12. 展览会 (名) [zhǎnlǎnhuì] exhibition
13. 广播 (动、名) [guǎngbō] to broadcast; radio broadcast
14. 电台 (名) [diàntái] [座] radio station
15. 水力 (名) [shuǐlì] hydraulic, water-power
16. 发电站 (名) [fādiànzhàn] [座] power station



17. 游泳\* (动) [yóuyóǒng] to swim
18. 划船 [huáchuán] to row (a boat); boating
19. 郊\*外 (名) [jiāowài] outskirts, suburb
20. 意义 (名) [yìyì] significance, meaning, interest

## 二、注解

## NOTES

### (一) 都

“都”是一个表示范围的副词。它所总括的事物，一般说来，都在它的前面。

例如：

### 1. 都

“都” is an adverb of extent. The persons or things it qualifies usually come before it, e. g.

#### (1) 先生都是中国人。

(The teachers are all Chinese.)

#### (2) 我觉得这个暑假我们都过得非常愉快。

(I should think we all had a good time this summer vacation.)

(见《汉语教科书》第17课)

(See *Modern Chinese Course*, Lesson 17)

有时候，在口语里，“都”所总括的事物，也可以在它的后面。例如：

But sometimes, in colloquial Chinese, the persons or things it governs may also be placed after it, e. g.

#### (3) 假期里你都到哪儿去玩儿了？

(What places did you go to during the vacation?)

#### (4) 合作社里都有些什么东西？

(What is there in the co-operative store?)