



北大版少儿汉语教材



我爱学中文

I LOVE LEARNING CHINESE

小学用书

Specially designed for primary school



第三册

Volume 3

章悦华 钟茸 张觅彦 主编

徐婧 插图

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北京大学出版社

PEKING UNIVERSITY PRESS

《我爱学中文》的编写原则是行为情境教学法(TPRS)，这一教学法遵循外语学习的基本规律，在教学中引进了个性化的故事，以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，不仅学习和掌握了基本词汇，还能真正发展他们的实际语言交际能力。TPRS是已被实践证明的、行之有效的第二语言习得方法，现国内外多所国际学校将其应用于汉语教学。《我爱学中文》(小学用书)共分4册，每册约100课时，专门针对小学运用TPRS进行中文教学而设计。教材全面覆盖了听、说、读、写四项最基本的语言技能，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训练。

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TPRS

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I Love Learning Chinese

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第三册

Volume III

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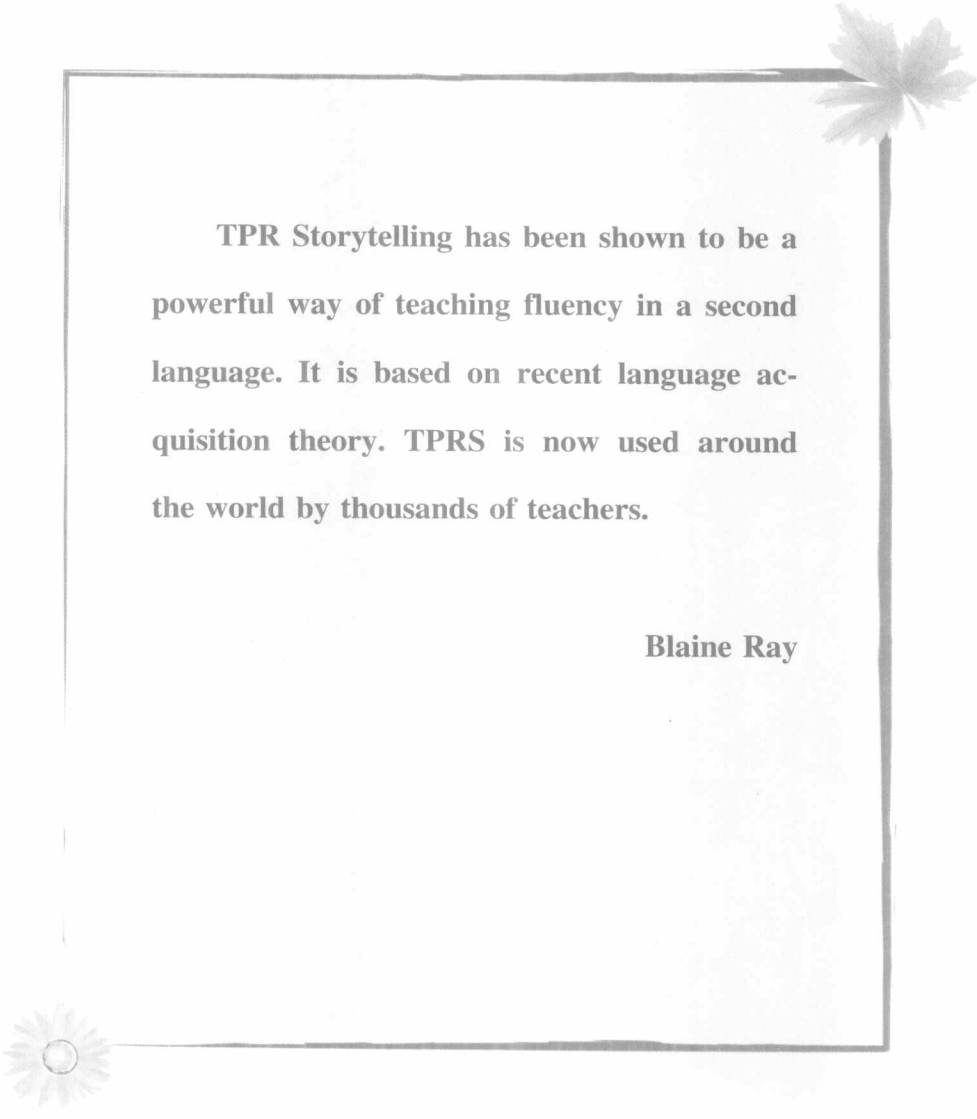
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TPR Storytelling has been shown to be a powerful way of teaching fluency in a second language. It is based on recent language acquisition theory. TPRS is now used around the world by thousands of teachers.

Blaine Ray

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 elementary students. 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 120-140 class hours of instructional time assuming each class is 40 minutes. 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 a particular group of 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。在这之前, 许多外语教师已将 James Asher 博士的 TPRS 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。以每课时为 40 分钟计算,每册约需 120~140 课时。此教材是专门针对小学运用 TPRS 进行中文为第二语言或外语教学而设计编写的。教材全面覆盖了听、说、读、写四项最基本的语言技能,同时从学生学习的起始阶段就循序渐进地引入了汉字的书写。

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。



Authors' acknowledgments

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dì yī dān yuán
第一单元

Chapter I

shēng rì lǐ wù
生日礼物

Birthday Present



Mini Story 1.1

de shēng rì lǐ wù
Carol 的 生 日 礼 物
Carol's Birthday Present

Target Phrases

- | | |
|-------------------------|-------------------------|
| piào liang de | |
| 1. 漂 亮 的 | beautiful, good looking |
| shēng rì lǐ wù | |
| 2. 生 日 礼 物 | birthday present |
| wán jù | |
| 3. 玩 具 | toy |
| yì tiáo niú zǎi duǎn kù | |
| 4. 一 条 牛 仔 短 裤 | a pair of jeans shorts |
| tài pàng le | |
| 5. 太 胖 了 | too fat |
| shāng xīn de kū le | |
| 6. 伤 心 地 哭 了 | cry sadly |