

汉语言专业本科系列教材·综合类
SERIES OF CHINESE TEXTBOOKS FOR COLLEGE STUDENTS · COMPREHENSIVE COURSE

“十二五”国家重点出版物出版规划项目

BASIC CHINESE: COMPREHENSIVE COURSE (II)

基础汉语综合教程

下

本册主编：全 军

编 者：全 军 徐京梅 柯润兰 李靖华

翻 译：何 洁

尔雅中文

Worksheets 练习活页

ERYA CHINESE



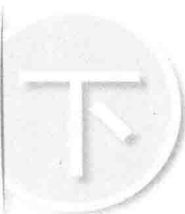
北京语言大学出版社
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编写说明

一、总体介绍

练习活页与《尔雅中文·基础汉语综合教程》课本配套使用，可作为课后作业布置给学生完成。在练习的设计和编写上注重针对性、实用性、科学性、趣味性的原则，题量丰富，题型新颖。语音阶段练习重在辨音和诵读，语法阶段的练习从字到词、短语、句、句群、段落，层层推进，由易到难、由浅入深、由固定到开放，层次鲜明。练习设计从复习巩固所学的基本知识入手，到训练学生对所学知识进行综合掌握，最后使学生熟练自如地生成正确的语句，目的在于让学生全面复习和巩固本课所学的汉字、词汇、语法、课文。

二、练习形式

1. 语音阶段

包括“辨音”“双音节连读”“声调组合”等。

2. 语法阶段

包括“读一读，记一记”“写汉字，先描后写”“写生词”“组词”“朗读与书写（短语、句子）”“选词填空”“给括号中的词选择恰当的位置”“组句”“完成对话”“根据实际情况回答问题”“综合填空”等。

三、特色练习

1. 朗读与书写（短语、句子）

这一练习形式不仅好学易用，而且使学习者无形中习得了许多能产的结构，从而增强了话语生成的能力。另一方面，它还弥补了不适合放在语法、注释里的语法延伸形式的学习空白，方便学生更加灵活地使用。

同时，为了帮助学生更深入、更灵活地掌握课文，编者还根据课文内容重新组合了若干个句子，并保证每一项都包括两个有语义逻辑关系的分句，构成一个相对独立的语段表达，增强学习者正确掌握汉语语意连贯和衔接的能力，并使学习者从中学到一些灵活的语法延伸形式。

2. 根据实际情况回答问题

这一练习贴近学生（多数学习者）的生活，问题涉及面广而且幽默有趣，话题现实，使学生有话可说，能增强学生的表达欲望。

3. 其他

本册的练习都注意将“语境”巧妙融入其中，利用“语境”的规定加强学生对词语的理解和正确使用。

四、使用说明

1 到 8 课是语音阶段，集中学习拼音，重点练习发音以及汉语拼音的书写，学习和考查过程主要在课上进行，因此作业中只设有拼音认读，供学生课后复习时作为口头练习使用，同时也可供教师检查学生复习情况时使用。为了突出重点，也是为了不给学生过重的负担，前 8 课只让学生接触一些汉字的笔画和简单的汉字，课文中的汉字只要求认读，书写不作为这一部分的考核内容，因此，前 8 课作业不设相关的汉字练习。

从第 9 课开始，正式要求学生掌握每一课的汉字书写，因此作业中设有较多的汉字书写练习。练习一、二、三可供所有学生课前预习时使用；练习四、五根据学生的具体情况可在预习或者学习之后完成；从第六项练习开始都是学完本课复习时使用。每课作业在学习完该课之后一次性提交。作业题目的设置顺序原则上是由易到难、由固定到开放、由记忆到生成，循序渐进。为了考查学生的学习效果，从第 9 课之后每 4 课设一次单元练习，也可作为单元测试使用。每次单元练习要求两课时之内完成。因此，教师应在授课之初就请学生抽出所有单元练习（上册两套、下册四套）以备其后使用。

所有练习均采取活页形式，便于教师收取和批改。

五、鸣谢

本书为北京语言大学本科系列教材项目的一部分。感谢本套系列教材的编委会成员和北京语言大学出版社的编辑组成员，感谢他们为本书的出版所作的一切支持和努力。同时，恳请各位教材使用者提出批评、建议和指正，使得本书不断完善。

编 者

2013 年 3 月

A Guide to the Use of the Worksheets

I. Introduction

The worksheets are designed to be used together with the textbook *Basic Chinese: Comprehensive Course*, which can be used as students' after-class assignments. In writing and designing the exercises, the authors observe such principles as pertinence, practicability, scientific soundness and interestingness. The exercises of the phonetic part focus on sound discrimination and reading aloud, while those of the grammar part proceed from characters to words, phrases, sentences, sentence clusters and paragraphs, demonstrating a step-by-step increase in difficulty, depth and flexibility. The exercises are designed to help students review and reinforce the basic knowledge they've learned first, then improve their integrated mastery of the knowledge learned and finally enable them to generate correct expressions and sentences fluently without difficulty. In this way, students will have a comprehensive review and reinforcement of the characters, vocabulary, grammar and text taught in each lesson.

II. Forms of Exercises

(A) Phonetics:

Including "Distinguish the syllables", "Practice the liaison of the disyllabic words" and "Combination of tones", etc.

(B) Grammar:

Including "Read and memorize", "Write the characters after tracing them", "Write the new words", "Use the characters provided to make up words or phrases", "Read aloud and write (the phrases and sentences)", "Choose the words to fill in the blanks", "Put the words in the brackets in the right positions", "Make sentences", "Complete the following dialogue", "Answer the questions based on the actual situations" and "Cloze", etc.

III. Highlights of Exercises

1. Read aloud and write (the phrases and sentences)

This form of exercise is not only easy to learn and use, but also enables learners to learn many productive structures unconsciously, thereby enhancing their ability to generate discourses. Besides,

it fills a gap by adding some extended grammatical forms which are not suitable to be included in grammar and notes, thus enabling students to use the structures more flexibly.

In order to help students have a better and more flexible understanding of the text, sentences are rearranged in this exercise according to the content of the text so that two clauses which are semantically and logically related are included in every independent discourse. This enhances learners' ability to correctly grasp the semantic coherence and cohesion in Chinese discourses and enables them to learn some flexible and extended grammatical forms.

2. Answer the questions based on the actual situations

This form of exercise is close to students' (the majority of them) real life, involving a wide range of humorous and interesting questions and practical topics. It triggers students' flow of thoughts and enhances their desire to express themselves.

3. Others

Contexts are provided in most of the exercises. The employment of "context" helps students better understand the words and use them correctly.

IV. Instructions for Users

Lessons 1-8, the phonetic part, focus on pronunciation practice and the writing of *pinyin*. The study and check-out are mainly carried out in class. Only reading and sound discriminating exercises are designed for students to do oral practice after class or for teachers to test their students. With phonetics being the focus, and to lighten the burden on students, the first eight lessons only teach a few strokes of Chinese characters and simple Chinese characters. Students are only required to know how to read the characters in the text. Character writing is not a requirement in this part. Therefore, there are no exercises on Chinese characters in the first eight lessons.

From Lesson 9 onwards, students are required to write characters and therefore character writing exercises are included. Exercises 1, 2 and 3 are designed for preview and Exercises 4 and 5 for either preview or review according to students' individual needs; Exercise 6 and the exercises following it are for review use after the whole lesson is finished and the homework is required to be submitted after each lesson. Basically the exercises are arranged in a progressive order, from easy to difficult, from fixed to open, from memorizing learned knowledge to generating new expressions. In order to examine students' learning progress, exercises for every unit (or every four lessons) are available starting Lesson 9, which are also used as a unit test. The exercises are supposed to be completed within two class hours. Therefore, teachers should collect all the

exercises for the units (2 sets for Volume 1 and 4 sets for Volume 2) at the beginning of the semester for future use.

For convenience purposes, all exercises are put in loose-leaf sheets.

V. Acknowledgements

This book is part of the project of undergraduate textbook series developed by Beijing Language and Culture University. Thanks go to the members of the authors' committee of this textbook series and the editors in Beijing Language and Culture University Press for their support and hard work. Any criticism and suggestions from our readers will be highly appreciated.

The authors

March, 2013

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17

食堂怎么样 How Is the Cafeteria

Name: _____

一、读一读，记一记 Read and memorize

食	shí	food
堂	táng	hall
怎	zěn	how
样	yàng	shape; pattern
了	le	<i>a modal particle</i>
路	lù	road
错	cuò	wrong/mistake
常	cháng	often
菜	cài	dish; cuisine
贵	guì	expensive
又	yòu	<i>indicating that several conditions or qualities exist at the same time</i>
吃	chī	to eat
宜	yí	suitable
太	tài	too; excessively
中	zhōng	middle; centre
以	yǐ	<i>(used before words of locality to indicate the limits of time, place, direction or number) from a point on</i>
前	qián	before; ago
米	mǐ	rice

[illegible]

错 错 错

常	常	常									
---	---	---	--	--	--	--	--	--	--	--	--

[illegible][illegible][illegible][illegible][illegible]

太 一ナ大太

太 太 太

中 一 口 中

中 中 中

以 一 以 以

以 以 以

前 一 一 前 前 前 前 前

前 前 前

米 一 一 半 米 米

米 米 米

饭 一 一 一 饭 饭

饭 饭 饭

面 一 一 一 而 而 而 而 面 面

面 面 面

条 一 一 冬 冬 条 条

条 条 条

包 丿 勹 勹 勹 包

包包包

饺 丿 勹 勹 勹 勹 勹 勹 饺

饺饺饺

味 丨 丨 丨 丨 丨 丨 味

味味味

道 丶 丶 丶 丶 丶 丶 道

道道道

和 一 二 千 禾 禾 禾 和 和

和和和

三、写生词 Write the new words/phrase

食堂
怎么样
路上
学校
不错
常常

我不常去

wǒ bù cháng qù

我们不常住

wǒmen bù cháng zhù

太贵了

tài guì le

太好了

tài hǎo le

太高兴了

tài gāoxìng le

太方便了

tài fāngbiàn le

星期五以前

xīngqīwǔ yǐqián

十五号以前

shíwǔ hào yǐqián

下课以前

xiàkè yǐqián

买东西以前

mǎi dōngxi yǐqián

2. 在汉字上方标出调号，朗读并抄写句子

Place the tonal mark above each character, and then read aloud the sentences and copy them

(1) 你们 学校 的 食堂 怎么样? 贵 不 贵?

Nǐmen xuéxiào de shítáng zěnmeyàng? Guì bu guì?

(2) 不 贵, 又 便宜 又 好吃!

Bú guì, yòu piányi yòu hǎochī!

(3) 十二 点 以前 人 不 太多, 十二 点 以后 人 很 多。

Shí'èr diǎn yǐqián rén bú tài duō, shí'èr diǎn yǐhòu rén hěn duō.

(4) 意大利 面条 味道 很 好, 我 常常 吃。

Yìdàlì miàntiáo wèidao hěn hǎo, wǒ chángcháng chī.

六、选词填空 Choose the words to fill in the blanks

1. 学校食堂_____? (怎么样 什么)
2. 中午食堂有_____菜? (怎么样 什么)
3. 留学生食堂的菜好吃_____? (吗 呢)
4. 今天我吃饺子, 你_____? (吗 呢)
5. 那个银行_____远了。 (太 很)
6. 意大利面条_____好吃。 (太 很)

七、给括号中的词选择恰当的位置 Put the words in brackets in proper positions

1. A 我的 B 宿舍 C 不 D 大。 (太)
2. A 周末 B 我 C 去图书馆 D 看书。 (常常)
3. A 下课 B 我们一起 C 去 D 吃饭吧。 (以后)
4. A 今天 B 我 C 有 D 多作业。 (很)

八、组句 Rearrange the words to make sentences

1. 老师 你们 的 怎么样