CHINESE

Speak Chinese
(Pinyin Edition)

By
M. Gardner Tewksbury

June 1975

DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER
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</tbody>
</table>
PART I

SOUNDS IN CHINESE

The Pinin system of romanization was officially adopted in 1958 by the People's Republic of China, which uses it for 1) teaching Mandarin pronunciation to children, minority groups, and foreigners; 2) a phonetic system in their own dictionaries; 3) representing names and placenames in the news. The People's Republic of China hopes that someday Pinin may replace characters altogether.

Chinese Sounds with Close Counterparts in English

Many sounds in Mandarin Chinese are for practical purposes identical with their English counterparts. But in English some letters - particularly the vowels - have more than one value. We must therefore determine which of the values given to a certain letter in English is to be used when recording spoken Chinese.

The following vowels and vowel combinations present little or no problem:

- a as in father
- i as in machine (the symbol i is also used after certain initials to represent the so-called "zero" final. See p. )
- e as in her; but after y as in yet
- o as in worn
- u as in super (oo not iu)
- ai as in aisle
- ei as in eight
- ou as in boulder
- ao as in cow

The following initial consonants have the same value in Chinese as in English:

- m-, n-, l-, f-, s-, w-, y-

Final Consonants

Mandarin Chinese, the present-day standard for the whole country, uses very few final consonants: only -n and -ng and occasionally -r. The value of the preceding vowel is sometimes modified by these endings:

- an has a value between the o in John and the a in an; but -a and -ang are pronounced as in father.

- in and -ing follow the English sin and sing, but the simple -i is pronounced as machine.

- ian is pronounced between yen and the yan in Yankee.
Aspirate & Unaspirate Pairs: \( p^- \) and \( b^- \); \( t^- \) and \( d^- \); \( k^- \) and \( g^- \); and the \( h^- \) sound

The initial sounds \( p^- \), \( t^- \), and \( k^- \) are aspirated as in English, but with a stronger puff of breath. Similarly the \( h^- \) sound is rougher, more like the German \( h^- \).

The initial sounds \( b^- \), \( d^- \), and \( g^- \) are unaspirate, do not have this puff of air, and are not voiced.

Consequently the distinction between these pairs is not the same as in the English:

\[
\begin{array}{cc}
\text{pate} & \text{bate} \\
\text{tate} & \text{date} \\
\text{kate} & \text{gate}
\end{array}
\]

The unaspirate sounds in Chinese closely approximate the voiceless sounds in English when preceded by \( s^- \) as in:

\[
\begin{array}{cc}
\text{(s)pate} & \text{Sounds like the Chinese: bei} \\
\text{(s)tate} & \text{"} \\
\text{(s)kate} & \text{"}
\end{array}
\]

Thus the Chinese pairs are distinguished by the presence or absence of the puff of air.

Hissing Sounds: \( s^- \), \( x^- \), \( sh^- \)

In English we have the sounds \( s^- \) and \( sh^- \). In Chinese there is a third hissing sound lying between these two, which we write as \( x^- \). It may be immediately followed only by \(-i\) or \(-u\) (the German umlaut sound \( U \)). Additional vowels may be added, giving us these possible syllables:

\[
\begin{array}{ccc}
\text{s-} & \text{x-} & \text{sh-} \\
\text{sa} & \text{xi} & \text{sha} \\
\text{se} & \text{xu} & \text{she} \\
\text{su} & \text{xia} & \text{shu} \\
\text{sai} & \text{xie} & \text{shai} \\
\text{sei} & \text{xiu} & \text{shei} \\
\text{sou} & \text{xue} & \text{shou}
\end{array}
\]

To make this \( x^- \) sound, try to isolate the hissing sound as it appears in English in the juncture between two words:

\[
\begin{array}{cc}
\text{miss you} & \text{less yet} \\
\text{bless ye} & \text{less varn} \\
\text{less yoke}
\end{array}
\]

The Sounds: \( z^- \) and \( c^- \)

Another aspirate and unaspirate pair consists of \( c^- \) and \( z^- \), which occur in English but not as initials. Look for them between words, as in:

\[
\begin{array}{cc}
\text{dad's high} & \text{it's high} \\
\text{dad's home} & \text{let's hope} \\
\text{dad's hay} & \text{it's hay}
\end{array}
\]

These examples give close approximations of the Chinese syllables \( zai \)
and \( cai \), \( zou \) and \( cou \).
Retroflex Sounds:  r-, zh-, ch-, sh-

We have noted that the Chinese sh- is rougher than the English, an effect produced by making the tip of the tongue touch the roof of the mouth behind the ridge at the base of the teeth - farther back than in English. Apply the same procedure to zh-, ch-, and r-.

The Chinese r- is not like the English r-; nor does it have the Scottish burr nor the French gutteral sound. Above all, don't trill it: follow carefully the instructions for the position of the tongue given above.

The Sounds:  j- and q-

The sounds j- and q- occur only before the vowel sounds -i and -u. They sound similar to English "j- and ch-", but with the tongue more forward. The position of the tongue is similar to the one you just learned for Chinese x-.

ji  ju  jia  jie  jiu  jiao
qi  qu  qia  qie  qiu  qiao

"Zero" Final Sounds

There are two groups of final sounds in Chinese for which it is difficult to find even an approximate equivalent in English.

The sounds s-, c-, and z- are used as complete syllables - that is, without a recognizable vowel after them. Whatever sound there may be is represented by the letter i, giving the syllables si, ci, and zi. Place the fore part of the tongue closer to the roof of your mouth, tense your muscles, and draw out the sound.

Similarly, the retroflex sounds r-, zh-, ch-, and sh- may also stand as complete syllables. The unrecognizable vowel sounds after these initials, then, are also represented by i. Thus we have ri, shi, chi, and zhi. All four of these sounds are pronounced with the tongue in the position described above. The last four differ chiefly in the degree of control exercised over the air escaping between the teeth. Zhi calls for the tightest position of the tongue.

The Umlaut u

This sound does not exist in English but is common to both German and French. In German it is written Ú or ue. First, place your tongue so that you would be pronouncing ee (as in bee), then round your lips as if you were going to say oo (as in loot). The result if you obey orders strictly - is the umlaut u. (The extreme pursed-lip position will not be necessary after you have learned to make the sound.)

In syllables where the letter 'u' follows j-, q-, x-, and y-, it is always an umlaut u. Therefore it is not necessary to write 'Ü'. The letter 'u' is sufficient.

For example:  jun  qun  xun  yun

Not:  jùn  qùn  xùn  yùn
Umlaut u may also occur after the initials n- and l-, in which case the two dots must be shown. For example:

nū  nūe  lū  lūe

Pronunciation of some vowels changes following umlaut u. For example; in juan, quan, and xuan, the -an is pronounced like the an in ant.

In the examples jue, que, xue, nüe, and lüe, the ē is pronounced like the ē in yet.

Besides occurring with other sounds such as j-, q-, x-, n-, l-, -an, -e, and -n, umlaut u can occur by itself, in which case it is spelled "yu".
PART II

THE FOUR TONES OF STANDARD CHINESE

Tones - In learning to speak Chinese the initial problems seem more difficult than they really are. This is particularly true of pronunciation. As you have seen, the Chinese have very few sounds which cannot be found in the English language. One of the chief differences between the two languages is the characteristic tone, or movement of pitch, attached to each syllable of Chinese. For instance, in English, the word 'fan' is intelligible whether spoken with a rising inflection as in the question 'Do you have a fan?', or with a falling inflection in the statement 'Let me use your fan.' In Chinese the word 'fan' pronounced with a rising inflection means "to be bored, fed up"; with a falling inflection it means "food" or "cooked rice". A Chinese word or syllable that will convey a certain meaning when pronounced with a certain tone will yield either a different meaning or no meaning at all if pronounced with a different tone.

In the Peking dialect there are four tones. These tones vary relative to the range of the speaker's voice. They maintain their distinctive characteristics whether enunciated by a soprano voice or a bass voice. In combinations of syllables, the tones may vary slightly but are related to the tone which each syllable has in isolation. The four tones are as follows:

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
<th>Symbol</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>high and level</td>
<td></td>
<td>gāo</td>
</tr>
<tr>
<td>2</td>
<td>high and rising</td>
<td></td>
<td>mǎng</td>
</tr>
<tr>
<td>3</td>
<td>(a) by itself or at the end of a phrase, low and rising</td>
<td></td>
<td>hǎo</td>
</tr>
<tr>
<td></td>
<td>(b) before another syllable with third tone - the syllable is pronounced in the second tone</td>
<td></td>
<td>hěn hǎo</td>
</tr>
<tr>
<td></td>
<td>(c) before syllables other than third tone - low with no rise</td>
<td></td>
<td>nǐ gāo</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>nǐ mǎng</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>nǐ lèi</td>
</tr>
<tr>
<td>4</td>
<td>falling from high to low</td>
<td></td>
<td>lèi</td>
</tr>
</tbody>
</table>

These may be placed on a diagram to indicate the relative position and pattern of the tones with relation to the middle range of the speaker's voice.

(See diagram on the following page)
For illustration of the meaning differences which accompany change of tone let us take the simple syllable ma, which may be pronounced in all four of the tones and with the following differences in meaning:

<table>
<thead>
<tr>
<th>Tonal Level</th>
<th>Pronunciation</th>
<th>Explanation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 high-level</td>
<td>pronounced in the high level first tone</td>
<td>mā</td>
<td>mama</td>
</tr>
<tr>
<td>2 high-rising</td>
<td>pronounced high and with a rising inflection (Put a little jerk in that rise)</td>
<td>mà</td>
<td>hemp</td>
</tr>
<tr>
<td>3 mid-range of speaker's voice</td>
<td>is at the bottom of your range and may rise slightly</td>
<td>mà</td>
<td>horse</td>
</tr>
<tr>
<td>4 falling</td>
<td>snap it out as if you were giving orders, and with a short fall.</td>
<td>mà</td>
<td>to curse</td>
</tr>
</tbody>
</table>

In the written language, meaning distinctions are clear because the written characters are different. In the spoken language you have only the correct tone and the setting of the word in the sentence to guide your comprehension.

How important these tonal differences are is evident from the two common words: māi meaning "buy" and mài meaning "sell".

Tonal Modifications - The first and second tone (high-level and high-rising) under certain conditions may alter the pronunciation of ou, iu, ui, and iao.

(1) when y appears initially the ou is pronounced like the u in super. The Chinese syllable you pronounced with the first and second tones is like the English word you, while pronounced with the third and fourth tones it is like the ye in yeoman.
(2) when iu appears after an initial, the iu is pronounced like the English you if in the first or second tone, or as the English yeoman if in the third or fourth tone.

(3) when ui appears after an initial, the ui is pronounced like the English do we, spoken rather quickly, in the first or second tone.

(4) when iao appears after an initial, the iao is pronounced with a sound between the eo in yeoman and the eo in meow, in the first and second tones. In the third and fourth tones, it tends more toward the eo in meow.
PART III

PRONUNCIATION EXERCISES

The exercises which follow are aimed at sharpening the distinction between sounds easily confused in normal speech. Practice them in two ways: (1) pronounce them so as to make a clear distinction; (2) distinguish the sound when uttered by someone else. Sometimes the latter is harder than the former.

1. **INITIALS: p- and b-, t- and d-, k- and g-**

   1.1 In the following practice make the initial p-, t-, or k- sound more explosive:

   | pā | tā | bā | pā |
   | hā | kā | gā | kā |
   | pà | tà | dà | tà |
   | há | pā | dā | tā |
   | hǎ | tǎ | gǎ | hǎ |
   | pēi | hēi | bēi | hēi |
   | pài | tái | bái | pài |
   | hòu | tōu | hōu | dōu |
   | pāo | hǎo | bāo | gāo |

2. **INITIALS: z- and c-**

   2.1 Contrast the initial sounds z- and c-:

   | zán | cán |
   | zāo | cáo |
   | zǎi | cǎi |
   | zǔ | cǔ |
   | zōu | còu |

   2.2 Distinguish z- and c- from other consonant sounds with which they are easily confused:

   | tā | cā |
   | tān | cán |
   | tông | cōng |
   | dā | zá |
   | dū | zǔ |
   | dōu | zōu |
   | sā | cā |
   | sù | cū |
   | sāo | cáo |

3. **INITIALS: sh-, zh-, ch-, r-**

   3.1 Practice:

   | shū | zhū | chū | rū |
   | shú | zhú | chú | rú |
   | shǔ | zhǔ | chǔ | rù |
   | shǔ | zhǔ | chǔ | rù |

   xi
3.2 Contrast these paired syllables:

- chá  zhā  shā  chá
- chăng  zhāng  shāng  rāng
- chōu  shōu  zhū  chū
- zā  zhā  chá  shā
- sān  shān  sāng  shāng
- zhāng  rāng  shāng  chāng
- sāo  shāo  cāo  zāo

4. **INITIALS: x-, i-, q-**

4.1 Practice these for contrast:

- sā  xiā  shā  xiā
- sāo  xiāo  shāng  xiāng
- zāo  jiāo  zhāo  jiāo
- zāng  jiāng  zhā  jiā
- cāo  qiāo  cháo  qiāo
- cā  qiā  chāng  qiāng

4.2 Here is a review drill:

- sān  cān
- sāo  cāo
- shāng  chāng
- shāo  cháo
- xiāo  qiāo
- xiāng  qiāng

5. **FINALS: -iu, -ian, -ie**

5.1 Contrast these syllables

- dū  diū  yào  yòu
- lū  liū  jiào  jiú
- nú  niú  diào  diú
- lú  liú  liáo  liú

5.2 Note the tightness of the i sound and the difference in quality of a when i appears before it.

- bīn  biān  lán  lián
- mīn  miān  bān  biān
- līn  liān  dān  diān
- chīn  qiān  mān  miān

5.3 Note the difference in the value of u depending on the tone.

- liū  liù
- jiū  jiù
- xiū  xiù

5.4 Contrast -ī with -ie and -ia

- xī  xiē  xiā
- jī  jiē  jiā
- qī  qiē  qiā
- xū  xuē
6. **THE SOUND e:**

6.1 Contrast drill

<table>
<thead>
<tr>
<th>å</th>
<th>ë</th>
<th>ye</th>
</tr>
</thead>
<tbody>
<tr>
<td>zhà</td>
<td>zhè</td>
<td>jiè</td>
</tr>
<tr>
<td>sā</td>
<td>sè</td>
<td>xiè</td>
</tr>
<tr>
<td>lá</td>
<td>lè</td>
<td>liè</td>
</tr>
</tbody>
</table>

6.2

<table>
<thead>
<tr>
<th>èn</th>
<th>àn</th>
<th>ång</th>
</tr>
</thead>
<tbody>
<tr>
<td>bēn</td>
<td>bān</td>
<td>bāng</td>
</tr>
<tr>
<td>shèn</td>
<td>shān</td>
<td>shāng</td>
</tr>
<tr>
<td>hēn</td>
<td>hān</td>
<td>hāng</td>
</tr>
</tbody>
</table>

6.3

<table>
<thead>
<tr>
<th>wèn</th>
<th>bèn</th>
<th>dùn</th>
</tr>
</thead>
<tbody>
<tr>
<td>wén</td>
<td>pén</td>
<td>tún</td>
</tr>
<tr>
<td>wēn</td>
<td>hēn</td>
<td>hūn</td>
</tr>
<tr>
<td>sēn</td>
<td>sèn</td>
<td>sūn</td>
</tr>
</tbody>
</table>

6.4

<table>
<thead>
<tr>
<th>nèn</th>
<th>nèng</th>
<th>---</th>
</tr>
</thead>
<tbody>
<tr>
<td>gēn</td>
<td>gēng</td>
<td>gūn</td>
</tr>
<tr>
<td>chēn</td>
<td>chēng</td>
<td>chūn</td>
</tr>
<tr>
<td>shēn</td>
<td>shēng</td>
<td>shūn</td>
</tr>
</tbody>
</table>

6.5

<table>
<thead>
<tr>
<th>luàn</th>
<th>lùn</th>
</tr>
</thead>
<tbody>
<tr>
<td>suān</td>
<td>sūn</td>
</tr>
<tr>
<td>chuān</td>
<td>chūn</td>
</tr>
<tr>
<td>guān</td>
<td>gūn</td>
</tr>
</tbody>
</table>

7. **THE SOUND o/uo:**

In the cases of the initials b-, p-, m-, and f- only, the uo final is not used; instead the u is dropped and only -o is used. In all other cases the -uo final is used. Pronunciation is the same in both cases.

7.1 Contrast drill

<table>
<thead>
<tr>
<th>wā</th>
<th>wō</th>
<th>ë</th>
</tr>
</thead>
<tbody>
<tr>
<td>lá</td>
<td>luò</td>
<td>lè</td>
</tr>
<tr>
<td>guā</td>
<td>guō</td>
<td>---</td>
</tr>
<tr>
<td>shuā</td>
<td>shuò</td>
<td>---</td>
</tr>
<tr>
<td>---</td>
<td>ruò</td>
<td>rē</td>
</tr>
<tr>
<td>huā</td>
<td>huō</td>
<td>hé</td>
</tr>
</tbody>
</table>

7.2 Contrasts between -u and -o/-uo and -ou:

<table>
<thead>
<tr>
<th>fú</th>
<th>fó</th>
<th>fōu</th>
</tr>
</thead>
<tbody>
<tr>
<td>dū</td>
<td>duō</td>
<td>dōu</td>
</tr>
<tr>
<td>shū</td>
<td>shuō</td>
<td>shōu</td>
</tr>
<tr>
<td>gu</td>
<td>guō</td>
<td>gōu</td>
</tr>
</tbody>
</table>

8. **"ZERO" FINAL: s-, z-, c-, zh-, ch-, sh-, and r-**

The syllables above end with a final which we write with the letter i. This final occurs only after the initials s-, z-, and c-.
8.1 Contrasts between \(-u\), "zero final"-\(\text{-i}\), and -\(\text{e}\):

\[
\begin{array}{llll}
  \text{zǔ} & \text{zǐ} & \text{zē} \\
  \text{sǔ} & \text{sì} & \text{sē} \\
  \text{cǔ} & \text{cì} & \text{cē}
\end{array}
\]

8.2 Contrasts between -\(\text{e}\) and retroflex -\(\text{i}\):

\[
\begin{array}{llll}
  \text{shē} & \text{shǐ} & \text{shī} & \text{shé} \\
  \text{zhē} & \text{zhǐ} & \text{zhī} & \text{zhē} \\
  \text{chē} & \text{chǐ} & \text{chī} & \text{chē} \\
  \text{rē} & \text{rǐ} & \text{rǐ} & \text{rē}
\end{array}
\]

9. FINAL: Umlauted \(\text{ù}\) (This is the umlaut sound common in French and German)

As mentioned in Part I, only certain initials may precede the umlaut \(\text{u}\). They are \(\text{i-}, \text{q-}, \text{x-}, \text{l-}, \text{and n-}\). If no initial is voiced, the unspoken initial will be written with a \(\text{y}\). Although the tone may differ, these syllables are:

\[
\begin{array}{llll}
  \text{yu} & \text{yue} & \text{yuan} & \text{yun} \\
  \text{ju} & \text{jue} & \text{juan} & \text{jun} \\
  \text{qu} & \text{que} & \text{quan} & \text{qun} \\
  \text{xu} & \text{xue} & \text{xuan} & \text{xun} \\
  \text{1ù} & \text{1üe} & \text{1üe} & \text{1üe} \\
  \text{nù} & \text{nüe} & \text{nüe} & \text{nüe}
\end{array}
\]

(Note that \(\text{u}\) written with the two dots appears only in 1\(\text{ü}\), 1\(\text{üe}\), 1\(\text{n}\), and 1\(\text{üe}\))

9.1 Our exercises contrast the umlaut \(\text{u}\) with the sounds most easily confused with it. First -\(\text{i}\) and umlaut \(\text{u}\):

\[
\begin{array}{llll}
  \text{yǐ} & \text{yǔ} \\
  \text{xǐ} & \text{xǔ} \\
  \text{qǐ} & \text{qu} \\
  \text{nǐ} & \text{nǔ}
\end{array}
\]

9.2 Contrasts between -\(\text{iu}\) and umlaut \(\text{u}\):

\[
\begin{array}{llll}
  \text{jiǔ} & \text{jiǔ} \\
  \text{liù} & \text{lǔ} \\
  \text{niǔ} & \text{nǔ}
\end{array}
\]

9.3 In the next pairs the initials differ too:

\[
\begin{array}{llll}
  \text{zǔ} & \text{jǔ} \\
  \text{zhǔ} & \text{jǔ} \\
  \text{chǔ} & \text{qǔ}
\end{array}
\]

10. FINALS: -\(\text{ü}\), -\(\text{üe}\), -\(\text{uan}\)

\[
\begin{array}{llll}
  \text{yùn} & \text{yuè} & \text{yuàn} \\
  \text{jùn} & \text{juè} & \text{juan} \\
  \text{qùn} & \text{que} & \text{quan} \\
  \text{xùn} & \text{xué} & \text{xuan}
\end{array}
\]
10.1 Contrasts between -in and -un:

| yīn   | yūn   |
| jǐn   | jūn   |
| chīn  | qūn   |
| xīn   | xūn   |

10.2 Contrasts between -ān, -iān, and -uān:

| ān   | yān   | yuān |
| sān  | xiān  | xuān |
| chān  | qiān  | quān |
| zhān  | jiān  | juān |

10.3 Contrasts between -ūn and -ūn:

| zhūn | jūn   |
| shūn | xūn   |
| chūn | qūn   |

11. ADDITIONAL DRILLS

11.1 chi, zhi, shi: (retroflex -i)

| chīle  | shīge  | shībēn |
| shīsēn | yízhī  | hāochī |
| chī fān | chīcài | chī róu |
| dōng shī | shīlǐ | shīshī |
| hēshī | bāi zhī | bāo zhī |
| chēn zhī | chī jī | chī tāng |
| zhǐzào qǐn | zhǐzào chǎng | lǐbāi lǐ |
| kūguā hāochī | tā dēi chīkū | tā xiāng chī róu |

11.2 si, zhi and toneless zi:

| Zhōngguo zì | si ī | sībēn |
| dǎ zì | zǐjì | dāzǐjì |
| fāngzi | yízī | yízī |
| zhǔōzi | kuāzī | wūzī |
| dāōzi | wǒ de zhūōzi | chāzī |
| nǐ de wūzi | nǐ mēng zhūōzi | wǒ mēng wūzī |
| tā mēng yízī | wǒ zì lì zhōng | tā de yízī |

12. GENERAL DRILLS - While drilling the following phrases two things should be kept in mind: (i) Note distinctions in sound which might be hard to distinguish if the phrase were said very rapidly; (ii) Note the rhythmic patterns of tone sequence and be sure you get the rhythm of the phrase rather than isolated tones.

| dōu gāo | tā gāo | gāo tōng |
| mài   | mǎi shū | tā mǎi zhōng |
| tā mēng dōu māi zhōng | tāmēng dōu māi zhōng |
| shūhāo hào hēi | dōng hǎi hēi le | kūguā hāo |
| tā huǒ shūfú | tā de shūpū | shāfā huǒ shūfú |
| wǒ dōu kàn | tā tāi lǎo | shéi hěn gāo |
| fān wān | hǎokān | tāi mān |
| bā bāi | dǎo dì | lǎo mì |
| bàng gōng fèi | yāng guī fēi | dōu tóng lèi |
| zúi cōng mìng | zù lǎo shī | zù lǎo lèi |
shàng chuán
dào wǔ jìn háng
nuǎn qǐ lú
miàn bāo fāng
shǒu tì xiāng
bié shuō bā
lǚ xíng shè
lǎo yú mǐ
gēn jū dì
xī mò zhī
niú ròu guān
ròu zhēn xián
shén me shí hòu qù
shàng chuáng
yào wǔ jīn mì
luàn dī tū
dā huāng lāng
mèi rén cuán
děi shuō bā
gōng ān jū
bù xíng liè
hǎi jūn bù
xīng qī lǐ
diàn dēng pà
guā tài kǔ
nà mé zuò hǎo
shāng chuán
zhāo wǔ jiàn shì
chuān pǐ kǔ
qí zě qíăng
shuō míng shū
yě shuō bā
wàng yuǎn jīng
kān bí zǐ
yān gū dì jiān
jiā shī yuăn
xiē zì zhū ěr
shuǐ hěn xián
zěn me dōu xǐng
PART IV
CHECKLIST OF CHINESE SYLLABLES

The number of elements of a Chinese syllable cannot be higher than three:

1. A final or ending sound
2. An initial or beginning sound
3. A tone or tonal inflection

Finals  A final may be a vowel, a consonant, or a combination of vowel-plus-vowel or vowel-plus-consonant. Finals may also constitute complete syllables. The following is a list of finals met in the standard Mandarin Chinese of the capital.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
<th>Example</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>as in father, or ma, with mouth wide open</td>
<td>mā</td>
<td>horse</td>
</tr>
<tr>
<td>an</td>
<td>between o in John and a in an, but closer to o</td>
<td>màn</td>
<td>be slow</td>
</tr>
<tr>
<td>ang</td>
<td>like a in father plus ng in song</td>
<td>māng</td>
<td>be busy</td>
</tr>
<tr>
<td>ai</td>
<td>as in aisle</td>
<td>mài</td>
<td>sell</td>
</tr>
<tr>
<td>ao</td>
<td>as in how</td>
<td>māo</td>
<td>cat</td>
</tr>
<tr>
<td>ar</td>
<td>as in ar in car</td>
<td>wār</td>
<td>to play</td>
</tr>
<tr>
<td>e</td>
<td>like o in done after y like e in yet</td>
<td>dé</td>
<td>obtain</td>
</tr>
<tr>
<td>o</td>
<td>like o in worn</td>
<td>wǒ</td>
<td>I</td>
</tr>
<tr>
<td>en</td>
<td>like un in under</td>
<td>kēn</td>
<td>be willing to</td>
</tr>
<tr>
<td>eng</td>
<td>like ung in lung</td>
<td>lēng</td>
<td>be cold</td>
</tr>
<tr>
<td>ei</td>
<td>as in eight</td>
<td>lèi</td>
<td>be tired</td>
</tr>
<tr>
<td>ou</td>
<td>as in low</td>
<td>lóu</td>
<td>building</td>
</tr>
<tr>
<td>er</td>
<td>like er in her</td>
<td>èr</td>
<td>two</td>
</tr>
<tr>
<td>i</td>
<td>as in machine</td>
<td>pí</td>
<td>skin</td>
</tr>
<tr>
<td>in</td>
<td>as in pin</td>
<td>pīn</td>
<td>spell out</td>
</tr>
<tr>
<td>ing</td>
<td>as in sing</td>
<td>pīng</td>
<td>be level</td>
</tr>
<tr>
<td>Symbol</td>
<td>Description</td>
<td>Example</td>
<td>Meaning</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------</td>
<td>---------</td>
<td>----------------</td>
</tr>
<tr>
<td>u</td>
<td>like u in super</td>
<td>ु ज</td>
<td>cry</td>
</tr>
<tr>
<td>ong</td>
<td>like oo in loot plus ng in song</td>
<td>ओङ घों</td>
<td>dragon</td>
</tr>
<tr>
<td>ümlaut</td>
<td>made with tongue in position of i (as in machine) but with lips rounded. Like French u or German ü.</td>
<td>यु फिश</td>
<td>fish</td>
</tr>
<tr>
<td>ü</td>
<td>sound described above plus n</td>
<td>युः युन</td>
<td>to ship</td>
</tr>
</tbody>
</table>

**Initials** - An initial may be a single consonant or a consonant cluster.

- p as in pun, but with a strong puff of breath
  - pén basin
- b like p in spun, without any breath after it
  - bēn volume
- t as in tongue, but with a strong puff of breath
  - tēng ache
- d like t in stung, without any breath after it
  - dēng lamp
- k as in cool, but with a strong puff of breath
  - kū to cry
- g like c in scoop, without any breath after it
  - gū to hire
- m as in month
  - mēn door
- n as in none
  - nēng be able to
- f as in fun
  - fēn to divide
- l as in lung
  - lēng be cold
- h as a strong h sound in hot when said emphatically (like German ch as in ach)
  - hū lake
- y as in yet
  - yē also
- w as in weigh
  - wēi to feed
<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
<th>Example</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>r</td>
<td>(1) tongue position is like English &quot;r&quot;, but with lips spread, not rounded.</td>
<td>rén</td>
<td>man</td>
</tr>
<tr>
<td></td>
<td>(2) pronounced with tongue held in position until tone has been completed.</td>
<td>rì</td>
<td>sun</td>
</tr>
<tr>
<td>sh</td>
<td>A &quot;sh&quot; sound made with tongue curled back, (similar to ch, zh-, and r-)</td>
<td>shū</td>
<td>book</td>
</tr>
<tr>
<td></td>
<td></td>
<td>shǐ</td>
<td>ten</td>
</tr>
<tr>
<td>ch</td>
<td>(1) similar to ch in &quot;church&quot; but with tip of tongue curled back as for r in &quot;true&quot;</td>
<td>chū</td>
<td>emerge</td>
</tr>
<tr>
<td></td>
<td>(2) pronounced with tip of tongue held as described in (1) and held there until the tone has been completed.</td>
<td>chǐ</td>
<td>to eat</td>
</tr>
<tr>
<td>zh</td>
<td>like ch above but without a puff of breath.</td>
<td>zhù</td>
<td>to dwell</td>
</tr>
<tr>
<td></td>
<td>(1) tongue position same as in (1) under ch</td>
<td>zhǐ</td>
<td>paper</td>
</tr>
<tr>
<td></td>
<td>(2) same as in (2) under ch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>q</td>
<td>similar to English &quot;ch&quot; but tip of tongue is held against the gum ridge behind the front teeth.</td>
<td>qǐ</td>
<td>seven</td>
</tr>
<tr>
<td></td>
<td></td>
<td>qián</td>
<td>money</td>
</tr>
<tr>
<td></td>
<td></td>
<td>qū</td>
<td>to go</td>
</tr>
<tr>
<td></td>
<td></td>
<td>quān</td>
<td>altogether</td>
</tr>
<tr>
<td>j</td>
<td>same as q, but without a puff of breath</td>
<td>jī</td>
<td>chicken</td>
</tr>
<tr>
<td></td>
<td></td>
<td>jiàn</td>
<td>cheap</td>
</tr>
<tr>
<td></td>
<td></td>
<td>jù</td>
<td>sentence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>jué</td>
<td>consider</td>
</tr>
<tr>
<td>x</td>
<td>similar to English &quot;sh&quot; but made with tip of tongue held against the gum ridge behind the front teeth.</td>
<td>xī</td>
<td>west</td>
</tr>
<tr>
<td>c</td>
<td>(1) like ts in it's high, but with a strong puff of breath</td>
<td>cài</td>
<td>vegetable</td>
</tr>
<tr>
<td></td>
<td>(2) initial pronounced with tip of tongue held in position until tone has been completed</td>
<td>cǎ</td>
<td>occasion</td>
</tr>
<tr>
<td>z</td>
<td>(1) like dz in cod's eye</td>
<td>zài</td>
<td>again</td>
</tr>
<tr>
<td></td>
<td>(2) same as in (2) under c group</td>
<td>zǐ</td>
<td>character</td>
</tr>
<tr>
<td>s</td>
<td>(1) as in sight</td>
<td>sài</td>
<td>to compete</td>
</tr>
<tr>
<td></td>
<td>(2) same as in (2) under c group</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DÍYIKÈ - LESSON 1

DESCRIPTIVE SENTENCES

A. Duīhuà - Dialogue

Wáng: Nín hǎo a?
LI: Hǎo. Nín hǎo a?
Wáng: Hěn hǎo.
LI: Nǐ máng bu mâng?
Wáng: Bùmâng. Nǐ máng ma?
LI: Wǒ hěn máng.
Wáng: Nǐ bûlêi ma?
LI: Wǒ hěn lêî. Nǐ lêî bulêî?
Wáng: Bûlêî lêî.

How do you do?
Pine. How are you?
Very well.
Are you busy?
No, are you?
(Yes), I'm very busy.
Aren't you tired?
(Yes), I'm very tired.
Are you?
Not too tired.

B. Shēngzì - Vocabulary

1. wǒ
   PN: I, me
2. nǐ
   nín
   PN: you (singular)
   (polite form)
3. tā
   PN: he, she; him, her
4. wǒmen
   PN: we, us
5. nîmen
   PN: you (plural)
6. tâmên
   PN: they, them
7. gāo
   SV: be tall, high
8. máng
   SV: be busy
9. hǎo
   SV: be good, well
10. lêî
    SV: be tired weary
11. âi
    SV: be short (in stature)
    be low (in elevation)
12. hěn
    bûhěn
    hěn bu-
    A: very
    A: not very
    A: very un-
Vocabulary (continued)

13. tài
   bútâi
   tài bu-
A: too, excessively
A: not too
A: decidedly not

14. bû- (bû-)
A: not (prefix to V, S V, A)

15. ma?
P: (interrogative final particle for yes-no questions. Neutral in tone.)

16. a?
P: (interrogative final particle, used when answer is assumed. Neutral in tone.)

17. shěi?
N: who? (question word only, never relative pronoun)

Kèshí Yòngyǔ - Classroom Phrases

Memorize these phrases and use them in class as opportunity offers. Don't try to analyze the sentence structure at this time.

Zăo! Good morning!
Zàijiàn! Goodbye!

C. Jùzi Gòuzào - Sentence Structure

1. SIMPLE DESCRIPTION - The pattern of description consists of a subject followed by a stative verb.

[Diagram]

Wǒ
(I)

máng.
( I am busy.)

Tā
(He)

bûlĕi.
(is-not-tired.)

Pattern Drills

To understand the order of the elements which compose a sentence is not necessarily to be able to use it. Nothing can obviate the need for drill. Substitution Tables give a framework for individual drill by helping the student to ring the changes on basic patterns. Make every possible combination within the pattern set. Say the resultant sentences aloud several times.
a. **Substitution Table: Statements**

<table>
<thead>
<tr>
<th>N</th>
<th>(neg.)</th>
<th>SV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wǒ</td>
<td>(bu-)</td>
<td>gāo</td>
</tr>
<tr>
<td>Nǐ (nǐn)</td>
<td></td>
<td>mǎng</td>
</tr>
<tr>
<td>Tā</td>
<td></td>
<td>hǎo</td>
</tr>
<tr>
<td>Wōmen</td>
<td></td>
<td>lèi</td>
</tr>
<tr>
<td>Nǐmen</td>
<td></td>
<td>yī</td>
</tr>
<tr>
<td>Tāmen</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. **Substitution Table: Two-clause Statements (positive-negative)**

<table>
<thead>
<tr>
<th>N</th>
<th>SV,</th>
<th>N</th>
<th>neg-SV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wǒ</td>
<td>gāo,</td>
<td>tā</td>
<td>bùgāo.</td>
</tr>
<tr>
<td>Nǐ (nǐn)</td>
<td>mǎng,</td>
<td>wǒ</td>
<td>bùmǎng.</td>
</tr>
<tr>
<td>Tā</td>
<td>hǎo,</td>
<td>nǐ</td>
<td>bùhǎo.</td>
</tr>
<tr>
<td>Wōmen</td>
<td>lèi,</td>
<td>nǐmen</td>
<td>bùlèi.</td>
</tr>
<tr>
<td>Nǐmen</td>
<td>yī,</td>
<td>tāmen</td>
<td>bùyī.</td>
</tr>
<tr>
<td>Tāmen</td>
<td></td>
<td>Wōmen</td>
<td></td>
</tr>
</tbody>
</table>

c. **Substitution Table: Two-clause Statements (negative-positive)**

<table>
<thead>
<tr>
<th>N</th>
<th>neg-SV,</th>
<th>N</th>
<th>SV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wǒ</td>
<td>bùgāo,</td>
<td>tāmen</td>
<td>gāo.</td>
</tr>
<tr>
<td>Nǐ (nǐn)</td>
<td>bùmǎng,</td>
<td>tā</td>
<td>mǎng.</td>
</tr>
<tr>
<td>Tā</td>
<td>bùhǎo,</td>
<td>nǐ</td>
<td>hǎo.</td>
</tr>
<tr>
<td>Wōmen</td>
<td>bùlèi,</td>
<td>nǐmen</td>
<td>lèi.</td>
</tr>
<tr>
<td>Nǐmen</td>
<td>bùyī,</td>
<td>wǒ</td>
<td>yī.</td>
</tr>
<tr>
<td>Tāmen</td>
<td>bùgāo,</td>
<td>nǐmen</td>
<td>gāo.</td>
</tr>
</tbody>
</table>

2. **DESCRIPTIVE STATEMENTS WITH ADVERBIAL MODIFIERS** - Adverbs (A) precede verbs. Their function, as in English, is to modify verbs and other adverbs. The negative prefix bù- may be treated as an adverb and be attached to a verb or to an adverb. Hence we must distinguish between bùhěn hǎo 'not very well' and hěn bùhǎo 'very un-well'.

[Diagram]

**Diagram:**

- (bu-) A (bu-)

**Examples:**

- Tā (She) hěn gāo. (is very tall.)
- Wǒ (I) bùhěn mǎng. (am not very busy.)
- Tā (He) hěn bùhǎo. (is very bad.)
- Wǒ (I) bùtài yī. (am not too short.)
L. 1

Pattern Drills

a. Substitution Table: Positive Statements

<table>
<thead>
<tr>
<th>N</th>
<th>A</th>
<th>SV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wǒ</td>
<td>hěn</td>
<td>gāo.</td>
</tr>
<tr>
<td>Nǐ (Nǐn)</td>
<td>tài</td>
<td>māng.</td>
</tr>
<tr>
<td>Tā</td>
<td>hǎo.</td>
<td></td>
</tr>
<tr>
<td>Wōmen</td>
<td>lèi.</td>
<td></td>
</tr>
<tr>
<td>Nǐmen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tāmen</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. Substitution Table: Negative Statements

<table>
<thead>
<tr>
<th>N</th>
<th>neg-A</th>
<th>SV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wǒ</td>
<td>bùhěn</td>
<td>gāo.</td>
</tr>
<tr>
<td>Nǐ (Nǐn)</td>
<td>bútài</td>
<td>māng.</td>
</tr>
<tr>
<td>Tā</td>
<td>hǎo.</td>
<td></td>
</tr>
<tr>
<td>Wōmen</td>
<td>lèi.</td>
<td></td>
</tr>
<tr>
<td>Nǐmen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tāmen</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. SIMPLE QUESTIONS - Questions to which the answer in English would be yes or no may be formed from any statement by adding the interrogative particle ma. The word order is not changed. The negative form of such a question differs from the positive form only by the use of the negative prefix before the verb.

Statement

- Tā māng. (He is busy.)
- Wǒ hěn lèi. (I am very short.)

Question

- Tā māng ma? (Is he busy?)
- Wǒ hěn lèi ma? (Am I very short?)

In answering questions, the same changes in personal pronouns are necessary as in English.

Question

- Nǐ lèi ma? (Are you tired?)
- Nǐn máng a? (Are you busy?)

Answer

- Wǒ hěn lèi. (Yes, I am very tired.)
- (Wǒ) bùmāng. (No, I'm not.)
Pattern Drills

a. Substitution Table: Simple Questions

<table>
<thead>
<tr>
<th>N</th>
<th>(neg-)</th>
<th>SV</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wǒ</td>
<td>(bu-)</td>
<td>gāo</td>
<td>ma?</td>
</tr>
<tr>
<td>Nǐ (Nín)</td>
<td></td>
<td>mǎng</td>
<td></td>
</tr>
<tr>
<td>Tā</td>
<td></td>
<td>hǎo</td>
<td></td>
</tr>
<tr>
<td>Wǒmen</td>
<td></td>
<td>lèi</td>
<td></td>
</tr>
<tr>
<td>Nǐmen</td>
<td></td>
<td>ěi</td>
<td></td>
</tr>
<tr>
<td>Tāmen</td>
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<td></td>
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</tbody>
</table>

b. Substitution Table: Modified Questions

<table>
<thead>
<tr>
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<th>A</th>
<th>SV</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wǒ</td>
<td>(bu-)</td>
<td>hěn</td>
<td>gāo</td>
<td>ma?</td>
</tr>
<tr>
<td>Nǐ (Nín)</td>
<td></td>
<td>tāi</td>
<td>mǎng</td>
<td></td>
</tr>
<tr>
<td>Tā</td>
<td></td>
<td></td>
<td>hǎo</td>
<td></td>
</tr>
<tr>
<td>Wǒmen</td>
<td></td>
<td>lèi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nǐmen</td>
<td></td>
<td>ěi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tāmen</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. CHOICE TYPE QUESTIONS - Coupling the positive and negative forms of a verb poses two alternatives and asks which is the case. The stress falls on the first or positive verb. The interrogative particle ma is not used in a choice type question.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nǐn mǎng bumāng? (Are you busy?)</td>
<td>(Wǒ) bumāng. (No, I'm not.)</td>
</tr>
<tr>
<td>Tāmen lèi bulèi? (Are they tired?)</td>
<td>(Tāmen) buhēn lèi. (Not very.)</td>
</tr>
<tr>
<td>Tā ěi buāi? (Is he short?)</td>
<td>Tā bǔtāi ěi. (Not too short.)</td>
</tr>
</tbody>
</table>
Pattern Drills

a. Substitution Table: Choice Type Questions

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Wǒ</td>
<td>gāo bugāo?</td>
</tr>
<tr>
<td>Nǐ</td>
<td>māng bumāng?</td>
</tr>
<tr>
<td>Nín</td>
<td>hāo buhāo?</td>
</tr>
<tr>
<td>Tā</td>
<td>lèi bulèi?</td>
</tr>
<tr>
<td>Wǒmen</td>
<td>āi buāi?</td>
</tr>
<tr>
<td>Nǐmen</td>
<td></td>
</tr>
<tr>
<td>Tāmen</td>
<td></td>
</tr>
</tbody>
</table>

5. SHORT ANSWERS - Answers to questions calling for yes or no answers are formed by repeating the verb of the question in its positive or negative form. The inclusion of elements other than the verb is optional. In short answers the subject is frequently omitted. Since Chinese has no terms quite corresponding to 'yes' and 'no' in English, assent and dissent are expressed by repetition of the verb. The negative is indicated by prefixing bū- to the verb. E.g.:

<table>
<thead>
<tr>
<th>Question</th>
<th>Nǐ māng ma?</th>
<th>Are you busy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answers</td>
<td>Māng.</td>
<td>Yes.</td>
</tr>
<tr>
<td></td>
<td>Bumāng.</td>
<td>No.</td>
</tr>
<tr>
<td></td>
<td>Būhēn māng.</td>
<td>Not very busy.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Tā lèi bulèi.</th>
<th>Is she tired?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answers</td>
<td>Lèi.</td>
<td>Yes.</td>
</tr>
<tr>
<td></td>
<td>Būlèi.</td>
<td>No.</td>
</tr>
<tr>
<td></td>
<td>Būtài lèi.</td>
<td>Not too tired.</td>
</tr>
</tbody>
</table>

Pattern Drills

a. Substitution Table - Question and Answer: Simple

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wǒ (hēn) gāo ma?</td>
<td>Wǒ (hēn) gāo.</td>
</tr>
<tr>
<td>Nǐ (tài) māng</td>
<td>Nǐ (tài) māng.</td>
</tr>
<tr>
<td>Nín (bu-) hāo</td>
<td>Nín (bu-) hāo.</td>
</tr>
<tr>
<td>Tā lèi</td>
<td>Tā lèi.</td>
</tr>
<tr>
<td>Wǒmen xi</td>
<td>Wǒmen xi.</td>
</tr>
<tr>
<td>Nǐmen</td>
<td>Nǐmen</td>
</tr>
<tr>
<td>Tāmen</td>
<td>Tāmen</td>
</tr>
</tbody>
</table>

b. Substitution Table - Question and Answer: Choice type

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Wǒ</td>
<td>gāo bugāo?</td>
</tr>
<tr>
<td>Nǐ</td>
<td>māng bumāng?</td>
</tr>
<tr>
<td>Nín</td>
<td>hāo buhāo?</td>
</tr>
<tr>
<td>Tā</td>
<td>lèi bulèi?</td>
</tr>
<tr>
<td>Wǒmen</td>
<td>āi buāi?</td>
</tr>
<tr>
<td>Nǐmen</td>
<td></td>
</tr>
<tr>
<td>Tāmen</td>
<td></td>
</tr>
</tbody>
</table>
Zhùìčê̪ - Notes

1. PARTS OF SPEECH

1.1 Nouns and Pronouns function essentially like their counterparts in English, except that they are not inflected for case or number. An exception may be found in the addition of -men to the singular pronouns to form plurals. This is limited to the pronouns and a very small number of personal nouns.

1.2 Verbs (V) in Chinese are words which may take a negative prefix. Chinese verbs are not inflected as are English verbs. One verb form is used regardless of person, number or tense, giving an effect similar to 'I be, he be, you be, we be' etc. There are several types of verbs, but only one, the stative verb, is introduced in this lesson.

1.3 Stative Verbs (SV). Most Chinese verbs fall into one of two categories: those which may be preceded by the adverb hān 'very' and those which may not. The former are known as STATIVE VERBS because they describe a quality or condition rather than indicate an action. In English this function of describing is performed by an adjective preceded by the verb 'to be'. In Chinese the sense of 'to be' is embedded in the stative verb; hence there is no counterpart of 'to be' needed. E.g.: gāo means not merely 'tall' but 'is tall', and is a complete predicate, as the corresponding adjective in English is not.

1.4 Particles (P) are elements which may be added to a word, phrase or sentence to indicate some particular function or aspect. The pluralizing particle -men is added to pronouns and a few nouns denoting persons and is comparable to the English plural endings -s and -es. There are several interrogative particles which may be added to a statement to form a question. Such as mà? and à?

1.5 Adverbs, as in English modify verbs and other adverbs. An adverb in Chinese precedes the word it modifies.

2. TONE CHANGES

2.1 Tones on bu-. The negative prefix bu- is normally pronounced with the falling tone except when it is immediately followed by another falling tone, in which case it changes to the rising tone. E.g.: búbào, búbáng, búbǎo, but búnì. In rapid speech the tone of bu- is seldom identifiable unless stressed. Hence we shall omit the tone-mark from bu- unless stressed.

2.2 Successive Low Tones. When one low tone is immediately followed by another low tone, the former rises to approximate the rising tone. Thus, nǐ hǎo is pronounced approximately as if it were written nǐ hǎō. When three low tones occur in sequence, there are two possible patterns for pronunciation:

Nǐ hěń hǎō may be pronounced: Nǐ hěń hǎō.

or: Nǐ hěń hǎō.
2.2 Successive Low Tones (continued)

The first pattern stresses both nǐ and hěn; the second stresses only hěn. If more than three low tones occur in sequence the most common pattern alternates low and rising tones, but this may be modified by a desire to stress some particular word or words.

Tone Change Drills

a. Repeat the following phrases over and over, building up as much speed as possible:

Tā buǐi, bugào, bumáng, būlēi.
Nǐ būhēn gào, būhēn āi.
Nǐmen hěn hào; tāmen hěn būhāo.
Nǐ hěn hào; wǒ būhēn hào.

b. Pyramid Drill on Tones - Start with the basic essentials of a sentence, or even with a single word, and build up the expression by adding words to it.

hǎo
hěn hǎo
Nǐ hěn hǎo
Nǐ hěn hǎo ma?

būhāo
būhēn hǎo
Tāmen būhēn hǎo
Tāmen būhēn hǎo ma?

būhāo
hěn būhāo
Tā hěn būhāo
Tā hěn būhāo ma?

E. Liànxi - Exercises

1. Answer these questions:

Tā mǎng ma?
Nǐ lèi būlēi?
Tāmen būlēi ma?
Tā tài gāo ma?
Wǒ hěn āi ma?
Nǐ hěn lèi ma?
Nǐ hǎo ma?
Nǐmen máng bumáng?
Tāmen būlēi ma?
Nǐmen būhēn máng ma?

2. Translate into Chinese:

He is tall.
Am I short?
Are you very tired?
Are they too tall?
We are not too tired?

We are tired.
They aren't busy.
Aren't they busy?
He isn't very well.
Is he tall or isn't he?
DIÈRKÈ - LESSON 2

FUNCTIONAL SENTENCES

A. Duìhuà - Dialogue

Mǎi bǐ - Buying a Pen

Wáng: Nǐ mǎi báo ma?
LI: Wǒ bùmǎi báo.

Wáng: Nǐ bǔkàn báo ma?
LI: Bǔkàn. Wǒ kàn shū.

Wáng: Nǐ mǎi shù ma?
LI: Bùmǎi. Shù tài gui.

Wáng: Nǐmén mǎi bǐ ma?
LI: Méiguō bǐ dōu hǎokàn ma?

Wáng: Dōu hěn hǎokàn.
LI: Guì bùguì?

LI: Wǒ bùyào wǎiguó bǐ; wǒ yào Zhōngguó bǐ.

Wáng: Nǐ yào gǎngbǐ, yào qiānbǐ, yào fěnbǐ?
LI: Wǒ yào gǎngbǐ, yě yào qiānbǐ, bùyào fěnbǐ.

Wáng: Wǒmén yě mǎi zhōng, yě mǎi biǎo. Nǐn yào bǔyào?
LI: Wǒ bǔyào.
B. Shēngzì - Vocabulary

18. shū
N: book
Shū hǎo.
(books are good.)
Wǒ kàn shū.
(I read books.)

19. báo
N: newspaper
Nǐn kàn báo ma?
(Do you read the newspaper?)
Báo tài gui.
(The paper is too expensive.)

20. bǐ
gāngbǐ
N: writing instrument
N: (steel) pen
qiānbi
N: lead pencil
fēnbi
N: chalk
Wǒ yào gāngbǐ, fēnbi.
(I want a pen, not a crayon.)
Fēnbi piányí; qiānbi gui.
(Chalk is cheap; pencils are more expensive.)

21. zhōng
N: clock, timepiece

22. biǎo
N: watch
Wǒ yào zhōng; wǒ yào biǎo.
(I don't want a clock; I want a watch.)

23. Zhōngguo
PW: China, Chinese (adj.)

24. Měiguó
PW: America (U.S.A.), American (adj.)

25. wàiguó
PW: foreign land, foreign (adj.)
Wǒ bùkàn wàiguó báo; wǒ kàn Zhōngguó báo.
(I don't read foreign papers, I read Chinese papers.)

26. hǎokàn
SV: be good-looking
Měiguó biǎo hěn hǎokàn.
(American watches are very good-looking.)
Wàiguó Zhōng butài hǎokàn.
(Foreign clocks are not too good-looking.)

27. guì
SV: be expensive
27. guì (continued)

Bǐāo dōu guì ma?
(Are all watches expensive?)

Bǐāo guì; zhōng bùguì.
(Watches are expensive; clocks aren't.)

28. piányi

SV: be inexpensive, cheap

Zhōngguó shū piányí; wàiguó shū guì.
(Chinese books are cheap; foreign books are expensive.)

29. yào

yào kàn

V/AV: want, want to

AV-V: want to read

Nǐ yào bào ma? Wǒ bùyuǎo.
(Do you want a paper? No.)

Nǐ yào kàn bào ma?
(Do you want to read the paper?)

30. mǎi

V: buy

Tā mǎi bumǎi? Mǎi.
(Is he buying it? Yes.)

31. mǎi

V: sell

Nǐ mǎi bumǎi? Búmǎi.
(Will you sell it? No.)

Wǒ bumǎi shū, wǒ mǎi shū.
(I don't buy books, I sell them.)

32. kàn

V: look, look at, read

Nǐ kàn! (Look!)

Nǐ kàn tā! (Look at him!)

Tā kàn báo. (He reads the paper.)

33. dōu
dōu bù- budōu

A: all, both; altogether

A: none

A: not all

Wǒmén dōu tài máng.
(We are all too busy.)

Tāmén dōu bùlèi.
(None of them are tired.)

Wǒmén budōu mǎi bǐāo.
(Not all of us are buying watches.)
Vocabulary (continued)

34.  yě
    yě...yě...
    yě bu--
    yě bu--

   A: also, too
   A: both...and...
   A: neither...nor...

   Wǒ yě bùkàn shū.
   (I'm not reading either.)

   Wǒmen yě dōu hěn lèi.
   (We are all very tired too.)

   Tā yě kàn shū, yě kàn bào.
   (She reads both books and papers.)

35. shénme

   N: what (interrogative only)

   Nǐ mǎi shénme?
   (What paper does he read?)

Kèshì Yǒngyǔ - Classroom Phrases

Nǐ shuō!
You say (it)!

Nǐ zài shuō!
Say it again!

Qǐng zài shuō!
Please say it again.

Nǐ tīng!
Listen!

C. Jūzi Gōuzào - Sentence Structure

1. THE PUNCTIVE SENTENCE - In contrast to the Descriptive Sentence which characterizes but implies no action, we have the Punctive Sentence which states an action or occurrence. Normal word order is the same as in English: subject, verb, object or other complement. The negative particle immediately precedes the verb, as in the case of the stative verb.

   Tāmen mǎi báo.
   (They buy newspapers.)

   Wǒ kàn shū.
   (I read books.)

   Tā yào wǎiguó bǐ.
   (He wants a foreign pen.)
Substitution Drill

<table>
<thead>
<tr>
<th>N</th>
<th>V</th>
<th>modifier</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>wǒ</td>
<td>(bu-)</td>
<td>yào</td>
<td>Zhōngguó</td>
</tr>
<tr>
<td>nǐ (nín)</td>
<td>mài</td>
<td>Měiguó</td>
<td>bào</td>
</tr>
<tr>
<td>tā</td>
<td>mài</td>
<td>wāiguó</td>
<td>bǐ</td>
</tr>
<tr>
<td>wǒmen</td>
<td>kàn</td>
<td>gāngbǐ</td>
<td>qiān bǐ</td>
</tr>
<tr>
<td>nǐmen</td>
<td>yào mǎi</td>
<td>fēnbǐ</td>
<td>zhōng</td>
</tr>
<tr>
<td>tāmen</td>
<td>yào mǎi</td>
<td>zhōng</td>
<td>bāo</td>
</tr>
<tr>
<td></td>
<td>yào kàn</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **SIMPLE QUESTIONS** in Punctive Sentences occur in a pattern similar to that used in the Descriptive Sentence. (See Lesson 1) It is formed by adding the interrogative particle ma to the end of a statement.

**Statement**

Tā kàn shū.
(He reads books.)

Tāmen dōu mǎi bǐ.
(They are all buying pens.)

**Question**

Tā kàn shū ma?
(Does he read books?)

Tāmen dōu mǎi bǐ ma?
(Are they all buying pens?)

Substitution Drill

<table>
<thead>
<tr>
<th>N</th>
<th>V</th>
<th>P?</th>
</tr>
</thead>
<tbody>
<tr>
<td>wǒ</td>
<td>yào</td>
<td>shū ma?</td>
</tr>
<tr>
<td>nǐ</td>
<td>mài</td>
<td>bào</td>
</tr>
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<td>mài</td>
<td>bǐ</td>
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<tr>
<td>wǒmen</td>
<td>kàn</td>
<td>qiān bǐ</td>
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<td>gāng bǐ</td>
<td>fēn bǐ</td>
</tr>
<tr>
<td>tāmen</td>
<td>zhōng</td>
<td>bāo</td>
</tr>
</tbody>
</table>

3. **QUESTION WORD QUESTIONS**. We found in Lesson 1 that we could slip a question word - shéi? - into the subject position before a stative verb. With punctive verbs there arises the possibility that the question word may be either subject or object. In English we transpose the statement pattern to get the question pattern. In Chinese the same pattern is used for both statement and question. Consequently the question word simply takes the place of whatever word is needed to answer the question. Thus:

Shéi mǎi bǐ?
(Who is buying a pen?)

Nǐ mǎi shénme?
(What are you buying?)
L. 2

Tā      kàn      shéi?
(At whom is he looking?)
NI      yào      shénme shū?
(What book do you want?)

Substitution Drill

a. Shéi as subject:

QW       (neg-)       V       N
Shéi      (bu-)       gāo       ?
          máng       hāo       lèi
          yào       shū       ?
          mǎi       bào
          mǎi       bǐ
          kàn       zhōng
          biǎo

b. Shénme as Subject:

QW       (N)       SV
Shénme    (shū)    hāo       ?
          (bào)    guì
          (bǐ)     pián yì
          (zhōng)  hāo kān
          (biǎo)

c. Shénme as Object:

N       V       QW       (N)       ?
Wǒ      yào      shénme    (shū)       ?
NI (Nín) mǎi      (bào)
Tā      mǎi      (bǐ)
Wòmen   kàn      (zhōng)
Nǐmen
Tāmen

4. CHOICE TYPE QUESTIONS offer the listener two choices, with the implied question: Which is the case? The alternatives offered may be of several kinds:

4.1 Positive or Negative of the same verb and same object (if any). The positive form of the verb is followed immediately by the negative form. An object (if expressed) usually stands after the positive verb only, although less commonly it appears after the negative verb, or even after both verbs.
NI kàn bāo bukàn?  
(Do you read the newspaper?) - (or don't you?)

Tāmèn yào Zhōngguó bāo búyào?  
(Do they want Chinese pens?)

Tā mǎi zhōng bùmǎi?  
(Is he buying a clock?)

**Substitution Drill**

<table>
<thead>
<tr>
<th>N</th>
<th>V</th>
<th>N</th>
<th>neg-V</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wǒ</td>
<td>kàn</td>
<td>bāo</td>
<td>bukàn</td>
<td>?</td>
</tr>
<tr>
<td>NI</td>
<td>mǎi</td>
<td>shū</td>
<td>bùmǎi</td>
<td>?</td>
</tr>
<tr>
<td>Tā</td>
<td>mǎi</td>
<td>bī</td>
<td>bùmǎi</td>
<td>?</td>
</tr>
<tr>
<td>Wōmen</td>
<td>yào</td>
<td>zhōng</td>
<td>búyào</td>
<td>?</td>
</tr>
<tr>
<td>Nǐmen</td>
<td></td>
<td>biāo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tāmèn</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.2 Choice between two predicates, in which the verb, the object, or both verb and object may differ. While in English we merely add an alternative object, in Chinese repetition of the verb is essential.

NI mǎi zhōng, mǎi biāo?  
(Are you buying a clock or a watch?)

Tā yào qiānbǐ, yào fěnbǐ?  
(Does he want a pencil or a crayon?)

4.3 Choice between two subjects. Alternative subjects may be used with both stative and functive verbs.

NI mǎi, Wǒ mǎi?  
(Are you buying it, or am I?)

Tā gāo, Wǒ gāo?  
(Is he the taller, or am I?)

Zhōng piányi, biāo piányi?  
(Are clocks or watches less expensive?)
5. THE ADVERB ĐÔU - It should be noted that đōu is a fixed adverb, standing immediately before the verb it modifies. It cannot be separated from the verb by the subject, but it may be separated by another adverb. Đōu is peculiar in that, so far as meaning is concerned, it refers back to a plural thing or things previously mentioned. In the pattern N đōu V, it can be translated into English as "all of N V".

E.g.: Tāmen đōu hěn gāo. All of them are very tall.
(They are all very tall.)

Pattern Drills

a. Substitution Table - Descriptive Sentences

<table>
<thead>
<tr>
<th>Plural N</th>
<th>SV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wōmen</td>
<td>đōu</td>
</tr>
<tr>
<td>NĪmen</td>
<td>đōu</td>
</tr>
<tr>
<td>Tāmen</td>
<td>đōu</td>
</tr>
<tr>
<td>Bí</td>
<td></td>
</tr>
<tr>
<td>Shū</td>
<td></td>
</tr>
<tr>
<td>Bāo</td>
<td></td>
</tr>
<tr>
<td>Bīāo</td>
<td></td>
</tr>
<tr>
<td>Zhōng</td>
<td></td>
</tr>
</tbody>
</table>

b. Substitution Table - Functive Sentences

<table>
<thead>
<tr>
<th>Plural N</th>
<th>V</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wōmen</td>
<td>đōu</td>
<td>yǎo</td>
</tr>
<tr>
<td>NĪmen</td>
<td>đōu</td>
<td>kān</td>
</tr>
<tr>
<td>Tāmen</td>
<td>đōu</td>
<td>māi</td>
</tr>
<tr>
<td></td>
<td>māi</td>
<td>zhōng</td>
</tr>
</tbody>
</table>

5.1 ĐÔU AND BU- IN SERIES. The two combinations đōu bu- and budōu differ markedly in meaning, the former translating literally as "all not" and the latter as "not all". This may be further illustrated as follows:

<table>
<thead>
<tr>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>đōu bu- N đōu bu V</td>
<td>None of N V</td>
</tr>
<tr>
<td>Tāmen đōu bugāo.</td>
<td>None of them is tall.</td>
</tr>
<tr>
<td>Tāmen đōu bùmāi.</td>
<td>None of them buys (any).</td>
</tr>
<tr>
<td>budōu N budōu V</td>
<td>Not all of N V</td>
</tr>
<tr>
<td>Tāmen budōu gāo.</td>
<td>Not all of them are tall.</td>
</tr>
<tr>
<td>Tāmen budōu māi.</td>
<td>Not all of them buy (it).</td>
</tr>
</tbody>
</table>
Pattern Drills

a. Substitution Table - dōu bu-

<table>
<thead>
<tr>
<th>N</th>
<th>dōu</th>
<th>bu-V</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wōmen</td>
<td>dōu</td>
<td>bǔlèi.</td>
</tr>
<tr>
<td>Nīmen</td>
<td></td>
<td>bugāo.</td>
</tr>
<tr>
<td>Tāmen</td>
<td></td>
<td>bǔmāng.</td>
</tr>
<tr>
<td>Bī</td>
<td></td>
<td>bǔmāi.</td>
</tr>
<tr>
<td>Bāo</td>
<td></td>
<td>bǔyāo.</td>
</tr>
<tr>
<td>Shū</td>
<td></td>
<td>bǔmāi.</td>
</tr>
<tr>
<td>Zhōng</td>
<td></td>
<td>bǔhāokān.</td>
</tr>
<tr>
<td>Bāo</td>
<td></td>
<td>bǔguǐ.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>bǔpǐányi.</td>
</tr>
</tbody>
</table>

b. Substitution Table - budōu

<table>
<thead>
<tr>
<th>N</th>
<th>budōu</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wōmen</td>
<td>budōu</td>
<td>lèi.</td>
</tr>
<tr>
<td>Nīmen</td>
<td></td>
<td>gūo.</td>
</tr>
<tr>
<td>Tāmen</td>
<td></td>
<td>māng.</td>
</tr>
<tr>
<td>Bī</td>
<td></td>
<td>guī.</td>
</tr>
<tr>
<td>Shū</td>
<td></td>
<td>piányi.</td>
</tr>
<tr>
<td>Zhōng</td>
<td></td>
<td>hāokān.</td>
</tr>
<tr>
<td>Bāo</td>
<td></td>
<td>māi.</td>
</tr>
<tr>
<td>Shū</td>
<td></td>
<td>māi.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>kān.</td>
</tr>
</tbody>
</table>

6. CONNECTIVES - In English the conjunctions and and but are used rather indiscriminately to join various parts of speech to other members of the same category. In Chinese most connectives are adverbs and can therefore be used only between verbs; hence they cannot join two nouns. Thus these adverbial connectives introduce clauses. Basically no connective is required between two predicates.

6.1 Two objects - Where in English two or more objects follow a single verb, in Chinese the verb is repeated with each object. (The subject need not be repeated.) Connectives are not required.

Tā kān shū, kān bāo. He reads books and newspapers.
Wō māi zhōng, māi bāo. I am buying clocks and watches.

6.2 Double Predicates - positive-negative

\[\text{Wō} \quad \text{kān} \quad \text{shū}, \quad \text{bǔkān} \quad \text{bāo}.\]
(I read books but not newspapers.)

\[\text{Wō} \quad \text{māi} \quad \text{shū}, \quad \text{bǔmāi} \quad \text{shū}.\]
(I buy books but don't sell them.)

Rhythm Drill

Repeat the following double predicate sentences aloud several times to get the balanced rhythm of the pattern.

Wō yāo zhōng, bǔyāo bāo.
Nī māi qiánbǐ, bǔmāi gāngbǐ.
Tā māi bāo, bǔmāi shū.
Wōmen māi bī, bǔmāi bī.
Nīmen kān shū, bǔmāi shū.
Tāmen yāo māi bāo, bǔyāo māi zhōng.
6.3 **CONNECTIVE ADVERB Yě** - Used singly, yě has the force of too or also, but is sometimes better rendered as and. Used in multiple to introduce a series of clauses, it has the value of both...and (in the negative, neither...nor.)

Wǒ kàn shū, yě kàn bào. I read books and newspapers too.

Wǒ buxīhuān zhōng, yě
buxīhuân biāo, yě
buxīhuān bǐ.

Tā yě kàn shū, yě kàn bào. He reads both books and newspapers.

Tā yě bukàn shū, yě bukàn He reads neither books nor newspapers.

The pattern yě...yě requires that both clauses be positive or both clauses be negative.

**Substitution Drill**

<table>
<thead>
<tr>
<th>N</th>
<th>A</th>
<th>V</th>
<th>N</th>
<th>A</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wǒ</td>
<td>yě (bu-)</td>
<td>máng</td>
<td>Nǐ</td>
<td>yě (bu-)</td>
<td>máng</td>
</tr>
<tr>
<td>Nǐ</td>
<td>hāo</td>
<td></td>
<td>Tā</td>
<td>lèi</td>
<td></td>
</tr>
<tr>
<td>Tā</td>
<td>gāo</td>
<td></td>
<td>Wǒ</td>
<td>hāo</td>
<td></td>
</tr>
<tr>
<td>Wǒmen</td>
<td>lièi</td>
<td></td>
<td>Tāmen</td>
<td>gāo</td>
<td></td>
</tr>
<tr>
<td>Nǐmen</td>
<td>guī</td>
<td></td>
<td>Wǒmen</td>
<td>piányī</td>
<td></td>
</tr>
<tr>
<td>Tāmen</td>
<td>piányī</td>
<td></td>
<td>Nǐmen</td>
<td>guī</td>
<td></td>
</tr>
<tr>
<td>Shū</td>
<td>hāokān</td>
<td></td>
<td>Bāo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bāo</td>
<td></td>
<td></td>
<td>Shū</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zhōng</td>
<td></td>
<td></td>
<td>Bāo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bāo</td>
<td></td>
<td></td>
<td>Zhōng</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**D. Zhùjiē - Notes**

1. **CHINESE NOUNS** differ from English nouns in certain respects:

1.1 They are not inflected to show number. They stand for generalized concepts such as paper, grain, or tea in English. Hence shū may mean 'books', or 'a book'; bǐ may mean 'pens' or 'a pen', etc.

1.2 They modify other nouns. One noun may be placed before another noun to modify it. (Exceptions to this principle will be noted in Lesson 3). The same principle appears in English to a limited extent in such expressions as:

- country store
- city street
- school janitor
- town crier

The Chinese language, instead of doctoring a noun by adding an adjectival ending, simply uses one noun to modify another.
2. **COORDINATE NOUNS.** Position does not necessarily indicate modification. Certain cognate nouns are commonly coupled in a coordinate rather than a subordinate relation. (Compare English: knives and forks, tables and chairs.) No connective is required.

NI wǒ dōu mǎi Zhōngguo shū.
(You and I are both buying Chinese books.)

Tā mǎi shū bāo.
(He sells books and newspapers.)

Zhuōzi yīzi dōu hěn guì.
(The tables and chairs are both very expensive.)

Note that when the coordinate pair or group stands before the verb, it is followed by dōu which has a totaling effect; when they follow the verb, dōu is not used because dōu can refer in meaning only to something which precedes it.

3. **CHINESE HAS NO NEUTER PRONOUN** to correspond with 'it'. In translating from English to Chinese, 'it' is usually omitted:

It isn't expensive. Búguì.
I don't want it. Wǒ bùyào.
Will you sell it? Nǐ mǎi búmǎi?

4. **FUNCTIVE VERBS** express action or occurrence. They may be used transitively or intransitively. Like stative verbs, they are not inflected for person, number, or tense. Hence,

Wǒ mǎi bāo.
I (customarily) buy newspapers.
I am buying a newspaper.
I bought a newspaper.
I am going to buy a newspaper.

(Means of distinguishing these aspects will be given later.)

4.1 **Auxiliary Verbs**, as in English, are usually merely a specialized use of some ordinary verb by which it may be followed by another verb and its object. Thus we can say:

NI yào bǐ ma? Do you want a pen?
NI yào mǎi bǐ ma? Do you want to buy a pen?

4.2 **Reduplication.** Verbs are frequently reduplicated, especially in commands and requests. This may suggest a mere sampling of the action or a prolongation of the action. It translates most readily into English in the pattern: "Take a look." Sometimes the NU yi is inserted between the two verbs.
NI kànkan wǒde biǎo. Take a look at my watch.
Wǒ xiāngxiang ba. Let me think (it over).
NI wènwen Zhāng Tàitái. Ask Mrs. Zhāng.

5. ANSWERING ALTERNATIVE QUESTIONS - A question offering two alternatives for your choice may draw various answers. Most common are:

**Question:**  Nǐ kàn shū, kàn báo?  Do you read books or newspapers?

**Answers:**  Wǒ kàn shū.  I read books.
Wǒ kàn báo.  I read newspapers.
Wǒ kàn shū, búkàn báo.  I read books (but) not newspapers.
Wǒ dōu kàn.  I read both.
Wǒ dōu bùkàn.  I read neither.

Take each of the following alternative type questions and see how many different answers you can make up.

Nǐ hāokàn, tā hāokàn?
Nǐ kàn tā, kàn wǒ?
Tā mǎi shū, mǎi báo?
Zhōng piányi, bǐ piányi?
Tā gāo, nǐ gāo?
Nǐ mǎi Zhōngguó zhōng, mǎi wàiguó zhōng?
Nǐ mǎi bì būmǎi?
Shū gǔi bùgǔi?

E. Liànxi - Exercises

1. Pyramid Drills

1.1

<table>
<thead>
<tr>
<th>shū</th>
<th>kàn shū</th>
<th>yào kàn shū</th>
<th>yào kàn Měiguó shū</th>
<th>tā yào kàn Měiguó shū ma?</th>
<th>tā bùyào kàn Měiguó shū ma?</th>
<th>tā yào kàn Měiguó shū bùyào kàn?</th>
</tr>
</thead>
</table>

20
2. Substitution Tables - Modifiers

2.1 Modifier N (dou) (neg-) SV

<table>
<thead>
<tr>
<th>N</th>
<th>(dou)</th>
<th>(neg-)</th>
<th>SV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zhongguo</td>
<td>bǐ</td>
<td>(bu-)</td>
<td>guī</td>
</tr>
<tr>
<td>Mei guo</td>
<td>zhōng</td>
<td></td>
<td>hǎo</td>
</tr>
<tr>
<td>Wa guo</td>
<td>biǎo</td>
<td></td>
<td>piányi</td>
</tr>
<tr>
<td>Shū</td>
<td></td>
<td></td>
<td>hǎokān</td>
</tr>
</tbody>
</table>

2.2 N D (yào) V Modifier N

<table>
<thead>
<tr>
<th>N</th>
<th>(yào)</th>
<th>V</th>
<th>Modifier + N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wǒ</td>
<td>(bu-)</td>
<td>mǎi</td>
<td>Zhongguo bǐ</td>
</tr>
<tr>
<td>Nǐ</td>
<td>(yě)</td>
<td>mǎi</td>
<td>Mei guo qīn bǐ</td>
</tr>
<tr>
<td>Ta</td>
<td>kān</td>
<td>wài guo</td>
<td>gāng bǐ</td>
</tr>
<tr>
<td>Wǒmen</td>
<td></td>
<td></td>
<td>shū</td>
</tr>
<tr>
<td>Nǐmen</td>
<td></td>
<td></td>
<td>báo</td>
</tr>
<tr>
<td>Tāmen</td>
<td></td>
<td></td>
<td>bǐao</td>
</tr>
<tr>
<td>Zhōngguo</td>
<td></td>
<td></td>
<td>zhòng</td>
</tr>
</tbody>
</table>

3. Drills on Adverbs - Say these phrases aloud, translating them into English as you say them.

3.1 dōu gāo

<table>
<thead>
<tr>
<th>dōu</th>
<th>gāo</th>
</tr>
</thead>
<tbody>
<tr>
<td>mǎng</td>
<td></td>
</tr>
<tr>
<td>hǎo</td>
<td></td>
</tr>
<tr>
<td>lèi</td>
<td></td>
</tr>
<tr>
<td>guī</td>
<td></td>
</tr>
<tr>
<td>hǎokān</td>
<td></td>
</tr>
<tr>
<td>ái</td>
<td></td>
</tr>
</tbody>
</table>

3.2 yě gāo

<table>
<thead>
<tr>
<th>yě</th>
<th>gāo</th>
</tr>
</thead>
<tbody>
<tr>
<td>bùmáng</td>
<td></td>
</tr>
<tr>
<td>hūhǎo</td>
<td></td>
</tr>
<tr>
<td>bùlèi</td>
<td></td>
</tr>
<tr>
<td>bùguī</td>
<td></td>
</tr>
<tr>
<td>bùhǎokān</td>
<td></td>
</tr>
<tr>
<td>bū</td>
<td></td>
</tr>
</tbody>
</table>

3.3 Now combine these two patterns and run through all of your stative verbs on the pattern of each of the following sentences.

Nǐmen yě buhēn lèi ma? Wǒmen yě buhēn lèi.
Tāmen yě dōu bugāo ma? Tāmen yě dōu bugāo.
Tāmen yě bùdō hǎo ma? Tāmen yě bùdō hǎo.

4. Translation. Cover the English renderings with a piece of paper and see if you can translate from Chinese into English. Then reverse the process and translate from English into Chinese.

b. Nǐmen yào bǐ? Wǒmen yào bǐ. Do you want pens? Yes, we do.
c. Wǒmen bùkān Zhōngguo báo. Wǒmen kān Měiguō báo. We don't read Chinese papers. We read American papers.
d. 他们卖报纸，不卖书。
They sell papers, not books.

e. 你买美国笔吗？
Wǒmen mǎi ěrměiguó bǐ ma?
Měiguó bǐ tài guì.
Aren't you buying an American pen?
No, we're not. They're too expensive.

f. 不要买，我想要买笔。
Wǒ yào bǎo, wǒ yào mǎi bǐ.
Don't you sell pens? I want to buy a pen.

(g) 我要表，不要手表。
Zhōng bùhāokàn.
I want a watch, not a clock.
Clocks are ugly.

h. 他们买钢笔吗？
Bùmǎi. 他们快洗脸，sī mǎi fěnbǐ.
Are they buying pens? No, they are buying pencils and crayons.

i. 你看中国书吗？
Bukan.
Do you read Chinese books. No, I don't.

j. 他卖外国笔，不卖中国笔。
Wàiguó bǎo gōngwèi bǐ, bǔmǎi Zhōngguó bǐ.
He sells foreign pens, not Chinese pens.

k. 外国笔贵。
Foreign newspapers are not all expensive.

l. 美国钢笔便宜，中国钢笔便宜吗？
Are American pens or Chinese pens more expensive?

m. 我们不要买外国表。
Not all of us want foreign watches.
DISÂNKE - LESSON 3

INDIRECT OBJECT AND
TRANSPOSED OBJECT

A. Duìhuà - Dialogue

Nǐ Xīhuan Shénme? - What do you like?

Péng: Wǒ yǒu sànge zhōng. Wǒ gěi nǐ yīge. Nǐ yào búyào?
Yáng: Wǒ búyào, xièxiè. Wǒ yě yǒu yīge.

Péng: Zhège Měiguó biǎo hěn hǎokàn. Nǐ xīhuan búxīhuan?
Yáng: Wǒ bútài xīhuan. Zhōng, biāo, wǒ dōu búxīhuan.

Péng: Nàge Měiguó gāngbǐ bùguì. Wǒ yào mǎi yīge. Nǐ yǒu qián měiyǒu?

Péng: Nǐ yǒu qián ma? Nǐ gěi wǒ qián, wǒ yào mǎi yīge.

Péng: Nǐ mǎi, hǎo buhāo?

Yáng: Wǒ dōu búxīhuan.

Note: Translation appears in Section E - Exercises

B. Shēngzì - Vocabulary

36. zhūōzi N: table
37. yīzi N: chair
38. dōngxī N: thing, object
39. qián N: money
40. yīge NU-M: one (pure NU: yī)
41. liǎngge NU-M: two (pure NU: èr)
42. sāngé NU-M: three (pure NU: sān)
43. sīge NU-M: four (pure NU: sì)
44. wūge

NU-M: five  (pure NU: wǔ)

45. liùge

NU-M: six  (pure NU: liù)

46. qīge

NU-M: seven (pure NU: qī)

47. bāge

NU-M: eight (pure NU: bā)

48. jiǔge

NU-M: nine  (pure NU: jiǔ)

49. shíge

NU-M: ten   (pure NU: shí)

50. jīge?

NU-M: how many?  (not over ten)

Nǐ yào jīge zhubǐ?
(How many tables do you want?)

Wǒ yào sāngē (zhubǐ).
(I want three tables.)

LIāngge hǎo, yíge bùhǎo.
(Two are good, one is bad.)

51. zhège

(SP-M)N: this, this one

52. nàge

(SP-M)N: that, that one

53. nàge

(SP-M)N: which?, which one?

Tā yào nàge?
(Which one does he want?)

Tā yào zhège bǐ.
(He wants this pen.)

Zhège yìzi guì, nàge buguí.
(This chair is expensive, that one is not.)

54. gěi

V: give

Qǐng nǐ gěi wǒ yíge bǐ.
(Please give me a pen.)

Tā yǒu qián; tā bugěi wǒ.
(He has money; he won't give it to me.)

55. yǒu

mèiyǒu

V: have, possess (see note 1)
V: have not (The negative for yǒu is mèi, never bù-.)
V: have not

Tā yǒu shū mèiyǒu?
(Has she any books?)

Tā yǒu shū; wǒ mèiyǒu.
(He has some books; I haven't any.)
56. xièxiè
búxiè

V: thank, thanks, thank you
V: "don't mention it", "you're welcome"
(Lit: you need not thank me)

NI xièxiè tā.
(Thank him!)

Gěi NI zhège. Wǒ búyào, xièxiè.
(I'll give you this. No, thanks.)

57. xīhuan
xīhuan kàn

V/AV: like, enjoy, like to
AV-V: like to read (See Lesson 2, Note 4.1)

Wǒ hěn xīhuan tā.
(I like him very much.)

Tā xīhuan kàn bāo.
(He likes to read the paper.)

58. gěn

C: and (between nouns only)

Wǒ mǎi shū gěn gāngbǐ.
(I'm buying a book and a pen.)

59. qǐng
qǐngwèn

V: invite, request, please
Ph: may I inquire?

Tāmen qǐng wǒ.
(They invited me.)

Qǐng nǐ gěi wǒ yīběn shū.
(Please give me a book.)

Qǐngwèn, zhège yīzǐ mǎi bùmáí?
(May I ask, is this chair for sale?)

60. bié

AV: don't

Nǐ bié gěi tā qián.
(Don't give him any money.)

Bié mǎi!
(Don't buy it!)

61. hǎo buhǎo

Ph: Wouldn't that be a good idea? How about it? (Used after a suggestion to ask approval.)

Nǐ mǎi zhège, hǎo buhǎo?
(How about buying this one?)

Classroom Phrases

Búkèqi.
You're welcome!
(Lit: You needn't be polite!)

Dǎkāi shū.
Open your book(s).
Guānshàng shū. Close your book(s).
Bié kàn shū. Don't look at your book(s).
Qǐng kàn shū. Please look at your book(s).

C. Jǔzǐ Gòuzào - Sentence Structure

1. INDIRECT OBJECT. An indirect object precedes a direct object as in the English sentence "He gives me money." Chinese does not use a pattern corresponding to "He gives the money to me."

Wǒ gěi ta yīge qiānbì.

Note that pronouns used as objects usually lose their tone unless emphasized. However, a low tone still affects another low tone immediately preceding it. Hence:

Gěi ta shū. Give him the book.
Gěi wo bǐ. Give me the pen.
Qǐng ta shūō. Ask him to say it.
Qǐng ni shūō. Please say it.

Pattern Drill

a. Substitution Table

<table>
<thead>
<tr>
<th>N</th>
<th>V</th>
<th>Ind-O</th>
<th>Direct-O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shéi</td>
<td>(bu-)</td>
<td>gěi</td>
<td>wo</td>
</tr>
<tr>
<td>Wǒ</td>
<td>yāo</td>
<td>gěi</td>
<td>ni</td>
</tr>
<tr>
<td>(Qǐng)</td>
<td></td>
<td></td>
<td>ta</td>
</tr>
<tr>
<td>Mǐ</td>
<td></td>
<td></td>
<td>women</td>
</tr>
<tr>
<td></td>
<td>nǐmen</td>
<td></td>
<td>nǐmen</td>
</tr>
<tr>
<td>(Qǐng)</td>
<td>Nǐmen</td>
<td></td>
<td>tāmen</td>
</tr>
<tr>
<td>Tāmen</td>
<td></td>
<td></td>
<td>shéi</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>zhōng</td>
</tr>
</tbody>
</table>

2. TRANSPONISION OF OBJECT TO "TOPIC" POSITION. The object of a verb may be transposed to a position at the head of the sentence and in front of the subject, where it becomes the pre-stated topic-to-be-dealt-with. A similar pattern occurs in English when we say:

The taller man I don't recognize.
The pie I don't care for, the cake I do.
This pattern is used much more frequently in Chinese than in English. The words so transposed may be a single word, a multiple object, or a noun with modifiers. The more heavily modified the object is, the more likely it is to be transposed.

Shū wǒ kàn;
bào, wǒ bùkàn.
(I read books but not newspapers.)

Shū, báo, wǒ dōu kàn.
(I read both books and newspapers.)

Zhōngguo báo, wǒ kàn.
(I read Chinese newspapers.)

Zhōng, biāo,
shū, bǐ,
tā dōu mǎi.
(He sells clocks, watches, books, pens - all of them.)

2.1 **TRANSPOSITION REQUIRED.** When dōu refers to the object, that object must be transposed to the topic position. When the subject is singular, dōu refers to the object. When the subject and object are both plural, only the context will tell you which is referred to.

Shū, wǒ dōu yào.
I want all the books.

Shū, báo wǒmen dōu kàn.
Both of us read books and papers.

**Pattern Drills**

a. **Substitution Table.** Translate each sentence as you make it, noting particularly where the referrent for dōu is ambiguous.

<table>
<thead>
<tr>
<th>Mod.</th>
<th>N</th>
<th>N</th>
<th>dōu</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zhōngguo</td>
<td>qián</td>
<td>wǒ</td>
<td>dōu</td>
<td>kàn</td>
</tr>
<tr>
<td>Méiguó</td>
<td>zhùbì</td>
<td>nǐ</td>
<td>dōu</td>
<td>mǎi</td>
</tr>
<tr>
<td>Wàiguó</td>
<td>yīzǐ</td>
<td>tā</td>
<td>dōu</td>
<td>mǎi</td>
</tr>
<tr>
<td></td>
<td>zhōng</td>
<td>wǒmen</td>
<td>yào</td>
<td></td>
</tr>
<tr>
<td></td>
<td>biāo</td>
<td>nǐmen</td>
<td>yào mǎi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>báo</td>
<td>tāmen</td>
<td>xīhuàn</td>
<td></td>
</tr>
<tr>
<td></td>
<td>shū</td>
<td>xīhuán kàn</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>dōngxi</td>
<td>yǒu</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. **Make Sentences on these two patterns:**

Shū, wǒ yào; báo, wǒ yē yào.
(I want books; I also want newspapers.)
Shū, bào wǒ dōu yào.
(I want all the books and newspapers.)

c. Transposing Objects. Transpose the objects in the following sentences so that they appear at the beginning of the sentences as topics. Be sure to totalize where the object is plural or serial.

Wǒ mǎi shū, yě mǎi bào.
Tā gěi wo yīge zhuōzǐ, yě gěi wo liàngge yīzī.
Tāmen kàn Zhōngguó shū, yě kàn Zhōngguó bào.
Tā yào mǎi Měiguó bǐ, yě yào mǎi Zhōngguó bǐ.
Tāmen mài zhōng, bǔmài biǎo.
Wǒmen kàn Zhōngguó báo, bǔkàn Měiguó báo.
Nǐmen yǒu báo ma?
Tā gěi wo zhōng, bǔgěi wo biǎo.
Tā yě bǔgěi women zhuōzǐ, yě bǔgěi women qián.
Tāmen bǔxuān Měiguó yīzī, xīhuán Zhōngguó yīzī.

3. QUESTION WORD QUESTIONS. The introduction to two new question words - nàge and jīge - gives further emphasis to the principle stated in Lesson 2 that the question word takes the same position as the word which answers the question. But the word order of the question is identical with the word order of the answer.

Nǐ yào nàge bǐ? (Which pen do you want?)
Nàge yīzī guī? (Which chair is more expensive?)
Tā gěi nǐ jīben shū? (How many books did he give you?)
Nǐ kàn shēnme báo? (What paper do you read?)
Jīge biǎo píányī, jīge biǎo guī? (How many watches are cheap and how many are expensive?)

Pattern Drills

a. Find the Question. Make up a question which would draw each of the following answers. (Beware the English habit of transposition in making questions!) Note that in some cases more than one question will draw forth the same answer - possibly differing in stress.

Tā yào mǎi yīge zhuōzǐ.
Tāmen dōu kàn Měiguó báo.
Nǐ yǒu qián.
Wǒ mǎi biǎo.
Tā bǔyǎo zhēge.
Nàge bǐ hǎo, zhēge buhǎo.
Wǒmen dōu méiyǒu.
Tā yào mǎi.

b. Fill in the blanks with appropriate question words.

Nǐ yǒu ________ zhuōzǐ?
D. Zhùjiē - Notes

1. NEGATIVE MÉI. The verb yǒu 'have' takes méi- as its negative instead of bu-. Thus we say méiyòu, never bùyòu. Within a sentence, the pronunciation is normally méiyòu (with stress on the first syllable); but at the end of a sentence the second syllable will come out clearly - méiyòu. Méiyòu within a sentence may be abbreviated to méi.

2. YÍGE, ZHÈGE, NÀGE, NÁGE are commonly used to modify a noun, but they may also stand as independent nouns with the sense 'one', 'this one', 'that one', 'which one?':

**Modifier:**
Yíge bǐ hǎo; yíge bǐ bùhǎo.
(One pen is good, one pen isn't.)

**Independent:**
Yíge hǎo, yíge bùhǎo.
(One is good, one isn't.)

Zhège hǎo, nàge bùhǎo.
(This one is good, that one isn't.)

3. NUMBERS. Chinese numbers are found in two forms. The pure number is used for calling off, for counting from one to ten, for giving telephone numbers, and for mathematical purposes where only the bare number is required. These are given in the left-hand column below. If something is to be counted, however, the bare number will not do; it must be combined with the ending -ge. Moreover, while the bare number for "two" is èr, when counting things one must say liàngge.

<table>
<thead>
<tr>
<th>Bare Numbers</th>
<th>Counters for Things</th>
</tr>
</thead>
<tbody>
<tr>
<td>yī</td>
<td>yíge</td>
</tr>
<tr>
<td>èr</td>
<td>liàngge</td>
</tr>
<tr>
<td>sān</td>
<td>sānge</td>
</tr>
<tr>
<td>sì</td>
<td>sìge</td>
</tr>
<tr>
<td>wǔ</td>
<td>wùge</td>
</tr>
<tr>
<td>lì</td>
<td>lìge</td>
</tr>
<tr>
<td>qī</td>
<td>qīge</td>
</tr>
<tr>
<td>bā</td>
<td>bāge</td>
</tr>
<tr>
<td>jiǔ</td>
<td>jiǔge</td>
</tr>
<tr>
<td>shí</td>
<td>shíge</td>
</tr>
</tbody>
</table>
3.1 Change of Tone on Certain Numbers and bu-. The number y1 as used in calling off has the high level tone; when used to count things and consequently followed by a measure, it rises before a falling tone. Similarly the negative bu-. Qi and bu also change tone.

<table>
<thead>
<tr>
<th>Word</th>
<th>Standing Alone</th>
<th>Before High Tone</th>
<th>Before Rising Tone</th>
<th>Before Low Tone</th>
<th>Before Falling Tone</th>
</tr>
</thead>
<tbody>
<tr>
<td>one</td>
<td>y1</td>
<td>yibn</td>
<td>yipn</td>
<td>ylbñ</td>
<td>yíge yìtáng</td>
</tr>
<tr>
<td>seven</td>
<td>qi</td>
<td>qibn</td>
<td>qipn</td>
<td>qibñ</td>
<td>qíge qìtáng</td>
</tr>
<tr>
<td>eight</td>
<td>ba</td>
<td>bābñ</td>
<td>bāpñ</td>
<td>bābñ</td>
<td>báge bátáng</td>
</tr>
<tr>
<td>not</td>
<td>bù</td>
<td>bùgao</td>
<td>bùmáng</td>
<td>bùhǎo</td>
<td>búlèi búsì</td>
</tr>
</tbody>
</table>

4. SUFFIX -ZI. The suffix -zi, found on many nouns, is never stressed. In North China the pronunciation is usually closer to -ze than to -zi:

- zhuòzi pronounced zhuóze
- yīzi pronounced yīze

E. Liànxi - Exercises

1. Translation Exercise on Indirect Objects. Drill yourself on translating back and forth from Chinese to English and from English to Chinese. Cover up one side of the page at a time.

a. Tā gěi wō bǐ. Wō xièxiè ta. He gave me a pen. I thank him.

b. Tā méiyòu qián. Wō yào gěi ta qián. He has no money. I want to give him (some) money.

c. Nǐmen gěi ta qián bùgěi? Are you (pl) giving him (some) money?

d. Tā yào Méiguó bǐ. Wō gěi ta Zhōngguó bǐ. He wants an American pen. I'm giving him a Chinese pen.

e. Wō yào gěi ta zhōng. Tā bùyào zhōng, tā yào biǎo. I want to give him a clock. He doesn't want a clock, he wants a watch.

f. Qǐng nǐ gěi wēnmen bǐ, yě gěi wēnmen biǎo. Please give us (some) pens and watches.

g. Wō gěi ta zhōng, bùgěi nǐ zhōng. I'll give a clock to him, (but) not to you.
2. Translation Exercises on Transposed Objects

b. Měiguó bǐ, Zhōngguó bǐ, wǒ dōu bùmǎi. I'm not buying either American or Chinese pens.
c. Shū, bāo, wǒ dōu yào mǎi. Bǐ, wǒ yē yào mǎi. I'm going to buy both books and papers. I'm going to buy a pen, too.
d. Bāo wǒ kàn, shū wǒ yě kàn. I read the papers; I read books too.
e. Bǐǎo wǒ yào, kěshí zhōng wǒ bùyāo. I want a watch, but not a clock.
g. Zhōng, bǐǎo, wǒ dōu méiyǒu. I have neither clock nor watch.
h. Bǐ, nǐmen dōu yǒu ma? Do you all have pens?
i. Zhōngguó shū, nǐmen dōu yào kàn ma? Do you all want to read Chinese books?

3. Translation of the Dialogue - From this point on the translation of the dialogue in each lesson will be printed in Section E as an "exercise." After you have studied the dialogue both from the text and from a sound record, try to translate back from the English version below and see how close you can come to the Chinese version printed at the beginning of the lesson.

Péng: I have three clocks. I'll give you one. Do you want it?

Yáng: No thanks, I have one too.

Péng: This American watch is very good-looking. Do you like it?

Yáng: Not too well. I don't care for either clocks or watches.

Péng: That American pen isn't expensive. I'd like to buy one. Do you have any money?

Yáng: Don't buy it. That pen isn't cheap, nor is it good-looking. Not all American pens are good-looking.

Péng: Have you some money? Give me some money and I'll buy one.

Yáng: Who's giving you any money? If you haven't any money, don't buy it.
Péng: How about you buying it?

Yáng: No, American clocks are too expensive, and so are Chinese clocks. Neither American watches nor Chinese watches are good-looking. They are all too expensive, and they aren't good-looking. What shall I buy?

Péng: Clocks are no good, and watches are no good. This is no good and that's no good. Nothing is any good. What do you like?

Yáng: I don't like any of them.
DÌSÌKÈ - LESSON 4

SPECIFIERS - NUMBERS - MEASURES

A. Duihuà - Dialogue

Mài Huàr - Buying Paintings

Wáng: Wǒ yǒu liǎngge hǎo péngyou. Yíge péngyou mǎi zhùozi yīzi; yíge péngyou mǎi zhī, mǎi huàr.

Lǐ: Wǒ wèn nǐ: Zhōngguó huàr hǎokàn, Měiguó huàr hǎokàn?

Wáng: Huàr, wǒ bútài dǒng; kěshì wǒ nēng péngyou shuō: Yǒude Zhōngguó huàr hǎo, yǒude Měiguó huàr hǎo. Nǐ yě xīhuan huàr mǎi?

Lǐ: Duìle, wǒ yě xīhuan huàr. Yǒurén shuō Zhōngguó huàr hǎo; yě yǒurén shuō Měiguó huàr hǎo. Kěshì wǒ xīhuan Měiguó huàr.


Lǐ: Zhè sìzhāng huàr, liǎngzhāng dà, liǎngzhāng xiǎo. Zhèxiē huàr, nǐ dōu mǎi ma?

Wáng: Búdōu mǎi.

Lǐ: Zhè liǎngzhāng zhēn hǎo. Nǐ mǎi bǔmǎi?

Wáng: Bǔmǎi. Wǒ yě xīhuan zhè liǎngzhāng. Nà liǎngzhāng xiǎo huàr, wǒ mǎi. Nǐ yào bǔyào?

Lǐ: Wǒ bútài xīhuan nà liǎngzhāng. Wǒ yào mǎi yízhāng Měiguó huàr. Nǐ yǒu méiyǒu?


Lǐ: Hǎo. Xièxiè.


B. Shēngzì - Vocabulary

62. rén
dàrán
N: man, person, people
N: adult (See Voc. 80)
Nàge rén tài gāo ma?
(Is that man too tall?)
Tā shì Zhōngguó rén, búshì Měiguó rén.
(He is a Chinese, not an American.)

63. péngyou
N: friend

64. fùqin
N: father
65. mǔqin  N: mother
66. gēge    N: older brother
67. dǐdi    N: younger brother
68. jiējie   N: older sister
69. mèimei  N: younger sister
70. zhǐ    N: paper
    yízhāng zhǐ  N: a sheet of paper (See Voc. 79)
    Wǒ bǔmǎi bǐ, wǒ mǎi zhǐ.
      (I'm not buying pens, I'm buying some paper.)
    Wǒ mǎi qǐzhāng zhǐ.
      (I'm buying seven sheets of paper.)

71. huār    N: picture, painting, drawing
    yízhāng huār  N: a picture (See Voc. 79)
    Tā xǐhuan Zhōngguó huār.
      (He likes Chinese pictures.)
    Tā yǒu sànzhāng huār yào mǎi.
      (He has three paintings and wants to sell them.)

72. yóudé  N: some (of), some of them
          (cannot follow a verb)
yóurén    N: some people (cannot follow a verb)
yóuderén N: some people (cannot follow a verb)
yóudé...  some..., others...
yě yóudé   some people..., other people...
yóurén...  yě yóurén...

73. zhè-    SP: this
74. nà-     SP: that
75. nǎ-     SP: which? (interrogative only)

    Zhège bǐ nǐ buyào a?
      (So you don't want this pen?)
Nín xǐhuan nàzhāng huàr?
(Which painting do you like?)

Nàzhāng Zhōngguó huàr hěn piányì.
(That Chinese painting is very cheap.)

76. jǐ-

NU: how many? (Less than ten)
(See Voc. 50)

Nǐ mǎi jīge biǎo?
(How many watches are you buying?)

Jīge rén yǒu, jīge rén méiyǒu?
(How many people have them and how many haven't?)

77. -gě

M: (general measure) (See Note and Voc. 36-53)

sān gě rén  (three people)

78. -běn

M: volume (measure for books)

sì běn shū  (four books)

79. -zhāng

M: sheet (measure for paper, pictures, tables, etc.) (See Voc. 70-71)

liùzhāng zhǐ  (six sheets of paper)
liăngzhāng huàr  (two pictures)
sānzhāng zhuōzi  (three tables)

80. dà

SV: be large, big

81. xiǎo

SV: be small, little

Zhège dà, nàge xiǎo.
(This is the larger, that is the smaller.)

Wǒ yào mǎi yīge dà zhuōzi.
(I want to buy a big table.)

82. duì
duìle

SV: be right
SV: That's right!

Duì buduì? Duìle.
(Is that right? That's right.)

Tā shuō wǒ méiyǒu qián. Búduì. Wǒ yǒu qián.
(He says I haven't any money. Wrong. I have some.)

83. shuō
shuōshuō

V: say, say that
V: tell about it, talk about it

Tā shuō shénme?
(What does he say?)
L. 4

Tā shuō tā méiyǒu.
(He says that he hasn't any.)

84. wèn
wèn wèn
V: inquire about, (ask)
V: make inquiries

Tā wèn wǒ lèi bulèi.
(He asked whether I was tired.)

Nǐ wèn tā zhège mài bù mài.
(Ask him whether this is for sale.)

85. dōng
V: understand

Tā shuō shénme? Wǒ bù dōng.
(What did he say? I didn't understand.)

Nǐ bù dōng ma?
(Don't you understand it all?)

86. kěshī
MA: but, however

Wǒ yǒu qián, kěshī wǒ bù mài.
(I have money, but I'm not going to buy it.

Hěn hǎokàn, kěshī tài dà.
(It's very beautiful, but it's too large.)

87. shíyī
shíèr
shísān
etc.
NU: eleven
NU: twelve
NU: thirteen

88. èrshí
ershīyī
ershīliù
sānshí
wǔshí
bāshí
jiǔshíjiǔ
NU: twenty
NU: twenty-one
NU: twenty-six
NU: thirty
NU: fifty
NU: eighty
NU: ninety-nine

89. -xiē-
zhèxiē
nàxiē
zhèxiē rén
nàxiēzhāng zhī
NU/M: (plural general measure)
these
those
these people
those sheets of paper

C. Júzì Gòuzào - Sentence Structure

1. MEASURES. The English language has many measures, but they are all limited in use to certain categories of things or to certain types of measurement. Thus we speak of:

   a quart of milk       a fleet of ships       two slices of bread
   a length of string    a herd of cows        three pairs of shoes
   five sheets of paper  a piece of cheese      six suits of clothes
None of these measures is general in the sense that it can be applied to practically anything.

In Chinese, however, a measure is required (with few exceptions) whenever you speak of an item or quantity of anything. It is omitted only when the noun is used generically to refer to something without regard to quantity: sheep, rice, leather, cotton, iron, paper, etc.

Hence in addition to counterparts of most of the measures commonly used in English, Chinese has a general measure 个, which is not readily rendered in English. It is a bound form and can be used only in combination with a number (NU). (The NU 一 'one' is sometimes dropped after a specifier.)

2. SPECIFIERS. A specifier (SP) is the Chinese equivalent of the English demonstrative pronouns 'this' and 'that', the interrogative pronoun 'which?' and the definite article 'the'. 这 and 那 when stressed translate as 'this' and 'that' respectively, but when unstressed both may be rendered as 'the'.

3. SPECIFICATION refers to the series of bound or semi-bound modifiers of a noun which always occur in the order specifier - number - measure. This combination is a free unit (N) which may either stand alone or modify another noun. Not all of these elements are always essential to the unit. These minimal combinations are possible:

3.1 SP NU-M. This is the basic pattern of specification.
    zhè sìzhāng these four (tables, pictures, etc.)
    nà xiēge those (anything)

3.2 SP-M. This is an abbreviation of the SP NU-M pattern in which the NU 一 is understood.
    nàbèn? which volume? (which book?)
    zhèxiē these
    zhège this

3.3 NU-M. NU and M are both bound forms (with rare exceptions), so they must be used in combination.
    liège six
    jǐzhāng how many sheets (of something)?
    sānbèn three (books)

3.4 SP (zhè, nà). 这 and 那 are sometimes used as free forms (abbreviations of zhège and nàge). Used alone, they may stand as subject but not as object. Used a modifier of a noun, they may stand in either position. The interrogative nà- cannot be used without a measure.
    Zhè hǎo. This is good.
    Zhè rén yǒu qián. This man is rich.
    Wǒ yào nà zhuōzi. I want that table.
    But: Wǒ yào zhège. I want this (one).
Specification Drill

The following expressions illustrate the various combinations possible in 'specification'. Repeat them several times. Then make complete sentences using each combination but varying the nouns modified.

<table>
<thead>
<tr>
<th>SP</th>
<th>NU-M</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>na-</td>
<td>yige</td>
<td>háizi</td>
</tr>
<tr>
<td>zhè</td>
<td>ge</td>
<td>háizi</td>
</tr>
<tr>
<td>zhè</td>
<td>wūběn</td>
<td>shū</td>
</tr>
<tr>
<td>nà</td>
<td>liāngge</td>
<td>rén</td>
</tr>
<tr>
<td>zhè</td>
<td>sāng</td>
<td>qiānbǐ</td>
</tr>
<tr>
<td>nà</td>
<td>bāzhāng</td>
<td>zhūbǐ</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(a child)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(the child)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(this child)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(these five books)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(those two men)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(the three pencils)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(those eight tables)</td>
</tr>
</tbody>
</table>

4. PRONOUNS BEFORE NOUNS:

4.1 A pronoun may stand before certain nouns to modify them, but only where there is a close personal relationship between the two words:

<table>
<thead>
<tr>
<th>Noun</th>
<th>Pronoun</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>wǒ péngyou</td>
<td>tānmen</td>
<td>péngyou</td>
</tr>
<tr>
<td>tānmen péngyou</td>
<td>tānmen</td>
<td>tānmen</td>
</tr>
<tr>
<td>my friend</td>
<td>their friend</td>
<td></td>
</tr>
</tbody>
</table>

4.2 If a NU-M or a SP NU-M expression stands between the pronoun and the noun, their relationship may be either of the following:

**Modification:**
- wǒ yige péngyou: a friend of mine
- tā nage bǐ: that pen of his
- nǐ nà sāngge háizi: those three children of yours

**Apposition:**
- tānmen liāngge rén: the two of them
- wǒ yige rén: I alone
- wǒnmen zhēliāngge rén: the two of us (we two)

Note that the specifier usually loses tone in such a pattern.

Substitution Drill

<table>
<thead>
<tr>
<th>N</th>
<th>SP NU-M</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>tā</td>
<td>nage</td>
<td>péngyou</td>
</tr>
<tr>
<td>wǒ</td>
<td>zhēsāng</td>
<td>zhūbǐ</td>
</tr>
<tr>
<td>nǐ</td>
<td>nashīge</td>
<td>yīzi</td>
</tr>
<tr>
<td>wǒnmen</td>
<td>nābāběn</td>
<td>shū</td>
</tr>
<tr>
<td>nǐmen</td>
<td></td>
<td>zhōng</td>
</tr>
<tr>
<td>tānmen</td>
<td></td>
<td>bǐāo</td>
</tr>
<tr>
<td></td>
<td></td>
<td>dōngxi</td>
</tr>
</tbody>
</table>
5. VERBS WHICH TAKE A SENTENCE AS OBJECT. Certain verbs may be followed by a complete statement instead of a simple object-noun. In this lesson we have three examples:

- shuō  
  say that...
- wèn  
  ask whether...
- qǐng  
  request...to...

Note that there is no counterpart in Chinese to the relative pronoun or preposition which follows the verb in English.

- Wǒ qǐng tā mǎi dōngxi. (I asked him to buy something.)
- Tā shuō nǐ méiyǒu qián. (He says that you haven't any money.)
- Nǐ wèn tā yào bǔyào. (Ask him whether he wants it or not.)

In English, there is a marked difference between direct and indirect quotation. In Chinese the patterns are identical except for any change of pronoun which may be needed to make sense.

- Tā shuō: "Wǒ bǔyào." He said, "I don't want it."
- Tā shuō tā bǔyào. He said that he didn't want it.

Exercise

Make sentences with the verbs shuō, wèn and qǐng followed by sentence objects.

6. THE WHOLE BEFORE THE PART. In Chinese the whole is stated first, then the part with which the speaker is concerned.

- Zhèxiē shū, yǒude guī, yǒude báguī. (Some of these books are expensive, some are not.)
- Tā nàsi'ge péngyou, liǎngge gāo, liǎngge xiǎi. (Two of his four friends are tall, two are short.)
- Rén dōu kàn báo: yǒude kàn Zhōngguó báo, yǒude kàn Měiguó báo. (Everyone read the newspaper: some read Chinese papers, some American papers.)

6.1 Limitations on the use of yǒude, 'some'. It may either modify a noun or stand alone, but it cannot follow the main verb. As the object of a verb it must be transposed to the 'topic' position.
6.2 Translation of 'some'.

When an expression such as 'some of my books' is used as object of a verb (as in 'I want some of his books.') the words 'his books', constituting the 'whole', must be transposed to the 'topic' position; 'some of' - translated as yòude - indicates the 'part' and must therefore follow the 'whole'. This results in the Chinese sentence:

Tāde shū, yòude wǒ yào.

But if the expression is 'three of his books', it may take the more normal order:

Tāde shū, wǒ yào sānbēn.

It should be noted that 'some' as an object, when it does not mean certain items in contrast to certain others, is usually not translated. E.g.:

Do you want some?     Nǐ yào bùyào?

D. Zhǔjié - Notes

1. NUMBERS ABOVE TEN AND UNDER A HUNDRED are built on these two patterns:

1.1 The Teens follow the pattern: ten-one, ten-two: (See Voc. 87), the stress falling on the second syllable (units syllable).

1.2 The Tens take the form: two-ten, three-ten: (See Voc. 88). The numbers between even decades follow the pattern: three-ten-five, six-ten-two: (See Voc. 88).

1.3 Numbers formed on the patterns noted above are all pure numbers to which an appropriate measure must be added before they can modify a noun. Note that in 'counting off' the even tens are stressed on the second syllable, but in counting things the stress is on the first syllable:

<table>
<thead>
<tr>
<th>Counting Off</th>
<th>Counting Things</th>
</tr>
</thead>
<tbody>
<tr>
<td>shísān</td>
<td>shísāngē</td>
</tr>
<tr>
<td>èrshí</td>
<td>èrshīgé</td>
</tr>
<tr>
<td>wúsìwù</td>
<td>wúsìwùgé</td>
</tr>
<tr>
<td>liúshí</td>
<td>liúshízhāng</td>
</tr>
</tbody>
</table>
2. INDEFINITE NUMBERS

2.1 Jì, meaning 'a few', may be prefixed or suffixed to shí 'ten';
it may suffixed to other decades:

shíjìge  a few over ten
jīshíge  a few tens of
sānshíjìge thirty-odd

2.2 Xiě is commonly used both as a number and as a M to mean 'several'.
As a measure it is usually preceded by a SP.

Zhèxiě shū. These books.
Tā yào xiěge yízi. He wants some chairs.

3. MOVEABLE ADVERBS (MA), like fixed adverbs such as dōu, tài, hěn, must
stand before the verb; unlike fixed adverbs, they may be separated
from the verb by the subject of the sentence. Most fixed adverbs are
monosyllables; most moveable adverbs are polysyllables. (There are
exceptions.)

\[ \text{wǒ yǒu qián,} \hspace{1cm} \text{kěshì tā méiyǒu qián.} \]
\[ \text{wǒ yǒu qián,} \hspace{1cm} \text{tā kěshì méiyǒu qián.} \]
\[ \text{(I have some money,} \hspace{1cm} \text{but he hasn’t any.)} \]

4. REDUPLICATED VERBS - Functive verbs are frequently reduplicated with
little essential change of meaning. Sometimes the reduplication gives
the effect of 'doing it a little'.

Nǐ wènwen tā  You ask him.
Qǐng tā shuōshuo. Ask him to tell about it.

The tone of the reduplication is lost.

5. QÍNG and WÈN. When these verbs are followed by a noun as object,
qíng means 'invite'

wǒ qíngle sānge xuéshēng.
(I’ve invited three students.)

wèn means 'ask', 'inquire of'

Nǐ wèn tā ba!
(You ask him!)

When they are followed by a clause as object,
**qīng** takes as object only a statement and may mean either 'ask' or 'invite'

**wèn** takes only questions as object and means 'ask'

Ta qīng wǒ chīfàn.
(He asked me to dinner.)

Wǒ wèn ta qù buqù.
(I asked him whether he was going or not.)

**E. Liànxi - Exercises**

1. **Practice Counting.** Count slowly from one to ten, then up to twenty, then up to one hundred, getting the pattern fixed in your mind. Speed up until you can count as fast in Chinese as in English.

a. **Practice Both Styles:**

<table>
<thead>
<tr>
<th>Counting Off</th>
<th>Counting Things</th>
</tr>
</thead>
<tbody>
<tr>
<td>yī</td>
<td>* yīge</td>
</tr>
<tr>
<td>èr</td>
<td>* liǎngge</td>
</tr>
<tr>
<td>sān</td>
<td>sānge</td>
</tr>
<tr>
<td>sì</td>
<td>sīge</td>
</tr>
<tr>
<td>wǔ</td>
<td>wūge</td>
</tr>
<tr>
<td>liǔ</td>
<td>liège</td>
</tr>
<tr>
<td>qī</td>
<td>* qīge</td>
</tr>
<tr>
<td>bā</td>
<td>* bāge</td>
</tr>
<tr>
<td>jiǔ</td>
<td>jiège</td>
</tr>
<tr>
<td>shī</td>
<td>shīge</td>
</tr>
<tr>
<td>shìyī</td>
<td>shìyīge</td>
</tr>
<tr>
<td>shìèr</td>
<td>shìèrge</td>
</tr>
<tr>
<td>shìsān</td>
<td>shìsānge</td>
</tr>
<tr>
<td>shìsī</td>
<td>shìsīge</td>
</tr>
<tr>
<td>shìwǔ</td>
<td>shìwūge</td>
</tr>
<tr>
<td>shìlì</td>
<td>shìlìge</td>
</tr>
<tr>
<td>shìqī</td>
<td>* shìqīge</td>
</tr>
<tr>
<td>shìbā</td>
<td>* shìbāge</td>
</tr>
<tr>
<td>shìjīū</td>
<td>shìjīūge</td>
</tr>
<tr>
<td>èrshí</td>
<td>èrshíge</td>
</tr>
<tr>
<td>èrshìyī</td>
<td>* èrshìyīge</td>
</tr>
<tr>
<td>èrshìèr</td>
<td>èrshìèrge</td>
</tr>
<tr>
<td>etc. to one hundred</td>
<td>etc. to yībāige</td>
</tr>
</tbody>
</table>

*The asterisks call your attention to irregularities in tone or pronunciation.*

b. Now substitute a specific measure such as běn or zhāng in column 2.

c. **Numbers above 100.** Drill on these numbers until you can say each quickly and smoothly.
2. Rhythm Drills on Specification. Accustom your mind to the specification formula SP NU-M N by repeating these sentences aloud. Don't refer to the appended translations unless necessary.

A. SP-M N Sentences:

a. Zhège rén yǒu qián.
b. Tā yào mái nàge zhūbǐ.
c. Zhège zhūbǐ tài xiāo. Nǐ yǒu dà zhūbǐ méiyǒu?
d. Zhège pénghòu yǒu qián, nàge pénghòu méiyǒu qián.
e. Nàběn shū bùhào, kěshí zhēběn hén hǎo.
f. Qíng gěi wǒ nàge zhōng. Wǒ bùyào zhège.

B. NU-M N Sentences:

a. Wǒ yǒu yīge pénghòu; tā yǒu liǎngběn shū.
b. Tā yǒu sāngé zhōng. Nǐ yào yīge bùyào?
c. Tā shūō tā yào máǐ yīge dà zhūbǐ. Nǐ yǒu méiyǒu?
d. Wǒ yǒu biǎo, tā yǒu biǎo; wǒmen liǎngge rén dōu yǒu biǎo.
e. Tā yào gěi wǒmen sīge yīlì, yīge xiǎo zhūbǐ.
f. Nǐ shūō nǐ yǒu sīge biǎo; qǐng nǐ gěi wǒ yīge.

C. SP NU-M N Sentences:

a. Zhè liǎngge rén dōu yǒu qián.
b. Tāmén yào máǐ nà sāngé zhūbǐ.
c. Nà liǎngge Měiguó rén, yīge yǒu qián, yīge méiyǒu.
d. Nà liǎngge zhōng, wǒ yào yīge, tā yào yīge.
e. Wǒ yǒu liǎng pénghòu. Zhè sāngé kān Zhōngguó bāo; nà sāngé kān Měiguó bāo.
f. Zhè liǎngge dà yīlì wǒ bùmǎi; wǒ yào máǐ nà liǎngge xiǎo yīlì.

D. Translation. A: a) This man has money. b) He wants to buy that table. c) This table is too small. Have you any large tables? d) This friend has money, that one hasn't. e) That book is no good, but this one is quite good. f) Please give me that clock; I don't want this one. g) This man has a watch. That man has a watch. Everyone has a watch. B: a) I have a friend; he has two books. b) He has three clocks. Do you want one? c) He says he wants to buy a large table. Do you have any? d) I have a watch, he has a watch; both of us have watches. e) He is going to give us four chairs and a small table. f) You say you both have four watches; please give me one. C: a) Both of these men have money. b) They want to buy those three tables. c) One of those two Americans is rich, one isn't.
d) I want one of those two clocks, and he wants one.  e) I have six friends. These three read Chinese newspapers, these three read American newspapers.  f) I'm not going to buy these two large chairs; I want to buy those two small chairs.

3. Translation Exercises

A. Specification phrases

<table>
<thead>
<tr>
<th>these three</th>
<th>twenty-seven books</th>
</tr>
</thead>
<tbody>
<tr>
<td>which five?</td>
<td>this chair</td>
</tr>
<tr>
<td>how many sheets?</td>
<td>these tables</td>
</tr>
<tr>
<td>those</td>
<td>three newspapers</td>
</tr>
<tr>
<td>two persons</td>
<td>that picture</td>
</tr>
</tbody>
</table>

B. Specification Sentences

a. I want two sheets of paper.
b. He has seven books.
c. I want to buy two tables and eight chairs.
d. How many chairs do you want to buy?
e. I like this picture but not that one.
f. The child doesn't like this one, he likes that one.
g. Which picture are you buying?
h. Which two books did you give him?
i. Two tables are too low, one is too high.
j. I'll sell those two books.

C. 'Whole' and 'Part' Sentences

a. One of these two pictures is too big; one is too small.
b. I like some of his paintings.
c. All three of us want to buy clocks; one wants to buy large clocks, two want to buy small clocks.
d. Not all of those American watches are good-looking. Some of them are too expensive too.
e. Of those two Americans, one is my friend, one isn't.

D. A Sentence as Object

Я не знаю, кто он.
(I don't know who he is.)

| 俄 | 他 | 是 | 谁 |

a. I know he has a girl friend.
b. I say he doesn't have money.
c. Did you know or didn't you that he was an American?
d. I asked him to buy a table.
e. Ask him who he is.
f. I asked them to read this newspaper.
g. I want to ask you whether or not you know who he is.
h. He asked me what I wanted.
   i. I asked him to give me the small chair.
   j. Who asked you to say it?

4. Translation of the Dialogue

Buying Paintings

Wáng: I have two good friends. One friend sells tables and chairs; one friend sells paper and paintings.

LI: I ask you: Which are better looking, Chinese paintings or American paintings?

Wáng: I don't understand paintings too well; but that friend of mine says: some Chinese paintings are good, some foreign paintings are good. Do you also like paintings?

LI: That's right, I also like paintings. Some people say Chinese paintings are good; also some say foreign paintings are good. But I like American paintings.

Wáng: I have four Chinese paintings. Please take a look and see which is best.

LI: Two of these four paintings are large, two are small. Do you want to sell all of these paintings?

Wáng: Not all.

LI: These two are really nice. Will you sell them?

Wáng: No. I also like these two. I'll sell those two small paintings. Do you want them?

LI: I don't like those two too much. I want to buy an American painting. Do you have any?

Wáng: I don't have any American paintings. That friend of mine has. I'll ask him whether he'll sell one or not.

LI: Fine. Thankyou.

DÌWÛKÈ - LESSON 5

EQUIVATIVE SENTENCES

A. Duìhuà - Dialogue

Nín guìxing? - May I Ask Your Name?

Zhāng: Nín guìxing?
Wáng: Wǒ xìng Wáng. Nín guìxing?
Zhāng: Wǒ xìng Zhāng. Wǒ zhège pèngyou xíng Li.
Wáng: LI Xiànsìng, nín hǎo? Nín guìguó shì nàguó? Shì Yìngguò ba?
LI: Bù, wǒ shì Pàiguó rén. Wǒ tàitái shì Yìngguò rén.
Zhāng: LI Xiànsìng, LI Tàitái yǒu sǎng xiǎoháizi. Liàngge nánháizi, yíge nǔháizi.
Wáng: Qǐng wèn, nín nasãngé háizi dōu jiào shénme míngzì?
LI: Nánháizi, yíge jiào Qiáozhī, yíge jiào Wèiliàn; nǔháizi jiào Mǎi.
Wáng: Zhāng Xiànsìng yǒu jíge háizi?
LI: Zhāng Xiànsìng méiyǒu tàitái, kěshì tā yǒu yíge nǔpéngyǒu, hěn hǎokàn.
Wáng: Shì ma? Nín de nǔpéngyǒu xíng shénme?
LI: Tā bugàoysông wǒmen, kěshì wǒ zhídào shì yíge xuéshēng.
Zhāng: Wǒ méiyǒu nǔpéngyǒu. Tā shuǒ wǒ yǒu.

B. Shēngzì - Vocabulary

90. xiànsìng 
Xiànsìng (Xs.)
Zhāng Xiànsìng
N: gentleman, teacher, husband, sir
N: Mr.
N: Mr. Zhāng

91. tàitái 
Tàitái (Tt.)
LI Tàitái
N: (married) lady, wife
N: Mrs., Madam
N: Mrs. LI

92. xiǎojīé 
Xiaojīě
Wǎng Xiaojīě
N: young lady, girl
N: Miss
N: Miss Wang

93. háizi 
háižìmen 
xiǎoháizi
N: child, children
N: child
N: child, children

94. xuéshēng
N: student
95. guó
guiguó
nāguó?

N: country, nation
N: (your) honorable country
N: what country?

Nǐn guiguó shì nǎguó?
(What nationality are you?)
Nǐmen guiguó rén dōu gāo ma?
(Are the people of your nation all tall?)

96. nán-
nánrén
nánde
nánháiizi
nánxuéshēng

BF: male (of persons)
N: male, man
N: man, male
N: boy, male child
N: man student

97. nǚ-
nǚrén
nǚde
núháiizi
nǚxuéshēng

BF: female (of persons)
N: woman, female
N: woman, female
N: girl, female child
N: woman student, co-ed

98. xìng
xìng
guīxìng

N: surname
EV: be surnamed
IE: (your) honorable surname is?

Tā xìng shénme?
(What is his surname?)

Tā xìng Zhāo.
(His surname is Zhāo.)

Nǐn guīxìng? Xìng Zhāng.
(What is your name? Zhāng.)

99. míngzì

N: name, given name

Tā jiào shénme míngzì?
(What is his name?)

Tāde míngzì jiào shénme?
(What is his name?)

100. shí

EV: be, is, are, am

Tā shí Zhōngguó rén.
(He is a Chinese.)

Nǎge shí nǐde?
(Which one is yours?)

101. jiào

EV: be called, be named

Zhège jiào shénme?
(What is this called?)

Tā jiào Mǎlì, wǒ jiào Qiáozhī.
(Her name is Mary, mine is George.)
102. gāosong (gāosu) V: tell, inform
Qǐng nǐ gāosong wǒ nǐge piányi.
(Please tell me which is cheaper.)

103. zhídào
búzhídào V: know, know that
V: not know
Shéi zhídào a?
(Who knows?)
Nǐ zhídào búzhídào?
(Do you know?)
Wǒmen dōu zhídào ta yǒu qián.
(We all know he has money.)

104. -wèi M: (polite M for persons - See Note 3.3)
yīwèi tāitai (a lady)
sānwèi xiáojie (three young ladies)
yīwèi xiānsheng (a gentleman)

105. -zhī M: (measure for writing instruments)
yǐzhī bǐ (a pen)

106. -bǎi M: hundred

107. -qiān M: thousand

108. -de P: (particle of modification)
N: mine, my
wǒde
N: your, yours
nǐde
N: his, her, hers
tāde
N: our, ours
wǒmende
N: your, yours
nǐmende
N: their, theirs
tāmende
N: whose?
shéide?
háizíde
N: the child's, of the child
noun-de
N: (possessive form) See pattern 2.2

109. ba P: (for making a suggestion or indicating possibility)
Nǐ hěn mǎng ba?
(You are very busy, I take it?)
Nǐ mǎi zhè ge ba!
(You'd better buy this one!)
Zhè ge shì wàiguó bǐào ba?
(This is a foreign watch, I suppose.)

110. Jiānàdà PW: Canada

111. Wēngguo PW: England, Great Britain
112. Fâguo  PW: France
113. Déguo  PW: Germany
114. Èguo   PW: Russia
115. Rîbên  PW: Japan
116. Cháoxiān PW: Korea (also: Hânguo)

C. Jûzi Gûzào - Sentence Structure

1. EQUATIVE VERBS (EV) connect or equate two nouns or nominal expressions. They resemble in function the English verb *is* in the sentence 'That man is my brother.' The verb shî is the equative verb most commonly met.


tâ  
(Who is he?)

Tâ  
(He is a student.)

Zhè(ge) 
(What is this?)

Nâ(ge)  
(That is a pen.)

Nâge xuéshèng  
(That student is a Russian.)

shi  

shéi?

xuéshèng.

shénme?

gângbî.

Èguorén.

Substitution Drill

<table>
<thead>
<tr>
<th>N</th>
<th>EV</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>WÔ</td>
<td>shî</td>
<td>Zhôngguò rén.</td>
</tr>
<tr>
<td>NÎ</td>
<td></td>
<td>Yîngguò rén.</td>
</tr>
<tr>
<td>Tâ</td>
<td></td>
<td>Mêiguò rén.</td>
</tr>
<tr>
<td>Wômen (dōu)</td>
<td></td>
<td>Fâguò rén</td>
</tr>
<tr>
<td>Nîmen (dōu)</td>
<td></td>
<td>Rîbênn rén</td>
</tr>
<tr>
<td>Tâmen (dōu)</td>
<td></td>
<td>Cháoxiān rén.</td>
</tr>
<tr>
<td>Tâde pêngyou</td>
<td></td>
<td>Mêiguô xiáojie.</td>
</tr>
<tr>
<td>Wôde xuéshèng</td>
<td></td>
<td>Dêguò tâitai.</td>
</tr>
<tr>
<td>Nâge rén</td>
<td></td>
<td>shéi?</td>
</tr>
<tr>
<td>Zhège rén</td>
<td></td>
<td>shénme?</td>
</tr>
<tr>
<td>Zhè(ge)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nâ(ge)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. **XING AND JIAO.** Verbs meaning be called or be named are also classified as equative verbs:

\[ \text{Ta} \quad \text{xìng} \quad \text{shénme?} \\
(\text{What is he surnamed? What is his surname?}) \]

\[ \text{Ta} \quad \text{xìng} \quad \text{Zhāng.} \\
(\text{His surname is Zhāng.}) \]

\[ \text{Zhège hǎizi} \quad \text{jīào} \quad \text{shénme?} \\
(\text{What is this child's name?}) \]

\[ \text{Ta} \quad \text{jīào} \quad \text{Mǎlì.} \\
(\text{Her name is Mary.}) \]

\[ \text{Zhège (dōngxi)} \quad \text{jīào} \quad \text{shénme?} \\
(\text{What is this called?}) \]

\[ \text{Na(ge)} \quad \text{jīào} \quad \text{'fountain pen'}. \\
(\text{It's called 'fountain pen'.}) \]

**Substitution Drill**

<table>
<thead>
<tr>
<th>N</th>
<th>EV</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wǒ</td>
<td>xìng</td>
<td>shénme?</td>
</tr>
<tr>
<td>NI</td>
<td>jīào</td>
<td>Wáng (S)</td>
</tr>
<tr>
<td>Ta</td>
<td></td>
<td>Li (S)</td>
</tr>
<tr>
<td>Wǒ pénghòu</td>
<td></td>
<td>Zháó (S)</td>
</tr>
<tr>
<td>Ta xiānshēng</td>
<td></td>
<td>WēiLán (P)</td>
</tr>
<tr>
<td>Nǐ de xuéshēng</td>
<td></td>
<td>HéngLī (P)</td>
</tr>
<tr>
<td>Zhège hǎizi</td>
<td></td>
<td>Qiáozhī (P)</td>
</tr>
<tr>
<td>Nǐwei tātái</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: In the last column above the surnames are indicated by (S). The given names are transliterations of occidental given names and identified by (P).

3. **QUESTION PATTERNS** for equative verbs are in general the same as for funective verbs. (See Lesson 2, Sentence Patterns 2, 3, 4.) There is an additional pattern for positive-negative choice type which is common with shì but not with xìng and jīào.

\[ \text{Ta} \quad \text{shì bushi} \quad \text{nǐde pénghòu?} \\
(\text{Is he your friend?}) \]

\[ \text{Zhège zhuōzi shì bushi} \quad \text{tāde?} \\
(\text{Is this table his?}) \]
When alternatives follow shí, the verb is repeated. (Cf. Lesson 2, Pattern 4.2)

Tāmen dōu shì Zhōngguó rén, shì Rìběn rén?
(Are they all Chinese or Japanese?)

Tā xīng Lǐ, xīng Zhāng?
(Is his surname Lǐ or Zhāng?)

Zhèběn shū shì nǐde, shì tāde?
(Is this book yours or his?)

Substitution Drill

<table>
<thead>
<tr>
<th>N</th>
<th>EV-bu-EV</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tā</td>
<td>shí bushí</td>
<td>Rìběn rén?</td>
</tr>
<tr>
<td>Nǐ</td>
<td></td>
<td>xuéshēng?</td>
</tr>
<tr>
<td>Nǐmen</td>
<td></td>
<td>xiānshēng?</td>
</tr>
<tr>
<td>Tāmen</td>
<td></td>
<td>wāiguó tāitái?</td>
</tr>
<tr>
<td>Tā tāitái</td>
<td></td>
<td>Fāguó xiáojie?</td>
</tr>
<tr>
<td>Nǐde xiānshēng</td>
<td></td>
<td>nǐde háizi?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>tāde tāitái?</td>
</tr>
</tbody>
</table>

D. Zhūjiē - Notes

1. MODIFICATION OF NOUNS BY NOUNS.

1.1 By Position. It has been noted (Lesson 1, Note 1.2) that one noun may modify another noun, the modifier standing before the thing modified. This modification by position was qualified in Lesson 2, Pattern 3 by the alternative possibility that this positional relationship may indicate apposition.

1.2 By the Particle DE. Modification is also indicated by suffixing the particle de to the modifying element. Thus:

```
  DE
```

tāde        gǎngbǐ    (his pen)
wǒde        zhùbìzhǐ  (my table)
shéide      qián?    (whose money?)
xiānshēngde shū        (the teacher's book)
  xuéshēngde pénγyou  (the student's friend)
```

The noun modified is frequently omitted when it can readily be understood from the context.

Nǐgé shì shéide?
(Whose is it?)

Shì wǒde.
(It's mine.)

Tāde buhǎo.
(His is no good.)
In a series of nouns modifying nouns, the particle de is retained only with the last modifier:

Wǒ fùqínde bǐ.  (My father's pen.)
Tā tàitáide fùqīn.  (His wife's father.)

2. COURTESY EXPRESSIONS do not always fall into regular patterns of sentence structure. They are idioms, not patterns on which to build other sentences.

2.1 To inquire a person's surname or nationality, the prefix guī 'honorable' is added to xìng 'surname' or guó 'country'. The polite pronoun nǐ is commonly used instead of nǐ, especially in North China.

Nǐ guīxìng?  What is your (honorable) surname?
Nǐ guīguó shì nǎguó?  What is your (honorable) country?

In the answer the normal EV pattern is used:

(Wǒ) xìng Wèi.  (My surname is Wèi.)
(Wǒ) shì nǎguó Wèi.  (I am surnamed Wèi.)

Questions are sometimes asked substituting xiānshèng (tàitái, xiǎojī?) for nǐ.

Xiānshèng guīxìng?  (What is the gentleman's honorable surname?)
Xiǎojī guīguó shì nǎguó?  (What is the young lady's honorable nationality?)

2.2 TITLES FOLLOW NAMES, and the stress is on the surname rather than the title; consequently the titles lose tone and tend to be elided like the English Mrs. for Mistress.

(Abbreviation)
Zhāng Xiānshèng (Zhāng Xs.)  Mr. Zhāng
Wèi Tàitái (Wèi Tt.)  Mrs. Wèi
Zhāo Xiǎojī (Zhāo Xj.)  Miss Zhāo

2.3 THE MEASURE -wēi is more polite than -ge in referring to persons. However, the noun rén by itself (unmodified) cannot take -wēi as its measure.

Zhèwēi shì Zhāo Xs.  (This is Mr. Zhāo.)
Tāmen sānwēi dōu shì (All three of them are French.)
Pàiguó rén.
Yíwēi shì tàitái, yíwēi shì xiǎojī.  (One is a married lady, one is a single lady.)

3. NAMES OF COUNTRIES. The names for China and her near neighbors usually have historical or literary meaning. Thus:

Zhòngguó (China)  The Middle Country
Rìběn (Japan)  Land of the Rising Sun
Cháoxiǎn (Korea)  Land of the Morning Freshness
(Hánghuó)  (Land of Hán)
Names from the western world have been transliterated approximately by Chinese characters. The custom is to choose characters of a pleasant or flattering significance. Hence:

Měiguó (America) The Beautiful Country
Yīngguó (England) The Brave Country
Déguó (Deutschland/ Germany) The Virtuous Country

(Do not expect to trace the meaning of all such transliterations.)

4. ZHÈ and NÀ are frequently used without a measure, but can stand alone only in the subject position, never in the object position. Thus used they resemble pronouns and can sometimes be translated as 'it'.

Zhè shì wǒde. It's mine.
Nà bù tài hǎo. That's not too good.

E. Liànxí - Exercises

Repeat these pyramid drills over and over. Make others of a similar sort and use them.

1. Shì shénme?
Zhè shì shénme?
Nàge shì shénme?
Zhège dōngxi shì shénme?
Zhège xiǎo dōngxi shì shénme?

2. Shì bǐ.
Nà shì bǐ.
Nàge shì bǐ.
Nàge dōngxi shì bǐ.
Nàge xiǎo dōngxi shì bǐ.

3. Shǐ bǐ ma?
Zhè shǐ bǐ ma?
Zhège shǐ bǐ ma?
Zhège dōngxi shǐ bǐ ma?
Zhège xiǎo dōngxi shǐ bǐ ma?

4. Shì.
Shì bǐ.
Shì qiānbǐ.
Zhège dōngxi shì Zhōngguó qiānbǐ.

5. Tā shì shéi?
Nàge rén shì shéi?
Nàge Zhōngguó rén shì shéi?
Tā shì Zhāng Xiansheng.  
Nà shì Zhāng Xiansheng.  
Nàge rén shì Zhāng Xiansheng.  
Nàge Zhōngguó rén shì Zhāng Xiansheng.

7. Nà jiào shénme?  
Nàge jiào shénme?  
Nàge dŏngxi jiào shénme?  
Nàge xiăo dŏngxi jiào shénme?

Nà jiào qián.  
Nàge jiào qián.  
Nàge xiăo dŏngxi jiào qián.  
Nà liăngge xiăo dŏngxi jiào qián ma? Dulie.

9. Guixing?  
Xīng Lǐ.  
Nín guixing? Wǒ xīng Lǐ.  
Nín guixing a?

10. Tā xīng shénme?  
Xīng Zhāo.  
Nàge rén xīng shénme?  
Tā xīng Zhāo.  
Nàge Zhōngguó rén xīng shénme?

11. Tā jiào shénme?  
Jiào Xiăo Sār.  
Nàge rén jiào shénme?  
Tā jiào Xiăo Sār.  
Tā jiào shénme míngzi?

12. **Translation of the Dialogue**

May I Ask Your Name?

Zhāng: May I ask your name?

Wăng: My name is Wāng. And yours?

Zhāng: Mine is Zhāng. This friend of mine is named Lǐ.

Wāng: How are you, Mr. Lǐ? What is your nationality? English, I take it.

Lǐ: No, I'm French. My wife is English.

Zhāng: Mr. and Mrs. Lǐ have three children. Two are boys and one is a girl.

Wāng: May I ask what the names of your three children are?

Lǐ: One of the boys is named George and one is named William; the girl is named Mary.

Wāng: How many children has Mr. Zhāng?

Lǐ: Mr. Zhāng isn't married, (has no wife) but he has a girl friend who is very good-looking.
Wáng: Is that so? What is your girl friend's name?

LI: He won't tell us, but I know she's a student.

Zhāng: I haven't any girl friend. He says I have.

Notes
MĀI: Nǐ yǒu gāngbǐ ma?
MĀI: Yǒu. Nǐn yào nǎguóde?
MĀI: Yīngguóde Měiguó wǒ dōu kǎnkàn, hǎo buhǎo?
MĀI: Hǎo, zhèlǐàngge shì Yīngguó gāngbǐ; zhèlǐàngge shì Měiguó gāngbǐ - yě piányi, yě hǎo.
MĀI: Duōshào qián yǐgè?
MĀI: Měiguó gāngbǐ shìkuài-líng-wūmáó; Yīngguó gāngbǐ guí - shìérkuài-qǐmáó-wū yǐzhī.
MĀI: Wǒ yào yíge Měiguó gāngbǐ. Nǐmen yě mǎi Zhōngguó shū ma?
MĀI: Zhōngguó shū yě yǒu, kě buduō. Nǐn yào mǎi shénme Zhōngguó shū?
MĀI: Wǒ děi xiǎngxiăng..... Yǒu yīběn shū mingzi jiào Zhōngguó Huàr. Nǐ yǒu méiyǒu?
MĀI: Duìle, Zhōngguó yǒu hěnduō hǎo dōngxī. Hǎo, zhèlǐàngzhī bǐ, yīběn shū, yīgōng duōshào qián?
MĀI: Yīgōng ěrshílǐukuái-sǐ máo-jīu.
MĀI: Ērshílǐukuái-sǐ máo-jīu! Búduō ba?
MĀI: Nǐn bùzhídào - yīkuài qián de dōngxī yǒu sānfēn qián dé shuí.
MĀI: Tài duō. Wǒ jiǔ gěi ěrshíèrkuai-bàn. Nǐ mǎi bǔmǎi ba?
MĀI: Ērshíèrkuai-bàn kē bǔgōu. Ērshísānkuai qīán mǎigēi nǐn.
MĀI: Hǎo. (gěi tā qīán) Zhè shì ěrshíwǔkuái.
MĀI: Wǒ děi gěi nǐn liǎngkuài qīán. Duì buduō?
MĀI: Duìle.
B. Shēngzi - Vocabulary

117. yǐdiǎnr

N: a little, a bit, some

Wǒ yào yǐdiǎnr.
(I want a little.)

Tā yǒu (yi)diǎnr qián.
(He has some money.)

118. líng

NU: zero

yīlíng wǔjiǔ (1059)
yījiǔlíng (1960)
yībāi-líng wǔ(ge) (105)
yìkùài-líng sānfēn ($1.03)
liǎngqiān-líng-ér (2002)

119. -bàn

M: half (Note 3)

yībàn (one-half)
zhèbàn (this half)
nàbàn (that half)

Nǐ gěi yībàn, wǒ gěi yībàn.
(You give half and I'll give half.)

119.5 bàn-

NU: half

bāngē (half a ...)
bānzhāng (half a sheet)
bānbēn (half a book)

bàn

NU: half (after a measure)

sāngē-bàn (three and a half)
lìǎngzhāng-bàn (two and a half sheets)
qìkuài-bàn qián ($7.50)

120. duōshao

NU: how many? how much?

Zhège zhuōzi duōshao qián?
(How much is this table?)

Mín yào duōshao bǐ?
(How many pens do you want?)

121. duō

SV: be much, be many (See Notes 2 and 5)

Wǒde háizǐ tài duō.
(My children are too numerous.)

Nǚxuéshèng buduō.
(The girl students are few.)
121.5  -duō

NU: a few, plus, odd (after a measure)
yìkuài-duō qián
(a little over a dollar)
wǔbǎi-duō rén
(over 500 people)

SV: very many, many
(While duō alone cannot be used to modify a noun, hěn duō can.)

Tā yǒu hěn duō xuéshēng.
(He has many students.)

Tāde xuéshēng hěn duō.
(His students are many.)

122. shǎo
bùshǎo

SV: be few, little (in quantity) (Note 5)
SV: quite a few, not a few
(N.B.: shǎo cannot be used freely to modify a noun, but bùshǎo can.)

Nǐ xuéshēng zhēn bùshǎo.
(There certainly are a lot of girl students.)

Qīng liǎngge péngyou tài shǎo ma?
(Will inviting a couple of friends be too few?)

Měiguo yǒu bùshǎo Zhōngguó rén.
(America has a good many Chinese.)

123.  gòu

SV: be enough, sufficient (cannot modify nouns)

A: sufficiently, ...enough

Sāngè gòu bugòu?
(Are three enough?)

Wǒde qián bùgòu.
(I haven't enough money.)

Zhège zhūōzi bùgòu dà.
(This table isn't big enough.)

124.  yǒu
méiyòu
yǒurén
méirén

V: there is, there are (See Note 7)
V: there isn't, there aren't
PH: there are those who (some people)
PH: there are none who (nobody)

Yǒu liǎngge rén gěi wǒ qián.
(There are two men who gave me money.)

Méiyòu rén shuō ta hǎo.
(No one says he is good.)
125. -kuài
M: dollar

126. -mào
M: dime

127. -fēn
M: cent
sānfēn qián ($0.03)
lǐǎngmào-wǔfēn qián ($0.25)
yíkuài-qímào-liù ($1.76)
shíèrkuài-bān ($12.50)

128. mài
mài gěi
V: sell for (so much money)
V: sell to (so-and-so)
Zhègé zhuōzi mài èrshíkuài qián.
(This table sells for twenty dollars.)
Shísānkùài-bān mài gěi nǐ.
(I'll sell it to you for $13.50.)
Tā mài gěi wǒ liǎngzhāng zhi.
(He sold me two sheets of paper.)

129. xiǎng
xiǎngxiǎng
V: think (that) (Note 8)
V: think (it) over
Wǒ xiǎng tā méiyǒu.
(I think he has none.)
Wǒ xiǎng tā bùzhídào.
(I don't think he knows.)
Wǒ děi xiǎngxiǎng.
(I must think it over.)

130. děi
AV: must, have to
Tā bùzhídào; nǐ děi gào suǒng tā.
(He doesn't know; you must tell him.)
Nǐ děi gěi wǒ (yì)diǎn qíán.
(You must give me a little money.)

131. yǐgòng
A: altogether, in all, all told (Note 6)
(must be followed by a NU)
Wǒ yǐgòng jiù yǒu sān ge.
(I only have three told.)
Yǐgòng nǐ yào duōshào qián?
(How much money do you want altogether?)
Yǐgòng jǐshí jǐzhāng?
(How many sheets all told?)
132. jiù      A: only, just
          Tā jiù yǒu yīběn shū.
          (He has only one book.)
          Wǒ jiù zhídào yīdiǎnr.
          (I know only a little.)
          Wǒ jiù qǐng nǐ.
          (I'm just inviting you.)

133. zhēn  A: truly, really
 zhēndé
 IE: It's true.
          Òu, zhègè zhuōzi zhēn Xi!
          (Oh, this table is really low.)
          Měiguó yǒu hěn duō dōngxi zhēn piányi.
          (In America there are lots of things that
           are really cheap.)
          Nǐde nǚpéngyou zhēn duō!
          (Your girl friends are certainly numerous.)

134. shuì      N: tax

C. Jùzí Gòuzào — Sentence Structure

1. MONETARY MEASURES — The most common units for sums of money are the
     equivalents of dollars, dimes, and cents, which are preceded by
     appropriate numbers and followed by the noun qián 'money'.

     - kuài  M: dollar
     - máo   M: dime
     - fēn   M: cent

     shíkuài qián  $10.00
     sānmáo qián   .30
     wǔfēn qián   .05

1.1 From large to small. In mixed sums the larger units precede the
     smaller, and qián normally follows the entire monetary expression.
     (Omitted when meaning is clear from context. See 1.3)

1.2 -Máo used consistently. In marked contrast to English usage,
     Chinese does not use the teen numbers in speaking of cents. The
     pattern is one dime, three cents, never thirteen cents. Similarly
     in dealing with multiple tens of cents, the pattern is one dollar,
     five dimes, never one dollar fifty cents.

     yīmáo-wǔfēn qián  $ .15
     liǎngmáo-bāfēn qián .28
     sānkuài-simáo qián  3.40
     wǔkuài-yīmáo èrfēn qián  5.12

1.3 Concise Forms. In a series of NU-M expressions, not only can the
     final noun be omitted when the implication is clear, but the final
     measure may also be dropped, since it can readily be implied from
     the preceding measures of the series: Monetary expressions are
     commonly so abbreviated.
Similarly in English we say two-seventy-five ($2.75) and two-pound-three-and-six (2d/3s/6d.)

<table>
<thead>
<tr>
<th>Chinese</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>yīqīān-sān(bāi)</td>
<td>1300</td>
</tr>
<tr>
<td>sānbǐǎiliū(shì)</td>
<td>360</td>
</tr>
<tr>
<td>yǐmáo (qián)</td>
<td>$.10</td>
</tr>
<tr>
<td>sānkuǎi (qián)</td>
<td>$3.00</td>
</tr>
<tr>
<td>liùkuāi-qǐmáo-wǔ (fēn qián)</td>
<td>$6.75</td>
</tr>
<tr>
<td>sānbǐǎikuǎi (qián)</td>
<td>$300.00</td>
</tr>
<tr>
<td>yībāi-yī (shì)</td>
<td>110</td>
</tr>
<tr>
<td>liǎngqiān-wǔ (bāi)</td>
<td>2,500</td>
</tr>
<tr>
<td>liǎngqiān-ěrbāi-wǔ (shì)</td>
<td>2,250</td>
</tr>
</tbody>
</table>

2. NUMBERS ABOVE TEN. Chinese numbers consistently follow the decimal system pattern from large units to smaller. Each position is represented by a number and a measure (NU-M) except when the NU is used for "counting off", rather than counting things. Actually the forms shì 'ten', bāi 'hundred', and qiān 'thousand', function sometimes as numbers and sometimes as measures.

2.1 "Counting Off". We noted that the numbers from one to ten stand alone only when "counting off". So in numbers above ten, when "counting off", we use such forms as:

<table>
<thead>
<tr>
<th>Chinese</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>shì</td>
<td>10</td>
</tr>
<tr>
<td>shíliǔ</td>
<td>16</td>
</tr>
<tr>
<td>ěrshíliǔ</td>
<td>26</td>
</tr>
<tr>
<td>yībāi-qìshíjiǔ</td>
<td>179</td>
</tr>
<tr>
<td>liǎngqiān-bābāi-sānshíjiǔ</td>
<td>2,839</td>
</tr>
</tbody>
</table>

2.2 Counting Things. When counting things, the number is normally followed by a measure. (There are certain exceptions in the case of hundreds and thousands.)

<table>
<thead>
<tr>
<th>Chinese</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>shīge rén</td>
<td>10 men</td>
</tr>
<tr>
<td>shíliūge rén</td>
<td>16 men</td>
</tr>
<tr>
<td>sānshīge rén</td>
<td>30 men</td>
</tr>
<tr>
<td>sānshīqīge rén</td>
<td>37 men</td>
</tr>
<tr>
<td>yībāige rén</td>
<td>100 men</td>
</tr>
<tr>
<td>yībǐxíērshīge rén</td>
<td>120 men</td>
</tr>
<tr>
<td>liǔbāi sānshíyīge rén</td>
<td>631 men</td>
</tr>
<tr>
<td>sīqiān jǐbāi bānshīliūge rén</td>
<td>4,986 men</td>
</tr>
<tr>
<td>yīqiānbēn shū</td>
<td>1,000 books</td>
</tr>
</tbody>
</table>

2.3 Zero. Where there are one or more zeros within a number, lǐng is inserted. Lǐng is not used as the final item in a number except in 'telephone style'. (See 2.4 below)

<table>
<thead>
<tr>
<th>Chinese</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>yībāi-lǐng-wǔ</td>
<td>105</td>
</tr>
<tr>
<td>yīqiān-lǐng-wǔ</td>
<td>1,005</td>
</tr>
<tr>
<td>yīqiān-lǐng--wǔshì</td>
<td>1,050</td>
</tr>
</tbody>
</table>
2.4 Telephone Style. As in English, when giving telephone numbers, a simplified style is used for clarity. All measures are omitted, and líng is repeated for each zero:


2.5 Stress in Numbers. In two-syllable even-ten numbers, the normal stress is on the first syllable: èrshí, lìùshí, etc. In three syllable numbers, the stress normally falls on the last syllable: wǔshíèr, qīshíyī, etc.

3. NUMBER EXPRESSIONS WITHOUT VERBS. In asking and quoting prices and in other situations calling for apportionment of things, numbers are commonly used without a verb.

3.1 The article is linked to the price without a verb. (Verbs like shì and māi may be added if desired.)

Zhège zhūōzi (shì) sānkuài qián.

(This table sells for three dollars.)

Substitution Drill

<table>
<thead>
<tr>
<th>N</th>
<th>(Y)</th>
<th>NU-M</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shū</td>
<td>(māi)</td>
<td>duōshào</td>
<td>qián.</td>
</tr>
<tr>
<td>Bǐ</td>
<td>(shǐ)</td>
<td>báikuài</td>
<td></td>
</tr>
<tr>
<td>Zhūōzi</td>
<td>(dēi)</td>
<td>wūmáo</td>
<td>etc.</td>
</tr>
<tr>
<td>Yīzi</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bāo</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.2 'So much apiece' is expressed by two NU-M expressions without a linking verb:

Yīmáo qián (māi) yīgè.
(Ten cents apiece.)

Yīgè (māi) yīmáo qián.
(One sells for a dime.)

Sānge rén (chī) liǎnggge.
(Two for three people to eat.)
The stress is normally on the last syllable - the measure. Exception: When the measure ge is preceded by numbers other than yi

Note: An appropriate verb can be inserted between the two NU-M-N expressions (māi, gēi, etc.) where clarity demands it. The SP mēi-'each' may stand before the first number if desired.

**Exercise**

Make sentences in the pattern given above and using:

NU-M-duǒ
NU-M-bàn

3.3 The two patterns above may be combined with both verbs omitted:

Huār (shī) shīkuài qián yīzhāng.
(The pictures are ten dollars apiece.)

**Substitution Drill**

<table>
<thead>
<tr>
<th>N</th>
<th>(V)</th>
<th>Amount</th>
<th>per</th>
</tr>
</thead>
<tbody>
<tr>
<td>Huār</td>
<td>(shī)</td>
<td>yīkuài qián</td>
<td>yi-zhāng</td>
</tr>
<tr>
<td>Bǐ</td>
<td>(māi)</td>
<td>etc.</td>
<td></td>
</tr>
<tr>
<td>Biāo</td>
<td></td>
<td>duōshao qián</td>
<td></td>
</tr>
<tr>
<td>Zhōng</td>
<td></td>
<td>jīkuài qián</td>
<td></td>
</tr>
<tr>
<td>Māozi</td>
<td></td>
<td>jímào qián</td>
<td></td>
</tr>
<tr>
<td>Zhī</td>
<td></td>
<td>jīfēn qián</td>
<td></td>
</tr>
<tr>
<td>Qiānbī</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shéme</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. **ASKING AND OFFERING A PRICE** sometimes does require the presence of a verb. To demand a price is expressed by yāo: to offer a price by gēi.

Tā yāo yīkuài qián yīge.
(He asks a dollar apiece.)

Tā gēi yīkuài qián yīge.
(He offers a dollar apiece.)

**Exercise**

Make sentences on this pattern using the following main verbs:

wèn shuō zhídào gēi
gāosong xiāng dēi shī
D. Zhùjī - Notes

1. INTERROGATIVE NUMBERS. Ji-? and duōshǎo? are two question words which deal with quantity and are usually answered in terms of numbers. Both may be translated 'how many?'. However, Ji- expects an answer under ten, while duōshǎo is not so limited.

1.1 Ji- is a number and is regularly followed by an appropriate measure. It may be substituted for another number in a numerical expression.

<table>
<thead>
<tr>
<th>Ji-</th>
<th>Measure</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>jíge rén?</td>
<td>how many people?</td>
<td>how many people?</td>
</tr>
<tr>
<td>jíshibēn shù?</td>
<td>how many tens of volumes of books?</td>
<td>how many tens of volumes of books?</td>
</tr>
<tr>
<td>jǐbāizhāng zhǐ?</td>
<td>how many hundred sheets of paper?</td>
<td>how many hundred sheets of paper?</td>
</tr>
<tr>
<td>shíjīge zhōng?</td>
<td>twenty-how many people?</td>
<td>twenty-how many people?</td>
</tr>
<tr>
<td>ěrshíjīge rén</td>
<td>A thousand and how many hundred sheets of paper?</td>
<td>A thousand and how many hundred sheets of paper?</td>
</tr>
<tr>
<td>yīqiān-jǐbāizhāng zhǐ?</td>
<td>how many clocks?</td>
<td>how many clocks?</td>
</tr>
</tbody>
</table>

1.2 Duōshǎo is sometimes a noun; hence it does not require a measure after it. At other times it is a number and does require a measure.

<table>
<thead>
<tr>
<th>Duōshǎo</th>
<th>How much?</th>
</tr>
</thead>
<tbody>
<tr>
<td>duōshǎo zhǐ?</td>
<td>how much paper?</td>
</tr>
<tr>
<td>duōshaozhāng zhǐ?</td>
<td>how many sheets of paper?</td>
</tr>
<tr>
<td>duōshao bēn shù?</td>
<td>how many volumes?</td>
</tr>
</tbody>
</table>

The general measure ge- seldom appears after duōshǎo. The most common use is better illustrated by such sentences as:

NI yōu duōshǎo qián? How much money have you?
Tā yōu duōshǎo? How much has he?

2. APPROXIMATE NUMBERS may be formed in these ways:

2.1 By using duǒ in the units position of a compound number:

<table>
<thead>
<tr>
<th>Duǒ</th>
<th>Approximate</th>
</tr>
</thead>
<tbody>
<tr>
<td>sānqiānduǒkuǎi qián</td>
<td>($3000 - plus)</td>
</tr>
<tr>
<td>yībāidùōge bīáo</td>
<td>(over 100 watches)</td>
</tr>
<tr>
<td>ěrshīduōbēn shù</td>
<td>(more than 20 books)</td>
</tr>
</tbody>
</table>

2.2 By using duǒ after the measure kuǎi or máo in a money expression, it is indicated that the 'odd' sum is a fraction of the last mentioned measure.

<table>
<thead>
<tr>
<th>Duǒ</th>
<th>Approximate</th>
</tr>
</thead>
<tbody>
<tr>
<td>yīkuǎiduǒ qián</td>
<td>(over a dollar)</td>
</tr>
<tr>
<td>liǎngmǎoduǒ qián</td>
<td>(over twenty cents)</td>
</tr>
</tbody>
</table>

2.3 By using the normally interrogative number jǐ in the sense of 'a few' in place of a definite number. (See Lesson 4, Note 2)

<table>
<thead>
<tr>
<th>Duǒ</th>
<th>Approximate</th>
</tr>
</thead>
<tbody>
<tr>
<td>sānkuaïjǐmáo qián</td>
<td>(something over $3.00)</td>
</tr>
<tr>
<td>ěrshǐjīge</td>
<td>(twenty-odd)</td>
</tr>
</tbody>
</table>

It should be noted that to distinguish this use from the interrogative use the stress is taken off the jǐ.
jiĕshibêng shù? (how many tens of books?)
jiĕshige (several tens)
shîjîzhăng zhî (how many over ten sheets of paper?)
shîjîzhăng zhî (a few over ten sheets of paper)

2.4 Alternative approximations like 'two or three' follow the pattern two-three:
yî-liăngge rèn (one or two people)
liăng-sànbêng shû (two or three books)
sî-wûmáo qián (fourty or fifty cents)
bà-jîbâikuài qián (eight or nine hundred dollars)
shîyî-êrge (eleven or twelve)

3. BAN - 'half' - has three distinct uses:

3.1 Bàn-M gives the sense of 'half a ...'
bânkuái táng (half a piece of candy)
bânfên qián (half a cent)
bânzhăng zhî (half a sheet of paper)

3.2 NU-M-bàn gives the sense of '... and a half' (see düô)
sîkuâibân qián ($4.50)
qîzhăngbân zhî (seven and a half sheets of paper)
wûbênbân shû (five and a half books)

3.3 Yîbân gives the sense of 'a half' or 'one half'. There are three common patterns for its use in this sense:

V yîbân: măi yîbân (buy half of it)
kàn yîbân (read half of it)
dông yîbân (understand half of it)

yîbân SV, yîbân bu-SV or yîbân S-V, yîbân S-bu-V:

Yîbân duî, yîbân búduî.
(Half is right and half is wrong.)

Yîbân wô yâo, yîbân wô búyâo.
(One half I want, one half I don't want.)

yôu yîbân followed by SV or by S-V:

Yôu yîbân hên hào.
(There is one half which is excellent.)

Yôu yîbân tâ buxÎhuăn.
(One half he doesn't like.)

4. ĖR AND LIÂNG. We note in Lesson 3 that there are two ways of saying 'two' in Chinese. In money expressions liâng is commonly used for the larger units of a compound number and ĖR for the smaller.

liângqián-ĕrbâi (2200) sânkuâi-ĕr ($3.20)
liângkuâi-ĕrmáo ($2.20) liângmáo-ĕr (22 cents)

After liâng, ĖR is used.
5. **DUO** and **SHAO** are SV, but restricted as to use:

5.1 They cannot modify N without the addition of an adverbal modifier.

Wrong:  
DUO rén  
SHAO qián

Right:  
HÈN DUO rén  
BUSHAO qián

6. **TOTALIZING NUMBERS.**  
**YIGONG** is used in the sense of altogether in adding up a series of numbers **YIGONG** must be followed by a number. No verb is required, but **SHI** and **YOU** (there are) may be used.

**Liangkuai-ban, yikuai-si,** 2.50, 1.40, 3.25; all told 7.15

**Sankuai-ermiao-wu; yigong**

**Qikuai-yimiao-wu.**

**Yigong you wushiliuge ren.**  
There are 56 people altogether.

7. **IMPERSONAL USE OF YOU.** When no subject is expressed before **YOU** 'have', it may have the sense of 'there is' or 'there are'.

**YOU yi ge ren...**  
There is a person...

**Meiyou hên duó qián.**  
There isn't much money.

**YOUde** has been introduced with the translation 'some'. Actually it means 'there are those who' and thus classifies as an impersonal use of **YOU**.

8. **USES OF XIANG.** The verb **XIANG** 'think' has the following uses:

8.1 **Followed by S-V-O it has the sense of 'think that'.**

**WO xiang ta zuò mai mai.**  
(I think he is in business.)

**Ta xiang wo bahu zuo.**  
(He thought I didn't know how to do it.)

**Ta xiang wo bazi.**  
(He didn't think I knew how to do it.)

**WO xiang ta bazi.**  
(I don't think he knows it.)

Note that the English idiom 'I don't think that…' translates into a positive expression in Chinese, the negative element being transferred to the verb in the sentence-object.

8.2 **As an Auxiliary Verb followed by V-O it has the sense of 'is thinking of...-ing', 'intends to' or 'is going to'.**

**Ta xiang xuex Faguohua.**  
(He is thinking of studying French.)

**WO xiang mai yi ge.**  
(I'm going to buy one.)
8.3 Followed by a noun it has the sense of 'think about' and in some cases may be as strong as 'long for' or 'be homesick for'.

NI xiăng shéi?
(Of whom are(were) you thinking?)

Háizi xiăng tā pénghìu.
(The child is homesick for his friend.)

8.4 Reduplicated it has the sense of 'think it over'.

Wǒ bùzhídào, wǒ xiăngxiăng.
(I don't know, I'll think it over.)

NI xiăngxiăng, shì bùshì tā?
(Think it over, is it he or isn't it?)

9. GOU AS AN ADVERB - The SV gòu is used adverbially with the meaning of sufficiently as in:

Zhège zhūzì būgòu dà.
(This table is not big enough.)

Gòu gāo bugòu gāo?
(Is it high enough?)

E. Liànxí - Exercises

1. MONETARY UNIT DRILL. Repeat all possible combinations in the following substitution table several times, giving primary stress to the NU and secondary stress to the N, treating the М as lightly as possible:

<table>
<thead>
<tr>
<th>NU</th>
<th>М: (dollars)</th>
<th>N (money)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(dimes)</td>
<td>(cents)</td>
</tr>
<tr>
<td>yì(yì)</td>
<td>kuài</td>
<td>qián</td>
</tr>
<tr>
<td>liǎng</td>
<td>máo</td>
<td></td>
</tr>
<tr>
<td>sān</td>
<td>fēn</td>
<td></td>
</tr>
<tr>
<td>sì</td>
<td></td>
<td></td>
</tr>
<tr>
<td>wǔ</td>
<td></td>
<td></td>
</tr>
<tr>
<td>liù</td>
<td></td>
<td></td>
</tr>
<tr>
<td>qì(qì)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bà(bá)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>jīǔ</td>
<td></td>
<td></td>
</tr>
<tr>
<td>shí</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. ABBREVIATED MONETARY EXPRESSIONS. Words in parentheses in the following table may be omitted. Practice both the full and the concise forms until you can say each complete monetary expression (dollars-dimes-cents) without stopping between the measures.
### Dollars, Dimes, Cents (of money)

<table>
<thead>
<tr>
<th>Dollars</th>
<th>Dimes</th>
<th>Cents (of money)</th>
</tr>
</thead>
<tbody>
<tr>
<td>bàn kuài</td>
<td>lǐng</td>
<td>(qián) $0.50</td>
</tr>
<tr>
<td>yī kuài</td>
<td>yǐ (máo)</td>
<td>wǔ (fèn) qián $1.05</td>
</tr>
<tr>
<td>yī kuài</td>
<td>yǐ (máo)</td>
<td>qǐ (fèn) qián $1.10</td>
</tr>
<tr>
<td>liàng kuài</td>
<td>èr (máo)</td>
<td>qì (fèn) qián $2.20</td>
</tr>
<tr>
<td>sān kuài</td>
<td>sān (máo)</td>
<td>liù (fèn) qián $3.30</td>
</tr>
<tr>
<td>sì kuài</td>
<td>sì (máo)</td>
<td>wǔ (fèn) qián $4.46</td>
</tr>
<tr>
<td>wǔ kuài</td>
<td>wǔ (máo)</td>
<td>qǐ (fèn) qián $5.57</td>
</tr>
<tr>
<td>liù kuài</td>
<td>liù (máo)</td>
<td>bā (fèn) qián $6.68</td>
</tr>
<tr>
<td>qī kuài</td>
<td>qī (máo)</td>
<td>jiǔ (fèn) qián $7.79</td>
</tr>
<tr>
<td>bā kuài</td>
<td>bā (máo)</td>
<td>shí (fèn) qián $8.84</td>
</tr>
<tr>
<td>jiǔ kuài</td>
<td>jiǔ (máo)</td>
<td>qián $9.90</td>
</tr>
<tr>
<td>shí kuài</td>
<td>bān</td>
<td>(qián) $10.50</td>
</tr>
<tr>
<td>shí rén kuài</td>
<td>bān</td>
<td>(qián) $11.00</td>
</tr>
<tr>
<td>èr shí yì kuài</td>
<td>liàng máo</td>
<td>(qián) $12.05</td>
</tr>
<tr>
<td>sān shí qǐ kuài</td>
<td>wǔ máo</td>
<td>(qián) $21.22</td>
</tr>
<tr>
<td>wǔ shí bā kuài</td>
<td>liàng</td>
<td>(qián) $37.50</td>
</tr>
<tr>
<td>bā shí jiǔ kuài</td>
<td>jiǔ máo</td>
<td>qǐ (fèn) qián $58.07</td>
</tr>
<tr>
<td>jiǔ shí wǔ kuài</td>
<td>bān</td>
<td>bā (fèn) qián $89.98</td>
</tr>
<tr>
<td>yī bāi kuài</td>
<td>bān</td>
<td>(qián) $95.50</td>
</tr>
</tbody>
</table>

### 3. MONETARY SUMS ABOVE $100 - Drill on these until you can say them smoothly.

<table>
<thead>
<tr>
<th>1,000s (-qìán)</th>
<th>100s (-bāi)</th>
<th>10s (-shí)</th>
<th>1s</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>yī bāi</td>
<td>lǐng</td>
<td>wǔ</td>
<td>-kuài</td>
<td>qián</td>
<td>$105</td>
</tr>
<tr>
<td>èr bāi</td>
<td>yī shi</td>
<td>-kuài</td>
<td>qián</td>
<td>210</td>
<td></td>
</tr>
<tr>
<td>sān bāi</td>
<td>èr shí</td>
<td>bā</td>
<td>-kuài</td>
<td>qián</td>
<td>328</td>
</tr>
<tr>
<td>sì qìán</td>
<td>lǐng</td>
<td>sān shí</td>
<td>-kuài</td>
<td>qián</td>
<td>4,000</td>
</tr>
<tr>
<td>wǔ qìán</td>
<td>lǐng</td>
<td>sān shí</td>
<td>-kuài</td>
<td>qián</td>
<td>5,030</td>
</tr>
<tr>
<td>liù qìán</td>
<td>sì bāi</td>
<td>lǐng</td>
<td>liù</td>
<td>-kuài</td>
<td>6,406</td>
</tr>
</tbody>
</table>

### 4. NUMBERS INVOLVING BÀN - Translate the following:

#### Into English

- bàn kuài qián
- kàn yī bàn
- zhē bān
- mǎi yī bàn
- yī bàn bān shū
- yī kuài bān qián
- bàn kuài tàng
- nǎ bān
- yī bàn gǔ, yī bàn bù gǔ
- yī bàn tā dòng, yī bàn tā bù dōng
- yǒu yī bàn dòu tài gāo

#### Into Chinese

- half a book
- one-half
- which half?
- two dollars and a half
- understand half
- two and a half books
- this half
- half a piece of candy
- sell half of them
- half of them are busy
- I want only half.
- half of them are too expensive
5. **Translate into Chinese:**

1. How much is this Chinese picture?
2. How many pictures are you buying altogether?
3. One picture is 8 dollars, one is 7 dollars - 15 dollars all told.
4. Ten dollars is too much. I'll give you six dollars.
5. Do you sell pictures? I want to buy one.
6. Do you only want one?
7. The chairs are eight seventy-five each.
8. I'll give you 13 dollars for the two.
9. Here is a dollar. Please buy ten sheets of paper.

6. **Transcript of the Dialogue.** After studying the dialogue, take the transcript below and try to translate back from English to Chinese. Similarly, translate back from the sound recording of this dialogue.

**Shopping**

Buyer: Do you have pens?

Seller: Yes, what kind (from what country) would you like?

Buyer: How about my taking a look at both English and American makes.

Seller: Good. These two are British pens; these two are American pens - they're cheap and they're good.

Buyer: How much are they apiece?

Seller: The American pens are $10.50; the British pens are more expensive $12.75 each.

Buyer: I'll take the American pen. Do you sell Chinese books also?

Seller: We have a few, but not many. Do you know what the name of the book is?

Buyer: I'll have to think. There's a book called *Chinese Paintings*. Do you have it?

Seller: Please look at this; is this it? This book of pictures has to sell for more than 4200 in Chinese money, but in American money it's $15.22. This is really a good book of paintings. China really has a lot fine things.

Buyer: Right, China does have many fine things. Well, a pen and a book - how much are they altogether?

Seller: All told $26.49.

Buyer: $26.49? That is not correct, is it?

Seller: You don't realize - there's three cents tax on a dollar's worth of goods.

Buyer: That's too much. I'll give you only $22.50. Will you sell them?
L. 6

Seller: $22.50 isn't enough. I'll sell them to you for $23.00.
Buyer: O.K. (gives him the money) This is $25.00.
Seller: I must give you $2.00 - right?
Buyer: That's right.

Notes
LI: Gào Xiānshēng, nǐn dàì chī Zhōngguó fàn ma?


LI: Nǐn tài tài hui zuò Zhōngguó fàn bú hui?

Gào: Hui yìdiānr.

LI: Nǐn háizi yě hui zuòfàn ma?

Gào: Háizi bù hui zuòfàn. Tāmen jiù hui chīfàn!

LI: Nǐmen dōu hui shuō Zhōngguó huà ma?


LI: Nǐn tài kěqi! Zhōngguó zì nǐ néng xiě zì?

Gào: Bùnéng. Ou, wǒ néng xiě 'yī, èr, sān' sāngé zì!

LI: Nǐmen dà chǎnggèr ma?

Gào: Wǒmen hěn dà chǎng.

LI: Wǒmen xiānzài chǎng yìdiānr, hǎo bù hǎo?

Gào: Nǐmen yuǎnyì chǎng shénme gèr?

LI: Nǐmen hùi chǎng Zhōngguó gèr ma?

Gào: Hui.

LI: Hǎo, wǒmen kěyì chǎng liǎngge Zhōngguó gèr.
# Vocabulary

<table>
<thead>
<tr>
<th>Chinese</th>
<th>Pinyin</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>xiànzài</td>
<td>MA: now, at present</td>
<td>néng</td>
</tr>
<tr>
<td>fàn</td>
<td>N: food (cooked rice)</td>
<td>huì</td>
</tr>
<tr>
<td>táng</td>
<td>N: sugar, candy</td>
<td>kěyī</td>
</tr>
<tr>
<td>huā</td>
<td>N: speech (spoken words) language</td>
<td>yuǎnyī</td>
</tr>
<tr>
<td>zǐ</td>
<td>N: word (written character)</td>
<td>ài</td>
</tr>
<tr>
<td>shì(qing)</td>
<td>N: affair, undertaking</td>
<td>chī</td>
</tr>
<tr>
<td>mǎimai</td>
<td>N: business (buy-sell)</td>
<td>xiě</td>
</tr>
<tr>
<td>gē(r)</td>
<td>N: song</td>
<td>zuò</td>
</tr>
<tr>
<td>dàrén</td>
<td>N: adult, grownup</td>
<td>chānggēr</td>
</tr>
<tr>
<td>zhēn</td>
<td>A: truly, really</td>
<td></td>
</tr>
<tr>
<td>kèqi</td>
<td>SV: be polite, stand on ceremony</td>
<td></td>
</tr>
</tbody>
</table>

# Pattern Sentences

## I. Auxiliary Verbs Used with VO Compounds

<table>
<thead>
<tr>
<th>Voice</th>
<th>Action</th>
<th>Cause</th>
</tr>
</thead>
<tbody>
<tr>
<td>shuōhuà</td>
<td>talk (speak language)</td>
<td>chīfàn</td>
</tr>
<tr>
<td>kānshū</td>
<td>read (look at books)</td>
<td>zuōfàn</td>
</tr>
<tr>
<td>xiězǐ</td>
<td>write (write-words)</td>
<td>chānggēr</td>
</tr>
</tbody>
</table>


1. Xiǎo háizi dōu ěr chānggēr. Dàrén yě ěr chānggēr. Shéi bù ěr chānggēr?
   All children like to sing. Grownups like to sing too. Who doesn't like to sing?

   Mr. Zhang loves to read. He also loves to write. But he doesn't like to talk.

   Miss Wang only likes to read. She is very unwilling to work.

4. Rénrén dōu hui shuōhuà, kēshì bù dōu hui kānshū.
   Everybody can talk, but not everybody can read.

5. Yǒuér rén hui zuōfàn. Yǒuér rén bù hui chīfàn!
   Some people know how to cook, some don't. But everyone knows how to eat!
Chinese are very capable.

7. Nàgè rén zhēn huì shuōhuá!  
That man certainly knows how to talk!

8. Wǒmen xiānzáì kěyì chīfàn ma?  
May we eat now?

II. VO COMPOUNDS WITH MODIFIED OBJECTS

What kind of songs do you like to sing? French songs.

1. Nǐ yuǎnyì chī shénme fàn?  
What kind of food do you wish to eat?  
Do you want to eat a little Russian food?

2. Nǐ yào bǔyào chī yìdiǎnr èguo fàn?  
Do you know how to cook Russian food?

3. Nǐ huì zuò èguo fàn ma?  
Can you speak Japanese?

4. Nǐ huì shuō Rìbèn huà bùhuì?  
Can you read Chinese newspapers now?

5. Nǐ huì xiě Zhōngguo zì bùhuì?  
Can you do this?

6. Xiānzáì nǐ nèng kàn Zhōngguo bào ma?  
Can one say this?

7. Nǐ nèng zuò zhège bùnäng?  

8. Zhège huà kěyì shuō ma?  

III. hǎo AS AN ADVERBIAL PREFIX

Pattern: Zhōngguó fàn hǎochī, kěshì bùhǎozúd.  
Chinese food is good to eat, but not easy to make.

Chinese is very easy to speak, but Chinese characters are not easy to write.

2. Zhège shì(qing) zhēn bùhǎozúd.  
This affair is surely hard to carry through.

3. Tā nàgè māimai bùhǎozúd.  
That business of his is not easy to carry on.

4. Tāde huà hěn hǎodōng.  
He is very easy to understand.

5. Tā shuō zhèběn shù hěn hǎomài.  
He says this book is very easy to sell.

6. Nǐmén nà liǎngge háizi zhēn hǎokān!  
Those two children of yours are certainly attractive looking.
7. Yòude Mèiguó gèr bùhǎochánɡ. Some American songs are not easy to sing.
8. Xiànzài yòude dōnɡxi bùhǎomài. Some things are difficult to buy now.

NOTES

1. AUXILIARY VERBS (AV): An auxiliary verb immediately precedes the verb which it aids. (See Lesson II, Note 4) When the context makes the meaning clear, the main verb is often omitted, as in English:

Nǐ hùi shuō Zhōngguó huà ma? Can you speak Chinese?
Wǒ hùi shuō yìdiānr. Yes, a little.

2. NÉNG, HUǐ, AND KÉYǐ: The English auxiliary verb 'can' is freely used in common speech to cover the meanings 'can', 'may' and 'know how to'. Similar looseness in use is common in Chinese. Essentially, néng implies physical ability or possibility, huǐ acquired ability or 'know how', while kényǐ implies permissibility.

3. VERB-OBJECT COMPOUNDS (VO): Some verbs in Chinese are commonly associated with generalized objects, which together form single concepts in the Western mind, and translate into single English intransitive verbs. Such are called VO compounds.

In English these generalized objects are more often implied, whereas in Chinese they are always expressed, unless they have just appeared in the immediate context. For example, in English one says: I want to eat, but in Chinese it becomes: I want to eat food. (Wǒ yào chīfàn.)

When a specific object is indicated, it replaces the generalized object, and is never used together with it. For instance, one says: Wǒ yào chī tāng, for 'I want to eat candy', NEVER Wǒ yào chī fàn tāng.

Like any verb and its object, the object within a VO compound may be modified:

Wǒ ài chānggēr. I like to sing.
Wǒ ài chāng Yīngguó gēr. I like to sing English songs.
NEVER Wǒ ài chānggēr Yīngguó gēr.

4. APPPOSITION: Two or more nouns may stand in apposition to one another:

Wǒmen Mèiguó rén dōu ài chǐ tāng. We Americans like to eat candy.
Tāmén liǎngge rén dōu yǒu qian. Both of them have money.
Lǐ Xiānshēng zhège rén shì yīge hǎo rén. Mr. Li (just mentioned) is a good man.
'Yī, èr, sān' sāngé zì hěn hǎo xiě. The three characters 'yī, èr, sān' are very easy to write.
Zhège, Zhōngguó huà jiào shénme? What is this called in Chinese?
5. **ADVERBIAL FUNCTION OF STATIVE VERBS:** In addition to their verbal and adjectival uses, many stative verbs function as adverbs, as in the following sentences:

Nǐmen xiǎo hái zǐ zhēn hǎokàn.  
Nàge gē bù hǎo chǎng.  
Zhōngguó fàn bù dà hǎo zuò.  
Pān gòu chí ma?  

Your child is really pretty.  
That song is not easy to sing.  
Chinese food is not so easy to make.  
Is there enough to eat?
Wǒ yǒu yíge lǎo péngyou, xìng Zhao.  
Rénrén dōu xǐhuan tā, shuō tā shì yǐge hǎo rén.  
Lǎo Zhāo zhège rén hěn yōuyí. Tā yě hěn nǐng zuòshì.

Ta yǒu yíge hěn dàde mǎimai. Ta dōu mài shénme? Ta jiù mài mǎozi.  
Ta mài nánrén de mǎozi, tā yě mài nǚrén de mǎozi.

Lǎo Zhāo yě huí zuò mǎozi. Dàrén de, xiǎo háizǐ de, tā dōu huí zuò.

Ta yǒu yíge gēge, liǎngge dìdì.  
Tāmén yě dōu huí zuò mǎozi.

Rénrén dōu xǐhuan dāi tāde mǎozi.  
Tāmén shuō Lǎo Zhāode mǎozi hǎo, yě piányi.

Tāde mǎozi dōu mài duōshao qián?  
Dàde xiǎode dōu mài wūkuai qián yíge.

Wūkuai qián zhēn piányi!

I have an old friend named Zhao.  
Everybody likes him, and says he is a good man.  
‘Old Zhao’ is a most interesting person, and he is very capable too.

He has a big business. What all does he sell? He only sells hats.  
He sells men’s hats, and he also sells women’s hats.

Old Zhao also knows how to make hats, both for adults and for children.

He has an older brother, and two younger brothers. They all know how to make hats, too.

Everyone likes to wear his hats.  
They say Old Zhao’s hats are good and inexpensive, too.

What do his hats sell for? Big ones and little ones sell for $5.00 apiece.

Five dollars is really cheap.

**VOCABULARY**

<table>
<thead>
<tr>
<th>yīsī</th>
<th>N: idea, meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>xiāngxià</td>
<td>N: country (rural)</td>
</tr>
<tr>
<td>mǎozi</td>
<td>N: hat</td>
</tr>
<tr>
<td>fùqīn</td>
<td>N: father</td>
</tr>
<tr>
<td>mǔqīn</td>
<td>N: mother</td>
</tr>
<tr>
<td>xuēshēng</td>
<td>N: student</td>
</tr>
<tr>
<td>duō</td>
<td>SV: be much, many</td>
</tr>
<tr>
<td>shǎo</td>
<td>SV: be little, in quantity few</td>
</tr>
<tr>
<td>piányí</td>
<td>SV: be inexpensive</td>
</tr>
<tr>
<td>fūmǔ</td>
<td>N: parents</td>
</tr>
<tr>
<td>gēge</td>
<td>N: elder brother</td>
</tr>
<tr>
<td>dìdì</td>
<td>N: younger brother</td>
</tr>
<tr>
<td>jiējiē</td>
<td>N: elder sister</td>
</tr>
<tr>
<td>mēimei</td>
<td>N: younger sister</td>
</tr>
<tr>
<td>měiyí</td>
<td>SV: be dull, flat</td>
</tr>
<tr>
<td>dài</td>
<td>V: wear, put on, (hat, watch, etc.)</td>
</tr>
<tr>
<td>yǒu</td>
<td>V: there is or are</td>
</tr>
</tbody>
</table>

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I. Nouns Modified by Other Nouns

(a) more often without -de

N - N

Pattern: Wǒ fùqín hěn āi zuòshí. My father loves to work.

1. Xiǎngxia rén dōu méiqián ma?
   Are all country people poor?

2. Wǒmen zuò yīdiānr Zhōngguó fàn, hǎo būhào?
   How about our making a little Chinese food?

3. Nǐ fùqín yǒu Zhōngguó xìng méiyǒu?
   Does your father have a Chinese surname?

   What kind of paper is this? German paper.

5. Tā gēge dìdì dōu yào xué (shǔ) Zhōngguó huà.
   His elder and younger brothers want to learn (to speak) Chinese.

(b) usually with -de

N - N

Patterns: Wǒ mǔqín de mǎozi hěn hǎokàn. My mother's hat is very pretty.

Nûrên de màozi dōu hǎokàn ma? Wǒ yào yímáo qián de tàng. I want a dime's worth of candy.

1. Nǐde yīsi hěn duì.
   You have the right idea.

2. Wǒ bùdǒng nín de huà.
   I don't understand what you are saying.

3. Zhè shì shéide yīsi, nǐ zhīdào ma?
   Whose idea is this, do you know?

4. Nàge xuéshèng de jiējie hún chánggēr, kěshì tāde měimei būhūi.
   That student's big sister knows how to sing, but his little sister doesn't.
5. Zhōngguó xiǎngxià rén dāi màozi bǔdái? Do the country people of China wear hats?

6. Yīkuài qiánde tāng gōu ma? Will a dollar's worth of sugar be enough?

(c) same with modified nouns understood

Who does this belong to? To you? No, it's not mine.
Nǐ gē shì wǒde? Zhègè shì nǐde.
Which one is mine? This one is yours.

1. Zhègè bǐ shì shéide? Shī yīgè xuéshèngde, búshǐ xiānshèngde. To whom does this pen belong? It belongs to a student, not to the teacher.

2. Nà liǎngzhāng huàr shī shénme rénde? Wǒ bùzhídào. To whom do those two pictures belong? I don't know.

3. Nǎi gē shì nǐde? Zhègè shì wǒde, nàgē shì nǐde. Which is yours? This is mine, that is yours.

4. Zhègè bùyě shì nǐde mā? Isn't this yours also?

5. Nǐ mǎi jīkuài qiánde zhī? Wǒ mǎi sānkūài qiánde. How many dollar's worth of paper are you getting? I'm getting $3.00 worth.

II. NOUNS MODIFIED BY STATIVE VERBS

(a) more often without -de (Simple and Unqualified SVs)

SV - N

Pattern: Wǒ yǒu yīgè hǎo pénghòu. I have a good friend.

1. Wǒ měimei xǐhuān dāi xīn màozi. My younger sister likes to wear new hats.

2. Wǒ dìdì xǐhuān mǎi jiù shū. My younger brother likes to buy used books.

3. Nǐ rén bùnéng dāi dà biǎo. Women can't wear big watches.

4. Nǐmen yǒu hǎo zhī méiyǒu? Do you have any good paper?

5. Hǎo rén bùdúshǔ. Zhègè huà duī bùdú? Good people are not numerous. Is this correct?

6. Tā jiējie shì ge hǎo xuéshèng. His elder sister is a good student.
(b) usually with -de

SV de - N

Pattern: Méi qiánde rén dōu xīhuan tā. Poor people all like him.

1. Èguo shì yīge hěndà de guó. Russia is a very large country.

2. Tā tāitái jiǔ xīhuan dàí hāokàn de māozi. His wife only likes to wear pretty hats.

3. Búduí de shì tā bù zuò. He doesn't do improper things.

4. Zhè ge hěn xiǎode dōngxi jiào shénme? Wǒ bù zhīdào. What is this tiny thing called? I don't know.

5. Zhōngguó méi you hěnduō (de) Rìběn rén. (See note 5) There are not very many Japanese in China.

6. Méiguó yǒu bǎoshǎo (de) Zhōngguó rén (See note 5) There are quite a few Chinese in America.

(c) same with modified nouns understood

SVde(N) Nde(N)

Pattern: Zhè ge xiǎode shì wǒde, nà ge dàde shì tāde. This small one is mine, that large one is his.

1. Nǐ yào mǎi dàde, yào mǎi xiǎode? Do you want to buy a big one or a little one?

2. Dàde piányi, xiǎode guì. The large one is cheap, the small one is expensive.

3. Zhè ge hǎokàn de shì tāde, bù hǎokàn de yě shì tāde! This goodlooking one is his, and the ugly one is his also!

4. Xiǎo biǎo hǎo, kěshì xiǎode guì. A small watch is better, but a small one is more expensive.

5. Zhè zhēng huār shì xīn de, nàzhāng shì jiūde. This painting is a new one, that is an old one.

NOTES

1. MODIFICATION: One of the basic principles of Chinese word order is that the modifier precedes the modified. This holds true whether one or both are single words, phrases or clauses. Position alone is sufficient to indicate the relationship of modification.

   The suffix -de plays an essential part in modification. Practically any modifying element can take -de, but not all do, as will be seen below. In general, modifying elements of more than one syllable usually take -de.
2. Nouns Modified by Other Nouns:
(a) without -de: Certain nouns between which there is a particularly close personal relation often omit -de:

 wors pénghou, mín tāitái, wómen háizi, Lǐ Xiānshēng fùmǔ, etc.

Modifying nouns of place usually omit -de:

Měiguó rén, Zhōngguó huà, Yíngguó pénghou, etc.

Two nouns which through usage have become fused into a single word omit -de. In English one says 'footstep', never 'foot's step', and seldom 'step of the foot'. Innumerable nouns exist in Chinese which were formed this way, as for example:

fànqian (food money), kèrén (guest), fánzhuō (dining table),
guógé (national anthem), etc.

(b) with -de: Nouns modifying inanimate objects usually take -de:

wǒde biāo, tài de shù, shéide qián, Lǐ Xiānshēng de bǐ, etc.

Modifying expressions of value usually take -de:

wūmáo qiángde táng, yībái kuài qiángde shǔ, etc.

3. Nouns Modified by Static Verbs: Static verbs in their adjectival function are used before nouns to modify them.
(a) without -de: Simple unqualified static verbs, in their adjectival function, seldom take -de:

dà guó, xīn màozi, xiǎo biǎo, hǎo rén, lǎo rén

lǎo tāitái, máng rén, etc.

Through association and usage, some static verbs have become attached to certain nouns, so that they practically function as one word:

dàrén (adult), xiǎorén (rascal, bad character), xiǎoháiizi (child),
dàgē (eldest brother), dàjī (eldest), etc.

(b) with -de: When a static verb is preceded by some qualifying element, -de is always added:

hěn lǎode rén, bùhǎode háizi

hǎokàngde huàr, méiyǐlìde shǔ, etc.

4. Modified Nouns Understood: When the context makes it perfectly clear what is meant, the noun modified may be understood, as in English:

Zhè shì shéide? Shì wǒde. Whose is this? It's mine.
Zhōngguó shì Zhōngguó réndé. China belongs to the Chinese.
5. DUO AND SHAO: These two words behave somewhat differently from other stative verbs. First of all, in their adjectival function, they never appear without an adverbial modifier. Then again, in their qualified form they may or may not take -de.

hěnduō (de) rén, būshāo (de) dōngxi, etc. NEVER duō rén,
shāo dōngxi, and NEVER duōde rén or shāode dōngxi

6. IMPERSONAL USE OF YOU: When no subject is expressed before yǒu (have), it becomes impersonal, and is equivalent to 'there is' or 'there are'. The same holds true when a place word stand before yǒu:

yǒu yī ge rén.       There is (or was) a man.
zhōngguó yě yǒu hǎo biāo. There are good watches in China, too.

7. MEI SHORT FOR MEIYOU: The negative prefix to yǒu (have) is often used instead of the full form méiyou:

wǒ méi qián.       I don't have (any) money.
tāde huà méiyīlsì. There is no point to what he says.
MODIFICATION OF NOUNS: BY CLAUSES

Mr. Zhang’s Two Daughters

Wǒ yǒu liǎngge Zhōngguó péngyou.  I have two Chinese friends. One is named Zhang and one Chen. The
Yīge xíng Zhāng, yīge xíng Chén. friend who is named Zhang has two
Xíng Zhāngde nàge péngyou yǒu daughters. They are both very
liǎngge nǚér. Tāmen dōu hěn bright.
Tānèn dōu hěn

Zhāng Xiānshēng hěn huāhuàr. Mr. Zhang knows how to paint.
Tā huāde huār rén rèn dōu xǐhuàn. Everyone likes the pictures he
Dàxiàojie yě xiǎng xué huāhuàr. paints. The elder daughter
Tā shuō: “Bāba, huāhuàr zui wanted to learn how to paint, too.
yōu yísi. Wǒ xiǎng xué yìdiǎnr. She said: “Papa, painting is most
Nǐ néng jiǎo wǒ ma?” Tā fúqín interesting. I'd like to study
shuō: “Wǒ huāde bùhǎo. You it a little. Could you teach me?”
yīwèi Chén Xiānshēng, tā huāde Her father said: “I don’t paint
hěn hǎo. Nǐ qǐng tā jiào nǐ, well. There is a Mr. Chen who
bùhǎo ma?” paints very well. How about

Èrxiàojie shuō Zhōngguó xuēshèng zuì asking him to teach you?”
bāi xuéde shī Yīngwén. Tā xiǎng
jǐao yìzhēn, kěshí tāde Yīngwén The second daughter says what
bùtài hǎo. Tā qǐng tā mǔqín jǐao Chinese students like most to study is English. She wants to
jǐao tā. Tā mǔqín shuō: “Wǒde Yīngwén teach them, but her English is
yě bùtài hǎo. Zúì hǎo, Nǐ qǐng not too good. She asked her
jǐao Yīngwén dé náwei wáiguó mother to teach her. Her mother
xiānshēng jǐao nǐ.” said: “My English is not too
good either. The best thing for you to do is to ask the foreign
gentleman who teaches English to teach you.”

VOCABULARY

-xiè M: quantity of, several cháng(cháng) A: often, usually,
-cháng A: often, usually,
always
-wèi M: (polite for persons) SV: be difficult, hard
ér zi N: son róng yì SV: be simple, easy
nüèr N: daughter cōngmíng SV: be intelligent,
wáiguó N: foreign country clever
Yīngwén N: English language hǎo tīng SV: be good to listen
to, pretty
chá N: tea xiāng V: think, think about,
shuí N: water desire
jiǔ N: wine or liquor AV: consider, plan to,
zuì A: the most, -est niǎn want to
V: read aloud, study
jiào  V: teach  niànshū  VO: study, go to school
huà  V: draw or paint  jīàoshū  VO: teach
hē  V: drink

PATTERN SENTENCES

I. CLAUSES IN SENTENCES OF A GENERAL NATURE (OFTEN WITH dou)

Patterns: (1-5) Néng kànshūde rén yě dōu néng xiězi ma?
Are all who can read able to write too?
(lit. can readde people also all can write?)

(6-10) Tā shuōde huà zuì yǒuyìsi.
What he says is extremely interesting.
(lit. he-saysde things most have meaning)

1. Hú shù Zhōngguó huà de Měiguó rén bǔshāo, kēshí huí xiě Zhōngguó zì de bǔduō.
Quite a few Americans know how to speak Chinese, but not many can write Chinese.

2. Ài héjiǔ de rén chángcháng měiqián.
Those who like to drink are often without money.

3. Niànshūde dōu shì xuéshèng ma?
Are all who study students?

4. Zuòmáimaide dōu yǒuqìán ma?
Are all business people rich?

5. Xīhuān tā nǚér de rén bǔshāo.
Quite a few people like his daughter.

6. Tā shuōde huà nǐ dōu dǒng ma?
Do you understand all he says?

7. Wǒ hěn ài kàn tā zuòde shū.
I love to read the books he writes.

8. Nǐmen niànde shū nán bùnán?
Is what you are studying difficult?

9. Wǒ shuōde dui bǔdú?
Is what I say (or said) correct?

10. Tāmen chángde shì shénme gēr?
What song are they singing?

II. CLAUSES IN SENTENCES OF A SPECIFIC NATURE (ALWAYS WITH SPECIFIER)

Patterns: (1-4) Chānggérdé nāge rén xǐng LI.
The person who is singing is named LI.
(lit. sing-songde the-person is named LI)
(5-8) Ta chàngde naxie gēr zēn hǎo tīng!
The songs he is singing are certainly pretty!
(lit. he-sings the-several-songs are truly pretty)
(9-10) Nâge màitàngde shí xiāngxia rén.
The (or that) candydealer is a countryman.
(lit. that sell-candyde is a country person)

1. Mài zhōngbiāo de nàge lào xiānshēng hēn cōngmíng. The old gentleman who sells clocks and watches is very intelligent.
2. Jiāo Yǐngwén de nāwèi xiǎojie xǐng Chén. The lady who teaches English is named Chen.
3. Qīng nǐ chīfàn de nāwèi xiānshēng shì bushi Zhāng xiānshēng? Is the gentleman who invited you to a meal Mr. Zhang?
4. Chānggèrde naxie hái zi dōu shì wǒ de xuéshēng. All of the children (there) who are singing are my students.
5. Wǒ yào kàn kan nǐ māi de nàge xīn dī. I want to have a look at the new pen you bought.
6. Wǒ xiānzài dàide zhè ge mào zi tài nánkān! The hat I am wearing now is terrible looking!
7. Tā shuō de nàxié huà bù dōu jì. What he is saying is not correct.
8. Nǐn de nǚér xiě de nàxié zì zhēn hǎo! The characters your daughter wrote are certainly fine!
9. Nâge mǎibāode xiānzhài hēn yǒu qián. The (or that) newsdealer is now very rich.
10. Nà liǎngge zuòfángde, yīge jiào Lào Zhāng, yīge jiào Lào Lì. Of the (or those) two cooks, one is called Old Zhang, and one Old Li.

PLUENCY DRILLS

Háizi hēn cōngmíng.
Xiǎo háizi hēn cōngmíng.
Nâge xiǎo háizi hēn cōngmíng.
Niànzhōngguo shù de nàge xiǎo háizi hēn cōngmíng.
Niàn Zhōngguo shù de na liǎngge xiǎo háizi hēn cōngmíng.
Niàn Zhōngguo shù de na liǎngge xiǎo háizi zhēn cōngmíng.
Tāde yīngwén hǎo.
Wáng xiǎnshēng de yīngwén hěn hǎo.
Nàweī Wáng Xiǎnshēng de yīngwén hěn hǎo.
Jiāoshūde nàweī Wáng Xiǎnshēng de yīngwén hěn hǎo.
Jiāo yīngwén de nàweī Wáng Xiǎnshēng de yīngwén hěn hǎo.
Jiāo yīngwén de nàweī Wáng Xiǎnshēng de yīngwén zúi hǎo.

NOTES

1. **MODIFYING CLAUSES**, like nouns and stative verbs, precede the nouns which they modify, and always take the suffix -de. There are no Chinese equivalents for the relative pronouns 'who', 'which', and 'that'. For example, in English one says: 'the house that Jack built', whereas in Chinese it is 'the-Jack-built-house'. (Compare English expressions such as 'a self-made man', 'home-cooked meals', etc.)

   shūōhuāde rén the person who is talking (lit. say-thingsde person)
   tā shūōde huà the things which he says (lit. he-saysde things)

2. **RELATION OF CLAUSES TO OTHER QUALIFYING ELEMENTS**: When a noun is already specified, or both specified and numbered (see Lesson 4) the modifying clause usually stands in front of these specifying elements. Compare the following expressions:

   (1) nàge rén
       shūōhuāde náge rén
       that man
       the man who is speaking
       (say-thingsde the-man)

   (2) nàweī xiǎnshēng
       jiāo yīngwén de nàweī xiǎnshēng
       that gentleman (or teacher)
       the gentleman who teaches English
       (teach-Englishde the-gentleman)

   (3) zhè liǎngge háizi
       nǐ shūōde zhè liǎngge háizi
       these two children
       the two children who are studying
       (study-booksde the-two-children)

   (4) nàxié xuéshēng
       chānggèrde náxié xuéshēng
       those students
       the students who are singing
       (sing-songsde the-several-students)

   (5) zhège bìāo
       wǒ zhège bìāo
       wǒ mǎide zhège bìāo
       this watch
       this watch of mine
       the watch (here) that I bought
       (I-boughtde the-watch)

   (6) nàzhāng huār
       nǐ nàzhāng huār
       nǐ huāde nàzhāng huār
       that painting
       that painting of yours
       the picture that you painted
       (you-paintedde the-picture)

   (7) nà liǎngkuài qián
       nǐ gěi wǒ de nà liǎng-kuài qián
       those two dollars
       the two dollars that you gave me
       (you-gave-mede the-two-dollars)
(8) nàxié shí(qíng) those affairs (or matters)
nǐ wèn wǒ de nàxié shí the several things you asked me about
(you-ask me-de the-several-matters)

Note that the specifiers in the above expressions have more the force of the English 'the', than the stronger 'that' or 'those'. They receive no stress in speaking.

3. CLAUSES BECOME NOUNS: A few modifying clauses, which describe a more less permanent condition or aspect, have become fused into single words which function as nouns. These correspond to certain English nouns ending in -er, etc.:

mài shūde bookseller zuò máimaide business man
mài bǎode newsdealer zuò fânde cook
mài tângde candy seller yâofânde beggar

Since these expressions are equivalent to nouns, they may be specified and/or numbered in the same manner as other nouns: Nàge mái bãode xìng Zhāng. The (or that) newsdealer is named Zhang. Tāmen yǒu liăngge zuò fânde. They have two cooks.
There are more formal terms for many of these descriptive expressions, as for example: chū zi for zuò fânde, shāng ren for zuò máimaide, etc.

4. REDUPLICATION OF VERBS: Verbs are sometimes reduplicated. This often gives a casual touch to the sense. Sometimes yī (one, a) is inserted between the two verbs:

kānkān have or take a look xiāng yì xiāng think it over
wèn wèn make an inquiry xué yì xué put a little study in on it
DISHIKÉ - LESSON 10

EXISTENCE AND LOCATION

Where Mr. Li Lives and Works

A: Lǐ Xiānshēng, nín jiā zài nǎr?
B: Zài Nánjīng.
A: Zài chéng lǐtōu ma?
B: Bù, zài chéng wài tōu.
A: Chéng wài tōu shénme dīfāng?
B: Chéng wài tōu yǒu yī ge xuéxiào. Wǒmen jiā zài nà ge xuéxiào hòutōu.
A: Nín zài nà ge xuéxiào lì jiǎoshū ma?
B: Bù. Wǒ shì ge zuòmǎimāi de.
A: Nǐmén de pùzi zài nǎr?
B: Zài chéng lǐtōu. Wǒmén de pùzi hěn xiǎo.
A: Nǐ tài kěqí! Nǐ chǎng zài jiā chīfàn ma?
B: Wǒ bù zài jiā chī.
A: Wèishénme?
B: Yǐnweī pǔzīlì de shì tài dūō.
A: Nín zài nàr chīfàn?
B: Wǒmén pùzi qián tōu yǒu yī ge xiǎo fànguăn. Wǒ chǎng zài nàr chīfàn.

Mr. Li, where is your home?
In Nanjing.
Inside the city?
No, outside.
Whereabouts outside the city?
There is a school outside the city. Our home is just behind the school.
Do you teach in that school?
No, I am a business man.
Where is your shop?
Inside the city. Our shop is very small.
You're being too polite! Do you usually eat at home?
No, I don't eat at home.
Why not?
Because there's too much work at the shop.
Where do you eat?
There is a small restaurant in front of our shop. I often eat there.

VOCABULARY

wěishénme MA: why? (for what reason) wài tōu N: outside
yǐnweī MA: because (of), for qián tōu N: front
shàngtōu N: above, top hòutōu N: back
xià tōu N: below, bottom dī xiā N: underneath
lǐ tōu N: inside zhèr N: here
nár  N: there
nár  N: where?
jiā  N: home, family
fángzi N: house, building
lóu  N: storied building
lóushang N: upstairs
wūzi  N: room
dìfang  N: place
chénɡ  N: city
xuéxiào  N: school
pùzi  N: store
-pù N: -store, -shop
fànguǎnr N: restaurant (food-eating-place)
zài V: be at, in or on
CV: at, in, or on
ne P: (sentence suffix indicating continuance of action in positive statements)

PATTERN SENTENCES

I. POSITIONAL NOUNS BEFORE yǒu TO INDICATE EXISTENCE

PosN  yǒu N
Pattern: Zhūōzishang yǒu shēn. There are books on the table.
Zhèr yǒu fànguǎnr méiyǒu? Is there a restaurant here?

1. Chénɡ wāitào méiyǒu fànguǎnr. There are no restaurants outside the city.
2. Zhūōzī dǐxià yǒu bushāo dōngxi. There are quite a few things under the table.
3. Jiālǐ yǒu rén méiyǒu? Is there anybody home?
4. Nǐmén xuéxiào yǒu jīwèi xǐānshēng? Yǒu duōshāo xuéshēng? How many teachers are there in your school? How many students?
5. Nǐmén jiālǐ yǒu duōshāo rén? How many are there in your family?
6. Zhōngguódì xiāngxìa yǒu xuéxiào méiyǒu? Are there any schools in the country districts of China?
7. Nār yǒu fànguǎnr? Where is there a restaurant?

II. zài WITH POSITIONAL NOUNS TO INDICATE LOCATION

N  zài  PosN
Pattern: Wǒmén jiā zài chénɡ wāitào. Our home is outside the city.
Nǐmende pùzi zài nār? Where is your store?
1. Wōmen xiāng mǎide nàge fāngzi zài xiāngxià.
   The house we are thinking of buying is in the country.
2. Hàizī dōu zài wāitou ne.
   The children are all outside.
3. Zhāng Xiānshēng bùzài zhèr, tā zài wāiguó.
   Mr. Zhang is not here, he is abroad.
4. Tāmen dōu zài lóushang ne. Xiàtou méiyǒu rén.
   They are all upstairs. There is no one down below.
5. Xiānshēng zàijiā ma? Zàijiā.
   Is the 'mister' at home? Yes.
   Where is my pen? It's here.
7. Shéi zài qiántoude wūzǐ?
   Who is in the front room?

III. zài AS A CO-VERB AS SETTING FOR MAIN ACTION
CV - PosN    V(O)
Pattern: Wǒ buchāng zài fāngwānrli chīfàn.
   I don't often eat in a restaurant.
1. Tāmen zài nàge wūzi lǐ chīfàn ne.
   They are in that room eating.
2. Hàizimen dōu zài chéng lǐtōu niànsī.
   The children all go to school inside the city (downtown).
   Where do you work? In Nanjing.
   What do you do in Nanjing. I teach there.
5. Qǐng nǐn zài wōmen jiālǐ chī yídān rì dōngxi.
   Have a little something to eat in our home.
6. Nǐ xiànzài zài nàge pùzi zuòshǐ?
   Which shop are you working at now?

IV. ADDITIONAL SENTENCES WITH POSITIONAL NOUNS
1. Bāoshāng shuō shénme?
   What does the paper say?
2. Nǐn shì nàr de rén?
   Where are you from?
3. Zhūbǐ dìxià de dōngxi dōu shì shèide?
   Whose are all the things under the table?
4. Pùzi qiántoude nàwèi xiānshēng xīng Zhāo.
   The gentleman in (the) front of the store is named Zhao.
5. Wōmen zhege xuéxiàolìde xuéshēng yībān shì nüde.
   Half of the students in our school are women.
6. Zhèrde rén bucháng kàn báo.  
The people here don't often read the paper.

Is the car at the back of the house yours? Yes.

**FLUENCY DRILL**

Wǒde biāo zài nár?

Wǒ nāge biāo zài nár?

Wǒde nāge biāo zài nár?

Zài yīzishang.

Nín de biāo zài yīzishang.

Nín nāge biāo zài yīzishang.

Nín de nāge biāo zài yīzishang.

Zài nāge yīzishang?

Zài nāge dà yīzishang.

Zài nāge dà yīzishang.

Zài hòutou nāge dà yīzishang.

Zài wūzī hòutoude nāge dà yīzishang.

Nín de nāge biāo zài wūzī hòutoude nāge dà yīzishang.

Nín nāge biāo zài wūzī hòutoude nāge dà yīzishang.

Nín de nāge biāo zài wūzī hòutoude nāge dà yīzishang.

Xièxiè!

**NOTES**

1. **POSITIONAL NOUNS:** This lesson introduces a number of nouns which indicate position, such as lítou (inside), qiángtou (in front), zhèr (here), etc. These words may be used alone like any other noun:

   Shàngtou yǒu shū  
   There are books on top. (lit. topside has books)

   Háizi dōu zài wàitou.  
   The children are all outside.

   Qiángtoude nàxié rén dōu shì shéi?  
   Who are all those people in front?  
   (lit. front edge the-several-people all are who?)

2. **POSITIONAL SUFFIXES:** Positional nouns may also be suffixed to other nouns. When the resulting position is familiar one, -tou is often dropped. This is more often the case with shāngtou and lítou than with some of the others:

   Nàbēn shū zài zhūōzishang.  
   That book is on the table. (lit. is on table-top)

   Yīzishangde zhege màozì shì shéi?  
   Whose hat is this on the chair?  
   (lit. chair-top the-hat is whose?)

3. **EXISTENCE WITH yǒu:** When a positional noun precedes the verb yǒu (used in its impersonal sense of 'there is'), it signifies that 'at x there is y':

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4. **LOCATION WITH zài:** When a positional noun follows the verb zài (be located at, in or on), it signifies that 'y is located at x':

- Nǐn de shū zài yīzishāng. Your book is on the chair.
- Háiizi zài nàr? Zài wāitōu ne. Where are the children. Outside.
- Nǐn de bǐāo zài wǒ jiālǐ. Your watch is at my house.
- Wǒ fūmǔ dōu zài Yīngguó ne. My parents are in England.

5. **CO-VERBS (CV):** A co-verb indicates a relationship between a noun and the main verb. It functions like an English preposition, and never receives stress in speaking. The co-verb and its object always precede the main verb, and form a setting for the action of the main verb:

- Tā zài Zhōngguó jiāoshū. He teaches in China. (lit. he in-China teaches)
- Wǒmen zài zhèr xué Zhōngguó huà. We are studying Chinese here. (lit. at-here studying Chinese)
- Chén Tàitài zài jiālǐ zuòfàn ne. Mrs. Chen is at home cooking.

6. **CONTINUANCE WITH ne:** When it is desired to stress the fact that the action of the verb is going on at the moment of speaking, the particle ne is added to the end of the sentence:

- Tāmen xiànzài chīfàn ne. They are eating now.
- Lǐ Xiānshēng zài xuéxiào lǐ jīāoshū ne. Mr. Li is at the school teaching.
- Wǒ zuò shénme ne? Huáhuár ne. What are you doing? Drawing.

7. **NAMES OF CITIES OR COUNTRIES AFTER zài never take the positional suffix lītōu or -lǐ.** For example, one says zài Zhōngguó, NEVER zài Zhōngguó lītōu, or zài Zhōngguó lǐ.

   Certain other particularized nouns after zài sometimes drop the positional suffix -lǐ:

- Xīānshēng bùzài jiā. The 'man of the house' is not at home.
- Háiizi zài xuéxiào ne. The child is at school.
- Wǒmen zài nàgè fānguānr chīfàn? At which restaurant shall we eat?
DISHIYIKE - LESSON 11

MOTION AND DIRECTION - CONVEYANCE AND PURPOSE

A Projected Trip To New York

A: Nimen dao nár qu?
B: Women dao Niuyue qu.
A: Nimen zuo huochē qù ma?
B: Bu, women zuo qichē.
A: Weshenme buzuo feijī?
B: Cong zhèr dao Niuyue méiyou feijī.
A: Nimen dao nár qù zuò shēnme?
B: Wemen qù kàn liàngge péngyou. Wemen yě xiāng mài yídiǎnr dōngxi.
A: Nimen péngyou zài Niuyue shēnme difang?
B: Zai chéng lìtou, Yibái-yīshi Jīè.
A: Nimen hǎizi yě dōu qù ma?
B: Zuì xiǎode buqù. Dàde dōu qù.
A: Nimen weshenme buqīng nimen péngyou dao zhèr lái?
B: Tāmen hěn xīhuan lái. Kèshi tāmēnde shìqíng tài duō, hǎizi yě tài xiǎo, suǒyì xiànzài bùnéng lái.

Where are you going?
We're going to New York.
Are you going by train?
No, we're going by car.
Why don't you go by plane?
There are no planes from here to New York.
What are you going to do there?
We are going to see a couple of friends. We are also thinking of buying a few things.
Whereabouts in New York are your friends?
In the city, on 110th Street.
Are all your children going, too?
The littlest is not going. All of the older ones are going.
Why don't you invite your friends to come here?
They would like very much to come. But they have too much to do, and the children are too small, so they can't come now.

VOCABULARY

suǒyì MA: therefore, so
chē N: any wheeled vehicle
qichē N: automobile, car
huochē N: train
chuán N: boat, ship
feijī N: airplane (flying machine)
jiē N: street
yídīng A: certainly, definitely
bùyídīng A: not necessarily, uncertain
zhènme A: how?, in what way?
xíng SV: be satisfactory, all right, 'can do'
cóng  CV: from  lái  V: come (here)
dào  CV: to (towards)  qù  V: go (there)
zuò  V: ride on (sit on)  kàn  V: see, visit
CV: go by  zhāngqílái  V: stand up
yào  AV: going to, expect to, shall, will  zuòxià  V: sit down

Qǐng zuò! IE: Please sit down!

PATTERN SENTENCES

I. CO-VERBS OF MOTION AND DIRECTION (cóng and dào)

CV - PosN  V

Pattern: Nǐ cóng nǎr lái? Wǒ cóng jīnlǐ lái.
Where did you come from? I came from home.

Nǐ dào nǎr qù? Wǒ dào chéng lǐtōu qù.
Where are you going? I am going into the city.

1. Nǐ cóng shènmé dīfang lái. Wǒ cóng pùzǐlǐ lái.
   Where did you come from? I came from the store.

2. Tā cóng nǎr lái? Tā cóng xuéxiāo lái.
   Where did he come from? He came from school.

   Did all those people come from school, too? No, they came from outside the city.

   Where are you going? I'm going to the country.

   Are you going from home? No, I'm going from the shop.

   Aren't you going to New York? No, I'm not.

   We're all thinking of going. Why aren't you going? I'm too busy, I can't go.

II. CO-VERB OF CONVEYANCE (zuò)

CV  MeansN  V

Pattern: Nǐ dào Zhōngguó qu, zěnme qù? Nǐ zuò chuán qù mà?
How are you going to China? Are you going by boat?
L. 11

   Are you going by boat to England? No, I'm thinking of taking a plane.

   Isn't it expensive by plane? No, not very expensive.

   Can one go by train? No, it isn't possible. There are no trains.

   Why don’t you go by boat? It is too expensive by a large boat, and I don’t enjoy small boats.

III. PURPOSE OF COMING OR GOING

Patterns: Nǐ dào zhèr lái zuò shénme? Wǒ dào zhèr lái niànshū.

What did you come here to do? I came here to study.

Nǐ dào Zhōngguó zuò shénme qu? Wǒ xiǎng jiào yídiǎnr shū qu.

What are you going to China to do? I want to do a little teaching.

Nǐ dào zhèr lái zuò shénme qu? Wǒ xiǎng jiào yídiǎnr shū qu.

What are you going upstream to buy? I want to buy a hat.

Nǐmen dào zhègé xuéxiào lái xué shénme? Xué Zhōngguó huà.

What do you come to this school to learn? Spoken Chinese.

Qīng nǐ dào wǒmen jiā lái zuòzuò.

Please come to our home and pay us a little visit.

Nǐ dào chéng lǐtōu qu kàn shéi? Wǒ yáo kàn nàwèi xǐng Lǐ de.

Whom are going to see downtown? I want to see the man named Li.

Nǐ dào nàr qu niànshū? Wǒ yuǎnyí dào Niǔyüè, kěshì wǒ fùmǔ buyuǎnyí wǒ zài Niǔyüè niànshū.

Where are you going to study? I'd like to go to New York, but my parents don't want me to study in New York.

   Is he going to Japan to carry on business? No, he's going to teach.

7. Nǐ wěishénme bùdào wàiguó qù zuòshí qu? Méiqián!
   Why don’t you go abroad to work? No money!
CLASSROOM ACTIVITY

A: requests a certain action
B: says what he is going to do, just before he starts to do it

A: Qīng nǐ zhànqǐlai.
   B: Wǒ yào zhànqǐlai.
A: Qīng nǐ dào wǒ zhèr lái.
   B: Wǒ yào dào nǐ nàr qu.
A: Wǒ yào nǐ dào wǔzǐ hòutou qu.
   B: Wǒ yào dào wǔzǐ hòutou qu.
A: Nǐ xiànzāi zài nǎr?
   B: Wǒ zài wǔzǐ hòutou ne.
A: Nǐ xǐhuan hòutou ma?
   B: Bùxǐhuan.
A: Nǐ yuàn yì dào qiántou lái ma?
   B: Wǒ hěn yuàn yì lái.
A: Hào, nǐ kěyì dào qiántou lái.
   B: Wǒ jiù yào dào qiántou lái.
A: Nǐ yuàn yì zuòxiá ma?
   B: Wǒ hěn yuàn yì zuòxiá.
A: Hào, nǐ kěyì zuòxiá.

Please stand up.
I'm going to stand up.
Please come here to me.
I'm going to you there.
I want you to go to the rear.
I'm going to the rear.
Where are you now?
I'm at the back of the room.
Do you like it at the back?
No, I don't.
Do you wish to come to the front?
I'd like very much to come.
All right, you may come to the front.
I'm just about to come to the front.
Do you wish to sit down?
I'd like very much to sit down.
Good, you may sit down!

FLUENCY DRILL

Wǒ dào Zhōngguó qu.
Wǒ yào dào Zhōngguó qu?
Nǐ wèishénme yào dào Zhōngguó qu?
Wǒ yào dào Zhōngguó qu zuòshí?
Nǐ yào dào Zhōngguó qu zuò shénme shí?
Wǒ yào dào Zhōngguó qu jiàoshī?
Nǐ yào dào Zhōngguó qu jiào shénme shū?
Wǒ yào dào Zhōngguó qu jiào Yīngwén.
Wǒ yào dào Zhōngguó qu jiào yídànr Yīngwén.
Nǐ bùyào dào Zhōngguó qu jiào yídànr Yīngwén ma?
Hǎo, wǒ yě yào dào Zhōngguó qu jiào yídànr Yīngwén.
Wōmen dōu kěyì dào Zhōngguó qu jiào yídànr Yīngwén.
Wōmen dōu kěyì dào Zhōngguó qu jiào yídànr Yīngwén qu.
NOTES

1. MOTION AND DIRECTION WITH lái AND qù: The two verbs lái and qù express both motion and direction, lái (come) indicating motion toward the speaker, or his point of reference, and qù (go) motion toward a point other than the speaker.

2. CO-VERBS OF MOTION AND DIRECTION công AND dào: These two co-verbs, with appropriate positional objects, serve to indicate the particular origin and the specific objective of the action of the main verbs lái and qù which they precede. Công (from) indicates motion out from or away from some point, and dào (to) motion towards some point. When the negative is indicated, the negative particle precedes the entire expression:

   công Zhōngguó lái  come from China
   dào Měiguó qù  go to America
   bùdào nàr qù  not go (to) there
   công xuéxiào qù  go from school

3. CO-VERBS zài, cōng, AND dào COMPARED: zài signifies 'being at' a point in space or time, and may be represented by a dot. Công and dào on the other hand, involve motion. Dào shows 'motion to or toward' some point, and may be represented by an arrow. Công signifies 'motion starting from or leading out of' some point, and may be represented by an inverted arrow.

4. CO-VERB OF CONVEYANCE (zū): The co-verb zū (go by, lit. sit on) and its object indicate the means of conveyance adopted to get from one point to another:

   zū chuán lái  come by boat
   bùzū fēiji qù  not go by plane

   Note that since zū literally means 'to sit', it is only used with respect to conveyances which provide places to sit down.

5. PURPOSE OF COMING OR GOING: The purpose of coming from or going to a place is indicated by placing the purpose expression either immediately before or immediately after the main verb lái or qù. Sometimes lái or qù appear both before and after the purpose expression:

   dào zhèr lái niànxū  come here to study
   bùdào Fáguó zuòshì  not go to France to work
   dào jiēshāng qù mǎi dōngxi qù  go downtown to make purchases

6. PRONOUNS BEFORE POSITIONAL NOUNS: Expressions such as 'with us here', 'at his place', 'here to me', etc., are formed by placing pronouns before the positional words zhèr and nàr (compare Lesson 5, Note 2):

   Qǐng nǐ dào wǒ zhèr lái.  Please come here to me.
   Wǒ bùyuàn yì dào tā nàr qù.  I don't wish to go to his place.
DÌSHÌÈRÌÈ—LESSON 12

COMPLETED ACTION WITH -LE

Report On The Trip To New York

A: Nǐmen jìntiān zǎoshāng dào nàr quē?
B: Dào Nǐyue quē.
A: Dào chéng lìtou quē meiyǒu?
B: Quē. Wǒmen dào Yībāi-yīshí Jīé, yīge pénghòu jiālǐ quē.
A: Pénghòu zhídào nǐmen yào lái má?
B: Bùzhídào.
A: Tāmen zài jiā būzài jiā?
B: Xiānshēng zài jiā, kěshì tāitái dào jiēshàng mái dōngxi quē.
A: Nǐmen zài tāmen jiālǐ chīfàn le má?
B: Mèiyǒu. Yīnwèi tāitá bǔzài jiā, suǒyì wǒmen dào fānguǎnr qu qù bùzhǎo quē.
A: Nǐmen méi qu kàn biéde pénghòu má?
B: Mèiyǒu.
A: Nǐmen wǎnfàn chīlè meiyǒu?
B: Hái méíchī ne.
A: Zài wǒmen zhèr chī yídīnr dōngxi, hǎo bùhǎo?
B: Xièxiè, xièxiè. Nǐmen tài kěqí!
A: Méi shénmé!

VOCABULARY

zuòtiān (MA)N: yesterday
jìntiān (MA)N: today
míngtiān (MA)N: tomorrow
zhǎoshāng (MA)N: morning
wǎnshāng (MA)N: evening
zǎofǎn N: breakfast (early meal)
zhōngfǎn N: lunch (middle meal)
wānfàn  N: supper, dinner
      (late meal)  zōu  V: walk, go, leave

gùshì  N: story  huílai  V: come back, return here

biéde  N: (an)other (person or thing)

yījìng  A: already  shuō gùshì  VO: tell a story
      -le  ting gùshì  VO: listen to a story

hái  A: still, yet, again
      méi shénme! IE: don't mention it!
      it's nothing at all!

ne  P: (sentence suffix, indicating suspense in negative statements)
      méi(you)  P: (verb prefix, negating completion of action)

\[ \text{PATTERN SENTENCES} \]

I. VERBS OF MOTION AND DIRECTION WITH -LE

S  Vie

Pattern: Tā lái le ma? Láile.
Did he come or has he come? Yes, he came or has come.
Tāmen zǒule meiyōu? Méizōu(ne).
Tāmen zǒule meizōu? Méizōu(ne).
Have they left? No, they haven't (yet).

1. Nǐde péngyou lái le meiyōu? Tā  Has your friend come? Yes, he's
   yījīng lái le.  already come.

2. Lǐ Xiānshēng zǒule ma? Méizōu Did Mr. Li leave? No, not yet.
   ne.

3. Tāmen zuótiān quèle meiyōu? Méiqū.  Did they go yesterday? No, they
tāmen jīntiān què.  didn't. They go today.


5. Shéi láile? Nǐde péngyou Zhāng  Who came (or who's come)? Your
   Xiānshēng láile.  friend, Mr. Zhang.


7. Nǐn xiānshēng hái méihuílai ma?  Hasn't your husband returned yet.
   Hái méihuílai ne.  Not yet.
8. Rén dōu zǒule ma?  
    Dōu zǒule.  
    Méidōu zǒu.  
    Dōu méizǒu.  
    Wǒ bùzhídào tāmen zǒule méizǒu.  
    Has everybody left?  
    Yes, everybody's gone.  
    No, not everybody.  
    Nobody has gone.  
    I don't know whether they have left or not.

9. Wáng Xiānshēng dao nǎr qule?  
    Tā dao fānguănqǐ chīfàn qule.  
    Where has Mr. Wang gone?  
    He has gone to the restaurant to eat.

    What has he gone to China to do?  
    He has gone to teach.

II. VERBS WITH SIMPLE OBJECTS AND -LE

S V(1e)Ole

Pattern: Nín chīfànle ma? Chīle, xièxiè.

Have you eaten? Yes, thank you.

Nǐ wènle xiānshēng le méiyǒu? Wǒ wènle tā le. Tā shuō kēyī.

Did you ask the teacher? Yes, I did ask him and he said all right.

1. Nǐmén chīle zǎofàn le méiyǒu?  
    Wǒmén yǐjīng chīle.  
    Have you had breakfast? We have already eaten.

2. Nǐ kànle jǐntiàn de bāo le ma?  
    Hái méikān ne.  
    Have you read today's paper? Not yet.

3. Tā gěi nǐ nage qián le ma?  
    Méiyǒu.  
    Has he given you the money? No, he hasn't.

    Have you invited them? Yes, I have.

5. Nǐ méi qù kàn ta le? Wǒ qù kàn ta le.  
    Didn't you go to see him? I did go to see him.

6. Dōngxi dōu mǎile ma?  
    Méidōu mǎi ne.  
    Dōu méǐmǎi ne.  
    Has everything been bought?  
    Not everything yet.  
    Nothing yet.

    Have you sold your car? Not yet.  
    Nobody wants it!
III. STRESSING PLACE, CONVEYANCE, AND PURPOSE WITH shi...de

Patterns: (1-2) Wǒde Zhōngguó huà shì zài Měiguó xuéde.
My Chinese was learned in America.

(3-4) Tā shì cóng Fāguó láide, bù shì ma? Shì.
He came from France, didn’t he? Yes.

(5-6) Tā shì zuò chuán láide. Tā méizuo fēijī.
He came by boat. He didn’t come by plane.

(7-8) Tā shì niànnshū láide (or lái niànnshūde).
He came to study.

1. Nínde Yīngwén shǔdē zhēn hǎo! Zài nǎr xuéde?
You speak English wonderfully! Where did you learn it?

At which store did you buy that pen of yours? At the largest store in the city.

This lady came from Germany.

4. Wǒmen dōu shì cóng wǒmen jiālǐ qùde, kěshì Lǐ Xiàoshèng shì cóng xuéxiāo qùde.
We all went from our homes, but Mr. Li went from the school.

Did you come by boat? No, I came by car.

How did he go? He went in a friend’s car.

Why was it that he came? He came to see a friend.

8. Tā dào nǎr qù shì zuò shénme qùde? Shī zuò mǎimai qùde.
What did he go there to do? He went to carry on business.

CLASSROOM ACTIVITY

A: asks B to do something
B: does it and then reports what he has done
C: the class says what they just saw him do

A: Qǐng nǐ zhànqílai.
Please stand up.

B: Wǒ zhànqílai.
I have stood up.

C: Tā zhànqílai.
He has stood up.
A: Qīng nǐ dao zhèr lái.
B: Wǒ dao zhèr lái le.
C: Tā dao nàr qule.
A: Qīng nǐ dao hòutou qu.
B: Wǒ dao hòutou lǎile.
C: Tā dao hòutou qule.
A: Qīng nǐ dao qiúntou lái.
B: Wǒ dao qiúntou lǎile.
C: Tā dao qiúntou qule.
A: Nǐ kéei zuòxtia.
B: Wǒ zuòxtia le.
C: Tā zuòxtia le.

Please come here
I have come here.
He has gone there.
Please go to the rear.
I have come to the rear.
He has gone to the rear.
Please come to the front.
I have come to the front.
He has gone to the front.
You may sit down.
I have sat down.
He has sat down.

PLUENCY DRILL

Chīfàn.
Méichīfàn.
Wǒ méichīfàn.
Wǒmen méichīfàn.
Wǒmen méi zài tā nàr chīfàn.
Suóyì wǒmen méi zài tā nàr chīfàn.
Tā dao jīéshāng qule, suóyì wǒmen méi zài tā nàr chīfàn.
Tāmen dōu dao jīéshāng qule, suóyì wǒmen méi zài tāmen nàr chīfàn.
Tāmen dōu dao jīéshāng qule, suóyì wǒmen méi zài tāmen nàr chī Zhōngfàn.

NOTES

1. COMPLETED ACTION WITH -LE: The particle -le, either as a suffix to verbs, or as a sentence final, indicates the completion of the action of the verb, or of the entire predicate:

Zhāng Xiǎoshēng lǎile.
Wǒ yǐjìng qīng tāmen le.
Tā gěi wǒ qián le.
Mr. Zhang came (or has come).
I have already invited them.
He gave (or has given) me money.

In the case of verbs with simple objects, in addition to the -le at the end of the sentence, one often finds another -le attached to the main verb:

Nín chīlè fàn le ma?
Wǒ gěile tā nàgè bǐāo le.
Have you eaten?
I've given him that watch (already).
2. **NEGATION OF COMPLETED ACTION WITH méi:** The negative particle méi- (or méiyou-), when prefixed to verbs, negates all idea of completion of the action of that verb, or of the entire predicate:

- Tā méilái (or méiyou lái).  
  He didn't (or hasn't) come.
- Wǒmen dōu méiquè.  
  None of us went.
- Wǒ méikàn báo.  
  I didn't (or haven't) read the paper.

3. **SUSPENSE WITH ne:** It was shown in Lesson 10 (see Note 6) that the sentence suffix *ne* in positive statements (in contrast to *-le*) carries forward the action of the verb. In the case of negated statements with méi-, the addition of *ne* suggests the idea of suspense, or a holding over of the action, with the probability of an early completion:

- Tā méilái ne.  
  He hasn't come yet.
- Bǐxiē hái méimài ne.  
  I still haven't bought the watch yet.
- Tā méigēi wǒ nage qián ne.  
  He hasn't given me the money yet.

4. **QUESTIONS AND COMPLETED ACTION:** Note the following forms of questions as to action already completed:

- Tā láile ma?  
  Did or has he come?
- Tā láile méilái?  
  Did or has he come?
- Tā láile méiyou?  
  Did or has he come?
- Tā méilái ma?  
  Didn't or hasn't he come?

Where simple objects are involved, the following forms are most commonly used:

- Nín chī(ler) fàn le ma?  
  Did you eat or have you eaten?
- Nín chī(ler) fàn le méiyou?  
  Did you eat or have you eaten?
- Nín méichīfàn ma?  
  Didn't you eat or haven't you eaten?

With transposed objects, *-le* is attached to the verb only:

- Jīntiānde báo, nín kànle ma?  
  Have you read today's paper?
- Jīntiānde báo, nín kànle meikan?  
  Have you read today's paper?
- Jīntiānde báo, nín kànle méiyou?  
  Have you read today's paper?
- Jīntiānde báo, nín méikàn ma?  
  Haven't you read today's paper?
5. **PURPOSE AND COMPLETED ACTION:** In the last lesson (see Note 5), three variant forms of the same pattern for expressing the purpose of coming or going were shown. When completed action is indicated, -le is preferably attached to either of the two forms ending in lāi or qù, and to the end of the sentence only:

Ta dao Zhōngguó jiāoshū qùle.  He has gone to China to teach.

Ta dao chéng wāitōu qù kàn péngyou qule.  He has gone outside the city to see a friend.

6. **STRESSING PLACE, CONVEYANCE, AND PURPOSE:** Circumstances connected with the action of the main verb, such as the place where the action occurred (with zài), or started from (with cóng), or what conveyance was used (with zuò), or the purpose of coming or going, are all singled out for special stress in the same way that the person who instigated the action was stressed in Lesson 9 (see Note 4), with the shì...de clausal construction:

Nínde màozi (shì) zài nár mǎide?  Where did you buy your hat?

Ta (shì) cóng nár láide?  Where did he come from?

Wǒ (shì) zuò huǒche huíláide ma?  Did you come back by train?

Wǒ (shì) dao zhèr lái niànnshū de (or niànnshū láide).  I came here to study.

Note that the shì in this construction is often omitted and understood.
DÌSHÌSÀNKE - LESSON 13

TIME WHEN EXPRESSIONS-PROBABILITY WITH BA

How Many Months In A Year?

A: Yìnián yòu jīge yuè?
B: Yìnián yòu shìèrge yuè.
A: Yòu duòshaotian?
B: Sànbāi-lìùshí-wùtian.
A: Yīge yuè yòu duòshaotian?
B: Yòude yòu sànshtiān, yòude yòu sànshi-yùtian.
A: Èryuē méiyòu sànshtiān ba?
B: Méiyòu. Èryuē jìlù yòu èrshì-bātian.
A: Diānìge yuè, Zhōngguò huà jiào shēnme?
B: Jiào Yìyuē.
A: Dièrge yuè jìlù jiào Èryuē ba?
B: Duìduì!
A: Ou, nà bunán! Yīge yuè yòu jīge lìbài?
B: Sìge lìbài. Yìnián yòu wǔshí-èrge lìbài, yīge lìbài yòu qītian.

A: 'Sunday' Zhōngguò huà jiào shēnme?
B: 'Sunday' jiào Lìbàitiān, 'Monday' jiào Lìbàiyī.
A: Nà yě bunán!
B: Suòyì wǒ shuò: Zhōngguò huà hēn róngyì xué!

How many months are there in a year?
There are 12 months in a year.
How many days?
365 days.
How many days in a month?
Some have 30 days, some have 31 days.
February doesn't have 30 days, does it?
No, it doesn't. February has only 28 days.
What is the first month called in Chinese?
It is called First Month.
The second month is just called Second Month, isn't it?
You're right!
Oh, that's not difficult! How many weeks in a month?
Four weeks. A year has 52 weeks, a week has 7 days.
What is Sunday called in Chinese?
Sunday is called 'Libaitian', Monday 'Libaiyi'.
That's not difficult either!
Hence I say that Chinese is very easy to learn!
### VOCABULARY

<table>
<thead>
<tr>
<th>Chinese</th>
<th>Pinyin</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>yǒu (de) shíhou</td>
<td>MA: sometimes</td>
<td>huǒchēzhàn N: railroad station</td>
</tr>
<tr>
<td>qìnián</td>
<td>(MA)N: last year</td>
<td>qìchēzhàn N: bus station or stop</td>
</tr>
<tr>
<td>jīn nián</td>
<td>(MA)N: this year</td>
<td>tiāntiān A: everyday</td>
</tr>
<tr>
<td>míng nián</td>
<td>(MA)N: next year</td>
<td>nián nián A: year by year</td>
</tr>
<tr>
<td>nà</td>
<td>SP: that (in general)</td>
<td>yào jīn SV: be important</td>
</tr>
<tr>
<td>(dì) jī-</td>
<td>SP: which? (of series)</td>
<td>dào V: arrive at, reach</td>
</tr>
<tr>
<td>-tiān</td>
<td>M: day</td>
<td>xī wang V: hope that, hope for, expect that</td>
</tr>
<tr>
<td>-nián</td>
<td>M: year</td>
<td>di- P: ordinalizing prefix to numbers</td>
</tr>
<tr>
<td>-hào</td>
<td>M: day (of month); number (of house, room, etc.)</td>
<td>ba P: (sentence suffix, implying probability)</td>
</tr>
<tr>
<td>yuè</td>
<td>N: month</td>
<td>(nà) bǔ- yào jīn! IE: that's nothing! never mind!</td>
</tr>
<tr>
<td>lǐ bāi</td>
<td>N: week</td>
<td>dū liē! IE: that's right! (indicates agreement)</td>
</tr>
<tr>
<td>shíhou</td>
<td>N: time</td>
<td></td>
</tr>
<tr>
<td>xī wang</td>
<td>N: hope, expectation</td>
<td></td>
</tr>
<tr>
<td>chē zhàn</td>
<td>N: station</td>
<td></td>
</tr>
</tbody>
</table>

### The Year

<table>
<thead>
<tr>
<th>Year in Chinese</th>
<th>Year in Roman</th>
</tr>
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<tbody>
<tr>
<td>Yì qiān jī ú bā nián</td>
<td>1900</td>
</tr>
<tr>
<td>Yì qiān bā bāi - liú shì sān nián</td>
<td>1863</td>
</tr>
<tr>
<td>Yì qiān jī ú bā - sǐ shí qī nián</td>
<td>1947</td>
</tr>
</tbody>
</table>

(telephone style

<table>
<thead>
<tr>
<th>Year in Chinese</th>
<th>Year in Roman</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yì sī - jī ú - èr nián</td>
<td>1492</td>
</tr>
<tr>
<td>Yì liáng - sān - yī nián</td>
<td>1031</td>
</tr>
<tr>
<td>Yì bā - liáng - nián</td>
<td>1800</td>
</tr>
<tr>
<td>Yì bā - yī - liáng - nián</td>
<td>1810</td>
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### The Month

<table>
<thead>
<tr>
<th>Month in Chinese</th>
<th>Month in English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yí yuè^1</td>
<td>January</td>
</tr>
<tr>
<td>Bǐ yuè</td>
<td>February</td>
</tr>
<tr>
<td>Sān yuè</td>
<td>March</td>
</tr>
<tr>
<td>Sì yuè</td>
<td>April</td>
</tr>
<tr>
<td>Wǔ yuè</td>
<td>May</td>
</tr>
<tr>
<td>Lì yuè</td>
<td>June</td>
</tr>
<tr>
<td>Qì yuè</td>
<td>July</td>
</tr>
<tr>
<td>Bái yuè</td>
<td>August</td>
</tr>
<tr>
<td>Jiù yuè</td>
<td>September</td>
</tr>
<tr>
<td>Shí yuè</td>
<td>October</td>
</tr>
<tr>
<td>Shi yì yuè</td>
<td>November</td>
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<tr>
<td>Jié yuè</td>
<td>December</td>
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### The Day

<table>
<thead>
<tr>
<th>Day in Chinese</th>
<th>Day in English</th>
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<tbody>
<tr>
<td>Yí hāo</td>
<td>first</td>
</tr>
<tr>
<td>Èr hāo</td>
<td>second</td>
</tr>
<tr>
<td>Sān hāo</td>
<td>third</td>
</tr>
<tr>
<td>Sì hāo</td>
<td>fourth</td>
</tr>
<tr>
<td>Wǔ hāo</td>
<td>fifth</td>
</tr>
<tr>
<td>Liú hāo</td>
<td>sixth</td>
</tr>
<tr>
<td>Qī hāo</td>
<td>seventh</td>
</tr>
<tr>
<td>Bā hāo</td>
<td>eighth</td>
</tr>
<tr>
<td>Jiǔ hāo</td>
<td>ninth</td>
</tr>
<tr>
<td>Shí hāo</td>
<td>tenth</td>
</tr>
<tr>
<td>Shi yī (hao)</td>
<td>eleventh etc.</td>
</tr>
</tbody>
</table>

shén me nián what year?
qùn nián last year
míng nián next year
nǎ nián which year?

jī hāo which day?
(zhāng yuè^2 last month
zhì yuè this month
xī yuè next month
nǎ yuè which month?

zuó tiān yesterday
jīn tiān today
míng tiān tomorrow
nǎ tiān which day?
The Week

shànglìbāi
last week
Lìbāitiān
Sunday
zhèlìbāi
this week
Lìbāiyī
Monday
xiàlìbāi
next week
Lìbāiyè
Tuesday
nǎilìbāi
which week?
Lìbāishān
Wednesday
shānglìbāisān
last week Wednesday
Lìbāishī
Thursday
zhèlìbāisān
this week Wednesday
Lìbāiwǔ
Friday
xiàlìbāisān
next week Wednesday
Lìbāiliù
Saturday
nǎilìbāisān
which Wednesday?
Lìbāijī
which day?
(of the week)

1 Distinguish between Yìyue (January) and Yīge yuè (one month).
2 The measure -ge may be inserted in these two columns, as for example:
   shānggeyuè, nāge yuè?, shānggelìbāi, nāge lìbāi?, etc.

Ordinal Numbers

dìyuè
the 1st day
dìèrliāo
the 2nd day, next day
disānniāo
the 3rd year
dísìge
the 4th one (person or thing)
dièwǔwèi
the 5th person (polite for teachers, etc.)
dilǐbéi
the 6th volume
dièqīzhāng
the 7th sheet (paper)
dièjībiān
which volume? (of a series)

Pattern Sentences

I. TIME WHEN EXPRESSIONS (PRECEDE VERB)

Time When CV - N V

Pattern: Nǐ shénme shíhou dào Zhōngguó qu? Wǒ mínghuá qu.
When are you going to China? I'm going next year.

   Did you go last evening? No, I didn't.

2. Zhāng Xiānshēng míngtiān lái
   bulái? Míngtiān bulái.
   Is Mr. Zhang coming tomorrow? No, he's not.

3. Tā lǐbāièr hùilái méiyǒu?
   Huílái.
   Did he return Tuesday? Yes, he did.

   Where were you last week? Last week
   I was in New York.

5. Nǐ xiàyüè bùdào Yīngguó qu ma?
   Bùqū. Nǐ zěnme zhídào wǒ bùqū.
   Aren't you going to England next
   month? No. How did you know
   I wasn't going?
6. Qùnián lǎide nàge rén dào nàr quèle? Where has the man who came last year gone?
7. Wǒ xǐwàng nǐ mínɡtiān néng lái. I hope you can come tomorrow.

II. STRESSING TIME WHEN WITH THE shi... DE CONSTRUCTION

N (shi) Time When Vde


1. Nàge rén shì nàtiān zǒude?
   Tā shì zuòtiān zǒude.
2. Nǐn tài tāi shì Lǐbáijī dao Niǔyue qùde?
   Wǒ tài tāi shì Lǐbáizān qùde.
3. Zhège zhúozī shì niǎoyue máide?
   Shì shàngyue máide.
4. Zhǎo Xiǎojíe shì jǐyue cóng wàiguó láide?
   Tā shì Shíyíyue láide.
5. Zhāng Xiǎnshēng shì nànián dao Zhōngguó qùde?
   Tā shì Yījiǔ-sìlǐng-diǎn qùde.
6. Nǐde péngyou shì jǐhào huílái de?
   Tā shì Wùyue shìwǔ(hào) huílái de.
7. Tāde háizǐ shì Ērshījī(hào) dào zhèr de (or dàode zhèr)?
   Tāde háizǐ shì Ērshī-qí(hào) dàode.
8. Nǐde biǎo shì jīnián máide ma?
9. Lǐ Xiǎnshēng shì shānglíbāísì zōude bushí?

III. PROBABILITY WITH SENTENCE SUFFIX BA

Pattern: Nǐmen dōu hǎo ba? You are all well, I presume?

   You don't sell foreign tea, do you? Yes, we do. How much do you want?

4. Xuéshēng dōu huìjié ba? Duìle, dōu huìjié.
   I suppose the students have all returned home? You're right, they've all gone home.

   You're not going today, I suppose? No, I'm not.

   I suppose you go to his place every day? Sometimes I go there, sometimes I don't.

FLUENCY DRILLS

Nǐn shi nǎnnián dào zhèr láide?
   我是哪年到这儿来的?

Wǒ shì Yì-jī-śì-líng-nián láide.
   我是乙十二年来的。

Nǐn shì niān yuè dàode?
   你是哪月大度?

Wǒ shì Ēyuè dàode.
   我是二月大度。

Nǐn shì Òyuè jǐhào dàode?
   你是二月几号大度?

Wǒ shì Òyuè bāhào dàode.
   我是二月八号大度。

Nǐn shì bāhào zǎoshàng dàode ma?
   你是八号早上大度吗?

Wǒ bùshì zǎoshàng dàode, wǒ shì wānshàng dàode.
   我不是早上大度，我是晚上大度。

Nín de biǎo shì nǎnnián mǎide?
   你表是哪年大度?

Wǒde biǎo shì qúnnián mǎide.
   我表是群年大度。

Nín de biǎo shì qúnnián niān yuè mǎide?
   你表是群年哪月大度?

Wǒde biǎo shì qúnnián Qìyuè mǎide.
   我表是群年七月大度。

Nín de biǎo shì Qìyuè jǐhào mǎide?
   你表是七月几号大度?

Wǒde biǎo shì Qìyuè sānhào mǎide.
   我表是七月三号大度。

Qúnnián Qìyuè sānhào shì lǐbài jī?
   群年七月三号是里百几?

Qúnnián Qìyuè sānhào shì lǐbāiwǔ.
   群年七月三号是里百五。

NOTES

1. TIME WHEN AND WITHIN WHICH: In indicating the time when or within an action occurred, or failed to occur, whether it be a point of time or a stated period, the time element always comes somewhere before the main verb of the sentence or clause. The entire expression thus functions as a movable adverb, and serves as a setting for the action.
Wǒ míngtian qù.
I am going tomorrow.

Tā shì zuótiān lái de.
He came yesterday.

Wǒ zhè liǎngtiān méi shí.
I have nothing to do these two days.

Jintian wǎnshang qǐng nǐmen
dào wǒmen jiā lái chí yǐdiǎnr
Zhōngguo fàn.
Please come to our home this evening for a little Chinese food.

2. **STRESSING TIME WHEN:** When it is desired to emphasize the time when or within which an action did or did not take place, rather than the action itself, the shì...de construction is used, as in the case of place, purpose, etc. (see Lesson 9, Note 4, and Lesson 12, Note 6). Contrast the following pairs of sentences:

Wǒ péngyou zuótiān lái le.
My friend came yesterday.

Tā shì zuótiān lái de.
It was yesterday that he came.

Wǒ jìntian mǎi le shū le.
I bought a book today.

Zhèběn bùshì jìntian mǎi de.
This volume is not one I bought today.

3. **PROBABILITY WITH SENTENCE SUFFIX BA:** The particle ba suffixed to certain statements makes them imply a probability, a conclusion based on the best light one has, yet leaving some room for doubt. Contrast the following pairs of sentences:

Nǐn hěn máng ma?
Are you very busy?

Nǐn hěn máng ba?
You're probably very busy, aren't you?

Tā dào Zhōngguó qúle ma?
Has he gone to China?

Tā dào Zhōngguó qúle ba?
He's gone to China, I presume?

Tā měiqù ma?
Didn't he go?

Tā měiqù ba?
I don't suppose he went, did he?

4. **ORDINAL NUMBERS** are formed by prefixing the ordinalizing particle di- to the cardinal numbers. Compare the English endings -st, -nd, -rd, etc.:

dīyī (first), dìèr (second), etc.

dīyíge (the first), dīsānběn (the third volume), etc.

5. **INQUIRING DAY OF THE WEEK, ETC.:** In inquiring and giving the day of the week, etc., the verb shì is very often omitted, as in the case of asking prices (see Lesson 6, Note 6):

Míngtian (shì) Lìbàiji?
What day of the week is tomorrow?

Lìbài lìu.
Saturday.
Jiàntian (shi) jiāhào? What day of the month is today?  
Jiàntian (shi) shìsānhào. Today is the 13th.

Jīnnián (shi) shénme nián? What year is this?  
Jīnnián (shi) Yì-jīù-sì- qīníán. This year is 1947.

6. **DATES AND ADDRESSES:** When giving dates and addresses, or other detailed times and places, the larger units always precede the smaller. No -de is used between the different divisions:

- Lǐbàièr wǎnshāng. Tuesday evening.
- Dìsāntiān zǎoshāng the morning of the 3rd day
- Yì-jīù-sì-wǔnián Bǎiyuè shìshí August 14th, 1945
- Zhōngguó Nánjīng Nanjing, China
- Nǐyuè Wǔshíjiǔ Jīè 59th Street, New York City
- Shíshí Jīè sānbǐnhǎo #300 14th Street

Note that the particle dì- is omitted in inquiring and giving the month, day of month, or number of the street.
A: Jintian wǎnshang wǒ xiǎng dao jìěshang qu chī diǎnr Zhōngguó fàn. Shéi gèn wǒ qù?

B: Wǒ gèn nǐ qù.

A: Nǐ huì yòng kuàizi ma?

B: Yìdiǎnr dōu buhuì.


B: Wǒmen dào nàge fāngwǎnr?

A: Chéng lǐtou yǒu yīge xiǎo fāngwǎnr jiào Xīn Huá Lóu. Wǒ tīngshuō nárde cài bùcuò.

B: Ou, wǒ zhādào nàge difāng.

(At the Restaurant)

A: Nǐ zuì ài chī shénme?

B: Wǒ shénme dōu ài chī.

A: Nǐ xiǎng chī yú ma?

B: Hěn xiǎng chī.

A: Hǎo, sānge cài, yīge tāng, gòu bugōu?

B: Gōule!

A: Wǒmen xiān hě yìdiǎnr jiǔ, hǎo buhuǎo?

B: Xièxiè, wǒ buhē jiǔ.

I'm thinking of going out for some Chinese food tonight. Who'll go with me?

I'll go with you.

Do you know how to use chopsticks?

I don't know the first thing about it.

Never mind! If you want to use a knife and fork, the restaurant has both. If you want to learn to use chopsticks, I can teach you.

To which restaurant shall we go?

There is a small restaurant downtown called the New China. I hear that the food there is quite good.

Oh, I know that place.

What do you like most to eat?

I like to eat anything.

Would you like some fish?

I'd love to have some.

Good, would three main dishes and a soup be enough?

That'll be enough!

How about starting off with a little wine?

Thanks, I don't drink wine.
## VOCABULARY

<table>
<thead>
<tr>
<th>Characters</th>
<th>Pinyin</th>
<th>Meaning</th>
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<tbody>
<tr>
<td>-wān</td>
<td>M: bowl (of)</td>
<td>yikuāir</td>
</tr>
<tr>
<td>-jù</td>
<td>M: (measure for huà)</td>
<td>gēn</td>
</tr>
<tr>
<td>cài</td>
<td>N: vegetables; dish of Chinese food</td>
<td>gēi</td>
</tr>
<tr>
<td>ròu</td>
<td>N: meat</td>
<td>tì</td>
</tr>
<tr>
<td>yú</td>
<td>N: fish</td>
<td>yòng</td>
</tr>
<tr>
<td>tāng</td>
<td>N: soup</td>
<td>duì</td>
</tr>
<tr>
<td>dāozì</td>
<td>N: knife</td>
<td>yǒuyòng</td>
</tr>
<tr>
<td>chāizi</td>
<td>N: fork</td>
<td>bucūō</td>
</tr>
<tr>
<td>sháor</td>
<td>N: spoon</td>
<td></td>
</tr>
<tr>
<td>kuāizi</td>
<td>N: chopsticks</td>
<td>wànì</td>
</tr>
<tr>
<td>wān</td>
<td>N: bowl</td>
<td>tīngshuō IE: hear(d) it said that</td>
</tr>
<tr>
<td>xīn</td>
<td>N: letter, mail</td>
<td>wèn...hāo IE: inquire after another's welfare</td>
</tr>
<tr>
<td>jūzi</td>
<td>N: sentence</td>
<td>gòu le! IE: that'll be enough!</td>
</tr>
<tr>
<td>gǒngfu</td>
<td>N: free time, leisure time</td>
<td></td>
</tr>
<tr>
<td>xiān</td>
<td>A: first</td>
<td></td>
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</tbody>
</table>

## PATTERN SENTENCES

### I. CO-VERBS OF INTEREST, ETC.

(a) The Co-Verb gēn (with; and, lit. following)

Pattern: Wǒmén mǐntiān yāo gēn Lǐ Xiānshēng Lǐ Tàitái yikuāir chǐ wānfàn.

We are eating supper with Mr. and Mrs. Li tomorrow.

Zhāng Xiānshēng gēn Zhāng Tàitái dao Běijīng què.

Wǒ zuǐ xīhuàn gēn xiǎo háizi wànì.

Tāmén bugēn wǒmén yikuāir què.

Wǒ méi gēn tā shūō shēnme(huà).

Wǒ méi gǒngfu gēn tāmén què.

Nǐ de Zhōngguó huà shì gēn shéi xuéde?
(b) The Co-Verb **gěi** (for; to, lit. for the benefit of)

**Pattern:** Lǐ Tàitái yáo gěi wǒmen zuò Zhōngguó fàn.

Mrs. Li is going to cook Chinese food for us.

Wǒ tàitái tiāntiān gěi wǒmen zuòfàn.

Nǐ néng bùnèng xiǎn gěi wǒ mǎi yìdiǎnr dōngxi?

Qǐng nǐ gěi wǒmen shūō yìdiǎnr Yīngwén.

Wǒ méigěi tā zuò shénme (shì).

Wāng Xiānshēng gěi tāmén xiěle jīge Zhōngguó zì le.

Wǒ tīngshūō tā cháng(cháng) gěi tā fǔmǔ xiēxìn.

(c) The Co-Verb **tī** (for, lit. substituting for)

**Pattern:** Lǐ Xiānshēng yào tī Lǐ Tàitái mài cài.

Mr. Li is buying the meat and vegetables for Mrs. Li.

Nǐ néng tī wǒ zuò zhège(shì) ma?

Qǐng nǐ tī wǒ gēn Chén Xiānshēng shuōshuō.

Wǒ zuótian méítǐ wǒ mǔqín mǎi shénme.

Chén Xiānshēng zuótian tī Liú Xiānshēng jiāoshūle.

(d) The Co-Verb **yòng** (with, lit. using)

Zhōngguó rén yòng dàozi chāzi chīfàn ma?

Qǐng nǐ yòng Zhōngguó huà shūō. Wǒ budōng Yīngwén.

Shéi buyòng shāor hē tāng?

Wǒ yòng tā gěi wǒde qǐn mái le liǎngzhāng huàr.

(e) The Co-Verb **duì** (to, towards, lit. facing)

**Pattern:** Lǐ Xiānshēng Lǐ Tàitái duì wǒmen hěnhǎo.

Mr. and Mrs. Li are very nice to us.

Tā duì wǒ shuō...

Wǒ méiduì tāmén shuō shénme(huà).

Wǒ yǐjīng duì wǒ tàitái shuōle.
II. QUESTION WORDS AS INDEFINITES

Pattern: Nǐ yào shénme? Wǒ bùyào shénme.

What do you want? I don't want anything.

1. Nǐ yǒu shénme shí? Wǒ méi shénme shí. What can I do for you? You can't do anything for me.

III. INCLUSIVENESS AND EXCLUSIVENESS (WITH INDEFINITES)

Pattern: Nǐ yào shénme? Wǒ shénme dōu yào, or Wǒ shénme dōu (or yě) bùyào.

What do you want? Anything at all, or Nothing at all.

1. Shéi zhīdào zhège shìqíng? Who knows about this?
   Shéi dōu zhīdào. Everybody knows.
   Shéi dōu bùzhīdào. Nobody knows.
2. Nǎr yǒu fǎnguǎnr? Where are there restaurants?
   Nǎr dōu yǒu. Everywhere.
   Nǎr yě méiyǒu. Nowhere.
3. Nǎge qìchē shì nǐde? Which car is yours?
   Nàge dōu bùshì wǒde. Wǒde mǎile. Neither (or none) of them is mine. Mine is sold.
4. Nǐ yào kàn nàběn shū? Nàběn dōu kéyi. Which volume do you want to look at (or read)? Either (or any) one will be all right.
5. Nǐ shuō nàtiān zǒu hǎo? Nàtiān dōu xíng. Which day do you say is the best to leave? Any day will do.
IV. EXCLUSIVENESS INTENSIFIED ('not even')

Pattern: NI yào duōshao? Wǒ yidiǎnr dōu (or yě) buyāo.
How much do you want? Not any (lit. not even a bit).
NI yào jīge (or duōshao)? Wǒ yīge dōu (or yě) buyāo.
How many do you want? Not a single one.

1. NI huí xiě duōshao zì? Wǒ yīge zì yě bùhui xiě.
How many characters can you write? Not a single character.

2. NI kànle jīběn shū le? Wǒ yīběn dōu méikān ne.
How many books have you read? I haven't read a single volume yet.

Can you speak English? I can't speak a bit of English.

4. NI yǒu duōshao qián? Yīmào qián yě méiyǒu.
How much money do you have? Not even a dime.

5. NI néng chī jiǔwàn fàn? Bānwán dōu bùnénɡ chī.
How many bowls of rice can you eat? Not even half a bowl.

6. Wǒ shuōde huà, nín dōnɡ duōshao?
Yījù wǒ dōu bùdōnɡ.
How much do you understand of what I said? Not a single sentence.

7. NI yào shénme? Wǒ yídīnr shénme yě buyāo.
What do you want? I don't want anything at all.

FLUENCY DRILL

Mǎi cài.
Mǎi cài qu.
Qù mǎi cài qu.

Gēn wǒ qù mǎi cài qu.
NI gēn wǒ qù mǎi cài qu.
NI gēn wǒ yikuāi qù mǎi cài qu.
NI gēn wǒ yikuāi dao chénglǐ qù mǎi cài qu.
NI gēn wǒ yikuāi dao chénglǐtou qù mǎi cài qu.
NI yǒu gōnɡfu gēn wǒ yikuāi dao chénglǐtou qù mǎi cài qu ma?
NI mǐnɡtian yǒu gōnɡfu gēn wǒ yikuāi dao chénglǐtou qù mǎi cài qu ma?
NOTES

1. CO-VERBS OF INTEREST, ETC.: In this lesson five more co-verbs are introduced: gēn (with), gěi (for or to), tī (for), yǒng (with), and duǐ (to). The sentence pattern is the same as that introduced in Lesson 10:

NI gēn shéi qù?           With whom are you going?

Tā tiāntiān gěi wǒ mǎi báo. He buys the paper for me every day.

Wǒ kěyì tī nǐ qù mǎ?   May I go for you?

Shéi yǒng dāozī hē tāng? Who drinks soup with a knife?

Wǒ duǐ tāmen shuō wǒ bùnéng qù. I told them I couldn't go.

2. QUESTION WORDS AS INDEFINITES: Question words like shéi (who?), shénme (what?), etc., are commonly used as indefinites like the English 'anyone', and 'anything':


Chēshang yǒu duōshào rén? Méi duōshào rén.                                How many people are there on the train. Not many.

3. INCLUSIVENESS AND EXCLUSIVENESS: To express inclusive ideas such as 'everyone' and 'everything', and exclusive ideas such as 'no one' and 'nothing', indefinites plus dōu (at all) are used:


Shénme rén yào zhègè? Shénme rén dōu (or yě) yào. What person wants this. Nobody wants it.

4. INTENSIFYING EXCLUSIVENESS: To express an intense degree of exclusiveness, as in the English phrase 'not even a little', yì and a measure, or some expression which signifies a very small number or amount, is used before dōu and the negative for of the verb:

NI huī zuòfàn mǎ? Wǒ yídānr dōu bùhuí. Do you know how to cook? I don't know a single thing about it.

Háizi chíle jīwǎn fàn le? Bānwǎn dōu méichī ne. How many bowls of rice has the child eaten? Not even half a bowl yet.

Note that the adverb yě is often substituted for dōu in sentences expressing exclusiveness.
I have a friend named Smith. One day Mr. Smith went to Italy.

He didn't go alone, he went with a couple of friends.

They traveled by boat for five days and reached France. Upon arriving in France, they disembarked and boarded a train.

Their train left on Wednesday, and the next morning they arrived in Rome.

When they got to Rome they hunted up a hotel in town.

They lived in that hotel a week or so, and afterwards went to live at a friend's home.

Mr. Smith and his two friends stayed in that man's home for half a year, and then returned to America.

Next year I must also go to Italy to have a look around. Some say there is no need to go. Others say don't go. But I say we all ought to visit Italy.

**Vocabulary**

- **hòulai**: MA: afterwards, and then
- **lūguān**: N: hotel
- **jiā**: A: then (introduces subsequent action)
- **dēi**: AV: have to, must
- **bubì**: AV: need not
- **bùyòng**: AV: no use to
- **yīngdāng**: AV: ought to, should
- **bié**: AV: don't (imperative, from búyào)
L. 15

shàng  V: ascend, go up on, go to  shàngxué  VO: go to school
xià  V: descend, go down from  shàngkē  VO: go to class
zhū  V: live or stay in or at  shàngchē  VO: board a train or car
huǐ  V: return (to)  shàngjiē  VO: go to the shopping district
zhāo  V: look or hunt for  shànglóu  VO: come or go upstairs
kāi  V: open, start away (train, bus, ship), operate (car)  huǐjiā  VO: return home
  2. huíguó  VO: return to one's native country

PATTERN SENTENCES

I. SINGLE VERB -le WITH SIMPLE OBJECTS (DEPENDENT CLAUSES)

Vle  O,  jiù...

Pattern: Wǒmen chīle fàn, jiù shànglóule.

When we had eaten, we went upstairs.

1. Wǒmen shàngle lóu, jiù zuòxiàle.  When we got upstairs, we sat down.

2. Tā mǎile táng, jiù huíjiāle.  He returned home after he bought the candy.

3. Tāmén xiāle chē, jiù shàng lǚguān qule.  After they got off the train, they went to the hotel.

4. Wǒmén dàole chēzhàn, huǒchē yǐjīng kāile.  When we reached the station, the train had already left.

5. Wǒ dàole Niǔyue, jiù yào qu zhāo wǒde péngyou.  I'm going to look up my friends as soon as I get to New York.

6. Tāmén dàole Tiānjīng, jiù méixiàchuān.  When they arrived at Tianjing they didn't disembark.

7. Nǐn chīle fàn, kànle bāo, jiù qǐng nǐn shànglóu.  After you have eaten and read the paper, please come upstairs.

II. SINGLE OR DOUBLE -le WITH MEASURED OBJECTS

Vle  Meas  O  (le)

Patterns: (a) Nàge háizi (zuòtian) chīle bākuài táng.

That child ate eight pieces of candy (yesterday).
(b) Nàge háizi (yǐjīng) chīle bākuài táng le.

That child has (already) eaten eight pieces of candy.

1. (a) Wǒ shāngyue kànle sānbèn shū. I read three books last month.
   (b) Xiǎoshēng yào wǒmen kàn wǔbèn shū. Wǒ kànle sānbèn le.

   The teacher wants us to read five books. I have read three already.

2. (a) Wǒ wènle liǎngge rèn. Tāmen dōu shuō būzhīdào.
   (b) Wǒ wènle liǎngge rèn le. Wǒ hái dǎi wèn jīge rèn.

   I inquired of two people. They both said they didn't know.
   I have asked two people already. I must still inquire of a few more.

3. (a) Tāmen qùnián zài wāguó yìgōng dàole báge dīfang.
   (b) Tāmen jīnnián yǐjīng dàole sānge dīfang le.

   Last year while abroad they went to eight places.
   This year they have already been to three places.

4. (a) Wǒ zuòtiān wǎnshang mǎile yìdiǎnr táng.
   (b) Wǒmen yǐjīng chīle yībān le.

   I bought a little candy last night.
   We have already eaten half of it.

5. (a) Wǒ qùnián zài Zhōngguó xuéle jīju Zhōngguó huà.
   (b) Wǒmen niánle shíwùkè le.

   I learned a few sentences in Chinese last year.
   We have studied fifteen lessons.

III. TIME SPENT (TIME ELEMENT FOLLOWS THE VERB)

Patterns: (1-4) Qùnián Wǒ zài zhèr zhùle liǎngge yuè.

   I lived here two months last year.

   (5-7) Wǒmen niánle liǎngge yuède shū le.

   We have been studying for two months already.
   or Wǒmen niánshū, niánle liǎngge yuè le.

   (lit. as to our studying, we have been studying...)

1. Wǒ xiǎoshēng zài wàiguó zhùle bushāo shíhòu le.

   My husband has been living abroad for quite a while.

2. Wǒ xiǎngle hěnduō shíhòu le.
   Míngtiān wǒ zài xiàngxiāng.

   I have been thinking about this for a long time. I'll give it more thought tomorrow.

3. Tā lái le yītiān le.

   He's been here an entire day.
4. Tā zuòle bāntiān, hòulai jiù zuòle.
   He sat for a long while and then left.

5. Wǒ qùnián zài nàge xuéxiàoli niānlе jiē yuè.
   I studied in that school for a few months last year.

6. Wǒ zài zhèr yǐjing xuéle lìǎnggèduǒ yuède Zhōngguó huà le.
   I have been here studying spoken Chinese for more than two months.

7. Tā xiěle hǎojīniǎn de zì le. or...xiězi, xiěle hǎojīniǎn le. Suǒyì tāde zì zuǐ hǎo.
   He has been writing characters for a good many years, so his characters are extremely good.

IV. ACTION (WITH -le) AND ATTENDANT CIRCUMSTANCES (WITH shi...de) CONTRASTED

1. Wǒ qùnián dao Déguo qùle. Ni shì gēn shéi qùde?
   Last year I went to Germany. With whom did you go?

2. Wǒ jīnnián xuéle yīdiǎnr Děiwén. Ni shì gēn shéi xuéde?
   This year I studied a little German. With whom did you study?

3. Wǒ shànggèyuè zài Nǐyue māile yīge qīchē. Ni shì gēi shéi mǎi de?
   Last month I bought a car in New York. For whom did you buy it?

4. Wǒ gěi tā xiěle hǎojīfēng xǐn. Nàxiē xīn shì gěi shéi xiěde?
   I wrote (or for) him a good many letters. To (or for) whom did you write all those letters?

5. Wǒ zuótiān jiāole yǐdiǎnr shū. Nín shì lǐ shéi jiāode?
   I taught a little yesterday. For whom were you substituting?

6. Wǒmen jīntiān zài yīge péngyou jiālǐ chīle Zhōngguó fān. Nǐmen shì yòng kuàizi chīde ba?
   We had (a meal of) Chinese food at a friend's home today. You ate with chopsticks, I presume?

7. Wǒ duì tā shuòle hǎoxiè huà. Nàxiē huà shì duī shénme rén shuōde?
   I said a good many things to him. To whom were all those things said?
FLUENCY DRILL

Niànshū.
Niàn Zhōngguō shū.
Wǒ niàn Zhōngguō shū.
Wǒmen niàn Zhōngguō shū.
Wǒmen niàn Zhōngguō shū le.
Wǒmen niànle Zhōngguō shū le.

Wǒmen niànle liāngge yuède Zhōngguō shū le.
Wǒmen yījīng niànle liāngge yuède Zhōngguō shū le.
Wǒmen zài zhèr yījīng niànle liāngge yuède Zhōngguō shū le.
Wǒmen zài zhège xuéxiào yījīng niànle liāngge yuède Zhōngguō shū le.
Wǒmen zài zhège xuéxiàoli yījīng niànle liāngge yuède Zhōngguō shū le.

NOTES

1. SIMPLE OBJECTS AND VERB -LE ONLY: A sentence with a simple object and verb -le only, is unfinished, and requires a subsequent statement to finish the sense. Such unfinished sentences function like English dependent clauses which begin with 'when', 'after', etc. The subsequent statement is usually introduced by the fixed adverb jiù (then), which is not translated into English, and receives no stress in speaking:

Tā chīle fàn, jiù kàn báo.  After he eats he reads the paper.
Tā chīle fàn, jiù kàn báo qùlé.  After he ate, he went off to read the paper.
Tā chīle fàn, jiù xiǎng kàn báo.  After he eats, he wants to read the paper.

2. MEASURED OBJECTS AND SINGLE OR DOUBLE -LE: A sentence in which the object is measured as to number and quantity, may be said with verb -le only, or with both verb and sentence -le. Both constitute finished sentences, but there is a difference in aspect. With verb -le only, simple completion at some time in the past is indicated. With both verb and sentence -le, the action of the verb is brought down to the present, and in some way related to it. Contrast the following pairs of sentences:

Tā chīle sānwǎn fàn.  He ate 3 bowls of rice.
Tā chīle sānwǎn fàn le.  He has eaten 3 bowls of rice already.
L. 15

Wǒ zai Zhōngguó zhùle sānnián. I (once) lived in China 3 years.
Wǒ zai Zhōngguó zhùle sānnián le. I have been living in China 3 years.

3. **TIME SPENT:** Expressions which indicate the period of time during which an action went on, or has been going on up to the present, or will go on at some future time, always follow the main verb of the sentence. Contrast this position with time when or time within which expressions which always precede the verb:

Wǒ qùnian zài zhè zhù (time when).

Wǒ zhè liǎngge yuè zài zhè niànshù (time within which).

Wǒ zài zhè zhùliǎngge yuè le (time spent).

I lived here last year.
The past two months I have been studying here.
I have been living here for two months already.

When both verb and object are expressed, two patterns are used, with no difference in meaning:

(a) The time spent element takes -de, and stands in a modifying position before the object (as in the case of modifying expressions of value, see Lesson 8, Note 2):

Wǒ zài zhè zhù liǎngge yuède shū le.

I have been studying here for two months (lit. studying two months' worth of books).

(b) the uninflected verb and its object are first announced, then the verb repeated (with or without -le as the case may be), followed by the time spent element:

Wǒ zài zhè niānshù,

(lit. as to my studying here, I have)

niānle liǎngge yuè le.

(studied for two months already).

Note that since time spent elements constitute measured objects, sentences with time spent expressions behave with respect to -le in the same way as those described in Note 2 above.
Dîshîliûkè - Lesson 16

Compound Verbs - Expressing Manner

Downstairs and Out!

You yitiân Zhàng Xiànhsheng zhão wǒ láiî. Wǒ cóng lóushang xiàlai, gěi tâ kãi mên. Wǒ shuô: "Ou, Zhàng Xiànhsheng láiî! Qìng jìnlai ba!"

Zhàng Xiànhsheng gén wǒ zuòzài kêtingli tâne yihuîr huâ. Hôulai wôde háizi zai lóushang jiào wô shuô: "Bàba, wômen yê yao jiànjian Zhàng Xiànhsheng." Wô shuô: "Hào, kuài xiàlai ba!"

Háizi jìu xiàlalaîe.

Háizimen xiàlou, xiàlalide hên kuài, gén Zhàng Xiànhsheng shuôle liângju huâ, jìu xiàng chêqu wânr. Tâmen wên wô kêyi bukeyî. Wô shuô kêyi, tâmen jìu pàodao wàitou qu wânr qule. Háizi pûolu, pôde zhên kuài!


Zhàng Xiànhsheng cóng xuéxiôo huîlale, wômen jìu zuòxia chîfân. Chîle fân, Zhàng Xiànhsheng jìu zôule.

One day Mr. Zhang came to look for me. I came down from upstairs to open the door for him. I said: "Oh, Mr. Zhang has come! Please come in!"

Mr. Zhang and I sat in the parlor and chatted awhile. Later my children upstairs called me, saying: "Papa, we want to meet Mr. Zhang, too." I said: "All right, hurry up and come down." Whereupon the children came down.

The children came downstairs very rapidly, said a couple of words to Mr. Zhang, and then wanted to go out to play. They asked my permission, and I gave it, and they ran outside to play. Children certainly can run fast!

Afterwards my wife came down to invite Mr. Zhang to have supper with us. Mr. Zhang said: "Good, but I must first return to the school to have a look. I'll be back in a few minutes."

After Mr. Zhang returned from the school we sat down to eat. When we had eaten Mr. Zhang left.

Vocabulary

yihuîr (MA)N: (in) a moment
kêting: N: parlor (guest hall)
mên: N: door
chuânghu: N: window
lû: N: road
kuài: SV: be fast, quick
màn: SV: be slow
zhân: V: stand
zuô: V: sit
jìn: V: enter (in)
chû: V: exit (out)
tân: V: converse; chat about
tânhuâ: VO: carry on conversation
pûo: V: run
děng  V: wait, wait for  bān  V: move (change residence)
jiāo  V: call (some one) CV: tell, order; let  bānjīā  VO: move one's residence
jiàn  V: see, meet (more formal than kàn)  jīnchéng  VO: go into the city or downtown
guān(shang)  V: close(up) (opp. kāi)  chūmén  VO: go out (of the house)
ba  P: (sentence suffix, indicating a request)  -jīle  P: (suffix to SVs, indicating exaggerated degree)
duībūqi  IE: excuse me! I'm sorry!

PATTERN SENTENCES

I. VERBS OF MOTION COMPOUNDED WITH LÁI AND QU

shànglài  come up (here)  shàngqu  go up (there)
xiàlài  come down (here)  xiàqu  go down (there)
jìnlái  come in (here)  jìnqu  go in (there)
chūlái  come out (here)  chūqu  go out (there)
huílái  come back (here)  huíqu  go back (there)
bānlái  move (here)  bānqu  move (there)

Pattern: Wǒ yào chūqu, yihuí jīu huílái.
I'm going out, and will be back in a moment.

1. Tā jiāo nǐ shàngqu, nǐ wèishénme bushàngqu?
   He asked you to go up, why don't you go up?
2. Qǐng jìnlái zuò yihuí!
   Please come in and sit awhile.
3. Nàge wūzǐ wǒmen būnéng jìnqu.
   We can't go into that room.
4. Jīntiànde bāo hái méichūlái ne.
   Today's paper hasn't come out yet.
5. Nǐn fùqín huíláile méiyǒu?
   Has your father returned yet?
6. Duībūqi, wǒ děi xiān huíqu.
   Pardon me, but I must be getting back.
7. Nǐmen shì nàtiān bānlái de?
   Which day was it that you moved (here)?
8. Nǐmen shènme shìhou bānqu?
   When do you move (there)?
II. ZAI AS A SUFFIX TO VERBS OF LOCATION
zhànzai... stand at...
zuòzai... sit at...
zhùzai... live or stay at...

Pattern: Qǐng nǐ zhùzai wǒmen zhèr. Please stay here with us.
1. Qǐng nǐ zhànzai zhùzǐ qiántou. Please stand in front of the table.
2. Nǐ yuànyì zuòzai nàr? Where do you wish to sit?
3. Bié zuòzai nàge yīzìshāng! Don't sit in that chair!
4. Jīntiān wānshāng nǐ zhùzài nàr? Where are you stopping tonight?

III. DAO AS A SUFFIX TO VERBS OF MOTION
jǐndào...(lái or qù) enter into...(here or there)
huídào...(lái or qù) return to...(here or there)
bándào...(lái or qù) move to...(here or there)
zǒudào...(lái or qù) walk or travel to...(here or there)
pǎódào...(lái or qù) run or hurry to...(here or there)
niànhào... read or study to...

Pattern: Tāmén dōu bándào Běijīng qùle.
They have all moved to Beijing.
1. Qǐng nǐ jǐndào zhègè wūzì lái kànkan. Come into this room and have a look.
2. Nǐ shénme shìhòu huí(dào) Měiguó qù?
3. Wǒmen yào zǒudào fēiyǐ qiántou jì huílái. We are going to the front of the plane and then come back.
4. Háizi dōu pǎódào chéng wài tòu qiú wàn què. The children have all run outside the city to play.
5. Nǐmen yījīng niànhào nàr le? Where have you read to?
IV. DESCRIBING THE MANNER OF ACTION

(chifàn)  chǐde tài kuài   eats too fast
(shuōhuà)  shuōde hěn mān   shuōde yōuyìsi   speaks very slowly   talks interestingly
(xiězǐ)  xiěde hǎojíé   writes extremely well
(chànggēr)  chǎngde zhēn hǎo   really sings well
(zuòshì)  zuòde hěn hǎo   works quite well
(zōulù)  zōude bùmān   walks quite fast
(kǎiche)  kǎide bucūō   drives quite well

Vde  SV

Patterns: Tā xué Zhōngguó huà, xuéde hěn kuài.
            He learns Chinese very quickly (lit. as to his learning Chinese, he learns...)

or  Tāde Zhōngguó huà, xuéde hěn kuài.
       (lit. as to his Chinese, he learns...)

1. Nàge háizì chīfàn, chǐde tài kuài.  That child eats too fast.
2. Tāde Yīngwén shuōde hěn hǎo.  He speaks English very well.
3. Liú Xiānshēng xiězǐ, xiěde zuì hǎo.  Mr. Liu writes the best (characters).
4. Zhège shìqìng nǐ zuòde bucūō.  You did this quite well.
5. Lǐ Xiáojie zuò Zhōngguó fàn, zuòde zhēn hāochī!  Miss Li certainly cooks delicious Chinese food!
7. Wǒ kǎičē, kǎide butāi hǎo. Wǒ jiējiejie kǎide hǎojíé!  I don't drive too well. My elder sister drives extremely well!

V. EXPRESSING MANNER IN COMMANDS AND REQUESTS

Patterns: Kuài shāngché ba! Chē yihúfr jiù kāi!
            All aboard! The train is about to leave!
Kuài yīdiǎnr pāo, or Pāo kuài yīdiǎnr!
            Run a little faster!

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1. Kuài qù gēn Lǐ Xiānshēng shūyìshuō! Hurry up and go speak to Mr. Li about it!

2. Qǐng nǐ kuài kāikāi (or guānshāng) nàge mén (or chuānghu)!
Please open (or close) that door (or window) immediately!

3. Tā māqìn jiào tā kuài zuòxià, kēshì tā zuòxiàde hěn mán.
His mother told him to sit down at once, but he sat down very slowly.

4. Piányi yīdiǎnr ba!
A little cheaper, please!

5. Qǐng nín mān yīdiǎnr shuō!
Please say it a little slower!

6. Wǒmen děi zǒu kuài yīdiǎnr.
We must walk a bit faster.

7. Nǐ zǒude tài kuài. Nǐ néng mān yīdiǎnr zǒu ma?
You walk too fast. Can you walk a bit slower?

8. Wǒ xǐwàng nín kuài yīdiǎnr huílái.
I hope you'll come back soon.

VI. SOME OTHER COMMON COMPOUND VERBS

1. Tāmén dōu huíjiāle. Zhēr yīge rèn dōu mèiyǒu.
They've all gone home. There isn't a single person here.

Mr. Ma has returned to his native country.

My wife has gone downtown to shop. She'll be back in a few moments.

My husband has gone away on a trip. He says he's coming back next month.

5. Zhāng Tàitāi shǎngjiānle.
Mrs. Zhang has gone shopping.

6. Tāmén yǐjīng bānjiāle, bándào chéng wāitōu qūle.
They have already moved. They moved outside the city.

FLUENCY DRILL

Háizi wān qùle.
Háizi wān qùle.
Háizi dōu qù wān qùle.
Háizi dōu dao wāitōu qù wān qùle.
Háizi dōu dao chéng wāitōu qù wān qùle.
Wǒmén háizi dōu pāodiào chéng wāitōu qù wān qùle.
Wǒmén xiǎo háizi dōu pāodiào chéng wāitōu qù wān qùle.
Wǒmendē xiǎo háizi dōu pāodiào chéng wāitōu qù wān qùle.
NOTES

1. VERBS COMPOUNDED WITH LÁI AND QU: The verbs lái (come) and qù (go) may be affixed to certain verbs of motion to form compound verbs, lái indicating direction toward the speaker, and qù direction away from the speaker, and toward some definite object. These compounds do not take objects, since 'here' or 'there' is inherent in them:

Wǒ bùněng xiàqu. Qǐng nǐ shànglái ba! I can't come down. Please come up!

Note that lái and qù as suffixes never receive stress in speaking.

2. ZÀI AS A VERB SUFFIX: Zài has already been presented as a main verb and as a co-verb (see Lesson 10). Zài is also used as a suffix to certain verbs of location, such as zhān (stand), zuò (sit), zhū (live), etc. Used in this way, zài becomes part of the action itself. (Compare English prepositions which are related to verbs such as stand on, sit in, live at, etc.). In all three uses, zài requires a positional noun as object:

Qǐng nǐ zhānzài zhèr. Please stand here.

Wǒ yào zuòzài zhège yīzhishang. I want to sit on this chair.

Wǒ buxīhuān zhūzài lúguǎnli. I don't like to live in hotels.

3. DÀO AS A VERB SUFFIX: The word dào (to) was first introduced as a co-verb of motion and direction (Lesson 11). It is also used as a suffix to certain verbs of motion, such as huí (return), bān (move), etc. The resulting compounds require positional nouns as objects. Lái and qù often follow these positional nouns as directional particles:

Wǒmen míngnián yào bāndào Wǒmen míngnián yào bāndào
Nánjīng qù. We are moving to Nánjīng next year.

Háizi dōu pàodào chéng lìtou Háizi dōu pàodào chéng lìtou
qù wānr quile. The children have all run into the city to have fun.

Note that in this last sentence denoting purpose, the final qù functions as a directional suffix (see Note 5, Lesson 11).

4. DESCRIBING MANNER: In describing the manner in which the action of a verb is carried out, a modifying clause (with -de) which contains this verb is used. This stands before the main stative verb which denotes the intensity of degree of that manner:

Tá xiĕde (style) hěn hăo. She writes very well.

Tá păode (speed) bùmăn. She runs quite fast.

Tá chăngde (manner) hăojīle! She sings wonderfully.
Note how this pattern resembles the basic pattern for modifying clauses (with nouns modified understood) which were first introduced in Lesson 8:

Tā chīde (food) hěn duō. She eats a lot.

Tā chàngde (song) shì Dēguō gēr. She is singing a German song.

When the object is expressed, it may be transposed to the front of the sentence; or the uninflected verb and its object may first be given out, then the verb repeated with -de affixed, followed by the stative verb:

Tā de zì xiěde hǎo. The characters she writes are well-written.

Tā xiēzì, xiěde hǎo.

Note the similarity between this pattern (VOVde) and one of the time spent patterns (VOVle) introduced in the last lesson (see Note 3 b.).

5. **EXPRESSING MANNER IN COMMANDS**: In indicating the manner in which an action is expected to be performed, the unqualified adverb of manner stands immediately before the verb:

Kuài xiàlai! Hurry and come down!

Kuài lái chīfàn! Come quickly and eat!

Yìdīànr or just dīànr (a little) is often added to the adverb to express a greater or less degree. These qualified expressions of manner may stand just before or just after the verb:

Qǐng nǐ mǎn yìdīànr shuō. Please say it a little slower.

Qǐng nǐ shuō mǎn yìdīànr. (same)

Kùì dīànr zǒu! Go a little faster!

Zǒu kuài dīànr! (same)

6. **SENTENCE SUFFIX BA**, added to a command, changes its aspect to that of a mild command, request, or suggestion:

Gěi wǒ bā! Give it to me, or Better give it to me!

Wǒmen zǒu bā! Let's be going!

Wǒmen xiān chīfàn bā! Let's eat first!
A: Wūmen yào bānjīa, nǐn tīngshūōle meiyǒu?

B: Tīngshūōle, suǒyì wǒ yào lái kàn nǐmen. Dōngxi dōu bāndào xīn fāngzi quē ma?

A: Dà dōngxi dōu bānquē. Hái yǒu xīe xiǎo dōngxi wǒmen zhēngzài bān ne.

B: Wǒ kěyì bāng nǐmen bā Jījiān xiǎo dōngxi bānqu, hǎo buhǎo?

A: Nǐn yǒu qīchē ma?

B: Yǒu.

A: Nǐn méi gōngfū ba?

B: Wǒ jīntiān yīdiǎnr shí dōu meiyǒu.


B: Dōu fāngzài shūfānglǐ ma?


B: Hái yǒu shénme?

A: Hái yǒu zhè liāngge xiǎo zhuōzǐ.

B: Hǎo, wǒ xiān bā zhě Jījiān sòngqu, huílái zài ná biéde.

A: Lǎojià, lǎojià!

B: Méi shénme!

We're going to move, had you heard?

Yes, I had, so that's why I wanted to come to see you. Has everything been moved to the new house?

The large things have all been moved. There is still some small stuff which we are just in the midst of moving.

How about letting me help you move a few of the little things?

Do you have a car?

Yes, I do.

You don't have time, do you?

I haven't a thing to do today.

We have quite a few books in our home. I don't know whether or not you could move these books for us?

Are they all to be put in the study?

It won't do to have them all in the study. No room. We think we will put the books which are under the window in the living room.

Anything else?

There are still these two tables.

Good, I'll take these few pieces first, and when I get back I'll take some other things.

I'm putting you to a lot of trouble!

That's nothing at all!
VOCABULARY

-jiàn  M: article, piece, item  fàng  V: let go of; put, place
fàngting  N: dining room (eating hall)  bān  V: move (heavier articles)
shūfáng  N: study, den (book room)  dài  V: take or bring along
dí(xia)  N: ground, floor  sòng  V: send, deliver (things), send escort, see off
shǒu  N: hand  sòng(gěi)  V: present as a gift
tóu  N: head  bāng(zhu)  V: help (some one)
kǒudair  N: pocket  bǎngmáng  W0: render assistance
zhèng(zai)  A: just in the midst of  náqilai  V: pick up
zài  A: again (in future)  fāngxia(lai)  V: put down
yǒu  A: again (in past)  -zhe  P: (verb suffix, indicating continuance)
bā  CV: (brings object to front of main verb)  -r  P: (diminutive suffix to nouns)
ná  V: take hold of; take, carry (smaller articles)  láojiá!  IE: may I trouble you? much obliged!

PATTERN SENTENCES

I. THE BA CONSTRUCTION

S CV - N  V  (O)
Pattern: Wǒ bā shū fāngzai zhǔōzishang le.
I have put the books on the table.

1. Nǐmen míngtian kěyì  bā nǐmende shū  dōu nálai.
2. Nǐ kěyì  bā nǐde háizì  jiāolai.
3. Nǐmen jīntian  bā bǐ  dǎilai le meiyou?
5. Nǐmen yījìng  bā dōngxi  dōu bānqule ma?
6. Nǐ  bā wǒ xiēde lànfeng xīn sòngqule meiyou?
7. Kuài yidiǎnr  bǎ zhège ròu
8. Shéi  bǎ wōde bǐ
9. Bié  bǎ mén (or chuānghu)  názōu!
kǎikái!
10. Láojià, qīng nǐn  bǎ mén (or chuānghu)  guānshāng diānr!
dāishāng.
11. Nǐmen būyāo  bǎ mǎozi
12. Qīng nǐ  bǎ shàngtoude nàběn shū  náxiālai, gěi wǒ.
        xiēxiālai.
13. Nǐmen kēyì  bǎ nǐmende yīsī
15. Wǒ jiào hái zì  bǎ kōudairlīde dōngxi  dōu náchulai.
17. Tā yǒu  bǎ tāde yīsī  shuōchulailie.
18. Láojià, qīng nǐn  bǎ wōde mǎozi
bānchuqu?
20. Qīng nǐ  bǎ zhège
21.  bā nǐde shōu  fāngzai lóushang.
fāngzai nǐde kōudairlī.
22. Nǐ yīngdāng  bā zhèxie shū  gēn nāxié fāngzai yikuài.
23.  bā názhāng huār  nádao wǒ zhēr lái.
24. Qīng nǐ bāng wǒ  bā zhè jīge yīzī  bāndāo lóushang qù.
bā nǐde pēngyǒu  dāidāo lóuxià qù.
dǎidāo fāngzì hòutou qù.
25. Bié  bā nǐde qīchē  sōngdào wǒ jiālǐ qù!
bā wǒ nāge qīchē  sōnggěi biērēn.
27. Kuài  bā zhèzhāng huār  shuōgěi rēn tíng.
28. Wǒ yījing  bā nàge gùshí  dāihuí jiā quēle.
bā wǒ nāge dōngxi  dōu bānjīn zhège wūzi lái.
29. Wǒ buyuānyì  bā xiāo háir  màile.
30. Tā chāng  bā nàxié dōngxi  kǎne ma?
bā wōde qīchē
gěi wǒ. Wǒ yāo kānyīkan.
31. Tāmen yījing  bā shū
36. Ta hái  méibā qián  dōu gěi wǒ ne.
37. Nǐ bǔyào  bā zhèjiān shī  gàosong rén!
38. Wǒ bùnéng  bā tāde shiqing  dōu gàosong nǐ.
39. Nǐ yídīng děi  bā zhège shiqing  gēn ta shuòyìshuō.
40. Ta  bā huà  shuōle jiu zōule.

II. CONTINUANCE WITH VERB -ZHE

zhānzhe  standing  zōuzhe  walking
zuòzhe  sitting  dèngzhe  waiting, waiting for
zhūzhe  living, staying  dāizhe  taking or carrying along
názhe  taking, carrying  kāizhe  being open
fāngzhe  lying (of things)  guānzhe  being shut

Patterns: (1-5) Qīng nǐ zai zhèr dèngzhe wǒ. Wǒ yīhuír jiu huílai.
Please wait here for me. I'll be back in a moment.
(6-10) Nǐ dāizhe háizi qù ma?
Are you taking the children along?
lit. taking-children go.

1. Nǐ wèishénme zhānzhe? Zuòxia ba! Why are you standing? Sit down!
2. Ta shuō cháng zai yīge difang  He says that always living in one
   zhūzhe méiyīsì. place is dull.
3. Nǐde bì zai zhūzīzhāng fāngzhe. Your pen is lying on the table.
4. Nǐ shǒuli názhe shénme? What are you holding in your hand?
5. Guānzhe chuānghu buhāo. Kāizhe It's not good to keep the window
   yídiānh hǎo. closed. It's better to keep it
5. Guānzhe chuānghu buhāo. Kāizhe opened a little.
   yídiānh hǎo.
6. Rénrén dōu xīhuān zuòzhe chīfàn. Everybody likes to eat sitting
down.
7. Tāmen zài wàitu zhānzhe tānle  They stood outside chatting for
   bushǎode huā. quite a while.
8. Nǐmen méidāizhe xīǎo dǐdǐ qù  Didn't you take 'little brother'
   ma? Méiyòu. along? No, we didn't.
9. Wǒmen zōuzhe shuō ba. Let's talk about this as we walk.
10. Yǒude rén kǎnzhe shū chīfàn. Some people read while eating.
III. REVIEW OF CONTINUANCE WITH SENTENCE NE

Pattern: Lǐ Xiānshēng zài nǎr ne? Tā zài jiā ne.
Where is Mr. Li? He's at home.

Chīfàn ne.

2. Lǐ Tàitái zài nǎr ne? Tā zài Where's Mrs. Li? She's in the
chūfānglǐ zuòfàn ne. kitchen cooking.

3. Wǒ xiě le mófèng xìn le? Have you written that letter? I'm
Wǒ zhēng xiě ne. just writing it.

4. Bié nánzǐ, wǒ hái yào ne. Don't take it away, I still want
wǒ hái some.
yào mǎ?

5. Wǒmen zhèr hái yǒu ne. NI hái We still have some here. Do you
yào mǎ? still want some?

IV. CONTINUANCE WITH BOTH VERB -ZHE AND SENTENCE NE

Pattern: Nǐde bīāo hái zài zhūōzhīshāng fāngzhe ne.
Your watch is still lying on the table.

1. Tāmen hái zài zānzhē They are still standing there
shuōhuà ne. talking.

2. Tā mǔqīn zài Nánjīng zhùzhe ne. His mother is living in Nanjing.

3. Nǐ shòuli názhē shénme ne? What are you holding in your hand?

4. Nǐ tàitái zài xuéxiào děngzhe Your wife is at the school waiting
nǐ ne. for you.

5. Mén kāizhe ne, kěshì tāmen bā The door is open, but they have
chuānghú dōu guānshàngle. closed all the windows.

CLASSROOM ACTIVITY

Bā bǐ náqílái. Pick up the pen.
Bā bǐ fāngxià. Put the pen down.
Zài náqílái. Take it up again.
Zài fāngxià. Put it down again.
Bā bǐ gěi wǒ. Give the pen to me.
Náhuíqu. Take it back.
Zài gěi wǒ. Give it to me again.
Názǒu. Take it away.
Bǎ bǐ nádao wàitou qu.

Nájinlai.
Zài náchüqu.
Náhuilai.

Bǎ bǐ fàngzai nǐde tóushang.
Náxialai.

Bǎ bǐ fàngzai nǐde kǒudaili.
Náchulai.
Zài fángrjìnqu.

Bǎ bǐ fàngzai díxia.
Náqilai.

Bǎ bǐ gēn shǔ fàngzai yikuài.
Bǎ bǐ nádao wǒ zhěr lái.
Fàngzai wǒde shǒushang.
Názōu.

Take the pen outside.
Bring it in.
Take it out again.
Bring it back.
Place the pen on your head.
Take it off.
Put the pen in your pocket.
Take it out.
Put it in again.
Put the pen on the floor.
Pick it up.
Put the pen and book together.
Bring the pen to me here.
Place it on my hand.
Take it away.

FLUENCY DRILL

Dàizhe háizi.
Dàizhe xiǎoháizi.
Dàizhe nǐ xiǎoháizi.
Dàizhe nǐmen xiǎoháizi.
Dàizhe nǐmende xiǎoháizi qù.
Dàizhe nǐmende xiǎoháizi qù mà?
Nǐmen dàizhe nǐmende xiǎoháizi qù mà?
Nǐmen míngnián dàizhe nǐmende xiǎoháizi qù mà?
Nǐmen míngnián qù, dàizhe nǐmende xiǎoháizi qù mà?
Nǐmen míngnián dào Zhōngguó qù, dàizhe nǐmende xiǎoháizi qù mà?

NOTES

1. THE BA CONSTRUCTION: The co-verb bā serves to draw the object of the sentence up to just in front of the main verb, from which position it receives the action of that verb. One of the commonest uses of the bā construction is in sentences with compound verbs ending in lāi and qù.
Qīng nǐ bā nǐde shū nádao wǒ zhèr lái.
Please bring your book here to me.

Bā yǐzi bānchuqu.
Move the chairs out.

Wǒ yǐjing bā qīchē màile.
I have already sold the car.

Note that no attempt is made to give an English equivalent for bā, or to translate literally sentences using the bā construction.

2. **COMPOUND VERBS AS SUFFIXES:** Verbs compounded with lái or qù serve not only as main verbs (as shown in the last lesson), but they in turn may be suffixed to certain other verbs, such as, ná (take), dàil (take along), bān (move), zōu (walk), pāo (run), etc.:

Wōmen shì zōushangqude.
We walked up.

Bā zhūzi bān jīnlai.
Move the table in.

Tāmen bā háizi dōu dài hūiqule.
They have taken all the children back with them.

When a specific place is indicated, these combinations split up, and an appropriate place noun inserted just before the final -lái or -qù:

Bā yǐzi bān jīn fān tǐngli lái.
Bring the chairs into the dining room.

Tā pāohuí jiā qule.
He has run back home.

Bā zhèběn shū náhuī xuěxiāo qu. Take this book back to the school.

3. **CONTINUANCE WITH VERB -ZHE:** The addition of the particle -zhe to a limited number of verbs prolongs the action of these verbs:

Wō jīu zài zhèr zhānzhe ba.
I'll just be standing here.

Zōuzhe hāo.
It would be better to walk (lit. walking is better).

Verbs with -zhe also serve adverbially to describe the manner in which the action of the main verbs which immediately follow is carried out:

Wōmen kěyí zúozhe tánhuá.
We may sit down to chat (lit. sitting chat).

Wōmen shì zōuzhe qùde.
We walked there (lit. walking went).

A sentence may have both verb -zhe and sentence ne, as for example:

Chuānghu guānzhe ne.
The window is shut.

Tāmen zhèngzài chīzhe fàn ne. They are just in the midst of eating.
4. **DIMINUTIVE SUFFIX -R**: The suffix -r is commonly added to a large number of nouns. It is not pronounced as a separate syllable, and usually modifies the primary form of the word to which it is attached. It is derived from ēr (child, smallness), but its effect on a word is not limited to this elemental meaning. Compare the words with the suffix -r already learned:

huār, gēr, zhēr, nār, nār?, shāor, xiāohāir,

fānguānr, kōudāir, yidiānr, yihuīr, yikuāir

Note that many other nouns already learned may take this suffix.
Wǒ yǒu yīge Mēiguó pénghòu. Tā you yīge xiǎo nǚhái jiào - ài, wǒ wàngle! Nà bùyāojīn, wǒmen kěyì jiào tā Xiǎo Māor!

I have an American friend. He has a little girl named - oh, I’ve forgotten! Never mind, we can call her Kitty.

Xiǎo Māor jǐnnian bànśùile. Tā yìtiān tā zài lóushāng gēn tā dǐdǐ wǎnr. Tā mǔqīn zài chūfānglí zuòfān.

Kitty is eight years old this year. One day she was upstairs playing with her little brother. Her mother was in the kitchen cooking.

Nàtiān tā mǔqīn hěn máng, suǒyǒu tā xiǎng zhǎo Xiǎo Māor bāngmáng. "Xiǎo Māor, nǐ lái bāng wǒ yìdiǎnr máng!" "Láiile! Láiile!" - kěshí Xiǎo Māor méiqí.

Her mother was very busy that day, so she wanted to get Kitty to help. "Kitty, come and help me!" "Coming! Coming!" - but she didn’t go.

Tā mǔqīn yǒu jiào tā: "Xiǎo Māor, kùài xiālái!" "Láiile! Láiile" - kěshí tā háishǐ méiqí.

Her mother called her again: "Kitty, hurry and come down!" "Coming, coming!" - but still she didn’t go.

Mǔqīn dǐnǎncí jiào tā dé nǚér:
"Xiǎo Māor, nǐ zēné bùlái? Xiānzài nǐ bùbí láile. Wǒ bùyǒng nǐ bāngmáng le."

The mother called her daughter for the third time: "Kitty, why don’t you come? Now you don’t need to come. I don’t need your help any longer."

Xiǎo Māor tíngjiān zhège huà jiǔ xiàquě. Tā mǔqīn hěn shèngqí. "Wǒ jiào nǐ, nǐ wéishénme bùliè lái?"

When Kitty heard this she went down. Her mother was very angry. "Why don’t you come immediately when I call?"


Kitty, crying, said to her mother: "Māma, I am really sorry. When you call me again the next time, I’ll come right away."

Tā mǔqīn tíngjiān zhège huà jiǔ bùshēngqíle.

When her mother heard this, she was no longer angry.

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>MA: formerly</th>
<th>-sūi</th>
<th>M: year(s) old</th>
</tr>
</thead>
<tbody>
<tr>
<td>cóngqián</td>
<td>měi-</td>
<td>bìng</td>
<td>N: sickness</td>
</tr>
<tr>
<td></td>
<td>-huǐ</td>
<td>diānxīn</td>
<td>N: light refreshments</td>
</tr>
<tr>
<td></td>
<td>-cǐ</td>
<td>chúfāng</td>
<td>N: kitchen</td>
</tr>
<tr>
<td>Word</td>
<td>A:</td>
<td>shēngqì</td>
<td>SV:</td>
</tr>
<tr>
<td>------</td>
<td>----</td>
<td>---------</td>
<td>-----</td>
</tr>
<tr>
<td>bùdā</td>
<td>not very</td>
<td></td>
<td></td>
</tr>
<tr>
<td>jiù</td>
<td>at once</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lìkè(jiu)</td>
<td>immediately</td>
<td></td>
<td></td>
</tr>
<tr>
<td>zěnme</td>
<td>A: why? how is it that?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>qīngchu</td>
<td>SV: be clear (in meaning)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>gāoxìng</td>
<td>SV: be happy, in high spirits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>shūfu</td>
<td>SV: be comfortable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bushūfu</td>
<td>SV: be uncomfortable; indisposed, not feel well</td>
<td></td>
<td></td>
</tr>
<tr>
<td>huāi</td>
<td>SV: be bad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>buhuāi</td>
<td>SV: be not bad, pretty good</td>
<td></td>
<td></td>
</tr>
<tr>
<td>zěn(me)le</td>
<td>IE: what's happened? what's the matter?</td>
<td></td>
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</tbody>
</table>

**PATTERN SENTENCES**

**I. CHANGED STATUS WITH -LE**

Patterns: (1-4) Hàizi dōu dàle (or buxīāole).

The children are all grown now (or quite big).

(5-8) Qīng nín zài chǐ yìdiānr. Bùchīle, xièxiè.

Have a little more. No more, thank you.

(9-12) Wǒ xiànzāi huì shuō Zhōngguó huà le!

Now I can speak Chinese!

1. Xiànzāi dōngxi dōu guīlé. Everything has become expensive now.
2. Wǒ zuótiān mǎi de ròu yě jīng huàile. The meat I bought yesterday has already gone bad.
3. Tā fùqīn lǎole, bùnèng zuò shíle. His father has aged, and can't work any more.
4. Tā zuótiān hěn hǎo, kěshí jīntiān tā yǒu buhāole. He was fine yesterday, but today he is bad again.
5. Zuótian tā shuō tā yídǐng lái.  
Jintian tā shuō bulái le.  
Yesterday he said he would surely come. Today he says he’s not coming after all.

6. Nǐn míngtian hái qù buqù?  
Buqüle.  
Are you still going tomorrow? No, I'm not going after all.

What else do you want? Nothing now.

8. Nǐmen hái yǒu táng meiyǒu?  
Méiyǒule.  
Do you have any more sugar? No, we don’t have any more.

Xiànzài bùhuì shuōle.  
Once I could speak French. Now I can’t speak it any longer.

10. Cóngqián wǒ bùài chǐ Zhōngguó fàn. Xiànzài wǒ hěn ài chǐ le.  
Formerly I didn’t like Chinese food. Now I have come to love it.

11. Tā qùnian méiqián, kěshì tā jīnnián yǒuqiánle.  
He was poor last year, but now this year he has become rich.

12. Wǒ xiǎode shíhou xīhuàn chánggēr.  
Xiànzài wǒ búdā xīhuàn le.  
When I was small I liked to sing. Now I don’t care much for it.

II. IMMINENT ACTION WITH -LE

A Vle

Patterns: (1-3) Zhāng Xiānshēng kuài láile.  
Mr. Zhang will be coming soon.

AV V (O) le

(4-7) Wǒmen yào chīfàn le.  
We're about to eat now.

1. Chīfán de shíhou kuài dàole.  
It’s almost time to eat.

2. Kuài kāichē! Qīng shàngché!  
Train is about to leave! All aboard.

3. Wǒmen yīhuǐ jīu shàngkèle.  
We will be going to class shortly.

4. Lǐ Xiānshēng jiù yào zǒu.  
Mr. Li will be leaving presently.

5. Duìbùqǐ, wǒ dǐ huíqüle.  
I'm sorry but I must be getting back.

Time's up, we must be going.

7. Wǒ xiǎng tā míngtian jiù hǎo.  
I think he will be all right tomorrow.
III. USE OF MEASURES -CI AND -HUI

(a) following Time When pattern (precedes verb)

Pattern: Wǒ shàngci qù méixiān jiān nǐ.

The last time I went I didn't see you.

1. Xiàhui wǒ yídèng gèn nǐ qù. I'll certainly go with you the next time.


The first two times I went they were lovely to me. The last two times they were angry with me. Don't know why.


This is the second time I have eaten Chinese food. The first time was at Mr. Li's home.

4. Wǒ měici dào ta jiā qù, tā dōu gěi wǒ chá hé, gěi wǒ diànxin chī.

Each time I go to his house, he gives me tea and cakes.

(b) following Time Spent pattern (follows verb)

Pattern: Wǒ jiù kànjian tā yíhuí.

I only saw him once.

1. Tā qùnian dào Fàguó què liǎngcì. He went to France twice last year.

2. Nǐ dào Nǐyue què duōshào huí le?

How many times have you been to New York?

3. Wǒ dào tā jiā què hāojícì le.

I have been to his home a good many times.

4. Tā shuōle shìwúhúi, wǒ háishì bumingbái tāde yísi.

He said it four or five times, but I didn't get his meaning.

5. Qīng nín zài shuō yíhuí.

Please say it again.

IV. REVIEW OF VERBS REDUPLICATED

1. Wǒ xiǎoér yīge xīn bǐào. Qīng nǐ kànyīkan.

I have bought a new watch. Have a look at it.

2. Mǎ Xiānshèng kuí lǎile. Qīng nǐ zài zhèr děngyídēng (or děng-yīhuír).

Mr. Ma will be here soon. Please wait here.


He asked me in to sit awhile. I went in and sat awhile, and then left.
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4. Wōmen zai wàitou zōule yizōu. We took a stroll outside.
5. Wōde bǐ méiyǒule. Qīng nǐ bāng wō zháozhao. My pen is gone. Please help me hunt for it.
7. Tā yào chāng jīge gèr. Wōmen qù tīnting, hǎo buhāo? He’s going to sing a few songs. Let's go and listen in.
8. Wō míngtiān bulái. Qīng nǐ tí wō gēn xiānshēng shuōyíshuo. I'm not coming tomorrow. Please say a word to the teacher about it for me.
9. Wō yǒu xiǎngle yixiāng, háishì méiqiǎ. I thought it over again, and still didn't go.

**FLUENCY DRILL**

Shuō sāncì.
Shuōle sāncì.
Tā shuōle sāncì.

Tā gěi wō shuōle sāncì.
Tā bā shì gěi wō shuōle sāncì.

Tā bā shìqīng gěi wō shuōle sāncì.
Tā bā nàjiàn shìqīng gěi wō shuōle sāncì.

Tā jiù bā nàjiàn shìqīng gěi wō shuōle sāncì.
Wo qū, tā jiù bā nàjiàn shìqīng gěi wō shuōle sāncì.

Wō qū kàn tā, tā jiù bā nàjiàn shìqīng gěi wō shuōle sāncì.
Wō tóuyihuí qū kàn tā, tā jiù bā nàjiàn shìqīng gěi wō shuōle sāncì.

**NOTES**

1. **CHANGED STATUS WITH -LE:** It has been seen that the particle -le, whether as verb suffix or sentence final, basically indicates completion of action, without respect to tense. However, in actual use it most often points to completion of action at some time in the past. One aspect of completed action in the past with -le needs to be pointed out, chiefly because certain additional English words are usually needed to convey the sense, namely, that of changed status. Three common patterns are found:

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(a) The addition of -le to stative verbs in their positive or negative forms (with bu-), leads to a changed condition or state of affairs:

Tā yǐjīng hǎo le. He is already well again.
Gǒu bugou? Gǒule. Is that enough? Yes, that will be enough.
Xiànzài bùnánle. It's not difficult any more.
Tā méixīwàngle. There's no hope for him now.

Note that the verb-object méixīwàng may be regarded as a stative verb (compare yǒuqián, méiyìsì, etc.).

(b) The addition of -le to the negative form (with bu-) of sentences containing other than stative verbs also implies a change in condition or intention:

Tā buyāole. He doesn't want (it) any more.
Wǒ buqüle. I'm not going after all.
Wǒmen bûzài zhèr zhüle. We're not living here any more.

(c) The addition of -le to some statements using auxiliary verbs also denotes a change of status:

Wǒmen dōu huì shuō yìdīǎnr Zhōngguó huá le. Now we can all speak a little Chinese.
Wǒ buxiāng qüle. I don't care to go any longer.
NI bûbì láile. You don't need to come after this.
Wǒ bûái chī tâng le. I don't like to eat candy any more.

2. IMMEDIATE ACTION WITH -LE: The addition of -le to verbs modified by appropriate adverbs (such as kuài, soon), or to verbs or sentences using certain auxiliary verbs (such as yào, going to), indicates that the action has already been decided upon, and that it is expected to be completed at some time in the not too distant future:

Lǐ Xiǎnshēng kuài láile. Mr. Li will be here soon.
Háizi kuài hǎo le. The child is almost well.
Wǒmen yào chīfànle. We're about to eat.
Wǒ deī zōule. Zài jiàn ba! I must be going. See you again!

3. THE MEASURES -CĪ AND -HÚÍ: Specified occasions with the measures -cī or -húí follow the time when pattern, and precede the verb:

Wǒ diàyícì qù, tā bûzài jià. The first time I went, he wasn't home.
Tā zhèjīuhuí lái méidàizhe màozi. The last few times he came he didn't wear a hat.

Frequency of occurrences with -cì or huí follow the time spent pattern, and come after the verb:

Wǒ qùle hǎojīhuí le. I have been there a good many times already.

Wǒ qù kànle liăngcì jìu buzài qùle. I went to see it a couple of times, and then didn't go any more.

When an object is expressed, the frequency expression stands after the verb and before this object:

Wǒ chīle liăngcì Ēguó fàn le. I have eaten Russian food twice.

EXCEPTION: When this object is a person or a place, the frequency expression stands after the object:

Wǒ qùnian kànjian tā shìjīhuí. I saw him more than ten times last year.

Wǒ shàng Nǐyue bǔshāocì le. I've been to New York quite a few times up till now.

Wǒ gàosong(le) tā hǎojīcì le. I've told him a good many times.

4. REDUPLICATED VERBS AND COMPLETED ACTION: It was noted in Lesson 9, Note 5, that certain active verbs are sometimes doubled, and that this often gives casualness to the sense. When completed action is indicated, the particle -le is attached to the first verb only:

Wǒmen zài wáituò zǒu le yízōu. We took a stroll outside.

Wǒ xiāngle yīxiāng jìu qùle. I thought it over and went.

5. ORDINALIZING PREFIXES DÌ- AND TÓU- CONTRASTED: The ordinalizing prefix dì- is equivalent to the English endings -st, -nd, -rd, etc., and signifies any single unit of a series (as diyì, number one, dièrge, the second one, etc.). The ordinalizing prefix tóu-, on the other hand, denotes the first one or more persons or things (as tóuyìgè, the first one, tóuliàngge rén, the first two persons, tóushìtiān, the first ten days, etc.).

6. JIUSHI, ETC.: The addition of shì to certain adverbs such as jiù (just), hái (still), etc., serves to make them more emphatic:

Wǒ jiùshì bùxīhuan zuòfàn. I just simply don't like to cook.

Tā háishì méilái. He still hasn't come.

Háishì zhègè hǎo. After all this is better.

Nàge háizì zhēnshì cōngmíng. That child is really bright.
**ĐỊNH JÍ KHÈ - LESSON 19**

**READING THE CLOCK - SUPPOSITION**

What Do You Do All Day?

A: Nǐ mèitian zǎoshang shénme shíhou qǐlái?
   What time do you get up each morning?
B: Wǒ mèitian chábuduō liùdiǎn zhōng qǐlái.

A: Nǐ jǐdiǎn zhōng chī zǎofàn?
   What time do you eat breakfast?
B: Liùdiǎn sǎnkè.

A: Nǐ shéngme shíhou jīncéng?
   At quarter to seven.
B: Wǒ qǐdiǎn yíkè shàng qǐchēzhàn.
   When do you go into the city?
   Chē qǐdiǎn sīshíwǔ kǎi.

A: Nǐ mèitian zuòshi zuò jǐge zhōngtòu?
   I go to the bus station at 7:15.
   The bus leaves at 7:45.
B: Qīge zhōngtòu. Shǎngwǔ, cóng bādiǎnbàn zuòdào shìèrdiǎn;
   Seven hours. I work forenoons from
   xiàwǔ, cóng yìdiǎn yíkè zuòdào
   8:30 until 12:00; afternoons from
   sìdiǎn sǎnkè. Yàooshi shīqìng
   1:15 until 4:45. If work is
   mǎng, wǒ jiù zuòdào wǔdiān duo
   pressing, then I work until after
   zhōng. Wǒ jiù zuòdào wùdiān duo
   five o'clock.
   zhōng.

A: Wǎnshāng nǐ bùzuoshí ba?
   You don't work evenings, do you?
B: Wǎnshāng wǒ bùzuoshí. Cóngqídiǎn
   No, I don't work evenings. I used
   wǒ wǎnshāng chángcháng zuò
   to work two hours every evening,
   liánggè zhōngtòu de shí, kěshí
   but now I'm old and can no longer
   xiǎnzáì wǒ láole, wǎnshāng
   work evenings!
   bùnéng zuòshíle!

A: Nǐ méi shí de shíhou zuò shénme?
   What do you do when you are not
   working?
B: Yóude shíhou wǒ zài shūfánglǐ
   Sometimes I read in the study,
   kànkan shā, yóude shíhou wǒ
   sometimes I play upstairs with the
   zai lōushāng gèn háizímen wǎnr.
   children.

A: Hào, tiān buzǎo, wǒ dēi zǒuè.
   Well, it's getting late, and I must
   Zàijìdiàn ba!
   be going. I'll be seeing you!

B: Zàijiàni!
   Goodbye!

**VOCABULARY**

shǎngwǔ (MA)N: forenoon

xiàwǔ (MA)N: afternoon

zhōngwǔ (MA)N: noon

báitiān (MA)N: daytime, during the day

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yèlì  (MA)N: nighttime, during the night
wǎn  SV: be late
hēi  SV: be black; dark
bái  SV: be white; fair

yíyè  (MA)N: a night; the whole night

ɡānɡcái  MA: just a moment ago
liànɡ  SV: be light or bright (opp. dark)
ɡānɡ(ɡānɡ)  A: just this minute
chà  A: differ by; lack, be short

yàoshi  MA: if, in case
-chà  A: indeed, certainly, however
guò  V: pass, exceed; cross over
qǐlái  V: rise, get up
gào  V: tell, inform
chàbùduō  IE: almost, about

-fèn  M: minute
kě  A: differ by; lack, be short

-yè  M: night

-rìzi  N: day; a special day

zhōngtōu  N: an hour

wǔfàn  N: noon meal
gào  V: tell, inform

zǎo  SV: be early
chàbùduō  IE: almost, about
zěnmè bān? IE: what can be done about it?

POINTS IN TIME, BY THE CLOCK

Question: Shénme shíhou(le)? What time is it?
Jìdiǎn zhōng(le)? What time is it?

yìdiǎn zhōng  1:00 o'clock
yìdiǎn shìfēn  1:10
yìdiǎn shìwǔfēn  1:15
(or yìdiǎn yīkè
or quarter past one)
yìdiǎn ěrshìfēn  1:20
yìdiǎn sānshìfēn  1:30
(or yìdiǎn bàn
or half past one)
yìdiǎn sìshìfēn  1:40
yìdiǎn wǔshìfēn  1:45
(or quarter to two)
yìdiǎn liǎngdiǎn zhōng  2:00 o'clock
liǎngdiǎn duō zhōng  after 2 o'clock
AMOUNTS OF TIME, BY THE CLOCK

Question:  Nǐ kànshū, kànle duōshào shíhou le?
      ...kànle jīge zhōngtòu le?

How long have you been reading?

yīfēn zhōng  one minute  yìdiǎnnduō zhōng  over an hour
liǎngfēn zhōng  two minutes  yìdiǎnlíng shìshì fēn  1 hr. 10 mins.
sìwǔfēn zhōng  4 or 5 minutes  yìdiǎn sānkè zhōng  1 and 3/4 hrs.
shíjīfēn zhōng  '10 or 15' minutes  bāngè zhōngtòu  a half hour
shíwǔfēn zhōng  15 minutes  yīge zhōngtòu  an hour
      (or yīkè zhōng  1/4 hour)  yīgeduō zhōngtòu  over an hour
sānshìfēn zhōng  30 minutes  yīgebān zhōngtòu  1 and a half hrs.
      (or bādiǎn zhōng  1/2 hour)  liāngge zhōngtòu  two hours
sìshíwǔfēn zhōng  45 minutes  sīwǔge zhōngtòu  4 or 5 hours
      (or sānkè zhōng  3/4 hour)  shíjīge zhōngtòu  '10 or 15' hrs.

PATTERN SENTENCES

I. TIME WHEN, BY THE CLOCK

Patterns:  Chē shénme shíhou kāi?  Chē liǎngdiǎn zhōng kāi.

When does the train leave?  It leaves at two o'clock.

Nǐ měitiān jīdiǎn zhōng chī wūfàn?  Shièrdiǎnbān.

When do you eat lunch each day?  At twelve-thirty.

   When does the train arrive?  At 3:50 P.M.

2. Wǒmen mǐntiān jīdiǎn zhōng qù?  Zǎoshàng jīdiǎn zhōng, hǎo
   buhào?
   What time tomorrow shall we go?
   How about 9:00 o'clock in the morning?

3. Nǐ xiàlǐbaisān jīdiǎn zhōng dāo
   wǒ zhèr lái?  Wǒ shítiānshānkè
   lái.
   At what hour are you coming here
   next Wednesday?  I'm coming at a
   quarter to eleven.

4. Wáng Xiānshēng shì shénme shíhou
   zhōude?  Tā shì jīntiān shàngwǔ
   shìyìdiǎnhshìfēn zhōude.
   When did Mr. Wang leave?  He left
   this forenoon at ten past eleven
   o'clock.

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5. Lǐ Tàitái shì jiǔ diǎn zhōng dào chéng lì tōu qú dié? Xiàwǔ sān diǎn bàn. When did Mrs. Li go downtown? At half past three.

6. Chē shì jiǔ diǎn zhōng dào zěrē de? (or dào de zērē?) Sìdiǎnyìkè. When did the train arrive here? Quarter past four.

7. Nǐmen zuòtiān shì shěnme shíhou shuǐjiādào? (or shuǐde jiào?) Chàbùdùō yělǐ yìdiǎn zhōng le! What time did you get to bed last night? It was almost one o'clock!

8. Qǐng nǐ míngtiān zào yìdiǎnr lái. Wǒ qǐdiǎn shīshífèn lái, xǐng bùxīng? Please come a little earlier tomorrow morning. Would twenty to eight be all right?

II. TIME SPENT, BY THE CLOCK

Patterns: Wǒmen měitiān shàng sīge zhōngtòu de kē.

Wǒmen měitiān shānkē, shāng sīge zhōngtòu.

We attend classes four hours a day.

1. Wǒ jīntiān yījīng niàng niánle báge zhōngtòu de shū le. Nà kě zhēn bushāo! I have already studied eight hours today. That's really quite a lot!

2. Tā gēn wǒ tānle yígedùō zhōngtòu de huà jǐu huíquē. He chatted with me an hour and more, and then returned.

3. Tā gēn wǒmen háizi wánrě chàbùdùō sāngē zhōngtòu le. He played with our children for about three hours.

4. Wǒ dēng ta sānke zhōng le¹. Wǒ zài dēng bān diān zhōng, yāoshì tā bùlái, wǒ jīu déi zōu. I have been waiting for him three quarters of an hour. I'll wait another half hour, and if he doesn't come, I must leave.

5. Nǐ tiāntiān shuǐjiāo, shuǐ jīge zhōngtòu? Wǒ shuǐ qīge zhōngtòu jīlái. How many hours do you sleep each night? I sleep seven hours and then I get up.

6. Àiyóu, zěnmé bān a? Wǒ de háizi kūlè liāngdiǎn liǎo, zhōng le! My child has been crying for more than two hours!

1See Lesson 18 Note 3, Exception

III. USE OF CHÀ (LACK) AND GUÒ (EXCEED)

1. Dào(le) shānkē de shíhou le ma? Is it time for class?
   Hái mèidiǎo ne. Not yet.
   Hái zāo ne. It's early yet.
   Hái chà bàn diān zhōng ne. There's half an hour yet.
   Dào le. Yes, it is.
   Yǐjīng dào le. It's already time.
   Zǎo dào le. It was time long ago.
   Gānggang dào shíhou. It's just past time.
   Guò le. It's past time.
   Zǎo guò shíhou le. It's long past time.

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2. Dào(1e) liăngdiăn zhōng le meiyou?
   Méidào ne.
   Hái méidào liăngdiăn ne.
   Hái chà duōshao? (or jīfen?)
   Hái chà shīfēn zhōng.
   Yījīng guòle.
   Zǎo guòle.
   Guò duōshao le?
   Guò(1e) yīkè zhōng le.

   Is it two o'clock yet?
   Not yet.
   It isn't two yet.
   How long before it will be two?
   It lacks ten minutes.
   It's already past two.
   It's long past time.
   How much past?
   It's quarter past two.

3. Hái chà duōshao qián?
   Hái chà sānmào qián ne.

   How much do I still owe you?
   You owe me thirty cents yet.


   I almost didn't see you.

5. Guòle nàtiào lù jìu dào xuéxiào le.

   The school is just past that road.

6. Zài guò bāndiǎn zhōng wǒmen jiù děi zǒu le.

   We must be going after another half hour.

7. Guò yǐhuìr zài tān ba!

   Let's chat about this after a little while!

8. Guò liǎngtiān zài jiàn ba!

   I'll be seeing you in a couple of days!

IV. 'JUST AS SOON AS' (EMPHATIC)

Patterns: (1-4) Tiān yīliàng(1e), wǒmen jìu qǐlaile.
   Just as soon as it was light, we got up.
(5-6) Wǒ yīkànjiàn xiǎohái rì jì xīhuàn.
   Whenever I see children I am happy.
(7-8) Tā yìdào(1e), wǒmen jìu yào chīfàn.
   We will eat just as soon as he arrives.

1. Wǒ yìtīngshūō wǒ mǔqín bǐngle,
   wǒ lìkē jìu huījiā le.

   As soon as I heard that my mother
   was ill, I returned home.

2. Tā yíshūō xǐng, wǒ jìu bā qián
dōu gěi tā le.

   As soon as he said all right, I gave
   him all the money.

3. Wǒ bā qián yīgěi tā, tā jìu
   zǒule.

   He left as soon as I gave him the
   money.

4. Wǒ yīkànjiàn nǐ jìu zhídào nǐ
   yìdīng shì ge cōngmíng rén.

   As soon as I saw you, I knew that
   you definitely were an intelligent
   man.
5. Háizi yibuniànshū, fùmǔ jiu bùgǎoxìng.
Whenever children don't study, parents are unhappy.

6. Rén yīhējiǔ, jiu hěn róngyi bā shìqìng wàngle.
Whenever people drink, they very easily forget things.

7. Wǒmen yídáole Niàoyue, wǒ jìu yào xiǎn qu kān yìge péngyou.
Just as soon as we get to New York, I want to go see a friend.

As soon as I can speak a little Chinese, I expect to go to China.

V. SUPPOSITION (WITH OR WITHOUT YAOSHI)
Pattern: (Yàoshi) wǒmen zǎo yìdiānr qù, wǒmen jìu kěyì zǎo yìdiānr huílái.

If we go a little earlier, we can get back a little earlier.

1. (Yàoshi) nǐmen bùmíngbài wǒde yìsì, wǒ jìu kěyì zāi shuō yìhuì.
If you don't get what I mean, I can say it once again.

2. Lǎo Sān yàoshi zài zhèr, qīng nǐ bǎ zhèjiàn xiào dōngxì gěi tā.
If Lao San is here, please give him this little thing.

3. (Yàoshi) wǒ shuōde tài kuài, qīng nǐ gáosòng wǒ, wǒ jìu kěyì shuō màn yìdiānr.
If I speak too fast, please tell me and I can speak more slowly.

4. Nǐ yàoshi méi shì, nǐ néng bùnéng bāng wǒ yìdiānr máng?
If you don't have anything to do, could you help me a little?

5. (Yàoshi) nǐ zhēn kànjiān ta le, qīng gáosòng wǒ shuō tā hǎo bùhào.
If you have really seen him, please tell me if he is well.

6. Tā (yàoshi) yījīng zǒule, wǒmen jìu būbǐ děng ta le.
We needn't wait any longer for him if he has already left.

7. (Yàoshi) wǒ wànghé zěnme bān?
What if I forgot? (or have forgotten?)

8. (Yàoshi) nǐ zuótiān méiquí kàn tā, nǐ zěnme zhīdào ta bīngle?
If you didn't go to see him yesterday, how do you know he's sick?

9. Tā yàoshi hái shuíjiào ne, nǐ jìu bié jiào tā.
If he is still sleeping, don't call him.

10. (Yàoshi) nǐ qu jiù hǎole. (Yàoshi) nǐ buqū, wǒ yě jìu buqūle.
If you go, all is well. If you don't go, then I won't be going either.
FLUENCY DRILL

Buqùle.
Wǒ buqùle.
Wǒmen buqùle.
Wǒmen xiàwǔ buqùle.

Nǐ bulái, wǒmen xiàwǔ jiu buqùle.
Yàoshi nǐ bulái, wǒmen xiàwǔ jiu buqùle.
Yàoshi nǐ bulái, wǒmen xiàwǔ jiu bunéng qùle.
Yàoshi nǐ shàngwǔ bulái, wǒmen xiàwǔ jiu bunéng qùle.
Yàoshi nǐ shàngwǔ bunéng lái, wǒmen xiàwǔ jiu bunéng qùle.
Yàoshi nǐ míngtian shàngwǔ bunéng lái, wǒmen xiàwǔ jiu bunéng qùle.

NOTES

1. TELLING TIME BY THE CLOCK: The three most common units of measurement of time by the clock are the measures -diǎn (hour), -kè (quarter hour), and -fēn (minute). These measures are preceded by appropriate number words, and followed by the noun zhōng (clock). See Vocabulary for examples.
Note that for even hours the full expression with zhōng is usually used, whereas in fractional expressions zhōng is usually dropped, as for example:

- yīdiǎn zhōng one o'clock
- yīdiǎn sānkè one forty-five

2. AMOUNTS OF TIME BY THE CLOCK: See the Vocabulary for list of whole and fractional units used in reckoning amounts of time by the clock. Since -diǎn zhōng denotes quantity as well as a point in time, the noun zhōngtōu (hour) is often used when sixty minutes of time is meant. The following three sentences express the same meaning:

- Wǒ shuíle bāndiǎn zhōng de jiào jiu qīlaile.
- Wǒ shuíle bānge zhōngtōu de jiào jiu qīlaile.
- Wǒ shuíle bāndiǎn zhōng de gōngfu jiu qīlaile.
I slept for half an hour and then got up.
3. LARGER UNITS OF TIME: Larger units of time, such as weeks, days, and divisions of the day, always precede the time by the clock:

jnintian xiàwǔ sìdiǎn zhōng four o'clock this afternoon
Shānglíbaitiān zǎoshang bādiǎnbān eight thirty last Sunday morning

4. INQUIRING THE TIME OF DAY: In asking and giving the time of day, as in asking prices (see Lesson 6, Note 6), no verb is necessary, although shí or yóu is sometimes used. The particle of completion -le is sometimes attached to both question and reply:

Shénme shíhou (le)? Wǔdiǎnbān What time is it? 5:30.
(1e).
Xiànzài jìdiǎn zhōng (le)? What time is it now? Quarter past
Sāndiǎn yīkè (le).
three.

5. SUPPOSITION: Supposition, as in English, is expressed by conditioning clauses, which (unlike English) always precede the main statements which they condition. Whereas 'if' is essential to the English clause, yào shì is not necessary to the Chinese. And vice versa, whereas 'then' is seldom used in English to introduce the subsequent statement, jiù in Chinese is often used (compare dependent clauses in in Lesson 15):

(Yàoshì) tā bù lái, wǒmen jǐu buqúle. If he doesn't come, we won't go.

NI (yàoshì) bùnèng chǐ ròu, You can eat fish if you can't eat
jiù kěyì chǐ yú. Suìbiān. meat. Do as you wish.

6. 'JUST AS SOON AS': The Chinese equivalent of the more explicit expression 'just as soon as' is formed by affixing the numeral yī (one, once, used adverbially) to the verb of the dependent clause. The subsequent statement is usually introduced by the adverb jiù (then). (Compare dependent clauses in Lesson 15.):

Wǒ yīgēn tā shuōhuà, tā jiù shéngqíle. Just as soon as I talked with him, he got angry.
Wǒ yīchī yú jiù bushūfu. Whenever I eat fish I don't feel well.
NI gēge yīhuīlái, wǒ jiù yào jiǎn ta. I want to see your elder brother as soon as he returns.
DÌÈRSÌHKÈ - LESSON 20

EXPERIENTIAL SUFFIX -GUO - RELATIVE TIME

My Indian Friend Visits China


Wǒde péngyou zai chuánshāng de shìhòu xuéle jīju Zhōngguo rén chǎng yǒng de huà. Xiǎchuān yīqián tā yǐjìng hui shuō: Nín hǎo a, Xièxiè, Záijìān. Xiāle chuān yīhòu tā yǒu xuéle hǎoxīè.


Wǒ péngyou hěn xiǎnɡ jiàn jìwèi yōumínɡ de Zhōngguó rén. Yīnwéi tā bùrènshì tāmen, bùhào zìjǐ qu jiàn tāmen, suǒyǐ tā zhāo le yīge péngyou gěi tā jiēshào.

Tā jiànle tāmen yīhòu juí hùi Yīn dū qùle. Tā zǒu de shìhòu juéde hěn gǎoxínɡ. Yǒu jīge péngyou sònɡ tā shànɡchuán, kāichuán de shìhòu dōu tā shuō: Záijìān! Yīlùpínɡān!

I have an Indian friend. I have known him for a good many years. One year he planned on going to China. He wrote me that he had never been to China before.

While my Indian friend was aboard the ship he learned a few common expressions in Chinese. Before he disembarked he could say:

How are you, Thanks, Goodbye.

After getting off he learned a lot more.

He first stayed several days in Shanghai, after which he went by Limited Express to Nanjing. Nanjing is the Washington of China. Before the war the city was well populated. During the war the people became fewer. Now that the war is over, the people have all returned.

My friend was anxious to meet a few of China's well-known people. Since he did not know them, and could not easily go himself to see them, he found a friend to introduce him.

After he had visited them he returned to India. As he left he felt very happy. There were a few friends to see him off, who as the ship started said:

Goodbye, and a pleasant trip!

VOCABULARY

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<td>dāsuàn</td>
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<td>V: know, recognize, be acquainted with</td>
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<tr>
<td></td>
<td></td>
<td>V: feel that, consider</td>
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<tr>
<td></td>
<td></td>
<td>V: see, think, consider</td>
</tr>
<tr>
<td></td>
<td></td>
<td>V: plan to</td>
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</table>
qiántian (MA): day before yesterday
hòutian (MA): day after tomorrow
qián-  N: front; former
zìjǐ  N: self, oneself
xiàohua  N: a joke
lǎo  A: always, keep on
píngcháng  SV: be ordinary, common
tèbìé  SV: be special, distinctive
jièshào  V: introduce
xiào  V: laugh or smile
xiào(hua)  V: laugh at
dàzhàng  VO: fight, make war
-guò  P: (experiential suffix to verbs)
a  P: (sentence suffix, see Note 4)
bùgàndìng! IE: you flatter me!
yìlùpíngan IE: a pleasant journey

PATTERN SENTENCES

I. VERB SUFFIX -GUO

Patterns: (1-6) NI chīguo Rìběn fàn meiyou? Chīguo.
Have you ever eaten Japanese food? Yes, I have.

(7-8) NI chīguo fàn le ma? Chīguo le, xièxiè.
Have you eaten? Yes, thank you.

1. NI dàoguò Zhōngguó meiyou?
   Méidàoguò. Wǒ dāsuàn jīnnián qù.
   Have you ever been to China? No, I haven't. I plan to go this year.

2. Tā zai Zhōngguó zhùguó ma?
   Zhūguó.
   Has he ever lived in China. Yes, he has.

3. NI méikàngguo zhèběn shǒu ma?
   Kǎngguo. Wǒ juéde zhèběn shǒu tài méiyìsi!
   Haven't you ever read this book? Yes, I have, and I think it's too dull for anything!

4. Tā jiǔli méiqián, suǒyì nàge háizi méiniànguó shǒu.
   That child has never been to school since his family doesn't have the money.

5. NI jiàngguó LI Xiānshēng ma?
   Méijiàngguó, qǐng nǐ gěi jièshào jīeshaó.
   Have you met Mr. Li before? No, I haven't, please introduce me.

   Have America and China ever fought? No, they haven't.

7. NI yòngguó kuālǐ meiyou? Wǒ yòngguó jiǔhú(1è), kěshì háishi bǔdā huì yòng.
   Have you ever used chopsticks? Yes, a few times, but I still don't know much about it.
8. Nǐ qù kàn tāmen le meiyǒu? Qùguóle, kěshì jiālǐ méi rén. Have you been to see them? Yes, but there was nobody home.

II. GENERAL RELATIVE TIME

Pattern: Nǐ yǐqián zài nǎr niánshù?
Where have you studied previously?

1. Nàge rén yǐqián hěn yuânyì zuòshì. Tā hǒulái yǒuqíán le, jiù buyuânyì zuòshìle. That man previously was very willing to work. He later came into money and became unwilling.

2. Yǐqián wōmén zhùzài Niâiyâ. Hǒulái wōmén bāndào zhěr láile. Before this we've been living in New York. Later we moved here.

3. Nǐ cóngqián châng shuō Zhōngguó huà. Nǐ zēnme xiànzâi bushuōle? You formerly spoke Chinese a lot. Why don't you speak it now any more?

4. Cóngqián wō bùrènde ta. Xiànzâi wōmén shì hǎo péngyou. Formerly I didn't know him. Now we are good friends.

5. Wō běnlái yě dàsuàn qù. Hǒulái shǐqīng mǎngle, wō jiù bùnèng qùle. I had originally planned on going. Later because things piled up, I gave up going.

6. Qiánjītiān wō tèbié máng. Zhèliângtiān hǎo yídīânr le. I was specially busy a few days ago. It is a little better the past couple of days.

7. Guò liângtiān zài kàn ba. Let's consider this again after a few days.

III. SPECIFIC RELATIVE TIME

(a) ...yǐqián (before; ago)

Pattern: Wō chīfàn yǐqián châng kàn bāo. I often read the paper before I eat.

1. Shuǐjiāo yǐqián, wō yǒu shíhou kàn yídīânr shū. I sometimes read a little before I go to sleep.

2. Dǎo wâiguó qū yǐqián, wōmén děi māi busâo dōngxi. Before we go abroad, we must buy quite a few things.

3. Nǐ shângchuán yǐqián, bié wângle xiēxīn gâosòng wō nâtian zǒu. Don't forget to write me before you embark what day you are leaving.

4. Tâmen bānjīâ yǐqián zhùzài Tiānjīn(g). They lived in Tianjin before they moved.
5. Wōmen sāngé yuè yǐqián, yíjù Zhōngguó huà yǐ bùhuì shuō. Xiànzái nǐ kàn, wōmen dòng duōshào le!

Three months ago we couldn't speak a word of Chinese. Now see how much we can understand!

6. Tā shì bǎndiǎn zhōng yǐqián huílai.de.

He returned a half hour ago.

(b) ...-de shīhou (while; when)

Pattern: Wō chǐfàn de shīhou chǎng gēn jiāli rén tánhuā.

I often chat with the family while eating.

1. Zhōngguó rén chǐfàn de shīhou būdá āi shuōhuā.

Chinese don't much like to talk while eating.

2. Biérén chánggērde shīhou, bùyào shuōhuā.

We shouldn't talk while others are singing.

3. Wǒ bǎdiǎn zhōng shǎngkède shīhou, hái juéde lèi.

I still feel tired when I go to class at eight o'clock.

4. Nín qiánzìn lái kàn wǒ de shīhou, wǒ shǎng Bēijīng qule.

When you came to see me day before yesterday, I had gone to Beijing.

5. Wǒ shuō Zhōngguó huà de shīhou, qǐng nǐ bié xiāo(hua) wǒ.

Please don't laugh at me when I speak Chinese.

(c) ...yǐhòu (after)

Pattern: Wō chǐfàn yǐhòu jīu qù zuòshí.

After I have eaten I go to work.

1. Mèitiān chǐ wǔfàn yǐhòu, wǒ déi shuì yihuìr. Bushuí buxíng!

I have to have a little nap each day after lunch. It won't do if I don't.

2. Wōmen bānjīa yǐhòu, qǐng nǐ dào wōmen jī lái chǐfàn.

After we have moved, please come to our home to have a meal.

3. Wǒ zìjī míngbaile yǐhòu, jiù róngyi jiāo rén le.

After I understand it myself, then I can easily teach others.

4. Tā zǒu le yǐhòu, wōmen jīu chǐfànle.

We ate after he left.

5. Dōngxi mǎi le yǐhòu, wōmen jīu dào chēzhàn qule.

After the things had been bought, we went to the station.


I'll be back in half an hour.


We'll be going to China in six months.
8. Zài guò sān gè yuè (yǐhòu), wǒmen de Zhōngguó huà yìdǐng jiu bǔcuòle!

After another three months, our Chinese will certainly be quite good!

FLUENCY DRILL

Niànshí.
Niàn Zhōngguó shì.
Niàn yìdiǎnr Zhōngguó shì.
Děi niàn yìdiǎnr Zhōngguó shì.
Wǒ děi niàn yìdiǎnr Zhōngguó shì.
Wǒmen děi niàn yìdiǎnr Zhōngguó shì.
Wǒmen děi xiān niàn yìdiǎnr Zhōngguó shì.
Wǒmen qu yǐqián, děi xiān niàn yìdiǎnr Zhōngguó shì.
Wǒmen dao Zhōngguó qu yǐqián, děi xiān niàn yìdiǎnr Zhōngguó shì.
Wǒmen míngnian dao Zhōngguó qu yǐqián, děi xiān niàn yìdiǎnr Zhōngguó shì.
Wǒmen míngnian méidào Zhōngguó qu yǐqián, děi xiān niàn yìdiǎnr Zhōngguó shì.

NOTES

1. EXPERIMENTAL VERB SUFFIX -GUO: When it is desired to indicate that an action has or has not ever been experienced, the verb suffix -guo is used with both positive and negative forms of the verb:

Nǐ zuòguó fēi jí meiyǒu? Have you ever been in a plane? No,
Méizūguó. Wǒ chǎng xiǎng Měi cóng zǒu.
Nǐ kàngguó zhéběn shū mà? Have you read this book? Yes, and
Kànguó, yǒu yìsī jíè! it's most interesting!

The verb suffix -guo often indicates little more than what is indicated by -le. In this use it can be considered as an integral part of the verb, and the resulting compound behaves with respect to -le like any other verb:

Nǐ dào tā jiā què ma? Did you go to his house? Yes, I
Qùguōle. did.
Jǐntiān de bào nǐ kànle ma? Have you read today's paper. Yes,
Kànguóle. Méi shénme yào jǐn de shì. There's nothing of importance.
2. **GENERAL RELATIVE TIME:** Taking the immediate present, or some point of reference as a pivot, general relative time is expressed by time words such as the following:

- côngqíán  formerly
- hòulai  afterwards, later on
- yíqíán  (t)heretofore, previously
- xiànzài  at present, now
- yínhòu  (t)hereafter, afterwards

These words are movable adverbs, and the sentences follow the time when pattern:

\[\text{yíqíán wǒ méichīguo Zhōngguó fān. yínhòu wǒ yào chǎng chí.} \quad \text{I have never eaten Chinese food before. I expect to eat it often after this.}\]

3. **SPECIFIC RELATIVE TIME:** To be specific in time relationships, the time element, or a descriptive sentence, stands just before the time words yíqíán or yínhòu, and a descriptive sentence before -de shíhou. The resulting expressions behave like movable adverbs:

- Nín shàngchuán yíqíán kéyi gěi wǒ yīge xīn, wǒ xiāng sòngsong nǐn.  
  Before you embark let me know, as I want to see you off.

- Shàngkè de shíhou bié shuō Yingwén!  
  Don’t talk English while class is in session!

- Sānnián yíqíán wǒ búzài zhèr.  
  I wasn’t here three years ago.

- Bānnián yínhòu tài jīu yào láile.  
  He’ll be coming in six months.

- Wǒ dàole Zhōngguó yínhòu jīu gāoxìngle.  
  I’ll be happy when I get to China.

Note that the sentence: Wǒ chīfàn yíqíán kàn bāo is often said: Wǒ méichīfàn yíqíán kàn bāo. The same holds true for sentences 1-4 under Pattern III (a) above, where a descriptive sentence precedes yíqíán.

4. **SENTENCE SUFFIX A:** The particle ₐ adds nothing in content to the word or sentence to which it is affixed, but it changes the mood of the speaker. One of the most common uses of ₐ is in direct address as in:

- Nǐ hǎo ₐ! (How are you!), Lǎo Zhào ₐ! (Oh, Zhao!)
Wǒ yìqián zài Měiguó kàn jianle yìge shíjiùsuì de nánháizi. Nàge háizi zhěn qíguài!

Yěu yìtiān záoshang tài mùqín jiào ta qǐlái, kěshì tài bùkěn qǐlái. Tài duì mùqín shuō: "Wǒ, wǒ hái dēi shuō yīhuír, zuòtiān wànshāng méishūhǎo."

Tā qǐlái le yīhòu, tài fùqín jiào ta xǐliān chīfàn. Háiizi jiù shuō: "Wǒ yìdiǎnr yě bùè, shénme yě bùxiāng chī."

Guō yìge zhōngtōu, tài fùqín jiào ta shǎngxuě. Háiizi shuō: "Ābā, yīhuò wǒ bùshāngxuě. Wǒ xuébùlái shénme, wǒ tài běn!"

Yǎoshí nǐ jiào ta shǎngxǐ, gěi nǐ mǎi yìdiǎnr dōngxì, tài lǎoshì shuō nàge dōngxì zài zhèr mǎibuzhǎo, suǒyì bǔyòng qùle.

Yǎoshí nǐ jiào ta tì nǐ bān yījiàn shǐqīng, diértiān wén ta bānle meiyōu, tài jiù shuō nàjiān shǐqīng hǎi měibānwăn ne, yǐtiān bān búwán.

Nàge háizi qíguài de dǐfāng tài duō le, shuō yìtiān yè shūōbùwán. Kěshì nà bǔyàojīn, děng ta dàle jiù hǎole!

Previously in America I saw a teenage boy. That child is really very strange.

One morning his mother called him to get up, but he wouldn’t get up. He said to his mother: "Mother, I've got to sleep a little longer, I didn't get enough sleep last night."

After he got up, his father told him to wash up and eat. The child said: "I'm not a bit hungry, I don't want to eat anything."

After an hour, his father told him to go to school. The boy said: "Daddy, I'm not going to school any more. I can't learn anything, I'm too dumb!"

If you ask him to go upstairs to buy something for you, he always says that that can't be bought here, and so there's no use to go.

If you tell him to do something for you, and the next day ask him if he has done it, he will say that the job is not yet finished, and that it can't be finished in a day.

The strange points of that boy are too numerous to mention. You couldn't exhaust them in a day's time! But never mind, wait till he grows up and he'll be all right!

VOCABULARY

shān  N: hill, mountain
yīshǎng  N: clothes
liǎn  N: face (lit. or fig.)
fázi  N: way, method
lóutī  N: stairs
è   SV: be hungry
kē  SV: be thirsty
bāo  SV: be satisfied (after eating)
bèn  SV: be stupid; clumsy  chuān  V: wear; put on (clothes)
qíguāi  SV: be strange; queer  tuō  V: take off (clothes)
zāng  SV: be dirty  zhāi  V: take off (hat)
gānjīng  SV: be clean  diū  V: lose, misplace
kěn  AV: be willing to  pà  V: be afraid of; fear that
xi  V: wash  kōngpà  V: be afraid that; perhaps, probably
yùbei  V: prepare  diūliǎn  IE: lose face (publicly)
bàn  V: manage; carry out  méi(you)  IE: there's no way out! it can't be helped!
fāzi

A FEW OF THE MORE COMMON ENDINGS TO RESULTATIVE COMPOUND VERBS

-jiàn  indicates perception of what is seen, heard, or smelled
-dōng  indicates understanding of what is seen, heard, or read
-dào  indicates arrival at the goal of the action
-zháo  indicates success in attaining object of the action
-hǎo  indicates satisfactory completion of the action
-wán  indicates end or completion of the action
-lìxī  indicates capacity for doing something, or for carrying it through to completion
-lái  indicates arrival
-qù  indicates arrival there

EXAMPLES OF RESULTATIVE COMPOUNDS OF BOTH TYPES

Did you see it?  Yes, I did.  No, I didn't.

(Potential)  NI kândejiàn ma?  Kândejiàn.  Kânbujîàn.  Kânbujîàn. 2
Can you see it?  Yes, I can.  No, I can't.

1 Potential questions use both the simple type (kândejiàn ma?), and the choice type (kândejiàn kânbujîàn?)
2 The main stress in both forms of the potential type falls on the last syllable (with the exception of xīdegānjīng).

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<td>māibuzhào</td>
<td>(zhāo, jiān, wèn, yīng, shuí)</td>
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<td>5. bāndehāo</td>
<td>bānbufāo</td>
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<td>6. shuōdewán</td>
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<td>(tán, xiē, xuē, niān, jiāo, chī, hē, zuō, bàn, mǐ, yīng, nà, bān, cháng)</td>
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<td>9. shāngdeqū</td>
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<td>11. zōudeshăngqū</td>
<td>zōubushăngqū</td>
<td>(ná, bān)</td>
</tr>
<tr>
<td>12. nádexiāláí</td>
<td>nábxialái</td>
<td>(bān, zōu, tuō, zhāi)</td>
</tr>
<tr>
<td>13. chīdexiaqū</td>
<td>chībuxiaqū</td>
<td>(hē, ná, bān, zōu, fāng, zuō)</td>
</tr>
<tr>
<td>14. bānđejinláí</td>
<td>bānbufinláí</td>
<td>(ná, zōu)</td>
</tr>
<tr>
<td>15. fāngdejįnqū</td>
<td>fāngbufinqū</td>
<td>(ná, bān, zōu)</td>
</tr>
<tr>
<td>16. xiāngdechulái</td>
<td>xiāngbuchulái</td>
<td>(ná, bān, zōu, shuō)</td>
</tr>
<tr>
<td>17. zōudechuqū</td>
<td>zōubuchuqū</td>
<td>(ná, bān)</td>
</tr>
<tr>
<td>18. xiāngdeqįlái</td>
<td>xiāngbuqįlái</td>
<td>(ná, bān, zhān, zuō)</td>
</tr>
<tr>
<td>19. māideqį</td>
<td>māibuqį</td>
<td>(chī, hē, chuān, dāi, zhū, zuō)</td>
</tr>
<tr>
<td>20. kâidekái</td>
<td>kāibukái</td>
<td></td>
</tr>
<tr>
<td>21. guāndeshăng</td>
<td>guānbushăng</td>
<td>(chuān, dāi)</td>
</tr>
<tr>
<td>22. chīdebāo</td>
<td>chībudāo</td>
<td></td>
</tr>
<tr>
<td>23. xīdegānjįng</td>
<td>xībugānjįng</td>
<td></td>
</tr>
<tr>
<td>24. kândeqį</td>
<td>kānbuqį</td>
<td></td>
</tr>
</tbody>
</table>

\[3\]The endings -liāo and -qį appear only in the potential type.
PATTERN SENTENCES

I. USE OF RESULTATIVE COMPOUNDS

Pattern: Nàgè shànshāng yòu liǎngge rén, nǐ kànđejiàn ma?
Wǒ kānbùjiàn.

There are two people on that hill, can you see them?
No, I can't make them out.

1. Wài tòu yòu rén shūòhuá, nǐ
tīngdejiàn ma? Tīngdejiàn.

There are some people talking outside. Can you hear them? Yes, I can.

2. Zhèxīe jūzǐ nǐ kànđeđōng ma?
Yòude kànđeđōng, yòude kànbudōng.

Can you understand these sentences that you are reading? Some I can, some I can't.

3. Tàì wānle, jīntiān kōngpà
sònghuìào. Mǐntiān gèi nǐ
sònqù, hǎo buhào?

It's too late, I'm afraid we can't get it there today. How about sending it there tomorrow?

4. Zhōngguó bǐ zài Méiguó mǎidèzhāo
mǎibúzhāo? Mǎidèzhāo. Wǒ zài
Nǐyuè gāng máile jìge.

Can you buy Chinese pens in America? Yes, you can. I just bought a few in New York.

5. Nàgè shìqìng bānhāole ma? Wǒ
bānbuhào. Qǐng nǐ zháohò bié rén
tì nǐ bānhù?

Has that been put through? I can't do it. Better find some one else to do it for you.

6. Wǒ yòu hǎoxìe huà yāo duì nǐ
shuō, kōngpà shuō yītiān yě
shuōbùwàn?

I have a great deal to say to you, we could talk a whole day and not finish talking!

7. Nǐ nàdēiào zhèxīe dōngxi ma?
Nábùliāo. Nǐn néng bùnèng tì
wǒ nǎ yǐdiǎnr?

Can you carry all these things? No, I can't. Could you take a few of them for me?

8. Wǒmén míngtiān huídélái
huíbùlái? Míngtiān yìdīng néng
huílái.

Can we get back tomorrow? We certainly can.

9. Zhègè shān hěn gāo, wǒ pà nǐ
shāngbùqū. Nǐ shāngqù
yīhòu, wǒ pà nǐ xiàbùlái.

This is a high mountain, I fear you won't make it. After you have climbed it, I fear you can't make it down.

10. Nàgè zhuōzǐ liànqínggè rén
bānbushānglái ba?
Bānbushānglái.

Two people can't move that table up here, can they? Yes, they can.

11. Zhègè lóutí būhàozuō, kōngpà
nǐ zōubùshāngqū.

These stairs are not easy to climb. I fear you can't climb them.


You can't get that picture down.

13. Wǒ jīntiān bushūfū, dōngxi
chībuxiàqū.

I don't feel well today, so I can't eat anything (lit. get anything down).
14. Mén tài xiǎo, zhuōzi bānbūjinlái.
   The door is too small so we can't move the table inside.
15. Dōngxi tài dà, difāng tài xiǎo, fāngbūjinqū.
   The thing is too large and the place too small, so we can't place it in.
   Have you a way? I can't think of a way.
   You can't go out this door. Please go by that door.
18. Wǒ wàngle tā xìng shénme, wǒ zēnme yě xiāngbūqūlái! Ou, wǒ xiāngqūlái, tā xìng Chén!
   I've forgotten his name, try as I may, I can't recollect it!--Oh, I have it, his name is Chen!
19. Zhè ge zhōng tài guì, wǒ mǎibùqǐ.
   This clock is too expensive, I can't afford to buy it.
   Can that door be opened? It has already been opened.
   I can't close this window. Please help me close it.
   Can you feel satisfied when you eat foreign food? Yes, I can.
23. Wèishénme zhè jìan yíshāng wǒ lāo xībugānjìng?
   Why is it that I can never wash this garment clean?
24. Wǒ kānbūqǐ nàge rén! Ai, bié kānbūqǐ rén!
   I despise that man! Goodness, you mustn't look down on people.

**FLUENCY DRILL**

Xībugānjìng.
Yíshāng xībugānjìng.
Zhè jìan yíshāng xībugānjìng.
Wǒ zhè jìan yíshāng xībugānjìng.
Wǒ zhè jì jìan yíshāng xībugānjìng.
Wǒmen zhè jì jìan yíshāng xībugānjìng.
Wǒmen zhè jì jìan yíshāng zhǎng de lǐhai, xībugānjìng.
Wǒmen zhè jì jìan yíshāng zhǎng de lǐhai, kōngpà bāntiān xībugānjìng.
Wǒmen zhè jì jìan yíshāng zhǎng de lǐhai, kōngpà bāntiān yě xībugānjìng.
Wǒmen zhè jì jìan yíshāng zhǎng de lǐhai, kōngpà bāntiān yě xībugānjìng.
NOTES

1. RESULTATIVE COMPOUND VERBS: Resultative verbs are compounds of two members, in which the first or root verb indicates the kind of action involved, while the second shows the result or extent of the action expressed by the first.

There are two types of resultative compounds: (a) ACTUAL, in which the result or goal has been actually attained, and (b) POTENTIAL, in which the result or extent of the action is conceived of as being possible or impossible of attainment. The potential type is formed by inserting between the first and second members -de- for the positive, and -bu- for the negative:

(a) Actual Type:

Nǐ kànjiān tā le ba? You saw him, I presume?
Kànjiān tā le. Yes, I did.
Nǐmen chīwánle meiyǒu? Have you finished eating?
Hái méichīwán ne. Not yet.
Pān yúběihào le ma? Is the food ready?
Yúběihào. It's all ready.

(b) Potential Type:

Tā shuōde huà nǐ tíngdēng ma? Wǒ yǐjū yě tíngbùdōng. Do you understand what you hear him say? I don't understand a word of it.
Wǒmen míngtiān zǒudeliǎo ma? Yāoshī shǐqǐng bànwánle jiū zǒudeliǎo. Can we get away from here tomorrow? If we get through with everything we can.
Nǐ shāngděqū nàgè shān ma? Buxīng, shāngbùqū. Can you climb that mountain? No, I can't do it.

Note that a resultative compound verb does not necessarily have both actual and potential types. Compare, for example, those with the endings -liǎo and -qi which have only the potential types (zǒudeliǎo, able to leave; chǐdēqū, can afford to eat).

Note also that objects follow a resultative verb, or stand in the transposed position:

Nǐ chīdeliǎo zhèxiē fàn ma? Can you eat all this rice?
Zhèxiē fàn nǐ chīdeliǎo ma? Can you eat all this rice?

Note again that not all compound verbs are resultative. For example, tǐngshū, jiēshāo, rénshī, yúbèi, míngbái, are not. The test for resultatives is whether the compound can be converted into the potential type or not.
DÍERSHÍÈRKÈ - LESSON 22

SIMILARITY AND COMPARISON

China and America

Zhōngguo bǐ Méiguó dà, Zhōngguo rén yě bǐ Méiguó rén duō.
China is bigger than America, and there are more Chinese than Americans, too.

Méiguó de shān hěn gāo, kěshì Zhōngguo de gèng gāo.
The mountains of America are high, but those of China are higher.

Zhōngguo de hé méiyòu Méiguó de name cháng.
China's rivers are not as long as America's.

Zhōngguo de tiānqì gèn Méiguó de chàbùduō yìyàng.
The climate of China is about like that of America.

Zhōngguo yǒu bushào dà chéng, kěshì méiyòu Méiguó name duō.
There are quite a few big cities in China, but not so many as in America.

Shānhǎi de lóu buī, kěshì méiyòu Nǐyúè de name gāo. Shìjíèshāng zuǐ gāo de lóu zài Nǐyúè.
Shanghai's buildings are quite high, but they're not as high as New York's. The world's highest building is in New York.

Zhōngguo rén gèn Méiguó rén chī de dōngxi bùyìyáng. Chīfàn de fázi yě bùyìyáng, kěshì chīfàn de shìhòu chàbùduō.
Chinese and Americans don't eat the same things. They don't eat the same way either, but the times they eat don't differ much.

Zhōngguo rén gèn Méiguó rén hè de dōngxi yě bùyìyáng. Zhōngguo rén píngcháng hè chá. Méiguó rén zuǐ ěr hè 'káféi'.
What Chinese and Americans drink is different, too. Chinese ordinarily drink tea. Americans love most to drink coffee.

Zhōngguo huà fēicháng róngyì shuō, bǐ biéde huà dòu róngyì shuō, kěshì Zhōngguo zì tèbíè nánxíè.
Chinese is extraordinarily easy to speak, easier than all other languages. But Chinese characters are especially difficult to write.

Zhōngguo de guògé zhān hǎotíng, gèn Méiguó de yìyáng hǎotíng. Kěshì Méiguó de guògé bǐ Zhōngguó de náncháng.
The national anthem of China is really pretty, just as pretty as America's. But the American national anthem is harder to sing.

VOCABULARY

| tiānqì | N: weather, climate | fāngbian | SV: be convenient |
| hé    | N: river            | cháng    | SV: be long       |
| shíjìè (shàng) | N: the world | duān     | SV: be short (opp. cháng) |
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yàngzi  N: style, appearance; sample  lēng  SV: be cold
suǒyǒude  N: all  rè  SV: be hot
-yàng  M: kind, sort, way  pàng  SV: be fat (of persons)
-tiáo  M: (measure for rivers, roads, fish, etc.)  shòu  SV: be thin (opp. pàng)
zhè(me), zèn(me)  A: in this way, to this degree, so  lài  SV: be short (opp. gǎo)
nà(me)  A: in that way, to that degree, so  lǐhai  SV: be fierce, strong, severe
yìyìng  A: equally, similarly  yìying  SV: be the same, alike, similar
gēng  A: still more, even  bǐ  CV: compared with; than
yìyìng  A: equally, similarly  yǒu  CV: be as much as; be as
féicháng  A: unusually  zēnme  IE: how about...?; how's everything?
yìyang  SV: as

PATTERN SENTENCES

I. DESCRIPTION (ONE LONG TABLE)

Pattern: Zhège zhuōzi hěn cháng. This is a very long table.
Zhège zhuōzi cháng buchang. Cháng. Is this table long. Yes, it is.
Zhège zhuōzi hěn cháng. This table is quite long.
Zhège zhuōzi chángde hěn. This table is very long.
Zhège zhuōzi féicháng cháng. This table is unusually long.
Zhège zhuōzi tèbié cháng. This table is specially long.
Zhège zhuōzi zhěn cháng! This table certainly is long!
Zhège zhuōzi chángde lǐhai! This table is terribly long!
Zhège zhuōzi chángjíe! This table is extremely long!
Zhège zhuōzi tài cháng! This table is too long!

II. SIMILARITY (TWO TABLES OF EQUAL LENGTH)

Patterns: Zhège zhuōzi gěn nàge yìyang cháng.
This table is the same length as that one.

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Zhège zhuōzi yǒu nàge name cháng.
This table is as long as that one.

Is this table the same length as that one? Yes, it is. These two tables are both the same length.

Zhège zhuōzi yǒu nàge zhuōzi name cháng ma? Yǒu. Yǒu wǒ jiālǐ nàge zhuōzi name cháng ma? Yǒu.
Is this table as long as that one? Yes. Is it as long as the one in my home? Yes.

III. DISSIMILARITY AND COMPARISON
(TWO TABLES, ONE LONG AND ONE SHORT)

Patterns: Zhège zhuōzi gèn nàge büiyìyang cháng.
This table is not the same length as that one.
Zhège zhuōzi bǐ nàge cháng.
This table is longer than that one.
Nàge zhuōzi méi(you) zhège zhuōzi (zěnme, zhème, or name) cháng.
That table is not as long as this table.

Zhège zhuōzi gèn nàge büiyìyang cháng ba? Büiyìyang cháng.
Zhèliàngge zhuōzi büiyìyang cháng.
This table is not the same length as that one, is it? No, it isn't. These two tables are not of equal length.

Zhèliàngge zhuōzi, nàge cháng?
Zhège cháng. Zhège zhuōzi bǐ nàge cháng.
Which is the longer of these two tables? This is the longer. It's longer than that one.

Is that table as long as this one? No, it isn't. That table is not as long as this one.

IV. DEGREES OF COMPARISON WITH ADVERBS GENG AND ZUI
(THREE TABLES OF DIFFERENT LENGTHS)

Patterns: Tóuyíge zhuōzi hěn cháng.
The first table is quite long.
Dièrge zhuōzi (bǐ tóuyíge) gèng (or hái) cháng.
The second table is even longer (than the first).
Four Men Described and Compared

Among the people I know there are four men: one is named Zhang, one Wang, one Li, and one Zhao.

The two persons Zhang and Wang are the same height and build.

Li is the shortest, shorter than all of them. He is the stoutest too, stouter than all the others.

Zhao is the tallest, taller than the other three. He is the thinnest too, thinner than all the rest.

Li is extremely fat! None of them is as fat as he. He was fat when he was small. I think walking must surely be difficult when one is so fat!

Zhao is terribly tall! I think he is too tall. He is too thin, too. But in judging people one shouldn't look to see if they are tall or not, stout or not. One should consider if they are out to help people or not, if they are good people or not.
MORE SENTENCES ILLUSTRATING SIMILARITY AND COMPARISON

1. Liú Xiānshēng gēn tài tāitai yíyang gāo ma? Yíyang gāo. Are Mr. and Mrs. Liu the same height? Yes, they are.
2. Nán háizi bùgēn núhuáizi yíyang cóngmíng ba? Chàbūdōu. Boys and girls are not equally intelligent, are they? Just about.
3. Wǒde yísi gēn nǐde yíyang. My idea is the same as yours.
4. Zhège gēr méi nàge hǎocháng. Nàge gēr hǎochángde hěn. This song is not as easy to sing as that one which is very easy to sing.
5. Tā méi nǐ zuòfàn zuòde hǎo. Nǐ zuò de fàn zhēn hǎochī! He doesn't cook as well as you do. The food you cook is delicious!
6. Dao Niǎnyuè qù, zuò huǒchēde méiyǒu zuò qǐchēde dōu. Zuò qǐchēde zhēn bushāo! In going to New York, not as many people go by train as by car. Really quite a few go by car!
8. Tā xué Zhōngguó huà bǐ tā tāitai xuéde kùài. Tā tāitai xuéde fēicháng màn. He is learning Chinese faster than his wife. His wife is learning it unusually slowly.
9. Zhènyáng de bǐ bǐ nàiyàngde piányí. This kind of pen is cheaper than that kind.
10. Dao Yīngguó qù, zuò fēijī bǐ zuò chuán shūfú. In going to England, it is more comfortable to go by plane than by boat.
11. Nàiyàng de bǐ huò hěn guì, kěshì zhènyángde gèng (or hěi) guì. That kind of watch is quite expensive, but this kind is even more expensive.
12. Nǐmen jīge rén, nàge zuòfàn zuòde zǔlǐ hǎo? Which one of you cooks the best food?
14. Qīnián méiyǒu jīnnián lěng. It wasn't as cold last year as it is this.
FLUENCY DRILL

Yiyăng, kēshí piányi.
Gēn nǐde yiyăng, kēshí piányi.
Wōde gēn nǐde yiyăng, kēshí piányi.
Wōde bǐāo gēn nǐde yiyăng, kēshí piányi.
Wō mǎiè bǐāo gēn nǐde yiyăng, kēshí piányi.
Wō mǎiè bǐāo gēn nǐ mǎiè yiyăng, kēshí piányi.
Wō mǎiè zhège bǐāo gēn nǐ mǎiè yiyăng, kēshí piányi.
Wō mǎiè zhège bǐāo gēn nǐ mǎiè nàge yiyăng, kēshí piányi.
Wō mǎiè zhège bǐāo gēn nǐ mǎiè nàge yiyăng, kēshí bǐ nǐ piányi.
Wō mǎiè zhège bǐāo gēn nǐ mǎiè nàge yiyăng, kēshí bǐ nǐ mǎiè piányi.

NOTES

1. SIMILARITY AND DISSIMILARITY: To indicate similarity and dissimilarity between two or more persons or things, the co-verb pattern with gēn (with; and), and the stative verb yiyăng (be similar, alike) in its positive or negative form, are used:

Zhège gēn nàge yiyăng. This is the same as that.
Zhōng gēn bǐāo bùyiyăng. Clocks and watches are different.

In refuting a statement expressing similarity, the negative particle bù- is prefixed to the entire expression:
Zhège bùgēn nàge yiyăng. This is not the same as that.

To indicate in what particular respect the two are similar or different, an appropriate SV follows yiyăng, which later then functions adverbially:
Zhège gēn nàge yiyăng dà. This is the same size as that.
Zhège bùgēn nàge yiyăng cháng. This is not the same length as that.
Zhōng gēn bǐāo bùyiyăng guì. Clocks and watches are not the same price.

Another way to approach similarity and dissimilarity is with the verb yǒu (be as much as) and zhème or nàme (so):
Zhège yǒu nàge (name) dà. This is as big as that.
Zhège méiyòu nàge (name) dà. This is not as big as that.

Note that the adverb zhème (or zhēme) and nàme are often omitted.
2. **Comparison with co-verb bǐ**: To express comparison between persons or things, or groups of the same, the co-verb pattern with bǐ (in comparison with), and an appropriate SV, are used:

Zhège bǐ nàge dà.  This is bigger than that.
Zhège bǐ bǐ bù nàge hǎotǐng.  This is not prettier sounding than that.

Note that in comparisons with bǐ, the positive form of stative verbs is usually used. For example, one says: Zhège qíchè bǐ nàge guì, not Zhège qíchè bǐ nàge buguì.

Note also that bǐ is used when both of the objects to be compared are expressed. When that with which something is being compared is clear from the context, the simpler form of comparison introduced in Lesson 4 is sufficient:

Zhè liǎngge shān, nàge gāo.  Which of these two hills is higher?
Zhège shān gāo (for Zhège shān bǐ nàge gāo).  This one is higher (than that one).

3. **Degrees of Comparisons with Adverbs gěng and zuì**: When it is desired to state that a person or thing is larger, for instance, than one which is already regarded as large, the adverb gěng (even more), or hái (still) is used:

Zhèr de tiānqì hěn rè, kěshì nàrde (bǐ zhèrde) gěng (or hái) rè.

The weather here is hot, but there it is even hotter (than here).

The adverb zuì (most, -est) before SVs indicates the superlative degree:

Tāmén sānwei xiānshēng, nǎwei de Yīngwén zuì hǎo?  Of the three teachers, whose English is the best?
Zhāng Xiānshēngde zuì hǎo.  Mr. Zhang’s is the best.
SEPARATION AND DISTANCE - DEGREES OF COMPARISON

Three Routes To China

A: Wǒ xiǎng xiàyuè dao Zhōngguó, Zhōngguó lǐ Méiguó yǒu duō yuǎn?
I'm thinking of going to China next month. How far is China from America?

B: Kàn nǐ zǒu nàtiáo lù.
It depends on which route you take.

A: Zuǐ jìngde lù shì nàtiáo lù?
Which is the shortest route?

B: Zuǐ jìngde lù shì jìngguó Běijīng.
The nearest route is via the North Pole.

A: Nàtiáo lù zěnme zǒu?
How do you travel by that route?

B: Cóng Niǔyuè zuò fēijī, yǐzhǐ wàng běi fēi, jìngguó Jiānàdá dao Běijīng. Cóng Běijīng zài wàng nán fēi, jìngguó Ēguó de dōngbù jìu dào Zhōngguó le.
From New York you fly by plane straight north, across Canada to the North Pole. From the North Pole you fly south, cross the eastern part of Russia and you reach China.

A: Zhètìáo lù yǒu duōshao yīnglǐ?
What is the length of this route?

B: Yǒu qīqīǎndū yīnglǐ.
More than seven thousand miles.

A: Dao Zhōngguó méiyǒu bǐ zhètìáo gèng jìn de lù ma?
Isn't there a shorter route to China than this one?

B: Méiyǒu. Jìngguó Ōuzhōu yǒu yìtiáo lù, kēshì nàtiáo bǐ zhètìáo yuǎn yǐdiǎnr.
No. There is a way through Europe, but that route is a little longer than this one.

A: Nàtiáo lù zěnme zǒu?
How do you go by that route?

You must go east by boat to Germany. Then you go by train, through Moscow, and in less than two weeks you can reach Nanjing.

A: Zhètìáo lù bǐ nàtiáo yuǎn duōshao?
How much longer is this route?

B: Yuǎn liǎngqīǎndū yīnglǐ.
It's 2000 some miles longer.

A: Wǎng xī qù dàibùlǐáo Zhōngguó ma?
Can't you reach China by going west?

You can, but it is still longer. If you travel this route, you must first go by train to San Francisco, then by boat across the Pacific to Shanghai. This is the most commonly traveled route.
A: Fēixīn, fèixīn!
B: Mēi shénme!

I'm sorry to have troubled you!
It wasn't any trouble!

**VOCABULARY**

- **biānr**  M: -side, border; part  cǎi  A: just; merely
- **bù**  M: section, part  yìzhǐ  A: straight on, direct
- **lǐ(lǐ)**  M: a Chinese li  (1/3 mile)  yuǎn  SV: be far
- **yīnglǐ(lǐ)**  M: an English mile  jìn  SV: be near
dī  SV: be low
- **chī**  M: a Chinese foot  (N: ruler)  lǐ  CV: from (be separated or distant from)
wàng  CV: towards (in direction of)
hǎi  N: sea
Dōng  N: east
Nán  N: south  jīngguō  V: pass through or by, via
Xī  N: west
Běi  N: north  zǒu  V: go by way of; go (of cars, watches, etc.)
Zú  N: left  lìkāi  V: leave (a place)
Yòu  N: right  fēi  V: fly
Sūishū  N: age (year count)  kàn  V: it depends on
Pángbiānr  N: the side of, flank  fèixīn  IE: I have put you to much trouble!
Lù  N: route
duō(me)  A: how SV?, to what degree; oh, how SV!

**PATTERN SENTENCES**

I. **DESCRIPTION OF A PARTICULAR DISTANCE**

Is your home far from the school? No, it isn't.

Wǒ jiā lǐ xuéxiāo hěn jīn.
lǐ xuéxiāo jǐndě hěn.
lǐ xuéxiāo buyuǎn.
lǐ xuéxiāo būhěn yuǎn.
lǐ xuéxiāo bútái yuǎn.
My home is quite near to the school.
My home is very near to the school.
My home is not far from the school.
My home is not so far from the school.
My home is not too far from school.
II. COMPARISON OF DISTANCES AND DEGREES OF COMPARISON

Patterns: Wǒ jiā (lǐ xuéxiào) bǐ nǐ jiā lǐ xuéxiào jìn.

My home is nearer to the school than yours.

Jǐn dūoshào? Jǐnduōle! Jǐn hǎojiǎn lǜ.

How much nearer? Very much nearer. Quite a few 'lǐ' nearer.

Nǐ jiā (lǐ xuéxiào) gèn wǒ jiā lǐ xuéxiào bùyǐyàng yuǎn ba?
Bùyǐyàng yuǎn. Shéi jiā lǐ xuéxiào yuǎn? Nǐ jiā yuǎn.

Your home and mine are not the same distance from the school, are they?
No, they're not. Whose home is farther from the school? Yours.

Nǐ jiā (lǐ xuéxiào) bǐ wǒ jiā lǐ xuéxiào yuǎn yídīn rì.
Lǐ xuéxiào yuǎn hǎoxiě.
Lǐ xuéxiào yuǎn duō ráo.
Lǐ xuéxiào yuǎn duōduōle!
Lǐ xuéxiào yuǎn duōtīmò!

Your home is a little farther from the school than my home.
A good deal farther.
Much farther.
Very much farther!
Very much farther!

Wǒ jiā (lǐ xuéxiào) méiyǒu nǐ jiā lǐ xuéxiào yuǎn wàng. Wǒ juéde nǐ jiā lǐ xuéxiào tài yuǎn! Nǐ juéde zěnmeyáng?

My home is not as far from the school as your home is. I feel that your home is too far from the school.
What do you think?

Chēzhàn lǐ xuéxiào yuǎn bùyǔn? Nà kě gěng yuǎnle! Bǐ wǒmen liǎngjiā lǐ xuéxiào yuǎn duō duō! Suǒyì wǒ bucháng zuò huochē!

Is the station far from the school?
That's even farther! It's farther from school than our two homes!
So I seldom go by train.

III. MEASURING DISTANCE

Pattern: Nǐ jiā lǐ xuéxiào yǒu duōme yuǎn. Yǒu bānlǐ lǜ.

How far is your home from the school? Half a lǐ.

Wǒ jiā lǐ xuéxiào yǒu bānlǐ lǜ. Nǐ jiā lǐ xuéxiào yǒu duō yuǎn? Yǒu sānlǐ lǜ. Nà bǐ wǒ jiā lǐ xuéxiào yuǎn èrlǐ lǜ, duō shǒuduì?

My home is half a lǐ from school. How far is your home from school?
Three lǐ. That's two lǐ farther from the school than my home. Is that right?

Chēzhàn lǐ xuéxiào yǒu jǐlǐ lǜ? Yǒu liùlǐ leibiáo méiyǒu? Chábuduo.

How far is the station from the school? Is it six miles? Just about.
IV. MEASURING DISTANCE, LENGTH, AGE, ETC.

1. Jiùjìnshān lǐ Nǐyuē yǒu duòshào yīnglǐ? Yǒu sānqiānliùduò yīnglǐ. How many miles is it from San Francisco to New York. It is 3000 and more miles.

2. Shànghǎi lǐ Jiùjìnshān duōme yuān? Bǐ Jiùjìnshān lǐ Nǐyuē yuān ěrqίān yīnglǐ. How far is it from Shanghai to San Francisco? It is 2,000 miles farther than from San Francisco to New York.


4. Méiguó zuī cháng de hé yǒu duó cháng? Yǒu yīqiān yīnglǐ cháng ma? Wǒ bùzhīdào, nǐ kěyí wèn tā ba! How long is America's longest river? Is it 1,000 miles long? I don't know, ask him!

5. Nǐ nage qīchē yīge zhōngtōu néng zǒu duòshào yīnglǐ? Néng zǒu bāshí yīnglǐ. How many miles an hour can your car go? It can go eighty miles an hour.

6. Nǐ kàn nàge rén duōme gāo a! Tā yǒu bāchǐ gāo ba? See how tall that man is! He is eight feet tall, isn't he?

7. Nǐ jīsuī le? Nǐ gēge jīsuī le? Nǐ fùqīn duó dà suīshūe? Tā yǒu sīshīsuī meiyōu? How old are you? How old is your elder brother? How old is your father? Is he forty years old yet?

8. Nǐn yǒu duó dà suīshū? Wǒ wūshīduǒ le! How old are you? I'm more than fifty already.

9. Zhēttiào lù bǐ nàttìo yuān duòshào? Yuān hǎojiānshīlǐ lù. Nàttìo lù jǐndōuèlì! How much farther is this road than that one? Many, many 'li'. That road is much nearer!

10. Nàge shān yǒu duó gāo? Yǒu yìwānchí gāo ma? Duò! Háí yǒu gèng gāode shān ma? Yǒu. Shìjìèshǎng zuī gāo de shān zài Yīndū de bēibíanr, yǒu sānwānchī gāo. How high is that mountain? Is it 10,000 feet high? It's more! Are there even higher mountains? Yes, there are. The world's highest mountain is north of India, it's 30,000 feet high.

V. MEASURES -BIANR AND -BU COMPARED

1. Nǐyuē zài Méiguó de dōngbù (or dōngbianr). Jiùjìnshān zài xībù (or xībianr). New York is in the eastern part of America. San Francisco is in the western part.

2. Bēijīng zài Zhōngguó de běibù (or běibíanr), Nánjīng zài dōngbù (or dōngbianr), Hānkǒu zài Zhōngguó de zhōngbù. Beijing is in the north of China, Nanjing is in the east, and Hankou is in the middle of China.
3. Dōngsanksǎng zài Zhōngguó de dōngběibiù (or dōngběibīn). Manchuria (East Three Provinces) is in Northeast China.

4. Wǒ shì cái cóng Jiānádà zhōngbù láide, kěshì wǒ bùshì Jiānádà zhōngbù de rèn. I just came from the central part of Canada, but I am not a Central Canadian.

5. Měiguó dōngbīn èr xībīn rèn dōu yǒu hǎi; dōngbīn èr hǎi jiào Dàxīyáng, xībīn rèn dōu hǎi Tiānqīngyáng. There is water both east and west of America: on the east it is called the Atlantic (Great West Ocean), on the west it is the Pacific.

6. Wǒmen nàbiàn rèn yǒu yīge hěn dāde lúguān. Bùzhídào nǐmen zhēbiàn rèn yǒu dà lúguān meiyou? We have a big hotel over where we are. I wonder if you have big hotels over in your section?

7. Qǐnbiàn rèn nàge pūzi shì wǒmen kǎide. Pàngbiàn rèn nàge búshì. The store up in front is ours. The one to the side of it isn't ours.

8. Qǐng lǐbiàn zuòzuò! Come in and sit down.

9. Qǐng nǐ zhànzài zuòbiàn rèn, nǐ tàitai zhànzài yòubīn rèn, nǐmen liàngge hǎizi kěyì zhànzhài liàngbiàn rèn. Will you please stand on the left, your wife on the right, and your two children on the two sides.

10. Háizi zú xīhuān zài hǎibīnshāng wánér. Children love most to play on the seashore.

**FLUENCY DRILL**

Yuǎn.

Lǐ chēzhàn yuǎn.

Wǒ lǐ chēzhàn yuǎn.

Wǒmen jiā lǐ chēzhàn yuǎn.

Wǒmen jiā lǐ chēzhàn yuǎn.

Wǒmen jiā lǐ chēzhàn, bǐ nǐmen yuǎn.

Wǒmen jiā lǐ chēzhàn, bǐ nǐmen jiā yuǎn.

Wǒmen jiā lǐ chēzhàn, bǐ nǐmen jiā lǐ chēzhàn yuǎn.

Wǒmen jiā lǐ chēzhàn, bǐ nǐmen jiā lǐ chēzhàn yuǎn duōduōle!

Nǐmen jiā lǐ chēzhàn, bǐ wǒmen jiā lǐ chēzhàn yuǎn duōshào?

Wǒmen jiā lǐ chēzhàn, bǐ nǐmen jiā lǐ chēzhàn yuǎn sān yīngli!
NOTES

1. **DISTANCE WITH CO-VERB LI:** To indicate the distance between two points, the co-verb pattern with li (be distant from) is used, together with the stative verb yuān (be far) or jìn (be near), as the case may be:

   Měiguó li Zhōngguó hěn yuān.  
   America is quite far from China.

   Wǒ jiā li chēzhàn jìndé hěn.  
   My home is very near the station.

   The extent of separation is indicated by appropriate adverbs standing just before the stative verb, or by endings attached to the stative verbs such as -de hén, -de lǐhài, and -jíle. (See Pattern Sentences I above for list.)

2. **COMPARING DISTANCES:** In describing the relation between distances, whether they are similar or dissimilar, the co-verb pattern holds, but phrases replace the simple nouns. Compare the following pairs of sentences:

   (a) Wǒ gēn tā yíyang gāo. Wǒ jiā (li xuéxiào) gēn tā jiā li xuéxiào yíyang yuān.  
   I am the same height as he is. My home is the same distance from school as his home.

   (b) Wǒ yǒu tā name gāo. Wǒ jiā (li xuéxiào) yǒu tā jiā name yuān.  
   I am as tall as he. My home is as far from the school as his.

   (c) Nǐ bǐ wǒ gāo. Nǐ jiā (li xuéxiào) bǐ wǒ jiā li xuéxiào yuān. Wǒ jiā jìn.  
   You are taller than I am. Your home is farther than school is. My home is nearer.

   (d) Wǒ méiyǒu nǐ name gāo. Wǒ jiā (li xuéxiào) méiyǒu nǐ jiā li xuéxiào name yuān. Nǐ jiā yuān.  
   I'm not as tall as you. My home is not as far from school as your home is. Your home is farther.

   Note the phrase in the parentheses above. This first CV-N phrase is often omitted when distances between two points and a common third point are compared. In the case of comparisons of distances between two points and two different points, the full form with both CV-N phrases is necessarily used. Compare the following sentences:

   (a) Rìběn li Zhōngguó, gēn Yīngguó li Pāguó chābuduo yíyang yuān.  
   Japan is about as far from China as England is from France.

   (b) Tiānjīng li Nánjīng, méiyǒu Shànghǎi li Nánjīng name yuān.  
   It isn't as far from Tianjing to Beijing, as it is from Shanghai to Nanjing.

   (c) Chēzhàn li wǒ jiā, bǐ wǒ jiā li nǐ jiā yuān.  
   It is farther from the station to my home, than it is from my home to your home.
3. **USE OF YOU IN MEASUREMENT:** It was seen in the last lesson (see note 1) that (méi)
(yǒu) and zhème or zěmé, together with appropriate stative verbs, are used in measuring relative distances. For measuring particular distances, heights, ages, etc., (yǒu) and duō(me) or (duō(me), how? to what degree or extent?) are used with stative verbs in making inquiries, and (yǒu) and appropriate number-measure phrases are used with stative verbs in making replies:

<table>
<thead>
<tr>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>.PropertyType duóme gāo? Wǒ yǒu</td>
<td>How tall are you? I am six feet</td>
</tr>
<tr>
<td>liùchī gāo.</td>
<td>tall.</td>
</tr>
<tr>
<td>Xiǎoxíer duó dà le? Gānggāng</td>
<td>How old is the child. Just a year</td>
</tr>
<tr>
<td>yǐsùī le.</td>
<td>old.</td>
</tr>
<tr>
<td>Cóng zhèr dao Niūyuè yǒu duó</td>
<td>How far is it from here to New</td>
</tr>
<tr>
<td>yuān? Yǒu duōshao yǐngli?</td>
<td>York? How many miles?</td>
</tr>
<tr>
<td>Nín duó dà suishu le? Wǒ sīshidūō</td>
<td>How old are you? (to adult) I'm</td>
</tr>
<tr>
<td>le!</td>
<td>over forty!</td>
</tr>
<tr>
<td>Zhuōzi yǒu duóme cháng? Yǒu jīchí</td>
<td>How long is the table? How</td>
</tr>
<tr>
<td>cháng?</td>
<td>many feet long?</td>
</tr>
</tbody>
</table>

4. **DEGREES OF COMPARISON:** In Lesson 22 degrees of comparison between three or more persons or things with gèng and zuī was presented (see Note 3). In this lesson degrees of comparison of particular distances, etc. are shown to be indicated by elements such as yìdiǎnr (a little), -de duō (much), etc., affixed to the stative verb (see Pattern Sentences 11 for list).

5. **MEASURES -BIANR AND -BU COMPARED:** The measures -bianr and -bù are alike in that they both indicate a part or a section:

- Shànghǎi zài Zhōngguó dōngbianr Shanghai is in the eastern part of China.
- Tāipíngyāng zài Zhōngguó de dōngbianr (NOT dōngbù). The Pacific is east of China.

These two measures differ in that -bù can only indicate part or section, whereas -bianr may also refer to the regions beyond the border:

- Shànghǎi zài Zhōngguó dōngbianr (NOT dōngbù).

Note that -bianr with the positional words shāng, xià, lǐ, wài, qián and hòu is used interchangeably with -tòu (introduced in Lesson 10).
DIÈRSÍIKÈ - LESSON 24

SELECTION AND INCLUSION - CO-VERBS OF AGENT

I Don't Remember Who Invited Me!

A: Lăoër, nǐ zěnmele? Nǐ wěishénme zěnme zhāo jí a?

B: Yōu rén qǐng wǒ chīfàn, kěshí wǒ bujīde shì shéi qǐng wǒ le.

A: Yěxǐ shí Liújiā, yāoburán jiūshì Chénjìa. Nǐ zài xiāngxiāng ba!

B: Ou, wǒ xiāngqílaile - jiūshì Chénjìa. Kěshí wǒ wàngle shì nàtiān le.

A: Tāmén shì xièxìn qǐngde nǐ, hǎishi gēn nǐ shuòde ne?

B: Tāmén gěi wǒ xiēle yīfēng xīn, kěshí nàfēng xīn ràng wǒ xiǎo dìdī gěi rènqíng.

A: Hài, nǐ wěishénme zěnme bùxiǎoxìn ne? Tāmén qǐngle bìérén méiyòu?

B: Tāmén budān qǐngle wǒ, yě qǐngle jīwei Zhōngguó xiānshèng. Ài, zěnme bān ne? Wǒ yōu bujīde rìzǐ, yǒu bujīde dìfāng.

A: Hòutian wānshàng yǒu yìwèi Chén Dēhuí Xiǎnshèng qǐng wǒ chīfàn. Shì bushi tā?

B: Dùìle, jiūshì tā!


B: Hàojiào! Wǒ bǐzhídào zěnme xièxīe nín cái hǎo.

A: Bǐe kèqié!

VOCABULARY

yěxǐ: MA: perhaps, maybe   xiǎoxìn: SV: be careful
dāgài: MA: probably   V: look out for
dāngrán: MA: of course, naturally   zhāojí: SV: be worried, get excited
huòshì MA: either, or; whether
budàn MA: not only
yàoburán MA: if not, then; otherwise, or else
yàobúshì MA: (yàoshi búshi)
kèren N: guest
cái A: then and only then, not until
hóng SV: be red
huáng SV: be yellow
lán SV: be blue
lǜ SV: be green
fàngxìn SV: rest assured
búfangxìn SV: be uneasy (about)
jìde V: remember, recollect
rēng V: throw (away)
jiào or ràng CV: (indicates agent) by
lián CV: even including, even
ne P: (suffix to questions, see Note 2)
suíbiàn IE: as one pleases (lit. follow convenience)

PATTERN SENTENCES

I. ALTERNATIVE ANSWERS (EITHER...OR)

Patterns: (1-5) Zhè liàngge qíchē, shì zhège kuài, shì nàge kuài?
Zhège kuài.

Which is faster of these two car, this one or that one? This one.

(6-12) Wòmen zuò chē qù, háishi zǒuzhe qù? Zuò chē qù ba!
Shall we go by car or walk? Let's go by car!

1. Nǐmen liàngge háizi, nàge dà,
nì dà, háishi tā dà? Tā dà.
Ta bǐ wǒ dà liǎngsui.
Which of you two children is older,
you or he? He is older, two years older.

2. Nàge hǎochī, yǔ hǎochī shì ròu hǎochī?
Wǒ shuō ròu hǎochī. Nǐ ne?
Which is better eating, fish or meat? I say meat is tastier. What about you?

3. Nǐn gāng mǎide shì yǔ háishi ròu?
Wǒ liǎngyàng dōu mǎile yǐdiǎnr.
Did you just buy fish or meat? I bought a little of both.

Yīxū shì tāde, yīxū shì tā jiējiede.
Whose pen is this, yours or his?
It isn't mine. Maybe it's his, or maybe it's his elder sister's.

5. Nǐ mǎide nazhāng huàr jìkuāi qián, sànkùài qián liǎngkuài qián?
Sànkuài qián.
How much was the painting you bought, three dollars or two dollars? It was three dollars.
6. Nǐ yào zhèxiē, háishì yào nàxiè? Wǒ dāngrán yào zhèxiē. Do you want these or those? Of course I want these.

7. Nǐ gèn wǒ, shì shéi qù, shì nǐ qù shì wǒ qù? Huǒshì nǐ qù, huǒshì wǒ qù, dōu kěyǐ. Who's going you or I? Whether you go or I go, it's all right with me.

8. Tāmen qǐng nǐ qù, shì nǐ zǐjǐ yào qù? Dāngrán shì tāmen qǐng wǒ, yàobùrán wǒ yìdéng buqù. Did they invite you, or are you going of your own accord? Of course they invited me, otherwise I definitely wouldn't go.


10. Zhège táng shì máide, háishì jiǔshǐ zuòde? Shi jiǔshǐ zuòde, kěshì zuòde buhāo. Did you buy this candy, or is it home-made? It was made at home, but it's no good.

11. Nǐ háishì gèn wǒ qù, háishì gèn tā qù? Huǒshì gèn nǐ qù, huǒshì gèn tā qù, dōu xíng. Are you going with me or with him? It doesn't matter whether I go with you or with him.

12. Nǐ dào le Zhōngguó yǐhòu yào jiàoshū, shì yào zuò màimài? Yěxǔ jiàoshū, yěxǔ zuò màimài, yěxǔ zuò biéde shì. Xiànzǎi hái bùyìdǐng. When you get to China, are you going to teach or go into business? Perhaps I'll teach, perhaps I'll carry on business, or perhaps I'll do something else. It is still uncertain.

II. INCLUSIVE AND EXCLUSIVE ANSWERS (BOTH...AND; NEITHER...NOR)

Patterns: (1-3) Tāmen nage zhōng yòu piányi yòu hǎokàn.

That clock of theirs is both inexpensive and pretty.

(4-6) Nàge xiǎoháir budàn huì kànshū, yě huì xiězì.

That child can not only read, but can also write.

(7-9) Lián Zhōngguó zì tā dōu (or yě) huí xiě!

He can even write Chinese characters!

1. Zhāng Xiānshēng yòu gāo yòu páng. Mr. Zhang is both tall and stout.

2. Nǐ kàn Zhāng Tāitái, tā yě bugāo yě bupáng. Look at Mrs. Zhang, she is neither tall nor stout.

3. Wǒ dāide zhège màozi yòu gùlì yòu nánkàn. This hat which I am wearing is both expensive and ugly.

4. Tā budàn huì shuō, tā yě huí zuò. He not only knows how to talk, but also knows how to act.
5. Wō budàn buyuányi qù, wō yě qùbùliǎo.  I not only don't wish to go, I can't go.

6. Nàge rén budàn yǒu liàngge qīché, tà hái yǒu yīge xiǎo fēijī. That man not only has two cars, he has a small airplane, too.

7. Tāmén dōu dàsuàn lái ma? Dōu dàsuàn lái. Lián Měishēng yě lái! Are they all planning to come? Yes, even Meisheng is coming, too!

8. Tā budàn dàguō Běijī, lián Nánjī tā dōu dàguō. He's not only been to the North Pole, he's even been to the South Pole.

9. Nín dàizuǒ qián meiyǒu? Wǒ lián yǐmáo qián dōu méidài. Do you have any money with you? No, I didn't even bring along a dime.

III. CO-VERBS OF AGENT (JIAO OR RANG)

<table>
<thead>
<tr>
<th>Pattern</th>
<th>S</th>
<th>CV - N</th>
<th>(gěi) V(1e)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Táng</td>
<td>jiao háizi</td>
<td>(gěi) chīle.</td>
<td>The candy was eaten by the children.</td>
</tr>
<tr>
<td>Táng</td>
<td>jiao háizi dōu (gěi) chīle.</td>
<td>The candy was all eaten by the children.</td>
<td></td>
</tr>
<tr>
<td>Táng</td>
<td>jiao háizi (gěi) chīle.</td>
<td>The candy was all eaten by the children.</td>
<td></td>
</tr>
</tbody>
</table>

1. Ròu jiao biéren mǎiwánle.  The meat was all bought up by others.

2. Chá dōu rang kěrén gěi hēwánle. The tea has been all consumed by the guests.

3. Wǒ tāitai nàge shǒubiāo jiao tā gēgē nàzōule. My wife's wrist watch was taken away by her elder brother.

4. Wǒ xiāng shuō de huà rang tā dōu gěi shuòwánle. He has said everything I intended to say.

5. Kuāizi bié jiao xiǎo mèimei gěi rēngzai dìxià. Don't let little sister throw the chopsticks onto the floor.
FLUENCY DRILL

Jiāoshū, zuò māimai?
Yao jiāoshū, yao zuò māimai?
Yao jiāoshū, shì yao zuò māimai?
Shì yao jiāoshū, shì yao zuò māimai?
Shì yao jiāoshū, háishi yao zuò māimai?
Háishi yao jiāoshū, háishi yao zuò māimai?
Háishi yao jiāoshū ne, háishi yao zuò māimai ne?
Háishi yao jiāoshū ne, háishi yao zuò māimai ne?
NI háishi yao jiāoshū ne, háishi yao zuò māimai ne?
NI dào Zhōngguo, háishi yao jiāoshū ne, háishi yao zuò māimai ne?
NI dào Zhōngguo yīhū, háishi yao jiāoshū ne, háishi yao zuò māimai ne?
NI dào le Zhōngguo yīhū, háishi yao jiāoshū ne, háishi yao zuò māimai ne?

NOTES

1. CHOICE-TYPE QUESTIONS ACCENTUATED: The alternatives presented in choice-type questions, whether the questions involve a choice between positive or negative, or between various other possible alternatives, are accentuated when one of the following patterns is used:

<table>
<thead>
<tr>
<th>Question</th>
<th>Accentuated Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>NI qù, shì bùqū?</td>
<td>Are you going or not?</td>
</tr>
<tr>
<td>NI qù, háishi bùqū?</td>
<td>(same)</td>
</tr>
<tr>
<td>NI shì qù, shì bùqū?</td>
<td>(same)</td>
</tr>
<tr>
<td>NI shì qù, háishi bùqū?</td>
<td>(same)</td>
</tr>
<tr>
<td>NI háishi qù, háishi bùqū?</td>
<td>(same)</td>
</tr>
<tr>
<td>NI shuō qidiǎn zhōng qù hǎo,</td>
<td>Did you say it was better to go at</td>
</tr>
<tr>
<td>háishi bǎidiǎn zhōng qù hǎo?</td>
<td>seven or at eight?</td>
</tr>
<tr>
<td>NI shì yao huángde, shì yao</td>
<td>Do you want the yellow one or do</td>
</tr>
<tr>
<td>lánđe?</td>
<td>you want the blue?</td>
</tr>
<tr>
<td>NI shì gēn Lǐ Xiānshèng xuéduě,</td>
<td>Did you study with Mr. Li or with</td>
</tr>
<tr>
<td>háishi gēn ta tài tài xuéduě?</td>
<td>his wife?</td>
</tr>
<tr>
<td>NI háishi ěi chī yú, háishi</td>
<td>Do you like to eat fish or do you</td>
</tr>
<tr>
<td>ěi chī ròu?</td>
<td>like to eat meat?</td>
</tr>
</tbody>
</table>

Note that the first part never overbalances the second.

2. SENTENCE SUFFIX NE WITH QUESTIONS: The sentence suffix ne is often added to certain questions as follows:
(a) **Ne** may be attached to either one or both of the alternatives presented in the accentuated choice-type questions pattern:

- **Nǐ gèn péngyou qù ne, shì zìjǐ yīge rén qù?**
  - Are you going with friends or alone?
- **Nǐ shì dào Zhōngguó qù, shì dào Rìběn qù?**
  - Are you going to China or to Japan?
- **Nǐ shì yào jiāoshī qù ne, háishi yào zuò mǎimai qù ne?**
  - Are you going to teach or to carry on business?

(b) **Ne** is sometimes attached to sentences containing question words:

- **Wǒmen míngtian dōu yào dào háibiānr qù wǎnr qù. Nǐ wèishénme buqù ne? Yǎoshì nǐ buqù, wǒmen zhěnme néng qù ne?**
  - Tomorrow we're all going to the beach to have fun. Why aren't you going? If you don't go, how can we go?

(c) **Ne** may take the place of several words in the statement immediately preceding it:

- **Wǒmen dōu shuō rǒu bǐ yú hǎochī. Nǐ ne?**
  - We all say that meat is tastier than fish. And you?

3. **CO-VERBS OF AGENT (JIAO AND RANG):** When it is desired to point out the agent of an action, the co-verbs jiao or rāng, with agent-nouns, are used:

- **Tāng jiao (or rāng) háizǐ(gěi)**
  - The candy has been eaten by the children.

  Note that gěi (give) sometimes stands immediately before the main verb, without change in meaning.

  When the adverb dōu is required, it may stand either before the co-verb, or before the main verb, with no difference in meaning:

- **Tāng dōu jiao háizǐ gěi chīle.**
  - All of the candy has been eaten by the children.

- **Tāng jiao háizǐ dōu gěi chīle.** (same)

  Note that sentences using these co-verbs of agent translate into the English passive, although there is no indication of this in the Chinese verbs.
<table>
<thead>
<tr>
<th>a</th>
<th>P: (sentence suffix, see note 4)</th>
<th>1,20</th>
</tr>
</thead>
<tbody>
<tr>
<td>āi</td>
<td>SV: be short (opp. gāo)</td>
<td>1</td>
</tr>
<tr>
<td>āi</td>
<td>V: love AV: like or love to</td>
<td>7</td>
</tr>
<tr>
<td>bā</td>
<td>NU: eight</td>
<td>3</td>
</tr>
<tr>
<td>bā</td>
<td>CV: (brings object to front of main verb)</td>
<td>17</td>
</tr>
<tr>
<td>-ba</td>
<td>P: (sentence suffix implying probability)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>P: (sentence suffix indicating a request)</td>
<td>16</td>
</tr>
<tr>
<td>bái</td>
<td>SV: be white; fair</td>
<td>19</td>
</tr>
<tr>
<td>bāitān (MA)N: daytime, during the day</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>-bǎi</td>
<td>NU: hundred</td>
<td>5</td>
</tr>
<tr>
<td>bān</td>
<td>V: move (change residence)</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>V: move (heavier articles)</td>
<td>17</td>
</tr>
<tr>
<td>bānjiā</td>
<td>VO: move one's residence</td>
<td>16</td>
</tr>
<tr>
<td>bān-, -bān</td>
<td>NU: half</td>
<td>6</td>
</tr>
<tr>
<td>bān</td>
<td>V: manage, carry out</td>
<td>21</td>
</tr>
<tr>
<td>bāntiān (MA)N: a long while</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>bāng(zhu)</td>
<td>V: help (someone)</td>
<td>17</td>
</tr>
<tr>
<td>bāngmáng</td>
<td>VO: render assistance</td>
<td>17</td>
</tr>
<tr>
<td>bāo</td>
<td>SV: be satisfied (after eating)</td>
<td>21</td>
</tr>
<tr>
<td>bāo</td>
<td>N: newspaper</td>
<td>2</td>
</tr>
</tbody>
</table>

| bèi | N: north | 23 |
| -běn | M: volume (books) | 4 |
| běnlái | MA: originally | 20 |
| bèn | SV: be stupid; clumsy | 21 |
| bǐ | CV: compared with; than | 22 |
| bǐ | N: pen, pencil; any writing instrument | 2 |
| -bǐnr | M: -side, border; part | 23 |
| biǎo | N: watch | 2 |
| bié | AV: don't (imperative, bǐyào) | 3 |
| biéde | N: (an)other (person or thing) | 12 |
| biéren | N: other people | 12 |
| bǐng | N: sickness SV: be sick | 18 |
| bǐng | SV: be sick | 18 |
| bǐngle | V: become sick | 18 |
| bù-, bū- | P: (negative prefix to verbs and adverbs) | 1 |
| -bù | M: section, part | 23 |
| búbì | AV: need not | 15 |
| bùcuò | SV: be not bad, quite good | 14 |
| bùdà | A: not very | 18 |
| bùdàn | MA: not only | 24 |
| budū | A: not all | 2 |
| bùfāngxīn | SV: be uneasy (about) | 24 |

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<table>
<thead>
<tr>
<th>búhuài</th>
<th>SV: be not bad, pretty good, quite good</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td>bútài</td>
<td>A: not too</td>
<td>1</td>
</tr>
<tr>
<td>búyaojìn</td>
<td>IE: that's nothing!</td>
<td>13</td>
</tr>
<tr>
<td>búxiè</td>
<td>IE: &quot;don't mention it&quot; &quot;you're welcome&quot; (lit. you need not thank me)</td>
<td>5</td>
</tr>
<tr>
<td>búyòng</td>
<td>AV: no use to</td>
<td>15</td>
</tr>
<tr>
<td>bùgǎndăng!</td>
<td>IE: you flatter me!</td>
<td>20</td>
</tr>
<tr>
<td>bù hên</td>
<td>A: not very</td>
<td>20</td>
</tr>
<tr>
<td>bùshūfu</td>
<td>SV: be uncomfortable; indisposed, not feel well</td>
<td>18</td>
</tr>
<tr>
<td>búyídìng</td>
<td>A: not necessarily; uncertain</td>
<td>11</td>
</tr>
<tr>
<td>bùzhídào</td>
<td>V: not know</td>
<td>5</td>
</tr>
<tr>
<td>cái</td>
<td>A: just, merely</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>A: then and only</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>then, not until</td>
<td></td>
</tr>
<tr>
<td>chāizi</td>
<td>N: fork</td>
<td>14</td>
</tr>
<tr>
<td>chá</td>
<td>N: tea</td>
<td>9</td>
</tr>
<tr>
<td>chá</td>
<td>V: differ by; lack, be short</td>
<td>19</td>
</tr>
<tr>
<td>chábudúš</td>
<td>IE: almost about</td>
<td>19</td>
</tr>
<tr>
<td>Cháoxiān</td>
<td>N: Korea (also: Cháoxiān Hánguó)</td>
<td>5</td>
</tr>
<tr>
<td>cháng</td>
<td>SV: be long</td>
<td>22</td>
</tr>
<tr>
<td>cháng(cháng)</td>
<td>A: often, usually, always</td>
<td>9</td>
</tr>
<tr>
<td>chē</td>
<td>N: any wheeled vehicle</td>
<td>11</td>
</tr>
<tr>
<td>chēzhàn</td>
<td>N: station</td>
<td>13</td>
</tr>
<tr>
<td>chéng</td>
<td>N: city</td>
<td>10</td>
</tr>
<tr>
<td>chī</td>
<td>V: eat</td>
<td>7</td>
</tr>
<tr>
<td>-chǐ</td>
<td>M: a Chinese foot</td>
<td>23</td>
</tr>
<tr>
<td>chú</td>
<td>V: exit (out)</td>
<td>16</td>
</tr>
<tr>
<td>chúmén</td>
<td>VO: go out (of the house)</td>
<td>16</td>
</tr>
<tr>
<td>chūfáng</td>
<td>N: kitchen</td>
<td>18</td>
</tr>
<tr>
<td>chuān</td>
<td>V: wear; put on (clothes)</td>
<td>21</td>
</tr>
<tr>
<td>chuān</td>
<td>N: boat, ship</td>
<td>11</td>
</tr>
<tr>
<td>chuānghu</td>
<td>N: window</td>
<td>16</td>
</tr>
<tr>
<td>-cì</td>
<td>M: a time; occasion</td>
<td>18</td>
</tr>
<tr>
<td>cōngmìng</td>
<td>SV: be intelligent</td>
<td>9</td>
</tr>
<tr>
<td>cōng</td>
<td>CV: from</td>
<td>11</td>
</tr>
<tr>
<td>cōngqián</td>
<td>MA: formerly</td>
<td>18</td>
</tr>
<tr>
<td>dāsuàn</td>
<td>V: plan to</td>
<td>20</td>
</tr>
<tr>
<td>dǎzhàng</td>
<td>VO: fight, make war</td>
<td>20</td>
</tr>
<tr>
<td>dà</td>
<td>SV: be big, large</td>
<td>4</td>
</tr>
<tr>
<td>dàgài</td>
<td>MA: probably</td>
<td>24</td>
</tr>
<tr>
<td>dårén</td>
<td>N: adult, grownup</td>
<td>4</td>
</tr>
<tr>
<td>dài</td>
<td>V: wear, put on (hat, watch, etc.)</td>
<td>8</td>
</tr>
<tr>
<td>dài</td>
<td>V: take along, bring along</td>
<td>17</td>
</tr>
<tr>
<td>dǎngrán</td>
<td>MA: of course, naturally</td>
<td>24</td>
</tr>
<tr>
<td>dǎoji</td>
<td>N: knife</td>
<td>14</td>
</tr>
<tr>
<td>dào</td>
<td>CV: to (towards)</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>V: arrive at, reach</td>
<td>13</td>
</tr>
<tr>
<td>-dào</td>
<td>indicates arrival at the goal of the action</td>
<td>21</td>
</tr>
<tr>
<td>-de</td>
<td>P: (N and V suffix indicating modification or possession)</td>
<td>5</td>
</tr>
<tr>
<td>Dēguò</td>
<td>N: Germany (Deutschland)</td>
<td>5</td>
</tr>
<tr>
<td>děi</td>
<td>AV: have to, must</td>
<td>6</td>
</tr>
<tr>
<td>děng</td>
<td>V: wait, wait for</td>
<td>16</td>
</tr>
<tr>
<td>Character</td>
<td>Meaning</td>
<td>Pinyin</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------</td>
<td>--------</td>
</tr>
<tr>
<td>dǐ</td>
<td>SV: be low</td>
<td>ēguo</td>
</tr>
<tr>
<td>dǐxia</td>
<td>N: underneath</td>
<td>ěr</td>
</tr>
<tr>
<td>dǐ-</td>
<td>P: (ordinalizing prefix to numbers)</td>
<td>ěrshì</td>
</tr>
<tr>
<td>dìdì</td>
<td>N: younger brother</td>
<td>ěrshìyī</td>
</tr>
<tr>
<td>dìfang</td>
<td>N: place</td>
<td>fǎzi</td>
</tr>
<tr>
<td>dìjǐ</td>
<td>SP: which? (of series)</td>
<td>fānguo</td>
</tr>
<tr>
<td>dōng</td>
<td>N: east</td>
<td>fāngyuǎnr</td>
</tr>
<tr>
<td>dōngxi</td>
<td>N: thing</td>
<td>fāntìng</td>
</tr>
<tr>
<td>dōng</td>
<td>V: understand</td>
<td>fāngbian</td>
</tr>
<tr>
<td>-dōng</td>
<td>indicates understanding of what is seen, heard, or read</td>
<td>fāngzi</td>
</tr>
<tr>
<td>dōu</td>
<td>A: all, both; in all cases</td>
<td>fāng</td>
</tr>
<tr>
<td>dōu bù-</td>
<td>A: none</td>
<td>fāngxia(lai)</td>
</tr>
<tr>
<td>duān</td>
<td>SV: be short (opp. chāng)</td>
<td>fāngxīn</td>
</tr>
<tr>
<td>dul</td>
<td>SV: be right, correct</td>
<td>fēi</td>
</tr>
<tr>
<td>dul</td>
<td>CV: to, towards (facing)</td>
<td>fēicháng</td>
</tr>
<tr>
<td>dulbuqǐ</td>
<td>IE: excuse me! I'm sorry!</td>
<td>fēijī</td>
</tr>
<tr>
<td>dülle!</td>
<td>IE: That's right! (indicates agreement)</td>
<td>fēixīn</td>
</tr>
<tr>
<td>duō</td>
<td>SV: be much, many</td>
<td>-fēn</td>
</tr>
<tr>
<td>-duō</td>
<td>NU: a few, plus, odd (after measure)</td>
<td>M: minute</td>
</tr>
<tr>
<td>duōshào</td>
<td>NU: how many? how much?</td>
<td>fēnbǐ</td>
</tr>
<tr>
<td>duō(me)</td>
<td>A: how? to what degree?</td>
<td>-fēng</td>
</tr>
<tr>
<td>ěrzi</td>
<td>N: son</td>
<td>fàmǔ</td>
</tr>
<tr>
<td>ē</td>
<td>SV: be hungry</td>
<td>fūqin</td>
</tr>
<tr>
<td>gǎnjìng</td>
<td>SV: be clean</td>
<td>gāngbǐ</td>
</tr>
<tr>
<td>gāngbǐ</td>
<td>N: (steel)pen</td>
<td>187</td>
</tr>
<tr>
<td>gàngcái</td>
<td>MA: just a moment ago</td>
<td>19</td>
</tr>
<tr>
<td>gàng(gàng)</td>
<td>A: just this minute</td>
<td>19</td>
</tr>
<tr>
<td>gāo</td>
<td>SV: be tall, high</td>
<td>1</td>
</tr>
<tr>
<td>gāoxìng</td>
<td>SV: be happy, in high spirits</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>AV: be glad to</td>
<td></td>
</tr>
<tr>
<td>gāosong (gàosu)</td>
<td>V: tell, inform</td>
<td>5</td>
</tr>
<tr>
<td>gēge</td>
<td>N: elder brother</td>
<td>4</td>
</tr>
<tr>
<td>gē(r)</td>
<td>N: song</td>
<td>7</td>
</tr>
<tr>
<td>-ge</td>
<td>M: single person or thing</td>
<td>4</td>
</tr>
<tr>
<td>gěi</td>
<td>V: give</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CV: for; to (for benefit of)</td>
<td>14</td>
</tr>
<tr>
<td>gēn</td>
<td>CV: with; and (following)</td>
<td>3</td>
</tr>
<tr>
<td>gēng</td>
<td>A: still more, even</td>
<td>22</td>
</tr>
<tr>
<td>gēngfu</td>
<td>N: leisure or free time</td>
<td>14</td>
</tr>
<tr>
<td>gōu</td>
<td>SV: be sufficient, enough</td>
<td>6</td>
</tr>
<tr>
<td>gōule!</td>
<td>IE: that'll be enough!</td>
<td>14</td>
</tr>
<tr>
<td>gūshi</td>
<td>N: story</td>
<td>12</td>
</tr>
<tr>
<td>guānshàng</td>
<td>V: close (up) (opp. kāi)</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>SV: be expensive</td>
<td>2</td>
</tr>
<tr>
<td>guì</td>
<td>IE: what is your (sur)name?</td>
<td>5</td>
</tr>
<tr>
<td>guìxíng</td>
<td>IE: what is your (sur)name?</td>
<td>5</td>
</tr>
<tr>
<td>guó</td>
<td>N: country, nation</td>
<td>5</td>
</tr>
<tr>
<td>guò</td>
<td>V: pass, exceed; cross over</td>
<td>19</td>
</tr>
<tr>
<td>-guò</td>
<td>P: (experiential suffix to verbs)</td>
<td>20</td>
</tr>
<tr>
<td>hái</td>
<td>A: still, yet, again</td>
<td>12</td>
</tr>
<tr>
<td>huà</td>
<td>N: speech (spoken words); language</td>
<td>7</td>
</tr>
<tr>
<td>Character</td>
<td>Pinyin</td>
<td>Meaning</td>
</tr>
<tr>
<td>-----------</td>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td>huài</td>
<td>SV: be bad</td>
<td>18</td>
</tr>
<tr>
<td>huàile</td>
<td>V: become spoiled, get out of order</td>
<td>18</td>
</tr>
<tr>
<td>huàr</td>
<td>N: picture (drawing or painting)</td>
<td>4</td>
</tr>
<tr>
<td>huáng</td>
<td>SV: be yellow</td>
<td>24</td>
</tr>
<tr>
<td>-hùf</td>
<td>M: a time, occurrence</td>
<td>18</td>
</tr>
<tr>
<td>hùf</td>
<td>V: return (to)</td>
<td>15</td>
</tr>
<tr>
<td>huíguó</td>
<td>VO: return to one's native country</td>
<td>15</td>
</tr>
<tr>
<td>huíjiā</td>
<td>VO: return home</td>
<td>15</td>
</tr>
<tr>
<td>huílái</td>
<td>V: come back, return here</td>
<td>12</td>
</tr>
<tr>
<td>huì</td>
<td>AV: can, know how to</td>
<td>7</td>
</tr>
<tr>
<td>huōché</td>
<td>N: train</td>
<td>11</td>
</tr>
<tr>
<td>huōchézhàn</td>
<td>N: railroad station</td>
<td>13</td>
</tr>
<tr>
<td>huòshi</td>
<td>MA: either, or; whether</td>
<td>24</td>
</tr>
<tr>
<td>-jíle</td>
<td>P: (suffix to SVs, indicating exaggerated degree)</td>
<td></td>
</tr>
<tr>
<td>jǐ-</td>
<td>NU: how many? (answer usually implies only a few)</td>
<td>4</td>
</tr>
<tr>
<td>jiā</td>
<td>N: home; family</td>
<td>10</td>
</tr>
<tr>
<td>Jiānàdà</td>
<td>N: Canada</td>
<td>5</td>
</tr>
<tr>
<td>jiàn</td>
<td>V: see, meet (more formal than kàn)</td>
<td></td>
</tr>
<tr>
<td>-jiān</td>
<td>M: article, piece, item</td>
<td>17</td>
</tr>
<tr>
<td>-jiàn</td>
<td>indicates perception of what is seen, heard, or smelled</td>
<td>21</td>
</tr>
<tr>
<td>jiāo</td>
<td>EV: is called, named</td>
<td>5</td>
</tr>
<tr>
<td>V: call (some one)</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>CV: tell, order; let</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>CV: (indicates agent) by</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>jǐē</td>
<td>N: street</td>
<td>11</td>
</tr>
<tr>
<td>jiējiē</td>
<td>N: elder sister</td>
<td>4</td>
</tr>
<tr>
<td>jiēshào</td>
<td>V: introduce</td>
<td>20</td>
</tr>
<tr>
<td>jǐnnián</td>
<td>(MA)N: this year</td>
<td>13</td>
</tr>
<tr>
<td>jǐntiān</td>
<td>(MA)N: today</td>
<td>12</td>
</tr>
<tr>
<td>jǐn</td>
<td>V: enter (in)</td>
<td>16</td>
</tr>
<tr>
<td>jǐn</td>
<td>SV: be near</td>
<td>23</td>
</tr>
<tr>
<td>jǐnchéng</td>
<td>VO: go into the city or downtown</td>
<td>16</td>
</tr>
<tr>
<td>jǐngguō</td>
<td>V: pass through or by, via</td>
<td>23</td>
</tr>
<tr>
<td>jǐu</td>
<td>NU: nine</td>
<td>3</td>
</tr>
<tr>
<td>jiǔ</td>
<td>N: wine or liquor</td>
<td>9</td>
</tr>
<tr>
<td>jiù</td>
<td>SV: be old (not new)</td>
<td>8</td>
</tr>
<tr>
<td>jiù</td>
<td>A: only, just</td>
<td>6</td>
</tr>
<tr>
<td>A: at once</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>A: then (introduces subsequent action)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-jù</td>
<td>M: (measure for huà)</td>
<td>14</td>
</tr>
<tr>
<td>jùzǐ</td>
<td>N: sentence</td>
<td>14</td>
</tr>
<tr>
<td>juéde</td>
<td>V: feel that, consider</td>
<td>20</td>
</tr>
<tr>
<td>kāi</td>
<td>V: open; start away (train, bus, ship); operate (car)</td>
<td></td>
</tr>
<tr>
<td>kàn</td>
<td>V: look; look at; read</td>
<td>2</td>
</tr>
<tr>
<td>V: see, visit</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>V: see, think, consider</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>V: it depends upon</td>
<td>23</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Character</th>
<th>Definition</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>kěyì</td>
<td>AV: may, can, be permitted to</td>
<td>7</td>
</tr>
<tr>
<td>kě</td>
<td>SV: be thirsty</td>
<td>21</td>
</tr>
<tr>
<td>kě</td>
<td>A: indeed, certainly, however</td>
<td>19</td>
</tr>
<tr>
<td>kěshí</td>
<td>MA: but, however</td>
<td>4</td>
</tr>
<tr>
<td>-kè</td>
<td>M: lesson</td>
<td>15</td>
</tr>
<tr>
<td>-kè</td>
<td>M: quarter-hour</td>
<td>19</td>
</tr>
<tr>
<td>kēqi</td>
<td>SV: be polite, stand on ceremony</td>
<td>7</td>
</tr>
<tr>
<td>kěren</td>
<td>N: guest</td>
<td>24</td>
</tr>
<tr>
<td>kětīng</td>
<td>N: parlor (guest hall)</td>
<td>16</td>
</tr>
<tr>
<td>kěn</td>
<td>AV: be willing to</td>
<td>21</td>
</tr>
<tr>
<td>kǒngpà</td>
<td>V: be afraid that; perhaps, probably</td>
<td>21</td>
</tr>
<tr>
<td>kǒudair</td>
<td>N: pocket</td>
<td>17</td>
</tr>
<tr>
<td>kū</td>
<td>V: cry, cry about</td>
<td>18</td>
</tr>
<tr>
<td>kuài</td>
<td>SV: be fast, quick A: quickly, soon</td>
<td>16</td>
</tr>
<tr>
<td>-kuài</td>
<td>M: dollar M: piece (lit. lump)</td>
<td>6</td>
</tr>
<tr>
<td>kuàizi</td>
<td>N: chopsticks</td>
<td>14</td>
</tr>
<tr>
<td>lǎi</td>
<td>V: come (here)</td>
<td>11</td>
</tr>
<tr>
<td>-lǎi</td>
<td>PV: indicates arrival here</td>
<td>21</td>
</tr>
<tr>
<td>lǎn</td>
<td>SV: be blue</td>
<td>24</td>
</tr>
<tr>
<td>lǎojià</td>
<td>IE: may I trouble you? much obliged!</td>
<td>17</td>
</tr>
<tr>
<td>lǎo</td>
<td>SV: be old (in years) A: always, keep on</td>
<td>8</td>
</tr>
<tr>
<td>-le</td>
<td>P: (verb and sentence suffix, indicating completion of action)</td>
<td>12</td>
</tr>
<tr>
<td>lèi</td>
<td>SV: be tired</td>
<td>1</td>
</tr>
<tr>
<td>lěng</td>
<td>SV: be cold</td>
<td>22</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Character</th>
<th>Definition</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>lǐ</td>
<td>CV: from (be separated or distant from)</td>
<td>23</td>
</tr>
<tr>
<td>lǐkāi</td>
<td>V: leave (a place)</td>
<td>23</td>
</tr>
<tr>
<td>lǐ(lù)</td>
<td>M: a Chinese li (1/3 mile)</td>
<td>23</td>
</tr>
<tr>
<td>lǐbāi</td>
<td>N: week</td>
<td>13</td>
</tr>
<tr>
<td>lǐtou</td>
<td>N: inside</td>
<td>10</td>
</tr>
<tr>
<td>lǐzhai</td>
<td>SV: be fierce, strong, severe</td>
<td>22</td>
</tr>
<tr>
<td>lǐkè(jiù)</td>
<td>A: immediately</td>
<td>18</td>
</tr>
<tr>
<td>lián</td>
<td>CV: even including, even</td>
<td>24</td>
</tr>
<tr>
<td>liǎn</td>
<td>N: face (lit. or fig.)</td>
<td>21</td>
</tr>
<tr>
<td>liāng-</td>
<td>NU: two or couple of 4</td>
<td>4</td>
</tr>
<tr>
<td>liàng</td>
<td>SV: be light or bright (opp. dark)</td>
<td>19</td>
</tr>
<tr>
<td>lǐng</td>
<td>NU: zero</td>
<td>6</td>
</tr>
<tr>
<td>liù</td>
<td>NU: six</td>
<td>3</td>
</tr>
<tr>
<td>lòu</td>
<td>N: storied building</td>
<td>10</td>
</tr>
<tr>
<td>lǐushàng</td>
<td>N: upstairs</td>
<td>10</td>
</tr>
<tr>
<td>lǐutī</td>
<td>N: stairs</td>
<td>21</td>
</tr>
<tr>
<td>lù</td>
<td>N: road, route</td>
<td>16</td>
</tr>
<tr>
<td>lǐuguǎn</td>
<td>N: hotel</td>
<td>15</td>
</tr>
<tr>
<td>lù</td>
<td>SV: be green</td>
<td>24</td>
</tr>
<tr>
<td>ma</td>
<td>P: (sentence suffix to simple questions)</td>
<td>1</td>
</tr>
<tr>
<td>mǎi</td>
<td>V: buy</td>
<td>2</td>
</tr>
<tr>
<td>mǎimai</td>
<td>N: business (buy-sell)</td>
<td>7</td>
</tr>
<tr>
<td>mài</td>
<td>V: sell; sell for</td>
<td>2</td>
</tr>
<tr>
<td>mǎigěi</td>
<td>V: sell to (so-and-so)</td>
<td>6</td>
</tr>
<tr>
<td>m̀an</td>
<td>SV: be slow</td>
<td>16</td>
</tr>
<tr>
<td>m̀áng</td>
<td>SV: be busy, hurried</td>
<td>1</td>
</tr>
<tr>
<td>-mó</td>
<td>M: dime</td>
<td>6</td>
</tr>
<tr>
<td>m̀àozì</td>
<td>N: hat</td>
<td>8</td>
</tr>
<tr>
<td>m̀éiyòu, m̀éiyòu</td>
<td>V: don't have, haven't, there isn't, there aren't</td>
<td>3</td>
</tr>
<tr>
<td>m̀éi(you)</td>
<td>P: (verb prefix, negating completion of action)</td>
<td>12</td>
</tr>
<tr>
<td>m̀éi(you)</td>
<td>IE: there's no way! it can't be helped!</td>
<td>21</td>
</tr>
<tr>
<td>f̀áizi</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>m̀éirén</td>
<td>PH: there are none who(nobody)</td>
<td>6</td>
</tr>
<tr>
<td>m̀éi shènme?</td>
<td>IE: don't mention it! it's nothing at all!</td>
<td>12</td>
</tr>
<tr>
<td>m̀éiyùsi</td>
<td>SV: be dull, flat</td>
<td>8</td>
</tr>
<tr>
<td>m̀éi-</td>
<td>NU: each</td>
<td>18</td>
</tr>
<tr>
<td>M̀éiguo</td>
<td>N: America (U.S.A.)</td>
<td>2</td>
</tr>
<tr>
<td>m̀èimei</td>
<td>N: younger sister</td>
<td>4</td>
</tr>
<tr>
<td>m̀èn</td>
<td>N: door</td>
<td>16</td>
</tr>
<tr>
<td>m̀íngbài</td>
<td>V: understand (clearly)</td>
<td>18</td>
</tr>
<tr>
<td>m̀íngnián (MÀ)</td>
<td>N: next year</td>
<td>13</td>
</tr>
<tr>
<td>m̀íngtián (MÀ)</td>
<td>N: tomorrow</td>
<td>12</td>
</tr>
<tr>
<td>m̀íngzi</td>
<td>N: name, given name</td>
<td>5</td>
</tr>
<tr>
<td>m̀ǔqìn</td>
<td>N: mother</td>
<td>4</td>
</tr>
<tr>
<td>ná</td>
<td>V: take hold of; take, carry (smaller articles)</td>
<td>17</td>
</tr>
<tr>
<td>náqìlài</td>
<td>V: pick up</td>
<td>17</td>
</tr>
<tr>
<td>ǹà</td>
<td>SP: which?</td>
<td>4</td>
</tr>
<tr>
<td>ǹàr</td>
<td>N: where?</td>
<td>10</td>
</tr>
<tr>
<td>nà</td>
<td>SP: that (in general)</td>
<td>13</td>
</tr>
<tr>
<td>nà-</td>
<td>SP: that (there); the other</td>
<td>4</td>
</tr>
<tr>
<td>(nà) bù yàojīn</td>
<td>IE: that's nothing! never mind!</td>
<td>13</td>
</tr>
<tr>
<td>nà(me)</td>
<td>A: in that way, to that degree, so</td>
<td>22</td>
</tr>
<tr>
<td>ǹàr</td>
<td>N: there</td>
<td>10</td>
</tr>
<tr>
<td>nàxié</td>
<td>NUM: those</td>
<td>4</td>
</tr>
<tr>
<td>nàxié</td>
<td>PH: those sheets of paper</td>
<td>4</td>
</tr>
<tr>
<td>nánpì</td>
<td>N: male (of persons)</td>
<td>5</td>
</tr>
<tr>
<td>nànde</td>
<td>N: man, male</td>
<td></td>
</tr>
<tr>
<td>nàngháizi</td>
<td>N: boy, male child</td>
<td>5</td>
</tr>
<tr>
<td>nànróén</td>
<td>N: man, male</td>
<td>5</td>
</tr>
<tr>
<td>nànxuéshèng</td>
<td>N: man student</td>
<td>5</td>
</tr>
<tr>
<td>nàn</td>
<td>SV: be difficult, hard</td>
<td>9</td>
</tr>
<tr>
<td>nàn</td>
<td>N: south</td>
<td>23</td>
</tr>
<tr>
<td>nè</td>
<td>P: (sentence suffix indicating continuance of action in positive statements)</td>
<td>10</td>
</tr>
<tr>
<td>nè</td>
<td>P: (sentence suffix indicating suspense in negative statements)</td>
<td>12</td>
</tr>
<tr>
<td>nè</td>
<td>P: (suffix to questions)</td>
<td>24</td>
</tr>
<tr>
<td>nèng</td>
<td>AV: can, be able to</td>
<td>7</td>
</tr>
<tr>
<td>ǹí</td>
<td>N: you (sing)</td>
<td>1</td>
</tr>
<tr>
<td>ǹíde</td>
<td>N: your, yours</td>
<td>5</td>
</tr>
<tr>
<td>nímen</td>
<td>N: you (pl)</td>
<td>1</td>
</tr>
<tr>
<td>nímèndé</td>
<td>N: your, yours</td>
<td>5</td>
</tr>
<tr>
<td>-nián</td>
<td>M: year</td>
<td>13</td>
</tr>
<tr>
<td>Word</td>
<td>Meanings</td>
<td>Frequency</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>niānnián</td>
<td>A: year by year</td>
<td>13</td>
</tr>
<tr>
<td>niàn</td>
<td>V: read aloud; study</td>
<td>9</td>
</tr>
<tr>
<td>niànsǔ</td>
<td>VO: study; go to school</td>
<td>9</td>
</tr>
<tr>
<td>nú</td>
<td>N: polite for nǐ</td>
<td>1</td>
</tr>
<tr>
<td>noun-de</td>
<td>N: (possessive form)</td>
<td>5</td>
</tr>
<tr>
<td>nǚ</td>
<td>N: female (of persons)</td>
<td>5</td>
</tr>
<tr>
<td>núde</td>
<td>N: women, female</td>
<td>5</td>
</tr>
<tr>
<td>nǚér</td>
<td>N: daughter</td>
<td>9</td>
</tr>
<tr>
<td>nǚhuáizi</td>
<td>N: girl female child</td>
<td>5</td>
</tr>
<tr>
<td>nǚrén</td>
<td>N: woman, female</td>
<td>5</td>
</tr>
<tr>
<td>nǚxuéshēng</td>
<td>N: women student, co-ed</td>
<td>5</td>
</tr>
<tr>
<td>pà</td>
<td>V: be afraid of; fear that</td>
<td>21</td>
</tr>
<tr>
<td>pàngbiānr</td>
<td>N: the side of, flank</td>
<td>23</td>
</tr>
<tr>
<td>pàng</td>
<td>SV: be fat (of persons)</td>
<td>22</td>
</tr>
<tr>
<td>pǎo</td>
<td>V: run</td>
<td>16</td>
</tr>
<tr>
<td>pénghou</td>
<td>N: friend</td>
<td>4</td>
</tr>
<tr>
<td>piányí</td>
<td>SV: be expensive</td>
<td>2</td>
</tr>
<tr>
<td>píngcháng</td>
<td>SV: be ordinary common</td>
<td>20</td>
</tr>
<tr>
<td>-pù</td>
<td>N: -store, -shop</td>
<td>10</td>
</tr>
<tr>
<td>pùzi</td>
<td>N: store</td>
<td>10</td>
</tr>
<tr>
<td>qī</td>
<td>NU: seven</td>
<td>3</td>
</tr>
<tr>
<td>qíguài</td>
<td>SV: be strange, queer</td>
<td>21</td>
</tr>
<tr>
<td>qīlái</td>
<td>V: rise, get up</td>
<td>19</td>
</tr>
<tr>
<td>qǐché</td>
<td>N: automobile, car</td>
<td>11</td>
</tr>
<tr>
<td>qǐchézhàn</td>
<td>N: bus station or stop</td>
<td>13</td>
</tr>
<tr>
<td>qiǎn</td>
<td>NU: thousand</td>
<td>5</td>
</tr>
<tr>
<td>qiǎnbǐ</td>
<td>N: lead pencil</td>
<td>2</td>
</tr>
<tr>
<td>qián</td>
<td>N: money</td>
<td>3</td>
</tr>
<tr>
<td>qián-</td>
<td>N: front; former</td>
<td>20</td>
</tr>
<tr>
<td>qiántian(MA)</td>
<td>N: day before yesterday</td>
<td>20</td>
</tr>
<tr>
<td>qiántou</td>
<td>N: front</td>
<td>10</td>
</tr>
<tr>
<td>qǐngchu</td>
<td>SV: be clear (in meaning)</td>
<td>18</td>
</tr>
<tr>
<td>qǐng</td>
<td>V: invite, request; please</td>
<td>3</td>
</tr>
<tr>
<td>qǐngwèn</td>
<td>PH: may I inquire?</td>
<td>3</td>
</tr>
<tr>
<td>qǐngzuò</td>
<td>IE: please sit down!</td>
<td>11</td>
</tr>
<tr>
<td>qù</td>
<td>V: go (there)</td>
<td>11</td>
</tr>
<tr>
<td>-qù</td>
<td>PV: indicates arrival there</td>
<td>21</td>
</tr>
<tr>
<td>qùnián (MA)</td>
<td>N: last year</td>
<td>13</td>
</tr>
<tr>
<td>-r</td>
<td>P: (diminutive suffix to nouns)</td>
<td>17</td>
</tr>
<tr>
<td>ràng</td>
<td>CV: (indicates agent) by</td>
<td>24</td>
</tr>
<tr>
<td>rè</td>
<td>SV: be hot</td>
<td>22</td>
</tr>
<tr>
<td>rén</td>
<td>N: man, person</td>
<td>4</td>
</tr>
<tr>
<td>rénrén</td>
<td>N: everyone (subject only)</td>
<td>4</td>
</tr>
<tr>
<td>rènde,</td>
<td>V: know, recognize, be acquainted with</td>
<td>20</td>
</tr>
<tr>
<td>rènshì</td>
<td></td>
<td></td>
</tr>
<tr>
<td>réng</td>
<td>V: throw (away)</td>
<td>24</td>
</tr>
<tr>
<td>Rìběn</td>
<td>N: Japan</td>
<td>5</td>
</tr>
<tr>
<td>rìzi</td>
<td>N: day; a special day</td>
<td>19</td>
</tr>
<tr>
<td>róngyi</td>
<td>SV: be simple, easy</td>
<td>9</td>
</tr>
<tr>
<td>ròu</td>
<td>N: meat</td>
<td></td>
</tr>
<tr>
<td>sān</td>
<td>NU: three</td>
<td>3</td>
</tr>
<tr>
<td>shān</td>
<td>N: hill, mountain</td>
<td>21</td>
</tr>
<tr>
<td>shàng</td>
<td>M: ascend, go up on; go to</td>
<td>15</td>
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</tbody>
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<th>Character</th>
<th>Pinyin</th>
<th>Meaning</th>
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<tbody>
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<td>shàngchē</td>
<td>VO: bōard a train or car</td>
<td>15</td>
</tr>
<tr>
<td>shàng(ge) (MA)</td>
<td>N: last week</td>
<td>13</td>
</tr>
<tr>
<td>lìbài</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>shàng(ge) (MA)</td>
<td>N: last month</td>
<td>13</td>
</tr>
<tr>
<td>yuè</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>shàngjiē</td>
<td>VO: to the shopping district</td>
<td>13</td>
</tr>
<tr>
<td>shàngkè</td>
<td>VO: go to class</td>
<td>15</td>
</tr>
<tr>
<td>shànglóu</td>
<td>VO: come or go upstairs</td>
<td>15</td>
</tr>
<tr>
<td>shàngtou</td>
<td>N: above, upstairs</td>
<td>10</td>
</tr>
<tr>
<td>shàngwǔ</td>
<td>(MA)</td>
<td>N: forenoon</td>
</tr>
<tr>
<td>shàngxué</td>
<td>VO: go to school</td>
<td>15</td>
</tr>
<tr>
<td>shǎo</td>
<td>SV: be little in quantity, few</td>
<td>6</td>
</tr>
<tr>
<td>sháor</td>
<td>N: spoon</td>
<td>14</td>
</tr>
<tr>
<td>shéi</td>
<td>N: who?</td>
<td>1</td>
</tr>
<tr>
<td>shéide</td>
<td>N: whose?</td>
<td>5</td>
</tr>
<tr>
<td>shén(me)</td>
<td>N: what?</td>
<td>2</td>
</tr>
<tr>
<td>shēngqì</td>
<td>VO: get angry, be angry</td>
<td>18</td>
</tr>
<tr>
<td>shǐ</td>
<td>NU: ten</td>
<td>3</td>
</tr>
<tr>
<td>shì</td>
<td>N: time</td>
<td>13</td>
</tr>
<tr>
<td>shìfēi</td>
<td>NU: twelve</td>
<td>4</td>
</tr>
<tr>
<td>shìhou</td>
<td>N: time</td>
<td>13</td>
</tr>
<tr>
<td>shìyī</td>
<td>NU: eleven</td>
<td>4</td>
</tr>
<tr>
<td>shì</td>
<td>EV: is, are (equals)</td>
<td>5</td>
</tr>
<tr>
<td>shì(qing)</td>
<td>N: affair; undertaking</td>
<td>7</td>
</tr>
<tr>
<td>shìjìé(shàng)</td>
<td>N: the world</td>
<td>22</td>
</tr>
<tr>
<td>shǒu</td>
<td>N: hand</td>
<td>17</td>
</tr>
<tr>
<td>shǒu</td>
<td>SV: be thin (opp. pāng)</td>
<td>22</td>
</tr>
<tr>
<td>shū</td>
<td>N: book</td>
<td>2</td>
</tr>
<tr>
<td>shūfāng</td>
<td>N: study, den (book room)</td>
<td>17</td>
</tr>
<tr>
<td>shūfu</td>
<td>SV: be comfortable</td>
<td>18</td>
</tr>
<tr>
<td>shū</td>
<td>N: water</td>
<td>9</td>
</tr>
<tr>
<td>shū</td>
<td>N: tax</td>
<td>6</td>
</tr>
<tr>
<td>shūjiào</td>
<td>VO: sleep, retire</td>
<td>19</td>
</tr>
<tr>
<td>shū</td>
<td>V: say (that)</td>
<td>4</td>
</tr>
<tr>
<td>shūgùshi</td>
<td>VO: tell a story</td>
<td>12</td>
</tr>
<tr>
<td>shūshuo</td>
<td>V: tell about it, talk about it</td>
<td>4</td>
</tr>
<tr>
<td>sì</td>
<td>NU: four</td>
<td>3</td>
</tr>
<tr>
<td>sòng</td>
<td>V: send, deliver (things); send, escort, see off</td>
<td>17</td>
</tr>
<tr>
<td>sòng(gěi)</td>
<td>V: present as a gift</td>
<td>17</td>
</tr>
<tr>
<td>suībiàn</td>
<td>IE: as one pleases (lit. follow convenience)</td>
<td>24</td>
</tr>
<tr>
<td>suǐ</td>
<td>M: year(s) old</td>
<td>18</td>
</tr>
<tr>
<td>suǐshu</td>
<td>N: age (year count)</td>
<td>23</td>
</tr>
<tr>
<td>suǒyì</td>
<td>MA: therefore, so</td>
<td>11</td>
</tr>
<tr>
<td>suǒyǒude</td>
<td>N: all</td>
<td>22</td>
</tr>
<tr>
<td>tā</td>
<td>N: he, she, him, her</td>
<td>1</td>
</tr>
<tr>
<td>tāde</td>
<td>N: his, her, hers</td>
<td>5</td>
</tr>
<tr>
<td>tāmen</td>
<td>N: they, them</td>
<td>1</td>
</tr>
<tr>
<td>tāmende</td>
<td>N: their, theirs</td>
<td>5</td>
</tr>
<tr>
<td>tài</td>
<td>A: too, excessively</td>
<td>1</td>
</tr>
<tr>
<td>tài bu-</td>
<td>A: decidedly not</td>
<td>1</td>
</tr>
<tr>
<td>tài tāi</td>
<td>N: Mrs., madam; polite for wife</td>
<td>5</td>
</tr>
<tr>
<td>tán</td>
<td>V: converse; chat about</td>
<td>16</td>
</tr>
<tr>
<td>tánhuà</td>
<td>VO: carry on conversation</td>
<td>16</td>
</tr>
<tr>
<td>tāng</td>
<td>N: soup</td>
<td>14</td>
</tr>
<tr>
<td>tāng</td>
<td>N: sugar, candy</td>
<td>7</td>
</tr>
<tr>
<td>Character</td>
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<td>Meaning</td>
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<tr>
<td>-----------</td>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td>tèbie</td>
<td>SV: be special, distinctive</td>
<td>20</td>
</tr>
<tr>
<td>tì</td>
<td>CV: for (in place of)</td>
<td>14</td>
</tr>
<tr>
<td>-tiān</td>
<td>M: day</td>
<td>13</td>
</tr>
<tr>
<td>tiānqi</td>
<td>N: weather, climate</td>
<td>22</td>
</tr>
<tr>
<td>tiāntiān</td>
<td>A: every day</td>
<td>13</td>
</tr>
<tr>
<td>-tiāo</td>
<td>M: (measure for rivers, roads, fish, etc.)</td>
<td>22</td>
</tr>
<tr>
<td>tīng gūshì</td>
<td>VO: listen to a story</td>
<td>12</td>
</tr>
<tr>
<td>tīngjian</td>
<td>V: hear</td>
<td>18</td>
</tr>
<tr>
<td>tīngshūō</td>
<td>IE: hear(d) it said that</td>
<td>14</td>
</tr>
<tr>
<td>tóu</td>
<td>N: head</td>
<td>17</td>
</tr>
<tr>
<td>tóu-</td>
<td>P: first (see Note 5)</td>
<td>18</td>
</tr>
<tr>
<td>tuō</td>
<td>V: take off (clothes)</td>
<td>21</td>
</tr>
<tr>
<td>wàiguó</td>
<td>N: foreign country</td>
<td>2</td>
</tr>
<tr>
<td>wàitou</td>
<td>N: outside</td>
<td>10</td>
</tr>
<tr>
<td>-wán</td>
<td>PV: indicates end or completion of the action</td>
<td>21</td>
</tr>
<tr>
<td>wànr</td>
<td>V: play</td>
<td>14</td>
</tr>
<tr>
<td>wǎn</td>
<td>SV: be late</td>
<td>19</td>
</tr>
<tr>
<td>wǎn</td>
<td>N: bowl</td>
<td>14</td>
</tr>
<tr>
<td>-wǎn</td>
<td>M: bowl (of)</td>
<td>14</td>
</tr>
<tr>
<td>wǎnfàn</td>
<td>N: supper, dinner (late meal)</td>
<td>12</td>
</tr>
<tr>
<td>wǎnshāng (MA)N: evening</td>
<td>12</td>
<td>xiàtou</td>
</tr>
<tr>
<td>-wǎn</td>
<td>NU: ten-thousand</td>
<td>6</td>
</tr>
<tr>
<td>wǎng, wàng</td>
<td>CV: towards (in direction of)</td>
<td>23</td>
</tr>
<tr>
<td>wàng</td>
<td>V: forget</td>
<td>18</td>
</tr>
<tr>
<td>xìànzài</td>
<td>MA: now, at present</td>
<td>7</td>
</tr>
<tr>
<td>xiāngxìa</td>
<td>N: country (rural)</td>
<td>8</td>
</tr>
<tr>
<td>xiāng</td>
<td>V: think, think about; desire AV: consider, plan to; want to</td>
<td>6</td>
</tr>
<tr>
<td>xiāngxiān</td>
<td>V: think (it) over</td>
<td>6</td>
</tr>
<tr>
<td>xiàojiě</td>
<td>N: Miss; polite for daughter, young lady, girl</td>
<td>5</td>
</tr>
<tr>
<td>xiāo</td>
<td>SV: be little, small</td>
<td>4</td>
</tr>
<tr>
<td>xiāoxīn</td>
<td>SV: be careful V: look out for</td>
<td>24</td>
</tr>
<tr>
<td>xiào</td>
<td>V: laugh or smile; laugh at</td>
<td>20</td>
</tr>
<tr>
<td>xiàohuà</td>
<td>N: a joke V: make fun of</td>
<td>20</td>
</tr>
<tr>
<td>-xiē</td>
<td>M: quantity of; several</td>
<td>4</td>
</tr>
<tr>
<td>xiē</td>
<td>V: write</td>
<td>7</td>
</tr>
<tr>
<td>xiēxié</td>
<td>V: thanks, thank you</td>
<td>3</td>
</tr>
<tr>
<td>xīn</td>
<td>SV: be new</td>
<td>8</td>
</tr>
<tr>
<td>xīn</td>
<td>N: letter, mail</td>
<td>14</td>
</tr>
<tr>
<td>xīng</td>
<td>SV: be satisfactory, all right, 'can do'</td>
<td>11</td>
</tr>
<tr>
<td>xìng</td>
<td>N: surname EV: be surnamed</td>
<td>5</td>
</tr>
<tr>
<td>xùé</td>
<td>V: study; learn AV: learn to, study how to</td>
<td>8</td>
</tr>
<tr>
<td>xùéshèng</td>
<td>N: student (learner)</td>
<td>5</td>
</tr>
<tr>
<td>xùéxiào</td>
<td>N: school</td>
<td>10</td>
</tr>
<tr>
<td>yàng</td>
<td>M: kind, sort, way</td>
<td>22</td>
</tr>
<tr>
<td>yàngzì</td>
<td>N: style, appearance; sample</td>
<td>22</td>
</tr>
<tr>
<td>yàopù</td>
<td>V: want; want to AV: going to, expect to; shall, will</td>
<td>2</td>
</tr>
<tr>
<td>yàobùrán</td>
<td>MA: if not, then; otherwise, or else</td>
<td>24</td>
</tr>
<tr>
<td>yīzi</td>
<td>N: chair</td>
<td>3</td>
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<tr>
<td>Character</td>
<td>Pinyin</td>
<td>Translation</td>
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<tr>
<td>-----------</td>
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</tr>
<tr>
<td>yìdiǎnr</td>
<td>N: a little, a bit; some</td>
<td></td>
</tr>
<tr>
<td>Yīguo</td>
<td>N: Italy</td>
<td></td>
</tr>
<tr>
<td>yīhuír</td>
<td>(MA): (in) a moment</td>
<td></td>
</tr>
<tr>
<td>yìsì</td>
<td>N: idea, meaning</td>
<td></td>
</tr>
<tr>
<td>yǐtiān</td>
<td>(MA): a day; a whole day</td>
<td></td>
</tr>
<tr>
<td>yǐzhí</td>
<td>A: straight on, direct</td>
<td></td>
</tr>
<tr>
<td>yǐzhăng huàr</td>
<td>N: a picture</td>
<td></td>
</tr>
<tr>
<td>yǐzhăng zhǐ</td>
<td>N: a sheet of paper</td>
<td></td>
</tr>
<tr>
<td>yīnwei</td>
<td>MA: because (of), for</td>
<td></td>
</tr>
<tr>
<td>yīngdāng</td>
<td>AV: ought to, should</td>
<td></td>
</tr>
<tr>
<td>Yīngguo</td>
<td>N: England</td>
<td></td>
</tr>
<tr>
<td>-yīnglí (lù)</td>
<td>M: an English mile</td>
<td></td>
</tr>
<tr>
<td>Yīngwén</td>
<td>N: English language</td>
<td></td>
</tr>
<tr>
<td>yònɡ</td>
<td>V: use, employ</td>
<td></td>
</tr>
<tr>
<td>yōu</td>
<td>V: have, has</td>
<td></td>
</tr>
<tr>
<td></td>
<td>V: there is or are</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CV: be as much as; be as</td>
<td></td>
</tr>
<tr>
<td>yōubìng</td>
<td>VO: be sick</td>
<td></td>
</tr>
<tr>
<td>yǒude</td>
<td>N: some, some of, certain (used only in subject)</td>
<td></td>
</tr>
<tr>
<td>yǒude...</td>
<td>N: some..., others</td>
<td></td>
</tr>
<tr>
<td>ye yǒude</td>
<td></td>
<td></td>
</tr>
<tr>
<td>yǒude rén</td>
<td>N: some people (can't follow verb)</td>
<td></td>
</tr>
<tr>
<td>yǒu (de) shìhou</td>
<td></td>
<td></td>
</tr>
<tr>
<td>yǒumíng</td>
<td>SV: be prominent, well-known</td>
<td></td>
</tr>
<tr>
<td>yōurén...</td>
<td>V: some people (can't follow a verb)</td>
<td></td>
</tr>
</tbody>
</table>

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| zhàn | V: stand | 16 |
| zhànqílái | V: stand up | 11 |
| -zhăng | M: (measure for paper, pictures, tables, etc.) | 4 |
| zhāojí | SV: be worried, get excited | 24 |
| -zháo | PV: indicates success in attaining object of the action | 21 |
| zhāo | V: look or hunt for | 15 |
| -zhe | P: (verb suffix, indicating continuance) | 17 |
| zhè- | SP: this (here) | 4 |
| zhèn | A: in this way, to this degree, so | 22 |
| zhèn | A: truly, really | 6 |
| zhěnde | IE: It's true. | 6 |
| zhèng(zài) | A: just in the midst of | 17 |
| zhèr | N: here | 10 |
| -zhǐ | M: (measure for writing instrument) | 5 |
| zhǐdá | V: know, know of or about | 5 |
| zhǐ | N: paper | 4 |
| zhōng | N: clock | 2 |
| zhōngfàn | N: lunch (middle meal) | 12 |
| Zhōngguó | N: China | 2 |
| zhōngtóu | N: an hour | 19 |
| zhōngwǔ (MA)N: noon | 19 |
| zhù | V: live or stay in or at | 15 |
| zhuō | N: table | 3 |
| zì | N: word (written character) | 7 |
| zǐ | N: self, oneself | 10 |
| zǒu | V: walk; go, leave | 12 |
| zuò | V: do, make; act part of | 7 |
| zuò | V: ride on (sit on) | 11 |
| zuò | CV: go by | 16 |
| zuò | V: sit | 16 |
| zuōxiá | V: sit down | 11 |
| zuò | N: left | 23 |
| zuō | N: yesterday | 12 |
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and sentences with time spent expressions
and purpose of coming and going
negated with prefix méi(you)

Compound verbs: with -lái and -qu
with -lái and -qu, as suffixes to other verbs
some other common
resultative

Compounds, verb-object (VO)

cóng as co-verb of motion and direction

Continuance: with sentence suffix ne
with ne reviewed
with verb suffix -zhe
with both -zhe and ne

Conveyance: with co-verb zuò
stressed with shí...de construction

Countries: names how formed
cities, etc., not take positional suffix

PI N3
PII N6
PIIV
N7
11 12 17
N1
PI
PII N2
N2
N3
PII N6
PI N1
Voc
N1
N2
PI
PII
Voc
N4
PV
N5
PV N6
PII N2
PII N2
PII N4
PIV N3
PI N1
N4
PII N1
PII N2
PII N3
PI N5
PI N2
PI N1
N2
PV1
Voc PI N1
N3
PI N2
PII N6
PII
PII N3
PIV N3
PII N4
PII N6
PD N3
N7
Co-verbs (CV):
  of location (zài)
  of motion and direction (công and dào)
  zài, công, and dào compared
  of conveyance (zuò)
  of interest, etc., (gèn, gēi, tī, yòng and zuì)
  bǎ (of bǎ construction)
  of comparison (bǐ)
  of separation (lí)
  of agent (jiào and ràng)

Dates and addresses
  dào: as co-verb of motion and direction
    as suffix to verbs of motion
    as ending to resultative compound verbs
  Day of week, inquiring
  Days, how designated
  -de: modifying suffix
    suffix to modifying nouns and stative verbs
    often omitted between pronouns and personalized
    nouns
    and stative verbs duō and shǎo
    suffix to verbs in expressions of manner
    suffix to modifying clauses
    suffix to clauses after shì(shì...de construction)
    before shìhou in relative time
    modified nouns sometimes understood

Degrees of comparison: various
  with adverbs gèng and zuì

Dependent clauses with verb -le only

Description of length, distance, etc.
  dì-: ordinalizing prefix to numbers
    compared with tóu-

Diminutive suffix -r(-er) to nouns
  Direct object

Direction and motion: with verbs lái and qù
  with co-verbs công and dào

Dissimilarity with co-verbs gèn; and verb méiyOU

Distance: description of
  comparison of
  measuring, with yòu

-dǒng as ending to resultative compound verbs

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dōu: use of adverb
  relation to subject and transposed object
  with indefinites
  or yē in exclusive statements

Drills, fluency (see Fluency Drills)

duō and shān or suffix -de
  in adjectival function always with modifier

duōshāo compared with jī-

Endings to resultative compound verbs, common

'either...or' alternative answers

Equational verbs (EV)

èr and liǎng compared

Exclusive answers ('neither...nor')

Exclusive statements with indefinites and dōu or yē

Exclusiveness intensified, with dōu or yē

Existence with verb yǒu

Experiential verb suffix -guo

Fluency Drills: Specified and numbered nouns
  question words and equational verbs
  modifying clauses
  location with zài
  purpose of going
  motion and direction with -le
  shì...de construction
  co-verb gēn
  both verb and sentence -le
  compound verbs
  continuance with -zhe
  hǎ construction
  supposition with yǐoshi...jiu
  relative time with ...yīqiān
  resultative compound verbs
  similarity with gēn, and comparison with bǐ
  comparison of distances with co-verbs lǐ and bǐ
  choice-type questions accentuated with shì...
  hǎishi

-ge, most common measure

gēn, similarity and dissimilarity with co-verb

gèng, comparison with adverb

guīxìng and nǐn
guò and chà, use of
  -guo, experiential suffix to verbs

hǎo as prefix to verbs
  -hǎo as ending to resultative compound verbs
  -huí and -ci, measures, express occurrence

'if...then' with yào...jiu

Imminent action with -le

Inclusive answers ('both...and')

Inclusive statements with indefinites and dòu

Indefinite expressions such as 'two or three'

Indefinites; question words used as
  with dòu

Indirect object

Interest, etc., co-verbs of

Inquiring: day of week, etc.
  time of day
  prices

Inverted sentences and transposed objects

-jǐ compared with dōushào

-jīle, ending to stative verbs, indicates
  exaggerated degree

-jiàn as ending to resultative compound verbs

jiào as co-verb of agent

jiù (then) introduces subsequent action

lái and qù express motion and direction

-lái and -qu: as endings to compound verbs
  as directive particles
  as endings to resultative compound verbs

-le: suffix to verbs, indicates completed action
  suffix to verbs of motion and direction
  and changed status
  and imminent action
  in sentences with simple objects
  in sentences with measured objects
in sentences with time spent expressions
and purpose of coming or going
only, in dependent clauses
and reduplicated verbs
in questions, reviewed
and shi...de construction contrasted

Length: description of
comparison of
measuring with yǒu

lǐ, co-verb of separation

lǐng and èr compared

-lǐǎo, as ending to resultative compound verbs

lǐng (zero), use of

Location: with zài as main verb
with co-verb zài as setting for main action

ma: suffix to simple questions
not affixed to questions containing
question words

Manner: describing, with VOVde pattern
in commands and requests
with verb suffix -zhe, as setting for
main action

Measures (M):
most common (-ge)
more specific
-cǐ and -huí express occurrence
-bīn in and -bù compared

Measured objects: and -le
time spent expressions in

Measuring distances, etc. with verb yǒu

méi-: negative prefix to verb yǒu only
short for méiyōu

méi(you): negates completed action
similarity and dissimilarity with

-men, suffix to pronouns and personalized nouns

Modification: two nouns, by position
personalized nouns by pronouns
specified nouns by pronouns
positional nouns by pronouns
suffix -de in
nouns by other nouns
nouns by stative verbs
nouns by clauses
modified nouns often understood

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Money expressions: how formed
abbreviated forms
sums up to $100
sums from $100

Months, how designated

Motion and direction: with verbs lái and qu
with co-verbs công and dào

Movable adverbs (MA):
certain nouns function as
me: sentence suffix indicates continuance
continuance with, reviewed
indicates suspense in negative statements
suffix to questions

Negative prefix: bù- to verbs
bù-, tones on
bù-, relation to adverbs
méi- to verb yǒu only
méi(you) negates completed action

'neither...nor', exclusive answers

Nouns (N): preceded by measures
pronouns regarded as
specified
numbered
specified and numbered
successive
modified by other nouns
modified by stative verbs
modified by clauses
clauses become
modified, understood
specified and/or numbered, understood
after clauses following shí, understood
before expressions of manner, understood
positional
positional, as suffixes
certain, function as movable adverbs

Numbered nouns

Numbers (NU): cardinal 1-99
11-99, how formed
accent in three-syllable numbers
from 100 up
tones on yī
tones on qī and bā
líng, use of
counting telephone-style
er and líng compared
indefinite expressions such as '2 or 3'
ordinal, with dì-
with dì- and tòu- compared
jǐ- and duōshao compared
Objects; direct
indirect
transposed in inverted sentences
in choice-type questions
simple, and -le
measured, and -le
time spent expressions as measured

Occurrence with measures -cǐ and -huǐ

Ordinal numbers (with dǐ-)

Ordinalizing prefixes dǐ- and tǒu- compared

Particles (see Prefixes and Suffixes)

Passive voice (see Co-verbs of agent)

Places, names of, not take positional suffix

Place stressed with shǐ...de construction

Positional nouns:
before verb yǒu indicate existence
following verb zài indicate location
following co-verb zài as setting for action
as suffixes to other nouns

Potential form of resulative compound verbs

Prefixes: negative, bù- to verbs
negative, méi- to verb yǒu only
negative, méi(you) negating completed action
ordinalizing, dǐ- to numbers
ordinalizing, tǒu- compared with dǐ-

Prices, asking and giving

Probability with sentence suffix ba

Pronouns: regarded as nouns
modify personalized nouns
modify specified nouns
modify positional nouns

Purpose of coming or going: three patterns
and -le
stressed with shǐ...de construction

qǐ, tones on number
qù and lái express motion and direction

-qu and -lái: as endings to compound verbs
as directive particles
as endings to resulative compound verbs
Questions: simple and choice-type
  choice-type with objects
  choice-type accentuated with shl...hāishi
  with question words never take suffix ma
  and completed action, reviewed
  with resultative compound verbs, how formed

Question words: position of
  jī- and dūoshào compared
  as indefinites

- r (-er), diminutive suffix to nouns

ràng as co-verb of agent

Reduplication of verbs:
  reviewed
  and -le

Relative time: general
  specific

Requests with sentence suffix ba

Resultative compound verbs (RCV):
  common endings to
  sentences illustrating potential type
  questions containing, how formed
  accent in

Sentences: simple, with stative verbs
  simple with adverbial modifiers
  subject-verb-object
  with indirect and direct objects
  inverted with transposed objects

shí affixed to adverbs for emphasis

shí...de construction: stresses attendant
  circumstances
  contrasted with -le

shí...hāishi in accentuated choice-type questions

Similarity with co-verb gēn: and verb yōu

Specified nouns

Specifiers (SP):
  before equational verbs as nouns
  relation to modifying clauses
  relation to modifying pronouns

Specified and numbered nouns

Stative verbs (SV):
  function as adjectives
  function as adverbs
  with -le indicates changed status
Stress (accent): in three-syllable numbers in resultative compound verbs

Stressing attendant circumstances:
  subject of the action
  place, conveyance, and purpose
  time when

Subsequent action introduced by jiù (then)

Suffixes: sentence ma indicates question sentence ne indicates continuance verb -zhe indicates continuance sentence ne indicates suspense in negative statements sentence ne in questions sentence ba indicates probability sentence ba indicates a request sentence a used in direct address -de, suffix to nouns, stative verbs, and clauses indicates modification -le, suffix to verbs and sentences indicates completed action -guo, experiential suffix to verbs -r (-er), diminutive suffix to nouns -jile, suffix to stative verbs indicates exaggerated degree -men, suffix to pronouns and personalized nouns indicates plurality -lai and qu as directive compound verbs as positional nouns as

Supposition with yàooshi...jiù

Surnames precede titles

Suspense with sentence suffix ne

Time: larger units of
general relative
  specific relative

Time by the clock: telling
  amounts of
  inquiring

Time spent: expressions follow verb
  by the clock
  expressions in measured objects

Time when: expressions precede verb
  stressed with shì...de construction

Tones: on negative prefix bù-
on number yī
  on numbers qī and ba

3 PD N1,3
21 Voc (2)

15 PIV
12 PIII N6
13 PII N2

15 PI N1

1 PC N2
10 PII N6
17 PII N3

12 PI N3
24 PI N2
13 PIII N3
16 PV N6
20 N4

8, 9

12 PI N1
20 PI N1
17 N4

16 Voc

1 PD N1
16 PIII N3
17 N2
10 N2

19 PV N5

5 PD N2.2

12 PI N3

19 N3
20 PIII N2
20 PIII N3

19 Voc N1
19 Voc N2
19 Voc N4

15 PIII N3
19 PII
15 PIII N3

13 PI N1
13 PII N2

1 PD N2.1
3 PD N3.1
3 PD N3.1
Transposed objects in inverted sentences
'two or three', etc., how expressed

Value, expressions of, usually take -de

Verbs (V):
  stative verbs (SV)
  equational verbs (EV)
  co-verbs (CV)
  auxiliary verbs (AV)
  compound verbs (with -lai and -qu)
  resultative compound verbs (RCV)

Verbs reduplicated:
  reviewed
  and -le

Verb-object compounds (VO):
  with modified objects

VOVde pattern describes manner

VOVle pattern with time spent expressions

-wán as ending to resultative compound verbs

Weeks, how designated

'whenever' with yi...jìu

yàoshi...jìu expresses supposition

yě or dōu in exclusive statements

Years, how designated

yi, tones on number

yi...jìu to express 'as soon as', 'whenever'

yìdiǎnr: sometimes diănrı
  after adverbs in expressing manner in commands
  in degrees of comparison

yīge as indefinite article ('a' or 'an')

yīhòu and relative time

yìqián and relative time

yǒu: impersonal use of verb
  existence with verb
  and měiyòu in similarity and dissimilarity
  in measuring length, distances, etc.
yǒu and yě, adverbs in inclusive and exclusive answers 24 PII N3

zài: location with verb 10 PII N4
    as co-verb of location 10 PIII N5
    as suffix to verbs 16 PII N2

Zero expressed by lǐng 6 PC N2.3

-zháo as ending to resultative compound verbs 21 Voc

-zhè: continuance verb suffix 17 PII N3
    indicates manner (as setting for main action) 17 PII N3
    and ne both used in continuance 17 PIV N3

zuì, comparison with adverb 22 PIV N3

zuò as co-verb of conveyance 11 PII n4