



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 22 lessons are dedicated to character learning while the later lessons (Lessons 23-44) include

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two parts. “Part 1 Combining Characters” is about making words or phrases. All 270 characters learned in the first 22 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 1,500 words or phrases and read 810 simple sentences, while those with strong language ability could master as many as 1,350 sentences.

A workbook 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 6,500 words for students to read.

This series has been used in the classroom for more than two years. If students spend 2 hours per week in a total of 22 weeks (totally 44 hours) either taking a course or by self-study, they could pass easily the test for mid-low level of Chinese language.

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 thank Simona Bryant for her very helpful 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 this book!

David Su Liqun



Preface

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。

《118 小时突破中级中文(上册)》课本的第一部分(字篇, 第一课到第二十二课)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, 第二十三课到第四十四课)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（第二十三课到第四十四课）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，后二十二课的内容都是使用第一部分学习的 270 个汉字加上初级课本上、下册学的 348 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 1500 个单词或短语，可以掌握 810 个简单句子；对于那些语言能力强的人，可以达到 1350 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 6500 个汉字的小小说供学生阅读欣赏。

《118 小时突破中级中文（上册）》（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 2 小时，经过 22 周 44 个小时的学习，通过中等低阶水平的考试是绰绰有余的。

苏立群



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Prefix ā;ē 阿

Ancient form 𠂔
 阝 (cliff) + 匕 (curved river)
 = prefix



WOW ā;á;ǎ;à 啊

Ancient form 𠂔
 口 (mouth) + 阝 (cliff)
 + 匕 (curved river) = wow



Catchphrase



This meandering river flowing at the foot of the cliff is the Ah River. The **Prefix** is 阿 ā/ē. (The prefix is used before names.)



Catchphrase

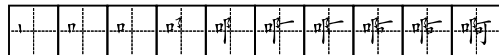


WOW, the curved river is really beautiful. **WOW** is 啊 ā. (It is an interjection for expressing surprise or praise.)

Stroke order

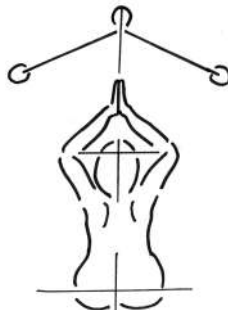


Stroke order



SHORT ǎi 矮

Ancient form 𠂔
 矢 (arrow) + 禾 (crop) + 女 (girl)
 = short



PEACE/SAFETY ān 安

Ancient form 𠂔
 宀 (roof/house) + 女 (woman)
 = peace/safety



Catchphrase



This little girl picking grain in the wheat field is even **SHORTER** than an arrow. **SHORT** is 矮 ǎi.

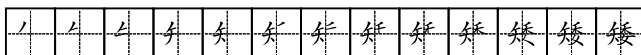


Catchphrase

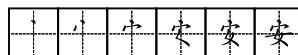


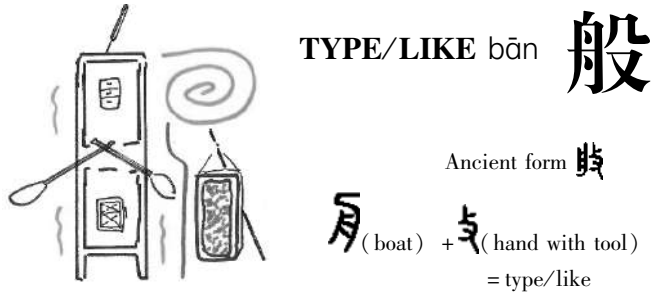
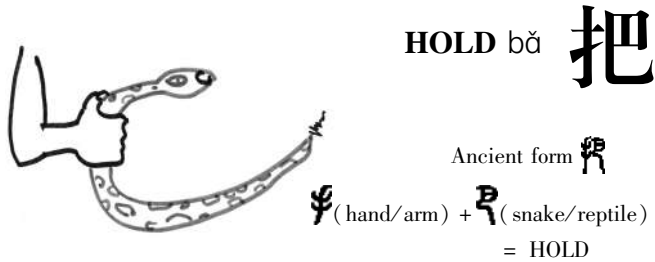
When there is a woman in the house, the home will be **PEACEful**. **PEACE/SAFETY** is 安 ān.

Stroke order



Stroke order





Catchphrase



When you grab a snake with your bare hand, you have to **HOLD** it close to its head; otherwise, it is dangerous. **HOLD** is 把 bǎ.



Catchphrase

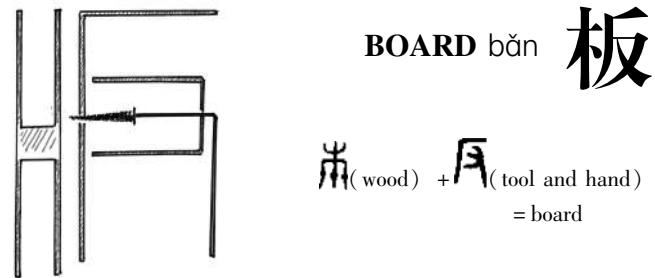
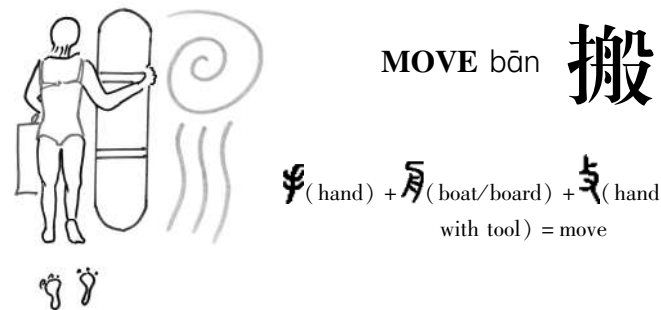
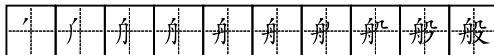


In the water towns of south China, people use the waterways **LIKE** the public roads. **TYPE/LIKE** is 般 bān.

Stroke order



Stroke order



Catchphrase



This surfer is **MOVing** to a beach with big waves. **MOVE** is 搬 bān.

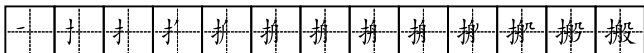


Catchphrase

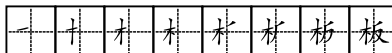


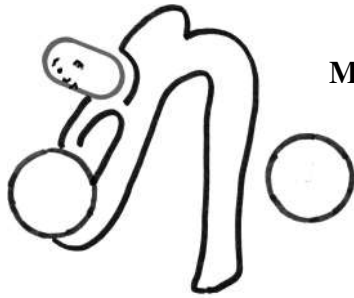
Someone is holding a tool to fix several wooden **BOARDS** to the wall. **BOARD** is 板 bǎn.

Stroke order



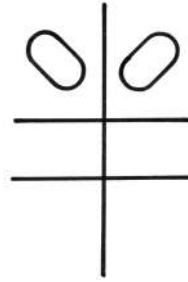
Stroke order





DEAL/DO/MANAGE bàn 办

Ancient form 𢦏
Traditional form 辦



HALF bàn 半

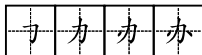
Ancient form 𠂔



Catchphrase

It takes a lot of effort to **DEAL** with things. Sometimes **DOING** something is like moving a big round stone from one side to the other. **DEAL/DO/MANAGE** is 办 bàn.

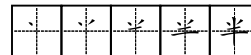
Stroke order



Catchphrase

This character is split in **HALF**. Each side is the mirror image of the other. **HALF** is 半 bàn.

Stroke order



WRAP bāo 包

Ancient form 𠂔
𠂔 (wrap) + 勹 (energy) = wrap



FULL bǎo 饱

Ancient form 𩚑 Traditional form 飽
𩚑 (food/eat) + 𠂔 (energy) = full



Catchphrase

Energy **WRAP**ped by something on the outside is temporarily trapped inside. **WRAP** is 包 bāo.

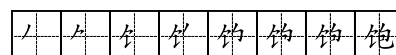
Stroke order



Catchphrase

This man has eaten all the food in the basket and now he is really **FULL**. **FULL** is 饱 bǎo.

Stroke order



Grammatical Codes & Notes

As in Elementary Chinese, it will be necessary to learn the grammatical function of certain characters before understanding how they are used in the sentences. These grammar structures involve the characters: 把 bǎ (353), 被 bèi (361), 除 chú (378), and 地 de (390).

B | 353 把 (the grammatical code) bǎ

请 (你) 把门关好!	Please (you) close the door properly!
请 (你) 把灯打开!	Please (you) switch on the light!

As BA (把) sentences do not exist in the English language, so we provide a detailed guide below:

If you want to change the status of an object into a new situation through an action, two verbs are required: the first one is the verb of “BA: handle/hold/grasp”, the second is the verb of action, and a word of outcome is placed to the second verb which indicates the new status. In general, the “outcome” to the latter verb is an adjective, or a verb, or even a clause. With regards to people’s daily lives, the changing status of objects happens often, therefore the BA Sentence is a very useful sentence pattern.

The formulation of a BA sentence is:

Subject + BA (the first verb) + object + the second verb with the outcome.

For example:

In Chinese: 请 (你) 把门关好 (了)!

Please (you) close the door properly!

请 你 (please you) 把 BA (hold or handle: Verb One) + 门 (door: Object) + 关 (close: Verb Two) + 好 (了) (properly: the outcome to the second verb). 关 - 好 (了) ~ here the verb-adjective outcome combination shows a new outcome: Close it properly.

More examples:

1. 她一进门就把 (v1) 门关 (v2)- 上 (outcome) 了 (outcome of the actions), 可能是怕冷。

She closed the door properly as soon as she came in because she is afraid of the cold.

2. 我今天不去学校, 请把 (v1) 这本书交给 (v2 a joined verb means Give To) 老师 (outcome of the actions)。

I won't go to the school today; will you deliver this book to the teacher please?

3. 小李, 请把 (v1) 椅子搬到 (v2 a joined verb means Move To) 楼上去吧 (outcome of the actions)。它太重了, 我搬不动。

Young Li, could you take this chair and move it upstairs? It is so heavy that I cannot move it.

4. 你别把 (v1) 你的手机当成 (v2 a joined verb means Regard As) 字典 (outcome of the actions), 因为手机里的字典常常有错!

Don't use your mobile phone as a dictionary, because the phone's dictionary is often wrong!

In summary, the BA sentence is a double verb pattern, using two verbs plus an adjective/verb/ clause outcome to complete a status change.

The Chinese language often utilises the passive pattern for unexpected situations or things. From the Chinese point of view, it is within the responsibility of, say, a postman to deliver mail, so there is no need to emphasise an action which is within a person's normal responsibility. For the same reason, cleaners cleaning, doctors healing, teachers teaching, and even a mother cooking for her family etc., in the Chinese point of view are all social divisions of labour for each profession.

If something unusual happens, however, e.g., a letter opened, a suitcase stolen, a house damaged, or a friend detained, we shall have to add something called the passive.

被打	be beaten
被爱	be loved
被开除	was kicked out

Here are some examples:

(English) My suitcase was stolen.

(Chinese) My suitcase BEI stolen.

BUT,

(English) The office has been cleaned.

(Chinese) The office cleaned.

More examples:

1. 我弟弟昨天被他的同学打了。

My younger brother was beaten by his classmate yesterday.

2. 今天来打扫教室的工人觉得很奇怪，因为教室已经被学生们扫得干干净净了。

When the cleaner came to clean the classroom today she was surprised because the classroom had already been fully cleaned by the students.

The pattern 除了……以外 can be used in three ways:

One: apart from (the verb) A, also (the same verb as used for A) B.

我除了喜欢北京以外 (omittable), 也喜欢东北。	Apart from liking Beijing, I also like the northeast.
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Two: except not doing A, do all others.

我除了不喜欢北京以外 (omittable), 其他的地方都喜欢。	Apart from not liking Beijing, I like all other places.
我除了喜欢北京以外 (omittable), 其他的地方都不喜欢。	Apart from liking Beijing, I don't like all the other places.

Three: apart from doing A, in addition do B

我去北京除了要见朋友以外 (omittable), 还得参加汉语水平考试。	I go to Beijing where besides needing to meet friends, I also have to take the HSK test.
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This code character 地 is always situated in between an adjective and a verb to indicate in what manner the action is done. For example:

他很快地吃完了饭，然后就走了。	He quickly finished the food, then left.
小李高兴地对我说，他明天要去法国旅游了。	Young Li happily told me that he will travel to France tomorrow.

In a word, 地 plays the same role as the adverbial suffix-ly in English.

Chinese	English	Character codes
阿 + 姨 = 阿姨	prefix + aunt = aunt/aunt	349/586
阿哥	elder brother	349/218
阿三	the third child (some regions in South China)	349/106
阿门	Amen	349/257
阿李	Young Li	349/481

Example Sentences

1/179	我阿姨不在家，她在公司。 My aunt is not at home. She is at the company.
2/349	我阿姨住在北京。 My aunt lives in Beijing.
3/349	我的阿姨是中文老师。 My aunt is a Chinese teacher.
4/349	A: 你阿姨在家吗? B: 不在，她去公园了。 A: Is your aunt at home? B: No, she went to the park.
5/349	A: 你有几个阿姨？她们都在哪儿呢？ B: 我有三个阿姨，一个在中国，一个在西班牙，一个在法国。 A: How many aunts do you have? Where are they? B: I have three aunts; one is in China, one in Spain, and another in France.

Chinese	English	Character codes
好 + 热 + 啊 = 好热啊!	very + hot + wow =Wow, the weather is so hot!	039/103/350
怎么回事啊?	What's going on?	165/077/048/281/350
东北啊、西北啊……	northeast China, northwest China...	019/005/350/135/005/350
“啊” 什么?	What's the surprise for?	350/111/077
听话, 好好吃啊!	Behave, and eat properly!	129/046/039/039/011/350
吃啊、喝啊……	eating, drinking...	011/350/041/350

Example Sentences

1/350	天气好热啊, 把空调打开吧! It's too hot, please switch on the air-conditioning!
2/350	你怎么这么喜欢中国茶啊? How come you like Chinese tea so much?
3/350	天气好冷啊, 外面都结冰了! The weather is so cold, it's freezing outside!
4/350	这是一个多么好的工作机会啊, 希望我能得到这个工作。 What a great work opportunity! I hope I could get the job.
5/350	A: 你为什么这么喜欢北京呢? B: 因为北京是一个非常有生气的城市啊! A: Why do you like Beijing so much? B: Because Beijing is such a dynamic and vigorous city.

Chinese	English	Character codes
矮 + 个 + 子 = 矮个子	short + stature + person = short person	351/031/172
矮小	small	351/143
矮床	low bed	351/199
矮桌子	low table	351/171/172
<u>不高不矮</u>	good size	007/378/007/351
<u>高矮胖瘦</u>	(people) in different sizes	378/351/509/538

Example Sentences

1/351	有些树天生矮小，长不高。 Some trees are naturally small and cannot grow tall.
2/351	一般来说，人老的时候会比年轻的时候矮一些。 In general, people are a little shorter in old age than when they were young.
3/351	她 <u>不高不矮</u> ， <u>不胖不瘦</u> ，看上去很舒服。 Everything in her appearance is in the right proportions, so she is very pleasing to look at.
4/351	足球明星里有一些个子矮的人，这些人往往跑得很快，踢得很出色。 Some football stars are quite short, but they often run faster and play really well.
5/351	世界上的人 <u>千差万别</u> ，样子不同不说，就是同一个人种的人， <u>高矮胖瘦</u> 也不一样。 The people in the world are very diverse, not only different in appearance but within each race the height, weight, and size are also different.

注释

Note

* 差 chā=different

Chinese	English	Character codes
安 + 静 = 安静	peace + calm = quiet	352/461
安心	feel at ease	352/576
安于	be content	352/597
<u>没安好心</u>	have an evil intention	078/352/039/576
不安	worry; unease	007/352
安定	stable	352/392
天安门	Tiananmen	128/352/257
安上门	to fix a door	352/108/257
<u>平平安安</u>	very safe and sound	513/513/352/352
<u>心安理得</u>	free from worry or guilt	576/352/070/207
<u>安居乐业</u>	live and work in peace and contentment	352/466/246/585

Example Sentences

1/352	老师要讲课了，请大家安静。 Be quiet please, our teacher will start the lesson soon.
2/352	她把杯子打坏了，心里很不安。 She has broken the glass and is very worried about it.
3/352	你要安心地学习，不要想别的事情。 You have to study with peace of mind and not think about other things.
4/352	我希望阿姨去西安 <u>一路平安</u> 。 I hope Aunt will have a safe journey to Xi'an.
5/352	我们的老师一进教室，大家马上就安静下来了。 As soon as our teacher came into the classroom, everyone immediately quietened down.

Chinese	English	Character codes
把 + 关 = 把关	hold + mountain pass = check/final control	353/034
手把手	step by step	284/353/284
总把……	always take...	617/353
把手	handle	284/353
一把手	top leader; boss	152/284/353
把不住	cannot control	353/007/170
一大把……	a lot of something	152/014/353
把灯打开	switch on the light	353/389/013/061

Example Sentences

1/353	她一进门就把门关上了，可能是怕冷吧。 She closed the door as soon as she came in. Perhaps she was afraid of the cold.
2/353	我今天不去学校，请把这本书还给周老师。 I won't go to school today. Will you bring this book and return it to Teacher Zhou please?
3/353	小李，请把椅子搬到楼上去吧，太重了，我搬不动。 Xiao Li, could you take this chair and move it upstairs? It is so heavy that I can't move it.
4/353	这个球进得太漂亮了，大门没把住。 That shot was so beautiful that the goalkeeper couldn't stop it.
5/353	你别把你的手机当成字典，因为手机里的字典常常有错！ Don't use your mobile phone as a dictionary, because the phone's dictionary is often wrong!

Chinese	English	Character codes
一 + 般 = 一般	one + kind = general	152/354
一般见识	common knowledge	152/354/054/115
一般来说	generally speaking	152/354/065/122
这般 / 那般	same as; such as	165/354/085/354
百般	in every possible way	181/354
万般	everything; in every possible way	559/354

Example Sentences

1/354	<p>她的中文很一般。</p> <p>Her Chinese is so-so.</p>
2/354	<p>一般来说，人到十八九岁时上大学；可是楚春阳十四岁就学完大学以前的课考进大学了。</p> <p>Generally, students start university aged 18 or 19, but at the age of 14, Chu Chunyang had finished high school and was entering university.</p>
3/354	<p>她的歌声像小鸟唱歌般动听。</p> <p>Her song is so pleasant to listen to, like a bird singing.</p>
4/354	<p>经过百般地说服，他终于同意我的意见了。</p> <p>After trying every possible way to persuade him, he finally agreed with me.</p>
5/354	<p>因为他一年来像黄牛般地工作，所以成绩很突出。</p> <p>His performance was outstanding because he worked like an ox all year.</p>

Chinese	English	Character codes
搬 + 家 = 搬家	move + home = to move home	355/053
搬家公司	the removals company	355/053/221/285
搬运	handle; move	355/333
搬不动	cannot move	355/007/212
搬运工人	porter	355/333/032/104
<u>搬来搬去</u>	often moving	355/065/355/102
照搬	to copy	607/355

Example Sentences

1/355	请你把椅子搬到教室里去。 Please move this chair into the classroom.
2/355	他是搬运工。 He is a porter.
3/355	请你把这张桌子搬到楼上去。 Please move this table upstairs.
4/355	A: 你需要我帮你搬家吗? B: 谢谢, 不用了, 搬运工已经帮我把家搬好了。 A: Do you need any help moving home? B: No, thanks. The porters have helped me move already.
5/355	答题时不要照搬书本上的, 要写自己的想法。 When you answer the questions, please don't copy everything from the textbook, and you need to write your own opinion.

Chinese	English	Character codes
黑 + 板 = 黑板	black + board = blackboard	228/356
板子	board	356/172
白板	whiteboard	180/356
老板	boss	066/356
地 * 板	floorboard	390/356
天花板	ceiling	128/426/356
刻板	inflexible	473/356
板球	cricket	356/272
<u>有板有眼</u>	rhythmical; orderly	158/356/158/316
<u>一板一眼</u>	(do things) follow the rules	152/356/152/316
纸板	cardboard	342/356

Note

* 地 dì=earth; land; ground

Example Sentences

1/356	老师今天在黑板上写了一百多个汉字。 The teacher has written more than 100 Chinese characters on the blackboard.
2/356	他不喜欢别人叫他老板。 He does not like others calling him "Boss".
3/356	谁把我的名字写在这个纸板上? Who has written my name on the piece of cardboard?
4/356	在英国, 老师以前都是在黑板上写字, 现在在白板上写了。 In the UK, teachers used to write characters on the blackboard, now they write them on a whiteboard.
5/356	他把学生的名字都写在黑板上了。 He wrote all the students' names on the blackboard.

Chinese	English	Character codes
办 + 法 = 办法	do/deal + method = method	357/402
办公室	office	357/221/283
办得到	can be done	357/207/205
办不到	cannot do	357/007/205
办公	do business	357/221
办公会议	business meeting	357/221/049
办好	do well	357/039
办公桌	desk	357/221/171
办理	do/deal	357/482
包办	take care of everything	359/357
办学	to run a school	357/150
主办	sponsor	614/357

Example Sentences

1/357	我有办法解决这个问题。 I have a method to solve this problem.
2/357	家和办公室，他更喜欢在家里办公。 Between the home and the office, he prefers working from home.
3/357	办公室在里面，请去那里办理业务。 The office is inside, please go there to conduct your business.
4/357	我虽然有不少关系，可是我不是超人，很多事情我一个人办不了。 Although I have good contacts, I am not a superman and cannot deal with a lot of things on my own.
5/357	这两年，他把中文学校办得很好，人们都在向他学习办学的方法。 He has been running a Chinese school very well for a couple of years, so people like to learn from him how to run schools.

Chinese	English	Character codes
一 + 半 = 一半	one + half = a half	152/358
半个月	a half month	358/031/162
<u>半大不小</u>	(age or size) in between adults (large) and children (small)	358/014/007/143
下半场	the second half	139/358/196
多半	more than a half	023/358
一人一半	a half each	152/104/152/358
上半年	the first half of the year	108/358/090

Example Sentences

1/358	这个苹果你们两人一人吃一半。 You two can each have a half of this apple.
2/358	他只用了半个月就把一多半的工作做完了。 It only took him half a month to finish most of his work.
3/358	我哥哥是在足球比赛的下半场才进来的。 My older brother came in the second half of the football match.
4/358	真有意思，他是上半年开始学中文的，他爸爸是下半年开始学中文的。 It's very interesting that he started learning Chinese in the first half of the year and his father started learning Chinese in the second half of the year.
5/358	中学生都 <u>半大不小</u> ，他们多半认为自己什么都懂。 A lot of secondary school students that are teenagers think they know everything.

Chinese	English	Character codes
面 + 包 = 面包	flour + bun = bread	081/359
书包	school bag	119/359
钱包	wallet	100/359
包车	hire a car for a period	359/010
包子	steamed stuffed bun	359/172
打包	take away	013/359
红包	red envelope	229/359
包办	manage everything; run the whole show	359/357
一包衣服	a pack of clothes	152/359/153/029

Example Sentences

1/359	他喜欢吃包子，不喜欢吃面包。 He likes to eat steamed stuffed buns, but doesn't like to eat bread.
2/359	我不怎么喜欢用大钱包。 I really don't very much like to use big wallets.
3/359	请把书包给我。 Please pass me the school bag.
4/359	A: 你的钱包在哪里? B: 我的钱包在我的手提包里。 A: Where is your wallet? B: My wallet is in my handbag.
5/359	他每天都坐出租车去学校，是长包的车，他的早点常常在路上吃，最常吃的是他妈妈做的包子。 He goes to school by taxi every day. It's a long-term cab hire, and he often eats breakfast on the way. His favourite food is the buns made by his mum.

Chinese	English	Character codes
饱 + 满 = 饱满	full + satisfied = full; plump	360/496
饱了	have eaten enough/full	360/067
饱学	scholarly	360/150
饱和	saturation	360/042
<u>饱读经书</u>	scholarly in classics	360/021/237/119
<u>酒足饭饱</u>	have drunk and eaten a lot	464/346/026/360

Example Sentences

1/360	你们吃吧，我真的吃饱了，不能再吃了。 You carry on eating. I am really full. I can't eat anymore!
2/360	你们吃饱了吗？ Have you eaten enough?
3/360	我刚才吃了很多包子，我很饱了。 I ate many steamed stuffed buns just now. I am really full.
4/360	虽然张先生长期住在西班牙，但是谁都知道，他是位饱读中国历史和文学书的学者，很了不起。 Although Mr. Zhang has lived in Spain for a long time, everyone knows he is a well-read scholar of Chinese history and literature, and he is very impressive.
5/360	今天的青菜都是刚刚从市场买来的新鲜菜，吃饱一点儿吧。吃饱了再上船，晚上睡一觉，第二天就到了。 Today's greens are all freshly bought from the market. Go on, eat your fill, then get back on the boat, get a good night's sleep and you will arrive the next day.

范氏序法千字文

子 汉文语言以序为本，字植于序，循“负阴而抱阳”“文以载道”之则。

“字”乃最小之单位，“序”乃串字之法。凡字含本义与衍义者归“实字”，仅表语法之义者为“虚字”。

“序”乃“道序”、自然之序。以字为素，序“字”而生词，序“字、词”而生句，序“句”而生段，序“段”而生章。

丑 人乃物灵之首，语言之丰非他物可比。

“人”知万物本无名，无名则难分，于是上者名“天”，下者名“地”，万物亦逐一得名，物灵之首则自谓之“人”。遂“是”字始创，“是”句乃生。

人见万物之存各有其位：天在上，地在下，万物居中。于是言位之字“在”乃生，言存之字“有”始行。

人识万物各有其质，而质各有其征：天之“阔”征也，地之“实”征也，日之“耀”征也，月之“清”征也，山之“巍”、水之“滢”征也。言万物之征谓之诉性。于是“判性”之句滋生。

人困于世，饮、食、男、女皆动之所获；动则生，无动则殆。“饮”“食”“男”“女”诸动无日可离。于是“动”字句乃生。

综上所述，后世千言，皆源“是”“有”“在”“动”“判”人生五要之需、之合、之展。

寅 汉文之行止，先天后天再人。

一句伊始，先表“何时”“何地”而后“何为”。“文道”遵天道、自然之道。无天地之托依，人何存？文何有？

古占卜，天时、地利、人为；传至后世，遂成文则。概之，一言既出，天、地之需先于人，人先于动，动先于果。无天、地、人、动，则无果。盖凡言，依天地人动果之序。

卯 汉文句式。

汉文句式分三：一叙事，其序天地人动果；二言情，以情至为果，重词则后置。“去看电影院，你们都？”重词为“都”；三咏诗作赋，以辞美为果，美韵垫后。

辰 汉字库甚巨，然仅分两支，一为实，二为虚。

实者具内涵可延、外构有力之功能；虚字乃文法码，仅限定修饰、言简意赅之用。实、虚两支相辅相成，以天一地一人一动一果之序行文。

实字存五类：物称为名（包括数与量），物行为动，物征为判，评判为度，物串为连或介。虽五，无固，判可动，动可名，动判相构则文法出：动动；动判；判动；判判是也。

虚者文法码也：的，修限，码植名前。地，修限，码植判后、动前。得，修限，码植动后、判前，判后、度前。了，限定或言变，居位有四，于诸动、动名、名或判后。过，限定，码植动后，以凸名状。在动，以时锁动，动延。动着，以空锁动，动滞。“把”“被”皆具“虚实双性”：把，达愿，甲挚乙动求达甲愿。被，迫受，甲迫受乙动之果。是……的，以“归类”明态、释惑。就，主褒超常（偶贬、述）。才，主贬超常（偶褒、述）。吗，疑问。呢，简略疑问。吧，半疑问。

巳 套组。

因为……，所以……；在……上；以……为……；用……来……；……。套句需知套词之构、之用。

午 成语（习语）。

成语（习语）多四言，行文循或趋真或趋美之规，组构式达九类之多，不赘。

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