

名家讲坛

● 汉 ● 语 ● 教 ● 学 ● 名 ● 家 ● 讲 ● 坛 ●

汉语教与学必备： 教什么？怎么教？

简体

(上) 什么篇：语用与语法走廊

Chinese Essentials:
What and How (Volume One)

What: A Functional and Grammatical Walkthrough
(Simplified Chinese Edition)

■ 傅海燕 著 ■

教师的职责是将学习的过程和学习的内容化难为易，做到寓教于乐，使学习触类旁通。通过这样的教学理念与实践让学生致力于长期、有效的努力中。教师怎样才能做到「化难为易、寓教于乐、触类旁通」呢？懂得并了解你的学生，懂得并了解你要教什么，懂得并了解你怎么教。



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Haiyan Fu has been teaching Chinese to speakers of other languages at postsecondary institutions since 1982 and teaching high school for the last eight years. She is currently teaching all levels of Mandarin Chinese at Northside College Preparatory High School in Chicago. In 2003, she was selected to appear in the Annenberg Foundation production “Teaching Foreign Languages K-12: Putting the Standards to Practice.” Fu is a trainer in the U. S. Department of Education’s Teacher-to-Teacher Training Corp; a writer for Chicago Public Schools’ Project MAJIC, a U. S. Department of Education-funded effort to develop K-12 curricula for Chinese and Japanese; an AP Chinese textbook reviewer for the College Board, and has been president of the Midwest Chinese Teachers Alliance since 2000. In 2006 she was elected as a board member of Chinese Language Association of Secondary-Elementary Schools.

Fu has a Master’s Degree in education from Smith College, and an Ed. D. from the University of Massachusetts at Amherst, specializing in second language acquisition, instructional leadership and curriculum development. She is certified in Chinese, English, ESL, Language Arts and Bilingual Education in the State of Illinois.

傅海燕自 1982 年开始在中国及北美大学从事对外汉语教学。1999 年开始在芝加哥高中教授汉语。2003 年傅老师的课堂教学被选入 Annenburg 基金会与美国外语教学协会委托波士顿电视台录制的课堂教学示范系列，作为培训中小学外语教学师资的样板。2004 年加入美国教育部资助的芝加哥公立学校汉语日语教学大纲编写小组。2004 至 2005 年审阅伊州中文教师资格考试框架设计、内容与评分；2005 年开始为全美大学委员会审阅中文教材。自 2000 年起担任美国中西部中文教师联盟主席。2006 年被选为美国教育部教师对教师培训计划的培训员、美国中小学教师协会理事会理事。

1989 年获史密斯学院教育硕士，1996 年获麻州大学教育学院教育博士。主要研究课堂教学教法及课程设计与发展。持有美国伊州初高中的中文、英文、英文为第二外语、双语教学及语言艺术等科目执教证书。



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I dedicate this book to all my students and their parents, especially those who granted me permission to use their work in this book.

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“What” and “How” “教什么”与“怎么教”

In Chinese we call teaching — “教书,” which literally means “teaching book.” Traditionally, a language teacher comes to class with a textbook and student workbooks. The teacher teaches according to the book and students learn from their books. This kind of practice would be convenient if there were books fit for all classroom situations. The reality is that in the United States, Chinese as a world language in the K-12 classroom is an emerging, fast-growing and ever-changing phenomenon. Students of Chinese language are a very diverse population with regard to age, grade levels, needs, language backgrounds and learning styles. Instructional conditions vary in terms of class size, contact hours, intensity of instruction and the availability of equipment and materials, etc. Professional development for teacher preparation and training is inadequate. There is no teaching material that is one-size-fits-all. An effective classroom teacher must have an effective teaching practice to cope with these challenges. Many teachers have organized teaching and learning materials based on the needs and characteristics of students with the goal of making classroom practice more practical than just “teaching books.” This is a good practice. This is true teaching: 教学 vs. 教书. This kind of practice should not be used out of desperation but out of necessity.

“Teaching” 译成中文常常成了“教书”。按照字面的意思译成英文“教书”就成了“teaching book”。传统的教学方式就是老师照本宣科，学生在练习本上做功课。这样的做法本可方便课堂教学，前提是有一本教科书能满足所有课堂教学的需求。在美国，目前汉语在中小学课堂作为外语教学虽起步不久，但发展迅速。学生的来源及情况十分复杂。学生的年龄、年级、需要、语言文化背景、学习方式方法都不同；班级人数、授课时间、教学强度、教具和教材的装备不一。教师的培训不足。没有一部教材是万金油。要想教

得好，就得找出好的教学办法迎难而上。很多老师早就开始根据学生情况，针对教学的需求，自己组织上课用的材料。这才是对路的教学：是“教学”而不是“教书”。这样的教学不应是出于不得已，而应是必需。

This series is designed to facilitate true teaching. It aims at reflecting and encouraging a break from traditional practice by combining language materials, teaching references, and instructional design into a single series for easy, quick and solid practical use.

编这套书的目的就是要辅助这样的教学。反映并鼓励这种打破传统的教学办法，把教学的素材、教学参考资料和教案设计集中在一起。使教与学的索引，参考、运用简便，省时，实际。

This series endeavors to face two essential questions for a teacher of K-12 world language:

What do I teach in a K-12 world language classroom?

How do I teach in a K-12 world language classroom?

这套书试图面对中小学（幼儿园至12年级）汉语作为外语教学课堂教学的两个根本问题：教什么？怎么教？

Let's consider these two questions in simple and realistic terms.

我们一起用简单而现实的语言来探讨这两个问题。

“What” “教什么”

We expect young learners of Chinese to become world citizens and lifelong learners.

作为教师，我们期望我们的学生能成为世界公民和终身学者。

Language is a tool of communication, and thus, we teach learners a new communication tool. We teach interaction and good manners. We teach to develop high proficiency in Chinese.

语言是交际的工具。我们教我们的学生新的交际工具。教他们与人交流和交流的方式方法。教他们发展交际的技能。

Language is part of culture, and represents and reflects the world views and customs held by the people of a culture. Therefore, as language teachers, we teach learners a new perspective on life experience that is different in many ways from their own. We provoke curiosity and nurture respect and love through achieving understanding in another language.

语言是文化不可分割的部分。语言代表并反映不同文化中人们的世界观和风俗习惯。在教语言的同时,我们介绍给我们的学生新的、与他们自己不同的对待人生的看法和角度。我们通过了解另一种语言引发好奇,培养尊重和爱。

Learning a foreign language is something with which most young learners have no experience. In addition to teaching a language, we teach learners how to learn something that is challenging and unfamiliar. We impart knowledge and skills so that at a young age, learners can discover a new world through studying a world language and discover their own strength in learning. We foster diligence and work ethic, and teach them develop knowledge and learning skills.

在课堂上学习外国语是学习一个对大多数幼小小学生来说完全陌生的知识领域。我们教给他们怎么学具有挑战性的科目。我们传授知识和方法。让孩子们通过学习一种新的语言去学着探索新的世界,发现自己的能力和长处。我们培养勤奋和上进。我们教他们学会知识及学习方法并锻炼学习能力。

“How” “怎么教”

A language teacher's job is to make the learning process easy, fun, and to make learning make sense to learners. We try to engage learners in this long-term, effective and fruitful endeavor.

教师的职责是将学习的过程和学习的内容化难为易,做到寓教于乐,使

学习触类旁通。通过这样的教学理念与实践让学生致力于长期、有效的努力中。

Making learning easy, making it fun, and making it make sense are correlated. If something does not make sense, then it won't be fun, thus it won't be easy. If something is too hard, then it is not fun. If something is interesting, it must make sense one way or another and because it is fun it will be enjoyable and it won't feel too hard. If it feels easy the learner will be more inclined to continue.

化难为易、寓教于乐、触类旁通是相关的。不懂就没意思，就不会容易；太难就不会有趣；有意思一定是理解了妙趣所在；而有趣使你更投入从而不感到太辛苦。感觉容易就不会因畏惧而退缩。

Make it Easy. Nothing is easy. Learning a language is not an easy endeavor. But this does not mean there is no way to make the learning process easier for learners. Making learning easy by no means implies a lowering of standards. It simply means finding sensible ways to set up learners for success instead of failure.

化难为易。世上无易事。学习一门外国语绝非一件容易的事。但是这并不是说不能找出办法简化学习的过程。化难为易也不是要降低标准。化难为易是找出办法帮助学生成功。

Make it Fun. Making it fun eases the anxiety, sustains interest, and lets learners enjoy the process. It promotes the active participation of learners.

寓教于乐是为了消除紧张，保持学习兴趣，让学生在学习上感到满足与愉快。鼓励学生的积极参与。

Make it Make Sense. Making it understandable makes learning meaningful to learners. It requires the instructor to understand learners. What makes sense and what does not to these learners?

触类旁通指的是学生的理解。一方面，学习的内容要在学生理解程度以内，并能加强学生对目的语言和文化的理解，达到举一反三；另一方面，学生觉得学习的内容有意义，即与他们的生活有联系，学习的内容可以用来表达自己的思想感情。这需要教师了解学生。

Being able to speak in a foreign language is a rewarding experience, especially for a language like Chinese. Regardless of any scientific evidence, most of people have the notion that Chinese is a harder language to learn than most others. So, if a young learner speaks Chinese successfully, the sense of pride and achievement will be tremendous. This enthusiasm can translate into a passion and a motivation for more learning, even for other subject areas.

学会一门外语是一个有回报的经历,特别是学会说汉语。不管有否科学依据,多数人觉得汉语是种很难学的语言。要是一个小孩子会说汉语,就会感到自豪,会有很大的成就感。这样的热情鼓励学习,不光是汉语还可以派生对其他学科的学习热忱。

How does a teacher achieve the above objectives? The answer is: Know your students, know your subject, and know your methodologies.

教师怎么才能做到“化难为易、寓教于乐、触类旁通”呢?答案是:懂得并了解你的学生,懂得并了解你要教什么,懂得并了解你怎么教。

This series will help you with the latter two areas.

这套书帮助你弄明白这后两项。

Integration of “What” and “How” “教什么”与“怎么教”的结合

The “What” part of the book provides a series of building blocks. Each block is structured with a topic and connects functional language use with linguistic structures. Grammatical patterns are grouped according to functional use, and vocabulary is ordered by category and topic.

这套书的“什么篇”介绍一系列的集装板块。每一个板块都围绕一个话题将语言材料与语言功用串联在一起。也就是说,语言的语法结构是按语言的功用挑选组装在一起的。词汇是按话题和类别排列的。

The “How” part presents a progression and sequence of teaching and learning

for Chinese in grades 6 ~ 12 classrooms. It demonstrates sampled thematic unit and lesson design variables and related instructional strategies, activities, and assessments to provide users with concrete “how” tips for good classroom practices and guides the user to connect “what” and “how.” The unit design intends to be pragmatic, yet flexible and helpful to the users. At the same time, it respects the users’ choice of methods and texts.

这套书的“怎么篇”建议中小学、主要是6~12年级的汉语课堂教与学的进程和步骤。建议并示范以主题贯连的教学单元、教案设计，包括变量的设计；有关的教学指导建议、课堂活动和测试。并给使用者一些具体的课堂教学的小诀窍。引导使用者把“教什么”和“怎么教”——教学内容和教学方法联系起来。教学单元的设计力求具实用性、灵活性和支持性，同时尊重使用者对教材和教法的选择。

The design comes from this analogy:

这套书的设计来自这样一个比喻：

Building a house is a constructive process. When building a house, we must have basic building materials, such as bricks, a framework, a blueprint, etc. The process is initiated with a purpose, proceeds with a blueprint, and involves an architect and the work, skills, and creativity of builders.

盖一座房子是一个建造过程。盖房子要有基本的建造原料，如砖瓦泥沙等；要搭起架子来，还要有蓝图。这个全过程的展开首先需要一个明确目的，然后要图纸设计，要有建筑设计师和建筑工人的参与，贡献他们的智慧与劳动，他们的技术和创造精神。

In a language class, a teacher facilitates a creative, constructive process for learners engaging the target language. This resembles the process of building a house. The learners are builders. The teacher is an architect. The purpose of the tasks is to build learners’ proficiency in the target language; the blueprints are unit designs and lesson plans — a carefully structured road map to success; the bricks are the vocabulary; the frameworks for connecting basic structures are sentence patterns.

在语言课堂上，老师协助学生参与学习目的语这样一个创造性的、建设

性的过程。就像盖房子的过程一样。学生是建筑工人，老师是建筑设计师；教学的目的是发展目的语的语言能力和水平；蓝图就是精心设计的教学大纲和教案，建筑材料是词汇及使用知识，框架是语法句型和运用。

However, the construction that takes place in a language classroom requires more when compared to constructing a building. 1) The classroom construction process is a hands-on experience using more experimentation. It is an interactive and on-going process with goals of long-term progress, requiring recycling and spiraling language materials. 2) The teacher is more than an architect. A teacher is a provider, a facilitator, a tutor, a motivator, and a mentor. A teacher must provide the learners with building materials, to help to develop the skills, and to give room and opportunity for the learners' creativity. More importantly, a teacher must demonstrate, model, and nurture love for learning and ways to achieve learning. 3) The learners are special builders. The learners are in different developmental stages in terms of physical, mental, and emotional maturity. They have specific characteristics and needs in terms of cognition, motivation, learning styles, and cultural and linguistic diversity. More importantly, the learners must feel ownership in this constructive process. They are decision-makers and critical thinkers in learning as well as active and creative users of the language. The new language should become a conduit for expressing their true feelings.

然而，课堂中的建设过程比盖房更复杂。1) 这个过程不仅需要第一手参与的经历，而且是一个不断尝试的过程；是一个有长远目标的、互动的、进行的过程；需要不断复习、重复，螺旋式上升性地运用语言材料。2) 老师不仅仅是一个建筑工程师，还是一个供应师，不断地提供建筑的材料，帮助提高建筑的技巧，并给予机会让学生有创造发展的空间；同时老师还得展示、示范，培养学生对学习的热爱和学习的技能。3) 学生是特别的建筑工人。他们处于身、心、情感发育的不同成熟阶段。他们在认知、学习动机、学习风格、语言文化背景方面的特点和需求不一。更重要的是，他们要在学习过程中有主人翁的态度和权益。他们是学习和语言运用的决策人、思考者。目的语将成为他们表达真实情感的又一渠道。

This series is an endeavor to bring "What" and "How" together in an organic

way by providing “what” as building materials with basic frameworks and demonstrating “how” as blueprints. It is written with a sincere hope to provide a service to K-12 Chinese language teachers and learners everywhere.

这套书以“什么篇”提供建筑材料和框架，“怎么篇”做蓝图，两部分所反映的教学理念和思路，探索的教学设计和框架，分享的教学经验和技巧，力图将“教什么”和“怎么教”有机地结合起来。这不是一套语法理论的书，也不是一套教学法研究的书。而是为中小学汉语教学课堂提供的具体服务，是中小学汉语作为外国语教与学的参考、辅助与必备。

Fu, Haiyan, Ed. D.

傅海燕

简介

Introduction

What do we teach in our grades 6 to 12 Chinese language classrooms? How do we teach effectively? These are two important questions. “What” and “how” are integrated in the sense that “what” supports and supplements “how”, and “how” guides and implements “what”. This series intends to look at these two questions from a practical perspective classroom teacher’s point of view to share some wisdom and instructional tips. For the convenience of presentation, the series divides real 6-12 Chinese classroom practice into a “What” section and a “How” section. We begin with the section on “What” and followed with the section on “How”.

在我们的6~12年级的汉语课堂上,我们到底教什么、怎么教才更有效果?这是两个大而复杂的问题。在现实的课堂上,“教什么”和“怎么教”是一个整体。“教什么”是“怎么教”的框架和实体;“怎么教”引导并贯彻“教什么”。这套书试图从一个实际的角度,一个课堂教师的视角来探讨这两个问题。为了论述方便,将6~12年级汉语课堂教学的实际分成“教什么”和“怎么教”两个部分。先讨论“教什么”再讲“怎么教”。

The section “What: A Functional and Grammatical Walkthrough” provides a series of building blocks. Each block is structured with a topic to connect functional use with linguistic structures. Grammatical patterns are grouped according to functional use, and vocabulary is ordered by category and topic. The design and organization come from the following rationales:

- First, the ultimate purpose of language is communication, thus the starting point of language teaching and learning should be meaningful and functional.
- Second, grammatical patterns and vocabulary are fundamental to the construction of meaning. They are the organic part and substance of meaningful and functional communication.
- Thirdly, 6-12 graders are neither young children nor adults. They are adolescents. They are a special group of learners. Some of their learning characteristics are expressing individual identity and ideas, looking for patterns

and thinking analytically and critically.

Effective classroom teaching and learning must reflect, incorporate and facilitate these needs and learning styles of young learners.

这套书的什么篇：语用和语法走廊，介绍一系列的集装板块。每一个板块都是围绕一个话题将语言材料与语言功用串联在一起。也就是说，语言的语法结构是按语言的功用挑选组装在一起的。词汇是按话题和分类出现的。这样的设计与组织基于以下的理念：

首先，语言的使用目的是交流。语言教学的起点应是有意义和实用的。

其二，语法句型和词汇是表达语意的基本材料，是实际交流的有机组成和实质。

第三，6~12 年级的学生不是小孩子也非成人。他们是青少年。青少年是一组特殊的学习群体。表达自我与思想、搜寻概念模式、分析批判思考是他们学习的一些特点。

有效的课堂教学必须反映、包容、并支助学生的需求和学习风格。

The section aims at providing a service to 6-12 grades Chinese teachers (especially those new to the profession) with clear mapping, quick reference and supplementary materials for classroom teaching and learning.

这套书正是要为课堂教师特别是刚入行的教师服务。为课堂教与学提供清晰的路线图，一目了然地查阅资料和课堂用教材。

使用 说明

Users' Guide

A teacher, no matter what methods and textbooks are used for classroom instruction, needs to take two important steps when designing a lesson plan. First, knowing what to teach; having a clear picture or framework of the content of teaching and learning and a general mapping of specifics and details of the content; Second, knowing how to teach; considering the needs and characteristics of the learners, then applying practical ideas and strategies for instruction and activities.

一个教师，不管在课堂教学时用哪种教学法、用什么教科书，在设计教案时需要两个重要的步骤：其一是知道教什么。脑子里应该对教学内容有一个清楚的概念，对教学的种种细节有一个大致的规划；其二是明白怎么教。从学生的需求和特点出发想出课堂教学与活动的办法，拿出招数来。

A learner, from time to time, needs more materials and references for intensive and extended learning.

学生呢，时不时地总是需要更多的材料和资料用来强化和扩展学习内容。

The purpose of this Section is to meet these challenges.

本书什么篇的目的就是要面对这两方面的挑战。

Focusing on the first step “what,” we provide quick, easy, and practical content to be applied in the 6-12 Chinese classrooms. The content of teaching and learning is organized by topic, theme-based grammatical patterns, and categories of vocabulary.

针对“教和学什么”的问题，什么篇为6~12年级汉语课堂教学提供切实可行的教学内容。教学的内容是按题目编排的，按主题组织语法点、分类出词汇。

The second step is “how.” The sample unit designs map suggested teaching scope, sequence and content organization by themes. All unit designs and teaching tips are in Chapter Two.

“怎么教和学”这部分内容均在怎么篇里。在这部分里，介绍了十个主

题教学单元及教学参考建议，教与学的范围、步骤和内容都由主题连贯起来。

Intended Objectives 目标

1. To integrate content and context of language use;
2. To reveal vertical as well as horizontal connections between grammatical patterns and functions of language;
3. To make the content of teaching and learning more flexible and accessible for various and diverse classroom situations; and
4. To make reviewing, recycling and spiraling language materials for teaching and learning more convenient.

“什么篇”的设计构思的目的是：

1. 将语言使用的内涵和外延融会在一起；
2. 从而揭示语法与语用横向与纵向的联系；
3. 使教学内容更具灵活性，便利多样化的课堂教学；
4. 方便复习、重复和螺旋上升式地使用语言教学材料。

Format 编排

1. Topics are selected according to functional use of the language;
2. Teaching and learning foci and related cruxes are listed as a table of contents, and then demonstrated and explained in order under each topic;
3. Related grammatical patterns and vocabulary are listed under each topic; and
4. Cultural or other relevant notes, if any, are at the end of the topical section.

“什么篇”编排原则：

1. 题目按语用挑选；
2. 每个题目下的篇章的目录列出本章节的教学重点及相关的教学难点，依次示范与讲解；
3. 每一题目下列出相关的语法点及词汇表；
4. 有关文化或其他注释。