

Introduction to Chinese Characters 1: An Overview

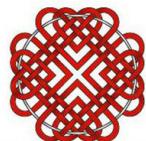


Chinese characters are logograms used in the writing of Chinese and some other Asian languages. In Standard Chinese, and sometimes also in English, they are called hànzì (simplified Chinese: 汉字; traditional Chinese: 漢字). They have been adapted to write a number of other languages including: Japanese,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

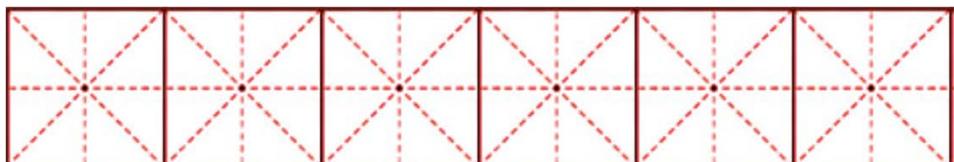
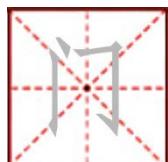
第六课 去图书馆怎么走？

Lesson 6 How to get to the library?



bù shǒu
部 首

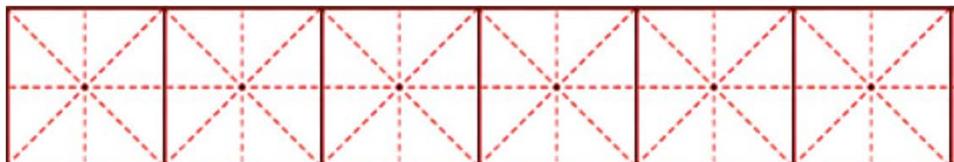
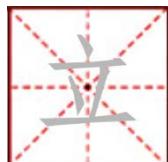
Radicals



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



、 𠂔 𠂔 𠂔 𠂔 𠂔 𠂔 𠂔 𠂔

𠂔 𠂔 𠂔 𠂔 𠂔 𠂔 𠂔 𠂔

qù



v. go

𠂔 𠂔 𠂔 𠂔 𠂔 𠂔 𠂔 𠂔 𠂔

𠂔 𠂔 𠂔 𠂔 𠂔 𠂔 𠂔 𠂔 𠂔

zěn



an interrogative

怎么: how

𠂔 𠂔 𠂔 𠂔 𠂔 𠂔 𠂔 𠂔 𠂔

𠂔 𠂔 𠂔 𠂔 𠂔 𠂔 𠂔 𠂔 𠂔

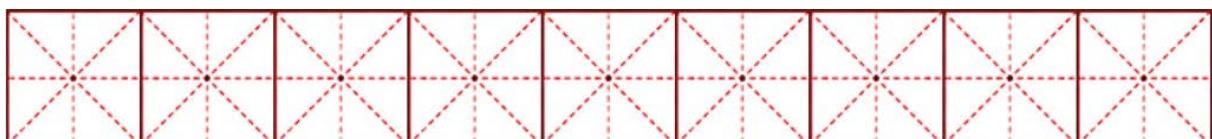
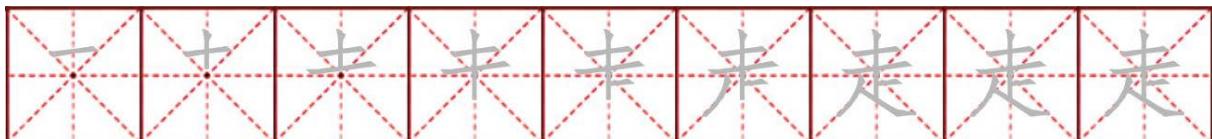
去图书馆怎么走？ How to get to the library?

zǒu



v. walk

走去： walk to /
go somewhere on foot

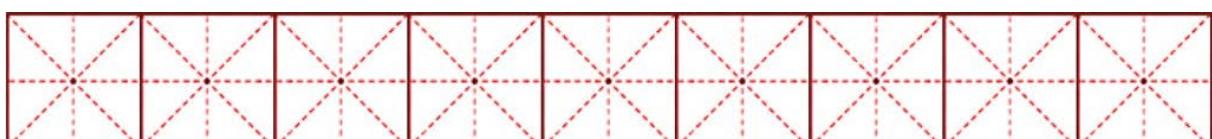
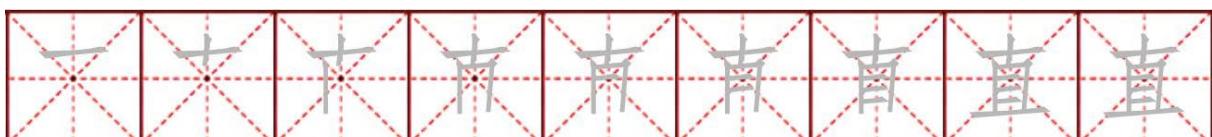


zhí



adv. straight

直走： go straight

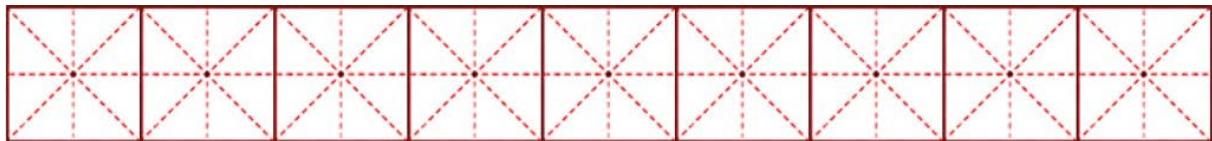


wǎng



彳 prep. towards



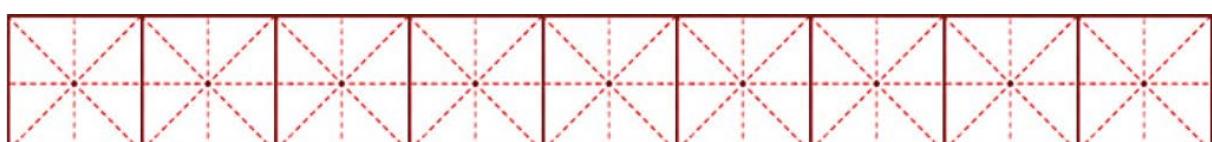
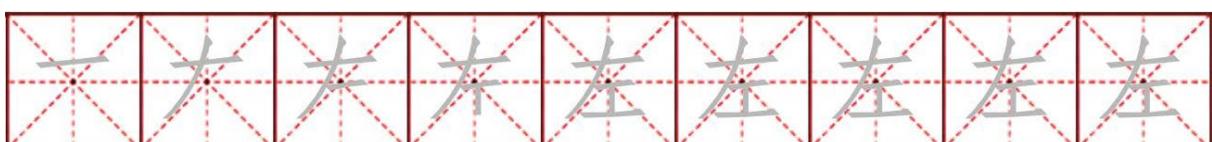


zuǒ



n. left

往左: turn left

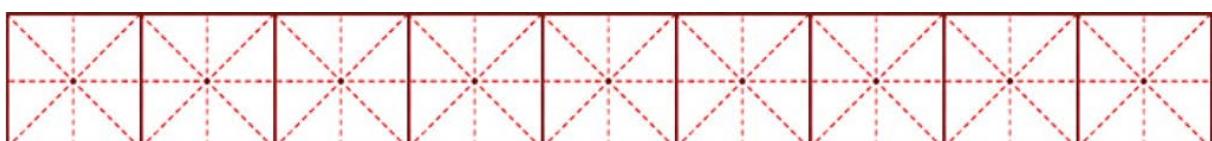
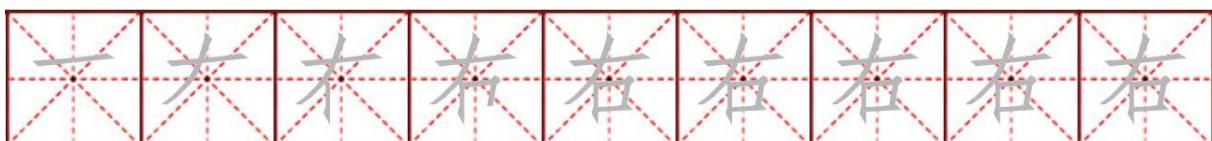


yòu



n. right

往右: turn right

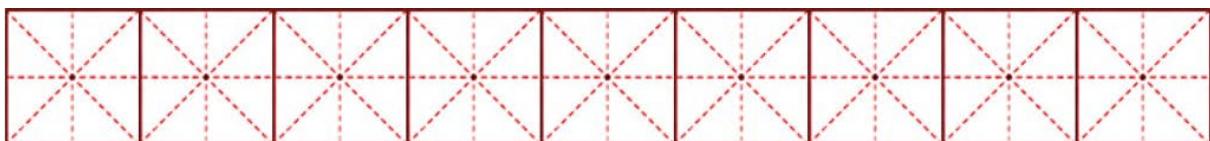
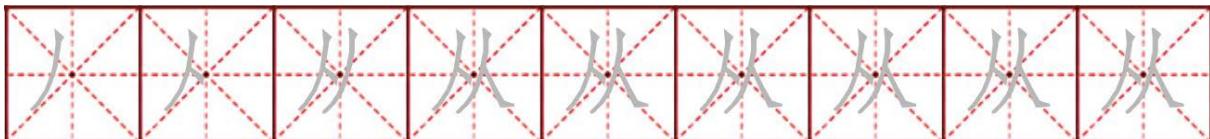


cóng

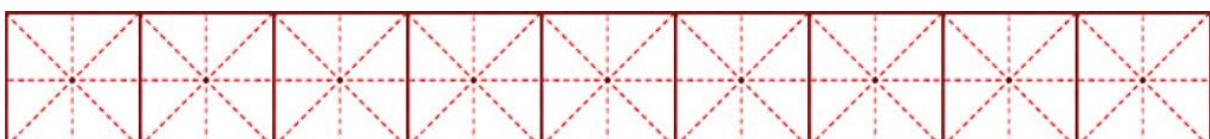


prep. from

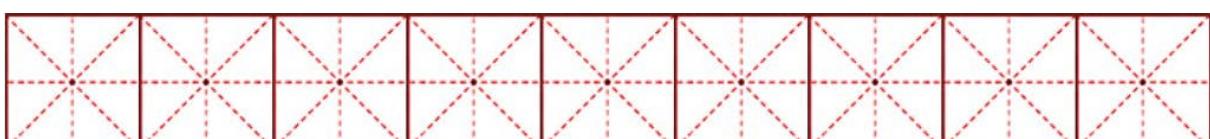
去图书馆怎么走？ How to get to the library?



dào



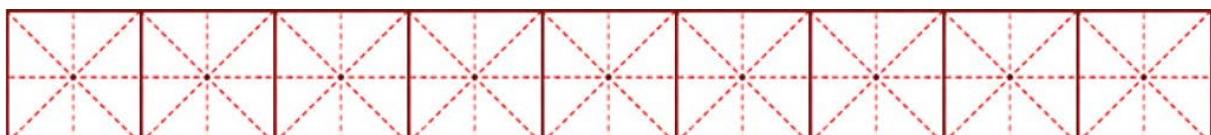
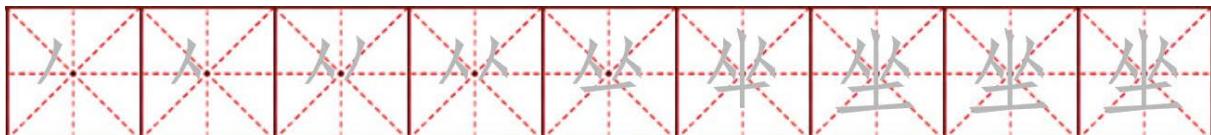
yuǎn



zuò



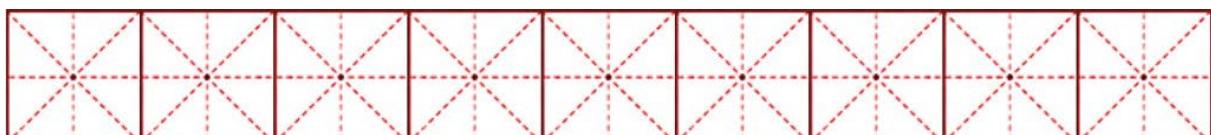
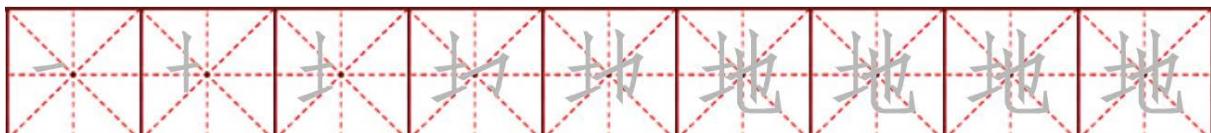
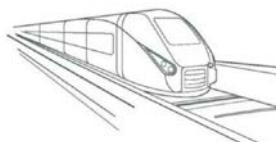
v.sit



dì



土 n. ground

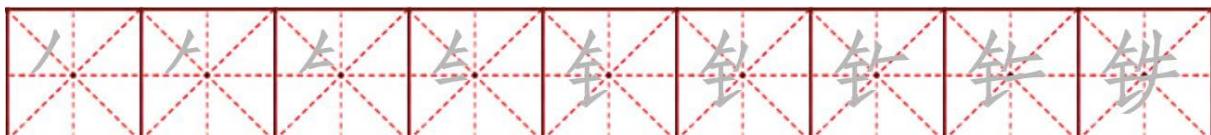


tiě



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 铁

站 站 站 站 站 站 站 站 站 站

zhàn

站 立 n. station 地铁站: subway station

、 一 卄 市 立 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 问

去

怎

走

直

往

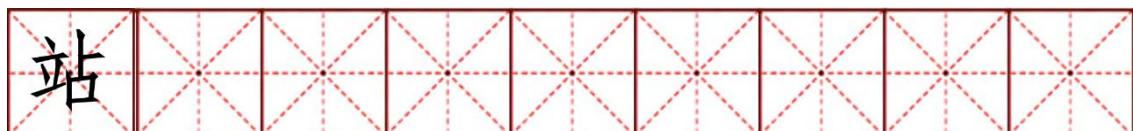
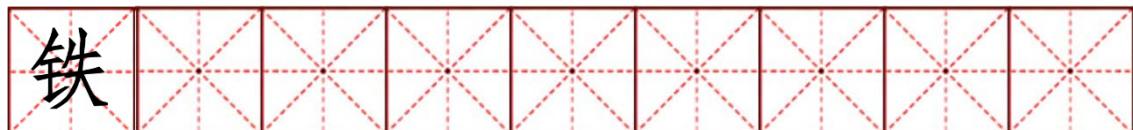
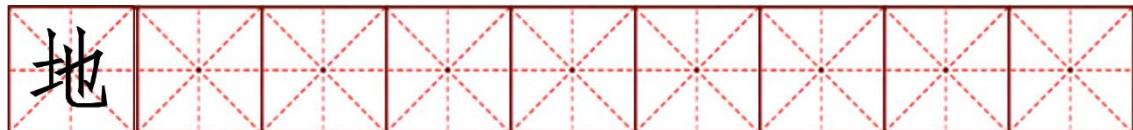
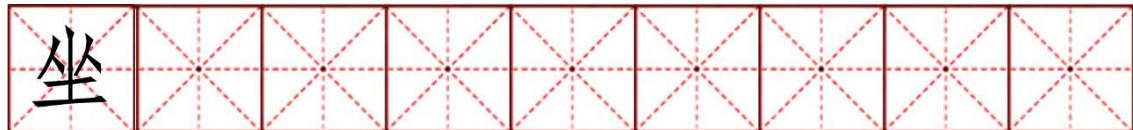
左

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

me zǒu

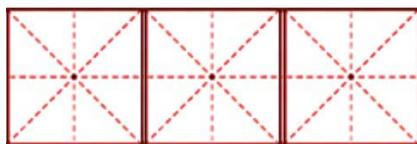
?

(2) yì zhí wǎng qián zǒu , dì yī
 ,

gè lù kǒu zuǒ zhuǎn 。
 。

(3) cóng zhè er dào dì tiē zhàn

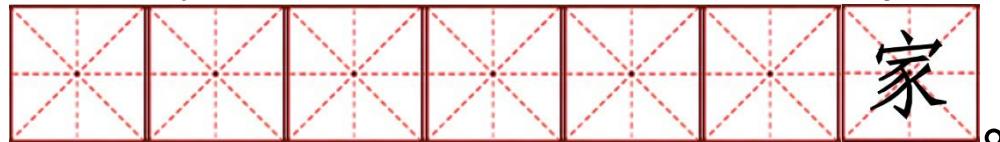
yǒu duō yuǎn



?

wǒ yào zuò dì tiě huí jiā

(4)



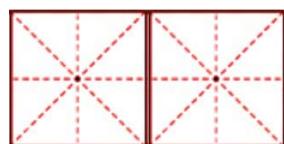
家

。

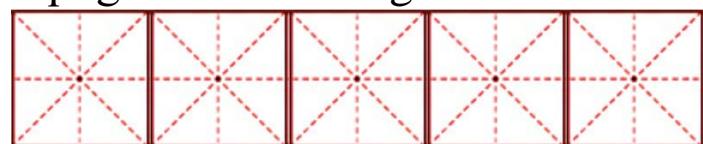
五、填空，完成对话 | Fill in the blanks and complete the dialogue.

the dialogue.

nǐ hǎo



qǐng



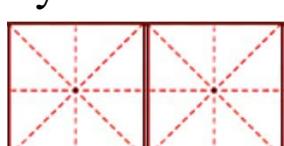
A:

qu



？

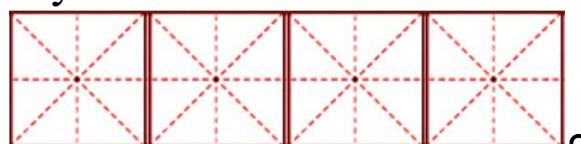
yuǎn ma



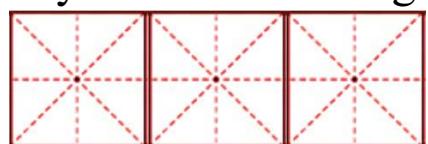
?

B:

yào



yì



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

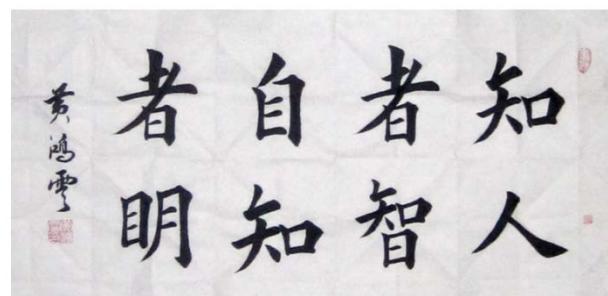
What You Should Know

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 Traditional

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

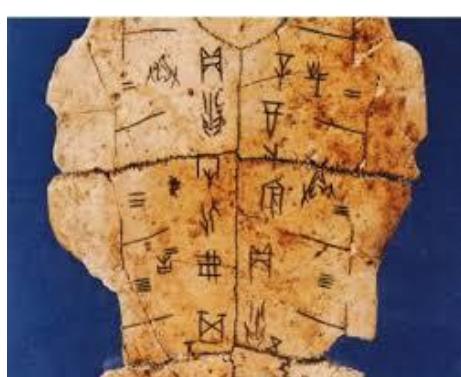
Legendary origins

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 Jiahу (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.

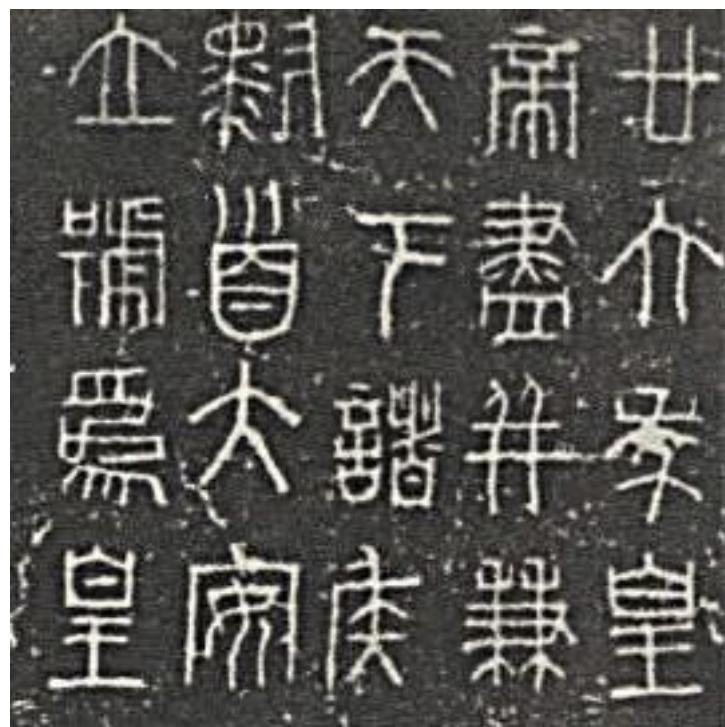
Oracle bone script



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

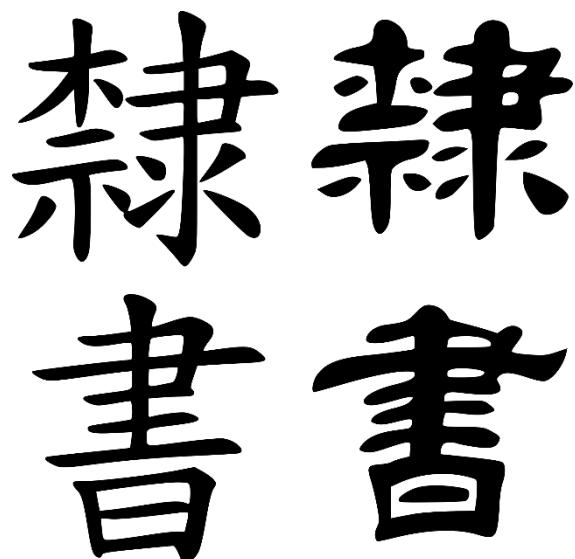
Based on studies of these bronze inscriptions, it is clear that, from the Shang dynasty writing to that of the Western Zhou and early Eastern Zhou, the mainstream script evolved in a slow, unbroken fashion, until assuming the form that is now known as seal script in the late Eastern Zhou in the state 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

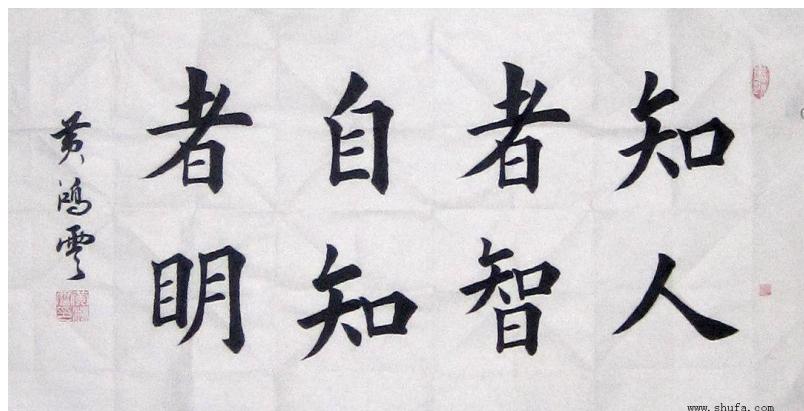


Clerical script

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.

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

龜 龜

guī
turtle

湯 湯

tāng
soup, surname

忆 憶

yì
to remember

Simplified

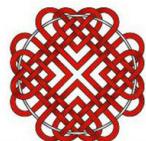
Traditional

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)



Huihuà 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 Hào Míng 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 Hào Míng!

李佳：他 不去，看，他 正 跑步 呢。嗨，王 浩 明！

Wáng Hào Míng: Hēi, Lǐ jiā!

王 浩 明： 嗨， 李 佳！

Lǐ Jiā: Wáng Hào Míng, 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 Hào Míng: 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 Hào Míng: 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 hào mǎ shì duō shǎo?

艾米丽：你 的 电 话 号 码 是 多 少？

Wáng Hào Míng: Yāo sān èr- liù èr èr bā -bā jiǔ liù yāo.

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

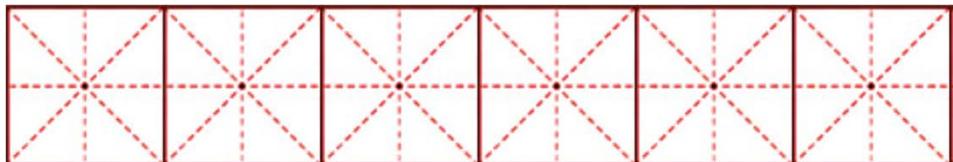
你的电话号码是多少？

Lesson 7 What's your phone number?



bù shǒu
部首

Radicals



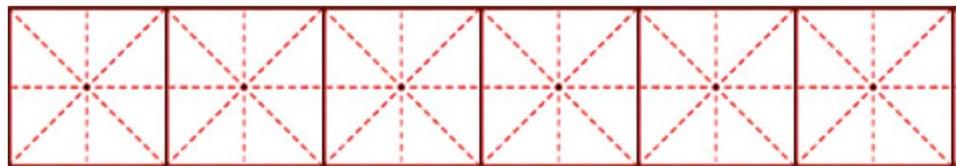
yuè zì páng
月字旁

“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?

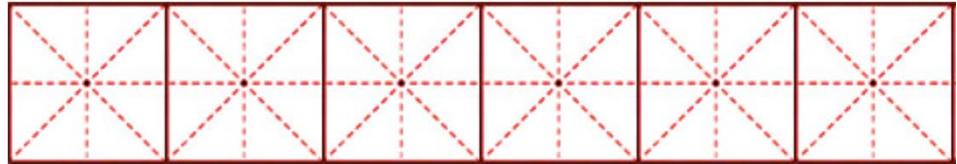
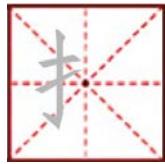


yòu zì páng
又字旁



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

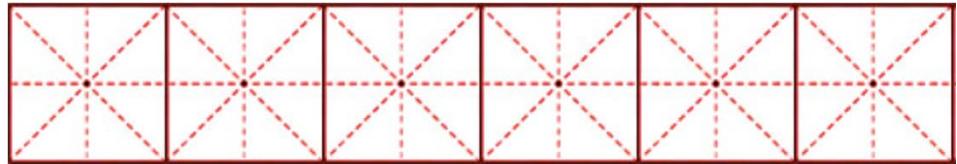
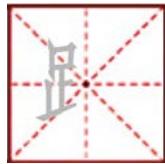
e.g. 取: ^{qǔ}; 欢: ^{huān} joy



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

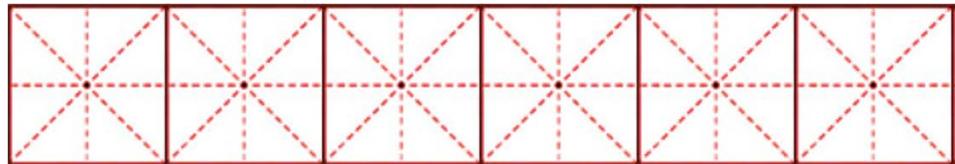
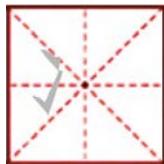


zú zì páng
足字旁



“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



qiú ma gēn qǐ kě



yǐ cì ba gāo xìng



你的电话号码是多少？What's your phone number?



xué hàn zì
学 汉 字

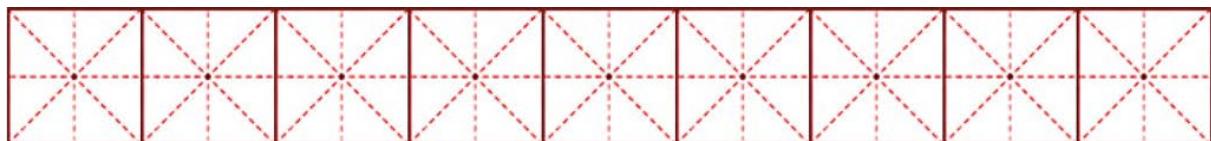
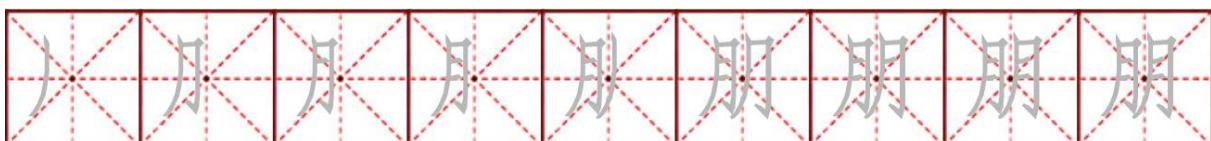
Characters

péng



月

adv. together

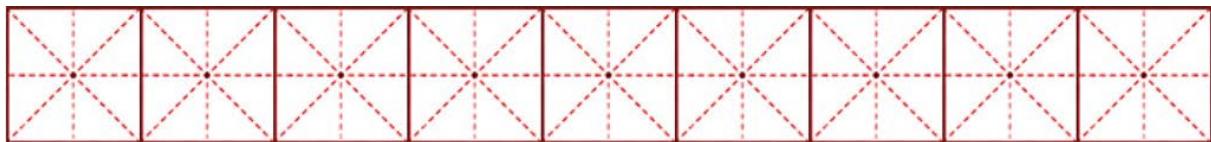
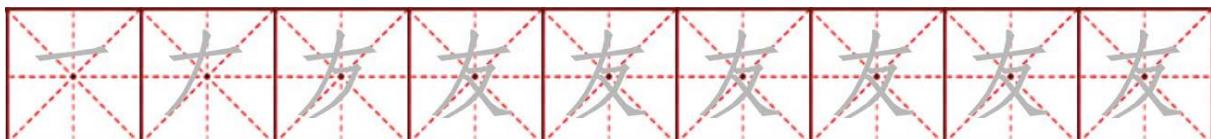


yǒu



adj. friendly

朋友: friend

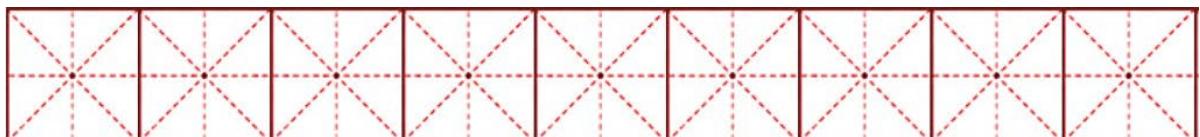
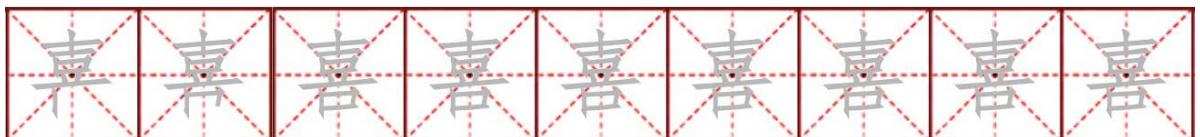
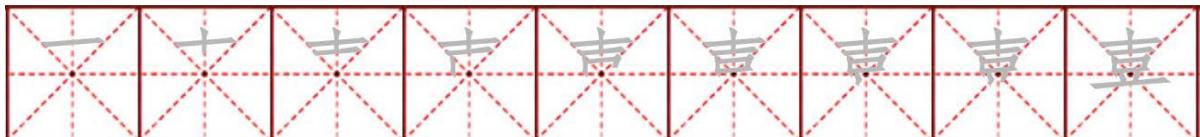


xǐ

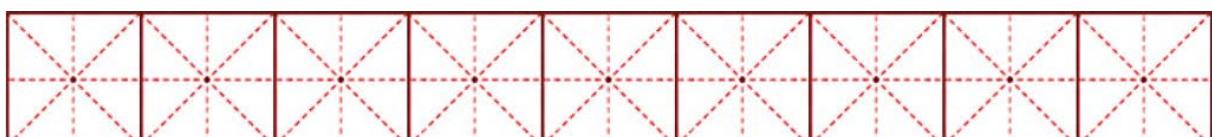
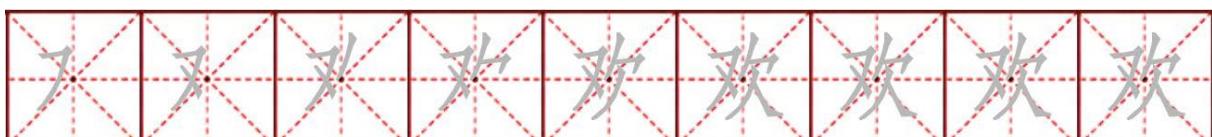


n. happiness

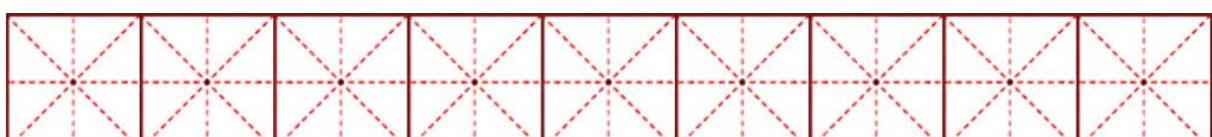




huān



dǎ



你的电话号码是多少？What's your phone number?

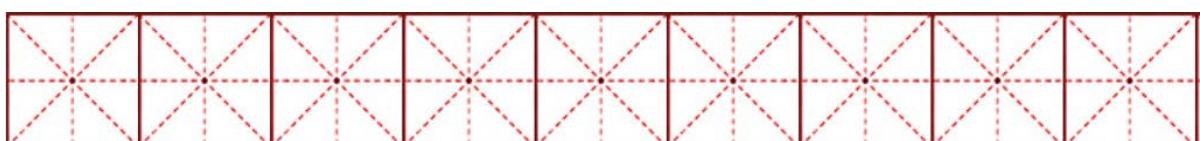
qiú



王

n. ball

打球：play a ball game



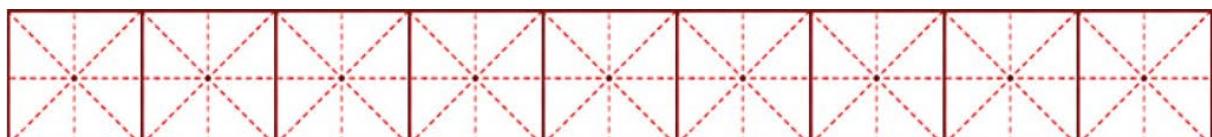
ma



口

a question particle

打球吗？ Shall we play a ball game?

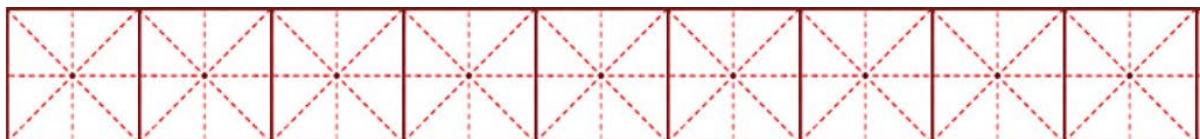
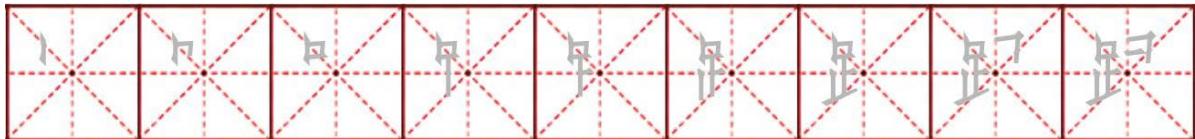


gēn



足

prep. with

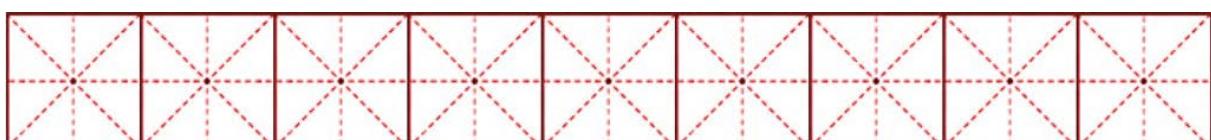
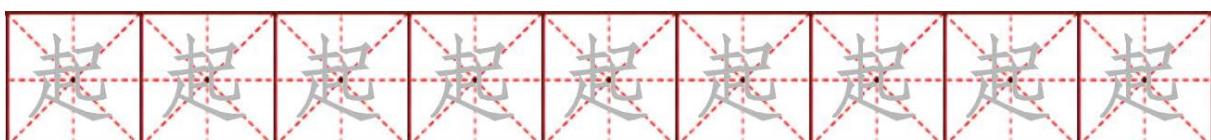


qǐ



v. get up

一起 : together



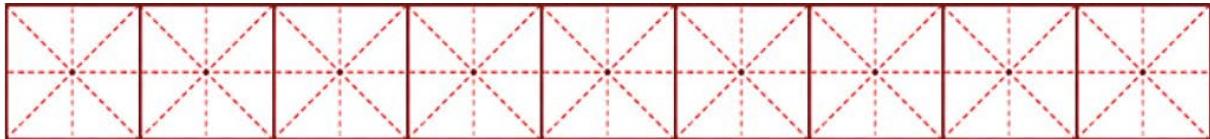
kě



v. be able to



你的电话号码是多少? What's your phone number?

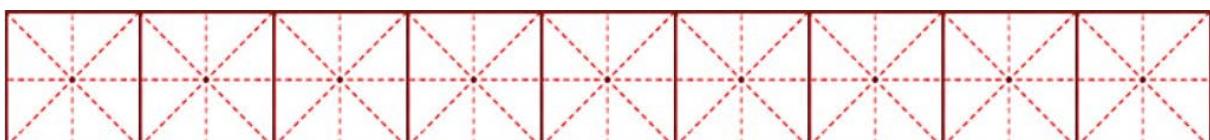
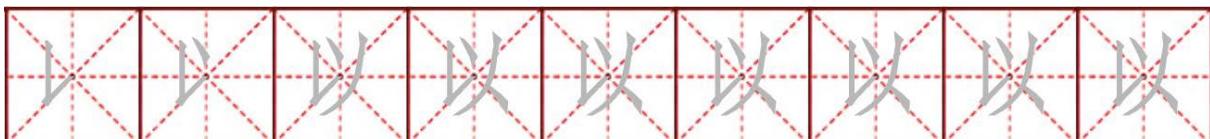


yǐ



suffix of modal verbs

可以: can



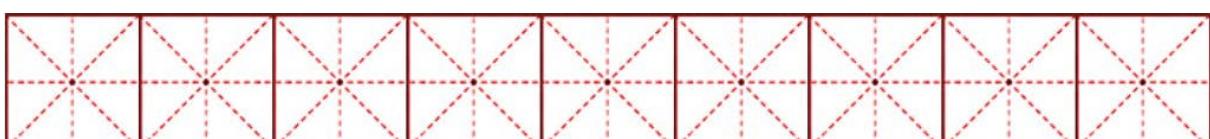
cì



ㄔ

n. number of times

一次: once

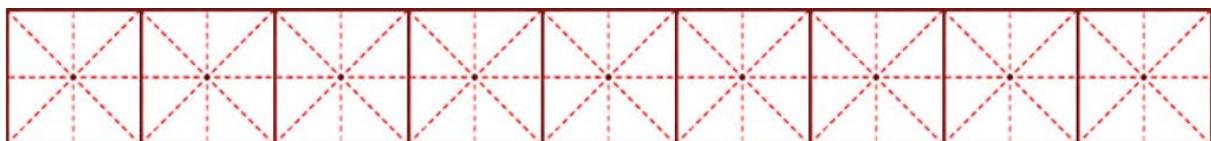
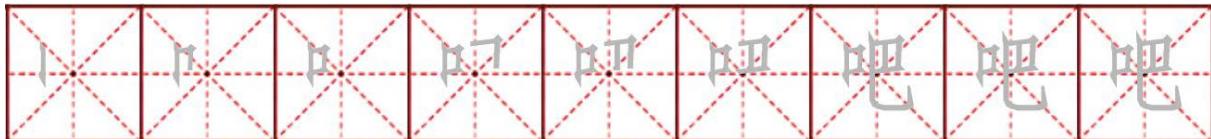


ba



ㄔ

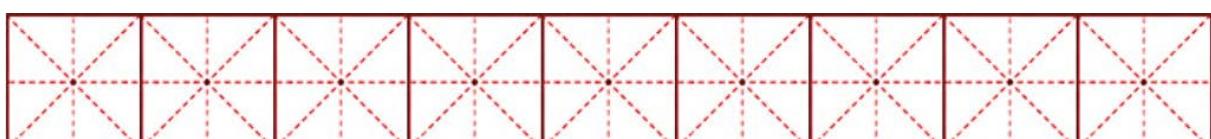
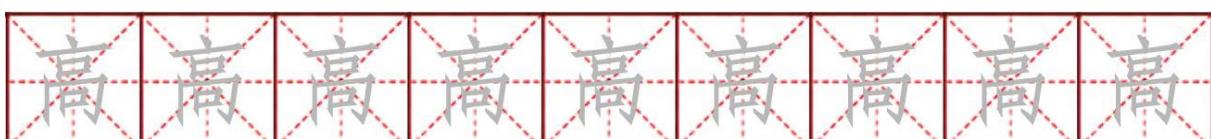
a modal particle telling agreement,
speculation or request



gāo



adj. tall, high

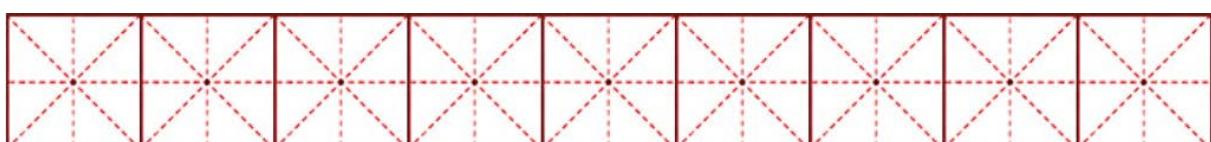
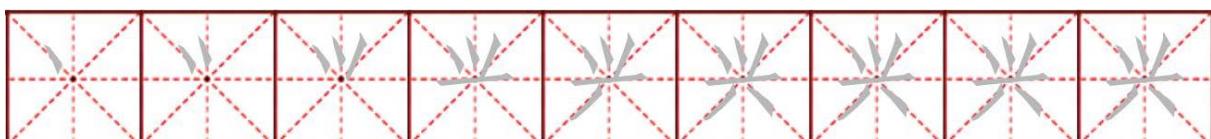


xìng



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。

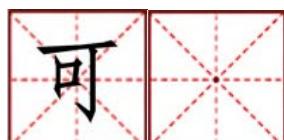
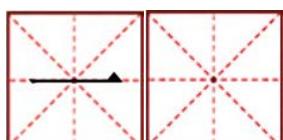
wǎng

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

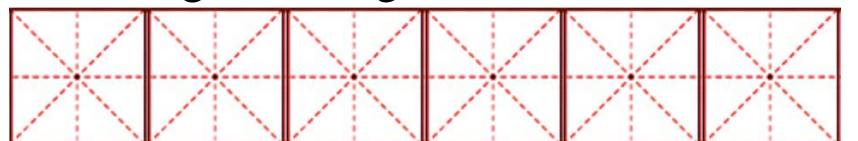
你的电话号码是多少? What's your phone number?

qǐ chī fàn ma

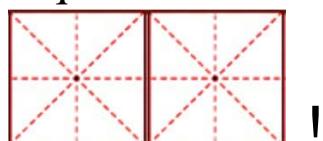
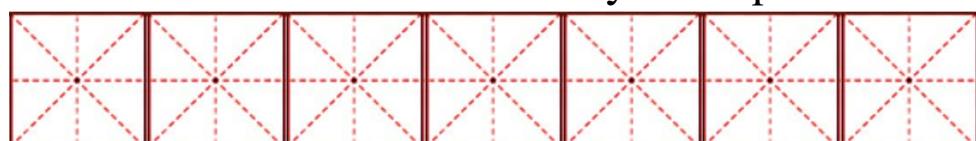


hěn gāo xìng rèn shí nǐ

(3)



(4)

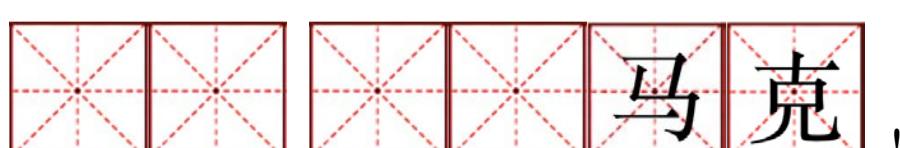


五、填空，完成对话 | Fill in the blanks and complete

the dialogue.

nǐ hǎo wǒ shì mǎ kè

A:

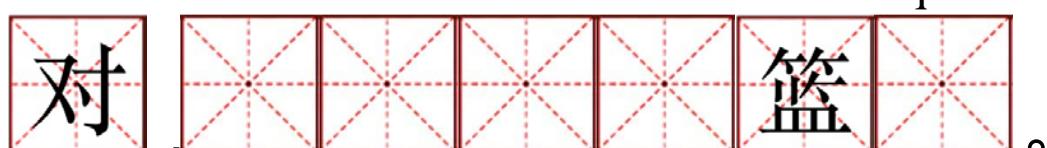


nǐ zài dǎ lán qiú ma



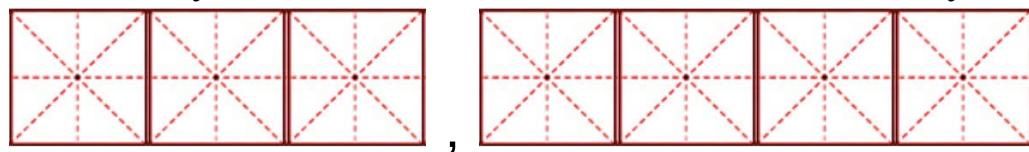
duì wǒ xǐ huān dǎ lán qiú

B:

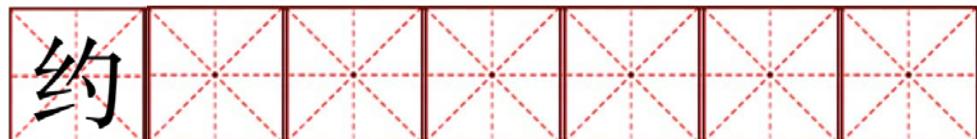


wǒ yě shì wǒ men kě yǐ

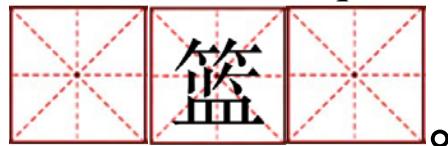
A:



yuē jǐ gè péng yǒu yì qǐ

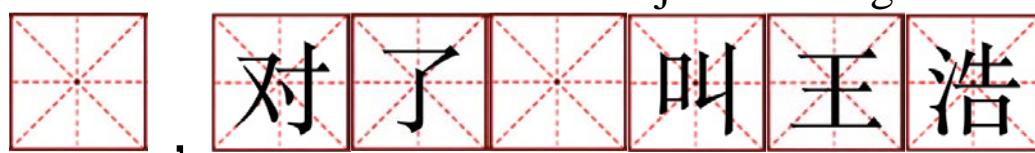


dǎ lán qiú

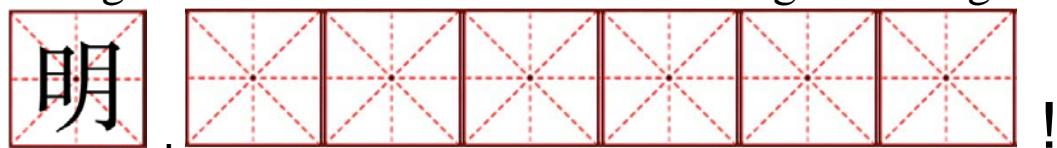


hǎo duì le wǒ jiào wáng hào

B:

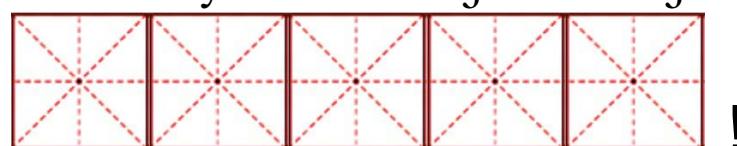


míng rèn shí nǐ hěn gāo xìng



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

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.

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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

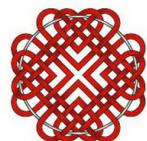
There are 5 main structures to form a character, they are single structure, such as 木, 水; up-down structure, such as 早, 呆; left-right structure, such as 休, 时; half-surrounded structure, such as 这, 廷 and surrounded structure, such as 国, 围. Some characters could be hard to allocate to one of the structures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

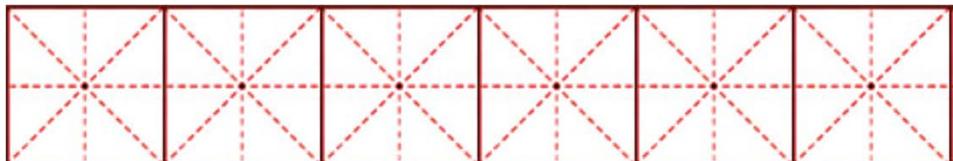
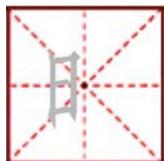
Lesson 8

What's up?



bù shǒu
部 首

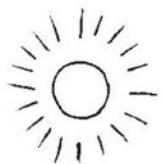
Radicals



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

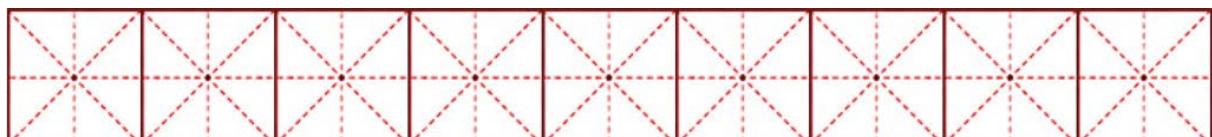
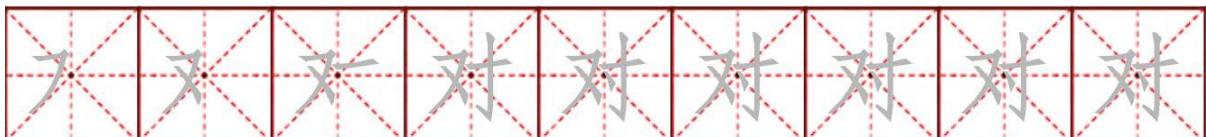
Characters

duì



又

adj. right

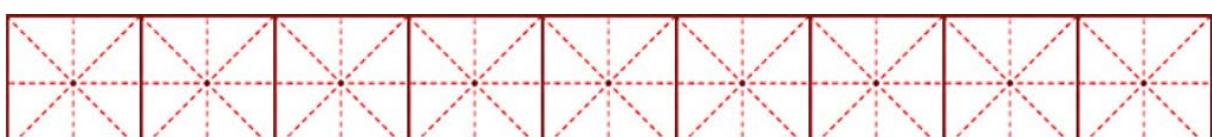
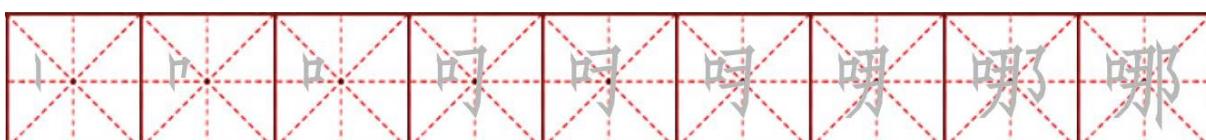


nǎ



口 pron. where; which; what

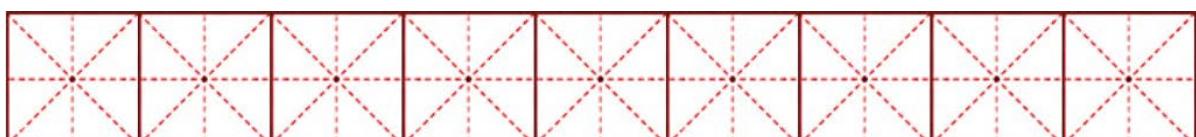
哪儿: where
哪个: what, which



wèi



亻 mw. a measure word for people



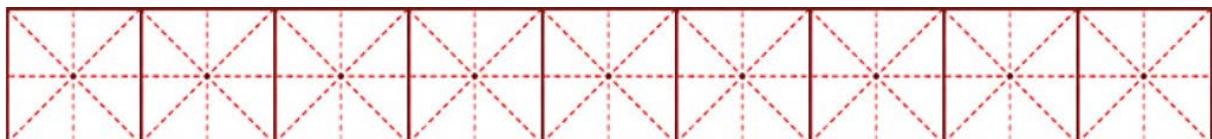
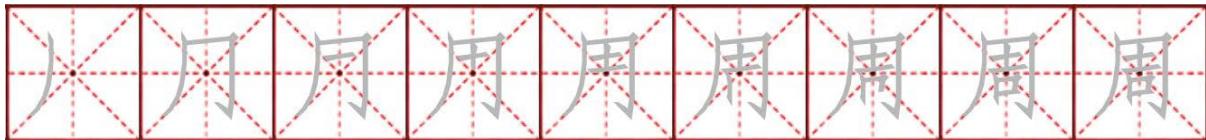
你找我有什么事？ What's up?

zhōu



n. week

这周: this week

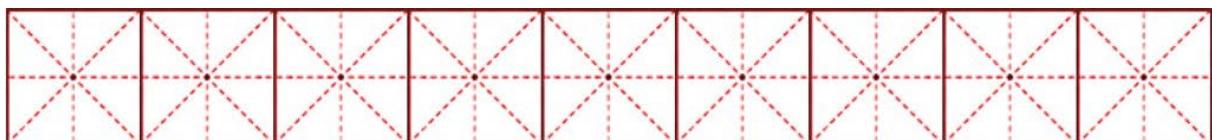


wǔ



n. noon

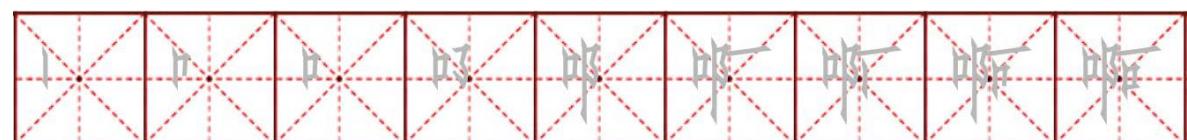
fàn
午饭: lunch



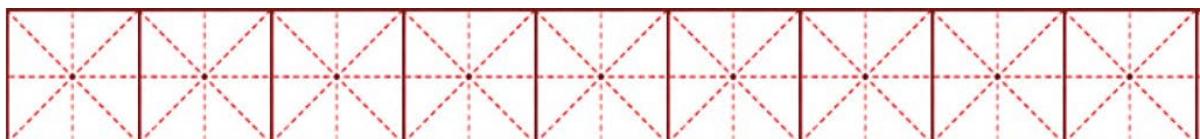
ā



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



啊 啊 啊 啊 啊 啊 啊 啊 啊 啊

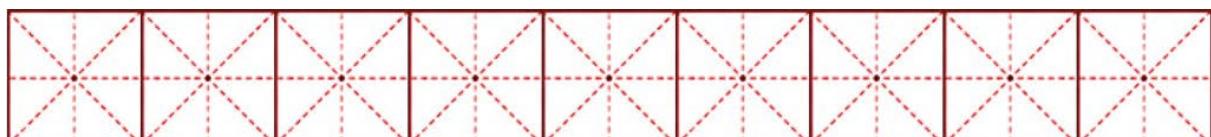


jiàn



v. to meet; to see

见 见 见 见 见 见 见 见 见 见



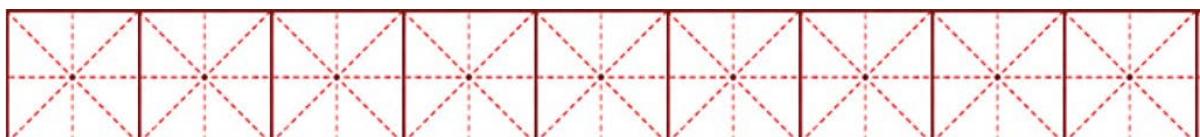
miàn



n. face

见面: to meet

面 面 面 面 面 面 面 面 面 面

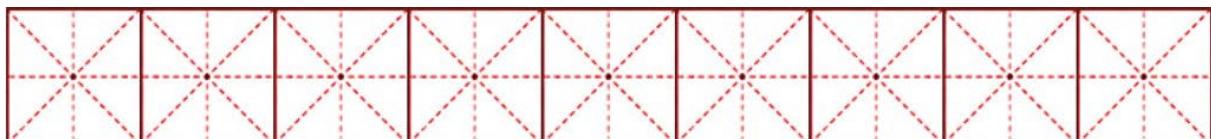
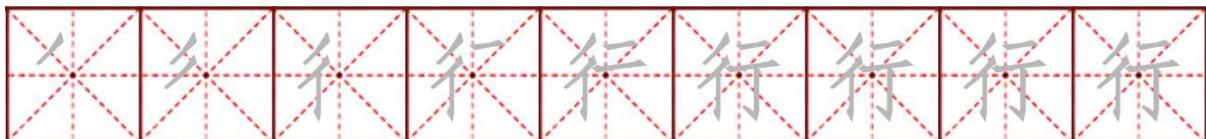


你找我有什么事？ What's up?

xíng



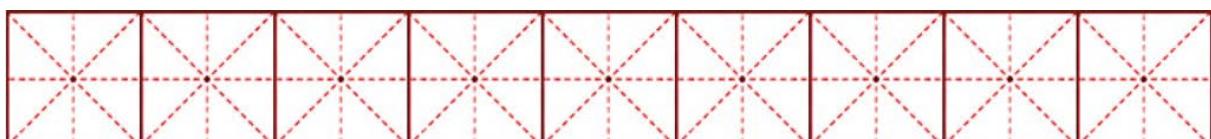
OK, in oral Chinese



zhǎo



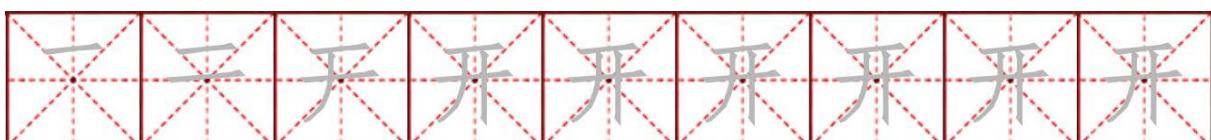
v. look for

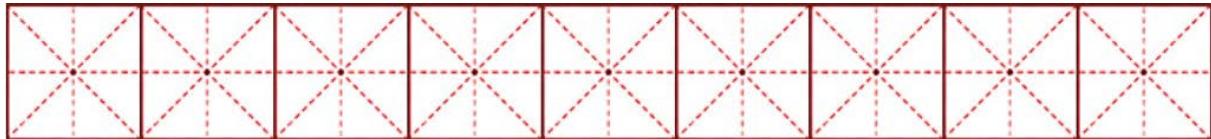


kāi



v. open, set up, start



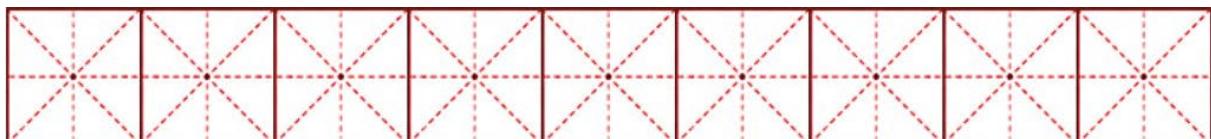
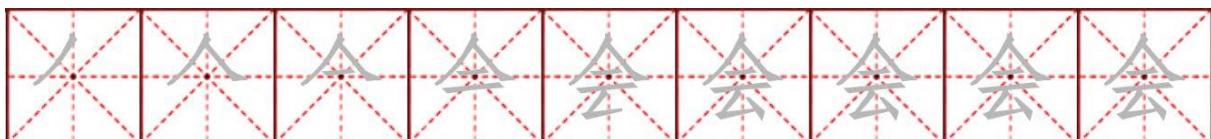


huì



n. meeting

开会: to hold a meeting

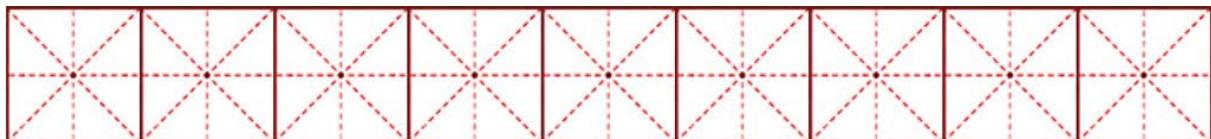


shí



日

n. time



hòu



亼

n. season, climate

时候: time, point

你找我有什么事？ What's up?

人 介 介 𠂇 𠂇 𠂇 𠂇 𠂇 候

𠂇 𠂇 𠂇 𠂇 𠂇 𠂇 𠂇 𠂇 𠂇

𠂇 𠂇 𠂇 𠂇 𠂇 𠂇 𠂇 𠂇 𠂇

lái

来

v. come

回来： come back

𠂇 豆 平 来 来 来 来 来 来

𠂇 𠂇 𠂇 𠂇 𠂇 𠂇 𠂇 𠂇 𠂇



liàn xí
练习

Exercise

一、抄写 | Write the characters.

对

哪

位

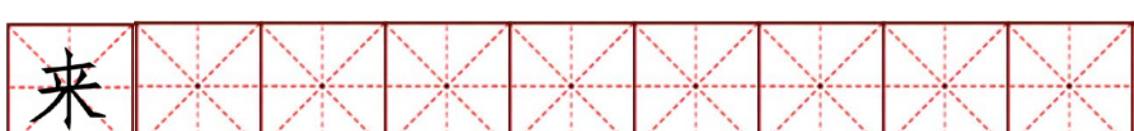
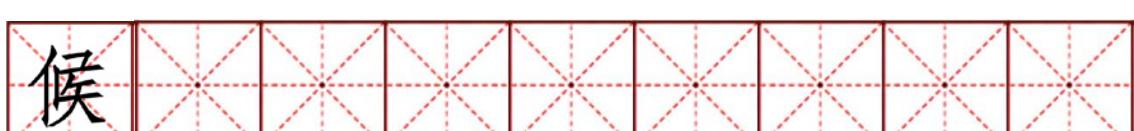
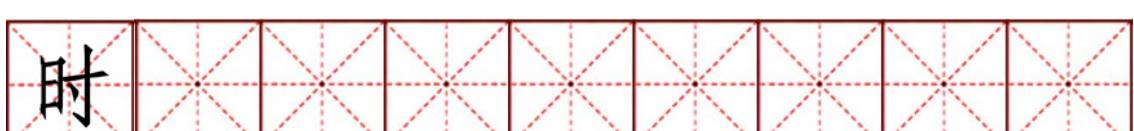
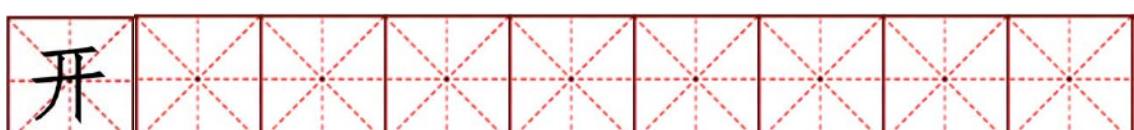
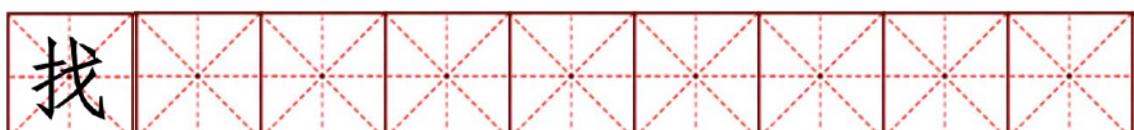
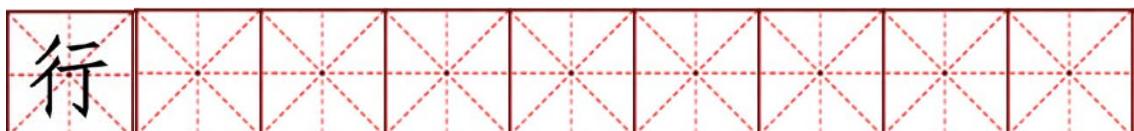
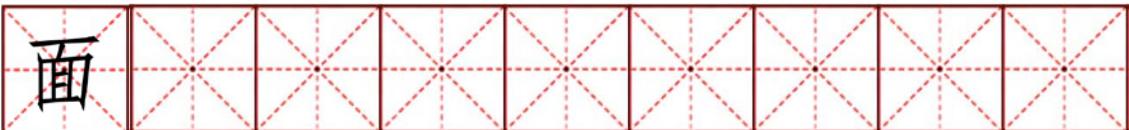
周

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。

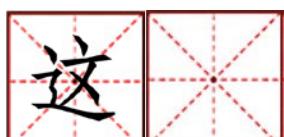
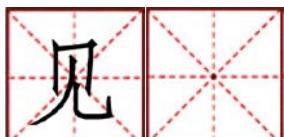
② 什 么 时 候 开 会?

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) 们 五 下 五 见

miàn ba !
 面 吧 !

xíng a , méi wèn tí
 (4) 行 啊 , 没 问 题 !

shén me shí hòu qù dǎ qiú ?
 (5) 什么 时 候 去 打 球 ?

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

A: nǐ hǎo , qǐng wèn nǐ zhǎo shuí ?
 你 好 , 请 问 你 找 谁 ?

B: wǒ zhǎo mǎ kè 。
 我 找 马 克 。

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 .

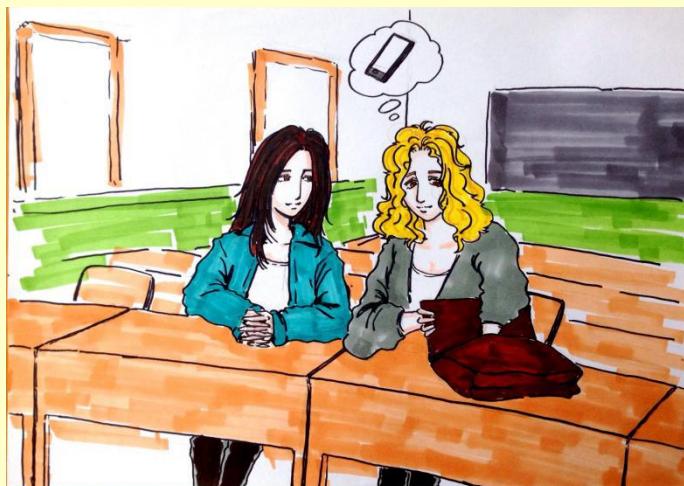
艾米丽：我看一下，也不在。

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.

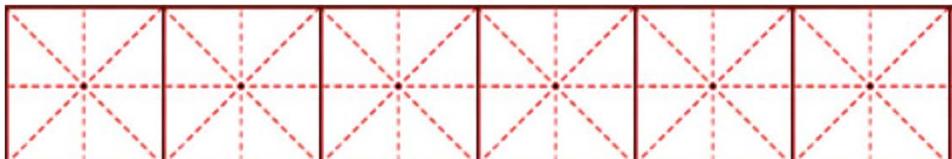
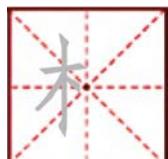
Dì jiǔ kè Wǒ de shǒu jī ne
第九课 我的手机呢?

Lesson 9 Where is my cell phone?



bù shǒu
部 首

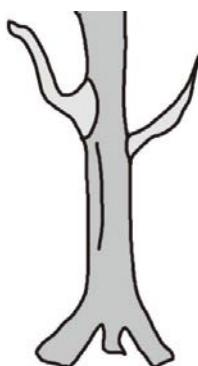
Radicals



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

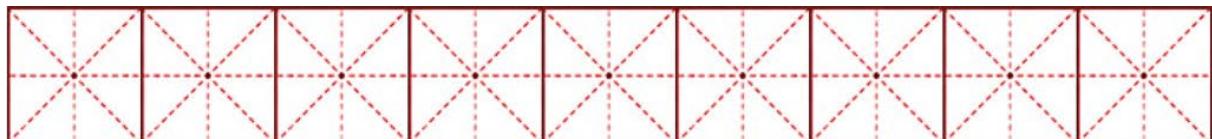
Characters

shǒu

手

n. hand



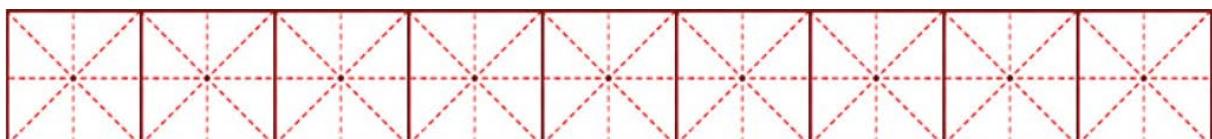


jī



木 n. machine

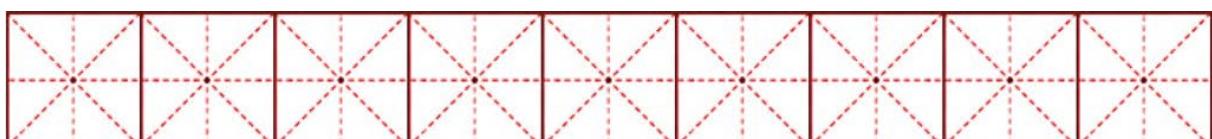
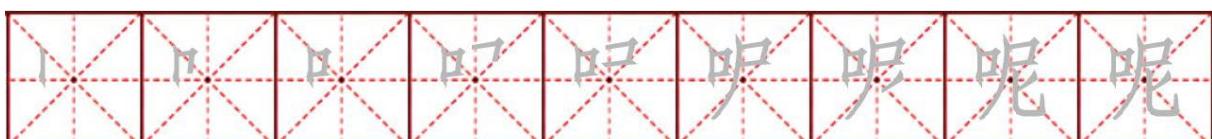
手机: cell phone



ne



口 a question particle at the end of sentences

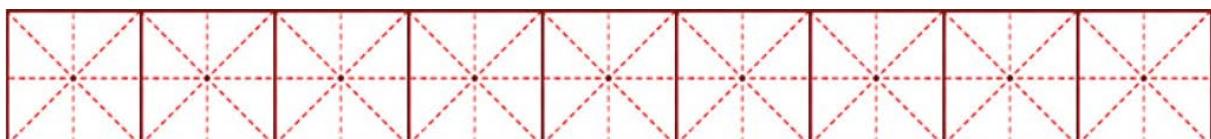


我的手机呢？Where is my cell phone?

bāo



n. bag

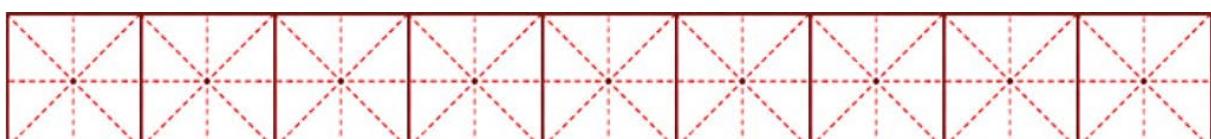
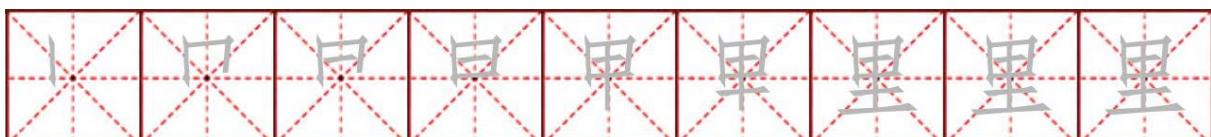


lǐ



n. inside

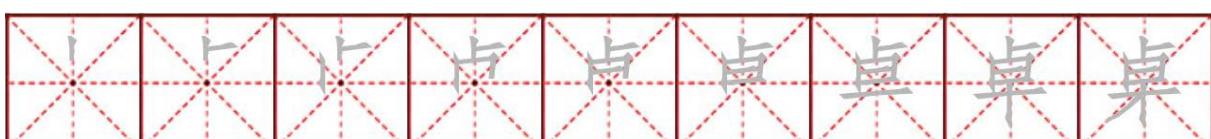
在包里：in the bag



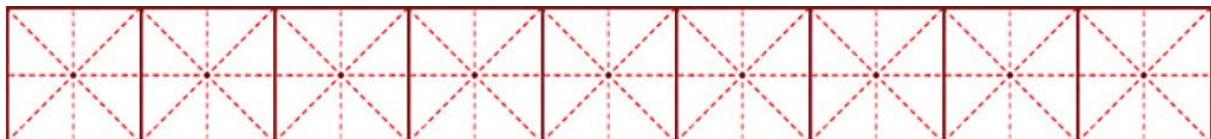
zhuō



木 n. table



桌	桌	桌	桌	桌	桌	桌	桌	桌
---	---	---	---	---	---	---	---	---



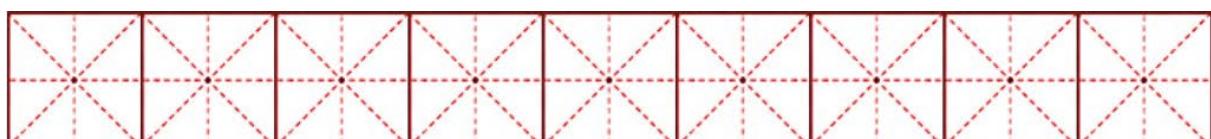
zì



a noun suffix

桌子: table

子	子	子	子	子	子	子	子	子
---	---	---	---	---	---	---	---	---

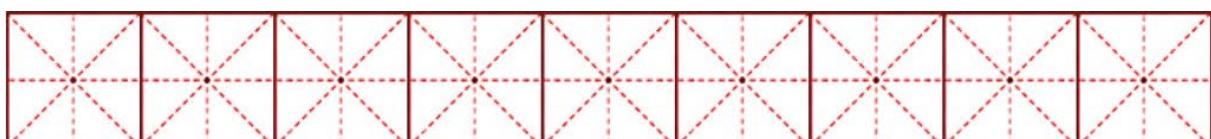


diàn



n. electricity

电	电	电	电	电	电	电	电	电
---	---	---	---	---	---	---	---	---



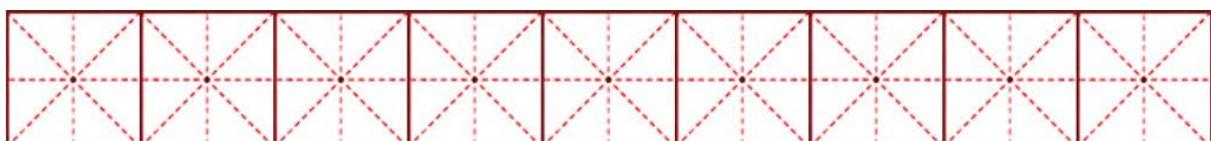
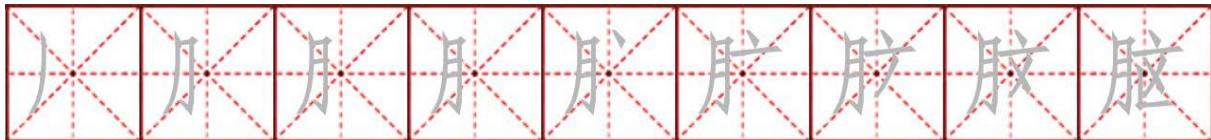
我的手机呢？Where is my cell phone?

nǎo



月 n. brain

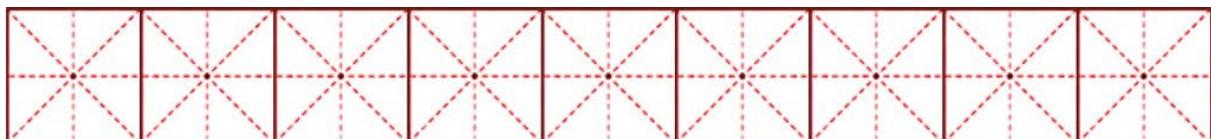
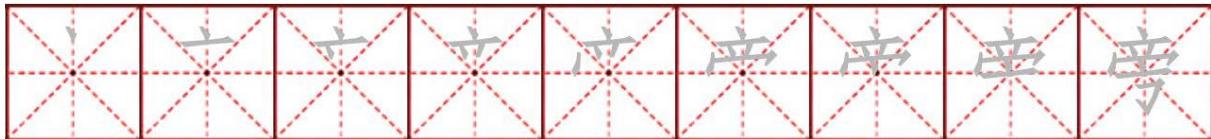
电脑: computer



páng



n. side

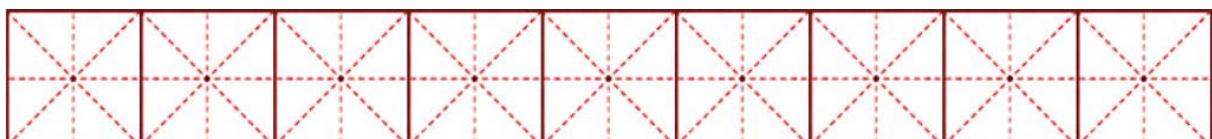


biān



n. edge

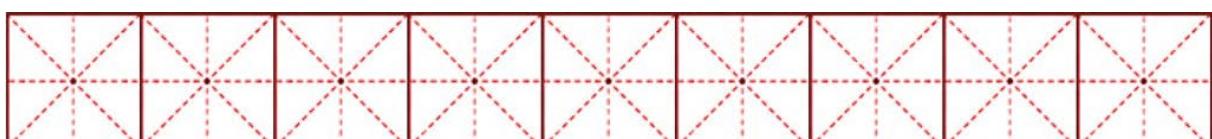
旁边: beside



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

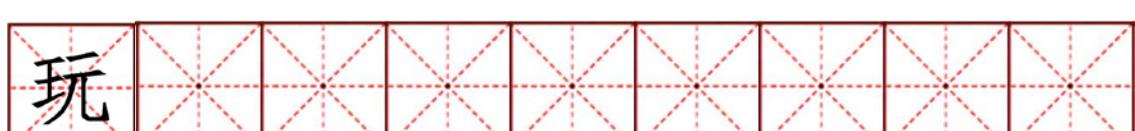
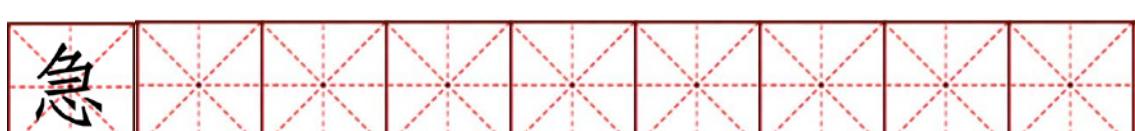
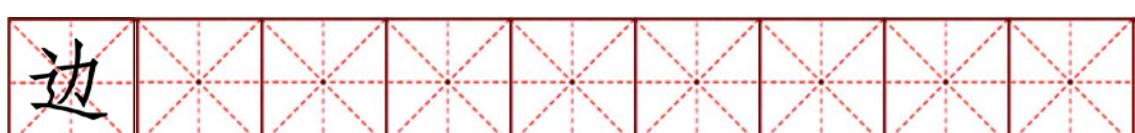
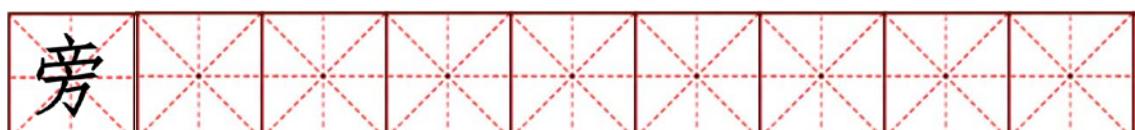
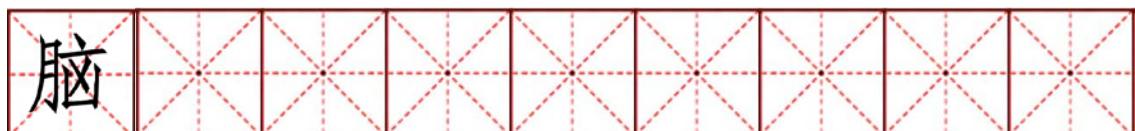
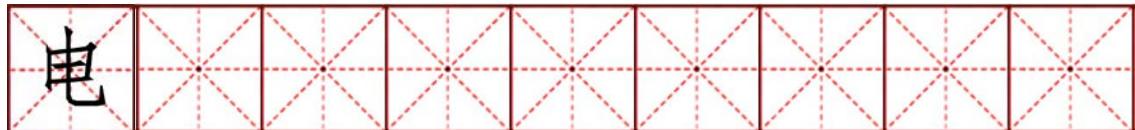
包

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.

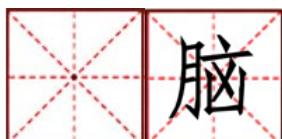
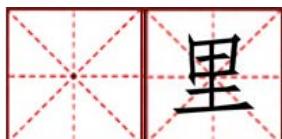
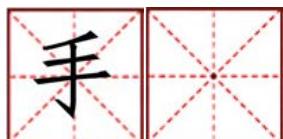
① 我 的 手 机 在 哪 儿?

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.

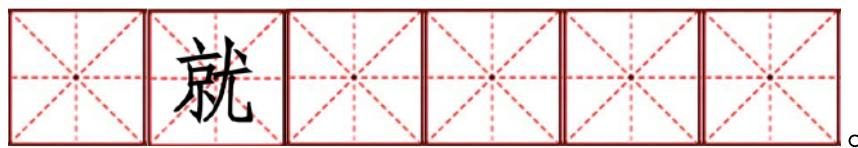


四、填空，完成句子 | Fill in the blanks and complete the sentences.

nǐ de shǒu jī bú zài bāo

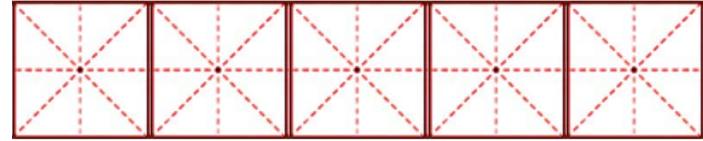
(1)

lǐ jiù zài zhuō zǐ shàng



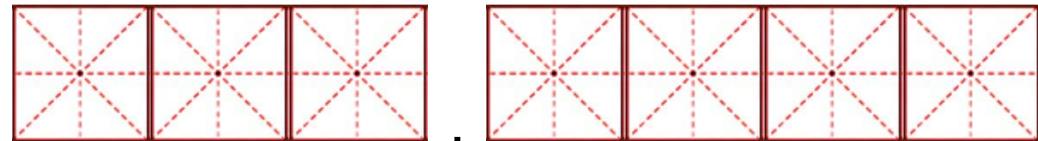
wǒ de shǒu jī ne

(2)



(3)

bié zhāo jí , kàn kàn diàn nǎo

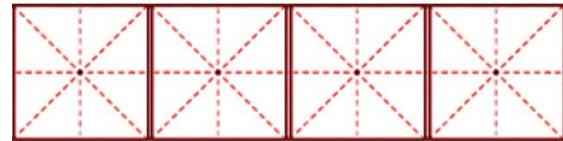


páng biān yǒu ma



(4)

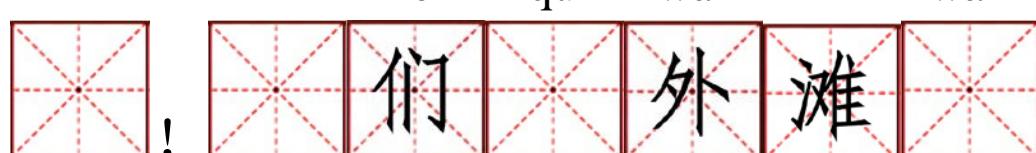
qù nǎ er wán



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

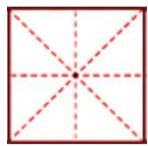
zǒu wǒ men qù wài tān wán

A:



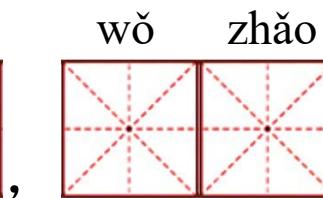
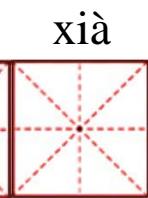
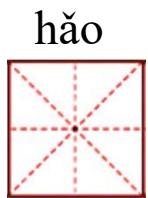
我的手机呢？Where is my cell phone?

ba



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B:



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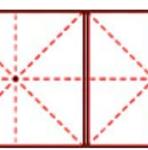
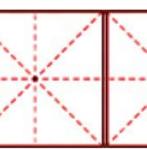
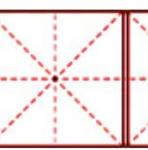
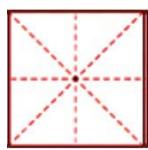
zhǎo

wǒ

de

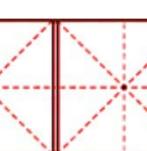
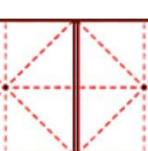
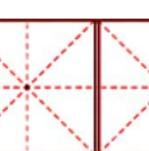
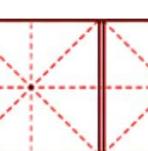
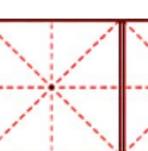
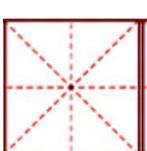
shǒu

jī



。

A:



？

méi

yǒu

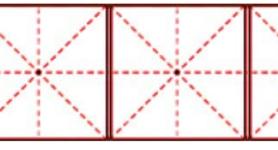
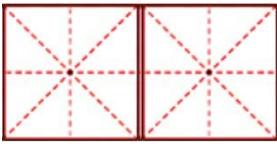
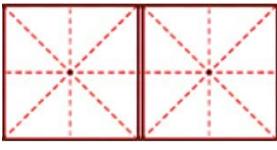
zhuō

zǐ

shàng

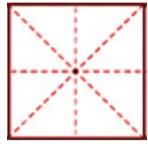
yě

méi

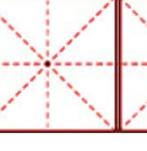
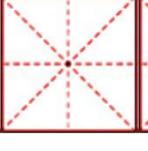
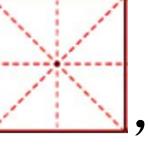
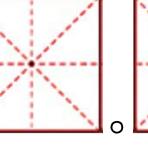
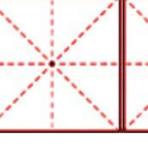
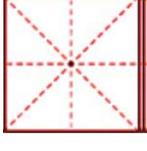


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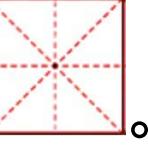
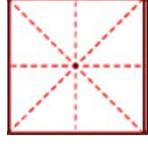
yǒu

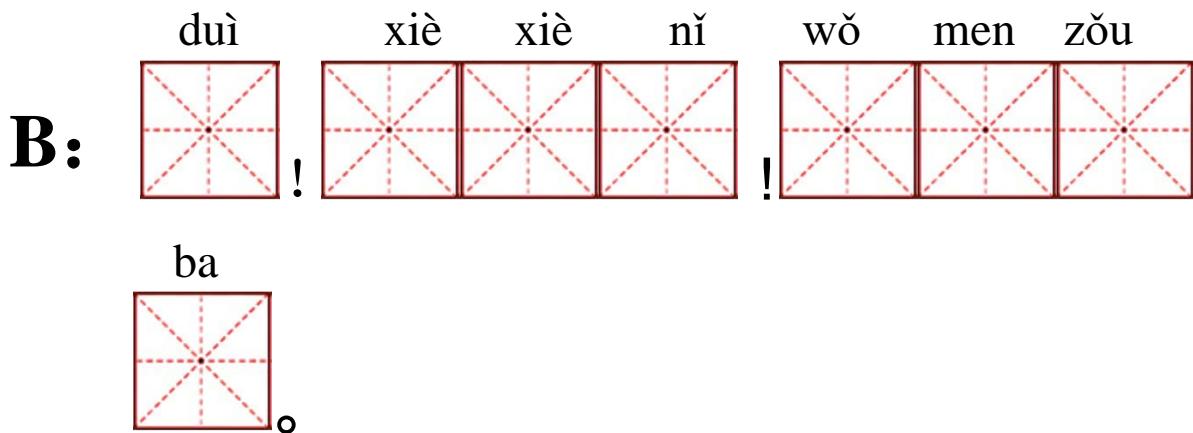


A:



páng biān





六、阅读理解 | Reading Comprehension

mǎ lì (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。玛
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 : Kěnéngh shì fāshāo le . Wǒ zuótīān huíjiā de shíhou línnyǔ 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!

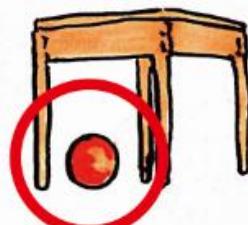


Nǐ zhīdào ma
你知道吗

Do you know?



shàngmiàn
上 面



xiàmiàn
下 面



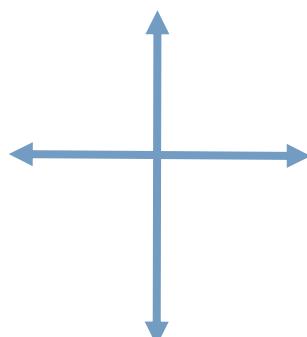
zuǒbiān
左 边



yòubiān
右 边

běi
北

xī
西



nán
南

dōng
东

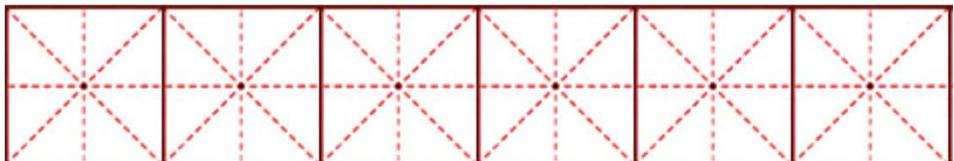
Dì shí kè nǐ zěnme le 第十课 你怎么了?

Lesson 10 Are you feeling sick?



bù shǒu
部 首

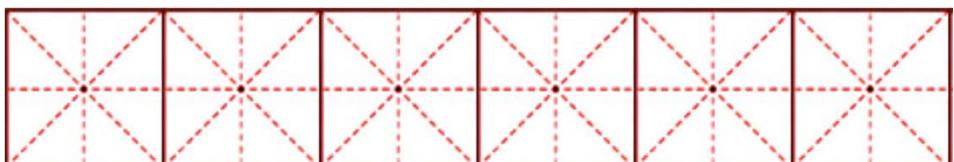
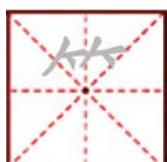
Radicals



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. 痘: ^{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

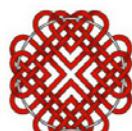
了	舒	服	头	疼
---	---	---	---	---

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

了

particle of completed action

了 了 了 了 了 了 了 了 了

舒 舒 舒 舒 舒 舒 舒 舒 舒

shū



v. to relax, stretch

人 人 人 人 人 人 人 人 人

舒 舒 舒 舒 舒 舒 舒 舒 舒

舒 舒 舒 舒 舒 舒 舒 舒 舒

fú



月

v. acclimatize, fit

舒服: comfortable

月 月 月 月 月 月 月 月 月

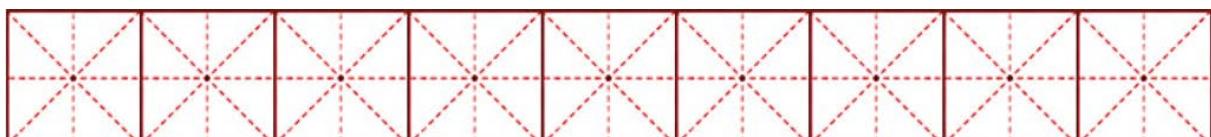
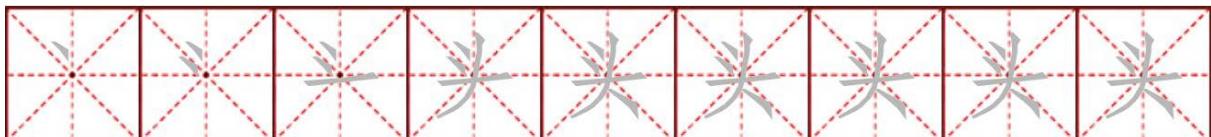
服 服 服 服 服 服 服 服 服

你怎么了？ Are you feeling sick?

tóu



n. head

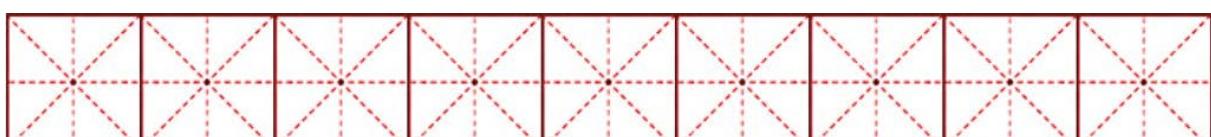
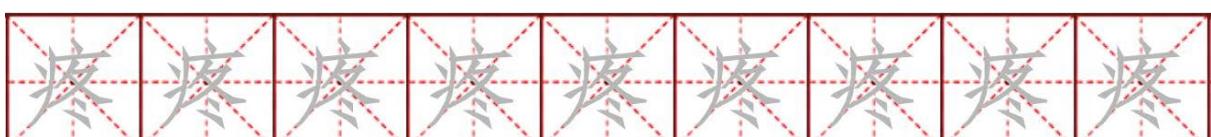
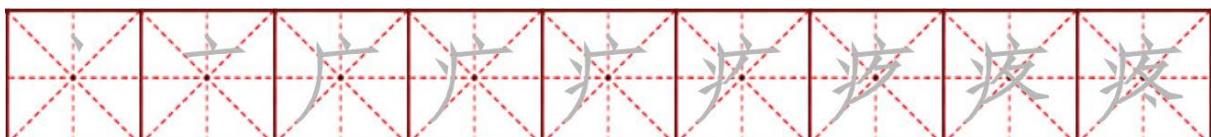


téng



纟 adj. sore, hurt, painful

头疼: headache



néng



v. can
aux. could, might

可能: probably

人	人	人	人	人	人	人	人	能	能
---	---	---	---	---	---	---	---	---	---

能	能	能	能	能	能	能	能	能	能
---	---	---	---	---	---	---	---	---	---

--	--	--	--	--	--	--	--	--	--

yào



n. pill, medicine

吃药: take a pill

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

--	--	--	--	--	--	--	--	--	--

suàn

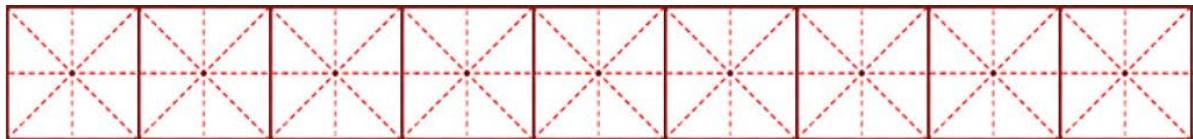


v. calculate, figure, compute

人	人	人	人	竹	竹	竹	竹	算	算
---	---	---	---	---	---	---	---	---	---

算	算	算	算	算	算	算	算	算	算
---	---	---	---	---	---	---	---	---	---

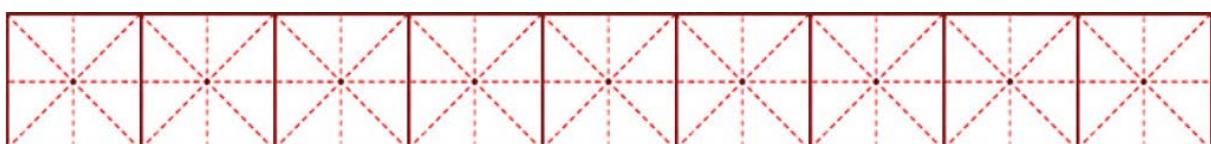
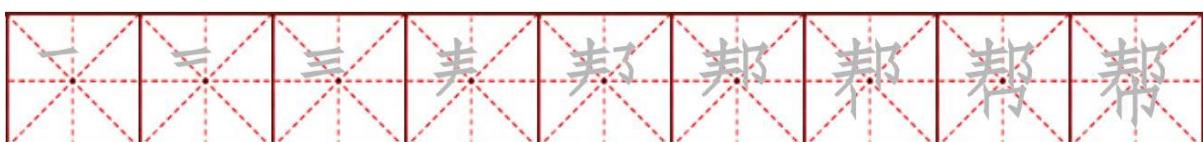
你怎么了？ Are you feeling sick?



bāng



v. to help



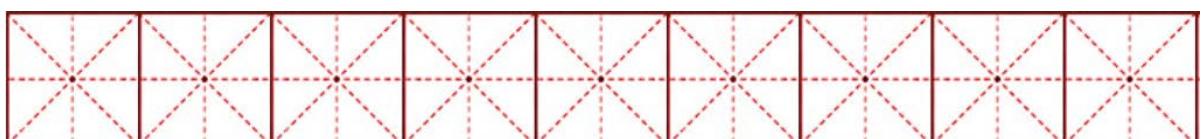
jià



亻

n. vacation, leave

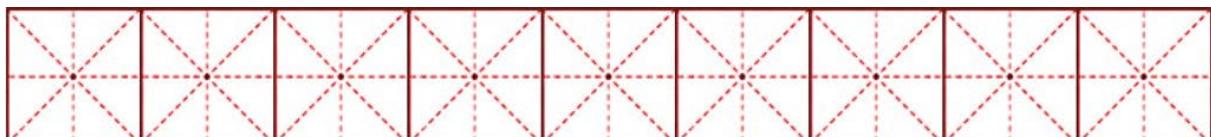
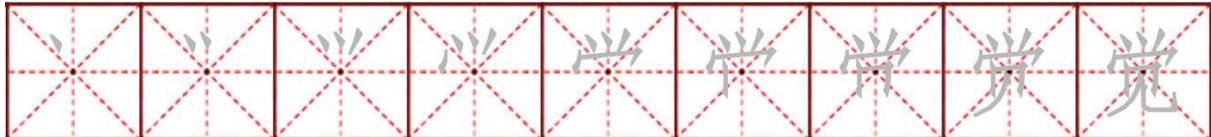
请假: ask for leave



jué



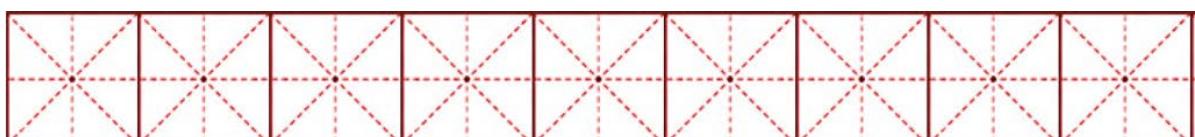
v. be aware, conscious



dé

structural particle, used
after verbs or adjectives

觉得: feel, think



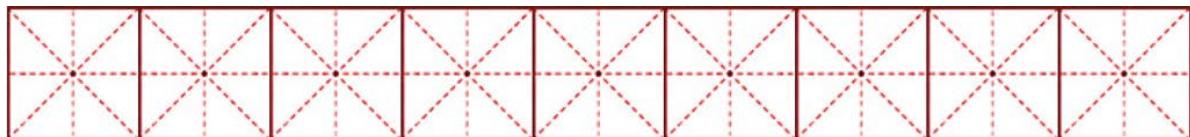
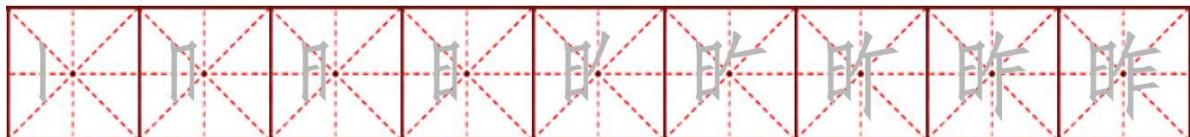
zuó



n. yesterday

昨天: yesterday

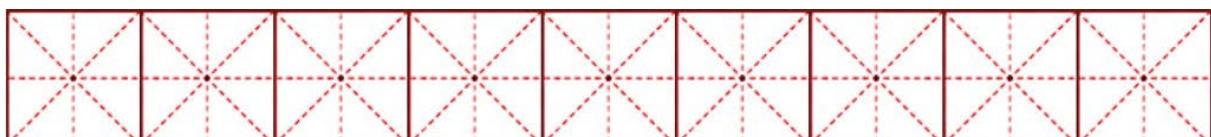
你怎么了？ Are you feeling sick?



yòng



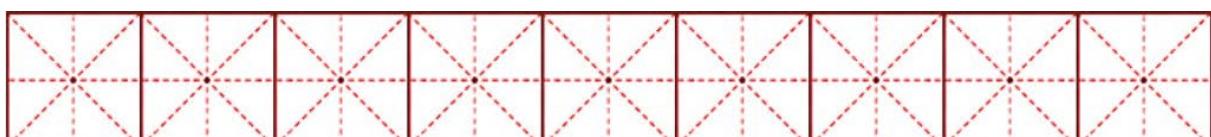
v. to use



piàn



measure word for pills





liàn xí
练习

Exercise

一、抄写 | Write the characters.

了

舒

服

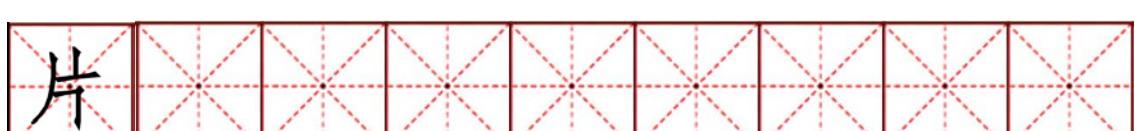
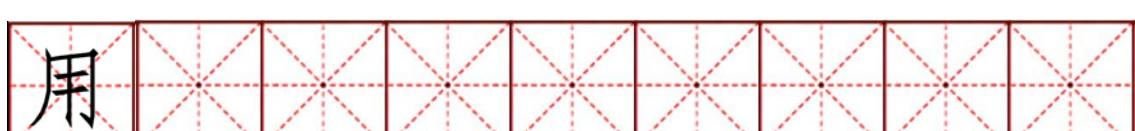
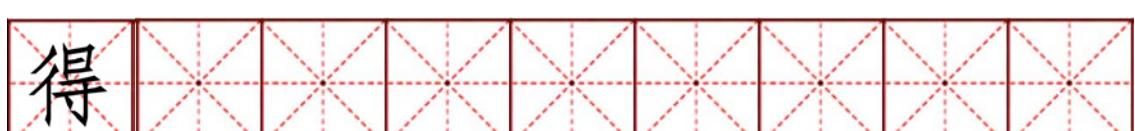
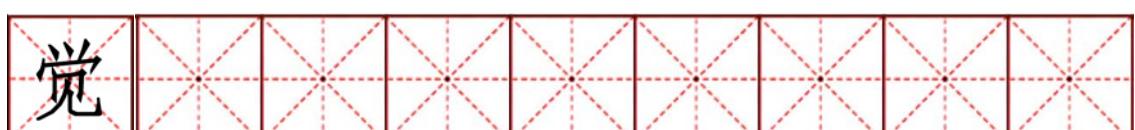
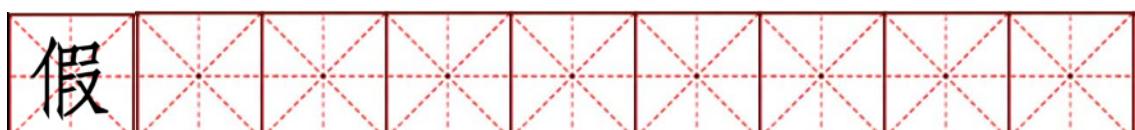
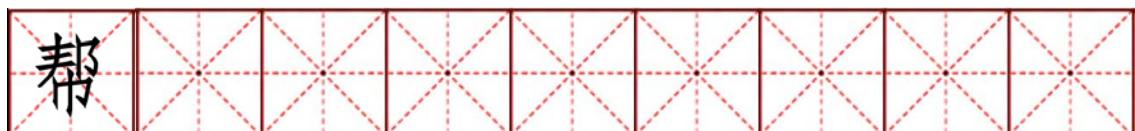
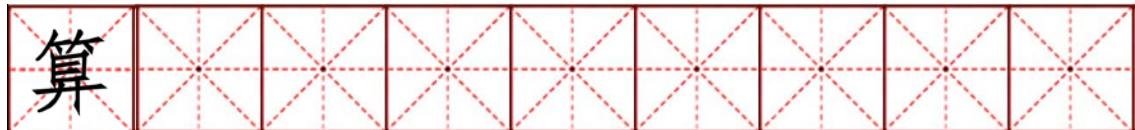
头

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.

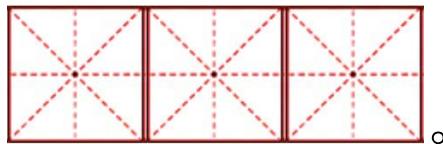
(1) nénɡ bāng wǒ qǐnɡ gè jià ma ?

(2) chī piàn yào huì shū fú yī

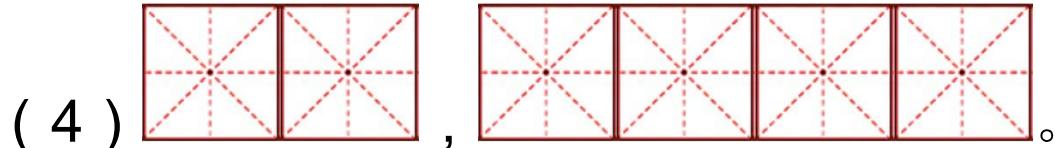
diǎn ér 。

(3) wǒ jué de tóu téng , qù yī

yuàn kàn kàn



suàn le bù yòng lái le

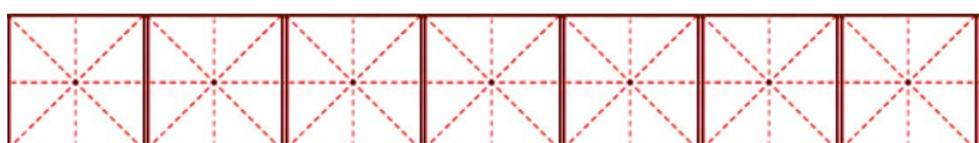


五、填空，完成对话 | Fill in the blanks and complete

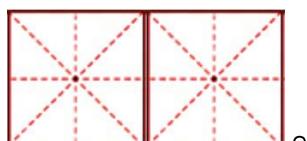
the dialogue.

wǒ jué de yǒu diǎn ér bù

A:

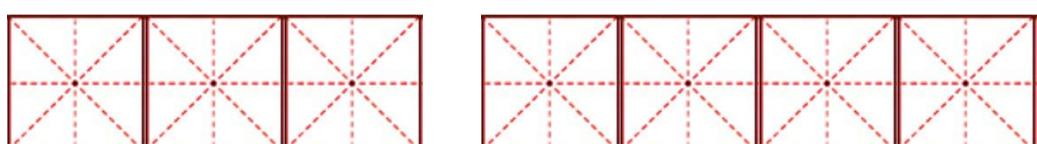


shū fu

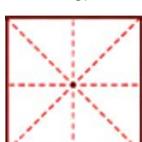


zěn me le nǎ lǐ bù shū

B:



fu

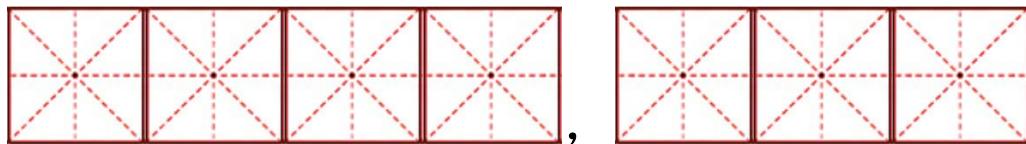


?

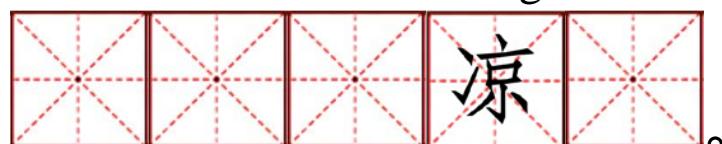
你怎么了？Are you feeling sick?

yǒu diǎn tóu téng kě néng shì

A:

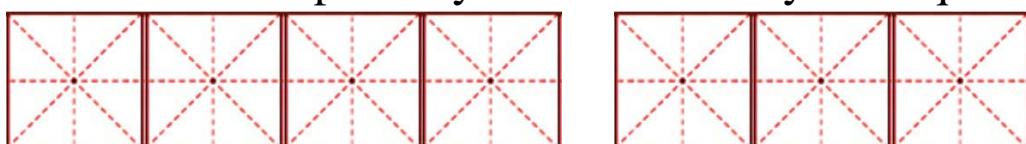


zuó tiān zháo liáng le

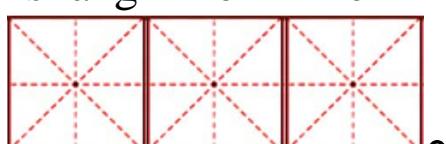


kuài chī piàn yào bú yào què

B:

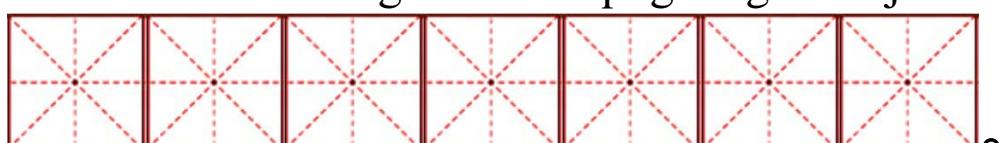


shàng kè le



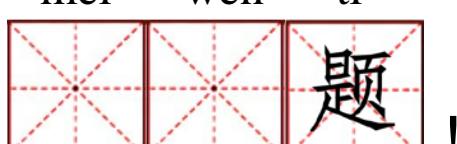
nà nǐ bāng wǒ qǐng gè jià

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?

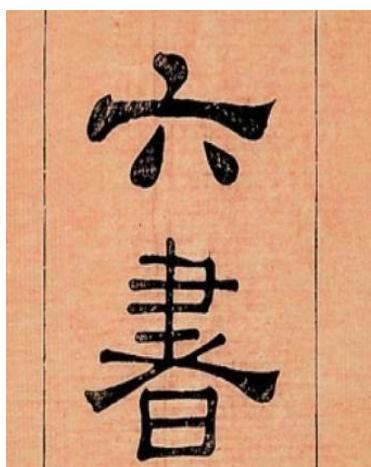


hàn zì zhī shi
汉字知识

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?

