

# Adverbs

## HSK 4

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.

### 差不多 (almost / about the same)

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#### ■ 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.

#### ■ 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.

#### ■ 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.

#### ■ Know the boundary

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

#### ■ 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.

### ■ 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.

## 看来 (it seems / in one's view)

### ■ 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.

### ■ 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.

### ■ 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.

## ■ Know the boundary

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

## ■ 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.

## ■ 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.

## 正好 (just right / exactly)

### ■ 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.

### ■ 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.

### ■ 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.

### ■ Know the boundary

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

### ■ 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.

### ■ 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.

## 只好 (have no choice but to)

### ■ 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.

### ■ 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.

### ■ 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.

### ■ Know the boundary

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

### ■ 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.

### ■ 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.

## 又 + 不 / 没 (emphatic negation)

### ■ 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.

### ■ 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.

### ■ 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.

### ■ Know the boundary

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

### ■ 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.

### ■ 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.

## 可 + Adj (emphatic)

### ■ 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.

### ■ 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.

### ■ 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.

### ■ Know the boundary

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

### ■ 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.

### ■ 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.

## 原来 (so it turns out / all along)

### ■ 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.

### ■ 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.

### ■ 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.

### ■ 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.

### ■ 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.

### ■ 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.

## 差点 (almost / nearly)

### ■ 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.

## ■ 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.

## ■ 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.

## ■ 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.

## ■ 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.

## ■ 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.

## 从来 + 不 / 没 (never)

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### ■ 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.

### ■ 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.

### ■ 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.

### ■ 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.

### ■ 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.

### ■ 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.

## 结果 (as a result / in the end)

### ■ 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.

### ■ 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.

### ■ 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.

### ■ 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.

## ■ 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.

## ■ 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.

## 够 (enough / sufficient)

### ■ 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.

### ■ 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.

### ■ 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.

## ■ 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.

## ■ 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.

## ■ 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.

## 甚至 (even / to the point that)

### ■ 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.

### ■ 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.

### ■ 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.

### ■ Know the boundary

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

### ■ 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.

### ■ 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.

## 还是 + Verb (had better)

### ■ 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.

### ■ 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.

### ■ 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.

### ■ Know the boundary

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

### ■ 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.

### ■ 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.

## 最好 (had best / it's best to)

### ■ 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.

### ■ 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.

### ■ 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.

### ■ 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.

### ■ 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.

### ■ 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.

## 不得不 (have no choice but to)

### ■ 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.

## ■ 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.

## ■ 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.

## ■ 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.

## ■ 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.

## ■ 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.

## 到底 (on earth / after all)

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### ■ 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.

### ■ 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.

### ■ 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.

### ■ 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.

### ■ 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.

### ■ 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.

## 究竟 (exactly / on earth)

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### ■ 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.

### ■ 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.

### ■ 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.

### ■ 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.

## ■ 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.

## ■ 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.

## 刚 + Verb (just did)

### ■ 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.

### ■ 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.

### ■ 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.

## ■ 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.

## ■ 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.

## ■ 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.

## 一 + MW + 一 + MW (one by one)

### ■ 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.

### ■ 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.

### ■ 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.

### ■ Know the boundary

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

### ■ 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.

### ■ 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.

## 本来 (originally / at first)

### ■ 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.

### ■ 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.

### ■ 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.

### ■ 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.

### ■ 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.

### ■ 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.

## 就 (only / just – small quantity)

### ■ 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.

### ■ 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.

### ■ 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.

### ■ Know the boundary

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

### ■ 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.

### ■ 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.

## 千万 (be sure to / whatever you do)

### ■ 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.

### ■ 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.

### ■ 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.

### ■ 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.

### ■ 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.

### ■ 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.

## 恐怕 (I'm afraid / probably)

### ■ 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.

### ■ 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 bú jí le

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

### ■ 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.

### ■ 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.

### ■ 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.

### ■ 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.

## 竟然 (actually / unexpectedly)

### ■ 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.

## ■ 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.

## ■ 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.

## ■ Know the boundary

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

## ■ 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.

## ■ 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.

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

### ■ 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.

## ■ 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.

## ■ 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.

## ■ 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.

## ■ 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.

## ■ 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.

## 先 ... , 再 ... (first ..., then ...)

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### ■ 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.

### ■ 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.

### ■ 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.

### ■ Know the boundary

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

### ■ 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.

### ■ 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.

## 也都 (also all of them)

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### ■ 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.

### ■ 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。**

*tā men yě dōu lái le*

Word guide: 他们 – they; 也 – also; 都 – all; 来 – come.

### ■ 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.

### ■ 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.

### ■ 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.

### ■ 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.