

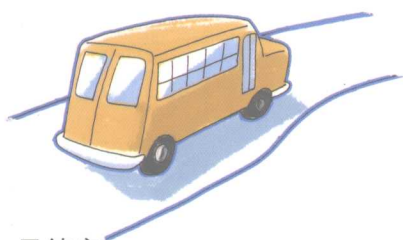
# Easy

儿童趣味中文

1

# Chinese

## for Kids



吴德安  
De-an Wu Swihart

胡龙华  
Lung-hua Hu



北京语言大学出版社  
BEIJING LANGUAGE AND CULTURE  
UNIVERSITY PRESS

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Easy

1

# Chinese for Kids

早德安

江苏工业学院图书馆  
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# 前言

*Easy Chinese for Kids* (《儿童趣味中文》) 是为英语为母语的外国小学生编写的一套教材。编写时参考了美国几个州的 LOTE (Languages Other than English) Standards (外语教学标准)。美国各州都设立了自己的 LOTE Standards, 成为各州中小学外语教学法和教材编写的指南。这些 LOTE Standards 把“听说”(Listening & Speaking) 和“读写”(Reading & Writing) 的要求分开来; 把“有效交流 (Effective Communication)”作为基本学习目的; 强调学生所学到的“听说”和“读写”的技巧都要以用于社会生活中的实际交流为目的; 教法和教材能为学生提供信息, 并使学生能够吸收信息、表达个人感受和想法, 并能在生活中实地应用。

《儿童趣味中文》依据这些 LOTE Standards 中的原则, 注重以交流为目的, 注重学的中文能在生活中实地应用。另外编写时也特别注重孩子们的学习特点。考虑到教学进度, 本书的拼音部分和课文部分是分开编写的, 教师可以自己决定先由哪个部分开始教或同步进行。以下介绍本书的几个特点。

## 一、把“听说”和“读写”分开来教。

英语为母语的学生在学习中文时就像是在学两种语言: 一种是“听说”的, 一种是“读写”的。他们学“听说”的中文很快, 但用汉字读写的中文对他们来说很难, 学起来也很慢。有人形容听说读写并进的教法就像让牛拉着汽车走, 结果汽车也走不快了。《儿童趣味中文》就是想适应英语为母语的小学生的特点, 把“听说”和“读写”分开来教, 让他们开快车学听和说, 学习汉字的读和写则放慢速度循序渐进。中文可以看做有两个书写系统: 拼音是中文标准发音的书写系统, 汉字是阅读的书写系统。考虑到英语为母语的学生的学习特点, 这套书的第一册没有教汉字, 而是重点教“听说”和拼音的书写系统。

## 二、采用英语和其他外语对儿童的教学法, 以教字母系统开始。

拼音实际上不是为外国人学汉语发明的, 而是经过中国语言学家们在 19 世纪末 20 世纪初二十几年开展切音字运动的努力和五十年代的再努力, 而发展出的一套中国人的标准发音的标注方案。把拼音学好才能让学生们掌握标准的汉语普通话发音。

拼音有一套完整的读法和拼写的系统。如果认为拼音跟英文字母看起来一样, 英语为母语的学生不用学就会, 而放弃系统训练, 结果会导致学生发音产生问题, 并且不会正确

用拼音拼写，从而不能用电脑写中文。拼音系统是需要经过一段专门的训练才能让学生们掌握的。

本书是以教拼音开始，强调训练学生的发音和用拼音书写中文。考虑到英语为母语的小学生的语言背景习惯，本书采用了不太传统的教法：第一是把拼音按英文字母顺序排列，而不是用 b, p, m, f 的传统顺序。这样对孩子们来说比较容易记忆；第二，因为拼音的声母和韵母不都是一个字母的，本书把拼音的声母和韵母中的一个字母，两个字母，三个字母和四个字母的音分为四组来教，这样可以让孩子们更清楚拼音和英文的读法和拼写都是不一样的；最后，对拼音字母的发音描述，本书特别采用了和英语近似音进行对比的方法。但是这个方法必须运用准确。这些方法的运用，在教师手册中有详尽的说明。

### 三、话题设计规范和实用。

本书包括一本课本和一本教师手册。课本是给学生用的。课文设计尽量依据美国多州外语教学标准 (LOTE Standards) 要求的内容，比如：问候，颜色，形状，食物，时间，学校生活等。所选词汇基本上是这些话题的常用词汇，每课生词都会在以后的课文中再出现，以增强学生记忆和使用能力。对话以培养学生在实际生活中的交流能力为重点，要他们学会在特定情景中能与中国人对话。学生们应该能掌握这些对话，并学会创造在特定情景中自己的话语。课文中没有语法讲解，语法讲解都在教师手册中。

### 四、教师手册完备、方便。

教师手册是学生课本的补充。为了适合孩子特点，让他们在娱乐中学习，教师手册中为每课设计了很多练习游戏。这些游戏有的是练习发音的，有的是练习生词的，也有的是练习句型的。

教师手册中的语法和句型的注解是帮助老师们在教句型时特别注重跟英语的比较，不是无针对性地讲汉语的语音和语法，而是站在说英语的人的角度去观察和解释汉语的语音跟语法。先知道学生的需要和学习中的难点是什么，再讲汉语的语法规则，这样就避免了语法讲解的枯燥，让学生学了觉得有用。语法注释的目的是为了使老师提供给学生句型结构，以便教他们自己学会造句子。学会句型是听和说的基础，是训练学生听懂别人说话和用话语表达自己的能力，这就是交流式训练 (Communicative Approach)。学生们学会一个句型，用不同词汇替换，反复练习，就可以用这个句型自己造出很多新句子。这种练习能够培养学生在现实语境中说出整句话、整段话的能力。

### 关于作者

吴德安，1978 年进入北京大学中文系，1982 年毕业后到美国留学，获美国芝加哥大学

硕士，普林斯顿大学博士。1983年开始在美国大学教汉语、中国文学和文化。出版过9种汉语教材：《外国人实用生活汉语》（北京大学出版社，2004）；*Success with Chinese: A Communicative Approach for Beginners I & II*（波士顿剑桥出版社，2005）；*Mandarin Chinese in 30 Days*（纽约：Berlitz Publishing, 2006）；*Cinese in 30 giorni*（意大利文）（纽约：Berlitz Publishing, 2008）；*Chinesisch in 30 Tagen*（德文）（纽约：Berlitz Publishing, 2008）。现在任美国田纳西州非盈利教育组织“美国大学中国教学中心”主任，致力于中美教师培训。

胡龙华，美国布朗大学东亚系中文项目负责人，高级讲师。她曾教授各级现代汉语，但最热爱的是初级汉语和中级汉语。2006年，她的中级汉语课程被美国大学理事会评定为全美十大最佳中文课程之一。她曾在美国普林斯顿大学任教多年，并曾任教于普林斯顿北京培训班，明德大学暑期中文学学校，哥伦比亚大学北京暑期班，杜克大学北京暑期强化中文班。胡龙华分别于台湾东吴大学以及美国纽约哥伦比亚大学获得学士及硕士学位。

Trevor M. Herndon, 2000年获美国孟菲斯大学英文硕士学位。从2001至2005年他为美国孟菲斯市公立小学发展设立了中文课。其间，他曾获得富布赖特基金会的教学培训基金，参加了美国中小学中文教师协会的中文语言和中文课程设置在北、上、海的培训。他的课程设置方案曾获得美国 Digital Starlight Award 奖并得以发表。2006年到现在他在北京师范大学珠海分校任教。他撰写了《儿童趣味中文——教师手册》中的大部分教学游戏。

### 鸣 谢

Elizabeth Dalton 撰写了《儿童趣味中文——教师手册》中部分有关拼音的教学游戏，在此特为感谢。美国 Vanderbilt University 中文项目主任刘宪民和美国 University of Virginia 中文项目主任梁欣欣都为本书提供了许多很好的建议，在此衷心感谢。

画家 Anne Swihart 设计并绘制了拼音部分的图案，这些图对孩子们理解拼音很有帮助。画家李振方设计并绘制了课文中的图案，这些图可增进学生们对课文内容的理解。在此深表感谢。

吴德安 胡龙华

2008年10月

## Preface

*Easy Chinese for Kids* is a textbook designed for elementary school students whose first language is English. In the United States, each state has a set of Languages Other than English (LOTE) Standards, which serve as guidelines for curriculum designing and textbook writing for foreign language teaching in K-12 schools. In LOTE Standards, skills in reading and writing are treated separately from those in speaking and listening, and the primary objectives are set to enable students to achieve effective communication. LOTE Standards point out that pedagogy and teaching materials adopted in the foreign language teaching should not only provide linguistic information to students but also facilitate the acquisition and utilization of the information.

In writing *Easy Chinese for Kids*, we closely followed guidelines stipulated in LOTE Standards of several states. We also took into considerations the learning methods children most commonly use. *Easy Chinese for Kids* features the following:

### 1. Teaching “speaking and listening” separately from “reading and writing”

Some say that for an English speaker, learning the Chinese language is in reality learning two languages: one is used for speaking and listening, another for reading and writing. While it is relatively easy to learn how to listen to and speak Chinese, English speakers often find it extremely challenging learning to read and write the language. One analogy of simultaneously teaching these two sets of different skills is having an ox pulling an automobile—both parties go much more slowly than if they were moving ahead independently. *Easy Chinese for Kids* aims to build children’s speaking and listening skills at a much faster pace than their skills in reading and writing Chinese characters. Therefore, we did not include any character writing component in the first volume of the series. We believe children will benefit more if they learn the Pinyin Romanization system first before introducing characters to them.

### 2. *Easy Chinese for Kids* starts with Pinyin

Contrary to what many believe, Pinyin was not created to facilitate foreigners in learning Chinese. A century ago, Chinese linguists and intellectuals began to promote a campaign of Romanizing Chinese characters. Between late 19th century and early 20th century, various systems were devised and tested. This issue of Romanizing characters was later discussed again by the

Chinese government in the 1950's, and Pinyin system was approved and adopted as the official system in China. These days, if a non-Chinese person wants to acquire good pronunciation in Chinese, he/she needs to have a good command of the Pinyin system.

Pinyin is unique in that it warrants a learning process that involves the knowledge of not only the correct sounds for its spellings, but also the common pitfalls English speakers encounter. It would be of great disservice to the students if a teacher does not provide a systematic training in how to use the system to his students.

Based on this conviction, we began this book with Pinyin. Our goal is for students to learn correct pronunciation as well as the ability to write in Pinyin. We decided to take an unconventional approach when we designed the lessons on Pinyin. Traditionally, Pinyin is introduced in sets of similar sounds, e.g. “b, p, m, f”, or “d, t, n, l”. We believe, however, that it would be easier for English-speaking children to learn the system if they learn it in the order of the English alphabet. We have also adopted an innovative approach in presenting the finals. Instead of grouping the finals based on the first vowel, e.g. “i, iɑ, iɑn”, etc., we start with finals that consist of only one letter, followed by those that consist of two, three, and four letters. We hope that this approach will help children better understand and remember the Chinese sound system.

### 3. Standard and Practical Topic design

*Easy Chinese for Kids* consists of a textbook and a teacher's guide, i.e. *Easy Chinese for Kids: Teacher's Guide*. In the textbook, we incorporate areas such as greetings, colors, shapes, food, time, school life, etc., conforming to guidelines set forth by LOTE Standards in several states. New words is reinforced through being incorporated in later lessons. Students are expected to fully understand the vocabulary in the dialogues and communicate with each other in similar situations; furthermore, they are encouraged to create their own dialogues in specific situations provided to them. There is no grammatical annotation in the textbook. Grammar is discussed only in the *Teacher's Guide*.

### 4. Complete and convenient *Easy Chinese for Kids: Teacher's Guide*

In the *Teacher's Guide*, various exercises and games are provided for each lesson. These activities aim to help students with their pronunciation, vocabulary and grammar. To facilitate the instruction of grammar, we prepared the notes and explanations based on our understanding of what will present the most challenges to the students and how to help overcome these challenges best. Students will be less likely to find learning grammar uninteresting, and will be able to master it and put it to use more quickly. Sentence structures are provided in this manual so that the teacher could clearly show his student how to correctly make a sentence. We believe that becoming familiar with various sentence structures is the basis of developing good listening and speaking skills, and is



an integral part of a communicative approach. It is crucial for our students to have such training in sentence structures, as it is the foundation for taking students' communication skills from single phrases all the way to more extensive discourse.

### About the Authors

De-an Wu Swihart received her Ph.D. from Princeton University, M.A. from the University of Chicago and B.A. degree from Peking University. She had taught Chinese language at all levels, Chinese literature and culture in many colleges and universities in the United States since 1983. She has published 9 Chinese language textbooks, including: *Daily Chinese for English Speakers*, I & II. (Beijing University Press, 2004), *Success with Chinese: A Communicative Approach for Beginners* I & II ( Boston: Cheng & Tsui, 2005); *Mandarin Chinese in 30 Days* (New York: Berlitz Publishing, 2006); *Cinese in 30 giorni*(Italian) (New York: Berlitz Publishing, 2008); and *Cinesisch in 30 Tagen* (German) (New York: Berlitz Publishing, 2008). Currently she is co-director of the Center for Teaching & Learning in China, a non-profit organization in Germantown, Tennessee which has been training native English-speakers to teach English in China while study Chinese language as well as training Chinese K-12 teachers in the U.S.

Lung-Hua Gail Hu is the coordinator of Chinese language program at Brown University and senior lecturer. She specializes in teaching all levels of modern Chinese, particularly the beginning and intermediate levels. She has received the following awards: College Board's Ten Top Chinese Courses and several grants from Brown University and the Consortium for Language Teaching and Learning. She has taught at Princeton University and several summer programs, including Middlebury College's Chinese Summer School, Princeton in Beijing, Columbia University's Beijing Language program, as well as Duke Study in China. Her bachelor's degree is from Soochow University in Taiwan, and her master's degree is from Teachers College, Columbia University.

Trevor M. Herndon received his M.A. from the University of Memphis in English as a Second Language in 2000. From 2001-2005, he designed curricula and taught Chinese to K-6 elementary school children in Memphis City Schools. During that time, he joined CLASS (Chinese Language Association for Secondary Schools), through which he received a Fulbright-Hays grant to study Chinese language and curriculum development for 5 weeks in Beijing, Shanghai and Yunnan. The curriculum which he designed during that time received a Digital Starlight Award and was subsequently published. For the past 3 years he has taught at Beijing Normal University at Zhuhai, where he currently resides. He wrote most games in the *Easy Chinese for Kids: Teacher's Guide*.

## Acknowledgement

Elizabeth Dalton wrote some of the games in the Pinyin section of the *Easy Chinese for Kids: Teacher's Guide*. Xianmin Liu, director of the Chinese language program at Vanderbilt University, and Hsin-hsin Liang, director of the Chinese language program at the University of Virginia, made many good suggestions for this book. We are deeply grateful.

Illustration is an important part of a children's textbook. There are two illustrators who contributed to the success of this book. Anne Swihart, a junior at Rhode Island School of Design, who designed the pictures in the Pinyin sections. Those pictures will help native English speaking children to understand the pronunciation of the Chinese Alphabet better. Li Zhenfang illustrated pictures for 10 lessons, which help students visualize the contents in fun ways.

De-an wu Swihart, Lung-Hua Gail Hu

October, 2008

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## Pinyin: Initials 1

Pinyin initials: a consonant at the start of a word, either uppercase or lowercase.

Practice these Pinyin initials.

### B b

[similar to boh in boy]



### D d

[similar to deh in duck]



Read them in Pinyin.

bā

八

eight

bàba

爸爸

father

dà

大

big

dìdi

弟弟

younger brother

Now find those same words and tone marks below. Circle them with colored pens.

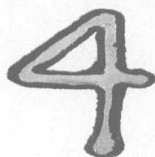
bā	bá	bǎ	bà
dā	dá	dǎ	dà
dī	dí	dǐ	dì

# Section 1

Practice these Pinyin initials.

F f

[similar to foeh in four]



G g

[similar to gu in glue]



Read them in Pinyin.

fà

发

hair

fàn

饭

cooked rice; meal

gēge

哥哥

older brother

gè

个

measure word for people and things

Now find those same words and tone marks below. Circle them with colored pens.

fā	fá	fǎ	fà
fān	fán	fǎn	fàn
gē	gé	gě	gè

Practice these Pinyin initials.

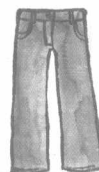
H h

[similar to huh in honey]



J j

[similar to jee in jeans]





Read them in Pinyin.

hěn

很

very

hǎo

好

good

hěn hǎo

很好

very good; fine

jī

鸡

chicken

jiějie

姐姐

older sister

jiā

家

family; home

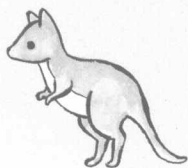
Now find those same words and tone marks below. Circle them with colored pens.

	hén	hěn	hèn
hāo	háo	hǎo	hào
jī	jí	jǐ	jì
jiē	jié	jiě	jiè
jiān		jiǎn	jiàn

Practice these Pinyin initials.

K k

[similar to ku in kangaroo]



L l

[similar to luh in love]



# Section 1

Read them in Pinyin.

kě

渴

thirsty

kǒu

口

mouth

liù

六

six

lǎo

老

old

Now find those same words and tone marks below. Circle them with colored pens.

kē	ké	kě	kè
kōu		kǒu	kòu
liū	liú	liǔ	liù
lāo	láo	lǎo	lào

## Exercises

### 1 Learn to Say.

Bàba hěn hǎo.

爸爸很好。

(My) father is fine.

Jiějie hěn hǎo.

姐姐很好。

(My) older sister is fine.

Gēge hěn hǎo.

哥哥很好。

(My) older brother is fine.

Dìdì hěn hǎo.

弟弟很好。

(My) younger brother is fine.

Zàijiàn!

再见!

Good-bye!

## 2 Write these words in Pinyin.

older sister \_\_\_\_\_

father \_\_\_\_\_

family \_\_\_\_\_

eight \_\_\_\_\_

younger brother \_\_\_\_\_

older brother \_\_\_\_\_

fine; very good \_\_\_\_\_

six \_\_\_\_\_

## Section 2

# Pinyin: Initials 2

Practice these Pinyin initials.

### M m

[similar to moeh in morning]



### N n

[similar to nuh in nurse]



Read them in Pinyin.

mā

妈

mother

ma

吗

question mark

nǐ

你

you

nà

那

that

nǎinai

奶奶

paternal grandmother

nán

男

male

Now find those same words with 1<sup>st</sup> and 3<sup>rd</sup> tones with colored pens.

mā	má	mǎ	mà
	méi	měi	mèi
nī	ní	nǐ	nì
	ná	nǎ	nà
		nǎi	nài
nān	nán	nǎn	nàn