

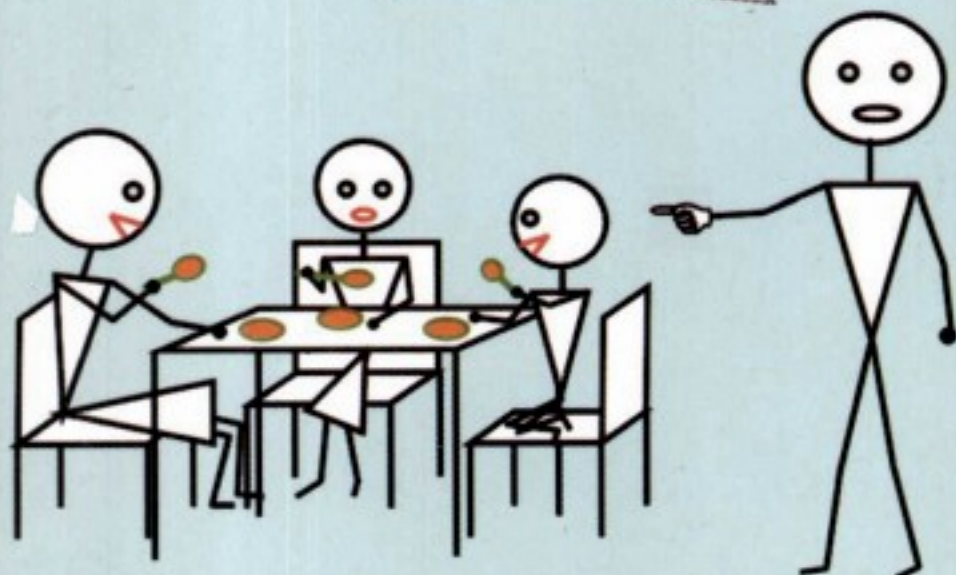
让外语像母语一样在不知不觉中获得

# 英语母语图解教程

## 第一册

8-88.

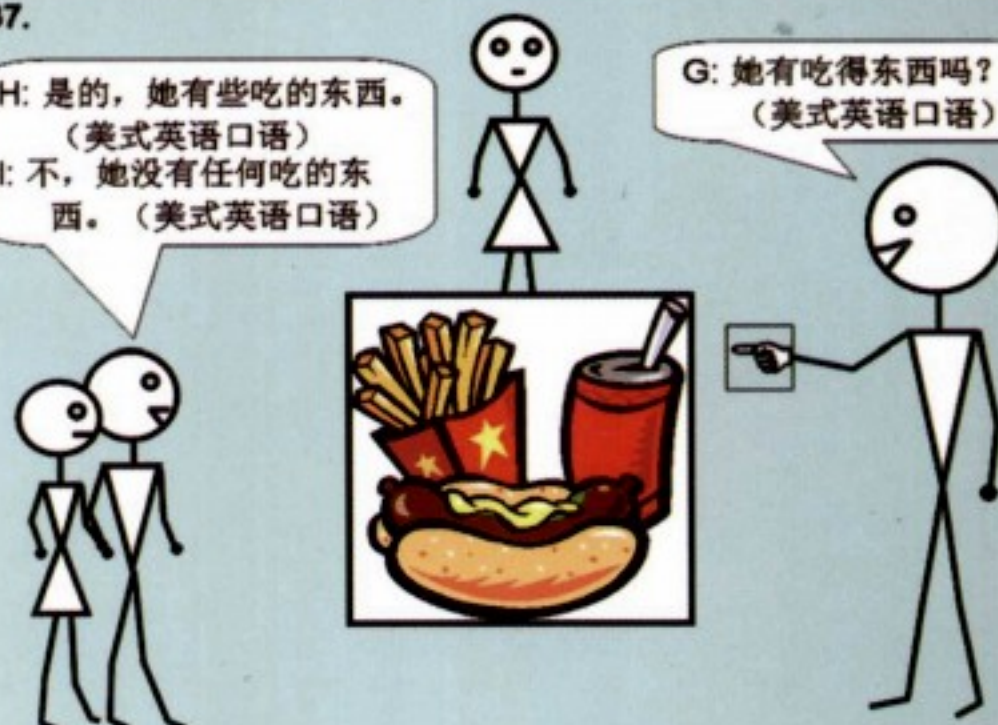
F: 他们正在吃饭。  
G: 他们正享受着快乐时光。



10-37.

H: 是的, 她有些吃的东西。  
(美式英语口语)  
I: 不, 她没有任何吃的东西。  
(美式英语口语)

G: 她有吃得东西吗?  
(美式英语口语)



9-33.

C6: 我们彼此一直没有沟通将近三年了。

B3: 最近我已经感觉好些了。



7-9.

A: 一年有四个季节。  
B: 这儿有季节的名称: 春季、夏季、秋季和冬季。



吴茂明 著

黑龙江人民出版社



# 英语母语图解教程

让外语像母语一样在不知不觉中获得

## 第一册

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English Course of Mother Tongue Teaching Method Through Pictures

吴茂明 著

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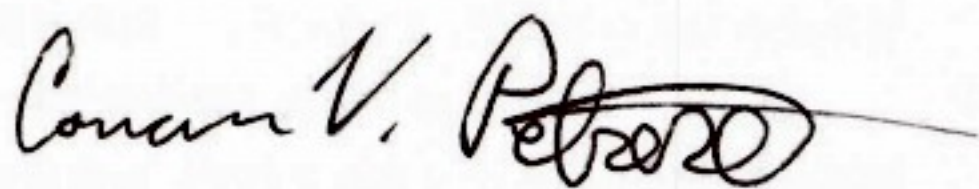


# 引 言

哈尔滨外国语学院全体同仁，非常高兴为你献上一套特别的图书。这是我院院长——吴茂明先生，及全体教工多年教学经验的结晶。拥有如此品质的著作，只能是在英语作为一门外语这一专业领域中，经历了多年的摸爬滚打后，才可能出现的。院领导和全体教工多年的实践经验和不懈努力，发现并验证了这个最先进、最科学的外语教学方法。

“母语图解教学法”，是当之无愧的、最有效的外语教学方法。这种方法就是让学生学习外语，采用他们学习母语时的方法。因此，我们使用这个术语来理解这种教学方法。当孩子们一边成长一边学习母语时，并不需要通过翻译过程来学习，而是通过其周围的自然环境来学习，即通过他们所见所闻的事情之间的前后关系（逻辑关系）来学习。书中使用了大量图片来模仿自然环境。我们尽量把英语词汇按前后关系（逻辑关系）呈现出来。这样，学习起来就很自然、快捷。

哈外院全体同仁，真心祝愿您在英语学习中，通过自身的努力而学有所成。我们希望，当您登上学习的航程时，会发现这套书有用、有价值。



柯楠·V·佩特拉

美籍英语教师

四年英语作为外语的教学经历

剑桥大学CELTA证书获得者

2009年2月18日



## 请务必先读完这部分

### 母语图解教学法 让外语像母语一样在不知不觉中获得

#### 一、母语图解教学法定义

就是教师采用全外语口语教学，通过示意图和肢体语言帮助理解，模仿母语构建过程的外语教学方法。

#### 二、为什么要创立母语图解教学法

中国传统外语教育无法解决的难题——“哑巴外语”，原因在于中国人把语言当语文来学习，混淆了技能与知识的重大区别。语言主要由听说技能组成，而语文主要由阅读与写作技能，以及语法与文学知识组成。每个民族都学习自己的语文，英国人也不例外，在学习语文之前，孩子们全都学会了语言——即母语。我国传统外语教育走进了误区，基本上是在学习外国的语文，而不学习外国的语言。既然基本上不学习语言，出现“哑巴外语”就不难理解。

每个学科都含有技能的成分和知识的成分。但在不同学科中，比重却大不相同。一些以技能为主，如语言、讲演、口译、阅读、写作、钢琴、美术、游泳、驾驶等。另一些以知识为主，如数学、物理、化学、逻辑学、生物学、语法、文学等。技能为主的学科需要反复训练，形成条件反射，但不一定需要懂得其中的道理。知识为主的学科需要理解、记忆，必须懂得其中的道理。学习过程一般要经历从不懂到懂，从懂到会的两个阶段。第一个阶段主要学习的是知识，第二个阶段主要学习的是技能。对于技能为主的学科，第一个阶段比较容易，学生很快就可以明白其中的道理；但第二个阶段就比较难了，需要花比第一阶段多得多的时间和精力去训练才能实现。相反，对于知识为主的学科，第一个阶段比较难，需要花很多的时间去听老师讲解，自己去理解才能把问题弄懂；但是，一旦弄懂，第二个阶段的技能就比较容易获得了。

对于技能为主的学科，很多人是从不会到会，再从会到懂反过来进行的。比如从母语到语文、从驾驶技能到驾驶知识、从游泳技能到游泳知识等。这类学科基本上不需要懂得其中的道理就可以拥有这种技能，很多人过了很久以后才去学语文和文学、驾驶理论、游泳原理等，通过学习弄懂其中的道理。很多人获得了这种技能后，终身不去学习其中的道理，比如文盲、一般的驾驶员和游泳者等。

通过以上的分析，我们明白了语言主要是一种技能，语文中的阅读和写作能力也是一种技能。因此，我们不需要花过多的时间去学习其中的道理，而是应该花更多的时间去训练听、说、读、写的技能。懂得这个道理后，又出现了一个问题。到底走“技能——知识”路线好呢？还是“知识——技能”路线好呢？回答这个问题需要根据学生的条件来判定。“技能——知识”路线需要环境的刺激，对环境的要求非常高，比如母语就是在大量语音环境刺激后产生的一种必然结果，对于中国绝大部分学生来说，这种学习外语的条件不具备。但有人误以为一周上一两个小时外教课就算有了环境，这是绝对不够的。有的家长为了获得这种环境，不惜重金把学生送到国外，浸泡在外语环境中，这的确有效。即使这样，有的学生在国外不经常与当地人交流，很久以后也不能达到理想的效果。近年来国内出现了一些国际学校，外教课时比较多，中国教师也能全外语授课，校园中居住着较多外国人，这样就有了一定外语环境，走“技能——知识”路线就有了可能性。这条路线对老师的口语能力要求非常高。应该注意到，完成了语言技能后，再去获得语言的知识是比较容易的，尤其是印欧语系的拼音文字。

实际上，对于大多数中国学生来说，选择“知识——技能”路线只是出于无奈，尤其是中国学生在小学或初中开始学习外语，基本上不具备上述环境条件。总体上讲，走“知识——技能”路线在当前中国还算是一种比较合适的路线。但是要注意到，这种路线很难彻底完成，大部分中国学生在应试教育下完成了语言知识的获得，但却很少有人花大力气去完成语言技能，起码在课堂上完成不了。那些完成了外语技能的学生，多半是靠自己的刻苦努力，在课外时间完成的。因为先入为主的文字印象，会在今后的语言技能训练中，干扰听说能力的顺利形成，而且很难消除。只有那些极其有毅力的学生，和那些获得了必要的语言环境的学生才能成功，但数量很少，所以在中国才会出现普遍的“哑巴外语”现象。




最近中国的外语教改，注意到了这种弊端，教材改成了以口语为主的内容，语法知识被淡化。我担心这种做法有可能导致，非但语言技能不能获得，因为这需要很高的师资水平，反而语言的知识也无法获得。

要创造语言环境，拥有了很多听说能力好的外语老师或外教只是必要条件，但这并不充分，仍然存在一个困难。语言环境还需要大量的实物环境。其实，听说技能所要实现的目的就是语音与实物之间的直接联系（条件反射）。没有实物做纽带，语言就没有意义。一所学校所拥有的实物是不够的，所能模拟的场景很有限，教室里的物品就更单调了，根本形成不了实物环境。为了解决这个难题，哈外院创造了母语图解教学法，让老师在教室里完全用外语授课，大量采用系统、逻辑的示意图来模仿每一个实物和每一个场景，按母语获得的逻辑进行排列，使得外语学习过程类似于母语获得的过程。

多年来，母语图解教学法在我院英语系、俄语系、德语系、法语系、西班牙语系、日语系、韩语系、阿拉伯语系的全日制学历专业学生中广泛使用，成效显著。在我院实施母语图解教学法的第一个学期，一个日语专科的二年级学生，在传统的教学方式完成了一年的日语学习后，他感觉母语图解教学法挺有趣，就要求转到新生班学习。当时新生班已经开学五周，刚进入第六周的母语图解课程（这个年级的各语种新生，前六周只开设母语图解课程），这个学生转班后发现，他的听说能力竟无法与这些新生相比，差距太大。母语图解教学法教出来的学生，基本上形成了母语的语感，表现出听力敏感和说话自然。近年来我院毕业生就业前景看好，不到毕业基本上就被用人单位抢光，原因就在于此。

### 三、母语图解教学法教学要领

- （一）教中国人学外语，要采用中文会话框图片。
- （二）教外国人学汉语，要采用英文会话框图片。
- （三）最好采用投影仪授课，让学生把注意力集中在教师和图片身上。
- （四）完全采用外语口语授课，最好是不懂汉语的外教授课。
- （五）不要在黑板上给学生写任何所学语言的文字符号。
- （六）不允许学生把听到的内容记在书本上，而是要记在脑子里。
- （七）不要教学生发音知识和技巧，只需要学生模仿发音。
- （八）不要教学生语法知识和语法概念，语法就藏在每一句话中。
- （九）借助图片和教师的肢体语言让学生明白教学内容。
- （十）教师要反复复述教学内容，让学生反复跟读。
- （十一）学生要在课堂上做复述练习，有些学生开始时做不到没关系。
- （十二）课后学生要看着中文会话框图片进行看图说话复习。
- （十三）要重视教学效果，而不是进度。让学生不要着急，奇迹很快就会产生，因为说话是听力刺激的必然结果。
- （十四）完成听说后，再教学生阅读。先让学生学习生词，然后让学生看着英文会话框图片，让学生自己阅读，要分单元进行。
- （十五）完成阅读后，再教学生学写作。先让学生反复抄写英文会话框图片的内容，然后再写作学生熟悉的内容。
- （十六）完成听、说、读、写后，再教学生翻译。不用图片，老师照汉语或英语会话框中的内容，分别用汉语或英语说话，让学生反复做集体翻译训练。然后再一个一个地作翻译训练（可分组进行）。



作者：吴茂明  
2009年2月18日

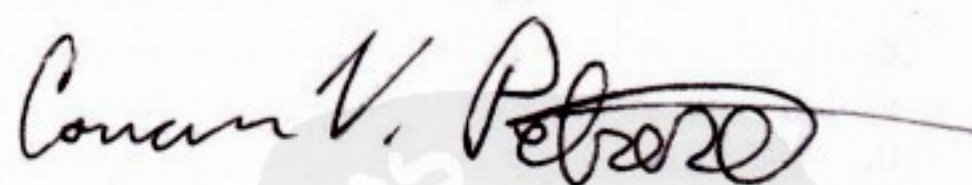


# Introduction

We of the Harbin Institute of Foreign Languages are pleased to present to you a set of two special books. It is result of many years of experience and work on the part of our President (Mr. Robert M. Wu) and our staff. A work of such quality can only be produced after many years of experience in a professional field – in this case teaching English as a Foreign Language. Over the years, experience and research by the leaders and staff of Harbin Institute of Foreign Languages (HIFL) has allowed not only to discover, but to test and prove the most advanced and scientific methods for instructing students in foreign languages.

One of the most effective methods for teaching a foreign language is the “mother tongue teaching method through pictures”. This method utilizes techniques that allow students to learn a foreign language in the same manner as they learn their own “mother tongue” – hence the term by which we identify this teaching method. When children are growing up learning their own mother tongue, they do not learn it by translation, but rather through their natural environment – the things that they see and hear in context. In these books a large number of pictures have been used to imitate those natural environments. We have attempted to present English words in contexts by which one can learn naturally and quickly.

We of HIFL extend our best wishes to you for success in your endeavor to learn English as a Foreign Language. We hope that you will find the lessons of this set of books not only helpful but also valuable as you embark on the journey of learning.



Conan V. Petrere

American English Teacher, 4 Years TEFL Experience

University of Cambridge CELTA Certified

February 18, 2009



## Please Read the Following Preface

### Mother Tongue Teaching Method through Pictures ——Acquiring Foreign Languages Subconsciously like Mother Tongues

#### I. The Definition of Mother Tongue Teaching Method through Pictures (MTTMP)

MTTMP is a method of teaching foreign languages in the same way that foreign languages are learned as mother tongues, that is, conveying meaning through pictures and body language, in order to imitate natural forming of mother tongues in the mind.

#### II. Why Did We Formulate MTTMP?

'Mute Foreign Language' is the toughest language issue in China, and has been a result of China's traditional foreign language teaching method. It is the reason that many Chinese people mistakenly regard language as being solely composed of letters, and confuse language skills with knowledge of languages. Most Chinese people simply learn foreign letters and grammar, not spoken foreign language. This is why 'Mute Foreign Language' is so common in China.

We know each subject has two sides -- skills and knowledge. However, the proportion of these two sides is much different in each subject. Some subjects consist mainly of skills such as tongues, speech, interpreting, reading, writing, and painting, playing piano, swimming and driving, etc. Other subjects consist of mainly knowledge such as mathematics, physics, chemistry, logics, biology, grammar and literature etc. Skills can be acquired through training repeatedly to form conditioned response and you don't need to understand their logic. However, knowledge can be obtained only through understanding and remembering, so you must understand the logic. Learning can be divided into two phases generally. The first one is going from not understanding to understanding and the second one is moving from understanding to doing. The first phase of those subjects in which knowledge is most important is longer and its second phase is shorter. In contrast, the first phase of those subjects in which skills are paramount is shorter and its second phase is longer. This problem has been solved so that we now know how to make use of time during each of the two different phases.

We know that a language is mainly a skill for communication, as are reading and writing. Therefore, we don't need much time to learn their logic, but can spend more time training in listening, speaking, reading and writing. Which, then, is better -- the road map from skills to knowledge or the road map from knowledge to skills? The answer should depend on the conditions for learning. Language environment will be more necessary if the road map from skill to knowledge is chosen, e.g. mother tongues come into being because of uncountable phonetic stimuli. Most Chinese students don't have these conditions. Some parents think that it is enough for a student to finish one or two hours of foreign teachers' training every day, which is very inaccurate opinion. In fact, it's possible that even if some students live in foreign countries, they will not achieve their goals if they don't communicate with local people often. However, we have recently noticed that some international campuses have been established in China, which employ many foreign teachers who live on campus, in order to create the aforementioned language environments. Those students who live on these campuses can choose to utilize the road map from skills to knowledge. If the skills are acquired first, it will be very easy to get the knowledge, especially in regard to Indo-European languages.

As a matter of fact, most Chinese students have no choice but to follow the plan of the road map from knowledge to skills. The students of primary schools and middle schools in China don't have the aforementioned language environments on the whole. This knowledge to skills road map is comparatively a better choice to them. However, we should note the fact that this road map is very difficult to progress through. Most Chinese students can complete and acquire foreign language knowledge as required under China's special examination education, but few of them are able, no matter how great an effort they make, to complete difficult skill training. It is at least certain that they can't complete with them in classroom. Most of those students who have completed language skill training are those who have trained themselves after school. Because first impressions of letters and grammar are strongest, they will end up interfering with the forming of listening and speaking skills, a problem that is difficult to deal with. Therefore, only those students who are persistent and have the chance to utilize a suitable language environment are able to get there.

In the interest of creating language environments, it is necessary to employ good teachers in listening and speaking, but that is not enough. It is even more important to have a large number of articles around students to create a suitable language environment. In fact, the purpose of listening and speaking training is to realize the direct connection between phonetics and articles in our minds so as to form conditioned response. If there are no articles to serve as links, languages have little meaning. We know that it for a school's campus only to be in possession of articles as a language environment is not enough. Because of this, Harbin Institute of Foreign Languages (HIFL) has compiled these books of Mother Tongue Teaching Method through Pictures; furthermore we mandate that only foreign languages are allowed in classrooms, along with the use of a set of systematic and logical pictures to imitate articles situations. These help students to understand the lesson content as they practice listening or speaking. In this way, learning foreign languages becomes a course in which one learns as though acquiring a mother tongue.



### III. The Main Points of MTTMP

- A. If this book is used to teach Chinese students to learn foreign languages, the pictures with Chinese dialogue should be utilized.
- B. If this book is used to teach foreigners to learn Chinese, the pictures with English dialogue should be employed.
- C. Projectors should be used as much as possible, so that learners focus all their attention on the pictures and the teachers.
- D. The language of instructions should be the foreign language the students are learning. It will be best that a foreign teacher, who doesn't understand any Chinese is used to teach this course.
- E. Do not write any letters or sentences of the language students are learning on the board.
- F. Do not permit the students to write down the contents taught on papers in class because these should be committed to memory.
- G. Do not teach knowledge (theory) of pronunciation. It is necessary for the students to imitate the pronunciations that they hear.
- H. Do not teach knowledge (theory) of grammar, because grammar is manifested in the relationship between the words.
- I. Help the students understand the lesson contents through pictures and body language as much as possible.
- J. Teachers should repeat the lesson contents many times and direct the students to repeat with them.
- K. Students should perform speaking exercises repeatedly in class. Do not worry even if some of them cannot seem to remember much at the beginning.
- L. Students also must review the contents they have just learned in class after school by utilizing those pictures with Chinese dialogue.
- M. Please note that the effect of the teaching is more important than a schedule. Do not let the students feel anxious about succeeding. In fact, amazing things will soon happen because listening and speaking skill is the result of phonetic stimuli.
- N. After listening and speaking exercises have been completed, reading can be started. Students should learn the new words first. Then they should try to read the contents of the English dialogue. You must remind the students to read by themselves, step by step.
- O. After the reading lesson has been completed, writing can be started. Students should first write the contents of the English dialogues and then write the contents that they know well.
- P. After listening, speaking, reading and writing are completed, translating and interpreting can be started. Teachers may vocalize the content of Chinese dialogues or English dialogues, and the students can translate or interpret collectively. Finally, have each student do the same individually. A good method would be to divide the students into small groups.



Robert M. Wu  
February 18, 2009



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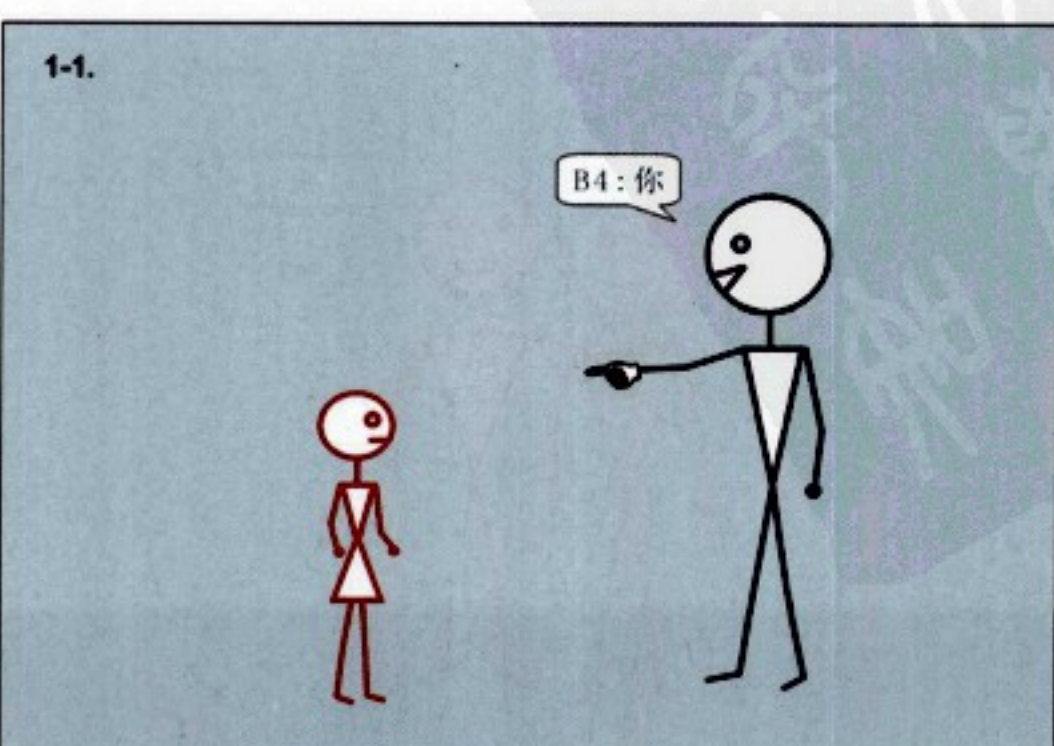
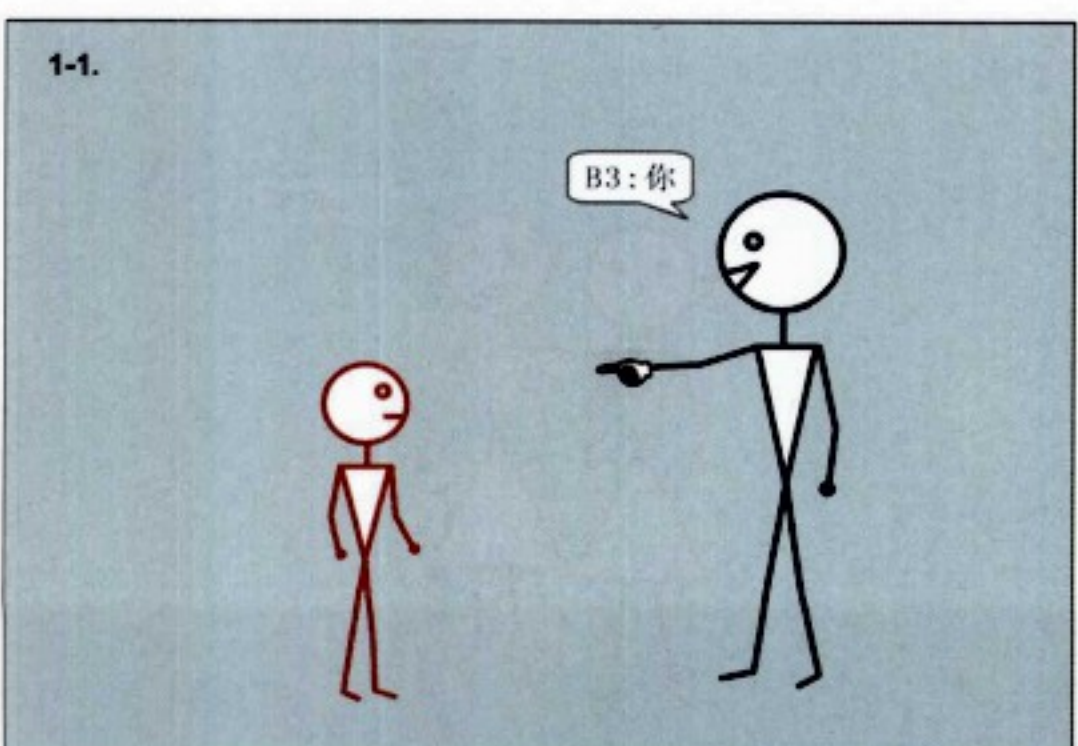
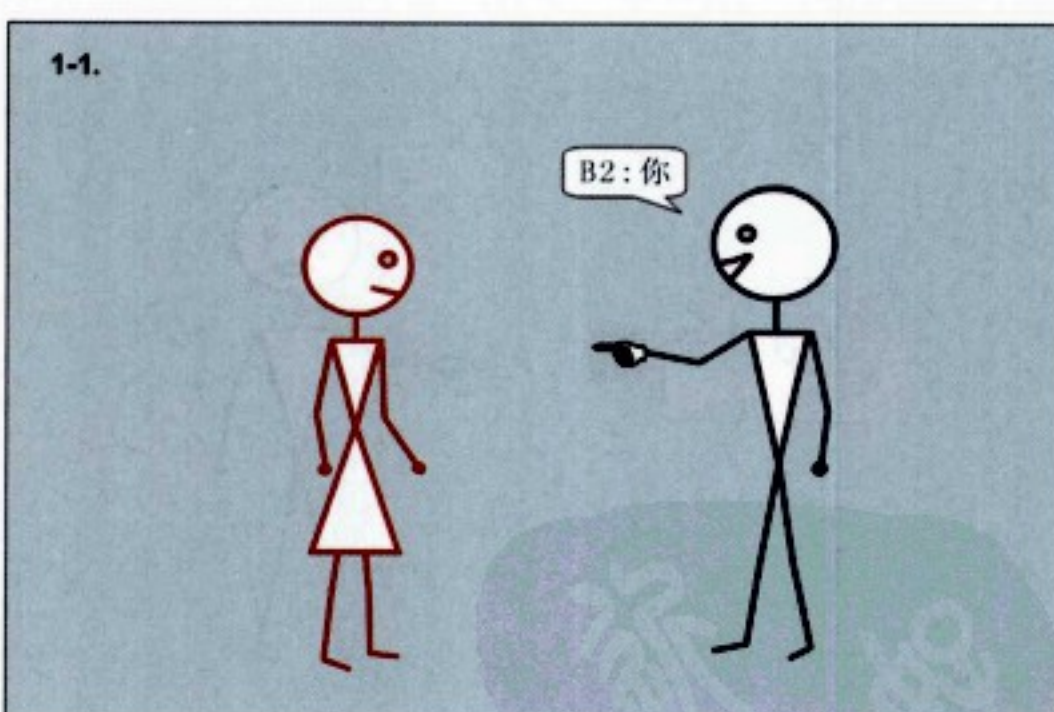
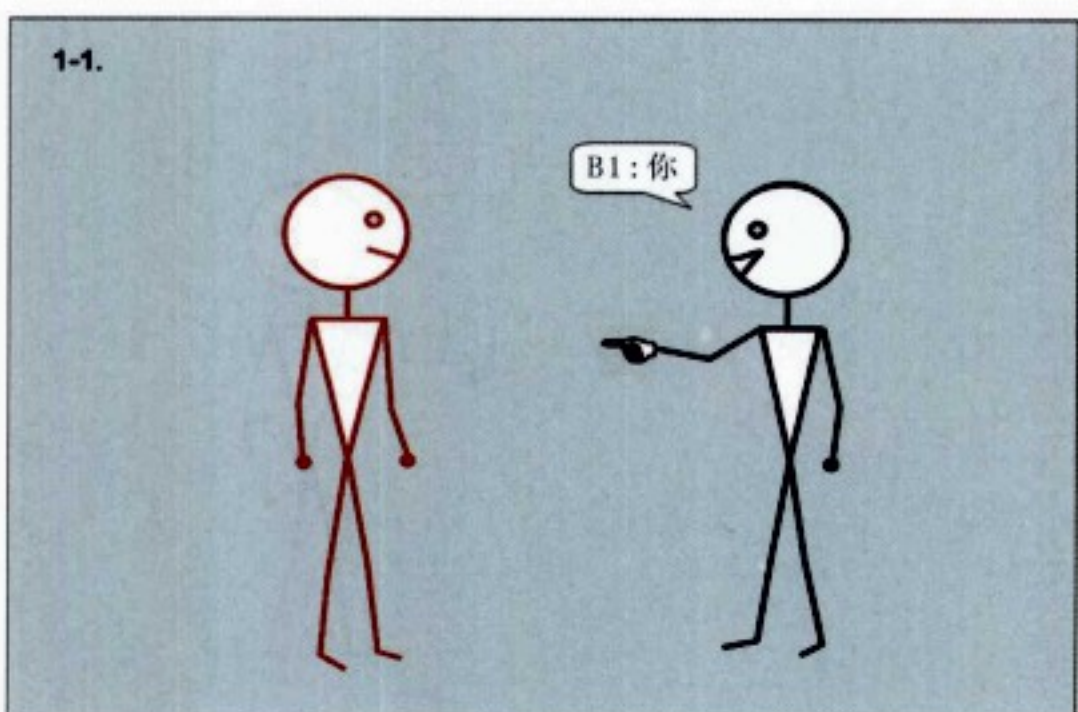
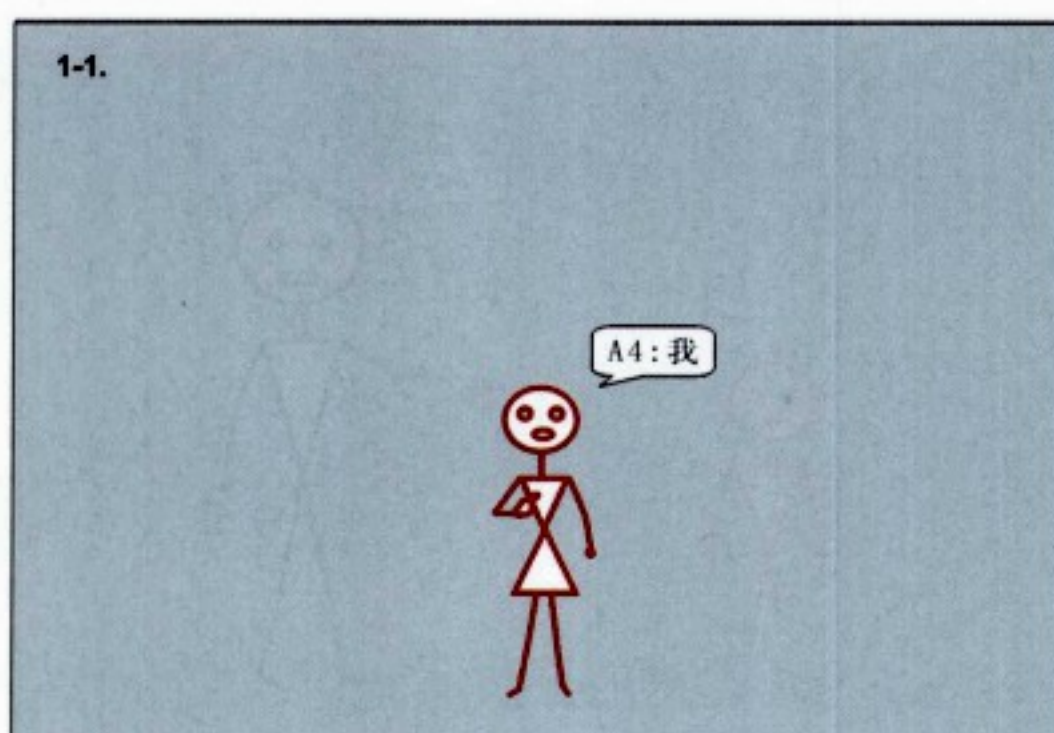
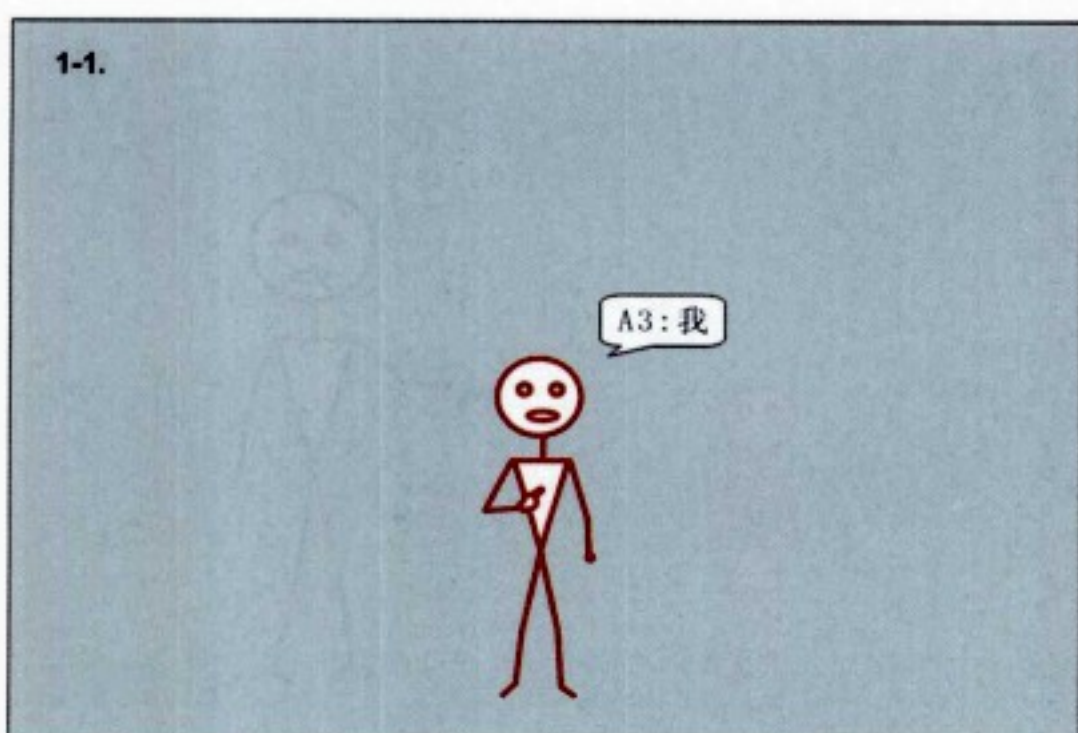
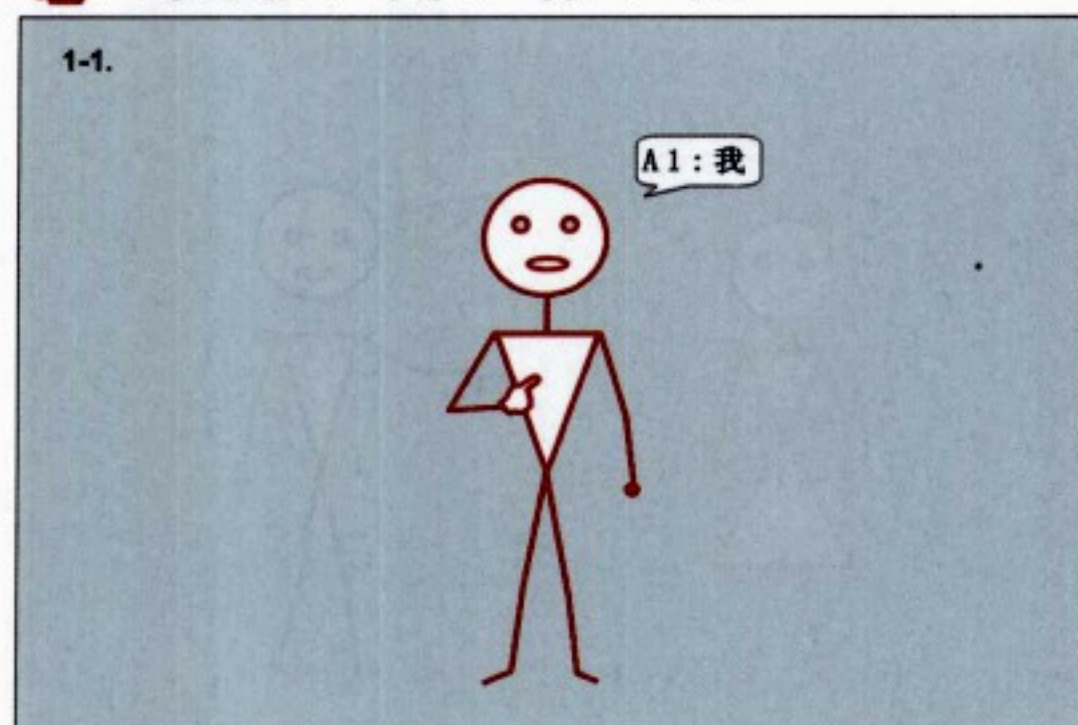


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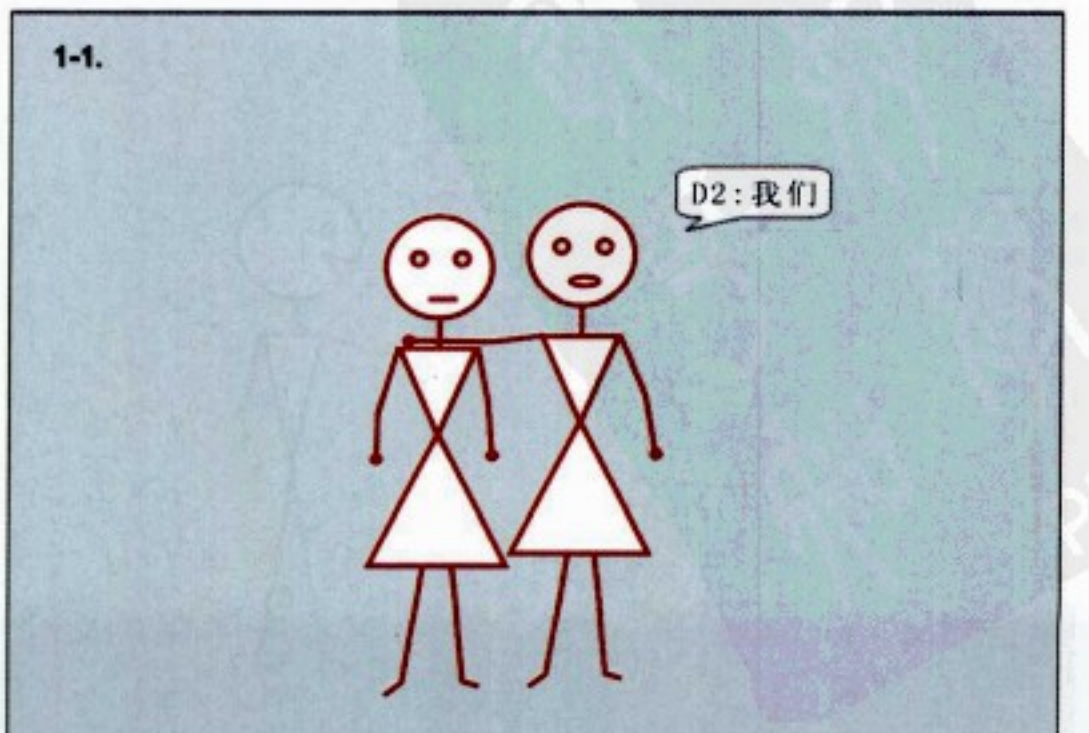
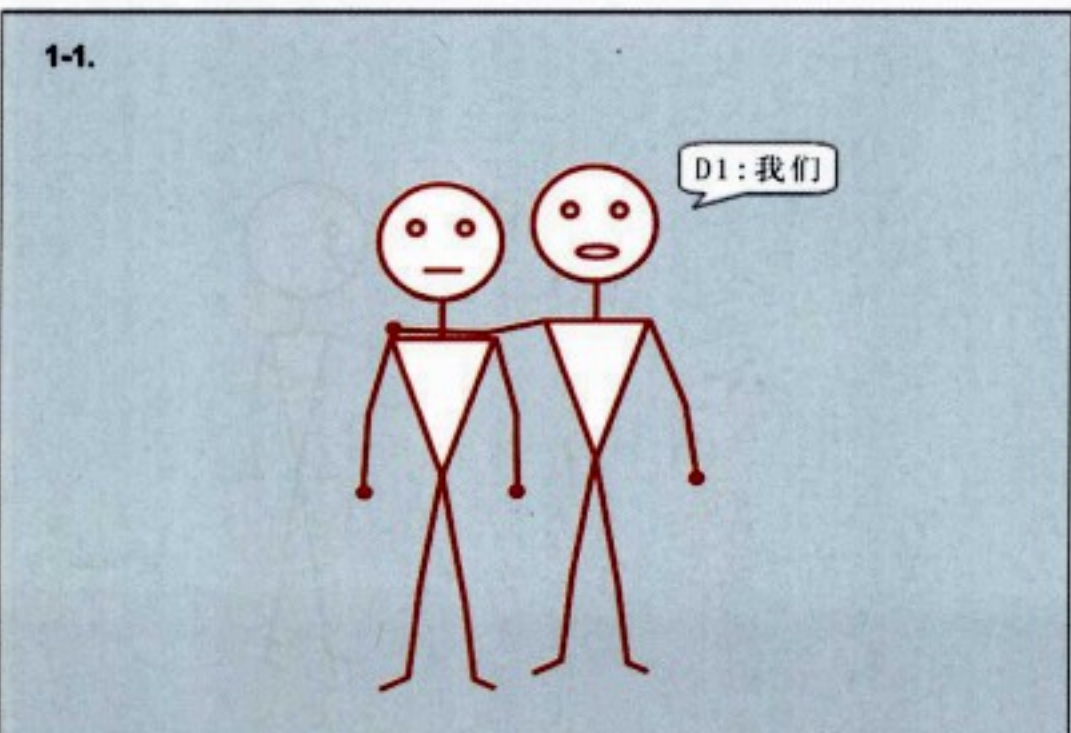
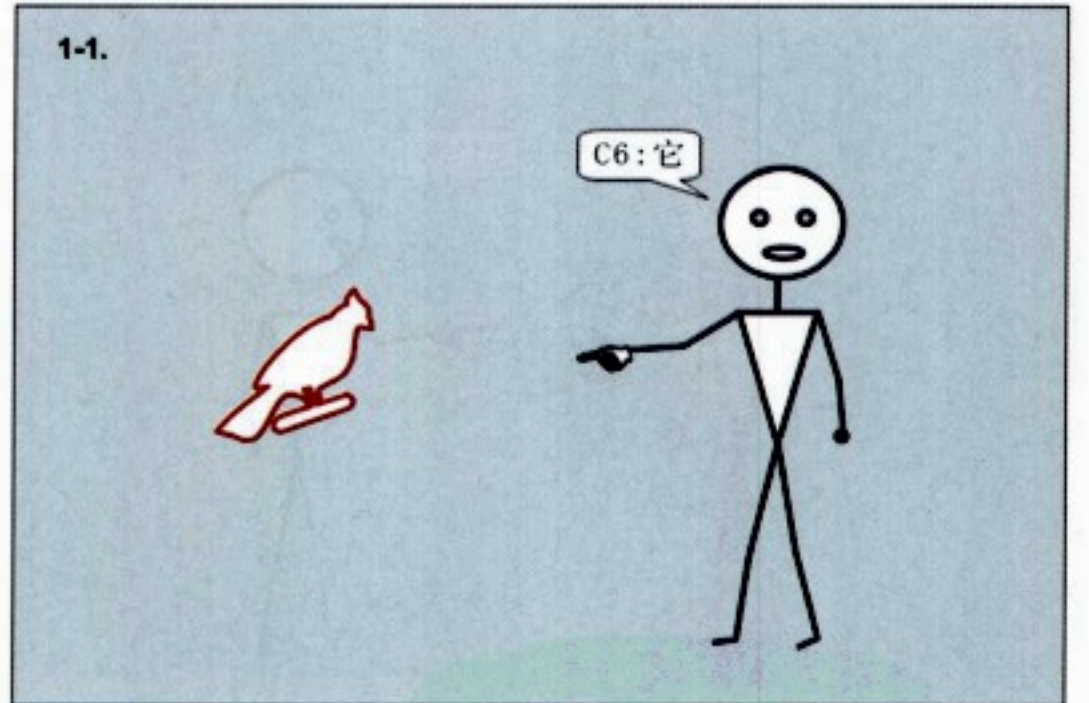
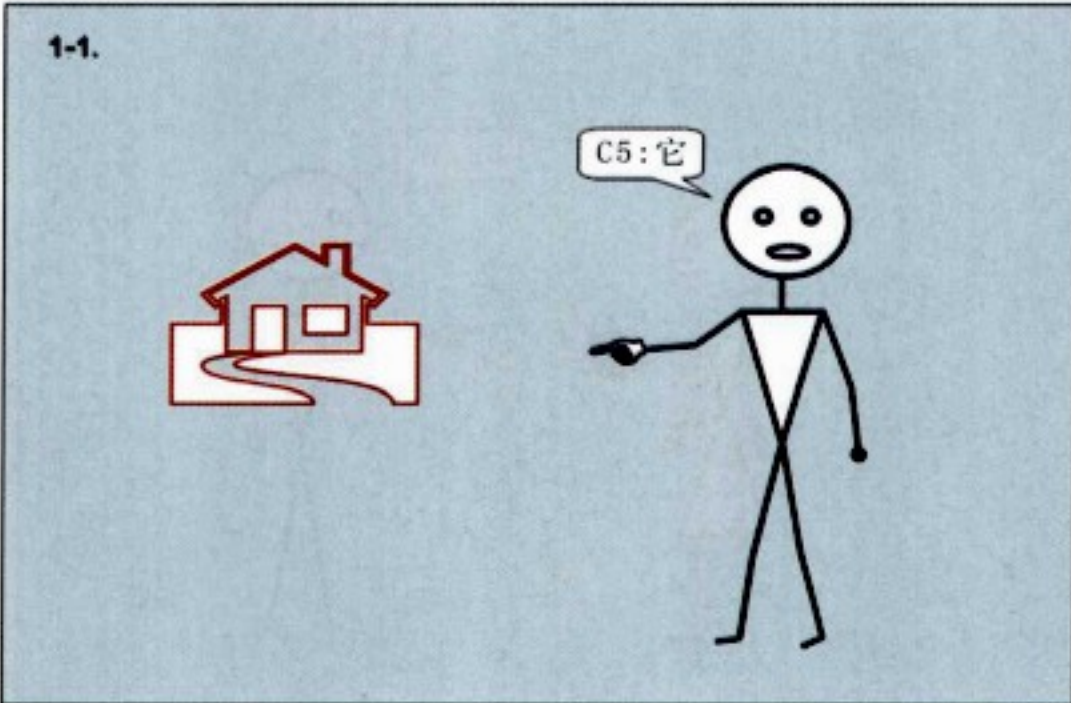
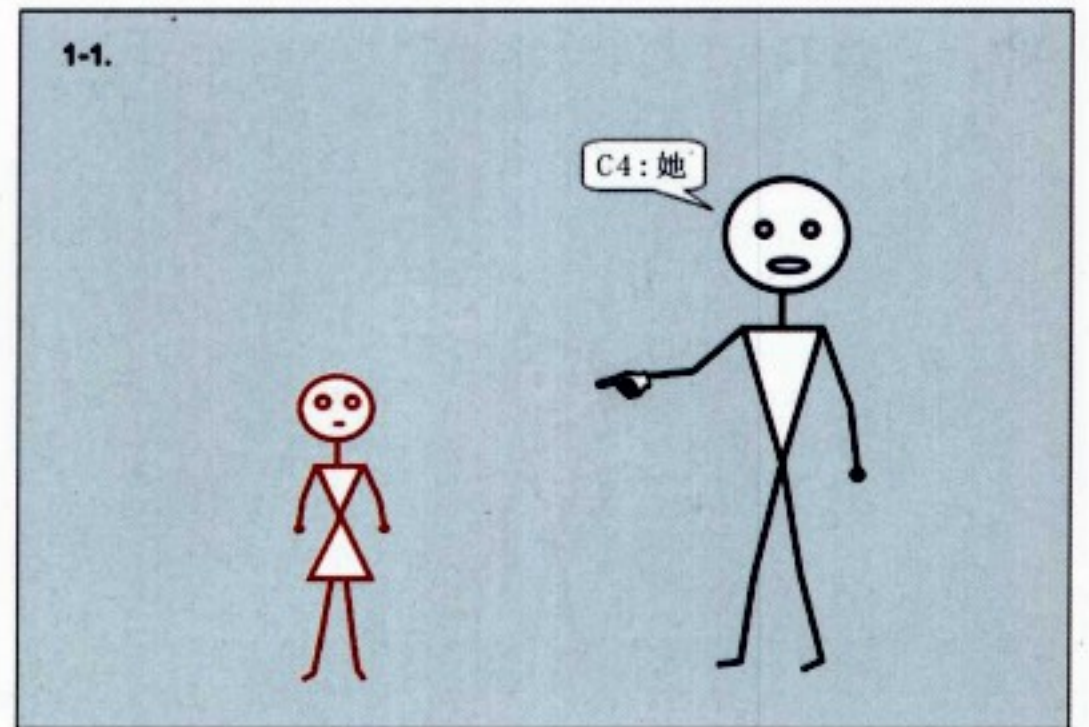
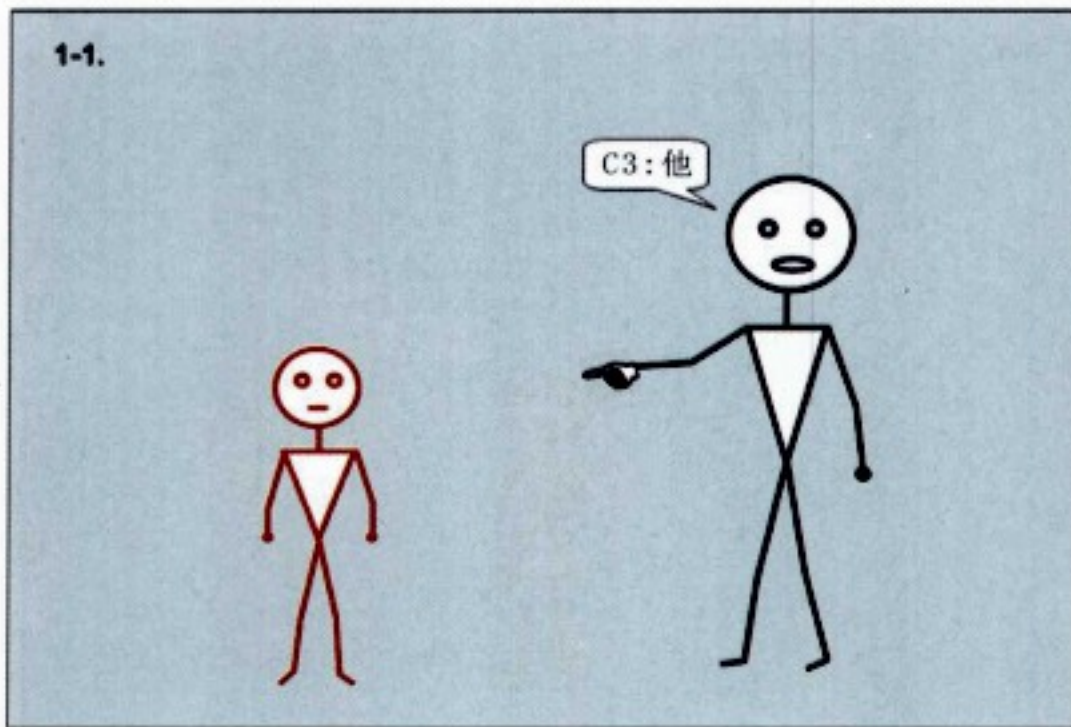
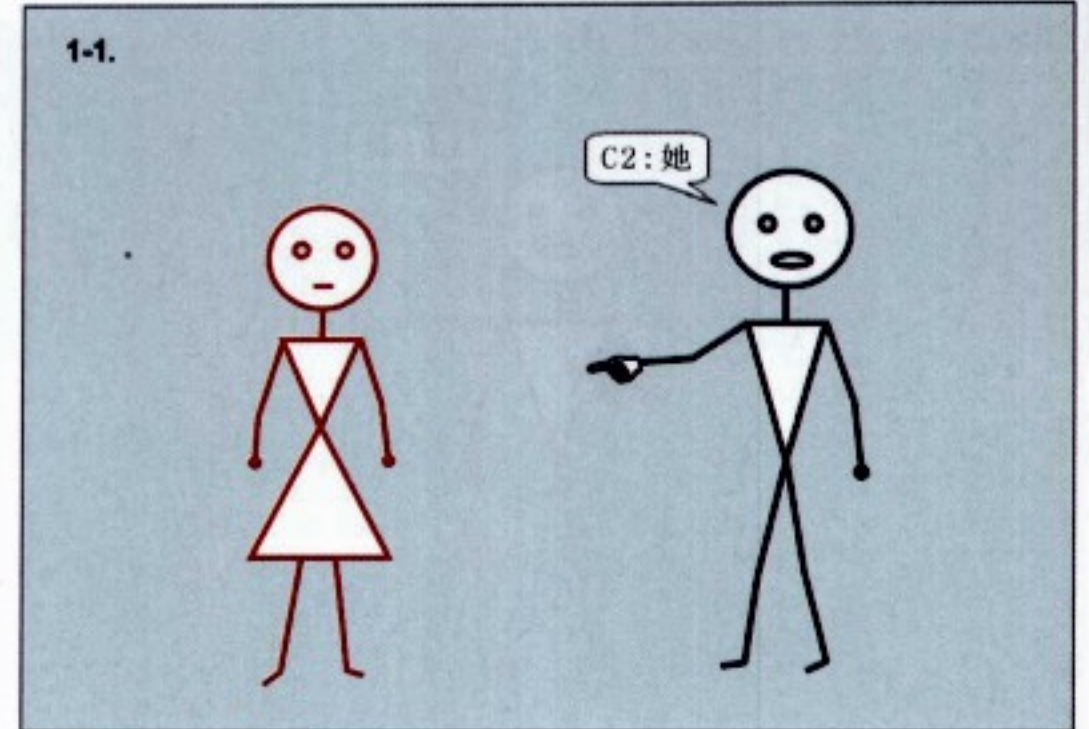
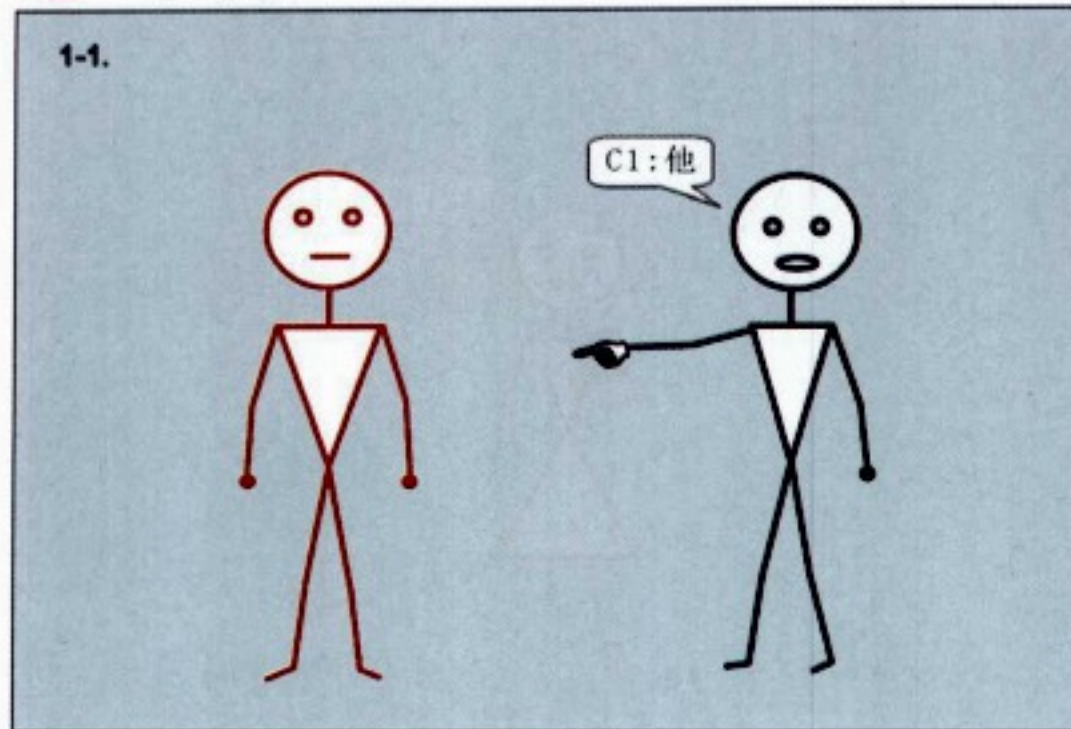


单元1 我、你、他



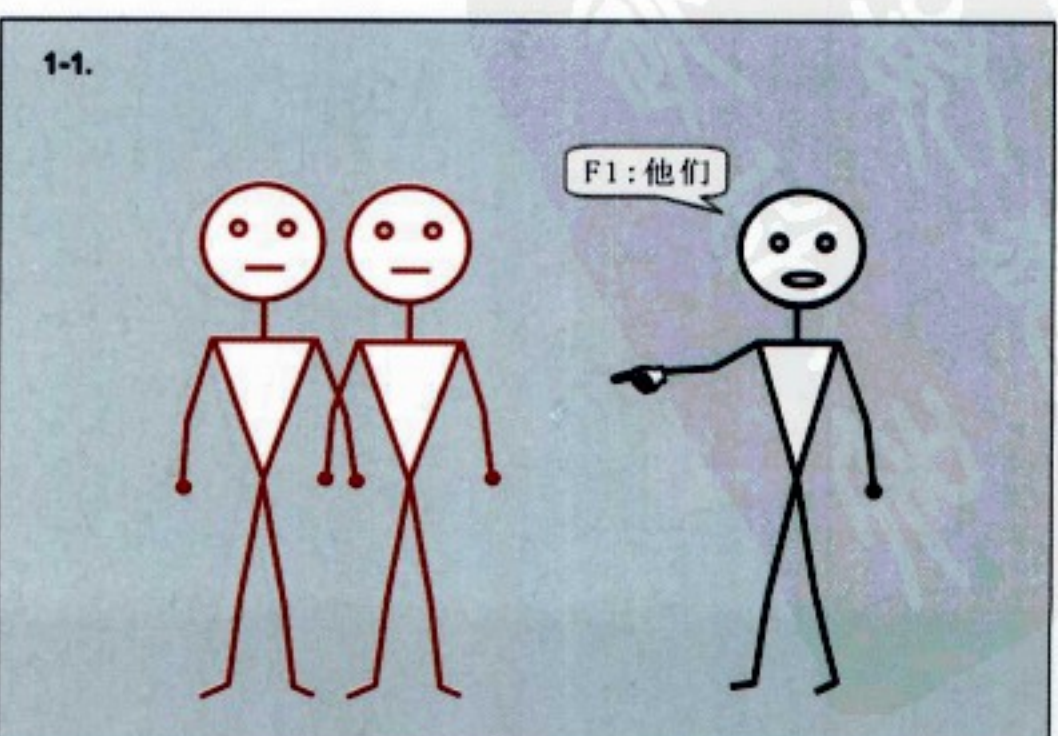
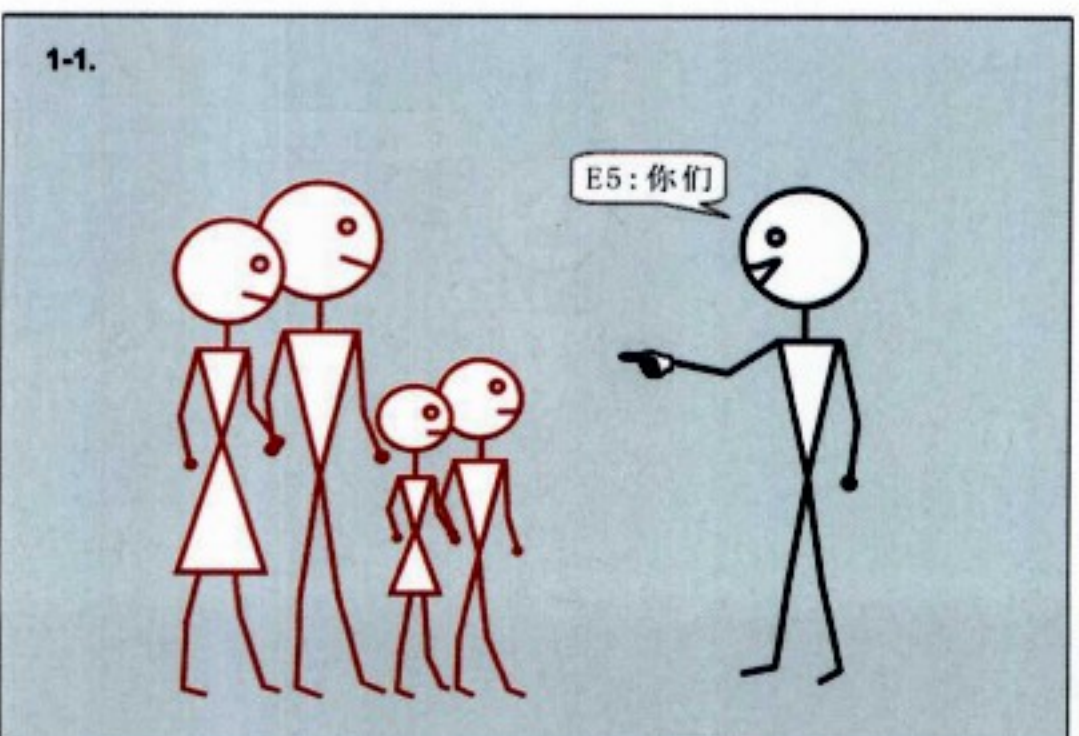
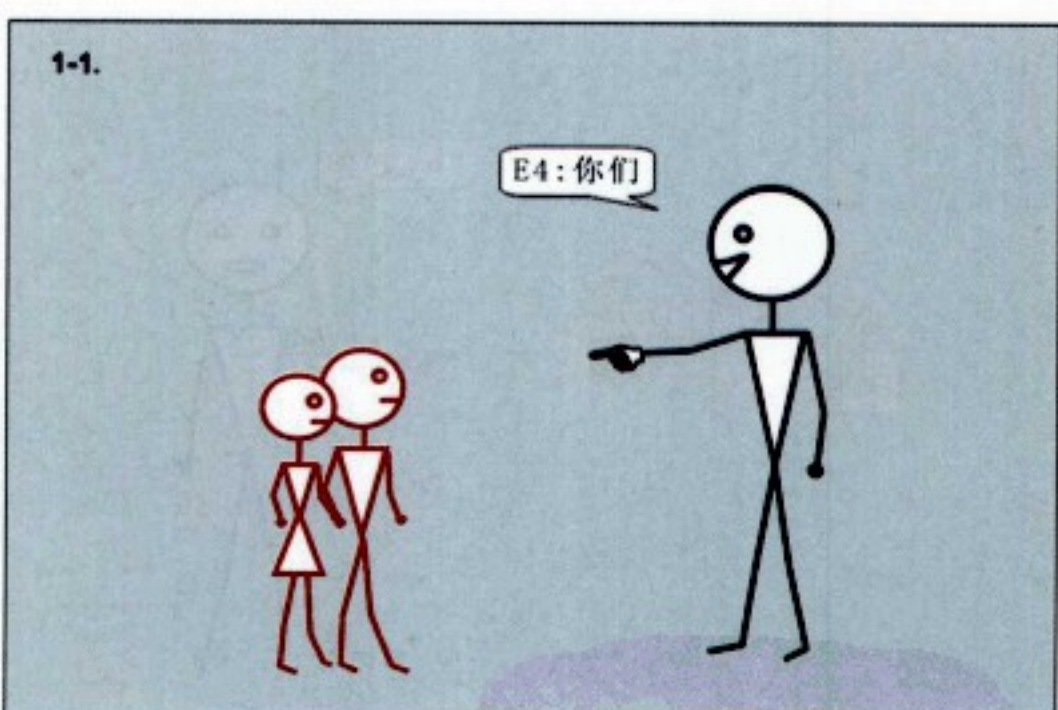
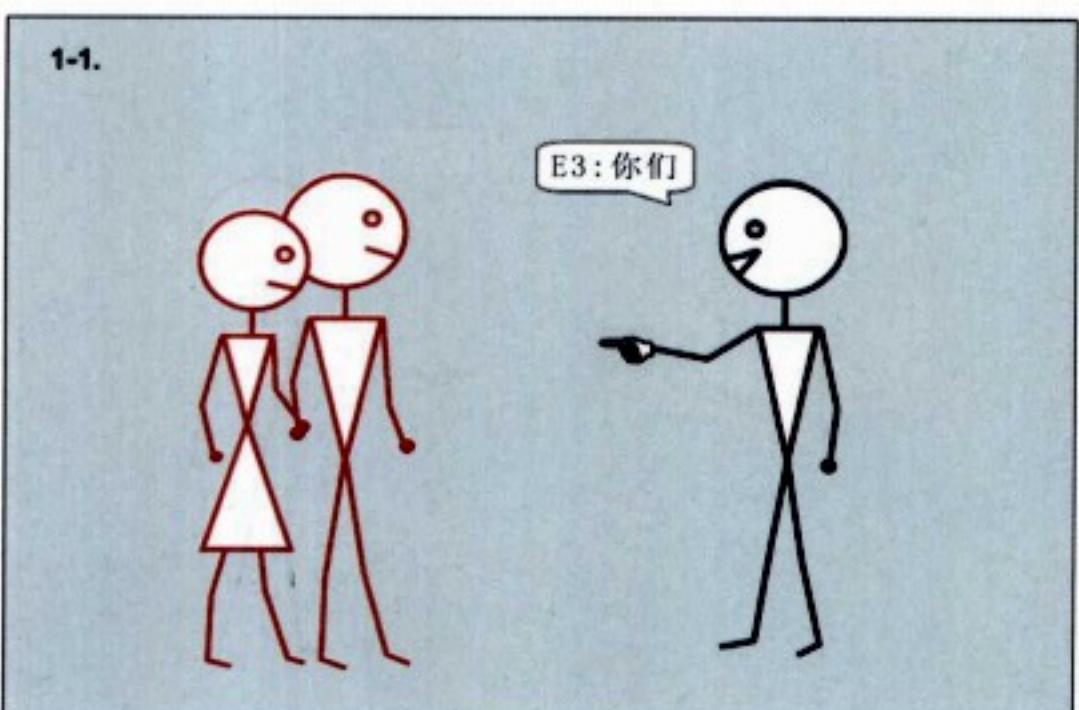
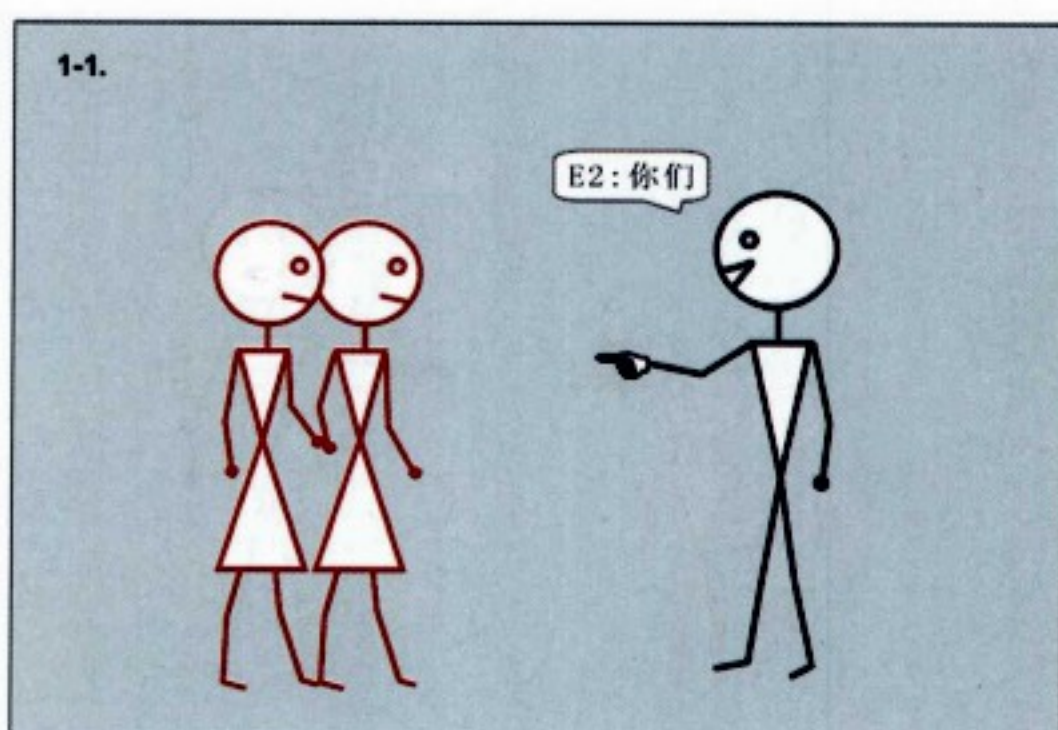
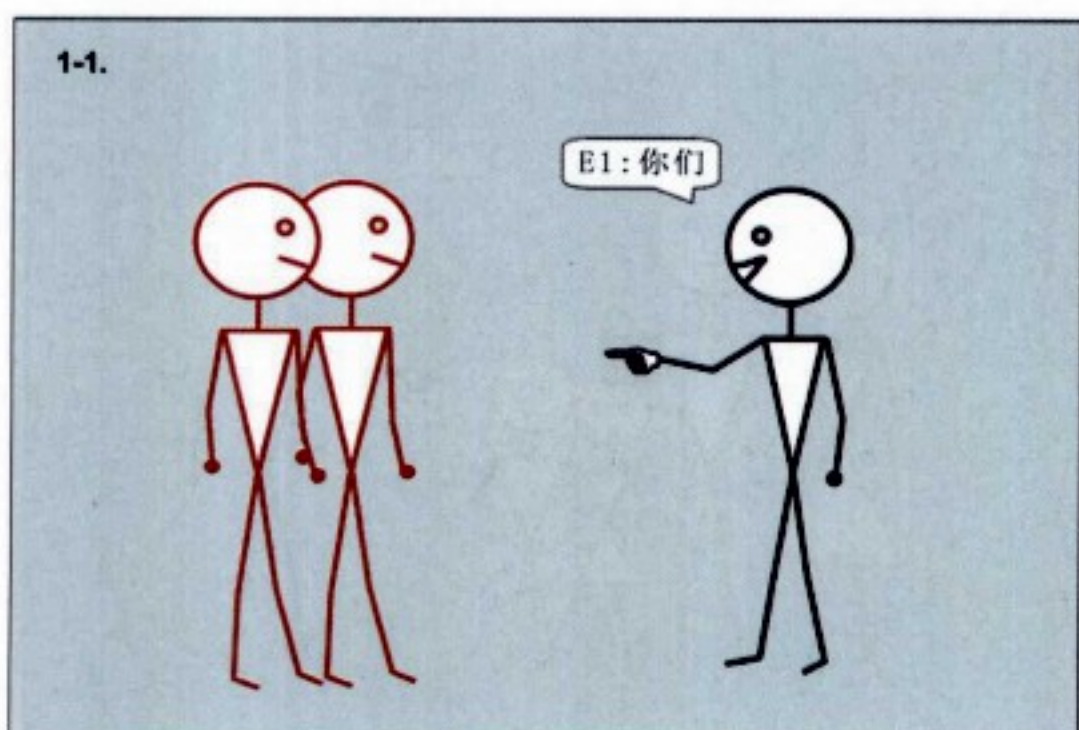
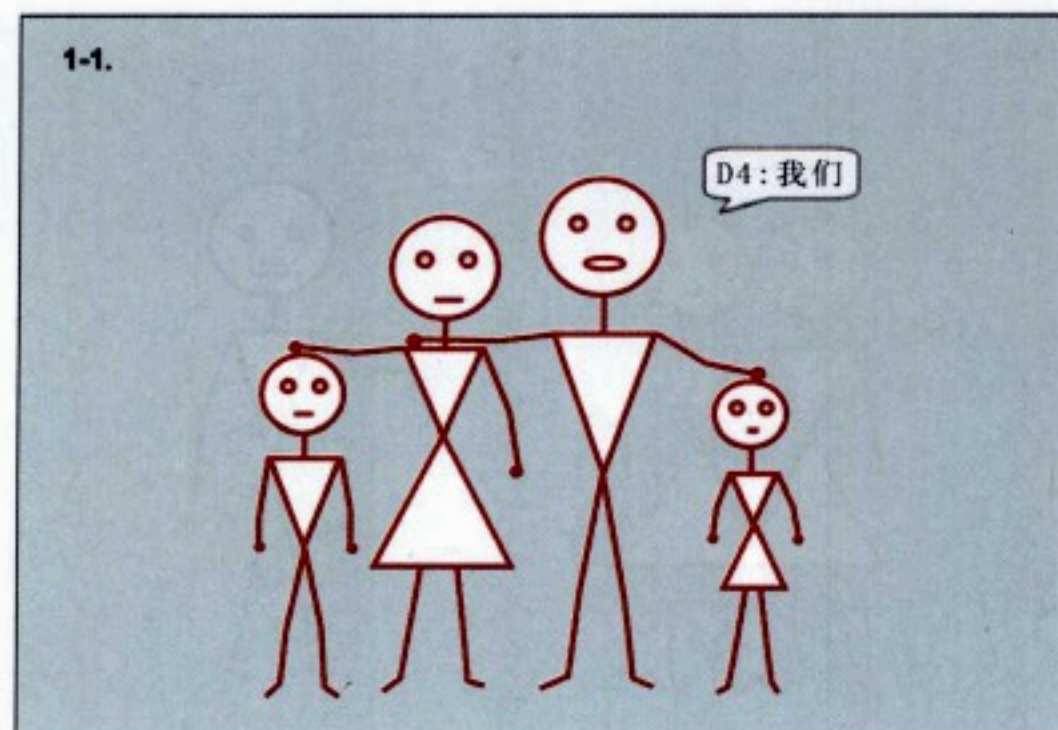
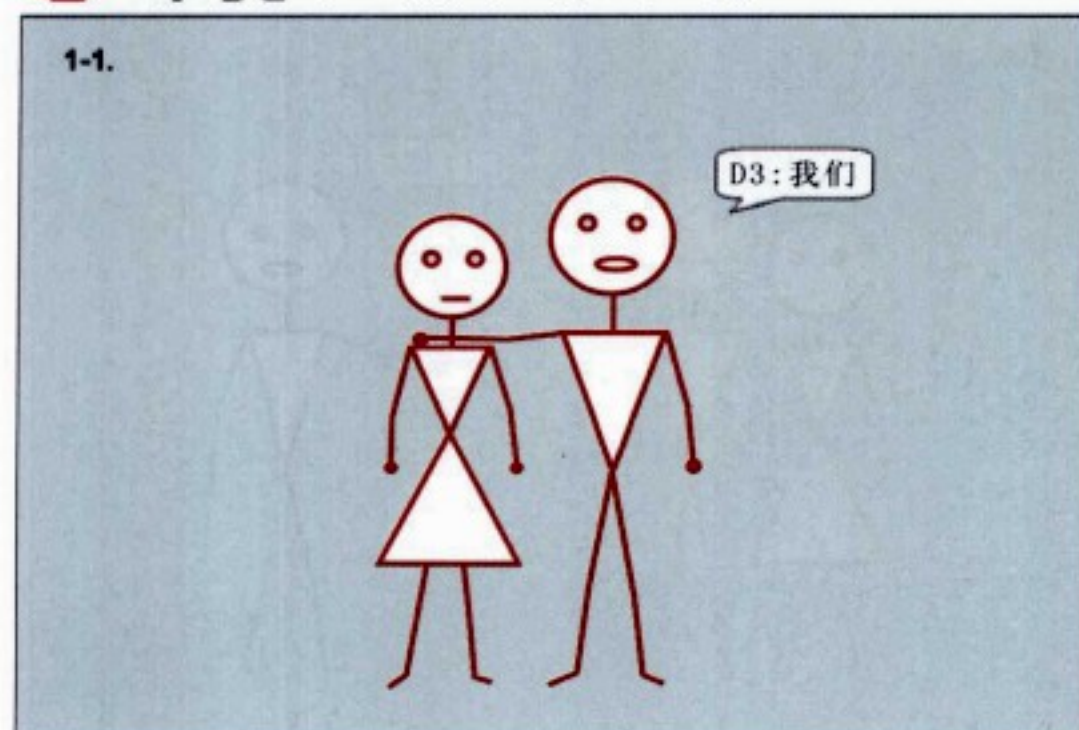


单元1 我、你、他



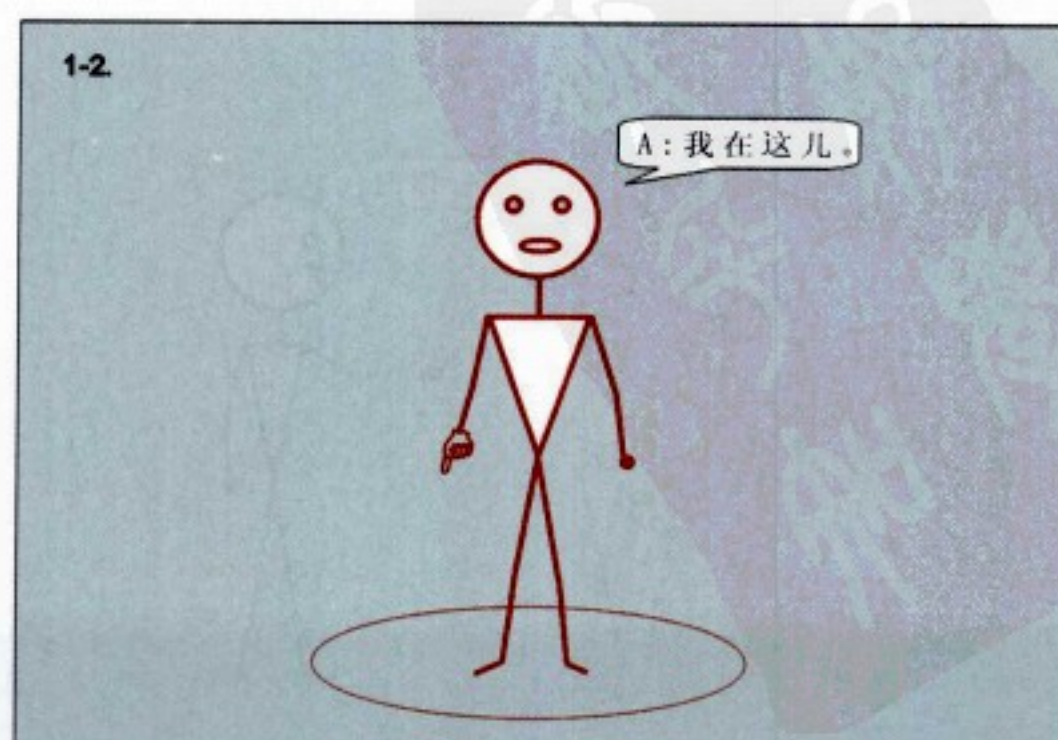
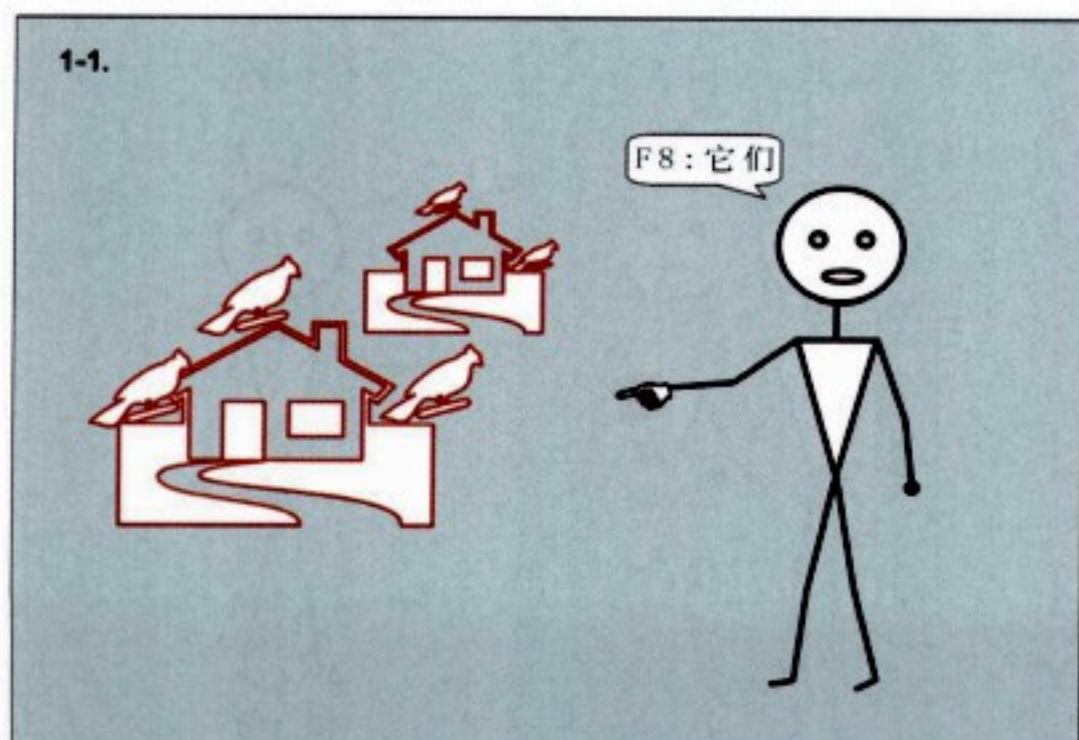
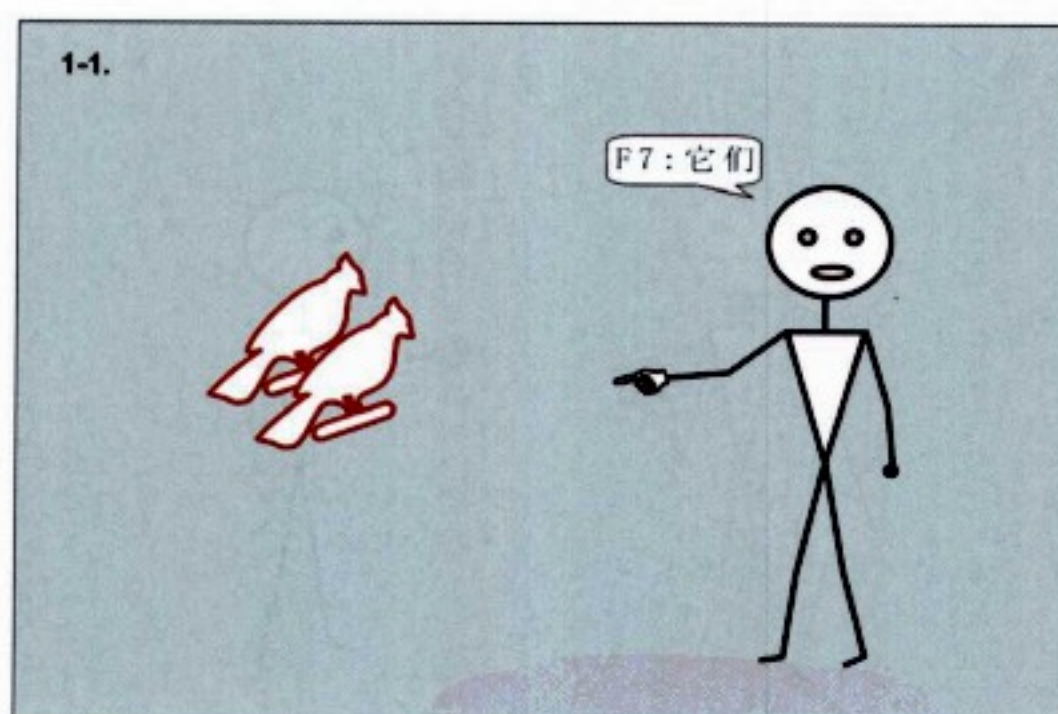
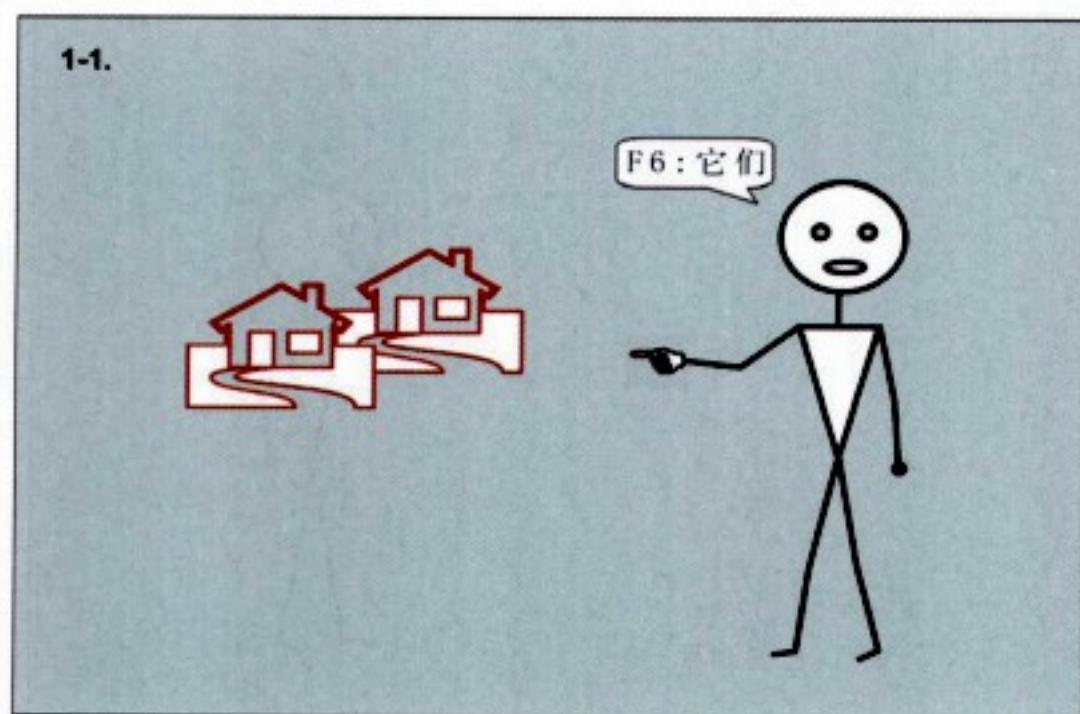
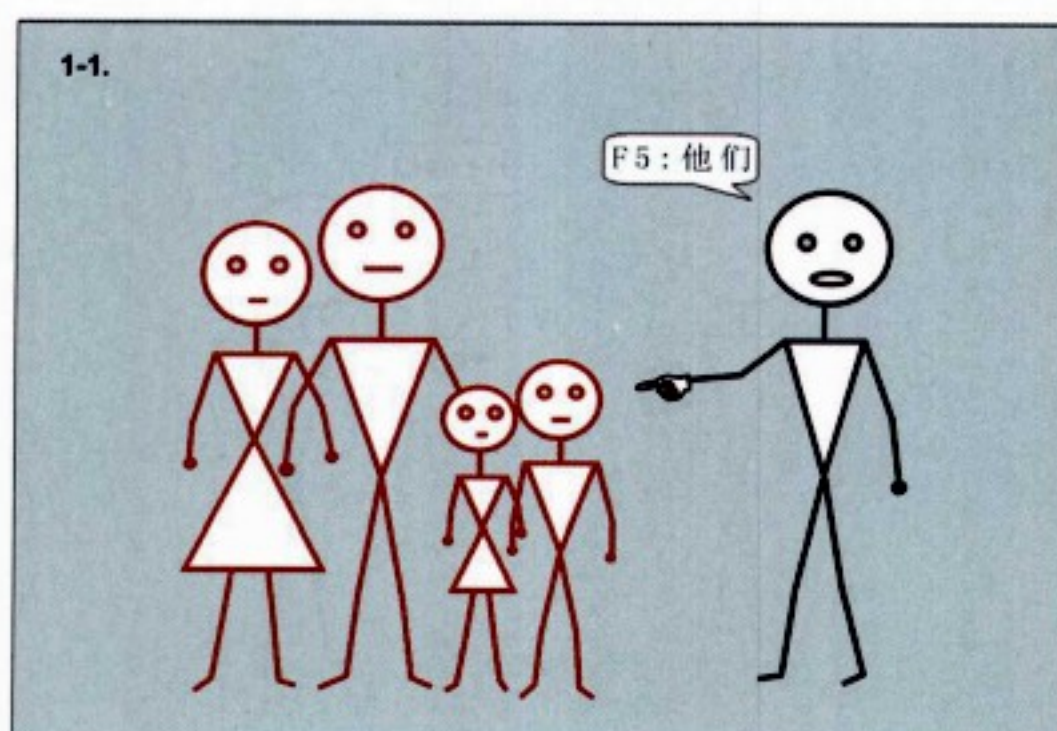
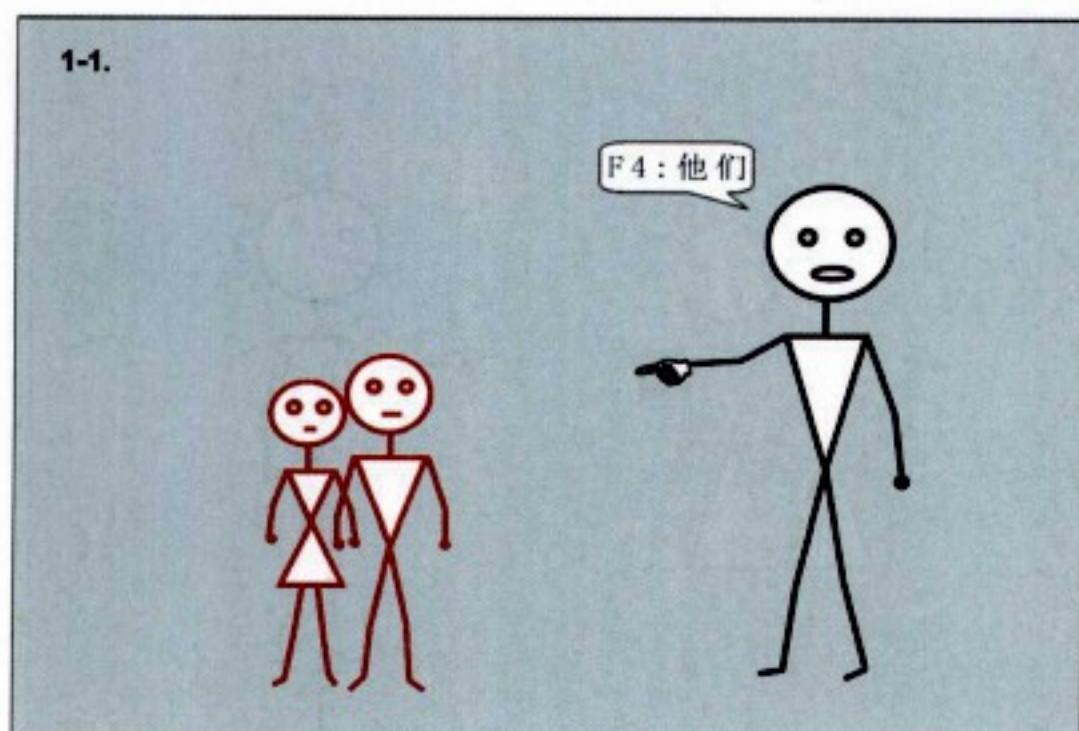
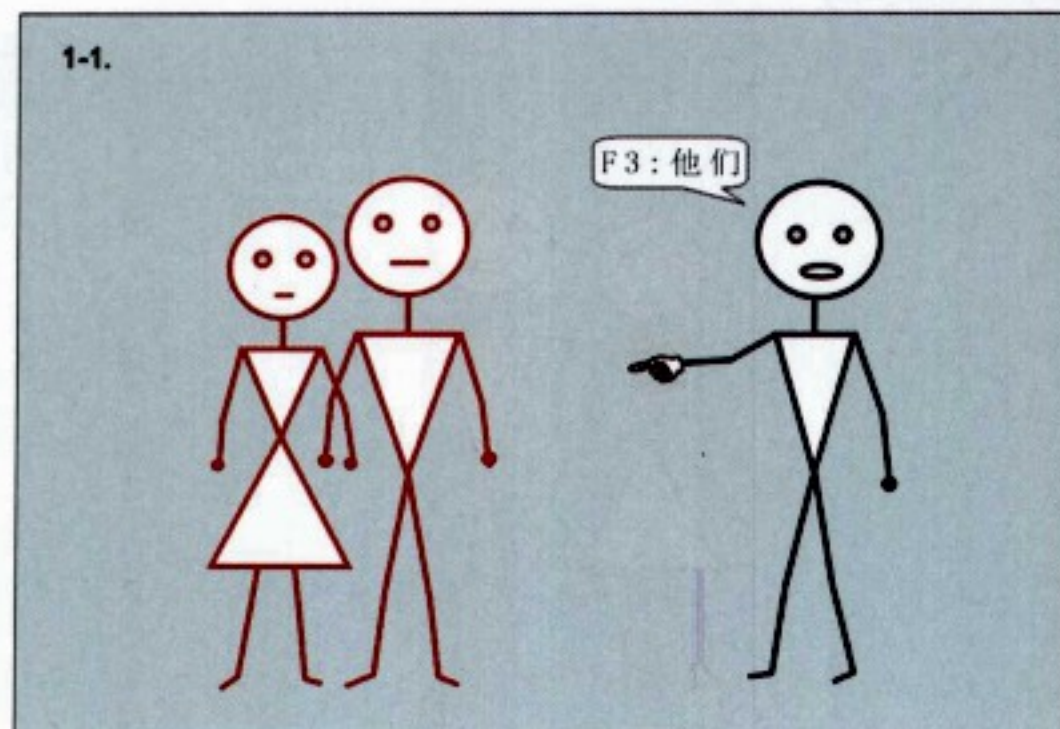
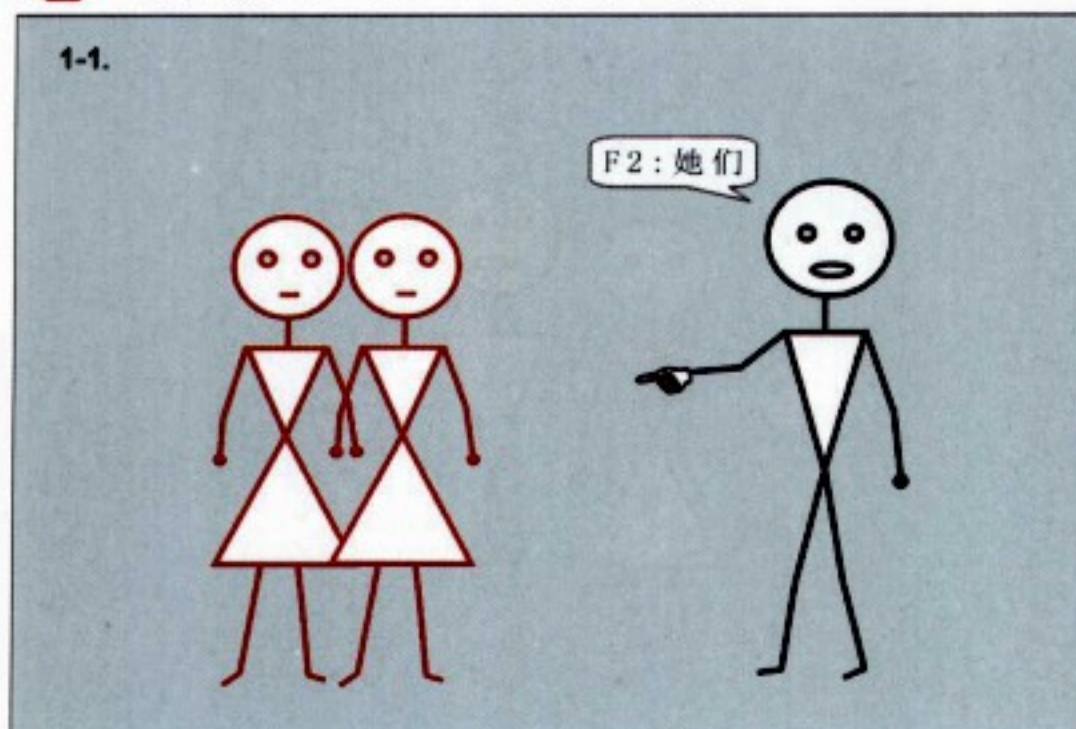


单元1 我、你、他





单元1 我、你、他





**单元1 我、你、他**

