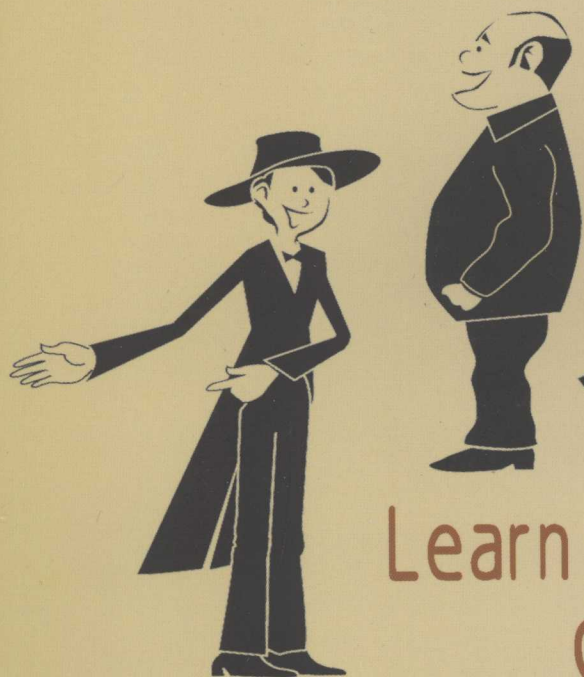


商务馆实用汉语听说教材

世界汉语教学学会审订



任长慧 朱敏琪 编著

说话得体

Learn to Speak Chinese through
Contextualized Dialogues



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Theresa Jen Minqi Zhu



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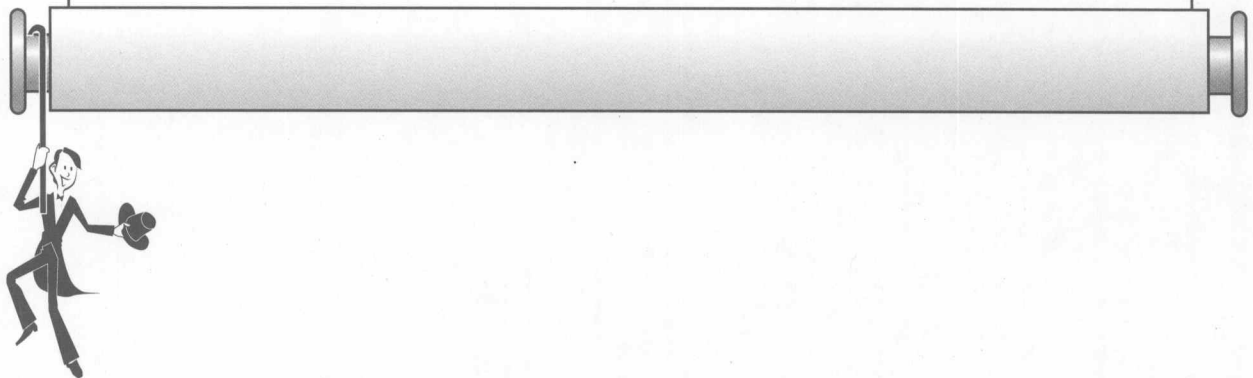
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A special THANK YOU
to the Chinese Language students of
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for their cooperation and
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教材编写说明

《说话得体》是为美国高中中文三、四年级或大学程度 AP(Advanced Placement)中文课学生设计的听说教材，目的是强化口语表达的训练。通过高中阶段头两年的学习，学生积累了一定的汉语词汇量，掌握了一些基本的汉语语法和句型，对说汉语有了一定的语感，并且可以在课堂活动中作一些最基础的、有限的自由发挥。这本教材就是针对这类程度的学生而编写的。教材的编写采取“个案”教学方法，用引导和启发的方式，通过对常用词句和课文的操练与学习，启发学生举一反三地思维，培养学生分析问题、解决问题的能力。我们采用的方法是，要求学生在每一课开始的“开启思路”阶段完成 10-3-1 三个步骤的作业，即：设计 10 个场景(英文也行)，用于开拓学生的思路；编写 3 个短小中文对话，使学生熟悉并掌握语言交流的技能。在学习常用词句部分之后，再让学生做场景对比，找出意义相近的词句，用在自己设计的 10 个场景上；最后选择主题，编写 1 个具有完整意义的短文。学生在听说训练的“开启思路”阶段对自己所提出的场景设计都会有很具体的语境概念。由于场景是学生自己设计的，贴近学生的实际生活，不仅鲜活，而且实用。对学生而言，因为容易上口，也就乐于学。至于课文部分，可以供学生在编写小品表演反馈时作为参考之用。当然教师也可以根据实际教学情况从课文学习入手。《说话得体》重点是培养学生的听说能力，同时兼顾阅读和理解能力的提高。《说话得体》不仅是学生用书，也可以作为中文听说课教师的手册，为教师在组织教学、课堂引导、与学生沟通等方面提供参考。

《说话得体》共分 8 个单元 16 课。全书以 16 个语言功能主题链接了 64 个场景，并列出了 370 多个句式。每一课有 5 个部分：常用词句、情景对话、看图说话、小品表演和练笔。每个单元有 1 个听力训练。《说话得体》是以学生为中心组织课堂教学，以交际任务为基点引导学生，打破了长期以来形成的词汇、语法教学的顺序。每一课情景对话是一个独立的教学单元，列有功能性常用词句，每个情景对话后配备词语表。教材的生词量并不刻意要求分布均匀，也不受句法或语法循序渐进的限制。听力训练部分配有双向交流听力练习图表，英文、中文相结合。如听力训练的内容部分，学生可以用英文记录，但是学生必须写下小品表演中使用的新学到的常用词语和句子。总的目的是让学生看懂、听懂表演的小品，与表演者有交流，相互学习，避免学生开小差。

《说话得体》的每一课情景对话部分都有四个层次的对话：基本用法、实用用法、复杂用法和特殊用法。这是根据美国加利福尼亚教育委员会 2003 年通过的《加



利福尼亚州公立学校外语学习准则》中“外语学习五个阶段准则^①”的前四个准则所编排的，同时也体现了著名教育心理学家维高斯基有关学习的“相近开发区域”的理念 (Vygotsky's “the Zone of Proximal Development”^②)，目的是为了调动不同程度学生的学习参与积极性。《说话得体》在编写过程中也考虑到了学生的不同情况，汉语水平参差不齐，学习目的也不一样等诸多因素。既然是以学生为中心，教师也必须相应地变换教材的内容和教学方法。比如常用句应答部分，原本就是参考性质的，各种不同的回应可能性很多，完全由教师根据学生和课堂教学实际情况掌控，需要不时地筛减或增补学习内容。

在多年的教学经验积累中，我们注意到了形象在语言学习过程中具有特殊的地位，是开发学生潜在记忆的一种有效方法。借助图画帮助，学生能够充分发挥观察力和想象力，有益于学生创作合乎逻辑的词句和语段。此外，系列图画还能够提供一个运用语言的明确语境或想象方向。活泼有趣的图画也有益于激发学生学习中文的兴趣和积极性。为此《说话得体》设计了16组各自内部有连贯性、可叙述的图画，每组4幅，结合每一课最后的练笔部分，旨在培养学生的表述能力，让学生学会用汉语作成段的、意义完整的口头或书面表达。

《说话得体》选择了16个语言功能主题，组成8个学习单元：问候、告别、介绍、推荐、询问、要求、拒绝、接受、告诫、建议、许诺、致歉、同情、安慰、恭维、抱怨。这些语言现象都是日常生活中经常遇到的，学生一旦掌握了便能应付日常生活的需求。每一课的常用词句、情景对话、小品表演、听力训练、练笔都是围绕语言功能而展开的。课文中所选择的场景和例句，特别是“学生生活中常用的120句话”，都是源自于学生所熟悉的学习、工作和生活，当然也包含了中国人的日常生活、社会交际以及与中国文化相关的话题，所选择的场景尽可能涵盖AP中文课程以及大学一、二年级中文课程的语境：在家、在街上、在学校、在教室、在工作场所、在图书馆、在宿舍、在饭馆、在飞机场、在商店、在电话里或在其他的公共场合；内容包括了购物、问路、访友、学习、聚会、运动、交友、聊天、开会、娱乐、旅行、参观、订票、婚姻、健康、教育、选专业、找工作、商务会谈以及其他社会文化主题。

① Foreign Language Framework for California Public Schools, published by California Department of Education, Sacramento, 2003, pp. 9-14.

② Vygotsky defined the Zone of Proximal Development as “the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” Mind in Society, 1978, p. 86.

《说话得体》的编写和教学实践力求遵循美国外语教学学会(ACTFL)的检测标准,即美国外语教师都熟悉的5 Cs和3 Modes。5 Cs是五大外语教学目标,即:沟通(Communication)、文化(Cultures)、连贯(Connections)、比较(Comparisons)和社区(Communities)。教师在课程设计和组织教学活动时,要尽可能地针对这5个目标,至少每课必须突显1~2个主要目标。3 Modes指的是学习语言沟通的3种模式,即:互动交流(Interpersonal),通过使用所学的外语进行交谈、交换意见、表达情感;理解诠释(Interpretive),通过使用所学语言对接受的口语或文字进行信息分析、理解、诠释;表达演示(Presentational),通过使用所学语言进行口语及书写方式的信息传递、概念陈述和思想表达。除此以外,本教材还列入了高级口语教学实践中强调的综合(Synthesizing)、分析(Analyzing)、假设(Hypothesizing)、结论(Concluding)、总体结构(Organization)等认知能力的检测标准。这些标准基本反映了美国外语教学学会(ACTFL)所制定的外语面谈口语能力考试(Oral Proficiency Interview)的教学要求。

编著者



Preface

Learn to Speak Chinese through Contextualized Dialogues is a textbook designed for 3rd and 4th level and AP (Advanced Placement) Chinese students in the United States with emphasis on listening and speaking. The objective is to strengthen students' speaking proficiency. Through the previous two years of Chinese language learning in high school, the students would have accumulated a certain amount of Chinese vocabulary, developed a basic command of Chinese grammar and sentence patterns, and have developed some sense of the language. With all these aspects, students may produce the most fundamental, but restricted, compositions at will during classroom activities. This textbook was compiled with students at these levels in mind.

This textbook has adopted the "case study" approach: with the application of guiding and inspiring methods and providing practice and study of Common Expressions and Texts, students are encouraged to learn from the thinking process, and are trained to develop their ability to analyze issues and solve problems. The method is to assign students a 10-3-1 step course work, namely: designing 10 (using English language is fine) situations for exploring ideas; preparing 3 short dialogues for familiarizing themselves with and practicing the learned communicative skills and writing of one short paragraph based on the subject matter. After learning Common Expressions, students are required to make comparison with scenes and to apply similar expressions for the scenes they have designed. Finally, students select one topic and write a short, complete and meaningful paragraph. Students have always demonstrated concrete and contextualized concepts when putting forth the scene designs at the brainstorming stage. Because all scenes are designed by students based on their own life experiences, they are both vivid and practical. It is also easy for students to work with this method, and students are happy to learn. As for the text part, it can be used as reference for the students when they prepare for the skit performance, a feedback project. Of course, teachers may start with learning the texts in accordance with actual instructional circumstances.

The primary aim of *Learn to Speak Chinese through Contextualized Dialogues* is to train students in listening and speaking abilities, but it also takes into account the improvement of students' reading comprehension. *Learn to Speak*

Chinese through Contextualized Dialogues is not only a textbook for students, but also an instructional manual for teachers. Teachers may use it as a reference book for lesson organization, classroom direction, and a means of communication with students.

Learn to Speak Chinese through Contextualized Dialogues consists of 16 lessons divided into 8 units. The whole textbook contains 64 contextualized dialogues with 16 functional themes, and gives more than 370 sentence patterns. Each lesson has 5 components: 1. Common Expressions; 2. Texts (in dialogue form); 3. Story Narration; 4. Skit Performance Hints; 5. Writing Exercise. Since *Learn to Speak Chinese through Contextualized Dialogues* is student-centered and task-based, it deviates from the conventional vocabulary-grammar order pedagogy; each lesson is an independent instructional unit with a list of functional words and expressions, and a vocabulary list after each text (dialogue). The distribution of new words is not uniform, nor the order restricted for grammar and syntax.

Listening Comprehension is provided with a two-way communicative practice chart in both Chinese and English. Students may take notes in English when listening. However, students must create their skits with the newly acquired common expressions and sentences. The overall goal is to enable students to understand the performance pieces and exchange feedback with the performers, so as to learn from each other, and avoid the exclusion of students from participation.

In *Learn to Speak Chinese through Contextualized Dialogues*, every text section has four levels: Essential Delivery, Practical Delivery, Complex Delivery and Special Delivery. This is based on the Foreign Language Learning Continuum in the Foreign Language Framework for California Public Schools, published by California Department of Education, 2003. These four delivery levels reflect the first four of the five continuum, which also demonstrates the well-known educational psychologist Vygotsky's theory The Zone of Proximal Development. There is nothing more important than to facilitate active participation of students at all levels of learning.

The composition of *Learn to Speak Chinese through Contextualized*



Dialogues has taken into account the factors of students' different circumstances, various Chinese standards, and their study motivations. Since the approach is designed around the students, teachers also need to change the teaching content and adopt new teaching methods accordingly. For example, the Responses to Common Expressions were designed as a reference because of the possibility of many different responses. It is entirely up to teachers to adjust to changing classroom circumstances. It is essential for teachers to reduce and add instructional contents from time to time.

Throughout years of teaching experience, we have noticed that the use of images in the process of learning a language plays a special role. It is an effective way to develop students' potential memory. With the help of pictures, students may exercise their power in observation and imagination to a great extent. Reading pictures is conducive to creativity among students for logical expressions in sentences and paragraphs. In addition, the use of a series of pictures can also provide a clear context and creative direction. Lively and interesting pictures are also conducive to stimulating the interest and enthusiasm of students studying Chinese. Therefore, *Learn to Speak Chinese through Contextualized Dialogues* has designed, altogether, 16 series of pictures, each having 4 pictures, easy to describe in words. Combined with the Writing Exercise at the end of each lesson, students will learn how to present themselves with a complete and well-organized paragraph in both oral and written formats.

Learn to Speak Chinese through Contextualized Dialogues has selected 16 themes based on language function comprising 8 units: Greetings, Saying Farewell, Introducing, Recommending, Inquiring, Requesting, Refusing, Accepting, Cautioning, Suggesting, Promising, Apologizing, Showing Sympathy, Giving Comfort and Reassurance, Complimenting and Complaining. These linguistic phenomena are often encountered in daily life. Once students have a good command of the above communicative skills, they can meet their daily needs. Each lesson's Common Expressions, Texts (dialogues), Skit Performance Hints, Listening Comprehension, Story Narration and Writing Exercise, all develop with the focus on language function. Contexts and listed expressions selected for the texts, especially the "120 Popular Expressions in Daily Life Among Students" originate from students' personal experiences: study, work and life. It also em-

braces Chinese people's daily life, social interaction, and some other issues related to Chinese culture. All selected scenes cover the contexts in a second year Chinese language course at the university levels and they are appropriate for AP Chinese study: at home, on the streets, in schools, in the classroom, in the office, at the library, in the dormitory, at restaurants, at airports, at stores, on the telephone, or in other public places. The contents include shopping, asking for directions, visiting friends, learning, gatherings, exercising, making friends, chatting, attending meetings, entertaining, traveling and visiting, booking tickets, marriage, health, education, major election, job searching, business meetings and other social and cultural themes.

The composition of *Learn to Speak Chinese through Contextualized Dialogues* and teaching with it should seek to follow the standards of teaching foreign language in the United States familiar to American foreign-language teachers: that is the five Cs and three Modes. The 5 Cs are five foreign language teaching objectives, namely: Communication, Culture, Connecting, Comparison and Community. When teachers design curriculum and organize class activities, they should achieve these five goals to the extent possible, and each lesson should at least stress on one or two main objectives. The Three Modes refers to the communicative modes essential to language learning: Interpersonal (through the use of the target language for conversation, exchanging views, and expressing emotions); Interpretive (through the use of what have been learned to accept the spoken or written language for information analysis, understanding, interpretation); Presentational (through the use of spoken and written forms of language learning for information transmission, the concept of representation and expression of ideas). In addition, the textbook has also included advanced comprehensive oral proficiency standards with the emphasis on synthesizing, analyzing, hypothesizing, concluding, and organization. These cognitive assessment standards generally reflect the criteria for Oral Proficiency Interview of the American Council on the Teaching Foreign Languages (ACTFL).

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