

LIBERATE THE JOY OF
LEARNING CHINESE

快快乐乐学汉语

(FOR TEENAGERS 青少年版)

TEXTBOOK 1
课本



Living
Learning
& Culture
& Education
活学文教

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教材特点

语言，是心灵的窗户。多掌握一种语言，心灵就好像多开一扇窗户。这不但能让我们可以从另一个渠道、另一个角度去了解这个世界，表达我们的所思所感，更能让我们借助全新的媒介，重构我们的表达方式，扩建我们的概念世界，丰富我们的精神生活。因此，我们主张，语言教学，无论是母语教学还是外语教学，都不能只停留在狭义的词汇、句式、文法等知识的传授和听、说、读、写等技能的训练上，还应该将语言背后所承载的文化内涵，有组织、有意识地渗透到整个语言教学的过程中，让学习者潜移默化地掌握语文的立体面貌。

外语教学，除了要解决一般语言教学中遇到的问题，还要面对一个特殊的困难，就是目的语和学习者心智年龄的差距。一般而言，学习母语时，语言学习和概念建构基本上是同步进行的，因此，学习者的心智发展跟其母语学习可以说是亦步亦趋、相辅相成的。学习外语时，情况却不一样，学习者可能已经掌握了非常丰富的概念世界，却仍要在目的语的世界里“从头开始”，学说“我的名字是×××”、“我是××人”、“我最喜欢×××”等最基本的句子、最简单的概念。这种差距，对于年幼的学习者，譬如小学生，是不会太明显的，所以问题不大。至于成年学习者，由于自律能力强、学习动机明确，亦不会给教与学带来太大的阻力。但若是介乎两者之间的学习者，譬如中学生，这种差距便需要加以正视了。

本系列教材一套五册，就是为了帮助中学生学习汉语编撰而成的。整套教材的表达方式、内容、配套练习等，除了考虑汉语的学习规律，有意识地渗透中国文化元素，让学习者潜移默化地了解中国文化的各个方面外，亦尽力贴近青少年的心智、兴趣、生活习惯，务求将上述差距降至最低。

课文部分侧重于汉语能力的培养，重视语言的交际功能，围绕每日生活、个人与社交、身边的世界、工作、国际社会等五个主题，按照汉语的学习规律编写而成。课文后的“课堂活动”、“延伸学习”及“文化点滴”三部分，各有其功能。“课堂活动”部分，提供不同形式的课堂活动，让学生在愉快、互动、共同参与的多元情景中，巩固课文的学习内容，内化有关的语文能力。“延伸学习”部分，是在学习课文的基础上，

进一步深化相关的语文能力训练，老师可按照学生的学习动机、语文水平及实际需要斟酌施教，学生亦可根据自己的特殊需要或兴趣，在老师的帮助下进行自学。“文化点滴”部分，偏重于文化熏陶及思维训练，选材由课文所属课题扩展至相关的文化及思维学习，包括成语、诗词、民间故事、古今中外比较、文化反思等等，使学生在潜移默化中了解中国古今文化的特色。为了确保学生能较深入地掌握有关内容，这部分会以中文标示重点，具体解说内容则以英文表达。

课本附录设有字表、词表及句表。为了尊重学生的学习差异，字表(一)及句表是按照字、句在课文中出现的前后顺序排列，字表(二)和词表则是按照拼音字母的次序排列，让不同能力、不同背景、不同学习方式的学生，可以在掌握高频常用字、词的基础上，尽其所能，循序渐进地学习表中余下的常用字、词。

字表由默写汉字和认读汉字组成，所有默写及认读汉字都是参考大量统计数据得出的高频常用字。默写汉字要求会读（读音声调正确）、会写（默写）、会解（了解基本意义）、会用（能够正确运用），认读汉字则要求会读和会解。学完本套教材，应能掌握约1700个常用字、3400个常用词语及常用句式。每个生字、生词、句式均会在不同单元及配套练习中重复出现，以巩固学习效果。

第一册中，所有汉字均标上汉语拼音，帮助学生准确掌握读音及声调。第二册中，课文里只标出默写及认读汉字的拼音，以突出学习重点。从第三册开始，为了进一步提高学生辨认汉字和阅读的能力，课文不再标注汉语拼音。

每册教材均配有课文朗读光盘及练习册，以方便学生巩固所学。

Features of the Textbook

Language is the window of the soul. When mastering one more language we open one more window of our soul. This not only gives us another channel and angle to understand the world and express our thinking and feelings, but allows us to reconstruct our way of expression, expand our conceptual world and enrich our spiritual life through a brand new medium. We, therefore, contend that regardless of whether we teach in the native language or a foreign language, we should not confine ourselves to teaching knowledge of vocabulary, sentence pattern and grammar or training listening, speaking, reading and writing skills. We should also infuse the cultural content carried by the language into the whole process of language teaching in an organized and conscious manner, so that the learner can master in a subconscious way the three-dimensional feature of the whole language.

Apart from solving the usual problems associated with the teaching of language, the teachers of a foreign language have to face a special difficulty, that is, the tension arising from the difference in intellectual maturity between the learners and the level at which they can access the target language. Generally speaking, the intellectual development of the learner and the learning of the mother language go hand in hand and supplement each other. But when studying a foreign language, the situation is not the same. The learner may already have a wealth of concepts, but the learner still has to start from the beginning with the target language. The learner has to learn to say the basic sentences and most simple concepts, such as "My name is xxx", "I'm xxx", "I like xxx most". To young learners, such as primary school students, the tension is not so conspicuous and the associated problem is, therefore, not so big. Adult learners, who are self-disciplined and possess strong learning motivation, will not pose too many obstacles to teaching and learning. Learners who are neither children nor adults will have to address the tension problem properly.

This series of teaching materials, consisting of five volumes, is written and compiled to meet the special needs of high school students in learning Chinese as an Additional Language. Apart from considering the learning pattern of Chinese, the compilers have consciously infused Chinese cultural elements into the presentation, content and corresponding exercises of all the study lessons. This allows the learner to understand every aspect of the Chinese culture in a subconscious way and reduces the above-mentioned tension to the minimum as the teaching materials have been made to conform to the intellect, interest and habits of the young people.

In each study lesson, the text put emphasis on cultivating the Chinese language ability and the function of oral communication revolving around the five topics of daily life, personal social activity, the world around us, work and the international community. This part is written according to the learning pattern of Chinese. At the back of the text there are three parts – "Class Activity", "Extended Learning" and "A Touch of Culture", each with its own function. "Class Activity"

offers different kinds of class activities and allows students to consolidate the learning of the content and internalize the language in happy, interactive, participatory and diversified situations. "Extended Learning" further strengthens the training of language ability on the basis of learning of the text. Teachers can teach according to students' learning motivation, language proficiency and practical needs, and students can learn with the assistance of teachers according to their own special needs and interests. "A Touch of Culture" focuses on culture and training of thinking. The material is chosen from the topics of the text and encourages students to understand and respond to the Chinese culture, including idioms, poems, folklore, comparisons of Chinese and foreign cultures and reflections on culture. The purpose is to let students understand the Chinese culture in ancient and present times. In order to allow students to master the relevant content, the important points of this part are underlined in Chinese, but the detailed explanation is given in English.

The textbook is accompanied by tables of "Chinese Characters", "Words" and "Sentence Patterns" in the Appendix. In order to take account of learner diversity, "Characters to be memorized" (默写汉字), "Characters to be recognized" (认读汉字) and "Words" are arranged in those tables according to the frequency of use of the characters and words in daily life. In this way, students of different abilities and backgrounds can master a core selection of characters and words of high frequency of use, and can learn the rest according to their own strengths, best abilities and in a progressive manner.

All the characters for memorization and recognition are those characters of high frequency of use identified from substantial data on the use of characters. "Characters to be memorized" requires students to read the characters with correct intonation, to write them without reference to the text, to comprehend their basic meanings and to use them correctly. "Characters to be recognized" requires students to read and comprehend. After studying the whole set of teaching materials, students will have mastered 1700 characters of frequent use, 3400 words and common sentence patterns of frequent use. All characters, words and sentence patterns appear repeatedly in different units and corresponding exercises in order to consolidate students' learning.

All the Chinese characters in Volume 1 are marked with Romanization symbols (Pinyin) to help students to master the correct pronunciation and intonation. Starting from Volume 2, "Characters to be memorized" and "Characters to be recognized" that appeared in the previous volumes are not marked with Romanization symbols.

In order to assist students in consolidating what they have learnt, every volume is paired with a set of exercise books and a CD-ROM that contains audio recordings of the texts.

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dì yī kè nǐ hǎo
第一 课 你 好



dà wéi : nǐ hǎo wǒ shì dà wéi nǐ jiào shén me
大 为 : 你 好 , 我 是 大 为 。 你 叫 什 么
míng zi
名 字 ?

wáng hóng : nǐ hǎo wǒ jiào wáng hóng
王 红 : 你 好 , 我 叫 王 红 。

lǐ lǎo shī : nǐ hǎo wáng hóng
李 老 师 : 你 好 , 王 红 !

wáng hóng : nín hǎo lǎo shī
王 红 : 您 好 , 老 师 !

lǐ lǎo shī : dà wéi nǐ hǎo ma
李 老 师 : 大 为 , 你 好 吗 ?

dà wéi : wǒ hěn hǎo xiè xiè nín ne
大 为 : 我 很 好 , 谢 谢 ! 您 呢 ?

lǐ lǎo shī : wǒ yě hěn hǎo xiè xiè
李 老 师 : 我 也 很 好 , 谢 谢 。

一、默写汉字

Characters to be memorized

hǎo shì shén me míng zì hěn yě
好 是 什 么 名 字 很 也

二、认读汉字

Characters to be recognized

nǐ wǒ jiào lǎo shī xiè
你 我 叫 老 师 谢

三、学说词语

Vocabulary building

- | | | |
|----|---------------|---------------------------|
| 1. | nǐ 你 | you |
| 2. | hǎo 好 | fine, well |
| 3. | nǐ hǎo 你好 | how do you do? |
| 4. | wǒ 我 | I, me |
| 5. | shì 是 | be |
| 6. | jiào 叫 | be named as, be called as |
| 7. | shén me 什么 | what |



8. ^{míng zì} 名字 name
9. ^{nín} 您 you (especially to show respect)
10. ^{lǎo shī} 老师 teacher
11. ^{hěn} 很 very
12. ^{xiè xiè} 谢谢 thank you
13. ^{yě} 也 too, also

四、^{hàn zì jié gòu} 汉字结构

Structure of Chinese characters

^{zuǒ yòu jié gòu}
左右结构

Some are divided into left and right parts.



五、替换练习

Substitution exercise

nǐ jiào shén me míng zi
1. 你叫什么名字？

wǒ jiào wáng hóng
我叫王红。

nǐ hǎo, wáng hóng!
2. 你好，王红！

nín hǎo, lǎo shī!
您好，老师！

wǒ hěn hǎo, xiè xiè!
3. 我很好，谢谢！



六、延伸学习

Extended learning

zǎo shang hǎo
早上好 (Good morning)!

xià wǔ hǎo
下午好 (Good afternoon)!

wǎn shang hǎo
晚上好 (Good evening)!



wén huà diǎn dī
七、文化点滴
A touch of culture

1. “好” (Good)

The Chinese character “好” (good) is formed by two characters, “女” (lady) and “子” (gentleman). “好” means the combination of the virtues of a gentleman and a lady.



2. “姓” 和 “名” (Surname and first name)

Chinese people put their family name before their first and middle names.

