

# **CHINA SCENE**

## **An Advanced Chinese Multimedia Course**

# 中国社会文化写实

Traditional & Simplified Characters

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ISBN-13: 978-0-88727-330-8

PUBLICATION DATE: June 2007

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2007 printing with typographical corrections

12 11 10 09 08 07

5 6 7 8 9 10

Published by

Cheng & Tsui Company  
25 West Street  
Boston, MA 02111-1213 USA  
Fax (617) 426-3669  
[www.cheng-tsui.com](http://www.cheng-tsui.com)  
“Bringing Asia to the World”™

ISBN-13: 978-0-88727-330-8

Printed in Canada

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# 前言

《中國社會文化寫實》是為學過兩年以上中文的學生設計的一套多媒體語言文化教科書。這套教科書的目的是通過社會、文化多層面的教學內容，各種語體的多媒體真實語料，讓學生掌握高年級中文的語言結構、表達方法、以及交流方式。

自1996年開始這套教科書在美國一些大學及北京的幾個漢語中心進行試用，至今已修改了四版。全書由課本、配合課文的錄像帶、錄音光盤、以及多媒體互動光盤課文與練習（試用版）組成。

## 一、教學目的與教學設計

高年級的教學目的應從基本的、具體的功能性交際上升到有主題的、抽象的、與社會現實緊密結合的學術性交流上。因此高年級的教學重點應集中在以下四個方面：第一，利用不同的社會、文化內容幫助學生系統掌握正式場合以及學術交流時常用的詞彙、結構、慣用方法、文體及篇章結構；第二，有系統地讓學生了解掌握（正式的）書面語與口語在語言形式、功能、以及交際過程中的特點和區別；第三，通過各種交際練習逐步培養學生從句子、段落、一直到篇章的準確而又得體的表達能力；第四，通過精心選擇的各種課文幫助學生用中文原文學習一系列與中國文化觀念、社會變化、經濟發展、以及風土人情有關的課題，並幫助學生使用所學的語言進行學術性的交流。

為配合高年級中文的教學目的，本書在設計上力圖做到以下幾點：

（一）在選材上，力圖注意每篇文章的詞彙、結構、文體等具有一定的代表性。學完一課，學生即可以用所學詞彙與結構對與課文題目相關的各種社會、文化問題，進行口頭討論或者書面報告。

（二）課文採用對話、電視新聞原文兩種不同的語體，以幫助學生系統掌握中文口語與書面語在不同層次上（詞彙、結構、動賓搭配、語用等方面）的特點。在詞語解釋方面，採用以口語來解釋書面語的形式，並列出口語與書面語對照表讓學生清楚地了解二者的區別。在句型解釋方面，強調書面語的結構特點並同時指出其相應的口語結構。在語法解釋及練習方面，盡量使用各種形式以幫助學生充分掌握這兩種語體的使用。

（三）在課文編排上，盡量透過各種具有代表性的題材讓學生接觸中國的各種社會問題，同時也讓學生利用自己在美國大學所學的有關中國文化、歷史知識進行不同角度的討論。目的是避免單純語言學習的局面，讓學生通過對一系列有代表性的課題學會研究、討論、報告該課題所需的一套詞彙和結構。

（四）在練習設計上，採用以語言結構為中心和以語言使用為中心的兩類練習，以使學生通過不同目的語言活動來掌握高級中文。

（五）在教材設計上，注意選用當代中國大陸的各種電視新聞記實報導以便學生利用真實的語料學習中文。為強化此目的，這套教科書配備了相應的多媒體互動光盤課文與練習，其中包括全部簡繁體課文、逐句與全文聽力閱讀、與課文同步的全部生詞、語法逐項解釋、模擬對話練習、與課文逐句聯結的電視錄象、與上述各部分同步的錄音比較練習、以及全書生詞表和引得等（試用版），以便學生利用現代科技有效學習中文。

## 二、課文內容與設計：

這套教科書共有課文十四篇，補充課文兩篇，均由能反映當代中國社會及文化變遷的電視新聞報

# 前言

《中国社会文化写实》是为学过两年以上中文的学生设计的一套多媒体语言文化教科书。这套教科书的目的是通过社会、文化多层面的教学内容，各种语体的多媒体真实语料，让学生掌握高年级中文的语言结构、表达方法、以及交流方式。

自1996年开始这套教科书在美国一些大学及北京的几个汉语中心进行试用，至今已修改了四版。全书由课本、配合课文的录像带、录音光盘、以及多媒体互动光盘课文与练习（试用版）组成。

## 一、教学目的与教学设计

高年级的教学目的应从基本的、具体的功能性交际上升到有主题的、抽象的、与社会现实紧密结合的学术性交流上。因此高年级的教学重点应集中在以下四个方面：第一，利用不同的社会、文化内容帮助学生系统掌握正式场合以及学术交流时常用的词汇、结构、惯用方法、文体及篇章结构；第二，有系统地了解掌握（正式的）书面语与口语在语言形式、功能、以及交际过程中的特点和区别；第三，通过各种交际练习逐步培养学生从句子、段落、一直到篇章的准确而又得体的表达能力；第四，通过精心选择的各种课文帮助学生用中文原文学习一系列与中国文化观念、社会变化、经济发展、以及风土人情有关的课题，并帮助学生使用所学的语言进行学术性的交流。

为配合高年级中文的教学目的，本书在设计上力图做到以下几点：

（一）在选材上，力图注意每篇文章的词汇、结构、文体等具有一定的代表性。学完一课，学生即可以用所学词汇与结构对与课文题目相关的各种社会、文化问题，进行口头讨论或者书面报告。

（二）课文采用对话、电视新闻原文两种不同的语体，以帮助学生系统掌握中文口语与书面语在不同层次上（词汇、结构、动宾搭配、语用等方面）的特点。在词语解释方面，采用以口语来解释书面语的形式，并列出口语与书面语对照表让学生清楚地了解二者的区别。在句型解释方面，强调书面语的结构特点并同时指出其相应的口语结构。在语法解释及练习方面，尽量使用各种形式以帮助学生充分掌握这两种语体的使用。

（三）在课文编排上，尽量透过各种具有代表性的题材让学生接触中国的各种社会问题，同时也让学生利用自己在美国大学所学的有关中国文化、历史知识进行不同角度的讨论。目的是避免单纯语言学习的局面，让学生通过对一系列有代表性的课题学会研究、讨论、报告该课题所需的一套词汇和结构。

（四）在练习设计上，采用以语言结构为中心和以语言使用为中心的两类练习，以使通过不同目的语言活动来掌握高级中文。

（五）在教材设计上，注意选用当代中国大陆的各种电视新闻记实报道以便学生利用真实的语料学习中文。为强化此目的，这套教科书配备了相应的多媒体互动光盘课文与练习，其中包括全部简繁体课文、逐句与全文听力阅读、与课文同步的全部生词、语法逐项解释、模拟对话练习、与课文逐句联结的电视录象、与上述各部分同步的录音比较练习、以及全书生词表和引得等（试用版），以便学生利用现代科技有效学习中文。

## 二、课文内容与设计：

这套教科书共有课文十四篇，补充课文两篇，均由能反映当代中国社会及文化变迁的电视新闻报道



導剪輯加工而成。題目涉及單親家庭、經濟改革、獨生子女政策、生活節奏變化、社會名人等等。每課包括三個主要部分：課文、語法重點、和練習。

（一）課文包括三個部分：對話、電視新聞原文、與生詞。對話包括一到兩個對話，目的是用口語對話的形式讓學生先接觸一些與課文主題、背景知識有關的主要詞彙和結構，為進一步系統學習本課涉及的敘述性正式語體打下基礎。在設計本部分內容時，注意做到下列四點：

第一，對話、電視新聞原文在內容上和背景知識上互相補充。例如：在“單親家庭”一課中，對話先介紹中國家庭結構的歷史變化，為學生在討論“單親家庭”時聯系背景進一步展開討論奠定了基礎。

第二，重點詞彙與結構在對話和電視新聞原文中循環使用。例如，每課的對話都在電視新聞原文的詞彙與結構基礎上編寫。除了有系統地增加一些與課文主題有關的詞彙以外，其它大多數詞彙、結構都是電視新聞原文的再循環。這種再循環在語言教學中十分必要：一方面可以最大限度地減少學生對大量生詞出現的畏懼心理；另一方面可以在不同的上下文中進一步加強對重點詞彙與結構的理解和使用。

第三，口語、書面語交錯使用，以使學生能在課文學習中學會區別兩種語體在詞彙和結構上的不同，並能正確使用兩種語體根據不同場合來表達自己的思想。

第四，生詞隨課文分批出現，分附於部分課文中，以便幫助學生分批掌握生詞同時避免課文后一次出現大批生詞的現象。

（二）語法要點分三大部分：詞語解釋、句型、與文化背景知識。

詞語解釋包括書面常用的文言詞、慣用語的解釋和例句以及成語和專用語的英文解釋，並附有書面語、正式語與口語的對照表。部分課文中也列有方言詞與普通話對照表。

句型包括語法注釋、課文原文、與兩個例句。大多數句型之后還加有問答式的練習以幫助練習目標句型。在選擇句型上，重點從語體的角度突出強調結構的動賓搭配、語法限制、以及各種其他搭配。例如，解釋“受到+賓語”時就列出了可與“受到”搭配的所有名詞。只從語法規則上看，“受到+賓語”的結構很簡單，但從動賓搭配來看，“受到”可與很多名詞結合組成不同的句子以表達不同的思想。這種搭配組合練習是課堂句型練習的一個組成部分。

文化背景知識詳細解釋各種與文化、社會有關的觀念，為學生提供各種背景知識從而能正確理解課文。

（三）練習分為語言結構練習和語言實踐練習。

語言結構練習主要通過各種形式的練習幫助學生掌握每一課的詞彙及結構。練習方法大致有兩種：一是句子層次上的練習，包括短語翻譯、填空、完成句子、句子翻譯；另一個是段落、篇章層次上的練習，比如聽力練習（見錄音光盤）和閱讀練習等。

語言實踐練習主要建議各種實踐活動讓學生利用實際環境使用所學課文進行交流交際。練習形式包括根據課文回答問題、活動、討論題、報告、以及看圖討論。

《中國社會文化寫實》是對高年級中文教學的新嘗試。在很多方面，盡量突破一些舊的教學觀念，採用新的教學理論及方法。由於是新的探索，在很多方面還有待於進一步地完善和進一步地改進。

剪辑加工而成。题目涉及单亲家庭、经济改革、独生子女政策、生活节奏变化、社会名人等等。每课包括三个主要部分：课文、语法重点、和练习。

（一）课文包括三个部分：对话、电视新闻原文、与生词。对话包括一到两个对话，目的是用口语对话的形式让学生先接触一些与课文主题、背景知识有关的主要词汇和结构，为进一步系统学习本课涉及的叙述性正式语体打下基础。在设计本部分内容时，注意做到下列四点：

第一，对话、电视新闻原文在内容上和背景知识上互相补充。例如：在“单亲家庭”一课中，对话先介绍中国家庭结构的历史变化，为学生在讨论“单亲家庭”时联系背景进一步展开讨论奠定了基础。

第二，重点词汇与结构在对话和电视新闻原文中循环使用。例如，每课的对话都在电视新闻原文的词汇与结构基础上编写。除了有系统地增加一些与课文主题有关的词汇以外，其它大多数词汇、结构都是电视新闻原文的再循环。这种再循环在语言教学中十分必要：一方面可以最大限度地减少学生对大量生词出现的畏惧心理；另一方面可以在不同的上下文中进一步加强对重点词汇与结构的理解和使用。

第三，口语、书面语交错使用，以使学生在课文学习中学会区别两种语体在词汇和结构上的不同，并能正确使用两种语体根据不同场合来表达自己的思想。

第四，生词随课文分批出现，分附于部分课文中，以便帮助学生分批掌握生词同时避免课文后一次出现大批生词的现象。

（二）语法要点分三大部分：词语解释、句型、与文化背景知识。

词语解释包括书面常用的文言词、惯用词的解釋和例句以及成语和专用语的英文解释，并附有书面语、正式语与口语的对照表。部分课文中也列有方言词与普通话对照表。

句型包括语法注释、课文原文、与两个例句。大多数句型之后还加有问答式的练习以帮助练习目标句型。在选择句型上，重点从语体的角度突出强调结构的动宾搭配、语法限制、以及各种其他搭配。例如，解释“受到+宾语”时就列出了可与“受到”搭配的所有名词。只从语法规则上看，“受到+宾语”的结构很简单，但从动宾搭配来看，“受到”可与很多名词结合组成不同的句子以表达不同的思想。这种搭配组合练习是课堂句型练习的一个组成部分。

文化背景知识详细解释各种与文化、社会有关的观念，为学生提供各种背景知识从而能正确理解课文。

（三）练习分为语言结构练习和语言实践练习。

语言结构练习主要通过各种形式的练习帮助学生掌握每一课的词汇及结构。练习方法大致有两种：一是句子层次上的练习，包括短语翻译、填空、完成句子、句子翻译；另一个是段落、篇章层次上的练习，比如听力练习（见录音光盘）和阅读练习等。

语言实践练习主要建议各种实践活动让学生利用实际环境使用所学课文进行交流交际。练习形式包括根据课文回答问题、活动、讨论题、报告、以及看图讨论。

《中国社会文化写实》是对高年级中文教学的新尝试。在很多方面，尽量突破一些旧的教学观念，采用新的教学理论及方法。由于是新的探索，在很多方面还有待于进一步地完善和进一步地改进。

# Preface

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*China Scene: An Advanced Chinese Multimedia Course* is a set of language and cultural teaching materials designed for Chinese language students above the second-year level. The purpose of this textbook is to enable students to master advanced-level Chinese language structures, expressive styles, and conventions of communication through topics reflecting multiple aspects of society and culture, as well as various authentic multimedia materials in different linguistic registers. Beginning in 1996, this textbook was field tested in a number of American colleges and Chinese language centers in Beijing. It is now in its fourth version. Aside from the textbook itself, *China Scene* also offers a DVD, three audio CDs, and multimedia software with interactive video, audio, animation, texts, and exercises to accompany the textbook.

## I. INSTRUCTIONAL PURPOSE AND DESIGN

We believe that the pedagogical goal in advanced language teaching should be to begin from basic, concrete, functional communication and progress through abstract, topic-oriented academic exchanges that are closely integrated with real society. Therefore, advanced-level language teaching should focus on the following four areas. First, teachers should utilize different socially and culturally relevant topics to help students systematically master the structures, vocabulary, use of idiomatic expressions, writing styles, and discourse structures commonly used in formal situations and academic exchanges. Second, students should be systematically exposed to the distinguishing features of written and spoken Chinese in terms of language form, function, and communication. Third, teachers should progressively foster students' ability to express themselves accurately and appropriately through communicative exercises at the sentence, paragraph, and discourse levels. Fourth, teachers should select original Chinese texts to help students learn about Chinese cultural concepts, social change, economic development, local customs, and human relationships, with the ultimate goal of enabling students to carry out academic exchanges using what they have learned.

For this purpose, in the design of this book we have tried to accomplish the following:

1. In selecting materials, we have tried to make sure that the vocabulary, structures, and writing style used in each text represent those frequently used in discussion of the topic. After completing a lesson, students should be able to use the structures they have learned to carry out in-depth discussions or write essays on social and cultural issues related to the lesson topics.

2. The content of each lesson is presented in two types of language settings--spoken dialogue and original television text--to help students systematically master the distinguishing features of spoken and written Chinese at the levels of vocabulary, structure, verb-object agreement, pragmatics, etc. For example, in explanations of words, not only have we used everyday speech to explain expressions used primarily in writing, we have also provided tables comparing the two registers to help students understand the differences between the two. Likewise, in explanations of sentence patterns, we have emphasized structural differences between written and spoken forms. Finally, in our grammar explanations and exercises, we have made every effort to include a variety of activities to help students master the usage of these two registers.

3. In choosing lessons, we have attempted to expose students to important issues in contemporary Chinese society and culture through various representative and authentic language materials. At the same time, students are involved in using what they have learned about Chinese culture and history in American universities to carry out discussions from different perspectives. In this way, advanced-level language study is not mere language learning, but rather teaches students, through representative topics and lessons, a cluster of structures and vocabulary necessary to discuss a given topic.

4. In designing exercises, we have given priority to dividing language activities into two types, which focus on language structure and language function respectively. In this way, students can master advanced-level Chinese through different form- and function-oriented activities.

5. In designing teaching materials, in order to make students use modern technology to study Chinese effectively, we have not only used broadcast media reports from contemporary Mainland China to provide students with authentic materials from the media in their study of Chinese; we have also created cross-platform, multimedia, interactive software to accompany the lessons. The software is a complete, multimedia, interactive version of the *China Scene* textbook. It includes simplified and traditional character texts, sentence-by-sentence listening exercises, pop-up vocabulary definitions, sentence explanations in the text, footnotes and cultural notes, conversational exercises, video presentation linked to individual sentences, voice-recording exercises, a vocabulary index, on-line instruction and help, and pop-up menus across lessons. It is a standalone program, and can be used in the classroom, language lab, or at home in lieu of the textbook, or to supplement it.

## II. DESIGN OF THE LESSONS

*China Scene* includes fourteen lessons and two supplementary lessons. In creating these lessons, we have purposely drawn on television programs that reflect changes in contemporary Chinese society and culture as the basis for our editing and revision. The subject matter of the lessons touches upon single-parent families, economic reform, China's one-child policy, changes in the pace of everyday life, notable people in society, and other significant topics. Each lesson has three main sections: the lesson, key grammar points, and exercises.

1. The text of each lesson includes three parts: dialogue, original television text, and new vocabulary. The dialogue section normally includes one or two dialogues, the purpose of which is to use a conversational format to expose students to the main topic, background information, essential vocabulary, and structures in the lesson. From this initial stage, students proceed to the text to systematically study formal language in narrative formats such as news reports and interviews. In designing the content of this section, we have been mindful of accomplishing the following four points:

First, the content and background information in the dialogue and television news report complement each other. For example, in the dialogue of the lesson "Single-Parent Families" we have introduced information about structural changes in the Chinese family so that students can use this background to carry out in-depth discussions about single-parent families.

Second, key vocabulary and structures are purposely repeated throughout the dialogues and original television texts. For example, the dialogues in every lesson are written to incorporate vocabulary and structures from the original television texts. Aside from systematically adding vocabulary related to the main topic of the lesson, most of the remaining vocabulary and structures appear again in the television text. We believe that this type of repetition is absolutely essential in language teaching. On the one hand, this method can greatly reduce students' anxiety over having to learn large quantities of new vocabulary words; on the other hand, it can further strengthen students' mastery of key vocabulary and structures in different contexts.

Third, as for cross-usage between colloquial and written language, we believe this format can help students differentiate between the two language styles at the lexical and structural levels; moreover, students will be able to accurately utilize both language registers to express their own ideas in other settings.

Fourth, in order to avoid presenting one massive vocabulary list at the end of each lesson, new vocabulary words are listed after the section from which they are drawn, so that students master new vocabulary bit by bit.

2. Key grammar points are divided into three parts: "Words and Phrases", "Sentence Structures", and "Cultural Notes".

“Words and Phrases” includes explanations and examples of commonly used Classical Chinese expressions and fixed phrases, English explanations of idioms and specialized terms, and a table comparing formal and colloquial Chinese. In some lessons a table comparing dialectal and standard Chinese expressions is also provided.

“Sentence Structures” includes grammar notes, an example of the pattern as used in the lesson text, and two additional example sentences. Additionally, exercises in question-and-answer format have been added after sentence structures to help students practice target patterns. In selecting sentences structures, our focus is to stress verb-object agreement, grammatical constraints, and other appropriate word pairings in different linguistic contexts. For example, we have purposely selected 受到 (shòudào) + Object and listed all the nouns that may accompany 受到 (shòudào). If we only consider 受到 (shòudào) from the standpoint of grammatical rules, its structure is very simple. However, from the perspective of verb-object agreement, 受到 (shòudào) can be paired with many nouns to form different sentences and express different thoughts. We believe that this kind of classroom exercise enables students to draw connections between a variety of related structures. For this reason, they make up the sentence patterns in the lessons.

“Cultural Notes” specifically deals with cultural and social concepts relevant to the lesson topic. This section provides students with background information that can help them accurately understand each lesson.

3. The “Exercises” section is divided into two parts: “Language Structure” and “Language Practicum”.

“Language Structure” helps students master the vocabulary and structures of each lesson, mainly through two different types of exercises: sentence-level and paragraph- or discourse-level. Sentence-level exercises include translation of short passages, fill-in-the-blank exercises, sentence completion, and translations. Paragraph- or discourse-level exercises include listening and reading comprehension.

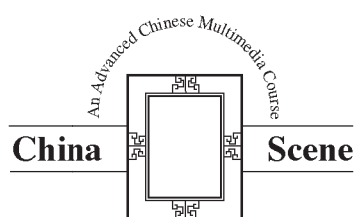
“Language Practicum” mainly suggests different kinds of activities in which students may apply what they have learned in class to various real-life situations. Types of exercises include answering questions based on the lesson, task-based activities, topics for discussion, reports, and writing stories based on a series of pictures.

In short, *China Scene* represents a new attempt at advanced-level pedagogy. In many ways, we have made every effort to break away from old concepts of teaching, adopting new instructional theories and methods for advanced-level Chinese.

Throughout four years of field testing, we have come to realize that many areas of advanced-level Chinese language pedagogy still await further refinement and systematic research.

Hong Gang Jin, De Bao Xu, James M. Hargett

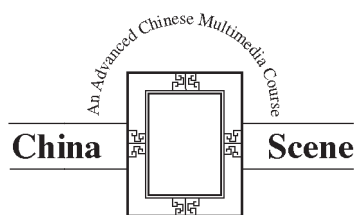




## 第一課

# 單親家庭

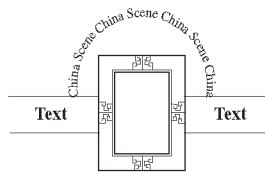




## 第一课

# 单亲家庭





## 課文

### 一、對話 Dialogs

#### (一)

小麗：何茹，你為甚麼坐在這兒掉眼淚，一句話也不說？怎麼回事？

何茹：我爸爸昨天從美國來信了，他說他要留在美國，再也不回來了。我怎麼也沒想到<sup>(1)</sup>他會永遠也不回來了。

小麗：是嗎？他怎麼可以這樣呢？聽你說自從你爸走後，你媽媽就一個人挑起家庭的重擔，又要操持家務，又要教育孩子，把自己多少年的光陰都奉獻給了你們的家。

何茹：這還不算<sup>(2)</sup>，爸爸走後，我變得怪僻，不願念書，也不寫功課。媽為我急死了，花了很多錢，又請家教，又給我補習，才使我一天天好起來。我真想不通<sup>(3)</sup>，為甚麼我媽這麼無<sup>(4)</sup>私，可我爸卻這麼自私？為了留在美國，居然拋棄了自己的妻子和女兒。

小麗：你現在應該給你爸爸寫封信，告訴他你是怎麼想的，也許他會改變他的想法。



#### Notes

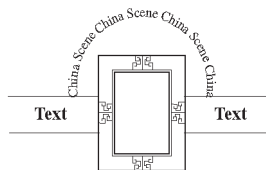
<sup>(1)</sup>怎麼也沒想到 means “I never would have thought” or “I never would have expected”. Here 怎麼 means “however”, “no matter how” and must be used with either 也 or 都. Example: 怎麼說他都不聽. (No matter what I say, he never listens.)

<sup>(2)</sup>這還不算 means “what's more”, “not only that”, or “there's even more to what I just said”. This colloquial expression is used to continue an explanation or to give additional examples or information. Example: 我要去城西，那個司機把我拉到了城東。這還不算，他還多要了二十塊！(I wanted to go to the western part of the city, but the driver took me to the east. And what's more, he charged me an extra twenty yuan!)

<sup>(3)</sup>通, “to get through to” or “to understand”, can be used as a complement in potential verb combinations. 想不通 translates as “unable (不) to figure something out (通) by thinking (想) about it”. The corresponding positive form of this potential verb complement is 想得通 (able to figure something out by thinking about it). Examples: (電話) 打得通 (able to dial through); 跟那個人說不通. (You can't get that person to understand anything.)

<sup>(4)</sup>無: The character 無 means “without” and is borrowed from Classical Chinese. It is often used in Modern Chinese to form disyllabic expressions such as 無限 (limitless, infinite) and 無私 (selfless) in this lesson. The second element in these disyllabic expressions is always a single-syllable noun, as in 無名 (nameless, anonymous) and 無法 (lacking a way to do something, incapable of).





## 课文

### 一、对话 Dialogs

#### (一)

小丽: 何茹, 你为什么坐在这儿掉眼泪, 一句话也不说? 怎么回事?

何茹: 我爸爸昨天从美国来信了, 他说他要留在美国, 再也不回来了。我怎么也没想到<sup>(1)</sup>他会永远也不回来了。

小丽: 是吗? 他怎么可以这样呢? 听你说自从你爸走后, 你妈妈就一个人挑起家庭的重担, 又要操持家务, 又要教育孩子, 把自己多少年的光阴都奉献给了你们的家。

何茹: 这还不算<sup>(2)</sup>, 爸爸走后, 我变得怪僻, 不愿念书, 也不写功课。妈为我急死了, 花了很多钱, 又请家教, 又给我补习, 才使我一天天好起来。我真想不通<sup>(3)</sup>, 为什么我妈这么无<sup>(4)</sup>私, 可我爸却这么自私? 为了留在美国, 居然抛弃了自己的妻子和女儿。

小丽: 你现在应该给你爸爸写封信, 告诉他你是怎么想的, 也许他会改变他的想法。



**Notes** <sup>(1)</sup>怎么也没想到 means “I never would have thought” or “I never would have expected”. Here 怎么 means “however”, “no matter how” and must be used with either 也 or 都. Example: 怎么说他都不听. (No matter what I say, he never listens.)

<sup>(2)</sup>这还不算 means “what’s more”, “not only that”, or “there’s even more to what I just said”. This colloquial expression is used to continue an explanation or to give additional examples or information. Example: 我要去城西, 那个司机把我拉到了城东。这还不算, 他还多要了二十块! (I wanted to go to the western part of the city, but the driver took me to the east. And what’s more, he charged me an extra twenty yuan!)

<sup>(3)</sup>通, “to get through to” or “to understand”, can be used as a complement in potential verb combinations. 想不通 translates as “unable (不) to figure something out (通) by thinking (想) about it”. The corresponding positive form of this potential verb complement is 想得通 (able to figure something out by thinking about it). Examples: (电话) 打得通 (able to dial through); 跟那个人说不通. (You can’t get that person to understand anything.)

<sup>(4)</sup>无: The character 无 means “without” and is borrowed from Classical Chinese. It is often used in Modern Chinese to form disyllabic expressions such as 无限 (limitless, infinite) and 无私 (selfless) in this lesson. The second element in these disyllabic expressions is always a single-syllable noun, as in 无名 (nameless, anonymous) and 无法 (lacking a way to do something, incapable of).

## 生詞

單親家庭	(dān qīn jiā tíng)	<i>NP.</i>	single-parent family
何茹	(hé rú)	<i>N.</i>	He Ru, name of a person 人名
掉眼淚	(diào yǎn lèi)	<i>VO.</i>	to shed tears
小麗	(xiǎo lì)	<i>N.</i>	Xiao Li, name of a person 人名
永遠	(yǒng yuǎn)	<i>Adv.</i>	forever, always
挑起	(tiāo qǐ)	<i>V.</i>	to carry, to shoulder
重擔	(zhòng dàn)	<i>N.</i>	burden
操持	(cāo chí)	<i>V.</i>	to take care of, to manage
家務	(jiā wù)	<i>N.</i>	household chores
教育	(jiào yù)	<i>N/V.</i>	education; to teach, to educate
光陰	(guāng yīn)	<i>N.</i>	lifetime, time
奉獻	(fèng xiàn)	<i>V.</i>	to devote to
怪僻	(guài pì)	<i>Adj.</i>	eccentric, weird, odd (of a person or his/her behaviors)
不願	(bù yuàn)	<i>V.</i>	to be unwilling
家教	(jiā jiào)	<i>N.</i>	family teacher, special tutor
補習	(bǔ xí)	<i>V.</i>	to take lessons after school
想不通	(xiǎng bù tōng)	<i>VP.</i>	cannot think through, cannot make sense out of
無私	(wú sī)	<i>Adj.</i>	selfless
自私	(zì sī)	<i>Adj.</i>	selfish
居然	(jū rán)	<i>Adv.</i>	unexpectedly, surprisingly, contrary to one's expectations
拋棄	(pāo qì)	<i>V.</i>	to abandon, to dump, to desert, to forsake
封	(fēng)	<i>Classifier.</i>	measure word for letters
改變	(gǎi biàn)	<i>N/V.</i>	change; to change, to alter, to correct

## (二)

小麗：昨天我才知道我的朋友何茹的父親跟她母親離婚了，一個人留在美國不回來了。

我想問問你，這種現象在中國多嗎？

朱明：現在這種單親家庭的現象越來越多。

## 生词

单亲家庭	(dān qīn jiā tíng)	<i>NP.</i>	single-parent family
何茹	(hé rú)	<i>N.</i>	He Ru, name of a person 人名
掉眼泪	(diào yǎn lèi)	<i>VO.</i>	to shed tears
小丽	(xiǎo lì)	<i>N.</i>	Xiao Li, name of a person 人名
永远	(yǒng yuǎn)	<i>Adv.</i>	forever, always
挑起	(tiāo qǐ)	<i>V.</i>	to carry, to shoulder
重担	(zhòng dàn)	<i>N.</i>	burden
操持	(cāo chí)	<i>V.</i>	to take care of, to manage
家务	(jiā wù)	<i>N.</i>	household chores
教育	(jiào yù)	<i>N/V.</i>	education; to teach, to educate
光阴	(guāng yīn)	<i>N.</i>	lifetime, time
奉献	(fèng xiàn)	<i>V.</i>	to devote to
怪僻	(guài pì)	<i>Adj.</i>	eccentric, weird, odd (of a person or his/her behaviors)
不愿	(bù yuàn)	<i>V.</i>	to be unwilling
家教	(jiā jiào)	<i>N.</i>	family teacher, special tutor
补习	(bǔ xí)	<i>V.</i>	to take lessons after school
想不通	(xiǎng bù tōng)	<i>VP.</i>	cannot think through, cannot make sense out of
无私	(wú sī)	<i>Adj.</i>	selfless
自私	(zì sī)	<i>Adj.</i>	selfish
居然	(jū rán)	<i>Adv.</i>	unexpectedly, surprisingly, contrary to one's expectations
抛弃	(pāo qì)	<i>V.</i>	to abandon, to dump, to desert, to forsake
封	(fēng)	<i>Classifier.</i>	measure word for letters
改变	(gǎi biàn)	<i>N/V.</i>	change; to change, to alter, to correct

## (二)

小丽: 昨天我才知道我的朋友何茹的父亲跟她母亲离婚了, 一个人留在美国不回来了。我想问问你, 这种现象在中国多吗?

朱明: 现在这种单亲家庭的现象越来越多。

小麗：是嗎？這是為甚麼？

朱明：你知道，這幾十年中國的家庭結構發生了很大的變化。以前是大家庭，三代堂、四代同堂。那時候人們結婚、離婚都要受到家庭、社會和政治的限制。七十年代以後，出現了一家一個孩子的小家庭，但是離婚的人還是不多。

小麗：那現在呢？

朱明：從八十年代起，中國開放了，人們的生活條件也有了很大的改變，很多人開始對自己的婚姻不滿意，要求離婚。這樣由於離婚的增多，中國又出現了單親家庭的現象。

小麗：那這種現象對孩子的成長有影響嗎？

朱明：這種現象肯定對孩子的成長有影響。

## 生詞

朱明	(zhū míng)	<i>N.</i>	Zhu Ming, name of a person 人名
結構	(jié gòu)	<i>N.</i>	structure
三代同堂	(sān dài tóng táng)	<i>Idiom.</i>	three generations under one roof
政治	(zhèng zhì)	<i>N.</i>	politics
限制	(xiàn zhì)	<i>V/N.</i>	to limit; limit, limitation, restriction
開放	(kāi fàng)	<i>V.</i>	to open up, to open
條件	(tiáo jiàn)	<i>N.</i>	condition
滿意	(mǎn yì)	<i>Adj/N.</i>	to be satisfied; satisfaction
要求	(yāo qiú)	<i>N/V.</i>	demand, requirement
由於	(yóu yú)	<i>Prep.</i>	as a result of, due to, owing to
增多	(zēng duō)	<i>V/N.</i>	to increase; increase, growth in number or quantity
成長	(chéng zhǎng)	<i>N/V.</i>	growth, development; to grow

小丽: 是吗? 这是为什么?

朱明: 你知道, 这几十年中国的家庭结构发生了很大的变化。以前是大家庭, 三代堂、四代同堂。那时候人们结婚、离婚都要受到家庭、社会和政治的限制。七十年代以后, 出现了一家一个孩子的小家庭, 但是离婚的人还是不多。

小丽: 那现在呢?

朱明: 从八十年代起, 中国开放了, 人们的生活条件也有了很大的改变, 很多人开始对自己的婚姻不满意, 要求离婚。这样由于离婚的增多, 中国又出现了单亲家庭的现象。

小丽: 那这种现象对孩子的成长有影响吗?

朱明: 这种现象肯定对孩子的成长有影响。

## 生词

朱明	(zhū míng)	<i>N.</i>	Zhu Ming, name of a person 人名
结构	(jié gòu)	<i>N.</i>	structure
三代同堂	(sān dài tóng táng)	<i>Idiom.</i>	three generations under one roof
政治	(zhèng zhì)	<i>N.</i>	politics
限制	(xiàn zhì)	<i>V/N.</i>	to limit; limit, limitation, restriction
开放	(kāi fàng)	<i>V.</i>	to open up, to open
条件	(tiáo jiàn)	<i>N.</i>	condition
满意	(mǎn yì)	<i>Adj/N.</i>	to be satisfied; satisfaction
要求	(yāo qiú)	<i>N/V.</i>	demand, requirement
由于	(yóu yú)	<i>Prep.</i>	as a result of, due to, owing to
增多	(zēng duō)	<i>V/N.</i>	to increase; increase, growth in number or quantity
成长	(chéng zhǎng)	<i>N/V.</i>	growth, development; to grow

## 二、電視原文 TV original

### 給爸爸的一封信

(根據原文改編)

爸爸：

您好嗎？我們遠隔千里，但是這封信寄去了女兒的思念與悲傷<sup>(5)</sup>，也許當您看完會想到很多很多……

90年，我才11歲，還是個天真頑皮的小姑娘。當媽媽將殘酷的現實告訴我時，雖然我不懂“離異”的含義，可我知道，我最愛、最崇拜的爸爸走了，他要“出差”，很長很長的時間，再也不回來了……

淚水淌過<sup>(6)</sup>我的面頰<sup>(7)</sup>，我撲在媽媽懷裡，無限傷心<sup>(8)</sup>地哭了一場<sup>(9)</sup>。

我變了，變得沉默，甚至有些怪僻，不愛學習，不寫作業。媽媽為這事急壞了。在媽媽和老師的關懷下，我又一天一天地好起來，可心靈上的創傷卻再也無法癒合……

上六年級時，媽媽花了五百多塊錢為我請來了兩個家教，幫我補習數學和語文。五百元錢也許對一個普通家庭不算甚麼，但對一個單身母親卻是一個不小的數字。然而媽媽卻不在乎為我花這些錢。只要孩子能受更好的教育，她心甘情願。這就是母愛，這就是母愛的無私和偉大。



**Notes** <sup>(5)</sup>悲傷 vs. 傷心: Both 悲傷 and 傷心 can function as adjectives meaning meaning “sad”. 悲傷, however, can also function as a noun (sadness), while 傷心 cannot. Example: 女兒的思念與悲傷 (a daughter's longing and sadness).

<sup>(6)</sup>See Note (8).

<sup>(7)</sup>面頰 vs. 臉: 面頰 can mean either “face” or specifically “cheeks”, depending on context. It is used exclusively in written Chinese. The colloquial word for face is 臉.

<sup>(8)</sup>淌過 vs. 流下: The verbs 淌過 and 流下 both mean “to drip”, “to run down” and are used to mean “to cry”. 淌過 is more common in written Chinese. The subject of a sentence using 淌過 is often “tears”; the object is often a place word. Example: 淚水淌過我的面頰. (Tears are running down my cheeks.) 流下, on the other hand, is more common in colloquial Chinese. Its subject is usually a person, and commonly used objects include 淚 (tears) and 熱淚 (hot tears). Example: 他高興得流下了眼淚. (He was so happy that he cried.)

<sup>(9)</sup>場: When describing events that take place for a period of time, such as sporting events and movies, the measure word 場 is often used. Examples: 她昨天看了三場電影. (She watched three movies yesterday.) 我今天下午看了一場球賽. (I went to a ball game this afternoon.) 場 is also used in reference to situations such as crying: 他哭了一場. (He cried a spell.)

## 二、电视原文 TV original

### 给爸爸的一封信

(根据原文改编)

爸爸:

您好吗? 我们远隔千里, 但是这封信寄去了女儿的思念与悲伤<sup>(5)</sup>, 也许当您看完会想到很多很多……

90年, 我才11岁, 还是个天真顽皮的小姑娘。当妈妈将残酷的现实告诉我时, 虽然我不懂“离异”的含义, 可我知道, 我最爱、最崇拜的爸爸走了, 他要“出差”, 很长很长的时间, 再也不回来了……

泪水淌过<sup>(6)</sup>我的面颊<sup>(7)</sup>, 我扑在妈妈怀里, 无限伤心<sup>(8)</sup>地哭了一场<sup>(9)</sup>。

我变了, 变得沉默, 甚至有些怪僻, 不爱学习, 不写作业。妈妈为这事急坏了。在妈妈和老师的关怀下, 我又一天一天地好起来, 可心灵上的创伤却再也无法愈合……

上六年级时, 妈妈花了五百多块钱为我请来了两个家教, 帮我补习数学和语文。五百元钱也许对一个普通家庭不算什么, 但对一个单身母亲却是一个不小的数字。然而妈妈却不在乎为我花这些钱。只要孩子能受更好的教育, 她心甘情愿。这就是母爱, 这就是母爱的无私和伟大。



**Notes** <sup>(5)</sup>悲伤 vs. 伤心: Both 悲伤 and 伤心 can function as adjectives meaning “sad”. 悲伤, however, can also function as a noun (sadness), while 伤心 cannot. Example: 女儿的思念与悲伤 (a daughter's longing and sadness).

<sup>(6)</sup>See Note (8).

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<sup>(9)</sup>场: When describing events that take place for a period of time, such as sporting events and movies, the measure word 场 is often used. Examples: 她昨天看了三场电影. (She watched three movies yesterday.) 我今天下午看了一场球赛. (I went to a ball game this afternoon.) 场 is also used in reference to situations such as crying: 他哭了一场. (He cried a spell.)

從這事以後，媽媽更加沉默了，她更老了，似乎又經歷了一次驚濤駭浪。為這事我一輩子也不能原諒自己。爸爸，任何人都有自私的時候，可也有應該奉獻的時候。媽媽無私地將十三年光陰奉獻給了這個家，她操持家務，教育孩子，唯一想得到的就是屬於自己的家，一個完整的家。然而，您沒有給她，您為了自己拋棄了妻子和女兒。

爸爸，這三年中，我給您寫過信，也寄過生日卡。可您不僅沒有看過我，甚至沒給我寫過一個字。別的孩子過生日都能得到父母雙雙的祝福，我卻只能得到母親的這一份。爸爸，我常想起我小的時候，想起和您在一起的情景。可惜那一切都成了過去。我希望您讀過這封信後，能記起您曾經有一個溫暖的家，一個可愛的女兒。

此致<sup>(10)</sup>

敬禮

您的女兒：何茹

## 生詞

原文	(yuán wén)	NP.	original text, the original
改編	(gǎi biān)	V.	to adapt, to revise
遠隔千里	(yuǎn gé qiān lǐ)	Idiom.	thousands of miles away
寄	(jì)	V.	to send, to mail
思念	(sī niàn)	V/N.	to miss, long for (somebody)
悲傷	(bēi shāng)	N.	sorrow, sadness
90年	(jiǔ líng nián)	Time N.	1990
天真	(tiān zhēn)	Adj.	naive
頑皮	(wán pí)	Adj.	mischievous
殘酷	(cán kù)	Adj.	cruel
現實	(xiàn shí)	N.	reality
離異	(lí yì)	N.	separation
含義	(hán yì)	N.	meaning, implication



**Notes** <sup>(10)</sup>此致, borrowed from Classical Chinese, is often used as a salutation at the close of a letter. Literally, it means “here (此) I convey (致)”. 此致 is generally used in formal, written communications. It is indented at the bottom of a letter and followed by 敬禮 or 安康. People of lower social status often use this phrase in letters to a superior; for example, He Ru uses it when writing to her father.



从这事以后，妈妈更加沉默了，她更老了，似乎又经历了一次惊涛骇浪。为这事我一辈子也不能原谅自己。爸爸，任何人都有自私的时候，可也有应该奉献的时候。妈妈无私地将十三年光阴奉献给了这个家，她操持家务，教育孩子，唯一想得到的就是属于自己的家，一个完整的家。然而，您没有给她，您为了自己抛弃了妻子和女儿。

爸爸，这三年中，我给您写过信，也寄过生日卡。可您不仅没有看过我，甚至没给我写过一个字。别的孩子过生日都能得到父母双双的祝福，我却只能得到母亲的这一份。爸爸，我常想起我小的时候，想起和您在一起的情景。可惜那一切都成了过去。我希望您读过这封信后，能记起您曾经有一个温暖的家，一个可爱的女儿。

此致<sup>(10)</sup>

敬礼

您的女儿：何茹

## 生词

原文	(yuán wén)	<i>NP.</i>	original text, the original
改编	(gǎi biān)	<i>V.</i>	to adapt, to revise
远隔千里	(yuǎn gé qiān lǐ)	<i>Idiom.</i>	thousands of miles away
寄	(jì)	<i>V.</i>	to send, to mail
思念	(sī niàn)	<i>V/N.</i>	to miss, long for (somebody)
悲伤	(bēi shāng)	<i>N.</i>	sorrow, sadness
90年	(jiǔ líng nián)	<i>Time N.</i>	1990
天真	(tiān zhēn)	<i>Adj.</i>	naive
顽皮	(wán pí)	<i>Adj.</i>	mischievous
残酷	(cán kù)	<i>Adj.</i>	cruel
现实	(xiàn shí)	<i>N.</i>	reality
离异	(lí yì)	<i>N.</i>	separation
含义	(hán yì)	<i>N.</i>	meaning, implication



**Notes** <sup>(10)</sup>此致, borrowed from Classical Chinese, is often used as a salutation at the close of a letter. Literally, it means “here (此) I convey (致)”. 此致 is generally used in formal, written communications. It is indented at the bottom of a letter and followed by 敬礼 or 安康. People of lower social status often use this phrase in letters to a superior; for example, He Ru uses it when writing to her father.

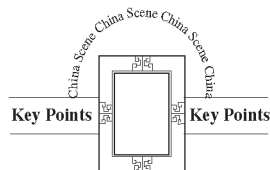
崇拜	(chóng bài)	V.	to adore
出差	(chū chāi)	VO.	to be on a business trip, on business
淚水	(lèi shuǐ)	N.	tear, teardrop
淌	(tǎng)	V.	to fall
面頰	(miàn jiá)	N.	cheek, face
撲	(pū)	V.	to throw oneself into
懷裡	(huái lǐ)	PP.	in someone's arms or embrace
無限	(wú xiàn)	Adj.	infinite, without limit
傷心	(shāng xīn)	Adj.	sad
場	(chǎng)	Classifier.	measure word for a period of time
沉默	(chén mò)	N/Adj.	silence, silent
甚至	(shèn zhì)	Adv.	even, to the extent that
關懷	(guān huái)	VP.	show concern for, care
心靈	(xīn líng)	N.	heart and soul
創傷	(chuāng shāng)	N.	wound
無法	(wú fǎ)	VP.	unable, no way
癒合	(yù hé)	V.	to heal, to recover
單身	(dān shēn)	Adj/N.	unmarried, single; an unmarried person
數字	(shù zì)	N.	number, amount
然而	(rán ér)	Adv.	but, however
不在乎	(bù zài hu)	VP.	not care
心甘情願	(xīn gān qíng yuàn)	Idiom.	be most willing to, willingness
偉大	(wěi dà)	Adj.	great, mighty
似乎	(sì hū)	V.	to seem as if
經歷	(jīng lì)	N./V.	experience; to experience
驚濤駭浪	(jīng tāo hài làng)	Idiom.	terrifying waves, hardship in one's life
原諒	(yuán liàng)	V.	to forgive, to excuse
唯一	(wéi yī)	Adj.	only, sole
屬於	(shǔ yú)	V.	to belong to, to be a part of
完整	(wán zhěng)	Adj.	whole, complete, entire
生日卡	(shēng rì kǎ)	N.	birthday card
雙雙	(shuāng shuāng)	Adv.	both, both of
祝福	(zhù fú)	N/V.	blessing, to bless

崇拜	(chóng bài)	V.	to adore
出差	(chū chāi)	VO.	to be on a business trip, on business
泪水	(lèi shuǐ)	N.	tear, teardrop
淌	(tǎng)	V.	to fall
面颊	(miàn jiá)	N.	cheek, face
扑	(pū)	V.	to throw oneself into
怀里	(huái lǐ)	PP.	in someone's arms or embrace
无限	(wú xiàn)	Adj.	infinite, without limit
伤心	(shāng xīn)	Adj.	sad
场	(chǎng)	Classifier.	measure word for a period of time
沉默	(chén mò)	N/Adj.	silence, silent
甚至	(shèn zhì)	Adv.	even, to the extent that
关怀	(guān huái)	VP.	show concern for, care
心灵	(xīn líng)	N.	heart and soul
创伤	(chuāng shāng)	N.	wound
无法	(wú fǎ)	VP.	unable, no way
愈合	(yù hé)	V.	to heal, to recover
单身	(dān shēn)	Adj/N.	unmarried, single; an unmarried person
数字	(shù zì)	N.	number, amount
然而	(rán ér)	Adv.	but, however
不在乎	(bù zài hu)	VP.	not care
心甘情愿	(xīn gān qíng yuàn)	Idiom.	be most willing to, willingness
伟大	(wěi dà)	Adj.	great, mighty
似乎	(sì hū)	V.	to seem as if
经历	(jīng lì)	N./V.	experience; to experience
惊涛骇浪	(jīng tāo hài làng)	Idiom.	terrifying waves, hardship in one's life
原谅	(yuán liàng)	V.	to forgive, to excuse
唯一	(wéi yī)	Adj.	only, sole
属于	(shǔ yú)	V.	to belong to, to be a part of
完整	(wán zhěng)	Adj.	whole, complete, entire
生日卡	(shēng rì kǎ)	N.	birthday card
双双	(shuāng shuāng)	Adv.	both, both of
祝福	(zhù fú)	N/V.	blessing, to bless

情景	(qíng jǐng)	<i>N.</i>	scene, situation
可惜	(kě xī)	<i>Adv/Adj.</i>	unfortunately; of pity, to be a pity
曾經	(céng jīng)	<i>Adv.</i>	once, in the past, formerly
溫暖	(wēn nuǎn)	<i>Adj.</i>	warm
此致	(cǐ zhì)	<i>VP.</i>	a salutation used at the end of a letter to indicate closure
敬禮	(jìng lǐ)	<i>VO.</i>	a salutation used at the end of a letter, meaning “respectfully, with best wishes”

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情景	(qíng jǐng)	<i>N.</i>	scene, situation
可惜	(kě xī)	<i>Adv/Adj.</i>	unfortunately; of pity, to be a pity
曾经	(céng jīng)	<i>Adv.</i>	once, in the past, formerly
温暖	(wēn nuǎn)	<i>Adj.</i>	warm
此致	(cǐ zhì)	<i>VP.</i>	a salutation used at the end of a letter to indicate closure
敬礼	(jìng lǐ)	<i>VO.</i>	a salutation used at the end of a letter, meaning “respectfully, with best wishes”



## 課文要點

### 一、詞語解釋 Words and Phrases

#### (一) 文言詞、慣用詞 (Classical Chinese and idiomatic expressions)

1、同堂＝同在一個屋室裡

✎ 以前是大家庭，三代同堂、四代同堂。

2、与＝和、跟

✎ 这封信寄去了女儿的思念与悲伤。

3、將＝把

✎ 媽媽將殘酷的現實告訴了我。

4、無法（限）＝沒有（法子、限制）

✎ 我撲在媽媽懷裡，無限傷心地哭了一場。

5、時＝的時候

✎ 上六年級時，媽媽花了五百多塊錢為我請來了兩個家教。

6、然而＝但是

✎ 然而媽媽卻不在乎為我花這些錢。

7、此＝這、這兒

✎ 此致

#### (二) 成語 (Idioms)

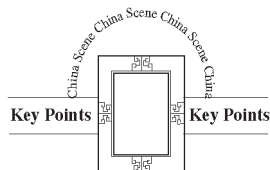
◆ 四代同堂 multi-generational family, four generations under one roof

◆ 遠隔千里 thousands of miles away, separated by great distance

◆ 天真頑皮 naive and mischievous

◆ 心甘情願 willing, agreeable, amenable

◆ 驚濤駭浪 trials and tribulations



## 课文要点

### 一、词语解释 Words and Phrases

#### (一) 文言词、惯用词 (Classical Chinese and idiomatic expressions)

- 1、同堂 = 同在一个屋子里  
 以前是大家庭，三代同堂、四代同堂。
- 2、与 = 和、跟  
 这封信寄去了女儿的思念与悲伤。
- 3、将 = 把  
 妈妈将残酷的现实告诉了我。
- 4、无法（限） = 没有（法子，限制）  
 我扑在妈妈怀里，无限伤心地哭了一场。
- 5、时 = 的时候  
 上六年级时，妈妈花了五百多块钱为我请来了两个家教。
- 6、然而 = 但是  
 然而妈妈却不在乎为我花这些钱。
- 7、此 = 这、这儿  
 此致

#### (二) 成语 (Idioms)

- ◆ 四代同堂 multi-generational family, four generations under one roof
- ◆ 远隔千里 thousands of miles away, separated by great distance
- ◆ 天真顽皮 naive and mischievous
- ◆ 心甘情愿 willing, agreeable, amenable
- ◆ 惊涛骇浪 trials and tribulations

## 二、書面語、正式語、口語對照表

	書面 / 正式語	口語		書面 / 正式語	口語
1	淚水	眼淚	11	無限+adj.	非常 / 很
2	淌 (眼淚)	掉 (眼淚)	12	心靈	心裡
3	光陰	時間	13	無法	沒有法子
4	把...奉獻給...	把...都給...	14	癒合	好起來
5	思念	想	15	然而	可是
6	與	和 / 跟	16	似乎	好像
7	悲傷(adj)	難受	17	雙雙	兩個人
8	當...的時候	在...的時候	18	一切	所有的事情
9	面頰	臉	19	曾經	以前
10	卻(adv.)	可是(conj.)			

## 三、句型

### (一) 發生 (了) .....的變化 (to undergo change, changes take place)

ㄟ 發生.....的變化 is a structure used to describe changes (變化) taking place (發生) in something. The subject of 發生 can be a person, a place, or an institution. Examples: 何茹的母親這幾年發生了很大的變化。(He Ru's mother has undergone a major change in the last few years.) 中國這幾年的經濟制度發生了令人吃驚的變化。(In recent years, China's economic system has undergone some changes that have surprised people.) 學校裡發生了一些奇怪的變化。(The school experienced some unusual changes.)

ㄟ 這幾十年中國的家庭結構發生了很大的變化。

1、中國的社會結構由於西方的影響也發生了一些變化。

As a result of Western influence, changes have taken place within Chinese society.

2、單親家庭的出現說明中國的社會已經發生了變化。

The existence of single-parent families shows that changes have already taken place in Chinese society.

問：很多人一到國外就永遠不想回國了，這是為甚麼？

答：這是因為\_\_\_\_\_。



## 二、书面语、正式语、口语对照表 Written/formal/colloquial Comparison

	书面 / 正式语	口语		书面 / 正式语	口语
1	泪水	眼泪	11	无限+adj.	非常 / 很
2	淌(眼泪)	掉(眼泪)	12	心灵	心里
3	光阴	时间	13	无法	没有法子
4	把…奉献给…	把…都给…	14	愈合	好起来
5	思念	想	15	然而	可是
6	与	和 / 跟	16	似乎	好象
7	悲伤(adj.)	难受	17	双双	两个人
8	当…的时候	在…的时候	18	一切	所有的事情
9	面颊	脸	19	曾经	以前
10	却(adv.)	可是(conj.)			

## 三、句型 Sentence Structures

### (一) 发生(了)……的变化 (to undergo change, changes take place)

发生……的变化 is a structure used to describe changes (变化) taking place (发生) in something. The subject of 发生 can be a person, a place, or an institution. Examples: 何茹的母亲这几年发生了很大的变化。(He Ru's mother has undergone a major change in the last few years.) 中国这几年的经济制度发生了令人吃惊的变化。(In recent years, China's economic system has undergone some changes that have surprised people.) 学校里发生了一些奇怪的变化。(The school experienced some unusual changes.)

☞ 这几十年来中国的家庭结构发生了很大的变化。

1、中国的社会结构由于西方的影响也发生了一些变化。

As a result of Western influence, changes have taken place within Chinese society.

2、单亲家庭的出现说明中国的社会已经发生了变化。

The existence of single-parent families shows that changes have already taken place in Chinese society.

问: 很多人一到国外就永远不想回国了, 这是为什么?

答: 这是因为\_\_\_\_\_。

## (二) 受到……的限制 (to be limited by, to be restricted by)

ㄧ 受到……限制, “to be limited by” or “to be restricted by”, is often used in a passive sense. Thus, English translations of this structure often include the passive voice indicator “by”. 受到 here functions as a verb meaning “to suffer from” when followed by a noun with negative connotation, such as 限制 (restrictions) or 批評 (criticism). Examples: 離婚受到家庭的限制. (Divorce is restricted by families.) 這件事受到政府的批評. (This incident was criticized by the government.) 受到 can also mean “to receive” when followed by nouns with positive meanings such as 歡迎 (welcome) and 喜愛 (fondness). Examples: 這個生日卡受到很多人的歡迎. (This birthday card has been well received by many people.) 那件禮品受到人們的喜愛. (That gift was well liked by others.) When negating this pattern, the negative indicator 沒有 or 不 is normally placed before 受到.

ㄨ 那時候人們結婚、離婚都要受到家庭、社會和政治的限制。

1、以前中國的經濟受到很多的限制，所以發展得並不快。

In the past, China's economy was under many restrictions, so it has not developed quickly.

2、在結婚、離婚這樣的問題上，五十年代的中國人常常受到社會的限制嗎？

In terms of issues such as marriage and divorce, did Chinese people in the 1950s frequently suffer from social restrictions?

問：以前在中國找工作或者換工作受到一些甚麼限制？

答：\_\_\_\_\_。

## (三) 對……滿意／不滿意 (to be satisfied/dissatisfied with)

ㄧ 對……滿意／不滿意 is a structure used to express satisfaction (滿意) or dissatisfaction (不滿意) with a particular situation or person. Here, 對 literally means “toward” or “with respect to”. Only the negative particle 不 can be used to negate this pattern, and it must be placed immediately before the verb.

ㄨ 很多人開始對自己的婚姻不滿意，要求離婚。

1、你對現在的學習條件和生活條件滿意不滿意？

Are you satisfied with the current studying and living conditions?

2、要是一個人對自己的生活不滿意，他就應該努力改變（它）。

If a person is dissatisfied with their life, they should try to change it.

問：你請家教給孩子補習數學已經三年了，你\_\_\_\_\_？

答：我覺得還不錯。孩子的學習成績還是有一定的提高。

## (二) 受到……的限制 (to be limited by, to be restricted by)

受到……限制, “to be limited by” or “to be restricted by”, is often used in a passive sense. Thus, English translations of this structure often include the passive voice indicator “by”. 受到 here functions as a verb meaning “to suffer from” when followed by a noun with negative connotation, such as 限制 (restrictions) or 批评 (criticism). Examples: 离婚受到家庭的限制. (Divorce is restricted by families.) 这件事受到政府的批评. (This incident was criticized by the government.) 受到 can also mean “to receive” when followed by nouns with positive meanings such as 欢迎 (welcome) and 喜爱 (fondness). Examples: 这个生日卡受到很多人的欢迎. (This birthday card has been well received by many people.) 那件礼品受到人们的喜爱. (That gift was well liked by others.) When negating this pattern, the negative indicator 没有 or 不 is normally placed before 受到.

那时候人们结婚、离婚都要受到家庭、社会和政治的限制。

- 1、以前中国的经济受到很多的限制，所以发展得并不快。

In the past, China's economy was under many restrictions, so it has not developed quickly.

- 2、在结婚、离婚这样的问题上，五十年代的中国人常常受到社会的限制吗？

In terms of issues such as marriage and divorce, did Chinese people in the 1950s frequently suffer from social restrictions?

问：以前在中国找工作或者换工作受到一些什么限制？

答：\_\_\_\_\_。

## (三) 对……满意 / 不满意 (to be satisfied/dissatisfied with)

对……满意 / 不满意 is a structure used to express satisfaction (满意) or dissatisfaction (不满意) with a particular situation or person. Here, 对 literally means “toward” or “with respect to”. Only the negative particle 不 can be used to negate this pattern, and it must be placed immediately before the verb.

很多人开始对自己的婚姻不满意，要求离婚。

- 1、你对现在的学习条件和生活条件满意不满意？

Are you satisfied with the current studying and living conditions?

- 2、要是一个人对自己的生活不满意，他就应该努力改变（它）。

If a person is dissatisfied with their life, they should try to change it.

问：你请家教给孩子补习数学已经三年了，你\_\_\_\_\_？

答：我觉得还不错。孩子的学习成绩还是有一定的提高。

#### (四) 由於……的 (增多／影響／變化／問題) (because of, due to)

由於, "because of" or "due to", is often used in written or formal Chinese. It can be followed by a noun phrase, such as 由於人口的增多 (because of an increase in population), 由於政府的影響 (due to government influence), 由於社會的變化 (because of changes in society), and so on. 由於 can also be followed by a sentence, as in 由於他的經歷很特別 (because his experience is unique), 由於他想留在美國 (because he wants to remain in America). The 由於 clause can only be used as the first part of a sentence.

☞ 這樣由於離婚的增多，中國又出現了單親家庭的現象。

1、由於這件事的影響，我變得更沉默也更怪僻了。

Because of this incident, I have become more silent and eccentric.

2、由於功課的增多，很多學生都不看書就去做練習。

Because they have more homework, many students do exercises without even reading the book.

問：為甚麼現在中國三代同堂的大家庭越來越少？

答：\_\_\_\_\_。

#### (五) 出現…… (的) 現象 (there occurs a phenomenon of)

出現……的現象 indicates that a certain phenomenon (現象) appeared or occurred (出現). 出現 functions as an existential verb and can be followed by a noun phrase which describes a phenomenon or situation, often a noun indicating a place or time. Examples: 學校出現了一些奇怪的現象. (Some strange things have happened at school.) 這是八十年代出現的一個特殊的情況. (This is a special situation that occurred in the 1980s.) When negating this pattern, only 沒有 can be used before 出現.

☞ 這樣由於離婚的增多，中國又出現了單親家庭的現象。

1、八十年代中國出現了人人想出國留學的現象。

In the 1980s, the trend in China was for everyone to study abroad.

2、由於人們的想法改變了，社會上也出現了很多新現象，比方說，快餐、生日卡等等。

Because the way people think has changed, many new phenomena have appeared in society, such as fast food, birthday cards, etc.

問：最近校園裡有甚麼變化？我出國六個月甚麼都不知道。

答：\_\_\_\_\_。



## (四) 由于……的 (增多 / 影响 / 变化 / 问题) (because of, due to)

由于, "because of" or "due to", is often used in written or formal Chinese. It can be followed by a noun phrase, such as 由于人口的增多 (because of an increase in population), 由于政府的影响 (due to government influence), 由于社会的变化 (because of changes in society), and so on. 由于 can also be followed by a sentence, as in 由于他的经历很特别 (because his experience is unique), 由于他想留在美国 (because he wants to remain in America). The 由于 clause can only be used as the first part of a sentence.

这样由于离婚的增多, 中国又出现了单亲家庭的现象。

- 1、由于这件事的影响, 我变得更沉默也更怪僻了。

Because of this incident, I have become more silent and eccentric.

- 2、由于功课的增多, 很多学生都不看书就去做练习。

Because they have more homework, many students do exercises without even reading the book.

问: 为什么现在中国三代同堂的大家庭越来越少?

答: \_\_\_\_\_。

## (五) 出现…… (的) 现象 (there occurs a phenomenon of)

出现……的现象 indicates that a certain phenomenon (现象) appeared or occurred (出现). 出现 functions as an existential verb and can be followed by a noun phrase which describes a phenomenon or situation, often a noun indicating a place or time. Examples: 学校出现了一些奇怪的现象. (Some strange things have happened at school.) 这是八十年代出现的一个特殊的情况. (This is a special situation that occurred in the 1980s.) When negating this pattern, only 没有 can be used before 出现.

这样由于离婚的增多, 中国又出现了单亲家庭的现象。

- 1、八十年代中国出现了人人想出国留学的现象。

In the 1980s, the trend in China was for everyone to study abroad.

- 2、由于人们的想法改变了, 社会上出现了很多新现象, 比方说, 快餐、生日卡等等。

Because the way people think has changed, many new phenomena have appeared in society, such as fast food, birthday cards, etc.

问: 最近校园里有什么变化? 我出国六个月什么都不知道。

答: \_\_\_\_\_。

(六) A對B有(很大的)影響/A對B影響很大(A has an influence on B)

△ A對B有(很大)的影響 and A對B影響很大 are interchangeable and mean the same thing: A has a strong influence on B, or A influences B in a profound way. When negating the first of these patterns, 沒 must be placed directly before the verb 有. Example: 我的家庭對我沒有影響。(My family has no influence on me.) In the second pattern, however, 不 must be used before 大. Example: 我的家庭對我影響不大。(My family has no significant influence on me.)

☞ 這種現象肯定對孩子的成長有影響。

1、父母離異無疑對孩子有很大的影響。

When parents separate, it has a strong influence on their children.

2、老師的好壞對學生的影響很大。

Whether the teacher is good or bad has a great influence on the students.

問：你認為\_\_\_\_\_？

答：我覺得政府的人口政策肯定對中國的家庭結構有影響。

(七) 將(／把)……告訴……(to tell someone about something)

△ 將(／把)……告訴…… means “to tell someone about something”. Either 將 or 把 can be used to introduce the object. 將 is normally used in formal or written Chinese, whereas 把 is used in colloquial Chinese. When negating this pattern, 不, 別, or 沒有 must be placed before 將 or 把. Example: 同學們沒有將此事告訴學校。(The classmates did not inform the school about this matter.)

☞ 當媽媽將殘酷的現實告訴我時，雖然我不懂“離異”的含義，可我知道，我最愛、最崇拜的爸爸走了。

1、當我將我的經歷告訴他時，他突然變得十分沉默。

When I told him about my experience, he immediately fell silent.

2、請你把一切都告訴我。

Please tell me everything.

問：小麗怎麼知道何茹父母離異的事？

答：\_\_\_\_\_。

## (六) A对B有(很大的)影响 / A对B影响很大 (A has an influence on B)

△ A对B有(很大)的影响 and A对B影响很大 are interchangeable and mean the same thing: A has a strong influence on B, or A influences B in a profound way. When negating the first of these patterns, 没 must be placed directly before the verb 有. Example: 我的家庭对我没有影响. (My family has no influence on me.) In the second pattern, however, 不 must be used before 大. Example: 我的家庭对我影响不大. (My family has no significant influence on me.)

☞ 这种现象肯定对孩子的成长有影响。

## 1、父母离异无疑对孩子有很大的影响。

When parents separate, it has a strong influence on their children.

## 2、老师的好坏对学生的影响很大。

Whether the teacher is good or bad has a great influence on the students.

问: 你认为\_\_\_\_\_?

答: 我觉得政府的人口政策肯定对中国的家庭结构有影响。

## (七) 将( / 把) ……告诉… (to tell someone about something)

△ 将( / 把) ……告诉… means “to tell someone about something”. Either 将 or 把 can be used to introduce the object. 将 is normally used in formal or written Chinese, whereas 把 is used in colloquial Chinese. When negating this pattern, 不, 别, or 没有 must be placed before 将 or 把. Example: 同学们没有将此事告诉学校. (The classmates did not inform the school about this matter.)

☞ 当妈妈将残酷的现实告诉我时, 虽然我不懂“离异”的含义, 可我知道, 我最爱、最崇拜的爸爸走了。

## 1、当我将我的经历告诉他时, 他突然变得十分沉默。

When I told him about my experience, he immediately fell silent.

## 2、请你把一切都告诉我。

Please tell me everything.

问: 小丽怎么知道何茹父母离异的事?

答: \_\_\_\_\_。

## (八) ……的含義 (the meaning of)

含義 here means “meaning” or “implication”. Although 含義 and 意思 can both be translated as “meaning” in English, they are used in different senses in Chinese. 含義 is often modified by abstract nouns that refer to the deeper meaning of something. Examples: 離異的含義 (the real meaning of separation); 自由的含義 (the implications of freedom). On the other hand, 意思 may be modified by any kind of noun and refers to the literal meaning of a word or expression. Example: 崇拜的意思是甚麼? (What does *chongbai* mean?)

雖然我不懂“離異”的含義，可我知道，我最愛、最崇拜的爸爸走了。

1、我一點都不懂“痛苦”的含義。

I do not understand the meaning of suffering at all.

2、為甚麼你不能理解“奉獻”的含義？

Why can't you understand what it means to be devoted to something?

問：你真能理解他為甚麼說“我太對不起我的學校了”嗎？

答：雖然\_\_\_\_\_，可是\_\_\_\_\_。

## (九) 在……的關懷下 (under the care of)

(九) 在……的關懷下, “under the care of”, is often used as a prepositional phrase at the beginning of a sentence. Unlike in English, this phrase can never be placed at the end of a Chinese sentence.

在媽媽和老師的關懷下，我又一天一天地好起來，可心靈上的創傷卻再也無法癒合……

1、在父母雙雙的關懷下，我一天天長大了。

Under both parents's care, I grew bigger each day.

2、在老師的關懷下，我的心靈創傷終於癒合了。

Under my teacher's care, my wounded heart finally healed.

問：你妹妹的學習成績是怎麼一天一天好起來的？

答：\_\_\_\_\_。

## (十) 在乎／不在乎 (to care/not care about)

在乎 (to care about) and 不在乎 (to not care about) are most often used in colloquial Chinese. The negative form is almost always 不在乎; 沒 is rarely used to negate 在乎.



## (八) ……的含义 (the meaning of)

含义 here means “meaning” or “implication”. Although 含义 and 意思 can both be translated as “meaning” in English, they are used in different senses in Chinese. 含义 is often modified by abstract nouns that refer to the deeper meaning of something. Examples: 离异的含义 (the real meaning of separation); 自由的含义 (the implications of freedom). On the other hand, 意思 may be modified by any kind of noun and refers to the literal meaning of a word or expression. Example: 崇拜的意思是什么? (What does *chongbai* mean?)

虽然我不懂“离异”的含义，可我知道，我最爱、最崇拜的爸爸走了。

## 1、我一点都不懂“痛苦”的含义。

I do not understand the meaning of suffering at all.

## 2、为什么你不能理解“奉献”的含义？

Why can't you understand what it means to be devoted to something?

问：你真能理解他为什么说“我太对不起我的学校了”吗？

答：虽然\_\_\_\_\_，可是\_\_\_\_\_。

## (九) 在……的关怀下 (under the care of)

在……的关怀下, “under the care of”, is often used as a prepositional phrase at the beginning of a sentence. Unlike in English, this phrase can never be placed at the end of a Chinese sentence.

在妈妈和老师的关怀下，我又一天一天地好起来，可心灵上的创伤却再也无法愈合……

## 1、在父母双双的关怀下，我一天天长大了。

Under both parents' care, I grew bigger each day.

## 2、在老师的关怀下，我的心灵创伤终于愈合了。

Under my teacher's care, my wounded heart finally healed.

问：你妹妹的学习成绩是怎么一天一天好起来的？

答：\_\_\_\_\_。

## (十) 在乎 / 不在乎 (to care/not care about)

在乎 (to care about) and 不在乎 (to not care about) are most often used in colloquial Chinese. The negative form is almost always 不在乎; 没 is rarely used to negate 在乎.

☞ 然而媽媽卻不在乎為我花這些錢。只要孩子能受更好的教育，她心甘情願。

- 1、他根本不在乎別人說甚麼，每天都在學他想學的東西。

He simply does not care what other people say. Every day he studies whatever he wants to study.

- 2、為了留在美國，他連拋棄妻子兒女都不在乎。

He did not even care that he deserted his wife and children to stay in the U.S.

問：\_\_\_\_\_?

答：因為他受爸爸的影響很大，他一點都不在乎自己的學習成績。

(十一) 將（／把）……奉獻給…… (to be devoted or dedicated to)

☞ 將（／把）……奉獻給……, meaning “to be devoted or dedicated to”, is most often used in formal or written Chinese. Grammatically, it follows the same rules as 將（把）……告訴…… (see Pattern 7 above). The two rules for using 把 and 將 still apply: 把 is more prevalent in spoken Chinese while 將 is more common in written Chinese; and the negative particle 不 or 沒 is normally placed before 將 or 把. Nouns which commonly follow 將 or 把 in this pattern are 時間, 心血, 光陰, 一生, 一切, etc. Example: 這位中學教師並沒有將自己的一切奉獻給學校. (This middle school teacher was really never completely devoted to the school.)

☞ 媽媽無私地將十三年光陰奉獻給了這個家。

- 1、我的爸爸將他的一顆心都奉獻給了這個家。

My father has devoted his heart to this family.

- 2、那個家教把她所有的時間都奉獻給了她的學生，使學生的成績一天天好起來。

That professor devotes all of her time to her students, which makes the students' grades improve daily.

問：你為甚麼會這麼崇拜你的老師？

答：\_\_\_\_\_我當然崇拜這樣的人。

然而妈妈却不在乎为我花这些钱。只要孩子能受更好的教育，她心甘情愿。

- 1、他根本不在乎别人说什么，每天都在学他想学的东西。

He simply does not care what other people say. Every day he studies whatever he wants to study.

- 2、为了留在美国，他连抛弃妻子儿女都不在乎。

He did not even care that he deserted his wife and children to stay in the U.S.

问: \_\_\_\_\_?

答: 因为他受爸爸的影响很大，他一点都不在乎自己的学习成绩。

### (十一) 将 ( / 把 ) ……奉献给… (to be devoted or dedicated to)

将 ( / 把 ) ……奉献给…, meaning “to be devoted or dedicated to”, is most often used in formal or written Chinese. Grammatically, it follows the same rules as 将 (把) ……告诉… (see Pattern 7 above). The two rules for using 把 and 将 still apply: 把 is more prevalent in spoken Chinese while 将 is more common in written Chinese; and the negative particle 不 or 没 is normally placed before 将 or 把. Nouns which commonly follow 将 or 把 in this pattern are 时间, 心血, 光阴, 一生, 一切, etc. Example: 这位中学教师并没有将自己的一切奉献给学校。(This middle school teacher was really never completely devoted to the school.)

妈妈无私地将十三年光阴奉献给了这个家。

- 1、我的爸爸将他的一颗心都奉献给了这个家。

My father has devoted his heart to this family.

- 2、那个家教把她所有的时间都奉献给了她的学生，使学生的成绩一天天好起来。

That professor devotes all of her time to her students, which makes the students' grades improve daily.

问: 你为什么会这么崇拜你的老师?

答: \_\_\_\_\_我当然崇拜这样的人。

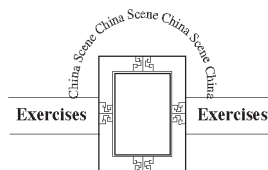
## 四、文化背景知識 Cultural Notes

1. 家教: this term literally means “family education” or “learning at home”. It is also sometimes used in the broader sense of “family upbringing” (to say that a person “沒有家教” means that she has not received proper upbringing at home). Here, however, the term is used in the sense of “tutor”: He Ru’s mother has invited someone (家教) to come to their home to help He Ru with her studies. This is a common practice in China, especially when a student is having difficulty with his/her school work.
2. 三代同堂: Until quite recently, it was common for multiple generations of a family to live in the same household (同堂), usually with the senior male member serving as patriarch. Single-parent families (單親家庭) were uncommon, mainly because there were severe social and legal restraints against divorce (regardless of marriage problems, family unity was valued above all else). This situation changed with the sweeping economic reforms and social changes in the 1980s. Although there are more divorces now in China than at anytime in the past, the divorce rate in China is still low when compared with the United States.
3. Four-character idioms (成語 chéngyǔ) are common in Modern Chinese. Many of these expressions are drawn from Classical Chinese (古文 or 文言文). They provide a convenient means (only four characters) to describe a situation or a person. If possible, check the dictionary meanings of individual characters in the idioms you encounter. This will help you remember them and recognize them in other contexts. Important: Note that the language structure of many of these expressions is parallel or balanced. For instance, 驚濤駭浪 (translated in our text as “trials and tribulations”) is comprised of two, balanced sets of adjectives + nouns (驚濤, literally, “torrential-billows”; and 駭浪, literally, “frightening-waves”). The structure of 心甘情願 (willing, agreeable, amenable) is also parallel. Try to figure it out.



## 四、文化背景知识 Cultural Notes

1. 家教: this term literally means “family education” or “learning at home”. It is also sometimes used in the broader sense of “family upbringing” (to say that a person “没有家教” means that she has not received proper upbringing at home). Here, however, the term is used in the sense of “tutor”: He Ru’s mother has invited someone (家教) to come to their home to help He Ru with her studies. This is a common practice in China, especially when a student is having difficulty with his/her school work.
2. 三代同堂: Until quite recently, it was common for multiple generations of a family to live in the same household (同堂), usually with the senior male member serving as patriarch. Single-parent families (单亲家庭) were uncommon, mainly because there were severe social and legal restraints against divorce (regardless of marriage problems, family unity was valued above all else). This situation changed with the sweeping economic reforms and social changes in the 1980s. Although there are more divorces now in China than at anytime in the past, the divorce rate in China is still low when compared with the United States.
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## 練習

### 語言結構 Structures

#### 一、短語翻譯 (Phrase translation)

1. to be thousands of miles away
2. love and sorrow
3. harsh reality
4. the meaning of “separation”
5. tears running down the face
6. to become quiet and eccentric
7. to hurt in one’s heart
8. an ordinary family
9. a selfless mother
10. blessings from both parents
11. a warm and loving home
12. a scene of being with my mother
13. single parent
14. birthday card

#### 二、聽力練習 (Listening comprehension)

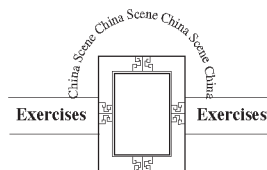
##### 1、聽寫 (Dictation)

##### 2、聽錄音並回答問題 (Answering questions while listening to the audio CD)

- (1) 從信中你可以知道小麗跟何茹有甚麼樣的關係？
- (2) 寫出小麗給何茹的信的全文。

#### 三、改寫下面劃線的詞 (Replace the underlined words)

當我把這個殘酷的現實告訴那個怪僻的人的時候，他一下子變得十分沉默。從這事以後，誰都沒有法子跟他說話。



# 练习

## 语言结构 Structures

### 一、短语翻译 (Phrase translation)

1. to be thousands of miles away
2. love and sorrow
3. harsh reality
4. the meaning of "separation"
5. tears running down the face
6. to become quiet and eccentric
7. to hurt in one's heart
8. an ordinary family
9. a selfless mother
10. blessings from both parents
11. a warm and loving home
12. a scene of being with my mother
13. single parent
14. birthday card

### 二、听力练习 (Listening comprehension)

#### 1、听写 (Dictation)

#### 2、听录音并回答问题 (Answering questions while listening to the audio CD)

- (1) 从信中你可以知道小丽跟何茹有什么样的关系?
- (2) 写出小丽给何茹的信的全文。

### 三、改写下面划线的词 (Replace the underlined words)

当我把这个残酷的现实告诉那个怪僻的人的时候，他一下子变得十分沉默。从这事以后，谁都没有法子跟他说话。