

Integrated Chinese BuilderCards (Booklet)

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ISBN: 978-0-88727-697-2

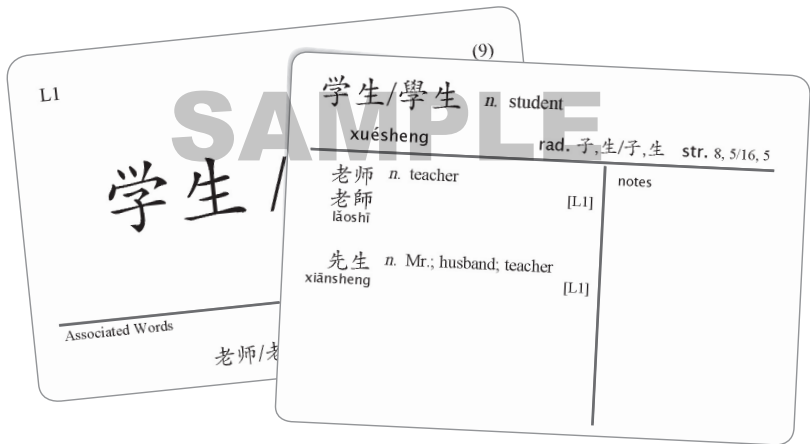
Availability: October 2009

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INTEGRATED CHINESE BUILDERCARDS

Much more than vocabulary flashcards

Haidan Wang and Song Jiang



Cheng & Tsui Chinese Language Series



CHENG & TSUI COMPANY
Boston
www.cheng-tsui.com

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Published by
Cheng & Tsui Company
25 West Street
Boston, MA 02111-1213 USA
Fax (617) 426-3669
www.cheng-tsui.com
“Bringing Asia to the World”™

Printed in Hong Kong

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ISBN 978-0-88727-697-2

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ACKNOWLEDGMENTS

Integrated Chinese BuilderCards is the second product in our BuilderCards series. After publication of the first card set, *Chinese BuilderCards*, Cheng & Tsui Company forwarded us feedback from users who requested a customized set of BuilderCards to correlate to vocabulary in the popular textbook series *Integrated Chinese*. We are grateful that during the production of this second card set, Cheng & Tsui not only coordinated logistics but also offered detailed suggestions to improve the product. Particularly, we would like to express our utmost gratitude to Jill Cheng, president of Cheng & Tsui Company, for her continuous support and enthusiasm and for her faith in a successful publication.

We are most grateful to Ms. Jessica Greenfield, a versatile graduate from Georgia Tech and a current graduate student at University of Hawaii at Manoa, who has been assisting us in writing a series of computer programs for Chinese textbook analysis and in creating the layout for BuilderCards. Her wonderful expertise in computer programming has saved us a tremendous amount of time. Our thanks also go to Ms. Edean Kinoshita for reading drafts of this booklet.

Finally, our thanks go to our project manager, Tracy Patruno at Cheng & Tsui Company, who worked intensively and patiently with us to ensure the quality of this work. We also would like to thank our former editors Kristen Wanner and Eleise Jones, for their contributions during the planning stages of this series.

1. WHY INTEGRATED CHINESE BUILDERCARDS?

Vocabulary is central to language and of critical importance to foreign language learners. As one of the fundamental building blocks of language, vocabulary has always been at the center of language learning.

As a learner, perhaps you have already seen or used our first set of BuilderCards, *Chinese BuilderCards: The Lightning Path to Mastering Vocabulary*. You also may have tried other flashcards on the market or had the experience of creating flashcards yourself. So why another set? Why *Integrated Chinese BuilderCards*?

The BuilderCards series is designed to help students build their Chinese vocabulary network and understand how groups of words are thematically and pedagogically related. *Integrated Chinese BuilderCards* continues the pedagogical rationale of the series and focuses exclusively on the vocabulary from *Integrated Chinese*, Third Edition, Level 1, Parts 1 and 2, to establish a vocabulary network in learners' mental lexicon and to facilitate vocabulary learning and teaching for users of the *Integrated Chinese* textbook series.

The set of *Integrated Chinese BuilderCards* is somewhat different from traditional flashcards in six user-friendly ways:

1. Correlated to lesson units from *Integrated Chinese*, Level 1. This unique set of BuilderCards contains vocabulary from the leading introductory Chinese textbook for colleges and universities; it's a great supplement for both *Integrated Chinese* users and beginners using other first-year textbooks.

2. Word-based format. Instead of presenting a single character on each card, *Integrated Chinese BuilderCards* treats words from the vocabulary list of each lesson as the basic unit, thus creating a headword on each card. Although there are certain cards with only one character as headword, these are single-character words that are the immediate building blocks for the language, and they can be independently adopted in language use.

3. Headwords based on meaning group within a unit. *Integrated Chinese BuilderCards* presents a user-friendly set of words based on the meaning-relation within each lesson unit. Words in the vocabulary list from each lesson unit are grouped with related meanings. A most common word in each meaning group is selected as the headword. If no other words in the current lesson unit are grouped with the headword, word(s) with related meanings from a previous lesson unit are provided as associated words. Otherwise, associated words were chosen from subsequent lesson units.

4. Association by word. *Integrated Chinese BuilderCards* presents semantically, linguistically, and pedagogically related words for each headword based on word association theory. (See “Pedagogical Rationale of *Integrated Chinese BuilderCards*” on page 13 for more information.)

5. Simplified and traditional characters paired. For the convenience of users, both simplified and traditional forms of Chinese are presented side by side whenever a character has both forms. This feature enables users to make comparisons and contrasts when learning both.

6. Radical cards as a bonus. Although this set of *Integrated Chinese BuilderCards* is word-based, information for 46 commonly used radicals is also provided to facilitate learning Chinese characters. Each of these cards includes example characters for the radical according to their frequency of appearance in the Level 1 textbooks.

2. FEATURES OF *INTEGRATED CHINESE BUILDERCARDS*

This set of BuilderCards is designed especially for learners using the two textbooks (Parts 1 and 2) of *Integrated Chinese*, Level 1, Third Edition (© 2009 by Cheng & Tsui). It contains 350 vocabulary cards, plus cards for 46 basic radicals. A total of 731 words are introduced in this card set—all essential words that appear in the vocabulary lists of these textbooks. For practical reasons, the set does not include specific names, proper nouns, and words that we think may not be often used by general users. For instance, the proper names 王朋, 李友, 海伦, 汤姆, and 中国国际航空公司/中國國際航空公司 (introduced in the Level 1 textbook) have been omitted.

From the total of 731 words, 350 have been selected as headwords based on their roles in the corresponding semantic categories in each lesson and their capacity to form new words. Among these 350 headwords, six homonyms, containing different meanings and parts of speech (such as 花, “flower” as a noun and “to spend, to cost” as a verb), are treated as separate headwords. Each of the 350 words appears as a headword on a card and then is used as a prompt to be semantically or linguistically associated with one to five other words that are associated with the headword but may or may not contain its character(s) or be derived directly from its structure. This associative approach is a basic strength of BuilderCards (in both sets: *Chinese BuilderCards* and *Integrated Chinese BuilderCards*).

The BuilderCards in this set are numbered sequentially, based primarily on the vocabulary order in each lesson unit of *Integrated Chinese*, Level 1, Third Edition. For all headwords and their associated words, the cards provide Pinyin, English definitions, parts of speech, and a reference to the corresponding lesson unit in which they first appear. While the philosophy behind BuilderCards is a focus on the development of a learner’s vocabulary system, *Integrated Chinese BuilderCards* also provides radical information and stroke numbers for the characters that comprise its 350 headwords, a fundamental need for beginning learners to develop any true facility with characters.

The set of *Integrated Chinese BuilderCards* also contains 46 radical cards with character examples: 30 from the Introduction of the Level 1 textbooks (Third Edition), plus 16 that were chosen based on the frequency of vocabulary characters containing these radicals in the texts. The radical cards are numbered as R1, R2, etc., and are arranged in order of their stroke numbers.

Two indexes appear at the end of this booklet, to help users locate specific BuilderCards for their study. The radical index is first, including the associated characters for the radicals and lesson unit references. A second index has all words in this BuilderCards set arranged in Pinyin order. Information about each headword, its associated word(s), lesson unit appearance, and card number is included.

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3. STRUCTURE AND ORGANIZATION OF *INTEGRATED CHINESE BUILDERCARDS*

FRONT SIDE

For each of the word cards, a card number is displayed on the front upper right corner. The numbers range from 1 to 350, based on the order in which the headwords appear in lesson units within the Third Edition textbook.

Each headword is centered on the card and appears in large bold strokes, with its associated word(s) listed below in a smaller size. If a headword has both simplified and traditional forms, the two forms are separated by a slash. The first shows the simplified form; the second is traditional. A reference to the lesson unit in which the headword first appears is listed at the upper left corner.

L6 **SAMPLE** (87)

开会 / 開會

Associated Words

会/會 音乐会/音樂會 舞会/舞會

REVERSE SIDE

The back of each vocabulary card contains three sections:

(1) In the top horizontal section, the headword is reprinted in a smaller size, followed by its part of speech and English definition. (For the abbreviations for parts of speech, refer to the “Grammatical Terms” section on page 19.) Below the headword is its Pinyin, character radical, and stroke number information.

The stroke number and radicals for each character of a headword are separated by a comma in the order these characters appear in the headword. The simplified form and traditional form are separated by a slash when they are dissimilar. For instance, for the word 开会/開會, radical information is presented as “rad. 升, 人/門, 曰,” in which 升 is the simplified radical of 开, and 人 of 会. After the slash, 門 is the radical of the traditional 開, and 曰 of 會. The same convention applies to the stroke information. Stroke information for 开会/開會 is presented as “str. 4, 6/12, 13,” meaning that 4 is the stroke number for 开, and 6 for 会; similarly, 12 for 開, and 13 for 會.

开会/開會 vo. to have a meeting

kāi huì

rad. 升, 人/門, 曰 str. 4, 6/12, 13

会/會 n. meeting
hui

[L6]

notes

音乐会 n. concert
音樂會
yīnyuèhuì

[L8]

舞会 n. dance party; ball
舞會
wǔhuì

[L14]

(2) In the left section under the horizontal line, the associated words appearing on the front side are reprinted with Pinyin below and with part of speech, English definition, and lesson unit reference to the right.

(3) The right section under the horizontal line is an area for notes. This was intentionally designed so that users can add personal comments or can make their own associations for the headword in addition to those appearing on the card.

RADICALS

The radical cards, recognizable with a gray band on top, have a slightly different format than the vocabulary cards. On the front, each basic radical is shown with characters containing the radical listed underneath to serve as examples. If a radical form is different from its source character, both the source character and its radical form (in parentheses) are presented.

On the back of the radical cards, the top section lists the radical character and its radical form, with the English meaning next to it. The Pinyin for this radical character is listed under the character radical. Underneath the horizontal line, the left side shows the stroke order for both the character form and its radical form. On the right are associated words (from the front side of card) with Pinyin below and with the English definitions and lesson unit references to the right.

A sample of the radical cards is shown on the next page.

(382)

示(示)

Character Examples

票 礼/禮 社

示(示) to show

shì

示 示 示 示

票 piào ticket [L10]

示 示

礼 lì as in 礼物/禮物 "gift; present" [L14]

示 示 示 示

社 shè as in 旅行社 "travel agency" [L19]

示

4. PEDAGOGICAL RATIONALE OF *INTEGRATED CHINESE BUILDERCARDS*

Studies on second language acquisition have shown that words are better mastered when they are learned together with other semantically and linguistically related words. Words in *Integrated Chinese BuilderCards* are ordered as they appear in the lesson unit and on the new vocabulary list of each lesson, and are thus somewhat semantically related to the unit topic. The organization of headwords and their associated words in *Integrated Chinese BuilderCards* tries to make the word relation on each card explicit and thus establish a means for learners to organize their vocabulary.

For example, in Lesson 1 贵/贵 “honorable; expensive” is introduced with 姓 “(one’s) surname is...; to be surnamed.” So in *Integrated Chinese BuilderCards*, 贵/贵 is selected as a headword and the first associated word becomes 姓 because 贵姓/贵姓 “what is your honorable surname?” is an idiomatic expression introduced in this lesson. Moreover, 叫 “to be called,” 什么/什麼 “what,” and 名字 “name” are also grouped on the same card because all words are closely associated with the inquiry of information about the name of a newly acquainted person. Studying the word 贵/贵 together with its various associated words can help learners not only build a network of meanings and organize the semantic knowledge of the new word, but also establish the vocabulary organization and internalize the new word into their mental lexicon.

The word relations applied to *Integrated Chinese BuilderCards* are summarized and exemplified below.

- **Synonym or near-synonym relation.** For instance, under the headword 只 “only,” the synonym 就 “only” is listed as an associated word. 不过 “but,” 但是 “however, but” and 可是 “but” are included on one card headed by 不过. 不用 “need not” and 别 “don’t” are presented together because both contain the same meaning in persuading people not to do something. 挺 “quite” as the headword is associated with 很 “very.”

- **Antonym type relation.** For instance, 难 “hard” and 容易 “easy” are presented together. 笑 “to laugh” is accompanied by 哭 “to cry.” 自己 “oneself” is associated with 别人 “others.” 吵 “noisy” appears with 安静 “quiet,” and 难受 “hard to bear, uncomfortable” with 舒服 “comfortable.”
- **Same character relation.** For example, 刚 “just” is related to 刚才 “just now, a moment ago.” 一定 “certainly, definitely” is associated with 一直 “continuously, straight.” 冰箱 “refrigerator” is associated with 冰 “ice,” and 愿意/願意 “to be willing” is related to 意思 “meaning.”
- **Same semantic field.** For instance, words related to money: 块/塊 is the largest measure word for the basic Chinese monetary unit; 毛 is the measure word for 1/10 of a 块/塊, corresponding to a dime of U.S. currency; and 分 is the measure word for 1/100 of a 块/塊, corresponding to one cent (U.S.). 百 “hundred” is also included in this group because it is introduced in this lesson unit for expressions related to money.
 电子邮件/電子郵件 “email,” 电脑/電腦 “computer,” and 上网/上網 “to go online, to surf the internet” are basic words for the topic of internet activity. 先 “first,” 然后/然後 “then,” and 最后/最後 “last, finally” are grouped when used as connecting words indicating a sequence of events. 手机/手機 “cell phone,” 发短信/發短信 “to send a text message,” and 打电话/打電話 “to make a phone call” all relate to the scenario of making a phone call.
- **Superordinate and subordinate type relation.** This relation can be called “is a (kind/something) of” relation. 加州 “California” is “a state of” 美国/美國 “U.S.A.” 家具/傢具 “furniture” has a generic or superordinate relation to 沙发/沙發 “sofa,” 椅子 “chair,” and 书架/書架 “bookshelf.” Meanwhile, the latter three words maintain a subordinate relation to 家具/傢具 “furniture.”
- **Paradigmatic relation.** A paradigmatic relation is similar to the same semantic field relation (see above) but requires the identical part of speech and the same grammatical function of the words

within a given sentence. For example, for the sentence 我喜欢吃白菜 “I enjoy eating cabbage,” 黄瓜 “cucumber” and 青菜 “green/leafy vegetable” can be used as substitutes to replace 白菜 “cabbage.” For the sentence 加州的春天天气怎么样? “How is the weather in spring in California?” 春天 “spring” can be replaced by 夏天 “summer,” 秋天 “autumn,” and 冬天 “winter.” Therefore, 白菜 “cabbage,” 黄瓜 “cucumber,” and 青菜 “green/leafy vegetable”; 春天 “spring,” 夏天 “summer,” 秋天 “autumn,” and 冬天 “winter” can be considered to be in a paradigmatic relation.

- **Grammatical relation.** Grammatical relations are presented in three different ways in this *Integrated Chinese BuilderCards* set. (1) One way groups a headword and associated words that bear an obvious sequential relationship to the headword. Words in this category are usually from different word classes. 放 “to put, to place” is related to 盐/鹽 “salt,” 味精 “monosodium glutamate (MSG),” and 糖 “sugar” due to the frequent combinations of 放盐/鹽 “to add salt,” 放糖 “to add sugar,” and 放味精 “to add MSG.” 手 “hand” is related to 抱 “to hold or carry in the arms,” and 脚/腳 “foot” is related to 踢 “to kick.” (2) The second way groups words with similar grammatical functions in order to make a contrast. For instance, the following sentence-ending particles are grouped: 哎 is an exclamatory particle to express surprise or dissatisfaction; 啊 is a sentence-final particle of exclamation, interrogation, etc.; 呀 is interjectory particle used to soften a question. (3) The third way presents a word and a pattern using the word. For instance, 刷卡 “to pay with a credit card” is grouped with 卡 “card,” 收 “to receive, to accept,” and 信用卡 “credit card.”
- **Commonly associated relation.** Words with this relation appear either together or as a pair occurring in conversational context for most situations. For example, 对不起 “sorry” and 没关系 “it doesn’t matter” are included in one card because these two expressions are commonly used together in an exchange. 没 “not (have)” as the negative form of 有 “have” is listed as the

associated word of 有. 麻烦/麻煩 “to cause trouble; troublesome” is associated with 不好意思 “feel embarrassed” because these two often occur in close context.

In addition, other associations for a given headword include “part of a whole” (e.g. 脸 “face” together with 鼻子 “nose,” 嘴 “mouth,” and 眼睛 “eye”), words occurring in the same scene (e.g. 路口 “intersection,” 灯/燈 “light,” and 红绿灯/紅綠燈 “traffic light”), and elements of a compound word as independent words (e.g. 办公室/辦公室 “office” with 办/辦 “to handle, to do”). BuilderCards also indicate associations that might exist in English but not in Chinese. For example, 去 “to go” is associated not only with 来 “to come” but also with 回家 “to go home.”

The relationships highlighted above are important principles used to organize the associations for a given headword. Vocabulary acquisition research and teaching practices suggest that these word relations are crucial for learners to establish their vocabulary system and organize their target language. With an emphasis on these relations, this BuilderCards set can help users of *Integrated Chinese* make connections first among the words they have learned within a lesson unit and then to extend their horizon by connecting words across lessons and textbooks, thus laying a foundation for further vocabulary expansion and enrichment.

5. HOW TO USE *INTEGRATED CHINESE BUILDERCARDS*

Here are a few suggestions for using *Integrated Chinese BuilderCards*:

If you're using this BuilderCards set while studying the *Integrated Chinese* Level 1 textbook lesson by lesson, you can just follow the order marked on the upper right corner of the cards. Simply extract the whole subset for your current lesson, and you can study card by card. This method works because the words in each lesson unit are grouped based on various relations mentioned above, all of which are pedagogically practical to learners using the textbook. A good approach is to study the headword first, then pay attention to the relation between the headword and its associated word(s), and use such relations to form a short expression or sentence by combining the headword and the associated word(s). You can also use the front side of the card to quiz yourself.

Apart from using *Integrated Chinese BuilderCards* in conjunction with the Third Edition textbooks, you may use this card set along with any introductory text as a tool for vocabulary review. Choose a word that you want to study or review and try to recall one or a few more words associated with that word. Then locate the BuilderCard for the selected word by referring to the Pinyin Index in this booklet. Compare your associated word(s) with those listed on the card; you may find a difference or an overlapping of the meanings/function of the word. The overlapped part is what you have mastered, whereas the difference may show that either you need to study more or you have expanded your vocabulary beyond the words on that card. By writing any extra words in the “notes” section on the reverse side of the card, you can create a customized, version of *Integrated Chinese BuilderCards*.

You may also use this set of BuilderCards as a helpful resource to study another form of Chinese characters because both simplified and traditional forms are listed side by side whenever there is a difference.

As mentioned in the “Pedagogical Rationale” section above, the goal of *Integrated Chinese BuilderCards* is to help users establish a semantic and linguistic vocabulary network. The semantic and linguistic network pro-

vided by each card is a very basic system and intended to serve as a foundation for further development of such a system. In fact, the semantic and linguistic network and the word association system in the average speaker's mind are far more complicated than the elemental system presented on *Integrated Chinese BuilderCards*. The higher a learner's language proficiency, the more sophisticated the learner's vocabulary system.

Therefore, in addition to studying each card as an individual network, BuilderCards users are encouraged to make further associations across different cards based on the associations suggested in the "Pedagogical Rationale" section (page 13). For instance, on Card 255, a semantic field about illness and the hospital is presented:

病	"illness; to become ill"
医院/醫院	"hospital"
看病	"to see a doctor; (of a doctor) to see a patient"
病人	"patient"
生病	"to get sick"

Other cards with words related to this theme can be grouped together to form a more comprehensive associated word network. For example:

Card 256 contains 疼 "aching," 痒/癢 "itchy; to itch," 疼死 "really painful."

Card 244 contains 重 "heavy, serious," 难受/難受 "hard to bear, uncomfortable."

Card 264 contains 打针 "to get an injection" and 针 "needle."

Card 265 has 药/藥 "medicine," 片 "measure word for tablet, slice" and 药店/藥店 "pharmacy, drugstore."

Card 270 shows 感冒 "to have a cold," 发烧/發燒 "to have a fever," 过敏/過敏 "to be allergic to; allergy."

Even Card 271 ties in, with 健康 "healthy; health," 休息 "to take a break; rest," 保险/保險 "insurance," and 身体/身體 "body; health."

In this way, a learner's accumulation of associated words can be very personalized.

6. GRAMMATICAL TERMS

The grammar terms listed below are abbreviations used in *Integrated Chinese Level 1* textbooks (Third Edition) as well as on *Integrated Chinese BuilderCards*.

<i>adj.</i>	adjective
<i>adv.</i>	adverb
<i>conj.</i>	conjunction
<i>interj.</i>	interjection
<i>m.</i>	measure word
<i>m.v.</i>	modal verb
<i>n.</i>	noun
<i>nu.</i>	numeral
<i>p.</i>	particle
<i>p.n.</i>	proper noun
<i>pr.</i>	pronoun
<i>prefix</i>	prefix
<i>prep.</i>	preposition
<i>q.p.</i>	question particle
<i>q.pr.</i>	question pronoun
<i>t.</i>	time word
<i>v.</i>	verb
<i>v.c.</i>	verb plus complement
<i>v.o.</i>	verb plus object

Radical Cards Index

Shading indicates headwords.

Card	Simplified	Traditional	Pinyin	Lesson
1	人 (亻)	人 (亻)	rén	
	以	以	yǐ	1
	今	今	jīn	3
	你	你	nǐ	1
2	什	什	shén	1
	刀 (刂)	刀 (刂)	dāo	
	分	分	fēn	9
	别	別	bié	6
3	到	到	dào	6
	前	前	qián	8
	力	力	lì	
	功	功	gōng	7
4	动	動	dòng	13
	加	加	jiā	11
	务	務	wù	12
	又	又	yòu	
5	友	友	yǒu	3
	受	受	shòu	18
	叔	叔	shū	20
	冫	冫	bīng	
6	冰	冰	bīng	12
	冷	冷	lěng	11
	冬	冬	dōng	11
	准	准	zhǔn	17
7	口	口	kǒu	
	可	可	kě	3
	名	名	míng	1
	和	和	hé	2
8	吃	吃	chī	3
	囗	囗	wéi	
	国	國	guó	1
	回	回	huí	5
9	因	因	yīn	3
	四	四	sì	3
	土	土	tǔ	
	地	地	dì	10

Pinyin Index

Shading indicates headwords.

Pinyin	Simplified	Traditional	Lesson	Card(s)
āyí	阿姨	阿姨	20	347
a	啊	啊	6	64, 98, 232
āi	哎	哎	13	232
ài	爱	愛	14	242
ānjìng	安静	安靜	17	290
bǎ	把	把	15	241, 263, 322
bàba	爸爸	爸爸	2	19
ba	吧	吧	5	65
báicài	白菜	白菜	12	204
bǎi	百	百	9	152
bān	搬	搬	16	286
bān	班	班	14	247
bàn	办	辦	11	186
bànfǎ	办法	辦法	15	269
bàngōngshì	办公室	辦公室	6	92, 186, 269
bàn	半	半	3	37
bàntiān	半天	半天	18	324
bāng	帮	幫	6	94
bàng	棒	棒	18	111
bāo	包	包	20	342
bǎoxiǎn	保险	保險	15	271
bàozhǐ	报纸	報紙	17	292
bào	抱	抱	18	320
bēi	杯	杯	5	74
běi	北	北	13	233
Běijīng	北京	北京	1	11, 219, 329, 332, 350
bèi	被	被	18	322
běn	本	本	14	241
bízi	鼻子	鼻子	14	250
bǐ	比	比	11	182
bǐsài	比赛	比賽	18	319
bǐ	笔	筆	7	108
bì	币	幣	17	302
biàn	遍	遍	15	266
biǎojiě	表姐	表姐	14	237
bié	别	別	6	95
bié (de)	别(的)	別(的)	4	52