

Noun Phrases

HSK 4 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.

所有 (的) + Noun (all)

■ Set the scope before saying all

- Every student in the class arrives.
- 所有的学生都来了。 – All members of the relevant student group arrived.

■ Build the form

- The pattern in this lesson is 所有 (的) + Noun (all). 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.

所有的学生都来了。

suǒ yǒu de xué sheng dōu lái le

Word guide: 所有 – all; 学生 – students; 都 – all; 来 – come.

■ Read examples in context

- In the opening example, 所有的学生都来了。: All members of the relevant student group arrived.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

■ Know the boundary

- The group is established by context.
- 的 is often optional in 所有人 or 所有学生, and all here does not mean every student worldwide.

■ Use the distinction

- All members of the relevant student group arrived.
- The group is established by context. 的 is often optional in 所有人 or 所有学生, and all here does not mean every student worldwide.

■ Try it with help closed

Every student in the class arrives. 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: 所有的学生都来了。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- The group is established by context.
- 的 is often optional in 所有人 or 所有学生, and all here does not mean every student worldwide.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

... 之一 (one of)

■ A member of a leading group is not uniquely first

- You identify one of several important reasons.
- **这是最重要的原因之一。** – The reason is a member of the important-reason group.

■ Build the form

- The pattern in this lesson is ... 之一 (one of). 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.

这是最重要的原因之一。

zhè shì zuì zhòng yào de yuán yīn zhī yī

Word guide: 这 – this; 是 – is; 最 – most; 重要 – important; 原因 – reason; 之一 – one of.

■ Read examples in context

- In the opening example, **这是最重要的原因之一。**: The reason is a member of the important-reason group.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

■ Know the boundary

- 之一 follows the noun phrase.
- It does not establish a unique top-ranked reason or give the number of other reasons.

■ Use the distinction

- The reason is a member of the important-reason group.
- 之一 follows the noun phrase. It does not establish a unique top-ranked reason or give the number of other reasons.

■ Try it with help closed

You identify one of several important reasons. 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: 这是最重要的原因之一。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 之一 follows the noun phrase.
- It does not establish a unique top-ranked reason or give the number of other reasons.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

另外 + Number + MW + Noun (another)

■ The other set is distinct

- Two people apart from those already discussed did not attend.
- 另外两个人没来。 – 另外 identifies a different pair of people.

■ Build the form

- The pattern in this lesson is 另外 + Number + MW + Noun (another). 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.

另外两个人没来。

lìng wài liǎng ge rén méi lái

Word guide: 另外 – another; 两 – two; 个 – (measure word); 人 – people; 没 – didn't; 来 – come.

■ Read examples in context

- In the opening example, 另外两个人没来。: 另外 identifies a different pair of people.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

■ Know the boundary

- This use sits inside the noun phrase.
- It does not itself tell you how many people attended in total.

■ Use the distinction

- 另外 identifies a different pair of people.
- This use sits inside the noun phrase. It does not itself tell you how many people attended in total.

■ Try it with help closed

Two people apart from those already discussed did not attend. 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: 另外两个人没来。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- This use sits inside the noun phrase.
- It does not itself tell you how many people attended in total.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.