Lesson Thirteen  Asking Directions

第十三課  問路

Dì Shísān Kè  Wèn Lù

Grammar

1. Direction and Location Words

Direction Words: 上/下/前/後/左/右/東/南/西/北/裏/外/旁

(shàng/xià/qián/hòu/zuǒ/yòu/dōng/nán/xī/běi/lǐ/wài/páng)

Direction words are often used in conjunction with suffixes like 邊、面、頭 (lǐ, biān, tóu). Together they form a place word, e.g.:

- 上邊/面/頭 (shàngbian/mian/tou)
  top

- 前邊/面/頭 (qiánbian/mian/tou)
  front

- 後邊/面/頭 (hòubian/mian/tou)
  back

- 下邊/面/頭 (xiàbian/mian/tou)
  bottom
內邊/面/頭 (lǐbian/mian/tou)  
inside

外邊/面/頭 (wàibian/mian/tou)  
outside

中間 (zhōngjiān)  
middle

左邊/面 (zǒubian/mian)  
left

右邊/面(yòubian/mian)  
right

旁邊 (pángbian)  
side
北邊/面 (běibian/mian)
North

西邊/面 (xībian/mian)
West

東邊/面 (gōngbian/mian)
East

南邊/面 (nánbian/mian)
South

Note: The combination of a noun with 上 (shàng; on) or 裏 (lǐ; in) often occurs in location words, e.g., 桌子上 (zhuōzi shàng, on the table), 黑板上 (hēibān shàng, on the blackboard), 墙上 (qiáng shàng, on the wall), 书上 (shū shàng, in/on the book). 学校里 (xuéxiào lǐ, in the school), 办公室里 (bànghōngshì lǐ, in the office), 教室里 (jiàoshì lǐ, in the classroom). 電视里 (diànshì lǐ, on TV). The word 裏 (lǐ) cannot be used after some proper nouns such as the name of a country or a city.

*中國裏 *(Zhōngguó lǐ)

*上海裏 *(Shànghǎi lǐ)

A direction word + 邊/面/頭 (biān/miàn/tóu) combination can follow a noun to indicate a location, e.g., 圖書館的 (túshūguǎn de) pángbian (near the library); 學校的 (xuéxiào de) lǐmiàn (inside the school); 桌子的 (zhuōzi de) shàngtou (on the table); 教室的 (jiàoshì de) wàimian (outside the classroom); 城市的 (chéngshì de) 北邊 (běibian) (north of the city). In these expressions the particle 的 (de) following the noun is optional.
2. Comparative Sentences with 沒有 (méiyǒu)

We can also use 沒有 (méiyǒu) to make comparisons. In a comparative sentence with 沒有 (méiyǒu), the pronoun 那麼 (nàme) is sometimes added to the sentence. [See more on 那麼 (nàme) below.]

(1) 我弟弟沒有我高。

Wǒ dìdi méiyǒu wǒ gāo.

(My younger brother is not as tall as I am. = I am taller than my brother.)

(2) 上海沒有台北熱。

Shànghǎi méiyǒu Táiběi rè.

(It is not as hot in Shanghai as in Taipei.)

(3) 他姐姐沒有他妹妹那麼喜歡買衣服。

Tā jiějie méiyǒu tā mèimei nàme xǐhuān mài yīfu.

(His older sister does not like to buy clothes as much as his younger sister does. = His older sister might like to buy clothes also, but not as much as his younger sister.)

(4) 我沒有她那麼喜歡看電影。

Wǒ méiyǒu tā nàme xǐhuān kàn diànyǐng.

(I’m not as fond of movies as she is. = I don’t dislike movies, but she certainly likes movies more than I do.)

沒有 (méiyǒu) and 不比 (bù bǐ)

Both 沒有 (méiyǒu) and 不比 (bù bǐ) can be used to show that one thing is of a lesser degree than the other. While 沒有 (méiyǒu) means “less than,” 不比 (bù bǐ) means “no more than” Compare the following sentences.
(5) A: 你弟弟比你高嗎？
   Nǐ dìdi bǐ nǐ gāo ma?
   (Is your younger brother taller than you?)

   B: 我弟弟不比我高。
   Wǒ dìdi bù bǐ wǒ gāo.
   (My younger brother is not taller than I am. = My brother could be shorter than I am or could be as tall as I am.)

   C: 我弟弟沒有我高。
   Wǒ dìdi méiyǒu wǒ gāo.
   (My younger brother is not as tall as I am. = My brother is shorter than I am.)

(6) A: 今天比昨天熱嗎？
   Jīntiān bǐ zuōtiān rè ma?
   (Is today hotter than yesterday?)

   B: 今天不比昨天熱。
   Jīntiān bù bǐ zuōtiān rè.
   (Today is not [that much] hotter than yesterday. = It’s about the same.)

   C: 今天沒有昨天熱。
   Jīntiān méiyǒu zuōtiān rè.
   (Today is not as hot as yesterday. = Today is cooler.)

### A Quick Summary of Comparative Sentences

<table>
<thead>
<tr>
<th></th>
<th>比 (bǐ)</th>
<th>大 (dà)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>比 (bǐ)</td>
<td>大 (dà)</td>
<td>A&gt;B</td>
</tr>
<tr>
<td>A</td>
<td>不比 (bǐ)</td>
<td>大 (dà)</td>
<td>A&lt;B or A=B</td>
</tr>
<tr>
<td>A</td>
<td>沒有 (bǐ)</td>
<td>大 (dà)</td>
<td>A&lt;B</td>
</tr>
</tbody>
</table>
3. 那麼 (nàme) Indicating Degree

那麼 (nàme) is an intensifier. It is often placed before adjectives or verbs such as 想, 喜歡, 會, 能 and 希望, to denote a high degree.

(1) 你那麼不喜歡寫日記，就別寫了吧。

Nǐ nàme bù xǐhuān xiě rìjì, jiù bié xiě le ba.
(Since you dislike writing journals so much, why don’t you quit doing so?)

沒沒有那麼 (méiyǒu nàme) means “not reaching the point of.”

(2) 弟弟沒有哥哥那麼帥，那麼酷。

Dìdì méiyǒu gége nàme shuài , nàme kù.
(The younger brother is not as handsome and cool as the older brother.)

(3) 坐地鐵沒有坐公共汽車那麼麻煩。

Zuò dìtiě méiyǒu zuò gōnggòng qìchē nàme máfán.
(Riding the subway is not as much of a hassle as riding the bus.)

(4) 這個樣子沒有你說的那麼合適。

Zhè gè yàngzǐ méiyǒu nǐ shuō de nà me héshì.
(This style is not as suitable as you said.)

(5) 這張地圖沒有那張地圖那麼新。

Zhè zhāng ditú méiyǒu nàzhāng ditú nàme xīn.
(This map is not as new as that one.)

By using 那麼 (nàme) the speaker affirms the certain attributes of something or somebody in question.

P. 74. B.
4. 到 (dào) + Place + 去 (qù) + Action

In this structure, the combination of “到 (dào) + Place + 去 (qù) + Action” denotes the purpose of going somewhere.

(1) 我要到中國去學中文。

Wǒ yào dào Zhōngguó qù xué Zhōngwén.
(I want go to China to learn Chinese.)

(2) 他到圖書館去借書了。

Tā dào túshūguǎn qù jièshū le.
(He went to the library to check out some books.)

(3) 我們到飛機場去送李小姐。

Wǒmen dào fēijīchǎng qù sòng Lǐ xiǎojie.
(We went to the airport to see Miss Li off.)

P. 76 D. E.
5. The Dynamic Particle 過 (guo)

The dynamic particle 過 (guo) is used to denote a past experience or occurrence which did not continue to the present but, typically, had an impact on the present.

(1) 我在中國城工作過一年，所以我知道怎麼走。
Wǒ zài zhōngguóchéng gōngzuò guò yīnián, suǒyǐ wǒ zhīdào zěnme zǒu.
(I worked in Chinatown for a year, so I know how to get there.)
[The fact that the speaker worked in Chinatown for a year is the reason why he/she knows how to get there.]

(2) 我見過李友，(所以知道)她很高。
Wǒ jiàn guò Lǐ Yǒu，(suǒ yǐ zhī dào) tā hěn gāo.
(I’ve met Li You before, [so I know] she is very tall.)

(3) A: 運動場遠不遠，你知道嗎?
Yùndòng chǎng yuǎn bú yuǎn, nǐ zhīdào ma?
(Do you know if the sports field is far from here?)

B: 運動場我去過，(所以我知道)不遠。
Yùndòngchǎng wǒ qù guò, (suǒyǐ wǒ zhīdào) bú yuǎn.
(I’ve been to the sports field, [so I know] it is not far away.)

In this kind of sentence temporal expressions are often either unspecified or completely absent. If the latter is the case, the implied time for the action or event is 以前. Sometimes 以前 can appear in the sentence as well.

(4) 我以前去過中國城，知道怎麼走。
Wǒ yǐ qián qù guò zhōngguóchéng，zhīdào zěnme zǒu
(I’ve been to Chinatown before. I still remember how to get there.)

(5) 以前我們見過面，可是沒說過話。
Yǐqián wǒmen jiànguò miàn，kěshì méi shuōguo huà.
(We’ve met before, but we’ve never spoken to each other.)
An expression indicating a specific time can also occasionally appear in a sentence with 過 (guo).

(6) A: 你見過李小姐嗎？
    Nǐ yǒu méiyǒu jiànguo Lǐ Xiǎojie?
    (Have you ever met Miss Li?)

    B: 見過，上個月還見過她。
    Jiànguo, shàngge yuè hái jiànguo tā.
    (Yes. I even saw her as recently as last month.)

P.89 F
6. Reduplication of Verbs

Like adjectives, verbs can also be reduplicated. Reduplication of a verb in this lesson refers to an anticipated or requested action, and it makes the tone of the sentence milder.

(1) 老師，您再說說什麼時候用“了”，好嗎？
   Lǎoshī, nín zài shuōshuo shíme shíhòu yòng “le”, hǎo ma?
   (Teacher, would you say a bit more about when to use “le”, please?)

(2) 媽，您看看，我這樣寫對不對？
   Mā, nín kànkan, wǒ zhèyàng xiě duì bú duì?
   (Mom, take a look—did I write this correctly or not?)

(3) 我用用你的電腦可以嗎？
   Wǒ yòngyòng nǐ de diànnǎo kěyǐ ma?
   (May I use your computer for a minute?)

(4) 你幫我找找我的筆，好嗎？
   Nǐ bāng wǒ zhǎozhao wǒ de bǐ, hǎo ma?
   (Could you help me look for my pen for a second?)

(5) 你考完試，我們一起去公園走走，聊聊天兒。
   Nǐ kǎo wán shì, wǒ men yī qǐ qù gōngyuán zǒuzou, liáoliáo tiān ér.
   (Let’s take a walk in the park and have a chat after your exam.)

(6) 她想看看我的新手機。
   Tā xiǎng kànkàn wǒ de xīn shǒujī.
   (She wants to take a look at my new cell phone.)
7. Resultative Complements (II)

The following are resultative complements that we have come across so far:

a. 完 (wán)
   看完 (kàn wán) (finish reading)
   吃完 (chī wán) (finish eating)
   喝完 (hē wán) (finish drinking)
   考完 (kǎo wán) (finish an exam)
   買完 (mǎi wán) (finish buying)

b. 到 (dào)
   找到 (zhǎo dào) (find something successfully)
   看到 (kàn dào) (see [something/someone] successfully)
   聽到 (tīng dào) (hear [something/someone])
   買到 (mǎi dào) (buy [something] successfully)

c. 見 (jiàn)
   看見 (kàn jiàn) (see) = 看到 (kàn dào)
   聽見 (tīng jiàn) (hear) = 聽到 (tīng dào)

d. 好 (hǎo)
   做好 (zuò hǎo) (do something successfully)
   買好 (mǎi hǎo) (buy something successfully)
   準備好 (prepare something, which is ready)

e. 錯 (cuò)
   買錯 (mǎi cuò) (buy the wrong thing)
   找錯 (zhǎo cuò) (give the wrong change; find the wrong person or thing)
The collocation of a verb with its resultative complement is not random; one has to memorize a verb together with its resultative complement. Some resultative complement is semantically related to the object. In the sentence 我寫錯了字 (Wǒ xiě cuòle zì; I wrote the character wrong), for instance, it is the object “the character” 字 (zì) that is “wrong” 錯 (cuò). Sometimes, however, a resultative complement is related to the subject, e.g., in the sentence 我學會了 (Wǒ xué huì le; I have learned it), the complement 會 (huì) is semantically related to 我 (wǒ), the subject of the sentence.
8. 一 ...就 ... (yī... jiù..., as soon as... then...)  
This structure connects two actions. It can be used to combine actions in two different types of situations: habitual situations or one-time situations.

a. Habitual situations: whenever the first action occurs, the second action immediately follows.

(1) 他一上課就想睡覺。

Tā yī shàng kè jiù xiǎng shuìjiào.

(He feels sleepy as soon as classes start.)

(2) 我姐姐一高興就唱歌。

Wǒ jiějie yī gāoxìng jiù chàng gē.

(My older sister sings whenever she is happy.)

(3) 小張一喝酸辣湯就不舒服。

Xiǎo Zhāng yī hē suānlà tāng jiù bù shūfu.

(Little Zhang feels funny as soon as he has hot-and-sour soup.)

b. In a one-time situation, the second action takes place as soon as the first is completed.

(4) 那個中國飯館不遠，到第二個路口，往右一拐就到了。

Nà ge Zhōngguó fànguǎn bù yuǎn, dào dì-èr ge lùkǒu, wàng yòu yī guǎi jiù dào le.

(That Chinese restaurant is not far. Turn right at the second intersection, and you are right there.)

(5) 這課的語法很容易，我一看就懂。

Zhè kè de yǔfǎ hěn róngyì, wǒ yī kàn jiù dǒng.

(The grammar in this lesson is very easy. I understood it the moment I read it.)