

# 内容目录

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# 教师手册内容

## BOOK ORGANIZATION

为了便利教师的教学和课堂管理，《欢迎（三）教师手册》（上）包括了以下内容：  
This *Huanying, Volume 3, Part 1 Teachers' Book* includes the following sections to assist teachers in lesson planning and teaching:

### 《欢迎》课程一览 Scope & Sequence Chart

这是一个《欢迎》第三册课程内容的一览表。其中包括每课的语言交流目标，文化信息，语法结构，以及阅读和写作技巧。

This is an overview chart of content—including communicative goals, culture topics, language structures and usage, and reading and writing strategies—covered in the course.

### 如何使用《欢迎》 Teaching with *Huanying Volume 3*

这一节为教师提供了一些很具体的建议，包括如何在开始新的单元前主题引入，如何循序渐进地设计课程进度和课堂活动，如何评估学生的进展，以及如何引导学生将汉语知识延伸至其他学科和华语社群。

This section explains the pedagogical philosophy around which *Huanying* was written and contains suggestions for beginning a unit, teaching a lesson, evaluating students' progress, and going beyond the classroom.

### 《欢迎》课程进度与设计范例 Pacing and Lesson Planning

这一节包括课程进度方面的建议以及两个课程部件设计，供教师们参考。每个课程部件设计都在活动顺序和时间安排上为教师提出了具体的建议。同时，本节还包括一些教学小窍门。

This section contains two sample lesson plans based on a traditional high school schedule. Each lesson plan provides detailed suggestions as to sequence of activities, time allocation, and tips to teachers.

### 教学用具建议 Recommended Teaching Materials

这一节为教师们列出了课堂教学可以使用的工具、设备、电脑软件等等。还为有语音实验室的教师提供了具体的录音设备方面的建议。

This is a list of some suggested tools, materials, and software for teachers to incorporate into classroom and language lab teaching.

## 《欢迎》练习册教学建议 Using *Huanying Workbook Activities*

《欢迎》(三)单元一至二练习册:《欢迎》教师手册(上)主要的构件包括所有学生练习册中的活动和答案。所有答案都占据主要页面。为方便课堂活动的进行和课堂秩序的管理,汉英双语教学建议都列在每页的留白。听力部分的录音文本列在页底。

**Workbook Units 1-2:** The main body of this teacher's book consists of copies of all the student workbook activities in *Volume 3, Part 1*, with answer keys displayed in the center of the page. On the side, "Notes to the Teacher" in both simplified Chinese and English help teachers effectively conduct the activities and facilitate a communicative classroom environment. Audio transcripts are provided at the bottom of the page.

## 附录 Appendix

所有单元测验和考试,以及试题答案都收集于此。在《欢迎》的设计上,每课都有两个测验:生词测验和综合测验。教师们可以选择在开始新课时给学生生词测验,在新课结束之前给学生综合测验。单元考试可以在单元结束前进行。单元考试的题目已经设计完毕,但教师们可以择优使用。所有测验和考试都有学生版和教师版两个版本,可供教师复印。

This appendix contains unit tests and quizzes (with answer keys). Each lesson (except for the review lesson) contains two quizzes: a vocabulary quiz and a general quiz. You can use the vocabulary quiz before you start the new lesson or immediately after you have finished teaching vocabulary. This is to help students memorize the new words. The general quiz can be used at the end of the lesson to measure whether students have mastered the content. Each quiz has two versions: a student and a teacher's version. You can make copies of the student version and use it in class. The Unit Test can be given at the end of this unit. You can use the entire test or parts of the test, depending on your needs.

# 《欢迎》第三册课程一览

## SCOPE & SEQUENCE

Unit 1	Unit Theme: 新学期 A New Semester	
	Communicative Goals	Culture
1.1 新同学	<ul style="list-style-type: none"> <li>Exchanging personal biographical information</li> <li>Making inquiries about details of a past event</li> <li>Paying compliments to others</li> <li>Making specific requests</li> <li>Obtaining information regarding a request</li> <li>Discussing future plans</li> </ul>	<ul style="list-style-type: none"> <li>Chinese idioms: 言行一致; 言行不一; 口蜜腹剑; and 快人快语</li> <li>The story behind 口蜜腹剑</li> <li>Chinese folk song: 小二郎</li> <li>The various types of secondary education in China</li> </ul>
1.2 竞选班长	<ul style="list-style-type: none"> <li>Discussing personal traits and temperaments</li> <li>Discussing personal qualifications for a job</li> <li>Persuading others to take on a task</li> <li>Developing concrete action plans and agenda items</li> <li>Giving a public speech</li> </ul>	<ul style="list-style-type: none"> <li>Chinese idioms: 马不停蹄; 蚂蚁搬泰山; 龙腾虎跃</li> <li>Chinese humor: 哪里哪里</li> <li>The Chinese way of responding to compliments</li> </ul>
1.3 选课	<ul style="list-style-type: none"> <li>Giving and obtaining information regarding academic procedures and policies</li> <li>Comparing and contrasting the pros and cons of different course selections</li> <li>Giving personal opinions on academic issues</li> </ul>	<ul style="list-style-type: none"> <li>Chinese idioms: 严师出高徒; 青出于蓝而胜于蓝; 班门弄斧</li> <li>Story: 鲁班的传说</li> <li>The Chinese high school curriculum</li> </ul>
1.4 学生社团	<ul style="list-style-type: none"> <li>Exchanging information regarding student clubs and sports teams</li> <li>Justifying one's decision to join or withdraw from a student club or sports team</li> <li>Giving advice on joining student clubs and sports teams, based on personal traits and time commitment</li> </ul>	<ul style="list-style-type: none"> <li>Chinese idioms: 熟能生巧; 只要功夫深, 铁棒磨成针</li> <li>The story behind 铁杵磨针</li> <li>Student clubs in schools in China</li> </ul>
1.5 开班会	<ul style="list-style-type: none"> <li>Creating and presenting a meeting agenda</li> <li>Facilitating a group discussion</li> <li>Participating in a discussion</li> <li>Making a complaint</li> <li>Discussing the cause and effect of a problem</li> <li>Initiating a different topic while participating in a discussion</li> <li>Exploring the plausibility of a discussion topic</li> </ul>	<ul style="list-style-type: none"> <li>Chinese idioms: 一语中的; 一语破的; 一针见血。</li> <li>Student organizations and class councils in Chinese schools.</li> </ul>

## 1.6 第一单元复习

Structure & Usage	Reading & Writing Activities
<ul style="list-style-type: none"> <li>• The 把 construction</li> <li>• The use of 互相</li> <li>• Using 又 to mean “in addition, moreover”</li> <li>• Using 遍 to indicate the number of times an action is made</li> <li>• 多么……啊! in an exclamation sentence</li> <li>• Vocabulary Extension: terms for different educational institutions in China</li> </ul>	<p>Reading:</p> <ul style="list-style-type: none"> <li>• Understanding written definitions of words and expressions</li> <li>• Reading public announcements and advertisements</li> <li>• Obtaining detailed personal biographical information from published or online sources</li> <li>• Extracting main arguments or point of view from published or online sources</li> </ul>
<ul style="list-style-type: none"> <li>• Using 当 for taking an occupation</li> <li>• The use of 跟……打交道</li> <li>• Using 只有……才…… to indicate a necessary condition for an action</li> <li>• The 把 structure (continued)</li> <li>• Vocabulary Extension: additional words for personal traits</li> </ul>	<p>Writing:</p> <ul style="list-style-type: none"> <li>• Writing definitions for words and expressions</li> <li>• Describing pictures using set expressions</li> <li>• Recording other people’s biographical information and personal opinions</li> <li>• Business writing: events advertisement, campaign ads, and procedural instructions</li> <li>• Writing personal narratives</li> <li>• Writing summaries for a survey or an event description</li> <li>• Writing meeting minutes</li> <li>• Writing email responses</li> <li>• Writing short expository or argumentative essays</li> </ul>
<ul style="list-style-type: none"> <li>• Potential complements</li> <li>• The use of 从来</li> <li>• Using V 啊 V 啊 to describe a continuous action</li> <li>• The use of 刚</li> <li>• Using 都 to indicate that something has already happened</li> <li>• Vocabulary Extension: common terms and expressions for discussing academic courses at a high school or university</li> </ul>	
<ul style="list-style-type: none"> <li>• Using 哪 + Verb to form a rhetorical question meaning “there is no way…”</li> <li>• Using 比方说 to introduce examples</li> <li>• The use of 听上去</li> <li>• Using 又……又…… to combine two adjectives or verbs</li> <li>• Vocabulary Extension: additional Chinese terms for popular student clubs</li> </ul>	
<ul style="list-style-type: none"> <li>• Using 越……越…… to express a greater extent or degree</li> <li>• The use of 不过</li> <li>• Using 不就可以……吗? to make a suggestion or prediction</li> <li>• 呀 used as a variant of 啊</li> <li>• Using 关于 to introduce a topic for discussion</li> <li>• Vocabulary Extension: terms used for different positions in a class council in Chinese schools</li> </ul>	

《欢迎》第三册课程一览 **Scope & Sequence** (Continued)

Unit 2		
Unit Theme: 我的家人和亲戚 My Family and Relatives		
	Communicative Goals	Culture
2.1 姥姥和姥爷	<ul style="list-style-type: none"> <li>• Making inquiries about the details of a celebration</li> <li>• Describing one's extended family in detail</li> <li>• Relaying stories about one's family history</li> <li>• Obtaining basic information regarding customs of dating and marriage</li> </ul>	<ul style="list-style-type: none"> <li>• Chinese idioms: 一见钟情; 心心相印</li> <li>• The story of 梁山伯与祝英台</li> <li>• The Chinese way of addressing family members and relatives</li> </ul>
2.2 独生子女	<ul style="list-style-type: none"> <li>• Discussing one's relationship with parents and siblings</li> <li>• Discussing parents' expectations for their children</li> </ul>	<ul style="list-style-type: none"> <li>• Chinese idioms: 望子成龙; 望女成凤; 掌上明珠</li> <li>• The story of 孟母三迁</li> <li>• China's population growth and one-child policy</li> </ul>
2.3 大家庭和小家庭	<ul style="list-style-type: none"> <li>• Making inquiries about life in an extended family</li> <li>• Discussing the pros and cons of being the only child.</li> <li>• Comparing and contrasting a large family with a single-child family</li> </ul>	<ul style="list-style-type: none"> <li>• Chinese idioms: 七嘴八舌; 七手八脚; 多子多福; 早生儿子早得福; 早得贵子</li> <li>• Traditional Chinese family structure and family life</li> </ul>
2.4 跨国家庭	<ul style="list-style-type: none"> <li>• Describing family migration history</li> <li>• Describing different cultural practices, perspectives, and attitudes</li> <li>• Discussing the advantages of multi-racial and multicultural families</li> <li>• Discussing the changes in contemporary Chinese family structure</li> </ul>	<ul style="list-style-type: none"> <li>• Chinese idioms: 离乡背井; 漂洋过海</li> <li>• A Chinese folk song: 美丽的家乡</li> <li>• Living and working in contemporary China</li> </ul>
2.5 各种各样的家庭	<ul style="list-style-type: none"> <li>• Describing different types of families—marriage, divorce, and remarriage</li> <li>• Describing the principle of mutual care in a traditional Chinese family</li> <li>• Expressing one's opinion on what makes a happy family</li> </ul>	<ul style="list-style-type: none"> <li>• Chinese idioms: 天下为公; 天下一家; 世界大同; 四海之内皆兄弟</li> <li>• The changing view of marriage and family in Chinese society</li> </ul>

## 2.6 第二单元复习

Structure & Usage	Reading & Writing Activities
<ul style="list-style-type: none"> <li>Using 只要 to introduce a necessary condition</li> <li>Complex directional complements</li> <li>Using 后来 and 以后 in event narratives</li> <li>Vocabulary Extension: common words and expressions in dating and marriage</li> </ul>	<p>Reading</p> <ul style="list-style-type: none"> <li>Understanding written definitions of words and expressions</li> <li>Reading questionnaires, written summaries, and task lists</li> <li>Reading email correspondence regarding family life and cultural practices</li> <li>Extracting main arguments or point of view from published or online sources</li> </ul>
<ul style="list-style-type: none"> <li>The use of 反正</li> <li>Using 要不是 to indicate a hypothetical condition</li> <li>Rhetorical question 难道……吗?</li> <li>Vocabulary Extension: additional terms and expressions used to discuss population growth</li> </ul>	<p>Writing:</p> <ul style="list-style-type: none"> <li>Writing definitions for words and expressions</li> <li>Creating task lists</li> <li>Recording other people's family information and personal opinions</li> <li>Business writing: creating a multicultural dinner menu, producing a local information pamphlet, and writing survey reports</li> <li>Writing personal narratives</li> <li>Writing email responses to give advice on family relationships</li> <li>Writing summaries for a survey or an event description</li> <li>Writing a comparison essay</li> <li>Writing a reflection essay</li> </ul>
<ul style="list-style-type: none"> <li>Using 口 as a measure word to indicate the number of people in a family</li> <li>Using 等等 at the end of a list</li> <li>Conjunction 虽然……可是/但是……</li> <li>Vocabulary Extension: additional Chinese names for the extended family members</li> </ul>	
<ul style="list-style-type: none"> <li>越来越……</li> <li>Vocabulary Extension: popular words that Chinese use to refer to foreigners</li> </ul>	
<ul style="list-style-type: none"> <li>Using 对了 to signal that the speaker has just remembered something or wants to add more information</li> <li>The use of 另外</li> <li>Vocabulary Extension: terms used to refer to the members of different types of families</li> </ul>	

《欢迎》第三册课程一览 **Scope & Sequence** (Continued)

Unit 3	Unit Theme: 青少年时代 The Teenage Years	
	Communicative Goals	Culture
<p>3.1 十点以前必须回家</p>	<ul style="list-style-type: none"> <li>Conveying one's attitude towards work (study) and play</li> <li>Negotiating family rules and boundaries (e.g. curfew)</li> <li>Making plans for an outing</li> </ul>	<ul style="list-style-type: none"> <li>Chinese idioms: 有备无患; 亡羊补牢</li> <li>Chinese poetry appreciation: 陆游: 冬夜读书示子聿</li> <li>Chinese birthday celebration etiquette</li> </ul>
<p>3.2 零花钱</p>	<ul style="list-style-type: none"> <li>Discussing personal allowances and budgetary concerns</li> <li>Exchanging opinions on budgeting and personal finance</li> </ul>	<ul style="list-style-type: none"> <li>Chinese proverbs: 挥金如土; 大手大脚; 爱财如命</li> <li>The story behind 一毛不拔</li> <li>Pocket money in China</li> </ul>
<p>3.3 学开车</p>	<ul style="list-style-type: none"> <li>Discussing different transportation options for an outing</li> <li>Comparing the advantages and disadvantages of driving vs. taking public transportation</li> <li>Using concrete examples to support one's opinions</li> <li>Exchanging information regarding how to obtain a driver's license</li> </ul>	<ul style="list-style-type: none"> <li>Chinese idioms: 画饼充饥; 一枕黄粱; 梦幻泡影</li> <li>The story behind 一枕黄粱</li> <li>The nine-year compulsory education system in China</li> </ul>
<p>3.4 兼职</p>	<ul style="list-style-type: none"> <li>Describing the details of a part-time job</li> <li>Discussing one's qualifications for an advertised job</li> <li>Discussing working hours and pay</li> <li>Creating and responding to job advertisements</li> </ul>	<ul style="list-style-type: none"> <li>Chinese idioms: 脚踏实地; 三天打鱼, 两天晒网; 虎头蛇尾</li> <li>Chinese schools' academic year and standard course offerings</li> </ul>
<p>3.5 自由和责任</p>	<ul style="list-style-type: none"> <li>Discussing issues of freedom and responsibility among teenagers</li> <li>Presenting different opinions on issues of responsibility</li> <li>Using examples to support one's argument</li> <li>Developing skills in public debate</li> </ul>	<ul style="list-style-type: none"> <li>Chinese idioms: 火烧眉毛; 鸡飞蛋打; 狗急跳墙</li> <li>Age requirements for employment and marriage in China</li> </ul>



## 3.6 第三单元复习

Structure & Usage	Reading & Writing Activities
<ul style="list-style-type: none"> <li>• Different meanings of 讲</li> <li>• Using 由 to introduce the agent of an action</li> <li>• Using 老 to indicate the frequent occurrence of an action</li> <li>• The use of 来得及</li> <li>• Vocabulary Extension: additional words and expressions for “timeliness”</li> </ul>	<p>Reading:</p> <ul style="list-style-type: none"> <li>• Reading definitions of words and expressions</li> <li>• Reading questionnaires, job advertisements, personal opinions, and blog postings</li> <li>• Extracting main arguments or point of view from published or online sources</li> </ul>
<ul style="list-style-type: none"> <li>• The use of 要不</li> <li>• 在……情况下</li> <li>• Using 好了 at the end of a suggestion to soften the tone</li> <li>• 乱 used as an adverb to mean randomly, recklessly</li> <li>• Idiomatic expression: 真有自己的</li> <li>• Vocabulary Extension: words related to money management and personal finance</li> </ul>	<p>Writing:</p> <ul style="list-style-type: none"> <li>• Writing definitions for words and expressions</li> <li>• Recording other people’s opinions on teenager issues</li> <li>• Business writing: creating job ads, responding to job ads, or emailing responses to an inquiry</li> <li>• Creating survey questions</li> <li>• Writing personal narratives</li> </ul>
<ul style="list-style-type: none"> <li>• The use of 比如</li> <li>• Using ……没有关系 to mean “it doesn’t matter if …”</li> <li>• The use of 算了</li> <li>• Vocabulary Extension: additional words related to driving</li> </ul>	<ul style="list-style-type: none"> <li>• Writing summaries or reports for a survey or a personal opinion</li> <li>• Writing argumentative essays</li> <li>• Writing a reflection paper</li> </ul>
<ul style="list-style-type: none"> <li>• Duplication of a word in adverbials and verbs</li> <li>• The use of 本来</li> <li>• Vocabulary Extension: words referring to different kinds of employment</li> </ul>	
<ul style="list-style-type: none"> <li>• The use of 其实</li> <li>• Using 拿……来说 to introduce a topic</li> <li>• Vocabulary Extension: additional words used to describe people’s general attitude towards social issues and controversies</li> </ul>	

《欢迎》第三册课程一览 **Scope & Sequence** (Continued)

Unit 4	Unit Theme: 学校生活 School Life	
	Communicative Goals	Culture
4.1 运动会	<ul style="list-style-type: none"> <li>• Discussing tasks for an event</li> <li>• Delegating tasks to groups or individuals</li> <li>• Understanding written directions and public announcements</li> <li>• Conducting a WebQuest on the 2008 Beijing Olympics</li> </ul>	<ul style="list-style-type: none"> <li>• Chinese idioms: 争先恐后; 健步如飞; 百步穿杨; 百发百中</li> <li>• Physical education in China</li> </ul>
4.2 国际文化日	<ul style="list-style-type: none"> <li>• Brainstorming ideas, contents, and procedures for a culture event</li> <li>• Making a list of required equipment and materials for a culture event</li> <li>• Presenting different holiday or regional food</li> </ul>	<ul style="list-style-type: none"> <li>• Chinese idioms: 百花齐放, 百家争鸣; 多姿多</li> <li>• Etiquette at a Chinese banquet</li> </ul>
4.3 校外考察	<ul style="list-style-type: none"> <li>• Speaking about the history of a place</li> <li>• Describing the physical surroundings of a place</li> <li>• Inquiring about the history and service facilities of a neighborhood</li> </ul>	<ul style="list-style-type: none"> <li>• Chinese idioms and proverbs: 邻里相助; 左邻右舍; 远亲不如近邻</li> <li>• A brief history of Huangpu Park</li> </ul>
4.4 去南京	<ul style="list-style-type: none"> <li>• Understanding public announcements regarding an outing</li> <li>• Creating travel itineraries and packing suggestions</li> <li>• Discussing what to pack for a trip</li> <li>• Making a packing list and justifying one's packing decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Chinese idioms: 欢声笑语; 欢天喜地; 喜气洋洋; 喜笑颜开</li> <li>• A brief history of Nanjing</li> </ul>
4.5 家长开放日	<ul style="list-style-type: none"> <li>• Understanding public announcements regarding a school open house</li> <li>• Inquiring about the sequence and program of an event</li> <li>• Delegating event tasks to individuals</li> </ul>	<ul style="list-style-type: none"> <li>• Chinese idioms: 画龙点睛; 画蛇添足</li> <li>• The story behind 画蛇添足</li> <li>• Lunch break in Chinese schools</li> </ul>

## 4.6 第四单元复习

Structure & Usage	Reading & Writing Activities
<ul style="list-style-type: none"> <li>Using 成 in a complement of result</li> <li>Using 下 in potential complements to mean “having the capacity for something”</li> <li>Vocabulary Extension: additional names for sports events</li> </ul>	<p>Reading:</p> <ul style="list-style-type: none"> <li>Reading definitions of words and expressions</li> <li>Reading descriptions about sports venues and competition schedules for 2008 Beijing Olympics</li> <li>Reading questionnaires, travel itineraries and blogs postings</li> <li>Obtaining information from public announcements</li> </ul>
<ul style="list-style-type: none"> <li>Using ……之一 to express the meaning “one of …”</li> <li>The use of 算不上</li> <li>Vocabulary Extension: additional names of cooking equipment and kitchen appliances</li> </ul>	<p>Writing:</p> <ul style="list-style-type: none"> <li>Writing definitions for words and expressions</li> <li>Recording other people’s opinions on issues relating to sports, culture, and history of a location</li> <li>Creating a tourist brochure and an industry map for a local area</li> </ul>
<ul style="list-style-type: none"> <li>Time expressions for centuries and decades</li> <li>跟 used to mean “following, after”</li> <li>Vocabulary Extension: names for different industries</li> </ul>	<ul style="list-style-type: none"> <li>Writing announcements for different events</li> <li>Making a school information brochure</li> <li>Creating sports trivia questions</li> </ul>
<ul style="list-style-type: none"> <li>The use of 于 in formal written language</li> <li>The use of 以下</li> <li>The use of 根据</li> <li>Vocabulary Extension: additional words for toiletries</li> </ul>	<ul style="list-style-type: none"> <li>Writing an event narrative based on picture cues</li> <li>Writing summaries of interview or survey results</li> <li>Writing descriptions of a holiday food</li> </ul>
<ul style="list-style-type: none"> <li>全 used as an adjective to mean “entire”</li> <li>所有 used before a noun to mean “all of”</li> <li>Vocabulary Extension: terms for different Chinese folk arts</li> </ul>	

# 如何使用《欢迎》第三册

## TEACHING WITH HUANYING

### VOLUME 3

#### 如何开始新的单元：为理解创立基础

#### Beginning a Unit: Setting the Stage for Understanding

从教材所覆盖的主题上讲，《欢迎》第三册反映的是一种循序渐进、螺旋上升的理念。第三册的主题与《欢迎》第一、二册出现过的一些主题有类似的地方，但是无论是探讨的角度、方式和深度，还是对学生语言能力的要求都与第一、二册有所不同。《欢迎》（三）中的每个主题讨论都反映多种视角，每种视角又力求加入基本的论证。这就要求学生在学《欢迎》（三）的课程时不但注意理解他人的不同的看法，并且发展个人用汉语表达意见、建议和观点的能力。《欢迎》（三）的课程要求教师在介绍新单元时做以下工作：

*Huanying Volume 3* reflects the belief that language teaching may be best practiced through a gradual and spiraling progression. Some of the themes and topics covered in *Volume 3* are similar to those covered in *Volume 1* and *Volume 2*; however, they are discussed differently both in scope and in depth. Each theme in *Huanying Volume 3* is explored from multiple perspectives, and each perspective is further elaborated with details and justifications. The *Volume 3* course requires that students, while discussing familiar topics, understand and convey different points of view through development of language competence for active communication. When introducing a new unit in *Volume 3*, therefore, teachers may need to consider the following steps:

1. 由于《欢迎》第三册的主题是学生们已经熟悉的，教师们在开始介绍一个新的单元时，需要帮助学生复习已经学过的关于单元主题的词汇、句法和表达方式。比如，让学生用汉语列出对于单元主题他们已经知道哪些内容，然后分组或在全班共同分享。同时，教师还应要求学生猜想对同样的主题还可以进行哪些进一步的讨论。

Because the *Huanying Volume 3* themes are familiar to the students, when introducing a new unit teachers may want to help students activate their existing vocabulary and expressions about the unit theme. For example, ask students to make a list of the vocabulary and expressions they already know about the unit theme, and then they can share the list either in small groups or with the entire class. In addition, teachers may want to challenge students to predict what other aspects or in-depth knowledge they can learn about the unit theme.

2. 与《欢迎》第一、二册相同，介绍单元主题、了解章节的顺序和学习目标、探讨单元主题所具有的文化性，仍然是介绍一个新单元的切入点。由于现在已经进入第三年的《欢迎》课程，学生们应该已经建立了预习、预测和预先思考的习惯。因此，在学生们讨论单元主题时，教师们除了鼓励学生了解学好这一单元所需的词汇、语法和文化知识之外，还应将他们的注意力转向语意和修辞方面。比如，在讨论第二单元“我的家人和亲戚”时，邀请学生们设想这一主题所需要的基本文化先决条

件，像中国人对“家庭”的理解，家庭之中人与人之间的互相照应关系，等等。这些文化观念既能帮助学生理解说话人的语气、态度和言下之意，又能发展学生根据人际交流的情况选择恰当语言的能力。

Similarly to *Huanying Volume 1* and *Volume 2*, teachers should still begin each new unit by introducing the unit theme, acquainting students with the lesson sequence and objectives, and directing students' attention to the cultural aspects of the theme/topic. Entering the third year of the *Huanying* curriculum, students most likely have become familiar with the basic routine of preview, prediction, and pre-observation when starting a new unit. Therefore, in addition to highlighting the necessary vocabulary, grammar, and cultural content of a topic, teachers may want to direct students' attention to the implications and rhetoric of language. For example, when discussing Unit 2, "My Family and Relatives," consider inviting students to imagine the basic Chinese cultural assumptions about "family," especially the cultural expectations based on the principle of mutual care. Such cultural understandings will further help students acquire the ability to detect a speaker's mood, attitude, and implicit meaning in oral communication; they can also help students develop skills that enable them to communicate in appropriate registers.

3. 与《欢迎》第一、二册不同的是，从《欢迎》第三册开始，每课结尾的“学无止境”、“你知道吗？”和“中国文化一瞥”中介绍的内容均成为正式教学的一部分。但这些内容在掌握方法和考量形式上又与课文有所不同。如，“学无止境”中介绍的生词，往往是以听说的形式练习，让学生给所听到的词语下定义。而“你知道吗？”和“中国文化一瞥”中的内容常常经过改写之后以听力短文的形式出现。这样做的目的是帮助提高学生灵活运用语言的能力。也就是说，一方面，学生需要学会在遇到无法找到最恰当的词语时，用自己所熟悉的语言“绕着说话”。另一方面，他们也要提高对自己不完全熟悉的内容的承受力。因为在现实生活中，尽管我们不一定完全熟悉一些话题内的词语，通过不断的问答与沟通，根据当时的语境，我们还是可以基本了解话题的内容。

In contrast to *Huanying Volume 1* and *Volume 2*, where the sections "Extend Your Knowledge," "Did You Know?," and "A Glimpse into Chinese Culture" are designed as optional material for self-study, *Huanying Volume 3* requires that these sections of the textbook become part of the formal language instruction. The materials covered in these sections, however, are taught and assessed differently from the rest of the lesson texts. For example, the additional words introduced in "Extend Your Knowledge" are usually assessed in the form of definitions in listening comprehension exercises; and the stories or articles in "Did You Know?" and "A Glimpse into Chinese Culture" are usually adapted into short listening selections. Incorporating the aforementioned material into the formal language instruction serves to further develop students' flexibility at language use in active communication. This also helps develop students' skills in circumlocution, or using words they know in situations where they do not know the proper terms. It also increases students' tolerance for unfamiliar words and expressions in the context of familiar topics.

4. 继续提供附加分活动的机会，促使学生自愿地探讨单元主题所包含的各个方面。比如，可以鼓励学生们设计一个关于汉语课教学的问卷调查，或走出校门采访一位当地的中国问题专家，甚至真的帮助社区的政府或者企业翻译简单资料。

Continue to offer extra credit to students who further explore the theme/topic of the unit. For example, students could take inspiration from the lesson texts and design a questionnaire for their Chinese class, interview a local expert on China-related issues, or even create an actual brochure in Chinese for their local government or business.

## 如何教授一篇课文：循序渐进，增进理解

### Teaching a Lesson: Sequenced Instruction for Better Understanding

#### 循序渐进的教学 Instructional Sequence

与《欢迎》第一、二册不同，《欢迎》第三册含有四个以主题为中心的单元。每个单元仍然包括六个小节，每一小节讨论一个围绕单元主题而展开的题目。每个单元的最后一节为单元复习。《欢迎》第三册的撰写目的，仍是辅助教师建立一个以语言使用能力为核心的教学流程。故《欢迎》第三册的教科书应与练习册结合使用。《欢迎》所涉及的教学步骤为：

*Huanying Volume 3*, unlike *Volume 1* and *Volume 2*, contains four thematic units. Each unit still consists of six lessons based on common topics within each theme, with the last lesson being a unit review that consolidates the vocabulary and expressions introduced in the unit. The textbook is designed to be used in conjunction with the workbook to form a competency-based instructional sequence, which includes the following steps:

- **主题引入** —— 通向沟通的阶梯

**Introduction**—setting the stage for communication

- **基本功训练** —— 掌握基本语言技巧

**Getting the Basics**—acquiring basic skills for communication

- **目标型训练** —— 初级语言再生阶段

**Guided Practice**—initial speech production

- **应用型训练** —— 综合语言训练

**Application**—integration of the four language skills (listening, speaking, reading and writing)

- **评估** —— 自我评估和教师评估

**Evaluation**—self-reflection and teacher assessments

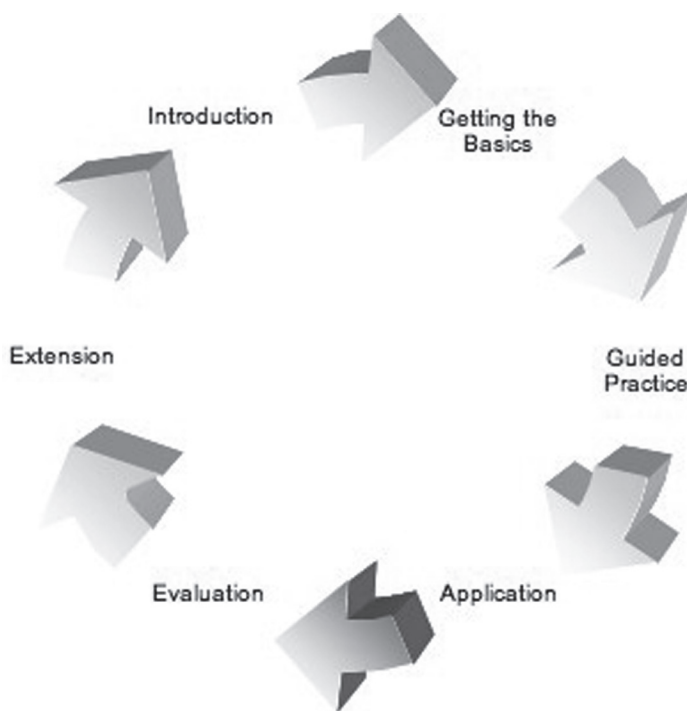
- **语言扩展** —— 将语言知识与技巧延伸至其他学科

**Extension**—transferring knowledge to other subject areas



以上教学流程可以下图演示：

These steps can be illustrated as follows:



值得注意的是，上图所显示的仅只是一个循序渐进的教学过程，而非每日的课程部件设计。请参考后面有关课程设计一节来具体了解如何将上述教学过程编织入日常教学活动中。

Note that these steps only indicate a general sequence of instruction. They do not correspond to specific class periods. Please refer to the Sample Lesson Plans for details on how to weave these instructional steps into an organic process of teaching and learning.

## 主题引入 —— 通向沟通的阶梯

### Introduction: Setting the Stage for Communication

在开始传授新课以前，教师可以首先介绍这一课的题目，并邀请学生思考下面的问题：为了有效地参与人际沟通，这一课最可能出现的内容，词语，句子和表达方式是哪些？教师也可以鼓励学生对这一课的题目做一个跨文化的比较或观察。

Before beginning a new lesson, teachers may want to introduce the topic of the lesson and ask students to speculate on the likely content of the lesson, the range of basic vocabulary, and useful expressions that will enable effective communication. Teachers can also encourage students to make cross-cultural comparisons throughout this process.

## 教学建议 *Suggestions for Teachers*

1. 在教新课的前一天，把预习新课作为家庭作业布置给学生。告诉学生预习的步骤应为：

- 学习生词（包括汉字）
- 听课文录音，注意生词的发音和汉字的写法
- 阅读课文，注意生词是如何在课文中使用的
- 把不懂的地方记下来作为问题提出
- 阅读语言注释，看看其中的解释是否可以帮助解答记录下来下的问题
- 把仍然未解的问题作为课堂讨论的题目
- 把有关文化习俗方面的观察记下来与全班分享

Have students prepare for the new lesson as a homework assignment the day before your introduction. Ask students to:

- study the vocabulary, including the characters
- listen to the recordings of the lesson texts, paying attention to the pronunciation and the writing of the new words
- read the lesson texts and learn how the new words are used in the text
- write down any questions that come up while reading the texts
- go over the language notes to see if they address any of the questions they have jotted down
- bring any unanswered questions to class for discussion
- note any cultural observations

2. 另一个以课上预习为中心的办法是：

- 请学生在课上独自学习生词
- 让学生两人一组分角色念课文
- 回答《练习册》中综合语言练习部分“用汉语怎么说？”的问题
- 让学生组成小组，讨论“用汉语怎么说？”的答案
- 全班一起综合各小组讨论的结果
- 请学生就课文的难点提问，并让学生分享有关文化方面的观察

An alternative classroom-based approach would be to:

- have students work individually to study the vocabulary in class
- read the lesson texts in pairs or as a class
- answer the questions in the "How do you say it in Chinese?" section in the workbook
- have students discuss the answers to the questions in small groups
- work together as a class to recall what each group has discovered
- encourage students to ask questions based on their reading or share observations about cultural features



## 基本功训练 —— 掌握基本语言技巧

### Getting the Basics: Acquiring Basic Skills for Communication

在介绍了新课的题目之后，教师可以请学生们完成《练习册》里的一些关于生词和句型的基本练习，以了解学生对本课基础知识的掌握情况。需要明确的一点是，《汉语》第三册的侧重点之一在于向学生介绍比较正式的词汇和较为复杂的句型。尽管练习册中的一些活动用学生已有的常用词汇和简单句型也可以完成，教师应该在课堂练习上坚持让学生使用课文中介绍的生词和句法。

Following the introduction of the lesson topics, teachers can assess students' basic knowledge of the lesson vocabulary and expressions through the activities in the workbook. It is important to keep in mind that one of the main purposes of *Huanying Volume 3* is to help students develop more formal vocabulary and complex sentence structures. Teachers should insist that students use the newly introduced expressions when completing the routine workbook activities.

### 教学建议 *Suggestions for Teachers*

1. 让学生互相测验本课的生词和基本句法。这是一个非正式的由学生自己进行的评估活动。这种互相测验的活动对创造一个互助互学的课堂环境有很大的意义。由于使用《欢迎》第三册的学生已经学了两年多的汉语，这种生词互测活动应该完全用汉语来进行。

Conduct peer quizzes on the lesson vocabulary and expressions. This is an informal assessment done by students themselves. It is an excellent way to foster a cooperative learning environment. Since students using *Huanying Volume 3* are already in their third year of Chinese language studies, they should be able to conduct peer quizzes exclusively in Chinese.

2. 要求学生完成基于课文的听力理解练习。此类练习已包括在《练习册》中。这些练习的问题、答案、及录音文本都印在《教师手册》中。与《欢迎》第二册不同的是，在基于课文的问题中，《欢迎》第三册又加入了以下两种练习：(1)用汉语解释课文中的生词或者成语/俗语的意思。这个练习的目的是培养学生解释、描述的能力。而这些能力正是第三年的学习所需要发展的。(2)《欢迎》第三册的第一和第二单元中，与课文内容有关的问答题不再是以“先听写后回答”的形式出现，而是以即兴会话的形式出现。而第三和第四单元中，这些问题是以课文中介绍的题目为出发点，以学生自身情况和看法为内容而设计的即兴对话。这些问答题，连同课文是非题，不仅可以帮助教师考量学生对课文的掌握情况，而且可以逐步训练学生复述课文内容以及就给定题目开展讨论的能力。

Ask students to complete the listening comprehension questions based on the lesson texts. These questions are already included in the workbook; all questions are printed in the Teacher's Book and are accompanied by audio transcripts. In a change from *Volume 2*, *Huanying Volume 3* adds the following two sections based on the lesson texts: (1) Definition of terms introduced in the lesson, and (2) Simulated conversations based on the topics introduced in the lesson texts. By completing these sections, along with the true/false questions about the texts, teachers not only can determine students' real comprehension, but can also further develop their students' ability to rephrase, relay, and expand on the content of the lesson texts.

3. 请学生跟录音或教师念课文。注意，这个活动并非为了使学生背诵课文，或重复课文里的句子。相反，念诵的目的是以课文为样本来模仿正确的发音和语调的抑扬顿挫。当学生听得懂他们所说所念，他们对学习的兴趣就可能提高。此外，这个活动还可以给学生一个问问题的机会。

Ask students to read the lesson dialogues aloud after the recording or after the teacher. Note that this activity is not intended for the students to memorize or reproduce the language in the dialogues. Rather, using the lesson recording as a model, students can listen to and imitate the correct sound and cadence of Chinese. When they can understand what they are hearing and saying, they will be more likely to enjoy the language experience. In addition, this activity often gives students a chance to ask questions regarding the expressions in the lesson, which they may have already jotted down.

4. 让学生完成以课文生词和句型为基础，以扩展听力理解为目的而设计的其他听力练习。此类练习均已包括在《练习册》中。

Ask students to complete additional listening comprehension activities that use the vocabulary and expressions from the lesson yet have content that goes beyond the texts. These types of activities are already included in the "Listening Practice" section of the workbook.

## 目标型训练 —— 初级语言再生阶段

### Guided Practice: Initial Language Production

当学生们把握了一篇新课的基本语言技巧，即生词、语法、和用法之后，教师应该引导学生进入初级语言再生能力的训练。在《欢迎》的练习册中有许多在教师指导下进行的、以学生为中心的交流与沟通活动。这些活动一方面注重练习固定范围内的词语和表达方式，另一方面又给与语言训练有实际意义的语境。这样，学生在语言练习中可以随时注意到语言的实践性。因此，《欢迎》所设计的初级语言再生阶段的练习，并非机械性的句型重复练习；它们要求学生通过主动性的沟通来把握语意。

Once the students have demonstrated basic knowledge of the vocabulary, grammar, and expressions introduced in a lesson, teachers can guide students through their first language production efforts. Many teacher-directed and student-centered communicative activities are already included in the workbook. These activities, while targeting a specific set of vocabulary and usages introduced in the lesson, are contextualized to keep students focused on the performance aspect of language production. Instead of mechanical grammar manipulation, students are required to negotiate meaning in active communication contexts.

### 教学建议 *Suggestions for Teachers*

1. 为了有效地使用《欢迎》所设计的各种语言交流和沟通活动，活动前的准备和活动后的总结是不可缺少的两个环节。

Pre-activity instructions and post-activity reflections are necessary steps for the effective use of each communicative task in the workbook.

- 活动前的准备不仅让教师有机会解释活动要求、帮助学生分组配对，而且给学生一个机会澄清活动中涉及的汉字、图片、句法和用法的问题。

Pre-activity instructions not only give teachers an opportunity to assign role sheets and go over the directions, but also offer students a chance to ask questions about characters, pictures, or expressions used in the activity.

- 活动后的总结可以协助教师重新集合学生的注意力，再次明确活动目的。这也是一个核对学生答案，让不同小组汇报活动结果的好机会。

Post-activity reflections help to bring the class back together and summarize the purpose of the activity. This is also the time for teachers to check the responses and for students to report on their findings.

2. 在组织课堂活动中，教师不必等每个学生或小组都完成了所给活动之后才进行下一个活动。一个值得尝试的方法是由教师事先宣布给定活动可以占用的时间。这样可以促使学生把精力集中在所给的活动上。在学生进行小组活动时，教师最好在班上来回走动，观察学生的进展，回答可能出现的问题。

It is not necessary to wait for all students to complete an activity, particularly speaking and writing activities. Teachers may want to set a time limit for each activity to help students remain focused on the task. While students are engaged in the communicative tasks, teachers can walk around and answer questions that may arise in the process.

3. 大多数《欢迎》的结对和小组活动都可以作为全班活动来做。反之亦然。例如，汉字宾果游戏可以作为全班活动，由教师叫宾果字盘。同样的，这个游戏亦可作为小组活动或结对活动。

Most pair and small group activities can also be used as full class activities, or vice versa. For example, character bingo can be played as a full class game with the teacher calling out the words. It can also be treated as a small group game or a pair activity.

4. 有写作内容的活动可以作为家庭作业布置给学生。在《欢迎》第三册中，此类活动往往以电邮、采访报告或作文的形式出现。对于一些比较复杂的写作练习，教师可以考虑让学生打草稿，或者给学生写第二稿甚至第三稿的机会，以便激发学生的上进心。

Certain activities that involve writing can be assigned as homework. In *Huanying* Volume 3, these activities are often in the forms of email responses, summaries of an interview, or essays. It may be a good idea for teachers to ask students to write a first draft for certain writing assignments. It will also motivate students more if teachers allow students to rewrite the assignments.

5. 为了协助课堂管理，教师可以考虑把各种不同类型的练习穿插起来运用。例如，结对活动之后，可以选择让学生做独立写作活动，或者全班的听力活动，这样可以帮助学生平静下来，重新集中精力和体力。

To facilitate classroom management, teachers may want to alternate types of activities from the workbook when planning for a lesson. For example, a pair activity can be followed by an individual writing task or a full class listening activity, so that students get a chance to refocus their energy.

## 应用型训练 —— 综合语言训练

### Application: Using the Target Language Creatively

《欢迎》第三册的教学目的与前两册是一致的：首先是在第一、二年学习的基础上发展学生为了达到交际目标灵活运用语言的能力；第二，许多开放型的沟通活动要求学生使用大量已经学过的生词和语法。通过经常性的、有系统的复习，希望学生们在提高语言能力的同时又为第四年的汉语学习做好准备。

Building on the communicative skills developed in *Volume 1* and *2*, *Huanying Volume 3* continues to serve two instructional purposes. First, it strives to further develop students' ability to use language more spontaneously and creatively for communication purposes. Second, the many open-ended activities in *Volume 3* help students recall and recycle large amounts of previously learned vocabulary and expressions. They help students to systematically review and develop their language skills, and therefore prepare them well for fourth-year Chinese.

当学生的语言控制能力增强之后，教师应该引导学生走出封闭型的严格控制的语言训练，进入开放型的演示性沟通活动。后者在《欢迎》练习册中往往体现为综合语言能力的活动。这些活动要求学生寓已有的语言知识于新的语言情境之中。

As students' language control increases, teachers should guide students to move from controlled language tasks to open-ended performance tasks. These are often cumulative activities that help students to recycle previously learned materials while applying newly acquired skills. They require that students use their Chinese language skills creatively in simulated real-life situations.

### 教学建议 *Suggestions for Teachers*

1. 由于开放型活动的综合性较强，学生们需要有活动前的准备，以便了解活动内容和要求，复习所需词语；学生们也需要活动后的总结，以便有机会进行互相评估。

Pre- and post-activity sessions are necessary to help students understand the requirements of the activity, review necessary expressions, and have a chance for peer critique.

2. 在学生进行开放型沟通时，教师应考虑在教室内来回走动，聆听学生对话的进展，以便帮助学生集中精力在所给的活动上。

Teachers may want to circulate around the classroom and listen in on some groups. This can also help keep students on task.

3. 在评估学生的课堂参与情况时，教师应考虑以整体性的评估来鼓励学生发挥自己的创造性。若是有条件的话，教师也可以把课堂活动拍摄下来跟学生和家长分享。

Teachers may want to evaluate students holistically to encourage creativity. If equipment is available, teachers can also videotape students' performances to share with other classes or parents.



## 评估 —— 自我评估和教师评估

### Evaluation: Self-Reflection and Teacher Assessments

《欢迎》汉语教学系列的设计理念，建立在作者对外语教学目的认知之上。作者认为，外语教学的目的是通过积极的人际沟通活动，学会从一个新的视角来看待我们共同的世界。使用《欢迎》系列的教师或者学生，都可以不断地、整体性地对他们在语言上的教与学做随时评估和考量。《欢迎》教科书为教师提供了以下评估方式：

The *Huanying* series was created based on the belief that the goal of foreign language learning is to acquire new perspectives in our understanding of the world through active communication. Teachers and students of this series are encouraged to constantly and holistically evaluate their language acquisition. The textbook series has the following built-in assessment tools:

- 学生自我评估：在每个单元复习结束后，学生们都有机会反思他们的单元学习体验，并分析评估自己对单元内容的掌握。这种反思活动可以帮助学生成为自己学习过程的主导者。

Self-assessment at the end of each unit, following the unit review lesson. This section allows students to reflect on their learning experience and identify their own strengths and weaknesses. Through constant reflection, students can become more active participants in their own learning.

- 每课测验及单元考试：教师手册中包括每一课的测验和每一单元的考试。有助于教师了解学生对课程内容掌握的情况。

Quizzes and unit tests in the Teacher's Book to help gauge students' basic language skills.

- 《练习册》活动都有明确的语言练习目的，可以帮助学生和教师评估活动完成的结果。以第二单元，2.4课的综合语言练习VI为例，这个练习要求以小组为单位，制作一个国际文化晚餐菜单，以便参加“国际文化晚餐菜单”的投标竞赛。练习的要求包括学生选定食品来自的国家和地区，决定每一道菜中包括什么，然后艺术设计一个正式菜单。最后，由小组代表在全班介绍和推荐自己小组的设计，由班上学生作评委，选出最佳菜单。由于此类活动的要求明确，无论是教师还是学生都可以很明确地衡量作业完成的质量。

Activities that specify desired outcomes so that teachers and students can evaluate the quality of their task completion. For example, in Unit 2, Lesson 2.4, Integrated Language Practice VI, students are divided into small groups to create an international dinner menu as an entry to an “International Cultural Banquet Menu Competition.” They must select cuisines from different countries and regions, decide on the dishes in each category, and design a formal menu. The group representative must present the menu in front of the competition's judges (played by their classmates). This type of assessment requires that students understand the task fully and that they be given the grading rubrics in advance.

以下的两个评分表可以用来作为教师评估学生写作或口头报告的参考（附录一、二：可供复印的英文表格）：

On the next page are two simple rubrics that can be used for written and oral tasks (Appendixes 1-2: copyable English-only rubrics):

## 写作评分纪录

	任务完成 Task Completion	语言使用 Language Use	文化理解 Cultural Awareness
5	任务完成得全面彻底 task completed fully and thoroughly	语言流畅, 错误极少 language fluent and with minimal errors	措辞用语符合文化习俗 culturally appropriate register and expressions
4	任务完成得全面, 但不一定彻底 task completed but not thoroughly	存在错误, 有时会影响理解 infrequent errors that might interfere with understanding	使用了符合文化习俗的用语 mostly appropriate register and expressions
3	任务基本完成, 直接回答了问题 task mostly completed by directly responding to the prompts	错误频繁, 影响理解 frequent errors that interfere with understanding by native speakers	文化理解不始终如一 cultural awareness inconsistent
2	间接回答了问题 mainly a marginal response to the prompts	错误频繁, 难以理解 frequent errors render incomprehensible to language teachers	文化敏感度不足 culturally insensitive
1	任务未完成 task not completed	无法理解 incomprehensible	不符合文化习俗 culturally inappropriate

## 口头报告评分纪录

	任务完成 Task Completion	语言使用 Language Use	发音语调 Pronunciation and Cadence	文化理解 Cultural Awareness
5	任务完成得全面彻底 task completed fully and thoroughly	语言流畅, 错误极少 fluent and with minimal errors	字正腔圆, 语句流畅, 错误极少 natural pace and accurate pronunciation with minimal errors	措辞用语符合文化习俗 culturally appropriate register and expressions
4	任务完成得全面, 但不一定彻底 task completed but not thoroughly	存在错误, 有时会影响理解 infrequent errors that might interfere with understanding	音调有少量错误, 语句较为流畅 smooth pace and accurate pronunciation with occasional errors	使用了符合文化习俗的用语 mostly appropriate register and expressions
3	任务基本完成, 直接回答了问题 task mostly completed by directly responding to the prompts	错误频繁, 影响理解 frequent errors that interfere with understanding by native speakers	发音及音调均有少量错误; 语句基本流畅, 有时又断续感 mainly consistent pace with occasional repetition; accurate pronunciation with some errors in tones	文化理解不始终如一 cultural awareness not consistent

2	间接回答了问题 task completed by marginally responding to the prompts	错误频繁，难以理解 frequent errors render incomprehensible to language teachers	语句断断续续，发音错误较为频繁，使得听众较难辨别要表达的内容 pace is inconsistent, even choppy; frequent pronunciation errors require some interpretation	文化敏感度不足 culturally insensitive
1	任务未完成 task not completed	无法理解 incomprehensible	语句破碎，难于理解 labored pace with frequent errors that render incomprehensible	不符合文化习俗 culturally inappropriate

## 语言扩展——将语言知识与技巧延伸至其他学科和社群

### Extension: Go Beyond the Classroom

如果我们的教学目的是使得学生们创造性地运用他们的汉语知识，那么我们在教学中就需要提供给学生充足的机会走出汉语课堂，深入华语社群，甚至将他们对汉语的了解延伸至其他学科的学习。《欢迎》第三册为学生提供了以下扩展知识的机会：

If students are to be encouraged to use the Chinese language creatively, they need to be given plenty of opportunities to use the language outside the classroom, in Chinese language communities, and even integrated within their studies in other academic subjects. Overall, *Huanying* Volume 3 provides students with the following knowledge extension opportunities:

- 每篇课文中都包括“学无止境”的生词扩展部分，“中国文化一瞥”的成语俗语部分故事及用法，和“你知道吗？”的知识性短文。

Every lesson includes the following three language extension sections: “Extend Your Knowledge” for vocabulary extension, “A Glimpse into Chinese Culture” for Chinese idioms and proverbs, and “Did You Know?” for cultural anecdotes.

- 练习册中的课堂专案活动和口头报告给学生提供把语言知识带到社区的机会。

Workbook activities, especially class projects and oral presentations, provide students with opportunities to bring their knowledge of the Chinese language to their community.

教师可以考虑将上述部分的一些内容作为附加分的功课布置给学生，鼓励学生体验、研究、或分享华语文化。例如，在学习成语时，可以让学生把自己最喜爱的成语做成一个动漫给大家看，或是在做4.2国际文化日的专案活动时，可以鼓励学生实际主办一个国际文化日的晚会。此类活动都将有助于激发学生学习汉语的兴趣。

Teachers can assign some activities in these sections as extra credit for students to experience, research, or share results with the class. For example, when studying Chinese idioms, teachers can ask students to make a cartoon based on one of their favorite idioms. Another idea would be to ask the students to actually organize a cultural celebration at the school after they have finished the International Culture Day project in Lesson 4.2. These kinds of opportunities can help motivate students and increase their interest in studying Chinese language and culture.

# 《欢迎》课程进度与设计范例

## PACING AND LESSON PLANNING

《欢迎》第三册是为高中汉语而设计的一个学年的课程。一般来说，《欢迎》第三册所提供的教学内容是按照每五天到六天学习一课，每三十到三十六天完成一个单元的进度而设计的。按此进度，高中教师应在一个学年的上半学期教完第一至第二单元，在下半学期教完第三至第四单元。

*Huanying Volume 3* is designed to be taught in one regular school year at the high school level. The material developed in each lesson generally should allow for one lesson every five-to-six class periods, or one unit every thirty- to thirty-six class periods. This pace would enable teachers to cover Units 1–2 in the fall semester and Units 3–4 in the spring semester.

教师们在熟悉了教材的内容与活动之后，可以根据各自学校的课时安排和学生特点调整教学的进度。例如，若是一个学校的学年少于公立学校所规定的180天，那么教师也许可以考虑每四天学习一课，或者把每个单元的第六课，也就是单元复习课，从目前设计的四个课时缩减到一个课时。此外，由于第三年的汉语课程要求学生同时接触课本之外的真实语料，教师们在课程设计上需要考虑到扩大阅读、看中国电影和学中文歌所需要的课时，并且根据实际情况增减在每篇课文上所需的课时。无论面临何种具体的教学情况，笔者相信教师们都能够从《汉语》第三册中找到多样化的教学活动和资料。

Teachers can develop their own sense of pacing as they become familiar with the types of activities accompanying each lesson. Indeed it may be necessary for teachers to adjust the *Huanying* curriculum based on their school's schedule and class dynamics. For example, if the school has a shorter academic year than a regular 180-day school year, a teacher may need to cover one lesson every four class periods instead of five, or s/he may need to reduce the hours spent on the sixth chapter—the review chapter—to a one day review lesson instead of a four-day lesson as it is currently designed. In addition, teachers should also consider adjusting the amount of time spent on each lesson if they have planned to include extra reading materials, Chinese movies, or Chinese songs in their curriculum. Regardless of how the *Huanying* curriculum will be adopted, teachers who need to adjust their lesson planning according to the learning styles of students will find that *Huanying Volume 3* provides a variety of activities and ancillaries to allow flexibility.

### 课件设计范例 Sample Lesson Plans

以下部分是为《欢迎》第三册第二单元2.6课和第三单元3.1课所作的两个课件设计，供教师们参考使用。这两个课件设计都是基于传统的学校作息时间表，即每周五次课，每次五十分钟。第二单元2.6课为典型的复习课，而第三单元3.1课则为典型的主题引入课。各位教师应注意到的是，以下两个课件设计并未考虑到个别班级的具体特点和个性；也不反映每个教师的教学风格。而且，尽管每个课件设计的范例都尽量使用《欢迎》中所有的活动和资料，但这并不意味着每位教师都非此不可。



The following are two sample lesson plans, for Unit 2, Lesson 2.6 and Unit 3, Lesson 3.1 of *Huanying Volume 3*. Both plans are based on a traditional school schedule of a 50-minute class period that meets five times a week. Lesson 2.6 is a typical review unit, and Lesson 3.1 is a typical unit introducing new material. Keep in mind that these are generic lesson plans. They do not take into consideration specific characteristics and dynamics of a live classroom; neither do they reflect an individual teacher's teaching style. Although the sample lesson plans try to utilize all the activities and ancillaries provided for each lesson, teachers are not expected to use every activity or exercise in the Workbook.

## 第二单元，第2.6课 第二单元复习

### Unit 2, Lesson 2.6 Unit 2 Review

第一天	Day 1
<p>1. <b>制作复习提纲。</b>把学生分成五个小组，每个小组负责列出一课书的复习提纲（即一个小组负责第2.1课，一个负责第2.2课，依此类推）。其中应该包括这篇课文讨论的题目，所需的语言知识，所涉及的小故事（即在“你知道吗”和“中国文化一瞥”中谈及的内容），等等。这些提纲列出来以后，在全班分享。（如果教室里有文件投影仪，或是有电脑，做这个活动则比较方便。若没有，可以让学生去复印）。 <b>二十五分钟</b></p> <p>2. <b>自我评估。</b>让学生按照所得到的复习提纲做一个自我评估。把他们觉得已经掌握的语言知识写在一张纸的左半侧，把需要复习的语言知识写在这张纸的右半侧。 <b>十分钟</b></p> <p>3. <b>朗读课文。</b>把学生分成两人一组，请他们朗读第2.6课的对话一和二。注意让学生将对话念两次，因为第一次常常比较生疏。念完对话以后，教师就对话内容向学生提问。 <b>十分钟</b></p> <p>4. <b>小结。</b>总结今日所学，布置家庭作业。今日的作业是按照复习提纲复习第2.1课和第2.2课的内容。 <b>五分钟</b></p>	<p>1. <b>Create a review guide for everyone.</b> Divide the class into five groups, and ask each group to make a review sheet for one lesson in the unit (i.e. one group for 2.1, one for 2.2, etc.). The review sheet must include the topic of the lesson, the new words, expressions, and structures introduced, stories from the “Did You Know?” and “A Glimpse into Chinese Culture” sections, etc. Once students have completed their review sheets, ask them to share the results with the class. (If you have a document reader or a few computers in your classroom, the sharing part will be easy to do. If you do not have this equipment, send a student to make photocopies.) <b>25 minutes</b></p> <p>2. <b>Self-evaluation.</b> Ask students to follow the review guide they have received to complete a self-evaluation on a separate sheet of paper. They should write what they know in the left-hand column and what they need to review in the right-hand column. <b>10 minutes</b></p> <p>3. <b>Read the Lesson 2.6 texts.</b> Divide students into pairs and have them read the Lesson 2.6 dialogues. Make sure that the dialogues are read twice, as the first time around is usually choppy. Teachers may want to ask questions based on the dialogues to check understanding. <b>10 minutes</b></p> <p>4. <b>Summary.</b> Summarize today's lesson and explain the homework. Today's homework is to review Lessons 2.1 and 2.2 following the review sheets. <b>5 minutes</b></p>
第二天	Day 2
<p>1. <b>课文理解。</b>请学生完成练习册中的第2.6课综合语言练习一和二。然后在全班核对答案。 <b>十五分钟</b></p>	<p>1. <b>Lesson understanding:</b> Since students already read the Lesson 2.6 dialogues on Day 1, ask them to complete the Lesson 2.6 Integrated Language Practice Activities I and II on pp. 140 and 142 of the Workbook. <b>15 minutes</b></p>

<p>2. <b>定义游戏。</b>把学生分成小组（两人、四人均可），让他们以练习册中每课的听力练习一和四为样板互测第2.1课和第2.2课中的生词和词组。 <b>十分钟</b></p> <p>3. <b>全班辩论。</b>把学生分成两组，完成练习册中的第2.6课综合语言练习四。 <b>二十分钟</b></p> <p>4. <b>小结。</b>总结今日所学，布置家庭作业。今日的作业是按照复习提纲复习第2.3课和第2.4课的内容。 <b>五分钟</b></p>	<p>2. <b>Name that word.</b> Ask students to pair up and define the words and phrases from Lessons 2.1 and 2.2, using Listening Practice Activities I and VI of each lesson as models. <b>10 minutes</b></p> <p>3. <b>Class debate.</b> Divide students into two teams and ask them to complete the Lesson 2.6 Exercise IV in Integrated Language Practice, Workbook p. 144. <b>20 minutes</b></p> <p>4. <b>Summary.</b> Summarize today's lesson and explain the homework. Today's homework is to review Lessons 2.3 and 2.4 following the review sheets. <b>5 minutes</b></p>
<p><b>第三天</b></p>	<p><b>Day 3</b></p>
<p>1. <b>定义游戏。</b>把学生分成小组（两人、四人均可），让他们以练习册中每课的听力练习一和四为样板互测第2.3课和第2.4课中的生词和词组。 <b>十分钟</b></p> <p>2. <b>复习活动。</b>把学生分成两人一组，完成练习册中的第2.6课综合语言练习三。 <b>五分钟</b></p> <p>3. 把学生分成两人一组，完成练习册中的第2.6课综合语言练习四。 <b>十分钟</b></p> <p>4. <b>写作练习：</b>让学生们独立完成练习册中的第2.6课综合语言练习六，然后在全班核对答案。建议：可将答案制成幻灯片，投在屏幕上。还可请学生互相更改对方的练习。 <b>二十分钟</b></p> <p>5. <b>小结：</b>总结今日所学，布置家庭作业。今日的作业是按照复习提纲复习第2.5课的内容。 <b>五分钟</b></p>	<p>1. <b>Name that word.</b> Ask students to pair up and define the words and phrases in Lessons 2.3 and 2.4, using Listening Practice I and VI of each lesson as models. <b>10 minutes</b></p> <p>2. <b>Review activity.</b> Pair up the students and ask them to complete the Lesson 2.6 Exercise III in Integrated Language Practice, Workbook p. 143. <b>5 minutes</b></p> <p>3. Divide students into pairs and ask them to complete the Lesson 2.6 Exercise IV in Integrated Language Practice, Workbook p. 144. <b>10 minutes</b></p> <p>4. <b>Writing exercise:</b> Have students complete the Lesson 2.6 Exercise VI in Integrated Language Practice, Workbook p. 146 individually first, and then go over the answers in class. Suggestion: Consider putting correct answers on an overhead transparency and asking students to correct each other's answers. <b>20 minutes</b></p> <p>5. <b>Summary:</b> Summarize and explain the homework. Today's homework is to review Lesson 2.5 following the review sheets. <b>5 minutes</b></p>
<p><b>第四天</b></p>	<p><b>Day 4</b></p>
<p>1. <b>自我评估。</b>请学生回答课本第###页上的自我评估问卷。由于这是复习课，最好让学生在回答每一个问题时举出一两个例子。每个例子都应用汉字写出来。 <b>十分钟</b></p> <p>2. <b>口头报告：</b> <b>步骤：</b></p> <p>a. 把全班学生分成小组，每组八个人。</p> <p>b. 把练习册第###页上第2.6课的口头报告题目（一共八个）复印下来，把每个问题贴在一张小目录卡上。这样，一套目录卡里有八张，每张上有一个口头报告的题目。按照学生的总数，你可能要做几套卡片。但这些卡片明年还可以用。</p>	<p>1. <b>Self-assessment:</b> Ask students to complete the self-evaluation form on p. 112 of their textbook. They should include one or two examples if they have checked "Yes" to a question. All examples must be written in characters. <b>10 minutes</b></p> <p>2. <b>Oral Presentations.</b> <b>Procedures:</b></p> <p>a. Divide the class into small groups of eight students.</p> <p>b. Make copies of the oral presentation topics listed in the Lesson 2.6 exercise on p. 140 of the workbook. There are eight topics all together. Paste each question on a 3x5 index card so that each set of Unit 2 oral presentation topics has eight cards. Depending on your class size, you may need to make a few sets. But you can use them year after year.</p>

<p>c. 把评分表发给学生（见附录##）</p> <p>d. 让每个学生从本组的口头报告卡片里随便抽出一张。然后用四分钟的时间按照卡片上的题目准备一个两分钟的演讲。学生准备演讲时，教师应用计时器计时。若是没有计时器，可用网上计时器。网址是：<a href="http://www.online-stopwatch.com/">http://www.online-stopwatch.com/</a></p>	<p>c. Distribute Oral Presentation Rubrics to students (see Appendix p. 213)</p> <p>d. Ask each student in a group to take a topic card from the set. Give students four minutes to prepare for their presentation. Consider using a timer to keep track of time. If you do not have a timer, use an online stopwatch at <a href="http://www.online-stopwatch.com/">http://www.online-stopwatch.com/</a></p>
<p>e. 时间到了以后，让学生按照演讲题目的顺序开始演讲。听的学生应用评分表评分。</p> <p>f. 全班汇总和总结 <b>三十分钟</b></p> <p>3. <b>单元小结</b>。建议：用这个机会巩固单元教学所期望达到的语言技巧和文化理解目标。 <b>十分钟</b></p> <p><b>作业：</b>复习第二单元，准备单元考试。</p>	<p>e. When preparation time is up, ask students begin to present in their group according to the order of the topics they have chosen. Students should grade the presentations according to the rubrics while listening. <b>30 minutes</b></p> <p>3. <b>Summarize the unit.</b> Suggestions: Use this opportunity to reinforce the fundamental understanding that you would like the students to achieve upon completion of this unit. <b>10 minutes</b></p> <p><b>Homework:</b> Review for Unit 2 Test.</p>
<p><b>第五天</b></p>	<p><b>Day 5</b></p>
<p>1. <b>单元二考试</b>。 <b>四十分钟</b></p> <p>2. <b>介绍第三单元主题：青少年时代</b>。请学生参与讨论在这个主题中最可能出现的内容、词语、句子和表达方式。提醒学生注意有关家庭的文化异同。 <b>五分钟</b></p> <p>3. <b>介绍第3.1课的题目：十点以前必须回家</b>。问学生以下问题：如果只看这个题目，你猜猜这篇课文讲的会是什么？说话人可能是谁？听话人可能是谁？如果十点以前回不了家怎么办？在美国家庭中有没有这样的对话？中美家庭可能有什么异同？教师应注意用汉语提问，并鼓励学生尽量用汉语回答问题。 <b>五分钟</b></p> <p><b>作业：</b>预习第3.1课。</p>	<p>1. <b>Unit 2 Test</b> <b>40 minutes</b></p> <p>2. <b>Introduce Unit 3 theme: Teenage Years.</b> Ask students to anticipate the likely topics, vocabulary and expressions common to the discussion of the topic involved. Remind students to pay attention to any cultural differences regarding family structure and value. <b>5 minutes</b></p> <p>3. <b>Introduce Lesson 3.1 Theme: Must Get Home Before Ten O'clock.</b> Ask students the following questions: Without reading the dialogues, can you guess what this lesson is about? Who is the likely speaker if you only read the title? Who is the speaker talking to? What might happen if the person to whom the speaker is talking could not make it home before 10 o'clock? Could similar conversations take place in an American family? What are the differences between a Chinese family and an American family? Teachers must make every effort to ask questions in Chinese and encourage students to use Chinese in their answers. <b>5 minutes</b></p> <p><b>Homework:</b> Study Lesson 3.1 vocabulary and read/listen to the lesson texts.</p>

## 第三单元, 第3.1课 十点以前必须回家

## Unit 3, Lesson 3.1 Must Get Home Before Ten O'clock

第一天	Day 1
<p>1. <b>复习第3.1生词。</b>将学生分成二人小组, 互相测验本课生词。注意让学生使用汉语提问。如“汉语怎么说……?” 这个活动并非为了给学生时间学习生词, 而是为了给接下来的练习作准备。 <b>五分钟</b></p> <p>2. <b>生词测验。</b>请将《教师用书》附录中的第3.1课生词测验按照学生人数复印。教师可自己决定要学生写拼音还是汉字, 或是两个都要写。 <b>十分钟</b></p> <p>3. <b>听力练习。</b>请学生完成第3.1课听力练习一(Match Them!)。听写结束时, 教师应跟学生核对一下答案。练习的录音可以从 <a href="http://www.cheng-tsui.com">www.cheng-tsui.com</a> 的网页上下载。 <b>五分钟</b></p> <p>4. <b>朗读课文对话。</b>把学生分成两人小组, 分角色朗读第3.1课对话一和二。对话应读两次, 使每个学生有机会扮演不同角色。 <b>八分钟</b></p> <p>5. <b>课文理解练习。</b>请学生完成第3.1课综合语言练习二和四。这两个练习是课文理解练习, 帮助学生充分了解课文内容和一些习惯性表达方式的内涵。在学生完成这两个练习以后, 教师应跟学生核对一下答案。 <b>十分钟</b></p> <p>6. <b>生词语法解释。</b>在上述练习之后, 教师应考虑分析汉字字源, 介绍课文中出现的语法现象。还可以利用这个机会请学生就不懂的地方提问。 <b>十分钟</b></p> <p>7. <b>小结。</b>总结本日所学, 布置家庭作业。 <b>二分钟</b></p> <p><b>作业:</b> 完成第3.1课《练习册》第###页综合语言练习一。</p>	<p>1. <b>Review Lesson 3.1 New Words:</b> Ask students to pair up and peer quiz on the Lesson 3.1 vocabulary. Make sure students ask questions in Chinese, using “汉语怎么说……?” This activity is not intended for students to learn the new words, as they should have learned them the night before. This activity only intends to help students review the vocabulary and get ready for the next activity. <b>5 minutes</b></p> <p>2. <b>3.1 Vocabulary Quiz:</b> Please make enough copies of the Lesson 3.1 vocabulary quiz. You can find the pre-made quiz in the appendix of Teacher's Book. You can decide whether students should use pinyin or Chinese characters to finish the quiz. <b>10 minutes</b></p> <p>3. <b>Listening Comprehension:</b> Ask students to complete the Lesson 3.1 Exercise I in Listening Practice, Workbook Part 2. Teachers may want to go over the answers with the students afterwards. The audio clips for this activity are online at <a href="http://www.cheng-tsui.com">www.cheng-tsui.com</a>. <b>5 minutes</b></p> <p>4. <b>Lesson Dialogues:</b> Divide students in pairs and have them role play the Lesson 3.1 Dialogues 1 and 2. Make sure that each dialogue is read twice so that each student gets to play different roles. <b>8 minutes</b></p> <p>5. <b>Reading Comprehension: Understand the lesson texts.</b> Following the previous activity, teachers should ask students to complete the Lesson 3.1 Exercises II and IV in Integrated Language Practice, Workbook Part 2. These two activities help ensure that students understand the lesson texts fully. Teachers should go over the answers with students after they finish the exercises. <b>10 minutes</b></p> <p>6. <b>Vocabulary and Grammar Explanations:</b> Following the previous activity, teachers should go over the etymology of the characters (if applicable), as well as the expressions introduced in the texts. This is also an opportunity to allow students to ask questions they have jotted down the previous day. <b>10 minutes</b></p> <p>7. <b>Summary and Homework.</b> <b>2 minutes</b></p> <p><b>Homework:</b> Complete the Lesson 3.1 Exercise I in Integrated Language Practice I, Workbook Part 2.</p>



第二天	Day 2
<p>1. <b>听写练习。</b>教师应考虑用第一、二单元中学过的词语问学生几个问题，让学生听了问题以后用汉字把回答写下来。 <b>五分钟</b></p> <p>2. <b>检查作业。</b>教师可跟学生核对作业以后再将作业收上来。 <b>十分钟</b></p> <p>3. <b>听力练习。</b>请学生完成《练习册》第3.1课听力练习二和三。这两个练习是课文理解练习，目的是复习第一天已经学过的内容。听写结束时，教师应跟学生核对一下答案。练习的录音可以从 <a href="http://www.cheng-tsui.com">www.cheng-tsui.com</a> 的网页上下载。 <b>十分钟</b></p> <p>4. <b>习惯用语练习。</b>请学生完成《练习册》第###页的第3.1课综合语言练习三。这个练习可以帮助学生复习本课和以前学过的习惯用语，象“八九不离十”、“十全十美”、“由……来决定”等等。建议：这个练习要求学生不仅回答“什么”的问题，还要说明“为什么”。教师应注意让学生只用汉语交谈。练习结束时，最好让学生分享最佳答案。 <b>十分钟</b></p> <p>5. <b>听力练习。</b>请学生完成《练习册》第###页上的第3.1课听力练习五, Rejoinders。练习的录音可以从 <a href="http://www.cheng-tsui.com">www.cheng-tsui.com</a> 的网页上下载。 <b>五分钟</b></p> <p>6. <b>小组练习。</b>请学生完成《练习册》第###页的第3.1课综合语言练习五。这个练习要求学生用“由……”。练习结束时可考虑请一两个组长分享讨论结果。 <b>五分钟</b></p> <p>7. <b>小结。</b>总结今日所学，布置家庭作业。 <b>五分钟</b></p> <p><b>作业：</b>《练习册》第###页的第3.1课综合语言练习六的第一步。</p>	<p>1. <b>Dictation:</b> Teachers should come up with a few questions using the expressions introduced in Units 1 and 2. Then read these questions to students and ask them to write down their answers in Chinese characters. <b>5 minutes</b></p> <p>2. <b>Check Homework.</b> Have students show you the completed homework. You may want to go over the answers before collecting the homework. <b>10 minutes</b></p> <p>3. <b>Listening Comprehension.</b> Ask students to complete the Lesson 3.1 Exercises II and III in Listening Practice, Workbook p. ###. These two exercises consist of questions based on the lesson texts. They help students review what they have learned the previous day. Please go over the answers with students at the end of the activities. The audio clips for this activity are online at <a href="http://www.cheng-tsui.com">www.cheng-tsui.com</a>. <b>10 minutes</b></p> <p>4. <b>Idiomatic Expressions:</b> Ask students to complete the Lesson 3.1 Exercise III in Integrated Language Practice, Workbook Part 2. This activity is designed to help students review the idiomatic expressions they have studied in Lesson 3.1 and in previous lessons, such as "八九不离十," "十全十美," "由……来决定" and so on. Suggestions: this exercise requires that students state the reasons why they agree with a statement in the exercise. The teacher should remind students that they can only communicate in Chinese throughout the activity. <b>10 minutes</b></p> <p>5. <b>Listening Comprehension:</b> Ask students to complete the Lesson 3.1 Exercise V in Listening Practice, Workbook Part 2. The audio clips for this activity are online at <a href="http://www.cheng-tsui.com">www.cheng-tsui.com</a>. <b>5 minutes</b></p> <p>6. <b>Group Activity:</b> Ask students to complete the Lesson 3.1 Exercise V in Integrated Language Practice, Workbook Part 2. This exercise requires that students use the expression "由……". At the end of the group discussions, invite two group representatives to share their results. <b>5 minutes</b></p> <p>7. <b>Summary and Homework.</b> Summarize today's lesson and explain homework. <b>5 minutes</b></p> <p><b>Homework:</b> Complete Step 1 of the Lesson 3.1 Exercise VI in Integrated Language Practice, Workbook Part 2.</p>

<p><b>第三天</b></p>	<p><b>Day 3</b></p>
<p>1. <b>听写练习。</b>教师应考虑用第三单元中介绍的词语问学生几个问题，让学生听了问题以后用汉字把回答写下来。 <b>五分钟</b></p> <p>2. <b>检查作业。</b>建议：请几个学生在全班分享他们写的答案，还可让学生互相评改对方的练习。 <b>十分钟</b></p> <p>3. <b>全班活动。</b>请学生完成《练习册》中第3.1课综合语言练习六。建议：请学生们把讨论的结果和改进教学的建议写在白板上。若是可行的建议，教师应该考虑采纳。 <b>十五分钟</b></p> <p>4. <b>小组活动。</b>请学生完成《练习册》中3.1综合语言练习七。建议：学生讨论结束后，请各个小组谈谈他们计划的活动，并评选出最佳计划，给予奖励（如小礼品，附加分，等等）。 <b>十五分钟</b></p> <p>5. <b>小结。</b>总结今日所学，布置家庭作业。 <b>五分钟</b></p> <p><b>作业：</b>一，请学生学习课本第###页上第3.1课“学无止境”中介绍的生词。二，阅读课本第###页上第3.1课“中国文化一瞥”并完成其中的练习。</p>	<p>1. <b>Dictation:</b> Teachers should come up with a few questions using the expressions introduced in Lesson 3.1. Then read these questions to students and ask them to write down their answers in Chinese characters. <b>5 minutes</b></p> <p>2. <b>Check Homework.</b> Suggestion: Consider asking a couple of students share their invitations with the class, or asking students to correct each other's answers. <b>10 minutes</b></p> <p>3. <b>Mixer Activity:</b> Ask students to complete the Lesson 3.1 Exercise VI in Integrated Language Practice, Workbook Part 2. This is an activity in which students discuss ways to improve the activities in their Chinese class. Suggestions: Ask students to write their suggestions on the white board. If there are practical suggestions, teachers may want to implement them in class. This will give students a deeper sense of ownership of their Chinese class. <b>15 minutes</b></p> <p>4. <b>Group Activity:</b> Complete the Lesson 3.1 Exercise VII in Integrated Language Practice, Workbook Part 2. Suggestions: This activity asks students to create an itinerary for a group of Chinese principals visiting their school. At the end of this activity, don't forget to ask the groups to share their itineraries and vote for the best plan. Also, consider offering small prizes to the group with the best itinerary. <b>15 minutes</b></p> <p>5. <b>Summary and Homework.</b> <b>5 minutes</b></p> <p><b>Homework:</b> (1) Study the additional words introduced in the Lesson 3.1 "Extend Your Knowledge," Textbook p. 120. (2) Read the idioms and the poem in the Lesson 3.1 "A Glimpse into Chinese Culture," Textbook p. 121 and complete the exercises.</p>
<p><b>第四天</b></p>	<p><b>Day 4</b></p>
<p>1. <b>检查作业：</b></p> <p>a. <b>听力练习。</b>请学生完成《练习本》第###页第3.1课听力练习六。这个练习帮助教师检查学生是否学习了“学无止境”中介绍的生词。练习帮助学生学会如何用汉语解释生词的意思。练习的录音可以从 <a href="http://www.cheng-tsui.com">www.cheng-tsui.com</a> 的网页上下载。 <b>五分钟</b></p>	<p>1. <b>Check Homework:</b></p> <p>a. <b>Listening Exercises.</b> Ask students to complete the Lesson 3.1 Exercise VI in Listening Practice, Workbook Part 2. This exercise helps teachers to check whether students have studied the additional words introduced in "Extend Your Knowledge." It also helps students develop the ability to define a new term in Chinese using their own words. The audio clips can be found online at <a href="http://www.cheng-tsui.com">www.cheng-tsui.com</a>. <b>5 minutes</b></p>

<p>b. <b>中国文化一瞥。</b>首先，由于第3.1课的“中国文化一瞥”中介绍了几个成语俗语，如果这些成语俗语有出处，最好用汉语把出处介绍给学生。<sup>1</sup> 建议：(1) 教师讲解成语俗语时应提醒学生做笔记。(2) 由于学生已经回答了课本上的问题，可请学生互相评改对方的练习。其次，这个部分介绍了陆游的诗词，请给学生介绍一下陆游在中国文学史上的重要性。 <b>二十五分钟</b></p> <p>3. <b>听力练习。</b>完成《练习册》第###页第3.1课听力练习四。这是一个即兴会话的练习。如果你有录音设备，请学生把他们的回答录下来。如果没有，请把学生分成两人一组，一个人回答问题时另一个人听着做笔记，然后学生互评。建议：教师应用计时器计时。若是没有计时器，可用网上计时器。网址是：<a href="http://www.online-stopwatch.com">http://www.online-stopwatch.com</a>。 <b>十五分钟</b></p> <p>4. <b>小结。</b>总结今日所学，布置家庭作业。 <b>五分钟</b></p> <p><b>作业：</b>完成《练习册》中第3.1课综合语言练习八。</p>	<p>b. <b>A Glimpse into Chinese Culture:</b> This section has two elements: two Chinese idioms and a poem. For the idioms, teachers should consider explaining in Chinese the origin of the idioms.<sup>1</sup> Suggestions: (1) Remind students to take notes while listening to the explanations of Chinese idioms. (2) Ask students to swap their homework with each other and do a peer critique. As for the poem, teachers should briefly explain the author Lu You and his significance in Chinese literature. <b>25 minutes</b></p> <p>3. <b>Listening Comprehension:</b> Ask students to complete the Exercise IV in Listening Practice, Workbook Part 2. This is a simulated conversation. It would be great if you have recording devices in the classroom or have easy access to the language lab. Otherwise pair up the students and ask them to listen to each other's presentation. Afterwards they should give each other some pointers. Suggestion: Teachers will need a timer for this activity. If you do not have one, consider using an online stopwatch at the following website: <a href="http://www.online-stopwatch.com">http://www.online-stopwatch.com</a>. <b>15 minutes</b></p> <p>4. <b>Summary and Homework:</b> <b>5 minutes</b></p> <p><b>Homework:</b> Complete the Lesson 3.1 Exercise VIII in Integrated Language Practice, Workbook Part 2.</p>
<p><b>第五天</b></p>	<p><b>Day 5</b></p>
<p>1. <b>听写练习。</b>教师应考虑用第三单元中介绍的词语问学生几个问题，让学生听了问题以后用汉字把回答写下来。 <b>五分钟</b></p> <p>2. <b>检查作业。</b>教师可将第3.1课综合语言练习八的答案跟学生核对一下。请不要把作业收上来，因为学生需要用这个电邮完成写作练习。 <b>五分钟</b></p> <p>3. <b>写作练习。</b>请学生完成《练习册》第###页上的第3.1课写作练习。这个练习最好在课上做，因为学生需要练习如何在给定的时间内完成作文。在电邮写作之前教师应该让学生练习拟定一个提纲。 <b>二十五分钟</b></p>	<p>1. <b>Dictation:</b> Teachers should come up with a few questions using the expressions introduced in Lesson 3.1. Then read these questions to students and ask them to write down their answers in Chinese characters. <b>5 minutes</b></p> <p>2. <b>Check Homework:</b> Go over the answers for the Lesson 3.1 Exercise VIII in Integrated Language Practice, but do not collect the homework, as students will need the email text for the following activity. <b>5 minutes</b></p> <p>3. <b>Writing Exercise.</b> Ask students to complete the Lesson 3.1 Writing Exercise in Workbook Part 2. It may be a good idea to do this activity in class, as students must learn how to complete a composition within a given time period. Teachers may want to ask students to write an outline before writing the body of the email. <b>25 minutes</b></p>

<sup>1</sup> For stories behind Chinese idioms, please refer to *Tales and Traditions: Readings in Chinese Literature Series* published by Cheng & Tsui Co.

<p>4. <b>阅读练习。</b> 让学生阅读课本第###页上的第3.1课“你知道吗？”然后讨论中国人过生日和美国人过生日有什么不同。如果教师事先有时间，可以从网上找到寿星图，百寿图等。<sup>2</sup> <b>十分钟</b></p> <p>5. <b>本课小结：</b>总结第3.1课所学的内容。</p> <p><b>作业：</b>复习准备第3.1课考试。</p>	<p>4. <b>Reading Comprehension:</b> Ask students to read the text “Did You Know?” in the Textbook, p. 123. Discuss the differences between birthday celebrations in China and the U.S. If time allows, teachers may want to collect some pictures of the God of Longevity or paintings with one-hundred characters of 寿 from the Internet.<sup>2</sup></p> <p>5. <b>Summary and Homework:</b> <b>5 minutes</b></p> <p><b>Homework:</b> Study for the Lesson 3.1 Lesson Quiz.</p>
<p><b>第六天</b></p>	<p><b>Day 6</b></p>
<p>1. <b>第3.1课考试。</b>请复印第3.1课考试的学生版。 <b>二十五分钟</b></p> <p>2. <b>介绍第3.2课题目：零花钱。</b>请学生猜测本课内容，并分享他们关于零花钱的看法。鼓励学生尽量用汉语。 <b>十分钟</b></p> <p>3. 若是教师希望做一些扩大阅读的活动，可以安排在本节课上。<sup>3</sup></p> <p><b>作业：</b>预习第3.2课的生词和课文。开学至此，学生应该已经了解“预习”所包含的意义。重申“预习”意味着学生们应该在课文的语境中学习生词，跟着录音朗读课文，阅读语言注释，并记下不懂的地方供课堂讨论。</p>	<p>1. <b>Lesson Quiz.</b> Make copies of the student quiz, which is included in Appendix 1 of this Teacher's Book. <b>25 minutes</b></p> <p>2. <b>Introduce 3.2 Theme: Pocket Money.</b> Ask students to anticipate the content of the lesson and share their views on pocket money. Make sure that students speak in Chinese during the discussion. <b>10 minutes</b></p> <p>3. <b>Extended Reading Activities:</b> If teachers have planned to have the class read additional or authentic materials, they can be done in today's class.<sup>3</sup></p> <p><b>Homework:</b> Study Lesson 3.2 vocabulary and read/listen to the lesson texts. By now students should have understood that the word "study" means that they learn the new words in the lesson context; that they need to read aloud the lesson texts following the audio clips posted online at <a href="http://www.cheng-tsui.com">www.cheng-tsui.com</a>; and that they need to read through the Language Notes and jot down any questions they may have about the lesson.</p>

## 创造适合自己需要的课件设计 Planning a Lesson to Suit Your Needs

唐代哲学家韩愈在《师说》中写道，“师者，所以传道，授业，解惑也。”的确，由于课堂班级的个性之区别，每日课程焦点和需要之不同，一个教师往往要扮演多种角色。本章中所列出的课件设计，不过是希望为教师提供一个如何使用《欢迎》课件资料的模拟。每位教师需要根据自己的情况和特点对这些材料进行取舍。

<sup>2</sup> Extension ideas: In 2006 the Asian Art Museum of San Francisco organized an exhibition entitled *Hidden Meanings: Symbolism in Chinese Art*, in which the symbolism of “longevity” is discussed in detail. If students are interested in creating a presentation on the Chinese symbols of longevity for extra credit, they can visit the museum's website at <http://www.asianart.org/hiddenmeanings.htm> for a synopsis of the exhibition and a description of Chinese symbolism. They can also check the local libraries for the publication under the same title. Bartholomew Terese Tse, Michael Knight, He Li, Melissa Abbe. *Hidden Meanings: Symbolism in Chinese Art*. San Francisco: Asian Art Museum, June 2008.

<sup>3</sup> For additional reading material, teachers may find the following Cheng & Tsui publications helpful:

1) Huang Weijia, Ao Qun. *How Far Away Is the Sun? and Other Essays*. Boston: Cheng & Tsui Co., 2007.

2) Xiao Yun. *Tales and Traditions: Readings in Chinese Literature Series*. Boston: Cheng & Tsui Co., 2007.



The eighth-century Chinese philosopher Han Yu (韩愈) has a saying: “师者，所以传道，授业，解惑也，” which means, “What teachers do is pass on the Dao, teach practical skills, and answer questions.” Indeed, a classroom teacher often wears many hats, because each class has different dynamics, and each day’s learning has a different focus and requirements. The generic lesson plans included in this chapter are only intended to show teachers how all the materials developed in *Huanying Volume 3* can be incorporated in day-to-day teaching. It is up to each teacher to adapt these materials and lesson plans based on her or his individual needs.

例如，若是教师的课程是每周四次，每次五十分钟，那么更多的写作方面的活动就可能需要作为家庭作业来完成。使用板块性课程表的教师可能需要将两天的课并为一天教。如果教师的班上主要是华裔学生，那么课堂活动就需要着重于读写，并要增加补充读物（请参考剑桥促办设网页 <http://my.cheng-tsui.com/huanying> 上所列的“阅读扩展建议”一节）。

For example, teachers whose classes meet four times a week for 50 minutes each time may need to assign most of the writing exercises as homework. Teachers who teach in a block schedule may need to combine two days worth of class material into one day. Those teachers whose classes are predominately made up of heritage speakers may need to focus more on reading and writing in class by adding extra reading materials to the curriculum (refer to <http://my.cheng-tsui.com/huanying> for a list of recommended reading materials).

在设计自己的课件时，教师可以遵循以下的原则：1) 课件设计应反映循序渐进的教学方法；2) 每堂课应将不同类型的活动穿插在一起，如个人活动和小组活动交织；3) 结对活动和小组活动之后，最好安排一个写作活动，以便重新聚集学生精力和体力。

Teachers can follow three basic principles when adapting *Huanying* materials and lesson plans: 1) Each lesson plan should reflect a sequenced instructional purpose; 2) Each class period should have a mix of activities that allow group work as well as individual work; and 3) Each pair or group activity is best followed by a quiet writing activity to redirect students’ energy.

# 教学用具

## RECOMMENDED TEACHING MATERIALS

- 计时器 a timer  
计时器可帮助老师控制课堂活动时间。A timer can help the teacher control the time spent on each class activity.
- 彩色笔 color markers
- 录音播放设备 audio file player (CD player or MP3 player)
- 电脑设备 computer equipment:
  - a) PC电脑—需安装中文输入软件。Preferably, a PC with Chinese input software.
  - b) 为了与美国大学理事会AP中文的要求相配合，您的电脑最好是PC，并装有Microsoft IME。对硬件的具体要求请到 AP Chinese Language and Culture Course home page的网站 (<http://apcentral.collegeboard.com>)查看。  
In order to build up a pre-AP program, it is a good idea to configure your PC according to the requirements given by the College Board for the AP Chinese Language and Culture Course. Please go to the AP Chinese Language and Culture Course home page <http://apcentral.collegeboard.com> for hardware and software requirements.
  - c) 按照大学理事会对外语AP课程准备的要求，您的电脑还需装有Audacity - 录音软件。此软件可从网上免费下载。  
Based on the requirements for foreign language AP preparation given by the College Board, your computer should have Audacity, a recording and audio file editing software that is free for download at: <http://audacity.sourceforge.net/>
- 互联网：由于所有课文及听力练习的录音均可从网上免费下载，若教室内有互联网对教师来说比较方便。当然，若是条件不许可，教师可从网上下载所有录音，然后在课堂上播放。  
Internet Connection: Since all audio clips are freely accessible from [www.cheng-tsui.com](http://www.cheng-tsui.com), it will be convenient if teachers have access to the Internet in the classroom. If not, teachers can download the audio clips from [www.cheng-tsui.com](http://www.cheng-tsui.com) onto their computer and play them in class.
- 电脑录听两用麦克风。若是您的学校准备开设中文AP课程，请到大学理事会中文AP网页上查看对录听两用麦克风的要求。 <http://apcentral.collegeboard.com>  
Headset with microphone. If your school will be hosting the AP Chinese Exam, please check the specifications for the microphone at the AP Chinese Language and Culture Course home page: <http://apcentral.collegeboard.com>.
- 中文骰子。这种骰子可以从以下网页买到：<http://asianideas.com/>。  
Dice with numbers in Chinese. These dice can be purchased at <http://asianideas.com/>
- 教学投影仪 overhead projector

- 其他教学物品：若是教师需要购买一些课堂活动小礼品或教室装饰物，可到下面网页：<http://www.orientaltrading.com>

Other teaching materials: Please go to <http://www.orientaltrading.com> for gift ideas that can serve as class game awards and for classroom decoration materials.



《欢迎》练习册教学建议  
**USING THE *HUANYING*  
*WORKBOOK* ACTIVITIES**



# 第一单元 新学期

## UNIT 1 A New Semester

### 1.1 新同学 A New Student

#### 一·听力练习



#### I. Match Them!

Listen to Audio Clip 1-1-1. Match the phrases you hear with the characters in Column B. Enter the corresponding numbers in Column A.

Column A 你听到的	Column B 汉字
13	新来的
9	没见过
17	开玩笑
3	做研究
7	希望你去
15	借读一年
11	进步很快
1	甜言蜜语
16	特别理解
5	互相学习
14	大学教授

1



教学建议：这是一个生词、汉字和短语练习。在放录音1-1-1以前，你可以给学生几分钟的时间独立认汉字。

**Notes to the teacher:** This is an exercise for vocabulary, characters, and set phrases. Before playing Audio Clip 1-1-1, you may want to give students a few minutes to review the vocabulary introduced in the lesson.

#### I 录音文本 1-1-1

- 甜言蜜语
- 转学来这儿
- 做研究
- 多么幸运啊
- 互相学习
- 把家搬到杭州
- 希望你去
- 在美国出生
- 没见过
- 一直住在法国
- 进步很快
- 将来回美国
- 新来的
- 大学教授
- 借读一年
- 特别理解
- 开玩笑

II

教学建议：请先放课文1.1对话一的录音，再放录音1-1-2。

**Notes to the teacher:** First play the recording of Dialogue 1 from Lesson 1.1, and then Audio Clip 1-1-2.

III

教学建议：请先放课文1.1对话二的录音，再放录音1-1-3。

**Notes to the teacher:** First play the recording of Dialogue 2 from Lesson 1.1, and then Audio Clip 1-1-3.

IV

教学建议：这个练习的目的是让学生适应即兴谈话的沟通形式，而非简单地背课本。请注意要求学生在回答问题时尽量采纳课文中的细节。

**Notes to the teacher:** The purpose of Activity IV is to develop students' skills in simulated conversation. Please make sure students are not treating this activity as a simple text memorization exercise. Ask them to include as much detail from the lesson as possible in their responses.

2 HUANYING 3 WORKBOOK

2	转学来这儿
6	把家搬到
4	多么幸运啊
12	将来回美国
8	在美国出生
10	一直住在法国

II. Listen to the recording of Dialogue 1 from Lesson 1.1 first, and then answer the True/False questions in Audio Clip 1-1-2.

	1	2	3	4
对	√			√
错		√	√	

III. Listen to the recording of Dialogue 2 from Lesson 1.1 first, and then answer the True/False questions in Audio Clip 1-1-3.

	1	2	3	4
对	√	√		√
错			√	

IV. Answer the questions in this section based on your understanding of the Lesson 1.1 dialogues.

**Directions:** Listen carefully to the questions in Audio Clip 1-1-4 and record your answers on an audio recorder. If you do not have a recording device, you can write down your answers below in pinyin or characters.

II 录音文本1-1-2

1. 明英是从北京第四中学转来的。
2. 明英是在美国出生的。
3. 明英两岁的时候跟父母搬到中国。
4. 如果有机会的话，明英打算上北京大学。

III 录音文本1-1-3

1. 凯丽和明英都做过《数学高考题分析》。
2. 凯丽夏天的时候上了一个暑期学校。
3. 汤姆觉得凯丽很理解他，因为凯丽知道他想借数学书。
4. 凯丽觉得汤姆说她好，是因为有事要请她帮忙。



1. 明英是在美国出生的。Míngyīng shì zài Měiguó chūshēng de.
2. 她是在美国上的小学和初中。Tā shì zài Měiguó shàng de xiǎoxué hé chūzhōng.
3. 因为明英的父母在北京做研究，她就跟父母到中国来了。Yīnwèi Míngyīng de fùmǔ zài Běijīng zuò yánjiū, tā jiù gēn fùmǔ dào Zhōngguó lái le.
4. 因为今年明英的父母要在上海历史博物馆做研究，所以明英转到上海来上学。Yīnwèi jīnnián Míngyīng de fùmǔ yào zài Shànghǎi lìshǐ bówùguǎn zuò yánjiū, suǒyǐ Míngyīng zhuǎn dào Shànghǎi lái shàngxué.
5. 他知道北京四中是非常好的学校，能考进四中的学生都很聪明。因为明英以前上四中，汤姆觉得明英一定很聪明。他觉得能认识很聪明的学生非常幸运。Tā zhīdào Běijīng Sì Zhōng shì fēicháng hǎo de xuéxiào, néng kǎo jìn Sì Zhōng de xuéshēng dōu hěn cōngmíng. Yīnwèi Míngyīng yǐqián shàng Sì Zhōng, Tāngmǔ juéde Míngyīng yīdìng hěn cōngmíng. Tā juéde néng rènshí hěn cōngmíng de xuéshēng fēicháng xìngyùn.
6. 他是在旧金山出生的。Tā shì zài Jiùjīnshān chūshēng de.
7. 他是四年前来上海学习的。Tā shì sì nián qián lái Shànghǎi xuéxí de.
8. 他们俩都还没有决定。明英觉得要是有机会想上北京大学。汤姆可能回美国上大学，也可能在中国上大学。Tāmen liǎ dōu hái méiyǒu juéding. Míngyīng juéde yàoshì yǒu jīhuì xiǎng shàng Běijīng Dàxué. Tāngmǔ kěnéng huí Měiguó shàng dàxué, yě kěnéng zài Zhōngguó shàng dàxué.

IV 录音文本1-1-4

1. 明英是在哪儿出生的?
2. 明英是在哪儿上的小学和初中?
3. 明英是怎么到中国学习的?
4. 明英是为什么转学来上海国际学校的?
5. 为什么汤姆觉得能认识明英很幸运?
6. 汤姆是在哪儿出生的?
7. 汤姆是什么时候来上海学习的?
8. 汤姆和明英将来打算在哪儿上大学?

V

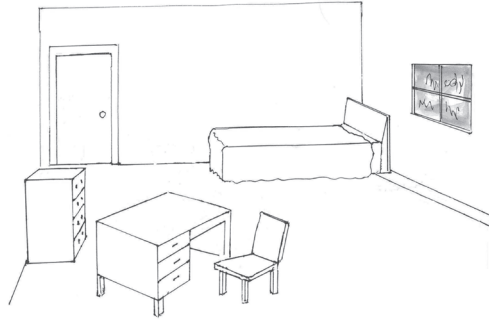
教学建议：请先带学生复习汉语怎么说图中的各种物品，然后再放录音1-1-5。

**Notes to the teacher:** First help students review how to say the names of the items in the pictures, and then play Audio Clip 1-1-5.

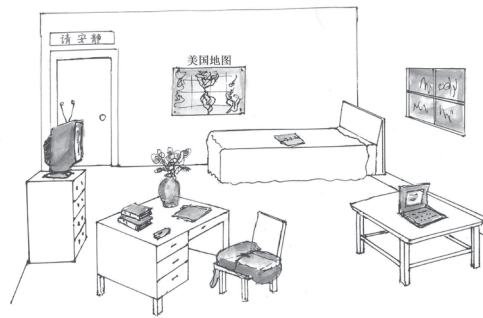
V



V. It is the first day of a new semester. You are helping your friend Linda move into the dorm. Listen carefully to Linda's instructions in Audio Clip 1-1-5 and place each item where she says it should go.




Items to be placed in the room:



V 录音文本1-1-5

1. 你能不能帮我把电视放到柜子上边?
2. 麻烦你帮我把这个咖啡桌搬到窗子前边。
3. 请帮我把这瓶花放在书桌上。谢谢!
4. 哦，能不能把我的电脑也放在咖啡桌子上?
5. 请帮我把书包放到椅子上。
6. 对了，能不能帮我把这几本书放在书桌上? 谢谢你!
7. 帮我把这个本子放在床上吧。
8. 这个文件夹呢? 把它放在书桌上吧。

VI

 **VI.** You posted a new photo of yourself and your friends on a social networking site. Your Chinese friend saw it and wants to ask you a few questions about the people in the photo. Listen carefully to the questions in Audio Clip 1-1-6 and answer them with as much detail as you can. Try to speak for at least 20 seconds when answering each question. You can take notes in the space provided below.



Notes:

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### VI 录音文本1-1-6

1. 照片里最左边的男孩子是谁?
2. 这个女孩子就是黛安吧?
3. 中间的男生我好像见过。他是不是大卫?
4. 你是怎么认识黛安的?

1

教学建议：活动一可以作为会话练习或写作练习。也可以让学生把他们的回答录下来。

**Notes to the teacher:** Activity I can be used as both a speaking and a writing exercise. You can also ask the students to record their answers.

1

## 二·综合语言练习

### I. How do you say it in Chinese?

1. I transferred here this semester.  
我是这个学期转学来这儿的。

---

2. It is fortunate that my Chinese has progressed rapidly.  
很幸运我的中文进步得很快。

---

3. I was born in San Francisco, but have always lived in New York.  
我是在旧金山出生的，可是一直住在纽约。

---

4. He hopes to have a friend who can understand him.  
他希望有一个能理解他的朋友。

---

5. She has finished reading the history book. (把)  
她把历史书看完了。

---

6. If there is an opportunity, she would go to an American university.  
要是有机会，她想上美国大学。

---

7. Since his parents work in Shanghai, they moved the family there.  
因为他父母在上海工作，他们搬家去那儿了。

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8. Would you lend me the math book? (把)  
你能把数学书借给我吗?

### II. Can you find the odd one out?

The words in each group are related either by meaning or by part of speech, except for one. Find the word that doesn't belong in the group.



1. 转学 开学 开玩笑 借读
2. 教授 幸运 大学 研究
3. 搬家 开玩笑 报名 一直
4. 中文 初中 大学 小学
5. 出生 幸运 高兴 聪明



### III. Pair Activity: Content Editor

As the class president, Maria has compiled a "Who's Who" sketchbook for the class. Below is what she wrote about Tom and Mingying. She wants you to help her make sure that the facts are accurate.

**Step 1:** Work individually. Based on Dialogue 1 from Lesson 1.1, decide whether Maria has got all the facts straight.

	<p>汤姆是在美国旧金山出生的。他四岁的时候就跟父母来中国了。从小学到中学，他一直在上海国际学校上学。将来他打算上大学，可是还没有决定在美国还是在中国上大学。</p>
	<p>明英是在美国出生，在美国长大的。去年，她跟父母一起来到中国。她在北京第四中学学习了一年，今年转学来我们学校。她打算报名上北京大学。</p>

**Step 2:** Compare your notes with your partner. Work in pairs to write Maria an email telling her if the facts are accurate.

Send	Reply	Reply All	Forward	Print	Delete



**教学建议：**在这个活动之前教师可以带学生念一下课文，然后给学生一些时间想出他们要描述的物体或人物。教师也可以限定学生需要描述的物体或人物。

**Notes to the teacher:** Before this activity, you can lead the students in reading through the Lesson 1.1 dialogues and then give them some time to think of an object or a person to describe. You can also hand out a list of things that you want the students to describe.

## IV

教学建议：在这个活动之前教师可以帮助学生复习一下“是……的”句型的用法。

**Notes to the teacher:** Before this activity, you may want to help students to review the “是……的” pattern.

## IV

#### IV. Mixer Activity: What is your personal history?

**Step 1:** Fill out the questionnaire below for yourself. Later you will be using this information to answer your classmates' questions.

你是哪年出生的?	
你是在哪个城市出生的?	
你是在哪个城市长大的?	
你是在哪个学校上的小学?	
你是在哪个学校上的中学?	
你将来打算去哪儿上大学?	

**Step 2:** Pair up with a partner and complete the following interview. Record your partner's answers in the space provided.

你是哪年出生的?	
你是在哪个城市出生的?	
你是在哪个城市长大的?	
你是在哪个学校上的小学?	
你是在哪个学校上的中学?	
你将来打算去哪儿上大学?	

**Step 3:** Interview a third classmate. Find out who s/he just interviewed and what his/her personal history is. Record the answers in the space provided.

你采访的是谁?	
她/他是在哪儿出生的?	
她/他是在哪个城市长大的?	
她/他是在哪个学校上的小学?	
她/他将来打算去哪儿上大学?	

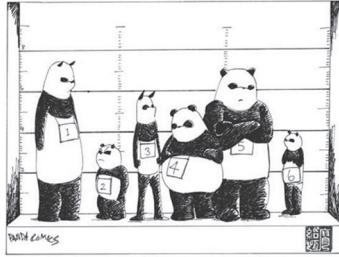




**V. Pair activity: What an interesting family!**

**Step 1:** Work individually and study the picture of the panda family below. First give each panda a Chinese name, and then write a comment about each panda below, using 多么...啊!

**Model:** 熊猫弟弟多么可爱啊!



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Step 2:** Pair up with a partner and share your comments with each other. If both of you have made exactly the same comment about one particular panda, write the comment below.

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**教学建议:** 在这个活动之前教师可以帮助学生复习形容任务的词汇。

**Notes to the teacher:** Before this activity, you may want to help students review expressions often used to describe people and characteristics.

## VI

教学建议：在这个活动之前教师可以带学生念一下范例，帮助学生复习“把”字句的用法。

**Notes to the teacher:** Before this activity, you may want to help students review the "ba" structure. It may also be a good idea to lead students in reading through the model.

## VI

### VI. Pair Activity: Have you finished the housekeeping chores?

#### Situation 1:

You and your partner are both volunteering at a senior center, working two different shifts. Before one of you gets off work, the other needs to know which housekeeping chores have been done. Be sure to use 把, as shown in the model.

**Model:** 问题：你把房间打扫干净了吗？  
回答：打扫干净了。(Or 还没有。)

#### A's Sheet

Ask your partner if s/he has finished these chores. Record his/her answers.

要做的的事情：	做了	需要做
1. 房间—打扫干净	√	
2. 衣服—洗完	√	
3. 厨房—打扫干净		√
4. 咖啡—做好		√
5. 车—洗干净	√	
6. 午饭—拿来		√
7. 晚饭—一定好	√	
8. 明天的活动—安排好		√

**B's sheet**

Listen to your partner's questions and answer according to the following checklist.

要做的事情:	做了	需要做
1. 房间—打扫干净	√	
2. 衣服—洗完	√	
3. 厨房—打扫干净		√
4. 咖啡—做好		√
5. 车—洗干净	√	
6. 午饭—拿来		√
7. 晚饭—定好	√	
8. 明天的活动—安排好		√

**Situation 2:**

Your partner needs to be away from his/her housekeeping job today and has asked you to be a substitute. Before you get to work, you need to know which housekeeping chores have been done. Be sure to use 把 as shown in the model:

**Model:** 问题: 你把信拿进来了吗?

回答: 拿进来了。(Or 还没有。)

**A's sheet**

Listen to your partner's questions and answer according to the following checklist:

要做的事情:	做了	需要做
1. 信—拿进来	√	
2. 报纸—拿进来		√
3. 门窗—关好	√	
4. 衣服—洗干净		√
5. 狗—喂饱		√
6. 房间—打扫干净	√	
7. 晚饭—准备好		√
8. 狗—带出去走走	√	

**B's sheet**

Ask your partner if s/he has finished these chores. Record his/her answers.

要发生的事情:	做了	需要做
1. 信—拿进来	√	
2. 报纸—拿进来		√
3. 门窗—关好	√	
4. 衣服—洗干净		√
5. 狗—喂饱		√
6. 房间—打扫干净	√	
7. 晚饭—准备好		√
8. 狗—带出去走	√	

**VII. Group Activity: The Best Storyteller**

**Step 1:** Pick column A or column B. Work as a group to create a short story with the words provided. Choose one representative to present your group's story in class.

A	B
十五年以前	一个月以前
去年	三个月以前
三年以前	上个星期
两年以后	昨天
小时候	两个星期以后

**Step 2:** Listen to each group's story. Rate the stories based on the criteria given in the next table, where 5 = excellent, 4 = good, 3 = average, 2 = weak, and 1 = poor.

	第一小组	第二小组	第三小组	第四小组
有意思 (interesting)				
有逻辑 (logical)				
有创意 (creative)				
总分 (total score)				

**Step 3:** Combine and average everyone's scores. The group with the highest score is the best storyteller.

**VIII. Pair Activity: Mini-Dialogue**

A	B
<p><b>Dialogue 1</b></p> <p><b>A: You start first</b></p> <ul style="list-style-type: none"> <li>Greet B, as if s/he is a new student.</li> <li>Ask B if s/he likes the school.</li> <li>Ask B whether s/he takes English and Chinese courses at the same time.</li> <li>Ask B which university s/he will apply to.</li> </ul>	<p><b>B: Your partner starts first</b></p> <ul style="list-style-type: none"> <li>Greet A and tell A you just transferred here.</li> <li>Tell A two things you like and one thing you don't like about the school.</li> <li>Tell A you are taking both English and Chinese courses at the same time. You plan to apply to a university in the US.</li> <li>Choose one university where you would like to go.</li> </ul>
<p><b>Dialogue 2</b></p> <p><b>A: Your partner starts first</b></p> <ul style="list-style-type: none"> <li>Ask B if the book is helpful.</li> <li>Compliment B by using 多么...啊 (you can compliment B for being hard-working, smart, doing things fast, etc.)</li> <li>Tell B you will be happy to help if s/he has questions about the exercises.</li> <li>Tell B that over summer vacation, your mother made you do all the exercises in the book twice (把, 遍)</li> </ul>	<p><b>B: You start first</b></p> <ul style="list-style-type: none"> <li>Tell A you've got a book on the college entrance exam.</li> <li>Tell A you have read through the book once (把, 遍).</li> <li>Tell A you haven't finished the exercises in the book because some exercises are very difficult (把).</li> <li>Compliment A by using 多么...啊 (you can compliment A for being smart, helpful, kind, etc.)</li> </ul>

VIII

教学建议：两人一个小组活动。这个练习可以让学生做两遍，因为第一遍的准确和流利程度往往不高。

**Notes to the teacher:** This is a pair activity. It may be a good idea to ask students to complete the conversations twice, as the first round is usually choppy.

VIII



IX

**IX. Meet the Author**

Mr. Wang, a Chinese writer, is coming to your school to give a talk on his novels. Your teacher has given you a copy of Mr. Wang's biographical information.

**Task 1:** Read Mr. Wang's biography for comprehension.



王文力，男，湖北人，1970年生。1992年北京外国语大学毕业。1994年到1995年在美国纽约大学学习，1995年12月回国。从1990年开始写小说，已经出版 (publish) 了十二本小说。最有名的是《鸟的天堂》、《飞，飞，飞》、《他不需要牛奶》。王文力常说，他最喜欢做的事是旅游，旅游让他知道许多他以前不知道的事。他写小说就是把这些事写下来，让别人也知道。王文力说，他最好的朋友是他的车和他的手提电脑。车把他带到中国的东南西北，电脑让他把看到和听到的事记录下来。

**Task 2:** Write five questions based on Mr. Wang's biographical information. You can use these questions during the Q & A session following Mr. Wang's lecture.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

IX

**教学建议：**练习七可以作为回家作业，让学生单独，结对，或小组做都可以。第二天可以让他们在班上汇报。

**Notes to the teacher:** Activity IX can be assigned as homework. Students can do it individually, in pairs, or in small groups. Ask them to present their "products" in the next day's class.



## 1.2

## 竞选班长

## Running for Class President

## 一·听力练习



## I. Match Them!

Match the phrases you hear with the characters in Column B. Enter the corresponding numbers in Column A.

Column A 你听到的	Column B 汉字
7	参加竞选
3	竞选成功
5	竞选助手
1	竞选演讲
4	社区服务
2	帮助别人
6	投我一票
9	不能着急
8	为人处事



II. Listen to the recording of the Lesson 1.2 Dialogue first, and then answer the True/False questions in Audio Clip 1-2-2.

	1	2	3	4
对	√			√
错		√	√	

## I

教学建议：这是一个生词、汉字和短语练习。在放录音1-2-1以前，你可以给学生几分钟的时间独立认汉字。

**Notes to the teacher:** This is an exercise for vocabulary, characters, and set phrases. Before playing Audio Clip 1-2-1, you may want to give students a few minutes to review the vocabulary introduced in the lesson.

## II

教学建议：请先放课文1.2对话的录音，再放录音1-2-2。

**Notes to the teacher:** First play the recording of the Lesson 1.2 Dialogue, and then Audio Clip 1-2-2.

## I 录音文本1-2-1

1. 竞选演讲
2. 帮助别人
3. 竞选成功
4. 社区服务
5. 竞选助手
6. 投我一票
7. 参加竞选
8. 为人处事
9. 不能着急

## II 录音文本1-2-2

- 1) 在玛丽娅的班上，要是有一个学生想做班长，需要参加竞选。
- 2) 凯丽觉得自己很适合做班长，可是她不想参加竞选。
- 3) 玛丽娅觉得做班长对考大学很有好处。
- 4) 如果玛丽娅竞选班长，凯丽，大卫和汤姆都会做她的助手。

III

教学建议：请先放课文1.2 课文的录音，再放录音 1-2-3。

**Notes to the teacher:** First play the recording of the Lesson 1.2 Text, and then Audio Clip 1-2-3.

IV

教学建议：这个练习的目的是让学生适应即兴谈话的沟通形式，而非简单地背课本。请注意要求学生在回答问题时尽量采纳课文中的细节。

**Notes to the teacher:** The purpose of this exercise is to develop students' skills in simulated conversation. Please make sure students are not treating this activity as a simple text memorization exercise. Ask them to include as much detail from the lesson as possible in their responses.

III. Listen to the recording of the Lesson 1.2 Text first, and then answer the True/False questions in Audio Clip 1-2-3.

	1	2	3	4	5
对			√	√	√
错	√	√			

IV. Answer the questions in this section based on your understanding of Lesson 1.2.

**Directions:** Listen carefully to the questions in Audio Clip 1-2-4 and record your answers on an audio recorder. If you do not have a recording device, you can write down your answers below in pinyin or characters.

1. 因为玛丽娅聪明能干，还常常帮助别人。Yīnwèi Mǎliyà cōngmíng nénggàn, hái chángcháng bāngzhù biérén.
2. 因为她爱着急，有时候做事挺慢的。Yīnwèi tā ài zháojí, yǒu shíhòu zuò shì tǐng màn de.
3. 因为她觉得当班长需要跟老师和同学打交道，还要为大家服务，是一个学习为人处事的好机会。Yīnwèi tā juéde dāng bānzhǎng xūyào gēn lǎoshī hé tóngxué dǎjiāodào, hái yào wèi dàjiā fúwù, shì yī ge xuéxí wéirén chǔshì de hǎo jīhuì.
4. 除了学习好以外，她还喜欢帮助别人，喜欢体育和娱乐活动，还喜欢做社区服务。Chúle xuéxí hǎo yìwài, tā hái xǐhuān bāngzhù biérén, xǐhuān tǐyù hé yúlè huódòng, hái xǐhuān zuò shèqū fúwù.
5. 因为她去过很多不同的国家，也在很多国家住过，跟很多不同的人打过交道。Yīnwèi tā qù guò hěn duō bùtóng de guójiā, yě zài hěn duō guójiā zhù guò, gēn hěn duō bùtóng de rén dǎ guò jiāodào.

III 录音文本1-2-3

- 1) 玛丽娅是在法国出生的。
- 2) 玛丽娅是九年以前搬到上海来的。
- 3) 因为玛丽娅在很多国家住过，她很能理解国际学生的需要。
- 4) 除了中国以外，玛丽娅还在韩国、巴西、南非等等国家住过。
- 5) 玛丽娅当班长以后，学生们的社区服务可能会更好。

IV 录音文本1-2-4

1. 凯丽为什么觉得玛丽娅当班长很合适?
2. 为什么凯丽觉得自己不能做班长?
3. 为什么玛丽娅觉得当班长是一个好机会?
4. 玛丽娅除了学习好以外，还有什么优点?
5. 为什么玛丽娅觉得自己很能理解国际学生的需要?
6. 要是玛丽娅竞选班长，凯丽、大卫和汤姆会怎么帮助她?
7. 如果玛丽娅做了班长，她会怎么为大家服务?

6. 他们会发电邮给同学们，还会做几个“玛丽娅，加油！”的牌子挂在教室和餐厅里。Tāmen huì fā diànyóu gěi tóngxuémen, hái huì zuò jǐ ge “Mǎliya, Jiāyóu!” de páizi guà zài jiàoshì hé cāntīng lǐ.
7. 她会把学生的需要告诉老师，会帮助大家把社区服务做得更好，会组织更多的体育和文化活动，还会组织最受欢迎的晚会。Tā huì bǎ xuéshēng de xūyào gàosù lǎoshī, huì bāngzhù dàjiā bǎ shèqū fúwù zuò de gèng hǎo, huì zǔzhī gèng duō de tǐyù hé wénhuà huódòng, hái huì zǔzhī zuì shòu huānyíng de wǎnhuì.

V



V. Rejoinders: In Audio Clip 1-2-5 you will hear five partial conversations, followed by four possible choices designated (A), (B), (C), and (D). Circle the choice that continues or completes the conversation in a logical and culturally appropriate manner.

Note: Both the questions and the selection choices will be read only once.

1	2	3	4	5
(A)	(A)	(A)	(A)	(A)
(B)	(B)	(B)	(B)	(B)
(C)	(C)	(C)	(C)	(C)
(D)	(D)	(D)	(D)	(D)

### V 录音文本1-2-5

- 哎，我好像以前没见过你。你是新来的吧？
  - 是啊，我在这儿已经两年了。
  - 开什么玩笑！我老了！
  - 谁说的？我在这儿已经半年了。
  - 对，我们是小学同学。
- 能认识你这么聪明的人，真太幸运了！
  - 别着急，我只是跟你开玩笑！
  - 你真会甜言蜜语。
  - 谢天谢地！
  - 是啊，她很幸运。
- 来，来，我给你们介绍介绍。这是我们新来的老师。
  - 哦，我们已经见过了。
  - 你是转学来的吧？

- 请把你老师的名字写在这儿。
  - 欢迎你来我们这儿参观！
- 老王，你又聪明又能干，还喜欢为大家服务，你真的应该参加班长的竞选。
    - 你说得对。社区服务很重要。
    - 哪里哪里，我在过去的两年中作过很多义工。
    - 谢谢你。你做我们的班长以后，一定会把晚会办得更好。
    - 你开什么玩笑！我怎么能做领导！

- 我们学校有这么多社区服务的机会，真是太好了！
  - 是啊，我以前也常常到餐馆打工。
  - 是啊，做了班长以后她很高兴。
  - 是啊，这些服务是我们学习为人处事的好机会。
  - 是啊，这是我父母最难忘的晚会。

## VI

教学建议：这个练习的目的是让学生学会怎样用汉语记笔记，而非简单地听写。请注意要求学生把录音中句子的基本内容写下来。

**Notes to the teacher:** The purpose of this exercise is to develop students' skill at taking notes in Chinese. Please make sure students are not treating this activity as a simple dictation exercise. You may want to help students focus on getting the main ideas (terms) from each sentence.

## I

教学建议：活动一可以作为会话练习或写作练习。也可以让学生把他们的回答录下来。

**Notes to the teacher:** Activity I can be used as both a speaking and a writing exercise. You can also ask the students to record their answers.

## VI 录音文本 1-2-6

1. 大家好！我叫王小林。

我打算竞选学生会的主席。

我觉得我做学生会的主席很适合。学生会最重要的工作是把学生们的需要告诉学校。我们学校是一个国际学校，国际学生的需要跟中国学生不同，所以要有一个能理解国际学生的人做学生领导。我从小在加拿大长大，七年以前跟父母一起搬到韩国，三年以前又搬到中国来，所以我跟很多不同国家的人打过交道，看到过很多不同的文化。我这个人很喜欢跟别人打交道，喜欢帮助别人，又比较容易理解别



人。我当了学生会主席，会把大家的想法告诉学校。这样，我们的学习、文化生活和娱乐活动都会更国际化。请大家投我一票。谢谢！

2. 你们好吗？你们很多人都认识我。我叫马习文。我的名字就告诉你，我很喜欢学习不同的文化。除了学习好以外，我还参加了学校的篮球队和游泳队。大家都知道我很会组织娱乐活动。我去年组织的中秋节晚会是我们学校历史上最受欢迎的晚会。要是你们想要学习好，运动好，还要玩儿得好，就投我一票！谢谢大家！

20 HUANYING 3 WORKBOOK

## VI

VI. Listen to the student council election speeches (Audio Clip 1-2-6) and take notes on each candidate's qualifications.

竞选人姓名：	竞选人的优点	竞选人的经验
王小林 	理解国际学生的需要，在很多国家住过，喜欢跟别人打交道，喜欢帮助别人，比较容易理解别人。	在加拿大长大，七年以前跟父母一起搬到韩国，三年以前又搬到中国来，跟很多不同国家的人打过交道，看到过很多不同的文化。
马习文 	很喜欢学习不同的文化，学习好，参加学校的篮球队和游泳队，很会组织娱乐活动。	去年组织的中秋节晚会是学校历史上最受欢迎的晚会。

## 二·综合语言练习

I. How do you say it in Chinese?

1. There are three students running for class president.

有三个同学竞选班长。

2. This job requires interacting with many people.

这个工作需要跟许多人打交道。

3. Volunteering is a good opportunity to learn how to conduct oneself and deal with others.

做义工是（一个）学习为人处事的好机会。



4. Our class president is very capable and has led our class very well.  
我们的班长很能干，把我们班领导得很好。
- 
5. International students have some special needs.  
国际学生有一些特别的需要。
- 
6. We will change this world into a more beautiful place.  
我们要把这个世界变得更美好。
- 
7. You can hang the sign at the entrance of the classroom building.  
你可以把牌子挂在教室楼的门口。
- 
8. Only by interacting more with Americans can you understand American culture.  
只有多跟美国人打交道，你才能理解美国文化。
- 
9. Only (through) understanding the students' needs can the school serve its students well.  
只有理解学生的需要，学校才能好好地为学生服务。
- 
10. In addition to sports activities, we are going to organize some entertainment activities this semester.  
除了体育活动以外，这个学期我们还要组织一些娱乐活动。

### II. Did David get it right?

After hearing Maria's campaign speech (see the Lesson 1.2 Text), David sent an email to two students who were absent today. Read Maria's speech and David's email. Decide whether David's account is accurate. If not, you can jot down the discrepancies.

Send	Reply	Reply All	Forward	Print	Delete
<p>冰冰和科文：你们好！</p> <p>今天你们没有来参加竞选班长的活动。玛丽娅做了一个很好的演讲，我觉得她是一个非常好的候选人 (candidate)。为了让你们更了解 (understand) 她，我把她今天说的情况告诉你们一下。</p> <p>玛丽娅最大的优点是特别能理解大家的需要。她是在意大利出生的和长大的，五岁的时候因为她爸爸妈妈到上海来工作，就搬家到上海来了。现在她每年去各国旅游。她父母在各国有很多朋友，</p>					

所以她常常跟不同国家的人和文化打交道。她说，因为这样，她非常喜欢跟国际学生在一起，也特别理解大家。如果一个班长能理解我们的需要，就一定能更好地领导我们，是吧？

我们都知道她喜欢体育活动。她当了班长以后，会组织很多娱乐活动和体育活动，这些活动一定会是我们参加过的最难忘的活动。

玛丽娅还说，要在家里开一个很大的晚会，让我们都去参加。但是她没有说是这个星期还是下个星期开。等我知道了时间以后，一定告诉你们。

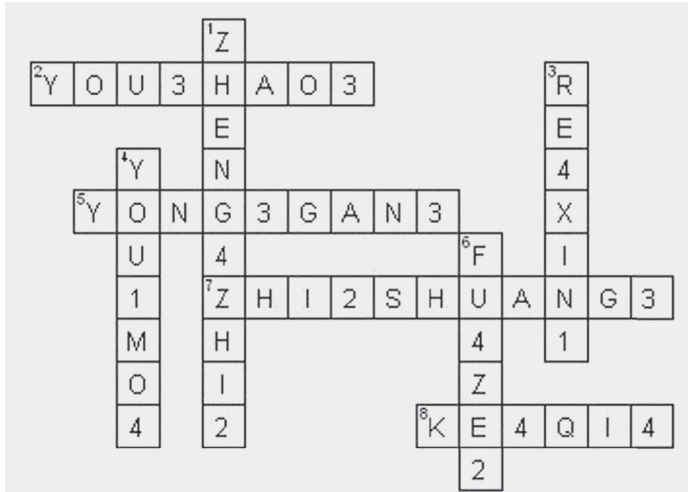
大卫

大卫写得对吗？如果不对，把不对的地方写下来（最少要写三个）。

1. 玛丽娅不是在意大利长大的。
2. 她不是五岁的时候来中国的，是五年以前。
3. 她没有说每年去各国旅行。她说她在许多国家住过。
4. 她没有说她组织的活动会让大家难忘。她说她组织的晚会会让大家难忘。
5. 她没有说要在家里开一个很大的晚会。

III. Pinyin Crossword Puzzle

Complete the pinyin crossword puzzle according to the clues given below. Your pinyin must include tones, which you should indicate by placing the numbers 1 through 4 after each pinyin syllable (for example, write neng2gan4 for nénggàn). If you get stuck, refer to the words introduced in the "Extend Your Knowledge" section of Lesson 1.2.



Across

2. 看见大家总是说“你好!”
5. 这样的人不会什么都怕。
7. 这样的人心里想什么就说什么。
8. 这样的人常常会说“谢谢”、“对不起”和“请问”。

Down

1. 做事很认真、很公平。
3. 很喜欢帮助别人
4. 这样的人很喜欢说笑话、开玩笑。
6. 这样的人同意做一件事就一定会把这件事做好。

## IV

教学建议：在这个活动之前教师可以帮助学生复习一下完成这个活动需要的词语，然后给学生一些时间想出他们要写的评语。

**Notes to the teacher:** Before this activity, you can help students review the words and expressions necessary for the task and then give them some time to think of the comments they want to write.

## IV

#### IV. Pair Activity: Who fits the following description?

**Step 1:** Use the following words to describe a famous person and write down your descriptions in the space provided.

Please select from the following adjectives to write your descriptions:

rènzhēn 认真 conscientious	fùzé 负责 responsible	yǒuhǎo 友好 friendly	dāfāng 大方 generous
chéngshí 诚实 honest	zìxìn 自信 self-confident	zhèngzhí 正直 honest, fair and just	kāimíng 开明 open-minded
rèxīn 热心 warmhearted	rèqíng 热情 warm	zhíshuǎng 直爽 candid, straightforward	líng huó 灵活 flexible, quick
yōumò 幽默 humorous	kèqì 客气 polite, courteous	yǒnggǎn 勇敢 brave	suihé 随和 amiable, easygoing

**Step 2:** Take turns reading your descriptions to each other. After listening to your partner's description, you should state whether you agree or disagree with his/her opinion.

**Model:** A: 玛丽娅非常聪明，又很能干。

B: 我同意。

- \_\_\_\_\_ 同意 不同意
- \_\_\_\_\_ 同意 不同意
- \_\_\_\_\_ 同意 不同意
- \_\_\_\_\_ 同意 不同意
- \_\_\_\_\_ 同意 不同意

6. \_\_\_\_\_ 同意 不同意

7. \_\_\_\_\_ 同意 不同意

8. \_\_\_\_\_ 同意 不同意

**V. Pair Activity: What's your advice?**

Your six-year-old sister loves to ask questions like the ones in the table below. How would you and your classmates answer her questions?

**Step 1:** Work together with a partner to answer the following questions by using 只有...才...

**Model:** 问题: 我怎样才能进好大学?

建议: 只有你的高考成绩非常好才能进好大学。

问题	你们的建议
1. 我怎样才能有许多朋友?	
2. 将来我怎样才能当公司经理?	
3. 我怎样才能找到最好听的音乐送给我的老师?	
4. 我怎样才能让我的狗更聪明?	
5. 我将来怎样才能找到好工作?	
6. 我怎样才能参加学校的足球队?	

**V**

**教学建议:** 在这个活动之前教师可以帮助学生复习一下完成这个活动需要的词语, 然后给学生一些时间想出他们要写的建议。

**Notes to the teacher:** Before this activity, you can help students review the words and expressions necessary for the task and then give them some time to think of the suggestions they want to give.