

体育院校专用教材

TI YU HAN YU HUI HUA

# 体育汉语会话

《体育汉语会话》编写组 编著



人民体育出版社



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# 《体育汉语会话》编写组

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# 前言

随着我国高等院校来华留学生学历教育的开展，预科汉语教学的重要性正日益凸显。来自学历教育阶段的各类反馈信息表明，在语言学习期间，尽早地让学生涉猎一些建立在汉语基础上的专业知识，既可以帮助学生更好地适应高校的学习生活，也能够提高课堂教学的效率，对教学双方而言都十分有利。因此，预科阶段的汉语教学在培养学生语言交际能力和跨文化交际能力的同时，还要承担起服务于专业课程的重任。

诚然，预科教育阶段所实施的专业汉语教学离不开教材的支持。近年来，在来华留学教育呈现量、质齐升的态势下，我国对外汉语教材，在内容和形式上都取得了长足的发展，分类日趋多样，体系日渐完备。以现有的预科专业汉语教材为例，有针对理工类学生编写的科技汉语，也有供医科类学生使用的医学汉语、中医汉语等等。按语言技能进一步划分，甚至还可以分为综合、阅读、会话和写作等不同的编写体例。教材建设的成就，不但极大增强了我国高等教育对留学生的吸引力，也使得教材开发与留学生教育之间形成了积极的互动关系。然而，就体育专业而言，我国体育高等院校在开展预科教育的过程中，尚缺少一套适合自身的专业汉语教材。加之，当前世界范围内体育交流日趋频繁，体育类来华留学生人数正不断增长。立足现在，面向未来，我们有必要研究和开发体育汉语系列教材，这不仅是对外汉语学科体系多元化建设的内在动力，也是高等体育院校发展预科教育的外在要求。

《体育汉语会话》作为一本语言学与体育学相结合的专业汉语教材，既充分考虑了体育学科各领域学习者的特点，也注重由通用汉语向体育专业知识的过渡和衔接。教材中语料的选取主要立足于实际的语言教学实践，编写过程中虽三易其稿，但难免有仓促不足之处，希望阅读和使用者能不吝赐教，给我们提出宝贵的意见和建议。同时，我们真诚地期盼《体育汉语会话》能成为一块引玉之砖，吸引更多同仁的加盟，共同推进体育类专业汉语教材的建设和开发。

2014年6月

## Preface

With the development of academic education for overseas students in universities and colleges in China, preparatory Chinese teaching has become increasingly important. According to the feedback from different stages of academic education, in the learning of language, to help students learn about expertise in Chinese language in advance could not only help them better adapt to the school life in Chinese universities and colleges but also improve the efficiency of class teaching, which is conducive to both the teachers and students. The Chinese language teaching in preparatory stage is not only intended to help students improve their language communication skills and cross-culture communication abilities but also serve other professional courses.

Actually, the professional Chinese language teaching in preparatory education could not go without the support of textbooks. In recent years, with the increase in number and quality of overseas students in China, the Chinese language teaching materials for overseas students have been significantly improved in both contents and forms under more diversified variety and better established system. Taking the existing professional Chinese language teaching materials for preparatory education as an example, there are not only science and technology Chinese for engineering students but also medical and traditional Chinese medicine Chinese for students majoring in medicine. As regards practical language skills, there are skills for comprehensive learning, reading, dialogue and writing. The progress in teaching materials not only enhances the higher education's appeal to overseas students but also evokes positive reaction between the teaching materials development and the overseas student education. However, PE universities and colleges in our country still need a set of professional Chinese language teaching materials suited to them for preparatory education. Besides, as the exchanges in PE become more frequent around the world and more overseas students come to study in China, we shall take into account the existing situation and look into the future and it is necessary to study and develop series of sports Chinese language teaching materials, which is not only the inner driving force for the diversified building of Chinese language discipline but also the external requirements on the development of preparatory education for higher institutes of physical education.

As a professional Chinese language textbook for both linguistics and physical education, *Sports Chinese Language Dialogue* not only takes into account the characteristics of learners in different fields of the physical education but also pays attention to the transition and connection between general Chinese language and expertise of physical education. The corpus of the textbook is mainly based on the practice in actual language teaching. Though continuous amendments have been made during the compilation, there would still be some deficiencies. We sincerely hope readers could share with us your precious suggestions in the reading and using of the textbook. We also hope that the Dialogue could throw out a minnow to catch a whale and attract the participation of more colleagues to jointly advance the building and development of professional Chinese teaching materials for physical education.

June 2014

# 编者的话

跨文化适应既有来自于社会文化、生活习俗等客观环境因素的影响，也会受到进取心、灵活度、开放性等人格心理因素的制约。但对于我国高等院校来华留学生这一特殊群体而言，除了文化适应和心理适应外，他们还面临着学术适应的问题，比如怎样获得合适的学习方法，如何在学业范围内实现有效的人际沟通等等。近年来的研究和实践表明，提高外国留学生的汉语言能力，仍然是帮助他们解决上述各种适应性问题的重要手段。因此，目前较为普遍的大学预科汉语教学在通用汉语课程之外，增加了专业汉语的课程内容，目的在于培养来华留学生汉语交际能力、跨文化交际能力和专业学习能力，帮助他们尽快适应中国高校的学习和生活环境。

《体育汉语会话》既适用于体育院校来华留学生预科教育阶段的专业汉语教学，也可以提供给具有一定汉语水平（新HSK3级以上）的短期或长期体育类来华留学生，作为其汉语学习的辅助教材和读本。本教材的设计和编写具有以下几个方面的特点。

## 1. 内容具有针对性和实用性

体育科学具有综合性、交叉性的特点，与自然科学、人文社会科学有着极大的相关性，内容丰富，体系博杂。本教材以体育教育与训练方法、体育比赛的技战术分析与运用、运动伤害事故的处理与急救、运动康复与健康指导、赛事评论和体育产业开发等体育学子学科领域作为线索，围绕相关专业知 识编排课文内容，语言材料力求真实、自然，贴近学习生活的实际情境，借此促成体育院校来华留学生对专业汉语词汇的理解和把握，并培养他们了解和熟悉体育汉语的句式特点和语体风格。

此外，为配合学校针对外国留学生的入学教育，本教材在对话情节上进行了有针对性的设计，帮助留学生熟悉中国高校行政管理和服务部门的业务范围，了解学校的各种设施和资源，并就留学生生活中常见的看病就医、医疗保险、社团活动、学习交友以及业余文化生活等问题展开讨论，力争让外国留学生对中国大学的学习和生活获得一个初步的印象。

## 2. 注重口语交际能力的培养

听和说是口语交际的两个基本构成因素，在语言学习初级阶段非常重要。只有听懂了才能做出相应的回答，而一旦会说了，才能表达思想、传递信息、与人交流，开展口语教学是同时培养这两种技能从而提高交际能力的理想方式。因此，同为专业汉语，但本教材采用会话教材的编写体例，结合功能型和任务型教学原则，根据交际任务而非语言知识来编排内容和结构，以口头表达训练为突破口，培养学生在专业领域内的汉语会话和成段表达能力，为日后参与课堂学习、讨论和交流奠定基础。同时教材中适当穿插了一些口语体词汇如惯用语、俗语和成语等，以营造出幽默风趣的语言效果。

### 3. 兼顾学生的学和教师的教

《体育汉语会话》共设六个单元，每一单元下设三篇课文，每篇课文由两组会话组成，教学时间为5~6学时，总教学时数为90~108学时。

专业汉语有别于日常汉语教材，词汇量较大，理解上也偏难，为方便学生查阅和学习，编写中我们不吝篇幅，尽量将学习所需的生词逐一列出。并在生词检索中给出英、日、韩三种注释。教材中每组会话除了配有生词和短语的英文注释外，还对课文中出现的语言知识点以中英文双语形式加以解释，并给出相应的例句，便于学生理解、模仿和运用，希望同时也能够节省教师课堂讲解的时间。

根据杨奇洲《对外汉语教学初级阶段教学大纲》中对说话技能的要求，本教材在每组会话后设置三个练习环节。第一个练习环节注重教材文本，在梳理课文内容的同时，还对新词汇和句型进行复练；第二个环节注重语言再现，利用复述方法，既促进长时记忆又训练成段表达的能力；第三个环节注重语言应用，由信息连接法出发，让学习者将所学的新信息和已有的知识进行整合，并在新语境中进行表达和交流。

以任务型教学法为导向的小组合作学习非常适合具有团队比赛经历的体育院校留学生群体，这种教学组织形式一方面可以增加学生开口说话的机会，另一方面还能够培养他们自主学习的能力。为此，作为课文内容的延伸和补充，我们在每篇课文后，还设计了一个交际训练任务，全书共计18个交际任务，鼓励学生积极主动地获取知识，学会处理和使用语言，并对自己和他人的学习结果进行评价。

本教材由上海体育学院国际文化交流学院组织编写。主编胡红洁，副主编朴美子，参编人员李有强、祝铭、李力。

本教材从策划到付梓出版得益于上海体育学院国际文化交流学院院长丁海勇教授的创意和指导；编写过程中还得到了留学生办公室储江、李湘梅和钮亭亭的大力支持和协助；尤其是人民体育出版社为本教材的进一步完善提出了宝贵的建议。在此谨向各位表示衷心的感谢！

2014年6月



## Editor's Note

Cross-cultural adaptation is not only impacted by the objective environment such as social culture, life style and customs but also the self-motivation, flexibility, open-mindedness and other personal psychology factors. However, most of the foreign students studying in the universities and colleges in China may have to adapt to problems such as how to develop proper ways of study and how to effectively communicate with others in academics. According to the research and practice in recent years, the key to help foreign students improve their Chinese is still to help them address the aforementioned problems of adaptability. Therefore, most of the existing preparatory courses of Chinese language teaching in universities would teach professional Chinese beyond general Chinese course in an aim to enhance the communication skills of foreign students in Chinese language as well as their intercultural communication competence and professional learning ability and help them adapt to the study and life environment in the universities and colleges in China.

The Sports Chinese Conversation is not only applicable to professional Chinese teaching for the preparatory education of overseas students in institutes of physical education but also suited to overseas students with certain knowledge of Chinese language (above the new HSK3 level) taking short-term or long-term PE programs in China as the teaching aids and textbook of their Chinese learning. The design and compilation of the textbook have the following several characteristics:

### 1. Well-targeted and Practical Contents

The sports science is an integrated and interlaced discipline that is closely associated with natural science and humanistic and social science and is rich in contents with profound and large system. The textbook covers contents such as physical education and training methods, the technical and tactical analysis and application of sports events, the handling and first-aid of sports injuries, exercise rehabilitation and health guidance, event comments and the development of sports industry and other sub-fields of the sports science. The contents of the textbook is based on relevant expertise with true-to-life language examples close to the actual situations of the study and life so as to help students have a better understanding and mastery of professional Chinese vocabulary and enable them to learn about and understand the sentence patterns and linguistic style of sports Chinese.

Besides, in order to coordinate with the entrance education for overseas students, the textbook has specific design of dialogues to help them understand the administrative management and service departments in Chinese universities and colleges, as well as the facilities and resources in the school. The textbook also devises discussions on problems such as seeing the doctor, medical insurance, club activity, study, making friends and culture life in spare time in a bid to give them an initial impression of the college study and life in China.

## 2. Focus on the Development of Oral Communication Competence

Listening and speaking are the two basic parts of communication skills and are of vital importance in the primary stage of language learning. We could only give answers when understanding what others say and only by speaking could we have ourselves expressed, pass on a message and exchange ideas with others. Spoken language teaching is an ideal way to develop the two skills simultaneously and improve the communication skills. Therefore, for professional Chinese teaching, the textbook, designed after the pattern of conversion, follows the principle of functional and task-based teaching and arrange contents on the basis of communication tasks and non-language knowledge with oral expression as the breakthrough to help students develop communication and paragraph expression competence in professional language and enable them to participate in classroom study, discussion and communication. Besides, the textbook also introduces some colloquial vocabulary such as phrases, proverbs and idioms to create a fine atmosphere of humor in language study and teaching.

## 3. Combination of Learning and Teaching

The textbook is divided into 6 units and each unit has three lessons. Each lesson includes two conversations. The teaching time is 5-6 hours/lesson and totals 90-108 hours.

Different from daily Chinese, the professional Chinese has larger vocabulary and is more difficult to be understood. To facilitate students to learn the language, we have spared no efforts to list all necessary new words in the study, and incorporate English, Japanese and Korean annotations in the Vocabulary retrieval table. Each conversation has the English interpretation of all new words and phrases. We also integrate the language knowledge in the textbook bilingually and provide examples to help students understand, imitate and use the new words so as to save the teaching time in class.

According to the requirements of Yang Jizhou on speaking skills in his *Syllabus in the Primary Stage of Teaching Chinese*, the textbook sets three exercises after each conversation. The first exercise is based on the contents of the textbook to review the lessons and practice the use of new words and sentences. The second is to reproduce the situations for language use where students are required to retell the story, which could promote their long term memory and paragraph expression ability. The third is focused on language use that starts from information connection, which could enable students to combine what they have learned with their existing knowledge and then express or exchange views in the new language contexts.

The group cooperative learning oriented at the task-based teaching method is quite suited to overseas students who have teamwork experience in competitions, which could not only increase the opportunities for them to open their mouth but also help them develop the ability of self-directed learning. To that end, each lesson is designed with a communication training task as the extension and supplement of the textbook. There are a total of 18 communication tasks in the book designed to encourage students to learn knowledge actively and initiatively and learn how to handle and use the language and evaluate their own and other's study.

The textbook was compiled by the editor group for *Sports Chinese Language Dialogue* of International Cultural Exchanges College, Shanghai University of Sport. Hu Hongjie served as the chief editor, deputy editor is Piao Meizi. Li Youiang, Zhu Ming and Li Li participated in writing.

From planning to publication, the textbook has received guidance and inspiration from Prof. Ding Haiyong, President of the International Cultural Exchanges college, Shanghai University of Sport. The textbook also receives great support and assistance from Chu Jiang, Li Xiangmei and NiuTingting from the Overseas Student Office. People's Sports Publishing House of China has provided precious suggestions for the further improvement of the textbook. Here, we'd like to extend our most sincere thanks to all of them.

June 2014

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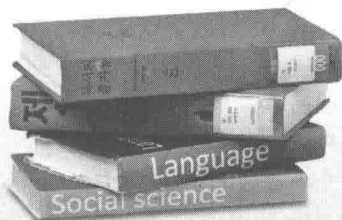
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Glossary of Words and Expressins

# 第一单元

## 入学篇

### UNIT ONE ADMISSION



## 第一课 入学咨询

### LESSON ONE ADMISSION CONSULTING

#### 会话一 CONVERSATION 1

#### 从头开始吧

#### Start from the beginning

(留学生办公室的电话铃声响了, 李老师拿起电话接听……)

卢卡: 请问, 这里是留学生办公室吗?

李老师: 对, 您是……

卢卡: 我叫卢卡, 是意大利人。

李老师: 你好, 卢卡。

卢卡: 我从网站上了解到, 我可以在你们学校一边练武术, 一边学汉语。

李老师: 是啊, 你汉语说得真好, 以前来过中国吗?

卢卡: 来过。去年我在河南一个武术学校学习了8个月。

李老师: 怪不得。你都学了哪些武术项目呢?

卢卡: 长拳、南拳、八卦掌, 还有刀术和枪术, 但是刀术还不太好, 我想多练习一下。如果有时间, 再学习少林拳和剑术。

李老师: 没问题, 我们会给你安排的。但是, 汉语学习你最好从基础开始。

卢卡: 那太没意思了, 我会说汉语啊。

李老师: 我们希望你能系统地学习一下语音、汉字以及句法知识, 这对你以后还想继续学习汉语, 帮助可大了。

卢卡: 您说得对, 虽然我能听懂, 但认识的汉字不多, 也不会写。

李老师: 就是, 从头开始吧, 你一定会有收获的。

卢卡: 好。我下载了一张报名表, 填完后就发给你们。

李老师: 可以。另外, 你还需要登录“留学上海”的网站, 在首页上找到“网上报名”一栏, 点击进入, 完成个人信息的输入。

卢卡: 有英文版的吗?

李老师: 有的。如果你在办相关手续时还有什么疑问, 可以随时与我们联系, 我姓李。

卢卡: 李老师, 我大概在中国学习5个月, 应该办哪种签证?

李老师: 不超过半年, 申请X2签证。

卢卡: 谢谢您!



## 生词与短语 *Words and Expressions*

1. 了解 (动)	liǎojiě	to know
2. 河南 (名)	Hénán	a province of China
3. 怪不得	guàibude	no wonder
4. 项目 (名)	xiàngmù	sports event
5. 长拳 (名)	chángquán	Long Punch
6. 南拳 (名)	nánquán	Southern Fist
7. 八卦掌 (名)	bāguàzhǎng	Bagua Palm
8. 刀术 (名)	dāoshù	sabre play
9. 枪术 (名)	qiāngshù	spear play
10. 少林拳 (名)	shàolínquán	ShaoLin Fist
11. 剑术 (名)	jiànshù	sword play
12. 系统 (副)	xìtǒng	systematically
13. 以及 (连)	yǐjí	as well as
14. 要是 (连)	yàoshì	if
15. 继续 (动)	jìxù	to continue
16. 虽然 (连)	suīrán	although
17. 收获 (名)	shōuhuò	harvest
18. 下载 (动)	xiàzài	to download
19. 报名表 (名)	bàomíngbiǎo	enrollment form
20. 另外 (连)	lìngwài	in addition
21. 登录 (动)	dēnglù	to log in
22. 首页 (名)	shǒuyè	home page
23. 栏 (名)	lán	column
24. 点击 (动)	diǎnjī	to click
25. 输入 (动)	shūrù	to input
26. 英文版 (名)	yīngwénbǎn	english edition
27. 办理 (动)	bànlǐ	to manage
28. 随时	suíshí	at any time
29. 超过 (动)	chāoguò	to exceed

## 语言知识例释 *Language points*

1. 我可以在你们学校一边练武术，一边学汉语。

“一边……，一边……”总是配合使用，表示两个或两个以上的动作同时进行。例如：

一边……，一边…… is used when two or more things are happening at the same time, e.g.,

(1) 上课的时候，我们一边听课，一边记笔记。

(2) 晚饭后，我们在校园里一边散步，一边聊天儿。



2. 那太没意思了，我会说汉语啊。

“没意思”有几种不同的含义，这里是指没有趣味、令人乏味。例如：

没意思 has several different meanings. Here it means someone or something is so dull and uninteresting that they make people tired and impatient, e.g.,

- (1) 这本书越看越没意思，我不想看了。
- (2) 整天待在家里，多没意思啊，出去走走吧。

3. 怪不得。

表示明白了原因后，对发生的某件事情不觉得奇怪。例如：

怪不得 means something is not at all surprising when understood why, e.g.,

- (1) 安妮经常找中国学生聊天，怪不得汉语说得这么流利。
- (2) 她小时候学过钢琴，怪不得钢琴弹得那么好。

4. 我们会给你安排的。

“会”有“应当”“一定”的意思。在“会……的”结构中，“的”一般在句尾。例如：

会 means “will” and is often used with 的, which is generally put at the end of the sentence, e.g.,

- (1) 我们会邮寄给你《录取通知书》和《外国人体格检查记录表》的。
- (2) 放心，你刚才说的话我不会忘记的。

5. 要是以后你想继续学习汉语，帮助可大了。

副词“可”在形容词前可以表示程度，句尾常用“了”。例如：

The adverb 可 is used to give emphasis to an adjective, followed by the word 了, e.g.,

- (1) 外面的雨下得可大了。
- (2) 刘明跑步可快了，让他跑100米吧。

6. 虽然我能听懂，但认识的汉字不多，也不会写。

“虽然……，但……”也可以说成“虽然……，但是……”，表示先承认某个事实，然后转入主要的意思。例如：

虽然……，但…… or 虽然……，但是…… is often used to introduce a fact which you regard as less important than the fact in the main clause, e.g.,

- (1) 虽然他工作很忙，但每天都坚持跑步。
- (2) 虽然毕业很多年了，但同学们仍然保持着联系。

7. 就是，从头开始吧，你一定会有收获的。

“就是”单独用，表示同意对方的话。例如：

就是 is used alone when you are agreeing with someone or emphasizing the truth of what they say, e.g.,