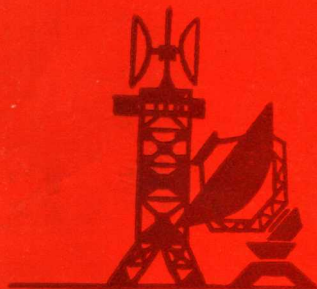


A COURSE IN SCIENTIFIC CHINESE

LISTENING AND
SPEAKING



科技汉语教程

听说课本



科技汉语教程

听说课本

第一册

A COURSE IN SCIENTIFIC CHINESE
LISTENING AND SPEAKING

BOOK ONE

北京语言学院

1984

科技汉语教程

前言

一、《科技汉语教程》(以下简称《教程》)是专门为来华学习理工专业的留学生编写的基础汉语教材。学完这套教材,可以具有在中国生活和学习理工专业所必需的最基本的语言知识和交际能力。

本书也可以供一般外国人学习科技汉语使用。

二、《教程》是一套系列教材,它包括书面材料、有声材料和图象材料。

书面材料包括学生用书和教师用书。

《教程》的学生用书共分四册,总教学时间约700学时。总生词量3000个左右。

第一册和第二册的内容为日常生活和学习生活用语。教学时间约272学时。

第三册的内容为科学常识。教学时间约200学时。

第四册的内容为数、理、化基础知识。教学时间约228学时。

每册各包括三种课本:听说课本,阅读课本和听力课本。

《听说课本》主要是讲解必要的语言知识;通过大量的听说训练,培养、提高学生的口语表达能力。

《阅读课本》主要用来培养阅读理解能力,训练阅读速度。除此之外,还讲解一定的汉字知识和构词法,教写汉字。《阅读课本》一、二册配有《汉字练习本》。

《听力课本》用来训练、提高学生的听力理解能力。为入专业

院校以后与中国学生一起听课打下基础。《听力课本》配有《听力练习本》。

在教学中，设置三种课程：听说课、阅读课和听力课。听说课和阅读课每周授课时数各为八学时；听力课为四学时。

听说课、阅读课和听力课分工明确，但又是密切配合的。听说课是主线，在教学中走在前头。阅读课和听力课分别跟听说课相配合。

三、《教程》的编写原则是：

1. 强调实用性。

《教程》力求做到目的明确，针对性强，适合学习理工专业的学生的交际需要。

2. 突出科技汉语的语言特点。

科技汉语是在科学技术领域内使用的一种语体。它说明的对象是客观事物。它的任务是叙述真理，描述过程，表达事物的特性和功能，论证自然规律。科技汉语反映的是逻辑思维。因此，科技汉语的语言特点是：概念准确，结构严谨，论理清楚，层次分明。

《教程》在编写中，努力反映这些特点。

3. 教学法指导思想：结构、情境和功能相结合。

科技汉语是作为外语来教的。《教程》力图吸收结构法、情境法和功能法之长，并将三者融为一体。

我们把整个教学过程分为三个大的阶段。

在第一教学阶段，《教程》以日常生活和学习生活为交际情境来布局谋篇，通过简短的对话体或叙述体课文，使情境与结构、功能融为一体。

为了直观地显示各种交际情境，教材中配有较多的插图。

在第二教学阶段，《教程》的语言知识（主要是复句）寓于生动有趣的科学常识中，使教材的语言从日常生活用语自然地过渡

到科技用语。

在第三教学阶段,《教程》以科技汉语中常见的功能一意念项目(例如,定义、数量、形状、性质、变化、条件、因果、方法、比较、位置、结构等)来布局谋篇。列出常用的语言形式,并配以短小的课文,使功能与结构、情境融为一体。

4. 注重听、说、读、写四种技能的训练,实行分科教学。

语言是交际的工具。语言教学的根本目的在于培养交际能力。交际能力的培养需要语言知识,但要使语言知识转化为交际能力,必须进行听、说、读、写的言语技能训练。

听、说、读、写四种技能的习得过程,各有不同的特点。在课程设置上,实行分科教学,即设置听说课、阅读课和听力课三门课。

四、《教程》是采取集体讨论方案,分头执笔,统一修改的方式编写的。

主编 杜厚文

编者分工如下:

听说课本:杜厚文、盛炎、季秀清、温洁。万志敏参加了修改工作。

阅读课本:黄振英、陈永德。

听力课本:李娟琴、郭金鼓、韩玉芳。

英文翻译:张占一、熊文华、谭敬训。

五、在编写这套教程时,我们尽量吸收了历年来我院汉语教材编写的成果和经验。我们还参考了许多科普读物和数理化教科书。

在编写过程中,我们得到各级领导和许多同志的大力支持和热情帮助。

李惠乔同志和杨李菁同志,在百忙中为本书绘制了插图。

试验这套教材的同志们,付出了辛勤的劳动,提了不少宝贵

的修改意见。

在此一并向以上各位同志表示衷心的感谢。

针对学习理工专业的留学生编写一套系统的汉语教材，对我们来说还是第一次。它的优缺点还有待于通过实践进行检验。我们期待使用这套教材的师生、读者提出批评意见，以便今后修订时改进。

编 者

一九八四年三月

PREFACE

A. *A Course in Scientific Chinese* is prepared as an elementary teaching material for those foreign students who will major in various special fields in sciences and technology. After completing the course, learners can have a command of the basic knowledge of Chinese and become competent in speaking Chinese on general topics in everyday life and studies of their special fields.

B. *A Course in Scientific Chinese* consists of a set of coursebooks both taped and illustrated. The coursebooks contain the students' book and teachers' guide. The four volumes of the students' book cover a vocabulary of about 3,000 words, and are supposed to be completed in 700 instruction hours including revision and exams.

The first two volumes mainly deal with everyday life and classroom expressions, which can be completed in about 272 hours.

The third volume, which needs 200 hours to be completed, mainly deals with common knowledge of science and technology, while the fourth one deals with fundamentals of mathematics, physics and chemistry, prepared for 228 hours.

Each volume consists of three different books, one

is for listening and speaking, one for reading comprehension, and one for listening comprehension.

Listening and Speaking provides with necessary explanations of Chinese phonetics and grammar, and sufficient listening exercises to build up and improve learners' communicative oral skill.

Reading Comprehension aims at establishing learners' ability of reading comprehension and of speed reading. Besides, the book also offers certain information about Chinese characters, word-building and ways of writing Chinese characters, with companions of Chinese character writing exercises (1 and 2).

Listening Comprehension is written for building up and improving learners' ability of listening comprehension, in order to get the learners prepared to have classes together with Chinese students after completing the course. Accompanying it is an *Exercise Book of Listening Comprehension*.

In this course, three different classes —— listening and speaking (8 hrs/wk), reading comprehension (8 hrs/wk), and listening comprehension (4 hrs/wk), are offered.

Each class has its own function, but they are closely related with each other. Listening and speaking class should taught a bit earlier than the rest which are supplementary to it.

C. Principles for Compilation

a. Emphasis given to practicality

The aim of this course is very clear, which is to

meet the learners' needs for communicating when they study their special fields.

b. Emphasis given to the features of scientific Chinese

Scientific Chinese is in a style used in the fields of science and technology, stating or describing truth, expressing features and natural laws of objective matters in strong logical thinking. So, it bears the following features: precise concept, compact structure and clearly arranged and well-knit ideas.

The compilers have tried to make these features clear to learners.

c. Combination of structure, situation and function

Pedagogically, we have to apply the strong points of the structural approach, situational approach and functional approach to this course harmoniously, for scientific Chinese is taught as a foreign language in this course. The whole course is divided into three stages.

In the first stage, short dialogues, or stative texts, which are based on certain communicative situations of everyday life and school life in particular, trying to put structures, situations and functions together. Plenty of illustrations are given for making the situations more explicit.

In the second stage, certain functional-notional items in scientific Chinese (such as definition, quantity, shape, character, change, condition, cause, result, way, comparison, position, and structure, etc.) as

well as common patterns, are given and illustrated in short texts which appear as combined embodiment of function, structure and situation.

d. Emphasis given to the four skills of listening, speaking, reading and writing, trained in separate classes.

Language is a tool of communication. The fundamental aim of language teaching is to establish learners' communicative ability. It is true to say that learners must grasp the linguistic aspects of a language if they wish to communicate in it, but they cannot transfer their knowledge into communicative skills unless sufficient training is practised. The four skills cannot be established in one and the same acquisition process, since each of them has its own characteristics. Bearing this in mind, we have decided to train learners to build up the four skills separately, and three different classes (listening and speaking, reading comprehension, and listening comprehension) are offered.

D. *A Course in Scientific Chinese* has been compiled and revised according to a syllabus agreed upon by all the compilers. The division of labour of the compilers is as follows:

Chief editor:

Du Houwen

Listening and Speaking:

Du Houwen, Sheng Yan, Ji Xiuqing, Wen Jie,

Wan Zhimin (revision only)

Reading Comprehension:

Huang Zhenying, Chen Yongde

Listening Comprehension:

Li Juanqin, Guo Jingu, Han Yufang

The English translation is made by:

Zhang Zhanyi, Xiong Wenhua and Tan Jingxun

E. We have tried our best to incorporate the experiences gained during the past years in compiling Chinese teaching materials of our institute, and consulted a good number of common scientific reading materials and textbooks in mathematics, physics and chemistry.

Thanks to Li Huiqiao and Yang Lijing, who have drawn all the pictures for the course despite many claims on their time.

Thanks to all those comrades used the preliminary edition of the Course for their suggestions which are valuable to the revision work.

Thanks to the compilers of the books and materials we have consulted with.

Thanks to all the comrades who have offered us help during our compilation of *A Course in Scientific Chinese*.

It is the first time for us to compile a teaching material of this kind, so it needs time to see its strong and weak points in practical use. We are very grateful to the users of this material who can offer criticism and suggestions which are very helpful for us to revise this material hereafter.

Compilers

March, 1984

听 说 课 本

(一、二册)

说 明

一、《听说课本》第一册24课，第二册20课，共44课。

第一课——第八课为汉语语音；第九课——第四十四课为日常生活和学习生活会话（其中每三课有一个复习课。）

每课教学时间为两学时。一、二册总教学时间约106学时。

二、《听说课本》（一、二册）的体例如下：

第一课——第八课

1. 韵母
2. 声母
3. 拼音
4. 声调
5. 生词
6. 会话
7. 注释

第九课——第四十四课

1. 情景对话

《对话》中选择的话题有：(1)问候，(2)介绍，(3)询问姓名、住址和国籍，(4)在商店买东西，(5)谈论家庭，(6)在食堂和饭店，(7)学校生活，(8)问路，(9)乘车，(10)游览、参观，(11)打电话，(12)在邮局，(13)在图书馆，(14)在医院，(15)谈论天气

和季节, (16)询问时间和日期, (17)找人、寻物, (18)约会、拜访, (19)看文娱演出, (20)看体育比赛等。

这些话题都是留学生在华生活中常用的急需的交际内容。

每课《情景对话》都有三至五组, 便于操练。情景力求真实, 语言力求规范、自然。

2. 生词

一、二册生词总量约 630 个。平均每课 20 个左右(其中约有 4 个生词曾在阅读课中出现过)。生词给出汉字、词性、拼音和英文释义。每册书后附有生词总表。

3. 注释

注释的内容包括: (1)解释课文中某些词语的用法; (2)解释课文中出现的无法避免的新语法点。这些语法点以后将重点学习。(3)介绍必要的文化背景知识。

4. 语法

一、二册的语法点主要是单句。安排上先易后难, 循序渐进; 解释力求简明, 多举例句。

复习课的语法小结, 归纳、对比已学过的主要语法点, 使之系统化, 以指导再实践。

5. 语音语调

第一——第八课, 比较集中地介绍了汉语的语音和声调。从第九课起, 除继续巩固语音和声调以外, 还增加了语调的知识, 供教师在教学中参考。

6. 练习

练习形式力求多样化。练习中除了过去常用的各种结构练习形式以外, 还增加了情景练习和功能练习。

COMPILERS' NOTE

A. *Listening and Speaking* (1) and (2) have 44 lessons. The first 8 lessons deal with Chinese phonetics, while the rest are dialogues on everyday life and school life. A revision lesson is offered at the end of every three lessons.

The two books are to be completed in about 106 instruction hours, 2 for each lesson.

B. The format for Books (1) and (2) is as follows:

Lessons 1—8:

- a. finals (*yun*)
- b. initials (*sheng*)
- c. combination of finals and initials (*pinyin*)
- d. tones
- e. new words
- f. dialogues
- g. notes

Lessons 9—44:

- a. Situational dialogues

Situational dialogues on the following topics which are very common for learners to communicate: greeting; introducing; asking about one's name, address and nationality; shopping; talking about one's family;

in a canteen or a restaurant; school life; asking the way; on a bus; travelling and visiting; in a hospital; talking about seasons and weather; asking time and date; looking for a person or something; making appointment and visiting; seeing a performance; watching a sport contest.

There are 3 to 5 situational dialogues in each lesson to facilitate drilling. We have tried our best to make the situations realistic and language natural and standard.

b. New words

There are about 630 new words in Books (1) and (2), averagely each lesson has about 20, of which about 4 have appeared in *Reading Comprehension*. Pinyin, English equivalent and part of speech and Chinese characters are given to each new word. A general vocabulary is attached to each book

c. Notes

Basically notes deal with usages of certain words and expressions appearing in the texts, new grammar points which cannot be avoided and which will be taught as important points in the future, and necessary cultural background knowledge.

d. Grammar

Books (1) and (2) mainly deal with the simple sentence. The different forms of the simple sentence are arranged in accordance with the principle that easy ones come before the difficult ones. They are given

with brief and clear explanations and many examples as illustration.

The revision lessons mainly summarize in a systematic way the grammar points that have been covered in the previous lessons and make comparison whenever necessary in order to guide the learners to apply them better in the future.

e. Pronunciation

The first 8 lessons of Book (1) focus on introducing Chinese speech sounds and tones. From Lesson 9 on, apart from continuing to consolidate speech sounds and tones, we have offered some knowledge about intonation for teachers to consult with.

f. Exercises

We have offered various situational and functional exercises besides the commonly used forms.

汉语拼音字母表

The Chinese Phonetic Alphabet

印刷体 printed forms	书 写 体 written forms	字母名称 names	印刷体 printed forms	书 写 体 written forms	字母名称 names
A a	A a	[a]	N n	N n	[nɛ]
B b	B b	[pɛ]	O o	O o	[o]
C c	C c	[ts'ɛ]	P p	P p	[p'ɛ]
D d	D d	[tɛ]	Q q	Q q	[tɕ'iou]
E e	E e	[ɣ]	R r	R r	[ar]
F f	F f	[ɛf]	S s	S s	[ɛs]
G g	G g	[kɛ]	T t	T t	[t'ɛ]
H h	H h	[xa]	U u	U u	[u]
I i	I i	[i]	V v	V v	[vɛ]
J j	J j	[tɕiɛ]	W w	W w	[wa]
K k	K k	[k'ɛ]	X x	X x	[ɕi]
L l	L l	[ɛl]	Y y	Y y	[ja]
M m	M m	[ɛm]	Z z	Z z	[tsɛ]