



使用说明

《新概念汉语》是一套供成年人使用的汉语教材，可以用来自学，也可以在课堂教学中使用。

本教材基于汉语和汉语作为第二语言教学的实践和研究成果，学习、吸收国内外外语教学的有效方法和21世纪的教学理念和教学实践，选择实用、简要、有趣的教学内容，设计简便、有效的学习和教授方法，努力为不同类型的汉语学习者和教师提供方便。

本教材配有相应的教学资源，包括MP3光盘（包含课文、生词、练习录音）、练习册、汉字练习册、教师用书（供课堂教学使用）、数字资源（提供教学资源和咨询）等。

本书是《新概念汉语》第一册。为方便读者，特作如下说明。

一、教学对象、目标、内容和教学安排

教学对象：稍有汉语基础的成人汉语学习者。

教学目标：通过40~60小时的学习，达到新HSK 2级水平，即掌握基本的汉语语音、词汇、语法和汉字知识，具备初步的汉语听、说、读、写能力，可以用汉语就熟悉的日常话题进行简单的交流，达到初级汉语优等水平，与《欧洲语言共同参考框架》的A2级外语水平大致相当。

教学内容：本册教材教授400多个汉语交际常用词、300多个汉字、40多个语法项目，以及外国人使用汉语学习、生活、工作时最常见的话题。

教学安排：本册教材共分为20个教学单元，每单元2课；每一课自学者大约使用1~1.5小时；课堂教学教授1小时，课外学习0.5~1小时。

教材的单数课为单元主课，引进和学习新的话题、表达方式、新词语和注释，以及课文的拼音文本、英译文本和汉字练习。双数课为单元复练课，内容包括句式/表达方法的熟巧练习、扩展词汇和词汇练习、控制性交际练习和真实交际活动建议。

本教材对汉字教学提供“语文分开”和“语文并进”两种方式供学习者选择。前者可只使用汉语拼音学习或只掌握每课提供的3个汉字，这3个汉字简单、有一定趣味性，可以帮助学习者理解汉字的笔画、结构、造字原理。后者可以使用汉字练习册提供的每课出现的所有汉字进行书写练习。

二、给自学者的学习建议

下面是我们给自学者推荐的单元学习过程和方法。

(一) 学习单元主课

1. 热身

用一张纸挡住单数课右边的一页（下面简称右页），读课文的题目和要求回答的问题（中英文），看课文左边的插图，猜测本课要说什么，想想关于要说的话题和图片，已经学过哪些词语。一定不要错过这一步，这样做可以帮助你更好、更快地理解和学习课文。

2. 听录音寻找答案

记住要回答的问题，继续挡住右页。

听全部课文录音，只听不读，注意寻找问题的答案，并用拼音写下来。

如果没有找到，没关系，多数人第一遍是找不到的。再听一遍，如果还没找到，把右页的挡纸下移，看看本课的生词，再听一遍，就可以找到了。记住把答案写下来。

注意，你这时的答案也有可能是不对的。

3. 学习生词

如果你找到了答案，或者听了3遍还没找到答案，请下移右页的挡纸，看右边的生词表（先不要读出），理解生词的意思；画出学过的汉字，如果是多字词，想想这个汉字在这个多字词中的意思。

听两遍录音，只听不读，再跟录音朗读两遍或多遍，直到你认为已经记住了生词的意思和发音为止。

4. 听录音理解全部课文

听全部课文录音，看看你找到的答案对不对。如果不对，加以改正，写下来。然后回想本课谈论的话题和具体内容。

边看课文边按话轮听录音（如果看汉字文本有困难，可移动右页挡纸看拼音文本），每个话轮停下来，参考图片，理解会话的意思，没听懂或还有疑问时可以回放，也可以参考右页的注释。实在听不懂，先放过，接着听下面的句子，不要急于打开英译文本。

再逐句听一遍课文，记下没听懂或还有疑问的句子。

打开英译文本，检查自己的理解是否正确，确保正确理解了课文的每一句话。

5. 朗读课文

边看课文（汉字文本或拼音文本）边跟录音逐句朗读2~3遍，注意开始时不要读得太快，注意发音，特别是声调。然后跟录音朗读两遍，速度可稍快。然后再自己朗读两遍课文（汉字文本或拼音文本），再加快速度，直到熟练或自己满意为止。

6. 复述课文

挡住右页的拼音文本，以英译文本作为提示，叙述本课课文1~2遍。

7. 学习汉字

认读汉字，回想这个汉字在哪个词或句子中出现过，想想汉字的意思；朗读汉字，注意正确发音；在另一张纸上，按照示例的笔顺书写汉字3~5遍。

(二) 学习单元复练课

1. 热身

读课文题目，看图片，圈出图片下学过的词语和汉字，想想本课可能要说什么话题。

2. 学习生词

看右边的生词表（先不要读出），理解生词的意思，画出学过的汉字，如果是多字词，想想这个汉字在这个多字词中的意思；然后听2~3遍录音（只听不读）；跟录音朗读两遍或多遍，直到记住了生词的发音和意思为止。

3. 预习

看图片，想想图片、提示词语的含义，猜测录音要说什么，可以记下一两个句子，用来验证自己的猜测。

4. 听课文录音

听示例和课文的全部问题（只听不读），参考图片，理解每个问题的意思，把不懂的和有疑问的地方画出来，再听一遍问题。

听录音，跟读示例，再根据提示逐个回答问题，问答时注意发现这些句子的共同点即句式的特点。

光盘录有本课课文的问题和回答。

5. 跟录音说课文

跟录音说课文中的问题，再根据提示逐个回答问题。做2~3遍，速度可以逐渐加快。

6. 词汇练习

练习1以词汇练习为主，主要帮助理解和学习词汇的用法，练习时请注意：（1）练习做好后要大声朗读，掌握词语的发音，通过朗读，也可以帮助提高语感，发现词汇练习中的错误；（2）有的练习可能不止一个答案。

7. 控制性交际练习

练习2是运用本课所学的句式、词汇进行小型问答练习，目的是帮助学习者掌握会话框架。此项练习做法如下：

听示例录音并跟读，然后朗读两遍示例，理解和熟悉示例提供的交际框架。

用这个框架和提示词语做练习。做两个练习以后，回头再朗读示例，以保证练习的正确性。

光盘录有全部问题和回答。

8. 真实交际活动

练习3是一项运用本单元所学内容进行的真实交际活动，希望学习者努力创造条件完

成。这些任务可以帮助你通过复习、体验，把所学的相关知识和技能内化为汉语交际能力，达到汉语学习的最终目标。

三、课堂教学建议

使用本书作为课堂教学的教材，可以参考教师用书中提供的各课教学建议，也可以参照上面介绍的学习步骤。需要特别注意的是，在课文学习、各项练习活动中，应增加师生互动、生生互动的环节。

A Guide to the Use of This Book

New Concept Chinese is a series of Chinese learning materials for adults, which can be used for both self-teaching and classroom teaching.

This series is written based on the practices and researches of Chinese language and teaching Chinese as a second language, integrating the effective methods used in foreign language teaching both in China and abroad as well as the pedagogical ideas and practices of the 21st century. Practical, concise and interesting teaching materials were selected and simple and effective learning and teaching methods were designed so as to provide convenience for various types of students/learners and teachers of Chinese language.

Additional materials supporting the textbooks include the MP3 disks (with recordings of the texts, new words and exercises), Workbooks, Chinese Character Workbooks, Teacher's Books (for classroom teaching) and Digital Resources (for reference and consultation), etc.

This is Textbook 1 in the series. For the convenience of users, the following points need to be made clear:

1. Targets, objectives, contents and arrangement of teaching

Targets: Adults who have some basic knowledge about Chinese.

Objectives: After 40-60 hours' learning of this book, learners will achieve a Chinese proficiency of New HSK Level 2, which means they will master the basic pronunciation rules, vocabulary and grammar of Chinese as well as basic information about Chinese characters, acquire preliminary listening, speaking, reading and writing skills and be able to make simple conversations about everyday topics in Chinese. At that time, their Chinese proficiency will be at an upper elementary level, which is approximately equivalent to Level A2 in the Common European Framework of Reference for Languages.

Contents: This book teaches more than 400 words frequently used in communication, over 300 Chinese characters and more than 40 grammar items as well as the topics foreigners are most likely to encounter in their study, life and work.

Arrangement of teaching: This book is divided into 20 units, each of which contains two lessons. For self-taught learners, each lesson takes about 1-1.5 hours; for classroom teaching, it takes one hour; and for extracurricular study, 0.5-1 hour.

The odd-numbered lessons are the main ones, which introduce and teach new topics, expressions, words and notes and provide the *pinyin* and English versions of the texts along with exercises on Chinese characters. The even-numbered ones are of review and practice, mainly including exercises for sentence patterns and expressions previously learned, supplementary words and vocabulary exercises, controlled communicative exercises and suggestions mainly regarding communication activities in real life situations.

As for the learning of Chinese characters, the book provides learners with two choices: "reading and writing separately" and "reading and writing simultaneously". Learners who choose the first way

may use *pinyin* only and/or learn the three characters given in each lesson. Being easy and fun, those three characters can help learners understand the strokes and structures of Chinese characters and the principles of building them. Those who choose the second way can make use of the Chinese Character Workbook to practice writing all the characters in each lesson.

2. Suggestions for self-taught learners

We suggest self-taught learners study each unit in the book following the steps and methods given below:

(1) For the learning of the main lessons

① Warm-up

Cover the right-hand page with a piece of paper when you begin to study each odd-numbered lesson. Read the title of the text and the question asked (in both Chinese and English). Then look at the cartoon pictures on the left of the text, guess the topic of the lesson and think about the words and expressions you have learned that are relevant to the topic and pictures. Never skip this step; it will help you understand and learn the text better and faster.

② Listen to the recording and find the answer

Bear the question in mind while covering the right-hand page.

Listen (don't read out loud) to the recording of the whole text. Try to find the answer to the question and note it in *pinyin*.

If you fail to find the answer, don't worry. Most people can't find it the first time. Listen to it again. This time if you fail, remove the cover on the right-hand page and take a look at the new words in the lesson. Next, listen again and you'll find an answer. Write it down.

But still, your answer may not be right.

③ Learn the new words

Whether you have found the answer or not after listening to the text recording three times, you need to remove the cover on the right-hand page and learn the meanings of the new words. (Do not read them aloud at the moment.) Circle the Chinese characters you have learned and think about their meanings in the specific words.

Listen (don't read out loud) to the recording twice and then read aloud along with the recording two or more times until you have remembered the meaning and pronunciation of each new word.

④ Listen to the recording and understand the whole text

Listen to the recording of the whole text and check if the answer you found previously is right or not. If not, correct it and write the right one down. Then review in your mind the topic and content of the text.

Read the text while listening to the turns taken in the conversation (If you have a problem reading the text in Chinese characters, you can read it in *pinyin* on the right-hand page). Pause at the end of each turn and try to understand the meaning of it based on the pictures. You can play it back if you still have problems, or you can consult the notes on the right-hand page. Temporarily surpass what you really don't understand and move on to the next sentence. Don't refer to the text in English at this moment; be patient.

Listen to the text again sentence by sentence and note down the sentences you don't understand or have problems with.

Turn to the text in English and check if your understanding is right. Make sure you have

correctly understood every sentence in the text.

⑤ Read the text aloud

Read the text (in Chinese characters or in *pinyin*) aloud two or three times sentence by sentence following the recording. Don't read it too fast in the beginning. Pay attention to your pronunciation, especially to the tones. Then read it aloud twice following the recording at a faster speed. Finally, read the text (in Chinese characters or *pinyin*) aloud twice by yourself and then speed up until you can read it fluently or satisfactorily.

⑥ Retell the text

Cover the *pinyin* of the text on the right-hand page and retell the text once or twice by referring to its English version.

⑦ Learn the Chinese characters

Read each character and think about its meaning based on your memory of the words and sentences involving this character. Read the characters aloud, trying to pronounce them correctly. Write the characters 3-5 times on a piece of paper following the example.

(2) For the learning of the review lessons

① Warm-up

Read the title of the lesson, look at the pictures and circle the words and characters you have learned below the pictures. Think about what topic may appear in this lesson.

② Learn the new words

Read (silently) the new words on the right and learn their meanings. Circle the characters you have learned and think about their meanings in the specific words. Next, listen (don't read out aloud) to the recording two or three times, and then read after it aloud two or more times until you have remembered the pronunciation and meaning of each new word.

③ Preview the lesson

Look at the pictures, think about the meanings of the pictures and the words given, and guess what may appear in the recording. Write down one or two sentences to verify your guess later.

④ Listen to the recording of the text

Listen (don't read out loud) to the example and all the questions. Try to understand what each question means with the help of the picture. Underline what you don't understand or have problems with, and then listen to the questions again.

Listen to the recording and read the example after it. Then answer the questions one by one based on the hints given, trying to find the commonalities among the sentences, or in other words, the features of the sentence pattern.

You can find the recording of the questions and their answers in the MP3 disk.

⑤ Read the text following the recording

Read the questions of the text following the recording and then answer them one by one based on the hints given. Practice two or three times, each time at a faster speed.

⑥ Do the vocabulary exercises

Exercise 1 focuses on vocabulary; it helps learners understand and learn the usages of the words. There are two things you need to pay attention to. Firstly, read the words aloud after you finish the

exercises, which not only helps you master the pronunciation of each word, but also improves your lingual sensitivity as well as your ability to find the mistakes you made in the vocabulary exercises. Secondly, remember there are probably more than one answer to some of the exercises.

⑦ Do the controlled communicative exercises

Exercise 2 requires learners to ask simple questions and answer them using the sentence patterns and words in each unit, aiming at helping learners master the communicative framework taught in the unit. It is conducted through the following steps:

Listen to the recording of the example and read following it. Then read the example aloud twice to understand and get familiar with the communicative framework provided in it.

Do the exercises using this framework and the words given. Read the example again after finishing two of the exercises in order to make sure you do them right.

You can find the recording of the exercises in the MP3 disk.

⑧ Communicate in real life situations

Exercise 3 in each even-numbered lesson is a communicative activity for you to complete on your own by applying what was learned in the unit. Through these activities, you will review and experience the lessons contextually and turn the knowledge and skills you've learned into internalized Chinese communication skills, which is the ultimate goal of learning Chinese.

3. Suggestions for classroom teaching

To use this book in the classroom, teachers can seek suggestions from the Teacher's Book or refer to the steps introduced above. What to bear in mind when teaching the texts and conducting the exercises and activities is to try your best to enhance the degree of teacher-student and student-student interaction.

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11	I have an elder sister	(1) Kinship terms	(1) The verb “有” meaning “to have”	妈 姐 妹	22
12	How many people are there in his family	(2) Numbers 0-99	(2) The measure word “个” (3) To ask about quantity using “几”		24
13	Where is my key	(1) Furniture	The verb “在” indicating location	有 友 在	26
14	The newspaper is beside the computer	(2) Direction and location 1			28
15	Does this red dress look good	(1) Colors (2) Clothes	(1) The particle “的” indicating a certain attribute	女 子 好	30
16	This yellow sofa is very comfortable	(3) Measure words 1 (for clothes)	(2) To ask about nature and characteristics using “怎么样”		32
17	The Spring Festival is on the first day of the first lunar month	(1) Festivals (2) Year/month/day	The expression of year/month/day	日 月 明	34
18	When is the Lantern Festival	(3) Week			36
19	Would you like to pay by cash or card	(1) Food 1 (2) Measure words 2 (for food)	(1) Nouns used as measure words (2) The alternative question: “A 还是 B”	不 杯 还	38
20	Do you want a big one or a small one	(3) Adjectives describing nature and characteristics	(3) The structure “X+的” used as a noun		40

Lesson	Title	Vocabulary	Grammar	Chinese Characters	Page
21	How much is half a kilo of apples	(1) Food 2	(1) To ask about prices using “多少钱”	口 名 多	42
22	How much are the bananas	(2) Measure words 3 (of weight)	(2) The measure word “斤” (3) Units of Renminbi		44
23	How can I get to the bank	(1) Public places 1	(1) To ask the way using “怎么走” (2) The preposition “往” indicating a direction	很 行 往	46
24	It's just the white building over there	(2) Direction and location 2	(3) The adverb “就” used to emphasize the mood		48
25	I'll come to work by bus	(1) Means of transport	(1) To ask about the method of an action using “怎么”	个 会 坐	50
26	How does my elder sister go to the airport	(2) Actions	(2) The predicate with two verbs 1 (expressing the method)		52
27	I traveled to Egypt	(1) Temporal expressions (day)	(1) The particle “了” indicating that something has happened (2) The predicate with two verbs 2 (expressing the purpose) (3) The adverb “就” meaning “soon”	头 买 卖	54
28	What did you do yesterday	(2) Public places 2			56
29	How about setting out at half past six in the morning	(1) Clock time	(1) The particle “吧” used to make a suggestion (2) To ask for opinions using “怎么样” (3) The structure “Time+Place+见” indicating an appointment	门 问 们	58
30	Let's go to play basketball this Sunday afternoon	(2) Periods in a day			60
31	He is very tall	(1) Parts of the body	A “Subject+Predicate” structure serving as the predicate	位 件 作	62
32	She doesn't have a good figure	(2) Adjectives describing people			64
33	What's the weather like in Beijing	(1) Weather	A noun or noun phrase serving as the predicate	白 的 自	66
34	It snows a lot in Moscow in the winter	(2) Cities			68
35	You've got a cold	Disease and symptom	(1) The particle “了” indicating change (2) The reduplication of verbs indicating a temporary action (3) The preposition “在” indicating where the action takes place	几 机 没	70
36	What's the matter with him				72
37	What are they doing	Everyday activities 2	The adverb “（正）在” indicating the progression of an action	生 姓 星	74
38	Grandpa is practicing taijiquan				76
39	The room has been tidied up	(1) Household activities (2) Common verbs and adjectives indicating the result of an action	(1) A verb or an adjective used in a phrase to indicate the result of an action (2) The adverb “没” used to deny/negate an action in the past	元 完 院	78
40	My father understood what he heard				80
Texts in Complex Characters/82			Vocabulary/87		



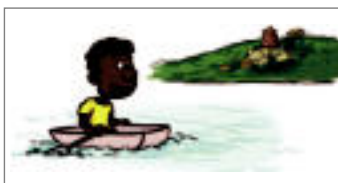
听录音，然后回答问题：周末大卫去哪儿了？

27-1

Where did David go this past weekend? Listen to the recording and then answer the question.



老师：同学们，周末你们做什么了？



同学1：我去颐和园玩儿了。



同学2：我去体育馆健身了。



同学3：我去商店买大衣和鞋了。



同学4：我去剧院看京剧了。



老师：大卫，你去哪儿了？

大卫：我去埃及旅游了。



老师：这么快就回来了？

大卫：我是上网去的。

New words



27-2

- | | |
|--|----------------------------------|
| 1. 同学 tóngxué n. fellow student, classmate | 8. 剧院 jùyuàn n. theater |
| 2. 了 le part. indicating a past action or experience | 9. 埃及 Āiji p.n. Egypt |
| 3. 颐和园 Yíhé Yuán p.n. Summer Palace | 10. 旅游 lǚyóu v. to travel |
| 4. 玩儿 wánr v. to play, to have fun | 11. 这么 zhème pron. so, like this |
| 5. 体育馆 tǐyùguǎn n. gymnasium | 12. 快 kuài adj. quick, soon |
| 6. 买 mǎi v. to buy | 13. 回来 huílai v. to come back |
| 7. 和 hé conj. and | |

Notes

1. 我去颐和园玩儿了。

“了” is a particle used at the end of a sentence to indicate something has already happened.

2. 我去颐和园玩儿了。

There are two verb phrases in the sentence. The second tells the purpose of the action denoted by the first. In this sentence, “玩儿” is the purpose of “去颐和园”.

3. 这么快就回来了?

The adverb “就” here means “soon”.

4. 我是上网去的。

This sentence means “I visited Egypt online”.

Text in pinyin

Lǎoshī: Tóngxuémén, zhōumò nǐmen zuò shénme le?

Tóngxué 1: Wǒ qù Yíhé Yuán wánr le.

Tóngxué 2: Wǒ qù tǐyùguǎn jiànshēn le.

Tóngxué 3: Wǒ qù shāngdiàn mǎi dàiyī hé xié le.

Tóngxué 4: Wǒ qù jùyuàn kàn jīngjù le.

Lǎoshī: Dàwèi, nǐ qù nǎr le?

Dàwèi: Wǒ qù Āiji lǚyóu le.

Lǎoshī: Zhème kuài jiù huílai le?

Dàwèi: Wǒ shì shàng wǎng qù de.

Text in English

Teacher: What did you guys do on the weekend?

Student 1: I went to the Summer Palace.

Student 2: I went to the gym to do exercises.

Student 3: I went shopping for a coat and shoes.

Student 4: I went to see a Beijing opera.

Teacher: Where did you go, David?

David: I traveled to Egypt.

Teacher: How come you are back so soon?

David: I traveled there on the Internet.

Writing Chinese characters

头

tóu
head

丶

丿

一

头

头

买

mǎi
to buy

丩

丩

丩

买

买

买

卖

mài
to sell

一

十

十

十

十

卖

卖

卖