

第六課 (F) [after L-6]

行百里者半九十

Xíng bǎi lǐ zhě, bàn jiǔshí.
walk 100 miles one+who half 90

One walking 100 miles [regards] 90 [as] halfway.

A saying taken from an early Chinese text [the *Zhànguó Cè* ‘Warring States tablets’], used to impress the importance of persistence. *Classical Chinese*.

Part I

甲. Set 1

小 住 去 怎 到 想

3+0
xiǎo
small;
young

2+5
zhù
live;
stay

2+3
qù
go

4+5
zěn[me]
how

2+6
dào
arrive;
to

4+9
xiǎng
think; feel like;
think of

過 長 來 時候 樣

3+9

8+0

2+6

4+6

2+8

4+11

过 长 来 时 样

3+3
guò
pass;
GUO

1+3
zhǎng
grow up;
cháng
be long

1+6
lái
come

4+3
shíhou
time; when

4+6
yàng
form; kind;
type

Notes

- a) Distinguish 小 xiǎo and 少 shǎo, 住 zhù from 住 zhū and 台 tái from 去 qù.
- b) For notable radicals, as well as a summary of phonetic sets (such as the 乍 zhà set, represented by 怎 and 昨, see below).
- c) The right-hand element of 到 dào ‘arrive; to’ is the ‘knife-radical’ (dāozìpáng), 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’.
- d) The lower strokes of 長 are the same as those of 很 hěn. 長 is used to represent two historically related words, zhǎng ‘to grow up’ and cháng ‘to be long’ (as in Cháng Chéng ‘The Great Wall’).
- e) 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 for its sound.
- f) 時候的候 (hòu) should be distinguished from 侯 (hóu, a surname), which lacks the vertical stroke. The bottom right element of 候 is 矢 shǐ ‘arrow’, but it plays no phonetic role.
- g) 樣 consists of 木 as radical (mùzìpáng) and 羊 yáng (truncated) is a phonetic element. Recall that in 美國的美, yáng is assigned as radical.

1. Phrases

去哪兒	去什麼地方	到哪兒去	想到哪兒去	不想去
來北京	什麼時候來的?	住在哪兒	去過中國	怎麼樣
小姐	多少	小的時候	住在南京	這樣兒
長大	在南部長大的	不怎麼難	東西太多了	沒去過

很想去 吃過飯了嗎 還沒呢 在昆明住 長在上海
哪天來的 三號去台北 南部更好 幾歲來美國的 字太小了

2. Comment-response

Note the new use of some familiar characters as 姓, eg 班, 丁, 方.

Comment

王 我們明天去台南，你去過嗎？

馬 她問我什麼？

毛 她為什麼問我有沒有美元。

林 你們什麼時候去長城？

班 今天怎麼樣？
累嗎？

方 你們是什麼時候來的美國？
我小時候 --- 八歲來的。

金 小王，你好。今天有課嗎？

Response

李 去過，我媽媽住在台南。

陳 她問你是不是學生。

周 她六月想去美國可是沒有
美元。

白 我們已經去過，我們是上個月
去的。

丁 還好。
不累，今天沒什麼課。

台 我們是 1996 年來的。你呢？

文 有，有三堂，都很難。

你很累吧。

是。可是明天還好，只有一堂。

明 你多大？

年 我呢，我十八歲。

是不是生在中國？

是，生在北京，也長在北京。

你去過嗎？

還沒呢，可是很想去。

錢 去過長城嗎？

時 去過。上個月去的。

去過天津嗎？

還沒，可是很想去。

陳老師是天津人。

是嗎？

Exercise 1

Answer the questions (which are written in jiǎntīzì) on the basis of the information given in the 9 interactions above.

- 一 姓李的去過台南嗎？
- 二 有人問馬老師什麼？
- 三 姓王的明天想去哪兒？
- 四 姓周的為什麼問姓毛的有美元沒有？
- 五 姓白的去過長城嗎？
- 六 小丁為什麼不累？
- 七 姓方的是什麼時候來的美國？
- 八 小明去過中國沒有？

- 九 姓年的长在哪儿？
- 十 长城在哪儿？你去过吗？
- 十一 姓时的没去过的地方是什么？
- 十二 谁是天津人？

乙. Second set

樓 見 現 電 說 話

4+11 7+0 4+7 8+5 7+7 7+6

楼 见 现 电 说 话

4+9 4+0 4+4 1+4 2+7 2+6
 lóu [zài]jiàn xiàn[zài] diàn shuō huà
 enter see; meet now electricity speak; talk speech; lg

離 媽 爸 午 早 覺

8+10 3+10 4+4 2(+)+2 4+2 7+13

离 妈

2+8

lí
depart; from

3+3

mā
mum

bà
dad

wǔ
noon

zǎo
early

觉

4+5

jué
perceive; feel

得 回 系 近 定 玩

3+8

dé
get; +DE

3+3

huí
return

6+1

xì
department

3+4

jìn
close

3+5

[yí]dìng
definite;
certain

4+4

wán
play;
be amused

Notable radicals (with some redundancy)

	<i>meaning</i>	<i>name</i>	<i>example</i>
心	heart	xīn	怎, 想
	knife	lìdāopáng	到
	movement	zǒuzhī	過/过, 近, 還/还
木	tree; wood	mùzìpáng	樣/样, 樓/楼
見/见	see	jiàn	覺/觉
王 < 玉	[jade]	yù ~ wángzìpáng	現/现, 玩
雨	rain; precipitation	yǔzìtóu	電/电, 零
言/讠	speech; language	yánzìpáng	說/说, 話/话, 誰/谁
隹	[bird]	zhuī	離/离
	enclosure	fāngkuāngr	國/国, 回, 因
糸 /	silk	sī	系
	a step	shuāngrénpáng ~	得, 很
	cover	shuānglǐrén bǎogài<r>	定, 字

Useful phonetic sets (with simplex form, if relevant, in brackets):

昨 zuó 作 zuò 怎 zěn [乍 zhà]	百 bǎi	[白 bái]
漢 hàn 難 nán	樣 yàng	[羊 yáng]
現 xiàn [見 jiàn]	媽 mā 嗎 ma	[馬 mǎ]
吧 ba 爸 bà [巴 bā]	學 xué 覺 jué	
玩 wán [元 yuán]	餓 è	[我 wǒ]
陳 chén [東 dōng]	姓 xìng	[生 shēng]

Notes and hints (for set 2)

- a) 樓 lóu contains the phonetic element 婁 lóu, also seen in 數 ‘number’, 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 only if we can count 女 as having two horizontals (for by our rules, 日 only counts as ‘2’).
- b) 現 xiàn and 見 jiàn are originally different forms of the same word, one meaning ‘see’, the other ‘cause to be seen; be manifest’ – or in the combination 現在, ‘current’. 現, 玩 and many other graphs contain the element 王 as radical. Though the element is identical with the surname 王 Wáng (‘king’), it is actually a combining form of a different character, 玉 yù ‘jade’ (found intact in the simplified 国). So traditionally, the radical is called yùzìpáng ‘jade character at the side’; but on the Mainland at least, it is also called wángzìpáng.
- c) Words for a variety of meteorological phenomena (including electricity) are often written with graphs containing 雨 ‘on top’ (yǔzītóu): eg 雷 léi ‘thunder’, 霧 wù ‘fog’, 露 lù dew; the image behind 零 is probably ‘drops of rain’, from which the word líng derives its other meanings of ‘fragments; odds and ends; zero’.
- d) 說 is sometimes printed as 說, with the upper right-hand strokes written as 八. 說 shuō, the verb, obviously needs to be distinguished from 話 huà, the noun. The

latter contains 舌 shé ‘tongue’ (protruding from 口, a mouth), 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 is also possible, eg: 中國話說得很好。

e) 離 is a particularly complicated character (with a total of 18 strokes). The simplified form drops the traditional radical (and assigns the first two strokes 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’.

f) 爸 has 父 fù ‘father’ as radical and 巴 bā as phonetic.

g) Distinguish 午, originally a drawing of a sundial, from 年 nián (and later, from 牛 niú ‘cow’).

h) Notice that 定 and 是 have a lower element in common.

i) 回 is also written 回.

j) The simplified set: 過, with phonetic element shared by eg 鍋 guō (a word that comes into English through Cantonese as a ‘wok’, or ‘frying pan’), unaccountably substitutes the non-phonetic (and semantically irrelevant) 寸 cùn ‘inch’, whose only virtue is simplicity! 覺/觉 and 學/学 are parallel, both substituting a simpler element that has no independent status for a more complicated one.

1. Phrases

樓上	上樓	再見	現在	電話	說話
很近	離北京很近		媽媽	大媽	爸爸
中午	下午	午飯	早上	早點	覺得
怎麼樣	小說	說得很好	一點兒	回來	回去

不近 好玩兒 哪個系 說得不好 中國話 出現
大樓 工作 就是 覺得很好 appear
不一定 吃一點點 幾月幾號 三塊錢 兄弟 多少
請再來玩兒

2. Six biographies

林美：

女的，35歲，生在北京，也長在北京。現在住在北京大學；她在北大是個老師，中文老師。林老師，美國，英國學生很多，他們中國話說得很好。林老師的學生都是外國來的，可是她沒去過外國。她說明年想到美國去。

王學英：

男的，38歲，生的地方離南京很近，他是八歲來南京的，在南京長大的。爸爸媽媽還住在南京可是他現在住在北京，是文學老師，也是北大的。王老師去過英國，在英國三年，去年回來的；英文說得很好。

小林友(yǒu)美：

女的，日本東京人。她19歲。現在是北京大學的學生。今天她覺得很累。為什麼呢？因為今天有四堂課，兩堂中文課，一堂英文的，一堂外國文學的。都很難。四堂太多了！小林小姐的爸爸媽媽還在日本，她很想他們，可是她不是一個人在北京；她弟弟也在北京工作。

李愛華(Àihuá):

男的，十八歲，是英國人，也是中國人。他在英國生的，也在英國長大的，可是爸爸是中國來的，是昆明人，媽媽是台灣人，台北來的。

李愛華的名字，愛華，有個華字；叫他華子就好了。華子在中國上大學。他是北京人民大學一年級的學生。他中文英文都說得很好。

周雲(Yún):

女的，四十歲，是李愛華的媽媽。她在台灣生的，在日本長大的，可是1980年來英國的，住在英國二十五年了。她不是英國人可是她兒子，李愛華，是英國人。

毛大為:

男的，20歲，是MIT四年級的學生，是學電機工程的。今年有五門課；四門是工程的，一門是中文。他沒去過中國，中國話說得不太好，可是想明年去，在北京住一年，在中國工作，在中國學中文。毛大為住在學生住的大樓，叫東校 [xiào]，在大學的東部，離中文系很近。他說那個地方很好玩兒。

丙. Simplified characters

1. Phrases

外国	好吗	两块	谁去	大学	三个
去哪儿	在这儿	累吗	汉人	姓白	什么
汉字	英国	文学	<u>人民币</u>	<u>第一堂</u>	不太难
小的	姓周的	三个老师		叫什么	没有名字
两个人		只有两门课		明天没课	

你问问她吧 没去过北京 她更累

我们都很累 住在日本几年了 他几岁了

为什么去广州 六门课一定很累 在上海长大的。

东西不少 中国文学课 九块三毛钱

几月 几块 就是 十四号 去过 毛大为

2. Narrative

小林友 (yǒu) 美名字有四个汉字，为什么呢？她是日本人，她有个日本人的名字。她是在日本生的，也在日本长大的。她是 1999 年来中国的，在中国四五年了。在中国学文学。她没有很多钱，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。小林友美在北京大学上三门课：中文，英文，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。老师姓李，是中国人，没去过日本也没去过美国可是日文英文都很好。英文课文学课学生都很多，一百多个。友美在中国五年了，可是没去过很多地

方。她什么时候去上海，南京呢？六月去。六月七月八月都没课。

Exercise 2.

a) Based on the information in the above narrative, prepare to answer the following questions orally; then write your answers in characters (simplified or traditional).

- (一) 小林友美为什么有四个字的名字？
- (二) 她在什么地方生的？
- (三) 哪年来中国的？
- (四) 她为什么在中国？
- (五) 她是哪个大学的？
- (六) 在那个大学几年了？
- (七) 中文课,学生多不多？
- (八) 小林友美在中国去过的地方很多吗？

Exercise 3.

Write in characters (traditional or simplified):

yǐjīng > yídìng > hěn xiǎo > duōshǎo > jīntiān > hěn jìn > Tiānjīn > qù guo > chūshēng >
shuōhuà > diànhuà > xiànzài > xuéshēng > juéde > zěnmeyàng > lóu shàng > zhǎngdà

Exercise 4.

Using, as much as possible, the characters that you have studied (otherwise, use pinyin), compose an autobiographical statement along the following lines:

[Chinese] name...born in [year, place]; father, mother from; grew up in [place];
came here in [date] ...live in [place]; [university] student, [] year...taking []

subjects; [today] tired because you have [] classes; Chinese class isn't big, only [] students; characters difficult; haven't been to China, but you want to go.

Part II

甲. On the street #2

歡迎光臨

欢迎光临

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

公話

公话

gōnghuà
public+speech
public phone
[at public telephones]

推 拉

tuī lā
push pull
[on doors] [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 on 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 2004) 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% or more below face value). However, people seem to 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 (shì nèi ‘within the city’, shì wài ‘out of the city’ or guó jì ‘international’ – though the last are not always possible from shop phones). You are charged afterwards – fees are usually very modest.

c) 推 and 拉 exhibit the ‘hand-radical’, a combining version of 手, called tíshǒupáng ‘raise-hand-beside’. It is associated with words having to do with manipulation.

乙. Animal radicals

The graphs that form the radicals constitute a set of concrete images which have been extended metaphorically to cover 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 in earlier lessons. The main animal radicals are listed below, together with the meanings they have (or had) as independent characters, and an example of each in a 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 bird¹ horse fish bird deer rat dragon turtle

物 犯 美 處 蚊 豬 豺 離 騎 鯉 鴨 麗
 龔 龔 --

simplified: 处 猪 离 骑 鲤 鸭 丽

龔 --

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 pictorial representations. Those in parentheses have combining forms whose base

forms are not represented in standard character fonts. (The combining form for 虎, though little changed, 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 (eg 豬 > 猪, shifting from ‘pig’ to ‘dog’).

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 lóng ‘dragon’ as radical is the one shown, 龔 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 狗 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 for violation, violence, craftiness, wildness and (notably) independence: 犯 fàn ‘offend’, 狂 kuáng ‘crazy’, 狡 jiǎo ‘crafty’, 猛 měng ‘wild’, 獨 dú ‘solitary’.

