

Particles, nouns & numbers

HSK 3

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.

Time / Verb + 以前 (before ...)

■ A deadline comes before a named time

- You ask a friend to return before three o'clock.
- **三点以前回来。** – The return should happen before the stated three-o'clock boundary.

■ Build the form

- The pattern in this lesson is **Time / Verb + 以前 (before ...)**. 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.

三点以前回来。

sān diǎn yǐ qián huí lái

Word guide: 三点 – three o'clock; 以前 – before; 回来 – come back.

■ Read examples in context

睡觉以前刷牙。

shuì jiào yǐ qián shuā yá

Word guide: 睡觉 – sleep; 以前 – before; 刷牙 – brush teeth.

- In the opening example, **三点以前回来。**: The return should happen before the stated three-o'clock boundary.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

■ Know the boundary

- 以前 follows its reference time or action.
- 睡觉以前刷牙 places brushing before sleeping, not after it; separate a deadline from a duration.

■ Use the distinction

- The return should happen before the stated three-o'clock boundary.
- 以前 follows its reference time or action. 睡觉以前刷牙 places brushing before sleeping, not after it; separate a deadline from a duration.

■ Try it with help closed

You ask a friend to return before three o'clock. 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: 三点以前回来。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 以前 follows its reference time or action.
- 睡觉以前刷牙 places brushing before sleeping, not after it; separate a deadline from a duration.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

以前, ... (in the past, ...)

■ An earlier home differs from a current one

- You explain that you used to live in Beijing but now live elsewhere.
- **以前我住在北京。** – 以前 introduces an earlier period of residence.

■ Build the form

- The pattern in this lesson is **以前, ... (in the past, ...)**. 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.

以前, 我住在北京。

yǐ qián wǒ zhù zài Běi jīng

Word guide: 以前 – in the past; 我 – I; 住 – live; 在 – in; 北京 – Beijing.

■ Read examples in context

- In the opening example, **以前我住在北京。**: 以前 introduces an earlier period of residence.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

■ Know the boundary

- The current contrast comes from context.
- The sentence alone need not tell us the exact dates or all later homes. Compare 三点以前, where 以前 follows a specific reference point.

■ Use the distinction

- 以前 introduces an earlier period of residence.
- The current contrast comes from context. The sentence alone need not tell us the exact dates or all later homes. Compare 三点以前, where 以前 follows a specific reference point.

■ Try it with help closed

You explain that you used to live in Beijing but now live 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: 以前我住在北京。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- The current contrast comes from context.
- The sentence alone need not tell us the exact dates or all later homes. Compare 三点以前, where 以前 follows a specific reference point.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

刚才 (a moment ago)

■ A friend asks you to repeat the earlier news

- You did not hear a friend’s last sentence clearly.
- 你刚才说什么? – 刚才 asks about speech in the recent past.

■ Build the form

- The pattern in this lesson is 刚才 (a moment ago). 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.

刚才他来了。

gāng cái tā lái le

Word guide: 刚才 – a moment ago; 他 – he; 来 – come.

■ Read examples in context

你刚才说什么?

nǐ gāng cái shuō shén me

Word guide: 你 – you; 刚才 – a moment ago; 说 – say; 什么 – what.

- In the opening example, 你刚才说什么? : 刚才 asks about speech in the recent past.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

■ Know the boundary

- 刚才 is a time expression: 刚才他在这儿 and 他刚才在这儿 both work.
- It can describe a state or a negated action, as in 刚才没听见; 了 is not compulsory.

■ Use the distinction

- 刚才 asks about speech in the recent past.
- 刚才 is a time expression: 刚才他在这儿 and 他刚才在这儿 both work. It can describe a state or a negated action, as in 刚才没听见; 了 is not compulsory.

■ Try it with help closed

You did not hear a friend’s last sentence clearly. 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: 你刚才说什么?

- 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 is a time expression: 刚才他在这儿 and 他刚才在这儿 both work.
- It can describe a state or a negated action, as in 刚才没听见; 了 is not compulsory.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

Time / Verb + 时 (when ...)

■ Attach an event to a time

- You reached a friend’s home when the friend was out.
- 我来时, 他不在。 – 时 ties the absence to the time of your arrival.

■ Build the form

- The pattern in this lesson is **Time / Verb + 时 (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.

我来时，他不在。

wǒ lái shí tā bù zài

Word guide: 我 – I; 来 – come; 时 – when; 他 – he; 不 – not; 在 – be in.

■ Read examples in context

- In the opening example, 我来时，他不在。: 时 ties the absence to the time of your arrival.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

■ Know the boundary

- 时 is a shorter, often more formal version of 的时候.
- It can also occur in a future instruction, as in 你来时告诉我; it does not itself supply past tense.

■ Use the distinction

- 时 ties the absence to the time of your arrival.
- 时 is a shorter, often more formal version of 的时候. It can also occur in a future instruction, as in 你来时告诉我; it does not itself supply past tense.

■ Try it with help closed

You reached a friend’s home when the friend was out. 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: 我来时，他不在。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 时 is a shorter, often more formal version of 的时候.
- It can also occur in a future instruction, as in 你来时告诉我; it does not itself supply past tense.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

以后 (after / in the future)

■ Class ends before the trip home

- You plan to go home after class.
- 下课以后回家。 – Class ending is the reference point before going home.

■ Build the form

- The pattern in this lesson is **以后 (after / in the future)**. 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.

以后，我想当老师。

yǐ hòu wǒ xiǎng dāng lǎo shī

Word guide: 以后 – in the future; 我 – I; 想 – want; 当 – be; 老师 – teacher.

■ Read examples in context

下课以后回家。

xià kè yǐ hòu huí jiā

Word guide: 下课 – finish class; 以后 – after; 回家 – go home.

- In the opening example, 下课以后回家。: Class ending is the reference point before going home.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

■ Know the boundary

- 以后 may relate two past events too: 毕业以后，我去了上海.
- Alone, 以后 often means in the future; after a reference event it means after that event.

■ Use the distinction

- Class ending is the reference point before going home.
- 以后 may relate two past events too: 毕业以后，我去了上海. Alone, 以后 often means in the future; after a reference event it means after that event.

■ Try it with help closed

You plan to go home after class. 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.
- 以后 may relate two past events too: 毕业以后，我去了上海。
- Alone, 以后 often means in the future; after a reference event it means after that event.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

... , 后来 ... (afterwards / later – past)

■ A past story has a later turn

- You tell someone that you visited Beijing and later visited Shanghai.
- **先去了北京，后来去了上海。** – 后来 links the later part of the past story to the earlier visit.

■ Build the form

- The pattern in this lesson is ... , 后来 ... (afterwards / later – past). 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.

我先去了北京，后来去了上海。

wǒ xiān qù le Běi jīng hòu lái qù le Shàng hǎi

Word guide: 我 – I; 先 – first; 去 – go; 北京 – Beijing; 后来 – later; 去 – go; 上海 – Shanghai.

■ Read examples in context

- In the opening example, **先去了北京，后来去了上海。**: 后来 links the later part of the past story to the earlier visit.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

■ Know the boundary

- For a future plan prefer 然后 or 以后.
- Later does not require immediate succession; 后来 can cover a gap whose length the sentence leaves unspecified.

■ Use the distinction

- 后来 links the later part of the past story to the earlier visit.
- For a future plan prefer 然后 or 以后. Later does not require immediate succession; 后来 can cover a gap whose length the sentence leaves unspecified.

■ Try it with help closed

You tell someone that you visited Beijing and later visited Shanghai. 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: 先去了北京，后来去了上海。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- For a future plan prefer 然后 or 以后.
- Later does not require immediate succession; 后来 can cover a gap whose length the sentence leaves unspecified.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

Approximating with sequential numbers

■ An estimate differs from a sum

- You did not count the visitors exactly but saw roughly five or six.
- **来了五六个人。** – 五六 estimates about five or six people.

■ Build the form

- The pattern in this lesson is **Approximating with sequential numbers**. 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.

来了五六个人。

lái le wǔ liù ge rén

Word guide: 来 – come; 五六 – five or six; 个 – (measure word); 人 – people.

■ Read examples in context

这儿有十几本书。

zhèr yǒu shí jǐ běn shū

Word guide: 这儿 – here; 有 – have; 十几 – ten-something; 本 – (measure word); 书 – book.

- In the opening example, 来了五六个人。: 五六 estimates about five or six people.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

■ Know the boundary

- Adjacent-number estimates are not addition: 五六 is not eleven.
- The common estimate 两三个 uses 两. Learn established forms instead of concatenating any pair of numerals.

■ Use the distinction

- 五六 estimates about five or six people.
- Adjacent-number estimates are not addition: 五六 is not eleven. The common estimate 两三个 uses 两. Learn established forms instead of concatenating any pair of numerals.

■ Try it with help closed

You did not count the visitors exactly but saw roughly five or six. 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: 来了五六个人。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- Adjacent-number estimates are not addition: 五六 is not eleven.
- The common estimate 两三个 uses 两. Learn established forms instead of concatenating any pair of numerals.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

Big numbers: 万 / 亿

■ Convert a large population by groups of four digits

- A city has ten million residents in this invented example.
- 这个城市有一千万人。 – 一千万 equals 1,000 groups of 10,000, or 10,000,000.

■ Build the form

- The pattern in this lesson is **Big numbers: 万 / 亿**. 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.

这个城市有一千万人。

zhè ge chéng shì yǒu yì qiān wàn rén

Word guide: 这 – this; 个 – (measure word); 城市 – city; 有 – have; 一千万 – ten million; 人 – people.

■ Read examples in context

- In the opening example, 这个城市有一千万人。: 一千万 equals 1,000 groups of 10,000, or 10,000,000.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

■ Know the boundary

- 万 is 10,000 and 亿 is 100,000,000.
- 一百万 is 1,000,000; read the multiplier and unit together instead of importing English three-digit grouping.

■ Use the distinction

- 一千万 equals 1,000 groups of 10,000, or 10,000,000.
- 万 is 10,000 and 亿 is 100,000,000. 一百万 is 1,000,000; read the multiplier and unit together instead of importing English three-digit grouping.

■ Try it with help closed

A city has ten million residents in this invented example. 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: 这个城市有一千万人。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 万 is 10,000 and 亿 is 100,000,000.
- 一百万 is 1,000,000; read the multiplier and unit together instead of importing English three-digit grouping.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

Times to the minute (点 ... 分)

■ A meeting starts halfway through the hour

- A meeting begins at 2:30 rather than lasting for half an hour.
- 会议两点半开始。 – 两点半 names the clock time 2:30.

■ Build the form

- The pattern in this lesson is **Times to the minute (点 ... 分)**. 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.

现在三点十五分。

xiàn zài sān diǎn shí wǔ fēn

Word guide: 现在 – now; 三点 – three o’clock; 十五分 – fifteen minutes.

■ Read examples in context

- In the opening example, 会议两点半开始。: 两点半 names the clock time 2:30.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

■ Know the boundary

- 半 after 点 means half past the hour.
- 半个小时 is a duration of thirty minutes; 三点十五分 is 3:15. Do not confuse a clock time with elapsed time.

■ Use the distinction

- 两点半 names the clock time 2:30.
- 半 after 点 means half past the hour. 半个小时 is a duration of thirty minutes; 三点十五分 is 3:15. Do not confuse a clock time with elapsed time.

■ Try it with help closed

A meeting begins at 2:30 rather than lasting for half an hour. 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: 会议两点半开始。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 半 after 点 means half past the hour.
- 半个小时 is a duration of thirty minutes; 三点十五分 is 3:15. Do not confuse a clock time with elapsed time.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

Telling the hour (Number + 点)

■ Read the hour in a natural spoken form

- You tell a friend that class finishes at three o’clock.
- 三点下课。 – 三点 gives the clock hour, not the duration of class.

■ Build the form

- The pattern in this lesson is **Telling the hour (Number + 点)**. 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.

我三点下课。

wǒ sān diǎn xià kè

Word guide: 我 – I; 三点 – three o’clock; 下课 – finish class.

■ Read examples in context

现在两点。

xiàn zài liǎng diǎn

Word guide: 现在 – now; 两点 – two o’clock.

- In the opening example, 三点下课。: 三点 gives the clock hour, not the duration of class.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

■ Know the boundary

- Use 两点 as the usual spoken form for two o'clock and 三点钟 as a full form for three.
- Numbers read as digits in codes are a different task from ordinary clock speech.

■ Use the distinction

- 三点 gives the clock hour, not the duration of class.
- Use 两点 as the usual spoken form for two o'clock and 三点钟 as a full form for three. Numbers read as digits in codes are a different task from ordinary clock speech.

■ Try it with help closed

You tell a friend that class finishes at three o'clock. 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: 三点下课。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- Use 两点 as the usual spoken form for two o'clock and 三点钟 as a full form for three.
- Numbers read as digits in codes are a different task from ordinary clock speech.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

Verb + 着 (ongoing state)

■ A door remains in a state

- You describe a door that is standing open, without saying who opened it.
- 门开着。 – 着 presents the continuing open state.

■ Build the form

- The pattern in this lesson is **Verb + 着 (ongoing state)**. 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.

门开着。

mén kāi zhe

Word guide: 门 – door; 开 – open; 着 – (state).

■ Read examples in context

他坐着看书。

tā zuò zhe kàn shū

Word guide: 他 – he; 坐 – sit; 着 – (state); 看书 – read.

- In the opening example, 门开着。: 着 presents the continuing open state.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

■ Know the boundary

- Compare 他正在开门, which focuses on the opening action.
- 着 is not restricted to still positions: 他笑着说 describes speaking while smiling. Its neutral-tone reading zhe differs from 睡着的 zháo.

■ Use the distinction

- 着 presents the continuing open state.
- Compare 他正在开门, which focuses on the opening action. 着 is not restricted to still positions: 他笑着说 describes speaking while smiling. Its neutral-tone reading zhe differs from 睡着的 zháo.

■ Try it with help closed

You describe a door that is standing open, without saying who opened 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: 门开着。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- Compare 他正在开门, which focuses on the opening action.
- 着 is not restricted to still positions: 他笑着说 describes speaking while smiling. Its neutral-tone reading zhe differs from 睡着的 zháo.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

Sentence-final 了 (change of state)

■ Hunger becomes a new situation

- You were not hungry before, but now want food.
- 我饿了。 – Final 了 marks hunger as a new relevant state.

■ Build the form

- The pattern in this lesson is **Sentence-final 了 (change of state)**. 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。
xià yǔ le

Word guide: 下雨 – rain.

■ Read examples in context

我饿了。
wǒ è le

Word guide: 我 – I; 饿 – hungry.

- In the opening example, **我饿了。**: Final 了 marks hunger as a new relevant state.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

■ Know the boundary

- This 了 does not mean finished being hungry.
- Verb-了 marks perfective aspect in other uses; do not translate every 了 as a past-tense or completed-action ending.

■ Use the distinction

- Final 了 marks hunger as a new relevant state.
- This 了 does not mean finished being hungry. Verb-了 marks perfective aspect in other uses; do not translate every 了 as a past-tense or completed-action ending.

■ Try it with help closed

You were not hungry before, but now want food. 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: 我饿了。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- This 了 does not mean finished being hungry.
- Verb-了 marks perfective aspect in other uses; do not translate every 了 as a past-tense or completed-action ending.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

Questions with 呢 (and you? / where?)

■ A short follow-up relies on context

- A friend says where they live and then asks about you.
- **我住在上海，你呢？** – 你呢 asks where you live, borrowing the topic from the preceding clause.

■ Build the form

- The pattern in this lesson is **Questions with 呢 (and you? / where?)**. 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.

我很好，你呢？
wǒ hěn hǎo nǐ ne

Word guide: 我 – I; 很好 – fine; 你 – you.

■ Read examples in context

我的钥匙呢？
wǒ de yào shi ne

Word guide: 我 – my; 钥匙 – keys.

- In the opening example, **我住在上海，你呢？**: 你呢 asks where you live, borrowing the topic from the preceding clause.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

■ Know the boundary

- The same 你呢 can ask about your health after 我很好.
- 我的钥匙呢 can ask where the keys are. The noun and 呢 do not determine the full question without context.

■ Use the distinction

- 你呢 asks where you live, borrowing the topic from the preceding clause.
- The same 你呢 can ask about your health after 我很好. 我的钥匙呢 can ask where the keys are. The noun and 呢 do not determine the full question without context.

■ Try it with help closed

A friend says where they live and then asks about you. 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: 我住在上海，你呢？

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- The same 你呢 can ask about your health after 我很好.
- 我的钥匙呢 can ask where the keys are. The noun and 呢 do not determine the full question without context.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

的 / 得 / 地 (the three “de”)

■ One pronunciation fills three different roles

- You describe a careful student’s careful reading.
- 认真的学生认真地读书，读得很清楚。 – 的 modifies 学生; 地 marks the manner of 读; 得 introduces the quality of reading.

■ Build the form

- The pattern in this lesson is 的 / 得 / 地 (the three “de”). 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.

我的书。

wǒ de shū

Word guide: 我 – my; 的 – (’s); 书 – book.

■ Read examples in context

他跑得很快。

tā pǎo de hěn kuài

Word guide: 他 – he; 跑 – run; 得 – (degree); 很 – very; 快 – fast.

- In the opening example, 认真的学生认真地读书，读得很清楚。: 的 modifies 学生; 地 marks the manner of 读; 得 introduces the quality of reading.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

■ Know the boundary

- Find the grammatical role rather than relying only on the next character.
- 我说的是实话 contains 的 before 是, because 的 closes a noun-like phrase; the simple before-noun rule is a beginner guide.

■ Use the distinction

- 的 modifies 学生; 地 marks the manner of 读; 得 introduces the quality of reading.
- Find the grammatical role rather than relying only on the next character. 我说的是实话 contains 的 before 是, because 的 closes a noun-like phrase; the simple before-noun rule is a beginner guide.

■ Try it with help closed

You describe a careful student’s careful reading. 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: 认真的学生认真地读书，读得很清楚。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- Find the grammatical role rather than relying only on the next character.
- 我说的是实话 contains 的 before 是, because 的 closes a noun-like phrase; the simple before-noun rule is a beginner guide.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

有的 (some / some..., others...)

■ A group contains different preferences

- Several classmates prefer tea while other classmates prefer coffee.
- 有的同学喜欢茶, 有的喜欢咖啡。 – 有的 divides the understood group into subsets.

■ Build the form

- The pattern in this lesson is 有的 (some / some..., others...). 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.

有的人喜欢茶。

yǒu de rén xǐ huan chá

Word guide: 有的 – some; 人 – people; 喜欢 – like; 茶 – tea.

■ Read examples in context

有的贵，有的便宜。

yǒu de guì yǒu de pián yi

Word guide: 有的 – some; 贵 – expensive; 有的 – some; 便宜 – cheap.

- In the opening example, 有的同学喜欢茶，有的喜欢咖啡。: 有的 divides the understood group into subsets.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

■ Know the boundary

- It does not give their sizes, and more than two groups are possible: 有的看书，有的聊天，有的听音乐.
- Do not infer that each group is half the class.

■ Use the distinction

- 有的 divides the understood group into subsets.
- It does not give their sizes, and more than two groups are possible: 有的看书，有的聊天，有的听音乐. Do not infer that each group is half the class.

■ Try it with help closed

Several classmates prefer tea while other classmates prefer 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: 有的同学喜欢茶，有的喜欢咖啡。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- It does not give their sizes, and more than two groups are possible: 有的看书，有的聊天，有的听音乐.
- Do not infer that each group is half the class.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

半 (half / and a half)

■ A duration adds half an hour

- You studied for ninety minutes.
- 我学习了一个半小时。 – 一个半小时 measures one and a half hours.

■ Build the form

- The pattern in this lesson is 半 (half / and a half). 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.

半个苹果。

bàn ge píng guǒ

Word guide: 半 – half; 个 – (measure word); 苹果 – apple.

■ Read examples in context

一个半小时。

yī ge bàn xiǎo shí

Word guide: 一 – one; 个 – (measure word); 半 – and a half; 小时 – hour.

- In the opening example, 我学习了一个半小时。: 一个半小时 measures one and a half hours.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

■ Know the boundary

- 半个小时 is half an hour.
- Compare 两点半, a clock time, with 两个半小时, a duration. Keep the measure word position: 一个半小时, not 一半个小时.

■ Use the distinction

- 一个半小时 measures one and a half hours.
- 半个小时 is half an hour. Compare 两点半, a clock time, with 两个半小时, a duration. Keep the measure word position: 一个半小时, not 一半个小时.

■ Try it with help closed

You studied for ninety minutes. 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: 我学习了一个半小时。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 半个小时 is half an hour.
- Compare 两点半, a clock time, with 两个半小时, a duration. Keep the measure word position: 一个半小时, not 一半个小时.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

以后 vs 然后 vs 后来 (then / after)

■ A plan's next step differs from a later story

- You first eat and then plan to study; later you describe what actually happened.
- **先吃饭，然后学习。后来我们又复习了一遍。** – 然后 gives the next step, while 后来 introduces the later part of the account.

■ Build the form

- The pattern in this lesson is **以后 vs 然后 vs 后来 (then / after)**. 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，然后睡觉。

xiān chī fàn rán hòu shuì jiào

Word guide: 先 – first; 吃饭 – eat; 然后 – then; 睡觉 – sleep.

■ Read examples in context

后来我们没去。

hòu lái wǒ men méi qù

Word guide: 后来 – later; 我们 – we; 没 – not; 去 – go.

- In the opening example, **先吃饭，然后学习。后来我们又复习了一遍。**: 然后 gives the next step, while 后来 introduces the later part of the account.
- Explain who acts, what is described and which time or group is relevant before choosing an English paraphrase.

■ Know the boundary

- 以后 can follow a reference event: 吃饭以后学习.
- A future plan does not normally use 后来 to mean next; choose from temporal relationship, not the shared English word then.

■ Use the distinction

- 然后 gives the next step, while 后来 introduces the later part of the account.
- 以后 can follow a reference event: 吃饭以后学习. A future plan does not normally use 后来 to mean next; choose from temporal relationship, not the shared English word then.

■ Try it with help closed

You first eat and then plan to study; later you describe what actually happened. 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，然后学习。后来我们又复习了一遍。

- 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 can follow a reference event: 吃饭以后学习.
- A future plan does not normally use 后来 to mean next; choose from temporal relationship, not the shared English word then.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.