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Practical Chinese
for
English Speakers
(Part Two)

外国人实用生活汉语(下)

英文注释本

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Abbreviations

缩 写 语

Adj	Adjective	形容词	x íng r óng c í
Adv	Adverb	副词	f ù c í
Aux	Auxiliary	助动词	zh ù d òng c í
Conj	Conjunction	连词	li n c í
Dpron	Demonstrative pronoun	指示代词	zh sh ì d ic í
Exp	Expression	习惯用语	x ígu n y òng yǔ
Intj	Interjection	叹词	t n c í
Ln	Noun of locality	方位词	f āng w èi c í
Meas	Measure word	量词	li āng c í
N	Noun	名词	m íng c í
Num	Numeral	数词	sh ù c í
Part	Particle	助词	zh ù c í
Pn	Noun of place	处所词	ch ù su c í
Prep	Preposition	介词	ji è c í
Pron	Pronoun	代名词	d ài míng c í
Prn	Proper Noun	专有名词	zhu ān yǒu míng c í
Qpron	Pronoun of question, interrogative	疑问代词	y í w èn d ic í
Tn	Noun of time	时间词	sh íj i n c í
Unit	Standard of measurement	单位词	d àn w èi c í
Vi	Intransitive verb	不及物动词	b ù jí w ù d òng c í
VO	Verb-object	动宾结构	d òng b īn j i ē gòu
VR	Verb-resultative ending	动补结构	d òng b īn j i ē gòu
Vt	Transitive verb	及物动词	j í w ù d òng c í



English Preface

英文前言

Practical Chinese for English Speakers (Part One and Part Two) is designed for English speakers, who are a large market for learning Chinese as a second language. Unlike Chinese students, English speakers are used to a phonetic writing system. What they read is what they hear. When they see a word they expect its letters to tell them how to pronounce the word and to recognize its meaning. Thus English speakers initially find Chinese characters to be meaningless because they cannot sound out Chinese characters. Instead, they have to find the pronunciations through pinyin and then find the meanings. Therefore English speakers need extra time to learn to connect the graphic shapes of Chinese characters with their pronunciation. To them, learning Chinese is like learning two languages: one is for speaking and listening, and one is for reading and writing. This book employs a variety of teaching methods to make learning Chinese easier for English speakers. For example, the pinyin is printed directly under or beside each Chinese character instead of separating the Chinese character text from the pinyin text. We believe that if English speakers make the effort to connect Chinese characters with their sounds in the first year of study, they can more rapidly learn to read Chinese characters with the help of pinyin. Other teaching-learning methods used in this textbook are introduced in the following section.

As the title Practical Chinese for English Speakers shows, an important characteristic of the book's design is its focus on daily life topics: exchanging money, eating at a restaurant, bargaining at the local market, taking a bus or taxi, and getting a haircut. In foreign language teaching today there is more emphasis on communication. English speakers who are living or visiting China are especially concerned with practical communication. They expect that what they learn in the classroom can immediately be used outside the classroom. This book's practical topics are especially relevant to their daily life in China. Many of the practical-use lesson topics can be found in other elementary textbooks, but in the later chapters. This book has those topics much earlier. Instead of beginning, as most other textbooks, with “ n h o ” (How do you do) , in this textbook the student learns numbers. The practical topics are not inherently any more or less difficult than the traditional textbook topics, and they have a powerful advantage in motivating the student to learn. In the three semesters of testing a pilot version of this textbook in classrooms both in China and the U. S. we found that practical topics gave students more interest in studying. When students have good motivation, they learn faster and better.

In order to make things convenient for the teachers and students, we have translated the texts into English and the notes into Chinese. The end of textbook are Answers to Exercises and the Vocabulary List.

Organization, Principles and Methods

Each lesson has 10 sections: Key Expressions, Dialogues, New Words, English Translation of Dialogues, Pronunciation and Grammar Notes, Sentence Patterns, Exercises, Cultural Notes, Learning Radicals, and Chinese Character Practice Sheet. Here is a short introduction of each of those sections:

Key Expressions

At the beginning of each lesson there is a list of sentences and words that are key expressions in the lesson. Students are expected to practice those expressions extensively and be able to use them in daily life.

Dialogues and New Words

Each lesson has two dialogues, each with a list of New Words. The dialogues are based on Beijing speech. Each dialogue is set in a specific daily situation in order for English speakers to learn to communicate with native Chinese in a real environment for a specific purpose. Each student should master these dialogues and try to create his/her own dialogues for similar situations. The New Words are used in the daily dialogues. Students are supposed to remember them. The words from earlier lessons reappear in later lessons to reinforce the students learning.

English Translation of Dialogues

The English translation makes the lesson easier for students to understand and can aid as a model in using the dialogues for having the students make Chinese sentences.

Pronunciation and Grammar Notes

These explanations of pronunciation and grammar are based on comparison with the English language and are from the perspective of how English speakers see Chinese pronunciation and grammar. The primary emphasis is on what needs to be explained to English speakers, rather than on giving a comprehensive, detailed treatment of the rules of Chinese pronunciation and grammar. For example, the initials j, q, x are not found in English, and so a detailed note on pronunciation of these initials is given. Similarly, the adverb “d u” (all, both) has a different syntactical position in Chinese than in English. So that is emphasized in a note. The pronunciation and grammar notes also include explanations of difficult words as well as synonyms and homonyms. For example, “s òng” (send) is not a difficult word in Chinese, but its usage can be confusing to English speakers. English speakers might mistakenly say “send a letter” (s òng x ì) instead of “mail a letter” (j ì x ì) in Chinese, since these mean the same in English. The Chinese translation is given for the convenience of the teachers and



students.

Sentence Patterns

Sentence patterns are selected for each lesson from among the most commonly used sentence patterns in daily life in China, while still covering the patterns given in traditional textbooks. Students will repeatedly practice those sentence patterns and will be able to use different vocabulary to make new sentences with the same sentence patterns. This kind of practice can foster students' confidence to make sentences in Chinese. A teacher who drills students with these sentence patterns over and over will help students speak faster and better in Chinese. Speaking ability is the foundation of communication, so training students to speak well is an extremely important goal for a foreign language teacher. The drills are very important oral practice that include speaking and listening skills. Students should be able to communicate orally with native speakers. The following techniques are suggested for oral training:

- a. Short language material practice: drill practice.
- b. Long language material practice: listening comprehension, production practice and translation practice.
- c. Role playing.

The Sentence Pattern Drills in each lesson should be emphasized. In every class meeting make the students practice one or two sentences repeatedly. Several types of drills are used:

1. Question-answer:

Q: What would you like? (hint: soft drink) A: I want a soft drink.

Q: What would you like? (hint: beer) A: I want a beer.

2. Substitution:

A says: This is 130 yuan. B changes to: This is 98 yuan.

A says: This is your 5 yuan change. B changes to: This is your 12 yuan change.

3. Transformation:

A: Are you a student? B: Are you a student or not?

A: Are you going to Beijing? B: Are you going to Beijing or not?

4. Extension:

A: I want to buy a newspaper. B: I want to buy today's newspaper.

A: I want rice. B: I want rice and pork.

5. Relay: This practice is for two or more students as a group. Each student says one sentence. The following is an example of four students practicing in a group: each has one sentence; two are questions and two are answers.

A: Where are you going? B: I am going to Shanghai.

C: Where is Shanghai? D: Shanghai is in China.

A: What would you like to buy? B: I want to buy a phone card.

C: How much is the phone card?

D: This phone card is fifty yuan.

Exercise

Learning pinyin is a major task in Part One. It has several exercise sections designed for practicing pinyin. Chinese personal and place names are difficult to pronounce for English speakers. There are sections to practice reading names of people, places, and things in pinyin. Those names are also useful vocabulary that English speakers need in daily life in China.

Most of the exercise sections are long language-material practice. There are four major types of practice:

1. Listening comprehension: Usually make students listen to a recording of a conversation or short paragraph three times. Then have the students answer questions on the content they have just heard. The answer formats include: statement, multiple-choice, and judging between correct and incorrect. This practice is for training students to understand a native Chinese speaker.
2. Production practice: Let students make sentences in Chinese with assigned sentence patterns and vocabulary. They can imitate the example dialogue in the textbook. This practice is for training students to make sentences in Chinese and foster their ability in daily conversation.
3. Translation practice: Let students translate sentences and paragraphs into Chinese and English. Translating from Chinese into English can help to strengthen the students' ability to understand Chinese speakers. Translating from English into Chinese can train the students to make their own sentences in Chinese and communicate their thoughts to Chinese speakers.
4. Role playing: Let students make conversation in a daily life situation. Three categories of this practice are:
 - a. Set up a general situation for conversation. Example: lost in the city and asking how to get back to your school.
 - b. Give students a specific, detailed situation.
 - c. Give students a basic model of conversation but not certain sentence patterns. For example, tell the students to make a comparison but without specifying which syntactic pattern to use.

Cultural Notes

Each lesson has a cultural notes section that introduces cultural background relevant to the content of that lesson. For example, Lesson 7 "Making Phone Calls" has cultural notes including: time difference, public phones in China, types of phone cards used in China and how to use them, discount calling periods, and how to use pagers. Those notes provide



cultural information about China. We believe that learning culture can help students understand the usage of that language.

Learning Radicals

Learning radicals is very important in helping students to memorize Chinese characters. Lesson 2 has a list of 102 of the most useful Chinese radicals, selected from among the total of 189. Those should be enough for beginning students to learn. Each lesson contains a section on radicals. Students are to practice and remember those radicals and then be able to recognize them when they see a new Chinese character.

Chinese character practice sheet

Students must practice the writing of a Chinese character in order to remember it, so there should be a test of writing in each lesson. Testing five Chinese characters each time will be easier for English speakers.

This book employs innovative curricular design aimed at enhancing the Chinese language learning effectiveness of English-speaking students. The book seeks to be both practical and thoroughly effective in its pedagogical techniques.

About the Authors

De-an Wu Swihart and Meng Cong are both graduates of the Chinese Department of Beijing University. They both teach in the U. S. now. De-an Wu Swihart received an M. A. from the University of Chicago and a Ph. D. from Princeton University. She has published four books. She has been teaching Chinese language and literature at universities in the U. S. and Canada for nineteen years. She currently heads the Chinese section of the Department of Foreign Languages and Literatures at the University of Memphis. Her extensive classroom experience, together with seven years of designing, directing, and teaching Chinese courses for American students in China, led Professor Swihart to recognize the need for a truly innovative Chinese textbook for English speakers, including those who are living in China. She wrote all the lessons with lists of new words, drills, cultural notes, character practice, radical sections, key expressions and all three appendixes for this book. Meng Cong, whose graduate study was directed by the famous Chinese linguist L Sh xi ng, earned his postgraduate degree from the Graduate School of the Chinese Academy of Social Science, and he then worked in its Linguistic Institute as a research follow. He came to the U. S. and has taught Chinese language and culture at several universities since 1989. He now teaches at the Foreign Service Institute in Washington, D. C.. Meng Cong wrote the pronunciation and grammar notes for this book. He also designed the “ Key Expressions ” section. The two authors together made the “ Exercises ” section of each lesson. The two authors began to

write this book in 1999 and they have made revisions together based on field teaching in both China and the U. S.

* * *

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De-an Wu Swihart Cong Meng



Preface in Chinese

前 言

主导思想

《外国人实用生活汉语(上下)》是一套专为会说英语的外国人设计的汉语教材。世界上会说英语的人很多,除了以英语为母语的国家的人:英国、美国、加拿大、新西兰、澳大利亚等国以外,欧洲国家和从前的英属殖民地的亚洲和非洲国家中很多人都会说英语。说英语的学生是对外汉语教学的一个广大市场。这类学生与日本、韩国学生不同,日韩学生或多或少都受过汉字教育。而欧美学生的母语书写系统是拼音文字,阅读和书写是同步的:学会字母和拼法,看到一个词就可以根据拼写读出来,同时根据发音就知道这个字的意思了。汉字不是拼音文字,不学汉字就无法阅读。说英语的学生在初学时,汉字对他们来说只是一个个无法读出声音的图形。虽有部分汉字是形声字,但声旁系统不整齐,不一致,只能作为发音的参考,不能代替语音符号。他们只能通过拼音来认出汉字的含义。夸张一点说,汉语对他们来说有如两种语言:一个是听和说的语言,一个是读和写的语言。为了解决这个问题,最好的办法是尽量利用拼音。本书的特点之一是不把汉字课文和拼音课文分开,而是在课文里把拼音放在每个汉字的下边,以便学生在学习过程中随时把汉字与发音联系起来,加速提高阅读的能力。本书的其他部分也是根据同样的原则设计的,后面将对各部分进行详细的介绍。

本书的另一特点是实用性。当今海外的外语教学,包括对外汉语教学,注重培训学生在实际生活中的“交流”能力。而刚到中国生活的外国人更是希望学以致用,希望可以把在课堂上学到的东西马上运用到现实生活中去。书中每课都与他们在华现实生活有直接关系:换钱、上饭馆、买东西、理发、坐车等。尽管上面举出的话题其他教材也会有,但本书根据多年的调查按照来华学生的需要进行了不同一般的安排,把他们最迫切需要用的话题及用语安排在最前面来教。这是新的尝试,是过去的教材从未做过的。也许有人会觉得学生们一开始就学这些内容比较难,实际上并非如此。从学生的学习负担来看,学“你好”和“数数”都是学两个字的短语,信息的获取量基本相同。后者不一定比前者难学。实际情况是,此课本在中国和美国课堂里试用的三个学期中,我们发现课本的实用性增加了学生们学习汉语的兴趣。当他们有了学习动力(motivation),就能学得更快更好。考虑到要方便教材使用者,特别对课文部分提供了英文翻译,对注释和练习部分提供了汉语翻译。教材后面附有部分练习参考答案和生词总表。

教程结构形式

本书每课分十个部分:关键词语、课文、生词表、课文英译、语音语法注释、句型替换练习、练习、文化点滴、偏旁部首练习和汉字练习。

下面分别介绍:

关键词语: 提取一课中的重点词语及表达法放在每课开头, 这些都是生活中常用的词语和句型。这些内容必须全部学会。

课文和生词表: 每课分成两个对话部分并附有生词表。每个对话都是一个特定的情景。目的是培养学生在实际生活中的交流能力, 学会在特定的情景中能与中国人对话, 达到交流的目的。学生们应该能掌握这些对话, 并学会在同样情景中运用这些对话。所选词汇基本上是生活中常用词汇, 学生们应该反复练习并记住。每课生词都会在以后的课文中重复出现, 帮助学生加强记忆。

课文英译: 帮助学生理解课文, 也可用作学生练习从英文译成中文句子的样板材料。放在每篇课文之后。

语音语法注释: 本书是专门为说英语的学生编写的, 所以语音语法注释特别注重跟英语的比较。不是无针对性地讲汉语的语音和语法, 而是站在说英语的人的角度去观察和解释汉语的语音和语法。如果教师能先知道学生的需要和学习中的难点是什么, 再讲汉语的语法规则, 就能避免语法的枯燥, 学生学了觉得有用。比如: j, q, x 这组辅音是英文没有的。就要详加辨析。副词“都”的意思是 all, 有时候是 both, 可是在句子中的位置跟英文中的 all 或 both 不全一样。

语音语法注释不只限于解释语音和语法, 也对难用的实词进行讲解。比如“送”, 中国人不觉得有什么特别的难点, 可是美国学生常用错。会把“寄信”说成“送信”。因为英文的 send 在汉语里有时是“送”的意思, 有时是“寄”的意思。注释中也包含了同义或近义表达法的比较。

语音语法注释的中文翻译紧随其后, 方便教师、学生使用。

句型替换练习: 学习语言有两种方法, 一种是自然模仿, 如孩子跟妈妈学说话, 需要花很长时间。另一种是课堂教学。课堂教学的特点是在限定的时间内让学生获得一定的外语能力。所以要教语言规律及规则。词汇及句型教学都是重要的内容。学会一个句型, 用不同词汇替换, 学生就可以用这个句型自己造出很多新句子。这种练习的目的就是培养学生的造句能力。在美国大学的中文课上句型替换练习是一个经常使用的重要教学法。本书每课选用的句型既考虑到生活中常用的句子, 又尽量选用一般初级汉语课本中常用的句型。让学生们反复练习这些句型可以帮助他们很快学会说话。所以这部分也是基本的口语练习。

怎么做口语练习? 口语是语言的基础。除非有特别的需要或特别的限制, 学习外语要首先学好口语。口语包括听和说两方面。口语练习的目的是训练学生听懂别人说话和用恰当语言来表达自己的能力。一般说来, 有三种课堂练习。

- a. 短语料练习: 重复练习(Drill)
- b. 长语料练习: 听力练习(Comprehension)、模拟练习(Production) 及翻译练习(Translation)
- c. 情景练习(Role Play)



句型替换练习属于短语料练习,即重复性练习:指一次仅练习一个或两个句子。但要反复多次练习。本书笼统称为替换练习。实际上可分下列几种方式:

1. 问答练习:如

问:你要什么?(提示:汽水)

答:我要汽水。

问:你要什么?(提示:啤酒)

答:我要啤酒。

2. 替换练习:如

A 说:这是一百三十块。

B 换成:这是一百块。

A 说:找你五块。

B 换成:找你十七块。

3. 转换练习:如

a. 你是学生吗?

b. 你是不是学生?

a. 你去北京吗?

b. 你去不去北京?

4. 扩展练习:如

a. 我买一份报。

b. 我买一份今天的报。

a. 我要米饭。

b. 我要米饭和肉。

5. 接龙练习:三句及三人以上的练习。每人一句。下面的例子是四句话四个人说。两问两答。

a. 你去哪儿? b. 我去北京。 c. 北京在哪儿? d. 北京在中国。

a. 你要什么? b. 我要电话卡。 c. 电话卡多少钱? d. 电话卡五十块一张。

练习:本书第一册拼音是一个重点。所以每课练习中都有几个有关拼音的练习。说英语的学生一般感到中国人的名字和地名发音很难。所以练习中包括很多人名、地名、单位和东西名称。学生们在学习拼音的同时也可以学到生活中需要用的一些词汇。

练习的部分大部分是长语料练习,大致分三种:

1. 听力练习:先让学生听一段录音材料,可以是对话或短文。重复听三遍。然后让学生回答跟听力材料内容有关的问题。回答的方式包括陈述,多项选择,判断对错等等,目的是训练学生理解的能力。
2. 模拟练习:让学生按照示范的对话运用指定的句型和素材进行新的对话。训练造句及交谈的能力。
3. 翻译练习:口译句子或成段的话。中译英训练理解的能力,英译中训练造句及交谈的能力。

情景练习:让学生根据情景进行对话。可能是更长语料的练习,大致也可分三种:

1. 设定一般情景。如:在市里迷路了,问回去的路。
2. 给学生一定的细节、特别的情景。如:要求他/她坐车或打的回去。
3. 有一定的对话模式,但不严格指定句型。如:要求他们比较两个地方,但不限定用“比”或“一样”句型。

汉字部首练习:这是学汉字的一个很重要的部分。《现代汉语词典》有189个部首,本书选了102个,应该能满足一年级学生的需要。本书每课教四个部首,要求学生们练习、记忆,当

一个新汉字出现时应该能认出学过的部首。外国学生记多了部首,新的汉字出现时就容易记住了。

汉字书写练习:学生们一定要练习汉字书写。只有写才可以帮助他们记忆。建议老师们每课考汉字,一次三到五个字对外国学生比较合适。

文化点滴:每课后的文化点滴都与本课的内容有关。如第七课“打电话”的“文化点滴”就有:中美地区时差;在中国如何使用“公用电话”;有几种类型的电话卡、电话卡背面“拨号指南”的翻译、打长途最便宜的时间及如何使用呼机。这些都是外国人在中国居住时需要的信息,但对中国人来说是普通常识,因而未译成中文。

这本教材主要以欧美学生为对象,采取了一些特别针对他们的实用并有效的教学方法。

作 者

吴德安和孟琮均毕业于北京大学中文系。两人现在都在美国任教。吴德安 1985 年获美国芝加哥大学硕士学位,1990 年获普林斯顿大学文学博士学位,已经出版过四本书,现任教于美国田纳西州孟菲斯大学外语系,19 年来在美国和加拿大多所大学教过汉语。由于具有多年带美国学生到中国学习的经验,她认为在中国生活的说英语的外国人很需要一本实用教材,因此开始设计此书。本书课文词汇、句型替换练习、汉字练习、学习部首、关键词语和“文化点滴”由吴德安编写。孟琮是一位语言学家,在北京大学中文系汉语专业毕业后成为中国社会科学院语言研究所的研究生。研究生毕业后一直在社会科学院语言研究所做研究工作。到美国后曾在多所著名大学教过书。现任教美国外交学院。本书的语音语法注释部分是他撰写的,他还设计了“关键词语”。两人共同编写了每课的练习。吴德安和孟琮从 1999 年开始写这本书,并已经对此书进行过数次的共同修改。

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本书的写作得到美国孟菲斯大学英语系 William O Donnell 教授的很大帮助,他多次对语法注释中的英文进行翻译加工。George Swihart 博士、Anne Swihart 对本书的修改也曾给予很多帮助。深圳市教育局的安凤歧、深圳大学文学院的贾陆依曾帮助做了很多电脑输入工作,在此也深表感谢。

吴德安 孟琮

2004 年 5 月

Lesson Eleven Year, Month, Day and Week

第十一期 年、月、日和星期

Dì shí yī Kè Nián, Yuè Rì hé Xīngqī



Key Expressions 关键词语

今天星期几?

Jīntiān xīngqī jǐ?

What day is today?

洗衣服

xǐ yī fu

to do laundry

九月十一号是我的生日。

Jiǔ yuè shí yī hào shì wǒ de shēng rì.

August 11th is my birthday.

我今年二十二岁。

Wǒ jīnnián èrshí èr suì

I am twenty-one this year.

Dialogue I 对话 I

A: 今天星期几?

Jīntiān xīngqī jǐ?

B: 星期二。

Xīngqī 'èr.

A: 明天星期三。我有中文课。

Míngtiān xīngqī sān. Wǒ yǒu Zhōngwén kè.

B: 你每天都有中文课吗?

Nǐ měitiān dōu yǒu Zhōngwén kè ma?

A: 不,星期三和星期五下午我有中文课,学中文。

Bù, xīngqī sān hé xīngqī wǔ xiàwǔ wǒ yǒu Zhōngwén kè, xué Zhōngwén.

B: 你一天上几节中文课?

Nǐ yītiān shàng jǐ jié Zhōngwén kè?

A: 两节。

Liǎng jié.

B: 一节课是一个钟头,对不对?

Yī jié kè shì yí gè zhōngtóu, duì bù duì?

A: 不。一节课只有五十分钟。

Bù, Yī jié kè zhǐ yǒu wǔshí fēnzhōng.

B: 星期一、星期二和星期四你都没有课吗?

Xīngqī yī, xīngqī 'èr hé xīngqī sì nǐ dōu méi yǒu kè ma?

A: 这三天我有英文课,教英文。

Zhè sān tiān wǒ yǒu Yīngwén kè, jiāo Yīngwén.

B: 周末你做什么?

Zhōumò nǐ zuò shénme?

A: 星期六在家休息,洗衣服。星期日看电视。有时候

Xīngqī liù zài jiā xiūxi, xǐ yīfu. Xīngqī rì kàn diànshì. Yǒushíhòu

qù kàn diànyǐng.

qù kàn diànyǐng.



New Words I 生词 I

今天 jīntiān	Tn	today
星期 xīngqī	Tn	week
星期几 xīngqī jǐ	Qpron	what day of the week
星期二 xīngqī'èr	Tn	Tuesday
明天 míngtiān	Tn	tomorrow
星期三 xīngqī sān	Tn	Wednesday
每 měi	Adj	every, each
每天 měitiān	Tn	everyday
星期五 xīngqī wǔ	Tn	Friday
天 tiān	N	day
节 jié	Meas	section, length, period
钟头 zhōngtóu	Tn	hour
对 duì	Adj	right, correct
只有 zhǐyǒu		only
星期一 xīngqī yī	Tn	Monday
星期四 xīngqī sì	Tn	Thursday