

# 名家讲坛

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## 汉语教与学必备： 教什么？怎么教？

简体

(下) 怎么篇：组织教学

Chinese Essentials:  
What and How (Volume Two)  
How: Designing Teaching (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。教师怎么才能做到「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。

◎ 汉 语 教 学 名 家 讲 坛 ◎

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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师、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。

## 致谢

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After 26 years of teaching Chinese to non-Chinese language speakers, I have accumulated some classroom experience that I wish to share with other teachers. However, I would never have thought about writing anything down if it was not for the encouragement and support of the following people.

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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刃而上。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有一个明确目的，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

# 使用说明

## Users' Guide

Volume Two concentrates on teaching design. It has two parts.

下册集中讨论教与学的设计。本册两篇。

Part I, *Teaching Tips — Best Practices*, focuses on practical teaching techniques and provides examples of effective experience in grades 6 ~ 12 middle and high school Chinese classrooms. It presents instructional strategies in question and answer format and demonstrates some learning activities by categories.

上篇：教学小诀窍——好经验。以两种形式介绍6~12年级中学汉语课堂教学行之有效的教学技巧与经验：课堂教学问与答，课堂教学活动案例。

Part II, *Thematic Unit Design*, provides users with an introduction to the rationales behind the thematic unit designs introduced in this book, a step-by-step unit design template and directions, a list of suggested units and 10 actual unit designs with possible variations. The content of teaching and learning in each unit links to Volume One of this series, *Functional and Grammatical Walk Through*, for easy, quick, and practical guidance.

下篇：主题教学单元的设计。包括主题教学单元的设计原理，教学单元设计步骤、模式与指导意见。并附有主题教学单元系列表，十个主题教学单元的具体设计，每一单元设计均包括三个等级教学的变量建议。每一教学单元的教学内容均与上册《什么篇：语用与语法走廊》的有关章节紧密相连，便于查阅。

### Intended Objectives 目标：

- To promote effective teaching and learning by sharing some instructional strategies and techniques applied in the classroom.
- 分享教学课堂策略与技巧以提高教与学的质量。
- To assist curriculum design and lesson planning by providing suggestions, step-by-step instructions and concrete examples.
- 提供具体教学建议、教学步骤和教学实例以辅助课程设计和教学安排。

## Format 编排:

Part I 上篇: Teaching Tips — Best Practices 教学小诀窍——好经验

Introduction 简介

20 Questions and Answers on Effective Language Teaching and Learning

有效教学问与答

Suggested Activities and Assignments 对课堂教学活动和作业的建议

Part II 下篇: Thematic Unit Design 主题教学单元的设计

Introduction 简介

Mapping of Themes and Topics 教学单元主题题目规划

List of Suggested Units 教学单元表

Unit Design 教学单元设计

## Application 使用:

Users, teachers, administrators, or parents may use this book to become familiar with the general picture of Chinese curriculum and the content of teaching and learning.

教师、教学行政管理人员或家长用这本书可以全面熟悉了解中小学汉语教学教程的覆盖面和系统性。

- Teachers may get quick references and assistance for instructional design and lesson planning.
- 任课教师可以快速查阅对课堂教学及备课有用的资料。
- Teachers may model or employ some of these strategies and techniques to enrich their classrooms.
- 任课教师可以示范和运用书中介绍的教学策略与技巧。
- Teachers may follow the principles advocated in this book and modify the given examples to create their own teaching techniques.
- 任课教师还可以遵照书中介绍的教学理念, 按照课堂实际, 模仿改变书中介绍的例子, 创造出自己的教学手段。

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