

LISTENING PRACTICE FOR
CHINESE LANGUAGE (Vol. I)



汉语听力训练
(上册)

汉语听力训练

(上册)

LISTENING PRACTICE FOR
CHINESE LANGUAGE

Vol. I

杨从洁编著

王国璋审订 王义国英语翻译

中国人民大学出版社
People's University of China Press
1989 • Beijing

汉语听力训练

(上册)

*

中国人民大学出版社出版发行

(北京西郊海淀路 39 号)

民族印刷厂印刷

新华书店经销

*

开本: 850×1168 毫米 32 开 印张: 10.5

1989 年 9 月第 1 版 1989 年 9 月第 1 次印刷

字数: 211 000 册数: 1-1 500

*

ISBN 7 300 00695 7

H·15 定价: 4.25 元

序

长年教学积累下来的经验是很可宝贵的，而善于总结和运用自己的经验，不仅是不断改进教学状况、提高教学水平之所必需，也是进行科学研究与编撰教材的重要依据。

读过这本培训听的能力的教材，我得到了同上述认识相一致的良好印象。编著者杨从洁同志从事对外汉语教学多年。她平素重视汇集和分析资料，探索教学上的最佳途径，注意改进教学方法，力求教学中的各个环节相辅相成、完密得体。可以认为，这本教材在不少方面展现了她多年教学的心得体会，细微之处尤见功夫。

凡内行都懂得，语言教学复杂而困难，对外语言教学尤其艰难。在对外汉语教学上，由于外国学员在知识结构、社会阅历、生活习惯、理解能力、学习方法以及对汉语的认识和兴趣等许多方面存在着特点和差异，如果中国教师对这些缺乏理解和分析，就很难针对实际排除障碍把教学和教材搞好。杨从洁同志很重视对教学对象的了解，研究学员在学习上存在的问题，制定适合他们的学习要求和适应他们的学习趣味的教学方法。这本教材正是对上述这些做了周到的思考和明确的抉择之后才做出安排而后执

笔的。这样，她就得以克服和跳越许多困难，从而较顺利地完成了编写工作。应该说，这个“顺利”是来之不易的，它是长期辛苦的教学实践所换取来的，是在编写教材上认真而不苟且的工作态度所换来的，是从知之较少到知之甚多、摒除“随意性”而进入有理想、有思想指导、有现实依据的高度所实现的。

我一直主张教师要有自己的教材。教师从执教之日起，最好就为编写教材做准备，长年不懈，用几年、十几年乃至几十年的时间，编写、修订、再修订出广泛包容自己的教学经验、具有一定特色的教材，这样，才能使自己的教学一步步向得心应手、高速高效的理想境地迈进。这往往是统编教材所难以达到的。我以为，统编教材的出现大多是填补空白的权宜之计，在我国对外汉语教学有了近四十年历史的今天，再也不宜提倡了。

自编教材当然主要供自己使用。然而，由于这种教材的内容和设计来自亲身的教学实践，既能符合教学对象的实际，又会有许多个人独到的见解和分析，因而对他人可以发生多方面的启发作用，产生不容低估的社会效果。这样的教材越多，对繁荣教学和不断提高教学质量越有益处，这是肯定无疑的。

杨从洁同志为此教材，花费许多精力，几易其稿，今日脱稿付梓，值得祝贺。是为序。

中国人民大学教授 王国璋

1989年4月

preface

The experience accumulated through teaching over the years is very valuable, and being good at summing up and applying one's own experience is not only essential for improving teaching conditions and upgrading the teaching level, but also provides an important basis for engaging in scientific research and compiling teaching materials.

After reading this teaching material for training the listening ability, I have got the good impression identical with the understanding mentioned above. Ms. Yang Congjie, the compiler, has engaged in teaching foreign students the Chinese language for many years, and has habitually attached importance to collecting and analysing reference material so as to try to find the best way of teaching. She has also made strenuous efforts to improve her teaching methods so that the various teaching links may complement one another and be as appropriate as possible. It might be deemed that this teaching material shows in many ways her personal insight obtained from her many years of teaching, which

is especially apparent in her treatment of subtle matters.

It is known to all adepts that language teaching is both complicated and difficult, and it is even harder to teach foreign students the Chinese language. Foreign students are peculiar and diversified in their structure of knowledge, social experiences, customs and habits, understanding ability and methods of study, and also in their understanding of and interest in the Chinese language. For that reason, it will be difficult for a Chinese teacher to be practical and realistic so as to get rid of the obstacles and make his teaching and the compilation of the teaching material a success if he fails to have a good understanding and analysis of these problems. Ms. Yang Congjie has paid great attention to the understanding of the students she teaches, carefully thinking over the problems in their study and mapping out teaching methods suitable to their requirement and taste in study. So far as this teaching material is concerned, the writing of it did not begin until she had thoughtfully considered all the above problems and had made an unequivocal choice. Thereby she has been able to overcome and surpass many difficulties and finish the compiling work more or less smoothly. It should be pointed out that this "smoothly" is hard-earned, behind which there have been the industrious teaching practice over a long period of time, the serious attitude which is by no means perfunctory, and the process in

which scanty knowledge is transformed into substantial knowledge by assiduous study and the height is scaled at which "arbitrariness" is done away with and the compiling work is based on the encouragement of an ideal, the guidance of a thought and the needs of actual conditions.

I have all along been of the opinion that each teacher should have his own teaching material. It would be best if a teacher could begin making preparations for the compilation of the teaching material from the first day of his teaching career and be untiring in compiling and revising time and again the teaching material which would include comprehensively his own experience of teaching and hence have certain special features. Only in this way will he be able to gradually reach the ideal state in which he can teach with facility as well as highly effectively and at a high speed. And that is usually hardly attainable by national text-books whose appearance, in my opinion, is often an expedient measure to fill the gaps in certain teaching fields. Now that we have a history of nearly 40 years of teaching foreign students the Chinese language in our country, it is no longer appropriate to advocate compiling more national text-books.

Any teaching material compiled by any teacher will naturally be used mainly by the compiler himself in his teaching. However, such teaching materials may also inspire others in many ways and

thus produce social effects that cannot be overlooked as their contents and designs derive from the teaching practice experienced by the teachers themselves and, for that reason, these teaching materials will suit the actual needs of the students and contain many original insights and analyses characteristic of the compilers themselves. It is definitely doubtless that the more such teaching materials there are, the more beneficial it will be to the prosperity of teaching work and improvement of the teaching quality.

My congratulations should be given here to Ms. Yang Congjie who has made strenuous efforts for the compilation of this teaching material which has gone through several revisions and which is now completed and ready for printing. And that concludes my preface.

Wang Guozhang

Professor

People's University of China

April, 1989

前 言

这本教材是为来华学习汉语的一年制文科专业进修生提高汉语听力而编写的，分上下两册，共四十课书。具有一定汉语基础的外国人和华侨也可使用此书。本书既可用于课堂教学，也可供自学者自学。

此教材的编写原则是：

1. 课文内容选取外国人感兴趣的话题和故事。题材广泛，文体多样，词汇覆盖面大。通过本书的学习，不仅可以扩大词汇量，还可以从中了解到一些中国的文化历史、风土人情、社会生活等方面的情况。

2. 本书以功能——结构——文化相结合的教学法原则作为指导思想，力求将实用性、趣味性、知识性融为一体，而突出实用性。百分之九十五的课文后面都设计了会话场景的听力练习，目的是让学习者在进行实际交际时也能听懂课文中所学过的词语和语法知识。

3. 力求注重科学性。课文内容由浅入深，循序渐进；课文长度由短到长；语法由易到难；每课生词控制在一定数量内，并注意到词语的重复率；听力语速由慢到快，从120字/分逐步达

到 220 字/分。

4. 本书在体例的设计和练习的编排上, 尽可能突出听力教材的特点。

5. 每课书后都有练习。练习的内容力求丰富, 形式力求多样, 既有测试学习者听后即时反馈的练习, 也有测试学习者理解和记忆的练习。

由于学生的具体情况不同, 教师在使用本教材时, 特别是在生词和听力语速上, 可根据教学对象灵活掌握。

此教材的体例为两大部分。

一部分包括: 生词、词语例解、练习。这部分供学生课前预习和课堂上用。全书生词均有英文翻译; 词性只注在本课书所属的; 词语例解中有少数词语注释, 上册加英语译文, 考虑到学生汉语水平的逐步提高, 下册不再加译文。

一部分包括: 课文, 教学提示, 听录音。这部分供教师授课和学生复习使用。全部配有录音磁带。每课书的“课文”为精听部分; “听录音”为泛听部分, 其生词和语法知识学习者可量力吸收。

由于水平所限, 本书尚有许多不足之处, 敬请读者批评指正。

全书由王国璋教授审订, 王义国副教授为英文部分翻译, 特致谢意。

编 著 者

1989 年 3 月于北京

Introduction

Comprising two volumes, twenty lessons included separately in each, this Listening Practice for the Chinese Language is intended for improving the listening ability of Chinese of those liberal arts students who are in the one-year Chinese training class. Foreigners and overseas Chinese with some rudimentary knowledge of the Chinese language can also use this book. In other words, this teaching material can be used both for classroom teaching and by those who study Chinese on their own.

The principles under which this teaching material is compiled are as follows:

1. Stories and topics of conversation in which foreigners are interested are selected for texts which, consequently, vary in style and present a wide vocabulary covering numerous subjects. Through learning this teaching material, students can not only enlarge their vocabulary, but also be informed about China's culture, history, customs and habits, society and life, etc.

2. Taking the teaching method of the integration of function,

structure and culture as the guiding idea, this teaching material has made every effort to merge application, themes of interest and academic knowledge into an integral whole, with special emphasis on application. 95% of the texts are followed by listening exercises for situational conversation, with the aim of enabling the students to understand the vocabulary and grammatical knowledge covered by the texts as used in actual communication.

3. Strenuous efforts have been made to make this teaching material as scientific as possible. Proceeding in an orderly way and step by step, the texts are so arranged that they are becoming longer and more difficult with each passing lesson, and, in addition, the grammar becomes proportionately more sophisticated. New words included in each lesson are limited in number, and attention has been paid so that they are sufficiently repeated. The speed of listening increases gradually, ranging from 120 words/minute up to 220 words/minute.

4. Priority has been given to the distinguishing features of the listening teaching material in the design of style and arrangement of exercises of this book.

5. Exercises are provided at the end of each lesson. Rich in content and various in form, the exercises include those which test the students' immediate feedback after listening as well as those which test the students' comprehension and memory.

The teacher is required to take a flexible attitude while using this teaching material, especially in regard to the new words and the speed of listening, as students are of different academic backgrounds.

The layout of this teaching material is roughly made up of two major parts;

The first part includes new words, explanatory notes of words and phrases, and exercises, which should be previewed by the students before class and are used in class. All the new words in the book are rendered into English, and the parts of speech are only mentioned as they actually function in the texts. A certain number of words are explained in the explanatory notes of words and phrases. The explanatory notes of words and phrases are rendered into English in Volume One, whereas in Volume Two this kind of rendering is not done as it is deemed unnecessary because of the students' due progress in their mastery of the Chinese language.

The second part includes texts, suggestions about the teaching methods and listening comprehension. This part is for the teacher to use in class and for the students to review after class. Tape recording is available, that of each text to be used for intensive listening and the listening comprehension part to be used for extensive listening. So far as the new words and grammar are

concerned, students can assimilate them according to their ability.

Criticisms and suggestions with regard to any aspect of this teaching material are greatly appreciated by its compiler.

My thanks are due to Professor Wang Guozhang who has examined and approved my draft, and also to Mr. Wang Yiguo who has done the English version. However, all responsibility for error is solely mine.

The Compiler

March 1989

目 录

第 一 课	青木的星期六·····	(3)	(203)
第 二 课	安娜写信·····	(13)	(208)
第 三 课	过生日·····	(22)	(214)
第 四 课	散步·····	(31)	(219)
第 五 课	愉快的星期日·····	(42)	(223)
第 六 课	中秋节·····	(51)	(228)
第 七 课	你来得正好·····	(60)	(233)
第 八 课	作客·····	(69)	(239)
第 九 课	慌张的女人·····	(78)	(245)
第 十 课	你知道吗·····	(90)	(251)
第十一课	称象·····	(101)	(258)
第十二课	一幅画儿·····	(110)	(263)
第十三课	征求意见·····	(120)	(268)
第十四课	守株待兔 (成语故事) ·····	(128)	(273)
第十五课	叶落归根·····	(137)	(278)
第十六课	一颗钻石·····	(148)	(283)
第十七课	雪舟学画·····	(158)	(289)

第十八课	夜郎自大·····	(168)	(295)
第十九课	老乘警查缉走私的小故事·····	(181)	(301)
第二十课	春节·····	(190)	(308)
附 录:	词语例解索引·····		(316)