

# 编写说明

- 一、 本教材是根据新加坡教育部颁布的《中学华文（特别课程）课程标准2015》，并参考各方面的意见编写而成的。
- 二、 本教材的编写以课程标准所列的课程目标为依据，旨在培养学生的语言交际能力。
- 三、 本教材的教学配套包括课本、作业、教师手册、数码教材等。各类教材必须配合使用，才能收到最好的效益。
- 四、 中学一年级的课本分上下两册，本册是上册，共有六篇课文、两个综合任务和两个课堂用语列表。
- 五、 每课的内容包括：



列出语言知识与技能。



介绍某些句型的典型用法。



通过对话认识句型和词语。



通过例子学习句型。



介绍汉语在形、音、义方面的相关知识。



通过不同形式的活动，运用所学的语言知识与技能。



根据音序列出所学的常用词语，并附上拼音和英文解释。无法翻译的词语，会在括号内加以说明。



通过评量表自我评价。

“小贴士” 间或出现，以说明相关的语言知识。

- 六、“综合任务” 是让学生综合运用各课所学的语言知识与技能。
- 七、教师可根据学生的学习能力及客观教学条件，对教材作灵活的处理与适当的调整。
- 八、欢迎各方对本教材提出意见，以便修订时改进。

# Introductory Notes

1. This set of Instructional Materials (IMs) is written based on the 2015 Secondary Chinese (Special Programme) Syllabus, in consultation with various stakeholders and professionals.
2. The IMs are designed according to the learning objectives stated in the syllabus, targeted to build up students' interactive skills in Chinese language.
3. This set of IMs includes Textbooks, Workbooks, Teachers' Guides, Interactive Resource Package, etc., which complement each other to enhance the teaching and learning of Chinese language.
4. There are two textbooks—1A and 1B for Secondary One. 1A consists of six lessons, two integrated tasks and two lists of classroom expressions.
5. Each lesson consists of the following components:



Lists out knowledge and language skills to be learnt.



Introduces typical functions of certain sentence patterns.



Illustrates the proper use of sentence patterns and vocabulary through the dialogue designed.



Explains sentence patterns with examples.



Introduces knowledge on the Chinese language regarding forms, pronunciations and meanings.



Applies knowledge and language skills learnt to different activities designed.



Lists out words to be learnt, together with their *Hanyu Pinyin* and English translation. Words with no English equivalent are explained in parentheses.



Provides a checklist for self-evaluation.

Additional information is provided under "TIPS" to supplement knowledge introduced when necessary.

6. The "Integrated Task" is meant for application of knowledge and language skills learnt.
7. Teachers may practise flexibility in the usage of the IMs based on students' learning ability and teaching conditions.
8. We appreciate all comments and suggestions, and will take them into consideration for the next print.

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