

基础汉语

ELEMENTARY CHINESE

Chinese Characters

汉字

Volume I

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Preface

This sequel to Chinese Characters I is based on the PRC text Elementary Chinese, and is designed to increase your reading vocabulary to 821 characters through the introduction of 521 new characters. Since Elementary Chinese represents current usage in the People's Republic, it is to be expected that many words and their usages will not have been introduced elsewhere in this course; thus, you will need to learn not only the 521 new characters in this volume, but many new terms and their applications as well. At the same time, this inconvenience should be more than compensated for by the rewards of being able to read Chinese as it is used in the PRC today.

Design of this book. Since Elementary Chinese was designed as a text of spoken Chinese, using it as a reading text presents some problems. First, many of the characters and words considered new vocabulary in the original EC are already familiar to you from CCI, Speak Chinese, and Chinese Dialogues. Thus it was necessary to restructure the lesson introductions, limiting vocabulary to unfamiliar words and characters. Second, the resulting learning load was very uneven--too few items in one lesson and too many in the next. So the next step was to regroup vocabulary and lessons with the goal in mind of keeping as near as possible to 15 characters per lesson while preserving EC lessons intact. In some of the later lessons of EC, vocabulary far exceeds optimum limits for a two-day lesson cycle, and it may be necessary to spend more time on these lessons.

Meaning of symbols.

揸(揸、馱)

Parentheses around characters following the main entry indicate "long forms" or alternate forms of the character. (You are not required to learn these.)

(汽)车 qìchē

Parentheses around a character or characters in a subentry or usage example indicate that the character(s) has not yet been introduced, and need not be learned at this point.

请你(找)他来
zhǎo

shēng(r)
shūjià(zi)
gǎihǎo(1e)

Parentheses around a syllable or syllables of Pinyin indicate that the enclosed is optional to the meaning of the term or phrase.

容易 róngyì*

An asterisk following the Pinyin marks a word that has been introduced earlier in the course, or a phrase whose components are familiar.

Large brackets surrounding an entire entry or entries indicate that the enclosed is provided for your interest; such items are intended to enhance your understanding of character meanings and word building, but they need not be committed to memory.

[不知不觉 bùzhībùjué

A: without realizing it,
before one knows it]

Usage Examples. In most cases, new terms or expressions are followed by one or more sentences illustrating the usage of the item. Using a sheet of scratch paper, translate each example as you come to it. Then turn to the end of the vocabulary section and compare your translation with the version in the book. The models we have provided are merely suggested renderings, but your translation should come fairly close to ours. Always be as accurate and literal (that is, faithful to the sense, feeling, and structure of the original) as good English permits.

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毛主席会见基辛格国务卿

Máo

Zhǔxí

huìjiàn

Jīxīngé

Guówùqīng

Chairman Mao meets Secretary of State Kissinger

Lesson 1

New Words with Old Characters

a. 本子 bēnzi N: notebook, exercise book

哪个学生没有本子？

New Characters and Words

1. 师(師) shī N: teacher; (military) division

老师 lǎoshī N: teacher

老师为什么哭呢？

2. 她 tā N: she

3. 您 nín N: you (polite form)

4. 吗 ma P: (question particle)

5. 和 hé CV: and, with (like 跟)

您和她一块儿去吧！

6. 钢(鋼) gāng N: steel

钢笔 gāngbǐ* N: pen

7. 铅 qiān N: lead

铅笔 qiānbǐ* N: pencil

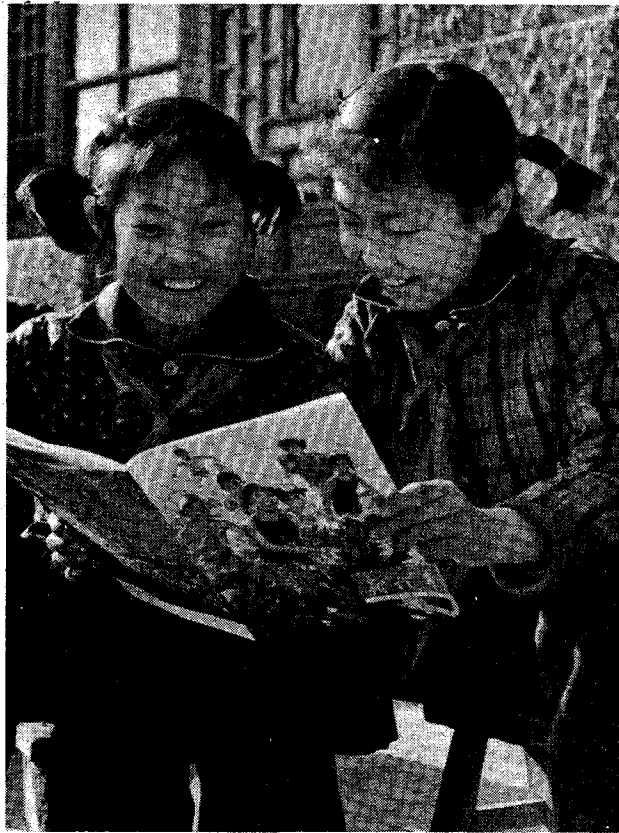
8. 汉(漢) hàn BF: China, Chinese (from the Han Dynasty--206 B.C. to 220 A.D.)

汉字 hànzi N: Chinese character(s)

用钢笔和铅笔写汉字可以吗？

Translations of the Usage Examples

- a. Which student didn't have a notebook?
1. Why is the teacher crying?
 5. Why don't you go with her!
 8. Is it okay to use pens and pencils to write Chinese?
 9. When you study Chinese characters, the teacher is very important.
 11. China has a 5000-year history.
 12. Why doesn't lesson 53 have any text?
This course isn't too tough.
 13. I've already forgotten the vocab from that lesson.



课外学习。

语法 Yǔfǎ Grammar

1) In a sentence of the pattern “A 是 B”, “是” is pronounced in the neutral tone “shì”. If pronounced in the 4th tone, “是” implies emphasis: “A *is* B”.

2) The interrogative particle “吗” is put at the end of a declarative sentence to make it a question. e.g.

他是老师吗?

3) The Chinese personal pronoun in 3rd person shows no difference in gender, but the written form has differentiated into 他, 她 and 它, all pronounced “tā”.

1) 都 and 也 both are adverbs. 都 in a sentence shows that the word or phrase before comprises the entire of what it stands for. When 都 and 也 are used together, 也 precedes 都. e.g.

我们都是学生。

你是老师,她也是老师。

他们是学生,我们也都是学生。

2) The suffix 们 is put after a singular personal pronoun or a noun denoting person to show plural number. Other nouns cannot take 们, so we can't say 书们, 报们, etc.

If the context is quite obvious that the noun is in plural number, 们 is not used, e.g. 他们是老师. and we do not say 他们是老师们.

Lesson 1A (EC 13)

一、范句 Fānjù Models

(一)

1. 我 是 学 生。

2. 他 是 老 师。

3. 这 是 书。

4. 那 是 本 子。

(二)

5. 她 不 是 老 师， 是 学 生。

6. 那 不 是 本 子， 那 是 书。

7. 这 是 本 子， 不 是 书。

(三)

8. 你 是 学 生 吗？

9. 他 是 老 师 吗？

10. 那 是 书 吗？

11. 这 是 本 子 吗？

二、课文 Kewén Text

A: 你 是 学 生 吗?

B: 我 是 学 生。

A: 他 是 学 生 吗?

B: 是 学 生。

A: 您 是 老 师 吗?

B: 我 不 是 老 师，是 学 生。

A: 这 是 书 吗?

B: 是。

A: 那 是 书 吗?

B: 不 是，那 是 本 子。

Lesson 1B (EC 14)

一、范句 Fànjù Models

(一)

1. 我们 都是 学生。
2. 他们 都 是 老师 吗?
3. 他们 都 不是 老师, 都 是 学生。

(二)

4. 那 是 书, 这 也 是 书。
5. 我 是 学生, 他 也 是 学生,
我们 都 是 学生。
6. 他们 都 是 学生, 我们 也
都 是 学生。

二、课文 Kèwén Text

(一)

我是学生，你是学生，他也是学生。我们都是学生。我们都不是老师。

你们是学生，他们也是学生，你们和他们都是学生。她们不是学生，是老师。

(二)

1. 这是书，那也是书。
2. 那是本子，这也是本子。
3. 这是钢笔，那也是钢笔。
4. 那是铅笔，这也是铅笔。
5. 这不是报，那也不是报。
6. 那不是纸，这也不是纸。

Lesson 1C (EC 15)

一、范句 Fānjù Models

(一)

1. 老师 教 中文。
2. 我们 都 学 中文。
3. 我们 写 汉字。

(二)

4. 我们 有 书, 有 本子, 也 有 纸。
5. 他 有 铅笔, 没 有 钢笔。
6. 他 没 有 纸, 我 也 没 有 纸, 我 们
都 没 有 纸。

二、课文 Kèwén Text

我们是学生，我们都学习中文。
老师教我们中文，也教我们英文。
你们学历史，他们也学历史。你们和
他们都学历史。

她们念课文，你们写汉字。他们念
课文，也念生词。我们念课文，念
生词，也写汉字。

我们都有铅笔，也有钢笔。他们有
钢笔，没有铅笔。你们有本子，也有
纸。我们都有本子，也都有纸。他们
都有本子，都没有纸。

New Characters and Words

1. 练(練) liàn BF: practice, drill, train
 练习 liànxì V: practice, drill, train

我还没练习课文。

2. 讲(講) jiǎng V: explain; speak, talk
 讲话 jiǎnghuà* VO: speak, talk (like 说话)

3. fā V: issue, emit, send, shoot

4. 音 yīn N: sound, musical note
 发音 fāyīn* VO: pronounce
 N: pronunciation

5. 努 nǔ BF: exert

6. lì BF: power, force, energy
 努力 nǔlì VO: do one's best, work hard
 SV: diligent, industrious
 A: with great effort, industrious!

她努力学习中文。

7. 题 tí N: topic, problem
 问题 wèntí* N: problem, question
 题目 tímu* N: topic, theme, title

8. dá BF: answer, reply, respond
 回答 huídá* V/N: answer

9. zhù BF: concentrate, fix (one's eyes or mind) upon
 注意 zhùyì* VO: pay attention
 V: pay attention to

你得多注意发音。

10. 零 líng

Nu: zero
BF: fragment, fraction, part零钱 língqián*
零(碎) língsuì*

N: small change

SV: sundry, miscellaneous

四三零一五。
三千零二。

11.) zá

BF: random, miscellaneous

12. 誌) zhì

BF: remember, record; written record

杂志 zázhi*

N: magazine, periodical

13. 枝 zhī

M: long thin object

一枝笔 yìzhī bǐ*

a pen

14. 薄 báo

SV: thin

15. 厚 hòu

SV: thick

16. 复(復、
複) fùBF: return, repeat, review, revive,
restore, renew; multiple,
complex

复杂 fùzá*

SV: complicated, complex

复习 fùxí

V: review

我们先复习头五课。

17. yù

BF: beforehand, pre-

预习 yùxí

V: prepare

明天上课以前, 一定要预习第六课。

18. 语 yǔ

BF: language

英语 yīngyǔ

N: English, the English language

汉语 Hànyǔ

N: Chinese, the Chinese language

语法 yǔfǎ

N: grammar

我觉得汉语语法没有英语语法那么复杂。

Translations of the Usage Examples

1. I haven't practiced the text yet.
6. She's working hard to learn Chinese.
9. You need to pay more attention to pronunciation.
10. 43015.
3002.
16. First let's review the first five lessons.
17. Be sure to prepare lesson 6 before coming to class tomorrow.
18. I don't think Chinese grammar is as complex as English.

语法 Yǔfǎ Grammar

1) Some verbs may take 2 objects with the indirect object preceding the direct object. e.g.

他教我们法文。

2) Besides nouns and pronouns, adjectives, verbs, etc. can also be used as objects. e.g.

我们练习听,也练习说。

我们练习说中文。

3) “不” used in front of a verb shows pure negation or will, and has nothing to do with tense. e.g.

她不会英文。

他不念课文。

(“He does not read the text.” or “He would not read the text.”)

4) “不” is usually pronounced in the 4th tone, but when it is followed by another 4th tone, it's changed into the 2nd tone:

不会, 不问, 不是

1) Numeration The decimal system is used for numeration in Chinese.

一	二	三	四	五	六	七	八	九	十
十一	十二	十三	.....	二十					
二十一	二十二	.....	一百						
一百零一	.....	二百一十	.....	五百九十九	.....	一千			
一千零一	.....	一千零十五	.....					
				.....	一千二百七十六	.....	一千八百零二	.....	二千

2) “几” and “多少” are interrogatives for numbers. If one asks about a number from 1 to 10, he uses “几”. “多少” can be used for any number. e.g.

这是几?

这是二。

那是多少?

那是一。

那是二十四。

