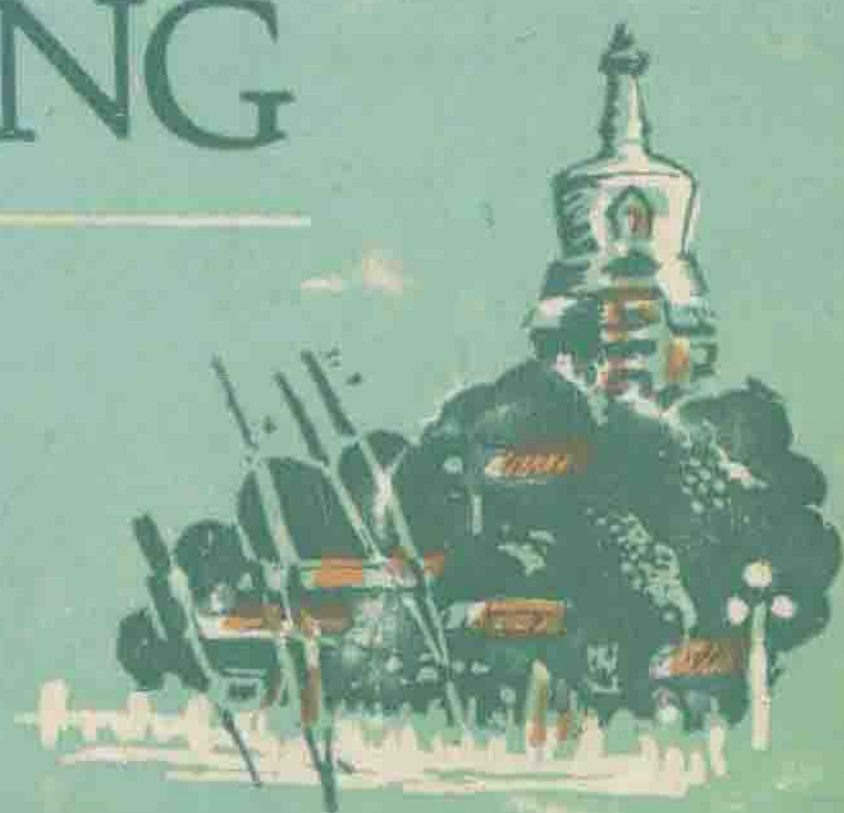


在北京生活

LIVING
IN
BEIJING



CHINESE THROUGH LISTENING

中国话听力·3·

中 国 话 听 力

Chinese Through Listening

3

在 北 京 生 活

Living in Beijing

SINOLINGUA
BEIJING

中国话听力(三)
在北京生活

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《中国话听力》

说 明

（一）对象

《中国话听力》（包括磁带及使用说明）的主要使用者是在世界各地学习中国话但缺乏语言环境的人们。它针对初学者、中级水平或较高水平的进修者的不同情况，由浅入深地提供一套完整的听力训练材料，可供自学，也可供教学辅导。这一套磁带联成一个整体，但各盘又是相对独立的，可以根据学习者的不同程度和要求，分别选用。

（二）目标

编制这套听力材料的总原则是：以语言信息理论为指导，针对外国入学中国话的听力困难，结合中国人日常生活的语言实践，根据中国话本身的特点，在语言接收和语义理解两方面提供全新的训练方法。它的目标是通过这一套材料，帮助学习者获得听懂中国话的基本技能。

（三）内容

《中国话听力》包括：

A. 初级部分

中国话语音基础

听力理解入门

B. 中级部分

在北京生活

在中国旅行

C. 高级部分

广播、课堂

中国文化欣赏

(以上各专题都有标准录音磁带及使用文字说明。)

此外, 跟它配套的还有一本《中国话听力的理论和实践》以及一本《中国话听力词汇手册》, 可供使用者参考。

这一套《中国话听力》由王力教授、周有光教授担任审订工作, 由申葆青副教授担任英语翻译。

编 者 陈明远

朱 竹

刘 骥

1982年6月

CHINESE THROUGH LISTENING

EXPLANATORY NOTES

1. For whom the course is intended

Chinese Through Listening is a course intended for those who are learning to speak Chinese in a non-Chinese environment. It comprises three units, ranging from easy to difficult, catering respectively to learners at the elementary, the intermediate and the advanced level. All the lessons are recorded on cassette tapes with corresponding scripts and directions on how to use them. This set of tapes is an integrated whole, but relative independence has been allowed for each individual unit. Thus learners at different levels can study just what is most needed from any of the three stages. It can be used for self-study or as a supplement to classroom study.

2. Aims

The general principle underlying the compilation of the aural comprehension materials is the treating of language as a set of signals. This provides for an entirely new approach: the training of the hearer to receive sound signals and to understand their semantic meanings. Special difficulties in aural comprehension arising from learning Chinese as a foreign language and peculiarities of the Chinese language are also taken into account. The language style used in the materials is the *Putonghua* (Standard Chinese) which people in China speak every day. The entire course is aimed at helping the learners to acquire the basic skills needed for

understanding spoken Chinese.

3. Contents

Unit A Elementary Level

- 1) Rudiments of Chinese Phonetics
- 2) Elementary Aural Comprehension

Unit B Intermediate Level

- 1) Living in Beijing
- 2) Travelling in China

Unit C Advanced Level

- 1) Broadcasts and Lectures
- 2) Appreciating Chinese Culture

(For each of the topics listed above, there is a cassette tape with printed directions on how to use it.)

Besides, for reference of learners using the tapes, two more booklets are available: *The Theory and Practice of Chinese Through Listening* and *A Glossary for Chinese Through Listening*.

The examiners of *Chinese Through Listening* are Professor Wang Li and Professor Zhou Youguang, with Professor Wu Zongji as advisor in phonetics and Associate Professor Shen Baoqing as translator.

Compilers: Chen Mingyuan
Zhu Zhu
Liu Ji

June 1982

《中国话听力》序

王 力

《中国话听力》共六分册，配有录音磁带和文字说明，供外国人学习中国话使用。在我国，是首次向世界各地正式发行这样一套听力材料。

它的特点是：力求把我国现代语言学的理论研究成果和语音实验数据，跟中国话作为外语的教学实践，有机地结合起来。例如在语音部分，对于声母、韵母、基本音节及音节组合的教学方法，都作了新的安排。在听力的四阶段的训练过程里，突出了中国话本身的特点，强调区别易混的成分，注重识别语流里的标记，等等。在这套听力材料中，展现了用中国话进行交际的各种情景：在北京的日常生活、在中国各地的旅行、中国的广播和课堂、中国文化的欣赏。通过这些生动的情景，由浅入深地、系统地培养外国人听懂中国话的能力。在语音信息的接收和理解上，它尝试采取一些新的训

錄方式。今后还将根据实际经验，不断加以修订，以臻完善。

中国话有三千多年的文字记载。全世界有五分之一以上的人使用中国话。在历史发展的悠久性和地理分布的广泛性这两方面，中国话是首屈一指的。虽然繁难的方块汉字使中国话的面貌成为一门艰深的学问；但是中国话作为口语，则是比较容易掌握的。特别是在这一套《中国话听力》文字材料中，始终采用汉语拼音作为学习中国话的工具。由于拼写法跟实际读音完全一致，就更便于外国人学习了。

希望这一套《中国话听力》在帮助外国人学习中国话的过程中获得成功。

1983年1月10日

FOREWORD

“Chinese Through Listening” consists of six volumes of text with accompanying cassette tapes designed to aid foreign students in learning spoken Chinese. It is the first such aid published in China for distribution abroad.

A special feature of this course is that it aims to integrate effectively the results of theoretical research in modern Chinese linguistics and the data gained in phonetic experiments with practical experience in teaching Chinese as a foreign language. In phonetics, for instance, a new approach has been introduced in the teaching of the initials, the finals, the basic syllables and syllable combinations. Throughout all the four stages in training listening comprehension, special attention has been focused on the characteristics of the spoken word of the Chinese language, emphasizing the differences between those elements which are easily confused and laying stress on recognizing the markers in connected speech.

This set of listening comprehension material presents various situations in which spoken Chinese is used for communication: everyday life in Beijing, a tour of different parts of China, broadcasts and lectures in China and appreciation of Chinese culture. Through these lively situations the foreign students are trained to understand spoken Chinese from simple to more and more complex sentences. New methods of training are adopted to help the students receive and comprehend phonetic information. Further revisions

and improvements based on teaching experience will be made so as to bring this material closer to perfection.

The Chinese language has a written record of more than 3 000 years. It is spoken by over one-fifth of the world's population. It has no equal in length of historical development and scope of geographical distribution. Although the complicated Chinese characters make the mastery of writing Chinese a difficult academic endeavor, oral Chinese is relatively easy to learn. It is more so since the *Pinyin spelling* is used all through the written text of this set of "*Chinese Through Listening*" as a tool for learning spoken Chinese. The foreign student will find it much easier to learn since this spelling system closely represents the actual pronunciation.

It is our hope that this set of "*Chinese Through Listening*" will be a success in helping foreign students learn spoken Chinese.

Wang Li
January 10, 1983

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LIVING IN BEIJING

In the first two parts of this series of listening material, we have introduced to you the basic features of Chinese phonetics and skills in listening comprehension at the elementary level. Now you are beginning the intermediate stage of your learning. The tapes will provide you with situations to help you familiarize yourselves with life in Beijing and to help you understand more Chinese through natural, everyday situations.

I. Zài Hǎiguān 在 海关

1. Rùjìng 入境

Yuēhàn Shǐmìsī xiānsheng shì yíge Yīngguó shāngren.
约翰·史密斯 先生 是一个 英国 商人。

Tā shòu Zhōngguó jìshù jìnchūkǒu gōngsī de yāoqǐng,
他 受 中国 技术 进出口 公司 的 邀请,

lái Zhōngguó cānjiā yíge zhǎnlǎnhuì. Zhè shì tā dì-yíci
来 中国 参加 一个 展览会。 这 是他 第一次

lái Běijīng. Tāde qīzi hé liǎngge hái zi yě dōu yíkuàir gēnzhe
来 北京。 他的 妻子和 两个 孩子 也 都 一块儿 跟着

láile. Shǐmìsī xiānsheng xuéguo Zhōngguóhuà. Zhècì tā
来了。 史密斯 先生 学过 中国话。 这次 他

néng zhíjiē tóng Zhōngguó rén jiāotán, zhēn shì tài gāoxìng
能 直接 同 中国人 交谈, 真 是 太 高兴

le. Tā zhīdào, shǒuxiān bìxū tīngdǒng duìfāng xiàng tā
了。他 知道， 首先 必须 听懂 对方 向 他
tíchū de wèntí hé yāoqiú. Tā yídìng yào hǎohāor lìyòng
提出 的 问题 和 要求。 他 一定 要 好好儿 利用
měi yíge xuéxí de jīhuì.
每 一个 学习 的 机会。

Shǐmìsī yíjiā dào le Běijīng jīchǎng, jīngguò biānfáng
史密斯 一家 到了 北京 机场， 经过 边防
jiǎnchá, jiù qù bànlǐ hǎiguān shǒuxù.
检查， 就 去 办理 海关 手续。

(1) Tiánxiě Xínglǐ Shēnbàodān

填写 行李 申报单

A: Nimen hǎo! Huānyíng nimen dào Zhōngguó lái.
你们 好! 欢迎 你们 到 中国 来。

S: Xièxie. Zhè shì wǒde hùzhào.
谢谢。 这 是 我的 护照。

A: Qǐng tiánxiě zhè zhāng kǎpiàn, bǎ rìqī hé hùzhào
请 填写 这 张 卡片， 把 日期 和 护照
hàomǎ xiě qīngchū.
号码 写 清楚。

S: Zhèyàng kěyǐ ma?
这样 可以 吗?

A: Kěyǐ, xièxie.
可以， 谢谢。

(Yuēhàn Shǐmìsī tiánhǎole kǎpiàn, ránhòu qù shēnbào
(约翰·史密斯 填好了 卡片， 然后 去 申报

xíngli.)

行李。)

A: Xiānsheng, qǐng bǎ nín de xíngli shēnbàodān gěi wǒ.
先生, 请 把 您的 行李 申报单 给 我。

S: Duìbuqǐ, qǐng nín shuō de màn yìdiǎnr.
对不起, 请 您 说得 慢 一点儿。

A: Nín de xíngli shēnbàodān, qǐng jiāo gěi wǒ.
您的 行李 申报单, 请 交 给 我。

S: O, wǒ hái méi xiě ne.
哦, 我 还 没 写 呢。

A: Nín guì xìng?
您 贵 姓?

S: Wǒ jiào Yuēhàn Shǐmìsī.
我 叫 约翰·史密斯。

A: Nín de guójí?
您的 国籍?

S: Wǒ shì Yīngguó rén.
我 是 英国人。

A: Nín yào dào shénme dìfang qù?
您 要 到 什么 地方 去?

S: Wǒ yào jīngguò Běijīng qù Shànghǎi.
我 要 经过 北京 去 上海。

A: Nín de zhíyè?
您的 职业?

S: Shénme?
什么?