



外研社汉语分级读物——“我的汉语读本”系列

My Chinese Reader

3

我的汉语读本



外研社国际汉语研究发展中心 编



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



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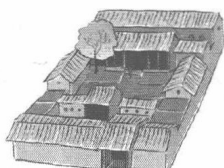
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目 录

1	北京的四合院 Beijing's Siheyuan.....	8
2	中国美食——火锅 Chinese Delicacy—Hotpot.....	14
3	中国人越来越“贵”？ Rich or Expensive?.....	20
4	年画 New Year Pictures.....	24
5	神奇的老鼠 Magic Mouse.....	30
6	好一朵茉莉花 What a Beautiful Jasmine Flower.....	36
7	“万”字难写 Difficult to Write the Character “万”.....	42
8	倒茶的礼貌 Etiquette in Serving Tea.....	48
9	自相矛盾 The Story Behind the Phrase “Self-Contradiction”.....	54



Contents

10	公园的早晨 Mornings in the Park.....	58
11	最好的教育 The Best Education.....	64
12	中国的茶馆 Teahouses in China.....	70
13	大导演，小故事 Great Director, Petty Stories.....	76
14	中国人最喜欢的运动 The Favorite Sport of the Chinese.....	82
15	唐诗两首 Two Poems of the Tang Dynasty.....	88
16	十二生肖为什么没有猫？ Why Does the Cat Eat the Mouse?.....	92
17	给自己的礼物 A Present for Oneself.....	98
18	说说三里屯 About Sanlitun.....	102



出版说明

进入 21 世纪以来，汉语的国际传播进入了一个新的时期。中国的发展得到了世界各国前所未有的关注，这种关注反过来触发了世界对中国语言和文化进一步了解的实际需求。而国家最近几年的汉语国际推广的系列举措更是推波助澜，使全球汉语学习热潮持续升温。在此背景下，非汉语语境下的汉语教与学的需求日益凸显。其间，国内外集中涌现出了大量的汉语学习教材和资源，虽然说基本解决了汉语国际推广初期教材“有和无”的问题，但同时也使汉语作为第二语言 / 外语教学教材的更深层次的问题凸显出来，特别是汉语教材的“国际化”问题和“本土化”问题。

汉语教材的“国际化”和“本土化”问题相辅相成，并非矛盾。所谓“国际化”，不是要求汉语教材具有地域普适性，而是要求汉语教材在全面提升学生汉语言能力方面具有不受教学语境限制的普适性。所谓“本土化”，其关键也不在于课文语境或教学材料的地域本土特征，而重点强调当地国文化的融入以及本土教师教学经验与教材的有机结合。一套完美的作为第二语言 / 外语的汉语教材，必须回答好“国际化”和“本土化”这两个问题，既尊重汉语固有的自身教学及习得规律，又充分体现跨文化交际语境下的教学特点。

基于“向世界介绍中国”的出版宗旨，外语教学与研究出版社近年来与北京外国语大学汉语国际推广多语种基地合作，探索面向汉语国际推广与传播的、“国际化”与“本土化”相结合的汉语教学资源研发工作。北外多语种基地是国家汉语国际推广工作的首批基地之一，拥有49个外语语种的教学优势、第二语言教学研究的丰富资源，以及与世界各国知名高校的交流网络。

双方合作的首批项目是面向非汉语教学语境下的短期汉语培训教材——《我的汉语课堂》、配套读物——《我的汉语读本》以及配套的汉外外汉词典系列的研发。所有研发工作均分为两步，其一是组织国内经验丰富的汉语教师进行教材、读物母本的编撰，充分体现汉语习得之固有规律；其二是组织各国、各地汉语教学专家相互合作，将教学资源母本改造、编写为各种外语版本。

《我的汉语读本》作为《我的汉语课堂》的配套分级读物，共分三册。每册容量适中，篇幅简短，文体多样，语言浅显，内容有趣，涉及到中国当代社会的方方面面，可帮助学习者轻松了解中国。此外，每册书还配有CD或MP3光盘，便于学习者听读，未来还会提供大量免费网络配套资源供学习者下载或在线使用 (www.chineseplus.com)。

汉语作为第二语言/外语教学的整体现状，相较世界通用语——英语，可谓差距甚远。但我们相信，有出版界同仁以及汉语教学界专家的戮力同心，融“国际化”、“本土化”于一体的、更为完美的汉语教材正如地平线上的一轮红日，已是呼之欲出。

外语教学与研究出版社

2011年9月

Introduction

With the arrival of the 21st century, China has received unprecedented attention from the rest of the world for its economic achievement, which in turn has aroused the demand of further acquaintance with Chinese language and culture. Accordingly, international transmission of Chinese has entered a new era. Meanwhile, the nation's series of methods of international Chinese promotion have helped intensify the great mass fervour of Chinese learning. Against such a backdrop, the demand for Chinese teaching and learning in a non-Chinese context is increasingly in the limelight. The large number of textbooks and teaching materials which emerged during this period basically solved the problem of the lack of resources in the initial stage of international Chinese promotion. However, at the same time, deeper problems concerning textbooks on Chinese as a second or foreign language were highlighted—in particular problems concerning the “internationalization” and “localization” of such textbooks.

The internationalization and localization of Chinese textbooks are complementary, rather than contradictory, to one another. “Internationalization”, instead of claiming universality in geographical

terms, attains universality by improving students' Chinese language ability without being restricted by teaching context. Similarly, the key point of "localization" does not rely on the local characteristics of the teaching materials, but focuses on the absorption of local culture as well as the combination of the textbooks and the teaching experiences of local teachers. A set of ideal textbooks for Chinese as a second or foreign language must manage to handle "internationalization" and "localization" well—respecting the internal laws of Chinese teaching and learning on the one hand, and embracing the characteristics of teaching and learning in a cross-cultural context on the other.

Based on the publishing purpose of "introducing China to the rest of the world", Foreign Language Teaching and Research Press has been cooperating with the Multi-language Center for International Promotion of Chinese Language, Beijing Foreign Studies University (BFSU), in exploring the research and development of Chinese teaching resources in order to find a way to combine "internationalization" and "localization" in international Chinese promotion and transmission. The Multi-language Center, BFSU, as one of the first batch of bases for the international promotion of Chinese language, is unique for its teaching of 49 foreign languages, its rich resources in second language teaching and research, and its exchange networks with well-known colleges and universities in the world.

The first project initiated by this cooperation has been the research and development of the short-term Chinese training textbook *My Chinese Class*, the supporting text *My Chinese Reader*, and a series

of complementary Chinese-Foreign and Foreign-Chinese dictionaries. The research and development is conducted in two steps: the first being to organize the writing of the original version of the textbook and the supporting reading by experienced domestic Chinese teachers; the second being to organize the translation of the original version into various foreign versions by local Chinese teaching experts.

As the supplementary text of *My Chinese Class, My Chinese Reader* consists of three books, moderate in capacity, each of which is composed of brief passages written in plain language and diversified styles. The interesting content of these passages, covering the whole spectrum of modern China, can help learners to know more about China in an easy and pleasant way. Moreover, each book is fitted with CDs or MP3s for the convenience of learners to listen and read, and a great quantity of free related internet resources (www.chineseplus.com) will be available for downloading or online use in the near future.

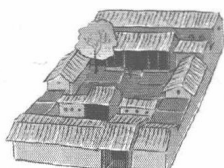
It must be admitted that the present situation of Chinese teaching as a second or foreign language lags far behind that of English—the lingua franca of the world today. But we have confidence that a difference will be made as, with the joint efforts of our publishing colleagues and experts in the Chinese teaching field, these textbooks which better combine “internationalization” and “localization” will emerge like the red sun rising from the horizon.

Foreign Language Teaching and Research Press

September, 2011

目 录

1	北京的四合院 Beijing's Siheyuan.....	8
2	中国美食——火锅 Chinese Delicacy—Hotpot.....	14
3	中国人越来越“贵”？ Rich or Expensive?.....	20
4	年画 New Year Pictures.....	24
5	神奇的老鼠 Magic Mouse.....	30
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9	自相矛盾 The Story Behind the Phrase “Self-Contradiction”.....	54



Contents

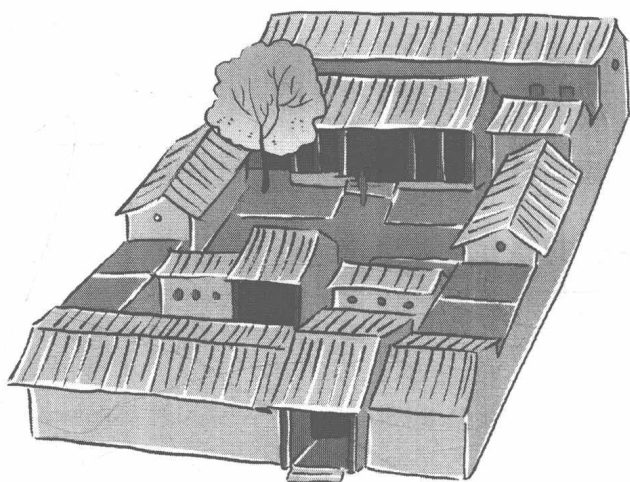
10	公园的早晨 Mornings in the Park.....	58
11	最好的教育 The Best Education.....	64
12	中国的茶馆 Teahouses in China.....	70
13	大导演，小故事 Great Director, Petty Stories.....	76
14	中国人最喜欢的运动 The Favorite Sport of the Chinese.....	82
15	唐诗两首 Two Poems of the Tang Dynasty.....	88
16	十二生肖为什么没有猫？ Why Does the Cat Eat the Mouse?.....	92
17	给自己的礼物 A Present for Oneself.....	98
18	说说三里屯 About Sanlitun.....	102



1

Běijīng de sìhéyuàn
北京的四合院

Beijing's Siheyuan



Sìhéyuàn shì lǎo Běijīng rén jūzhù de zhǔyào jiànzhù,
四合院是老北京人居住的主要建筑，
zài guó nèi wài dōu hěn yǒu míng.
在国内外都很 有名。

Běijīng sìhéyuàn wèishénme yǒu míng ne? Shǒuxiān shì
北京四合院为什么有名呢？首先是
yīnwèi tā yǒu liùbǎi duō nián de lìshǐ. Cóng Yuáncháo
因为它有六百多年的历史。从元朝
kāishǐ, sìhéyuàn jiù chūxiàn le. Qícì shì tā de gòuchéng
开始，四合院就出现了。其次是它的构成
fēicháng tèbié, zài Zhōngguó chuántǒng zhùzhái jiànzhù zhōng
非常特别，在中国传统住宅建筑中

hěn yǒu dài biǎo xìng. Sì hé yuàn de “sì” shì “dōng-nán-xī-běi”
 很有代表性。四合院的“四”是“东南西北”
 sì miàn de yì sī, “hé” shì wéi zài yì qǐ de yì sī. Yě jiù
 四面的意思，“合”是围在一起的意思。也就
 shì shuō, sì hé yuàn shì yóu sì miàn de fáng wū huò yuàn qiáng
 是说，四合院是由四面的房屋或院墙
 wéi chéng de. Zhǐ yào guān shàng dà mén, sì hé yuàn jiù hé
 围成的。只要关上大门，四合院就和
 wài miàn gé kāi le.
 外面隔开了。

Jǐ bǎi nián lái, Běi jīng rén jiù zài zhè yàng de sì hé yuàn
 几百年来，北京人就在这样的四合院
 zhōng shēng huó. Guò qù, yí gè sì hé yuàn zhǐ zhù yì jiā
 中生活。过去，一个四合院只住一家
 rén. Hòu lái, yí zuò sì hé yuàn zhù jìn le liǎng jiā, sān jiā
 人。后来，一座四合院住进了两家、三家……
 yǒu de sì hé yuàn shèn zhì zhù le shí jǐ jiā rén, chéng wéi le
 有的四合院甚至住了十几家人，成为了
 xiàn zài Běi jīng rén suǒ shuō de “dà zá yuàn r”. Dà zá yuàn r li
 现在北京人所说的“大杂院儿”。大杂院儿里
 lín jū de qīn mì guān xì shì xǔ duō lǎo Běi jīng rén yǒng yuǎn
 邻居的亲密关系是许多老北京人永远
 wú fǎ wàng jì de.
 无法忘记的。

Sìhéyuàn zhīsuǒyǐ yǒumíng, hái yīnwèi tā suīrán
 四合院 之所以 有名, 还 因为 它 虽然
 shì jūzhù jiànzhù, dànshì què yǒuzhe hěn shēn de Zhōngguó
 是 居住 建筑, 但是 却 有着 很 深 的 中国
 chuántǒng wénhuà. Mùqián, diǎnxíng de sìhéyuàn yuèláiyuè
 传统 文化。目前, 典型 的 四合院 越 来 越
 shǎo. Wèile ràng zhèzhǒng jùyou Zhōngguó tèsè de mínzú
 少。为了 让 这种 具有 中国 特色 的 民族
 jiànzhù bǎocún xiàlái, Běijīng yǐjīng kāishǐ bǎohù sìhéyuàn
 建筑 保存 下来, 北京 已经 开始 保护 四合院
 le.
 了。

建筑 *n.* architecture
 元朝 *n.* Yuan Dynasty
 构成 *n.* form
 住宅 *n.* house, residence
 代表性 *n.* representativeness
 围 *v.* enclose, surround

隔 *v.* separate, cut off
 大杂院儿 *n.* multi-household compound
 亲密 *adj.* intimate
 典型 *adj.* typical
 特色 *n.* characteristics, feature
 保存 *v.* preserve

注释 Key Points

1 所说的 (so) called

有的四合院甚至住了十几家人，成为了现在北京人所说的“大杂院儿”。

Some *siheyuans* (quadrangles) accommodate tens of households, thus becoming what the Beijing people now call “multi-household compound”.

“所”，助词。用在及物动词之前，使“所+动词+的”成为名词性短语。多用于书面语。

“所” is an auxiliary word, used before transitive verbs to turn the “所+ v.” structures into noun phrases. It is mostly used in formal language.

(1) 大家所提的意见，我会认真考虑的。

(2) 关于这件事情，我所知道的已经都告诉你了。

2 无法 cannot

大杂院儿里邻居的亲密关系是许多老北京人永远无法忘记的。

The intimate relationships among the residents of the multi-household compounds of old Beijing are what they cannot ever forget.