

适用于来华留学生预科教育及新HSK强化教学

留学中国

Study in China

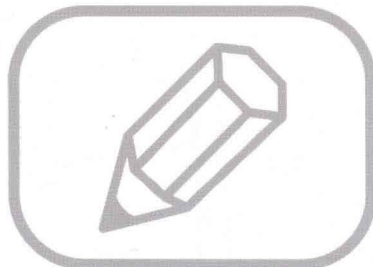
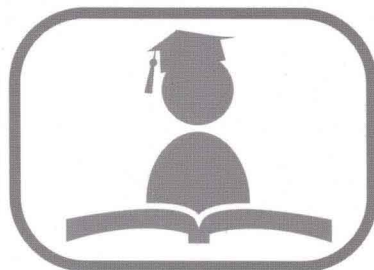
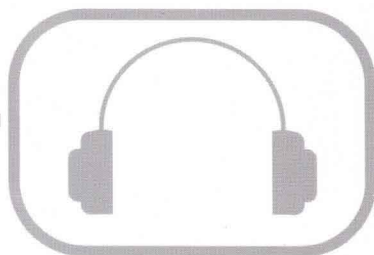
汉语综合教程练习册

2

# Comprehensive Course Workbook

主 编 黄晓颖

分册主编 邓雅娜 王 宇



高等教育出版社  
HIGHER EDUCATION PRESS

适用于来华留学生预科教育及新HSK强化教学

留学中国

Study in China

汉语综合教程练习册

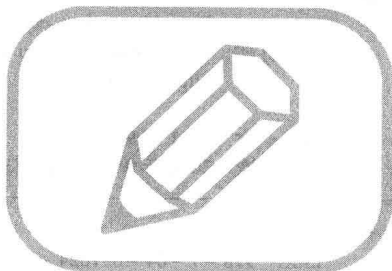
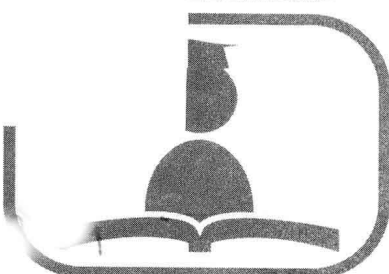
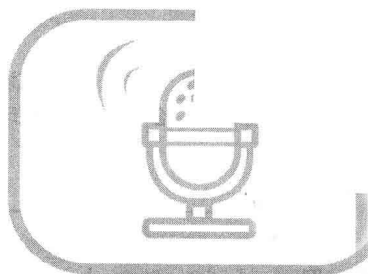
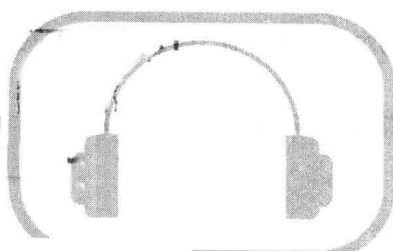
2

Liuxue Zhongguo

Hanyu Zonghe Jiaocheng Lianxice

主 编 黄晓颖

分册主编 邓雅娜 王 宇



高等教育出版社·北京  
HIGHER EDUCATION PRESS BEIJING

## 图书在版编目(CIP)数据

汉语综合教程练习册. 2/黄晓颖主编;邓雅娜,王宇分册主编. —北京:

高等教育出版社, 2011. 9

(留学中国)

ISBN 978 -7 -04 -031624 -7

I. ①汉… II. ①黄…②邓…③王… III. ①汉语 - 对外汉语教学 - 习题集 IV. ①H195.4

中国版本图书馆 CIP 数据核字(2011)第 184497 号

策划编辑 梁 宇	责任编辑 王 群	封面设计 彩奇风	版式设计 刘 艳
责任绘图 大汉方圆	插图选配 王 群	责任校对 王 群 吴剑菁 张 晗	责任印制 张福涛

出版发行 高等教育出版社  
社 址 北京市西城区德外大街 4 号  
邮政编码 100120  
印 刷 北京市白帆印务有限公司  
开 本 889mm × 1194mm 1/16  
印 张 11.75  
字 数 352 千字  
购书热线 010 - 58581118

咨询电话 400 - 810 - 0598  
网 址 <http://www.hep.edu.cn>  
<http://www.hep.com.cn>  
网上订购 <http://www.landaco.com>  
<http://www.landaco.com.cn>

版 次 2011 年 9 月第 1 版  
印 次 2011 年 9 月第 1 次印刷

本书如有印装等质量问题,请到所购图书销售部门调换。

版权所有 侵权必究  
物 料 号 31624 - 00

ISBN 978 -7 -04 -031624 -7  
03800(含光盘)

近年来,随着汉语国际推广和来华留学生教育事业的蓬勃发展,来华留学人数不断上升,特别是来华攻读学位的留学生人数快速增长,因此接受预科教育的留学生越来越多,但目前还没有一套能将预科教育阶段的语言学习与日后专业课学习结合起来、真正适合预科汉语教学使用的专门教材。由于缺乏适用教材,预科教育留学生与其他语言进修生一样,只学习日常交际用语,导致预科汉语学习与专业学习完全脱节,很多学生在经过长达一至两年的预科教育后,汉语言能力仍无法适应专业学习,无法听懂专业课,也看不懂专业书。针对这一问题,我们编写了《留学中国》系列汉语教材。

### 一、适用对象

本系列教材适用于来华留学生预科教育阶段的汉语教学,也适用于其他零起点留学生的强化汉语教学。本系列教材由《留学中国——汉语综合教程》(1、2)、《留学中国——汉语综合教程练习册》(1、2)和《留学中国——汉语科普阅读教程》(1、2)等组成。

### 二、教学目标

配套使用本系列教材,学生基本能达到新汉语水平考试(HSK)4~5级水平,并使学生在掌握汉语基本知识、提高汉语水平的同时,补充增长专业词汇量、提高适应专业学习的语言能力,进而实现预科教育语言学习阶段与日后专业学习阶段的顺畅过渡。

### 三、编写原则

#### (一) 功能与结构相结合

本系列教材根据国家汉办制定的《国际汉语教学通用课程大纲》中的语法及功能项目,将语法知识穿插到体现交际功能的会话课文之中。

#### (二) 汉语学习与专业学习兼顾

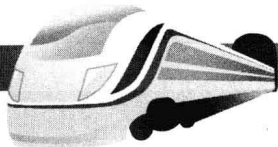
不仅本系列教材的《汉语科普阅读教程》选文主题覆盖了文、理、工、医、经济、管理等各个学科,突出了专业知识的内容,而且《汉语综合教程》也与专业阶段的学习生活紧密关联,从入学办手续、选导师到开题、写毕业论文等各学习环节都有专门的课文来体现。

#### (三) 系列教材内部有机相连

为了减轻学生学习负担、解决教师实际教学困难、提高教学效率,本系列教材在编写中注重各教材间的横向联系和语言点的复现,以《汉语综合教程》的语法和主题为基础,使各教材间在语言难度、语法要点、词语选择和课文主题等方面交叉复现,在系列教材内部实现横向上的呼应。

#### (四) 听说读写并重

根据心理学多重编码的理论,对同一语言知识用多种方式进行编码,可增强记忆效果。因此,《汉语综合教程》及配套的《汉语综合教程练习册》的每课练习都由语法、听、说、读、写等各专项训练组成,不仅从听、说、读、写技能方面提高学生的汉语综合能力,更从对外汉语教学初级阶段的难点——语法的特点出发,进行有针对性的训练,为汉语学习打下坚实基础。另一方面,每课的听、说、读、写训练都是围绕该课的语言点进行的,较好地解决了单项技能训练课相互脱节、缺乏内在有机联系的问题,有利于提高学生的学习效率和教师的教学效率。



#### 四、主要特点

##### (一) 观念新

1. 以学生为主。学生是学习的主体,本系列教材突出强调学生在学习中的自主性,专门设计了形式多样、需学生互动合作或需要学生独立完成任务,如小组活动与讨论,课后调查与访谈等。

2. 以教师为本。首先,根据实际教学过程编排内容,《汉语综合教程》每课的生词、语言点、课文等部分后,都紧跟配套练习,易于做到随讲随练,及时复习强化。其次,生词表中边给生词边给句子,且均配有译文,便于学生结合具体语境理解生词,大大降低了教师讲解生词的难度。《汉语科普阅读教程》设计了专门的“阅读技巧”模块,便于教师讲解与科普阅读相关的知识要点。此外,本系列教材在编写习题时设计了大量课内外活动,为教师组织教学提供了极大的便利。

##### (二) 内容新

无论是《汉语综合教程》中与专业学习密切相关的内容,还是《汉语科普阅读教程》中简洁化、科普化的专业知识都是以往同类教材鲜有涉及的。《汉语综合教程》分为1、2两册,并配有相应的练习册。《汉语综合教程1》以培养学生日常生活的语言能力为主;《汉语综合教程2》以培养学生专业学习生活的语言能力为主。通过课文主题和“扩展知识”等内容,有计划、有系统地给学生提供一些最基本的专业知识术语。《汉语科普阅读教程》也分为1、2两册。一方面配合《汉语综合教程》,注重词汇与语言点的重现,以进一步巩固提高学生的汉语言能力;另一方面用简易平实的语言讲述科学知识,其内容覆盖了文、理、工、医、经济、管理等各个学科,把预科教育与专业学习紧密地结合了起来。

##### (三) 题型新

本系列教材在练习部分,除设计了很多简便易行的教学活动外,还加入了大量新 HSK 题型,配图精美,形式活泼,直观形象,有利于初学汉语者摆脱对母语的依赖。

##### (四) 配套全

为了方便教师课堂教学需要,本系列教材每册都配有MP3光盘。另外,《汉语综合教程》还设计了电子教案,既可用于课堂教学,也可供学生自学、复习使用。

#### 五、使用说明

本系列教材可供零起点学生汉语学习使用。《汉语综合教程》每周1课,每课12~14学时,每册18课,可供18个教学周使用。该教材及配套练习册分别设有专项的听、说、读、写训练,可以不再单独开设口语、听力等单项技能课。但由于预科阶段的学生大部分来自非汉字文化圈的国家,建议单独开设一门汉字课(每周2学时),用于在教师指导下的汉字书写及认读训练,并以《汉语综合教程》中出现的字词为序。《汉语科普阅读教程1》每课4学时,每周1~2课;《汉语科普阅读教程2》每课4~6学时,每周1课,每册18课,可供18个教学周使用。

由于编写者的水平所限,教材中难免存在着缺点与不足,恳望专家与读者批评指正。

编者

2011年7月



Recent years have witnessed the growing popularity of the Chinese language in the world. With the steady increase of the number of international students who pursue degree study in Chinese higher education institutions, more and more international students are in need of one year's preliminary Chinese language study. So far there has been a serious shortage of textbooks which are suitable for preliminary Chinese teaching and learning in combining Chinese language learning with the requirements of the upcoming complex specialized study. For this reason, many international students merely learn basic language for communication and have difficulties in their study of specialties even after one or two years' preliminary education. To solve this, we have hereby compiled this series of textbooks *Study in China*.

## ■ I Target Learners

This series of textbooks is suitable for international students who study Chinese language in China for 1–2 years before continuing their bachelor's degree study in different fields as well as for other beginner level Chinese learners. The series consists of the following textbooks: *Study in China — Comprehensive Course Books 1 & 2*, *Study in China — Comprehensive Course Workbooks 1 & 2*, and *Study in China — Reading Course on Popular Science Books 1 & 2*.

## ■ II Teaching Objectives

This series of textbooks enables international students to pass the new Hanyu Shuiping Kaoshi (HSK test) Bands 4–5. They provide a comprehensive course to help students master fundamental Chinese knowledge and improve their Chinese competence. Meanwhile, they can also supplement students' specialty vocabulary and further their ability to adapt to the study of their majors. By doing so, students can smoothly transfer to the following study in their majors.

## ■ III Principles

### 1. Combination of function with structure

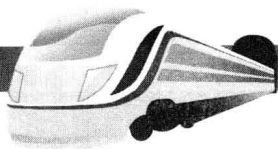
This series is compiled according to the grammatical and functional items of *International Curriculum for Chinese Language Education* stipulated by Hanban (The Office of Chinese Language Council International) and effectively combines grammatical knowledge with dialogues and texts.

### 2. Combination of Chinese learning with study in majors

The passages in *Study in China — Reading Course on Popular Science* in this series cover differing disciplines such as arts, science, engineering, medicine, economics and administration and lay stress on the selection of content related to professional knowledge. In *Study in China — Comprehensive Course*, there are many texts related to life or study in majors, e.g. enrollment on a course, tutor selection, thesis proposal and writing.

### 3. Systematic correlation of the textbooks in the series

So as to ease students' burden, overcome teachers' difficulties and promote efficiency, this series of textbooks lays stress on the parallel correlation of each book and the recurrence of language points. Based on the grammar and subjects of *Study in China — Comprehensive Course*, all the books are well coordinated with each other in language difficulty, grammatical points, diction and



subjects of texts.

#### 4. Equal emphasis on listening, speaking, reading and writing

According to the psychological theory of multi-encoding, memory can be bettered by encoding linguistic knowledge by different means. Therefore, the exercises in the textbook *Study in China — Comprehensive Course* and its matching textbook *Study in China — Comprehensive Course Workbook* are composed of specialized drills in grammar, speaking, listening, reading and writing. This not only helps to develop students' Chinese competence but also help them establish a solid foundation for Chinese language learning by concentrating on special training of the element of Chinese language learning considering most difficult by students — Chinese grammar. Moreover, all the exercises concerning listening, speaking, reading and writing focus on the language points of each lesson to avoid disconnection of the individual language abilities, which will be ultimately conducive to promote students' and teachers' efficiency in Chinese language learning and teaching.

### ■ IV Prime Characteristics

#### 1. Innovative ideology

(1) Student-centered. As the subjects of learning, students will be fully encouraged by undertaking the varied interactive or independent tasks in our textbooks, e.g. group discussion, after-class investigation and interview.

(2) Teacher-oriented. First and foremost, *Study in China — Comprehensive Course* is scientifically compiled according to a practical teaching procedure. Exercises are designed immediately following sections such as New words and expressions, Texts and Language points so that students may review the lesson quickly to consolidate their learning. In the New words and expressions section, we innovatively offer Chinese example sentences for some words, which makes the teachers' explanation of new words much easier than before. Particular exercises on reading skills in *Study in China — Reading Course on Popular Science* are designed for teachers to facilitate the training of students' comprehension skill of scientific and technical articles. Furthermore, various class and extracurricular activities are designed in each lesson which contribute to the diversity of teachers' class organization.

#### 2. New contents

Seldom do textbooks of its kind cover the major-related information in *Study in China — Comprehensive Course* and the simplified and popularized specialized knowledge in *Study in China — Reading Course on Popular Science*. *Study in China — Comprehensive Course* consists of 2 textbooks, each affiliated with a workbook. *Study in China — Comprehensive Course Book 1* primarily focuses on developing students' communicative ability in daily life; *Study in China — Comprehensive Course Book 2* is mainly to enhance students' linguistic ability in professional study. Through the learning of the texts and the extensive knowledge, the two books systematically equip students with the most fundamental professional terms. Two books are also included in *Study in China — Reading Course on Popular Science*. Being the sister textbooks of *Study in China — Comprehensive Course*, the textbooks on one hand lay stress on the recurrence of vocabulary and language points to further students' Chinese language proficiency; on the other hand, many subjects such as arts, science, engineering, medicine, economy and administration are introduced with simple and plain language, so that the preliminary education of foreign students and their professional study are combined closely.

### 3. New exercises format

Besides some easily managed class activities, the design of the exercises in this series of textbooks simulates lots of models of the new HSK tests. The beautiful illustrations are vividly and lively enclosed in the textbooks, which can make beginners of Chinese language disengage from the dependence on their mother tongue.

### 4. Convenient and complete digital assistance

For the convenience of lecturing, MP3 compact discs are accessorized to each textbook. Electronic courseware for *Study in China — Comprehensive Course* can be used in classroom study or for students' self-study.

## ■ V Instructions

This series of textbooks can be particularly useful for Chinese learners at beginner level. The 18 lessons in *Study in China — Comprehensive Course* can be allocated to 18 weeks, 12–14 periods for each lesson each week. This textbook and its affiliated exercise book cover specialized drills on listening, speaking, reading and writing. Thus no special lectures on listening or speaking are necessary. However, on account of the fact that most foreign Chinese learners come from countries without a Chinese cultural background, it's suggested that a Chinese character course should be provided, 2 periods each week, in which students may write and read Chinese characters listed in *Study in China — Comprehensive Course* under the guidance of teachers. 4 periods for each lesson, 1–2 lessons each week, this is the allocation of time for *Study in China — Reading Course on Popular Science Book 1* in 18 weeks; *Study in China — Reading Course on Popular Science Book 2* can be finished within 18 weeks, 4–6 periods for each lesson each week.

Authors

July 2011



# 使用说明

## 一、适用对象

本教材适用于一年预科教育留学生的汉语教学，也适用于其他零起点学生的一年强化汉语教学。

## 二、教学目标

与其他初级汉语综合教材不同，本教材既注重日常汉语交际能力的培养，又注重与专业学习相关的听说读写能力的培养，旨在为学生的专业学习奠定必要的语言基础。通过学习本教材，学生基本能达到新 HSK4~5 级水平，并能较为顺畅地从语言学习阶段过渡到专业学习阶段。

## 三、内容特点

本教材分为 1、2 两册，第 1 册以培养学生日常汉语交际能力为主；第 2 册以培养学生专业学习生活的语言能力为主。通过主体课文和“扩展知识”等内容，有计划、有系统地使学生掌握一些最基本的专业学习生活常用词语和专业术语，将预科教育阶段的语言学习与日后的专业学习紧密结合起来。

## 四、创新之处

（一）首次在初级教材中比较系统地反映学生的专业学习生活，从办理入学手续、选导师、做实验到毕业论文的选题、开题报告及毕业论文的写作，使学生能够具备进入专业学习的基本语言能力。

（二）按教学过程编排各部分内容，每课的生词、语言点、课文等部分后，分别紧跟及时复习强化的练习，做到随讲随练，与教学步骤一致。

（三）生词表中同时给出生词和课文中的句子，且均配有译文，便于学生结合具体语境快速理解生词，也大大降低了教师讲授生词的难度。

（四）每课练习中均有新汉语水平考试（HSK）题型，每三课后还有一个用于单元复习的 HSK 模拟小测试。有助于学生熟悉汉语水平考试，并掌握一些应试技巧。

（五）真正做到听、说、读、写并重，练习册每课都有听力短文、阅读短文、会话练习及写作任务。

（六）在编写习题时设计了大量课内外活动，为教师组织教学提供了极大便利。

## 五、体例说明

本教材分为 1、2 两册，每册 18 课，课文部分由两段对话组成，并配有相应的练习册，从听、说、读、写四个方面对教程所学内容进行操练，以提高学生的汉语综合能力。上册词汇量在 800 左右，下册词汇量在 1000 左右。可供零起点语言生一学年使用。每周 1 课，每课 12~14 学时左右。

《留学中国——汉语综合教程》体例如下：

课文标题——每课的标题都是课文中的一个句子，且含有该课一个重要的语言点。

教学目标——便于教师和学生把握本课重点。

第一部分：

生词——按课文中出现的顺序，同时给出生词和课文中的句子。学生在学完生词后，对课文

的主要内容也有了大致的了解，使课文学习更为顺畅。

生词练习——及时复习强化本课的重点词语。

课文——会话形式，在设定的情境里，展示所学语言点实际应用的生活对话。

课文练习——对课文内容及时复习，加深理解。

语言点例释——将课文中出现的语言点进行简明扼要的讲解，一方面可减少学生的畏难情绪，另一方面可调整教学节奏。

语言点的练习——每个语言点的注释后都有一个强化小练习，便于教师使用。

第二部分体例与第一部分相同。

实践活动——为学生提供真实的交际任务，使他们能在现实生活中运用本课所学内容。

汉字练习——通过多种形式的练习，强化汉字知识，提高学生的汉字认读能力。每课都编有汉字书写练习和汉字小游戏。

扩展知识——跟本课话题密切相关的专业词语或知识，教师可灵活利用此部分调节教学进度。

课后自测——根据本课教学目标，让学生通过自测形式检验学习效果，有利于培养学生良好的学习习惯。

《留学中国——汉语综合教程练习册》体例如下：

语法练习——每课语法点的综合练习。

听力练习——每课都有一篇听力短文，内容与主课文相关，但又有所变化。

会话练习——通过完成对话、看图说话等多种形式的练习，培养学生的口头表达能力。

阅读练习——每课都有一篇阅读短文，其内容与主课文密切相关，主要用于培养学生汉字认读及语篇理解能力。

写作练习——每课都有一个写作任务，用于培养学生的汉字书写及书面表达能力。

以上全部练习都是紧紧围绕教程的语言点进行的，真正实现了听说读写一体化。

由于编写者的水平所限，教材中难免存在着缺点与不足，恳望专家与读者批评指正。

编者  
2011年7月

# Instruction

## ■ I Target learners

This textbook is suitable for international students who study Chinese language in China for one year before continuing their Bachelor's degree study in different fields as well as for other beginner level Chinese learners.

## ■ II Teaching Objectives

Unlike other beginner Chinese comprehensive textbooks, this one can enable students to master fundamental Chinese communication skills, improve their Chinese competence and at the same time can supplement students' specialty vocabulary. This is in addition to their ability of listening, speaking, reading and writing to adapt to the study of their majors. By learning from this textbook, students are anticipated to pass new HSK band 4 or 5 and thus can smoothly transfer to the study of their majors.

## ■ III Prime Characteristics

This textbook consists of *Study in China — Chinese Comprehensive Course Book 1* and *Study in China — Chinese Comprehensive Course Book 2*: the former to cultivate students' daily communicative abilities and the latter to develop students' language competence in specialty study. By learning fundamental communicative words and technical terms in a systematic and well-organized manner through this textbook, particularly in sections such as the texts and extended knowledge, international students can combine pre-university Chinese study with later specialty study.

## ■ IV Innovation

1. For the first recorded time, this basic textbook systematically illustrates students' life and specialty study, ranging from enrollment on a course, tutor selection to thesis proposal and writing, to enable students to acquire fundamental linguistic abilities for further specialty study.
2. Being compiled scientifically, this textbook is rich in exercises followed by new vocabulary, language points and texts, which synchronizes students' practice to the teaching procedure.
3. In the new words section, we offer Chinese example sentences for each word, which makes the teachers' explanation of new words much easier than before.
4. The exercises in this textbook are designed to simulate lots of models of the new HSK tests, including one HSK quiz every 3 lessons for students' review, which helps students become familiarized with HSK tests and master many relevant techniques.
5. We lay equal emphasis on listening, speaking, reading and writing, with listening passages, reading passages, conversational exercises and writing tasks in each lesson.
6. Various class and extracurricular activities are designed in each lesson which contribute to the diversity of teachers' class organization.

## ■ V Style Specification

Both books in this series consist of 18 lessons respectively and each lesson has two dialogues. The accessorized workbooks drill students' listening, speaking, reading and writing to improve their comprehensive Chinese ability. The vocabulary in Book 1 is around 800 words and in Book 2 is around 1,000 words. They are suitable as the textbook for beginner language freshmen, one lesson



each week and 12–14 periods or so for each lesson.

**The style specification of *Study in China — Comprehensive Course* is as follows:**

Title of Text: The title of each lesson is a sentence of the text, embodying one of the prime language points.

Objectives: They are conducive for teachers and students to master key points of the lesson.

Part One:

New Words and Expressions: They are sequenced according to their appearance in the text, with sample sentences from the text provided, which enables students to better understand the main idea of the text and better learn the text.

Exercise of New Words and Expressions: This reviews and strengthens knowledge of the key words learned in the lesson.

Text 1: It is in the format of a daily conversation, with the main language points used in that given situation.

Exercises of Text 1: They supply a quick review of texts for better comprehension.

Language Points: The independent language points provide a simple explanation of grammar. They can on the one hand reduce the students' study stress and on the other can regulate the rhythm of teaching and learning.

Exercises of Language Points: Drills following each language point are available to teachers.

The structure of Part Two is the same as that of Part One.

Practical Activity: Real life communicative tasks are designed to make students use what they have learned in the lesson.

Chinese Characters Exercises: Varied-form exercises such as Chinese character writing and Chinese character games can consolidate students' Chinese character literacy.

Extensive Knowledge: Relevant vocabulary or knowledge following each lesson can be selected based on the instructor's teaching curriculum.

Self-evaluation: It assesses whether the students have successfully achieved the lesson's objectives, and is beneficial in developing the students' good study habits.

**The style specification of the *Workbook* is as follows:**

Grammar Exercises: They are to drill the grammatical points of each lesson.

Listening Exercises: One listening passage in each lesson is related to the subject of the main text.

Speaking Exercises: Diverse forms of exercises such as completing the dialogue and talking about a picture can develop students' oral ability.

Reading Exercises: One passage related to the subject of the main text in each lesson mainly serves to enhance students' Chinese character literacy and textual comprehension ability.

Writing Exercises: One writing task in each lesson is to cultivate students' Chinese handwriting as well as written expression ability.

All the above exercises center on the language points of the main textbook to integrate listening, speaking, reading and writing.

Authors

July 2011

# 目 录

# Contents

第 1 课	就要入本科了 .....	1
	Be going to enter an undergraduate course	
第 2 课	入学手续哪天能办得完? .....	9
	When can the university entry procedure be finished?	
第 3 课	选什么课好呢? .....	16
	Which course should I choose?	
第 4 课	听说她的英语好极了 .....	23
	I heard her English is great	
第 5 课	我把笔记放在教室里了 .....	30
	I put my notes in the classroom	
第 6 课	你来中国多长时间了? .....	38
	How long have you been in China?	
第 7 课	我以为开题只是提意见呢 .....	45
	I thought the thesis proposal was just about getting some suggestions	
第 8 课	我的电脑被巴布弄坏了 .....	51
	Babou broke my computer	
第 9 课	我从楼梯上摔下来了 .....	58
	I fell down the stairs	
第 10 课	硕士毕业后我还会读博士的 .....	65
	After my Master's Degree I'll study for a PhD	
第 11 课	实验还得做下去 .....	73
	We must carry on doing experiments	
第 12 课	不如学历史吧 .....	80
	Why not study History?	
第 13 课	连这么难的题你都会! .....	87
	Such difficult questions can you answer!	
第 14 课	高强也变成股民了 .....	94
	Gao Qiang had also become an investor	





第15课	海南的冬天好像夏天一样 .....	100
	Winter in Hainan is just like Summer	
第16课	中药这么神奇? .....	108
	Is Chinese herbal medicine really so magic?	
第17课	要是通过了论文答辩该多好啊 .....	115
	How great it would be to pass the thesis defence	
第18课	真舍不得你们 .....	123
	I really hate to part with you	
附录一	参考答案 .....	130
	Key answers	
附录二	听力文本 .....	152
	Transcripts	
附录三	阅读练习译文 .....	156
	Translation of Readings	

# 第 1 课

# 就要入本科了

Be going to enter an undergraduate course

## 语法练习 Grammar

### 一 改错。Correct the mistakes.

1. 方便面有什么可吃?

\_\_\_\_\_

2. 这几天雨下不停。

\_\_\_\_\_

3. 因为找到了工作的话，我就结婚。

\_\_\_\_\_

4. 入本科汉语没有要求。

\_\_\_\_\_

5. 他说英语得不好。

\_\_\_\_\_

### 二 选择恰当的词语填入下列句子中。Choose the appropriate word to complete each sentence.



A. 论文    B. 下载    C. 实验    D. 选择    E. 材料    F. 通过

1. 如果想入本科，先要到学校的网站上（ ）一份入学申请表。

2. 以前巴布每次考试都不及格，但是这次的考试他（ ）了。

3. 入本科的第一件事就是要（ ）专业。

4. 维卡每天都在实验室里做（ ）。

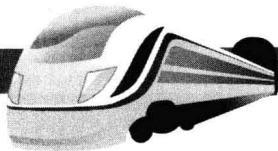
5. 最近巴布在准备入学的（ ）。

6. 维卡每个学期都要写一篇（ ）。

### 三 组词成句。Make sentences with the words.

1. 明天    对了    你    吗    去    爬山

\_\_\_\_\_



2. 这 书 可 看 本 有 什 么 的

3. 本科 汉语 入 有 一 定 的 对 要 求

4. 个 见 面 他 们 一 就 说 不 停

5. 通 过 的 话 如 果 入 学 考 试 可 以 你 直 接

**四 选择与画线部分最接近的解释。 Choose the most appropriate explanation to the underlined part.**

\_\_\_\_\_ 1. 我很羡慕菲娜，她找到了一份非常好的工作。

- A. 我希望像菲娜一样      B. 我很不喜欢菲娜  
C. 我很喜欢菲娜          D. 我很了解菲娜

\_\_\_\_\_ 2. 他又没及格，真是没办法。

- A. 选择专业                  B. 考试通过  
C. 考试没通过              D. 交作业

\_\_\_\_\_ 3. 每次给他打电话他都不在，我只能亲自去一趟了。

- A. 只好                      B. 只是  
C. 只可以                  D. 只

\_\_\_\_\_ 4. 那个电影有什么可看的？

- A. 有很多可以看的          B. 没有什么可以看的  
C. 有一点儿可以看的      D. 应该有可以看的

\_\_\_\_\_ 5. 每次见面，他们都说个不停。

- A. 他们不说话              B. 他们常常吵架  
C. 他们非常喜欢对方      D. 他们不停地说话

**五 两人一组，用所给词语和“动词+得”根据实际情况互相问答。 In pairs, use the given words and “verb+得” to ask and answer questions according to the real situation.**

例如：打篮球→A：你（打）篮球打得怎么样？

B：我篮球打得一般。

1. 写汉字
2. 唱中国歌
3. 跳舞
4. 说英语

**六** 用“就要……了”“快要……了”或“要……了”改写下列句子，然后两人一组讨论一下哪些句子只能用“就要……了”。Use 就要……了, 快要……了 or 要……了 to rewrite the following sentences. Then in pairs discuss which sentences can use 就要……了 only.

1. 明天考试。

2. 还有两分钟上课。

3. 下个星期六HSK考试。

4. 还有一个 month 放假。

5. 太阳出来了，雨越来越小了。

## 听力练习 Listening

### ☆生词 New words and expressions 01-01

1. 外事处	n.	wàishìchù	Foreign Affairs Division
2. 程序	n.	chéngxù	procedure
3. 原件	n.	yuánjiàn	original script
4. 在华事务联系人	n.	zàihuá shìwù liánxìrén	liaison in China
5. 报名费	n.	bàomíngfèi	registration fee
6. 收据	n.	shōujù	receipt
7. 材料	n.	cáiliào	materials
8. 办手续	v.	bàn shǒuxù	to carry out the procedure
9. 小二寸	n.	xiǎo'èrcùn	square inch