



Huihuà

会话 Dialogue

Lǐ Jiā: Nǐhǎo!

李佳： 你好！

Măkè: Nǐhǎo!

马克： 你好！

Lǐ Jiā: Wǒ shì Lǐ Jiā. Nǐ ne?

李佳： 我是李佳。你呢？

Măkè: Wǒ jiào Măkè. Hěn gāoxìng rènshi nǐ.

马克： 我叫马克。很高兴认识你。

Lǐ Jiā: Wǒ yě hěn gāoxìng rènshi nǐ.

李佳： 我也很高兴认识你。



注释 (Notes):

1. The elliptical interrogative sentence with “呢(ne)” is used to express interrogative tone, the particle “呢(ne)” is normally used at the end of a sentence.

2. “也(yě)”
“也(yě)”, adv. also

Li Jia: Hello!

Mark: Hello!

Li Jia: I am Li Jia, what about you?

Mark: My name is Mark. Nice to meet you.

LiJia: Nice to meet you, too.



Huìhuà

会话 Dialogue

Mǎkè: Nǐmen hǎo!

马克：你们 好！

Lǐ Jiā: Nǐ hǎo, Mǎkè, tā shì Àimǐlì.

李佳：你好，马克，她 是艾米丽。

Àimǐlì, tā shì Mǎkè.

艾米丽，他 是 马克。

Àimǐlì: Mǎkè, nǐhǎo.

艾米丽：马克，你好。

Mǎkè: Àimǐlì, nǐhǎo. Nín shì Měiguó rén ma?

马克：艾米丽，你好。您 是 美国 人 吗？

Àimǐlì: Wǒ bù shì Měiguó rén, wǒ shì Yīngguó rén.

艾米丽：我 不 是 美国 人，我 是 英国 人。



第一课 你好 Lesson 1 Hello

Mark: Hello!

Li Jia: Hello, Mark, She is Emily. Emily, this is Mark.

Emily: Hello, Mark.

Mark: Hello Emily, Are you American ?

Emily: I'm not an American ,I am British.

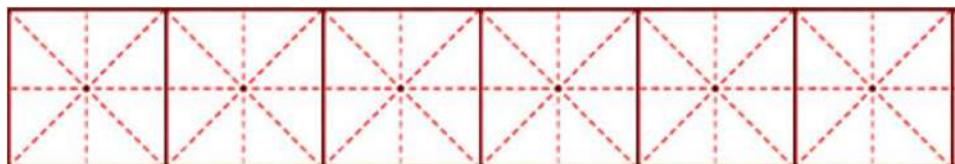
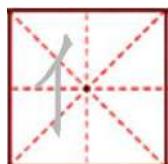
Dì yī kè Nǐ hǎo
第一课 你好

Lesson 1 Hello



bù shǒu
部首

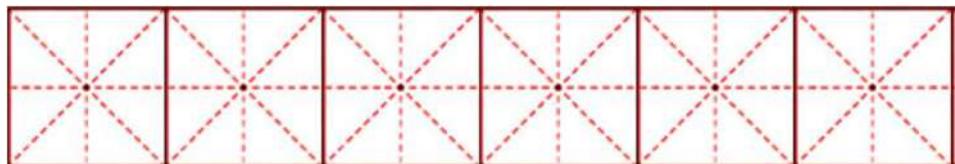
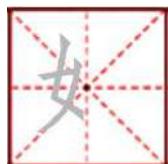
Radicals



dān rén páng
单人旁

“人” comes from “人”, which means human beings.

e.g. 体: body; 休: rest



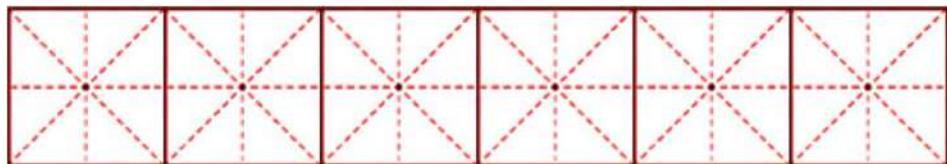
nǚ zì páng
女子旁

“女” means female; it always appears at the left of characters.

e.g. 妇: women; 姐妹: sister

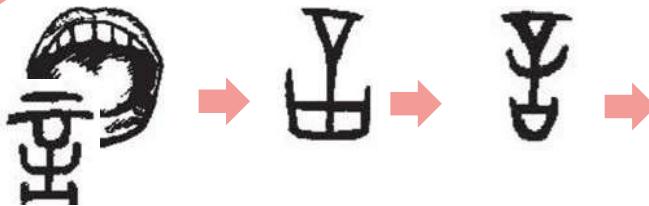


你好！Hello！



yán zì páng

言字旁



“讠” comes from “言”, which means speech, talk; it always appears at the left of characters.

e.g. 说 : talk, speak; 话: words; 认识: to know



mù biāo
目 标

Learning Objectives

nǐ hǎo wǒ tā tā



shì yě bù rèn shí





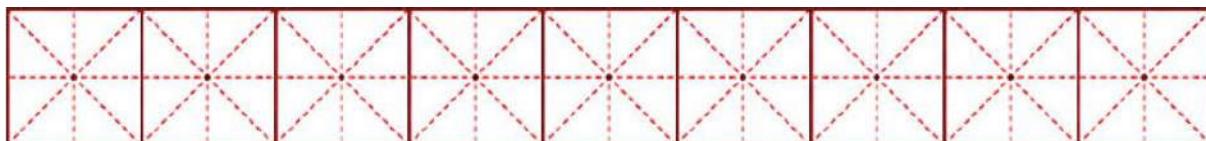
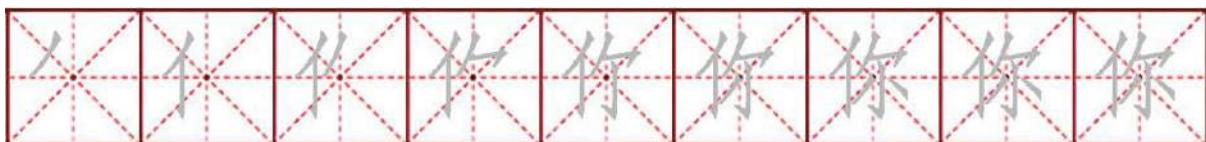
xué hàn zì
学 汉 字

Characters

nǐ



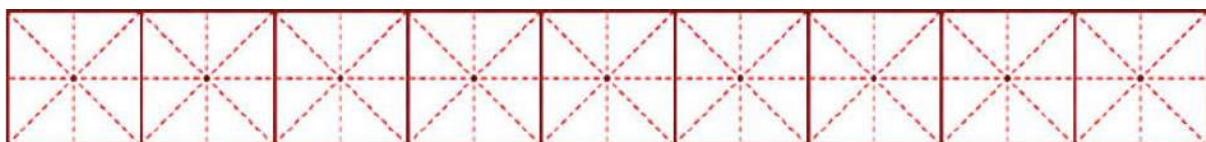
pron. you



hǎo



adj. good



wǒ



pron. I, me

你好！Hello！

人 人 人 人 人 人 人 人 人 人

人 人 人 人 人 人 人 人 人 人

tā

他

亼

pron. he



他 他 他 他 他 他 他 他 他 他

他 他 他 他 他 他 他 他 他 他

tā

她

女

pron. she



她 她 她 她 她 她 她 她 她

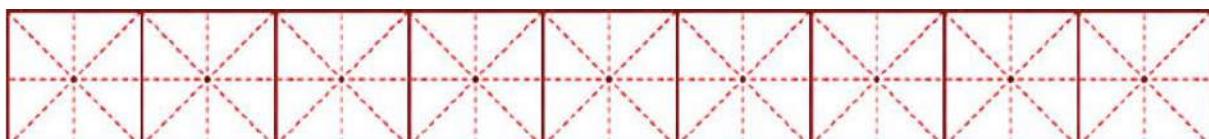
她 她 她 她 她 她 她 她 她

shì



v. is; yes

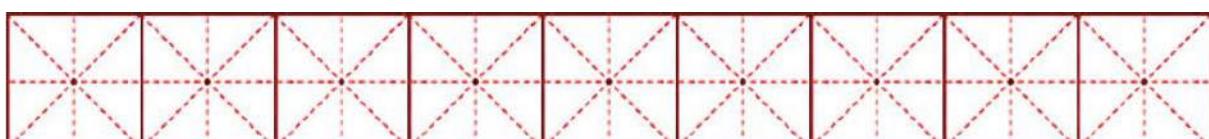
我是: I am; 你是: you are



yě



adv. too, as

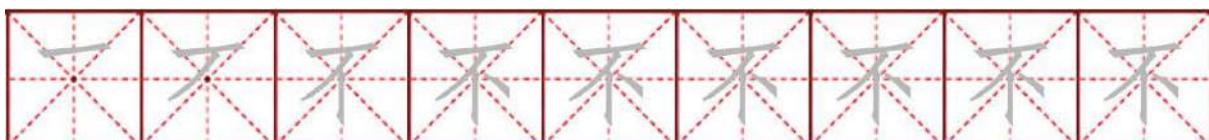


bù

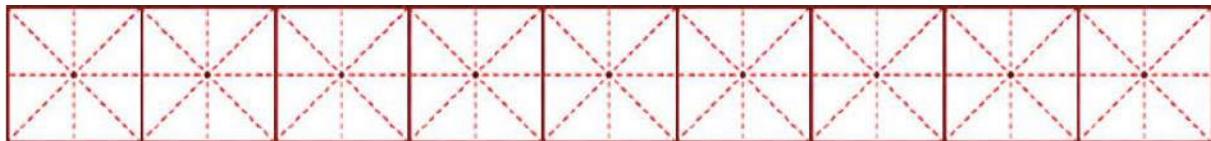


adv. no, not

不是: is not



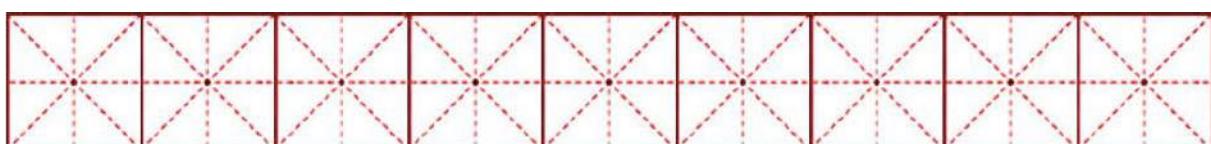
你好！Hello！



rèn



v. recognize, know, identify

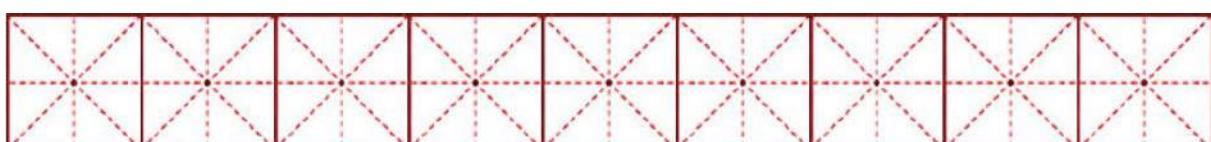
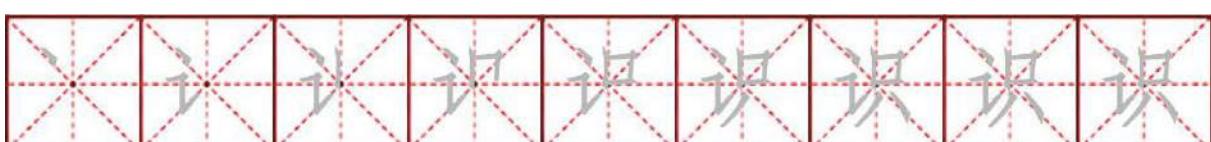


shí



v. recognize, know

认识：
know, recognize



liàn xí
练习

Exercise

一、抄写 | Write the characters.

你

我

好

他

她

是

也

不

认

识

你好！Hello！

二、认汉字 | Recognize the characters.

1. 连线 | Match Pinyin with characters.

| | |
|---|---------------------------|
| 也 | no, not |
| 是 | recognize, know, identify |
| 我 | he |
| 好 | I, me |
| 不 | she |
| 他 | recognize, know |
| 认 | is; yes |
| 识 | good |
| 她 | too, as well |

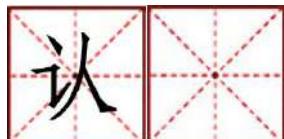
2. 看汉字写拼音 | Note Pinyin for each character.

① 你 好

② 他 是 谁 shuí

③我 也 不 认 识 她

三、汉字组词 | Complete the phrases.



四、填空，完成句子 | Fill in the blanks and complete
the sentences.

hǎo

(1) 你。

tā

shí

(2) 认 她。

wǒ

(3) 也 是。

你好！Hello！

nǐ shì bú
(4) 我 是 不。

五、填空，完成对话 | Fill in the blanks and complete the dialogue.

A: nǐ hǎo , wǒ 是 Mǎ Kè。
你 好 ， 我 是 马 克。

B: nǐ hǎo , wǒ 认 识 你。
你 好 ， 我 认 识 你。

A: wǒ 认 识 她。
我 认 识 她。

B: tā shì yě
李 佳 ， 她 不。
她 是 也。

rèn shí
你。





hàn zì zhī shi
汉字知识

What You Should Know

Introduction to Chinese Characters: An Overview

Chinese characters are logograms used in the writing of Chinese and some other Asian languages. In Standard Chinese, and sometimes also in English, they are called hànzì (simplified Chinese: 汉字; traditional Chinese: 漢字). They have been adapted to

write a number of other languages including: Japanese, where they are known as kanji, Korean, where they are known as hanja, and Vietnamese in a system known as chũ Nôm. Chinese characters constitute the oldest continuously used system of writing in the world. By virtue of their widespread current use in East Asia, and historic use throughout the Sinosphere, Chinese characters are among the most widely adopted writing systems in the world.

漢 漢
字 字



Huìhuà
会话

Dialogue

- Lǐ Jiā: Xiànzài jǐ diǎn?
李佳: 现在几点?
- Mǎkè: Xiànzài bā diǎn shí fēn.
马克: 现在八点十分。
- Lǐ Jiā: Nǐ jǐ diǎn shàng kè?
李佳: 你几点上课?
- Mǎkè: Wǒ bā diǎn bàn shàng kè. Nǐ ne?
马克: 我八点半上课。你呢?
- Lǐ Jiā: Wǒ jiǔ diǎn sì shí wǔ fēn shàng kè.
李佳: 我九点四十五分上课。
- Mǎkè: Nǐ jǐ diǎn xià kè?
马克: 你几点下课?
- Lǐ Jiā: Wǒ shí yī diǎn yí kè xià kè.
李佳: 我十一点一刻下课。



注释 (Notes):

“一刻 (yí kè) ”, represents fifteen minutes.
“半 (bàn) ” indicates thirty minutes

第二课 现在几点? Lesson 2 What's the time?

LI Jia: What time is it?

Mark: It is 8:10.

Li Jia: When do you have class?

Mark: I have class at 8:30, what about you?

Li Jia: I have class at 9:45.

Mark: When is the class dismissed?

Li Jia: A quarter after eleven.



Huìhuà
会话

Dialogue

Mǎkè : Jīntiān jǐ yuè jǐ hào ?

马克：今天几月几号？

Àimǐlì : Jīntiān jiǔyuè shí hào。

艾米丽：今天九月十号。

Mǎkè: Nǐ jǐ hào huí guó ?

马克：你几号回国？

Àimǐlì: Wǒ jiǔyuè shíqī hào huíguó。

艾米丽：我九月十七号回国。

Mǎkè: Jiǔyuè shíqī hào shì xīngqī jǐ ?

马克：九月十七号是星期几？

Àimǐlì: Jiǔyuè shíqī hào shì xīngqī sān。

艾米丽：九月十七号是星期三。



注释 (Notes):

1、“号 (hào) ” and “日 (rì) ”, they both could indicate the date, “rì” is normally used in written language, “hào ” and “rì” can both be used in spoken Chinese.

2、When it is used to indicate time, the sentence order of time units are arranged from big concepts to small concepts.

E.g. 2015 nián 4 yuè 8 hào xīngqī sān 15 diǎn 23 fēn.
2015 年 4 月 8 号 星期 三 15 点 23 分。

第二课 现在几点? Lesson 2 What's the time?

Mark: What is the date today?

Emily: Today is September 10th.

Mark: When will you go back to your country?

Emily: September 17th.

Mark: What day of the week is September 17th ?

Emily: September 17th is a Wednesday.

Dì èr kè xiànzài jǐ diǎn
第二课 现在几点？

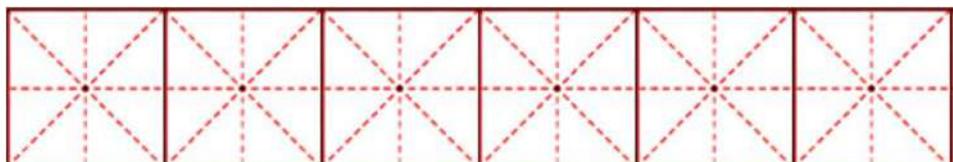
Lesson 2

What's the time?



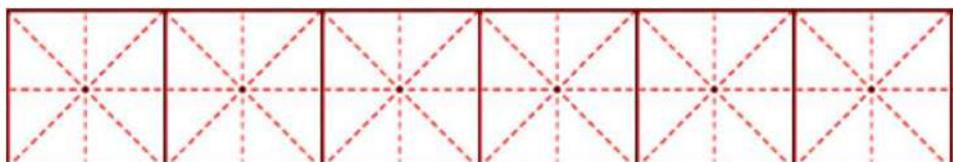
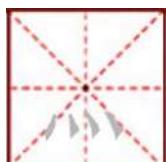
bù shǒu
部 首

Radicals



wáng zì páng
王 字 旁

The original meaning of “王” is “玉” (jade).
Normally, it appears at the left side of characters.
e.g. 现: now; 玩: play; 珍: treasure



sì diǎn dǐ
四 点 底

“灬” means fire. It always appears at the bottom of characters.

e.g. 热: hot; 黑: black

现在几点？What's the time?



mù biāo
目 标

Learning Objectives

xiàn zài jǐ diǎn fēn

现 在 几 点 分

bàn shàng xià kè jīn

半 上 下 课 今

tiān yuè hào huí guó

天 月 号 回 国



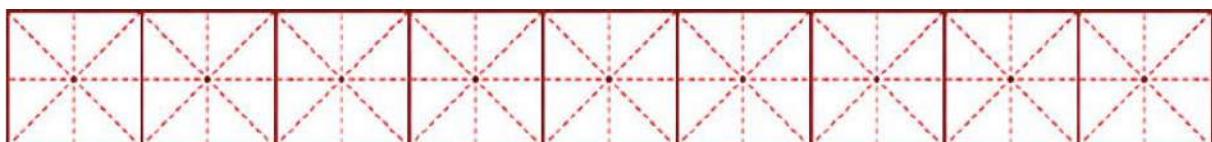
xué hàn zì
学 汉 字

Characters

xiàn



王 adv. now

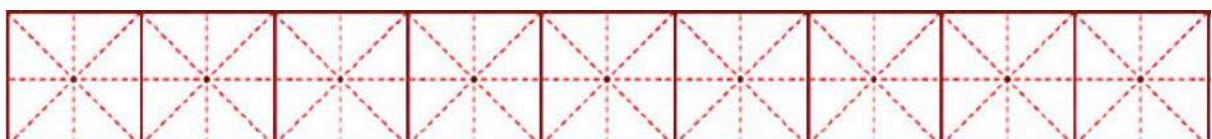


zài



prep. at

现在: now, at present

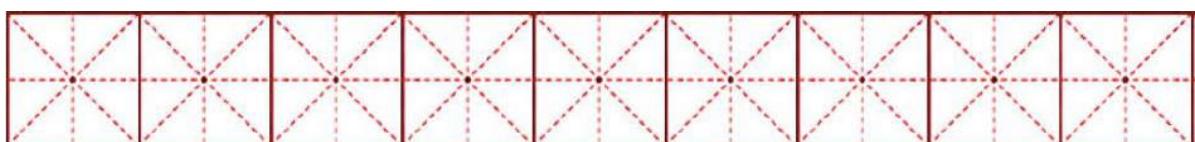


现在几点？ What's the time?

jǐ



pron. how many, how much

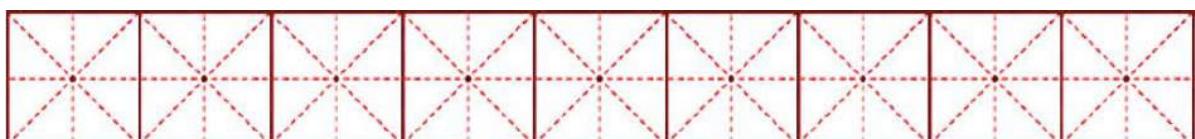
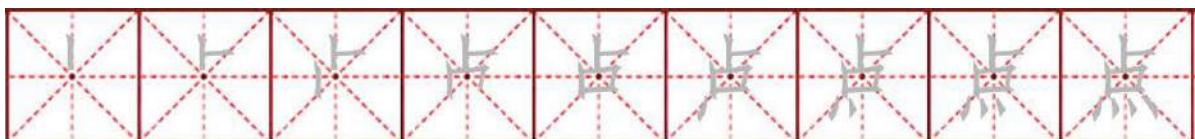


diǎn



n. o'clock

几点？ What o'clock is it?



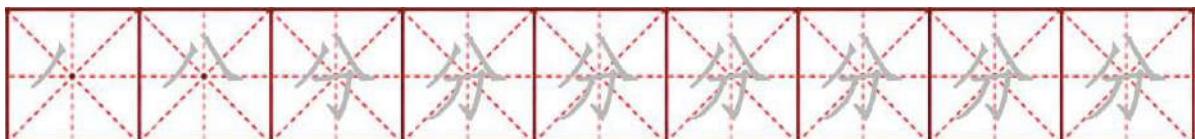
fēn

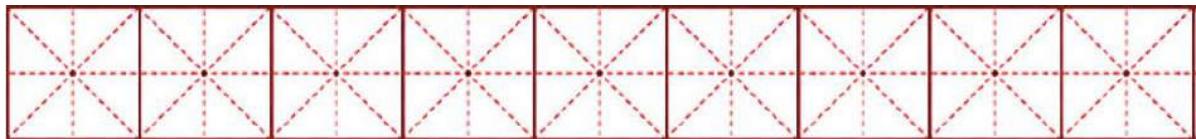


n. minute

zhōng

几分钟： a few minutes



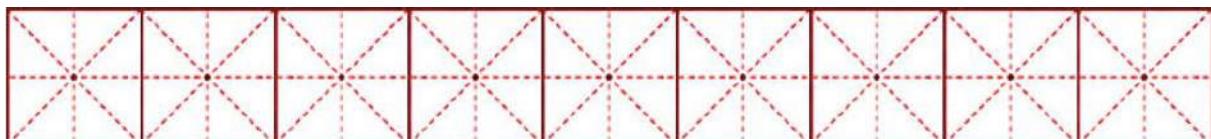
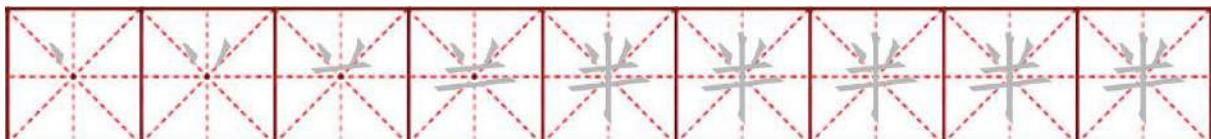


bàn

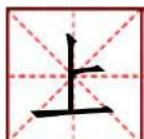


n. half

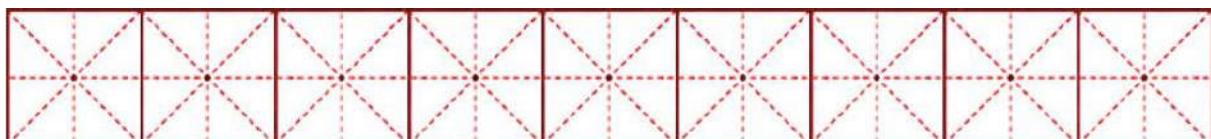
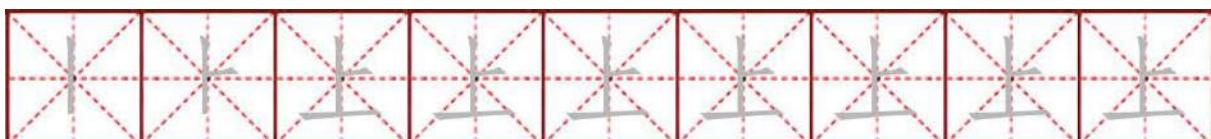
liù
六点半: half past six



shàng



v.to have, take, begin

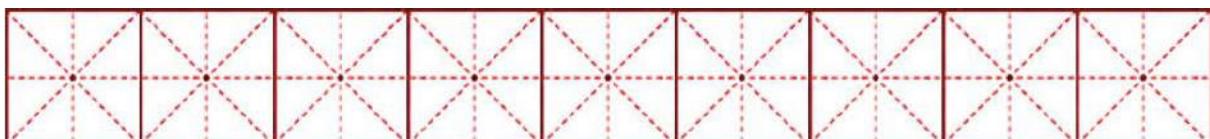
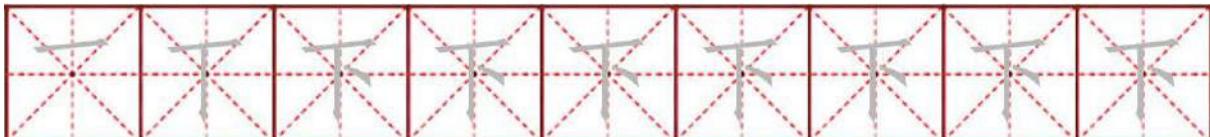


xià



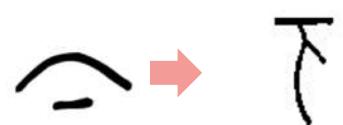
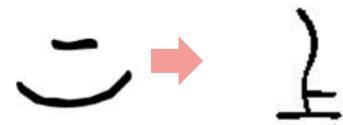
v.dismiss

现在几点？ What's the time?



Ancient Chinese used a long horizontal stroke to represent the horizon, and a short stroke to indicate the position. If the short stroke is above the “horizon”, it's “上” (up); if it is below the “horizon”, it's “下” (down).

Hundred years later, they wanted to distinguish these two characters from “二” (two), so they added a vertical part, which became straight afterwards.

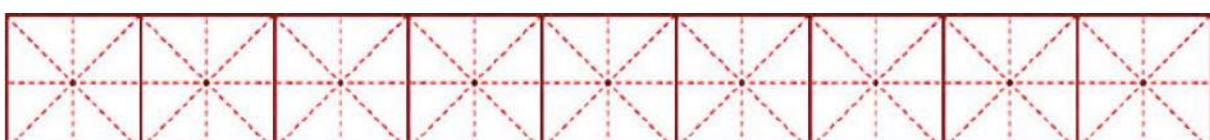


kè



n. class, course

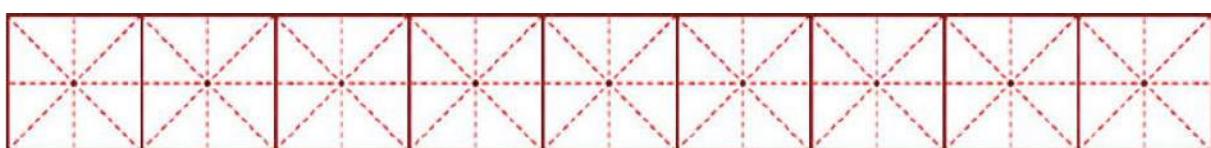
上课 : class begins
下课 : class dismissed



jīn



n. the present, now

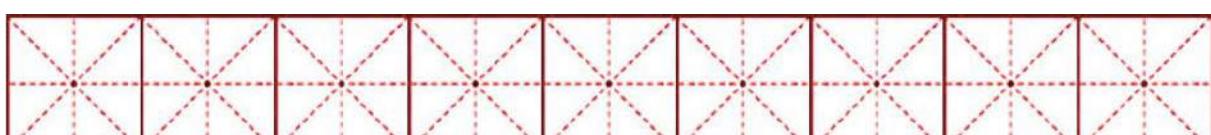


tiān



n. day

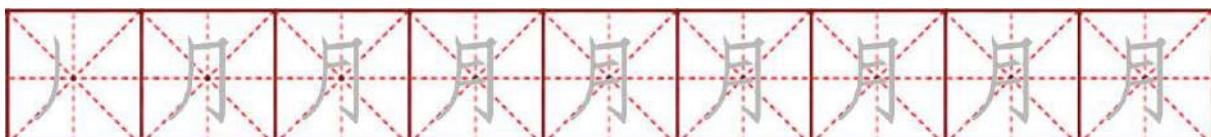
今天 : today



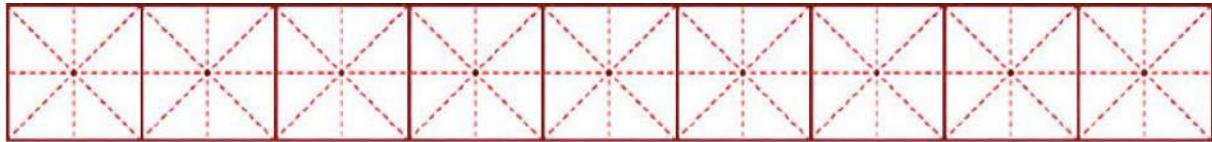
yuè



n. month

wǔ gè
五月: May; 几个月: a few months

现在几点？ What's the time?

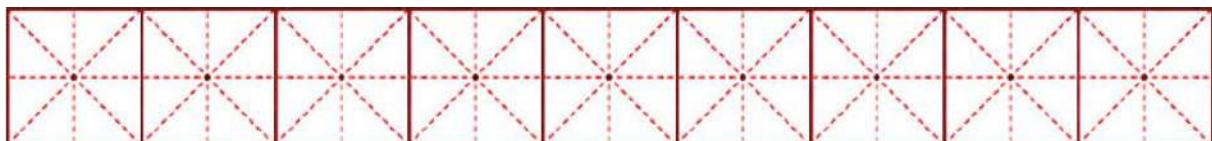


hào

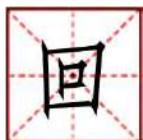


n. date

qī shí bā
七月十八号: July 18th

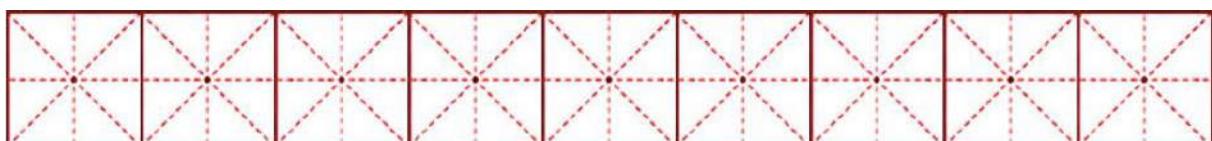
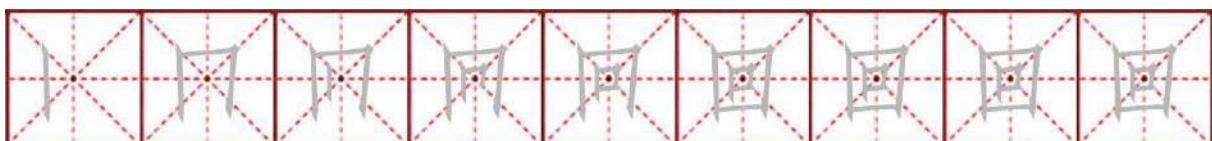


huí



v. return, go back

回国: go back to
home country

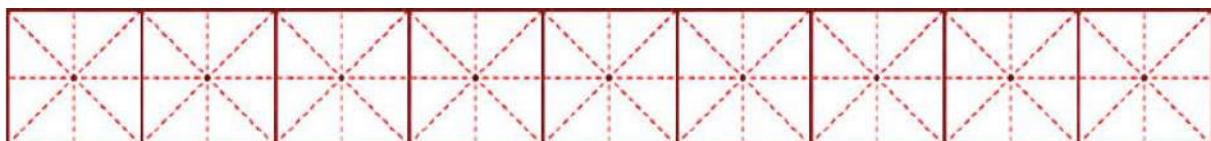


guó



n. country

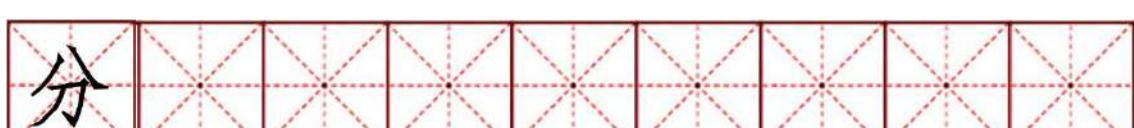
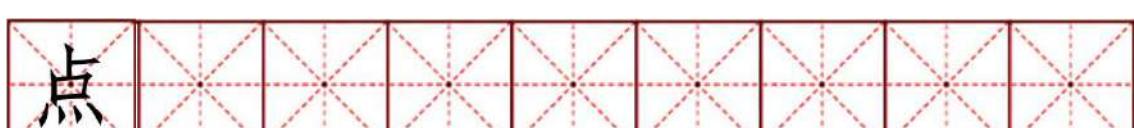
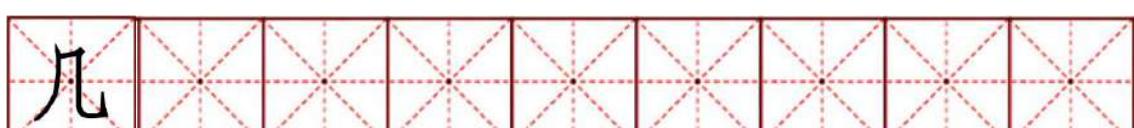
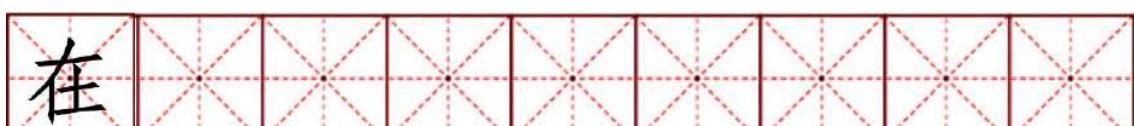
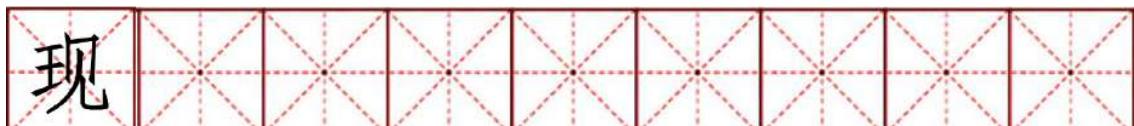
中国: China; 美国: America



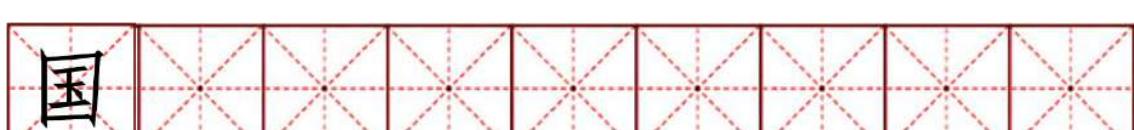
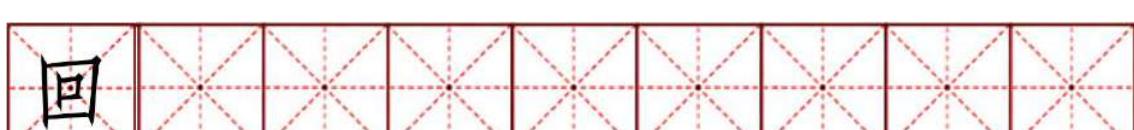
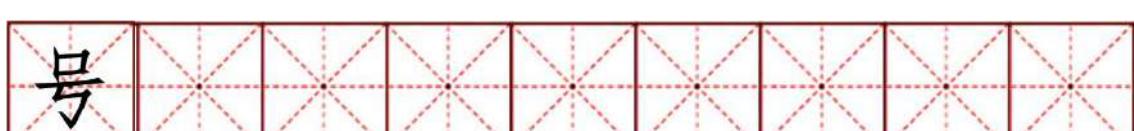
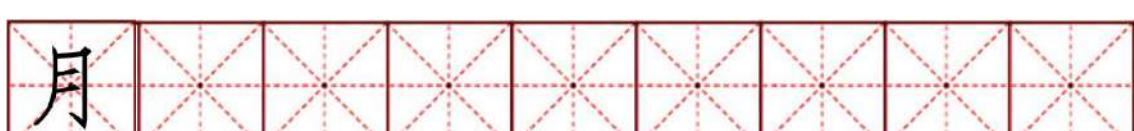
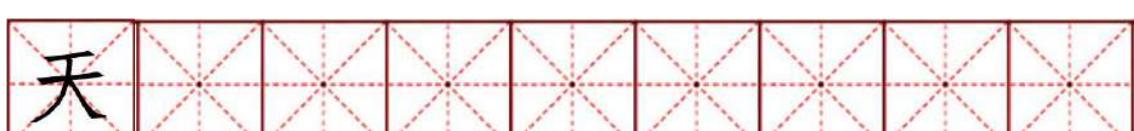
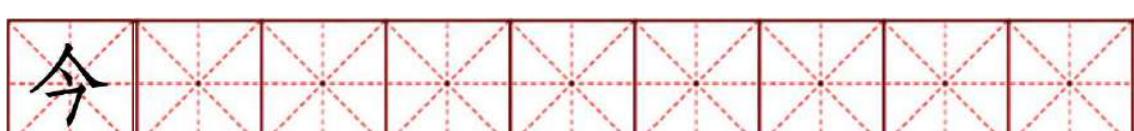
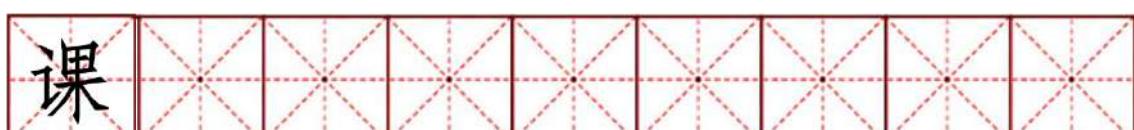
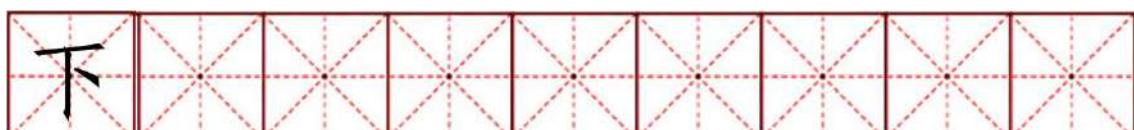
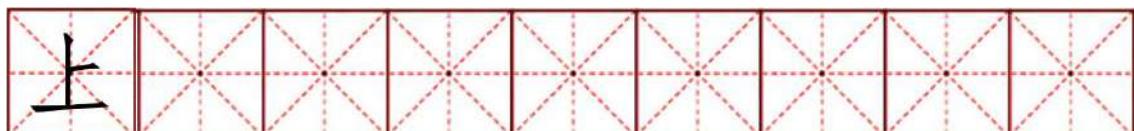
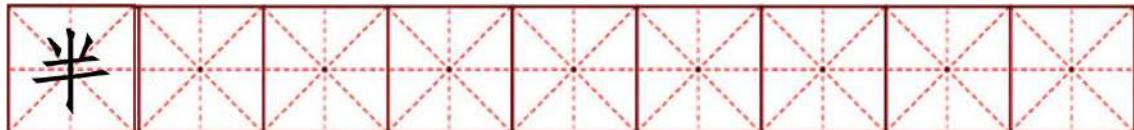
liàn xí
练习

Exercise

一、抄写 | Write the characters.



现在几点？ What's the time?



二、认汉字 | Recognize the characters.

1. 连线 | Match characters with meanings.

| | |
|---|--------------------|
| 几 | return, go back |
| 课 | class, course |
| 回 | minute |
| 现 | day |
| 天 | o'clock |
| 号 | country |
| 今 | date |
| 在 | at |
| 月 | the present |
| 分 | now |
| 上 | dismiss |
| 点 | half |
| 国 | month |
| 半 | how many, how much |
| 下 | have, take, begin |

现在几点？ What's the time?

2. 看汉字写拼音 | Note Pinyin for each character.

liù

① 现 在 是 六 点 半。

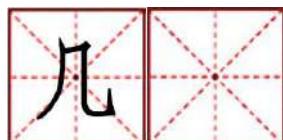
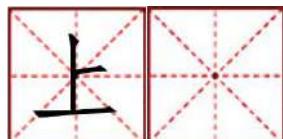
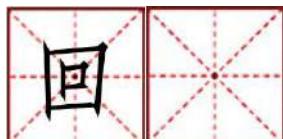
bā sān shí shí

② 今 天 八 点 三 十 分 上 课，十 点

下 课。

③ 你 几 号 回 国？

三、汉字组词 | Complete the phrases.



四、填空，完成句子 | Fill in the blanks and complete

the sentences.

(1) 今 tiān 几 yuè 几 hào ?

(2) 现 zài 几 diǎn ?

(3) 你 huí 国 ma ?

(4) 明 míng 天 shàng 不 kè 。

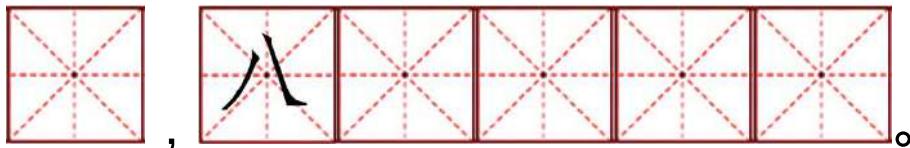
五、填空，完成对话 | Fill in the blanks and complete
the dialogue.

A: 你 jīn 不 shàng 倍 kè 吗 ma ?

B: 是 xiān 在 zài 八 bā 点 diǎn 十 shí 五 wǔ

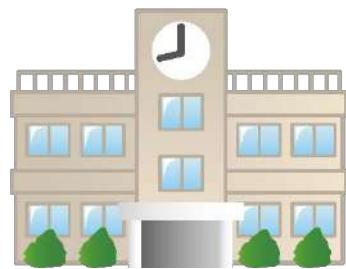
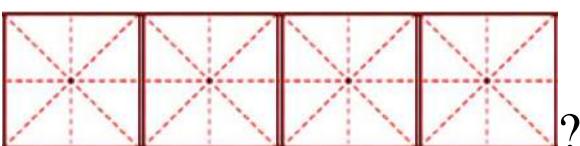
现在几点？What's the time?

fēn bā diǎn bàn shàng kè

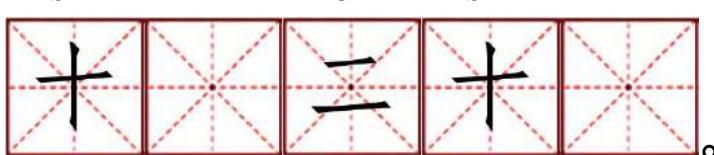


jǐ diǎn xià kè

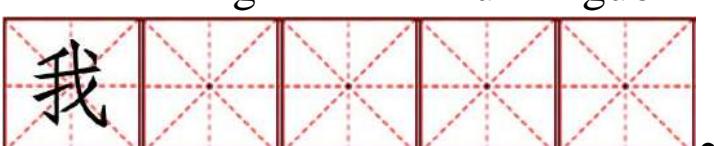
A:



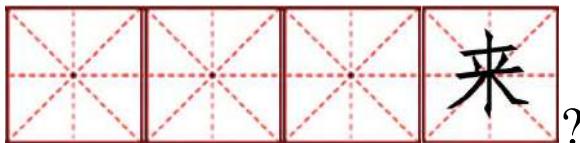
B:



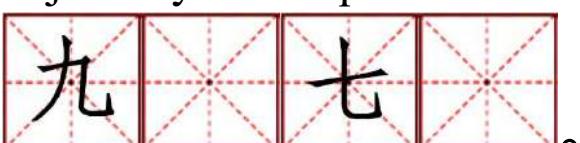
A:



B:



A:





hàn zì zhī shi
汉字知识

What You Should Know

The Number and Form of Chinese Characters

Chinese characters number in the tens of thousands, though most of them are minor graphic variants encountered only in historical texts. Studies in China have shown that functional literacy in written Chinese requires a knowledge of **between three and four thousand** characters. In Japan, 2,136 are taught through secondary school (the Jōyō kanji); hundreds more are in everyday use (note that the characters used in Japan are distinct from those used in China in many respects). There



are various national standard lists of characters, forms, and pronunciations. **Simplified** forms of certain **characters** are used in mainland China, Singapore, and Malaysia; the corresponding **traditional characters** are used in Taiwan, Hong Kong, Macau, and to a limited extent in South Korea.



Huìhuà 会话

Dialogue

láo bǎn Nǐ hǎo ! Nǐ mǎi shénme ?

老板：你好！ 你买什么？

ài mǐ lì Wǒ mǎi miànbāo.

艾米丽：我买面包。

láo bǎn Wǒmen yǒu tián de hé xián de ,nǐ mǎi nǎ zhǒng ?

老板：我们有甜的和咸的，你买哪种？

ài mǐ lì Wǒ mǎi tián de. Duōshǎo qián yí gè?

艾米丽：我买甜的。多少钱一个？

láo bǎn Dà de shí kuài , xiǎo de wǔ kuài wǔ. Nǐ mǎi nǎ zhǒng ?

老板：大的十块，小的五块五。你买哪种？

ài mǐ lì Xiǎo de.

艾米丽：小的。

láo bǎn Hǎo de, nǐ mǎi jǐ gè?

老板：好的，你买几个？

ài mǐ lì Wǒ mǎi liǎng gè .

艾米丽：我买两个。

láo bǎn Zhè shì nǐ de miànbāo , yígòng shíyī kuài qián.

老板：这是你的面包，一共十一块钱。

ài mǐ lì Xièxie !

艾米丽：谢谢！



注释 (Notes) :

“两” and “二”

While used before a measure word to quantify items, “2” is always read as “liǎng” (两).
E.g. “liǎng gè miàn bāo”(两个面包), “liǎng jiàn máo yī ” (两件毛衣) .

In other cases, “2” is usually pronounced as “èr”(二). E.g. “èr shí kuàii”(二十块).

Storekeeper: Hello? What do you want to buy?

Emily: I want to buy some bread, What do you have here?

Storekeeper: We have sugary and salted, which kind would you like ?

Emily: I would like the sugary one please, how much for one?

Storekeeper: 10RMB for a big one, and 5.5 RMB for a small one, which one do you prefer?

Emily: Smaller one.

Storekeeper: Okay, how many?

Emily: Two.

Storekeeper: Here is your bread, 11RMB altogether.

Emily: Thank You!



Huìhuà
会话

Dialogue

láo bǎn Nín hǎo! Qǐngwèn nín mǎi shénme?
 老板： 您 好！ 请 问 您 买 什 么？

mǎ kè Wǒ mǎi yí jiàn máoyī 。
 马 克： 我 买 一 件 毛 衣 。

láo bǎn Hǎo de, nín mǎi shénme yánsè de?
 老 板： 好 的， 您 买 什 么 颜 色 的？

mǎ kè Wǒ mǎi bái de。
 马 克： 我 买 白 的。

láo bǎn Nín shì shi zhè jiàn。
 老 板： 您 试 试 这 件 。

mǎ kè Zhè jiàn yǒu diǎnr xiǎo, yǒu dà de ma?
 马 克： 这 件 有 点 小， 有 大 的 吗 ？

láo bǎn Zhè jiàn dà, nín shìshi 。
 老 板： 这 件 大， 您 试 试 。

mǎ kè Zhè jiàn hěn hǎo, duōshǎo qián?
 马 克： 这 件 很 好， 多 少 钱 ？

láo bǎn èr bǎi bā shí wǔ 。
 老 板： 二 百 八 十 五 。

mǎ kè Tàiguì le, piányi yìdiǎnr ba。
 马 克： 太 贵 了， 便 宜 一 点 儿 吧 。

láo bǎn èr bǎi bā, xíng ma ?
 老 板： 二 百 八， 行 吗 ？

mǎ kè Xíng。
 马 克： 行 。



注释 (Notes) :

“很” (hěn) and “太” (tài)

“太…了” (tài... le), is used to refer to a high degree, often used to express exclamatory mood.

Sometimes they have a meaning of “excessive”, such as “too much ”, “too big”, “too small”.

“很”(hěn) is usually used before adjectives to emphasize the state.

Sales clerk: Hello, what can I do for you?

Mark: I want to buy a sweater .

Sales clerk: Okay, which color do you like?

Mark: I would like a white one.

Sales clerk: Try on this.

Mark: This one is a little bit too small, do you have a bigger one?

Sales clerk: This one is bigger, try on.

Mark: This one is perfect, how much is it?

Sales Clerk: 285RMB.

Mark: It's a little expensive.

Sales Clerk: 280RMB, Is that okay?

Mark: Yeah.

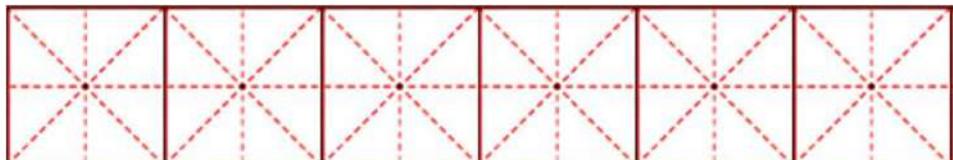
Dì sān kè nǐ mǎishén me
第三课 你买什么?

Lesson 3 What do you want to buy?



bù shǒu
部 首

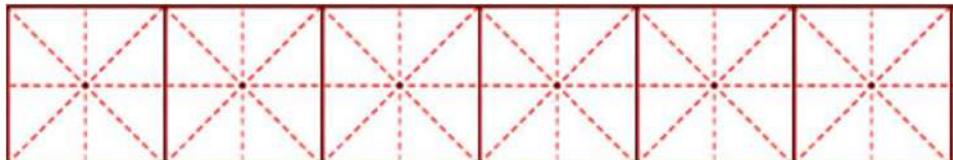
Radicals



bái zì páng
白字旁

The meaning of “白” is white. It always appears at the left side of characters which refer to white.

e.g. hào jiǎo
皓: white; 皎: clear and bright

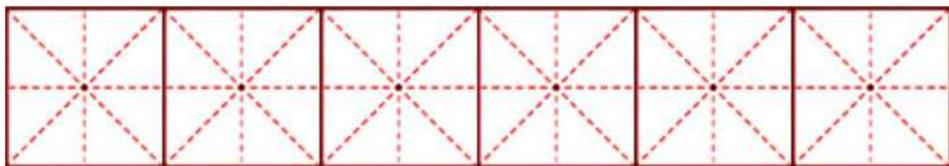
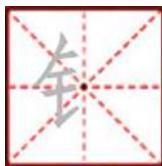


tí tǔ páng
提土旁

“土” means soil. It always appears at the left side of characters.

dì qiáng
e.g. 地: land; 墙: wall

你买什么？ What do you want to buy?



jīn zì páng

金字旁

“钅” is related to metals. It always appears at the left side of characters.

e.g. 铁: iron; 锐: sharp



mù biāo
目标

Learning Objectives

mǎi duō shǎo shén me



yǒu dà xiǎo de gè



liǎng gòng kuài qián xiè





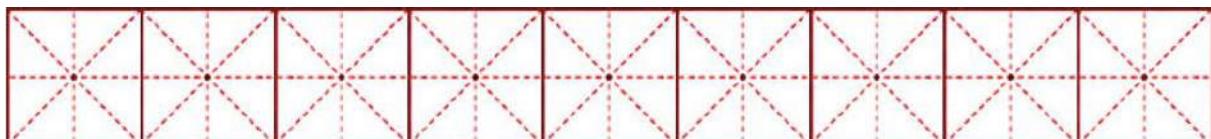
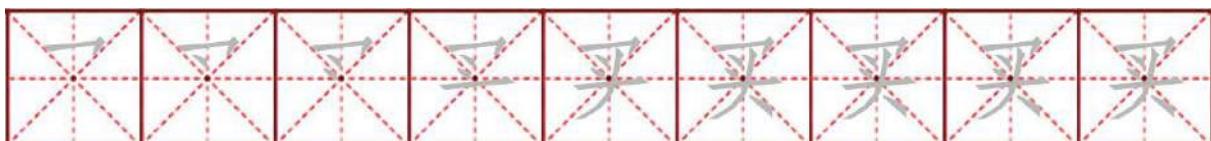
xué hàn zì
学 汉 字

Characters

mǎi



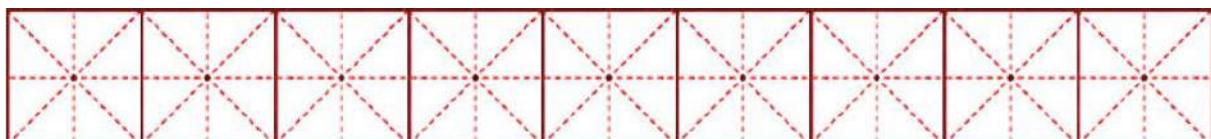
v. buy



duō



adj. many/much



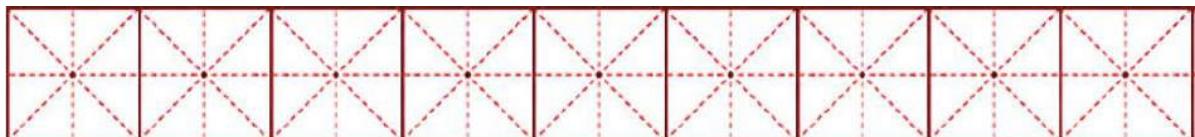
shǎo



adj. few/little

多少? How many/much ?

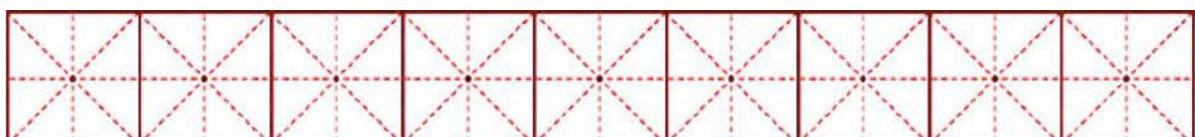
你买什么？ What do you want to buy?



shén



a question word

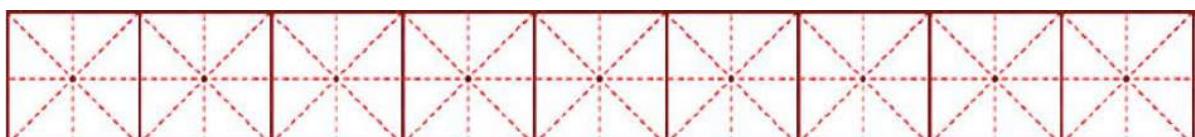
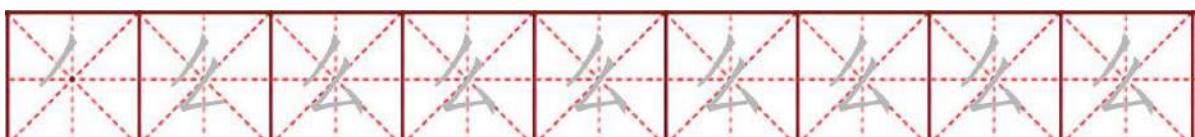


me



a modal particle

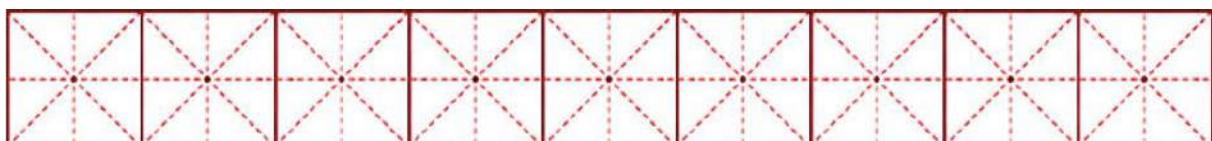
什么: what



yǒu



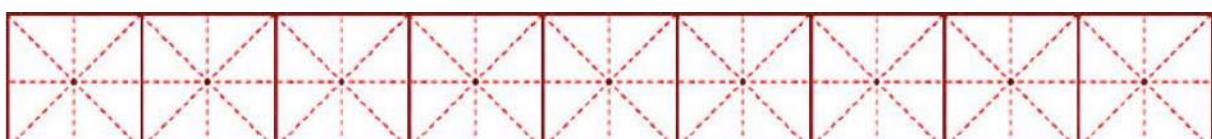
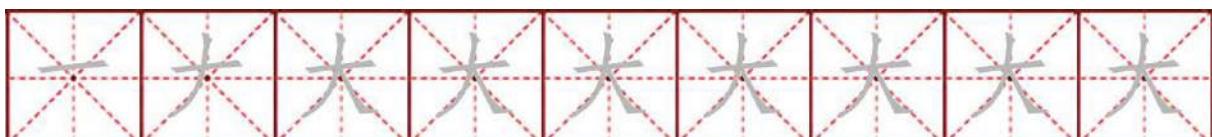
v. have



dà



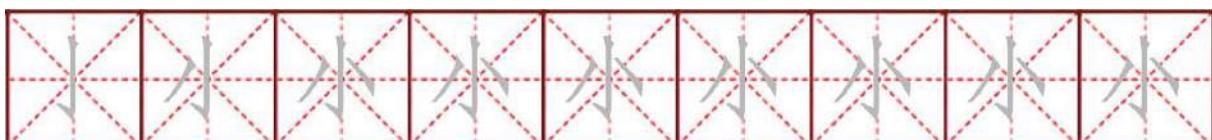
adj. big



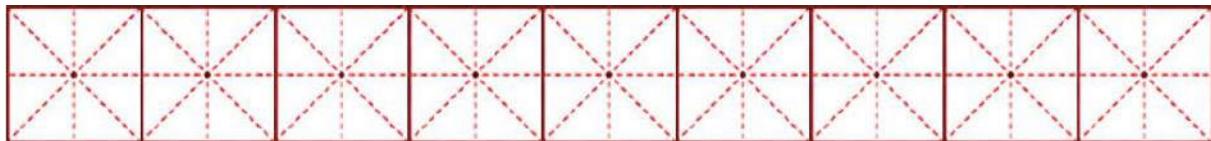
xiǎo



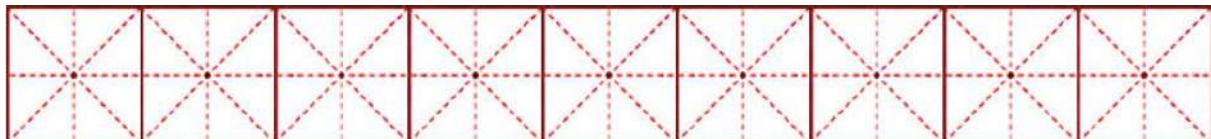
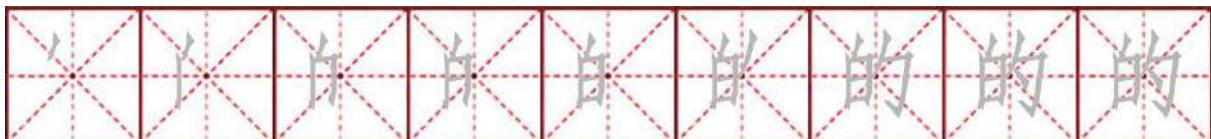
adj. small



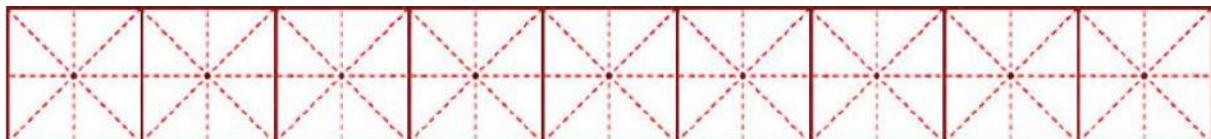
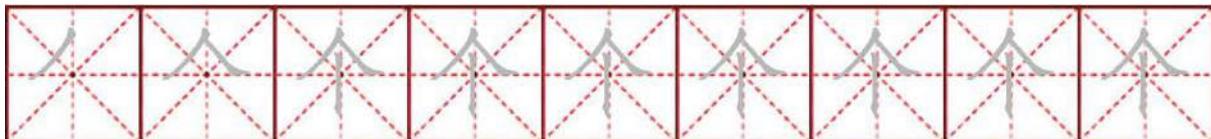
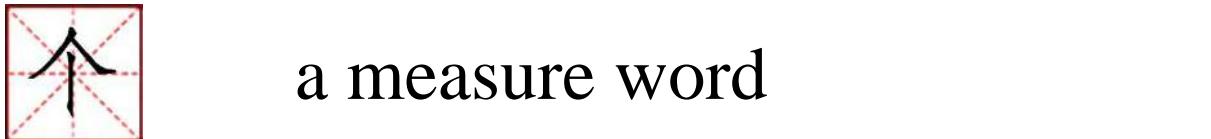
你买什么？ What do you want to buy?



de



gè



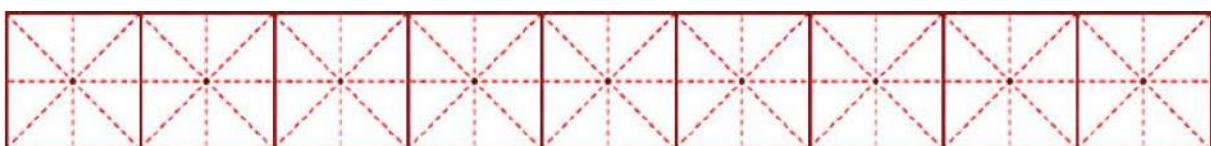
If you want to quantify things, a measure word should always be used between the number and the item it modifies. “个 (gè) ”is the most widely used measure word, while many nouns have their own specific measure words.

liǎng



n. two

两个 : two



While used before a measure word to quantify items, “2” is always read as “liǎng” (两).

e.g. two people : 两个人

In other cases, “2” is usually pronounced as “èr” (二).

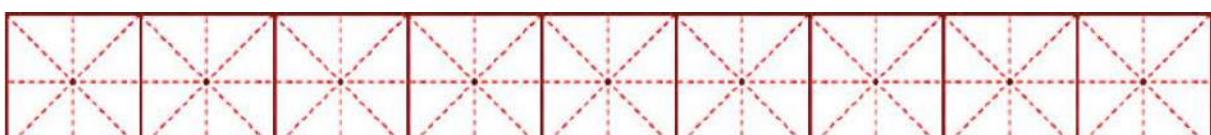
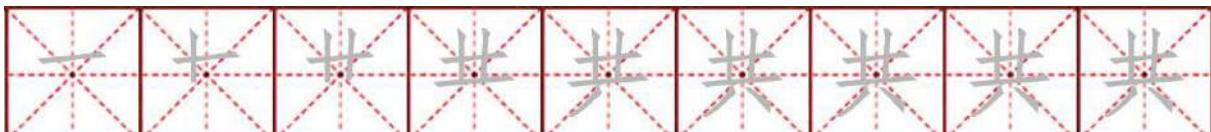
e.g. twenty : 二十

gòng



adv. all

一共: altogether

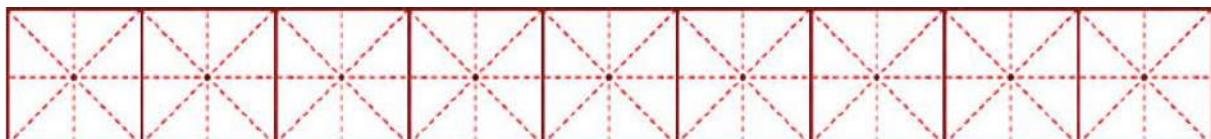


你买什么？ What do you want to buy?

kuài



a measure word for money

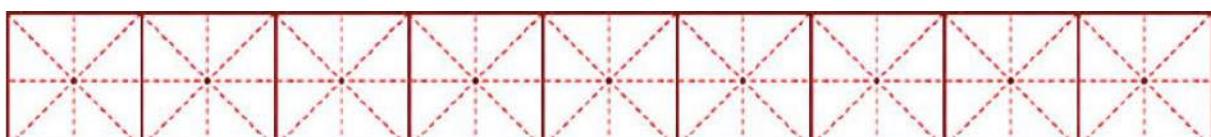


qián



n. money

一共两块钱：two yuan altogether



xiè



v. thank

谢谢你：thank you

买 买 买 买 买 买 买 买

谢 谢 谢 谢 谢 谢 谢 谢

（空格，占格练习）



liàn xí
练习

Exercise

一、抄写 | Write the characters.

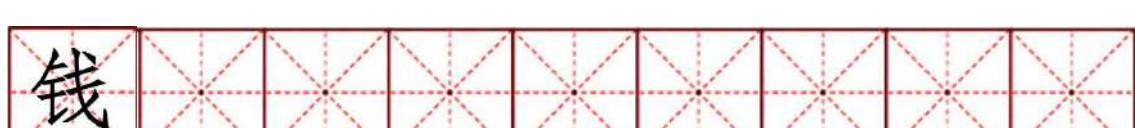
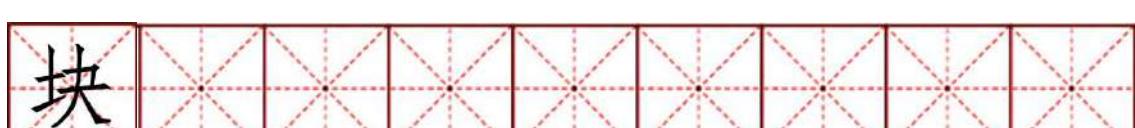
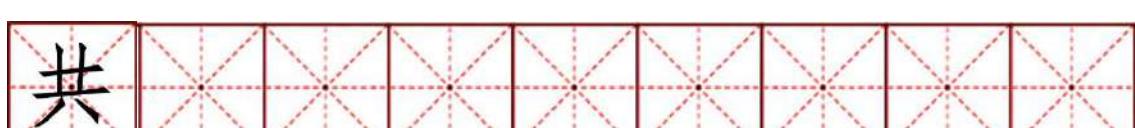
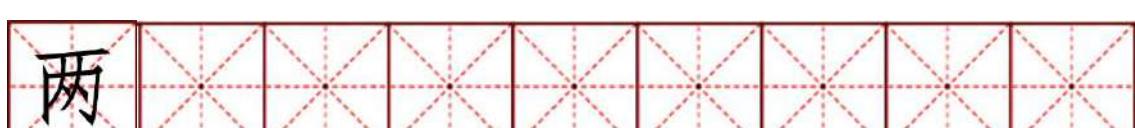
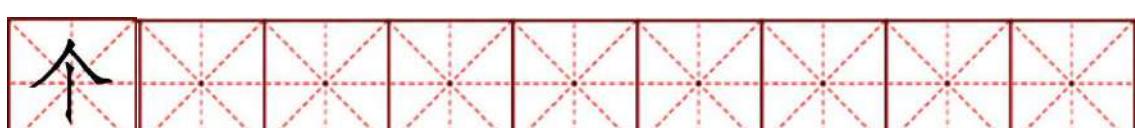
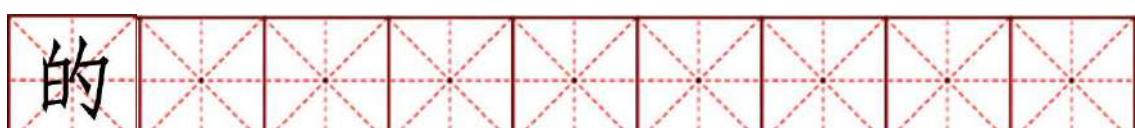
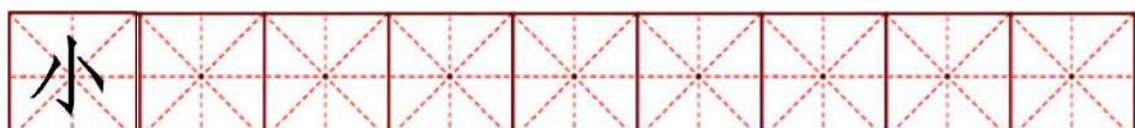
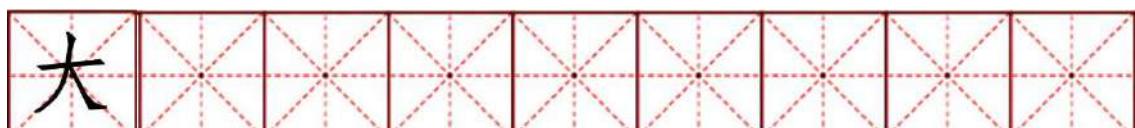
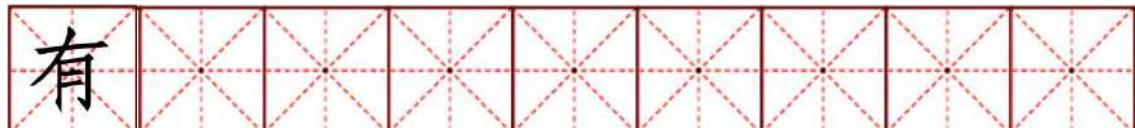
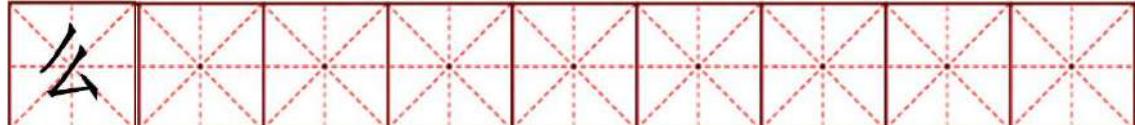
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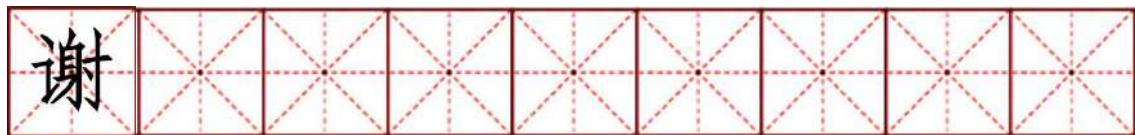
多 多 多 多 多 多 多 多 多

少 少 少 少 少 少 少 少 少

什 什 什 什 什 什 什 什 什

你买什么？ What do you want to buy?





二、认汉字 | Recognize the characters.

1. 连线 | Match characters with meanings.

| | |
|---|--------------------------|
| 共 | thank |
| 小 | have |
| 钱 | many/much |
| 谢 | small |
| 两 | a measure word |
| 大 | all |
| 买 | a measure word for money |
| 么 | two |
| 的 | money |
| 少 | structural particle |
| 多 | big |
| 个 | a modal particle |
| 什 | a question word |
| 块 | buy |
| 有 | few/little |

你买什么？ What do you want to buy?

2. 看汉字写拼音 | Note Pinyin for each character.

① 你 好！ 你 买 什 么？

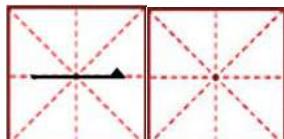
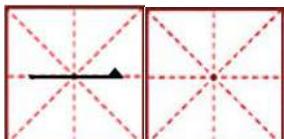
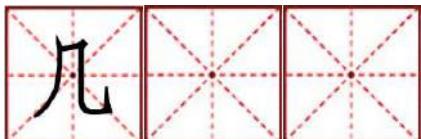
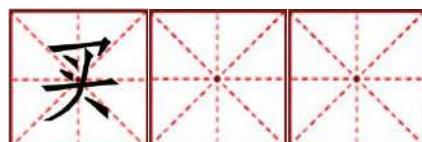
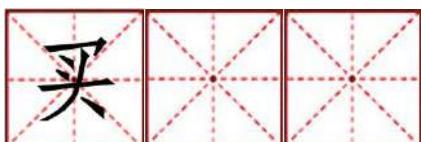
ma

② 有 大 的 吗？ 多 少 钱？

③ 两 个 小 的 共 十 块 钱。

④ 谢 谢。

三、汉字组词 | Complete the phrases.



四、填空，完成句子 | Fill in the blanks and complete the sentences.

the sentences.

mǎi shén me
 (1) ?

yǒu miàn bāo ma
 (2) ?

duō shǎo qián ne
 (3) 呢 ?

dà de wǔ kuài qián yí gè ,
 (4) ,

xiǎo de liǎng kuài qián yí gè 。
 。

yí gòng bā kuài qián xiè xiè 。
 (5) , 。

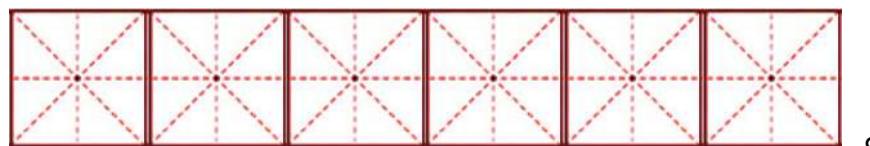
五、填空，完成对话 | Fill in the blanks and complete
the dialogue.

你买什么？ What do you want to buy?

- A: nǐ hǎo nǐ mǎi shén me ?
- B: wǒ mǎi miàn bāo 。
wǒ men yǒu tián de hé xián
A: 们 甜 和 咸
de nǐ mǎi nǎ zhǒng ?
B: wǒ mǎi tián de duō shǎo qián
yí gè
A: dà de shí kuài qián , xiǎo de
wǔ kuài 。

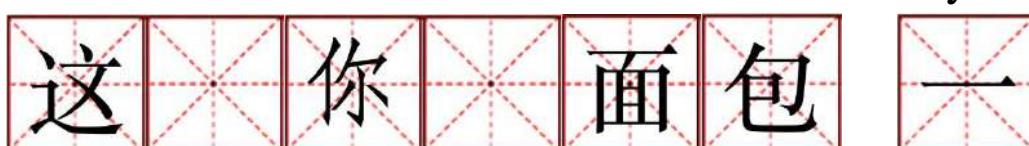
wǒ mǎi liǎng gè xiǎo de

B:



zhè shì nǐ de miàn bāo yí

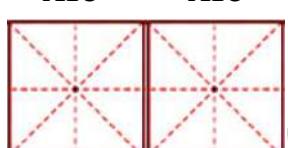
A:



gòng shí kuài



xiè xiè



B:



hàn zì zhī shi
汉字知识

What You Should Know

Introduction to Chinese Characters : The History

Legendary origins

According to legend, Chinese characters were invented by Cangjie, a bureaucrat under the legendary Yellow Emperor. Inspired by his study of the animals of the

world, the landscape of the earth and the stars in the sky, Cangjie is said to have invented symbols called *zì* (字) – the first Chinese characters. The legend relates that on the day the characters were created, people heard ghosts wailing and saw crops falling like rain.

Early sign use

In recent decades, a series of inscribed graphs and pictures have been found at Neolithic sites in China, including Jiahu (c. 6500 BC), Dadiwan and Damaidi from the 6th millennium BC, and Banpo (5th millennium BC). Often these finds are accompanied by media reports that push back the purported beginnings of Chinese writing by thousands of years. However, because these marks occur singly, without any implied context, and are made crudely and simply.



Huìhuà
会话

Dialogue

Mǎkè : Lǐ Jiā , nǐ jiā yǒu jǐ kǒu rén ?

马克：李佳，你家有几口人？

Lǐ jiā : Wǒ jiā yǒu sì kǒu rén.

李佳：我家有四口人。

Mǎkè : Nǐ jiā yǒu nǎ xiē rén ?

马克：你家有哪些人？

Lǐ jiā : Wǒ jiā yǒu bà ba 、mā ma 、 gē ge hé wǒ . Nǐ jiā yǒu shuí ?

李佳：我家有爸爸、妈妈、哥哥和我。你家有谁？

Mǎkè : Wǒ jiā yǒu bà ba 、mā ma 、 dì di , wǒ méi yǒu gē ge .

马克：我家有爸爸、妈妈、弟弟，我没有哥哥。

Lǐ jiā : Nǐ dì di duō dà ?

李佳：你弟弟多大？

Mǎkè : Wǒ dìdi shíwǔ suì .

马克：我弟弟十五岁。



注释 (Notes) :

In Chinese “个(gè)” are usually used when asking quantity of population, and it can be said as “你家几口人(Nǐ jiā jǐ kǒu rén)” or “你家几个人(Nǐ jiā jǐ gè rén)” when asking the family members.

“多大” is usually used when asking the age of people, normally as “你多大？(Nǐ duō dà？)”. If children’s age is asked, “你几岁(nǐ jǐ suì)” is used. When asking older people’s age, a polite form “您多大年纪(Nín duō dà nián jì)” is used.

第四课 你家有几口人？ Lesson 4 How many people are in your family?

Mark: Li Jia, How many people are there in your family?

Li Jia: There are three people in my family.

Mark: Who are your family members?

Li Jia: My father, mother, elder brother and me. What about yours?

Mark: My father, mother, younger brother. I do not have an elder brother.

Li Jia: How old is your younger brother?

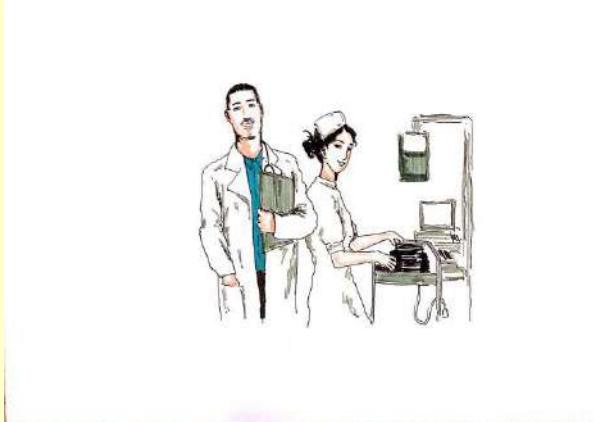
Mark: He is fifteen.



Huìhuà
会话

Dialogue

- Mǎ kè: Nǐ bàba zài nǎr gōngzuò?
马克: 你 爸爸 在 哪儿 工作?
- Lǐ jiā: Wǒ bà ba zài yī yuàn gōngzuò.
李佳: 我 爸爸 在 医院 工作。
- Mǎ kè: Nǐ māma ne?
马克: 你 妈妈 呢?
- Lǐ jiā: Tā yě zài yī yuàn gōngzuò.
李佳: 她 也 在 医院 工作。
- Mǎ kè: Tā men dōu shì yī shēng ma?
马克: 他们 都 是 医生 吗?
- Lǐ jiā: Bù, wǒ mā ma shì hùshi.
李佳: 不, 我 妈妈 是 护士。



第四课 你家有几口人？ Lesson 4 How many people are in your family?

Mark: Where does your father work?

Li Jia: My father works in the hospital.

Mark: What about your mom?

Li Jia: She also works in the hospital.

Mark: Are they both doctors?

Li Jia: No, my mom is a nurse.

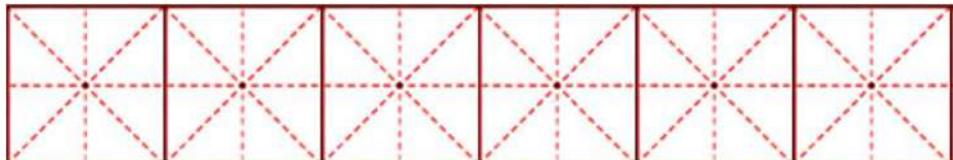
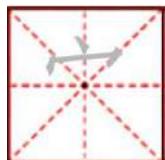
Dì sì kè nǐ jiā yǒu jǐ kǒurén
第四课 你家有几口人?

Lesson 4 How many people are
there in your family?



bù shǒu
部首

Radicals



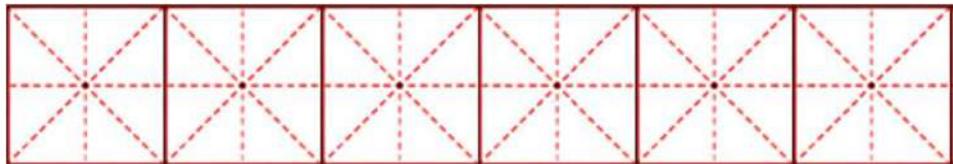
bǎo gài tóu
宝盖头

“宀” means house. As a radical, it always appears at the top of characters.

e.g. 字: character; 家: home, family



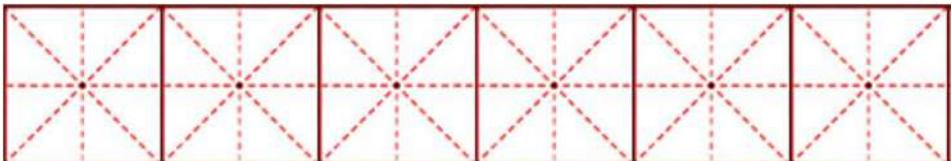
你家有几口人? How many people are there in your family?



hé zì páng
禾字旁

“禾” means crops. It always appears at the left side of characters.

e.g. 和: and; 种: sow, cultivate

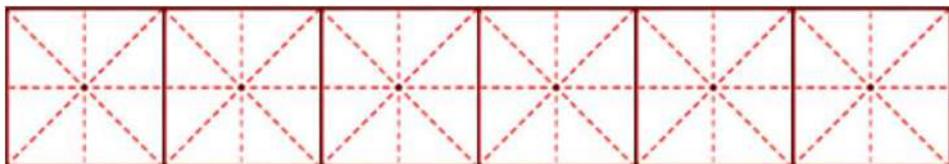
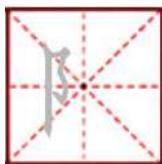


sān diǎn shuǐ
三点水

“氵” comes from “水”, which means water . It always appears at the left side of characters.

e.g. 河: river; 浪: wave





bāo ěr páng
包耳旁

“阝” can appear at both the left and right side of characters.

When it appears at the left side of characters, it means hills, which comes from “阜”.

e.g. 院: ^{yuàn} yard, institution

When it appears at the right side of characters, it means city, town, location, which comes from “邑”.

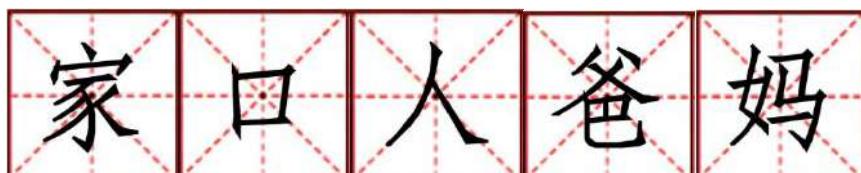
e.g. 邦: ^{bāng} country; 邻: ^{lín} neighbour



mù biāo
目 标

Learning Objectives

jiā kǒu rén bà mā



你家有几口人? How many people are there in your family?

hé méi shuí suì gōng

和 没 谁 岁 工

zuò dōu yī shēng yuàn

作 都 医 生 院



xué hàn zì
学 汉 字 Characters

jiā

家

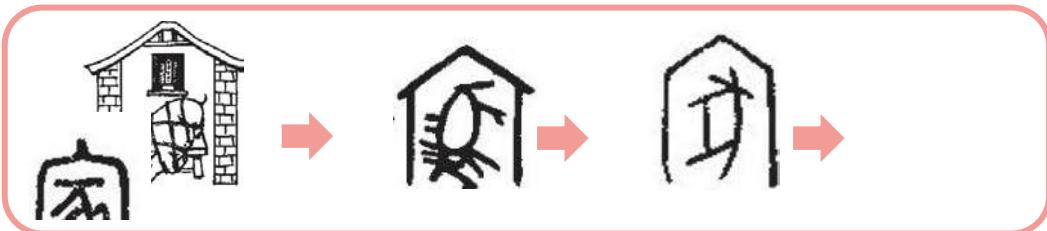
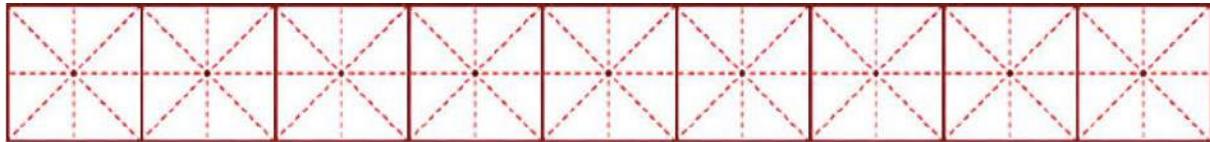


n. family

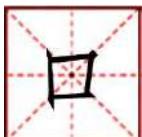
家人: family members

家 家 家 家 家 家 家 家 家

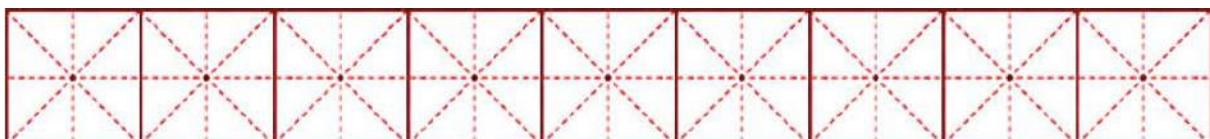
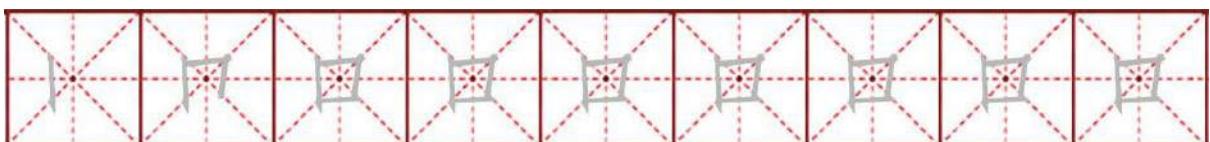
家 家 家 家 家 家 家 家 家



kǒu



mw. usually used to indicate the quantity of
the family

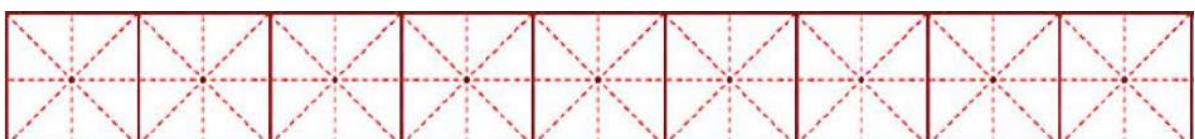
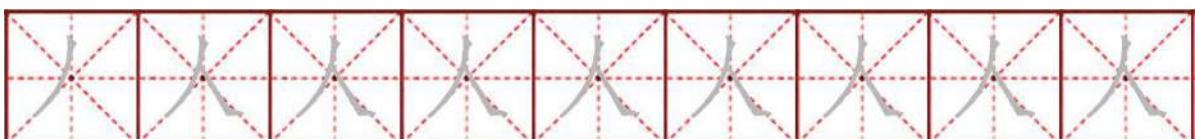


rén



n. people, human-being

人口:
population



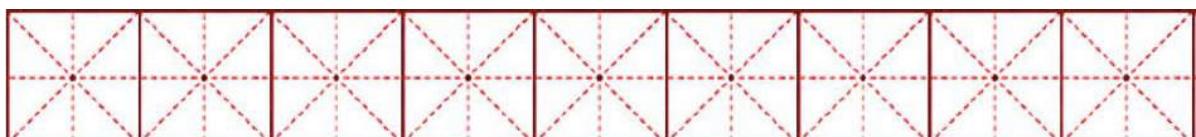
你家有几口人? How many people are there in your family?

bà



n. father

爸爸: dad

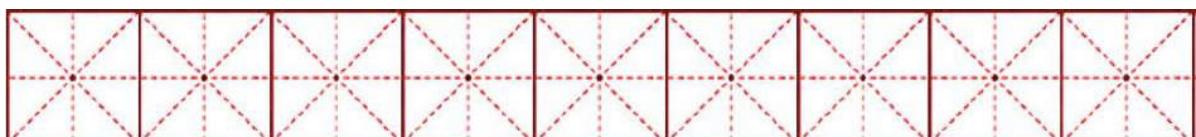


mā



女 n. mother

妈妈: mom



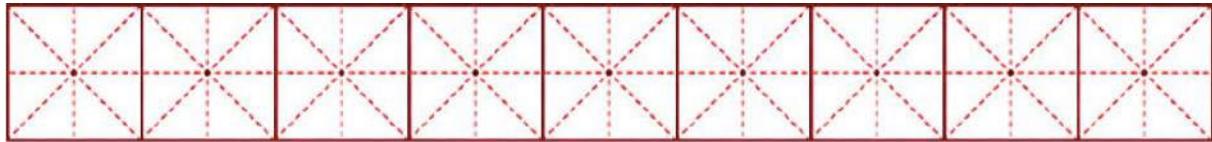
hé



禾 conj. and

我和你: you and me

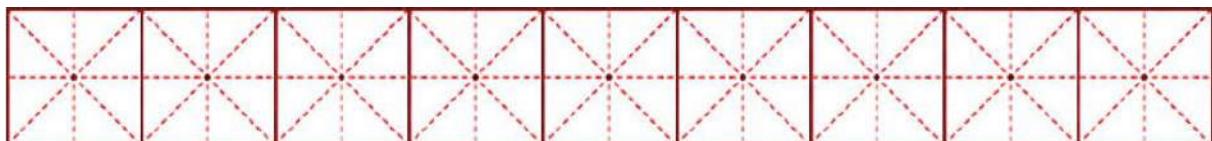




méi



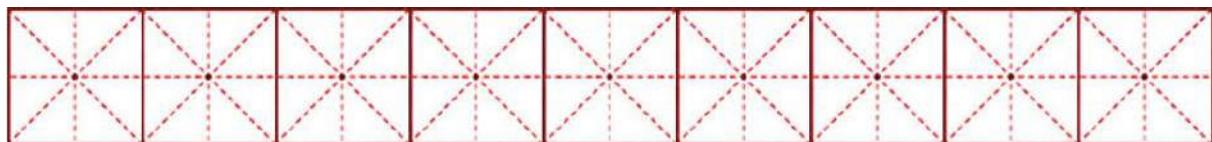
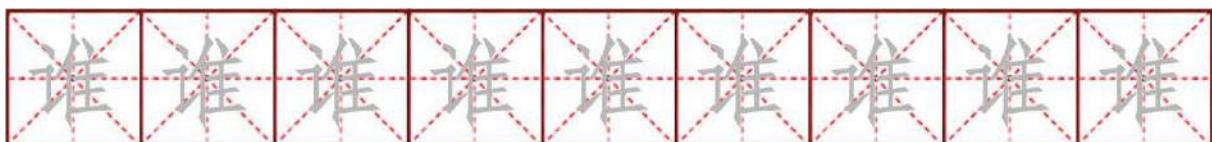
adv. no, not



shuí



pron. who



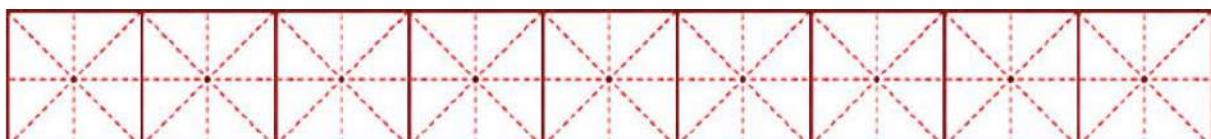
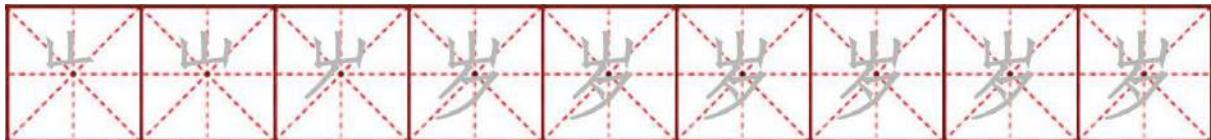
你家有几口人? How many people are there in your family?

suì

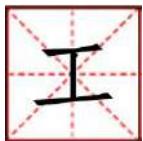


n. years old

一岁: one years old

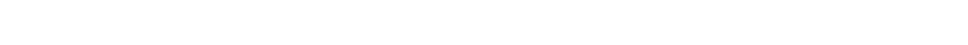
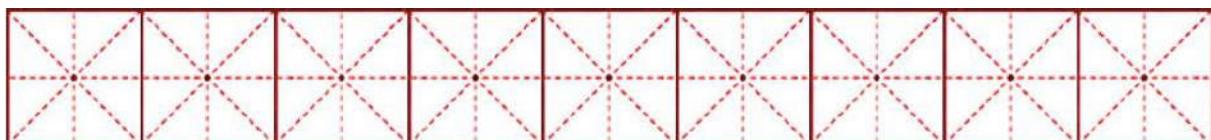


gōng



n. work, labor

工人 : worker, laborer

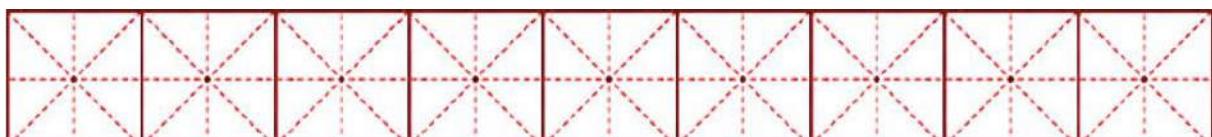


zuò



n. work, act

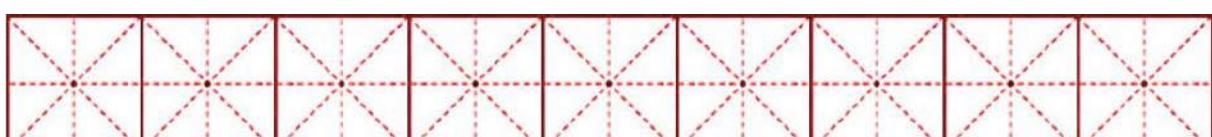
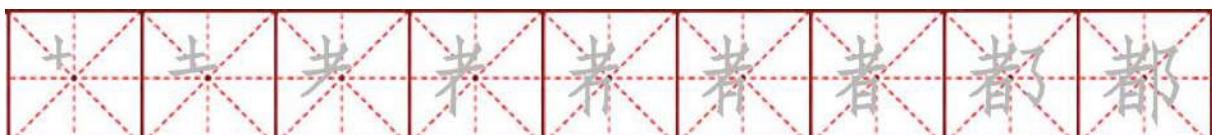
工作 : work , job



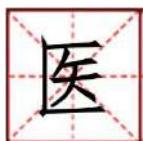
dōu



adv. both, all

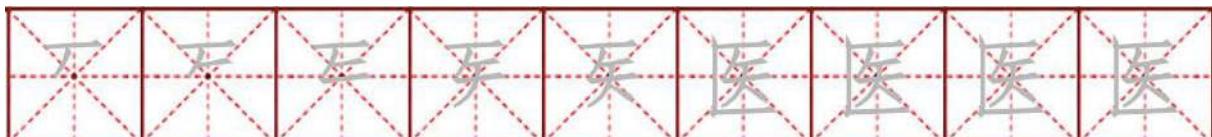


yī

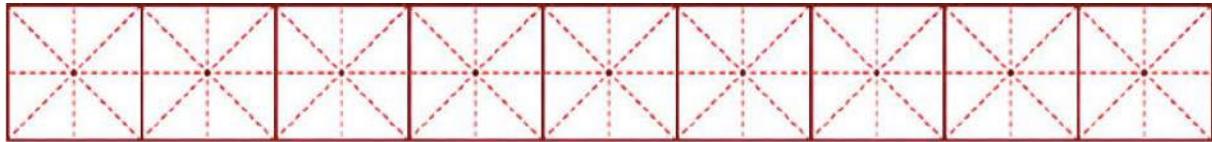


n. doctor, medicine

医生: doctor



你家有几口人? How many people are there in your family?

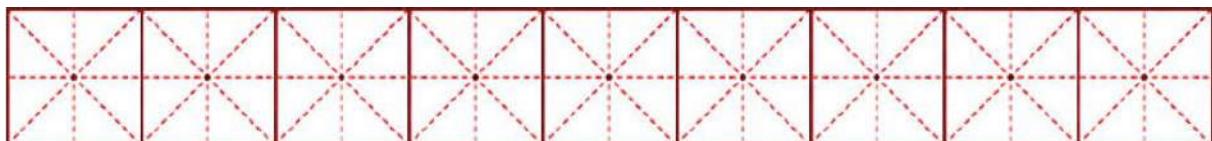
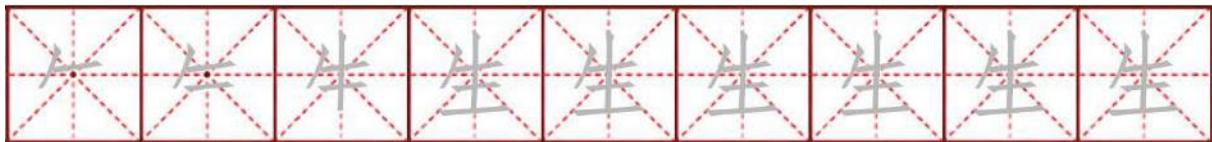


shēng



n. student

xué
学生: student

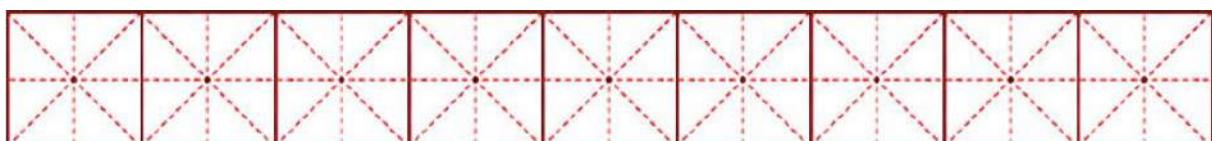
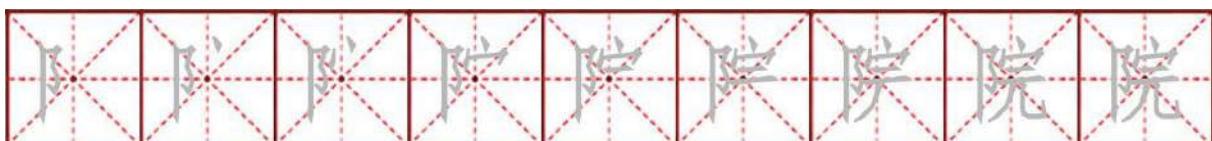


yuàn



n. institution

医院: hospital



liàn xí
练习

Exercise

一、抄写 | Write the characters.

家

口

人

爸

妈

和

没

你家有几口人？ How many people are there in your family?

谁

岁

工

作

都

医

生

院

二、认汉字 | Recognize the characters.

1. 连线 | Match characters with meanings.

| | |
|---|---|
| 谁 | institution |
| 家 | work, labor |
| 和 | father |
| 口 | no, not |
| 医 | years old |
| 工 | both, all |
| 没 | work, act |
| 院 | and |
| 都 | family |
| 生 | who |
| 妈 | doctor, medicine |
| 人 | people, human-being |
| 岁 | usually used to indicate the quantity of the family |
| 爸 | student |
| 作 | mother |

你家有几口人？ How many people are there in your family?

2. 看汉字写拼音 | Note Pinyin for each character.

① 你 家 有 几 口 人？

gē ge liǎng jiě jie

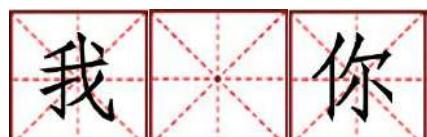
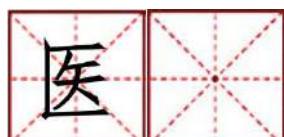
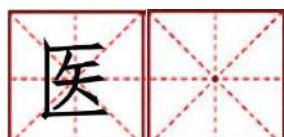
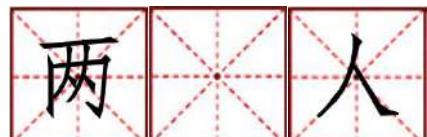
② 我 有 一 个 哥 哥 和 两 个 姐 姐。

wǔ shí

③ 他 爸 爸 五 十 岁。

④ 她 妈 妈 在 医 院 工 作。

三、汉字组词 | Complete the phrases.



四、填空，完成句子 | Fill in the blanks and complete the sentences.

the sentences.

wǒ jiā yǒu wǔ gè rén
 (1)

bà ba mā ma gē ge
 (2)

hé wǒ

nǐ jīn nián jǐ suì
 (3)

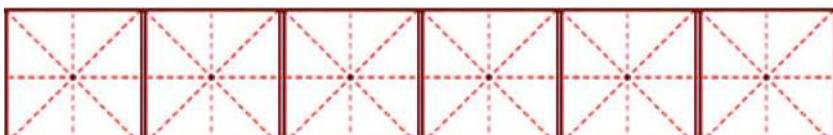
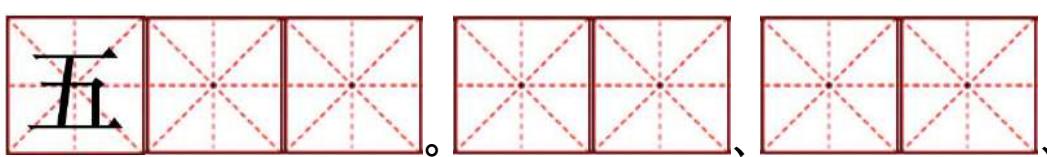
wǒ bà ba mā ma zài yī
 (4)

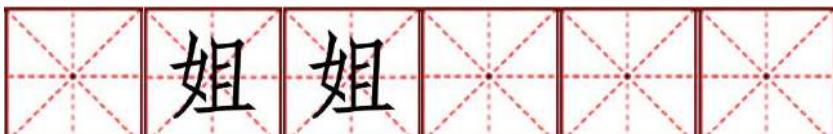
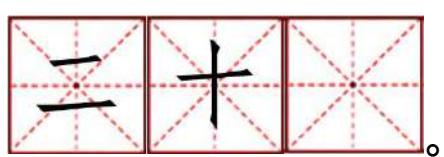
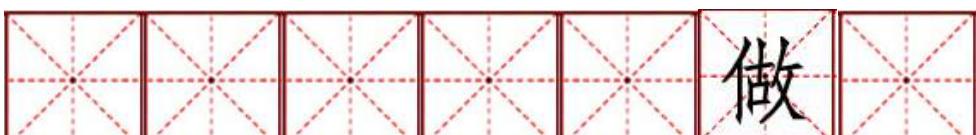
yuàn gōng zuò

tā men dōu shì yī shēng
 (5)

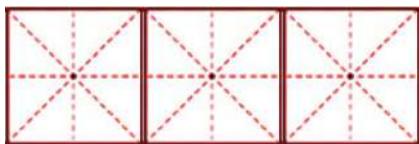
你家有几口人? How many people are there in your family?

五、填空，完成对话 | Fill in the blanks and complete the dialogue.

- A: nǐ jiā yǒu jǐ kǒu rén
 ?
- B: wǔ kǒu rén bà ba mā ma

gē ge jiě jie hé wǒ

- A: nǐ jiě jie duō dà le
 ?
- B: èr shí suì

- A: nǐ bà ba mā ma zuò shén


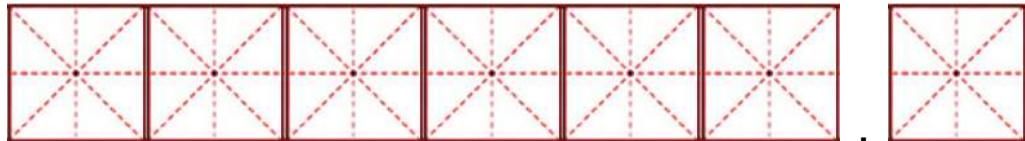
me gōng zuò



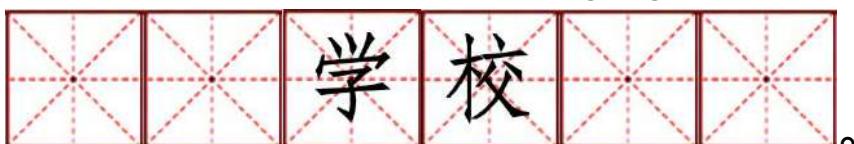
?

wǒ bà ba shì yī shēng mā

B:



ma zài xué xiào gōng zuò



你家有几口人？How many people are there in your family?



hàn zì zhī shi
汉字知识

What You Should Know

Introduction to Chinese Characters : The History

Oracle bone script

The earliest confirmed evidence of the Chinese script yet discovered is the body of inscriptions carved on oracle bones from the late Shang dynasty (c. 1200–1050 BC). The oracle-bone script is a well-developed writing system, suggesting that the Chinese script's origins may lie earlier than the late second millennium BC.



Ox scapula with oracle bone inscription

Bronze Age

Based on studies of these bronze inscriptions, it is clear that, from the Shang dynasty writing to that of the Western Zhou and early Eastern Zhou, the mainstream script evolved in a slow, unbroken fashion, until assuming the form that is now known as seal script in the late Eastern Zhou in the state of Qin, without any clear line of division.



Seal script



Huìhuà
会话

Dialogue

zài fàndiàn

(在饭店 in the restaurant)

fúwù yuán: Nín hǎo, huān yíng guāng lín! Zhè shì cǎidān, qǐng diǎncài.
服务员: 您好, 欢迎光临! 这是菜单, 请点菜。

Mǎ Kè: Wǒ yào yí gè hóng shāo ròu, yí gè Yúxiāngròusī.
马克: 我要一个红烧肉, 一个鱼香肉丝。

fúwù yuán: Hái yào biéde ma?

服务员: 还要别的吗?

Mǎ Kè: Zài yào yì wǎn mǐfàn.
马克: 再要一碗米饭。

fúwù yuán: Nín hé shénme?

服务员: 您喝什么?

Mǎ Kè: Wǒ yào yí gè Suānlàtāng.
马克: 我要一个酸辣汤。

fúwù yuán: Hǎode, nín shāoděng.

服务员: 好的, 您稍等。

Mǎ Kè: Qǐng kuàidiánr shàngcài, xièxie.
马克: 请快点儿上菜, 谢谢。

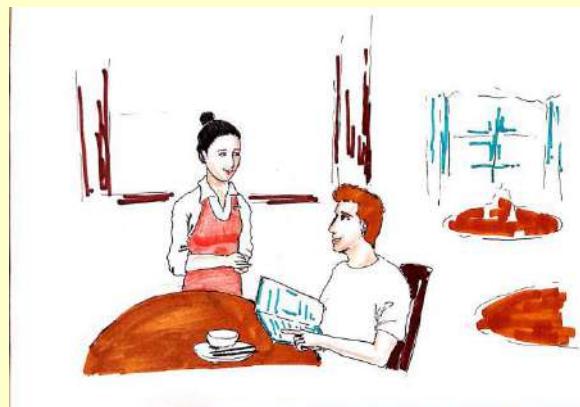
chīwán hòu

(吃完后 After the meal)

Mǎ Kè: Fúwù yuán, mǎidān.
马克: 服务员, 买单。

fúwù yuán: Hǎode.

服务员: 好的。



第五课 你想吃什么？ Lesson 5 What would you like to eat?

Waiter: Hello, welcome. This is the menu, please have a look.

Mark: I want one braised pork and one fish flavored pork.

Waiter: Anything else you need?

Mark: One more bowl of rice, please.

Waiter: What would you like for drink?

Mark: I would like spicy-sour soup.

Waiter: Okay, please wait a while.

Mark: Can you be quick about it ? Thank you

(After the meal)

Mark: Waiter , check, please.

Waiter: Okay.



Huìhuà
会话

Dialogue

Àimǐlì: Nǐ xiǎng chī shénme?

艾米丽：你想吃什么？

Lǐ Jiā: Wǒ xiǎng chī Mápódòufu, wǒ ài chī là de.

李佳：我想吃麻婆豆腐，我爱吃辣的。

Àimǐlì: Wǒ bù xǐhuān chī là de.

艾米丽：我不喜欢吃辣的。

Lǐ Jiā: Nà wǒ men qù chī shànghǎi cài.

李佳：那我们去吃上海菜。



zài fàndiàn

(在饭店 At the restaurant)

Àimǐlì: Tángcùpái gǔ zěnmeyàng?

艾米丽：糖醋排骨怎么样？

Lǐ Jiā: Zhè ge cài hěn tián. Wǒmen kěyǐ chángchang.

李佳：这个菜很甜。我们可以尝尝。

shàngcài hòu

(上菜后 After the food is served)

Àimǐlì: Zhè ge cài zhēn hǎochī. Wǒ fēicháng xǐhuān.

艾米丽：这个菜真好吃。我非常喜欢。

注释 (Notes):

The repetition of verbs

If a verb is used in the repetitive form such as “chángchang” or “shíshí”, usually it has a tone of “trying to do”.

第五课 你想吃什么？ Lesson 5 What would you like to eat?

Emily: What would you like to eat?

Li Jia:I would like Ma Po tofu.

Emily:I'm afraid I don't like spicy food.

(At the restaurant)

Emily:What about sweet-sour pork ribs?

Li Jia:This one is sweet, we can try.

(After the meal is served)

Emily:This one is really delicious, I like it very much.

Dì wǔ kè
第五课

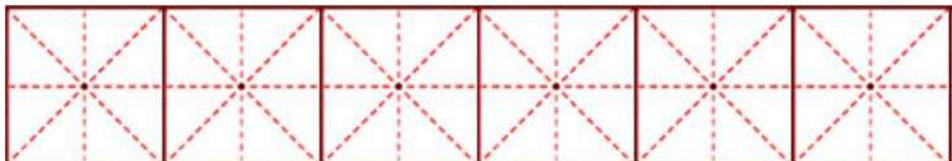
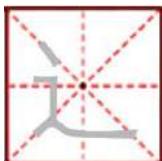
nǐ xiǎngchī shénme
你想吃什么?

Lesson 5 What would you like to eat?



bù shǒu
部首

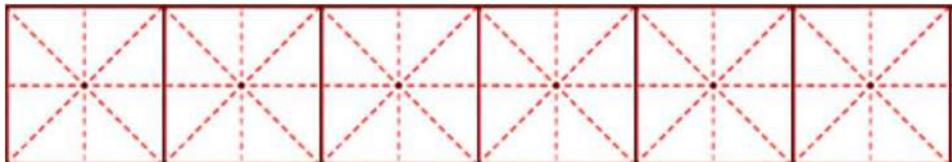
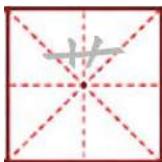
Radicals



zǒu zhī páng
走之旁

“辵” means walking. It always appears in characters with relative meanings.

e.g. 运: ^{yùn} move; 进: ^{jìn} enter

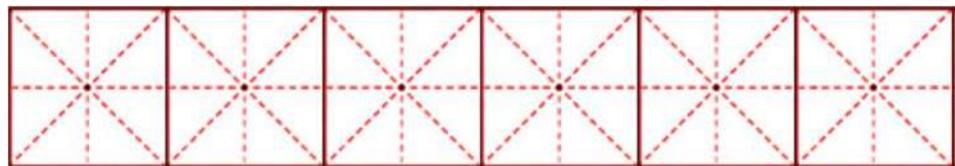
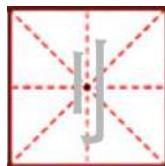


cǎo zì tóu
草字头

“艸” always appears at the top of characters and indicates the meanings of grass or plants.

e.g. 菜: ^{cài} vegetable, dish; 草: ^{cǎo} grass

你想吃什么？ What would you like to eat?

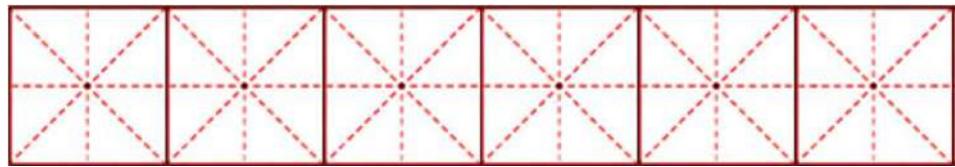


lì dāo páng
立刀旁



“刂” always appears at the right side of characters. It is a vertical knife in Chinese.

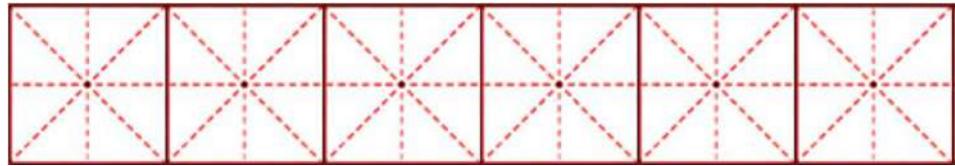
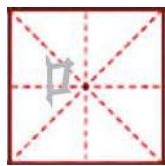
e.g. 割: gē ; 剃: tì shave



shù xīn páng
竖心旁

“忄” always appears at the left side of characters. It comes from “心” which means heart. Characters with this radical always refer to humans' emotions.

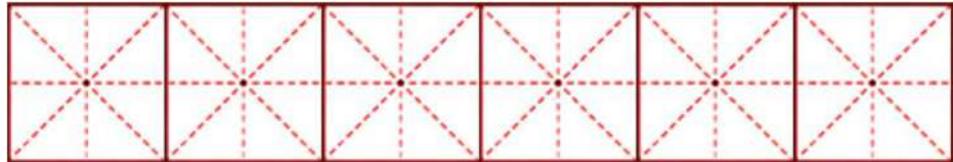
e.g. 情: qíng emotion; 忆: yì remember



kǒu zì páng
口字旁

“口” means mouth, which indicates that characters with this radical are related to mouth.

e.g. 吃: chī ; 唱: chàng sing



shuāng rén páng
双 人 旁



“彳” always appears at the left side of characters. Since it looks like two men walking together or several pathways, it normally indicates the meaning of walking or paths.

e.g. 行: line; 径: pathway



mù biāo
目 标

Learning Objectives

nín zhè nà cài dān



qǐng hái yào bié zài



你想吃什么？ What would you like to eat?

kuài ér xiǎng chī hěn

快 儿 想 吃 很



xué hàn zì

学汉字

Characters

nín

您

pron. an honorific title of you

你好 / 您好

您 您 您 您 您 您 您 您 您 您

您 您 您 您 您 您 您 您 您 您

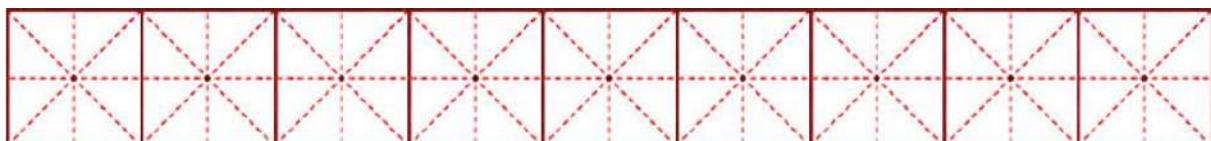
您 您 您 您 您 您 您 您 您 您

zhè

这

这 pron. this

这个： this one

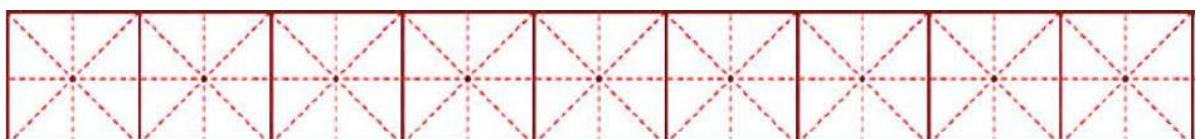
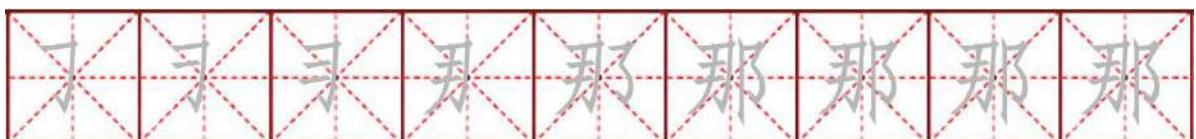


nà



pron. that
adv. then

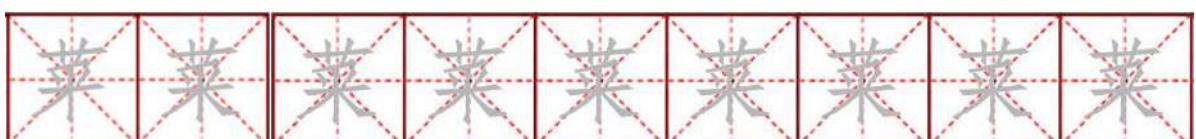
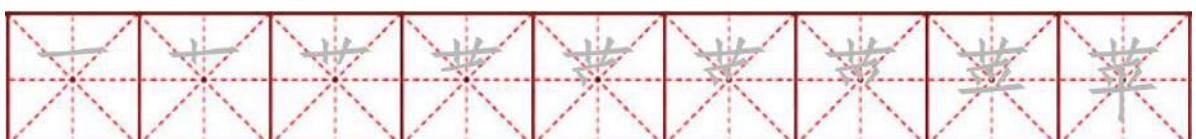
那个: that one



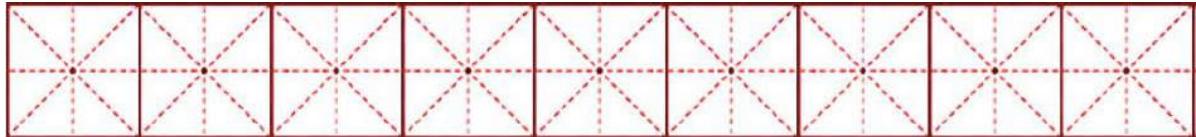
cài



n. vegetable, dish



你想吃什么？ What would you like to eat?

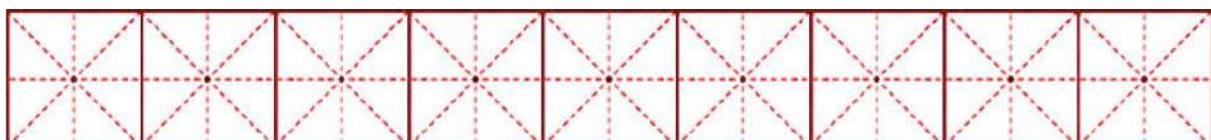
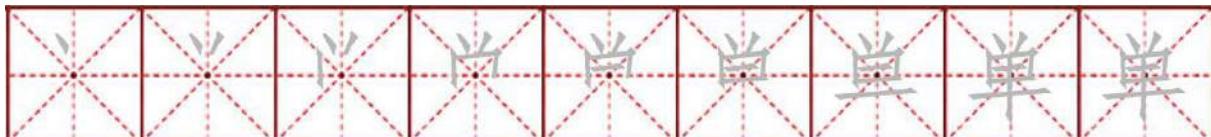


dān



n. list, bill

菜单: menu

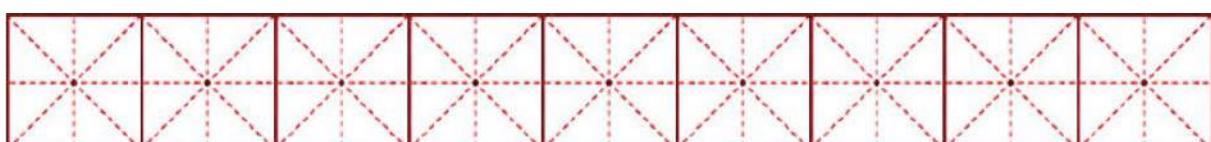
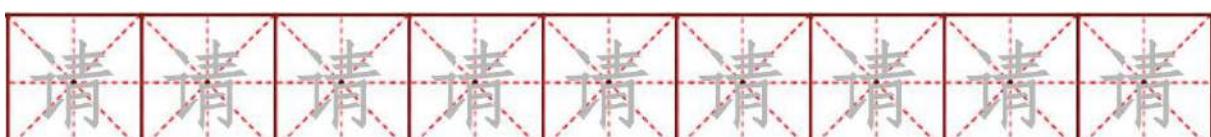
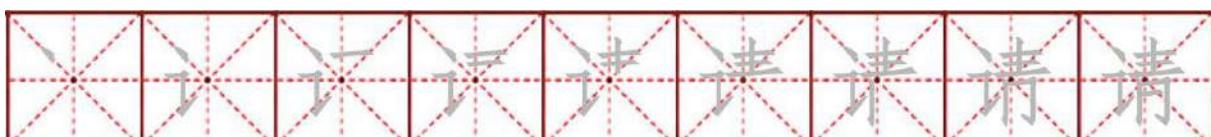


qǐng



讠

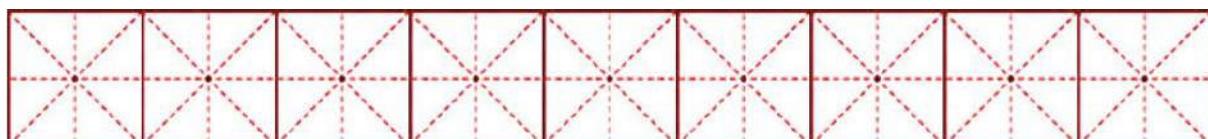
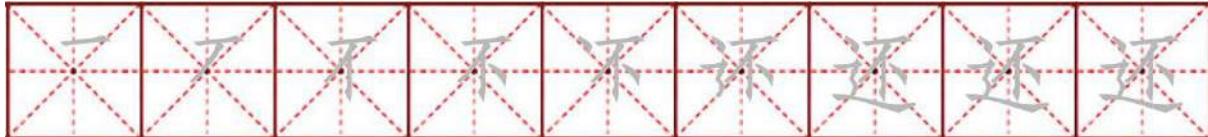
v. please



hái

**还**

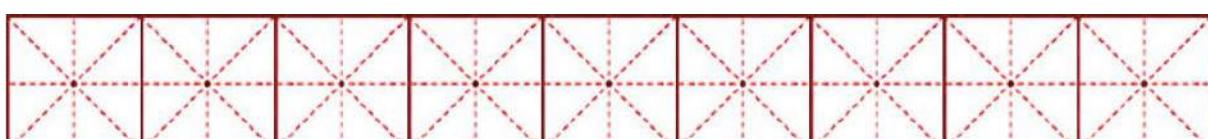
adv. still



yào

**要**

v. want, need

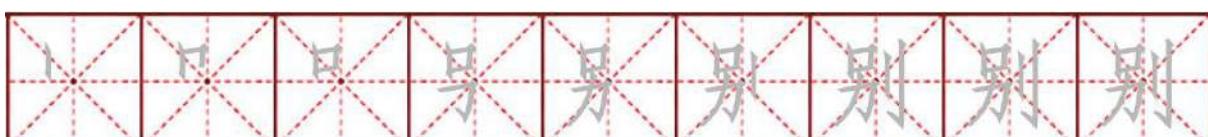


bié

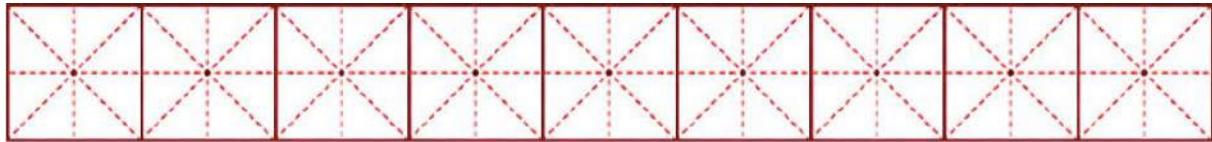
**別**

adj. else, others

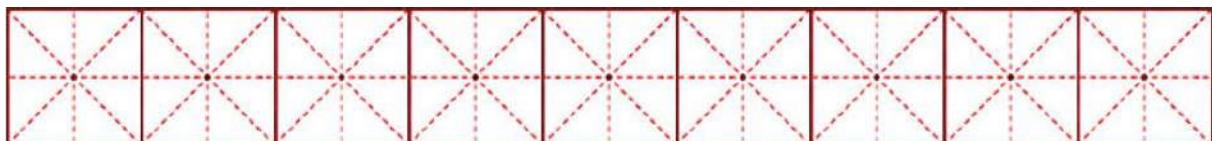
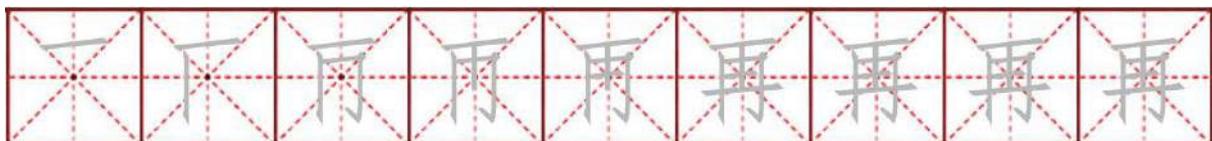
别的: something else



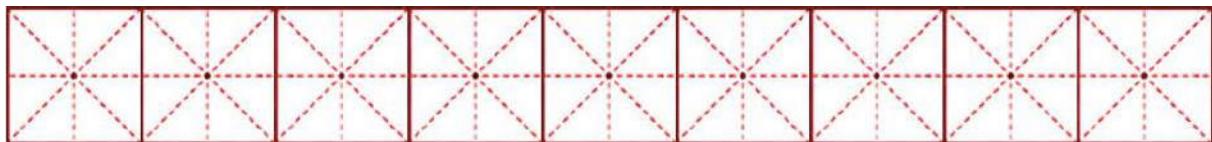
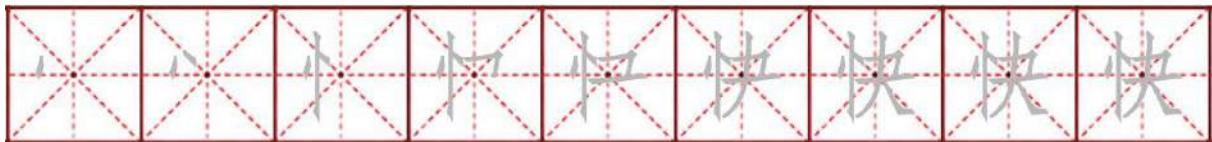
你想吃什么？ What would you like to eat?



zài

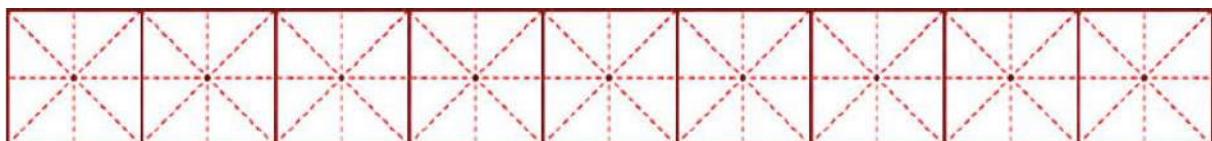
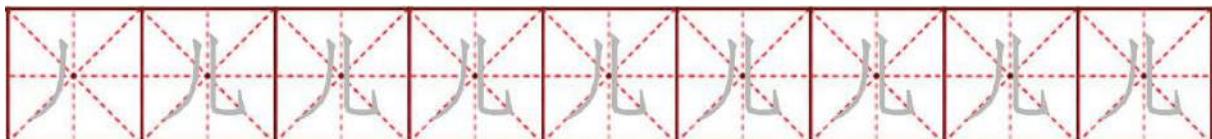


kuài



ér

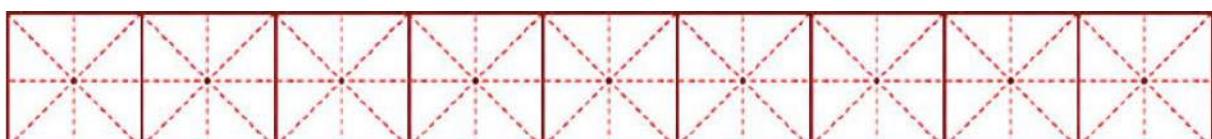




xiǎng



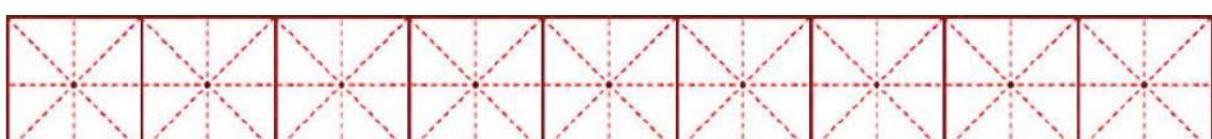
v. want, think



chī



口 v. eat



你想吃什么？ What would you like to eat?

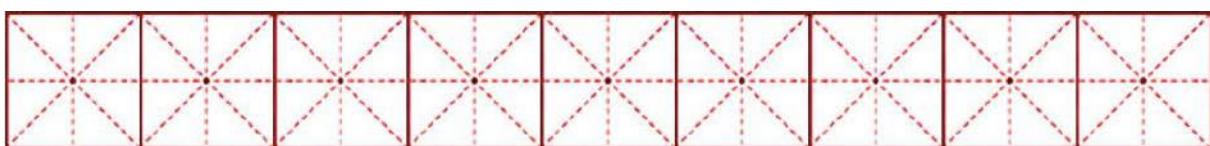
hěn



彳

adv. very

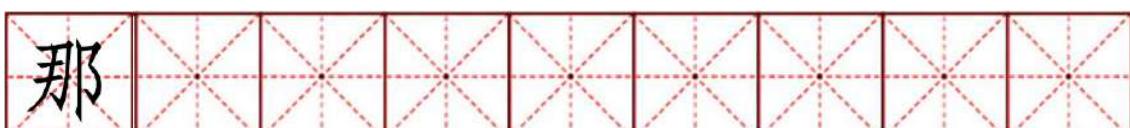
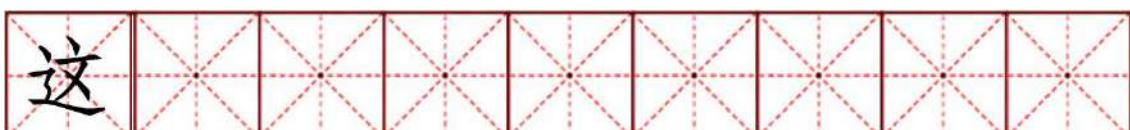
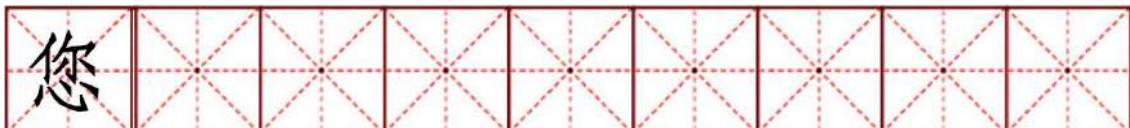
很好： very good



liàn xí
练习

Exercise

一、 抄写 | Write the characters.



菜

单

请

还

要

别

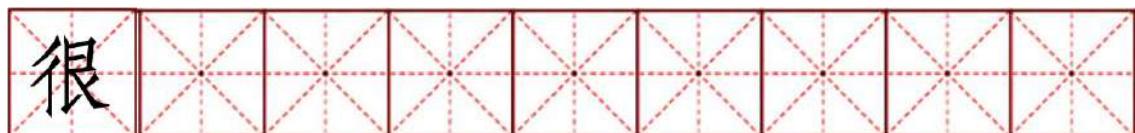
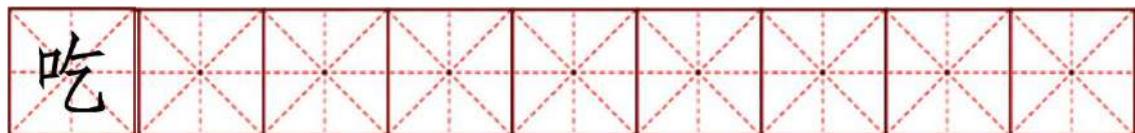
再

快

儿

想

你想吃什么？ What would you like to eat?



二、认汉字 | Recognize the characters.

1. 连线 | Match characters with meanings.

| | |
|---|------------------------------|
| 还 | very |
| 吃 | vegetable, dish |
| 再 | else, others |
| 单 | quick |
| 儿 | this |
| 请 | eat |
| 很 | an honorific title of you |
| 菜 | want, need |
| 您 | that; then |
| 想 | a suffix in mandarin Chinese |
| 这 | please |
| 别 | list, bill |
| 那 | want, think |
| 要 | again |
| 快 | still |

2. 看汉字写拼音 | Note Pinyin for each character.

① 您 好！ 这 是 菜 单。

tāng

② 我 想 再 要 一 个 汤。

③ 请 吃 快 点 儿。

④ 那 个 菜 很 好 吃。

⑤ 还 有 别 的。

三、汉字组词 | Complete the phrases.



你想吃什么？ What would you like to eat?

四、填空，完成句子 | Fill in the blanks and complete the sentences.

(1) nín hǎo cài dān zài zhè ér 。

(2) qǐng wèn hái yào bié de ma ?

(3) wǒ hěn xiǎng zài chī yí gè 。

(4) nà nǐ kuài diǎn huí jiā 。

五、填空，完成对话 | Fill in the blanks and complete the dialogue.

A: nǐ hǎo , wǒ yào diǎn cài 。

nín hǎo zhè shì cài dān
B: ! ,

qǐng wèn nín yào chī shén me
 ?

wǒ yào yí gè hóng shāo ròu
A: 红烧肉

hé yí fèn shū cài
 份蔬菜



hái yào shén me
B: ?

zài yào yì wǎn fàn qǐng kuài
A: 碗饭。 快

diǎn ér shàng cài xiè xiè
 , 。 拌





Introduction to Chinese Characters : The History

Unification

Seal script, which had evolved slowly in the state of Qin during the Eastern Zhou Dynasty, became standardized and adopted as the formal script for all of China in the Qin dynasty (leading to a popular misconception that it was invented at that time), and was still widely used for decorative engraving and seals (name chops, or signets) in the Han dynasty period. However, despite the Qin script standardization, more than one script remained in use at the time. By the Warring States period, an immature form of clerical script called "early clerical" or "proto-clerical" had already developed in the state of Qin based upon this vulgar writing, and with influence from seal script as well.

Han dynasty

隸 隸
書 書

Clerical script

Proto-clerical script, which had emerged by the time of the Warring States period from vulgar Qin writing, matured gradually, and by the early Western Han period, it was little different from that of the Qin. Recently discovered bamboo slips show the script becoming mature clerical script by the middle-to-late reign of Emperor Wu of the Western Han, who ruled from 141 to 87 BC. Later, it evolved into Neo-clerical and various cursive styles.

shù zì
数 字

Numbers



mù biāo
目 标

Learning Objectives

yī èr sān sì wǔ

| | | | | |
|---|---|---|---|---|
| 一 | 二 | 三 | 四 | 五 |
|---|---|---|---|---|

liù qī bā jiǔ shí

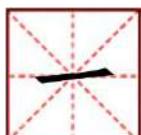
| | | | | |
|---|---|---|---|---|
| 六 | 七 | 八 | 九 | 十 |
|---|---|---|---|---|



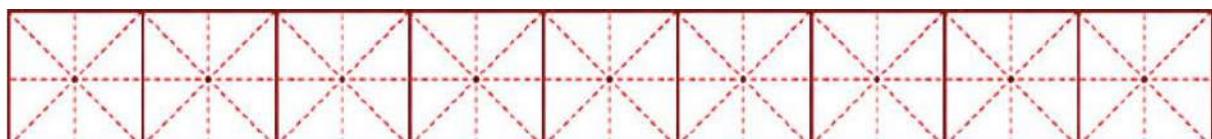
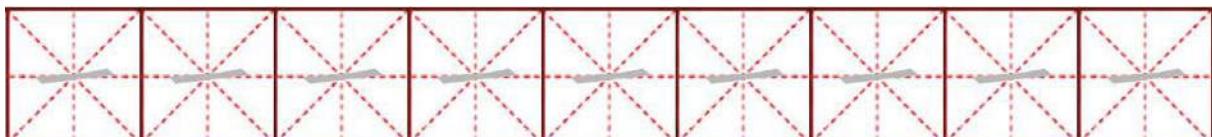
xué hàn zì
学 汉 字

Characters

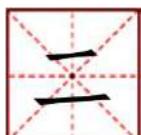
yī



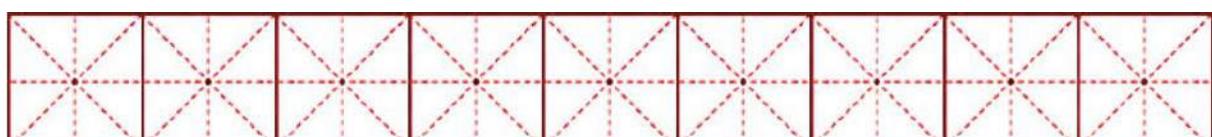
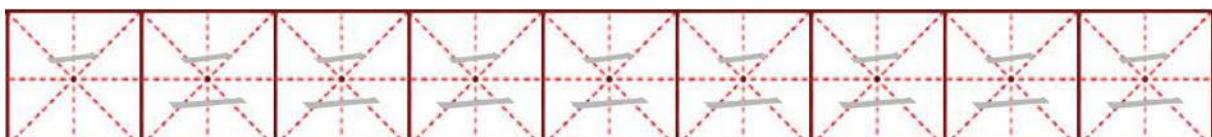
num. one



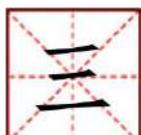
èr



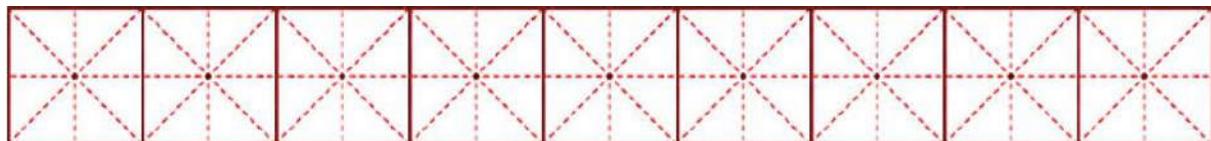
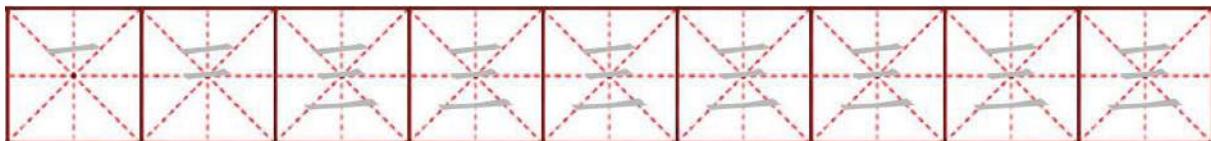
num. two



sān



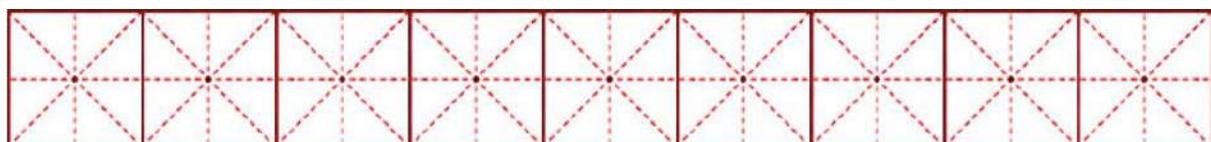
num. three



sì



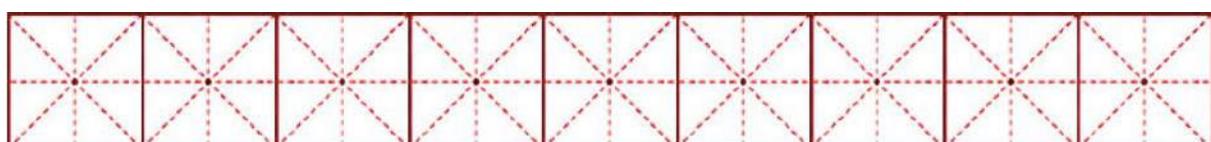
num. four



wǔ



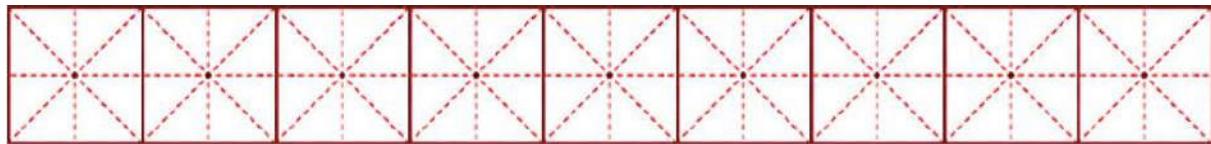
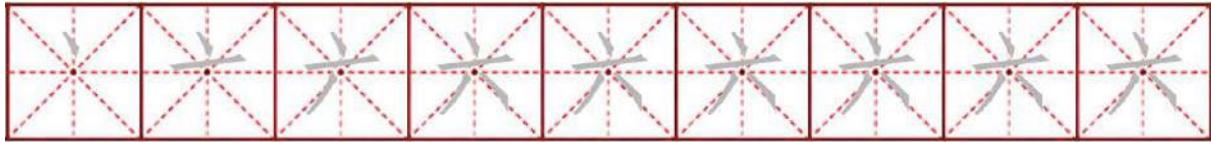
num. five



liù



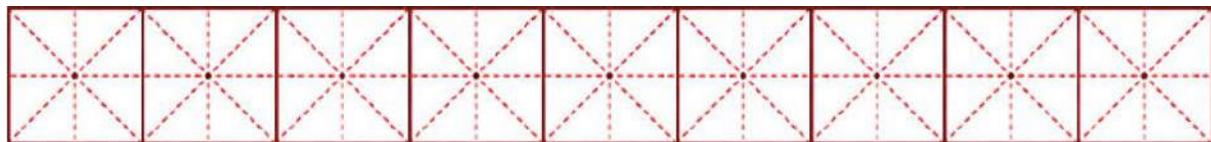
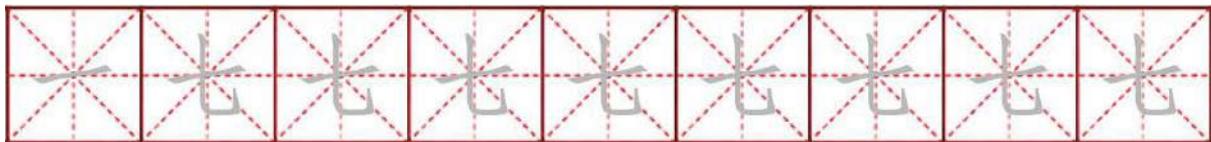
num. six



qī



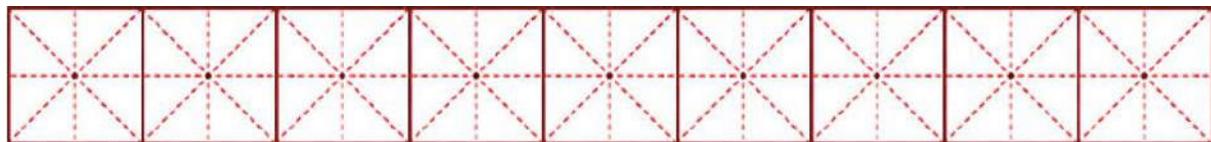
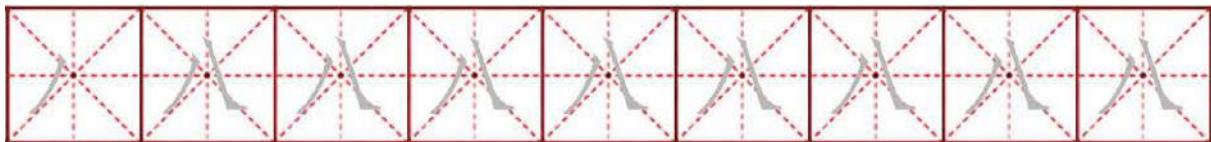
num. seven



bā



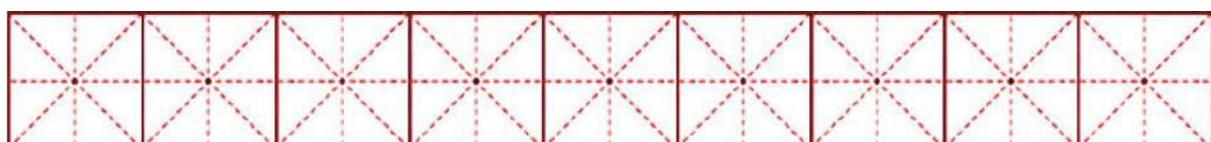
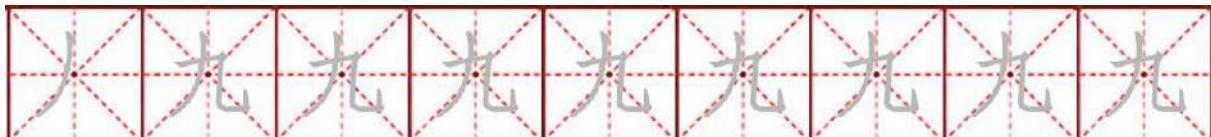
num. eight



jiǔ



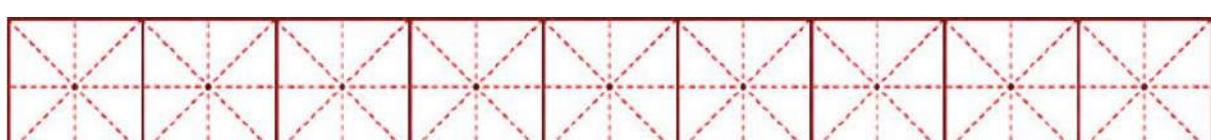
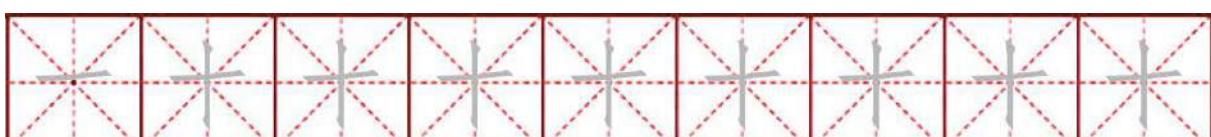
num. nine



shí



num. ten



yǔ yīn
语音 Phonetics

 Yīnjié
音节 Syllables

In Chinese, a syllable is composed of an initial, a final and a tone.
For example: in the syllable ‘ní’, ‘n’ is the initial, ‘i’ is the final,
and ‘＼’ is the tone.

| syllable | | initial | final | | | tone |
|----------|---|---------|-------|---|---|------|
| ā | → | | | a | | — |
| bá | → | b | | a | | / |
| bǎo | → | b | | a | o | ＼ |
| píào | → | p | i | a | o | \ |

 Dānyùnmǔ
单韵母 Simple Finals

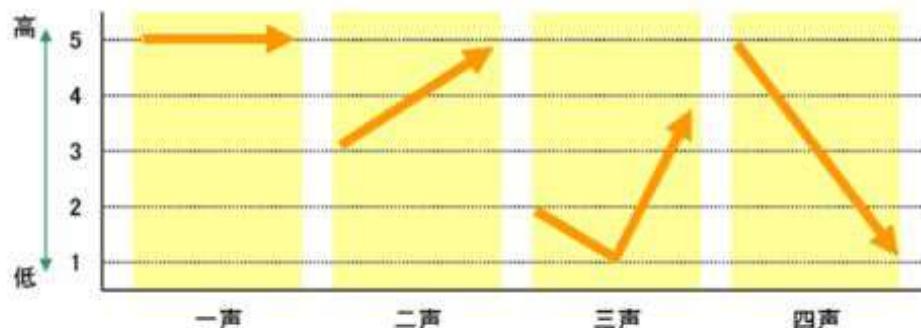
a o e i u ü

Shēngdiào 声调 Tones

1、四声 Four tones

The four tones are high level, rising, falling-rising and falling.

Different tones have different meanings.



2、轻声 Neutral tone

The neutral tone is light and short, and it has no tone-marker.

练习 Practice

bàba

māma

zhuōzi

nǐmen



Shēngmǔ 声母 Initials

There are 21 initials in Chinese, and they can be divided into 6 groups according to the positions of articulation.

1~3 b p m f d t n l g k h

4 j q x

5 zh ch sh r

6 z c s



Fù yùnmǔ, Bí yùnmǔ hé Tèshū yùnmǔ
复 韵母、鼻 韵母 和 特殊 韵母
Compound Finals, Nasal Finals and Special Finals

1、复韵母 Compound Finals

| | | | | | |
|-----|---------|----|-----|---------|--|
| ai | ei | ao | ou | | |
| ia | ie | ua | uo | üe | |
| uai | uei(ui) | | iao | iou(iu) | |

练习 Practice

| | | | |
|-----|------|-----|-----|
| bái | māo | hēi | gǒu |
| qiū | piaò | yā | xiè |
| yuē | wā | huǒ | yāo |
| xiù | duì | wāi | guó |

2、鼻韵母 Nasal Finals

| | | | |
|-----|------|---------|------|
| an | ang | en | eng |
| in | ing | ian | iang |
| uan | uang | uen(un) | ueng |
| üan | ün | ong | iong |

练习 Practice

| | | | |
|------|------|-------|------|
| fān | páng | yàng | wāng |
| huàn | yuán | fēn | néng |
| wēng | hóng | xióng | quán |
| yīn | tīng | wèn | yún |

3、特殊韵母 Special Finals

-i [ɿ] and -i [ɻ]

-i [ɿ] : follows “z/ c /s”, and is different from the regular “i”.

-i [ɻ] : follows “zh/ ch /sh / r”, and is different from the regular “i”.

练习 Practice

i(前音) zǐ cī sì

i(后音) zhī chí shǐ rì

er

练习 Practice

érzi nǚér ěrduo dìèr



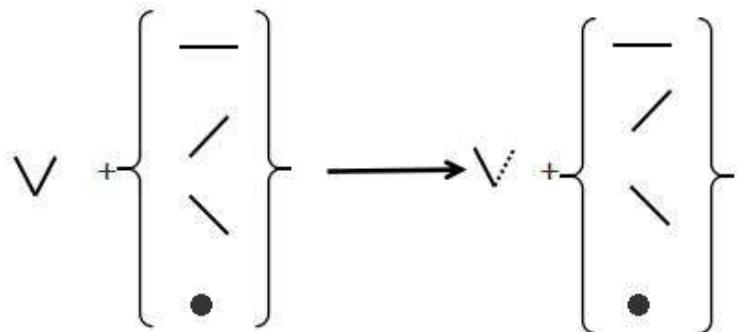
Biàndiào 变调 Changes of Tone

1、三声变调 Change of the third tone

When there are two third-tone syllables together, the first syllable should be pronounced with the second tone while the second syllable stays unchanged.

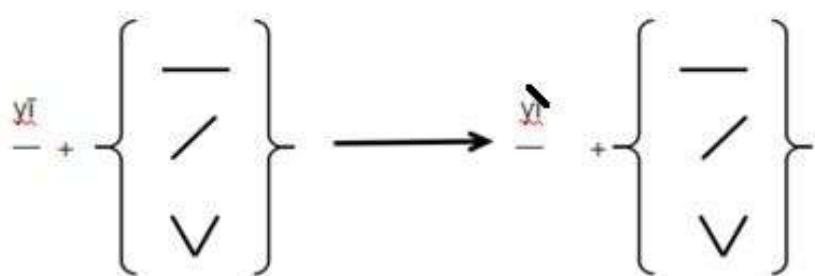
∨ + ∨ → / + ∨ nǐ hǎo (你好) →ní hǎo

When a third tone followed by a first, second or fourth tone, or neutral tone, it is pronounced in the “half” third tone . That is, the tone that only falls but doesn’t rise.



2、 “—” 的变调 Change of the tone for “yi”

Originally “—”is pronounced in the first tone, and it remains unchanged. But when used before a fourth tone, it changes into a second tone. And before a first, second or a third tone syllable, it change into a fourth tone.



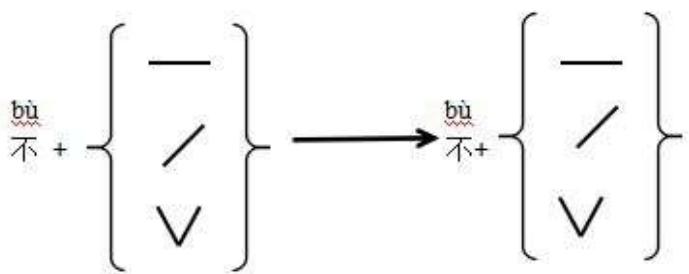
练习 Practice

yìtiān yìnián yìqǐ yíbàn

3、“不”的变调 Change of the tone “不”

“不”is pronounced with a second tone when used before a fourth tone.

When used alone, or before a first, second or third tone, it remains the original tone (the fourth tone).



练习 Practice

bùchī bùxíng bùhǎo búyào



Érhuàyùn

儿化韵 Retroflexed Ending

“er” is written as “r” if it appears as a retroflex ending after other finals, e.g. na'er → nar (where), wan er → wanr (to have fun).

| | | | | |
|----|---|----|---|-----|
| nǎ | + | ér | → | nǎr |
| 哪 | + | 儿 | → | 哪儿 |
| nà | + | ér | → | nàr |
| 那 | + | 儿 | → | 那儿 |

练习 Practice

huār yìdiǎnr hǎowánr yíhuìr



Pīn yīn guī zé

拼音规则 Spelling Rules

1. i, u, ü 单独做音节 can respectively form syllables alone

When “i” forms a syllable by itself, it is written as “yi”, ”u” is written as “wu”, ”ü” is written as “yu”.

i → yi

u → wu

ü → yu

2. 以 i 开头的韵母 Finals beginning with i

Finals beginning with “i”: when used without an initial, “i” is written as “y”.

ia → ya

iao → yao

ian → yan

iong → yong

3. 以 u 开头的韵母 Finals beginning with u

Finals beginning with “u”: when used without an initial, “u” is written as “w”.

ua → wa

uai → wai

uan → wan

uang → wang

4. 以ü开头的韵母 Finals beginning with ü

Finals beginning with “ü”: when used without an initial, “y” should be added before “ü”, and the two dots over “ü” are dropped.

üe → yue

ün → yun

üan → yuan

5. ü在 j, q, x, y 前写作 u

ü is written as “u” when used before j, q, x or y

When ”j” , ”q” , ”x” , ”y” are put before “ü” or a final begins with “ü”, the two dots over “ü” are dropped.

jü → ju

qü → qu

xü → xu

yü → yu

6、iou, uei, uen 的拼写规则

Spelling rules of iou, uei, uen

When used after an initial, “iou”, ”uei”, “uen” should be written as “iu”, “ui”, “un”.

niou → niu

huei → hui

luen → lun

bì huà
笔画

Strokes

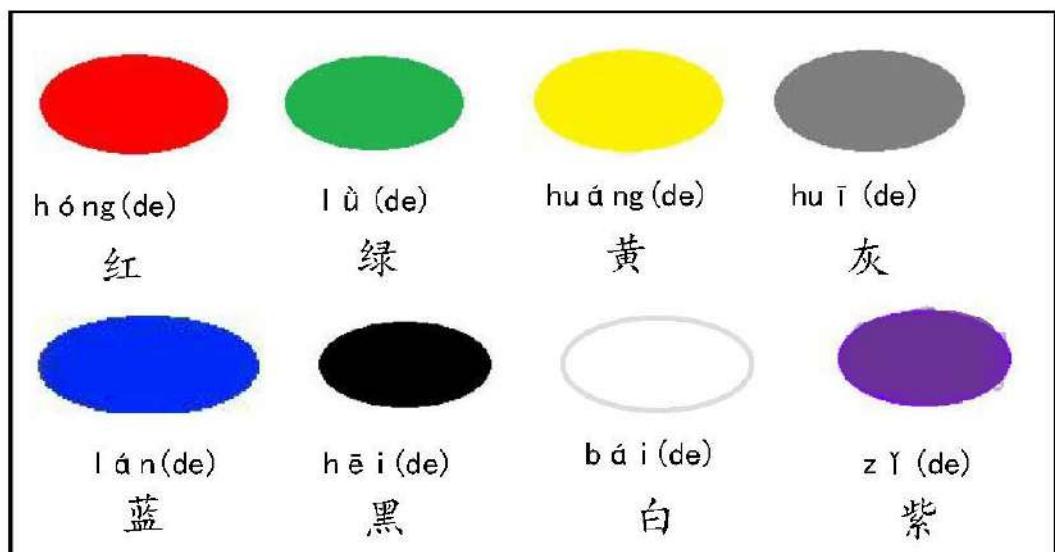
Usually a Chinese character is formed by radicals (parts), and radicals are formed by strokes. The most basic strokes are shown below:

| Name (pinyin, character) | stroke | Translation of Chinese name | Additional description |
|-----------------------------|---|--------------------------------|--|
| Diǎn, 点 |  | "Dot" | Tiny dash, speck |
| Héng, 横 |  | "Horizontal" | Rightward stroke |
| Shù, 竖 |  | "Vertical" | Downward stroke |
| Tí, 提 |  | "Rise" | Flick up and rightwards |
| Nà, 捺 |  | "Press down" | Falling rightwards (fattening at the bottom) |
| Piě, 撇 |  | "Throw away" | Falling leftwards (with slight curve) |

| | | | |
|----------------|---|---------|---|
| <i>Gōu</i> , 钩 |  | "Hook" | Appended to other strokes, suddenly going down or going left only. |
| <i>Wān</i> , 弯 |  | "Bend" | A tapering thinning curve, usually concave left (convex outward right). |
| <i>Xié</i> , 斜 |  | "Slant" | Curved line, usually concave right (convex outward left). |
| <i>Zhé</i> , 折 |  | "Break" | Indicates change in stroke direction, usually 90° turn, going down or going right only. |

Now practice writing the strokes above. You may start learning characters for number 1-10 in the next section once you are familiar with them.

yán sè
颜色 colors



Introduction to Chinese Characters 1: An Overview



Chinese characters are logograms used in the writing of Chinese and some other Asian languages. In Standard Chinese, and sometimes also in English, they are called hànzì (simplified Chinese: 汉字; traditional Chinese: 漢字). They have been adapted to write a number of other languages including: Japanese, where they are known as kanji, Korean, where they are known as hanja, and Vietnamese in a system known as chữ Nôm. Chinese characters constitute the oldest continuously used system of writing in the world. By virtue of their widespread current use in East Asia, and historic use throughout the Sinosphere, Chinese characters are among the most widely adopted writing systems in the world.

Chinese characters number in the tens of thousands, though most of them are minor graphic variants encountered only in historical texts. Studies in China have shown that functional literacy in written Chinese requires a knowledge of **between**

three and four thousand characters. In Japan, 2,136 are taught through secondary school (the Jōyō kanji); hundreds more are in everyday use (note that the characters used in Japan are distinct from those used in China in many respects). There are various national standard lists of characters, forms, and pronunciations. **Simplified** forms of certain **characters** are used in mainland China, Singapore, and Malaysia; the corresponding **traditional characters** are used in Taiwan, Hong Kong, Macau, and to a limited extent in South Korea.

(Adapted from threads on www.wikipedia.org)



Huìhuà
会话

Dialogue

Àimǐlì: Nǐhǎo, qǐngwèn qù túshūguǎn zěnme zǒu?

艾米丽：你好， 请问 去 图书馆 怎么 走？

xuésheng: Yízhí wǎng qián zǒu, dì yī gè lùkǒu xiàng zuǒ guǎi.

学生：一直 往 前 走， 第一个 路口 向 左 拐。

Àimǐlì: Cóng zhèlǐ dào túshūguǎn yǒu duōyuǎn ?

艾米丽：从 这里 到 图书馆 有 多 远 ？

xuésheng: Bù yuǎn , dàyuē èr bǎi mǐ .

学生：不 远 ， 大约 200 米 。

Àimǐlì: Xièxie !

艾米丽： 谢谢 ！

xuésheng: Bú kèqi !

学生： 不 客 气 ！



Lǐ Jiā: Nǐhǎo, qǐngwèn qù Rénmín Gōngyuán zěnme zǒu ?

李 佳：你好， 请问 去 人 民 公 园 怎么 走 ？

lùrén: Guò mǎlù , zuò dìtiě 2hào xiàn.

路人：过 马路， 坐 地铁 2 号 线 。

Lǐ Jiā: Zài nǎ yí zhàn xiàchē ?

李 佳：在 哪 一 站 下 车 ？

lùrén: Zài Rénmín Gōngyuán zhàn xiàchē .

路人：在 人 民 公 园 站 下 车 。



Emily: Hi, excuse me, could you tell me how to get to the library?

Student: Go straight down the street, and turn left at the first crossing.

Emily: How far is it from here to the library?

Student: Not too far, about 200 meters.

Emily: Thank you

Student: You are welcome!

Li Jia: Excuse me, can you tell me how to get to the Renmin Park?

Passerby: Go across the street, and take line two.

Li Jia: Which station should I get off ?

Passerby: Renmin Park station.



Huìhuà
会话

Dialogue

Mǎkè zuò chūzūchē qù jīchǎng

(马克 坐 出租车 去 机场 Mark takes a taxi to go to the airport.)

Mǎkè: Shīfu , nǐhǎo, wǒ yào qù jīchǎng.

马克: 师傅, 你好, 我要去机场。

shīfu: Hǎo de .

师傅: 好的。

Mǎkè: Shīfu , qǐng kuàidiǎn, wǒ gǎn shíjiān.

马克: 师傅, 请快点, 我赶时间。

shīfu: Nǐ shì měiguó rén ba.

师傅: 你是美国人吧。

Mǎkè: Shìde .

马克: 是的。

shīfu: Nǐ zài ZhōngGuó gōngzuò ma?

师傅: 你在中国工作吗?

Mǎkè: Bù, wǒ zài ZhōngGuó xué hànnyǔ.

马克: 不, 我在中国学汉语。



zài jīchǎng

(在机场 At the airport)

shīfu: dào le, wǔshí yuán.

师傅: 到了, 五十元。

Mǎkè: Qǐng gěi wǒ fāpiào.

马克: 请给我发票。

Mark: Shifu, Hello, I need to go to the airport.

Shifu: Okay.

Mark: Shifu, please hurry, I'm short of time.

Shifu: Are you American?

Mark: Yes.

Shifu: Do you work in China?

Mark: No, I study Chinese in China.

(At airport)

Shifu: Fifty yuan.

Mark: Would you please give me a receipt?

Dì liù kè Qù tú shū guǎn zěn me zǒu

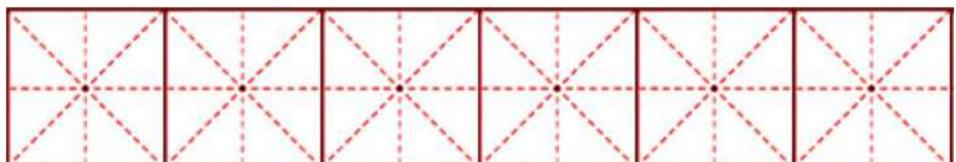
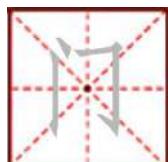
第六课 去图书馆怎么走？

Lesson 6 How to get to the library?



bù shǒu
部 首

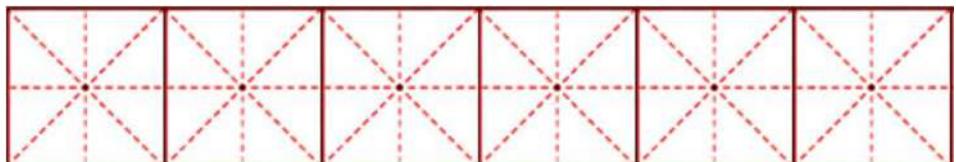
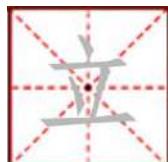
Radicals



mén zì kuàng
门 字 框

“门” means door. Characters with this radical are always related to portals.

e.g. 阖: ^{lú} the gate of an alley; 闭: ^{bì} close



lì zì páng
立 字 旁

“立” means stand. It can be the top, left or bottom part of characters.

e.g. 竞: ^{jìng} compete; 竖: ^{shù} vertical



去图书馆怎么走？ How to get to the library?



mù biāo
目 标

Learning Objectives

wèn qù zěn zǒu zhí

问 去 怎 走 直

wǎng zuǒ yòu cóng dào

往 左 右 从 到

yuǎn zuò dì tiě zhàn

远 坐 地 铁 站



xué hàn zì
学 汉 字

Characters

wèn



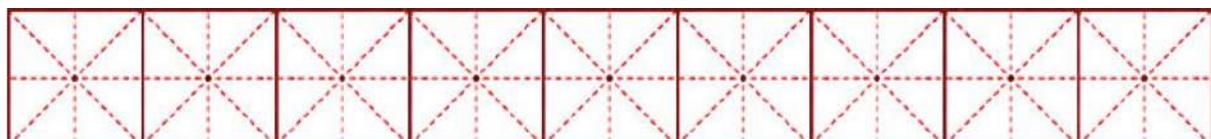
门

v. ask

请问： excuse me



去 去 去 去 去 去 去 去 去

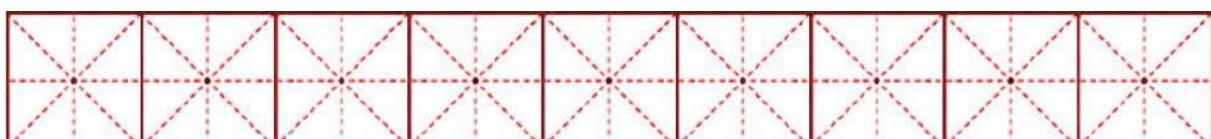


qù

去

v. go

去 去 去 去 去 去 去 去 去



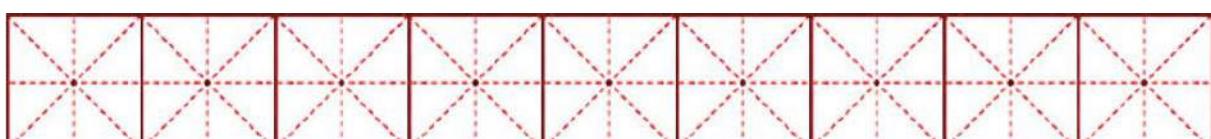
zěn

怎

an interrogative

怎么: how

怎 怎 怎 怎 怎 怎 怎 怎



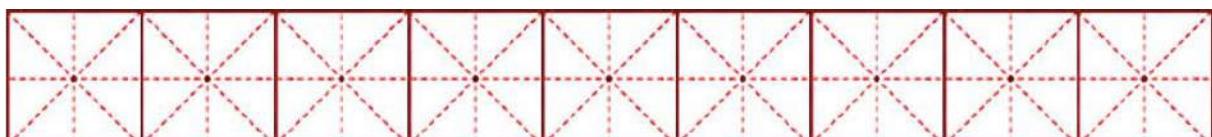
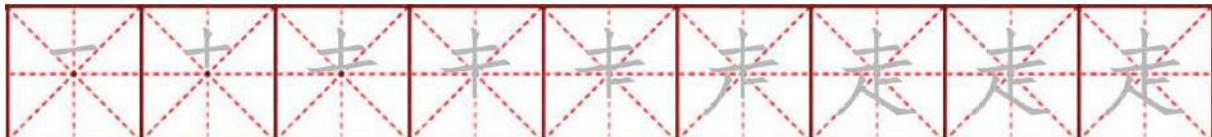
去图书馆怎么走？ How to get to the library?

zǒu



v. walk

走去： walk to /
go somewhere on foot

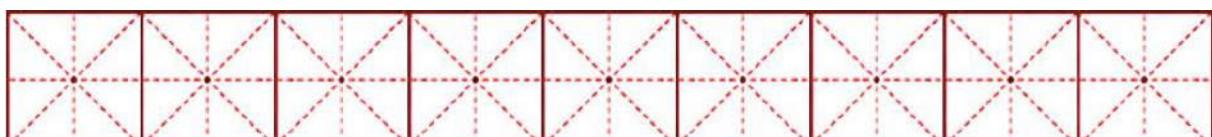


zhí



adv. straight

直走： go straight

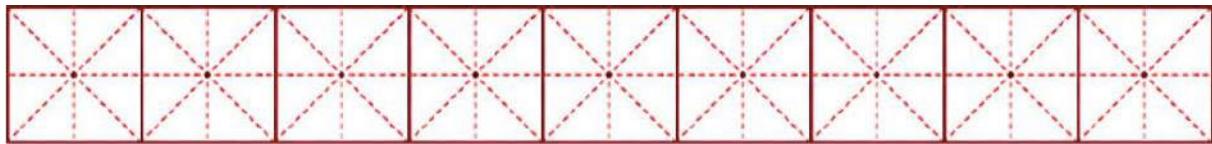


wǎng



prep. towards



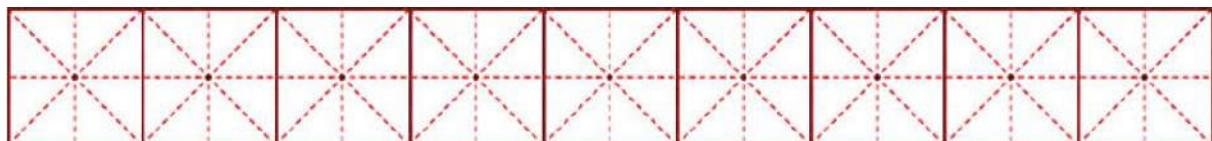
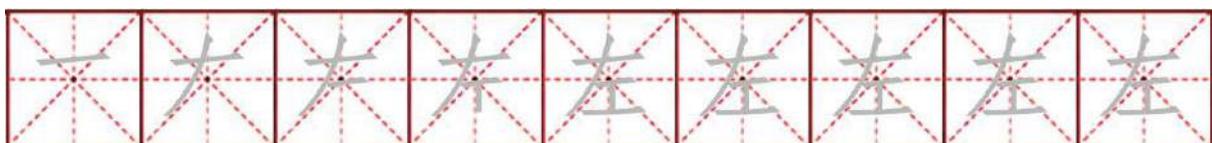


zuǒ



n. left

往左: turn left

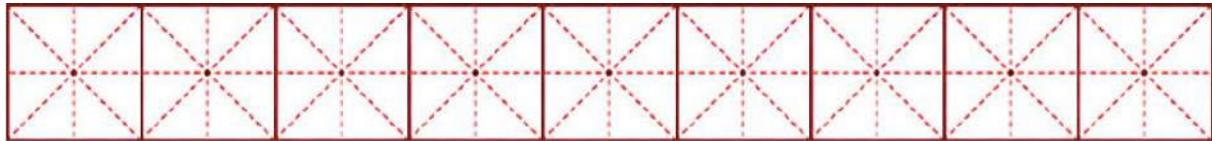
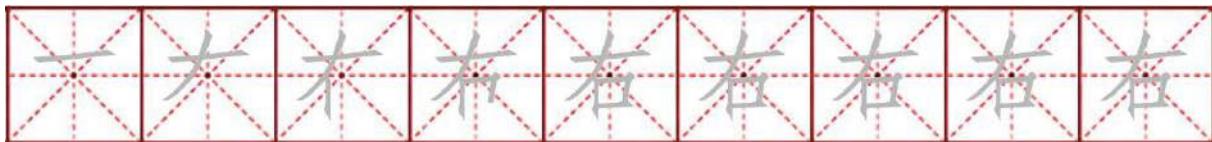


yòu



n. right

往右: turn right

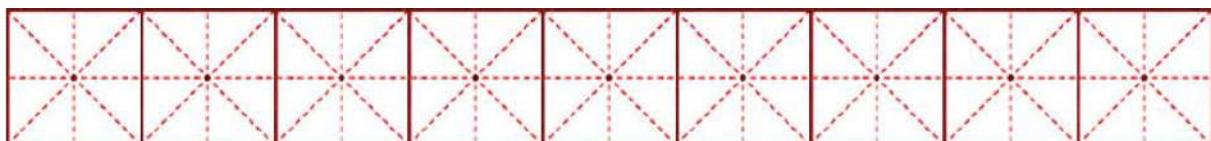


cóng

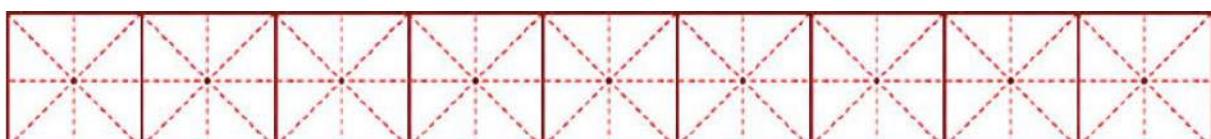


prep. from

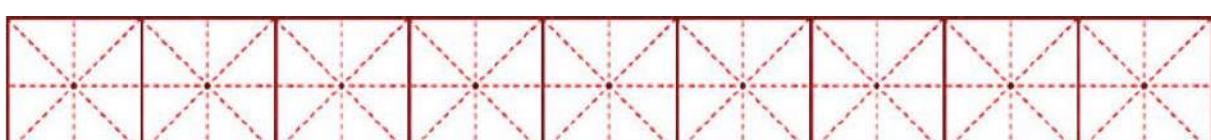
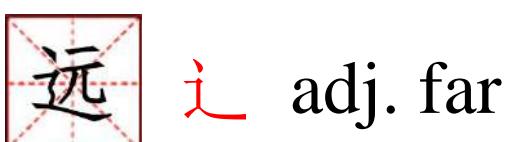
去图书馆怎么走？ How to get to the library?



dào



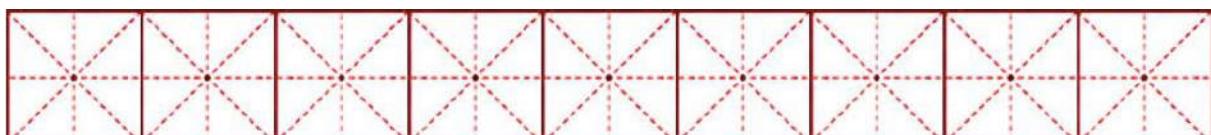
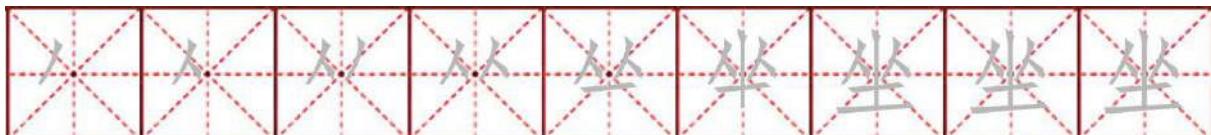
yuǎn



zuò



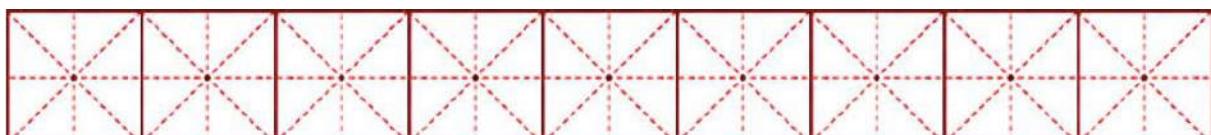
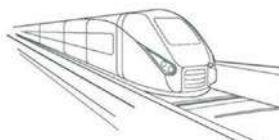
v.sit



dì



土 n. ground

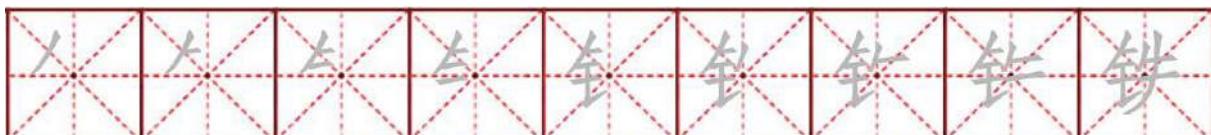


tiě



钅 n. iron

地铁: subway



去图书馆怎么走？ How to get to the library?

铁 铁 铁 铁 铁 铁 铁 铁 铁

站 站 站 站 站 站 站 站 站

zhàn

站 立 n. station 地铁站: subway station

站 站 站 站 站 站 站 站 站

站 站 站 站 站 站 站 站 站

站 站 站 站 站 站 站 站 站



liàn xí
练习

Exercise

一、抄写 | Write the characters.

问 问 问 问 问 问 问 问 问

去

怎

走

直

往

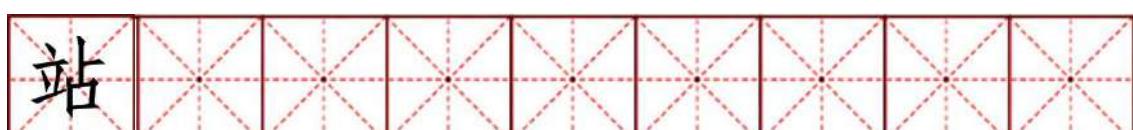
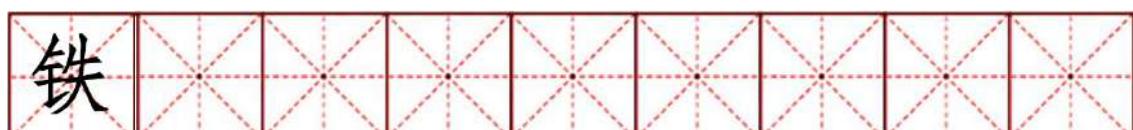
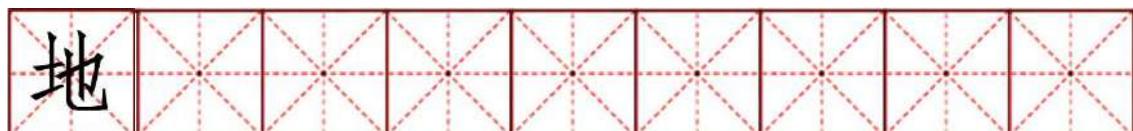
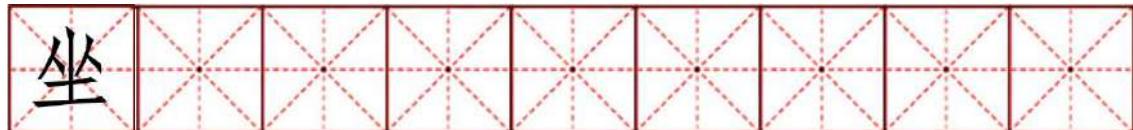
左

右

从

到

远



二、认汉字 | Recognize the characters.

1. 连线 | Match characters with meanings.

| | |
|---|-----------|
| 远 | towards |
| 到 | go |
| 地 | right |
| 问 | station |
| 左 | walk |
| 直 | to/arrive |
| 坐 | sit |
| 往 | from |
| 去 | ground |
| 站 | ask |

| | |
|---|------------------|
| 怎 | straight |
| 右 | far |
| 走 | iron |
| 从 | an interrogative |
| 铁 | left |

2. 看汉字写拼音 | Note Pinyin for each character.

① 请 问 去 地 铁 站 怎 么 走?

② 从 这 儿 到 医 院 有 多 远?

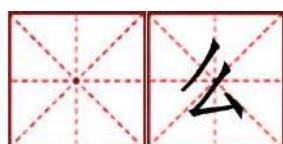
qián zhuǎn

③ 很 远, 往 前 直 走 再 左 / 右 转, 坐

le

地 铁 好 了。

三、汉字组词 | Complete the phrases.



转

转

四、填空，完成句子 | Fill in the blanks and complete
the sentences.

(1) qǐng wèn qù tú shū guǎn zěn
图 书 馆

me zǒu

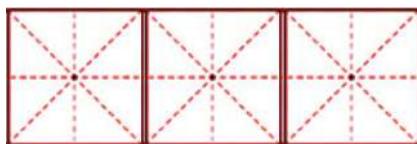
？

(2) yì zhí wǎng qián zǒu , dì yī
一 直 往 前 走 ， 第

gè lù kǒu zuǒ zhuǎn 。
路 口 左 转 。

(3) cóng zhè er dào dì tiē zhàn
从 这 二 到 地 铁 站

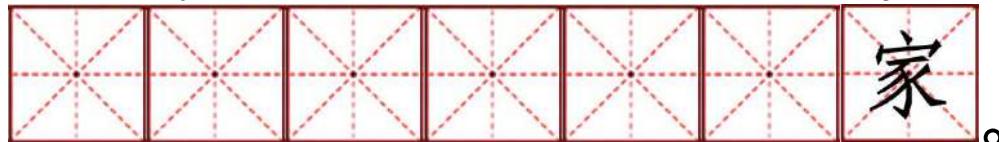
yǒu duō yuǎn



?

wǒ yào zuò dì tiě huí jiā

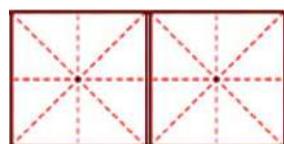
(4)



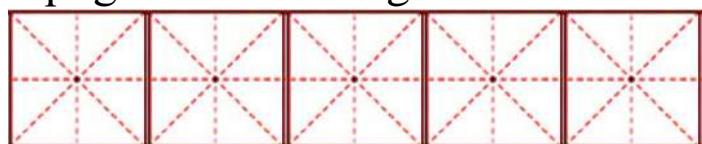
五、填空，完成对话 | Fill in the blanks and complete the dialogue.

A:

nǐ hǎo



qǐng wèn cóng zhè er

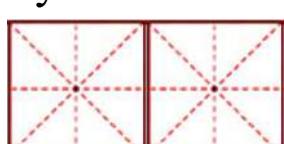


qù tú shū guǎn zěn me zǒu



?

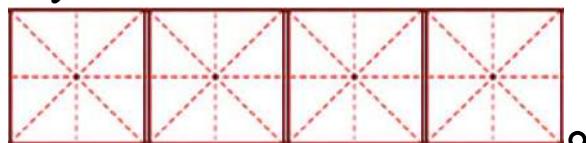
yuǎn ma



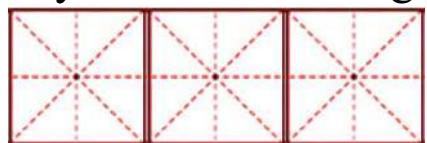
?

B:

yào zuò dì tiě



yì zhí wǎng



去图书馆怎么走？ How to get to the library?

qián zǒu dì yī gè lù kǒu

前 走 第 一 个 路 口

yòu zhuǎn jiù dào dì tiě zhàn

右 转 就 到 地 铁 站

le

。

nǎ yí zhàn xià chē ne

A: 哪 一 站 下 车 呢 ?

xú jiā huì zhàn xià chē

B: 徐 家 汇 站 下 车 。

xiè xiè

A: !





hàn zì zhī shi
汉字知识

What You Should Know

Introduction to Chinese Characters : The History

Wei to Jin period

Regular script has been attributed to Zhong Yao, of the Eastern Han to Cao Wei period (c.151 – 230AD), who has been called the "father of regular script". This new script, which is the dominant modern Chinese script, developed out of a neatly written form of early semi-cursive, with addition of the pause (頓/顿 dùn) technique to end horizontal strokes, plus heavy tails on strokes which are written to the downward-right diagonal.

It was not until the Northern and Southern dynasties that regular script rose to dominant status. During that period, regular script continued



Regular script

evolving stylistically, reaching full maturity in the early Tang dynasty. After this point, although developments in the art of calligraphy and in character simplification still lay ahead, there were no more major stages of evolution for the mainstream script.

Modern history

Although most of the simplified Chinese characters in use today are the result of

the works moderated by the government of the People's

龟 龜

gui
turtle

Republic of China in the 1950s and 60s, character simplification predates the republic's formation in 1949.

汤 湯

tāng
soup, surname

In the years following the May Fourth Movement in

忆 憶

yì
to remember

1919, many anti-imperialist Chinese intellectuals sought ways to modernise China. In the 1930s and

Simplified and traditional characters

1940s, discussions on character simplification took

place within the Kuomintang government, and many Chinese intellectuals and writers have long maintained that character simplification would help boost literacy in China. In many world languages, literacy has been promoted as a justification for spelling reforms. The People's Republic of China issued its first round of official character simplifications in two documents, the first in 1956 and the second in 1964. In the 1950s and 1960s, while confusion about simplified characters was still rampant, transitional characters that mixed simplified parts with yet-to-be simplified parts of characters together appeared briefly, then disappeared.

Introduction to Chinese Characters 2: The History

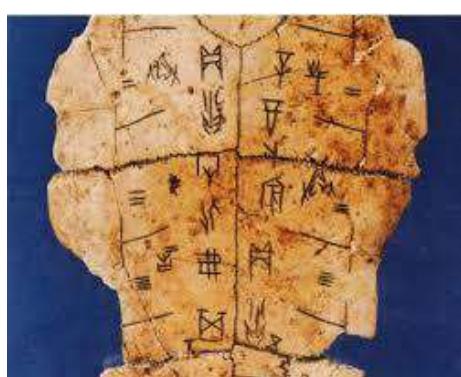
Legendary origins

According to legend, Chinese characters were invented by Cangjie, a bureaucrat under the legendary Yellow Emperor. Inspired by his study of the animals of the world, the landscape of the earth and the stars in the sky, Cangjie is said to have invented symbols called *zì* (字) – the first Chinese characters. The legend relates that on the day the characters were created, people heard ghosts wailing and saw crops falling like rain.

Early sign use

In recent decades, a series of inscribed graphs and pictures have been found at Neolithic sites in China, including Jiahu (c. 6500 BC), Dadiwan and Damaidi from the 6th millennium BC, and Banpo (5th millennium BC). Often these finds are accompanied by media reports that push back the purported beginnings of Chinese writing by thousands of years. However, because these marks occur singly, without any implied context, and are made crudely and simply.

Oracle bone script



Ox scapula with oracle bone inscription

The earliest confirmed evidence of the Chinese script yet discovered is the body of inscriptions carved on oracle bones from the late Shang dynasty (c. 1200–1050 BC). The oracle-bone script is a well-developed writing system, suggesting that the Chinese script's origins may lie earlier than the late second millennium BC.

Bronze Age



Seal Script

Based on studies of these bronze inscriptions, it is clear that, from the Shang dynasty writing to that of the Western Zhou and early Eastern Zhou, the mainstream script evolved in a slow, unbroken fashion, until assuming the form that is now known as seal script in the late Eastern Zhou in the state of Qin, without any clear line of division.

Unification

Seal script, which had evolved slowly in the state of Qin during the Eastern Zhou

Dynasty, became standardized and adopted as the formal script for all of China in the Qin dynasty (leading to a popular misconception that it was invented at that time), and was still widely used for decorative engraving and seals (name chops, or signets) in the Han dynasty period. However, despite the Qin script standardization, more than one script remained in use at the time. By the Warring States period, an immature form of clerical script called "early clerical" or "proto-clerical" had already developed in the state of Qin based upon this vulgar writing, and with influence from seal script as well.

Han dynasty

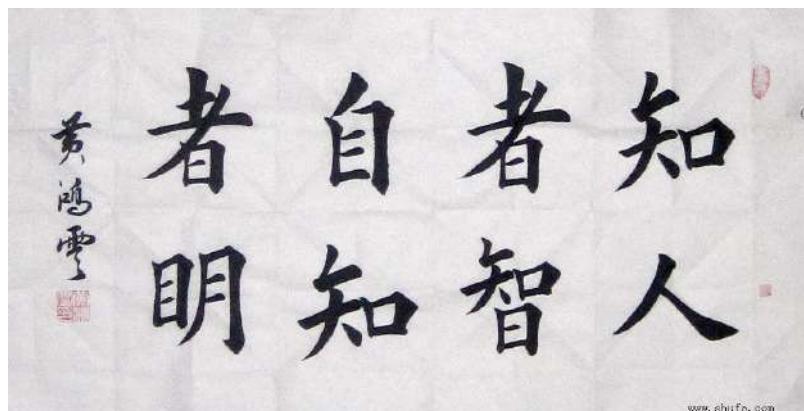


Clerical script

Proto-clerical script, which had emerged by the time of the Warring States period from vulgar Qin writing, matured gradually, and by the early Western Han period, it was little different from that of the Qin. Recently discovered bamboo slips show the script becoming mature clerical script by the middle-to-late reign of Emperor Wu of the Western Han, who ruled from 141 to 87 BC. Later, it evolved into Neo-clerical

and various cursive styles.

Wei to Jin period



Regular script

Regular script has been attributed to Zhong Yao, of the Eastern Han to Cao Wei period (c. 151–230 AD), who has been called the "father of regular script". This new script, which is the dominant modern Chinese script, developed out of a neatly written form of early semi-cursive, with addition of the pause (頓/顿 dùn) technique to end horizontal strokes, plus heavy tails on strokes which are written to the downward-right diagonal.

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Modern history

龜 龜

guī
turtle

湯 湯

tāng
soup, surname

忆 憶

yì
to remember

Simplified

Traditional

Simplified and traditional characters

Although most of the simplified Chinese characters in use today are the result of the works moderated by the government of the People's Republic of China in the 1950s and 60s, character simplification predates the republic's formation in 1949. In the years following the May Fourth Movement in 1919, many anti-imperialist Chinese intellectuals sought ways to modernise China. In the 1930s and 1940s, discussions on character simplification took place within the Kuomintang government, and many Chinese intellectuals and writers have long maintained that character simplification would help boost literacy in China. In many world languages, literacy has been promoted as a justification for spelling reforms. The People's Republic of China issued its first round of official character simplifications in two documents, the first in 1956 and the second in 1964. In the 1950s and 1960s, while confusion about simplified characters was still rampant, transitional characters that

mixed simplified parts with yet-to-be simplified parts of characters together appeared briefly, then disappeared.

(Adapted from threads on www.wikipedia.org)



Huìhuà
会话

Dialogue

Àimǐlì: Zhè shì shuí?

艾米丽：这 是 谁 ？

Lǐ Jiā: Tā shì wǒ de péngyou , Wáng Hào Míng.

李 佳：他 是 我 的 朋 友 ， 王 浩 明。

Àimǐlì: Tā zhǎng dé tǐng shuài de.

艾米丽：他 长 得 挺 帅 的。

Lǐ Jiā: Duì, tā gāo gāo de, shòu shòu de.

李 佳：对， 他 高 高 的、 瘦 瘦 的。

Àimǐlì: Tā zài dǎ qiú ma?

艾米丽：他 在 打 球 吗？

Lǐ Jiā : Shì de , tā zài dǎ wǎngqiú.

李 佳：是 的， 他 在 打 网 球。

Àimǐlì: Wǒ yě xǐhuān dǎ wǎngqiú.

艾米丽：我 也 喜 欢 打 网 球。

Lǐ Jiā: Xiàcì wǒmen kěyǐ hé tā yìqǐ dǎ wǎngqiú.

李 佳：下 次 我 们 可 以 和 他 一 起 打 网 球。



注释 (Notes) :

Reduplication of adjectives

When an adj. Is reduplicated, it indicates a deep degree, usually with affection. It is usually used to make a description. E.g.

“gāo” → “gāo gāo de”

“shòu” → “shòu shòu de”

Emily: Who is this?

Li Jia: This is my friend, Wang Haoming.

Emily: He looks quite handsome.

Li Jia: Yes, He is tall and slim.

Emily: Does he play a sport?

Li Jia: Yes, He is playing tennis.

Emily: I like playing tennis, too.

Li Jia: Maybe next time we can play with him.



Huìhuà 会话

Dialogue

Lǐ Jiā: Àimǐlì, wǒmen qù dǎ wǎngqiú ba.

李佳：艾米丽， 我们去打网球 吧。

Àimǐlì: Hǎo de, Wáng Hàomíng gēn wǒmen yìqǐ qù ma?

艾米丽：好的，王 浩明 跟我们一起去吗？

Lǐ Jiā: Tā bù qù, kàn, tā zhèng pǎobù ne. Hēi, Wáng Hàomíng!

李佳：他 不去，看，他 正 跑步 呢。嗨，王 浩明！

Wáng Hàomíng: Hēi, Lǐ jiā!

王 浩明： 嗨， 李 佳！

Lǐ Jiā: Wáng Hàomíng, zhè shì Àimǐlì.

李佳：王 浩明， 这 是艾米丽。

Àimǐlì: Hěn gāoxìng rènshí nǐ.

艾米丽：很 高 兴 认 识 你。

Wáng Hàomíng: Wǒ yě hěn gāoxìng rènshí nǐ.

王 浩明： 我 也 很 高 兴 认 识 你。

Àimǐlì: Xiàcì kěyǐ yìqǐ dǎ wǎngqiú ma?

艾米丽：下 次 可 以 一 起 打 网 球 吗？

Wáng Hàomíng: Hǎo ā. Wǒ měi zhōu sān xiàwǔ dōu yǒu kòng.

王 浩明： 好 啊。 我 每 周 三 下 午 都 有 空。

Àimǐlì: Nǐ de diànhuà hàomǎ shì duōshǎo?

艾米丽：你 的 电 话 号 码 是 多 少？

Wáng Hàomíng: Yāo sān èr- liù èr èr bā -bā jiǔ liùyāo.

王 浩明： 132 - 6228 - 8961 。

Àimǐlì: Hǎo, xiàcì gěi nǐ dǎ diànhuà.

艾米丽：好，下 次 给 你 打 电 话。



注释 (Notes) :

“每 (měi)” means “every”, and is almost always used together with “都 (dōu...)” to form “měi... dōu...”. The subject of the sentence or the word of time is used in between. E.g. 我每天都跑步。 (Wǒ měitiān dōu pǎobù.) 每个人都喜欢他。 (Měi gè rén dōu xǐhuān tā.)

Li Jia: Emily, let's play tennis!

Emily: Okay, is Wang Haoming playing with us?

Li Jia: No, he isn't. Look, he is running. Hi, Wang Haoming!

Wang Haoming: Hi, Li Jia!

Li Jia: Wang Haoming, this is Emily.

Emily: Nice to meet you.

Wang Haoming: Nice to meet you ,too.

Emily: Shall we play tennis next time?

Wang Haoming: Sure! I'm available every Wednesday afternoon.

Emily: What's your telephone number?

Wang Haoming: 132-6228-8961

Emily: Fine, I'll call you.

Dì qī kè

第七课

Nǐ de diànhuà hào mǎ shì duō shǎo

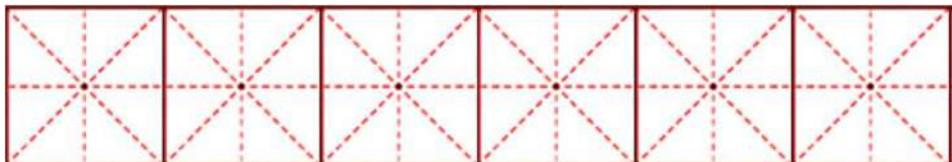
你的电话号码是多少？

Lesson 7 What's your phone number?



bù shǒu
部 首

Radicals



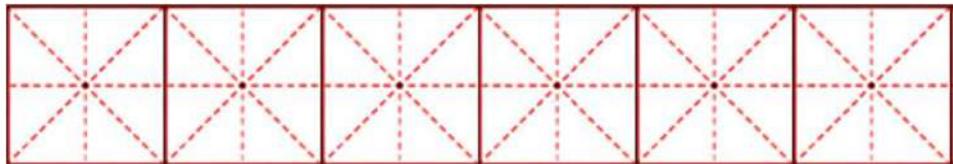
yuè zì páng
月 字 旁

“月” means the moon. It always appears at the left side of characters and refers to organs.

e.g. 肝: liver; 肺: lung

月 月 月

你的电话号码是多少? What's your phone number?

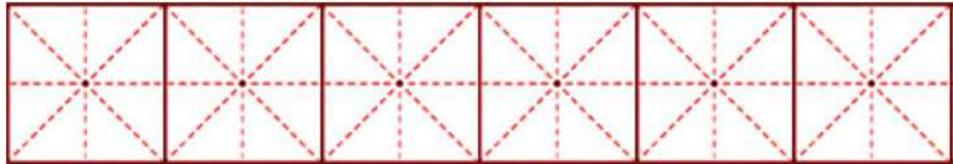
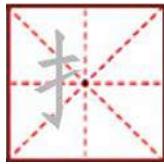


yòu zì páng
又字旁



“又” comes from the shape of hands. It can be the left, right or bottom part of characters.

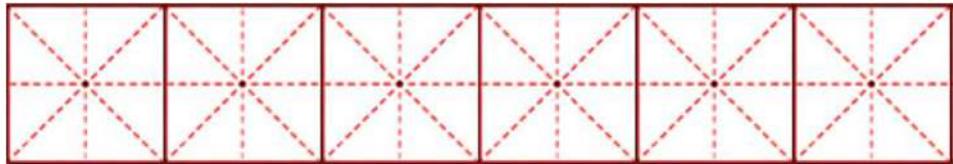
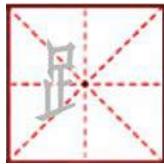
e.g. 取: ^{qǔ}; 欢: ^{huān} joy



tí shǒu páng
提手旁

“提” always appears at the left side of characters. It is related to the meaning of hands.

e.g. 打: ^{dǎ} hit; 提: lift

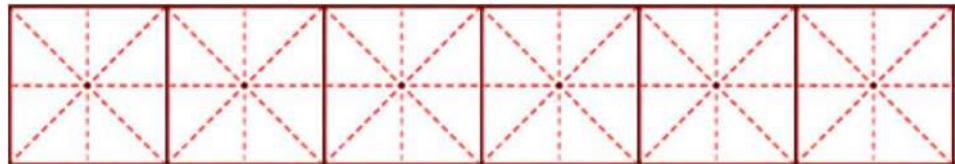
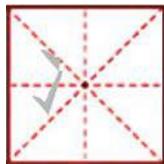


zú zì páng
足字旁



“足” always appears at the left side of characters which are related with feet.

e.g. 踢: ^{tǐ} kick; 踏: ^{tà} step on



liǎng diǎn shuǐ

两点水

“冫” means ice, which always appears at the left side of characters.

bīng

e.g. 冰: ice; 凉: cool



mù biāo

Learning Objectives

péng yǒu xǐ huān dǎ

| | | | | |
|---|---|---|---|---|
| 朋 | 友 | 喜 | 欢 | 打 |
|---|---|---|---|---|

qiú ma gēn qǐ kě

| | | | | |
|---|---|---|---|---|
| 球 | 吗 | 跟 | 起 | 可 |
|---|---|---|---|---|

yǐ cì ba gāo xìng

| | | | | |
|---|---|---|---|---|
| 以 | 次 | 吧 | 高 | 兴 |
|---|---|---|---|---|

你的电话号码是多少？What's your phone number?



xué hàn zì
学 汉 字

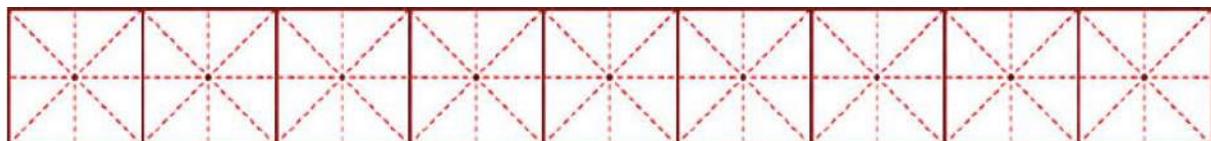
Characters

péng



月

adv. together

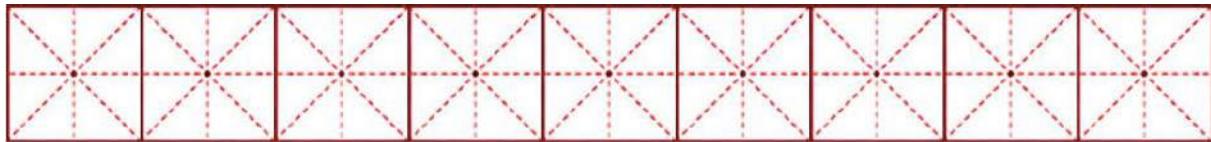


yǒu



adj. friendly

朋友: friend



xǐ



n. happiness



| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 一 | 十 | 土 | 士 | 士 | 士 | 士 | 士 | 士 |
|---|---|---|---|---|---|---|---|---|

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 喜 | 喜 | 喜 | 喜 | 喜 | 喜 | 喜 | 喜 | 喜 |
|---|---|---|---|---|---|---|---|---|

| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|
| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|

huān

| | | | |
|---|---|--------|----------|
| 欢 | 又 | n. joy | 喜欢: like |
|---|---|--------|----------|

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 欢 | 欢 | 欢 | 欢 | 欢 | 欢 | 欢 | 欢 | 欢 |
|---|---|---|---|---|---|---|---|---|

| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|
| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|

dǎ

| | | | |
|---|---|--------|---|
| 打 | 才 | v. hit |  |
|---|---|--------|---|

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 打 | 打 | 打 | 打 | 打 | 打 | 打 | 打 | 打 |
|---|---|---|---|---|---|---|---|---|

| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|
| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|

你的电话号码是多少？What's your phone number?

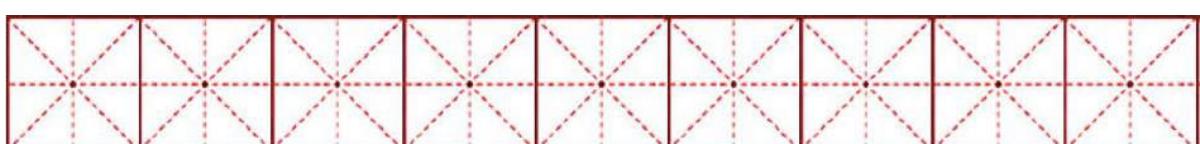
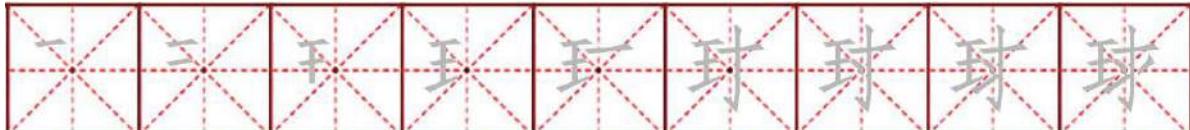
qiú



王

n. ball

打球：play a ball game



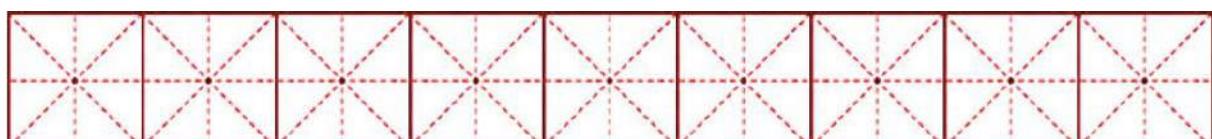
ma



口

a question particle

打球吗？ Shall we play a ball game?

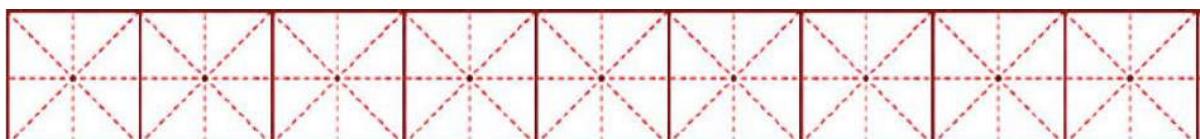
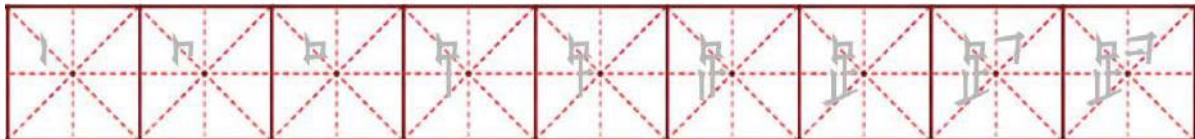


gēn



足

prep. with

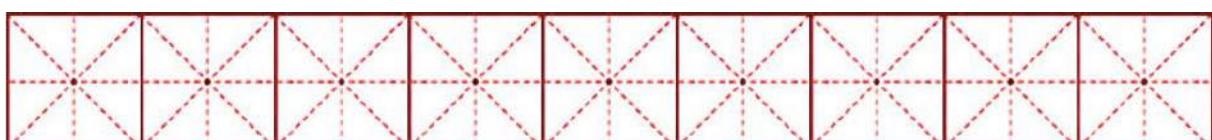
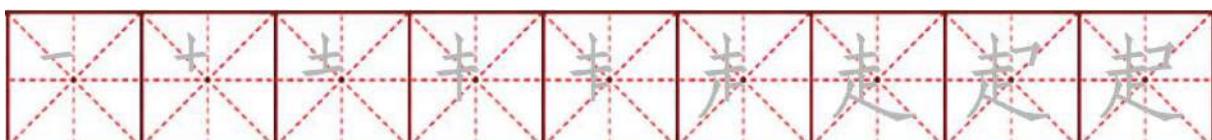


qǐ



v. get up

一起 : together



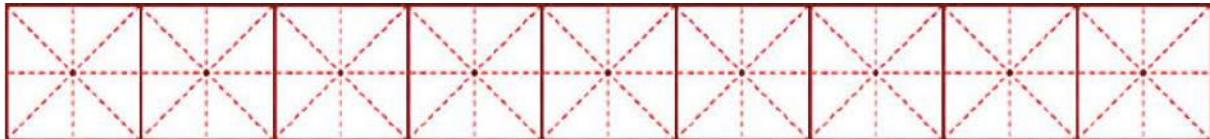
kě



v. be able to



你的电话号码是多少？What's your phone number?

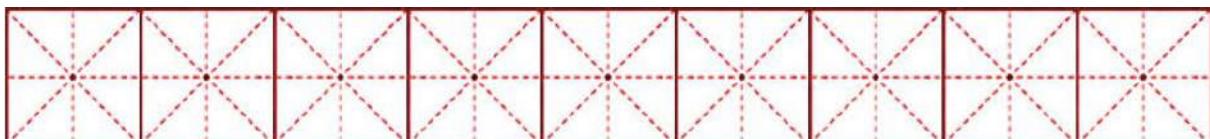


yǐ



suffix of modal verbs

可以: can



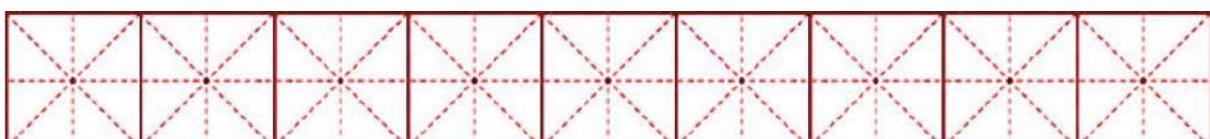
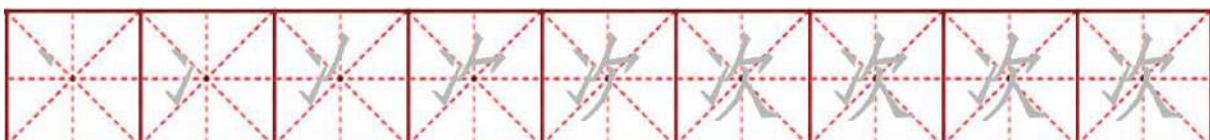
cì



ㄔ

n. number of times

一次: once

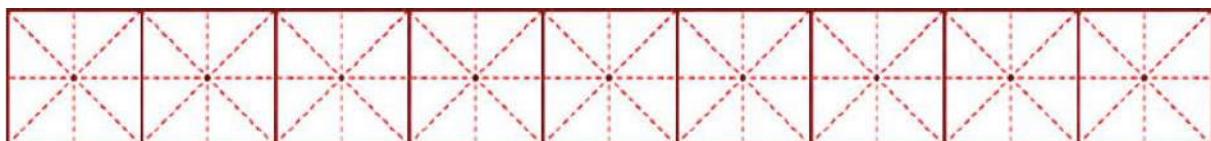
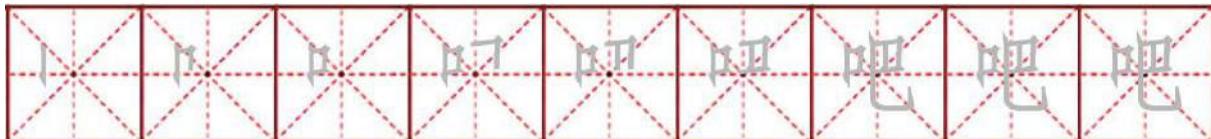


ba



ㄔ

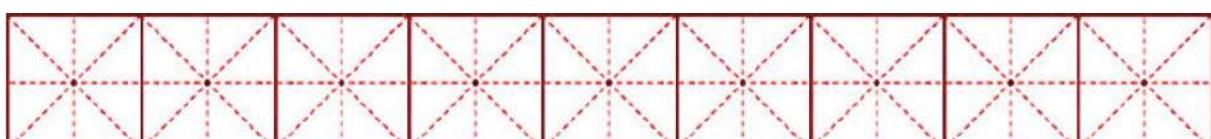
a modal particle telling agreement,
speculation or request



gāo



adj. tall, high

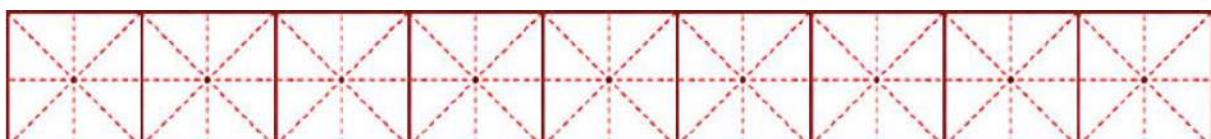
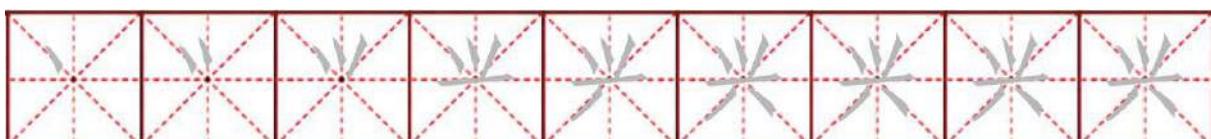


xìng



n. interest

高兴: happy



你的电话号码是多少？What's your phone number?



liàn xí
练习

Exercise

一、抄写 | Write the characters.

朋

友

喜

欢

打

球

吗

跟

起

可

以

次

吧

高

兴

二、认汉字 | Recognize the characters.

1. 连线 | Match characters with meanings.

你的电话号码是多少？What's your phone number?

| | |
|---|---|
| 喜 | joy |
| 以 | ball |
| 起 | a question particle |
| 兴 | get up |
| 朋 | be able to |
| 可 | tall, high |
| 高 | with |
| 吧 | hit |
| 球 | interest |
| 打 | a modal particle telling agreement, speculation and request |
| 次 | together |
| 吗 | number of times |
| 友 | friendly |
| 欢 | suffix of modal verbs |
| 跟 | happiness |

2. 看汉字写拼音 | Note Pinyin for each character.

① 她 是 我 的 好 朋 友。

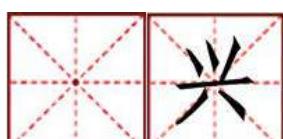
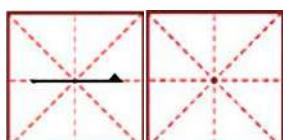
wǎng

② 我 们 都 喜 欢 打 网 球。

③ 很 高 兴 认 识 你！下 次 一 起 打
球 吧！

④ 我 可 以 跟 你 们 一 起 打 球 吗 ?

三、汉字组词 | Complete the phrases.



四、填空，完成句子 | Fill in the blanks and complete the sentences.

(1) wǒ de péng yǒu dōu bù xǐ

huān dǎ wǎng qiú
网。

(2) xià cì wǒ men kě yǐ yì

你的电话号码是多少? What's your phone number?

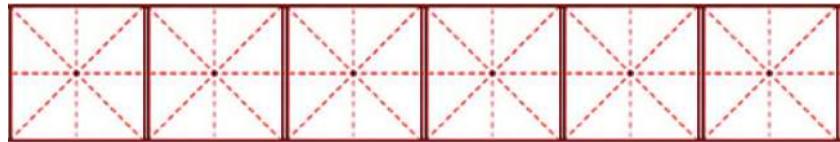
qǐ chī fàn ma



?

hěn gāo xìng rèn shí nǐ

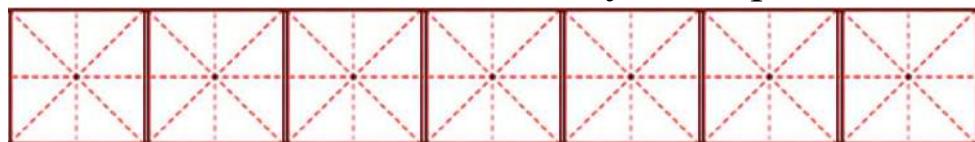
(3)



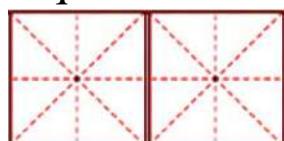
!

wǒ men xià cì yì qǐ dǎ

(4)



qiú ba



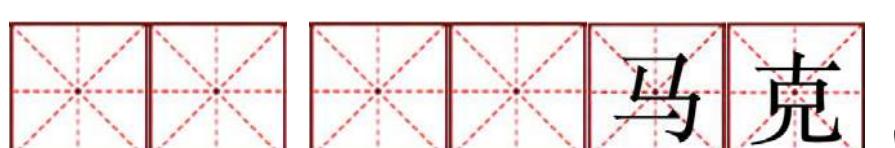
!

五、填空，完成对话 | Fill in the blanks and complete

the dialogue.

nǐ hǎo wǒ shì mǎ kè

A:



!

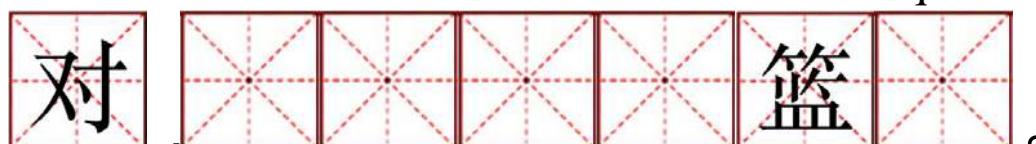
nǐ zài dǎ lán qiú ma



?

duì wǒ xǐ huān dǎ lán qiú

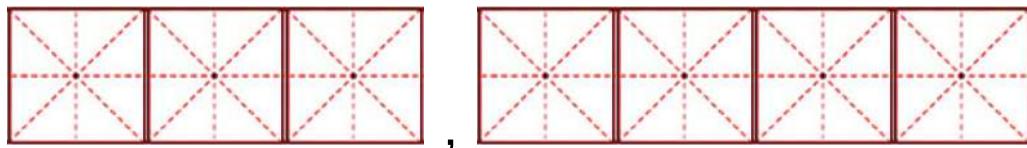
B:



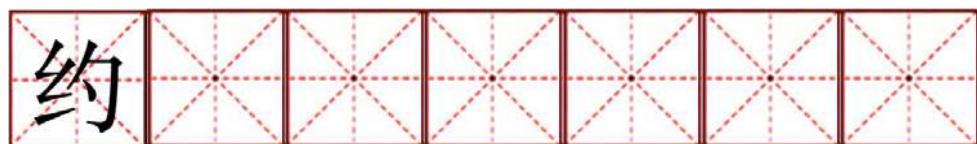
。

wǒ yě shì wǒ men kě yǐ

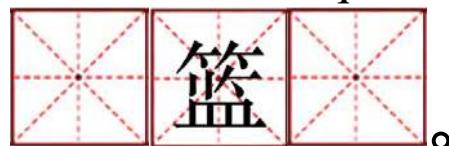
A:



yuē jǐ gè péng yǒu yì qǐ

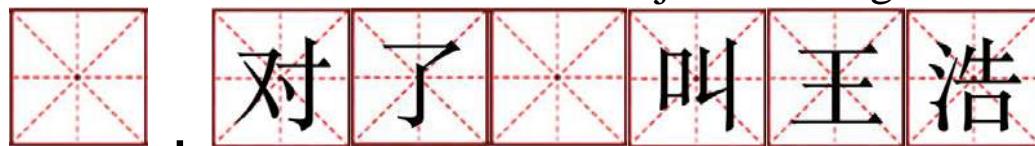


dǎ lán qiú

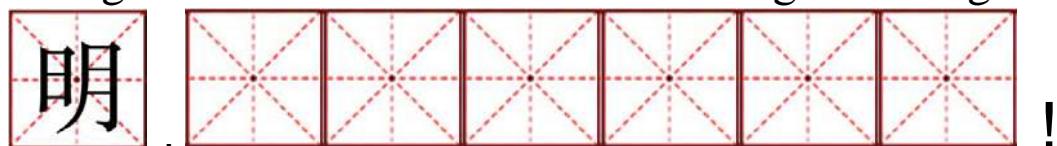


hǎo duì le wǒ jiào wáng hào

B:

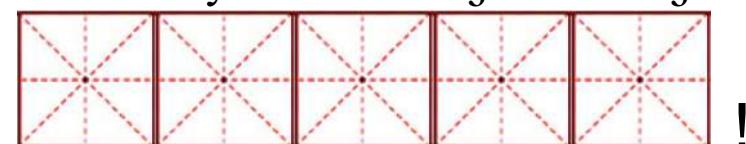


míng rèn shí nǐ hěn gāo xìng



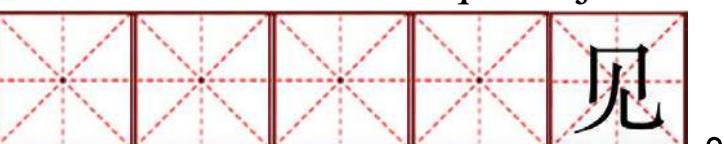
wǒ yě hěn gāo xìng

A:



xià cì dǎ qiú jiàn

B:



你的电话号码是多少？What's your phone number?

六、阅读理解 | Reading Comprehension

马克是美国人(American)，他很喜欢中国(China)，因为(because)他喜欢吃中国菜。他还有很多中国朋友，跟他一起打网球(tennis)。每天(every)早上八(eight)点，爸爸开车(drive)去医院工作，他和妈妈一起去地铁站，因为他在妈妈工作的学校(school)学汉语(learn Chinese)。

1. What does Mark usually do with his Chinese friends?
A. Eat Chinese food B. Play tennis C. Studying
2. How many people are there in Mary's family?
A. 3 B. 4 C. 5
3. What might be Mark's father's job?
A. Driver B. Teacher C. Doctor
4. How does Mark go to school every day?
A. By walk B. By bus C. By subway
5. Does Mark like China? Why?



hàn zì zhī shi
汉字知识

What You Should Know

Introduction to Chinese Characters :Function

In Old Chinese (and Classical Chinese, which is based on it), most words were monosyllabic and there was a close correspondence between characters and words. In modern Chinese (esp. Mandarin Chinese), characters do not necessarily correspond to words; indeed the majority of Chinese words today consist of two or more characters due to the merging and loss of sounds in the Chinese language over time. Rather, a character almost always corresponds to a single syllable that is also a morpheme. However, there are a few exceptions to this general correspondence, including bisyllabic morphemes (written with two characters), bimorphemic syllables (written with two characters) and cases where a single character represents a polysyllabic word or phrase.

Modern Chinese has many homophones; thus the same spoken syllable may be represented by many characters, depending on meaning. A single character may also have a range of meanings, or sometimes quite distinct meanings; occasionally these correspond to different pronunciations. Cognates in the several varieties of Chinese are generally written with the same character. They typically have similar meanings, but often quite different pronunciations.

Introduction to Chinese Characters 3: Function and Formation

Function

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Principles of formation

Strokes

Usually a Chinese character is formed by radicals (parts), and radicals are formed by

strokes. The basic strokes are shown in the following picture:



Radicals

The radicals usually, but not invariably, gives a name or clue as to the meaning of the character. Some radicals can form a character by itself. The following list shows part of most commonly used radicals:

| Radical | Radical name | Pronunciation | Meaning | Example | Meaning |
|---------|--------------|------------------|---------|---------|--------------|
| 亻 | 单人旁 | dan1ren2pang2 | human | 他 | he/him |
| 冫 | 两点水 | liang2dian3shui3 | cold | 冰 | ice |
| 子 | 子字旁 | zi3zi4pang2 | child | 孩 | child |
| 口 | 口字旁 | kou3zi4pang2 | mouth | 吃 | to eat |
| 女 | 女子旁 | nv3zi3pang2 | female | 姐 | older sister |
| 木 | 木字旁 | mu4zi4pang2 | wood | 林 | forest |
| 扌 | 提手旁 | ti2shou3pang2 | hand | 打 | to beat |
| 氵 | 三点水 | san1dian3shui3 | water | 江 | river |
| 疒 | 病字框 | bing4zi4kuang1 | disease | 病 | disease |
| 鸟 | 鸟字旁 | niao3zi4pang2 | bird | 鸡 | chicken |

Structures

There are 5 main structures to form a character, they are single structure, such as 木, 水; up-down structure, such as 早, 呆; left-right structure, such as 休, 时; half-surrounded structure, such as 这, 廷 and surrounded structure, such as 国, 围。Some characters could be hard to allocate to one of the structures due to their unique shapes.

Sequence of writing

In general, while writing Chinese characters, one should follow the general rule of "left to right, and up to down". This is the case for both writing strokes and radicals (though in some cases three might be exceptional). Following is the stroke order of one character:



(Adapted from threads on www.wikipedia.org)



Huìhuà
会话

Dialogue

Àimǐlì gěi Wáng Hào míng dǎ diànhuà

(艾米丽 给 王 浩明 打 电话 Emily is making a call to Wáng Hào míng.)

Wáng Hào míng: Wèi? Nǐ hǎo!

王 浩明: 喂 ? 你好 !

Àimǐlì: Wèi, Nǐ hǎo. Qǐng wèn nǐ shì Wáng Hào míng ma?

艾米丽: 喂, 你好。请问你是王 浩明 吗 ?

Wáng Hào míng: Duì , Wǒ shì Wáng Hào míng. Nín shì nǎwèi?

王 浩明: 对, 我是王 浩明。您是哪位 ?

Àimǐlì: Wǒ shì Àimǐlì. Zuijìn tiānqì bù lěng bù rè, shìhé yùndòng. Zhè zhōusān

艾米丽: 我是艾米丽。最近天气不冷不热, 适合运动。这周三

xiàwǔ yìqǐ dǎ wǎngqiú ma?

下午一起打 网球 吗?

Wáng Hào míng: Hǎo ā! Wǒmen jǐdiǎn jiànmiàn?

王 浩明: 好 啊! 我们 几点 见面 ?

Àimǐlì: zhōusān wǒ bù shàngbān, Liǎngdiǎn zài wǎngqiú chǎng jiànmiàn xíng ma?

艾米丽: 周三 我不 上班, 两点 在 网球 场 见面 行 吗?

Wáng Hào míng: Xíng, Yìyánwéidìng!

王 浩明: 行, 一言为定 !



(Emily is making a call to Wang Haoming.)

Wang Haoming: Hello?

Emily: Hello, Is this Wang Haoming speaking?

Wang Haoming: Yes, It is Wang Haoming. Who is this?

Emily: This is Emily. The weather is neither cold nor hot lately, which is suitable for sports. Shall we play tennis together on Wednesday afternoon?

Wang Haoming: Great! When do we meet?

Emily: I don't work on Wednesday afternoon. What if we meet at the tennis court at 2 o'clock?

Wang Haoming: Fine, deal!



Huìhuà 会话

Dialogue

Lǐjiā gěi Àimǐlì dǎ diànhuà, Yuēdìng yìqǐ qù kàn diànyǐng.
(李佳 给 艾米丽 打 电 话, 约 定 一 起 去 看 电 影。)

Li Jia is giving Emily a call, asking her to watch a movie together.)

Lǐ Jiā: Wèi? Nín hǎo!

李佳: 喂? 您好!

tóngshì: Wèi, Nín hǎo! Nín zhǎo shuí?

同事: 喂, 您好! 您 找 谁?

Lǐ Jiā: Wǒ zhǎo Àimǐlì. Tā zài ma?

李佳: 我 找 艾米丽。她 在 吗?

tóngshì: Tā bù zài, qù kāi huì le.

同事: 她 不 在, 去 开 会 了。

Lǐ Jiā: Tā shénme shíhou huílái?

李佳: 她 什 么 时 候 回 来?

tóngshì: Tā kuàiyào huílái le.

同事: 她 快 要 回 来 了。

Lǐ Jiā: Děng Àimǐlì huílái le, qǐng ràng tā gěi wǒ huí diànhuà, xièxìe.

李佳: 等 艾米丽 回 来 了, 请 让 她 给 我 回 电 话, 谢 谢。



Àimǐlì kāi wán huì, gěi Lǐjiā huí diànhuà.

(艾米丽开 完 会, 给 李佳 回 电 话。 Emily calls back after the meeting.)

Àimǐlì: Wèi, Lǐjiā. Nǐ zhǎo wǒ yǒu shénme shì?

艾米丽: 喂, 李佳。你 找 我 有 什 么 事?

Lǐ Jiā: Míngtiān wǎnshàng 7 diǎn qù kàn diànyǐng, hǎomma?

李佳: 明 天 晚 上 7 点 去 看 电 影, 好 吗?

Àimǐlì: Hǎo ya! Mǎkè hé wǒmen yìqǐ qù ma?

艾米丽: 好 呀! 马 克 和 我 们 一 起 去 吗?

Lǐ Jiā: Mǎkè bù qù, tā kěnéng yǒushì.

李佳: 马 克 不 去, 他 可 能 有 事。

Àimǐlì: Hǎo, míngwǎn jiàn!

艾米丽: 好, 明 晚 见!

(Li Jia is giving Emily a call, asking her to watch a movie together.)

Li Jia : Hello?

Colleague: Hello? Who would you like to speak to?

Li Jia : I would like to speak to Emily. Is she there?

Colleague: No, She went to a meeting.

Li Jia : When will she be back?

Colleague: Soon.

Li Jia : Would you please tell her to call me when she's back?

Thanks!

(Emily calls back after the meeting.)

Emily: Hello, Li Jia. What's up?

Li Jia: Would you like to go to watch a movie tomorrow night? About 7pm?

Emily: Sure, will Mark join us?

Li Jia: Mark is not going, he is busy.

Emily: Fine, see you tomorrow night!

Dì bā kè

第八课

Nǐ zhǎo wǒ yǒushén me shì

你找我有什么事?

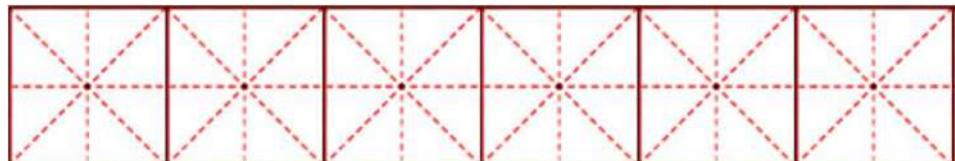
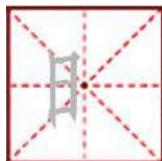
Lesson 8

What's up?



bù shǒu
部 首

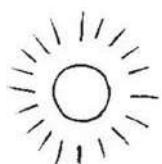
Radicals



rì zì páng
日 字 旁

“日” means the sun. It always appears at the left side of characters with meanings related to time.

e.g. 明: ^{míng} tomorrow; 晚: ^{wǎn} night



你找我有什么事？ What's up?



mù biāo
目 标

Learning Objectives

duì nǎ wèi zhōu wǔ

对 哪 位 周 午

ā jiàn miàn xíng zhǎo

啊 见 面 行 找

kāi huì shí hòu lái

开 会 时 候 来



xué hàn zì
学 汉 字

Characters

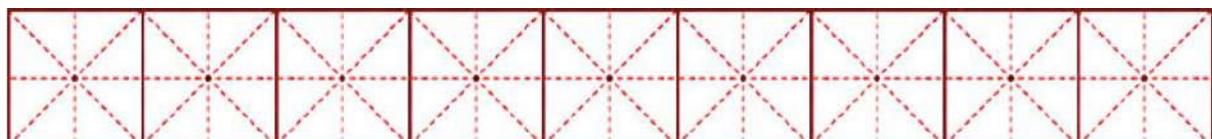
duì

对

又

adj. right

对 对 对 对 对 对 对 对 对



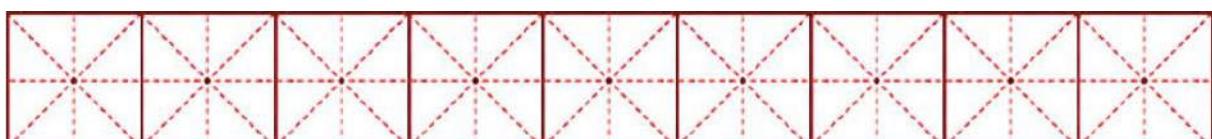
nǎ



口 pron. where; which; what

哪儿: where
哪个: what, which

哪 哪 哪 哪 哪 哪 哪 哪 哪

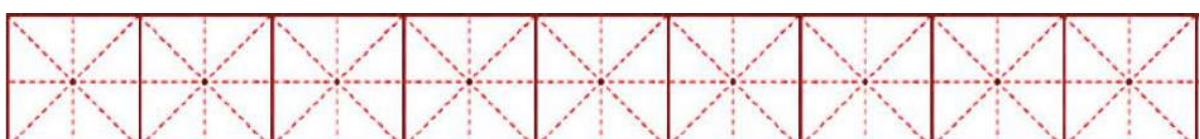


wèi



亻 mw. a measure word for people

位 位 位 位 位 位 位 位 位



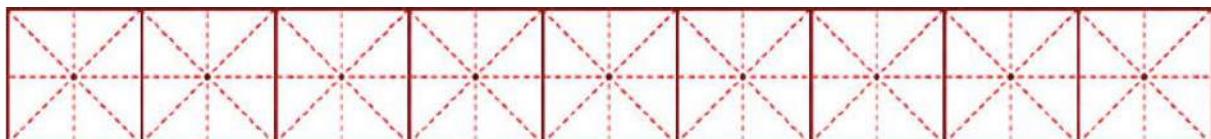
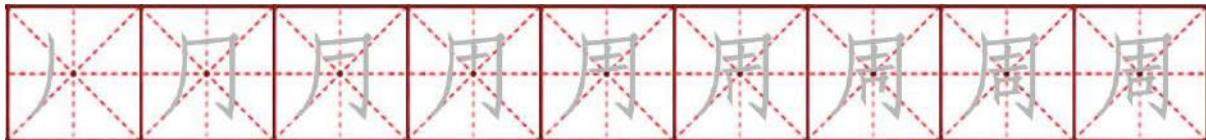
你找我有什么事？ What's up?

zhōu



n. week

这周: this week

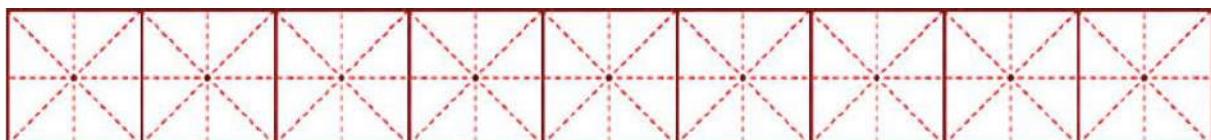


wǔ



n. noon

fàn
午饭: lunch

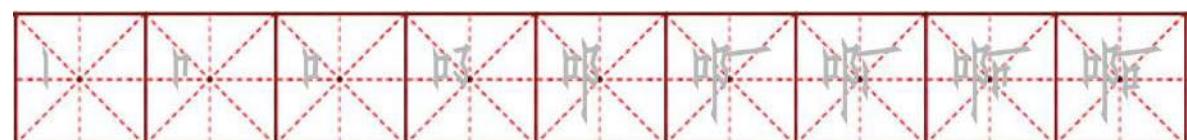


ā

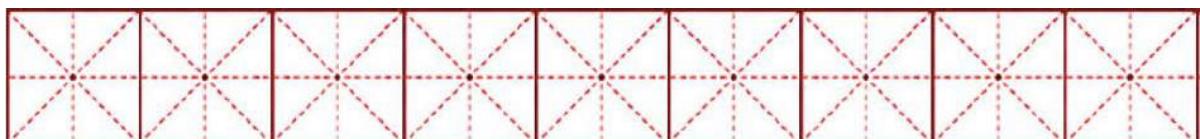


口

part. used at the end of a sentence as a modal participle



啊 啊 啊 啊 啊 啊 啊 啊 啊 啊

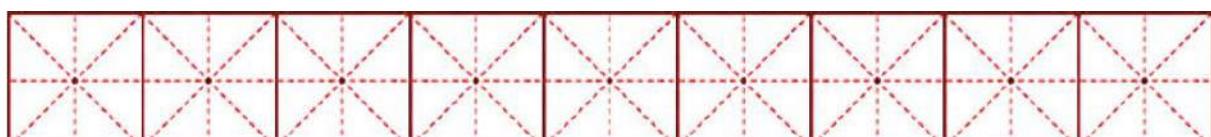


jiàn

见

v. to meet; to see

见 见 见 见 见 见 见 见 见 见



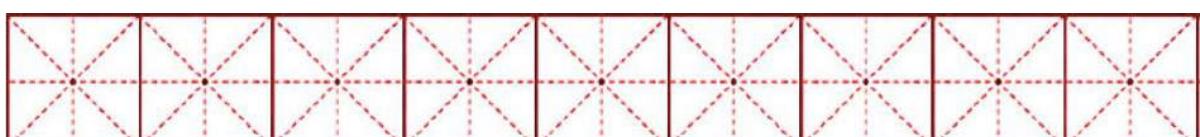
miàn

面

n. face

见面: to meet

面 面 面 面 面 面 面 面 面 面

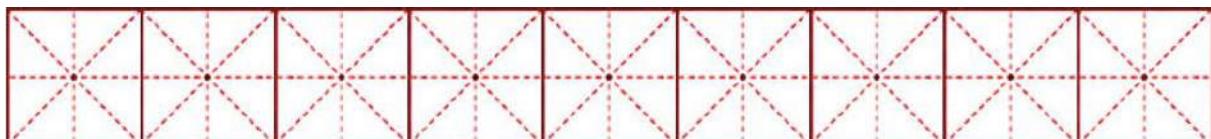
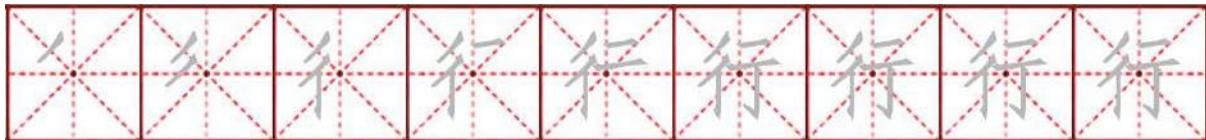


你找我有什么事？ What's up?

xíng



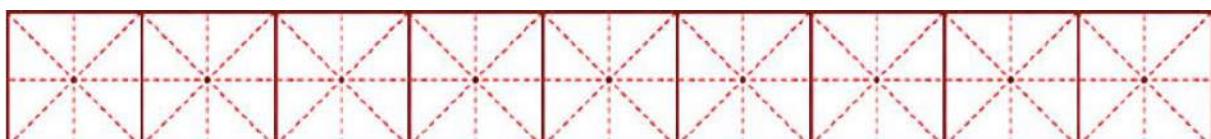
OK, in oral Chinese



zhǎo



v. look for

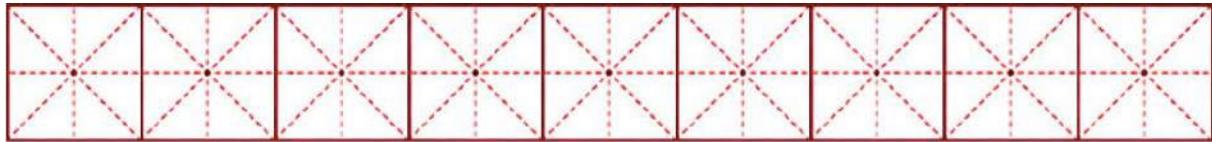


kāi



v. open, set up, start



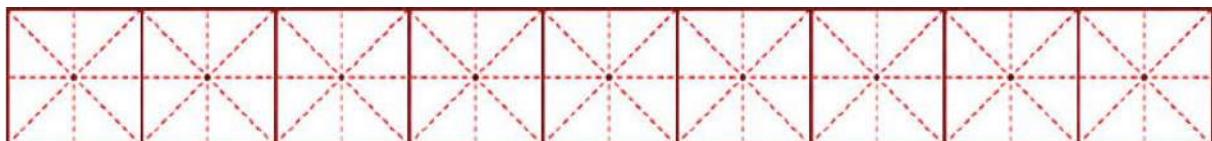
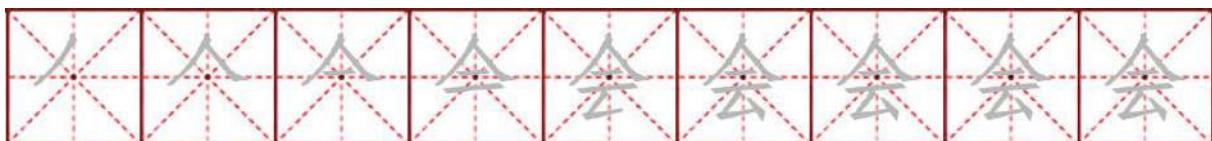


huì



n. meeting

开会: to hold a meeting

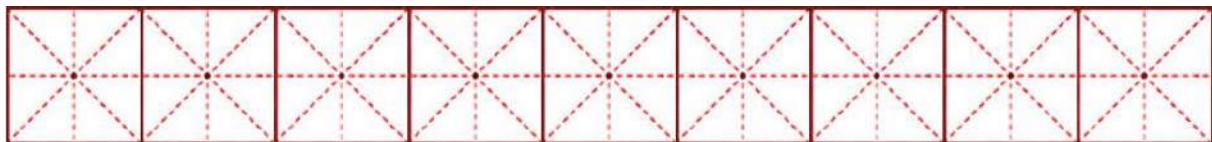
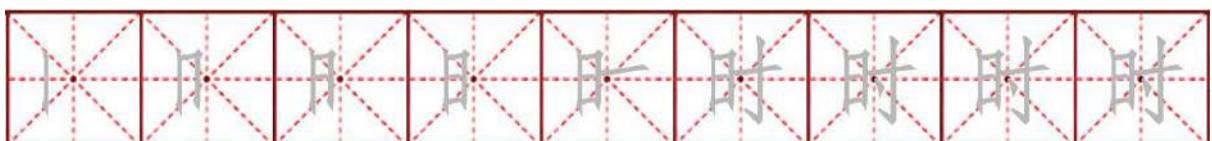


shí



日

n. time



hòu



人

n. season, climate

时候: time, point

你找我有什么事？ What's up?

人 个 介 𠂇 𠂇 𠂇 𠂇 𠂇 候

候 候 候 候 候 候 候 候 候 候

𠂇 𠂇 𠂇 𠂇 𠂇 𠂇 𠂇 𠂇 𠂇 𠂇

lái

来

v. come

回来： come back

𠂇 𠂇 𠂇 𠂇 𠂇 𠂇 来 来 来 来

𠂇 𠂇 𠂇 𠂇 𠂇 𠂇 𠂇 𠂇 𠂇 𠂇

liàn xí
练习

Exercise

一、抄写 | Write the characters.

对

哪

位

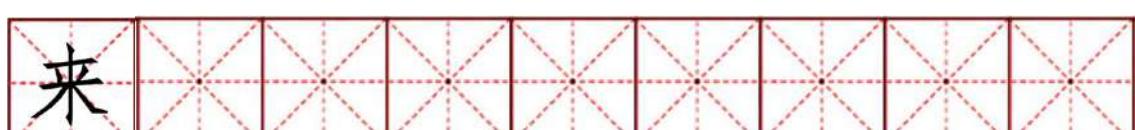
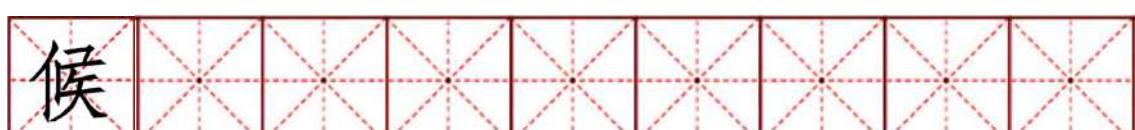
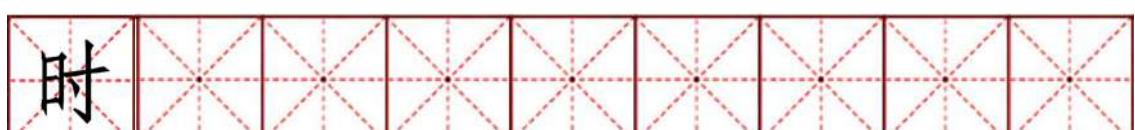
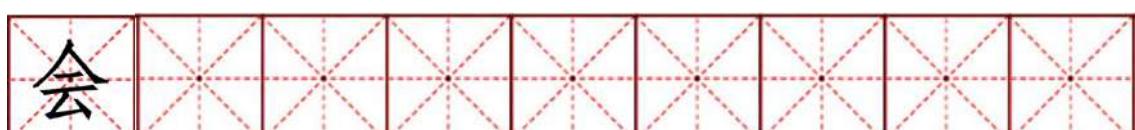
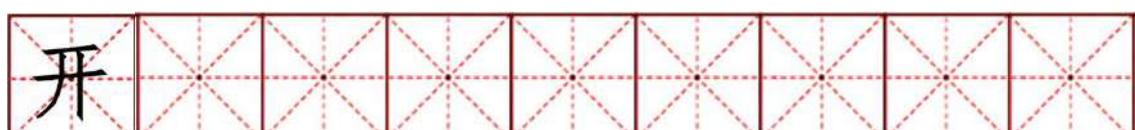
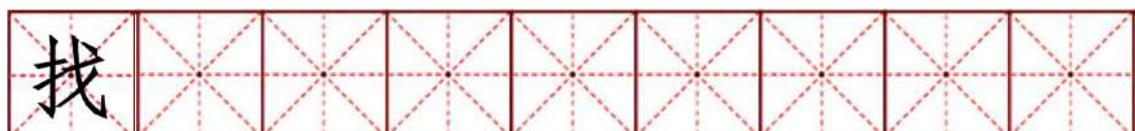
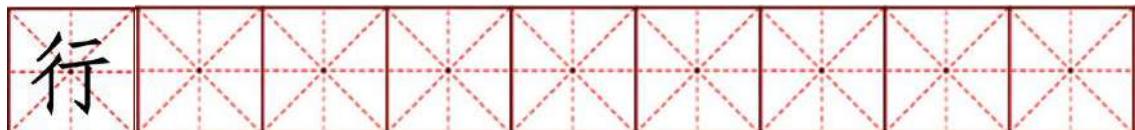
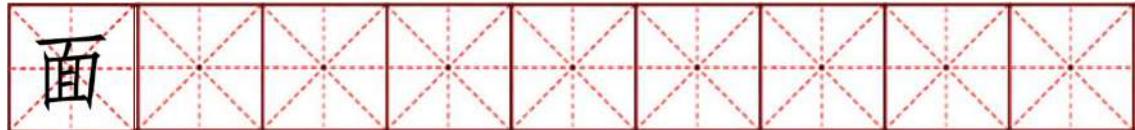
周

午

啊

见

你找我有什么事？ What's up?



二、认汉字 | Recognize the characters.

1. 连线 | Match characters with meanings.

| | |
|---|---|
| 开 | OK, in oral Chinese |
| 对 | season, climate |
| 找 | a measure word for people |
| 见 | time |
| 哪 | face |
| 来 | where; which; what |
| 啊 | to meet, to see |
| 午 | come |
| 会 | used at the end of a sentence as a modal participle |
| 面 | right |
| 位 | together |
| 候 | meeting |
| 周 | noon |
| 行 | open, set up |
| 时 | look for |

2. 看汉字写拼音 | Note Pinyin for each character.

zhōng

① 她 中 午 来 找 我。

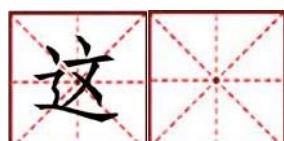
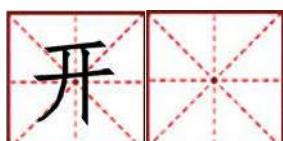
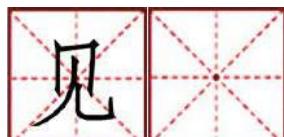
② 什 么 时 候 开 会?

你找我有什么事？ What's up?

sān

③ 他 周 三 去 跟 朋 友 见 面。

三、汉字组词 | Complete the phrases.



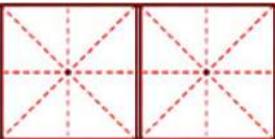
四、填空，完成句子 | Fill in the blanks and complete the sentences.

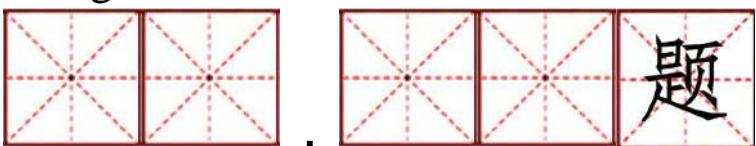
nín zhǎo nǎ wèi
(1) ?

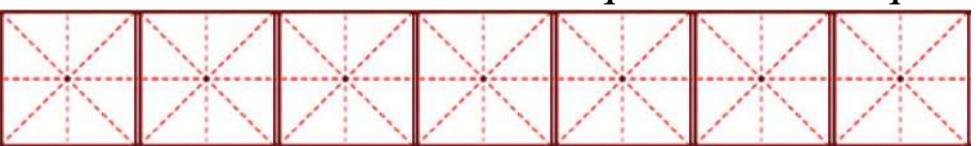
tā qù kāi huì le hái méi
(2) ,

huí lái
 。

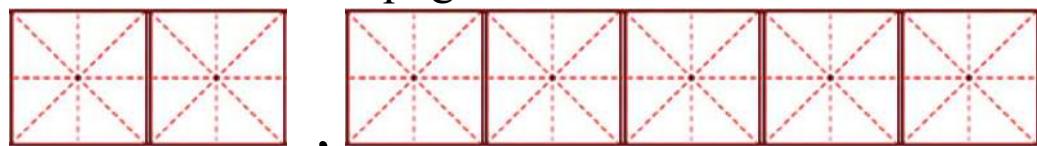
wǒ men zhōu wǔ xià wǔ jiàn
 (3) 

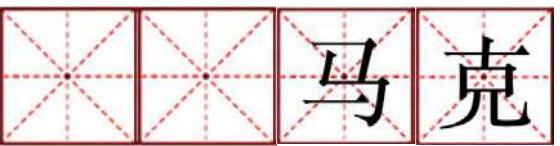
miàn ba !


xíng a , méi wèn tí
 (4) 

shén me shí hòu qù dǎ qiú ?
 (5) 

五、填空，完成对话 | Fill in the blanks and complete
the dialogue.

A: nǐ hǎo , qǐng wèn nǐ zhǎo shuí ?


B: wǒ zhǎo mǎ kè 。


你找我有什么事？ What's up?

A: nǐ shì nǎ wèi ?

B: wǒ shì tā de péng yǒu , wǒ
men yuē le xià wǔ jiàn miàn 。
们 约 了 吓 五 见 面 。

A: tā hái zài kāi huì 。
他 还 在 开 会 。

B: shén me shí hòu huí lái ?
什么 时 候 回 来 ？

A: liǎng diǎn ba 。
两 点 吧 。



B: hǎo de xiè xiè 。
好 的 谢 谢 。

六、阅读理解 | Reading Comprehension

mǎ kè lǐ jiā

men

yí

马克和李佳是好朋友，他们(they)都很喜欢打球。有一

èr

yīn wèi

次，马克想找李佳周二(Tuesday)下午一起打球，因为(because)

dàn

use)他这天不上课。但是(but)李佳在医院开会，问他可以

mò

de shuō

周末(weekwend)打球吗？马克高兴地说(say)：“行啊，那

到时候见！”

1. What is their common hobby?

- A. Watching movies B. Playing ball games C. Shopping

2. When did Mark want to meet?

- A. On Monday B. On Tuesday C. At weekend

3. What might be Li Jia's job?

- A. Waitress B. Doctor C. Student

4. What is their final appointment?

- A. To cancel the appointment B. Still meet on Tuesday
C. To meet at weekend

5. Did Mark agree to Li Jia's proposal? What did he say?



hàn zì zhī shi
汉字知识

What You Should Know

Introduction to Chinese Characters

--Principles of formation

Strokes

Usually a Chinese character is formed by radicals (parts), and radicals are formed by strokes. The basic strokes are shown in the following picture:



Radicals

The radicals usually, but not invariably, gives a name or clue as to the meaning of the character. Some radicals can form a character by itself. The following list shows part of most commonly used radicals:

| Radical | Radical name | Pronunciation | Meaning | Example | Meaning |
|---------|--------------|------------------|---------|---------|--------------|
| 亻 | 单人旁 | dan1ren2pang2 | human | 他 | he/him |
| 冫 | 两点水 | liang2dian3shui3 | cold | 冰 | ice |
| 子 | 子字旁 | zi3zi4pang2 | child | 孩 | child |
| 口 | 口字旁 | kou3zi4pang2 | mouth | 吃 | to eat |
| 女 | 女子旁 | nv3zi3pang2 | female | 姐 | older sister |
| 木 | 木字旁 | mu4zi4pang2 | wood | 林 | forest |
| 扌 | 提手旁 | ti2shou3pang2 | hand | 打 | to beat |
| 氵 | 三点水 | san1dian3shui3 | water | 江 | river |
| 疒 | 病字框 | bing4zi4kuang1 | disease | 病 | disease |
| 鸟 | 鸟字旁 | niao3zi4pang2 | bird | 鸡 | chicken |

Introduction to Chinese Characters 4: Six Fold Classification

Chinese characters represent words of the language using several strategies. A few characters, including some of the most commonly used, were originally pictograms, which depicted the objects denoted, or ideograms, in which meaning was expressed iconically. The vast majority were written using the rebus principle, in which a character for a similarly sounding word was either simply borrowed or (more commonly) extended with a disambiguating semantic marker to form a phono-semantic compound character.

The traditional six-fold classification (liùshū 六书 / 六書 "six writings") was first described by the scholar Xu Shen in the postface of his dictionary *Shuowen Jiezi* in 100 AD. While this analysis is sometimes problematic and arguably fails to reflect the complete nature of the Chinese writing system, it has been perpetuated by its long history and pervasive use.

Pictograms

象形字 xiàngxíngzì

Pictograms make up only a small portion of Chinese characters. Characters in this class derive from pictures of the objects they denote. Over time they have been standardized, simplified, and stylized to make them easier to write, and their derivation is therefore not always obvious. Examples include 日 rì for "sun", 月 yuè for "moon", 木 mù for "tree" or "wood", and 麻 má for "hemp".

There is no concrete number for the proportion of modern characters that are

pictographic in nature; however, Xu Shen placed approximately 4% of characters in this category.

Simple ideograms

指事字 zhǐshìzì

Also called simple indicatives, this small category contains characters that are direct iconic illustrations. Examples include 上 shàng "up" and 下 xià "down", originally a dot above and below a line.

Compound ideograms

会意字 / 會意字 huìyìzì

Also translated as logical aggregates or associative compounds, these characters have been interpreted as combining two or more pictographic or ideographic characters to suggest a third meaning. Commonly cited examples include 休 "rest" (composed of the pictograms 人 "person" and 木 "tree") and 好 "good" (composed of 女 "woman" and 子 "child").

Xu Shen placed approximately 13% of characters in this category.

Rebus

假借字 jiǎjièzì

Also called borrowings or phonetic loan characters, the rebus category covers cases where an existing character is used to represent an unrelated word with similar or identical pronunciation; sometimes the old meaning is then lost completely, as with characters such as 自 zì, which has lost its original meaning of "nose" completely and exclusively means "oneself", or 萬 wàn, which originally meant "scorpion" but

is now used only in the sense of "ten thousand".

Phono-semantic compounds

形声字 / 形聲字 xíngshēngzì

Semantic-phonetic compounds or pictophonetic compounds are by far the most numerous characters. These characters are composed of two parts: one of a limited set of characters (the semantic indicator, often graphically simplified) which suggests the general meaning of the compound character, and another character (the phonetic indicator) whose pronunciation suggests the pronunciation of the compound character. In most cases the semantic indicator is also the radical under which the character is listed in dictionaries.

Examples are 河 hé "river", 湖 hú "lake", 流 liú "stream", 冲 chōng "riptide" (or "flush"), 滑 huá "slippery". All these characters have on the left a radical of three short strokes (氵), which is a reduced form of the character 水 shuǐ meaning "water", indicating that the character has a semantic connection with water. The right-hand side in each case is a phonetic indicator. For example, in the case of 冲 chōng, the phonetic indicator is 中 zhōng, which by itself means "middle". In this case it can be seen that the pronunciation of the character is slightly different from that of its phonetic indicator; the process of historical phonetic change means that the composition of such characters can sometimes seem arbitrary today.

Xu Shen (c. 100 AD) placed approximately 82% of characters into this category, while in the Kangxi Dictionary (1716 AD) the number is closer to 90%, due to the extremely productive use of this technique to extend the Chinese vocabulary.

This method is still sometimes used to form new characters, for example 钚 / 鈈 bù ("plutonium") is the metal radical 金 jīn plus the phonetic component 不 bù, described in Chinese as "不 gives sound, 金 gives meaning". Many Chinese names of elements in the periodic table and many other chemistry-related characters were formed this way.

Transformed cognates

转注字 / 轉注字 zhuǎnzhùzì

The smallest category of characters is also the least understood. In the postface to the Shuowen Jiezi, Xu Shen gave as an example the characters 考 kǎo "to verify" and 老 lǎo "old", which had similar Old Chinese pronunciations (*khu? and *c-ru? respectively) and may once have been the same word, meaning "elderly person", but became lexicalized into two separate words. The term does not appear in the body of the dictionary, and is often omitted from modern systems.

(Adapted from threads on www.wikipedia.org)



Huìhuà
会话

Dialogue

Àimǐlì : Wǒ de shǒujī ne ?

艾米丽：我的手机呢？

lǐ Jiā : Zài bāo lǐ ma ?

李佳：在包里吗？

Àimǐlì : Bú zài .

艾米丽：不在。

lǐ Jiā : Zài zhuōzi shàng ma ?

李佳：在桌子上吗？

Àimǐlì : Wǒ zhǎo le , yě méiyǒu .

艾米丽：我找了，也没有。

lǐ Jiā : Zài diànnǎo pángbiān ma ?

李佳：在电脑旁边吗？

Àimǐlì : Wǒ kàn yíxià , yě bú zài .

艾米丽：我看一下，也不在。

lǐ Jiā : Bié zháo jí , zài zhǎozhǎo .

李佳：别着急，再找找。

Àimǐlì : Zài zhèr ne , zài shū xiàmian .

艾米丽：在这儿呢，在书下面。



注释 (Notes) :

Modal Particle “了(le)”

The modal particle “了(le)” is placed at the end of a sentence to express an affirmative tone and influences its meaning as a whole. By adding “了(le)” to a sentence, the speaker indicates that an action has already taken place or a situation has emerged.

Emily: Where is my cell phone?

Li Jia: Is it in your bag?

Emily: No.

Li Jia: Is it on the table?

Emily: I looked there and it isn't there.

Li Jia: Is it next to the computer?

Emily: I'll take a look. No, it is not there.

Li Jia: Take it easy, just keep looking.

Emily: Oh, here, it is under the book.



Huìhuà
会话

Dialogue

Àimǐlì : Lǐ Jiā, zhōumò lái wǒ jiā wán, hǎo ma ?

艾米丽：李佳，周末来我家玩，好吗？

Lǐ Jiā : Hǎo ya ! Nǐ jiā zài nǎr ?

李佳：好呀！你家在哪儿？

Àimǐlì : Wǒ jiā zài Zhōngshān Gōngyuán pángbiān .

艾米丽：我家在中山公园旁边。

Lǐ Jiā : Zài Dìèr Yīyuàn xībian ma ?

李佳：在第二医院西边吗？

Àimǐlì : Búshì, zài Dìèr Yīyuàn běibian .

艾米丽：不是，在第二医院北边。

Lǐ Jiā : Nàr zěnmeyàng ?

李佳：那儿怎么样？

Àimǐlì : Tǐng fāngbiàn de. Wǒ jiā fùjìn yǒu chāoshì hé xuéxiào . Xuéxiào zài

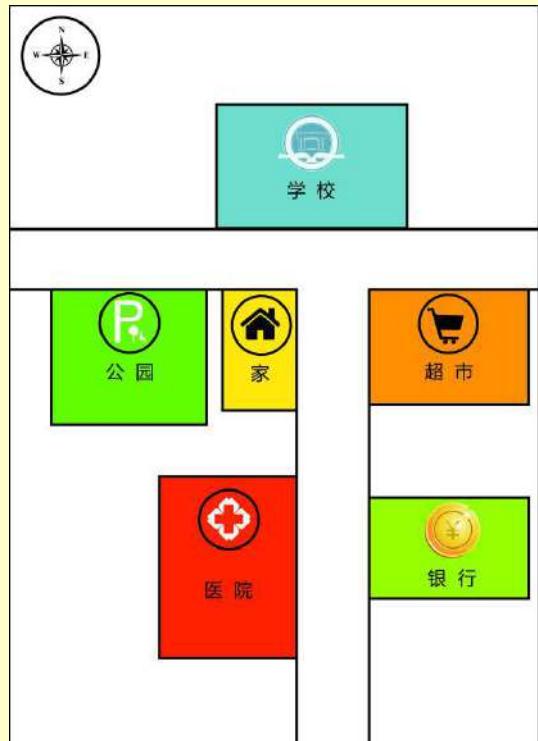
艾米丽：挺方便的。我家附近有超市和学校。学校在

mǎlù duìmiàn , chāoshì zài wǒ jiā dōngbiān. Chāoshì nánbiān háiyǒu yì jiā

马路对面，超市在我家东边。超市南边还有一家

yínháng .

银行。



Emily: Li Jia, would you like to hang out at my place this weekend?

Li Jia: Okay! Where is your home?

Emily: My home is beside ZhongShan Park.

Li Jia: Is it to the west of No. 2 Hospital?

Emily: No, it's to the north of No.2 Hospital.

Li Jia: What does it look like?

Emily: It's pretty convenient, there is a supermarket and a school near my home. The school is on the other side of the road, the supermarket is to the east of my home, and there is a bank to the south of the supermarket.

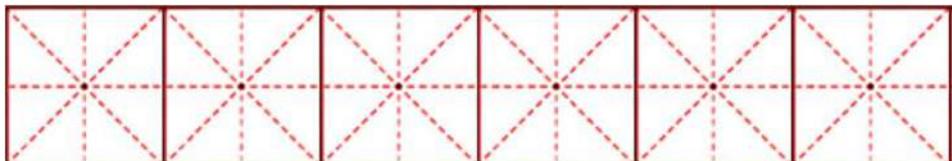
Dì jiǔ kè Wǒ de shǒu jī ne
第九课 我的手机呢？

Lesson 9 Where is my cell phone?



bù shǒu
部 首

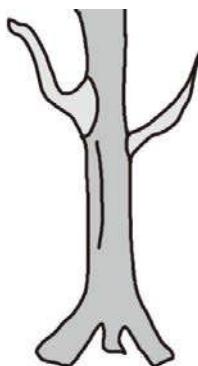
Radicals



mù zì páng
木 字 旁

“木” means wood. It can be the left or bottom part of characters and usually refers to plants.

e.g. 树: tree; 果: fruit



木

我的手机呢？Where is my cell phone?



mù biāo
目标

Learning Objectives

shǒu jī ne bāo lǐ

手 机 呢 包 里

zhuō zi diàn nǎo páng

桌 子 电 脑 旁

biān kàn zháo jí wán

边 看 着 急 玩



xué hàn zì
学 汉 字

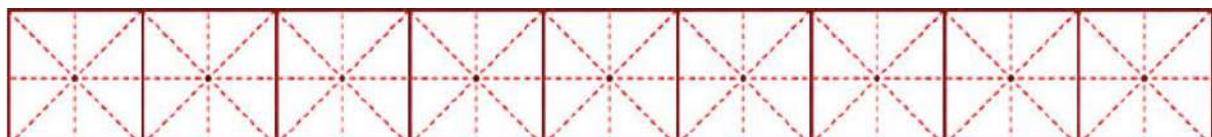
Characters

shǒu

手

n. hand

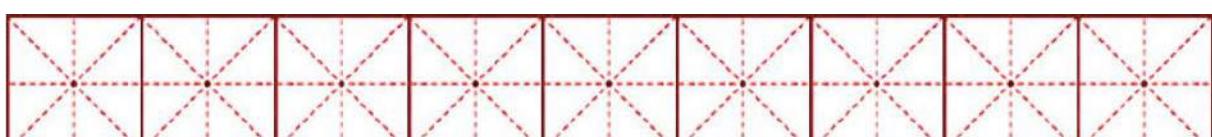




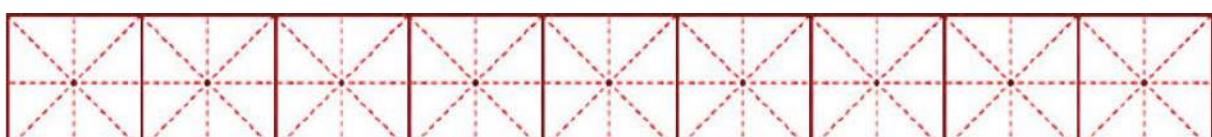
jī

**木** n. machine

手机: cell phone



ne

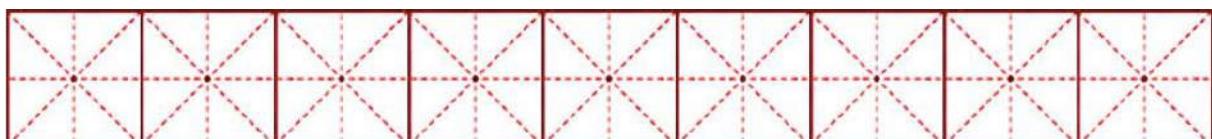
**口** a question particle at the end of sentences

我的手机呢？Where is my cell phone?

bāo



n. bag

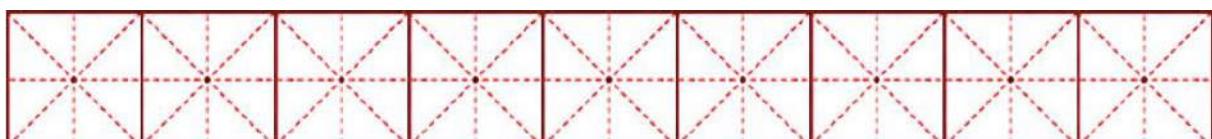
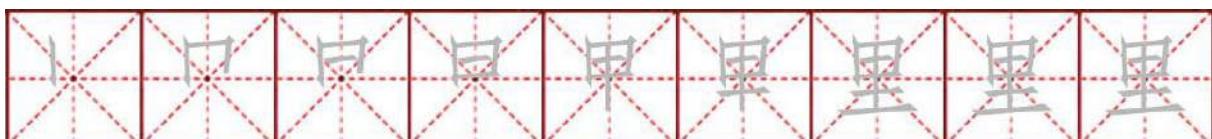


lǐ



n. inside

在包里：in the bag



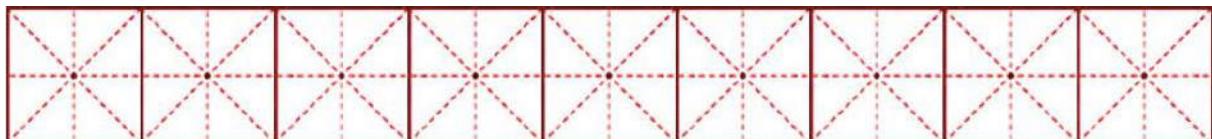
zhuō



木 n. table



| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 桌 | 桌 | 桌 | 桌 | 桌 | 桌 | 桌 | 桌 | 桌 |
|---|---|---|---|---|---|---|---|---|



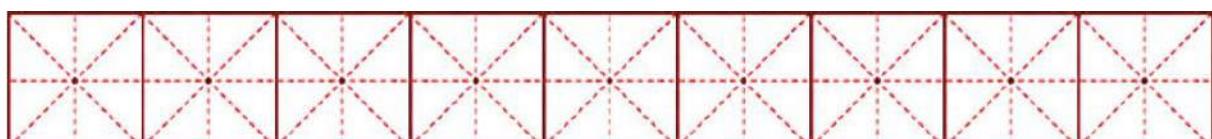
zì

| |
|---|
| 子 |
|---|

a noun suffix

桌子: table

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 子 | 子 | 子 | 子 | 子 | 子 | 子 | 子 | 子 |
|---|---|---|---|---|---|---|---|---|

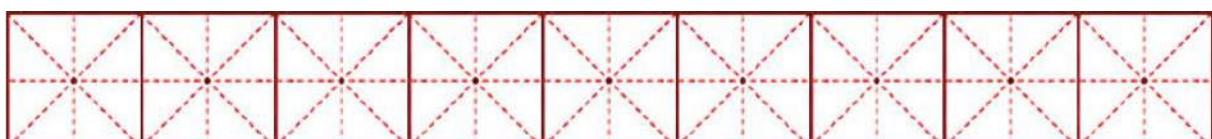


diàn

| |
|---|
| 电 |
|---|

n. electricity

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 电 | 电 | 电 | 电 | 电 | 电 | 电 | 电 | 电 |
|---|---|---|---|---|---|---|---|---|



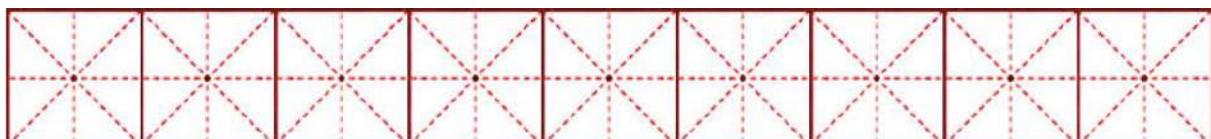
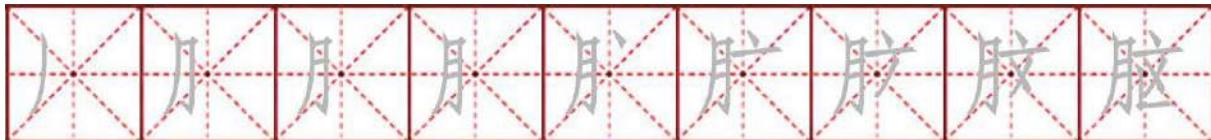
我的手机呢？Where is my cell phone?

nǎo



月 n. brain

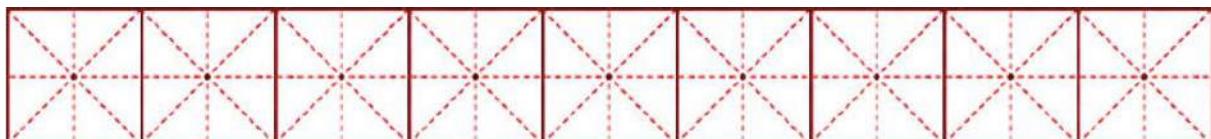
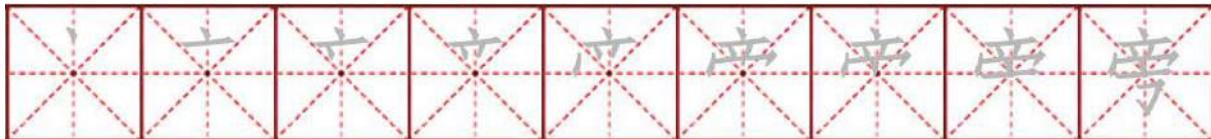
电脑: computer



páng



n. side

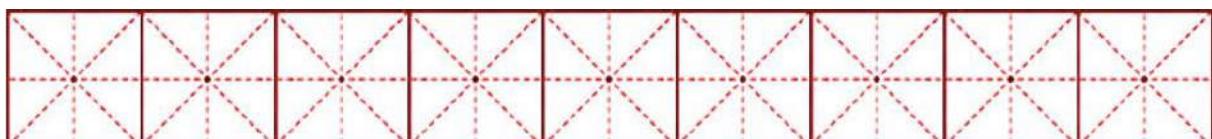


biān



n. edge

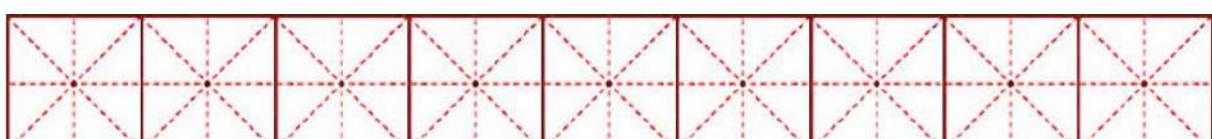
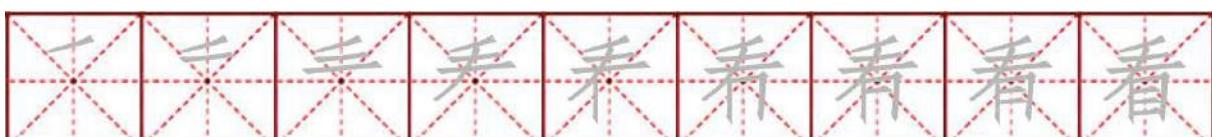
旁边: beside



kàn



v. to see, look at



zháo



v. feel



我的手机呢？Where is my cell phone?

着 着 着 着 着 着 着 着

着 着 着 着 着 着 着 着

jí

急

adj. anxious

着急: feel anxious, worry

急 急 急 急 急 急 急 急

急 急 急 急 急 急 急 急

wán

玩

v. play

玩 玩 玩 玩 玩 玩 玩 玩

玩 玩 玩 玩 玩 玩 玩 玩

liàn xí
练习

Exercise

一、抄写 | Write the characters.

手

机

呢

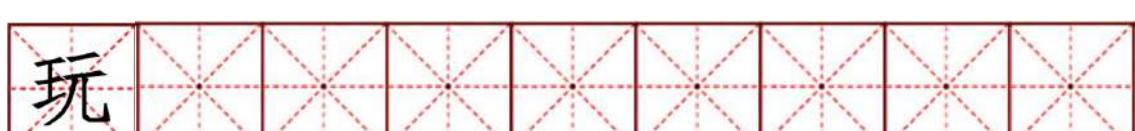
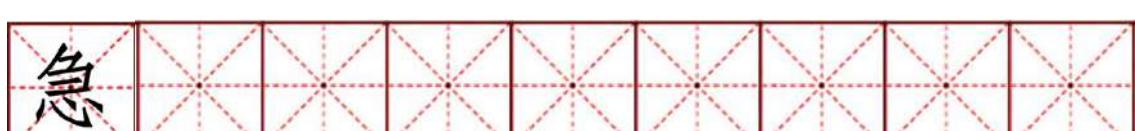
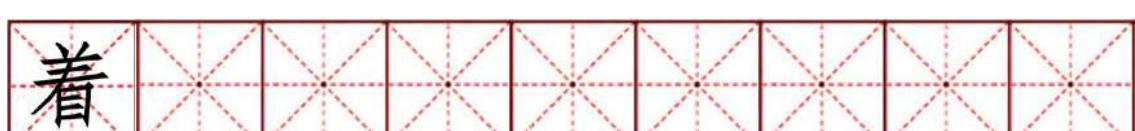
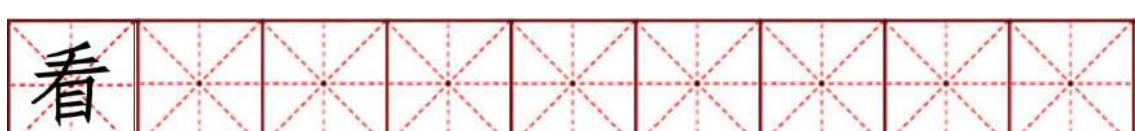
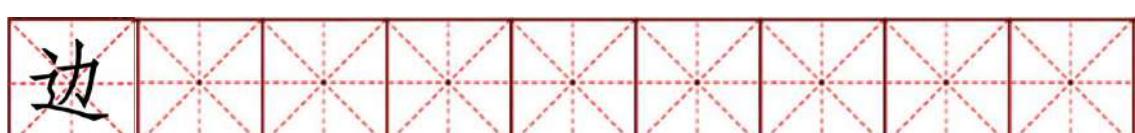
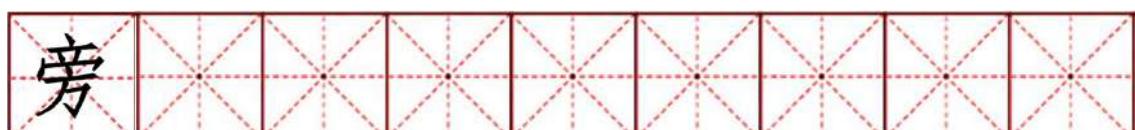
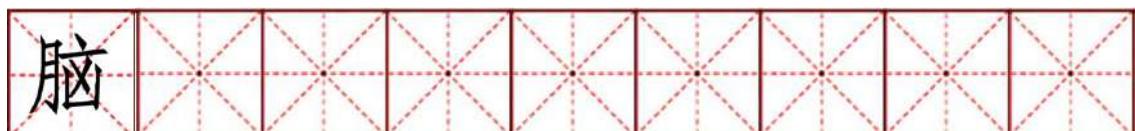
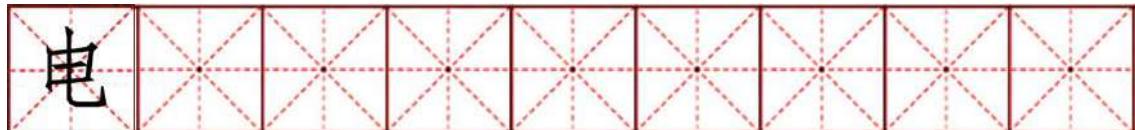
包

里

桌

子

我的手机呢？Where is my cell phone?



二、认汉字 | Recognize the characters.

1. 连线 | Match characters with meanings.

| | |
|---|---|
| 包 | to see, look at |
| 脑 | anxious |
| 玩 | hand |
| 手 | inside |
| 边 | bag |
| 子 | machine |
| 着 | side |
| 里 | edge |
| 急 | feel |
| 机 | a noun suffix |
| 电 | a question particle at the end of sentences |
| 看 | table |
| 旁 | brain |
| 桌 | play |
| 呢 | electricity |

2. 看汉字写拼音 | Note Pinyin for each character.

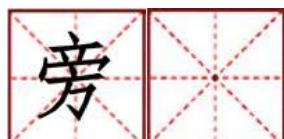
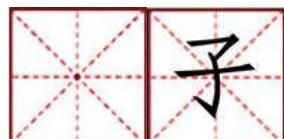
① 我 的 手 机 在 哪 儿?

我的手机呢？Where is my cell phone?

jiù

- ② 不 在 包 里 就 在 桌 子 上。
- ③ 别 着 急， 看 看 电 脑 旁 边 有 没
有？
- ④ 我 们 去 哪 儿 玩 儿？

三、汉字组词 | Complete the phrases.

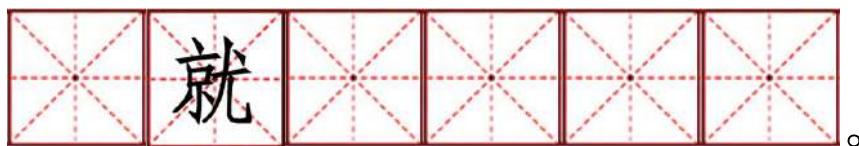


四、填空，完成句子 | Fill in the blanks and complete the sentences.

nǐ de shǒu jī bú zài bāo

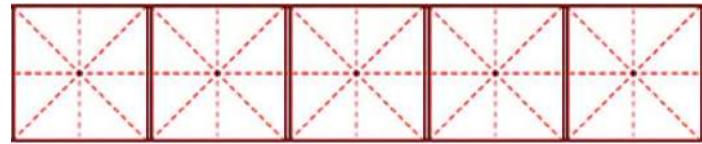
(1)

lǐ jiù zài zhuō zǐ shàng



wǒ de shǒu jī ne

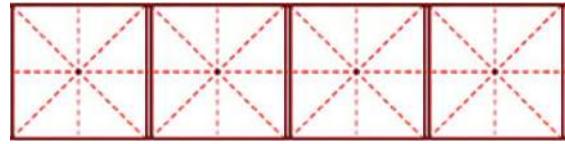
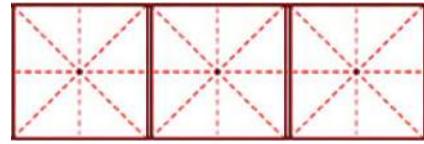
(2)



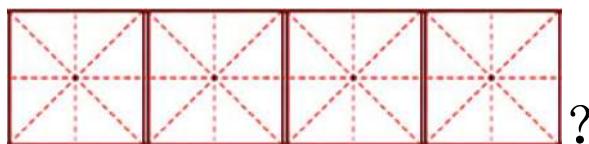
?

bié zhāo jí kàn kàn diàn nǎo

(3)



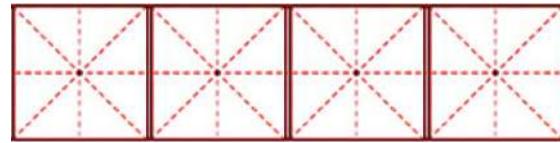
páng biān yǒu ma



?

qù nǎ er wán

(4)



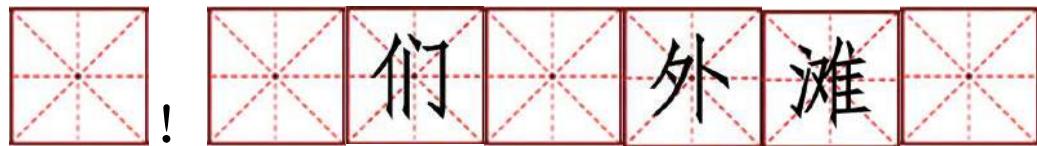
?

五、填空，完成对话 | Fill in the blanks and complete

the dialogue.

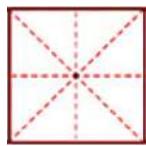
zǒu wǒ men qù wài tān wán

A:



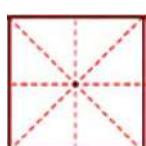
我的手机呢？Where is my cell phone?

ba

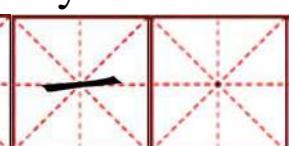


！

B:



等



，我 找

。

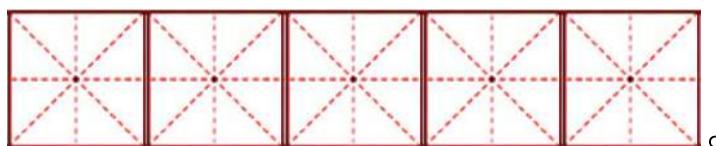
zhǎo

wǒ

de

shǒu

jī



。

A:

kàn

kàn

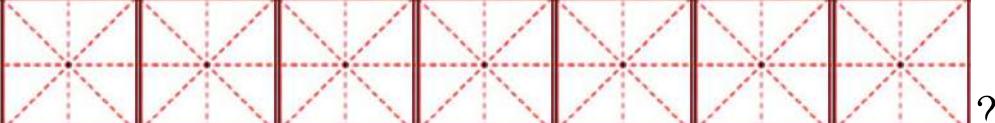
nǐ

de

bāo

lǐ

ne



？

B:

mei

yǒu

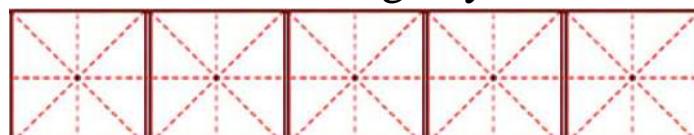
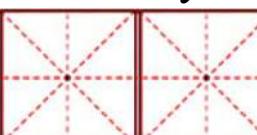
zhuō

zǐ

shàng

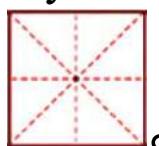
yě

méi



。

yǒu



。

A:

bié

zháo

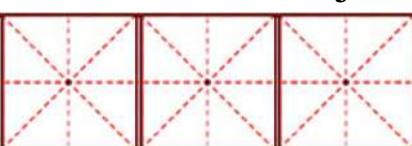
jí

看

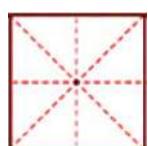
在

电

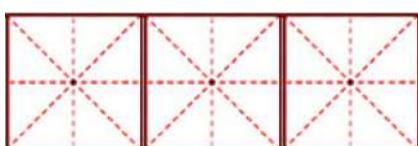
脑



。

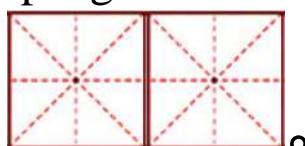


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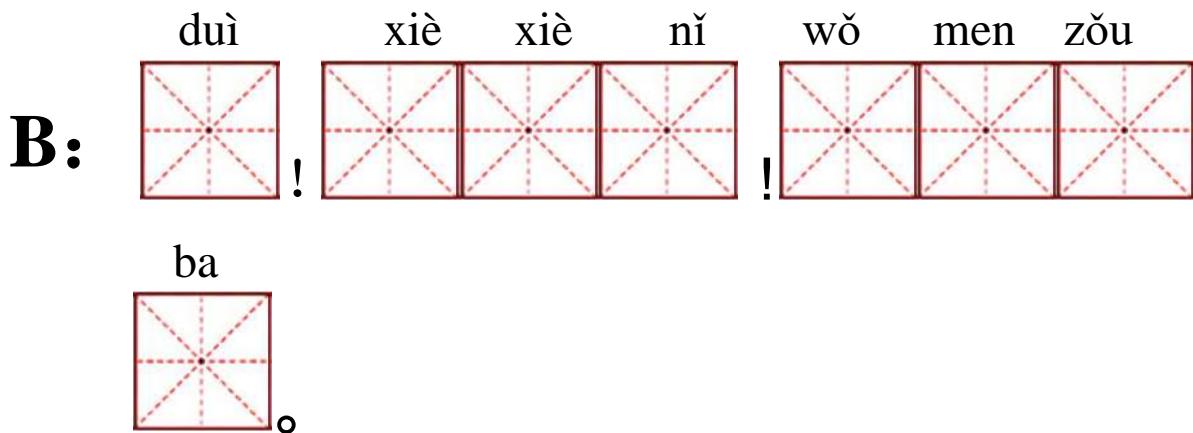


。

páng biān



。



六、阅读理解 | Reading Comprehension

瑪 丽 (Mary) 今天下午 就 要回国了，但 (but) 去机
场 (airport) 之 前 (before) 她一直找不到手机。包里
也没有，电脑桌上也没有，床 (bed) 旁边也没有。瑪
丽 正 着急的时候，手机 突 然 (suddenly) 响 了
(rang)，原 来 (turn out to be) 它 在 厨 房
(kitchen)。

1. Where did Mary find her phone?
 A. In the Kitchen B. Beside her bag C. In her bag
2. How did Mary feel before she found her phone?
 A. Worried B. Anxious C. Didn't feel a thing
3. What was Mary's plan for that afternoon?

我的手机呢？Where is my cell phone?



hàn zì zhī shi

汉字知识

What You Should Know

Introduction to Chinese Characters

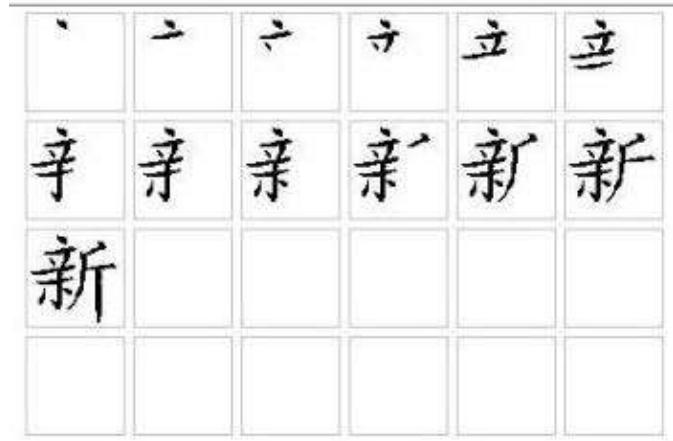
--Principles of formation

Structures

There are 5 main structures to form a character, they are single structure, such as 木, 水; up-down structure, such as 早, 呆; left-right structure, such as 休, 时; half-surrounded structure, such as 这, 廷 and surrounded structure, such as 国, 围。Some characters could be hard to allocate to one of the structures due to their unique shapes.

Sequence of writing

In general, while writing Chinese characters, one should follow the general rule of ‘left to right, and up to down’. This is the case for both writing strokes and radicals (though in some cases three might be exceptional). Following is the stroke order of one character:



Introduction to Chinese Characters 5: Tips for learning

There are various reasons why Chinese characters are so hard to learn. First of all, compared with any non-logographic literacy systems, the total number of characters needed by functional literacy (3000-4000) is overwhelming, which means it will take years for learners (including first language learners) to master them. Secondly, although the Phono-semantic compounds account for over 90 percent of all characters, they do not record phonetics strictly and accurately, and the same syllable can be represented by many different characters. This may cause confusion for learners from non-sinosphere background at the beginning. Thirdly, though the semantic radical may help the learners to a certain extent, the total number of radicals (phonetic parts too) is still very big and their learning would be time consuming, and the idea that characters express meaning (alone and in combinations) will be novel to learners for a quite long period. In sum, successful acquisition of characters takes tremendous effort and long time, for L2 learners and L1 learners as well. However, if you have made up your mind to learn Chinese characters, there are still some tips that can facilitate the process greatly.

Tip 1: know your options

Though characters are hard, you should know at the beginning that you have the option to learn pinyin only. If your goal is to learn basic spoken Mandarin, and your time is limited, you may simply following a course with all its materials demonstrated in pinyin (as we do in this course). The pinyin system is very easy to

learn and records the phonetic system loyally. Though a pinyin-only course cannot teach you literacy, it is worth trying if your goal is only to use Chinese in daily communication. Chinese will seem pretty “easy to learn” under this mode.

Tip 2: remember the radicals

Remembering the radicals of Chinese characters helps you to get some clues to the meaning and sound of characters. Learning most commonly used 30-40 radicals would be rewarding, since they are used in different characters frequently, and the general pattern of how Chinese characters are formed will emerge in the process of learning and using them.

Tip 3: use flashcards

Because the total number of characters is big, and you will need to learn many characters in every book chapter, it is very helpful if you can make flashcards for every character (or every word) that is supposed to be learned. The recurrence of the target characters will greatly enhance your memory of them and lead to consolidation. Note that flashcards are not necessarily real paper cards, they could be made by using apps such as “Quizlet” or so.

Tip 4: keep practicing

No matter how good the pedagogical design is, the characters cannot be learned without assiduous work. Copying the new characters for multiple times at the beginning, and later review them by recognizing them on flashcards and writing them in dictations and quizzes are the tedious but proven useful ways to learn. Keep doing so for a year, you will find that most of commonly used characters are learned.

(Adapted from threads on www.wikipedia.org)



Huìhuà
会话

Dialogue

Lǐ Jiā : MǎKè, nǐ zěnme le ?

李佳：马克，你怎么了？

Mǎkè : Wǒ yǒu diánr bù shūfu .

马克：我有点儿不舒服。

Lǐ Jiā : Nǐ nǎlǐ bù shūfu ?

李佳：你哪里不舒服？

Mǎkè : Wǒ sǎngzi téng , tóu yě yǒu diánr téng.

马克：我嗓子疼，头也有点儿疼。

Lǐ Jiā : Nǐ shì bu shì fā shāo le ?

李佳：你是不是发烧了？

Mǎkè : Kěnénghuì jí de shíhou lín yǔ le.

马克：可能是发烧了。我昨天回家的时候淋雨了。

Lǐ Jiā : Nǐ chīyào le ma ?

李佳：你吃药了吗？

Mǎkè : Méi yǒu . Wǒ dǎsuàn qù yīyuàn.

马克：没有。我打算去医院。

Lǐ Jiā : Wǒ bāng nǐ qǐngjià ba.

李佳：我帮你请假吧。



Li Jia: Mark, Are you feeling ill?

Mark: I'm a little sick.

Li Jia: Where exactly?

Mark: My throat hurts and I have a little headache.

Li Jia: Do you have a fever?

Mark: Maybe, I got wet in the rain when I went home yesterday.

Li Jia: Did you have any medicine?

Mark: No, I'm going to the hospital

Li Jia: I'll ask for a sick leave for you.



Huìhuà
会话

Dialogue

Yī shēng : Nǐ nǎ r bù shūfu ?

医生 : 你哪儿不 舒服?

Mǎkè : Wǒ késou , juédé sǎngzi téng.

马克 : 我 咳嗽, 觉得 嗓子 疼。

Yī shēng : Nǐ fāshāo ma ?

医生 : 你 发烧 吗 ?

Mǎkè : Wǒ kěnéngr yóudiánr fāshāo .

马克 : 我 可能 有点儿发 烧。

Yī shēng : Nǐ liáng yí xià tǐ wēn ba .

医生 : 你 量 一下 体温 吧。

.....

Yī shēng : 38 dù 7 , nǐ fāshāo le .

医生 : 38 度 7 , 你发 烧 了。

Mǎkè : Yī shēng , wǒ xūyào dǎzhēn ma ?

马克 : 医生 , 我 需要 打针 吗?

Yī shēng : Bú yòng , chī diánr yào jiù kěyǐ le .

医生 : 不用 , 吃 点儿药 就可以了。

Mǎkè : Hǎo de .

马克 : 好 的。

Yī shēng : Zhè ge yào fàn hòu chī , yì tiān sān cì , yí cì liǎng piàn . Duō hē shuǐ .

医生 : 这个药 饭后 吃 , 一天 三 次 , 一次 两 片。多喝 水。

Mǎkè : Xiè xiè yī shēng !

马克 : 谢 谢 医 生!



注释 (Notes) :

就 (jiù) is used before a verb to indicate that it's easy to fulfill the requirement of the purpose.

Doctor: Are you feeling ill?

Mark: I have a cough and a sore throat.

Doctor: Do you have a fever?

Mark: Maybe a little.

Doctor: Then let's get your temperature.

.....

Doctor: It's 38.7°C, you have a fever.

Mark: Doc, Do I need to have an injection?

Doctor: Not necessarily, you can just have some pills.

Mark: Okay.

Doctor: Take the pills after meals, three times a day with two pills each time and drink more water.

Mark: Thanks, Doc!

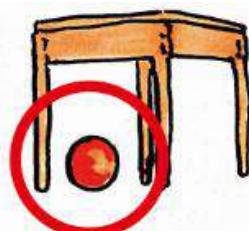


Nǐ zhīdào ma
你知道吗

Do you know?



shàngmiàn
上面



xiàmiàn
下面



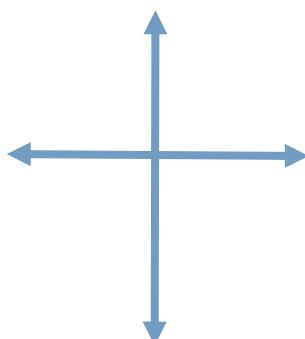
zuǒbiān
左边



yòubiān
右边

běi
北

xī
西



nán
南

dōng
东

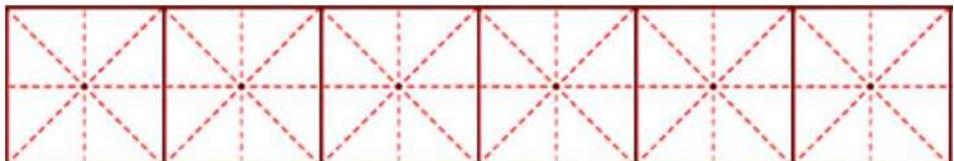
Dì shí kè nǐ zěnme le 第十课 你怎么了?

Lesson 10 Are you feeling sick?



bù shǒu
部 首

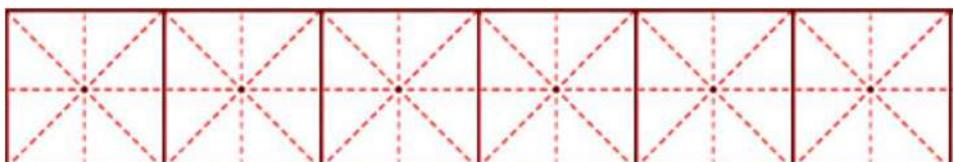
Radicals



bìng zì tóu
病 字 头

The meaning of characters with radical “广” is always related to uncomfortable condition of human body or sickness.

e.g. 病: ^{bìng} sick, disease; 疼: ^{téng} painful



zhú zì tóu
竹 字 头



“竹” means bamboo. Characters with this radical always refer to wooden products.

e.g. 竿: ^{gān} pole ; 笼: ^{lóng} cage

你怎么了？Are you feeling sick?



mù biāo
目标

Learning Objectives

le shū fú tóu téng

| | | | | |
|---|---|---|---|---|
| 了 | 舒 | 服 | 头 | 疼 |
|---|---|---|---|---|

néng yào suàn bāng jià

| | | | | |
|---|---|---|---|---|
| 能 | 药 | 算 | 帮 | 假 |
|---|---|---|---|---|

jué dé zuó yòng piàn

| | | | | |
|---|---|---|---|---|
| 觉 | 得 | 昨 | 用 | 片 |
|---|---|---|---|---|

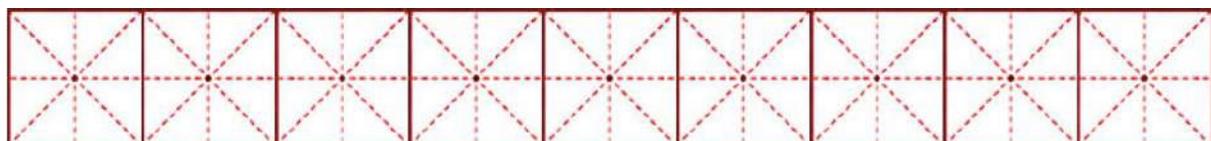
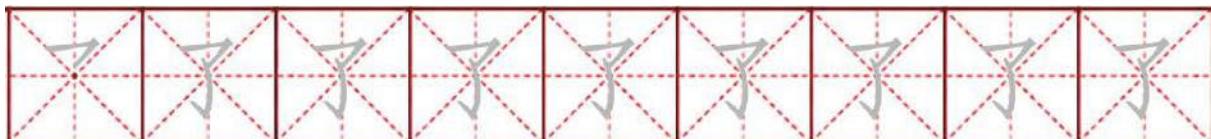


xué hàn zì
学汉字

Characters

le

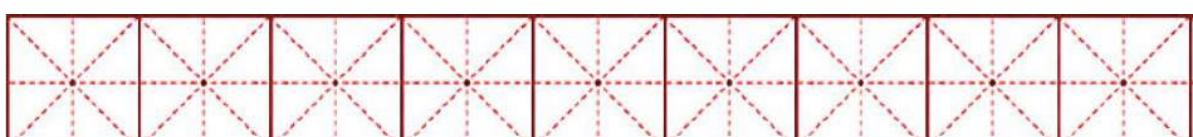
particle of completed action



shū



v. to relax, stretch



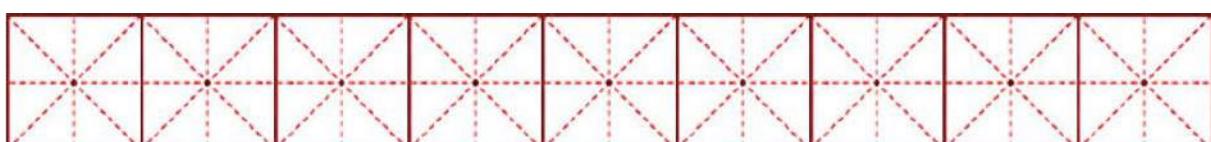
fú



月

v. acclimatize, fit

舒服: comfortable

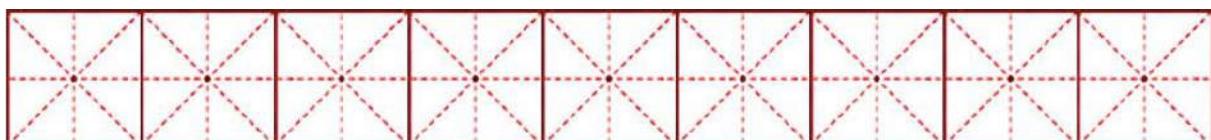
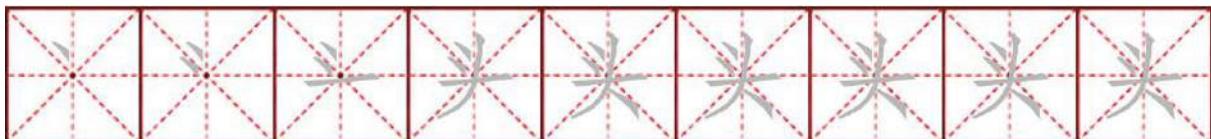


你怎么了？ Are you feeling sick?

tóu



n. head

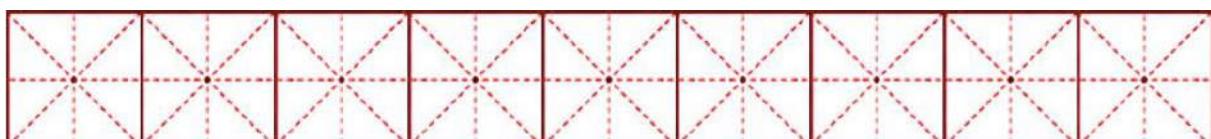


téng



纟 adj. sore, hurt, painful

头疼: headache



néng



v. can
aux. could, might

可能: probably

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 丈 | 火 | 干 | 𠂇 | 𠂇 | 𠂇 | 𠂇 | 𠂇 | 𠂇 |
|---|---|---|---|---|---|---|---|---|

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 能 | 能 | 能 | 能 | 能 | 能 | 能 | 能 | 能 |
|---|---|---|---|---|---|---|---|---|

| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|
| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|

yào

| |
|---|
| 药 |
|---|



n. pill, medicine

吃药: take a pill

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 一 | 十 | 廿 | 廿 | 艹 | 艹 | 艹 | 艹 | 药 | 药 |
|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

suàn

| |
|---|
| 算 |
|---|

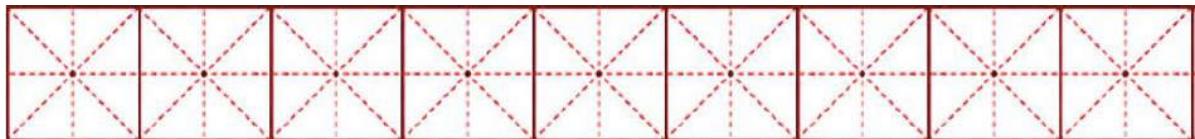


v. calculate, figure, compute

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 一 | 火 | 火 | 火 | 廿 | 廿 | 竹 | 竹 | 竹 | 竹 |
|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 算 | 算 | 算 | 算 | 算 | 算 | 算 | 算 | 算 | 算 |
|---|---|---|---|---|---|---|---|---|---|

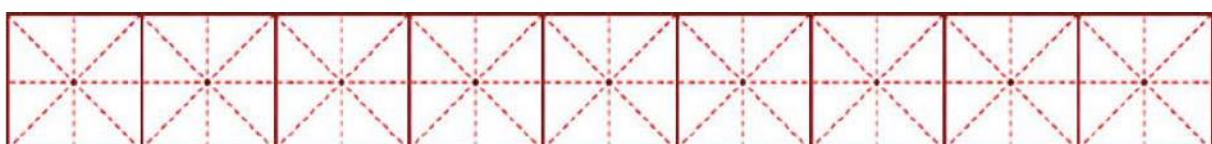
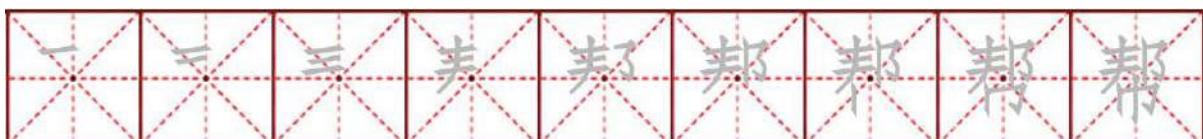
你怎么了？ Are you feeling sick?



bāng



v. to help



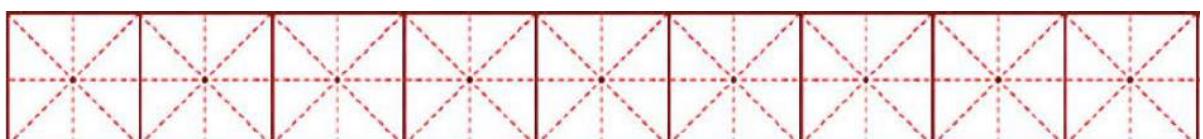
jià



亻

n. vacation, leave

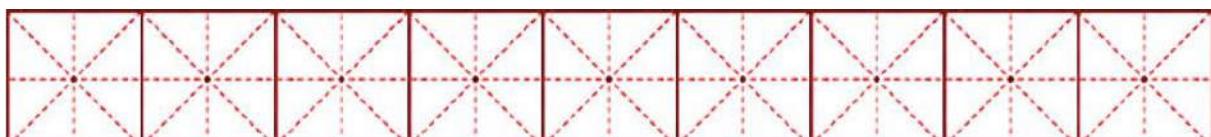
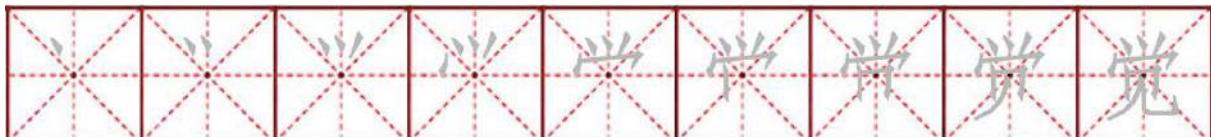
请假: ask for leave



jué



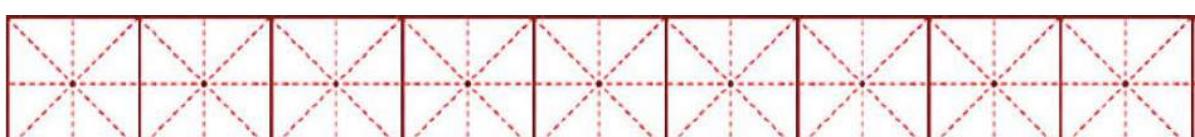
v. be aware, conscious



dé

structural particle, used
after verbs or adjectives

觉得: feel, think



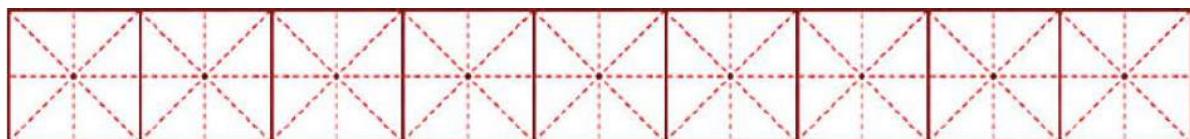
zuó



n. yesterday

昨天: yesterday

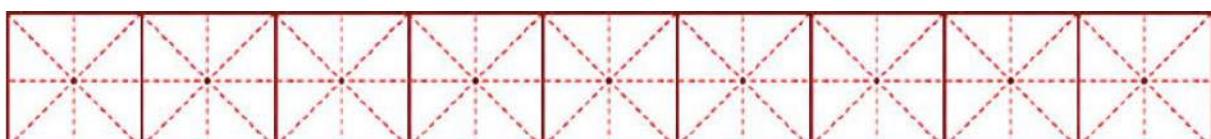
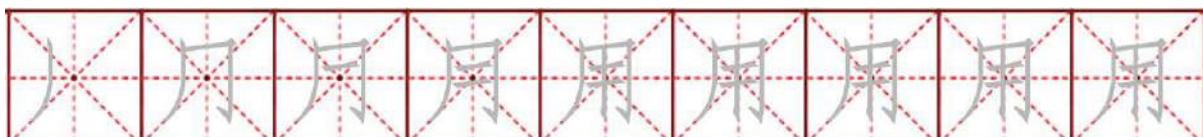
你怎么了？ Are you feeling sick?



yòng



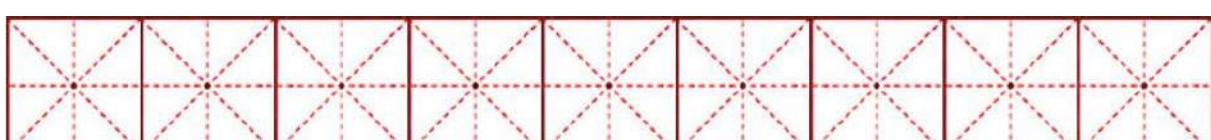
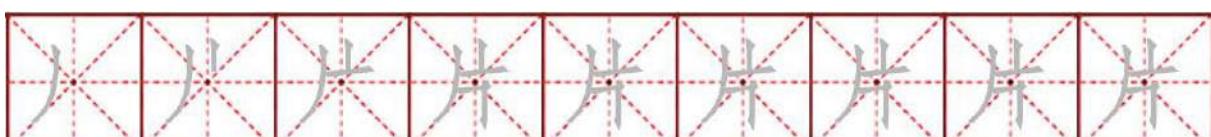
v. to use



piàn



measure word for pills



liàn xí
练习

Exercise

一、抄写 | Write the characters.

了

舒

服

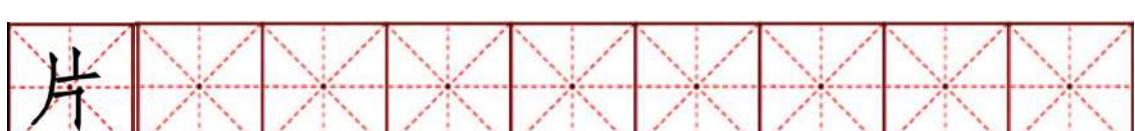
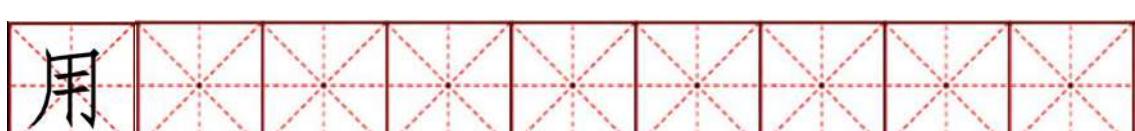
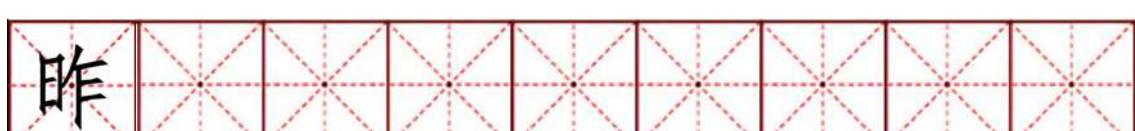
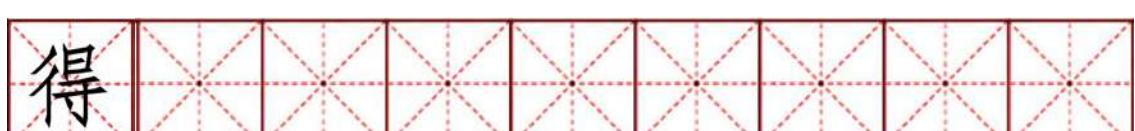
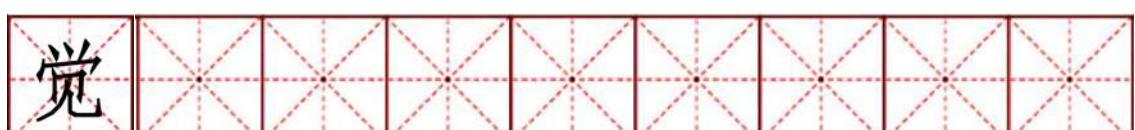
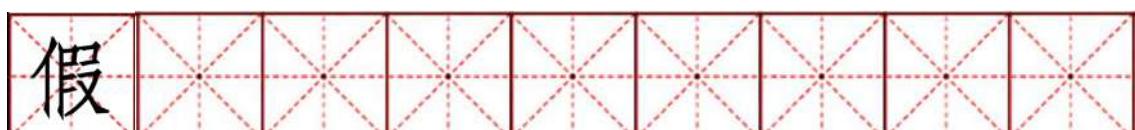
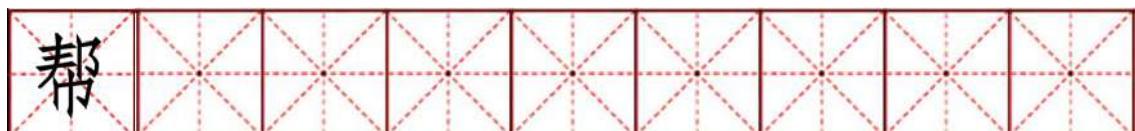
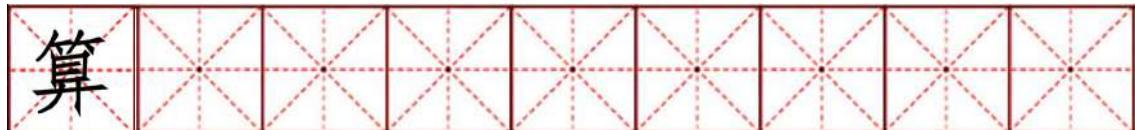
头

疼

能

药

你怎么了？ Are you feeling sick?



二、认汉字 | Recognize the characters.

1. 连线 | Match characters with meanings.

| | |
|---|---|
| 得 | to relax, stretch |
| 头 | yesterday |
| 算 | be aware, conscious |
| 假 | to help |
| 了 | acclimatize, fit |
| 药 | head |
| 觉 | vacation, leave |
| 服 | structural particle, used after verbs or adjectives |
| 片 | can, could, might |
| 帮 | sore, hurt, painful |
| 能 | particle of completed action |
| 舒 | calculate, figure, compute |
| 昨 | measure word for pills |
| 疼 | to use |
| 用 | pill, medicine |

2. 看汉字写拼音 | Note Pinyin for each character.

① 我 有 点 儿 不 舒 服。

② 她 觉 得 头 疼。

③ 他 昨 天 请 假 了。

你怎么了？ Are you feeling sick?

三、汉字组词 | Complete the phrases.

得

头

服

吃

可

天

请

四、填空，完成句子 | Fill in the blanks and complete the sentences.

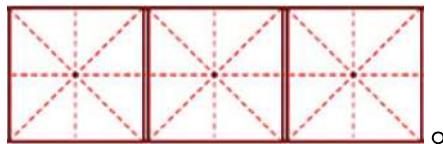
(1) nénɡ bāng wǒ qǐnɡ gè jià ma ?

(2) chī piàn yào huì shū fú yī

diǎn ér 。

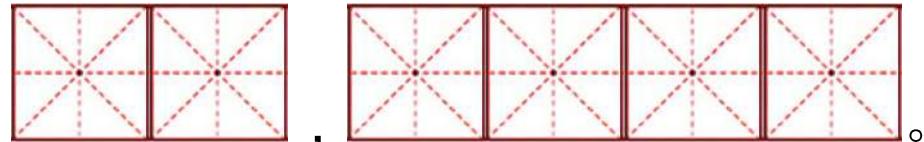
(3) wǒ jué de tóu téng , qù yī

yuàn kàn kàn



suàn le bù yòng lái le

(4)

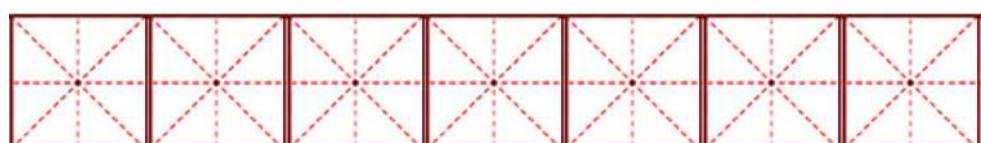


五、填空，完成对话 | Fill in the blanks and complete

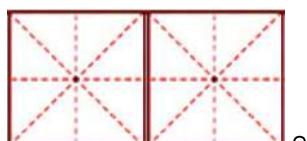
the dialogue.

wǒ jué de yǒu diǎn ér bù

A:



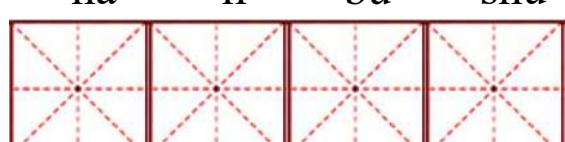
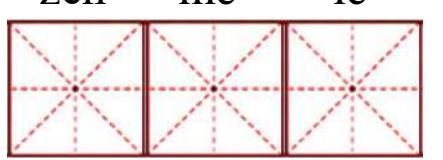
shū fu



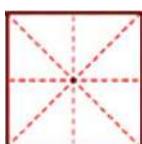
zěn me le

nǎ lǐ bù shū

B:



fu

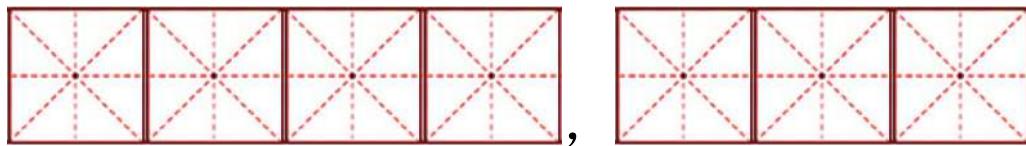


?

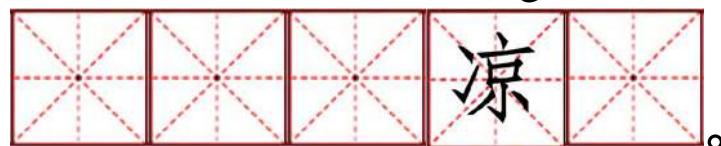
你怎么了？Are you feeling sick?

yǒu diǎn tóu téng kě néng shì

A:

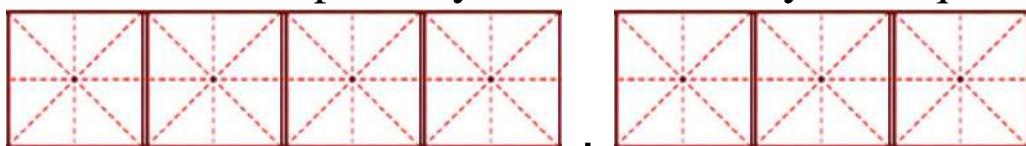


zuó tiān zháo liáng le

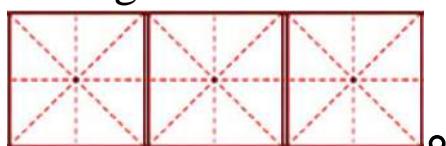


kuài chī piàn yào bú yào qù

B:

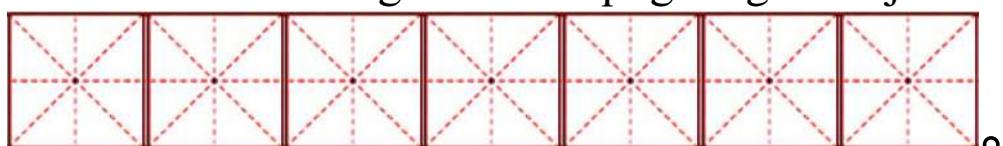


shàng kè le



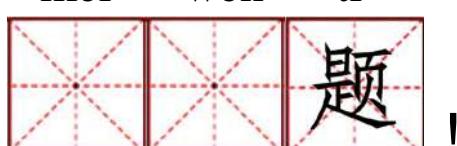
nà nǐ bāng wǒ qǐng gè jià

A:



méi wèn tí

B:



六、阅读理解 | Reading Comprehension

mǎ kè

dàn

上午马克觉得有点儿不舒服,但(but)他不想去医院。

lǐ jiā

lǎo shī

到了下午,他头很疼,李佳很着急,问老师(teacher)能

shuō

不能请假,要帮他去买药,老师说(say)可以。李佳坐地

yī xiē

ràng

铁到医院,医生开了一些(some)药,让(let)他快吃两

wán

片。吃完马克觉得好多了。

1. When did Mark go to the hospital?

A. In the morning B. In the afternoon

C. He didn't go to the hospital

2. How did Li Jia go to the hospital?

A. On foot B. By subway C. By taxi

3. How did Li Jia help mark?

你怎么了？Are you feeling sick?



hàn zì zhī shi

汉字知识

What You Should Know

Introduction to Chinese Characters -- Six Fold Classification

Chinese characters represent words of the language using several strategies. A few characters, including some of the most commonly used, were originally pictograms, which depicted the objects denoted, or ideograms, in which meaning was expressed iconically. The vast majority were written using the rebus principle, in which a character for a similarly sounding word was either simply borrowed or (more commonly) extended with a disambiguating semantic marker to form a phono-semantic compound character.

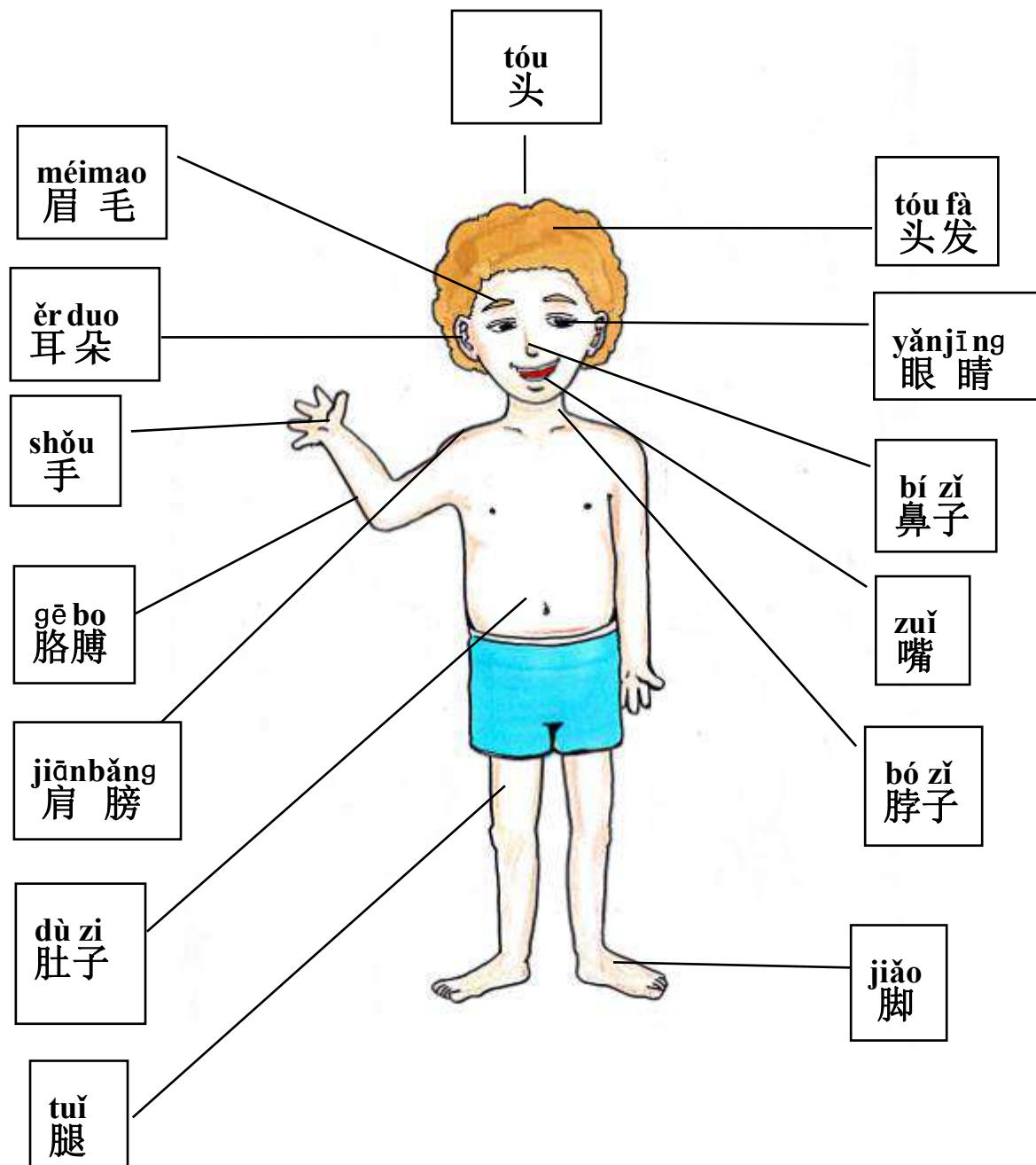


The traditional six-fold classification (liùshū 六书/六書 "six writings") was first described by the scholar Xu Shen in the postface of his dictionary Shuowen Jiezi in 100 AD. While this analysis is sometimes problematic and arguably fails to reflect the complete nature of the Chinese writing system, it has been perpetuated by its long history and pervasive use.



Nǐ zhīdào ma
你知道吗

Do you know?





Huìhuà
会话

Dialogue

MǎKè zài túshūguǎn jiè shū

(马克在图书馆 借书 Mark is borrowing books in the library.)

guánlǐyuán: Nǐ huì shuō zhōngwén ma ?

管理员：你会说中文吗？

MǎKè: Wǒ néng shuō yí diǎn ér zhōngwén .

马克：我能说一点儿中文。

guánlǐyuán: Nǐ jiè shénme shū ?

管理员：你借什么书？

Mǎkè: Liǎng běn zhōngwén shū .

马克：两本中文书。

guánlǐyuán: Nǐ yǒu jiè shū kǎ ma ?

管理员：你有借书卡吗？

Mǎkè: Méi yǒu .

马克：没有。

guánlǐyuán: Méi yǒu jiè shū kǎ , bù néng jiè shū .

管理员：没有借书卡，不能借书。

Mǎkè: Qǐng wèn zěnme bànlǐ jièshūkǎ ?

马克：请问怎么办理借书卡？

guánlǐyuán: Zài èr lóu de dàtīng , tián shēnqǐngbiǎo jiù kěyǐ le .

管理员：在二楼的大厅，填申请表就可以了。

Mǎkè: Wǒ xiànzài qù kěyǐ ma ?

马克：我现在去可以吗？

guánlǐyuán: Xiànzài xiàbān le , bù néng bànlǐ . Qǐng nǐ míngtiān shàngwǔ

管理员：现在下班了，不能办理。请你明天上午

bādiǎn yǐhòu qù bànlǐ .

八点以后去办理。

Mǎkè: hăode, xièxìe.

马克：好的，谢谢。



(Mark is borrowing books in the library.)

Librarian: Can you speak Chinese?

Mark: I can speak a little Chinese.

Librarian: What do you want to borrow?

Mark: Two Chinese Books.

Librarian: Do you have library card?

Mark: No.

Librarian: You can't borrow books if you don't have a card.

Mark: How can I get a library card?

Librarian: Go to the hall on the second floor to complete the application.

Mark: Can I go now?

Librarian: It's closed so the application can't be processed now, you can go there at 8 am tomorrow morning.

Mark: Okay, thank you.



Huìhuà 会话

Dialogue

MǎKè: Lǐ Jiā , wǒ xiǎng qù túshūguǎn bàn lǐ jièshū kǎ, nǐ néng

马克：李佳，我想去图书馆 办理 借书卡，你能
péi wǒ qù ma?

陪我去吗？

Lǐ Jiā: Nǐ dǎ suan jièshū ma ?

李佳：你打算借书吗？

MǎKè: Shìde , wǒ xiǎng jiè jǐ běn hànnyǔ shū .

马克：是的，我想借几本汉语书。

lǐ jiā: Hǎode, méi wèntí .

李佳：好的，没问题。

(Mǎkè hé Lǐ Jiā zǒudào túshūguǎn)

(马克和李佳走到图书馆

Mark and Li Jia go to the library)

MǎKè: Nín hǎo , wǒ xiǎng bànlǐ jiè shū kǎ .

马克：您好，我想办理借书卡。

guánlǐyuán: Tóngxué, nǐ dài xuésheng kǎ le ma ?

管理员：同学，你带学生卡了吗？

Mǎ Kè: Dài le .

马克：带了。

guánlǐyuán: Máfan nǐ tián yíxià shēnqǐng biǎo. Duì le, nǐ huì

管 理 员：麻烦你填一下申请表。对了，你会

xiě hànzì ma ?

写 汉 字 吗？

MǎKè: Duì bù qǐ , wǒ zhǐ huì yì diánr LǐJiā , nǐ néng bāng

马克：对不起，我只会一点儿……李佳，你能帮

wǒ tián shēnqǐng biǎo ma ?

我 填 申 请 表 吗 ？

lǐ jiā : Hǎo !

李佳：好！

Mǎ Kè: Qǐngwèn shénme shíhou kěyǐ bàn hǎo ?

马克：请问什么时候可以办好？

guánlǐyuán: Wǔ gè gōngzuò rì kěyǐ bàn hǎo .

管 理 员：五个工作日可以办好。

MǎKè: Xíng, wǒ xià gè xīngqī lái .

马克：行，我下个星期来。



注释 (Notes) :

Here “几” (jǐ) means “several”, not “how many” as in a question.

Mark: Li Jia, I want to get a library card from the library, can you come with me?

Li Jia: Are you going to borrow books?

Mark: Yes, I want to borrow some Chinese books.

Li Jia: Sure, no problem.

(Mark and Li Jia go to the library)

Mark: Hello, I would like to apply for a library card.

Librarian: Do you bring the student card?

Mark: Yes, I do.

Librarian: Would you please fill the application form ? Right! Can you write with Chinese characters?

Mark: Sorry, I can only write a little.....Li Jia, Can you help me with the application form?

Li Jia: Sure.

Mark: When can I get my library card?

Librarian: You can have it in five business days.

Mark: Sure, I'll come here next week.

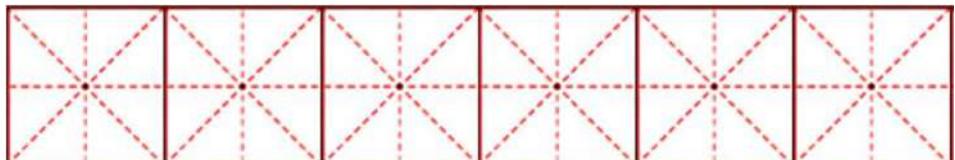
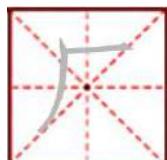
Dì shí yī kè Wǒ xiǎng jiè jǐ běnhàn yǔ shū
第十一课 我 想 借 几 本 汉 语 书

Lesson 11 I want to borrow some Chinese books



bù shǒu
部 首

Radicals



chǎng zì tóu
厂 字 头

“厂” comes from the shape of cliff.
Characters with this radical often refer to places to stay.

e.g. 厕: ^{cè} washroom; 厨: ^{chú} kitchen



mù biāo
目 标

Learning Objectives

我想借几本汉语书。I want to borrow some Chinese books.

shuō zhōng wén jiè shū

说 中 文 借 书

běn kǎ tīng jiù bàn

本 卡 厅 就 办

bān míng hòu tóng xué

班 明 后 同 学



xué hàn zì
学 汉 字

Characters

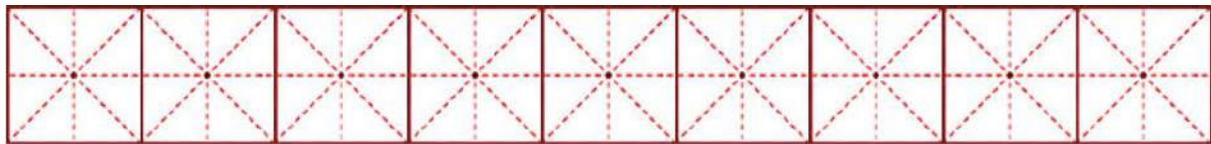
shuō

说

讠

v. to talk

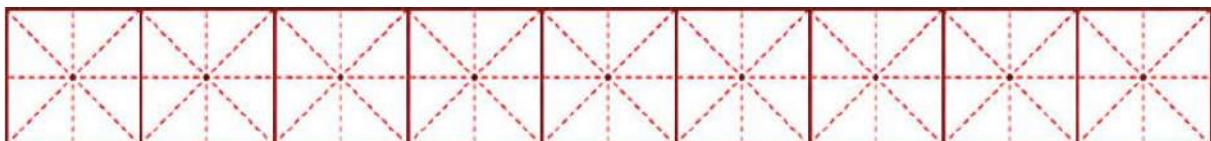
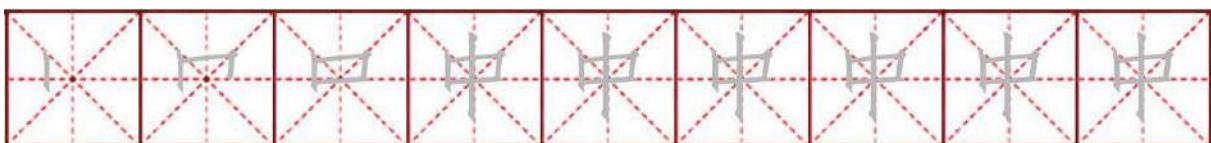
说 说 说 说 说 说 说 说 说



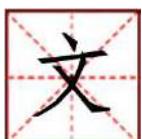
zhōng



n. centre, middle

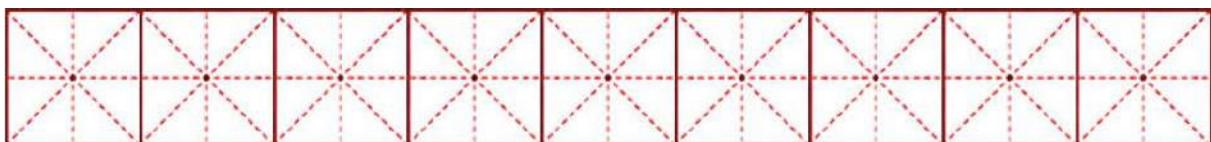
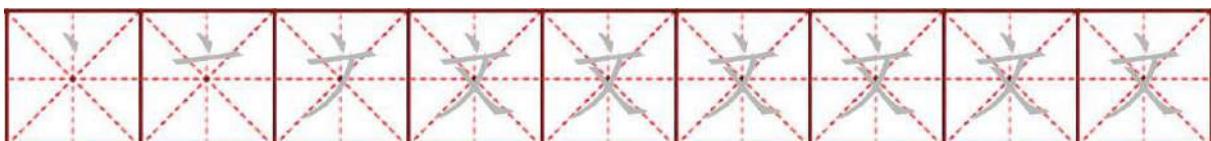


wén



n. character

中文: Chinese



jiè



亻

v. to borrow

我想借几本汉语书。I want to borrow some Chinese books.

人 人 人 人 人 人 人 人 借

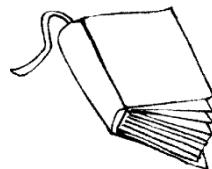
借 借 借 借 借 借 借 借 借

书 书 书 书 书 书 书 书 书

shū

书

n. book



又 又 书 书 书 书 书 书 书

书 书 书 书 书 书 书 书 书

běn

本

mw. measure word for books

书本: books

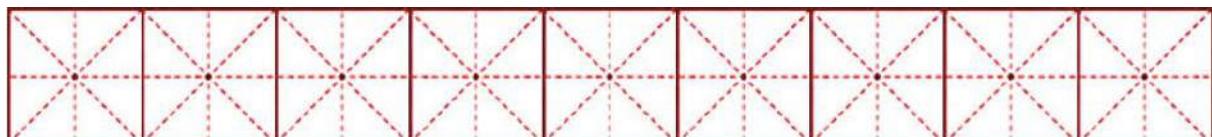
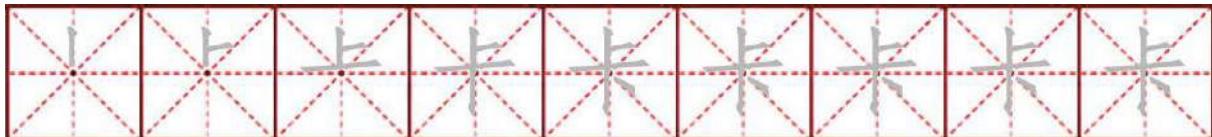
又 又 木 木 木 木 木 木 木

本 本 本 本 本 本 本 本 本

kǎ



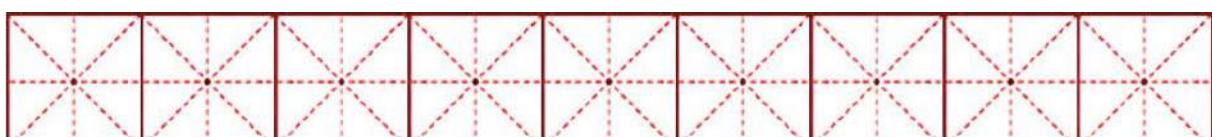
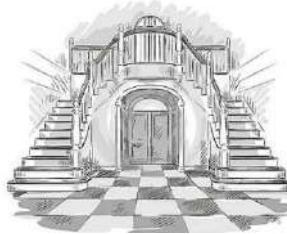
n. card



tīng



n. hall



jiù



prep. as soon as



我想借几本汉语书。I want to borrow some Chinese books.

就 就 就 就 就 就 就 就

就 就 就 就 就 就 就 就

bàn

办

v. to process

办 办 办 办 办 办 办 办

办 办 办 办 办 办 办 办

bān



班

n. class; work

班 班 班 班 班 班 班 班

班 班 班 班 班 班 班 班

班 班 班 班 班 班 班 班

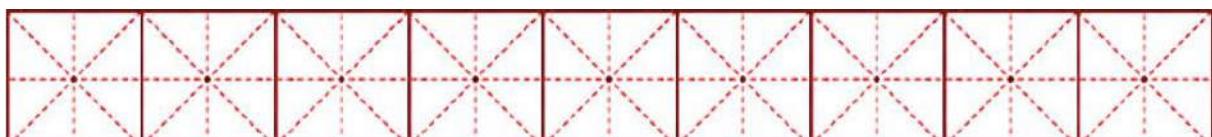
míng



日

adj. next

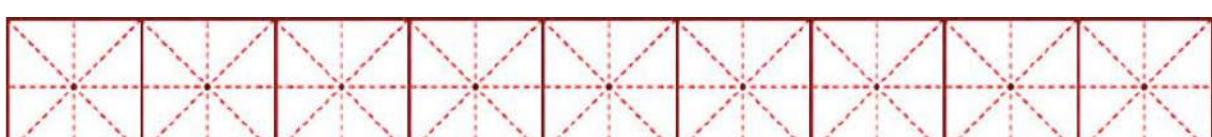
明天: tomorrow



hòu



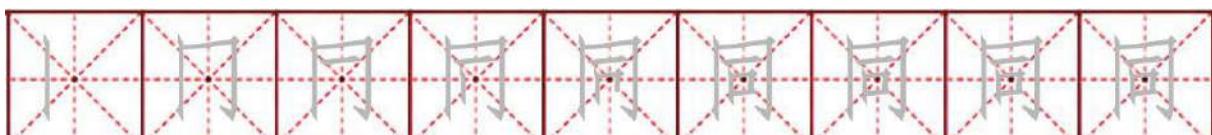
adj. after; latter

后天: the day
after tomorrow

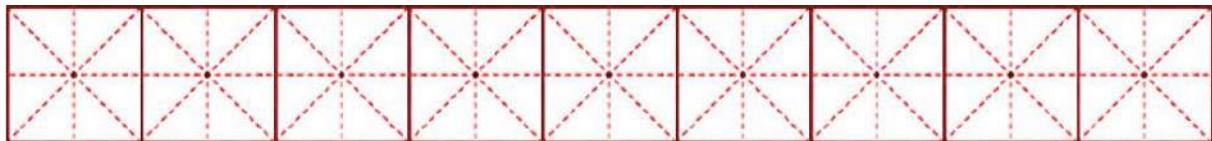
tóng



adj. same; together



我想借几本汉语书。I want to borrow some Chinese books.

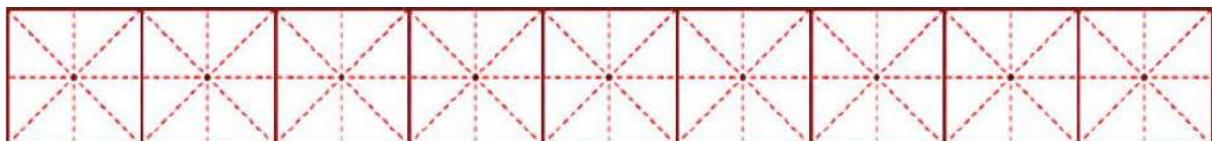
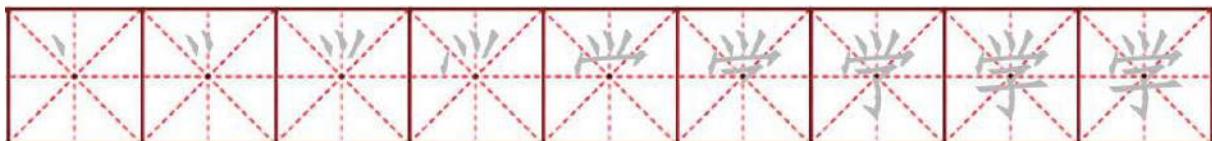


xué



v. to study, to learn

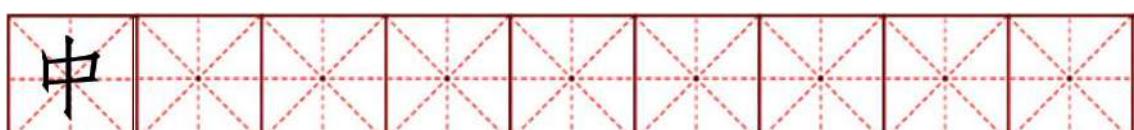
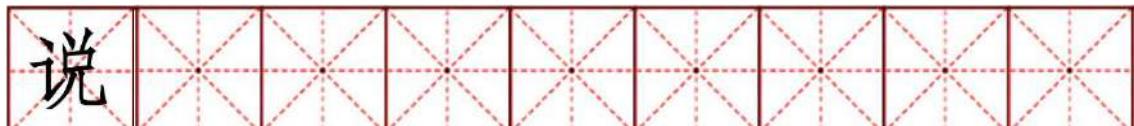
同学: classmate

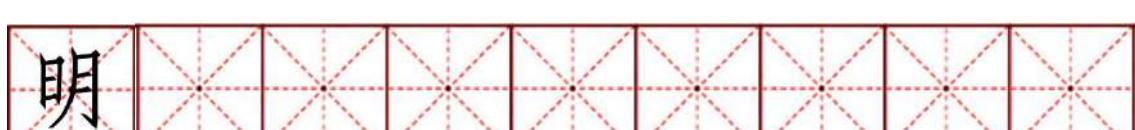
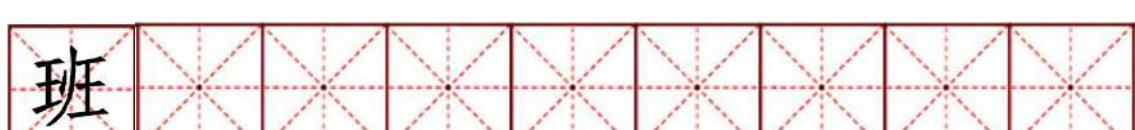
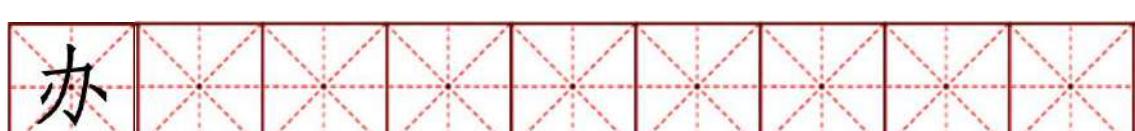
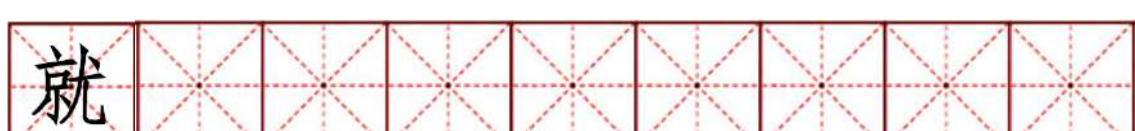
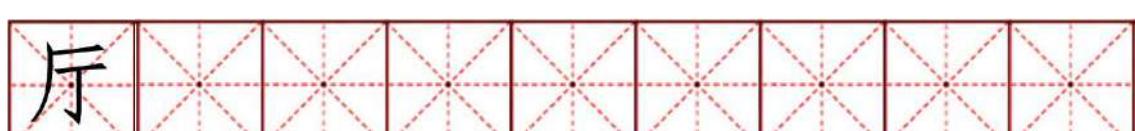
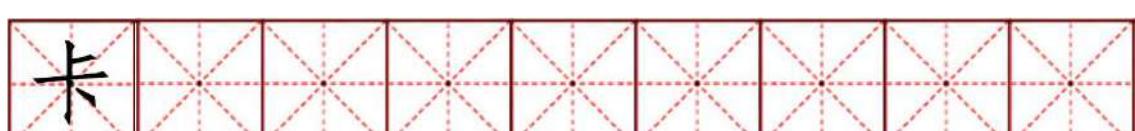
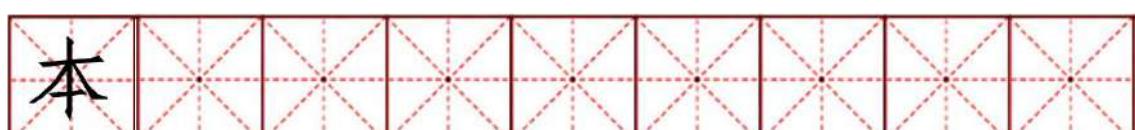
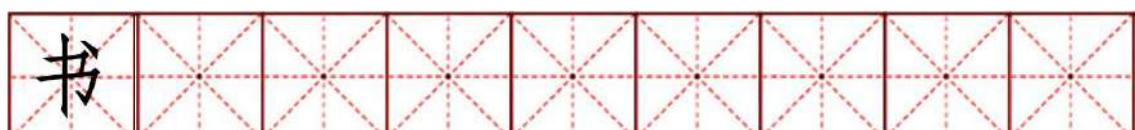
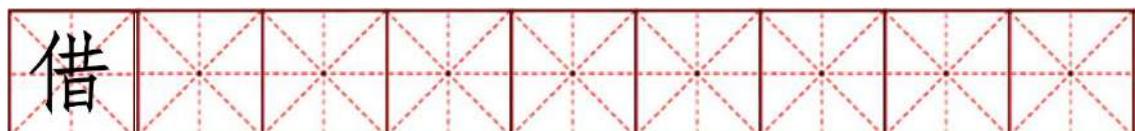
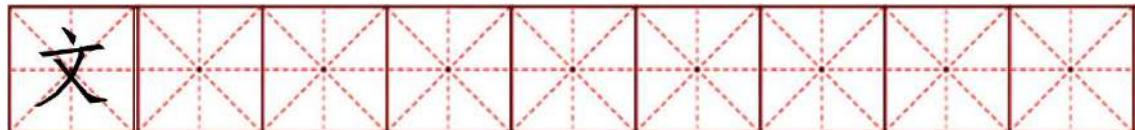


liàn xí
练习

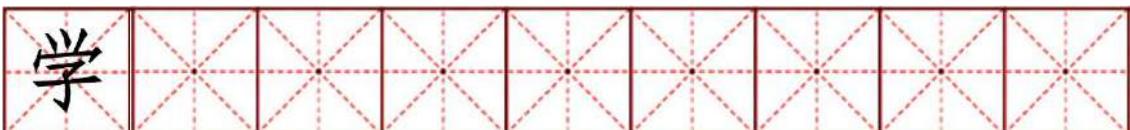
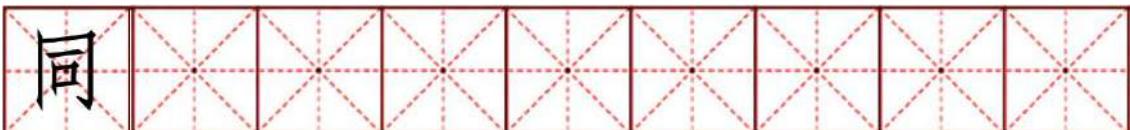
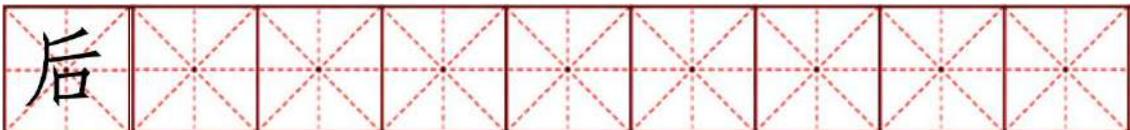
Exercise

一、 抄写 | Write the characters.





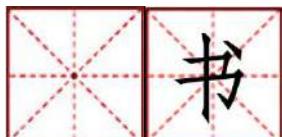
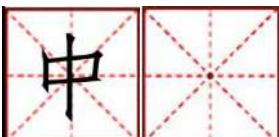
我想借几本汉语书。I want to borrow some Chinese books.

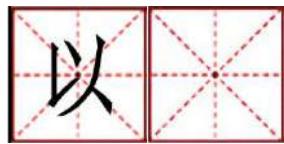
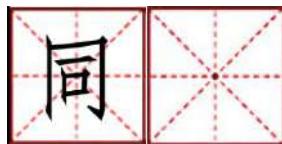
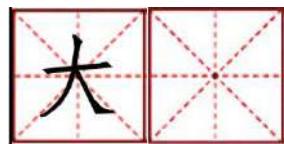
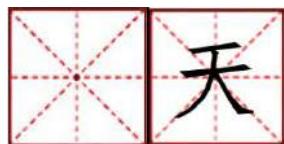
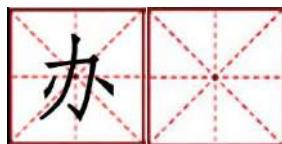


二、看汉字写拼音 | Note Pinyin for each character.

- ① 同 学，你 会 说 中 文 吗？
- ② 我 明 天 下 班 去 借 两 本 书。
- ③ 在 大 厅 就 可 以 办 卡。
- ④ 我 的 同 学 下 课 以 后 来。

三、汉字组词 | Complete the phrases.





四、填空，完成句子 | Fill in the blanks and complete

the sentences.

nǐ huì shuō zhōng wén ma
 (1) ?

nǐ dǎ suàn jiè jǐ běn zhōng
 (2) ?

wén shū
 ?

wǒ míng tiān yào bàn jiè shū
 (3) ?

kǎ
 。

我想借几本汉语书。I want to borrow some Chinese books.

(4) zài dà tīng jiù kě yǐ bàn

(5) nǐ jǐ diǎn xià bān ?

(6) wǒ de tóng xué xià kè yǐ

hòu lái

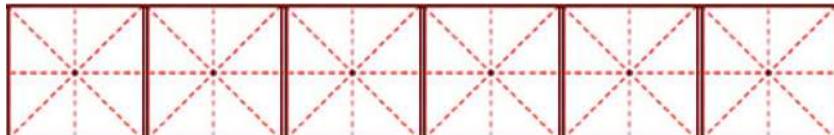
五、填空，完成对话 | Fill in the blanks and complete
the dialogue.

A: nǐ jiè shén me shū ?

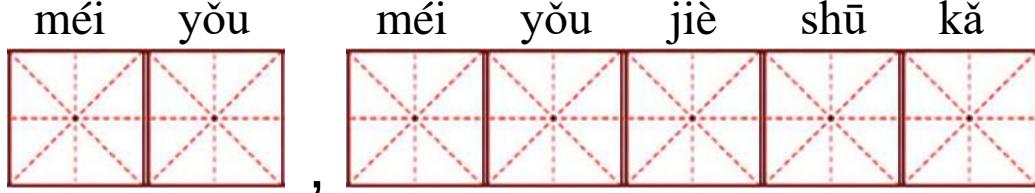
B: liǎng běn zhōng wén shū !

nǐ yǒu jiè shū kǎ ma

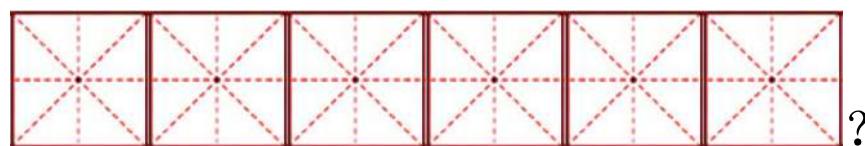
A:



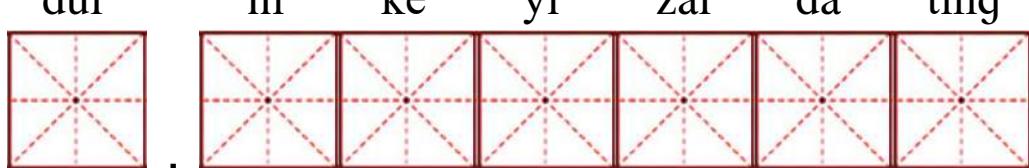
B:



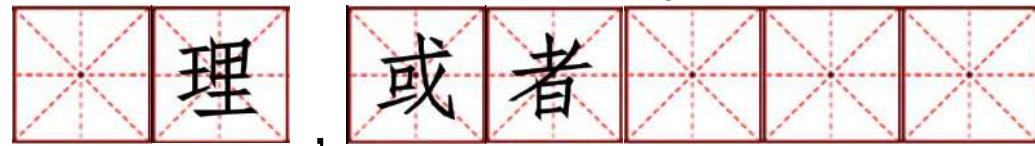
jiù bù néng jiè shū ma



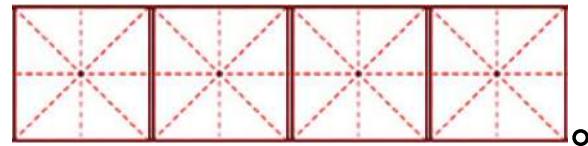
A:



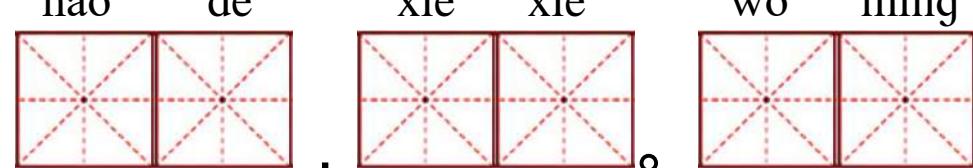
bàn lǐ huò zhě jiè bān lǐ



tóng xué de kǎ



B:



我想借几本汉语书。I want to borrow some Chinese books.

tiān huò zhě hòu tiān lái bàn

或 者 !

六、阅读理解 | Reading Comprehension

tōng zhī
通知 (Notice)

同学们好！图书馆明天开放，提供 (provide)

中、英文书籍借阅 (reading) 服务 (service)。借书
卡今天起就可以在校 (school) 医院旁边的办事大厅
办理，需要填写 (fill in) 姓名、班级号和学号。

1. What's the topic of this notice?

- A. Library opening
- B. Reading activities
- C. Health examination



2. Where can students get library cards?

- A. The hall of school hospital
- B. In the library
- C. Office hall besides the hospital

3. When can students borrow books?

- A. today B. tomorrow C. the day after tomorrow

4. How does one get a library card?

七、造句 | Make Sentences

(Use the words in brackets to make sentences. If necessary, you can use Pinyin.)

(今天)_____

(什么)_____

(工作)_____

(怎么)_____

(可以)_____

我想借几本汉语书。I want to borrow some Chinese books.



hàn zì zhī shi
汉字知识

What You Should Know

Introduction to Chinese Characters

- Six Fold Classification

Pictograms 象形字 xiàng xíng zì

Pictograms make up only a small portion of Chinese characters. Characters in this class derive from pictures of the objects they denote. Over time they have been standardized, simplified, and stylized to make them easier to write, and their derivation is therefore not always obvious. Examples include 日 rì for "sun", 月 yuè for "moon", 木 mù for "tree" or "wood", and 麻 má for "hemp".



Simple ideograms 指事字 zhǐ shì zì

Also called simple indicatives, this small category contains characters that are direct iconic illustrations. Examples include 上 shàng "up" and 下 xià "down", originally a dot above and below a line.

Compound ideograms 会意字/會意字 huì yì zì

Also translated as logical aggregates or associative compounds, these characters have been interpreted as combining two or more pictographic or ideographic characters to suggest a third meaning. Commonly cited examples include 休 "rest" (composed of the pictograms 人 "person" and 木 "tree") and 好 "good" (composed of 女 "woman" and 子 "child"). Xu Shen placed approximately 13% of characters in this category.

Rebus 假借字 jiǎ jiè zì

Also called borrowings or phonetic loan characters, the rebus category covers cases where an existing character is used to represent an unrelated word with similar or identical pronunciation; sometimes the old meaning is then lost completely, as with characters such as 自 zì, which has lost its original meaning of "nose" completely and exclusively means "oneself", or 萬 wàn, which originally meant "scorpion" but is now used only in the sense of "ten thousand".



Huìhuà
会话

Dialogue

MǎKè : Nǐ hǎo, wǒ xiǎng huàn Rénmín bì .
马克 : 你好，我想换人民币。

yínháng zhíyuán: Nǐ yào huàn duō shǎo ?
银行 职员 : 你要换多少？

MǎKè : Wǒ zhèlǐ yǒu liǎngqiān Měiyuán .
马克 : 我这里有两千美元。
(néng huàn duō shǎo rén mǐn bì ?)
(能换多少人民币？)

yínháng zhíyuán: Nǐ dài hùzhào le ma ?
银行 职员 : 你带护照了吗？

MǎKè : Daile .
马克 : 带了。

yínháng zhíyuán: Qǐng xiān tián yíxià zhè zhāng biǎo .
银行 职员 : 请先填一下这张表。

MǎKè : Tián hǎo le , gěi nǐ .
马克 : 填好了，给你。



yínháng zhíyuán: Jīntiān Měiyuán duì Rénmín bì de huìlǜ shì 6.2008 .
银行 职员 : 今天 美元 对人民币 的汇率是 6.2008。

Nín kěyǐ huàn yíwàn liǎngqiān sìbǎi líng yìdiǎn liùyuán Rénmín bì .
您可以换一万两千四百零一点六元人民币。

Qǐng nín quèrèn hòu zài biǎo shàng qiān zì .
请您确认后在表上签字。

MǎKè : Hǎode , xièxìe .
马克 : 好的，谢谢。

yínháng zhíyuán: Zhè shì nín de qián , qǐng shǔshù .
银行 职员 : 这是您的钱，请数数。

Mǎ Kè : Duìle , xièxìe .
马克 : 对了，谢谢。

yínháng zhíyuán: Bú kèqì .
银行 职员 : 不客气。

Mark: Hello, I would like to exchange for some RMB.

The bank clerk: How much do you want ?

Mark: I have two thousand dollars. (how much RMB can I get?)

The bank clerk: Do you bring your passport?

Mark: Yes.

The bank clerk: Please fill this form first.

Mark: Done, here you are.

The bank clerk: The exchange rate today for dollars and RMB is 6.2008. You
can exchange for 12416 RMB in total. Please sign the form
to confirm.

Mark: Okay, thanks.

The Bank clerk: This is your money, please check it.

Mark: Right, thanks.

The bank clerk: You are welcome.



Huìhuà
会话

Dialogue

yínháng zhíyuán: Xiānsheng , nín yǒu shénme xūyào ?

银行 职员 : 先生 , 您有 什么 需要 ?

Mǎkè : Wǒ de kǎ diū le , wǒ yào bàn yì zhāng xīn kǎ .

马克 : 我的 卡丢了, 我要办 一 张 新卡。

yínháng zhíyuán: Hăode , qǐng shāoděng. Qǐng nín tiánxiě shēnqǐng biǎo, chūshì

银行 职员 : 好的 , 请 稍等。 请 您 填写 申 请 表 , 出 示

hùzhào .

护照。

Mǎkè : Shénme ? Qǐng nín zài shuō yí biàn .

马克 : 什么 ? 请 您 再 说 一 遍 。

yínháng zhíyuán: Shǒuxiān , qǐng chūshì nín de hù zhào , ránhòu , qǐng nín tiánxiě

银行 职员 : 首先 , 请 出示 您 的 护照 , 然后 , 请 您 填写

shēnqǐng biǎo .

申 请 表。

Mǎkè : Hăode .

马克 : 好的。

yínháng zhíyuán: Qǐng nín quèrèn hòu qiānzhì .

银行 职员 : 请 您 确 认 后 签 字。

Mǎkè : Hăode. Qǐng wèn xūyào jǐ fēnzhōng kěyǐ bàn hăo ?

马克 : 好的。 请 问 需 要 几 分 钟 可 以 办 好 ?

yínháng zhíyuán : Wǔ fēnzhōng zuōyòu .

银行 职员 : 五 分 钟 左 右。



The bank clerk: Sir, what can I do for you?

Mark: I lost my card, I need to get a new card.

The bank clerk: Okay, a moment. Please fill this application form and show me your passport.

Mark: Excuse me, Can you say that again?

The bank clerk: First, show your passport and then please fill the application form.

Mark: Okay.

The bank clerk: (Please sign here after you confirmed.)

Mark: Okay, how long does it take?

The bank clerk: About five minutes.

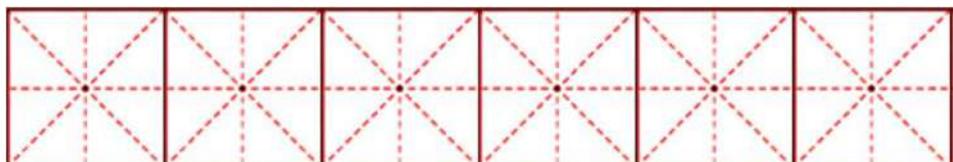
Dì shí èr kè Wǒ xiǎng huàn rén mǐn bì
第十二课 我 想 换 人 民 币

Lesson 12 I would like to exchange for RMB



bù shǒu
部 首

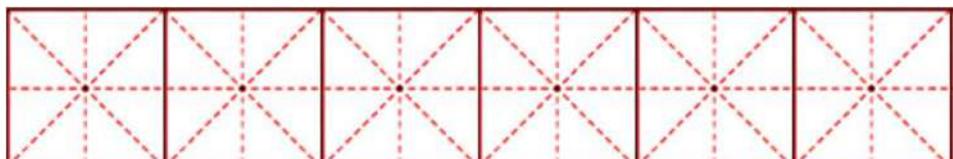
Radicals



yǔ zì tóu
雨 字 头

“雨” is a pictogram which means rain. When it shows as a radical at the top, it indicates that the meaning of the character is related with weather.

e.g. 零: zero; 雪: snow



我想换人民币。I would like to exchange for RMB.

jiǎo sī páng
绞丝旁

“纟” comes from the shape of silk. It always appears at the left side and indicates the textail related characters.

e.g. 线: ^{xiàn} string; 丝: ^{sī} silk



mù biāo
目标

Learning Objectives

huàn mǐn bì qiān wàn

| | | | | |
|---|---|---|---|---|
| 换 | 民 | 币 | 千 | 万 |
|---|---|---|---|---|

líng měi yuán dài hù

| | | | | |
|---|---|---|---|---|
| 零 | 美 | 元 | 带 | 护 |
|---|---|---|---|---|

zhào xiān gěi kè qì

| | | | | |
|---|---|---|---|---|
| 照 | 先 | 给 | 客 | 气 |
|---|---|---|---|---|



xué hàn zì
学 汉 字

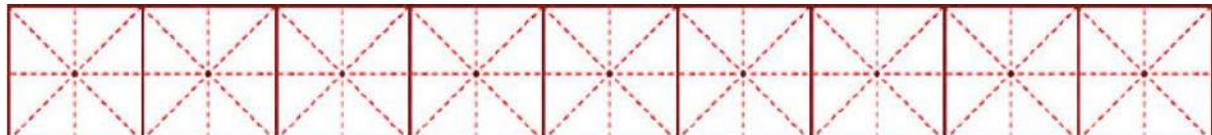
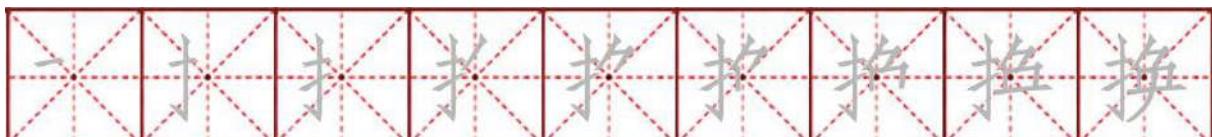
Characters

huàn

换



v. to exchange

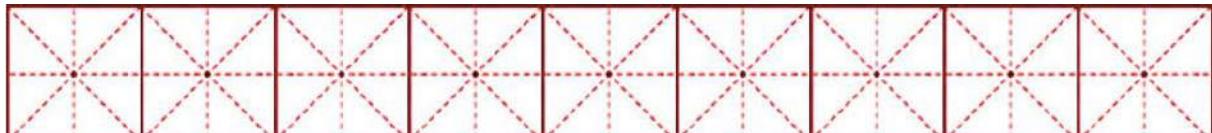


mín

民

n. citizen, folk

人民: people

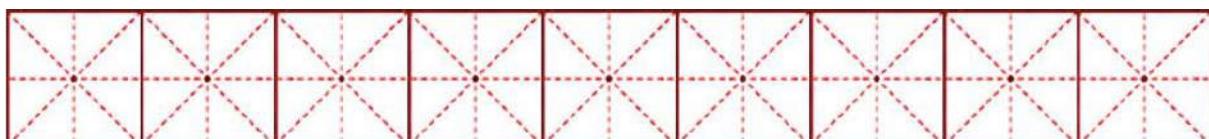


我想换人民币。I would like to exchange for RMB.

bì



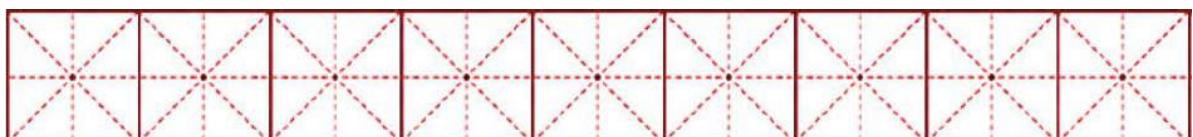
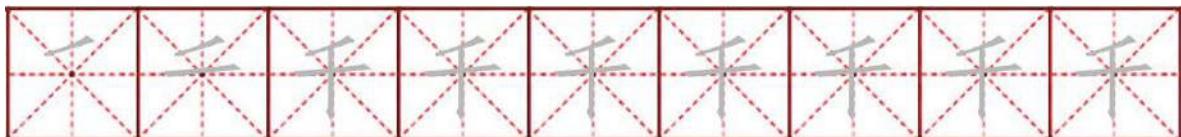
n. coin, currency, money



qiān



num. thousand

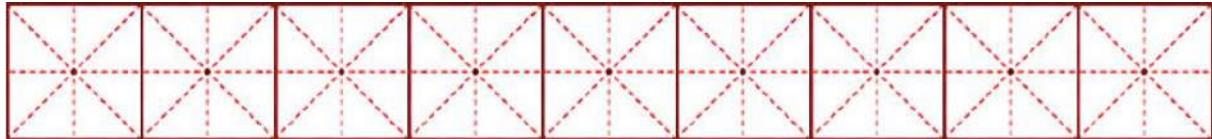


wàn



num. ten thousand



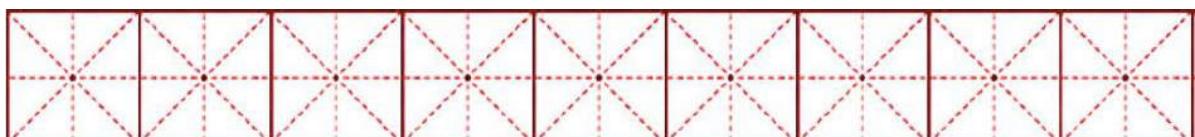


líng



雨

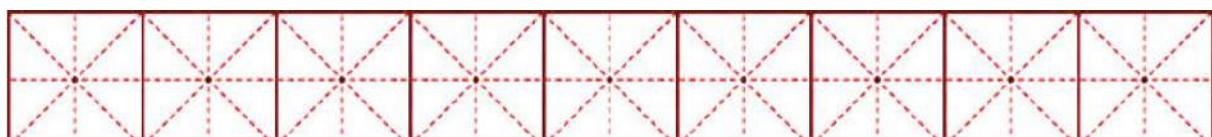
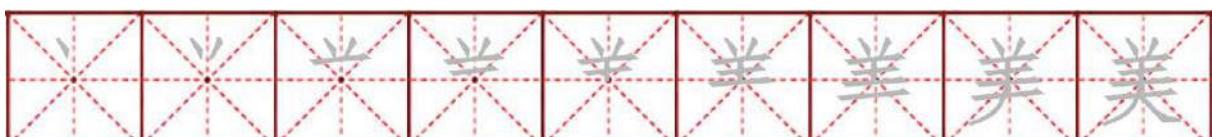
num. zero



měi

adj. beautiful;
n. America

美元: US dollars

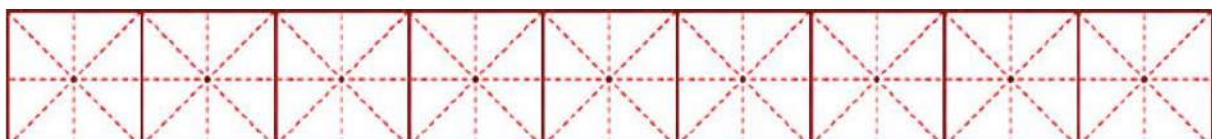
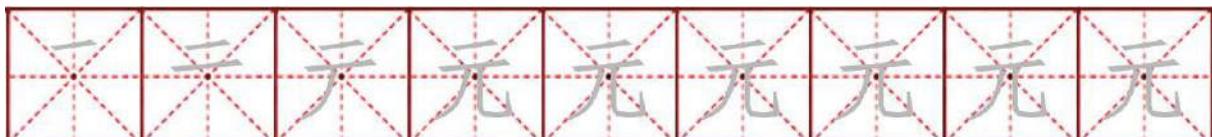


yuán

我想换人民币。I would like to exchange for RMB.



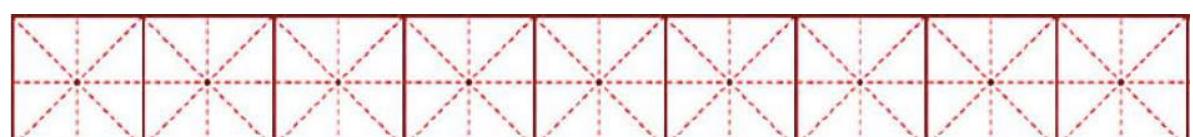
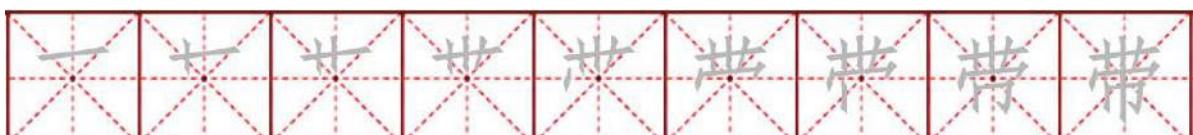
mw. the monetary unit of China



dài



v. bring

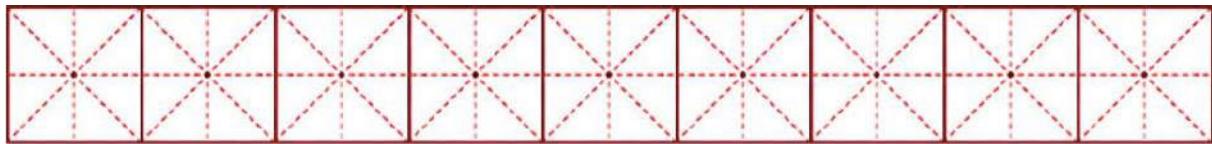


hù



v. to protect

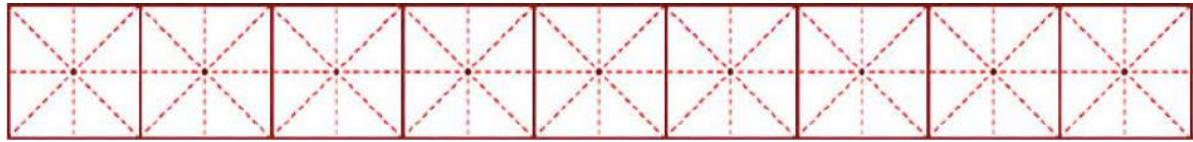
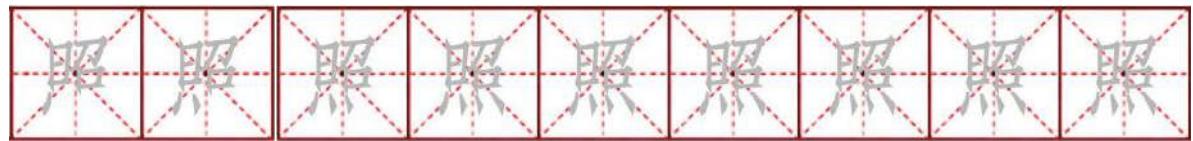
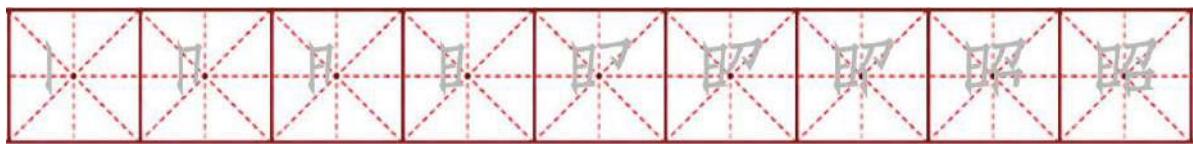




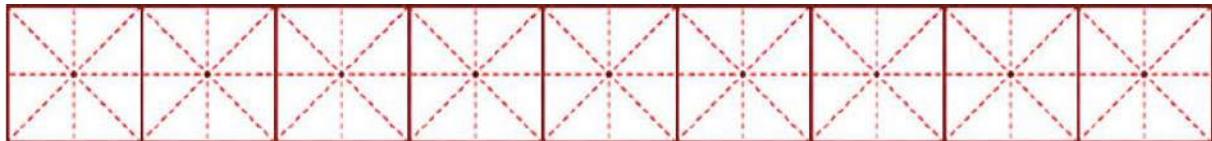
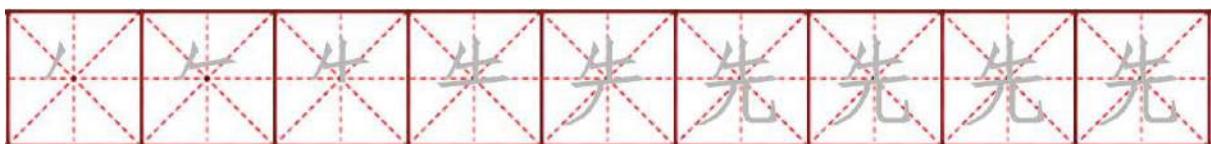
zhào



n. photograph; license 护照: passport



xiān

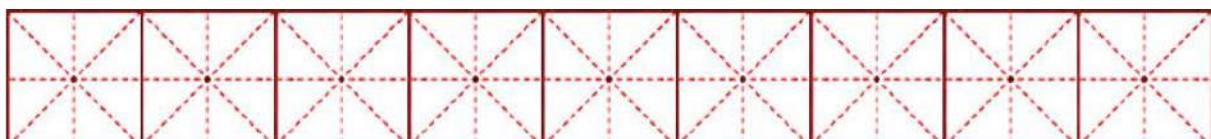
n. elder generation
adj. earlier, before, firstshǒu
首先: firstly

我想换人民币。I would like to exchange for RMB.

gěi



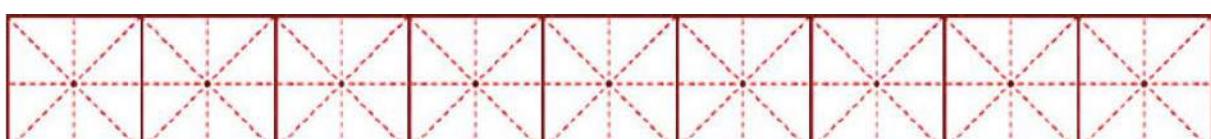
v. give



kè



n. guest, client



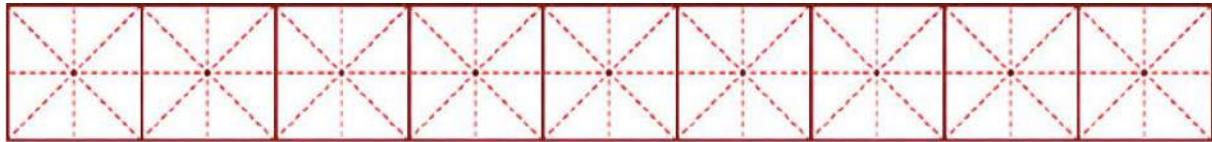
qì



n. gas, air

客气:
modest and polite attitude

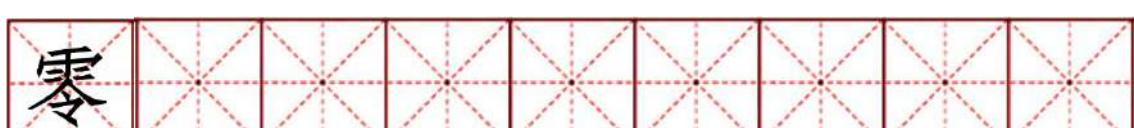
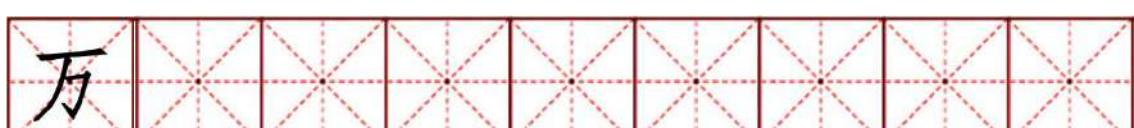
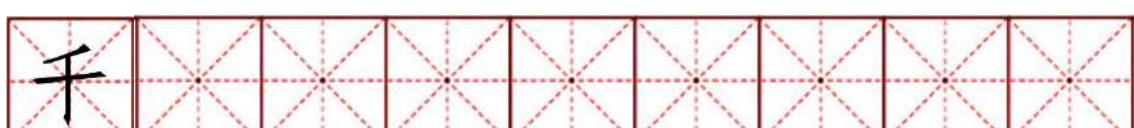
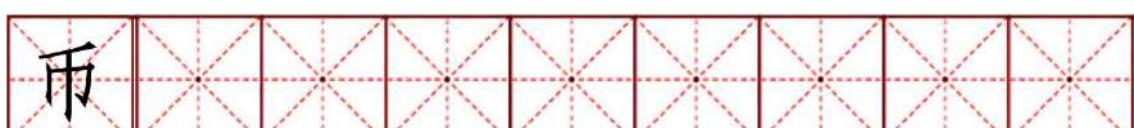
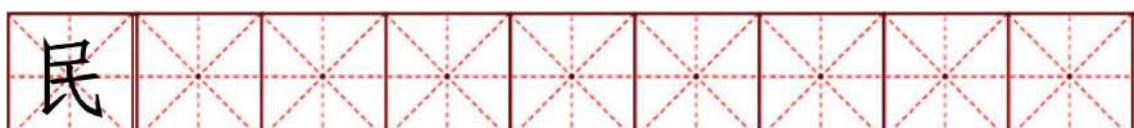
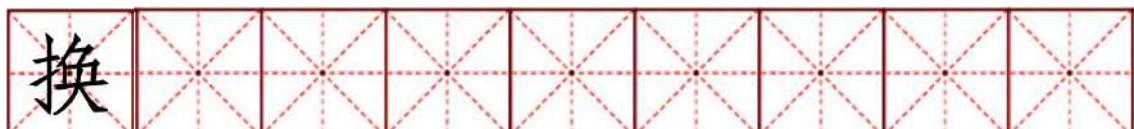




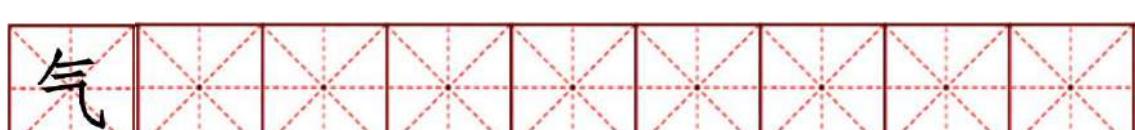
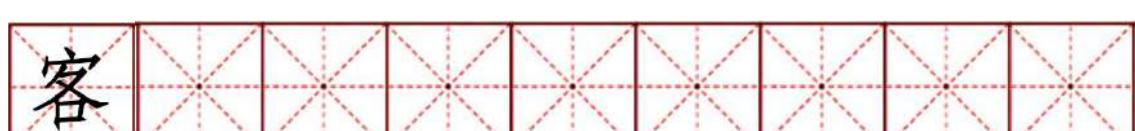
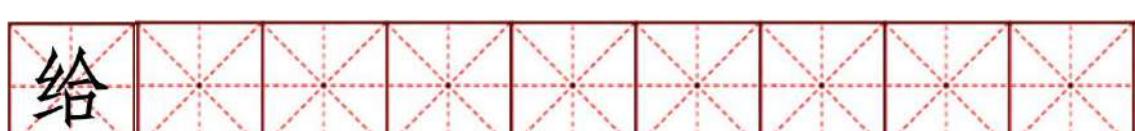
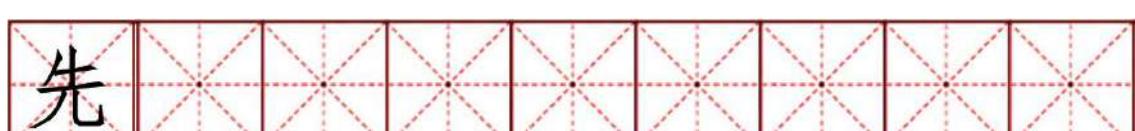
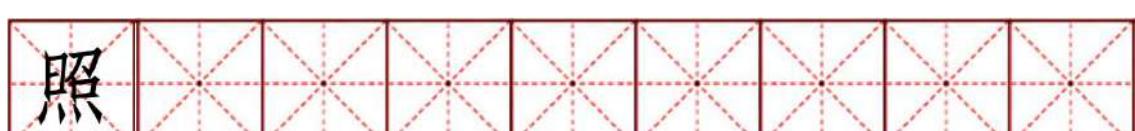
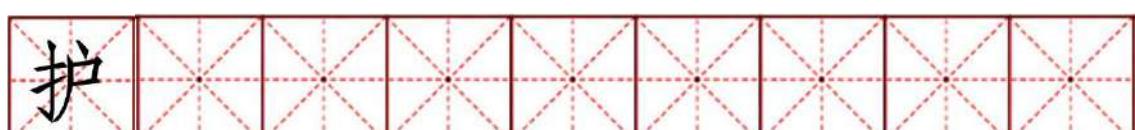
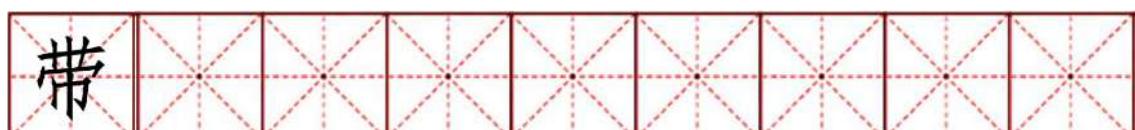
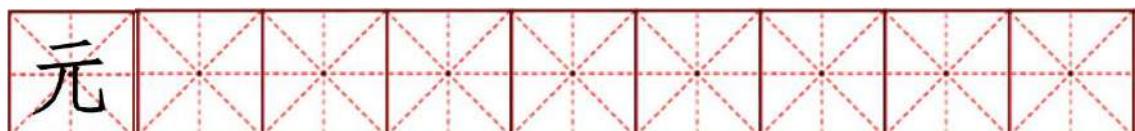
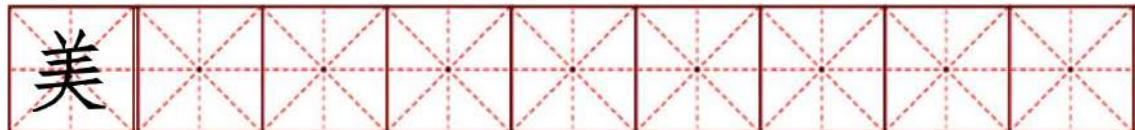
liàn xí
练习

Exercise

一、抄写 | Write the characters.



我想换人民币。I would like to exchange for RMB.



二、看汉字写拼音 | Note Pinyin for each character.

- ① 我 想 换 人 民 币。
- ② 你 有 没 有 带 护 照？
- ③ 要 换 多 少 美 元？
- ④ 不 用 客 气。

三、汉字组词 | Complete the phrases.

钱

人

元

千

气

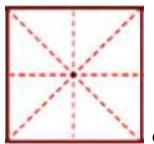
护

四、填空，完成句子 | Fill in the blanks and complete the sentences.

(1) xiān qù kāi huì , zài qù dǎ

我想换人民币。I would like to exchange for RMB.

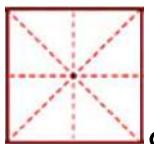
qiú



huàn qián xū yào dài hǎo hù

(2)

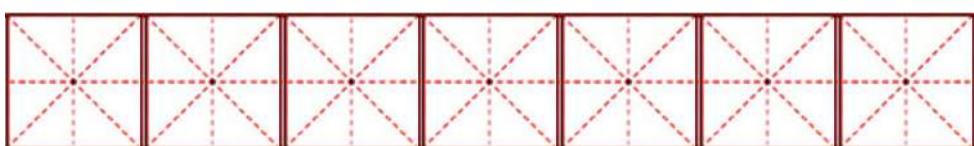
zhào



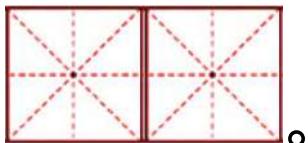
liǎng qiān měi yuán yí gòng néng

(3)

huàn yí wàn liǎng qiān duō rén



mín bì

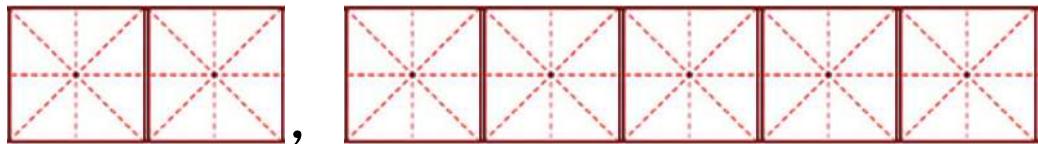


五、填空，完成对话 | Fill in the blanks and complete

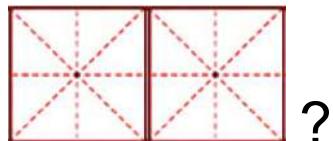
the dialogue.

nǐ hǎo yǒu shén me kě yǐ

A:



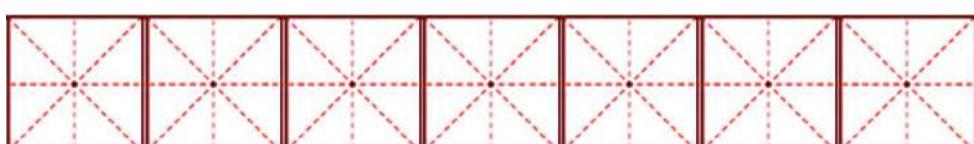
bāng nǐ



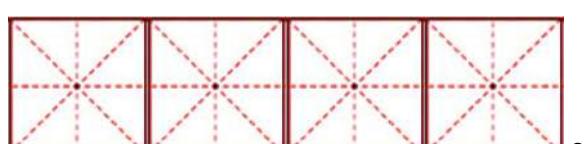
?

wǒ yào yòng měi yuán huàn yī

B:

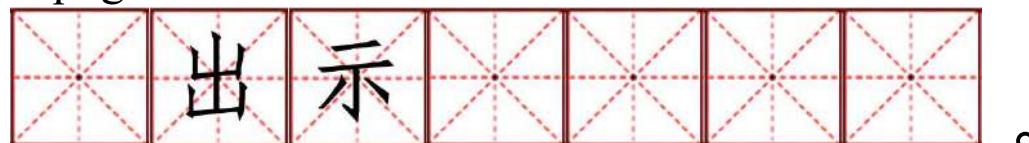


xiē rén míng bì



qǐng chū shì nǐ de hù zhào

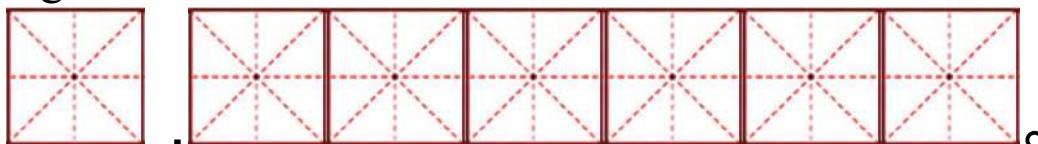
A:



。

gěi zhè shì wǒ de hù zhào

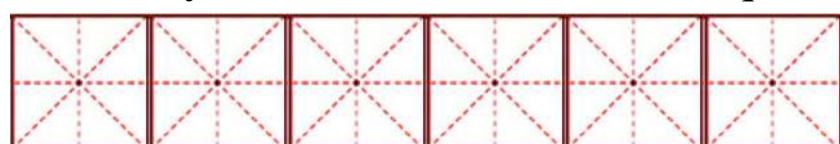
B:



。

nǐ yào huàn duō shǎo qián

A:

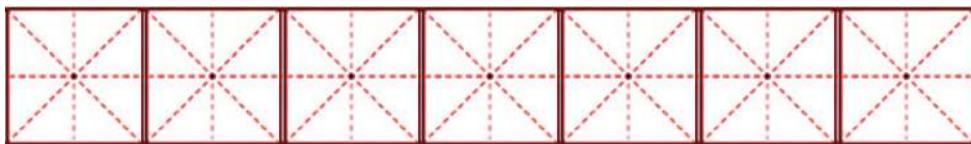


?

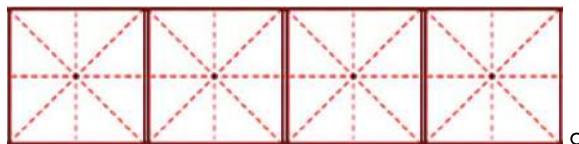
我想换人民币。I would like to exchange for RMB.

wǒ yào huàn yī wàn liǎng qiān

B:



yuán rén mǐn bì



六、阅读理解 | Reading Comprehension

mǎ kè

xiào

马克是美国人，他来中国上学，今天到学校。他先去

tú guǎn

xiào

图书馆 (library) 办学生卡，再往左走 200 米，到学校旁

yín háng

yuán

chū shì

边的中国银行换一些人民币，工作人员请他出示 (show)

护照，帮他换了两千元人民币。

1. Why did Mark go to the library?

A. To borrow some books.

B. To apply for a library card.

C. To apply for student card.

2. What document was needed to

exchange currency?



- A. Student card.
 - B. Passport.
 - C. Bank card.
3. How much money did Mark exchange?
- A. 200 RMB B. 2000 dollars C. 2000 RMB
4. How did Mark get to the bank from the library?
-

七、造句 | Make Sentences

(Use the words in brackets to make sentences. If necessary, you can use Pinyin.)

(喜欢)_____

(时候)_____

(还要)_____

(一共)_____

(和)_____



Introduction to Chinese Characters

- Six Fold Classification

Phono-semantic compounds 形声字/形聲 xíng shēng zì

Semantic-phonetic compounds or pictophonetic compounds are by far the most numerous characters. These characters are composed of two parts: one of a limited set of characters (the semantic indicator, often graphically simplified) which suggests the general meaning of the compound character, and another character (the phonetic indicator) whose pronunciation suggests the pronunciation of the compound character. In most cases the semantic indicator is also the radical under which the character is listed in dictionaries.^[1] Examples are 河 hé "river", 湖 hú "lake", 流 liú "stream", 冲 chōng "riptide" (or "flush"), 滑 huá "slippery". All these characters have the left a radical of three short strokes (氵), which is a reduced form of the character 水 shuǐ meaning "water", indicating that the character has a semantic connection with water. The right-hand side in each case is a phonetic indicator. For example, in the case of 冲 chōng, the phonetic indicator is 中 zhōng, which by itself means "middle". In this case it can be seen that the pronunciation of the character is slightly different from that of its phonetic indicator; the process of historical phonetic change means that the composition of such characters can sometimes seem arbitrary today.^[2] Xu Shen (c. 100 AD) placed approximately 82% of characters into this category, while in the Kangxi Dictionary (1716

AD) the number is closer to 90%, due to the extremely productive use of this technique to extend the Chinese vocabulary.

This method is still sometimes used to form new characters, for example 钚/鉢 bù ("plutonium") is the metal radical 金 jīn plus the phonetic component 不 bù, described in Chinese as "不 gives sound, 金 gives meaning". Many Chinese names of elements in the periodic table and many other chemistry-related characters were formed this way.

Transformed cognates 转注字/轉注字 zhuǎnzhùzì

The smallest category of characters is also the least understood. In the postface to the Shuowen Jiezi, Xu Shen gave as an example the characters 考 kǎo "to verify" and 老 lǎo "old", which had similar Old Chinese pronunciations (*khu? and *c-ru? respectively) and may once have been the same word, meaning "elderly person", but became lexicalized into two separate words. The term does not appear in the body of the dictionary, and is often omitted from modern systems.^[L]



Huìhuà
会话

Dialogue

Àimǐlì : Àyí , qǐng bǎ háizi de yīfu huàn yíxiàr . Huàn yíjiàn hòu yìdiǎnr de yīfu .
艾米丽：阿姨，请 把 孩子 的 衣服 换 一下儿。换 一 件 厚 一点儿 的 衣服。

āyí : Hǎo . Zāng yīfu yào xǐ ma ?
阿姨：好。脏 衣服 要洗 吗？

Àimǐlì : Yào , zài bǎ dìbǎn cā yíxiàr .
艾米丽：要，再 把 地板 擦 一下儿。

āyí : Xíng .
阿姨：行。

Àimǐlì : Qǐng bǎ zhuōzi shōushi yíxiàr . Wǎn hé bēizi dōu yào xǐ .
艾米丽：请 把 桌子 收拾 一下儿。碗 和 杯子 都 要洗。

āyí : Méi wèntí .
阿姨：没 问题。



Emily : Ayí, would you please change the baby's clothes to a warmer one?

The nanny: Okay, do you want me to wash the clothes?

Emily : Yes, and also mop the floor please.

The nanny: Okay.

Emily : Please clean the table and wash the bowls and cups.

The Nanny: No problem.



Huìhuà 会话

Dialogue



Míngtiān Àimǐlì de érzi Jiékè guò shēngrì
(明天 艾米丽 的 儿子 杰克 过 生日)
Tomorrow is the birthday of Emily's son Jack.)

Àimǐlì: Míngtiān shì Jiékè de shēngrì , zhōngwǔ Jiékè de tóngxué men lái jiā lǐ
艾米丽：明天 是杰克 的生 日，中午 杰克 的同 学们 来家 里
chīfàn , nǐ míngtiān shàngwǔ zǎo diǎnr guòlái , hǎo ma ?
吃饭，你 明天 上午 早 点儿 过来，好 吗？

āyí : Hǎo .
阿姨： 好 。

Àimǐlì: Míngtiān shàngwǔ nǐ yào dào shāngdiàn mǎi diǎnr shūcài、ròu 、jīdàn 、
艾米丽： 明天 上 午 你 要 到 商 店 买 点儿 蔬菜、肉、鸡蛋、
shuǐguǒ hé yǐnliào.
水果 和 饮料。

āyí : Xíng. Jiékè xǐhuān chī píngguǒ、xiāngjiāo hé xīguā, wǒ duō mǎi yìdiánr .
阿姨： 行。杰克 喜欢 吃 苹果 、香蕉 和 西瓜 ，我 多 买 一 点儿。

Àimǐlì: Dui . Lìngwài , bùyào wàngjì mǎi xiē huār .
艾米丽： 对。另 外 ，不 要 忘 记 买 些 花 儿。

āyí : Méi wèntí . Míngtiān wǒ yào bǎ fángjiān shōushi yíxiàr ma ?
阿姨： 没 问 题。明 天 我 要 把 房 间 收 拾 一 下 儿 吗？

Àimǐlì: Yào , hái yào bǎ wǎn 、sháo zi 、kuàizì fàng zài zhuōzi shàng.
艾米丽： 要，还 要 把 碗 、勺 子 、筷 子 放 在 桌 子 上。

āyí : Xíng.
阿姨： 行。

Àimǐlì: Bǎ Jiékè de xīn yīfu guà dào yīguì lǐ .
艾米丽： 把 杰 克 的 新 衣 服 挂 到 衣 柜 里。

Āyí: Hǎode.
阿姨： 好 的。

(Tomorrow is the birthday of Emily's son Jack.)

Emily: Tomorrow is Jack's birthday. He invited his friends to come over ,
would you please come to work earlier in the morning?

The nanny: Okay.

Emily: We may need you to go to the store to buy some vegetables, meat, eggs,
fruits and drinks.

The nanny: Okay, Jack likes apples, bananas and watermelon, I'll
buy some more.

Emily: Yes, and don't forget to buy some flowers.

The nanny: No problem. Do you want me to clean the house?

Emily: Yes, and please put the bowls, spoons and chopsticks on the table.

The nanny: Okay, got it.

Emily: Put Jack's new clothes in the wardrobe.

The nanny: Okay.

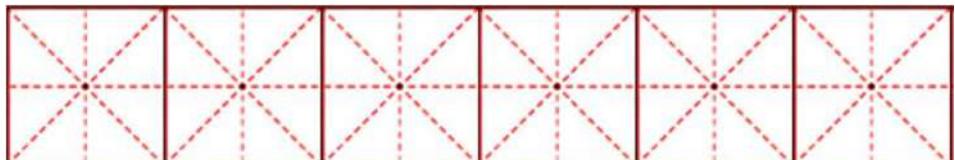
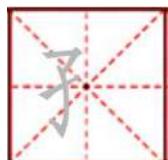
Dì shísān kè qǐng bǎ zhuō zǐ shōushí yí xià
第十三课 请把桌子收拾一下

Lesson 13 Please clear the table

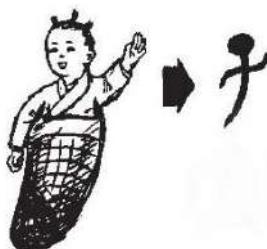


bù shǒu
部 首

Radicals



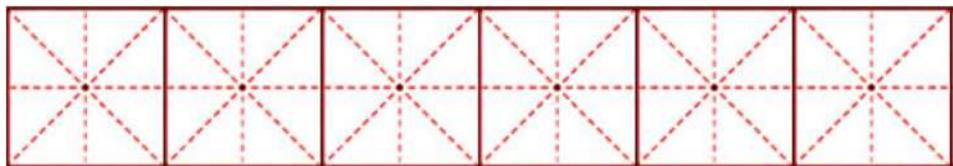
zǐ zì páng
子 字 旁



“子” is a pictogram which means son or child. When it shows as a radical at the left, it indicates that the meaning of the character is related with children.

e.g. 孩: child; 孙: grandson

请把桌子收拾一下。Please clear the table.



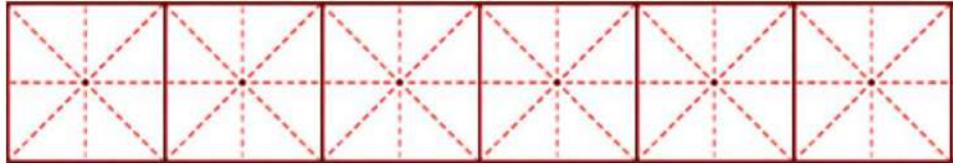
shí zì páng

石字旁



“石” is a pictogram which means stone. When it shows as a radical, it indicates that the meaning of the character is related with stone.

e.g. 碗: bowl; 矿: mine



shí zì páng

食字旁

“宀” comes from the character of “食”, which means food. It always appears at the left side and indicates the eating related characters.

e.g. 饭: meal, rice; 饱: be full



mù biāo
目 标

Learning Objectives

bǎ hái yī xǐ wǎn

把 孩 衣 洗 碗

bēi tí men fàn zǎo

杯 题 们 饭 早

guò shuǐ guǒ wàng jì

过 水 果 忘 记



xué hàn zì
学 汉 字

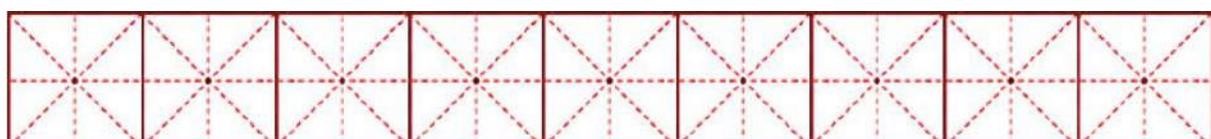
Characters

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bǎ



prep. In a bǎ construction, the object of a verb
is placed after the function word “bǎ”.

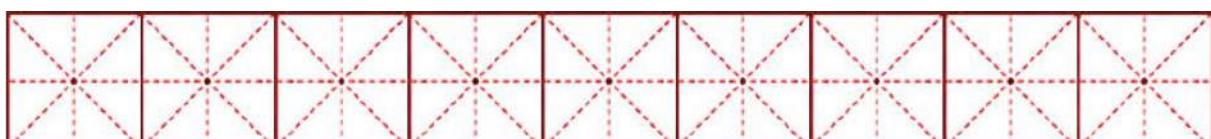
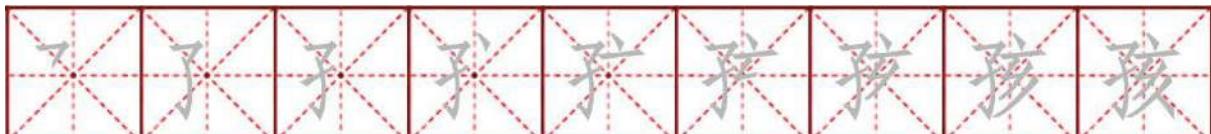


hái



子 n. child

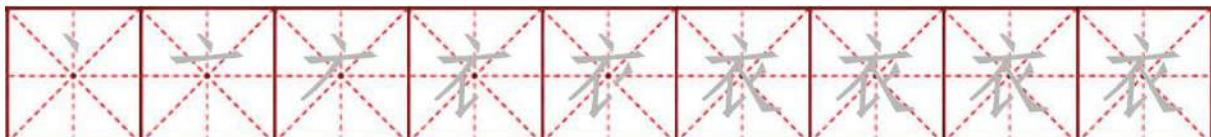
孩子: children

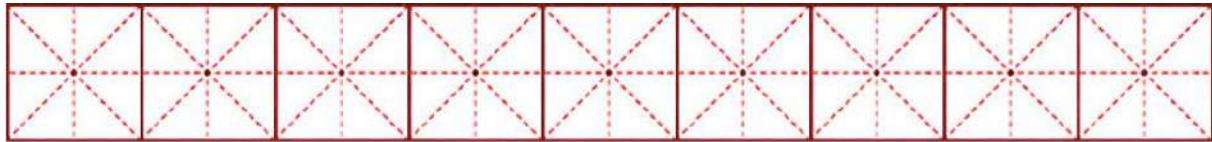


yī



n. clothes



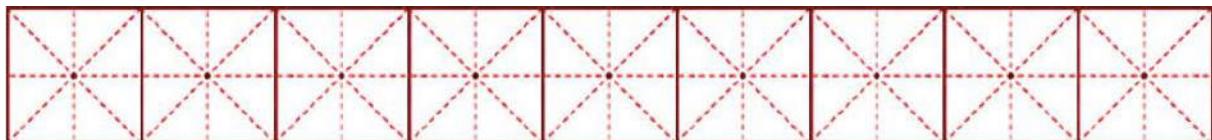
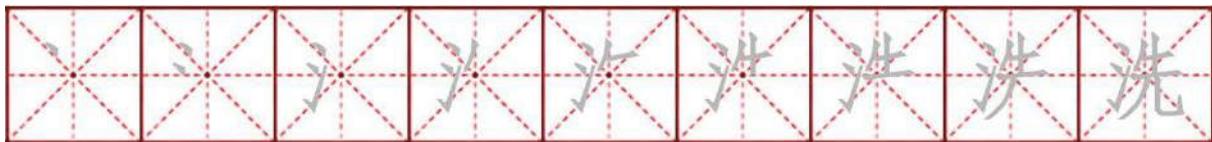


xǐ



v. to wash

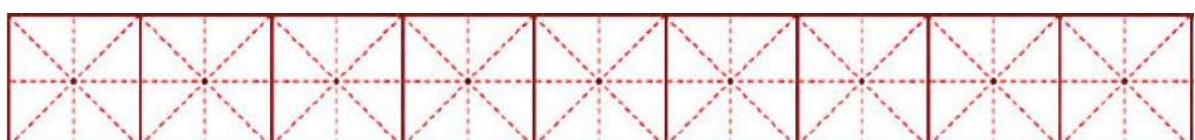
洗衣服: wash clothes



wǎn



n. bowl



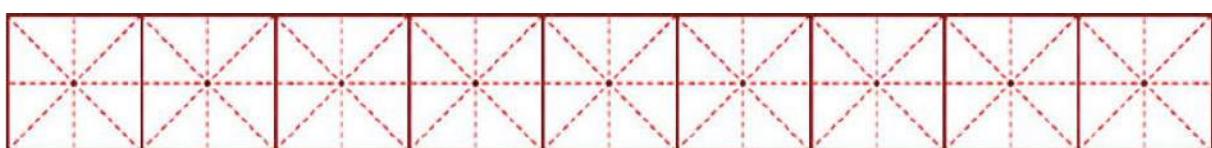
请把桌子收拾一下。Please clear the table.

bēi



木 n. cup

杯子: cup

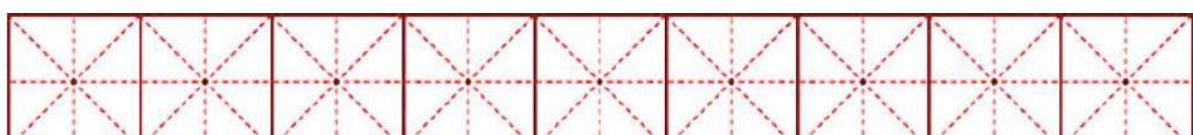
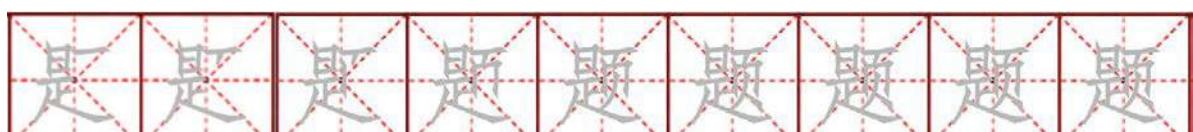
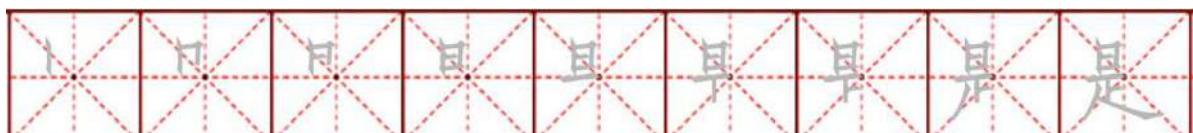


tí



n. question, problem

问题: problem



men



们

an adjunct to a pronoun or noun to indicate plurality

我们: we, us

人 人 们 们 们 们 们 们

人 人 们 们 们 们 们 们

fàn

饭

𩫑 n. rice, meal

吃饭: have a meal

人 人 𩫑 𩫑 饭 饭 饭 饭

人 人 𩫑 𩫑 饭 饭 饭 饭

zǎo

早

adj. early

早上: morning

日 日 早 早 早 早 早 早

日 日 早 早 早 早 早 早

请把桌子收拾一下。Please clear the table.

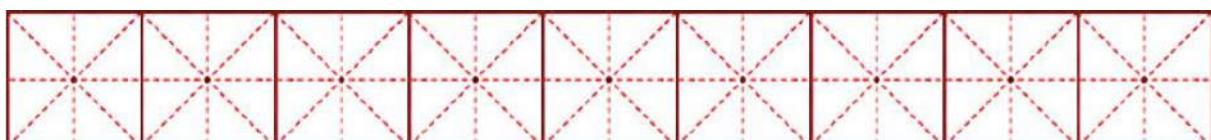
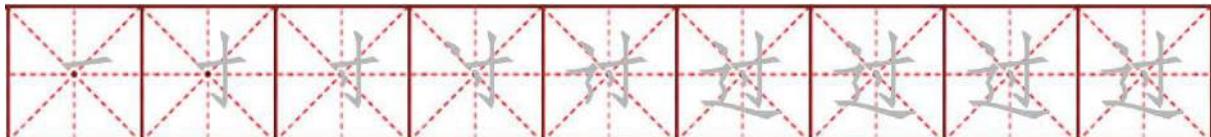
guò



过

v. pass

过来: come over



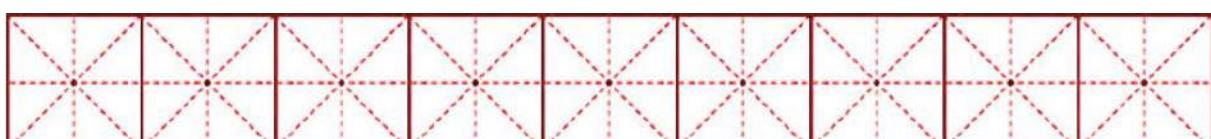
shuǐ



n. water

hē

喝水: drink water



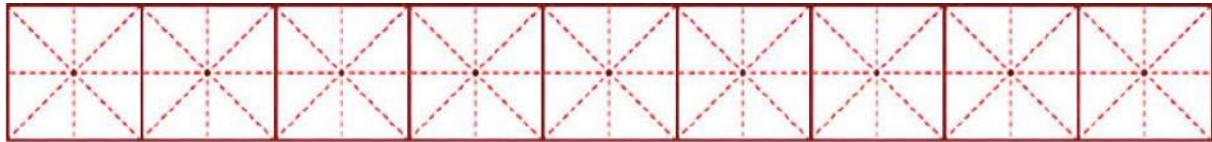
guǒ



n. fruit

水果: fruit

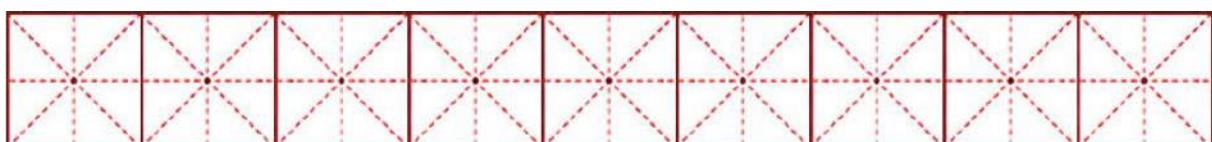




wàng



v. forget

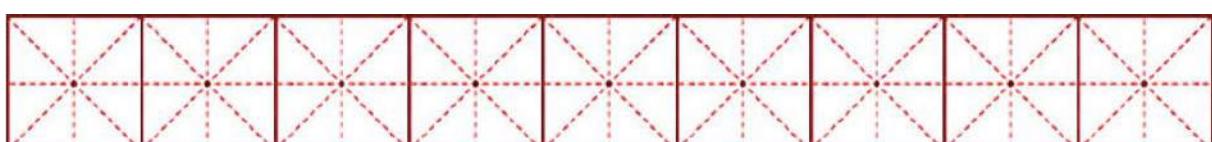


jì



v. remember

忘记: to forget



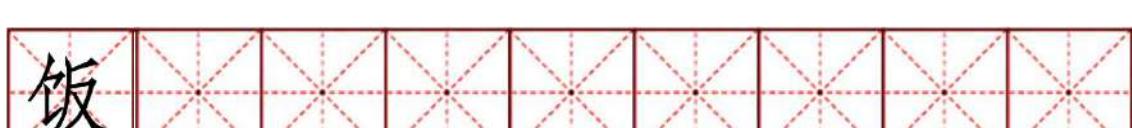
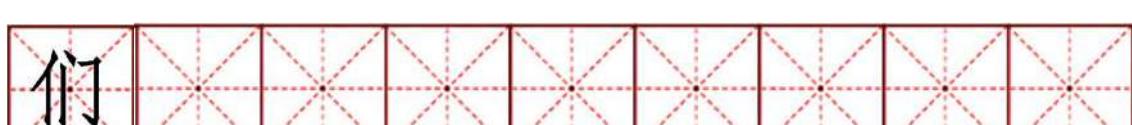
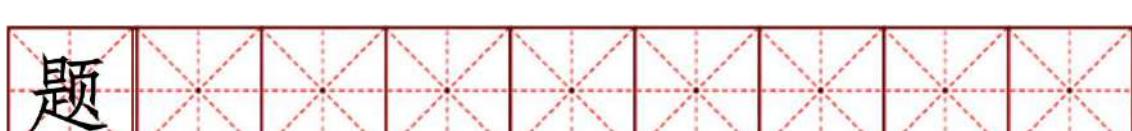
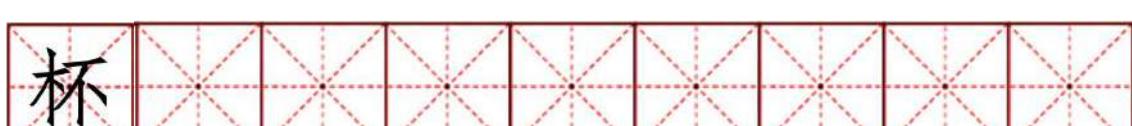
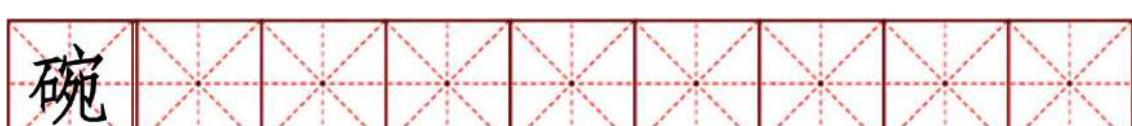
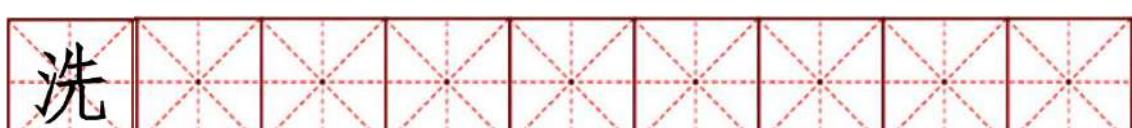
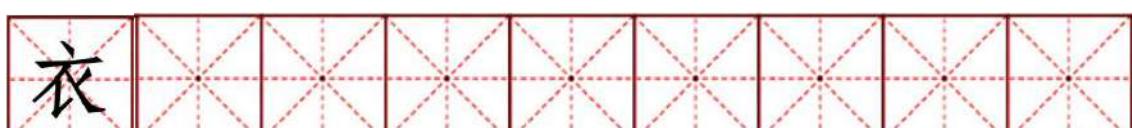
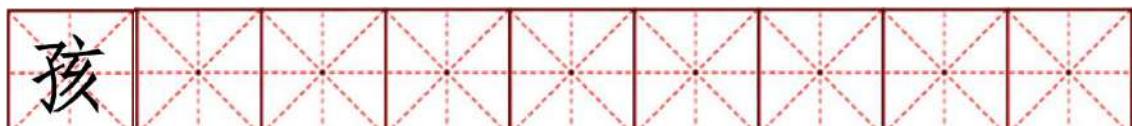
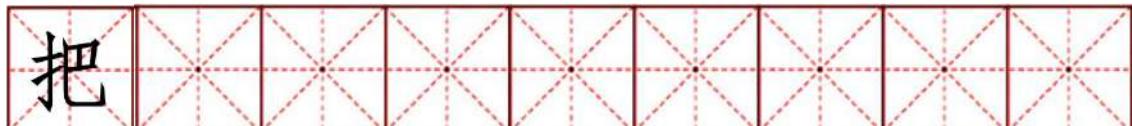
liàn xí

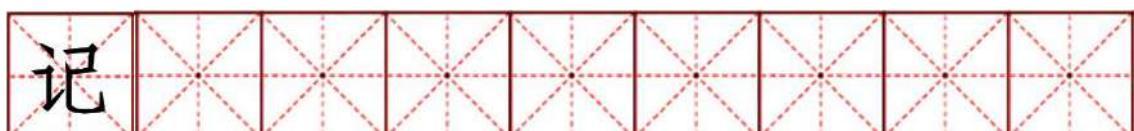
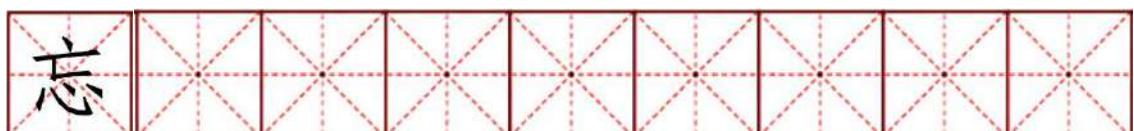
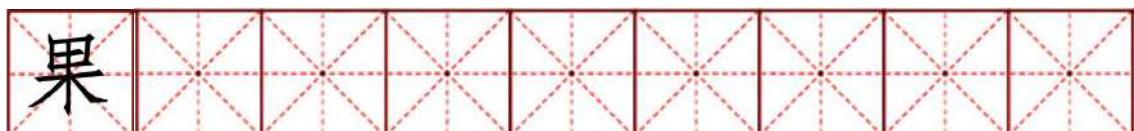
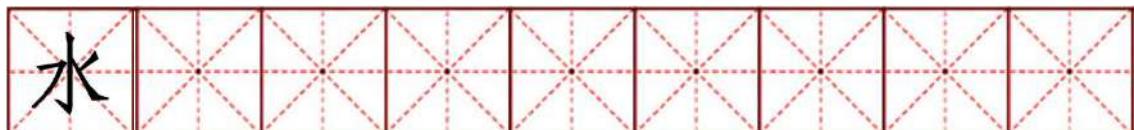
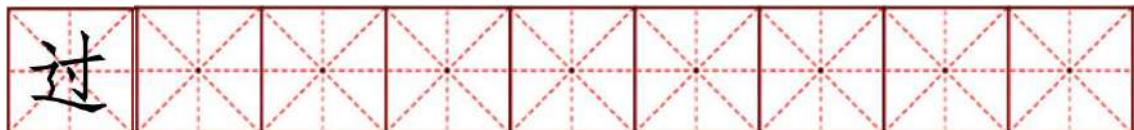
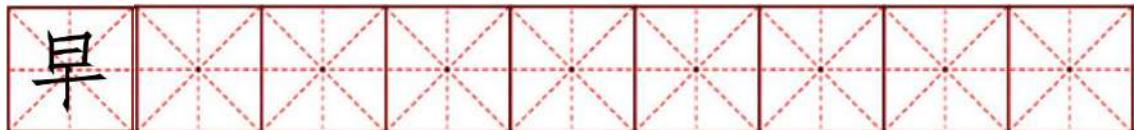
练习

Exercise

请把桌子收拾一下。Please clear the table.

一、抄写 | Write the characters.





二、看汉字写拼音 | Note Pinyin for each character.

① 把 孩 子 的 衣 服 洗 了。

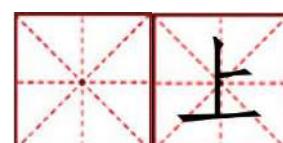
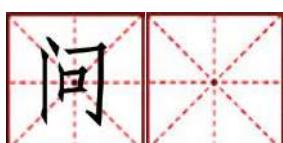
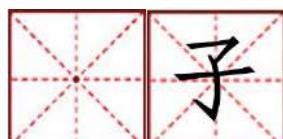
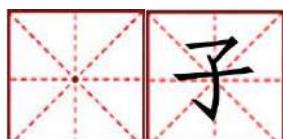
② 你 吃 过 早 饭 了 吗？

③ 桌 子 上 有 碗 和 杯 子。

请把桌子收拾一下。Please clear the table.

④ 多 买 点 水 果 回 来。

三、汉字组词 | Complete the phrases.



四、填空，完成句子 | Fill in the blanks and complete
the sentences.

chī wán zǎo fàn jì dé bǎ

(1)

wǎn hé bēi zi xǐ le

(2) hái zi men bú tài ài chī

zhè zhǒng shuǐ guǒ

(3) bāng wǒ bǎ yī fu dài guò

lái

(4) yǒu gè wèn tí wàng jì wèn

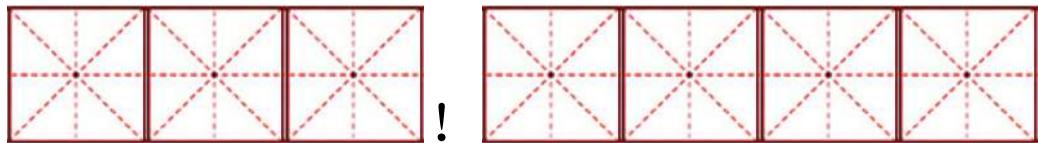
nǐ le

五、填空，完成对话 | Fill in the blanks and complete
the dialogue.

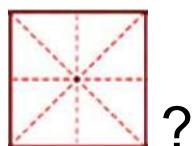
请把桌子收拾一下。Please clear the table.

zǎo shàng hǎo chī zǎo fàn le

A: !



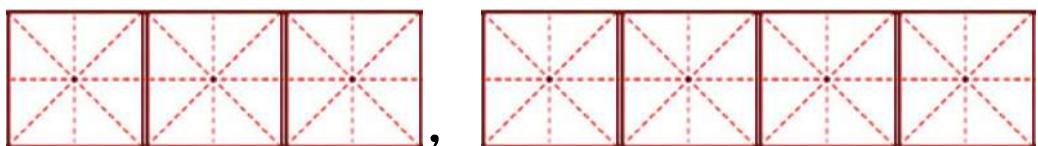
méi



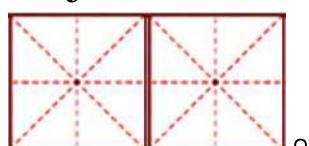
hái méi yǒu

zǎo shàng tài zhāo

B:

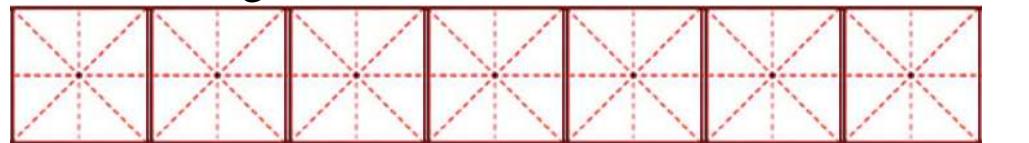


jí le

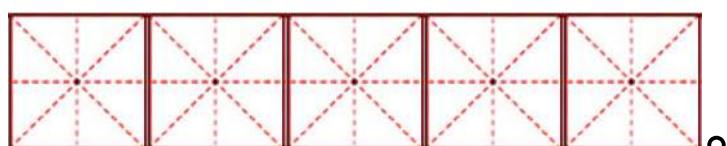


bù néng bù chī zǎo fàn a

A:

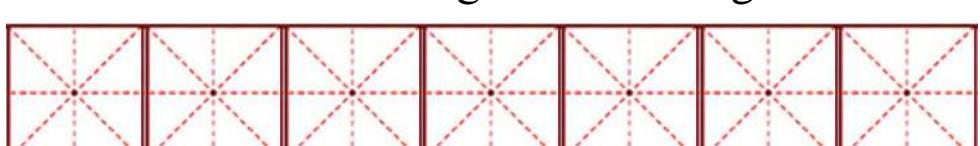


huì bù shū fu de

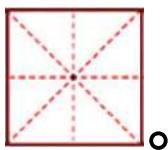


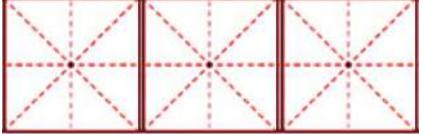
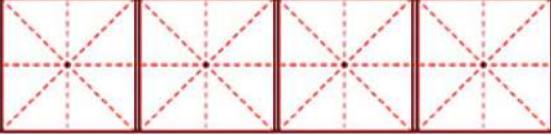
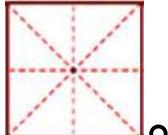
wǒ bǎ shuǐ guǒ dài guò lái

B:



le



A: nà jiù hǎo , kuài chī diǎn ér


 ba


六、阅读理解 | Reading Comprehension

mǎ kè 每天早上，妈妈起来给马克做早饭，吃完早饭，妈妈 chē 给他带一点水果，可以到中午吃。爸爸开车(car)送他去学 xiào 校上课，这时候妈妈在家里把碗和杯子洗好，就坐地铁去 医院上班了。晚上回家，马克会跟爸爸妈妈说今天过得怎 xīn zhī 么样，学到了什么新(new)知识(knowledge)。他很喜欢这样 huó 的生活(life)。

- What does Mark's mom do first in the morning?

请把桌子收拾一下。Please clear the table.

- A. Prepare the breakfast for him.
 - B. Wake him up.
 - C. Pack his bag.
2. Which of the following statement is wrong ?
- A. Mark usually eat some fruit in school.
 - B. Mark's mother do housework every day.
 - C. Mark goes to school by subway.
 - D. Mark's father has a car.
3. Describe your daily life briefly in Chinese.
-
-
-
-

七、造句 | Make Sentences

(Use the words in brackets to make sentences. If necessary, you can use Pinyin.)

(旁边) _____

(着急) _____

(觉得) _____

(同学) _____

(忘记) _____



hàn zì zhī shi
汉字知识

What You Should Know

Introduction to Chinese Characters

-- Tips for learning

There are various reasons why Chinese characters are so hard to learn. First of all, compared with any non-logographic literacy systems, the total number of characters needed by functional literacy (3000-4000) is overwhelming, which means it will take years for learners (including first language learners) to master them. Secondly, although the Phono-semantic compounds account for over 90

请把桌子收拾一下。Please clear the table.

percent of all characters, they do not record phonetics strictly and accurately, and the same syllable can be represented by many different characters. This may cause confusion for learners from non-sinosphere background at the beginning. Thirdly, though the semantic radical may help the learners to a certain extent, the total number of radicals (phonetic parts too) is still very big and their learning would be time consuming, and the idea that characters express meaning (alone and in combinations) will be novel to learners for a quite long period. In sum, successful acquisition of characters takes tremendous effort and long time, for L2 learners and L1 learners as well. However, if you have made up your mind to learn Chinese characters, there are still some tips that can facilitate the process greatly.

Tip 1: know your options

Though characters are hard, you should know at the beginning that you have the option to learn pinyin only. If your goal is to learn basic spoken Mandarin, and your time is limited, you may simply follow a course with all its materials demonstrated in pinyin (as we do in this course). The pinyin system is very easy to learn and records the phonetic system loyally. Though a pinyin-only course cannot teach you literacy, it is worth trying if your goal is only to use Chinese in daily communication. Chinese will seem pretty “easy to learn” under this mode.



Huìhuà
会话

Dialogue

Lǐjiā: Mǎshàng yào fàng shǔjià le , jiàqī nǐ yǒu shénme jìhuà ma ?

李佳： 马上 要 放 暑假 了， 假期 你 有 什 么 计划 吗？

Mǎkè: Wǒ dǎsuān xiān qù shíxí, zài qù HǎiNán lǚyóu. Nǐ ne?

马克： 我 打算 先 去 实习， 再 去 海南 旅 游。 你 呢？

Lǐjiā: Wǒ hái méiyǒu xiǎng hǎo , dàn shì wǒ yě xiǎng qù lǚyóu.

李佳： 我 还 没 有 想 好， 但 是 我 也 想 去 旅 游。

Mǎkè: Nǐ xiǎng qù nǎlǐ?

马克： 你 想 去 哪 里？

Lǐjiā: Wǒ xiǎng qù BěiJīng , tīngshuō nàlǐ yǒu hěnduō míngshènggǔjì.

李佳： 我 想 去 北京， 听 说 那 里 有 很 多 名 胜 古 迹。

Mǎkè: BěiJīng shì zhōngguó de shǒudū , wǒ qùnián shǔjià qù guò yí cì ,

马克： 北京 是 中 国 的 首 都， 我 去 年 暑 假 去 过 一 次，

qù BěiJīng lǚyóu de rén zhēn duō a!

去 北京 旅 游 的 人 真 多 啊！

Lǐjiā: Nǐ qù méi qù Chángchéng ?

李佳： 你 去 没 去 长 城 ？

Mǎkè: Qù le , ChángChéng tài měi le ! nǐ yídìng yào qù.

马克： 去 了， 长 城 太 美 了！ 你 一 定 要 去。

Lǐjiā: Hǎode.

李佳： 好 的。

Mǎkè: Nǐ shì yí gè rén qù ma ?

马克： 你 是 一 个 人 去 吗？

Lǐjiā: Wǒ xiǎng gēn Àimǐlì yìqǐ qù.

李佳： 我 想 跟 艾 米 莉 一 起 去。

Mǎkè: Zhù nǐmen wán dé yúkuài !

马克： 祝 你 们 玩 得 愉 快！



Li Jia: It is the summer holiday soon , what's your holiday plan?

Mark: I'm planning to take an internship and travel to Hainan, what about you?

Li Jia: I'm not sure, but I was thinking about traveling too.

Mark: Where do you want to go?

Li Jia: I want to go to Beijing, I heard that there are many places of interest.

Mark: Beijing is the capital of China. I went there once last year.

There are a lot of people in Beijing.

Li Jia: Have you been to the Great Wall or not?

Mark: Yes, it is so beautiful. You must go there.

Li Jia: Okay.

Mark: Are you planning to go alone?

Li Jia: I'm going with Emily.

Mark: Have fun.



Huìhuà 会话

Dialogue

Lǐjiā: Shǔjià wǒ xiǎng qù Běijīng lǚyóu , nǐ qù bu qù ?

李佳：暑假 我想 去 北京 旅游， 你去 不去？

Àimǐlì: Hǎo ā, wǒ méi qù guò Běijīng . Běijīng de jǐngdiǎn duō bu duō?

艾米莉：好 啊，我 没 去 过 北京。北京 的 景 点 多 不 多？

Lǐjiā: Jǐngdiǎn hěn duō , yǒu ChángChéng 、 Gùgōng 、 Yíhéyuán ······ ,

李佳：景 点 很 多，有 长 城 、 故 宫 、 颐 和 园 ······，

Hăochīde yě hěn duō , Běijīng Kăoyā 、 Shuànyángróu 、 Táng húlu ······

好 吃 的 也 很 多，北 京 烤 鸭 、 涮 羊 肉 、 糖 葫 芦 ······

Àimǐlì: Tàihǎo le ! wǒmen zěnme qù ?

艾米莉：太 好 了！我 们 怎 么 去？

Lǐjiā: Wǒmen zuò fēi jī qù ba .

李佳：我 们 坐 飞 机 去 吧。

Àimǐlì: Wǒmen yào cānjiā lǚxíng tuán ma ?

艾米莉：我 们 要 参 加 旅 行 团 吗？

Lǐjiā: Cānjiā lǚxíng tuán bù zìyóu , wǒmen háishì zìjǐ qù ba .

李佳：参 加 旅 行 团 不 自 由，我 们 还 是 自 己 去 吧。

Àimǐlì: Hăode , wǒmen xiànzài jiù dìng jīpiào hé bīnguǎn 。

艾米莉：好 的，我 们 现 在 就 订 机 票 和 宾 馆。

Lǐjiā: Wǒ lái dǎ diànhuà .

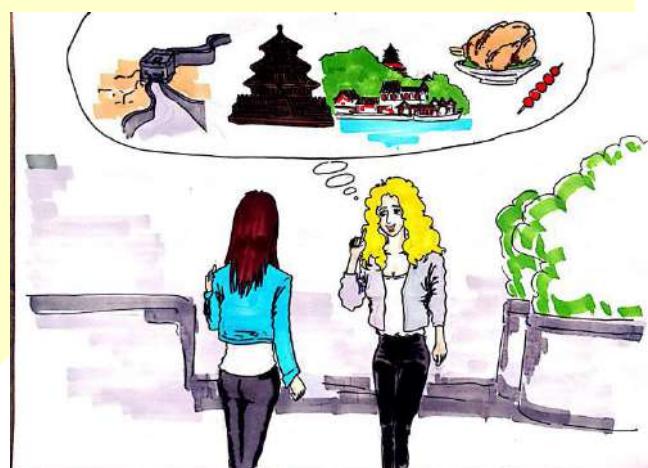
李佳：我 来 打 电 话。

Àimǐlì: Hăo , wǒ qù shōushi xíngli .

艾米莉：好，我 去 收 拾 行 李。

注释 (Notes) :

Here “还是” means making a choice after comparison.



Li Jia: I want to travel to Beijing, do you want to go?

Emily: Yes, I never been to Beijing. are there a lot of scenic spots ?

Li Jia: There are a lot of scenic spots, like the Great Wall, the Forbidden City, the Summer Palace.....and there are a lot of delicious food, like Beijing roast duck, mutton hotpot, sugar-coated berry.....

Emily: Great! How should we go?

Li Jia: Let's take air plane.

Emily: Should we join a tour group?

Li Jia: You may feel constrained, let's go by ourselves.

(They made a chose after comparison.)

Emily: Okay, let's book the flight and hotels.

Li Jia: I'll make the call.

Emily: Okay, I'll pack up the luggage.

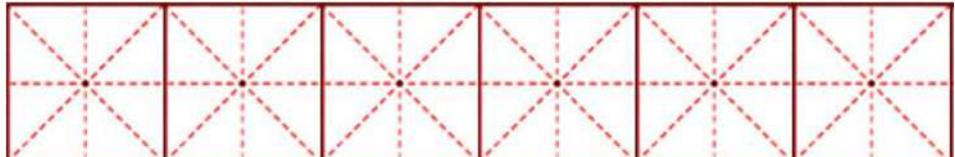
Dì shí sì kè Wǒxiǎng qù lǚ yóu
第十四课 我 想 去 旅 游

Lesson 14 I want to take a trip



bù shǒu
部 首

Radicals



fǎn wén páng
反 文 旁



“文” comes from the shape of handling a stick. It usually serves as a radical at the right and indicates that the meaning of the character is related with striking.

e.g. 教: jiāo 教; 攻: gōng 攻

我想去旅游。I want to take a trip.



mù biāo
目标

Learning Objectives

mǎ fàng shǔ qī jì

马 放 暑 期 计

huà shí xí hǎi nán

划 实 习 海 南

lǚ yóu zhēn cháng chéng

旅 游 真 长 城



xué hàn zì
学汉字

Characters

mǎ



n. horse



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fàng

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放假:have a vacation

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shǔ

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| 暑 | n. summer | | | | | | | | |
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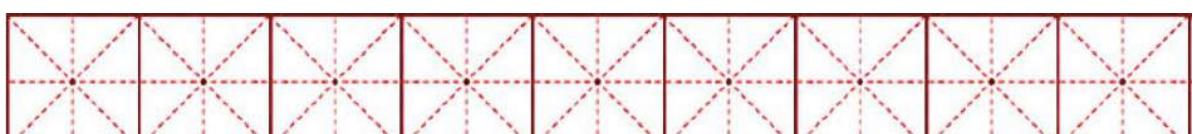
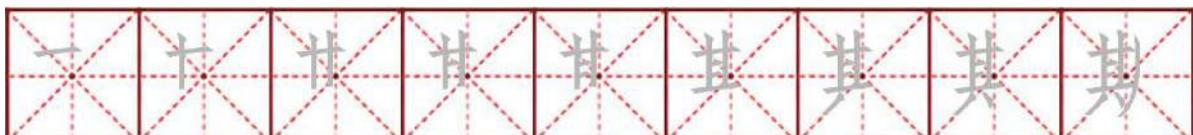
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我想去旅游。I want to take a trip.

qī

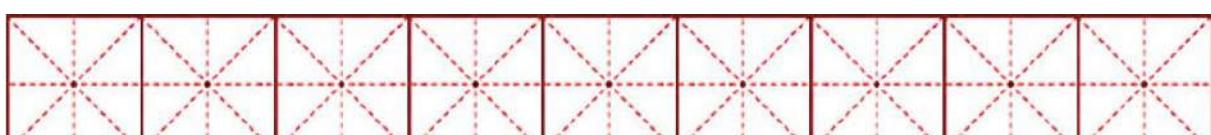
期 月 n. period

暑期: summer holiday



jì

计 计 v. plan



huà

划 划 v. design

计划: plan

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shí



v. practise

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xí



n. exercise

实习: to do internship

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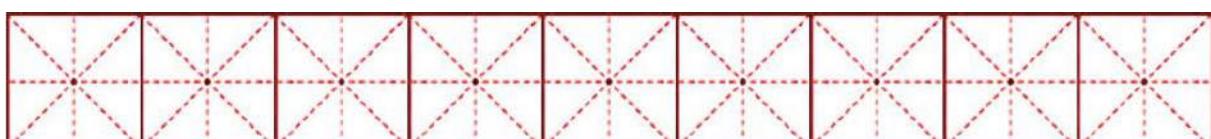
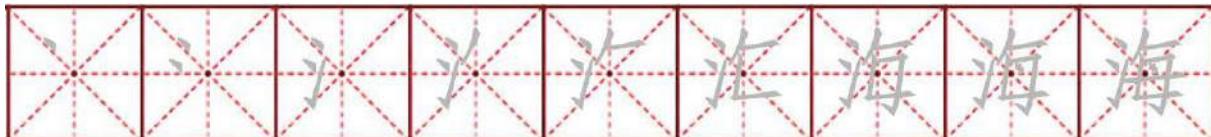
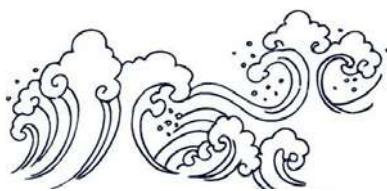
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我想去旅游。I want to take a trip.

hǎi



n. sea

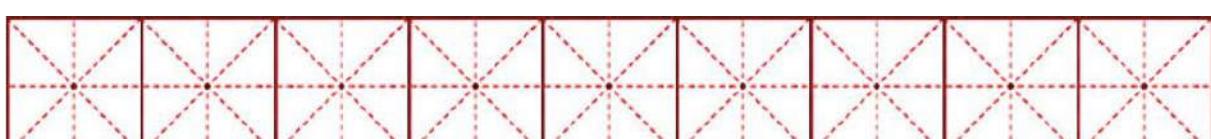
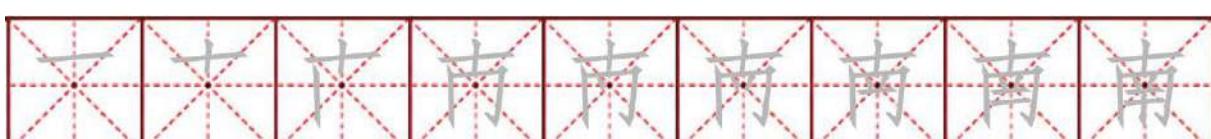


nán



n. south

海南: Hainan Province



lǚ



v. travel

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yóu

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| 游 | 游 | 游 | 游 | 游 | 游 | 游 | 游 | 游 |
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n. trip

旅游: to travel

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| 游 | 游 | 游 | 游 | 游 | 游 | 游 | 游 | 游 |
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zhēn

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| 真 | 真 | 真 | 真 | 真 | 真 | 真 | 真 | 真 |
|---|---|---|---|---|---|---|---|---|

adj. real; adv. really

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| 真 | 真 | 真 | 真 | 真 | 真 | 真 | 真 | 真 |
|---|---|---|---|---|---|---|---|---|

我想去旅游。I want to take a trip.

真 真 真 真 真 真 真 真 真

真 真 真 真 真 真 真 真 真

cháng

长

adj. long

长 长 长 长 长 长 长 长 长

长 长 长 长 长 长 长 长 长

chéng

城

土 n. wall

长城: The Great Wall

城 城 城 城 城 城 城 城 城

城 城 城 城 城 城 城 城 城

liàn xí
练习

Exercise

一、抄写 | Write the characters.

马

放

暑

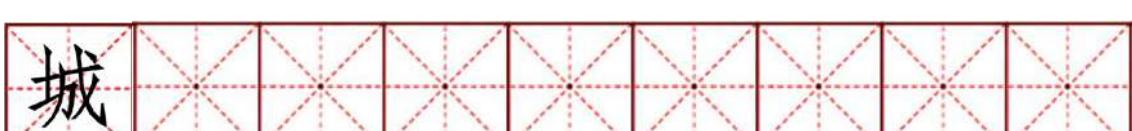
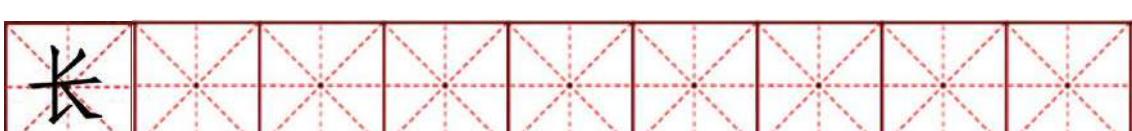
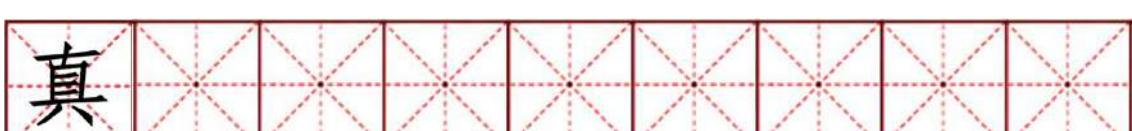
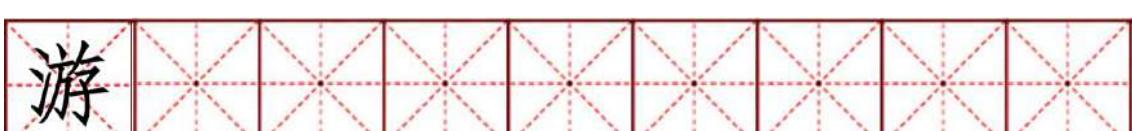
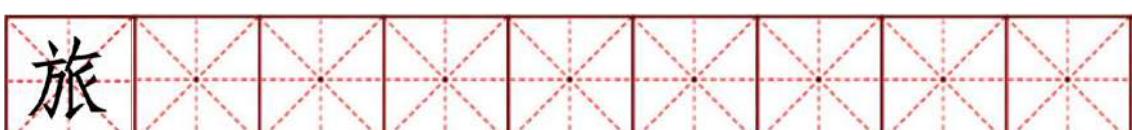
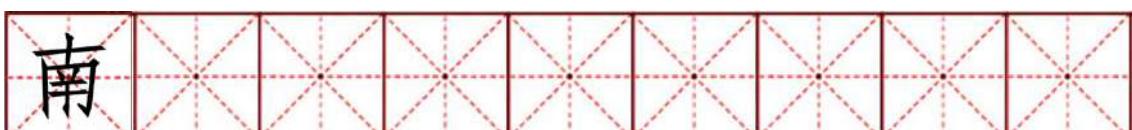
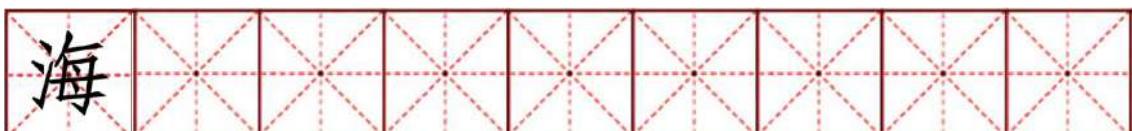
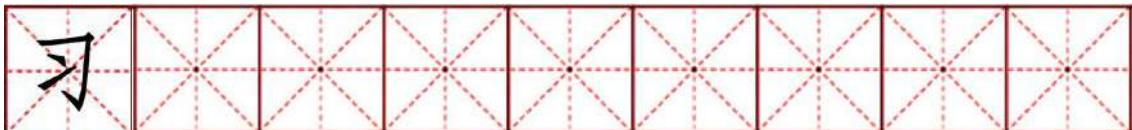
期

计

划

实

我想去旅游。I want to take a trip.



二、看汉字写拼音 | Note Pinyin for each character.

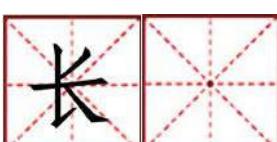
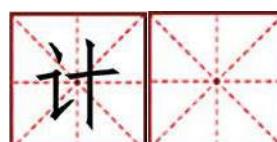
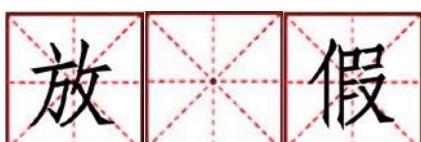
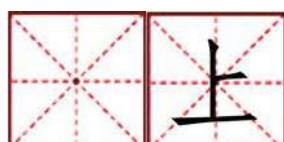
- ① 马 上 要 放 暑 假 了， 你 有 旅 游

计 划 吗？

② 我 暑 假 要 实 习， 不 能 去 海 南
旅 游。

③ 长 城 真 美！

三、汉字组词 | Complete the phrases.

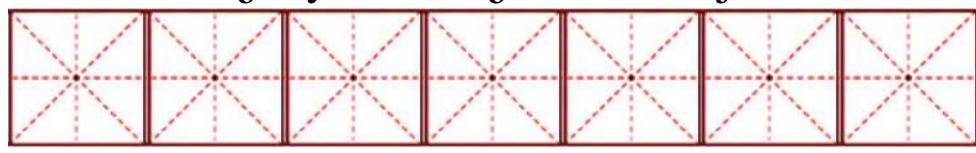


四、填空，完成句子 | Fill in the blanks and complete

the sentences.

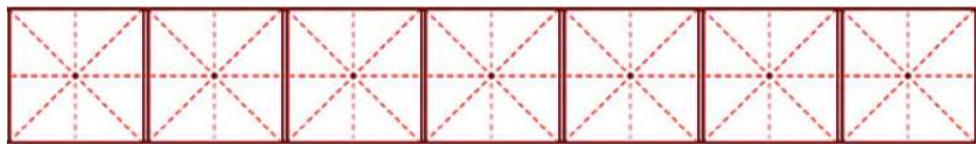
mǎ shàng yào fàng shǔ jià le

(1)



我想去旅游。I want to take a trip.

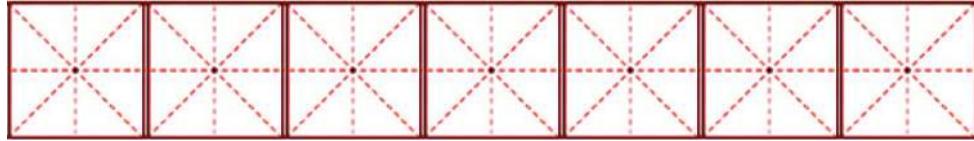
nǐ yǒu shén me jì huà ma



?

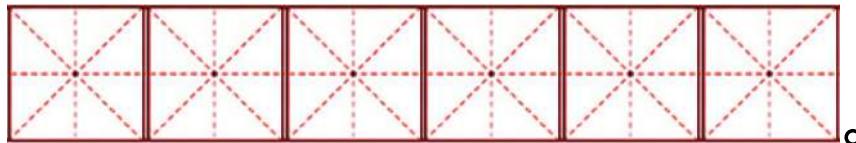
wǒ dǎ suàn xiān qù shí xí

(2)



,

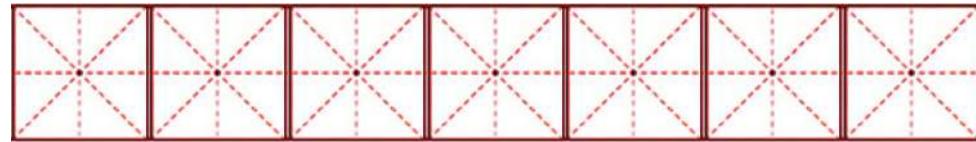
zài qù hǎi nán lǚ yóu



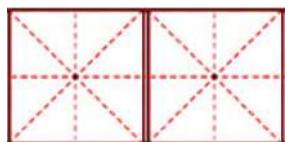
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lái cháng chéng wán de rén zhēn

(3)



duō a



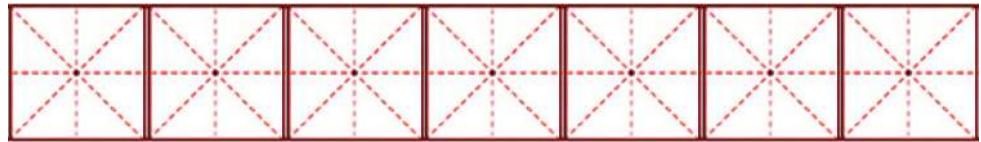
!

五、填空，完成对话 | Fill in the blanks and complete

the dialogue.

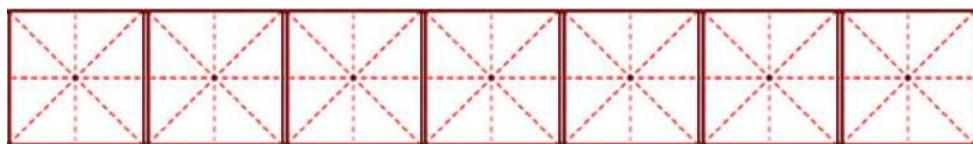
mǎ shàng yào fàng shǔ jià le

A:



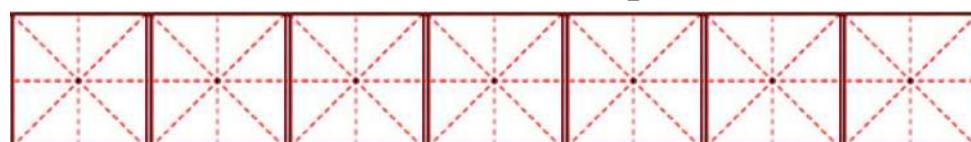
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nǐ yǒu shén me jì huà ma



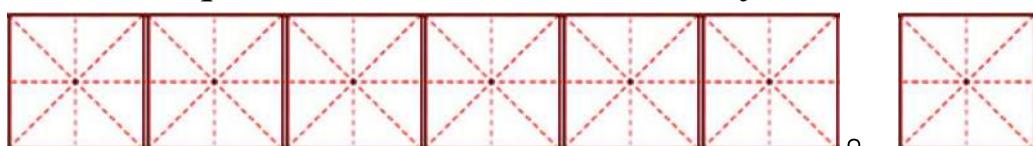
?

wǒ dǎ suàn xiān qù shí xí

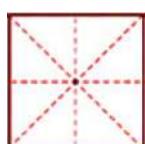
B:

,

zài qù hǎi nán lǚ yóu nǐ

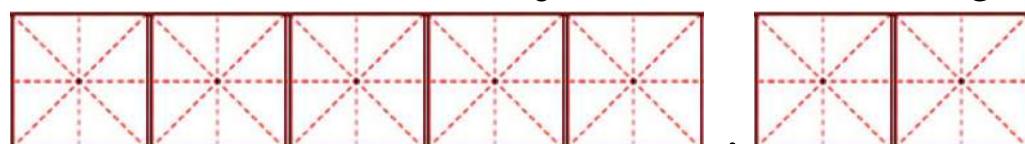


ne



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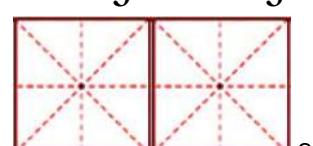
wǒ hái méi xiǎng hǎo kě néng

A:

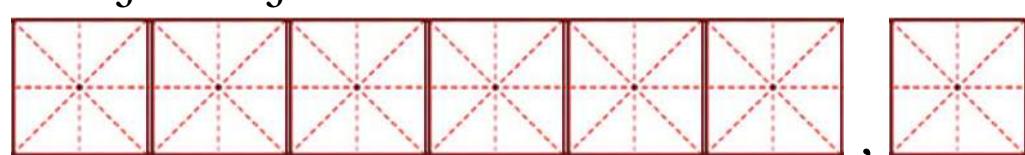
hùi qù běi jīng wǒ xiǎng qù



cháng chéng

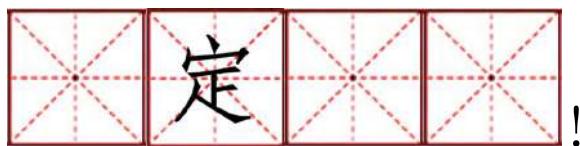


cháng chéng zhēn de hěn měi nǐ

B:

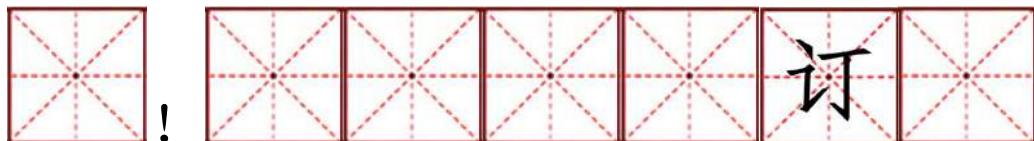
我想去旅游。I want to take a trip.

yí dìng yào qù



hǎo wǒ xiàn zài jiù dìng jī

A:



piào



wán dé yú kuài

B:



六、阅读理解 | Reading Comprehension

马上放暑假了，马克^{kè}计划去北京实习，但^{dàn}（but）他的家人计划去海南旅游。马克^{gào sù}告诉他的家人，北京也很好玩，长城很美，北京烤鸭^{bēi jīng kǎo yā}（Peking Ducks）也很好吃。他的好朋友李丽^{lǐ lì}是北京人，可以带他们一起玩。

1. What is Mark's plan of this summer vacation?

- A. Go to Hai Nan
- B. Go to Beijing

C. Take an internship

2. Which one is NOT the reason why Mark regard Beijing as a joyful place?

A. Beijing is the capital of China.

B. Beijing food is delicious.

C. The Great Wall is beautiful.

3. What do you think Mark is doing?

A. Tell his family that he loves Beijing

B. Give up the internship

C. Persuade his family to change the vacation plan

4. Try giving a rational end of this story in Chinese?

七、造句 | Make Sentences

(Use the words in brackets to make sentences. If necessary, you can

use Pinyin.)

(菜单) _____

(中文) _____

我想去旅游。I want to take a trip.

(从) _____

(玩) _____

(别) _____



hàn zì zhī shi
汉字知识

What You Should Know

Introduction to Chinese Characters

-- Tips for learning

Tip 2: remember the radicals

Remembering the radicals of Chinese characters helps you to get some clues to the meaning and sound of characters. Learning most commonly used 30-40 radicals would be rewarding, since they are used in different characters frequently, and the general pattern of how Chinese characters are formed will emerge in the process of leaning and using them.

Tip 3: use flashcards

Because the total number of characters is big, and you will need to learn many characters in every book chapter, it is very helpful if you can make flashcards for every character (or every word) that is supposed to be learned. The recurrence of the target characters will greatly enhance your memory of them and lead to consolidation. Note that flashcards are not necessarily real paper cards, they could be made by using apps such as “Quizlet” or so.



Huìhuà
会话

Dialogue

Mǎ Kè: Nǐ hǎo, shì hángkōng gōngsī ma?

马克：你好，是航空公司吗？

Zhíyuán: Shì de, xiānsheng, yǒu shénme xūyào ma?

职员：是的，先生，有什么需要吗？

Mǎ Kè: Wǒ xiǎng dìng yì zhāng hòutiān qù Běijīng de jīpiào, xiànzài

马克：我想订一张后天去北京的机票，现在

dìngpiào kěyǐ ma?

订票可以吗？

Zhíyuán: Hăode, qǐng shāoděng, wǒ bāng nín chá cha.

职员：好的，请稍等，我帮您查查。

Zhíyuán: Hòutiān yǒu liǎng bān fēi jī qù Běijīng , yí gè zǎobān, yí gè

职员：后天有两班飞机去北京，一个早班，一个

wǎnbān.

晚班。

Mǎ Kè: Duōshǎo qián?

马克：多少钱？

Zhíyuán: Zǎobān fēijī 1200 kuài, wǎnbān fēijī 1400 kuài. Nín yào dìng

职员：早班飞机1200块，晚班飞机1400块。您要订

zǎobān de háishì wǎnbān de?

早班的还是晚班的？

Mǎ Kè: Wǒ yào dìng zǎobān de. Duì le, zǎobān jǐ diǎn chūfā?

马克：我要订早班的。对了，早班几点出发？

Zhíyuán: Zǎoshàng jiǔ diǎn sì shí. Nín jì dé tíqián liǎng gè xiǎoshí

职员：早上九点四十。您记得提前两个小时

dào jīchǎng bànlǐ dēngjī pái.

到机场办理登机牌。

Mǎ kè: Míngbai le, xièxie.

马克：明白了，谢谢。

Zhíyuán: Búkèqi. Qǐng gàosu wǒ nín de xìngmíng , zhèngjiàn hàomǎ ,

职员：不客气。请告诉我您的姓名、证件号码、

yínháng kǎ huòzhě xìnyòngkǎ hàomǎ.

银行卡或者信用卡号码。

Mark: Hello, Is this the airline company?

The clerk: Yes sir, what can I do for you?

Mark: I want to book a flight to Beijing for the day after tomorrow,
can I book it now?

The clerk: Okay, Please wait, let me check it for you.

.....

The clerk: There are two flights to Beijing, one is in the morning and
the other is at night.

Mark: How much are they?

The clerk: 1200yuan for morning flight and 1400yuan for night flight,
which one would you like?

Mark: I would like the morning flight, and when does it take off?

The clerk: 9:40 am in the morning. Please remember to get to the
airport two hours earlier to get your boarding pass.

Mark: Yes, got it, thanks.

The clerk: You are welcome. Please tell me your name、ID number、
bank account or credit card number.



Huìhuà 会话

Dialogue

Mǎ Kè: Nǐ hǎo, wǒ yào bàn lǐ dēngjīpái.

马克：你好，我要办理登机牌。

Zhíyuán: Qǐng shāoděng, qǐng chūshì nín de zhèngjiàn.

职员：请稍等，请出示您的证件。

Mǎ Kè: Hùzhào kěyǐ ma?

马克：护照可以吗？

Zhíyuán: Kéyi, nín yǒu xíngli xūyào tuōyùn ma?

职员：可以，您有行李需要托运吗？

Mǎ Kè: Wǒ yǒu liǎng gè xíngli xiāng xūyào tuōyùn.

马克：我有两个行李箱需要托运。

Zhíyuán: Fàng zhèlǐ ba.

职员：放这里吧。

Mǎ Kè: Wǒ de xíngli méiyǒu chāozhòng ba?

马克：我的行李没有超重吧？

Zhíyuán: Méiyǒu. Zhè shì nín de dēngjīpái hé xíngli tuōyùn xiǎopiào, qǐng ná hǎo.

职员：没有。这是您的登机牌和行李托运小票，请拿好。

... ...

Lǐ Jiā: Mǎ Kè, nǐ de bīnguǎn dìng hǎo le ma?

李佳：马克，你的宾馆订好了吗？

Mǎ Kè: Dìng hǎo le, wǒ zuótān zài wǎngzhàn shàng dìng de.

马克：订好了，我昨天在网站上订的。

Lǐ Jiā: Bīnguǎn huánjìng zěnmeyàng?

李佳：宾馆环境怎么样？

Mǎ Kè: Wǎngshàng shuō hěn gānjìng, jiāotōng yě hěn fāngbiàn.

马克：网上说很干净，交通也很方便。

Lǐ Jiā: Nà jiù hǎo, zhùyì ānquán.

李佳：那就 好，注意安全。

Mǎ Kè: Péngyou men, shí jiān bù zǎo le, wǒ gāi qù dēngjī le.

马克：朋友们，时间不早了，我该去登机了。

Àimǐlì: Qu ba, jiǔdiǎn sì shí fēijī jiù yào qǐ fēi le, bié dānwu le hángbān.

艾米丽：去吧，九点四十飞机就要起飞了，别耽误了航班。

Mǎ Kè: Zàijiàn, fēicháng gǎnxiè dàjiā.

马克：再见，非常感谢大家。

Lǐ jiā, Ài mǐ lì, Wáng hào míng: Zàijiàn, yí lù píng ān!

李佳、艾米丽、王浩明：再见，一路平安！





 **注释 (Notes) :**

Sometimes “hǎo(好)” is used after a verb as a complement to mean that the aim of the action has been achieved.

Mark: Hello, I would like to get a boarding pass.

The clerk: Wait a moment, please show your ID.

Mark: Is passport okay?

The clerk: Yes, do you need to check in some luggage?

Mark: I have two pieces.

The clerk: Please put them here.

Mark: Is my luggage overweight?

The clerk: No. This is the receipt of your boarding pass and luggage shipment.

.....

Li Jia: Mark, did you book the hotel?

Mark: Yes, I booked it online yesterday.

Li Jia: How are the surrounding facilities there?

Mark: It is said on line that the hotel is very clean and the traffic is convenient.

Li Jia: Cool, take care then.

Mark: Friends, it's getting late, I should go get on board.

Li Jia: Go, It takes off at 9:40, don't miss the flight.

Mark: Goodbye, thank you all very much.

Li Jia, Emily, Wang Haoming: Goodbye, Bon voyage!

Dì shí wǔ kè
第十五课

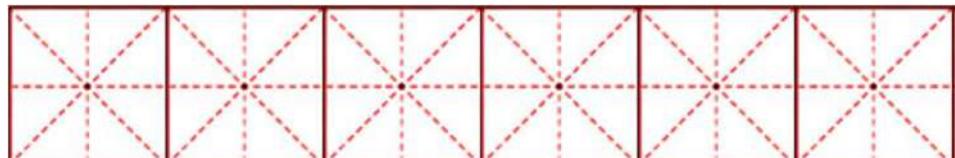
Wǒ xiǎng dìng yì zhāng jī piào
我 想 订 一 张 机 票

Lesson 15 I want to book a flight
ticket



bù shǒu
部 首

Radicals



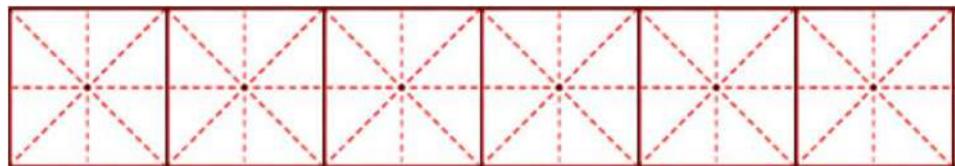
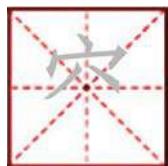
zhōu zì páng
舟 字 旁

“舟” comes from the shape of boats and it always appears at left as a radical in characters that are related with watercrafts.

e.g. 船: boat; 舰: warship



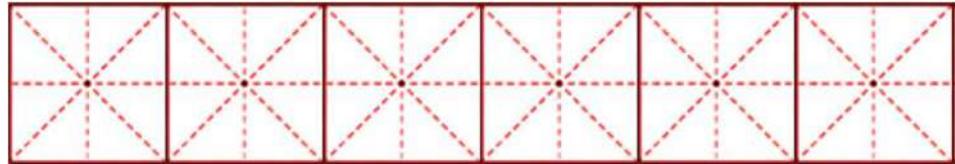
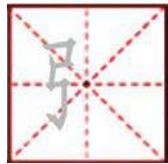
我想订一张机票。I want to book a flight ticket.



xué zì tóu
穴字头

“穴” always appears at the top as a radical in characters related with holes.

e.g. 空: ^{kōng} empty; 窟: ^{kū} cave



gōng zì páng
弓字旁

“弓” is derived from the shape of bows and it always appears at the left or bottom as a radical in characters related with bows and arrows.

e.g. 弹: ^{tán} bounce; 弯: ^{wān} bend



mù biāo
目标

Learning Objectives

háng kōng gōng sī xū

| | | | | |
|---|---|---|---|---|
| 航 | 空 | 公 | 司 | 需 |
|---|---|---|---|---|

dìng zhāng běi jīng piào

| | | | | |
|---|---|---|---|---|
| 订 | 张 | 北 | 京 | 票 |
|---|---|---|---|---|

děng wǎn chū fā chǎng

| | | | | |
|---|---|---|---|---|
| 等 | 晚 | 出 | 发 | 场 |
|---|---|---|---|---|

xué hàn zì
学汉字

Characters

háng

| |
|---|
| 航 |
|---|

舟 v. navigate

我想订一张机票。I want to book a flight ticket.

机 机 机 机 机 机 机 机 机

航 航 航 航 航 航 航 航 航

空 空 空 空 空 空 空 空 空

kōng

空 穴 n. air 航空: airplane

空 空 空 空 空 空 空 空 空

空 空 空 空 空 空 空 空 空

gōng

公 公 adj. public, collective

公 公 公 公 公 公 公 公 公

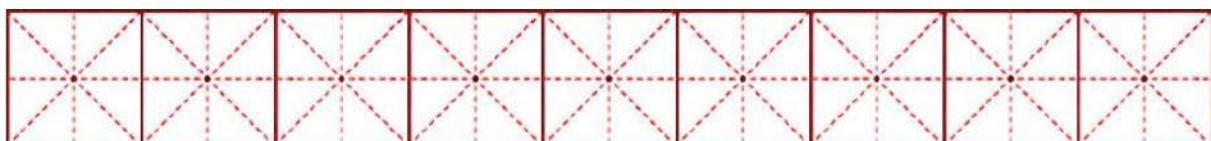
公 公 公 公 公 公 公 公 公

sī



v. department

公司: company

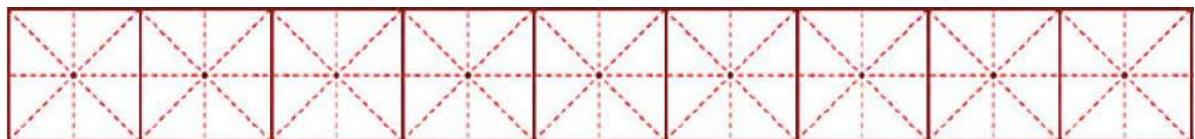
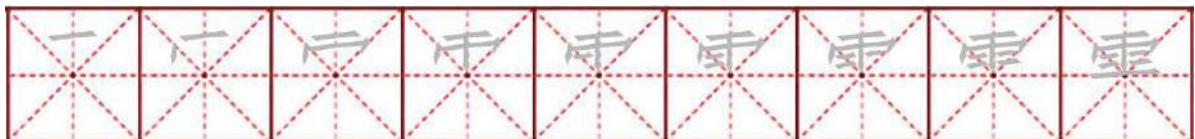


xū



雨 v. need

需要: need

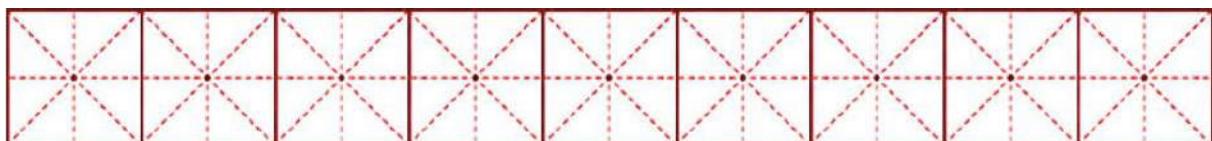
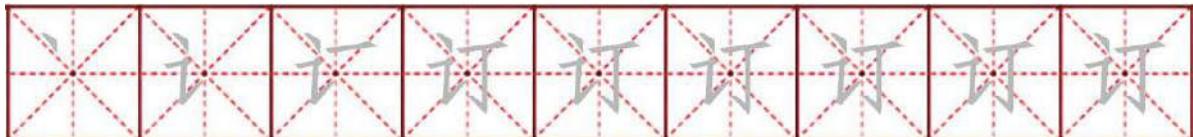


dìng

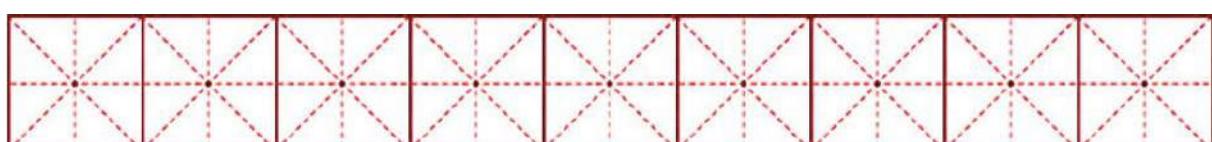
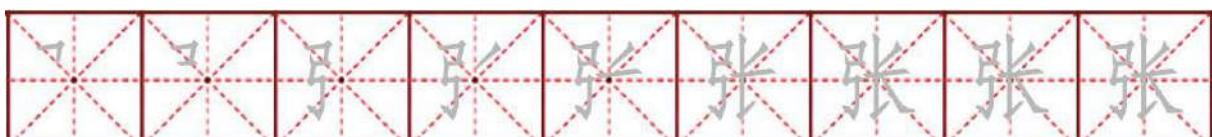


订 v. book

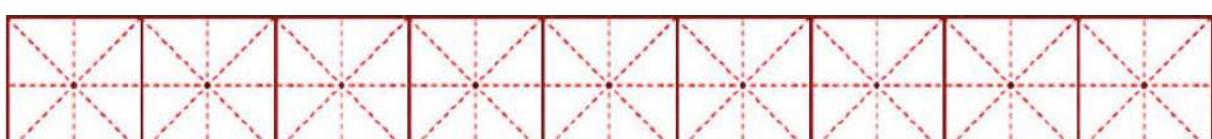
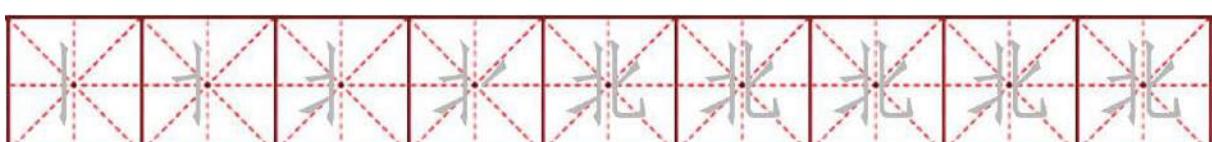
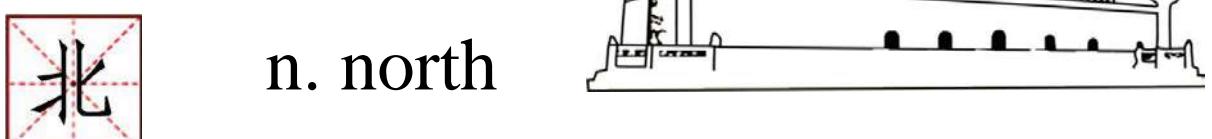
我想订一张机票。I want to book a flight ticket.



zhāng



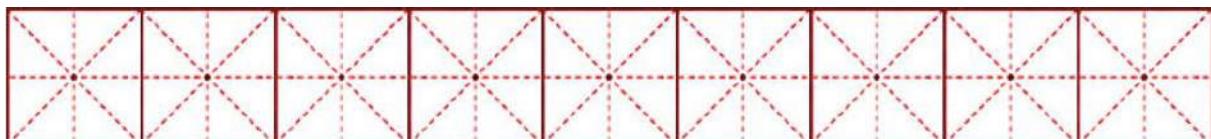
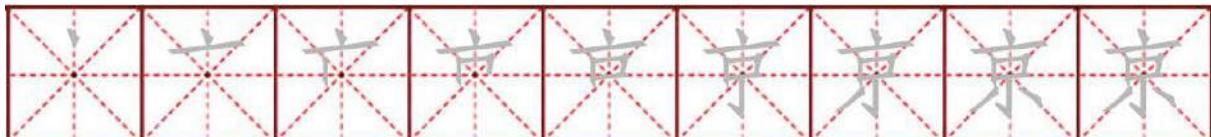
běi



jīng

n. the capital of China

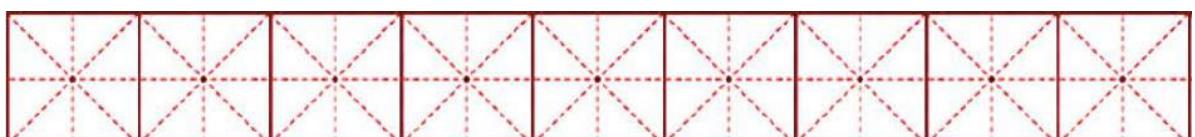
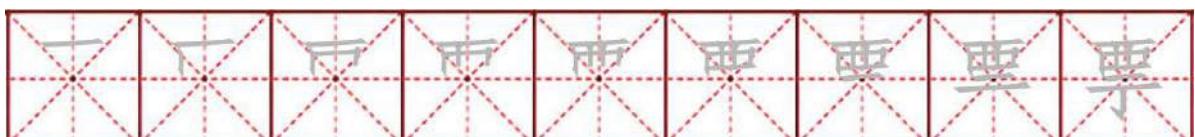
北京: Beijing



piào

n. ticket

机票: air ticket

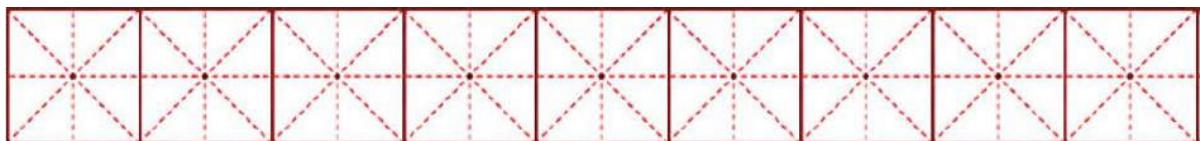
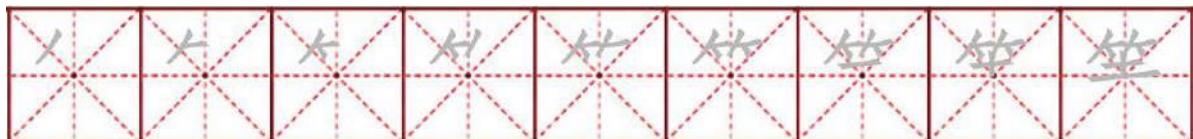


děng

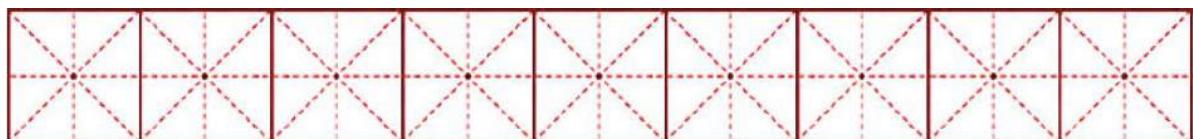
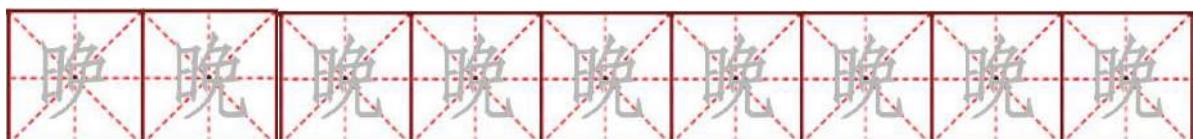
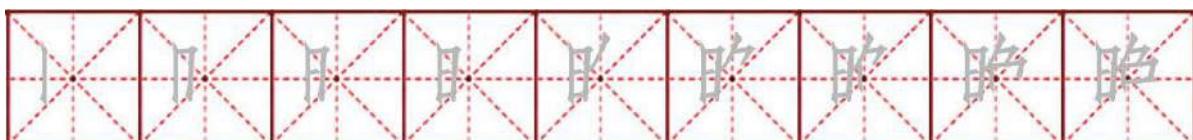
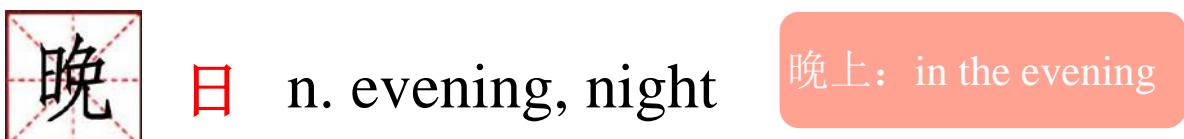
KK

v. wait

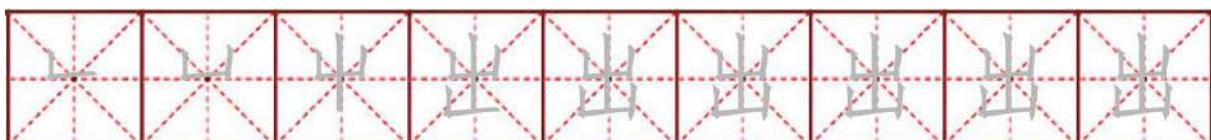
我想订一张机票。I want to book a flight ticket.

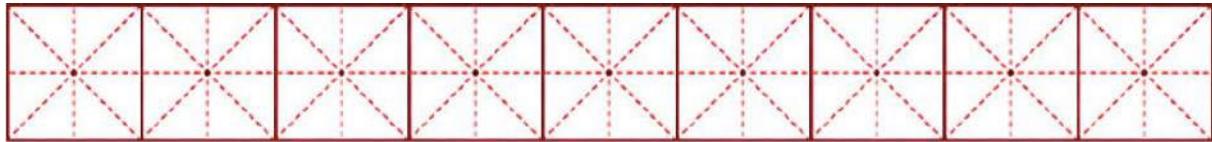


wǎn



chū



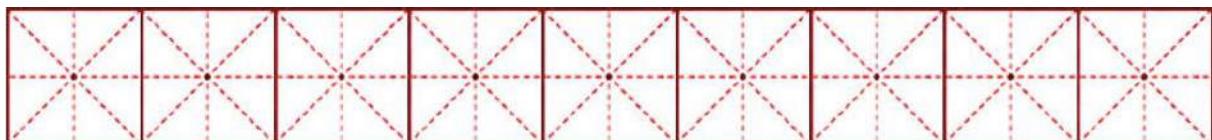


fā



v. start

出发: set out, start off

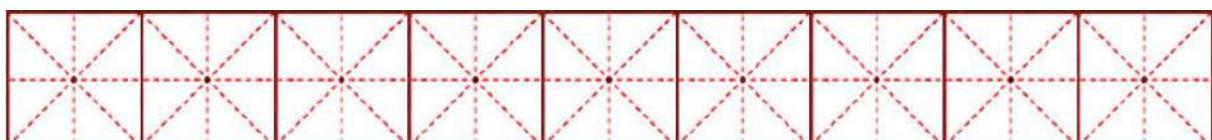


chǎng



土 n. field

网球场: tennis court

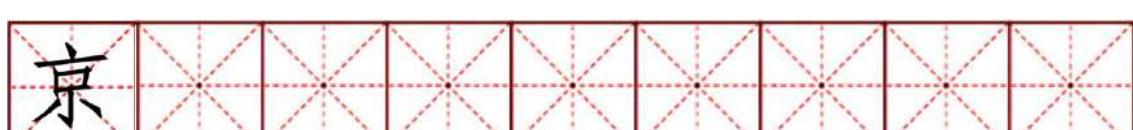
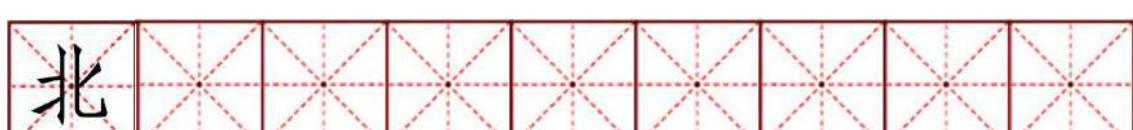
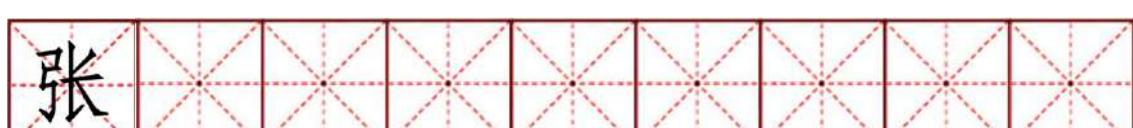
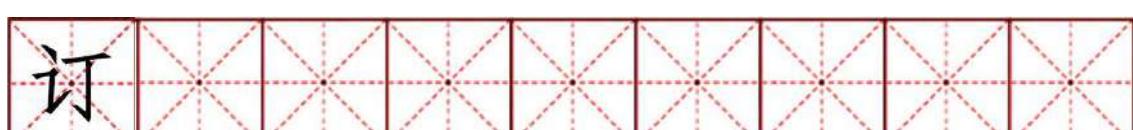
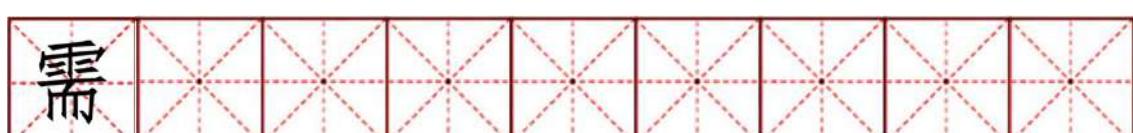
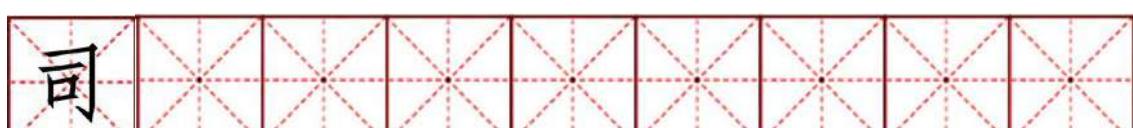
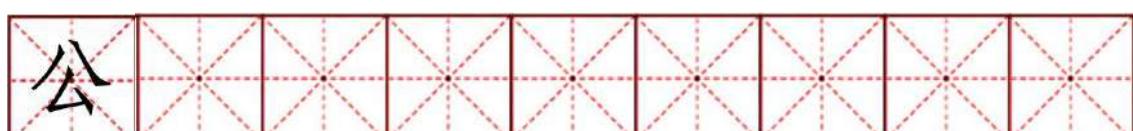
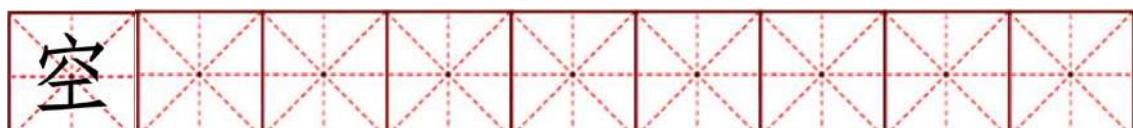
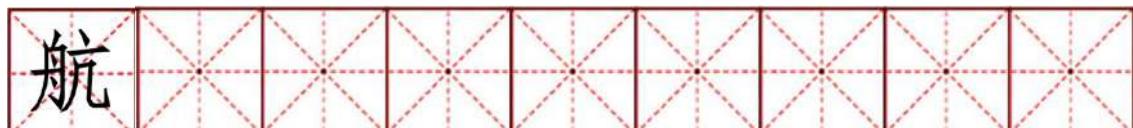


liàn xí
练习

Exercise

我想订一张机票。I want to book a flight ticket.

一、抄写 | Write the characters.



票

等

晚

出

发

场

二、看汉字写拼音 | Note Pinyin for each character.

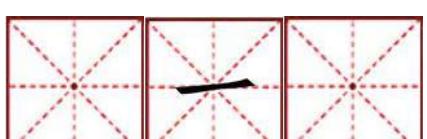
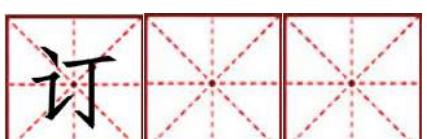
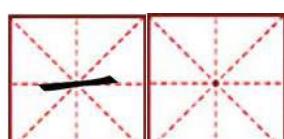
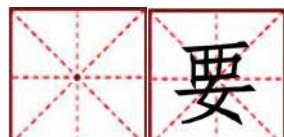
① 他 在 航 空 公 司 工 作。

② 等 一 下， 你 需 要 订 几 张 去 北
京 的 机 票？

我想订一张机票。I want to book a flight ticket.

③ 我 晚 上 出 发 去 机 场。

三、汉字组词 | Complete the phrases.

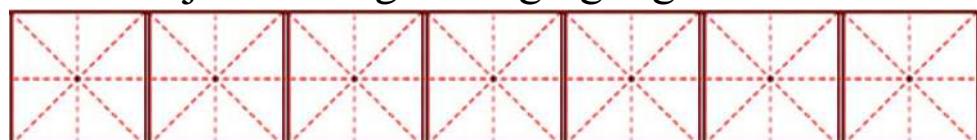


四、填空，完成句子 | Fill in the blanks and complete

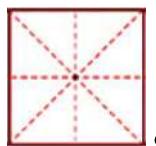
the sentences.

zhè jiā háng kōng gōng sī hěn

(1)



hǎo



。

wǒ xū yào dìng yì zhāng wǎn
 (2)

shàng fēi běi jīng de jī piào
 (2)

tā děng yí huì er jiù yào
 (3)

chū fā qù jī chǎng le
 (3)

五、填空，完成对话 | Fill in the blanks and complete
the dialogue.

A: nǐ hǎo , shì háng kōng gōng sī

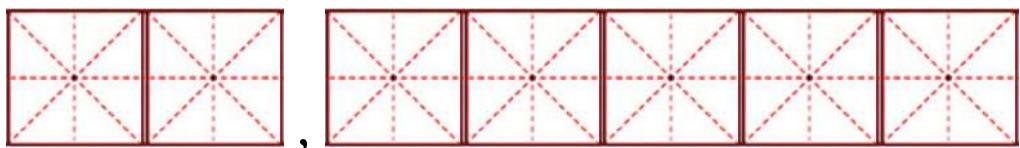
 ma

 ?

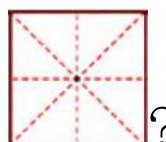
我想订一张机票。I want to book a flight ticket.

shì de yǒu shén me xū yào

B:

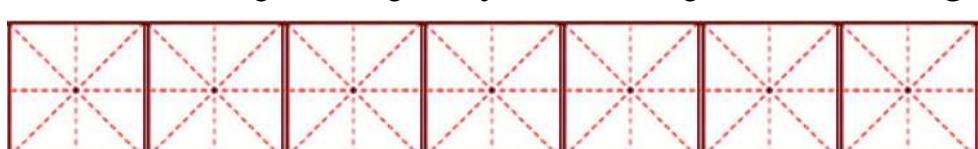


ma

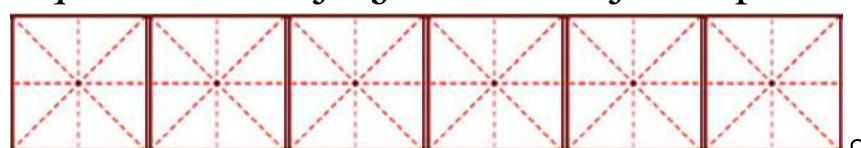


wǒ xiǎng dìng yì zhāng wǎn shàng

A:

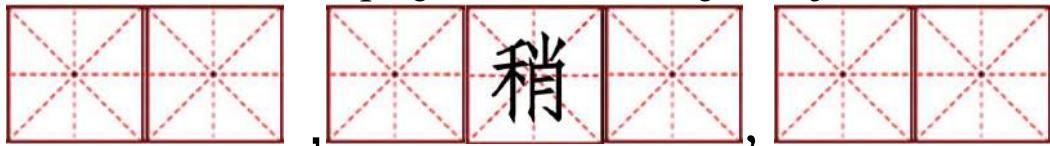


qù běi jīng de jī piào

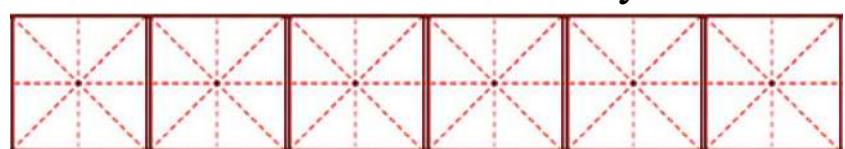


hǎo de qǐng shāo děng jiǔ diǎn

B:

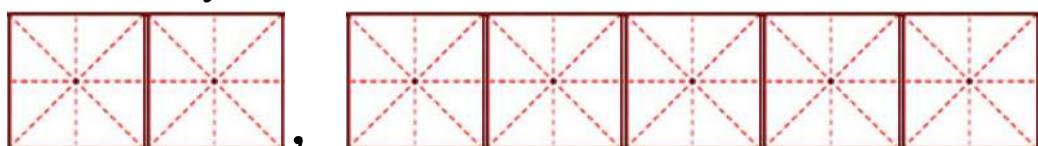


chū fā de kě yǐ ma

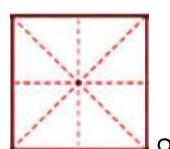


ké yǐ zhè shì wǒ de hù

A:

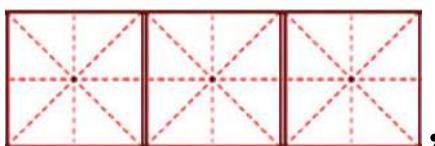


zhào

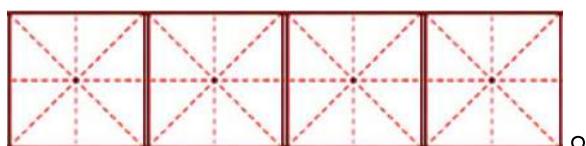


bàn hǎo le

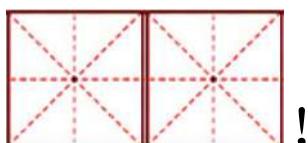
yí gòng shì bā

B:

bǎi wǔ shí kuài



xiè xiè

A:

六、阅读理解 | Reading Comprehension

这个暑假，马克在北京实习。他的 奶奶 (grandma)

突然 (suddenly) 生病 (ill) 了，马克很着急，想要马上飞

回美国，但是没有机票了。他 突然 想到他的朋友 王浩

然在航空公司工作，于是 (so then) 他给王浩然打电 话，

问他怎么办。王浩然 建议 (suggest) 马克可以先飞 上海，

再从上海出发。马克谢过王浩然后，立刻 (immediately) 去了机场。

1. Where was Mark now?

我想订一张机票。I want to book a flight ticket.

A. America B. Beijing C. Shanghai

2. How did Mark contact Wang Haoran?

- A. He called Wang
- B. He went to the airplane company
- C. He came across Wang in street

3. Why could Wang Haoran help Mark?

- A. He was smarter than Mark
- B. He was in America now
- C. He was more familiar with fight information

4. Why must Mark go to Shanghai first?

七、造句 | Make Sentences

(Use the words in brackets to make sentences. If necessary, you can use Pinyin.)

(需要) _____

(马上) _____

(出发)_____

(给)_____

(真)_____



hàn zì zhī shi
汉字知识

What You Should Know

Introduction to Chinese Characters

-- Tips for learning

Tip 4: keep practicing

No matter how good the pedagogical design is, the characters cannot be learned without assiduous work. Copying the new characters for multiple times at the beginning, and later review them by recognizing them on flashcards and writing them in dictations and quizzes are the tedious but proven useful ways to learn. Keep doing so for a year, you will find that most of commonly used characters are learned.

| Name (pinyin,character) | stroke | Translation of Chinese name | Additional description |
|----------------------------|---|-----------------------------------|---|
| <i>Diǎn</i> , 点 |  | "Dot" | Tiny dash, speck |
| <i>Héng</i> , 横 |  | "Horizontal" | Rightward stroke |
| <i>Shù</i> , 竖 |  | "Vertical" | Downward stroke |
| <i>Tí</i> , 提 |  | "Rise" | Flick up and rightwards |
| <i>Nà</i> , 捺 |  | "Press down" | Falling rightwards (fattening at the bottom) |
| <i>Piě</i> , 撇 |  | "Throw away" | Falling leftwards (with slight curve) |
| <i>Gōu</i> , 钩 |  | "Hook" | Appended to other strokes, suddenly going down or going left only. |
| <i>Wān</i> , 弯 |  | "Bend" | A tapering thinning curve, usually concave left (convex outward right). |
| <i>Xié</i> , 斜 |  | "Slant" | Curved line, usually concave right (convex outward left). |
| <i>Zhé</i> , 折 |  | "Break" | Indicates change in stroke direction, usually 90° turn, going down or going right only. |