

汉语实况听力 高阶

孟国 编

REAL-LIFE CHINESE
—A COURSE
FOR AURAL COMPREHENSION
An Advanced Textbook
中国語実況聴力高級
중국어실황정취 고급

北京语言文化大学出版社



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前 言

早在 70 年代,功能法就出现在西欧外语教学领域,这一新的教学流派强调听力教学要使用真实材料,人们力图将真实的材料和真实的交际任务联系起来。英国外语教学专家玛丽·安德伍德(Mary Underwood)把这些“真实的材料”解释为“普通人用普通方法说的普通语言”。(ordinary language spoken by ordinary people in an ordinary way)此时也出现了一些有代表性的教材,但这些教材的有声材料并未完全做到“用真实材料”这一原则。

在语言学习过程中,听是被动的,属解码系统。听者无法控制说者的语速、语气、选词用语、方言方音,也就是说,我们不可能要求对方必须说一口规范的标准普通话。这是由中国真正能说一口标准普通话的人并不多的现实所决定的。汉语的方言方音之复杂,超过了世界上任何一种语言。另外由于年龄、文化程度、工作性质等因素,使得人们日常交际的汉语与我们对外汉语教学中的十分标准的普通话有着明显的差异。一些留学生虽认真学习,反复听练,而听力水平却提高得不快,另一些留学生不满足传统的课堂教学,到社会上去学习所谓的“马路汉语”,由于缺乏系统和教师的指导,也很难达到预期的效果。为此,十年来,我们一直坚持汉语实况听力的教学,得到各国留学生的好评。同时我们逐步探索出一些可行的方法,并得到了国家汉办的充分肯定和大力支持,于 1994 年出版了《汉语实况听力》(语文出版社出版)一书。HSK(高等)中增加了实况听力的内容,使我们更坚定了这一方向,思路得到了进一步的拓宽和调整,并酝酿了达套《汉语实况听力初阶》、《汉语实况听力中阶》、《汉语实况听力高阶》系列丛书的编制。这套丛书在很大程度上可以认为是 HSK(高等)听力理解部分的应试练习和指

导,因为它无论在体例上、内容上、选材上,还是在练习设计上都与HSK(高等)相一致。

本套丛书在体例上最突出的特点是坚持完全的实况录音和“先声后文”的原则。在编制过程中,首先要做的不是动笔,而是搜集各种各样的实况录音,然后整理出长短各异、难易不同的段落,这些录音带是这部书的生命。所以我们称其为“编制”。录音文本只不过是这些实况录音的尽可能忠实的文字记录,实际上是附属部分,这些文字材料不仅保留了录音中真实自然的口语特点,也保留了原录音中的某些不通顺、多重复、甚至有语病的地方。以录音为本设计出的选择性的练习则是引导留学生对这些实况录音做一些初步的理解。根据录音、文本及练习的长短难易排列成组、成册。所谓难易的主要依据不仅考虑录音的长短,问题的多少,而且也十分重视语速的快慢、方音的轻重以及对内容的熟悉程度等,使得全书从头至尾有一个明显的坡度,不过,这个坡度不是直线的,而是螺旋型的,由浅入深,则易到难,反复听练,循序渐进。

那么,这些实况录音是怎样搜集到的呢?首先,我们出入于商店、餐馆、公共汽车、邮局、医院、大街等公共场所,捕捉到人们的真实的言语交际,经过整理,成为汉语实况的片断。另外,在电台、电视台选录一些内容恰当的实况访谈的录音,这是我们搜集实况录音的主要途径。此外,邀请有关人士给外国留学生讲演、报告,或带留学生到某些单位参观访问,听取有关人士的介绍等,把这些谈话录音整理出各个段落。这些录音不同于以往的听力教材,都是比较随意的谈话,有着南腔北调之别,男女老少之差,口语性极强,停顿多,关联词少,语速快,有的段落每分钟甚至达300至400字,是人们实际生活中的言语交际的真实记录。

与一般的听力教材比,本书在侧重点上有着明显的不同。

一、**重功能**。听力课是门特点很突出的交际功能课,本书选用生动活泼的实况言语材料作为听力内容,使留学生在录音机里就

能听到社会上各种各样的实况汉语。无疑,这对于提高留学生的实际听力水平是大有帮助的。同时也改变了以往经常出现的留学生在课堂上听得懂,到课堂以外就听不懂的现象。实际上,只有听得懂,才可能进行言语交际,因此,实况听力水平的提高必将大大提高留学生的汉语能力。

二、重口语。这里的口语并不是说,而是听口语性极强的汉语表述。汉语实况不是照本宣科,有的是很随意的谈话;有的是真实的言语交际;有的是围绕一个话题的侃侃而谈。总之都是口语,其口语的特点十分明显,有的对语境有着极强的依赖性,十分简洁,以至简洁到离开语境便不知所云的程度;有的语气轻重明显,以至发音不很规范;有的很随意,不太认真,以至出现错用词语、语法混乱的现象;有的恪守着自己的口语习惯,口头语不离口,以至断断续续,反反复复,啰里啰唆;还有的谈话中思维中断,语无伦次,以至言不及意。对于这样的实况录音,经过反复听练,使留学生能够跳跃这些障碍,能大致听懂并较准确地理解,自然是本套丛书所要达到的目的。同时,录音中大量的实用性极强的口语对留学生的日常言语交际,也会有很大的帮助。

三、重方音。方音非方言。中国之大,方言方音之复杂使得中国能说一口标准的普通话的人并不多。各地的推普工作虽然取得了很大的成果,但在人们实际生活的言语交际中,用得最多的是带有各地方音的普通话,也有人称之为地方普通话。然而,这些地方普通话与标准普通话的差异十分明显。因此,一个外国人要想在中国工作、生活、学习,听懂那些略带方音的地方普通话是很必要的,也是实际可行的。在本书的录音中,大约有30%的段落不同程度地带有各地方音,如江浙、广东、豫鲁、天津、河北、东北等。

四、重语义。在实际的言语交际中,有些句子的语义不一定是句子的简单的表面义,有些句子有着深刻的弦外之音和很强的感情色彩。而这些往往不是靠词汇和语法表现出来的。由于这些句

子的表面义和实际义有着相当的距离,所以,最容易产生误解。实况听力课正是要使留学生逐步地透过这些表面现象,准确理解其实际义。透过谈话者的语气,推断出其真实的态度和感情色彩。而这些弦外之音和语言内部蕴含的感情一旦被揭示出来,便使留学生有豁然开朗之感。

五、重文化。在语言教学中,文化内容融于其中,汉语实况听力中文化内容尤为突出,但这种文化并非是那些传统的知识文化,也不仅仅是人们在交际中的文化内含,而是一种国情文化。可以说留学生在课上听到的不仅仅是语言实况,同时也是一个当今中国社会的实况,是社会的一个缩影。在本丛书的听练过程中,可能会出现这样一种情况,一些留学生即使听得懂,也未必做得对练习,这可能是因为他们还了解其中的丰富的文化内含,或者说他们对中国的现实还缺乏了解。通过对本丛书的听练,留学生会感到他们所提高的不仅仅是听力,同时他们对当今中国的方方面面有了一个更新的更全面的了解,他们看到的是改革开放中的中国的全貌,此外还可以在一定程度了解中国的一些有关政策。书中涉及的内容包罗万象,无所不容,有工业、农业、教育、卫生、文艺、体育、知识分子、独生子女、计划生育、老知青的回忆、青年学子的理想、生态平衡、戒烟、中国人的日常生活等等,可以称得上是“教室里的社会实践课”。

由于我们坚持实况录音和“先声后文”的编制原则,使得本书不论在选材上、语言形式上,还是在练习设计上,都受到了极大的限制,在一些方面不得不有所迁就,使得本丛书在系统性上有些不足。当然这些不完善之处有待于我们及各位同行继续大胆实践,不断探索,总结经验。我们也真诚地希望各位同行及广大留学生在在使用过程中多提宝贵意见。

本套丛书由孟国构思于1996年初,这一构思及写作设想得到了北京语言文化大学出版社领导的充分肯定和大力支持,并为本

书的体例等方面提出了许多很好的建议。在此基础上孟国制定出写作大纲,与钟英华共同制定写作细则。钟英华负责《初阶》的录音搜集整理及文字写作,孟国负责《中阶》、《高阶》的录音搜集整理及文字写作。

本丛书在写作过程中,得到了天津师范大学中国语言文化中心领导的大力支持。王伟、薛洁等为本书提供了一些很好的素材,张乃乐、韩鉴堂、温象羽等在音带的制作、整理过程中付出了辛勤的劳动。在此,我们向以上各位及所有支持过我们的朋友们表示诚挚的谢意。

孟 国 钟英华

于天津师范大学中国语言文化中心

1996. 5

编写说明

一、本套丛书是为有一定汉语基础的外国人提供的集自学辅导、课堂教学、HSK(高等)听力自测于一体的汉语教材。具备下列条件之一者适合使用本套教材:(1)HSK 五级。(2)《初级汉语课本》或其他基础汉语教材基本学完。(3)在中国的大学入学学习汉语两个学期。(4)已学汉语 500 个学时以上。

二、本套丛书可用于自学。由于种种原因,大部分学校没开设汉语实况听力课,为了适应这一状况,本丛书在编写过程中,首先考虑的是自学。作为自学,尤其要注意的是坚持和耐心。实际上,大部分录音留学生听一遍后很难做对练习,这就需要反复多听,直到听懂理解为止。另外自学者也不能满足于仅仅做对了书上的选择练习,由于形式的单一,限制了我们设计更深层的练习,因此做完练习后也应反复多听,自己为自己提问题,追求更深层次的理解,切忌轻率地看文本。当然反复多听仍不理解者,借助文本,再反复听也不失为一种学习方法。对外国留学生进行个别辅导,弥补了课堂教学上的某些不足,与自学比,又显著提高了效益。本丛书用于个别辅导定可收到明显的效果,辅导教师可根据学生的实际汉语水平,既可以逐段听练,也可以有选择地听练。在辅导教师的帮助下不应满足于做对书上的练习,而应增加练习的形式和内容,以求对录音深层次的理解。

三、本丛书可用于课堂教学。有条件的学校应安排实况听力课。本书为这门课的课堂教学提供了大量的实况录音,这是课堂上使用的最基本的教材,反复听录音将是课堂教学的重要环节之一。1994 年,我们编写的《汉语实况听力》一书,作为课堂教学的教材,效果很好,颇受留学生欢迎。但在使用过程中也发现一些问题。本

丛书与原来的《汉语实况听力》相比,最大的不同是由原来整段的课文形式改变成一个个小的段落,按难易程度分组分册,使得内容更新颖、更丰富,同时形成了一个螺旋型的阶梯。但是,作为课堂教学,这套丛书的练习是远远不够的,教师应根据学生的水平、录音的内容、自己对录音的理解和教学环节的安排增加练习的形式和内容,如问答题、复述内容、判断正误、填空等等。教学进度可根据学生的情况酌情安排,全三册约用 2—3 个学期(4 学时/周)。

四、本丛书可用于 HSK(高等)听力自测。HSK(高等)对听力理解有着更高、更具体的要求,这个要求包括“能听懂广播电视以及各种交际活动中用普通话和略带方音的普通话所作的语速正常和语速稍快(180—240 字/分)的对话和讲话”,(而实况听力部分有的已接近 400 字/分钟)“在交际中,对口语里不完整、不规范句子,能正确理解语义,而不发生误听,当谈话受到轻微干扰时能不误听。”(刘镰力等《关于高等汉语水平考试的设计》)这些具体要求实际上就是实况听力的具体要求。HSK(高等)与 HSK(初中等)在听力理解上的最大区别是前者增加了实况听力的内容,而至今汉语实况听力教学并未普遍进行。许多留学生自知实况听力很难,却苦于提高无门。本套丛书则为这些留学生架构了一个通过自学提高实况听力水平的阶梯。录音带的搜集整理充分考虑到实况听力的特点,由易到难,循序渐进。其练习形式的设计参照了 HSK(高等)听力理解中实况听力部分的练习形式,非常适合于自测。当然,通过自学以应试 HSK(高等)也是一种无奈。但只要应试者能耐心、认真地听练,定能提高 HSK(高等)实况听力的成绩。

五、关于这套丛书的体例。丛书分《汉语实况听力初阶》、《汉语实况听力中阶》、《汉语实况听力高阶》,共 3 册。每册分为 6 组,由于录音长短不一,每组分别有 8—20 段录音,设计出 40—50 个问题。HSK(高等)的实况听力每段大约有 5 个问题左右,录音也较长,每段大约 1—3 分钟。本丛书的组、册的划分与 HSK(高等)有

密切关系。《初阶》录音较短，共 118 段录音，每段两个问题，可称之为 HSK(高等)预备阶段；《中阶》录音稍长，共 76 段录音，每段 3—4 个问题，可称之为接近 HSK(高等)阶段；《高阶》录音较长，共 50 段录音，每段有 4—7 个问题，可称之为 HSK(高等)阶段，其中有个别的录音段可能超过 HSK(高等)的难度。

各分册包括“备选答案”和“录音文本”以及“标准答案”三个部分。“备选答案”仿照 HSK(高等)实况听力的练习形式，从 A、B、C、D 四个备选答案中选择一个正确的。在每组备选答案前有一个“提示”，概括了这一组录音的特点及难易程度。“录音文本”除了有实况录音的文字材料外，还附有一个“注释”，这是就每段录音我们为本套丛书使用者所作的提示，在注释中，重点介绍了本段录音的来源，谈话者的身份，谈话时的环境以及文化背景。同时，还根据本段录音的语言特点给以提示，如：口语特点，方音状况，在语音和语法上的不规范之处。有的地方还为自学者提出了一些建议。在重点词语、难点词语、新词语的注释上，我们同样根据循序渐进的原则，在《初阶》、《中阶》中，对这些词语做了程度不同的注释。这种注释不是根据录音的难度加大、难词语的增多而逐渐增多，而是逐渐减少。到了《高阶》注释较少，尽管《高阶》中的词语难度大大超过《初阶》和《中阶》。这样做是出于我们这样一个基本的理解：随着实况听力水平的提高，其听力的主要障碍已不是生词和语法，即使遇到没有学过的词语和语法，也应培养他们跳跃这些障碍，并能基本理解其义的能力。而这一点正是我们这套丛书所要达到的目的之一。

编 者

1996.5

INTRODUCTION

1. REAL-LIFE CHINESE is a course designed for use on a self-study and tutorial basis or in the classroom. The students can also employ it to test themselves on HSK (Advanced Level) Listening Comprehension. This course should be found suitable for:

- (1) students who have reached HSK Level 5;
- (2) students who have completed *Modern Chinese—Beginner's Course*, or who have completed any other elementary Chinese course;
- (3) students who have studied Chinese for two terms in a Chinese university;
- (4) students who have spent 500 classroom lessons of approximate 50 minutes each.

2. For use on a self-study basis. For a variety of reasons, most universities have not offered this course. Considering this, in the course of compiling the book, we first made it suitable for private study. When studying on their own, the students must have perseverance and patience. In practice, the student will find it difficult to catch most recorded passages after listening first time and cannot make the correct answer choice of the exercise. He has to listen repeatedly until he catch the passage. The student cannot simply do the exercise of multiple choice in the book. Because of the single form of exercise we were subject to, we were not allowed to design other forms of exercise to check the student's detailed understand-

ing. Therefore, after finishing the exercise in the book, the student is required to listen the passage again and again and then ask himself questions, think more deeply about the subject. The student should avoid looking at the tapescript when doing listening practice. When the student still can not understand the passage, of course, he may refer to the tapescript, then listen again—this is also a method used in learning. Individual tutoring can compensate for some limitations of study in the classroom. The tutored student will find it a more useful tool than studying on his own. According to the actual Chinese level of the student, the tutor may train the student to listen and do the exercise one passage after another, or selectively. With the help of the tutor, the student should do not only the exercises in the book, but also other forms of supplementary exercises for more detailed understanding.

3. For use in the classroom. The universities should offer the real-life Chinese listening course if they could. This book has provided a number of live recordings which are essential teaching materials for use in class, and repeated listening practice is an important link in classroom teaching. In 1994 we compiled *Real-Life Chinese—A Course for Aural Comprehension*. A textbook for use in class, it has realized satisfactory results—well-received by the students. However, we have found some limitations of the book after use. Compared with the old textbook, the new one has made a great improvement: full-paragraph texts have changed into different short passages, which have been arranged in accordance with difficulty into different units in different volumes; the material are more original and richer and at the same time form a “spiral staircase”. But the exercise-

es in the book are not far enough to meet the need of classroom teaching. According to the students' level, the contents of the recordings, his understanding of the recorded passages and arrangement for teaching, the teacher can supplement other forms and contents of exercises such as Question and answer, Retell the text, True or false, Fill in the blanks. The teaching plan can be made according to the students' condition. The three volumes may be used for two to three terms (four teaching periods per week).

4. For the student to test himself on HSK Listening Comprehension. HSK (Advanced Level) Listening Comprehension requires the testee to "have the ability to understand the dialogues and talks in *putonghua* or lightly-accented *putonghua* delivered at normal speed or slight more than normal speed (from 180 to 240 characters per minute) from broadcasts and in various social activities." (some passages in the book are delivered at a speed of 400 characters per minute) "and in conversation, have the ability to catch the meaning of incomplete and substandard sentences, and get the right words when there is a slight interference." (Liu Lianli: *On the Design of Advanced Chinese Proficiency Test*) Those requirements are actually the ones of the real-life listening materials. What HSK (Advanced Level) differs from HSK (Ordinary Level (Elementary Level and Intermediate Level)) is in that the former contains real-life listening texts. Till this day, this course has not been universally offered. Many students are clear that this course is very difficult and there is no good way to improve their listening ability. This book will lead them to an advanced level through private study. The features of the real-life listening pieces have been fully considered in collecting and

making the recordings; the drills become progressively harder. The exercises have been designed after the real-life listening exercise of HSK (Advanced Level) Listening Comprehension, which are very suitable for the student to test himself. Of course, in order to pass HSK (Advanced Level), the student has to study on his own if he has no other choice. The student will certainly get good marks in this respect so long as he does exercises in listening patiently and earnestly.

5. Organization of materials. This course comprises three volumes; *Real-Life Chinese—An Elementary Textbook for Aural Comprehension*, *Real-Life Chinese—An Intermediate Textbook for Aural Comprehension* and *Real-Life Chinese—An Advanced Textbook for Aural Comprehension*. Each volume is divided into six units, each of which contains 8 to 20 recorded passages of different lengths, with 40 to 50 designed questions. There are about 5 questions given on every real-life listening passage of HSK (Advanced Level), whose length is about 1 to 3 minutes. The division of the book into volumes and units is closely related to HSK (Advanced Level). *An Elementary Textbook for Aural Comprehension* contains 118 short recorded passages in all, each of which gives two questions—it can be called the preparatory stage for HSK (Advanced Level); *An Intermediate Textbook for Aural Comprehension* contains 76 a little longer recorded passages, each of which gives 3 to 4 questions—it can be called the near-to HSK (Advanced Level) stage; *An Advanced Textbook for Aural Comprehension* contains 50 much longer recorded passages, each of which gives 4 to 7 questions—it is parallel in level to HSK (Advanced Level), and some of the passages are probably more

difficult than HSK (Advanced Level). Each volume consists of three parts: Multiple Choice, Tapescripts and Standard Key. "Multiple Choice" takes the practice form of the live recordings section of HSK (Advanced Level) Listening Comprehension—choose the correct answer from the four choices marked A, B, C and D. Before the "Multiple Choice" exercise of each unit, you can find the "hint", which gives a summary of the features and difficulty of this unit. In the "Tapescripts" part, you can find the "note" following each text, which has specifically introduced the origin of and the speakers, situation and cultural background in the selected passage. Meanwhile, some points have been made about the language of the passage, such as colloquialism, dialecticism, substandard places in pronunciation and grammar. Some hints, where necessary, have been made to the students who will study on their own. In explaining the key, hard and new words and expressions, we have followed the step-by-step principle. In *An Elementary Textbook for Aural Comprehension* and *An Intermediate Textbook for Aural Comprehension*, we have explained these words and expressions in the following rule: notes become gradually less with the increase of the difficulty of the recorded passages and hard words. Notes are given less in *An Advanced Textbook for Aural Comprehension*, though there are far harder words and expressions in this volume than in *An Elementary Textbook for Aural Comprehension* and *An Intermediate Textbook for Aural Comprehension*. We think that with the improvement of the ability to understand the real-life listening materials, words and expressions and grammar are not a chief obstacle of listening comprehension; when the students encounter new words and expressions, they should be trained to skip over these obstacles and have

the ability to get their basic meaning. And this is one of the aims we expect the book to achieve.

The Compilers

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