

Easy Steps to CHINESE



5

TEXTBOOK

轻松学中文

**SIMPLIFIED
CHARACTERS
VERSION**

Yamin Ma
Xinying Li

 北京语言大学出版社
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ESC Books 1-8

Easy Steps to Chinese

Easy Steps to Chinese adopts a new approach to teaching Chinese as a foreign language. It is designed for both primary and secondary school students who are taking Chinese exams, such as GCSE/IGCSE/AS (U.K.), SAT II/AP (U.S.A.), IB Chinese Language B, or for those students who are starting to learn Chinese on their own.

Easy Steps to Chinese has three stages: Stage 1 – Books 1 and 2; Stage 2 – Books 3, 4, 5 and 6; and Stage 3 – Books 7 and 8. After completing this series, the students will acquire a vocabulary of approximately 1,600 Chinese characters, and develop confidence in using Chinese to communicate either orally or in written forms.

The series includes:

- Textbook with a CD
- Workbook
- Teacher's Book with a CD
- Picture flashcards
- Word cards
- Posters

The topics for each stage are:

Stage 1: Books 1-2

- Numbers
- Personal identification
- Parts of the body
- Colours and clothing
- Food and drinks
- Daily routines
- Schooling
- Hobbies
- Life at home
- Means of transport
- Daily articles
- Weather

Stage 2: Books 3-6

- Appearance
- People and occupations
- School facilities
- Weather and holidays
- Pets
- Personality
- School events
- Food and sickness
- Accidents
- Shopping and travelling
- Neighbourhood
- Festivals and celebrations

Stage 3: Books 7-8

- Community
- Work experience
- Environment
- Customs and traditions
- Technology and communication
- Diet and healthy life-style
- Special occasions
- Leisure and travelling
- Education and employment
- Law and order
- Current issues
- World issues

The features of this series:

- task-based learning
- a wide variety of texts
- practical tasks and activities
- up-to-date topics relevant to young people
- careful pacing for gradual progress
- clearly focused aims
- regular consolidation
- both simplified and traditional script in the vocabulary list
- a fun and effective approach
- attractive page designs

About the authors:

- Ms. Yamin Ma has an M.Ed. in Curriculum Design and Development from Queen's University, Canada.
- Ms. Xinying Li holds a postgraduate diploma in Applied Linguistics from Tsinghua University, Beijing, China.
- Both authors have teaching experience in China and abroad, and are currently teaching Chinese in an international school in Hong Kong.

Easy **5** TEXTBOOK
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INTRODUCTION

- The primary goal of this series *Easy Steps to Chinese* is to help the students establish a solid foundation of vocabulary, knowledge of Chinese and communication skills through the natural and gradual integration of language, content and cultural elements. This series adopts a holistic approach, and is designed to emphasize the development of communication skills in listening, speaking, reading and writing.
- *Easy Steps to Chinese* comprises 8 colour textbooks, each of them supplemented by a CD, a workbook, a teacher's book with a CD and unit tests. Books 1-3 are also accompanied by picture flashcards, word cards and posters.

COURSE DESIGN

The design of this series has achieved:

- **A balance between authentic and modified language**
All the oral and written materials have been modified and carefully selected to suit the students' level, so that a gradual development of the target language can be achieved.
- **A balance of focus on language and culture**
This series provides ample opportunities for the students to experience the language and its culture in order to develop intercultural awareness and enrich their personal experience.
- **A balance between language knowledge and communication skills**
Explicit knowledge of the target language is necessary and important for the students to achieve accuracy, fluency and overall communication skills. This series is designed to ensure that knowledge-based language learning is placed within a communicative context, resulting in the improvement of both linguistic knowledge and performance.
- **A balance between a broad and controlled course**
This series serves as a core while offering a broad range of vocabulary, topics and various text types to meet the different needs of the students.

简介

- 《轻松学中文》共八册，分为三个阶段。第一阶段为第一、二册；第二阶段为第三、四、五、六册；第三阶段为第七、八册。此套教材旨在帮助汉语为非母语的中、小学生奠定扎实的汉语学习基础。此目标是通过语言、话题和文化的自然结合，从词汇、汉语知识的学习及语言交流技能的培养两个方面来达到的。此套教材把汉语作为一个整体来教授，在教学过程中十分注重听、说、读、写四项交际技能的培养。
- 《轻松学中文》每册包括一本彩色课本（附一张CD），一本练习册，一本教师用书（附单元测验试卷及一张CD），1-3册还配有词语卡片、图卡 and 教学挂图。

课程设计

本套教材的课程设计力图达到：

- **地道语言与调整语言的平衡**
为了使学生的汉语程度能循序渐进地提高，本套教材中的口语及书面语都经过严谨的选择，并作过适当的调整。
- **语言与文化的平衡**
为了培养学生的多元文化意识，丰富他们的经历，本套教材为学生接触汉语及中国文化提供了各种各样的机会。
- **语言知识与交际能力的平衡**
为了能在听、说、读、写四项技能方面准确并流利地运用汉语，学生对语言知识的掌握不仅是重要的，而且也是必要的。本套教材把语言知识的学习与语言技能的培养巧妙地结合在一起，力求使学生在增加汉语知识的同时提高运用语言的能力。
- **扩展与控制的平衡**
本套教材不仅可以作为汉语教学的“主

- **A balance between the “oral speech” and the “written form”**
This series aims to balance the importance of both oral and written communication skills. The development of writing skills is embedded in the course, while oral communication skills are being developed from the outset.

This series covers:

- Pinyin is introduced to the students from the very beginning. The pinyin above the Chinese characters is gradually removed to ensure a smooth transition.
- Chinese characters are taught according to the character formation system. Once the students have a good grasp of radicals and simple characters, they will be able to analyze most of the compound characters they encounter, and to memorize new characters in a logical way.
- Grammar and sentence structures are explained in note form. The students are expected to use correct grammar and compound sentence structures in both oral and written forms to communicate when their overall level of Chinese has steadily improved over the years.
- Dictionary skills are taught once they have learned radicals and simple characters. The students are encouraged to use dictionaries whenever appropriate in order to become independent learners.
- Typing skills are taught when the students have learned some basic knowledge of Chinese.
- Listening practice is designed to help the students develop their ability to infer meanings of unfamiliar words and content.
- Speaking practice involves students using Chinese to communicate their thoughts spontaneously in real-life situations with accuracy and fluency.
- Reading skills are developed through regular reading of simple passages to suit the students' level. Gradually, they will develop skills and confidence when reading articles in newspapers, magazines or on the internet in order to expand their vocabulary and knowledge of modern China, and to get in touch with the current issues emerging within China and around the world.
- Writing skills are gradually developed through a process of guided writing on topics familiar to the students. Written tasks will become easier, as the students learn to organize their thoughts coherently and logically, and develop the skills to select appropriate vocabulary, sentence structures and genres to construct an effective written piece with accuracy and fluency.

线”，而且所提供的大量词汇、话题及各式各样的文体还可满足不同水平学生的需要。

●“语”与“文”的平衡

本套教材力图使学生在口语及书面语两个方面同时提高。写作能力及口头交际能力的培养贯穿始终。

本套教材所包括的内容有：

- 拼音是初级阶段教学重点之一。附在汉字上面的拼音将逐渐取消以确保平稳过渡。
- 汉字是根据汉字的结构来教授的。学生一旦掌握了一定数量的偏旁部首和简单汉字，他们就有能力分析遇到的大部分合体字，并能有条理地记忆新汉字。
- 语法及句型是以注解的方式来解释的。经过几年有条不紊的学习，学生可望在口头及书面交流时运用正确的语法及复合句型。
- 查字典的技能是在学生学会了部分偏旁部首及简单汉字后才开始培养的。为了培养学生的独立学习能力，教师要经常鼓励学生自己查字典来完成某项功课。
- 打字技能的培养是在学生已经掌握了一些汉语基本知识后才开始的。
- 听力练习力图培养学生猜生字的意思及文章内容的能力。
- 口语练习设计旨在培养学生用准确、流利的汉语在现实生活中跟人即兴沟通、交流。
- 阅读练习旨在鼓励学生养成每天阅读简短篇章的习惯，从而帮助学生提高阅读能力，树立阅读信心。高年级阶段，学生可望读懂报纸、杂志及因特网上的简短文章，以便扩大词汇量，增加对现代中国的了解。
- 写作能力的培养需要一个长期的过程。学生先在教师的指导下写他们所熟悉的话题，直到能够运用适当的词汇、语句、体裁，有条理地、准确地、恰当地、有效地交流思想。

The focus of each stage:

- Stage 1 (Books 1 and 2): ♦ pinyin ♦ strokes and stroke order ♦ the structures of Chinese characters ♦ tracing of characters ♦ radicals and simple characters ♦ dictionary skills ♦ typing skills ♦ listening skills ♦ speaking skills ♦ reading skills ♦ writing skills: guided written assignments around 100 characters
- Stage 2 (Books 3, 4, 5 and 6): ♦ radicals and simple characters ♦ formation of phrases ♦ expansion of vocabulary ♦ simple grammar and sentence structures ♦ dictionary skills ♦ typing skills ♦ classroom instruction in Chinese ♦ listening skills ♦ speaking skills ♦ reading skills ♦ writing skills: guided written assignments between 100-300 characters ♦ exposure to modern China and Chinese culture
- Stage 3 (Books 7 and 8): ♦ classroom instruction in Chinese ♦ expansion of vocabulary ♦ grammar and sentence structures ♦ dictionary skills ♦ typing skills ♦ listening and speaking skills through spontaneous interaction ♦ reading practice on a daily basis ♦ writing skills: independent written assignments between 300-500 characters ♦ exposure to modern China and its culture ♦ contemporary topics: current issues around the world

COURSE LENGTH

- This series is designed for non-Chinese background students at both primary and secondary levels. Book 1 starts with basic knowledge of Chinese. Students at primary 5 or 6, or Year 7 students at secondary level can start with Book 1.
- With three periods, of approximately three hours per week, most students will be able to complete one book within one academic year. As the 8 books of this series are continuous and ongoing, each book can be taught within any time span.

每个阶段的教学重点:

- 第一阶段 (第一、二册): ♦ 拼音 ♦ 笔画和笔顺 ♦ 字形结构 ♦ 描红 ♦ 偏旁部首和简单汉字 ♦ 查字典 ♦ 打字 ♦ 听力 ♦ 口语 ♦ 阅读 ♦ 写作 (100 个字左右)
- 第二阶段 (第三、四、五、六册): ♦ 偏旁部首和简单汉字 ♦ 词语构成 ♦ 词汇扩展 ♦ 语法及句型结构 ♦ 查字典 ♦ 打字 ♦ 课堂用语 ♦ 听力 ♦ 口语 ♦ 阅读 ♦ 写作(100-300 字) ♦ 接触现代中国和中国文化
- 第三阶段 (第七、八册): ♦ 课堂用语 ♦ 词汇扩展 ♦ 语法及句型结构 ♦ 查字典 ♦ 打字 ♦ 听力 ♦ 口语 ♦ 阅读 ♦ 独立写作(300-500 字) ♦ 时事


课程进度

- 本套教材为非华裔中、小学生编写。因为第一册从最基本的汉语知识教起, 所以学生不需要有任何汉语知识背景。学生可以从小学五、六年级开始使用第一册, 也可以从中学一年级开始使用第一册。
- 如果每星期上三节课, 每节课在一小时左右, 大部分学生可在一年之内学完一册。如果有些学生学得比较快, 他们可以加快进度, 不到一年就学完一册书。由于本套教材是连贯的, 老师可以在任何时段内根据学生的水平来决定教学进度。

HOW TO USE THIS BOOK

Here are a few suggestions as to how to use this book:


The teacher should:

- Advise the students to read through the questions before listening to the recording when doing listening comprehension exercises.
- Encourage students to guess the meanings of the dotted words in the preview section before the recording of the text is played, in the hope that students are trained to tackle an unknown text with some new words in it.
- Review vocabulary, grammar and sentence structures introduced in the previous books and encourage students to use them accurately, appropriately and functionally in both oral speech and written work.
- Emphasize the importance of grammar which is systematically introduced and reinforce the correct use of grammar in the students' oral and written work when appropriate.
- Create opportunities for the students to practise their dictionary skills when doing reading comprehension exercises in the workbook.
- Reinforce the correct use of an appropriate genre or style of writing when required.
- Train the students in how to write a written response required after reading a passage.
- Provide every opportunity for students to develop their listening and speaking skills during class time. A variety of authentic situations for the functional use of Chinese created in the textbook can be modified according to the students' ability.
- Make flexible use of the activities in the textbook, which are designed to help students master vocabulary, use of grammar and sentence structures.
- Modify, extend or omit exercises according to the students' levels. A wide variety of exercises in both textbook and workbook can be used for class or homework.
- The texts and listening comprehension exercises are on the CD attached to the textbook. The symbol indicates the track number, for example,  01 is track one.

Yamin Ma
May 2008, Hong Kong

怎样使用本册教材

以下是使用本册教材的一些教学建议，
仅供教师参考。建议教师：

- 在做听力练习之前，先让学生看问题，然后再听录音。
- 在听课文录音之前，鼓励学生猜出预习部分带点的词语，以培养学生的听力能力。
- 经常复习那些在前几册书中出现过的词汇、语法和句型。无论在口语还是书面语中，教师应该要求学生尽量用准确、恰当的词语、语法和句型来有效地与人沟通。
- 循序渐进地教授语法，并着重强调学生在口语和写作中正确使用语法。
- 在做阅读练习时，要创造机会让学生提高查字典的技能。
- 按照要求，强调正确使用恰当的作文文体。
- 训练学生怎样在阅读完一篇文章后写回应式作文。
- 在课堂上尽量创造机会培养并提高学生的听、说能力。课本里不同类型、贴近现实生活的口语练习情景，可以根据学生的汉语水平作适当的调整。
- 灵活地选用课本里的练习。这些练习的设计旨在帮助学生掌握词汇、语法和句型。
- 根据学生的能力及水平挑选、修改或扩展某些练习。课本及练习册里的练习可以在课堂上做，也可以让学生带回家做。
- 每一课的课文、听力练习的录音都附在CD里。课本录音部分均附有标记和轨迹编号，例如， 01 表示轨迹1。

马亚敏
2008年5月于香港

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第一单元

第一课 家庭

预备 课文一

A 看图回答问题

1. 他们是个什么样的家庭?
2. 他们的年龄有多大?
3. 他们长得像吗?
4. 这可能是什么季节?
5. 他们每个人在做什么?

B 猜一猜带点的词，然后查词典

1. 我父母三年前^{lí hūn}离婚了。
2. 我不^{míng bai}明白他们为什么离婚。
3. 父母离婚后我很^{kǔ nǎo}苦恼。
4. 我很难^{jiē shou}接受我的^{jì fu}继父。
5. 我跟哥哥^{nián líng xiāng chà}年龄相差三岁。
6. 我跟^{tóng mǔ yì fu}同母异父的姐姐^{né de lái}合得来。

C 听录音，回答问题 01

1. 李文静的亲生父母是什么时候离婚的?
2. 李文静的生母是什么时候再婚的?



3. 李文静一开始为什么不能接受继父?
4. 李文静现在接受她的继父了吗? 为什么?
5. 李文静为什么跟继父带来的姐姐关系好?

生词

课文一

1. 离婚 lí hūn divorce
2. 明白 míng bai understand
3. 恼 (惱) nǎo upset
苦恼 kǔ nǎo distressed; frustrated
4. 离开 lí kai leave
5. 时常 shí cháng often
6. 想念 xiǎng niàn miss
7. 再婚 zài hūn remarry
8. 变 (變) biàn change
变成 biàn chéng change to
9. 继 (繼) ji continue
继父 ji fu stepfather
10. 异 yi different
同母异父 tóng mǔ yì fù born of the same mother but a different father
11. 接受 jiē shou accept
12. 后来 hòu lai later
13. 当做 dāng zuò regard as
14. 亲生 qīn shēng one's own
15. 龄 (齡) líng age
年龄 nián líng age
16. 相差 xiāng chā differ
17. 合得来 hé de lái get along well
18. 成员 chéng yuán member

李文静上小学三年级时，她父母离婚了。那时，她只有九岁。她不明白爸、妈为什么离婚。她很苦恼。爸爸离开家后，李文静时常想念他。

两年前，李文静的妈妈再婚了。她家从两口人变成了五口人：妈妈、继父、继父带来的姐姐、同母异父的弟弟和她自己。一开始，李文静很难接受她的继父。后来，她发现继父对她很好，把她当做自己的亲生女儿。她跟继父带来的姐姐关系也很好，因为她俩的性格很像，又有相同的爱好。虽然她们年龄相差十二岁，但是很合得来。

现在，李文静跟家里其他成员的关系都不错。

接下来

把课文改编成对话。

A: 李文静

B: 她的朋友

1 小组活动

列举。

- 1) 家庭成员及亲戚：父亲、母亲……
- 2) 爱好：打橄榄球、唱歌……
- 3) 性格：有耐心、温和……

2 语法练习

语法：词类

- 1) 名词：表 杯子 年龄 继父
- 2) 动词：去 有 是 可以 应该 会 要
- 3) 形容词：好 快 难看 可爱 矮
- 4) 副词：很 都 不 也 又 已经
- 5) 量词：个 只 本 块 条
- 6) 代词：我 这 那 每 谁 什么
- 7) 数词：一 百 千 万 两 半 零
- 8) 介词：在 从 比 把 被
- 9) 连词：和 跟 同 不但 虽然 但是
- 10) 助词：的 地 得 着 了 过



为下列词类各找五个词。

- 1) 名词
- 2) 动词
- 3) 形容词
- 4) 量词

3 采访你的同桌

参考问题

- 1) 你父母是什么时候结婚的？
 - 2) 你是哪年、在哪儿出生的？你出生的时候你父母做什么工作？
 - 3) 你跟父母关系怎样？你跟哪个兄弟姐妹合得来？为什么？
 - 4) 你长什么样？你跟谁长得像？
 - 5) 你性格怎样？介绍一下你家每个成员的性格。
 - 6) 你父母有什么爱好？你兄弟姐妹有什么爱好？
- ……

4 听录音，选择正确答案

02

马田有个_____。

- a) 同父异母的哥哥
- b) 同母异父的哥哥
- c) 同父异母的弟弟

1

马田的父亲是_____,
母亲是_____。

- a) 律师, 商人
- b) 商人, 秘书
- c) 商人, 律师

2

马田的哥哥比他大
_____岁。

- a) 五
- b) 十五
- c) 十

3

谢天今年_____岁, 上
_____年级。

- a) 十, 十五
- b) 十五, 五
- c) 十五, 十

4

谢天的父母要_____了。

- a) 离婚
- b) 再婚
- c) 结婚

5

谢天以后可能跟

_____一起住。

- a) 父亲
- b) 母亲
- c) 继母

6

5 口头报告

介绍你的一个同学、朋友或邻居。

例子:

她叫王博文, 是我的小学
同学。她今年……



参考句子

- a) 我们俩个子一样高, 兴趣、爱好也差不多。
- b) 他一半是英国人, 一半是日本人。
- c) 他在美国出生, 在中国长大。
- d) 我们从一年级起就是同班同学。
- e) 他感到很苦恼/伤心。
- f) 他现在跟妈妈住, 爸爸住在另一个城市。
- g) 他的新家有七口人, 是个大家庭。
- h) 他的继母对他很不好。
- i) 他跟同母异父的弟弟关系最好。
- j) 他跟亲生父亲合不来。
- k) 他跟大哥年龄相差十岁。

A 看图回答问题

1. 这两个人可能是在哪儿？
当时是什么时候？
2. 妈妈为什么发火？
3. 你觉得儿子那天可能去了哪儿？做了什么？他是几点回家的？
4. 你觉得这母子俩的关系怎么样？



B 猜一猜带点的词，然后查词典

1. 我经常跟哥哥^{chǎo jià}吵架。
2. 我父母管我管得很^{guǎn yán}严。
3. 我昨天很晚回家。爸爸很^{shēng qì}生气。
4. 我昨晚没做作业，看了五个小时的电视。妈妈对我^{fā huǒ}发火了。
5. 爸爸晚上不^{yǔn xǔ}允许我出家门。
6. 我经常跟朋友^{tán xīn}谈心。
7. 我跟父母的关系很好。我们经常^{gōu tōng}沟通，^{hù xiāng lǐ jiě}互相理解，^{xin ren}互相信任。

C 听录音，回答问题

03

1. 昨天天元跟谁吵架了？
2. 天元星期六有没有把功课做完？
3. 天元跟几个同学出去干什么了？
4. 妈妈为什么对天元发火？
5. 那天晚上天元是几点到家的？
6. 你觉得天元跟他妈妈的关系怎样？为什么？

生词

1. 对话 duì huà dialogue
2. 吵架 chǎo jià quarrel
3. 发火 fā huǒ get furious
4. 生气 shēng qì get angry
5. 谈 (谈) tán talk; chat
谈心 tán xīn have a heart-to-heart talk
6. 沟 (沟) gōu channel
沟通 gōu tōng communicate
7. 互 hù mutual; each other
互相 hù xiāng each other
8. 解 jiě understand
理解 lǐ jiě understand
9. 信任 xìn rèn trust
10. 允 yǔn allow 允许 yǔn xǔ allow
11. 说好 shuō hǎo reach an agreement
12. 说到做到 shuō dào zuò dào do what one says
13. 管 guǎn discipline
14. 严 (嚴) yán strict

课文二

天元和小青在学校餐厅吃午饭。以下是他们的对话：

天元：小青，我又跟我妈妈吵架了。

小青：怎么回事儿？

天元：她星期六还不让我出去跟朋友玩儿。我告诉她我已经把功课做完了。

小青：那你出去玩儿了吗？几点回家的？

天元：我跟几个朋友先去看了一场电影，然后坐在一起聊天儿。我到家时已经十二点半了。

小青：你妈妈有没有对你发火？

天元：发火了，她很生气。她叫我十一点以前到家，但是我晚了一个半小时。你妈妈也这样对你吗？

小青：有时候。但是我们俩经常谈心，时常沟通。我们互相理解，互相信任。

天元：你妈妈允许你周末出去玩儿吗？

小青：我可以出去玩儿。但是，如果我说好十一点到家，就一定不会晚回家。我说到做到。

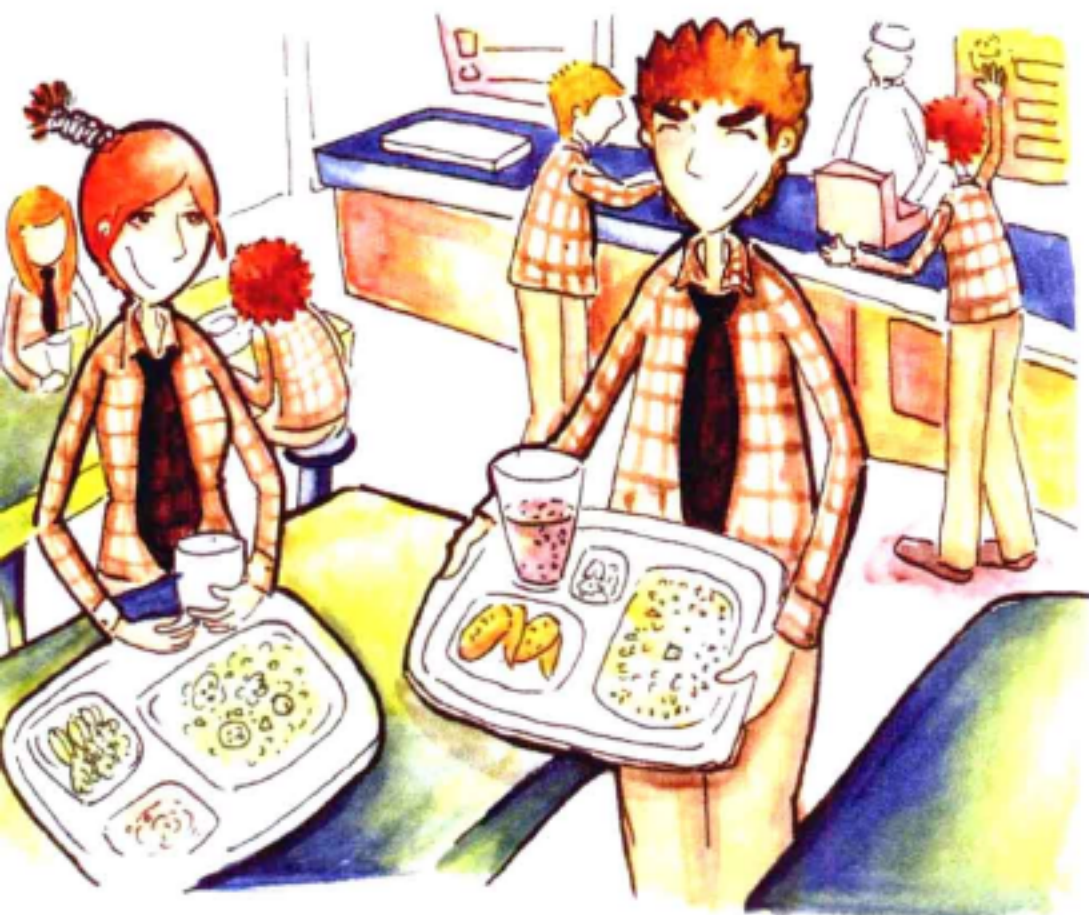
天元：我觉得我妈妈管得太严了。

接下来

编一段天元跟他妈妈的对话。

妈妈：你怎么晚了一个半小时到家？

天元：.....



6 角色扮演

情景：编一段小青跟她妈妈的对话，参考课文二(p6)。

妈妈：你今晚想出去玩儿？

小青：_____

妈妈：你想去哪儿玩儿？
跟谁一起去？

小青：_____

妈妈：你打算几点回家？

.....



7 语法练习

找出下列句子里的主语、谓语和宾语。

- 1) 王明有很多爱好。
- 2) 今天晴天。
- 3) 昨天八月二十号。
- 4) 这件衬衫很好看。
- 5) 他们是中学生。
- 6) 姐姐今年十五岁。
- 7) 他很生气。
- 8) 我是中国人。

语法：句子成分

句子的主要成分有主语和谓语，有时还有宾语等。

- | | |
|--------------|-------------------------------|
| a) <u>花儿</u> | <u>很漂亮</u> 。(形容词充当谓语。) |
| 主 | 谓 |
| b) <u>明天</u> | <u>星期五</u> 。(日期、天气和年龄都可以做谓语。) |
| 主 | 谓 |
| c) <u>小明</u> | <u>说</u> <u>汉语</u> 。 |
| 主 | 谓 宾 |
| d) <u>学校</u> | <u>有</u> <u>一个游泳池</u> 。 |
| 主 | 谓 宾 |