



北京语言大学对外汉语
教材研发中心规划项目

进阶式对外汉语系列教材

A SERIES OF PROGRESSIVE CHINESE TEXTBOOKS FOR FOREIGNERS

成功之路

ROAD TO SUCCESS



MP3

进步篇·听和说

UPPER ELEMENTARY
Listening and Speaking

○ 编著 王小珊

ROAD TO SUCCESS
A SERIES OF PROGRESSIVE CHINESE
TEXTBOOKS FOR FOREIGNERS



北京语言大学出版社
BEIJING LANGUAGE AND CULTURE
UNIVERSITY PRESS

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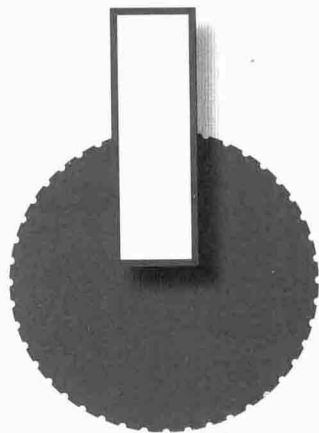
UPPER ELEMENTARY

Listening and Speaking

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UPPER ELEMENTARY LISTENING AND SPEAKING

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前言

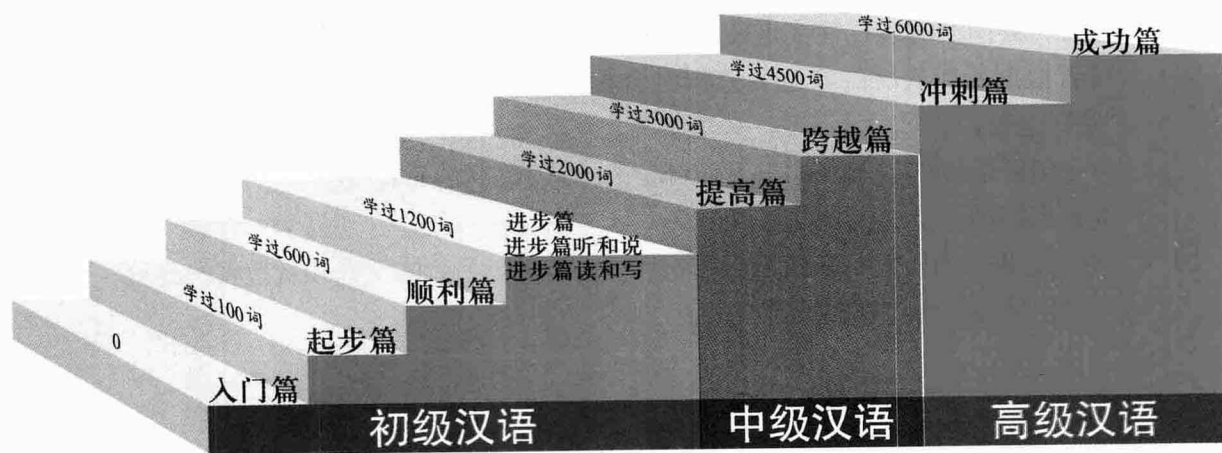
《成功之路》是一套为母语非汉语的学习者编写的对外汉语教材。这套教材既适用于正规汉语教学机构的课堂教学，也可以满足各类教学形式和自学者的需求。

《成功之路》为教学提供全面丰富的教学内容，搭建严谨规范的教学平台。学习者可获得系统的汉语言知识、技能、文化的学习和训练。同时，《成功之路》的组合式设计，也为各类教学机构和自学者提供充分的选择空间，最大程度地满足教学与学习的多样化需求。

◆ 架构

《成功之路》全套 20 册。按进阶式水平序列分别设计为《入门篇》、《起步篇》、《顺利篇》、《进步篇》、《提高篇》、《跨越篇》、《冲刺篇》、《成功篇》。其中《入门篇》为 1 册；《进步篇》综合课本为 3 册，《听和说》、《读和写》各 2 册；其余各篇均为 2 册。篇名不但是教学层级的标志，而且蕴涵着目标与期望。各篇设计有对应层级和对应水平（已学习词汇量），方便学习者选择适合自己的台阶起步。

进阶式对外汉语系列教材《成功之路》阶式图



学习者选择教材参照表：

学习起点参照等级			适用教材
已学习词汇量	汉语水平考试等级 (HSK)	欧盟语言框架等级 (CEF)	
0			《入门篇》
100 词	基础 C		《起步篇》
600词	基础 C、基础 B		《顺利篇》
1200词	基础 A、初级 C	A1	《进步篇》
2000词	初级 C、初级 B	A2	《提高篇》
3000词	初级 A、中级 C	B1	《跨越篇》
4500词	中级 B、中级 A	B2	《冲刺篇》
6000词	中级 A、高级 C	C1	《成功篇》

◆ 依据

《成功之路》以“国家汉办”的《高等学校外国留学生汉语教学大纲（长期进修）》（简称《大纲》）为基本研制依据，采用自行研制的编教软件，对《大纲》的语言点（项）、词汇、汉字等指标进行穷尽式覆盖，以保证教材的科学性、系统性、严谨性。编写者还根据各层级学习和教学的需求，对《大纲》的部分指标进行必要的调整，其中高级汉语部分增删幅度较大。另外，对各类汉语学习者随机调研的结果以及相关精品教材的研究成果也是《成功之路》的重要研制依据。

◆ 理念

《成功之路》以“融合、集成、创新”为基本研制理念。作为一套综合性教材，其内涵的多样性决定理念的集成性，不囿于某一种教学法。因此，编写者根据所编教材的特性，分析融合相关的研究成果，集多家之成，纳各“法”之长。

创新是《成功之路》的重要研制理念，全套教材的每篇每册都有创新之处。创新点根据需要或隐含或显现，从中可见编写者的匠心。“易学、好教”是《成功之路》的研制目标，为实现此目标，尊重学习者的反馈和从教者的经验自然也是编写者的重要研制理念。

◆ 特点

《成功之路》作为一套诞生于新世纪的对外汉语教材，在“传承与创新”“关联与独立”“知识与技能”“语言与文化”“二维与多维”诸方面融入了编写者更多的思考和实践。限于篇幅，略加说明。

1. 传承与创新

《成功之路》从对外汉语教学的沃土中汲取丰富的营养，植根于它的发展，受益于它的进步。编写者将成功的教学经验、教学模式和研究成果带入教材，使《成功之路》更符合学习者的语言认知规律，更有助于学习者掌握和应用。如：《入门篇》、《起步篇》、《顺利篇》都以“讲练”的形式呈现，便是采纳对外汉语教学早期的“讲练模式”。这种更适宜初学者的编写设计，已经为多年的教学成效所证明。

《成功之路》在传承的基础上力求创新，篇篇都有创新点。如：《起步篇》和《顺利篇》改变以往语言点的描述角度，变立足于教师的规则性语言为面向学习者的使用性语言，便于学习者理解和运用。《提高篇》和《跨越篇》设计了语素练习项目，强化语素的辐射生成作用，增强学习者的词汇联想能力，减少记忆负担，提高学习效率；还在多项练习中设置语境，为学习者提供丰富的语用场，提高其准确地遣词用句的能力，为日后学以致用增加助力。《冲刺篇》和《成功篇》针对高级阶段词语辨析的难点，设置“异同归纳”的板块，将规则说明和练习紧密结合，实现从理解到使用的有效过渡。

另外，《入门篇》的总分式语音训练，《进步篇·听和说》、《进步篇·读和写》的融合性技能训练，《提高篇》、《跨越篇》的听说式“课文导入”，《冲刺篇》、《成功篇》的分合式“背景阅读”等等，都彰显着编写者的创新性理念和实践性思维。

2. 关联与独立

《成功之路》进阶式系列教材，全套共分8篇，涵盖初级汉语、中级汉语和高级汉语。各篇之间的关系如同阶梯，具有依存性和关联性，便于配套使用。如：设计者将“语词→语句→语段→语篇”的教学任务，明确分布于不同层级，强调各自的练习方式，为学习者提供一个循序且完整的训练过程。

同时，《成功之路》各篇也相对独立，可以单独使用。如：《进步篇·听和说》、《进步篇·读和写》从内容到形式，都适合做专项技能训练的独立教材。这种关联与独立相结合的设计，使《成功之路》既能保持配套教材的系统性，又有独立教材的灵活性，免除捆绑式教材的羁绊，为学习者提供更多的选择。

3. 知识与技能

《成功之路》定位于综合性语言技能训练教材。全套教材以训练语言能力为显性设计，以传授语言知识为隐性设计。编写者将语言知识的学习隐含于语言技能训练的全过程。如：《起步篇》、《顺利篇》、《进步篇》尽量淡化语言点的知识性描述，代之以直观的插图、表格、练习等，以此引导教师最大限度地避免单纯的知识讲授。上述“三篇”在设计中兼顾话题单元和语言点顺序，巧妙地处理话题与语言点交集的难题，较好地解决了长期困扰初级教材编写

的“带着镣铐跳舞”的问题。《提高篇》和《跨越篇》将语言知识蕴涵在课文和练习中,使学习者能通过有计划的练习和活动实现对知识的理解和运用。

《成功之路》遵循并实践第二语言教学的基本原理,精心设计并处理语言知识和语言技能的关系,帮助学习者在技能训练中学习知识,进而以知识学习提高技能水平,最终达到全面提高汉语交际能力的目的。

4. 语言与文化

《成功之路》既是语言资源,又是文化媒介。在选文和编写过程中,编写者追求文化含量的最大化。全套教材自始至终贯穿一条“文化现象→文化内涵→文化理解”的完整“文化链”。如:《入门篇》、《起步篇》、《顺利篇》、《进步篇》使用初级汉语有限的语言材料,尽可能多地展现文化点,使学习者在学习语言的同时,自然地感受和了解中国文化。《提高篇》和《跨越篇》在对课文材料选取和删改时,特别注意其中的文化含量,为学习者提供丰富多彩的文化内容。《冲刺篇》和《成功篇》选文讲究,力求文质兼美、具有典范性。其中文化理解的可挖掘性为高端学习者构建了探究中国文化深层内涵的平台。

与单纯讲授文化的教材不同,《成功之路》将文化内容寓于语言学习之中。语言提升与文化理解,二者相得益彰。

5. 二维与多维

《成功之路》利用现代科技手段,建造二维平面与多维立体相契合的“教学场”。多媒体课件的研制和使用,弥补了传统平面教材的局限。除了直观、形象、生动的特点外,还可以增强教师对教材的调整和控制能力。如:生词的闪现、语句的重构、背景的再现等,使讲授过程更加得心应手。《成功之路》的多媒体课件可以让教材内容延伸至课堂外,扩大教学空间,形成教师得以充分施展的广阔的“教学场”。

同时,《成功之路》多媒体课件中完整的教学设计和教学思路也是可资借鉴的教案。

◆ 结语

语言教学,可以枯燥得令人生厌,也可以精彩得引人入胜。究其缘由,教师和教材是主因。

期望《成功之路》能为学习者带来一份精彩。

主编:邱军

2008年6月

Preface

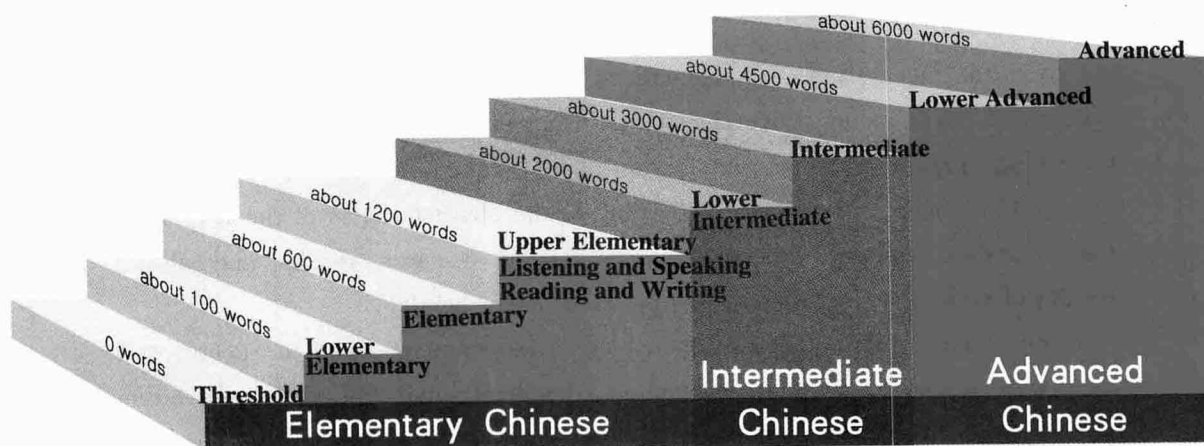
Road to Success is a series of foreign language teaching materials for non-native learners of Chinese. It not only can be applied to classroom teaching of formal Chinese teaching institutions but also can meet the demands of various forms of teaching and self-taught learners.

Road to Success provides a comprehensive and rich teaching content and builds a scrupulous and standard teaching platform. Learners can get systematic learning and training of Chinese language knowledge, skills and culture. Moreover, the combinatorial design of *Road to Success* meets to the greatest extent diversified needs of teaching and learning by providing a wide choice for all types of teaching institutions and self-taught learners.

◆ Framework

Road to Success consists of 20 volumes, designed as a progressively-graded series including *Threshold*, *Lower Elementary*, *Elementary*, *Upper Elementary*, *Lower Intermediate*, *Intermediate*, *Lower Advanced* and *Advanced*. *Threshold* has 1 volume, *Upper Elementary* has 3 volumes of integrated textbooks, 2 volumes of *Listening and Speaking*, and *Reading and Writing* respectively. The other sub-series each has 2 volumes. The title of each series indicates the teaching level. Each series is designed with corresponding level and vocabulary so that learners can choose the right series that suits them.

Ladder Chart of *Road to Success*



Reference Table for Learners to Choose Textbooks:

Reference Level for Learners			Textbooks
Vocabulary	Corresponding Level of HSK	Corresponding Level of CEF	
0			<i>Threshold</i>
100	Elementary C		<i>Lower Elementary</i>
600	Elementary C, Elementary B		<i>Elementary</i>
1200	Elementary A, Upper Elementary C	A1	<i>Upper Elementary</i>
2000	Upper Elementary C, B	A2	<i>Lower Intermediate</i>
3000	Upper Elementary A, Intermediate C	B1	<i>Intermediate</i>
4500	Intermediate B, A	B2	<i>Lower Advanced</i>
6000	Intermediate A, Advanced C	C1	<i>Advanced</i>

◆ Basis

Road to Success takes the “Chinese-Teaching Syllabus for Foreign Students of Higher Educational Institutions (Long-Term Study)” (“Syllabus” in short) by the NOCFL as the basis for the development and covers exhaustively items such as the language points, vocabulary, Chinese characters and others in the Syllabus by applying the self-developed compiling and teaching software to ensure the scientificness, systematicness and preciseness of textbooks. The compilers make necessary adjustment to some requirements in the Syllabus, especially those of the advanced Chinese in accordance with the needs of learning and teaching of each level. In addition, the compilation bases on the result of random survey of various types of Chinese learners and research results of the related choice textbooks.

◆ Concept

Road to Success takes amalgamation, integration and innovation as the basic concept of development. Diversity of the connotation of a comprehensive series of teaching materials decides integration of the concept and it cannot be limited to a certain “mode”. Therefore, according to the characteristics of the textbooks, the compilers analyse and amalgamate related research results and absorb results of various experts and strong points of each “mode”.

Innovation is an important concept of development of *Road to Success* and each volume and section has innovational contents. Innovation points are either implied or clearly stated if necessary, from which the ingenuity of the compilers can be seen. “Easy to learn and teach” is the development goal of *Road to*

Success. For this reason, it is also an important development concept of the compilers to respect feedback of learners and experience of teachers.

◆ Features

As a series of textbooks of teaching Chinese as a foreign language compiled in the new century, *Road to Success* includes some thinking and practices of the compilers in “Tradition and Innovation”, “Association and Independence”, “Knowledge and Skills”, “Language and Culture”, “Two-Dimension and Multi-Dimension”. As space is limited, these aspects are explained briefly as follows:

1. Tradition and Innovation

Rooted in the development of teaching Chinese as a foreign language, benefiting from its progress, *Road to Success* absorbs abundant nutrition from the fertile soil of teaching Chinese as a foreign language. Successful teaching experience, teaching mode and research results have enriched the content of textbooks. *Road to Success* accords better with the language cognitive rules of learners and is easier for learners to master and apply. For example, *Threshold*, *Lower Elementary* and *Elementary* all take the form of “teaching plus practice”, adopting the “mode of teaching plus practice” in the initial stage of teaching Chinese as a foreign language. The design of compiling more suitable forms for beginners has been proved effective through many years of teaching.

Road to Success exerts itself to make innovation on the basis of imparting and inheriting, and each series has its innovation point. For example, *Lower Elementary* and *Elementary*, different from former description angle of language points, change formulaic language established for teachers into practical language geared to the needs of learners to facilitate students’ understanding and application. The morpheme exercises of *Lower Intermediate* and *Intermediate* strengthen the role of multiplication, enhance learners’ ability of vocabulary association, reduce burden of memory and improve efficiency of study. In addition, the two series offer context in some exercises to improve learners’ ability of wording and phrasing and help them study for the sake of application in the future. In view of difficulty in words and expressions in the advanced stage, *Lower Advanced* and *Advanced* establish the “Sum-Up of Similarities and Differences” and integrate closely the rule explanation with exercises to realize an effective transition from understanding to application.

In addition, the innovative ideas and practical thinking are embodied in the general-individual mode of phonetic training in *Threshold*, the syncretic skill training in *Listening and Speaking* and *Reading and Writing* of the *Upper Elementary* sub-series, the listening-speaking mode of “Introduction to the Text” in *Lower Intermediate* and *Intermediate*, the separating-assembling mode of “Background Reading” in *Lower Advanced* and *Advanced*, etc.

2. Association and Independence

Road to Success consists of eight series, covering elementary Chinese, intermediate Chinese and advanced Chinese. The eight series are interdependent like a ladder, associating with each other and can be used as a complete set. For example, the designer clearly distributes the teaching tasks of words and phrases, sentences, paragraphs and passages in different levels, stressing their respective ways of practice and providing learners a step-by-step and complete training process.

Moreover, each series of *Road to Success* is relatively independent and can be used alone. For example, both content and forms of *Listening and Speaking* and *Reading and Writing* of the *Upper Elementary* sub-series can be used as an independent textbook of special skill training. The design of combining association with independence ensures that *Road to Success* has both the systematic nature of a complete set of teaching materials and the flexibility of the independent teaching materials, releasing itself from the fettering of binding materials and providing learners more choices.

3. Knowledge and Skills

Road to Success is oriented towards comprehensive training of language skills. The complete set of teaching materials takes language skill training as the explicit design and language knowledge teaching as the implicit design. The compilers embed the study of language knowledge in the whole process of language skills training. For example, *Lower Elementary*, *Elementary* and *Upper Elementary* weaken knowledge description of language points as much as possible and strengthen visual illustrations, tables, exercises, etc. to guide teachers to avoid simplex knowledge teaching. The design of those three series gives consideration to both the topic unit and the order of language points, skillfully deals with the difficult problem between topics and language points and the problem of “dancing with fetters”, which has been restricting the elementary teaching materials for a long time. *Lower Intermediate* and *Intermediate* contain language knowledge in texts and exercises to ensure that learners can understand and apply the knowledge through planned practice and activity.

Road to Success follows and practises the basic principles of second language teaching, carefully designs and deals with the relationship between language knowledge and language skills, helping learners master knowledge through skill training, improving the skill level by learning knowledge and language skills and in the end achieve the goal of comprehensively improving the communicative competence in Chinese.

4. Language and Culture

Road to Success is not only language resources but also a cultural medium. The compilers pursue the maximization of cultural content in selecting texts and compiling the teaching materials. Throughout the whole set of teaching materials, there exists a complete cultural chain — “phenomenon of culture → connotation of culture → understanding of culture”. For example, with limited language materials of elementary Chinese, *Threshold*, *Lower Elementary*, *Elementary* and *Upper Elementary* exhibit as many language points as possible to help learners naturally experience and comprehend the phenomenon of Chinese culture while learning the language. When selecting and modifying the texts of *Lower Intermediate* and *Intermediate*, the compilers give special attention to providing learners with rich and colorful cultural contents. *Lower Advanced* and *Advanced* are particular about selecting texts and ensure that the passages are both superior in content and paragons of a kind. The exploitation of understanding of culture can help advanced learners build a platform to explore the deep connotation of Chinese culture.

Different from the textbooks simply teaching culture, *Road to Success* contains cultural contents in language learning. Language learning and understanding of culture bring out the best in each other.

5. Two-Dimension and Multi-Dimension

Road to Success constructs a “teaching field” by means of modern science and technology, where the two-dimensional plane agrees with the multi-dimensional solidly. The development and use of the multimedia courseware make up for the limitations of traditional paper teaching materials. It is visual and vivid and can enhance teachers’ ability to adjust and control the teaching materials as well. For example, the flashing of new words, reconstruction of sentences and recurrence of backgrounds make the teaching process more effective. The multimedia courseware of *Road to Success* extends the contents of the teaching

materials as far as after-class, expanding teaching space and forming a broad “teaching field”, where teachers can fully display their talents.

In addition, the integrated teaching design and teaching ideas in the multimedia courseware of *Road to Success* are also teaching plans that are worth referring to.

◆ Conclusion

On the one hand language teaching can be boring and on the other it also can be fascinating. For those two results, teachers and teaching materials are the main reasons.

I hope that *Road to Success* can bring brilliance to learners.

Chief Editor: Qiu Jun

June, 2008



致学习者

在跟中国人交往时，你遇到的最大困难是什么？一定是他们说的话你听不懂，你想说的话又不知道该怎么用汉语来表达。这本教材把听和说的训练结合在一起，不但能教会你怎么听，还能教会你听后怎么说，教你用口语表达和解决在生活中遇到的各种问题。

● 这本教材有什么特点？

- ① 内容实用，都是你在中国学习和生活中最可能听到、用到的。
- ② 信息丰富、真实，你从中可以了解到真实的中国生活。
- ③ 图片生动有趣，你学起来会更轻松。
- ④ 小组活动形式多样，你说起来会更尽兴。
- ⑤ 测试不注重写，听懂会说就能考出好成绩。

● 使用这本教材应该注意些什么？

① 上课前最好能预习一下当堂课的生词。这些汉字，不要求你会写，但是你应该知道这些词的发音和意思，这样在听和说的时候就会比较容易。

② 平时你跟中国人谈话时，听不懂的地方一定很多，但是你不会紧张，这是因为你觉得能猜出大概的意思就行了。在学习这本教材时你也要这样，不需要把每个字词都听懂，听后只要能回答出教材上的问题，就说明你已经达到要求了。

③ 你应该把主要的注意力放在教材中有关生活常识的学习和信息的吸收上，不要只注意个别词句的理解。了解了这些常识和信息，会帮助你解决在中国生活、学习中很多实际的问题。

④ 每课都有一个话题，前边“听”的部分是教给你谈论这些话题所需要的词语和表达方式，后边“说”的部分是根据这些话题所组织的各种说的活动。你一定要积极参加这些活动，能用你刚掌握到的信息和表达方式去模拟解决一个个类似实际生活中的问题，是多么开心的一件事！一段时间过后，你会发现，你的汉语听的能力和说的能力都有了喜人的提高。

希望你能喜欢这本教材。

编者：王小珊

2008年7月



To Students

What is your biggest problem when you communicate with a Chinese? It must be that you can't understand what they say and you don't know how to express yourself in Chinese. Combining the training in listening and speaking, this textbook can not only teach you how to listen, but also teach you how to speak after listening. It can also teach you to express yourself in spoken Chinese to solve all kinds of problems you may encounter in daily life.

- **What are the features of this textbook?**

- ① The practical content is what you are most likely to hear and use when you study and live in China;

- ② From the rich and authentic information, you can learn what the real life in China like;

- ③ The vivid and interesting pictures make your study easier;

- ④ The group activities of various kinds make you enjoy the speaking practice;

- ⑤ Instead of laying stress on testing writing in the examination, you can get a good grade as long as you have good listening and speaking abilities.

- **What should you pay attention to when you use this book?**

- ① You'd better preview the new words before class. You are not required to be able to write these Chinese characters, but you are supposed to know the pronunciations and meanings of these words to facilitate you to listen and speak;

- ② Surely you may not understand every word he/she says when you talk with a Chinese. But you will not be nervous about it because you know being able to guess the general meaning is enough. It is the same when you study this textbook. You needn't understand every character or word when you study this textbook because you will already meet the requirements as long as you can answer the questions after listening;

- ③ You should focus your attention on learning the general knowledge and informa-

tion in your daily life instead of some specific words or sentences only. An understanding of the general knowledge and information will help you solve many realistic problems when you live and study in China;

④ Every lesson has a topic. The former listening part teaches you the words and expressions needed for the topic, while the latter speaking part involves all kinds of organized activities based on this topic. You are encouraged to take an active part in these activities. What fun it is to discuss the similar real-life problems with the information and expressions you've just learned! You will find amazing improvement in your Chinese listening and speaking abilities after some time.

We hope you will like this textbook.

The compiler: Wang Xiaoshan
July, 2008

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