

Panorama
of Chinese Culture
Intermediate Chinese Course I

中级汉语教程 (上)

主 编 史 迹
副主编 商 磊 王 晓 艳

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高等教育出版社
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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，一边通过练习中国书法、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。本教程的主要特色在于：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。文化选材大都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。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、听音乐等，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，担任课程设计、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。由于有些古代汉语词汇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8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 all over the world.

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, America, South Africa, Myanmar, 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.

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 English.

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 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*, *Listening to Classical Music*, 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 new words, common 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.

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 of *Book One*. Shi Ji and Quan Caiyi (the editor of *Book Two*) are in charge of the work of finalizing the draft and the vocabulary 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; Senior Editor Liang Yu of Higher Education Press for her constructive suggestions and her sincere help, and to everyone who helped us directly or indirectly in the development of the books.

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 books. 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
August, 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** (Wáng 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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词汇手册

第一课 传统节日

Objectives

- 1 To learn words and expressions of Chinese traditional festivals.
- 2 To know about Chinese traditional festivals of Spring Festival (春节 Chūn Jié), Lantern Festival (元宵节 Yuǎnxiāo Jié), Dragon Boat Festival (端午节 Duānwǔ Jié), Mid-Autumn Festival (中秋节 Zhōngqiū Jié).

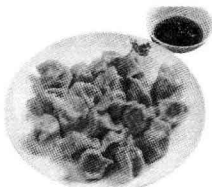
一 课前导入

(一) 你知道中国有哪些传统节日吗?

(二) 请试着把下面的传统节日与传统节日的食物(shíwù)连起来。



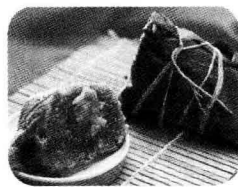
春节
Chūn Jié



元宵节
Yuǎnxiāo Jié



端午节
Duānwǔ Jié



中秋节
Zhōngqiū Jié

二 文化情景

对话 ① 春节¹

过 guō
go through (space or
time), spend holiday
过节; 过年; 过春
节; 过日子

福 fú
luck; happiness
福气; 贴福字; 幸福

风俗 fēngsú
social customs, etiquette,
habits
风俗习惯; 北方风
俗; 过春节的风俗

喜庆 xǐqǐng
happy; worth celebrating
喜庆的节日; 喜庆的
日子; 喜庆的场合

团圆 tuányuán
reunion
夫妻团圆; 全家团圆

一直... yīzhí...
all the while; indicating
a constant state or
uninterrupted action
他们一直等到天亮。
雨一直下了一天一
夜。
他学习一直很努力。

(张明和妻子邀请杰克和琳达在农历大年三十²来家里过春节。)

杰克和琳达: 过年好! 我们给你们全家拜年³了!

张明和妻子: 过年好! 欢迎, 欢迎, 快请进!

杰克: 你家真漂亮, 贴春联⁴, 挂红灯笼⁵, 还在门上贴了“福”字。

张明: 春节到了, 人们都要在门上贴“福”字。这是中国人⁶过春节的风俗。春节是一个喜庆和家庭团圆的节日, 有的人去父母家, 有的人去儿女家, 或者去亲戚⁷家。你们的家太远了, 所以我们就请你们到我家来团圆。

杰克: 谢谢! 我和琳达是第一次在中国过春节。

张明的女儿: 叔叔、阿姨好!

杰克: 这是您女儿吧! 这是我们送给她的一件礼物。

张明的女儿: 谢谢! 给叔叔阿姨拜年! 春节快乐!

张明: 谢谢你们! 过春节了, 孩子们都要穿新衣服, 放鞭炮⁸, 还能得到大人们给的压岁钱⁹。过年的时候很多人还要守岁¹⁰, 一直玩儿到天亮。

¹ 春节: Spring Festival, the first day of the first month of the Chinese calendar; the first few days of the first lunar month.

² 农历大年三十: The lunar New Year's Eve, which is also called “除夕”. 农历: Chinese calendar.

³ 拜年: Pay a New Year call to express good wishes to each other.

⁴ 春联: Spring Festival couplets.

⁵ 红灯笼: Red lantern.

⁶ 中国人: Chinese.

⁷ 亲戚: Relative; kin.

⁸ 鞭炮: Firecracker.

⁹ 压岁钱: Money given to children as a gift of the lunar New Year.

¹⁰ 守岁: Staying up late or all night on the lunar New Year's Eve to welcome New Year (in a custom of Spring Festival).

Chūn Jié

(Zhāng Míng hé qīzi yāoqǐng Jié kè hé Líndǎ zài nónglì dānián sānshí lái jiā lí guò Chūn Jié.)

Jié kè hé Líndǎ: Guò nián hǎo! Wǒmen gěi nǐmen quān jiā bài nián le!

Zhāng Míng hé qīzi: Guò nián hǎo! Huānyíng, huānyíng, kuài qǐng jìn!

Jié kè: Nǐ jiā zhēn piàoliang, tiē chūnlián, guà hóng dēnglong, hái zài mén shàng tiē le “fú” zì.

Zhāng Míng: Chūn Jié dào le, rénmen dōu yào zài mén shàng tiē “fú” zì. Zhè shì Zhōngguó rén guò Chūn Jié de fēngsú. Chūn Jié shì yī ge xǐqǐng hé jiāting tuānyuán de jiérì, yǒude rén qū fūmǔ jiā, yǒude rén qū èrnǚ jiā, huòzhě qū qīnqī jiā. Nǐmen de jiā tài yuǎn le, suǒyǐ wǒmen jiù qǐng nǐmen dào wǒ jiā lái tuānyuán.

Jié kè: Xièxie! Wǒ hé Líndǎ shì dì yī cì zài Zhōngguó guò Chūn Jié.

Zhāng Míng de nǚ'ér: Shūshu, āyí hǎo!

Jié kè: Zhè shì nín nǚ'ér ba! Zhè shì wǒmen sòng gěi tā de yī jiàn lǐwù.

Zhāng Míng de nǚ'ér: Xièxie! Gěi shūshu āyí bàinián! Chūn Jié kuàilè!

Zhāng Míng: Xièxie nǐmen! Guò Chūn Jié le, hái zi men dōu yào chuān xīn yīfu, fàng biānpào, hái néng dédào dàrén men gěi de yāsùiqián. Guò nián de shíhou hěn duō rén hái yào shǒu suì, yīzhí wǎn dào tiān liàng.



(“福”字)

对话 1

春节



1-1

辞 cí
take leave; dismiss
辞旧岁; 告辞

余 yú
surplus; spare; remaining;
more than
年年有余;
我的钱刚好够买这本书,
我没有余钱。

谐音 xiéyīn
homophony
“八”和“发”是谐音。
“鱼”和“余”是谐音。
“九”和“久”是谐音。

恭喜 gōngxǐ
congratulate;
congratulations
恭喜你们成功了!

发财 fā cāi
get rich; make a fortune
恭喜发财;
他开了一家饭馆, 生意
不错, 这几年发财了。

挣钱 zhèng qián
make money
挣了很多钱

…比… (形容词)
… bǐ … (adj.)
than; superior or inferior
to
祝大家的生活一年比一
年好。
今天的风比昨天更大了。

杰克: 今天我们放鞭炮吗?

张明: 今天是大年三十, 当然要放。不过我们先吃年夜饭¹, 然后看春节联欢晚会², 夜里十二点的时候放鞭炮, “辞旧岁迎新春”³。今天晚上咱们热热闹闹地玩儿个痛快!

琳达: 太棒了! 年夜饭吃什么?

张明的妻子: 吃饺子⁴。我还做了一条红烧鲤鱼⁵, 这是过年必须吃的。

张明: 因为鱼和“余”的发音一样, 是谐音。“余”是富裕的意思。我们过年吃鱼, 希望在新的一年里生活得富裕, 年年有余⁶。过年人们还常常说“恭喜发财”, 希望大家在新的一年里挣很多的钱。

张明的妻子: 祝大家的生活一年比一年好, 芝麻开花节节高⁷嘛!

张明: 这是我们的愿望。来, 咱们干杯, 祝大家新春快乐, 万事如意⁸!

大家: 新春快乐, 万事如意!

愿望 yuàn wǎng
wish; desire
美好的愿望; 上大学的愿望

干杯 gān bēi
toast; drink a toast; bottoms up
干杯! 祝大家健康幸福!

¹ 年夜饭: Dinner on lunar New Year's Eve.

² 春节联欢晚会: Spring Festival Gala Evening.

³ 辞旧岁迎新春: Ring out the Old Year and ring in the New Year!

⁴ 饺子: Dumpling (crescent-shaped wheat dough wrapper with meat and vegetable filling).

⁵ 鲤鱼: Carp.

⁶ 年年有余: May there be surpluses every year. It is often said on the occasion of Spring Festival.

⁷ 芝麻开花节节高: (Of living standards, etc.) rise steadily like sesame flowers growing notch by notch on the stalk. This is a proverb to express the happy and prosperous days and life.

⁸ 万事如意: Everything goes the way as one wishes.

Chūn Jié

Jiékè: Jīntiān wǒmen fàng biānpào ma?

Zhāng Míng: Jīntiān shì dànián sānshí, dāngrán yào fàng. Bùguò wǒmen xiān chī niányè fàn, ránhòu kàn Chūn Jié liǎnhuān wǎnhuì, yèlǐ shí'èr diǎn de shíhou fàng biānpào, "cí jiù suì yíng xīn chūn". Jīntiān wǎnshang zánmen rèrènaonao de wǎnr ge tǒngkuài!

Líndā: Tài bāng le! Niányè fàn chī shénme?

Zhāng Míng de qīzi: Chī jiǎozǐ. Wǒ hái zuò le yī tiáo hóngshāo lǐ yú, zhè shì guò nián bìxū chīde.

Zhāng Míng: Yīnwèi yú hé "yú" de fāyīn yīyàng, shì xiéyīn. "Yú" shì fūyù de yìsì. Wǒmen guò nián chī yú, xīwǎng zài xīn de yī nián lǐ shēnghuó de fūyù, niǎnnián yǒuyú. Guò nián rénmen hái chángcháng shuō "gōngxǐ fā cái", xīwǎng dàjiā zài xīn de yī nián lǐ zhèng hěn duō de qián.

Zhāng Míng de qīzi: Zhù dàjiā de shēnghuó yī nián bǐ yī nián hǎo, zhīma kāi huā jiéjié gāo ma!

Zhāng Míng: Zhè shì wǒmen de yuānwǎng. Lái, zánmen gān bēi, zhù dàjiā xīnchūn kuàilè, wǎnshì rúyì!

dàjiā: Xīnchūn kuàilè, wǎnshì rúyì!

学与用

1. 根据上面的对话填空:

- (1) 在过春节的时候, 长辈通常要给孩子_____。
- (2) 在大年三十必须吃鱼是因为“鱼”和“_____”的发音一样。
- (3) 恭喜_____财 年年有_____ 万事_____意 热_____闹闹

2. 用下面的词语造句:

一直 …比… (形容词) 谐音 愿望

3. 回答问题:

- (1) 在过春节的时候, 人们都有哪些美好的愿望?
- (2) 在你们国家的传统节日中, 有没有用谐音来表示美好愿望的?