


xué zhōng wén

学中文

Studying Chinese

LI XIN YU



píng cháng

平常

usually



zǎo

早

early

早(zǎo, Good morning!)

早(zǎo, Good morning!) is heard quite often in Chinese cities. Other morning greetings, such as 早上好(zǎo shang hǎo) and 早安(zǎo ān) , still sound rather formal to many Chinese people.



wǎn

晚

late



zǎo shang

早上

morning

早上(zǎo shang, morning)

Both 早上(zǎo shang) and 上午(shàng wǔ) are usually translated as “**morning**” but the two Chinese words are not interchangeable. **早上**(zǎo shang) refers to **early morning**; and **上午**(shàng wǔ) to the **latter** part of the **morning** or **to the first half of the day** (until noon).



zhè me

这么

so;this(late,ect.)



gōng kè

功课

homework ; schoolwork



dà jiā
大家
everybody



shàng kè
上课

to go to a class; to start a
class; to be in class



kāi shǐ
开始

to begin, to start; beginning



zěn me

怎么

how ; how come

怎么(zěn me,how; how come) in Questions

怎么(zěn me,how; how come) is an interrogative pronoun. It is often used to ask about the manner of an action as in(1), and sometimes the reason or the cause of an action, as in (2) and (3) below.

1、请你教我怎么写“懂”这个字。

qǐng nǐ jiāo wǒ zěn me xiě “dǒng ”zhè ge zì.

Please teach me how to write the character “dong.”

怎么(zěn me,how; how come) in Questions

2、你怎么才来？

nǐ zěn me cái lái ?

How come you've just arrived?

3、你怎么没去看电影？

nǐ zěn me méi qù kàn diàn yǐng ?

Why didn't you go to the movie ?

怎么(zěn me,how; how come) in Questions

Both 怎么(zěn me,how; how come) and 为什么(wèi shén me,why) are used to **ask about the cause of or reason for something**. However, **怎么(zěn me,how; how come)** conveys the speaker`s **bewilderment or surprise** whereas **为什么(wèi shén me,why)** does **not**.



niàn

念


to read aloud



kè wén

课文

text of a lesson



lù yīn
录音

sound recording ; to record



xué xí

学习

to study; to learn



shuài

帥

handsome



kù
酷
cool

帅(shuài)

帅(shuài) is used to describe a handsome——usually young——**man**.

To describe an attractive **woman** one uses the word 漂亮(piào liang,pretty). The term 好看(hǎo kàn,good-looking) is gender-neutral, and can be used for people of **either sex and in any age group**.

The 的(de) Structure

We have a 的(de) structure when an adjective is followed by the structural particle 的(de). Grammatically, a **的(de) structure is equivalent to a noun**. When Bai Ying`ai says, “他是一个男的(tā shì yí ge nán de),” it is clear from the context that she means a male(one).

我写了十个字，五个难的，五个容易的。

wǒ xiě le shí ge zì , wǔ ge nán de , wǔ ge róng yì de.

I wrote ten characters, five difficult ones and five easy ones.

The Use of Noun and Pronouns in Continuous Discourse

If a **noun** serves as the **unchanged subject** in a continuous discourse, its **later** appearances in the ensuing **clauses** or **sentences** generally should be **substituted** by an appropriate **pronoun** or **simply omitted**. The pronoun, in turn, can also **be omitted** after its first appearance.

The Use of Noun and Pronouns in Continuous Discourse

1、小白很喜欢学中文。(她)晚上预习课文、复习语法、练习写汉字，常常很晚才睡觉。

xiǎo bái hěn xǐ huan xué zhōng wén. (tā) wǎn shang yù xí kè wén, fù xí yǔ fǎ, liàn xí xiě hàn zì, cháng cháng hěn wǎn cái shuì jiào.

(Little Bai likes to study Chinese very much. At night, she previews the text, reviews the grammar, and practices writing the characters. Often she doesn't go to bed until very late.

The Use of Noun and Pronouns in Continuous Discourse

If we keep repeating the subject as seen in (2) or the pronoun as in (3), we will end up with a bunch of choppy, seemingly unrelated sentences:

2、小白很喜欢学中文。小白晚上预习课文，小白复习语法、小白练习写汉字。小白常常很晚才睡觉。

xiǎo bái hěn xǐ huan xué zhōng wén. xiǎo bái wǎn shang yù xí kè wén , xiǎo bái fù xí yǔ fǎ 、 xiǎo bái liàn xí xiě hàn zì 。 xiǎo bái cháng cháng hěn wǎn cái shuì jiào.

The Use of Noun and Pronouns in Continuous Discourse

If we keep repeating the subject as seen in (2) or the pronoun as in (3), we will end up with a bunch of choppy, seemingly unrelated sentences:

3、小白很喜欢学中文。她晚上预习课文，她复习语法、她练习写汉字。她常常很晚才睡觉。

xiǎo bái hěn xǐ huan xué zhōng wén. tā wǎn shang yù xí kè wén, tā fù xí yǔ fǎ, tā liàn xí xiě hàn zì. tā cháng cháng hěn wǎn cái shuì jiào.

TEXT

(李友跟白英爱说话)

李 友:白英爱,你平常来得很早,今天怎么这么晚?

白英爱:我昨天预习中文,早上四点才睡觉,你也睡得很晚吗?

李 友:我昨天十点就睡了。因为王朋帮我练习中文,所以我功课做得很快。

白英爱:有个中国朋友真好。

TEXT

(上中文课)

常老师:大家早,现在我们开始上课。第七课你们都预习了吗?

李/白:预习了。

常老师:李友,请你念课文。...念的很好。你昨天晚上听录音了吧?

李 友:我没听。

白英爱:但是她的朋友昨天晚上帮她学习了。


常老师:你的朋友是中国人吗?

李 友:是。

白英爱:他是一个男的,很帅,很酷,叫王朋。

— Question —

- 1、 Why did Bai Ying` ai come so late today?
- 2、 Why was LiYou able to go to bed early last night?
- 3、 How did Bai Ying` ai describe Li You`s friend?

The background features a complex, abstract pattern. On the left side, there are irregular, overlapping shapes in shades of light blue and muted brown. These shapes are interspersed with numerous small, circular gold-colored specks and larger, more irregular gold-colored patches. The right side of the image is predominantly white, with some faint, horizontal, textured gold-colored bands that appear to be part of the overall design. The overall aesthetic is modern and artistic, with a focus on color and texture.

Language e practice