

Experiencing Chinese

Advanced Course I

体验汉语® 高级教程1

主 编 姜丽萍
分册主编 于天昱



高等教育出版社
HIGHER EDUCATION PRESS

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前言

《体验汉语高级教程》(1、2)是与《体验汉语基础教程》(1、2)和《体验汉语中级教程》(1、2)相衔接又分属不同教学阶段的教材,本教程定位于“高级”,旨在扩大学生词汇量、提高学生口头及书面表达能力,进而提高学生的汉语语言综合运用能力。

一、编写理念

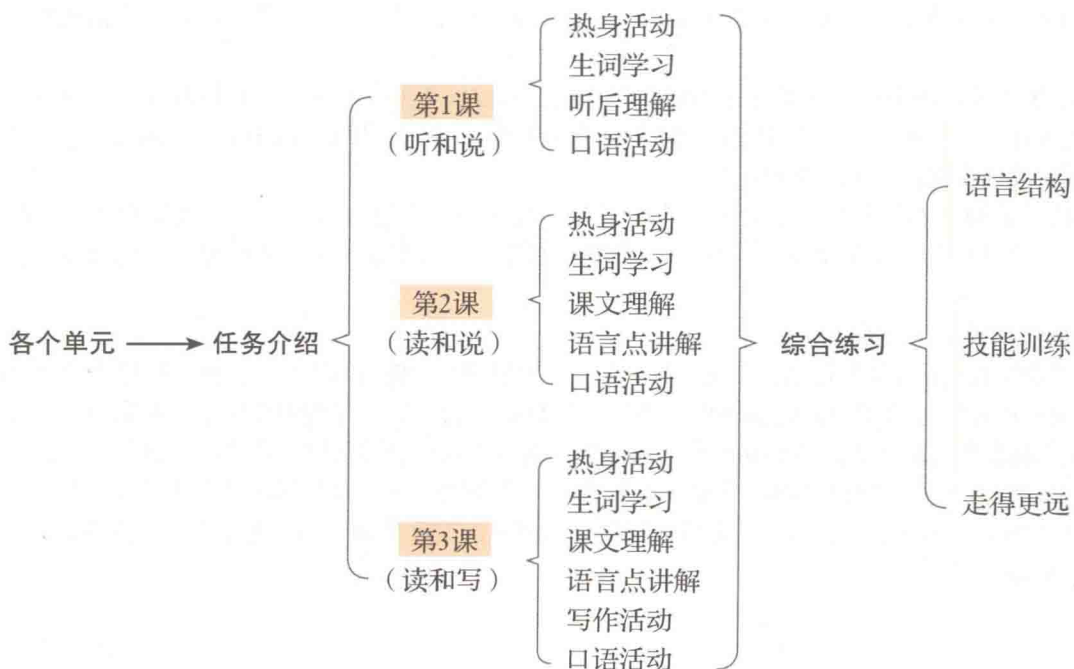
本教程强调任务型教学理念,任务贯穿整个教学过程。主张让学生在完成任务中学习、掌握语言知识和技能,提高语言交际能力和语言综合运用能力。

《体验汉语高级教程1》为高级的第1册,共10个单元。每单元都以一个大任务主题统摄3个分任务,分置于3课中,分任务之间形成显性任务链,所有课文都为完成相关任务而进行编写,内容与现实生活紧密相关,层层深入。每课的任务中,又分为针对课文的任务和扩展型任务,难度上有梯度,螺旋式上升。在编写中,注重将语言规范性的学习内容融入具体的任务当中,兼顾听说读写四项语言技能的综合训练,但在每课中又各有不同的侧重点。

二、内容框架

根据以上理念,本书每个单元的框架结构具体如下:

1. **任务介绍**:引出话题,介绍本单元要完成的主要任务内容。
2. **第1课**:以听说为主,分为热身活动、生词学习、听后理解和口语活动。
3. **第2课**:以读说为主,分为热身活动、生词学习、课文理解、语言点讲解和口语活动。
4. **第3课**:以读写为主,分为热身活动、生词学习、课文理解、语言点讲解、写作活动和口语活动。
5. **综合练习**(在单独设计的配套《体验汉语高级教程练习册1》中)。



三、主要特点

1. 注重综合训练

本教程以听说读写四项基本技能训练为基础,既注重单一的技能训练,更注重两三项技能相结合的综合训练。每课课文后都有直接针对某项技能的规范性练习。每个单元的3课在各项技能训练上各有侧重:第1课以听说为主,注重听力和日常口语的训练;第2课以读说为主,展示规范准确的现代文文本并进行规范准确的口头表达;第3课以读写为主,强调运用特定表达式进行成段表达训练。而《体验汉语高级教程练习册1》则更注重听说读写综合能力的训练。

2. 重视中国文化的融入

中国文化方面的内容并非介绍讲解性的,而是嵌入式的。将文化内容作为完成任务的语言素材或背景知识,在完成任务的过程中将可输入的相关文化内容融入其中。

3. 体现语言素材的真实性、自然性和实用性

在内容上,本教程所选取的语言素材让学生能有身临其境之感,是学生现实生活中可感可触的内容,如真实的电话录音、网络博文、生活见闻等。另一方面,在具体语句选取上,包括例句、练习题都是尽量从现代汉语语料库中选取的真实语料,只根据教学需要作适度修改,以保证原汁原味。此外,每个单元中的文化扩展短文,即《体验汉语高级教程练习册1》中“走得更远”部分,更是现实生活的浓缩。

4. 重视词汇的比较和扩展

针对高级汉语教学在词汇量上的需求,一方面针对本课所学词汇作辨析和情境练习,另一方面针对本单元主题进行词汇扩展,使学生的词汇量在横向和纵向上得到强化和深化。

5. 分散难点,渐进深入

本教程打破以往高级教材编写时课文过长、过难,生词过于集中的弊端,采取分散难点的做法,同样是一个单元要掌握80个生词,我们把这80个生词分散到教材一个单元中的3课,以及《体验汉语高级教程练习册1》的泛读文章中,而这些部分有一个核心话题统领,使生词具有主题相对集中的特点,便于学生在语境中理解、掌握和运用。同样,课文编写也采取精读和泛读相结合的方法,分散难点。这种编排方法能引导学生低端进入、高端产出,使学生具有成就感。

6. 教师好教、学生好学、教学好用

对教师来说,可按照教材呈现的顺序,直接进行教学,这种编教思路希望能给年轻教师提供一种任务型的教学思路和教学流程,也希望能为有经验的老教师提供一些教学参考,更加丰富他们的教学方法。

对学生来说,本书的目的首先是引起学习兴趣,通过任务介绍和热身活动提高学生的学习热情和对话题的关注,然后通过精心设计的各个环节帮助学生理解,引导实现“做中学”,通过一系列任务的完成达到培养语言综合运用能力的目的。

对教学来说,本教程提供了大量听说读写各种技能训练内容,有利于教师备课和上课。在内容层级上,既有用于课堂讲解和训练的例句和练习,也有用于课下经过思考才能完成的综合练习,方便教学。

7. 版式设计新颖、独特

本教程的版式设计淡雅简洁,图文并茂,选配了大量图片,使内容更具真实性、趣味性和情境性。

特别感谢高等教育出版社的编辑们,她们在教材的策划、编写过程中提出了一些富有建设性的建议,更感谢她们的忘我工作热情和认真负责的态度,使得本教程能够保质保量地出版面世。

本书付梓之前虽曾经过主编、分册主编和各位编者多次打磨,但疏漏之处在所难免。我们衷心地希望使用本书的教师和学生,能够无保留地把自己的使用情况反馈给我们,更希望听到批评和建议。主编邮箱:lp360cn@yahoo.com.cn。

姜丽萍
2012年6月

Preface

Experiencing Chinese · Advanced Course (1 & 2) dovetails with *Experiencing Chinese · Basic Course (1 & 2)* and *Experiencing Chinese · Intermediate Course (1 & 2)*, belonging to the next stage in the series. The purpose of the textbooks is to increase university students' vocabulary, to improve their ability to express themselves orally and on paper, thus to improve their ability in comprehensive Chinese application.

I. Concept

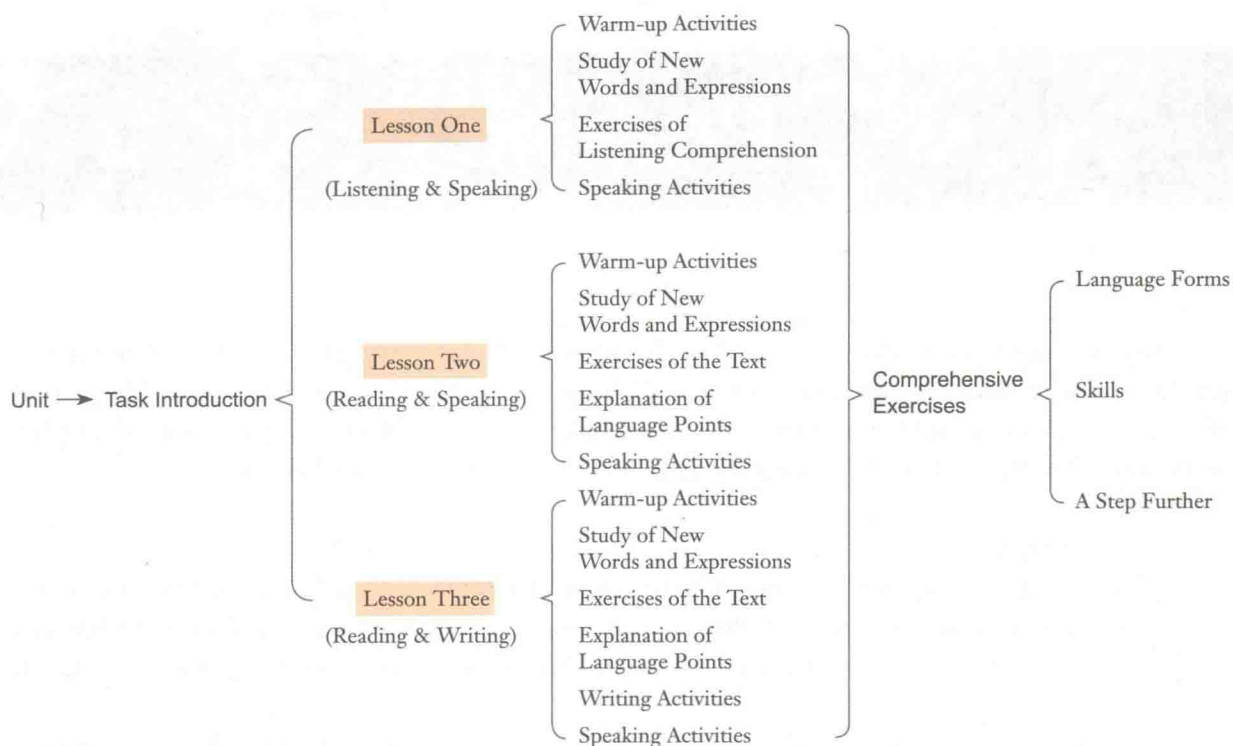
This series places emphasis on a task-based teaching philosophy, with tasks provided throughout the teaching process. It advocates allowing students to learn and grasp the knowledge and skills of the language through the completion of assignments, and to improve their communication and comprehensive language abilities.

Experiencing Chinese · Advanced Course 1 serves as the first volume of the advanced level, and includes ten units. Each unit consists of one main topic, which unifies three sub-topics, divided into three lessons. An explicit task-chain is formed within each sub-topic, and each text is compiled to provide students with topic-related tasks to complete, with the topics closely and deeply related to real life. The tasks in each lesson are divided into two types, those based on a text, and those given in extension, and their difficulty is on a gradient, forming a spiral pattern. In writing the study content, importance has been attached to the harmonization of language standards with specific tasks, and taking into account the comprehensive training of the four language skills: listening, speaking, reading, and writing; while the emphasis on each skill differs from lesson to lesson.

II. Framework

Based on the concept above, the specific framework of each unit is listed below:

1. **Task Introduction:** Leading to the topic, it introduces the content of the main task to be completed in each unit.
2. **Lesson One:** Giving priority to listening and speaking, it is divided into warm-up activities, study of new words and expressions, exercises of listening comprehension, and speaking activities.
3. **Lesson Two:** Giving priority to reading and speaking, it is divided into warm-up activities, study of new words and expressions, exercises of the text, explanation of language points, and speaking activities.
4. **Lesson Three:** Giving priority to reading and writing, it is divided into warm-up activities, study of new words and expressions, exercises of the text, explanation of language points, writing and speaking activities.
5. **Comprehensive Exercises** (found in the individually designed supporting *Experiencing Chinese · Advanced Course Workbook 1*).



III. Key Features

1. Consideration of comprehensive training

The comprehensive training of four basic skills, listening, speaking, reading and writing form the basis of this textbook, with importance placed on both the training of each individual skill, and the training of two or three combined skills. Following the texts in each lesson are standardized exercises directly aimed at a specific skill. The three lessons in every unit have their own focus on particular skills: Lesson One gives priority to listening and speaking, attaching importance to the practice of listening and everyday spoken language; Lesson Two gives priority to reading and speaking, displaying a standardized and accurate modern text and proceeding to proper and accurate oral expression; Lesson Three gives priority to reading and writing, emphasizing the use of particular expressions and leading to the practice of a section. In addition, *Experiencing Chinese · Advanced Course Workbook 1* puts more stress on the comprehensive abilities of listening, speaking, reading and writing.

2. Emphasis on integrating Chinese culture

The relationship of the content to Chinese culture is not explained by introduction, but is embedded. Related cultural content, which are used as language materials or background knowledge, is integrated into the process of completing the tasks.

3. Authentic, natural and practical language materials

With regard to content, the selected language materials of this textbook allow students to have a feeling of being immersed. It is tangible to the students' real lives, such as authentic phone recordings, blogs and life experiences. From another aspect, specific language including example sentences and exercises are selected from a database of authentic modern Chinese language, and has only been modified to be in line with teaching needs to ensure authenticity. Moreover, the culturally-extended text in each unit, which is titled as A Step Further in the *Experiencing Chinese · Advanced Course Workbook 1*, is just concentrated on real life.

4. Emphasis on the comparison and expansion of vocabulary

With the needs of advanced Chinese vocabulary teaching, on one hand, the lessons are aimed at differentiation and situational exercises, and on the other hand, the units are aimed at the expansion of vocabulary on particular topics, intensifying and deepening learners' vocabulary horizontally and vertically.

5. Decentralized difficulty, progressively in-depth

This series improves on the drawbacks of previous advanced level textbooks, which had excessively long and difficult texts with densely concentrated new words and expressions, and adopted an approach of dispersed difficulty. In one unit, previous texts required the mastery of 80 new words and expression, while in this textbook, these 80 words have been dispersed among the three lessons of each unit, and the extended texts of *Experiencing Chinese · Advanced Course Workbook 1*. In addition, all these sections have a guiding core topic, specific to the central features of the main theme, making it easier for the students to comprehend, master and apply within one language context. At the same time, each text is written using a method of combining intensive and extensive reading to decentralize difficulties. This method of arrangement can lead students to enter at a low level, and finish at a high level, giving them a sense of accomplishment.

6. Users-friendly, easy to teach and to learn

For the teachers, they can teach directly according to the order of the materials presented. We hope the teaching ideas in this series can provide young teachers with a task-based teaching approach and process, as well as a teaching reference for experienced teachers to enrich their teaching methodology.

For the students, the aim of this book is first to lead to interesting study, with the introduction and warm-up sections arousing their enthusiasm for study and attention to the topic. Then, through careful design in all aspects, the series helps students with their understanding, leading to the reality of "learning by doing". Through the completion of a series of tasks, students can achieve their aims of improving their ability to use the language comprehensively.

For teaching, this textbook provides a range of content for each language skill: listening, speaking, reading and writing, which is conducive to helping teachers prepare and teach class. With regard to the content, for the convenience of teaching, there are example sentences and exercises suitable for explanation and practice in the classroom, as well as comprehensive exercises which can only be completed upon reflection after class.

7. Novel and uniquely designed layout

The layout of this textbook is designed with elegant simplicity. The large volume of illustrations are provided to make the content more authentic, interesting and situational.

Special thanks is contributed to the editors of the Higher Education Press, who during the planning and preparation process put forward many constructive suggestions. It is their selfless work ethic, serious and responsible attitude that make this textbook be published with quality and quantity.

Prior to the publication, although it has been polished many times by the editing team, inaccuracies and omissions are inevitable. We sincerely hope that teachers and students who use the book give feedbacks on their own usage of it without reservation, and look forward to hearing their comments and suggestions. Please send mail to the editor-in-chief at: lp360cn@yahoo.com.cn.

Jiang Liping
June 2012

使用说明

本教材适合已经掌握2500—3000个汉语词汇，具有中级以上汉语水平的学生使用。全书共10个单元，每单元围绕一个任务主题，由3课组成，全书共30课，每课课文长度约600—900字，每单元生词量约为65—80个。针对课堂教学，建议每单元授课6—8学时。

第1课

以听说为主，选取与本单元话题相关的真实语音材料输入给学习者，注重听力和日常口语的训练。



第2单元 中国美食之旅

第1课 体验中国美食

1 热身活动

1. 下载中这课美食你都吃过吗？请试着将图片序号与可匹配的地名连上。



任务介绍

描述了在现实生活中可能接触到的某一个真实话题，并围绕这个话题设计了总体任务目标，也就是学习本单元后所要完成的语言任务。教师和学生可以据此对本单元的内容有一个总体把握，并以此为主线安排教学。

热身活动

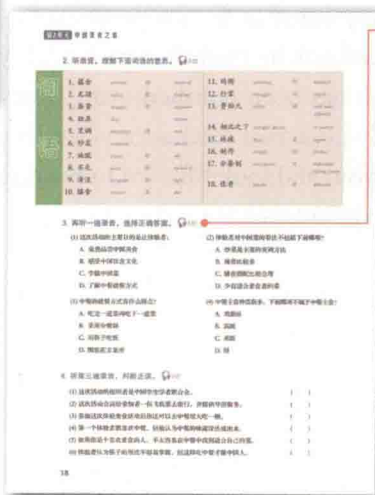
在教学中帮助学生进行预习，熟悉本课将要学习和讨论的话题，充分调动已有的知识储备和能够通过网络等渠道获取的相关话题资源。教师在课堂利用几分钟时间让全班学生共同完成热身活动，并针对自己发现的问题和各自不同的看法进行讨论。

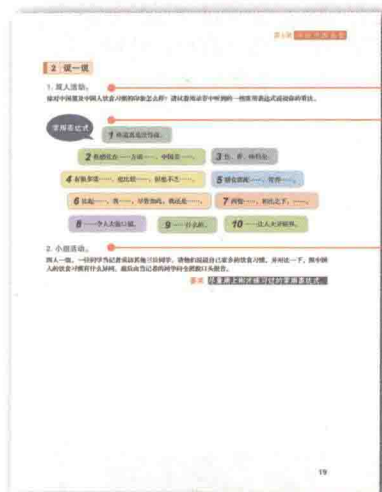
生词学习

在理解全文大意的同时，找到本文需要学习的重点词语。

听力理解练习

主要题型有判断正误、选择、完成表格等。





双人活动

针对课文内容的口头表达任务，需要学生合作完成。

常用表达式

让学生通过完成两个不同层次的口语任务，尽可能熟练地掌握本课重点口语表达句型，达到规范、准确、有条理地表述。

小组活动

学生四人一组，针对话题完成扩展性口头表达任务。

第2课

以读和说为主，精选各类现代文作为精读课文，注重训练学习者进行规范、准确的口头表达。

第2课 学做一道拿手菜

1 热身活动

1. 你知道中餐菜名的由来吗？请和同学讨论一下有什么由来？



2. 你喜欢吃，能中国菜最大的困难是什么？

2 课文

今天的比赛现场，热闹非凡。几位参赛选手和观众都来了。这是谁？

在场上，选手们正在进行比赛。评委老师中间有一位“评委老师”，负责

评委老师的大神得说清楚这道菜的做法，但不要把细节弄错了。评委

老师为这道菜打分。首先，评委老师会先尝一口，然后会问评委：这道

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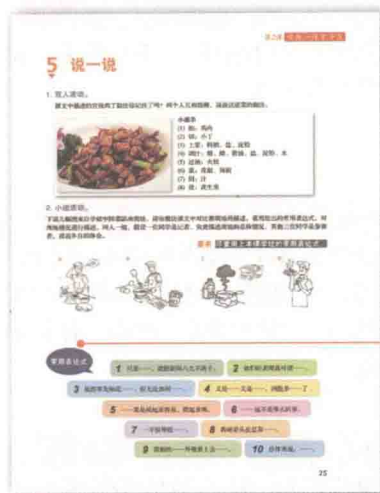
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语言点

学习4—5个重要语言点，对部分近义词或表达式进行比较学习。

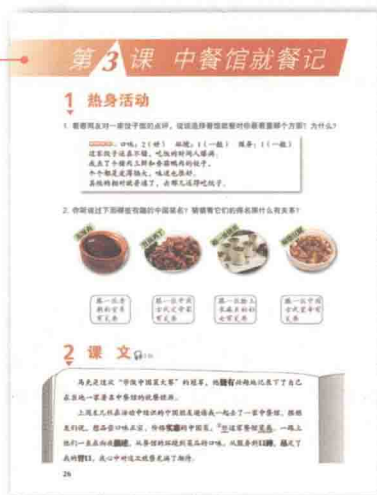


第3课

以读和写为主，围绕单元主题选取实用短文作为泛读课文，注重提高学生运用特定表达式进行成段书面表达。

常用表达式

包含学过的重要语言点，帮助学生达到规范、准确、有条理地表述。



以上是对本教材的简要介绍以及教学中的一些建议,希望对您有所帮助。在教学过程中您不必拘泥于我们的建议,可以根据实际教学情况灵活地安排教学。对于高级阶段的学习者来说,自主学习尤为重要,希望这本教材能为高级阶段的学习者提供一个提升汉语能力的自由空间,在一个个环环相扣的任务引导下积极主动地去学习。

于天昱
2012年6月

Instructions

This textbook is suitable for students who have already mastered 2 500-3 000 words of Chinese, specifically students with intermediate or above level of Chinese. The book includes ten units in total, with each unit centered on a task topic and composed of three lessons, giving the complete book a total of thirty lessons. Each text is around 600-900 characters, with approximately 65-80 new words in each unit. Aimed at being used in a classroom, the teaching of each unit is suggested to take 6-8 hours.

Lesson One

Giving priority to listening and speaking, authentic recording materials related to the topic of the unit have been selected for the learners, placing importance on the practice of listening and everyday spoken language.



Task Introduction

This part describes an authentic topic which people meet in real life, the overall objectives designed around it, and the language tasks to be completed through the study of the unit. Based on this, both teachers and students can gain an overall grasp of the content of the unit, and can make a plan for teaching and learning.

Warm-Up Activities

This part helps the students to have a preview of the unit, to become familiar with the topic to be studied and discussed, to activate their prior knowledge reserves, and to be able to obtain resources related to the topic from channels such as the Internet. In class, the teacher can give the students a few minutes to work together to complete the Warm-up activities, discuss questions and give different opinions.



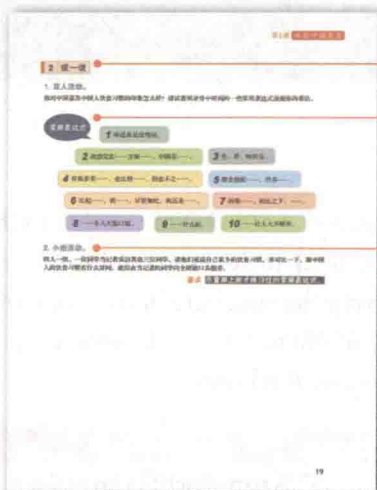
Study of New Words and Expressions

Learn the key words when listening to and understand the full text.

Exercises of Listening Comprehension

This part mainly includes the forms of true or false, multiple choice, and form completion question, etc.





Pairs Activity

Oral expression tasks connected to the content of the test, requiring students' cooperation.

Commonly Used Expressions

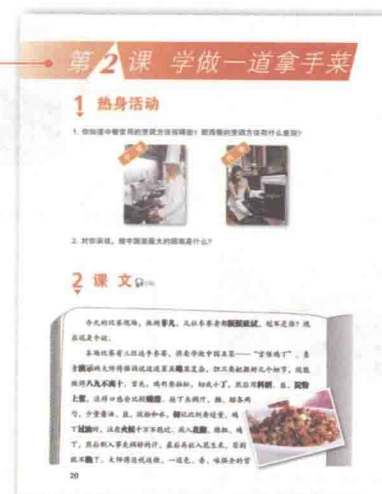
Through the completion of two oral tasks at different levels, the students are able to skillfully master the lesson's key language expressions and structures, achieving standardized, accurate and structured language.

Group Activities

In groups of four, students complete extended oral tasks related to the topic.

Lesson Two

Giving priority to reading and speaking, specially selected modern texts are used for intensive reading. This part places importance on training learners to express themselves accurately.



Language Points

In this part, study four or five key language points and compare near-synonyms or expressions.



Commonly Used Expressions

This part contains the key language points previously studied to train students to express themselves accurately in a standard and structured manner.

Lesson Three

Giving priority to reading and writing, an extensive reading text is selected, centered on the main theme of the unit. Importance is placed on improving students' use of specific written expressions.



Above is a brief introduction of this textbook and some suggestions on its use, which we hope can prove helpful. In the process of teaching, you need not feel confined to following our suggestions, you have the flexibility of planning your teaching according to the actual situations.

For advanced-stage learners, independent study is particularly important, we hope this textbook will provide them with a free space to enhance their Chinese ability through actively study under the guidance of closely interlinked tasks.

Yu Tianyu
June 2012

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