

*Easy* **3** TEXTBOOK  
*Steps to*  
**CHINESE**

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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## INTRODUCTION

- *Easy Steps to Chinese* includes 8 books and has three stages: Stage 1—Books 1 and 2; Stage 2—Books 3, 4, 5 and 6; and Stage 3—Books 7 and 8. 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 (starting from Book 6, the textbook and workbook are combined into one book), 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（第六、七、八册课本与练习册合并成一册），一本教师用书（附单元测试卷及一张CD），1-3册还配有词语卡片、图卡和教学挂图。

## 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独体字，他们就有能力分析遇到的大部分合体字，并能有条理地记忆生字。
- **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、词典**的技能是在学生学会了部分偏旁部首及独体字后才开始培养的。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、词典来完成某项功课。
- **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. Fast learners can spend less than a year completing one book. 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 ♦ 偏旁部首和独体字 ♦ 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): ♦ 偏旁部首和独体字 ♦ 词语构成 ♦ 词汇扩展 ♦ 语法及句型结构 ♦ 查字典、词典 ♦ 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、词典 ♦ 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:

- first let the students read aloud the phonetic exercises in the textbook, then correct inaccurate pronunciation as appropriate.
- advise the students to read through the questions before listening to the recording when doing listening comprehension exercises.
- emphasize the importance of radicals and simple characters. Students should try to memorize all radicals and simple characters previously introduced in order to assist their learning of compound characters.
- 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.
- make flexible use of the activities in the textbook, which are designed to help students master vocabulary, use of grammar and sentence structures.
- create opportunities for the students to practise their dictionary and typing skills.
- 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.
- 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,  is track one.

Yamin Ma  
July 2007, 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:

- 先让学生自己朗读课本里的语音练习。如果学生发音不准, 教师可在适当的时候纠正他们的发音。
- 在做听力练习之前, 先让学生看问题, 然后再听录音。
- 注重偏旁部首和独体字的掌握。教师应该要求学生记住以前学过的偏旁部首和独体字, 这样学生日后学合体字会觉得容易得多。
- 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。
- 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。
- 创造实践机会, 提高学生查字典及打字的技能。
- 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。
- 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,  表示轨迹 1。

马亚敏  
2007 年 7 月于香港

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## Text 1



wǒ men jiā qīn qī bù duō  
我们家亲戚不多。

wǒ bà ba jiā de qīn qī  
我爸爸家的亲戚

dōu zhù zài měi guó  
都住在美国。

wǒ yé ye hé nǚ nai zhù  
我爷爷和奶奶住

zài luò shān jī wǒ dà  
在洛杉矶。我大

bó gēn wǒ yé ye hé nǚ  
伯跟我爷爷和奶

nǚ yì qǐ zhù  
奶一起住。

wǒ yǒu yí ge shū shu hé  
我有一个叔叔和

yí ge gū gu tā men  
一个姑姑。他们

dōu zhù zài niū yuē  
都住在纽约。



méi nián de shèng dàn jié wǒ men dōu zài yé ye nǚ nai jiā guò  
每年的圣诞节，我们都在爷爷、奶奶家过。

## NEW WORDS

- |   |  |  |
|---|--|--|
| 1. 亲(親) <small>qīn</small> parent; relative         | 6. 伯 <small>bó</small> father's elder brother      | 10. 每年 <small>měi nián</small> every year  |
| 2. 戚 <small>qī</small> relative                     | 大伯 <small>dà bó</small> father's elder brother     | 11. 圣(聖) <small>shèng</small> holy         |
| 亲戚 <small>qīn qi</small> relative                   | 7. 叔 <small>shū</small> father's younger brother   | 12. 诞(誕) <small>dàn</small> birth          |
| 3. 爷(爺) <small>yé</small> grandfather (paternal)    | 叔叔 <small>shū shu</small> father's younger brother | 圣诞节 <small>shèng dàn jié</small> Christmas |
| 爷爷 <small>yé ye</small> grandfather (paternal)      | 8. 姑 <small>gū</small> father's sister             | * 13. 过(過) <small>guò</small> spend (time) |
| 4. 奶奶 <small>nǎi nai</small> grandmother (paternal) | 姑姑 <small>gū gu</small> father's sister            |  |
| 5. 洛杉矶 <small>luò shān jī</small> Los Angeles       | 9. 纽约(紐約) <small>niǔ yuē</small> New York          |  |

### 1 Speaking practice.



#### Example

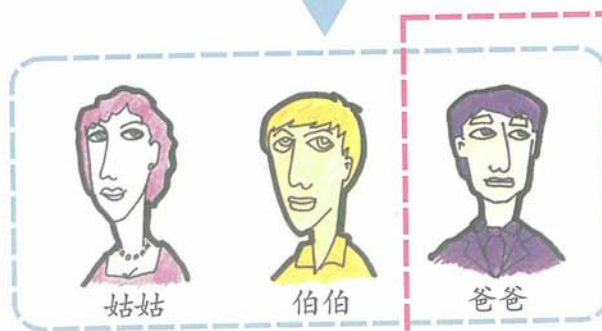
我家有五口人：爷爷、奶奶，爸爸、妈妈和我。我爷爷和奶奶跟我们一起住。我没有兄弟姐妹。我是独生女。



#### It is your turn!

Introduce your family.

### 2 Say the following in Chinese.



#### Extra Words

- |                         |                       |                        |                      |
|-------------------------|-----------------------|------------------------|----------------------|
| <small>wài gōng</small> | <small>wài pó</small> | <small>jiù jiù</small> | <small>yí mā</small> |
| a) 外公                   | b) 外婆                 | c) 舅舅                  | d) 姨妈                |

### 3 Read aloud.

- |        |          |          |
|--------|----------|----------|
| 1 bàba | 2 māma   | 3 jiějie |
| 4 gēge | 5 yéye   | 6 nǎinai |
| 7 bóbo | 8 shūshu | 9 jiùjiu |

#### Practice Focus

Neutral Tone

4 Translate from Chinese to English.

- |                |                     |
|----------------|---------------------|
| 1. 我在北京住过。     | 10. 他明年跟姐姐一起住。      |
| 2. 我吃过这种水果。    | 11. 我想跟叔叔一起去北京。     |
| 3. 我看过这个电影。    | 12. 妹妹喜欢跟她的朋友一起做作业。 |
| 4. 爸爸也学过法语。    |                     |
| 5. 我们家用过这种烤箱。  |                     |
| 6. 妈妈在这家医院工作过。 |                     |
| 7. 他没有喝过这种饮料。  |                     |
| 8. 爸爸跟我一起学汉语。  |                     |
| 9. 我喜欢跟哥哥一起打球。 |                     |

**It is your turn!**

Make a sentence with “过” and “跟……一起……” respectively.

5 Listen and tick the right boxes.

	北京	上海	伦敦	巴黎	纽约	洛杉矶	香港
小明一家			✓				
大伯							
二伯							
爷爷、奶奶							
姑姑							
叔叔							

6 Make a dialogue with your partner.

« Sample questions:

- 1 你家有几口人? 你家有谁?
- 2 你爸爸、妈妈都工作吗? 他们做什么工作?
- 3 你们家亲戚多吗? 你爸爸那边有什么亲戚?
- 4 你爷爷、奶奶还在吗? 他们多大岁数了?
- 5 你爷爷、奶奶现在住在哪儿? 他们还工作吗?
- 6 你每年的圣诞节都在哪儿过?
- 7 你今年的圣诞节想去哪儿玩儿?

7 Speaking practice.

**Example**

我叫钱乐乐。我在上海出生，但是我在加拿大长大。我是加拿大人。我爷爷、奶奶现在住在多伦多。我们一家人现在住在香港。我去过纽约、巴黎和东京……



**It is your turn!**

Introduce yourself.





nǐ wài gōng wài pó zhù zài nǎr  
你外公、外婆住在哪儿？

wǒ wài gōng qián nián qù shì le  
我外公前年去世了。

wǒ wài pó zhù zài shàng hǎi  
我外婆住在上海。

nǐ yǒu ā yí jiù jiù ma  
你有阿姨、舅舅吗？

yǒu yí ge yí mā hé yí ge jiù jiù  
有一个姨妈和一个舅舅。



tā men yǒu hái zǐ ma  
他们有孩子吗？

yí mā yǒu yí ge nǚ ér  
姨妈有一个女儿，  
jiù jiù yǒu yí ge ér zǐ  
舅舅有一个儿子。



nǐ cháng gēn wài pó jiàn miàn ma  
你常跟外婆见面吗？

cháng jiàn miàn wǒ men měi nián chūn jié  
常见面。我们每年春节  
dōu gēn wài pó yì qǐ guò  
都跟外婆一起过。



NEW WORDS

- |                              |                              |  |
|------------------------------|------------------------------|--|
| 1. 外公 grandfather (maternal) | 5. 阿 prefix                  | 8. 孩 child                               |
| 2. 婆 old woman               | 6. 姨 mother's sister         | 孩子 child                                 |
| 外婆 grandmother (maternal)    | 阿姨 mother's sister           | 9. 女儿 daughter                           |
| 3. 前年 the year before last   | 姨妈 (married) mother's sister | 10. 儿子 son                               |
| 4. 世 lifetime                | 7. 舅 mother's brother        | 11. 见面 meet; see                         |
| 去世 pass away                 | 舅舅 mother's brother          | 12. 春节 Spring Festival; Chinese New Year |

8 Fill in the blanks according to the patterns. Give the meanings.

前天	今天 today	后天
	今年	
上个星期	这个星期	
	这个月	

It is your turn!

Choose two words from above and make a sentence with each of them.

9 Memorize the following radicals within 3 minutes.

1 亻	2 人	3 讠	4 禾	5 女	6 疒
7 彳	8 广	9 土	10 囟	11 冂	12 厂

10 Ask your partner the following questions.

1. 你们家亲戚多吗?
2. 你爷爷、奶奶还在吗? 他们住在哪儿?
3. 你外公、外婆还在吗? 他们住在哪儿?
4. 你有伯伯 / 姑姑 / 叔叔吗? 他们有孩子吗? 有几个?
5. 你有舅舅 / 阿姨吗? 他们有孩子吗? 有几个?
6. 你经常跟亲戚见面吗? 你们一般什么时候见面?

Report to the class:

他们家亲戚不太多。他爷爷和奶奶现在住在纽约。他外公前年去世了，他外婆现在跟他们一起住。他有一个大伯和一个叔叔。他大伯结婚了，有一个儿子和一个女儿。他叔叔还没有结婚.....

Extra Words

- jié hūn  
a) 结婚  
lí hūn  
b) 离婚

11 Read aloud.

爸爸的爸爸是爷爷，

爸爸的妈妈是奶奶。

爸爸的哥哥是伯父，

爸爸的弟弟是叔叔，

爸爸的姐妹是姑姑。

妈妈的爸爸是外公，

妈妈的妈妈是外婆。

妈妈的兄弟是舅舅，

妈妈的姐妹是阿姨。

12 Listen and tick the right answers.

1 a) 前年 b) 去年 c) 今年

2 a) 两个儿子、两个女儿 b) 一个儿子、两个女儿 c) 三个儿子

3 a) 外公、外婆 b) 爷爷、奶奶 c) 舅舅、姨妈

4 a) 中国 b) 英国 c) 美国

5 a) 舅妈 b) 姑妈 c) 姨妈

6 a) 叔叔 b) 舅舅 c) 伯伯

13 Activity.

Example

爷爷 姨妈 外公 叔叔  
阿姨 奶奶 亲戚 孩子  
儿子 舅舅 姑姑 外婆  
女儿 姐姐 哥哥 伯伯

INSTRUCTIONS

- 1 The whole class may join the activity.
- 2 Each student is given a piece of paper with 16 squares. The teacher writes on the board 16 words/phrases, and the students are asked to copy them onto their paper in whatever order they like.
- 3 The students are asked to tick off the word/phrase the teacher says. Anyone who ticks off four words/phrases in a line in any directions shouts "Bingo".

14 Speaking practice.



Example

我家有爷爷、奶奶、一个叔叔.....

It is your turn!

Draw your family tree and introduce your family members to the class.