

第一课 Dì-yī kè

Lesson 1

名不正则言不顺，言不顺 则事不成

Míng bú zhèng zé yán bú shùn, yán bú shùn zé shì bù chéng.

‘Name not proper then words not effective, words not effective then things won’t succeed.’

On the ‘rectification of names’.

Confucius, *Analects*. *Classical Chinese*.

1.1 General features of Chinese texts

- 1.1.1 Size** Regardless of complexity, characters are matched in overall size, fitting into an imaginary rectangle along the lines indicated in the following example (in simplified characters). For this reason, characters are also called fāngkuàizì ‘squared writing’.

上海天气很热 ○ Shànghǎi tiānqì hěn rè.

- 1.1.2 Spacing** Characters are evenly spaced regardless of whether they represent whole words or components of words. Compare the character version of the sentence above and the pinyin version. Though the convention is not always consistently followed, pinyin places spaces between words rather than syllables. Characters are evenly spaced, regardless of word boundaries.

- 1.1.3 Punctuation** Modern Chinese written material makes use of punctuation conventions that are similar in form to those of English, though not always identical in function:

Periods, full stops: traditionally ‘。’, but nowadays also ‘.’

Commas: ‘，’ and ‘、’, the latter for lists (enumeration)

Quotes: traditionally 「 - 」 or 《 》, but nowadays also ‘ ’ and “ ”

Proper names: usually unmarked, though in a few texts, indicated by wavy underline. There is nothing comparable to a capital letter in Chinese.

Other punctuation will be noted as encountered.

- 1.1.4 Direction** Traditionally, Chinese has been written downwards, from right column to left. Major writing reforms instituted in the 1950s in the PRC not only formalized a set of simplified characters (see next item), but required them to be written horizontally, from left to right, like modern European languages. As a result, Chinese texts now come in two basic formats. Material originating in Taiwan and traditional overseas communities, or

on the Mainland prior to the reforms, is written with traditional characters that are – with a few exceptions such as in headlines and on forms – arranged vertically (top to bottom and right to left). Material originating in the Mainland, in Singapore (again, with some exceptions for religious or special genres) and in some overseas communities, after the reforms of the 1950s, is written with simplified characters arranged horizontally, left to right.

(Chinese has provided the model for most of the scripts that write vertically – at least in East Asia. Vertical writing is still the norm in Japan, coexisting with horizontal writing. Other scripts of the region, such as Mongolian, whose writing system derives ultimately from an Indian prototype, have also followed the traditional Chinese format.)

1.2 The form of characters

Characters are the primary unit for writing Chinese. Just as English letters may have several forms (eg g /g, a/ɑ) and styles (eg *italic*), so Chinese characters also have various realizations. Some styles that developed in early historical periods survive to this day in special functions. Seals, for example, are still often inscribed in the ‘seal script’, first developed during the Qin dynasty (3rd C. BCE). Other impressionistic, running scripts, developed by calligraphers, are still used in handwriting and art. Advertisements and shop signs may stretch or contort graphs for their own design purposes. *Manga* style comics animate onomatopoeic characters – characters that represent sound – in idiosyncratic ways. Putting such variants aside, it is estimated that the number of characters appearing in modern texts is about 6-7000 (cf. Hannas 1997, pp 130-33, and particularly table 3). Though it is far fewer than the number cited in the largest historical dictionaries, which include characters from all historical periods, it is still a disturbingly large number.

1.2.1 Radicals and phonetics

There are ameliorating factors that make the Chinese writing system more learnable than it might otherwise be. One of the most significant is the fact that characters have elements in common; not just a selection of strokes, but also larger constituents. Between 2/3 and 3/4 of common characters (cf. DeFrancis 1984, p. 110 and *passim*) consist of two elements, both of which can also stand alone as characters in their own right. Historically, these elements are either roots, in which case they are called ‘phonetics’, or classifiers, in which case they are called (paradoxically) ‘radicals’. Thus, 忘 *wàng* ‘forget’ contains 亡 as phonetic and 心 as classifier; 語 *yǔ* ‘language’ has 吾 and 言. The significance of the terms phonetic and classifier will be discussed in a later unit. For now, it is enough to know that the basic graphs are components of a large number of compound graphs: 亡 appears in 忙 and 氓, for example; 心 in 志 and 忠; 言 in 謝 and 說; 吾 in 悟 and 晤. Even this set of component graphs numbers in the high hundreds, but familiarity with them allows many characters to be learned as a pairing of higher order constituents rather than a composite of strokes.

1.2.2 Simplified characters

Chinese policy makers have also tried to make the writing system more learnable by introducing the Chinese equivalent of spelling reform, which takes the form of reducing the number of strokes in complicated characters: 國 becomes 国; 邊 becomes 边. The two sets are usually called ‘traditional’ and ‘simplified’ in English, *fántǐzì* (‘complicated-body-characters’) and *jiǎntǐzì* (‘simple-body-characters’) in Chinese.

For almost 2000 years in China, serious genres of writing were written in the *kǎishū* script (‘model writing’) that first appeared in the early centuries of the first millennium. In the 1950s, the Mainland government, seeking to increase literacy, formalized a set of simplified characters to replace many of the more complicated of the traditional forms. Many of these simplified characters were based on calligraphic and other styles in earlier use; but others were novel graphs that followed traditional patterns of character creation.

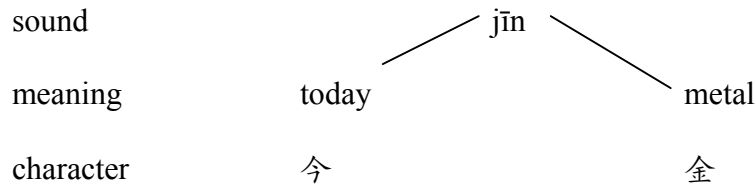
For the learner, this simplification is a mixed blessing – and possibly no blessing at all. For while it ostensibly makes writing characters simpler, it also made them less redundant for reading: 樂 and 東 (used to write the words for ‘music’ and ‘east’, respectively) are quite distinct in the traditional set; but their simplified versions, 乐 and 东, are easy to confuse. Moreover, Chinese communities did not all agree on the new reforms. The simplified set, along with horizontal writing, was officially adopted by the PRC in the late 1950s and (for most purposes) by Singapore in the 1960s. But Taiwan, most overseas Chinese communities and, until its return to the PRC, Hong Kong, retained the traditional set of characters as their standard, along with vertical writing.

Jiǎntǐzì and *fántǐzì* should not be thought of as two writing systems, for not only are there many characters with only one form (也 yě, 很 hěn, 好 hǎo, etc), but of those that have two forms, the vast majority exhibit only minor, regular differences, eg: 说/說, 饭/飯. What remain are perhaps 3 dozen relatively common characters with distinctively divergent forms, such as: 这/這, 买/買. Careful inspection reveals that even they often have elements in common. For native Chinese readers, the two systems represent only a minor inconvenience, rather like the difference between capital and small letters in the Roman alphabet, though on a larger scale. Learners generally focus on one system for writing, but soon get used to reading in both.

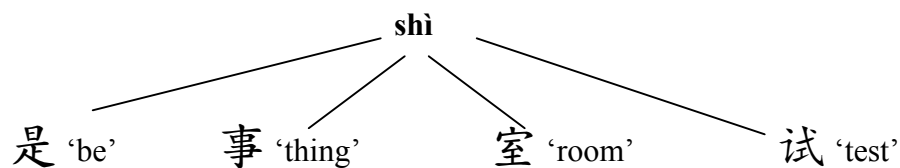
1.3 Function

As noted earlier, characters represent not just syllables, but syllables of particular words (whole words or parts of words). In other words, characters generally function as logograms – signs for words. Though they can be adapted to the task of representing syllables (irrespective of meaning), as when they are used to transliterate foreign personal and place names, when they serve this function they are seen as characters with their meanings suppressed (or at least, dimmed), eg: 意大利 Yìdàlì ‘Italy’, with the meanings ‘intention-big-gain’ suppressed.

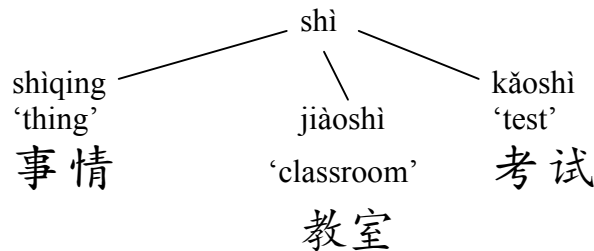
In practice, different words with identical sound (homophones) will usually be written with different characters.



Such homophony is common in Chinese at the syllable level (as the *shi*-story, described in the preliminary chapter, illustrated). Here, for example, are some common words or word parts all pronounced shì (on falling tone):



But except for high-frequency words (such as 是 shì ‘be’), *words* in Mandarin are usually *compound*, consisting of several syllables: 事情 shìqíng ‘things’; 教室 jiàoshì ‘classroom’; 考试 kǎoshì ‘examination’. At the level of the word, homophony is far rarer. In Chinese language word-processing where the input is in *pinyin*, typing shìqíng and kaoshi (most input systems do not require tones) will elicit at most only two or three options, and since most word processors organize options by frequency, in practice, this means that the characters for shìqíng and kaoshi will often be produced on the first try.



1.4 Writing

1.4.1 Writing in the age of word processors

Just as in English it is possible to read well without being able to spell every word from memory, so in Chinese it is possible to read without being able to write every character from memory. And in fact, with the advent of Chinese word processing, it is even possible to write without being able to produce every character from memory, too; for in a typical word processing program, the two steps in composing a character text are, first, to input *pinyin* and, second, to confirm – by reading – the output character, or if necessary, to select a correct one from a set of homonyms (ordered by frequency).

There is, nevertheless, still a strong case to be made for the beginning student learning to write characters by hand. First of all, there is the aesthetic experience. In the Chinese world, calligraphy – beautiful writing, writing beautifully – is valued not only as art, but also as moral training. Even if your handwriting never reaches gallery quality, the tactile experience and discipline of using a writing implement on paper (or even on a tablet computer) is valuable. Writing also serves a pedagogical function: it forces you to pay attention to details. Characters are often distinguished by no more than a single stroke:

4 strokes	天	夭	夫	犬	太
	tiān	yāo	fū	quǎn	tài
	sky	goblin	person	dog	grand
5 strokes	白	申	田	甲	由
	bái	shēn	tián	jiǎ	yóu
	white	explain	field	‘A’	from

Learning to write characters does not mean learning to write all characters encountered from memory, for the immense amount of time it takes to internalize the graphs inevitably takes away from the learning of vocabulary, usage and grammatical structure. This course adopts the practice of introducing material in pinyin rather exuberantly, then dosing out a subset to be read in characters. The balance of writing to reading is something to be decided by a teacher. In my view, at least in the early lessons, students should not only be able to read character material with confidence, but they should be able to write most of it if not from memory, then with no more than an occasional glance at a model. The goal is to learn the principles of writing so that any character can be reproduced by copying; and to internalize a smaller set that can be written from memory (though not necessarily in the context of an examination). These will provide a core of representative graphs and frequently encountered characters for future calligraphic endeavors.

1.4.2 Principles of drawing characters

Strokes are called bǐhuà(r) in Chinese. Stroke order (bǐshùn) is important for aesthetic reasons – characters often do not look right if the stroke order is not followed. Following correct stroke order also helps learning, for in addition to visual memory for characters, people develop a useful tactile memory for them by following a consistent stroke order.

a) Form

There are usually said to be eight basic strokes plus a number of composites. They are shown below, with names for each stroke and examples of characters that contain them.

<u>héng</u> ‘horizontal’	一	<u>shù</u> ‘vertical’	十
<u>piě</u> ‘cast aside’ ie leftwards slanting	人	<u>nà</u> ‘pressing down’ ie rightwards slanting	入

tiǎo ‘poking up’ ie
rightward rising

冷 把

diǎn ‘dot’

小 熱

gōu ‘hook’
[four variants, shown]

小 心 弋 买

zhé ‘bend’
[many variants]

马 凸

Composite strokes can be analyzed in terms of these eight, eg ‘horizontal plus leftwards slant’.

b) Direction

In most cases, strokes are falling (or horizontal); only one of the eight primary strokes rises – the one called tiǎo.

c) Order

The general rules for the ordering of strokes are given below. These rules are not detailed enough to generate word order for you, but they will help you to make sense of the order, and to recall it more easily once you have encountered it. Begin here by drawing the characters shown below as you contemplate each of the rules, and recite the names of the strokes:

- | | | | |
|--|------|----------------------|---|
| i) Horizontal (<u>héng</u>) before vertical (<u>shù</u>): | shí | 10 | 十 |
| ii) Except a closing <u>héng</u> is often postponed till last: | wáng | king; <i>surname</i> | 王 |
| | tǔ | soil | 土 |
| iii) Left stroke before right: | bā | 8 | 八 |
| (eg <u>piě</u> before <u>nà</u>) | rén | person | 人 |
| | mù | wood | 木 |
| iv) Top before bottom: | sān | 3 | 三 |
| | yán | speech | 言 |
| v) Left constituent before right: | dì | place | 地 |
| (eg 土 before 也) | | | |
| vi) Boxes are drawn in 3 strokes:
the left vertical, then top and right,
ending with bottom (left to right): | kǒu | mouth | 口 |

1.5 Presentation of characters

a) Each character is introduced in large format, with number of strokes, pronunciation and a general meaning indicated below it. Since most words are compound in Mandarin, characters generally represent parts of compounds rather than words as such. Sometimes combinational or historical information can suggest a general meaning for a particular character/syllable: 明天 ‘bright + day’ for míngtiān ‘tomorrow’. But in cases where a particular character/syllable has no independent form, it may not be possible to give a reliable meaning: 昨天 ‘? + day’ for zuótiān ‘yesterday’ (cf. ‘yester+day’ in English). In such cases, if a general meaning can be inferred from other combinations, it is given in parentheses.

b) For characters with two forms, a simplified and a traditional, both forms are given, with the traditional form above and the simplified form below.

c) Because of the difficulty of indicating the order of strokes without providing hand-drawn characters, students are asked to seek information on stroke-order from teachers or from internet links.

Some indication of the constituency of characters, as well as the number of strokes needed to draw them, is provided by the two numbers underneath each large format character. The first number is the number of strokes of the radical assigned to the character. The second number gives the strokes that remain in addition to the radical. The sum of the two numbers is the total number of strokes. Where the second number is 0 (eg 长 4+0 / 長 8+0), the character is itself a radical. In some cases, characters that have only one form have been assigned a different radical in the simplified set from that of the traditional; 弟 dì ‘younger brother’, for example, is assigned the radical 弓 in the traditional set (ie 3+4), but 人 (the first two strokes) in the simplified (ie 2+5). In such cases, both numbers are given, with the traditional radical assignment first.

d) Separate reading materials are provided for both traditional and simplified characters. The former would normally be written vertically, but for reasons of practicality, they too are presented in horizontal format.

e) Occasionally, new characters which have not been formally introduced in the character lessons are included in texts on the assumption that they can be identified from the context. Such material is underlined.

f) Writing exercises may be done by hand, or on a word-processor. Teachers may differ on policy about whether to write simplified, traditional or both. One position is to allow learners to choose one or the other, but to require consistency – no switching within a text just to avoid complicated characters! Regardless of writing choice, learners should learn to read both types.

g) Because written language serves different functions from spoken, it is not surprising to find some material specialized for written functions. In Chinese, this includes particular words, grammatical patterns, and most frequently, the use of truncated compounds (eg 已

alone, rather than the full compound, 已經 yǐjīng ‘already’). Such forms will be noted as encountered.

Approach

In studying the characters, the following approach is recommended:

Scan the **large format** characters and the analysis and **notes** that follow them to prime yourself for the type of material that will follow;

then remind yourself of the words and phrases that contain the new characters by trying to read the section entitled **phrases**, checking your pronunciation against the pinyin that is shown below;

making use of context, do the **readings** until fluent;

finally, do the **exercises**, and practice writing the characters until familiar.

1.6 Numbers

一	二	三	四	五
1+0 yī	2+0 èr	1+2 sān	3+2 sì	1+3 wǔ
六	七	八	九	十
2+2 liù	1+1 qī	2+0 bā	1+1 jiǔ	2+0 shí

Notes

The graphs for 1–3 are obviously representational. The near left-right symmetry of the graphs for 4, 6, 8, and 10 is not entirely coincident. 四 seems to have represented a whole easily divided into two parts; 六’s earlier form looked very like that of 四 (with 六’s two legs matching the two inner strokes of 四). 八 (to be distinguished from 人 rén ‘person’ and 入 rù ‘enter’) is also said to have represented the notion of division (into two fours), and 十 represented a unity of the four directions and the center. Lower multiples of 10 are sometimes represented as unit characters: 廿 ‘20’ and 卅 ‘30’. However, they are still read as if written 二十 and 三十.

Exercise 1.**a) 九九乘法表 jiǔjiǔ chéngfǎbiǎo ‘9 [x] 9 multiplication-table’**

Read the following multiplications tables aloud. [When the product is only a single digit, the rhythm is preserved by adding 得 dé ‘gets’; for similar reasons, the teens are recited as yīshí’èr, etc. rather than just shí’èr.]

一三 <u>得</u> 三	一五 <u>得</u> 五	一九 <u>得</u> 九
二三 <u>得</u> 六	二五 <u>得</u> 十	二九一十八
三三 <u>得</u> 九	三五一十五	三九二十七
四三一十二	四五二十	四九三十六
五三一十五	五五二十五	五九四十五
六三一十八	六五三十	六九五十四
七三二十一	七五三十五	七九六十三
八三二十四	八五四十	八九七十二
九三二十七	九五四十五	九九八十一

b) Telephone numbers:

Although on business cards, telephone numbers are often written out in Arabic numerals, in other contexts they appear as characters, with the exception of líng ‘zero’, which is more often written ‘0’. Practice reading the following until you can do so fluently, with a good rhythm. Recall that in the Mainland, ‘one’ in telephone numbers (as well as other kinds of listings) is usually pronounced yāo rather than yī.

电话 / 電話 diànhuà ‘telephone’

手机 / 手機 shǒujī ‘mobile’

1. 六五九六 二九一八	一三五 0 一七五 一四四三
2 四二七九 九四一五	一三九 三六二九 六九六四
3 五四二七 九四一五	一三九 二0三八 五八八二
4 五一六八 七二一九	一三0 二四六七 九九八五
5 八二二0 七四二六	一三五 一四四三 六四八八
6 二三八七 二七六二	0二九 二六六三 四一0九

1.7 Dates

In unit 1, you learned the components of dates: nián ‘year’, yuè ‘month’ and hào ‘day’. It was also noted that dates, though spoken with hào, are usually *written* with rì ‘sun; day’.

年 月 日 (號/号)

1+5	4+0	4+0	3+2
nián	yuè	rì	hào
year	month	day	date

Notes

The characters used for yuè and rì are representational, being squared off versions of what were originally drawings of the moon and sun. Nián, on the other hand, is not obviously representational, so you might need to construct a nonsense etymology, such as: ‘A year contains four seasons; the first stroke (piě) stands for the winter, the three horizontal strokes (héng) are the growing and harvesting seasons (spring, summer and autumn); the short fourth stroke (nà) marks the harvest, and the vertical (shù) representing the continuity of the year – beginning with spring.’ However, note that the short nà stroke on the 3rd horizontal is drawn before the lowest horizontal, presumably following the stroke order principle of closing stroke last.

Dates are frequently written using Arabic numerals, as in these examples, which could be taken from the banners of Mainland newspapers:

1999 年 7 月 26 日
2002 年 2 月 11 日
1998 年 5 月 7 日

Interestingly, it is often the traditional, ‘lunar calendar’ dates that are written out in full, with the numbers also represented in Chinese characters. The Chinese lunar calendar consists of 12 months of 29 to 30 days, plus intercalary months inserted every few years to make up the difference. The lunar new year begins some weeks after the solar one. Lunar years are counted in cycles of 60, which exhausts all combinations of a set of 10 ‘stems’ and 12 ‘branches’ (ie 1-1, 1-2 ... 1-11, 1-12, 2-1 ... 10-12, for a total of 60). Though the first lunar month has a special name, the rest are all written with yuè; rì is usually left out of lunar dates. The correspondence is as follows:

International dating:	1999 年 7 月 26 日
Traditional Chinese:	己卯 年七月二十六
	jǐ-mǎo

Most newspaper banners give dates in both forms. But even in traditional dates, zero líng is usually written as 〇 rather than with its complicated character, 零.

Exercise 2.

a) The following are all significant dates in Chinese history. Practice reading them aloud, and see if you can find out (or recall) the event that took place on each date.

一九四九年 十月 一日

一九二一年 七月 一日

一九一九年 五月 四日

一九八九年 六月 四日

一九四五年 八月 十五日

一九一一年 十月 十日

b) Now, in the spaces provided, write the following dates in Chinese:

November 23, 1949

April 18, 2003

February 15, 1994

October 19, 2001

1.8 Days

今天

2+2 3+1
jīntiān
today

昨天

4+5
zuótiān
yesterday

明天

4+4
míngtiān
tomorrow

Notes

a) It is useful to distinguish simplex characters from compound. The latter contain parts that can themselves be simplex characters: for example, 明 míng ‘bright’ is composed of the two graphs 日 rì ‘sun’ (or ‘day’) and 月 yuè ‘moon’ (or ‘month’). While more common characters are often simplex, the vast majority

are compound. The form of simplex graphs can often be said to be representational and thereby rationalized by non-linguistic reference (eg 日 originated as a representation of the sun, 月 yùè, of the moon). Graphic elements are compounded, however, not to form new representations, but typically, to combine linguistic elements of sound and meaning (cf. Units 2 and 3).

b) 天 tiān has the root meaning of ‘sky; day’, and it is said to be based on a drawing that represented the sky above the earth. 明 míng, [apparently] composed of the characters for ‘sun’ and ‘moon’, appears in compounds with the meaning ‘bright’, so think of ‘a bright tomorrow’. 今 jīn- and 昨 zuó- are both compound, the latter combining the semantic 日 rì ‘sun’ with the phonetic 乍 zhà.

Exercise 3.

The list of days and dates below [which could be from diary entries] is out of order. Read the entries in numerical order, beginning with the numbers on the left. Though you would normally read the day out as rì, once you have read it, you can pass it on as information with hào: “Dì-yī, míngtiān wǔyuè shí rì (ie shí hào).”

七:	今天	四月	二十日
三:	昨天	九月	十八日
六:	明天	三月	四日
二:	昨天	十二月	十七日
九:	今天	八月	二日
一:	明天	五月	十日
四:	今天	九月	二十五日
五:	明天	十一月	三十日
八:	昨天	六月	十四日
十:	今天	二月	九日

1.9 Surnames and pronouns

王 李 毛 周 白 林

4+0	4+3	4+0	2+6	5+0	4+4
Wáng	Lǐ	Máo	Zhōu	Bái	Lín
<i>king</i>	<i>plum</i>	<i>fine hair</i>	<i>circle</i>	<i>white</i>	<i>woods</i>

The characters used for these six surnames also represent words whose meanings (written in italics above) are only very tangentially related to their surname functions.

姓

3+5
xìng
surname<d>

她

3+3
tā
she; her

他

2+3
tā
he; him

也

1+2
yě
also; too

Notes

姓 xìng ‘surname<d>’ and 她 tā ‘she; her’ both have 女 (which is used to write nǚ ‘female’) as ‘radical’. (Early forms of 女 are said to depict a woman crouching or kneeling.) In 姓, 女 is combined with 生 shēng ‘be born’, suggesting a notion such as ‘children are born of woman and given a surname’. 她 was created in relatively recent times as a counterpart to 他 (a contrast not represented in the spoken language). The right element of 他 and 她 was originally distinct from the graph, 也, used to write the word yě ‘too; also’; the modern identity is fortuitous, probably a result of scribal confusion. Now it causes confusion for modern students of the language.

1.9.1 Read aloud, beginning with 1 (and citing the number):

三	她姓毛。	七	他也姓周。
五	他姓李。	二	她姓王。
一	她姓白。	十	她也姓白。
八	他也姓林。	四	她姓林。
九	她也姓毛。	六	他姓周。

Exercise 4.

a) The following list is out of numerical order. Read it in order, and following the information given, read out the surname and the birthday (shēngrì), along the following lines:

“Dì-yī ge: <Tā> xìng Wáng; <shēngrì ne:> yījiǔbā’èr nián, yíyuè sì rì”

六：	王；1946 年 8 月 23 日
八：	李；1981 年 6 月 8 日
三：	毛；1979 年 10 月 29 日

九：	周；1966年2月30日
十：	白；1961年10月2日
十一：	林；1942年8月17日
二：	毛；1983年4月14日
一：	王；1982年1月4日
十二：	周；1976年11月21日
四：	白；1959年9月21日
七：	林；1967年3月16日
五：	李；1951年11月7日

b) The table can also provide data for a conversation along the following lines:

Cue: Dì-yī ge ne?

Response: Dì-yī ge: Xīng Wáng; shēng rì: yī-jiǔ-bā-èr nián, yíyuè sì hào.

1.10 More pronouns and function words

我 你 們 不 嗎 呢

4+3 ~ 1+6

2+5

2+8

1+3

3+9~10

3+5

们

吗

wǒ
I; me

nǐ
you

2+3

men

COLLECTIVE

bu

NEG

3+3

ma

Q

ne

NE

Notes

a) 我, 你, and 们/們, like the other graphs used for pronouns (他 and 她) are compound, though only one of the parts of 我 can still be represented independently in the modern language; 我's right hand element is the graph 戈 gē 'spear' (looking more like a harpoon with its barbed tip down). Both 你 and 们/們 have a left hand element that is a vertical version of the graph 人 'person', known as rénzìpáng 'person at the side' (or 'the person radical'). Their right hand elements, 尔 and 门/門, also appear independently (cf. next item).

- b) 门/門, originally a representation of a door with two leaves, is a radical in some characters (eg traditional 開 ‘start; open’) and a phonetic in others, including 们/們 mén and 问/問 wèn ‘ask’ (cf. qǐngwèn ‘excuse me’).
- c) The graph 不 is said to derive from a drawing of a bird that originally served to represent another word. It was borrowed to write bù not because of its form, but because of similarity of sound (just as ‘4’ could be used for its sound to write ‘4get’ in ‘rebus’ writing).
- d) Set §1.9 is the first to include graphs that have both a simplified and traditional forms: 们/們 and 吗/嗎. The simplified graphs are both based on traditional calligraphic forms, and they retain an holistic resemblance to the traditional form even though the two share only a few strokes in common.
- e) 吗/嗎 underwent a similar process to 不. The graph 马/馬 mǎ ‘horse’, was ‘borrowed’ for its sound to represent the toneless question particle (ma), but (unlike the case of 不) the new function was explicitly signaled by the addition of the graph 口 (kǒu ‘mouth; entrance’, but here suggesting ‘colloquial’) to form the compound character 吗/嗎. Cf. 妈/媽 mā, the informal word for ‘mother’, also making use of 马/馬, marked for its new meaning by the addition of the graph 女 ‘woman; female’. 馬 is written with 9 strokes by some, 10 by others.

1.10.1 Reading

1. 他姓王。我也姓王。
2. 你也姓毛吗？ / 不，我姓王。
3. 他姓李吗？ / 不，他姓林。
4. 我姓王，他姓林，你呢？
5. 我姓周，他姓林，你姓王。
6. 我姓王，她姓白，你呢？
7. 我姓周，她姓林，你姓白吗？
8. 不，我姓林，你姓白吗？
9. 你们呢？他们呢？ / 我姓周，他们呢：他姓白，他姓李，她姓林。

1.11 SVs and associated function words

好 累 忙 冷 很

3+3	6+5	3+3	2+5	3+6
hǎo	lèi	máng	lěng	hěn
be good	tired	busy	cold	very

還 餓 熱 了 太

3+13

8+7

4+11

1+1

3+1

还 饿 热

3+4

3+7

4+6

hái
stillè
hungryrè
hotle
LEtài
too; very
(grand)

Notes

a) SVs: 好 is composed of the female-radical, 女, and 子 zǐ ‘child’ (the latter without phonetic function); often explained as the paradigm of a ‘good relationship’. 累 shows 田 ‘field’ above and the radical derived from the graph used for ‘silk’ below: ‘a heavy and *tiring* burden for such as slender base’. 忙, with heart radical (a compressed and truncated version of 心) and 亡 wáng as a phonetic element, can be compared to 忘 wàng ‘forget’ with the same elements configured vertically. 饿/餓 is composed of the food radical and the element 我 wǒ, chosen for its sound value. 冷, has two strokes (diǎn and tiáo) on the left forming the so-called ‘ice radical’, found in a few graphs such as 冰 bīng ‘ice’. The right hand element of 冷 is 令 lìng, a ‘phonetic element’ also found in 零 líng ‘zero’. The four strokes at the base of 热/熱 rè are a form of the ‘fire-radical’ which, in its independent form, is written 火.

b) ADVs: The graph 很 hěn ‘very’ is composed of 彳 as radical and 艮 gèn as phonetic (cf. 恨 hèn, 狠 hěn, 跟 gēn). 太 tài ‘great’ is 大 dà ‘big’ with the extra dot. The graph 还/還 is also used for the word huán ‘to give back’, which is probably the meaning that inspired the traditional graph. The simplified version substitutes 不 not for its sound or meaning, but for its general shape which serves to represent the complicated right-hand element. (Cf. 环/环 huán ‘a ring; surround’.)

c) 了 should be distinguished from 子 zǐ. In the traditional set, the radical assigned to 了 is the second stroke, the vertical hook; but in the simplified set, it is the first stroke, whose uncontrorted form is 乙, a radical also assigned to 也.

1.11.1 Covering the pinyin, check your pronunciation of the following phrases:**a) Jiǎntǐzì 'simplified set'**

三月	今天	也好	姓王	昨天	我们
sānyuè	jīntiān	yě hǎo	xìng Wáng	zuótiān	wǒmen
很累	不饿	不好	明天	还好	姓毛
hěn lèi	bú è	bù hǎo	míngtiān	hái hǎo	xìng Máo
你们	九月	二十日	姓林	明年	她们
nǐmen	jiǔyuè	èrshí rì	xìng Lín	míngnián	tāmen
你呢	他们	八月	很忙	不太累	冷吗
nǐ ne	tāmen	bāyuè	hěn máng	bú tài lèi	lěng ma
不冷	很热	九十	不饿了	好不好	冷了
bù lěng	hěn rè	jiǔshí	bú è le	hǎo bu hǎo	lěng le

b) Fántǐzì (including graphs that have only one form)

他們	很熱	不冷了	很餓	明年	我們
tāmen	hěn rè	bù lěng le	hěn è	míngnián	wǒmen
不熱了	餓不餓	姓周	你們	冷嗎	太好
bù rè le	è bu è	xìng Zhōu	nǐmen	lěng ma	tài hǎo

1.11.2 Reading

甲

乙

- 1。 今天很忙也很累。
昨天还好，不太忙，也不太累。

昨天呢？

- | | | |
|----|-----------------------|------------------------------|
| 2。 | 你们饿不饿？
我呢，我很饿。 | 不饿，还好！你呢？ |
| 3。 | 今天很热！ | 昨天也很热！ |
| 4。 | 今天冷了。
昨天不太冷，还好。 | 昨天呢？ |
| 5。 | 我们很热。
Ng, 我们也很累。 | 我也很热！很热也很累！ |
| 6。 | 饿吗？
不累，还好。
不饿了。 | 不太饿。我很累。你呢？
饿不饿？
我也不饿。 |

1.12 Action verbs and associated function words

吃	飯	已經	課	班
3+3	8+4	3+0	6+7	7+8
	饭	经	课	
chī	3+4 fàn	3+5 yǐjīng	2+8 kè	bān
eat	rice; food; meals	already	class; lesson	(a shift; class)
上	下	沒/没	有	
1+2 shàng	1+2 xià	3+4 méi	1+5 yǒu	
on; upper; go up	under; lower; go down	[not]	have	

- a) 吃 is a compound of 口 kǒu ‘mouth’ and the element 乞, pronounced qǐ on its own. It suggests ‘mouth, teeth and tongue’. 饭/飯 is a compound of the food radical (whose independent form is 食) and phonetic 反 fǎn. Hint: ‘customer on the left with a cap on, with FOOD on the right behind a sneeze shield’. 课/課 contains the speech radical (言 in its independent form) and 果 guǒ (meaning ‘fruit’) as an imperfect phonetic element. Hint: ‘board on an easel in a *classroom*’.
- b) Contrast 己 yǐ with 已 jǐ, 巳 sì, and 乙 yǐ.
- c) The right hand side of the traditional graph, 經, is said to derive from the drawing of a loom used to represent the root meaning of jīng, ie ‘warp [of a loom]’. From the movements and result of weaving, the word derives meanings such as ‘pass through’ or ‘regulate’ as well as ‘classic texts’ [cf. English ‘text’ and ‘textile’]. The etymological meaning of the compound 已经 is harder to see, but probably derives from a notion of ‘completing the task’.
- d) 没 (whose traditional form, 沒, is only slightly different) has a version of the water radical on the left (three strokes in contrast to the two of 冷) and an element pronounce shū on the right (with 4 strokes). The graph is also used for the word mò ‘submerge’, which probably explains the presence of the water radical.

1.12.1 Phrases

a) Jiǎntǐzì ‘simplified set’

吃饭	吃了	还没	没有	你呢
chīfàn	chī le	hái méi	méiyǒu	nǐ ne
上课	已经	走了	下班	饭很好
shàngkè	yǐjīng	zǒu le	xiàbān	fàn hěn hǎo
没有了	上课	没课	明天	很累
méiyǒu le	shàngkè	méi kè	míngtiān	hěn lèi
上班	还没吃呢	已经吃了	走了没有	还没
shàngbān	hái méi chī ne	yǐjīng chī le	zǒu le méiyǒu	hái méi

b) Fántǐzì 'traditional set':

熱了	上課	還好	吃飯	已經走了
rè le	shàngkè	hái hǎo	chīfàn	yǐjīng zǒu le
明天沒課	不太餓	你們	不餓了	下課了
míngtiān méi kè	bú tài è	nǐmen	bú è le	xiàkè le

1.12.2 Reading

a) Jiǎntǐzì

甲

- 1。 吃了嗎？
還沒，我不餓。

- 2。 吃了沒有？
沒有，我不餓。

- 3。 你吃飯了嗎？
我已經吃了。

- 4。 今天好不好？
吃飯了嗎？
我也已經吃了。

- 5。 他們走了沒有？
哦，上課了。

- 6。 他吃了沒有？
他不餓嗎？

- 7。 他們已經上課了嗎？
哦，沒吃飯呢。

- 8。 明天有沒有課？
二號呢？

乙

- 吃了。你呢？

- 還沒，你呢。
我也不餓，今天太熱了。

- 還沒。你呢？

- 還好。
吃飯了。你呢？

- 已經走了，上課了。

- 沒有，太忙了。
不餓，還好。

- 還沒，他們還沒有吃飯呢。
沒有。

- 沒有，明天十月一號。一號
沒課。
二號有，三號也有。

b) Fántǐzì

甲：我今天很累！

乙：吃飯了嗎？

還沒呢，太忙了。

餓嗎？

很餓。你呢？

我不餓，已經吃了。

李白呢，他已經上課了嗎？

他今天很忙，沒有上課。

你熱嗎？

熱！？我不熱，昨天很熱
今天好了。

昨天很熱，今天也很熱。

今天還好，不熱。

Exercise 5. Fill in the blanks:

- 1。 我___没吃饭呢，你呢？ / 我___经吃了。
- 2。 今天很好，不___也不冷。 / ___天也很好。
- 3。 昨天不___冷，还好。 / 昨天很好，可是今天热___。
- 4。 我姓林，她___姓林。 / 是吗？你们姓林？我也___林。
- 5。 我昨天很忙，今天也很___。 / 明天___？
- 6。 吃___了没有？ / 吃___。

Notes

可是 kěshì 'but'

是 shì 'be the case'

1.13 On the streets

This section appears regularly in the lessons to introduce you to words and phrases commonly seen on signs, notices, shop fronts and billboards across China (as well as in Chinese communities across the world). Though notes and annotations are still provided for them, the focus is on recognizing the combinations rather than writing them.

入口

rùkǒu
enter opening
entrance

出口

chūkǒu
exit opening
exit

雨水

yǔshuǐ
rainwater
[on manhole covers]

有限公司

yǒuxiàn gōngsī
have-limit company
CO.LTD.

銀行

銀行

yínháng
silver-shop
bank

Notes

- a) Left leaning 入 has, in earlier notes been contrasted with right leaning 人 rén, as well as with balanced 入 bā
- b) 限 and 銀/银 are part of a phonetic set based on 艮 that includes 很 hěn ‘very’
- c) 行 writes two (historically related) words: háng, with a number of meanings including ‘shop; firm’ and ‘row’; and xíng ‘to go; do; be okay’ (as in 還行).



Don't! [JKW 2002]

第二課 Dì-èr kè

Lesson 2

他一我百，他十我千。

Tā yī wǒ bǎi, tā shí wǒ qiān.

Others 1 me 100, others 10 me 1000.

Characterizing one's determination to outdo others to succeed.

2.0 Review

Fántǐzì 'traditional characters'

甲

今天很熱！

還沒，我不餓，今天太忙了。

今天好了，但是昨天很累。

已經上班了。

明天有課嗎？

明天三十號嗎？... 沒有；

三十號沒有，一號有。

你太忙了！

乙

很熱！你吃飯了嗎？

我也很忙。你累嗎？

小李已經上班了嗎？

哦，上班了。

沒有，你呢？

我呢，三十號有課，一號也

有課！

我們都很忙！a) *Compound characters*

As noted in Unit 1, the majority of characters can be resolved into two immediate constituents which, allowing for minor modifications, can stand alone as characters in their own right. The configuration of constituents can be horizontal (很), vertical (李), or superimposed (国/國 guó 'country'). The most recurrent of these constituents are the radicals. They serve as tags for classifying characters into groups for purposes of retrieval (in dictionaries or filing systems, for example). Thus, compound characters with the radical 口 kǒu 'mouth; entrance' can be grouped together: 吃, 吗, 喝, 呢; or those with 言/讠 yán 'speech': 說/说, 話/话, 請/请, 誰/谁。The radicals have names, based on either their position in the character, or their meaning: thus 口 kǒu 'mouth; entrance' on the left is called kǒuzipáng ('mouth-character-beside') in Chinese, or 'the mouth radical' in English; 雨 (yǔ 'rain') when it appears on the top of a graph (零) is called yǔzìtóu 'rain-character-on top' in Chinese, or the 'rain radical' in English. Here, for review, are some of the Unit 1 compound characters organized by radical:

Note: Where the combining form of the radical cannot be printed on its own, the equivalent free form, if one still exists, is given in parentheses; if no free form is current, the parentheses enclose a blank.

<i>radical character</i>	<i>general meaning</i>	<i>Chinese name</i>	<i>examples</i>
木	wood; tree	mùzìpáng	林
		mùzìtóu	李
口	mouth; opening	kǒuzìpáng	嗎/吗，呢，吃
日	sun	rìzìpáng	昨，明
言/讠	speech	yánzìpáng	課/课
女	woman	nǚzìpáng	她，姓
(人)	man; person	rénzìpáng	他，你，們/们
(水)	water	sāndiǎnshuǐ 3 dots water	沒/没
()		tóngzìkuàng 'tong'-character-frame	周，(同)
(辵)	movement	zǒuzhīpáng	還/还
食/饣	food	shízìpáng	餓/饿，飯/饭
(心)	heart	shùxīnpáng vertical-heart-beside	忙
糸	silk	jiǎosīpáng twisted-silk-beside	經/经
(火)	fire	sìdiǎnshuǐ four-dots-water	熱/热
亻		shuānglǐrén double-stand-person	很，得 (dé)

2.1 First set

是 男 的 女 第 小

4+5
shì
be

2+5
nán
male

5+3
de
's ~ s'

3+0
nǚ
female

6+5
dì
ordinal

3+0
xiǎo
small; young

馬 陳 張 誰 這 都

9~10+0

3+8

3+8

7+8

3+7

8+3

马 陈 张 谁 这

3+0
mǎ
surname
horse

2+5
Chén
surname

3+4
Zhāng
surname

2+8
shéi ~ shuí
who; whom

3+4
zhè ~ zhèi
this

8+2
dōu
all; none



Hong Kong: 押 yā 'pledge', the sign for pawn shops. [JKW 2004]

Notes

- a) 是 ‘be the case’, like 明 and 昨, assigns 日 ‘sun’ as radical (in this case combined vertically with 疋). One [nonsense] account of the graph goes: ‘the sun, over the horizon (the horizontal stroke) feeding sustenance (‘being’) through the vertical pipe – with a valve – to mankind (人)’.
- b) The graph 女, said to originate as a drawing of a woman, appears as ‘radical’ in 姓 xìng ‘surname<d>’, 她 tā ‘she; her’, and 好 hǎo ‘good’. 男 ‘man; male’ is a compound graph, with the elements 田 tián ‘field’ and 力 lì ‘strength’ arranged vertically (looking vaguely like a ‘man working in the fields’). In colloquial speech, nán and nǚ appear in compounds such as nánde and nǚde, with de representing the possessive and attributive marker (ie, ‘the male one’ and ‘the female one’).
- c) 第 dì introduces the ‘bamboo’ radical, which when appearing on top is called zhúzitóu ‘bamboo-character-on top’. The radical appears in graphs associated with bamboo (eg 筷子 kuàizi ‘chopsticks’) or with properties of bamboo such as segmentation (節/节 jié ‘segment; program’) or splitting (笑 xiào ‘laugh’). The ‘body’ of 第 contains 弓 gōng ‘a bow’, which appears as the assigned radical of 張/张 zhāng.
- d) 小 xiǎo ‘small’ is to be distinguished from 少 shǎo ‘few’. The stroke order is dominant (the gōu-stroke), followed by left and right diǎn – as in the body of 你 nǐ.
- e) The surnames: 馬 ‘horse’, originating as a drawing of the animal, is used for its sound value in 嗎 and 媽, but is assigned as radical in graphs used for words connected with horses, such as 馳 chí ‘to speed; gallop’ or 騎 qí ‘to straddle; ride’ (cf §2.5.5 below). The graph 陳/陈, also a surname, contains 東/东 dōng ‘east’ (use for its sound value) and a radical called ‘left ear’ in Chinese: zuǒ’ěrduō. Its right hand counterpart, seen in 都 dōu, is called yòu’ěrduō ‘right ear’ and is considered a different radical (and in fact, has a different source character historically). 張/张, the last of the three surnames introduced in this set, contains 弓 gōng ‘a bow’ (seen in 第), and 長/长 cháng ‘long’, used for its sound value.
- f) The right hand element of 誰, 隹 (pronounced zhuī on its own), which occurs in a family of characters that includes 推 tuī ‘push’ (cf §2.7), should be noted as ‘8 strokes’ in order to distinguish it from another commonly occurring element in compound characters, 住 zhù ‘live’, with only 7.
- g) The element on the left of 這 (sometimes printed with two dots instead of one) is a left-side version of a more complex graph, 辵, whose core meaning is ‘stopping and starting’. As a radical, it goes under the name of zǒuzhīr, and appears in graphs such as 迎 yíng ‘welcome’ and 近 jìn ‘near’. 言, which is given radical status when it appears on the left of the graph (or at the bottom), forms the core in this case. Notice that when it is a core element, 言 does not simplify to 讠 as it would if it were the radical; instead, the graph 文 wén ‘language’ (see §2.2 below) is used (这), presumably because its first two strokes match those of 言.

h) 者 zhě is the root element of a set that includes 都 dōu, 煮 zhǔ ‘to boil’ and 堵 dǔ ‘to obstruct’. (Can you identify the radicals of each?) Though there is no simplified version of 都, the element on the right (yòu’ěrdūō) which is assigned as its radical, is written with three strokes in the traditional set, but only two in the simplified. A [nonsense] account of the graph, 都, goes: ‘土 ‘earth’ over 日 ‘sun’, connected by a line () to suggest ‘all; everything’, with the ‘3’ at the right indicating ‘all’ 3 states of matter.’

2.1.1 Phrases

是不是	男的	女的	第一	第三	很小
shì bu shì	nán de	nǚ de	dì-yī	dì-sān	hěn xiǎo
小李	姓马	姓张	姓陈	谁的	这是
xiǎo Lǐ	xìng Mǎ	xìng Zhāng	xìng Chén	shéi de	zhè shì...
都是	不都是	男女	我的	你们的	也是
dōu shì	bù dōu shì	nán nǚ	wǒ de	nǐmen de	yě shì

Exercise 1

Refer to the table to answer the questions below:

第—x ge	姓?	男/女?	?
第四个	姓马	是男的	很饿，还没吃饭呢。
第七个	姓毛	是女的	不饿，已经吃饭了。
第一个	姓王	是女的	还没上课呢。
第九个	姓张	是男的	吃饭了，但是还没上班。
第二个	姓周	是女的	很忙，也很累。
第五个	小马	是女的	很累，还没上课。
第三个	小陈	是男的	昨天很累，今天好了。
第六个	姓白	是男的	今天没有课。
第八个	姓林	是女的	还没下班。
第十个	姓李	是女的	已经吃了，不饿了。

Questions

- | | |
|---------------|----------|
| 1。 谁是第一个？ | 第一个是男的吗？ |
| 2。 第二个是不是姓李？ | 第二个忙不忙？ |
| 3。 第三个姓陈吗？ | 他今天很累吗？ |
| 4。 第四个是男的吗？ | 他吃饭了没有？ |
| 5。 第五个是不是小白？ | 她上班了吗？ |
| 6。 第六个是男的吗？ | 他今天忙不忙？ |
| 7。 第七个姓马吗？ | 她吃了没有？ |
| 8。 第八个是女的吗？ | 她下班了没有？ |
| 9。 第九个已经上班了吗？ | 他吃了吗？ |
| 10。 第十个也吃了吗？ | 她姓陈吗？ |
-

2.2 Second set

學生

3+13 5+0

老師

6+0 3+7

點兒

12+5 2+6

学

3+5
xué shēng
study; school pupil

师

3+3
shī lǎo
teacher old

点儿

4+5 2+0
diǎn ér > r
point; bit diminutive

怎麼樣 對 難 中文

4+5

3+11

4+11

3+11

8+11

1+3

4+0

么样 对 难

zěn
how

1+2

me

interrogative

4+6

yàng

kind; type

3+2

duì

correct; right

8+2

nán

difficult

zhōng

middle;
'China'

wén

script;
lg

Notes:

(a) A nonsense account of 學 goes: 'a child looking at a blackboard on a stand; the blackboard has two x's, each registered on both sides'. For 生 'be born; pupil': 'three horizontals represent the three stages of life – youth, maturity, old age, with the first marked (with a piě stroke) as the time of education'.

(b) 老 ('old') is itself a radical (as indicated by the numerical designation, 6+0), though one occurring in very few characters. Distinguish 老 from the left-hand side of 都. For the graph, think: 'elderly person taking a rest under an awning'. 師 / 师, with 巾 'cloth' (3 strokes) designated the radical: 'teacher wearing a mortar-board, standing before a podium covered by a cloth.' (The right-hand element of 師 / 师 – the podium – has a clear top, unlike the graph 市 shì 'market; city', which has an extra dot.)

c) In 點, 占 is phonetic (cf. 店 diàn 'shop') and the radical is 黑 hēi 'black' (with the 4 dots, a combining form of the fire-radical); hence 'specks [of soot]' and 'a little bit'. 兒, originally a picture of a child with a large head, appears in compounds such as 兒子 érzi 'son' and 女兒 nǚ'ér 'daughter' and has a root meaning of 'child'. 兒 is one source of the noun suffix -r (seen in words such as yìdiǎnr).

d) 怎 and 昨 are members of a phonetic set based on the element 乍 zhà. 麼 is simplified by letting a part of the original stand for the whole: 麼 > 么. In the traditional form, the lower right element has two slightly different variants: 麼 and 麼. A nonsense account: 'a shed (广), 2 trees (林), and a nose (么) sniffing them to find out WHAT they are'. 樣 yàng consists of 木 as radical (mùzìpáng), 羊 yáng (a phonetic element), and 永 yǒng. 樣 may originally have referred to a wooden mold or pattern, from which the meaning of 'type; kind' derived.

e) In both 對 > 对 and 難 > 难, the complicated left hand elements are replaced with the simple 又 (yòu). In 難, 隹 (zhuī) is assigned as radical; in 誰, 言 is

radical, 隹 is phonetic (cf. zhuī / shuǐ ~ shéi). The left-hand side of 難 shows 夫 inserted through a flattened 口.

f) 文 wén originally meant decoration (and was probably a drawing of a design); later it came to mean written language, and is now often used for language in general. The earlier meaning of ‘decoration’ is now represented by 紋 wén (with the silk radical added).

2.2.1 Compounds

学生	老师	一点儿	一点点	有一点难	不对
xuéshēng	lǎoshī	yídiǎnr	yídiǎndiǎn	yǒu yídiǎn nán	bú duì
中文	不太难	是学生吗?	怎么样	三个	日文
Zhōngwén	bú tài nán	Shì xuéshēng ma?	zěnmeyàng	sān ge	Rìwén
三个男的	没有女的	难不难	对不对	陈老师	男的
sān ge nán de	méiyǒu nǚ de	nán bù nán	duì bu duì	Chén lǎoshī	nán de

2.2.2 Set 1 in Fántǐzì

第一个是谁?	姓陈	都是这样	小张, 你好?	都是
Dì-yī ge shì shéi?	xìng Chén	dōu shì zhèiyàng	Xiǎo Zhāng, nǐ hǎo?	dōu shì
是第二个吗?	不是.	是谁的?	我的.	小李很累.
Shì dì-èr ge ma?	Bú shì.	Shì shéi de?	Wǒ de.	Xiǎo Lǐ hěn lèi.



Hong Kong: 藥/药 yào ‘medicine’ over a pharmacy. [JKW 2004]

Exercise 2

- 第一： 她姓毛，是女学生；今天有一点儿累。
- 第二： 他姓陈，是男学生；他有一点儿忙。
- 第三： 他姓张，是大学的老师；今天是第一天，他很忙。
- 第四： 她姓白，是小学的老师；昨天很累，可是今天好了。
- 第五： 她姓林，是中学的老师；今天没有课。
- 第六： 他姓周，是男学生；是张老师的学生。
- 第七： 他姓马，是男学生；今天有点儿饿，还没吃饭呢。
- 第八： 她姓王，女的；是老师，昨天是她的生日。
- 第九： 他姓林，男的；中文老师，还没上班。
- 第十： 她姓李，女的，学中文；中文不太难。

Questions

1. 姓马的是男的，对吗？
2. 姓毛的是不是学生？
3. 姓周的没有老师，对不对？
4. 姓张的是小学的老师，对吗？
5. 姓白的今天很累，对吗？
6. 姓林的已经上班了，对吗？
7. 姓马的今天怎么样？
8. 今天是王老师的生日，对吗？
9. 姓张的今天怎么样？
10. 谁是学生，谁是老师？
11. 姓林的是男的还是女的？
12. 老师是不是都是男的？

生字 shēngzì ‘vocabulary (raw-characters)’

姓马的	xìng Mǎ de [rén] ‘the one named Ma’ ; 姓林的, etc.
小学	xiǎoxué ‘elementary school’
中学	zhōngxué ‘high school’
大学	dàxué ‘university’
生日	shēngrì ‘birthday’
还是	háishi ‘or’ [with choice questions]

2.3 Third set

高	緊	張	個	現	在
10+0	6+9	3+8	2+8	4+7	3+3
	紧	张	个	现	
gāo	6+4	3+4	2+1	4+4	
tall	jǐn	zhāng	gè	xiàn	zài
	tight	spread	individual	manifest	now
起	來	看	報	以	前
7+3	2+6	5+4	4+8	2+3	2+7
	来		报		
qǐ	1+6	kàn	3+4	2+2	
rise	lái	look	bào	yǐ	qián
	come		report	[take]	before; front

但 可 那 哪 走

2+5	3+2	3+4 / 2+4	3+7 / 3+6	7+0
dàn	kě	nà; nèi	nǎ; nǐ	zǒu
but	able	that	which	walk; leave; go

- a) 高 gāo, used as a surname, but also a SV ‘tall’; think of the graph as representing ‘a tall structure (with a flat roof and a chimney)’.
- b) 緊張/紧张. Recall the radicals: 糸 the silk radical (twisted); and 弓, representing a bow (under tension). Both suggest ‘tension or anxiety’.
- c) 个, the simplified version of 個, is an old handwriting form elevated to formal status in the new simplified set.
- d) 現 (like 班 and many other graphs) contains the element 王 as radical. Though the element is virtually identical with the surname 王 Wáng (‘king’), it actually derives from the combining form of a different character: 玉 yù ‘jade’ (found intact in the simplified 国 guó ‘country’). So traditionally, the radical is called yùzìpáng ‘jade character at the side’; but on the Mainland at least, it is also called wángzìpáng ‘king on the side’.
- e) 起 contains 走 as radical and 己 jǐ, as phonetic; cf. graphs such as 超 and 越 which are formed along the same lines. 來, originally a drawing of a kind of cereal grain, cf. 麥 mài ‘wheat’, which is now differentiated from 來 by the lower radical element. The meaning of ‘come’ may represent a metaphorical extension (grain > sprouting > coming out); or the graph may have been borrowed to represent a near homophone.
- f) 看 contains 手 ‘hand’ and 目 ‘eye’ (both of whose earlier forms suggest drawings); hence ‘hand over the eyes, looking’. 報/报 bào ‘report; newspaper’, with the right-hand component looking like ‘a comfortable armchair where you might read the paper’. (Note the vertical symmetry of the left-hand side of the traditional graph, 幸.)
- g) 以 yǐ has 人 as its radical. In the modern language, the syllable is a common ‘bound form’, occurring in words such as 可以 kěyǐ ‘can’ and 所以 suǒyǐ ‘so’; but in the classical language, it appears as a verb with the meaning of ‘take’. So 以前 ‘formerly’ is literally ‘take as before’. In the simplified set, 以 is written with 4 strokes (2+2) rather than 5.
- f) 那 nà ‘that’, with yòu’ěrdūō ‘right-ear’ (or yòu’ěrpáng) assigned as radical (cf. 都). 哪 nǎ, the question word, has kǒuzìpáng as its radical.

2.3.1 Compounds

不高	姓高	很紧张	但是	不紧张	可是
bù gāo	xìng Gāo	hěn jǐnzhāng	dànshi	bù jǐnzhāng	kěshi
以前	现在	在哪儿？	三个	看报	起来
yǐqián	xiànzài	zài nǎr?	sān gè	kànbào	qǐlái
她们走了。	已经走了	紧不紧张？	在这儿	陈老师	九个
Tāmen zǒu le.	yǐjīng zǒu le	Jǐn bù jǐnzhāng?	zài zhèr	Chén lǎoshī	jiǔ gè

2.3.2 Set 2 in fántǐzì

老師	學生	怎麼樣	學中文	都很難	那樣
lǎoshī	xuéshēng	zěnmeyàng	xué Zhōngwén	dōu hěn nán	nèi yàng
有一點兒累		也很累	張老師	這樣	不對
yǒu yídiǎnr lèi		yě hěn lèi	Zhāng lǎoshī	zhèi yàng	bú duì
不太難	男的	哪年	日文	生日	老王
bú tài nán	nán de	něi nián	Rìwén	shēngri	lǎo Wáng

Exercise 3

Answer the questions at the end, taking your cue from the information given in the ‘chart’ below. Note that the chart takes the form of lists: ‘3 students: 1 male, 2 female’. The questions (like your responses) have the form of sentences: ‘The students are all female, right?’

- 第一： 三个学生，一个男的，两个女的；
他们都已经起来了，可是还没看今天的报。
- 第二： 一个学生，一个老师，都是男的；
他们以前很累，但是现在好了。
- 第三： 两个老师，一个中文老师，一个日文老师；
他们已经下班了。

- 第四： 一个中文学生，没有老师；
中文很难，他很累。
- 第五： 四个学生，都很紧张；
都是陈老师的学生。
- 第六： 五个学生，两个老师；
学生很紧张，老师很忙。
- 第七： 一个男的，一个女的；
男的起来了还没吃饭呢；女的已经走了。
- 第八： 两个学生，一个对，一个不对；
一个是 MIT 的，一个不是。
- 第九： 两个学生，一个姓张，一个姓高。
姓张的很紧张，可是姓高的还好。
- 第十： 十个学生，都是张老师的学生。
张老师的学生很忙也很累。

Questions

1. 第六个，学生，老师都很紧张吗？
2. 第二个，他们还是很累吗？
3. 第三个，那两个老师是中文老师吗？他们下班了没有？
4. 第八个，谁对，谁不对？
5. 第四个，学中文，没有老师，难不难？
6. 第十个，谁的学生都很忙很累？
7. 第五个，那四个学生怎么样？
8. 第一个，学生都是女的，对吗？今天的报看了，但是昨天的还没看，对不对？

9. 第七个，他们两个已经走了，对吗？已经上课了。
10. 第九个，姓陈的是学生但是姓张的不是，是老师，对吗？

2.4 Fourth set

(甚)麼	東西	手機
5+4 3+11	4+4 6+0	4+0 4+12
什 么	东	机
2+2 1+2	1+4	4+2
shénme what	dōng east	xī west
		shǒu hand
		jī machine

書包	筆	車子	傘	貴
4+6 2+3	6+6	7+0 3+0	2+10	7+5
书	笔	车	伞	贵
1+3	6+4	4+0	2+4	4+5
shū	bāo	chē	zǐ	sǎn
book	pack; bundle	vehicle	(child)	umbrella
	writing implement		with nouns	expensive; worthy

字典	行	您
3+3 2+6	6+0	4+7
zì	xíng	nín
character	walk; go; be okay	you [POL]

a) Simplification is not a new process; it has been going on since the creation of the writing system. It continues even in the traditional set. The first character of 什麼, for example, is an older simplification of 甚 that substitutes the phonetically close 十 for the more complicated original, then marks it with rénzìpáng. The 台 of 台北 is another substitution that has gained currency in the traditional font as an alternative for original 臺. Both simplifications have a long history, and have now gained acceptance in Taiwan and traditional communities. Both can now be used in the traditional set.

b) East, in its traditional form (東) shows ‘dawn in the east, with the sun (日) coming up through the trees (木)’. The characters, 東西/东西, suggest that the compound is derived from ‘east-west’, ie the plane of existence, ‘where all things are’. 東 was employed as a phonetic element in 陳, and the relationship remains in the simplified forms: 东/陈.

c) 手 ‘hand’, itself a radical (with a pictographic origin), has a rather different combining form, seen on the left of characters such as 報, 把, 拉, 押. The traditional version of the two graphs (機/机), with its complicated right-hand element, is more suggestive of the meaning ‘machine’. (Cf. 飛機/飞机 feījī ‘airplane’.)

d) 書 consists of 聿 yù ‘a writing implement’ and 日, the latter, distinct from 日. In 筆, 聿 is determined by the element at the top, the bamboo radical (a combining version of 竹 zhú ‘bamboo’); early writing implements were made out of bamboo. 包, whose root meaning is ‘to wrap’ or ‘a bundle’, looks quite like a bundle.

e) *The rule of 5*: characters like 書 (or 筆 bǐ ‘writing implement’ that also contains 聿), which exhibit many horizontal layers are sometimes difficult to resolve. Fortunately, for many such graphs, the RULE OF 5 applies. The rule of 5 states that if the character seems to have a lot of horizontal levels, it has five! Boxes count as one layer; boxes with an internal horizontal (日) count as 2, etc. 書 (as well as 聿, 筆) is an example; so is the left-hand side of nán 難 (the top counts for 2, the box 1 and the lower horizontals, another 2, for a total of 5).

f) The traditional form 車, originally a drawing from overhead of a cart, is itself a radical (appearing in characters such as 輪, 輛, 軟). The graph 子 zǐ (distinct from 字 zì ‘written character’) was originally a drawing of a child. If fully toned, it generally means ‘young; child of; seed of’: 王子 wángzǐ ‘prince (king’s son)’, 天子 tiānzǐ ‘emperor (son of heaven)’, 松子 sōngzǐ ‘pine nut (child of pine)’, 蝦子 xiāzǐ ‘shrimp roe (child of shrimp)’. However, in its untuned form, 子 acts as a noun suffix, appearing with nouns that refer to things from everyday life: 桌子 zhuōzi ‘table’; 椅子 yǐzi ‘chair’; 鼻子 bízi ‘nose’; 板子 bǎnzi ‘spanner; wrench’.

g) 傘/伞 look like umbrellas.

h) 貴/贵 guì ‘expensive’ introduces the important element 貝/贝 bèi, a graph that is said to originate as a drawing of a cowrie shell, used as currency along the southwest coast of China in ancient times. 貝/贝 appears as radical in characters for many word involving transactions, such as 買 mǎi ‘buy’, 賣 mài ‘sell’ and 寶 bǎo ‘valuable’.

i) 字 zì ‘characters’ (‘a child, 子, under a roof, studying characters’). 典 is said to be composed of 冊 ‘classic books’ on a stand, suggesting ‘a repository of information’.

j) 行 is its own radical (said to have originated as a picture of crossroads). It generally combines with other elements placed internally, eg 街, 衍. The core meaning of xíng is ‘street; walk’, or by extension, ‘to work (of machines)’, ‘be okay’ etc. The same graph is also used for háng ‘row’, and by extension (via things that are arranged in rows), ‘firm; business’, eg 銀行 yínháng ‘bank (silver-business)’. The word has entered English historical writing, from Cantonese, as *hong*, meaning ‘factory; warehouse’.

2.4.1 Compounds

我的傘	她的書	你的筆	手機	書包	什麼
wǒ de sǎn	tā de shū	nǐ de bǐ	shǒujī	shūbāo	shénme
東西	車子	字典	行李	您好	行嗎
dōngxi	chēzi	zìdiǎn	xíngli	Nín hǎo.	Xíng ma?
誰的書?	沒有筆.	上車	貴姓?	不太貴	東西
Shéi de shū?	Méiyǒu bǐ.	shàngchē	Guìxìng?	bú tài guì	dōngxi
什麼東西	很貴	車子	姓李	手機不貴	沒筆
shénme dōngxi	hěn guì	chēzi	xìng Lǐ	shǒujī bú guì	méi bǐ
很緊張	可是	三個	現在	起來了	走了
hěn jǐnzhāng	kěshì	sān ge	xiànzài	qǐlái le	zǒu le
已經看報了		高老師	現在好了.	還沒起來	不對
yǐjīng kànbào le		Gāo lǎoshī	Xiànzài hǎo le.	hái méi qǐlái	bú duì

2.4.2 Set 3 in *fántǐzì*

看報	以前	現在	在這兒	在報上	起來
kànbào	yǐqián	xiànzài	zài zhèr	zài bào shàng	qǐlái
可是	不對	老高的	緊張	還可以	但是
kěshì	bú duì	lǎo Gāo de	jǐnzhāng	hái kěyǐ	dànshì
三個學生	那樣	在我這兒	走了	昨天的報	不高
sān ge xuéshēng	nèi yàng	zài wǒ zhèr	zǒu le	zuótiān de bào	bù gāo

2.4.3 Readings

a) A Narrative (*fántǐzì*) with questions

王明是中文老師，有十二個學生。他們已經上課了。中文很難，但是學生都好，都行。今天九月一日，上學第一天。老師學生都很緊張，很忙，也很累。那兒有個學生姓陳，男的。小陳的中文很好。他也是王老師的學生。他今天沒有飯吃，很餓。很餓，上課，不行，對嗎？

Questions

1. 王明是學生嗎？
2. 老師有二十個學生，對嗎？
3. 他們上班了嗎？
4. 中文怎麼樣？
5. 王老師的學生怎麼樣？
6. 學生緊張嗎？
7. 姓陳的是男的嗎？
8. 小陳的中文怎麼樣？
9. 他是誰的學生？
10. 不吃飯，上課，行不行？

b) A Dialogue小马

小张，你好。

很累，你呢？

我呢，不饿，我已经吃了。

还行。好，那，我走了。

不，今天没课。

明天见。小张

小马，你好。今天怎么样？

我今天也有点儿累-- 我没吃饭。你呢？你饿不饿？

好吃吗？

上课去 (qù 'go') 吗？

好，那，明天见吧。**Exercise 4.**

Answer the questions below by checking the information in the following table:

第一	手机	高老师的	有一点贵
第二	毛笔	学生的	不太贵
第三	小车子	大学的	有一点儿贵
第四	书包	小李的	不贵
第五	中文字典	周老师的	不贵
第六	伞	李明的	好看，可是不贵
第七	书	小毛的	不贵

Questions

1. 第一是什么东西？
2. 第一是谁的？
3. 毛笔贵不贵？
4. 学生有毛笔吗？
5. 小车子很贵，对不对？
6. 小李的东西是什么？
7. 周老师有什么样的字典？
8. 李明的伞怎么样？
9. 有书的姓什么？
10. 您贵姓？你是不是学生？

2.5 Form of characters

Traditionally, Chinese characters are subdivided into six categories according to the way they are thought to have been formed. These categories are called the 六書 liù shū ‘six scripts’, and include graphs that are derived from drawings (like 馬 mǎ ‘horse’ the earliest versions of which look quite like a horse), those that are formed as indications (like 上 and 下, which represent meaning diagrammatically), or those that are borrowed (like the graph 不 which was borrowed to represent a word of nearly identical sound, like 4 in the shorthand 4U).

Though the ‘six scripts’ are sometimes claimed to be descriptive, in fact it requires considerable historical knowledge to decide to which type a graph belongs. For the beginner, seeking a way to gain a foothold on the sheer face of the [written] language by trying to rationalize the relationship between the sound/meaning of a word and the form of its character, there are only two useful kinds of relationship. One is pictorial, or representational: the shape of the character suggests its meaning; 上 ‘on’, 下 ‘under’, 中 ‘middle’, 心 ‘heart’. The other is relational: the character resembles another of the same or similar sound: 嗎 mā ‘Q’, sounds like 馬 mǎ ‘horse’ and 媽 mā ‘mother’. These two types can be labeled ‘representational’ and ‘phonosemantic’, respectively. The former are often cited for their pictorial qualities; but it is the latter, the phonosemantic, that are the most common. New characters are almost always created on the phonosemantic model.

2.5.1 Representational characters

As noted earlier, compound characters are those that can be decomposed into constituents that are themselves characters (or combining versions of characters). Non-compound characters, such as 中, 馬 or 王 (or the parts of compound characters such as 女, 生, 木 and 日) can be called ‘simplex’. It is probably true that most simplex characters derive ultimately from drawings or indications that relate to the original meaning of the graph. The following characters all have forms that can be rationalized fairly easily in terms of their meaning:

一	二	三	上	下	中	心	必	火	雨
yī	èr	sān	shàng	xià	zhōng	xīn	bì	huǒ	yǔ
one	two	three	on	below	middle	heart	must	fire	rain
米	木	月	山	凸	叉	弓	鱼/魚	鸟/鳥	伞/傘
mǐ	mù	yuè	shān	tǔ	chā	gōng	yú	niǎo	sǎn
rice	(tree) wood	moon	hill	convex	fork	bow	fish	bird	umbrella

A particular graph can be viewed as representational regardless of whether the historical data supports the notion. Thus, if you agree that 伞/傘 sǎn looks [vaguely] like an umbrella, then you are regarding the graphs as representational, and that image can help you to remember them. Similarly, once the graph for xīn ‘heart’ is known, ie 心,

then 必 bì ‘must; have to’ can be viewed as representing the notion of obligation as ‘a line crossing the heart’. Conversely, the pictorial origins of some graphs may have been obscured by historical change. The graph 象 used for xiàng ‘elephant’ may not look like an elephant until someone makes the case either by citing a more realistic earlier graph, or by drawing attention to a trunk, head, body, tail, in the modern character.

Beginning students show great skill at creating nonsense etymologies (even for compound characters). Thus the character 哭 kū ‘to cry’ is seen as ‘two eyes and a tear’; or 電/电 diàn ‘electricity’ is seen as ‘an appliance with an electrical cord running out the bottom’. Or – to cite a more extreme case – 會 (会 in simplified form) ‘to be able; capable’ (among other meanings) is seen as Darth Vader, complete with helmet and breathing equipment – a man of impressive *capabilities*. But while it is useful to find representational elements in complex characters, it is often not possible even with a high degree of creative license. There is not much to be said for, say, 皮 pí ‘skin’, 衣 yī ‘clothes’, or 豆 dòu ‘beans’. They are simplex (and may well derive directly from representations) but their forms are difficult to account for without historical research – or a very creative imagination.

2.5.2 Additive characters – or blends

A small set of compound graphs can be interpreted as semantic blends, in which the meaning of the whole seems to be related to both its parts. Occasionally, as in the (b) examples, both meaning and sound are involved.

a) Semantic blends

尖 jiān ‘sharp’, made up of 小 xiǎo ‘small’ and 大 dà ‘big’, ie ‘wedge shaped’;

忠 zhōng ‘loyal’, made up of 中 zhōng ‘middle’ and 心 xīn ‘heart’;

信 xìn ‘believe; letter’, made up of 人 rén ‘person’ and 言 yǔ ‘language’;

孕 yùn ‘be pregnant’, made up of 乃 nǎi ‘exist’ and 子 zǐ ‘child’;

好 hǎo ‘be good; well’, made up of 女 nǚ ‘woman’ and 子 zǐ ‘child’, ie ‘goodness’

尿 niào ‘urine’ made up of 尸 shī ‘body’ and 水 shuǐ ‘water’;

屎 shǐ ‘shit’ made up of 尸 shī ‘body’ and 米 mǐ ‘rice [grain]’.

b) Blends of sound and meaning (rare)

甬 béng ‘no need to’, made up of 不 bú ‘not’ and 用 yòng ‘use’.

乒乓 pīngpāng ‘pingpong’, whose graphs suggest a pingpong table, but which also take their sound from the graph, 兵 bīng ‘soldier’.

Blends are one of the traditional character types (one of the *liùshū*), but most cases represent more of an apparent than a real historical process of character creation. As with the simplex characters, students and teachers frequently ignore the historical facts and enlarge the category of blends with their own etymologies: 名 *míng* ‘name’ from 夕 *xī* ‘evening’ and 口 *kǒu* ‘mouth’, explained as ‘at dusk, you have to call out names to identify people’; or 東 *dōng* ‘east’, made up of 日 *rì* ‘sun’ superimposed on 木 *mù* ‘wood’ (originally ‘tree’) and explained as ‘sunrise through the eastern trees’; or 杯 *bēi* ‘cup’, made up of 木 *mù* ‘wood’ and 不 *bù* ‘not’, because ‘cups aren’t made of wood’.

2.5.3 Phonosemantic characters

Once the repertoire of characters begins to grow, it becomes more effective to relate characters not to things (their referents), but to each other. Thus, as noted earlier, once 馬 *mǎ* ‘horse’ is learned, then it is easy to relate it to 嗎 *mā* ‘Q’, or 媽 *mā* ‘mother’ – or eventually to 螞 *mǎ* ‘ant’ and 碼 *mǎ* ‘number’. The historical process that gives rise to such ‘phonetic sets’ is borrowing followed by specification: 馬 is borrowed to write words similar in sound (mother, ant, number, etc.); then to prevent confusion, the graph is specified by the addition of a classifying character (口, 女, 石 or 虫, etc.)

Many phonetic sets are quite regular, like the 馬 set, or the following set based on 青 *qīng* (which, as a free form, means ‘green’ or ‘young’):

請	情	晴	清	氫	蜻	鯖
qǐng	qíng	qíng	qīng	qíng	qīng	qīng
invite	feelings	clear	clean	hydrogen	dragonfly	mackerel

In some cases, phonetic correspondences that were once regular have been obscured by historical changes in the language; such is the case for 饿 and 我, or 陳 and 東, where the pronunciation of members of the set (*è* and *wǒ*, in the first case, *chén* and *dōng* in the second) remains close but no longer identical. But even the ‘irregular’ sets show patterns of correspondence, as illustrated by the set based on 重 below, which either begins with *zh* or with *d* (initials that differ only slightly in their place of articulation).

重	種	踵	腫	動	懂	董
zhòng	zhǒng	zhǒng	zhǒng	dòng	dǒng	dǒng
heavy	category	heel	swell	move	understand	to lead

The common sound elements, the *phonetics*, are called *shēngpáng* in Chinese; the specifying elements, the *radicals* are *bùshǒu*. As shown at the beginning of this lesson, radicals do have concrete meanings (言 ‘speech’, 心 ‘heart’, 日 ‘sun’, 水 ‘water’ etc.), and initially the selection of a particular radical to form a compound character would have been inspired by meaning. But in many cases, the original impetus has been obscured by linguistic and cultural change. The presence of the water radical in 海 ‘sea’,

河 ‘river’ and 洗 ‘wash’ reflects a connection with water; but its presence in 漢 Hàn ‘Chinese’, 溫 wēn ‘warm’ and 活 huó ‘to live’ is harder to explain. Ultimately, the function of radicals in compound characters is one of differentiation (活 is not 适 or 括; 漢 is not 難, 嘆 or 艱); and classification (活 and 漢 are found under the water radical).

2.5.4 Character retrieval

Alphabetic writing systems, regardless of the regularity of their spelling, make use of relatively few symbols, so ordering titles in filing systems or words in dictionaries is a matter of alphabetization – establishing an order for the symbols and remembering it. For character writing systems, in which the number of symbols ranges in the thousands, retrieval is much more problematical.

The most common method of ordering characters (and ultimately, retrieving them) was suggested by the large number of compound characters that arose from processes of borrowing and specification described above. Compound characters could be grouped by radical, and then subgrouped by number of additional strokes (the second of the figures written under each large-format characters introduced in the sets of characters in each lesson). Thus 請 could be found under the speech-radical, 言, amongst those characters with 8 (additional) strokes; 蜻 would be under the insect-radical, 虫, 8 strokes, etc. Simplex characters that were themselves radicals (such as 言, 日, 气, 魚) would be listed at the head of their own set. Other simplex characters were brought into the same system by designating parts of their graphs – sometimes rather arbitrarily – to be radicals. Thus 中, 北, 甲 (all simplex) are assigned the radical | (the vertical stroke called shù); 也 is assigned the radical 乙 (even though the character does not contain a stroke of that shape); 元 is assigned 儿, and so on.

Eventually, by *Qing* times, with the publication of the great Kangxi dictionary, the number of radicals was settled at 214, ordered by numbers of strokes in each. Students of the language, like literate Chinese, who had to be able to look up characters efficiently or search through indexes ordered by radical, came to know the radical chart virtually by heart. Because of their important classificatory role, and because they are stable (each character having one radical assigned to it) and of fixed number, introductory textbooks have tended to focus on radicals (noting general meanings where possible) rather than phonetic sets. Yet both are useful, and in fact, the information on pronunciation obtained from phonetic elements is probably more useful to the learner (in allowing dictionary searches by pronunciation, for example) than the information on meaning provided by radicals, which is often too general to be of much use.

The radical system of retrieval is not the only one in use, but it remains one of the more popular systems for looking up characters in dictionaries or other reference works in cases where the pronunciation is not known. Adoption of the simplified set of characters was accompanied by some changes in the assignment of radicals, and altered the arrangement and number of radicals in the chart. The new system has 189 rather than the traditional 214.

The main difficulty in using the radical system is identifying the radical – particularly in simplex characters which are not themselves radicals and which were assigned a radical to make them conform to the system. Nowadays, most dictionaries are organized alphabetically by the *pinyin* pronunciation of the first character, but they also contain lists organized by radicals that allow a user to look up characters when the pronunciation is unknown. Only one dictionary, *The ABC Chinese-English Dictionary* (cited in the bibliography) is organized by pinyin and word (rather than character), so that words are ordered uniquely, irrespective of the particular character of the first syllable.

2.5.5 An illustration

The couplet pictured on the next page was observed on a shop door in the city of *Zhenjiang*, not far downstream from *Nanjing*. It provides some good examples of phonosemantic characters. Despite being a product of the Mainland, the ‘scroll’ reads vertically in the traditional fashion, right to left, ie Jùn jì ào chí, etc. Each character contains the now familiar element 馬, but this time, not as a phonetic, but as a radical, so that the set of characters shows no particular commonality of sound. Rather, they all refer to types of horses or to attributes of horses.

The word-for-word glosses below are only very rough indications of meaning. Each set of 4 characters in a column forms a sentence consisting of an adjective and a noun, followed by an adverb and a verb. The sense is one of aspiration and hope.

	↓		↓		↓	
驤	駿	xiāng	Jùn	Adj	galloping	Outstanding
駒	驥	jū	jì	N	foal	fleet+horse
驩	驚	huān	ào	Adv	joyously	proudly
騰	馳	téng	chí	V	soars.	races,

The saying is not a well known one; in fact, though they would get the gist of the meaning, many Chinese would be hard pressed to say precisely what the difference was between a jì and a jū, (the second characters of each [vertical] line).

Chinese encountering rare characters such as [some of] those in the couplet, are quite likely to make use of radical and phonetic to remind them of meaning and pronunciation, respectively. Students of the language need the hints even more. With some allowance for 馳 which needs to be referred to other compounds (池 chí, 弛 chí) rather than just the right-hand element (也 yě), the pronunciation of the phonetic element alone matches that of the compound (except in tone). Thus 驥 and 冀 are both pronounced jì; 驚 is ào, 教 is áo, 驤 and 襄 are both xiāng, etc.



Front door, Zhènjiāng, near Nánjīng. [JKW 1996]

2.6 Miscellany:

2.6.1 Tone sets

a) Jiǎntǐzì

老师	很好	再见	不热	很忙	不高
----	----	----	----	----	----

紧张	还好	看报	不累	很难	上课
----	----	----	----	----	----

Fántǐzì

緊張	還好	看報	不餓	很難	上課
----	----	----	----	----	----

老師	很好	再見	不熱	很忙	不高
----	----	----	----	----	----

b)	甲	乙	丙	丁
	不忙	很好	不太累	忙吗？
	不饿	很累	不太好	紧张吗？
	不累	很忙	不太忙	饿吗
	不紧张	很高	不太高	好吗
	不高	很饿	不太饿	累吗

2.6.2 Set 4 characters in fántǐzì

沒有傘	沒有筆	還沒起來	書包	她的書	什麼
méiyou sǎn	méiyou bǐ	hái méi qǐlái	shūbāo	tā de shū	shénme
上車	字典	東西很貴	您好！貴姓？	手機	
shàngchē	zìdiǎn	dōngxi hěn guì.	Nín hǎo! Guìxìng?	shǒujī	
那不行。	字典很貴	你的行李呢？	在這兒。	看書	
Nà bù xíng.	zìdiǎn hěn guì	Nǐ de xíngli ne?	Zài zhèr.	kànshū	



Lucky poster. [JKW 2006]

2.7 On the street #2

歡迎光臨

欢迎光临

huānyíng guānglín
welcome bright-presence
Welcome [to you our] guests.

公話

公话

gōnghuà
public+speech
public phone

推

拉

tuī lā
push pull
[written on doors]

空車 / 空车

kōngchē
empty-vehicle
[on taxis]

Notes

- a) The formal expression for welcoming customers huānyíng guānglín, or thanking them xièxie guānglín, is often written at the entrances of shops (eg on entrance doors, on walls, on floors).
- b) Pay phones in China (at least up until the current year of 2005) can be found on the street or in other public places. While they do accept coins, most customers make use of one of the many brands of phone cards that can be brought from newspaper stands and small shops (at about 30 – 50% or more below face value). However, many people prefer using the ordinary telephones that small shops make available for public use. These are announced by small signs with 公話 written on them. Normally, before making your call, you let the shopkeeper know the type of call (shìnnèi ‘within the city’, shìnwài ‘out of the city’ or guójì ‘international’ – though the last are not always possible from shop phones). You are charged afterwards; fees are usually very modest.
- c) 推 and 拉 contain the ‘hand-radical’, a combining version of 手, called tíshǒupáng ‘raise-hand-beside’. It is associated with words having to do with manipulation.

第三課 Dì-sān kè

Lesson 3

三人行，必有我師焉。

Sān rén xíng, bì yǒu wǒ shī yān.

[Among] three people walking, surely exist my teacher among+them.

[Even] a party of three will surely include one from whom I can learn.

Confucius, The Analects (Classical Chinese)

3.0 Review

a) Fántǐzì

- 馬： 你好，我是馬小東。
- 王： 哦，馬小東，我是王老師。
- 李： 王老師，您好，我是李明。
- 王： 李明，你好。
- 李： 還有他呢，他姓毛，叫毛明。
- 王： 毛明，你好。三個人了。你呢？
- 張： 我是張生明。
- 王： 張生明，你好。那好，歡迎你們來北京。
- 馬, 李...: 謝謝。
- 王： 你們很累吧。
- 馬, 李...: 不累，還好。
- 王： 餓嗎？吃飯了嗎？
- 馬, 李...: 不餓，在飛機上吃了。
- 王： 那，你們的行李呢？

- 馬, 李...: 在這兒, 一二三四五。都在這兒。
- 王: 那好, 我們走吧, 上車吧。
- 馬, 李...: 好, 好。
- 王: 今天有一點兒熱, 你們熱嗎?
- 馬, 李...: 不熱, 還好。
- 王: 行李, 雨傘, 書包呢?
- 馬, 李...: 都在這兒。
- 王: 好, 那我們走吧。

b) Radicals and phonetics

Try to recall characters from Units 1 and 2 that have the following character-istics:

1. Two containing the phonetic element 乍 (zhà):
2. Two containing the element 隹 (zhuī):
3. Two containing zǒuzhīpáng, the movement radical (whose independent form is 走):
4. Three containing kǒuzipáng (口), the mouth radical:
5. Two containing mùzipáng (木), the tree radical:
6. One with zuǒ'ěrdū (‘left ear’) as radical, and one with yòu'ěrdū:
7. One with jiǎosīpáng (‘twisted silk beside’), and two with silk on the bottom:
8. One with sāndiǎnshuǐ (the water radical) and one with the ice radical:

c) Add a character before or after (as indicated) to form a word or phrase:

- | | | | |
|---|--------|---|--------|
| 1 | 可 ____ | 5 | ____ 经 |
| 2 | 学 ____ | 6 | ____ 报 |
| 3 | 书 ____ | 7 | ____ 典 |
| 4 | 中 ____ | 8 | ____ 以 |

3.1 First set

名字	叫	地方	美	吧
3+3 3+3	3+2	3+3 4+0	3+5	3+4
míng zì	jiào	dì fāng	měi	ba
name-character	be named;	place region	beautiful	BA
name	be called; call		[USA]	<i>consensus</i>

國	英	過	氣	想	去	兩
3+8	4+5	3+9	4+6	4+9	2+3	2+6
国	英	过	气			两
3+5	3+5	3+3	4+0			1+6
guó	yīng	guò	qì	xiǎng	qù	liǎng
country	hero	pass	air; spirit	think;	go	2 [+M]
	[England; UK]	ever		feel like		

Notes

- a) 名 contains the elements 夕 ‘evening’ (originally a drawing of the setting moon?) and the ‘mouth radical’ (口); for mnemonic purposes, think ‘moon, low in the sky at evening, so you need to *call out your name* to identify yourself’.
- b) 字 zì ‘character’ contains 子 zǐ (‘child’) as phonetic; think ‘a pupil under a roof, studying characters’. (Míngzì means ‘the characters which form the name’.) Distinguish 字 from 子 zǐ and 了 le.
- c) 叫 mouth plus ‘4’, so: ‘*calling out* ‘4’ on the golf course’.
- d) 地 is a third character to show 也 as right-side element; cf. 她 and 他. The presence of 也 in these characters seems to have resulted from orthographic confusion, and does not represent its use as a phonetic element. 地 exhibits the radical form of 土 tǔ ‘earth, called tǔzipáng’.
- e) 美 is a compound made up of 羊 ‘sheep; goat’ (with its stem truncated) and 大 ‘big’, and the usual ordering of its strokes (with 大 beneath truncated 羊) reflects that fact. 美 obeys the ‘rule of 5’ if the top two strokes are made to count as a horizontal.
- f) Like many of the other final particles (吗, 呢, 啊), 吧 is phonosemantic, with 巴 bā as phonetic, and 口 as radical.

- g) The inner part of 國, 或, is phonetic: huò. The simplified 国 (a Japanese innovation) has been formed with an entirely different inner constituent, 玉 yù (jade), which has neither a semantic nor a phonetic connection to the word guó.
- h) 英 contains 央 yāng as phonetic; the radical is cǎozitóu ‘grass character on top’, a combining form of the graph 艸. 美 měi ‘beautiful’ and 英 yīng ‘hero’ are selected for the country names of Měiguó and Yīngguó both for sound and for meaning. Students have observed the similarity of 英 to the shape of Britain (cǎozitóu representing Scotland, etc.)
- i) 過, with phonetic element shared by eg 鍋 guō (a word that comes into English through Cantonese as a ‘wok’, or ‘frying pan’), substitutes the non-phonetic (and semantically irrelevant but suitable simple) 寸 cùn ‘inch’ for the complicated 禹.
- j) 氣 has 气 as radical; also found with eg the gaseous elements, such as 氫 qīng ‘hydrogen’, 氦 nǎi ‘neon’ etc. The internal element in 氣 is 米 mǐ ‘(husked) rice’, so the compound graph suggests ‘steam rising from cooking rice’. The simplified form simply omits the internal element. Contrast 气, with two upper strokes, and 吃, with only one; ‘the other’s been eaten.’
- k) 想 contains the elements 相 as phonetic (seen also in 箱子 xiāngzi ‘trunk; box’) and 心 ‘heart’ as radical. 相, in turn, contains the basic components 木 ‘tree; wood’ and 目 ‘eye’, both pronounced mù. Think ‘sitting under a branch, eying the horizon, and *contemplating* the curvature of the earth’, hence ‘think; feel like’.
- l) 去 looks like a yacht ‘skimming across the water, *going* from island to island’.
- m) 兩/两 derives from a drawing of a balance (or pair of scales). The innards of the fántǐzì and jiǎntǐzì differ; the first has 入, which is also assigned as radical, but the second has 人, which is not the assigned radical; instead, the first stroke of the simplified character, the horizontal, is the assigned radical.

3.1.1 Phrases

名字	叫什么	地方	美国	美国人	走吧
míngzi	jiào shénme	dìfang	Měiguó	Měiguó rén	zǒu ba
英国	很想去	两个	天气	去过	有名
Yīngguó	hěn xiǎng qù	liǎng ge	tiānqì	qùguo	yǒumíng
好吧	没吃过	英国人	姓方的	看过	不对
hǎo ba	méi chīguo	Yīngguó rén	xìng Fāng de	kànguo	bú duì
哪国人	那个地方	中英字典	天气好了	英文	姓名
nǎiguó rén	nèi ge dìfang	Zhōng-Yīng zìdiǎn	tiānqì hǎo le	Yīngwén	xìngmíng

3.1.2 Short descriptions

1. 小白，女的，名字叫美文，中国人，去过美国；没去过英国，不过很想去。
2. 老高，男的，名字叫英明，美国人，去过中国，中文很好。
3. 周老师，男的，名字叫以天，中国人，昨天很紧张，现在好了。
4. 李四方，男的，中国来的，以前是小学的老师，现在是大学的。
5. 姓陈的，名字叫现中，英国的中国人，英文中文都很好；去过美国，很想上美国的大学。
6. 美国的天气，现在有的地方冷，有的地方热；中国呢，一样，有的地方冷，有的地方热。英国呢？

Exercise 1

Answer the questions given below, according to the information given in the chart:

第-	姓	名字	男/女	哪国人？	今天怎么样？	吃过饭了没有？
1	王	美月	女	中国人	很累	还没吃过饭呢
2	高	太白	男	中国人	很忙	已经吃过饭了
3	陈	贵儿	男	美国人	现在好了	还没吃过饭呢
4	周	班贵	女	美国人	很紧张	吃过了
5	张	林生	男	中国人	很饿	还没吃饭呢
6	毛	在中	女	英国人	不冷不热	吃过了
7	林	明月	女	美国人	还好，不累	吃了

Questions

1. 姓高的名字叫什么？他是哪国人？他今天怎么样？他吃过饭了吗？
 2. 第一个人姓什么，名字叫什么？是女的吗？是什么地方来的？她今天怎么样？她吃过饭了吗？
 3. 陈贵儿是男的吧！是哪儿的人？他以前怎么样？现在呢？他吃过饭了没有？
 4. 姓毛的名字叫什么？在中是不是他的名字？他是美国人吧。你去过那个地方吗？他今天怎么样？他很饿吧!?
 5. 第七个姓林，对吗？那，她的名字是什么？她是哪国人？她吃过饭了吗？她怎么样？
 6. 那，第五个也姓林吗？是女的吗？是不是美国人？他饿不饿？他吃过了吗？
 7. 是不是有三个女的四个男的？有没有姓王的？有姓马的吗？
-



“Sān rén tóng xíng, jiù gāi zhǎo ge dìfāng hē yì bēi...”

Cf. the citation from Confucius at the beginning of this lesson. [JKW 2005]

3.2 Second set

北 京 南 西 安 海

2+3, 1+4	2+6	2+7	6+0	3+3	3+7
běi	jīng	nán	xī	ān	hǎi
north	capital	south	west	peace	sea

外 到 近 省 川 州

3+2	2+6	3+4	5+4	1+2	1+5
wài	dào	jìn	shěng	chuān	zhōu
outside	arrive; to	be close	province	(river)	admin. div'n

從 離 遠 邊 錯 部

3+8	8+10	3+10	3+15	8+8	3+8
-----	------	------	------	-----	-----

从 离 远 边 错

2+2	2+8	3+4	3+2	5+8	2+8
cóng	lí	yuǎn	biān	cuò	bù
from	dist. from	be far	side	mistake; wrong	part

Notes

a) 北 běi could be said to resemble ‘two people sitting back to back for warmth against the cold *north* wind’, hence ‘north’. 北 can be contrasted with 比 (bǐ ‘compare; than’, as in 比较 bǐjiào), in which the two parts are in line (and therefore easier to *compare*).

b) 京, meaning ‘capital’. Think: ‘the gateway to the *capital* with a slit window and buttresses’. Chinese cities are oriented towards the south; the emperor sat with his back to the north. 南 nán ‘south’, then, might be said to be a drawing of ‘an elaborate *southern* gate to a city, with observation tower, wide opening, and customs check beneath’.

- c) 西安, literally ‘western peace’. Contrast 西 and 四 (and later 酒 jiǔ ‘liquor’, whose right side has an extra stroke). 安 shows 女 under a roof, for some ‘an image of *peace*’.
- d) 海 consists of 氵 (the water radical) plus 每 měi ‘each; every’, originally probably phonetic, and now also found in eg 悔 huǐ. Shanghai does not mean on the sea (which would be hǎishàng) but ‘rising to the sea’.
- e) 外 composed of 夕 xī ‘evening’ (seen also in 名) and 卜. Think of ‘the wall of the house, with the moon setting *outside*’.
- f) The right-hand element of 到 dào ‘arrive; to’ is the ‘knife-radical’ (dāozipáng), a combining form of 刀 dāo ‘knife’ that appears in characters for words having to do with cutting, as well as sharply demarcated events, such as ‘arriving’.
- g) 省 contains 少 shǎo and 目 mù ‘eye’ as radical. 州 zhōu was originally a representation of islands or high ground in a river valley, but came to refer to towns or administrative centers that grew up in such places. So it is a common second element for cities, eg 廣州 Guǎngzhōu, 蘇州 Sūzhōu, 杭州 Hángzhōu, 徐州 Xúzhōu. It is also used to translate ‘state’ in US state names: 加州 Jiāzhōu ‘California’, 德州 Dézhōu ‘Texas’, 康州 Kàngzhōu ‘Connecticut’. The original graph has been differentiated into 州 and 洲 (also zhōu), with the latter used as the second element in the names of continents, eg: 亞洲 Yàzhōu ‘Asia’ and 歐洲 Ōuzhōu ‘Europe’. 川, without the ‘islands’, shows just the river, and is an old word for ‘streams’, now associated only with the province of 四川, named for the four rivers which flow south into the Yangtze River.
- h) 從’s core meaning of ‘follow; obey’ is suggested by the two 人 in the upper right – which also form the basis of the simplified character (从).
- i) 離 is a particularly complicated character (with a total of 18 strokes). The simplified form (离) drops the traditional radical (隹) and assigns the first two strokes (on the top) as radical. That element can be viewed as ‘a diagram of a route, with the first two strokes and x marking the starting point, the lower box and its contents, the destination, and a line connecting the two, indicating *distance*’.
- j) 邊 with the ‘movement radical’ and a complex of three components: 自, 穴 and 方; the simplified graph seems to be based on the last of those three.
- k) 錯 cuò consists of the metal (or ‘gold’) radical 金 (cf. 錢) and an element, 昔, pronounced xī on its own, but also found in 曆 cuò and 措 cuò, where its phonetic value is clearer. 錯 has an ancient meaning of ‘grindstone’, which accounts for the metal radical and suggests an evolution from ‘burrs’ to ‘errors’.
- l) 遠 has 袁 yuán (a surname) as phonetic; the simplified form substitutes a simpler phonetic 元 yuán (the unit of Chinese currency). 近 combines the same ‘movement’ radical with the phonetic element 斤 jīn ‘catty’ (see below).

3.2.1 Phrases

北京	南京	西安	上海	西北
Běijīng	Nánjīng	Xī'ān	Shànghǎi	Xīběi
外国	到明天	从昨天	很近	北边
wàiguó	dào míngtiān	cóng zuótiān	hěn jìn	běi biān
四川	南方	四川省	广州	广东省
Sìchuān	nánfāng	Sìchuān shěng	Guǎngzhōu	Guǎngzhōu shěng
外国人	从什么地方离这儿		不远	南部
wàiguó rén	cóng shénme dìfāng	lí zhèr	bù yuǎn	nán bù
不错	离北京	东北	东京	海边儿
bú cuò	lí Běijīng	dōngběi	Dōngjīng	hǎi biānr

Exercise 2

Answer the questions based on the information given in the chart:

第-	姓	哪国人	什么地方	那个地方的天气	去过的地方
第八	毛	中国人	北京	有一点冷	英国
第二	林	中国人	上海	还好，不冷不热	-----
第一	张	英国人	西北	不错	中国
第九	陈	美国人	南边	很热	英国
第三	白	美国人	东北	有一点冷	中国
第七	周	英国人	中部	很好，很热	美国
第九	马	中国人	西安	昨天冷，今天好	美国
第四	李	美国人	北边	不太好	中国
第五	王	中国人	南京	昨天冷，今天好	-----
第十	方	中国人	四川	有一点热	东京
第六	安	中国人	广州	很热	海外

Questions

1. 第一个人姓什么？是哪国人？什么地方来的？那儿的天气怎么样？他去过英国吗？
 2. 第二个人是谁？是什么地方来的？那儿的天气是不是很热？他去过外国吗？
 3. 第三个姓什么？他是哪儿的人？那个地方的天气好不好？他去过英国吗？
 4. 第四个是中国人吗？他是哪国人？那儿的天气怎么样？他去过中国吗？
 5. 第五个姓什么？他是什么地方人？那个地方的天气怎么样？他去过外国吗？
 6. 第六个是不是姓安的？姓安的是哪国人？那儿的天气有点儿热吧！姓安的去过外国吗？
 7. 第七个姓什么？他是什么地方来的？那儿的天气很热吗？他去过美国吗？
 8. 第八个姓毛吧？是中国人吧？什么地方呢？那儿的天气呢？他去过美国没有？
 9. 第九个姓什么？是什么地方人？那儿的天气怎么样？他去过英国吗？英国天气怎么样？
 10. 第十个姓方吗？他是中国什么地方来的？你去过那个地方吗？那个地方天气怎么样？
-

3.2.2 Set 1 in fantizi

美國	去過	美人	天氣	不想去
Měiguó	qùguo	měirén	tiānqì	bù xiǎng qù
英國	什麼地方	天氣很熱	兩個人	叫什麼
Yīngguó	shénme dìfang	tiānqì hěn rè	liǎng ge rén	jiào shénme
吃過了	哪國人	天氣怎麼樣	起來了	
chīguo le	nǎi guó rén	tiānqì zěnmeyàng	qǐlái le	

3.3 Third set

別	忘	非	常	家	本
2+5	4+3	1+7	3+8	3+7	4+1
bié	wàng	fēi	cháng	jiā	běn
don't; other	forget	not	often	home; family	(root; stem)
說	得	電	話	碼	裏
7+7	3+8	8+5	7+6	5+10	6+7
说		电	话	码	里
2+7		1+4	2+6	5+3	7+0
shuō	de; děi	diàn	huà	mǎ	lǐ
speak; talk	DE; must	electric	words; lg	(number)	inside; in

Notes

- a) 別 has the 'knife radical' on the right (cf. 到 dào 'arrive'). The core meaning is 'separate', with the knife suggesting a line of separation; hence 'other' and 'don't'.
- b) 忘 organizes the same components as 忙, ie the heart radical and the phonetic 亡 wáng, but arranges them vertically rather than horizontally. If 亡 on the right

side of the graph is ‘a container *busily* hoovering up things that need doing’, then placed above the heart, and empty, it represents ‘those things you *forgot* to do’.

c) 非, an older negative; the graph may represent two sides in opposition. 常 contains the cloth radical 巾 (said to be a drawing of a kerchief and also found in 帽子 màozi ‘hat’) and the phonetic element 尚 shàng, seen in 裳 shāng, 廠 chǎng, 當 dāng.

d) 家 contains 豕 shǐ, an archaic word for ‘pig’ (derived from a drawing) placed beneath the ‘roof radical’.

e) 木, now ‘wood’ but originally ‘tree’; 本 marks the stem or trunk, hence the M-word for ‘books’ (一本書), and by extension, ‘root; origin’ (本來).

f) 說 is sometimes printed as 説, with the upper right-hand strokes written as 入. 說 shuō, the verb, obviously needs to be distinguished from 話 huà, the noun. The latter contains 舌 shé ‘tongue’ (protruding from the mouth 口), so ‘words; language’. In many cases, you can be guided by the order of the words, verb+noun: 說話. But note that the reverse order can also appear in certain syntactic constructions, eg: 中國話說得很好。

g) 得 pronounced dé, is a verb meaning ‘obtain’; untoned, it is the particle (+de) that connects verbs with a SV phrases; pronounced děi, it is a modal verb meaning ‘have to; must’.

h) The form of the graph 裏 lǐ, with phonetic 里 lǐ inserted into the radical 衣 yī ‘clothing’ (cf. 褒 and 哀), recalls another sense of the word, ‘lining of clothes’, that is clearly related to the meaning ‘inside’. The graph is also written 裡, with the same components organized horizontally – the clothing radical on the left of the phonetic. The simplified graph isolates the phonetic element, with the result that the two words, lǐ ‘inside’ and ‘mile’ get written with the same graph, 里.



Kūnmíng: locksmith (电子配匙 diànzǐ pèi[yào]shì ‘electric match-key’) [JKW 2002]

3.3.1 Phrases

別人	忘了	別忘了	非常	日本
biérén	wàng le	bié wàng le	fēicháng	Rìběn
家里	都忘了	別客氣	說得很好	哪里
jiā lǐ	dōu wàng le	bié kèqì	shuō+de hěn hǎo	nǎlǐ
本來	以前	現在	二三得六	電話
běnlái	yǐqián	xiànzài	èr sān dé liù	diànhuà
號碼	非常好	三本書	沒有電話	我的家
hàomǎ	fēicháng hǎo	sān běn shū	méiyǒu diànhuà	wǒ de jiā
別說了	馬家	說得不好	不想去	不太有名
bié shuō le	Mǎ jiā	shuō+de bù hǎo	bù xiǎng qù	bú tài yǒumíng

3.3.2 Set 2 in fántǐzì

上海	外國	海邊	四川	不遠	很近
Shànghǎi	wàiguó	hǎi biān	Sìchuān	bù yuǎn	hěn jìn
北京	英國	四川省	南邊	離這兒	東北
Běijīng	Yīngguó	Sìchuān shěng	nán biān	lí zhèr	dōngběi
不錯	還好	從昨天	到今天	北部	中部
bú cuò	hái hǎo	cóng zuótiān	dào jīntiān	běi bù	zhōng bù
從什麼地方		廣州	東北邊	離西安很近	
cóng shénme dìfang		Guǎngzhōu	dōngběi biān	lí Xī'ān hěn jìn	

Exercise 3. Questions on the following pairs of comment and response:

- 王： 你的伞，别忘了。 李： 不是我的，我没有伞。
- 白： 我的手机呢？ 周： 在我这儿。别忘了。
- 毛： 你家离这儿很远吗？ 林： 不太远，两里。
- 张： 你中文说得很好。 高： 哪里，说得不好。
- 马： 你的电话号码呢？ 方： 家里：5-6021; 手机：13501 102130
- 安： 你是中国人吧?! 林： 不是，我是日本人，日本东京人。
- 高： 广州天气怎么样？ 周： 七月八月非常热，一月二月不错，
不冷也不热。
- 张： 你的书包，别忘了。 毛： 不是我的，我的在家里。
- 李： 这儿有没有电话？ 王： 这儿没有；学生中心有一个，
你可以从这边去，不太远。
- 张： 你的字典，别忘了。 马： 哦，太好了，上课没有字典不行。

Questions

1. 小李有没有伞？
2. 伞现在在哪里？
3. 小白的手机在哪儿？
4. 林家离这儿远不远？
5. 姓高的中文说得怎么样？
6. 姓方的有手机吗？号码呢？
7. 姓林的是中国人吗？东京在日本什么地方？
8. 广州天气怎么样？

9. 姓毛的，书包在哪里？
 10 学生中心离那儿远不远？
 11 学生中心有没有电话？
 12 上课，没有字典行吗？ 那，上班呢？
-

3.4 Fourth set

喝 渴

3+9
hē
drink

3+9
kě
thirsty

多 少

3+3
duōshao
many

3+1
few

斤 百

4+0
jīn
a catty

5+1
bǎi
100

杯 酒

4+4
bēi
cup

3+7
jiǔ
liquor

再

1+5
zài
again

瓜

5+0
guā
gourd

幾 塊 錢

3+9

3+10

8+8

几 块 钱

2+0
jǐ
how many

3+4
kuài
piece; \$

5+5
qián
money

見 茶

6+0

4+6

见 茶

4+0
jiàn
see; meet

3+6
chá
tea

Notes

- a) 喝 hē and 渴 kě share the phonetic element 葛 gě. ‘Drink’ is suggested by 口 ‘mouth’, ‘thirst’ by 讠 ‘water’.
- b) 多少 is composed of the opposites ‘many’ and ‘few’; the former is made up of 夕 xī ‘evening’; the latter is based on 小 xiǎo ‘small’ (from which it needs to be distinguished). For 多, reduplication suggests *many*.
- c) 斤, was originally a drawing of an axe (now 斧 fǔ); early weights were apparently shaped like small axes, hence modern ‘catty’. For 百 ‘100’, cf. 白 ‘white; surname’.
- d) 杯 apparently composed of 木 and 不 (the latter possibly originally phonetic). ‘Cups are not made out of wood.’
- e) 酒 is composed of 氵 and 酉 yǒu (as phonetic). ‘Liquor in a bottle with a bung; the horizontal dash in the bottom is sediment.’
- f) 再 ‘again’: ‘a plunger for setting off explosives, blowing up bridges, which have to be built *again*’. Contrast 在 ‘at’. 見 ‘see’ is actually the same root as the 現 of 現在, the latter originally meaning ‘cause to be seen; be manifest’, hence ‘now’.
- g) 瓜, originally a drawing of a gourd on the vine (?), appears as radical in a few graphs for words associated with gourds (瓠).
- h) 幾: the radical is the top left cluster of three strokes. 幾 contains 戈 gē ‘spear’ on the right, also seen in 國. The simplified graph uses 几 jī ‘a stool; bench’, instead of the much more complicated 幾.
- i) 塊 composed of 土, the earth radical, with 鬼 guǐ as phonetic. 錢 is composed of 钅 ‘gold’, plus the element seen in characters such as 淺. The piled up ‘spears’ (gē) on the right can be regarded as ‘weapons guarding the *money*’.
- j) 茶, with the grass radical (on top) and a unique component on the bottom, which can be regarded as ‘a shed, where tea from bushes or trees (木) is drying’.

3.4.1 Phrases

喝什么	很渴	多少	不多	喝酒
hē shénme	hěn kě	duōshao	bù duō	hē jiǔ
不太渴	一百	喝茶	喝咖啡	一斤
bù tài kě	yībǎi	hē chá	hē kāfēi	yì jīn
多少钱	不少	不喝酒	两杯	杯子
duōshao qián	bù shǎo	bù hē jiǔ	liǎng bēi	bēizi
西瓜	木瓜	三块钱	再见	南瓜
xīguā	mùguā	sān kuài qián	zài jiàn	nánguā

几块钱	三块钱	钱不多	明天见	几个老师
jǐ kuài qián	sān kuài qián	qián bù duō	míngtiān jiàn	jǐ ge lǎoshī
多不多	一块西瓜	一杯三毛	非常多	三百块
duō bu duō	yí kuài xīguā	yí bēi sān máo	fēicháng duō	sān bǎi kuài
三百不多	西瓜好吃	一斤八毛	两百	中国白酒
sānbǎi bù duō	xīguā hǎochī	yī jīn bā máo	liǎng bǎi	Zhōngguó báijiǔ

3.4.2 Set 3 in fántǐzì

書包別忘了	非常熱	你的手機別忘了	非常累
shūbāo bié wàng le	fēicháng rè	nǐ de shǒujī bié wàng le	fēicháng lèi
電話號碼	說得不錯	筆還在家裏	日本
diànhuà hàomǎ	shuō+de bú cuò	bǐ hái zài jiā lǐ	Rìběn
非常緊張	中國西南邊	東西在家裏	天氣不錯
fēicháng jǐnzhāng	Zhōngguó xīnán biān	dōngxi zài jiā lǐ	tiānqì bú cuò
兩個東西	車子非常貴	從昨天到明天	非常餓
liang ge dongxi	chezi feichang gui	cong zuotian dao mingtian	feichang e
已經吃飯了不過還是很餓		說外國話很難	
yǐjīng chīfàn le búguò hái shì hěn è		shuō wàiguó huà hěn nán	
他有個日本人的名字		已經起來了，但是還沒吃飯	
Tā yǒu ge Rìběn rén de míngzi.		Yǐjīng qǐlai le, dànshi hái méi chīfàn.	

Exercise 4

<u>东西</u>		<u>几块钱 / 多少钱</u>
西瓜	一个	四块二一斤
冬瓜	一块	三块五分钱一斤
南瓜	一个	四块八毛五一个
茶	一杯	五块四毛一杯
咖啡	一杯	一杯二十五块钱
白酒	一瓶 (píng)	一百十五块钱
汉(Hàn)英字典	一本	二十八块钱
英汉字典	一本	三十二块钱
杯子	一个	十八块
手机	一个	一百二十五块钱
伞	一把 (bǎ)	二十二块
笔	一只 (zhī)	两块五毛钱
中文报	一份 (fèn)	一块二
英文报	一份	六块八毛钱

Questions

1. 西瓜好吃吗？多少钱一斤？那是不是有一点贵？
2. 英文，冬瓜怎么说？好吃吗？几块钱？一斤多不多？
3. 南瓜呢，美国南瓜很多，可是中国呢，中国也有南瓜吗？南瓜贵不贵？多少钱一个？你说一个南瓜有几斤？
4. 中国人喝茶，那美国人喝什么？你现在渴不渴？想喝一点什么？

5. 一杯茶几块钱？那，咖啡呢，一杯几块？咖啡更贵对吗？在美国咖啡也很贵吗？茶咖啡你都喝吗？
 6. 美国一块钱是中国几块？你去过中国吗？
 7. 你喝过中国白酒吗？好喝吗？白酒多少钱一瓶？
 8. 美国人吃饭喝不喝酒？中国人呢？
 9. 汉英字典多少钱？上课没有字典难不难？那，英汉字典呢？
 10. 一杯茶几块？一个杯子几块？酒杯是不是更贵？茶杯呢？
 11. 中国人说：“再见”，那美国人怎么说？
 12. 中国人说：“你渴吗？想喝一点什么？”美国人怎么说？
 13. 伞多少钱？那，伞在中国多少钱？
 14. 看过今天的报了吗？在这儿，报多少钱？在中国呢？你看过什么中国报吗？
-



Barber at the Saturday market on the Dǎlǐ to Lǐjiāng road. [JKW 2005]

3.5 Creating new characters

Characters, you now know, represent words; and since words are constantly being added to spoken languages, there needs to be some way for new words to be represented in the writing system. In language, new words are typically formed from old by processes such as extension (‘shuttle’ extended from ‘part of a loom’ to ‘reusable spacecraft’), compounding (‘spaceship’), coinage (‘blooper’), borrowing (‘sputnik’), or sound symbolism (‘screech; blip’). In alphabetic languages, these can easily be represented in writing. But in logographic scripts, the process is more contrived. In Chinese, where new characters are needed (to represent new words) they are almost always formed on phonosemantic principles: a graph chosen for its suitable sound is combined with a radical of appropriate meaning. We can illustrate from the graphic representation of two types of words: onomatopoeia (words inspired by sound) and terms for chemical elements in the periodic table.

3.5.1 Representing sounds – onomatopoeia.

A good source for onomatopoeia is *manga* style comics. [Incidentally, the word *manga* is a Japanese rendition of the Chinese mànhuà ‘comic; cartoon (unrestrained-drawing)’.] The list below contains a selection of graphic representations with their pronunciation. They are taken from comics published in Hong Kong in the late 20th century. Though the comics are written in Mandarin, the language – and particularly the onomatopoeic expressions – may have been influenced by Cantonese, so some Chinese speakers may find items on the list strange or non-standard. Northerners, for example, might be more used to the expression pāchā (啪嚓) for ‘splash’ (as well as ‘crash’) than pāle (啪勒). But the point is that comics represent not only a genre in which the written language converges on the spoken, but one that is less subject to the usual prescriptions and constraints associated with writing and publication. Authors of comics (particularly in a place like Hong Kong in the late 90s) are freer to create their own words and use the resources of the written language to represent them as they see fit. The fact that graphs used to represent sounds in these comics are not all found in dictionaries (nor in printing sets) shows how productive the process of forming phono-semantic characters is.

As befits the genre of anime, onomatopoeia are usually drawn in highly stylized animated graphs whose very size and shape adds to the effect. In the examples below, the radical element is consistently the ‘mouth’ radical, 口, which has the effect of signaling that the graph represents a sound. (In the list, boxes □ appear where a version of the character with 口 is unavailable in the standard character set. Speakers may give different readings for the graphs, particularly their tones.)

<i>graph and pronunciation:</i>	<i>contains the phonetic element:</i>	<i>equivalent English noise, or event:</i>
啪 pā	拍 pāi	bang
啪嘞 pāle	拍, 勒 pāi, lè	exploding noise
嚓 cā	察 chá	screech
唧 jī	即 jī	spurt
彭 pēng	彭 péng	popping noise
叮 dīng	丁 dīng	light metallic noise; ping
噹 dāng	當 dāng	heavy metallic noise; bong
□ lóng	隆 lóng	reverberating noise; boing; boom
□ fú	伏 fú	swishing noise
□ shā	夏 xià	hissing or whizzing noise
□ kǎ	卡 kǎ	enormous crashing noise
嘖 bō	波 bō	rain drumming on the ground

3.5.2 Atomic elements

Characters also have to be created for more formal genres of writing. The periodic table of elements, for example, contains names of elements long known to Chinese science, such as mercury, 汞 gǒng (工 gōng over 水 shuǐ ‘water’) and lead, 鉛 yán. But there are also many recently discovered elements for which names have had to be provided. These names are created on the traditional pattern of phonetic and radical. So, for example, the first set below (all gasses) are compound graphs consisting of an appropriate phonetic element combined with the gas radical (气); the second set (all metals) are formed with the metal radical (金); and the third set (all stony or sandy elements) are formed with the stone radical (石).

	<i>graph</i>	<i>phonetic</i>	<i>radical</i>
Helium	氦 hài	亥 hài	气 gas
Neon	氖 nǎi	乃 nǎi	气 gas
Argon	氩 yà	亞 yà	气 gas
Thorium	鈾 tǔ	土 tǔ	金 metal
Palladium	鎳 pú	黠 pú	金 metal
Uranium	鈾 yóu	由 yóu	金 metal
Silicon	硅 guī	圭 guī	石 stone
Phosphorus	磷 lín	鄰 lín	石 stone
Sulphur	硫 liú	cf. 流 liú	石 stone

Notice that, unlike the graphs for onomatopoeia which are often the result of informal coinage, making use of imperfect phonetic elements, the graphs for new atomic elements (like other technical additions to the language) are formal coinages that display complete regularity. A reader unfamiliar with the name of a particular element can read off the pronunciation in terms of a common word with which s/he is sure to be familiar. Regardless of whether it proceeds formally or informally, the phono-semantic principle of character construction reduces the complexity of the writing system by reducing the amount of information needed to read or write it.

Note that while the compound construction of characters may be useful for native speakers encountering highly specialized words in written texts, or for language learners trying to find useful connections between characters that will allow them to retain them, the way a character is or has been constructed is unlikely to bear directly on the process of reading. Regardless of how they came to have their current form, characters are processed as words or parts of phrases, and even if the eye occasionally comes to rest on a character and sees the aptness of its form, such actions are – with the possible exception of reading certain kinds of poetry – a lapse from reading rather than part of the process.

3.6 Miscellany

3.6.1 Set 4 in *fántǐzì*

喝酒	很渴	多少錢	一斤四塊
hē jiǔ	hěn kě	duōshao qián	yì jīn sì kuài
一百塊	南瓜很好吃	再見，明天見	白酒
yībǎi kuài	nánguā hěn hǎochī	zàijiàn, míngtiān jiàn	báijiǔ
幾塊錢	不多也不少	多少學生	茶杯
jǐ kuài qián	bù duō yě bù shǎo	duōshao xuéshēng	cháchēi
喝一點酒	去過酒吧嗎	喝太多不行	再說
hē yídiǎnr jiǔ	qùguo jiǔbā ma	hē tài duō bù xíng	zài shuō
酒杯	杯子裏有什麼	一杯兩塊五	幾個老師
jiǔbēi	bēizi lǐ yǒu shénme	yì bēi liǎng kuài wǔ	jǐ ge lǎoshī

3.6.2 Distinguish the following characters by citing words or phrases:

斤 - 今 - 近	在 - 再	美 - 没	钱 - 前
典 - 电 - 店	手 - 说	难 - 男	对 - 贵
不 - 还	我 - 饿	日 - 热	是 - 师
七 - 起	小 - 少	陈 - 车	伞 - 三
到 - 别	百 - 白	川 - 州	毛 - 笔
忙 - 忘	渴 - 可	一 - 以	本 - 杯

3.6.3 In the following compounds or phrases, provide the missing characters, which have similar or identical sounds:

- | | | | |
|------------|--------|------------|---------|
| 1. 车 __ | 名 __ | 9. 姓 __ | 一 __ 钱 |
| 2. 一块 __ | 以 __ | 10. __ 哪儿? | __ 见! |
| 3. __ 有 | __ 国 | 11. __ 以 | 很 __ |
| 4. __ 这儿不远 | 在家 __ | 12. __ 机 | __ 话 |
| 5. __ 经 | 可 __ | 13. 上 __ | 很 __ |
| 6. __ 女 | 不太 __ | 14. __ 个 | 还没 __ 来 |
| 7. 号 __ | 好 __ ? | 15. __ 儿? | __ 儿! |
| 8. 一 __ 儿 | __ 话号码 | 16. __ 张 | __ 天 |

3.7 On the street #3



Intersection in Shànghǎi. [JKW 2005]

a) Roads (illustrated above)

南京西路	Nánjīng Xī Lù	昌化路	Chānghuà Lù
北京西路	Běijīng Xī Lù	常德路	Chángdé Lù

Notes

- 路 lù ‘road’, with 足 ‘foot’ as radical and 各 gè as an orphaned phonetic – one whose original motivation has been obscured by language change.
- 街 (not illustrated) jiē ‘street’, consisting of 行 ‘crossroads’ as radical and 圭 guī, another obscured phonetic.

b) Airlines

航空公司	hángkōng gōngsī ‘airline company’
中国航空公司	中国东方航空公司
中国北方航空公司	中国南方航空公司
中国西北航空公司	中国东方航空公司

第四課 Dì-sì kè

Lesson 4

論天下大勢，分久必合，合久必分。

Lùn tiānxià dàshì, fēn jiǔ bì hé, hé jiǔ bì fēn.

Speak+of sky-beneath great-power, divide long must join, join long must divide

‘They say the momentum of history was ever thus: the empire long divided, must unite; long united, must divide.’

The opening lines of Sānguó yǎnyì [三國演義], a title that is traditionally translated as *The Romance of the Three Kingdoms*, a popular historical narrative attributed to Luó Guānzhōng [14th century]. It deals with a period more than 1000 years before the author lived, after the collapse of the Han dynasty (206 BC – 220 AD), when kingdom competed against kingdom and the heroes Liú Bèi, Guān Yǔ and Zhāng Fēi swore brotherhood in a peach garden behind Zhāng Fēi’s farm (supposedly, on the outskirts of modern-day Chéngdū). Part of their vow reads:

不求同年同月同日生，但願同年同月同日死。

Bù qiú tóngnián tóngyuè tóngrì shēng, dàn yuàn tóngnián tóngyuè tóngrì sǐ.

Not choose same year, month day born, but desire same year, month day die.

‘We could not help our separate births, but on the self-same day we mean to die!’

[Translations from Moss Roberts, *Three Kingdoms: China’s Epic Drama by Lo Kuan-chung*, New York, Pantheon Books, 1976.]

4.0 Review

a) Fántǐzì (see below for new words)

李小山是南京大學的學生。她生在南京，也長在南京。南京在江蘇，在中國東部，在長江邊上，離上海不遠。那個地方很好，人口四五百萬，不大也不小。那兒的天氣還可以。七月到九月非常熱，常常下雨，可是一月到三月不怎麼冷，很舒服。李小山還沒去過外國，也沒上過英文課，可是她英文說得非常好，看英文書報也可以。那怎麼會這樣呢？很多人覺得學英文沒有老師不行。她說她沒有老師但是有很多外國朋友，有美國人，有英國人，有加拿大人，也有澳大利亞人。她說她可以看英文報紙，看英文書，看美國電視，這樣學。再說，她書包裹有一本很好的英文字典，有好字典就能學好！

生字表 Shēngzìbiǎo ‘vocabulary list’

長/长	SV cháng ‘long’; V zhǎng ‘to grow; grow up; N zhǎng ‘head of; chief’	
江	N jiāng ‘river’ [archaic]	江蘇 Jiāngsū <i>name of a province</i>
人口	rénkǒu ‘population’	舒服 shūfu
會/会	huì ‘can; able to; likely to’	覺得/觉得 juéde
朋友	péngyou ‘friend’	電視/电视 diànshì ‘TV (electric-look at)’
能	néng ‘capable of’	萬/万 wàn
下雨	xiàyǔ ‘to rain (fall rain)’	不怎么冷 bù zěnmě lěng ‘not so cold’

b) Radicals and phonetics

Try to recall characters from Units 1 – 3 that have the following character-istics:

1. Three characters with the element 戈 gē ‘spear’:
2. Two characters with tǔzìpáng ‘the earth radical’, 土:
3. Two characters with jīnzìpáng ‘the metal radical’, 钅/金:
4. A second character with the radical bǎogài, seen on top in 字:
5. Three characters that contain the element 目 (mù ‘eye’):
6. Two characters with the [phonetic] element 曷 (hé):
7. Two characters with the radical 木, mùzìpáng:

c) Add a character before or after (as indicated) to form a word:

- | | |
|------------|-------------|
| 1. _____ 瓜 | 6. 再 _____ |
| 2. _____ 川 | 7. 非 _____ |
| 3. 電 _____ | 8. 起 _____ |
| 4. 緊 _____ | 9. _____ 師 |
| 5. 上 _____ | 10. _____ 報 |

d) Add Taiwan to the map, then label as many places as you can in characters; add others in pinyin – you may have to use arrows.



4.1 First set

衣服

6+0 4+4
yīfu
clothes clothes
clothing

舒

6+6 (!)
shū
stretch out
[shūfu]

目

5+0
mù
eye[before]
[mùqián]

最

4+8
zuì
most
[zuìjìn]

先

2+4
xiān
first
[xiānshēng]

早

4+2
zǎo
early
[zǎoshàng]

睡覺

5+8 7+13

觉

4+5
shuìjiào
sleep

洗澡

3+6 3+13

xǐzǎo
wash

聽

6+16

听

3+4
tīng
listen

買

7+5

买

1+5
mǎi
buy

晚

4+7

wǎn
late

- Notes*
- a) 衣 (‘clothes billowing on the line’) often appears as a radical, at the bottom of graphs (eg 袋), at the top of graphs (eg 裔), or in its combining form (衤) yīzipáng on the left side (eg 襯衫 chènshān ‘shirt’). It can also be split by an intervening phonetic element, as is the case with the traditional graph 裏 lǐ ‘lining; inside’, which inserts 里 into 衣. In the traditional set, 里 is used for lǐ ‘a Chinese mile’; but in the simplified set, it represents lǐ ‘inside’ as well as lǐ ‘Chinese mile’.
- b) 服 (‘a vanity dresser’), has a broader range of meaning than 衣, ie from ‘clothes’ to ‘restraint’ and ‘submission’. The right hand element is also found in 報/报; contrast the right hand element 反 that appears in 飯/饭.
- c) The radical in 舒 is 舌 shé ‘tongue’ (originally a drawing), so the unlikely numerical designation underneath the character above, 6+6, is correct. (Think of the tongue of certain frogs which *uncoils* so smoothly and *comfortably*.) The right hand element is 予 yǔ, a formal word meaning ‘give’, which looks like a broken version of 子.
- d) 目, originally a representation of an eye, is a common radical (called mùzipáng), found in 睡, 省, 看, 眼 (yǎnjìng ‘eye-mirror’). The two radicals 目 and 木 are both pronounced mù.
- e) The bottom element of 最 is 取 qǔ ‘get; obtain’, but the relationship is obscure. The top element is the horizontal 日 yuē, not the more familiar vertical 日 rì ‘sun’.
- f) 先 ‘first’, so 先生 ‘born first’ and thus deserving of respect. 早 (‘the sun over the horizon, so *early* in the morning’).
- g) 睡, a compound of 目 mù ‘eye’ and 垂 chuí as phonetic; notice that the latter obeys the ‘rule of 5’ (cf. *Chars 2.4 notes*). 覺/觉 has two readings; in combination with a leading 睡, it is read jiào and treated like an object; with a following 得, it is read jué and makes up the core of a compound verb. So 睡覺/睡觉 and 覺得/觉得. Cf. 學/学.
- h) 洗澡 contains two good phonosemantic graphs: 洗, which combines sāndiǎnshuǐ with 先, now only suggestive as a phonetic, and 澡, which combines the same radical with the element found in 操 cāo, 躁 zào, etc.
- i) 聽 contains the elements 耳 ěr ‘ear’, and the right hand element of 德 dé (德國 Déguó ‘Germany’). The small 王 in the lower left corner is originally the element with a rising head stroke, that shows up in graphs such as 廷 tíng and 挺 tǐng (cf. 挺好的 tǐng hǎo de) and is in fact phonetic in 聽. The simplified form might have been built around this phonetic element, but instead the imperfect phonetic 斤 jīn was combined, counter-intuitively, with kǒuzipáng to give 听.
- j) The traditional graph, 買, contains the transactional radical 貝 (originally a representation of a shell), also found in 貴; cf. also 賣 mài ‘sell’. However, the simplified graph, 买 (cf. 卖 mài ‘sell’) abandons the traditional radical completely and introduces the graph 头 (tóu ‘head’ in the simplified set) that is only vaguely similar.
- k) 晚 contains rìzipáng and the element 免, pronounced miǎn on its own, with no obvious phonetic connection.

4.1.1 Compounds and phrases

从前	本来	目前	衣服	舒服	水土不服
cóngqián	běnlái	mùqián	yīfu	shūfu	‘shuǐtǔ-bùfú’
两本书	日本	最近	很远	很晚	早上
liǎng běn shū	Rìběn	zuìjìn	hěn yuǎn	hěn wǎn	zǎoshàng
最高	先生	我先去	睡了吗	好听	洗澡
zuì gāo	xiānshēng	wǒ xiān qù	shuì le ma	hǎotīng	xǐzǎo
早上	最大	晚上	买什么	觉得	觉得不舒服
zǎoshàng	zuì dà	wǎnshàng	mǎi shénme	juéde	juéde bù shūfu



Ikea advertisement on the wall of a Beijing pedestrian subway. [JKW 2000]

4.1.2 Comment-response

1. 最近你觉得怎么样？ / 哎，昨天很不舒服，有一点累，不过今天好了。最近都是这样儿，一天很好，一天很累。
2. 哎，买衣服很难吧。 / 是很难。他想买的，我觉得不好看，我想买的他说不好看！
3. 你的行李多不多？ / 没有行李，东西不多，只有书包。
4. 他们都起来了吗？ / 都起来了，可是还没洗澡，也还没吃早饭呢。
5. 学中文没字典不行。 / 我有一本，可是不大，字不多。 / 那，最好买一本大的。
6. 明天没课，你想去哪儿？ / 明天是毛先生的生日，我们想去看他。
7. 这是你的衣服吗？ / 不，是张老师的，但是他已经走了。
8. 你渴不渴？喝一杯啤酒吧。 / 好，好，我喝一点茶吧，中国茶吧。
9. 听说你们最近没有热水。 / 现在天气非常热，洗澡没有热水还可以，可是一月二月洗澡没有热水有一点不舒服。
10. 今天有一点儿冷，你们冷吗？ / 不冷，还好，很舒服。

Notes:

不过: búguò = 但是, 可是

课: kè; cf. 上课, 下课

生日: 先生的生, 日本的日. Eg: Jīntiān shì tā de shēngrì. / Shì ma?

Nà, shēngrì yúkuài ~ kuàilè!

Exercise 1

The following table gives a list of suspects and indicates what they were doing at various times when the crimes were committed. Stand by to give the information when asked.

	姓?	几月几号, 几点?	在做什么?
一	毛先生	十一月八号, 早上, 七点十分	在洗澡
二	周小姐	十月十号, 晚上, 十一点四十分	在睡觉
三	陈老师	十二月二号, 早上, 八点	在吃早饭
四	张老师	八月二十四号, 晚上, 九点	在洗衣服
五	马太太	七月十九号, 早上, 八点二十分	在看报
六	林省长	一月三号, 中午	在买东西
七	小白	三月二十号, 晚上, 很晚	在学中文
八	老李	六月二十八号, 下午, 五点多	在吃饭
九	王州长	八月八号, 上午, 十一点	在买西瓜



Tiānjīn: ménkǒu. [JKW 2003]

4.2 Second set

請 問題 機場 鐵 比較

7+8

3+8 9+9

4+12 3+9

8+13

4+0 7+6

请 问题 机场 铁 较

2+8

3+3 6+9

4+2 3+3

5+5

4+6

qǐng
invite
please

wèntí
ask-topic
question

jīchǎng
machine-arena
airport

tiě
iron
[ditiě]

bǐjiào
than-compare
relatively

大 帽 清楚 姐 同

3+0

3+9

3+8 5+8

3+5

2+4

dà
big

mào
hat

qīngchu
clear

jiě
sister

tóng
same; with

Notes

- a) 請/请 contains yánzipáng and the common phonetic element 青, seen also in the first character of 清楚 qīngchu.
- b) 門/门 is phonetic in some compounds, but assigned as radical in others. In the traditional set, 問 is classified under the 口 radical, leaving 門 mén as a reasonable phonetic. But the creators of the simplified set were more concerned with classification than history; in the simplified set, 问 is classified under 门 rather than 口.
- c) Compound characters with 是 as an element form a phonetic set whose members are either pronounced like shì, or like tí: thus 是 shì and [钥]匙 [yào]shì ‘key’, but 題 tí, 提 tí, 惕 tì, 堤 dī. Sh and t/d sounds are actually quite closely articulated (a fact reflected by the pronunciation of the English suffix, *-tion*, in words like ‘pronunciation’). So we can assume that both the *shi* words and the *ti/di* words were pronounced very similarly in earlier times, and have since diverged. A similar process is reflected by the regional difference in the pronunciation of ‘tea’ as chá in Mandarin, but ‘te’ (which gives us ‘tea’) in Fukienese – sounds which have also evolved from a common source.
- d) 場/场, with tǔzipáng and a phonetic element seen in, eg 湯/汤 tāng ‘soup’ and 陽/[阳] yáng ‘sun; male principle’.
- e) 鐵 contains jīnzipáng; in the simplified graph, the complex right side is replaced with simpler, but otherwise poorly motivated, 失 shī: 铁.

f) Contrast 比 (lined up for *comparison*) with 北 (back to back at the *north* pole). 较 has chēzipáng as radical and 交 jiāo as phonetic, also seen in 校 xiào and 狡 jiǎo. The presence of chēzipáng reflects the original use of the graph to write a word for a kind of carriage; presumably it was borrowed for its sound to express the unrelated but nearly homophonous word.

g) Contrast 大, 太 and 犬, the last being an ancient word for ‘dog’, now pronounced quǎn.

h) 帽, with 巾 ‘cloth’ as radical and 冒 mào as phonetic; 姐, with 女 as radical and 且 qiě as phonetic.

i) Contrast 同 with 周, the latter containing the element 吉 (jí)

4.2.1 Compounds and phrases

请问	没问题	请坐	机场	铁路	比较好
qǐngwèn	méi wèntí	qǐngzuò	jīchǎng	tiělù	bǐjiào hǎo
机场很远	比较贵	大帽子	北大	地铁	不清楚
jīchǎng hěn yuǎn	bǐjiào guì	dà màozi	Běi Dà	dìtiě	bù qīngchu
小姐	同学	买大的	不同	姐姐	比较忙
xiǎojiě	tóngxué	mǎi dà de	bù tóng	jiějie	bǐjiào máng
有问题吗	我先走了	车子不大	我的同学	大姐	太大了
yǒu wèntí	wǒ xiān zǒu le	chēzi bú dà	wǒ de tóngxué	dàjiě	tài dà le

4.2.2 Comment-response

1. 你的帽子，别忘了！/ 不是我的，是毛小姐的。她已经走了。
2. 有没有问题？/ 没有，都很清楚：从机场先去东长安街，在东长安街坐七号车，在北海下车。没问题。
3. 大连[在东北]有没有地铁？/ 没有地铁，有电车，大连的电车很不错，三十分钟，可以从大学到人民广场。

4. 请问，最近的地铁站在哪儿？ / 地铁站呢...在前边，离这儿不远，三分钟——很近。
5. 张老师，请问，您是什么地方来的？ / 我是大同人，大同在山西，离北京大概有三百公里，不是很远。
6. 马小姐，你去过大同吗？ / 没有，我家在南方，离大同很远。
7. 陈小姐今天好了没有？ / 她昨天觉得不太舒服，很累也很紧张，可是今天觉得比较好了。

大连/大連 Dàlián; 坐 zuò; 街 jiē ‘street’; 长安 Cháng’ān; 大概 dàgài;
人民广场/廣場 Rénmín Guǎngchǎng ‘People’s Sq.’; 站 zhàn ‘station; stand’

Exercise 2

This exercise can be written out (in pinyin or characters) in Q and A format. Or it can be practiced at home as the basis for a class exercise where one person asks the questions and another answers. In any case, both question and answer should be suitably contextualized by the addition of pronouns, polite phases (qǐngwèn), and such:

Example: Èi, wǒ de màozi ne, wǒ de màozi zài nǎr?
Nǐ de màozi ... nǐ kàn, zài xiǎo Bái nǎr!
O, xièxie.

问题	在哪儿 etc.
1. 帽子在哪儿？	小白
2. 北京机场在哪里？	北京东北
3. <u>上海火车站</u> 在哪儿？	上海北边儿
4. 有没有电话？	学生中心
5. 谁有手机？	王老师
6. 地铁站在哪儿？	在前边，离这儿不远
7. 张小姐是不是你的老师？	是同学
8. 小林请你们去哪儿吃饭？	饭馆儿
9. 陈老师家离这儿远不远？	离这儿很远，有 <u>三四公里</u> 。
10. <u>银行</u> 在什么地方？	火车站那儿有银行。
11. 北京大学离这儿远吗？	在北京西北，离这儿比较远。

Notes

火车站 huǒchēzhàn 中心 zhōngxīn 饭馆儿 fànguǎnr 公里 gōnglǐ 银行 yínháng

4.3 Third set

自	山	坐	孔	客	要
6+0	3+0	3+4	2+1	3+6	6+3
zì	shān	zuò	kǒng	kè	yào
self; from	mountain	sit	hole <i>surname</i>	guest	want; need

飛	汽水	漢	長	籍
9+0	3+4 4+0	3+11	8+0	6+14
飞		汉	长	
1+2		3+2	1+3	
fēi	qìshuǐ	Hàn	cháng; zhǎng	jí
fly	vapor-water carbonated drink	<i>name of river</i> the Chinese	long to grow up; head of...	birthplace

Notes

- a) Contrast 自 zì and 目 mù (and 白 bái and 百 bǎi ‘100’); 自行車 zìxíngchē ‘self move vehicle’.
- b) 山 was originally a drawing of a mountain. As a radical, it can appear at the top, at the bottom, or to the left (but not to the right), eg: 岸 àn ‘shore’; 岳 yuè ‘high mountain’; 峨眉山 Éméi Shān in Sichuan.
- c) 坐 (‘two people *sitting* on a mound of earth’); cf. 做飯 zuòfàn, 工作 gōngzuò ‘work’.
- d) 孔 kǒng (‘a monkey on a building – King Kong’); radical is 子, also seen at the top and bottom of graphs, eg: 孟 mèng and 學.
- e) 客, with phonetic 各 gè (not 名) and 𠂔 bǎogài as radical (cf. 字 and 家).
- f) The top part of 要 is the combining form of 西, rare as a radical.
- g) 飛 fēi ‘fly’ (‘Flying on two wings’) contains 飞 (which forms the basis of the simplified character) and 升 shēng ‘rise’. The traditional graph is classified as a radical even though it appears in very few characters.
- h) 天氣的氣不是汽水汽車的汽 / 天气的气不是汽水汽车的汽。氣 and 汽 represent specialized senses of what was originally a single root, much as the English spellings ‘flour’ and ‘flower’ derive from a single root.
- g) The graph 水 is derived from a drawing that looks like flowing waters. Its left-side combining form appears in 漢/汉 hàn, originally the name of a river and later the name of a dynastic title, and ultimately a name of the Chinese people.

h) 長/长, phonetic in 張/张.

i) 籍, with the bamboo radical (zhúzitóu), also seen in (第一的)第; the complicated lower element remains intact in the simplified set.

4.3.1 Compounds and phrases

自行车	自我	山西	孔子	客人	客气
zìxíngchē	zìwǒ	Shānxī	Kǒngzǐ	kèrén	kèqì
要几个	山东	飞机	汽车	长大	国籍
yào jǐ ge	Shāndōng	fēijī	qìchē	zhǎngdà	guójí
长江	汉字	汽水	飞人	姓孔的	要五毛
Chángjiāng 'long river'	Hànzì	qìchē	fēirén	xìng Kǒng de	yào wǔ máo

4.3.2 Comment-response

1. 西安在山西，对吗？/ 西安在陕西吧。
2. 从南京到上海坐飞机行吗？/ 南京离上海很近，坐飞机太贵了，最好坐火车。
3. 我请你吃中饭，好不好？/ 你太客气了，我请你吧。
4. 我想去高州，今天还有没有去那儿的公共汽车？/ 今天没有了，明天上午有一班，下午也有一班。
5. 你看，来了一个客人！/ 客人吗？他不是客人，是我弟弟，他下课了。
6. 你经常怎么来上课？/ 走来。我没有自行车。
7. 他姓孔，名字叫大山，是山东人。/ 山东人？山东哪个地方？
8. 很多美国学生早饭中饭晚饭都喝汽水。/ 那中国学生呢，他们不喝汽水喝什么呢？
9. 你是什么国籍？/ 我有两个国籍，美国的国籍，还有英国的。
10. 汉字很多！/ 是，太多了！学一个，忘一个。

Exercise 3

Here is a list of contacts, their nationalities, their place of residence and some locational information. Pass the information on (in written form if asked, otherwise orally). Notice the novel use of some of the characters you have learned as surnames.

	姓		国籍	住的地方	在哪儿
1	孔	先生	中国	北京东边	离机场不远
2	英	老师	日本	东京东南边	离第一小学很近
3	方	小姐	西班牙	南边	在海边
4	周	太太	英国	西北	离我家不远
5	伍	师傅	中国	文安县 (河北)	离北京比较近
6	同	省长	中国	西林县 (广西)	离中山小学很近
7	钱	经理	中国	同安县 (Fújiàn)	离福州比较远
8	安	先生	加拿大	多伦多	离自行车公司很近
9	边	市长	中国	常州 (Jiāngsū)	在高山中学前边儿

Notes

住 zhù 县 xiàn ‘county’ 经理 jīnglǐ 多伦多 Duōlúnduō
市 shì ‘market; city’ 福 fú



Ài wǒ Nánjīng, jiànshè Nánjīng, Měihuà Nánjīng, fánróng Nánjīng; on a mail box.

Love Nanjing, build Nanjing, beautify Nanjing, make Nanjing prosperous. [JKW 2000]

4.4 Fourth set

火 站 朋友 住 用 片

4+0	5+5	4+4 2+2	2+5	5+0	4+0
huǒ	zhàn	péngyou	zhù	yòng	piàn
fire	station; stand	friend-friend	live; stay	use	slice

公 會 午 共 做

2+2	4+9	2+2	2+4	2+9
	會			
	会			
gōng	2+4	wǔ	gòng	zuò
public	huì	noon	collectively	do; make
	able			

Notes

- a) 火, originally a representation of flames, has a slightly compacted form for the side (炒) and a distinct combining form for the bottom (熱/热).
- b) 站 zhan contains 立 as radical and 占 zhān as phonetic. 占 appears in compound characters of two types: a *zhan* type, eg 毡 zhān and a *dian* type, eg: 点 diǎn and 店 diàn.
- c) 月 as a component of other characters represents two radicals: 月 and the otherwise more complex 肉 ròu 'meat; flesh'. 朋, 有, and 服 are traditionally assigned the moon radical; 脾 'spleen', 肺 'lungs' along with graphs for some other body parts, are traditionally assigned 肉.
- d) 友 contains 又 yòu, an element that also appears in the simplified versions of 難 and 漢, ie 难 and 汉.
- e) 住, with 主 zhǔ as phonetic, should be distinguished from 隹 zhuī, with 8 strokes, that is phonetic in 誰/谁.
- f) 用 appears very occasionally as a radical, eg in the 'blend' 甬 béng 'don't', a telescoped, colloquial version of bú yòng. Cf. 同 and 周, with different innards.
- g) 片 ('a plane for making *slices*') is a radical that appears in a handful of graphs such as 版 and 牌.
- h) 公 contains 八 bā and 厶 sī, the latter seen also in 私 sī. Other characters with 八 assigned as radical include 共 and 典.

i) The traditional graph, 會, has 曰 (not 日) as radical. (Some have noted the similarity between 會 and the face of Darth Vader -- an *able* man seduced by power.) The simplified graph 会 replaces the complicated inner parts with 云 yún ‘clouds’.

j) 午 wǔ ‘noon, said to have originated in as a drawing of a sundial; it is phonetic in 許/许 xǔ (as in 也許/也许 ‘probably’).

k) 做 consists of rénzìpáng and 故. It should be distinguished from other common graphs with exactly the same pronunciation: 坐 ‘sit’ and 工作 gōngzuò ‘work’.

4.4.1 Compounds and phrases

火车	汽车	自行车	车子	做饭	朋友
huǒchē	qìchē	zìxíngchē	chēzi	zuòfàn	péngyou
名片	住在哪里	站起来	不用了	上午	用笔
míngpiàn	zhù zài nǎlǐ	zhànqǐlai	bú yòng le	shàngwǔ	yòng bǐ
火车站	住的地方	用字典	用中文	好朋友	站在那儿
huǒchēzhàn	zhù de dìfang	yòng zìdiǎn	yòng Zhōngwén	hǎo péngyou	zhàn zài nàr.
公里	公共汽车	公用电话		公话	中午
gōnglǐ	gōnggòng-qìchē	gōngyòng-diànhuà		gōnghuà	zhōngwǔ
下午	男朋友	会一点点	会下雨吗	一共多少	午饭
xiàwǔ	nán péngyou	huì yìdiǎndiǎn	huì xià yǔ ma	yí gòng duōshao	wǔfàn

4.4.2 Comments

1. 你家离火车站很远吧! / 不太远, 只有三四公里, 二十分钟就到了。
2. 我做饭做得不好! / 你做得不错, 这很好吃。
3. 对不起, 我现在没有名片了, 都用完了。 [yòngwán ‘used up’]
4. 字典, 用一点点是可以的, 可是用得太多不好。

5. 她的名片没有家里的电话号码，只有大学的。/那手机呢？
6. 今天一共有二十三个学生，大家都来了！/二十三个吗？那，有一个人没有朋友。
7. 这里有没有公用电话？/有，有两个，一个在门口那儿，一个在里边儿。
8. 我们明天晚上去西安，早上七点到。/坐公共汽车去吗？
9. 我没有坐过火车，火车怎么样？/火车非常好，很舒服。
10. 你中文说得很好！/哪里，哪里，说得不好，只会说一点点！
11. 有朋友问我中国人吃饭喝不喝酒。/那，你怎么说呢？/我说请客，不喝酒不行。可是没有客人我们常常不喝什么酒。
12. 喝一点儿茶吧。/不用了，不用了，我还好。/别客气，喝吧！/好，那，我喝一点儿白开水。
13. 我们去吃一点儿东西，好不好？/现在不行，中午我还得去公共汽车站买票。

Notes

就 jiù 请客 qǐngkè 'invite guests' 白开水 báikāishuǐ 得 dēi 票 piào

Exercise 4

Place the letters in order to indicate how these jumbled sentences should be ordered:

1. 我 a / 今天来北京看朋友 b / 生在大同 c / 现在还住在大同 d / 是大同人 e / 长在大同 f / 。
2. 就 [jiù] 问吧 a / 别客气 b / 有问题 c / !
3. 已经会说一点常用的话了 a / 可是他们都没去过中国 b / 他们都在学汉语 c / 。
4. 有一本 a / 也有个帽子 b / 那个书包里 c / 汉英字典 d / 。
5. 先生 a / 我姐姐的 b / 我朋友的 c / 老师 d / 是 e / 。
6. 很远吗 a / 请问 b / 公共汽车站 c / 离这儿 d / 师傅 e / 。
7. 起来洗澡 a / 坐地铁 b / 我们 c / 早上六点 d / 去上班 e / 十一点 f / 七点 g / 八点 h / 睡觉 i / 吃早点 j / 。
8. 说不难 a / 汉字 b / 中文 c / 但是 d / 太多了 e / 。

4.5 Traditional vs simplified characters

Of the 200 characters introduced in the first four character lessons, almost 70 have both traditional and simplified forms. For the majority of those 70 cases, the simplified and traditional differ minimally: 來/来, 貴/贵, 樣/样, 餓/饿, 傘/伞. Others, even if they lack many strokes in common, still retain a family resemblance: 馬/马, 學/学, 師/师, 問/问, 飛/飞, 電/电. Or they are usually compounded and therefore more easily recognized: 什麼/什么, 緊張/紧张, 怎麼樣/怎么样. Only about 20 have sharply divergent forms, and these, fortunately, are among the most common: 個/个, 難/难, 點/点. Exercise 5 is a chance to review the more difficult pairs.

Exercise 5

Match the jiǎntǐzì on the left with the fántǐzì on the right (by writing the appropriate number of the latter in the spaces provided):

热	—	这	—
对	—	儿	—
块	—	边	—
铁	—	汉	—
听	—	几	—
笔	—	机	—
东	—	过	—
书	—	会	—
报	—	远	—
陈	—	难	—
车	—	从	—
觉	—	买	—
还	—	长	—

1. 陳	14. 兒
2. 過	15. 從
3. 對	16. 還
4. 機	17. 覺
5. 漢	18. 車
6. 遠	19. 會
7. 筆	20. 鐵
8. 書	21. 熱
9. 這	22. 塊
10. 買	23. 邊
11. 東	24. 難
12. 幾	25. 聽
13. 報	26. 長

4.5.1 Comment - response

1. 學中文，我覺得學漢字有一點兒難，但是說話還可以。/ 請問，第一年你們學過多少漢字？
2. 請問，這兒有沒有個公用電話？/ 有，有兩個，一個在裏邊，一個在門口那兒。要不要用我的手幾？別客氣！
3. 你想去買東西，最好坐地鐵去，地鐵比較舒服。/ 那晚上很晚也可以坐地鐵嗎？
4. 你看，這是毛筆字，這不是。/ 毛筆字很好看，但是用毛筆很難吧？
5. 北京從六月到八月非常熱，從十二月到三月非常冷。/ 那幾月到幾月上學？
6. 現在在中國手機不太貴，一個月差不多一百塊。/ 哦，是不太貴。
7. 聽說在中國汽車不貴，也有人要買飛機。/ 問題是人太多了，車子也太多了，放車是個大問題。
8. 機場離這兒不遠，坐公共汽車四十分鐘就到了。/ 坐地鐵去也可以嗎？
9. 去東方書店，在這兒下車對不對？/ 對，在這兒下，你看前邊那四個字：東方書店。
10. 姓陳的也是從中國東北來的嗎？/ 對，他是長春人，家人還在那兒。

Notes

放車 fàngchē 'parking (put vehicle)'

就到了 jiù dào le

長春 Chángchūn

十分鐘 shí fēn zhōng

書店 shūdiàn 'bookshop'

4.6 名片 míngpiàn

1.

周林	
大中国地区销售经理	
宝洁（广州）有限公司	
中国广州市解放北路 986 号	
以太广场 1-4 楼	邮政编码 510040
电话：（8620）8669 8828 转 3386	
传真：（8621）8666 2354	
手机：13609727562	
电子邮箱：	
网址：	

(男)

经理
有限公司

----- 路 986 号
1-4 楼 邮政编码 510040

电话： 转
传真：
手机：
电子邮箱：
网址：

2.

北京大学	
对外汉语教育学院	
张舒	书记 副院长
地址：北京, 100871 北京大学勺园二号楼	
电话：86-10-62751916	
传真：86-10-62757249	
E-mail:	

Duìwài Hànyǔ Jiàoyù Xuéyuàn
Overseas Chinese Lang. Education Institute

(女)

书记
副院长

地址： 二号楼
电话：
传真：

3.

西安交通大学	
王汉飞	工程师
地址：西安市咸宁路 28 号能源馆	
电话：（029）3267806（办）	
传真：（029）2215891	
邮编：710049	

(男)

工程师

地址：
电话： （办）
传真：
邮编：

Titles

教授		jiàoshòu	professor
院長	院长	yuànzǎng	dean
副院長	副院长	fùyuànzǎng	vice dean
經理	经理	jīnglǐ	manager
書記	书记	shūjì	secretary
主任		zhǔrèn	director
總裁	总裁	zǒngcái	CEO
工程師	工程师	gōngchéngshī	engineer
高級	高级	gāojí	high level
有限公司		yǒuxiàn gōngsī	Co. Ltd.

Addresses

地址		dìzhǐ	address
大街		dàjiē	avenue; street
路		lù	road
號	号	hào	number
樓	楼	lóu	building
二號樓	二楼	èrhàolóu	Building #2
大廈	大厦	dàshà	(large) building [HK]
郵政編碼	邮政编码	yóuzhèng biānmǎ	zip code

Telephone etc.

電話	电话	diànhuà	telephone
辦	办	bàn (bàngōngshì)	office
轉	转	zhuǎn	(phone) extension
移動電話	移动电话	yídòng diànhuà	mobile phone
傳真	传真	chuánzhēn	fax
手機	手机	shǒujī	cellphone
電子郵件	电子邮件	diànzi yóujiàn	email
電子郵箱	电子邮箱	diànzi yóuxiāng	e-box
網址	网址	wǎngzhǐ	web address
信箱		xìnxiāng	[PO] Box

4.7 On the street #4

1. Creative characters



Hong Kong: Toys “Я” Us advertisement. [JKW 2005]

Wánjù “fǎn” dòu chéng ‘Tipped-bucket-of-toys town (toys “reversed”-bucket town)’

[反 fǎn ‘reversed’]

2. Names of some Mainland newspapers

青海日报	人民日报	西安晚报	北京日报
南京晚报	中国青年报	明报	大连日报
上海日报	扬子晚报	北京晚报	四川日报
海南日报	山西日报	南方日报	光明日报
南華早報	新京报	大同晚报	

人民 rénmin	‘the people’, cf. Rénmínbì	光明 guāngmíng	‘light; bright’
青年 qīngnián	‘youth; young people’	華 huá	‘China; Chinese’
大连 Dàlián	在中国东北 (Liáoníng)	新 xīn	‘new’
扬子 Yángzǐ	the region around Yángzhōu, a city on the north side of the Cháng Jiāng ‘(Long River)’, which gives its name to the lower stretch of the river, the Yángzǐjiāng. The English name of the river, the Yangtze, is, of course, based on Yángzǐjiāng.		

第五課 Dì-wǔ kè

Lesson 5

早早儿睡 晚晚儿起， 早早兒睡 晚晚兒起，
Zǎozāor shuì wǎnwānr qǐ

又省灯油又省米。 又省燈油又省米。
yòu shěng dēngyóu yòu shěng mǐ.

Early to bed, late to rise, saves you lamp oil, saves you rice!
Cited in Chao Yuen Ren, *A Grammar of Spoken Chinese* (p. 208).

- a) The addition of -r to certain adverbial expressions that involve repetition of stative verbs is often accompanied by a change in tone: zǎo+zǎo+r > zǎozāor.
 b) 省 shěng represents what in the modern language look like two separate words: 'province' and 'economize; save'. The same character is also used to write xǐng that appears in certain compounds, eg 反省 fǎnxǐng 'introspection (back-examine)'.
 c) 油 'oil' is composed of sāndiǎnshuǐ 'water' and 由 yóu, acting as a phonetic element; 灯 dēng has 火 as radical, 丁 dīng as phonetic.
 d) 又...又 '[both]...and...'.
 e) As you would expect in a culture where rice is the staple, there are different words for rice at different stages of production: 稻 dào is the plant; 米 mǐ is the uncooked grain; 飯 fàn is cooked rice.

5.0 Review

a) *Conversations written in jiǎntǐzì*

Practice them until you can read each part fluently and with expression.

- i. 美国的钱叫美金，是吗？ 在中国也叫美元。
 那中国的钱叫什么？ 叫人民币。
 人民币有元角分吧。 是，元就是块，角就是毛，
 分就是分。
台湾也是人民币吗？ 不是，台湾的是台币。
 一块美金是八块多 不。现在 一块是七块多了。
 人民币吧。
 那一百块人民币是十四块 是，差不多十四块。台币呢，
 美金吧。 一块美金三十二块！

Notes

- | | |
|------------------------|------------------------------------|
| a) 金 jīn ‘gold; metal’ | b) 元 yuán ‘dollar’; also written 圓 |
| c) 人民币 Rénmínbì | d) 角 jiǎo 1/10 of a yuán. |
| e) 就是 jiùshì | f) 台灣 Táiwān |

- ii. 你有多少钱？ 我这儿有两三百块。
那不少。 也不太多。
你的朋友有没有钱？ 他们没有，他们都是学生。
学生经常没有什么钱。
- iii. 请问，你那一班一共有多少学生？ 一共大概有二十个。
二十个不少。中文课平常没有这么多。有几个老师？ 只有一个老师。二十个学生是有一点儿多，但是不是太多，我想。
老师一定很累！ 在这个大学老师学生都很累。
- iv. 请问，钱那个字为什么有个金字旁？ 金就是钱！
金是钱吗？那，块为什么是土字旁？土不是钱。 土是地，土地。
钱币，美金，土地？ 就是了！

Notes

- | | |
|---------------------|--|
| a) 旁 páng ‘next to’ | b) 土 tǔ; 土地 ‘land; soil’; cf. 土木 tǔmù ‘construction (soil-wood)’ |
|---------------------|--|

b) Now a familiar conversation written in fántǐzì:

兩個同學：王高飛，周中明；周中明在門口 (ménkǒu):

- 王 誰啊？ 周 我是周中明。
- 王 哦，小明，來來，請坐。 周 好，哎，今天非常熱！
- 王 嗯。那你喝一點兒什麼？ 周 不用了，不用了。
有咖啡，有可樂，也有啤酒。
- 王 你別客氣。喝吧！ 周 好。那，來一杯茶吧。
- 王 可以。這茶很好，雲南的。 周 是很好。
- 王 你最近怎麼樣？忙嗎？ 周 今天不太忙，還好。我昨天
有一點兒不舒服，可是
現在好了。你呢？
- 王 有一點兒緊張，功課
很多，我也睡得不好。
- 王 可不是嗎？！ 周 哎，學生都很忙很累！

Notes

Kǒuzipáng (口) often indicates that the graph is read for its sound, as represented (not always perfectly) by the phonetic element. Thus it is often found with interjections (at the beginning of sentences), such as: 哦 ò; 哎 ài; 嗯 n ~ ng; with exclamatory particles, 啊 a; 吧 ba; or with words borrowed from other languages, 咖啡 kāfēi.



Reading the news, Kūnmíng. What's the question highlighted in yellow? [JKW 1997]

c) Add a character (or two) to distinguish the following pairs:

- | | | |
|-----------------|-----------------|-----------------|
| 1. ____毛 ____笔 | 2. ____周 ____州 | 3. ____年 ____午 |
| 4. ____生 住____ | 5. ____杯 林____ | 6. 忘____ ____忙 |
| 7. 小____ ____少 | 8. ____服 ____报 | 9. 洗____ 先____ |
| 10. ____文 这____ | 11. 地____ 她____ | 12. 汉____ ____难 |
| 13. ____有 ____友 | 14. ____陈 东____ | 15. 四____ 西____ |
| 16. 走____ 起____ | 17. ____呢 吃____ | 18. ____字 ____子 |
| 19. ____听 ____近 | 20. 省____ ____贵 | 21. 用____ 同____ |
| 22. 汽____ ____气 | 23. 公____ ____么 | 24. ____典 ____共 |
| 25. ____站 ____点 | 26. 几____ ____机 | 27. 自____ ____白 |
| 28. ____见 现____ | 29. ____过 还____ | 30. ____对 ____过 |

d) Talking about characters

Asking how to say it or how to write it:

水, 火

Dì-yī ge zì, zěnmē shuō?

‘Shuǐ’.

Dì-èr ge ne?

Dì-èr ge shì ‘huǒ’.

How do you say the 1st character?

‘Shuǐ’.

And the 2nd?

The 2nd is ‘huo’.

三塊四毛五

Zěnmē niàn?

Ng, ‘sān kuài’.

Hái yǒu ne?

‘Sān kuài sì máo wǔ.’

How’s [it] read?

Hm, ‘san kuai’.

And what else?

‘San kuai si mao wu.’

小 ‘Dàxiǎo’ de ‘xiǎo’ zěnmē xiě?

How do you write the ‘xiao’ of ‘daxiao’?

Asking about number of strokes (bǐhuà):

元 ‘Yuán’ zhèi ge zì yǒu jǐ ge bǐhuà? How many strokes in the character ‘yuan’?

Yǒu sì ge.

There are 4.

我 ‘Wǒ’ ne? ‘Wǒ’ yǒu jǐ ge bǐhuà? And [in] ‘wo’? How many strokes in ‘wo’?

‘Wǒ’ yǒu qī ge.

‘Wo’ has 7.

Asking about radicals (bù<shǒu>):

都 ‘Dōu’ de bùshǒu shì shénme? What’s the radical of ‘dou’?

‘Dōu’ shì yòu-ěrdō ~ yòu-ěrpáng. ‘Dou’ is the ‘right ear’.

很 ‘Hěn’ zhèige zì de bùshǒu shì shénme? What’s the radical of the character ‘hen’?

Shì shuānglǐrén ~ shuāngrénpáng. It’s the ‘double man radical’.

5.1 Set 1

因為(為) 樓 鐘 歲 喜歡
3+3 1+8 (4+8) 4+10 8+12 4+9 3+9 4+18

為 樓 鐘 岁 欢
1+3 4+9 5+4 3+3 4+2
yīn wèi [wéi] lóu zhōng suì xǐhuan
reason for [be] building; bell; year; pleasure-joy
because floor clock years old to like

工作 所/所 定 功 每 位
3+0 2+5 4+4 3+5 3+2 4+3 2+5
gōngzuò suǒ dìng gōng měi wèi
work (place; that which) (certain) (merit) each; every pol-M

Notes

- a) The wèi of wèishénme is usually hand written as 為 (*why* a three layered cake and candles?), which, for obscure reasons, is classified under the radical 火 ‘fire’; but it is printed 爲, with radical 爪. Its simplified form, which takes the first two strokes of the traditional and then reduces the rest to two strokes, derives from calligraphic practices. Wèi with falling tone means ‘for [the sake of]’; thus wèishénme ‘for what’. With rising tone, it means ‘be; do; by’. (The wei of yīnwèi derives from the rising toned word, but is now generally pronounced with falling tone.) Yīn contains 大 dà ‘big’ confined in a square (for good *reason*).
- b) 樓 contains the phonetic element 婁 lóu, also seen in 數, which has the unexpected pronunciation of shǔ (‘to count’) or shù (cf. 數學). 婁 itself resembles a tall *building*; it obeys the rule of five if we can count 女 as having two horizontals (for by the rules, 日 only counts as ‘2’).
- c) 鐘 has 金 as radical and 童 tóng as a phonetic element; originally it meant ‘bell’ of the sort that would ring the hours from a 鐘樓/钟楼 ‘bell tower’, such as the fine one in Xī’ān. The simplified character provides a more exact phonetic element, 中.
- d) 歲 is composed of two characters, 步 and 戌 superimposed, with the first graph split into two parts, one part appearing on the top, and the other, in the middle. The simplified form is based on a non-standard but traditional graph with 止 on top, rather than 止.
- e) 喜 ‘joy; happiness’ (two mouths separated by a *joyful* smile) appears at weddings as ‘double happiness’: 囍. 歡 contains the phonetic element 萑, seen in eg 觀 guān, 灌 guàn, and 罐 guàn; in the simplified graph, this complex segment gets reduced arbitrarily to 又 (cf. 难, 汉).
- f) 作, with 乍 zhà as phonetic, also seen in 昨天 and 怎麼. The two characters 做 and 作 can both be translated as ‘do’ or ‘make’ in many contexts, and they are not always consistently differentiated in writing. 做 is more often an independent verb, and means ‘do’ as in ‘to manufacture or produce’ (做飯) or ‘to engage in’ (做買賣 zuò mǎimài ‘to do business’). It can also mean ‘be’ (做朋友, 做伴兒 zuò bànr ‘to keep s/o company’). 作, on the other hand, is more common in compounds (工作) with meanings ranging from ‘compose’ (作品 zuòpǐn ‘works [of literature or art]’, 作家 zuòjiā ‘writer’, 作詩 zuò shī ‘compose poems’) to ‘to be [a member of a profession]’ (作老師). (工 gōng looks like the cross section of a rail or girder – good for heavy *work*.)
- g) In both traditional and simplified script, suǒ may be written 所 (戶+斤) or 所 (with a different first stroke). The original meaning of 所 is ‘place’, as in cèsuǒ ‘outhouse; toilet’; the radical is 斤 jīn, originally a drawing of an ‘axe’ (cf. 近 jìn ‘close’). The original meaning of 所 is barely evident from some of its most common uses, eg in the compound 所以 suǒyǐ ‘therefore; so’.
- h) 定 dìng ‘fixed, settled’, shows the ‘roof’ radical over the element seen in 是. [Providing a roof *fixes* the location.]

- i) 功 gōng ‘merit’ (功课) contains a phonetic 工 gōng plus 力 lì ‘strength’.
- j) 每 is the element found in 海 hǎi, where it may once have been phonetic. It in turn, contains 母 mǔ ‘mother’ and 人. [The sea 海 hǎi is the mother 母 mǔ of each 每 měi of us’.]
- k) 位, the polite measure, with 立 lì ‘stand; set up’. (People stand *politely*.)

5.1.1 Compounds and phrases

因为	为什么	楼上	楼下	大楼	五楼
yīnwèi	wèishénme	lóushàng	lóuxià	dàlóu	wǔlóu
三点钟	几岁	钟楼	八岁	喜欢	恭喜
sān diǎn zhōng	jǐsuì	zhōnglóu	bā suì	xǐhuan	congratulations gōngxǐ
欢迎	工作	做饭	所以	一定	功课
welcomes huānyíng	gōngzuò	zuòfàn	suǒyǐ	yíding	gōngkè
每年	每天	这位	哪位	三位	不一定
měinián	měitiān	zhèi wèi	nèi wèi	sān wèi	bù yíding

5.1.2 Short dialogues

甲 请问，西京在哪里？	乙 有一个北京，也有一个南京，东京（在日本），可是没有个西京。
甲 你累不累？	乙 很累。
为什么？	功课太多了。
明天呢？	明天还好，没什么课。
那，我们明天上山，好不好？	上山太难了，我们下水吧。天气这么热，下水很舒服。
甲 请问，三六号在这楼吗？	乙 这是二楼，三六号在三楼，从这儿上吧。

甲	我很饿。	乙	为什么？
	还没吃饭呢。		那，你吃吧。
	没饭吃，只有一块西瓜。		西瓜不是好吃吗。
	西瓜，瓜很少水很多。		这么晚，哪里有汉堡包？
	我要个汉堡包，一个		先吃那一块西瓜，明天再去吃一个
	三明治。		比较大的早饭，好不好？

甲:	孔老师，这是我的好朋友，张小东。	孔:	张小东，你好，你好。
小东:	孔老师，好。	孔:	张小东，你是哪国人？
小东:	我是西班牙来的。	孔:	哦，西班牙，我以前在西班牙工作过！
	在那儿工作过!?		是，在马德里。我很喜欢西班牙。
	你在那儿几年。		不到一年，八个月。
	会不会说西班牙语？		会说一点，可是说得不太好。

甲	请问，这儿有厕所吗？	乙	有，楼上有一个，楼下也有一个。
---	------------	---	-----------------

甲	小东，我看你常常不吃早饭，只喝一点茶就去上课。你不觉得饿吗？	乙	还好，我早上不喜欢吃东西，可是一定要喝一两杯茶。你呢，你平常都吃早点吗？
	那不一定，可是不吃早饭上课我就觉得很累。		我也是。

Notes

汉堡包 hànǎobāo 只 zhǐ

甲 你的朋友已经上课了吗？ 乙 现在她不上学了，有工作了。每天很早上班，很晚下班，每天都很忙，所以每天都很累。

哎，很难，可是钱很多吧。 不少，所以每天也可以买东西。

学生：这位是我的中文老师， 妈：王老师您好，我是小丽的妈妈。
王老师。 小丽说很喜欢你的课，现在她已经会说一点中国话。

王老师：嗯，她是一个好学生，每天都来上课，每天都做功课。

Exercise 1

Rearrange the following jumbled sentences:

1. 生在广州 a / 我在西安工作 b / 也常说广东话 c /
可是我是广州人 d / 长在广州 e /。
2. 所以广东话 a / 她因为生在广州 b / 说得很好 c /。
3. 很多人喜欢去那个地方 a / 离广州很远 b / 可是因为山多人少 c / 贵州在中国的西南边 d /。
4. 每天都有很多功课 a / 汉字也多 b / 学中文很难 c /
生字多 d /。
5. 下车 a / 因为我们有个朋友 b / 所以我们要在可可西里 c /
住在那儿 d /。
(可可西里在青海。)
6. 在饭馆吃饭 a / 在家里吃饭 b / 有人喜欢 c / 有人喜欢 d /。
7. 可是 a / 我很喜欢喝咖啡 b / 每天都喝 c / 不一定 d /。

5.2 Set 2

就 門/门 街 路 母 父

3+9/2+10	8+0 / 3+0	6+6	7+6	5+0	4+0
jiù	mén	jiē	lù	mǔ	fù
(then)	door	street	road	mother	father

爸 媽 應該 後頭 孩

4+4	3+10	4+13 7+6	3+6 9+7	3+6
-----	------	----------	---------	-----

	媽	應該	后头	
	3+3	3+4 2+6	1+5 3+2	
bà	mā	yīnggāi	hòu tóu	hái
dad	mum	should; ought to	back head	child

Notes

- a) Though there is no simplified form for 就 jiù, the two sets assign it different radicals. In the traditional set, 尢 – without the upper dot – is radical; in the simplified, it is the first 2 strokes. On the left is 京 ‘capital’. (After you’ve seen the capital, what *then*?)
- b) 門, originally a drawing of a door with two leaves, is a radical in some characters (eg 開 ‘start; open’, cf. kāihuì) and a phonetic in others, including 們 mén and 問 wèn ‘ask’.
- c) 街 jiē, with 圭 guī as a phonetic element enclosed within 行. The latter is said to have been a drawing of crossroads (with the result looking like a grid system of *streets*).
- d) 路 contains the radical version of 足 ‘foot’ (as in 足球 ‘football’) and 各 gè, an element associated with either ge/ke type syllables (客), or l-types (洛 luò).
- e) 父 (*father* figure in collar and tie) is radical in the more informal 爸, with 巴 as phonetic (cf. 吧). The form of 母 (seen in 每) is said to be 女 with the addition of breasts. 媽, like 爸, is formed on phonosemantic principles.
- f) 應 is classified under radical 心 rather than the more obvious 广 (though the simplified graph is classified under the latter). 心 at least suggests some notion of intention (‘should’). Both 該 and 孩 contain the phonetic element 亥 hài (the bottom part of which looks like a script ‘4’ plus 人 ‘person’).

g) 後 (solid *backing* for the front part of the graph) like 從 cóng, with which it is easily confused, has 彳 as radical. 頭, originally ‘head; chief’ (*head-hair-neck-shoulders*, on the left), has evolved into a suffix in certain location words. Both 後 and 頭 undergo radical simplification, the former by substitution of the homophonous graph 后 and the latter by substitution of a novel graph, 头.

5.2.1 Compounds and phrases

就是	三门课	门口	大街	就好了	父母
jiùshi	sān mén kè	ménkǒu	dàjiē	jiù hǎo le	fùmǔ
爸爸	妈妈	不应该	我该走了	应该的	在后头
bàba	māma	bù yīnggāi	wǒ gāi zǒu le	yīnggāi de	zài hòutou
小孩儿	男孩子	女孩儿	两个孩子	东长安街	北京路
xiǎoháir	nánháir	nǚháir	liǎng ge háizi	Dōng Cháng’ān Jiē	Běijīng Lù
中山北路	上海西站	前门大街	就这样儿	在后边	东四南大街
Zhōngshān Běilù	Shànghǎi Xī Zhàn	Qiánmén Dàjiē	jiù zhèi yàngr	zài hòutou	Dōngsì Nán Dàjiē

5.2.2 Comment and response

1. 中国人喜欢生男孩子还是生女孩子？/ 那很难说。最好有两个，一个男孩儿，一个女孩儿。
2. 大学的学生都应该学外国话吗？/ 那不一定，可是想去中国工作的学生应该学中文。
3. 我们是四个人，四个人吃几个菜？/ 四个人呢，四个菜一个汤就好。
4. 请问，厕所在哪儿？/ 这儿没有厕所，后头的大楼应该有。你去问问吧。
5. 请问，这是不是中山北路？/ 中山北路在火车站后头，从这儿走。
6. 请问，这是北京路吗？/ 不，这是北门街。北京路在那边。那是青年路，在过去一点，后边就是北京路。

7. 在中国以前只可以生一个孩子，两个不行；最近，第一个孩子是女孩子，那你可以再生一个。/ 那，一男一女是最好。



Qǐngwèn, Tiān'ān Mén zài nǎ? [JKW 2004]

Exercise 2.

Based on the information in the narrative, prepare to answer the questions that follow:

小林友美的名字有四个字。为什么呢？因为她生在日本，也长在日本，是日本人，所以有个日本人的名字。她妈妈也是日本人，可是爸爸是在中国生的，是个中国人，会说中国话。1978 年从中国来日本的，还是有中国的国籍，所以小林友美从小很想来中国看看中国怎么样，学一点中文。

爸爸妈妈说应该的，所以 2005 年小林友美来中国住一两年，现在在南京大学上学。在南大她上三门课：中文，英文，中国文学。文学很难，可是中文英文不太难。中文课没有很多学生，只有十五个，七个男的，八个女的。上午有大班，下午有小班。中文老师姓李，没去过日本，也没去过美国，可是日文英文都说得很好。

英文课文学课学生更多，大概有五十多个。友美已经在中国六个月了，可是没有很多钱，一天五块美元就好了，不多也不少。她住的地方也没有很多东西。小林友美因为钱比较少所以还没去过很多地方。她说七月，因为没课应该去看北京，上海，西安。我说应该的。

- (一) 小林友美的名字为什么有四个字？
- (二) 她是在什么地方生的？
- (三) 哪年来中国的？
- (四) 她为什么在中国？
- (五) 她在中国哪个大学？
- (六) 在那个大学大概已经几年了？
- (七) 中文课学生多不多？英文课呢？
- (八) 小林友美在中国去过的地方很多吗？
- (九) 她哪门课有大班也有小班？

5.3 Set 3

節	辦	總	菜	廁
6+7	7+9	6+11	4+8	3+9
节	办	总	菜	厕
3+2	2+2	4+5	3+8	2+6
jié	bàn	zǒng	cài	cè
segment		total	vegetables	leaning building
(holiday)	(deal with)	always	food	(toilet)

星期	系	城市	概	更
4+5 4+8	6+1	3+6 2+3	4+9	4+3 / 1+6
xīngqī	xì	chéngshì	gài	gèng
star-period	system	wall-market	outline	change; more
week	department	city	approx.	even more

Notes

- a) 節 has the bamboo radical (zhúzitóu) supporting the core meaning of a joint of bamboo, giving rise to meanings such as ‘segment; chapter; program; festival’. The simplified character is unusual in substituting the vegetation radical for the bamboo. Examples of festivals are provided in the ‘compounds and phrases’ below.
- b) 辦 bàn ‘to manage’, appearing in 辦公室 bàngōngshì ‘office’, contains 力 lì ‘strength’, enclosed by two 辛 (‘boss and helpers ready *to work*’), one of which is assigned radical status. The simplified form reduces the two 辛 to dots (办); it should be distinguished from 为 wèi / wéi, which takes the first two strokes of the traditional graph and reduces the rest to two a zhé ‘bent’ and a diǎn ‘dot’.
- c) Adverbs: 總 has 糸 ‘silk’ as radical, which is lost in the simplified graph. Silk is associated with continuity (among other notions), so ‘always’. 更 gèng (stepping forward, with *even more* confidence?) is classified under 曰 yuē ‘to say’. 概, which appears in the compound 大概, contains a central segment similar to the right hand side of 很.
- d) 廁 cè (resembling an *outhouse*) loses its dot in the simplified graph, 厕. (The same happens with the graphs for chǎng ‘factory’: 廠 but 厂.)

e) 星 ‘star’ contains 日 ‘sun’ and 生, the latter originally phonetic. 期 contains 月 ‘moon’, with 其 qí as phonetic. (*Weeks* are lunar quarters as ‘born’ by the sun’s reflection.)

f) 系 ‘system; department’, with silk as radical (suggesting ‘system’).

g) 城市 ‘city’, a compound of chéng ‘wall’ (typically made out of 土 ‘earth’) and by association, ‘city’; and shì ‘market’, by association, ‘town’.

5.3.1 Phrases and compounds

中 <u>秋</u> 节	=	八月节	学期	办 <u>公</u> 室	总是	怎么办
Zhōngqiūjié		Bāyuèjié	xuéqī	bàngōngshì	zǒngshì	zěnmébàn
节日		<u>青</u> 年节	星期六	北京市	中国菜	大白菜
jiérì		qīngniánjié	xīngqīliù	Běijīngshì	Zhōngguócài	dàbáicài
海菜		茶杯	厕所	中文系	在哪个系	大概
hǎicài		chábēi	cèsuǒ	Zhōngwénxì	zài nǐ ge xì	dàgài
最大的城市			更累	更晚	水系	山系
zuì dà de chéngshì			gèng lèi	gèng wǎn	shuǐxì	shānxì

Notes

中秋节 Zhōngqiūjié ‘Mid-autumn festival’	海菜 hǎicài ‘edible seaweed’
<u>青</u> 年节 qīngniánjié ‘Youth Day’	水系 shuǐxì ‘river system’
山系 shānxì [geol] ‘mountain system’	

5.3.2 Readings

1. 明天是八月节，上课学生应该吃月饼。 / 上午班有十八个学生，下午有十五个，那今天下午我们可以去唐人街买四十个。
2. 请问，厕所在哪里？ / 厕所，那里有一个，在周老师的办公室那儿，门口前头。
3. 哎，已经十点钟，功课太多了。学中文的学生总是很忙很累。 / 对啊，不过中文老师不是更忙更累吗？ / 可不是吗！

4. 中国菜好吃可是难做。/ 不一定，好做的有，难做的也有。
5. 中文每天都有吗？/ 星期一到四都有，星期五没有。
6. 你是中文系的吗？/ 我不在中文系，我在文学系。
7. 北京是不是中国最大的城市？/ 最大的是上海。北京是第二，我想。
8. 你的伞呢？/ 哦，天啊，是不是忘在林先生的办公室了。你看，下大雨，没伞不行！

Notes:

- a) 哎 ài; 哦 ò; 啊 a.
- b) 月饼 yuèbǐng ‘moon cakes’

Exercise 3

Rearrange the following phrases into presentable sentences:

1. 想吃中國菜 a / 還是吃美國菜 b / 那 c / 今天晚上 d / ？
2. 所以 a / 沒有地方坐 b / 在她前邊 c / 她的辦公室裏 d /
我們都站 d / 。
3. 只喝咖啡 a / 不吃早點 b / 學生 c / 常常 d / 因為很忙 e / 。
4. 都很忙 a / 學生 b / 可是 c / 老師更忙 d / 每天 e / 。
5. 起來 a / 晚上兩點 b / 睡覺 c / 早上十點 d / 我 / 。
6. 到 a / 是 b / 兩點 c / 天文課 d / 晚上十一點 e / 星期四 f / 。
7. 吃中國菜 a / 可是 b / 我做得不好 c / 我最喜歡 d / 所以 e /
常常去飯館兒吃 f / 因為 g / 。

5.4 Set 4

像 / 像	理	河	湖	江	肉
2+12 2+11	4+7	3+5	3+9	3+3	2+4
xiàng	lǐ	hé	hú	jiāng	ròu
appearance	principle	river	lake	river	meat

謝	開	考試	牛	羊	進
7+10	8+4	6+0 (老) 7+6	4+0	6+0	8+3
谢	开	试			进
2+10	1+3	2+6			4+3
xiè	kāi	kǎoshì	niú	yáng	jìn
thanks	open, start	test	cow; beef	sheep; lamb	enter

哥	兄	弟	米	千	萬	(万)	真	~	真
1+9	3+2	2+5	6+0	2+1	4+9	1+2	5+5		2+8
gē	xiōng	dì	mǐ	qiān	wàn		zhēn		
older bro	(older bro)	younger bro	rice	1000	10,000		real		

Notes

- a) The graph, 像 xiàng ‘resemble’, consists of the person radical plus the phonetic 象 (xiàng), said to derive from a picture of an elephant (the graph *resembles* an elephant), with the trunk at the top, a head, and a body with four legs and a complicated tail. The simplified graph differs from the traditional only in having the 8th stroke continue through the ‘head’ to form the ‘neck’. 像 is often paired with a following 一樣/样 yíyàng: 像中国人一样 ‘like a Chinese’.
- b) 理 ‘principles’, with the combining form of ‘jade’ (玉), now often named for what it looks like, the ‘king’ radical (王). Cf. 裏 and 里.
- c) 江, 河, and 湖 are all formed on the phono-semantic principle, with 工 gōng, 可 kě, and 胡 hú all originating as phonetic elements.

- d) 肉 (*meat hanging in a locker*) should be contrasted with 内 nèi ‘internal’ (shìnèi ‘within town’). Contrast: 年 nián, 午 wǔ, 牛 niú and 羊 yáng, the last two forming compounds with 肉 to give the names of meat.
- e) 谢/谢 is a compound of the speech radical with 射 shè, which originated as a phonetic element, and which is itself decomposable into 身 ‘body’ and 寸 ‘thumb’.
- f) 开 is yet another in the series of graphs with the door radical; the simplified graph isolates the inner component (that looks like an implement for *opening* bottles).
- g) 考 is similar in form, and is in fact, historically related to 老 ‘old’. (The old set the *tests*). 试/试 shows the speech radical and 式 shì, as phonetic.
- h) The element on the left of 进 jìn ‘enter’ (sometimes printed with two dots instead of one) is zǒuzhī, assigned as radical. It is a left-side version of the more complex graph, 辵, whose meaning is ‘stopping and starting’. Zǒuzhī is also found in 迎 yíng ‘welcome’, 近 jìn ‘near’ and 送 sòng ‘escort’. The simplified character 进 (jìn) makes use of the imperfect phonetic 井 jǐng ‘a well’.
- i) 兄 ‘older brother’ only appears in certain compounds, eg 兄弟 ‘brothers’. 哥 (apparently with 可 kě as an element) is used for the more versatile word, gē.
- j) 米 perhaps shows grains of rice; it appears in the traditional graph 氣, which is often interpreted as ‘vapor rising from rice as it cooks’.
- k) 千 ‘1000’ seems to be based on 十 ‘10’. 萬, with the vegetation radical, originally meant a very large number, or myriad and was then applied to the largest root number (other than 億/亿 yì ‘100 million’). The simplified form (万) is an old simplification that should be distinguished from 方 fāng.
- l) Both forms, 眞 and 真, have existed in the traditional set as alternate forms, with the latter the usual handwritten graph that has also been adopted in the simplified set. In the traditional set, 目 ‘eye’ is radical (the look of *truth*, or perhaps *truth* on a pedestal); in the simplified set, the first two strokes are assigned the radical.

5.4.1 Phrases and compounds

好像	像飞机一样	西湖	长江	青海湖	
hǎoxiàng	xiàng fēijī yíyàng	Xī Hú	Cháng Jiāng	Qīnghǎi Hú	
进来吧	开水	开会	开车	白开水	
jìnlái ba	kāishuǐ	kāihuì	kāichē	báikāishuǐ	
西江	汉江	太湖	请进	理工	经理
Xī Jiāng	Hàn Jiāng	Tài Hú	qǐngjìn	lǐgōng	jīnglǐ

谢谢	很多考试	什么考试	牛肉	羊肉
xièxie	hěn duō kǎoshì	shénme kǎoshì	niúròu	yáng ròu
白酒	羊毛	山羊	母羊	米饭
báijiǔ	yángmáo	shānyáng	mǔyáng	mǐfàn
一千公里	一千四百	四百万	真不错	真的吗
yìqiān gōnglǐ	yìqiān sìbǎi	sìbǎiwàn	zhēn bú cuò	zhēn de ma

5.4.2 Dialogues

<i>Comment</i>	<i>Response</i>
一 你有兄弟姐妹吗？ 他在哪个大学上学？	有个弟弟，十八岁了。 在北大。最近非常忙因为有考试。
二 她是哪个大学的？ 南大？她不是天津人吗？ 哦，有两个南大，南京的也有天津的。	南大。 天津的南开大学叫南大 是。
三 中国人最喜欢喝什么？ 美国人也喜欢喝汽水，像可口可乐，百事可乐，可是现在很多人也喝茶。	以前中国人最喜欢喝茶，喝白开水，可是现在很多人也喜欢喝可乐，牛奶，汽水。美国人呢？ 现在每个地方，每个国家有同样的东西，所以喝的都一样。
四 你说上海是中国最大的城市；那，上海的人口是多少？	上海人口大概是九百万；有人说是更多，像一千五百万，不过那是上海东南西北的地方。

- 五 可以说中国南方人比较喜欢吃米饭，对不对？
 他们也喜欢吃什么？
- 对，可是北方现在也吃很多米饭。
 那大家每天都吃一点肉，吃一点青菜，吃一点海鲜。
- 六 我姓孔，叫孔大中。这是我的名片。
 谢谢，哦，经理，方经理，您好。常州人，我去过。
- 哦，您是麻省理工学院的，那就是MIT，对吗？MIT很有名。我姓方，方现同，我的名片。
 你去过常州！很少有外国人去过常州！我在常州工作，可是不是常州人，我生在包头，在黄河边。

Notes

妹 mèi; 可乐 kělè; 牛奶 niúǎi; 百事可乐 bǎishì-kělè; 海鲜 hǎixiān

Exercise 4.

Practice presenting the information given in the table below. The titles are typical of forms: 出生地 chūshēngdì 'exit-birth-place'; 年龄 / 年齡 niánlíng 'age'; 身份 shēnfēn 'status'. New names: 李爱华 Lǐ Àihuá; 周云 Zhōu Yún; 毛大为 Máo Dàwéi (with the rising toned wéi, meaning 'do; be').

姓名	出生地	年龄	身份	最喜欢的地方
林美	北京	35	在北大工作，是老师	北京的北海
王学英	南京	38	在南京的一个公司工作，是经理	云南的大理市
张英	广州	43	在机场工作，是经理	江西的三清山
小林友美	东京	19	在南大上学，是本科生	青海的青海湖
李爱华	英国	28	在航空公司工作，是总裁	北京火车站！
周云	西安	40	在饭馆工作，是大师傅	西安钟楼
毛大为	美国	21	在北大上学，中文系	长城



公共汽车站，昆明 [JKW 2000]

5.5 Traditional characters

5.5.1 Comments

1. 因為很高所以很清楚。
2. 公用電話在三樓。
3. 廁所在樓下，可以在這樓洗手。
4. 十點鐘上課，十一點下課。
5. 晚上一點鐘睡覺。
6. 她只有十五歲了，不可以喝酒。
7. 喜歡吃中國菜嗎？我們去城裏吃晚飯，好不好？
8. 門口那兒有電話，市內 (nèi) 的不用錢。

9. 上課不應該吃飯，不應該喝汽水，不應該睡覺。
10. 電話在後頭，辦公室在二樓。
11. 今天星期幾？昨天是不是清明節？
12. 學生總是很忙很累。
13. 謝謝你們來機場接我們。
14. 今天幾點開門？
15. 開車不行，太遠。路也不好。
16. 請進，請坐，想喝一點兒什麼？
17. 住在這兒很貴，一個月一萬三千塊錢。
18. 你中文說得真好；在什麼地方學的？

Exercise 5.

Answer in 漢字 (either set) as much as possible; otherwise use pinyin:

1. 你是哪個大學的？ _____
2. 是學什麼的？ _____
3. 你的老師姓什麼？ _____
4. 功課多不多？ _____
5. 你是哪兒的人？ _____
6. 你有兄弟姐妹嗎？ _____
7. 他們也上大學嗎？ _____
8. 行李裏頭有什麼東西？ _____
9. 在你的大學，中文班多麼大？ _____
10. 你這個學期上幾門課？ _____
11. 你經常幾點吃早點？ _____

12. 大班好還是小班好？為什麼？

13. 請問，你在什麼地方工作？



安縣，四川（離成都不遠）：市中心的小河。[JKW 2004]

5.6 Formal numbers

1. *Formal numbers (known as 大寫 dàxiě 'big-writing' in Chinese):*

On banknotes, checks, receipts and occasionally even menus, a set of more complicated graphs for the numbers is used to prevent forgery or confusion. Students rarely need to write these, but it is obviously very useful to be able to recognize them.

壹	貳	叁	肆	伍	陸	柒	捌	玖	拾	佰	仟
	貳	叁			陸						
一	二	三	四	五	六	七	八	九	十	百	千

Observe that some of the *dàxiě* numbers contain the ordinary versions as 'phonetic' elements; but in other cases, a substitute phonetic is used. Thus 玖 '9' makes use of the element 久 *jiǔ*, normally used for a word meaning 'for a long time', while 陸 '6' is the character usually used for the *lù* of *dàlù* 'continent; mainland'.

Examples from bills, tickets, etc.:

Airport tax	人民币玖拾圆整	How much?
Yangtze River Bridge at Nanjing:	票价柒元	
Airport bus:	贰拾伍元	
Hotel bill:	捌百壹拾圆整	

Notes:

人民币	Rénmínbì	圆元	yuán
整	zhěng ‘entire’	票价	piàojià ‘ticket price’

5.7 The five elements

The 三字經 Sān Zì Jīng (‘Three Character Classic’) is a calligraphy primer (written in Classical Chinese) that also serves as an elementary guide to Chinese philosophy and history. It was written in the 13th century and was recited and copied by Chinese school children for many hundreds of years. Lines 65-68 read as follows:

曰水火	Yuē shuǐ huǒ	say water fire
木金土	mù jīn tǔ,	wood metal earth
此五行	cǐ wǔ xíng,	these five ‘agents’
本乎數	běn hú shù.	root in numbers

Note the first character, 曰 yuē, which often begins quotations in Classical Chinese, is horizontal, while the character 日 rì ‘sun; day’ is vertical. 行 appears with a specialized meaning of ‘agent’, presumably derived from the core notions of the word, such as ‘go; move; act’.

In Chinese cosmology, 一 ‘one’ represents a pre-cosmic whole, which divided into the 二 ‘two’ that was the basis for the material universe (陰陽 yīn/yáng and other dualisms). 二, in turn, gave rise to the 五行 (wǔxíng) ‘five agents’: water, fire, wood, metal and earth. The graphs that represent these words – all frequently assigned as radicals in compound characters – are shown in the row below.

水	火	木	金	土
4+0	4+0	4+0	8+0	3+0
shuǐ	huǒ	mù	jīn	tǔ
water	fire	wood	metal	earth

As independent characters, none of the five has a simplified form. As elements within a character, however, they undergo varying degrees of accommodation depending on the position they occupy within the compound character. So, for example, in the simplified set, 金 appears as 钅 when on the left, but as a squat version of 金 when underneath. The combining forms are all illustrated below, with traditional on the left and simplified on the right (if the distinction is made):

水	火	木	金	土
江	炒	杯	銅/钢	地
漿/浆	熱/热	案	鑒/鉴	堅/坚

5.8 On the street #5

Here are some more signs that are likely to be seen in Chinese communities, whether in China, in Southeast Asia, or in the Chinatowns of North America (called 唐人街 Táng rén jiē ‘streets of the people of the Tang’ [which was the name of the dynasty when the Canton area was first settled]; or 漢人街 Hàn rén jiē ‘streets of the Han people’).

藥房	美容	批發	施工
药房		批发	
yàofáng	měiróng	pīfā	shīgōng
drug-store	beauty-appearance	batch-distribute	carry+out-work
pharmacy	beautician	wholesale	construction [site]

營業時間	yíngyè shíjiān
营业时间	business hours



Yuán yī: Míngjiǔ pīfābù. Hūhéhàotè. [JKW 2001]

第六課 Dì-liù kè

Lesson 6

Two slogans

实事求是 / 實事求是)

Shíshì qiú shì.

[From] real-things seek what-is.

‘Seek truth from facts.’

The credo of the reformers in China, following the death of Chairman Mao in 1977.

少说空话，多干实事 / 少說空話，多幹實事

Shǎo shuō kōnghuà, duō gàn shíshì.

less talk empty-words, more do real-things.

‘Shout fewer slogans and do more practical things!’

6.0 Review

a) Dialogue

甲

乙

小张，你好，今天怎么样？

有点儿累，睡得不好，昨天晚上太热了！

嗯，是，最近非常热！我们应该在外头睡觉！

外头虫子太多了！那，你呢？你最近怎么样？

最近啊，老样子，功课多，问题多。这个星期也有很多考试。

什么考试？

下午有中文的小考，可是明天有比较大的物理考试。

物理啊，物理很难吧。

物理有一点难可是中文更难；中文天天都有功课，天天还得学习汉字！

那你为什么要学中文？

我很喜欢学外语；想到中国去工作一两年。

是吗？那你得好好学习，去中国，应该会讲一点儿中国话。那你还有什么别的课？

今天还有生物。

生物每天都有吗？

星期一三五都有。

这个学期你一共上四门课吗？

是，四门，不多也不少。你呢？ 我有六门。

六门啊，一定很累！

还好，还好，做学生的总是很忙很累，不是吗？

Notes

虫子 chónɡzi 'insects'

物理 wùlǐ

学习 xuéxí

外语 wàiyǔ

b) Distinguishing characters

Distinguish the following characters by adding a syllable (or two) before or after:

a)	喝	课	可	客	
b)	是	十	市	试	
c)	该	开	概	头	买
d)	喜	西	系	洗	
e)	还	孩	该	作	做
f)	门	问	们	开	

c) Comments (Fántǐzì)

1. 你好像有個弟弟住在上海。/ 沒有，我弟弟住在北京。
2. 從我家到機場可以坐公共汽車，不到十五分鐘就到了。
3. 廣州在中國南邊，六七月天氣非常熱，很不舒服。
4. 這兒的東西有一點貴；你看，西瓜，一小塊四塊六毛錢。
5. 聽說他們昨天晚上喝了很多酒，所以今天沒有來上課。
6. 我的中國朋友說，我長得有一點像我爸爸，也有點兒像我媽媽。



北京的北海 [JKW 1982]

6.1 Set 1

愛	習	畢業	許	語	級
4+9	6+5	5+5 4+9	7+4	7+7	6+3
爱	习	毕业	许	语	级
4+6	2+2	4+2 5+0	2+4	2+7	3+3
ài	xí	bì yè	xǔ	yǔ	jí
love	habit; practice (study)	complete-work graduate	permission (maybe)	language	level (school level)
言	只	出	件	民	房
7+0	3+2	1+4	2+4	1+4	4+4
yán	zhǐ	chū	jiàn	mín	fáng
language	only	exit	(M-word)	the people	house

Notes

- a) 愛 has 心 as radical (*love* at the heart of the body, which shows the head, shoulders, and legs). The simplified character substitutes 友 (of 朋友) for the lower half, and makes the top part (夂) the radical.
- b) 習 has 羽 ‘feathers’ as radical (*study* requires repetition, like overlapping feathers); the simplified graph (习, with contorted radical 乙) substitutes a part for the whole (cf. 麼 > 么, 飛 > 飞).
- c) 畢 ‘complete’ and 業 ‘enterprise’ combine to form the compound meaning ‘finish school’ or ‘graduate’. The first graph (a *graduate* with mortar board and robe) conforms to the rule of 5 (since 田 is 2); so does the second, provided the ‘bent limbs’ of the lower 木 count as 1. 毕, the simplified graph substitutes the phonetic 比 bǐ for the top and reveals the central 十; 业, on the other hand, is a part for whole substitution.
- d) The 許 (of 也許) contains yánzìpáng and phonetic 午 wǔ (中午); 語 (語言) has yánzìpáng with phonetic 吾 wú; and 級 (年級) has jiǎosīpáng (‘the silk radical’) and 及 jí as phonetic.
- e) 言 (*language* emitted from the mouth) is only simplified when incorporated as a left-hand component of a compound graph. 只 (*only* a mustache) consists of 口 and lower 八. 出 recalls 山, but is actually said to have been a drawing of plants bursting forth (bursting *out*).
- f) 件 represents jiàn, a noun meaning parts and a measure word for luggage, clothes, items of business. The graph consists of rénzìpáng and niú ‘cattle’ – the latter unexplained.
- g) 民 (of 人民) is assigned the radical 氏 in the traditional set and the unhelpful 乙 in the simplified. 房 (房子) is better behaved, consisting of 户 hù ‘door; household’ as radical, 方 (地方) as phonetic.

6.1.1 Compounds and phrases

爱人	学习	毕业了	爱你	也许	语言
àirén	xuéxí	biyè le	ài nǐ	yěxǔ	yǔyán
汉语	英语	几年级	只有一个	出生	出去
Hànyǔ	Yīngyǔ	jǐ niánjí	zhǐ yǒu yí ge	chūshēng	chūqù
进来	一件行李	人民币	房子	三年级	爱国
jìnlái	yí jiàn xíngli	Rénmínbì	fángzi	sān niánjí	àiguó

只有三岁	三件衣服	人民日报	哪年毕业	可爱	母爱
zhǐ yǒu sān suì	sān jiàn yīfu	Rénmín Ribào	nǐ nián bìyè	kě'ài	mǔ'ài
开业	工业	学业	作业	书房	文件
kāiyè	gōngyè	xuéyè	zuòyè	shūfáng	wénjiàn

Notes

开业	start an enterprise	工业	industry
学业	educational undertaking	文件	a document; a file

6.1.2 Reading

1. 这是我爱人，孔美；她是小学的老师。/ 孔美，您好。我们好像以前见过面，是不是？
2. 小朋友的帽子真可爱，可是好像有一点儿大。/ 不是我的，是我爸爸的。
3. 中国人常说：‘好好学习，天天向上’。/ 那是应该的。你好好学习，那你中文可以说得很好。
4. 请问，你哪年毕业？/ 2008 年；毕业以后，我想到中国去工作。
5. 四川最大的城市是什么？/ 也许是成都；成都人口大概是四百万。
6. 你已经毕业了吗？/ 还没，我现在是三年级的学生，明年就毕业了，还有一年。
7. 你还会说别的外语吗？/ 还会说一点儿日语，可是说得不好。
8. 那，方言是什么语言？/ 方言是地方的语言，像广东话，上海话。
9. 她多大了？/ 她只有二十六岁。他是 1980 年生的，十六岁就来北京了，现在住在北京东北边，离机场不远。
10. ‘件，那个字，为什么有人字旁，也有牛（牛肉的牛）？/ 那很难说，也许是因为‘件’，是一件衣服的件；衣服跟人一定很近，是人的朋友；牛也是人的朋友。所以件有人也有牛！/ 那怎么可以这样儿？

Notes

见过面 jiàn-guo miàn ‘have seen [you] before; have met’ 成都 Chéngdū

Exercise 1

Rearranged the letters to give unjumbled versions of the following:

1. 一天都在我的书房 a / 明天 b / 学习 c / 做作业 d /
我不到哪儿去 e / 。
2. 一点儿 a / 一，你得看 b / 今天的作业有两部分 c / 人民日报 d /
二，你得听 e / 广东话的录音 (lùyīn ‘recording’) f / 一点儿 g / 。
3. 喝酒 a / 爱 b / 不应该 c / 开车的人 d / 。
4. 的外语 a / 我们大学 b / 学习一年 c / 都 d / 三年级的学生 e /
得到外国去 f / 。
5. 还有三个月 a / 现在是 b / 就毕业了 c / 她 d / 四年级的学生 e / 。
6. 家人就都 a / 现在都 b / 离开贵州了 c / 她在贵州 d /
可是两岁的时候 e / 住在四川 f / 生的 g / 。
7. 怎么那么好 a / 说得 b / 英文 c / 只有十四岁 d / !
8. 有一两天 a / 就会忘了 b / 学语言 c / 不做功课 d / 很多 e /
就得天天学习 f / 。



Farmhouse, Yúnnán, between Chǔxióng and Xiànguān. [JKW 1996]

6.2 Set 2

麵	條	湯	餃	雞	蛋
11+9	4+7	3+9	8+6	8+10	6+5
面	条	汤	饺	鸡	
1+8 / 9+0	4+3	3+3	3+6	5+2	
miàn	tiáo	tāng	jiǎo	jī	dàn
wheat flour; noodles	lengths	soup	dumplings	chicken	egg
蝦	魚	奶	粥	炒	或者
6+9	11+0	3+2	6+6	4+4	4+4 (老)
虾	鱼				
6+3	8+0				4+4
xiā	yú	nǎi	zhōu	chǎo	huò zhě
shrimp	fish	milk	gruel	fry	or

Notes

- a) 麵 miàn has 麥 mài ‘wheat; barley; oats’ as radical and 面 miàn as phonetic. (Whiskered ‘wheat’ is the source of *noodles*, served in a bowl – 面.) Originally both mài ‘wheat’ and lái ‘come’ were written with the graph 來, whose form is said to be a drawing of grain. At some point, the lower 夕 was added to ‘wheat’ to differentiate the two words. In the simplified character set, 麵 miàn ‘flour; noodles’ and 面 miàn ‘aspect; facet’ (as in 上面, 後面) are written with the same graph, 面.
- b) 條 tiáo, a M for sinuous things such as rivers, roads, and some animals, with the lower right 木 (long *sinuous branches*) assigned the radical. The rest of the graph, 攸 yōu, does not seem to have a phonetic origin.
- c) 雞 jī has 奚 xī as a phonetic element (crest, head, body and legs of a *chicken*) and 隹 as radical. The simplified graph substitutes 又 for the complicated left hand element and one bird radical for another (鸟 for 隹).
- d) 蛋 dàn consists of 疋 pǐ above 虫 chóng ‘insect’ (as if laying an *egg*).

e) 湯/汤 tāng with sāndiǎnshuǐ and the phonetic element seen in eg the 場/场 of 機場/机场. (The graph looks like noodles below the water level, with sun – or heat – applied; hence *soup*.)

f) 炒 chǎo consists of 火 as radical and 少 shǎo as phonetic; 蝦 has 虫 ‘insect’ as radical and 段 jiǎ; xiǎ as phonetic; 奶 nǎi has 女 and 乃 nǎi; and 餃 jiǎo has 食 and 交 jiāo; 或 is phonetic in 國. And less obviously, 者, pronounced zhě on its own, has (originally) phonetic function in eg 豬 zhū ‘pig’ and 都 dōu; dū. For obscure reasons, in the traditional set, 者 is classified under 老.

g) The graph 粥 for zhōu ‘rice gruel’ has the curious configuration of rice (米) between two bows (弓 as in 張/张, 弟).

6.2.1 Compounds and phrases (see notes that follow)

面条	一条路	三条街	前面	后面
miàntiáo	yí tiáo lù	sān tiáo jiē	qiánmiàn	hòumiàn
汤面	清汤	一个汤	三个菜	白汤
tāngmiàn	qīngtāng	yí ge tāng	sān ge cài	báitāng
菜汤	油条	炒饭	炒面	鸡汤
càitāng	yóutiáo	chǎofàn	chǎomiàn	jītāng
鸡蛋	公鸡	母鸡	火鸡	王八蛋
jīdàn	gōngjī	mǔjī	huǒjī	wángbādàn
下蛋	一条鱼	金鱼	木鱼	面包
xiàdàn	yí tiáo yú	jīnyú	mùyú	miànbāo
虾仁	大虾	明虾	做得不错	一条鱼
xiārén	dàxiā	míngxiā	zuò+de bú cuò	yí tiáo yú
牛奶	奶茶	奶名	奶奶	鱼片粥
niúniǎi	nǎichá	nǎimíng	nǎinai	yúpiànzhōu

大米粥	小米粥	鸡粥	水饺	饺子
dàmǐzhōu	xiǎomǐzhōu	jīzhōu	shuǐjiǎo	jiǎozi
茶或咖啡	吃饺子	水饺或者包子	水饺还是睡觉？	
chá huò kāfēi	chī jiǎozi	shuǐjiǎo huòzhě bāozi	Shuǐjiǎo háishi shuǐjiào?	

Notes

yóutiáo ‘dough sticks’	gōngjī ‘rooster’	mǔjī ‘hen’
huǒjī ‘turkey’	nǎimíng ‘infant name’	
nǎinai ‘grandmother (paternal)’	mùyú ‘wooden fish’ [a temple drum]	
wángbā ‘tortoise; cuckold; son-of-a-bitch’		
wángbādàn ‘turtle egg = son of a bitch’		

6.2.2 Readings

- 吃晚饭应该吃一点儿面包，应该喝一点儿酒，不对吗？/ 最好有啤酒或者白酒；有面包没有面包都行。
- 中国人吃的东西太多了。可以说北方人比较喜欢吃面条，南方人比较喜欢吃米饭。/ 包子饺子，也许北方人南方人都喜欢吃。
- 我们每天都吃一点青菜，也吃一点儿肉，像猪肉、牛肉、羊肉。/ 那你们不常吃海里的，像鱼、虾吗？/ 因为我们离海边很远，鱼、虾太贵了。一个星期吃一两天还可以。
- 中国人吃早饭常吃面条或者吃粥；粥可以放很多不同的东西，像鱼片，青菜、虾仁、鸡肉。/ 吃粥就油条也行，对不对？
- 请来一大碗白菜牛肉面，一个鸡蛋炒饭，还要二十个韭菜水饺。/ 要不要汤？
- 我们是四个人，四个菜一个汤就好了。/ 要啤酒吗？我们这儿有扎啤。
- 水饺，六十个，还有鸡蛋汤；汤是大碗的吗？/ 大碗五个人吃可以。你们是九个人，两个大碗行。

8. 以前中国人很少喝牛奶，可是现在很多女孩子晚上喜欢喝一杯热牛奶，这样睡得比较好，比较舒服。/ 热牛奶！我最不喜欢喝热牛奶！

Notes

包子 bāozi 猪肉 zhūròu 虾仁 xiārén 碗 wǎn 扎啤 zhāpí
 就油条 jiù yóutiáo ‘[here] with deep fried dough sticks’; jiù ‘to go with’

Exercise 2

Practice ordering drinks and light fare from the following (limited) menu. (Or write out 5 different orders.)

饮料 yǐnliào

七喜	5.50 元	瓶 (píng)
可口可乐	6.00 元	瓶
百事可乐	6.00 元	瓶
鲜奶	8.00 元	杯
咖啡	10.00 元	杯
咖啡牛奶	12.00 元	杯
中国茶	5.00 元	壶 (hú)
奶茶	6.00 元	杯
矿泉水	6.00 元	瓶
啤酒		
百威	18.00 元	小瓶
五星	16.00 元	大瓶
上海	16.00 元	大瓶
青岛	14.00 元	大瓶
扎啤	10.00 元	大瓶
洋酒	25.00 元	杯



Bīngjílín. Chóngqìng. [JKW 2005]

小菜，点心

水饺	12:00 元	<u>笼</u>
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虾仁；羊肉白菜；韭菜猪肉；素菜

面条	
鱼片炒面	12:00 元
虾仁炒面	12:00 元
牛肉炒面	10:00 元
鸡 <u>丝</u> 炒面	8:00 元

Notes

可乐 kělè 百事 bǎishì 鲜奶 xiānnǎi 'fresh milk'
矿泉水 kuàngquánshuǐ 百威 Bǎiwēi 'Budweiser' 青島 Qīngdǎo
韭菜 jiǔcài 'scallions' 素菜 sùcài 'vegetarian'

6.3 Set 3

寫	時	候	間	給	跟
3+12	4+6	2+8	8+4	6+6	7+6
写	时		间	给	
2+3	4+3		3+4	3+6	
xiě	shí	hòu	jiān	gěi	gēn
write	time		space	give	and; with
差	教	旁	和	否	妹
3+7	4+7				
差	教				
3+6	4+7	4+6	5+3	3+4	3+5
chà	jiāo	páng	hé	fǒu	mèi

Notes

a) 寫 is classified under the roof radical; the remaining element contains portions that look like the top part of 兒 ‘child’ and the bottom of 馬 (thus ‘child under roof *writing* and drawing horses’). The simplified form keeps the general shape of the traditional graph but drops the dot on the top.

b) 時候 shíhòu ‘time’, with the first graph consisting of 日 as radical (time measured out by the sun) and an element that is phonetic in 寺 sì ‘temple’ and 詩 shī ‘poem’. 候 is classified under rén ‘person’, but the graph contains an extra vertical stroke (cf. 條); cf. the surname 侯 Hòu, without the stroke. 時 combines with 間 jiān ‘time; space’ to form the compound 時間, often ‘a period of time’ rather than a point. 間 is classified under 門, cf 開.

c) 給 has ‘silk’ 糸 as radical (silk being associated with the *giving* of tribute and other gifts); 合 hé does not seem to have played a phonetic role.

d) 跟 gēn is classified under 足 ‘foot’ and contains the phonetic element seen in eg 很 hěn and 銀 yín (銀行的銀).

e) In the course of its history, the original elements of the graph 差 (probably a configuration of hands) have been reformed into 工 (under which the character is now classified) and 羊. The traditional form breaks the central stroke in two (perhaps a reflection of its earlier origin), but the simplified graph accepts the identification with 羊 and writes it as one.

f) The traditional graph, 教, with a cross rather than 土 in the upper right, is etymologically correct. The simplified form makes an historically false, but mnemonically useful identification with 孝 xiào ‘to be filial’. However, in its original form, the graph is said to show 爻 yáo and a child, plus the radical on the right called fǎnwénr or fǎnwénpáng, ‘back-to-front wén’ (presumably because the first strokes of the graph moves in opposite direction to that of 文). The radical also appears in eg 做, 效 and 數.

g) 和, itself actually a traditional simplification of a more complicated graph, contains 禾 hé ‘grain; crops’ (coincidentally homophonous with 和). It is also seen in 科 and 種. 否 fǒu, often used instead of the ‘or not’ part of the V-not-V pattern in written communication, is a late creation, with 不 suggesting the meaning.

h) 妹妹 has nǚzìpáng as radical and 未 wèi as phonetic.

6.3.1 Compounds and Phrases

写字	写得不错	时候	没有时间	小的时候
xiězì	xiě+de bú cuò	shíhou	méiyǒu shíjiān	xiǎo de shíhou
小时	买一件给他	房间	给你一本	应该给他
xiǎoshí	mǎi yí jiàn gěi tā	fángjiān	gěi nǐ yì běn	yīnggāi gěi tā
教书	跟他们说中文	差不多	写给你看	妹妹
jiāoshū	gēn tāmen shuō Zhōngwén	chābùduō	xiě gěi nǐ kàn	mèimei
旁边	木字旁	是否请她	教他中文	姐妹
pángbiān	mùzìpáng	shìfǒu qǐng tā	jiāo tā Zhōngwén	jiěmèi
给他做饭	跟他学中文	和她在一起		跟她去
gěi tā zuòfàn	gēn tā xué Zhōngwén	hé tā zài yìqǐ		gēn tā qù

6.3.2 Reading

1. 你汉字写得很不错。你学了几年了？/我只学了六个月。/你好像得学不错。
2. 学中文不太难，就是汉字有一点多，学一个忘一个。
3. 今天的考试是听写，看你们汉字写得怎么样。/老师，听写太难了，我们写字写得不好！
4. 我最近太忙了，没有时间吃饭睡觉。/那不行，太累的话那你一定考得不好！
5. 上课的时候不可可以说英文。/要是有个问题，可不可以用英文问？
6. 起来以后要是没有时间吃早点那你最好喝一杯白开水。/我也得喝一杯咖啡，不喝咖啡，上课的时候一定很累，一定要睡觉。
7. 我是去年去的中国，跟我父母一块儿去的。/你在中国住了多长时间？
8. 小的时候，父母常常请我在客人前头唱歌，可是我长大了以后，不想在别人面前唱歌。/那也许你唱得很好听。
9. 你有没兄弟姐妹？/我只有个妹妹，她二十三岁，已经从大学毕业了，现在在市中心的第三中学教书。/哦，是个老师，跟你一样。
10. 我是否明天得给老师功课？/明天或者后天给她都行。
11. 火车站旁边儿有个小吃中心，你们可以在那吃早点。/小吃中心几点开门？我们差不多六点钟到，很早。
12. 这样儿好不好：我给你买菜，你给我做饭。/不错，可是我做的菜你不一定喜欢吃。

Exercise 3

Rearranged the letters to give unjumbled versions of the following:

1. 给他们 a / 所以 b / 因为 c / 他们下星期 d / 老师说 e / 离开北京 f / 我们应该买个小礼物 (lǐwù) g / 。
2. 出去 a / 有考试 b / 买一点儿菜 c / 我今天 d / 你可不可以 e / 没有时间 f / 给我 g / ？
3. 所以她是 a / 她父母 b / 可是因为 c / 美国国籍 d / 是中国人 e / 她生在美国 f / 。
4. 好 a / 住在城外 b / 你觉得 c / 还是 d / 好 e / 住在城里 f / ？
5. 离开成都 a / 晚上 b / 他们 c / 第二天 d / 到上海 e / 八号 f / 。
6. 买东西 a / 我们 b / 昨天 c / 去了 d / 你上课 e / 的时候 f / 到城里 g / 。
7. 给我们 a / 明天 b / 你是否 c / 上课 d / 要请他们 e / ？
8. 喝奶茶 a / 她像个美国人 b / 早上 c / 可是晚上 d / 像个英国人 e / 最爱喝咖啡 f / 。
9. 唱卡拉 OK a / 去 b / 晚上 c / 跟朋友 d / 她常常 e / 。

6.4 Set 4

醫	院	廳	館	煙	樂
7+11	3+7	3+22	8+8	6+6	4+11
医		厅	馆	烟	乐
2+5	2+7	2+2	3+8	4+6	1+4
yī	yuàn	tīng	guǎn	yān	yuè
medical	yard	hall	office; tavern	smoke cigaret	

音 吸 玩 病 左右 店

9+0	3+3	4+4	5+5	1+4	1+4	3+5
yīn	xī	wán	bìng	zuǒ	yòu	diàn
sound	suck	play	ill	left	right	a shop

Notes

- a) 醫 yī has components 医 (an enclosed 矢 shǐ ‘arrow’), 殳 (originally, a kind of weapon) and 酉 (associated with concoctions such as 酒); the last, at least, is associated with the practice of medicine. (Equipment and *medicines* in a *hospital* setting?)
- b) 院 shows zuǒ’ěrdūo and 完 wán ‘finish’ (eg gāng chīwán), the latter containing 元 yuán, also seen in 玩 wán ‘amusement’.
- c) 廳 is an obvious phono-semantic compound, with 广 (shelter, covering) and 聽 tīng. The simplified form loses the upper dot (cf. 廁/厠). Note: 聽/听 but 廳/厅, the last making use of the closer phonetic 丁 dīng.
- d) 館/馆 guǎn with shízipáng (食 / 个) and 官 guān. (Food and tables at a *restaurant* or in a *hall*.)
- e) The traditional 煙, with 火 and 堇 yīn as phonetic, was often handwritten as 烟 (with 因 yīn as phonetic); the latter is now the regular form in the simplified set. A third graph, 菸 yīn (with phonetic 於 yú) is used specifically for tobacco, especially on shop signs: 菸酒公賣 yīnjiǔ gōngmài ‘[We] sell tobacco and wine’.
- f) 樂 yuè (also pronounced lè in eg kuàilè ‘happiness’) shows 木 on the bottom (wooden frame holding percussion instruments for a *musical* performance). The simplified form which keeps the frame but simplifies the top needs to be distinguished from dōng ‘east’: 乐 versus 东.
- g) 吸 xī ‘suck; draw in’ contains kǒuzipáng and phonetic 及 jí, also seen in 級/级 (of niánjí) and simplified 极 (hǎo jí le). For smoking, the more colloquial word is 抽 chōu (with 由 yóu as phonetic): chōuyān = xīyān.
- h) The graph 病 bìng ‘illness’ (*sick* patient sprawled out on an operating table with tubes attached) introduces the ‘illness radical’, bìngzìpáng, also seen in eg 瘦 shòu ‘thin’ or 癌 ái ‘cancer’. 病 contain 丙 bǐng as phonetic (cf. the ‘sequence’ graphs 甲乙丙丁 jiǎ-yǐ-bǐng-dīng).
- i) 左右 zuǒyòu ‘left-right’. (The first contains 工 which looks rather like the ‘z’ of zuǒ; and the second contains 口 which rhymes with yòu.)
- j) 店 has 广 ‘shelter’ and 占 zhān, which appears in phonetic sets that include d-types such as 點/点 diǎn or zh-types such as 站 zhàn.

6.4.1 Compounds and phrases

医院	医学	医生	学院	很远
yīyuàn	yīxué	yīshēng	xuéyuàn	hěn yuǎn
好玩	请来玩	电影院	住院	餐厅
hǎo wán	qǐng lái wán	diànyǐngyuàn	zhùyuàn	cāntīng
饭馆	菜馆	一只烟	吸烟	年级
fànguǎn	càiguǎn	yì zhī yān	xīyān	niánjí
听音乐	民乐	西乐	看病	生病
tīng yīnyuè	mínyuè	xīyuè	kànbìng	shēngbìng
左右两边	右边	前边	后边	河边上
zuǒyòu liǎngbiān yòu biān		qián biān	hòu biān	hé biān shàng
书店	饭店	酒店	酒楼	小吃店
shūdiàn	fàndiàn	jiǔdiàn	jiǔlóu	xiǎochīdiàn
肉店	洗衣店	病房	病人	有姓院的吗?
ròudiàn	xǐyīdiàn	bìngfáng	bìngrén	Yǒu xìng 'Yuàn' de ma?

请勿吸烟
請勿吸煙
Qǐng wù xīyān.

6.4.2 Readings:

1. 请问去北京市第六医院怎么走？/那我不太清楚，离这儿不是很远，也许可以坐地铁。我是外地人，你问问她吧，她是北京人。
2. 北京市医院是不是北京最大最好的医院？/也许是最大的，可是不一定是最好的。
3. 昨天我很不舒服，所以到医院去了。/是不是因为昨天在街上的那家饭馆吃了生鱼？
4. 太累了，我今天不到哪儿去，在家里跟朋友在一起，听一点儿音乐，看一点儿电视。
5. 北京市的东北边，离市中心很近，有三个湖，一个叫北海，一个叫中海，一个叫南海。/对啊，我看过，南海可以从西长安街看到的，北海可以从地安门西大街看到的。
6. 毛泽东右边的那个人是谁？/那是周恩来。左边儿的是陈云。他们都在中南海开会。
7. 在这儿吸烟不行；要吸烟得到外头去。/好，明白。没关系，天气有点儿冷所以我不想出去。
8. 你来西安请到我家来玩儿。/您太客气了，我在西安的时候一定会来找你。
9. 餐厅在三楼，你可以从这儿上去。/谢谢，餐厅几点到几点开门？
10. 你喜欢什么样的音乐？/我比较喜欢古典音乐，可是有时候也听一点儿爵士。
11. 对不起，现在没有时间，我还得到城里去买几本书。/你到哪个书店去？给我买一本字典可以吗？

Notes

电视 diànshì	陈云 Chén Yún	关系 guānxi	找 zhǎo
餐厅 cāntīng	古典 gǔdiǎn	爵士 juéshì	

6.5 A tale of filial piety.

恣蚊饱血

晋朝的时候，有一个叫吴猛的人，他八岁的时候就非常孝敬他的爸爸妈妈。吴猛的家没有钱也没有东西；床上一个蚊帐也没有。热的时候蚊子很多，蚊子常常叮在人身上吸血，使人很不舒服，可是他不把蚊子赶走，因为他怕要是他把蚊子赶走了，那么蚊子就会去叮他爸爸妈妈，他爸爸妈妈就会很不舒服。从这点上，我们可以知道，吴猛对他爸爸妈妈是多么孝敬啊。

恣蚊饱血	zì wén bǎo xiě	'licence mosquitoes fill blood'
晋朝	Jìncháo	'Jin dynasty' (AD 265 – 420)
吴猛	Wú Měng	
孝敬	xiàojìng	give respect to elders; be filial
床	chuáng	bed
蚊帐	wénzhāng	mosquito net
蚊子	wénzi	mosquito
叮	dīng	sting; bite
身	shēn	body
血	xiě	blood
使	shǐ	make [s/o feel s/t]
把	bǎ	<i>highlights the affected object</i>
赶走	gǎnzǒu	drive [s/t or s/o] away
怕	pà	be afraid of
知道	zhīdao	

6.6 只生一個好。(fántǐzì)

魏老師，聽說您有四個孩子，三個已經大了，真沒想到！在中國很少有人有這麼多孩子！中國以前在六十年代，七十年代，八十年代不能生這麼多孩子，只能生一個：一家一個孩子，只生一個好！要是生兩個，就有問題了，孩子們不能上好學校，不能找好工作。為什麼這樣兒呢？那是因為中國人口太多。六十年代那個時候已經有七八億人口。現在是十三億。中國是世界上人口最多的國家。中國地方很大，跟美國差不多一樣大，可是雖然地方很大，不一定是每個地方都有很多人，有的地方人口很少，有的地方人口很多。你們也許已經知道，人口最多的地方是東邊和東南邊，人口最少的地方是西邊和西北邊。

去過中國的人都知道中國城市裏人很多。以前中國人沒有很多錢，不能買很多東西，可是現在很多人都很有錢，可以買他們想要的東西，像車。有車可以去看朋友，可以去別的地方玩。可是因為路上車很多，所以到哪裏去都很難。雖然現在在中國不像以前只能生一個孩子，現在可以生兩個孩子了，可是像你這樣生三四個很少很少。因為他們知道，孩子太多，事兒就多。而且他們工作都很忙，沒有那麼多時間照顧孩子！

生字 for the following narrative:

沒想到	méi xiǎngdào	didn't expect [it]; surprisingly
年代	niándài	the time of; decade of
能	néng	able to
學校 / 学校	xuéxiào	school
億 / 亿	yì	100 m.
世界	shìjiè	the world
雖然	suīrán	although
別的	biéde	other
容易	róngyi	easy
事兒 / 事儿	shìr	things; items of business
而且	ěrqǐě	moreover; but also
照顧 / 照顾	zhàogù	to look after



Guǎngzhōu dìtiě: 'shòupiàoji' ('sell-tickets-machine'). [JKW 2006]

6.7 Animal radicals

The graphs that form the radicals constitute a set of concrete images which have been extended metaphorically to classify basic notions in the Chinese lexicon (eg 日 sun > day > time > awareness; 羊 sheep > sacrifice > goodness). Among the better defined sets are those that involve animals, some of which have already been encountered. The main animal radicals are listed below, first in their radical form with the meanings they have (or had) as independent characters, then, on the lower line, in a sample compound character.

牛,牛	(犬)	羊	(虎)	虫	豕	豸	隹	馬	魚	鳥	鹿	鼠	龍	龜	
								马	鱼	鸟			龙	龟	
niú		quǎn	yáng	hǔ	chóng	zhū	zhì	zhuī	mǎ	yú	niǎo	lù	shǔ	lóng	guī
cow		dog	sheep	tiger	insect	pig	reptile	bird ¹	horse	fish	bird	deer	rat	dragon	turtle
物	犯	美	處	蚊	豬	豺	離	騎	鯉	鴨	麗	鼯	龔	--	
simplified>			[处]		猪		[离]	骑	鲤	鸭	[丽]		龚	--	

bird¹: 隹 is said to derive from a drawing of a bird with a short tail, but while it does occur in the graphs for a few birds (eg sparrow, pheasant), the usual radical with bird species is 鳥/鸟.

Notes

a) Most of the animal radicals are quite complicated, reflecting their origins as drawn representations. The two graphs in parentheses, above, have combining forms quite distinct from their independent forms; the combining form for 虎 does not include the two lower inner strokes.

b) In some cases, the simplified form omits or otherwise alters the original radical and has therefore been reclassified; note 豬 > 猪, shifting from ‘pig’ to ‘dog’ radical). The three simplified graphs in brackets no longer incorporate an animal radical.

c) Some of the animal radicals are very rare in compound graphs. The last, 龜 guī ‘turtle’, does not appear in any compound graph in current use, and only appears in the radical chart so it can classify itself, and a few characters from past eras. The only common character with 龍 / 龙 lóng ‘dragon’ as radical is the one shown, 龔 / 龚 gōng, a surname; and 鼠 only appears in characters for a few rat-like animals, such as weasels.

What is interesting is to observe the meanings of the compound characters to see how the concrete images play out over the lexicon. 犬 quǎn ‘dog’, for example (a word that has been replaced by gǒu in the modern language), is found (in its combining form) not only in the character for ‘dog’, 狗 gǒu, but also in characters for words for various kinds of primates (eg 猴子 hóuzi ‘monkey’) and other animals (狐狸 húli ‘fox’, 獅子 shīzi ‘lion’), as well as in characters for words meaning violation, violence, craftiness, wildness and (notably) independence: 犯 fàn ‘offend’, 狂 kuáng ‘crazy’, 狡 jiǎo ‘crafty’, 猛 měng ‘wild’, 獨 dú ‘solitary’.

6.8 On the street #6

甲 · 上海机场的公共汽车站

机场五线 本站：浦东机场 下站：浦东大道 开往上海火车站

Notes

线	xiàn ‘thread; route; line’	本	běn ‘root; [here] this’
浦东	Pǔdōng; a district which derives its name from being on the eastern bank of the Huángpǔ River. Pǔdōng is also the name of Shanghai’s main international airport.		
道	dào ‘road; way’	开往	kāiwǎng ‘going towards; bound for’

乙 · 厕所

厕所
廁所

盥洗室
盥洗室

洗手间
洗手間

cèsuǒ
toilet

guànxǐshì
lavatory

xǐshǒujiān
bathroom

丙 Advertisement for KFC in Chengdu:

李小鹏嘴子吃香辣鸡翅。

Lǐ Xiǎopéng zuǐzi chī xiānglà-jīchí.
[Chinese gymnast] mouth eat fragrant-spicy chicken-wings.

丁 身份证 shēnfènzhèng ‘identity card (status proof)’. This is an old version of the identity card. It is followed by a blank card for you to fill out.

照 片	姓名 林 美	
	性别 女 民族 汉	
	出生 1965年3月20日	
	住址 南京市南京大学31号楼206房间	
公安局 公章	1996年11月30日签发	有效期限10年
编号 140202650320104		

照 片	姓 名		
	性 别	民 族	
	出 生		
	住 址		
公安局 公章	2006年3月15日签发		有效期限10年
	编号 140202	104	

照 片 zhàopiàn ‘photograph’ 性 别 xìngbié ‘sex’
 住 址 zhùzhǐ ‘address’ 公 安 局 gōng’ānjú ‘public security bureau’
 公 章 gōngzhāng ‘official seal’ 房 間 / 房 间 fángjiān ‘room’
 簽 發 / 签 发 qiānfā ‘sign and issue’
 有 效 期 限 yǒuxiào qīxiàn ‘effective period’

第七課 Dì-qī kè

Lesson 7

知彼知己，百戰不殆

Zhī bǐ zhī jǐ bǎi zhàn bú dài,

know others know self, 100 battles without peril,

不知彼而知己，一勝一負

bù zhī bǐ ér zhī jǐ , yì shéng yí fù,

not know others but know self, a victory [for every] loss,

不知彼不知己，每戰必敗。

bù zhī bǐ bù zhī jǐ , měi zhàn bì bài.

not know others not know self, every battle inevitably lose.

A saying (in Classical Chinese) from Sūnzi's *Art of War* (cited at the start of the video game, *Three Kingdoms VIII*). Bǐ 'that; others' appears in the modern language in the word bìcǐ 'mutual' (literally 'that' and 'this') and jǐ in the word zìjǐ 'self; oneself', both illustrating once again the trend towards polysyllabic words in the modern language. Èr, which serves as a conjunction in the classical language ('and; but') appears in the modern expression érqiě 'moreover'.

7.0 復習 / 复习 Fùxí 'review'

1. *Answer the questions:* As you prepare to answer the following questions (written alternately in the traditional and simplified sets), encircle those characters that have two forms; then answer the questions briefly – you will probably want to write the simplified set for all answers. [See glossary at the end of this section for occasional new words.]

問題

回答 (huídá)

i) 個人問題：

1. 你是從哪個國家來的？

a. 第一次来这儿吗？

2. 你是本科生還是研究生？

b. 你是学什么的？

3. 你哪年畢業？

c. 毕业以后要做什么？

4. 你去過哪些别的國家？

d. 你是哪年去[中国...]的？

5. 跟誰一起去的？

- e. 你在哪里生的？

6. 在什麼地方上的高中？

- f. 你最喜欢哪个国家的菜？

7. 朋友吸煙你覺得怎麼樣？

- g. 当医生的吸烟你觉得怎么样？

8. 你的大學每個學生是否一定得學外語？

- h. 一百块钱，十二个人，一个人有几块？

ii) 跟中国有关的问题：

1. 现在一块美金是多少块人民币？

- a. 坐飛機去中國，來回票大概多少錢？

2. 哪边的中国人比较喜欢吃面条？

- b. 你說麵條好吃還是白飯好吃？

3. 中国人就油条吃粥吗？

- c. 吃魚喝白酒行不行？

4. 吃肉一定得喝白酒吗？

- d. 中國女孩子是否都不喝牛奶？

5. 中国人吃饭的时候是先喝汤后吃菜，还是先吃菜后喝汤？

- e. 中國最有名的啤酒是哪個？

6. 中国哪个城市人口最多？第二呢？

- f. “不准吸煙”那四個字是什麼意思？

7. 中国人过生日吃面条，过年吃鱼；
为什么？

g. 中国人常说住在外国生病是
因为水土不服；什么意思？

iii) 跟别的地方有關的問題：

1. 哪些國家用手吃飯？

a. 用手吃饭应该用左手还是用右手？

2. 你說中國人吃飯的時候一碗白飯
吃得飽嗎？

b. 你们上大学的时候每天有几个
小时的作业？

3. 愛人也可以是男人也可以是女人吧？

c. 中国和美国时差是多少，知道吗？

4. 中國最大的城市是哪個，你知道嗎？

d. 世界上最大的城市是不是上海？



Yíhào xiàn wàng Àotǐ Zhōngxīn. Běijīng dìtiě [2006].

1 line to O[lympic] Sta[dium] Center

Notes:

和...有關/有关 'be connected [with]'; 票 piào 'ticket'; 油 yóu 'oil'; 牛 niú 'cow'; 啤 pí; 准 zhǔn 'allowed'; 吃得飽/吃得饱 chīdebǎo 'able to eat [one's] fill'; 世界 shìjiè 'world'.

2. Focus on tones: practice reading aloud the following tonal sets:

手机	用手	米饭	应该	洗澡	鸡蛋
广东	厕所	炒面	听说	水饺	医院
每天	路口	考试	飞机	也许	功课
紧张	父母	海菜	清汤	很远	开会
好听	地铁	请问	公司	孔子	音乐
面条	好玩儿	大家	大概	学期	白菜
不同	以前	汽车	再见	茶杯	城市
问题	五楼	大街	汉字	国家	鱼片
外国	每年	看书	睡觉	长安	牛肉
姓陈	女孩儿	面包	看病	河边	不对

3. Compose characters from the constituents listed – best to work in teams!

i) 简体字 (jiǎntǐzì)

?	?	=	哪個字?
sāndiǎnshuǐ	qǐngkè de qǐng de yòubiānr		
sāndiǎnshuǐ	měitiān de měi		
zhúzìtóu	máobǐ de máo		
mùzipáng	bú duì de bù		
huǒzipáng	yīnwèi de yīn		
tǔzipáng	hē tāng de tāng de yòubiānr		
sāndiǎnshuǐ	kěyǐ de kě		
shàng yǒu shǎo	xià yǒu mù (yǎnjìng de yìsì)		
shàng yǒu mù (shùmu de mù)	xià you zǐ		
sāndiǎnshuǐ	xiānshēng de xiān		
kǒuzipáng	suǒyǐ de suǒ de zuǒbiān		
wángzipáng	sān lǐ lù de lǐ zì		
xiàng dìfāng de fāng, dànshi shǎo le dì-yí ge bǐhuà			

ii) 繁體字

?	?	=	哪個字?
sāndiǎnshuǐ	hēchá de hē de yòubiānr		
shàng yǒu máng de yòubianr	xià yǒu ge xīn zì		
mùzipáng	jǐ suì de jǐ		
yánzipáng	qǐngjìn de jìn de yòubiānr		
zuǒbiān yǒu ge yuè zì	kànbào de bào de yòubiānr		

yánzipáng	xiǎoháizi de hái de yòubiānr
huǒzipáng	duōshao de shǎo
shàng yǒu ge dōngxī de xī zì	xià yǒu ge nǚ zì
xiàng dōu yíyàng	shǎo le ge yòu ěrduō
shàng yǒu ge yáng ròu de yáng	xià yǒu ge gōngzuò de gōng zì
shàng yǒu ge bù zì	xià yǒu ge kǒu
shàng yǒu ge rén zì	xià yǒu ge mǔqīn de mǔ
shàng yǒu ge yáng zì	xià yǒu ge dà

4. Dialogue

甲 请问，你是哪国人？

乙 我是法(Fǎ)国人。

甲 可是你像个中国人。

乙 我爸爸是中国人，妈妈是法国人。我爸爸十八岁到巴黎去留学，
在巴黎认识我妈妈的。 Bàli

甲 哦，那你就生在那儿吧？

乙 是的。你去过法国吗？

甲 没去过，可是很想去。我会说一点儿法语。

乙 那，你呢，你是北京人吧？

甲 不，我生在西安，也长在西安，但是现在住在北京。

乙 你是哪年来的北京？

甲 我是 1990 年来的。父母还住在西安。

乙 那，你喜不喜欢北京？

甲 北京不错，但是我很想西安。

乙 我去过西安，西安很好玩儿。

甲 你是什么时候去的？

乙 我是去年六月去的，跟两个中国朋友一块儿去的。一个是西安人
所以我们吃的,玩儿的都很好。

甲 对啊，西安饺子和羊肉比较有名。下次去，请到父母家玩玩儿。

New Characters

The 300 plus characters introduced in the first six character lessons together with your knowledge of a much larger vocabulary of compounds that make use of these characters now make it feasible to introduce new characters in more diverse and interesting ways. So Chars 7 is organized around a narrative (Sets 1 and 2), a traditional tale (Set 3), and several weather reports (Set 4). The total number of characters explicitly introduced is about the same as in previous lessons, but the number presented only in glossaries is larger. A feasible goal for students would be to be able to read aloud (and comprehend!) all of the main texts without reference to the vocabulary lists; and to recognize those characters introduced in large format (with notes) – but not those provided only in the glossaries – in novel combinations and contexts. In other words, the focus should be, as always, on learning to recognize the core sets of characters in a variety of contexts.

7.1 Set 1

朝	知道	祖	搬	竹	算
4+8	5+3 3+9	4+5	3+10	6+0	6+8
cháo	zhīdào	zǔ	bān	zhú	suàn
dynasty	know	ancestor	move; remove	bamboo	calculate

縣	農	養	豬	種	雖然
6+10	7+6	9+6	7+8	5+9	8+9 4+8
县	农	养	猪	种	虽
2+5	2+4	6+3	3+8	5+4	3+6
xiàn	nóng	yǎng	zhū	zhǒng / zhòng	suīrán
county; district	agriculture	nurture; raise	pig	kind; sort / to plant	although

簡單	屋	具	死	紅	直
6+12	3+6	2+6	4+2 / 1+5	6+3	5+3
简单				红	直
6+6 2+6				3+3	2+6
jiǎndān	wū	jù	sǐ	hóng	zhí
simple; ordinary	room	tool	die	red	straight

Notes

a) Contrast the left hand side of 朝 and 車(/车); the former contains 早 topped with 十. And contrast the left hand side of 知 with 天; the former contains 矢 shǐ ‘arrow’ to the left of 口. The second syllable of 知道, dào, means ‘way; route’, which is the source of the word that has entered the English language as ‘Tao’. The notion obviously has great import in Chinese philosophical thought. To cite one example, the opening lines of the 道德经 Dào Dé Jīng (often romanized as *Tao Te Ching*), *The Classic of Tao and Virtue*, attributed to 老子 Lǎozǐ around the 4th or 3rd centuries BC, opens (in the written Chinese of two and a half centuries ago) with the cryptic and economical comment: 道可道, 非常道 Dào kě dào, fēi cháng dào ‘The Tao that can be spoken is not the proper Tao’.

b) The radical for 祖 zǔ ‘ancestor’ is 礻 (as in the 视 of 电视 ‘TV’), whose non-combining form is 示 shì ‘show; indicate’ (to be distinguished from 礻, the combining form of 衣 yī ‘clothes’, which appears in, eg, both graphs of 衬衫 chènshān ‘shirt’). The right hand constituent, 且 qiě, clearly phonetic in 姐, has lost its phonetic connection in the modern pronunciation of 祖.

c) 搬 is composed of shǒuzipáng ‘the hand radical’ (a combining version of 手) and phonetic 般 bān, itself a combination of elements 舟 (cf. 船 chuán ‘boat’) and 殳 (cf. 没).

d) A reduced version of the pictographic 竹 ‘bamboo’ appears as radical in characters such as 算 and 簡, and in general, graphs for words connected with bamboo, segmentation, and calculation.

e) The right-hand side of 縣 consists of 糸 (as radical) plus an additional stroke on top; the left hand side is often handwritten with 目 connected to a horizontal base line so that it has 3 internal strokes, like 具 (jù ‘tool’ – see below). Similar connected forms also appear as handwriting versions of 真 zhēn and 直 zhí. The graph, 縣, originally represented a word of similar pronunciation, meaning ‘to suspend’ (pronounced xuán in the modern language); the latter is now written 懸/悬, with the lower heart radical added later to differentiate the two meanings.

f) 農 contains 辰 chén, which is traditionally assigned as radical in this graph, and 曲 qǔ; cf. 晨 chén ‘early morning’, where 辰 is clearly phonetic.

g) 羊 yáng ‘goat; sheep’ appears as an element in many characters. Its combining form is often truncated (as in 美 where it is traditionally assigned as radical, or in traditional 樣, where it is not). In 養 its function is phonetic in the traditional graph, combining with radical 食 shí ‘food’ (whose combining form appears in, eg 餓), but is the assigned radical in the simplified (养). Cf. also 差.

h) 都 and 豬/猪 have in common the element 者 zhě (as in 或者), which typically appears as a vestigial phonetic in words beginning with two distinct though still related sets of initials: d/t and zh/ch. In 豬/猪, it appears with the radical 豕 shǐ ‘pig’ in the traditional graph, and with the radical that is the combining form of 犬 quǎn ‘dog’, in the simplified.

i) 種 combines 禾 hé ‘grain’ (as radical, but cf. 和 hé, where it serves as a phonetic) with 重 zhòng ‘heavy’ (as phonetic); the simplified 种 substitutes a simpler phonetic 中. The graph 種 represents both members of a word family, zhǒng ‘kind; sort’ and zhòng ‘to plant’.

j) The traditional graph, 雖, contains the element 隹 zhuī, that is traditionally assigned radical status despite its apparent phonetic function (cf 誰). The simplified graph 虽 omits it and 口 is assigned as radical. The four dots at the base of the graph 然 (cf. 當然/当然 and 然後/然后) are the bottom combining form of the fire radical (火). The graph was apparently originally used to represent a word meaning ‘to burn’, now written 燃 with the ‘extra’ huǒzipáng added to differentiate the two words.

k) 簡/简 combines the bamboo radical with phonetic 間/间 jiān ‘space’ (as in 時間 and 一間屋子). Note: the lower part of 單/单 recalls 早 but is distinct from that graph.

l) Distinguish the two constituents 尸 shī ‘corpse; body’ without the dot and 戶 hù ‘door’, with it. The former appears in 房 and in slightly different form, in 所 (its core meaning of ‘place’ recalled in words like 廁所); the latter appears in 屎 niǎo ‘urine’ and 屎 shǐ ‘shit’, as well as – unexpectedly – in 屋. 屋 also contains the left hand component of 到 (pronounced zhì on its own), but its presence in 屋 does not seem to have been inspired by phonetic considerations.

m) Although 死 has no distinct simplified form, it is assigned different radicals in the two sets. In the traditional set, the radical is 歹 ‘evil; vicious’ (pronounced dǎi – coincidentally); in the simplified, it is the horizontal first stroke. The bottom right element is 匕 bǐ (distinct from 七).

n) 紅 combines the silk radical 糸 with phonetic 工 gōng; cf. 江 and 功.

7.1.1 Compounds and phrases

元朝以前 yuáncháo yǐqián	清朝的时候 qīngcháo de shíhou	汉朝 Hàncháo	明朝以后呢？ Míngcháo yǐhòu ne?
知道吗？ Zhīdao ma?	不知道。 Bù zhīdào.	有道理。 be reasonable	道可道, 非常道。 from the Daodejing of Laozi.
祖父 g'father	祖母 zǔmǔ	祖先 zǔxiān ancestors	祖籍 zǔjī family seat
搬家 bānjiā	搬走 bānzǒu	搬到哪儿？ Bāndào nǎr?	搬进来 bānjìnlai
竹子 zhúzi	竹字头 zhúzitóu	打算 dǎsuàn	算法 suànfǎ algorithm
元江县在云南 Yuánjiāngxiàn zài Yúnnán	三水县在广东 Sānshuǐxiàn zài Guǎngdōng	县长 xiànzhǎng	清河县在河北 Qīnghéxiàn zài Héběi
农民 nóngmín	农场 nóngchǎng	农学 nóngxué	农工 nónggōng farm laborers
养猪 yǎng zhū	养老金 yǎnglǎojīn pension	养父 yǎngfù foster father	养母 yǎngmǔ
猪肉 zhūròu	种米 zhòng mǐ	种花 zhòng huā	种地 zhòng dì
虽然没钱 suīrán méi qián	虽然可爱 suīrán kě'ài	虽然很渴 suīrán hěn kě	不简单 bù jiǎndān
单日 dānrì	屋子 wūzi	房屋 fángwū	里屋 lǐwū
			家具 jiājù furniture
			单位 dānwèi
			虽然很累 suīrán hěn lèi
			养羊 yǎng yáng

工具	茶具	教具	文具	农具
gōngjù	chájù	jiàojù	wénjù	nóngjù
死了	饿死了	该死 Damnation!	找死 seek danger	红茶
sǐ le	è sǐ le	gāi sǐ	zhǎo sǐ	hóngchá
红人	红十字会	红河	口红	一直走
up and coming person			lipstick	
hóng rén	Hóng Shízi Huì	Hónghé	kǒuhóng	yízhí zǒu
一直到现在		直飞北京		直心眼儿
yízhí dào xiànzài		zhífēi Běijīng		a very frank person zhíxīnyǎnr

7.1.2 Comment – response

1. 虽然妈妈是中国人可是她中国话说得不好。/ 那是因为她从来没有去过中国吧！
2. 她是中国人吧？/ 不，虽然中文说得很不错，但是她不是中国人，也没去过中国。
3. 明朝以后是清朝，对吗？那，清朝以后呢？/ 清朝以后是中华民国。中华民国是从 1911 年起。中华人民共和国是从 1949 年起。
4. 也许大家都知道明朝的时候，中国的国都从南京搬到北京，一直到现在都在北京。/ 但是 1927 到 1949 年又搬到了南部，对吗？先到南京然后到了重庆。
5. 我祖父七十五岁，已经不工作了，但是以前是很有名的大师傅，在北京饭店工作过二十多年。/ 六七十年代，我祖母也在北京饭店工作，是个经理。
6. 毛泽东的祖先都是农民吧？/ 是，元朝的时候，毛家的祖先从江西搬到韶山来去了。
7. 打算的算为什么是竹字头？/ 不知道；是否因为算盘是用竹字做的？

8. 你打算几点走？/ 还不知道，也许中午，可是我得先洗一点儿衣服，做一点儿饭。晚一点儿离开这儿也没有有什么关系！
9. 他们虽然是农民，天天都在外头种地，可是他们晚上还有时间学习英语！/ 对啊，他们很了不起！他们的房子也不错，屋子里的家具也好看。
10. 她是县长，白天在城市里开会，晚上都在农场工作。/ 嗯，她真不简单。还有时间养鸡养鱼！
11. 他在哪个单位工作，知道吗？/ 他是老师，以前在冷水江市的一个小学教书，但是听说最近他搬家了，搬到江西去了。
12. 现在好像有两个中国：一个是东北三省和东边儿的大城市，像北京、天津、上海、广州；一个是北边儿、西边儿的农民。/ 那，是不是也有两个美国？北边和南边不同，西边和东边不同，中部和海边不同。
13. 周恩来是哪年生的，哪年死的，知道吗？/ 他大概是 1899 年生的，出生的地方是江苏省的淮阳。他是 1976 年去世的；1976 年一月八号——中国人都知道他死的那个日子。
14. 在中国大家都喜欢红的东西，红衣服、红包。/ 那是因为红在中国文化里是高兴、好、吉祥的意思。
15. 在中国养羊的，吃羊肉的很多都在北边儿或者西北边儿。/ 那，养鸡养鱼的是不是最多都在南边儿？

Notes

中華/中华 Zhōnghuá ‘China’;
 大師傅/大师傅 dàshīfu ‘chef’;
 算盤/算盘 suànpán ‘abacus’;
 江蘇/江苏 Jiāngsū;
 吉祥 jíxiáng ‘auspicious; lucky’

國都/国都 guódū ‘capital’; 重慶/重庆 Chóngqìng;
 年代 niándài; 韶山 Sháoshān;
 周恩來/周恩来 Zhōu Ēnlái; 高興/高兴 gāoxìng;
 淮陽/淮阳 Huáiyáng; 去世 qùshì ‘pass away’

7.1.3 繁體字 (fántǐzì): Prepare to read out, and then answer the questions:.

1. 祖父祖母是父親的父母還是母親的父母，知道嗎？
2. 聽說你要搬家，搬到廣州。什麼時候搬走？
3. 算是竹字頭，節也是竹字頭；那，哪些字是草字頭？
4. 這個地方很美，你看，前邊有湖，後邊有山，左右兩邊都是竹子。
這不是跟天堂一樣嗎？
5. 中國，農民多農場小；美國農民少，農場大。英國呢？
6. 雖然沒有課，但是因為天氣很冷，我不想出去；你呢？你打算去
哪裏？
7. 一直走，過兩個路口，火車站就到了；你行李多不多？
8. 書多，不過家具不多，所以我們搬家比較簡單。你呢？
9. 你在哪個單位工作？
10. 中國農民用的農具多不多？
11. 這時間屋子為什麼都是紅色的？
12. 在現在的中國農民可以養自己的豬，種自己的地嗎？
13. 孔夫子說不知道生活，那，當然更不知道死了以後的事情。
14. 漢朝是哪年到哪年，知道嗎？
15. 是縣大還是省大？

Notes 孔夫子 Kǒngfūzǐ; 事情 shìqing

7.2 Set 2

結婚

6+6 3+8

结

3+6

jiéhūn

marry (tie-wed)

親

7+9

亲

5+4

qīn

relatives

[also 'to kiss']

己

3+0

3+0

jǐ

self

關係

8+11 2+7

关系

2+4

guānxi

connections

[a barrier; to close ; system; to relate]

數

4+10

数

4+9

shù / shǔ

number / count

意思

4+9 4+5

yìsi

meaning (intention-
thought)

能

4+6 / 2+8

néng

able

次

2+4

cì

occasion

事情

1+7 3+8

shìqíng

thing; business
(thing-feeling)

Notes

a) 結婚/结婚, a verb+object construction (literally, 'to tie; unite + marriage'); both graphs are phonosemantic, with 吉 jí as phonetic in the first, and 昏 hūn in the second.

b) 親 forms its simplified version by omitting the traditional radical, a strategy seen in, eg: 雖>虽, 號>号, 電>电.

c) Contrast the 己 of 自己 with the 已 of 已經.

d) Traditional 關 is part of the set 開, 問, 間, formed with 門. However, only some of the graphs in that set are simplified with 门; cf 问, 间 but 关, 开. 關's core meaning is 'a pass in the mountains', from which derive meanings such as hǎiguān 'a custom house; customs (sea-pass)' and guānxi 'connections'. The 係 of 關係, distinct from 系 xì 'system; department' in the traditional set, merges with the latter in the simplified (关系).

e) 數 shares a constituent (婁 lǒu) with 樓, but this is not reflected in the pronunciation of the former. For the right-hand element of 數, cf. 教 and 做.

f) For 意思, note that the first graph consists of 立, 日 and 心, while the second contains 田 and 心. Cf. 意義/意义 yìyì 'significance' (the 2nd graph as yet unencountered) and 思想 sīxiǎng 'thought'.

g) The graph 能 is said to have originally been a drawing of a bear (head, body, claws?), a meaning now restricted to 熊 xióng, differentiated from the former by the 4 dots.

h) 次 formed with the ‘ice’ radical (cf. 冷) and 欠 (qiàn), the element seen in, eg 歡/欢.

i) 事 (with a lower part in common with the upper part of 書) obeys the rule of 5; 情 consists of the heart radical and the phonetic element 青, also seen in 請, 清 and 晴 (set 4 below).



Notice on a wall, Hángzhōu Dàxué [2006]:

Qǐng jiǎng Pǔtōnghuà; shǐyòng guīfàn zì. ‘Please speak Mandarin and use standard characters.’

7.2.1 Compounds and phrases

结婚	结过婚	结婚三年了	父亲	母亲	亲戚
jiéhūn	jié-guo hūn	jiéhūn sān nián le	fùqin	mǔqin	qīnqi
自己	知己	已经关上了	自己做的	没关系	关门
zìjǐ	bosom friend zhījǐ	yǐjīng guānshang le	zìjǐ zuò de	méi guānxi	guān mén
关上	中文系	数学	单数	数一数	楼上
guānshang	Zhōngwén xì	shùxué	dānshù	shǔ yī shǔ	lóushàng
大楼	生意	什么意思?	没意思	不能去	思想
dàlóu	shēngyì	Shénme yìsi?	méi yìsi	bù néng qù	sīxiǎng
第一次	上次	去过一次	再说一次	不能吃猪肉	
dì-yī cì	shàng cì	qù-guo yí cì	zài shuō yí cì	bù néng chī zhūròu	
事情很多	什么事	没事儿	办事情	做事儿	没时间
shìqing hěn duō	shénme shìr	méi shìr	bàn shìqing	zuò shìr	méi shíjiān

7.2.2 Comment-response

1. 「红白喜事」是什么意思？/ 男女结婚是喜事。红是血的颜色，跟人生有关系，也是好事儿的意思。婚事是好事所以红也是结婚喜事的意思；女的结婚的时候穿红衣。白呢，白是死的意思，人死了的时候人家都穿白色的衣服。红白喜事是生死的意思。
2. 祖父是父亲的父亲，对吗？祖母是父亲的母亲。那母亲的父母怎么说呢？/ 嗯，这一方面中文和英文不一样：祖父祖母是父亲那边儿的；母亲的父亲是外祖父（或者外公、姥爷），母亲的母亲是外祖母（也有人说外婆、姥姥）。因为在中国太太是外来的，所以外祖父、外祖母的外的意思是太太那边儿的。
3. 你经常在什么地方吃中饭？/ 都在家里吃，自己做的；在街上吃太贵了，也不怎么好吃，所以我中午走回家去，自己做一点儿简单的饭，一边儿吃饭一边儿看报。
4. 你和他是什么关系？/ 他是我堂弟，我父亲的哥哥的儿子。我们是同祖父。英文怎么说？
5. 你这是第一次来九江吗？/ 不是，我来过好几次，差不多每年两三次，我在九江市经常有生意的事情。
6. 今天中文课有多少学生？/ 那我数一数：一、二、三...好像一共有十五个；十五个不好，为什么呢，因为是单数，有一个人没有伴儿。
7. 虽然现在在中国不像以前只能生一个孩子，可以生两个孩子了，但是不能生第三个。/ 那少数民族也是这样儿吗？我听说少数民族可以生更多的。

Notes

血 xiě 'blood'	颜色/颜色 yánsè 'color'	穿 chuān 'wear'
白色 báisè 'white [color]'	外公 wàigōng 老爺/老爷, lǎoye 'maternal g'fa'	
生意 shēngyì 'business'	外婆/外婆 wàipo, 姥姥 lǎolao 'maternal g'mo'	
少数民族/少数民族 shǎoshù-mínzǔ 'minority groups'		

7.3 少年的毛泽东

毛泽东是在清朝 1893 年十二月二十六号出生的。他的出生地是湖南湘潭县的韶山。你们也许都知道湖南在中国中部，是长江南边儿的一个大省。湖南最大的城市是省府长沙。韶山在湖南中部，离长沙不远，大概有几百公里。毛家世代都是农民，元朝的时候，祖先从江西搬到韶山来；他们在韶山养猪，种米，茶，竹子差不多有五百多年了。毛泽东的父亲虽然不能说是很有钱，可是他也不算穷。毛家的房子不小，有六间屋子，泥地面，木扇窗，还有一些简单的家具。

毛泽东本来是老三，上头有两个哥哥，但是在他还小的时候他们就死了，所以他成了老大。后来家里又生了两个弟弟，一个妹妹。兄弟姐妹的名字都有个泽字：毛泽东，毛泽民，毛泽潭，毛泽红。因为父亲对他不好，所以毛泽东小的时候住在母亲家里，那儿离韶山不太远。他一直很爱母亲，不喜欢父亲。小的时候，他母亲对他很好，外婆也对他非常好。

毛泽东八岁回到韶山上学，可是他不喜欢传统的学校，于是最后去了长沙一个比较好也比较先进的学校。在学校的时候他很认真，也喜欢读书，写诗，可是就是不喜欢数学。他十四岁就跟一个十八岁的女孩结婚了。因为那不是他自己要的，是父母要的，所以后来他便说那个女孩不能算是他太太，他和她没有什么关系。毛泽东离开韶山以后，又结了几次婚，最后生了几个孩子，从那个时候起也只回去过一两次，大多数的时间都住在北京，办中国政府的事情。

生字表

毛泽东	Máo Zédōng	PN	
湘潭	xiāngtán	PN	
韶山	Sháoshān	PN	
省府	shěngfǔ	N	provincial capital; cf. shǒudū ~ guódū 'national capital'
长沙	Chángshā	PN	
世代	shìdài	N	generation; ADV from generation to generation
祖先	zǔxiān	N	ancestors
穷	qióng	SV	poor
泥	ní	N	mud
地面	dìmiàn	N	ground; floor
木扇	mùshàn	N	wooden fan, ie blinds
窗户	chuānghu	N	window
家具	jiājù	N	furniture
成	chéng	V	become; into
后来	hòulái	Conj	afterwards; later
又	yòu	Adv	once again
外婆	wàipó	N	maternal grandmother
传统	chuántǒng	SV	traditional
学校	xuéxiào	N	school
于是	yúshì	Conj	as a result; hence; thereupon
先进	xiānjìn	SV	advanced (first-enter)
认真	rènzhēn	SV	earnest; scrupulous (know-real)
读书	dúshū	VO	to study; read; attend school
写诗	xiěshī	VO	write poems
便	biàn	Adv	then; in that case. Cf. suíbiàn, fāngbiàn, piányi.
从...起	cóng...qǐ		beginning with; from [time] on
政府	zhèngfǔ	N	government. Cf. shěngfǔ



Méijiāwù Cūn ('village'), a tea-growing village near Hángzhōu. [JKW 2006]

7.3.1 Questions – in traditional characters

1. 清朝是哪年到哪年，知道嗎？(不知道的話，看字典或問中國朋友。)
2. 毛澤東是哪年生的，哪年死的？
3. 他出生的地方離長江多遠？
4. 毛家的農場農業怎麼樣？
5. 他有幾個兄弟姐妹？問題為什麼不怎麼簡單？
6. 他是個什麼樣的學生？
7. 毛澤東離開韶山以後是否常回去？
8. 他結了幾次婚？生了幾個孩子？
9. 他小的時候，上學的時候，為什麼沒跟父親住在一起？

7.4 Set 3

Filial Tales #19, from the 孝经 Xiàojīng ‘The Book of Filial Duty’
 ‘Sleeping on ice to procure fresh carp.’

卧	壤	活	正	冬	冰
7+2	3+16	3+6	4+1	2+3	2+4

卧	坏				
7+2	3+4				
wò	huài	huó	zhèng	dōng	bīng
lie down	bad	live; alive	exact; just	winter	ice

Notes

- a) The simplified graph 卧 (臣+卜), is slightly different in form from the standard traditional graph 臥 (臣+人), but is no simpler; cf. the slight shift of 直 to 直.
- b) The traditional graph 壤 huài consists of 土 tǔ ‘ground; soil’ and an insert into 衣 which acts as phonetic (cf. 懷/怀 huái). The simplified graph substitutes 不, which is a close match to the bottom of the complex form as well as suggestive of the meaning.
- c) 活 consists of the water radical and the element 舌 shé ‘tongue’, that also appears in 話/话. Though 舌 shows no obvious phonetic connection with the compounds, both 活 and 話/话 show a phonetic connection to each other.
- d) 正 is usually analyzed as 止 zhǐ ‘foot; step; stop’ plus the horizontal line (‘arriving at the proper position?’). The core meaning of 正 is ‘upright; regular’, with extensions onto the moral plane (‘rectitude; proper conduct’). The graph is related to the 政 of 政府 zhèngfǔ ‘government (ie the seat of right conduct)’.
- e) 冬, with the ice radical below, is phonetic in 疼 téng ‘to ache; hurt’. Cf. 凍 dòng ‘icy; to freeze’ and 冰 bīng – the latter constructed on semantic rather than phonetic principles.

7.4.1 Compounds and phrases

卧房	卧车	卧虎	硬卧	软卧	坏人
wòfáng	wòchē	wòhǔ	yìngwò	ruǎnwò	huàirén

好坏 hǎohuài	坏蛋 scoundrel; bastard huàidàn	坏话 huàihuà	坏血病 leukemia huàixiěbìng	生活 life; livelihood shēnghuó	活动 activities huódòng
活到老 huó dào lǎo	正在吃呢 zhèng zài chī ne	正好 zhèng hǎo	正北 due north zhèng běi	正面 obverse/right side zhèngmiàn	正直 honest; upright zhèngzhí
冬天 dōngtiān	冬瓜 dōngguā	冬菇 dried winter mushrooms dōnggū	冰点 freezing point bīngdiǎn	冰箱 fridge bīngxiāng	冰淇淋 bīngjīlín
冰山 bīngshān	冰水 bīngshuǐ	冰天雪地 of a frozen landscape bīngtiān-xuědì	冰冻三尺, 非一日之寒 bīngdòng sān chǐ, fēi yí rì zhī hán ice 3 feet not 1 day of cold of a problem that is deep-rooted		

7.4.2 卧冰求鲤 Wò bīng qiú lǐ

晋朝的时候，有个叫王祥的人，他很小的时候妈妈就死了。后来他爸爸又结婚了，可是他的继母对他不太好，常常在他爸爸面前说他的坏话。坏话听多了，他爸爸也不再爱他了。有一次，王祥的继母要吃活鱼，可是那个时候正是冬天，天非常冷，河水也结了冰。在这样的天气里上哪儿去找活鱼呢？王祥听说继母要吃活鱼，他就到河边去，衣服放在河边儿，睡在冰上找鱼。他虽然冷得不得了，但是睡了一个晚上，冰就化了一点儿，他就可以用手找鲤鱼了。找到了两条鱼以后，他就回家给他妈妈做了很好吃的鱼。他这样做，非常孝敬他继母！

生字表

晋	Jìn	Jin is the name of a petty state under the Zhou that first gained some prominence in the 7 th century BC. It was located near present-day Taiyuan in Shanxi, and in the modern written language, 晋 is used as an abbreviated name (eg on licence plates) for that province. The Jin dynasty is a succession of rulers that emerged in the same area much later, between 265 and 420.
祥	Xiáng	as in 吉祥 <u>jíxiáng</u> ‘auspicious’, but here, part of a personal name.

继母	jímǔ ‘step mother’; cf. 继父; 继’s core meaning is ‘follow; continue’.
不得了	bùdéliǎo ‘extremely’
化	huà ‘change’, as in 化学 ‘chemistry (transformation-study)’
鲤鱼	lǐyú ‘carp’
孝敬	xiàojìng ‘show respect to [one’s elders] (be filial-respect)’

7.5 Set 4: Weather terms

天气在安慰我们	Tiānqì zài ānwèi wǒmen	weather ZAI comfort us
像梦够到无梦的人	xiàng mèng gòu dào	like dream reach not-have
	wú mèng de rén.	dream DE people

‘Weather comforts us, like a dream reaching the dreamless.’

From the poem, 灵魂游戏 *Línghún Yóuxì* ‘Spirit Game’, by the Chinese poet 北岛 Běi Dǎo [1949 -], in *Unlock: Poems by Bei Dao*, translated by Eliot Weinberger and Iona Man-Cheong, New York: New Directions, 2000.

雨	雪	雲	霧	溫	度
8+0	8+3	8+4	8+11	3+10	3+6
yǔ	xuě	云	雾	温	dù
rain	snow	2+2 yún clouds	8+5 wù fog	3+9 wēn warm	degree
陰	陽	夜	晴	風	轉
3+8	3+9	3+5	4+8	9+0	7+11
阴	阳			风	转
2+4 yīn female; moon; shade light	2+4 yáng male; sun;	2+6 yè night	4+8 qíng- clear; fine [weather]	4+0 fēng wind	4+4 zhuǎn

級

6+3

陣

3+7

區

2+9

力

2+0

向

3+3

级

3+3

jí

level; rank

阵

2+4

zhèn

a bout of

区

2+2

qū

region

lì

strength

xiàng

towards; to

Notes

a) 雨, originally a representation of ‘rain’, is the radical in many graphs representing meteorological phenomena, including the ones shown above, and others such as 電 diàn ‘lightning; electricity’, 雷 léi ‘thunder’ and 雹 báo ‘hail’. The relationship between the traditional and simplified graphs varies, however, with some preserving the rain radical, others omitting it; cf. 云, 电 but 雾, 雷.

b) 溫/温 forms a phonetic set with characters mostly pronounced yùn: 蘊/蕴 yùn, 愠/愠 yùn, 醞/酝 yùn, etc.

c) 陰, 陽 yīn, yáng represent female-male contrasts such as moon-sun, moist-dry. 陰 contains the ‘left ear’ and a right-hand side consisting of 今 jīn (phonetic?) above 云 (yún), while 陽 is phonetically linked to 場 chǎng and 湯 tāng. Traditional, informal simplifications of 陰 and 陽 as 阴 and 阳 (making use of yuè ‘moon’ and rì ‘sun’ in well-motivated semantic substitutions) were formalized in the new ‘official’ simplified set.

d) 夜 yè contains 夕 ‘moon’ obscured by a rightward slanting stroke (nà); cf: 多, 名, 外. Mainland dictionaries (of the simplified set) assign the first two (top) strokes as radical rather than the traditional 夕, allowing for a more discrete division of constituents into top and bottom.

e) 晴, as noted earlier, is part of a large, regular phonetic set whose members include 請 and 清.

f) 風, the traditional form, has on its inside, an element made up of the ‘insect’ radical (虫) plus a top stroke; cf. 雖/虽, where the upper part is a box. In the simplified, the innards are reduced to a cross; cf. 區 > 区.

g) 轉/转 represents a pair of closely related words, zhuǎn ‘turn; change; transmit’ (the meaning relevant to the weather forecasts) and zhuàn ‘revolve; rotate; stroll’. The graph has the ‘vehicle’ radical with the phonetic element 專/专 zhuān, also seen in eg 傳/传 pronounced chuán as a verb, zhuàn as a noun.

h) 級 contains the ‘silk’ radical and phonetic 及 jí, also seen in the simplified version of the jí 極/极 of hǎojíle 好極了/好极了. Contrast the right hand element with 乃 nǎi, seen in the 奶 of 牛奶.

i) 陣/阵, originally ‘a battle array’, but now most commonly representing a M-word for sudden events or ‘bouts’: 一陣雨/一阵雨, 一陣風/一阵风. Contrast 陳/陈, the surname.

j) 區 contains phonetically irrelevant 品 pǐn (itself made up of phonetically irrelevant 口 kǒu’s). Contrast with 向 xiàng ‘direction; towards; to’ (in this set) and 回 huí ‘return’.

k) 力 lì ‘strength’, an element in eg 辦/办, 功, and simplified 边 and 为. Contrast 九, 刀.



Shànghǎi dìtiě [2006]: Public safety notice and advertisement for bottled water.

Wēixiǎn! Yánjìn tiàorù. ‘(Danger! Strictly prohibited to jump-enter.)’

7.5.1 Compounds and phrases

下大雨	白云	雨下得很大	在下雨	常下雨
xià dàyǔ	báiyún	yǔ xià+de hěn dà	zài xiàyǔ	cháng xiàyǔ
雨衣	云海	不常下雨	温度	風很大
yǔyī	yúnhǎi	bù cháng xiàyǔ	wēndù	fēng hěn dà
几年级？	二十三年级	三级	三年级	毕业了
Jǐ niánjí?	èrshísān dù	sānjí	sān niánjí	biyè le
下雪	下雾	没有风	风度	阴天
xiàxuě	xiàwù	méiyǒu fēng	demeanor; style fēngdù	yīntiān

夜里 yèlǐ	半夜 midnight bànyè	晴天 qíngtiān	转阴 zhuǎnyīn	转晴 zhuǎnqíng
地区 dìqū	一阵雨 yí zhèn yǔ	一阵风 yí zhèn fēng	风力 fēnglì	人力 rénlì
力气 strength lìqì	离心力 centrifugal force lìxīnlì	阵雨 rain showers zhènyǔ	夜间 yèjiān	方向 direction fāngxiàng
北风和太阳 Běifēng hé Tàiyang (a story)		市区 urban district shìqū	百分之九十 90% bǎifēn-zhījiǔshí	

7.5.2 Dialogues (traditional set)

甲

乙

1

請問，你住在什麼地方？

我住在東風西路，離人民路不遠。

那，你怎麼來上課？

看天氣怎麼樣；太熱我就坐車來。
回去因為是夜裏，我也坐車回去。

坐車要多長時間？

差不多三十分鐘。

2

我今天想去石林，跟我一塊兒
去，好不好？(Shí Lín)石林離這兒不是很遠嗎？是很遠，但是地方很有名，
我們在昆明的時候不能不去！今天有點冷，沒有太陽，
明天去，行不行？

明天去也可以。

好，那我們明天去吧。

7.5.3 Weather reports (in simplified characters)

Weather reports follow a very consistent format which makes them a good genre for beginning reading. Three examples are cited in this section; current ones can be found in most Chinese newspapers as well as on the web.



Shanghai residential development, with bus stop and public health notices. [2006]

Bù suídi tǔtán, bù jiǎng cūhuà zānghuà! ('Not randomly spit, not speak vulgar lg [or] dirty lg.')

(a) 全国部分城市天气预报

25 日 20 时 到 26 日 20 时

	城市	天气	气温 (白天~夜里)
(一)	北 京	雾转多云	09 ~ 17 度
(二)	上 海	阴转小雨	16 ~ 21 度
(三)	天 津	多云	10 ~ 19 度
(四)	广 州	晴转多云	20 ~ 29 度
(五)	香港 ^{HK}	晴	23 ~ 28 度
(六)	南 宁	阴转小雨	21 ~ 27 度
(七)	海 口	多云	25 ~ 29 度
(八)	桂 林	多云转小雨	17 ~ 24 度
(九)	武 汉	小雨转阴	16 ~ 20 度
(十)	南 京	阴	14 ~ 20 度
(十一)	杭州 ^{Hángzhōu}	小雨转阴	16 ~ 22 度
(十二)	福 州	多云转阴	18 ~ 25 度
(十三)	厦 门	晴	19 ~ 28 度
(十四)	台 北	多云转阴	20 ~ 25 度

天气预报 tiānqì yùbào ‘weather forecast’ 全国 quán guó ‘whole country’

Cities cited – in most cases, you can guess from the parts you know:

Xiānggǎng; Nánning; Hǎikǒu; Guílín; Wǔhàn; Hángzhōu; Fúzhōu; Xiàmén

(b) 上海市区今明天天气预报 (七月)

天气：多云，局部地区阴有阵雨；温度：27° - 33°；
明天 27° - 33°；风向：偏东；风力：4-5 级，阵风 6 级。

市区	局部	风向	偏
shìqū	júbù	fēngxiàng	piān
city+region	local	wind+dir'n	inclined

(c) 北京市区今明天天气预报 (十月)

今天白天：晴转多云，降水概率 20%，
北转南风二三级，最高气温十七度。

今天夜间，多云转阴，降水概率 60%，
南转北风一二级，最低气温九度。

明天白天到夜间，阴转晴，降水概率 20%，
偏北风一二级转四五级，最高气温 19 度，最低气温七度。

降水(量) jiàngshuǐ(liàng) 'precipitation (drop-water-amount)' 最 zuì
概率 gàilǜ 'likelihood (approximate-ratio)' 夜间 yèjiān 'at night (night-space)'

20% is read 百分之二十，30% 百分之三十, etc.

7.6 On the street #7

7.6.1 Support or oppose

Because Chinese characters can represent language in very succinct form, they are particularly suited to signs, headlines, advertisements or other contexts where space is at a premium. Pharmacies display 药/藥, dentists 牙, pawnbrokers 押 (all often in a calligraphic version designed to fit the space and catch the eye). In countries such as Japan which make use of Chinese graphs to write words that originate in Chinese or are homologous with Chinese, or Korean that used to make use of Chinese graphs to write words borrowed from Chinese, demonstrators still use Chinese graphs to write their slogans or otherwise express their positions on issues.

Here are some basic phrases to use on your own posters:

歡迎 欢迎	huānyíng [X]	‘welcome’
打倒 打倒	dǎdǎo [X]	‘down with (hit-collapse)’
擁護 拥护	yōnghù [X]	‘up with; support’
獨立 独立	[X] dúlì	‘independence (alone-stand)’
反對 反对	fǎnduì [X]	‘oppose (overturn-face)’
要民主要自由！ 要民主要自由！	Yào mínzhǔ yào zìyóu.	‘Democracy (people-host) and freedom (self-source)!’

打倒帝国主义
打倒资产阶级和他们的走狗！

Dǎdǎo dìguózhǔyì!
Down with imperialism (imperial-country-ism)!

Dǎdǎo zīchǎn-jiējí hé tāmen de zǒugǒu!
Down with the bourgeois class and their running dogs!

7.6.2 More shop signs

藥房	美容	批發	施工
药房		批发	
yàofáng drug-store pharmacy	měiróng beauty-appearance beautician	pīfā batch-distribute wholesale	shīgōng carry+out-work construction [site]



Pedestrian underpass, Tian'anmen Square [JKW 2005]

Rénxíng tōngdào, jìnzhǐ zuòwò. 'Pedestrian underpass: no sitting or lying.'

結束語 / 结束语 Jiéshùyǔ The End '(conclude-language)'

This concludes the character lessons. By now, you have come to understand the principles of the writing system; you have got used to a system that uses characters as a medium to convey information; and you have a basic repertoire of some 450 characters. At this point, it is recommended that you proceed with material with a strong narrative structure, such as traditional stories – which also convey interesting cultural content. Yale University Press has published a number of such works for students, including *The Lady in the Painting* (畫上的美人/ 画上的美人, *Huàshàng de Měirén*), an adaptation of a traditional folktale, and *Strange Stories from a Chinese Studio* (聊齋故事/ 聊斋故事, *Liáozhāi Gùshi*), that contains simplified versions of 20 tales adapted from the Chinese classic, *Liáozhāi Zhìyì* (Strange Tales from a Chinese Studio). Regardless of the choice of material, it will make sense for most students to read primarily in the simplified character set, while still observing the relationship between simplified and the traditional versions of new characters, and occasionally re-reading continuous text in the traditional set.

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