

Learn

# Chinese

in 48 Hours

Volume Two  
TEXTBOOK

A CRASH COURSE OF  
ELEMENTARY CHINESE

48小时汉语速成·基础篇

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课本 下册



北京大学出版社  
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# 使用说明



本书是根据“组合汉语”理论编写的速成汉语教材,是《组合汉语系列》教材的组成部分。《组合汉语系列》教材的编写宗旨是尽可能反映汉语和汉语学习的特点,使汉语和汉字易教易学,让学生用最少的时间学到最需要的汉语。

本教材的教学对象是会英语的成年汉语初学者。

本教材共计 30 课,分上、下两册,每册 15 课。每五课为一个单元,逢五、逢十的是复习课。教学内容包括 391 个汉字和由这些汉字组成的 673 个词语(另有 203 个补充词语),以及由这些汉字和词语组成的 108 个句型和 22 课课文。课文都是以话题为中心的会话。学会了这些内容,在中国生活和工作就可以用汉语进行一般性交际。这些内容也是进一步学好汉语的坚实基础,在此基础上,学习汉语的速度将会加快。

本教材预计教学时间为 60 课时(按每课时 45~50 分钟计算,约合 48 小时),平均每课 2 课时。要求学生用与上课大致相等的时间进行预习和复习,如果没有时间预习和复习,教学进度要适当放慢。

本教材每课的教学内容和课堂教学要求如下:

1. 笔画(1~9 课)。列出当课所教汉字中包含的新笔画,要求学生学会识别这些笔画,通过唱读、黑板临写等方式记住它们的名称和掌握书写方法。

2. 部件(11~29 课)。列出当课所教汉字中的部分常用部件,要求学生学会识别这些部件,掌握它们的结构特点,理解它们的意思(有些部件只是书写符号,不代表任何意思),通过唱读、黑板临写等方式记住它们的名称和在汉字中的位置,并掌握书写方法。

3. 生字和生词。列出当课课文中出现的生字以及由当课和以前学过的汉字组合生成的生词,要求学生朗读这些字词,并记住它们的读音和意思。字词的英文翻译是为了帮助学生理解相应字词的意思,但是学生必须了解,两种语言字词的意思和用法不是完全对等的,汉语字词的确切意思和用法要在句子和课文中体会和把握。

4. 补充生词。补充生词不要求学生记住,以后如在课文中出现,还要作为生词重新列出。补充生词中的汉字都是学过的,所以容易记忆,教师如果补充练习内容,也可在补充的练习中适当使用。

本教材主张直接教授汉字的读音,汉字(以及部分词语)后面的括弧里标注的汉语拼音主要供教师参考,不必要求学生认读。学生在字词的读音上如果出现



偏误,偏误主要表现在声母、韵母和声调这三个方面,教师可以根据发音原理有针对性地加以纠正,也不必借助于汉语拼音。

5. 句子理解(3~14课)。列出当课课文中出现的新句型,通过字、词对译和整句翻译两种办法帮助学生理解汉语字词的意思、句子的结构特点以及与英语的区别。希望学生能从中体会到汉语的一种结构形式所表示的意思相当于英语的什么结构形式所表示的意思,英语的一个意思用汉语怎样表达。这项内容主要供学生自学,教师不必逐句讲解,但是要提醒学生课前预习,并准备解答学生可能提出的疑难问题。

6. 会话(从第三课开始)。会话就是以话题为中心的课文。各课会话都设定真实的情境,会话内容符合在日常生活和工作中进行人际交往的实际需要,用于会话的语句都是最常用的标准普通话。采用以话题为中心的会话体课文,是为了帮助初学者学会用汉语交际。这项教学内容要通过扮演角色等方式进行反复操练。

7. 替换练习。设置替换练习的目的是帮助学生掌握汉语句型,同时通过适量的课堂操练帮助学生复习、巩固当课和以前各课学过的字、词、句,尽可能达到准确、流利。如果觉得分量太大,教师可以有选择地组织操练,不必求全。

8. 汉字唱读和空写(1~14课)。“唱读”是指全班跟着教师大声齐读,“空写”就是大家跟着教师用手指凌空书写。这项内容的教学目的是帮助学生记住汉字笔画的名称,熟练掌握汉字的书写方法。大声齐唱齐写,边唱边写,可以让学生放松,形成轻松愉快的课堂气氛。

本教材归纳的汉字笔画共计 28 个,其中基本笔画(书写时笔向基本不变的笔画)6 个,复合笔画(书写时笔向改变一次的笔画)9 个,复杂笔画(书写时笔向改变两次以上的笔画)13 个。(见本书附录 1《汉字笔画表》)学会了这 28 个笔画,就是学会了汉字的全部笔画。这 28 个笔画只有 8 个概念(横、竖、撇、捺、点、提、弯、钩),这 8 个概念既是笔画的名称,也是笔画形状和笔画书写方法的名称。我们相信,通过前 14 课的练习,学生完全可以记住这些笔画的名称,同时掌握汉字的结构特点和书写方法。

9. 语音练习和汉语拼音教学(1~19课)。本教材把声调作为语音教学的重点,同时注意突出第二语言学习者普遍的语音难点。组合汉语主张直接用汉字教学发音和说话,在学生学会汉语拼音之前(即第十九课之前),不要求他们认读汉字(以及部分词语)后面所注的汉语拼音。学生在字词的读音上如果出现偏误,偏误主要表现在声母、韵母和声调这三个方面,教师可以根据发音原理有针对性地加以纠正。本教材也重视汉语拼音教学,从第六课开始,陆续用汉语拼音教学声母和韵母,从第十一课开始,陆续教学音节识读。(前五课的语音练习主要是声调练习)所教声母、韵母和音节的汉语拼音都是学生已经学过的汉字中所包含的,所以实践上是用汉字的读音教学汉语拼音,而不是用汉语拼音教学汉字的读音。至第十九课,已基本教完《汉语拼音方案》的相关内容,以后就可以指导学生

借助于汉语拼音学习汉字的读音。采用这样的办法,不但可以减少汉语拼音对正确发音的误导,而且可以强化对汉字的感知。

10. 汉语知识。本教材的汉语知识包括语音知识、汉字知识、语法知识和交际知识等,这些内容主要供学生预习和复习(最好要求预习),教师可以结合字、词、句的教学适当加以提示,不必逐项专门讲解。其中的“字义例解和部件释义”是为了帮助学生理解和记忆汉字,教学内容从当课出现的汉字中选择,不求全面、系统。学生不必深究每一个汉字的造字方法和每一个部件的意思。

本教材尽可能少用语言学上的专业术语,大部分语法项目都放在词汇层面上处理,只对少数语法难点进行专项解释,解释力求简明。对语法的掌握要靠语感,语法解释只能起辅助作用。

本教材所说的“词”是“字组”的意思,不包括单音节“词”。我们也不使用“语素”的概念。其他语法书上所说的单音节词和语素在本教材中都叫“字”。

11. 根据组合汉语理论,本教材的基本教学方法是以“字”为基本单位的“组合生成”,即:由笔画、部件组合生成汉字,由汉字组合生成词语,由汉字、词语组合生成句子。字、词、句的组合生成都遵循“1+1=1”(合二为一)的普遍规则。“组合”实际上是意义的组合,意思相关的字词才能互相组合。因此,教学中要突出词语和句子的语义结构。词语的语义结构包括限定(饭店,红茶,很好)、动受(吃饭,看书)、述补(看见,说得好,高一点儿)、并列(身体,喜欢)、主述(身体好,经济落后)等,句子的语义结构主要是主体和述体之间的语义关系。主体代表谁或什么,是已知信息和述体陈述的对象;述体说明主体做什么或怎么样,是使知信息并用于陈述主体。“谁(什么)——做什么(怎么样)”是汉语基本句的固定格式。语义结构教学不是靠理论讲解,而是靠对实例的适当提示让学生体会和理解。

12. 本教材有《练习册》和《教学指南》相配套。课外练习侧重于读和写,主要包括笔画和部件的记忆、汉字的书写、阅读理解和造句、写话等。课堂教学则要侧重于听和说的练习。《教学指南》具有教案的特点,如果作为教案使用,可以更好地把握组合汉语教学的基本程序和方法,也可以节省备课时间。

编者





# How to use this book

This textbook is compiled for adult English speakers to learn Chinese based on the theory of “Combinative Chinese”. It’s a crash course of Chinese and a volume of the “Combinative Chinese Series” which is to try to reflect the characteristics of the Chinese language, in an attempt to make both teaching and learning easy, and enable learners to acquire the most needed Chinese within the least time.

There are 30 lessons divided into two volumes each with 15 lessons. The textbook includes 391 *Hanzi* and 673 *zi*-groups and 203 additional *zi*-groups, and these are used in 108 sentence patterns and 22 texts. All the texts are dialogues focused on topics. By mastering all of these contents, learners will be able to carry out general communications in Chinese when they stay and work in China, meanwhile they have a solid foundation for further and faster learning.

It is planned that it takes 60 class hours (45~50 minutes for a class, about 48 hours in all) to complete this course, 2 class hours each lesson. Learners are required to use approximately the same time to prepare and review the lesson, if no time for preview and review, the progress of teaching should be slowed.

The contents to be taught and classroom requirements are as follows:

1. *Hanzi* strokes (Lesson 1~9). This section lists new strokes of *Hanzi* in the lesson. Learners are required to know how to recognize and write them and remember their names by reading aloud, copying them on the blackboard, etc.

2. *Hanzi* components (Lesson 11~29). This section lists some commonly used *Hanzi* components. Learners are required to recognize them, grasp their structures and understand their meanings (some *Hanzi* components are just written symbols that do not bear any meaning). By reading them aloud, copying them on the blackboard, etc, the learners should memorize their names, their positions in different *Hanzi* and master the ways to write them.

3. *Zi* and *zi*-groups. Attached to each lesson is a list of new *Hanzi* appearing in it and the new *zi*-groups composed of the *Hanzi* in the lessons. Learners are supposed to read them aloud and learn their pronunciations and meanings by heart. The English equivalents given to the *zi* and *zi*-groups are just to help learners know their meanings. Learners must be aware that their meanings and usages are not always

equal to their English counterparts and their meanings and usages can be grasped exactly only by understanding the sentences and texts.

4. Additional *zi*-groups. These are not required to be remembered and will be listed as new ones when they appear in the next lessons. The additional *zi*-groups are easy to learn because they are composed of *Hanzi* that have been learned. It is suggested that the teacher should use them when giving extra exercises.

Teachers are encouraged to teach learners to read *Hanzi* without referring to the *pinyin* transcriptions, though they are provided in the brackets for teachers' reference. In case a *Hanzi* or *zi*-group is incorrectly read, i.e. the initial, final or tone is mispronounced, the teacher just corrects it according to the method of articulation without referring to the *pinyin* transcription.

5. Sentence comprehension (Lesson 3 ~ 14). New sentence patterns in each lesson are listed and the meanings of *zi* and *zi*-groups, structural features of sentences and differences from the similar English patterns are explained in two ways: 1) transliterating the *zi* and *zi*-groups in them one by one; 2) translating the whole sentence. Students should know how a structure form in Chinese is expressed in English and how a certain English meaning is expressed in Chinese. This part is mainly for students to learn by themselves. Teachers do not have to explain them sentence by sentence in class, but they may advise the learners do some preview and teachers are ready to answer their questions.

6. Dialogues (from Lesson 3 on). Dialogues are texts on various topics. The dialogues in each lesson, based on authentic situations, meet the needs for communications in daily life and work. The sentences in the dialogues are most commonly used in standard Chinese. The topical dialogues are helpful for learners, they can use them immediately. We suggest they practise the dialogues by playing different roles.

7. Substitution drills. The aim of substitution drills is to help learners grasp Chinese sentence patterns, and at the same time review and consolidate the *Hanzi*, *zi*-groups and sentences they learn in the lessons through exercises. Students should master this section as correctly and fluently as possible. Teachers can choose some of the drills for the students under time pressure.

8. Reading aloud and "finger writing" the *Hanzi* (Lesson 1 ~ 14). Reading aloud means that the students follow the teacher to read aloud *Hanzi*. "Finger writing" means the students follow the teacher to write *Hanzi* with their forefingers. This section is to help the learners memorize the names of *Hanzi* strokes, and master the ways to write them. Those exercises will help to create an easy-going classroom atmosphere in which

the students can study in a relaxed manner.

In this book, 28 strokes are introduced among which 6 are basic strokes (those that the pen moves nearly in one direction in writing), 9 compound strokes (those that the pen moves with one turn), and 13 complex strokes (those that the pen moves with two or more turns). (See Appendix: "Table of the *Hanzi* Strokes") If you have learned these 28 strokes, you will have mastered all the *Hanzi* strokes in 8 notions (horizontal, vertical, left-falling, right-falling, dot, rising, bending, hook). They are not only the names of strokes, but also the shapes and the ways of writing them. We believe through the exercises in the previous fourteen lessons, learners will be able to learn them all and master their structural characteristics.

9. Pronunciation drills and *Hanyu Pinyin* teaching (Lessons 1~19). This textbook is focused on tone in pronunciation teaching and at the same time highlights the universal phonetic speech difficulties. According to Combinative Chinese, *Hanzi* are directly used to teach pronunciation and speaking. *Hanzi* (and some *zi*-groups), followed by the *Hanyu Pinyin*, are not required to recognize and read before learners grasp *Hanyu Pinyin* (namely before Lesson 19). Learners' *Pinyin* problems on *Zi* or *zi*-groups mainly exist in the consonants, vowels or tones. Teachers can be well targeted to correct them according to pronunciation principles. This textbook is also attached importance to *Pinyin* teaching, consonants and vowels teachings beginning from Lesson 6, and syllables from Lesson 11. (The former five lessons are focused on tone practice) all taught consonants, vowels and syllables in *Hanyu Pinyin* are included in the *Hanzi* that learners have learned, so *Hanyu Pinyin* is taught through *Hanzi*'s pronunciation, instead of *Hanzi*'s pronunciation through *Hanyu Pinyin*. To Lesson 19 the *Chinese Phonetic Alphabet* is nearly completed. Then the learners can be guided to learn *Hanzi* by means of *Pinyin*. This approach can not only reduce the wrong pronunciation misled by *Pinyin*, but also strengthen the perception of *Hanzi*.

10. Chinese Language ABC. This section includes knowledge of Chinese phonetics, *Hanzi*, grammar and communication. It is mainly provided for the learners to preview, which is required, and review the lessons. Teachers can give certain tips when teaching *Hanzi*, *zi*-groups and sentences. The section "explanation of the meanings of *Hanzi* and *Hanzi* components" is to help students understand and memorize *Hanzi*. The teaching contents of this section are chosen from *Hanzi* in the lesson concerned, but not a comprehensive and systematic treatise of *Hanzi* and components. Learners do not have to understand the formation of each *Hanzi* and meaning of each *Hanzi* components.

In this textbook we try to use as less linguistic terms as possible. Most grammar

items are dealt with in vocabulary teaching. Specific explanations are just limited to a few difficult items. The explanations are done as concisely as possible. The mastering of grammar relies on the *instinctive* feel for the language. Explanation only plays the role of an aid in language teaching.

“Cí”(词) in this textbook means *zi-group* in which the single syllabic “word” is not included, and the term “morpheme” is not used. The so-called single syllable “word” and morphemes in other grammar books are called “*zi*” in this textbook.

11. According to the theory of “Combinative Chinese”, the main teaching method in this textbook can be summarized as “combination and formation” with “*zi*” as the basic unit. By “combination and formation”, we mean this: *zi* is formed by the combination of strokes and *zi* components, the *zi-group* is formed by the combination of *zi* and the sentence is composed of *zi* and *zi-groups*. The combination of *zi*, *zi-groups* and sentences all follow the universal rule of “ $1 + 1 = 1$ ” (two combined into one). Actually combination means the combination of meanings, i.e. the *zi* and *zi-groups* can be combined only when they are relevant to each other in meaning. Therefore the semantic structures of *zi-groups* and sentences should be emphasized in teaching. The semantic structures include the following types: 1) modification (饭店: hotel; 红茶: black tea; 很好: very well); 2) action-recipient (吃饭: have a meal; 看书: read a book); 3) action-complement (看见: see; 说得好: speak well); 4) coordination (身体: body; 喜欢: like); 5) topic-comment (身体好: the body is well; 经济落后: economy is underdeveloped), etc. The semantic structure of a sentence is mainly the relation of the topic and the comment. The topic indicates what or who, the already-known information or what is talked about the comment. The comment is about what the topic does or how it is, the make-known information and the statement about the topic. “Who/what-what it does/how it is” is the fixed format of Chinese basic sentences. The teaching of semantic structure is not based on the explanation of the theory, but on examples that enable the learners to understand.

12. The textbook is accompanied by an *Exercise Book* and *Teacher's Guide*, which places emphasis on reading and writing. The main exercise items include the memorization of strokes *Hanzi* components, writing of *Hanzi*, and reading comprehension. Listening and speaking exercises are usually done in class.

The author







## Contents

使用说明 .....	1
------------	---

### How to use this book

第十六课 马先生在家吗? .....	1
--------------------	---

### Lesson Sixteen Is Mr.Ma at Home?

#### 1. 汉字的造字方法(1): 象形字/5

Ways of formation of *Hanzi* (1): the pictographic *zi*

#### 2. 字义例解和部件释义/5

Explanation of the meanings of *Hanzi* and *Hanzi* components

气 手 才 讠 以 话

#### 3. 字词用法例解/6

Explanation of the usages of *zi* and *zi*-groups

(1) 他还没回来呢

(2) 你打他的手机吧

(3) 他的手机号码是 13301010788

第十七课 请你替我向她问好 .....	7
---------------------	---

### Lesson Seventeen Please Say Hello to Her

#### 1. 汉字的造字方法(2): 指事字/11

Ways of formation of *Hanzi* (2): the indicative *zi*

#### 2. 字义例解和部件释义/12

Explanation of the meanings of *Hanzi* and *Hanzi* components

车 火 白 讠 饭 问

#### 3. 字词用法例解/13

Explanation of the usages of *zi* and *zi*-groups

(1) 好久不见了

(2) 是吗

(3) 太好了



第十八课 我想请你吃午饭 ..... 14

**Lesson Eighteen I Would Like to Invite You to Lunch**

1. 汉字的造字方法(3): 会意字/18

Ways of formation of *Hanzi* (3): the ideographic *zi*

2. 字义例解和部件释义/19

Explanation of the meanings of *Hanzi* and *Hanzi* components

比 灬 点 店 𠂔 知 道

3. 字词用法例解/20

Explanation of the usages of *zi* and *zi*-groups

好像.....

第十九课 北京饭店在哪儿? ..... 21

**Lesson Nineteen Where is Beijing Hotel?**

1. 汉字的造字方法(4): 形声字/26

Ways of formation of *Hanzi* (4): the pictophonetic *zi*

2. 字义例解和部件释义/27

Explanation of the meanings of *Hanzi* and *Hanzi* components

面 东 多 从 分 立 站 钟 𠂔

3. 字词用法例解/28

Explanation of the usages of *zi* and *zi*-groups

(1) 请问

(2) 就到

第二十课 复习(四) ..... 29

**Lesson Twenty Review (4)**

第二十一课 你们喝什么饮料? ..... 35

**Lesson Twenty-one What Kind of Drinks Would You Like?**

1. 词的组合生成/39

The combination of *zi*-groups

2. 字义例解和部件释义/40

Explanation of the meanings of *Hanzi* and *Hanzi* components

米 艹 菜 井 欠 饮 欢 酉

3. 字词用法例解/41

Explanation of the usages of *zi* and *zi*-groups

呢

第二十二课 你们想吃什么菜? .....	42
<b>Lesson Twenty-two What Kind of Dish Would You Like?</b>	
1. 词法结构(1): 限定结构/46	
<i>Zi-group structures (1): the restrictive structure</i>	
2. 字义例解和部件释义/47	
<i>Explanation of the meanings of Hanzi and Hanzi components</i>	
ㄣ 清 烤 鸟 鸡 鸭 鱼 鲤	
3. 字词用法例解/48	
<i>Explanation of the usages of zi and zi-groups</i>	
(1) 吧	
(2) 好的	
(3) 红烧的	
第二十三课 你们要什么主食? .....	49
<b>Lesson Twenty-three What Staple Food Would You Like?</b>	
1. 词法结构(2): 动受结构/53	
<i>Zi-group structures (2): the action-recipient structure</i>	
2. 字义例解和部件释义/54	
<i>Explanation of the meanings of Hanzi and Hanzi components</i>	
勺 包 石 碗 饺 饱 王 现	
3. 字词用法例解/55	
<i>Explanation of the usages of zi and zi-groups</i>	
(1) 动字重叠	
(2) “南方”和“北方”	
(3) 名字用作量字	
第二十四课 共计九百零二元 .....	57
<b>Lesson Twenty-four Altogether 902 Yuan</b>	
1. 词法结构(3): 表示动作结果的动补结构/61	
<i>Zi-group structures (3): the action-complement structure</i>	
showing the result of an action	
2. 字义例解和部件释义/63	
<i>Explanation of the meanings of Hanzi and Hanzi components</i>	
戈 女 少 千 钱 优 彳	
3. 字词用法例解/64	
<i>Explanation of the usages of zi and zi-groups</i>	
(1) 货币单位	
(2) 下次、下回	



## 第二十五课 复习(五) ..... 65

**Lesson Twenty-five Review (5)**

## 第二十六课 马总正在开会 ..... 69

**Lesson Twenty-six General Manager Ma is at a Meeting**

## 1. 句法结构(1): 主体和述体/74

Sentence structure(1): the topic and the comment

## 2. 字义例解和部件释义/75

Explanation of the meanings of *Hanzi* and *Hanzi* components

等 开 页 顺 预 约 男

## 3. 字词用法例解/77

Explanation of the usages of *zi* and *zi*-groups

(1) 正在

(2) “老……”和“小……”

## 第二十七课 让您久等了 ..... 79

**Lesson Twenty-seven Sorry for Having Kept You Waiting So Long**

## 1. 句法结构(2): 基本句的组合生成/83

Sentence structure (2): formation of basic sentences

## 2. 字义例解和部件释义/84

Explanation of the meanings of *Hanzi* and *Hanzi* components

贝 目 牛 合

## 3. 字词用法例解/85

Explanation of the usages of *zi* and *zi*-groups

“的”字结构

## 第二十八课 这是互利双赢的好项目 ..... 86

**Lesson Twenty-eight This is a Mutually Beneficial Win-win Project**

## 1. 句法结构(3): 复合句的组合生成/91

Sentence structure (3): formation of compound sentences

## 2. 字义例解和部件释义/92

Explanation of the meanings of *Hanzi* and *Hanzi* components

巾 市 衤 衤 补 利 力 升 算 定

## 3. 字词用法例解/93

Explanation of the usages of *zi* and *zi*-groups

(1) 夫人

(2) 他会来的

第二十九课 贵客到了 .....	95
<b>Lesson Twenty-nine The Distinguished Guest is Arriving</b>	
1. 句法结构(4): 复杂句的组合生成/101	
Sentence structure (4): combination of complex sentences	
2. 字义例解和部件释义/101	
Explanation of the meanings of <i>Hanzi</i> and <i>Hanzi</i> components	
乡 耳 由 加 土	
3. 字词用法例解/102	
Explanation of the usages of <i>zi</i> and <i>zi</i> -groups	
是的	
第三十课 复习(六) .....	103
<b>Lesson Thirty Review(6)</b>	
附录 1 汉语音节的语音结构和书写方法 .....	109
<b>Appendix 1 Phonetic structures and spelling rules of Chinese syllables</b>	
附录 2 字词表 .....	116
<b>Appendix 2 Table of <i>zi</i> and <i>zi</i>-groups</b>	
附录 3 “唱读和口译”答案 .....	148
<b>Appendix 3 Key to Read aloud and interpret</b>	



# 第十六课 马先生在家吗?

Lesson Sixteen Is Mr. Ma at Home?

## 一、部件 Components of *Hanzi*

1. 手部旁 the shǒu left side  
扌(打) (扌音 shǒu hand) (扌 = 手)
2. 纟部旁 the sī left side  
纟(给) (纟音 sī silk)
3. 走部框 the zǒu frame  
辶(还) (辶音 zǒu walk; go by walk) (辶 = 走)
4. 文部心 the wén centre  
(这) (文 = 文)

## 二、生字和生词 New *zì* and *zì-groups*

- |              |                                |
|--------------|--------------------------------|
| 1. 还 (hái)   | also; still                    |
| 2. 呢 (ne)    | a modal particle               |
| 还……没有……(呢)   | have not (done sth.) yet       |
| 3. 办 (bàn)   | do; handle; manage             |
| 办公           | handle official business       |
| 4. 室 (shì)   | room                           |
| 办公室          | office                         |
| 教室 (jiàoshì) | classroom                      |
| 5. 可 (kě)    | can; may                       |
| 6. 以 (yǐ)    | with; by means of; in order to |
| 可以           | may; can; be able to           |
| 7. 给 (gěi)   | give; for; to                  |
| 8. 打 (dǎ)    | do; beat; strike; hit          |
| 9. 电 (diàn)  | electricity; electronic        |
| 10. 话 (huà)  | word; talk; speak about        |
| 说话           | speak; talk                    |

电话	telephone
打电话	make a telephone call
11. 接 (jiē)	receive; answer
接电话	answer the phone
12. 手 (shǒu)	hand
手机	mobile phone; hand phone
13. 吧 (ba)	a modal particle
14. 码 (mǎ)	a sign or thing indicating number; yard (yd.)
号码	number
电话号码	telephone number
15. 客 (kè)	guest
客人 (kèren)	visitor; guest; guest (at a hotel, etc.)
16. 气 (qì)	air; gas; breath
客气 (kèqi)	polite; modest
不客气	not at all; don't mention it

### 三、补充生词 Supplementary *zì*-groups

1. 办学	run a school
2. 以来	since
3. 可是	but
4. 打工	do manual work
5. 电子 (diànzǐ)	electron
6. 请客	invite guest to dinner; treat
7. 司机	driver
8. 天气	weather
9. 气候	climate
10. 生气	get angry
11. 小气 (xiǎoqi)	stingy; mean

### 四、语音练习 Pronunciation Exercises

#### 1. 声母练习 Initials practice

- (1) 打电到的 (d)
- (2) 他她同体太 (t)
- (3) 年您哪你女那呢 (n)
- (4) 来零老两乐累六了 (l)