

北大版对外汉语教材·短期培训系列

杨惠元 主编

速成汉语 基础教程

Speed-up Chinese

• 听力课本 •
Listening Book

1



北京大学出版社
PEKING UNIVERSITY PRESS

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主编 杨惠元

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- ◆ 听力练习
- ◆ 综合测试卷
- ◆ 基础语音练习材料

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前 言

《速成汉语基础教程·听力课本》是《速成汉语基础教程·综合课本》的配套教材，亦可单独使用。其教学对象为零起点的或略有汉语基础的初级水平的短期学生。全书共4册，每册10课，总共40课。

作为一套专项技能训练的教材，本书旨在训练和提高学生的聆听理解能力。我们在编写时吸收了汉语速成教学和听力训练方面的前沿理论研究成果，并且将这些成果作为指导思想贯彻到了教材编写的每一个环节中。

按照最新的教材编写理念，科学的教材应该是一套“精心编写的练习集”，“练习是教材的主体”。因为是配套教材，本书只出少量生词，基本不冒新的语法点，所以，不需要教师过多地讲解，教师的主要职责是指导学生练习。“练习成为教材的主体”是本教材最大的特色。

第二语言教学的根本目的是提高学生使用目的语在一定范围内进行交际的能力。为此，学生必须完成“从语言知识到语言技能”和“从语言技能到语言交际技能”的两次转化。这里的关键是建立目的语的思维系统。为了训练学生的思维能力，开发他们的语言潜能，本教材的课文都采用更具挑战力的“未完成式”，使学生从被动地接受转变到主动地实践、主动地交际，真正成为学习的主人。

同时，我们认为，只有实行“强化+科学化”的训练，才能提高训练的效果，达到速成教学的目标。所谓“强化”，就是进行大运动量的训练：一是在单位时间里给学生输入大量的语言信息，二是在单位时间里提高语言信

息“输入输出”的次数。所谓“科学化”，就是训练要在先进教学法理论指导下进行，要“强化”得恰到好处，讲究训练的效果。

教师使用本教材时，最好先熟悉主干教材《速成汉语基础教程·综合课本》的内容，要了解学生的“已知”，了解这一课是配合综合课的哪一课或哪几课。在教学中，如果能够先安排一个回忆、复习综合课的环节，训练效果会更为理想。

本教材由两个部分组成：

一、听力练习

这是学生在听力课上做练习使用的。第一册的前5课为集中语音阶段，配合综合课的第一册。基本上是一课配两课。从第一册第6课开始，每课都设计了听前练习、听时练习、听后练习和泛听练习四个部分。听前练习为听时练习扫除障碍，是热身的环节。听时练习是整个训练的核心。教师让学生带着问题听课文，听时有注意的方向，学会听的方法。听后练习是复习巩固的环节，帮助学生加深理解和记忆。泛听练习可在课上完成，也可在课下完成。为避免学生提前预习或看着课文听录音，这部分的课文均采用未完成式，每一课都设计了填空练习，学生做完了填空练习，就有了完整的课文，便于他们课后复习。为了有效地训练学生辨别语音声调和帮助学生熟悉聆听理解考试的题型和解题方法，第一册后附有大量“基础语音练习材料”。另，每册后边都附有“聆听理解综合测试试卷”。

二、学习指导

这一部分包括学生聆听的语料——课本和练习的录音文本、练习题及答案，也为教师上课提供参考，每一课都有学习目的和学习内容的提示，

帮助教师和学生明确训练的目的和重点，便于学生主动地学习和复习。

尽管我们做了比较大的努力，但由于水平有限，可能还有很多不尽如人意的地方。希望老师们在使用的时候能够“扬长补短”，根据教学的实际情况灵活地处理它、完善它。

杨惠元

Foreword

Speed-up Chinese: Listening Books are supplementary textbooks of *Speed-up Chinese: An Integrated Book*. They also can be used independently. They are designed for the beginners in short-term study programs. They are in four volumes, with each volume containing 10 lessons.

As a set of textbooks for special training, this set of textbooks aims to train and improve students' abilities of listening and comprehending. We adopt the latest theories of accelerative Chinese teaching and listening training methods as the guideline in the process of compiling this set of textbooks.

The most significant feature of this set of books is that it is exercise-based. According to the latest textbook compiling principles, an effective textbook should be a carefully compiled series of exercises, namely "the exercises should be the main parts of the textbook". As a supplementary textbook, *Speed-up Chinese: Listening Book* does not introduce any new grammar, although there are some new words in it. Using this textbook in the class, the teacher should take his main responsibility to guide the students to do exercises instead of giving lectures too much.

The essential aim of second language teaching is to improve students' communicating ability in the target language to some extent. To achieve this goal, student should not only learn language knowledge, but train language skills, and also participate in communication as well. In this process, the most important thing is to build a thinking system based on the target language. In order to train students' thinking ability and develop their potentialities in language, we use the challenging unfinished materials in these textbooks, which can help the students to take part in communicating practices actively, instead of receiving knowledge passively.

We believe that only by taking the principle of "reinforcement and

scientification” in the practice can we enhance the effect of drills and achieve the objectives of accelerative teaching. “Reinforcement” means that in a unit of time we must input massive language information to the students as much as possible through a large amount of drills. “Scientification” implies that the drills must be guided by the methodology of teaching so that the principle of “reinforcement” can be appropriately carried out.

Before using these textbooks in the class, the teacher had better have a thorough knowledge of what the content of the main textbook *Speed-up Chinese: An Integrated Book* is, what the students have known and what the corresponding relationship between the lessons of the comprehensive textbook and that of the listening textbook. An activity of recalling and reviewing the corresponding comprehensive lessons before the listening lessons will lead to a better effect.

This set of textbooks is consisted of two parts:

Part I: Listening Exercises

Listening Exercises are for classroom activities. The first 5 lessons of the volume 1 are the exercises for pronunciation designed for the volume 1 of the comprehensive textbook, generally one lesson of listening textbook for two of comprehensive textbooks. All the other lessons consist of four modules, namely pre-listening exercises, listening exercises, after-listening exercises and extensive listening exercises. Pre-listening exercises are warm-up activities. Listening exercises are the core drills in which listening strategies and methods will be taught. After-listening exercises are designed for reviewing and reinforcing. Extensive listening exercises can be arranged as assignments after class. The texts in the extensive listening exercises are with blanks.

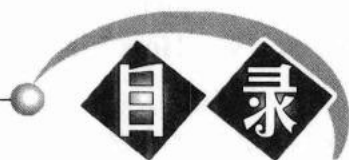
In addition, a large amount of *Materials for Basic Pronunciation Practice* are provided in the appendix of volume 1 and the *Evaluation Paper* is attached to every volume. These materials can help the students to distinguish pronunciation and tones and to be familiar with the listening comprehension tests.

Part II: Learning Guide

Tape scripts for listening exercises, as well as the answers are concluded in this part for the students. This part also provides references for the teachers. Every lesson explains teaching objectives and contents, so that the teachers and students can clearly know the purpose and emphases of drills, then learn and review on their own initiative.

No textbook is perfect. These textbooks should be used in a flexible way so that their advantages can be developed and the disadvantages can be made up for.

Yang Huiyuan



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第一课

Nǐ hǎo!
你好!

Hello!

一 模仿韵母

Imitate the finals

1. a o e er i u ü
2. ai ei ao ou an en ang eng ong
3. ia ie iao iou (-iu) ian in iang ing iong
4. ua uo uai uei (-ui) uan uen uang ueng
5. üe üan ün

二 模仿声母

Imitate the initials

1. b p m f d t n l
2. z c s zh ch sh r
3. j q x g k h

三 模仿声调

Imitate the tones

- | | |
|-----------------|-----------------|
| ā á ǎ à | yī yí yǐ yì |
| bā bá bǎ bà | mā má mǎ mà |
| wū wú wǔ wù | nī ní nǐ nì |
| bāi bái bǎi bài | hāo háo hǎo hào |

四 模仿定调音节

Imitate the syllables

dōu tīng	hái tīng	yě tīng	zài tīng	tīng de
dōu dú	hái dú	yě dú	zài dú	dú de
dōu xiě	hái xiě	yě xiě	zài xiě	xiě de
dōu kàn	hái kàn	yě kàn	zài kàn	kàn de

五 画出听到的韵母

Underline the finals you hear

- | | | | | | |
|----------|------|---------|------|---------|------|
| 1. ā | ō | 2. ā | ē | 3. ū | ǔ |
| 4. āi | ēi | 5. āo | ōu | 6. ān | ēn |
| 7. āng | ēng | 8. ēng | ōng | 9. ān | āng |
| 10. ēn | ēng | 11. īn | īng | 12. uān | uēn |
| 13. uāng | uēng | 14. uān | uāng | 15. uēn | uēng |

六 画出听到的声母

Underline the initials you hear

- | | | | | | |
|--------|----|-------|----|------|----|
| 1. b | p | 2. d | t | 3. g | k |
| 4. z | zh | 5. c | ch | 6. s | sh |
| 7. z | c | 8. zh | ch | 9. x | sh |
| 10. sh | r | | | | |

七 听数字做手势

Listen to the numerals and make gestures.

八 模仿

Imitate.

九 听写音节

Syllable dictation.

- 1.
- 2.
- 3.

第二课

Nín guìxìng?

您 贵姓？

What's Your Name?

一 模仿韵母

Imitate the finals

a o e i u ü

ai ei ao ou ua uo uai uei(-ui)

二 模仿声母

Imitate the initials

1. b p m f

2. d t n l

3. g k h

三 模仿定调音节

Imitate the syllables

dōu tīng hái tīng yě tīng zài tīng tīng de

dōu dú hái dú yě dú zài dú dú de

dōu xiě hái xiě yě xiě zài xiě xiě de

dōu kàn hái kàn yě kàn zài kàn kàn de