



yuē huì  
约会

Dating

Li Xin Yu

tóng

同

same; alike

王朋跟李友在同一个学校学习。

wáng péng gēn lǐ yǒu zài tóng yí ge xué xiào xué xí.

Wang Peng and Li You are in the same school.

他们在想同一件事。

tā men zài xiǎng tóng yí jiàn shì.

They are

same



yìn xiàng

印象

impre



For the use of the word 印象( yìn xiàng, impression), compare these two sentences:

李友**对**王朋的印象很好。

lǐ yǒu duì wáng péng de yìn xiàng hěn hǎo

Li You has a very good impression **of** Wang Peng.

李友**给**王朋的印象很好。

lǐ yǒu gěi wáng péng de yìn xiàng hěn hǎo

Li You **made** a very good impression on Wang Peng.



chéng

成

to become

他们成了好朋友。

tā men chéng le hǎo péng you.

They've become good friends.

他成了

tā chéng le

He became



yǎn

演

to show(a film)



这个周末学校**演**一个中国电影。

zhè ge zhōu mò xué xiào yǎn yí ge zhōng guó diàn yǐng.

This weekend they`re **showing** a Chinese film at school.

In this lesson

fàng yìng  
**放映**

show

**演电影**(yǎn diàn yǐng, to show a film) is interchangeable with

**放(映)电影**(fàng [yìng] diàn yǐng, to show a film)

but in addition, **演电影**(yǎn diàn yǐng) can also mean “to act in a film.”

fèi  
费

to spend; to take (effort)

我**费**了很大的力气才买到。

Wǒ fèi le hěn dà de lì qì cái mǎi dào.

It **took** a lot of trying.

你需**花(费)**很多时间才能看完

这本

nǐ xū yào hūa hǎo duō shí jiān cái néng kàn wán zhè běn shū

spend





lì qì  
力气  
strength; effort

我费了很大的力气才买到。  
Wǒ fèi le hěn dà de lì qì cái mǎi dào.  
It took me a great deal of strength.

力气

strength



jiù

就

just; only(indicator)



### 3. 就(jiù)

When used **before** a noun or pronoun, 就(jiù) means “**only.**” Often the noun or pronoun is modified by a **numeral-measure word** combination. (**就+numeral measure word+noun/pronoun**)

1. 我们班人很少，就七个学生。

wǒ men bān rén hěn shǎo, jiù qī ge xué sheng.

Our class is small, with just seven students.

2. 今天功课很少，就五个汉字。

jīn tiān gōng kè hěn shǎo, jiù wǔ ge hàn zì.

There`s little homework today. Only five Chinese characters.

### 3. 就(jiù)

When used **before** a noun or pronoun, **就(jiù)** means “only.” Often the noun or pronoun is modified by **a numeral-measure word** combination.

#### 3. 我们一家五口，**就你**对味精过敏。

wǒ men yì jiā wǔ kǒu, jiù nǐ duì wèi jīng guò mǐn.

There are five people in our family. **Only you** are allergic to MSG.

#### 4. 三个房间**我打扫**了两个，**就一个**房间还没**整理**。

sān ge fáng jiān wǒ dǎ sǎo le liǎng ge, jiù yí ge fáng jiān hái méi zhěng lǐ.

I have **cleaned** two of the three rooms. **Only one** room hasn't been **tidied up** yet.

liǎ  
俩

(coll.) two

就我(们)俩。

jiù wǒ (men) liǎ

Just the **two of us**

我(们)俩

wǒ (men) liǎ

**We**

俩(liǎ) stands for 两个(liǎng)



hòu tiān

后天

the day after tomorrow

后天八点。

hòu tiān bā diǎn.

**The day after tomorrow**, eight o'clock.



yì yán wéi dīng

一言为定

that settle it; that's



一言为定(yì yán wéi dìng), which literally means “**achieving certainty with one word**,” is one of the numerous four-character idioms that have their origins in Classical Chinese but continue to be on the lips of almost every native speaker of the language.

一言为定  
**It's a deal.**(那我们就说好了。)





## 1. Descriptive Complements (II)

The subject of a sentence can be described by a complement following 得(de).

1. 我们玩儿得很高兴。

wǒ men wánr de hěn gāo xìng.

We had a happy time playing.

[We played. We were very happy.]

2. 孩子笑得很可爱。

hái zi xiào de hěn kě ài.

The kid gave a very cute smile.

[The child smiled, and the child looked cute.]

## 1. Descriptive Complements (II)

The subject of a sentence can be described by a complement following 得(de).

3.他打球打得**很**累。

tā dǎ qiú dǎ de hěn lèi.

He was worn out from playing ball.

[He played ball, and he was worn out.]

4.他高兴得**又**唱**又**跳。

tā gāo xìng de yòu chàng yòu tiào.

He was so happy that he ended up singing and dancing.

[He was happy, and he was singing and dancing.]

## 1. Descriptive Complements (II)

In the sentences above, the verb 玩(wán), 笑(xiào), and 打球(dǎ qiú) and the adjective 高兴(gāo xìng) **give the causes**, while the complements 高兴(gāo xìng), 可爱(kě ài), 累(lèi) and 又唱又跳(yòu chàng yòu tiào) **describe the effects on the subject**.

As shown in (1),(2), and (3), when an **adjective** serves **as** a descriptive **complement**, it is often preceded by the adverb 很(hěn), just like a predicate adjective.

A complement describing the subject **seldom** appears in the **negative**.

4a 他高兴得没有又唱又跳。 (X)

tā gāo xìng de méi yǒu yòu chàng yòu tiào

## 2. Potential Complements (II)

得(de) or 不(bu) is placed **between a verb and a resultative or directional complement** to indicate whether a certain **result can be realized or not.**

**(Verb+不/得+resultative/directional complement)**

1.跳舞太难，我学不会。

tiào wǔ tài nán, wǒ xué bu huì.

Dancing is too difficult. I can't learn it.

## 2. Potential Complements (II)

得(de) or 不(bu) is placed **between a verb and a resultative or directional complement** to indicate whether a certain **result can be realized or not**.

2. A: 你晚上六点半能回来吗？我等你吃晚饭。

nǐ wǎn shang liù diǎn bàn néng huí lai ma ? wǒ děng nǐ chī wǎn fàn.

Can you be back by 6:30 p.m.? I will wait for you for dinner.

B: 我得开会，六点半回不来。

wǒ děi kāi huì, liù diǎn bàn huí bu lái.

I have a meeting, and can't make it back by 6:30 p.m.

## 2. Potential Complements (II)

得(de) or 不(bu) is placed **between a verb and a resultative or directional complement** to indicate whether a certain **result can be realized or not.**

**(Verb+不/得+resultative/directional complement)**

3. 这张碟我今天**看不完**。

zhè zhāng dié wǒ jīn tiān kàn bu wán.

I can't finish watching this DVD today.

4. 那个字怎么写，我**想不起来了**。

nà ge zì zěn me xiě, wǒ xiǎng bu qǐ lái le.

I can't remember how to write that character.

## 2. Potential Complements (II)

得(de) or 不(bu) is placed **between a verb and a resultative or directional complement** to indicate whether a certain **result can be realized or not**.

5. 健康保险太贵，我**买不起**。

jiàn kāng bǎo xiǎn tài guì, wǒ mǎi bu qǐ.

Health insurance is too expensive. I can't afford it.

## 2. Potential Complements (II)

6. A: 这封中文信你看得懂吗？

zhè fēng zhōng wén xìn nǐ kàn de dǒng ma ?

Can you understand this Chinese letter?

B: 我看得懂。

wǒ kàn de dǒng.

Yes, I can understand it.

**Potential complements** usually appear in **negative sentences**. They are used in **affirmative sentences** much less often, mainly in **answering question** that contain a potential complement, as in (6).



## 2. Potential Complements (II)

The **affirmative form** and the **negative form of a potential complement** can be put together to **form a question.**(Verb+不/得+resultative/directional complement)

7. 五十个饺子你吃得完吃不完？

wǔ shí ge jiǎo zi nǐ chī de wán chī bu wán ?

Can you eat fifty dumplings or not?

Potential complements are often the only way to convey the idea that the absence of certain conditions prevents a result from being achieved.

Potential complements **have a unique function that cannot be fulfilled by the “不能(bù néng)+verb+resultative/directional complement” construction.** For example, 做不完(zuò bu wán) means “not able to finish,” while 不能做完(bù néng zuò wán) conveys the idea of “not allowed to finish.”

## 2. Potential Complements (II)

得(de) or 不(bu) is placed between a verb and a resultative or directional complement to indicate whether a certain **result can be realized or not**.

8. 老师说得太快，我**听不清楚**。

lǎo shī shuō de tài kuài , wǒ tīng bu qīng chu.

The teacher speaks too fast. I can't hear [him] clearly.

8a. 老师说得太快，我**不能听清楚**。(X)

lǎo shī shuō de tài kuài , wǒ bù néng tīng qīng chu.

## 2. Potential Complements (II)

9. 今天的功课太多，我做不完。

jīn tiān de gōng kè tài duō, wǒ zuò bù wán 。

There is too much homework today. I can't finish it.

9a. 今天的功课太多，我不能做完。(X)

jīn tiān de gōng kè tài duō, wǒ bù néng zuò wán

A potential complement **cannot be used in a 把(bǎ) sentence**, either.

9b. 我把今天的功课做不完。(X)

wǒ bǎ jīn tiān de gōng kè zuò bu wán.

The primary meaning of 早 is “early,” but in an extended sense it can also mean “a long time ago,” or “early on.”

我早就想看中国电影了。

wǒ zǎo jiù xiǎng kàn zhōng guó diàn yǐng le.

I've wanted to see a Chinese film for a long time.



jì de  
记得

to remember

你还记得我吗？

nǐ hái jì de wǒ ma?

Do you remember me?

记得

remember



xiǎng qǐ lái  
想起来  
to remember; to recall

我想起来了。  
wǒ xiǎng qǐ lái le.  
remembered.

想 起来

remember



记得(jì de, to remember) vs 想起来(xiǎng qi lai , to remember; to recall):

While 记得(jì de) pertains to the **continuous state of remembering**, 想起来(xiǎng qi lai) refers to the mental act of **retrieving information from one`s memory**.

Thus one can say:“我记得他上过我的课，可是我想不起来他叫什么名字。”(wǒ jì de tā shàng guo wǒ de kè , kě shì wǒ xiǎng bu qǐ lái tā jiào shén me míng zi, I do but I can't think of his name at the moment)



hào mǎ  
号码  
number

你是怎么知道我的电话号码的？

nǐ shì zěn me zhī dào wǒ de diàn huà hào mǎ de ?  
How did you find out my **number**?

可以告诉我你的电话号码吗？

kě yǐ gào sù wǒ nǐ de diàn huà hào mǎ ma ?  
May I tell me your **number**?





bān

搬

to move

我要从宿舍搬出去了。

wǒ yào cóng sù shě bān chū qu le.

I'm **moving** out of the dormitory.

我要搬

wǒ

I'm **moving**



lǚ xíng  
旅行

to travel

下个周末，我要跟我的朋友去纽约旅行。

xià ge zhōu mǒ wǒ yào gēn wǒ de péng  
you qù niǔ yōu qù.

Next weekend I want to **travel** to New York  
with my friends.

我喜欢旅行。

wǒ xǐ huān  
**travel**



dǎ sǎo  
打扫

to clean up (a room,  
apartment or house)

我要从宿舍搬出去，得**打扫**、整理房间。  
wǒ yào cóng sù shè bān chū qu, děi dǎ sǎo,  
zhěng lǐ fáng jiān

I'm moving out of the dormitory. I have to  
**clean** and tidy up the room.

你需要**打扫**。  
nǐ xū yào dǎ sǎo

**clean**



sǎo

扫

to sweep

你去扫地。

nǐ qù sǎo

Go **sweep**



zhěng lǐ

整理

to put in order

我在整理衣服。

wǒ zài zhěng lǐ yī fu.

I'm **sorting**

我 **整理**

**packing**



fáng jiān  
房间

room

这是我的房间。

zhè shì wǒ de fáng jiān.

This is my room.

这 房间

7

room



diàn

电

electricity

我的手机

wǒ de shǒu jī

My cell phone



## 4. Directional Complements (II)

Directional Complements indicate **the direction in which a person or object moves.**

lái

来

to come



speaker





## 4. Directional Complements (II)

Directional Complements indicate **the direction in which a person or object moves.**

qù  
去  
to go



speaker

## 4. Directional Complements (II)

Pattern I:

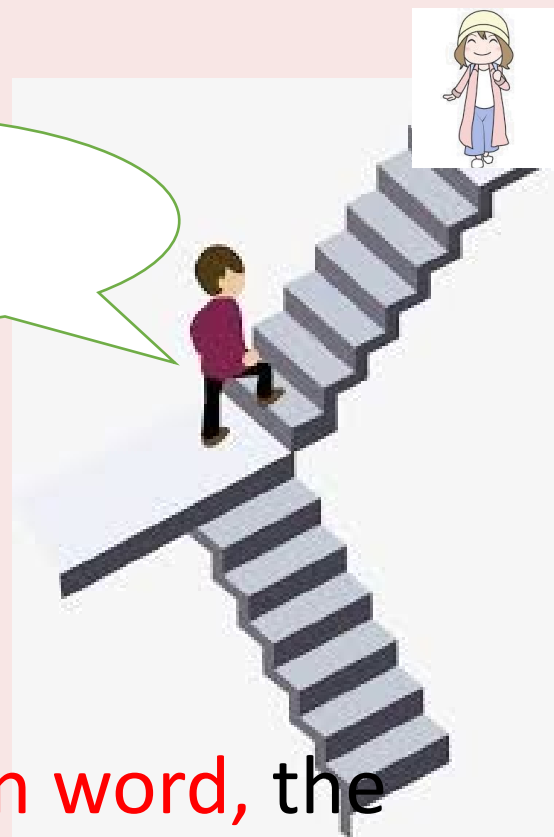
A. Subject+verb+Place Word/Noun (Phrase)+来/去

1. 她下楼来。

tā xià lóu lai.

She is coming downstairs.

speaker



When **the object of the verb is a location word**, the sentence can **only** appear in Pattern A, as in (1) and (2).

## 4. Directional Complements (II)

Pattern I:

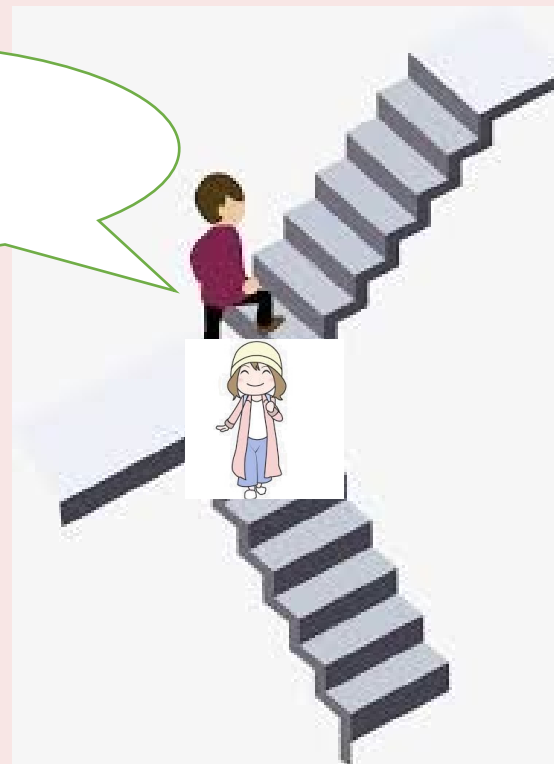
A. Subject+verb+Place Word/Noun (Phrase)+来/去

1a. 她下楼去。

tā xià lóu qu.

She is going downstairs.

speaker



## 4. Directional Complements (II)

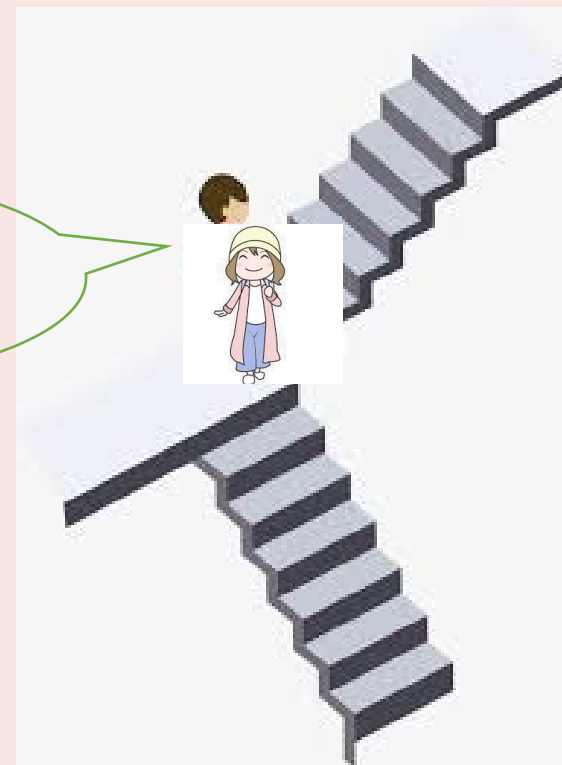
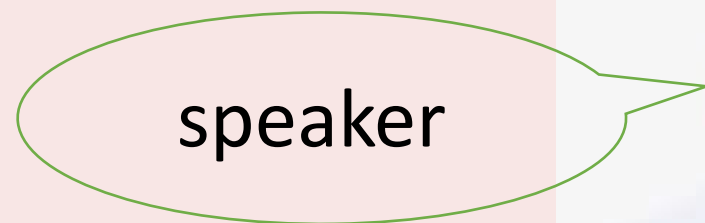
Pattern I:

A. Subject+verb+Place Word/Noun (Phrase)+来/去

2. 她上楼去。

tā shàng lóu qù.

She is going upstairs.



## 4. Directional Complements (II)

Pattern I:

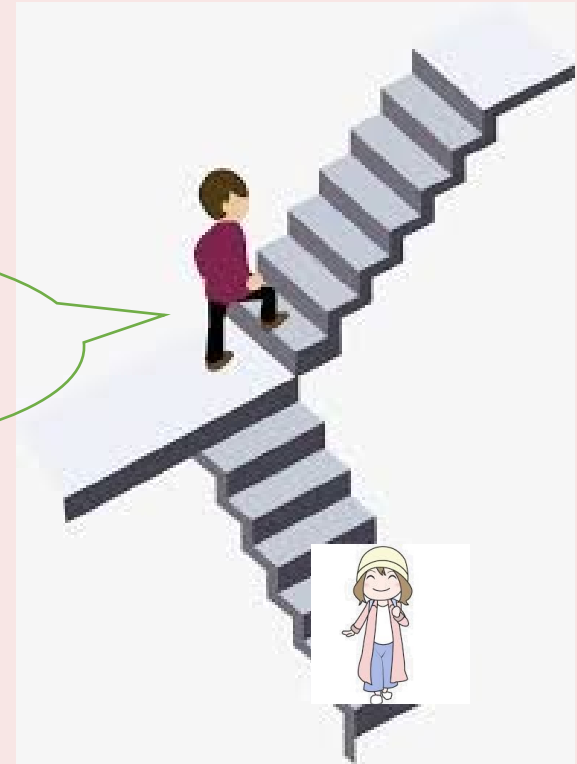
A. Subject+verb+Place Word/Noun (Phrase)+来/去

2. 她上楼来。

tā shàng lóu lai.

She is coming upstairs.

speaker



When a verb is followed by a location word, that verb can only be a directional verb such as 上, 下, 进, 出, 回, 过, or 到, as shown in (1) and (2).

#### 4. Directional Complements (II)

##### A. Subject+verb+Place Word/**Noun (Phrase)**+来/去

When **the object is a regular noun** and **the action is not completed**, the sentence often appears in Pattern A as well, as in (3) and (4).

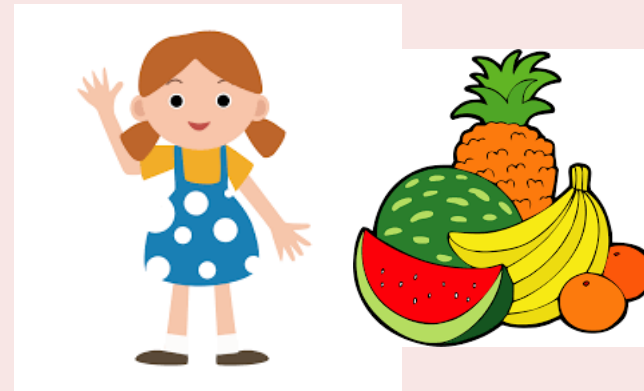
### 3. 请你买**一些水果**来。

qǐng nǐ mǎi yì xiē shuǐ guǒ lai.

Please buy some fruit [and bring it] here.



Speaker



## 4. Directional Complements (II)

A. Subject+verb+Place Word/**Noun (Phrase)**+来/去 (他买了一些水果来)

4. 你给他送**一点儿吃的东西**去。

nǐ gěi tā sòng yì diǎnr chī de dōng xi qu.

Take some food to him.



Speaker

你



#### 4. Directional Complements (II)

##### B. Subject+verb+来/去+Noun

5. 他买来了一些水果。

tā mǎi lai le yì xiē shuǐ guǒ.

He bought some fruit and brought it here.

When **the object of the verb is a location word**, the sentence can **only** appear in Pattern A, as in (1) and (2).

When **the object is a regular noun** and **the action is not completed**, the sentence often appears in Pattern A as well, as in (3) and (4).

If the action is completed, the sentence can appear **either in Pattern A or in Pattern B**.



## 4. Directional Complements (II)

Pattern II:

A. Subject+verb+上/下...+Place Word/Noun

6. 他走上楼。

tā zǒu shàng lóu

He walked upstairs.

[The sentence doesn't indicate whether the speaker is upstairs or downstairs.]

7. 老师走进教室。

lǎo shī zǒu jìn jiāo shì.

The teacher walked into the classroom.

[The sentence doesn't indicate whether the speaker is in the classroom or not.]

## 4. Directional Complements (II)

Pattern II:

A. Subject+verb+上/下...+Place Word/**Noun**

8.他拿出一张**纸**。

tā ná chu yì zhāng zhǐ.

He took out a piece of paper.

#### 4. Directional Complements (II)

A. Subject+verb+上/下...+Place Word/Noun (6、7、8)

A. Subject+verb+上/下...+Place Word/Noun +来/去

9. 她走下楼来。

tā zǒu xià lóu lái.

She walked downstairs.

[The speaker is downstairs.]

10. 老师走进教室去/来。

lǎo shī zǒu jìn jiào shì qu/lai.

The teacher walked into the classroom.

[With 去, the speaker is not in the classroom; with 来, the speaker is in the classroom]

#### 4. Directional Complements (II)

##### A. Subject+verb+上/下...+Place Word/Noun +来/去

when the **object is a location word**, the sentence appears only in **Pattern A**, as in (11) and (12).

11. 弟弟跳上床来/去。

dì di tiào shàng chuáng lái/qu.

My little brother jumped onto the bed.

[**With 来, the speaker is on the bed; with 去, the speaker is not on the bed**]

12. 我的同学走进书店来/去。

wǒ de tóng xué zǒu jìn shū diàn lái/qu.

My classmate walked into the bookstore.

[**With 来, the speaker was in the bookstore; with 去, the speaker was not in the bookstore.**]

#### 4. Directional Complements (II)

##### A. Subject+verb+上/下...+Place Word/Noun +来/去

If the **object is a regular noun** and **the action is not completed**, the sentence often appears in **Pattern A** as well, as in (13), (14), and (15).

13. 请你买回一些梨来。 (请你买回一些梨去) (X)

qǐng nǐ mǎi huì yì xiē lí lai.

Please buy some pears and bring them back here.

14. 他拿出一张纸来。 (他拿出一张纸去) (X)

tā ná chū yì zhāng zhǐ lai.

He took out a piece of paper.

#### 4. Directional Complements (II)

A. Subject+verb+上/下...+Place Word/Noun +来/去

15. 请大家都拿起笔来。 (请大家都拿起笔去) (X)

qǐng dà jiā dōu ná qi bǐ lai.

Please pick up a pen, everyone.

起(qi), in the same way as 起来(qi lai), signifies a movement from a lower point to a higher point.

However, 起(qi) compounds only with 来(lai), never with 去(qu), in forming a directional complement combination.

## 4. Directional Complements (II)

A. Subject+verb+上/下...+Place Word/Noun +来/去

The difference between 上(shang) and 起(qi) is that 上(shang) is followed by a location word which indicates the end point of the movement, while 起(qi) never precedes a location word.

16. 走上楼。

zǒu shang lóu  
to go upstairs.

16a. 走起楼 (X)

zǒu qi lóu

#### 4. Directional Complements (II)

B. Subject+verb+上/下...+来/去+Noun

17.他买回来了一些水果。(他买回一些水果来)

tā mǎi hui lai le yì xiē shuǐ guǒ.

He bought some fruit and brought it back here.

when the **object is a location word**, the sentence appears only in **Pattern A**, as in (11) and (12).

If the **object is a regular noun** and **the action is not completed**, the sentence often appears in **Pattern A** as well, as in (13), (14), and (15).

If the **action is completed**, the sentence can appear **either in Pattern A or in Pattern B**.



#### 4. Directional Complements (II)

When the 把(bǎ) construction is used with a directional complement, the sentence can appear in either of these two patterns:

1、 Subject+把+object+verb+来/去

18. 请把你的床搬来。

qǐng bǎ nǐ de chuáng bān lai.

Please move your bed here.

19. 把这杯冰茶拿去。

bǎ zhè bēi bīng chá ná qu.

Take this glass of iced tea [with you].

#### 4. Directional Complements (II)

When the 把(bǎ) construction is used with a directional complement, the sentence can appear in either of these **two patterns**:

2、 Subject+把+object+verb+上/下...(+place word)+来/去

20. 我把书拿起来了。

wǒ bǎ shū ná qi lai le.

I picked up the book.

21. 快把车开回家去。

kuài bǎ chē kāi hui jiā qu.

Drive the car back home right away.

好好儿(hǎo hāor, all out; to one`s heart`s content) is a **colloquial expression** that often precedes a verb to serve as an adverbial, e.g. **考试以后我要去纽约好好儿玩儿玩儿**(kǎo shì yǐ hòu wǒ yào qù niǔ yuē hǎo hāor wánr wanr. After the test I want to go to New York and have a great time). Note the different tone for the reduplicated syllable 好. For the rules on the pronunciation of reduplicated monosyllabic adjectives

