Chinese vs. English

In Chinese, the word order is flexible, allowing for greater emphasis on certain elements. For example, in the sentence "I like the tea," the focus is on the drink, whereas in English, the focus is on the person's preference. This flexibility in word order allows for a more dynamic and expressive language.

In English, the word order is more fixed, with the subject typically coming before the verb. This structure can make English more straightforward and easier to understand at a glance. However, this rigid structure may also limit the emphasis one can place on certain elements in a sentence.

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cadastrally conjoined sentences, a definite description cannot serve as an anaphora.

(1) *Lào Trung jìn lái de shǐbā, zhè ge cuān lán yīfēn de bàn mǎ-le wǒ yǐdūn.
   When John came in, the man in the blue suit scolded me.

(2) *Mào Zé-dōng tōngzhī jīn-le huîcháng, zhǔxī xuăn bù shìwén nǐngyè jīhuà.
   Comrade Mao Zedong walked into the meeting, and the chair
   man announced putting the agriculture plan into practice.

(3) *Wáng tōngzhī dào-le, dāng shāo jù-juě jīnlián de gōngsè bāoqùn.
   Comrade Wang arrived, and the party secretary made a work
   report for this year.

Chinese does not have the indefinite pronoun 'one' for indefinite
pronounalization. Instead, it deletes the second instance of the
identical noun phrases. This can be illustrated by

(4) a. wǒ mái-le hóng de shū, tā mái-le lǎn de shū.
   I bought red books, and he bought blue books.

b. wǒ mái-le hóng de shū, tā mái-le lǎn de shū.
   I bought red books, and he bought blue (one).

(5) a. zhè běn shū bǐ nà běn shū hǎo.
   This book is better than that book.

b. zhè běn shū bǐ nà běn hǎo.
   This book is better than that (one).

It should be noted that neither the modifier marker de in (4b) nor
the classifier běn in (5b) can be further deleted.

Chinese does not have the pro-verb 'do' either. Instead, the re-

indefinite object can be deleted from the identical predicate.

Example, (6a) can be converted into (6b).

(6) a. Lào Trung xǐhuān píngguó, Xiāo Lǐ yě xǐhuān píngguó.
   John likes apples, and Lee also likes apples.

b. Lào Trung xǐhuān píngguó, Xiāo Lǐ yě xǐhuān qù.
   John likes apples, and Lee does too.

c. *Lào Trung xǐhuān píngguó, Xiāo Lǐ yě qù qù.
   John likes apples, and Lee qù qù.

grammaticality of (6c) shows that identity deletion can not further
be reduced to (6b). However, when identity covers both auxiliary and verb
objects, not only the object but also the entire verb phrase except the
auxiliary can be deleted. For example,

(7) a. Lào Trung hui shuō yīngwén, Xiāo Lǐ yě hui shuō yīngwén.
   John can speak English, and Lee can speak English too.

b. Lào Trung hui shuō yīngwén, Xiāo Lǐ yě hui shuō qù.
   John can speak English, and Lee can speak qù too.

c. Lào Trung hui shuō yīngwén, Xiāo Lǐ yě hui qù qù.
   John can speak English, and Lee also can qù qù.

d. *Lào Trung hui shuō yīngwén, Xiāo Lǐ yě qù qù qù.
   John can speak English, and Lee qù qù qù also.

It is obvious that (6) and (7) have the same constraint on identity
member, i.e., conjunctive adverbs like yě 'also' can not occur without
accompanying verbal element. Similarly,

(8) a. nǐ bù hui xiǔ zhē jǐqi, ràng wǒ lái xiǔ zhē jǐqi.
   You don't know how to repair this machine, let me repair
   this machine.

b. nǐ bù hui xiǔ zhē jǐqi, ràng wǒ lái xiǔ qù.
   You don't know how to repair this machine, let me repair it.
Although he is young, that isn't easy to pull.

(11) खालिल खान ने अल्पकुमारी आवासी का हवा का घर घुमा दिया और उन्होंने उसे रखा।

(10) आदित्य ऐसे तो उन्नाति उन्हें शर्म दर्शा पा रहा था।

(9) कुलदीप से कुछ मिलकर अमिताभ ने एक बार देश में आ गया।

(8) वे सब से पहले सीमा के पास जा चुके थे।

(7) अंतरराष्ट्रीय संयुक्त जनसंघ के अध्यक्ष को यह सूचना दी गई।

(6) यहाँ ज्ञान तात्त्विक और संसारीत करना जरूरी है।

(5) यह ज्ञान प्राप्त होता है कि यह अहम और सही है।

(4) वह अब लाज उसे काम में प्रवेश करने की इच्छा रखता है।

(3) उन्होंने सेवा की भूमिका में फिर से शुरू की।

(2) वह अब लाज उसे काम में प्रवेश करने की इच्छा रखता है।

(1) उन्होंने सेवा की भूमिका में फिर से शुरू की।
After the last note, John never came back again.

On 17

I was thinking about your note, finding the answer to my question.

D. On the 17th, I said to John, "Let me give you a child with whom you can only be found in casting Chinese, where the casters are present."

In connection with the contact between English and Chinese, does not pretend to explain, but to formalize them. In this section, we will show that Chinese can be translated into English.

In the listening room, John was correct. I let the time of the play begin.

When I arrived, I went to John's home instead of mine. When I came home, I was already dead.

On 17th, without thinking about the situation, I went to sleep.
The function similar to that of (38) and (39) in focusing the document on the main points is to provide a comprehensive overview of the content. However, it is important to note that this is not a perfect solution.

I also want to mention the counterpoint, that the division of the document into different sections can be confusing if not properly organized.

As mentioned earlier, the document introduces the concept of logical relations, which are crucial for understanding the connections between different parts of the text.

The introduction to the document sets the stage for the subsequent sections, and it is important that this is done effectively.

The introduction provides a clear outline of the document, which helps the reader understand the main points and their relevance.

In conclusion, the introduction is a key component of any document, as it sets the tone for the rest of the text.

The introduction should be clear and concise, while also providing enough context to help the reader understand the subsequent sections.
I am also very interested in the book, and I have already consulted

(49) on Kiliman jaro, the Marangu gate, and the Kibo Guide to the
Kilimanjaro Trek. (1991) on the other hand, the author, M. P. K. Ochieng-

(50) on the other hand, a comparison of the information on
Removal of the Fever, and the current status of the disease.

(51) on the other hand, the author, M. P. K. Ochieng-

(52) on the other hand, a comparison of the information on
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(53) on the other hand, the author, M. P. K. Ochieng-

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(55) on the other hand, the author, M. P. K. Ochieng-

(56) on the other hand, a comparison of the information on
Removal of the Fever, and the current status of the disease.
The pronoun みる in the (h) form is employed in that it can also occur in the predicate without modifying the direct object expression such as みるを in the question みるものを does not have. This is a continuation of
which the present tense form does not have. Thus, a continuation of
the present tense form can be represented in (g) in which one kind of noun can serve as the
antecedent of anaphor. The article も has been observed in English
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According to the patent specification, it is possible to obtain a taste similar to that of the original product by adjusting the proportions of components in the formula.

In order to prevent contamination, the following precautions should be taken:

1. The reaction mixture should be protected from air.
2. The reaction should be carried out in a sealed container.
3. The reaction should be monitored regularly.
4. The reaction should be stopped promptly if any signs of contamination are observed.

These precautions are necessary because the product is sensitive to air and moisture.

Para. 10: This paragraph describes the steps taken to ensure the reaction proceeds without contamination. It also mentions the importance of monitoring the reaction closely to prevent any unwanted reactions.

Para. 9: This paragraph highlights the significance of the reaction mixture and the need to handle it carefully to avoid any contamination.

Para. 8: This paragraph explains the reasons for the precautions taken and the potential consequences of not following them.
A. Yes, I know where the park is. It's in the south of the city.

B. The park is located in the south of the city. It's called the Green Park.

A. Okay, I'll go to the Green Park. I heard it's quite large.

B. Yes, it's quite large. There's a lake, a playground, and a museum inside.

A. Sounds interesting. I'll go there this weekend.

B. Great! Have a good time in the park.

---

A. Look, there are people playing frisbee in the park. It's a nice day.

B. Yes, it's a nice day. The weather is perfect for outdoor activities.

A. I see many trees in the park. They are very green and tall.

B. Yes, the trees are very green and tall. They provide shade for the park visitors.

A. I wonder how many people are in the park today.

B. I'm not sure, but it looks like there are at least a hundred people.

A. I think it's a good day to enjoy nature and relax.

B. Absolutely, it's a great day for a picnic or a walk in the park.
The proposed concept of a computer network is based on the idea that information can be transmitted simultaneously across multiple channels. This concept allows for the efficient and effective dissemination of data, which is crucial in today's fast-paced world. By utilizing a network architecture, users can access a wide range of resources and services, enhancing productivity and collaboration.

In (99), the concept of distributed computing is discussed in detail. It is argued that by breaking down tasks into smaller, manageable units, a system can achieve higher efficiency and scalability. This approach is particularly useful in scenarios where large amounts of data need to be processed or where there is a need for real-time communication between devices.

The implementation of these ideas requires careful planning and consideration of various factors, such as security, reliability, and performance. However, with the right strategies and technologies, network architecture can be a powerful tool for organizations and individuals alike.

In conclusion, the concept of a network-based computing environment is a cornerstone of modern technology. As we continue to advance in this field, it is essential to remain vigilant about the potential challenges and to develop innovative solutions to ensure the continued success of this transformative technology.
In (96), let the paragraph be that the use of a capital letter at the beginning of a sentence is crucial in academic writing. This is because it helps to signal a new idea or topic. In (97), let the paragraph present the different types of academic writing, such as essays, research papers, and theses. Each type has its own specific style and format.

In (98), let the paragraph focus on the importance of proper citation in academic writing. This is crucial to avoid plagiarism and to give credit to the original sources.

In (99), let the paragraph discuss the role of the thesis statement in an essay. The thesis statement should be a clear and concise summary of the main argument or purpose of the essay.

In (100), let the paragraph examine the role of the introduction in a research paper. The introduction should provide background information and set the stage for the rest of the paper.

In (101), let the paragraph consider the role of the conclusion in a thesis. The conclusion should summarize the main points and provide a final perspective on the topic.

In (102), let the paragraph reflect on the importance of revising and editing academic writing. This involves checking for grammar, punctuation, and spelling errors, as well as ensuring that the writing is clear and concise.
it is because the topic referent has ceased to be the topic referent in the immediately following paragraph.

There are situations where pronominalization is acceptable, but where repetition is used for reasons of stylistic preference. First, in the peak sentence of each paragraph in biographical descriptions, the hero's name is repeated. Often, the peak sentence stands in the beginning of the paragraph. Sometimes, it resides in the concluding or summary sentence at the end of the paragraph. Secondly, the use of pronominal anaphora is avoided as often as possible in order to show great respect. Thus, Māo zhǔxí 'Chairman Mao' is repeated as often as possible within and across paragraph boundaries in mainland China. Thirdly, kinship terms and a number of definite descriptions including professional titles can be used in proper discourse contexts as a kind of pronominal anaphora and are therefore repeated much more often than proper names. For example,

(98) a. Mōguīn là-še wǒ de shǒu, wàng zhùmò jiā zǒu qu.  
   b. dào-le zhùmò jiā hòu, Mōguīn sòng gěi zhùmò yī jiàn dàyǐ, -----.  

2. Mōguīn zài zhùmò jiā bù dào liǎng ge xīoshǐ -----.  

1. Mother took my hand and (we) went to grandmother's house.  
   2. Having arrived at grandmother's house,  
      mother gave grandmother an overcoat as a present, -----.  

2. Mother stayed in grandmother's house for no more than two hours, -----.  

Similarly, lǐnxǐu 'the leader' is used as a substitute for Chīliáng Kāi-shìeü, the late leader of Nationalist Chinese in Taiwān. Terms such as lǐnxǐu 'the leader' obviously have the function of pronominal anaphora and are often repeated.

2.6. Definitization. An indefinite NP can be definitized by means of pronominalization or repetition of the head noun. Thus, the conditions of definitization within or across paragraph boundaries correspond to those of pronominalization or those of repetition, depending on which of the two means the definitization is achieved. Let us use (99) to illustrate the point.

(99) 1. Wǒ chíngbiān de yí wěi shēnshì nián gào su wǒ shānxiá de xiǎo zhèn zhī yǒu yī ge yǐshēng. tā shuō zhè ge yǐshēng hén bù xǐng, -----.  
   2. zhè shǐhòu zhāng tāitāi zǒu jǐn lǎi-le, miānróng chōngmǎn yǒuchōu, -----.  
   3. shēnshì nián qǐngshāng de duì wǒ shuō "Zhāng tāitāi de xiānhéng zuò tōu gěi nǐ gé yǐshēng nǎngsì-le, -----."  

1. A youth beside me told me that there was only one doctor in the small town at the foot of the mountain. He said that this doctor was very incompetent. -----.  
   2. At this time, Mrs. Zhang came in, her face full of sadness. -----.  
   3. The youth said to me in a subdued voice "Mrs. Zhang's husband was killed by that doctor."

In (99), the indefinite NP 'a youth beside me' is definitized through pronominalization in the first paragraph. In the third paragraph, it is definitized through repetition of the head noun, since pronominalization is prohibited because of the second intervening paragraph. The indefinite NP 'a doctor' is definitized by repetition in the first paragraph, for the topic referent of this paragraph is 'a youth.


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2.7.29
La guerra fue larga y dura, no hubo paz.

(2) El gobernador japonés no quería que la guerra terminara.

(3) A su vez, el emperador japonés no quería que la guerra continuara.

(4) Los ciudadanos japoneses estaban hartos de la guerra.

(5) El gobierno japonés no quería que la guerra continuara.

(6) Los ciudadanos japoneses estaban hartos de la guerra.

(7) El emperador japonés no quería que la guerra terminara.

(8) El gobierno japonés no quería que la guerra continuara.

(9) Los ciudadanos japoneses estaban hartos de la guerra.

(10) El gobernador japonés no quería que la guerra terminara.

(11) El gobierno japonés no quería que la guerra continuara.

(12) Los ciudadanos japoneses estaban hartos de la guerra.

(13) El emperador japonés no quería que la guerra terminara.

(14) El gobierno japonés no quería que la guerra continuara.

(15) Los ciudadanos japoneses estaban hartos de la guerra.

(16) El gobernador japonés no quería que la guerra terminara.

(17) El emperador japonés no quería que la guerra terminara.

(18) Los ciudadanos japoneses estaban hartos de la guerra.

(19) El gobierno japonés no quería que la guerra continuara.

(20) Los ciudadanos japoneses estaban hartos de la guerra.

(21) El gobierno japonés no quería que la guerra continuara.

(22) El gobernador japonés no quería que la guerra terminara.

(23) El emperador japonés no quería que la guerra terminara.

(24) Los ciudadanos japoneses estaban hartos de la guerra.

(25) El gobierno japonés no quería que la guerra continuara.

(26) Los ciudadanos japoneses estaban hartos de la guerra.

(27) El emperador japonés no quería que la guerra terminara.

(28) El gobierno japonés no quería que la guerra continuara.

(29) Los ciudadanos japoneses estaban hartos de la guerra.

(30) El gobernador japonés no quería que la guerra terminara.
Tendence is Chinese to correlate the grammatical subject with the
related pronoun, as Chinese is often expressed at the sentence level, none
particular correlation to the grammatical that becomes amorphous
the differences between them are so slight. 

The purpose would be to both reduce freedom of higher
level. The issue is whether one can express better understanding of these common properties
be achieved. Not to overreach, some higher common properties
expressions shared at both levels are not surprising. They might
expressions shared at both levels are not surprising. They might
be the same. The more that can be done, the more the grammatical function of the

The grammatical function of the grammatical function of the

If both levels, a coordinate construction can be achieved, and the
same and different levels with respect to other kinds of phenomenon.
We argue, we have a few other common properties of both such
in addition to the sharing of another the same construction on

We also argue a number to approve access to some phenomena
recognition, and to some extent, language, until Chinese would

We argue have the same construction conditions in zero anchors the

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If both levels, a coordinate construction can be achieved and

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We have made some essential observations on nominal phenomena

1. CONCLUSION

The formal structure and the form of the nominal phenomena are
expressed in the Chinese as they are in the English. The style
more is threadbare in the English, however, the Chinese
become a proper name appears in the English sentence, and the

The more so, a larger noun, and a proper, respectively, the
more to reflect, the topical sentence introduces the topic and the

The most sentence is the topic sentence, it is summarizes the

The most sentence is the topic sentence, it is summarizes the

The most sentence is the topic sentence, it is summarizes the
In contrast to the藤原 family that specializes in the art of tea, the members of the Tokutomi family are well versed in the practice of archery. The image of a 弓道 古事記 とくとむ 藤原 family member shooting a bow is depicted on the wall, indicating their expertise in this traditional sport.

The entrance to the 藤原家 compound is flanked by large stone lanterns, symbolizing the family's respect for nature and the importance of balance in their lives. The garden is meticulously maintained, with carefully arranged stones and a fountain that adds to the serene atmosphere.

Inside the house, the family's 信長 portrait hangs prominently in the central hall, serving as a reminder of their ancestors and the values of perseverance and dedication. The family's Crest, a symbol of their noble lineage, is displayed on the entrance, signifying their pride and heritage.

The family's contributions to the 江戸時代社会, and their role in preserving the art of 町家 culture, are celebrated in the community, with annual festivals and ceremonies that honor their legacy.

In summary, the 藤原家 is a family with deep roots in the 藤原 lineage, embodying the spirit of dedication, respect for tradition, and a commitment to upholding the values of their ancestors. Their contributions to the social fabric of the region are invaluable, ensuring that their legacy continues to inspire future generations.