



Chinese Graded Reader

Level 1: 300 Characters

秘密花园

Mìmì Huāyuán

The Secret Garden [SAMPLE]

by Frances Hodgson Burnett

Mind Spark Press LLC

SHANGHAI

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Mandarin Companion Graded Readers

Now you can read books in Chinese that are fun and help accelerate language learning. Every book in the Mandarin Companion series is carefully written to use characters, words, and grammar that a learner is likely to know.

The Mandarin Companion Leveling System has been meticulously developed through an in-depth analysis of textbooks, education programs and natural Chinese language. Every story is written in a simple style that is fun and easy to understand so you improve with each book.

Mandarin Companion Level 1

Level 1 is intended for Chinese learners at an upper-elementary level. Most learners will be able to approach this book after one to two years of formal study, depending on the learner and program. This series is designed to combine simplicity of characters with an easy-to-understand storyline which helps learners to expand their vocabularies and language comprehension abilities. The more they read, the better they will become at reading and grasping the Chinese language.

Level 1 is based on a core set of 300 fundamental characters, ensuring each book's vocabulary will be simple everyday words that the reader is most likely to know. Level 1 books contain approximately 400 unique words, introducing a limited number of new key words relevant to the story.

Key words are added gradually over the course of the story accompanied by a numbered footnote for each instance. Pinyin and an English definition are provided at the bottom of the page for the first instance of each key word, and a complete glossary is provided at the back of the book. All proper nouns have been underlined to help the reader distinguish between names and other words.

What level is right for me?

If you are able to comfortably read this book without looking up lots of words, then this book is likely at your level. It is ideal to have at most only one unknown word or character for every 40-50 words or characters that are read.

Once you are able to read fluidly and quickly without interruption you are ready for the next level. Even if you are able to understand all of the words in the book, we recommend that readers build fluidity and reading speed before moving to higher levels.

How will this help my Chinese?

Reading extensively in a language you are learning is one of the most effective ways to build fluency. However, the key is to read at a high level of comprehension. Reading at the appropriate level in Chinese will increase your speed of character recognition, help you to acquire vocabulary faster, teach you to naturally learn grammar, and train your brain to think in Chinese. It also makes learning Chinese more fun and enjoyable. You will experience the sense of accomplishment and confidence that only comes from reading entire books in Chinese.

Extensive Reading

After years of studying Chinese, many people ask, “why can’t I become fluent in Chinese?” Fluency can only happen when the language enters our “comfort zone.” This comfort comes after significant exposure to and experience with the language. The more times you meet a word, phrase, or grammar point the more readily it will enter your comfort zone.

In the world of language research, experts agree that learners can acquire new vocabulary through reading only if the overall text can be understood. Decades of research indicate that if we know approximately 98% of the words in a book, we can comfortably “pick up” the 2% that is unfamiliar. Reading at this 98% comprehension level is referred to as “extensive reading.”

Research in extensive reading has shown that it accelerates vocabulary learning and helps the learner to naturally understand grammar. Perhaps most importantly, it trains the brain to automatically recognize familiar language, thereby freeing up mental energy to focus on meaning and ideas. As they build reading speed and fluency, learners will move from reading “word by word” to processing “chunks of language.” A defining feature is that it’s less painful than the “intensive reading” commonly used in textbooks. In fact, extensive reading can be downright fun.

Graded Readers

Graded readers are the best books for learners to “extensively” read. Research has taught us that learners need to “encounter” a word 10-30 times before truly learning it, and often many more times for particularly complicated or abstract words. Graded readers are appropriate for learners because the language is controlled and simplified, as opposed to the language in native texts, which is inevitably difficult and often demotivating. Reading extensively with graded readers allows learners to bring together all of the language they have studied and absorb how the words naturally work together.

To become fluent, learners must not only understand the meaning of a word, but also understand its nuances, how to use it in conversation, how to pair it with other words, where it fits into natural word order, and how it is used in grammar structures. No textbook could ever be written to teach all of this explicitly. When used properly, a textbook introduces the language and provides the basic meanings, while graded readers consolidate, strengthen, and deepen understanding.

Without graded readers, learners would have to study dictionaries, textbooks, sample dialogs, and simple conversations until they have randomly encountered enough Chinese for it to enter their comfort zones. With proper use of graded readers, learners can tackle this issue and develop greater fluency now, at their current levels, instead of waiting until some period in the distant future. With a stronger foundation and greater confidence at their current levels, learners are encouraged and motivated to continue their Chinese studies to even greater heights. Plus, they’ll quickly learn that reading Chinese is fun!

About Mandarin Companion

Mandarin Companion was started by Jared Turner and John Pasden who met one fateful day on a bus in Shanghai when the only remaining seat left them sitting next to each other. A year later, Jared had greatly improved his Chinese using extensive reading but was frustrated at the lack of suitable reading materials. He approached John with the prospect of creating their own series. Having worked in Chinese education for nearly a decade, John was intrigued with the idea and thus began the Mandarin Companion series.

John majored in Japanese in college, but started learning Mandarin and later moved to China where his learning accelerated. After developing language proficiency, he was admitted into an all-Chinese masters program in applied linguistics at East China Normal University in Shanghai. Throughout his learning process, John developed an open mind to different learning styles and a tendency to challenge conventional wisdom in the field of teaching Chinese. He has since worked at ChinesePod as academic director and host, and opened his own consultancy, AllSet Learning, in Shanghai to help individuals acquire Chinese language proficiency. He lives in Shanghai with his wife and children.

After graduate school and with no Chinese language skills, Jared decided to move to China with his young family in search of career opportunities. Later while working on an investment project, Jared learned about extensive reading and decided that if it was as effective as it claimed to be, it could help him learn Chinese. In three months, he read 10 Chinese graded readers and his language ability quickly improved from speaking words and phrases to a conversational level. Jared has an MBA from Purdue University and a bachelor in Economics from the University of Utah. He lives in Shanghai with his wife and children.

Credits

Original Author: Frances Hodgson Burnett

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Producer: Jared Turner

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Thank you to Heather Turner for being the inspiration behind the entire series, and to Song Shen for supporting us and handling all the small thankless tasks.

Special thanks are due Rob Waring, to whom we refer to as the “godfather of extensive reading,” for his encouragement, expert advice, and support with this project. Moreover, we will be forever grateful for Yuehua Liu and Chengzhi Chu for pioneering the first graded readers in Chinese and to whom we owe a debt of gratitude for their years of tireless work to bring these type of materials to the Chinese learning community.

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Story Adaptation Notes

This story is an adaptation of British author Frances Hodgson Burnett's 1911 classic novel, *The Secret Garden*. This Mandarin Companion graded reader has been adapted into a fully localized Chinese version of the original story. The characters have been given authentic Chinese names as opposed to transliterations of English names, which sound foreign in Chinese. The locations have been adapted to well-known places in China.

The original story begins in India and later moves to Yorkshire, England when Mary Lennox becomes an orphan. In this adaptation, the locations have been adapted to Hainan and Nanjing, China.

Character Adaptations

The following is a list of the characters from *The Secret Garden* in Chinese followed by their corresponding English names from Burnett's original story. There are, of course, other characters in the story besides these, but many do not have exact correspondences to the original. The names below aren't translations; they're new Chinese names used for the Chinese versions of the original characters. Think of them as all-new characters in a Chinese story.

李叶 (Lǐ Yè) - Mary Lennox

马阿姨 (Mǎ Āyí) - Mrs. Medlock

文先生 (Wén Xiānsheng) - Archibald Craven

文太太 (Wén Tàitai) - Mistress Craven

王乐心 (Wáng Lèxīn) - Martha Sowerby

林爷爷 (Lín Yéye) - Ben Weatherstaff

王乐天 (Wáng Lètiān) - Dickon Sowerby

文思远 (Wén Sīyuǎn) - Colin Craven

Cast of Characters



李叶
(Lǐ Yè)



马阿姨
(Mǎ Āyí)



文先生
(Wén Xiānshēng)



文太太
(Wén Tàitai)



王乐心
(Wáng Lèxīn)



林爺爺
(Lín Yéye)



王乐天
(Wáng Lètiān)



文思远
(Wén Sīyuǎn)

Locations

海南 (Hainán)

The southernmost province of China, Hainan is a large tropical island off the southern coast of mainland China. Today it is known as a popular tourist destination for its clear water and white sandy beaches.

南京 (Nánjīng)

A prominent place in Chinese history and culture, Naging has long been one of China's most important cities. Located in east-central China, it is recognized as one of the Four Great Ancient Capitals of China and today is one of China's largest cities and commercial centers.



— Chapter 1 —

没有人喜欢的女孩

她叫李叶，是一个不太好看的女孩。

李叶出生在海南。海南在中国的最南边，很远很远。李叶的爸爸经常在外面，很少在家。李叶的妈妈是个很好看的女人，她有很多朋友，每天都和朋友一起玩。
李叶的爸爸妈妈都很忙，他们没有时间理他们的女儿。还有，李叶的妈妈好像一点也不喜欢李叶，她觉得李叶一点也不像她。李叶出生以后，她就告诉家里的阿姨：“如果你们想让我开心，就不要让我看到这个孩子。”所以，李叶很少能见到她的爸

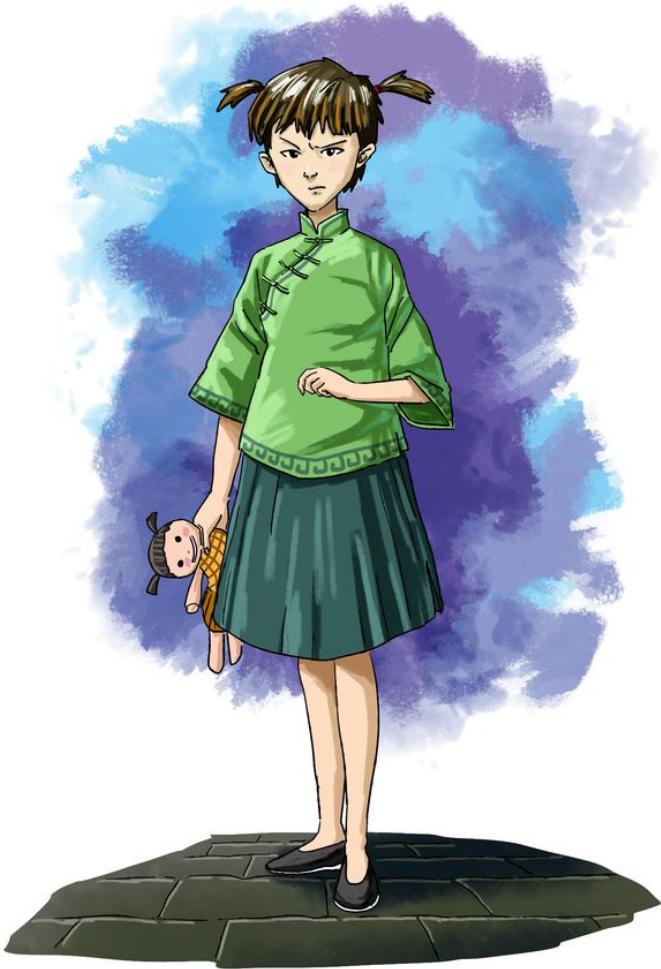
1 玩 (wán) *v.* to play

2 理 (lǐ) *n.* to pay attention to

3 好像 (hǎoxiàng) *n.* it seems

4 阿姨 (āyí) *n.* maid, housekeeper

5 开心 (kāixīn) *adj.* happy



爸爸妈妈。

李叶真的跟她的妈妈不一样，她
看起来又瘦又小，还经常生病。她总是
6 7 8 9

6 看起来 (kànqǐlai) *vt.* to look (a certain way)

8 生病 (shēngbìng) *n.* to get sick

7 瘦 (shòu) *adj.* thin

9 总是 (zǒngshì) *adv.* always

喜欢生气，生气的时候总是哭。如果李叶
10 10 9 11
的妈妈听到她哭，就会很生气。所有的人
11 10
都不喜欢这个孩子，他们从来没有见过这
样的孩子。为了不让李叶哭，她的阿姨
12 11 4
总是很听李叶的话。李叶喜欢什么，她
9
的阿姨就给她什么。李叶觉得在这个家
4
里只有她的阿姨关心她。
4 13

李叶还不到十岁的时候，有一天，她
早上起来以后看到一个新的阿姨，又生气
4 10
了，因为她想要以前的阿姨。阿姨告诉
4 4
李叶：“她不会来了。”李叶更生气了，她
10
让这个新阿姨马上出去，让以前的阿姨马
4
上来。可是很长时间，她的新阿姨没有回
4

10 生气 (shēngqì) *vn.* to get angry

13 关心 (guānxīn) *vn.* to be concerned about

11 哭 (kū) *vn.* to cry

12 为了 (wèile) *conj.* for the purpose of, in order to



来，她以前的阿姨也没来。
₄

那一天和平时不一样，没有人跟她说
₁₄话，也没有人跟她玩。她很不开心，不知
₁道为什么今天只有她一个人。一定出事
₁₅了！
₁₆

后来，她听到妈妈和别人说话，才知
₁₇

14 平时 (píngshí) *tn.* usual; usually

15 一定 (yìdèng) *adv.* definitely

16 出事 (chūshì) *vn.* to have an accident

17 后来 (hòulái) *tn.* afterwards

道真的出事₁₆了。她家里很多人都生病₈了，不到两天就死了很多。李叶很难过₁₈，因为所有人都不理她。她一个人回到房间哭₂₁₁了一会儿，然后睡了很久。她起来的时候，还是没有人来看她。

“这儿有个孩子！”后来，几个人发现₁₇₁₉了又瘦₇又小的李叶，她一个人在房间里。

“孩子，你是谁？为什么在这里？”有个
人问她。

“我叫李叶，我睡了很久。为什么我的
阿姨₄不来？”李叶问。

“孩子，他们都死了。”

后来李叶才知道，她的爸爸妈妈和
以前的阿姨₄都死了，别人都走了。没有人

18 难过 (nánguò) *adj.* to feel upset

19 发现 (faxiàn) *n.* to discover

想到这个孩子，因为他们不喜欢她，所以
没有人关心她。

13

We hope you enjoyed this sample chapter.
For the full version and other books in this series, please visit:
www.MandarinCompanion.com

Key Words 关键词 (Guānjiàncí)

1. 玩 (wán) *v.* to play
2. 理 (lǐ) *v.* to pay attention to
3. 好像 (hǎoxiàng) *n.* it seems
4. 阿姨 (āyí) *n.* maid, housekeeper
5. 开心 (kāixīn) *adj.* happy
6. 看起来 (kànqǐlai) *vc.* to look (a certain way)
7. 瘦 (shòu) *adj.* thin
8. 生病 (shēngbìng) *v.* to get sick
9. 总是 (zǒngshì) *adv.* always
10. 生气 (shēngqì) *vo.* to get angry
11. 哭 (kū) *v.* to cry
12. 为了 (wèile) *conj.* for the purpose of, in order to
13. 关心 (guānxīn) *v.* to be concerned about
14. 平时 (píngshí) *tn.* usual; usually
15. 一定 (yīdìng) *adv.* definitely
16. 出事 (chūshì) *vo.* to have an accident
17. 后来 (hòulái) *tn.* afterwards
18. 难过 (nánghuò) *adj.* to feel upset
19. 发现 (fāxiàn) *v.* to discover
20. 家人 (jiārén) *n.* family
21. 叔叔 (shūshu) *n.* uncle, father's younger brother
22. 带 (dài) *v.* to bring
23. 应该 (yīnggāi) *aux.* should, ought to
24. 听话 (tīnghuà) *vo.* to obey, lit. “to listen to (someone's) words”
25. 奇怪 (qíguài) *adj.* weird, strange
26. 里面 (lǐmiàn) *n.* inside
27. 有意思 (yǒuyìsì) *adj.* interesting
28. 想法 (xiǎngfǎ) *n.* thinking, idea
29. 草地 (cǎodì) *n.* lawn, grassy area

30. 记住 (jìzhù) *vt.* to remember, to memorize
31. 衣服 (yīfu) *n.* clothing
32. 健康 (jiànkāng) *adj.* healthy
33. 一直 (yīzhí) *adv.* all along
34. 学会 (xuéhuì) *vc.* to learn
35. 往前 (wǎngqián) *phr.* forward
36. 样子 (yàngzi) *n.* appearance
37. 种 (zhòng) *v.* to plant (a tree or other plant)
38. 不怎么 (bùzěnme) *adv.* not very
39. 做事 (zuòshì) *vo.* to do things
40. 墙 (qiáng) *n.* wall
41. 忘记 (wàngjì) *v.* to forget
42. 打理 (dǎlǐ) *v.* to take care of
43. 掉 (diào) *v.* to fall
44. 声 (shēng) *n.* noise, sound
45. 紧张 (jǐnzhāng) *adj.* nervous
46. 记得 (jìde) *v.* to remember
47. 试 (shì) *v.* to try
48. 打开 (dǎkāi) *vc.* to open
49. 方向 (fāngxiàng) *n.* direction
50. 不然 (bùrán) *conj.* otherwise
51. 树林 (shùlín) *n.* forest
52. 小心 (xiǎoxīn) *v.* to be careful
53. 亮 (liàng) *adj.* bright
54. 钥匙 (yàoshi) *n.* key
55. 秘密 (mìmì) *n.* secret
56. 关上 (guānshàng) *vc.* to close
57. 工具 (gōngjù) *n.* tool
58. 问题 (wèntí) *n.* problem
59. 种子 (zhǒngzi) *n.* seed
60. 放心 (fàngxīn) *v.* to relax, to be relieved
61. 办法 (bànfa) *n.* way, method

- 62. 睡觉 (shuìjiào) *vo.* to sleep
- 63. 家具 (jiājù) *n.* furniture
- 64. 左右 (zuǒyòu) *adv.* about, more or less, lit. “left-right”
- 65. 常常 (chángcháng) *adv.* often
- 66. 旅行 (lǚxíng) *n.* to travel
- 67. 恨 (hèn) *v.* to hate
- 68. 起床 (qǐchuáng) *vo.* to get out of bed
- 69. 可能 (kěnéng) *adv.* possibly, maybe
- 70. 走路 (zǒulù) *vo.* to walk
- 71. 轮椅 (lúnyī) *n.* wheelchair
- 72. 认真 (rènzhēn) *adj.* serious, earnest
- 73. 有用 (yōuyòng) *adj.* useful

Part of Speech Key

adj. Adjective

adv. Adverb

aux. Auxiliary Verb

conj. Conjunction

cov. Coverb

mw. Measure word

n. Noun

on. Onomatopoeia

part. Particle

prep. Preposition

pr. Pronoun

pn. Proper noun

tn. Time Noun

v. Verb

vc. Verb plus complement

vo. Verb plus object

Discussion Questions

讨论问题 (Tǎolùn Wèntí)

Chapter 1 没有人喜欢的女孩

1. 李叶是一个什么样的女孩？为什么没有人喜欢李叶？
2. 你知道海南吗？海南是什么样的地方？
3. 李叶的妈妈好像一点也不喜欢李叶。你觉得真的有这样的妈妈吗？

Chapter 2 去南京

1. 你知道南京吗？你觉得南京怎么样？
2. 你喜欢文先生这样的家吗？为什么？
3. 你觉得文太太死了以后，文先生有什么变化 (biānhuà)？

Chapter 3 这个阿姨不一样

1. 王乐心跟李叶以前的阿姨有什么不一样？
2. 你觉得王乐心的家和李叶的家有什么不一样？
3. 如果王乐心和李叶经常在一起，你觉得她们会有什么变化 (biānhuà)？
4. 你有王乐心这样的朋友吗？说一说他们是什么样的人。

Chapter 4 有人在哭

1. 林爷爷是一个老人，你觉得他可以做李叶的朋友吗？
2. 如果你是李叶，你会用什么办法进秘密花园？
3. 为什么文太太死了以后，文先生关了秘密花园？

Chapter 5 秘密花园

1. 你觉得是谁在哭？为什么？
2. 如果你是李叶，马阿姨总是生气，你会听她的话吗？

3. 想象一下，李叶走进秘密花园以后，看到了一个什么样的花园？

Chapter 6 两个人的秘密

1. 李叶为什么很喜欢王乐天？王乐天是什么样的人？
2. 李叶为什么会告诉王乐天她找到了秘密花园的钥匙？
3. 如果你是李叶，你会告诉王乐天花园的秘密吗？为什么？

Chapter 7 是他在哭！

1. 你会和文思远这样的人做朋友吗？为什么？
2. 文先生为什么很少去看文思远？
3. 你觉得李叶应该让文思远知道秘密花园的事吗？为什么？

Chapter 8 三个人的秘密

1. 认识李叶以后，文思远有了什么变化 (biānghuà)？
2. 如果你是李叶，看到文思远那么生气，你会怎么做？

Chapter 9 一起去花园

1. 文思远是怎么不让别人知道他们的秘密的？
2. 你觉得秘密花园会让文思远发生什么变化？

Chapter 10 “你可以做到！”

1. 现在的花园有了什么变化？
2. 如果你是林爷爷，看到三个孩子在秘密花园里，你会怎么做？
3. 文思远为什么要站起来？

Chapter 11 “在花园里！”

1. 文思远为什么不让别人发现他比以前健康了？
2. 秘密花园让文思远和李叶学会了什么？

Chapter 12 没有秘密了

1. 如果你是文思远，看到文先生的时候，你会说什么？
2. 文先生看到现在的秘密花园以后，他的想法有什么变化？

Appendix A: Character Comparison Reference

This appendix is designed to help Chinese teachers and learners use the Mandarin Companion graded readers as a companion to the most popular university textbooks and the HSK word lists.

The tables below compare the characters and vocabulary used in other study materials with those found in this Mandarin Companion graded reader. The tables below will display the exact characters and vocabulary used in this book and not covered by these sources. A learner who has studied these textbooks will likely find it easier to read this graded reader by focusing on these characters and words.

Integrated Chinese Level 1, Part 1-2 (3rd Ed.)

Words and characters in this story not covered by these textbooks:

| Character | Pinyin | Word(s) | Pinyin |
|-----------|--------|----------|---------------|
| 叶 | yè | 李叶 叶子 | Lǐ Yè yèzi |
| 密 | mì | 秘密 | mìmì |
| 秘 | mì | 秘密 | mìmì |
| 鸟 | niǎo | 鸟 | niǎo |
| 声 | shēng | 声 | shēng |
| 门 | mén | 门 | mén |
| 树 | shù | 树 | shù |
| 草 | cǎo | 草 | cǎo |
| 奇 | qí | 奇怪 | qíguài |
| 怪 | guài | 奇怪 | qíguài |
| 林 | lín | 林 | lín |
| 钥 | yào | 钥匙 | yàoshi |
| 匙 | shi | 钥匙 | yàoshi |
| 总 | zǒng | 总 | zǒng |

| Character | Pinyin | Word(s) | Pinyin |
|-----------|--------|---------|--------|
| 轮 | lún | 轮椅 | lúnyǐ |
| 风 | fēng | 风 | fēng |
| 墙 | qiáng | 墙 | qiáng |
| 掉 | diào | 掉 | diào |
| 恨 | hèn | 恨 | hèn |
| 向 | xiàng | 向 | xiàng |

New Practical Chinese Reader, Books 1-2 (1st Ed.)

Words and characters in this story not covered by these textbooks:

| Character | Pinyin | Word(s) | Pinyin |
|-----------|--------|----------|---------------|
| 叶 | yè | 李叶 叶子 | Lǐ Yè yèzi |
| 姨 | yí | 阿姨 | āyí |
| 密 | mì | 秘密 | mìmì |
| 秘 | mì | 秘密 | mìmì |
| 叔 | shū | 叔叔 | shūshu |
| 鸟 | niǎo | 鸟 | niǎo |
| 草 | cǎo | 草 | cǎo |
| 奇 | qí | 奇怪 | qíguài |
| 怪 | guài | 奇怪 | qíguài |
| 健 | jiàn | 健康 | jiànkāng |
| 康 | kāng | 健康 | jiànkāng |
| 直 | zhí | 一直 | yīzhí |
| 紧 | jǐn | 紧张 | jǐnzhāng |
| 轮 | lún | 轮椅 | lúnyǐ |
| 椅 | yǐ | 轮椅 | lúnyǐ |
| 更 | gèng | 更 | gèng |
| 黄 | huáng | 黄色 | huángsè |

| Character | Pinyin | Word(s) | Pinyin |
|-----------|--------|---------|--------|
| 墙 | qiáng | 墙 | qiáng |
| 具 | jù | 工具 | gōngjù |
| 近 | jìn | 近 | jìn |
| 恨 | hèn | 恨 | hèn |

Hanyu Shuiping Kaoshi (HSK) Levels 1-3

Words and characters in this story not covered by these levels:

| Character | Pinyin | Word(s) | Pinyin |
|-----------|--------|----------|---------------|
| 叶 | yè | 李叶 叶子 | Lǐ Yè yèzi |
| 王 | wáng | 王 | Wáng |
| 密 | mì | 秘密 | mìmì |
| 秘 | mì | 秘密 | mìmì |
| 知 | zhī | 知道 | zhīdao |
| 从 | cóng | 从 | cóng |
| 像 | xiàng | 像 | xiàng |
| 死 | sǐ | 死 | sǐ |
| 林 | lín | 林 | Lín |
| 紧 | jǐn | 紧张 | jǐnzhāng |
| 轮 | lún | 轮椅 | lúnyǐ |
| 更 | gèng | 更 | gèng |
| 海 | hǎi | 海 | hǎi |
| 墙 | qiáng | 墙 | qiáng |
| 具 | jù | 工具 | gōngjù |
| 往 | wǎng | 往 | wǎng |
| 掉 | diào | 掉 | diào |
| 恨 | hèn | 恨 | hèn |

Appendix B: Grammar Point Index

For learners new to reading Chinese, an understanding of grammar points can be extremely helpful for learners and teachers. The following is a list of the most challenging grammar points used in this graded reader.

These grammar points correspond to the Common European Framework of Reference for Languages (CEFR) level A2 or above. The full list with explanations and examples of each grammar point can be found on the Chinese Grammar Wiki, the definitive source of information on Chinese grammar online.

CHAPTER 1

| | |
|--|---|
| Modifying nouns with phrase + “de” | [Phrase] + 的 + Noun |
| Measure words for counting | Number + Measure Word + Noun |
| “Not very” with “bu tai” | 不太 + Adj. |
| Modifying nouns with adjective + “de” | Adj. + 的 + Noun |
| “Zai” following verbs | Verb + 在 + Place |
| The “zui” superlative | 最 + Adj. |
| Pronoun “mei” for “every” | 每 + Measure Word (+ Noun) |
| Expressing “every” with “mei” and “dou” | 每 + Measure Word + Noun + 都 + Adj./Verb |
| Expressing “and” with “he” | Noun 1 + 和 + Noun 2 |
| Expressing “together” with “yiqi” | 一起 + Verb |
| The “all” adverb | 都 + Verb/ 都 + Adj. |
| Expressing “in addition” with “haiyou” | Clause 1 , 还有 + (,) + Clause 2 |
| “It seems” with “haoxiang” | 好像 ······ |
| “Not at all” | 一点 (儿) 也不 ······ |
| “If..., then...” with “ruguo..., jiu...” | 如果 ······, 就 ······ |
| Causative verbs | Noun 1 + 让/叫/请 + Noun 2 ······ |

| | |
|--------------------------------------|-----------------------------------|
| Result complements “dao” and “jian” | Verb+ 到 / 见 |
| Measure words to differentiate | 这 / 那 + Measure Word (+ Noun) |
| Expressing ability or possibility | 能 + Verb |
| “Both A and B” with “you” | 又 ······ 又 ······ |
| Expressing “and also” with “hai” | 还 + Verb |
| “Always” with “zongshi” | 总是 + Verb |
| At the time when | ····· 的时候 |
| Auxiliary verb “hui” for “will” | 会 + Verb |
| Special verbs with “hen” | 很 + Verb |
| Referring to “all” using “suoyou” | 所有 ······ 都 ······ |
| “Never” with “conglai” | 从来不/从来没(有) |
| Expressing experiences with “guo” | Verb + 过 |
| Comparing specifically with “xiang” | Noun 1 + 像 + Noun 2 + (那么 ······) |
| Explaining results with “suoyi” | ·····， 所以 ······ |
| Expressing purpose with “weile” | 为了 + Purpose + Verb |
| Expressing “as one likes” with “jiu” | 还 + Verb/ Adj. |
| Continuation with “hai” | 还 + Verb/ Adj. |
| Again in the past with “you” | 又 + Verb |
| Explaining causes with “yinwei” | Result , 因为 + Reason |
| “Would like to” with “xiang” | 想 + Verb |
| Wanting to do something with “yao” | 要 + Verb |
| “Before” in general | 以前 + Subj. + Verb + Obj. |
| “Even more” with “geng” | 更 + Adj. |
| Expressing “with” with “gen” | 跟 ······ + Verb |
| Change of state with “le” | ····· 了 |
| Expressing lateness with “cai” | 才 |
| Emphasizing quantity with “dou” | 大家 / 很多人 + 都 ······ |
| Expressing earliness with “jiu” | 就 |

| | |
|---|---|
| Expressing completion with “le” | Subj. + Verb + 了 + Obj. |
| Complements with “dao”, “gei” and “zai” | V + 到 / 给 / 在 ······ |
| Expressing duration with “le” | Verb + 了 + Duration |
| Sequencing past events with “houlai” | ·····, 后来 ······ |
| Using “ji” to mean “several” | Subj. + 在 + Place + Verb |
| CHAPTER 2 | |
| After a specific time | Time/Time phrase + 以后 |
| Two words for “but” | Statement, 可是/但是 + transitional statement |
| “Yinggai” for should | 应该 / 该 + Verb |
| Adjectives with “name” and “zheme” | 那么 / 这么 + Adj. |
| Yes-no questions with “ma” | ····· 吗? |
| Modifying nouns with phrase + “de” | (Phrase) + 的 + Noun |
| “Already” with “yijing” | 已经 ······ 了 |
| Aspect particle “zhe” | Verb+ 着 |
| Expressing permission | 可以 + Verb |
| Basic comparisons with “yiyang” | Noun 1 + 跟 + Noun 2 + 一样 + Adj. |
| Before a specific time | Time / Verb+ 以前 |
| Negative commands with “bie” | 别 + Verb |
| CHAPTER 3 | |
| Positive and negative potential complements | Verb + 得 / 不 ······ |
| Expressing “a little too” with “you dian” | 有点 (儿) + Adj. |
| Using “dui” | 对 + Noun ······ |
| Using “zai” with verbs | Subj. + 在 + Place + Verb |
| Ordinal numbers with “di” | 第 + Number (+ Measure Word) |
| “Just” with “gang” | Subj. + 刚 + Verb |
| Expressing “a bit too” | Adj.+ (一) 点儿 |

| | |
|---|----------------------------------|
| Verbing briefly | Verb + 一下 |
| “Some” using “yixie” | 一些 + Noun |
| Verbs with “gei” | Subj. + 给 + Target + Verb + Obj. |
| Expressing a learned skill | Subj. + 会 + Verb + Obj. |
| Simultaneous tasks with “yibian” | (一) 边 + Verb, (一) 边 + Verb |
| Suggestions with “ba” | ……吧 |
| Expressing location with “zai...shang/xia/li” | 在 + Location + 上/下/里/旁边 |
| “Shi... de” construction | 是……的 |
| Turning adjectives into adverbs | Adj. + 地 + Verb |
| Measure words for verbs | Verb + Number + Measure Word |
| “-wan” result complement | Subj. + Verb + 完 + Obj. |
| Verb reduplication with “yi” | Verb + 一 + Verb |
| Comparing “chao” “xiang” and “wang” | 朝 vs 向 vs 往 |
| CHAPTER 4 | |
| Expressing actions in progress | (正) 在 + Verb |
| Reduplication of adjectives | Adj. + Adj. |
| Softening speech with “ba” | ……吧。 |
| “Not very” with “bu zenme” | 不怎么 + Adj. |
| Adding emphasis with “jiushi” | 就是 |
| Indicating a number in excess | Number + 多 |
| Appearance with “kanqilai” | 看起来 …… |
| Basic comparisons with “bi” | Noun 1 + 比 + Noun 2 + Adj. |
| Negative commands with “bu yao” | 不要 + Verb |
| Direction complement | Verb (+ Direction) + 来 / 去 |
| Questions with “le ma” | Verb + 了 + 吗? |
| Result complement “-cuo” | Verb + 错 |
| CHAPTER 5 | |
| Expressing “excessively” with “tai” | 太 + Adj. + 了 |

| | |
|---|---------------------------------------|
| “De” (modal particle) | …… 的 |
| Expressing “otherwise” with “yaobu” | 要不…… |
| CHAPTER 6 | |
| Verbs with “gei” | Subj. + 给 + Target + Verb + Obj. |
| CHAPTER 7 | |
| About to happen with “kuai… le” | 快 + Verb/Verb Phrase + 了 |
| Intensifying with “duo” | Subj. + 多 + Adj. |
| CHAPTER 8 | |
| “As long as” with “zhiyao” | 只要……， 就…… |
| Expressing duration (ongoing) | Verb + 了 + Duration + 了 |
| “Never again” with “zai ye bu” | 再也不 + Verb |
| CHAPTER 9 | |
| Expressing purpose with “weile” | 为了 + Purpose + Verb |
| Mistakenly think that | 以为…… |
| Expressing duration of inaction | Subj. + Duration + 没 + Verb + Obj.+ 了 |
| CHAPTER 10 | |
| Asking why with “zenme” | 怎么……? |
| CHAPTER 11 | |
| <i>There are no new grammar points in this chapter.</i> | |
| CHAPTER 12 | |
| Softening the tone of questions with “ne” | …… 呢? |

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