

1. Using the lesson pattern in this demonstrated example: Let alone kids, even adults can't: _____
孩子，就是大人也不会。

2. Using the lesson pattern in this demonstrated example: He can hardly walk, let alone run: 他连走路都难，_____ 跑步。

3. What does this pattern do?

☐ Supports the claim about children by saying even adults cannot do it

☐ Reports that adults succeeded
4. In 他连走路都难，更不用说跑步, where is the still less feasible activity?

☐ after 更不用说, at the end

☐ first, before the easy case
5. 就是 + B is followed by 也 in this pattern.

☐ True ☐ False
6. In the walking/running example, running is presented as still less feasible.

☐ True ☐ False
7. A puzzle defeats even adults, so children are unlikely to solve it. What does 别说孩子，就是大人也不会。communicate?

☐ The sentence says adults succeeded where children failed.

☐ Failure by the normally more capable group supports the claim about children.
8. Someone finds even walking difficult, making running less feasible. What does 他连走路都难，更不用说跑步。communicate?

☐ Running is presented as still less feasible than walking here.

☐ 更不用说 always introduces something impossible in every context.
9. In the opening situation: Failure by the normally more capable group supports the claim about children.

☐ True ☐ False
10. 更不用说 always introduces something impossible in every context.

☐ True ☐ False

1. **别说**

别说 + A, 就是 + B + 也 ... = let alone A, even B ...: 别说孩子, 就是大人也不会.
2. **更不用说**

(hard case), 更不用说 + X = let alone X: 更不用说跑步.
3. **Supports the claim about children by saying even adults cannot do it**

Adults are treated as the stronger candidates for this task. Their failure supports the expectation that children also cannot do it.
4. **after 更不用说, at the end**

跑步 follows 更不用说. In this negative example it is less feasible than walking; other positive contexts can use a different scale.
5. **True**

Yes — 别说 ..., 就是 ... 也
6. **True**

Follow this actual ability scale. 更不用说 is not limited to negative statements or universally harder final items.
7. **Failure by the normally more capable group supports the claim about children.**

Failure by the normally more capable group supports the claim about children. The relevant ability scale must come from the context. In this example, adults are not the harder task; they are the stronger candidates attempting the same task.
8. **Running is presented as still less feasible than walking here.**

Running is presented as still less feasible than walking here. 更不用说 can also support a positive inference, as when knowing a difficult text implies knowing an easier one. Follow the actual scale and polarity instead of always labelling the final item harder.
9. **True**

The relevant ability scale must come from the context. In this example, adults are not the harder task; they are the stronger candidates attempting the same task. Failure by the normally more capable group supports the claim about children.
10. **False**

更不用说 can also support a positive inference, as when knowing a difficult text implies knowing an easier one. Follow the actual scale and polarity instead of always labelling the final item harder. Running is presented as still less feasible than walking here.