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	乙
今天很熱！	很熱！你吃飯了嗎？
還沒，我不餓，今天太忙了。	我也很忙。你累嗎？
今天好了，但是昨天很累。	小李已經上班了嗎？
已經上班了。	哦，上班了.
明天有課嗎？	沒有，你呢？
明天三十號嗎？… 沒有；三十號 沒有，一號有。	我呢，三十號有課，一號也有課！
你太忙了！	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，嗎，喝，呢; or those with 言/讠 yán 'speech': 説/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 kǒuzìpáng ('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 it own, the equivalent free form, if one still exists, is given in parentheses; if no free form is current, the parentheses enclose a blank.

radical character	*general meaning*	*Chinese name*	*examples*
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
彳		shuānglìrén double-stand-person	很，得 (dé)

2.1 First set

是	男	的	女	第	小
4+5	2+5	5+3	3+0	6+5	3+0
shì	nán	de	nǚ	dì	xiǎo
be	male	's ~ s'	female	*ordinal*	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	2+5	3+4	2+8	3+4	8+2
mǎ	Chén	Zhāng	shéi ~ shuí	zhè ~ zhèi	dōu
surname	*surname*	*surname*			
horse			who; whom	this	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 zhúzìtóu '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 it 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 <u>zhě</u> is the root element of a set that includes 都 <u>dōu</u>, 煮 <u>zhǔ</u> 'to boil' and 堵 <u>dǔ</u> 'to obstruct'. (Can you identify the radicals of each?) Though there is no simplified version of 都, the element on the right (<u>yòu'ěrduō</u>) 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 (丿) 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	nánde	nǔde	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 shi…
都是	不都是	男女	我的	你们的	也是
dōu shì	bù dōu shì	nánnǔ	wǒ de	nǐmen de	yě shì

Exericise 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　　老師　　點兒

3+13　　5+0　　　6+0　3+7　　　12+5　　2+6

学　　　　　师　点儿

3+5　　　　　　　　3+3　　4+5　　2+0
xué　　　shēng　　lǎo　shī　　diǎn　　ér > r
study; school　pupil　　old　teacher　　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

　　　1+2　　4+6　　3+2　　8+2

zěn　me　yàng　duì　nán　zhōng　wén
how　*interrogative*　kind; type　correct; right　difficult　middle;　script;
　　　　　　　　　　　　　　　　　　　　'China'　lg

Notes:

(a) A nonsense account of 學 goes: 'a child looking at a blackboard on a stand; the backboard 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 nǔ'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: 麽 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

30

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

f) 文 <u>wén</u> 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 <u>wén</u> (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	yìdiǎnr	yìdiǎndiǎn	yǒu yìdiǎn nán	bú duì

中文	不太难	是学生吗?	怎么样	三个	日文
Zhōngwén	bú tài nán	Shi 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 nánde	méiyou nǚde	nán bù nán	duì bu duì	Chén lǎoshī	nánde

2.2.2 Set 1 in *Fántǐzì*

第一个是誰?	姓陳	都是這樣	小張，你好?	都是
Dì-yī ge shi shéi?	xìng Chén	dōu shi zhèiyàng	Xiǎo Zhāng, nǐ hǎo?	dōu shì

是第二個嗎?	不是.	是誰的?	我的.	小李很累.
Shi dì-èr ge ma?	Bú shì.	Shi shéi de?	Wǒ de.	Xiǎo Lǐ hěn lèi.

Hong Kong: 藥/药 <u>yào</u> '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，<u>可是</u>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

          6+4 3+4   2+1   4+4

gāo   jǐn zhāng   gè   xiàn zài
tall   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

      1+6   3+4   2+2
qǐ   lái   kàn bào   yǐ   qián
rise come   look 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; něi	zǒu
but	able	that	which	walk; leave; go

a) 高 <u>gāo</u>, 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 <u>Wáng</u> ('king'), it actually derives from the combining form of a different character: 玉 <u>yù</u> 'jade' (found intact in the simplified 国 <u>guó</u> 'country'). So traditionally, the radical is called <u>yùzìpáng</u> 'jade character at the side'; but on the Mainland at least, it is also called <u>wángzìpáng</u> 'king on the side'.

e) 起 contains 走 as radical and 己 <u>jǐ</u>, 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 <u>mài</u> '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 bao '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 <u>yǐ</u> has 人 as its radical. In the modern language, the syllable is a common 'bound form', occurring in words such as 可以 <u>kěyǐ</u> 'can' and 所以 <u>suǒyǐ</u> '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 <u>nà</u> 'that', with <u>yòu'ěrduō</u> 'right-ear' (or <u>yòu'ěrpáng</u>) assigned as radical (cf. 都). 哪 <u>nǎ</u>, the question word, has <u>kǒuzìpáng</u> 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	kěshì
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.	yǐjing 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 yìdiǎnr 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	nánde	něi nián	Rìwén	shēngrì	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；

　　　　　他门已经下班了。

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<u>两</u>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   dōng   xī   shǒu   jī
what   east   west   hand   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   bǐ   chē   zǐ   sǎn   guì
book   pack;   writing   vehicle   (child)   umbrella   expensive;
     bundle   implement   *with nouns*   worthy

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

37

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 <u>rénzìpáng</u>. 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 报，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 <u>feījī</u> 'airplane'.)

d) 書 consists of 聿 <u>yù</u> 'a writing implement' and 曰, the latter, distinct from 日. In 筆, 聿 is determined by the element at the top, the bamboo radical (a combining version of 竹 <u>zhú</u> '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 <u>bǐ</u> '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 <u>nán</u> 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 <u>zǐ</u> (distinct from 字 <u>zì</u> 'written character') was originally a drawing of a child. If fully toned, it generally means 'young; child of; seed of': 王子 <u>wángzǐ</u> 'prince (king's son)', 天子 <u>tiānzǐ</u> 'emperor (son of heaven)', 松子 <u>sōngzǐ</u> 'pine nut (child of pine)', 蝦子 <u>xiāzǐ</u> 'shrimp roe (child of shrimp)'. However, in its untoned form, 子 acts as a noun suffix, appearing with nouns that refer to things from everyday life: 桌子 <u>zhuōzi</u> 'table'; 椅子 <u>yǐzi</u> 'chair'; 鼻子 <u>bízi</u> 'nose'; 板子 <u>bānzi</u> '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 册 '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

我的伞	她的书	你的笔	手机	书包	什么
wǒ de sǎn	tā de shū	nǐ de bǐ	shǒujī	shūbāo	shénme
东西	车子	字典	行李	您好	行吗
dōngxi	chēzi	zìdiǎn	xíngli	Nín hǎo.	Xíng ma?
谁的书？	没有笔.	上车	贵姓？	不太贵	东西
Shéi de shū?	Méiyou bǐ.	shàngchē	Guìxìng?	bú tài guì	dōngxi
什么东西	很贵	车子	姓李	手机不贵	没笔
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
yǐjing 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 yà ng	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
小张，你好。	小马，你好。今天怎么样？
很累，你呢？	我今天也有一点儿累-- 我没吃饭。你呢？你饿不饿？
我呢，不饿，我已经吃了。	好吃吗？
还行。好，那，我走了。	上课去 (qù 'go') 吗？
不，今天没课。	好，那，明天<u>见吧</u>。
明天<u>见</u>。	

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 <u>liù shū</u> 'six scripts', and include graphs that are derived from drawings (like 馬 <u>mǎ</u> '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 <u>ma</u> 'Q', sounds like 馬 <u>mǎ</u> 'horse' and 媽 <u>mā</u> '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 <u>xīn</u> 'heart' is known, ie 心,

then 必 <u>bì</u> '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 <u>xiàng</u> '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 <u>kū</u> 'to cry' is seen as 'two eyes and a tear'; or 電/电 <u>diàn</u> '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 <u>pí</u> 'skin', 衣 <u>yī</u> 'clothes', or 豆 <u>dòu</u> '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 <u>jiān</u> 'sharp', made up of 小 <u>xiǎo</u> 'small' and 大 <u>dà</u> 'big', ie 'wedge shaped';

忠 <u>zhōng</u> 'loyal', made up of 中 <u>zhōng</u> 'middle' and 心 <u>xīn</u> 'heart';

信 <u>xìn</u> 'believe; letter', made up of 亻 <u>rén</u> 'person' and 言 <u>yǔ</u> 'language';

孕 <u>yùn</u> 'be pregnant', made up of 乃 <u>nǎi</u> 'exist' and 子 <u>zǐ</u> 'child';

好 <u>hǎo</u> 'be good; well', made up of 女 <u>nǚ</u> 'woman' and 子 <u>zǐ</u> 'child', ie 'goodness'

尿 <u>niǎo</u> 'urine' made up of 尸 <u>shī</u> 'body' and 水 <u>shuǐ</u> 'water';

屎 <u>shǐ</u> 'shit' made up of 尸 <u>shī</u> 'body' and 米 <u>mǐ</u> 'rice [grain]'.

b) Blends of sound and meaning (rare)

甭 <u>béng</u> 'no need to', made up of 不 <u>bú</u> 'not' and 用 <u>yòng</u> 'use'.

乒乓 <u>pīngpāng</u> '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 bu 'not', because 'cups aren't make 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 ma '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 ，	氰，	蜻	，鯖
qǐng	qíng	qíng	qīng	qíng	qīng	qīng
invite	feelings	clear	clean	hydrogen	dragonfly	mackeral

In some cases, phonetic correspondences that were once regular have been obscured by historical changes in the language; such is the case for 餓 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 <u>Hàn</u> 'Chinese', 溫 <u>wēn</u> 'warm' and 活 <u>huó</u> '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 <u>shù</u>); 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	驁	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; 驁 is ào, 敖 is áo, 驤 and 襄 are both xiāng, etc.

46

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]

48

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 <u>huānyíng guānglín</u>, or thanking them <u>xièxie guānglín</u>, 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 (<u>shìnèi</u> 'within the city', <u>shìwài</u> 'out of the city' or <u>guójì</u> '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 <u>tíshǒupáng</u> 'raise-hand-beside'. It is associated with words having to do with manipulation.

MIT OpenCourseWare
http://ocw.mit.edu

Resource: Learning Chinese: A Foundation Course in Mandarin
Dr. Julian K. Wheatley

The following may not correspond to a particular course on MIT OpenCourseWare, but has been provided by the author as an individual learning resource.

For information about citing these materials or our Terms of Use, visit: http://ocw.mit.edu/terms.