



# Sunshine Chinese

## Teachers' Guidebook

阳光汉语教师手册



主编 刘 骏 [美]  
(Jun Liu)



商務印書館  
The Commercial Press

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刘骏〔美〕 主编

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# Preface

As we all know, there are two critical factors affecting the learning of a foreign language. One is the environment in which learners are exposed to the language in its cultural surroundings and they can pick up the language and use it on almost all occasions because the society functions in that language. The other is the age of learning a language, with or without the language environment. It is a common belief that the earlier learners start acquiring a foreign language, the better they will learn as a result. Many studies on younger learners' learning of foreign languages suggest that there is a "critical period." Children who start learning a foreign language before the age of 13 or 14 are able to acquire pronunciation and intonation of that language more naturally. Correct pronunciation and intonation will, in return, help learn vocabulary, ease communication, and boost self-confidence.

There are many success stories about early learning of a foreign language, such as Canadian early immersion programs and bilingual programs in many US elementary schools. But there are few examples of successful learning of Chinese as a foreign language for children, especially younger children. Apart from the lack of sufficient teachers, effective methodology and comprehensive curricula, a major reason is the lack of age-appropriate materials that are fun-filled, quick to learn, and easy to assess.

As such, we have designed and developed our Chinese for Youth series titled "Sunshine Chinese" that caters to elementary and junior high students as they develop the basic communicative competence in Chinese language. This series is the first attempt to align the vocabulary and language functions with the Youth Chinese Test (YCT) developed by Hanban (Office of Chinese Language Teaching International). This YCT-friendly textbook series will greatly assist learners with self-assessment and provide needed feedback for teachers to understand their learners' learning outcome unit after unit and book after book in the series. The theme story, which weaves through the entire series of four textbooks, is contextualized in an international school in China where children from all parts of the world are befriended in a multicultural and supportive environment. Our rationale for Sunshine Chinese is: Experience Chinese, Understand China, and Appreciate the World.

It has taken an entire team's dedication to this project for the last couple of years. As series editor, I would first and foremost thank the leadership of the Commercial Press, Deputy Director Dr. Hongbo Zhou whose insight, determination, and steady support have been impeccable. I would give my special thanks to Yueyan Liu whose continuous engagement, high responsibility, and seamless coordination have made this series possible. My sincere gratitude and appreciation also go to the entire team: Dr. Huiping Wei, Professor Xiuqing Wang, Master Teacher Wen Yi, Dr. Yuemei Wu, and Professor Yanfeng Zhao for their expertise, experience, and great synergies in shaping and reshaping the textbooks in this series. As the characters grow in the series, so do our authors' confidence, enthusiasm, and expectations.

As the Vice President of the International Society of Chinese Language Teaching (ISCLT), senior consultant of Hanban, former Director of Confucius Institute at the University of Arizona, and current Associate Provost for International Initiatives at Georgia State University, I am excited about this first-ever YCT-friendly book series. I sincerely hope that this series will be adopted by as many schools as possible. Through the feedback and input, we, together, will make this series better as the next generation of multilingual talents develop to make this world a better place for us all.

Jun Liu

Editor, Sunshine Chinese Series

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# How to Use This Book

The teacher's guide book is designed to go with the "Sunshine Chinese" textbooks, providing helpful teaching resources and skills to combine Chinese teaching with the Youth Chinese Test (YCT) in an available way.

There are 4 main parts in the lesson plan of each unit: Lesson objectives, Target Vocabulary and Sentence Structure, Suggested Activities and Assessment.

**Lesson objectives** comprise *language* and *culture*. Language objectives provides concise and specific description of the functions students are expected to grasp, while cultural items aspects tied to the storyline and language points in each unit.

We specially encourage the teachers present the cultural items as vividly as possible. Some of them are really practical and interesting, such as why Chinese people hung “福” upside down, how to use the Chinese brush and so on. We also try to give the picture of some real scenes in China today, such as the international schools, the one-child families, and some beautiful cities in China.

**Target Vocabulary and Sentence Structure** lists the vocabulary items and sentence structures that are the foci of each unit and on which students will be assessed. These items and structures are tied to YCT framework totally.

We also provide few additional words or expressions when needed in some teaching tips, allowing teachers to select according to students' level and interests.

**Suggested Activities** play a major part in this guidebook, with a large variety of activities including games, songs, projects for classroom and out of school settings as well.

In this part, the role of the teacher is emphasized in Guided Practice, which needs the teacher lead students in pronunciation and comprehension as well. Some useful and fun games are provided, such as Character cards game, Fly swatters, Teacher versus students, Observe and judge, Listen and match , Trace and say, and so forth.

In Independent Practice, we encourage learners to build self-confidence and productive competence in Chinese. The activities spur students on to use Chinese language more positively and get integrated skills including listening, speaking, reading and writing, such as Whispers, Get the ball and answer my question, Free

talking, Characters-words-sentences, Perform a script, My storybook, Survey, Let's sing, and so forth.

To avoid repetition, for frequently used games or activities, a clear explanation is provided as **Appendix** of this book. The instructions are also provided when the games or activities appear for the first time.

We suggest the teachers set up pairs or groups from the very beginning of Chinese class to encourage students learn from each other. It's also necessary to re-arrange the pairs or groups after a certain period in order to develop students' interactive skills. The teacher can pick activities from the Suggested Activities and choose the ones that are best suited to their students' age, levels and needs.

For the sake of convenience, the worksheets are provided in the students' Workbook. These activities with the worksheets available in the Workbook are marked with "**Workbook**".

**Assessment** covers the new language items in the units, including tools for assessment of listening, speaking and reading. Some of them are designed with YCT model and the others in more flexible way.

The Mid-term test (testing Units1–6) and the final test (testing Units1–12) are provided in the end of this guidebook. These two tests offer a good sample for teachers and students to get familiarized with YCT in terms of its content, style and difficulty, as well as a tool for teaching and learning evaluation.

A MP3 is provided with rich teaching samples, for example, songs from the Workbook, texts reading, text slide show, and YCT-Friendly tests.

We hope this guidebook will help the teachers to find the suitable approach of teaching Chinese as a foreign language for children and to create joyful overseas Chinese classes as well.

# UNIT 1

## 我的名字叫王贝贝

### LESSON OBJECTIVES

#### Language

Students will be able to

- Introduce themselves with basic information.
- Use the 的 phrase.
- Use the adverb 也.

#### Culture

Students will know about

- Common Chinese boys' and girls' names.

Some common Chinese names:

For boys: 军 (army)      强 (strong)      伟 (great)

For girls: 丽 (beautiful)      怡 (happy)      芳 (fragrant)

Chinese parents consider good names very important for their children, so they're inclined to convey their wishes for their children through the meanings of characters in their names.

- The pictographic nature of the Chinese characters.

Modern Chinese characters still retain pictographic elements which are inherited from ancient Chinese characters. You may find some characters appear like pictures. Here are some interesting examples:

日 \_\_\_\_ 日 \_\_\_\_ 

月 \_\_\_\_ 月 \_\_\_\_ 

山 \_\_\_\_ 山 \_\_\_\_ 

人 \_\_\_\_ 人 \_\_\_\_ 

### TEACHING TIP

The teacher should choose the proper time to introduce these cultural points. They can be tied to the practice exercises in the workbook or related to the pictures which present similar points on the textbook. The teacher can also design some games to practice the cultural points more. For example: Encourage students to guess the meanings of some simple Chinese characters, such as 大, 木, 明, 雨, and so on.

## TARGET VOCABULARY AND SENTENCE STRUCTURE

### Vocabulary

名字	今年	了	学生
小学生	北京	医院	也

### Sentence Structure

我的名字叫 (name) 。  
我的爸爸是 (occupation) 。  
Pronoun / Noun 也+Verb

## SUGGESTED ACTIVITIES

### Guided Practice

- 字卡游戏 Character Cards Game

The teacher prepares the character cards for this lesson and demonstrates the correct words with these cards while reading the words. The teacher gives students 5-8 minutes to remember the words. The words are presented in two columns, one is a monosyllabic word and the other is a two-syllable word.

也 了 名字 今年 北京 医生 学生

Then shuffle the cards. Students should try to get all of the words with the character cards. The group who can get more right words will be the winner.

- 拍词游戏 Fly Swatters

The teacher prepares a visual of the vocabulary pictures. Students are divided into two teams and line up in two lines. The first person in each line has a fly swatter. Then the teacher says one vocabulary item, the person who hits the visual first wins one point for the team.

- 师生竞赛 Teacher versus Students

The teacher prepares a visual of the vocabulary pictures. When the teacher points to a picture and says the correct word in Chinese, all the students should “chorally” repeat the word. If the teacher says the wrong word in Chinese, all the students should remain silent. If all the students remain silent when the teacher is “wrong”, they receive a point. If any student starts to repeat the wrong word, the teacher receives the point.

- 连一连 Match **Workbook**

Match the Chinese sentences to the right pictures.

The teacher leads students, reading the sentences while they matching them to the pictures.

- 中文名字 Chinese Name **Workbook**

Write down your own Chinese name with your teacher’s help and try to understand its meaning, and then talk about it with your partner.

The teacher should prepare a list of Chinese names for the students, then, give brief explanations of the meanings of common Chinese names. For instance:

丽 means beautiful

怡 means happy

宝 means treasure

伟 means great

强 means strong

华 means China

### TEACHING TIP

The teacher should give necessary guidance while students are talking about their Chinese names in pairs.

- 边写边说 Let’s Trace and Say **Workbook**

Prepare some flashcards to introduce the pictographic nature of Chinese characters, taking 日 and 月 as examples, then help students to trace these two characters in the correct stroke order.

- 你的家在哪里 Where’s Your Home **Workbook**

Have students paste the pictures of where they are from in the workbook. Lead

students in reading some new words that appear here (such as 纽约, 悉尼, 首尔), then provide students the Chinese name of the local city.

- 选图片 Listen and Circle **Workbook**

Circle the pictures corresponding to what the teacher says.

Read the following sentences for twice while asking students to circle the corresponding pictures.

1. 爸爸是医生。
2. 妈妈是老师。
3. 哥哥是学生。
4. 姐姐也是学生。

- 自我介绍 Self-introduction **Workbook**

Introduce yourself in the light of the example. Practice with your partner first, then choose your lucky number from your teacher's number box. The students who get 3 or the multiples of 3 will give self-introduction in Chinese before the class.

The teacher provides some new words such as 商人 and 家庭主妇. More words about career related to this practice can be added if the students want to learn more.

### TEACHING TIP

The teacher prepares a number box. Let each student choose a number from the box in several times (10 students for one time). The lucky students who get 3, 6 or 9 will introduce themselves before the class.

## Independent Practice

- 我是谁 Who am I

Ask for a volunteer to say some information about himself/herself while standing behind the class, so that other students can't see him/her while guessing his/her name. The person who guesses correctly will take the role of the volunteer and continue to play this game. One should give more information in the form of Chinese sentences if the others can't guess his/her name.

- 字—词—句 Characters—words—sentences

Divide the class in groups, each group including 5 students at least. Everyone gets a character card and should find the others to assemble words and sentences quickly. The group which forms most words and sentences will be the winner. The winner should present the words and sentences by standing in a row while holding the cards in the correct order.

- 接球问答 Get the Ball and Answer My Question**  
 Throw a soft ball to some student. After the student catches the ball, ask some questions.  
 Suggested questions:  
 你叫什么名字? /你今年几岁了? /你的家在哪里? /你是小学生吗? /你的爸爸是医生吗? /你的妈妈是老师吗?  
 Students who can answer the questions in Chinese correctly and quickly will earn the chance to throw the ball and ask others.
- 耳语 Whispers**  
 Students are required to convey a whispered message one by one in order to convey a sentence which the teacher says to the first person in each line.

Step1: Group the students into teams and ask them stand in lines.

Step2: Whisper to the first student in each line:  
 我的名字叫 ( the true name of the teacher ) 。  
 我今年二十岁。  
 Tom喜欢汉语, 我也喜欢汉语。  
 李心爱的妈妈不是老师。  
 王贝贝的家在北京。

Step3: Students whisper the sentence to the student behind them.

Step4: The last student in each line speaks the sentence aloud.

The team that ends up with the exact sentence wins this game.

- 我的名片 My Name Card**  
 Ask students to make their name cards based on the sample. Then exchange name cards with their friends in class.

 <b>姓名Name</b>	<b>男Boy</b> <b>女Girl</b>  
<b>国籍Nationality</b>	<b>年龄Age</b>
<b>职业Career</b>	<b>爱好Hobby</b>

- 年龄调查 A Survey of Birth Date and Age **Workbook**  
Ask students to do a survey of the birth date and age of family members in Chinese and draw the birthday gifts they like.
- 唱一唱 Let's Sing **Workbook**  
Lead students in practicing this song in pairs and groups. Then encourage students to replace Beibei's information with their real information. Ask two students to perform the dialogues appear in the beginning and the end of this song.

♪♪ 贝贝之歌 ♪♪

贝贝！你好！你好！

我的名字叫贝贝，你的名字叫什么？

我今年九岁了，你今年几岁呀？

我的家在北京，你的家在哪里？

我的爸爸是医生，妈妈是老师。

我的名字叫贝贝，你的名字叫什么？

我今年九岁了，你今年几岁呀？

我的家在北京，你的家在哪里？

我是一个学生。一个小学生，一个小学生。

贝贝！再见，再见！

### 💡 Question for Reflection

What's your first impression of Chinese characters?

#### **TEACHING TIP**

The teacher encourages students talk about the question in groups. Then, each group gets a representative to declare their ideas. At last, the teacher gives a summary with some common characteristics of Chinese characters.



## ASSESSMENT

### Listening

选择图片

Choose the pictures corresponding to the dialogues you have heard twice.

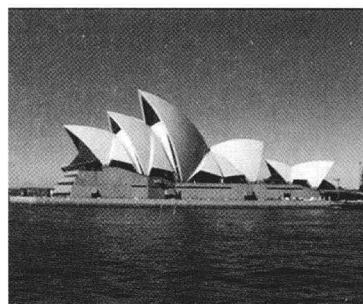
1.



A

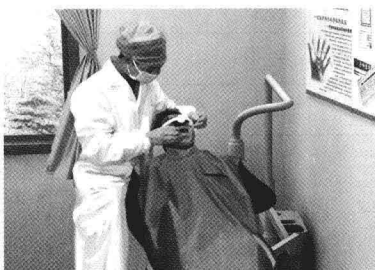


B

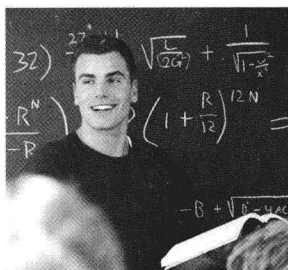


C

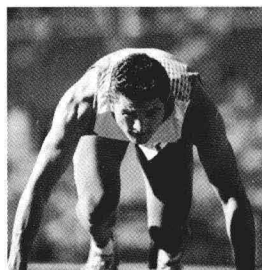
2.



A



B



C

3.



A



B



C

选择答案

Choose the correct answers to the questions you have heard twice.

4. ( ) A 我有一个哥哥。 B 我的家在美国。 C 我喜欢我的老师。