

文 言 入 門

INTRODUCTION

TO LITERARY CHINESE

VOLUME ONE

TEXT

王 方 宇

FRED FANGYU WANG

SETON HALL UNIVERSITY PRESS, 1972

SOUTH ORANGE, NEW JERSEY

INTRODUCTION TO LITERARY CHINESE

By

FRED FANGYU WANG

SETON HALL UNIVERSITY PRESS, 1972
SOUTH ORANGE, NEW JERSEY

This work was developed pursuant to a
contract between the United States Office
of Education and Seton Hall University

PRINTED BY

MEI YA PUBLICATIONS, INC.

TAIPEI, TAIWAN

THE REPUBLIC OF CHINA

TO

DR. JOHN B. TSU

WITHOUT WHOM THIS BOOK
COULD NOT HAVE BEEN
PRODUCED

AND

TO ALL STUDENTS
FOR WHOM IT WAS WRITTEN

INTRODUCTION

Now, you are facing the problems of learning literary Chinese, Wén Yán (文言). This set of materials is intended to help you in two aspects:

1. to understand the written Wén Yán materials through reading, and 2. to put the Wén Yán materials into spoken language. Presumably those who use this material already have language competency in basic conversational Mandarin and have finished either Read Chinese Book I, II and III, by Wang Fang Yu and Richard Chang or the Beginning Chinese Reader, Intermediate Chinese Reader and the Advanced Chinese Reader, by John DeFrancis.

With this approach, you should first be aware of which language elements in Wén Yán are speakable and which elements are not. The elements can be divided into two kinds: 1. items of vocabulary and 2. sentence structure.

With respect to the problem of transferring Wén Yán elements into spoken Chinese, the Wén Yán characters can be classified into three types:

1. Some characters used in spoken Mandarin without change.

examples:

Literary	Spoken
人	人
三	三
多	多

2. Some characters used in Wén Yán as free words, can be used in spoken Mandarin, but as bound forms. You must supply a free word of spoken Mandarin based upon the meaning of the Wén Yán character.

Literary	Spoken
父 願 己	父親 願意 已經

3. Of course there are many cases in which the Wén Yán expression is entirely different from the vernacular form. The spoken transfer has to be supplied.

Literary	Spoken
失 曰 智	丟 說 聰明

In the learning process, you should be aware of the following two phenomena:

1. The meaning of characters in Wén Yán is often different from the vernacular, obviously the spoken transfer will be different from the Wén Yán expression.

character	meaning in vernacular	meaning in Wén Yán	transfer
甚	what	very	很
走	walk	run	跑
是	be	this	這

3. The word order is different between Wén Yán and spoken Mandarin.

$\begin{matrix} \underline{1} & \underline{2} & \underline{3} & \underline{4} \\ 失 & 財 & 甚 & 多 \end{matrix} \longrightarrow \begin{matrix} \underline{1} & \underline{3} & \underline{4} & \underline{2} \\ 丟 & 很 & 多 & 錢 \end{matrix}$

In order to overcome these three problems transfer practice is necessary.

Quite often, all three plus the difference in vocabulary occur in one sentence, and we have to resolve them one by one.

In the notes, not all of the forms of transfer are given. The ones that can be solved through the common spoken forms, such as 父 → 父親 are not mentioned in the notes. However, you may use the second volume in which the spoken forms are given or ask your teacher to check your verbal production in order to see if your spoken form is acceptable.

There are two volumes of these materials. The first volume is the main text, the second volume is the spoken transfer materials which correspond with the first volume. The spoken forms in the second volume are written in characters.

In the first volume, there are twenty five lessons, grouped into four units. The sixth lesson of each unit is a review of the proceeding lessons. In addition to the four reviews of the four units, there is a general review which is lesson twenty five.

Each lesson contains four parts: part one, vocabulary transfer and reading drills; part two, notes and structure transfer and reading drills; part three, reading exercises; and part four, main text -- story.

These materials are designed for students who already know the basic structures of Spoken Chinese. In the process of learning the skill of reading,

detailed explanation of grammatical analysis is not necessary. However, pattern sentence exercises for reading are more important. Therefore, the explanation of grammar in these materials is limited to the most practical points, whenever they are useful. The parts of speech are also given in very general categories which are useful.

A	adjective	AP	adjective phrase
AD	adverb		
N	noun	NP	noun phrase
NU	number		
P	partical		
V	verb	VP	verb phrase

How to use these materials

You should study the vocabulary list on the first several pages of each lesson. There are five to seven items on each page. Learn the reading of each entry and the spoken transfer. Although English explanations are given for reference, it is better not to use them. In very few cases, you may not be familiar with the given spoken form, in these cases you have to learn the spoken form first, so that you can practise the verbal exercises. After you have learned the vocabulary items, you can proceed to read the sentences which follow. While reading them, you should think of the meaning and try to produce the spoken form in Chinese. By this kind of practice you will not only learn the meaning of the literary form, but also practise your spoken Chinese.

There are vocabulary items which can neither be transferred to spoken forms nor explained by English. In such cases, there is a note given in part two. Wherever necessary, pattern sentences are provided for practice. After you have completed all the vocabulary exercises, you should read the notes and do the exercises in part two.

There are more reading exercises in part three. Read the sentences and put them into spoken forms verbally.

After all these exercises have been completed, there should not be any difficulty in reading part four and telling back the story. In case there are difficulties in either comprehending the literary forms, or putting them into spoken forms, consult the second volume and find the spoken forms there. The spoken forms given in the second volume are merely suggestive, and only one of the many possible spoken forms which convey about the same idea of the literary sentences. Since the spoken forms given in the second volume are spoken expressions in daily use, they will also help you reduce your difficulties in conversation.

This set of materials is developed according to a revolutionary theory of teaching literary Chinese. Although the theory of using spoken Chinese to teach literary Chinese is sound, some of the teachers and students may not be accustomed to this approach. If the classroom situation requires English explanation, of course, the teacher may use his own judgment in deciding to use it. However, the important part of these materials is the reading drills and the reading exercises. The student must read these materials thoroughly in order to build up a good reading habit of literary Chinese.

ACKNOWLEDGEMENT

In preparing this text the author is indebted to many friends and colleagues who have given him both encouragements and advice.

The author had several conferences concerning the text with Dr. L. S. Yang of Harvard University and Dr. T. Y. Li of Ohio State University who have had extensive experiences in teaching literary Chinese to English speakers.

Mr. Kenney K. Huang of Yale University has thoroughly read the text and offered many valuable comments and suggestions. Mr. John Montanaro also worked with the author on this project and made contributions in various aspects. Dr. John DeFrancis of Hawaii University, Dr. John Chu of Pittsburgh University, Prof. Charles Chu of Connecticut College, Mr. Roger Yeu and Mrs. C. P. Chang Sobelman of Columbia University have assisted in testing this text by actually using it in their classrooms and by providing him with many constructive suggestions. Miss Ann Pasquale and Mamie Tam, proofread the text and made valuable suggestions.

Mrs. Margaret Chiang and Mr. Simon Chang worked together to produce the final form of the manuscript for photographing. Mrs. Chiang's efficient typing and Mr. Chang's fine calligraphy have made the book not only attractive in appearance but also made it easy for students to read.

Sincere thanks must be given to Reverend Monsignor Thomas G. Fahy, Ph. D., President of Seton Hall University and Mr. John Cole, Assistant to the President, for all the assistance and encouragement they gave to the project.

The author welcomes any corrections and suggestions towards improving the quality of future editions of this text.

Fred Fangyu Wang
Seton Hall University

TABLE OF CONTENTS

Introduction	v
Acknowledgment	xi
Lesson I	1
Lesson II	15
Lesson III	26
Lesson IV	38
Lesson V	49
Lesson VI Review	61
Lesson VII	75
Lesson VIII	88
Lesson IX	102
Lesson X	116
Lesson XI	127
Lesson XII	137
Lesson XIII	153
Lesson XIV	166
Lesson XV	179
Lesson XVI	192
Lesson XVII	206
Lesson XVIII Review	219
Lesson XIX	235
Lesson XX	248
Lesson XXI	258
Lesson XXII	271
Lesson XXIII	285
Lesson XXIV Review	298
Lesson XXV General Review	315
Index	320

INTRODUCTION TO LITERARY CHINESE

LESSON ONE

PART ONE: VOCABULARY TRANSFER

	Literary			Spoken		English
I.	子	zǐ	N	兒子	érzi	son
II.	富	fù	A	有錢	yǒuqián	rich
III.	告	gào	V	告訴	gàosong	tell
IV.	甚	shèn	AD	很	hěn	very
V.	其	qí	P	他的	tāde	his, her, etc. (See Note 2)

1. 有一人甚富，其子甚多。

2. 老人有子，甚富。

3. 富人告其子。

4. 有人告我，其子甚富。

5. 老人不富。

	Literary			Spoken		English
VI.	信	xìn	V	相信	xiāngxìn	believe
VII.	疑	yí	V	疑心	yíxīn	suspect
VIII.	曰	yuē	V	說	shuō	speak (See Note 8)
IX.	將	jiāng	AD	將要	jiāngyào	will (in the future)
X.	失盜	shīdào	VO	丟東西	diū dōngxi	lose things (See Note 9)

1. 有人疑其子甚富。
2. 富人告其子，其子不信。
3. 有人失盜而疑其子。
4. 有一老人，告其子曰：「此人甚富。」
5. 其子疑將失盜。

	Literary			Spoken		English
XI.	盜	dào	N	賊	zéi	thief
XII.	失	shī	V	丟	diū	lose
XIII.	智	zhì	A	聰明	cōngmíng	clever (See Note 6)
XIV.	修	xiū	V	修理	xiūli	repair
XV.	財物	cáiwù	N	錢跟東西		money and thing

1. 富人不智，失財物甚多。
2. 有人曰：「將有盜來。」
3. 富人失其財物，其子告之。
4. 有智盜，得財物甚多。
5. 盜失財物，有人曰：「盜失盜。」

	Literary			Spoken		English
XVI.	鄰(人)	lín(rén)	N	鄰居	línjū	neighbor
XVII.	雨	yǔ	V	下雨	xià yǔ	rain
XVIII.	牆	qiáng	N	牆	qiáng	wall
XIX.	亦	yì	AD	也	yě	also
XX.	之	zhī	P	他	tā	him, her, etc. (See Note 3)

1. 鄰人不信其子失盜。

2. 老人曰：「天將雨。」

3. 有一老人，甚富，其鄰亦甚富。

4. 鄰人有牆，其子告之曰：「牆將壞。」

5. 富有子，曰：「天將雨。」富人不信。

	Literary			Spoken		English
XXI.	果	guǒ	AD	果然	guǒrán	sure enough (See Note 5)
XXII.	無	wú	V	沒有	méiyǒu	have not
XXIII.	而	ér	P	可是	kěshì	but, however (See Note 7)
XXIV.	明日	míngrì	N	明天/第二天		tomorrow/ the next day
XXV.	若...必...	ruò... bì...		要是...就-定...		if... then it must be... (See Note 4)
XXVI.	為	wéi	V	是/作	shì/zuò	be/be (in the roll of)

1. 老人曰：「明日將雨。」明日果雨。
2. 有人疑其鄰無子，問之，果無子。
3. 鄰人若有財物，必將失之。
4. 富人家有牆，壞而不修。
5. 有一富人為盜，其子疑之，其
鄰亦疑之。