

北京市教育委员会资助项目  
组合汉语系列

吕必松 编著

# 书面汉语基础 CHINESE



第二册



首都师范大学出版社  
CAPITAL NORMAL UNIVERSITY PRESS

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## 图书在版编目 (CIP) 数据

书面汉语基础·第二册/吕必松编著. —北京: 首都师范大学出版社, 2008. 2  
ISBN 978-7-81119-109-7

I. 书… II. 吕… III. 汉语—对外汉语教学—教材 IV. H195.4

中国版本图书馆 CIP 数据核字 (2008) 第 011498 号

## 组合汉语系列

SHUMIAN HANYU JICHU

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首都师范大学出版社出版发行

地 址 北京西三环北路 105 号

邮 编 100037

电 话 68418523 (总编室) 68982468 (发行部)

网 址 cnuph.com.cn

E-mail master @ cnuph.com.cn

北京嘉实印刷有限公司印刷

全国新华书店发行

版 次 2008 年 5 月第 1 版

印 次 2008 年 5 月第 1 次印刷

开 本 787mm×1092mm 1/16

印 张 12.75

字 数 139 千

总定价 55.00 元 (二册)

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# 组合汉语系列

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## 使用说明

《书面汉语基础》以会说英语的大学生和文化程度相当的其他成年人为主要教学对象。

本教材是根据“组合汉语”理论编写的书面汉语教材，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的特点，使汉语易教易学，让学习者用最少的时间学到最需要的汉语。

本教材包括 900 个汉字，由这些汉字组成的 1500 个词语，字词总量 2400 个。常用句型和基本语法都已基本出齐。预计教学时间为 130 学时（按每学时 50 分钟计算）左右。教师可以根据实际情况灵活掌握教学进度，每课教学时间不一定相同，一般以 2~3 学时教完一课为宜。学习者最好能用与上课相等的时间进行预习和复习。如果学习者没有时间预习和复习，就要适当放慢课堂教学的进度，但每课不宜超过 3 学时。

《书面汉语基础》的主要任务是通过读和写的教学培养学生的书面汉语能力。与《书面汉语基础》相配套的有《口头汉语基础》，为开设书面汉语和口头汉语两种平行的课型提供方便。《口头汉语基础》侧重于通过听和说的教学培养口头汉语能力。这两种教材互相补充，在字、词、句和语法等方面互相提供训练的前提和条件，并通过字、词、句和语法点的互相重现达到巩固和熟练。《口头汉语基础》的预计教学时间与《书面汉语基础》的预计教学时间相等。如果开设两种平行的课型，按照读写→听说的顺序（即一课书面汉语之后是一课口头汉语）组织教学，效果会更好。学完这两种互相配套的教材，就能形成口头和书面交际的初步能力，达到《中国汉语水平考试（HSK）》改进版初级优秀水平，为进一步学习汉语和中国文化打下良好的基础。

《书面汉语基础》共计 54 课，分为 4 册。前两册每册 15 课，后两册每册 12 课，每五课中有一课复习课。除了复习课之外，每课都由“课前先知道”、“在课堂上”、“课外练习”三部分组成。“课前先知道”集中介绍汉语知识，包括汉字知识、语音知识、语法知识和交际知识等。这些内容主要供学生预习和复习，教师可以在课堂教学中结合字、词、句的教学加以适当提示，不必逐项讲解。其中的“字义例解和部件释义”是为了帮助学习者理解和记忆汉字，教学内容从当课出现的汉字中选择，不求全面、系统。学习者不必深究每一个汉字的造字方法和每一个部件的意思。“课外练习”包括在《课外练习册》中，要求学生在课外完成，交给老师批改。“在课堂上”一般由六部分组成，依次是：笔画（1~4 课）和部件（6~41 课），生字，字和词，句子理解，课文，练习。这六部分内容的编排顺序就是课堂教学的自然顺序，按照这样的顺序以及每项内容的教学要求和教学方法进行教学，就可以顺利完成教学任务。

下面是“在课堂上”相关内容的教学要求和教学方法。

一、汉字的笔画(1~14课)。前四课集中介绍汉字的笔画,以笔画教学带动汉字教学。每课列出当课要教的笔画,要求学习者学会识别这些笔画。练习中的“唱读和空写”以及“黑板临写”的目的之一是帮助学生记住笔画的名称和掌握它们的书写方法。从第六课到第十四课,结合汉字的书写继续进行笔画练习。本教材归纳的汉字笔画共计26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(书写时笔向明显改变的笔画)20个。(见本书第一册附录《汉字笔画表》)学会了这26个笔画,就是学会了汉字的全部笔画。这26个笔画只有9个概念,其中“点、横、竖、撇、捺、提”是基本笔画的概念,“折、钩、弯”是复合笔画中特有的概念。这9个概念既是笔画形状的名称,也是笔画书写方法的名称。学完第一册,学生完全可以记住这些笔画的名称并掌握它们的书写方法。

二、汉字的部件(6~41课)。从第六课开始,每课列出当课所教汉字中的部分常用部件,要求学习者学会识别这些部件,掌握它们的结构特点和书写方法,理解并记住它们的意思(也有个别部件只是书写符号,不代表任何意思)和在汉字中的位置,通过朗读、唱读、黑板临写等练习记住它们的名称,掌握它们的书写方法。学习汉字的部件,不但有助于了解汉字的结构和书写方法,而且有助于理解汉字的意思,加快对汉字的记忆,同时可以为自动理解汉字的字义打下基础。

三、字和词。每课都列出当课课文中出现的汉字以及由当课和以前学过的汉字组成的词语,要求学习者朗读、唱读这些汉字和词语,并记住它们的读音和意思。

“组合汉语”主张直接教授汉字的读音(即不借助汉语拼音教授汉字的读音),字词后面的括弧里标注的汉语拼音主要供教师参考,不必要求学习者认读。学习者在字、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。纠正偏误也不必借助于汉语拼音。

字、词后面的括弧里标注的字类和词类也只供教师参考,不必要求学习者专门记忆。字、词的英文翻译是为了帮助学习者理解相应字、词的意思,但是学习者必须了解,不同语言字、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。

“字和词”前面的方框内是当课出现的生字,这项内容的主要作用是提示,让师生一眼就能看到本课要学习哪些汉字。这里列出的汉字都包括在下面的“字和词”之中,所以不必单独处理。

四、句子理解(6~53课)。每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方法帮助学习者理解汉语字、词的意思,句子的结构特点以及与英语的异同。希望学习者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。这项内容主要供学习者自学,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。

五、课文。课文形式以叙述体为主,内容以介绍中国的国情、中国人的生活和相关的文化知识为主,希望这些课文有助于学习者更好地理解汉语和中国文化。对课文

教学的要求是帮助学生通过朗读和表演等方式理解和记住本课学习的字、词、句，同时复习以前学过的字、词、句。

六、句型朗读。从第六课开始，每课的练习中设有句型朗读。句型朗读的目的是通过适量的课堂操练帮助学习者复习、巩固当课和以前各课学过的字、词、句，更好地理解汉语的句法结构。

在课堂教学中，课文和句型都必须要求学生朗读。朗读的目的是为了帮助学生理解和检查学生是否理解。对语音和流利程度不必严格要求，语音和流利程度的练习主要在口头汉语课上进行。

七、汉字唱读和空写（1~14课）。课堂练习的内容之一是“汉字唱读和空写”，“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临空书写。这项内容的教学目的是帮助学习者记住汉字笔画的名称，熟练掌握汉字的书写方法。全班大声齐唱齐写，边唱边写，可以让学习者放松，形成轻松愉快的课堂气氛。

八、其它形式的练习，例如黑板临写、朗读和口译等，是否要逐项进行，或者是否要增加新的练习项目，由教师根据本班情况灵活掌握。

九、关于语法体系。本教材的语法体系属于“组合汉语”体系。我们不再使用“语素”的概念，其它语法书上所说的语素和单音节词在本教材中都叫“字”。本书所说的“词”是“字组”的意思，不包括单音节“词”。非固定组合的词也叫“短语”，“词语”就是指“词”（固定组合的词）和“短语”（非固定组合的词）。词类（字类）只分名、数、量、动、静（相当于其它语法书上所说的形容词）、状（相当于其它语法书上所说的副词）、连、助八类。其它语法书上所说的介词在本教材中全部归入动字（动词）类，代词全部归入名字（名词）类，叹词全部归入助字（助词）类。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，只对少数句法难点进行专项解释，解释的着眼点是用法，并力求简明。对语法的掌握要靠语感，语法解释只能起辅助作用。

十、基本教学方法。根据“组合汉语”理论，本教材倡导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，由汉字和词语组合生成句子。字、词、句的组合生成基本上都遵循“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、句才能互相组合。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、走路）、述补（拉长、长高）、并列（父母、长短、喜欢、住在、看见）、主述（地震、身体好）等，句子的语义结构主要是主体和述体之间的语义关系：主体是陈述的对象，述体是对主体的陈述。语义结构教学不是靠理论讲解，而是通过对实例的适当提示帮助学习者体会和理解。

编者

2007年10月



## Introduction

Basic Written Chinese is one of “combinative Chinese” series of textbooks and based on the theory of “combinative Chinese”. There are 900 Hanzi and 1450 *zi*-groups combined by the 900 Hanzi, altogether 2350. Nearly all the common sentence patterns and basic grammar points are included. Each lesson takes 2 to 3 hours to teach, and a total of 130 hours is needed to complete the course. Teachers are free to teach at a proper pace in the light of the real situation. Learners are expected to spend the same length of time to prepare for the lesson and review what they have learned. Otherwise, the teaching pace needs to be lowered down. Yet, one lesson should not spend more than 3 hours.

Basic Written Chinese helps to develop learners' written Chinese ability through the teaching of reading and writing. In addition to it, the availability of Basic Spoken Chinese focusing on listening and speaking paves way for running the written Chinese and oral Chinese courses parallelly. Each of them complement the other through which *zi*, *zi*-groups, sentence patterns and grammar are appearing repeatedly for reinforcement and complete mastery. Time required for teaching Basic Spoken Chinese is as the written Chinese course. In case of sequence, it is better to be “Reading and Write → Listening and Speaking” (ie one written Chinese lesson to be followed by one spoken Chinese) in order to achieve greater efficiency.

Basic Written Chinese and Basic Spoken Chinese are most suitable for those Chinese beginners including English speaking college students and adult learners with considerable education. Having completed the two courses, they are expected to have mastered elementary oral and written communicative abilities and attained excellence of the elementary level of the revised version of Chinese Proficiency Test (HSK Revised). They would also have cleared the doubt that Chinese is “difficult to learn”. Thus they built up the confidence in Chinese and laid down solid foundation in terms of language and culture needed for further learning of Chinese.

Basic Written Chinese consists of 54 lessons in four volumes. Each of the first two volumes has 15 lessons and the latter 12, with a review after every four lessons. In addition to the reviews, each lesson comprises three parts of “know before class, during

the class and practice after class". "Know before class" focuses on the knowledge of Chinese language, including that of Hanzi, phonetics, grammar and communicative culture. It is mainly for learners to do previews and reviews, while teachers can give some suggestions in teaching of *zi*, *zi*-groups and sentences. There is no need to explain in detail. The section "explanation of the meanings of Hanzi or components" is to help learners understand and memorize Hanzi. Instead of comprehensive and systematic teachings, teachers can choose contents relevant to the new Hanzi appeared in the lesson. Learners do not have to get to the bottom of the formation of each Hanzi and the meaning of each component. "Practice after class" part is included in Workbook and supplied to the students to complete after class who later pass to the teacher to check. As for "during the class" part, there are six sections comprising orderly strokes (Lesson 1-4) or components (Lesson 6-41), new *zi*, *zi* and *zi*-groups, sentence comprehension, texts and practice in accordance with the natural teaching order. Following this sequence as well as the requirements and teaching methods of each part, teaching tasks can be completed smoothly.

The teaching requirements and teaching methods of "during the class" part are as follows:

1. Hanzi strokes (Lesson 1-14). The first four lessons focus on Hanzi strokes. In every lesson, strokes to be taught are listed and students are urged to learn to differentiate these strokes. Exercises like "reading aloud and empty writing", "blackboard finger writing" are designed to help learners memorize strokes names and grasp the ways to write them. From lesson 6 to lesson 14, further stroke practice is continued along with the writing of Hanzi. There are 26 strokes introduced in this book among which 6 are basic strokes (those that the pen moves in one direction) and 20 compound strokes (those that the pen moves with one or more turns) (see Appendix: "Tables of the Hanzi Strokes"). To master the 26 strokes means master all the Hanzi strokes. These 26 strokes are made up of 9 concepts, among which the dot, horizontal, vertical, left-falling, right-falling and rising are basic strokes, and the turn, hook and bending are compound strokes. The 9 concepts are not only names of strokes shapes, but also the ways of writing them. When finishing Volume 1, learners can completely master these strokes and their writings as well.

2. Hanzi components (Lesson 6-41). From Lesson 6 on, part of commonly used Hanzi components are listed. Through reading aloud and copying after the models on the blackboard, etc, learners are able to recognize them, master their structural significance and the ways to write them, as well as understand and memorize their meanings (some are pure written symbols with no meaning) and their positions in different

Hanzi. Learning Hanzi components well helps to understand the structures and meanings of Hanzi, master the writings and speed up Hanzi memorizing. All of these lead to automatically understanding of Hanzi meanings.

3. *Zi* and *zi*-groups. New *zi* and *zi*-groups formed by previous Hanzi are listed in each lesson. Learners are asked to read them aloud and memorize their pronunciations and meanings.

“Combinative Chinese” promotes teaching pronunciation directly through Hanzi instead of pinyin (the Chinese phonetic transcription system). The pinyin provided within the bracket is meant for teachers' reference and learners are not asked to read and recognize them. Pronunciation mistakes always exist in the initial, final or tone. In case a *zi* or *zi*-group is incorrectly read, teachers can keep to the pronunciation principle instead of pinyin to correct it.

The part of speech given to each *zi* or *zi*-group in the bracket is meant for teachers' reference and learners are not required to master them. The English translations given to the *zi* and *zi*-groups are just to help the learners to know the meanings of the *zi* and *zi*-groups. Learners must be aware that the meanings and usages of Chinese are not always equal to their English counterparts. The exact meanings and usages of Hanzi and *zi*-groups could be only known in sentences and contexts.

New *zi* shown in the box before the “*zi* and *zi*-groups” section allows teachers and learners to see what new *zi* to learn at a glance. There is no need to deal with these new words separately because they will be dealt with during the “*zi* and *zi*-groups” section.

4. Sentence comprehension (Lesson 6—53). New sentence patterns explained in two ways, that is, translating the *zi* and *zi*-groups one by one and translating the whole sentence, so that learners can better understand the features of new sentence patterns and how they are alike with and different from English. It is hoped that learners are able to know the meaning conveyed in certain structural form of Chinese sentences is equivalent to that of English sentence structure and on the contrary, and how the meaning expressed by English is to be conveyed in Chinese. This section is mainly for self study. Teachers need not explain the meaning sentence by sentence. They only need to remind learners to prepare before class and be ready to answer their questions.

5. Texts. Texts, mostly narrative, are introducing the general knowledge of China, household living and relevant cultural implication of Chinese aiming at assisting learners to have a better understanding of Chinese language and culture. What's more, through reading aloud the texts and performing them out learners can understand and memorize the new *zi*, *zi*-groups and sentences and at the same time go over the old ones.

6. Reading aloud sentence patterns. From Lesson 6 onwards, reading aloud sentence patterns is designed to reinforce both the newly introduced and the old *zi*, *zi*-groups and sentences. Thus learners can have a better understanding of Chinese syntax.

In class, learners are asked to read aloud both the texts and sentence patterns in order to help with their understandings and the teacher to check if the students have understood. Therefore correctness and fluency are not strictly required as such exercises are mostly completed in spoken Chinese lesson.

7. Reading aloud and finger writing (Lesson 1—14). Reading aloud and finger writing are exercises for “during the class”. Reading aloud means that learners follow the teacher to read aloud Hanzi and finger writing to write Hanzi with their forefingers in the air. It is aimed to help learners memorize the names of Hanzi strokes and master the ways to write them. When loud reading and finger writing are synchronized, learners may feel relaxed and set in a kind of happy and easy-going ambience.

8. Other forms of exercises. There are many forms of exercises such as writing on the blackboard, recitation and interpretation. Teacher is at his own discretion to adopt whatever format of exercises he thinks suitable by the condition of his class.

9. Grammar system. This book follows the grammar system of “combinative Chinese”. Morpheme is not used in this textbook and the single syllable “word” and morphemes in other grammar books are called “*zi*”. “词” in the textbook means *zi*-group, excluding the single syllable “word”. *Zi*-groups consist of fixed and non-fixed combinations of *zi*. Non-fixed *zi*-groups are also called phrases. The *zi*-groups(*zi* classes) fall in into eight categories, namely, the nominal *zi*, the number-*zi*, the measure-*zi*, the action-*zi*, the descriptive *zi* (equivalent to adjectives in other grammar books), the adverb-*zi* (similar to the adverb in other grammar books), the conjunction-*zi* and the auxiliary *zi*. The preposition in other grammar books is part of the action-*zi* (and action *zi*-group) in this book and the pronouns the nominal *zi* (and nominal *zi*-group). In this textbook we try to use as less linguistic terms as possible. Most grammar items are processed on the level of vocabulary and only few difficult ones have a specific but concise explanation with the focus on the usage. In terms of the grammar mastery, priority should be always given to the sense of language instead of explanation.

10. Basic teaching method. 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 formed by *zi* and *zi*-groups respectively. The combinations 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, that is to say, the *zi* and *zi*-groups can be combined only when they are relevant in meanings. Therefore the semantic structures of *zi*-groups and sentences should be emphasized in the teaching. The semantic structures include the following: modification (饭店: fàndiàn, hotel; 红茶: hóngchá, black tea; 很好: hěnhǎo, very well), action-recipient (吃饭: chīfàn, have a meal), predicate-complement (看见: kànjiàn, see), coordination (喜欢: xǐhuan, like), topic-comment (地震: dìzhèn, earthquake), etc. The semantic structure of a sentence is mainly the relation of the topic and the comment. The topic indicates what/who is talked about and the comment is the description of the topic. As for the semantic structure teaching, emphasis should be placed on examples to improve learners' understanding instead of theoretic explanation.

The author  
2007-10

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## 第十六课

## 农村和城市

## Lesson Sixteen Countryside and City



## 课前先知道

Know before class

## 1 汉字的造字方法 Ways of formation of Hanzi

古人把汉字的造字方法归结为六种，称为“六书”，即：象形、指事、会意、形声、转注、假借。一般认为，只有前四种属于造字的方法，后两种只是用字的方法。象形字、指事字和会意字都是表意字；形声字由形符和声符组成，形符表意，声符表音。

During the ancient times, *Hanzi* were classified into six categories according to the ways of formation, which were known as “the six kinds of scripts”, namely, pictographic *Hanzi*, indicative *Hanzi*, ideographic *Hanzi*, pictographic-phonetic *Hanzi*, mutually explanatory *Hanzi* and phonetic loaned *Hanzi*. It's generally considered that the last two are just the usage of *Hanzi*. The pictographic, indicative and ideographic *Hanzi* are ideographs, while the pictographic-phonetic *Hanzi* is composed of a meaning component and a sound component.

我们现在使用的汉字，大部分是对传统汉字的继承。根据需要而新造的汉字，大部分是形声字。

Most of the *Hanzi* currently in use have been inherited from traditional