

LIBERATE THE JOY OF  
LEARNING CHINESE

# 快快乐乐学汉语

(FOR TEENAGERS 青少年版)

EXERCISE BOOK 1A  
练习册



Living  
Learning  
Culture &  
Education  
为学文散

Supervisor	Betty Chan
Authors	徐 涛 王 臻 何一红 孙姗姗 黄为国 孙君侃 唐美兰
Editor-in-Chief	Troy Lui
Editor	Miao Shumin
English Translation	Tin Yip
English Proofreading	Terry Cheng
Cover Design	Heidi Chu Wang Yujue
Illustration	Zhu Liyong

Published by

**Living Learning Culture & Education Company Limited**

16/F, Midas Plaza, No.1 Tai Yau Street, San Po Kong, Kowloon, Hong Kong

Website: [www.llce.com.hk](http://www.llce.com.hk)

E-mail: [contact@llce.com.hk](mailto:contact@llce.com.hk)

Printed by Quality Honor Printing Products (HK) Limited

© Living Learning Culture & Education Company Limited, 2012

总 监	陈保琼
编委会成员	苏 杭 何维佶 孙君侃 徐 涛 王 臻 曹 薇 郑 雷 李朝霞 冯雨娴 尚爱风 吕子德
编 写 者	徐 涛 王 臻 何一红 孙姗姗 黄为国 孙君侃 唐美兰
主 编	吕子德
责任编辑	苗淑敏
英文翻译	叶天有
英文审稿	郑伟鸣
封面设计	朱孟恒 王玉珏
插 图	朱黎勇
排 版	陈惠娥
出版发行	活学文教有限公司 香港九龙新蒲岗大有街1号勤达中心16楼
印 刷	质誉印刷制品(香港)有限公司
版 次	2012年10月第2版第1次修订
规 格	283mmx210mm
国际书号	ISBN 978-988-17483-5-5

**版权所有 · 翻印必究**

## 练习册特点

本册练习的编写原则，是根据每篇课文的学习重点，在尊重中学生年龄特点的原则下，根据汉语学习规律，着重基本词、句的辨认和积累，奠定学生在听、说方面的坚实基础，从而逐步加强读、写能力的训练。习题是由教学经验丰富的教师集体讨论、集体创作而成的。每课习题均含有汉字与词语、句式、课文的阅读与理解、延伸阅读与理解、续写等五个练习点。

练习题的特点：

### 一、富有弹性

来自世界各地的学生，学习方法、学习习惯和学习态度差异很大，所以，本册练习的安排均形式多样，由浅入深（排列在前的较易，排列在后的较难），以照顾不同学生的需要。

例如：第一课第五项选词填空的最后一题：“你（是）老师，我（也）是老师。”

这是课文里没有出现过的句型，对初学者来说难度较大，但是对领悟力较强、能举一反三的学生来说，却是一个能满足成功感的挑战题。又如后面有很多短文阅读或写作练习，如果学生觉得太难，无法按要求完成，老师可根据具体情况，将要求适当降低，改为聆听和口述练习，让学生在符合本身水平的情况下完成任务。

### 二、富有趣味性

寓学于乐，有读读画画，有游戏（如：找字），有调查，有访问，题型新颖多样，适合中学生的心智特点及兴趣。

### 三、重视培养扎实的基础

每课均有巩固基本能力的练习题，力求学习者确切认识课文中的主题词，熟练掌握基本句型，并能内化、迁移到运用层面。在此基础上，循序渐进地学习简单的语文知识，如词性归类、同义词、反义词等。

#### 四、重视运用

练习内容延伸至生活经验，结合交流实践的需要，如介绍自己的家庭、国家、调查统计等。由口语介绍到文字表达，操练过程自然流畅，环环紧扣实际运用，确保学生能学以致用。

最后要说明的一点是，教师在教学过程中，必须尊重学生的学习差异，因应学生的学习进度，调节习题量，可以在有需要时转换习题的形式，让每位学生都能按照本身的能力及水平，愿意学习，乐于学习。

# Features of the Exercise Books

The exercises in this book are designed in accordance with the key learning points of each unit. Considering the characteristics of secondary school students and with reference to the learning pattern of the Chinese language, the exercises emphasize the recognition and accumulation of basic words, phrases and sentences, laying a solid foundation for students' development of listening and speaking abilities while gradually intensifying training on reading and writing abilities.

The questions in these exercises are the product of exhaustive research and discussion by a group of experienced teachers and language experts. Each exercise covers five areas, namely, Chinese characters and vocabularies, sentence patterns, reading comprehension of the text, comprehension of extended readings and writing continuation.

Features of the exercises:

## 1. Flexible

Students from different parts of the world vary in their learning methods, habits and attitudes. Therefore, in order to cater to the needs of different students, the exercise questions take various forms and are designed with a gradual increase in difficulty.

For example, the last question of Unit 1 Part 5 (fill in the blanks) is “You (are) a teacher, I am (also) a teacher.”

This sentence pattern did not appear in the text and beginners might find it difficult. It is nevertheless a challenging question for students with stronger ability and would bring them a great sense of achievement.

If students find the short passage comprehension or short writing too demanding, the teacher can also adjust the level of difficulty by modifying them into listening and speaking practices, so that students could accomplish the tasks according to their own level of competence.

## 2. Interesting

Designed according to the mentality and interests of secondary school students, the questions take a variety of fun and interesting forms, such as read and draw, games (e.g. word search), surveys and interviews.

### 3. Emphasis on the building of a solid foundation

In each unit, there are exercise questions that focus on the consolidation of basic abilities. These questions ensure that learners could thoroughly understand key vocabularies in the text, skillfully master basic sentence structures, and internalize as well as apply these skills. On top of this foundation, students would progressively obtain simple language knowledge such as parts of speech, synonyms and antonyms.

### 4. Emphasis on application

The content of the exercises incorporates life experiences, such as introducing one's family, country, and conducting research and surveys. From oral presentation to written expression, the training process is natural, coherent and practical, ensuring that students could apply what they have learnt.

Lastly, it is of paramount importance that teachers should respect the individual differences of their students. Teachers are advised to adjust the amount as well as the forms of the exercise questions according to students' learning progress, so that every student could learn willingly, joyfully and according to their own ability.

# 目录

## Contents

dì yī kè 第一课 Lesson One	nǐ hǎo 你好 ..... Hello / Hi	1
dì èr kè 第二课 Lesson Two	jīn tiān shì xīng qī jǐ 今天是星期几? ..... What Day Is It Today?	5
dì sān kè 第三课 Lesson Three	nǐ jīn tiān chī shén me 你今天吃什么? ..... What Are You Going to Have Today?	13
dì sì kè 第四课 Lesson Four	wǒ de jiào shì 我的教室 ..... My Classroom	21
dì wǔ kè 第五课 Lesson Five	zhè shì shén me chē 这是什么车 ..... What's This Vehicle Called?	28
dì liù kè 第六课 Lesson Six	zhè jié shì shén me kè 这节课是什么课? ..... What Is This Lesson About?	35
dì qī kè 第七课 Lesson Seven	wǒ de yì tiān 我的一天 ..... A Normal Day	42

dì bā kè  
第八课  
Lesson Eight

wǒ de fáng jiān  
我的房间 ..... 49  
My Room

dì jiǔ kè  
第九课  
Lesson Nine

wǒ yòng yǎn jīng kàn  
我用眼睛看 ..... 55  
I See with My Eyes

dì shí kè  
第十课  
Lesson Ten

zhè shì wǒ de péng you  
这是我的朋友 ..... 62  
This Is My Friend



dì yī kè nǐ hǎo  
第一课 你好

xiě bǐ huà  
一、 写笔画

Write the strokes

míng chēng 名称 name	dú yīn 读音 pronunciation	shū xiě liàn xí 书写练习 writing practice		
点 丶	diǎn			
横 一	héng			
竖 丨	shù			
撇 丿	piě			
捺 ㇏	nà			
提 ㇀	tí			
折 𠃍	zhé			
钩 乚	gōu			

shū xiě hàn zì

## 二、书写汉字

Writing practice



hǎo

丶 女 如 好好

好	好								
---	---	--	--	--	--	--	--	--	--

shì

丨 丌 日 旦 早 昇 是

是	是								
---	---	--	--	--	--	--	--	--	--

shén

丿 亻 什

什	什								
---	---	--	--	--	--	--	--	--	--

me

丿 么 么

么	么								
---	---	--	--	--	--	--	--	--	--

míng

丿 夕 夕 夕 名 名

名	名								
---	---	--	--	--	--	--	--	--	--

zì

丶 亠 宀 字 字 字

字	字								
---	---	--	--	--	--	--	--	--	--

hěn	丶 勹 彳 彳 彳 彳 彳 彳 彳 彳 彳									
很	很									

  

yě	勹 勹 也									
也	也									

三、连一连  
Match



- |      |   |     |
|------|---|-----|
| 1. 你 | • | • 谢 |
| 2. 名 | • | • 么 |
| 3. 什 | • | • 师 |
| 4. 谢 | • | • 字 |
| 5. 老 | • | • 好 |

四、看拼音选词填空

Fill in the blanks by choosing the right words

- \_\_\_\_\_ wǒ \_\_\_\_\_ nǐ
1. \_\_\_\_\_ 我 (我 你) 叫李红, \_\_\_\_\_ (我 你) 叫什么名字?

nǐ

2. \_\_\_\_\_ (我 你) 叫谢为吗?

shén me

3. 老师叫 \_\_\_\_\_ (什么 老师) 名字?

xuǎn cí tián kòng

## 五、选词填空

Fill in the blanks with the following words

名字

是

也

很

你好

什么

叫

1. 我 \_\_\_\_\_ 大为。

2. 你叫什么 \_\_\_\_\_ ?

3. 王为, \_\_\_\_\_ !

4. 我 \_\_\_\_\_ 好, 谢谢!

5. 我是谢为, 你叫 \_\_\_\_\_ 名字?

6. 你 \_\_\_\_\_ 老师, 我 \_\_\_\_\_ 是老师。

