

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

lǎo shī
old teacher

点儿

4+5

diǎn ér > r
point; bit diminutive

怎麼樣

4+5 3+11 4+11

對

3+11

難

8+11

中文

1+3 4+0

么样

1+2

zěn me yàng
how interrogative kind; type

对

3+2

duì
correct; right

难

8+2

nán
difficultzhōng
middle;
Chinawén
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 yidiǎnr).

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 / shuí ~ 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	yidiǎnr	yidiǎndiǎn	yǒu yidiǎn 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 nándé	méiyǒu nǚde	nán bù nán	duì bu duì	Chén lǎoshī	nándé

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 shì shéi? xìng Chén dōu shì zhèyàng Xiǎo Zhāng, nǐ hǎo? dōu shì

是第二个嗎? 不是. 是誰的? 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.

Exercise 2

- 第一： 她姓毛，是女学生；今天有一会儿累。
- 第二： 他姓陈，是男学生；他有一会儿忙。
- 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
tall

6+4
jǐn
tight

3+4
zhāng
spread

2+1
gè
individual

4+4
xiàn
manifest

zài
now

起來 看報 以前

7+3

2+6

5+4

3+9

2+3

2+7

来 报

qǐ
rise

1+6
lái
come

kàn
look

3+4
bào
report

2+2
yǐ
[take]

qián
before; front

但 可 那 哪 走

2+5
dàn
but

3+2
kě
able

3+4 / 2+4
nà; nèi
that

3+7 / 3+6
nǎ; nǚ
which

7+0
zǒu
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 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 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'ěrduō '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 yidiǎnr lèi		yě hěn lèi	Zhāng lǎoshī	zhè yàng	bú duì
不太難	男的	哪年	日文	生日	老王
bú tài nán	nán de	nǎi 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？
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