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**LEVEL 1**

**Part 2**

# **Integrated Chinese**

# 中文听说读写



*Simplified 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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**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](mailto:editor@cheng-tsui.com)), or contact the following members of our Editorial Board.

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## CONTENTS

Preface . . . . .	xv
-------------------	----

### **Lesson 12: Dining** **1**

#### **Part One**

I. Listening Comprehension . . . . .	1
II. Speaking Exercises . . . . .	1
III. Reading Comprehension. . . . .	2
IV. Writing & Grammar Exercises. . . . .	5

#### **Part Two**

I. Listening Comprehension . . . . .	7
II. Speaking Exercises . . . . .	8
III. Reading Comprehension. . . . .	8
IV. Writing & Grammar Exercises. . . . .	11

### **Lesson 13: At the Library** **15**

#### **Part One**

I. Listening Comprehension . . . . .	15
II. Speaking Exercises . . . . .	15
III. Reading Comprehension. . . . .	16
IV. Writing & Grammar Exercises. . . . .	19

#### **Part Two**

I. Listening Comprehension . . . . .	22
II. Speaking Exercises . . . . .	22
III. Reading Comprehension. . . . .	23
IV. Writing & Grammar Exercises. . . . .	25

### **Lesson 14: Asking Directions** **29**

#### **Part One**

I. Listening Comprehension . . . . .	29
II. Speaking Exercises . . . . .	29



III. Reading Comprehension. . . . . 30

IV. Writing & Grammar Exercises. . . . . 32

**Part Two**

I. Listening Comprehension. . . . . 36

II. Speaking Exercises . . . . . 37

III. Reading Comprehension. . . . . 37

IV. Writing & Grammar Exercises. . . . . 40

**Lesson 15: Birthday Party 45**

**Part One**

I. Listening Comprehension. . . . . 45

II. Speaking Exercises . . . . . 46

III. Reading Comprehension. . . . . 46

IV. Writing & Grammar Exercises. . . . . 48

**Part Two**

I. Listening Comprehension. . . . . 51

II. Speaking Exercises . . . . . 51

III. Reading Comprehension. . . . . 52

IV. Writing & Grammar Exercises. . . . . 55

**Lesson 16: Seeing a Doctor 61**

**Part One**

I. Listening Comprehension. . . . . 61

II. Speaking Exercises . . . . . 62

III. Reading Comprehension. . . . . 62

IV. Writing & Grammar Exercises. . . . . 64

**Part Two**

I. Listening Comprehension. . . . . 66

II. Speaking Exercises . . . . . 67

III. Reading Comprehension. . . . . 67

IV. Writing & Grammar Exercises. . . . . 70



**Lesson 17: Dating 77**

**Part One**

- I. Listening Comprehension . . . . . 77
- II. Speaking Exercises . . . . . 77
- III. Reading Comprehension. . . . . 78
- IV. Writing & Grammar Exercises. . . . . 80

**Part Two**

- I. Listening Comprehension . . . . . 84
- II. Speaking Exercises . . . . . 84
- III. Reading Comprehension. . . . . 85
- IV. Writing & Grammar Exercises. . . . . 87

**Lesson 18: Renting an Apartment 91**

**Part One**

- I. Listening Comprehension . . . . . 91
- II. Speaking Exercises . . . . . 91
- III. Reading Comprehension. . . . . 92
- IV. Writing & Grammar Exercises. . . . . 93

**Part Two**

- I. Listening Comprehension . . . . . 96
- II. Speaking Exercises . . . . . 96
- III. Reading Comprehension. . . . . 97
- IV. Writing & Grammar Exercises. . . . . 100

**Lesson 19: At the Post Office 105**

**Part One**

- I. Listening Comprehension . . . . . 105
- II. Speaking Exercises . . . . . 105
- III. Reading Comprehension. . . . . 106
- IV. Writing & Grammar Exercises. . . . . 108

**Part Two**

- I. Listening Comprehension . . . . . 112



II. Speaking Exercises . . . . . 113

III. Reading Comprehension. . . . . 113

IV. Writing & Grammar Exercises. . . . . 114

**Lesson 20: Sports 117**

**Part One**

I. Listening Comprehension . . . . . 117

II. Speaking Exercises . . . . . 118

III. Reading Comprehension. . . . . 118

IV. Writing & Grammar Exercises. . . . . 120

**Part Two**

I. Listening Comprehension . . . . . 123

II. Speaking Exercises . . . . . 123

III. Reading Comprehension. . . . . 123

IV. Writing & Grammar Exercises. . . . . 125

**Lesson 21: Travel 129**

**Part One**

I. Listening Comprehension . . . . . 129

II. Speaking Exercises . . . . . 129

III. Reading Comprehension. . . . . 129

IV. Writing & Grammar Exercises. . . . . 131

**Part Two**

I. Listening Comprehension . . . . . 133

II. Speaking Exercises . . . . . 135

III. Reading Comprehension. . . . . 135

IV. Writing & Grammar Exercises. . . . . 138

**Lesson 22: Hometown 145**

**Part One**

I. Listening Comprehension . . . . . 145

II. Speaking Exercises . . . . . 145



III. Reading Comprehension. . . . . 146

IV. Writing & Grammar Exercises. . . . . 146

**Part Two**

I. Listening Comprehension . . . . . 151

II. Speaking Exercises . . . . . 151

III. Reading Comprehension. . . . . 152

IV. Writing & Grammar Exercises. . . . . 155

**Lesson 23: At the Airport 157**

**Part One**

I. Listening Comprehension . . . . . 157

II. Speaking Exercises . . . . . 158

III. Reading Comprehension. . . . . 159

IV. Writing & Grammar Exercises. . . . . 160

**Part Two**

I. Listening Comprehension . . . . . 163

II. Speaking Exercises . . . . . 164

III. Reading Comprehension. . . . . 164

IV. Writing & Grammar Exercises. . . . . 166





## 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

The first part of this section of the lesson asks questions based on the dialogues in the textbook. The second part 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.

### *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.





## Preface

xvii



### *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.





LESSON 12 ▲ Dining

第十二课 ▲ 吃饭

Dì shí'èr kè ▲ Chī fàn

Part One

DIALOGUE I: DINING IN A RESTAURANT

I. Listening Comprehension

 A. Textbook Dialogue I (True/False)

- ( ) 1. There are no seats left in the restaurant.
- ( ) 2. The woman doesn't eat meat, but the man does.
- ( ) 3. They both ordered hot and sour soup.
- ( ) 4. They both ordered cola.
- ( ) 5. They decided not to order the tofu dish because it has meat in it.
- ( ) 6. They requested fast service because they were in a hurry.

 B. Workbook Dialogue I (Multiple Choice)

- ( ) 1. Why did the man not drink any beer?
  - a. He had to drive.
  - b. He had to go to class.
  - c. He had drunk too much beer already.
- ( ) 2. What did he finally get from the woman?
  - a. a bottle of cola
  - b. a glass of cola
  - c. a can of cola

II. Speaking Exercises

A. Answer the questions in Chinese based on the dialogue in the textbook.

1. How did the waiter greet the customers when they entered the restaurant?
2. Did the customers order any meat dishes? Why?
3. Name all the food items they ordered in the restaurant.
4. Did they order any drinks? Why did the woman ask the waiter to rush?

*B. Practice your conversation skills with a partner.*

You and your friends are in a Chinese restaurant. You like different kinds of food, so you discuss with the waiter what to order. It turns out that everyone enjoys the food.

**III. Reading Comprehension***A. Answer the questions in Chinese based on the dialogue in the textbook.*

1. 谁吃素？
2. 他们点了些什么菜？
3. 王先生喝的东西跟李小姐喝的东西一样吗？他们喝什么？
4. 你觉得他们饿吗？为什么？

*B. Read the note below and answer the questions. (True/False)*

小王：

小张刚才给你打电话，想请你跟你太太这个星期六去他们家吃饺子。他现在在他的办公室。请你回来以后，给他打个电话。

小李

三点十分

Questions:

- ( ) 1. 小张想请小王和他的太太吃饭。

- ( ) 2. 这个星期六小张要去饭馆吃饺子。
- ( ) 3. 小张要小王给他打电话。
- ( ) 4. 小张现在不在家。
- ( ) 5. 小王三点十分给小李打电话。

*C. Read the dialogue and answer the questions. (Multiple Choice)*

李小姐: 服务员, 你们的家常豆腐一点儿也不好吃。酸辣汤也很糟糕。我点菜的时候告诉你我不喜欢味精, 可是汤还是放了很多味精。

服务员: 小姐, 对不起。可是很多人都说我们饭馆的菜很不错呀。

李小姐: 你自己觉得这儿的菜怎么样?

服务员: 我不知道。

李小姐: 你怎么不知道? 你每天都在这儿工作, 不是要在这儿吃午饭吗?

服务员: 我真的不知道, 因为我和别的服务员每天都去别的饭馆吃午饭。

*Questions:*

- ( ) 1. Miss Li does not like the soup because:
- it is too hot.
  - it is too sour.
  - it was not cooked in the way she had wanted.
- ( ) 2. The waiter tries to defend his restaurant by saying that:
- many other people like the food here.
  - many other dishes here are better.
  - many other restaurants are worse.

- ( ) 3. Miss Li assumes that:
- the waiter does not have his lunch here, even though he works here.
  - the waiter has his daily lunch here, since he works here.
  - the waiter has his lunch here when he does not work here.
- ( ) 4. Which of the following statements is true?
- The waiter honestly does not know how the food of his restaurant tastes.
  - The waiter knows how the food of his restaurant tastes and honestly likes it.
  - The waiter knows how the food of his restaurant tastes and does not like it.

*D. Read the passage and answer the questions.*

王朋和李友昨天晚上六点钟去一家饭馆吃饭。他们要了两杯可乐。王朋点了一盘肉和十个饺子。李友不想吃肉，只要了一盘豆腐。两杯可乐很快就来了，可是到了七点半一盘菜都没上。王朋去问服务员，服务员说：“你们现在饿了吗？”王朋和李友都说：“我们都很饿。”服务员告诉他们：“我们饭馆跟别的饭馆不一样。要是你不太饿，你会觉得我们的菜不太好吃。可是要是你真饿了，你就会觉得我们的菜很好吃。所以我得等你们很饿了才能给你们上菜。”

*Questions (True/False):*

- ( ) 1. Li You ordered a cola and a vegetarian dish.
- ( ) 2. Wang Peng and Li You waited for their drinks for a long time.

- ( ) 3. At 7:30 there was still one dish that had not arrived yet.
- ( ) 4. We can assume that Wang Peng and Li You will visit this restaurant again soon.

(Multiple Choice)

- ( ) 5. According to the waiter, this restaurant is different from others because:
- its tasty food makes customers feel all the more hungry.
  - its customers are hungry only for the tasty food.
  - its food is tasty only to hungry customers.
- ( ) 6. According to the waiter, he had to:
- wait for Wang Peng and Li You to become really hungry.
  - wait for the other customers to become really hungry.
  - wait for himself to become really hungry.
- ( ) 7. Most likely, the food at this restaurant is \_\_\_\_\_ the food at other restaurants.
- worse than
  - about the same as
  - better than

#### IV. Writing & Grammar Exercises

A. Following the model, rewrite the sentences below.

EXAMPLE: 我今年夏天没有看电影。

→ 我今年夏天一个电影都(也)没有看。

- 他今天早上没有吃东西。
- 饭馆人很多，没有位子了。
- 我最近忙极了，没有时间。
- 这篇课文的生词又多又难，我不懂。

5. 昨天晚上我忙极了，没睡觉。

*B. Fill in the blanks with proper resultative complements:*

1. 爸爸：小明，功课做得怎么样了？

小明：功课还没做\_\_\_\_\_。

2. A: 老师说的话你听\_\_\_\_\_了吗？

B: 老师说话说得太快，我没听\_\_\_\_\_。

3. 那个女孩子是谁你看\_\_\_\_\_了吗？

4. 这个字不对，你写\_\_\_\_\_了。

*C. Translate the following sentences into Chinese.*

1. Do you want to have dinner at home or go to a restaurant? (想，还是)

2. A: How many classes do you have tomorrow? (明儿)

B: I don't have a single class tomorrow. (一...都/也...)

3. A: Do you have any Japanese books?

B: No, I don't have a single Japanese book. (一...都/也...)

4. Please do not put MSG in it. I can't eat MSG at all. (一...都)

5. These dishes seem (to be) enough.



## Writing Practice

Write a letter to your Chinese friend describing the situation when you and your classmate had a meal at a Chinese restaurant. Don't forget to use the following words:

汤, 点菜, 饭, 盘, 碗, 肉, 素, 上菜

## Part Two

### DIALOGUE II: EATING IN A CAFETERIA

#### I. Listening Comprehension



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

- ( ) 1. The dining room serves Chinese food only.
- ( ) 2. The sweet and sour fish is sold out.
- ( ) 3. The student ordered a cucumber salad dish in addition to the fish dish.
- ( ) 4. The student spent more than fifteen dollars on the lunch.
- ( ) 5. The dining-room staff member recommended cucumber salad because it tastes very good.
- ( ) 6. The dining-room staff member discovered that the student paid him one dollar too much.



##### B. Workbook Narrative (True/False)

- ( ) 1. Wang Peng likes the Chinese restaurant's dumplings the best.
- ( ) 2. Wang Peng arrived in the States two months ago.
- ( ) 3. Wang Peng does not like American food.
- ( ) 4. Wang Peng is a good cook.
- ( ) 5. Wang Peng likes the hot and sour soup in the restaurant a lot.



##### C. Workbook Dialogue II (Multiple Choice)

- ( ) 1. What is the relationship between the man and the woman?
  - a. husband/wife
  - b. customer/waitress
  - c. father/daughter
  - d. salesperson/manager
- ( ) 2. Which of the following was *not* mentioned in the conversation?
  - a. tofu    b. soup    c. beer    d. rice

- ( ) 3. What did the man order for his meal?
- a tofu dish, a fish dish, and a soup
  - a fish dish, a soup, and rice
  - a fish dish, a beef dish, and a soup
  - a tofu dish, a soup, and rice

## II. Speaking Exercises

*A. Answer the questions in Chinese based on the dialogue in the textbook.*

- What did the dining-room staff member say about the fish dish?
- Why did the dining-room staff member recommend the cucumber dish?
- Give the price for each of the food items that the student ordered.
- What did the student say after receiving the change?

*B. Practice your conversation skills with a partner.*

After the dinner, you and your friends discuss how to pay the bill. When the bill comes, you find that the waiter has overcharged you by one dollar. You talk to the waiter about it.

## III. Reading Comprehension

*A. Answer the questions in Chinese based on the dialogue in the textbook.*

- 这个学生今天晚上想吃中餐还是西餐?
- 他点了哪两个菜?
- 一两米饭多少钱?
- 学生给了师傅多少钱?
- 师傅多给了学生多少钱?

B. Read the dialogue and answer the questions.

李先生：请问，你们的红烧牛肉怎么样？

服务员：好吃极了。

李先生：你们的家常豆腐好不好？

服务员：家常豆腐比红烧牛肉更好吃。

李先生：那你们的糖醋鱼呢？

服务员：糖醋鱼比家常豆腐更好吃。

李先生：你们的菜都好吃，那我点什么呢？还是给我一盘红烧牛肉吧。

服务员：好，红烧牛肉比糖醋鱼更好吃。

李先生：算了吧，我不点菜了。我去别的饭馆吧。

服务员：先生，为什么？

李先生：因为他们的菜比你们的菜更好吃。

Questions (True/False):

- ( ) 1. Mr. Li was very familiar with the menu of the restaurant.
- ( ) 2. The waiter was very familiar with the menu of the restaurant.
- ( ) 3. Mr. Li was most likely a vegetarian.
- ( ) 4. In the end Mr. Li did not eat at this restaurant.

(Multiple Choice)

- ( ) 5. According to the waiter, which of the following is the best entrée?
  - a. tofu    b. fish    c. beef    d. none of the above
- ( ) 6. Which of the following statements is true?
  - a. The waiter was genuinely enthusiastic about the food in his restaurant.
  - b. The waiter tried to familiarize Mr. Wang with the menu.
  - c. The waiter tried to push Mr. Wang for a quick order.

- ( ) 7. Mr. Wang's last sentence to the waiter sounds very:  
a. sardonic.      b. complimentary.      c. truthful.

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

今天中午老张请老王到饭馆吃饭。老张要老王点菜，老王不吃肉，所以点了一个家常豆腐，还点了一个凉拌黄瓜。这些菜很便宜。老张不知道老王不吃肉，所以点了一盘牛肉，还有一盘糖醋鱼。这些菜都很贵。菜上来了，老张想让老王吃贵的菜，所以他吃了很多豆腐和黄瓜。吃完饭以后，桌子上还有很多鱼和牛肉，可是老王还觉得很饿。

*Questions:*

- ( ) 1. 今天的午饭是老王请客。  
( ) 2. 老张和老王一共点了四个菜。  
( ) 3. 老张点的菜很便宜。  
( ) 4. 老张知道老王不吃肉。  
( ) 5. 老张吃了很多豆腐和黄瓜，因为他不喜欢吃肉。  
( ) 6. 吃饭以后，桌子上还有很多豆腐和黄瓜。  
( ) 7. 老王没有吃牛肉和鱼。

D. Read the following menu and answer the questions. (Multiple Choice)

美味快餐店			
菜		汤	
1. 宫保鸡丁	\$5.95	1. 蛋花汤	\$2.95
2. 红烧牛肉	\$6.50	2. 酸辣汤	\$2.95
3. 炒鱼片	\$6.50	3. 鸡丝汤	\$2.50
4. 京都排骨	\$4.95	4. 豆腐汤	\$1.50
5. 家常豆腐	\$3.95		

Questions:

- ( ) 1. This restaurant provides:  
 a. buffet.    b. banquet.    c. fast food.    d. free delivery.
- ( ) 2. 要是你只有五块五毛钱, 你想吃一菜一汤, 你可以点:  
 a. 炒鱼片、豆腐汤。  
 b. 家常豆腐、鸡丝汤。  
 c. 京都排骨、蛋花汤。  
 d. 家常豆腐、豆腐汤。

#### IV. Writing & Grammar Exercises

A. Answer the following questions.

1. A: 你觉得中餐好吃还是西餐好吃?

B: \_\_\_\_\_。

2. A: 要是你不能吃味精, 你可以跟服务员说什么?

B: \_\_\_\_\_。

3. A: 今天我请客, 你要点些什么菜?

B: \_\_\_\_\_。

4. A: 在美国是吃饭以前喝酒, 还是吃饭以后喝酒?

B: \_\_\_\_\_。

5. A: 天气热的时候, 你喜欢吃什么? 喝什么?

B: \_\_\_\_\_。

**B. Complete and expand the dialogue:**

男客人: \_\_\_\_\_?

服务生: 对不起, 糖醋鱼卖完了, 红烧牛肉好吗?

男客人: 也好。

服务生: 除了红烧牛肉以外, \_\_\_\_\_?

女客人: 老王, \_\_\_\_\_?

男客人: 好, \_\_\_\_\_?

服务生: 一盘红烧牛肉, 两碗酸辣汤。 \_\_\_\_\_?

男客人: \_\_\_\_\_?

女客人: 我不要米饭。

**C. Translate the following sentences into Chinese.**

1. Bring us two glasses of beer. (来)

2. Waiter: Do you want anything else?

Miss Li: Yes, give me a bottle of cola, please. (来)

3. A: How do you like the hot and sour soup? (觉得)

B: It's a bit sour and a bit hot. Very tasty. (reduplication of adj.)

4. The beef braised in soy sauce is extremely good. Why don't you buy one? (...极了)

5. This book is extremely interesting.

6. A: Did I write this character right? (resultative complement)

B: No, you wrote it wrong. (resultative complement)

7. Sorry! Sweet and sour fish is sold out!

8. The home-style tofu is extremely tasty! (...极了)

9. You gave me fifty cents too much in change.

10. Both Chinese food and Western food have "cold cucumber salad," but they are not the same.



### Writing Practice

Write down the names of your favorite Chinese dishes.





LESSON 13 ▲ At the Library


第十三课 ▲ 在图书馆

Dì shí sān kè ▲ Zài túshūguǎn

Part One

DIALOGUE I: BORROWING AUDIOTAPES

I. Listening Comprehension

 A. Textbook Dialogue I (Multiple Choice)

- ( ) 1. What does the student wish to borrow?  
a. books    b. tapes    c. records    d. dictionaries
- ( ) 2. What did the student bring to the library?  
a. a student ID    b. a library card  
c. a credit card    d. a book
- ( ) 3. When did the student talk to the library staff?  
a. 4:30    b. 5:00    c. 5:30    d. 8:00
- ( ) 4. What is downstairs in the library?  
a. a reading room    b. a reference room  
c. a language lab    d. a computer room

 B. Workbook Dialogue (True/False)

- ( ) 1. The conversation took place inside the library.
- ( ) 2. No audiotapes are allowed to leave the library.
- ( ) 3. The man is a teacher.
- ( ) 4. The man wishes to check out some audiotapes.
- ( ) 5. The language lab is right next door to the library.

II. Speaking Exercises

A. Answer the questions in Chinese based on the dialogue in the textbook.

1. What does the man wish to borrow?
2. Where is the language lab?
3. What did the man forget to bring?
4. Did the man bring any ID with him?

5. How late does the language lab stay open?
6. When did the conversation take place?

*B. Practice your conversation skills with a partner.*

Ask your friend if you can check out videotapes from the language lab, what ID you need to check out tapes, and how late the language lab stays open.

### III. Reading Comprehension

*A. Answer the questions based on the dialogue in the textbook.*

1. 学生可以把录音带借回家吗？你怎么知道？
2. 学生和职员在哪儿说话？
3. 学生带了什么证件？
4. 图书馆开到几点？
5. 他们说话的时候是几点钟？
6. 学生今天借到了他要的东西吗？你怎么知道？

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

老师说要想中文进步得快，我们得每天听录音。他告诉我们中文录音带都在语言实验室，但是不能借回家去，只能在那儿

听。语言实验室除了星期六以外每天都开。而且早上七点半就开门，晚上九点半才关门。老师还告诉我们去借录音带的时候不要忘了带学生证。

Questions:

- ( ) 1. 听录音可以帮助我们学中文。
- ( ) 2. 学生可以把录音带借回家听。
- ( ) 3. 语言实验室一个星期开五天。
- ( ) 4. 早上八点一刻，语言实验室已经开了。
- ( ) 5. 借录音带的时候要带学生证。

C. Read the dialogue and answer the questions.

李友：我明天早上得去图书馆还我上个月借的那本书。

张英：你不用去了。我今天上午去图书馆还书，已经把你的书也还了。

李友：太好了！你真是我最好的朋友。（李友在找东西）。

张英：你在找什么？

李友：我昨天下午把我的中文书放在桌上，可是现在找不到了。

张英：中文书？就是你上个月借的那本书，对不对，我不是已经帮你还了吗？

李友：不，我借的是英文书，不是中文书。那本中文书是我自己的。

张英：糟糕！我把你的中文书还给图书馆了。我现在就去图书馆把书找回来。

李友：今天来不及了，图书馆开到晚上十点，只剩十分钟图书馆就关门了。还是明天早上我自己去吧。我借的那本英文书还没还呢。

*Questions (True/False):*

- ( ) 1. Zhang Ying went to the library earlier today.
- ( ) 2. Zhang Ying told Li You that Li You should go to the library tomorrow to return her book.
- ( ) 3. Li You put the book she borrowed from the library on her desk yesterday afternoon.
- ( ) 4. When this conversation took place, the library was still open.
- ( ) 5. Zhang Ying has done Li You a big favor.

*(Multiple Choice)*

- ( ) 6. When and where did this conversation most likely take place?
  - a. in the bookstore this afternoon
  - b. in the classroom this afternoon
  - c. in their dorm this evening
  - d. in the library this evening
- ( ) 7. How long can Li You keep a book borrowed from the library?
  - a. a week
  - b. a month
  - c. two months
  - d. three months
- ( ) 8. Li You will go to the library tomorrow morning:
  - a. to return a book and borrow another one.
  - b. to return a book and get her own book back.
  - c. to return a book and borrow another one for Zhang Ying.
  - d. to get her own book back and return one for Zhang Ying.

**IV. Writing & Grammar Exercises**

A. Following the model, rewrite each of the sentences below into one that contains the 把 structure.

EXAMPLE: 你的那本书, 我带来了。

→ 我把你的那本书带来了。

1. 那本书, 我还给图书馆了。
2. 王朋的汽车, 他开走了。
3. 录音带, 他借回来了。
4. 那个字, 他写错了。
5. 这本书, 我看完了。
6. 你的学生证, 你没有给我。
7. 那张电影票, 他给女朋友了。
8. 那个电脑, 我买回来了。

B. Answer the following questions using 把.

1. A: 我的中文书在哪儿?

B: \_\_\_\_\_。(放在)

## 2. (正在吃饭)

A: 妈妈, 我可以出去玩吗?

B: \_\_\_\_\_。(吃完)

## 3. A: 已经十二点了, 快睡觉吧!

B: \_\_\_\_\_。(预习好)

## 4. A: 你借的录音带在哪儿? 我想听一下。

B: \_\_\_\_\_语言实验室了。(还给)

## C. Fill in the blanks with 在, 到, and 给.

1. 别坐 \_\_\_\_\_ 桌子上。

2. 请把学生证还 \_\_\_\_\_ 我。

3. 语言实验室开 \_\_\_\_\_ 几点?

4. 你去语言实验室借录音带的时候, 你得把你的证件留  
\_\_\_\_\_ 那儿。

5. 我每天走 \_\_\_\_\_ 图书馆去看报。

6. 这本字典是我老师送 \_\_\_\_\_ 我的。

## D. Translate the following sentences into Chinese.

1. He took two hours to eat his breakfast, and did not finish it until ten o'clock. (duration, V + 到)

2. I waited for my girlfriend's phone call until eleven o'clock last night.

3. I returned the book to her this morning. (把)
4. The language laboratory is upstairs.
5. Do you have any other ID in addition to a student ID? (除了...以外)
6. How late does the library stay open? (V + 到)
7. The class starts at 9:30. It's already 9:25. There is only five minutes left. There is not enough time to eat breakfast.

### Writing Practice

Write a note to your Chinese friend, explaining to him/her how to borrow tapes at your language lab.

## Part Two

### DIALOGUE II: BORROWING BOOKS

#### I. Listening Comprehension



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

- ( ) 1. This library is an open-shelf library.
- ( ) 2. When checking out books, you need to present your library card as well as your student ID.
- ( ) 3. You can check out a book for eight months at a time at this library.
- ( ) 4. The overdue penalty is fifty cents per day.
- ( ) 5. You can only check out dictionaries on weekends.



##### B. Workbook Narrative (True/False)

- ( ) 1. In a Chinese college library, the students have to ask the librarian to look for the books they want to borrow.
- ( ) 2. In a Chinese college library, a student does not use her student ID to check out books.
- ( ) 3. In a Chinese college library, a student cannot renew the books he or she checked out.

#### II. Speaking Exercises

##### A. Answer the questions in Chinese based on the dialogue in the textbook.

1. What does the man wish to borrow?
2. Is the man allowed to go in the stacks to look for books? How do you know?
3. What does the man need to have in order to borrow books?
4. What will happen to the man if he fails to return books on time?
5. Can he borrow dictionaries?

##### B. Practice your conversation skills with a partner.

You are studying Chinese in China. You go to the library to borrow books, but you don't know how to check out a book. You ask the librarian for help. You would like to know how many books you can check out each time, how long you can keep the books, and whether or not you can renew them.



### III. Reading Comprehension

A. Answer the questions based on the dialogue in the textbook.

1. 学生要借什么？
2. 学生可以自己进去找他要的东西吗？
3. 学生借书的时候得用什么证件？
4. 书可以借多久？
5. 要是过期两天得罚多少钱？
6. 书可以续借吗？
7. 学生可以把字典借回家吗？

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

在美国的大学图书馆借书，老师，研究生和大学生一次可以借的时间不一样。老师可以借一年，研究生可以借半年，大学生只能借一个月。借的书，要是没有别人要借，可以续借，很方便。

Questions:

- ( ) 1. 老师一次借书可以借十二个月。
- ( ) 2. 老师，研究生和大学生借了书都可以续借。
- ( ) 3. 大学生一次只可以借一本书。
- ( ) 4. 如果一位大学生借一本书要借十个星期他得续借两次。
- ( ) 5. 研究生借书可以比大学生多借四个月。

C. Read the following note and answer the questions.

(This is a note that Li You left for the librarians.)

图书管员：

你们好。我是一个学生，叫李友。昨天上午，我的朋友把我的一本中文书“借”给图书馆了。我自己每天都得用那本书，所以你们只能借一天，而且不能续借。如果过期，我每天罚图书馆五块钱。要是你们不想罚钱，就很快把我的书还给我。谢谢。

李友

Questions (True/False):

- ( ) 1. The library borrowed Li You's book because the librarians needed it.
- ( ) 2. According to Li You, that book is very important to her.

- ( ) 3. Li You hopes that the library will keep her book so that she can fine the library.

(Multiple Choice)

- ( ) 4. If the library returns the book to Li You in two days, what do you think she will do?
- a. fine the library ten dollars      b. thank the librarians  
c. fine the library five dollars      d. give the librarians a warning
- ( ) 5. When Li You was writing this note, she was feeling:
- a. angry      b. disappointed      c. worried      d. humorous

#### IV. Writing & Grammar Exercises

A. Complete the following sentences with 如果/要是。

- 如果你借的书过期了, \_\_\_\_\_。
- 如果是明天下午有空, \_\_\_\_\_。
- 如果想学好中文, \_\_\_\_\_。
- \_\_\_\_\_, 我可以借给你。
- \_\_\_\_\_, 别忘了带证件。

B. Rearrange the following groups of words to form complete sentences.

- 在学生餐厅/今天早上/我/一杯/喝了/咖啡
- 跟小李/他/打球/昨天下午/一个钟头/打了
- 我弟弟/写了/用中文/昨天晚上/写信/三十分
- 王老师/二十分钟/第一节课/教了/教发音

C. Fill in the blanks using the clues in the parentheses.

1. 我每天听的录音\_\_\_\_\_。(one and a half hours)
2. 现在的时间是\_\_\_\_\_。(five minutes till ten o'clock)
3. 他今天早上睡到\_\_\_\_\_才起床。(nine thirty)
4. 我昨天晚上只睡了\_\_\_\_\_。(four hours and ten minutes)

D. Translate the following sentences into Chinese.

1. They danced for five hours last night. (duration)
2. A: You wrote this character wrong. How long have you studied Chinese?

B: Twenty years. But only for one week each year. (duration)

3. Would you wait here for a little while? (能不能, V + 一下)
4. Please put your library card on the table.
5. If you use your credit card to borrow books, we must see other identification.
6. Maybe he is just a staff member, not a librarian.
7. You had better renew it. If it's overdue, the fine is twenty-five cents per day.



## Lesson 13: At the Library

27



### Writing Practice

Write a letter to a library in Chinese to find out how to borrow books, how many books you can check out at a time and for how long, and what the fine is if the books are overdue.



