



北京语言大学对外汉语  
教材研发中心规划项目

进阶式对外汉语系列教材

# 成功之路

## ROAD TO SUCCESS



MP3

### 顺利篇

ELEMENTARY

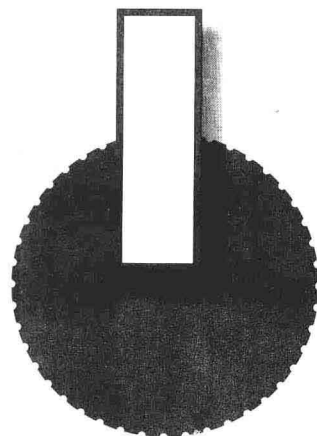
○ 编著 张莉

ROAD TO SUCCESS  
A SERIES OF PROGRESSIVE CHINESE  
TEXTBOOKS FOR FOREIGNERS



北京语言大学出版社  
BEIJING LANGUAGE AND CULTURE  
UNIVERSITY PRESS

进 阶 式 对 外 汉 语 系 列 教 材  
A SERIES OF PROGRESSIVE CHINESE TEXTBOOKS FOR FOREIGNERS



# 顺利篇

## ELEMENTARY

主 编	邱 军
副 主 编	彭志平
执行主编	张 辉
编 著	张 莉



北京语言大学出版社  
BEIJING LANGUAGE AND CULTURE  
UNIVERSITY PRESS

## 图书在版编目(CIP)数据

成功之路·顺利篇·第1册/张莉等编著.  
—北京:北京语言大学出版社, 2008.8  
ISBN 978-7-5619-2178-4  
I.成… II.张… III.汉语—对外汉语教学—教材  
IV.H195.4  
中国版本图书馆CIP数据核字(2008)第130908号

书 名: 成功之路·顺利篇(第一册)  
中文编辑: 付彦白 英文编辑: 武思敏  
装帧设计: 张 静  
责任印制: 汪学发

---

出版发行: **北京语言大学出版社**  
社 址: 北京市海淀区学院路15号 邮政编码: 100083  
网 址: [www.blcup.com](http://www.blcup.com)  
电 话: 发行部 82303650/3591/3651  
编辑部 82303647  
读者服务部 82303653/3908  
网上订购电话 82303668  
客户服务信箱 [service@blcup.net](mailto:service@blcup.net)  
印 刷: 北京新丰印刷厂  
经 销: 全国新华书店

---

版 次: 2008年8月第1版 2008年8月第1次印刷  
开 本: 889毫米×1194毫米 1/16  
印 张: 课本13/听力文本及练习答案1.5/练习活页3  
字 数: 280千字 印数: 1-3000  
书 号: ISBN 978-7-5619-2178-4/H.08167  
定 价: 68.00元

# 前言

《成功之路》是一套为母语非汉语的学习者编写的对外汉语教材。这套教材既适用于正规汉语教学机构的课堂教学，也可以满足各类教学形式和自学者的需求。

《成功之路》为教学提供全面丰富的教学内容，搭建严谨规范的教学平台。学习者可获得系统的汉语言知识、技能、文化的学习和训练。同时，《成功之路》的组合式设计，也为各类教学机构和自学者提供充分的选择空间，最大程度地满足教学与学习的多样化需求。

## ◆ 架构

《成功之路》全套 20 册。按进阶式水平序列分别设计为《入门篇》、《起步篇》、《顺利篇》、《进步篇》、《提高篇》、《跨越篇》、《冲刺篇》、《成功篇》。其中《入门篇》为 1 册；《进步篇》综合课本为 3 册，《听和说》、《读和写》各 2 册；其余各篇均为 2 册。篇名不但是教学层级的标志，而且蕴涵着目标与期望。各篇设计有对应层级和对应水平（已学习词汇量），方便学习者选择适合自己的台阶起步。

进阶式对外汉语系列教材《成功之路》阶式图





### 学习者选择教材参照表：

学习起点参照等级			适用教材
已学习词汇量	汉语水平考试等级(HSK)	欧盟语言框架等级(CEF)	
0			《入门篇》
100 词	基础 C		《起步篇》
600 词	基础 C、基础 B		《顺利篇》
1200 词	基础 A、初级 C	A1	《进步篇》
2000 词	初级 C、初级 B	A2	《提高篇》
3000 词	初级 A、中级 C	B1	《跨越篇》
4500 词	中级 B、中级 A	B2	《冲刺篇》
6000 词	中级 A、高级 C	C1	《成功篇》

#### ◆ 依据

《成功之路》以“国家汉办”的《高等学校外国留学生汉语教学大纲（长期进修）》（简称《大纲》）为基本研制依据，采用自行研制的编教软件，对《大纲》的语言点（项）、词汇、汉字等指标进行穷尽式覆盖，以保证教材的科学性、系统性、严谨性。编写者还根据各层级学习和教学的需求，对《大纲》的部分指标进行必要的调整，其中高级汉语部分增删幅度较大。另外，对各类汉语学习者随机调研的结果以及相关精品教材的研究成果也是《成功之路》的重要研制依据。

#### ◆ 理念

《成功之路》以“融合、集成、创新”为基本研制理念。作为一套综合性教材，其内涵的多样性决定理念的集成性，不囿于某一种教学法。因此，编写者根据所编教材的特性，分析融合相关的研究成果，集多家之成，纳各“法”之长。

创新是《成功之路》的重要研制理念，全套教材的每篇每册都有创新之处。创新点根据需要或隐含或显现，从中可见编写者的匠心。“易学、好教”是《成功之路》的研制目标，为实现此目标，尊重学习者的反馈和从教者的经验自然也是编写者的重要研制理念。

#### ◆ 特点

《成功之路》作为一套诞生于新世纪的对外汉语教材，在“传承与创新”“关联与独立”“知识与技能”“语言与文化”“二维与多维”诸方面融入了编写者更多的思考和实践。限于篇幅，略加说明。

## 1. 传承与创新

《成功之路》从对外汉语教学的沃土中汲取丰富的营养，植根于它的发展，受益于它的进步。编写者将成功的教学经验、教学模式和研究成果带入教材，使《成功之路》更符合学习者的语言认知规律，更有助于学习者掌握和应用。如：《入门篇》、《起步篇》、《顺利篇》都以“讲练”的形式呈现，便是采纳对外汉语教学早期的“讲练模式”。这种更适宜初学者的编写设计，已经为多年的教学成效所证明。

《成功之路》在传承的基础上力求创新，篇篇都有创新点。如：《起步篇》和《顺利篇》改变以往语言点的描述角度，变立足于教师的规则性语言为面向学习者的使用性语言，便于学习者理解和运用。《提高篇》和《跨越篇》设计了语素练习项目，强化语素的辐射生成作用，增强学习者的词汇联想能力，减少记忆负担，提高学习效率；还在多项练习中设置语境，为学习者提供丰富的语用场，提高其准确地遣词用句的能力，为日后学以致用增加助力。《冲刺篇》和《成功篇》针对高级阶段词语辨析的难点，设置“异同归纳”的板块，将规则说明和练习紧密结合，实现从理解到使用的有效过渡。

另外，《入门篇》的总分式语音训练，《进步篇·听和说》、《进步篇·读和写》的融合性技能训练，《提高篇》、《跨越篇》的听说式“课文导入”，《冲刺篇》、《成功篇》的分合式“背景阅读”等等，都彰显着编写者的创新性理念和实践性思维。

## 2. 关联与独立

《成功之路》进阶式系列教材，全套共分8篇，涵盖初级汉语、中级汉语和高级汉语。各篇之间的关系如同阶梯，具有依存性和关联性，便于配套使用。如：设计者将“语词→语句→语段→语篇”的教学任务，明确分布于不同层级，强调各自的练习方式，为学习者提供一个循序且完整的训练过程。

同时，《成功之路》各篇也相对独立，可以单独使用。如：《进步篇·听和说》、《进步篇·读和写》从内容到形式，都适合做专项技能训练的独立教材。这种关联与独立相结合的设计，使《成功之路》既能保持配套教材的系统性，又有独立教材的灵活性，免除捆绑式教材的羁绊，为学习者提供更多的选择。

## 3. 知识与技能

《成功之路》定位于综合性语言技能训练教材。全套教材以训练语言能力为显性设计，以传授语言知识为隐性设计。编写者将语言知识的学习隐含于语言技能训练的全过程。如：《起步篇》、《顺利篇》、《进步篇》尽量淡化语言点的知识性描述，代之以直观的插图、表格、练习等，以此引导教师最大限度地避免单纯的知识讲授。上述“三篇”在设计中兼顾话题单元和语言点顺序，巧妙地处理话题与语言点交集的难题，较好地解决了长期困扰初级教材编写

的“带着镣铐跳舞”的问题。《提高篇》和《跨越篇》将语言知识蕴涵在课文和练习中,使学习者能通过有计划的练习和活动实现对知识的理解和运用。

《成功之路》遵循并实践第二语言教学的基本原理,精心设计并处理语言知识和语言技能的关系,帮助学习者在技能训练中学习知识,进而以知识学习提高技能水平,最终达到全面提高汉语交际能力的目的。

#### 4. 语言与文化

《成功之路》既是语言资源,又是文化媒介。在选文和编写过程中,编写者追求文化含量的最大化。全套教材自始至终贯穿一条“文化现象→文化内涵→文化理解”的完整“文化链”。如:《入门篇》、《起步篇》、《顺利篇》、《进步篇》使用初级汉语有限的语言材料,尽可能多地展现文化点,使学习者在学习语言的同时,自然地感受和了解中国文化。《提高篇》和《跨越篇》在对课文材料选取和删改时,特别注意其中的文化含量,为学习者提供丰富多彩的文化内容。《冲刺篇》和《成功篇》选文讲究,力求文质兼美、具有典范性。其中文化理解的可挖掘性为高端学习者构建了探究中国文化深层内涵的平台。

与单纯讲授文化的教材不同,《成功之路》将文化内容寓于语言学习之中。语言提升与文化理解,二者相得益彰。

#### 5. 二维与多维

《成功之路》利用现代科技手段,建造二维平面与多维立体相契合的“教学场”。多媒体课件的研制和使用,弥补了传统平面教材的局限。除了直观、形象、生动的特点外,还可以增强教师对教材的调整和控制能力。如:生词的闪现、语句的重构、背景的再现等,使讲授过程更加得心应手。《成功之路》的多媒体课件可以让教材内容延伸至课堂外,扩大教学空间,形成教师得以充分施展的广阔的“教学场”。

同时,《成功之路》多媒体课件中完整的教学设计和教学思路也是可资借鉴的教案。

#### ◆ 结语

语言教学,可以枯燥得令人生厌,也可以精彩得引人入胜。究其缘由,教师和教材是主因。

期望《成功之路》能为学习者带来一份精彩。

主编:邱军

2008年6月



# Preface

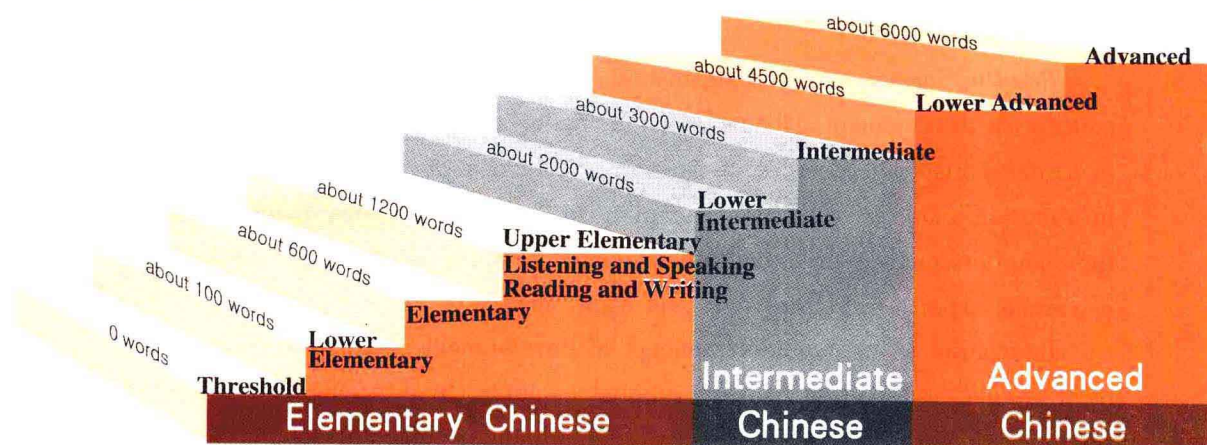
*Road to Success* is a series of foreign language teaching materials for non-native learners of Chinese. It not only can be applied to classroom teaching of formal Chinese teaching institutions but also can meet the demands of various forms of teaching and self-taught learners.

*Road to Success* provides a comprehensive and rich teaching content and builds a scrupulous and standard teaching platform. Learners can get systematic learning and training of Chinese language knowledge, skills and culture. Moreover, the combinatorial design of *Road to Success* meets to the greatest extent diversified needs of teaching and learning by providing a wide choice for all types of teaching institutions and self-taught learners.

## ◆ Framework

*Road to Success* consists of 20 volumes, designed as a progressively graded series including *Threshold*, *Lower Elementary*, *Elementary*, *Upper Elementary*, *Lower Intermediate*, *Intermediate*, *Lower Advanced* and *Advanced*. *Threshold* has 1 volume, *Upper Elementary* has 3 volumes of integrated textbooks, 2 volumes of *Listening and Speaking*, and *Reading and Writing* respectively. The other sub-series each has 2 volumes. The title of each series indicates the teaching level. Each series is designed with corresponding level and vocabulary so that learners can choose the right series that suits them.

**Ladder Chart of *Road to Success***





Reference Table for Learners to Choose Textbooks:

Reference Level for Learners			Textbooks
Vocabulary	Corresponding Level of HSK	Corresponding Level of CEF	
0			<i>Threshold</i>
100	Elementary C		<i>Lower Elementary</i>
600	Elementary C, Elementary B		<i>Elementary</i>
1200	Elementary A, Upper Elementary C	A1	<i>Upper Elementary</i>
2000	Upper Elementary C, B	A2	<i>Lower Intermediate</i>
3000	Upper Elementary A, Intermediate C	B1	<i>Intermediate</i>
4500	Intermediate B, A	B2	<i>Lower Advanced</i>
6000	Intermediate A, Advanced C	C1	<i>Advanced</i>

#### ◆ Basis

*Road to Success* takes the “Chinese-Teaching Syllabus for Foreign Students of Higher Educational Institutions(Long-Term Study)” (“Syllabus” in short) by the NOCFL as the basis for the development and covers exhaustively items such as the language points, vocabulary, Chinese characters and others in the Syllabus by applying the self-developed compiling and teaching software to ensure the scientificness, systematicness and preciseness of textbooks. The compilers make necessary adjustment to some requirements in the Syllabus, especially those of the advanced Chinese in accordance with the needs of learning and teaching of each level. In addition, the compilation bases on the result of random survey of various types of Chinese learners and research results of the related choice textbooks.

#### ◆ Concept

*Road to Success* takes amalgamation, integration and innovation as the basic concept of development. Diversity of the connotation of a comprehensive series of teaching materials decides integration of the concept and it cannot be limited to a certain “mode”. Therefore, according to the characteristics of the textbooks, the compilers analyse and amalgamate related research results and absorb results of various experts and strong points of each “mode”.

Innovation is an important concept of development of *Road to Success* and each volume and section has innovational contents. Innovation points are either implied or clearly stated if necessary, from which the ingenuity of the compilers can be seen. “Easy to learn and teach” is the development goal of *Road to*

*Success*. For this reason, it is also an important development concept of the compilers to respect feedback of learners and experience of teachers.

### ◆ Features

As a series of textbooks of teaching Chinese as a foreign language compiled in the new century, *Road to Success* includes some thinking and practices of the compilers in “Tradition and Innovation”, “Association and Independence”, “Knowledge and Skills”, “Language and Culture”, “Two-Dimension and Multi-Dimension”. As space is limited, these aspects are explained briefly as follows:

#### 1. Tradition and Innovation

Rooted in the development of teaching Chinese as a foreign language, benefiting from its progress, *Road to Success* absorbs abundant nutrition from the fertile soil of teaching Chinese as a foreign language. Successful teaching experience, teaching mode and research results have enriched the content of textbooks. *Road to Success* accords better with the language cognitive rules of learners and is easier for learners to master and apply. For example, *Threshold*, *Lower Elementary* and *Elementary* all take the form of “teaching plus practice”, adopting the “mode of teaching plus practice” in the initial stage of teaching Chinese as a foreign language. The design of compiling more suitable forms for beginners has been proved effective through many years of teaching.

*Road to Success* exerts itself to make innovation on the basis of imparting and inheriting, and each series has its innovation point. For example, *Lower Elementary* and *Elementary*, different from former description angle of language points, change formulaic language established for teachers into practical language geared to the needs of learners to facilitate students’ understanding and application. The morpheme exercises of *Lower Intermediate* and *Intermediate* strengthen the role of multiplication, enhance learners’ ability of vocabulary association, reduce burden of memory and improve efficiency of study. In addition, the two series offer context in some exercises to improve learners’ ability of wording and phrasing and help them study for the sake of application in the future. In view of difficulty in words and expressions in the advanced stage, *Lower Advanced* and *Advanced* establish the “Sum-Up of Similarities and Differences” and integrate closely the rule explanation with exercises to realize an effective transition from understanding to application.

In addition, the innovative ideas and practical thinking are embodied in the general-individual mode of phonetic training in *Threshold*, the syncretic skill training in *Listening and Speaking* and *Reading and Writing of the Upper Elementary sub-series*, the listening-speaking mode of “Introduction to the Text” in *Lower Intermediate* and *Intermediate*, the separating-assembling mode of “Background Reading” in *Lower Advanced* and *Advanced*, etc.

## 2. Association and Independence

*Road to Success* consists of eight series, covering elementary Chinese, intermediate Chinese and advanced Chinese. The eight series are interdependent like a ladder, associating with each other and can be used as a complete set. For example, the designer clearly distributes the teaching tasks of words and phrases, sentences, paragraphs and passages in different levels, stressing their respective ways of practice and providing learners a step-by-step and complete training process.

Moreover, each series of *Road to Success* is relatively independent and can be used alone. For example, both content and forms of *Listening and Speaking* and *Reading and Writing of the Upper Elementary sub-series* can be used as an independent textbook of special skill training. The design of combining association with independence ensures that *Road to Success* has both the systematic nature of a complete set of teaching materials and the flexibility of the independent teaching materials, releasing itself from the fettering of binding materials and providing learners more choices.

## 3. Knowledge and Skills

*Road to Success* is oriented towards comprehensive training of language skills. The complete set of teaching materials takes language skill training as the explicit design and language knowledge teaching as the implicit design. The compilers embed the study of language knowledge in the whole process of language skills training. For example, *Lower Elementary*, *Elementary* and *Upper Elementary* weaken knowledge description of language points as much as possible and strengthen visual illustrations, tables, exercises, etc. to guide teachers to avoid simplex knowledge teaching. The design of those three series gives consideration to both the topic unit and the order of language points, skillfully deals with the difficult problem between topics and language points and the problem of “dancing with fetters”, which has been restricting the elementary teaching materials for a long time. *Lower Intermediate* and *Intermediate* contain language knowledge in texts and exercises to ensure that learners can



understand and apply the knowledge through planned practice and activity.

*Road to Success* follows and practises the basic principles of second language teaching, carefully designs and deals with the relationship between language knowledge and language skills, helping learners master knowledge through skill training, improving the skill level by learning knowledge and language skills and in the end achieve the goal of comprehensively improving the communicative competence in Chinese.

#### **4. Language and Culture**

*Road to Success* is not only language resources but also a cultural medium. The compilers pursue the maximization of cultural content in selecting texts and compiling the teaching materials. Throughout the whole set of teaching materials, there exists a complete cultural chain — “phenomenon of culture → connotation of culture → understanding of culture”. For example, with limited language materials of elementary Chinese, *Threshold*, *Lower Elementary*, *Elementary* and *Upper Elementary* exhibit as many language points as possible to help learners naturally experience and comprehend the phenomenon of Chinese culture while learning the language. When selecting and modifying the texts of *Lower Intermediate* and *Intermediate*, the compilers give special attention to providing learners with rich and colorful cultural contents. *Lower Advanced* and *Advanced* are particular about selecting texts and ensure that the passages are both superior in content and paragons of a kind. The exploitation of understanding of culture can help advanced learners build a platform to explore the deep connotation of Chinese culture.

Different from the textbooks simply teaching culture, *Road to Success* contains cultural contents in language learning. Language learning and understanding of culture bring out the best in each other.

#### **5. Two-Dimension and Multi-Dimension**

*Road to Success* constructs a “teaching field” by means of modern science and technology, where the two-dimensional plane agrees with the multi-dimensional solidly. The development and use of the multimedia courseware make up for the limitations of traditional paper teaching materials. It is visual and vivid and can enhance teachers’ ability to adjust and control the teaching materials as well. For example, the flashing of new words, reconstruction of sentences and recurrence of backgrounds make the teaching process more

effective. The multimedia courseware of *Road to Success* extends the contents of the teaching materials as far as after-class, expanding teaching space and forming a broad “teaching field”, where teachers can fully display their talents.

In addition, the integrated teaching design and teaching ideas in the multimedia courseware of *Road to Success* are also teaching plans that are worth referring to.

### ◆ Conclusion

On the one hand language teaching can be boring and on the other it also can be fascinating. For those two results, teachers and teaching materials are the main reasons.

I hope that *Road to Success* can bring brilliance to learners.

Chief Editor: Qiu Jun  
June, 2008

## 致学习者

同学们,如果你已经学完了《成功之路·起步篇》,或者学过一段时间汉语,掌握了大约 600 常用汉语词语,那么,《成功之路·顺利篇》将非常适合你继续提高你的汉语水平。

本书分为一、二两册,每册 3 个单元,每单元 4 课,共 6 个单元,24 课。

教材的课文是根据话题确定的。6 个单元的话题分别是:日常生活、校园生活、交通旅游、社会交往、运动健康和娱乐文化;每单元 4 课,围绕单元话题设 4 个子话题,编写两段对话作为课文。这些话题都是同学们在中国学习期间比较熟悉和感兴趣的话题,课文内容和生词也都是同学们在中国学习和生活应该了解和必须掌握的。

每个同学都希望自己能说一口又流利又正确的汉语。要做到这一点,学好汉语语法是关键。本书中,每课都有两到三个语法点,从易到难,前面的语法点是学好后面的语法点的基础,同学们一定要牢牢掌握。每个语法点的讲解之后,都有针对性很强的语法练习,目的是帮助同学们打下扎实的语法基础。

在学习完一课的生词、课文和语法以后,综合练习里设计的各种练习形式,可以帮助同学们在复习巩固所学内容的基础上,进一步训练你们的听、说、读、写能力。

为了帮助同学们更好地学习,这套教材从课文到语法讲解到练习,都配上了丰富的插图。这些插图不仅仅是为了让教材变得漂亮,而是经过精心设计,有助于同学们了解课文内容、掌握语法要点和进行练习,请同学们认真体会。

此外,本书还配有练习活页,根据每课所学的内容分课编写了练习题,是同学们学完一课以后需要完成的作业。每学完一个单元,我们还编写了单元复习题,帮助大家全面复习一个单元所学的内容。

希望《成功之路·顺利篇》可以帮助同学们打下扎实的语法基础,全面提升你们在听、说、读、写等方面的技能,在学习汉语的道路上顺利走向成功。

编者: 张莉

2008 年 8 月



## To Students

This series of textbooks, *Road to Success • Elementary* will be best-suited for you to develop your Chinese skills to a fuller extent if you have learned about 600 commonly-used Chinese words after finishing *Road to Success • Lower Elementary* or if you have learned Chinese for some time before.

Divided into two volumes, this series of textbooks has six units (or twenty-four lessons) in total. Each book consists of three units with four lessons in each unit.

The text of each of the six units is concerned with a topic, including daily life, campus life, transportation and travel, social activities, sports and health, entertainment and culture. Each unit consists of four lessons. Focusing on the topic of the unit, four sub-topics are developed and two dialogues are presented as the text. These topics are all what you are familiar with and interested in when you study in China. And the content of the text and the new words are all what you are supposed to learn well when you study and live in China.

Every learner wants to speak Chinese fluently and correctly. A good command of Chinese grammar is the key to it. In this textbook, each lesson has two ~ three grammatical points, which are arranged from the easy ones to the difficult ones. You are supposed to study the former grammatical points well because they are the basis of studying the latter ones. The relevant grammatical exercises follow directly after the explanation of the grammatical point to help students lay a sound grammatical foundation.

After studying the new words, text and grammar of a lesson, you are suggested to do the various forms of comprehensive exercises so as to further develop your listening, speaking, reading and writing skills on the basis of what you have learned.

The texts, grammatical explanations and exercises in this series are all accompanied by plentiful illustrations to help your study better. Please pay attention to these illustrations. The purpose of these carefully-designed illustrations is not only to make the textbooks look beautiful, but also to help you learn the content of the texts, understand the major grammatical points and do exercises.

Besides, this book is supplemented with an exercise book, which is designed based on the content of each lesson. It provides you with your homework after you learned each lesson. Review exercises are also available to help you have an overall review of the content in each unit.

We hope that *Road to Success • Elementary* can help you become a successful learner of the Chinese language by assisting you lay a solid grammatical foundation and enhancing your overall language skills in terms of listening, speaking, reading and writing.

Compiler: Zhang Li  
August, 2008

# 目 录

## CONTENTS

致学习者 To Students ..... |

### 第一单元 日常生活

#### Unit One Daily Life

你的手机关机了 ..... 2

**Your cell phone was turned off**

课文(一) 今天下午你去哪儿了

课文(二) 他还没回来呢

**语言点: Language Points:**

1. 语气助词“了”: S+V(+O)+了 The modal particle “了”: S+V(+O)+了
2. 还没(有)……呢 The structure “还没(有)……呢”

她买了不少工艺品 ..... 16

**She bought quite a few pieces of handicraft**

课文(一) 她买了不少工艺品

课文(二) 我试了试这件毛衣

**语言点: Language Points:**

1. 动态助词“了”: S+V+了+O The aspect particle “了”: S+V+了+O
2. V 了 V The structure “V 了 V”

我想租一套房子 ..... 28

I want to rent an apartment

课文(一) 我下了课就去看房子了

课文(二) 我搬家了

**语言点: Language Points:**

1.  $V_1$  了…… 就  $V_2$ …… The structure “ $V_1$  了…… 就  $V_2$ ……”

2. 动词或动词短语作定语: V/VP +的+ N/NP

A verb or a verbal phrase functioning as an attributive: V/VP+的+N/NP

3. 虽然…… 但是…… The structure “虽然…… 但是……”

咱们去饭馆吃饭吧 ..... 42

Let's go out to eat in a restaurant

课文(一) 我不想再吃食堂的菜了

课文(二) 还是你点菜吧

**语言点: Language Points:**

1. “又”和“再” “又” and “再”

2. 动量词: “次”和“下” The verb-measure word: “次” and “下”

3. 副词“还是” The adverb “还是”

## 第二单元 校园生活

### Unit Two Campus Life

今天我看了一晚上电视 ..... 58

I've been watching TV the whole evening

课文(一) 今天我看了一晚上电视

课文(二) 我等了你半天了

**语言点: Language Points:**

1. 时段的表达 The expression of a period of time

2. 动作持续时间的表达

The expression of the length of time an action lasts

3. 多(么)……啊 The structure “多(么)……啊”