

汉语口语教学的主要任务就是训练学生运用汉语进行口头交际的能力，即专门训练“说话”的技能。通过口语教学要让学生掌握汉语的语音、词汇、语法规则及表达的先后顺序、层次结构，重点是让学生知道如何在生活中运用这些语言形式进行有效的交际。

我们希望编写一套适用于初级阶段，内容简单、典型、贴近生活，教师使用方便，学习者容易掌握的教材。希望这套教材能够融合多种教学法的优势，引导教师采用符合口语教学特点的方法轻松地进行教学。

《标准汉语会话360句》一共4册，每册8课（每4课后设置一个阶段复习），每课4课时左右完成，适用于4~16周短期班口语课教学。4册共收入360个日常表达所使用的高频标准句，内容从零起点开始，涵盖30多个话题、60多种功能、90多个语言点、1000多个常用词。每课分标准句、会话、词语扩展、语言点、替换表达、课堂活动、语音、文化等几个部分，旨在短时间内有效提高学习者的口语表达能力。

为了更好地体现口语教学的特点，本教材吸收和借鉴了多种教学法的思路，丰富了教材体例和练习形式，突出了口语教材内容丰富、形式活泼的特点。如利用情景视频展示会话内容，使学生直观感受会话的情境及说话人的语气，提高学生学习兴趣；采用图解生词法令生词解释更直观，易于关联、记忆；吸纳任务教学法，在每课中引入任务活动，用贴近真实生活的任务来提升课堂教学的互动性和交际性；保留听说法中的替换练习等传统句型操练方法，使学生牢固掌握语言结构，为后续交际活动做好准备。

本教材的突出特色:

1. **语句真实自然。**选取自然语境下高频使用的典型标准汉语口语，避免教授人为编制的课堂汉语，让学习者能够学以致用。
2. **会话短小实用。**会话内容源于真实交际情境，贴近生活，编排自然，聚焦本课话题的核心表达功能，减轻学习者的学习压力。
3. **词汇聚合扩展。**采用主题词汇聚合学习的方式，配合插图扩展相关词汇，以生动的形式解决词汇难题，让学习者迅速增加基础词汇量，满足交际需求。
4. **语言点随学随练。**语言点的选取符合二语习得规律，注释说明采用公式化方式，给出易于记忆的格式和典型例句，随后配以练习，符合教学流程，易学易用。
5. **练习新颖有趣。**既有传统练习又有活动式练习，形式活泼丰富，内容由易到难，由机械性操练到灵活运用，有效提高学习兴趣和效率。
6. **语音贯穿始终。**从拼音规则入手，到重点音对比、声调搭配、重音、停顿、语气语调等，循序渐进，系统铺垫，以练代讲，全面打好发音基础。
7. **增加文化认同。**每课介绍一个日常交际文化点，帮助学习者初步了解中国文化和中国人的思维方式。
8. **融合媒体技术。**会话课文采用高清情景视频形式呈现（需单独购买），标准句、会话、词语及语音部分提供配套录音文件（扫描封底二维码或登录www.blcup.com获取）。

The main task of oral Chinese teaching is to cultivate students' skills of oral communication in Chinese, which is to specially improve their "speaking" skills. Through the oral language teaching, students will master the Chinese pronunciation, vocabulary, grammar rules and the order and structure of expressions, with the focus on knowing how to use these language forms for effective communication in life.

We hope to compile a simple and typical textbook which is close to life and suitable for students in the initial stage of learning. Teachers will find it convenient to use and students will find it easy to master. By integrating the advantages of a variety of teaching methods, we hope that it can guide teachers to teach in a relaxed way based on the characteristics of oral language teaching.

360 Standard Sentences in Chinese Conversations, with a total of four volumes, each of which has eight four-hour lessons (including one stage review after every four lessons), is suitable for short-term oral teaching of 4-16 weeks. The four volumes include 360 standard sentences of high frequency in daily expressions, and cover over 30 topics, over 60 functions, over 90 grammatical points, and more than 1,000 commonly used words starting from ground zero. Each lesson is made up of standard sentences, conversations, vocabulary development, grammar, alternative expressions, class activities, phonetics, and culture, aimed at effectively improving students' oral expression skills in a short time.

In order to better reflect the characteristics of oral language teaching, this book, by absorbing and learning the ideas of various teaching methods, not only enriches textbook styles and practice forms, but also highlights the rich content and lively form of oral language teaching materials. For example, situational videos are used to display the conversations so that students may know the situation and the tone of each speaker intuitively and develop greater interest in learning; the use of illustrations to explain the words gives students an intuitive feeling and they may make associations and memorize them more easily; the method of task-oriented teaching is also adopted, with a task which is close to real life in each lesson to improve the interaction and communication in class; traditional sentence pattern practice such as substitution practice in listening and speaking is retained so that students can firmly grasp the language structure and prepare themselves for follow-up communication activities.

The outstanding features of this book:

1. The sentences are authentic and natural. The book selects the standard spoken Chinese of high frequency under natural situations. Artificial classroom Chinese only for teaching is avoided so that students can apply what they learn.

2. The conversations are short and practical. The contents of the conversations are close to life, for they come from real communication. With a natural layout, each lesson focuses on the core expressive functions of a certain topic so as to reduce students' pressure.

3. The vocabulary is aggregated and expanded. Words of the same theme are put together, with illustrations to expand vocabulary. Vocabulary problems are solved in a vivid form and students will quickly increase their basic vocabulary to meet the needs of communication.

4. It enables students to learn while practicing grammatical points. The choice of grammatical points is in line with the law of second language acquisition and the notes use a formulaic way to offer formats as well as typical example sentences which are easy to remember. Practice is also provided, which conforms to the teaching process, and is easy to learn and use.

5. It is composed of new and interesting practice. With both traditional exercises and task-based missions, it is lively and rich in form. It also starts from the easier to the more advanced, and from mechanical practice to flexible use, thus effectively improving learning interest and efficiency.

6. Pronunciation runs through the book. From the phonetic rules to the contrast of important sounds, tone matching, stress, pause, and intonation, it paves the way systematically and step by step, and replaces teaching with practice, which helps students lay a comprehensive basis for standard pronunciation.

7. It enhances cultural identity. Each lesson introduces a cultural element of daily communication to help students understand Chinese culture and Chinese people's way of thinking.

8. It integrates media technology. The text is presented in the form of high-definition videos (sold separately), and the standard sentences, conversations, words, and pronunciation exercises are provided with independent audio files (scan the QR code on the back cover or visit www.blcup.com to get the audio files).

《标准汉语会话 360 句》每课分标准句、会话、词语扩展、语言点、替换表达、课堂活动、语音、文化等几个部分。以下是本教程的一些使用建议。

Each lesson of *360 Standard Sentences in Chinese Conversations* is made up of standard sentences, conversations, vocabulary development, grammar, alternative expressions, class activities, phonetics, and culture. Here are some suggestions on the use of the book.

标准句 Standard sentences

每课从会话课文中提炼出 10 个左右高频标准句。

Each lesson has about ten standard sentences of high frequency chosen from the conversations.

一、标准句	Standard sentences
31 明天 早上 七点 吃 早饭。	Míngtiān zǎoshang qī diǎn chī zǎofàn. Breakfast will be at seven o'clock tomorrow morning.
现在 几点?	Xiànzài jǐ diǎn? What time is it now?
在 八点 十分。	zài bā diǎn shí fēn. It is ten past eight.
对。	duì. 对。
几点 下班?	jǐ diǎn xià//bān? 几点 下班?
六 点 下班。	liù diǎn xià//bān. 六 点 下班。
37 你 什么 时候 下课?	shénme shíhou xià//kè? When is your class over?
38 我 五 点 半 下课。	Wǒ wǔ diǎn bàn xià//kè. The class is over at half past five.
39 我们 晚上 一起 吃饭 吧。	Wǒmen wǎnshàng yìqǐ chī fàn ba. Let's have dinner together tonight.

标准句部分提供汉字、拼音和英文注释，在每课开始起到提示话题及功能的作用，同时也可作为学生课后复习的要点。

The standard sentences provide Chinese characters, pinyin and English annotations to introduce the topic and its function at the beginning of each lesson. It can also be regarded as the key points for review after class.

可通过扫描二维码或登录 www.blcup.com 获取录音文件。

You can get the audio files by scanning the QR code or visiting www.blcup.com.

教学建议 Teaching advice:

标准句要求学生熟读熟记，并掌握用法。教学时可以采用领读、齐读、听写、翻译、替换等多种方式进行操练。

Students are required to read and remember the standard sentences fluently and master their usage. Leading in reading, reading together, dictation, translation, substitution and other ways can be adopted for practice in teaching.

会话 Conversations

每课提供两段简单会话（第1册第1、2课每课4段单回合对话）。

Each lesson provides two simple conversations (four single-turn conversations in Lesson 1 and Lesson 2 in Volume 1).

二、会话 Conversations

1

Matthew came to China with a tour group for the first time. In the hotel, the tour guide tells the group the time arrangement tomorrow.



dǎoyóu: Míngtiān zǎoshang qī diǎn chī zǎofàn.
导游: 明天早上七点吃早饭。
(tour guide)

yóukè 1: Xiànzài jǐ diǎn?
游客1: 现在几点?
(tourist)

yóukè 2: Xiànzài bā diǎn shí fēn.
游客2: 现在八点十分。

Mǎxiū: Bù duì. Xiànzài shíyī diǎn shí fēn.
马修: 不对。现在十一点十分。

yóukè 3: Xiànzài jiǔ diǎn shí fēn.
游客3: 现在九点十分。

yóukè 1: Qǐngwèn, xiànzài jǐ diǎn?
游客1: 请问, 现在几点?

dǎoyóu: Xiànzài Běijīng shíjiān jiǔ diǎn shí fēn.

每段会话均拍摄高清真人情景视频, 再现真实交际场景, 可在各种电子设备上播放。

Each conversation is equipped with a high-definition video that shows the real communication scene. Users can play it on various electronic devices.

教材提供对话的录音文件。

The conversations are recorded in audio files.

2

Xuēli came home. Xuēli and her roommate Zhang Yingying are discussing having dinner together tonight.



Xuēli: Yíngying, nǐ jǐ diǎn xià/bān?
雪丽: 迎迎, 你几点下班?

Zhāng Yíngying: Wǒ liù diǎn xià/bān. Nǐ shénme shíhòu xià/kè?
张迎迎: 我六点下班。你什么时候下课?

Xuēli: Wǒ wǔ diǎn bàn xià/kè. Wǒmen wǎnshàng yìqǐ chī fàn ba.
雪丽: 我五点半下课。我们晚上一起吃饭吧。

Zhāng Yíngying: Hǎo a! Xiànzài jǐ diǎn?
张迎迎: 好啊! 现在几点?

Xuēli: Xiànzài chà yí kè jiǔ diǎn.
雪丽: 现在差一刻九点。

Zhāng Yíngying: Āiyā, wǒ jiǔ diǎn shàng/bān. Wǎnshàng jiàn.
张迎迎: 哎呀, 我九点上班。晚上见。

每段会话用英文给出情景提示, 如地点、人物关系、主要事件, 方便学生快速了解会话的发生背景。

Each conversation gives a hint of the situation in English, such as the location, character relationship, and the main event, to facilitate students' quick understanding of the conversation background.

教学建议 Teaching advice:

课堂上可以通过观看视频、跟读、跟说、配音、分角色表演等方式使学生熟练掌握会话内容, 之后还可以通过判断对错、提问、复述等方式进一步练习, 为学生灵活运用所学、顺利完成交际任务打好基础。

Students can master the conversations by watching videos, repeating, listening and speaking, dubbing, and role-playing. Further practices, such as judging right or wrong, asking questions, and retelling, help students lay a foundation for using what they've learned flexibly and for successfully completing communication tasks.

每课会话后列出本课生词和1~3个注释。

Each lesson has a list of new words and 1-3 notes after the conversations.

生词表按照会话1、会话2分为两部分，方便对应查找。

The word list is divided into two parts in accordance with conversation 1 and conversation 2 for convenient search.

生词部分提供录音文件。

The new words are recorded in audio files.

词语 Words		会话1 Conversation 1		会话2 Conversation 2	
1	明天	míngtiān	n.	tomorrow	明天几号 明天星期日
2	早上	zǎoshang	n.	morning	早上好 今天早上
3	点	diǎn	m.	o'clock, hour	八点 几点
4	吃	chī	v.	to eat	吃什么 不吃
5	早饭	zǎofàn	n.	breakfast	吃早饭 几点吃早饭
6	现在	xiànzài	n.	now	现在几点 现在上课
7	分	fēn	m.	minute	两点十分
8	对	duì	adj.	right	对吗 不对
9	请问	qǐngwèn	v.	excuse me, please	请问，现在几点？
10	时间	shíjiān	n.	time	北京时间
11	下班	xià/bān	v.	to get off work	几点下班 五点下班
12	时候	shíhòu	n.	time, moment	什么时候
13	下课	xià/kè	v.	to finish class	几点下课 三点下课
14	半	bàn	num.	half	五点半
15	晚上	wǎnshàng	n.	evening, night	今天晚上 晚上不上课
16	一起	yìqǐ	adv.	together	一起上课
17	饭	fàn	n.	meal	吃饭 一起吃饭
18	吧	ba	part.	modal particle	吃饭吧
19	啊	a	part.	modal particle	好啊
20	差	chà	v.	to be short of	差十分七点
21	刻	kè	m.	quarter	七点一刻 差一刻九点
22	哎呀	āiyā	int.	Oh, my!	
23	上班	shàng/bān	v.	to go to work	几晚
24	见	jiàn	v.	to meet	

生词表中尽量提供该词的常用搭配，帮助学生了解词语基本用法，所搭配词语均为学生已学词语，不增加额外负担。

Common collocations are provided in the list to help students understand the basic usage of the word. Words in the collocations are all that students have learned and no further burden is added.

针对会话中出现的口语常用词或用法加以简单注释，为学生理解扫除障碍。此部分并非学习重点，提示学生了解即可。

Simple notes are provided for commonly used words or their usage in conversations to remove obstacles in understanding. Since they are not the focus of learning, it is OK for students to only have a basic understanding.

注释 Notes
1. “请问” “请问”用于请求对方回答问题，是表示尊重、有礼貌的用法。位置在提出问题之前。如“请问，您叫什么名字？” “请问”, a respectful and polite expression, is used to ask someone else to answer the question. It is placed before the question, e.g. “请问，您叫什么名字？” (What is your name, please?)

教学建议 Teaching advice:

进行词汇具体教学时根据学时安排既可以两段生词分开教学，也可以按词性归纳整体教学。初级阶段生词常用教学方法有直观法（实物、图片）、情景法（肢体动作）、分解法（分解词义）、搭配法、替换法（同义词/反义词）、谐音法、启发法……，教师可根据具体词语选择最合适的方法。

The words, based on teaching time, can be taught separately by dividing them into two parts or holistically by categorizing them according to their parts of speech. Vocabulary of the initial stage can usually be taught in the following ways: perceptual intuition (realia and pictures), scene (physical action), decomposition (decomposition of meaning), collocation, substitution (synonym/antonym), homophony, and heuristics, etc. Teachers can choose the most appropriate way according to the specific word.

词语扩展 Vocabulary development

每课根据主题提供相关词汇集合 1~3 组。

Each lesson has 1-3 groups of relevant words based on its topic.

三、词语扩展 Vocabulary development
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1. 一天的基本时间段 Basic time periods of a day

词语扩展部分提供录音文件。
Words in this section are recorded in audio files.

2. 一天的常见作息活动 Common activities of a day

qǐ//chuáng 起床 to get up 	shuì//jiào 睡觉 to sleep 		
chī//fàn 吃饭 to have a meal 	chī zǎofàn 吃 早饭 	chī wǔfàn 吃 午饭 to have lunch 	chī wǎnfàn 吃 晚饭 to have dinner
shàng//kè 上课 to go to class 	xià//kè 下课 	shàng//bān 上班 	xià//bān 下班
yùndòng 运动 to do sports 	kàn shū 看书 to read a book 		

Yours:

Yours:

图示说明
Illustration

插图展示
Illustration

提示学生根据个性需求自主学习，激发学习热情和主动性。
Students should be reminded to study independently according to their individual needs so as to stimulate their learning enthusiasm and initiative.

教学建议 Teaching advice:

这部分的生词不要求每个学生完全掌握，学生可根据自己的需求选择性地学习和使用。教学时与本课主体生词区分等级，主要采用图解的方式进行形象记忆，不必过多讲解。

Students do not need to master every word in this section. They can choose to learn and use them according to their own needs. This section should be distinguished from the main vocabulary in each lesson while teaching. Too many explanations should be avoided and memorizing through illustrations should be adopted as the main method.

语言点 Grammar

每课根据会话内容聚焦汉语初级阶段基础语言点1~3个。

Each lesson has 1-3 grammatical points in the initial stage of Chinese learning based on the conversations.

四、语言点 Grammar

1. 时间的基本表达 Basic expression of time

6:00	六点 liù diǎn
7:05	七点五分 qī diǎn wǔ fēn 七点零五(分) qī diǎn líng wǔ (fēn)
8:10	八点十分 bā diǎn shí fēn
9:15	九点一刻 jiǔ diǎn yí kè 九点十五(分) jiǔ diǎn shíwǔ (fēn)
10:30	十点半 shí diǎn bàn 十点三十(分) shí diǎn sānshí (fēn)
11:45	差一刻十二点 chà yí kè shí'èr diǎn 十一时四十五(分) shíyī diǎn sìshíwǔ (fēn) 十一时三刻 shíyī diǎn sān kè
12:50	差十分一点 chà shí fēn yí diǎn 十二时五十分 shí'èr diǎn wǔshí (fēn)
2:00	两点 liǎng diǎn

练习 Practice

- 根据图片问答时间。
Ask and answer questions about time according to the pictures.



如: A: 现在几点? Xiànzài jǐ diǎn?
B: 现在两点三十六。Xiànzài liǎng diǎn sānshíliù.

语言点说明尽量采用便于理解和记忆的表格、公式等形式,方便初学者举一反三。


This section mainly adopts forms, formulas, and other ways that are easy to understand and memorize. Novice learners can draw inferences.

边学边练,形式丰富。

It enables students to learn through rich forms of practice.

练习 Practice

- 为下面的事情选择合适的时间并说出句子。
Choose the appropriate time for the following actions and say the sentences.



起床 qǐ/chuáng 吃早饭 chī zǎofàn 上课 shàng/kè 吃午饭 chī wǔfàn

2. 时间词的顺序 Order of temporal words

两个时间词同时出现时,时间范围大的词在前。如:
When two temporal words appear at the same time, the word with a larger time range is followed by the word with a smaller one. For example:

早上 6:00 中午 12:30 晚上 9:45

练习 Practice

根据所给信息问答时间。
Ask and answer questions about time according to the provided information.

7:10 AM 10:25 AM 12:10 AM 1:00 AM
3:40 PM 5:00 PM 8:30 PM 11:45 PM

如: A: 现在几点? Xiànzài jǐ diǎn?
B: 现在早上七点十分。Xiànzài zǎoshang qī diǎn shí fēn.

3. 时间词的位置 Place of temporal words

时间词可以做状语,通常放在主语之后、谓语之前。基本格式为:

主语 + 时间 + 谓语 如:

A temporal word can be used as the adverbial modifier between the subject and the predicate. The basic form is: **subject + time + predicate**. For example:

- 我7:00起床。Wǒ qī diǎn qǐ/chuáng.
- 她们晚上6:30一起吃饭。Tāmen wǎnshàng liù diǎn bàn yìqǐ chī fàn.

提问的时候将时间状语替换为“几点”或“什么时候”。基本格式为:

主语 + 几点/什么时候 + 谓语? 如:

The temporal adverbial should be changed into “几点 (what time)” 或 “什么时候 (when)” when asking a question. The basic form is:

subject + 几点/什么时候 + predicate? For example:

- 你几点上班? Nǐ jǐ diǎn shàng/bān?
- 大卫什么时候下课? Dàwèi shénme shíhou xià/kè?

教学建议 Teaching advice:

语言知识并不是口语教学的核心,因此口语教学中可弱化语法的概念。教学时尽量通过情景、图片、联系实际提问等方式进行导入,引导学生发现语言规律,并通过大量练习及时巩固,达到熟练运用的目的。

Grammar is not the core of oral language teaching, so it should be weakened. In teaching, scenes, pictures, and questions related to reality can be used as guidance for students to find the rules. A large number of exercises can be used to consolidate their knowledge in time and help them achieve the goal of skilled use.

替换表达 Alternative expressions

每课针对 1~3 个重点句型进行替换操练。

Each lesson has 1-3 substitution practices focusing on the key sentence patterns.

五、替换表达 Alternative expressions

Xiànzài jǐ diǎn?
1. A: 现在 几点?

Xiànzài bā diǎn shí fēn.
B: 现在 八点 十分。

7:00

2:34

12:15

1:55

Nǐ jǐ diǎn xià//bān?
2. A: 你几点 下班?

Wǒ liù diǎn xià//bān.
B: 我 六点 下班。

qǐ//chuáng
起床

7:15

shàng//kè
上课

8:00

chī wǔfàn
吃午饭

12:30

shuì//jiào
睡觉

23:00

Wǒmen wǎnshàng yìqǐ chī fàn ba.
3. A: 我们 晚上 一起吃饭吧。

Hǎo a! Wǎnshàng jiàn.
B: 好啊! 晚上 见。

zhōngwǔ
中午

míngtiān
明天

xīngqī sān
星期三

xīngqītiān wǎnshàng
星期天 晚上

选取本课对话核心句型设计替换内容，便于学生牢固掌握语言结构。

The alternative expressions are designed based on the core sentence patterns in the lesson, which will help students firmly grasp the language structure.

教学建议 Teaching advice:

这部分的句子是本课的重点，要求学生熟练运用。除了最基础的分角色朗读以外，有的句型可以用图片展示替换信息，让学生看图表达，还可以让学生把画线词语换成其他自主学习的实用词语。

Sentences in this section, as key points in the lesson, should be firmly mastered by students. In addition to the most basic way of role-playing and reading, some sentence patterns can be shown through pictures instead of texts and students can talk about the pictures. Teachers can also ask students to replace the underlined words with other practical words they've learned by themselves.

课堂活动 Class activities

每课设计若干适合课堂操作的趣味活动。

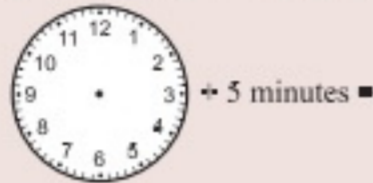
Several interesting activities that are suitable for class are provided in each lesson.

六、课堂活动 Class activities

(一) 小组活动 Group activities

1. 几人一组，一名同学随意说出一个时间，其他同学依次为前一个时间加上5分钟，说出新的时间，遇到可以用多种方式表达的时间时要求至少说出两种。

Work in groups, a student says a specific time randomly and other students say in turn a new one which is five minutes later than the former time. If there are many ways to express the time, say at least two of them.



2. 两人一组，根据实际情况问答，看看星期一和星期六各自的时间有什么不同。

Work in pairs. Ask and answer questions according to reality, and find the difference between each other's time arrangements for Monday and Saturday.

星期一		星期六	
7:00	起床 qǐ/chuáng	10:30	起床 qǐ/chuáng

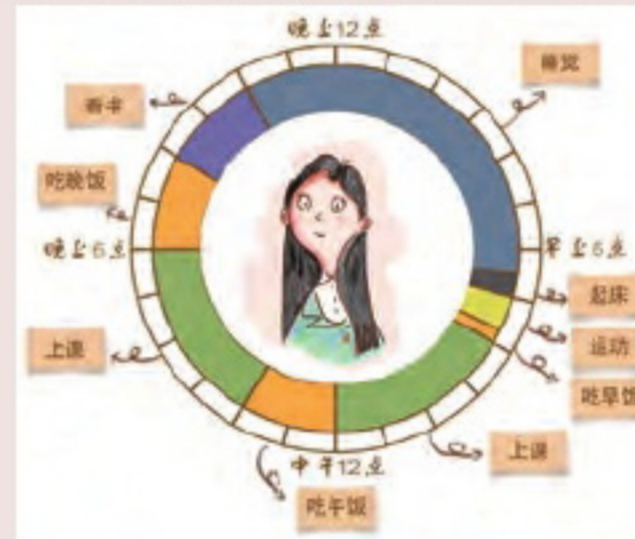
根据各课内容设计符合口语教学特点的各式活动和游戏，如接龙游戏、信息差任务、推理任务、模拟表演、看图说话、调查采访等。练习题目由简单到复杂，从单一内容到综合表达。

Various activities and games are designed according to the content of each lesson and the characteristics of oral language teaching, including word chains, information gap task, reasoning task, simulation performance, talking about pictures, interview and so on. The practices start from the easier to the more advanced, from single-item content to comprehensive expression.

(二) 看图说话 Talk about the pictures

下面是两个作息时间不同的人，根据图片说说他们一天的时间安排。你更喜欢谁的生活方式？

The following two persons have different timetables. Talk about their time arrangements in a day according to the pictures. Whose way of life do you prefer?



(三) 任务活动 Mission

在班里找到和你作息时间最像的同学，然后两人约时间一起做一件事。

Find the student whose timetable resembles yours the most in the class and make an appointment to do something together.

日期	
时间	
做什么	

教学建议 Teaching advice:

可根据活动内容将全班分为若干小组，通过小组成员之间的协作、配合完成任务，同时适当引入竞争机制，激发学生参与的积极性。活动中教师需注意把握节奏，并将活动聚焦到语言表达上。

The whole class can be divided into several groups according to the activities. The tasks should be completed through the collaboration among group members, and the appropriate introduction of competition mechanism will also stimulate students to participate in the activities. Teachers need to pay attention to the pace, and focus the activities on language expression.

语音 Phonetics

第1册前4课集中学习语音知识（包括声母、韵母、音节拼合、声调、拼音规则等），之后对声调搭配、重音、停顿、语气语调、重难点音等持续进行训练。

The first four lessons in Volume 1 focus on knowledge of phonetics (including initials, finals, syllables, tones, and phonetic rules), followed by continuous pronunciation training such as tone matching, stress, pause, intonation, and important and difficult pronunciations.

七、语音 Phonetics

1. 朗读下列词语，注意一声和其他声调的搭配。
Read aloud the following words and pay attention to the combination of the first tone and other tones.

- + -	kāfēi (咖啡)	fēijī (飞机)	fāyīn (发音)	jīntiān (今天)	cānjiā (参加)	fēnzhōng (分钟)
- + ' /	fēicháng (非常)	jīnnián (今年)	huānyíng (欢迎)	dāngrán (当然)	gōngyuán (公园)	shēngcí (生词)
- + v	zhōngwǔ (中午)	jīchǎng (机场)	jīnglǐ (经理)	kāishǐ (开始)	Yīngyǔ (英语)	xīnkǔ (辛苦)
- + \	gōngzuò (工作)	gāoxìng (高兴)	chāoshì (超市)	shēngrì (生日)	yīyuàn (医院)	gānjìng (干净)
- + °	māma (妈妈)	tāmen (他们)	dōngxi (东西)	yīfu (衣服)	cōngmíng (聪明)	xiūxi (休息)

说明：表中最后一行的“°”代表轻声。
Note: “°” in the last line represents the neutral tone.

2. 朗读下面的句子，注意带“j, q, x”的音节。
Read aloud the following sentences and pay attention to the syllables with “j”, “q” and “x”.

Nǐ jǐ diǎn xià/bān?
(1) 你几点下班?

Jiějie wǎnshàng qī diǎn chī fàn.
(2) 姐姐晚上七点吃饭。

Wǒmen jīntiān sān diǎn jiàn ba.
(3) 我们今天三点见吧。

语音练习部分提供录音文件。

The pronunciation exercises are provided with audio files.

语音练习材料注意音义结合，选词均为日常汉语常用词，通过提前铺垫增加学生熟悉度，同时也提高语音学习的实用性。

The pronunciation practice materials pay attention to the combination of sound and meaning. The selected words are commonly used in everyday Chinese. Early-stage preparations improve students' familiarity with the words and the practicality of pronunciation learning.

所选内容复现本课重点词语、句型结构，从中提炼汉语难点音，突出强化训练。

Key words and sentence structures reappear in the selected content. Difficult Chinese pronunciations are also chosen for intensive training.

教学建议 Teaching advice:

听、读结合，帮助学生建立标准的发音模型，形成良好的语音面貌。语音材料中出现的词语不做学习要求，只起到提前熟悉常用词汇的作用，如学习程度较高的学生有兴趣可提示其课下自学。

The combination of listening and reading will help students establish a standard pronunciation model and acquire the right pronunciation. Characters in the audio materials are not designed to be learned, but to familiarize students with the common words in advance. Students with a strong learning ability and interest can study them on their own after class.

文化 Culture

每课选取1个与本课话题相关的日常交际文化点。

Each lesson has a cultural element in daily communication which is also related to the topic of the lesson.

八、文化 Culture

在正式场合，中国人是很守时的，而且中国人一直都很珍惜时间，自古就有“一寸光阴一寸金”的说法。而在一般日常场合，中国人的时间观念相对模糊一些。比如一次普通聚餐，中国人一般会把约定见面的时间理解为一个范围，提前或推迟10分钟到都是正常的。

On formal occasions, the Chinese people are very punctual. They always cherish the time, as is exemplified in the ancient saying “An inch of time is worth an inch of gold”. On daily occasions, however, the concept of time is relatively vague. For example, the Chinese people will generally regard the agreed time of an ordinary dinner as a time range. It is OK to be 10 minutes early or late.



反映中国人的思维方式、中国人的生活状态等。中英对照，便于理解。
It reflects the Chinese way of thinking, Chinese people's lives and so on. The Chinese-English bilingual form makes it easy to understand.

教学建议 Teaching advice:

如课时有限，文化部分可引导学生利用注释课后自学。

If the teaching time doesn't permit, this part can be learned by students themselves with the help of the notes after class.

复习 Review

每4课设计一个阶段复习，通过练习巩固所学内容。

Every four lessons are followed by a stage review which provides practices to consolidate the knowledge learned.

一、看图片，判断图片内容是否与提示词一致。

Look at the pictures and judge whether they accord with the words.

1		xièxie 谢谢	×
2		duìbuqǐ 对不起	
3		Zhōngguó 中国	
4		yóuxiāng 邮箱	
5		bā yuè 八月	
6		lǎoshī 老师	

二、看问题，选择正确的回答。

Read the questions and choose the right answers.

- Nǐ jiào shénme míngzì?
1. 你叫什么名字? F. Jīntiān shí yuè yī hào.
A. 今天十月一号。
- Jīntiān xīngqī jǐ?
2. 今天星期几? Tā shì Zhōngguó rén.
B. 他是中国人。
- Nǐ de diànhuà hàomǎ shì duōshǎo?
3. 你的电话号码是多少? Wǒ bú è.
C. 我不饿。
- Tā shì nǎ guó rén?
4. 他是哪国人? Jīntiān xīngqī rì.
D. 今天星期日。
- Jīntiān jǐ yuè jǐ hào?
5. 今天几月几号? 14762260315.
E. 14762260315.
- Nǐ è ma?
6. 你饿吗? Wǒ jiào Lìlì.
F. 我叫丽丽。

三、看句子，选择正确的词语填空。

Read the sentences and choose the right words to fill in the blanks.

shì yě tài de hào
A. 是 B. 也 C. 太 D. 的 E. 号

- Jīntiān máng le.
1. 今天(C)忙了。
- Tā Měiguó rén.
2. 他()美国人。
- Nǐ yóuxiāng shì shénme?
3. 你()邮箱是什么?
- Míngtiān jǐ ()?
4. 明天几()?
- Zhège hěn piàoliang.
5. 这个()很漂亮。

前三题模拟HSK考试相关题目进行设计，帮助学生在复习的同时熟悉HSK考试题型。

The first three practices are designed based on relevant questions in HSK to help students review while familiarizing with HSK question types.

四、回答问题。

Answer the questions.

Nǐ xǐhuan chī shénme?

1. 你 喜欢 吃 什么?

Nǐ xǐhuan shuā//kǎ háishi fù xiànjīn?

2. 你 喜欢 刷卡 还是 付 现金?

Nǐ bà-mǎ shēntǐ zěnmeyàng?

3. 你 爸妈 身体 怎么样?

Nǐ zhù nǎr?

4. 你 住 哪儿?

Nǐ xǐhuan xiǎo gǒu ma?

5. 你 喜欢 小 狗 吗?

第四题为回答问题，将前几课的重点核心句融入其中，强化记忆。

The fourth practice is to answer questions, which integrates the key sentences of previous lessons to strengthen the memory.

五、两人一组，看图模拟对话。

Work in pairs to make dialogues according to the pictures.



第五题为看图说话，凸显口语课特点，注重交际能力和成段表达能力的培养。

The fifth practice is to talk about the pictures, highlighting the characteristics of the spoken Chinese class, and emphasizing the development of the ability of communication and expression in paragraphs.

教学建议 Teaching advice:

根据课时安排，既可作为随堂测验或练习，也可作为作业让学生课下完成。

It can be used as a quiz or practice in class, or homework for students to complete after class, according to teaching hours.

<p>1 Page 1</p>	<p>Tā chuānzhe yí jiàn báisè de chènshān 他 穿着 一件 白色的 衬衫 He wore a white shirt</p>		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 50%; vertical-align: top;"> <p>▪ 功能 Functions: 询问、描述一个人的外貌和衣着 To ask about and describe one's appearance and dress</p> </td> <td style="width: 50%; vertical-align: top;"> <p>▪ 语言点 Grammar: 动态助词“着” Aspect particle “着” 形容词重叠 Adjective reduplication</p> </td> </tr> </tbody> </table>	<p>▪ 功能 Functions: 询问、描述一个人的外貌和衣着 To ask about and describe one's appearance and dress</p>	<p>▪ 语言点 Grammar: 动态助词“着” Aspect particle “着” 形容词重叠 Adjective reduplication</p>
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<p>2 Page 19</p>	<p>Wǒmen bǎ zhuōzi fàngdào chuānghu pángbiān ba 我们 把 桌子 放到 窗户 旁边 吧 Let's put the desk beside the window</p>		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 50%; vertical-align: top;"> <p>▪ 功能 Functions: 询问、描述一个人对他人、他物的处置结果 To ask about and describe how someone disposes someone else or something</p> </td> <td style="width: 50%; vertical-align: top;"> <p>▪ 语言点 Grammar: “把”字句 Ba-sentence 连……都/也…… Structure “连……都/也……”</p> </td> </tr> </tbody> </table>	<p>▪ 功能 Functions: 询问、描述一个人对他人、他物的处置结果 To ask about and describe how someone disposes someone else or something</p>	<p>▪ 语言点 Grammar: “把”字句 Ba-sentence 连……都/也…… Structure “连……都/也……”</p>
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<p>3 Page 37</p>	<p>Wǒ māma yìzhí xiàozhe kuā nǐ 我 妈妈 一直 笑着 夸 你 My mom couldn't stop smiling and praising you</p>		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 50%; vertical-align: top;"> <p>▪ 功能 Functions: 询问、提供建议 To ask for and give advice 转述他人评价 To report others' comments</p> </td> <td style="width: 50%; vertical-align: top;"> <p>▪ 语言点 Grammar: 一边……，一边…… Structure “一边……，一边……” V₁着V₂ Structure “V₁着V₂”</p> </td> </tr> </tbody> </table>	<p>▪ 功能 Functions: 询问、提供建议 To ask for and give advice 转述他人评价 To report others' comments</p>	<p>▪ 语言点 Grammar: 一边……，一边…… Structure “一边……，一边……” V₁着V₂ Structure “V₁着V₂”</p>
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<p>4 Page 55</p>	<p>Gāng chū//mén wǒ de zìxíngchē jiù bèi zhuànguài le 刚 出门 我的自行车就被 撞坏 了 I crashed my bike the minute I went out</p>		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 50%; vertical-align: top;"> <p>▪ 功能 Functions: 描述倒霉经历 To describe an unlucky experience 反问、责问 To ask in reply and call someone to account</p> </td> <td style="width: 50%; vertical-align: top;"> <p>▪ 语言点 Grammar: “被”字句 Bei-sentence 反问句 Rhetorical questions</p> </td> </tr> </tbody> </table>	<p>▪ 功能 Functions: 描述倒霉经历 To describe an unlucky experience 反问、责问 To ask in reply and call someone to account</p>	<p>▪ 语言点 Grammar: “被”字句 Bei-sentence 反问句 Rhetorical questions</p>
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<p>复习 1 Review 1</p>	<p>Page 77</p>		

Tīngshuō nǐ zhù//yuàn le, dàjiā dōu hěn guānxīn nǐ
听说 你 住院了, 大家都 很 关心 你

I've heard you are in hospital. We are all worried about you.

5

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▪ 功能 Functions:

表达关心 To show concern
询问及说明原因
To ask about and explain reasons
进一步的说明
To give a further explanation

▪ 语言点 Grammar:

不但……, 而且……
Compound sentence “不但……, 而且……”
因为……, 所以……
Compound sentence “因为……, 所以……”

Qǐng nǐ xiān zuò yíxià zìwǒ jièshào
请 你 先 做 一 下 自 我 介 绍

Please introduce yourself

6

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▪ 功能 Functions:

面试时的自我介绍
To introduce oneself in an interview
询问和表达意愿
To ask about and express one's wish
结束交谈 To end a conversation

▪ 语言点 Grammar:

如果……, 就……
Compound sentence “如果……, 就……”
为了
Preposition “为了”

Wǒ yě bān bu dòng le
我 也 搬 不 动 了

I can't carry them any longer either

7

Page 117

▪ 功能 Functions:

打电话 To make a phone call
建议 To make a suggestion
求助 To ask for help

▪ 语言点 Grammar:

可能补语
Potential complements
复合趋向补语
Compound directional complements

Zhǐyǒu jiānchí, cái néng shènglì!
只 有 坚 持, 才 能 胜 利!

Only when you insist, can you succeed!

8

Page 137

▪ 功能 Functions:

安慰、鼓励
To comfort and encourage someone
祝福、送别
To extend wishes and see someone off

▪ 语言点 Grammar:

只有……, 才(能)……
Compound sentence “只有……,
才(能)……”
一……就…… Structure “一……就……”

复习 2

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Review 2

标准句索引

Page 155

Index of standard sentences

词语索引

Page 163

Index of words

复习参考答案

Page 177

Key to the reviews

1

Tā chuānzhe yí jiàn báisè de chènshān
他穿着一件白色的衬衫
He wore a white shirt



- **功能 Functions:**

询问、描述一个人的外貌和衣着
To ask about and describe one's appearance and dress

- **语言点 Grammar:**

动态助词“着”
Aspect particle “着”
形容词重叠
Adjective reduplication

一、标准句

Standard sentences



Nǐ shì shénme shíhou xǐhuan shang Xītían de? When did you fall in love with
 1 你是什么时候喜欢上西田的? Nishida?

Dāngshí jiàoshì de mén kāizhe, wǒ kàn//jiàn The door of the classroom was
 2 当时教室的门开着, 我看见 open, and I saw a boy sitting
 yí gè nánshēng zuò zài chuāngbiān. beside the window.
 一个男生坐在窗边。

Tā chuānzhe yí jiàn báisè de chènshān, He wore a white shirt, holding
 3 他穿着一件白色的衬衫, a thick book in his hand...
 shǒu li nǎzhe yì běn hòuhòu de shū...
 手里拿着一本厚厚的书...

Shuōlái-shuōqù zhǐshì báisè chènshān Just because of a white shirt
 4 说来说去 只是白色 衬衫 and a book?!
 hé yì běn shū a!
 和一本书啊!

Qù jīchǎng jiē rén dōu jiēcuò?! I can't believe you've picked up
 5 去机场接人都接错?! the wrong person at the airport.

Lǐ jīnglǐ gèzi gāogāo de, chuānzhe Manager Li is tall and wore
 6 李经理个子高高的, 穿着 a black shirt...
 hēisè de chènshān...
 黑色的 衬衫...

Shǒu li nǎzhe yí gè dàdà de wénjiànbāo. ... holding a big briefcase.
 7 手里拿着一个大大的文件包。

Shuōlái-shuōqù, nǐ juéde shì wǒ de cuò ma? What do you mean? Do you
 8 说来说去, 你觉得是我的错吗? think it's my fault?

Nǐ zuò//shì zǒngshì mǎmahūhū. You are always so careless.
 9 你做事总是马马虎虎。

Nàge yǎnjīng dàdà de, tóufa duǎnduǎn de Xiaohong? The one who has big
 10 那个眼睛大大的、头发短短的 eyes and short hair?
 Xiǎohóng?
 小红?

二、会话

Conversations



1

Two sisters are talking about the guy who the elder sister fell in love with at first sight.



mèimei: Jiějie, nǐ shì shénme shíhou xǐhuan shang Xītian de?
妹妹：姐姐，你是什么时候喜欢上西田的？

jiějie: Cóng dì-yī cì jiàn//miàn kāishǐ.
姐姐：从第一次见面开始。

mèimei: Dì-yī cì jiàn//miàn?
妹妹：第一次见面？

jiějie: Dāngshí jiàoshì de mén kāizhe, wǒ kàn//jiàn yí gè nánshēng
姐姐：当时教室的门开着，我看见一个男生
zuò zài chuāngbiān.
坐在窗边。

mèimei: Nàge nánshēng shì Xītian?
妹妹：那个男生是西田？

jiějie: Tā chuānzhe yí jiàn báisè de chènshān, shǒu li nǎzhe yì běn
姐姐：他穿着一件白色的衬衫，手里拿着一本
hòuhòu de shū……
厚厚的书……

mèimei: Ránhòu ne?
妹妹：然后呢？

jiějie: Ránhòu wǒ jiù xǐhuan shang tā le.
姐姐: 然后 我就喜欢 上 他了。

mèimei: Shuōlái-shuōqù zhǐshì báisè chènshān hé yì běn shū a!
妹妹: 说来说去 只是白色 衬衫 和一本书啊!
Hái yǒu bié de ma?
还有别的吗?

词语 Words

会话 1 Conversation 1

1	见面	jiàn//miàn	v.	to meet	跟/和朋友见面 见了一次面
2	门	mén	n.	door	门口 门里
3	着	zhe	part.	(indicating the continuation of an action or a state) -ing	开着 拿着一本书
4	看见	kàn//jiàn	v.	to see	没看见 看得见
5	男生	nánshēng	n.	boy	一个男生
6	窗	chuāng	n.	window	窗前 窗边
7	那个	nàge	pron.	that	那个 \longleftrightarrow 这个
8	穿	chuān	v.	to wear	穿着 穿衣服
9	衬衫	chènshān	n.	shirt	一件衬衫 穿着衬衫
10	手	shǒu	n.	hand	一双手 手里
11	厚	hòu	adj.	thick	有点儿厚 厚厚的
12	只是	zhǐshì	adv.	only, just	只是一本书

2

Nishida went to the airport and picked up the wrong person.



jīnglǐ: Qù jīchǎng jiē rén dōu jiēcuò?!
 经理：去 机场 接人都接错？！

Xītían: Nín gàosu wǒ, Lǐ jīnglǐ gèzi gāogāo de, chuānzhe hēisè
 西田：您 告诉我，李经理个子高高的，穿着 黑色
 de chènshān……
 的 衬衫……

jīnglǐ: Shǒu li nǎzhe yí gè dàdà de wénjiàn bāo. Nà tā yě bú shì
 经理：手 里拿着一个大大的 文件包。那他也不是
 Lǐ jīnglǐ a!
 李经理啊！

Xītían: Tā yě xìng Lǐ, yě shì jīnglǐ.
 西田：他也姓李，也是经理。

jīnglǐ: Shuō lái shuō qù, nǐ juéde shì wǒ de cuò ma?
 经理：说来说去，你觉得是我的错吗？

Xītían: Wǒ bú shì zhège yìsi. Wǒ xiànzài mǎshàng qù jiē Lǐ jīnglǐ!
 西田：我不是这个意思。我现在 马上 去接李经理！

jīnglǐ: Děngdeng! Nǐ zuò//shì zǒngshì mǎmahūhū. Xiǎohóng hé nǐ
 经理: 等等! 你做事总是马马虎虎。小红和你
 yìqǐ qù ba!
 一起去吧!

Xītían: Nàge yǎnjīng dàdà de, tóufa duǎnduǎn de Xiǎohóng?
 西田: 那个眼睛大大的、头发短短的小红?

Wǒ háishi yí gè rén qù ba.
 我还是一个人去吧。

词语 Words

会话 2 Conversation 2

1	经理	jīnglǐ	n.	manager	王经理 一位经理
2	接	jiē	v.	to pick up (sb.)	接人 接机
3	文件包	wénjiàn bāo	n.	briefcase	一个文件包
4	包	bāo	n.	bag	一个包 大包
5	姓	xìng	v.	(one's) surname (is)	姓什么 姓李
6	意思	yìsi	n.	meaning	什么意思
7	马上	mǎshàng	adv.	immediately	马上做 马上去
8	等	děng	v.	to wait	等一下 等等
9	做事	zuò//shì	v.	to do things	做事很快
10	总是	zǒngshì	adv.	always	总是很开心
11	马虎	mǎhu	adj.	careless	很马虎 马马虎虎
12	头发	tóufa	n.	hair	长头发 短头发

注释 Notes

1. “上”

“上”，趋向动词，用在动词的后面表示动作开始并继续下去，但一般强调的是开始。如：

“上” is a directional verb used after another verb to indicate that an action begins and continues, and it's often the beginning that is emphasized. For example:

(1) 他爱上了电脑游戏。Tā àishàngle diànnǎo yóuxì.

(2) 他喜欢上中国文化了。Tā xǐhuan shàng Zhōngguó wénhuà le.

2. “V来V去”

“V来V去”表示动作的多次重复，前后两个动词一般为同一词，有时为近义词。如：

“V来V去” refers to the multiple repetitions of an action. The two verbs are generally the same word, or sometimes synonyms. For example:

(1) 想来想去我还是不去了。Xiǎnglái-xiǎngqù wǒ hái shì bú qù le.

(2) 说来说去都是我的错。Shuōlái-shuōqù dōu shì wǒ de cuò.

3. “都”

“都”表示“甚至”，一般轻读。如：

“都” means “even” and is often lightly pronounced. For example:

(1) 去机场接人都接错？！ Qù jīchǎng jiē rén dōu jiēcuò?!

(2) 今天一点儿都不冷。Jīntiān yìdiǎnr dōu bù lěng.

三、词语扩展 Vocabulary development



1. 办公用品 Office supplies



Other office supplies:

2. 外貌 Appearance

jiémáo
长长的 睫毛

nóngnóng méimáo
浓浓的 眉毛



zuǐchún
厚厚的 嘴唇

bíliáng
高高的 鼻梁

四、语言点 Grammar

1. 动态助词“着” Aspect particle “着”

动词加上动态助词“着”可以表示某种状态的持续。如：

A verb can be followed by the aspect particle “着” to indicate the continuation of a certain state. For example:

(1) 门开着。Mén kāizhe.

(2) 他手里拿着一本书。Tā shǒu li nǎzhe yì běn shū.

否定形式是在动词前加“没”。如：

The negative form is to add “没” before the verb. For example:

(1) 门没开着。Mén méi kāizhe.

(2) 他手里没拿着书。Tā shǒu li méi nǎzhe shū.

练习 Practice

- 看图，用“着”说句子。

Say sentences with “着” according to the pictures.



2. 形容词重叠 Adjective reduplication

在汉语中，有些形容词可以按照一定的格式重叠，一般表示程度深，有些重叠后对中心语有比较强的描写作用。形容词重叠后，前面不再加“很”等表示程度的副词。如：

In Chinese, some adjectives can be reduplicated in a certain form, generally indicating a deep degree and some describing the headword in an emphatic way. Adverbs of degree like “很” cannot be used before reduplicated adjectives. For example:

形容词 Adjective	重叠形式 Reduplicated form	样例 Example
单音节形容词 Monosyllabic adjective	A → AA	dà dàdà 大 → 大大
双音节形容词 Disyllabic adjective	AB → AABB	qīngchū qīngqīngchǔchǔ 清楚 → 清清楚楚
	AB → ABAB	xuěbái xuěbáixuěbái 雪白 → 雪白雪白

(1) 爱华眼睛大大的，头发长长的。

Àihuá yǎnjīng dàdà de, tóufa chángcháng de.

(2) 他的衣服总是干干净净的。

Tā de yīfu zǒngshì gāngānjìngjìng de.

(3) 她高高兴兴地回家了。

Tā gāogāoxìngxìng de huí jiā le.

(助词“地”用在动词和动词前面的状语之间。)

(The particle “地” is used between the verb and the adverbial modifier before the verb.)

练习 Practice

- 用形容词重叠描述下列图片。

Describe the following pictures with reduplicated adjectives.

1 
cháng
长

2 
hòu
厚

3 
gānjìng
干净

4 
gāoxìng
高兴

5 
gāo
高

6 
mǎhu
马虎

五、替换表达 Alternative expressions

Tā chuānzhe yí jiàn báisè de chènshān.
1. 他 穿着 一件白色的 衬衫。

jiějie	chuān	yí tiáo hóngsè de qúnzi
姐姐	穿	一条红色的裙子
Xītían	ná	yí běn shū
西田	拿	一本书
dìdi	chuān	yí shuāng yùndòngxié
弟弟	穿	一双运动鞋
Kèlisī	ná	yí gè dàdà de bāo
克丽丝	拿	一个大大的包

Dāngshí jiàoshì de mén kāizhe.
2. 当时 教室的 门 开着。

fángjiān	chuāng	guān
房间	窗	关
bàngōngshì	dēng	kāi
办公室	灯	开
xǐshǒujiān	chuānghu	kāi
洗手间	窗户	开
sùshè	mén	guān
宿舍	门	关

Lǐ jīnglǐ gèzi gāogāo de.
3. 李经理 个子 高高 的。

mèimei	jiémáo	chángcháng
妹妹	睫毛	长长
Kèlisī	yǎnjīng	dàdà
克丽丝	眼睛	大大
gēge	bíliáng	gāogāo
哥哥	鼻梁	高高
dìdi	zuǐchún	hòuhòu
弟弟	嘴唇	厚厚

六、课堂活动 Class activities

(一) 小组活动 Group activities

1. 两人一组，一个人选择班里的一位同学，然后用“着”描述这位同学的衣着，同伴猜猜他描述的是谁。

Work in pairs. One student describes what a classmate wears with “着”, and the other guesses who the classmate is.

如：他穿着红色的衣服。Tā chuānzhe hóngsè de yīfu.

2. 几人一组，用形容词重叠描述一下图片中的人物，并做报告。

Work in groups. Describe the persons in the pictures with reduplicated adjectives and then give a report.

(1)



(2)



(3)



(4)



如：她头发长长的，眼睛大大的。

Tā tóufa chángcháng de, yǎnjing dàdà de.

(二) 看图说话 Talk about the picture

根据下面的图片，大家一起用本课所学的语法描述一下图片。

Describe the following picture with the grammar in this lesson.



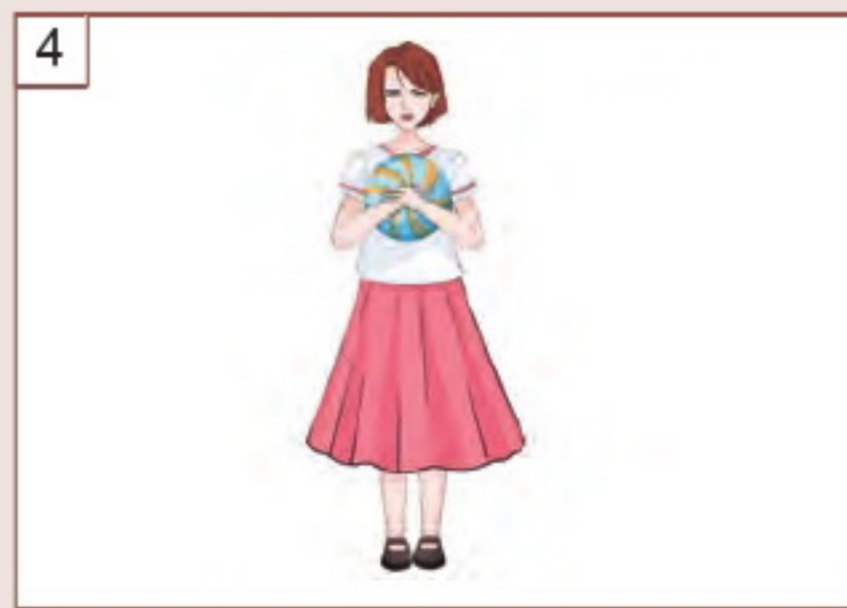
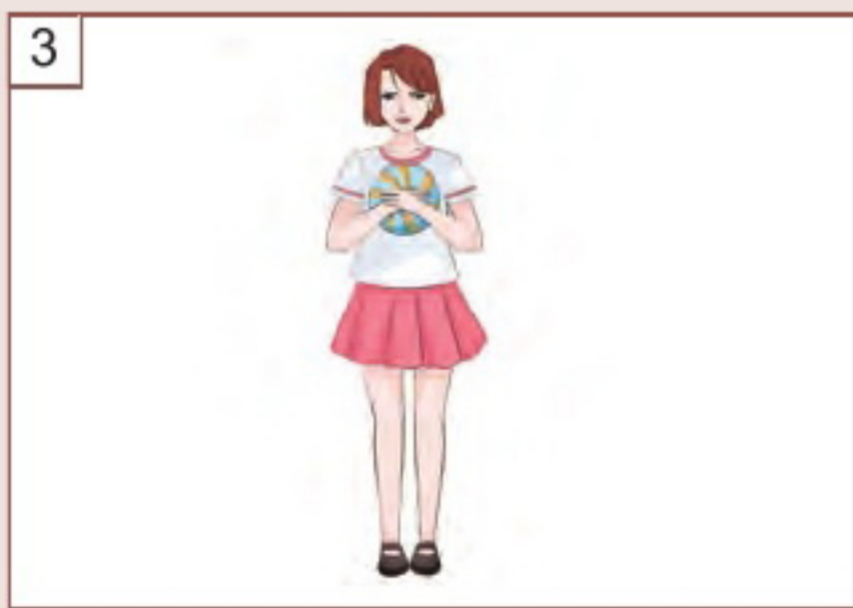
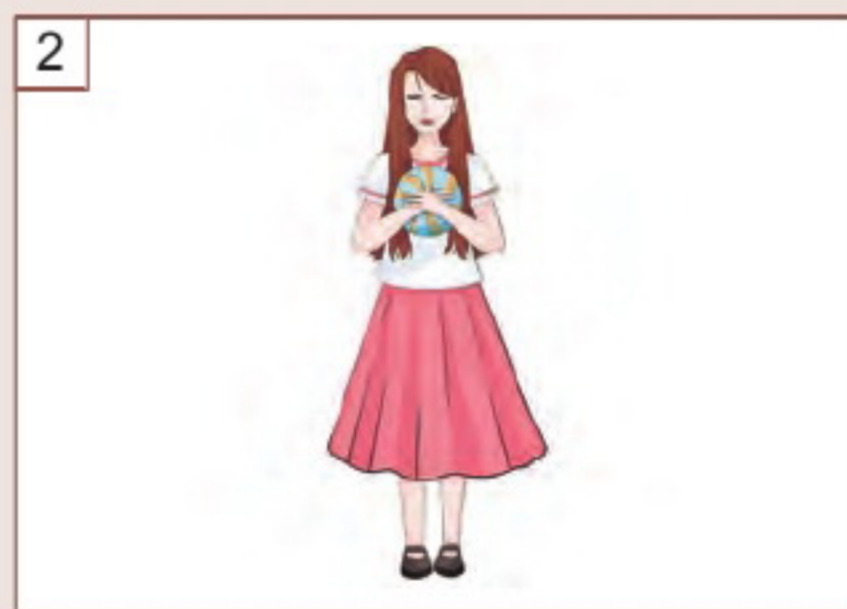
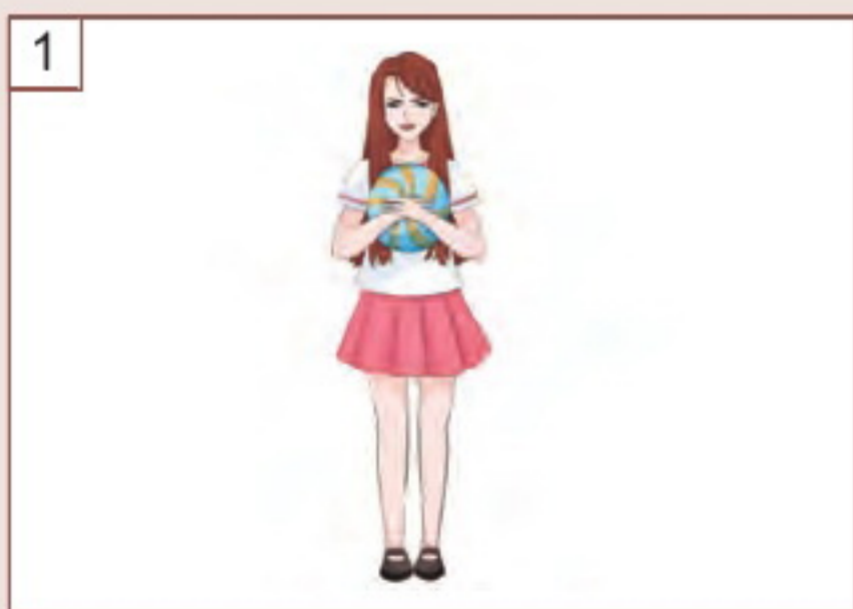
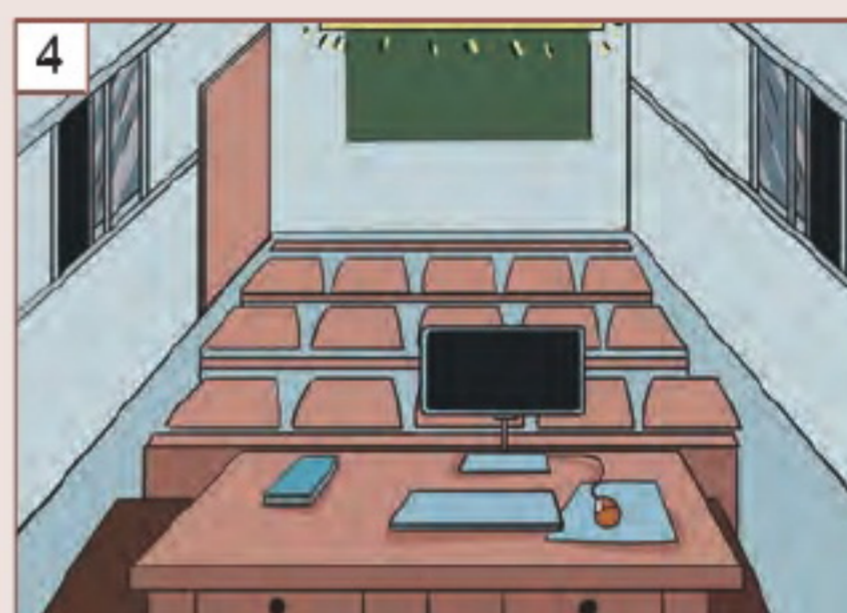
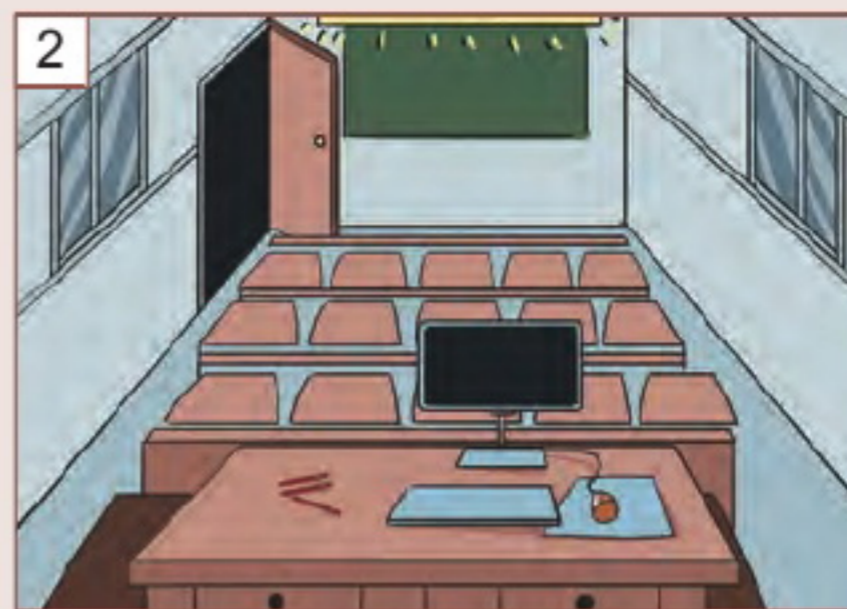
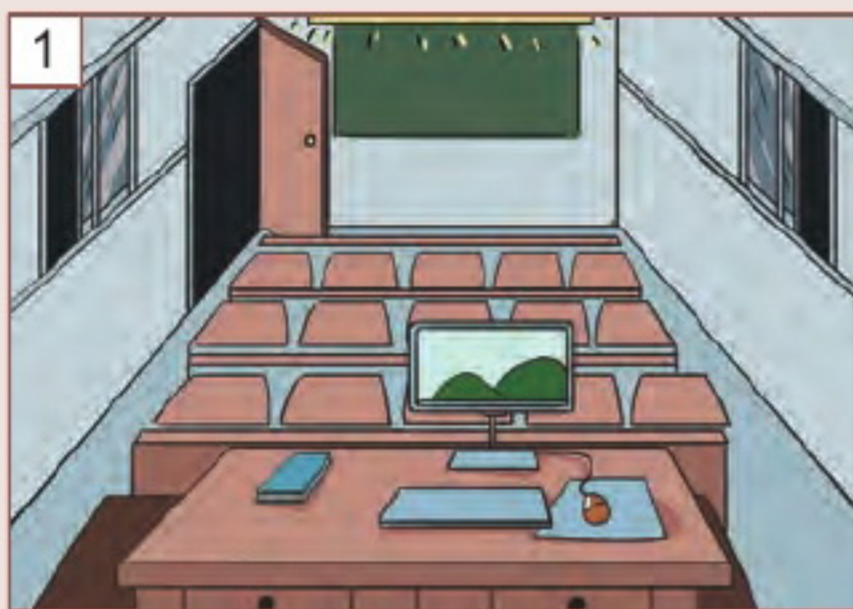
如：教室的门开着……，西田……，爱华……。

Jiàoshì de mén kāizhe……, Xītíán……, Àihuá…….

(三) 任务活动 Mission

老师事先准备几组图片，每组图片多于两张，且每组内的不同图片之间要有类似的地方也要有不同的地方。抽到卡片的同学用本课的语法描述这张卡片，其他同学从投影展示的每组图片中选出该同学抽到的是哪张图片。

The teacher prepares several sets of pictures in advance. Each set should have more than two pictures, and the pictures within each set should have both similarities and differences. The student who draws a picture describes it using the grammar of this lesson. Other students guess which picture it is and choose it from the pictures displayed in class.



七、语音

Phonetics



1. 朗读以下双音节词语，注意轻重音。

Read the following disyllabic words aloud, and pay attention to the stressed and unstressed syllables.

声调 Tone	一声 1st tone	二声 2nd tone	三声 3rd tone	四声 4th tone	轻声 Neutral tone
一声 1st tone	kāfēi 咖啡	Zhōngwén 中文	gāotiě 高铁	bāngzhù 帮助	xiānsheng 先生
二声 2nd tone	shíjiān 时间	xuéxí 学习	jiéshěng 节省	yídìng 一定	péngyou 朋友
三声 3rd tone	Běijīng 北京	yǔyán 语言	kěyǐ 可以	kǎo//shì 考试	běnzǐ 本子
四声 4th tone	gùgōng 故宫	dàxué 大学	bànfǎ 办法	shàng//kè 上课	xièxie 谢谢

2. 朗读句子，注意句中双音节词语的轻重音。

Read the following sentences aloud, and pay attention to the stressed and unstressed syllables in the disyllabic words.

Míngtiān kāishǐ kǎo//shì.

(1) 明天 开始 考试。

Jiějie guò//lai kànkàn ba.

(2) 姐姐 过来 看看吧。

Gēge zài Běijīng Yǔyán Dàxué xuéxí Hànyǔ.

(3) 哥哥 在 北京 语言 大学 学习 汉语。

八、文化

Culture

旗袍是中国女性的传统服装，被誉为中国国粹和女性国服。中国人在办传统的婚礼时，新娘常常会穿红色的旗袍。在正式的宴会上，中国女性也常选择旗袍作为她们的宴会礼服。

The cheongsam, a traditional dress of Chinese women, is known as a Chinese national quintessence and the national female costume. When the Chinese hold traditional weddings, the bride often wears a red cheongsam. In formal banquets, a Chinese woman would often choose the cheongsam as her banquet dress.

