

Second Edition

沟通 **Making  
Connections**

Enhance Your Listening  
Comprehension in Chinese

Traditional Character Version

Madeline K. Spring



CHENG & TSUI COMPANY

Boston

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Second Edition

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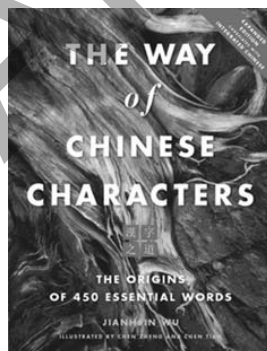
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But mostly I would like to thank Jill Cheng for her ongoing support of this project. A pioneer in the field of publication of Chinese materials, Jill is a longtime champion of innovation in the field of Teaching Chinese as a Foreign Language. Her willingness to publish a textbook that is completely focused on unscripted, naturally-paced Chinese reflects her vision and commitment to providing a variety of resources that facilitate successful language learning and high levels of cultural competence.

I believe this book will help fill a gap in instructional resources for Chinese as teachers and students can use it in the manner that best suits their needs. I am eager to hear feedback about their experiences and about ways the book can be improved.

SAMPLE



# Introduction

## To the Teacher

Without altering the spirit of *Making Connections*, we have implemented significant changes in the second edition. Primarily we have updated the look and feel of the visuals throughout the book, so that it is more inviting to today's students.

This text offers an exciting way for learners of Mandarin to develop and improve their aural comprehension skills. The need for an innovative textbook in Chinese that focuses primarily on listening comprehension, and that is flexible enough so it can be implemented directly into various curricula, is keen. The conversations in this textbook are presented in authentic and naturally paced language, and the lessons are constructed to support students' existing knowledge and develop mastery of new and recycled vocabulary, grammatical structures, and sociocultural practices.

The main objective of *Making Connections* is to equip students with listening strategies that will improve their comprehension of naturally spoken Chinese. Higher levels of proficiency in listening readily transfer to other language skills. Students who use *Making Connections* show demonstrable gains in their ability to understand spoken Chinese, which in turn has a dynamic impact on their overall ability to communicate effectively in Chinese.

### Target Learners

*Making Connections* is designed for students who have **completed at least one semester of college-level Mandarin or one year of an introductory-level high school program**. It can be used effectively as a supplementary text in a second-semester first-year college course, or in a second- or third-year college course. Students in AP or IB high school classes also enjoy the challenge of working with the authentic, naturally-paced conversations in each lesson. *Making Connections* appeals to students of all ages and backgrounds who want to work independently on reviewing or improving their listening comprehension. Even advanced students and heritage Chinese learners who are already familiar with the vocabulary used in the conversations in this text are surprised by how much they learn from working with audio texts that model the ways idiomatic expressions and other vocabulary items are actually used.

### Focus on Strategic Listening

Listening comprehension is often overlooked in Chinese courses. Nonetheless, most teachers agree that students need significant access to multiple forms of comprehensible input in order to function successfully in Chinese-speaking situations. *Making Connections* provides this input in a conversational format that engages students' interest.

Before students can use new vocabulary and grammatical patterns in meaningful ways, they need to be exposed to natural speech that occurs in normal conversation. When comprehension skills are presented systematically, students are better equipped to cope with linguistic situations that may be slightly beyond their level. As confidence in dealing with these situations builds, students are willing to take greater risks in producing their own language, and their attitudes toward learning the language become even more positive. The strategies learned in improving listening comprehension undoubtedly help students improve in reading comprehension and other aspects of language learning.

Each lesson guides students from getting the gist of the audio text to listening for specific details. The section “Key Language Points” focuses on particular idiomatic usages or grammatical structures that frequently confuse language learners. Although students have encountered many of these phrases previously, they may not yet have the confidence to incorporate them into their own language production. Drawing attention to specific usage helps students notice these expressions and hear how they are used contextually. As research in Second Language Acquisition has proven, explicit awareness of language usage or “noticing” is an integral part of the language learning process. By incorporating *Making Connections* into their curriculum, teachers can direct students’ attention to how particular aspects of the spoken language function in actual discourse. Students become familiar with hearing language functions such as paraphrasing, asking for clarification, expressing agreement or disagreement, inferring, elaborating, hesitating, and repeating. These aspects of oral discourse differ from written texts, which is what learners generally study, since oral speech happens spontaneously and is unplanned.

### Descriptions of Proficiency Levels

The ACTFL Guidelines offer a rough standard to describe listening abilities at various stages in the learner’s proficiency development. Teachers and students should keep these guidelines in mind when using *Making Connections*. Below is a handy chart that describes the kinds of listening tasks students are able to perform at different levels of proficiency.<sup>1</sup>

ACTFL Proficiency Level	Descriptions
Novice-Mid	Able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends some words and phrases from simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/or a slower rate of speech.
Novice-High	Able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency commands, and courtesy formulae. May require repetition, rephrasing, and/or a slowed rate of speech for comprehension.
Intermediate-Low	Able to understand sentence-length utterances, which consist of recombination of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

<sup>1</sup> Retrieved from <http://www.sil.org/lingualinks/languagelearning/otherresources/actflproficiencyguidelines/ACTFLGuidelinesListeningInterm.htm>.

ACTFL Proficiency Level	Descriptions
Intermediate-Mid	Able to understand sentence-length utterances, which consist of recombination of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.
Intermediate High	Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced level listener, comprehension is less in quantity and poorer in quality.
Advanced	Able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extra linguistic factors, among which topic familiarity is very prominent. These texts frequently involve description and narration in different time frames or aspects, such as present, no past, habitual, or imperfective. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral text.

### Setting Realistic Expectations

Improving listening comprehension is a process. As such, *Making Connections* helps teachers and students set realistic expectations about how to get the most out of listening to native speech, rather than expecting 100% comprehension of each utterance.

Instructors need not worry that students cannot grasp every word of the conversations or that some of the language used is too colloquial or too challenging. Teachers should also avoid the temptation to transcribe the dialogues for students. Giving students a script of what is said in the dialogue defeats the purpose of guiding students toward comprehension of natural speech. Keep in mind that the teaching objective is for students to improve their listening skills so they can catch what is being said at a normal pace by speakers who are not making accommodations for the linguistic level of their audience.

Your students' ability to work with the audio segments in *Making Connections* may surprise you. Remember that they pick up a lot from contextual clues and they also gain familiarity with the voices they hear. Don't worry if they think the speakers talk too fast. As their listening skills improve, they will soon imagine that these same speakers have actually slowed down!

The use of realia in *Making Connections* (newspaper advertisements, receipts, medical prescriptions, etc.) exposes students to authentic Chinese writing at early stages of their language acquisition process. The tasks that involve these authentic texts are generally quite simple—in fact, the most important part of these exercises is for students to see what “real Chinese” looks like. This aspect of *Making Connections* promotes cultural awareness, which is one of the important pedagogical standards for effective foreign language learning.

### **Integrating *Making Connections* into Your Curriculum**

*Making Connections* is not intended to function as a main textbook. Grammar explanations are given sparingly, and there is little emphasis on reading. It is assumed that students will gain adequate exposure to work in these areas through their primary textbooks. A minimum of preparation is required for the instructor, and the lessons can easily be assigned to complement regular course materials. Although it is tempting to simply correlate topics between *Making Connections* and the regular first-year textbook, this approach is often not the best pedagogically. Rather, teachers should first consider the language level of the students and make sure it matches that in the audio files. Students enjoy following the sequential interactions between the main speakers in Part I (Lessons 1–23); this aspect of the text will be diminished if the lessons are taught in a random order.

The order and topics of the lessons in Part I are generally coordinated with *Integrated Chinese* Level 1, with some discrepancies in topics between *Making Connections*, Second Edition and *Integrated Chinese*, Third Edition. However, these lessons should **not** be used at the same time that these topics are first introduced. The goal is to review and recycle material that is familiar to students. While *Making Connections* is an ideal accompaniment to *Integrated Chinese*, it does not need to be used in that way. It can certainly stand alone as a listening comprehension component of courses that use other texts, or as a product for self-learners or heritage students who already have some background in Mandarin.

Most of the lessons in *Making Connections* are targeted to learners who are at the Novice-Mid/High level. By this time, learners have already had exposure to many of the topics and are ready to hear conversations that recycle language they studied previously. At the same time, the introduction of limited new material does not interfere with their linguistic progress.

Remember that working with listening comprehension need not take much classroom time; most of the work can be done as homework or posted online.

### **Applying Best Practices in Recycling and Spiraling**

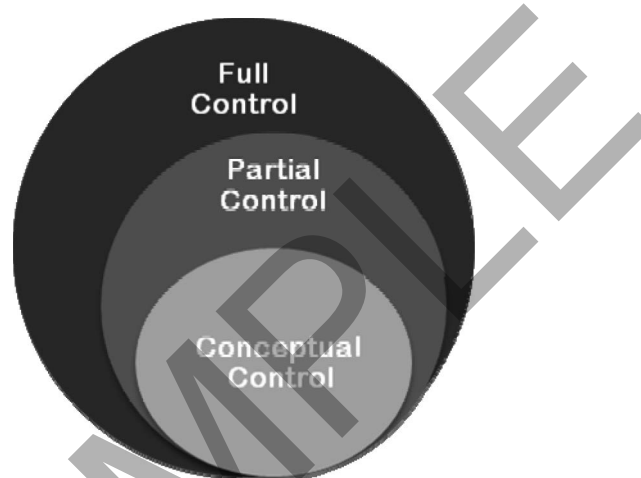
Language learning does not take place in a linear manner. Students need frequent practice and review of previously learned material. Current textbooks address this issue to some extent, but nonetheless constant repetition of the same type of textbook material can sometimes be boring and frustrating for students. This is especially true for students in the Novice-High to Intermediate-Low levels.

Two principles of Second Language Acquisition are key to using this material:

- Vocabulary needs constant and **consistent review and recycling** in order to become fixed in the learner’s long-term memory.
- Exposure to vocabulary and points of language usage must occur in **multiple contexts**.

Frequently, teachers are so focused on preparing and presenting new material that they neglect these two important pedagogical principles. *Making Connections* offers a systematic way to recycle and spiral

previously-studied topics using naturally-paced materials that draw students' attention to specific listening strategies and toward improving listening comprehension. Through controlled practice on familiar topics, students interact with vocabulary and points of language usage in different contexts, presented in interactive and engaging formats. A minimum of new material is incorporated in each lesson; the main teaching objective is for students to gain control of a few key points that are emphasized explicitly. This allows students to study new material presented in their main textbook, while they enjoy a slightly freer and more expansive learning experience with *Making Connections*. Students have multiple chances to gain confidence with both previously-studied and new materials, allowing them to move readily from conceptual control to partial control and eventually to full control, as is illustrated below:



### Improving Curricular Articulation

Teachers frequently have students with a variety of skills and backgrounds in the same class. Supplementary, controlled practice in recycling and spiraling vocabulary, structures, and language functions helps individualize learning since students themselves determine how many times they listen to each audio file. *Making Connections* can be a useful resource to bridge gaps between the core curricular texts used in different levels of Chinese. This is essential, since often students have gaps in their learning (summer, winter breaks, etc.) and need options for catching up or moving ahead toward higher levels of language proficiency. As students progress from beginning to intermediate to advanced to superior levels of language proficiency, they need articulated Chinese language programs to guide them. Relying entirely on one particular textbook or set of textbook materials may prove insufficient for students to achieve the measurable outcomes that objectively verify proficiency levels.

### Increasing Student Motivation

Not all students learn at the same pace. Students at the Novice-Mid to Intermediate-Mid levels especially need enhanced input to improve their listening comprehension. *Making Connections* offers a common ground to all students, which lowers affective fears and creates a positive and motivating learning environment.

Working with “real” Chinese, rather than relying solely on text-based materials, is intrinsically dynamic and appealing to students. Although the language and delivery may be challenging, *Making Connections*

shows students what genuine conversations between native speakers of Mandarin sound like (complete with mumbling!). Since every lesson is structured to facilitate comprehension progressively, students gain confidence in their ability to understand more of what they hear each time they listen. This sense of achievement and accomplishment is a tremendous motivating factor, which naturally leads to increases in proficiency and communicative competence.

### Tolerating Language Variation

As with any language, Chinese teachers and learners need to be tolerant of times when the speakers in these conversations or monologues make grammatical or pronunciation “mistakes” or say things in ways that are different from textbook Chinese or from how the teacher speaks. Even though each of the speakers is a native speaker of Mandarin, inevitably s/he will say things in ways that are not perfectly “correct.” As teachers, we need not fear that this will have a negative impact on our students—it is simply a fact that language usage varies widely. Students should understand this metalinguistic reality early on in their language learning experience. Given the dramatic impact of media and the Internet, the ease of international travel, and the extent of options for study abroad, it is increasingly difficult to categorize specific usage as belonging only to any one region. When obvious distinctions in language usage or pronunciation variance do occur in the audio selections, notes have been added. Indications of whether the term is generally associated with speakers from the PRC or Taiwan offer instructors an opportunity to point out such differences whenever relevant to curriculum or approach. Similarly, photos and realia from both the PRC and Taiwan allow students to see variety in Mandarin-speaking environments. In these ways, *Making Connections* helps bridge the gap students will encounter as they make the transition from the classroom environment to more realistic situations.

### Organization and Structure of Each Lesson

The pedagogical model in *Making Connections* is founded in schema theory. Each lesson guides students through five stages, beginning with a contextualized pre-listening activity and ending with a productive language activity that allows students to express themselves both orally and in writing using vocabulary and structures they heard in the conversation or monologue.

#### Stage I. Preparation 热身

Before listening to the audio segment, students need to be engaged in the topic. Stage I generally has two parts. Part 1 offers useful vocabulary that relates to what is said in the conversation or monologue. Whenever possible, visual cues help introduce vocabulary—students are asked to match the Chinese characters (sometimes accompanied by *pinyin*) to the appropriate picture. Students are presented with additional limited vocabulary through short definitions in either English or Chinese, depending on the level of the lesson. Idiomatic expressions with sample sentences showing usage are also given.

Research has shown that listening comprehension improves significantly when learners are successful at activating their prior knowledge (*schemata*). Part 2 contains pre-listening activities that provide the context for the audio selection by using advance organizers to activate students’ background knowledge. Brief exercises personalize and contextualize the vocabulary and concepts introduced in the dialogue and prepare students for active listening. Generally a “notepad” is provided for students to jot down notes or respond to questions in English (if students want to add *pinyin* or Chinese, they are free to do

so—this is entirely for their own use and should not be collected or graded by the instructor). Another effective option is to use an online brainstorming source such as Bubbl.us (<https://bubbl.us/>).

## **Stage II. Listening for the Gist 泛听**

Now students hear the conversation for the first time. They should read these exercises first so they know what to listen for. In Stage II, students are led to discover the general points of the conversation, such as the relationship between the speakers, the location where the conversation occurs, and the main topic of conversation. These initial tasks are minimal and simple; the emphasis is on global comprehension. If students have difficulty with this section, they should listen to the segment again. Ideally, Stage II is done in a classroom setting.

## **Stage III. Listening for Details 静听**

Specific, task-based exercises that require greater comprehension are introduced in Stage III. The exercises focus on what the speakers said and how they said it. Tasks include completion of tables and charts, multiple choice, true/false, matching, and cloze exercises. Depending on the level of difficulty, the exercises are either entirely in English or in a combination of English and simple Chinese. Stage III should be done beyond the classroom environment so that students can listen to the audio selection as often as desired.

## **Stage IV. Working with the Language 语言点**

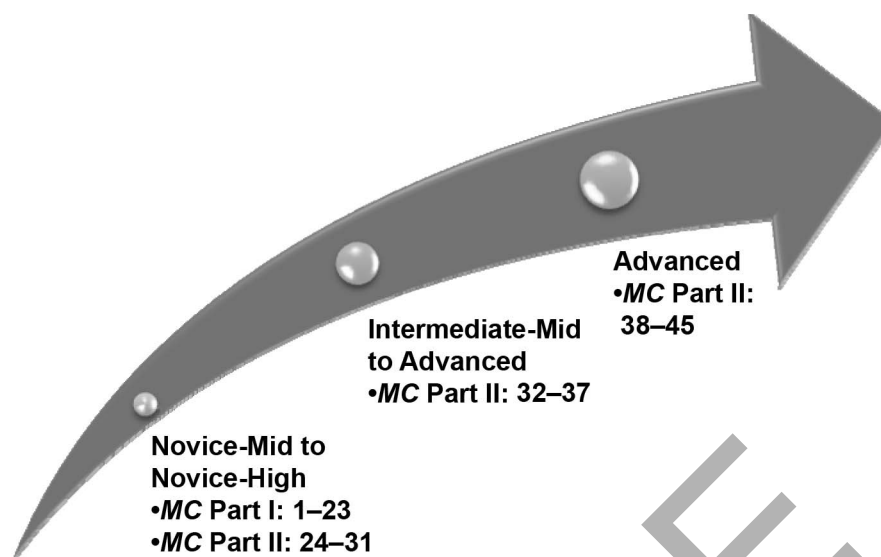
Once students have a good idea of what the speaker or speakers said, they are ready to focus on specific points of vocabulary usage, language functions, and grammatical structures. Stage IV offers a range of exercises, such as matching, sentence and dialogue completion, cloze exercises, translation, and multiple choice. Not every grammatical point or idiomatic usage that occurs in the audio segment is addressed. Instead, the goal is to highlight a few very important linguistic features. Often, these are items that students have learned previously; here they are recycled in a different context. Stage IV should be done beyond the classroom environment so that students can listen to the sound file as often as desired.

## **Stage V. Follow-up Activities 应用**

Section V gives students a chance to practice expressing themselves in spoken and written Chinese. Each lesson offers guided activities contextually related to the conversation. Tasks include role playing, dialogue completion, writing activities (in Chinese), etc. The exercises are designed both for classroom settings and for independent work, and they are flexible enough so instructors and students can adapt them to their needs. Written assignments or oral activities can easily be uploaded to a website so students can share their work with others. Extending the audience beyond the conventional student-to-teacher focus has a dynamic impact on language production and motivation.

## **Contents of This Textbook**

Each lesson presents a short conversation or monologue that reflects unrehearsed, native Mandarin. The speakers were not given scripts, nor was the conversation limited to specific vocabulary. In other words, this is simulated authentic language. Each lesson is accompanied by written exercises. A rough distribution of the levels is shown on the next page:



Instructors should note that although the language in some of the segments in Lessons 32–45 may at first seem too complex for your students, the exercises given in the lessons will help them negotiate and apply listening comprehension strategies they learned in Lessons 1–23 and 24–31 to these more complex conversations. Keep in mind that there is no expectation for them to grasp every word or nuance. The exercises for these lessons are intentionally challenging and incorporate words and phrases that may or may not have been previously introduced. This approach gives students a chance to move beyond their current level of mastery to figure out what the speakers are saying, based on context and other hints given in the exercises. This is dramatically different from what most students have encountered so far in their study of Chinese, since most conventional textbooks only include words or structures that students have formally learned and that are accepted as model examples of standard Mandarin. Students may think their progress is slow, and the exercises might seem daunting at first, but soon they will discover how much better-prepared they are to encounter situations in which authentic Chinese is spoken. For this reason, Part II (Lessons 24–45) is particularly useful and motivating for students who are preparing to go abroad or to continue with more advanced-level Chinese courses.

### **Part I (Lessons 1–23)**

The order and topics of these lessons are generally coordinated with the lessons in *Integrated Chinese* Level 1, with some discrepancies in topics between *Making Connections*, Second Edition and *Integrated Chinese*, Third Edition. Whereas *Making Connections* is an ideal accompaniment to that text, it does not need to be used in that way. It can certainly stand alone as a listening comprehension component of courses that use other texts, or as a product for self-learners or heritage students who already have some background in Mandarin.

### **Part II (Lessons 24–45)**

Students who have completed most of Part I and are familiar with the format and expectations of the lessons are well-prepared to engage with Lessons 24–45, which are appropriate for students at a range of listening proficiencies. Whereas the lessons in Part I present conversations between the same two speakers, Part II offers students a chance to hear a variety of speakers talking about a wide range of



subjects. For the most part, these conversations or monologues are set in the United States; six lessons (Lessons 24–28 and 31) are set in China. Three lessons (Lessons 40, 41, and 45) are Chinese-language radio broadcasts that probably would be heard outside of China or Taiwan. Like Lessons 1–23, all the audio segments for Lessons 24–45 are naturally paced and unscripted.

The last eight lessons offer a challenge and a resource for guiding students toward superior-level proficiency. Several of the speakers in these later lessons have slight regional accents, and their language usage is not always grammatically perfect. These lessons provide students with a chance to practice listening to slightly non-standard Chinese, since inevitably they will have to face this situation. Instructors are urged to be tolerant with these materials and to avoid the tendency to focus on what the speakers should have said. Rather, if students follow what is emphasized in the lesson, they will profit greatly from exposure to this type of Chinese.

In response to requests from instructors and students who prefer to work more in the target language, some of the more advanced lessons include Chinese in the exercises.

\* \* \*

## Suggestions for Use in Curriculum

### Model 1 — To be used with *Integrated Chinese* or another beginning/intermediate-level text

For students who have completed one semester of college-level Chinese: Part I One lesson per week (e.g., in conjunction with *Integrated Chinese* Level 1 Part 2). For students who have completed one academic year of college-level Chinese: Part I 1–3 lessons per week at the beginning of the academic session (e.g., in conjunction with *Integrated Chinese* Level 2).

*In class:* Last 10 minutes of class period

The instructor works with students to complete pre-listening activities. This brainstorming session can be held in Chinese or English, depending on the students' levels. The students are encouraged to work in groups or pairs. Students are introduced to the vocabulary items in Stage I of each lesson. After students have completed this stage, they read the "Listening for the Gist" exercises. Then the instructor plays the audio segments once or twice, without stopping, and allows a few minutes for students to complete the exercises (or answer the questions).

*Homework assignment*

Students complete Stages III and IV and submit these to the instructor for correction.

*In class:* Follow-up (half class period)

This session could occur later in the week, ideally after student papers have been returned. The oral activities in Stage V are particularly well-suited to classroom settings. Additional practice with vocabulary/grammar may be included as the instructor wishes. The writing and speaking activities in Stage V are best assigned as homework. These may be uploaded to a course web site and shared among peers and teachers.

**Model 2 — For students who have completed two academic years of college-level Chinese**

Use Part I (Lessons 1–23) intensively at the beginning of the academic year. Students should be able to work largely on their own. The written exercises can be turned in on a weekly basis or collected in a portfolio.

The lessons in Part II (Lessons 24–45) can be assigned similarly (either one lesson per week or one lesson per two weeks) for the remainder of the year. Ideally, the instructor should follow the same general model that is outlined above (i.e., working with pre-listening activities before working with the conversations themselves). In this way, teachers and students will be reminded of how integral the listening component is to their entire Chinese language curriculum. Instructors will need to decide how many of the lessons in Part II are appropriate for their students. Most students should be ready to proceed to the next group of lessons (24–31). Some instructors may want to save the more advanced segments (lessons 32–45) for work in third- or fourth-year courses, or for independent work by students who want a greater challenge.

Madeline K. Spring  
January 2012

SAMPLE

# 序言

## 致教师

《沟通：提升你的中文听力》第二版秉承了第一版的教学理念，同时又在内容、插图、版式上做了大量修订更新，以期对当今学生更具吸引力。

本书主要用于训练和提高中文学习者的听力水平。当今中文教学亟需一本新颖、灵活的听力教材，以配合不同的教学课程设置。本书所有对话均是自然场景下的真实对话。通过对这些真实语料的合理设置，本书有利于学习者复习、巩固和拓展现有知识，提高中文运用能力，并加深对中文社会文化的认知。

本书主要目标在于培养学生听力策略，提高学生听懂自然中文对话的能力。听力的提高有利于其他方面语言能力的进步。通过使用本书，学生不仅听力将得到大幅强化，综合汉语水平也将呈现显著进步。

### 本书适用对象

本书的主要针对的是已学习至少一学期大学中文课程的大学生，或至少已学习一学年基础中文课程的高中生。本书可以作为辅助教材用于大学一年级第二个学期，大学二年级，或大学三年级的中文课堂。同时，高中AP或IB中文班的学生也将会觉得本书听力材料的真实语境、自然语速对他们既实用，又有一定的挑战性；而具有一定基础，正在自学中文的学习者，将会通过本书进一步巩固和提高现有听力水平；即使汉语程度较高的学习者或华裔学生，也将从本书丰富地道的语言材料中获益匪浅。

### 聚焦策略听力

尽管听力训练在汉语教学中常被忽视，但大多数教师都认为，学生必须能听懂不同场合下的语言使用，才能在真实的汉语环境中正常交流。《沟通》正是一本把这些不同的语言材料，用学生感兴趣的对话形式呈现出来的听力教材。

在学生能使用新词汇、新句型做有实质意义的交流之前，他们需要首先适应自然对话的正常语速。一本系统有效的听力教材，可以使学生通过听力练习，接触并逐渐听懂比他们现有水平略高的语言材料，从而提高学生的自信心，使他们更愿意在整个语言学习过程中挑战自己，形成更积极的语言学习态度。学生通过本书所掌握的听力策略，不仅有助于他们听力水平的提高，也有助于阅读等其它方面能力的提高。

本书每课的听力训练都是让学生先听大意，再听细节。“语言点”部分侧重于汉语中常见却又易混淆的表达法和句型。学生可能之前见过这些词汇或句型，但并不一定能正确使用。通过“语言点”的学习，学生对这些语言点的掌握会得到强化，从而在听力中有意识地注意这些

语言点在具体语境中的使用。二语习得研究表明，明确意识到语言的使用，又称“注意”，对外语学习而言，至关重要。在教学课程设置中融入本书，教师可以引导学生注意并逐渐适应口语的语言特性，掌握口语中一些语言功能：核实信息、用不同的方式表达相同意思、表示同意或者拒绝、推测、阐释、犹豫、重复等。这些口语的特殊功用在学生通常接触的书面汉语中很难见到，它们仅存在于口语中，因为只有口语中，语言的使用才更具有自发性、随意性。

### 语言水平标准

全美外语教学协会(ACTFL)制定的语言标准较详细地描述了不同层次学生的听力水平。在本教材的使用上，教师和学生应参照这些标准。下表简洁阐释了不同水平的学习者可以完成的听力任务。

ACTFL 水平	描述
初级中等 (NM)	这一水平的学习者能听懂一些标准清晰，语境非常具体的简短词语。他们能听懂简单问句，陈述句和常见指令以及个人信息或肢体行为的惯用语中的一些词或词组。这一水平的学生需要讲话者讲话时留出较长停顿，才能吸收和理解讲话的内容。间或学生也会要求讲话者重复，或者放慢语速。
初级高等(NH)	这一水平学习者能听懂一些简短词语，以及一些句子，尤其当这些对话的语境十分具体，声音十分清晰时。他们能听懂简单问题，陈述，高频指示句，以及惯用语。这一水平的学生可能会要求讲话者重复，换一种表达方式，或者放慢语速。
中级初等(IL)	这一水平学习者能听懂一些句子形成的部分话题讨论，但是这些句子中的词汇需要是他们认识的，而且对话语境需要十分清晰。这些话题包括基本个人信息或需要，社交礼仪，日常事物，如买饭，一些基本的指示或说明。听力任务主要限于自然的、面对面的日常交流。这一水平的学生常常只能断断续续听懂一些内容，可能还需要讲话者重复，或者换一种表达方式。常常，他们还是不能完全把握对话的主要内容或某些细节。
中级中等(IM)	这一水平学习者能听懂一些句子形成的大量话题讨论，但句子需要由他们已学词汇构成。话题内容涵盖基本个人信息或需要，社交礼仪，以及一些可能更复杂的话题，如住宿、交通、购物。除此之外，他们还能听懂的话题讨论包括个人爱好、活动、以及不同的指示或使用说明。听力任务不仅包括面对面的自然对话，而且包括一些常见的简短电话对话，以及一些经过准备的演讲，如，媒体的一些简单声明、报告。他们能听懂的信息可能仍然不是连贯的。

ACTFL 水平	描述
中级高等(IH)	这一水平学习者能听懂在不同时间、不同地点下句群组成的话题讨论。他们的听力可能仍然存在问题，主要障碍在于他们不能完全掌握对话大意或某些细节。换言之，中级高等和高级水平的学习者能听懂的话题差异不大，但中级高等学习者能听懂和理解的相对较少。
高级(Adv)	这一水平学习者能听懂脱离语境之外的较长讲话，能理解讲话大意以及大多数细节。这一水平学习者的听力理解可能会受话题熟悉度，语言以及非语言因素等影响。可以听懂的讲话包括不同时态的描述或叙述。可以听懂熟悉话题相关的采访、演讲、或者事实性的新闻报道。熟悉语言衔接手段，但对如何用这些衔接手段来理解一连串的对话有一定困难。

### 制定合理目标

听力的提高是一个循序渐进的过程。有鉴于此，本书鼓励教师和学生应把使用本书的合理目标定在如何适应这些原汁原味的语言材料，而不应该以百分之百听懂本书的所有内容作为本书听力的目标。

教师不必担心学生无法理解听力材料中的某些字句，或担心某些内容太难或太口语化。教师应避免用翻译的方式讲解对话。因为教师如果翻译了对话内容，学生就没有机会去适应和理解真实的汉语对话，整个听力教学也就失去了意义。使用本书时，需要牢记在心的是，听力教学的目标是让学生能听懂真实环境下、未作处理的、常速汉语对话。

学生对本书录音材料的听懂程度可能超出教师预料：语言场景会帮助他们理解对话内容，大量练习会让他们熟悉对话者的声音。教师不必担心听力材料的语速过快。随着学生听力提高，他们甚至会感觉这些其实语速相同的对话却慢了下来。

本书中使用了很多真实的汉语文字道具（如报纸广告、收据、处方等）。这有利于学生在语言学习初期，就接触真实地道的汉语文字信息。针对这些语言材料，本书设计的学生任务相对简单。事实上，本书练习设计的一个重要理念就是让学生去体会一下“真实汉语”到底是怎样的。熟悉目标语的文化，是外语学习中的一项重要目标。而用真实语言材料，正有助于学生文化意识的培养。

### 《沟通》与教学课程设置

《沟通》并不适合用作汉语教学的核心教材。本书的语法讲解相对零散，基本不包含汉语阅读。这些方面的汉语知识应主要来自核心教材。本教材需要的备课时间较少。教师只需课前稍事准备，就可在讲解核心教材时，穿插使用本书中的练习。尽管教师可以按照本书听力与核心教材的话题匹配来设置课堂教学，这种搭配方式却并非最理想的。教师需要首先考虑学生的实际语言水平，从而选择本教材中与学生语言水平相差不大的部分作为教学内容，而非仅从本

教材与核心教材的话题匹配度上来设置您的教学。配套语音材料中的对话，在情节上是逐渐发展的，如果能保持这些内容的连贯性，学生会更感兴趣。如果教师在选择时随意性过大，这一连贯性则被打断，学生做听力的兴趣可能会有所降低。

本书第1-23课话题顺序和《中文听说读写》第一级中的话题顺序基本一致。注意《沟通》（第二版）与《中文听说读写》（第三版）的话题顺序有些出入。在讲解《中文听说读写》中每一课的新话题时，建议不要同时使用本书。因本书侧重于帮学生复习巩固已有知识，而非介绍新知。尽管《沟通》是《中文听说读写》的绝佳搭配，但本书也可与其他综合教材配合使用，重点帮助学生提高听力水平。对已有一定的汉语背景知识的汉语自学者或华裔学生来说，本书也可以作为听力教材单独使用，专攻学生听力水平。

本书主要适合于初级中等(NM)到初级高等水平(NH)的汉语学生。使用本书时，学生已经学过本书中的相应话题。他们可通过本书的听力训练，复习之前已学的语言文化知识。由于本书中新语言点的出现和使用非常少，使用本书时不必担心本书中的语言知识会影响学生的整体汉语学习进度。

听力教学不需要占用太多课堂时间，大多数听力练习都可以以家庭作业或网上任务的形式完成。

### 温故知新

语言学习无法一蹴而就。学生需要反复练习从而巩固提高已学的知识。这一理念在时下的一些教科书中已有所体现，但反复使用同一类型的教材会让学生感到枯燥无聊，初级高等(NH)到中级低等(IL)的学生尤其会感到如此。

本书贯穿的两条二语习得原则：

- 词汇需要不断复习和回顾以使之存储于学生的长期记忆里。
- 词汇及语言点需要以不同形式出现

在二语教学中，教师通常很重视新材料的学习，却忽视了以上两条重要原则的教学意义。《沟通》通过真实自然的语音材料，系统回顾并加强学生对已学话题的理解，同时本书也着重训练学生的听力技巧，提高学生听力水平。本书的话题对学生而言，都是旧话题，但通过本书，学生可以在全新的、生动的语言环境下对这些旧的词汇、语法点有新的认识。本书每课都包含少量新材料，教学主要目标是掌握书中明确标识的重要语言点。其他核心教材可以给学生提供新材料，而本书则可以给学生一种相对更自由，更发散的外语学习经历。学生有更多的

机会复习旧知识和接触新知识，从而对这些知识点由概念性理解，到部分理解，直至完全理解（参见下图）：



### 语言教学的连贯和衔接

常常一个汉语班上的学生背景迥异，语言程度参差不齐。本书作为辅助教材，将学生已学词汇、语言点恰当的融入在不同的练习中。使用本书，有利于不同水平的学生根据自己需要，个性化自己的学习过程。学生可以根据自己水平，决定同一段录音需要听几次。《沟通》是连接不同水平核心语言课教材的一座桥梁。它的作用不可忽视。语言学习过程并非完全连续、毫无间隔。学习过程中是存在一些空档期的，如寒、暑假等。这些间隔对语言学习产生的影响需要通过相应教材的使用得到改善。在从初级到中级，再到高级的语言学习过程中，不同年级的教学之间应该做到高度衔接，从而促进学生持续不断的吸收知识，提高能力。仅依赖于某一本或某一套教材，可能并不能使学生完全达到预期的外语水平量化指标。

### 增强学生学习动力

不同学生的学习进度不尽相同。初级中等(NH)至中级中等(IL)程度的学生尤其需要听力强化训练。本书为不同水平学生搭建了一个共同的平台，以降低学生外语学习恐惧，增强学习动力，从而创造出一个良性的外语学习环境。

接触“真实”汉语，比完全依赖课本文字材料的讲解，会让学生觉得有更多互动，更有趣。尽管本书录音材料可能有一定难度，但本书向学生展示了真实的汉语对话究竟如何（母语人士也会支支吾吾！）。由于本书循序渐进的课程设置，随着学生所听对话的增多，他们理解对话的能力和信心都会加倍增长。这种成就感将极大的增强他们的外语学习动力，从而促进学生整体汉语水平和交际能力的提高。

### 包容语言多样性

正如任何其他语言，汉语教师和学生要充分认识到汉语使用的多样性。录音中的独白或对话中可能存在语音语法“错误”，录音中的表达法与其他教材，或任课老师的习惯用法可能不尽一致。尽管本书中所有录音均来自汉语母语人士，但他们的语言中无可避免的包含一些不尽“正确”之处。作为教师，我们不必担心这些不同的用法会对学生外语学习产生消极影

响——这仅表明语言使用存在差异。事实上，学生也需要在学习语言之初就认识到语言使用的这一特征。当今，受各种媒体以及互联网的影响，跨国旅行的便捷，国外留学机会的增多，某一语言现象的使用也越来越不仅局限于某一地域。若本书录音中某些语言使用，或发音尤其少见，本书在附注中会给予说明。教师可以通过指出某词汇更常用于中国大陆还是台湾地区，说明两者差异。同样，本书使用的广告，通知等文字样本，有些来源于大陆地区，有些来源于台湾地区。通过这些差异，学生可以更直观的领略到语言使用的多样化。从这点上讲，本书有利于学生完成从教室汉语到真实汉语的过渡。

## 每课听力的设置

《沟通》以图式理论为教学模型，每一课都由五部分组成。以听前热身开始，其目的在于提供相关背景材料。以输出性技能训练结束，其目的在于帮助学生把录音中所听到的词汇和句型运用到自己的口语和写作中。

### 第一步 热身

在每一课的正式听力练习前，学生首先需要对即将进行的听力话题有所了解。热身阶段的第一部分列出了该课听力材料用到的相关词汇。在词汇学习上，本书尽量多的使用图画形式引入词汇：本书设计了图文匹配练习，这道题要求学生将生字、生词（部分附有拼音）和图片进行匹配。本书也为生词提供了简短解释。根据课程的难度，解释有时用汉语，有时用英语。此外，对于比较地道的固定表达，本书还提供了例句。

研究表明，听前准备时，激活学生已有知识（心理图式）有助于他们听懂相关对话。热身阶段的第二部分通常是听前准备活动。这一部分可用于课堂讨论（教师可以根据学生程度决定讨论是用英语还是汉语）。听前准备帮助学生将对听材料的背景有一定了解。新对话中的词汇或概念在听前练习题中出现，有利于学生对将听的材料做好准备。这一部分专门提供了“便笺”，主要用于让学生做笔记或者记录一些问题的答案（学生可以自由选择用英语还是汉语做笔记。教师不应让学生上交这部分内容，或对学生的“便笺”进行评分）。除此之外，另外一个在线脑力激荡平台Bubbl.us(<https://bubbl.us/>)也很有用。

### 第二步 泛听

现在学生要开始听第一遍听力材料了。在听之前，他们应该先看看听力问题。这样，在正式听的时候，他们就会知道哪些信息更需要关注。在泛听阶段，听力任务逐渐引导学生了解听力材料的基本信息，比如，对话者之间是何种关系，对话在哪里发生，对话大概讲了什么。这部分练习不多，而且相对容易。练习的主要目的在于让学生宏观理解录音材料。如果学生觉得困难，可以再听一次。这部分练习最好是在课堂内完成。



### 第三步 静听

精听阶段的练习主要是任务型的。这部分练习要求学生听懂较多信息，学生需要回答对话者究竟讲了什么，如何讲之类的问题。练习类型包括图表完成题，选择题，正误判断，搭配，以及完形填空。根据题目难度不同，有些题目使用全英文提问，有些则是使用汉英结合的方式提问。第三阶段应该在课堂外完成，这样学生可以根据自己需要，决定相关录音需要听的次数。

### 第四步 语言点

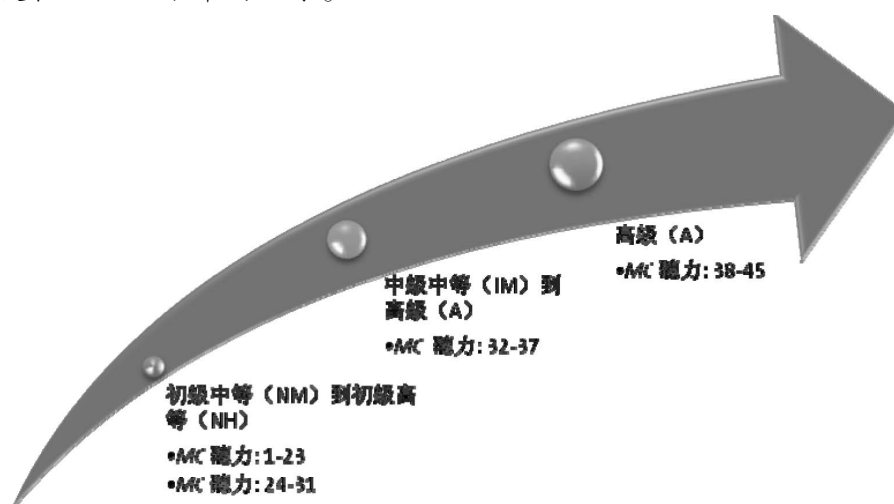
一旦学生了解对话的大致内容，老师要引导学生将注意力重点放在词汇使用，语言运用，以及句型等语言知识上。这一阶段的练习题包括词汇搭配、完成对话、完成句子、完形填空、翻译以及选择题。录音中出现的语言点并未在练习题中一一出现，练习题的目的在于强调少部分尤其重要的语言只是。尽管学生已经学过这些语言点，这部分练习将有利于学生复习和巩固相关知识。这一部分练习题也适合在课外完成，学生可以根据自己需要，决定相关录音需要听的次数。

### 第五步 应用

第五步主要用来训练学生口语与写作能力。每一课的口语与写作练习都与该课已听过的对话有关。题目类型有角色扮演、完成对话、以及写作。这些题目既可以用于课堂教学，也可以用于自学。题目的设计也很灵活，教师和学生可以根据需要做相应变动。写作或者口语练习可以很方便的上载到网站，这样全班可以相互学习。这种全班分享的模式比教师教、学生学的模式更互动，更有利于激发学生学习动力，提高学生外语输出能力。

### 本书目录

本书所有独白或对话均未经过事先演练。录音者讲话时并无草稿，录音中使用的词汇也未经限制。换言之，本书录音时力求语言模拟真实。本书每课都提供了写作练习题目。下表标明了本书课文难度和ACTFL水平的关系。



需要注意的是，尽管本书听力32-45课录音材料的语言程度看似高于您学生的现有水平，但事实却可能并非如此。通过1-31课的学习，学生会掌握一些听力策略。而第二部分的练习题会引导学生使用这些策略，从而理解32-45课的录音材料。另外，学生不必听懂每一个词，每一个细节。本书听力练习题有意融入了一些学生之前可能学过，也可能没学过的词汇和表达法。这一策略有益于学生接触和掌握比他们现有水平略高的语言材料。学生可以通过练习题中提供的一些背景，或其他线索推测对话中的内容，从而听懂比他们现有水平略高的录音材料。这也是本书与其他常规中文教材的一个重要区别，其他教材的生词或句型可能仅来源于学校汉语，或者仅包括标准汉语，而本书却非如此。在使用本书时，学生一开始可能感觉自己的进步不明显，或者听力材料太难，但不久，他们就会发现通过练习，自己可以在真实中文环境中更好的交流。24-45课尤其适合于打算出国或想继续学习高级水平汉语的学生。

### 第一部分：1-23课

这部分的话题顺序与《中文听说读写》第一级的话题顺序基本一致。注意《沟通》（第二版）与《中文听说读写》（第三版）的话题顺序有些出入。尽管《沟通》是《中文听说读写》的绝佳搭配，但这并非本书使用的唯一方式。本书亦可作为独立的听力教材，和其他综合汉语教材搭配使用。如果您在自学汉语，或是华裔学生，具有一定的汉语背景知识，本书可以帮助您专门强化听力。

### 第二部分：24-45课

学生在学习完第一部分大部分内容之后，会比较熟悉本书每课的编排模式，听力重点。此时他们的程度正好适合更具多样性的第二部分。第一部分中的材料基本都是同样的两人对话；第二部分的录音来源则更广泛，学生可以有机会感受不同说话者的语音，也可以了解更丰富的对话内容。大部分的对话或独白的场景都设定在美国；有6课（第24-28课，以及第31课）录音是以中国为背景的；另外有3课（第40，41，45课）可能取材自中国或台湾之外的汉语广播。跟第一部分一样，第二部分的讲话者也都是自然语速，未经准备。

本书最后八课的语言程度和ACTFL优异水平(Superior)接近，对向这一水平迈进的学生而言，这些听力课程，既是一项挑战，也是一种资源。这八课录音材料中有几位说话者有些许口音，语法使用也非完美。这些录音材料给学生了一个接触非标准汉语的机会，因为他们在今后的汉语学习过程中，必然会遇见非标准汉语使用的情况。教师应该对这些非标准汉语的使用持宽容态度，避免过分强调标准汉语应该如何表达。如果放手让学生去专注该课的教学重点，他们会从这些不同的汉语使用中获得更大受益。

本书听取更喜欢在汉语环境下学汉语的教师和学生的建议，在24-45课的一些难度较高的听力课文的对应练习题中使用了更多的汉语。

## 对教材使用的建议

### 模式一：配合《中文听说读写》初中级教材

对已经学完大学第一学期中文或相当于此的学生：（配合教材《中文听说读写》第一级的第2部分为例），本书中第一部分1-23课的内容可以作为补充教材，每星期教一课。对已经上完大学一学年中文或相当于此的学生：（以配合教材《中文听说读写》第二级为例），本书1-23课的内容可以作为补充教材，在学期开始可以每星期使用1-3课。

#### 课堂上：每次课结束前10分钟。

教师可以和学生一起完成听力前的活动。教师应根据学生的语言水平选择用中文或英文进行这部分练习。学生可以是多人小组或两人一组活动。每课的“第一步”将向学生介绍本课内容中的生词。完成这步后，教师可以引导学生读“泛听”部分的练习题目。接下来，教师播放相应听力材料一次或两次。播放过程中不要暂停。每次播放完后，可以适当留几分钟让学生回答书上的听力问题。

#### 家庭作业

学生可以在家完成每课“第三步”、“第四步”中的练习题目（他们需要有本书的录音）。作业完成后交给教师批改。

#### 课堂上：跟进（可以用半堂课的时间）

这一环节可以安排在每周课程的后半部分：理想的情况是在学生交了他们的家庭作业之后。“第五步”中的口语活动非常适合在课堂完成。额外的词语或语法的练习，教师如认为有必要，也可以同时融入课堂。“第五步”的口语或写作练习特别适合作为家庭作业。这些作业都可以放在校内的网站上，便于在学生和老师内部交流。

### 模式二：对已经完成两个学年大学课程的大学生

在每个新学年开始的时候，可以用第一部分听力材料做密集练习。学生应该有能力独立完成大部分的内容。写作部分的练习可以每星期交一次，或收集在一个文件夹里。

在余下的学年里，对第二部分中的作业分配可以和第一部分大致相同（每周或每两周完成一课听力）。理想状态下，教师应按照模式一中所列的步骤来安排每课进程（如，在做对话练习之前先完成“热身活动”）。如此，教师和学生都会深感听力在整个中文教学中的重要性。教师可根据学生的实际程度决定使用第二部分中的哪些材料。大多数学生在听完之前的听力后都可以接受24-31课的听力难度。32-45课对应ACTFL高级水平(A)，部分老师可能会认为这部分课程更适合留给三、四年级，或喜欢做有挑战性练习的学生使用。

司马德琳  
2012年1月

## Abbreviations

Adj	adjective
Adv	adverb
Coll	colloquial
Conj	conjunction
MW	measure word
N	noun
Nu	number
Ph	phrase
PRC	People's Republic of China usage
Prep	preposition
Suf	suffix
TW	Taiwan usage
V	verb
VO	verb-object

# Lesson 1 第一课

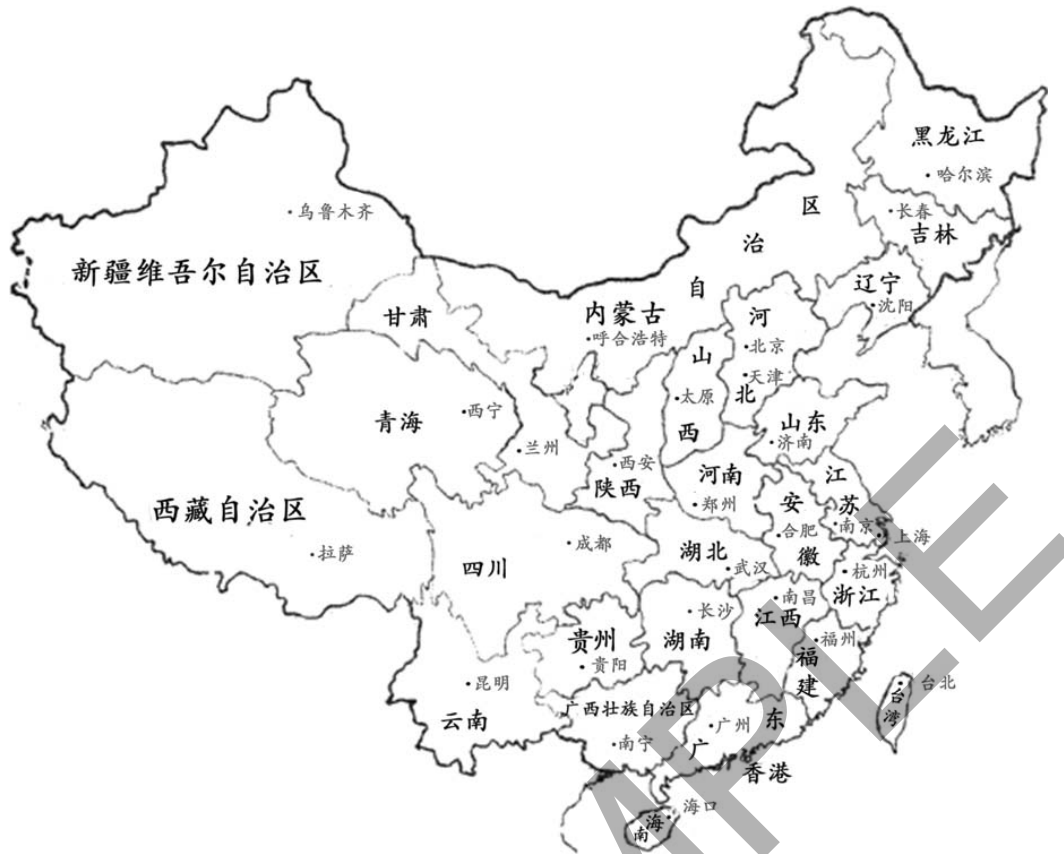
## Greetings 问好

### Preparation 热身

#### Useful Vocabulary

系	xì	N	department (e.g. 英文系, 中文系, 历史系)
前	qián	N	(前头 qiántou/前面 qiánmian)
前	hòu	N	(前头/前面)
上	shàng	N	(上面)
下	xià	N	(下面)
旁边	pángbiān	N	side
东	dōng	N	(东边)
南	nán	N	(南边)
西	xī	N	(西边)
北	běi	N	(北边)
对面	duìmiàn	N	opposite, right in front of
正好	zhèngzhǎo	Adv	just right; by a happy coincidence, it just turns out that, by chance, as it turns out
<b>Example:</b>			
小张正好也要去中文系。			
咱们	zánmen	N	we (including speaker; this usage occurs in northern dialects)

2 第一课·问好



See if you can locate these places on the map above and say what parts of China they are in:

吉林 Jílín	北京 Běijīng	上海 Shànghǎi
长春 Chángchūn	香港 Xiānggǎng (Hong Kong)	西宁 Xīníng

**Example:**

吉林 Jílín 在中国的东北。

**▶ Listening for the Gist 泛听**

Listen to the dialogue. Check which places are mentioned:

- Beijing
- Changchun
- Shanghai
- Hong Kong
- Taipei

The people in this dialogue are:

- a Chinese tourist and a teacher of Chinese
- two Chinese students from the PRC (People's Republic of China)
- two Chinese teachers from the PRC
- a Chinese student from Taiwan and a Chinese student from the PRC

The person who is asking for directions is:

- female
- male

This conversation takes place:

- on a college campus
- at the airport
- at a bookstore
- at a bus station

## ▶ Listening for Details 静听

The woman's name is: (circle one)

- Li Yingwen
- Li Wenyang
- Li Wenyin
- Li Wenying

Based on the information given, see if you can write the rest of her name in characters:

李\_\_\_\_\_

The man's name is: (circle one)

- Zhang Linshen
- Zhang Linsheng
- Zhang Lingshen
- Zhang Lingsheng

Based on the information given, see if you can write the rest of his name in characters:

张\_\_\_\_\_

The woman is asking directions to:

- the Department of English
- the Department of Chinese
- a Chinese restaurant
- the library

The person who gives directions has lived in the United States for:

- three years       five years  
 four years       six years

## Key Language Points 语言点

Zhang Linsheng and Li Wenying were talking about how American campuses were laid out differently from Chinese campuses. He happened to have a map of Beijing University and was showing it to Li Wenying. A small part of this map has been reproduced on the following page. Indicate whether the following statements are true (是) or false (非). A gloss to some of the place names is given below.

未名	wèi míng	unnamed
湖	hú	lake
楼	lóu	building
哲学	zhéxué	philosophy
体育馆	tǐyùguǎn	gymnasium
教室	jiàoshì	classroom
生物(学)	shēngwù(xué)	biology
地(理)学	dìlǐxué	geography
文史	wénshǐ	literature and history
化学	huàxué	chemistry

图书馆在未名湖的西边。      是 非

哲学楼在第二体育馆旁边。      是 非

第一教室楼的后面是生物北馆。      是 非

地学楼在文史楼跟化学楼的中间。      是 非

第一体育馆正好在第二体育馆对面。      是 非



文史楼前头就是地学楼。

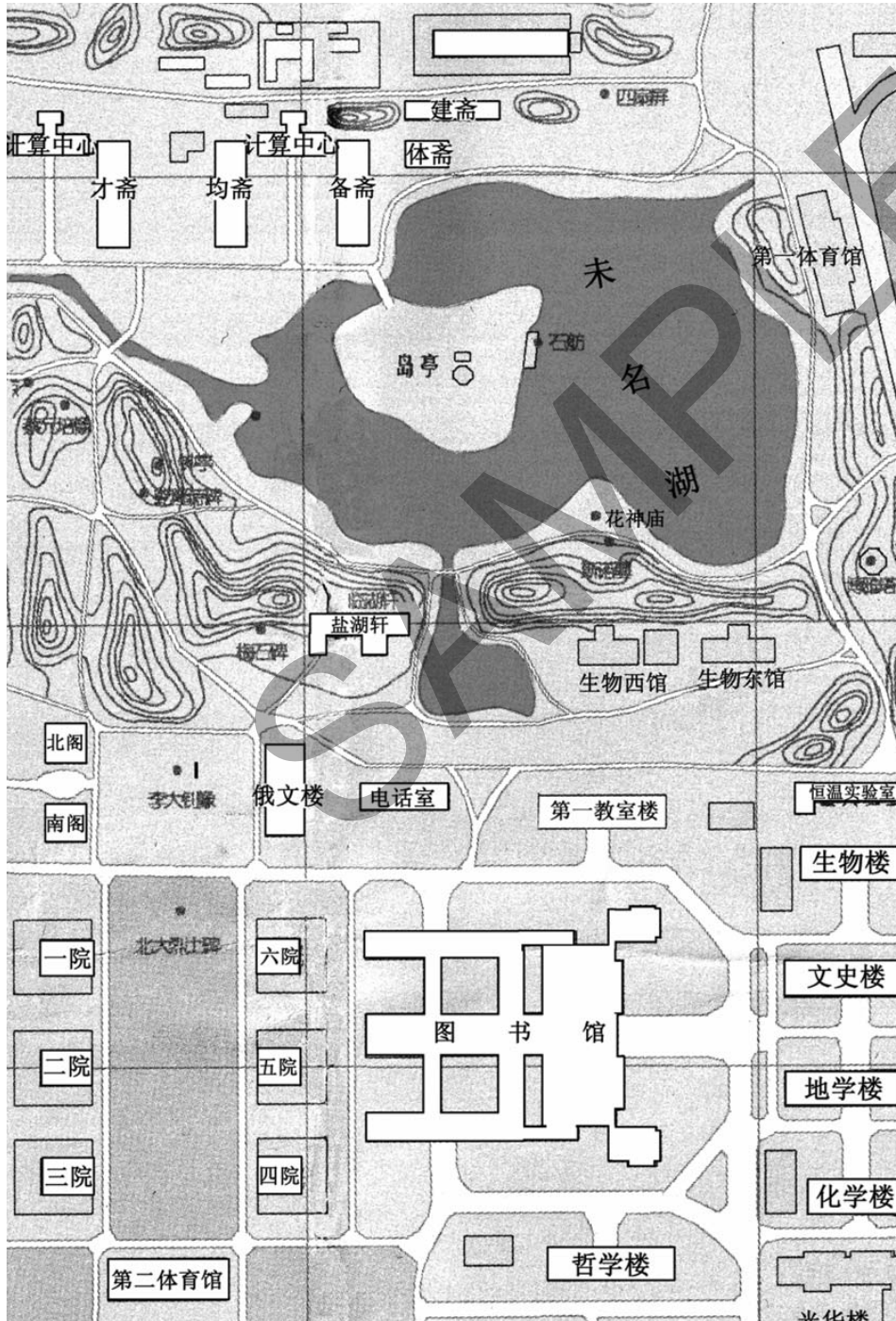
是非

未名湖离第一体育馆不远。

是非

图书馆旁边没有教室。

是非



Complete the following short paragraph using words or expressions from the following list:

高兴 刚 认识 好象 中文系 正好 英文系

小李跟小张以前不\_\_\_\_\_。他们两个人都是\_\_\_\_\_的研究生 (yánjiūshēng, yánjiùshēng: graduate students)。小李\_\_\_\_\_到美国, \_\_\_\_\_她有一点寂寞 (jímò, jìmò: lonely)。今天她\_\_\_\_\_看到了小张, 所以她现在很\_\_\_\_\_。

## Follow-up Activities 应用

### 大家来说 Role-Playing (Oral)

With a partner practice introducing yourself in Chinese. Be sure to explain how to write your name. Below is a sample dialogue you might want to use as a guide. First take turns reading this dialogue aloud.

王: 我姓王, 叫王友生。

高: 王先生, 你好! 你的名字怎么写?

王: 友就是朋友的友。生是医生的生。

高: 这个名字真好听! 我姓高, 我叫高英美。

王: “Ying” 是什么 “Ying”?

高: “Ying” 是英国的英, “Mei” 是美国的美。

王: 高小姐, 认识你很高兴!

高: 认识你也很高兴。

王：你是什么地方来的？

高：我是台北来的。你呢？

王：我是上海来的。

### 大家来写 Role-Playing (Written)

Referring to the map, identify the name of the province (give the Chinese characters and pīnyīn) in which these cities can be found.

长沙 Chángshā

青海 Qīnghǎi

\_\_\_\_\_

\_\_\_\_\_

天津 Tiānjīn

西安 Xī'ān

\_\_\_\_\_

\_\_\_\_\_

昆明 Kūnmíng

长春 Chángchūn

\_\_\_\_\_

\_\_\_\_\_

上海 Shànghǎi

武汉 Wǔhàn

\_\_\_\_\_

\_\_\_\_\_

成都 Chéngdū

哈尔滨 Hāěrbīn

\_\_\_\_\_

\_\_\_\_\_