

HSK 2 Grammar Guide & PDF

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1. Verb + 来, 去

动词+来/去

A simple directional complement indicating that the action moves toward the speaker or away from the speaker.

Use the direction of the context as reference; when there is a locative object, place it appropriately.

小雨走来了。

xiǎo yǔ zǒu lái le 。

Xiaoyu walked over.

他跑去了。

tā pǎo qù le 。

He ran away.

2. 虽然.....但是.....

虽然+情况, 但是+不同结果

A concessive compound sentence indicating that the result differs from the usual expectation of the preceding situation.

Do not arbitrarily connect two events that lack a concessive relationship; the subjects of the two clauses may be different.

虽然很累, 但是我还想学习。

suī rán hěn lèi , dàn shì wǒ hái xiǎng xué xí 。

Although I am very tired, I still want to study.

虽然衣服很贵, 但是很好看。

suī rán yī fú hěn guì , dàn shì hěn hǎo kàn 。

Although the clothes are expensive, they look great.

3. “是” indicates explanation or characteristic.

主语+是+说明/特征

“是” can be used to explain the nature, content, or characteristic of a thing.

Ordinary adjective predicates usually do not use “是”; the structure “是.....的” is used to indicate material, color, etc., with a specific construction and context.

这本书是中文的。

zhè běn shū shì zhōng wén de 。

This book is in Chinese.

这条裤子是白色的。

zhè tiáo kù zi shì bái sè de 。

These pants are white.

4. A比B+形容词

A比B+形容词

A comparative sentence indicates that the two have differences in some aspect.

After comparing the two parties, the comparative result follows; the adjective is usually not preceded by “很”; it does not imply that both reach a high degree.

小林比小雨高。

xiǎo lín bǐ xiǎo yǔ gāo 。

Xiaolin is taller than Xiaoyu.

这本书比那本便宜。

zhè běn shū bǐ nà běn pián yi 。

This book is cheaper than that one.

5. 都.....了

都.....了

“都.....了” can emphasize that the time is late or that a situation has progressed.

Here, “都” does not necessarily mean “全部”; it should be understood according to the sentence and context.

都九点了，你还没起床。

dōu jiǔ diǎn le , nǐ hái méi qǐ chuáng 。

It's already nine o'clock, and you still haven't gotten up.

他都上高中了。

tā dōu shàng gāo zhōng le 。

He is already in high school.

6. Directional suffix “面”

方位词根+面

“面” forms words that indicate direction or location.

Form directional words by attaching after roots such as 前, 后, 上, 下, 里, 外, etc.; cannot be arbitrarily added after nouns.

学校后面有一家商店。

xué xiào hòu miàn yǒu yī jiā shāng diàn 。

There is a shop behind the school.

书在桌子上面。

shū zài zhuō zi shàng miàn 。

The book is on top of the table.

7. “这样、那样、这么、那么” (this way, that way, like this, like that)

这样/那样+动词；这么/那么+形容词

These words indicate a manner or degree.

“这样、那样” usually refer to methods, while “这么、那么” usually refer to degree; the specific reference depends on context.

你可以这样做。

nǐ kě yǐ zhè yàng zuò 。

You can do it this way.

今天怎么这么冷？

jīn tiān zěn me zhè me lěng ?

Why is it so cold today?

8. Compound directional complement

动词+出来/出去/进来/进去等

A compound directional complement simultaneously expresses a specific direction and the reference of coming or going.

For example, “走进来” means to enter toward the speaker’s location; the directional meaning must be distinguished from usages such as 起床.

小雨走进来了。

xiǎo yǔ zǒu jìn lái le 。

Xiaoyu walked in.

老师走出去了。

lǎo shī zǒu chū qù le 。

The teacher walked out.

9. Adjective reduplication

高高的/干干净净

Adjective reduplication can vividly describe a state.

Whether AA or AABB is used depends on the word itself; usually “很” is not added before the reduplicated form.

他的个子高高的。

tā de gè zǐ gāo gāo de 。

He is tall-tall.

这个孩子的眼睛大大的。

zhè ge hái zǐ de yǎn jīng dà dà de 。

The child's eyes are big-big.

10. The “shi...de” construction emphasizes information about an action that has already occurred.

主语+是+已发生动作信息+的

The “是……的” pattern can highlight the time, place, manner, or agent of an already occurred action.

Whether the action has occurred is already known; the focus is on adding a specific piece of information.

Ordinary past narration does not require this structure.

我是昨天来的。

wǒ shì zuó tiān lái de 。

I came yesterday.

他是坐飞机去的。

tā shì zuò fēi jī qù de 。

He went by plane.

11. Degree adverbs “多、好、最”

多/好/最+形容词

These adverbs indicate a relatively strong degree or the highest degree.

“多、好” can be used in exclamations, “最” compares the highest degree within the same range; they cannot be mechanically combined as “很最”.

今天好冷啊!

jīn tiān hǎo kàn a !

这本书最好看。

zhè běn shū zuì hǎo kàn 。

12. Measure word “次”

动词+数词+次

“次” counts the number of times an action or event occurs.

It differs from duration; for example, “去两次” and “去两天” have different meanings.

我去过北京两次。

wǒ qù guò běi jīng liǎng cì 。

I have been to Beijing twice.

他每周游泳两次。

tā měi zhōu yóu yǒng liǎng cì 。

He swims twice a week.

13. Verb + de + adjective

动词+得+状态说明

“得” introduces how an action is performed, either its completion or habitual manner.

When the verb has an object, the verb is often repeated, or the object is presented first; after “得” a specific description must follow.

他跑得很快。

tā pǎo dé hěn kuài 。

He runs very fast.

小雨中文说得很好。

xiǎo yǔ zhōng wén shuō dé hěn hǎo 。

Xiao Yu speaks Chinese very well.

14. "已经" indicates realization

已经+动词+了

"已经" shows that an event has occurred or a situation has reached a certain stage.

Often used together with “了”, but not every sentence must contain “了”; to negate an unfinished action we usually say “还没”.

我已经吃完饭了。

wǒ yǐ jīng chī wán fàn le 。

I have already finished eating.

他已经回家了。

tā yǐ jīng huí jiā le 。

He has already gone home.

15. The word “那” introduces a subsequent response

那+回应/后续安排

“那” can follow the preceding situation to introduce a response or arrangement.

Here it does not only refer to distant objects; the preceding text should provide the condition or reason for the response.

你很累，那我们明天再去吧。

nǐ hěn lèi , nà wǒ men míng tiān zài qù ba 。

□□□□□□□□□□

nǐ bù hē chá , nà hē shuǐ ba 。

16. ‘有’, ‘没有’... ‘这么’ or ‘那么’...

A有/没有B这么/那么+形容词

Chinese expressions: “有、没有”. Use ‘有’ and ‘没有’ to compare whether a degree reaches that of another object.

Chinese expressions: “这么、那么”. ‘没有’ negates reaching the other party’s degree; you cannot omit B and still claim a comparison. ‘这么’, ‘那么’ can be omitted depending on context.

他没有哥哥那么高。

tā méi yǒu gē gē nà me gāo 。

He is not as tall as his brother.

这本书有那本书那么贵吗？

zhè běn shū yǒu nà běn shū nà me guì ma ?

Is this book as expensive as that book?

17. Verb + 过

动词+过

“过” indicates having had a certain experience in the past.

To ask if there is an experience, one usually asks “.....过吗”; for negation say “没.....过”, not changed to “不.....过了”。

我去过北京。

wǒ qù guò běi jīng 。

I have been to Beijing.

他学过中文。

tā xué guò zhōng wén 。

He has studied Chinese.

18. Verb + “错”, “懂”, “好”, “会”, “完”

动词+错/懂/好/会/完

Result complement indicates the outcome of the action.

Completing an action does not necessarily achieve a specific result; the negative result is often expressed with “没”. Use “了” according to the actual context.

我看懂了这道题。

wǒ kàn dòng le zhè dào tí 。

I understood this problem.

他写完了课文。

tā xiě wán le kè wén 。

He finished the text.

19. Use “还是” to present a choice

选项一+还是+选项二

“还是” introduces two options in a choice question.

Choice questions usually omit “吗”; the suggestion form “还是.....吧” is another usage.

你喝茶还是喝水？

nǐ hē chá hái shì hē shuǐ ?

Do you want tea or water?

我们今天去，还是明天去？

wǒ men jīn tiān qù , hái shì míng tiān qù ?

Should we go today, or tomorrow?

20. “一起” indicates a joint action

主语+一起+动词

“一起” indicates doing something together

Usually placed before the verb; requires a context with two or more participants, not necessarily listed individually.

我们一起去学校。

wǒ men yì qǐ qù xué xiào 。

小林和小雨一起看书。

xiǎo lín hé xiǎo yǔ yì qǐ kàn shū 。

21. Verb Reduplication

看看/看一看/看了看/休息休息

Verb reduplication makes the action appear brief or the tone lighter.

It can be split into syllabic forms; it should not be mechanically applied to all verbs, and the progressive marker “正” is not added before the reduplicated form.

你看看这本书。

nǐ kàn kàn zhè běn shū 。

我们休息休息吧。

wǒ men xiū xiū xiū xiū ba 。

22. Usage of the modal particles “呢”，“吧”，“的”，“啊”

句末+呢/吧/的/啊

Modal particles express tones such as suggestion, speculation, confirmation, or exclamation.

The meaning of each particle depends on the specific context; “吧” is often used for speculation or suggestion, and “的” can strengthen affirmation.

他会来的。

tā huì lái de 。

今天好冷啊！

jīn tiān hǎo lěng a !

23. "还" indicates continuity

还+动词/形容词；还没+动词

"还" shows that the situation continues or something has not yet happened.

"还在" indicates ongoing action, "还没" indicates not yet completed up to now; note the pronunciation hái.

他还在看书。

tā hái zài kàn shū 。

He is still reading.

我还没吃饭。

wǒ hái méi chī fàn 。

I haven't eaten yet.

24. "有" indicates reaching a certain quantity

主语+有+数量

"有" can indicate reaching a certain amount or degree.

It does not necessarily denote possession of an object, e.g., "有十分钟了" means that ten minutes have passed; distinguish existence and reaching based on context.

从学校走到家有十分钟。

cóng xué xiào zǒu dào jiā yǒu shí fēn zhōng 。

It takes ten minutes to walk from school to home.

他已经有十岁了。

tā yǐ jīng yǒu shí suì le 。

He is already ten years old.

25. Verb + 着 indicates continuous action

动词+着

‘着’ can also indicate the continuation of an action.

Chinese expressions: “听着、看着”. You can say “听着”, “看着”, etc.; combine with “正在” depending on context, and do not present sentences without “着” as the target structure.

他听着老师说话。

tā tīng zhe lǎo shī shuō huà 。

He listened to the teacher speaking (他听着老师说话)。

小雨看着书，没有说话。

xiǎo yǔ kàn zhe shū , méi yǒu shuō huà 。

Xiaoyu was looking at a book, not speaking (小雨看着书，没有说话)。

26. “什么的” indicates enumeration

列举项+什么的

“什么的” indicates that there are other similar items after the enumeration

Commonly used in spoken language; requires a clear preceding list; cannot replace a formal complete list

我喜欢看书、运动什么的。

wǒ xǐ huān kàn shū 、 yùn dòng shén me de 。

包里有本子、笔什么的。

bāo lǐ yǒu běn zǐ 、 bǐ shén me de 。

27. 请、叫、让 form a double-object (兼语) structure

主语+请/叫/让+人+动词

In a 兼语 structure, a person is both the object of the first verb and the performer of the second action.

Place the object after 请, 叫, or 让; do not place that object as the object of the following verb.

请老师帮我看看。

qǐng lǎo shī bāng wǒ kàn kàn 。

妈妈让我洗手。

mā mā ràng wǒ xǐ shǒu 。

28. Duration of the action

动词+时量；动词+宾语+动词+时量

The temporal complement indicates how long the action lasts.

When there is an object, the verb can be repeated, or a verb-object separation structure can be used in appropriate contexts; frequency and duration differ.

我看书看了一个小时。

wǒ kàn shū kàn le yí gè xiǎo shí 。

I read a book for an hour.

他游了半个小时泳。

tā yóu le bàn gè xiǎo shí yǒng 。

He swam for half an hour.

29. Subject-Predicate Sentence

话题+主语+谓语

A subject-predicate sentence first introduces a topic, then uses a subject-predicate structure to describe that topic.

For example, “他身体很好” first mentions the person, then says his health is good; not every sentence can arbitrarily add a double subject.

他身体很好。

tā shēn tǐ hěn hǎo 。

小雨中文说得很好。

xiǎo yǔ zhōng wén shuō dé hěn hǎo 。

30. “每” indicates one by one

每+量词+名词

“每” indicates one by one or regular repetition.

Used in expressions like 每天, 每周 or 每个学生; nouns sometimes need a measure word, and after “每” usually no “一”.

我每天走路去学校。

wǒ měi tiān zǒu lù qù xué xiào 。

I walk to school every day.

每个学生都有一本书。

měi gè xué shēng dōu yǒu yī běn shū 。

Every student has a book.

31. “有时候” indicates frequency

有时候+谓语

“有时候” indicates that something occurs at certain times.

It expresses frequency without specifying a fixed count; can be paired with “有时候” to contrast two situations.

我有时候走路去学校。

wǒ yǒu shí hòu zǒu lù qù xué xiào 。

I sometimes walk to school.

晚上我有时候看书，有时候上网。

wǎn shàng wǒ yǒu shí hòu kàn shū , yǒu shí hòu shàng wǎng 。

In the evenings I sometimes read books, and sometimes surf the internet.

32. Will, about to, about to...

要/快要/就要+动词+了

This structure indicates that something is about to happen.

‘快要’ is usually not used with a specific future time point; a concrete time can be expressed with ‘明天就要.....了’.

快要下雨了。

kuài yào xià yǔ le 。

明天就要考试了。

míng tiān jiù yào kǎo shì le 。

33. Patient subject

受事话题+主语+动词

The person or thing being acted upon can be placed at the front as the topic.

The patient subject or topic should be understandable to the listener; the agent of the action can be mentioned separately, and this is not equivalent to a passive “被” construction.

这本书我看完了。

zhè běn shū wǒ kàn wán le 。

I have finished reading this book.

那条裤子我买了。

nà tiáo kù zi wǒ mǎi le 。

I bought those pants.

34. Special measure words and “包”

数词+条/位/间/名/包+名词

Measure words are chosen according to the noun’s category or packaging form.

条 is commonly used for fish and pants; 位 is a polite classifier for people; 间 is used for rooms; 包 is used for a bag of items.

我买了两条鱼。

wǒ mǎi le liǎng tiáo yú 。

I bought two fish.

酒店有三间房。

jiǔ diàn yǒu sān jiān fáng 。

The hotel has three rooms.

35. Usage of separable words

游泳/游了一个小时泳

Separable words have a verb-object structure and can be split according to rules.

Temporal or other elements are often placed between the verb and the noun; when “帮忙” is used with a person, it is common to say “帮某人的忙”.

请帮我一个忙。

qǐng bāng wǒ yí gè máng 。

他游了一个小时泳。

tā yóu le yí gè xiǎo shí yǒng 。

36. “跟” introduces an object or connects nouns.

跟+对象；名词+跟+名词

“跟” can introduce a participant object, and it can also connect nouns.

For a joint action you can say “跟某人一起”; when connecting two nouns it is similar to “和”, but it does not mechanically link two complete sentences.

我跟小雨一起去学校。

wǒ gēn xiǎo yǔ yì qǐ qù xué xiào 。

I go to school together with Xiaoyu.

爸爸跟妈妈都在家。

bà bà gēn mā mā dōu zài jiā 。

Both dad and mom are at home.

37. “自己” refers to oneself

主语+自己+谓语

“自己” means oneself or to do something personally

Its reference is determined by context; it can serve as an object or attributive; do not treat it as a fixed title for everyone.

我自己做饭。

wǒ zì jǐ zuò fàn 。

I cook for myself.

他给自己买了一本书。

tā gěi zì jǐ mǎi le yī běn shū 。

He bought a book for himself.

38. Verb + up, down, in, out, through, back

动词+上/下/进/出/过/回

A simple directional complement indicating upward, downward, entering, exiting, passing through, or returning.

Here we teach concrete spatial directions, not mixing all abstract extensions of words into a single rule.

他走进教室。

tā zǒu jìn jiào shì 。

He walked into the classroom.

小雨跑回家。

xiǎo yǔ pǎo huí jiā 。

Xiaoyu ran back home.

39. Numeral + “多” + measure word vs numeral + measure word + “多”

十多本书；一个多小时

“多” indicates a slightly larger amount than a certain quantity.

After a relatively large integer, “多” can be placed before the measure word; in “一个多小时”, the “多” appears inside the quantity phrase before the unit, indicating a slight excess, with different position and numeric conditions.

我买了十多本书。

wǒ mǎi le shí duō běn shū 。

他学了一个多小时。

tā xué le yí gè duō xiǎo shí 。

40. Structural particle “地”

形容词/方式短语+地+动词

“地” marks an adverbial that modifies a verb.

Distinguish “地” placed before a verb from “得” placed after a verb; some adverbials do not use “地”, and it cannot be added indiscriminately.

他慢慢地走。

tā màn màn dì zǒu 。

He walks slowly.

小雨高兴地笑了。

xiǎo yǔ gāo xìng dì xiào le 。

Xiao Yu laughed happily.

41. Ask for a reason using “为什么”

为什么+谓语

“为什么” is used to ask for a reason.

It can be placed before or after the subject; answers usually start with “因为”, and the particle “吗” for yes-no questions is omitted.

你为什么不来?

nǐ wèi shén me bù lái ?

Why don't you come?

他为什么想回家?

tā wèi shén me xiǎng huí jiā ?

Why does he want to go home?

42. The preposition “给” introduces the object

给+对象+动词

The preposition “给” introduces the recipient of the action.

Distinguish from the verb “给” meaning ‘to give’; in “给妈妈打电话”, the “给妈妈” is the object of the action.

我给妈妈打电话。

wǒ gěi mā ma dǎ diàn huà 。

I call my mother.

他给老师写信。

tā gěi lǎo shī xiě xìn 。

He writes a letter to the teacher.

43. Verb + 着 indicates a continuous state

处所+动词+着+名词

‘着’ can describe the continuation of a certain state.

For example, 坐着, 开着; in existential sentences, first mention the location, then the person or thing present; not all actions are suitable for this pattern.

门口站着一个人。

mén kǒu zhàn zhe yí gè rén 。

A person is standing at the doorway.

门开着。

mén kāi zhe 。

The door is open.

44. Because... therefore...

因为+原因，所以+结果

A causal compound sentence explains the cause and states the result.

The cause and effect must have a genuine causal relationship; when the context is clear, one of the conjunctions can be omitted.

因为下雨，所以我没出门。

yīn wèi xià yǔ , suǒ yǐ wǒ méi chū mén 。

Because it rained, I didn't go out.

因为我很累，所以想休息。

yīn wèi wǒ hěn lèi , suǒ yǐ xiǎng xiū xi 。

Because I was very tired, I wanted to rest.

45. Ten-thousands and Quantity Expressions

一万/两万；好多+名词

“万” is a digit place; “好多” indicates a relatively large amount.

Two “万” are usually expressed as “两”; large numbers are grouped by the ten-thousand place; “好多” does not denote an exact quantity.

这台电脑一万块钱。

zhè tái diàn nǎo yī wàn kuài qián 。

This computer costs ten thousand yuan.

商场里有好多人。

shāng chǎng lǐ yǒu hǎo duō rén 。

There are many people in the mall.

46. Numeral + measure word indicating order

数词+量词（次序名称）

Certain numeral-measure word combinations can denote order or position numbers.

Chinese expressions: “三楼、一班”. For example, “三楼” and “一班” denote numbers; they differ from ordinary quantity expressions and from ordinal expressions such as “第三层楼”.

我们的教室在三楼。

wǒ men de jiào shì zài sān lóu 。

Our classroom is on the third floor.

他是一班的学生。

tā shì yī bān de xué shēng 。

He is a student of class 1.

47. Adjectival phrase

程度词+形容词

An adjectival phrase can describe a state and can also serve as an attributive or other components.

When used as a regular predicate, do not unconditionally add “的” at the end of the sentence; when used as an attributive, use “的” according to the structure.

他的中文很好。

tā de zhōng wén hěn hǎo 。

His Chinese is very good.

这件衣服太贵了。

zhè jiàn yī fú tài guì le 。

This piece of clothing is too expensive.

48. Comparison of Action States

A+动词+得+比B+形容词

The state of an action can be compared using the “得” structure.

You can also say “A比B+动词+得+形容词”; when the action has an object, pay attention to the positions of the verb and the object.

小林跑得比小雨快。

xiǎo lín pǎo dé bǐ xiǎo yǔ kuài 。

Xiaolin runs faster than Xiaoyu.

我比他写得好。

wǒ bǐ tā xiě dé hǎo 。

I write better than him.

49. “的” phrase and noun phrase

修饰语+的（省略中心名词）

“的” phrase can replace a clearly understood thing in context.

The omitted noun must be recoverable from the context; not every ordinary “名词+的+名词” falls under this ellipsis usage.

这个包是我的。

zhè ge bāo shì wǒ de 。

This bag is mine.

我要红色的，不要黑色的。

wǒ yào hóng sè de , bú yào hēi sè de 。

I want the red one, not the black one.

50. 一……就……

一+动作一+就+动作二

“一……就……” indicates that the second action occurs immediately after the first action.

The two actions must have a close temporal relationship; it does not express all general cause-and-effect relations.

我一到家就洗手。

wǒ yī dào jiā jiù xǐ shǒu 。

As soon as I get home, I wash my hands.

他一有时间就看书。

tā yī yǒu shí jiān jiù kàn shū 。

Whenever he has time, he reads books.

51. “就” connects the immediately following action

动作一+就+动作二

“就” can indicate that an action occurs immediately thereafter.

Often used for a concrete sequential relationship; “就” and “再” have different linking focuses and are not always synonymous.

□□□□□□□□

chī wán fàn wǒ jiù huí jiā 。

他到了学校就给我打电话。

tā dào le xué xiào jiù gěi wǒ dǎ diàn huà 。

52. "再" indicates again or subsequent

先.....再.....

"再" can indicate a subsequent action or something that will happen again in the future.

Use “再” to refer to the next step that has not yet occurred; do not universally interpret “再” as the past-repeating “又”.

我先吃饭，再去学校。

wǒ xiān chī fàn , zài qù xué xiào 。

I will eat first, and then go to school.

明天再看这本书。

míng tiān zài kàn zhè běn shū 。

Read this book again tomorrow.

53. “别” indicates prohibition or discouragement

别+动词

“别” means discouragement or prohibition.

Place it directly before a verb; you can say “别.....了” to indicate stopping. It does not combine with “不” as “别不” for ordinary prohibition.

别在这里打电话。

bié zài zhè lǐ dǎ diàn huà 。

别在这里打电话。 □ Don't make phone calls here.

别跑，慢慢走。

bié pǎo , màn màn zǒu 。

别跑，慢慢走。 □ Don't run, walk slowly.

54. Quantity and degree differences in comparative sentences

A比B+形容词+数量/程度差别

Comparative sentences can further indicate the magnitude of the difference.

The difference follows the comparative result; precise differences need a unit, and “一点儿” indicates a small difference.

小林比小雨高一点儿。

xiǎo lín bǐ xiǎo yǔ gāo yì diǎn ér 。

这本书比那本贵十块钱。

zhè běn shū bǐ nà běn guì shí kuài qián 。

55. Direction words “左、右”

名词+左边/右边

“左、右” refer to the left and right directions.

When indicating a specific location, we often use “左边、右边”; to describe direction we can also say “往左、往右”.

老师在我的左边。

lǎo shī zài wǒ de zuǒ biān 。

The teacher is on my left.

请往右走。

qǐng wǎng yòu zǒu 。

Please go to the right.

56. "往" indicates direction

往+方向/处所+动词

"往" introduces the direction of an action.

Direction phrases usually come before the verb; you can say "往左走", which does not imply having arrived.

请往右走。

qǐng wǎng yòu zǒu 。

Please go to the right.

他往学校跑。

tā wǎng xué xiào pǎo 。

He runs toward the school.

57. "可能" indicates speculation

主语+可能+谓语

"可能" indicates speculation that cannot be fully certain.

Placed before the predicate; it is not used to express a skill that has been learned.

他可能在家。

tā kě néng zài jiā 。

明天可能下雨。

míng tiān kě néng xià yǔ 。

58. "几" indicates an approximate number

几+量词+名词

"几" can denote a small but unspecified quantity in declarative sentences.

Distinguish from the interrogative "几" that asks for quantity; the approximate usage is determined by declarative tone and context.

我买了几本书。

wǒ mǎi le jǐ běn shū 。

I bought a few books.

门口有几个人。

mén kǒu yǒu jǐ gè rén 。

There are a few people at the door.

59. Noun phrase as predicate

主语+日期/年龄/数量等名词性短语

A specific noun phrase can serve directly as the predicate.

It is mainly used for dates, ages, prices, etc., and cannot be generalized to all identity nouns.

今天星期三。

jīn tiān xīng qī sān 。

这本书十块钱。

zhè běn shū shí kuài qián 。

60. “就” limits scope or emphasizes

就+限定成分

“就” can limit quantity, scope, or emphasize that it is exactly a certain object.

Not every “就” indicates temporal order; for example, “就一个” means the quantity is only one.

我就有一本书。

wǒ jiù yǒu yī běn shū 。

我就有一本书。 □ I have a book (emphasizing that I indeed have one).

我想买的就是这个包。

wǒ xiǎng mǎi de jiù shì zhè ge bāo 。

我想买的就是这个包。 □ The one I want to buy is exactly this bag.

61. Verb phrase or subject-predicate phrase as attributive

动词/主谓短语+的+名词

A verb or a subject-predicate phrase can serve as an attributive to modify a noun.

The attributive precedes the noun, usually linked with “的”; the relationship between the person and the action in the attributive must be clear.

我买的书很好看。

wǒ mǎi de shū hěn hǎo kàn 。

老师教的词我都记得。

lǎo shī jiào de cí wǒ dōu jì de 。

62. Coordinated predicate phrase and verbal phrase

同一主语+动作一+动作二

A coordinated predicate structure links multiple actions of the same person.

It usually indicates sequence or purpose; it does not arbitrarily omit the subject to connect actions of different people.

我去学校学习。

wǒ qù xué xiào xué xí 。

I go to school to study.

他来我家看书。

tā lái wǒ jiā kàn shū 。

He comes to my house to read.

63. ...might as well...

还是+建议+吧

“还是.....吧” offers a relatively suitable suggestion.

Used after comparing or considering options to propose a choice; different from the interrogative “还是” that asks between two options.

今天很累，还是在家休息吧。

jīn tiān hěn lèi , hái shì zài jiā xiū xi ba 。

I'm tired today, might as well rest at home.

这个太贵，还是买那个吧。

zhè ge tài guì , hái shì mǎi nà ge ba 。

This is too expensive, might as well buy that one.

64. Verb + give + person + object

主语+动词+给+人+物

Some verbs can take both a recipient and an object as complements.

Chinese expressions: “送给、交给”. For example, “送给”, “交给”, etc.; do not treat a simple “给我书” as the only target form—verb collocations should be natural.

他送给我一本书。

tā sòng gěi wǒ yī běn shū 。

He gave me a book.

我交给老师一个本子。

wǒ jiāo gěi lǎo shī yí gè běn zi 。

I handed a notebook to the teacher.

65. “从” indicates a starting point or passage

从+起点/经过处所+动词

“从” introduces the starting point of time or place, and can also indicate a place passed through.

Often paired with “到”, the start follows “从” and the end follows “到”; you can say “从门口进去”.

我从家走到学校。

wǒ cóng jiā zǒu dào xué xiào 。

请从这个门进去。

qǐng cóng zhè ge mén jìn qù 。

66. 常、经常 (often, frequently)

常/经常+动词

These adverbs indicate that an action occurs frequently.

Usually placed before a verb; describes a habit and does not indicate that a particular instance of the action has been completed.

我经常去学校。

wǒ jīng cháng qù xué xiào 。

他常和朋友一起运动。

tā cháng hé péng yǒu yì qǐ yùn dòng 。

67. “正” indicates an ongoing action

正/正在+动词

“正” shows that the action is currently in progress.

Usually used for actions that are ongoing; “正” is often paired with the sentence-ending particle “呢”, and should not be casually mixed with perfective aspects.

他正看书呢。

tā zhèng kàn shū ne 。

妈妈正在做饭。

mā mā zhèng zài zuò fàn 。