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(Traditional Character Ed.)

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LEVEL 1

Part 1

Integrated Chinese

中文聽說讀寫



Traditional Character Edition

WORKBOOK

2nd Edition

Tao-chung Yao and Yuehua Liu

**Yea-fen Chen, Liangyan Ge,
Nyan-ping Bi & Xiaojun Wang**



CHENG & TSUI COMPANY ▲ BOSTON

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Second Edition

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The *Integrated Chinese* series is a two-year course that includes textbooks, workbooks, character workbooks, audio CDs, CD-ROMs, DVDs and teacher's resources.

Textbooks introduce Chinese language and culture through a series of dialogues and narratives, with culture notes, language use and grammar explanations, and exercises.

Workbooks follow the format of the textbooks and contain a wide range of integrated activities that teach the four language skills of listening, speaking, reading and writing.

Character Workbooks help students learn Chinese characters in their correct stroke order. Special emphasis is placed on the radicals that are frequently used to compose Chinese characters.

Audio CDs include the narratives, dialogues and vocabulary presented in the textbooks, as well as pronunciation and listening exercises that correspond to the workbooks.

Teacher's Resources contain helpful guidance and additional activities online.

Multimedia CD-ROMs are divided into sections of listening, speaking, reading and writing, and feature a variety of supplemental interactive games and activities for students to test their skills and get instant feedback.

Workbook DVD shows listening comprehension dialogues from the Level 1 Part 1 Workbook, presented in contemporary settings in color video format.

PUBLISHER'S NOTE

When *Integrated Chinese* was first published in 1997, it set a new standard with its focus on the development and integration of the four language skills (listening, speaking, reading, and writing). Today, to further enrich the learning experience of the many users of *Integrated Chinese* worldwide, the Cheng & Tsui Company is pleased to offer the revised, updated and expanded second edition of *Integrated Chinese*. We would like to thank the many teachers and students who, by offering their valuable insights and suggestions, have helped *Integrated Chinese* evolve and keep pace with the many positive changes in the field of Chinese language instruction. *Integrated Chinese* continues to offer comprehensive language instruction, with many new features.

The Cheng & Tsui Asian Language Series is designed to publish and widely distribute quality language learning materials created by leading instructors from around the world. We welcome readers' comments and suggestions concerning the publications in this series. Please send feedback to our Editorial Department (e-mail: editor@cheng-tsui.com), or contact the following members of our Editorial Board.

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PREFACE

In designing the Level One workbook exercises for *Integrated Chinese*, we strove to give equal emphasis to the students' listening, speaking, reading and writing skills. There are different difficulty levels in order to provide variety and flexibility to suit different curriculum needs. Teachers should assign the exercises at their discretion; they should not feel pressured into using all of them and should feel free to use them out of sequence, if appropriate. Moreover, teachers can complement this workbook with their own exercises.

The exercises in each lesson are divided into two parts. The exercises in Part One are for the first dialogue and those in Part Two are for the second dialogue. This way, the two dialogues in each lesson can be taught separately. The teacher can use the first two or three days to teach the first dialogue and ask the students to do all the exercises in Part One, then go on to teach the second dialogue. The teacher can also give the two separate vocabulary tests for the two dialogues so as to reduce the pressure of memorizing too many new words at the same time.

Listening Comprehension

All too often listening comprehension is sacrificed in a formal classroom setting because of time constraints. Students tend to focus their time and energy on the mastery of a few grammar points. This workbook tries to remedy this imbalance by including a substantial number of listening comprehension exercises. There are two categories of listening exercises; both can be done on the students' own time or in the classroom. In either case, it is important to have the instructor review the students' answers for accuracy.

The first category of listening exercises, which is at the beginning of this section, is based on the text of each lesson. For the exercises to be meaningful, students should *first* study the vocabulary list, and *then* listen to the recordings *before* attempting to read the texts. The questions are provided to help students' aural understanding of the texts and to test their reading comprehension.

The second category of listening exercises consists of an audio CD recording of two or more mini-dialogues or narratives. These exercises are designed to give students extra practice on the vocabulary and grammar points introduced in the lesson. Some of the exercises, especially ones that ask students to choose among several possible answers, are significantly more difficult than others. These exercises should be assigned towards the end of the lesson, when the students have become familiar with the content of the lesson.

Speaking Exercises

Here, too, there are two types of exercises. They are designed for different levels of proficiency within each lesson and should be assigned at the appropriate time.

To help students apply their newly-acquired vocabulary and grammatical understanding to meaningful communication, we first ask them questions related to the dialogues and narratives, and then ask them questions related to their own lives. These questions require a one- or two-sentence answer. By stringing together short questions and answers, students can construct their own mini-dialogues, practice in pairs or take turns asking or answering questions.

Once they have gained some confidence, students can progress to the more difficult questions, where they are invited to express opinions on a number of topics. Typically, these questions are abstract, so they gradually teach students to express their opinions in longer conversations. As the school year progresses, these types of questions should take up more class discussion time. Because this second type of speaking exercise is quite challenging, it should be attempted only *after* students are well grounded in the grammar and vocabulary of a particular lesson. Usually, this occurs *not immediately* after students have completed the first part of the speaking exercises.

Reading Comprehension

For the first seven lessons, the reading exercises appear in several different formats, including matching, translations, answering questions in English or answering multiple choice questions based on reading texts. There are also some authentic materials and modified authentic materials. Starting with Lesson 8, the format for reading exercises is fixed. The first section of the lesson asks questions based on the dialogues in the textbook. The second section offers several reading passages with questions that are relevant to the themes of the current lesson.

Writing and Grammar Exercises

Grammar and Usage

These drills and exercises are designed to solidify students' grasp of important grammar points. Through brief exchanges, students answer questions using specific grammatical forms, or are given sentences to complete. Because they must provide context for these exercises, students cannot treat them as simple mechanical repetition drills.

In the last three lessons, students are introduced to increasingly sophisticated and abstract vocabulary. Corresponding exercises help them to grasp the nuances of new words. For example, synonyms are a source of great

difficulty, so exercises are provided to help students distinguish between them.

Translation

Translation has been a tool for language teaching throughout the ages, and positive student feedback confirms our belief that it continues to play an important role. The exercises we have devised serve to reinforce two primary areas: one, to get students to apply specific grammatical structures; and two, to allow students to build their ever-increasing vocabulary. Ultimately, our hope is that this dual-pronged approach will enable students to understand that it takes more than just literal translation to convey an idea in a foreign language.

Writing Practice

This is the culmination of the written exercises, and it is where students learn to express themselves in writing. Many of the topics overlap with those used in oral practice. We expect that students will find it easier to put in writing what they have already learned to express orally.

Introduction

Pronunciation Exercises

PART ONE

I. Single Words

Listen carefully and circle the correct answer.



A. Initials

- | | |
|-------------|----------|
| 1.a. pà | b. bà |
| 2.a. pí | b. bí |
| 3.a. nán | b. mán |
| 4.a. fú | b. hú |
| 5.a. tīng | b. dīng |
| 6.a. tǒng | b. dǒng |
| 7.a. nán | b. lán |
| 8.a. niàn | b. liàn |
| 9.a. gàn | b. kàn |
| 10.a. kuì | b. huì |
| 11.a. kǎi | b. hǎi |
| 12.a. kuā | b. huā |
| 13.a. jiān | b. qiān |
| 14.a. yú | b. qú |
| 15.a. xiāng | b. shāng |
| 16.a. chù | b. rú |
| 17.a. zhá | b. zá |
| 18.a. zì | b. cì |
| 19.a. sè | b. shè |
| 20.a. sè | b. cè |
| 21.a. zhǒng | b. jiǒng |
| 22.a. shēn | b. sēn |
| 23.a. rù | b. lù |

DO NOT DUPLICATE



B. Finals

- | | |
|------------|---------|
| 1.a. tuō | b. tōu |
| 2.a. guǒ | b. gǒu |
| 3.a. duò | b. dòu |
| 4.a. diū | b. dōu |
| 5.a. liú | b. lóu |
| 6.a. yǒu | b. yǔ |
| 7.a. nǚ | b. nǚ |
| 8.a. lú | b. lǔ |
| 9.a. yuán | b. yán |
| 10.a. píng | b. pín |
| 11.a. làn | b. luàn |
| 12.a. huán | b. hán |
| 13.a. fèng | b. fèn |
| 14.a. bèng | b. bèn |
| 15.a. lún | b. léng |
| 16.a. bīn | b. bīng |
| 17.a. kěn | b. kǔn |
| 18.a. héng | b. hóng |
| 19.a. téng | b. tóng |
| 20.a. kēng | b. kōng |
| 21.a. pàn | b. pàng |
| 22.a. fǎn | b. fǎng |
| 23.a. dǎn | b. dǎng |
| 24.a. mǐn | b. míng |
| 25.a. pēn | b. pān |
| 26.a. rén | b. rán |
| 27.a. mán | b. mén |



C. Tones: First and Fourth (Level and Falling)

- | | |
|----------|--------|
| 1.a. pō | b. pò |
| 2.a. pān | b. pàn |
| 3.a. wù | b. wū |

- | | |
|----------|--------|
| 4.a. tà | b. tā |
| 5.a. qū | b. qù |
| 6.a. sì | b. sī |
| 7.a. fēi | b. fèi |
| 8.a. duì | b. duī |
| 9.a. xià | b. xiā |
| 10.a. yā | b. yà |



D. Tones: Second and Third (Rising and Low)

- | | |
|-----------|---------|
| 1.a. mǎi | b. mái |
| 2.a. fǎng | b. fáng |
| 3.a. dá | b. dǎ |
| 4.a. tú | b. tǔ |
| 5.a. nǐ | b. ní |
| 6.a. wú | b. wǔ |
| 7.a. bă | b. bá |
| 8.a. shí | b. shǐ |
| 9.a. huǐ | b. huí |
| 10.a. féi | b. fěi |
| 11.a. mǎ | b. má |
| 12.a. dí | b. dǐ |
| 13.a. láo | b. lǎo |
| 14.a. gé | b. gě |
| 15.a. zhǐ | b. zhí |



E. Tones: All Four Tones

- | | |
|-------------|-----------|
| 1.a. bà | b. bā |
| 2.a. pí | b. pì |
| 3.a. méi | b. měi |
| 4.a. wēn | b. wěn |
| 5.a. zǎo | b. zāo |
| 6.a. yōu | b. yóu |
| 7.a. guāng | b. guǎng |
| 8.a. zhuāng | b. zhuàng |

9.a. qì	b. qí
10.a. mào	b. máo
11.a. bǔ	b. bù
12.a. kuàng	b. kuāng
13.a. jú	b. jǔ
14.a. qiáng	b. qiāng
15.a. xián	b. xiān
16.a. yǒng	b. yòng
17.a. zú	b. zū
18.a. cí	b. cǐ
19.a. suī	b. suí
20.a. zhèng	b. zhēng
21.a. chòu	b. chóu
22.a. shuāi	b. shuài
23.a. wǒ	b. wò
24.a. yào	b. yáo
25.a. huī	b. huì
26.a. rú	b. rù
27.a. rén	b. rèn



F. Comprehensive Exercise

1.a. jiā	b. zhā
2.a. chuí	b. qué
3.a. chǎng	b. qiǎng
4.a. xū	b. shū
5.a. shuǐ	b. xuě
6.a. zǎo	b. zhǎo
7.a. zǎo	b. cǎo
8.a. sōu	b. shōu
9.a. tōu	b. tuō
10.a. dòu	b. duǒ
11.a. duǒ	b. zuǒ
12.a. mǎi	b. měi

13.a. shào	b. xiào
14.a. chóu	b. qiú
15.a. yuè	b. yè
16.a. jiǔ	b. zhǒu
17.a. nǚ	b. nǚ
18.a. zhú	b. jú
19.a. jì	b. zì
20.a. liè	b. lüè
21.a. jīn	b. zhēn
22.a. xiǔ	b. shǒu
23.a. kǔn	b. hěn
24.a. shǎo	b. xiǎo
25.a. zhǎng	b. jiǎng
26.a. qū	b. chū

II. Tone Combination Exercise

You will hear one word at a time. Write down the tones in the blank. Use 1-4 for the four tones, and 5 for neutral tones.

Example: If you hear the word “Zhōngwén,” you will write “1, 2” in the blank.



A.

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 11. _____ | 21. _____ |
| 2. _____ | 12. _____ | 22. _____ |
| 3. _____ | 13. _____ | 23. _____ |
| 4. _____ | 14. _____ | 24. _____ |
| 5. _____ | 15. _____ | 25. _____ |
| 6. _____ | 16. _____ | 26. _____ |
| 7. _____ | 17. _____ | 27. _____ |
| 8. _____ | 18. _____ | 28. _____ |
| 9. _____ | 19. _____ | 29. _____ |
| 10. _____ | 20. _____ | 30. _____ |



B.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
10. _____

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
19. _____
20. _____

21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
29. _____
30. _____

PART TWO



I. Initials and Simple Finals

Fill in the blanks with appropriate initials or simple finals.

- | | | | |
|----------|----------|-----------|----------|
| A.1. __a | A.2. p__ | A.3. __u | A.4. l__ |
| B.1. f__ | B.2. n__ | B.3. __i | B.4. __u |
| C.1. __a | C.2. l__ | C.3. l__ | C.4. __u |
| D.1. __u | D.2. t__ | D.3. n__ | D.4. n__ |
| E.1. __e | E.2. __u | E.3. __a | |
| F.1. g__ | F.2. k__ | F.3. h__ | |
| G.1. __u | G.2. __i | G.3. __u | |
| H.1. j__ | H.2. q__ | H.3. x__ | |
| I.1. __a | I.2. __e | I.3. __i | I.4. __u |
| J.1. __u | J.2. c__ | J.3. __u | J.4. __i |
| K.1. __i | K.2. s__ | K.3. __a | K.4. q__ |
| L.1. __a | L.2. __i | L.3. s__ | L.4. __u |
| M.1. c__ | M.2. __i | M.3. __u | M.4. __a |
| N.1. __u | N.2. r__ | N.3. ch__ | N.4. __e |



II. Tones

Listen to the CD and mark the correct tone marks.

- | | | | |
|---------|---------|----------|----------|
| A.1. he | A.2. ma | A.3. pa | A.4. di |
| B.1. nǚ | B.2. re | B.3. chi | B.4. zhu |
| C.1. mo | C.2. qu | C.3. ca | C.4. si |
| D.1. tu | D.2. fo | D.3. ze | D.4. ju |

E.1. lü	E.2. bu	E.3. xi	E.4. shi
F.1. gu	F.2. se	F.3. ci	F.4. ku
G.1. mang	G.2. quan	G.3. yuan	G.4. yue
H.1. yi	H.2. er	H.3. san	H.4. si
I.1. ba	I.2. qi	I.3. liu	I.4. wu
J.1. jiu	J.2. shi	J.3. tian	J.4. jin
K.1. mu	K.2. shui	K.3. huo	K.4. ren
L.1. yu	L.2. zhuang	L.3. qun	L.4. zhong

III. Compound Finals



A. Fill in the blanks with compound finals.

1.a. zh ____	1.b. t ____	1.c. k ____	1.d. j ____
2.a. x ____	2.b. q ____	2.c. j ____	2.d. d ____
3.a. x ____	3.b. zh ____	3.c. t ____	3.d. g ____
4.a. sh ____	4.b. b ____	4.c. z ____	4.d. q ____
5.a. j ____	5.b. d ____	5.c. x ____	5.d. ch ____
6.a. zh ____	6.b. l ____	6.c. k ____	6.d. j ____
7.a. s ____	7.b. x ____	7.c. p ____	7.d. ch ____



B. Fill in the blanks with compound finals and mark appropriate tone marks.

1.a. m ____	1.b. zh ____	1.c. sh ____	1.d. zh ____
2.a. sh ____	2.b. t ____	2.c. l ____	2.d. b ____
3.a. s ____	3.b. j ____	3.c. k ____	3.d. d ____
4.a. l ____	4.b. q ____	4.c. t ____	4.d. x ____
5.a. f ____	5.b. p ____	5.c. x ____	5.d. j ____
6.a. b ____	6.b. j ____	6.c. q ____	6.d. t ____
7.a. l ____	7.b. g ____	7.c. q ____	7.d. x ____



IV. Neutral Tones

Listen to the CD and mark the tone marks.

A.1. guanxi	A.2. kuzi	A.3. shifu	A.4. keqi
B.1. zhuozi	B.2. gaosu	B.3. shufu	B.4. women
C.1. gege	C.2. weizi	C.3. dongxi	C.4. yisi
D.1. nimen	D.2. shihou	D.3. chuqu	D.4. pengyou
E.1. meimei	E.2. xihuan	E.3. jiaozi	E.4. xiansheng
F.1. zenme	F.2. didi	F.3. erzi	F.4. xiexie
G.1. jiejie	G.2. mafan	G.3. bobo	G.4. yizi



V. Exercises for Initials, Finals, and Tones: Monosyllabic Words

Transcribe what you hear into pinyin with tone marks.

- | | | | |
|------------|------------|------------|------------|
| A.1. _____ | A.2. _____ | A.3. _____ | A.4. _____ |
| B.1. _____ | B.2. _____ | B.3. _____ | B.4. _____ |
| C.1. _____ | C.2. _____ | C.3. _____ | C.4. _____ |
| D.1. _____ | D.2. _____ | D.3. _____ | D.4. _____ |
| E.1. _____ | E.2. _____ | E.3. _____ | E.4. _____ |
| F.1. _____ | F.2. _____ | F.3. _____ | F.4. _____ |
| G.1. _____ | G.2. _____ | G.3. _____ | G.4. _____ |
| H.1. _____ | H.2. _____ | H.3. _____ | H.4. _____ |
| I.1. _____ | I.2. _____ | I.3. _____ | I.4. _____ |



VI. Exercises for Initials, Finals, and Tones: Bisyllabic Words

Put the letter corresponding to the word you hear into the parentheses.

- | | | | |
|----------|--------------|--------------|--------------|
| () A.1. | a. làoshī | b. lǎoshī | c. lǎoshí |
| () A.2. | a. Méiguó | b. Měiguó | c. Mèiguó |
| () A.3. | a. zhàopiàn | b. zhāopiàn | c. zháopiàn |
| () A.4. | a. wànfàn | b. wǎnfān | c. wǎnfàn |
| () B.1. | a. shēngrì | b. shéngrì | c. shěngrì |
| () B.2. | a. zāijiàn | b. zàijiàn | c. záijiàn |
| () B.3. | a. xuéshēng | b. xuèsheng | c. xuésheng |
| () B.4. | a. diànyǐng | b. diānyǐng | c. diànyìng |
| () C.1. | a. zuòtiān | b. zuótiān | c. zuòtiàn |
| () C.2. | a. suírán | b. suīrán | c. suīràn |
| () C.3. | a. xièxiè | b. shèshe | c. xièxie |
| () C.4. | a. kāfēi | b. káfēi | c. kāifēi |
| () D.1. | a. kēlè | b. kělè | c. kělà |
| () D.2. | a. píngcháng | b. pēngchán | c. píngchèng |
| () D.3. | a. gōngzuò | b. gōngzhuò | c. gōngzòu |
| () D.4. | a. piàoliàng | b. piāoliang | c. piàoliang |
| () E.1. | a. fángbiàn | b. fāngbián | c. fāngbiàn |
| () E.2. | a. wèntì | b. wèntí | c. wěntí |
| () E.3. | a. fùxí | b. fùxi | c. fǔxí |
| () E.4. | a. rōngyì | b. lóngyì | c. róngyì |

- () F.1. a. kāishǐ b. kāixǐ c. kāisǐ
 () F.2. a. lòudiǎn b. liùdiǎn c. liùdǎn
 () F.3. a. píjiǔ b. pìjiǔ c. péijiǔ
 () F.4. a. nǚ'ér a. nǚ'èr a. nǚ'ér



VII. Exercises for Initials, Finals, and Tones: Cities

Read the following words and identify which cities they are. Put the letter corresponding to the city name into the parentheses.

Example: Mài'āmì → Miami

- () 1. Bōshìdùn a. Venice
 () 2. Lúndūn b. Toronto
 () 3. Niǔyuē c. Boston
 () 4. Bālǐ d. Chicago
 () 5. Zhījiāgē e. Seattle
 () 6. Běijīng f. New York
 () 7. Luòshānjī g. Paris
 () 8. Duōlúnduō h. London
 () 9. Xīyǎtú i. Beijing
 () 10. Wēinísī j. Los Angeles



VIII. Exercises for Initials, Finals, and Tones: Celebrities

Read the following words and write each celebrity's name in English.

1. Mǎdānnà _____
 2. Mài kè Jié kè sēn _____
 3. Yī lì shā bái Tà ilè _____
 4. Bā bā lā Sī cuì shān _____
 5. Ào dài lì Hè běn _____
 6. Suǒ fēi yǎ Luó lán _____
 7. Mǎ lì lián Mèng lù _____



IX. Exercises for Initials, Finals, and Tones: Countries

Transcribe what you hear into pinyin with tone marks and write each country name in English.

Example: Rìběn → Japan

- | | | | |
|-----|-------|---|-------|
| 1. | _____ | → | _____ |
| 2. | _____ | → | _____ |
| 3. | _____ | → | _____ |
| 4. | _____ | → | _____ |
| 5. | _____ | → | _____ |
| 6. | _____ | → | _____ |
| 7. | _____ | → | _____ |
| 8. | _____ | → | _____ |
| 9. | _____ | → | _____ |
| 10. | _____ | → | _____ |



X. Exercises for Initials, Finals, and Tones: American Presidents

Transcribe what you hear into pinyin with tone marks and write down each president's name in English.

- | | | | |
|-----|-------|---|-------|
| 1. | _____ | → | _____ |
| 2. | _____ | → | _____ |
| 3. | _____ | → | _____ |
| 4. | _____ | → | _____ |
| 5. | _____ | → | _____ |
| 6. | _____ | → | _____ |
| 7. | _____ | → | _____ |
| 8. | _____ | → | _____ |
| 9. | _____ | → | _____ |
| 10. | _____ | → | _____ |

LESSON 1 ▲ Greetings

第一課 ▲ 問好

Dì yí kè ▲ Wèn hǎo

Part One

DIALOGUE I: EXCHANGING GREETINGS

I. Listening Comprehension



A. Textbook Dialogue I (Multiple Choice)

- () 1. What was the first thing that the man said to the woman?
- a. What's your name? b. I'm Mr. Wang.
c. Are you Miss Li? d. How do you do!
- () 2. What is the woman's full name?
- a. Wang Peng b. Li You
c. Xing Li d. Jiao Li You
- () 3. What is the man's full name?
- a. Wang Peng b. Li You
c. Xing Wang d. Jiao Wang Peng



B. Workbook Dialogue I (Multiple Choice)

- () These two people are:
- a. saying good-bye to each other.
b. asking each other's name.
c. greeting each other.
d. asking each other's nationality.



C. Workbook Dialogue II (Multiple Choice)

- () 1. The two speakers are most likely:
- a. brother and sister.
b. father and daughter.
c. old friends reuniting.
d. strangers getting acquainted.

- () 2. Who are these two people?
- a. Mr. Li and Miss You
 - b. Mr. Li and Miss Li
 - c. Mr. Wang and Miss You
 - d. Mr. Wang and Miss Wang

II. SPEAKING EXERCISES

A. Answer the questions in Chinese based on Textbook Dialogue I.

1. How does Mr. Wang greet Miss Li in Chinese?
2. What is Miss Li's reply?
3. How does Mr. Wang ask what Miss Li's surname is?
4. What is Mr. Wang's given name?
5. How does Mr. Wang ask what Miss Li's given name is?
6. What is Miss Li's given name?

B. You meet a Chinese student on campus:

1. Greet him/her in Chinese.
2. Ask his/her name.



NOTE: THIS IS AN ADVANCE SAMPLE.
ACTUAL BOOK'S PHOTOS PRINT B/W, NOT FULL COLOR AS SHOWN HERE.

DO NOT DUPLICATE

III. READING COMPREHENSION

Read the passage and answer the questions. (True/False)

你好，先生。請問您貴姓？

Questions:

- () 1. The question is addressed to a man.
- () 2. The speaker is talking to his/her friend.
- () 3. The sentence occurs at the end of a conversation.
- () 4. We do not know the addressee's family name.

IV. WRITING & GRAMMAR EXERCISES

Grammar and Usage

A. Give the Chinese characters for the following sentences in pinyin.

1. Nín guì xìng?

2. Nǐ jiào shénme míngzi?

B. Rearrange the given Chinese words into a sentence, using the English sentence as a clue.

叫 / 名字 / 你 / 請問 / 什麼

(May I ask what your name is?)

C. Answer the following questions in Chinese.

1. 您貴姓？

2. 你叫什麼名字？

Translation

Translate the following sentences, making use of the Chinese words or phrases in parentheses.

1. May I ask what your surname is? (請問, 貴姓)
2. My surname is Li. My name is Li You. (我姓..., 我叫...)

Writing Practice

Write your Chinese name, if you have one, in characters.



NOTE: THIS IS AN ADVANCE SAMPLE.

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DO NOT DUPLICATE

Part Two

DIALOGUE II: ASKING ONE'S STATUS

I. Listening Comprehension



A. *Textbook Dialogue II (True/False)*

Quote the key sentence from the dialogue to support your answer.

- () 1. Miss Li is a student.
- () 2. Mr. Wang is a teacher.
- () 3. Mr. Wang is an American.
- () 4. Miss Li is a Chinese.



B. *Workbook Dialogue III (Multiple Choice)*

- () Which of the following is true?
 - a. Both the man and the woman are Chinese.
 - b. Both the man and the woman are American.
 - c. The man is Chinese and the woman is American.
 - d. The man is American and the woman is Chinese.



C. *Workbook Dialogue IV (Multiple Choice)*

- () Which of the following is true?
 - a. Both the man and the woman are teachers.
 - b. Both the man and the woman are students.
 - c. The man is a teacher. The woman is a student.
 - d. The man is a student. The woman is a teacher.

II. Speaking Exercises

A. *Answer the questions in Chinese based on Textbook Dialogue II.*

1. How does Miss Li ask whether Mr. Wang is a teacher or not?
2. Is Mr. Wang a teacher?
3. Is Miss Li a teacher?
4. What is Mr. Wang's nationality?
5. What is Miss Li's nationality?

B. You meet a middle-aged Chinese person on campus. Try to ask politely in Chinese whether he/she is a teacher.

C. Introduce yourself in Chinese to a Chinese student. Tell him/her what your name is and whether you are a student.

D. You just met a foreign student who can speak Chinese.

1. Ask him/her whether he/she is Chinese.
2. Tell him/her that you are American.

III. Reading Comprehension

A. Read the passage and answer the questions. (True/False)

王小姐是中國學生。李先生是美國老師。

Questions:

- () 1. 王小姐姓王。
- () 2. 王小姐是美國人。
- () 3. 王小姐不是老師。
- () 4. 李先生不是中國人。
- () 5. 李先生是老師。

B. Match the utterances on the left column with the appropriate responses on the right column. Write down the letter in the parentheses.

- | | |
|-----------------|-------------|
| () 1. 你好！ | A. 是,我是老師。 |
| () 2. 您貴姓？ | B. 不,我是中國人。 |
| () 3. 你是美國人嗎？ | C. 我也是學生。 |
| () 4. 你是老師嗎？ | D. 我姓李。 |
| () 5. 我是學生,你呢？ | E. 你好！ |

C. Based on your understanding of the passage below, fill out of the following form in English. Then answer the questions below.

王先生叫王中師。王中師是美國人，不是中國人。王中師是學生，不是老師。李小姐叫李美生。李美生是中國老師，不是美國學生。

	Gender	Given name	Nationality	Occupation
王先生				
李小姐				

Questions (Multiple Choice):

- () 1. If you were the man's close friend, most often you would address him as:
- Wang Xiansheng.
 - Xiansheng Wang.
 - Wang.
 - Zhongshi.
- () 2. If you were being introduced to the woman for the first time, it would be most appropriate for you to address her as:
- Li Xiaojie.
 - Xiaojie Li.
 - Li Meisheng.
 - Meisheng.

3. Wǒ bú xìng Wáng, wǒ xìng Lǐ.
4. Nín shì lǎoshī, wǒ shì xuésheng.
5. Nǐ shì Měiguó rén, wǒ yě shì Měiguó rén.

B. Rearrange the given Chinese words into a sentence, using the English sentence as a clue.

1. 姓 / 王 / 嗎 / 你

(Is your surname Wang?)

2. 嗎 / 是 / 你 / 學生 / 美國

(Are you an American student?)

3. 中國 / 是 / 人 / 我 / 不

(I am not Chinese.)

4. 小姐 / 先生 / 美國人 / 美國人 / 王 / 李 /
也 / 是 / 是

(Miss Li is American. Mr. Wang is also American.)

C. Answer the following questions in Chinese.

1. 你是學生嗎？

2. 李小姐是美國人。你呢？

3. 王先生是中國學生。你呢？

D. Form the questions that would elicit the following statements.

Example: 我是學生。 → 你是學生嗎？

1. 我是美國人。

2. 我姓李。

3. 王老師是中國人。

4. 李小姐不是學生。

5. 我也是學生。

E. In each group, use 也 to connect the two sentences into a compound sentence.

Example: 李友是學生。 / 王朋是學生。
→ 李友是學生，王朋也是學生。

1. 你是美國人。/我是美國人。
2. 李小姐不是中國人。/李先生不是中國人。
3. 你不姓王。/我不姓王。
4. 王先生是老師。/李小姐是老師。

Translation

Translate the following sentences into Chinese, using the words or phrases in parentheses.

1. I am American. (是)
2. Are you Chinese? (是, 嗎)
3. I am a teacher. How about you? (呢)
- 4.A: I am an American student. Are you an American student, too? (也)
B: No, I am a Chinese student. (不)

5. Mr. Wang is not Chinese. Nor am I. (也不)

[Note: The following sentences contain supplementary vocabulary.]

6. May I ask if you are Japanese?

7. Mr. Wang is English. Mrs. Wang is Chinese.

8. Mr. Li is not French. Mrs. Li is not French, either.

Writing Practice

Without looking at the book, write as many characters as you can from Lesson 1.

LESSON 5 ▲ Visiting Friends

第五課 ▲ 看朋友

Dì wǔ kè ▲ Kàn péngyou

Part One

DIALOGUE: VISITING A FRIEND'S HOME

I. Listening Comprehension



A. Textbook Dialogue (True/False)

Quote the key sentence from the dialogue to support your answer.

- () 1. Wang Peng and Li You had met Little Gao's older sister before.
- () 2. Li You was very happy to meet Little Gao's younger sister.
- () 3. Li You thought that Little Gao's house was nice and big.
- () 4. Little Gao's older sister works in a restaurant.
- () 5. Li You did not drink beer.
- () 6. Little Gao's sister gave Li You a cola.
- () 7. Li You did not drink anything at Little Gao's house.



B. Workbook Dialogue I (True/False)

Quote the key sentence from the dialogue to support your answer.

- () 1. The man and the woman run into each other in a library.
- () 2. The man and the woman have never met each other before.
- () 3. The man is looking for his younger brother.



C. Workbook Dialogue II (Multiple Choice)

- () 1. The dialogue most likely occurs in:
 - a. a car.
 - b. a house.
 - c. a library.
 - d. a concert hall.

- () 2. Which of the following statements about the woman is true?
- She doesn't like TV in general but she likes what is on TV tonight.
 - She doesn't like TV in general and she likes what is on TV tonight even less.
 - She likes TV in general but she doesn't like what is on TV tonight.
 - She likes TV in general and she particularly likes what is on TV tonight.
- () 3. What will they most likely do for the rest of the evening?
- watch TV
 - listen to American music
 - read an American novel
 - listen to Chinese music



D. Workbook Dialogue III (Multiple Choice)

- () 1. Which of the following is the correct order of the woman's preferences?
- coffee, tea
 - beer, coffee
 - coffee, beer
 - tea, coffee
- () 2. Which beverage does the man not have?
- tea
 - beer
 - cola
 - coffee
- () 3. Which beverage does the woman finally get?
- tea
 - beer
 - cola
 - coffee

II. Speaking Exercises

A. Answer the questions in Chinese based on the Textbook Dialogue.

- Who went to Little Gao's house?
- Did Wang Peng and Li You know Little Gao's older sister before?
- What is Little Gao's older sister's name?
- How is Little Gao's house?
- Where does Little Gao's older sister work?
- What did Wang Peng want to drink?
- Why did Li You ask for a glass of water?



B. This picture depicts a scene from Dialogue I of this lesson. Act it out with some of your classmates.

C. You are talking with a classmate's brother/sister for the first time. Find out if he/she is a student, where he/she works, and what his/her hobbies are.

D. You are visiting a friend's home. Compliment your friend on the home. Your friend offers you something to drink, so you ask for a glass of water.

III. Reading Comprehension

A. Read the following description carefully and match each of the names with the proper beverage by placing the letters in the appropriate parentheses.

小高、小張和王朋都是同學，小高今年十九歲，小張今年二十歲，王朋今年二十一歲。小高不喜歡喝茶，小張不喝可樂，王朋喜歡喝咖啡、啤酒，可是不喜歡喝茶。

() 1. 小高

a. 茶

() 2. 小張

b. 啤酒

() 3. 王朋

c. 可樂

B. Read the following dialogue and answer the questions. (True/False)

(王亮和李樂都是美國學生。他們都學中文。)

王亮：你想喝點兒什麼？

李樂：我要啤酒。

王亮：我不可以給你啤酒，因為你今年只有十九歲。

李樂：對，我今年十九歲，可是我為什麼不可以喝啤酒？啤酒是 cola，對不對？

王亮：不對，cola 中文是可樂。

李樂：是嗎？那請你給我一杯可樂吧。

王亮：好吧。

Questions:

- () 1. The two people know each other.
- () 2. The dialogue most likely occurred in Li Le's apartment.
- () 3. Li Le knew that he was too young to drink beer, but he asked for it anyway.
- () 4. Wang Liang's Chinese is probably better than Li Le's.
- () 5. Finally, Li Le got what he actually wanted.

IV. Writing & Grammar Exercises

Grammar and Usage

A. Answer the following questions.

1.A: 你常常在家看書還是在學校看書？

B: _____。

2.A: 你爸爸媽媽在哪兒工作？

B: _____。

3.A: 你喜歡喝茶還是喜歡喝咖啡？

B: _____。

4.A: 你爸爸喜歡喝美國啤酒還是喜歡喝外國啤酒？

B: _____。

B. Use each group of words to make an interrogative sentence, a positive sentence, and a negative sentence.

Example: 小高家/大

A. 小高家大不大？

B. 小高家很大。

C. 小高家不大。

1. 這個醫生/好

A. _____？

B. _____。

C. _____。

2. 小白的妹妹/漂亮

A. _____？

B. _____。

C. _____。

3. 張律師/高興

A. _____？

B. _____ ◦

C. _____ ◦

4. 那個電影/有意思

A. _____ ?

B. _____ ◦

C. _____ ◦

Translation

Translate the following sentences into Chinese, using the words or phrases in parentheses.

1. Let me introduce you. This is my classmate.

2. Very pleased to meet you. (認識)

3. Little Gao's home is very big and also very beautiful. (Adj.)

4.A: Where do you work? (在，哪兒)

B: I work at a school.

5. Would you like to have some coffee? (點兒)

6. Would you like to drink cola or beer? (還是)

7.A: Please give me a cup of coffee.

B: Sorry. We don't have coffee.

8. Come in quickly. Sit down please.

Writing Practice

List what you like to drink in Chinese.

Part Two

NARRATIVE: AT A FRIEND'S HOUSE

I. Listening Comprehension



A. Textbook Narrative (True/False)

Quote the key sentence from the dialogue to support your answer.

- () 1. Little Gao's older sister works in a library.
- () 2. Wang Peng had two glasses of beer at Little Gao's house.
- () 3. Li You did not drink beer at Little Gao's house.
- () 4. Wang Peng and Li You chatted and watched TV with Little Gao's sister last night.
- () 5. Wang Peng and Li You left Little Gao's house at noon.



B. Workbook Narrative I (True/False)

Quote the key sentence from the dialogue to support your answer.

- () 1. The speaker thinks that Little Bai and Little Li are old friends.
- () 2. The three people are most likely at the speaker's place.
- () 3. Little Bai told Little Li that he works in the library.



C. Workbook Narrative II (Multiple Choice)

- () 1. Where did they spend last Saturday evening? They were:
 - a. at Little Bai's place.
 - b. at Little Gao's place.
 - c. at Little Li's place.
 - d. at Little Bai's brother's place.
- () 2. What did Little Bai's brother do at the party? He was:
 - a. drinking.
 - b. watching TV.
 - c. chatting.
 - d. dancing.
- () 3. Little Bai spent most of the evening:
 - a. drinking and watching TV.
 - b. chatting and watching TV.
 - c. drinking and chatting.
 - d. drinking, chatting and watching TV.

II. Speaking Exercises

A. Answer the questions in Chinese based on the Textbook Narrative.

1. Why did Wang Peng and Li You go to Little Gao's house?
2. Is Little Gao's older sister a teacher? Explain.
3. What did Wang Peng drink? How much?
4. What did Wang Peng and Li You do at Little Gao's house?
5. When did Wang Peng and Li You go home?

B. Explain in Chinese that you went to a friend's house last night. Your friend works at the school library. You chatted and watched TV together and did not return home until 11:30 p.m.

III. Reading Comprehension

A. Read the following note and answer the questions in English.

小張：

明天晚上七點半學校有一個中國電影，我們一起去看，好嗎？請你晚上來找我。

小高

七月五日晚上九點半

1. Who wrote the note?
2. What time is the movie?
3. Where is the movie?
4. What date is the movie?
5. When was the note written?

B. Read the passage and answer the questions. (Multiple Choice)

昨天是小李的生日，小李請了小高、小張和王朋三個同學去她家吃飯。他們七點鐘吃晚飯。小李的家很大，也很漂亮。小李的爸爸是老師，他很有意思。小李的媽媽是醫生，昨天很忙，九點才回家吃晚飯。小李的哥哥和姐姐都不在家吃飯。王朋和小李的爸爸媽媽一起喝茶、聊天。小高、小張和小李一起喝可樂、看電視。小高、小張和王朋十一點才回家。

- () 1. Where did Little Gao go last night?
- a. Little Li's home b. Little Zhang's home
c. Wang Peng's home d. His own home
- () 2. Who was late for dinner last night?
- a. Little Gao b. Little Zhang
c. Little Li's father d. Little Li's mother
- () 3. Which of the following statements is true?
- a. Little Li's mother is a teacher.
b. Little Li's father is an interesting person.
c. Little Li's brother and sister were home last night.
d. Wang Peng talked with Little Li all evening.

C. Read the passage and answer the questions. (True/False)

今天小高去找他的同學小張，小張的妹妹也在家。可是小高不認識小張的妹妹。小張介紹了一下。小張的妹妹也是他們學校

的學生。她很漂亮，喜歡唱歌和看書。這個週末小高想請小張的妹妹去喝咖啡、看電影。

Questions:

- () 1. Little Gao has met Little Zhang's sister before.
- () 2. Little Gao and Little Zhang's sister attend the same school.
- () 3. Little Gao's sister likes to dance.
- () 4. Little Gao would like to invite Little Zhang and his sister to see a movie this weekend.

IV. Writing & Grammar Exercises

Grammar and Usage

A. Answer the following questions based on your own situation.

1. 你喜歡去同學家玩嗎？為什麼？
2. 你喜歡喝茶、可樂、咖啡還是啤酒？為什麼？
3. 你喜歡在哪兒看書？
4. 你和你的同學常常一起做什麼？
5. 昨天晚上你去沒去朋友家玩兒？

B. Change the following sentences from the positive to the negative.

Example: A: 我昨天晚上看電視了。

→ B: 我昨天晚上沒(有)看電視。

1.A: 今天他打球了。

B: _____。

2.A: 我昨天晚上去小高家了。

B: _____。

3.A: 星期五是小高的生日，王朋喝啤酒了。

B: _____。

4.A: 星期三他去圖書館了。

B: _____。

C. Answer the following questions in both the positive and the negative forms.

Example: A: 你昨天晚上跳舞了嗎？

→ B1: 我昨天晚上跳舞了。

→ B2: 我昨天晚上沒(有)跳舞。

1.A: 小李昨天晚上喝茶了嗎？

B1: _____。

B2: _____。

2.A: 你今天喝咖啡了嗎？

B1: _____。

B2: _____。

3.A: 小白星期四回家了嗎？

B1: _____ ○

B2: _____ ○

4.A: 星期六小高去朋友家玩了嗎？

B1: _____ ○

B2: _____ ○

Translation

Translate the following sentences into Chinese, using the words or phrases in parentheses.

1. We got acquainted with Little Gao's older sister at the library. (在)

2. Last night they drank tea and chatted together. (聊天)

3. Last night Little Zhang drank four cups of coffee. (了, measure word)

4. Little Bai does not like beer. He only drank two glasses of cola.

5.A: Why did you get home as late as twelve? (才)

B: Because I went to see a foreign movie.

6. Last night Wang Peng went to Li You's home for a visit. He met Li You's older sister.

7. Let's go home! (吧)

8. Let's eat dinner! (吧)

Writing Practice

A. Describe a recent visit to your friend's house. Make sure that you mention what you did and what you drank.

B. Translate the following note into Chinese.

Yesterday evening I went to the library to read. In the library I met a classmate. We read together. I didn't go home until eleven o'clock.