



史世庆 陆健真 编著

# 看电影 说汉语

## KANDIANYING SHUOHANYU

教师用书

Learning to Speak Chinese through Movies



暨南大学出版社  
Jinan University Press

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## 内容提要

电影人人都要看，也人人都爱看，但是看了电影以后要以马上把它的内容完整地描述出来，这却不是每一个人都能做到的。通过各种方法引导学生把所看到的影片内容用口语描述出来，以此提高他们的汉语水平，这就是我们的“视听说教学”。

这是一种独特的教学方法，它在 1994 年“国家教委汉办”举办的“全国对外汉语教学优秀奖”的评选中，获得了“优秀教学三等奖”。本教材就是这种教学法的具体应用、生动体现。

这是一套以课堂教学为主、兼顾自学的教材。

这是一套中、高级的口语教材。（适于汉语水平考试成绩在五级或五级以上的学生）

这是一套全新的、独特的口语教材：它不像传统的口语教材那样，通过学习“范文”来学习口语，而是通过各种有趣的练习——“看”的练习、“听”的练习、思考题的练习，引导学生从易到难、从简单到复杂地把所看到的影片内容用口语描述出来，并通过语法（复句）和一些写作方法的引入，使学生能越说越细致、越说越准确、越说越完整。

如果不讲究方法，这样的要求，对外国朋友来说，用母语来完成，也是有一定难度的，更何况现在的要求是用汉语呢！但是，只要认真、踏实地根据这套教材的方法去做，就一定可以事半功倍地达到较高的汉语听说水平。

高高兴兴看电影，  
轻轻松松说汉语。





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## 教材的设计与使用方法

### 一、“视听说”教学的产生

20 世纪 80 年代初期,一个偶然的时机,上课时我们给一些留学生看了一部中国电影,看完以后,又偶然地问了一下:好看吗?看懂了吗?回答是:看懂了,很不错。我们又习惯地追问了一句:说说看,你们看到了什么?学生们却一个个低下头,不能回答。这突然给了我们一个启发:电影能从语言、音乐、色彩、动作、表情、环境、场面、故事情节等等众多方面给学生以生动、丰富的信息,如果我们能引导学生把看到的影片内容叙说出来,这不是一个很好的教学方法吗?

于是,我们开始注意收集影视素材,先后收集了 100 多个,经过使用,最后精选出十几部影视作品,根据教学需要一一进行分课,并寻求出每一课叙说的重点、难点和引导方法,这样也就形成了我们独特的视、听、说教学法,并编写出了相应的文字教材(分学生用书和教师用书),以供课堂教学使用。<sup>①</sup>

为了出版的需要,我们又从这十几部影视作品中选出四部,作为中、高级的视听说教材,这就是现在的《看电影 说汉语》。

在这套教材中,我们选用了下列四部电影作为声像资料:《雨夜》、《他姓险》、《舞台姐妹》(片段)、《女人的天空》(取其主线)。20 世纪 80 年代初期,上海电影制片厂根据微型小说改编拍摄了一部短片集锦《浪花细沙》(共有六个小故事),这虽是一部短片集锦,但当时电影厂是花了大力气来制作的:编剧是当时的文学厂长,导演均是后来的一流导演,演员是当时的名演员,摄影、灯光、美工、音乐等也都是高手。我们所选用的《雨夜》、《他姓险》就是其中的佼佼者。《舞台姐妹》是著名导演谢晋的代表作之一,虽然是历史题材,但我们选用的开头二十几分钟,人物的命运扣人心弦,情节发展充满了悬念。《女人的天空》则是近年新拍的一部较好的轻喜剧片,反映了当代人的生活(培训空姐、空嫂)。我们对这部影片重新进行了编辑,选取其中的主线,剪辑成一个 50 多分钟的故事。

以上几部电影,拍摄精良,演员的表演细腻、准确,故事情节生动、有趣,如果加上教师的正确引导,在教学中,学生愿意看、愿意学、愿意说,必定能取得预期的效果。

### 二、本教材的设计

这是一套全新的、独特的口语教材。它不像传统的口语教材那样,通过学习“范文”来学习口语,而是通过各种练习——“看”的练习、“听”的练习、思考题的练习,引导学生从易到难、从简单到复杂地把所看到的影片内容用口语描述出来,并通过语法(复句)和一些写作方法的引入,力图使学生能越说越细致、越说越准确、越说越完整。在词语方面,本教材除了对影片对话中的一些词语作了简单的解释以外,主要是引导学生大量使用已

<sup>①</sup> 1994 年 6 月,史世庆老师的“视听说课”教学,在“国家教委汉办”举办的“全国对外汉语教学优秀奖”的评选中,获得了“优秀教学三等奖”。





经学习过的词语，使学生建立起“画面”与“词语”的直接联系，而不是像传统的做法那样，从“文字”到“文字”地翻译。

本套教材可供使用一年到一年半。（每周6~8学时）

我们希望通过对本教材的教学，使学生能完整、具体、生动地把自己所看到的影片内容用口语描述出来，以此来提高学生的口头表达能力。我们对学生叙说的要求是：内容完整、具体；用词准确、生动；句子基本正确，无明显的语法错误，并能熟练使用多重复句（主要是双重复句和三重复句）。

本套教材由声像资料和文字教材两部分组成：声像资料包括电影资料（分课）和电影录音剪辑（听力材料），文字教材包括学生用书和教师用书。

### （一）声像资料

1. 电影资料：这是根据教学的需要，经过分课或者重新编辑的电影资料。

在对电影资料进行分课时，既要考虑到影片内容的相对完整，又要考虑到便于学生的叙说。例如：在对第一个教材《雨夜》进行分课时，每课的长度就适当短一点，因为这时的学生刚接触这样的课型，所以需要较多的时间供他们思考、操练，也需要较多的时间来纠正他们的错误。因此《雨夜》的第一课、第二课，时间都非常短，完全可以把它们合在一起，但是，它们提供的叙说素材却非常丰富：第一课有人物衣着的叙说、小路环境的叙说；第二课有人物的二十几个动作的叙说，这么多的内容，必须分为两课才行。

在对电影资料进行分课时，更要注意影片的连贯性、趣味性，要留有强烈的悬念，这样才能吸引学生看下去，才能激发学生思考，才能激发学生的叙说热情。像《舞台姐妹》中倪府的一场戏，我们把它分成了三课：第一课是倪三老爷在酒席中调戏月红，邢师傅虽然着急，却没有办法；第二课是倪三老爷命令账房先生传话，“留下邢月红后面领赏”，画面分切是账房先生把邢月红关在碧纱厅里；第三课是账房先生要带月红去“后面”，邢师傅婉言拒绝，阿鑫帮着威逼邢师傅从命，邢师傅却决然保护着月红、春花离去，最后，账房先生咬牙切齿地对阿鑫说“好啊，好”。这三课戏，每一个分切处都充满了悬念，一直到最后，学生还在担心后面会怎样。

为了激发学生的学习热情，有时我们在分切影片时，还故意制造悬念。如《他姓险》的第三课，小钱在公共汽车门口发现了前面年轻人掉下的钱包，想占为己有，于是用脚踩住钱包，这时后面有人拍拍他的肩膀，他吃惊地转过脸去，——在这儿我们故意地做了一个分切，让学生猜测后面会怎么样，学生都议论得非常热烈，教学目的就达到了。

电影《女人的天空》采取的是取其主线重新编辑。在主线中，我们把一些不太合理的地方作了删除，对一些台词过快、过杂，而又与主线关系不大的地方也作了删除。这是一种新的尝试，现在看来，重新编辑以后，故事仍然比较完整，剪接的地方也看不出大的痕迹，应该说是编辑得比较成功的。

### 2. 电影录音剪辑

阅读课有“范文”，口语课能不能有“范说”？基于这样的考虑，我们为《雨夜》、《舞台姐妹》（片段）、《他姓险》设计、制作了电影录音剪辑，即用旁白把影片的全部对话串联起来，并配上影片原有的音乐，让学生听完整的电影故事。它们既可作为相应的听力材料，又可作为学生叙说的参考。



## （二）文字教材

教师用书是为了帮助教师掌握使用这套“视、听、说”教材而编写的。主要包括以下内容：

1. 收录了影视教材的全部台词、对话。
2. 对主要的思考题作出了解答或说明。
3. 为每段影视教材的内容提供了书面范文。
4. 教学建议：从对教材的理解、使用，到具体教学方法的设计，多方面地提出建议，以供教师参考。
5. 测试题：每个录像教材都提供两套或几套测试题，供教师灵活使用。（有的可作测试用，有的可作练习用）
6. 最后还附有电影录音剪辑的文字稿，以供教师查考。

## 三、如何使用本教材

为了达到预定的教学目标，我们在使用本教材时，应该注意以下几个方面。

### （一）掌握好课堂教学的六个环节：看、听、想、说、写、测试

1. 看：每次上课，让学生先看一课影片内容，使学生了解该课大概的内容。现在教材的分课主要是根据影片的段落来划分的，有的段落内容过长，或是对话较多，可根据学生的水平，再分切成更小的段落。

2. 听：听懂对话（填写学生用书的“听写”部分）。这是为了让学生更准确地了解所要叙说的内容。

3. 想：根据思考题，引导学生把所要叙说的每一个元素（时间、地点、周围环境、事件的经过、人物的心理、动作等等）都认真、仔细地考虑一下。这一环节很重要，想得越细致，才能说得越准确、越具体、越生动。

4. 说：把所想的内容串联起来，说成一段完整的故事。这一环节，特别要引导学生注意指代的明确性和篇章结构的完整性。

5. 写：这一环节是“说”的补充。因为上课时间有限，不可能让每个学生都在课堂上把所看内容都完整地叙说一遍，较多的是每个人只能说几句，说一小段，因此“写”就可以让每个学生把影片内容再完整地思考一遍，并充分运用自己的汉语知识，把它们写出来。教师也可以从中发现学生的薄弱环节，以利于更好地进行教学。应该说明的是，学生在课堂上应该是“看”、“听”、“想”了以后马上就说，而不要“写了念”。“写”应该是课后作业。

6. 测试：与平时上课的方法一样。选取一段学生还未看过的影片，让他们看了以后，马上对着录音机叙说故事的内容。在测试时，也给学生一组思考题，让学生能根据思考题的要求，完整地说好这段故事。在测试时，还给学生一组词语（一般是10个）、几个复句（2个~4个），要求学生在叙说这段故事时使用这些词语和复句，最后要求学生在半小时内制成录音（这样学生就没有时间写了念，而只能边想边说），然后教师当面一一审听学生的录音。这样的测试是真正的口语测试，而且成绩的好坏也有客观依据——思考题提出的要求是否达到？词语、复句的要求是否达到？达到了多少？（如果班级较大，人数较多，那么只好采用让学生写的方法，即其他要求都一样，只是把“说”改成了“写”。也可以采用随堂口试的方法：先把试题给学生，把考试的影片内容让大家看三遍，接着让大家思考五分钟，然



后请三、四个学生上台来对着录音机叙说这段故事，最后教师和大家一起审听这几位学生的录音。对先说的人应该加分，因为他的难度比后面的人大。如果有四个人上来考试，那么，第一个加4分，第二个加3分，——这样的考试加大了学生的参与性，教师可以在原有思考题的基础上进行增减，多出几套题目。)

## (二) 在课堂教学中，本教材教学顺序的具体安排

1. 看影片(一课)1~2遍，引导学生了解这段影片的大概内容和听懂对话。

(1) 学生了解这段影片的大概内容。

(2) 学生听写对话中的空格。

(3) 学生学习对话中的生词。

2. 根据思考题的要求，再看影片1~2遍。

(1) 学生思考、回答思考题所提出的问题。

(2) 结合回答思考题的问题，引导学生学习、使用画面词语。

3. 要求学生把思考题的内容串联起来，说成一段完整的故事。(如果需要，可以再看一遍影片。)

(1) 引导学生叙说完整的故事。(如果内容较长，可由几个学生共同完成——每人说一部分。)

(2) 叙说故事可以有描述和简单叙述两种，但我们强调的是前者(描述)。

(3) 结合语法(复句)学习，引导学生使用已经学习过的复句。

4. 家庭作业：要求学生想、说今天所看的影片内容，下一次上课时可以让学生在课堂上把影片内容再叙说一遍。(影片的一些重要段落还可以要求学生写下来。)

注意：(1) 如果内容较多、较复杂，可把一课内容分切成几部分来完成。

(2) 标准答案可以参考“教师用书”的“故事内容”和“电影录音剪辑文字稿”。

## (三) 全年的教学可以分为三个阶段

1. 熟悉阶段：教师熟悉、了解学生的实际叙说水平；学生熟悉、了解这种新的教学方法。这个阶段大约需要3周左右，本教材把《雨夜》的教学，作为第一阶段。

在这一阶段，引导学生叙说影片的故事内容时，除了一些词语以外，特别要注意他们在单句语法中存在的问题，例如：“把”字句、“被”字句、趋向补语后面宾语的位置等等。还要他们注意对影片画面的仔细观察和准确表达，注意成段表达时句子的前后连接和呼应，等等。

2. 学习使用各种单项的复句阶段：在第一阶段的基础上，每一、二周学习一种类型的复句，并在“说”的教学中，引导学生反复操练——在叙说影片内容时要求使用已经学习过的复句。这种学习应该是“滚雪球”式的，学了新的，不能丢了旧的，应该是越学越多，越用越多，而不能学一种、扔一种。为了促进学生对各种单项复句的学习和使用，在练习、测试时，也都应该有这方面的要求。

3. 学习使用多重复句阶段：在第二阶段的基础上，引导学生综合训练，要求学生在叙说影片内容时，能熟练使用双重复句和三重复句。在练习、测试时，也应该有这方面



的要求。<sup>①</sup>

#### （四）注意学生用书和教师用书的配合

学生用书是为了帮助学生充分熟悉影片的内容，充分掌握叙说的诸元素，以便于他们能完整、具体、准确、生动地叙说而设计的。

教师用书则提供了“听”和“说”的书面答案——全部“对话”和“故事内容”（包括完整、具体地描述和简单地叙述）。“故事内容”的描述部分，应该是对学生的最高要求，教师应该根据学生的实际水平，对这一部分的内容进行修改、有所取舍，而不能全部一字不动地照搬。例如：《雨夜》第二课中，姑娘因为一只猫突然从小路边冲出来而受到了惊吓，人摔倒了，自行车也摔坏了，这里教师用书中一共提供了 28 个动作，在实际教学中，教师只要能引导学生说出近 20 个就可以了。

简单地叙述是为了培养学生的概括能力，不能只理解为低水平的叙说。

教师应该告诉学生，对“故事内容”，学习以前一定不要去预习，否则上课时叙说起来虽然容易多了，但操练的强度却大大降低了，提高也就慢了。较好的办法是，学生根据自己的能力叙说以后，再去看看文字材料（教师用书中的“故事内容”）、听听“电影录音剪辑”，这样就能找出自己的差距。这样的方法对自学者也适用。

教师用书中还有一些教学建议，特别是语法的例句，对学生熟练掌握复句有帮助，但学生在学习以前不要先预习。

#### （五）注意声像资料与文字教材的配合

关于声像资料，前文已经有了说明，这里就不重复了。

关于“范说”，这里还想做一点补充。教师也可以把教师用书中的“故事内容”制作成录音，作为学生叙说的参考。或者，在学生叙说以后，教师可以用自己的语言把相同的内容再说一遍，给学生作示范。

史世庆 陆健真

2004 年 5 月 21 日

<sup>①</sup> 详见史世庆《影视录像与复句教学》，《面向世界的汉语教学》，上海：复旦大学出版社，1992 年出版。





## “Learning Conversational Chinese through Movies” – Teaching Guide

### I How this method was developed

In the early 1980s, we screened a Chinese movie for some foreign students. After screening the movie, we asked them whether they understood it and how they found it. They said they understood the movie and found it good. However, when we casually asked them to speak more specifically about what they had watched, everyone kept quiet. That gave us an idea: Since movies communicate rich and vivid information to its audience, through language, music, colors, actions, facial expressions, setting, plot, etc, wouldn't it be an excellent way to teach Chinese in if we could coach students to articulate what they have watched in a movie?

We therefore started collecting movie clips which we felt could be used as teaching materials. At first, we collected over a hundred clips. Of these, we selected over ten to work on. Based on the teaching needs identified, we designed a series of lesson plans, with a different focus for each lesson. Teaching guides were developed to accompany each lesson plan.<sup>①</sup>

For the purpose of this publication, four movies/movie segments were further short listed from the original list of over ten. They are: “*Raining Night*”, “*He's Named Xian*”, “*Stage Sisters*” (segment); and “*Women's Sky*” (an abridged version). In the early 1980s, Shanghai Film Studio made a collection of six short films entitled “*Waves and Sand*” using the top screenwriters, actors and technicians. “*Raining Night*” and “*He's Named Xian*” form part of that collection. “*Stage Sisters*” is a representative piece of work by famous director, Xie Jin. Although this movie was set in the distant past, the first 20 minutes of it, which is what we have selected for use, is highly captivating. Unlike others, “*Women's sky*” is a more modern light-hearted comedy about the lives of air-hostesses. we have made an abridged version of it lasting about 50 minutes.

All the four selected movies/movie segments have exceptional photography, excellent acting, and an interesting and captivating plot. With appropriate guidance by the teacher, students using these materials have felt motivated to watch, to learn and to talk in Chinese about the movie segments screened.

### II The design of this set of materials

This set of materials aims to help students learn Chinese through watching, listening and speaking the language. It is suitable for intermediate and advanced learners of conversational Chi-

<sup>①</sup> In June 1994, The “Learning through watching, listening and speaking” teaching method started by Shi Shiqing, was given the Excellence in Teaching Award (Third Grade) at a national event organized by the National Office for Teaching Chinese as Foreign Language.



nese (i. e. those with HSK grading of 5 and above). While designed to be used as material for classroom teaching, it is also suitable for self-learning.

This set of materials offers an absolutely new and unique way of learning conversational Chinese. Unlike the traditional method of learning through “model essays”, this method allows students to learn through a variety of exercises involving watching a movie segment, listening to the conversations, thinking about and recounting what they have watched. With appropriate guidance from the teacher, students will overtime be able to describe what they have watched with increasing detail, accuracy and completeness, and in a coherent and grammatical way. While the guide provides some explanation for selected words in the movie segment shown, students are encouraged to use words from their existing vocabulary to describe what they have watched, and in so doing, strengthen the connection between visual image and words. This differs from the traditional method of literal translations.

The entire program can be completed in 12 – 18 months, based on 6 – 8 hours of lessons per week.

Our aim is for students to learn to give a complete, detailed, vivid, accurate and grammatical recount of what they have watched, and thus strengthen their ability to express themselves in Chinese. Students should practise the use of non-basic sentence structures with multi-compound clauses (mainly a compound with double-clauses and a compound with three-clauses in their narration).

This set of materials comprises the following:

- (1) audio-visual recording of selected movies/movie segments;
- (2) audio recording of selected movies/movie segments;
- (3) a student's guide; and
- (4) a teaching guide.

### (1) Audio-visual materials

(i) *Movie materials*: These have been segmented and/or edited based on teaching needs.

When segmenting the movie materials for different lessons, we ensured that the story content per lesson was sufficiently self-contained. For example, when segmenting the first movie “*Raining Night*”, we had intentionally kept each segment short. As this will be the first time that students will be exposed to this form of learning, more time will be needed at this stage to reflect on what has been watched; more time will also be needed for the teacher to help students improve on their recount. The aim is for the students to be as detailed as possible in their narration. For the first movie segment of “*Raining Night*”, the narration should include details about the dressing of the characters and about the physical setting of the scene. For the second segment, over twenty actions can be described. There is therefore a need to take two lessons to cover the movie “*Raining Night*”.

Also, each movie segment must be interesting and have a certain degree of suspense and yet a sense of continuity. Only then will the students be motivated to reflect on the movie content and be enthusiastic to talk about it. For example, the movie segment of “*Stage Sisters*” which is set in the home of Mr Ni has been divided into three sub-segments. The first sub-segment ends with Teacher



Xing feeling very worried and helpless when he sees Yue Hong being teased by Mr Ni. The second sub-segment shows Mr Ni's sidekick confining Yue Hong in the Bi Sha Hall on the instruction of Mr Ni. The third sub-segment shows Teacher Xing refusing to let Mr Ni keep Yue Hong in his home despite threats from Mr Ni's subordinate. Each sub-segment therefore keeps the students in suspense thus capturing their interest to continue watching the movie.

Another example of how we create a sense of suspense in the way we segment a movie clip can be seen in the third segment of "*He's Named Xian*", In this segment, Mr Qian intentionally steps on a wallet dropped by a youngster; Mr Qian wants to keep the wallet for himself. As he does this, someone taps on his shoulder. Mr Qian frightfully turns around to see who that may be. We end the third segment of the movie here, without revealing the identity of the person who tapped Mr Qian's shoulder. Students are then asked to discuss how the story may develop. As the students enthusiastically talk about their respective views, learning will take place.

Due to copyright reasons, an abridged version of "*Women's Sky*" is used. This version excludes parts of the original movie where the conversations are too fast or too complicated and not directly related to the main story line. We are quite pleased with this abridged version. As the editing was done skillfully; the main story remains intact and there is hardly any trace that parts of the movie have been removed.

#### (ii) *Audio recording*

We recorded a sound track of "*Raining Night*", "*He's Named Xian*", and excerpts of "*Stage Sisters*", capturing all the conversations, with accompanying music background. This recording can serve as teaching material for listening classes, or as reference material for students preparing to recount what they have watched.

### (2) **Text materials**

The following are provided in the Teaching Guide:

- (i) A complete collection of the actors' lines;
- (ii) Answers to the main questions for reflection;
- (iii) A write-up on the main story of each of the movie clips;
- (iv) Teaching tips for reference;
- (v) Each movie clip is accompanied by at least two sets of assessment questions;
- (vi) Script for the sound track.

The Teaching Guide is student-friendly so as to allow students to also use it, for revision as well as self-study.

## III How to use this set of materials

In order to achieve the desired learning objectives, please take note of the following areas:



(1) **Pay attention to all six elements of learning, namely, watching, listening, thinking, speaking, writing, and assessment.**

(i) *Watching*: During each lesson, the students will first watch the selected movie segment for the day, to gain a general understanding of its content. The movie is segmented based on the story flow and thus some segments may be longer than others. The teacher may, depending on the ability of the students, breakdown the longer segments into more manageable sub-segments.

(ii) *Listening*: The students should aim to understand fully the conversations in the movie segment. To facilitate that, they should strive to fill in the blanks in the “dictation” section of the Students’ Guide.

(iii) *Thinking*: Students should be guided to answer questions listed for the corresponding movie segment. They should consider various aspects of the movie segment, including time, venue, setting, events, emotions and actions/behaviors of the characters, etc. This thinking process will help students better recount the movie segment watched accurately, clearly and vividly.

(iv) *Speaking*: The students should recount the movie segment in a coherent manner, while not omitting any pertinent details.

(v) *Writing*: This supplements the “speaking” element. There is limited time during the actual lesson for students to practise recounting the movie segment watched. Getting the students to write out the movie segment watched, as a piece of homework, will allow them to review the movie segment in their mind, and practise expressing themselves in writing. Also, through their written work, the teacher can assess their strengths and weaknesses, thus enabling the teacher to coach the students more effectively. It is imperative, however, that the students orally recount the movie segment immediately after watching it in class, and not just read off their written account of the story.

(vi) *Assessment*: For assessment purposes, we recommend that the teacher let the students watch a movie segment they have not watched before, and then get them to record on tape their account of what they watched. The students should recount the movie segment based on a set of questions to be provided. The students will also be given about ten words and 2 – 4 non-basic sentence structures with a compound sentence which they are required to use in their recount. The students are to be given half an hour for the recording. (This will give the students no time to first write out the narration before recording it; therefore, they will have to speak as they think.) The teacher should then listen to the individual recordings. This is an objective method of assessment, as assessment is based on how well one answers the set of questions, and one’s usage of the selected words and non-basic sentence structures with compound sentences. (If the class size is large, the alternative would be to get the students to write out their narration, as opposed to recording it. Yet another alternative is as follows: (a) distribute list of questions to students; (b) show the selected movie segment three times; (c) give students 5 minutes to reflect on what they have watched; (d) select 3 – 4 students to come to the front of the class to record their recount; (e) the teacher and the other students together grade these 3 – 4 students. The students who speak first should be given bonus points, as he/she has a more difficult task than those who speak later. For example, if there are four selected students, the first to speak should be given 4 bonus points, while the second





should receive 3 bonus points. In this way, student involvement is encouraged. However, it would mean the teacher must have a few more sets of assessment questions on hand.)

## (2) The arrangement of lessons

(i) Let the students watch the selected movie segment once or twice. The teacher should guide the students in understanding its content and the conversations therein. Thereafter, the students should:

- have a broad understanding of the content of the movie segment watched;
- fill in the blanks in the dictation section of the Student's Guide;
- practise applying the words used in the conversations of the movie segment watched.

(ii) The students should, keeping in mind the questions listed, watch the movie segment again once or twice. They should then:

- answer the questions listed (If the students are not comprehensive in their responses, the teacher can show them the movie segment again.)
- learn and use words that accurately describe what happened in the movie segment watched, using the listed questions as a guide.

(iii) The students should link together the answers to the listed questions, to form a coherent and complete recount of the movie segment watched. (If necessary, the students may watch the movie segment again.)

- The teacher should guide the students, where necessary, to comprehensively recount the movie segment (If the movie segment is relatively long, different students can take turn to recount parts of it, to form a complete coherent narration.)
- The students' recount of the movie segment should be as detailed as possible.
- When recounting the movie segment, the students should be encouraged to practise the use of non-basic sentence structures with compound sentences.

Note: (a) If the selected movie segment is relatively complicated, the teacher may divide it into more manageable sub-segments.

(b) Answers to the listed questions can be found in the relevant section of the Teaching Guide.

## (3) The entire program consists of three stages

(i) Familiarization: This is the stage where the teacher will make an initial assessment of each student's command of the Chinese language, and where the students will be introduced to this new method of learning a language. We expect this stage to last about 3 weeks. The movie selected for this first stage of learning is "*Raining Night*". Besides guiding the students in detailed observation and accurate recounting of what they have watched, the teacher should also take note of the flow of the students' narration. In addition, attention should be paid to the students' grammar and their use of simple sentence structures, such as the use of "把" and "被" and the position of an object when