

## BOOK NOTICES

Cheng, Li-Rong Lily, 1987. **Assessing Asian Language Performance: Guidelines for Evaluating Limited-English-Proficiency Students.** Pp.222. Aspen Publishers.

A survey conducted by the American Speech and Hearing Association in 1985-6 shows an acute shortage of speech-language clinicians who speak Asian languages. This volume is intended to partially meet the need due to that shortage. Part 1 is on "Critical Background Information: The Asian Language Minorities in the United States." It includes a 20 page discussion of the Chinese. Part 2 is on "Language Services to Asian Language Minority Populations: the Crisis." Part 3 is on "Evaluation of the Skills of Language Minority Speakers." The volume concludes with 12 appendices, a bibliography, a glossary, as well with some additional tests and other educational tools.

Zhou, Zhenhe and You Rujie. **Fangyan yu Zhongguo Wenhua.** Pp.260 + maps. Shanghai Renmin Chubanshe. 1986.

This is a volume in the series, *Zhongguo Wenhushi Congshu*. The authors are in the department of historical geography and the department of Chinese at Fudan University. It is the first significant publication in this area since Luo Changpei's *Yuyan yu Wenhua*, published in 1950 by Beijing Daxue Chubanshe. In comparison, the present treatment is more focused and succeeds in more in-depth analyses.

Ramsey, S. Robert. 1987. **The Languages of China.** Princeton University Press. Pp.340.

"In this work the reader learns what China is like linguistically. The languages of China, the peoples who speak them, and the cultural and historical settings are discussed in ways that are both accessible and informative. For those who wish or need more linguistic detail,

the author provides lists, maps, charts, and descriptions; in the notes at the end of the book, he directs the reader to technical references." From the front cover.

Norman, Jerry. 1988. *Chinese*. Cambridge University Press. Pp.292.

"This general introduction to the study of the Chinese language traces its history from its beginnings in the second millenium BC to the present day and provides a clear picture of the contemporary language and its sociolinguistic status. Chinese, in its numerous dialect forms, has more speakers than any language in the modern world, and this vast extension in time and space brings to its study an exceptional complexity. Nevertheless, Professor Norman handles this extraordinary range of material with a deftness of organization and a lucid elegance of style that make his book of real interest to any reader with only an elementary knowledge of linguistics. It includes information on the genetic and typological connections of Chinese, traditional Chinese phonology, the writing system, the classical and early vernacular languages, the modern language and the non-standard dialects, and the history of linguistic reform in China, concluding with a discussion of present and future prospects." From the front cover.

Lu, John H.T. 1987. *Mandarin Chinese*, Volume One. Tallahassee: East Oak House Publishing Co. 119pp.

The Author of Mandarin Chinese, John H.T. Lu is a well known expert in the field of Chinese linguistics and has over twenty years of experience in teaching Chinese. Mandarin Chinese, Volume One, is a product of his expertise and experience.

Mandarin Chinese uses a linguistics approach to the study of spoken Mandarin. The text consists of twelve lessons. Each lesson focuses on only one linguistic concept instead of dealing with various unrelated lingusitic phenomena like most textbooks do. In each lesson

sentence structures are analyzed by using tree diagrams. The grammatical explanation is clear and concise and also provide the students with a deeper understanding of the sentence structures and explains some of the underlying linguistic principles.

Each lesson is divided into four sections: dialogue, vocabulary, pattern practice, and discussion. The dialogue section is organized in a four-line format. Chinese characters are presented on the first line. The second line is a Pinyin transcription of the Chinese characters. The third line is a word-for-word English translation of the characters. The fourth line is the idiomatic English translation of the sentence. In the vocabulary section words are grouped by their grammatical functions such as nouns, verbs and adjectives, adverbs, question marker, negative marker, etc. Only the Pinyin transcription and English equivalent is given for each vocabulary entry. No Chinese characters are presented. The same is true in the pattern practice section. Chinese sentences are given in Pinyin on the left and their English translations are provided on the right. The last section is a grammatical discussion which is the essence of each lesson. It incorporates linguistic knowledge into teaching. It gives clear explanations by employing tree diagrams to show the sentence structure derived from deep to surface structure. This is a unique feature of Mandarin Chinese, setting it apart from other currently available textbooks.

Mandarin Chinese is a very useful book for both teachers as well as students as grammar supplementary. However, I felt that the dialogue section could be expanded a little more and the vocabulary and pattern practice should provide the characters as well as Pinyin. Pinyin is only a system used for teaching pronunciation. Characters are the writing system used throughout Chinese publications. In my teaching experience the more exposure to characters the students have the better for enhancing their reading skill and retention rate of the characters. If it is possible, I recommend both traditional and simplified forms of Chinese characters be listed in the vocabulary index. Knowing both writing systems is essential for people who teach

or study Chinese in the United States now and for people who would like to use their Chinese language skill in the future.

Mandarin Chinese, Volume One, represents a fine piece of work for teaching the Chinese language, and future volumes will certainly be looked forward to with anticipation. Mandarin Chinese is a welcome academic tool for both teachers and students of the Chinese language. (Susanna Y. Mayorga)

Ge, Chuangui et al. 1988. A New English-Chinese Dictionary, University of Washington Press. 1,770pp.

This dictionary defines a total of more than 80,000 English words, including derivations and compound words. Entries include pronunciation, part of speech, derivation (e.g. "Japanese"), usage (e.g. "colloquial"), field of knowledge (e.g. "psychology"), definition (in Chinese simplified characters), compounds and phrases including the word, and illustrative sentences. To meet the requirements of a wide range of users, this dictionary endeavors to cover as many of the meanings of an entry word as possible in exact, concise, idiomatic, and simple Chinese. In the case of words commonly used and difficult to comprehend, more illustrations are given, when necessary, to help bring out their meanings and show their uses in context.

Significant changes in the English language have taken place since the first publication of New English-Chinese Dictionary in 1975, and many of the entries needed revision to increase their scientific and practical value. To this end, over 600 changes have been made, mainly where political expressions have become out-moded or where an entry needed further examples. Also included in this revised and enlarged edition is a supplement of over 4,000 new words and words that have changed in meaning or morphology. Many are new scientific or technical words. New entries include such words as "cappuccino", "AIDS", and "video cassette".

Nine appendices include a list of irregular English verbs; lists of ranks in the U.S. and British armed forces, with Chinese equivalents; tables of weights and measures (metric and U.S./British), with Chinese

equivalents; lists of common marks and symbols, with Chinese names; and conversion tables of complex-to-simplified and simplified-to-complex Chinese characters.

#### ERRATA FOR JCL 16.1 (JANUARY 1988)

On page 128, line 8, a diacritical mark " ' " should be added above the letter "u" in the word "Buhler".

On page 137, from line 31 on, the following text was missing: If the sound of a foreign word is approximated by using the appropriate orthographic representation within the inventory of the borrowing language, communicative adequacy will be reduced to a certain degree because of the increased difficulties in recognizing some internationally-used fixed items now in different graphic representation.

On page 140, line 20 should be moved to the left for one space.

On page 142, line 20, the word "borrwing" should be changed into "borrowing".

On page 147, the author's name for the seventh entry in Chinese References is 王尊生, not 王遵生.