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Preface

During my twenty years of teaching at SOAS (School of Oriental and African Studies, University of London), I began to develop an interest in different ways of teaching Chinese as a written language. My book *Mastering Chinese Characters: A Modern Approach* was published in 2014 by the Commercial Press. I've now compiled a new series of textbooks which is an update called the *Zoom In* series (including *Elementary Chinese in 60 Hours 1 & 2*, *Intermediate Chinese in 118 Hours 1 & 2*, *Advanced Chinese in 337 Hours 1 & 2* with accompanying workbooks).

The traditional way to teach written Chinese has been to take each character apart and trace the roots of its radicals to their sources. Though being well-accepted by Chinese students who are already familiar with their own history and culture, this approach has not been particularly effective for foreign students learning the language from scratch. In hindsight, this strategy was perhaps both too academic and too localised. It tended to assume the student possessed a basic knowledge of China such as its national and folkloric heritage, its geography, social values and codes of behaviour.

In an attempt to avoid similar pitfalls, it became something of an obsession of mine to figure out an alternative way to inspire and support foreign students in a way which does not require prior knowledge of Chinese. The resulting series of textbooks is an attempt at this more intuitive approach, that employs fresh visual tools. Since both pictures and sound are regular components of Chinese characters, we have included a cartoon to match each character, supported by a short piece of text in English which students are encouraged to read aloud. Whatever proved most helpful to the class or individual ended up on these pages, as I believe the priority should always be given to practical use over established convention.

In accordance with the Chinese saying, "Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime. Knowledge is the best charity," the book encourages students to follow the method and pursue their own learning goals as far as their interest dictates.

The first 15 lessons are dedicated to character learning while the later lessons include two parts. "Part 1
<https://www.purpleculture.net>



Combining Characters” is about making words or phrases. All 170 characters learned in the first 15 lessons are used to form words and phrases. “Part II Compose Sentences” is about using words and phrases to form five sentences. The first three sentences are simple and the last two are longer and more difficult. After finishing the whole book, students should be able to know 1,250 words or phrases and read 510 simple sentences, while those with strong language ability could master as many as 850 sentences.

An exercise book is also designed to help students memorize Chinese characters and word combinations as well as helping to construct sentences with those words. The book also provides a story of some 4,500 words for students to read.

This series has been used in the classroom for two years. Students could spend 1.5 hours per week in a total of twenty weeks (30 hours) to learn 170 Chinese characters.

In the West there exists tremendous interest in learning Chinese. In order to follow this trend, I would suggest a couple of things: Firstly, to remind Chinese language teachers that a spoken language and its written form are intimately connected. In other words, to teach the spoken language, it is paramount to teach reading and writing at the same time. Secondly, our attention should be given more to children and teenagers, for whom Chinese has become one of the most popular subjects at school. It is with this age group in mind that we hope to take on a serious subject in a relaxed and playful manner.

As this volume is soon to be put into publication, I would like to express my particular gratitude to Richard Pilgrim for his outstanding contribution to proofreading the English part. Special thanks go to Mr. Kevin Munns for his recording of the English in the book. His high standard of English has greatly helped improve the book!

David Su Liquan

任教英国伦敦大学亚非学院 (School of Oriental and African Studies, University of London) 的 20 年期间, 我一直都在寻找一种向欧美学生介绍汉字的方法。“突破中文”系列教材是在《汉字图解学习手册》(Mastering Chinese Characters: A Modern Approach, 商务印书馆 2014) 的基础上运用更新思路编写的。该系列教材共分六个级别:《60 小时突破初级中文(上、下册)》、《118 小时突破中级中文(上、下册)》和《337 小时突破高级中文(上、下册)》, 每个级别含课本和练习册各一册。

《60 小时突破初级中文(下册)》课本的第一部分(字篇, 第一课到第十五课)学习汉字。

在对外汉语教学的数十年中, 曾不断有人尝试过以“图片解析汉字”的方法来编写教材, 不过总体来说收效不明显, 原因是这些书对汉字的解释过于“学术化”与“地域化”。“学术化”是指“以文解文, 以字解字”, 忽略了学习者是外国人, 他们对中国是“零知识”;“地域化”是指著书者大多对欧美受众群体的社会及价值观缺乏切身的了解, 因而, 在文化的沟通和语言的表达两个方面都受到了局限。这套“突破中文”系列教材尽量避免这些短处, 而采用的方法是: 第一, 把学生领回到甲骨文、金文和籀文时代——对这个久远的时光隧道本书不是用“引证”和“六书”去充填, 而是通过卡通画的形象并结合汉字后面的故事把这些字“激活”来启发、引导学生; 第二, 采用了以“声”加深学生对“形”记忆的特殊模式, 即每一个汉字都设计了“把汉字说出来”的一条, 就是用一句地道的英文把这个汉字的形、声、义都归纳、融合进去, 达到“只要记得住这句话, 就知道这个字的意思、写法和发音”的目的。此外, 课本还提供了书写的笔顺, 鼓励学习者“唱字”, “横竖撇捺, 点勾折提”边写边唱。

课本的第二部分(词句篇, 第十六课到第三十课)是学习汉字的组构功能, 即以字组词、以词组句、以句组段、以段组章的规律。

解释这个规律之前, 需要先把这套书何以取名“Zoom In (趋真向实法则)”或称“Natural Flow (自然顺序法, 简称‘序法’)”做一个说明。

什么是这个“趋真向实法则”(或“自然顺序法”)呢? 众所周知, 大自然里有两个相互独立又相互制约的元素, 一个是时间, 一个是空间。宇宙中的万物在穿过时间隧道时都在改变其空间的位置; 所以这个“自然顺序法”是时间先于空间, 而时间自身的顺序是由无限的长到有限的短, 空间自身的顺序是由无限的大到有限的

小。人类的生活也不例外，这两个元素的规则影响着我们的万千世界。耐人寻味的是这个“自然顺序法”从数千年以前就反射到中华民族的语言（汉语）中，汉语的“序法”规则就是建立在这个基础之上的。

具体来说，两个或两个以上的汉字首尾相接的法则，在表达时间时是“由长到短”，表达空间时是由“大到小”。更具体来说，这个“序法（自然顺序法）”反映到汉语的字词与句子的组构方面，都是从广义到狭义，从整体到局部，从一般到具体，从前到后，从上到下，等等。

中国古代的智者说：“给人一条鱼，你只喂他一天；教给一个人会钓鱼，你就养活了他一辈子；授人以技能是最好的助人方式。”基于汉语这种简单易懂的“序法”，课本的第二部分（第十六课到第三十课）就是把这个“序法”用在“以字组词，以词组句”上——教授学习者钓鱼的技能！

于此，课本里后十五课的内容都是使用第一部分学习的 170 个汉字加上初级课本上册学的 178 个汉字去组构词、短语的，而且，每个汉字都给出五个使用该汉字的句子，其中前三句比较简单，后两句相对长些、复杂些。在本书的最后一课结束的时候，学生能够认读 1250 个单词或短语，可以掌握 510 个简单句子；对于那些语言能力强的人，可以达到 850 个句子。此外，每本还配有练习册，提供记忆汉字和字词扩充及中英句子互翻的练习。为了增加学生的成就感，本书还附有一篇长达 4500 个汉字的小说供学生阅读欣赏。

《60 小时突破初级中文（下册）》（含课本及练习册）从完成初稿到最终提交用了两年多的时间，其间，它已被作为课堂教材试用过多次。粗略统计的结果是，如果学生每周上课或自学 1.5 小时，经过 20 周共 30 个小时的学习，通过初等高阶水平的考试是绰绰有余的。

苏立群

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字篇

Radical/Component 口 mouth

吧 Grammatical Code ba | 179



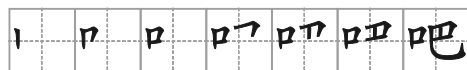
Grammatical Code ba 吧

口 (mouth) + 巴 (reptile/snake) = code of a guessing or suggestion

Catchphrase

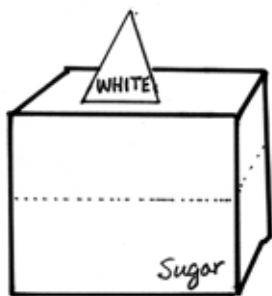
I SUGGEST you leave me alone because I am a poisonous snake. The SUGGESTION particle is 吧 ba.

Stroke order



Radical/Component 白 white

白 WHITE bái | 180



WHITE bái

白

Ancient form 𠂇

丿 (mark) + 日 (sunlight) = white

Catchphrase

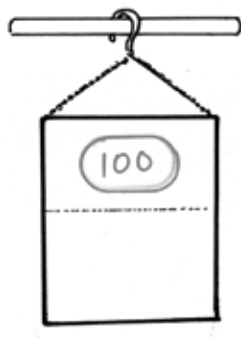
Here is a package of WHITE sugar. WHITE is 白 bái.

Stroke order



Radical/Component 一 the first stroke

百 HUNDRED bǎi | 181



HUNDRED bǎi

百

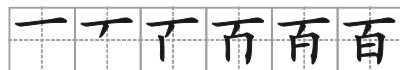
Ancient form 𠂇

一 (one) + 𠂇 (white food/two zeros) = hundred

Catchphrase

This package of the white sugar is one HUNDRED grams. HUNDRED is 百 bǎi.

Stroke order



Radical/Component 王 jade

班 GROUP bān

182



GROUP bān

班

Ancient form 𠂔

𠂔 (jade) + 𠂔 (saw/knife) + 𠂔 (jade) = group



Catchphrase

Two pieces of jade form a GROUP, made by a saw cutting a square block of jade in two. GROUP is 班 bān.

Stroke order

一 二 王 玉 玨 玨 班 班

Radical/Component 巾 turban

帮 (幫*) HELP bāng

183



HELP bāng

帮

Traditional form 幫

丰 (woods) + 阝 (town) + 巾 (cloth linking) = help



Catchphrase

Making a connection between the forest and the city can HELP improve the environment. HELP is 帮 bāng.

Stroke order

一 二 三 丰 邦 邦 邦 邦 帮

* 为便于各地区学生使用，如果这个汉字有繁体字，就在此处括弧内标明。

* The traditional form of the character, if any, is included for the reader's reference through the textbook.

Radical/Component 扌 hand

报 (報) REPORT bào

184



REPORT bào

报

Ancient form 𠂔 Traditional form 報

𠂔 (hand) + 𠂔 (slavery labour) = report



Catchphrase

When an official REPORTS to his superior, it is customary for him to bow his head in obeisance. REPORT is 报 bào.

Stroke order

一 扌 扌 扌 报 报

Radical/Component 田 field

备 (備) PREPARE bèi 185



PREPARE bèi

备

Ancient form 𠄎 Traditional form 備

文 (tools) + 田 (field/box) = a box with all needs

Catchphrase

I have packed my basket and am fully PREPARED for my mission. PREPARE is 备 bèi.

Stroke order

ノ 夕 夕 夕 各 各 备 备

Radical/Component 匕 person/knife

比 COMPARE bǐ 186



COMPARE bǐ

比

Ancient form 匕

匕 two people

Catchphrase

Two rival ballerinas COMPARE their beauty. COMPARE is 比 bǐ.

Stroke order

一 匕 匕 比

Radical/Component 竹 bamboo

笔 (筆) BRUSH/PEN bǐ 187



BRUSH/PEN bǐ

笔

Ancient form 𦰩 Traditional form 筆

竹 (bamboo) + 毛 (hair) = brush/pen

Catchphrase

Beautiful calligraphy comes not only from your artistic eye but also from the way you hold the bamboo writing BRUSH in a straight line, with fully absorbed ink. BRUSH/PEN is 笔 bǐ.

Stroke order

ノ 丿 丿 丿 丿 丿 丿 丿 丿 丿 笔

Radical/Component 辶 walk

边 (邊) EDGE/SIDE biān

188



Stroke order

丁 力 为 边 边

EDGE/SIDE biān

边

Ancient form 𨔵 Traditional form 邊

辶 (walk) + 力 (moved by force) = edge/side



Catchphrase

In ancient times, criminals were forced to go to the country's
EDGE for hard and dangerous work. EDGE/SIDE is 边 biān.

Radical/Component 衣 cloth

表 APPEARANCE/SURFACE biǎo

189



Stroke order

一 二 丰 丰 丰 表 表 表

APPEARANCE/SURFACE biǎo

表

Ancient form 𠂔

丰 (hair) + 衣 (hat & dress) = appearance/surface



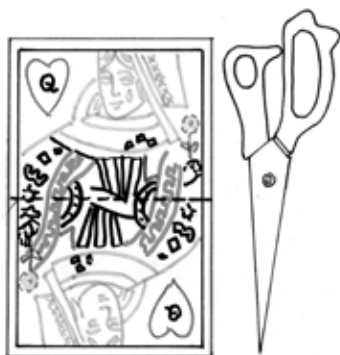
Catchphrase

A person's APPEARANCE often reflects his inner life.
APPEARANCE/SURFACE is 表 biǎo.

Radical/Component 刂 knife

别 (別) DON'T/GOODBYE bié

190



Stroke order

一 丨 冂 口 号 另 别 别

DON'T/GOODBYE bié

别

Ancient form 𠂔 Traditional form 別

另 (body/another) + 刂 (knife) = don't/goodbye



Catchphrase

Part One: Please DON'T cut me in half! DON'T is 别 bié.
Part Two: GOODBYE, my twin! GOODBYE is 别 bié.

词句篇

As in the Book 1, it will be necessary to learn the grammatical functions of certain characters before understanding how they are used in the Example Sentences. These grammar structures involve the characters: 吧 ba (179), 比 bǐ (186), 别 bié (190), 得 de (207), 过 guò (225), 也 yě (320) and 着 zhe (337).

B 179 吧 (suggestion particle) ba

吧 can be used with 好 to express approval or disapproval.

好吧，我们现在去吃午饭。	OK, now we can go to lunch.
不好吧，别人都在工作呢。	That won't do. Everyone else is working.

吧 can also be used at the end of a statement to indicate a request, guess or suggestion, in both positive and negative senses.

您是谢先生吧？	You are Mr. Xie, aren't you?
你不是北京人吧？	You are not from Beijing, I guess.

B 186 比 TO COMPARE bǐ

The principle of Natural Order grammar becomes particularly apparent when making comparisons. For instance, if you want to compare the temperature between Beijing and northeast China, in English you would say: Compared to northeast China, Beijing is hotter.

In Chinese the word order is:

北京 — 比 — 东北 — 热。	Beijing-compare-northeast China-hotter.
------------------	---

Two comparable types of question are:

北京 — 比 — 东北 — 热 — 吗？	Beijing-compare-northeast China-hotter-MA?
北京 — 比不比 — 东北 — 热？ (北京比东北热还是不比东北热)	Beijing-compare or not compare-northeast China-hotter? (Beijing compare northeast China hotter or not compare northeast China hotter)

Thus, in the natural order of things the speaker first of all compares the two places, and then comes to the conclusion that one is hotter than the other.

Notes:

The pattern of a comparative sentence is:

Comparison object A 比 Comparison object B + Description

DO NOT

190

B

别 (don't) is a negative command given to others; it is never used in a statement about oneself.

我去, 你别去!	I'm going, but you're not.
我们下午有会, 你别走!	We will have a meeting this afternoon. Don't leave!

(grammatical code)

207

D

The grammatical code 得 is a verb qualifier usually placed between a verb and an adjective to comment on the performance of an action.

他们玩得很好。	They play very well.
他唱得不好。	He doesn't sing well.

得 also functions as an adjective modifier, in conjunction with 多 or 小 to indicate the degree of certain quality.

他比我高得多。	He is much taller than me.
---------	----------------------------

过 (grammatical code) guò 225

G

过 is a verb modifier placed between a verb and a noun to denote past experience.

没有去过	has/have never been to
看过	has/have seen
我没有去过北京。	I have never been to Beijing.

Or:

他做过老师。	He used to be a teacher.
--------	--------------------------

也 ALSO yě 320

Y

也 means also, too, still. It usually appears before a verb or a qualified adjective. If a time word is used, it is placed between 也 and the verb.

我很热, 你呢?	I'm hot. How about you?
我也很热。	I'm also hot.
我不热, 你呢?	I'm not hot. How about you?
我也不热。	I'm also not hot.
我去北京, 你呢?	I am going to Beijing. How about you?
我也去。	I am going to Beijing too.
我明天去北京, 你呢?	I will go to Beijing tomorrow. How about you?
我也明天去。	I will go (to Beijing) tomorrow too.

Z

337

(grammatical code)

着 is a grammatical code that indicates the continuation of an action itself, or the action has been aborted, but the state it produces continues.

穿 + 着 → 穿着	to wear + (ongoing action particle) = is wearing
雨下着。	It's raining.
别站着。	Don't stand.
天还亮着。	It's still light.
走着去	go on foot
笑着说	say with a smile
忙着考试	busy with the exams

Chinese	English	Character codes
好 + 吧 → 好吧	good + suggestion particle = OK; fine	039/179
去吧	Let's go.	102/179
吃吧	Let's eat.	011/179
你是姐姐吧?	You're the elder sister, aren't you?	089/118/057/057/179
快走吧	Please hurry up!	244/345/179
是这个吧?	It's this one, isn't it?	118/167/031/179

Example Sentences

1/179	好吧，我现在就打电话。 OK, I will make a phone call right now.
2/179	去吧，不 * 好，不去吧，也不 * 好。 Going is no good, but neither is not going.
3/179	我们快点儿 ** 吃吧。 Let's eat a bit quicker!
4/179	你就是本吧? You're Ben, aren't you?
5/179	你喝的茶，是这个吧? The tea you drink is this one, isn't it?

注释

Note

*The pattern 不 [adjective]... 也不 [contrasting adjective] = neither...nor...

** 快 (一) 点儿 = a bit quicker

B

180 白 WHITE bái

Chinese	English	Character codes
明 + 白 → 明白	bright + white = clear; obvious; understand	083/180
白色	(the colour) white	180/277
白天	daytime	180/128
白纸	blank paper	180/342
白开水	plain boiled water	180/061/120
白雪	white snow	180/314

Example Sentences

1/180	我喜欢白色。 I like white colour.
2/180	她白天常常唱歌。 She often sings during the day.
3/180	请给我些白纸。 Please give me some blank paper.
4/180	中国人喜欢喝白开水。他们说白开水对身体好。 Chinese people like to drink hot water. They say hot water is good for (your) health.
5/180	你为什么不明白我的意思？ Why can't you understand what I mean?

Chinese	English	Character codes
百 + 姓 → 百姓	one hundred + surname = common people	181/312
百年	a hundred years; century	181/090
一百	one hundred	152/181
《百家姓》	<i>Hundred Family Surnames</i>	181/053/312
百岁	one hundred years old	181/124
百分比	percentage	181/028/186

Example Sentences

1/181	你和我都是老百姓。 You and I are both ordinary people.
2/181	钱老师的房子有几百年了。 Teacher Qian's house is hundreds of years old.
3/181	小明考了一百分。 Xiaoming scored a 100%.
4/181	《百家姓》这本书里有五百零四个姓。 The book <i>Hundred Family Surnames</i> contains 504 Chinese surnames.
5/181	报纸上说*, 以前百岁老人不多, 但现在每三千人中就有一个百岁老人。 It is said in the newspaper that there were not many centenarians in the past, but now there is one in every three thousand people.

注释

Note

*Reported speech: 报纸上说 / 听说 / 妈妈说 etc.

Chinese does not use a grammatical marker such as 'that' to introduce reported content. Instead, what was said is added directly after the verb (说, 问 etc). In written Chinese, a comma is often added after 说 or 问, but it can be omitted in short sentences.

B | 182 班 CLASS/GROUP/WORK SHIFT/MW (scheduled transport) bān

Chinese	English	Character codes
上班	go to work	108/182
下班	leave work	139/182
班车	scheduled bus; shuttle bus	182/010
班次	scheduled transport (flights, trains, etc.)	182/200
班长	student leader; monitor	182/194
班机	scheduled flight	182/051
白班	day shift	180/182

Example Sentences

1/182	<p>每天早上六点到十点有班车。</p> <p>A shuttle bus service runs every morning between 6 and 10 am.</p>
2/182	<p>去北京的火车一天有四个班次。</p> <p>There are four trains to Beijing each day.</p>
3/182	<p>我妈妈明天早上七点十分去上班。</p> <p>My mother will go to work at ten past seven tomorrow morning.</p>
4/182	<p>小月常常坐公共汽车上下班，但是因为今天下雨，所以她就坐出租车了。</p> <p>Xiaoyue often commutes to work by bus, but because it was raining today, she just took a taxi.</p>
5/182	<p>A: 喂，哥们儿，你知道下一班从北京来的飞机是几点吗？</p> <p>B: 我也不知道。</p> <p>A: Hi buddy, do you know what time the next flight from Beijing is?</p> <p>B: I don't know either.</p>

Chinese	English	Character codes
帮 + 助 → 帮助	help + assist = help	183/343
帮忙	give a hand	183/254
帮工	casual labourer	183/032
帮手	assistant	183/284
一帮子	team; squad; bunch	152/183/172
帮会	underworld gang	183/049

Example Sentences

1/183	我想请你帮个忙。 I'd like to ask for your help.
2/183	在英国，帮工不好 * 找。 In Britain, it is not easy to find casual labour.
3/183	钱老师说小明是她的好帮手。 Teacher Qian said Xiaoming is a great help.
4/183	你这次考得不好，让我帮助你好吗？ Your Chinese mark wasn't so good this time; would you like me to help you?
5/183	你为什么不学好，老是和一帮子学习不认真的男生在一起打篮球？ Why can't you be a good student instead of always playing basketball with a group of boys who don't take their studies seriously?

注释

Note

* 好 means 'good', but it can also be used to express that something is easy to do or good to do. The pattern is: 好 + verb = adjective.
E.g. 好吃 = delicious, 好玩儿 = fun, 不好找 = difficult to find

B

184 报 REPORT/NEWSPAPER bào

Chinese	English	Character codes
报 + 纸 → 报纸	report + paper = newspaper	184/342
卖报	sell newspapers	252/184
电报	telegram	017/184
报馆	news agency	184/035
晚报	evening newspaper	300/184
看报	read a newspaper	062/184

Example Sentences

1/184	<p>现在的中学生都不常看报了，对吗？</p> <p>Nowadays middle school students don't often read newspapers, right?</p>
2/184	<p>我小的时候，每个小学生都会唱《卖报歌》。</p> <p>When I was young, every elementary school student could sing the song "Selling Newspapers".</p>
3/184	<p>这是我爸爸最喜欢看的报纸。</p> <p>This is my father's favourite newspaper.</p>
4/184	<p>我要在大学学汉语，因为我以后想去报馆工作。</p> <p>I'm going to study Chinese at university because I want to work in a newspaper office in the future.</p>
5/184	<p>A: 我上学的时候，我们一家都爱看报，你呢？</p> <p>B: 我家也是。</p> <p>A: When I was in school, our whole family loved reading newspapers. What about you?</p> <p>B: So did my family.</p>

Chinese	English	Character codes
准 + 备 → 准备	accurate + prepare = prepare; plan	344/185
备课	prepare lessons	185/243
备饭	prepare a meal	185/026
备件	spare part	185/232
后备	reserve	044/185
备有	be available; in stock	185/158

Example Sentences

1/185	这个新老师备了很长时间的课，所以他上课上得很好。 The new teacher spends a long time on lesson preparation; as a result his teaching is very good.
2/185	我准备星期六去看奶奶。 I plan to visit my grandmother on Saturday.
3/185	请问，你知道哪里能买汽车备件吗？ Excuse me, do you know where I can buy spare parts for cars?
4/185	午饭时间到了，您坐一会儿，我现在就去备饭。 It's lunchtime. Please take a seat for a moment, and I will get the meal ready.
5/185	A: 今天晚上的生日会都准备好了吗？ B: 都已经准备好了。我希望我的朋友都会来。 A: Is everything ready for the birthday party this evening? B: It's all done. I hope my friends will all come.

B | 186 比 COMPARE/COMPETITION bǐ

Chinese	English	Character codes
二比一	two to one	025/186/152
比一比	compare	186/152/186
比不上	can't compare to; doesn't measure up to	186/007/108
比分	score	186/028
比试	have a competition	186/282

Example Sentences

1/186	<p>A: 比分是多少? B: 比分是二比一。 A: What's the score? B: The score is two-one.</p>
2/186	<p>来，我们比一比谁高。 Come on, let's see who is taller.</p>
3/186	<p>你是说我比不上她? Are you are saying I don't measure up to her?</p>
4/186	<p>姐姐有点儿累了，所以她不想和我比试了。 My elder sister is a little tired, so she doesn't want to have a competition with me.</p>
5/186	<p>在中国，爸爸妈妈都给孩子吃最好的。所以我比 * 我爸爸高，我爸爸比他爸爸高。 In China, parents give their children the best food. As a result, I'm taller than my dad, and my dad is taller than his dad.</p>

注释

Note

*To say that one thing is more [adjective] than another, the structure is:
Noun 1 + 比 + Noun 2 + Adjective.

笔

PEN/WRITING BRUSH

bǐ 187

B

Chinese	English	Character codes
铅 + 笔 → 铅笔	lead + pen = pencil	269/187
铅笔字	handwriting	269/187/173
笔名	pen name	187/082
笔友	pen pal	187/157
笔试	writing test	187/282
红色的笔	red pen	229/277/015/187

Example Sentences

1/187	那些笔不是我的。 Those pens are not mine.
2/187	老师对小明说：“你的铅笔字进步很大！” The teacher said to Xiaoming, 'Your handwriting has improved a lot!'
3/187	很多作家都有笔名。 Many writers have pen names.
4/187	我和我的笔友有一样的爱好*，我们都喜欢游泳。 I have the same hobby as my pen pal, we both like swimming.
5/187	A: 谁有红色的笔和白色的纸？ B: 我有很多，你要多少笔和纸？ A: Does anyone have a red pen and white paper? B: I have plenty. How many pens and how much paper do you want?

注释

Note

* 一样 (yíyàng) can be used to express that two things are the same, or share the same quality.

The structure is: Noun 1 + 跟 / 和 + Noun 2 + 一样 + Adjective.

B | 188 边 EDGE/SIDE/BORDER biān

Chinese	English	Character codes
旁边	side; beside	262/188
前边	in front of	099/188
左边	left-hand side	348/188
右边	right-hand side	329/188
上边	above	108/188
边门	side door	188/257
一眼望不到边	as far as the eye can see	152/316/302/007/205/188

Example Sentences

1/188	我家旁边住着个老中医。 Next to my home lives an old Chinese medical doctor.
2/188	在北京火车站的左边，你能看到一个出租车站。 To the left of the Beijing Railway Station you can see a taxi stand.
3/188	电影院有一个边门，我在那儿等你。 The cinema has a side door. I'm waiting for you there.
4/188	这个机场大得不得了*，一眼望不到边。 This airport is so big that one can't take it all at once.
5/188	住在上边那几个男孩子天天在房间里踢足球，你说我怎么休息？ Those boys living upstairs play football in the room every day. How am I supposed to rest?

注释

Note

*The structure “adjective + 得不得了 (de bùdéliǎo)” is used to express that the level of something has gone to an extreme.

表 WATCH/SURFACE/APPEARANCE biǎo 189

B

Chinese	English	Character codes
手表	watch	284/189
新表	new watch	311/189
老表	antique watch	066/189
名表	famous watch	082/189
钟表店	watchmaker's shop	169/189/018

Example Sentences

1/189	谢先生送了他妻子一块手表。 Mr Xie gave his wife a watch as a present.
2/189	我的手表找不到了，您再帮我买一块新表吧！ I can't find my watch. Please help me buy a new one!
3/189	现在很多中国人都去国外买名表，因为比在中国买便宜*。 Nowadays many Chinese people go abroad to buy famous brand watches because they're cheaper than those in China.
4/189	在我们同学中，小习过去在钟表店工作，我听说他现在去做生意了。 One of our classmates named Xiaoxi used to work in a watch shop. I hear that he's gone into business.
5/189	昨天是我的生日，妈妈给了我一块很好的表，但是我不喜欢。我想要苹果手表。 Yesterday was my birthday. My mum gave me a really good watch, but I don't like it. I want an Apple Watch.

注释

Note

* 便宜 piányi= cheap

B | 190 别 (imperative) DON'T/STOP/TO LEAVE/OTHER bié

Chinese	English	Character codes
别笑	don't laugh	190/310
别吃	don't eat	190/011
别玩	don't play	190/299
别说	don't talk	190/122
别等	don't wait	190/208
别得意	don't be complacent	190/207/324

Example Sentences

1/190	别笑了！现在是上课时间。 Stop laughing! It's lesson time.
2/190	吃东西的时候，请别说话。 Please don't talk when you are eating.
3/190	别玩儿了，常常玩手机对 * 眼睛不好。 Please stop playing. Constantly playing on your mobile phone is not good for the eyes.
4/190	别等了，哥哥天天晚 ** 回家，也不打电话告诉我们。 Let's not wait. Elder brother comes home late every day and yet doesn't call to tell us.
5/190	别太得意了！虽然你汉语考得不错，但是你还有九门中学会考的考试没考呢！ Don't be complacent. Although your Chinese exam result is not bad, you still have nine more GCSEs to take!

注释

Note

* 对 duì = toward

** 晚 wǎn = late

跋：

酝酿数年 一朝面世

自从我提出“‘序法’是汉文语法”的理论，到如今能出版这套教材，前前后后经历了二十个年头。

二十年来，我一直用这段话给自己和我们的老师们鼓气：“不要羁绊于西方语言学家对我们语言下的定义；作为中国人，对汉语‘自性’的研究是我们义不容辞的责任。”

正源于此，我要诚心诚意地感谢外文局麾下的华语教学出版社，感谢他们的见识与勇气；也要感谢成立于 2006 年的英国子午文院（Meridian Chinese Studies）对“序法”理论的研究、开发以及长达 14 年的课堂实践，正是这些因素使得这套教材日趋成熟。

这里给“序法”冠以“范氏”做一个注脚：我是苏州范家的子孙，苏姓是家父北迁后作为艺术活动的“艺姓”。我家祖上有范蠡、范仲淹，序法这一点点小成就当属祖宗的福荫，为此称之为“范氏序法”。再，百多年前，清人马建忠首次以印欧语系解构汉文，著《马氏文通》，汉文在马氏西语“他性”的解释下流行至今。“范氏序法”力求返璞归真，重新回到汉文本身，尝试以其“自性”诠释语法规律。

整套书并非学术大著，又是针对外国学生，所以亦庄亦谐，以学习效果为主，学术依据为辅。每次碰到需用古字（甲骨文和篆体）的字符解构简化字体时，我都尽量寻找源头，但牵强乃至穿凿附会依然在所难免，还请读者和老师们谅解。

作者、主编 苏立群

2020.10 于英国伦敦

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