

体演中文  
(上册)

Chinese  
*in Motion*

An Advanced Immersion Course

Part 1

林艺 Yi Lin



CHENG & TSUI COMPANY

Boston

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# Preface

The Chinese Language Flagship Program at The University of Mississippi was established in 2003. Since its inception, the goal of this program has been to create a class of global professionals who possess superior-level proficiency in Chinese language and a deep level of Chinese cultural understanding complemented by a joint major in another specialty. One important aspect of the program is the study abroad curriculum, which puts language performance at the center of learning. *Chinese in Motion*, a two-volume textbook, has been developed alongside this curriculum. This program strives to make classroom teaching a cultural and linguistic preparation for language performance in the real world, and a platform for discussion, reflection and presentation. With the publication of these volumes, I hope that the approach used in the Chinese Flagship Program can reach a broader audience and give more students the tools they need to study, work, and live in a Chinese immersion environment.

When I started writing *Chinese in Motion* for our study abroad program, I had only one goal: to write a book that prepares students to take full advantage of the immersion environment while motivating them to perform in that environment. Only in a culturally rich language environment can students' language competency develop and their understanding of the target culture deepen. To catch the imagination of our students, I based the book on the experience of my own students. Luosan, Aiwen, and many other characters in the book are former students of the Chinese Language Flagship Program of the University of Mississippi. Luosan was born and grew up in Mississippi. Before she entered college to do a double major in International Studies and Chinese, Luosan did not have any Chinese language background or much knowledge of China. After four years of systematic study, Luosan graduated from the Flagship Program, highly proficient in both spoken and written Chinese. Later, she passed a competitive job interview at the American Chamber of Commerce in Shanghai and has been working in Shanghai ever since. Aiwen is from Alabama, where he had some Chinese instruction in high school before entering the Chinese Flagship Program. Upon finishing the summer program using this curriculum, Aiwen enrolled directly in the Department of International Economics and Trade at Xiamen University. There are many more students whose study abroad experiences have inspired me in writing *Chinese in Motion*. Indeed, this book was with them and their instructors when they were interviewing locals on the city's development, visiting primary schools, bargaining at a shop, visiting doctors in a hospital, meeting their Chinese families, and sitting on the *kang* in a farmer's home. For these students, *Chinese in Motion* has been performed, absorbed, and remembered, rather than merely observed.

## ▶ Intended Audience

*Chinese in Motion* is designed for students who are studying at intensive summer programs or semester-long language programs in immersion environments. In particular, it is for undergraduate students who have finished two years of quality Chinese study and have reached the Intermediate-Mid level in Chinese proficiency as described by the proficiency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL). When students finish *Chinese in Motion*, they are expected to have reached the ACTFL proficiency level of Intermediate High or Advanced Low.

Typically, students finishing two years of Chinese courses have a substantial grasp of 1,500 to 2,000 commonly-used words for everyday communication. They are familiar with a variety of topics related to American college student life and have a basic understanding of Chinese culture and society. The most commonly used textbooks for beginning level Chinese are also designed to accommodate such topics. A case in point is *Integrated Chinese* by Yuehua Liu and Tao-chung Yao, et al. *Chinese in Motion* in many ways takes the end point of *Integrated Chinese* as its starting point and brings students from an American-based learning environment to total immersion in Chinese culture and society.

Linguistically, the book is a further development from the vocabulary and grammatical patterns covered in *Integrated Chinese* or other textbooks commonly used in North American universities. Students using *Chinese in Motion* will see a high frequency of grammatical expressions learned from *Integrated Chinese* in *Chinese in Motion* and a vocabulary list that builds upon words learned in *Integrated Chinese*. Instructionally, the book emphasizes sustained language performance at the paragraph level and stimulates critical thinking ability through discussion and presentation. In practice, the book prepares students to communicate insightfully with native Chinese speakers.

## ► Orientation

Scholars and educators in the field of Chinese language teaching have long emphasized the importance of being able to perform in Chinese language and Chinese culture. Dr. Ronald Walton has enumerated four missions for the Chinese language-teaching field.<sup>1</sup> The first one is “enabling the learning of conventions for communication in culturally-based contexts,” which he terms the *task-competency* mission. The second one is the *general education* mission, which is “to create a more educated and aware citizenry” who, through the learning of a foreign language and culture, understand their own language and culture. Dr. Galal Walker has repeatedly emphasized the importance of language performance in culturally-based contexts. He has specifically pointed out that a curriculum for study abroad programs should “focus on preparing learners to go out into the Chinese culture that exists all around them.”<sup>2</sup> Dr. Walton’s and Dr. Walker’s ideas are clearly reflected in the Standards for Foreign Language Learning, which place culture, communication, community, connection, and comparison as the focus of all foreign language education.<sup>3</sup> No doubt a curriculum that integrates these five areas can greatly advance students’ language competency and their cultural awareness.

*Chinese in Motion* was written with these concerns in mind. This program is different from many other books written for study abroad programs in five respects. First, it includes topics that are geared towards fostering students’ understanding of contemporary China. Second, by giving students a solid linguistic foundation using the thematic approach suggested by Jin and Liang (2004),<sup>4</sup> it prepares

<sup>1</sup> Walton, A. Ronald. 1996. “Reinventing Language Fields: The Chinese Case,” *Chinese Pedagogy: An Emerging Field*, ed. Scott McGinnis, The Ohio State University Foreign Language Publications, pp. 29–79.

<sup>2</sup> Walker, Galal. 1996. “Designing An Intensive Chinese Curriculum,” *Chinese Pedagogy: An Emerging Field*, ed. Scott McGinnis, The Ohio State University Foreign Language Publications, pp. 181–225.

<sup>3</sup> National Standards in Foreign Language Education Project. (1996). *Standards for Foreign Language Learning. Preparing for the 21<sup>st</sup> Century*. Lawrence, KS: Allen Press.

<sup>4</sup> Jin, Hong Gang, and Hsin-hsin Liang. (2004). “A Thematic Approach to Teaching Language Forms and Functions”. *Journal of Chinese Language Teachers Association*, Volume: 39 No: 2 Pages: 85–110.

students to go out and participate in Chinese society. Third, it provides specific language activity instructions for teachers and students so that they can get the most out of their field work. Fourth, it requires post-field work discussions and writing assignments in which students make connections and comparisons between Chinese and their own culture. Finally, it encourages students to give presentations that summarize their learning and understanding. *Chinese in Motion* thus seeks to promote fluency in both spoken and written Chinese, giving students the skills necessary to function fully in a professional Chinese environment.

## ► Topics Covered

*Chinese in Motion* consists of eight units. Each unit begins with an introduction page and has three lessons focusing on one cultural aspect.

Unit 1, *Arriving in Qingdao*, begins by addressing students' immediate needs when coming to live in a Chinese city. *Beautiful Qingdao* provides a comprehensive introduction to the city. Walking along the beach from the east to the west of the city is like walking from the past into the modern area of Qingdao. *Gourmet Heaven* gives an introduction to the variety of food one can find in cities such as Qingdao. This unit also takes students to the *Farmer's Market*, where ordinary Chinese people shop every day. In living the life of the city, students hear a variety of voices on the city's development and people's daily life.

Unit 2, *Shopping*, introduces three kinds of shopping environments: from the classy modern shopping center students then travel to store-clustered shopping districts, and then the crowded night market. Visiting these places and talking to the salespeople not only teaches students how to buy things in different places and get great bargains, but also provides an opportunity for students to understand the market economy and its impact on people's lives.

Unit 3 is on *Education*. The lessons and the activities help American students understand the importance of and competition in education in China. *The Morning Sun* will bring students to the school gate and talk to the pupils and their parents. *From High School to University* will invite students to make friends with a college student on campus. Finally, *Project Hope* presents the reality of unequal educational opportunities in China and the monetary fund that was set up to help students from poor families. Students also have an opportunity to introduce the American education system and their own school culture at a local school. Students will be able to shadow a Chinese college student for a day or two and compare notes on the differences in college life between North America and China.

Unit 4, *Healthcare*, introduces students to the continuously developing healthcare system of China. *The Health Insurance System* introduces the four most basic government supported insurance systems in China. *At the Pharmacy* lets students see how traditional Chinese medicine is practiced, and *Going to the Hospital* prepares students for the unlikely event that they get seriously sick. Students will learn how to visit doctors, get medical treatment, and use the local pharmacies; they will also talk to local people from all walks of life: government officers, students, taxi-drivers, and rural workers. They will see the differences and similarities in the healthcare system between the host country and their own.

Unit 5, *My Chinese Family*, prepares students culturally and linguistically to live and interact with a Chinese family. *My New Chinese Family*, *Family Dinner*, and *Visiting Parents* provide students with rich culture information, useful communication skills, and common topics that can be used as they

interact with their host family and become members of the family. Challenging as it is, home-stay is deeply appreciated by all participants for its value in fostering an understanding of Chinese culture and in helping students get an insider's view of contemporary China.

Unit 6, the *1980s Generation*, allows students to peek into the dating culture of young people in the city, their ways of preparing a happy nest, and how they balance work and family life after marriage. From chatting with college students on campus, meeting young brides and grooms on the beach, to interviewing young, white-collar, Chinese professionals, students will be able to appreciate the fast pace of change in the new century and better understand the young working people of the city.

Unit 7, *China in the Countryside*, discusses a heated issue in contemporary China: the gap between urban and rural development and the differences between the city and the countryside. *The Urban-Rural Gap*, *My Trip to the Countryside*, and *A Mountain Village Family* all are centered on the countryside and farmers. The most exciting part of this unit is the trip to a village far from the city. It brings students into direct contact with the villagers when they go to see their farming fields, visit their houses, and chat together on the *kang*. Students will be able to see the changing demographics of modern China when they learn that the young people in the village are now working in the cities while their parents stay behind.

Unit 8, *City Dwellers*, shows students a less familiar aspect of modern Chinese life. Behind the hustle and bustle of the city, there are many new leisure activities for urbanites. Lessons on *The City Tea House*, *Morning Exercise for Seniors*, and *When the Cherries Turn Red* create unique opportunities for students to talk with young people in the tea house, city people in the orchard, and retired seniors at the city parks. All these are becoming an important part of the city's life and yet they are happening mostly unseen to foreign students.

## ▶ Lesson Structure

Each lesson has specific learning goals and follows an outline of five steps needed to reach those goals. Steps one and two are for preparation. At step one, the task is to get familiar with a new topic and the key linguistic expressions so as to lay a strong foundation for later activities. Step two is devoted to building students' language ability so that students can express themselves effectively with new expressions and sentence structures. Steps three to five are the language performance stages. Step three introduces the field work component. At this point in the lessons, students are asked to venture out of the classroom and engage in interpersonal activities with the locals, where they get information and share ideas. After these informal interviews, students are asked in step four to analyze the information and discuss their findings in class. Finally, at step five, students present the processed information as well as their own ideas. In going through this arc, students first build the necessary language tools, and then use them in real conversations with native Chinese speakers before finally presenting their experiences to their classmates. In so doing, students will have the opportunity to put their new language skills to use immediately, both in informal conversation as well as in more formal written and spoken presentations.

At each step there are two phases: Language Preparation (语言准备) and Language Activities (语言活动). Students should be asked to work on the Language Preparation exercises in their own

time, ideally before class. The instructors should lead the Language Activities in and out of class, whenever possible. The steps develop in the following order:

1. Step One: Getting to Know the New Topic (熟悉新话题)
  - a. Language Preparation  
Students preview the lesson text and vocabulary lists. Rather than spend valuable class time reading through the dialogues, it is expected that students read through the main lesson texts ahead of class with the aid of the audio tracks.
  - b. Language Activities  
This is a time to get rich input from the teacher. Having prepared the lesson before the class, students will be familiar with the themes and outline of the lesson text. Teachers can lecture on the topic following the guidelines provided and invite students to contribute their own thoughts or to ask questions regarding their understanding from their own reading of the text. During their lecture the teacher should also cover the new words and expressions from the text with high frequency. The teacher should feel free to bring in other learning materials, such as photographs or PowerPoint slides, to help illustrate their narration.
2. Step Two: Language Construction (语言建筑)
  - a. Language Preparation  
Ahead of class, students should study the key phrases and usages, filling in the sentence completion and translation exercises. If time allows, students can also complete the four character phrase substitution exercises.
  - b. Language Activities  
In this section, teachers should help their students build on the language they have already encountered through reading and listening to the dialogue, and in the teacher's lecture in Step One. By guiding the students in retelling the lesson content, teachers will be able to reinforce the students' comprehension not just of the lesson, but of the uses of the key terms highlighted in the Language Preparation phase. This time, attention should be paid to describing the topic in paragraphs (not just simple sentences) using the thematic outlines and key expressions provided. Students themselves should be invited to build their own narration of the lesson in the same way.
3. Step Three: Language Field Work (语言演练)
  - a. Language Preparation  
Working with a language partner or with a classmate, students will answer several comprehension questions using the provided key words and terms. Once this is complete, students should have a firm grasp on the language taught in the lesson and will be able to interview native Chinese speakers on the topic of the lesson. This would also be a great opportunity for the language partner, classmate, or teacher to help develop some mock scenarios to prepare students for the field work activity in the next section.

- b. Language Activities  
This is the field work portion of the lesson. If the class schedule allows for it, teachers should take class time to accompany students out into their local city or town to converse with native Chinese speakers. Interview topics, as well as other suggested activities are presented in this section for student use. Students should actively take notes during their interactions with Chinese speakers, as they will be expected to present on them in class and in their diary.
4. Step Four (讨论与辩论)
  - a. Language Preparation  
After finishing the field work activity, the focus of the classes will gradually shift towards more formal, prepared language use. Before the next class session, students should read the supplementary reading passage in step four and prepare for in-class discussion and debate.
  - b. Language Activities  
Using the first-hand information gleaned from the field work exercise, students will discuss and debate the topics listed in this section. These activities will deepen students' understanding of Chinese culture as well as their own cultural inheritance. Through debate and discussion they also build their language skills and learn from their classmates' experience and understanding.
5. Step Five (正式讲演)
  - a. Language Preparation  
Students will write a diary using the information from the language field work and classroom discussion. The diary entry can be used as a starting point in creating an outline for the next day's in-class presentation. It can also be a resource for developing their final presentation and paper at the end of the program.
  - b. Language Activities  
Using the topics provided, students will present their learning and understanding of the target topic to the class. Teachers should feel free to open the class to discussion at the end of each lesson.

Finally, a self-assessment is provided to end each lesson so that students can keep track of their learning in an easily-accessible location.

### Sample Lesson Schedule

For a semester or year-long program, *Chinese in Motion* is ideal for training students' interpersonal and presentational ability. Its five steps are designed to fit the five days of the class week, so in a normal week classes may need one or two instructional hours every day depending on students' ability. Other resources such as Chinese newspapers, seminars on contemporary China, and report writing in Chinese can be great complements to *Chinese in Motion*. For a two-month summer program, step 3 is better suited to the afternoon so that there will be time for reflection and preparation for discussion (step 4) and presentation (step 5) in the next morning's classes. A suggested class schedule for a two-month program is as follows:

	8:00 a.m.	9:00 a.m.	10:00 a.m.	11:00 a.m.	Break	2:00 p.m.–4:00 p.m.
<b>Monday</b>	Introduce <i>Chinese in Motion</i>	Unit 1 introduction	1.1 Step 1	1.1 Step 2		1.1 Step 3
<b>Tuesday</b>	1.1 Step 4	1.1 Step 5	1.2 Step 1	1.2 Step 2		1.2 Step 3
<b>Wednesday</b>	1.2 Step 4	1.2 Step 5	1.3 Step 1	1.3 Step 2		1.3 Step 3
<b>Thursday</b>	1.3 Step 4	1.3 Step 5	Review 1.1-1.3	Review 1.1-1.3		Free Activity
<b>Friday</b>	Unit test	Unit test	Unit test	Unit test		Free Activity
<b>Monday</b>	Unit 1 test feedback	Unit 2 introduction	2.1 Step 1	2.1 Step 2		2.1 Step 3

## Final words

In writing this book, I have tried to produce a guide for teachers opting to conduct a performance-based course. This textbook presents a curriculum that includes in- and out-of-class activities in a controlled input-to-output sequence. In this sense, it is curriculum-based teaching material. In recent years, more and more study abroad programs have started to provide home-stay opportunities for their students, and many have even provided Chinese roommates or language partners for students coming in from abroad. These resources can greatly increase students' opportunity to communicate with native Chinese speakers, and therefore they can greatly increase the success level of using *Chinese in Motion*. However, the key factor in connecting students with the cultural environment is the teachers. Whenever possible, teachers should be present to oversee students in their field work and to provide necessary assistance in the process. As a language teacher myself, I know that such a program needs the commitment of both teachers and students, but the result is well worth the effort.

Although *Chinese in Motion* emphasizes interpersonal and presentational skills, it requires the constant work of listening, reading, and writing throughout the different steps of a lesson. Each lesson has audio downloads for the main texts as well as for the supplementary listening and reading materials. The book also provides self-learning and practice materials for key words, useful expressions, and four-character set phrases in each lesson. In the past few years, *Chinese in Motion* has been under constant improvement. In the process, many topics were replaced to catch the changes of a modern city and to reflect the common interests of students and the Chinese people around them. Although the book takes place in Qingdao, I have tried to capture the common features of other cities in China as well, and these locales are often the focus of the extra listening and reading and materials in the lessons. The outlines for language performance, discussion, and presentation can be easily adjusted to fit a particular city's local characteristics.

I hope *Chinese in Motion* will be a welcome addition to the booming field of immersion Chinese programs and complement the current trends in the teaching of Chinese as a foreign language. This curriculum-based approach is written from my own experience and research in teaching Chinese as

a foreign language in a study abroad context. I hope my efforts can contribute to the greater field of Chinese language study for teachers as well as students. I am sincerely looking forward to any comments and suggestions from program directors, colleagues and Chinese language learners.

Yi Lin  
Oxford, Mississippi  
2011

PREVIEW

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# 前言

编写这套《体演中文》教材之初，我只有一个念头，那就是让去中国学习的学生们能够充分利用中国的语言环境，有丰富的身体力行的语言演练机会，使他们在美国大学学到的语言知识和生硬的语言技能转化为自然、流利的语言输出。同时，使他们能够了解中国的社会现状，学会观察、分析和总结各种不同的文化现象。几年来，我也一直是带着这个愿望编写这一套留学中国的课本的。课本中的主要人物以真实的美国学生为原型，罗珊是一位美国南方姑娘，在密西西比出生长大，入大学之前，她从来没学过中文，四年之后，她以丰富的专业知识、流利的中文和对中国文化的深刻了解通过了美国商会的面试，留在上海工作。埃文，在本书完成之际还是大学三年级的学生，他正在厦门大学国际贸易经济系与普通中国学生一起学习大学课程。可以说是《体演中文》把他们领进了中国社会，使他们成为其中的一员。

## ► 学习对象和学习内容

罗珊和埃文是学完大学二年级中文以后才去中国学习的，那时候他们刚刚开始学会用中文进行简单的交流，话题基本以学校生活、学习为主。中国对他们来说是一个遥远而带有几分神秘的地方。到中国以后，他们的学习是从《美丽的青岛》开始的。游览这个城市，学习这个城市，向当地人了解这个城市的过去和现在，向同学和老师讲述自己的收获。他们对这个城市有了感情，爱她的红瓦、绿树、碧海、蓝天（第一单元），也爱她人声鼎沸的夜市和步行街（第二单元）。他们去中学讲演过美国的文化，也在校园里和大学生谈论过高考和大学的生活（第三单元）。在出租汽车上他们问过司机有关医疗保险的制度，有个头疼脑热他们也去药店请坐堂医生看过病（第四单元）。在中国父母家，他们了解了中国的饭桌礼仪，学会了一两道中国菜，也常回爷爷奶奶家看看（第五单元）。他们还和这个城市的年轻人交朋友，听他们讲自己婚前的浪漫史，去他们爱意浓浓的小窝看看，让他们认识了中国的八零后、九零后（第六单元）。城市的生活是美好的，不过他们也注意到了城乡的差别。他们在老师的安排下去海边的渔村采访，坐在山村人家的土炕上和村里人聊天（第七单元）。在学习即将完成的时候，他们也学会了去茶馆喝茶聊天，去公园晨练，去山里的采摘节摘桃子（第八单元）。这一切离不开老师们课堂上的介绍和课下的语言准备。他们对中国的认识，对中文的掌握更离不开老师对语言演练活动的精心安排，以及演练后在老师指导下的反思和总结。

## ► 教学理念

看到一届又一届的学生从中文的零起点初学者成为有专业中文水平和专业知识的大学毕业生，我觉得海外留学是最重要的一环。《体演中文》的目的是充分利用中国的语言环境，让学生了解中国社会，在语言能力上达到美国外语教学协会测试标准中的初级上（Intermediate High）或中级下（Advanced Mid）的水平。在话题的选择上做到既有较强的社会性，又有普遍的实用性。在对话题的设计上，尽可能建筑起一个可以与老百姓展开深入交谈的平台，让学生做到语言能力和文化理解上的双赢。要做到这一点，我想到的是中文教学界前辈Dr. Ronald Walton和 Dr. Galal Walker倡导的语言任务能力(task competence)的培养和在实际语言文化环境中的语言演练。因此如何使课堂教学为语言演练服务，如何利用社会的课堂，如何让老师和学生走出教室，让学生变成积极的参与者是《体演中文》注重的教学法。从这些方面考虑，《体演中文》的教学分为五个阶段：熟悉新话题、语言建筑、语言演练、课堂讨论与辩论和正式讲演。下面介绍具体的教学安排，希望有经验的老师可以根据具体情况进行调整。

## ► 每课教学结构

《体演中文》每课设有五个教学阶段。每个阶段分为两部分：语言准备和语言活动。语言准备部分由学生单独完成，语言活动部分由老师带领完成。

阶段一：熟悉新话题

- A 语言准备  
预习课文、听课文录音。
- B 语言活动  
学习课文段落大意。

阶段二：语言建筑

- A 语言准备  
学习重点词组和用法，做完句和翻译练习。
- B 语言活动  
根据主题线索做成段描述。

阶段三：语言演练

- A 语言准备  
根据课文或实际情况，用列出的词语做课外问答。

## B 语言活动

走出课堂，进入社会，完成设计的语言指令。

### 阶段四：讨论与辩论

## A 语言准备

听读与教学单元有关的补充文章，并回答问题。

## B 语言活动

结合实际进行课堂讨论与辩论。

### 阶段五：正式讲演

## A 语言准备

参考语言演练活动、课堂讨论和讲演大纲，写一篇与本课话题有关的日记。

## B 语言活动

用演说的方式，按照老师的演说提纲，谈一谈自己的看法。

## 使用建议

经过多年的实践，作者认为在学年项目中，《体演中文》可作为培养留学生人际交流和讲演能力的口语教材配合其他教材使用。如果强调任务教学，《体演中文》也可以作为主教材，辅以有关的阅读、写作和社会文化课。《体演中文》的五个教学阶段可在一个教学周内完成。如果用于两个月的暑期强化班，建议参考以下单元教学安排。

	早8:00	早9:00	早10:00	早11:00	午休	下午2:00-4:00
周一	《体演中文》 介绍	第一单元介绍	1.1课 阶段1	1.1课 阶段2		1.1课 阶段3
周二	1.1课 阶段4	1.1课 阶段5	1.2课 阶段1	1.2课 阶段2		1.2课 阶段3
周三	1.2课 阶段4	1.2课 阶段5	1.3课 阶段1	1.3课 阶段2		1.3课 阶段3
周四	1.3课 阶段4	1.3课 阶段5	复习 1.1-1.3	复习 1.1-1.3		灵活安排
周五	单元测试	单元测试	单元测试	单元测试		灵活安排
周一	单元测试反应	第二单元介绍	2.1课 阶段1	2.1课 阶段2		2.1课 阶段3

以第一章第一课《美丽青岛》为例，具体教学程序可按五个阶段进行。

### 阶段一：熟悉课文

课前，请听录音，预读课文。课上，老师将以语言活动中列出的段落大意为中心，脱离课本介绍课文。在介绍课文的过程中，老师将重点使用本课的新词语和语法重点，使学生了解中国的城市，并熟悉描述城市面貌的词语和句型。课上，学生应尽可能地与老师互动，提问和回答问题。建议老师尽可能用当地的照片配合课文介绍。课后，学生学习重点词组和用法。

### 阶段二：语言建筑

课前，学习重点词组和用法，做完句和翻译练习并在日记和语言汇报时尽可能使用新学的重点词组和用法。课上学生将用主题线索中列出的段落和表达方法，讲述或描述课文中的小话题。老师可用PPT幻灯图片辅助主体线索操练。学生操练之前，老师应给以示范。学习后，学生应能够用丰富而恰当的语言介绍一个城市。

### 阶段三：语言演练

课前做本课的课外提问。理想的方法是请中国朋友或语言伙伴提问。回答问题时尽可能使用提示的语言表达点。学生们也可互问互答，为语言演练课做准备。上语言演练课时，学生将在老师的带领和安排下，走出课堂，进入社会，做语言演练活动。活动要以语言“演练指令”为重点，并准备在第二天的课堂讨论活动中应用自己了解的情况参加讨论或辩论。

### 阶段四：讨论与辩论

课前做听读练习。听读练习是对课文话题的扩展和对语言点的进一步练习，有助于课上的讨论。进行课堂讨论与辩论活动时，要以自己对一个城市的了解和在语言实践中听到的实际情况为基础，举例说明自己的看法。课后要写日记。

### 阶段五：正式讲演

讲演课前，学生要根据语言演练活动笔记和课堂讨论的启发，写一篇日记。写日记时，请用讲演大纲列出的几个方面作为主要内容。学生和老师也可以设计自己的讲演提纲，畅谈对学习内容的理解和体会。

## ▶ 结束语

《体演中文》分为上下两册，每册四单元十二课。希望这套教材的出版能得到对外汉语界学者和老师们的关心，为我们共同的事业探索更加有效的方法。由于个人水平有限，《体演中文》一定还有许多不完善之处，希望在今后的使用过程中得到同行们的批评指正。

林艺

二零一一年于密西西比牛津市

PREVIEW

编写《体演中文》参考书目：

房玉清（2008），实用汉语语法，北京语言大学出版社。

黄伯荣、廖序东（2007），现代汉语，高等教育出版社。

李晓琪（2005），现代汉语虚词讲义，北京大学出版社。

刘月华、潘文娱、故犇（2007），实用现代汉语语法（增订本），商务印书馆。

吕叔湘（2007），现代汉语八百词（增订本），商务印书馆。

中国社会科学院语言研究所词典编辑室（2009），现代汉语词典，商务印书馆

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现在与老师和同学们见面的《体演中文》在Cheng & Tsui编辑的精心设计下更加完善、实用了。我衷心感谢 Alex Jatton 编辑，特别是 Eavan Cully 编辑在过去的一年里不辞辛劳对这本教材提出宝贵的意见，并对书稿做出反复修改。没有她们的鼓励和督促，没有 Ms. Eavan Cully 的全心投入，这本书难以如期出版。我也非常感谢本书初稿审阅者提出的宝贵建议，在这些建议的指导下，《体演中文》有了实质性的提高。

中国外文局的刘澄子为本书制作了高水平的录音，青岛大学的蔺秀娟老师也在百忙之中协助作者完成了《体验中文》的八套试题卷编写，在此表示感谢。

# Abbreviations

## 词性英文缩写

abbr	abbreviation
adj	adjective
adv	adverb
aux	auxiliary
conj	conjunction
excl	exclamation
intj	interjection
mw	measure word
n	noun
np	noun phrase
num	numeral
pr	pronoun
pref	prefix
prep	preposition
ono	onomatopoeia
suf	suffix
v	verb
vc	verb plus complement
vo	verb plus object
vp	verb phrase
xp	set phrase



## 本章简介

青岛地处渤海湾，面向太平洋，是中国山东省的一个重要城市。改革开放以后，青岛像许多沿海城市一样领先对外开放，并以惊人的速度发展着。如今她已成为一个风景如画的现代化城市。我们了解中国、融入中国社会就从这儿开始。

《美丽青岛》这一课就像一个小导游，带你沿着海边的老城区走到新城区。从那些遍布大街小巷的德式建筑，我们可以得知她那不凡的过去。从那些林立于海边的现代化大厦，我们可以感受到她骄傲的现在。向青岛人询问一下她的过去，谈一谈她的现在，无疑是我们了解中国发展的一个好机会。

经济的开放也为城市带来了全国各地的美味佳肴。我们在青岛不仅可以吃到地道的鲁菜，还可以吃到辣味十足的川菜、咸甜可口的苏菜和各种各样的粤菜。的确城市是美食的天堂，好吃的东西简直太多了。为了让你在中国的生活过得有滋有味，《美食天堂》介绍了中国的八大菜系。希望你不但了解中国菜的特色，也能了解各地的饮食文化。

要想知道老百姓如何过日子，吃的东西有多丰富，就去《农贸市场》看看吧。首先，海鲜是当地的特色，不管是毗着水的蛤蜊，还是各式各样的鱼，都是绝对新鲜的。蔬菜就更不用说了，顶花带刺儿的黄瓜，绿油油的青菜，水灵灵西红柿，一看就知道是刚摘的。还有天南海北的水果，在这里都买得到。你看那水果摊上，红的荔枝、黄的芒果、绿的哈密瓜……。不难看出经济搞活了，生活也跟着红火了。

1.1



# 美丽的青岛

## 学习目标

- ❖ 通过游览青岛了解这个城市的发展。
- ❖ 向当地人了解青岛并能向外地人介绍青岛。
- ❖ 比较新、老青岛的特色看青岛的发展。
- ❖ 从青岛的发展看中国的发展。

## 阶段一：熟悉新话题

### 语言准备

预习课文、听课文录音。

### 课文

罗珊和她的同学刚来青岛不久，他们要在这里生活和学习一段时间。罗珊对这个城市一无所知。她想先游览一下青岛，于是买了一张青岛地图，向她的中国朋友秀娟打听游览的路线。

罗珊：秀娟，青岛有哪些值得去的地方？我想好好逛逛青岛。

秀娟：青岛呀，值得去的地方可真不少。你要是想看老青岛，就去西部，要是想看新青岛，最好在东部逛一逛。

罗珊：老青岛？新青岛？

秀娟：青岛这个城市比较有特点，西部和东部的风貌完全不一样。西部是青岛的老城区，保存了很多欧洲风格的老建筑，很多房子都是红色的斜屋顶，在绿树大海的映衬下显得格外美丽，人们常说的“红瓦、绿树、碧海、蓝天”就是这里。

罗珊：啊！我在网上看到过这句话！让青岛人感到骄傲的地方原来是老城区呀。新城区呢？

秀娟：东部是青岛的新城区，是九十年代以后才逐渐发展起来的，高楼大厦林立，道路宽阔，仿佛是另一个世界。我们学校就在东部。

罗珊：哦。老城区新城区一天逛得完吗？

秀娟：一天恐怕太紧张了，最好分两天逛，一天逛老城区，一天逛新城区，我当你的导游。

罗珊：太感谢你了！那我们的路线怎么安排呢？

秀娟：先说逛西部，我们最好从栈桥开始。

罗珊：栈桥是什么？

秀娟：栈桥是一条伸向海里的长桥，是青岛的标志，栈桥一带是青岛老城区的中心。直对栈桥的是中山路，最早的商业街。离栈桥不远，还有一座壮观的天主教堂，建于二十世纪三十年代初，每到星期天还举行礼拜。观海山离栈桥也很近，前德国总督府旧址就在那儿，到现在已经有一百多年的历史了。沿栈桥往东走，是沿海鲁迅公园，它的东面是第一海水浴场，北面是景色秀丽的小鱼山公园。

罗珊：我听说青岛最美丽的地方是八大关，离那儿远吗？

秀娟：不远，从小鱼山下来沿着海边再往东不远就是有名的八大关了。那里环境安静，**绿树成荫**，建筑古色古香，充满了异国情调。听说八大关**集中**了俄式、英式、法式、德式、日式等二十多个国家的建筑风格。

罗珊：原来青岛早就是一块宝地呀，不然怎么能吸引这么多国家的人前来**落脚**呢。我真想现在就去逛逛。

秀娟：别着急，东部也漂亮着呢！

罗珊：那就说说东部的路线吧！

秀娟：我们可以先去五四**广场**，它建在海边，远远就能看见**一团红红的火**。那是一把火炬，名字叫“五月的风”，是新青岛的标志。五四广场往东沿着海边的路就是东海路，是青岛最**繁华**的路，被称为“金边”，青岛市政府，各种**金融**和**企业**机构，如著名的**海信集团**，都在这一带。我们可以坐在公共汽车上慢慢**观赏**。再往东，就是**雕塑园**。它建在海边，**以现代雕塑为特色**。

罗珊：听上去新区的沿海风景很漂亮也很现代化。

秀娟：最东边就是石老人了。改革开放初期这里还是一个安静的**渔村**，村前是一片**弯弯**的沙滩，**如今**已经**建设**成一个商业区了。那片沙滩就是石老人海水浴场，那儿的人没有第一海水浴场那么多，海水碧蓝，**不愧是**城里人观海、游泳的好地方。

罗珊：看来青岛的老区和新区的确不同，体现了不同年代的风格，有益于了解中国社会的发展。

秀娟：你刚来青岛，明天我们去这些地方**走马观花**地看一下。改革开放以后，在中国的沿海有很多像青岛这样的城市**经历**了巨大的变化。等你有时间，再自己慢慢地研究吧。

## 新词语

生词	拼音	词性	英文
1. 一无所知	yī wú sǒo zhī	<i>vp</i>	to be completely ignorant
2. 风貌	fēngmào	<i>n</i>	style and features
3. 保存	bǎocún	<i>v</i>	to preserve, maintain
4. 斜屋顶	xié wūdǐng	<i>np</i>	slanting roof
5. 映衬	yìngchèn	<i>v</i>	to set off, to serve as a foil to
6. 显得	xiǎnde	<i>v</i>	to appear; to seem
7. 格外	géwài	<i>adv</i>	exceptionally
8. 红瓦	hóng wǎ	<i>n</i>	red tiles
9. 碧海	bìhǎi	<i>n</i>	teal sea
10. 网上	wǎng shàng	<i>pp</i>	on the internet
11. 高楼大厦	gāo lóu dà shà	<i>np</i>	tall buildings and high towers
12. 宽阔	kuānkuò	<i>adj</i>	broad and wide
13. 仿佛	fǎngfú	<i>conj</i>	as if..., seemingly
14. 伸向	shēnxiàng	<i>vc</i>	stretching into
15. 标志	biāozhì	<i>n</i>	logo
16. 天主教堂	tiānzhǔ jiàotáng	<i>n</i>	Catholic church
17. 建于	jiànyú	<i>vc</i>	to be built in (year, location)
18. 世纪	shìjì	<i>n</i>	century
19. 举行	jǔxíng	<i>v</i>	to hold; to host
20. 礼拜	lǐbài	<i>n</i>	worship
21. 总督府	zǒngdū fǔ	<i>n</i>	governor-general's mansion
22. 旧址	jiùzhǐ	<i>n</i>	former address
23. 沿海	yánhǎi	<i>n</i>	along the coast
24. 海水浴场	hǎishuǐ yùchǎng	<i>np</i>	swimming area in the sea
25. 景色秀丽	jǐngsè xiùlì	<i>xp</i>	beautiful scenery
26. 绿树成荫	lǜ shù chéng yìn	<i>xp</i>	shady and wooded
27. 古色古香	gǔ sè gǔ xiāng	<i>xp</i>	full of classic elegance and style
28. 充满	chōngmǎn	<i>v</i>	to be full of

生词	拼音	词性	英文
29. 异国情调	yìguó qíngdiào	<i>np</i>	exotic atmosphere
30. 集中	jízhōng	<i>v</i>	to collect (into a group)
31. 落脚	luòjiǎo	<i>v</i>	to settle down
32. 广场	guǎngchǎng	<i>n</i>	(public) square
33. 团	tuán	<i>mw</i>	for fire
34. 火炬	huǒjù	<i>n</i>	torch
35. 繁华	fánhuá	<i>adj</i>	prosperous
36. 金融	jīnróng	<i>n</i>	finance
37. 企业	qǐyè	<i>n</i>	enterprise
38. 机构	jīgòu	<i>n</i>	organizations
39. 著名	zhùmíng	<i>adj</i>	famous
40. 集团	jítuán	<i>n</i>	group, cooperative
41. 观赏	guānshǎng	<i>v</i>	to view and admire; to enjoy the sight of
42. 雕塑	diāosù	<i>n</i>	sculpture
43. 渔村	yúcūn	<i>n</i>	fishing village
44. 弯弯	wānwān	<i>adj</i>	curving in a lovely way
45. 如今	rújīn	<i>n</i>	nowadays
46. 建设	jiànshè	<i>v</i>	to construct
47. 不愧是	búkuǐ shì	<i>vp</i>	to be worth the name of; to be truly...
48. 走马观花	zǒu mǎ guān huā	<i>vp</i>	to look at the flowers while passing on horseback; cast only a passing glance at
49. 经历	jīnglì	<i>v</i>	to undergo (an experience)

## 专有名词

名词	拼音	英文
1. 中山路	Zhōngshān Lù	Zhongshan Road
2. 观海山	Guānhǎi Shān	Guanhai Mountain
3. 鲁迅公园	Lǚ Xùn Gōngyuán	Lu Xun Park
4. 小鱼山	Xiǎoyúshān	Xiaoyushan Park
5. 八大关	Bādàguān	The Eight Forts
6. 中山公园	Zhōngshān Gōngyuán	Zhongshan Park
7. 五四广场	Wǔ Sì Guǎngchǎng	May 4 <sup>th</sup> Square
8. 雕塑园	Diāosù Yuán	Sculpture Park
9. 石老人	Shí Lǎorén	The Old Stone Man

### ▶ 语言活动

学习课文段落大意。

1. 青岛的主要特点是什么?
2. 老城区（西部）的传统风貌。
3. 新城区（东部）的现代化特色。
4. 新、老青岛的不同风貌体现了什么?

## 阶段二：语言建筑

### ▶ 语言准备

学习重点词组和用法，做完句和翻译练习。

#### 1. 对……一无所知 (to know nothing about; 对……什么都不知道)

她出国以后，我们对她的情况一无所知。

学习中文以前，我对中国文化一无所知。

您能不能给我们介绍一下这个城市的医疗保险制度？很抱歉，\_\_\_\_\_。

To understand the culture of China, you can't be ignorant of its literature.

\_\_\_\_\_。

2. 在……映衬下 (set against; 在 (比较大的事物) 的衬托下)

红色的斜屋顶在蓝天的映衬下显得格外美丽。

“五月的风”在大海映衬下显得格外鲜艳。

纽约自由女神像, \_\_\_\_\_。

Set against the blue ocean, the tall mountains seem especially beautiful.

\_\_\_\_\_。

Set against green leaves, the flowers seem especially red.

\_\_\_\_\_。

3. 显得 (to appear; 表现出……情形)

听到老师的表扬, 她显得很高兴。

大家都在一起有说有笑, 他却在一旁发手机短信, 显得很不合群。

节日的纽约时代广场 \_\_\_\_\_。

In a red dress, grandma appears very young.

\_\_\_\_\_。

4. 仿佛 (as if, seemingly; 似乎, 好像)

这里仿佛是欧洲的一个小镇。

她看到了中学同学, 仿佛又回到了中学时代。

罗珊的中文说得那么地道, \_\_\_\_\_。

他们刚认识就不停地聊起来, \_\_\_\_\_。

Talking to my parents in the U.S. from Qingdao is as convenient as if I were still in Mississippi.

\_\_\_\_\_。

5. 集中了 (to have gathered, to have collected; 把分散的事物放了在了一起)

八大关集中了不同国家的建筑。

人们为什么喜欢到大超市买东西呢? \_\_\_\_\_。

波士顿的艺术博物馆 (museum) 有什么吸引人的地方 \_\_\_\_\_。

This book has collected over 50 of the best seafood recipes.

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**6. 以……为…… (to take...as...; 把……作为……; 认为……是……)**

我们的老师以校为家，工作很努力。

我们的中文学习以亲身演练为主，课堂学习为辅。

校园的建筑以红墙绿瓦为特色。

说一说城市居民的交通方式。\_\_\_\_\_。

They take it as their goal to reach the highest level in Chinese.

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**7. 被称为 (to be called; 被叫做)**

密西西比大学也被称为 Ole Miss。

国家与国家之间的相互影响被称为全球化。

那种不考虑学生会不会的教学方法 \_\_\_\_\_。

他很体贴妻子，常做很多家务，\_\_\_\_\_。

That teacher is so close to her students that she is called Mother Goose.

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**8. 不愧是/为 (to be truly; 当得起, 值得被大家看成)**

旗舰项目不愧是培养语言人才的地方。

上海不愧为中国的经济中心。

哈佛生不但有本领而且有能力，\_\_\_\_\_。

William Faulkner portrays the life of the South vividly. He is truly a great writer.

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**9. 弯弯的 (curving in a lovely way; 形容沙滩或其他东西有点半圆的样子)**

Adding emphasis by doubling adjectives: single syllable adjectives, when repeated, conjure feelings of endearment and have a stronger descriptive power.

单音节形容词重叠:作定语的单音节形容词，重叠后有很强的描写作用，而且包含喜爱的感情色彩。如:弯弯的海滩，红红的夕阳，静静的海面。

五四广场的中心有一座雕塑，从远处看像一团红红的火。  
夜晚，月亮弯弯的，旁边还有一颗亮亮的星星陪伴着。

早晨我们去河边洗衣服，河水清清的，凉凉的。

这个中国小女孩眼睛 \_\_\_\_\_，头发 \_\_\_\_\_，可爱极了。

校园里种着一片片的映山红 (azalea)。从远处看 \_\_\_\_\_。

I miss the lovely and quiet evenings in my home town.

\_\_\_\_\_。

### 四字结构

用下面列出的四字结构改写句中划线的部分。

走马观花 景色秀丽 异国情调 绿树成荫 高楼大厦

1. 他们在中国旅行了一个星期，去了很多地方，不过只是表面上看看，没有很深的认识。

\_\_\_\_\_。

2. 乡下的小镇子虽然不如大城市壮观，但是它的样子很漂亮也很迷人。

\_\_\_\_\_。

3. 新城区到处是一、二十层高的大楼，非常现代化。

\_\_\_\_\_。

4. 这首歌带有外国的风格和感情，我很喜欢。

\_\_\_\_\_。

5. 大城市几乎找不到绿色，只有在老城区的公园里才能看到有很多树和树荫的地方。

\_\_\_\_\_。

## 语言活动

根据主题线索做成段描述。

### 1. 谈论青岛的主要特点

老城区

保存了……；……在……的映衬下……；常说的……就是……；……让……骄傲

新城区

是……以后才……；高楼大厦……，道路……；仿佛……

### 2. 西部老青岛

直对……，最早的……；离……不远，建于……；每到……举行……；离……很近，有……的历史；沿……往……走；景色秀丽，绿树成荫，古色古香，充满了……情调；集中了……等……

### 3. 东部新青岛

五四广场：建在……；远远就……，叫……，是青岛的……；东海路：最……的路，被称为……；……在这一带；雕塑园……在……；以……为特色；石老人：……初，如今……；没有……那么……；不愧是……

### 4. 青岛的变化

体现……风格，有益于……；走马观花……；……以后，……经历……；等……，再……

## 阶段三：语言演练

## 语言准备

根据课文，或实际情况，用列出的词语做课外问答。

1. 罗珊和同学们是怎么开始了解一个城市的？
2. 这个城市的老区是什么样子？（保存，在……的映衬下显得）
3. 每个城市都有它的美丽之处，你看到的美体现在哪些方面？
4. 这个城市著名的地方是什么？你所在的城市呢？（红瓦、绿树、碧海）
5. 新城区和老城区很不同吗？（绿树成荫，景色秀丽，高楼大厦，繁华）

6. 介绍一下老城区的中心。（象征，直对，建于，举行，到现在）
7. 你喜欢的景点是哪儿？有什么特点？（风景秀丽）
8. 这个城市最美的地方在哪儿？（风景……，绿树……，建筑……，集中……）
9. 新城区的标志是什么？每个城市都有代表其风格的标志吗？
10. 这个城市的金边在哪儿？有什么特色？
11. 谈一谈老城区的过去和现在？（静静的海滩，商业区）
12. 你觉得一个城市的新区和老区都应该看看吗？（体现……，有益于……）

### 语言活动

走出课堂，进入社会，完成以下语言演练指令。

1. 游览城市的景点，向当地人或导游了解这个城市的情况，比如：
  - a. 它的历史和由来。
  - b. 它在这个城市中的特别意义。
2. 向当地人了解城市发展的情况，并问一问他们对城市发展的看法，比如：
  - a. 城市的发展对你的生活影响大不大？
  - b. 你常常去新发展区吗？
  - c. 这儿以前是什么样的？
  - d. 你觉得这样的发展是不是给当地人带来很多机会？

### 建议活动

1. 请朋友介绍一个他/她熟悉的中国城镇，谈一谈它的过去和现在。
2. 谈一谈你的家乡在近十年的发展。
3. 你觉得中美城市发展的相同之处和不同之处表现在哪些方面？
4. 说一说城市化的优点与缺点。

## 阶段四：讨论与辩论

### 四 语言准备

听读下面文章，并回答问题。

### 国际都会上海

罗珊是从美国坐飞机，先到中国上海，在那儿逗留 (dòuliú stay) 了两天才到青岛的。在上海的两天里，罗珊的朋友丁兰陪她到很多地方游览了一下。

上海这座城市非常大，据说人口有近2000万人。现在上海的城市交通网络 (wǎnglù network) 很发达，已经开通的城市轨道交通就有11条，服务线路有400多公里，位居 (rank) 世界第一。另外还有世博专线和磁悬浮 (cíxuánfú magnetic train) 示范线。从浦东国际机场到罗珊预定 (yùdìng reserve) 的酒店可以乘坐磁悬浮到龙阳路站，在那里转乘地铁二号线到南京东路站就到了，非常方便。

到上海的第二天，罗珊花了一个上午逛南京路。南京路是上海的重要标志之一，也是上海著名的商业中心之一，集中了十九世纪末到二十世纪初上海租界 (zhūjiè Foreign Concessions) 时期的众多重要建筑。南京路最东端 (duān end) 就是有“万国建筑博览会” (bùólǎnhuì museum) 之称的外滩 (Wàitān the Bund)。外滩紧邻黄浦江，对岸就是新上海的标志——陆家嘴 (Lùjiāzuǐ) 国际金融中心。事实上，现在上海的商业中心已经不止一个，徐家汇、淮海路 (Huáihǎi Lù)、五角场、四川北路、浦东八佰伴等也是非常繁华的商业区。

下午，他们去了城隍庙 (Chéng huáng Miào City God Temple) 一带。在古代，城隍是自然神，凡是有城池的地方，就建有城隍庙。上海老城隍庙是上海地区重要的道教 (Daoist) 寺庙，距今有600多年的历史。现在，围绕 (wéirào surrounding) 老城隍庙已经形成了城隍庙游览区，区内的豫园 (Yùyuán) 是一处典型 (typical) 的江南私家园林，园内绿树成荫，景色秀丽。方浜中路保留了古色古香的江南民居建筑风。这里的江南情调让罗珊恋恋不舍。

第二天，丁兰陪罗珊去了浦东的陆家嘴，让罗珊真正体会一下上海的发展速度。听丁兰介绍，老上海主要是指浦西。从地图上看，浦东的陆地面积 (miànjí area) 大于浦西呐！浦东的开发建设使上海市区的面积扩大 (kuòdà expand) 了一倍多。现在浦东新区已经成为上海市区

的重要组成部分，三条过江隧道(suìdào tunnel)、三座跨江(kuà jiāng river crossing)大桥将浦东与上海老城区连为一体。仅仅经过20年的建设，上海浦东就从一片农田变成了繁华的城区，有着宽阔的马路，花园般的市容。华丽而昂贵的外国品牌店，各种商业机构和政府机构都在这一带。难怪人们都说“中国看上海，上海看浦东”。

上海不愧是一座国际都市。听丁兰说世界500强企业中大部分都以上海为发展基地(base)，他们的到来使上海这座城市更加富有活力。现在很多来自各个国家的外国友人在上海工作和学习。上海有很多著名的大学和研究机构，复旦大学、上海交通大学、同济大学等都在国际上享有(xiǎngyǒu enjoy)很高的声誉(shēngyù reputation)。2010年，上海成功地举办了世界博览会。博览会以黄浦江两岸的广阔区域为馆区，共有A、B、C、D、E五个区。上海世博会和两年前的北京奥运会一样，成了国际瞩目(zhǔmù attention)的焦点(jiāodiǎn focus)。世博会的主题是“城市，让生活更美好”。的确，虽然罗珊在上海只逗留了两天，对上海的了解也只是走马观花，她却深深体会到了城市生活的美好，心里也萌生(méngshēng start to have)了将来在上海工作的念头(idea)。

1. 说一说上海的交通条件。
2. 说一说你对上海南京路的了解。
3. 上海城隍庙一带有什么特色？
4. 说一说新上海的位置和特色。
5. 为什么说上海是一个国际金融中心？



#### 四 语言活动

结合实际进行讨论与辩论。

1. 谈一谈所在城市的发展情况。
2. 介绍一下你看到的老城区的特点。
3. 介绍一下你看到的新城区的特点。
4. 介绍自己家乡的发展情况。
5. 谈谈你对城市发展的看法。

## 阶段五：正式讲演

### 五 语言准备

参考语言演练活动、课堂讨论和演说大纲，写一篇有关城市特色的日记。

### 五 语言活动

请用演说的方式，做学习体会汇报。

1. 谈一谈你对城市各个景点的了解。
2. 给你印象最深的是什么？为什么？
3. 谈一谈你对老城区和新城区的印象。
4. 谈一谈新区和老区的特点。
5. 说一说当地人对发展的看法。
6. 中美城市发展风格的异同。

#### 本课总结

通过学习一个城市我发现……

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一个城市的发展体现了……

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这个城市跟我的家乡……

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