



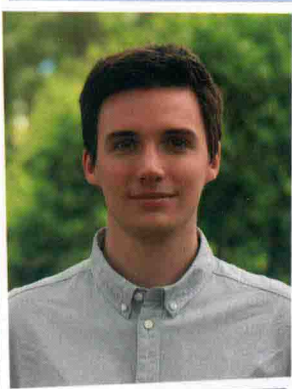
孔子学院总部/国家汉办
Confucius Institute Headquarters (Hanban)

HSKK 标准教程 (初级)
HSKK Standard Course (Elementary)



标准汉语会话360句

360 Standard Sentences in Chinese Conversations



毛悦 主编



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

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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，学习者掌握容易的教材。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，增强对中国文化的亲切感和认同感。
8. **融合媒体技术。**会话课文采用高清情景视频形式呈现，标准句、会话、生词及语音部分既提供录音文件（扫描封底二维码或登录www.blcup.com获取）又可随文点读（点读笔单独购买）。

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 the Chinese culture and the Chinese people's way of thinking, as well as enhance their affinity with and acceptance of Chinese culture.

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

《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

Míngtiān zǎoshang qī diǎn chī zǎofàn.
31 明天 早上 七点 吃 早饭。 Breakfast will be at seven o'clock tomorrow morning.

Xiànzài jǐ diǎn?
在 几点? What time is it now?

zǎozài bā diǎn shí fēn.
在 八 点 十 分。

duì.
对。

jǐ diǎn xià/bān?
几 点 下 班?

liù diǎn xià/bān.
六 点 下 班。

shénme shíhou xià/kè?
37 你 什 么 时 候 下 课?

Wǒ wǔ diǎn bàn xià/kè.

38 我 五 点 半 下 课。

Wǒmen wǎnshang yìqǐ chī fàn ba.
39 我 们 晚 上 一 起 吃 饭 吧。 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.

每个句子含点读功能，使用点读笔（单独购买）可逐句播放标准录音。同时可通过扫描二维码或登录www.blcup.com获取录音文件。

Each sentence is provided with MPR reading. With the MPR talking pen (purchased separately), the recording will be played sentence by sentence. You can also 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。

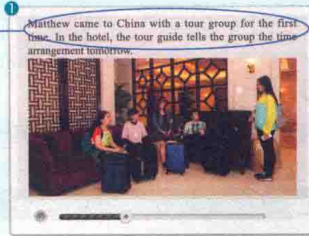
Students are required to read and remember the standard sentences fluently and master their usage. Leading in reading, reading together, dictation, translation, substitution and other ways can be adopted for practice in teaching.

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



dǎoyóu: Míngtiān zǎoshàng qī diǎn chī zǎofàn.
导游: 明天早上七点吃早饭。

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。

(tourist)

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

(tourist)

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

(tourist)

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

(tourist)

dǎoyóu: Xiànzài Běijīng shìjiān jiǔ diǎn shí fēn.
导游: 现在北京时间九点十分。

(tour guide)



Xuěli: Yíngyíng, nǐ jǐ diǎn xià/bān?
雪丽: 迎迎, 你几点下班?

(Xuěli)

Zhāng Yíngyíng: 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?

(Zhāng Yíngyíng)

Xuěli: 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。

(Xuěli)

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

(Zhāng Yíngyíng)

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

(Xuěli)

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

(Zhāng Yíngyíng)

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, 也可通过点读笔进行点视。

Each conversation is equipped with a high-definition video that shows the real communication scene. Users can either play it on various electronic devices or click to view it with the MPR talking pen.

对话含点读功能, 并提供录音文件。

Each conversation is provided with MPR reading, and the audio files are available.

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 include judging right or wrong, asking questions, and retelling, to lay a foundation for students to use what they've learned flexibly and to successfully complete the task of communication.

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.

生词含点读功能，并提供录音文件。

Each new word is provided with MPR reading, and the audio files are available.

词语 Words

会话1 Conversation 1

1	明天	míngtiān	n.	tomorrow
2	早上	zǎoshang	n.	morning
3	点	diǎn	m.	o'clock, hour
4	吃	chī	v.	to eat
5	早饭	zǎofàn	n.	breakfast
6	现在	xiànzài	n.	now
7	分	fēn	m.	minute
8	对	duì	adj.	right
9	请问	qǐngwèn	v.	to excuse me; please
10	时间	shíjiān	n.	time

会话2 Conversation 2

11	下班	xià//bān	v.	to get off work
12	时候	shíhòu	n.	time, moment
13	下课	xià//kè	v.	to finish class
14	半	bàn	num.	half
15	晚上	wǎnshàng	n.	evening, night
16	一起	yìqǐ	adv.	together
17	饭	fàn	n.	meal
18	吧	ba	part.	modal particle
19	啊	a	part.	modal particle
20	差	chà	v.	to be short of
21	刻	kè	m.	quarter
22	哎呀	āiyā	int.	Oh, my!
23	上班	shàng//bān	v.	to go to work
24	见	jiàn	v.	to meet

明天九号 明天星期日
早上好 今天早上
八点 几点
吃什么 不吃
吃早饭 几点吃早饭
现在几点 现在上课
两点十分
对吗 不对
请问，现在几点？
北京时间

几点下班 五点半下班
什么时候
几点下课 三点下课
五点半
今天晚上 晚上不上课
一起上课
吃饭 一起吃饭
吃饭吧
好啊
差十分七分
七点一刻 差一刻九点

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 as many as possible 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适合的方式。

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 (objects 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.

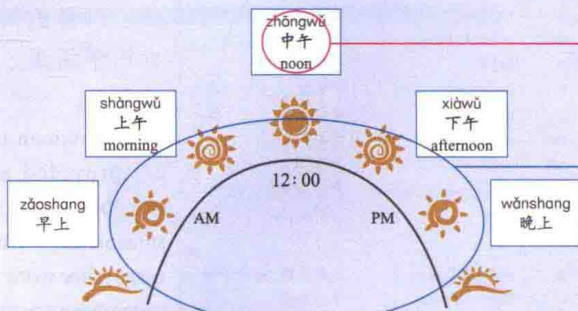
词语扩展 Vocabulary development

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

1. 一天的基本时间段 Basic time periods of a day



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

qǐ/chuáng 起床 to get up	shuǐ/jiào 睡觉 to sleep		
chī fàn 吃饭 to have a meal	chī zǎofàn 吃早饭 to have breakfast	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: _____

词语含点读功能，并提供录音文件。

Each new word is provided with MPR reading, and the audio files are available.

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.

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 十一:四十五(分) shíyī diǎn sìshíwǔ (fēn) 十一:点三刻 shíyī diǎn sān kè
12:50	差十分一点 chà shí fēn yí diǎn 十二:点五十(分) shí'èr diǎn wǔshí (fēn)
2:00	两点 liǎng diǎn

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.

练习 Practice

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



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.



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面。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

- 根据所给信息回答问题。
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.
- 他们晚上6:30一起吃晚饭。Tāmen wǎnshang liù diǎn sānyīqǐ 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:

- 你几点上课? Nǐ jǐ diǎn shàng/kè?
- 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 <u>几点</u> ?	Xiànzài bā diǎn shí fēn. B: 现在 <u>八点十分</u> 。
	7:00
	2:34
	12:15
	1:55

Nǐ jǐ diǎn xià//bān? 2. A: 你几点 <u>下班</u> ?	Wǒ liù diǎn xià//bān. B: 我 <u>六点</u> <u>下班</u> 。
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

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.

Wǒmen wǎnshàng yìqǐ chī fàn ba. 3. A: 我们 <u>晚上</u> 一起吃饭吧。	Hǎo a! Wǎnshàng jiàn. B: 好啊! <u>晚上</u> 见。
zhōngwǔ 中午	
míngtiān 明天	
xīngqī sān 星期 三	
xīngqītiān wǎnshàng 星期天 <u>晚上</u>	

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 sentences 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。

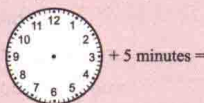
Several interesting activities that are suitable for class are provided in each lesson.

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 compare 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

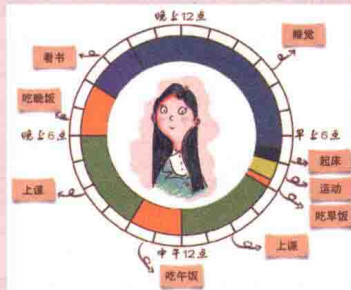
根据各课内容设计符合口语教学特点的各式活动和游戏，如接龙游戏、信息差任务、推理任务、模拟表演、看图说话、调查采访等。练习题目由简单到复杂，从单一内容到综合表达。

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情。

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，激发学生的参与积极性。活动中教师需注意把握节奏，并将活动聚焦在语言表达上。

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)
- +	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。

语音练习含点读功能，并提供录音文件。

The pronunciation exercises are provided with MPR reading, and the audio files are available.

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，利用录音、点读等技术手段帮助学生建立标准的发音模型，形成良好的语音面貌。语音材料中灰色处理的汉字不做学习要求，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, and the use of recording, MPR reading and other technical means will help students establish a standard pronunciation model and acquire the right pronunciation. Characters in grey in the 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, the Chinese people's life 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	x
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 Lǐlì.
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 Méiguó 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。

前三题模拟新HSK 1、2级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 new HSK Levels 1 and 2 to help students review while familiarizing with HSK question types.