



北大版少儿汉语教材



# 我要学中文

I LOVE LEARNING CHINESE

中学用书

Specially designed for middle/high school

第三册 Volume III



章悦华 黄一玮 李翠 主编

By Dr. Susan Zhang

Hilda Huang

Linda Li



北京大学出版社  
PEKING UNIVERSITY PRESS

TPRS

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著作责任者: 章悦华 黄一玮 李 翬 主编

插图设计: 严怿旻 Bonnie Yan

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责任编辑: 邓晓霞 dxxvip@vip.sina.com

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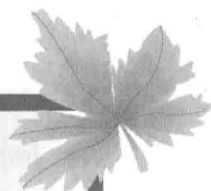
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举报电话: 62752024

电子信箱: [fd@pup.pku.edu.cn](mailto:fd@pup.pku.edu.cn)




**This is a ground-breaking textbook for teaching Chinese language to American students. Not only is the language carefully introduced and recycled, but also the book is designed to support the TPR Storytelling method of language instruction.**

**The authors, Zhang and Li, have researched and experimented with language acquisition. They discovered that no other method of language instruction produces students with language facility as efficiently as TPR Storytelling does. By combining the principle of comprehensible input with charming stories that are readily understood and enjoyed by early-language learners, they have produced an excellent textbook for English-speaking learners of Chinese.**

**Susan Gross**





TPR Storytelling has been shown to be a powerful way of teaching fluency in a second language. It is based on recent language acquisition theory. TPRS is now used around the world by thousands of teachers.

I am happy to see Susan and Linda have written a new book to help others learn Chinese. I wish you well in this and hope students have much success.

Blaine Ray

I have had the pleasure of learning Mandarin with Zhang and Li's *I Love Learning Chinese* materials. These stories are fun and appropriate for most age levels of beginning Mandarin students. As a TPRS teacher and trainer, I'm excited to welcome this series to the growing body of TPRS materials. The curriculum is easy to follow and recycles high frequency vocabulary throughout the lessons. Thanks, Susan and Linda for your hard work on this wonderful resource. With these materials, Mandarin teachers around the world will be able to successfully implement the TPRS method in their classes.

Beth Skelton



# Introduction

Total Physical Response Storytelling is a method that was developed by Mr. Blaine Ray in 1990 based on the theory and practice of James Asher, who had earlier developed Total Physical Response as a method of foreign language instruction.

TPR Storytelling is a method for teaching foreign languages that has proven to be profoundly successful with students of all ages and all abilities. The pedagogical underpinnings of the method are mastery learning applied to the principles of foreign/second language acquisition. The fundamentals of the language are developed while teaching vocabulary and structures in student-centered and personalized stories.

TPRS is changing the way teachers and students view their language classes. Through TPRS, teachers find that they can teach a wide range of students in a relaxed learning environment to comprehend, speak, read, and write in a foreign/second language within a shorter period of time than through more traditional methods. Grammatical accuracy is developed through meaningful, natural language learning activities.

Some of the major characteristics of TPRS:

- ◆ Target language is spoken 95% of the class time even in beginning level classes;
- ◆ Comprehensible input of the target language is provided for the students repeatedly and in a variety of ways;



- ◆ It introduces the vocabulary through a variety of categories, providing students with the tools they need to communicate in a very early stage;
- ◆ Complicated sentence structures are introduced very early on;
- ◆ It accommodates a variety of learning styles;
- ◆ It lends itself well to differentiated instruction practices;
- ◆ Students' mastery of communication skills is palpable very early in the learning process.

This series of textbooks consists of four books, which are specially designed for Chinese language classes where Total Physical Response Storytelling method is used. The books can be used for either middle school or high school learners. The focus should be on the learner's mastery of basic communication skills. The four language skills-listening, speaking, reading, and writing are all reinforced through the story telling activities. The written form of the Chinese language is also introduced at an early stage but according to the natural development of the learning process, from simple to complex.

Most frequently-used words and phrases have been identified as target phrases to use as the focus of learning. They are presented in the format of mini-stories and can be used in students' personalized stories to reinforce the language skills in a variety of ways. The context of the story makes the mastery of the language much easier. This specially-designed language environment provides students with exciting and non-threatening learning opportunities.

Each book in the series will take approximately 80-100 hours of in-



structional time. Of course, how much time should be the best for a particular group of students should depend on how the book is used and on the ability of the particular students. To accompany this series, there will be a series of teachers' reference books, which will include guidelines for using the books effectively and suggestions of learning activities.



## 前 言

行为情境教学法(Total Physical Response Storytelling),简称 TPRS,是 Blaine Ray 先生于 1990 年在 James Asher 博士的理论和实践的基础上开创的一种教学方法。此前,许多外语教师已将 James Asher 博士的 TPR 运用于外语教学中。

TPRS 遵循外语学习的基本规律,在教学中引进了个性化的故事,及以此为背景展开的各种生动有趣的情境;学生在自由而愉快的学习环境中,不仅学习和掌握了外文词汇,还能真正发展他们的实际语言交际能力。

在我们第二语言(中文)的教学实践中,老师们发现运用 TPRS 能在很短的时间内,帮助学生积累和发展大量实用的会话语言,并在此基础上提高学生对中文的理解和阅读技能。相对传统的死记硬背和题海战术,TPRS 方法更卓有成效;同时更主要的是,在以故事为基础而营造起的轻松的教学情境中,学生学习中文的兴趣也得到了很大的提高和增强。

TPRS 教学方法具有以下一些主要特征:

1. 即便在起始班,运用中文进行教学(对话)的时间就可以达到 95%以上;
2. 通过不断重复演练及各种途径的教学,帮助学生理解关键词汇和句型;
3. 以多样的教学方法引入词汇和短语,帮助学生尽快掌握一些最

基本的交流技巧；

4. 较早地将复杂的句型结构引入课堂；
5. 尽可能调动起学生的各种感官,来参与学习；
6. 面向全体学生,因材施教；
7. 学生在初期的语言学习过程中,通过短期训练,即可掌握基本的交流技巧。

在日常教学中,TPRS 要求把日常生活中使用频率很高的关键词汇以很高的频率重复出现在句型和故事中,并通过在学生自编故事中的运用,不断巩固和强化,以达到熟练掌握的程度。这种自编故事、创设情境的独特教学方法,使学生真正参与到了语言学习过程中,成为语言学习的主人。

此套教材共分 4 册,每册约 80~100 课时,专门针对初、高中运用 TPRS 进行中文为第二语言或外语教学而设计。教材全面覆盖了听、说、读、写四项最基本的语言技能,同时从学习的起始阶段就循序渐进地引入了汉字的辨认与书写。

即将出版的配套教师用书,对本教材的使用和活动提供了一些教学建议。



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# 第一单元

## Chapter I

又要开学了

Back to School



Mini-story 1.1

yí gè qí guài de nán shēng  
一个奇怪的男生  
A Strange Boy

Target Phrases

bān dào le

搬到了……

have moved to

xīn tóng xué

新同学

new classmate

lái zì shì jiè gè dì

来自世界各地

come from all over the world

yǒu de yǒu de

有的……有的……

some ..., some..., others

hái yǒu de

(还)有的……

duì dà jiā dōu hěn yǒu hǎo

对(大家都)很友好

be nice to (everybody)

hé dà jiā xiāng chǔ de bú cuò

和(大家)相处得不错

get along with (everybody)

jiù shì

就(是)

expressing an affirmative

(indicating stress)

kàn zhe

看着

be looking at