

# 跟我学汉语

LEARN CHINESE WITH ME



## 教师用书

第一册

TEACHER'S BOOK 1

主编 ◇ 陈 纮 朱志平  
编者 ◇ 朱志平 徐彩华  
 姜 毅 宋志明  
 陈 纮

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第一册

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(联系地址: 北京市海淀区中关村南大街 17 号院 1 号楼 邮编: 100081)

## 教材项目规划小组

严美华 姜明宝 张少春  
岑建君 崔邦焱 宋秋玲  
赵国成 宋永波 郭 鹏

**主 编** 陈 纮 朱志平  
**编写人员** 朱志平 徐彩华 娄 毅  
宋志明 陈 纮  
**英文翻译** 李长英

**责任编辑** 施 歌  
**审 稿** 王本华 吕 达

**封面设计** 张立衍  
**插图制作** 北京天辰文化艺术传播有限公司

## 致 教 师

您好！感谢您选择使用《跟我学汉语》。

《跟我学汉语》是一套专为中学生设计的汉语教材。

中学生正处在身体、思想等各方面从儿童向成人发展的过渡时期。这个时期的学生对新知识充满好奇，但是志向尚未确定。因此，这个阶段的教育应该以培养兴趣为主，语言教育也是这样。《跟我学汉语》这套教材正是基于这个主导思想来确定它的编写原则和基本体例的。

我们全体编者都是汉语作为第二语言教学的第一线的教师。在编写这套教材的过程中，我们始终努力从自己亲身进行教学的角度去设计教材、安排内容。但是，我们对于海外中学生的日常生活和性格特征的了解毕竟还很有限，而且，在教材编写的前期调研中我们也认识到，目前国内的汉语第二语言教学与海外第二语言教学，特别是中学汉语教学，在教学理念和教学思想上还存在一定差异。不过我们相信，在多元文化交流频繁的21世纪，我们必能在与海外同行的交流与理解中来缩小这种差异。因此，我们衷心地希望并欢迎您提出宝贵的意见，为这套教材的进一步修订，也为我们共同为之努力的汉语教学事业。

下面我们就向您介绍《跟我学汉语》，请您在使用以前仔细阅读这套教材的编写原则和基本体例，以便您能全面了解这套教材，充分运用我们向您提供的全部参考资料。

编者

2003年6月



## To the Teachers

Hello, thank you for using *Learn Chinese with Me*.

*Learn Chinese with Me* is a set of textbooks designed especially for high school students.

During high school students develop from adolescence to adulthood and are keen to learn but have yet to set their goals in life. Their education, including language training, should therefore focus on fostering their interests. The style and content of *Learn Chinese with Me* were compiled on this principle.

All the contributors are first-line teachers of teaching Chinese as a second language and the textbooks have always been compiled with the teaching of the students in mind. Due to differences in culture, there are however some differences between teaching Chinese as a second language in China and teaching Chinese as a second language abroad, especially at high school level, in terms of teaching concept and ideology. The research we conducted before compiling these textbooks proved the existence of such differences. Nevertheless, we are still convinced that in a century where various cultures are intermingling with each other, we can bridge the gap through mutual understanding and exchange of ideas with our overseas counterparts. Thus, we sincerely welcome any suggestions for the improvement of this series of textbooks and the cause of teaching Chinese we have both been endeavouring at.

Now we would like to introduce you to *Learn Chinese with Me*. Please read the compiling principles and the stylistic rules carefully first so that you have an overall understanding of this series of textbooks and will be able to use all the reference materials provided.

The compilers

June 2003

# 《跟我学汉语》编写说明

## 一 教材的适用对象

《跟我学汉语》是一套专为中学生设计的教材，使用对象主要是以英语为母语的中学生（或年龄在15~18岁的以汉语为第二语言的学习者），适用于北美地区中学汉语教学，可供9~12年级使用。水平从零起点至初、中级阶段，1~4册学生用书涉及汉语词汇约2000个。

## 二 教材包括的内容

《跟我学汉语》全套教材共12本（含有与学生用书相配套的语音听力材料），包括：9年级（零起点）学生用书（第一册），以及配套的教师用书、练习册各一本；10年级学生用书（第二册），以及配套的教师用书、练习册各一本；11年级学生用书（第三册），以及配套的教师用书、练习册各一本；12年级学生用书（第四册），以及配套的教师用书、练习册各一本。

## 三 教材编写原则

### 1. 总体设计原则

内容安排自然、有趣，符合第二语言学习规律。框架设计采用结构与功能相结合的原则，语言知识通过一定的话题体现在语言交际中。给学生的语言材料生动有趣，符合一定的交际功能的需要。不单纯追求汉语知识的系统和完整，但给教师的参考资料力求知识系统，丰富翔实。

### 2. 语法结构和表达功能

这套教材以零为起点，终点接近中级汉语水平。结合基本的日常生活不同表达功能的需要，教材将初级汉语水平阶段所涉及的句型和语法点根据话题的需要加以安排。语法点出现的顺序除了考虑功能的需要以外，还兼顾了汉语结构的难易，同时尽量吸收了当前汉语作为第二语言习得研究特别是对以英语为母语的汉语习得研



究的最新成果。

### 3. 语言材料的编排和词汇呈现的方式

为了适应中学阶段活泼好动的年龄特征,《跟我学汉语》尽量采用中学生熟悉并喜爱的话题,以话题为线索来编排语言材料。2001年编者在北美地区对两个城市的中学生进行了“你感兴趣的话题”的民意调查,这套教材的话题即是从500多份调查材料中精心筛选出来的,既吸收了中学生的意见,也符合日常交际的需要。我们根据交际的需要和第二语言习得的规律安排话题的顺序,使学生能自然、直接地接触真实生活中的汉语。

《跟我学汉语》词汇的呈现分两部分:必学词和补充词。“必学词”是表达某个交际功能所必需的和在课文中要涉及到的词汇,这部分词汇在每一课中呈现的数量是根据学生在一定时间内所能掌握的词汇数量来确定的,并分别列入生词表和课本后的词汇总表,解释比较详尽,教师应当在学完每一课以后了解并确定学生是否已经基本掌握这些词;“补充词”是帮助学生理解、运用某个功能或进行替换、扩展练习时用的词汇,带有英语翻译,这些词汇可以根据学生的语言基础和学习进度由学生自己吸收,或由教师机动安排。

### 4. 课文故事背景和上下文语境

该教材的使用地是学生的母语地区,鉴于学生不一定有机会直接在日常生活中接触到汉语,《跟我学汉语》的课文在设计时充分考虑到了课文内容的情景性和上下文语境的具体性。教师在帮助学生使用时应当注意到这一点,以便学生能对课文中所介绍的语言功能充分理解,并能举一反三,学会运用。

### 5. 关于“导入”

“导入”(Look and Say)在《跟我学汉语》各册课本中均占有相当重要的地位,主要和交际密切相关。“单元导入”应当看做这个单元内容的一个基本介绍,它可以帮助教师引导学生熟悉将要学习的内容,产生学习兴趣。因此,它是教学过程中一个重要的环节,不可以忽略,教师要安排出一定的时间来完成“导入”这一任务。“单元导入”至少应占一节课的时间,每一课的“导入”应占全课学习时间的五分之一。

### 6. 文化内容的设定

语言是文化的载体,文化是语言得以理解的基本前提。语言教材不可避免地要

反映相应的文化，这也是语言教材义不容辞的责任。鉴于《跟我学汉语》这套教材的使用地是学生的母语地区，尊重大多数海外中学教师的意见，《跟我学汉语》中人物的生活背景尽量不安排在中国大陆，以免给学生带来较大的文化障碍。因此，这套教材的文化分三层提供给教师和学生：第一层在课文中通过人物对话来营造文化氛围，介绍相关文化；第二层在课文外通过语音、文字等练习材料加以介绍；第三层通过教师用书的备用资料来丰富文化内容。教师可以根据课时的弹性程度来安排。比如，在时间和学生水平允许的条件下，语音练习材料既可以作为练音使用，也可以作为一定的文化知识向学生介绍。

#### 7. 语音的特殊设计

《跟我学汉语》采用注音的方式给课文标音。在汉语中有语流变调，即一个音节的声调单读时是一个调，在语流中可能变成另一个调。按照汉语拼音方案，在词典和教材中，一般只标本调，在语流中则要按照实际读音来读。第三声变调和“一”“不”的变调就是如此。鉴于以英语为母语的学生的学习声调的困难，这套教材对日常生活中最常出现的两个“变调”现象——“一”和“不”的变调，采取了变通的标注方法，即按实际读音标调。至于第三声变调则标本调，请教学时注意。关于“一”“不”和第三声的变调规律，请详细参考该教材第一册教师用书的“汉语拼音方案”部分。

### 四 汉语教学法建议

语言教学法的实施不仅和语言教学的目的、对象相关，也和所教语言的特点有着密切的关系。对于英语为母语的学生来说，汉语的难点主要表现在两个方面，一个是语音系统中的声调，一个是书写系统的汉字。从这两个难点出发，我们提出两个教学法的原则：（1）语音阶段相对集中，重点放在让学生建立起声调的概念；（2）先学习说话，后读课文；先学词汇，后认汉字；先认字，后写字。

#### 五 如何使用《跟我学汉语》介绍的汉字知识

认字要从结构出发，写字要从笔画入手。我们希望教师将“先认字，后写字”这个原则贯彻始终。您可以根据教师用书在每一课的参考资料中所介绍的文字知识，先引导学生了解汉字结构，然后再引导学生认字、写字。

#### 六 《跟我学汉语》各册学生用书及其和教师用书、学生练习册之间的相互关系

从纵向看，《跟我学汉语》1~4册学生用书的编排特点是：在相邻两册之间，功



能与知识点在水平上呈螺旋式循环上升，并略有交叉，使学生在学习中循序渐进。第一、二两册的编排是结构与功能在一定话题下相结合；第三、四两册则是以功能为主，兼顾语言点的安排。在功能方面，第一、二册重视口语的单句表达，第三、四册逐渐将学生引入口语的成段表达和阅读能力的提高。对以汉语为第二语言的学习者来说，阅读也应当视为一项交际任务——与作者进行思想交流。

从横向看，学生用书是核心，教师用书和学生练习册作为辅佐。结合中学生活泼好动的特点，《跟我学汉语》在学生用书中尽量不安排语法结构的说解，以避免引起学习焦虑，导致学生失去学习兴趣。但是在教师用书中则有较为详尽的解释以及相关的补充材料，教师应该相机引导学生了解。

### 七 关于《跟我学汉语》课本容量的说明

《跟我学汉语》教材容量的设计考虑到各个中学学时不一（大部分在110~150小时/年不等），内容安排有一定的弹性。学时少的学校可以仅就学生用书的内容进行学习，课时多的学校可以将教师用书中所提供的资料、活动以及练习册的一部分作为课堂教学使用。

每一册学生用书共分六个单元以适应各种不同学制。随着年级的上升，各册中每一单元的课数则随每课内容含量的增加相应减少。

第一册每单元6课，共36课，每一课需用时间约4小时。

第二册每单元5课，共30课，每一课需用时间约5小时。

第三册每单元4课，共24课，每一课需用时间约6小时。

第四册每单元3课，共18课，每一课需用时间约7小时。

### 八 关于《跟我学汉语》学生练习册

在学生练习册中，我们选编了若干练习题与学生用书的每一课相配套，以帮助学生更好地掌握所学内容。每一课均有6~8道练习题，随课本程度的加深而变化形式，有一定的趣味性，可以作为学生自学的材料，也可供教师选作课堂练习。

### 九 关于《跟我学汉语》教师用书

教师用书主要向教师介绍学生用书每一单元以及每一课的内容、编写思想，提供与之相配套的可用于教学的补充内容和教学策略、语言评估策略等等。教师用书共分六个部分：

1. 教学目的——提示学习这一课应该达到的目标；
2. 教学要点——介绍学生应该掌握的主要内容；
3. 教学内容——解释教材的内容安排；
4. 使用指南——提示课时和训练策略；
5. 参考资料——与课文相关的语言文化知识，包括可用于补充的教学内容；
6. 语言测评——提供教师可用的考查或考试方法。每一单元结束时，将设书面测试题若干，供教师选择。

#### **十 如何使用教师用书中的语法资料**

为了方便教师教学，在教师用书的“参考资料”中，我们依照每一课的语言要点，向教师提供更详尽的相关语法说明，即“课文注释与语法说明”。教师可以根据教学的实际需要选择使用，不必把它们全都搬进课堂。请注意不要把这部分内容与“教学内容”中的“语言要点”混淆起来，后者是教学内容的提示。

## **Instructions to *Learn Chinese with Me***

### **I. The users**

*Learn Chinese with Me* is a series of textbooks designed for high school students. It is mainly targeted at high school students (or teenagers aged between 15 and 18 learning Chinese as a second language) whose mother tongue is English, and at teaching Chinese to 9-12 grades in high schools in North America. The series is designed for the teaching of Chinese from beginner to intermediate level and about 2 000 Chinese words are included in the 4 Student's Books.

### **II. Course components**

The entire series of *Learn Chinese with Me* is composed of 12 books, including the phonetic and listening materials supplemented to the Student's Books.

For Grade 9 (beginners), Student's Book 1, Teacher's Book 1 and Workbook 1 supplemented to Student's Book 1;

For Grade 10, Student's Book 2, Teacher's Book 2 and Workbook 2 supplemented to Student's Book 2;

For Grade 11, Student's Book 3, Teacher's Book 3 and Workbook 3 supplemented to Student's Book 3;

For Grade 12, Student's Book 4, Teacher's Book 4 and Workbook 4 supplemented to Student's Book 4.

### **III. Compiling principles**

#### **1. Principles for overall design**

The content is natural and interesting and arranged in accordance with the rules of learning a second language. The framework combined both structures and functions, and the language points are presented via situational topics. The language materials provided for the students are lively and interesting and meet their communicative needs. Although the textbook itself does not lay emphasis on Chinese grammar, the reference materials offered to teachers try to be systematic and sufficient.

## **2. Grammatical structures and functional usages**

This series of textbooks take the students from beginner to intermediate level. To cope with the general needs of conducting daily communication, the textbooks present students with sentence patterns and grammar at the elementary level in situational topics. Besides the consideration given to functional usages, the order in which the grammar is organized is based on the latest research on acquiring Chinese as a second language, especially the acquisition of Chinese by English-speakers.

## **3. Ways of organizing the language materials and of presenting the vocabulary**

Keeping in mind the lively and restless characters of high school students, we have tried to adopt the topics which are familiar and interesting to them and to arrange the language materials in a topical order. In 2001, we conducted a survey among high school students in two North American cities on “Topics That You’re Interested in”, and the topics in this series of textbooks have been carefully selected from this survey of over 500 questionnaires. They not only take into consideration high school students’ interests, but also meet the demands of daily communication. These topics are ordered according to the communicative needs and in the sequence of second language acquisition so that the students can approach Chinese in actual life naturally.

The vocabulary in *Learn Chinese with Me* is presented in two types: compulsory words and supplementary words. Compulsory words are those that are necessary for certain communicative functions and those that have appeared in the text. The number of this type of vocabulary in each lesson is decided according to the number of words a student can master within a period of time. Such vocabulary can be found both in the word list at the end of each lesson and in the general vocabulary list at the end of each book with detailed and complete explanations. The teacher should make sure that the students have basically mastered these words after concluding each lesson. Supplementary words are those that can help students understand and utilize certain function or do word substitution and word expanding exercises. English translation is provided for this type of vocabulary. Students themselves can decide how many of

these words they learn according to their level of Chinese and studying progress, or the teacher can arrange them flexibly.

#### **4. Text background and context**

In view of the fact that the students may not have the chance to be directly in touch with Chinese in their daily lives since they live in an area where their mother tongue is spoken, *Learn Chinese with Me* employs many actual situations and specific contexts in its texts. The teacher should remind the students of this when helping them use the book, and thus the students can have a thorough understanding of the functions introduced in the text and will be able to use them properly.

#### **5. About “Look and Say”**

“Look and Say” plays an important part in each of the books of *Learn Chinese with Me*, and it is closely connected with communicative functions. “Look and Say” is a general introduction to each unit. It can help the teacher familiarize the students with the content they are going to learn and thus arouse their interest. Therefore, it is a key link in the teaching process and should not be ignored. The teacher must spare some time to cover this part, which should take at least one class hour. The “Look and Say” in each lesson should take up 1/5<sup>th</sup> of the total time for learning that lesson.

#### **6. The cultural content**

Language is the carrier of culture, and culture is the precondition for a language to be understood. Language books have inevitably to reflect relevant culture, which is an unshrinkable duty. Because *Learn Chinese with Me* is to be applied to an area where the students’ mother tongue is spoken, on the advice of overseas high school teachers, the living conditions of the characters in *Learn Chinese with Me* are not placed in Mainland China to avoid possible cultural barriers. The cultural content involved in *Learn Chinese with Me* is provided for the teacher and the students in 3 layers: the 1<sup>st</sup> layer is what is created and introduced in the text via the characters’ conversation; the 2<sup>nd</sup> layer is indirectly presented outside the text via exercises on phonetics and Chinese characters; and the 3<sup>rd</sup> layer is what is enriched via the

supplementary materials in the Teacher's Book. The teacher can manage the cultural content according to the flexibility of class hours. For instance, provided the time and students' competence, the phonetic exercise materials can be both used for pronunciation practice and introduced to students as a kind of cultural knowledge.

### **7. The special approach to phonetics**

*Learn Chinese with Me* employs a phonetic notation system to phoneticize the texts. There are tonal changes in the speech flow of Chinese, that is, the tone of a syllable in speech flow may be different from that if the syllable were said by itself. According to the Scheme for the Chinese Phonetic Alphabet, used in dictionaries and textbooks, words with tonal changes are only marked in their original tones but read in the changed tones when spoken. The tonal changes of the 3rd (the falling and rising) tone, “一” (one) and “不” (used for negation) are just such cases. Having taken into consideration the difficulty English-speaking students may encounter when learning the Chinese tones, we have adopted an adapted way of marking the two most common tonal changes in daily life, that is, the tonal changes of “一” and “不”. In *Learn Chinese with Me* “一” and “不” are marked with the changed tones, that is the actual tones for reading. For the 3rd tone, only the original tone is provided, which therefore requires the teacher's attention when teaching. As to the rules for the tonal changes of “一” “不” and the 3rd tone, please refer to the section about the Scheme for Chinese Phonetic Alphabet in the Teacher's Book 1.

### **IV. Chinese teaching approach and methodology**

The implementation of language teaching methodology is not only related to the teaching objectives and subjects, but to the characteristics of the language being taught. For students whose mother tongue is English, the difficulties of Chinese lie in two areas: one is the tones of its phonetic system; the other is the characters of its writing system. To cope with the two difficulties, therefore, we proposed two principles for Chinese teaching:

- ① Intensive training should be given at the phonetic stage, focusing on helping



students establish the concept of tones;

② Talking comes before text reading; vocabulary learning comes before character identification; character identification comes before character writing.

#### **V. How to introduce the character knowledge in *Learn Chinese with Me***

Character recognition begins with character structures; character writing starts from character strokes. We hope that the teacher can always bear in mind the principle that “character recognition comes before character writing”. The teacher can guide students to learn about the Chinese character structure first and then teach them how to write characters by referring to the character knowledge introduced at the end of each lesson in the Teacher’s Book.

#### **VI. The relationship between the components of *Learn Chinese with Me***

As a series, Books 1-4 of *Learn Chinese with Me* possess the following features: The functions and language points in the two neighbouring books are advanced in spiral cycles that sometimes overlap so as to enable the students to learn the knowledge step by step. The grammar structures and functions in Books 1 and 2 are combined together under a certain topic. Books 3 and 4 focus on functional usages while maintaining language points.

With regard to functional usages, Books 1 and 2 focus on spoken expression of single sentences; Books 3 and 4 are aimed at equipping the students with speaking abilities to express themselves in a set of sentences and improving their reading abilities. For students learning Chinese as a second language, reading should also be treated as a communicative task — an interaction of mind with the author.

The Student’s Book is the core to the series, and the Teacher’s Book and Workbook are supplementary to it. Because high school students possess a lively and restless temperament, the Student’s Book of *Learn Chinese with Me* tries not to involve grammar instructions to avoid learning anxiety which may cause students to lose their interest in learning Chinese. However, the Teacher’s Book offers detailed explanations and relevant supplementary materials, which the teacher can illustrate to students