

Sentence Patterns

HSK 3 Grammar

Use the examples with their context and limits. Recall a sentence before reading the model. Original teaching additions accompany examples adapted from Chinese Grammar Wiki (AllSet Learning, CC BY-NC-SA); see the course reference provenance.

一 ... 也 / 都 ... 不 / 没 (not even one)

■ A complete zero differs from a small number

- You opened the room and found no one inside.
- 一个人也没有。** – The 一 ... 也没有 frame emphasises zero people.

■ Build the form

- The pattern in this lesson is 一 ... 也 / 都 ... 不 / 没 (not even one). Locate it in the original interlinear examples below.
- Keep the words in their demonstrated positions; the pattern must fit the intended situation as well as the sentence form.

一个人也没有。

yī ge rén yě méi yǒu

Word guide: 一 – one; 个 – (measure word); 人 – person; 也 – even; 没有 – there isn't.

■ Read examples in context

我一点也不累。

wǒ yì diǎn yě bù lèi

Word guide: 我 – I; 一点 – a bit; 也 – even; 不 – not; 累 – tired.

- In the opening example, **一个人也没有。**: The 一 ... 也没有 frame emphasises zero people.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

■ Know the boundary

- Compare 只有一个人, which is one person rather than zero.
- In 一点也不累, the frame negates any degree of tiredness; keep the negative word in the construction.

■ Use the distinction

- The 一 ... 也没有 frame emphasises zero people.
- Compare 只有一个人, which is one person rather than zero. In 一点也不累, the frame negates any degree of tiredness; keep the negative word in the construction.

■ Try it with help closed

You opened the room and found no one inside. Close the examples. Say a Mandarin response, then write it in Chinese. Explain briefly in English what the lesson's pattern adds. Compare with the model, then change one detail and try again.

One possible response: 一个人也没有。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- Compare 只有一个人, which is one person rather than zero.
- In 一点也不累, the frame negates any degree of tiredness; keep the negative word in the construction.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

越 ... 越 ... (the more ..., the more ...)

■ One changing quantity is linked to another

- A larger group needs more chairs.
- 人越多, 需要的椅子越多。** – The number of chairs needed rises with the number of people.

■ Build the form

- The pattern in this lesson is 越 ... 越 ... (the more ..., the more ...). Locate it in the original interlinear examples below.
- Keep the words in their demonstrated positions; the pattern must fit the intended situation as well as the sentence form.

我越想越生气。

wǒ yuè xiǎng yuè shēng qì

Word guide: 我 – I; 越 – the more; 想 – think; 越 – the more; 生气 – angry.

■ Read examples in context

- In the opening example, **人越多, 需要的椅子越多。**: The number of chairs needed rises with the number of people.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

■ Know the boundary

- 越 ... 越 ... expresses a linked change, not necessarily a scientific causal proof.
- 越便宜越好 links lower price with greater preference, so both numerical quantities need not rise.

■ Use the distinction

- The number of chairs needed rises with the number of people.
- 越 ... 越 ... expresses a linked change, not necessarily a scientific causal proof. 越便宜越好 links lower price with greater preference, so both numerical quantities need not rise.

■ Try it with help closed

A larger group needs more chairs. Close the examples. Say a Mandarin response, then write it in Chinese. Explain briefly in English what the lesson's pattern adds. Compare with the model, then change one detail and try again.

One possible response: 人越多，需要的椅子越多。

- My response conveys a message that fits the opening situation.
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- 越便宜越好 links lower price with greater preference, so both numerical quantities need not rise.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

把 sentences (do something to the object)

■ A book is moved to a known place

- You put a particular book on the table.
- 我把书放在桌子上。 – 把 introduces the affected book before the action and its location.

■ Build the form

- The pattern in this lesson is **把 sentences (do something to the object)**. Locate it in the original interlinear examples below.
- Keep the words in their demonstrated positions; the pattern must fit the intended situation as well as the sentence form.

我把书放在桌子上。

wǒ bǎ shū fàng zài zhuō zì shàng

Word guide: 我 – I; 把 – (把); 书 – book; 放 – put; 在 – on; 桌子 – table; 上 – on top.

■ Read examples in context

- In the opening example, 我把书放在桌子上。: 把 introduces the affected book before the action and its location.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

■ Know the boundary

- An ordinary 把 construction needs an appropriately elaborated verb phrase, not merely 把书放.
- Put negation or an auxiliary before 把: 我没把书拿走. The book should be identifiable in context.

■ Use the distinction

- 把 introduces the affected book before the action and its location.
- An ordinary 把 construction needs an appropriately elaborated verb phrase, not merely 把书放. Put negation or an auxiliary before 把: 我没把书拿走. The book should be identifiable in context.

■ Try it with help closed

You put a particular book on the table. Close the examples. Say a Mandarin response, then write it in Chinese. Explain briefly in English what the lesson's pattern adds. Compare with the model, then change one detail and try again.

One possible response: 我把书放在桌子上。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- An ordinary 把 construction needs an appropriately elaborated verb phrase, not merely 把书放.
- Put negation or an auxiliary before 把: 我没把书拿走. The book should be identifiable in context.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

被 sentences (the passive)

■ A passive names the affected item

- Someone took the book away, and you describe what happened to the book.
- 书被他拿走了。 – The book receives the action, while 他 names the doer.

■ Build the form

- The pattern in this lesson is **被 sentences (the passive)**. Locate it in the original interlinear examples below.
- Keep the words in their demonstrated positions; the pattern must fit the intended situation as well as the sentence form.

书被他拿走了。

shū bèi tā ná zǒu le

Word guide: 书 – book; 被 – by; 他 – him; 拿走 – take away.

■ Read examples in context

- In the opening example, 书被他拿走了。: The book receives the action, while 他 names the doer.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

■ Know the boundary

- 书被拿走了 omits the doer when unnecessary or unknown.
- 被 is not limited to bad outcomes: 他被选为队长 is a positive example. Use a complete verb phrase for the intended event.

■ Use the distinction

- The book receives the action, while 他 names the doer.
- 书被拿走了 omits the doer when unnecessary or unknown. 被 is not limited to bad outcomes: 他被选为队长 is a positive example. Use a complete verb phrase for the intended event.

■ Try it with help closed

Someone took the book away, and you describe what happened to the book. Close the examples. Say a Mandarin response, then write it in Chinese. Explain briefly in English what the lesson's pattern adds. Compare with the model, then change one detail and try again.

One possible response: 书被他拿走了。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 书被拿走了 omits the doer when unnecessary or unknown.
- 被 is not limited to bad outcomes: 他被选为队长 is a positive example. Use a complete verb phrase for the intended event.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.