

Chinese Made Easy(4th Edition) (Textbook 1) (Simplified Character Version)

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简介

• 《轻松学汉语》系列（第四版）是一套专门为中文作为第二语言 / 外语学习者编写的国际中文教材，主要适用于五、六年级的小学生，中学生及一、二年级的大学生。

• 本套教材旨在为学生奠定扎实的中文基础，帮助他们在现实生活中流利、准确、得体地使用语言，并有逻辑、有条理地表达观点和思想。为了实现这个目标，教材注重语言、主题与文化的有机结合，系统融入语音、汉字、词语、语法等语言知识的学习，并通过听、说、读、写各项技能的综合训练，培养和提升学生的言语交际能力。

• 为了配合教学，本套教材除了课本和练习册以外，还包括教辅材料，如词卡、课件、教师用书、语言能力专项训练材料、考试测试题、线上教学资源等。

本套教材共七册，分三个教学阶段：

• 第一阶段为第一、二、三册（分设课本和练习册），重点是通过对话音、汉字、词语和语法的学习，帮助学生夯实中文基础，激发和培养学生的学习兴趣，实现用中文进行简单交流的目标。

• 第二阶段为第四、五册，重点是扩充词汇量，学习更多的语法知识，使学生能在真实情景下进行有效的交流。

• 第三阶段为第六、七册，重点是让学生接触到真实的语料，使学生有信心用流利、精准、恰当的中文以口头和书面形式进行有逻辑、有条理的交流。

INTRODUCTION

• The 4th edition of *Chinese Made Easy* is specifically designed for students learning Chinese as a second or foreign language. This series is suitable for fifth- and sixth-grade primary school students, secondary school students, as well as first- and second-year university students.

• This series helps students build a solid foundation of Chinese in terms of phonetics, characters, words, and grammar through the natural, systematic, and progressive integration of language, themes, and culture. It places particular emphasis on the balanced development of listening, speaking, reading, and writing skills. Ultimately, it aims to enable students to communicate effectively in real-life situations and express their views fluently, accurately, appropriately, logically, and coherently.

• In addition to the Textbook and Workbook, the series comprises a range of supplementary teaching resources, including word cards, PowerPoint slides, Teacher's Book, skill-specific exercises, unit tests and digital resources.

The series consists of seven books in three stages:

• Stage1 (Books 1, 2 and 3): the focus of this stage is to establish a solid foundation through the study of phonetics, characters, words and grammar. Its primary aim is to cultivate students' interest in learning Chinese and develop skills in using simple Chinese for communication purposes. At this stage, the Textbook and Workbook are published as separate components.

• Stage 2 (Books 4 and 5): the focus of this stage is to learn more vocabulary and grammar so that students are able to use the language functionally when communicating with people in real-life situations.

• Stage 3 (Books 6 and 7): the focus of this stage is to provide students with authentic materials and help them develop communication skills. It is believed that when the time comes, the students will be confident in expressing their viewpoints fluently, precisely, appropriately, logically and coherently in both oral and written forms.

课程设计

- 本套教材的课程设计借鉴脑科学的研究成果、认知心理学以及第二语言 / 外语教学理论，参考“字本位”教学理念，遵循“螺旋式课程”设计原则，充分运用汉语构词规律，科学、合理地编排课程，引导学生系统地学习并习得汉语。
- 课程设置循序渐进，深入浅出地安排语言教学材料以及相关的中国历史和文化知识。
- 主题精心设置并整体规划，选用原汁原味的素材，让学生在潜移默化中形成中文语感，加深对当代中国社会的了解，培养具有多元文化意识的世界公民。
- 每一册的难度控制得当，各册之间自然衔接、平稳过渡，使学生的中文水平稳步提高，帮助他们成为自主学习者，为将来继续学习中文打下坚实的基础。
- 教学有法，教无定法，贵在得法。因此，本套教材的教学体系的设计是开放式的，教师可以采用多种教学方法，包括交际语言教学法、任务型教学法以及一直沿用并证明有效的传统教学法。

课程设计力求取得以下五个平衡：

- 语言学习与中国文化浸润的平衡
课程以语言学习为主轴，在培养学生用中文进行有效交流的同时，也让他们耳濡目染，了解中国文化。
- 语言知识学习与交际能力培养的平衡
课程均以增加语言知识、提高交际能力为目的，把语言知识的学习放到真实语言交流的场景和框架中。
- 真实的语料与调整的语料之间的平衡
初级阶段的语料经过严谨筛选并作适度改编，而在中高级阶段则适时引入难度适宜、贴近真

COURSE DESIGN

- The design of this series incorporates theories and research findings from brain science, cognitive psychology, and second/foreign language pedagogies. The course, which draws on the character-based teaching philosophy, adopts the “spiral curriculum” principles, and leverages the rules of Chinese word-formation, is designed logically and scientifically so that students are able to learn and acquire Chinese systematically.
- The course progresses gradually and smoothly with an appropriate degree of challenge in terms of language input and knowledge about Chinese history and culture.
- Relevant and authentic materials covering a wide range of themes are thoughtfully planned across the series. This consideration will help students develop a feel for the Chinese language while deepening their understanding of contemporary China and traditional Chinese culture, and foster their multicultural awareness as global citizens.
- In order to help students become independent learners and establish a solid foundation for their further studies of Chinese in the future, the course is carefully designed at each stage so that students are able to move from one level to the next with ease and confidence.
- It is believed that no matter which pedagogy is adopted, what matters most is that the right pedagogy is adopted at the right time, and for the right purpose. Hence, the course is user-friendly, which allows teachers to use a combination of various effective teaching approaches, including the Communicative Language Teaching, Task-Based Language Teaching as well as traditional teaching methods that are time-honoured and proven to be effective.

The course design strives to achieve a balance across five key areas:

- A balance between language learning and cultural immersion
Language learning is the primary focus. The course is designed to help students develop their effective communication skills in Chinese while enabling them to gain a good understanding and first-hand experience of Chinese culture naturally.
- A balance between learning linguistic knowledge and developing communication skills
The course is designed to ensure that knowledge-based language learning is placed within real-life contexts, resulting in the development of both linguistic knowledge and communication competence.
- A balance between authentic and modified text materials
At the beginning level, all the teaching materials are carefully selected and appropriately modified to align with the students’

实生活语境的语料，循序渐进地培养学生运用中文的能力。

- 课程的可控性与广度的平衡
课程以课本作为“主干”教材，同时补充并配置内容丰富、形式多样的各种素材，以满足学生的差异化学习需求。
- 机械性操练与高阶思维能力训练的平衡
机械性操练对于掌握基础语言知识十分必要，而有交流目的的活动及任务能培养学生的辨别分析能力、逻辑思维和批判性思维。

课程内容

- 课本编排了听、说、读、写所需的语言知识，而练习册则配合课本，通过多样化的练习、丰富的阅读材料，以及对中国历史文化的介绍来复现、复练，巩固课本中的内容。课本中的课文和练习册中的阅读文章都可以用作写作的范文。
- 生字和词语、语法、主题根据难易程度均衡分布，自然、流畅地呈现，并通过设计多样且有趣的真实情景来培养和提高学生的交际能力。
- 对标 IGCSE、AS/A-Level、AP、IB、HSK 等国际主流课程与考试，在词汇、语法、主题、文体及语言技能上全面匹配其要求，助力学生应对公开考试，并取得佳绩。

内容设计在以下几个方面精心布局：

- 拼音在初级阶段伴随汉字同步呈现，随着学生中文水平的提高，拼音逐渐减少。语音学习和练习系统、科学。
- 汉字教学注重基本笔画和复合笔画、笔顺、偏旁部首及字形结构。

Chinese proficiency, while authentic materials of appropriate challenge are introduced at intermediate and advanced levels. It is believed that in this way a gradual development of competence in using Chinese can be achieved.

- A balance between a broad and controlled course
With the Textbook serving as the core, a broad range of other teaching materials in various forms are offered, which are enriching and stimulating enough to meet the different learning needs of students.
- A balance between mechanical practice and training for higher-order thinking skills
Mechanical practice and rehearsal are necessary and essential strategies in the learning of language knowledge, whereas tasks with genuine communication purposes demanding higher-order thinking are effective in helping students develop analytical skills, logical reasoning, and critical thinking.

CONTENT OF THE COURSE

- The Textbook plays an important role in helping students gain knowledge of Chinese needed to develop listening, speaking, reading and writing skills. The Workbook takes a supporting role, providing various exercises, reading passages on different themes and relevant cultural knowledge about China and Chinese history. Together, they serve as meaningful practice that enables students to reproduce and consolidate what they have learned. Furthermore, the texts in the Textbook and reading passages in the Workbook function as exemplary models for writing.
- Characters and words, grammar and themes are carefully selected and evenly spread out across the series with progressive difficulty. Students practise what they have learned through various stimulating tasks in real-life situations, in order to gain and develop communication skills.
- With reference to the syllabi of major international courses and exams, such as IGCSE, AS/A-Level, AP, IB and HSK, the series aligns with their requirements in terms of vocabulary, grammar, themes, text types and language skills, helping students prepare for various public exams and achieve excellent results.

Some unique features of this series:

- Pinyin appears on top of characters at the beginner stage and is gradually reduced as students’ Chinese proficiency improves. The teaching and practice of pronunciation are systematic and scientific.
- Chinese character instruction emphasizes the teaching of basic strokes and compound strokes, stroke order, radicals and character structures.

- 生字的释义每次只出现本课呈现的义项，新词语中尽量只出现一个生字，以减轻学生记忆负担并帮助学生更好地理解生词。每课的生字、生词原则上按其出现在课文中的先后顺序排列，但成组或相关的词语会排列在一起，方便学生集中掌握。
- 词汇扩展是通过对汉字在不同词语中的意思的深刻理解而实现的。学过的生字和词语会在之后不同的情景、练习中多次复现、复练，以巩固学习效果。
- 四字词语自第三册起引入，每册学习限量的词语，后册会复现前册所学的，以求复习、巩固，希望学生能在口头和书面表达中正确运用。
- 语法讲解以公式的形式出现，简明直观，配套练习让学生通过模拟真实情景来理解和掌握。
- 主题根据学生的年龄段、兴趣爱好及语言水平进行遴选，兼具广泛性、趣味性并贴近学生生活。
- 文体在课文和阅读文章的编写上，以及学生的命题写作中都有明确的要求。本套教材所涵盖的文体有电子邮件、书信、日记、通知、访谈、辩论稿、小册子等。
- 听力练习均匀分布在每一课中，内容紧密围绕本课核心词语与课文话题，并适量加入扩展词汇。
- 口语能力的培养采用多样、有趣的练习形式，帮助学生在真实的情景中培养、提高交际能力。
- 阅读材料题材丰富、原汁原味、难度适当，内容涵盖日常生活、人文艺术、历史地理、科技创新、环境保护等主题和话题。
- 写作能力的培养贯穿整套教材。运用不同的文体及精准、得体的语言，进行逻辑清晰、条理分明的表达，是写作训练的目标。

- In order for the students to better understand and more easily memorize the new words, an attempt has been made to ensure that only one character in each word is new, and only one meaning of this new character is given. For each lesson, new characters and words are listed in principle according to the order that they appear in the text; however, some words containing the same character are listed together for ease of learning.
- Vocabulary expansion is made possible through a good understanding of the meaning of each character in different words. Characters and words that appear in earlier stages are repeatedly presented in various contexts and exercises to consolidate and reinforce the learning.
- The learning of four-character idioms starts from Book 3, with a controlled number of such idioms introduced in each book. Those idioms learned in previous books will be repeated in later ones to reinforce the learning and thus ensure retention, in the hope that students can use them correctly in both oral and written forms.
- Grammatical rules are presented in concise explanations and simple formulas, followed by practice exercises in contexts, helping students understand and master the rules.
- Themes, which are carefully selected based on students' age, interests, and Chinese proficiency, are varied, engaging and closely relevant to their daily lives.
- Texts and reading passages are presented in different text types. There are clear requirements for specific text types such as e-mails, letters, diaries, notices, interviews, debate scripts and brochures when assigning students to write essays.
- Listening exercises are evenly spread out in each lesson. The content is aligned with the lesson's core vocabulary and topic while adding some new words that appropriately challenge the students.
- Speaking exercises take various and engaging forms that are relevant to students' lives so that the students are able to develop communication skills in real-life situations.
- Reading materials feature a wide range of authentic and appropriately-graded texts, covering themes and topics such as daily life, humanities and arts, history and geography, technology and innovation, as well as environmental protection.
- Writing training starts at the outset and remains a focal point throughout the series. The students are expected to use different text types and apply what they have learned in the course to write precisely, appropriately, logically and coherently.

如何使用本系列教材

- 汉字、词语：教授新字时，教师要重点让学生了解汉字的构造及意思，帮助学生在理解并掌握字义的基础上进而猜测新词的意思，以扩大词汇量。
- 课文内容：教师要帮助学生掌握每一课的生词及课文内容，在此基础上，尽可能为学生创造活用所学语言和技能的机会。
- 交际能力：每一篇课文都是口头和书面表达的范文，教师要注重讲解并强调写作的文体要求。不同类型的口语和写作练习可以根据学生水平做适当的调整。
- 练习选用：教师可以根据教学需要搭配使用课本、练习册中的练习。所有练习都可以根据学生的能力和水平做调整或扩展。
- 配套资源：本套教材配有多种教学资源，教师手册中的教学建议，课本与练习册中的习题答案、单元测验题等，仅供教师参考、选用。
- 教学进度：由于本套教材的教学内容是连贯的，教师可以在任何阶段根据学生的学习能力和中文水平来决定教学进度。

马亚敏
2026 年 9 月于中国香港

HOW TO USE THIS SERIES

- Stress the importance of character structure and its meaning when teaching new characters. Knowing the meaning of the character in words will help students guess the meanings of new words and learn the words that they encounter later. This is an effective way of expanding the students' vocabulary.
- Ensure students' grasp of the core vocabulary and text content of each lesson. Building on this, the teacher should create opportunities for the students to functionally use what they have learned.
- Draw students' attention to the texts in each lesson, as the texts are samples for oral and written work. The teacher should explain explicitly the formats and requirements of different text types. The oral and written exercises can be modified to suit students' levels.
- Select exercises in the Textbook and Workbook to match with your teaching plan. All the exercises provided can be modified or expanded according to students' abilities and levels of Chinese.
- Make good use of the supplementary resources provided. The teaching suggestions in the Teacher's Book, the answers to the exercises in the Textbook and Workbook, the unit tests etc. are available references for the teacher to use.
- Pace the course according to students' abilities, their proficiency levels and your teaching plan. As the series is continuous and ongoing, each book can be taught within any time span.

Yamin Ma
September 2026, Hong Kong, China

Unit / Lesson 单元 / 课	Topic 话题	Pinyin 拼音	Strokes 笔画	Radicals 偏旁	Single-Component Characters 独体字	Language Points 语言点	Page 页码	
第一单元 Unit 1								
1 十个十是一百 Ten Times Ten Is One Hundred	数字 Numbers	a o e i u ü - ˊ ˋ ˋ ˋ b p m f d t n l	一 丨 丿 ㇏ ㇏ ㇏ ㇏ ㇏ ㇏ ㇏ ㇏ ㇏ ㇏ ㇏ ㇏	人 日(日) 亻 女 月(月) 又(又) 自	人 口 小 大	十个十是一百。 • Usage of “个” • Subject + 是 + Object	14	
						我的好朋友 • Pronoun/Noun + 的 + Noun		我有两个好朋友。 • Usage of “两” and “二” • Subject + 有 + Object
2 今天八号 Today Is the 8 th	日期 Dates	g k h j q x	㇏ ㇏ ㇏ ㇏ ㇏	口 ㇏ ㇏ ㇏	日 月 土 王	八号 = 八日 • Usage of “号” and “日” 今天八号。今天几号? • “是” is omitted. • Subject + Time Word • Usage of “几” 十月一号 • The order of a date: Month + Date 祝你生日快乐! • 祝 + Someone + ... (happy, successful, etc.)	星期天 = 星期日 • Usage of “星期天” and “星期日”	24
						我二〇一三年出生。 • Subject + Time Word + Verb		
3 现在七点零五分 It's Five Past Seven	时间 Time	zh ch sh r z c s	㇏ ㇏ ㇏ ㇏ ㇏	㇏ ㇏ ㇏ ㇏ ㇏(㇏)	寸 工 子 火	几点了? • Usage of “了” (1) 王小月 • Chinese name: Surname + Given Name	七点零五分。 • Usage of “零” 我们早上八点四十分见。 • The order of time	34
						第二单元 Unit 2		
4 我十岁 I'm Ten Years Old	问候 Greetings	ai ei ia ie üe		夕 宀 山 彡 巾 心 卩 city	上 中 下 刀	我十岁。 • “是” is not used. • Subject + Age	你多大了? • Usage of “多” • Usage of “几岁” and “多大” 你上八年级吗? • Usage of “吗”	44
						我们都上七年级。 • Usage of “都” • Subject + 都 + Verb	我上八年级。你呢? • Usage of “呢” 我也上八年级。 • Usage of “也” • Subject + 也 + Verb	
5 我家有六口人 There Are Six People in My Family	家人 Family Members	ao ou ua uo		亻 辶 父 禾	手 马 山 门	你有没有姐姐? • Subject + 有没有 + Noun? 我有一个姐姐，还有一个妹妹。 • Usage of “还” • Subject + 还 + Verb + Object	我家有三口人：爸爸、妈妈和我。 • Usage of “、” and “和”	54
						这/那个人是谁? • 这/那 + Measure Word + Noun	这是我哥哥。 • “的” is not needed.	

Unit / Lesson 单元 / 课	Topic 话题	Pinyin 拼音	Strokes 笔画	Radicals 偏旁	Single-Component Characters 独体字	Language Points 语言点		Page 页码
6 妹妹的眼睛大大的 My Little Sister Has Big Eyes	长相 Appearance	uai ui iao iu		木目彳夫 𠂇 𠂇 口	儿 女 巾 士	他的眼睛大大的。 • “是” is not needed. • Usage of repeated adjectives • Subject + Adjective (repeated) + 的	你妹妹很可爱，是吗？ • Usage of “是吗”	64
						妹妹的眼睛很大。 • Usage of “很” • Subject + 很 + Adjective		
						我大弟弟长得高高的、瘦瘦的。 • Subject + Verb + 得 + Complement of Degree	他头大大的，脸圆圆的。 • Subject 1 + [Subject 2 + Adjective (repeated) + 的]	
第三单元 Unit 3								
7 我是中国人 I'm Chinese	国籍 Nationality	an ian uan üan		冫彳母走 冫彳母走	石 目 心 木	他们住在美国。 • Subject + 住 + 在 + Place Word	他们是不是你外公、外婆？ • Subject + 是不是 + Noun?	74
						他在马来西亚出生，但是在新加坡长大。 • Subject + 在 + Place Word + Verb • ……，但是……	我们三个人每天都在一起。 • Subject + 每天 + 都 + Verb	
8 我会说汉语 I Can Speak Chinese	语言 Language	en in un ün		足 巾(小) 广	羊 田 米 舟	我在家跟爸爸说英语。 • Subject + 跟 + Someone + Verb + Object	我想学西班牙语。 • Subject + 想 + Verb + Object	84
						他会说一点儿法语。 • Subject + Verb + (一) 点儿 + Object		
9 我爸爸是医生 My Father Is a Doctor	职业 Job	ang iang uang		冫斤攴 mound 全 全	虫 力 瓜 水	你爸爸工作忙不忙？ • Subject + Adjective + 不 + Adjective?	他经常去北京出差。 • Subject + 经常 + Verb	94
						他工作非常忙。 • Subject + 非常 + Adjective/Verb		
第四单元 Unit 4								
10 我六点半起床 I Get Up at Six Thirty	日常起居 Daily Routine	eng ing ueng ong iong		角 方 石 土(土)	衣 厂 玉 气	我一般六点半起床。 • Subject + 一般 + Verb	我一般做一个小时的作业。 • Subject (+ Adverb of Frequency) + Verb + Duration (+ 的) + Object	104
						你每天都有作业吧？ • Usage of “吧” (1)		
						我家住在星月路 85 号 302 室。 • The order of an address	我下午四点去你家，好吗？好。 • Usage of “好”	
						我的手机号码是 9278 5641。 • “1” is pronounced as “yāo”.	请进！ • Usage of “请” • 请 + Verb	

生词 1



名

sunset

字

roof

岁

mountain

级

silk

1 叫 jiào name; call 2 什么 (麼) shén me what

3 名 míng name 4 字 zì name 名字 míng zi name

nǐ jiào shén me míng zi 你叫什么名字? wǒ jiào lè le 我叫乐乐。

5 岁 suì (歲) year (of age) 你几岁? nǐ jǐ suì 我十岁。 wǒ shí suì

In Chinese, when stating one's age, “是” is not used.
Structure: Subject + Age

6 上 shàng be engaged (in work, study, etc.) at a fixed time

7 级 jí (級) grade 年级 nián jí grade

nǐ shàng jǐ nián jí 你上几年级? wǒ shàng liù nián jí 我上六年级。

8 多 duō many; much

9 大 dà (of age) old 多大 duō dà how old 你多大了? nǐ duō dà le 我十三岁。 wǒ shí sān suì

a) “多” is used in interrogative sentences to ask about degree or quantity.
b) “几岁” is used for children or young teens. “多大” is more general and suitable for most age groups.

10 吗 ma (嗎) a particle 你上八年级吗? nǐ shàng bā nián jí ma

“吗” is placed at the end of a statement to form a yes/no question.

11 不 bù no; not

wǒ bú shàng bā nián jí 我不上八年级。 wǒ shàng jiǔ nián jí 我上九年级。

1 Create dialogues by following the example.

例子

nǐ jiào shén me míng zi
A: 你叫什么名字?

wǒ jiào míng yuè
B: 我叫明月。

nǐ duō dà le
A: 你多大了?

wǒ shí èr suì
B: 我十二岁。

nǐ shàng jǐ nián jí
A: 你上几年级?

wǒ shàng qī nián jí
B: 我上七年级。

明月
十二岁
上七年级



1)

大千
九岁
上四年级



2)

谢天
十三岁
上八年级



2 Answer the questions based on the actual situation.

nǐ jiào shén me míng zi
1) 你叫什么名字?

nǐ duō dà le
2) 你多大了?

nǐ shàng jǐ nián jí
3) 你上几年级?

jīn tiān jǐ yuè jǐ hào
4) 今天几月几号?

míng tiān xīng qī jǐ
5) 明天星期几?

nǐ de shēng rì shì jǐ yuè jǐ hào
6) 你的生日是几月几号?



1

nǐ jiào shén me míng zì
你叫什么名字?

wǒ jiào lè lè
我叫乐乐。

nǐ jǐ suì
你几岁?

wǒ shí suì
我十岁。

nǐ shàng jǐ nián jí
你上几年级?

wǒ shàng liù nián jí
我上六年级。

2

nǐ jiào shén me míng zì
你叫什么名字?

wǒ jiào dà shēng
我叫大生。

nǐ duō dà le
你多大了?

wǒ shí sān suì
我十三岁。

nǐ shàng bā nián jí ma
你上八年级吗?

wǒ bú shàng bā nián jí wǒ shàng jiǔ nián jí
我不上八年级。我上九年级。

3 Learn the single-component characters.

shàng
a) 上
above; upper

zhōng
b) 中
centre

xià
c) 下
below; under

dāo
d) 刀
knife

It's your turn! Circle the single-component characters.

① 吓

② 让

③ 分

④ 钟

4 Complete the dialogues.

1) 我叫小月。你叫什么名字?

2) 你多大了? 你上几年级?

3) 现在几点?

生词 2



师

towel

您

heart

都

city

1 老 ^{lǎo} a prefix (used for addressing people or naming some animals)

2 师 (師) ^{shī} teacher; master 老师 ^{lǎo shī} teacher

3 您 ^{nín} you (respectful)

4 好 ^{hǎo} used as a polite formula 您好 ^{nín hǎo} hello (show respect)

你好 ^{nǐ hǎo} hello 早上好 ^{zǎo shang hǎo} good morning

5 你们 ^{nǐ men} you (plural)

6 小名 ^{xiǎo míng} nickname 我叫万朋, 小名叫小鹏。 ^{wǒ jiào wàn péng xiǎo míng jiào xiǎo péng}

7 今年 ^{jīn nián} this year 你们今年上几年级? ^{nǐ men jīn nián shàng jǐ nián jí}

8 都 ^{dōu} both; all 我们都上七年级。 ^{wǒ men dōu shàng qī nián jí}

“都” is used to indicate that all members of the group referred to by the subject share a common characteristic or are involved in the same action.
Structure: Subject + 都 + Verb

9 呢 ^{ne} a particle 我上八年级。你呢? ^{wǒ shàng bā nián jí nǐ ne}

“呢” is added after a noun/pronoun to ask about something based on the previous context.

10 也 ^{yě} also; too 我也上八年级。 ^{wǒ yě shàng bā nián jí}

“也” is used to express that the second person or thing is in the same situation as the first one.
Structure: Subject + 也 + Verb

11 再 ^{zài} again 再见 ^{zài jiàn} good-bye; see you again

5 Create dialogues by following the example.

例子

zhù zǐ míng wáng yǒu yǒu wàn lǎo shī nín hǎo
祝子明、王友友: 万老师, 您好!

wàn lǎo shī nǐ men hǎo nǐ men jiào shén me míng zi?
万老师: 你们好! 你们叫什么名字?

zhù zǐ míng wǒ jiào zhù zǐ míng
祝子明: 我叫祝子明。

wáng yǒu yǒu wǒ jiào wáng yǒu yǒu
王友友: 我叫王友友。

wàn lǎo shī nǐ men jīn nián duō dà le?
万老师: 你们今年多大了?

zhù zǐ míng wǒ jīn nián shí sān suì
祝子明: 我今年十三岁。

wáng yǒu yǒu wǒ yě shí sān suì wǒ men dōu shí sān suì
王友友: 我也十三岁。我们都十三岁。

wàn lǎo shī nǐ men shàng jǐ nián jí?
万老师: 你们上几年级?

zhù zǐ míng wǒ men dōu shàng bā nián jí
祝子明: 我们都上八年级。



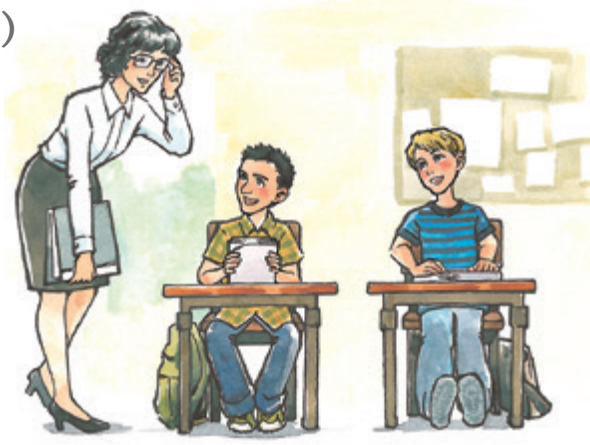
万老师	祝子明	王友友
	十三岁	十三岁
	八年级	八年级

1)



王老师	大年	天一
	十二岁	十二岁
	七年级	七年级

2)



谢老师	大中	王小天
	十岁	十岁
	六年级	六年级



1

zhù lǎo shī nín hǎo
祝老师，您好！

nǐ men hǎo nǐ men jiào shén me míng zi
你们好！你们叫什么名字？

wǒ jiào wàn péng xiǎo míng jiào xiǎo péng
我叫万朋，小名叫小鹏。

wǒ jiào zhù tiān míng
我叫祝天明。

nǐ men jīn nián shàng jǐ nián jí
你们今年上几年级？

wǒ men dōu shàng qī nián jí
我们都上七年级。

2

nǐ hǎo
你好！

zǎo shang hǎo nǐ shàng jǐ nián jí
早上好！你上几年级？

wǒ shàng bā nián jí nǐ ne
我上八年级。你呢？

wǒ yě shàng bā nián jí zài jiàn
我也上八年级。再见！

zài jiàn
再见！



6 Complete the dialogues.

xiàn zài xià wǔ jǐ diǎn
1) A: 现在下午几点？

B: _____。

nǐ jiào shén me míng zi
3) A: 你叫什么名字？

B: _____。

5) A: _____。

wǒ jīn nián yě shí yī suì
B: 我今年也十一岁。

2) A: _____？

jīn tiān bú shì wǒ de shēng rì
B: 今天不是我的生日。

4) A: _____？

wǒ yǒu xiǎo míng jiào xiǎo qī
B: 我有小名，叫小七。

nǐ men shàng qī nián jí ma
6) A: 你们上七年级吗？

B: _____。

7 Listen to the recording and choose the correct answers. 24

- ① a) 再见！
b) 你好！
c) 早上好！

- ② a) 我叫王小年。
b) 我的小名叫年年。
c) 我叫王六一。

- ③ a) 我九岁。
b) 我八岁。
c) 我七岁。

- ④ a) 我上十年级。
b) 我们都上八年级。
c) 我们都上七年级。

- ⑤ a) 我也上六年级。
b) 我也上八年级。
c) 我不上八年级。

- ⑥ a) 我的生日是十号。
b) 我的生日是九号。
c) 我的生日是四号。

录音文本

- 1) A: 小星, 你好!
B: 你好!
- 2) A: 你叫什么名字?
B: 我叫王大年, 小名叫年年。
- 3) A: 你今年几岁?
B: 我今年九岁。
- 4) A: 你们上几年级?
B: 我们都上七年级。
- 5) A: 我上八年级。你呢?
B: 我也上八年级。
- 6) A: 你的生日是十号吗?
B: 我的生日是十号。

Activity

这样做

- 每个学生分别跟三个同学编对话。
- 学生可以选用提供的问句问同学。



你可以用

- nǐ jiào shén me míng zì
a) 你叫什么名字?
- nǐ yǒu xiǎo míng ma
b) 你有小名吗?
- nǐ de xiǎo míng jiào shén me
c) 你的小名叫什么?
- nǐ jīn nián duō dà le
d) 你今年多大了?
- nǐ jīn nián shàng jǐ nián jí
e) 你今年上几年级?
- nǐ yǒu jǐ ge hǎo péng you
f) 你有几个好朋友?
- nǐ de shēng rì shì jǐ yuè jǐ hào
g) 你的生日是几月几号?
- jīn tiān jǐ yuè jǐ hào
h) 今天几月几号?
- míng tiān xīng qī jǐ
i) 明天星期几?

9 Learn the pinyin.

FINALS ai ei ia ie üe

- ① pāi pái pǎi pài
② fēi féi fěi fèi
③ jiā jiá jiǎ jià
④ niē nié niè
⑤ lüè nüè

The position of tone marks:

- a) The tone mark is placed on the finals, e.g., mā, chǐ.
b) When a syllable's final contains multiple vowels, the tone mark is placed on the vowel that appears earlier in the sequence of: a, o, e, i / u, ü.

10 Complete the dialogues.

1)

你今年多大了?



2)

我五岁。



3)

您好!



4)

再见!

