



中国国家汉办重点规划教材

汉语乐园

教师用书 1

刘富华 王 巍
周芮安 李冬梅 编著



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Chinese Paradise

—The Fun Way to Learn Chinese

Teacher's Book 1

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(京)新登字157号

图书在版编目(CIP)数据

汉语乐园教师用书. 1/ 刘富华,王巍,周芮安,李冬梅编著.

——北京: 北京语言大学出版社, 2005

ISBN 7-5619-1441-5

I. 汉…

II. ①刘…②王…③周…④李…

III. 汉语-对外汉语教学-教学参考资料

IV. H195.4

中国版本图书馆CIP数据核字(2005)第052657号



北京语言大学出版社

BEIJING LANGUAGE AND CULTURE
UNIVERSITY PRESS

书 名: 汉语乐园 教师用书 1

责任印制: 汪学发

出版发行: 北京语言大学出版社

社 址: 北京市海淀区学院路15号 邮政编码: 100083

网 址: www.blcup.com

电 话: 发行部 82303648/3591/3651

编辑部 82303647

读者服务部 82303653/3908

印 刷: 北京鑫丰华彩印有限公司

经 销: 全国新华书店

版 次: 2005年9月第1版 2005年9月第1次印刷

开 本: 889毫米×1194毫米 1/16 印张: 12.25 插表: 1

字 数: 182千字 印数: 1-2000

书 号: ISBN 7-5619-1441-5/H·05055

04900

凡有印装质量问题, 本社出版部负责调换。电话: 82303590

使用说明

《汉语乐园》是一套供英语国家10~12岁小学生使用的初级汉语选修课教材，包括：学生用书6册、活动手册6册、教师用书（中、英文）3册，共15册。

一、教学目标

1. 听懂并会说一些简单的汉语句子。
2. 学会唱一些中文儿童歌曲，并能背诵一些童谣和简单的诗歌。
3. 初步掌握汉字基本知识，如基本笔画、笔顺等，会写一些笔画简单的汉字。
4. 初步了解一点中国文化。

二、编写原则

1. 针对性和科学性原则

本教材针对英语国家小学生课堂上活泼好动、喜欢手工和做游戏等特点，将语言教学、文化介绍和游戏活动三者结合。其中语言教学是基础，文化介绍和游戏活动是两翼，目的是使学生在感性活动中了解汉语、了解中国。教材配有教师用书、CD和CD-ROM等多媒体教学资料，使教材具有多种教学手段。

语言点的编排和语言技能的训练遵循汉语作为第二语言的习得规律。课文、生词和语法点依照由浅入深、循序渐进的原则进行科学的分布和合理的复现；汉字、词语和句子教学则通过生动有趣的形式来





实现。使学生在轻松愉快的气氛中学习汉语，体现本教材“寓教于乐，寓学于乐”的编写理念。

2. 知识性和趣味性原则

以情景话题的编排为例，话题的选择既要考虑交际功能的实用性和语言教学的科学性，还要充分考虑少年儿童活泼好动、好奇心强的特点。为此，选择了一些常用的交际话题，如问候、寒暄、感谢、询问、邀请等；同时也选择了一些小学生感兴趣的话题，如旅游、娱乐、运动、动物等。

为适应小学生活泼好动的特点，学生用书和活动手册采用趣味性、需要亲手做的练习方式，如手工制作、不干胶贴画等，使语言文化知识的传授和有趣的游戏活动完美结合。

三、教学内容

1. 词汇教学

教材词汇量的确定参考了中国国家对外汉语教学领导小组办公室汉语水平考试部制订的《汉语水平词汇与汉字等级大纲》和澳大利亚等英语国家的小学汉语教学大纲，词汇总量约500个，其中学生用书中的生词为必记词，教师用书中还有若干补充词，配有拼音和英文翻译。

2. 汉字教学

对英语国家的学生来说，汉字是学习的难点。为了克服学生对汉字的畏难情绪，教材做了如下设计：

(1) 汉字教学的目标在于培养学生对汉字的兴趣，不要求会写每个汉字，学生能够认读简单汉字，并初步了解汉字的书写规则即可。

(2) 学生用书从每课中选取一两个汉字(以象形文字为主)，以图画方式让学生了解汉字的起源和演变，帮助学生认读汉字。

(3) 活动手册以剪、贴、画、涂色、添笔画等多种形式练习汉字，避免了写汉字的枯燥和乏味。

(4) 学生用书配有图文并茂的词语卡片，帮助教师讲解汉字。

3. 拼音教学

声调配图和拼音背景插图设计是本教材的特色之一，拼音教学中

还穿插了一些童谣、古诗、绕口令，都是为了使拼音教学生动有趣。

对汉语中的语流音变，本教材按实际读音标调，具体说明见教师用书后的“关于《汉语拼音方案》”。

4. 语法教学

根据话题，选取基本句型和其他语法点40余个，教师用书对每个语法点都进行了详细的讲解。鉴于学生的接受能力，本教材不建议教师在课堂上讲授语法，语言点讲解仅供教师参考。

5. 文化教学

结合语言教学，选取了小学生感兴趣的中国文化内容，如武术、节日、动物等，使学生对中国的自然地理、历史文化和社会生活有一个初步的了解，调动他们学习汉语的积极性。

6. 游戏活动

本教材在每课的最后设计了一些具有中国文化特点的游戏活动，如踢毽子、学中国功夫等传统的体育活动以及包饺子、剪纸、做风筝等传统的文化活动。

四、教材体例

(一) 学生用书3个级别，6册，每个级别12课。体例如下：

1. Can you say?

包括两个部分：情景会话和生词，生词与情景会话中同一颜色的词语可作替换练习。

2. Can you try?

这是一个互动游戏，让学生和老师一起以游戏方式操练“Can you say?”中的句型和生词。

3. Do you know?

这部分是文化内容，插图中有对本课文化内容的简要说明，通常还包括一个问题，学生会在教师的讲解中找到问题的答案。

4. Learn to read.

在学生用书1中，这部分是汉语拼音；在学生用书2和学生用书3中，这部分是歌谣、古诗、谜语或者绕口令。





5. Let's talk.

这部分是可供学生表演的小对话，只在学生用书3中出现，用来复习已经学过的内容。

6. Learn to write.

这部分是汉字学习。学生用书1和学生用书2每课讲解一个汉字（少数课讲两个汉字），学生用书3平均每课讲解两至三个汉字。

7. Let's do it.

这部分是游戏活动，其中编排了简单有趣的中国传统游戏和手工制作，大部分活动与本课的语言教学内容和文化内容相结合。

8. Let's sing.

中文歌曲，一般编排在每个单元的第二课后边。

9. Story time

这部分是讲故事，编排在每个单元的第二课后边。以连环画的形式帮助学生复习以前学过的内容，同时也会出现一些新的句子，但不要求学生掌握。

10. Review

每三个单元后有一个复习页，以不干胶贴画的形式帮助学生复习这三个单元的主要句型。

此外，学生用书后边附有生词表。

（二）活动手册

这是本教材的练习用书，与学生用书相配套，3个级别共6册，每个级别12课，每课包括6~8道练习题，第3级别中还增加了一个家庭作业。每课的练习包括语音、汉字、词语、会话四个环节，活动手册后边附有与练习配套的不干胶贴画、描字练习。

（三）教师用书

教师用书共3册，书后附有奖励小彩贴，彩贴上是有趣的中国卡通动物造型，供教师上课时奖励学生使用。

除上述内容外，本教材还包括如下一些教学附件：

1. 教学备品。内有与教材内容配套的美猴王面具、风筝、跳绳、毽子、剪纸、中国结、中国地图等7种具有中国文化特色的小物件。每册书学完后，作为奖励，获得小彩贴最多的学生可以得到其中的一个礼物。
2. CD。
3. CD-ROM。
4. 字母卡片。
5. 词语卡片。
6. 教学挂图。

五、教学时间分配

针对英语国家小学汉语教学课时总量少，各学校授课课时不一的情况，本教材在内容编排上体现了机动灵活的特点。课时少的学校可适当减少游戏活动；课时多的学校，可利用教师用书及配套的教学附件多组织一些活动。

具体教学时间如下：

1级 适用于小学4年級的汉语教学，每课需用约4学时。

2级 适用于小学5年級的汉语教学，每课需用约5学时。

3级 适用于小学6年級的汉语教学，每课需用约6学时。

希望《汉语乐园》成为您汉语教学的好帮手！

在教材编写的过程中，鲁健骥、李晓琪、罗青松、朱志平、张健民、刘晓雨等国内高校专家对教材的样课和定稿进行了审定，提出了许多宝贵的意见和建议，在此一并表示感谢。

编者



Introduction

Chinese Paradise is a series of textbooks for an elective course of elementary Chinese for children of 10 to 12 years of age in English-speaking countries. There are 15 volumes altogether: 6 volumes of Student's Book, 6 volumes of Workbook, 3 volumes of Teacher's Book both in Chinese and in English.

I. Teaching objectives

Students will:

1. be able to understand and speak some simple Chinese sentences;
2. be able to sing some Chinese children songs and recite children rhymes and simple poems;
3. acquire some basic knowledge of Chinese characters, such as the basic strokes and stroke order, and be able to write some simple Chinese characters;
4. gain a preliminary understanding of some of the Chinese culture.

II. Principles of compiling

1. Learner-oriented with scientific arrangement of the contents

Language teaching is integrated with presentation of cultural information and games and hands-on activities in view of some special characteristics of children in English-speaking countries, such as being lively, enjoying moving around in class, and being interested in making handicrafts and playing games. In order for students to learn Chinese and understand China through perceptual activities, language teaching is treated as the foundation while cultural information and games and hands-on activities as the supplements. Multi-media teaching resources such as Teacher's Book, audio cassettes, CDs and CD-ROMs are accompanied with the textbooks catering to the need for different teaching means.

Teaching of the language points and training of the language skills are arranged in accordance with the rules of Chinese acquisition as a second language. The text, vocabulary and grammar are taught in a scientific, rational and progressive way. Teaching of Chinese characters, words and expressions and sentences are conducted through lively and interesting activities. In brief, students learn Chinese in an enjoyable and relaxing atmosphere, which well represents the compiling principles of this series—teaching by pleasurable means and learning in entertainment.

2. Presenting knowledge of interest to children

Taking the arrangement of the topics for situational dialogues as an example, the selection of the topics is based on their practical application in communication and scientific methods of language teaching, as well as some special characteristics of children, such as liveliness and curiosity. Some common communicative topics selected include greeting, expression of thanks, inquiry and invitation etc., and other topics favored by children, such as travel, entertainment, sports and pets etc.

In view of the liveliness of children, entertaining and hands-on activities are provided in the Student's Book and Workbook, for example, making handicrafts and stick-up pictures etc. Thus, the integration of language teaching, cultural introduction and game playing has been achieved.

III. Contents of teaching

1. Teaching of vocabulary

The decision on the quantity of the vocabulary included in this elementary course was made in consultation with *HSK Guidelines for Chinese Words and Characters* developed by the Department of Chinese Proficiency Test (HSK), China's National Office for Teaching Chinese as a Foreign Language (NOTCFL) and the syllabus of the Chinese language for primary schools in English-speaking countries such as Australia and so on. The total number of words is about five hundred (500). Those words listed in the Student's Book are required ones, while the rest of them presented in

the Teacher's Book with *pinyin* and English translation are supplementary ones.

2. Teaching of Chinese characters

Learning Chinese characters is difficult for students of English-speaking countries. In order to help students overcome the difficulty in learning Chinese characters, this course has made the following arrangements:

- (1) The aim of teaching Chinese characters is to help students develop an interest in Chinese characters. Students are not required to write every Chinese character. It is sufficient for them to be able to recognize and read simple Chinese characters and have a preliminary understanding of the rules of character writing.
- (2) One or two Chinese characters (mainly the pictographic characters) are chosen from each lesson in the Student's Book to help students understand the origin and evolution of Chinese characters and recognize and read them with the help of pictures.
- (3) In the Workbook, various activities to practise Chinese characters, for instance, cutting, sticking up, and coloring characters and adding strokes etc., are designed to avoid the dullness and tediousness in practising writing Chinese characters.
- (4) A set of cards of Chinese characters with pictures is available in the Student's Book to help the teacher explain the Chinese characters.

3. Teaching of *pinyin*

Two special features of this series is the tone illustrations and the alphabets of *pinyin* presented with the color cartoon animals. Some nursery rhymes, ancient poems and tongue twisters are supplied to make the teaching of *pinyin* interesting and entertaining. The tones actually used in daily conversations are marked to show the alternation of tones in the flow of

the language. Specific information can be found in The Scheme for the Chinese Phonetic Alphabet attached to the Teacher's Book.

4. Teaching of grammar

More than forty basic sentence patterns and grammar points are selected based on the topics in the Teacher's Book. Detailed descriptions are given to each grammar point. In view of the receptive ability of children, the part of grammar in this course is only prepared for teacher's reference and need not be explained in class.

5. Introduction to culture

To facilitate language teaching, some information on the Chinese culture interested by children, such as *wushu*, holidays and animals etc., are provided. The information also helps students gain a preliminary understanding of the Chinese physical geography, social life, history and culture and enhance their enthusiasm to learn Chinese.

6. Games and hands-on activities

Some games and hands-on activities of Chinese cultural characteristics are designed and presented in the last section of each lesson of the textbook, for example, kicking shuttlecocks, practicing Chinese *Kung fu*, making dumplings, and making paper-cuts and kites etc.

IV. Stylistic rules and layout

1. There are 6 volumes of Student's Book at 3 levels, each of which consists of twelve lessons. Stylistic rules and layout are as follows:

- 1) Can you say?

It includes two parts: a situational dialogue and new words. New words that are of the same color as the words and expressions in the dialogue can be used in substitution exercise.

2) Can you try?

This is an interactive game which helps students practise with the teacher the sentence patterns and the new words in “Can you say?” by means of a game.

3) Do you know?

This is the part of cultural introduction, in which illustrations of the Chinese culture are presented with a brief introduction. A question is usually included also, and students can find the answer to the question in the teacher’s explanation.

4) Learn to read.

It is the part of Chinese *pinyin* in Volume 1 of Student’s Book, and that of nursery rhymes, ancient poems, riddles and tongue twisters in Volume 2 and Volume 3.

5) Let’s talk.

It is a short dialogue presented only in Volume 3 of Student’s Book, which can be performed by students to review the lesson.

6) Learn to write.

This is for practising Chinese characters. In Volume 1 and Volume 2 of Student’s Book detailed explanation about a Chinese character (two characters in some lessons) is given in each lesson, while in Volume 3 two or three Chinese characters are taught in each lesson.

7) Let’s do it.

This is the game or hands-on activity. Simple and interesting Chinese traditional games and hands-on activities such as making handicrafts are provided. Most of these games and activities are related to the language teaching and cultural information given in this lesson.

8) Let’s sing.

Chinese songs are usually supplied in the latter part of the second lesson of each unit.

9) Story time

A story can be found in the latter part of the second lesson of each unit. Comic strips are used to help students review the learned lessons. Students may come across some new sentences in this part, but they are not required to master them.

10) Review

In the final part of every three units a review page with stickers is presented to help students review the main sentence patterns of these three units. Furthermore, a list of vocabulary is attached to the Student's Book.

2. Workbook

Workbook, an exercise book of *Chinese Paradise*, is accompanied with the Student's Book. There are altogether 6 volumes of 3 levels. Each volume consists of 12 lessons and each lesson contains 6 – 8 exercise problems. Besides, an additional exercise is provided as homework in the Workbook of level 3. Exercises of each lesson are divided into four sections: *Pinyin*, Chinese Characters, Words and Expressions, and Dialogue. Furthermore, sticker pages and exercises of tracing the characters are attached to each Workbook.

3. Teacher's Book

There are altogether 3 volumes of Teacher's Book both in Chinese and in English. Color stickers are attached to the back of each volume for the teacher to reward students.

Apart from all mentioned above the following teaching accessories are also available:

- 1) A pack of teaching aids which include small items of Chinese cultural characteristics and related to teaching, for instance, a mask of the Handsome Monkey King, a kite, a skipping rope, a shuttlecock, paper-cuts, and a Chinese knot etc. After the instruction of each book is completed the student with the most color stickers can be given a present from the package as a reward.
- 2) CD.
- 3) CD-ROM.
- 4) Cards of Chinese alphabets.
- 5) Cards of words and expressions.
- 6) Wall pictures.

V. Allocation of time for teaching

The arrangement of the contents in this series allows for flexibility in view of the fact that there are not sufficient number of class hours for Chinese teaching in English speaking countries and different number of class hours are allocated to Chinese teaching in different schools. Schools with fewer number of class hours may skip some games and hands-on activities, while schools with more can provide more activities by using the Teacher's Book and the supplementary materials accompanied with it.

The suggested number of class hours allocated to teaching of each volume is as follows:

Volume 1: suitable for 4th graders with four class hours for each lesson;

Volume 2: suitable for 5th graders with five class hours for each lesson;

Volume 3: suitable for 6th graders with six class hours for each lesson.

We hope you will find *Chinese Paradise* helpful in your Chinese teaching.

The compilers

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