

《第 13 课 在图书馆》

(Lesson 13 At the Library)

一. 汉字说源。(Origin of Character)

1. 果: (fruit; result)



从现代汉字的角度来看，“果”字可以被拆分为两个部分：木+田。但是从字源的角度来说，“田”并不是一个独立的部分，它只是树上长着的果实的象形。

(From the perspective of modern characters, the character “果” can be broken down into two components: 木+田 (wood + field). However, from the perspective of the word origin, “田” is not an independent part, but the figure of fruit growing on a tree.)

2. 须: (beard; must)



“须”字本来是胡须的意思，“页”代表头部、“彡”代表胡须的样子。在这一课中用作 must 的意思是一个假借字，跟胡须完全没有关系。

(“须” originally meant beard; “页” represents the head, “彡” represents the mustache. In this lesson the use of beard is a borrowed meaning: the context of the word has no association with beard.)

二. 多音字和同音字。(Words with multiple pronunciations and multiple words with same pronunciation.)

如果一个字有几个不同读音，我们把这个字叫做多音字。

如果几个字有完全相同的读音，我们把这几个字叫做同音字。

(If a word has multiple different pronunciations, we called it a 多音字. On the contrary, if multiple words have the same pronunciation, we call these words 同音字.)

问题：请给下面的多音字和同音字注音，组词。(Question: Please write the pinyin for the following and make a compound for each.)

得 { _____

还 { _____

zài { _____

jí { _____

三. 同义词/近义词。(Synonym)

意思相同或相近的两个或多个词叫做同义词或近义词。(Two or more words with same/similar meaning are called 同义词 or 近义词.)

问题：(Question:)

请把下面句子中划线各词的同义词或近义词写在括号里。(Please write the synonym of the underlined word.)

1. 你有没有别的证件？()
2. 四点我去您的办公室行吗？()
3. 图书馆半个钟头以后关门。()
4. 我要借中文书。()
5. 要是过期，每天罚五毛。()

四. 形声字。(Pictophonetic character)

形声字是现代汉字的主体，占 90% 以上。随着读音的演变，大多数形声字的声旁已经不能准确地表示读音了，只能起到提示读音的作用。所以，形声字和它的声旁之间，以及有相同声旁的形声字之间读音不一定相同，有时甚至相差很远。

(Pictophonetic characters account for the majority of modern characters, over 90%. Along with the evolution of pronunciations, the phonetic component of most pictophonetic characters are no longer so accurate to the actual pronunciation of the character itself. They can only be used as a reminder to the reader. Therefore, not all pictophonetic characters have the same pronunciation as their respected phonetic components, and the difference can be huge in certain cases.)

1. 请写出一个以下列汉字作声旁的形声字，并给声旁和形声字都加注拼音。

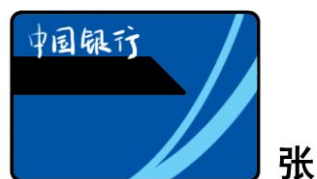
(Use each of the following character as the phonetic component, please write a pictophonetic character.)

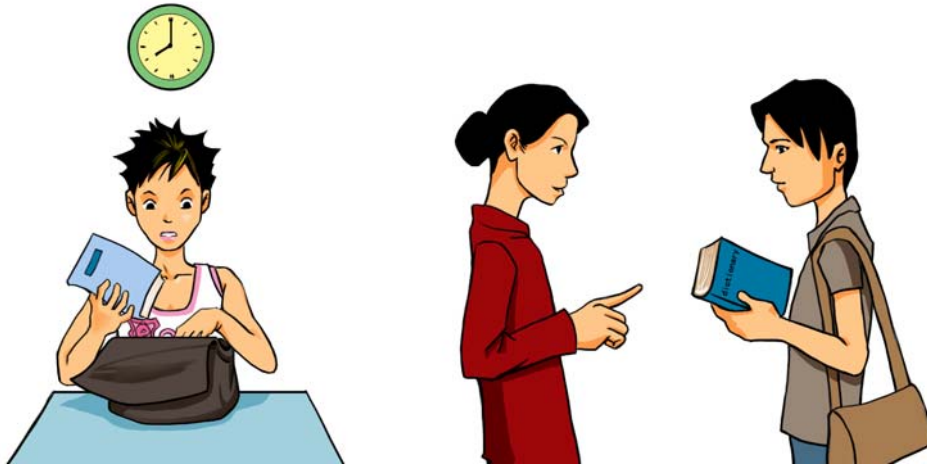
- ◇ 及:
- ◇ 其:
- ◇ 门:

2. 请找出下列形声字的声旁，并写出一个有相同声旁的形声字。给前后两个形声字都加注拼音。(Please identify the phonetic component for the following characters and write another pictophonetic character with the same component.)

- ◇ 把:
- ◇ 忘:
- ◇ 职:

五. 根据图片内容，圈出下面词组或句子中的错别字，把正确的字写在括号里；并在横线上填写合适的量词。(According to the depiction in each picture, circle the the mistake in the following phrase. Write the correction in the parenthesis and fill the blank with the appropriate quantity words.)





1. 一_____录音带 ()
2. 一_____学生证 ()
3. 一_____信周卡 ()
4. 一_____语言实验室 ()
5. 借书的学生：“我还没有看完。” ()
图书馆的老师：“你可以借半_____月。” ()
6. 学生：“糟糕，那_____书忘了带了。()
7. 老师：“这_____字借不可以借走。” ()

***每课一个部首。 (*A radical for each lesson.)**

刂 (刀): (knife)



“刀”是一把长刀的象形，古代用作兵器。
“刀”作部首时常常变形作“刂”，位于汉字的右边。如“别”。
由于“刀”的主要功能是切分和宰割，所以以“刀”作部首的字多有切分或宰割的意义。如“剩”，是分割的结果。

（“刀” is the figure of a long knife, used as a weapon in ancient times.

When used as a radical it is often transformed to “刂”, positioned on the right side of the character, such as in “别” .

Because the function of the knife is mainly used for cutting and dividing, the characters with “刀” as the radical have meanings associated with cutting, such as “剩”, which is the result of a division.)

*说“到”。(About “到”)

到: (arrive)

现在一般认为“到”的部首是“刂”(刀)。实际上,从字源来说,“到”是一个形旁是“至”、声旁是“刀”的形声字,从“刀”的汉语拼音 dao 和“到”的汉语拼音 dao 也可以感觉到“刀”就是“到”的声旁。

之所以人们会认为“刂”(刀)是“到”的部首,是一种“规则泛化”的心理行为。就像儿童在初学期认为所有英语动词的过去式都是动词原型加上 ed 一样,不规则动词被忽略,淹没在占大多数的规则动词的变化形式中。由于“刀”常常变形作“刂”、用在汉字的右边作为部首,本来是“到”字声旁的“刂”也就很容易被认为是部首了。

(The radical of “到” is now considered to be“刂”(刀)。Actually, from the perspective of the origin of the word, the character “到” is a pictophonetic character with the radical “至” and the phonetic component“刀”. This is also apparent from the pinyin of “刀”(dao) and “到”(dao).

The reason people think of “刂”(刀) as the radical for “到” is because of a psychological behavior known as “规则泛化”(Generalization of rules). It is analogous to how children think the past tense of all verbs is the addition of “ed” to the original form. Irregular rules are overlooked in the process of overly-generalizing. Since “刀” is often used as a radical in the form “刂”, written in the right side of the characters, the original phonetic component “刂” in the pictophonetic character “到” is easily mistaken to be the radical.)