

TEXTBOOK

表达

描述·比较·介绍

DEVELOPING
CHINESE
FLUENCY

中级—高级中文教程
INTERMEDIATE - ADVANCED

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ISBN-13: 978-981-4272-83-4
ISBN-10: 981-4272-83-3

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Photos: Getty Images, Photos.com
Illustrations: Edwin Ng

Printed in Singapore
1 2 3 4 5 13 12 11 10 09

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表达

教程说明

《表达》是一套中文“技能训练”教程，侧重培训中级—高级阶段的说写表达技能，同时兼顾提高同类话题的听读能力。此教程初稿曾在大学中文的三、四年级试用过多次，收效显著。目前的版本经过修订、规整和补充，并利用网络科技对教程进行多媒体强化，使适用范围更广、教学方案更灵活、效率更高。

教程编写目的

《表达》是一套针对输出技能目标设计的中级—高级汉语强化训练教程。此教程主要目的是：帮助学习者迅速建立日常表达所需要的基本词汇库，掌握一般表达方式，并在此基础上迅速提升表达层次，以便能够用较为生动具体的语言进行语段式的描述、比较、介绍。长期以来，美国大学汉语中级与高级课程之间缺少了一个过渡环节。由于缺乏大量基础词汇，在描述、比较等技能训练方面一直较为薄弱。本教程旨在缩小这个缺口，以话题词汇输入的方式有效地填补基础词汇的空白点，如基本概念词汇、具体名词、形容词等。这些基础词语的扩充也起到从中级过渡到高级阶段的补洞、调整、衔接以及词汇准备的作用。

《表达》力求达到的另一个目标是：提高教学成效。因此，此教程在教学程序设计上突破了传统框架，采取“词汇输入+功能输出”的强化训练方式，以求在扩充基础词汇的同时，迅速提升表达层次，强调语段表达形式和结构。同时，再以输出为主的训练方式强化描述技能训练，使学习者在较短时期内突破中级至高级的表达关。

技能范围

《表达》的技能训练包括美国外语教学标准中的三种交际方式(ACTFL 2006)，即：语言沟通 (Interpersonal)、理解诠释 (Interpretive)、表达演说 (Presentational)。训练包括描述、比较、介绍、访谈、报道、观点陈述等。形式包括对话、自述、问卷调查、讨论、辩论、邮件沟通、口头和书面报告等。

适用对象

本教程适于以下课程和学习者：

1. 针对表达技能的中高级课程，如说写课程(Conversation & Composition)，或会话课(Advanced Conversation)
2. 针对提高华裔学习者语言表达层次的课程，如有一般生活会话基础、学过一年基础课程并有基本汉字认读、打字能力的华裔提高班
3. 强调技能训练的中级—高级综合性课程(大学中文三、四年级)
4. 美国高中的大学先修课程(AP Chinese)
5. 希望加强实用口头表达技能、突破中级程度的个人学习者

以上使用者需要掌握大约1000—1200基础词汇，或学过相当于250—300个大学中文课时(四个学期的大学中文)。此教程不适用于以阅读、精读为主的课程。

教学法及参考理论

此教程的口头表达技能要求参考了美国外语教学学会制定的中、高级口头水平测定标准 (ACTFL 1999) 及其外语教学标准，简称为“5C”(ACTFL 2006)。在教学活动的设计上借鉴了各种新老教学法和教学理念，吸取其适用之处，如词汇法 (Lexical Approach)、听说法 (Audio-Lingual Method)、结构法 (Grammar-Structure)、交际法 (CLT)，及任务法 (TBLT) 等。

教程主要特点

训练式教学模式

本教程采用一种“训练式”教学方法，即注重学练活动和实践操作，主要特点为：

1. 每单元有明确的技能目标；
2. 有一套循序渐进层层上升的训练程序；
3. 各训练环节相对独立，但又可相互有机组合扩展；
4. 有一套基于训练目标的评估程序和手段。

训练程序：词一句一段一文

本教程因侧重输出及流利技能训练，采取自下而上 (Bottom Up) 的方式，由小渐大逐步扩展。也可被称为“点一线一面一体”的技能组合方式：始于词句，收于段文。

阶梯式层层上升

各主要教学单元分为三个逐步循环上升的训练阶梯：

I	熟悉基本词汇 (中级交际技能)：建立一个话题核心词汇库，以填补词汇空白，并进一步发展日常交际技能。
II	丰富表达用语 (高级词语句式)：学练与话题相关的常用成语、形容用语、四字词组，提升表达层次，以及表达的生动具体性。
III	组织语段表达 (衔接与连贯)：重点练习连接性词语和段落框架，组织有条理的成段表达。

词汇教学特点

每单元第I阶段的词汇量较大，但基本上以类别词汇、名词和形容词为主，每类词汇用法基本统一，所以学习起来并不困难。词汇的学练可通过网上多媒体互动式辅助操练，以及打字、语块、流利度操练、写作等活动来进行。同时，此教程书面输出任务侧重打字，而不要求手写所有词汇，但学生须能认读并准确打出所学的基本词汇，并能够完成读写任务。

听读练习

教程的每单元中配有听读短文，通常是作为辅助词汇学习、进行文化交流或话题讨论，以及认读汉字、复习巩固的活动，而不作为主课文重点练习。某些短文的节选也作为表达样例进行流利训练。

组合性与灵活性

进度与课时可根据学生程度高低而定，若按75分钟一堂课来算，一个主单元需要5-6堂课，“话题讨论”需要大约2-3堂课。由于每单元自成一体，可与其他单元灵活组合，使用者可酌情取舍内容，灵活安排训练计划。下表显示，根据学生程度和需要，每个主单元内的三个训练阶梯也可做不同组合搭配。

注：✓ = 可略过某些练习 ✓✓ = 需要重点练习 (✓) = 可自学、不学或选择性的练习

	I 熟悉基本词汇 中级交际技能	II 丰富表达用语 高级词语句式	III 组织语段表达 衔接与连贯
大学	大学中文二年级 (华裔班)	✓	✓✓
	大学中文三年级 (非华裔或混合班)	✓✓	(✓)
	大学中文四年级 (非华裔或混合班)	✓	✓✓
高中	高中高级中文班 (华裔班)	✓✓	✓
	AP 中文 (非华裔或混合班)	✓✓	(✓)

单元的编排和及主要成分

主课本包括**主单元**及**话题讨论**单元，其中主单元七个，为技能训练的主体部分；“话题讨论”五个，为阅读讨论、综合复习、阶段性技能整合及测试部分。教程涵盖五个基础主题：物品(2个单元)、人物(2个单元)、自然现象、地理环境和城市特色。主单元以描述、比较技能为主，而“话题讨论”则通过阅读、讨论、辩论、调研报告等方式练习陈述观点、议论、评论的技能。通过这些以学习者为中心的活动，“话题讨论”也力求达到复习巩固词汇和技能，使之融会贯通的目的。

每单元内的**第I**和**II**阶段共有三或四课，每课含五个主要成分：

1. 词语预览
2. 词句操练
3. 用法与结构
4. 演练与交际
5. 流利强化

第III阶段有一课，含以下主要成分：

1. 语段结构
2. 单元测试与报告

配套部件

练习册 (Workbook)

练习册起到辅助学习词语句式并及时复习巩固的作用，可与本教程的网上多媒体练习活动配合使用。练习册里提供登录课程网站的密码。对暂无上网条件的教室，练习册里的各项网上练习可通过本教程提供的录音及图像来辅助练习。

练习册含有教程中的两大程序：“词句操练”和“流利强化”。“**词句操练**”部分含有多次循环的听说训练，如词汇、句式句型、问答式练习等。这些练习可通过在线多媒体课件辅助完成，也可由老师以课堂带练方式完成。而“**流利强化**”练习则通过词语测验、阅读、语块、打字、视听、写作等多种形式提高学生的认读能力、词句流利度与准确性，起到深入练习及复习巩固作用。

网上多媒体强化课件 (Online Workbook)

网上多媒体强化课件便于学生随时随地利用网络来完成课外练习和作业。在“词句操练”部分配上了相应的图片以辅助理解并加强记忆。各种练习的录音为学习者提供模仿和练习的机会。

在线的打字练习让学生以打字的方式进行词汇强化及写作练习，集中提高流利度，而不必花大量时间一笔一画地逐个练习生字。学生也能够当即获得打字准确率和速度方面的反馈。

配套网站 (biaoda.cengageasia.com)

本教程配套网站为学习者提供更多的学习资源，如辅助记忆生词的生词卡，也为教师提供教学辅助资料及教学评估资源，如教学提示、教学图片、录音、可复印的练习题、阶段能力评估表，及相关的网页链接等。

其他常见问题请访《表达》网页。



表达

INTRODUCTION

Developing Chinese Fluency is a rigorous communication skill training program that seeks to systematically expand the intermediate learners' vocabulary, and help them achieve advanced level proficiency in the oral and written use of the language—particularly in the areas of *description*, *comparison*, and *introduction*—in a relatively short period of time. The modularity of the training also allows for much flexibility in its use to achieve different proficiency levels as well as focus on certain themes and skill areas.

GOALS OF THIS PROGRAM

Filling the Gap

In the field of teaching Chinese as a foreign language, there has always been a lack of material for training productive (speaking and writing) skills; *Developing Chinese Fluency* fills this void. This program not only addresses the needs of conversational or speaking and writing courses, but is also designed for all upper-intermediate to rising-advanced students as well. To help students achieve an advanced level of speaking, this program offers rigorous training that effectively builds descriptive and comparative skills, among others, required for advanced proficiency.

Improving Instructional Efficiency

Another goal of *Developing Chinese Fluency* is to improve instructional efficiency. It breaks away from the conventional framework by adopting an innovative approach consisting of intensive form-focused vocabulary input coupled with functional output. Such an approach seeks to augment basic vocabulary and elevate expressive ability, boosting students' proficiency rapidly.

SCOPE OF THE SKILLS

The training encompasses the three modes of communication proposed in Standards for Foreign Language Learning in the 21st Century (ACTFL 2006): *Interpersonal*, *Interpretive*, and *Presentation*. It covers these skill areas: description, comparison, interview, report, and statement of opinion. Forms include dialogue, monologue, panel discussion, debate, presentation, e-mail, and oral and written report.

ENTRANCE LEVEL FOR THIS PROGRAM

This program is especially designed for upper-intermediate to rising-advanced level students, i.e., students with 250-300 college Chinese contact hours (approximately four semesters of college Chinese courses) and have acquired approximately 1000-1200 words. It is also suitable for heritage learners who are fluent in Mandarin and have completed basic literacy training, as well as learners who wish to achieve advanced proficiency in a short time.

PROGRAM PEDAGOGY

The skill training in this program draws reference from the oral proficiency guidelines set by the American Council on the Teaching of Foreign Languages (1999) and the national standards on foreign language education, often referred to as the “5C” (2006). This instructional design has incorporated ideas from various methodologies that suit the purposes of this program, such as the lexical approach, audio-lingual method, grammar-structure, communicative language teaching (CLT), and task-based language teaching (TBLT).

MAIN FEATURES OF THIS PROGRAM

A Training Instructional Model

Being a proficiency training model, this program has more learner-centered and hands-on activities, and less teacher-front lectures. It is characterized by:

1. a clearly defined set of objectives;
2. a step-by-step progressive training procedure;
3. synthesis of covered skills; and
4. means of monitoring and assessing the learner's progress.

Training Procedures

To effectively develop fluency and accuracy, this program adopts a bottom up approach, expanding progressively from words to sentences, and sentences to paragraphs.

A Three-Stage Spiral Progress

Each main unit consists of three progressive stages labeled I, II and III:

I	Building Core Vocabulary (<i>for intermediate communication</i>): Building a core vocabulary base for the chosen theme in order to fill the gaps in vocabulary and everyday conversational skills.
II	Building Expressive Power (<i>for advanced expressions</i>): Learning theme-related advanced expressions such as four-character idioms and set phrases as well as native speech patterns, in order to enhance expressive power with rich expressions and vividness.
III	Building Paragraph Fluency (<i>for presentational structure</i>): Using sentence connectives, transitional phrases, or other structural means to organize ideas and sentences to achieve cohesion and coherence.

Vocabulary Instruction

Stage I in each unit has relatively heavy load of vocabulary. However, as the items are mainly general nouns and adjectives organized by categories, they can be easily learned and memorized. The vocabulary instruction is conducted through the media-rich aural-oral drills, and reinforced by after-class typing and chunking exercises. Rather than spending hours and hours on writing every single new character by hand, students are expected to read and type the core vocabulary and key expressions for reading and writing activities.

Listening and Reading Activity

This program includes listening-reading passages in each unit. Compared with the “main text” as commonly seen in a regular textbook of a Chinese language course, these passages serve various purposes in this program, such as vocabulary comprehension and reinforcement, discussions of cultural information or topics, character reading and maintenance, or unit review. The passages can be preceded with listening in class first, and then followed up by reading as homework.

Modularity and Flexibility

Normally, a unit in this program takes about 8-10 contact hours to finish, and an enrichment unit needs approximately 2 - 3 hours. The entire course takes about 70-85 hours. Because the units are self-contained modules, they can easily be combined with other units to suit particular needs or a varied length of training. As shown in the following table, the three stages can be configured differently according to the proficiency background and needs of learners.

✓ = Done selectively

✓✓ = Main focus

(✓) = Optional, selective, or self-instruction

	STAGE I Building Core Vocabulary (Intermediate Communication)	STAGE II Building Expressive Power (Advanced Expressions)	STAGE III Building Paragraph Fluency (Presentational Structure)
College, 3 rd semester, heritage class	✓	✓✓	✓✓
College, 5 th semester, mixed class	✓✓	✓	(✓)
College, 7 th semester, mixed class	✓	✓✓	✓✓
High school, 2 nd -3 rd year, heritage class	✓✓	✓✓	✓
High school, AP Chinese, mixed class	✓✓	✓	(✓)

ORGANIZATION AND MAIN ELEMENTS OF UNITS

The textbook consists of *seven* basic training units and *five* enrichment sections. It is thematically organized to provide systematic coverage of the core vocabulary in five basic areas: Objects, People, Nature, Geography, and Cities. While the basic training units focus on skills such as description and comparison, the enrichment sections provide opportunities to explore issues and views on related topics and practice skills on presentation and putting forth an argument. Through a series of learner-centered activities such as reading-report, debate, and research projects, the enrichment sections also seek to achieve vocabulary consolidation and skill integration.

The three stages of the training units are further divided into four or five lessons.

In **Stages I and II**, each lesson includes these elements:

1. **Words and Expressions:** Providing vocabulary terms to be covered in this lesson.
2. **Aural-Oral Drills:** Providing form-focused vocabulary input and exercises that help build the core vocabulary through a multimedia approach.
3. **Forms and Structures:** Providing in-class interactive activities on important sentence structures or particular words, in the form of quizzes, games, and speaking or listening tasks.
4. **Interactive Tasks:** Providing opportunities for meaning-focused output, as well as practice of vocabulary and sentence forms through simulated scenarios and tasks.
5. **Fluency Enhancement:** Providing guidance for review and reinforcement with exercises including chunking, typing, listening, reading, fluency and writing.

In **Stage III** the lesson includes two major parts:

1. **Paragraph Organization:** Explaining key points for paragraph organizations through examples as well as exercises.
2. **Unit Assignments:** Including a vocabulary test, as well as speaking and writing tasks for students' progress assessment.

PROGRAM COMPONENTS

WORKBOOK

The Workbook serves as a handy reference to help students review and retain key points of each lesson. It is designed to be used together with the Online Workbook. It grants access to the Online Workbook through an access key that

is printed inside the book. For classrooms that are not Internet-ready, the Workbook may be supplemented by the audio and image resources provided to instructors to achieve the intended results. The Workbook offers two main categories of exercises: *Aural-Oral Drills* allow students to have aural/oral repetitive practice, such as vocabulary, native speech patterns, and question-and-answer prompts. Those exercises can be completed either through the online interactive activities or by a traditional face-to-face approach. *Fluency Enhancement* offers a variety of activities such as chunking, typing, listening/reading, fluency drilling, and writing to reinforce vocabulary and improve speed, accuracy and fluency.

Online Workbook

The Online Workbook enhances the learning experience by combining multimedia materials with interactivity and ease of access to information. The Online Workbook is conveniently accessible by students wherever there is connection to the Internet.

For the *Aural-Oral Drills* section, carefully-chosen pictures are provided alongside the text to aid comprehension and vocabulary retention. Native speakers' audio recording, available at the click of a button, offers authentic language models for students to emulate.

Instead of spending hours learning to write every single new vocabulary item by hand, students can focus on developing fluency while carrying out the chunking, typing and writing exercises on their computers. The online typing facility in the Online Workbook allows students to improve Chinese typing skills by giving instant feedback on typing errors, speed and accuracy.

Companion Website (biaoda.cengageasia.com)

The Companion Website offers additional resources for students such as flashcards to help them review the vocabulary items of each lesson. For instructors, the site provides password-protected presentation and assessment resources such as teaching guides, images, audio clips, reproducible worksheets, periodic performance checklists, and useful web links for classroom activities.

TO THE LEARNER

Is This the Right Course for You?

This course might **NOT** be suitable for you if your primary interests are one or more of the following:

- Learning basic language survival or coping skills.
- Improving listening and reading proficiency only.
- Reading literature or newspaper.

This course is probably **right** for you if you wish to build your speaking and writing proficiency within a relatively short time. It also offers solutions to these common experience and problems:

- Difficulty in making significant improvement in speaking skills, e.g., speech is too basic, often just lists of words, phrases, or broken and discrete sentences.
- Language barriers in daily communication and social occasions, e.g., feeling frustrated when trying to participate in a conversation of everyday topics with native speakers such as language partners or host parents.
- Inability to carry on a conversation with a native speaker in any breadth or depth.

Can This Course Replace an Advanced Reading Course?

This program includes a considerable amount of reading/listening passages to help build the learner's comprehension for upper intermediate to lower advanced levels. However, it is NOT designed for developing skills to read newspaper or literature. If you are already an advanced speaker and your goal is to develop proficiency in reading formal or literary style, then an advanced reading course might be more suitable for you.

What Would Be an Effective Learning Approach and Strategy for This Course?

Here are some recommendations for a successful and enjoyable learning experience:

1. **Be prepared for a skill training program:** Consider this course a systematic skill training program in which the initial stages usually involve mechanical drills that seem to discourage creativity. Keep in mind that these exercises are important steps to building your fluency and accuracy, and that you need to be patient and follow the training steps closely. The building of a strong foundation will facilitate more spontaneous and creative language use as you gain proficiency.
2. **Be clear about the training objectives:** In order to build your fluency up to the advanced level, this course is divided into several training units, each with clearly stated objectives. To better prepare yourself for the tasks in each unit, be sure to read the objectives.
3. **Learn vocabulary terms efficiently:** There is a considerable amount of vocabulary terms in each unit. While following the training procedures and self-testing guides in each unit, do develop your own strategies that work best for you. Follow the online study guide for better strategies that will help you learn the vocabulary more efficiently.

We hope that this program will help you build a strong foundation for advanced Chinese. Much of the success depends on your commitment and hard work. To get started, you may want to learn this famous saying from Laozi (老子), the ancient Chinese philosopher who is credited as the father of Taoism:

千里之行 始于足下
qiānlǐzhīxíng shǐyúzáxià

“A journey of a thousand miles begins with a single step.”

ACKNOWLEDGEMENTS

I would like to first acknowledge the following colleagues in the field: Telee Richard Chi, who gave me the training on proficiency testing many years ago and inspired me to start on proficiency-oriented language instruction; Xun Liu, Jianfei Ma and Honggang Jin who encouraged me with valuable comments on my earlier work; Jianhua Bai, Chuanren Ke and Taochung Yao who generously gave their precious time to review my chapters and provided valuable suggestions for improvements; Chengzhi Chu and Yeng Seng Goh, for their kind words of support.

I am deeply grateful to the following individuals for their assistance and support during the early development stages of this text: Yuanyuan Meng for her encouragement to embark on this project, and David Branner for generously giving his time to edit the English notes of the earlier manuscript. My thanks also go to my Chinese students, Zhiyu Zhou, Di Zhang, Sai Wang, and Ying Dai, who assisted in the final stage of my manuscript preparation. Last but not least, I wish to thank all my students — too many to list individually — for their feedback and suggestions.

The successful publication of this program would not have been possible without the dedication and hard work of the team at Cengage Learning. I wish to thank Roy Lee, Publishing Director, for his vision and support, and Mei-Yun Loh, Product Manager, for her commitment to thoroughness and quality. I am especially appreciative of Lan Zhao, Editorial Manager, who shepherded the project through its various stages with unusual devotion and great professional expertise. Special thanks go to Melvin Chong, who helped breathe life into this book with his creative design and layout. For their professionalism and tireless assistance, I also want to recognize Titus Teo, Associate Development Editor; Edwin Ng, Illustrator; Joyce Tan, Caroline Ma, Mana Wu and Coco Koh, team members in the Singapore and Beijing offices.

Many thanks also go to my friends and family for their support, as well as their photos for some illustrations and workbook activities of the book, especially David Reed Thomas, Tony Cheung, Wei Zhang, and Di Zhang. I am deeply indebted to my son, David Wu, who offered constant assistance in English translation and editing, glossary compilation and proofreading, and design of the slideshows and aural-oral clips. As a learner of Chinese, David has also provided valuable feedback and suggestions during all stages of material development.

Finally, I would like to express my deepest appreciation to George Washington University (GWU), in particular, Professor Young-Key Kim-Renaud, Chair of the Department of East Asian Languages and Literatures, Dean Marguerite Elizabeth (Peg) Barratt, Associate Dean Roy Guenther, Associate Dean Geralyn Shultz and Assistant Dean Daniel A. Cronin of the Columbian College of Arts and Sciences, and Executive Vice President Donald R. Lehman of GWU, for generously granting my research leave, without which I could not have possibly completed this project.

Phyllis Zhang