

Complements

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.

Verb + 起来 (in terms of doing it)

■ 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.

■ 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.

■ 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.

■ 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.

■ 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.

■ 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.

Direction complement 来 / 去 (HSK 4)

■ 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.

■ 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.

■ 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.

■ 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.

■ 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.

■ 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.

Verb / Adj + 起来 (start to ...)

■ 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.

■ 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.

■ 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.

■ 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.

■ 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.

■ 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.

Potential complement 得 / 不 (HSK 4)

■ 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.

■ 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 dǒng

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

■ 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.

■ 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.

■ 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.

■ 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.