

*Easy* **4** TEXTBOOK  
*Steps to*  
**CHINESE**

轻松学中文

**SIMPLIFIED  
CHARACTERS  
VERSION**

Yamin Ma  
Xinying Li

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Yamin Ma, Xinying Li

Editor Qiang Miao, Yali Wang, Qijia Tang  
Art design Arthur Y. Wang  
Cover design Arthur Y. Wang, Zhangding Wang  
Graphic design Jing Zhang

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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): ♦ 偏旁部首和简单汉字 ♦ 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:

- advise the students to read through the questions before listening to the recording when doing listening comprehension exercises.
- emphasize the importance of simple characters. Students should try to memorize all 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,  01 is track one.

Yamin Ma  
December 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:

- 在做听力练习之前, 先让学生看问题, 然后再听录音。
- 注重独体字的掌握。教师应该要求学生记住以前学过的独体字, 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,  01 表示轨迹 1。

马亚敏  
2007 年 12 月于香港

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# Unit 1

## Lesson 1 Appearance 长相

### Get Ready Text 1

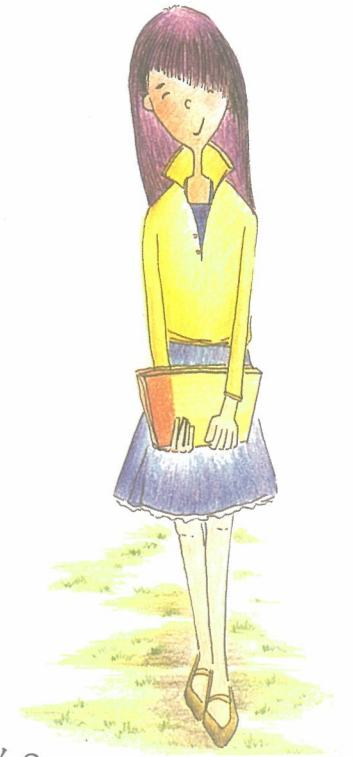
**A** Look at the picture on the right and try to answer the questions.

1. 她大概有多大? 上几年级?
2. 她是哪国人?
3. 她长什么样儿?
4. 她长得好看吗?

**B** Listen to the recording and answer the questions.



1. 小琴是混血儿吗?
2. 她长得胖还是瘦?
3. 她的皮肤白吗?
4. 她喜欢做什么?
5. 她现在在哪儿上学?
6. 柳青和小琴什么时候见面?



### NEW WORDS

- |   |   |  |
|---|---|--|
| 1. 混 <small>hùn</small> mix                         | 6. 肤(膚) <small>fū</small> skin                          | 聊天儿 <small>liáo tiānr</small> chat   |
| 混血儿 <small>hùn xuè ér</small> person of mixed blood | 皮肤 <small>pí fū</small> skin                            | *11. 只 <small>zhǐ</small> only   |
| 2. 俩(倆) <small>liǎ</small> two                      | 7. 笑 <small>xiào</small> smile; laugh                   | 只有 <small>zhǐ yǒu</small> only   |
| 3. 认(認) <small>rèn</small> recognize                | 8. 逛 <small>guàng</small> stroll; roam                  | 12. 才 <small>cái</small> indicating that something happens on certain conditions |
| 4. 识(識) <small>shí</small> know                     | 9. 街 <small>jiē</small> street                          | *13. 发(發) <small>fā</small> send (out)   |
| 认识 <small>rèn shi</small> know                      | 逛街 <small>guàng jiē</small> take a stroll in the street | 14. 电邮=电子邮件 <small>diàn yóu diàn zǐ yóu jiàn</small> e-mail                      |
| 5. 跟...一样 <small>gēn yí yàng</small> the same as    | 10. 聊 <small>liáo</small> chat                          | 15. 通 <small>tōng</small> connect; communicate                                   |

Text 1



wǒ jiào liǔ qīng wǒ lái jiè shào yí xià  
 我叫柳青。我来介绍一下  
 wǒ de hǎo péng you xiǎo qín tā shì hùn xuè  
 我的好朋友——小琴。她是混血  
 ér tā yí bàn shì měi guó rén yí bàn shì zhōng  
 儿，她一半是美国人，一半是中  
 guó rén wǒ men liǎ shàng xiǎo xué shí jiù rèn shi  
 国人。我们俩上小学时就认识  
 le yīn wèi cóng xiǎo xué yī nián jí qǐ wǒ men jiù  
 了，因为从小学一年级起我们就  
 zuò zài yì qǐ  
 坐在一起。

tā gēn wǒ yí yàng gāo shòu shòu de pí  
 她跟我一样高，瘦瘦的，皮  
 fū bái bái de hěn ài xiào wǒ men xǐ huan yì  
 肤白白的，很爱笑。我们喜欢一  
 qǐ guàng jiē kàn diàn yǐng liáo tiān tā xiàn  
 起逛街、看电影、聊天儿。她现  
 zài zài yīng guó dú shū wǒ men zhǐ yǒu zài jià qī  
 在在英国读书。我们只有在假期  
 li cái néng jiàn miàn píng shí wǒ men fā diàn yóu  
 里才能见面。平时我们发电邮，  
 yǒu shí yě tōng diàn huà  
 有时也通电话。

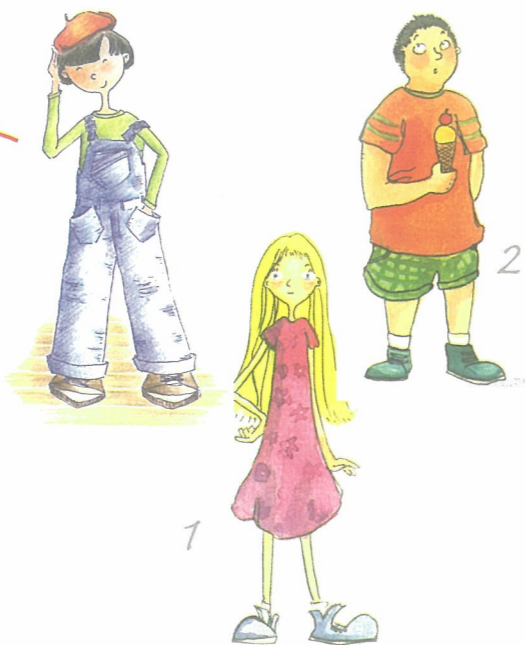
TASK

Introduce one of your childhood friends.

1 Speaking practice.

Example

他个子高高的，小眼睛、小鼻子、小嘴巴。他的头发是黑色的，短短的。他

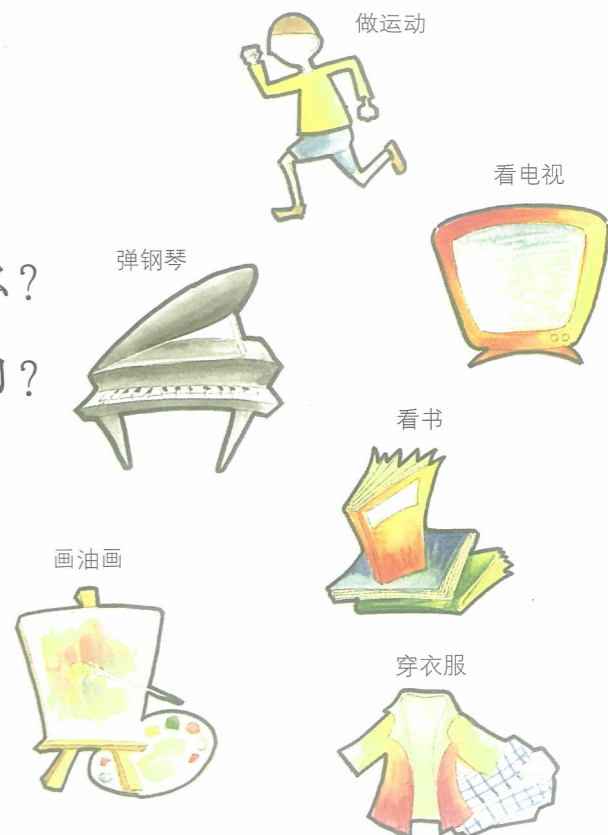


Words for Reference

- a) 挺不错 h) 卷发
- b) 漂亮 i) 高
- c) 好看 j) 矮
- d) 难看 k) 胖
- e) 一般 l) 瘦
- f) 个子 m) 圆
- g) 直发 n) 长

2 Ask your classmates the following questions.

- 你从小就喜欢做什么运动?
- 你从小就喜欢画什么画儿?
- 你从小就喜欢吃什么? 喝什么?
- 你从小就喜欢看什么电视节目?
- 你从小就喜欢穿什么衣服?
- 你从小就喜欢看什么书?
- 你从小就认识哪些朋友?  
他/她们是谁? 请介绍一下。



3 Complete the sentences.

- 他们只有在春节才穿上新衣服。
- 爸爸只有在周末\_\_\_\_\_
- 妈妈只有在下班以后\_\_\_\_\_
- 我们只有在课间休息的时候\_\_\_\_\_
- 我们只有在假期里\_\_\_\_\_
- 我只有等到明年\_\_\_\_\_

NOTE

“只有……才” means “only”, e.g.

我们只有在暑假才见面。

TASK

Make two sentences with “只有……才”.

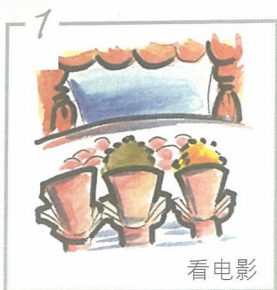
4 Say a few sentences about each picture.



逛街

Example

我很喜欢跟妈妈一起逛街。我们一般周末去逛街。我看到好东西就想买。妈妈常常说我很会花钱。



看电影



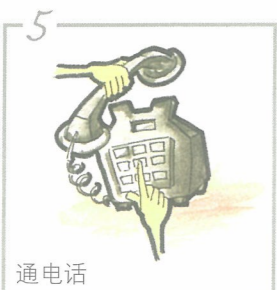
聊天儿



发电邮



钓鱼



通电话



去饭店吃饭



过春节



打篮球

5 Complete the sentences.

1. 她的毛衣跟我的一样好看。

2. 这件衬衫跟那件一样贵。

3. 爸爸的领带\_\_\_\_\_

4. 我的自行车\_\_\_\_\_

5. 姐姐的个子\_\_\_\_\_

6. 老师的手提包\_\_\_\_\_

NOTE

“跟……一样” means “the same as...”, e.g.

- a) 我跟哥哥一样高。
- b) 我的书包跟他的一样。

TASK

Make two sentences with “跟……一样”.

6 Listen and choose the correct answers.

1 马天英介绍了一个好朋友。 a) 四 b) 五 c) 六

2 高文是独生子。 a) 独生子 b) 混血儿 c) 独生女

3 小白长得又矮又胖。 a) 一般 b) 又矮又胖 c) 又高又瘦

4 黄雷从小就喜欢打排球。 a) 打排球 b) 看电影 c) 玩儿电脑

5 王明滑冰滑得特别好。 a) 滑冰滑得 b) 打球打得 c) 踢球踢得

6 天云也会游泳。 a) 会游泳 b) 喜欢逛街 c) 喜欢打电话

7 方冰一年回两次北京。 a) 两次 b) 一次 c) 三次

TASK

Read the script (p155) and then ask one question about each person.

7 Make a dialogue with your partner.

« Sample questions:

1. 你最要好的朋友叫什么名字? 他/她多大了? 是哪国人?
2. 他/她上几年级? 在哪所学校读书?
3. 他/她长什么样儿?
4. 你们是怎么认识的?
5. 你们现在经常一起逛街、看电影吗?
6. 你们每天都发电邮吗?
7. 你们一般什么时候通电话?
8. 你们经常见面吗? 一般什么时候见面?

Report to the class: 他最要好的朋友……



A Ask your classmates the following questions.

- 你有什么爱好?
- 你喜欢做什么运动?
- 你每天都做运动吗?  
做什么运动? 什么时候做? 做多长时间?
- 你夏天喜欢做什么运动? 去哪儿做?
- 在你们国家, 人们一般喜欢做什么运动?



在沙滩上打排球



打雪仗



滑水



堆雪人

B List the activities which people do as their hobbies.

打篮球、弹钢琴

.....

C Listen to the recording and answer the questions.



- 周远是学生吗?
- 他冬天喜欢做什么?
- 他夏天喜欢做什么?
- 他觉得有朋友重要吗?
- 什么时候他需要朋友的帮助?

NEW WORDS

duī 1. 堆 pile (up)	tān 4. 滩(灘) beach	zhòng yào 重要 important
zhàng 2. 仗 fight; battle	shā tān 7. 沙滩 sand beach	kāi xīn 7. 开心 be delighted
dǎ xuě zhàng 打雪仗 have a snowball fight	huá shuǐ 5. 滑水 water skiing	kùn 8. 困 be stranded
shā 3. 沙 sand	zhòng 6. 重 heavy	kùn nán 困难 difficulty

Text 2

nǐ zuì hǎo de péng you shì shuí  
你最好的朋友是谁?

tā jiào zhōu yuǎn wǒ men cóng xiǎo jiù shì hǎo péng you  
他叫周远。我们从小就是好朋友。



tā zài nǎ ge xué xiào shàng xué?  
他在哪个学校上学?

wǒ men zài tóng yí ge xué xiào shàng xué.  
我们在同一个学校上学。

nǐ men zài yì qǐ shí zuò xiē shén me?  
你们在一起时做些什么?

dōng tiān wǒ men duī xuě rén dǎ xuě zhàng xià tiān wǒ men qù shā tān dǎ qiú huá shuǐ  
冬天我们堆雪人、打雪仗。夏天我们去沙滩打球、滑水。

nǐ jué de péng you zhòng yào ma?  
你觉得朋友重要吗?

hěn zhòng yào yīn wèi nǐ bù kāi xīn de shí hou kě yǐ gēn péng you liáo yí liáo yǒu kùn nán shí péng you yě kě yǐ bāng nǐ  
很重要, 因为你不开心的时候可以跟朋友聊一聊, 有困难时朋友也可以帮你。

TASK

- Prepare a profile for 周远.
- Make a dialogue with your partner based on the profile you have prepared for 周远.

8 Make a dialogue with your partner.

在沙滩上打排球



Example

我特别喜欢在沙滩上打排球。我有时候也在沙滩上踢足球。



Words for Reference

- 觉得
- 会
- 有趣
- 没有意思
- 特别喜欢

9 Complete the sentences.

- 1. 我们俩喜欢看同一个电视节目。
- 2. 我们俩喜欢学同一种                    。
- 3. 我们俩喜欢吃同一种                    。
- 4. 我们俩喜欢穿同一种颜色的                    。
- 5. 我们俩喜欢去同一个                    。
- 6. 我们俩住在同一幢                    。

**NOTE**

“同” means “the same”, e.g.  
我们在同一个学校上学。

**TASK**

Make two sentences with “同”.

10 Make short dialogues with your partner.



Example

A: 他做作业时喜欢做什么?  
B: 他喜欢看电视。

**NOTE**

“时” means (a point in) time, e.g.  
我们在一起时喜欢看电视。

做作业 / 看电视



吃早饭 / 看电视



坐车 / 看杂志



做运动 / 听音乐



弹琴 / 唱歌



看报纸 / 听音乐



做饭 / 看电视



打电话 / 发电邮

11 Listen and answer the questions.

- 1. 小云做功课的时候还喜欢做什么?
- 2. 小天喜欢一边看电视一边做什么?
- 3. 田力的爸爸开车时不做什么?
- 4. 小雷晚上睡觉时常听见什么?
- 5. 高文在外婆家时常做什么?
- 6. 小美在哪所学校上学?

**TASK**

Read the script (p155) and then make a similar listening comprehension exercise for your partner.

12 Make a dialogue with your partner.

Sample questions:

- 1. 你觉得朋友重要吗? 为什么?
- 2. 你觉得哪个朋友对你最好?
- 3. 你觉得学生应该穿校服吗?
- 4. 你觉得男生应该戴耳环吗?
- 5. 你觉得学生应该带手机上学吗?
- .....

Report to the class:  
他觉得有朋友.....

