

HSK 4 Grammar

Chinese grammar · bilingual edition

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1 Adjectives

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.

1.1 ■ 全 + Noun (the whole / all of)

1.1.1 Identify the whole group

- All members of a family arrive at a gathering.
- **全家都来了。** – 全家 includes the entire family being discussed.

1.1.2 Build the form

- The pattern in this lesson is **全 + Noun (the whole / all 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.

全家都来了。

quán jiā dōu lái le

Word guide: 全家 – the whole family; 都 – all; 来 – come.

1.1.3 Read examples in context

- In the opening example, **全家都来了。**: 全家 includes the entire family being discussed.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

1.1.4 Know the boundary

- The group is defined by context.
- 全家 does not refer to every family in the world.

1.1.5 Use the distinction

- 全家 includes the entire family being discussed.
- The group is defined by context. 全家 does not refer to every family in the world.

1.1.6 Try it with help closed

All members of a family arrive at a gathering. 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: 全家都来了。

- 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 defined by context.
- 全家 does not refer to every family in the world.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

1.2 ■ Adj + 死了 (extremely ...)

1.2.1 Recognise an expressive complaint

- After a long walk, a friend exaggerates their tiredness.
- 我累死了。 – The speaker means extremely tired in this conversational context.

1.2.2 Build the form

- The pattern in this lesson is **Adj + 死了 (extremely ...)**. 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.

我饿死了。

wǒ è sǐ le

Word guide: 我 – I; 饿 – hungry; 死 – to death.

1.2.3 Read examples in context

今天热死了!

jīn tiān rè sǐ le

Word guide: 今天 – today; 热 – hot; 死 – to death.

- In the opening example, 我累死了。: The speaker means extremely tired in this conversational context.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

1.2.4 Know the boundary

- This use is hyperbole.
- 死 can be literal in other contexts, so do not decide meaning from the characters alone.

1.2.5 Use the distinction

- The speaker means extremely tired in this conversational context.
- This use is hyperbole. 死 can be literal in other contexts, so do not decide meaning from the characters alone.

1.2.6 Try it with help closed

After a long walk, a friend exaggerates their tiredness. 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: 我累死了。

- 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 is hyperbole.
- 死 can be literal in other contexts, so do not decide meaning from the characters alone.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

2 Adverbs

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.

2.1 ■ 差不多 (almost / about the same)

2.1.1 Approximate rather than identify exactly

- Two boxes look similar in size, without a precise measurement.
- 这两个差不多。** – The speaker judges the two as about the same.

2.1.2 Build the form

- The pattern in this lesson is **差不多 (almost / about the same)**. 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.

时间差不多了。

shí jiān chà bu duō le

Word guide: 时间 – time; 差不多 – almost.

2.1.3 Read examples in context

这两个差不多。

zhè liǎng ge chà bu duō

Word guide: 这 – these; 两 – two; 个 – (measure word); 差不多 – about the same.

- In the opening example, **这两个差不多。**: The speaker judges the two as about the same.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

2.1.4 Know the boundary

- 差不多 allows a small difference.
- It does not assert exact equality or supply a numerical tolerance.

2.1.5 Use the distinction

- The speaker judges the two as about the same.
- 差不多 allows a small difference. It does not assert exact equality or supply a numerical tolerance.

2.1.6 Try it with help closed

Two boxes look similar in size, without a precise measurement. 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: 这两个差不多。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 差不多 allows a small difference.
- It does not assert exact equality or supply a numerical tolerance.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

2.2 ■ 看来 (it seems / in one's view)

2.2.1 An inference can still be wrong

- Dark clouds lead you to expect rain.
- 看来要下雨了。** – 看来 marks the rain prediction as an inference.

2.2.2 Build the form

- The pattern in this lesson is **看来 (it seems / in one's view)**. 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.

看来要下雨了。

kàn lái yào xià yǔ le

Word guide: 看来 – it seems; 要 – going to; 下雨 – rain.

2.2.3 Read examples in context

在我看来，他是对的。

zài wǒ kàn lái tā shì duì de

Word guide: 在 – in; 我 – my; 看来 – view; 他 – he; 是 – is; 对 – right.

- In the opening example, **看来要下雨了。**: 看来 marks the rain prediction as an inference.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

2.2.4 Know the boundary

- The speaker has a basis for the judgment.
- The wording itself does not guarantee that rain will occur.

2.2.5 Use the distinction

- 看来 marks the rain prediction as an inference.
- The speaker has a basis for the judgment. The wording itself does not guarantee that rain will occur.

2.2.6 Try it with help closed

Dark clouds lead you to expect rain. 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: 看来要下雨了。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- The speaker has a basis for the judgment.
- The wording itself does not guarantee that rain will occur.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

2.3 ■ 正好 (just right / exactly)

2.3.1 An exact amount need not be lucky

- The bill totals exactly one hundred yuan.
- 一共正好一百块。 – 正好 states an exact match to the amount here.

2.3.2 Build the form

- The pattern in this lesson is **正好 (just right / exactly)**. 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.

你来得正好。

nǐ lái de zhèng hǎo

Word guide: 你 – you; 来 – come; 得 – (degree); 正好 – just right.

2.3.3 Read examples in context

一共正好一百块。

yí gòng zhèng hǎo yì bǎi kuài

Word guide: 一共 – in total; 正好 – exactly; 一百 – one hundred; 块 – yuan.

- In the opening example, 一共正好一百块。: 正好 states an exact match to the amount here.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

2.3.4 Know the boundary

- 正好 can also mean timely or coincidental.
- A precise total does not automatically describe good luck.

2.3.5 Use the distinction

- 正好 states an exact match to the amount here.
- 正好 can also mean timely or coincidental. A precise total does not automatically describe good luck.

2.3.6 Try it with help closed

The bill totals exactly one hundred yuan. 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: 一共正好一百块。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 正好 can also mean timely or coincidental.
- A precise total does not automatically describe good luck.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

2.4 ■ 只好 (have no choice but to)

2.4.1 Accept the remaining option

- Tickets are sold out, leaving you to return home.
- 没有票, 只好回家。 – The speaker accepts returning home as the available fallback.

2.4.2 Build the form

- The pattern in this lesson is **只好 (have no choice but to)**. 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.

没有票, 只好回家。

méi yǒu piào zhǐ hǎo huí jiā

Word guide: 没有 – there's no; 票 – ticket; 只好 – have to; 回家 – go home.

2.4.3 Read examples in context

- In the opening example, 没有票, 只好回家。: The speaker accepts returning home as the available fallback.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

2.4.4 Know the boundary

- 只好 highlights a constrained choice.
- 不得不 may also fit a necessity context; the meanings are not mutually exclusive.

2.4.5 Use the distinction

- The speaker accepts returning home as the available fallback.
- 只好 highlights a constrained choice. 不得不 may also fit a necessity context; the meanings are not mutually exclusive.

2.4.6 Try it with help closed

Tickets are sold out, leaving you to return home. 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: 没有票，只好回家。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 只好 highlights a constrained choice.
- 不得不 may also fit a necessity context; the meanings are not mutually exclusive.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

2.5 ■ 又 + 不 / 没 (emphatic negation)

2.5.1 Push back on an assumption

- Someone treats you as incapable of deciding for yourself.
- 我又不是小孩。 – 又 reinforces the rejection of being treated as a child.

2.5.2 Build the form

- The pattern in this lesson is 又 + 不 / 没 (emphatic negation). 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.

我又不是小孩。

wǒ yòu bù shì xiǎo hái

Word guide: 我 – I; 又 – (emphatic); 不 – not; 是 – am; 小孩 – child.

2.5.3 Read examples in context

- In the opening example, 我又不是小孩。: 又 reinforces the rejection of being treated as a child.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

2.5.4 Know the boundary

- This is the emphatic use of 又.
- Other 又-negative combinations can describe repetition, so read the intended attitude in context.

2.5.5 Use the distinction

- 又 reinforces the rejection of being treated as a child.
- This is the emphatic use of 又. Other 又-negative combinations can describe repetition, so read the intended attitude in context.

2.5.6 Try it with help closed

Someone treats you as incapable of deciding for yourself. 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: 我又不是小孩。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- This is the emphatic use of 又.
- Other 又-negative combinations can describe repetition, so read the intended attitude in context.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

2.6 ■ 可 + Adj (emphatic)

2.6.1 Emphasise a firm refusal

- Friends ask you to join an outing, and you refuse firmly.
- 我可不去。 – 可 adds emphasis to the negative decision.

2.6.2 Build the form

- The pattern in this lesson is 可 + Adj (emphatic). 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.

今天可冷了!

jīn tiān kě lěng le

Word guide: 今天 – today; 可 – really; 冷 – cold.

2.6.3 Read examples in context

- In the opening example, 我可不去。: 可 adds emphasis to the negative decision.

- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

2.6.4 Know the boundary

- This use differs from 可 as a short contrast connector.
- It does not add permission or ability to the sentence.

2.6.5 Use the distinction

- 可 adds emphasis to the negative decision.
- This use differs from 可 as a short contrast connector. It does not add permission or ability to the sentence.

2.6.6 Try it with help closed

Friends ask you to join an outing, and you refuse firmly. 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: 我可不去。

- 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 differs from 可 as a short contrast connector.
- It does not add permission or ability to the sentence.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

2.7 ■ 原来 (so it turns out / all along)

2.7.1 New information explains what you missed

- You find a friend in a room after looking elsewhere.
- **原来你在这儿。** – The speaker has just realised where the friend is.

2.7.2 Build the form

- The pattern in this lesson is **原来 (so it turns out / all along)**. 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.

原来你在这儿。

yuán lái nǐ zài zhèr

Word guide: 原来 – so it turns out; 你 – you; 在 – are; 这儿 – here.

2.7.3 Read examples in context

- In the opening example, **原来你在这儿。**: The speaker has just realised where the friend is.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

2.7.4 Know the boundary

- 原来 can also describe an earlier state, as in 原来住在这里。
- Not every use is a sudden discovery.

2.7.5 Use the distinction

- The speaker has just realised where the friend is.
- 原来 can also describe an earlier state, as in 原来住在这里。 Not every use is a sudden discovery.

2.7.6 Try it with help closed

You find a friend in a room after looking elsewhere. 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: 原来你在这儿。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 原来 can also describe an earlier state, as in 原来住在这里。
- Not every use is a sudden discovery.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

2.8 ■ 差点 (almost / nearly)

2.8.1 An almost-event has not quite occurred

- You arrive just before the bell after a hurried journey.
- **我差点迟到。** – The speaker came close to being late but avoided it here.

2.8.2 Build the form

- The pattern in this lesson is **差点 (almost / nearly)**. 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.

我差点迟到。

wǒ chà diǎn chí dào

Word guide: 我 – I; 差点 – almost; 迟到 – late.

2.8.3 Read examples in context

- In the opening example, **我差点迟到。**: The speaker came close to being late but avoided it here.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

2.8.4 Know the boundary

- 差点 also works with desirable events, as in 差点赢了.
- 差点没 is sensitive to the verb and context; learn the whole sentence rather than cancelling negatives mechanically.

2.8.5 Use the distinction

- The speaker came close to being late but avoided it here.
- 差点 also works with desirable events, as in 差点赢了. 差点没 is sensitive to the verb and context; learn the whole sentence rather than cancelling negatives mechanically.

2.8.6 Try it with help closed

You arrive just before the bell after a hurried journey. 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: 我差点迟到。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 差点 also works with desirable events, as in 差点赢了.
- 差点没 is sensitive to the verb and context; learn the whole sentence rather than cancelling negatives mechanically.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

2.9 ■ 从来 + 不 / 没 (never)

2.9.1 A habit differs from an experience

- You describe your normal punctual behaviour.
- **我从来不迟到。** – The speaker claims never being late within the relevant period.

2.9.2 Build the form

- The pattern in this lesson is **从来 + 不 / 没 (never)**. 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.

我从来不迟到。

wǒ cóng lái bù chí dào

Word guide: 我 – I; 从来 – never; 不 – not; 迟到 – be late.

2.9.3 Read examples in context

- In the opening example, **我从来不迟到。**: The speaker claims never being late within the relevant period.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

2.9.4 Know the boundary

- 从来没去过 instead denies an experience.
- 从来 can also occur positively, as in 从来如此, and need not describe an entire lifetime literally.

2.9.5 Use the distinction

- The speaker claims never being late within the relevant period.
- 从来没去过 instead denies an experience. 从来 can also occur positively, as in 从来如此, and need not describe an entire lifetime literally.

2.9.6 Try it with help closed

You describe your normal punctual behaviour. 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: 我从来不迟到。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 从来没去过 instead denies an experience.
- 从来 can also occur positively, as in 从来如此, and need not describe an entire lifetime literally.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

2.10 ■ 结果 (as a result / in the end)

2.10.1 Report the outcome of an earlier action

- A student did not revise and then received a poor result.
- **他没复习, 结果考得很差。** – 结果 introduces the outcome in the narrative.

2.10.2 Build the form

- The pattern in this lesson is **结果 (as a result / in the end)**. 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.

他没复习，结果考得很差。

tā méi fù xī jié guǒ kǎo de hěn chà

Word guide: 他 – he; 没 – didn't; 复习 – revise; 结果 – as a result; 考 – exam; 得 – (degree); 很 – very; 差 – badly.

2.10.3 Read examples in context

- In the opening example, 他没复习，结果考得很差。: 结果 introduces the outcome in the narrative.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

2.10.4 Know the boundary

- 结果 may also introduce a favourable or expected outcome.
- It does not by itself prove that the earlier event was the sole cause.

2.10.5 Use the distinction

- 结果 introduces the outcome in the narrative.
- 结果 may also introduce a favourable or expected outcome. It does not by itself prove that the earlier event was the sole cause.

2.10.6 Try it with help closed

A student did not revise and then received a poor result. 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: 他没复习，结果考得很差。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 结果 may also introduce a favourable or expected outcome.
- It does not by itself prove that the earlier event was the sole cause.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

2.11 ■ 够 (enough / sufficient)

2.11.1 Enough requires a purpose

- A room fits everyone invited to a meeting.
- 这个房间够大。 – The room is sufficiently large for the relevant need.

2.11.2 Build the form

- The pattern in this lesson is 够 (enough / sufficient). 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.

时间够了。

shí jiān gòu le

Word guide: 时间 – time; 够 – enough.

2.11.3 Read examples in context

这个房间够大。

zhè ge fáng jiān gòu dà

Word guide: 这 – this; 个 – (measure word); 房间 – room; 够 – enough; 大 – big.

- In the opening example, 这个房间够大。: The room is sufficiently large for the relevant need.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

2.11.4 Know the boundary

- The requirement comes from context.
- 够大 does not mean the room is the largest available or large enough for every possible group.

2.11.5 Use the distinction

- The room is sufficiently large for the relevant need.
- The requirement comes from context. 够大 does not mean the room is the largest available or large enough for every possible group.

2.11.6 Try it with help closed

A room fits everyone invited to a meeting. 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: 这个房间够大。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- The requirement comes from context.
- 够大 does not mean the room is the largest available or large enough for every possible group.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

2.12 ■ 甚至 (even / to the point that)

2.12.1 Choose the striking extra case

- Someone is so busy that even meals are difficult to fit in.
- 他很忙，甚至没时间吃饭。** – 甚至 makes the lack of mealtime a striking additional point.

2.12.2 Build the form

- The pattern in this lesson is **甚至 (even / to the point that)**. 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.

他很忙，甚至没时间吃饭。

tā hěn máng shèn zhì méi shí jiān chī fàn

Word guide: 他 – he; 很 – very; 忙 – busy; 甚至 – even; 没 – don't have; 时间 – time; 吃饭 – eat.

2.12.3 Read examples in context

- In the opening example, **他很忙，甚至没时间吃饭。**: 甚至 makes the lack of mealtime a striking additional point.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

2.12.4 Know the boundary

- The scale comes from the context.
- A striking example is not necessarily the mathematically greatest possible case.

2.12.5 Use the distinction

- 甚至 makes the lack of mealtime a striking additional point.
- The scale comes from the context. A striking example is not necessarily the mathematically greatest possible case.

2.12.6 Try it with help closed

Someone is so busy that even meals are difficult to fit in. 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: 他很忙，甚至没时间吃饭。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- The scale comes from the context.
- A striking example is not necessarily the mathematically greatest possible case.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

2.13 ■ 还是 + Verb (had better)

2.13.1 Settle on a preferred action

- After discussing options, a group decides leaving is better.
- 我们还是走吧。** – 还是 recommends leaving after weighing the options.

2.13.2 Build the form

- The pattern in this lesson is **还是 + Verb (had better)**. 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.

我们还是走吧。

wǒ men hái shì zǒu ba

Word guide: 我们 – we; 还是 – had better; 走 – go.

2.13.3 Read examples in context

- In the opening example, **我们还是走吧。**: 还是 recommends leaving after weighing the options.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

2.13.4 Know the boundary

- This is the recommendation use.
- 还是 can also join alternatives in a question or describe something continuing.

2.13.5 Use the distinction

- 还是 recommends leaving after weighing the options.
- This is the recommendation use. 还是 can also join alternatives in a question or describe something continuing.

2.13.6 Try it with help closed

After discussing options, a group decides leaving is better. 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: 我们还是走吧。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- This is the recommendation use.
- 还是 can also join alternatives in a question or describe something continuing.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

2.14 ■ 最好 (had best / it's best to)

2.14.1 Advice takes its tone from context

- A friend recommends an early night before a busy day.
- 你最好早点睡。 – 最好 presents sleeping early as the preferred course.

2.14.2 Build the form

- The pattern in this lesson is 最好 (had best / it's best to). 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.

你最好早点睡。

nǐ zuì hǎo zǎo diǎn shuì

Word guide: 你 – you; 最好 – had best; 早点 – earlier; 睡 – sleep.

2.14.3 Read examples in context

- In the opening example, 你最好早点睡。: 最好 presents sleeping early as the preferred course.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

2.14.4 Know the boundary

- Tone can make 最好 friendly advice or a warning.
- It does not always imply a threat or rank as stronger than every 还是 suggestion.

2.14.5 Use the distinction

- 最好 presents sleeping early as the preferred course.
- Tone can make 最好 friendly advice or a warning. It does not always imply a threat or rank as stronger than every 还是 suggestion.

2.14.6 Try it with help closed

A friend recommends an early night before a busy day. 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: 你最好早点睡。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- Tone can make 最好 friendly advice or a warning.
- It does not always imply a threat or rank as stronger than every 还是 suggestion.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

2.15 ■ 不得不 (have no choice but to)

2.15.1 Explain the pressure behind necessity

- A last bus is departing, so you must leave now.
- 我不得不走了。 – The speaker presents leaving as compelled by the circumstances.

2.15.2 Build the form

- The pattern in this lesson is 不得不 (have no choice but to). 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.

我不得不走了。

wǒ bù dé bù zǒu le

Word guide: 我 – I; 不得不 – have to; 走 – leave.

2.15.3 Read examples in context

- In the opening example, 我不得不走了。: The speaker presents leaving as compelled by the circumstances.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

2.15.4 Know the boundary

- 不得不 highlights necessity rather than a freely chosen preference.
- 只好 can overlap while foregrounding a fallback; neither word guarantees an objectively unique option.

2.15.5 Use the distinction

- The speaker presents leaving as compelled by the circumstances.
- 不得不 highlights necessity rather than a freely chosen preference. 只好 can overlap while foregrounding a fallback; neither word guarantees an objectively unique option.

2.15.6 Try it with help closed

A last bus is departing, so you must leave now. 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: 我不得不走了。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 不得不 highlights necessity rather than a freely chosen preference.
- 只好 can overlap while foregrounding a fallback; neither word guarantees an objectively unique option.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

2.16 ■ 到底 (on earth / after all)

2.16.1 Ask for a settled answer

- Someone has repeatedly avoided saying whether they will attend.
- 你到底去不去? – 到底 presses for a definite answer to the attendance question.

2.16.2 Build the form

- The pattern in this lesson is 到底 (on earth / after 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.

你到底想去不去?

nǐ dào dǐ xiǎng qù bù qù

Word guide: 你 – you; 到底 – on earth; 想 – want; 去 – go; 不 – not; 去 – go.

2.16.3 Read examples in context

- In the opening example, 你到底去不去?: 到底 presses for a definite answer to the attendance question.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

2.16.4 Know the boundary

- This can sound impatient or simply seek clarification.
- 到底 also has a statement use meaning after all, so it is not restricted to questions.

2.16.5 Use the distinction

- 到底 presses for a definite answer to the attendance question.
- This can sound impatient or simply seek clarification. 到底 also has a statement use meaning after all, so it is not restricted to questions.

2.16.6 Try it with help closed

Someone has repeatedly avoided saying whether they will 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: 你到底去不去?

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- This can sound impatient or simply seek clarification.
- 到底 also has a statement use meaning after all, so it is not restricted to questions.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

2.17 ■ 究竟 (exactly / on earth)

2.17.1 Investigate exactly what happened

- A confusing event needs a clear explanation.
- 这究竟是怎么回事? – 究竟 focuses attention on the precise explanation.

2.17.2 Build the form

- The pattern in this lesson is 究竟 (exactly / on earth). 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.

这究竟是怎么回事?

zhè jiū jìng shì zěn me huí shì

Word guide: 这 – this; 究竟 – exactly; 是 – is; 怎么 – how; 回事 – matter.

2.17.3 Read examples in context

- In the opening example, 这究竟是怎么回事?: 究竟 focuses attention on the precise explanation.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

2.17.4 Know the boundary

- 究竟 and 到底 overlap in questions, with register preferences.
- Shared meanings do not make every use of the two interchangeable.

2.17.5 Use the distinction

- 究竟 focuses attention on the precise explanation.
- 究竟 and 到底 overlap in questions, with register preferences. Shared meanings do not make every use of the two interchangeable.

2.17.6 Try it with help closed

A confusing event needs a clear explanation. 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: 这究竟是怎么回事?

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 究竟 and 到底 overlap in questions, with register preferences.
- Shared meanings do not make every use of the two interchangeable.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

2.18 ■ 刚 + Verb (just did)

2.18.1 Recent is relative to a reference point

- A friend asks when you arrived; it was only a moment ago.
- **我刚到。** – 刚 places arrival shortly before the relevant reference time.

2.18.2 Build the form

- The pattern in this lesson is **刚 + Verb (just did)**. 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.

我刚到。

wǒ gāng dào

Word guide: 我 – I; 刚 – just; 到 – arrive.

2.18.3 Read examples in context

- In the opening example, **我刚到。**: 刚 places arrival shortly before the relevant reference time.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

2.18.4 Know the boundary

- The interval depends on context.
- 了 is not compulsory, but **刚买了一本书** is natural; avoid a blanket ban on 了.

2.18.5 Use the distinction

- 刚 places arrival shortly before the relevant reference time.
- The interval depends on context. 了 is not compulsory, but **刚买了一本书** is natural; avoid a blanket ban on 了.

2.18.6 Try it with help closed

A friend asks when you arrived; it was only a moment ago. 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: 我刚到。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- The interval depends on context.
- 了 is not compulsory, but **刚买了一本书** is natural; avoid a blanket ban on 了.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

2.19 ■ 一 + MW + 一 + MW (one by one)

2.19.1 Spread an action across individual units

- Students enter through a narrow door separately.
- **学生一个一个进来。** – The students enter one by one.

2.19.2 Build the form

- The pattern in this lesson is **一 + MW + 一 + MW (one by 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.

学生一个一个进来。

xué sheng yí gè yí gè jìn lái

Word guide: 学生 – students; 一个 – one; 一个 – one; 进来 – come in.

2.19.3 Read examples in context

- In the opening example, **学生一个一个进来。**: The students enter one by one.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

2.19.4 Know the boundary

- The repeated measure phrase shows distribution or progression.
- It does not specify the exact time between entries.

2.19.5 Use the distinction

- The students enter one by one.
- The repeated measure phrase shows distribution or progression. It does not specify the exact time between entries.

2.19.6 Try it with help closed

Students enter through a narrow door separately. 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: 学生一个一个进来。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- The repeated measure phrase shows distribution or progression.
- It does not specify the exact time between entries.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

2.20 ■ 本来 (originally / at first)

2.20.1 Recover the earlier plan

- You intended to go, but your plan later changed.
- **我本来想去，后来没去。** – 本来 introduces the original intention against the later outcome.

2.20.2 Build the form

- The pattern in this lesson is **本来 (originally / at first)**. 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.

我本来想去。

wǒ běn lái xiǎng qù

Word guide: 我 – I; 本来 – originally; 想 – want; 去 – go.

2.20.3 Read examples in context

- In the opening example, **我本来想去，后来没去。**: 本来 introduces the original intention against the later outcome.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

2.20.4 Know the boundary

- 本来 can also emphasise an inherent situation, as in 本来就很简单.
- A later change is not required in every use.

2.20.5 Use the distinction

- 本来 introduces the original intention against the later outcome.
- 本来 can also emphasise an inherent situation, as in 本来就很简单. A later change is not required in every use.

2.20.6 Try it with help closed

You intended to go, but your plan later changed. 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: 我本来想去，后来没去。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 本来 can also emphasise an inherent situation, as in 本来就很简单.
- A later change is not required in every use.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

2.21 ■ 就 (only / just – small quantity)

2.21.1 Emphasise the limited amount

- Only one friend remains in a room.
- **就他一个人。** – 就 emphasises that the group is limited to this person.

2.21.2 Build the form

- The pattern in this lesson is **就 (only / just – small quantity)**. 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.

就他一个人。

jiù tā yí gè rén

Word guide: 就 – only; 他 – him; 一 – one; 个人 – person.

2.21.3 Read examples in context

- In the opening example, **就他一个人。**: 就 emphasises that the group is limited to this person.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

2.21.4 Know the boundary

- 就 has several functions outside this quantity reading.
- The sentence identifies the small set rather than sequencing an action.

2.21.5 Use the distinction

- 就 emphasises that the group is limited to this person.
- 就 has several functions outside this quantity reading. The sentence identifies the small set rather than sequencing an action.

2.21.6 Try it with help closed

Only one friend remains in a room. 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: 就他一个人。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 就 has several functions outside this quantity reading.
- The sentence identifies the small set rather than sequencing an action.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

2.22 ■ 千万 (be sure to / whatever you do)

2.22.1 Give an emphatic reminder

- A departure time matters and you urge a friend to be punctual.
- 千万别迟到。 – 千万 strongly stresses the instruction not to be late.

2.22.2 Build the form

- The pattern in this lesson is 千万 (be sure to / whatever you do). 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.

你千万别迟到!

nǐ qiān wàn bié chí dào

Word guide: 你 – you; 千万 – be sure; 别 – don't; 迟到 – be late.

2.22.3 Read examples in context

- In the opening example, 千万别迟到。: 千万 strongly stresses the instruction not to be late.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

2.22.4 Know the boundary

- It also appears in positive requests such as 千万要记住.
- In this use it is an intensifier, not the literal number ten million.

2.22.5 Use the distinction

- 千万 strongly stresses the instruction not to be late.
- It also appears in positive requests such as 千万要记住. In this use it is an intensifier, not the literal number ten million.

2.22.6 Try it with help closed

A departure time matters and you urge a friend to be punctual. 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: 千万别迟到。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- It also appears in positive requests such as 千万要记住.
- In this use it is an intensifier, not the literal number ten million.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

2.23 ■ 恐怕 (I'm afraid / probably)

2.23.1 A concerned estimate is still an estimate

- Travel is taking longer than expected and the deadline is near.
- 恐怕来不及了。 – The speaker cautiously expects that there may not be enough time.

2.23.2 Build the form

- The pattern in this lesson is 恐怕 (I'm afraid / probably). 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.

恐怕来不及了。

kǒng pà lái bu jí le

Word guide: 恐怕 – I'm afraid; 来不及 – not in time.

2.23.3 Read examples in context

- In the opening example, 恐怕来不及了。: The speaker cautiously expects that there may not be enough time.

- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

2.23.4 Know the boundary

- 恐怕 often introduces an unwelcome estimate, but can also express a tentative evaluation.
- It neither proves the result nor requires literal terror.

2.23.5 Use the distinction

- The speaker cautiously expects that there may not be enough time.
- 恐怕 often introduces an unwelcome estimate, but can also express a tentative evaluation. It neither proves the result nor requires literal terror.

2.23.6 Try it with help closed

Travel is taking longer than expected and the deadline is near. 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: 恐怕来不及了。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 恐怕 often introduces an unwelcome estimate, but can also express a tentative evaluation.
- It neither proves the result nor requires literal terror.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

2.24 ■ 竟然 (actually / unexpectedly)

2.24.1 The unexpected outcome may be good

- A learner unexpectedly wins a competition.
- 他竟然赢了。 – 竟然 presents the win as surprising to the speaker.

2.24.2 Build the form

- The pattern in this lesson is 竟然 (actually / unexpectedly). 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.

他竟然忘了。

tā jìng rán wàng le

Word guide: 他 – he; 竟然 – actually; 忘 – forget.

2.24.3 Read examples in context

- In the opening example, 他竟然赢了。: 竟然 presents the win as surprising to the speaker.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

2.24.4 Know the boundary

- Surprise can concern welcome or unwelcome events.
- 居然 often overlaps; neither word is restricted to bad news.

2.24.5 Use the distinction

- 竟然 presents the win as surprising to the speaker.
- Surprise can concern welcome or unwelcome events. 居然 often overlaps; neither word is restricted to bad news.

2.24.6 Try it with help closed

A learner unexpectedly wins a competition. 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: 他竟然赢了。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- Surprise can concern welcome or unwelcome events.
- 居然 often overlaps; neither word is restricted to bad news.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

2.25 ■ 难道 (rhetorical: don't tell me ...?)

2.25.1 Read the implied answer from the question

- Someone doubts a claim and asks whether it is possible.
- 难道这是真的吗? – The speaker challenges the claim's plausibility.

2.25.2 Build the form

- The pattern in this lesson is 难道 (rhetorical: don't tell me ...?). 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.

难道你忘了吗?

nán dào nǐ wàng le ma

Word guide: 难道 – don't tell me; 你 – you; 忘 – forget.

2.25.3 Read examples in context

- In the opening example, **难道这是真的吗?** : The speaker challenges the claim's plausibility.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

2.25.4 Know the boundary

- The implied answer depends on the proposition and context.
- **难道你不想去吗** often suggests that you do want to go, so the expected response is not always no.

2.25.5 Use the distinction

- The speaker challenges the claim's plausibility.
- The implied answer depends on the proposition and context. **难道你不想去吗** often suggests that you do want to go, so the expected response is not always no.

2.25.6 Try it with help closed

Someone doubts a claim and asks whether it is possible. 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: 难道这是真的吗?

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- The implied answer depends on the proposition and context.
- **难道你不想去吗** often suggests that you do want to go, so the expected response is not always no.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

2.26 ■ 先 ... , 再 ... (first ..., then ...)

2.26.1 A proposed sequence is not a completed history

- You suggest eating before watching a film.
- **先吃饭, 再看电影。** – The proposed order is eating followed by the film.

2.26.2 Build the form

- The pattern in this lesson is **先 ... , 再 ... (first ..., then ...)**. 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.

先吃饭, 再看电影。

xiān chī fàn zài kàn diàn yǐng

Word guide: 先 – first; 吃饭 – eat; 再 – then; 看 – watch; 电影 – movie.

2.26.3 Read examples in context

- In the opening example, **先吃饭, 再看电影。**: The proposed order is eating followed by the film.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

2.26.4 Know the boundary

- **再** marks the subsequent step here.
- The sentence alone does not report that either action has already occurred.

2.26.5 Use the distinction

- The proposed order is eating followed by the film.
- **再** marks the subsequent step here. The sentence alone does not report that either action has already occurred.

2.26.6 Try it with help closed

You suggest eating before watching a film. 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: 先吃饭, 再看电影。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- **再** marks the subsequent step here.
- The sentence alone does not report that either action has already occurred.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

2.27 ■ 也都 (also all of them)

2.27.1 Find which group all refers to

- One group has arrived, and every member of a second group arrives too.
- **他们也都来了。** – **也** adds the second group's arrival, while **都** includes all members of that group.

2.27.2 Build the form

- The pattern in this lesson is **也都 (also all of them)**. 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.

他们也都来了。

2.27.3 Read examples in context

- In the opening example, **他们也都来了。**: 也 adds the second group's arrival, while 都 includes all members of that group.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

2.27.4 Know the boundary

- 也都 is the ordinary order in this sentence.
- Other discourse structures can use 都 and 也 differently, so avoid a universal ban on every 都也 sequence.

2.27.5 Use the distinction

- 也 adds the second group's arrival, while 都 includes all members of that group.
- 也都 is the ordinary order in this sentence. Other discourse structures can use 都 and 也 differently, so avoid a universal ban on every 都也 sequence.

2.27.6 Try it with help closed

One group has arrived, and every member of a second group arrives too. 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: 他们也都来了。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 也都 is the ordinary order in this sentence.
- Other discourse structures can use 都 and 也 differently, so avoid a universal ban on every 都也 sequence.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

3 Adverbs with Adjectives

3.1 ■ 挺 + adjective (+ 的) – quite / pretty

挺 (tǐng) intensifies an assessment in everyday conversation. The assessment can be positive or negative. It does not have a fixed strength relative to 很: context and emphasis matter.

Structure: 挺 + Adjective (+ 的)

这个菜挺好吃的。

zhè ge cài tǐng hǎo chī de

Word guide: 这个 – this; 菜 – dish; 挺 – quite; 好吃 – tasty.

This dish is quite tasty.

最近大家都挺忙的。

zuì jìn dà jiā dōu tǐng máng de

Word guide: 最近 – recently; 大家 – everyone; 都 – all; 挺 – quite; 忙 – busy.

Everyone has been quite busy lately.

的 is common, but optional in many expressions. Both 挺好的 and 挺好 are natural. 挺有意思 means “quite interesting”; it can also end with 的. Do not mark an answer wrong simply because 的 is absent.

Use it in a situation: Someone asks how your new course is going. You might answer 挺好的 (“Quite well”). If an item costs more than you expected, 这个挺贵的 means “This is quite expensive”.

Check the distinction: Does 挺 guarantee praise? No. 挺麻烦的 means “quite troublesome”. Does every 挺 phrase need 的? No. 挺好 is a natural short assessment.

Try it: Describe a course, a dish, or a journey using 挺. Then change the assessment from positive to negative. A possible pair is 这个菜挺好吃的 / 这个菜挺贵的。

4 Auxiliary Words

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.

4.1 ■ Noun, Noun + 什么的 (...and so on)

4.1.1 Leave a casual list open

- You plan to buy fruit, snacks and similar items.
- 买点水果、零食什么的。 – 什么的 leaves the list conversational and non-exhaustive.

4.1.2 Build the form

- The pattern in this lesson is **Noun, Noun + 什么的 (...and so on)**. 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.

水果、零食什么的。

shuǐ guǒ líng shí shén me de

Word guide: 水果 – fruit; 零食 – snacks; 什么的 – and so on.

4.1.3 Read examples in context

- In the opening example, 买点水果、零食什么的。: 什么的 leaves the list conversational and non-exhaustive.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

4.1.4 Know the boundary

- The phrase does not ask what the items are.
- Use an explicit list if exact completeness matters.

4.1.5 Use the distinction

- 什么的 leaves the list conversational and non-exhaustive.
- The phrase does not ask what the items are. Use an explicit list if exact completeness matters.

4.1.6 Try it with help closed

You plan to buy fruit, snacks and similar items. 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: 买点水果、零食什么的。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- The phrase does not ask what the items are.
- Use an explicit list if exact completeness matters.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

4.2 ■ ... 等 / 等等 (etc.)

4.2.1 Examples need not exhaust a category

- A list gives apples and bananas as examples of fruit.
- 苹果、香蕉等水果。 – 等 links the examples to the broader fruit category.

4.2.2 Build the form

- The pattern in this lesson is **... 等 / 等等 (etc.)**. 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.

苹果、香蕉等水果。

píng guǒ xiāng jiāo děng shuǐ guǒ

Word guide: 苹果 – apple; 香蕉 – banana; 等 – etc.; 水果 – fruit.

4.2.3 Read examples in context

- In the opening example, 苹果、香蕉等水果。: 等 links the examples to the broader fruit category.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

4.2.4 Know the boundary

- This list is not necessarily complete.
- 等 can also close an explicit enumerated set, so the surrounding wording determines the scope.

4.2.5 Use the distinction

- 等 links the examples to the broader fruit category.
- This list is not necessarily complete. 等 can also close an explicit enumerated set, so the surrounding wording determines the scope.

4.2.6 Try it with help closed

A list gives apples and bananas as examples of fruit. 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: 苹果、香蕉等水果。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- This list is not necessarily complete.
- 等 can also close an explicit enumerated set, so the surrounding wording determines the scope.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

5 Conjunctions

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.

5.1 ■ 不过 (a softer “but”)

5.1.1 A qualification can change a purchase decision

- An item is good but costs more than you want.
- 东西不错，不过有点贵。 – 不过 introduces the price qualification to the positive assessment.

5.1.2 Build the form

- The pattern in this lesson is 不过 (a softer “but”). 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.

东西不错，不过有点贵。

dōng xi bú cuò bú guò yǒu diǎn guì

Word guide: 东西 – the thing; 不错 – nice; 不过 – but; 有点 – a bit; 贵 – expensive.

5.1.3 Read examples in context

- In the opening example, 东西不错，不过有点贵。: 不过 introduces the price qualification to the positive assessment.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

5.1.4 Know the boundary

- 不过 is often conversational, but its force depends on the argument and tone.
- It is not always weaker than 但是 in every situation.

5.1.5 Use the distinction

- 不过 introduces the price qualification to the positive assessment.
- 不过 is often conversational, but its force depends on the argument and tone. It is not always weaker than 但是 in every situation.

5.1.6 Try it with help closed

An item is good but costs more than you want. 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: 东西不错, 不过有点贵。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 不过 is often conversational, but its force depends on the argument and tone.
- It is not always weaker than 但是 in every situation.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

5.2 ■ 于是 (thereupon / and so)

5.2.1 An event leads to a reaction

- Rain starts and a group responds by returning home.
- 下雨了, 于是我们回家了。 – 于是 connects the rain to the subsequent response.

5.2.2 Build the form

- The pattern in this lesson is 于是 (thereupon / and so). 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.

下雨了, 于是我们回家了。

xià yǔ le yú shì wǒ men huí jiā le

Word guide: 下雨 – rain; 于是 – and so; 我们 – we; 回家 – go home.

5.2.3 Read examples in context

- In the opening example, 下雨了, 于是我们回家了。: 于是 connects the rain to the subsequent response.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

5.2.4 Know the boundary

- It often advances a narrative, while 所以 commonly expresses a conclusion.
- These functions overlap; 于是 is more than a purely chronological then.

5.2.5 Use the distinction

- 于是 connects the rain to the subsequent response.
- It often advances a narrative, while 所以 commonly expresses a conclusion. These functions overlap; 于是 is more than a purely chronological then.

5.2.6 Try it with help closed

Rain starts and a group responds by returning home. 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: 下雨了, 于是我们回家了。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- It often advances a narrative, while 所以 commonly expresses a conclusion.
- These functions overlap; 于是 is more than a purely chronological then.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

5.3 ■ 还有 (also / and / what's more)

5.3.1 Add an item without replacing the first

- You bought books and also pens.
- 我买了书, 还有笔。 – 还有 adds pens to the previously named books.

5.3.2 Build the form

- The pattern in this lesson is 还有 (also / and / what's 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.

我买了书, 还有笔。

wǒ mǎi le shū hái yǒu bǐ

Word guide: 我 – I; 买 – buy; 书 – books; 还有 – also; 笔 – pens.

5.3.3 Read examples in context

- In the opening example, 我买了书, 还有笔。: 还有 adds pens to the previously named books.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

5.3.4 Know the boundary

- 还 can also mean remaining or still in other frames.
- Here the added item does not cancel the earlier purchase.

5.3.5 Use the distinction

- 还有 adds pens to the previously named books.
- 还 can also mean remaining or still in other frames. Here the added item does not cancel the earlier purchase.

5.3.6 Try it with help closed

You bought books and also pens. 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: 我买了书，还有笔。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 还 can also mean remaining or still in other frames.
- Here the added item does not cancel the earlier purchase.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

5.4 ■ 另外 (besides / in addition)

5.4.1 Add a separate issue

- After discussing one matter, you raise one more.
- 另外，我还有一件事。 – 另外 signals a distinct additional point.

5.4.2 Build the form

- The pattern in this lesson is 另外 (besides / in addition). 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，我还有一件事。

lìng wài wǒ hái yǒu yí jiàn shì

Word guide: 另外 – besides; 我 – I; 还 – still; 有 – have; 一 – one; 件 – (measure word); 事 – matter.

5.4.3 Read examples in context

- In the opening example, 另外，我还有一件事。: 另外 signals a distinct additional point.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

5.4.4 Know the boundary

- 另外一个 uses the word to identify another item instead.
- The connector does not automatically express opposition to the previous point.

5.4.5 Use the distinction

- 另外 signals a distinct additional point.
- 另外一个 uses the word to identify another item instead. The connector does not automatically express opposition to the previous point.

5.4.6 Try it with help closed

After discussing one matter, you raise one more. 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，我还有一件事。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 另外一个 uses the word to identify another item instead.
- The connector does not automatically express opposition to the previous point.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

5.5 ■ 再说 (besides / what's more)

5.5.1 An extra reason differs from postponing speech

- You reject a purchase because it is expensive and you dislike it.
- 太贵了，再说我也不喜欢。 – 再说 adds a further reason supporting rejection.

5.5.2 Build the form

- The pattern in this lesson is 再说 (besides / what's 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.

太贵了，再说我也不喜欢。

tài guì le zài shuō wǒ yě bù xǐ huan

Word guide: 太 – too; 贵 – expensive; 再说 – besides; 我 – I; 也 – also; 不 – not; 喜欢 – like.

5.5.3 Read examples in context

- In the opening example, 太贵了，再说我也不喜欢。: 再说 adds a further reason supporting rejection.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

5.5.4 Know the boundary

- 以后再说 instead means discussing it later.
- The whole construction distinguishes the connector from the literal verb phrase.

5.5.5 Use the distinction

- 再说 adds a further reason supporting rejection.
- 以后再说 instead means discussing it later. The whole construction distinguishes the connector from the literal verb phrase.

5.5.6 Try it with help closed

You reject a purchase because it is expensive and you dislike it. 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: 太贵了，再说我也不喜欢。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 以后再说 instead means discussing it later.
- The whole construction distinguishes the connector from the literal verb phrase.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

5.6 ■ 可是 / 但是 (two words for “but”)

5.6.1 Wanting and availability can conflict

- You want to go but lack time.
- 我想去，但是没时间。 – 但是 connects the desire with an obstacle to fulfilling it.

5.6.2 Build the form

- The pattern in this lesson is 可是 / 但是 (two words for “but”). 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.

我想去，但是没时间。

wǒ xiǎng qù dàn shì méi shí jiān

Word guide: 我 – I; 想 – want; 去 – go; 但是 – but; 没 – don't have; 时间 – time.

5.6.3 Read examples in context

- In the opening example, 我想去，但是没时间。: 但是 connects the desire with an obstacle to fulfilling it.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

5.6.4 Know the boundary

- 可是 also fits this ordinary contrast.
- Register preferences do not make one the only correct answer in every but-sentence.

5.6.5 Use the distinction

- 但是 connects the desire with an obstacle to fulfilling it.
- 可是 also fits this ordinary contrast. Register preferences do not make one the only correct answer in every but-sentence.

5.6.6 Try it with help closed

You want to go but lack time. 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: 我想去，但是没时间。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 可是 also fits this ordinary contrast.
- Register preferences do not make one the only correct answer in every but-sentence.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

5.7 ■ 而 (whereas / and yet)

5.7.1 Compare two preferences without asserting a quarrel

- One person prefers tea and another prefers coffee.
- 他喜欢茶，而我喜欢咖啡。 – 而 balances the contrasting preferences.

5.7.2 Build the form

- The pattern in this lesson is 而 (whereas / and yet). 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.

他喜欢茶，而我喜欢咖啡。

tā xǐ huan chá ér wǒ xǐ huan kā fēi

Word guide: 他 – he; 喜欢 – like; 茶 – tea; 而 – whereas; 我 – I; 喜欢 – like; 咖啡 – coffee.

5.7.3 Read examples in context

- In the opening example, 他喜欢茶，而我喜欢咖啡。: 而 balances the contrasting preferences.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

5.7.4 Know the boundary

- The contrast is between preferences, not proof of an argument.
- 而 can also join an additional description rather than always opposing the first clause.

5.7.5 Use the distinction

- 而 balances the contrasting preferences.
- The contrast is between preferences, not proof of an argument. 而 can also join an additional description rather than always opposing the first clause.

5.7.6 Try it with help closed

One person prefers tea and another prefers coffee. 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: 他喜欢茶，而我喜欢咖啡。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- The contrast is between preferences, not proof of an argument.
- 而 can also join an additional description rather than always opposing the first clause.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

5.8 ■ 用 / 通过 ... 来 ... (by means of ...)

5.8.1 Connect the means to the intended use

- A phone serves as the tool for paying.
- 我们用手机来付钱。 – 来 connects the phone's use with the payment action.

5.8.2 Build the form

- The pattern in this lesson is 用 / 通过 ... 来 ... (by means 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.

我们用手机来付钱。

wǒ men yòng shǒu jī lái fù qián

Word guide: 我们 – we; 用 – use; 手机 – phone; 来 – to; 付钱 – pay.

5.8.3 Read examples in context

- In the opening example, 我们用手机来付钱。: 来 connects the phone's use with the payment action.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

5.8.4 Know the boundary

- This 来 is not movement towards the speaker.
- Naming a method does not by itself report successful payment; intentions and results differ.

5.8.5 Use the distinction

- 来 connects the phone's use with the payment action.
- This 来 is not movement towards the speaker. Naming a method does not by itself report successful payment; intentions and results differ.

5.8.6 Try it with help closed

A phone serves as the tool for paying. 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: 我们用手机来付钱。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- This 来 is not movement towards the speaker.
- Naming a method does not by itself report successful payment; intentions and results differ.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

6 Nouns

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.

6.1 ■ 其中 (among them / of which)

6.1.1 A subset stays inside the earlier group

- Thirty students are mentioned, five of whom are boys.
- 三十个学生，其中五个是男生。 – The five boys belong to the group of thirty.

6.1.2 Build the form

- The pattern in this lesson is **其中 (among them / of which)**. 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.

三十个学生，其中五个是男生。

sān shí ge xué sheng qí zhōng wǔ ge shì nán shēng

Word guide: 三十 – thirty; 个 – (measure word); 学生 – students; 其中 – among them; 五 – five; 是 – are; 男生 – boys.

6.1.3 Read examples in context

- In the opening example, 三十个学生，其中五个是男生。: The five boys belong to the group of thirty.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

6.1.4 Know the boundary

- 其中 needs a recoverable group, but it may start a new sentence referring to a preceding sentence.
- Do not add the five again to make thirty-five.

6.1.5 Use the distinction

- The five boys belong to the group of thirty.
- 其中 needs a recoverable group, but it may start a new sentence referring to a preceding sentence. Do not add the five again to make thirty-five.

6.1.6 Try it with help closed

Thirty students are mentioned, five of whom are boys. 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: 三十个学生，其中五个是男生。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 其中 needs a recoverable group, but it may start a new sentence referring to a preceding sentence.
- Do not add the five again to make thirty-five.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

7 Numbers

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.

7.1 ■ Fractions with 分之

7.1.1 Read the denominator before the numerator

- A recipe needs one third of a portion.
- 三分之一。 – The denominator is three and the numerator is one.

7.1.2 Build the form

- The pattern in this lesson is **Fractions with 分之**. 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.

三分之一。

sān fēn zhī yī

Word guide: 三 – three; 分之 – (of); 一 – one.

7.1.3 Read examples in context

百分之五十。

bǎi fēn zhī wǔ shí

Word guide: 百 – hundred; 分之 – (of); 五十 – fifty.

- In the opening example, 三分之一。: The denominator is three and the numerator is one.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

7.1.4 Know the boundary

- Chinese gives the whole-number partition first.
- 三分之一 is not three wholes, and 百分之五十 means fifty percent.

7.1.5 Use the distinction

- The denominator is three and the numerator is one.
- Chinese gives the whole-number partition first. 三分之一 is not three wholes, and 百分之五十 means fifty percent.

7.1.6 Try it with help closed

A recipe needs one third of a portion. 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: 三分之一。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- Chinese gives the whole-number partition first.
- 三分之一 is not three wholes, and 百分之五十 means fifty percent.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

8 Particles

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.

8.1 ■ Statement + 吗 (yes/no confirmation)

8.1.1 Ask without deciding the answer beforehand

- You ask a friend whether they are full after lunch.
- 你吃饱了吗?** – 吗 turns the statement about being full into a yes/no question.

8.1.2 Build the form

- The pattern in this lesson is **Statement + 吗 (yes/no confirmation)**. 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.

你吃饱了吗?

nǐ chī bǎo le ma

Word guide: 你 – you; 吃饱 – full.

8.1.3 Read examples in context

- In the opening example, **你吃饱了吗?** : 吗 turns the statement about being full into a yes/no question.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

8.1.4 Know the boundary

- The question need not imply a particular expected answer.
- A direct alternative question such as 喝茶还是咖啡 uses a different form.

8.1.5 Use the distinction

- 吗 turns the statement about being full into a yes/no question.
- The question need not imply a particular expected answer. A direct alternative question such as 喝茶还是咖啡 uses a different form.

8.1.6 Try it with help closed

You ask a friend whether they are full after lunch. 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: 你吃饱了吗?

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- The question need not imply a particular expected answer.
- A direct alternative question such as 喝茶还是咖啡 uses a different form.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

8.2 ■ ... 吧, ... ; ... 吧, ... (weighing options)

8.2.1 Neither option is straightforward

- Going costs time, while declining feels awkward.
- 去吧, 没时间; 不去吧, 不好意思。** – The speaker weighs drawbacks on both sides of the choice.

8.2.2 Build the form

- The pattern in this lesson is **... 吧, ... ; ... 吧, ... (weighing options)**. 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.

去吧, 没时间。

qù ba méi shí jiān

Word guide: 去 – go; 没 – no; 时间 – time.

8.2.3 Read examples in context

- In the opening example, **去吧, 没时间; 不去吧, 不好意思。** : The speaker weighs drawbacks on both sides of the choice.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

8.2.4 Know the boundary

- Each 吧 floats an option here.
- This is different from an ordinary command or the suggestion 走吧.

8.2.5 Use the distinction

- The speaker weighs drawbacks on both sides of the choice.
- Each 吧 floats an option here. This is different from an ordinary command or the suggestion 走吧.

8.2.6 Try it with help closed

Going costs time, while declining feels awkward. 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: 去吧, 没时间; 不去吧, 不好意思。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- Each 吧 floats an option here.
- This is different from an ordinary command or the suggestion 走吧.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

8.3 ■ Sentence-final 的 (modal: certainty)

8.3.1 Reassurance expresses confidence, not proof

- You reassure a worried friend about an improving situation.
- **别担心, 会好的。** – Final 的 adds a confident, reassuring tone.

8.3.2 Build the form

- The pattern in this lesson is **Sentence-final 的 (modal: certainty)**. 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.

别担心, 会好的。

bié dān xīn huì hǎo de

Word guide: 别 – don't; 担心 – worry; 会 – will; 好 – fine.

8.3.3 Read examples in context

- In the opening example, **别担心, 会好的。**: Final 的 adds a confident, reassuring tone.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

8.3.4 Know the boundary

- The speaker can still be mistaken.
- This 的 is not the possessive modifier in 我的书.

8.3.5 Use the distinction

- Final 的 adds a confident, reassuring tone.
- The speaker can still be mistaken. This 的 is not the possessive modifier in 我的书.

8.3.6 Try it with help closed

You reassure a worried friend about an improving situation. 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: 别担心, 会好的。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- The speaker can still be mistaken.
- This 的 is not the possessive modifier in 我的书.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

9 Prepositions

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.

9.1 ■ 随着 (as / along with)

9.1.1 Two changes can track together without proving causation

- A report describes improvements alongside economic development.
- **随着经济的发展, 生活更好了。** – 随着 frames development as the changing background to the improvement.

9.1.2 Build the form

- The pattern in this lesson is **随着 (as / along with)**. 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.

随着经济的发展, 生活更好了。

suí zhe jīng jì de fā zhǎn shēng huó gèng hǎo le

Word guide: 随着 – as; 经济 – economy; 发展 – development; 生活 – life; 更 – more; 好 – good.

9.1.3 Read examples in context

- In the opening example, **随着经济的发展, 生活更好了。**: 随着 frames development as the changing background to the improvement.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

9.1.4 Know the boundary

- The sentence asserts a relationship in time or development.
- The grammar alone does not prove that development was the only cause.

9.1.5 Use the distinction

- 随着 frames development as the changing background to the improvement.
- The sentence asserts a relationship in time or development. The grammar alone does not prove that development was the only cause.

9.1.6 Try it with help closed

A report describes improvements alongside economic development. 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: 随着经济的发展, 生活更好了。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- The sentence asserts a relationship in time or development.
- The grammar alone does not prove that development was the only cause.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

9.2 ■ 在 ... 上 (in terms of / regarding)

9.2.1 An abstract domain differs from a physical surface

- A person works conscientiously.
- **在工作上, 他很认真。** – 在 ... 上 limits the evaluation to the domain of work.

9.2.2 Build the form

- The pattern in this lesson is **在 ... 上 (in terms of / regarding)**. 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.

在工作上, 他很认真。

zài gōng zuò shàng tā hěn rèn zhēn

Word guide: 在 – in; 工作 – work; 上 – (aspect); 他 – he; 很 – very; 认真 – serious.

9.2.3 Read examples in context

- In the opening example, **在工作上, 他很认真。**: 在 ... 上 limits the evaluation to the domain of work.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

9.2.4 Know the boundary

- 在桌子上 instead describes a physical position.
- The work evaluation does not necessarily apply to every area of the person's life.

9.2.5 Use the distinction

- 在 ... 上 limits the evaluation to the domain of work.
- 在桌子上 instead describes a physical position. The work evaluation does not necessarily apply to every area of the person's life.

9.2.6 Try it with help closed

A person works conscientiously. 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: 在工作上，他很认真。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 在桌子上 instead describes a physical position.
- The work evaluation does not necessarily apply to every area of the person's life.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

10 Sentence Patterns

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.

10.1 ■ 并 + 不 / 没 (emphatic denial)

10.1.1 Deny an assumed difficulty

- Someone says a task must be difficult; you disagree.
- **这并不难。** – 并 strengthens the rejection of the assumed difficulty.

10.1.2 Build the form

- The pattern in this lesson is **并 + 不 / 没 (emphatic denial)**. 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.

这并不难。

zhè bìng bù nán

Word guide: 这 – this; 并 – actually; 不 – not; 难 – hard.

10.1.3 Read examples in context

- In the opening example, **这并不难。**: 并 strengthens the rejection of the assumed difficulty.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

10.1.4 Know the boundary

- This negative use differs from 并 as a connector meaning and.
- The emphatic wording is still the speaker's assessment, not objective proof.

10.1.5 Use the distinction

- 并 strengthens the rejection of the assumed difficulty.
- This negative use differs from 并 as a connector meaning and. The emphatic wording is still the speaker's assessment, not objective proof.

10.1.6 Try it with help closed

Someone says a task must be difficult; you disagree. 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: 这并不难。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- This negative use differs from 并 as a connector meaning and.
- The emphatic wording is still the speaker's assessment, not objective proof.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

11 Sentence patterns

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.

11.1 ■ 以 A 为 B (take A as B)

11.1.1 Give an example a specific role

- A teacher chooses one case to illustrate a method.
- **以这个问题为例。** – The question is selected as the example.

11.1.2 Build the form

- The pattern in this lesson is **以 A 为 B (take A as B)**. 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.

我们以质量为主。

wǒ men yǐ zhì liàng wéi zhǔ

Word guide: 我们 – we; 以 – take; 质量 – quality; 为 – as; 主 – priority.

11.1.3 Read examples in context

- In the opening example, **以这个问题为例。**: The question is selected as the example.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

11.1.4 Know the boundary

- 为 is read *wéi* in this frame.
- A chosen example need not represent every possible case or prove a general conclusion alone.

11.1.5 Use the distinction

- The question is selected as the example.
- 为 is read *wéi* in this frame. A chosen example need not represent every possible case or prove a general conclusion alone.

11.1.6 Try it with help closed

A teacher chooses one case to illustrate a method. 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: 以这个问题为例。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 为 is read wéi in this frame.
- A chosen example need not represent every possible case or prove a general conclusion alone.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

12 Verbs

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.

12.1 ■ 让 / 叫 / 请 / 使 (causative)

12.1.1 Follow who experiences the resulting state

- A kind action makes you feel moved.
- **这件事使我很感动。** – The action causes the speaker's feeling of being moved.

12.1.2 Build the form

- The pattern in this lesson is **让 / 叫 / 请 / 使 (causative)**. 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.

这件事使我很感动。

zhè jiàn shì shǐ wǒ hěn gǎn dòng

Word guide: 这 – this; 件 – (measure word); 事 – matter; 使 – make; 我 – me; 很 – very; 感动 – moved.

12.1.3 Read examples in context

- In the opening example, **这件事使我很感动。**: The action causes the speaker's feeling of being moved.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

12.1.4 Know the boundary

- 使 is formal and 让 often works in ordinary speech.
- 请 asks and 让 can permit, so all four causative-looking verbs are not freely interchangeable.

12.1.5 Use the distinction

- The action causes the speaker's feeling of being moved.
- 使 is formal and 让 often works in ordinary speech. 请 asks and 让 can permit, so all four causative-looking verbs are not freely interchangeable.

12.1.6 Try it with help closed

A kind action makes you feel moved. 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: 这件事使我很感动。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 使 is formal and 让 often works in ordinary speech.
- 请 asks and 让 can permit, so all four causative-looking verbs are not freely interchangeable.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

12.2 ■ 要看 / 得看 (it depends on)

12.2.1 An unresolved decision depends on a factor

- An outdoor plan has not been settled because of the weather.
- **这要看天气。** – The decision depends on what the weather is like.

12.2.2 Build the form

- The pattern in this lesson is **要看 / 得看 (it depends on)**. 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.

这要看你的决定。

zhè yào kàn nǐ de jué dìng

Word guide: 这 – this; 要看 – depends on; 你 – you; 决定 – decision.

12.2.3 Read examples in context

- In the opening example, **这要看天气。**: The decision depends on what the weather is like.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

12.2.4 Know the boundary

- 看 has the dependency sense here.
- The sentence does not tell you what the weather will be or what choice will follow each possibility.

12.2.5 Use the distinction

- The decision depends on what the weather is like.
- 看 has the dependency sense here. The sentence does not tell you what the weather will be or what choice will follow each possibility.

12.2.6 Try it with help closed

An outdoor plan has not been settled because of the weather. 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: 这要看天气。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 看 has the dependency sense here.
- The sentence does not tell you what the weather will be or what choice will follow each possibility.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

12.3 ■ 好像 (it seems / as if)

12.3.1 An impression leaves room for error

- A person behaves as though they do not know the answer.
- **他好像不知道。** – The speaker has the impression that the person does not know.

12.3.2 Build the form

- The pattern in this lesson is **好像 (it seems / as if)**. 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.

他好像不知道。

tā hǎo xiàng bù zhī dào

Word guide: 他 – he; 好像 – seems; 不 – not; 知道 – know.

12.3.3 Read examples in context

- In the opening example, **他好像不知道。**: The speaker has the impression that the person does not know.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

12.3.4 Know the boundary

- 好像 can also describe resemblance.
- In this inference use, the actual knowledge remains unconfirmed.

12.3.5 Use the distinction

- The speaker has the impression that the person does not know.
- 好像 can also describe resemblance. In this inference use, the actual knowledge remains unconfirmed.

12.3.6 Try it with help closed

A person behaves as though they do not know the answer. 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: 他好像不知道。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 好像 can also describe resemblance.
- In this inference use, the actual knowledge remains unconfirmed.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

12.4 ■ 在于 (lies in / consists in)

12.4.1 Identify the issue rather than a location

- A group explains that limited time is the central problem.
- **问题在于时间不够。** – 在于 links the problem to insufficient time.

12.4.2 Build the form

- The pattern in this lesson is **在于 (lies in / consists in)**. 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.

关键在于努力。

guān jiàn zài yú nǔ lì

Word guide: 关键 – the key; 在于 – lies in; 努力 – effort.

12.4.3 Read examples in context

- In the opening example, **问题在于时间不够。**: 在于 links the problem to insufficient time.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

12.4.4 Know the boundary

- This is an abstract explanatory relationship.
- The speaker's analysis may need evidence; it is not a physical location statement.

12.4.5 Use the distinction

- 在于 links the problem to insufficient time.
- This is an abstract explanatory relationship. The speaker's analysis may need evidence; it is not a physical location statement.

12.4.6 Try it with help closed

A group explains that limited time is the central problem. 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: 问题在于时间不够。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- This is an abstract explanatory relationship.
- The speaker's analysis may need evidence; it is not a physical location statement.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

12.5 ■ 以为 (mistakenly think)

12.5.1 An assumption may be corrected

- You thought a friend had left, but now see them in the room.
- **我以为你走了。** – The earlier assumption conflicts with what you now observe.

12.5.2 Build the form

- The pattern in this lesson is **以为 (mistakenly think)**. 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.

我以为你走了。

wǒ yǐ wéi nǐ zǒu le

Word guide: 我 – I; 以为 – thought; 你 – you; 走 – leave.

12.5.3 Read examples in context

- In the opening example, **我以为你走了。**: The earlier assumption conflicts with what you now observe.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

12.5.4 Know the boundary

- 以为 commonly implies a mistaken assumption in this context.
- It is not a logical guarantee that every belief introduced by 以为 is false.

12.5.5 Use the distinction

- The earlier assumption conflicts with what you now observe.
- 以为 commonly implies a mistaken assumption in this context. It is not a logical guarantee that every belief introduced by 以为 is false.

12.5.6 Try it with help closed

You thought a friend had left, but now see them in the room. 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: 我以为你走了。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 以为 commonly implies a mistaken assumption in this context.
- It is not a logical guarantee that every belief introduced by 以为 is false.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

12.6 ■ 通过 (through / by means of)

12.6.1 A method needs someone using it

- Study helped you improve.
- 通过学习, 我进步了。 – 学习 names the means by which the speaker improved.

12.6.2 Build the form

- The pattern in this lesson is 通过 (through / by means 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.

通过学习, 我进步了。

tōng guò xué xī wǒ jìn bù le

Word guide: 通过 – through; 学习 – study; 我 – I; 进步 – improve.

12.6.3 Read examples in context

- In the opening example, 通过学习, 我进步了。: 学习 names the means by which the speaker improved.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

12.6.4 Know the boundary

- 我 remains the subject of 进步.
- A 通过 phrase names a means or channel, not automatically the person doing every following action.

12.6.5 Use the distinction

- 学习 names the means by which the speaker improved.
- 我 remains the subject of 进步. A 通过 phrase names a means or channel, not automatically the person doing every following action.

12.6.6 Try it with help closed

Study helped you improve. 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: 通过学习, 我进步了。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 我 remains the subject of 进步.
- A 通过 phrase names a means or channel, not automatically the person doing every following action.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

12.7 ■ 来自 (come from)

12.7.1 Origins extend beyond places

- Information comes from a particular report.
- 这个消息来自一份报告。 – 来自 names the report as the information's source.

12.7.2 Build the form

- The pattern in this lesson is 来自 (come from). 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.

这些学生来自不同国家。

zhè xiē xué shēng lái zì bù tóng guó jiā

Word guide: 这些 – these; 学生 – students; 来自 – come from; 不同 – different; 国家 – countries.

12.7.3 Read examples in context

- In the opening example, 这个消息来自一份报告。: 来自 names the report as the information's source.

- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

12.7.4 Know the boundary

- The source can be a place, person or document.
- 来自 does not prove that the source is accurate or trustworthy.

12.7.5 Use the distinction

- 来自 names the report as the information's source.
- The source can be a place, person or document. 来自 does not prove that the source is accurate or trustworthy.

12.7.6 Try it with help closed

Information comes from a particular report. 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: 这个消息来自一份报告。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- The source can be a place, person or document.
- 来自 does not prove that the source is accurate or trustworthy.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

12.8 ■ 来 as a dummy verb (I'll do it)

12.8.1 Recover the action behind an offer

- A difficult task needs a volunteer and you offer to do it.
- 我来吧。 – 来 stands for undertaking the shared task in this context.

12.8.2 Build the form

- The pattern in this lesson is **来 as a dummy verb (I'll do it)**. 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.

我来吧。

wǒ lái ba

Word guide: 我 – I; 来 – (do it).

12.8.3 Read examples in context

- In the opening example, 我来吧。: 来 stands for undertaking the shared task in this context.

- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

12.8.4 Know the boundary

- In another context 我来 can mean coming to a place.
- The surrounding activity determines the omitted action.

12.8.5 Use the distinction

- 来 stands for undertaking the shared task in this context.
- In another context 我来 can mean coming to a place. The surrounding activity determines the omitted action.

12.8.6 Try it with help closed

A difficult task needs a volunteer and you offer to do it. 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: 我来吧。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- In another context 我来 can mean coming to a place.
- The surrounding activity determines the omitted action.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

13 Auxiliary verbs

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.

13.1 ■ 不用 (don't need to)

13.1.1 No need differs from a ban

- A friend worries unnecessarily and you reassure them.
- **你不用担心。** – The speaker says worrying is unnecessary.

13.1.2 Build the form

- The pattern in this lesson is **不用 (don't need to)**. 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.

你不用担心。

nǐ bú yòng dān xīn

Word guide: 你 – you; 不用 – don't need to; 担心 – worry.

13.1.3 Read examples in context

- In the opening example, **你不用担心。**: The speaker says worrying is unnecessary.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

13.1.4 Know the boundary

- 不许担心 would be a prohibition, while 不用 removes a need.
- 不用 can also have a literal not-use meaning in a different frame.

13.1.5 Use the distinction

- The speaker says worrying is unnecessary.
- 不许担心 would be a prohibition, while 不用 removes a need. 不用 can also have a literal not-use meaning in a different frame.

13.1.6 Try it with help closed

A friend worries unnecessarily and you reassure them. 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: 你不用担心。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 不许担心 would be a prohibition, while 不用 removes a need.
- 不用 can also have a literal not-use meaning in a different frame.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

13.2 ■ 得 (děi) (must / have to)

13.2.1 The same character has different pronunciations

- You need to leave in time for an appointment.
- **我得走了。** – 得 is read děi and expresses necessity here.

13.2.2 Build the form

- The pattern in this lesson is **得 (děi) (must / have to)**. 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.

我得走了。

wǒ děi zǒu le

Word guide: 我 – I; 得 – must; 走 – go.

13.2.3 Read examples in context

- In the opening example, **我得走了。**: 得 is read děi and expresses necessity here.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

13.2.4 Know the boundary

- The unstressed de follows a verb in a complement, while dé occurs in obtaining or gaining.
- Position and meaning determine the reading.

13.2.5 Use the distinction

- 得 is read děi and expresses necessity here.
- The unstressed de follows a verb in a complement, while dé occurs in obtaining or gaining. Position and meaning determine the reading.

13.2.6 Try it with help closed

You need to leave in time for an appointment. 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: 我得走了。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- The unstressed *de* follows a verb in a complement, while *dé* occurs in obtaining or gaining.
- Position and meaning determine the reading.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

14 Verb phrases

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.

14.1 ■ 并 / 并且 (combining verbs: and)

14.1.1 Join related actions

- A group discusses a proposal and reaches a decision.
- 大家讨论并决定了。 – 并 joins the discussing and deciding actions.

14.1.2 Build the form

- The pattern in this lesson is 并 / 并且 (combining verbs: and). 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.

大家讨论并决定了。

dà jiā tāo lùn bìng jué dìng le

Word guide: 大家 – everyone; 讨论 – discuss; 并 – and; 决定 – decide.

14.1.3 Read examples in context

- In the opening example, 大家讨论并决定了。: 并 joins the discussing and deciding actions.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

14.1.4 Know the boundary

- 和 normally joins simple nouns, while 并 or 并且 often joins actions and clauses.
- 并不 uses 并 differently to strengthen a negative.

14.1.5 Use the distinction

- 并 joins the discussing and deciding actions.
- 和 normally joins simple nouns, while 并 or 并且 often joins actions and clauses. 并不 uses 并 differently to strengthen a negative.

14.1.6 Try it with help closed

A group discusses a proposal and reaches a decision. 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: 大家讨论并决定了。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 和 normally joins simple nouns, while 并 or 并且 often joins actions and clauses.
- 并不 uses 并 differently to strengthen a negative.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

14.2 ■ 少 + Verb (do less)

14.2.1 Reduce an action rather than eliminate it

- A conversation is disrupting work, so you ask for less talking.
- 少说话。 – The request is to reduce talking.

14.2.2 Build the form

- The pattern in this lesson is 少 + Verb (do less). 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.

少吃点油腻的。

shǎo chī diǎn yóu nì de

Word guide: 少 – less; 吃 – eat; 点 – a bit; 油腻 – greasy.

14.2.3 Read examples in context

- In the opening example, 少说话。: The request is to reduce talking.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

14.2.4 Know the boundary

- 少 may refer to frequency, duration or amount depending on the action.
- It does not necessarily mean complete silence.

14.2.5 Use the distinction

- The request is to reduce talking.
- 少 may refer to frequency, duration or amount depending on the action. It does not necessarily mean complete silence.

14.2.6 Try it with help closed

A conversation is disrupting work, so you ask for less talking. 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: 少说话。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 少 may refer to frequency, duration or amount depending on the action.
- It does not necessarily mean complete silence.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

14.3 ■ 多 + Verb (do more)

14.3.1 Increase practice without naming an amount

- A teacher asks a learner to practise more.
- 多练习。 – 多 calls for a greater amount of practice.

14.3.2 Build the form

- The pattern in this lesson is 多 + Verb (do 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.

多喝水。

duō hē shuǐ

Word guide: 多 – more; 喝 – drink; 水 – water.

14.3.3 Read examples in context

- In the opening example, 多练习。: 多 calls for a greater amount of practice.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

14.3.4 Know the boundary

- The comparison is against the current or expected amount.
- It does not prescribe an exact number or unlimited practice.

14.3.5 Use the distinction

- 多 calls for a greater amount of practice.
- The comparison is against the current or expected amount. It does not prescribe an exact number or unlimited practice.

14.3.6 Try it with help closed

A teacher asks a learner to practise more. 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: 多练习。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- The comparison is against the current or expected amount.
- It does not prescribe an exact number or unlimited practice.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

14.4 ■ 由 + Person + Verb (done by)

14.4.1 Assign responsibility without claiming completion

- A plan assigns you responsibility for a task.
- **这件事由我负责。** – 由 names the speaker as responsible for the task.

14.4.2 Build the form

- The pattern in this lesson is **由 + Person + Verb (done by)**. 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.

这件事由我负责。

zhè jiàn shì yóu wǒ fù zé

Word guide: 这 – this; 件 – (measure word); 事 – matter; 由 – by; 我 – me; 负责 – be in charge.

14.4.3 Read examples in context

- In the opening example, **这件事由我负责。**: 由 names the speaker as responsible for the task.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

14.4.4 Know the boundary

- The assignment does not report that the task is finished.
- 由 also has source-related uses, so learn this responsibility frame in context.

14.4.5 Use the distinction

- 由 names the speaker as responsible for the task.
- The assignment does not report that the task is finished. 由 also has source-related uses, so learn this responsibility frame in context.

14.4.6 Try it with help closed

A plan assigns you responsibility for a task. 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: 这件事由我负责。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- The assignment does not report that the task is finished.
- 由 also has source-related uses, so learn this responsibility frame in context.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

14.5 ■ 并且 (moreover / and also)

14.5.1 Add a quality that supports the point

- You describe someone as intelligent and hard-working.
- **他聪明, 并且很努力。** – 并且 adds the second quality to the first.

14.5.2 Build the form

- The pattern in this lesson is **并且 (moreover / and also)**. 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.

他聪明, 并且很努力。

tā cōng míng bìng qiě hěn nǔ lì

Word guide: 他 – he; 聪明 – smart; 并且 – moreover; 很 – very; 努力 – hard-working.

14.5.3 Read examples in context

- In the opening example, **他聪明, 并且很努力。**: 并且 adds the second quality to the first.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

14.5.4 Know the boundary

- The two points are added rather than presented as a concession here.
- Addition does not always mean both qualities are positive or that the second is stronger.

14.5.5 Use the distinction

- 并且 adds the second quality to the first.
- The two points are added rather than presented as a concession here. Addition does not always mean both qualities are positive or that the second is stronger.

14.5.6 Try it with help closed

You describe someone as intelligent and hard-working. 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: 他聪明，并且很努力。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- The two points are added rather than presented as a concession here.
- Addition does not always mean both qualities are positive or that the second is stronger.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

14.6 ■ 从来 + 不 / 没 (never)

14.6.1 Deny a past experience

- You have never visited the place being discussed.
- **我从来没去过。** – The sentence denies a visit within the relevant past.

14.6.2 Build the form

- The pattern in this lesson is **从来 + 不 / 没 (never)**. 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.

我从来没去过。

wǒ cóng lái méi qù guò

Word guide: 我 – I; 从来 – never; 没 – haven't; 去过 – been.

14.6.3 Read examples in context

- In the opening example, **我从来没去过。**: The sentence denies a visit within the relevant past.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

14.6.4 Know the boundary

- 从来不去 instead describes a habitual policy or behaviour.
- Affirmative 从来如此 is also possible, so negatives are common rather than compulsory everywhere.

14.6.5 Use the distinction

- The sentence denies a visit within the relevant past.
- 从来不去 instead describes a habitual policy or behaviour. Affirmative 从来如此 is also possible, so negatives are common rather than compulsory everywhere.

14.6.6 Try it with help closed

You have never visited the place being discussed. 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: 我从来没去过。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 从来不去 instead describes a habitual policy or behaviour.
- Affirmative 从来如此 is also possible, so negatives are common rather than compulsory everywhere.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

14.7 ■ 值得 + Verb (worth doing)

14.7.1 Evaluate an action before doing it

- A friend recommends a place for a visit.
- **这个地方值得一去。** – The speaker judges visiting it worthwhile.

14.7.2 Build the form

- The pattern in this lesson is **值得 + Verb (worth doing)**. 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.

这个地方值得一去。

zhè ge dì fang zhí dé yí qù

Word guide: 这 – this; 个 – (measure word); 地方 – place; 值得 – worth; 一 – once; 去 – go.

14.7.3 Read examples in context

- In the opening example, **这个地方值得一去。**: The speaker judges visiting it worthwhile.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

14.7.4 Know the boundary

- 一去 gives a compact action phrase here.
- Worthwhile is an evaluation, not evidence that the visit already occurred.

14.7.5 Use the distinction

- The speaker judges visiting it worthwhile.
- 一去 gives a compact action phrase here. Worthwhile is an evaluation, not evidence that the visit already occurred.

14.7.6 Try it with help closed

A friend recommends a place for a visit. 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: 这个地方值得一去。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 一去 gives a compact action phrase here.
- Worthwhile is an evaluation, not evidence that the visit already occurred.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

14.8 ■ Verb + 到 + Time / Event (until)

14.8.1 An endpoint differs from an elapsed duration

- You describe working up to a late time.
- 我们工作到很晚。 – 到 introduces the endpoint reached by the work.

14.8.2 Build the form

- The pattern in this lesson is **Verb + 到 + Time / Event (until)**. 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.

我们工作到很晚。

wǒ men gōng zuò dào hěn wǎn

Word guide: 我们 – we; 工作 – work; 到 – until; 很 – very; 晚 – late.

14.8.3 Read examples in context

- In the opening example, 我们工作到很晚。: 到 introduces the endpoint reached by the work.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

14.8.4 Know the boundary

- 工作了三个小时 instead measures duration.
- An endpoint does not necessarily imply that no work resumed after a break.

14.8.5 Use the distinction

- 到 introduces the endpoint reached by the work.
- 工作了三个小时 instead measures duration. An endpoint does not necessarily imply that no work resumed after a break.

14.8.6 Try it with help closed

You describe working up to a late time. 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: 我们工作到很晚。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 工作了三个小时 instead measures duration.
- An endpoint does not necessarily imply that no work resumed after a break.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

14.9 ■ 害得 (cause sb to suffer)

14.9.1 Blame need not imply intention

- Noise prevented you from sleeping well.
- 吵闹害得我没睡好。 – 害得 presents the noise as causing an unwelcome result.

14.9.2 Build the form

- The pattern in this lesson is **害得 (cause sb to suffer)**. 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.

吵闹害得我没睡好。

chǎo nào hài de wǒ méi shuì hǎo

Word guide: 吵闹 – the noise; 害得 – made; 我 – me; 没 – not; 睡好 – sleep well.

14.9.3 Read examples in context

- In the opening example, 吵闹害得我没睡好。: 害得 presents the noise as causing an unwelcome result.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

14.9.4 Know the boundary

- This normally assigns a negative effect, but playful exaggerations such as 害得我笑个不停 can be affectionate.
- The cause need not have intended harm.

14.9.5 Use the distinction

- 害得 presents the noise as causing an unwelcome result.
- This normally assigns a negative effect, but playful exaggerations such as 害得我笑个不停 can be affectionate. The cause need not have intended harm.

14.9.6 Try it with help closed

Noise prevented you from sleeping well. 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: 吵闹害得我没睡好。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- This normally assigns a negative effect, but playful exaggerations such as 害得我笑个不停 can be affectionate.
- The cause need not have intended harm.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

14.10 ■ Separable verbs (离合词)

14.10.1 Open the separable verb

- Two friends met once.
- 我们见了一面。 – 了 and 一 appear between the two parts of 见面.

14.10.2 Build the form

- The pattern in this lesson is **Separable verbs (离合词)**. 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.

我们见了一面。

wǒ men jiàn le yí miàn

Word guide: 我们 – we; 见 – meet; 一 – one; 面 – (time).

14.10.3 Read examples in context

- In the opening example, 我们见了一面。: 了 and 一 appear between the two parts of 见面.

- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

14.10.4 Know the boundary

- Learn the established separable combinations individually.
- Not every two-character verb can be split, and 帮忙我 is not the ordinary way to say help me.

14.10.5 Use the distinction

- 了 and 一 appear between the two parts of 见面.
- Learn the established separable combinations individually. Not every two-character verb can be split, and 帮忙我 is not the ordinary way to say help me.

14.10.6 Try it with help closed

Two friends met once. 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: 我们见了一面。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- Learn the established separable combinations individually.
- Not every two-character verb can be split, and 帮忙我 is not the ordinary way to say help me.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

14.11 ■ V 着 V 着就 ... 了 (while ...-ing, suddenly)

14.11.1 An ongoing action changes into another state

- Someone starts crying in the middle of speaking.
- 他说着说着就哭了。 – The speech provides the ongoing background for the onset of crying.

14.11.2 Build the form

- The pattern in this lesson is **V 着 V 着就 ... 了 (while ...-ing, suddenly)**. 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.

他说着说着就哭了。

tā shuō zhe shuō zhe jiù kū le

Word guide: 他 – he; 说 – talk; 着 – (ing); 说 – talk; 着 – (ing); 就 – then; 哭 – cry.

14.11.3 Read examples in context

- In the opening example, 他说着说着就哭了。: The speech provides the ongoing background for the onset of crying.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

14.11.4 Know the boundary

- 着 is read zhe in the repeated action.
- The pattern marks a development during the activity rather than two separately scheduled steps.

14.11.5 Use the distinction

- The speech provides the ongoing background for the onset of crying.
- 着 is read zhe in the repeated action. The pattern marks a development during the activity rather than two separately scheduled steps.

14.11.6 Try it with help closed

Someone starts crying in the middle of speaking. 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: 他说着说着就哭了。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 着 is read zhe in the repeated action.
- The pattern marks a development during the activity rather than two separately scheduled steps.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

15 "But" Statements

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.

15.1 ■ 尽管 ... , 但是 ... (although)

15.1.1 Concede a fact while keeping the conclusion

- Rain did not stop a group from going.
- 尽管下雨, 但是我们还是去了。 – The group went despite the conceded rain.

15.1.2 Build the form

- The pattern in this lesson is 尽管 ... , 但是 ... (although). 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.

尽管下雨, 但是我们还是去了。

jǐn guǎn xià yǔ dàn shì wǒ men hái shì qù le

Word guide: 尽管 – although; 下雨 – rain; 但是 – but; 我们 – we; 还是 – still; 去 – go.

15.1.3 Read examples in context

- In the opening example, 尽管下雨, 但是我们还是去了。: The group went despite the conceded rain.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

15.1.4 Know the boundary

- 尽管 is similar to 虽然 in this frame.
- 尽管 also occurs in permission such as 有问题尽管问, so it is not always a concessive connector.

15.1.5 Use the distinction

- The group went despite the conceded rain.
- 尽管 is similar to 虽然 in this frame. 尽管 also occurs in permission such as 有问题尽管问, so it is not always a concessive connector.

15.1.6 Try it with help closed

Rain did not stop a group from going. 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: 尽管下雨，但是我们还是去了。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 尽管 is similar to 虽然 in this frame.
- 尽管 also occurs in permission such as 有问题尽管问, so it is not always a concessive connector.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

15.2 ■ 倒 (actually / on the contrary)

15.2.1 A contrary opinion can be favourable

- Others criticise an idea, but you find it good.
- 我倒觉得不错。 – 倒 signals a different assessment from the expectation.

15.2.2 Build the form

- The pattern in this lesson is 倒 (actually / on the contrary). 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.

我倒觉得不错。

wǒ dào jué de bú cuò

Word guide: 我 – I; 倒 – actually; 觉得 – think; 不错 – not bad.

15.2.3 Read examples in context

- In the opening example, 我倒觉得不错。: 倒 signals a different assessment from the expectation.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

15.2.4 Know the boundary

- 倒 here is read dào and marks contrast.
- It need not be sarcastic or state an objectively bad result.

15.2.5 Use the distinction

- 倒 signals a different assessment from the expectation.
- 倒 here is read dào and marks contrast. It need not be sarcastic or state an objectively bad result.

15.2.6 Try it with help closed

Others criticise an idea, but you find it good. 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: 我倒觉得不错。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 倒 here is read dào and marks contrast.
- It need not be sarcastic or state an objectively bad result.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

15.3 ■ 却 + Predicate (however / yet)

15.3.1 A predicate can be an adjective

- Someone is tired but happy.
- 他很累，却很开心。 – 却 marks the contrast before the adjective predicate 很开心。

15.3.2 Build the form

- The pattern in this lesson is 却 + Predicate (however / yet). 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.

他很累，却很开心。

tā hěn lèi què hěn kāi xīn

Word guide: 他 – he; 很 – very; 累 – tired; 却 – yet; 很 – very; 开心 – happy.

15.3.3 Read examples in context

- In the opening example, 他很累，却很开心。: 却 marks the contrast before the adjective predicate 很开心。
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

15.3.4 Know the boundary

- When a subject is expressed in the second clause, 却 normally follows it.
- An omitted repeated subject allows 却 at the start of that clause, as in this example.

15.3.5 Use the distinction

- 却 marks the contrast before the adjective predicate 很开心。
- When a subject is expressed in the second clause, 却 normally follows it. An omitted repeated subject allows 却 at the start of that clause, as in this example.

15.3.6 Try it with help closed

Someone is tired but happy. 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: 他很累，却很开心。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- When a subject is expressed in the second clause, 却 normally follows it.
- An omitted repeated subject allows 却 at the start of that clause, as in this example.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

16 "Even If" Statements

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.

16.1 ■ 即使 ... , 也 ... (even if)

16.1.1 A conceded case need not be a prediction

- You intend to go despite possible rain.
- 即使下雨，我也要去。 – The decision remains even in the rain case.

16.1.2 Build the form

- The pattern in this lesson is 即使 ... , 也 ... (even if). 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.

即使下雨，我也要去。

jí shǐ xià yǔ wǒ yě yào qù

Word guide: 即使 – even if; 下雨 – rain; 我 – I; 也 – still; 要 – will; 去 – go.

16.1.3 Read examples in context

- In the opening example, 即使下雨，我也要去。: The decision remains even in the rain case.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

16.1.4 Know the boundary

- The wording does not assert that rain will occur.
- 即使 can also concede an actual case in context, so hypothetical does not mean always unreal.

16.1.5 Use the distinction

- The decision remains even in the rain case.
- The wording does not assert that rain will occur. 即使 can also concede an actual case in context, so hypothetical does not mean always unreal.

16.1.6 Try it with help closed

You intend to go despite possible rain. 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: 即使下雨，我也要去。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- The wording does not assert that rain will occur.
- 即使 can also concede an actual case in context, so hypothetical does not mean always unreal.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

17 "If" Statements

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.

17.1 ■ 要是 ... , 就 ... (if – spoken)

17.1.1 Advice depends on the stated condition

- You tell a friend to rest if tired.
- 要是你累了，就休息吧。 – Tiredness is the condition for the advice to rest.

17.1.2 Build the form

- The pattern in this lesson is 要是 ... , 就 ... (if – spoken). 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.

要是你累了，就休息吧。

yào shì nǐ lèi le jiù xiū xi ba

Word guide: 要是 – if; 你 – you; 累 – tired; 就 – then; 休息 – rest.

17.1.3 Read examples in context

- In the opening example, 要是你累了，就休息吧。: Tiredness is the condition for the advice to rest.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

17.1.4 Know the boundary

- 要是 is a conversational conditional.
- 就 is common but not compulsory in every 要是 construction.

17.1.5 Use the distinction

- Tiredness is the condition for the advice to rest.
- 要是 is a conversational conditional. 就 is common but not compulsory in every 要是 construction.

17.1.6 Try it with help closed

You tell a friend to rest if tired. 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: 要是你累了，就休息吧。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 要是 is a conversational conditional.
- 就 is common but not compulsory in every 要是 construction.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

18 "No Matter" Statements

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.

18.1 ■ 不管 ... , 都 / 也 ... (no matter)

18.1.1 Keep the response across a range of cases

- You intend to try regardless of how difficult a task is.
- **不管多难，我都要试。** – The intention holds across the possible difficulty levels.

18.1.2 Build the form

- The pattern in this lesson is **不管 ... , 都 / 也 ... (no matter)**. 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.

不管多难，我都要试。

bù guǎn duō nán wǒ dōu yào shì

Word guide: 不管 – no matter; 多 – how; 难 – hard; 我 – I; 都 – still; 要 – will; 试 – try.

18.1.3 Read examples in context

- In the opening example, **不管多难，我都要试。**: The intention holds across the possible difficulty levels.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

18.1.4 Know the boundary

- 不管 covers alternatives or a range here.
- 不管这件事 can instead mean not dealing with the matter, a different verb use.

18.1.5 Use the distinction

- The intention holds across the possible difficulty levels.
- 不管 covers alternatives or a range here. 不管这件事 can instead mean not dealing with the matter, a different verb use.

18.1.6 Try it with help closed

You intend to try regardless of how difficult a task is. 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: 不管多难，我都要试。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 不管 covers alternatives or a range here.
- 不管这件事 can instead mean not dealing with the matter, a different verb use.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

18.2 ■ 无论 / 不论 ... , 都 / 也 ... (regardless)

18.2.1 Welcome whoever arrives

- An event welcomes visitors irrespective of identity.
- 无论谁来，都欢迎。 – The welcome applies across the relevant possible visitors.

18.2.2 Build the form

- The pattern in this lesson is 无论 / 不论 ... , 都 / 也 ... (regardless). 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.

无论谁来，都欢迎。

wú lùn shéi lái dōu huān yíng

Word guide: 无论 – regardless; 谁 – who; 来 – come; 都 – all; 欢迎 – welcome.

18.2.3 Read examples in context

- In the opening example, 无论谁来，都欢迎。: The welcome applies across the relevant possible visitors.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

18.2.4 Know the boundary

- 无论 and 不论 often share this frame.
- The group still has a contextual scope, such as visitors to this event, rather than every person everywhere.

18.2.5 Use the distinction

- The welcome applies across the relevant possible visitors.
- 无论 and 不论 often share this frame. The group still has a contextual scope, such as visitors to this event, rather than every person everywhere.

18.2.6 Try it with help closed

An event welcomes visitors irrespective of identity. 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: 无论谁来，都欢迎。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 无论 and 不论 often share this frame.
- The group still has a contextual scope, such as visitors to this event, rather than every person everywhere.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

19 Cause/Effect Statements

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.

19.1 ■ 由于 (due to / owing to)

19.1.1 An asserted cause still needs evidence

- Traffic delayed your arrival.
- 由于堵车, 我迟到了。 – 由于 introduces the traffic as the stated reason for lateness.

19.1.2 Build the form

- The pattern in this lesson is 由于 (due to / owing to). 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.

由于堵车, 我迟到了。

yóu yú dǔ chē wǒ chí dào le

Word guide: 由于 – due to; 堵车 – traffic jam; 我 – I; 迟到 – late.

19.1.3 Read examples in context

- In the opening example, 由于堵车, 我迟到了。: 由于 introduces the traffic as the stated reason for lateness.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

19.1.4 Know the boundary

- 因为 can often introduce the same cause.
- Formal register does not prove the causal explanation correct or exclusive.

19.1.5 Use the distinction

- 由于 introduces the traffic as the stated reason for lateness.
- 因为 can often introduce the same cause. Formal register does not prove the causal explanation correct or exclusive.

19.1.6 Try it with help closed

Traffic delayed your arrival. 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: 由于堵车, 我迟到了。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 因为 can often introduce the same cause.
- Formal register does not prove the causal explanation correct or exclusive.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

19.2 ■ 既然 ... , 就 ... (since / now that)

19.2.1 Build advice on an accepted premise

- A friend has arrived and you invite them to sit.
- 既然来了, 就坐吧。 – The arrival is treated as the accepted basis for the invitation.

19.2.2 Build the form

- The pattern in this lesson is 既然 ... , 就 ... (since / now that). 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.

既然你来了, 就坐吧。

jì rán nǐ lái le jiù zuò ba

Word guide: 既然 – since; 你 – you; 来 – come; 就 – then; 坐 – sit.

19.2.3 Read examples in context

- In the opening example, 既然来了, 就坐吧。: The arrival is treated as the accepted basis for the invitation.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

19.2.4 Know the boundary

- 因为 can introduce known as well as new causes.
- 既然 focuses on accepting a premise for a conclusion rather than a universal known-versus-new word division.

19.2.5 Use the distinction

- The arrival is treated as the accepted basis for the invitation.
- 因为 can introduce known as well as new causes. 既然 focuses on accepting a premise for a conclusion rather than a universal known-versus-new word division.

19.2.6 Try it with help closed

A friend has arrived and you invite them to sit. 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: 既然来了，就坐吧。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 因为 can introduce known as well as new causes.
- 既然 focuses on accepting a premise for a conclusion rather than a universal known-versus-new word division.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

19.3 ■ 因此 (therefore / for this reason)

19.3.1 A conclusion may be advice rather than a reported event

- A long journey is a reason to leave earlier.
- 路很远，因此要早点走。 – 因此 introduces the recommended consequence of the distance.

19.3.2 Build the form

- The pattern in this lesson is 因此 (therefore / for this reason). 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.

路很远，因此要早点走。

lù hěn yuǎn yīn cǐ yào zǎo diǎn zǒu

Word guide: 路 – road; 很 – very; 远 – far; 因此 – therefore; 要 – need; 早 – early; 点 – a bit; 走 – leave.

19.3.3 Read examples in context

- In the opening example, 路很远，因此要早点走。: 因此 introduces the recommended consequence of the distance.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

19.3.4 Know the boundary

- The consequence can be a decision, prediction or report.
- The sentence does not assert that an early departure already happened.

19.3.5 Use the distinction

- 因此 introduces the recommended consequence of the distance.
- The consequence can be a decision, prediction or report. The sentence does not assert that an early departure already happened.

19.3.6 Try it with help closed

A long journey is a reason to leave earlier. 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: 路很远，因此要早点走。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- The consequence can be a decision, prediction or report.
- The sentence does not assert that an early departure already happened.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

20 Complements

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.

20.1 ■ Verb + 起来 (in terms of doing it)

20.1.1 An assessment through an activity differs from its onset

- A device is easy to use.
- **这个工具用起来很方便。** – 起来 frames the evaluation in terms of using the device.

20.1.2 Build the form

- The pattern in this lesson is **Verb + 起来 (in terms of doing it)**. 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.

这个词用起来很方便。

zhè ge cí yòng qǐ lái hěn fāng biàn

Word guide: 这 – this; 个 – (measure word); 词 – word; 用 – use; 起来 – (to use); 很 – very; 方便 – convenient.

20.1.3 Read examples in context

- In the opening example, **这个工具用起来很方便。**: 起来 frames the evaluation in terms of using the device.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

20.1.4 Know the boundary

- 笑起来 can instead mean starting to laugh.
- Read the following assessment to distinguish the evaluation frame from onset or upward movement.

20.1.5 Use the distinction

- 起来 frames the evaluation in terms of using the device.
- 笑起来 can instead mean starting to laugh. Read the following assessment to distinguish the evaluation frame from onset or upward movement.

20.1.6 Try it with help closed

A device is easy to use. 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: 这个工具用起来很方便。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 笑起来 can instead mean starting to laugh.
- Read the following assessment to distinguish the evaluation frame from onset or upward movement.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

20.2 ■ Direction complement 来 / 去 (HSK 4)

20.2.1 Direction depends on the adopted viewpoint

- You are inside a room and invite someone outside to enter.
- **你快进来吧。** – 来 points towards the viewpoint inside the room.

20.2.2 Build the form

- The pattern in this lesson is **Direction complement 来 / 去 (HSK 4)**. 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.

你快进来吧。

nǐ kuài jìn lái ba

Word guide: 你 – you; 快 – quickly; 进来 – come in.

20.2.3 Read examples in context

- In the opening example, **你快进来吧。**: 来 points towards the viewpoint inside the room.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

20.2.4 Know the boundary

- The reference point may be the speaker or an adopted narrative viewpoint.
- 去 points away from that point, so establish it before choosing the direction.

20.2.5 Use the distinction

- 来 points towards the viewpoint inside the room.
- The reference point may be the speaker or an adopted narrative viewpoint. 去 points away from that point, so establish it before choosing the direction.

20.2.6 Try it with help closed

You are inside a room and invite someone outside to enter. 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: 你快进来吧。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- The reference point may be the speaker or an adopted narrative viewpoint.
- 去 points away from that point, so establish it before choosing the direction.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

20.3 ■ Verb / Adj + 起来 (start to ...)

20.3.1 Mark the start without guaranteeing endless continuation

- A joke prompts people to start laughing.
- 大家笑起来了。 – 起来 highlights the onset of laughter.

20.3.2 Build the form

- The pattern in this lesson is **Verb / Adj + 起来 (start to ...)**. 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.

大家笑起来了。

dà jiā xiào qǐ lái le

Word guide: 大家 – everyone; 笑 – laugh; 起来 – start to.

20.3.3 Read examples in context

- In the opening example, 大家笑起来了。: 起来 highlights the onset of laughter.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

20.3.4 Know the boundary

- The laughter may continue for a while, but not indefinitely.
- The assessment use in 听起来不错 is a different construction.

20.3.5 Use the distinction

- 起来 highlights the onset of laughter.
- The laughter may continue for a while, but not indefinitely. The assessment use in 听起来不错 is a different construction.

20.3.6 Try it with help closed

A joke prompts people to start laughing. 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: 大家笑起来了。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- The laughter may continue for a while, but not indefinitely.
- The assessment use in 听起来不错 is a different construction.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

20.4 ■ Potential complement 得 / 不 (HSK 4)

20.4.1 An achievable result differs from permission

- You can understand the text in a particular book.
- 这本书我看得懂。 – 得 marks understanding as achievable through reading.

20.4.2 Build the form

- The pattern in this lesson is **Potential complement 得 / 不 (HSK 4)**. 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.

这本书我看得懂。

zhè běn shū wǒ kàn de dòng

Word guide: 这 – this; 本 – (measure word); 书 – book; 我 – I; 看 – read; 得 – (can); 懂 – understand.

20.4.3 Read examples in context

- In the opening example, 这本书我看得懂。: 得 marks understanding as achievable through reading.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

20.4.4 Know the boundary

- 看不懂 denies that result, not permission to read.
- 能 can express ability as well as permission, so it is not a permission-only contrast word.

20.4.5 Use the distinction

- 得 marks understanding as achievable through reading.

- 看不懂 denies that result, not permission to read. 能 can express ability as well as permission, so it is not a permission-only contrast word.

20.4.6 Try it with help closed

You can understand the text in a particular 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: 这本书我看得懂。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 看不懂 denies that result, not permission to read.
- 能 can express ability as well as permission, so it is not a permission-only contrast word.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

21 Conditional Statements

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.

21.1 ■ 只要 ... , 就 ... (as long as)

21.1.1 Distinguish enough from required

- A class rule says submitting the form is enough to join.
- 只要交表, 就能参加。 – Submitting the form is presented as sufficient under this rule.

21.1.2 Build the form

- The pattern in this lesson is 只要 ... , 就 ... (as long as). 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.

只要努力, 就有希望。

zhǐ yào nǔ lì jiù yǒu xī wàng

Word guide: 只要 – as long as; 努力 – work hard; 就 – then; 有 – have; 希望 – hope.

21.1.3 Read examples in context

- In the opening example, 只要交表, 就能参加。: Submitting the form is presented as sufficient under this rule.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

21.1.4 Know the boundary

- A sufficient condition need not be the only route.
- The grammar expresses the stated rule rather than proving that the rule holds in every real situation.

21.1.5 Use the distinction

- Submitting the form is presented as sufficient under this rule.
- A sufficient condition need not be the only route. The grammar expresses the stated rule rather than proving that the rule holds in every real situation.

21.1.6 Try it with help closed

A class rule says submitting the form is enough to join. 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: 只要交表, 就能参加。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- A sufficient condition need not be the only route.
- The grammar expresses the stated rule rather than proving that the rule holds in every real situation.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

21.2 ■ 除非 ... , 才 ... (only if / unless)

21.2.1 A requirement need not be the sole requirement

- You will not go unless a friend goes.
- 除非你去, 我才去。 – The friend's going is treated as necessary for your going.

21.2.2 Build the form

- The pattern in this lesson is 除非 ... , 才 ... (only if / unless). 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.

除非你去, 我才去。

chú fēi nǐ qù wǒ cái qù

Word guide: 除非 – unless; 你 – you; 去 – go; 我 – I; 才 – only then; 去 – go.

21.2.3 Read examples in context

- In the opening example, 除非你去, 我才去。: The friend's going is treated as necessary for your going.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

21.2.4 Know the boundary

- This does not guarantee you will go whenever the friend does; other obstacles may remain.
- 除非 ... 否则 ... gives another common way to state the restriction.

21.2.5 Use the distinction

- The friend's going is treated as necessary for your going.
- This does not guarantee you will go whenever the friend does; other obstacles may remain. 除非 ... 否则 ... gives another common way to state the restriction.

21.2.6 Try it with help closed

You will not go unless a friend goes. 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: 除非你去, 我才去。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- This does not guarantee you will go whenever the friend does; other obstacles may remain.
- 除非 ... 否则 ... gives another common way to state the restriction.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

22 Noun Phrases

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.

22.1 ■ 所有 (的) + Noun (all)

22.1.1 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.

22.1.2 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 shēng dōu lái le

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

22.1.3 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.

22.1.4 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.

22.1.5 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.

22.1.6 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.

22.2 ■ ... 之一 (one of)

22.2.1 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.

22.2.2 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.

22.2.3 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.

22.2.4 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.

22.2.5 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.

22.2.6 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.

22.3 ■ 另外 + Number + MW + Noun (another)

22.3.1 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.

22.3.2 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.

22.3.3 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.

22.3.4 Know the boundary

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

22.3.5 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.

22.3.6 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.

23 Sentence Patterns

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.

23.1 ■ 连 ... 都 ... 不 / 没 (not even)

23.1.1 A missing basic action is striking

- Someone is so occupied that they are not eating even meals.
- 他连饭都不吃。** – 连 makes the absence of eating a striking case.

23.1.2 Build the form

- The pattern in this lesson is **连 ... 都 ... 不 / 没 (not even)**. 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.

他连饭都不吃。

tā lián fàn dōu bù chī

Word guide: 他 – he; 连 – even; 饭 – food; 都 – even; 不 – not; 吃 – eat.

23.1.3 Read examples in context

- In the opening example, **他连饭都不吃。**: 连 makes the absence of eating a striking case.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

23.1.4 Know the boundary

- The expectation comes from context.
- The sentence does not necessarily assert an absolute absence of every other activity.

23.1.5 Use the distinction

- 连 makes the absence of eating a striking case.
- The expectation comes from context. The sentence does not necessarily assert an absolute absence of every other activity.

23.1.6 Try it with help closed

Someone is so occupied that they are not eating even meals. 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: 他连饭都不吃。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- The expectation comes from context.
- The sentence does not necessarily assert an absolute absence of every other activity.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

23.2 ■ 为 ... 而 ... (for the sake of)

23.2.1 A purpose can remain unachieved

- A team works hard in pursuit of a dream.
- 他们为梦想而奋斗。** – The dream is the motivation for the effort.

23.2.2 Build the form

- The pattern in this lesson is **为 ... 而 ... (for the sake 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.

他们为梦想而奋斗。

tā men wèi mèng xiǎng ér fèn dòu

Word guide: 他们 – they; 为 – for; 梦想 – dream; 而 – (for); 奋斗 – strive.

23.2.3 Read examples in context

- In the opening example, **他们为梦想而奋斗。**: The dream is the motivation for the effort.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

23.2.4 Know the boundary

- 为 is read wèi in this purpose frame.
- Naming the goal does not mean the team has already achieved it.

23.2.5 Use the distinction

- The dream is the motivation for the effort.
- 为 is read wèi in this purpose frame. Naming the goal does not mean the team has already achieved it.

23.2.6 Try it with help closed

A team works hard in pursuit of a dream. 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: 他们为梦想而奋斗。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 为 is read wèi in this purpose frame.
- Naming the goal does not mean the team has already achieved it.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

23.3 ■ 任何 + Noun + 都 / 也 (any)

23.3.1 Any refers to the relevant domain

- A teacher invites questions about the lesson.
- 任何问题都可以问。 – The invitation covers any question within the relevant situation.

23.3.2 Build the form

- The pattern in this lesson is 任何 + Noun + 都 / 也 (any). 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.

任何问题都可以问。

rèn hé wèn tí dōu kě yǐ wèn

Word guide: 任何 – any; 问题 – question; 都 – all; 可以 – can; 问 – ask.

23.3.3 Read examples in context

- In the opening example, 任何问题都可以问。: The invitation covers any question within the relevant situation.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

23.3.4 Know the boundary

- 都 is common in this all-cases frame.
- 任何 does not require 都 or 也 in every construction, as in 没有任何问题.

23.3.5 Use the distinction

- The invitation covers any question within the relevant situation.
- 都 is common in this all-cases frame. 任何 does not require 都 or 也 in every construction, as in 没有任何问题.

23.3.6 Try it with help closed

A teacher invites questions about the lesson. 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: 任何问题都可以问。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 都 is common in this all-cases frame.
- 任何 does not require 都 or 也 in every construction, as in 没有任何问题.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

23.4 ■ 既 ... 也 / 又 ... (both ... and ...)

23.4.1 Two qualities need not share an emotional value

- An item is expensive but useful, and both qualities are acknowledged.
- 这个东西既贵又好用。 – 既 ... 又 ... combines the cost and usefulness as coexisting qualities.

23.4.2 Build the form

- The pattern in this lesson is 既 ... 也 / 又 ... (both ... and ...). 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.

这个菜既便宜又好吃。

zhè ge cài jì pián yì yòu hǎo chī

Word guide: 这 – this; 个 – (measure word); 菜 – dish; 既 – both; 便宜 – cheap; 又 – and; 好吃 – tasty.

23.4.3 Read examples in context

- In the opening example, 这个东西既贵又好用。: 既 ... 又 ... combines the cost and usefulness as coexisting qualities.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

23.4.4 Know the boundary

- One quality can be a drawback and the other a benefit.
- The construction does not force two positive or two negative judgments.

23.4.5 Use the distinction

- 既 ... 又 ... combines the cost and usefulness as coexisting qualities.
- One quality can be a drawback and the other a benefit. The construction does not force two positive or two negative judgments.

23.4.6 Try it with help closed

An item is expensive but useful, and both qualities are acknowledged. 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: 这个东西既贵又好用。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- One quality can be a drawback and the other a benefit.
- The construction does not force two positive or two negative judgments.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

23.5 ■ 在 + Place + 上 / 下 / 里 / 旁边 (location)

23.5.1 Place the relation after its reference object

- A book rests on a table.
- **书在桌子上。** – 上 follows 桌子 to describe the book's location relative to it.

23.5.2 Build the form

- The pattern in this lesson is **在 + Place + 上 / 下 / 里 / 旁边 (location)**. 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.

书在桌子上。

shū zài zhuō zì shàng

Word guide: 书 – book; 在 – is; 桌子 – table; 上 – on.

23.5.3 Read examples in context

- In the opening example, **书在桌子上。**: 上 follows 桌子 to describe the book's location relative to it.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

23.5.4 Know the boundary

- 在床下 and 在包里 describe different relations.
- Not every location needs an extra position word: 在北京 is already a place expression.

23.5.5 Use the distinction

- 上 follows 桌子 to describe the book's location relative to it.
- 在床下 and 在包里 describe different relations. Not every location needs an extra position word: 在北京 is already a place expression.

23.5.6 Try it with help closed

A book rests on a 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: 书在桌子上。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 在床下 and 在包里 describe different relations.
- Not every location needs an extra position word: 在北京 is already a place expression.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

24 Basic/Simple Sentence Patterns

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.

24.1 ■ 连 ... 都 / 也 (even)

24.1.1 A child understands the explanation

- A speaker says a child understands a simple explanation.
- **连小孩都懂。** – The child is presented as a surprisingly unlikely person to understand.

24.1.2 Build the form

- The pattern in this lesson is **连 ... 都 / 也 (even)**. 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.

连小孩都懂。

lián xiǎo hái dōu dǒng

Word guide: 连 – even; 小孩 – child; 都 – even; 懂 – understand.

24.1.3 Read examples in context

- In the opening example, **连小孩都懂。**: The child is presented as a surprisingly unlikely person to understand.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

24.1.4 Know the boundary

- The speaker implies that more expected cases should understand too.
- This is a rhetorical expectation, not proof about every other person's actual understanding.

24.1.5 Use the distinction

- The child is presented as a surprisingly unlikely person to understand.
- The speaker implies that more expected cases should understand too. This is a rhetorical expectation, not proof about every other person's actual understanding.

24.1.6 Try it with help closed

A speaker says a child understands a simple explanation. 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: 连小孩都懂。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- The speaker implies that more expected cases should understand too.
- This is a rhetorical expectation, not proof about every other person's actual understanding.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

24.2 ■ Question Word + 都 (every)

24.2.1 A question word can have a universal reading

- Anyone in the class knows the answer.
- **谁都知道。** – 谁 with 都 includes everyone in the relevant group.

24.2.2 Build the form

- The pattern in this lesson is **Question Word + 都 (every)**. 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.

这儿什么都有。

zhèr shén me dōu yǒu

Word guide: 这儿 – here; 什么 – anything; 都 – all; 有 – have.

24.2.3 Read examples in context

- In the opening example, **谁都知道。**: 谁 with 都 includes everyone in the relevant group.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

24.2.4 Know the boundary

- 谁都不知道 instead denies anyone knowing.
- The polarity changes the result, and the relevant group still comes from context.

24.2.5 Use the distinction

- 谁 with 都 includes everyone in the relevant group.
- 谁都不知道 instead denies anyone knowing. The polarity changes the result, and the relevant group still comes from context.

24.2.6 Try it with help closed

Anyone in the class knows the answer. 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: 谁都知道。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 谁都不知道 instead denies anyone knowing.
- The polarity changes the result, and the relevant group still comes from context.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

24.3 ■ A 是 B 的 N 倍 (N times)

24.3.1 Separate a multiple from an increase

- Last year's count was ten and this year's is twenty.
- 今年的数量是去年的两倍。 – The new total is twice the old total.

24.3.2 Build the form

- The pattern in this lesson is **A 是 B 的 N 倍 (N times)**. 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.

今年是去年的两倍。

jīn nián shì qù nián de liǎng bèi

Word guide: 今年 – this year; 是 – is; 去年 – last year; 两 – two; 倍 – times.

24.3.3 Read examples in context

- In the opening example, 今年的数量是去年的两倍。: The new total is twice the old total.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

24.3.4 Know the boundary

- Two times the total is a one-times increase, or a hundred percent increase.
- Do not read 是两倍 as adding two extra old totals.

24.3.5 Use the distinction

- The new total is twice the old total.
- Two times the total is a one-times increase, or a hundred percent increase. Do not read 是两倍 as adding two extra old totals.

24.3.6 Try it with help closed

Last year's count was ten and this year's is twenty. 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: 今年的数量是去年的两倍。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- Two times the total is a one-times increase, or a hundred percent increase.
- Do not read 是两倍 as adding two extra old totals.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

24.4 ■ 一点 + 也 / 都 + 不 (not at all)

24.4.1 An emphatic denial differs from a small amount

- You deny being tired at all.
- 我一点都不累。 – 一点都不 makes the negative emphatic: not tired in the slightest.

24.4.2 Build the form

- The pattern in this lesson is **一点 + 也 / 都 + 不 (not at 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.

我一点都不累。

wǒ yì diǎn dōu bù lèi

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

24.4.3 Read examples in context

- In the opening example, 我一点都不累。: 一点都不 makes the negative emphatic: not tired in the slightest.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

24.4.4 Know the boundary

- 一点也不累 can express the same denial.

- The sentence is still a speaker's claim, which may involve exaggeration rather than measurement.

24.4.5 Use the distinction

- 一点都不 makes the negative emphatic: not tired in the slightest.
- 一点也不累 can express the same denial. The sentence is still a speaker's claim, which may involve exaggeration rather than measurement.

24.4.6 Try it with help closed

You deny being tired at all. 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: 我一点都不累。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 一点也不累 can express the same denial.
- The sentence is still a speaker's claim, which may involve exaggeration rather than measurement.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

24.5 ■ 不知道 + embedded choice + 好 (unsure what is best)

24.5.1 Look for the actual verb and its choice

- Several products are available, and you cannot choose which to buy.
- 我不知道买哪个好。 – The speaker is unsure which purchase would be best.

24.5.2 Build the form

- The pattern in this lesson is 不知道 + embedded choice + 好 (unsure what is best). 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.

我不知道买哪个好。

wǒ bù zhī dào mǎi nǎ ge hǎo

Word guide: 我 – I; 不 – not; 知道 – know; 买 – buy; 哪个 – which; 好 – best.

24.5.3 Read examples in context

- In the opening example, 我不知道买哪个好.: The speaker is unsure which purchase would be best.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

24.5.4 Know the boundary

- The question word can appear after the verb, as in 买哪个.
- A formula that always puts the question word before the verb gives the wrong order for this example.

24.5.5 Use the distinction

- The speaker is unsure which purchase would be best.
- The question word can appear after the verb, as in 买哪个. A formula that always puts the question word before the verb gives the wrong order for this example.

24.5.6 Try it with help closed

Several products are available, and you cannot choose which to buy. 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: 我不知道买哪个好。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- The question word can appear after the verb, as in 买哪个.
- A formula that always puts the question word before the verb gives the wrong order for this example.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

24.6 ■ 对 ... 来说 (for / as far as ... is concerned)

24.6.1 A viewpoint limits an evaluation

- Health matters most to you personally.
- 对我来说, 健康最重要。 – The importance judgment is framed from the speaker's perspective.

24.6.2 Build the form

- The pattern in this lesson is 对 ... 来说 (for / as far as ... is concerned). 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.

对我来说, 健康最重要。

duì wǒ lái shuō jiàn kāng zuì zhòng yào

Word guide: 对 – for; 我 – me; 来说 – as for; 健康 – health; 最 – most; 重要 – important.

24.6.3 Read examples in context

- In the opening example, **对我来说，健康最重要。**：The importance judgment is framed from the speaker's perspective.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

24.6.4 Know the boundary

- Other people may prioritise differently.
- 一般来说 is a separate fixed expression meaning generally speaking, not a named person's viewpoint.

24.6.5 Use the distinction

- The importance judgment is framed from the speaker's perspective.
- Other people may prioritise differently. 一般来说 is a separate fixed expression meaning generally speaking, not a named person's viewpoint.

24.6.6 Try it with help closed

Health matters most to you personally. 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: 对我来说，健康最重要。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- Other people may prioritise differently.
- 一般来说 is a separate fixed expression meaning generally speaking, not a named person's viewpoint.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

25 Complex Sentence Patterns

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.

25.1 ■ Adj + 是 + Adj, 但是 ... (concede, then object)

25.1.1 Conceding a quality does not settle a decision

- An item is good, but the price is unacceptable.
- **好是好，但是太贵。** – The speaker accepts the quality before raising the price objection.

25.1.2 Build the form

- The pattern in this lesson is **Adj + 是 + Adj, 但是 ... (concede, then 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.

好是好，但是太贵。

hǎo shì hǎo dàn shì tài guì

Word guide: 好 – good; 是 – (indeed); 好 – good; 但是 – but; 太 – too; 贵 – expensive.

25.1.3 Read examples in context

- In the opening example, **好是好，但是太贵。**：The speaker accepts the quality before raising the price objection.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

25.1.4 Know the boundary

- The concession is not a retraction of the quality.
- The final decision depends on the objection and context.

25.1.5 Use the distinction

- The speaker accepts the quality before raising the price objection.
- The concession is not a retraction of the quality. The final decision depends on the objection and context.

25.1.6 Try it with help closed

An item is good, but the price is unacceptable. 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: 好是好，但是太贵。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- The concession is not a retraction of the quality.
- The final decision depends on the objection and context.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

25.2 ■ 一 ... 就 ... (as soon as / whenever)

25.2.1 An immediate link can describe a habit

- You usually sleep shortly after reaching home.
- **我一到家就睡觉。** – The arrival triggers sleeping in the described routine.

25.2.2 Build the form

- The pattern in this lesson is 一 ... 就 ... (as soon as / whenever). 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.

我一到家就睡觉。

wǒ yī dào jiā jiù shuì jiào

Word guide: 我 – I; 一 – as soon as; 到家 – get home; 就 – then; 睡觉 – sleep.

25.2.3 Read examples in context

- In the opening example, **我一到家就睡觉。**: The arrival triggers sleeping in the described routine.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

25.2.4 Know the boundary

- The frame also describes one event in an appropriate past context.
- It does not specify an exact number of seconds between the actions.

25.2.5 Use the distinction

- The arrival triggers sleeping in the described routine.
- The frame also describes one event in an appropriate past context. It does not specify an exact number of seconds between the actions.

25.2.6 Try it with help closed

You usually sleep shortly after reaching home. 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: 我一到家就睡觉。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- The frame also describes one event in an appropriate past context.
- It does not specify an exact number of seconds between the actions.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

25.3 ■ 一方面 ... , 一方面 ... (on one hand / on the other)

25.3.1 Two sides may reinforce or conflict

- Work and rest both matter when planning a week.
- **一方面要工作, 另一方面要休息。** – The two aspects are set alongside each other for consideration.

25.3.2 Build the form

- The pattern in this lesson is 一方面 ... , 一方面 ... (on one hand / on the other). 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.

一方面要工作, 一方面要休息。

yì fāng miàn yào gōng zuò yì fāng miàn yào xiū xi

Word guide: 一方面 – on one hand; 要 – need to; 工作 – work; 一方面 – on the other; 要 – need to; 休息 – rest.

25.3.3 Read examples in context

- In the opening example, **一方面要工作, 另一方面要休息。**: The two aspects are set alongside each other for consideration.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

25.3.4 Know the boundary

- The aspects can be complementary or in tension.
- The frame does not assert that both must be done simultaneously.

25.3.5 Use the distinction

- The two aspects are set alongside each other for consideration.
- The aspects can be complementary or in tension. The frame does not assert that both must be done simultaneously.

25.3.6 Try it with help closed

Work and rest both matter when planning a week. 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: 一方面要工作, 另一方面要休息。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- The aspects can be complementary or in tension.
- The frame does not assert that both must be done simultaneously.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

26 Not only... but also...

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.

26.1 ■ 不但 / 不仅 ... , 而且 / 还 / 也 ... (not only ... but also)

26.1.1 Add another fact without making it stronger

- A person speaks Chinese and also English.
- 他不但会中文, 还会英文。 – The second ability is added to the first.

26.1.2 Build the form

- The pattern in this lesson is 不但 / 不仅 ... , 而且 / 还 / 也 ... (not only ... but also). 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.

他不但会中文, 还会英文。

tā bú dàn huì Zhōng wén hái huì Yīng wén

Word guide: 他 – he; 不但 – not only; 会 – can; 中文 – Chinese; 还 – also; 会 – can; 英文 – English.

26.1.3 Read examples in context

- In the opening example, 他不但会中文, 还会英文。: The second ability is added to the first.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

26.1.4 Know the boundary

- The added point need not be stronger or more positive.
- 而且, 还 and 也 require suitable word order and are not freely swapped in every sentence position.

26.1.5 Use the distinction

- The second ability is added to the first.
- The added point need not be stronger or more positive. 而且, 还 and 也 require suitable word order and are not freely swapped in every sentence position.

26.1.6 Try it with help closed

A person speaks Chinese and also English. 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: 他不但会中文，还会英文。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- The added point need not be stronger or more positive.
- 而且, 还 and 也 require suitable word order and are not freely swapped in every sentence position.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

27 Comparing similar adverbs

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.

27.1 ■ 本来 vs 原来 (originally vs it turns out)

27.1.1 An earlier state differs from a new discovery

- You had intended to go, while a friend's identity has just become clear.
- **我本来想去；原来是你。** – 本来 marks the earlier intention and 原来 marks the discovery in these contexts.

27.1.2 Build the form

- The pattern in this lesson is **本来 vs 原来 (originally vs it turns out)**. 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.

我本来想去的。

wǒ běn lái xiǎng qù de

Word guide: 我 – I; 本来 – originally; 想 – want; 去 – go.

27.1.3 Read examples in context

原来是你!

yuán lái shì nǐ

Word guide: 原来 – so it turns out; 是 – is; 你 – you.

- In the opening example, **我本来想去；原来是你。**: 本来 marks the earlier intention and 原来 marks the discovery in these contexts.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

27.1.4 Know the boundary

- 原来 can also mean originally, and 本来 can mark an inherent fact.
- These useful examples are not mutually exclusive dictionary definitions.

27.1.5 Use the distinction

- 本来 marks the earlier intention and 原来 marks the discovery in these contexts.
- 原来 can also mean originally, and 本来 can mark an inherent fact. These useful examples are not mutually exclusive dictionary definitions.

27.1.6 Try it with help closed

You had intended to go, while a friend's identity has just become clear. 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: 我本来想去; 原来是你。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 原来 can also mean originally, and 本来 can mark an inherent fact.
- These useful examples are not mutually exclusive dictionary definitions.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

27.2 ■ 常常 vs 往往 (often vs tends to)

27.2.1 Frequency and a tendency can overlap

- You observe that weekends tend to be busy.
- 周末往往很忙。 – 往往 presents a recurring tendency tied to weekends.

27.2.2 Build the form

- The pattern in this lesson is 常常 vs 往往 (often vs tends to). 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.

他常常迟到。

tā cháng cháng chí dào

Word guide: 他 – he; 常常 – often; 迟到 – be late.

27.2.3 Read examples in context

周末往往很忙。

zhōu mò wǎng wǎng hěn máng

Word guide: 周末 – weekends; 往往 – tend to; 很 – very; 忙 – busy.

- In the opening example, 周末往往很忙。: 往往 presents a recurring tendency tied to weekends.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

27.2.4 Know the boundary

- 常常 can also describe frequent busy weekends.
- 往往 is unsuitable for a single intended action such as 我明天往往去, but the words can overlap in repeated-event contexts.

27.2.5 Use the distinction

- 往往 presents a recurring tendency tied to weekends.
- 常常 can also describe frequent busy weekends. 往往 is unsuitable for a single intended action such as 我明天往往去, but the words can overlap in repeated-event contexts.

27.2.6 Try it with help closed

You observe that weekends tend to be busy. 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: 周末往往很忙。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 常常 can also describe frequent busy weekends.
- 往往 is unsuitable for a single intended action such as 我明天往往去, but the words can overlap in repeated-event contexts.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

27.3 ■ 刚 vs 刚才 (adverb vs time-word)

27.3.1 An adverb differs from a time expression

- A friend left recently, and you describe the timing.
- 他刚走; 刚才他在这儿。 – 刚 modifies the departure, while 刚才 names a recent time.

27.3.2 Build the form

- The pattern in this lesson is 刚 vs 刚才 (adverb vs time-word). 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.

他刚走。

tā gāng zǒu

Word guide: 他 – he; 刚 – just; 走 – leave.

27.3.3 Read examples in context

刚才他在这儿。

gāng cái tā zài zhèr

Word guide: 刚才 – a moment ago; 他 – he; 在 – was; 这儿 – here.

- In the opening example, 他刚走; 刚才他在这儿。: 刚 modifies the departure, while 刚才 names a recent time.

- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

27.3.4 Know the boundary

- 刚才 can move before the subject or after it in suitable sentences.
- 刚 is not a standalone time noun, and 了 is not universally forbidden after a 刚-modified verb.

27.3.5 Use the distinction

- 刚 modifies the departure, while 刚才 names a recent time.
- 刚才 can move before the subject or after it in suitable sentences. 刚 is not a standalone time noun, and 了 is not universally forbidden after a 刚-modified verb.

27.3.6 Try it with help closed

A friend left recently, and you describe the timing. 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: 他刚走; 刚才他在这儿。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 刚才 can move before the subject or after it in suitable sentences.
- 刚 is not a standalone time noun, and 了 is not universally forbidden after a 刚-modified verb.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

28 Comparing similar prepositions

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.

28.1 ■ 关于 vs 对于 (about vs regarding)

28.1.1 A book's topic differs from an attitude frame

- You describe a book about history.
- **这是一本关于历史的书。** – 关于历史 modifies the book's topic.

28.1.2 Build the form

- The pattern in this lesson is **关于 vs 对于 (about vs regarding)**. 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.

关于这件事，我不清楚。

guān yú zhè jiàn shì wǒ bù qīng chu

Word guide: 关于 – about; 这 – this; 件 – (measure word); 事 – matter; 我 – I; 不 – not; 清楚 – clear.

28.1.3 Read examples in context

对于这个问题，我有看法。

duì yú zhè ge wèn tí wǒ yǒu kàn fǎ

Word guide: 对于 – regarding; 这 – this; 个 – (measure word); 问题 – issue; 我 – I; 有 – have; 看法 – views.

- In the opening example, **这是一本关于历史的书。**: 关于历史 modifies the book's topic.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

28.1.4 Know the boundary

- 对于历史，我很感兴趣 frames an attitude instead.
- 关于 and 对于 overlap in some sentence-level topic expressions, but 对于 does not simply replace 关于 in this noun modifier.

28.1.5 Use the distinction

- 关于历史 modifies the book's topic.
- 对于历史，我很感兴趣 frames an attitude instead. 关于 and 对于 overlap in some sentence-level topic expressions, but 对于 does not simply replace 关于 in this noun modifier.

28.1.6 Try it with help closed

You describe a book about history. 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: 这是一本关于历史的书。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 对于历史, 我很感兴趣 frames an attitude instead.
- 关于 and 对于 overlap in some sentence-level topic expressions, but 对于 does not simply replace 关于 in this noun modifier.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

28.2 ■ 离 vs 从 (gap from vs starting point)

28.2.1 A distance relation differs from a starting point

- A school is close to your home, and your journey begins at home.
- 学校离我家很近; 我从家出发。 – 离 marks the separation, while 从 marks the journey's origin.

28.2.2 Build the form

- The pattern in this lesson is 离 vs 从 (gap from vs starting point). 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.

学校离我家很近。

xué xiào lí wǒ jiā hěn jìn

Word guide: 学校 – school; 离 – from; 我 – my; 家 – home; 很 – very; 近 – close.

28.2.3 Read examples in context

我从北京来。

wǒ cóng Běi jīng lái

Word guide: 我 – I; 从 – from; 北京 – Beijing; 来 – come.

- In the opening example, 学校离我家很近; 我从家出发。: 离 marks the separation, while 从 marks the journey's origin.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

28.2.4 Know the boundary

- 从 also introduces starting times such as 从早到晚.
- A phrase expressing closeness does not by itself report movement.

28.2.5 Use the distinction

- 离 marks the separation, while 从 marks the journey's origin.
- 从 also introduces starting times such as 从早到晚. A phrase expressing closeness does not by itself report movement.

28.2.6 Try it with help closed

A school is close to your home, and your journey begins at home. 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: 学校离我家很近; 我从家出发。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 从 also introduces starting times such as 从早到晚.
- A phrase expressing closeness does not by itself report movement.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

29 Comparing similar separate functions

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.

29.1 ■ 反而 vs 相反 (instead vs on the contrary)

29.1.1 A reversal differs from a contrasting proposition

- An explanation was expected to help but instead made things less clear.
- 解释后, 我反而更糊涂了。 – 反而 marks a result opposite to the expected improvement.

29.1.2 Build the form

- The pattern in this lesson is 反而 vs 相反 (instead vs on the contrary). 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.

病反而更重了。

bìng fǎn ér gèng zhòng le

Word guide: 病 – illness; 反而 – instead; 更 – more; 重 – serious.

29.1.3 Read examples in context

相反, 我同意。

xiāng fǎn wǒ tóng yì

Word guide: 相反 – on the contrary; 我 – I; 同意 – agree.

- In the opening example, 解释后, 我反而更糊涂了。: 反而 marks a result opposite to the expected improvement.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

29.1.4 Know the boundary

- 相反 can open a contrasting statement or describe opposite properties.
- In this frame 反而 modifies the predicate, rather than merely naming any difference.

29.1.5 Use the distinction

- 反而 marks a result opposite to the expected improvement.
- 相反 can open a contrasting statement or describe opposite properties. In this frame 反而 modifies the predicate, rather than merely naming any difference.

29.1.6 Try it with help closed

An explanation was expected to help but instead made things less clear. 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: 解释后, 我反而更糊涂了。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 相反 can open a contrasting statement or describe opposite properties.
- In this frame 反而 modifies the predicate, rather than merely naming any difference.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

29.2 ■ 肯定 vs 确定 vs 一定 (sure / certain)

29.2.1 Confidence differs from confirming a detail

- A friend predicts an arrival, while you have not confirmed the time.
- 他一定会来; 我还没确定时间。 – 一定 expresses a confident prediction and 确定 refers to confirming the time.

29.2.2 Build the form

- The pattern in this lesson is 肯定 vs 确定 vs 一定 (sure / certain). 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.

他一定会来。

tā yí dìng huì lái

Word guide: 他 – he; 一定 – certainly; 会 – will; 来 – come.

29.2.3 Read examples in context

我还没确定。

wǒ hái méi què dìng

Word guide: 我 – I; 还 – yet; 没 – not; 确定 – confirm.

- In the opening example, 他一定会来; 我还没确定时间。: 一定 expresses a confident prediction and 确定 refers to confirming the time.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

29.2.4 Know the boundary

- 肯定 can also express confidence, and it has verb uses such as 肯定成绩.
- Word class depends on the construction; confident wording is not proof of the future.

29.2.5 Use the distinction

- 一定 expresses a confident prediction and 确定 refers to confirming the time.
- 肯定 can also express confidence, and it has verb uses such as 肯定成绩. Word class depends on the construction; confident wording is not proof of the future.

29.2.6 Try it with help closed

A friend predicts an arrival, while you have not confirmed the time. 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: 他一定会来; 我还没确定时间。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 肯定 can also express confidence, and it has verb uses such as 肯定成绩.
- Word class depends on the construction; confident wording is not proof of the future.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

29.3 ■ 适合 vs 合适 (to suit vs suitable)

29.3.1 Use the object with the right suitable-word

- A job suits someone's abilities.
- 这个工作适合你。** – 适合 takes 你 as its object in the suitability relation.

29.3.2 Build the form

- The pattern in this lesson is **适合 vs 合适 (to suit vs suitable)**. 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.

这个工作适合你。

zhè ge gōng zuò shì hé nǐ

Word guide: 这 – this; 个 – (measure word); 工作 – job; 适合 – suit; 你 – you.

29.3.3 Read examples in context

这个价格很合适。

zhè ge jià gé hěn hé shì

Word guide: 这 – this; 个 – (measure word); 价格 – price; 很 – very; 合适 – suitable.

- In the opening example, **这个工作适合你。**: 适合 takes 你 as its object in the suitability relation.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

29.3.4 Know the boundary

- 合适 instead functions as an adjective, as in 对你很合适.
- Shared meaning does not allow the same word order everywhere.

29.3.5 Use the distinction

- 适合 takes 你 as its object in the suitability relation.
- 合适 instead functions as an adjective, as in 对你很合适. Shared meaning does not allow the same word order everywhere.

29.3.6 Try it with help closed

A job suits someone's abilities. 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: 这个工作适合你。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 合适 instead functions as an adjective, as in 对你很合适.
- Shared meaning does not allow the same word order everywhere.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

30 Comparing similar time words

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.

30.1 ■ 以后 vs 的时候 (after vs when)

30.1.1 After an event differs from during it

- You leave when class has finished.
- **下课以后，我回家。** – 以后 locates the going home after the class ends.

30.1.2 Build the form

- The pattern in this lesson is **以后 vs 的时候 (after vs when)**. 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.

下课以后，我回家。

xià kè yǐ hòu wǒ huí jiā

Word guide: 下课 – finish class; 以后 – after; 我 – I; 回家 – go home.

30.1.3 Read examples in context

吃饭的时候，别说话。

chī fàn de shí hou bié shuō huà

Word guide: 吃饭 – eat; 的时候 – when; 别 – don't; 说话 – talk.

- In the opening example, **下课以后，我回家。**: 以后 locates the going home after the class ends.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

30.1.4 Know the boundary

- 上课的时候 instead locates an action during class.
- The relation comes from the chosen event; 的时候 can refer to an event moment as well as an extended activity.

30.1.5 Use the distinction

- 以后 locates the going home after the class ends.
- 上课的时候 instead locates an action during class. The relation comes from the chosen event; 的时候 can refer to an event moment as well as an extended activity.

30.1.6 Try it with help closed

You leave when class has finished. 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: 下课以后，我回家。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 上课的时候 instead locates an action during class.
- The relation comes from the chosen event; 的时候 can refer to an event moment as well as an extended activity.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.