LIBERATE THE JOY OF LEARNING CHINESE

快快乐乐学汉语

(FOR TEENAGERS 青少年版)

EXERCISE BOOK 练习册 1A



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练习册特点

本册练习的编写原则,是根据每篇课文的学习重点,在尊重中学生年龄特点的原则 下. 根据汉语学习规律. 着重基本词、句的辨认和积累, 奠定学生在听、说方面的坚 实基础,从而逐步加强读、写能力的训练。习题是由教学经验丰富的教师集体讨论、集 体创作而成的。每课习题均含有汉字与词语、句式、课文的阅读与理解、延伸阅读与理 解、续写等五个练习点。

练习题的特点:

一、富有弹性

来自世界各地的学生,学习方法、学习习惯和学习态度差异很大,所以,本册练习 题的安排均形式多样,由浅入深(排列在前的较易,排列在后的较难),以照顾不同学 生的需要。

例如: 第一课第五项选词填空的最后一题: "你(是)老师,我(也)是老师。"

这是课文里没有出现过的句型,对初学者来说难度较大,但是对领悟力较强、能举 一反三的学生来说, 却是一个能满足成功感的挑战题。又如后面有很多短文阅读或写作 练习、如果学生觉得太难、无法按要求完成、老师可根据具体情况、将要求适当降低。 改为聆听和口述练习, 让学生在符合本身水平的情况下完成任务。

二、富有趣味性

寓学于乐, 有读读画画, 有游戏(如: 找字), 有调查, 有访问, 题型新颖多样, 适合中学生的心智特点及兴趣。

三、重视培养扎实的基础

每课均有巩固基本能力的练习题, 力求学习者确切认识课文中的主题词, 熟练掌握 基本句型,并能内化、迁移到运用层面。在此基础上,循序渐进地学习简单的语文知 识, 如词性归类、同义词、反义词等。

四、重视运用

练习内容延伸至生活经验, 结合交流实践的需要, 如介绍自己的家庭、国家、调查 统计等。由口语介绍到文字表达, 操练过程自然流畅, 环环紧扣实际运用, 确保学生能 学以致用。

最后要说明的一点是, 教师在教学过程中, 必须尊重学生的学习差异, 因应学生的 学习进度, 调节习题量, 可以在有需要时转换习题的形式, 让每位学生都能按照本身的 能力及水平, 愿意学习, 乐于学习。

Features of the Exercise Books

The exercises in this book are designed in accordance with the key learning points of each unit. Considering the characteristics of secondary school students and with reference to the learning pattern of the Chinese language, the exercises emphasize the recognition and accumulation of basic words, phrases and sentences, laying a solid foundation for students' development of listening and speaking abilities while gradually intensifying training on reading and writing abilities.

The questions in these exercises are the product of exhaustive research and discussion by a group of experienced teachers and language experts. Each exercise covers five areas, namely, Chinese characters and vocabularies, sentence patterns, reading comprehension of the text, comprehension of extended readings and writing continuation.

Features of the exercises:

1. Flexible

Students from different parts of the world vary in their learning methods, habits and attitudes. Therefore, in order to cater to the needs of different students, the exercise questions take various forms and are designed with a gradual increase in difficulty.

For example, the last question of Unit 1 Part 5 (fill in the blanks) is "You (are) a teacher, I am (also) a teacher."

This sentence pattern did not appear in the text and beginners might find it difficult. It is nevertheless a challenging question for students with stronger ability and would bring them a great sense of achievement.

If students find the short passage comprehension or short writing too demanding, the teacher can also adjust the level of difficulty by modifying them into listening and speaking practices, so that students could accomplish the tasks according to their own level of competence.

2. Interesting

Designed according to the mentality and interests of secondary school students, the questions take a variety of fun and interesting forms, such as read and draw, games (e.g. word search), surveys and interviews.

3. Emphasis on the building of a solid foundation

In each unit, there are exercise questions that focus on the consolidation of basic abilities. These questions ensure that learners could thoroughly understand key vocabularies in the text, skillfully master basic sentence structures, and internalize as well as apply these skills. On top of this foundation, students would progressively obtain simple language knowledge such as parts of speech, synonyms and antonyms.

4. Emphasis on application

The content of the exercises incorporates life experiences, such as introducing one's family, country, and conducting research and surveys. From oral presentation to written expression, the training process is natural, coherent and practical, ensuring that students could apply what they have learnt.

Lastly, it is of paramount importance that teachers should respect the individual differences of their students. Teachers are advised to adjust the amount as well as the forms of the exercise questions according to students' learning progress, so that every student could learn willingly, joyfully and according to their own ability.

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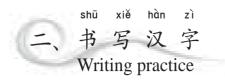
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dì yī kè nǐ hǎo 第一课 你好

-	xiě bǐ	huà
(-,	写笔	画
	Write th	he strokes

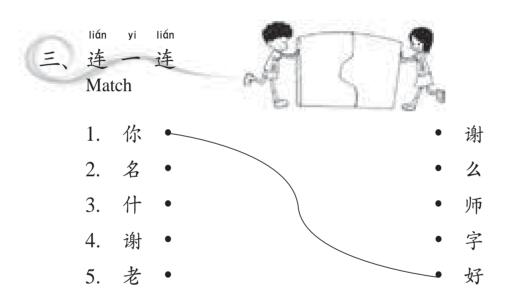
míng chēng 名 称 name		dú yīn 读音 pronunciation	shū xiě liàn xí 书写练习 writing practice		
点	`	diǎn			
横		héng			
坚	1	shù			
撇	1	piě			
捺	\	nà			
提	/	tí			
折	7	zhé			
钩	J	gōu			





hắo	人人女女好好
好	
shì	1 17 17 日 旦 早 早 是
是	是
shén	1111
什	4
me	124
me	124
4	
4	





kàn pīn yīn xuắn cí tián kòng 四、看拼音选词填空 Fill in the blanks by choosing the right words

> wŏ nĭ 叫什么名字?

	nĭ					
2.		_ (我	你)叫诤	付为吗?		
		shén	me			
3.	老师叫			_ (什么	老师)名	字?
选	cí tián kòng 词填空 in the blanks v	with the fo	llowing wo	ords		
名写	产足	也 (很像你	好)(什么	凶)
1.	我叫	大	为。		挂	
2.	你叫什么		?		大	至
3.	王为,		_ !		1	
4.	我	好,	谢谢!		1	Pa
5	我是谢为	佐叫		夕空?		21

6. 你 _____ 老师, 我 _____ 是老师。

