Lesson Sixteen Dating

第十六課 約會

Di Shíliù Kè Yuēhuì

GRAMMAR

1. Descriptive Complements (II)

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

(1) 我們玩得很高興。
Wǒmen wán de hěn gāoxìng.
(We had a very good time.)

(2) 孩子笑得可愛。
Háizi xiào de hěn kě’ài.
(The kid has a very cute smile.)

(3) 他打球打得很累。
Tā dǎ qiú dǎ de hěn lèi.
(He was worn out from playing ball.)

(4) 他高興得又唱又跳。
Tā gāoxìng de yòu chàng yòu tiào.
(He was happy, and he was singing and dancing.)

In the sentences above, the verbs 玩, 笑, 打球 (wán, xiào, dǎ qiú) and the adjectives 高興 (gāoxìng) give the causes while the complements 高興, 可愛, 累 (gāoxìng, kě’ài, lèi) and 跳又唱又跳 (yòu chàng yòu tiào) describe the effects on the subject.

As shown in (1), (2), and (3), when 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) *他高興得没有又唱又跳。
(Tā gāoxìng de méiyou chàng yòu tiào.)
2. Potential Complements

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

(1) 跳舞太难，我学不会。

Tiàowǔ tài nán, wǒ xué bu huì.
(It’s too hard to dance. I will not be able to learn it.)

(2) A: 你晚上六点半能回来吗？我等你吃晚饭。

Nǐ wǎn shàng liù diǎn bàn néng huí lái 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 dé kāi huì, liù diǎn bàn huí bù lái.
(I have a meeting, and can’t make it back by 6:30 p.m.)

(3) 这张碟我今天看不完。

Zhè zhāng dié wǒ jīntiān 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 zěnme xiě, wǒ xiǎng bu qǐlai le.
(I don’t remember how to write that character.)

(5) 健康保险太贵，我买不起。

Jiàn kāng bǎo xiǎn tài guì, wǒ mǎi bù qǐ.
(Health insurance is too expensive. I can’t afford it.)

(6) A: 这封中文信你看得懂吗？

Zhè fēng zhōngwén xìn nǐ kàn de dōng ma?
(Can you understand this Chinese letter [or not]?)

B: 我看得懂。

Wǒ kàn de dōng.)
(I can understand it.)
Potential complements usually appear in negative sentences. They are used in affirmative sentences much less often, mostly in answering questions that contain a potential complement, as in (6).

The affirmative form and the negative form of a potential complement can be put together to form a question.

(7) 五十個餃子你吃得完吃不完？

(Wǔ shí gè jiǎo zǐ nǐ chī dé wán chī bú wán?)
(Can you eat fifty dumplings or not?)

Potential complements are an important feature of Chinese. They 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 (bùnéng) + verb + resultative-directional complement” construction. For example, 做不完 (zuò bu wán) means “not being able to finish,” while 不能做完 (bù néng zuò wán) conveys the idea of “not being allowed to finish.”

(8) 老師說得太快，我聽不清楚。

Lǎoshī shuō de tài kuài, wǒ tīng bù qīngchu.
(The teacher speaks too fast. I can’t hear [him] clearly.)

(8a) *老師說得太快，我不能聽清楚。

* Lǎoshī shuō de tài kuài, wǒ bù néng tīng qīngchu.

(9) 今天的功課太多，我做不完。

Jīntiān de gōngkè tài duō, wǒ zuò bu wán.
(There is too much homework today. I can’t finish it.)

(9a) *今天的功課太多，我不能做完。

* Jīntiān de gōngkè tài duō, wǒ bù néng zuò wán.

A potential complement cannot be used in a 把 sentence either.

(9b) *我把今天的功課做完。

* Wǒ bǎ jīntiān de gōngkè zuò bu wán.
3. 就 (jiù, only)

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

(1) 我們班人很少，就七個學生。

Wǒmen bān rén hěn shǎo, jiù qī gè xuéshēng.
(Our class is small. There are only seven students.)

(2) 今天功課很少，就五個漢字。

Wǒ jiù rènshi wǔshí ge hànzì.
(There’s little homework today—only five Chinese characters.)

(3) 我們一家五口，就你對味精過敏。

Wǒmen yījiā wǔ kǒu，jiù nǐ duì wèijīng guòmǐn.
(There were five people in our family. Only you are allergic to MSG.)

(4) 三個房間我打掃了兩個，就一個房間還沒整理。

Sān gè fáng jiān wǒ dǎ sǎo le liǎng gè，jiù yī gè fáng jiān hái méi zhěng lǐ.
(I have cleaned two of the three rooms. Only one room hasn’t been tidied up yet.)

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4. Directional Complements

• Directional complements indicate the direction in which a person or object moves such as:

<table>
<thead>
<tr>
<th>Directional Complements</th>
<th>Chinese Characters</th>
</tr>
</thead>
<tbody>
<tr>
<td>上下 (shàng xià)</td>
<td>起 (qǐ)</td>
</tr>
<tr>
<td>進出 (jìn chū)</td>
<td>開 (kāi)</td>
</tr>
<tr>
<td>來去 (lái qù)</td>
<td>過 (guò)</td>
</tr>
<tr>
<td>回 (huí)</td>
<td>到 (dào)</td>
</tr>
</tbody>
</table>
Directional Complements

• Simple directional complements
  – Verb + 來去
  – Verb + 上下進出回過起開到

• Compound directional complements
  – Verb + 上下進出回過起開到來去 + 來去
Simple directional complements

• Pattern 1: Verb + 來 去
  – The complements 來 and 去 indicate the speaker's positions.

• Pattern 2: Verb + 上下進出回過起開到
  – The complements indicate the direction of the action.
Pattern 1: 來/去

- 來(to come) describes an action moving towards the place where the speaker is.

- 去(to go) describes an action moving away from the place where the speaker is.

- Exercise. 拿來 vs. 拿去
  ná lai  ná qu
### Pattern 1: 來/去

<table>
<thead>
<tr>
<th>A. Subject</th>
<th>Verb</th>
<th>Place word Noun (Phrase)</th>
<th>來去</th>
</tr>
</thead>
<tbody>
<tr>
<td>她 tā</td>
<td>下 xià</td>
<td>樓 lóu</td>
<td>Lai</td>
</tr>
<tr>
<td></td>
<td>上 shàng</td>
<td>樓 lóu</td>
<td>qu</td>
</tr>
</tbody>
</table>
她去哪？
她去哪？
我去哪？
### Pattern 1: 來/去

<table>
<thead>
<tr>
<th>A. Subject</th>
<th>Verb</th>
<th>Place word Noun (Phrase)</th>
<th>來去</th>
</tr>
</thead>
<tbody>
<tr>
<td>你 nǐ</td>
<td>買 mǎi</td>
<td>一些水果 yī xiē shuǐguǒ</td>
<td>來来</td>
</tr>
<tr>
<td>你 nǐ</td>
<td>送 sòng</td>
<td>吃的東西 chī de dōngxi</td>
<td>去去</td>
</tr>
</tbody>
</table>
Pattern 1: 來/去

• Subject + Directional Verb + Place + 來/去
  (上下進出回過到)
  - 到 學校 來
  - 回 家 去

• Subject + Regular Verb + Noun + 來/去
  - 帶 水 去
  - 拿 錢 來
Come upstairs! (use 上)
Let’s go up to the mountains (use 上)
Welcome to Beijing! (use 到)
I want to go to Paris. (use 到)
Exercise

A: 我明天晚上有個potluck party,你可 以來嗎?
B: 好呀, 要我帶什麼東西去?
A: 可以請你帶______來嗎?
B: 好的,沒問題.
Pattern 1: 來/去 (another way)

- A. Subject + Verb + Place/Noun + 來/去
- B. Subject + Verb + 來/去 + Noun
  - 1) regular verb + noun
  - 2) the action is completed.

- Ex. ‘He brought some fruit here.’

A. 他 買了 一些水果 來
   tā mǎile yì xiē shuǐguǒ  lái

B. 他 買 來了 一些水果
   tā mǎi lai le yì xiē shuǐguǒ
還可以怎麼說

• 她拿出一本書來 →

• 她買回一本書來 →
Simple directional complements

• **Pattern 1**: Verb + 來 去
  – The complements 來 and 去 indicate the speaker's positions.

• **Pattern 2**: Verb + 上下進出回過起開到
  – The complements indicate the direction of the action.
**Pattern 2**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Complements</th>
<th>Place word/ Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>上下進出回過起開到</td>
<td></td>
</tr>
</tbody>
</table>

- 他 走 上 樓  
  tā zǒu shàng lóu  
  he walk up stair  
  ‘He walked upstairs.’
Pattern 2

• 老師 走 進 教室
  lǎoshī zǒu jìn jiāo shì
  teacher walk enter classroom
  ‘The teacher walked into the classroom.’

• 他 拿 出 一張紙
  tā ná chū yī zhāng zhǐ
  he take out a piece of paper
  ‘He took out a piece of paper.’
### Pattern 2

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Complements</th>
<th>Place word/ Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>run</td>
<td>in (enter)</td>
<td>the classroom</td>
</tr>
<tr>
<td>I</td>
<td>put</td>
<td>down</td>
<td>the book</td>
</tr>
<tr>
<td>He</td>
<td>walk</td>
<td>out</td>
<td>the bookstore</td>
</tr>
<tr>
<td>I</td>
<td>walk</td>
<td>to (arrive)</td>
<td>the library</td>
</tr>
</tbody>
</table>
Compound directional complements

Combine

上下進出回過起開到來去

with

來去
<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Complements</th>
<th>Place/Noun</th>
<th>來/去</th>
</tr>
</thead>
<tbody>
<tr>
<td>她 tā</td>
<td>走 zǒu</td>
<td>下 xià</td>
<td>樓 lóu</td>
<td>來 lai</td>
</tr>
</tbody>
</table>

A. Verb + 上/下… + Place/Noun + 來/去
A. Verb + 上/下… + Place/Noun + 來/去

- 老師 走 進 教室 來/去
  lǎoshī zǒu jìn jiāo shì lai/qu
  teacher walk enter classroom
  ‘The teacher walked into the classroom.’
  Note: Use 來: speaker is in the classroom
  Use 去: speaker is not in the classroom.

- 他 拿 出 一張紙 來
  tā ná chū yī zhāng zhǐ lai
  he take out a piece of paper
  ‘He took out a piece of paper.’
A. Verb + 上/下… + Place/Noun + 來/去

• 弟弟 跳 上 床 來/去
dìdì tiào shàng chuáng lái/qu
‘My little brother jump up onto the bed.’

• 我的 同學 走 進 書店 來/去
wǒ de tóngxué zǒu jìn shūdiàn
‘My classmate walked into the bookstore.’
A. Verb + 上/下… + Place/Noun + 來/去

請你買回一些梨來
qǐng nǐ mǎi huí yīxiē lí lái
‘Please buy some pears and bring them back here.’

請大家都拿起筆來
qǐng dàjiā dōu ná qǐ bǐ lái
‘Please pick up a men, everyone.’
請 大家 都 拿 起 筆 來
qǐng dàjiā dōu ná qǐ bǐ lái
‘Please pick up a pen, everyone.’

• Note:
  – 起 signifies a movement from a lower point to a higher point.
  – 起 compounds only with 來, never with 去.
  – 上 ≠ 起
    • 上 + place word 走上樓
    • *起 + place word *走起樓
It’s cold outside, come in!
It’s cold outside. Let’s go in.
It’s hot in the house. Come out.
The weather is nice. Let’s go out and take a walk.
• He should walk down (to here).

• I’ll walk up.
You go down the stairs to take a look

Who is it?

knock knock
A. Verb + 上/下… + 來/去 + Noun

- Only when the object is a regular noun.
- The action is completed.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Complements</th>
<th>來/去</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>她 tā</td>
<td>買 mǎi</td>
<td>回 huí</td>
<td>來了 laile</td>
<td>一些水果 yī xiē shuǐguǒ</td>
</tr>
</tbody>
</table>
Combine with 把 construction

• 把 + object + Verb + 來/去

請 把 你的床 搬 來
qǐng bǎ nǐdechuáng bān lái
‘Please move your bed here’

把 這杯冰茶 拿 去
bǎ zhèbēibīngchá ná qù
‘Take this glass of iced tea [with you].’
Combine with 把 construction

• 把 + object + Verb + 上/下…+ 來/去

我 把 書 拿 起 來 了
wǒ bǎ shū ná qǐ lái le
‘I picked up the book.’

快 把 車 開 回 家 去
kuài bǎ chē kāi huí jiā qù
‘Drive the car back home right away.’
You are moving into the second-floor apartment in the house shown in the picture on the left. You are standing with all your stuff on the first floor, while the previous tenant has left behind some of her stuff upstairs. Tell the movers how to finish the move.
Answer the questions with...

• 把_____搬/拿 上 （樓） 去
  bǎ_____bān/ná  shang  （lóu ）  qu

• 把_____搬/拿 下 （樓） 去
  bǎ_____bān/ná  xia  （lóu ）  qu
Exercise

• 請到這邊來  請到那邊去

• 請你跳進去/來  請你跳出來/去

• 請把----拿過來  請把----拿過去

• 請把----拿起來  請把----放下去
5. Reduplication

• 魏先生: 你 再 想想

  nǐ zài xiǎngxiang

  – Suggestion
  – Soften the tone

  – 聽聽 看看 嚐嚐 找找 用用 寫寫
A: 这是我刚买的鞋，你看看怎么样？

zhè shì wǒ gāng mǎi de xié, nǐ kàn kan zěnmeyàng?
3. [See Language Note 2 from Dialogue II in Lesson 15.]

4. [See Language Note 2 from Dialogue II in Lesson 15.]
Ask nicely

Make these requests to your partner, and try to soften the tone by reduplicating the verb:

1. You would like to see your partner’s family picture.
2. You want your partner to have a look at the characters you have written.
3. You wish to listen to your partner’s MP3.
4. You want to use your partner’s cell phone.
5. You want your partner to help you look for your book.
6. You hope your partner will practice Chinese with you.