

# Language elements

## Chinese

### Language elements

This document provides the language elements for Chinese. A working knowledge of these elements supports students in their development of learning the subject matter.

Learning experiences across the four units will provide the opportunity for students to acquire communicative language capacity using these language elements. Students will then be required to demonstrate their capacity to use these language elements.

If students have studied the Australian Curriculum for Chinese in Years 7–10 they would have been exposed to these elements through the learning area's essential knowledge, understanding and skills.

In the language elements table below, examples of sentences or phrases are given to highlight grammatical usage, rather than to indicate particular vocabulary. This list is not exhaustive, and by Unit 4, teachers will be adding additional complex language elements relevant to the subject matter and their context and cohort. The ability to create and read text in a range of formats, including 田字格 (*Tian Zige*) is mandatory subject matter.

### Unit 1: 我的世界 — My world

Language elements
<b>Nouns</b>
<b>Common nouns</b> <ul style="list-style-type: none"><li>• common nouns, e.g. 老师; 高中生; 年轻人</li><li>• proper nouns, e.g. 昆士兰; 布里斯本; 黄金海岸</li><li>• reduplication of nouns, e.g. 人人; 家家</li></ul>
<b>Pronouns</b> <ul style="list-style-type: none"><li>• reflexive pronouns, e.g. 自己</li><li>• inclusive pronouns, e.g. 咱们</li><li>• demonstrative pronouns, e.g. 这; 那; 这儿/这里; 那儿/那里</li></ul>
<b>Numerical expressions</b>
<b>Digits, units, and cardinal numbers</b> <ul style="list-style-type: none"><li>• unitary notations, e.g. 百; 千; 万</li><li>• ordinal number, e.g. 第二 (adding the prefix 第 to cardinal numbers)</li></ul>
<b>Enumeration</b> <ul style="list-style-type: none"><li>• e.g. 二零二五年; 二十一世纪</li></ul>
<b>Imprecise numbers, halves and multiples</b> <ul style="list-style-type: none"><li>• approximation, e.g. 大约五十多岁; 两百人左右</li><li>• indeterminate excess, e.g. 二十多天; 十几人</li><li>• halves, e.g. 半年; 两天半; 三个半月</li></ul>

<ul style="list-style-type: none"> <li>• multiples, e.g. 一倍; 两倍</li> </ul>
<p><b>Other numerical expressions</b></p> <ul style="list-style-type: none"> <li>• numerical identifiers, e.g. 图片四; 十一年级</li> <li>• form of address, e.g. 大哥; 二姐; 小妹</li> </ul>
<p><b>Measure words</b></p>
<ul style="list-style-type: none"> <li>• with nouns, e.g. 一所学校, 一节课, 一本书</li> </ul>
<ul style="list-style-type: none"> <li>• with verbs, e.g. 两次/遍; 看了四遍</li> </ul>
<p><b>Time phrases</b></p>
<p><b>Point of time</b></p> <ul style="list-style-type: none"> <li>• at the start of a sentence, e.g. 昨天我参加了游泳比赛。</li> <li>• the large unit always precedes the smaller one, e.g. 八月三日上午七点十分</li> </ul>
<p><b>Duration</b></p> <ul style="list-style-type: none"> <li>• a duration expression is placed after the verb as a complement, e.g. 我学了两年 (的) 中文。</li> </ul>
<p><b>Other time expressions</b></p> <ul style="list-style-type: none"> <li>• time adverbs such as 马上, 从来, 常常, 就要, 终于, etc., e.g. 父母终于同意我去打工了。</li> </ul>
<p><b>Verbs</b></p>
<p><b>Modal verbs</b></p> <ul style="list-style-type: none"> <li>• expressing possibility by 会, e.g. 我们会有机会再见的。</li> <li>• express ability using 会, 能, 可以, e.g. 你会来看我打比赛吗?</li> <li>• expressing obligations using 必须 (formal), 得 <i>děi</i> (colloquial), and 应该, e.g. 你必须按时交作业。你应该多学习。</li> <li>• expressing prohibition using 不可以, 不能, 不许, e.g. 我不能告诉你。</li> </ul>
<p><b>Resultative verbs</b></p> <ul style="list-style-type: none"> <li>• structure of resultative verbs ‘action verb + resultative suffix’ and is negated with 没, e.g. 他写完了作业。我从来没去过中国。</li> <li>• suffixes that indicate result such as 到, 见, 懂, 会, 清楚, e.g. 找到, 看见</li> <li>• suffixes that indicate conclusion such as 完, 好, 住, 掉, e.g. 吃完, 记住, 忘掉</li> </ul>
<p><b>Directional verbs</b></p> <ul style="list-style-type: none"> <li>• structure of directional verbs ‘motion verb + directional suffix’, e.g. 坐下</li> <li>• directional suffixes, e.g. 走过去</li> </ul>
<p><b>Adjectives as attributives and predicatives</b></p>
<p><b>Quantifiers</b></p> <ul style="list-style-type: none"> <li>• e.g. 许多学生; 所有问题; 很多东西</li> </ul>
<p><b>Degree adverbs and complements</b></p> <ul style="list-style-type: none"> <li>• negator, e.g. 很不好</li> <li>• comparative degree, e.g. 比较容易; 更美丽</li> </ul>

<ul style="list-style-type: none"> <li>• superlative degree, e.g. 最难; 好玩极了</li> </ul>
<p><b>Attributives and predicatives</b></p> <ul style="list-style-type: none"> <li>• functional capacity, e.g. 课程很多; 学了很久的中文</li> </ul>
<p><b>Various inherent features of adjectives</b></p> <ul style="list-style-type: none"> <li>• conditional adjectives, e.g. 太吵了; 真安静</li> <li>• derivable adjectives, e.g. 寒冷; 光明</li> <li>• reduplicable adjectives, e.g. 高高的; 甜甜的; 笑呵呵</li> <li>• commendatory adjectives, e.g. 有点儿高兴</li> </ul>
<p><b>Comparison</b></p> <ul style="list-style-type: none"> <li>• e.g. 我比你大一些; 他比我跑得快多了</li> </ul>
<p><b>Adverbs</b></p>
<p><b>General properties</b></p> <ul style="list-style-type: none"> <li>• adverbs occur before the verb and any prepositional phrase, e.g. 我一定去。</li> </ul>
<p><b>Logical function</b></p> <ul style="list-style-type: none"> <li>• 还, and 还没(有), e.g. 他还没回来呢。</li> <li>• 还有 occurs at the beginning of a sentence/clause and introduces additional information, e.g. 她的妈妈很和气。还有, 她非常漂亮!</li> <li>• 就 links two verb phrases to express sequence, e.g. 我做完作业就睡觉。</li> <li>• 只, e.g. 咱们今天只上了一节课。</li> </ul>
<p><b>Descriptive</b></p> <ul style="list-style-type: none"> <li>• adverbial marker 地, e.g. 老师耐心地回答问题。</li> </ul>
<p><b>Prepositions and prepositional phrases</b></p>
<p><b>Prepositions that also function as verbs</b></p> <ul style="list-style-type: none"> <li>• such as 在, 给, 到, 对, 跟, e.g. 老师给我们一些作业。</li> </ul>
<p><b>Aspect</b></p>
<p><b>Perfective aspect</b></p> <ul style="list-style-type: none"> <li>• verb + 了, e.g. 我看了那本书。</li> </ul>
<p><b>Durative aspect</b></p> <ul style="list-style-type: none"> <li>• verb + 着, e.g. 他们说这话呢。</li> </ul>
<p><b>Experiential aspect</b></p> <ul style="list-style-type: none"> <li>• verb + 过, e.g. 那道数学题我已经做过了。</li> <li>• the negation of verb -过 is 没(有), e.g. 我没去过那里。</li> </ul>
<p><b>Sentence types</b></p>
<p><b>Declarative sentences</b></p> <ul style="list-style-type: none"> <li>• declarative sentences end with a modal particle such as 的、了、呢、嘛、罢了、啊, etc., e.g. 我已经知道解决问题的方法了。</li> </ul>

<b>Constructions</b>
• emphasis aspect(s) of an event or action, 是……的 e.g. 这些学生是从哪儿来的
<b>Cause and effect</b>
• 因为……所以……, e.g. 因为最近很忙, 所以我去跑步/健身房。
<b>Immediate consequence</b>
• 一……就……, e.g. 他一下课就想去踢足球。
<b>Introducing examples</b>
• 例如/比如, e.g. 我喜欢学很多科目, 例如数学、科学、中文等。
<b>Addition</b>
• 不但……而且/也……, e.g. 她每天不但会花两个小时学习, 而且还要看一会儿书。

## Characters

The study of characters in Unit 1 requires an understanding of ideograph formation, attention to stroke order and the concept of components/radicals. The *Hànyǔ pīnyīn* phonetic system should not be used in student responses for internal assessment. It is essential for students to familiarise themselves with the specified characters as part of the subject matter for this unit. The following characters are essential subject matter for the summative external assessment in Unit 4.

Strokes	汉字
2	儿 力
3	女 子 己 千 万
4	父 友 计 办 公 夫 无 互 内 支 心 分 方 天
5	母 业 用 写 电 功 议 处 立 讨 训
6	动 休 忙 关 成 决 机 兴 交 划 网 任 负 考 压 问 论 向 同 自 老 师
7	男 运 完 希 助 告 诉 应 系 努 听 沟 吵 求 励 别 识 克 困 坏 坚
8	经 定 知 该 事 变 责 法 试 练 择 话 到 建 幸 享 服 育 备 受 刻
9	重 亲 祖 庭 相 信 保 独 孩 持 适 恼 架 要 耐 选 响 科 络 炼 咱 轻 怎
10	帮 爱 逛 课 紧 顾 准 烦 通 流 能 继 难 息 样
11	累 戚 理 教 望 聊 绩 情 遇 续 陪
12	道 越 街 辈 联
13	新 照 解 意 鼓 福
14	管 筒 愿 需 锻
15	题 趣 影

## Unit 2: 探索世界 — Exploring our world

Language elements
<b>Nouns</b>
<b>Pronouns</b> <ul style="list-style-type: none"><li>• indefinite pronouns, e.g. 谁都/也; 什么都/也; 哪儿都/也</li><li>• enumerative pronouns, e.g. 等等; 什么的</li><li>• prefixes, e.g. 各位</li></ul>
<b>Time phrases</b>
<b>Frequency</b> <ul style="list-style-type: none"><li>• frequency expressions typically follow the verb, such as 次, 回, e.g. 这个问题我们讨论了很多次。</li></ul>
<b>Verbs</b>
<b>Action verbs</b> <ul style="list-style-type: none"><li>• subject–predicate structures, e.g. 妹妹在弹钢琴。</li><li>• topic–comment structures — expository, e.g. 中国文化非常悠久。</li><li>• transitive and intransitive, e.g. 我原谅了他。</li><li>• dative verbs, e.g. 老师教给我不少新知识。</li><li>• information of one form or another, e.g. 他帮我订了一家餐厅。</li><li>• causative verbs, e.g. 这个消息令人高兴。</li><li>• coverbs, e.g. 他用手机上网订了一张飞机票。</li><li>• manner described and experience explained, e.g. 书包里放着一部手机。</li></ul>
<b>Adverbs</b>
<b>在 with location expressions</b> <ul style="list-style-type: none"><li>• adverbial use of location expressions with 在 between the subject and the verb, e.g. 游客们在长城上拍照。</li></ul>
<b>Direction indicators</b> <ul style="list-style-type: none"><li>• simple direction indicators 来 and 去, e.g. 他们一家人旅行去了。</li></ul>
<b>Disyllabic direction indicators</b> <ul style="list-style-type: none"><li>• syllabic direction indicators like 来 and 去 are combined with movement verbs to create two-syllable direction indicators, e.g. 游客们爬上山顶去了。</li></ul>
<b>The destination indicator 到</b> <ul style="list-style-type: none"><li>• as a location indicator, e.g. 他跑到别人家玩了。</li></ul>
<b>Complements</b>
<b>Complements of manner and consequential state</b> <ul style="list-style-type: none"><li>• ‘degree adverb + adjective or verb + degree complement’, e.g. 他中文说得好极了。</li></ul>
<b>Particles</b>

<p><b>Modal</b></p> <ul style="list-style-type: none"> <li>• 啊 (affirmation; approval; consent), e.g. 好啊!</li> </ul>
<p><b>Sentence types</b></p>
<p><b>Exclamatory sentence</b></p> <ul style="list-style-type: none"> <li>• e.g. 哇! 这里的风景真美!</li> </ul>
<p><b>Constructions</b></p>
<p><b>Expressing degree</b></p> <ul style="list-style-type: none"> <li>• 有(一)点儿……, e.g. 这道菜有点儿辣。</li> </ul>
<p><b>Cause and effect</b></p> <ul style="list-style-type: none"> <li>• 由于……因此……, e.g. 由于我要去中国留学, 因此我现在正在学习汉语。</li> </ul>
<p><b>Contrast</b></p> <ul style="list-style-type: none"> <li>• 尽管……还是……, e.g. 尽管下雨, 他还是出门了。</li> </ul>
<p><b>Alternations</b></p> <ul style="list-style-type: none"> <li>• 一会儿……一会儿……, e.g. 我们一会儿拍照, 一会儿看风景。</li> </ul>
<p><b>Expressing distance</b></p> <ul style="list-style-type: none"> <li>• Point A + 离 + Point B + degree adverb + 远/近/actual distance, e.g. 我家离市中心很近。</li> <li>• between two points of time, 有 is required, e.g. 现在离出发还有半个月。</li> </ul>
<p><b>Expressing similarity and dissimilarity</b></p> <ul style="list-style-type: none"> <li>• A + 跟/和 + B + (不)一样 + (adjective): e.g. 我家乡的习俗和她家乡的一样。</li> </ul>
<p><b>Comparative structures</b></p> <ul style="list-style-type: none"> <li>• structure with 比 - 'A + 比 + B + adjective', e.g. 北京的冬天比上海的冬天冷。</li> <li>• negation of 比 - 'A + 没有 + B + adjective', e.g. 他的生活方式没有我的健康。</li> </ul>
<p><b>Expressing association</b></p> <ul style="list-style-type: none"> <li>• Person A + 跟 + Person B + 一起 + verb phrase, e.g. 我跟朋友一起出国旅游。</li> </ul>
<p><b>Expressing inclusion</b></p> <ul style="list-style-type: none"> <li>• 包括, e.g. 这次旅行的费用包括机票、酒店和餐饮。</li> </ul>

## Characters

The study of characters in Unit 2 requires an understanding of ideograph formation, attention to stroke order and the concept of components/radicals. The *Hànyǔ pīnyīn* phonetic system should not be used in student responses for internal assessment. It is essential for students to familiarise themselves with the specified characters as part of the subject matter for this unit. Unit 1 characters and the following characters are essential subject matter for the summative external assessment in Unit 4.

Strokes	汉字
2	入
3	飞乡广门习风之义
4	文化火车订丰元手区历户
5	旧出发务术世片市汉节目史印记
6	各达行观庆传州产价导华安戏字讲
7	迎坐观冷体快言忘究技饭找私别
8	参宜卖武放松典饰奇味物拍表购京单店码房空青
9	统美便客胜迹食贵城费俗界尝种类语品祝秋春账线
10	展缺旅海热途铁酒剧站造验特值换钱凉浪载
11	票宿菜馆猫停掉惊领彩甜部象
12	游温愉惯程随富装棒筑集博著湾港排景智
13	楼暖路滩
14	慢静熊演端
15	靠播
16	餐
17	繁

### Unit 3: 我们的社会；文化和特性 — Our society; culture and identity

Language elements
<b>Numerical expressions</b>
<b>Fractions, percentages and decimals</b> <ul style="list-style-type: none"> <li>fractions, e.g. 四分之一</li> <li>percentages, e.g. 百分之八十,</li> <li>decimals, e.g. 二十七点五</li> </ul>
<b>Describing portions of a group</b> <ul style="list-style-type: none"> <li>the whole (全), e.g. 全体, 全班, 全球</li> <li>half (一半、半数), e.g. 一半人, 半数学生</li> <li>less than half (小半), e.g. 小半群体</li> <li>majority (大半、大部分), e.g. 大部分时间、大半天</li> </ul>
<b>Measure words</b>

<p><b>With nouns</b></p> <ul style="list-style-type: none"> <li>• reduplication of measure words, e.g. 一次次地</li> </ul>
<p><b>Time phrase</b></p>
<p><b>Exclusive time reference</b></p> <ul style="list-style-type: none"> <li>• 每……都……, e.g. 我每天晚上都会使用社交媒体。</li> </ul>
<p><b>Adverbs</b></p>
<p><b>Adverbs with logical function</b></p> <ul style="list-style-type: none"> <li>• 才 ‘only, only then’ indicates that something is less than expected, and it never follows negation, e.g. 这句话我读了两遍才懂。</li> <li>• 又 ‘(once) again; in addition’, e.g. 你又用电脑看电影了？</li> <li>• 再 ‘again’ and also indicating action takes place after another action, e.g. 我下次再跟你一起去逛街。</li> <li>• 却 ‘on the other hand; nevertheless’, e.g. 我想去看球赛，却没有时间。</li> </ul>
<p><b>Adjectives as attributives and predicatives</b></p>
<p><b>Quantifiers</b></p> <ul style="list-style-type: none"> <li>• quantifiers, e.g. 许多学生；所有问题；很多东西；不少人</li> </ul>
<p><b>Degree adverbs and complement</b></p> <ul style="list-style-type: none"> <li>• exclamatory degree, e.g. 那么/这么特别；特别有用；忙得不得了</li> </ul>
<p><b>Prepositions and prepositional phrases</b></p>
<p><b>Basic functions of prepositions</b></p> <ul style="list-style-type: none"> <li>• movement of the subject, using 从, 到, 往, 进, 从……到……, e.g. 从博物馆到火车站怎么走？</li> <li>• transfer of something from one to another, using 给, 跟, 向, e.g. 他跟我借了一百块钱。</li> <li>• the beneficiary of an action performed by another, using 给, 替, e.g. 请你替我向老师问好。</li> <li>• as part of the fixed expressions, such as 对……有/感兴趣, e.g. 我对社交媒体感兴趣。</li> <li>• in formal expression, using 为, 由, 于, 自从, e.g. 自从有了手机，我们的生活变得越来越方便了。</li> </ul>
<p><b>Attributes other than adjectives</b></p>
<p><b>Different forms of attributive</b></p> <ul style="list-style-type: none"> <li>• verbs with 的, e.g. 要做的事情，来参观的人</li> <li>• clausal attributives with 的, e.g. 在国外的日子，沿路的商店</li> <li>• postpositional phrases with 的, e.g. 外面的空气</li> <li>• numerals and measure words, e.g. 一群年轻人，几种想法</li> <li>• demonstratives and measure words, e.g. 这些问题，那场比赛</li> <li>• demonstratives without measure words, e.g. 那时候</li> <li>• reduplicated measure words with or without 的, e.g. 一段段回忆</li> <li>• disyllabic expressions with 之 qualifying a monosyllabic noun headword, e.g. 一家之主</li> </ul>
<p><b>Sequencing of attributives</b></p> <ul style="list-style-type: none"> <li>• possession, e.g. 朋友的那部手机，哥哥的哪些朋友</li> <li>• location, e.g. 互联网上的一些人</li> </ul>



<ul style="list-style-type: none"> <li>• time, e.g. 上个月的一次聚会，两年来的一些经验</li> <li>• scope, e.g. 这几种颜色，别的重要事情</li> <li>• state or activity, e.g. 一个到海边去度假的计划，一些剩下的时间</li> <li>• characteristics, e.g. 一个乐观的人</li> </ul>
<b>Aspect</b>
<p><b>Durative aspect</b></p> <ul style="list-style-type: none"> <li>• progressive markers — pre-verbal 在 or 正在, e.g. 他们正在讨论。</li> </ul>
<b>Sentence types</b>
<p><b>Interrogative sentences</b></p> <ul style="list-style-type: none"> <li>• emphasise a view point, e.g. 难道你不想去听他的演唱会吗？</li> </ul>
<b>Conjunctions</b>
<p><b>Conjunctions that indicate an ‘additive’ or ‘and’ relationship</b></p> <ul style="list-style-type: none"> <li>• 与 (is used in literary phrases), e.g. 我们对中国的文化与历史都很有兴趣。</li> </ul>
<b>Constructions</b>
<p><b>Conjunctions that indicate a disjunctive or relationship</b></p> <ul style="list-style-type: none"> <li>• 还是 (choose between two alternatives), e.g. 你是来旅游的还是来学习的？</li> <li>• 或者 (both alternatives are possible), e.g. 今天或者明天都行。</li> </ul>
<p><b>Inference</b></p> <ul style="list-style-type: none"> <li>• 既然……就……, e.g. 既然你喜欢画画，就看看这位网红的画吧！</li> </ul>
<p><b>Concession</b></p> <ul style="list-style-type: none"> <li>• 即使……也……, e.g. 即使要面对许多挑战，我也会坚持自己的梦想。</li> </ul>
<p><b>Condition</b></p> <ul style="list-style-type: none"> <li>• 只有……才……, e.g. 只有大家团结起来，才能取得胜利！</li> <li>• 除非……才……, e.g. 除非我从现在开始存钱，两年后才能买得起汽车。</li> </ul>
<p><b>Perspective</b></p> <ul style="list-style-type: none"> <li>• 一方面……(另)一方面……, e.g. 学生一方面要努力学习，另一方面要注意身体健康。</li> <li>• 对我来说, e. g. 对我来说，经常运动很重要。</li> </ul>
<p><b>Supposition</b></p> <ul style="list-style-type: none"> <li>• 如果/要是……(的话)，就……, e.g. 如果你喜欢打篮球的话，就来参加我们的俱乐部吧！</li> </ul>
<p><b>Exception</b></p> <ul style="list-style-type: none"> <li>• 除……(以外)，都……, e.g. 除了板球以外，其他的球类运动我都玩过。</li> </ul>

## Characters

The study of characters in Unit 3 requires an understanding of ideograph formation, attention to stroke order and the concept of components/radicals. The *Hànyǔ pīnyīn* phonetic system should not be used in student responses for internal assessment. It is essential for students to familiarise

themselves with the specified characters as part of the subject matter for this unit. Unit 1 and Unit 2 characters, and the following characters are essential subject matter for the summative external assessment in Unit 4.

Strokes	汉字
2	又
3	反
4	以认气比见艺
5	台毛正对且让代乐加末主民
6	许买吃休共地先后如而因再回当欢亚优收杂团设合
7	块每听时但来把迎利报纸志批评社闲式改贡序
8	些卖玩画视泳果所侨现河怕周担变组织注规转怪
9	看说送给活觉虽要差思闻结施荐
10	笑脑样候除真被缺海较请娱索
11	做球得商假偏梦唱圈推
12	就然喜越愉谢惰随确集提强媒搜
13	睡想楼错献频维输
14	算歌聚
15	聪增
16	懒赞
17	戴

#### Unit 4: 我的现在和未来 — My present; my future

Language elements
<b>Nouns</b>
<b>Abbreviations</b>
<ul style="list-style-type: none"> <li>e.g. 科学研究 can be abbreviated as “科研”；环境保护 as “环保”</li> </ul>
<b>Numerical expressions</b>
<b>Numerical unit</b>
<ul style="list-style-type: none"> <li>e.g. 亿</li> </ul>
<b>Prepositions and prepositional phrases</b>

<b>Basic functions of prepositions</b>	
<ul style="list-style-type: none"> <li>mark the agent in passive sentences, using 被, 叫, 让, e.g. 我间隔年的计划被打乱了。</li> </ul>	
<b>Verbs</b>	
<b>Action verbs describing attitudes</b>	<ul style="list-style-type: none"> <li>hopes, desires, and fears, e.g. 我希望.....能.....; .....要是能.....就好了; 我担心.....; 我怕.....; 要是.....怎么办?</li> <li>importance, e.g. ....不是特别重要; (更)不容易</li> <li>giving advice, e.g. ....给.....提意见; 我建议.....</li> </ul>
<b>Action verbs direct actions</b>	<ul style="list-style-type: none"> <li>use of 自 to indicate the action is self-centred, e.g. 自立、自理、自我、自信</li> <li>use of 互相 to indicate the action is reciprocal, e.g. 互相帮助</li> </ul>
<b>Brief duration</b>	<ul style="list-style-type: none"> <li>repeat disyllabic verbs, e.g. 咱们能不能再商量商量?</li> <li>common expressions: 一会儿, and 一下, e.g. 我们聊一下高中生需要面对的机会和挑战。</li> </ul>
<b>Action verbs</b>	<ul style="list-style-type: none"> <li>completion and continuation, e.g. 明年这个时候, 我们正在上大学。</li> </ul>
<b>Particles</b>	
<b>Tone modifiers</b>	<ul style="list-style-type: none"> <li>吧 softening tone; tone of uncertainty; confirmation, e.g. 你明天就来上班吧!</li> <li>呢 tone modifier, e.g. 我还在复习功课呢!</li> </ul>
<b>Constructions</b>	
<b>Alternatives</b>	<ul style="list-style-type: none"> <li>不是.....就是....., e.g. 他的学习成绩很好, 将来不是当老生就是做律师。</li> <li>要么.....要么....., e.g. 有空的时候, 我要么看书, 要么做运动。</li> </ul>
<b>Preference</b>	<ul style="list-style-type: none"> <li>宁可/宁愿.....也....., e.g. 我宁可多花一点时间, 也要做好垃圾分类。</li> <li>与其.....不如....., e.g. 你与其在这里担心环境问题, 不如多去参加环保活动。</li> </ul>
<b>Immediate relationship</b>	<ul style="list-style-type: none"> <li>一旦.....就....., e.g. 一旦得到支持, 年轻人就可以实现自己的梦想。</li> </ul>
<b>Correction</b>	<ul style="list-style-type: none"> <li>不是.....而是....., e.g. 我不是不想出国留学, 而是舍不得离开家人。</li> </ul>
<b>Explanation</b>	<ul style="list-style-type: none"> <li>之所以.....是因为....., e.g. 我之所以找兼职工作, 是因为我想变得更加独立。</li> </ul>
<b>Expressing anticipatory</b>	<ul style="list-style-type: none"> <li>快/要.....了, e.g. 毕业典礼马上就要开始了!</li> </ul>
<b>Simultaneous occurrence</b>	<ul style="list-style-type: none"> <li>既.....又....., e.g. 我和他既是同学又是亲戚。</li> <li>一边.....一边...../一面.....一面....., e.g. 我们应该一边发展, 一边重视环保。</li> </ul>
<b>Variation</b>	<ul style="list-style-type: none"> <li>有的/有些.....有的/有些....., e.g. 有的同学想找工作, 有的同学想出国留学。</li> </ul>
<b>Active voice 把 construction</b>	<ul style="list-style-type: none"> <li>'subject + 把 + object + verb + complement', e.g. 我把未来三年的计划都做好了。</li> </ul>

<b>Passive voice 被 construction</b>	<ul style="list-style-type: none"> <li>• ‘recipient + 被 (+ doer) + verb + complement’, e.g. 可回收垃圾都被我分装好了。</li> </ul>
<b>Addition</b>	<ul style="list-style-type: none"> <li>• 不仅……还/并且……, e.g. 我不仅学会了开车, 还找了一份兼职工作。</li> </ul>
<b>Expressing emphatic</b>	<ul style="list-style-type: none"> <li>• 连……也/都……, e.g. 我连参加课外活动的时间都没有。</li> </ul>
<b>Progression</b>	<ul style="list-style-type: none"> <li>• 越来越……, e.g. 他越来越喜欢这座城市了。</li> <li>• 越……越……, e.g. 她的汉语越说越流利, 将来一定能找份好工作。</li> </ul>
<b>Visual perception</b>	<ul style="list-style-type: none"> <li>• 看起来……, e.g. 做义工看起来很有意思。</li> </ul>
<b>Purpose</b>	<ul style="list-style-type: none"> <li>• 为的是……, e.g. 他学习那么辛苦, 为的是将来能让家人为我感到骄傲。</li> <li>• 为了……, e.g. 为了身体健康, 他每天都去健身房锻炼身体。</li> </ul>
<b>Orders and succession</b>	<ul style="list-style-type: none"> <li>• 先……再/然后/接着……最后, e.g. 你先跟父母商量一下, 再做决定也不迟。</li> </ul>
<b>Universality</b>	<ul style="list-style-type: none"> <li>• 无论……都……, e.g. 无论结果好不好, 我都要试一试。</li> <li>• 凡是……都……, e.g. 凡是对独立生活有帮助的事情, 你都应该尝试。</li> <li>• 哪怕……也/都……, e.g. 哪怕情况再艰难, 我也不会放弃的。</li> </ul>
<b>Condition</b>	<ul style="list-style-type: none"> <li>• 只要……就……, e.g. 只要你努力学习, 就一定能考上理想的大学。</li> </ul>

## Characters

The study of characters in Unit 4 requires an understanding of ideograph formation, attention to stroke order and the concept of components/radicals. The *Hànyǔ pīnyīn* phonetic system should not be used in student responses for internal assessment. It is essential for students to familiarise themselves with the specified characters as part of the subject matter for this unit. Unit 1, Unit 2, and Unit 3 characters and the following characters are essential subject matter for the summative external assessment in Unit 4.

Strokes	汉字
3	士于
4	忆升专
5	议末申未旦厉兰礼付
6	污危争创毕农圾州纪
7	证弃怀扬材扮坏间村张灾
8	实际取昆垃舍金或忽终环典势放直念奋
9	将染奖济挑战律追挣省荣响统洲按骄
10	谈预获虑兼原谅素紧徒验料留班破调害资

11	职盛略够望深绩接
12	量提尊敬誉群隔期傲
13	搬跨感源笠跳舞
14	境赚聚
15	懂慧
16	醒整邀



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