

SIMILAR FORM CHARACTERS  
AND THE TEACHING OF READING IN CHINESE

BY

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**SIMILAR FROM CHARACTERS AND THE TEACHING OF READING IN CHINESE**  
Thesis Title

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## I. INTRODUCTION

Of the many tasks which face the student of Chinese, mastering the Chinese writing system is one of the most formidable. To learn to read Chinese, the student must accomplish several things. He must learn to recognize individual characters and to associate them with their proper Chinese sounds and native language equivalents; he must be able to distinguish one character from another; he must be able to identify words or combinations composed of two or more characters, where the meaning of the word or phrase may be different from that of the individual characters themselves; and finally he must be able to read groups of words, phrases, sentences, and paragraphs, so as to comprehend the overall meaning of characters in context.

All of the Chinese characters are composed of a basic number of strokes, which in turn are organized into larger repeatable units known as components. These components are then spatially arranged in various ways to make up the final characters. However, since there is a relatively small number of components which frequently occur in different characters, and since there is also a small number of basic spatial arrangements for these components within characters, many characters are similar in their overall form. (These are to be known as Similar Form

Characters or SFC's.) This similarity can cause confusion for the student of Chinese and can lead to difficulties in character recognition and discrimination as well as reading comprehension. To help the student to better identify and remember characters, a character contrast method can be used, in which the student is shown groups of characters which are felt to be particularly confusing, due to their similar form. These SFC's will aid the student by enabling him not only to see those areas which are similar among a group of characters, but also to recognize those distinctive features of a particular character which distinguish it from other similar ones.

Many educators and teachers of Chinese have recognized the usefulness of contrasting SFC's as an aid to character recognition. In the book, Chinese Characters Easily Confused edited by Henry C. Fenn, for example, various groups of SFC's are set up for use by students.<sup>1</sup> Similarly, in the presentation of individual characters in Mathews' Chinese-English Dictionary, SFC's are occasionally presented, the reader being asked to distinguish between them.<sup>2</sup> Both of these books show how SFC's can be used as teaching aids,

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<sup>1</sup>Henry C. Fenn, ed., Chinese Characters Easily Confused (New Haven: Institute of Far Eastern Languages, Yale University, 1953).

<sup>2</sup>Harvard University Press, Mathews' Chinese-English Dictionary (Cambridge: Harvard University Press, 1943), pp. 311, 503, 709, 718, 762, 834, 978, 1046, 1076, 1091.

but the character contrasts which they present are of limited practical use for beginning students of Chinese, since they often include more "advanced" characters, namely those which a student would probably not encounter in the early stages of character learning.<sup>3</sup>

SFC's can be organized and geared specifically for beginning students, however, as has been done by Shau Wing Chan in his Chinese Reader for Beginners. Here Chan uses SFC's in certain review exercises, where he asks the student to discriminate certain similar characters previously studied.<sup>4</sup> However, in other, more widely-used beginning texts for reading Chinese, such as Beginning Chinese Reader by John DeFrancis, SFC contrasts are not shown;<sup>5</sup> and hence the student must either do without them or have them supplied by his teacher. It was through my own personal experience studying and teaching the DeFrancis reading texts that I discovered many similar characters in them. I found that not only could these SFC's interfere with my own character recognition, but by comparing those characters which were found to be similar, I could improve my retention of individual characters.

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<sup>3</sup>Ibid.; Fenn.

<sup>4</sup>Shau Wing Chan, Chinese Reader for Beginners, with Exercises in Writing and Speaking (Stanford University: Stanford University Press, 1942), pp. 38, 77, 118, 157, 199, 241.

<sup>5</sup>John DeFrancis, Beginning Chinese Reader (New Haven: Yale University Press, 1966).

As the need appeared substantial then, for SFC contrasts which could be used by students of the DeFrancis Reader series, especially beginners, I undertook to develop an SFC contrast booklet for the first Reader in the series, namely Beginning Chinese Reader (BCR). It is the principles used in the construction of such a booklet, as well as the actual booklet itself, which form the major part of this thesis.

## II. TYPES OF FORM SIMILARITY AMONG CHARACTERS

Similarity in character form can be manifest in two basic ways. First there is stroke or component similarity, where two or more characters have the same or similar strokes or components in common. Secondly, there is "proportional" similarity, where the constituent components of two respective characters are geometrically arranged in the same manner in each. Any two SFC's may have one or both of these kinds of similarity.







SFC's with stroke or component similarity may be described in several different ways. First, two SFC's can possess the same component (e.g., 記 and 紀 with 己 in common, or 都 and 部 with 阝 in common). Second, SFC's can possess the same component, where the individual component is also a character by itself (e.g., 件 and 牛 with 牛 in common, or 字 and 子 with 子 in common). There are also SFC's which contain all the same strokes or components, but which have these elements organized differently within them (e.g., 刀 and 力 with 丿, 丨 in common, or 己 and 巳 with 丿, 乚 in common). (Here a comma (,) separates different strokes or components, such as 丿, 乚.) In the above and in subsequent discussions, "same" strokes or components are those, which in spite of minor differences such as stroke length or component size,

are recognized as the same. For instance, the component 是 is recognized as the same in both characters 提 and 題, even though in the latter 題, the component 是 has a longer final stroke. Similarly, the component 買 is recognized as the same in the characters 買 and 賣, even though the size of the component 買 is different in each of the characters.

SFC's can also possess components, strokes, or even parts of strokes, which, though they may not be the same, are similar to each other. For example, the characters 教 and 校 have similar right-side components, (1) 女 and (2) 交 respectively. In both of these components, there are three strokes which are similar. These are the second, third, and fourth strokes of component (1); and the second, fifth, and sixth strokes of component (2). The following diagram shows the areas of similarity (in black) between the two components: 女 and 交 (with 又 in common). The left-side components of 教 and 校 are also similar, namely (3) 孝 and (4) 木, with 十 shown in common (shown in black). Here, the common area of similarity 十, is composed of strokes as well as parts of strokes. That is, the horizontal stroke — of 十 is a full stroke in both components (3) and (4), i.e., — in 孝 and 木. However, the vertical portion | of 十 is a full stroke in (3) but only part of a stroke in (4), i.e., | in 孝 vs. 木. In like fashion, the

curved portion / of 𠂇 is a full stroke in (4), but only part of a stroke in (3), i.e., / in 孝 vs. 木 .  
 (See page 46 for the total areas in common between 教 and 校 .

The second main type of visual similarity among characters is known as "proportional" similarity. Here, the components of two SFC's are geometrically arranged in a similar manner in each character. All characters can be thought of as being placed in an imaginary square, with their components occupying definite spaces within this square. Characters with proportional similarity have their respective components occupying roughly the same relative spaces in the imaginary character square; that is, the characters have become proportioned in the same way.

Quite often, two characters have proportional similarity in addition to a more obvious stroke or component type of similarity. For example, besides the fact that 飯 and 館 both have the component 食 in common, the two characters are also similar because their components are arranged in the same way, namely as the right and left halves of a square , such as  and  . However, sometimes proportional similarity is the dominant type of similarity between two characters. For example, 紹 and 始 are visually confusing mainly because they possess the same physical arrangement of components, that is , as  and  . (Otherwise, these two characters have only the minor component 冫 in common.)

### III. THE CONSTRUCTION OF A CHARACTER CONTRAST BOOKLET

The first step in the construction of a character contrast booklet is the selection of groups of Similar Form Characters (SFC's) which are felt to be particularly confusing to students. In my own search for SFC's from Beginning Chinese Reader (BCR), I was aided by my own experience in studying the text, for I chose many SFC's which I had personally found confusing at one time or another. In addition, I sought out the opinions of students and teachers alike, and received valuable suggestions from them as to the inclusion or exclusion of certain SFC groups. The scope of a character contrast booklet is important too, for one may find as I did that although two characters are somewhat similar in form, they may not be readily confused for one another, and hence are not desired to be included in a character contrast booklet.

After the desired SFC's are selected, they are arranged as a series of contrasting SFC pairs, which can be easily studied and read by students. These character pairs are listed systematically, proceeding in order of the lessons of the textbook for which the booklet is being prepared. (Since a booklet was prepared for BCR, all of the specific information from here on will refer to BCR. However, all of the principles used in constructing the

BCR booklet, as well as the form of the final booklet itself, are equally applicable to the construction of booklets for other textbook Readers.)

For the BCR booklet, an SFC pair consists of both a New Character ('NC'), which has been first presented in a new lesson <sup>of</sup> BCR, and a Similar Form Character ('SFC'), which has already been introduced in a previous BCR lesson. (See page 15.) By arranging character pairs lesson by lesson, students can begin using the booklet at any time, regardless of what lesson in BCR they are currently studying. In this way, they can study all SFC contrasts pertaining to those BCR lessons they have previously covered, up to and including the lesson they are currently reading. The actual SFC pairs, moreover, should be studied by students when they are first going over the characters presented in a new BCR lesson, so as to minimize possible SFC confusion.

The BCR booklet itself is presented as a series of double pages: a left-hand page which shows the actual SFC pairs, and a right-hand page which shows in what ways the two characters may be confused. The left-hand page, in addition to showing the two similar characters, also shows the pronunciation of each in pinyin romanization. In addition, the lesson numbers for the 'NC' and 'SFC' are given (referred to as 'BCR Less. for NC' and 'BCR Less. for SFC') as well as the most important English translations for each character, selected directly from BCR. (The latter

are referred to as 'English for NC' and 'English for SFC'.)  
(See page 15 .)

The right-hand page of the booklet consists of three columns. The first column shows the common areas of similarity between the two characters and may consist of components, strokes, or parts of strokes. (This column is entitled 'Areas of Similarity'.) In this column, the area(s) of similarity between the two characters are shown first, in black. Underneath are shown the two characters, with the common area(s) highlighted in black. Those portions of the two characters which are not similar to both are shown in red, so as to contrast the two. For example, the common area 主 of the characters 注 and 住 is shown as

主 . Similarly, the common areas 矢  
注 住

and 口 of the characters 短 and 知 are shown as  
矢, 口 . (See page 76 .)

短 知

In the second column of the right-hand page is shown the proportional similarity between the two SFC's. (This column is entitled 'Proportional Similarity'.) First is shown the basic geometric arrangement of components as part of an imaginary character square. Underneath this is shown how the components of each character fit into this arrangement.

For example, the pattern 

--	--

 for the characters 知 and 知 is shown as 

--	--

. (See page 48.)

知	
---	--

知	
---	--

The third column shows additional ways in which SFC's may be confused. (This column is entitled 'Additional Confusion'.) This column was included in the booklet because it was found, upon analysis of all the SFC pairs, that many characters contained other common elements in addition to their similar form; and it was felt that these elements might be additional sources of confusion for the student. For example, many pairs of SFC's were found to have the same pronunciation (that is, were homophones) or quite similar pronunciations, and this fact was noted in the 'Additional Confusion' column. (For example, 記<sub>jì</sub> and 紀<sub>jì</sub> have the same pronunciation, and 故<sub>gù</sub> and 古<sub>gǔ</sub> have similar pronunciations.) (See pages 80 and 72.) SFC pairs were also found which had similar grammatical functions or similar meanings, and when these situations occurred, they were also noted. For example, 你 and 他 are both personal pronouns. (See page 16.) Also, 買<sub>mǎi</sub> and 賣<sub>mài</sub> are both transitive verbs with similar meanings ('buy' and 'sell' respectively); and they both form similar verb-object (V-O) compounds, such as 'mǎi-shū' (buy books) and 'mài-shū' (sell books). (See page 22.) The final item which was noted in the 'Additional Confusion' column was the

'Same lesson,' if the two SFC's were presented in the same lesson of Beginning Chinese Reader. In this situation, the two SFC's would be first learned by the student at approximately the same time, and this might make it more difficult for him to distinguish between the two characters. (For example, 說 and 話 are both presented in lesson 9 of BCR; and 提 and 題 are both presented in lesson 44 of BCR. (See pages 20 and 74 .)

In addition to presenting pairs of SFC's and showing how they contrast and how they may be confused with each other, the booklet for BCR contains a series of review exercises, designed to give the student practice in reading and discriminating SFC pairs in context. These exercises are arranged by unit, in the same manner as the units of BCR; and each group of exercises contains only those characters and vocabulary items which are familiar to the student (i.e. which have already been presented in each BCR unit). In addition, the sentence structure of each set of exercises has been closely correlated with the grammatical patterns presented in the corresponding lessons of Beginning Chinese.<sup>6</sup> (The correspondence of Beginning Chinese lessons to BCR lessons which was followed was the same as that described

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<sup>6</sup>John DeFrancis, Beginning Chinese (New Haven: Yale University press, 1963).

by DeFrancis in his preface to Part I of BCR, namely a table suggesting which lessons of BCR should be studied after which lessons of Beginning Chinese.<sup>7</sup> ) The review exercises should be read by the student only after he has finished studying all of the lessons of the appropriate unit of BCR, since each unit group of exercises contains characters and vocabulary which occur throughout that particular BCR unit.

Each group of review exercises in the booklet has been presented with Chinese characters on the left, and the equivalent pīnyīn romanization and English translation on the right. It is suggested that the student read the exercises in characters, and use the pīnyīn and English only to check his comprehension, or for further reference. As a further aid to character recognition and discrimination, the two SFC's which are used in each exercise are written in red (or underlined in the pīnyīn).

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<sup>7</sup>John DeFrancis, Beginning Chinese Reader, Part I, pp. xiv-xvi.

IV. A CHARACTER CONTRAST BOOKLET FOR  
BEGINNING CHINESE READER

BCR Less. for NC	English for NC	NC	SFC	English for SFC	BCR Less. for SFC
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## UNIT I










1	man, person	人 rén	大 dà	big, large	1
1	knife	刀 dāo	力 lì	strength, power	1
4	you	你 nǐ	他 tā	he, him, she, her, it	4
4	(question particle)	嗎 ma	馬 mǎ	horse	3
4	(pluralizing suffix)	們 men	門 mén	door, gate	3
5	first	先 xiān	生 shēng	give birth to; (suffix used in terms referring to scholars)	5

Areas of Similarity	Proportional Similarity	Additional Confusion		
UNIT I				
人		Same lesson		
人	大			
刀		Same lesson		
刀	力			
你		Both personal pronouns		
你	他	Same lesson		
	<table border="1" style="width: 50px; height: 40px; margin: auto;"> <tr><td style="width: 25px; height: 40px;"></td><td style="width: 25px; height: 40px;"></td></tr> </table>			
	<table border="1" style="width: 50px; height: 40px; margin: auto;"> <tr><td style="width: 25px; height: 40px;">你</td></tr> </table>	你	<table border="1" style="width: 50px; height: 40px; margin: auto;"> <tr><td style="width: 25px; height: 40px;">他</td></tr> </table>	他
你				
他				
馬		Same pronunciation except for tone		
嗎	馬			
門		Same pronunciation except for tone		
們	門			
生		Similar pronunciation		
先	生	Same lesson		

BCR Less. for NC	English for NC	NC	SFC	English for SFC	BCR Less. for SFC
5	beautiful	美 měi	英 yīng	brave	5
5	white; (a surname)	白 bái	日 rì	sun	2

UNIT I Review Exercises, Lessons 1-5

1. a. 土人  
b. 大刀
2. a. 大刀  
b. 人力
3. 他是美國人。你是美國人嗎？
4. 馬先生，你好嗎？
5. 馬長山是中國人嗎？

Areas of Similarity	Proportional Similarity	Additional Confusion
  	  	<p>Both form similar combinations (e.g., Meiguo, Yingguo)</p> <p>Same lesson</p>
 		

UNIT I Review Exercises, Lessons 1-5

- a. tǔrén (an aborigine, a native)

b. dàdāo (big knife, sword)
- a. dàdāo (big knife, sword)

b. rénlì (manpower)
- Tā shì Měiguó rén. Nǐ shì Měiguó rén ma? (He's an American. Are you an American?)
- Mǎ Xiānsheng, nǐ hǎo ma? (How are you, Mr. Ma?)
- Mǎ Cháng Shān shì Zhōngguó rén ma? (Is Ma Changshan Chinese?)

6. a. 你們都好嗎?

b. 大門

7. 他不是英國人。他是美國人。

8. 田先生是不是中國人?

BCR Less. for NC	English for NC	NC	SFC	English for SFC	BCR Less. for SFC
UNIT II					
8	few	少 shǎo	小 xiǎo	small	1
8	root, origin; volume(of books)	本 běn	木 mù	tree, wood	2
9	say, speak	說 shuō	話 huà	speech, language	9
10	see; read; think that	看 kàn	有 yǒu	have; there is	9

6. a. Nimen dōu hǎo ma? (Are you all well?)

b. damen (main gate)

7. Tā bú shi Yīngguo rén. Tā shi Měiguó rén. (He's not English. He's American.)

8. Tián Xiānsheng shì bu shi Zhōngguó rén? (Is Mr. Tian Chinese?)

Areas of Similarity	Proportional Similarity	Additional Confusion
UNIT II		
<p style="text-align: center;">小</p> <p>少      小</p>		<p style="text-align: center;">Similar pronunciation</p> <p style="text-align: center;">Similar meaning</p>
<p style="text-align: center;">木</p> <p>本      木</p>		
<p>言, 口</p> <p>說      話</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> <div style="width: 15px; height: 15px; margin-right: 5px;"></div> <div style="width: 15px; height: 15px; margin-left: 5px;"></div> </div> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> <div style="width: 15px; height: 15px; margin-right: 5px; display: flex; align-items: center; justify-content: center;"> <div style="width: 5px; height: 15px;"></div> </div> <div style="width: 15px; height: 15px; margin-left: 5px; display: flex; align-items: center; justify-content: center;"> <div style="width: 5px; height: 15px;"></div> </div> </div> </div>	<p style="text-align: center;">Similar meaning</p> <p style="text-align: center;">Same lesson</p>
<p style="text-align: center;">有</p> <p>看      有</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> <div style="width: 15px; height: 15px; margin-right: 5px; display: flex; align-items: center; justify-content: center;"> <div style="width: 5px; height: 15px;"></div> </div> <div style="width: 15px; height: 15px; margin-left: 5px; display: flex; align-items: center; justify-content: center;"> <div style="width: 5px; height: 15px;"></div> </div> </div> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> <div style="width: 15px; height: 15px; margin-right: 5px; display: flex; align-items: center; justify-content: center;"> <div style="width: 5px; height: 15px;"></div> </div> <div style="width: 15px; height: 15px; margin-left: 5px; display: flex; align-items: center; justify-content: center;"> <div style="width: 5px; height: 15px;"></div> </div> </div> </div>	

BCR Less. for NC	English for NC	NC	SFC	English for SFC	BCR Less. for SFC
10	buy	買 mǎi	賣 mài	sell	10
10	great; too; very	太 tài	大 dà	big, large	1
11	character, word	字 zì	子 zǐ zi	son (noun suffix)	1 10
11	(measure for flat objects); (a surname)	張 zhāng	長 cháng	long; (a first name)	3

UNIT II Review Exercises, Lessons 7-11

1. 毛小好說：“那本書多少錢？”

2. 「本」字不是「木」字。

Areas of Similarity	Proportional Similarity	Additional Confusion
買		Same pronunciation except for tone Similar meaning
買	貴	Similar combinations (e.g., mǎi-shū, mǎi-shū) Same lesson
大		
太	大	
子		Same pronunciation except for tone
字	子	
長		Similar pronunciation
張	長	Both used in people's names

UNIT II Review Exercises, Lessons 7-11

1. Máo Xiáojie shuō: "Nèi běn shū duōshǎo qián?" (Miss Mao said: "How much is that book?")
2. 「Běn」zì bú shì 「mù」zì. (The character 「běn」 is not the character 「mù」.)

3. 有人說,白文山能看英文書。

4. 田:高小好,你要買這本小說嗎?

高:賣多少錢一本?

田:一塊錢賣一本。

高:好,我買一本。

5. 馬太太是大學 生。

6. 我 想要買一本字典,一個本子。

7. 高長山有三張地圖。

8. 白先生的日文書很少。<sup>8</sup>

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<sup>8</sup>This SFC pair 白 (bái) and 日 (rì) is from Unit I, but the exercise for it is included here because vocabulary words using 日 (rì) are first introduced in BCR lesson 8.

3. Yǒu rén shuō, Bái Wén Shān néng kàn Yīngwén shū. (Some people say that Bai Wenshan can read English books.)

4. Tián: Gāo Xiáojie, nǐ yào mǎi zhèiběn xiǎoshuō ma?

Gāo: Mài duōshǎo qián yìběn?

Tián: Yíkuài qián mài yìběn.

Gāo: Hǎo. Wó mǎi yìběn.

(Tian: Miss Gao, do you want to buy this novel?)

Gao: How much does it sell for (per volume)?

Tian: It sells for one dollar (per volume).

Gao: O.K. I'll buy one volume.)

5. Mǎ Tàitai shì dàxuésheng. (Mrs. Ma is a college student.)

6. Wó xiǎngyào mǎi yìběn zìdiǎn, yíge běnzì. (I would like to buy a dictionary and a notebook.)

7. Gāo Cháng Shān yǒu sānzhāng dìtú. (Gao Changshan has three maps.)

8. Bái Xiānsheng de Rìwén shū hěn shǎo. (Mr. Bai has very few Japanese books.)

## 9. 你會說中國話嗎?

BCR Less. for NC	English for NC	NC	SFC	English for SFC	BCR Less. for SFC
UNIT III					
13	(aspect particle)	了 le	子 zǐ zi	son  (noun suffix)	1 10
15	far	遠 yuǎn	還 hái	in addition, still	9
15	east	東 dōng	車 chē	vehicle	3
15	west	西 xī	四 sì	four	7
15	north	北 běi	比 bǐ	compared with; than	11

9. Nǐ huì shuō Zhōngguó huà ma? (Can you speak Chinese?)

Areas of Similarity

Proportional Similarity

Additional Confusion

UNIT III

了

了

子

远



遠

還



申

東

車

四

无

四

匕












北

比



BCR Less. for NC	English for NC	NC	SFC	English for SFC	BCR Less. for SFC
15	(distant) from	离 lí	虽 suí	although	13
15	river	河 hé	可 kě	be permitted; indeed, however	13
16	walk; go	走 zǒu	是 shì	be, is, are	5
16	go (to)	去 qù	走 zǒu	walk; go	16
16	sit; take (as transportation)	坐 zuò	来 lái	come	16
16	(Chinese) mile	里 lǐ	裏 lǐ li	inside	14

Areas of Similarity	Proportional Similarity	Additional Confusion
<p>隹</p> <p>离隹 虽隹</p>	  	
<p>可</p> <p>河 可</p>		<p>Similar pronunciation</p>
<p>疋</p> <p>走 是</p>	  	
<p>土</p> <p>去 走</p>	  	<p>Similar meaning</p> <p>Same lesson</p>
<p>亼, 一</p> <p>坐 來</p>		<p>Same lesson</p>
<p>里</p> <p>里 裏</p>		<p>Same pronunciation</p>

BCR Less. for NC	English for NC	NC	SFC	English for SFC	BCR Less. for SFC
17	the present, now	今 jīn	念 niàn	read, study	10
17	sky, heaven; day	天 tiān	大 dà	big, large	1

UNIT III Review Exercises, Lessons 13-17

1. 我的兒子看了人民日報就走。
2. 你還在遠東大學念書嗎?
3. 那個東邊兒的車是白先生的嗎?
4. 我們四個人都要到山西去。
5. 東北的土地比湖南的大。

Areas of Similarity	Proportional Similarity	Additional Confusion
<p style="text-align: center;">今</p> <p>今      念</p>		
<p style="text-align: center;">大</p> <p>天      大</p>		




UNIT III Review Exercises, Lessons 13-17

1. Wǒde érzi kànle 'Rénmín Rìbào' jiù zǒu . (After my son reads the People's Daily, he will leave.)
2. Nǐ hái zài Yuǎndōng Dàxué niàn shū ma? (Are you still studying at Far Eastern University?)
3. Nèige dōngbiānde chē shì Bái Xiānshengde ma? (Is that car to the east Mr. Bai's?)
4. Wǒmen sìge rén dōu yào dào Shānxi qu. (The four of us want to go to Shansi.)
5. Dōngběide tǔdì bǐ Húnánde dà. (The territory of Manchuria is larger than that of Hunan.)







6. 雖然他家離西東大學很遠，  
可是他還要到那兒去念書。
7. 河裏的魚很小，可是很美。
8. 你在城裏頭走路還是在城外  
頭走路？
9. 他們都是走路去的嗎？
10. 坐在那兒的人是從中國來的。
11. 城裏頭離學校有一里路。
12. 今年他要念中文。
13. 他說明天大家到海邊兒去。

6. Suǐrán tā jiā lǐ Xīdōng Dàxué hén yuǎn, kěshi tā hái yào dào nèr qù niàn shū. (Although his home is quite far from Seton Hall University, he still wants to go there to study.)
7. Héli de yú hén xiǎo, kěshi hén měi. (The fish in the river are very small, but very beautiful.)
8. Nǐ zài chéng lǐtōu zǒu lù háishì zài chéng wàitōu zǒu lù? (Did you walk inside the city or outside the city?)
9. Tāmen dōu shì zǒu lù qù de ma? (Did they all go by foot?)
10. Zuò zài nèr de rén shì cóng Zhōngguó lái de. (The people sitting over there have come from China.)
11. Chéng lǐtōu lí xuéxiào yǒu yìlǐ lù. (The city is one mile from school.)
12. Jīnnián tā yào niàn Zhōngwén. (This year he wants to study Chinese.)
13. Tā shuō míngtiān dàjiā dào hǎibiān qu. (He said everyone is going to the beach tomorrow.)

<u>BCR</u> Less. for NC	English for NC	NC	SFC	English for SFC	<u>BCR</u> Less. for SFC
UNIT IV					
19	time	候 hòu	條 tiáo	(measure for slim objects, etc.)	17
20	method, way  (France, French)	法 fǎ, fá  Fǎ, Fà	去 qù	go (to)	16
20	speech, language	語 yǔ	話 huà	speech, talk, language	9
20	hundred	百 bǎi	白 bái	white; (a surname)  clear, obvious	5  9
21	draw, paint	畫 huà	書 shū	book	8

Areas of Similarity	Proportional Similarity	Additional Confusion
UNIT IV		
<p style="text-align: center;">介</p> <p>候      條</p>	<div style="text-align: center;">  </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px;">候</div> <div style="border: 1px solid black; padding: 2px;">條</div> </div>	
<p style="text-align: center;">去</p> <p>法      去</p>		
<p style="text-align: center;">言</p> <p>語      話</p>	<div style="text-align: center;">  </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px;">語</div> <div style="border: 1px solid black; padding: 2px;">話</div> </div>	<p>Similar meaning</p>
<p style="text-align: center;">白</p> <p>百      白</p>		<p>Same pronunciation except for tone</p>
<p style="text-align: center;">書</p> <p>畫      書</p>	<div style="text-align: center;">  </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px;">畫</div> <div style="border: 1px solid black; padding: 2px;">書</div> </div>	













BCR Less. for NC	English for NC	NC	SFC	English for SFC	BCR Less. for SFC
21	live	活 huó	話 huà	speech, talk, language	9
21	who?	誰 shéi, shuí	雖 suí	although	13
21	who?	誰 shéi, shuí	離 lí	(distant) from	15
21	appear; now, the present	現 xiàn	見 jiàn	see	3
22	difficult	難 nán	誰 shéi, shuí	who?	21

Areas of Similarity	Proportional Similarity	Additional Confusion
<p>舌</p> <p>活 話</p>	<p></p> <p></p>	<p>Similar pronunciation</p>
<p>佳</p> <p>誰 雖</p>	<p></p> <p></p>	<p>Similar pronunciation</p>
<p>一佳</p> <p>言佳 爾佳</p>	<p></p> <p></p>	
<p>見</p> <p>現 見</p>		<p>Similar pronunciation</p>
<p>佳</p> <p>莫佳 言佳</p>		

<u>BCR</u> Less. for NC	English for NC	NC	SFC	English for SFC	<u>BCR</u> Less. for SFC
22	difficult	難 nán	離 lí	(distant) from	15
22	difficult	難 nán	雖 suī	although	13
22	accommodate; easy	容 róng	究 jiū	investigate	20
23	man	夫 fū	天 tiān	sky, heaven; day	17

UNIT IV Review Exercises, Lessons 19-23

1. 那條牛是甚麼時候買的?
2. 我們沒法子去。
3. 那個語言學家會說中國話。

Areas of Similarity	Proportional Similarity	Additional Confusion
佳 莫佳 离佳	  	
唯 莫佳 虽佳	  	
宀 容 究	  	
夭 夫 夭	  	

UNIT IV Review Exercises, Lessons 19-23

1. Nèitiáo niú shì shénmo shíhòu mǎi de? (When was that ox bought?)
2. Wǒmen méi fǎzi qu. (There's no way we can go.)
3. Nèige yǔyánxuéjiā huì shuō Zhōngguó huà. (That linguist can speak Chinese.)

4. 這個書店有一百本中文書, 都是白話的.
5. 他會說英國話, 能看英文書. 他常常念'生活畫報'.
6. 請問, 那本書有圖畫沒有?
7. 雖然有一個晚會, 可是我不知道誰來.
8. 誰的家離研究所很近?
9. 現在他來了. 我看得見他.
10. 很難說他的家長是誰.

4. Zhèige shūdiàn yǒu yì**ǎi**běn Zhōngwén shū, dōu shì **báihuà**de. (This bookstore has a hundred Chinese books, all of which are written in the vernacular language.)
5. Tā huì shuō Yīngguó **huà**, néng kàn Yīngwén shū. Tā cháng-cháng niàn 'Shēng**huó** Huà**bào**'. (He can speak English and read English books. He often reads 'Life' magazine.)
6. Qǐng wèn, nèi**běn** **shū** yǒu **túhuà** méi you? (Excuse me, does that book have illustrations?)
7. **Suìrán** yǒu yíge wǎnhuì, kěshì wǒ bu zhīdào **shéi** lái. (Although there is an evening party, I don't know who's coming.)
8. **Shéide** jiā **lí** yánjiūsuǒ hěn jìn? (Whose home is very close to the research institute?)
9. **Xiànzài** tā lái le. Wǒ kànde**jiàn** tā. (She's coming now. I can see her.)
10. Hěn **nán** shuō tāde jiāzhǎng shì **shéi**. (It's very hard to say who his parents are.)

11. 從這兒到高先生家去不難。你可以走路去。他家離這兒很近。

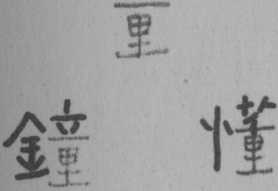
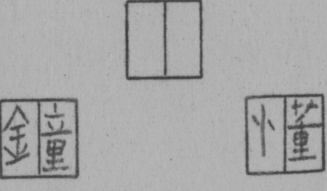
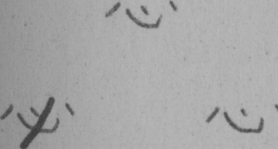
12. 那個研究生說學工科很容易。

13. 雖然那個學報很難念，可是他要試試看。










14. 今天我沒有工夫。

<u>BCR</u> Less. for NC	English for NC	NC	SFC	English for SFC	<u>BCR</u> Less. for SFC
UNIT V					
25	bell; clock o'clock	鐘 zhōng	懂 dǒng	understand	21
25	must, have to	必 bì	心 xīn	heart	2

11. Cóng zhèr dào Gāo Xiānsheng jiā qu bù nán. Nǐ kéyǐ zǒu lù qu. Tā jiā lǐ zhèr hěn jìn. (To go to Mr. Gao's home from here isn't difficult. You can walk. His home is very close to here.)
12. Nèige yánjiushēng shuō xué gōngkē hěn róngyì. (That graduate student says that studying engineering is very easy.)
13. Suǐrán nèige xuébào hěn nánniàn, kěshì tā yào shìshíkàn. (Although that scholarly journal is quite difficult to read, he wants to try it and see.)
14. Jīntiān wǒ méi yǒu gōngfu. (Today I have no free time.)

Areas of Similarity	Proportional Similarity	Additional Confusion
	UNIT V	
		
		

BCR Less. for NC	English for NC	NC	SFC	English for SFC	BCR Less. for SFC
25	get, receive  (used in resultative verb compounds and adverbs of manner)  must, have to	得 dé  de  děi	時 shí	time	19
25	with, and	跟 gēn	很 hěn	very	4
25	occupation, business	業 yè	對 duì	be correct; to, toward; facing	19
25	toward	往 wàng wǎng	主 zhǔ	chief, master	20
26	at (time or place); should	當 dāng	常 cháng	regular, constant; often	23

Areas of Similarity	Proportional Similarity	Additional Confusion
<p>日, 寺</p> <p>得 時</p>	  	
<p>艮</p> <p>跟 很</p>	  	<p>Similar pronunciation</p>
<p>業</p> <p>業 對</p>		
<p>主</p> <p>往 主</p>		
<p>常</p> <p>當 常</p>	  	

BCR Less. for NC	English for NC	NC	SFC	English for SFC	BCR Less. for SFC
26	each; every time	每 měi	海 hǎi	sea, ocean	14
26	differ by, lack	差 chā chà	美 měi	beautiful	5
26	teach	教 jiāo jiào	校 xiào	school	14
27	cooked rice; food	飯 fàn	館 guǎn	establishment	27
28	tell	告 gào	古 gǔ	ancient	21

Areas of  
Similarity

Proportional  
Similarity

Additional  
Confusion

每

每 海

羊

差 美

ナ又

教 校

Similar  
pronunciation

食

飯 館

Same lesson

十

告 古




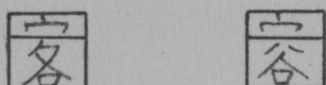
BCR Less. for NC	English for NC	NC	SFC	English for SFC	BCR Less. for SFC
28	as; if	如 rú	知 zhī	know	22
28	fruit; result	果 guǒ	課 kè	(measure for lessons)	23
28	machine; opportunity	機 jī	幾 jǐ	how many?	11
28	idea; meaning; intention	意 yì	思 sī	think	28
29	space between, interval	間 jiān jiàn	簡 jiǎn	simple	29

Areas of Similarity	Proportional Similarity	Additional Confusion
<p style="text-align: center;">口</p> <p>如      知</p>	<p style="text-align: center;">口</p> <p>如      知</p>	
<p style="text-align: center;">果</p> <p>果      課</p>		
<p style="text-align: center;">幾</p> <p>機      幾</p>		<p>Same pronunciation except for tone</p>
<p style="text-align: center;">息</p> <p>意      思</p>		<p>Similar meaning</p> <p>Same lesson</p>
<p style="text-align: center;">間</p> <p>間      簡</p>		<p>Same pronunciation except for tone</p> <p>Same lesson</p>

BCR Less. for NC	English for NC	NC	SFC	English for SFC	BCR Less. for SFC
29	space between, interval	間 jiān jiàn	問 wèn	ask	21
29	guest	客 kè	容 róng	accommodate; easy	22

UNIT V Review Exercises, Lessons 25-29

1. 你懂鐘表的意思嗎?
2. 你在這個路口必得小心.
3. 他當買賣人的時候, 他很得意.
4. 他們跟錢先生到很遠的地方去了.

Areas of Similarity	Proportional Similarity	Additional Confusion
<p>問</p> <p>問 問</p>	<p></p> <p></p>	
<p>容</p> <p>容 容</p>	<p></p> <p></p>	

UNIT V Review Exercises, Lessons 25-29

1. Nǐ dǒng 'zhōng biǎo' de yìsi ma? (Do you understand the meaning of 'zhong biao' (clocks and watches)?)
2. Nǐ zài zhèige lùkǒu bìdèi xiǎoxin. (You must be careful at this intersection.)
3. Tā dāng mǎimairén de shíhou, tā hěn déyì. (When he was a businessman, he was very successful.)
4. Tāmen gēn Qián Xiānsheng dào hén yuǎnde dìfang qu le. (They went with Mr. Qian to a very distant place.)

5. 馬先生對我說他是實業家。
6. 我跟那<sup>個</sup>地主沒有來往。
7. 我當然常常跟他談天兒。
8. 高太太每年到地中海去。
9. 這兩個美國大學差不多。
10. 他在那個學校教書？
11. 他很喜歡在那個小館兒吃飯。
12. 他告訴我他是考古學家。
13. 他知道坐車不如坐船好。

5. Mǎ Xiānsheng duì wǒ shuō tā shì shíyèjiā. (Mr. Ma told me that he was an industrialist.)
6. Wǒ gēn nèige dìzhǔ méi yǒu láiwǎng. (I have no contacts with that landowner.)
7. Wǒ dāngrán chángcháng gēn tā tán tiān. (Naturally I chat with him often.)
8. Gāo Tàitai měinián dào Dìzhōng Hǎi qu. (Mrs. Gao goes to the Mediterranean every year.)
9. Zhèi liǎngge Měiguó dàxué chàbuduō. (These two American colleges are about the same.)
10. Tā zài nèige xuéxiào jiāo shū? (What school does he teach at?)
11. Tā hén xǐhuan zài nèige xiǎoguǎn<sup>(r)</sup> chī fàn. (He really likes to eat at that small restaurant.)
12. Tā gàosu wǒ tā shì káogǔxuéjiā. (He told me that he was an archaeologist.)
13. Tā zhīdao zuò chē bùrú zuò chuán hǎo. (He knows that going by boat is better than going by car.)

14. 如果你今天上課, 請你問白先生好。

15. 你給他買的那個小飛機, 幾塊錢?

16. 我想他的意見很有意思。

17. 他的船容不下所有的客人。

18. 這個中間兒的字是簡寫的。










19. 請問, 那兩個車的中間兒有甚麼東西?

BCR Less. for NC	English for NC	NC	SFC	English for SFC	BCR Less. for SFC
UNIT VI					
32	straight	直 zhí	真 zhēn	true, real	32

14. Rúguó nǐ jīntiān shàng kè, qǐng nǐ wèn Bái Xiānsheng hǎo. (If you go to class today, please say hello to Mr. Bai for me.)
15. Nǐ gěi tā mǎide nèige xiǎo fēijī, jǐkuài qián? (How much was that small airplane you bought for him?)
16. Wó xiǎng tāde yìjian hén yǒu yìsi. (I think his opinions are very interesting.)
17. Tāde chuán róngbuxià suóyǒude kèren. (His boat cannot accomodate all of the guests.)
18. Zhèige zhōngjiàn(r) de zì shì jiǎnxiě de. (This middle character is written in simplified form.)
19. Qǐng wèn, nài liǎngge chē de zhōngjiàn(r) yǒu shénme dōngxì? (Excuse me, what is in between those two cars?)

Areas of Similarity	Proportional Similarity	Additional Confusion
直		Same lesson
直 真		







BCR Less. for NC	English for NC	NC	SFC	English for SFC	BCR Less. for SFC
33	borrow; lend	借 jiè	錯 cuò	mistake; wrong	32
33	introduce	紹 shào	始 shǐ	begin	33
33	finished	完 wán	元 yuán	Yuan dynasty; dollar	29
33	sound	音 yīn	意 yì	idea; meaning; intention	28
34	old	老 lǎo	考 kǎo	examine; examination	23
34	moreover	且 qiě	姐 jiě	older sister	10

Areas of Similarity	Proportional Similarity	Additional Confusion
<p>昔</p> <p>借 錯</p>	<p></p> <p> </p>	
<p>口</p> <p>紹 始</p>	<p></p> <p> </p>	<p>Same lesson</p>
<p>元</p> <p>完 元</p>		
<p>音</p> <p>音 意</p>		
<p>考</p> <p>老 考</p>	<p></p> <p> </p>	<p>Similar pronunciation</p>
<p>且</p> <p>且 姐</p>		<p>Similar pronunciation</p>

BCR Less. for NC	English for NC	NC	SFC	English for SFC	BCR Less. for SFC
35	child	孩 hái	該 gāi	should	26
35	mother	母 mǔ	每 měi	each; every time	26
35	mother	母 mǔ	海 hǎi	sea, ocean	14
35	prominent; write (books)	著 zhù	者 zhě	(verb suffix indicating doer of an action)	27
35	younger brother	弟 dì	第 dì	(ordinal prefix)	17

UNIT VI Review Exercises, Lessons 31-35

1. 我借的書不錯。

Areas of Similarity	Proportional Similarity	Additional Confusion
亥 孩 言亥	  	Similar pronunciation
母 母 每		
母 母 海		
者 著 者		Similar pronunciation
弟 弟 弟	  	Same pronunciation

UNIT VI Review Exercises, Lessons 31-35

1. Wǒ jiè de shū bú cuò. (The book I borrowed isn't bad.)

2. 他說他簡直不知道<sup>那</sup>個人是誰。

我想他說的話是真話。

3. 我開始給你們介紹毛先生的時候，我想他很不好意思。

4. 這本書是在元朝寫的你把書看完了以後，請你給我看。

5. 他的美國口音真有意思。

6. 我想那個老人考得上西北大學。

7. 我的姐姐不但學法文，而且學馬來語。

2. Tā shuō tā jiǎnzhí bu zhīdào nèige rén shì shéi. Wó xiǎng tā shuō de huà shì zhēnhuà. (He says he simply does not know who that person is. I think what he says is the truth.)
3. Wǒ kāishǐ géi nǐmen jièshào Máo Xiānsheng de shíhou, wó xiǎng tā hěn bùhǎoyìsi. (When I began to introduce Mr. Mao to you, I think he was very embarrassed.)
4. Zhèi běn shū shì zài Yuán Cháo xiě de. Nǐ bǎ shū kànwán le yǐhòu, qǐng nǐ géi wǒ kàn. (This book was written in the Mongol Dynasty. After you finish reading it, please give it to me to read.)
5. Tāde Měiguó kǒuyīn zhēn yǒu yìsi. (His American accent is very interesting.)
6. Wó xiǎng nèige lǎorén kǎodeshang Xībēi Dàxué. (I think that old person will pass the Northwestern University entrance exams.)
7. Wǒde jiějie búdàn xué Fǎwén, érgiě xué Mǎlǎiyǔ. (Not only does my older sister study French, she also studies Malayan.)

8. 那個孩子應該聽話。

9. 他母親每天給他做中飯吃。

10. 我父母是上海人。

11. 那個學者的著作很有名。

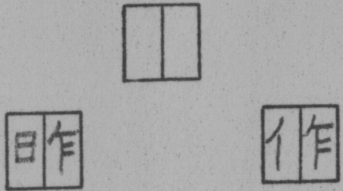
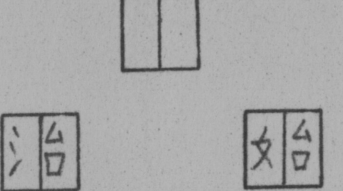
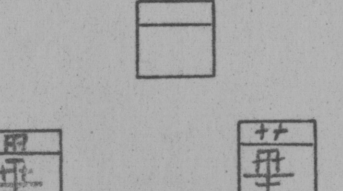
12. 他弟弟把第二課念完了。

BCR Less. for NC	English for NC	NC	SFC	English for SFC	BCR Less. for SFC
UNIT VII					
37	notation, record; era	紀 jì	已 yǐ	already	23
37	garden	園 yuán	遠 yuǎn	far	15










8. Nèige háizi yíngāi tīng huà. (That child should be obedient.)
9. Tā mǔqin měitiān gěi tā zuò zhōngfàn chí. (Her mother makes lunch for her every day.)
10. Wǒ fùmǔ shì Shànghǎi rén. (My parents are from Shanghai.)
11. Nèige xuézhě de zhùzuò hén yǒumíng. (That scholar's literary work is very famous.)
12. Tā dìdì bǎ dì èr kè niánwán le. (His younger brother finished studying the second lesson.)

Areas of Similarity	Proportional Similarity	Additional Confusion
UNIT VII		
<p style="text-align: center;">己</p> <p>紀 巳</p>		
<p style="text-align: center;">袁</p> <p>園 遠</p>		<p style="text-align: center;">Same pronunciation except for tone</p>

BCR Less. for NC	English for NC	NC	SFC	English for SFC	BCR Less. for SFC
39	yesterday	昨 zuó	作 zuò	do, make	32
39	heal, treat; manage	治 zhì	始 shǐ	begin	33
40	call on, visit	訪 fǎng	方 fāng	place; method	20
40	reason, principle; take notice of (a person)	理 lǐ	里 lǐ	(Chinese) mile	16
41	look for, seek	找 zhǎo	我 wǒ	I, me	4
41	bring to completion	畢 bì	華 huá	China	16

Areas of Similarity	Proportional Similarity	Additional Confusion
<p>乍</p> <p>昨 作</p>		<p>Same pronunciation except for tone</p>
<p>台</p> <p>治 始</p>		<p>Similar pronunciation</p>
<p>方</p> <p>言方 方</p>		<p>Same pronunciation except for tone</p>
<p>里</p> <p>理 里</p>		<p>Same pronunciation</p>
<p>找</p> <p>找 我</p>		
<p>畢</p> <p>畢 華</p>		

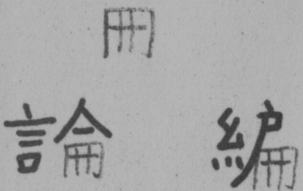


BCR Less. for NC	English for NC	NC	SFC	English for SFC	BCR Less. for SFC
41	live (at)	住 zhù	王 wáng	king; (a surname)	41
41	live (at)	住 zhù	往 wǎng wàng	toward	25
41	live (at)	住 zhù	主 zhǔ	chief, master	20
41	to knot, bind together  bear fruit	結 jié  jiē	紹 shào	introduce	33
41	marry	婚 hūn	始 shǐ	begin	33

Areas of Similarity	Proportional Similarity	Additional Confusion
<p>王</p> <p>住 王</p>		Same lesson
<p>住</p> <p>住 往</p>	  	
<p>主</p> <p>住 主</p>		Same pronunciation except for tone
<p>紉</p> <p>結 紉</p>	  	
<p>始</p> <p>婚 始</p>	  	

<u>BCR</u> Less. for NC	English for NC	NC	SFC	English for SFC	<u>BCR</u> Less. for SFC
41	discuss	論 lùn	編 biān	edit, compile	34

UNIT VII Review Exercises, Lessons 37-41

1. 我們開那個紀念會以來已經有四個月了。
2. 他們的園子離我們的不太遠。
3. 昨天他作了八個鐘頭的事。
4. 張先生要開始學政治學。
5. 馬思遠到一個西方國家去訪問。
6. 經理的家離這兒有五里路。

Areas of Similarity	Proportional Similarity	Additional Confusion
	 	




UNIT VII Review Exercises, Lessons 37-41

1. Wǒmen kāi nège jìniánhùi yí lái yǐjīng yǒu sìgè yuè le.  
(It's already been four months since we had that memorial service.)
2. Tāmen de yuánzi lí wǒmen de bú tài yuǎn. (Their garden is not too far from ours.)
3. Zuótiān tā zuò le bāgè zhōngtóu de shì. (Yesterday he worked for eight hours.)
4. Zhāng Xiānsheng yào kāishǐ xué zhèngzhìxué. (Mr. Zhang wants to start studying political science.)
5. Mǎ Sī Yuǎn dào yíge Xīfāng guójiā qu fǎngwèn. (Ma Siyuan is going to make an official visit to a Western country.)
6. Jīnglǐ de jiā lí zhèr yǒu wúliǔ lǜ. (The manager's house is five miles from here.)










7. 我的朋友時常找工作。
8. 他畢業以後，他要到中華民國去。
9. 王先生住在那兒？
10. 往東走一里路，那就是我住的地方。
11. 他住在那兒的主因是房錢很少。
12. 我給他們介紹以後，他們馬上要結婚。
13. 他結了婚以後，就開始學社會學了。
14. '時報'的主編天天得寫一個社論。

7. Wǒde péngyou shícháng zhǎo gōngzuò. (My friend is constantly looking for work.)
8. Tā bìyè yǐhòu, tā yào dào Zhōnghuá Mínguó qu. (After he graduates, he wants to go to the Republic of China.)
9. Wáng Xiānsheng zhù zài nǎr? (Where does Mr. Wang live?)
10. Wǎng dōng zǒu yìlǐ lù, nà jiùshì wǒ zhù de dìfang. (Go east for a mile and there's the place where I live.)
11. Tā zhù zài nèr de zhǔyīn shì fángqian hén shǎo. (The main reason why he lives there is because the rent is very little.)
12. Wó gěi tāmen jièshào yǐhòu, tāmen mǎshàng yào jiéhūn.  
(After I introduced them, they immediately wanted to get married.)
13. Tā jié le hūn yǐhòu, jiù kāishǐ xué shèhuìxué.le. (After he got married, he began learning sociology.)
14. 'Shíbào'de zhǔbiān tiāntiān déi xiě yíge shèlùn. (The chief editor of the 'Times' must write an editorial every day.)

BCR Less. for NC	English for NC	NC	SFC	English for SFC	BCR Less. for SFC
UNIT VIII					
43	convenient; then	便 biàn	更 gèng	still, still more	26
43	(measure for matters, clothing)	件 jiàn	牛 niú	ox, cow	2
43	history	史 shǐ	更 gèng	still, still more	26
43	(suffix indicating progressive action)  (resultative verb suffix indicating accomplishment)	着 zhe  zháo	差 chā chà	differ by, lack	26
43	old, past; cause	故 gù	古 gǔ	ancient	21

Areas of Similarity	Proportional Similarity	Additional Confusion
<p>更</p> <p>便 更</p>		
<p>牛</p> <p>件 牛</p>		
<p>史</p> <p>史 更</p>		
<p>羊</p> <p>着 差</p>	  	
<p>古</p> <p>故 古</p>		<p>Same pronunciation except for tone</p>

BCR Less. for NC	English for NC	NC	SFC	English for SFC	BCR Less. for SFC
44	lift; mention	提 tí	題 tí	subject, topic	44
44	portion, part; government department, ministry	部 bù	都 dōu	all, both	4
44	institution; court	院 yuàn	完 wán	finished	33
44	institution; court	院 yuàn	元 yuán	Yuan dynasty; dollar	29
44	kind, species to plant	種 zhǒng zhòng	鐘 zhōng	bell; clock; o'clock	25
44	kind, species to plant	種 zhǒng zhòng	懂 dǒng	understand	21

Areas of Similarity	Proportional Similarity	Additional Confusion
<p>是</p> <p>提 是頁</p>		<p>Same pronunciation</p> <p>Same lesson</p>
<p>部</p> <p>部 都</p>	<p></p> <p> </p>	
<p>完</p> <p>院 完</p>		
<p>元</p> <p>院 元</p>		<p>Same pronunciation except for tone</p>
<p>重</p> <p>種 鐘</p>	<p></p> <p> </p>	<p>Same pronunciation except for tone</p>
<p>種</p> <p>種 懂</p>	<p></p> <p> </p>	

BCR Less. for NC	English for NC	NC	SFC	English for SFC	BCR Less. for SFC
45	self, oneself	自 zì	目 mù	eye	3
45	self, oneself	己 jǐ	紀 jì	notation, record; era	37
45	self, oneself	已 yǐ	已 yǐ	already	23
46	short	短 duǎn	頭 tóu tou	head; beginning (substantive suffix)	14
46	short	短 duǎn	知 zhī	know	22

Areas of  
Similarity

Proportional  
Similarity

Additional  
Confusion

目

自

目

己

己

紀

Same pronunciation  
except for tone

己

己

巳

豆

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短豆

豆頁

短	豆
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豆	頁
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矢, 口

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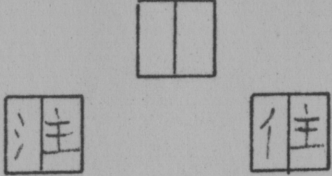
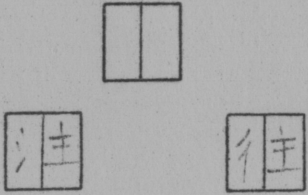
矢豆

矢口

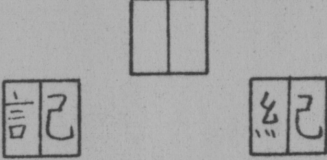
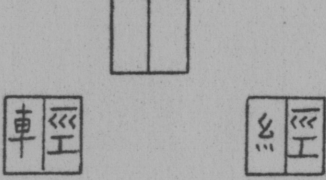
矢	豆
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矢	口
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BCR Less. for NC	English for NC	NC	SFC	English for SFC	BCR Less. for SFC
46	to notice, pay attention to	注 zhù	住 zhù	live (at)	41
46	to notice, pay attention to	注 zhù	王 wáng	king; (a surname)	41
46	to notice, pay attention to	注 zhù	往 wàng wǎng	toward	25
46	to notice, pay attention to	注 zhù	主 zhǔ	chief, master	20
47	to record; keep in mind	記 jì	己 jǐ	self, oneself	45

Areas of Similarity	Proportional Similarity	Additional Confusion
<p>主</p> <p>注 住</p>		<p>Same pronunciation</p>
<p>王</p> <p>注 王</p>		
<p>主</p> <p>注 往</p>		
<p>主</p> <p>注 主</p>		<p>Same pronunciation except for tone</p>
<p>己</p> <p>記 己</p>		<p>Same pronunciation except for tone</p>

BCR Less. for NC	English for NC	NC	SFC	English for SFC	BCR Less. for SFC
47	to record; keep in mind	記 jì	紀 jì	notation, record; era	37
47	to record; keep in mind	記 jì	已 yǐ	already	23
47	light (in weight)	輕 qīng	經 jīng	pass through	23
47	heavy; weighty, serious	重 zhòng	種 zhǒng zhòng	kind, species to plant	44
47	heavy; weighty, serious	重 zhòng	鐘 zhōng	bell; clock; o'clock	25
47	heavy; weighty, serious	重 zhòng	懂 dǒng	understand	21

Areas of Similarity	Proportional Similarity	Additional Confusion
<p>己</p> <p>記 紀</p>		<p>Same pronunciation</p>
<p>己</p> <p>記 巳</p>		
<p>經</p> <p>輕 經</p>		<p>Similar pronunciation</p>
<p>重</p> <p>重 種</p>		<p>Same pronunciation (though sometimes with different tone)</p>
<p>重</p> <p>重 鐘</p>		<p>Same pronunciation except for tone</p>
<p>重</p> <p>重 懂</p>		

BCR Less. for NC	English for NC	NC	SFC	English for SFC	BCR Less. for SFC
47	level, flat; fair	平 píng	半 bàn	half, semi	25
47	capital (of a country)	京 jīng	就 jiù	only, just; immediately	9
47	surface; face (literal and figurative)	面 miàn	而 ér	and; and yet	34

UNIT VIII Review Exercises, Lessons 43-47

- 你做的便飯比我太太做的更好吃。
- 賣那條水牛有甚麼條件。
- 這本歷史書比那本更好。

Areas of  
SimilarityProportional  
SimilarityAdditional  
Confusion

半

平

半

京

京

就

而

面

而

面

而

而

UNIT VIII Review Exercises, Lessons 43-47

1. Nǐ zuòde biànfàn bǐ wǒ tàitai zuòde gèng hǎochī. (Your home cooking is even better than my wife's.)
2. Mài nèitiáo shuǐniú yǒu shénmo tiáojiàn? (What conditions are there is selling that water-buffalo.)
3. Zhèiběn lìshǐ shū bǐ nèiběn gèng hǎo. (This history book is even better than that one.)

4. 我差一點兒沒找**着**我的書。
5. 那個故事是在古時候寫的。
6. 多半兒的人喜歡他提出來的**是**題目。
7. 今天晚上所有的**部長**都開會。
8. 他在研究院念書。他快要念完了。
9. 在元朝的時候,就是有錢的人有**院子**。
10. 那個表店有很多**種**鐘表。
11. 我不懂怎麼做那**種**飯。

4. Wǒ chà yìdiǎr méi zhǎozháo wǒde shū. (I almost didn't find my book.)
5. Nèige gùshi shì zài gǔ shíhou xiě de. (That story was written in ancient times.)
6. Duōbàr de rén xǐhuan tā tíchulai de tímu. (Most people liked the topic which he brought up.)
7. Jīntian wǎnshang suóyǒude bùzhǎng dōu kāi huì. (All of the ministers are holding a meeting tonight.)
8. Tā zài yánjiuyuàn niàn shū. Tā kuài yào niànwán le. (He is studying in graduate school. He will be finishing soon.)
9. Zài Yuán Cháo de shíhou, jiùshi yǒu qián de rén yǒu yuànzi. (At the time of the Mongol Dynasty, only wealthy people had courtyards.)
10. Nèige biāodiàn yǒu hěn duō zhǒng zhōng biǎo. (That watch store has many kinds of clocks and watches.)
11. Wǒ bù dǒng zěnmo zuò nèizhǒng fàn. (I don't understand how to make that kind of food.)

12. 他的目的是學自然科學。
13. 是他自己說的, 今天早上有個紀念會。
14. 你不必做飯, 因為我已經自己做了。
15. 那個在外頭作事的人也有好處也有短處。
16. 我不知道他有那麼多的短處。
17. 我記不住他住的地方, 因為他告訴我的時候, 我沒注意聽。
18. 王先生說你得注意四聲。

12. Tāde mùdì shì xué zìrán kēxué. (His goal is to study natural science.)
13. Shì tā zìjǐ shuō de, jīntian zǎoshang yǒu yíge jìnnianhuì. (He said himself that there would be a memorial service this morning.)
14. Nǐ bú bì zuò fàn, yīnwei wó yǐjīng zìjǐ zuò le. (You don't have to cook, since I already cooked myself.)
15. Nèige zài wàitou zuò shì de rén yé yǒu hǎochu yé yǒu duǎnchū. (That man who is working outside has both good points and shortcomings.)
16. Wǒ bu zhīdào tā yǒu nènmo duō de duǎnchū. (I didn't know he had so many shortcomings.)
17. Wǒ jìbuzhù tā zhù de dìfang, yīnwei tā gàosu wǒ de shíhou, wǒ méi zhùyì tīng. (I can't remember where he lives, because when he told me I wasn't paying attention.)
18. Wáng Xiānsheng shuō nǐ děi zhùyì sìshēng. (Mr. Wang says that you must pay attention to the four tones.)

19. 我說他應該往東走,可是他沒注意我的話,所以他忘了怎麼走了。

20. 他不注意先生的主因是他不喜歡他的教法。

21. 他自己說他記不住那個字。

22. 他的日記是在紀元四百年發現的。

23. 他已經把那個句子記下來了。

24. 對輕工業,他一點兒經驗也沒有。

25. 那種工業是重工業?

19. Wǒ shuō tā yīnggāi wàng dōng zǒu, kěshi tā méi zhùyì wǒde huà. Suóyì, tā wàngle zěnmó zǒu le. (I said he should go east, but he didn't pay attention to what I said; so he forgot how to go.)
20. Tā bú zhùyì xiānsheng de zhǔyīn shì tā bù xǐhuan tāde jiāofǎ. (The main reason why he ignores the teacher is that he doesn't like his teaching methods.)
21. Tā zìjǐ shuō tā jìbuzhù nèige zì. (He said himself he can't remember that character.)
22. Tāde rìjì shì zài jìyuán sìbǎi nián fāxiàn de. (His diary was discovered in 400 A.D.)
23. Tā yǐjīng bǎ nèige jùzi jìxialai le. (He already jotted down that sentence.)
24. Duì qīng gōngyè, tā yìdiǎr jīngyān yě méi yǒu. (He doesn't have any experience at all regarding light industry.)
25. Néizhǒng gōngyè shì zhòng gōngyè? (What sort of industry is heavy industry?)

26. 那個大鐘很重。

27. 他不懂為甚麼那件事那麼重要。

28. 多半的客人他都對他說：“一路平安。”

29. 他從北京回來了<sup>以後</sup>就給我打電話了。

30. 他不但作錯了，而且也沒有面子了。

26. Nèige dà zhōng hěn zhòng. (That big clock is heavy.)
27. Tā bù dǒng wèi-shénmo nèijiàn shì nènmo zhòngyào. (He doesn't understand why that matter is so important.)
28. Duōbàn de kèren dōu duì tā shuō: "yílù píng'ān." (Most of the guests said "Bon Voyage" to him.)
29. Tā cóng Běijīng huílái le yǐhòu, jiù géi wó dǎ diànhuà le. (After he came back from Peking, he gave me a phone call.)
30. Tā búdàn zuò cuò le, érqiě yě méi yǒu miànzi le. (Not only did he make a mistake, but he also lost face.)

## V.. CONCLUSIONS

The booklet which has been presented here is an example of how Similar Form Characters can be arranged in a convenient form which is useful to students of Chinese. By studying this booklet in conjunction with Beginning Chinese Reader by John DeFrancis, not only can the student's recognition of certain individual characters be reinforced, but the student can see some of the ways in which Chinese characters are confused for one another. It is hoped that beginning students will gain some insight into how the various components are arranged in characters and how similar-looking characters may be similar, as well as distinct from one another.

The use of SFC's to produce a character contrast booklet for BCR has been the immediate goal of this thesis, but once this has been accomplished, other possibilities for the use of SFC's in teaching Chinese become evident.

(1) Character contrast booklets could be devised, for instance, as supplements to other beginning reading texts in Chinese, such as Read Chinese by Fang-yu Wang; or for use in conjunction with higher-level texts, such as the other books in the DeFrancis Reader series, namely Intermediate Chinese Reader and Advanced Chinese Reader. (2) Similar Form Characters could also be used to teach simplified

characters, many of which are quite similar in form and often confusing to the student; or any other desired set of characters. (3) Even the present SFC booklet for BCR could be expanded at some time to include additional material for student use, such as sample word combinations or phrases for each character in the SFC pairs. This would give the student an additional reference point for the recognition of individual characters. (4) Other kinds of materials could be developed using SFC's for teaching Chinese, such as contrasting SFC's on transparencies for use in opaque projection, using SFC's along with individual characters on flash cards, and so on.

Having now engaged in a study of how characters are composed of various common strokes and components, and how this common stock of subunits may lead to similarity among characters and thus character confusion, I have become increasingly interested in the areas of character perception, recognition, discrimination, and reading. I would like, at some time, to investigate further one or more of these areas. I am interested, for example, in studying how the reader visually perceives the character, that is whether in terms of the whole character, components, strokes, parts of strokes, or some combination of these. I would like to study in greater depth the structure of characters and components; as well as the various reasons why students may confuse certain characters, such as the similarity of com-

ponents or their spatial arrangements, similar character pronunciation, etc.

Another area of possible further study is the experimental determination of those characters which are most commonly confused by students. This could be done by the recording and analysis of errors which students may make in reading selected passages in Chinese. (I have already discovered, through preliminary observations, that a student can indeed misread a character because it is similar in form to a character he has previously studied.) Finally, there is the study of the recognition of the character by itself as versus its recognition in words or phrases, or in the larger context of sentences or paragraphs, and the influences these processes may have on one another.

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LIST OF ABBREVIATIONS

BCR: Beginning Chinese Reader by John DeFrancis

Less.: Lesson

NC: New Character

SFC: Similar Form Character