



易通汉语
Easy Chinese

WAY TO
Chinese

Learn Chinese

Through 100
Sentence Frames

一百句式汉语通

鲁川 孙文访 主编

外语教学出版社
SINOLINGUA



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藏书章

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1. Readers

Learn Chinese Through 100 Sentence Frames is for English speakers in the global community who are interested in China and are going to come to visit China. The Chinese knowledge of the readers can be none at all or very basic, and they can use this book for self-study.

2. Contents

The practical sentences of a certain language are limitless, but the sentence models are limited. The sentence models of syntactic structure are called *Sentence Patterns*, display with the syntactic constituents of a sentence such as *subject, predicate, object, attribute, adverbial, complement*. *Sentence patterns* are less than 10. In this book, the sentence models of semantic meaning called *sentence frames* are adopted. The *sentence frames* display with meaning categories including *time, location, source, goal*, etc.. There are about 100 *sentence frames*. (Detailed explanation shown in the following “*Meaning Categories in Sentence Frames*”)

This book is organized into ten different topic areas that readers will frequently find themselves in while traveling and living in China. Each topic area includes ten practical *sentence frames*, representing types of daily situations that the readers may find useful. A total of 100 situational *sentence frames* are provided in this book. In addition to the *sentence frames*, other related useful vocabulary are also provided. For each situation the readers can conveniently substitute related vocabulary into the *sentence frame*, making new sentences for their individual needs.

The ten topic areas are as follows:

- I. Useful Expressions II. Persons and Things III. Time and Location IV. Shopping
 V. Eating and Drinking VI. Accommodation VII. Transportation
 VIII. Learning and Work IX. Culture and Recreation X. Sports and Health

3. How to use this book?

This book is different from Chinese textbooks used in the classroom. We take the needs of beginners as the first priority and focus on training the ability of self-study of the readers.

(1) Firstly, the readers will learn some useful expressions, such as greetings and introductions; expressing happiness; praising; apology; saying goodbye, etc..

(2) The readers can find the English *sentence frames* from the ten parts in the contents based on their needs. For example, if a reader wants to say: “Where is the subway station?” he should find VII. Transportation 交通 [jiāotōng] from the contents first. Then, he will find sentence frame 068 in this section:

068 Where is the subway station?

地铁站在哪里?

Dìtiězhàn zài nǎlǐ ?

(3) The ability of self-study and acquiring Chinese knowledge independently shall be trained, especially the ability of asking questions according to different conditions. The first sentence of the title of each *sentence frame* is an interrogative sentence in terms of the declarative sentence in the frame. If the readers master the usage of the interrogative sentences, they can ask in Chinese for information needed. Also, they can enlarge their Chinese vocabulary and make more sentences at any time and in any place.

(4) In this book, one *sentence frame* is one table constituted by a number of columns of meaning categories. The first line of the table is the sequence positions. The sequence positions will not be more than nine.

(5) In this book, each *sentence frame* takes two pages, on the left page is the *sentence frame* table, on the right page is the vocabulary table, and in between are grammar notes. Self-learners are suggested to focus on

grasping the sentence frames on the left page, for the Chinese language doesn't have morphological changes. The main grammatical means of Chinese is sequence. And the *sentence frames* provide the learners with the sequences of categories in Chinese basic sentences and their equivalent sequences of English translation. Vocabularies in the table on the right page are optional for the readers to learn step by step based on individual needs.

(6) The orders of the meaning categories in Chinese basic *sentence frames* are fixed. The order of the meaning categories in a basic *sentence frame* without context movement is as follows: ① subjective; ② causative; ③ time; ④ location; ⑤ follower; ⑥ beneficiary; ⑦ verbal ⑧ dative; ⑨ objective.

Among the meaning categories, the sequence position of number seven ⑦ is the predicate verb of the sentence. It mainly gives expression to action, state, existing, mentality, possessing, linking etc..

4. The main features of Chinese grammar explained in the notes

In this book, the features of Chinese grammar are separately explained in the notes of the *sentence frames*. They are briefly as follows:

(1) In Chinese, words don't have morphological changes. For example, Chinese verbs don't have tenses and voices; and adjectives need not to be changed into comparative degrees, such as “good → better → best” in comparative sentences.

(2) The word order of interrogative sentences is the same as that of declarative sentences.

① “吗 [ma]” is positioned at the end of a declarative sentence to form a *yes-or-no question*.

② Interrogative pronouns (Wh-) are positioned where the answer are expected to form interrogative sentences.

(3) The attributives and even the attributive clauses are always positioned before the head.

(4) The adverbials and even the adverbial clauses are always positioned before the predicate verb in a sentence.

(5) The complement indicates the result, direction and degree of an action, a state or a change. Therefore it is always attached after the predicate verb in a sentence.

(6) The genetic structural unit of Chinese is a monosyllabic *sinogram*. In general one *sinogram* stands for one basic concept. Combinations of two or more than two *sinograms* stand for compound concepts.

(7) The main word formation type of Chinese compound nouns is “attribute + head.” The attributes in general are *sinograms* indicating the features of the heads, and the heads are *sinograms* standing for categories. In the following words: “卧室 [wòshì] (bedroom)”, “教室 [jiàoshì] (classroom)”, “暗室 [ànshì] (darkroom)”, “展室 [zhǎnshì] (showroom)”, “调度室 [diàodùshì] (control-room)”, “阅览室 [yuèlǎnshì] (reading-room)”, “吸烟室 [xīyānshì] (smoking-room)”, “会议室 [huìyìshì] (meeting-room)”, the *sinogram* “室 ([shì])” stands for the category of “**room**”.

5. Marks

[] denotes the content inside is *Pinyin* of Chinese words, for example: “爸 [bà].”

() denotes the content inside is the English translation or the Chinese translation, for example “爸 (dad).”

{ } indicates that the content inside can be dropped out.

一、《一百句式汉语通》的对象

《一百句式汉语通》面向全世界对中国感兴趣或来中国观光的外国人。读者可以是汉语水平为“零”或具有初级汉语水平的自学者，但他们都以英语为母语或第二语言。

二、《一百句式汉语通》的内容

一种语言的“实际句子”是无限的，而“句子模式”是有限的。句法上的句子模式叫做“句型”，以“主语、谓语、宾语、状语、补语”的句子成分来展示。“句型”种类太少而不到10个。本书采用语义上的100种句子模式，叫做“句式”，以“时间、地点、起点、终点”的语义类别（义类）来展示。（详见后面的“句式中的义类”）。

本书提供：①英汉对照的“句式框架”，②英汉对照的“分类词语”，③英汉对照的“语法注解”，④英汉对照的“情景对话”。也就是“句式框架、填充词语、语法要点、情景交际”的四结合。本书按“情景”分为十大部分。每个部分包括十个“句式框架”，共计“一百个适应情景的句式框架”（详见后面“句式的目录”）。

三、《一百句式汉语通》的编写方式和学习者如何使用这本书

本书跟其他在课堂学习汉语的课本不同。编写时首先考虑的是初学汉语者的需求和对其自学能力的培养。

1. 先学一些最有用的交际“短句”，如：“打招呼，表示高兴，相互介绍，称赞，感谢，道歉，再见”

等等。

2. 学习者根据自己想说的内容,从目录的“情景”中找到所需的英语句式。如想说“Where is the subway station?”在目录中找到“VII. Transportation 交通”,就能找到所需的068句式:“Where is the subway station? 地铁站在哪里?”

3. 尽快培养学习者独立获取汉语知识的自学能力,特别是在各种条件下如何“提问题”的询问能力。每个句式框架的标题中的第一行句子都是一个向框架中的“叙述句”提问的“疑问句”。学习者学会了“疑问句”就能在各种“情景”中向当地人询问和请教,随时随地扩充自己的汉语词汇和句子。

4. 一个“句式”是由若干个“义类栏”所组成的“表格”。表格的第一行是“序位”,序位最多不超过9个。

5. 每一个“句式”占两页,左页是句式“表格”,右页是“词语表”,中间是“注解”即语法提示。对于自学者来说,左页的“句式”是要掌握的重点,因为汉语没有“词形变化”,最主要的语法手段就是“语序”。着重地掌握左页的“句式”就是尽快学会汉语常用句的“语序”。至于右页的“词语表”是自由掌握的,即根据自己的条件逐步学习的,即使暂时不学右页的“词语表”也不妨碍学习下一个左页的“句式”。

6. 汉语基本句式各种“义类”的顺序是固定的,在没有“语境移位”的条件下,基本句式的“义类”顺序如下:①主体,②原由,③时间,④地点,⑤伴体,⑥涉体,⑦述谓,⑧邻体,⑨客体。

其中第⑦序位“述谓”就是句子的谓语动词,主要体现为“动作、状态、存在、心态、领有、联系”等。

四、《一百句式汉语通》的“注解”中叙述了汉语语法的主要特点

本书的“注解”针对各个“句式”的内容,分散地叙述了汉语语法的特点。归纳起来主要有以下几点:

1. 汉语没有“词形变化”,动词没有“时态、语态”的变化,形容词没有“级”的变化等。

2. 汉语“疑问句”的语序跟“叙述句”的语序基本相同：

① “是否疑问句”在“叙述句”之后加“吗”。

② “特指疑问句”中的“疑问词”的位置就是它所指代的“词语”在叙述句中原来的位置。

3. 汉语“定语”一律在“中心语”之前。

4. 汉语“状语”一律在“谓语动词”之前。

5. 汉语“补语”表示“行动”的结局、趋向或程度。一律在“谓语动词”之后。

6. 汉语的基本结构单位是单音节的“字”，通常一个“字”表示一个简单概念。几个“字”组合表示复合概念。

7. 汉语构词类型最多的是“定中结构”，其中前边是“特征字”，后边是“类别字”。汉语“类别字”之一相当于英语的 -room (室)。例如：“卧室”(bedroom)、“教室”(classroom)、“暗室”(darkroom)、“展示室”(showroom)、“调度室”(control room)、“阅览室”(reading room)、“吸烟室”(smoking room)、“会议室”(meeting room)。

五、《一百句式汉语通》所用符号的说明

[] 内为汉语词语的“拼音”，如：“爸 [bà]”。() 内为英语或汉语对译。{ } 表示省略。

Introduction to *Pinyin* of Chinese 汉语“拼音”简介

The script of Chinese is sinograms (Chinese characters). Each sinogram has a distinct pronunciation. *Pinyin* is a set of phonetic symbols for marking the pronunciation of sinograms. In this book, *Pinyin* of Chinese word is put in [], such as 爸 [bà] (dad).

汉语的文字是“汉字”(曾译为 Chinese characters 现根据《文字学术语》译为 sinograms)。每个汉字都有确定的读音。“拼音”是标注汉字读音的符号，本书中汉语词汇的“拼音”置于 [] 内，如：爸 [bà] (dad)。

1. Chinese syllables 汉语的音节

The pronunciation of a sinogram is a *syllable*, which consists of three parts: ① an *initial* (the beginning consonant), ② a *final* (the rear vowels and nasal consonants), ③ and a *tone* (the rise and fall of sound within the whole syllable). For instance, the syllable “爸 [bà]”: “b” is the initial, “a” is the final, “`” over the final vowel is the tone.

The *tone* is not only the rise and fall sound in the *final*, but the rise and fall of sound in the whole syllable, as follows.

a syllable (音节): bà [爸] (dad)	(the tone) `	
	(the initial) b	a (the final)

一个汉字的读音是一个“音节”。音节由三个部分组成：①声母(音节开头的辅音)、②韵母(音节后部的元音及鼻辅音)、③声调(整个音节的升和降)。如“爸 [bà]”: “b”是声母，“a”是韵母，上方的“`”是声调。声调不只是“韵母”的升和降，而是包括“声母”和“韵母”的整个“音节”的升和降，如上图所示。

2. The following are the *initials* and their similar English phonemes. 下面是“声母”及近似的英语发音。

Initial 声母	Similar English 近似音	Initial 声母	Similar English 近似音	Initial 声母	Similar English 近似音
b	like “b” in “boob”	g	like “g” in “get”	sh	like “sh” in “shoot”
p	like “p” in “poop”	k	like “k” in “kept”	r	like “r” in “root”
m	like “m” in “mood”	h	like “h” in “hat”	z	like “ds” in “goods”
f	like “f” in “food”	j	like “j” in “jeep”	c	like “ts” in “boots”
d	like “d” in “dab”	q	like “ch” in “cheep”	s	like “s” in “bus”
t	like “t” in “tab”	x	like “sh” in “sheep”	w	like “w” in “wet”
n	like “n” in “nab”	zh	like “dr” in “droop”	y	like “y” in “yet”
l	like “l” in “lab”	ch	like “tr” in “troop”		

3. The following are the *finals* and their similar English phonemes. 下面是“韵母”及近似的英语发音。

Final 韵母	Similar English 近似音	Final 韵母	Similar English 近似音	Final 韵母	Similar English 近似音
ɑ	like “a” in “father”	o	like “or” in “order” (英 Br.)	in	like “in” in “machine”
e	like “er” in “her” (英 Br.)	ɑo	like “ow” in “now”	un	like “oon” in “moon”
er	like “er” in “her” (美 Am.)	ou	like “ow” in “know”	ün	like “un” in “lune” (法 Fr.)
ie	like “ye” in “yes”	u	like “u” in “blue”	ang	like “ang” in “tang”
i	like “i” in “poise”	iu	like “you” in “youth”	eng	like “ung” in “lung”
ai	like “ai” in “aisle”	ü	like “u” in “lune” (法 Fr.)	ing	like “ing” in “king”
ei	like “ei” in “eight”	ɑn	like “an” in “answer”	ong	like “woo” + “ng”
ui	like “ui” in “fluid”	en	like “earn” in “earn” (英 Br.)	ye	like “ye” in “yet”

① There are other compound finals beginning with “i” and “u”, which have functions such as “uang = u+ang”. The following are the compound finals.

有些以“i”和“u”开头的加合韵母：“uang = u+ang”，如下表所示。

ia=i+a		iao=i+ao		ian=i+an	iang=i+ang	iong=i+ong
ua=u+a	uo=u+o		uai=u+ai	uan=u+an	uang=u+ang	

② Behind “j, q, x, y”, u = ü. The pronunciation of “ju” is “jü”; the pronunciation of “yu” is “yü”, as follows.

在“j、q、x、y”之后，“u = ü”。“ju”的发音是“jü”；“yu”的发音是“yü”，如下表所示。

ju=jü	jue=jüe	juan=jüan	jun=jün	qu=qü	que=qüe	quan=qüan	qun=qün
xu=xü	xue=xüe	xuan=xüan	xun=xün	yu=yü	yue=yüe	yuan=yüan	yun=yün

4. The following are the *tones* in *Pinyin*. 下面是“拼音”的“声调”。

Tone 声调	Tone mark 调标	Examples 例字
The 1st Tone 第一声	—	八 [bā] eight
The 2nd Tone 第二声	/	拔 [bá] to pull up
The 3rd Tone 第三声	∨	靶 [bǎ] target
The 4th Tone 第四声	∖	爸 [bà] dad
Neutral Tone 轻声	without tone mark 无调标	吧 [ba] (<i>aux.</i>)

Meaning Categories in Sentence Frames 句式中的“义类”

A sentence frame is a table constituted by a number of *columns of meaning categories*. The *meaning categories* are the classifications of semantic relations. The main meaning categories are given below:

一个句式是由若干个“义类栏”所组成的表格。“义类”是按语义关系划分的类。主要的“义类”如下:

Subjective 主体	Causative 原由	Time 时间	Location 地点	Follower 伴体	Beneficiary 涉体	Verbal 述谓	Dative 邻体	Objective 客体
Person 人	Reason 理由	Period 时期	Scope 范围	Tool 工具	Substance 实体	Action 行动	Duration 时量	Relative 系体
Determiner 限定	Purpose 目的		Source 起点	Manner 方式		State 状态	Frequency 频量	Belongings 属物
Attribute 属性	Basis 依据		Goal 终点	Material 材料		Linking 联系	Amount 数量	

Some terms of the *meaning categories*, such as *time, location, source, goal, scope, manner, tool, material, amount, determiner* and *belongings*, are easy to understand. They needn't be explained. However, the other terms of the *meaning categories*, such as *subjective, objective, dative, beneficiary, follower* and *relative*, are difficult to understand. Therefore they need to be explained as follows.

有些“义类”的术语，如“时间、地点、起点、终点、范围、方式、工具、材料、数量、限定、属物”等，是容易理解的，不需再加解释。但是有些“义类”的术语，如“主体、客体、邻体、涉体、伴体、系体”

等，是难以理解的，所以需要进行如下的解释。

(1) *Subjective* is the first substance in an event, including: ① the doer of an action; ② the experiencers of a state, attribute or a change; ③ the initial item of a judgment.

“主体”是一个事件中的第一“实体”：① 行动的执行者；② 状态、属性或变化的担当者；③ 判断的首项。

(2) *Objective* is the second substance in an event, including: ① the substance being affected by an action; ② the substance being perceived; ③ the product being made; ④ the content of information transmitted..

“客体”是一个事件中的第二“实体”：① 行动的受者；② 感知的对象；③ 制作的成品；④ 传递的信息内容。

(3) *Dative* is the third substance in an event, including: ① the receiver of a present; ② the receiver of information transmitted.

“邻体”是一个事件中的第三“实体”：① 赠送的接受者；② 信息传递的接受者。

(4) *Beneficiary* is another substance in an event, including: ① the substance being benefited; ② the substance suffering loss.

“涉体”是一个事件中另外的“实体”：① 受益者；② 受损者。

(5) *Follower* is the substance accompanying the subjective in an event, including: ① the companion of the subjective; ② the substance compared with the subjective in the event.

“伴体”是一个事件中“主体”的伴随者：① 主体的伴侣；② 跟主体相比较的实体。

(6) *Relative* is the substance related with the subjective in an event, including: ① the substance being related to the subjective; ② the final item of a judgment.

“系体”是一个事件中跟主体有关系的“实体”：① 主体的关系者；② 判断的末项。

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