



孔子学院总部/国家汉办  
Confucius Institute Headquarters (Hanban)

“十二五”国家重点出版物出版规划项目

# New Concept

# CHINESE

# 新概念汉语

## 练习册1

英语版

崔永华 主编

# Workbook

# 1



北京语言大学出版社  
BEIJING LANGUAGE AND CULTURE  
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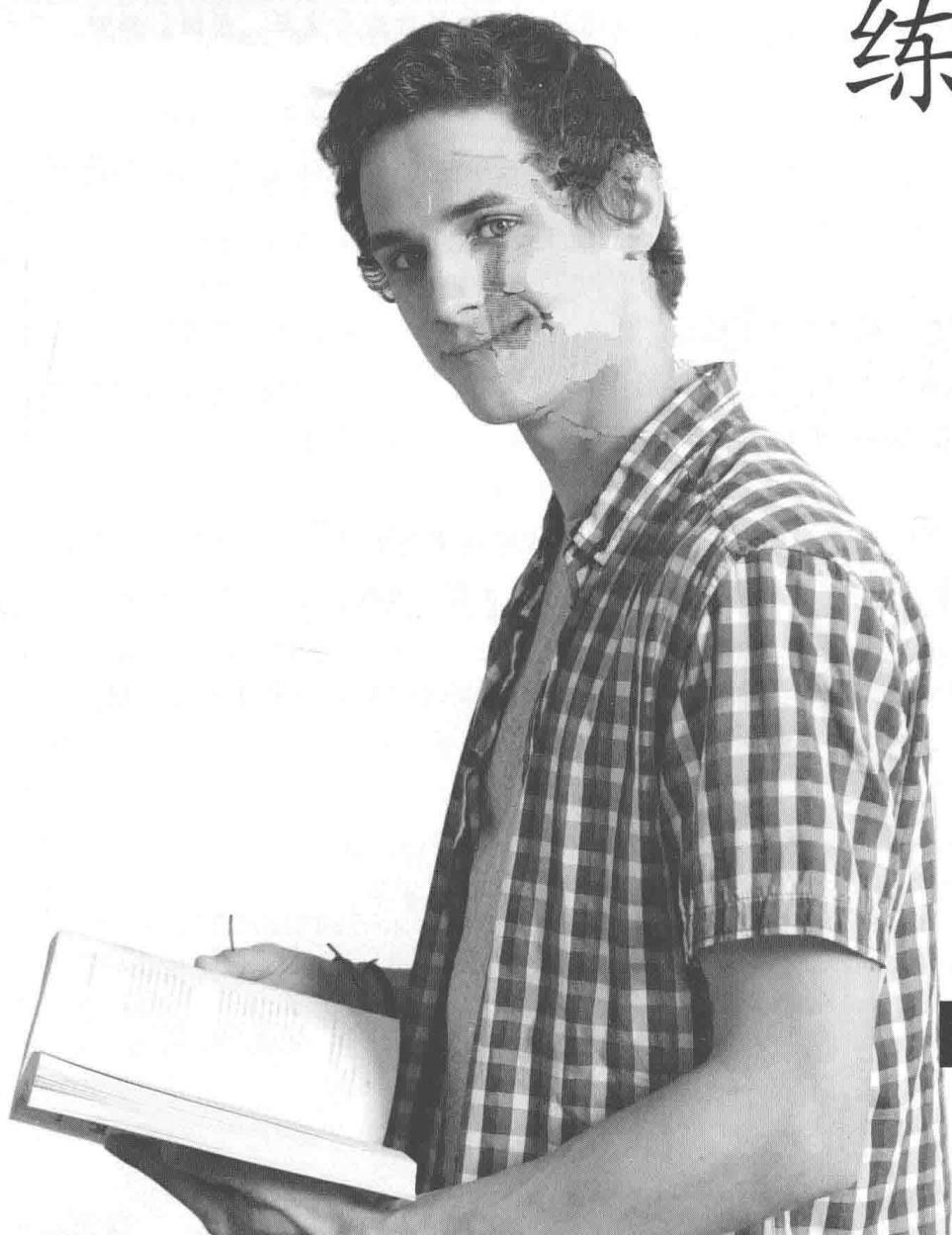
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## 使用说明

本书是《新概念汉语》第一册的练习册，配合《新概念汉语》第一册课本学习、使用。

本练习册可以按以下方式使用：

(1) 课后使用。学生在复习完课本的内容后，书面完成练习册中的各项练习。

(2) 课堂使用。课时充裕的班级，可以在教师指导下完成。这样做的好处是可以提高练习的效率、减少错误、节省学生的时间。

(3) 课堂和课后结合使用。课堂上先在教师的指导下口头练习，然后学生在课后书面完成。这样可以提高练习的效率、减少错误，又可以节省课堂时间。

(4) 各项书写练习，有汉字书写能力的学生，尽量用汉字完成；还不具备汉字书写能力的，可以用汉语拼音完成；也可以汉字和汉语拼音混合使用。

本练习册包括以下5种练习内容：

### (1) 词汇练习

帮助学生复习、巩固本课学习的新词汇。强调对生词的音、形、义的理解、记忆，以及生词的用法。

### (2) 语法练习

帮助学生复习、巩固本课学习的语法点。学生可以通过自己的思考进行选择、组织、补充，用本课的语法点生成有用的、有意思的短语或句子。

### (3) 交际练习

主要以对话的形式出现，目的是让学生在真实环境下，练习使用本课学习的词汇、语法和表达方式，进行初步的交际练习，为真实交际打下基础。

### (4) 汉字练习

每两课有一个汉字书写练习，写三个简单、常用或能体现汉字造字规则的汉字。希望通过这样的书写练习，帮助学生记住一些基本的汉字，了解汉字的结构，逐渐对汉字产生兴趣。建议在书写汉字前，首先复习课本的相关部分，记住汉字的读音、意思和笔画书写顺序，然后练习书写。

### (5) 任务活动

每两课有一个运用本单元所学表达方式的真实任务。要求学生使用本单元及以前所学的词汇、语法和表达方式，也可以借助词典和其他手段，完成此项任务。任务大都要求以书面形式报告结果。

学好一门外语，必须进行大量的练习。本练习册设计了在不同环境中使用各课学习的词汇、语法、表达方式的练习。所设计的练习内容尽量做到有用、有意思、有意义，使学生通过这些练习，理解、记住、学会使用所学习的内容。

但是请记住一点，练习册中的大部分练习毕竟还是“操练”，学好一种外语最好的途径是“使用”。如果学生能寻找、抓住各种机会，用汉语跟老师、同学、中国人进行真实的交际，汉语一定能学得又快又好。

## Guide to the Use of the Workbook

This is Workbook 1 of *New Concept Chinese*, matching Textbook 1.

This workbook can be used in the following ways:

(1) After class: Students do the exercises in the workbook in writing after reviewing what has been learned in the textbook.

(2) In class: For classes with plenty of time, the exercises in the workbook can be completed under the guidance of the teacher, which helps improve efficiency, reduce mistakes, and save students' time.

(3) Both in and after class: Students can first do the exercises orally in class under the guidance of the teacher and then complete them in writing after class, which can improve efficiency, reduce mistakes, and save time in the classroom.

(4) For the written exercises, students capable of writing Chinese characters should try their best to complete them in Chinese characters; students incapable of writing Chinese characters can complete them in Chinese *pinyin*; they can also make a mixed use of Chinese characters and Chinese *pinyin*.

The exercises in this workbook fall into five types as follows:

### (1) Vocabulary Exercises

This part helps students review and grasp the new words learned in each lesson, stressing students' understanding and memory of the pronunciation, form and meaning of each new word, as well as its use.

### (2) Grammar Exercises

This part helps students review and grasp the grammar points learned in each lesson, enabling them to make choices, organize phrases, add examples and use the grammar points to generate useful and interesting phrases or sentences.

### (3) Communicative Exercises

These exercises mainly take the form of dialogues in the hope of helping students use the new words, grammar points and expressions learned in each lesson in different situations and do preliminary communicative exercises to lay a foundation for real-life communication.

### (4) Exercises on Chinese Characters

Every two lessons are provided with an exercise on the writing of Chinese characters, including three simple, common characters or characters that embody specific rules of character formation. Such exercise is expected to help students remember some basic Chinese characters, learn the structures of Chinese characters, and gradually develop their interest in Chinese characters. It is recommended that students review the relevant part in the textbook, remember the pronunciation, meaning and order of the strokes of each character before practice writing the character.

### (5) Tasks/Activities

Every two lessons are provided with a task or activity for the application of the expressions learned in each unit. Students are supposed to fulfill the task by using the vocabulary, grammar points and expressions learned before in each unit or with the help of a dictionary or other means. Most of the tasks require students to report the results in written form.

Students need to do a great many exercises to learn a foreign language well. This workbook designs exercises on the use of vocabulary, grammar and expressions in different situations. The exercises attempt to present useful, interesting and meaningful content to help students understand, remember and use what they have learned.

Nevertheless, it should be remembered that the majority of the exercises in the workbook are merely drilling practice. The best way to learn a foreign language is to use it. If students can seek and seize every opportunity in real life to communicate in Chinese with their teachers, classmates and other Chinese people, they will learn Chinese fast and well.

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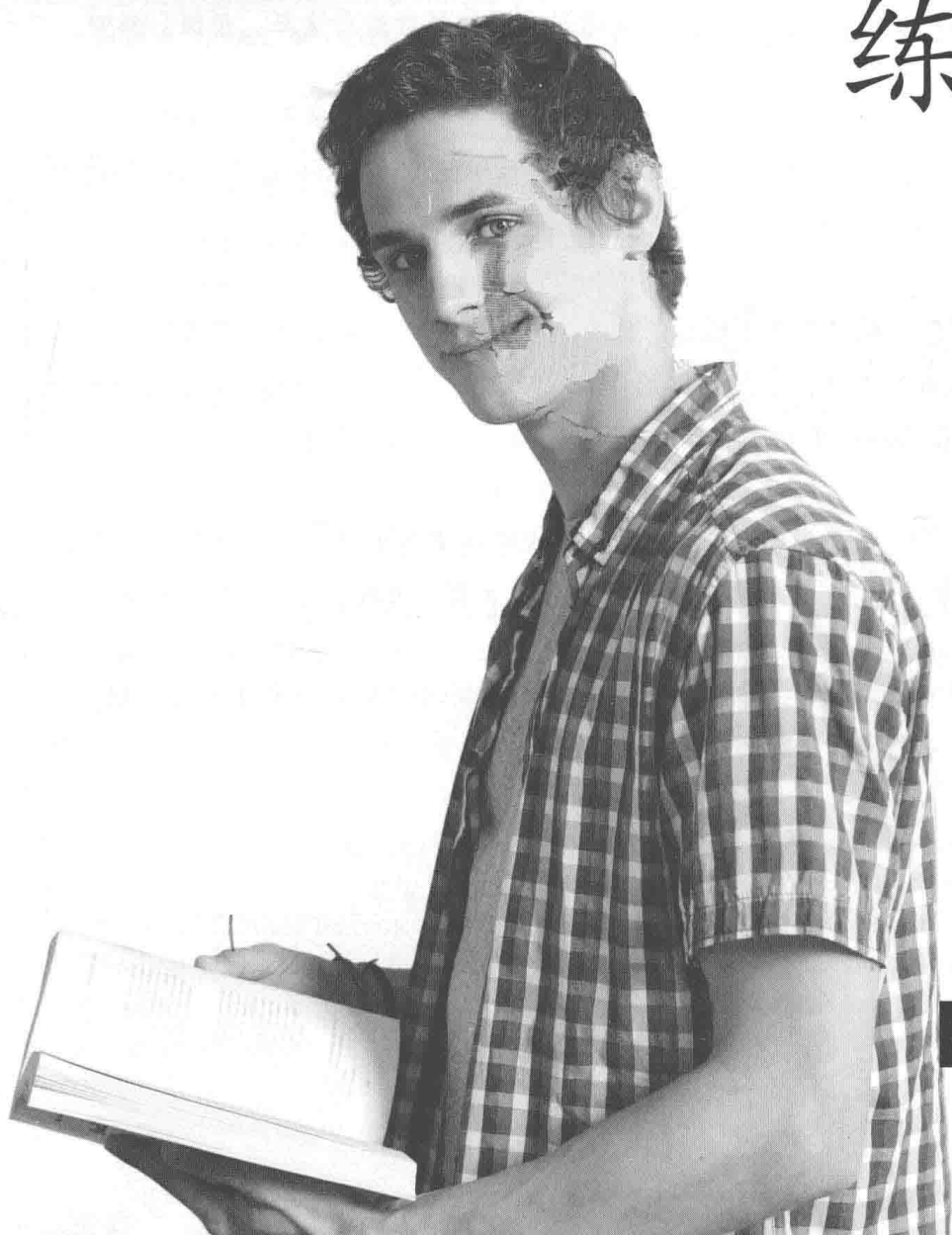
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## 你叫什么名字

What's your name

## 一 词汇练习 Vocabulary Exercises

1. 连线并朗读。Match the words with their meanings and read them aloud.

nǐ 你	wǒ 我	tā 他	hǎo 好	shénme 什么	míngzi 名字
he, him	good	name	you	I, me	what

2. 选词填空并朗读。Choose a word to fill in each blank and read the sentences aloud.

jiào a. 叫	xìng b. 姓
--------------	--------------

(1) Nǐ shénme míngzi?  
你 a 什么名字?(4) Wǒ Lín, Lín Mù.  
我 林, 林 木。(2) Nǐ shénme?  
你 什么?(5) Wǒ Wáng, Wáng Fāngfāng.  
我 王, 王 方方。(3) Tā shénme?  
他 什么?(6) Tā Liú, tā Liú Dàshuāng.  
他 刘, 他 刘 大双。

## 二 语法练习 Grammar Exercises

1. 为括号里的词语选择合适的位置，然后朗读。Choose the proper position for each word in the brackets and then read the sentences aloud.

(1) a 你 b 叫 c 名字? (什么)(2) a 我 b 王 方方 c。 (叫)(3) a 她 b 叫 c? (什么)(4) a 他 b 林 c。 (姓)(5) a 姓 b 刘 c, 叫 刘 小双。 (他)(6) a 叫 b 什么 c 名字? (他)

2. 用下列词语组成句子，然后朗读。Unscramble the words to make sentences and then read the sentences aloud.

(1) jiào Wáng Fāngfāng wǒ  
叫 王 方方 我 我叫王方方。 / Wǒ jiào Wáng Fāngfāng.(2) xìng tā Lín  
姓 他 林

(3) shénme jiào nǐ  
什么 叫 你

(4) tā Liú Xiǎoshuāng jiào  
他 刘 小双 叫

(5) jiào míngzi tā shénme  
叫 名字 他 什么

(6) shénme nǐ míngzi jiào  
什么 你 名字 叫

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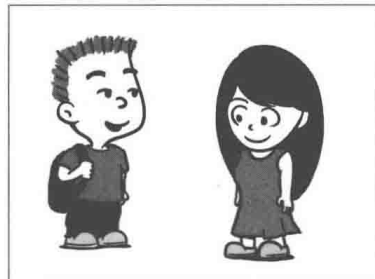
### 交际练习 Communicative Exercise

根据图片完成对话。 Complete the dialogues based on the pictures.

(1) A: Nǐ hǎo! Liú Dàshuāng.  
你好! 刘 大双。

B: 你好! 王 方方。 /

Nǐ hǎo! Wáng Fāngfāng.

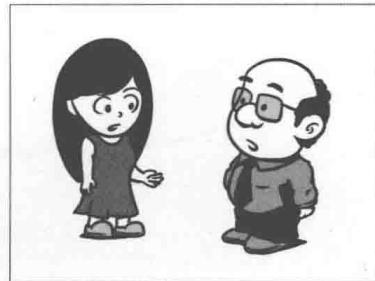


(2) A: \_\_\_\_\_

B: Nín hǎo!  
您 (you, polite singular) 好!

A: Nǐ jiào shénme míngzi?  
你 叫 什么 名字?

B: \_\_\_\_\_

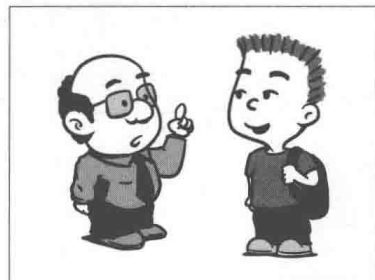


(3) A: \_\_\_\_\_

B: Nín hǎo!  
您好!

A: \_\_\_\_\_

B: Wǒ jiào Liú Xiǎoshuāng.  
我 叫 刘 小双。

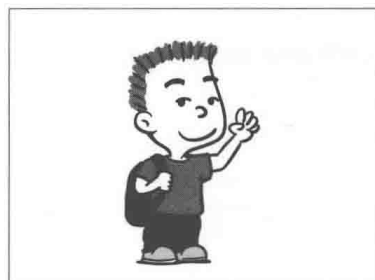


(4) A: Tā xìng shénme?  
他 姓 什么?

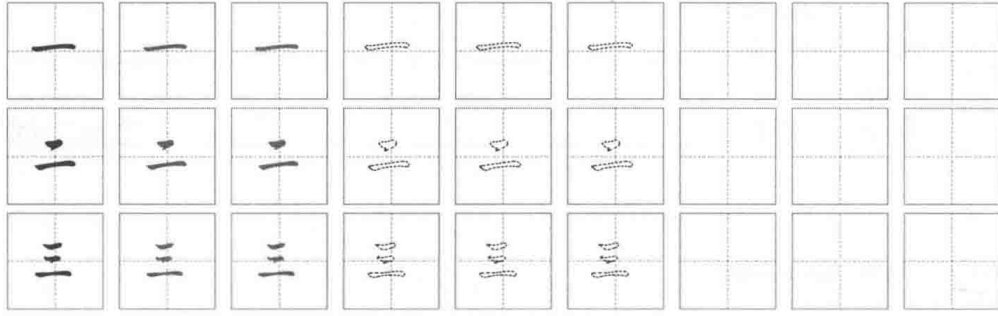
B: \_\_\_\_\_

A: \_\_\_\_\_

B: Tā jiào Liú Dàshuāng.  
他 叫 刘 大双。



描写汉字。Trace and copy the characters.



## 他叫姚明

His name is Yao Ming

## 一 词汇练习 Vocabulary Exercises

1. 给下列词语加拼音并朗读。 Write down the *pinyin* of the following words and read them aloud.(1) 他 tā      (2) 她 \_\_\_\_\_      (3) 你 \_\_\_\_\_      (4) 我 \_\_\_\_\_

2. 为下列人名分类。 Categorize the following names of people.

Wáng Fāngfāng a. 王 方方	Lín Mù b. 林 木	Liú Dàshuāng c. 刘 大双	Dèng Lìjūn d. 邓 丽君	Lǐ Xiǎolóng e. 李 小龙
Yáo Míng f. 姚 明	Dīng Shān g. 丁 山	Wú Míngyù h. 吴 明玉	Yú Wénlè i. 于 文乐	Sūn Zhōngpíng j. 孙 中平

(1) 他 b \_\_\_\_\_

(2) 她 \_\_\_\_\_

## 二 语法练习 Grammar Exercises

1. 对画线部分提问。 Ask a question about the underlined part in each sentence.

Tā jiào Wáng Fāngfāng.  
(1) 她叫王 方方。 → 她叫什么名字? / Tā jiào shénme míngzi?Tā jiào Dīng Shān.  
(2) 他叫丁 山。 → \_\_\_\_\_Tā jiào Wú Míngyù.  
(3) 她叫吴明玉。 → \_\_\_\_\_Tā xìng Mǎ.  
(4) 他姓马。 → \_\_\_\_\_Tā xìng Yú.  
(5) 她姓于。 → \_\_\_\_\_Tā xìng Dèng.  
(6) 她姓邓。 → \_\_\_\_\_

2. 把下列句子翻译成中文，然后朗读。 Translate the following sentences into Chinese and then read them aloud.

(1) What's your name? 你叫什么名字? / Nǐ jiào shénme míngzi?

(2) What's her name? \_\_\_\_\_

(3) His name is Li Xiaolong. \_\_\_\_\_

(4) Her name is Deng Lijun. \_\_\_\_\_



(5) His family name is Ding. \_\_\_\_\_

(6) Her family name is Wu. \_\_\_\_\_



### 交际练习 Communicative Exercise

根据提示完成对话。 Complete the dialogues based on the hints given.

Tā jiào shénme míngzi?

(1) A: 她叫什么名字?

B: 她叫于文乐。 / Tā jiào Yú Wénlè.

Yú Wénlè  
(于文乐)

Tā jiào shénme?

(2) A: 他叫什么?

B: \_\_\_\_\_

Mǎ Huá  
(马华)

(3) A: \_\_\_\_\_

Tā xìng Sūn.

B: 他姓孙。

Tā jiào shénme míngzi?

(4) A: 他叫什么名字?

B: \_\_\_\_\_

Sūn Zhōngpíng  
(孙中平)

(5) A: \_\_\_\_\_

Tā jiào Wáng Yùyīng.

B: 她叫王玉英。

Tā xìng shénme?

(6) A: 他姓什么?

B: \_\_\_\_\_

Yáo  
(姚)



### 任务活动 Task/Activity

把你知道的中国朋友的姓和名填入下表，然后向全班汇报。统计全班的表格，看看其中哪个姓氏最多。 Fill in the following form with the family names and given names of your Chinese friends and then report to the whole class. Find out which family name is the most common based on all the forms in your class.

姓 Family Name	名 Given Name
李 / Lǐ	小龙 / Xiǎolóng



Nà shì Wáng Fāngfāng.

(3) 那是王方方。

→ \_\_\_\_\_

Tā jiào Liú Xiǎoshuāng.

(4) 他叫刘小双。

→ \_\_\_\_\_

Dàwèi shì Fǎguó rén.

(5) 大卫是法国人。

→ \_\_\_\_\_

Zhè shì Dīng Shān, tā shì Zhōngguó rén.

(6) 这是丁山,他是中国人。

→ \_\_\_\_\_

2. 用下列词语组成句子, 然后朗读。Unscramble the following words to make sentences and then read the sentences aloud.

(1) shéi nà shì  
谁 那 是

那是谁? / Nà shì shéi?

(2) Wáng Fāngfāng Fǎguó rén shì bù  
王 方方 法国人 是 不

(3) nín rènshi hěn gāoxìng  
您 认识 很 高兴

(4) wǒ gāoxìng hěn yě  
我 高兴 很 也

(5) tā nǎ guó rén shì  
他 哪 国 人 是

(6) tā Zhōngguó rén shì yě  
他 中国 人 是 也

### 交际练习 Communicative Exercise

根据课文和实际情况, 回答问题。Answer the following questions based on the text of this lesson or the real situations.

Dàwèi shì nǎ guó rén?

(1) 大卫是哪国人?

Dàwèi rènshi Liú Dàshuāng ma?

(2) 大卫认识刘大双吗?

Liú Dàshuāng shì Zhōngguó rén ma?

(3) 刘大双是中国人吗?

Nǐ xìng shénme?

(4) 你姓什么?

Nǐ jiào shénme míngzì?

(5) 你叫什么名字?

Nǐ shì nǎ guó rén?

(6) 你是哪国人?



描写汉字。Trace and copy the characters.

工	工	工	工	工	工			
土	土	土	土	土	土			
王	王	王	王	王	王			