

Integrated Chinese

Level 2 Part 1

Workbook

Simplified and Traditional Characters

Third Edition

中文听说读写

中文聽說讀寫

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Level 2 • Part 1

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中文聽說讀寫

WORKBOOK Simplified and Traditional Characters

Third Edition

SAMPLE

THIRD EDITION BY

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ORIGINAL EDITION BY

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Boston

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Third Edition

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The *Integrated Chinese* series includes books, workbooks, character workbooks, audio products, multimedia products, teacher’s resources, and more. Visit www.cheng-tsui.com for more information on the other components of *Integrated Chinese*.

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Preface to the Third Edition

This workbook accompanies the third edition of *Integrated Chinese (IC)*, Level 2 Part 1. The exercises cover the language form and the four language skills of listening, speaking, reading, and writing. They are arranged by language skill into four sections: Listening Comprehension, Speaking, Reading Comprehension, and Writing & Grammar. Within each section, exercises vary in difficulty in order to provide flexibility to suit different curricular needs.

These exercises are designed primarily for students to do outside of class, either as preparation before class or assignments after class. For instance, the listening comprehension questions based on the text of each lesson should be done when students are preparing for the lesson for the first time or before they read the text. The other exercises are for students to prepare at home, although some of them, particularly speaking exercises, can also be done in class. Unless otherwise indicated, all the exercises in the Writing and Grammar Exercises section should be done in Chinese. In general, 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.

We have made several improvements and added a number of new features in the third edition of the workbook.

Three Modes of Communication

Our exercises cover the three modes of communication—interpretive, interpersonal, and presentational—as explained in “Standards for Foreign Language Learning in the 21st Century.” We have labeled the exercises as interpretive, interpersonal, or presentational wherever applicable.

Listening Rejoinders

To help students develop interpersonal skills, we have added a rejoinder to each lesson. The rejoinders are designed to improve students’ ability to listen and respond to questions or remarks logically and meaningfully.

Character and Word Building Exercises

While training students to work on their proficiency at the sentence and paragraph-length levels, we realized there was a need to help students solidify their foundation in character recognition and word association. We have thus added character and word building exercises to each lesson.

New Reading Exercises

To help students understand how their newly acquired vocabulary and grammatical structures function in meaningful contexts and, at the same time, to avoid overwhelming students with extra materials containing words they haven't learned, we have added newly composed reading exercises and deleted the ancient Chinese parables that were included in previous editions. These parables, however, are now available online at PeerSource, my.cheng-tsui.com. Students should be encouraged to use them as supplementary reading materials with the help of a dictionary.

More Authentic Materials

To build a bridge between the pedagogical materials used in the classroom and the materials that students will encounter in the target language environment, we have added more authentic materials such as signs, posters, advertisements, and other documents in the exercises for all lessons.

New Illustrations

To make the exercises more interesting and appealing, we have added many illustrations to the exercises. These visual images increase the variety of exercise types, and also encourage students to answer questions directly in Chinese without going through the translation process.

Contextualized Grammar Exercises and Task-Oriented Assignments

The ultimate goal of learning any language is to be able to communicate in that language. With this goal in mind, we pay equal attention to language form and language function, and have created task-based exercises to train students to handle real-life situations using the language accurately and appropriately. We have rewritten many items, especially in the translation section, to provide linguistic context and to reflect the language used in real life.

Learner-Centered Tasks

We believe that the exercises in the workbook should not only integrate the content of the textbook, but also relate to student life. We include exercises that simulate daily life with topics and themes that students can easily relate to. We hope these exercises will actively engage students in the subject matter and keep them interested in the language-learning process. Since the world is constantly changing, we also have tried to add exercises that will train students to meet the needs of today's world, such as writing e-mail messages in Chinese.

Storytelling Exercises

To coach students to describe what they see and use their language skills to construct narratives, we have added one storytelling exercise to each lesson. This exercise is designed to help students

develop skills for organizing ideas and presenting them in a coherent manner. It also provides practice in using transitional elements and cohesive devices to make the story progress smoothly and logically. This exercise is suitable for either speaking or writing. The teacher can ask students to submit the story as a written exercise and/or ask them to make an oral presentation in class.

New Review Exercises

At the end of every five lessons, a cumulative review unit is available to those students who wish to do a periodic progress check. These units are flexible, short, and useful as a review tool. They include exercises that reinforce a variety of language skills, from practicing pronunciation to recalling vocabulary and writing cohesive narratives. Since the review units do not introduce any new learning topics, they can be included in the teaching plan at the teacher's discretion.

Acknowledgments

We would like to take this opportunity to thank all those who have given us feedback in the past, and extend our sincere gratitude to Professor Zheng-sheng Zhang of San Diego State University and to Ms. Kristen Wanner for their invaluable editorial comments and to Ms. Laurel Damashek at Cheng & Tsui for her support throughout the editorial and production process. We welcome your comments and feedback; please send any observations or suggestions to editor@cheng-tsui.com.

SAMPLE



第一課
第一課

開學
开学

I. Listening Comprehension

A. Textbook Content (INTERPRETIVE)

Listen to the recording for the Textbook and answer the questions in English.

1. What year in school is Zhang Tianming?

2. How did Zhang Tianming get to campus?

3. Who is Ke Lin?

4. Where does Ke Lin live?

5. What does Ke Lin offer to do for Zhang Tianming?

6. What happened to Zhang Tianming's computer?

B. Workbook Dialogue (INTERPRETIVE)

Listen to the recording for the Workbook and answer the questions.

Questions (True/False):

- () 1. The dialogue takes place in front of a dorm for first-year students.
- () 2. The man knows the campus very well because he is a senior at the university.
- () 3. The woman was on an airplane earlier today.
- () 4. The dorm the man lives in has been a returning students' dorm for years.
- () 5. The taxi driver has dropped the woman off in the wrong place.
- () 6. The man's dorm is on the west side of the dorm for first-year students.

C. Workbook Narratives

1. Listen to the recording for the Workbook and answer the questions in English. (INTERPRETIVE)
 - a. What does “zhù xiào” mean?
 - b. What is a “shìyǒu”? What is a “tóngwū”?
2. Listen to the recording for the Workbook and answer the questions in English. (INTERPRETIVE)
 - a. Why does Little Wang want to move out of his dorm?
 - b. What is good about Little Wang’s new place?
 - c. Do you think Little Wang will live at his new place alone? Why or why not?
3. After listening to the recording for the Workbook, fill out Little Zhang’s daily schedule in Chinese, and answer the questions that follow in English. (INTERPRETIVE AND PRESENTATIONAL)

LITTLE ZHANG’S DAILY SCHEDULE







Questions:

- a.** How long does Little Zhang listen to the audio recording every day?
- b.** How many classes does Little Zhang have every day?
- c.** Where does Little Zhang access the internet?
- 4.** Write the name in Chinese characters after you listen to the recording. (INTERPRETIVE AND PRESENTATIONAL)

a. _____

b. _____

D. Workbook Listening Rejoinder (INTERPERSONAL)

In this section, you will hear two people talking. After hearing the first speaker, select the best from the four possible responses given by the second speaker.

II. Speaking Exercises

A. In order to get to know your Chinese language partner/classmate better, find out and report the following information in Chinese. Use Chinese when you interview your partner/classmate.

(INTERPERSONAL)

1. What's his or her name?
2. Where is he or she from?
3. Where was he or she born?
4. Where did he or she grow up?
5. Is he or she a college freshman?
6. Does he or she live on or off campus? Does he or she like where he or she lives?
Why or why not?
7. How long has he or she been studying Chinese?
8. How does he or she write her/his Chinese name if he or she has one?

B. Practice asking and answering the following questions. (INTERPERSONAL)

1. 你是在什麼地方出生的?
你是在什麼地方出生的?
2. 你是在什麼地方長大的?
你是在什麼地方長大的?
3. 你今天是幾點到的教室?
你今天是幾點到的教室?
4. 你今天是怎麼來的學校? 走路, 開車, 還是坐公共汽車?
你今天是怎麼來的學校? 走路, 開車, 還是坐公共汽車?
5. 學校是幾號開學的?
學校是幾號開學的?

6. 你住校內還是住校外?
你住校內还是住校外?
7. 要是你有錢, 你想搬到什麼地方去住? 為什麼?
要是你有钱, 你想搬到什么地方去住? 为什么?

C. Practice speaking on the following topics. (PRESENTATIONAL)

1. 請你介紹一下你自己。
请你介绍一下你自己。
2. 請你談一談你上大學/高中的第一天在學校都做了些什麼。
请你谈一谈你上大学/高中的第一天在学校都做了些什么。
3. 你覺得住在學校宿舍好, 還是住在校外好? 為什麼?
你觉得住在学校宿舍好, 还是住在校外好? 为什么?

III. Reading Comprehension

A. Building Words

Complete this section by writing the characters, the *pinyin*, and the English equivalent of each new word formed. Guess the meaning before you use a dictionary to confirm.

1. “衛生間”的“衛生” + “一張紙”的“紙”
“卫生间”的“卫生” + “一张纸”的“纸”

→

new word

pinyin

English

2. “幫忙”的“幫” + “手”
“帮忙”的“帮” + “手”

→

3. “學校”的“校” + “公園”的“園”
“学校”的“校” + “公园”的“园”

→

4. “吃壞肚子”的“壞” + “好處”的“處”
“吃坏肚子”的“坏” + “好处”的“处”

→

B. Read the conversation and answer the questions. (INTERPRETIVE)

(TRADITIONAL)

林明： 哎，王新！你怎麼又搬家了？你上個學期剛剛從校內搬到校外，現在又要搬回學校宿舍了？

王新： 住在宿舍的時候覺得房租太貴，而且不自由。可是住在校外很不方便。上個星期三早上我考試又去晚了，覺得還是搬回宿舍好，所以就搬回來了。

林明： 你不會在學校宿舍住兩個月，又想搬到校外去吧？

王新： 說真的，平時住在宿舍覺得又方便又安全，可是一到週末我還是會想起住在校外的好處：房租便宜得多，而且很自由。

林明： 我有個好辦法。你可以租兩套房子，一套在校內，一套在校外。你星期一到星期五住在校內，一到週末就住到校外去。這樣你會覺得又方便又安全，而且自由。

王新： 你這個辦法真有意思。要是我有錢，那真是個好辦法。

(SIMPLIFIED)

林明： 哎，王新！你怎么又搬家了？你上个学期刚刚从校内搬到校外，现在又要搬回学校宿舍了？

王新： 住在宿舍的时候觉得房租太贵，而且不自由。可是住在校外很不方便。上个星期三早上我考试又去晚了，觉得还是搬回宿舍好，所以就搬回来了。

林明： 你不会在学校宿舍住两个月，又想搬到校外去吧？

王新： 说真的，平时住在宿舍觉得又方便又安全，可是一到周末我还是会想起住在校外的好处：房租便宜得多，而且很自由。

林明：我有个好办法。你可以租两套房子，一套在校内，一套在校外。你星期一到星期五住在校内，一到周末就住到校外去。这样你会觉得又方便又安全，而且自由。

王新：你这个办法真有意思。要是我有钱，那真是个好办法。

Questions (True/False)

- () 1. Wang Xin has been living in the student dorm for a semester.
- () 2. Lin Ming thinks Wang Xin has moved too many times.
- () 3. One of the reasons that Wang Xin moved out of the dorm was that it was too expensive.
- () 4. Wang Xin had never been late for his examinations until last Wednesday.
- () 5. It was not easy for Wang Xin to make the decision to move one more time.
- () 6. Wang Xin has already made the decision to move again in two months.
- () 7. Lin Ming thinks Wang Xin is never sure about where he should live.
- () 8. According to Wang Xin, it is much less expensive to live off campus.
- () 9. If Wang Xin follows Lin Ming's suggestion, he will be able to save money.

SAMPLE

C. Review Zhang Tianming's schedule and complete the subsequent passage accordingly.
(INTERPRETIVE)

早上	起床 吃早飯 上中文課 上電腦課 上網	起床 吃早飯 上中文課 上電腦課 上網
下午	吃午飯 上音樂課 打球 回宿舍	吃午飯 上音樂課 打球 回宿舍
晚上	吃晚飯 做功課 看電視 睡覺	吃晚飯 做功課 看電視 睡覺

(TRADITIONAL)

張天明今天早上_____以後，很快地吃了點兒早飯，就去上中文課。_____，没能休息，就去上電腦課。_____，他到圖書館去_____。吃午飯的時候，柯林坐在他的旁邊。柯林說：“我今天有四節課，已經上了三節了，你呢？”小張回答說：“我_____，還有一節音樂課。”下午回宿舍前，張天明跟朋友去_____。_____，才回宿舍吃晚飯。張天明今天的功課不多，_____一個鐘頭就_____。然後，_____半個鐘頭的電視，就上床睡覺了。

(SIMPLIFIED)

张天明今天早上_____以后，很快地吃了点儿早饭，就去上中文课。_____，没能休息，就去上电脑课。_____，他到图书馆去_____。吃午饭的时候，柯林坐在他的旁边。柯林说：“我今天有四节课，已经上了三节了，你呢？”小张回答说：“我_____，还有一节音乐课。”下午回宿舍前，张天明跟朋友去_____。_____，才回宿舍吃晚饭。张天明今天的功课不多，_____一个钟头就_____。然后，_____半个钟头的电视，就上床睡觉了。

D. Take a look at this business card and answer the questions in Chinese. (INTERPRETIVE AND PRESENTATIONAL)




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Questions:

1. 這個人姓什麼？怎麼介紹他的姓？
这个人姓什么？怎么介绍他的姓？
-

2. 他在哪一個城市工作？
他在哪一個城市工作？
-

3. 他是做什麼的？老師，醫生，還是律師？
他是做什麼的？老师，医生，还是律师？
-

IV. Writing and Grammar Exercises

A. Building Characters

Form a character by combining the given components as indicated. Then write a word, a phrase, or a short sentence in which that character appears.

1. 左邊一個“車”，右邊一個“兩”，
左边一个“车”，右边一个“两”，
是 _____ 的 _____。
2. 上邊一個“少”，下邊一個“目”，
上边一个“少”，下边一个“目”，
是 _____ 的 _____。
3. 左邊一個“弓”，右邊一個“長”，
左边一个“弓”，右边一个“长”，
是 _____ 的 _____。
4. 左邊一個“木”，右邊一個“可”，
左边一个“木”，右边一个“可”，
是 _____ 的 _____。

B. Answer the following questions in Chinese based on your own situation. (INTERPERSONAL)

1. **A:** 學校開學幾天了?
学校开学几天了?

B: _____ ○

2. **A:** 你學中文學了幾個學期了?
你学中文学了几个学期了?

B: _____ ○

3. **A:** 每天吃完晚飯以後，你做什麼?
每天吃完晚饭以后，你做什么?

B: _____ ○

C. Answer the following questions based on your own situation. (INTERPERSONAL)

1. **A:** 你今天是幾點起的床?
你今天是几点起的床?

B: _____ ○

2. **A:** 你今天是幾點去上課的?
你今天是几点去上课的?

B: _____ ○

3. **A:** 你今天是怎麼去上課的?
你今天是怎么去上课的?

B: _____ ○

4. **A:** 你的電腦是在哪兒買的? 什麼時候買的?
你的电脑是在哪儿买的? 什么时候买的?

B: _____ ○

D. Answer the following questions in Chinese based on your own situation. (INTERPERSONAL)

1. **A:** 你這個學期除了上中文課以外，還上什麼課？
你這個學期除了上中文課以外，還上什麼課？

B: _____ ○

2. **A:** 你除了會說中文以外，還會說什麼外國話？
你除了會說中文以外，還會說什麼外國話？

B: _____ ○

3. **A:** 你的房間除了床以外，還有什麼家具？
你的房間除了床以外，還有什麼家具？

B: _____ ○

4. **A:** 這個週末除了學習、做功課以外，你還打算做什麼？
這個週末除了學習、做功課以外，你還打算做什麼？

B: _____ ○

SAMPLE

E. Let's get to know Ke Lin. Using the 除了...以外 structure, answer the questions based on the information given. (INTERPRETIVE AND PRESENTATIONAL)






EXAMPLE:

星期一	星期二	星期三	星期四	星期五	星期六	星期日
X	X	✓	✓	✓	✓	✓

A: 柯林星期幾有空？
柯林星期几有空？

→ **B:** 柯林除了星期一、星期二以外，別的時間都有空。 ○
柯林除了星期一、星期二以外，別的時間都有空。 ○

1.

				
✓	✓	✓	✓	✗

A: 柯林喜歡什麼運動?
柯林喜欢什么运动?

B: _____ ○






2.

Beijing	London	New York	Tokyo	Paris	Sydney
✗	✓	✓	✓	✓	✓

A: 柯林去過哪些城市?
柯林去过哪些城市?

B: _____ ○

3.

				
✗	✓	✗	✗	✗

A: 柯林喜歡喝什麼飲料?
柯林喜欢喝什么饮料?

B: _____ ○

F. Answer the questions and then explain why based on your own situation or the Lesson 1 text.
(INTERPERSONAL)

EXAMPLE:

A: 張天明為什麼住在學校宿舍裏？

张天明为什么住在学校宿舍里？

B: 因為可以適應學校生活，再說上課也方便。

B: 因为可以适应学校生活，再说上课也方便。

1. **A:** 你為什麼學中文？

你为什么学中文？

B: _____

2. **A:** 你為什麼上這個學校？

你为什么上这个学校？

B: _____

3. **A:** 柯林為什麼住在校外？

柯林为什么住在校外？

B: _____

G. Complete the following exchanges using 不見得/不见得.

EXAMPLE:

A: 他父母是中國人，雖然他生在美國，但是學中文應該很容易吧？

他父母是中国人，虽然他生在美国，但是学中文应该很容易吧？

B: 在美國長大的中國孩子，學中文不見得容易。

在美国长大的中国孩子，学中文不见得容易。

1. **A:** 這個宿舍又小又貴。我真想搬出去住，省點兒錢。

这个宿舍又小又贵。我真想搬出去住，省点儿钱。

B: 很多校外的房子也很小很貴，_____。

很多校外的房子也很小很贵，_____。

2.A: 你們這個宿舍很安靜，下個學期我打算搬進來。○
你们这个宿舍很安静，下个学期我打算搬进来。○

B: 這個宿舍房間不多，好像都有人住，_____。○
这个宿舍房间不多，好像都有人住，_____。○

3.A: 他是老生，我們有什麼事都可以去問他。○
他是老生，我们有什么事都可以去问他。○

B: 他只比我們早來一年，_____。○
他只比我们早来一年，_____。○

H. Zhang Tianming can be a scatterbrain. Based on the illustrations given, imagine what he would say when he realizes he has left something behind. (PRESENTATIONAL)

EXAMPLE:



→ 糟糕，我把電腦拉在出租車上了。○
糟糕，我把电脑拉在出租车上了。○



_____。○



_____。○



_____。○

I. Fill in the blanks with the words or phrases given. (INTERPRETIVE)

(TRADITIONAL)

1. 除了 2. 以外 3. 因為 4. 再說

王健是在北京出生，在北京長大的。高中畢業以後，他父母就叫他到這個大學來留學。王健問爸爸為什麼要來這個大學？爸爸說：“_____這個大學很有名，老師很好。_____學校有名、老師好_____，聽說從這個學校畢業的學生找到工作也容易。_____你阿姨就住在這個城市，週末你可以去阿姨家吃中國飯，就不會很想家，能快一點適應在美國的生活。”

(SIMPLIFIED)

1. 除了 2. 以外 3. 因为 4. 再说

王健是在北京出生，在北京長大的。高中畢業以後，他父母就叫他到這個大學來留學。王健問爸爸為什麼要來這個大學？爸爸說：“_____這個大學很有名，老師很好。_____學校有名、老師好_____，聽說從這個學校畢業的學生找到工作也容易。_____你阿姨就住在這個城市，週末你可以去阿姨家吃中國飯，就不會很想家，能快一點適應在美國的生活。”

Now answer the following question using 第一…, 第二…, 第三…:

王健的爸爸為什麼叫他來這個大學學習？

王健的爸爸為什麼叫他來這個大學學習？

J. Translate the following exchanges into Chinese. (PRESENTATIONAL)

1. A: When will school start?

B: Next Wednesday.

2. A: What time did you get home yesterday?

B: I got home at 10:30 p.m.

3. A: Did you go to New York by plane or by car?

B: I went by car.

4. A: Living in the dormitory is very convenient.

B: But it doesn't necessarily save you money.

K. Translate the following passages into Chinese. (PRESENTATIONAL)

1. That first-year student was born in China, but raised in America. Yesterday I helped her move into her dorm. Her parents want her to live in the dorm to get used to college life, but she feels that living in the dorm is too restrictive and she wants to live off campus next semester.

2. Zhang Tianming got to know a new friend this morning. His name is Ke Lin. Zhang Tianming met Ke Lin in the dorm. There were many people in the dorm, and except for Ke Lin, Zhang Tianming didn't know anyone else. Ke Lin helped Zhang Tianming move his stuff. After helping him move, Ke Lin said to Zhang Tianming, "If you need any help, call me."

3. Little Zhang is from China. He just moved to the United States last year. He has been living in California for more than a year, yet he still hasn't adapted to life in America. He thinks that it's really inconvenient to live in America without a car. He often has to ask others to take him shopping. Next semester he would like to buy a car and help other new students from China.

SAMPLE

L. Describe your first day in college/high school. Include information such as when and how you got to the campus, whether you liked your living quarters and why, and which classmates or dorm-mates you met that day. (PRESENTATIONAL)

M. Storytelling (PRESENTATIONAL)

Write a story in Chinese based on the four cartoons below. Make sure that your story has a beginning, a middle, and an end. Also make sure that the transition from one picture to the next is smooth and logical.

1



2



3



4

