副词

HSK 5 Grammar

Original teaching practice. Read one pattern, cover its model and try the questions before checking the separate answer section. Examples adapted from Chinese Grammar Wiki (AllSet Learning, CC BY-NC-SA) retain the course-reference provenance.

Advanced 都 (already / even)

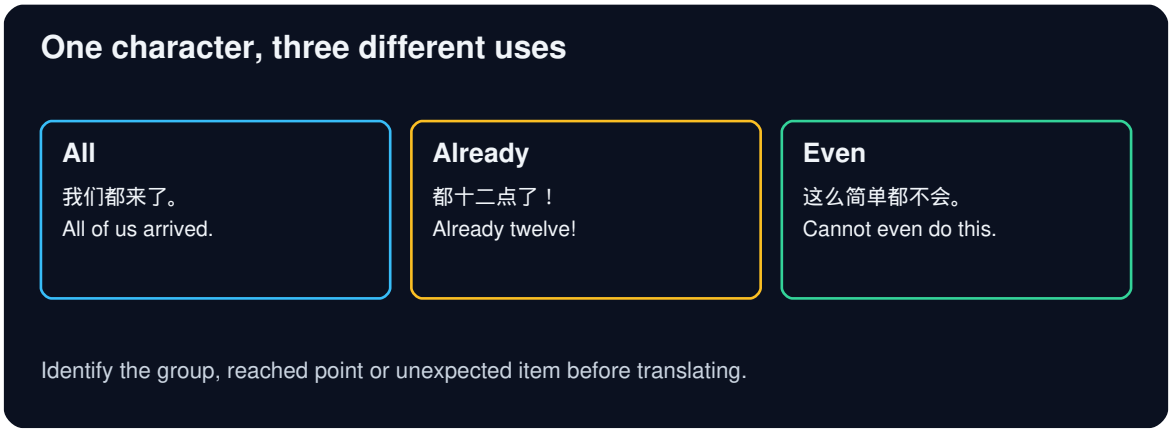
The group is still working at midnight

- A teammate looks at the clock: 都十二点了，明天再做吧！– "It is already twelve; let us continue tomorrow!" 都 presents the time as later than the speaker expected or wanted.
- Compare 我们都来了 – "We have all arrived." The same character can express a reached point, "even," or "all"; read what it applies to.

Emphasise a point already reached

- **都 + time or reached state + 了** often adds surprise, urgency or another evaluation: 都十二点了 / 饭都凉了。
- 已经十二点了 also reports that it is already twelve. 都 often adds emphasis, but the exact attitude depends on the context and voice.

都十二点了！
dōu shí èr diǎn le
Word guide: 都 – already; 十二点 – twelve.



Put an unexpected item in focus

- 他急得饭都吃不下。– "He is so anxious that he cannot even eat." Eating is presented as something you would normally expect him to manage.
- 这么简单的题都不会做。– "Cannot even solve such an easy question." This use is not a clock-time statement and does not mean all questions.

他急得饭都吃不下。
tā jí de fàn dōu chī bu xià
Word guide: 他 – he; 急得 – so anxious that; 饭 – food; 都 – even; 吃不下 – cannot eat.

■ Check the item before 都

- 我们都来了 refers to every member of the relevant "we" group. 连小李都来了 singles out Xiao Li as an unexpected participant: "Even Xiao Li came."
- 都 does not always begin the sentence. 饭都凉了 and 我们都来了 put the topic or subject before it; do not copy one time expression into every sentence pattern.

■ Contrast a reached point with an ongoing state

- 都十二点了 can remind a friend that it is already late. 他还在工作呢 says he is still working; the state continues.
- Both can appear in one exchange: 都十二点了，他还在工作呢。– "It is already twelve, and he is still working." The words contribute different information.

■ Choose the meaning from the whole sentence

- Identify the relevant group, reached point or unexpected item. Then translate the relation instead of replacing every 都 with "all."
- To express a complaint or surprise accurately, keep the context. The character alone does not prove that the speaker is angry.

我们都来了: all of us. 都十二点了: already twelve, with emphasis. 这么简单的题都不会做: cannot even solve this easy question. Read the scope and context.

Practise this pattern step by step.

Advanced 还 ... 呢

■ Someone is sleeping next door

- A friend speaks loudly. You say 小声点，他还在睡觉呢。– "Keep your voice down; he is still sleeping." The continuing state is a reason for the reminder.
- 还 … 呢 can draw attention to a state, but another spoken pattern can evaluate a claimed role ironically. These are related-looking forms with different uses.

■ Remind the listener that a state continues

- Use **subject + 还 + predicate + 呢**: 他还在睡觉呢 / 时间还早呢。呢 draws attention to the point in this exchange; it is not a past-tense marker.
- 时间还早呢 can reassure someone who is rushing: "It is still early." The state meaning comes from the sentence, while context and voice shape the tone.

时间还早呢。
shíjiān hái zǎo ne

Word guide: 时间 – time; 还 – still; 早 – early.

Read the situation before choosing the tone

Continuing state

他还在睡觉呢。
He is still sleeping.
→ Please be quiet.

Ironic evaluation

还专家呢，连这个都不懂。
An expert, supposedly …
→ Performance disappoints.

Similar-looking forms have different meanings in their stated contexts.

Recognise an ironic evaluation

- In a critical exchange, 还专家呢，连这个都不懂。means roughly "An expert, supposedly – yet you do not even understand this." It challenges the performance expected of that role.
- Do not read this as "still an expert" in the same way as "still sleeping." It can be sharp criticism, not automatically friendly teasing.

Compare the two complete exchanges

- 小声点，他还在睡觉呢 draws attention to an ongoing activity. 还专家呢，连这个都不懂 contrasts a claimed role with disappointing performance.
- 还说呢 is also a context-dependent spoken response, often like "Do not even mention it." Do not build a universal translation from that short phrase alone.

Keep word order and context separate

- For the ongoing-state pattern, place 还 before the predicate and 呢 at the end: 他还在睡觉呢。Keep the activity or state that the listener needs to notice.
- A different ending can make a different sentence rather than a broken one. 他还在睡觉吗? is a question about whether he is still sleeping; it is not the same reminder.

Interpret before imitating the tone

- Identify whether the speaker points to a continuing state or evaluates a claim. Use the words around the pattern to justify your choice.
- When giving a considerate reminder, state the situation clearly. Do not use an ironic role comment when your goal is simply to explain why someone should be quiet.

Still sleeping: ongoing state. "An expert, supposedly": ironic evaluation in the stated context. 呢 is not a tense marker, and the pattern does not guarantee a friendly tone. Practise this pattern step by step.

总 (always / keep on)

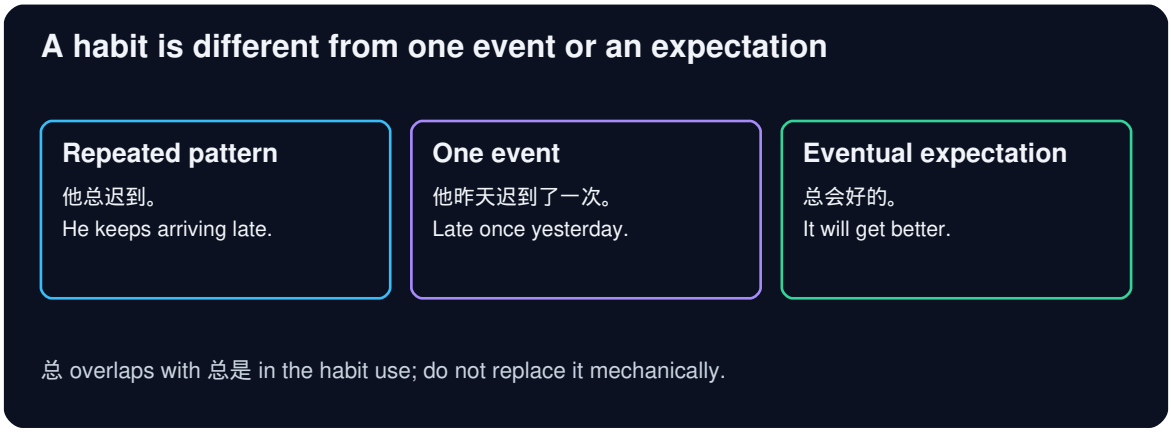
The same teammate keeps arriving late

- After several late arrivals, you say 他总迟到。– "He is always late." You describe a repeated pattern, possibly with frustration.
- Compare 他昨天迟到了一次 – "He was late once yesterday." One reported event is different from a habit.

Describe a recurring pattern

- In this use, **subject + 总 + predicate** often works like 总是: 他总迟到 / 他总是迟到。
- Give a suitable time or situation boundary: 周末他总睡到中午。– "At weekends he keeps sleeping until noon." It is not a claim about every day of his life.

他总迟到。
tā zǒng chídào
Word guide: 他 – he; 总 – always; 迟到 – be late.



Notice the speaker's evaluation

- 你怎么总玩手机? can sound like a complaint: "Why are you always on your phone?" 总 helps present the behaviour as recurring.
- Recurrence is not always negative: 她总帮助别人。– "She is always helping others." Do not assign a complaining tone to every sentence containing 总.

Recognise an eventual expectation

- 总会好的。expresses reassurance that things will become better eventually. It is not a report that things have repeatedly improved in the past.
- Do not replace every 总 with 总是 mechanically. 总是会好的 tends toward a recurring generalization; 总会好的 in this reassuring exchange focuses on an eventual outcome.

■ **Match the evidence to the statement**

- A diary entry saying "late once yesterday" supports one event. Several records over a term may support a recurring pattern within that term.
- Everyday "always" can be an exaggeration. If exact counts matter, report them rather than treating 总 as a mathematical claim about every possible occasion.

■ **Choose the intended time meaning**

- For a recurring habit: 他总迟到。For one event: 他昨天迟到了一次。For reassurance about the future: 总会好的。
- Read the situation and predicate before translating. A habit, a single event and an eventual expectation are different meanings to practise.

总 can describe recurrence, as in 总迟到, or an eventual expectation, as in 总会好的. 总 and 总是 overlap in the habit use; they are not interchangeable in every sentence. Practise this pattern step by step.

毕竟 (after all)

■ **A new teammate makes a mistake**

- A teammate is still learning. You say 他毕竟是新手，给他一点时间。– "He is a beginner, after all; give him some time."
- 毕竟 reminds the listener of a reason that matters to your judgment. The speaker treats it as relevant; the word does not prove the reason is true.

■ **Put the reason inside a clause**

- Use **subject + 毕竟 + predicate**, or put 毕竟 at the beginning of the clause: 他毕竟是新手 / 毕竟他是新手。
- Keep 毕竟 together. In the neutral written pattern practised here, put it before the predicate rather than attaching it after a complete sentence.

他毕竟是新手。
tā bìjìng shì xīnshǒu
Word guide: 他 – he; 毕竟 – after all; 是 – is; 新手 – beginner.

■ **Connect the reason to the judgment**

- 别太严格，他毕竟还是个孩子。– "Do not be too strict; he is still a child, after all." The second clause supports the first.
- 毕竟 does not always excuse a mistake. 这毕竟是他的决定，我们应该尊重。– "It is his decision, after all; we should respect it." Here the reason supports respect.

Two different connections between ideas

毕竟 · reason

他毕竟是新手。
He is a beginner, after all.
→ Give him time.

反正 · independent point

不管别人去不去，反正我去。
Others' choices may vary.
→ My decision stands.

The words show the speaker's connection, not proof that a claim is true.

■ Contrast 毕竟 with 反正

- 他毕竟是新手，给他一点时间。focuses on **why** giving time is reasonable. 反正今天不交，明天再检查。focuses on a point the speaker uses regardless of other discussion.
- Some contexts allow both words, with a different emphasis. Choose from the intended relationship between the clauses; do not translate every English "anyway" as 毕竟.

■ Check a reason without treating it as proof

- A speaker can be mistaken or exaggerate. 他毕竟有经验 does not independently prove that the person has experience or will succeed.
- Read the surrounding exchange. Ask which judgment the reason supports and whether the speaker is reminding, explaining or defending it.

■ Recall the meaning, then transfer it

- To explain patience with a beginner, connect the judgment to the relevant reason: 给他一点时间，他毕竟是新手。
- To show the discussion will not change a point, consider 反正 instead. Use the whole context to decide; word order alone does not settle meaning.

毕竟 highlights a reason relevant to the speaker's judgment. It is a reminder or explanation, not a guarantee of truth and not an automatic synonym for 反正.

Practise this pattern step by step.

差点没: near misses and context

■ The bus doors close just after you board

- You rush onto the bus and say 我差点没赶上车，幸好司机等了我。– "I almost missed the bus; luckily the driver waited for me." The context establishes that you caught it.

- 差点没 can be difficult to interpret without context. Do not decide every outcome by counting negative words or applying one wanted/unwanted shortcut.

Read a nearly failed success

- In this complete bus example, **差点没 + 赶上** describes nearly failing to catch the bus. 幸好司机等了我 makes the successful outcome clear.
- Compare 我差点赶上车，可是车开走了。– "I almost caught the bus, but it left." Here the next clause establishes failure to catch it.

我差点没赶上车。
wǒ chàdiǎn méi gǎnshàng chē
Word guide: 我 – I; 差点没 – almost failed to; 赶上 – catch; 车 – bus.

The actual outcome belongs in the account

Close call, then success
我差点没赶上……
幸好最后赶上了。
Actual result: caught it.

Explicit failure
我没赶上车……
只好等下一班。
Actual result: missed it.

Read the outcome clause; isolated near-miss expressions can be ambiguous.

Recognise a near accident

- 我差点摔倒，幸好扶住了栏杆。means "I almost fell; luckily I held the rail." In this account, the fall did not happen.
- Speakers can also say 我差点没摔倒 in such a near-accident context. The 没 does not always work like an ordinary logical negation; uses and readings can vary.

Let the surrounding outcome settle the reading

- Ask what almost happened and what actually happened. Phrases such as 幸好赶上了 or 结果还是没赶上 give direct outcome evidence.
- A bare 差点没 sentence may be ambiguous or interpreted differently by speakers. Do not mark every unfamiliar context "grammatically broken" just because it conflicts with a simple shortcut.

Make your own account clear

- If the outcome matters, add an explicit clause: 我差点没赶上，幸好最后赶上了。– "I nearly failed to catch it; luckily I caught it in the end."

- For a clear failure account, state failure directly: 我没赶上车，只好等下一班。– "I missed the bus and had to wait for the next one." Avoid making a listener infer an important outcome from an isolated near-miss phrase.

■ Separate the close call from the result

- In the worked account, nearly missing is the close call and boarding is the actual result. In the rail account, nearly falling is the close call and staying upright is the result.
- Use the whole account to answer an outcome question. If the outcome is not clear, ask what happened rather than inventing certainty from 没 alone.

差点没 is context-sensitive. Read the near event and the actual outcome separately. Wanted/unwanted tendencies can help, but they do not replace an explicit result in an ambiguous account.

Practise this pattern step by step.

反正 (anyway / in any case)

■ Two ways to travel, one fixed appointment

- Your friend debates taking a bus or a taxi. You say 坐什么车你决定吧，反正我八点到。– "You decide how to travel; in any case, I will arrive at eight."
- 反正 presents a point the speaker treats as holding regardless of the alternatives under discussion. The tone can be practical, reassuring or dismissive.

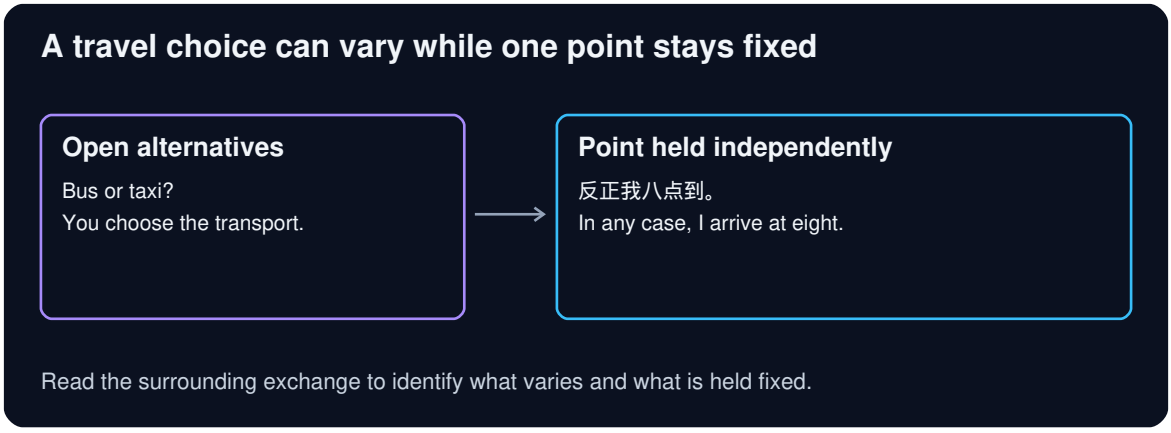
■ Put 反正 before the point

- In the neutral written patterns here, use **反正 + clause** or **subject + 反正 + predicate**: 反正我不去 / 我反正不去。
- Keep the two characters together. Colloquial afterthoughts can occur in speech; do not turn the classroom pattern into a claim that every other placement is impossible.

反正我八点到。
fǎnzhèng wǒ bā diǎn dào
Word guide: 反正 – in any case; 我 – I; 八点 – eight o'clock; 到 – arrive.

■ Identify which alternatives are set aside

- 不管你信不信，反正我信。– "Whether you believe it or not, I believe it." The speaker's belief is presented as independent of yours.
- 反正时间还早，我们慢慢走。– "There is still time anyway; let us walk slowly." The point can be a practical circumstance, not only a stubborn refusal.



Contrast a reason with a fixed point

- 他毕竟是新手，给他一点时间。uses 毕竟 to support patience with a reason. 不管别人去不去，反正我去。uses 反正 to set aside other people's choices.
- Both words can introduce useful information. The distinction is the speaker's intended connection, not a rule that one word always states a fact and the other never gives a reason.

Listen for the social effect

- 反正我不去 can sound firm or dismissive in an argument. A calm explanation may be more considerate when your decision affects someone else.
- The word does not make an uncertain future certain. You can set aside a debate and still express uncertainty: 反正现在还不知道，等通知吧。– "We do not know yet anyway; wait for the notice."

Recall the point and its boundary

- In the travel example, the transport choice is open while the speaker commits to arriving at eight. Identify those two parts before translating.
- In a new exchange, ask what the speaker sets aside and what remains relevant. Read tone and context instead of treating "mind made up" as the only possible meaning.

反正 presents a point regardless of the alternatives being discussed. It can introduce a decision, circumstance or admitted uncertainty; context controls the emphasis and tone.

Practise this pattern step by step.

尽量 + Verb (as much as possible)

You hope to arrive early, but the bus may be late

- A friend asks for an early arrival. You say 我会尽量早点来。– "I will try to come as early as possible." You express an effort within practical limits.
- Compare 我一定八点到 – "I will definitely arrive at eight." 尽量 by itself does not guarantee the exact outcome.

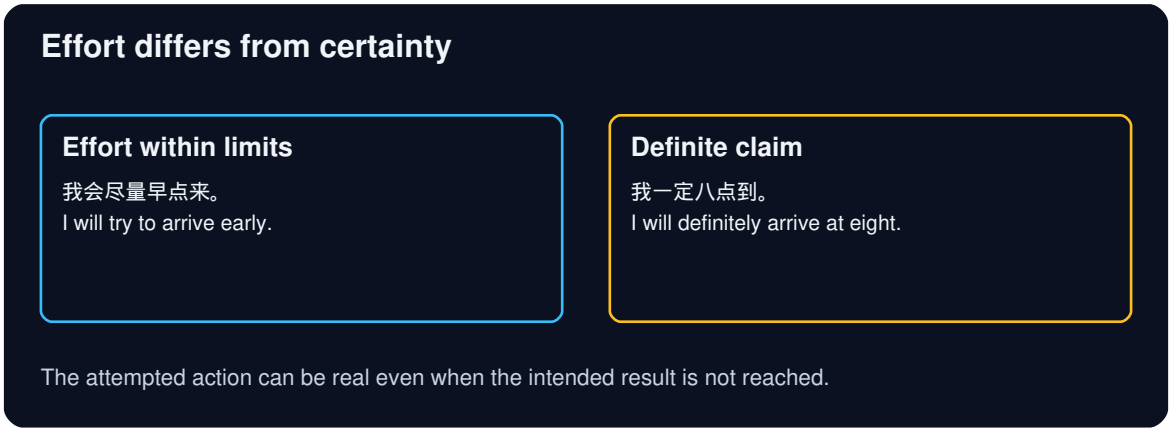
Put the effort modifier before the action

- Use **subject + 尽量 + action or limit**: 你尽量早点来 / 我会尽量帮你。The speaker tries to do what is feasible.
- 尽量 can also limit an unwanted action: 尽量别在晚上喝咖啡。– "Try not to drink coffee at night." It does not always mean doing more of an activity.

你尽量早点来。
nǐ jǐnliàng zǎo diǎn lái
Word guide: 你 – you; 尽量 – as much as possible; 早 – early; 点 – a bit; 来 – come.

Distinguish effort from a guarantee

- 我会尽量早点来 reports an intention to try. If the bus is late, the outcome may still be late even when the speaker made a real effort.
- If a precise time is essential, state the deadline and discuss whether it is realistic. A hopeful modifier is not a substitute for the actual scheduling information.



Contrast 尽量 with permission-giving 尽管

- 尽量早点来 asks for an effort toward an earlier arrival. 有问题尽管问 gives permission or encouragement to ask freely.
- The similar first character does not make the expressions synonyms. Decide whether the speaker asks for feasible effort or removes hesitation about an action.

■ **Read what is being increased or reduced**

- 上课时尽量用汉语交流 asks learners to use Chinese as much as feasible. 尽量少用手机 asks them to reduce phone use as far as feasible.
- Identify the whole modified phrase, including 早、少 or 别. Translating only 尽量 as "more" can reverse the intended advice.

■ **Make a realistic effort statement**

- To offer help without guaranteeing success, say 我会尽量帮你。Give the listener any important limits separately.
- In a new example, identify the attempted action and whether its outcome is certain. 尽量 expresses feasible effort, not proof that the action succeeded.

尽量 asks for or offers an effort within limits. It can increase a useful action or reduce an unwanted one; read the whole phrase and distinguish effort from certainty.

Practise this pattern step by step.

互相 + Verb (each other)

■ **Two partners check each other's drafts**

- Mei checks Arun's draft and Arun checks Mei's. You can say 他们互相帮助。– "They help each other." The relationship goes in both directions.
- If only Mei helps Arun, say 梅帮助阿伦。That one-way account does not establish mutual help.

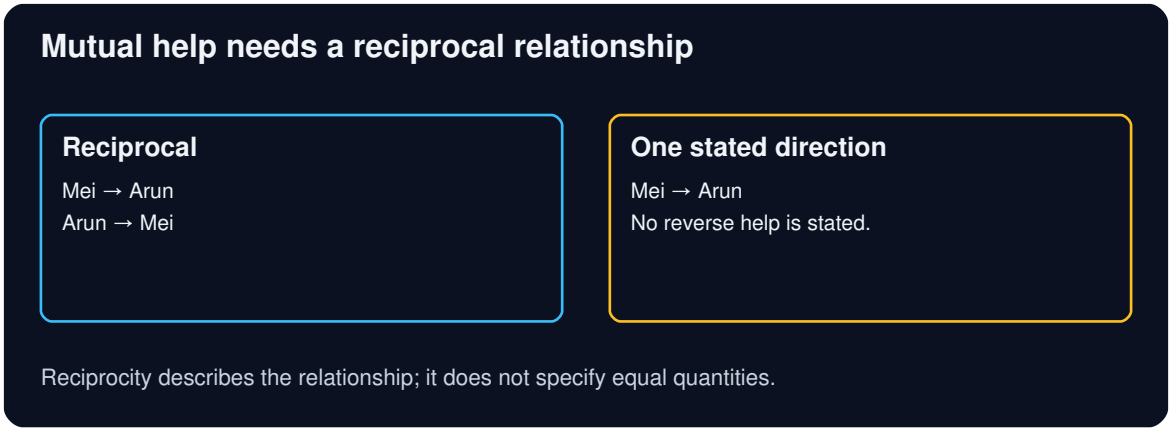
■ **Place 互相 before the reciprocal action**

- Use **participants + 互相 + verb phrase**: 我们互相帮助 / 他们互相看了一眼。State or recover the people involved from context.
- 我跟他互相帮助 includes both participants. The word 我 does not make the sentence wrong when 跟他 supplies the other participant.

我们应该互相帮助。
wǒmen yīnggāi hùxiāng bāngzhù
Word guide: 我们 – we; 应该 – should; 互相 – each other; 帮助 – help.

■ **Reciprocity does not mean equal amounts**

- In a group, 互相学习 can mean people learn from one another. It need not describe exactly two people or every possible pair doing the same amount.
- Mei may help with diagrams while Arun helps with language. The actions support one another even though the contributions differ.



Distinguish 互相 from 都

- 我们都帮助老师 says every person in the relevant group helps the teacher. It does not say they help one another.
- 我们互相帮助 makes the participants both helpers and recipients within the relationship. Read who acts on whom.

Check the action and the participants

- A completed mutual glance is possible: 他们互相看了一眼。Reciprocity does not require a repeated habit or a long duration.
- Do not add 互相 to an unrelated one-person activity without a reciprocal partner. Describe the actual relationship rather than using it as a general word for cooperation.

Trace the relationship before translating

- For two partners, draw A → B and B → A to test mutual help. A → teacher and B → teacher instead represents both helping the same third person.
- For a larger group, use the stated interaction evidence. 互相 signals reciprocity, not a guaranteed equal contribution from every person.

互相 describes a reciprocal relationship. Participants can be expressed in several ways, including 我跟他; mutual actions need not be equal, repeated or limited to two people. Practise this pattern step by step.

尽管 + Verb (feel free to)

A learner hesitates to ask a question

- A teacher says 有问题尽管问。– "If you have questions, feel free to ask." 尽管 encourages the learner not to hold back in this context.
- Compare 尽管下雨，我们还是去了。– "Although it rained, we still went." The same written word has a different use.

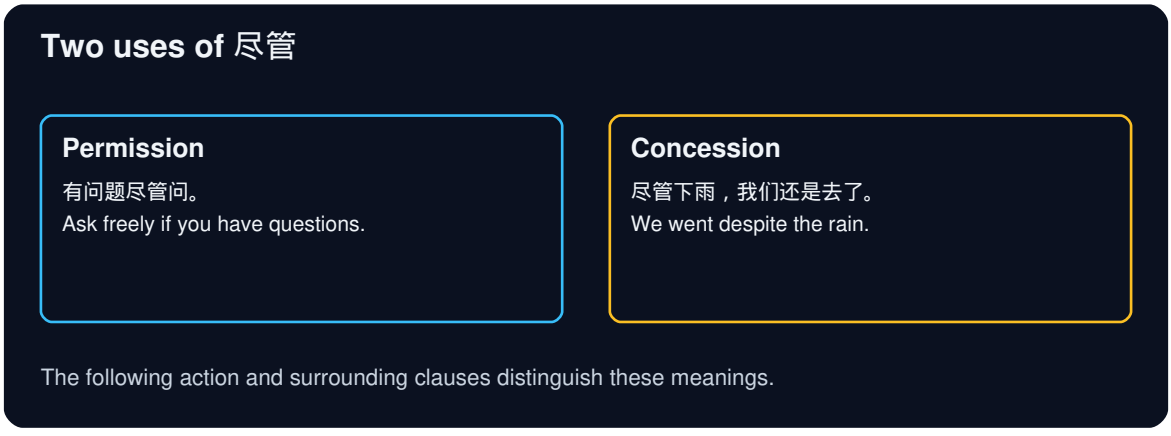
Give permission or reassurance

- Before an action, **尽管 + verb phrase** can mean "go ahead" or "feel free": 有问题尽管问 / 想吃什么尽管点。
- 你尽管放心，这件事交给我。means "Rest assured; leave this to me." Read it as reassurance, not a statement that an action has already succeeded.

有问题尽管问。
yǒu wèntí jǐnguǎn wèn
Word guide: 有 – have; 问题 – questions; 尽管 – feel free to; 问 – ask.

Read the concessive use separately

- 尽管下雨，我们还是去了 acknowledges rain while saying the expected obstacle did not prevent the trip.
- This concessive use can also pair with 但是 or a similar contrast. A sentence with 尽管 is not automatically an invitation just because a verb follows somewhere later.



Use the clauses to identify the function

- In 有问题尽管问, the speaker encourages asking. In 尽管有问题，我们还是完成了任务, the speaker acknowledges problems but reports completion.
- Compare the relation between the clauses. Classifying the second example as broken would confuse a valid different use with a word-order error.

Respect the scope of the invitation

- "Feel free to ask" concerns the stated activity in that exchange. It does not grant unlimited permission to unrelated actions.
- A speaker may later qualify or withdraw an invitation. That can be confusing or inconsiderate, but it is a communication issue rather than proof that the original construction is ungrammatical.

■ **Choose invitation or contrast from context**

- To encourage a hesitant learner, use 有问题尽管问。To acknowledge an obstacle, use a complete contrast such as 尽管下雨，我们还是去了。
- Identify the intended function before choosing the English wording. 尽量 expresses feasible effort; permission-giving 尽管 encourages an action without hesitation.

尽管 can encourage an action or introduce a concession. Complete clauses show which use is intended; a different valid use is not a broken invitation.

Practise this pattern step by step.

干脆 (just / simply / might as well)

■ **The group stops debating and changes the plan**

- Three attempts to repair a bag have failed. Someone says 干脆换一个吧。– "Let us just replace it, then." The speaker proposes a direct way forward.
- 干脆 presents a decision as straightforward. It does not prove the choice is cheapest, best or impossible to reverse.

■ **Put 干脆 before the proposed action**

- Use **subject + 干脆 + verb phrase**, or lead a suggestion with 干脆: 他干脆关了手机 / 干脆别去了。
- Keep 干脆 together. In the neutral written pattern here, it comes before the action or decision it modifies.

干脆别去了。
gāncuì bié qù le
Word guide: 干脆 – just; 别 – do not; 去 – go.

■ **Distinguish the decision from its quality**

- 修了三次还坏，干脆换一个吧 presents replacement as a direct response to failed repairs. The sentence does not contain enough information to calculate the best financial choice.
- A reader can understand the proposed decision while disagreeing with it. A decisiveness word is not independent evidence that the action is sensible.

A direct choice and a decisive manner

Choice of action

她干脆不回答了。
She decided not to answer.

Manner of response

她回答得很干脆。
She answered decisively.

A direct decision does not itself mean the decision is permanent or optimal.

■ **A later reversal is still possible**

- 他干脆关了手机，后来又打开了。can describe a direct initial action followed by a later change.
- The reversal does not automatically make the sentence ungrammatical. Explain the change in context rather than treating 干脆 as a promise that the decision lasts forever.

■ **Recognise the descriptive adjective**

- 她回答得很干脆。describes a clear, decisive manner of answering. Here 干脆 is part of a description, not simply "might as well answer."
- Compare 她干脆不回答了。– "She simply stopped answering." Word position and the rest of the sentence distinguish the uses.

■ **Interpret a choice without adding a guarantee**

- For a direct suggestion, 干脆自己做吧 means "Let us just do it ourselves, then." State what decision is proposed.
- Keep separate questions separate: is it a direct choice, is it a good choice, and does the person later change it? The modifier answers only part of that account.

干脆 can modify a direct action or describe a decisive manner. It does not guarantee that the choice is objectively best or permanent.

Practise this pattern step by step.

再也 + 不 / 没 + ... 了 (never again)

■ **Two friends have not met since graduation**

- 毕业后我们再也没见过面。– "After graduation, we have not met again." This reports the absence of another meeting during the stated period.
- Compare 我再也不去那家店了。– "I will never go to that shop again." That is a strong decision about future visits, not the same kind of past report.

Express a strong intention with 不

- **再也 + 不 + verb phrase + 了** can express "never again": 我再也不去了 / 我再也不买这个了。
- The wording presents a firm stance. It does not make it logically impossible for a person to change their mind later.

我再也不去了。
wǒ zài yě bù qù le
Word guide: 我 – I; 再也 – ever again; 不 – not; 去 – go.

Report no repetition with 没

- **再也 + 没 + verb phrase** can report that something did not happen again: 毕业后我们再也没见过面。
- This example has 过 and no final 了. Do not require every 再也 sentence to end in 了 or turn a report so far into proof about every future day.



Compare absence, refusal and inability

- 再也没见过面 reports no further meeting. 再也不去那家店了 presents an intention not to visit. 再也找不到那本书了 reports inability to find the book now.
- All concern no recurrence or continuation in context, but their time and reason differ. Read the negative predicate and the stated boundary.

State the relevant time boundary

- "After graduation" supplies a starting point for the no-meeting account. It does not by itself state that meeting again is impossible.
- For an outcome question, distinguish what is reported from what is predicted. A sentence about past absence needs additional evidence before a permanent-future claim.

■ **Translate the whole negative pattern**

- To state a firm decision, use a suitable 不 pattern. To report no further experience, use a suitable 没 pattern with the context.
- Keep 再也 with its negative expression in the patterns taught here. Explain the actual meaning rather than treating all examples as an angry refusal.

再也不 … 了 can state a strong "never again" intention. 再也没 … can report no repetition in a stated period. Read the negative predicate and the time boundary; final 了 is not compulsory everywhere.

Practise this pattern step by step.

曾经 + Verb + 过 (once / formerly)

■ **A classmate used to live in Shanghai**

- 我曾经住在上海。– "I once lived in Shanghai." The classmate points to an earlier part of their life.
- Compare 我明年去上海。– "I will go to Shanghai next year." A future plan is different from an earlier experience or state.

■ **Place 曾经 before the past predicate**

- Use **subject + 曾经 + predicate**: 我曾经住在上海 / 她曾经很害羞。The predicate can describe a past activity or state.
- 曾经 does not require 过 after every predicate. 她曾经很害羞 is a complete past-state example without it.

他曾经当过老师。
tā céngjīng dāng guo lǎoshī
Word guide: 他 – he; 曾经 – once; 当 – work as; 过 – (experience); 老师 – teacher.

■ **Use 过 to mark an experience when appropriate**

- 他曾经当过老师。means "He once worked as a teacher." Here 过 follows 当 and marks experience.
- 我曾经去过上海。reports having been to Shanghai. "Once" in this translation need not mean exactly one visit; state 去过一次 if that exact count matters.

An earlier state or experience

Past state

她曾经很害羞。
She used to be very shy.

Earlier experience

她曾经当过老师。
She has been a teacher before.

曾经 does not require 过 or specify exactly one occurrence.

■ Distinguish an earlier state from an exact count

- 我曾经在上海工作过 says the work belongs to an earlier experience. 我只去过一次 says the number of visits was one.
- 曾经 alone supplies neither an exact date nor a count. Add those details when they are relevant instead of inferring them from the English word "once."

■ Read later clauses for the present situation

- 她曾经很害羞，现在能自信地演讲。explicitly contrasts earlier shyness with the present ability to speak confidently.
- Without a present clause, do not invent every detail of the person's current life. The earlier-state framing does not establish their current address, job or exact feelings.

■ Choose a past example and keep its limits

- For a former role, 他曾经当过老师 is suitable. For an earlier state, 她曾经很害羞 is suitable without 过.
- In a new account, identify the past predicate, whether an experience marker fits, and any explicit count or present contrast. Do not add those facts yourself.

曾经 frames an earlier experience or state. It can combine with 过 after an appropriate verb, but does not require 过 everywhere or mean exactly one occurrence.

Practise this pattern step by step.

再三 + Verb (over and over)

■ A safety instruction is easy to miss

- The coach reminds the group several times to bring water: 教练再三提醒我们带水。The repeated reminders show that the point matters.
- 再三 does not tell us an exact count. Do not translate its 三 as proof that there were exactly three reminders.

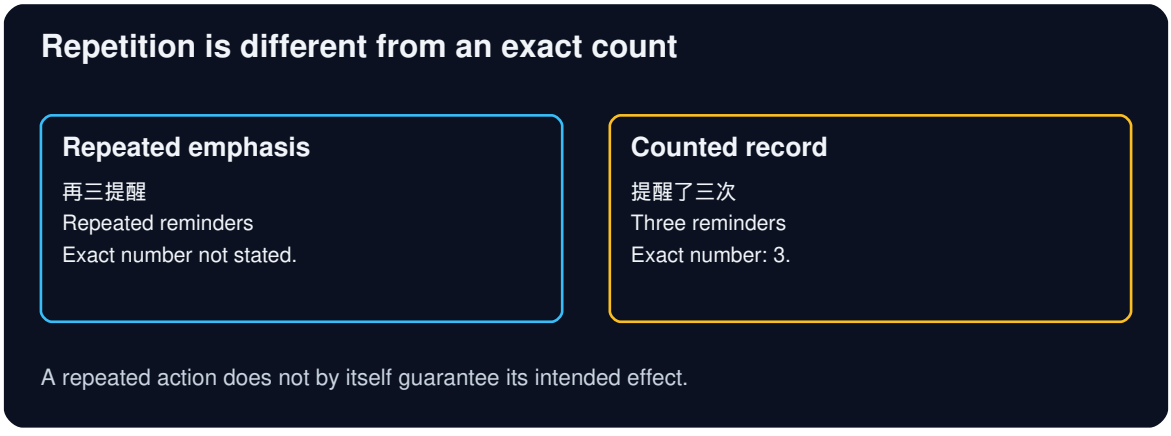
Put 再三 before the repeated action

- Use subject + 再三 + verb phrase: 他再三强调这一点 / 我再三考虑。The familiar examples describe repeated emphasis or consideration.
- 再三感谢 presents repeated thanks. The surrounding account can show earnestness; repetition alone does not prove the listener agreed.

他再三强调这一点。
tā zài sān qiáng diào zhè yì diǎn
Word guide: 他 – he; 再三 – repeatedly; 强调 – stress; 这 – this; 一点 – point.

Separate repetition from a counted record

- 她再三提醒我 describes repeated reminders. 她提醒了我三次 explicitly counts three reminders.
- Both can fit the same event, but they contribute different information. Use 次 when the exact number matters.



Compare an earnest action with a habit

- 再三提醒 highlights repeated attention to a particular point. 他总迟到 describes a recurring lateness pattern.
- Choose the familiar expression for your intended meaning. A less typical pairing is not proof that every possible context is ungrammatical.

Repetition does not prove a result

- 老师再三解释，可是我还是不明白。The explanation was repeated, but the learner still did not understand.
- Identify the repeated action and then read the outcome clause. Repeated thanks, warnings or explanations do not guarantee their effect.

Report the evidence accurately

- If a log records three reminders, 她提醒了三次 states that count clearly. If the point is repeated emphasis, 她再三提醒 is suitable.
- In a new example, separate the action, any exact count and the actual outcome. Keep unknown details unknown.

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Practise this pattern step by step.

简直: strong evaluation and comparison

A beautiful view looks like a painting

- A visitor says 这里的风景简直像画一样。The comparison expresses a strong impression of the view.
- It does not mean the landscape is literally made of paint. Translate the evaluation in context rather than automatically using literally.

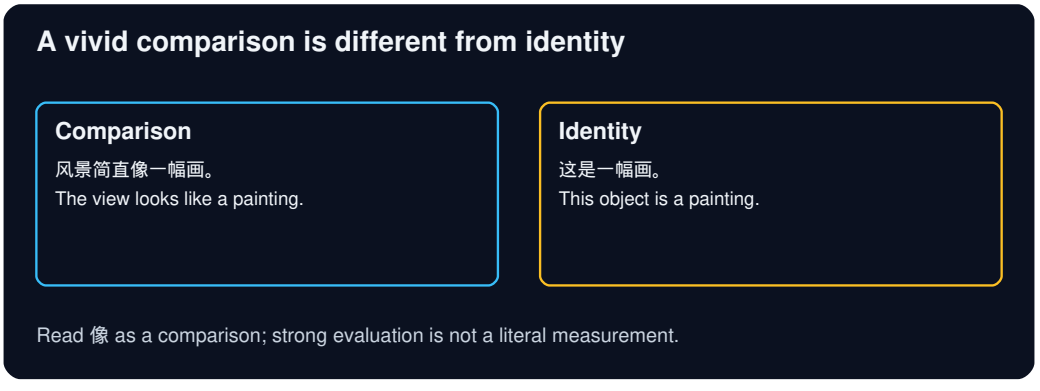
Place 简直 before the strong description

- 这简直太棒了！ expresses strong approval. 我简直不敢相信自己的眼睛 expresses strong disbelief.
- 简直 supports the speaker's emphatic evaluation. It is not a measurement unit or an independent check of the claim.

这简直太棒了！
zhè jiǎn zhí tài bàng le
Word guide: 这 – this; 简直 – simply; 太 – too; 棒 – great.

Distinguish comparison from identity

- 这里简直像一幅画 uses 像 to compare the view to a painting. 这是一幅画 identifies an object as a painting.
- The similar English image does not make the two statements equivalent. Read the comparison word as well as 简直.



■ **Look for the speaker's stance**

- 这简直太好了 expresses approval; 这简直太糟了 expresses disapproval. The following description supplies the direction of the evaluation.
- Do not infer whether an event is good or bad from 简直 alone. Voice and irony can also affect the intended stance.

■ **Keep evaluation separate from evidence**

- 这间屋子简直像冰箱一样 presents an impression of cold. 室温是十摄氏度 reports a measured temperature.
- A comparison can communicate discomfort without stating an exact temperature. A strong description does not prove a literal fact.

■ **Translate the whole claim**

- For a view compared to a painting, "The scenery looks just like a painting" keeps the comparison. "The scenery is literally a painting" changes it.
- In a new example, identify the description and the speaker's stance, then distinguish figurative emphasis from any measured or literal claim.

In a new example, identify the description and the speaker's stance, then distinguish figurative emphasis from any measured or literal claim.

Practise this pattern step by step.

顺便 (while you're at it / by the way)

■ **A library trip can include a second errand**

- 我去图书馆，顺便还这本书。The trip provides an opportunity to return the book as an additional action.
- 顺便 presents an action as incidental to another purpose or opportunity. It does not measure the number of minutes or prove the task is easy.

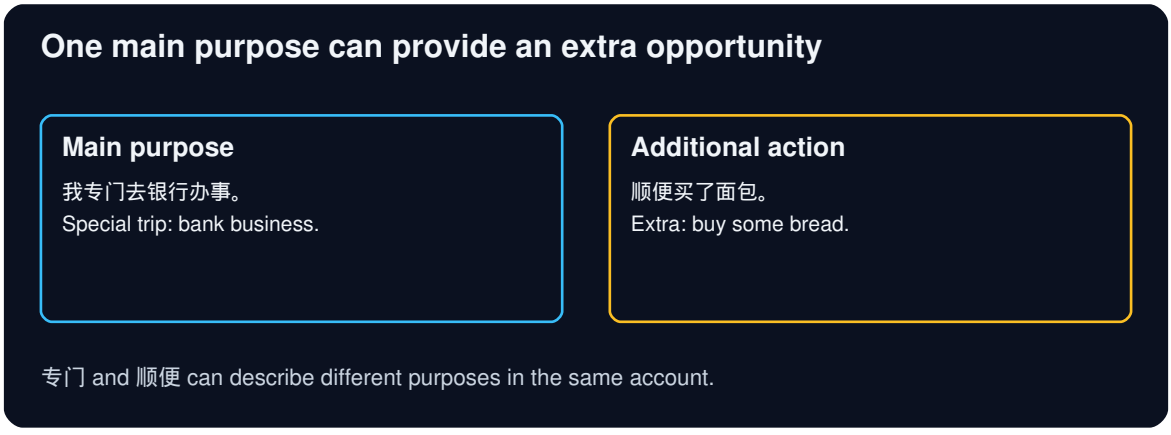
■ **Put 顺便 before the additional action**

- 你出去，顺便买点菜。The additional request is buying some groceries while the person is going out.
- The main action can be supplied by earlier context. 顺便问一下 introduces a side question without needing a new trip.

你出去顺便买点菜。
nǐ chū qù shùn biàn mǎi diǎn cài
Word guide: 你 – you; 出去 – go out; 顺便 – while at it; 买 – buy; 点 – some; 菜 – food.

Name the main purpose and the extra

- 我去看朋友，顺便把书还给她。Visiting the friend is the stated main activity; returning the book is the extra.
- 我专门去还书 presents returning the book as the purpose of a special trip. The difference is the role of the action, not a grammar verdict about the word 专门.



A special trip can still have an extra

- 我专门去银行办事，顺便买了面包。A special bank trip can also provide an opportunity to buy bread.
- 专门 and 顺便 can coexist when they describe different purposes. Identify what each word modifies before claiming a contradiction.

Do not invent convenience details

- 顺便买了面包 says buying bread was an additional action. It does not state that the shop was next door, the queue was short or the bread was cheap.
- Those details need their own evidence. An incidental task can still take effort or time.

Use a side question naturally

- 顺便问一下，你周末有空吗? introduces an additional question in the exchange. It need not describe physical travel.
- For a new example, identify the existing purpose or conversation and the added action. Translate that relationship instead of adding an unproved easy-task claim.

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Practise this pattern step by step.

再不 … 就 … 了: a conditional warning

The train departure is approaching

- 再不走，我们就迟到了。The speaker warns that further delay in leaving leads to being late.
- This conditional warning presses for timely action. It does not report that the group has already left or already arrived late.

Connect continued non-action to a consequence

- Use 再不 + action, subject + 就 + consequence + 了 in the familiar warning: 你再不复习，就来不及了。
- Read 不 as part of the condition: if the action still does not happen soon, the consequence follows. Do not confuse it with 再也不, a strong no-repeat stance.

再不走就晚了。
zài bù zǒu jiù wǎn le
Word guide: 再不 – if … not now; 走 – leave; 就 – then; 晚 – late.

Identify condition and result separately

- In 再不走，我们就迟到了, the condition is not leaving soon; the warned result is lateness.
- The speaker connects the two, but the sentence alone does not give the departure time or prove how many minutes remain.

Continued delay leads to a warned consequence

Condition
再不走
If we still do not leave soon

Warned result
就迟到了
Then we will be late

The warning does not by itself prove that lateness has already occurred.

The condition can involve nature

- 再不下雨，庄稼就要干死了。The warning concerns continued lack of rain and damage to crops.
- Rain is not a voluntary action by the listener. The pattern can warn about a developing situation as well as urge someone to act.

■ **Contrast urgency with refusal**

- 再不去，就来不及了 warns about delaying a visit. 我再也不去了 expresses a strong intention not to go again.
- The forms differ in both structure and purpose. A single English "not go" shortcut hides the distinction.

■ **State a useful warning**

- If a deadline is essential, state it separately: 火车八点开，再不走就来不及了。The time makes the warning easier to assess.
- In a new example, identify the condition, predicted consequence and any actual deadline. A warning is not proof that the consequence has occurred.

In a new example, identify the condition, predicted consequence and any actual deadline. A warning is not proof that the consequence has occurred.

Practise this pattern step by step.

好 (不) 容易 (with great difficulty)

■ **A ticket took several attempts to obtain**

- 我好不容易才买到票。The speaker finally obtained a ticket after difficulty. 买到 states the achieved result.
- The expression highlights a hard-won result; it does not specify an exact number of attempts or hours.

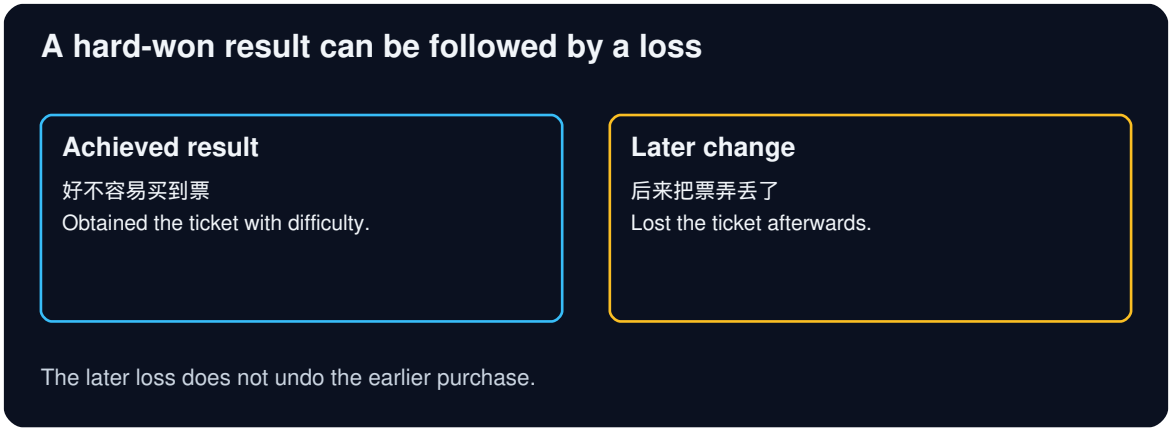
■ **Read the whole hard-won construction**

- 好不容易才找到 reports finally finding something with difficulty. 才 adds the only-then sense in this example.
- 好不容易找到了一份工作 is also possible without 才. Do not turn a useful model sentence into a rule that every example must contain 才.

我好不容易才买到。
wǒ hǎo bù róng yì cái mǎi dào
Word guide: 我 – I; 好不容易 – with great difficulty; 才 – only then; 买到 – managed to buy.

■ **Recognise the matching idiomatic reading**

- 我好容易才买到票 can also use 好容易 in the hard-won sense. The construction and context support that reading.
- 好容易 is not interchangeable with 好不容易 in every possible sentence. In an easy-task context, 这个题好容易 can mean that the question is very easy.



Separate difficulty from the count

- 找了几天，才找到 supplies a search duration. 好不容易找到 emphasises the difficulty without giving that duration.
- Translate finally or with difficulty when it fits, but do not invent three days, ten tries or another precise number.

A hard-won result can be lost later

- 我好不容易买到票，后来却把票弄丢了。The ticket was obtained, then lost. The later loss does not undo the earlier achieved result.
- Identify the result at each stage. A difficult process can also achieve avoiding an unwanted event, so a negative word alone is not proof of contradiction.

Choose an unambiguous expression

- To say an exercise is very easy, 这道题很容易 is clear. To say a ticket was hard to obtain, 我好不容易才买到票 is clear.
- In a new account, identify the context, the achieved result and any later change before deciding how to translate 好容易.

In a new account, identify the context, the achieved result and any later change before deciding how to translate 好容易.

Practise this pattern step by step.

白 + Verb (in vain / for nothing)

The office was closed after a long trip

- 办公室关门了，我白跑了一趟。The trip failed to achieve the intended office errand.
- 白跑 presents the effort as wasted for that purpose. It does not prove that no other useful or pleasant event happened on the trip.

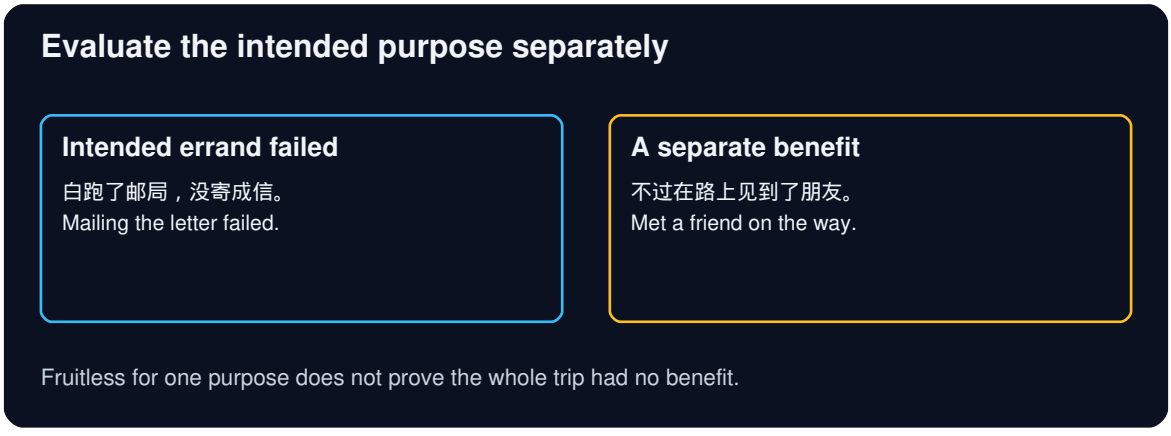
Put 白 before the evaluated action

- 他没来，我们白等了一个小时。The expected person did not arrive, so the waiting failed in its intended purpose.
- 白等、白忙 and 白跑 describe fruitless effort in these contexts. Read what the person hoped to achieve.

我白等了半天。
wǒ bái děng le bàn tiān
Word guide: 我 – I; 白 – in vain; 等 – wait; 半天 – ages.

Contrast 白 with 没白

- 这趟没白来，学到了很多。The trip was worthwhile because the speaker learned a lot.
- 没白 rejects the in-vain evaluation: it was not in vain. It does not mean the person did not come.



Other uses of 白 need their own context

- 这顿饭是白吃的 in a stated free-meal context can mean no payment was needed. 白纸 uses 白 as the colour white.
- Do not force the wasted-effort reading onto every 白. In ambiguous accounts, clarify the intended meaning rather than counting characters.

An intended failure can coexist with another gain

- 我白跑了邮局一趟，没寄成信，不过在路上见到了朋友。The mailing errand failed, while the trip had a separate benefit.
- The extra benefit does not automatically make the first clause broken. Identify which purpose the speaker is evaluating.

State the result you mean

- For worthwhile learning, 这趟没白来，学到了很多 supplies the reason. For a failed errand, 我白跑了一趟，办公室关门了 supplies the failure.
- In a new example, identify the effort, intended purpose and actual result. Distinguish wasted effort, no payment and colour.

In a new example, identify the effort, intended purpose and actual result. Distinguish wasted effort, no payment and colour.

Practise this pattern step by step.

Verb + 了 + 又 + Verb (again and again)

A message needs a second careful look

- 这封信我看了又看。The same action is repeated: the speaker looked at the letter again.
- The expression highlights repetition. It does not state an exact count or prove that the speaker understood the letter.

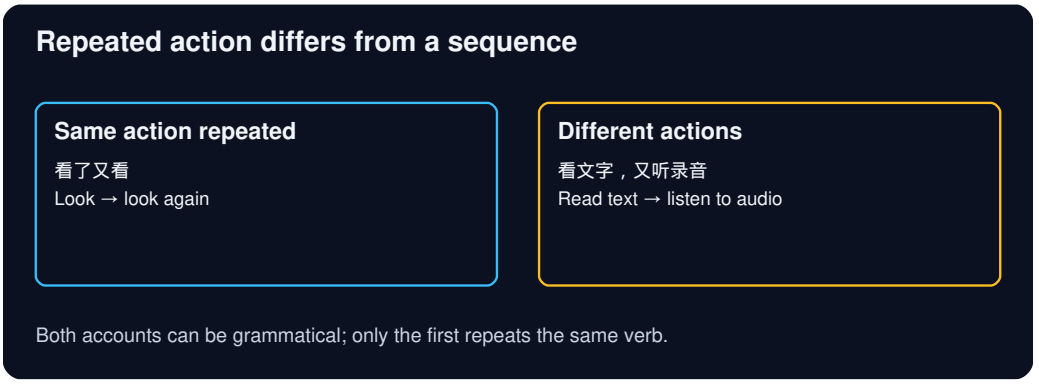
Repeat the same verb around 了又

- Use 看了又看、想了又想 or 问了又问 for the repeated-action pattern. 又 introduces another occurrence of the action.
- The 了 here is not a universal past-tense ending. The full sentence and time expression place the account in time.

他看了又看。
tā kàn le yòu kàn
Word guide: 他 – he; 看 – look; 又 – again; 看 – look.

Contrast repetition with different actions

- 我看了又看 repeats looking. 我看了文字，又听了录音 sequences reading text and listening to audio.
- The second account can be grammatical; it simply does not use the same-verb repetition pattern. A different construction is not automatically broken.



■ **Repetition does not give an exact count**

- 他问了又问 reports repeated asking. 他问了三次 explicitly counts three questions or asking occasions in the context.
- Use the stated count when accuracy matters. Do not infer exactly two or exactly three from the repeated-verb pattern.

■ **Read the following outcome**

- 他想了又想，还是拒绝了。Repeated consideration ends in refusal in this account.
- Repeated thought can lead to different decisions. The final clause supplies the decision rather than the repeated-action form itself.

■ **Keep action, time and outcome separate**

- 昨晚我看了又看，终于发现了错误 supplies a time, repeated action and eventual discovery. Each part contributes its own information.
- In a new example, identify which verb repeats, what time is stated and what outcome follows. Avoid adding a count or successful result that is absent.

In a new example, identify which verb repeats, what time is stated and what outcome follows. Avoid adding a count or successful result that is absent.

Practise this pattern step by step.

差很多 (differ a lot)

■ **Two fares can have very different prices**

- A ticket costs 20 yuan and another costs 80 yuan. 这两张票的价格差很多 presents their price gap as large.
- State the dimension: price, quality or another measure. 差很多 alone does not tell the listener which item costs more.

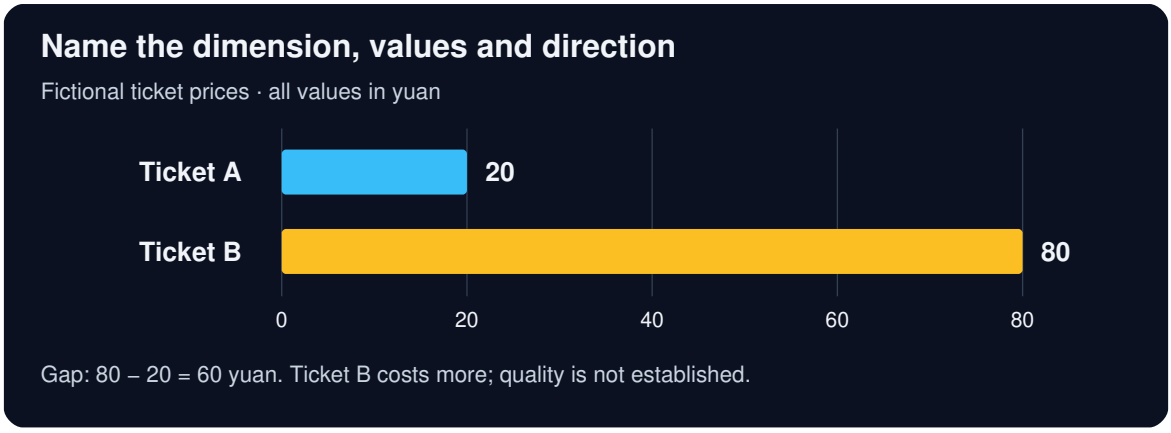
■ **Name the things and the comparison dimension**

- 这两个牌子的价格差很多 compares the prices of two brands. 我们俩的想法差很多 compares two people's ideas.
- 差不多 can mean about the same in a comparison. Do not mechanically substitute it for 差很多 or confuse either expression with 差点, nearly.

这两个差很多。
zhè liǎng ge chà hěn duō
Word guide: 这 – these; 两 – two; 个 – (measure word); 差很多 – differ a lot.

Distinguish a difference from poor quality

- 这两个产品的质量差很多 says their qualities differ greatly. 这个产品的质量很差 evaluates one product as poor.
- A difference does not by itself identify the better product. 很差 and 差很多 make different claims.



Use numbers to make the gap checkable

- For 20 and 80 yuan, the absolute gap is 60 yuan. For 45 and 47 yuan, it is 2 yuan.
- Whether a gap counts as large depends on the task and scale. These examples provide the numbers instead of treating 很多 as an exact threshold.

Do not infer direction from the gap

- 两家的价格差很多 does not say which seller is cheaper. A clear account can add 第一家便宜六十元.
- A price comparison also does not prove a quality difference. Keep the measured dimension and direction explicit.

Make a useful comparison

- 这两张票分别是二十元和八十元，价格差六十元 gives both prices and an exact gap. 价格差很多 adds the speaker's scale judgement.
- In a new example, name the pair, dimension, values and direction where relevant. Separate the numerical evidence from a judgement about how large it feels.

In a new example, name the pair, dimension, values and direction where relevant. Separate the numerical evidence from a judgement about how large it feels.

Practise this pattern step by step.

Practice without the models

■ Advanced 都 (already / even)

0201.1 {'en': 'Use the emphasis word taught here: …… 十二点了，明天再做吧！'}

0201.2 {'en': 'In 这么简单的题都不会做, what does 都 contribute?'}

- A. {'en': 'All questions have been solved'}
- B. {'en': 'The speaker asks where the question is'}
- C. {'en': 'Even this easy question cannot be solved'}
- D. {'en': 'It is already twelve'}

0201.3 {'en': ' 都十二点了 can carry emphasis such as surprise or impatience in the stated context.'}

True or false? Explain or repair the statement.

0201.4 {'en': 'Match each complete example to its use of 都.'}

- 1. 我们都来了。
- 1. 都十二点了！
- 1. 连小李都来了。
- A. A point already reached
- B. All of the relevant group
- C. An unexpected participant: even Xiao Li

0201.5 {'en': 'Does 连小李都来了 state that every person in a group arrived?'}

- A. {'en': 'No; it singles out Xiao Li as an unexpected participant'}
- B. {'en': 'Yes; 都 means that all of them came, including Xiao Li'}
- C. {'en': 'Yes; 连 … 都 lists everyone, starting with Xiao Li'}
- D. {'en': 'No; it says Xiao Li arrived before everyone else'}

0201.6 {'en': ' 都 must be the first word in every sentence.'}

True or false? Explain or repair the statement.

0201.7 {'en': ' 都十二点了，他还在工作呢. Which part reports the continuing activity?'}

- A. {'en': 'The punctuation alone'}
- B. {'en': ' 都十二点了'}
- C. {'en': 'Neither clause'}
- D. {'en': ' 他还在工作呢'}

0201.8 {'en': 'A friend translates 我们都来了 as "We have even arrived." Which better fits the group reading taught here?'}

- A. {'en': 'Only Xiao Li arrived'}
- B. {'en': 'We have all arrived'}
- C. {'en': 'Nobody arrived'}

- D. {'en': 'It is already twelve'}

0201.9 Recall the situation: The group is still working at midnight. Decide what the speaker wanted to communicate. 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.

Write or say your own response before reading the key.

■ Advanced 还 ... 呢

0202.1 {'en': 'Use the word taught here: 时间 …… 早呢，别着急。'}

0202.2 {'en': 'In the critical exchange 还专家呢，连这个都不懂, which reading fits?'}

- A. {'en': 'A neutral report that the person is still sleeping'}
- B. {'en': 'A past-tense marker'}
- C. {'en': 'A guarantee of friendly teasing'}
- D. {'en': 'An ironic challenge to the claimed expert role'}

0202.3 {'en': 'In 他还在睡觉呢, 还 reports that sleeping is still continuing.'}

True or false? Explain or repair the statement.

0202.4 {'en': 'Match each complete example to its function.'}

- 1. 小声点，他还在睡觉呢。
- 1. 还专家呢，连这个都不懂。
- 1. 时间还早呢，别着急。
- A. Reminder about an ongoing state
- B. Reassurance about the current state
- C. Ironic role evaluation

0202.5 {'en': ' 呢 is a past-tense marker in 时间还早呢.'}

True or false? Explain or repair the statement.

0202.6 {'en': 'How does 他还在睡觉吗? differ from 他还在睡觉呢。in the examples?'}

- A. {'en': 'It asks whether he is still sleeping'}
- B. {'en': 'It must be a broken sentence'}
- C. {'en': 'It means he never slept'}
- D. {'en': 'It proves that he woke up'}

0202.7 {'en': 'The ironic 还专家呢 comment is gentle and friendly.'}

True or false? Explain or repair the statement.

0202.8 {'en': 'You want someone to be quiet because a person is sleeping. Which gives the clear reminder?'}

- A. {'en': ' 都十二点了 means everyone is asleep'}
- B. {'en': ' 小声点，他还在睡觉呢。'}
- C. {'en': 'He is sleeping because 呢 marks the past'}

- D. {'en': ' 还专家呢，连这个都不懂。'}

0202.9 Recall the situation: Someone is sleeping next door. Decide what the speaker wanted to communicate. 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.

Write or say your own response before reading the key.

■ 总 (always / keep on)

0203.1 {'en': 'Use the recurring-pattern word taught here: 他 …… 迟到。'}

0203.2 {'en': 'In a reassuring exchange, 总会好的 most naturally means…'}

- A. {'en': 'Every past event was good'}
- B. {'en': 'Things will become better eventually'}
- C. {'en': 'Things improved exactly twice yesterday'}
- D. {'en': 'Things never improve'}

0203.3 {'en': ' 总 and 总是 overlap in the habit example 他总迟到 / 他总是迟到.'}

True or false? Explain or repair the statement.

0203.4 {'en': 'Match each example to its time meaning.'}

- 1. 他总迟到。
- 1. 他昨天迟到了一次。
- 1. 总会好的。
- A. One stated past event
- B. Recurring pattern
- C. Eventual expectation in reassurance

0203.5 {'en': 'Every sentence with 总 expresses a complaint.'}

True or false? Explain or repair the statement.

0203.6 {'en': ' 周末他总睡到中午 describes a pattern within which boundary?'}

- A. {'en': 'Only the future'}
- B. {'en': 'Every day of his life'}
- C. {'en': 'Weekends'}
- D. {'en': 'One specific minute yesterday'}

0203.7 {'en': 'A record establishes only one late arrival yesterday. Which statement directly matches that evidence?'}

- A. {'en': ' 他昨天迟到了一次。'}
- B. {'en': 'Every possible arrival has been late'}
- C. {'en': 'He will always be late in future'}
- D. {'en': ' 总 proves the exact count'}

0203.8 {'en': 'Every 总 can be replaced with 总是 without changing the meaning.'}

True or false? Explain or repair the statement.

0203.9 Recall the situation: The same teammate keeps arriving late. Decide what the speaker wanted to communicate. 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.

Write or say your own response before reading the key.

■ 毕竟 (after all)

0204.1 {'en': 'Complete this reminder using the word taught here: 给他一点时间，他 …… 是新手。'}

0204.2 {'en': 'In 别太严格，他毕竟还是个孩子, what does the second clause do?'}

- A. {'en': 'Proves the child never makes mistakes'}
- B. {'en': 'Asks what time it is'}
- C. {'en': 'Marks a completed action'}
- D. {'en': 'Gives a reason for the judgment'}

0204.3 {'en': 'Using 毕竟 means that the speaker's reason is true.'}

True or false? Explain or repair the statement.

0204.4 {'en': 'Which sentence explicitly links patience to the reminder that he is a beginner?'}

- A. {'en': ' 给他一点时间，他毕竟是新手。'}
- B. {'en': ' 他还在睡觉呢。'}
- C. {'en': ' 都十二点了。'}
- D. {'en': ' 不管别人去不去，反正我去。'}

0204.5 {'en': 'Match each part of the example to its role.'}

- 1. 别太严格
- 1. 他还是个孩子
- A. Reason being highlighted
- B. Judgment or advice

0204.6 {'en': 'Which uses the neutral written pattern taught here?'}

- A. {'en': ' 他毕竟是新手。'}
- B. {'en': ' 他是毕新手竟。'}
- C. {'en': ' 他毕是新手竟。'}
- D. {'en': ' 他毕了竟是新手。'}

0204.7 {'en': ' 毕竟 and 反正 are interchangeable in context without changing emphasis.'}

True or false? Explain or repair the statement.

0204.8 {'en': 'A speaker says 他毕竟有经验. Which is the careful interpretation?'}

- A. {'en': 'The speaker admits he lacks experience but trusts him anyway'}
- B. {'en': 'The speaker highlights experience as relevant; the claim still needs evidence if questioned'}
- C. {'en': 'The speaker proves the plan will succeed because he has experience'}
- D. {'en': 'The speaker reports that others have checked his experience'}

0204.9 Recall the situation: A new teammate makes a mistake. Decide what the speaker wanted to communicate. 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.

Write or say your own response before reading the key.

■ 差点没: near misses and context

0205.1 {'en': 'Use the near-failure phrase taught here: 我 …… 赶上车，幸好最后赶上了。'}

0205.2 {'en': ' 我差点没赶上车，幸好最后赶上了. What actually happened in this complete account?'}

- A. {'en': 'The result is not stated'}
- B. {'en': 'The speaker caught the bus'}
- C. {'en': 'The bus never arrived'}
- D. {'en': 'The speaker definitely missed it'}

0205.3 {'en': 'A wanted/unwanted shortcut resolves every isolated 差点没 sentence unambiguously.'}

True or false? Explain or repair the statement.

0205.4 {'en': 'Match each complete account to the stated actual result.'}

- 1. 我差点没赶上，幸好最后赶上了。
- 1. 我没赶上车，只好等下一班。
- 1. 我差点摔倒，幸好扶住了栏杆。
- A. Missed it
- B. Caught it
- C. Did not fall

0205.5 {'en': 'In 我差点摔倒，幸好扶住了栏杆, what nearly happened?'}

- A. {'en': 'Catching a bus'}
- B. {'en': 'Buying a ticket'}
- C. {'en': 'Falling'}
- D. {'en': 'Sleeping until noon'}

0205.6 {'en': 'You need to communicate that you missed the bus and waited. Which states that result clearly?'}

- A. {'en': ' 我没赶上车，只好等下一班。'}

- B. {'en': ' 我们都来了。'}
- C. {'en': 'A sentence reporting only the current time'}
- D. {'en': 'An isolated 差点没 phrase with no context'}

0205.7 {'en': 'Counting negative words is enough to infer every 差点没 outcome.'}

True or false? Explain or repair the statement.

0205.8 {'en': 'An isolated account leaves the outcome unclear. What is the careful next step?'}

- A. {'en': 'Invent a result'}
- B. {'en': 'Check or ask what actually happened'}
- C. {'en': 'Assume every reader has the same interpretation'}
- D. {'en': 'Mark it broken solely because a shortcut disagrees'}

0205.9 Recall the situation: The bus doors close just after you board. Decide what the speaker wanted to communicate. 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.

Write or say your own response before reading the key.

■ 反正 (anyway / in any case)

0206.1 {'en': 'Use the word taught here: 不管别人去不去，…… 我去。'}

0206.2 {'en': 'In 不管你信不信，反正我信, which point does the speaker hold independently of yours?'}

- A. {'en': 'The statement is a past-tense question'}
- B. {'en': 'The speaker believes it'}
- C. {'en': 'Everyone has proof'}
- D. {'en': 'You must believe it'}

0206.3 {'en': ' 反正 means the speaker has made a firm personal decision.'}

True or false? Explain or repair the statement.

0206.4 {'en': ' 坐什么车你决定吧，反正我八点到. What remains open?'}

- A. {'en': 'The stated arrival time'}
- B. {'en': 'Whether 反正 is two words'}
- C. {'en': 'The meaning of 八点'}
- D. {'en': 'The transport choice'}

0206.5 {'en': 'Match each example to its main connection.'}

- 1. 他毕竟是新手，给他一点时间。
- 1. 不管别人去不去，反正我去。
- A. A decision independent of others' choices
- B. A reason supporting patience

0206.6 {'en': 'Which is a neutral written order practised in this lesson?'}

- A. {'en': ' 我反正不去。'}
- B. {'en': ' 我反了正不去。'}
- C. {'en': ' 我不反去正。'}
- D. {'en': ' 我反不去正。'}

0206.7 {'en': ' 反正现在还不知道，等通知吧 can present present uncertainty and suggest waiting.'}

True or false? Explain or repair the statement.

0206.8 {'en': 'A friend hears 反正我不去 as dismissive. What is a useful response?'}

- A. {'en': 'Explain the decision and consider its effect on the friend'}
- B. {'en': 'Change it to 反正我去 so the friend no longer feels dismissed'}
- C. {'en': 'Tell the friend that 反正 is a neutral word with no tone at all'}
- D. {'en': 'Repeat 反正我不去 more slowly so the friend hears it is not rude'}

0206.9 Recall the situation: Two ways to travel, one fixed appointment. Decide what the speaker wanted to communicate. 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.

Write or say your own response before reading the key.

■ 尽量 + Verb (as much as possible)

0207.1 {'en': ' 你 …… 早点来。'}

0207.2 {'en': ' 尽量少用手机 asks the listener to…'}

- A. {'en': 'Guarantee a successful call'}
- B. {'en': 'Reduce phone use as far as feasible'}
- C. {'en': 'Use the phone more'}
- D. {'en': 'Ask freely'}

0207.3 {'en': 'Using 尽量 means the stated outcome will definitely happen.'}

True or false? Explain or repair the statement.

0207.4 {'en': 'Match each example to its meaning.'}

- 1. 尽量用汉语交流
- 1. 尽量少用手机
- 1. 有问题尽管问
- A. Ask freely
- B. Reduce phone use as feasible
- C. Increase Chinese use as feasible

0207.5 {'en': 'The bus is late after the speaker tried to arrive early. Does that alone disprove the effort?'}

- A. {'en': 'Yes; 尽量 means no effort'}
- B. {'en': 'It establishes arrival at eight'}
- C. {'en': 'Yes; 尽量 guarantees success'}
- D. {'en': 'No; effort and outcome are different'}

0207.6 {'en': ' 尽量别在晚上喝咖啡 asks for drinking more coffee at night.'}

True or false? Explain or repair the statement.

0207.7 {'en': 'Which asks for feasible effort rather than permission?'}

- A. {'en': ' 她曾经很害羞。'}
- B. {'en': ' 有问题尽管问。'}
- C. {'en': ' 我们互相帮助。'}
- D. {'en': ' 尽量早点来。'}

0207.8 {'en': 'A precise meeting time should be stated separately if it is essential.'}

True or false? Explain or repair the statement.

0207.9 Recall the situation: You hope to arrive early, but the bus may be late. Decide what the speaker wanted to communicate. 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.

Write or say your own response before reading the key.

■ 互相 + Verb (each other)

0208.1 {'en': ' 我们应该 …… 帮助。'}

0208.2 {'en': 'Which account establishes mutual help?'}

- A. {'en': 'Mei helps Arun and Arun helps Mei'}
- B. {'en': 'Both ask a teacher for help'}
- C. {'en': 'Neither helps anyone'}
- D. {'en': 'Only Mei helps Arun'}

0208.3 {'en': ' 我跟他互相帮助 can name two reciprocal participants.'}

True or false? Explain or repair the statement.

0208.4 {'en': 'Match each example to its meaning.'}

- 1. 互相帮助
- 1. 互相看了一眼
- 1. 梅帮助阿伦
- A. One stated direction of help
- B. Help each other
- C. Exchange one glance

0208.5 {'en': 'Does mutual help require equal minutes of help from each person?'}

- A. {'en': 'Yes; 互相 means both help at the same moment'}

- B. {'en': 'Yes; 互相 means each person gives the same amount'}
- C. {'en': 'No; 互相 means only one person helps the other'}
- D. {'en': 'No; reciprocity does not specify an equal quantity'}

0208.6 {'en': ' 互相看了一眼 can describe one completed exchange of glances.'}

True or false? Explain or repair the statement.

0208.7 {'en': 'Both learners ask their teacher for help. Which relation is directly established?'}

- A. {'en': 'They necessarily help each other'}
- B. {'en': 'Both seek help from the teacher'}
- C. {'en': 'They exchanged a glance'}
- D. {'en': 'Their help has equal duration'}

0208.8 {'en': 'A reciprocal action can involve a group rather than exactly two people.'}

True or false? Explain or repair the statement.

0208.9 Recall the situation: Two partners check each other's drafts. Decide what the speaker wanted to communicate. 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.

Write or say your own response before reading the key.

■ 尽管 + Verb (feel free to)

0209.1 {'en': ' 有问题 …… 问。'}

0209.2 {'en': ' 尽管下雨，我们还是去了 expresses…'}

- A. {'en': 'Permission for rain'}
- B. {'en': 'An effort to rain'}
- C. {'en': 'Going despite rain'}
- D. {'en': 'A guarantee that it was dry'}

0209.3 {'en': ' 尽管有问题，我们还是完成了 is a possible concession sentence.'}

True or false? Explain or repair the statement.

0209.4 {'en': 'Match each example to its meaning.'}

- 1. 有问题尽管问
- 1. 尽管下雨，我们还是去了
- 1. 尽量早点来
- A. Concession
- B. Permission
- C. Feasible effort

0209.5 {'en': 'Which gives permission to ask questions?'}

- A. {'en': ' 我们互相帮助。'}

- B. {'en': ' 我会尽量早点来。'}
- C. {'en': ' 有问题尽管问。'}
- D. {'en': ' 我曾经住在上海。'}

0209.6 {'en': 'Permission-giving 尽管 means that no practical problem can occur.'}

True or false? Explain or repair the statement.

0209.7 {'en': 'Which clause reports the result despite rain?'}

- A. {'en': ' 尽管下雨了'}
- B. {'en': ' 下雨了吗'}
- C. {'en': ' 我们还是去了'}
- D. {'en': ' 我们去了吗'}

0209.8 {'en': 'The same written 尽管 can have different functions in complete examples.'}

True or false? Explain or repair the statement.

0209.9 Recall the situation: A learner hesitates to ask a question. Decide what the speaker wanted to communicate. 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.

Write or say your own response before reading the key.

■ 干脆 (just / simply / might as well)

0210.1 {'en': ' 修了三次还坏，…… 换一个吧。'}

0210.2 {'en': ' 她回答得很干脆 describes…'}

- A. {'en': 'A short answer that was rude'}
- B. {'en': 'A slow and careful answer'}
- C. {'en': 'The decisive manner of her answer'}
- D. {'en': 'An answer that was correct'}

0210.3 {'en': 'A decision introduced by 干脆 can later change.'}

True or false? Explain or repair the statement.

0210.4 {'en': 'Match each example to its meaning.'}

- 1. 干脆换一个吧
- 1. 她干脆不回答了
- 1. 她回答得很干脆
- A. Direct proposal
- B. Decisive manner of answering
- C. Decision not to answer

0210.5 {'en': 'A person turns a phone off and later turns it on. What follows?'}

- A. {'en': 'The later action shows the earlier 干脆 decision was a mistake'}

- B. {'en': ' 干脆 means the phone stays off, so turning it on is ungrammatical'}
- C. {'en': 'The later action does not make the earlier 干脆 decision ungrammatical'}
- D. {'en': 'The later action must be written with 干脆 again to be correct'}

0210.6 {'en': ' 干脆换一个吧 shows replacing the item is objectively the best choice.'}

True or false? Explain or repair the statement.

0210.7 {'en': 'Which states that she chose not to answer?'}

- A. {'en': ' 她回答得很干脆。'}
- B. {'en': ' 她干脆不回答了。'}
- C. {'en': ' 有问题尽管问。'}
- D. {'en': ' 她曾经很害羞。'}

0210.8 {'en': 'Repeated failed repairs can supply context for proposing a replacement with 干脆.'}

True or false? Explain or repair the statement.

0210.9 Recall the situation: The group stops debating and changes the plan. Decide what the speaker wanted to communicate. 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.

Write or say your own response before reading the key.

■ 再也 + 不 / 没 + ... 了 (never again)

0211.1 {'en': ' 我 …… 去了。'}

0211.2 {'en': ' 毕业后我们再也没见过 states…'}

- A. {'en': 'A guaranteed prediction about every future day'}
- B. {'en': 'Exactly one meeting'}
- C. {'en': 'No meeting since graduation in the reported interval'}
- D. {'en': 'A requirement to meet tomorrow'}

0211.3 {'en': 'Every 再也 sentence must include final 了.'}

True or false? Explain or repair the statement.

0211.4 {'en': 'Match each example to its meaning.'}

- 1. 我再也不去了
- 1. 毕业后再也没见过
- 1. 再也找不到那本书了
- A. Past non-recurrence
- B. Current inability
- C. Future intention

0211.5 {'en': 'Does a strong refusal prove the speaker will never change their mind?'}

- A. {'en': 'It reports a past meeting'}

- B. {'en': 'Yes; future events are proved'}
- C. {'en': 'It specifies an exact count'}
- D. {'en': 'No; it states a strong present stance'}

0211.6 {'en': ' 再也找不到那本书了 can express present inability rather than voluntary refusal.'}

True or false? Explain or repair the statement.

0211.7 {'en': 'Which boundary belongs to 毕业后我们再也没见过?'}

- A. {'en': 'Before graduation only'}
- B. {'en': 'Exactly one minute'}
- C. {'en': 'Every possible future century'}
- D. {'en': 'The interval since graduation'}

0211.8 {'en': 'A later meeting would make an earlier past report grammatically impossible.'}

True or false? Explain or repair the statement.

0211.9 Recall the situation: Two friends have not met since graduation. Decide what the speaker wanted to communicate. 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.

Write or say your own response before reading the key.

■ 曾经 + Verb + 过 (once / formerly)

0212.1 {'en': ' 我 …… 住在上海。'}

0212.2 {'en': 'Which explicitly states exactly one visit?'}

- A. {'en': ' 我去过一次上海。'}
- B. {'en': ' 我曾经去过上海。'}
- C. {'en': ' 我曾经住在上海。'}
- D. {'en': ' 我明年会去上海。'}

0212.3 {'en': ' 曾经 requires 过 in every sentence.'}

True or false? Explain or repair the statement.

0212.4 {'en': 'Match each example to its meaning.'}

- 1. 她曾经很害羞
- 1. 她曾经当过老师
- 1. 我明年会去上海
- A. Past state
- B. Future plan
- C. Past experience

0212.5 {'en': ' 我曾经住在上海 alone establishes which fact?'}

- A. {'en': 'Residence there at an earlier time'}
- B. {'en': 'A future move'}
- C. {'en': 'The speaker's current address with certainty'}
- D. {'en': 'Exactly one day of residence'}

0212.6 {'en': ' 曾经 means an event happened exactly once.'}

True or false? Explain or repair the statement.

0212.7 {'en': 'Which is a past state without 过?'}

- A. {'en': ' 我明年会去上海。'}
- B. {'en': ' 有问题尽管问。'}
- C. {'en': ' 我一定八点到。'}
- D. {'en': ' 她曾经很害羞。'}

0212.8 {'en': 'A past teaching job shows the person's current job.'}

True or false? Explain or repair the statement.

0212.9 Recall the situation: A classmate used to live in Shanghai. Decide what the speaker wanted to communicate. 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.

Write or say your own response before reading the key.

■ 再三 + Verb (over and over)

0213.1 {'en': ' 他 …… 强调这一点。'}

0213.2 {'en': 'Which statement explicitly gives a count of three?'}

- A. {'en': ' 她提醒了三次。'}
- B. {'en': ' 她再三提醒。'}
- C. {'en': ' 她曾经住在上海。'}
- D. {'en': ' 她总帮助别人。'}

0213.3 {'en': ' 再三 means exactly three occurrences.'}

True or false? Explain or repair the statement.

0213.4 {'en': 'Match the complete example to the stated meaning.'}

- 1. 再三提醒
- 1. 提醒了三次
- 1. 总迟到
- A. Exact count
- B. Recurring habit
- C. Repeated emphasis

0213.5 {'en': ' 老师再三解释，可是我还是不明白 reports successful understanding.'}

True or false? Explain or repair the statement.

0213.6 {'en': 'Which action is repeated in 教练再三提醒我们带水?'}

- A. {'en': 'Drinking three bottles'}
- B. {'en': 'Buying water'}
- C. {'en': 'Reminding'}
- D. {'en': 'Arriving late'}

0213.7 {'en': 'An exact count should be stated separately when it matters.'}

True or false? Explain or repair the statement.

0213.8 {'en': 'Only one reminder is recorded. Which account matches that evidence directly?'}

- A. {'en': 'The record proves repeated reminders'}
- B. {'en': ' 她提醒了一次。'}
- C. {'en': ' 再三 supplies the exact log entry'}
- D. {'en': ' 她提醒了三次。'}

0213.9 Recall the situation: A safety instruction is easy to miss. Decide what the speaker wanted to communicate. 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.

Write or say your own response before reading the key.

■ 简直: strong evaluation and comparison

0214.1 {'en': ' 这 …… 太棒了！ '}

0214.2 {'en': ' 这里的风景简直像画一样 most directly expresses…'}

- A. {'en': 'A strong comparison with a painting'}
- B. {'en': 'An exact temperature'}
- C. {'en': 'The landscape is made of paint'}
- D. {'en': 'A counted number of paintings'}

0214.3 {'en': ' 简直 makes a figurative comparison a literal fact.'}

True or false? Explain or repair the statement.

0214.4 {'en': 'Match the complete example to the stated meaning.'}

- 1. 简直太好了
- 1. 简直太糟了
- 1. 室温十摄氏度
- A. Strong disapproval
- B. Measured temperature
- C. Strong approval

0214.5 {'en': ' 简直 determines whether the speaker approves.'}

True or false? Explain or repair the statement.

0214.6 {'en': 'Which directly states a measured temperature?'}

- A. {'en': ' 这简直太棒了。'}
- B. {'en': ' 室温是十摄氏度。'}
- C. {'en': ' 我简直不敢相信。'}
- D. {'en': ' 这里简直像冰箱一样。'}

0214.7 {'en': ' 这里简直像一幅画 and 这是一幅画 make identical claims.'}

True or false? Explain or repair the statement.

0214.8 {'en': 'Which translation preserves the view comparison?'}

- A. {'en': 'The scenery looks just like a painting'}
- B. {'en': 'The scenery is literally made of paint'}
- C. {'en': 'The temperature is ten degrees'}
- D. {'en': 'The visitor painted the scenery'}

0214.9 Recall the situation: A beautiful view looks like a painting. Decide what the speaker wanted to communicate. 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.

Write or say your own response before reading the key.

■ 顺便 (while you're at it / by the way)

0215.1 {'en': ' 你出去，…… 买点菜。'}

0215.2 {'en': ' 我去看朋友，顺便把书还给她 identifies which extra action?'}

- A. {'en': 'Visiting the friend'}
- B. {'en': 'Measuring a queue'}
- C. {'en': 'Buying a ticket'}
- D. {'en': 'Returning the book'}

0215.3 {'en': 'Every action introduced by 顺便 is shown to be effortless.'}

True or false? Explain or repair the statement.

0215.4 {'en': 'Match the complete example to the stated meaning.'}

- 1. 去看朋友，顺便还书
- 1. 专门去还书
- 1. 顺便问一下
- A. Return book as main purpose
- B. Additional question
- C. Return book as extra

0215.5 {'en': ' 我专门去银行办事，顺便买了面包 can describe a special trip with an extra errand.'}

True or false? Explain or repair the statement.

0215.6 {'en': ' 顺便买了面包 alone establishes which fact?'}

- A. {'en': 'Buying bread was the main reason for going out'}
- B. {'en': 'Buying bread was presented as an extra action'}
- C. {'en': 'The bread was bought on the way to somewhere'}
- D. {'en': 'Buying bread took no extra time or money'}

0215.7 {'en': ' 顺便问一下 must involve physical travel.'}

True or false? Explain or repair the statement.

0215.8 {'en': 'You made a trip solely to return a book. Which makes that purpose explicit?'}

- A. {'en': ' 我专门去还书。'}
- B. {'en': 'I must claim it was a free task'}
- C. {'en': ' 顺便 supplies the exact duration'}
- D. {'en': 'I must claim it took no effort'}

0215.9 Recall the situation: A library trip can include a second errand. Decide what the speaker wanted to communicate. 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.

Write or say your own response before reading the key.

■ 再不 ... 就 ... 了: a conditional warning

0216.1 {'en': '…… 走，我们就迟到了。'}

0216.2 {'en': 'Which consequence is warned about in 再不走，我们就迟到了?'}

- A. {'en': 'Meeting a friend'}
- B. {'en': 'Having already arrived early'}
- C. {'en': 'A past ticket purchase'}
- D. {'en': 'Being late'}

0216.3 {'en': 'The warning shows that the group is already late.'}

True or false? Explain or repair the statement.

0216.4 {'en': 'Match the complete example to the stated meaning.'}

- 1. 再不走，就迟到了
- 1. 我再也不去了
- 1. 火车八点开
- A. Strong no-repeat stance
- B. Conditional warning
- C. Departure time

0216.5 {'en': ' 再不下雨，庄稼就要干死了 can warn about a non-voluntary natural condition.'}

True or false? Explain or repair the statement.

0216.6 {'en': 'Which part is the condition in 再不走，我们就迟到了?'}

- A. {'en': 'Not leaving soon'}
- B. {'en': 'Buying a ticket'}
- C. {'en': 'Already being late'}
- D. {'en': 'Arriving yesterday'}

0216.7 {'en': ' 再不走就来不及了 states an exact departure time.'}

True or false? Explain or repair the statement.

0216.8 {'en': 'Which adds a checkable schedule to the warning?'}

- A. {'en': 'The warning proves the train left yesterday'}
- B. {'en': ' 再不 supplies the exact minute'}
- C. {'en': ' 我再也不去了 means eight o'clock'}
- D. {'en': ' 火车八点开，再不走就来不及了。'}

0216.9 Recall the situation: The train departure is approaching. Decide what the speaker wanted to communicate. 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.

Write or say your own response before reading the key.

■ 好 (不) 容易 (with great difficulty)

0217.1 {'en': 'Use the only-then word taught here: 我好不容易 …… 买到票。'}

0217.2 {'en': 'In 我好容易才买到票, which reading fits the taught hard-won construction?'}

- A. {'en': 'Every 好容易 sentence means easy'}
- B. {'en': 'Exactly three attempts are stated'}
- C. {'en': 'No ticket was obtained'}
- D. {'en': 'Obtained the ticket after difficulty'}

0217.3 {'en': 'Every 好不容易 sentence must contain 才.'}

True or false? Explain or repair the statement.

0217.4 {'en': 'Match the complete example to the stated meaning.'}

- 1. 好不容易才买到票
- 1. 这道题很容易
- 1. 买到后又弄丢了
- A. Hard-won achievement
- B. Achievement followed by loss
- C. Easy task

0217.5 {'en': ' 好容易 and 好不容易 are interchangeable in context.'}

True or false? Explain or repair the statement.

0217.6 {'en': 'What achieved result does 买到票 state?'}

- A. {'en': 'No purchase occurred'}
- B. {'en': 'Exactly ten attempts'}
- C. {'en': 'Obtaining a ticket'}
- D. {'en': 'Losing the ticket'}

0217.7 {'en': 'Losing the ticket later makes an earlier difficult purchase impossible.'}

True or false? Explain or repair the statement.

0217.8 {'en': 'You want a clear statement that an exercise is easy. Which fits?'}

- A. {'en': ' 这道题很容易。'}
- B. {'en': 'I must add a negative and an exact count'}
- C. {'en': ' 曾经 guarantees an easy result'}
- D. {'en': ' 我好不容易才买到票。'}

0217.9 Recall the situation: A ticket took several attempts to obtain. Decide what the speaker wanted to communicate. 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.

Write or say your own response before reading the key.

■ 白 + Verb (in vain / for nothing)

0218.1 {'en': ' 他没来，我们 …… 等了一个小时。'}

0218.2 {'en': ' 这趟没白来，学到了很多 means…'}

- A. {'en': 'The visit was worthwhile because much was learned'}
- B. {'en': 'The person came in vain and learned nothing'}
- C. {'en': 'The visit was free because much was learned'}
- D. {'en': 'The visit was wasted although much was learned'}

0218.3 {'en': 'A failed errand shows that no separate benefit occurred on the trip.'}

True or false? Explain or repair the statement.

0218.4 {'en': 'Match the complete example to the stated meaning.'}

- 1. 办公室关门，白跑一趟
- 1. 没白来，学到很多
- 1. 白纸
- A. White colour
- B. Worthwhile visit
- C. Fruitless errand

0218.5 {'en': 'Every 白 before an action must mean wasted effort.'}

True or false? Explain or repair the statement.

0218.6 {'en': ' 我白跑了邮局，没寄成信，不过见到了朋友. Which intended task failed?'}

- A. {'en': 'Meeting the friend'}
- B. {'en': 'Mailing the letter'}
- C. {'en': 'Buying white paper'}
- D. {'en': 'All possible purposes in life'}

0218.7 {'en': ' 没白来 means 没来: the person did not come.'}

True or false? Explain or repair the statement.

0218.8 {'en': 'Which gives a reason why a visit was worthwhile?'}

- A. {'en': ' 我白等了，他没来。'}
- B. {'en': 'An isolated 白 supplies every outcome'}
- C. {'en': ' 这趟没白来，学到了很多。'}
- D. {'en': ' 白纸 is white'}

0218.9 Recall the situation: The office was closed after a long trip. Decide what the speaker wanted to communicate. 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.

Write or say your own response before reading the key.

■ Verb + 了 + 又 + Verb (again and again)

0219.1 {'en': ' 他看了 …… 看。'}

0219.2 {'en': 'Which expression repeats the same action?'}

- A. {'en': ' 问了三次 states the exact pattern only'}
- B. {'en': ' 明天去上海'}
- C. {'en': ' 看了又看'}
- D. {'en': ' 看了文字，又听了录音'}

0219.3 {'en': 'The repetition pattern states an exact number of occurrences.'}

True or false? Explain or repair the statement.

0219.4 {'en': 'Match the complete example to the stated meaning.'}

- 1. 看了又看
- 1. 看文字又听录音
- 1. 问了三次
- A. Exact count
- B. Same action repeated
- C. Different actions sequenced

0219.5 {'en': ' 我看了文字，又听了录音 must be broken because the verbs differ.'}

True or false? Explain or repair the statement.

0219.6 {'en': ' 他想了又想，还是拒绝了 reports which decision?'}

- A. {'en': 'A future visit'}
- B. {'en': 'Refusal'}
- C. {'en': 'An exact count of thoughts'}
- D. {'en': 'Guaranteed acceptance'}

0219.7 {'en': ' 了 is a universal past-tense suffix in every Chinese sentence.'}

True or false? Explain or repair the statement.

0219.8 {'en': 'Which explicitly places repeated looking last night and gives its result?'}

- A. {'en': ' 昨晚我看了又看，终于发现了错误。'}
- B. {'en': ' 看了又看 alone proves a count of three'}
- C. {'en': ' 他看了又看 proves understanding'}
- D. {'en': ' 又 always means tomorrow'}

0219.9 Recall the situation: A message needs a second careful look. Decide what the speaker wanted to communicate. 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.

Write or say your own response before reading the key.

■ 差很多 (differ a lot)

0220.1 {'en': 'Use the large-difference expression taught here: 这两张票的价格……。'}

0220.2 {'en': 'A ticket costs 20 yuan and another 80 yuan. What is their absolute price gap?'}

- A. {'en': '60 yuan'}
- B. {'en': '4 yuan'}
- C. {'en': '100 yuan'}
- D. {'en': '2 yuan'}

0220.3 {'en': ' 差很多 means the compared values are nearly identical.'}

True or false? Explain or repair the statement.

0220.4 {'en': 'Match the complete example to the stated meaning.'}

- 1. 价格差很多
- 1. 价格差不多
- 1. 质量很差
- A. Prices about the same
- B. One product has poor quality
- C. Large price difference

0220.5 {'en': ' 两家的价格差很多 tells us which seller is cheaper.'}

True or false? Explain or repair the statement.

0220.6 {'en': ' 这两个牌子的价格差很多 compares which dimension?'}

- A. {'en': 'Colour'}
- B. {'en': 'Customer age'}
- C. {'en': 'The exact number of shops'}
- D. {'en': 'Price'}

0220.7 {'en': 'A price difference shows a quality difference.'}

True or false? Explain or repair the statement.

0220.8 {'en': 'Which supplies both prices and an exact numerical gap?'}

- A. {'en': ' 分别是二十元和八十元，价格差六十元。'}
- B. {'en': ' 差点 means a large price gap'}
- C. {'en': ' 差很多 proves which product is best'}
- D. {'en': ' 很差 means the prices differ by 60'}

0220.9 Recall the situation: Two fares can have very different prices. Decide what the speaker wanted to communicate. 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.

Write or say your own response before reading the key.

Answers and explanations

■ Advanced 都 (already / even)

0201.1 都

{'en': ' 都 emphasises the point already reached: it is already twelve.'}

0201.2 C. {'en': 'Even this easy question cannot be solved'}

{'en': 'The easy question is presented as a low-threshold task that the person unexpectedly cannot manage.'}

0201.3 True.

{'en': 'It highlights the reached point; the precise tone still depends on the exchange.'}

0201.4 1–B: 我们都来了。= All of the relevant group; 2–A: 都十二点了！ = A point already reached; 3–C: 连小李都来了。= An unexpected participant: even Xiao Li

{'en': 'Scope and context distinguish the three uses.'}

0201.5 A. {'en': 'No; it singles out Xiao Li as an unexpected participant'}

{'en': 'Even Xiao Li does not by itself report every other group member's arrival.'}

0201.6 False.

{'en': ' 我们都来了 and 饭都凉了 put a subject or topic before 都.'}

0201.7 D. {'en': ' 他还在工作呢'}

{'en': ' 还在工作 reports still working; the other clause highlights the late time.'}

0201.8 B. {'en': 'We have all arrived'}

{'en': 'Here 都 quantifies the relevant we group.'}

0201.9 One possible response: 都十二点了！

Check meaning and form:

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 我们都来了 refers to every member of the relevant "we" group. 连小李都来了 singles out Xiao Li as an unexpected participant: "Even Xiao Li came."
- 都 does not always begin the sentence. 饭都凉了 and 我们都来了 put the topic or subject before it; do not copy one time expression into every sentence pattern.
- I tried a second response with a name, time, place, or description changed.

This is supported productive practice. Compare meaning and structure; your answer need not copy the model. A partner or teacher must hear the spoken response to comment on pronunciation.

■ Advanced 还 ... 呢

0202.1 还

{'en': ' 还早呢 points to the time still being early in this reassuring exchange.'}

0202.2 D. {'en': 'An ironic challenge to the claimed expert role'}

{'en': 'The second clause supplies the disappointing performance that motivates the role evaluation.'}

0202.3 True.

{'en': 'The state-reminder example retains the continuing-state reading.'}

0202.4 1–A: 小声点，他还在睡觉呢。= Reminder about an ongoing state; 2–C: 还专家呢，连这个都不懂。= Ironic role evaluation; 3–B: 时间还早呢，别着急。= Reassurance about the current state

{'en': 'The role evaluation is not simply the same as still sleeping.'}

0202.5 False.

{'en': 'It draws attention to the point in the exchange; it does not mark past tense.'}

0202.6 A. {'en': 'It asks whether he is still sleeping'}

{'en': 'Changing the ending can make a question with a different function.'}

0202.7 False.

{'en': 'It can express sharp criticism. Context and voice shape its effect.'}

0202.8 B. {'en': ' 小声点，他还在睡觉呢。'}

{'en': 'State the ongoing situation relevant to the requested action.'}

0202.9 One possible response: 时间还早呢。

Check meaning and form:

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 小声点，他还在睡觉呢 draws attention to an ongoing activity. 还专家呢，连这个都不懂 contrasts a claimed role with disappointing performance.
- 还说呢 is also a context-dependent spoken response, often like "Do not even mention it." Do not build a universal translation from that short phrase alone.
- I tried a second response with a name, time, place, or description changed.

This is supported productive practice. Compare meaning and structure; your answer need not copy the model. A partner or teacher must hear the spoken response to comment on pronunciation.

■ 总 (always / keep on)

0203.1 总

{'en': ' 总 works like 总是 in this habit use.'}

0203.2 B. {'en': 'Things will become better eventually'}

{'en': 'The focus here is an eventual positive outcome, not a past count.'}

0203.3 True.

{'en': 'The overlap is stated for this use; it is not universal interchangeability.'}

0203.4 1–B: 他总迟到。= Recurring pattern; 2–A: 他昨天迟到了一次。= One stated past event; 3–C: 总会好的。= Eventual expectation in reassurance

{'en': 'A habit, a single event and reassurance about an outcome differ.'}

0203.5 False.

{'en': ' 她总帮助别人 can present a positive recurring pattern.'}

0203.6 C. {'en': 'Weekends'}

{'en': ' 周末 limits the situation; do not erase it when translating.'}

0203.7 A. {'en': ' 他昨天迟到了一次。'}

{'en': 'The record supports the stated single event; a broader pattern needs broader evidence.'}

0203.8 False.

{'en': 'The habit overlap does not make the reassuring eventual-outcome pattern mechanically interchangeable.'}

0203.9 One possible response: 他总迟到。

Check meaning and form:

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 总会好的。expresses reassurance that things will become better eventually. It is not a report that things have repeatedly improved in the past.
- Do not replace every 总 with 总是 mechanically. 总是会好的 tends toward a recurring generalization; 总会好的 in this reassuring exchange focuses on an eventual outcome.
- I tried a second response with a name, time, place, or description changed.

This is supported productive practice. Compare meaning and structure; your answer need not copy the model. A partner or teacher must hear the spoken response to comment on pronunciation.

■ 毕竟 (after all)

0204.1 毕竟

{'en': ' 毕竟 highlights the relevant reason: he is a beginner.'}

0204.2 D. {'en': 'Gives a reason for the judgment'}

{'en': 'Being a child is presented as a reason for being less strict.'}

0204.3 False.

{'en': 'The word conveys the speaker's view; it does not verify the claim.'}

0204.4 A. {'en': ' 给他一点时间，他毕竟是新手。'}

{'en': 'Identify the reason and the judgment it supports, rather than matching an English word alone.'}

0204.5 1–B: 别太严格 = Judgment or advice; 2–A: 他还是个孩子 = Reason being highlighted

{'en': 'The reason explains why the speaker gives this advice.'}

0204.6 A. {'en': ' 他毕竟是新手。'}

{'en': 'Keep 毕竟 together and place it before the predicate in this pattern.'}

0204.7 False.

{'en': ' 毕竟 highlights a relevant reason; 反正 sets aside alternatives when presenting a point.'}

0204.8 B. {'en': 'The speaker highlights experience as relevant; the claim still needs evidence if questioned'}

{'en': 'The sentence communicates the speaker's reason, not an independent fact check.'}

0204.9 One possible response: 他毕竟是新手。

Check meaning and form:

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 他毕竟是新手，给他一点时间。focuses on **why** giving time is reasonable. 反正今天不交，明天再检查。focuses on a point the speaker uses regardless of other discussion.
- Some contexts allow both words, with a different emphasis. Choose from the intended relationship between the clauses; do not translate every English "anyway" as 毕竟.
- I tried a second response with a name, time, place, or description changed.

This is supported productive practice. Compare meaning and structure; your answer need not copy the model. A partner or teacher must hear the spoken response to comment on pronunciation.

■ 差点没: near misses and context

0205.1 差点没

{'en': ' 差点没 describes nearly failing to catch the bus; the following clause makes success explicit.'}

0205.2 B. {'en': 'The speaker caught the bus'}

{'en': ' 幸好最后赶上了 explicitly establishes catching it.'}

0205.3 False.

{'en': 'Uses can be ambiguous or vary by context and speaker. Read the explicit outcome.'}

0205.4 1–B: 我差点没赶上，幸好最后赶上了。= Caught it; 2–A: 我没赶上车，只好等下一班。= Missed it; 3–C: 我差点摔倒，幸好扶住了栏杆。= Did not fall

{'en': 'The following result clause supplies direct evidence.'}

0205.5 C. {'en': 'Falling'}

{'en': 'The near event is falling; holding the rail is the described fortunate response.'}

0205.6 A. {'en': ' 我没赶上车，只好等下一班。'}

{'en': 'Directly stating 没赶上 and 等下一班 removes the outcome uncertainty.'}

0205.7 False.

{'en': 'This construction is context-sensitive; 没 does not always behave as an ordinary logical negation here.'}

0205.8 B. {'en': 'Check or ask what actually happened'}

{'en': 'Clarify the outcome instead of treating an ambiguous form as certain.'}

0205.9 One possible response: 我差点没赶上车。

Check meaning and form:

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- Ask what almost happened and what actually happened. Phrases such as 幸好赶上了 or 结果还是没赶上 give direct outcome evidence.
- A bare 差点没 sentence may be ambiguous or interpreted differently by speakers. Do not mark every unfamiliar context "grammatically broken" just because it conflicts with a simple shortcut.
- I tried a second response with a name, time, place, or description changed.

This is supported productive practice. Compare meaning and structure; your answer need not copy the model. A partner or teacher must hear the spoken response to comment on pronunciation.

■ 反正 (anyway / in any case)

0206.1 反正

{'en': ' 反正 sets other people's choices aside when presenting the speaker's decision.'}

0206.2 B. {'en': 'The speaker believes it'}

{'en': 'The speaker's belief is presented as holding whether you believe or not.'}

0206.3 False.

{'en': 'It can also present a circumstance or admitted uncertainty as relevant regardless of the debate.'}

0206.4 D. {'en': 'The transport choice'}

{'en': 'The transport can vary while the speaker commits to eight o'clock.'}

0206.5 1–B: 他毕竟是新手，给他一点时间。= A reason supporting patience; 2–A: 不管别人去不去，反正我去。= A decision independent of others' choices

{'en': 'Read how the clauses relate, not just their English translation.'}

0206.6 A. {'en': ' 我反正不去。'}

{'en': ' 反正 stays together before the predicate in this pattern.'}

0206.7 True.

{'en': 'The point being used is that the answer is not yet known; 反正 does not make the future certain.'}

0206.8 A. {'en': 'Explain the decision and consider its effect on the friend'}

{'en': 'Tone and the surrounding exchange affect the social meaning.'}

0206.9 One possible response: 反正我八点到。

Check meaning and form:

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 他毕竟是新手，给他一点时间。uses 毕竟 to support patience with a reason. 不管别人去不去，反正我去。uses 反正 to set aside other people's choices.
- Both words can introduce useful information. The distinction is the speaker's intended connection, not a rule that one word always states a fact and the other never gives a reason.
- I tried a second response with a name, time, place, or description changed.

This is supported productive practice. Compare meaning and structure; your answer need not copy the model. A partner or teacher must hear the spoken response to comment on pronunciation.

■ 尽量 + Verb (as much as possible)

0207.1 尽量

{'en': ' 尽量 expresses an effort toward early arrival.'}

0207.2 B. {'en': 'Reduce phone use as far as feasible'}

{'en': ' 少 defines the reduction being attempted.'}

0207.3 False.

{'en': 'Practical limits may prevent the intended outcome.'}

0207.4 1–C: 尽量用汉语交流 = Increase Chinese use as feasible; 2–B: 尽量少用手机 = Reduce phone use as feasible; 3–A: 有问题尽管问 = Ask freely

{'en': 'Read the full phrase and context.'}

0207.5 D. {'en': 'No; effort and outcome are different'}

{'en': 'The outcome alone does not establish whether an effort was made.'}

0207.6 False.

{'en': ' 别 supplies the intended avoidance.'}

0207.7 D. {'en': ' 尽量早点来。'}

{'en': ' 尽量 modifies the effort toward earlier arrival.'}

0207.8 True.

{'en': 'An effort modifier does not supply a deadline or guarantee.'}

0207.9 One possible response: 你尽量早点来。

Check meaning and form:

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 尽量早点来 asks for an effort toward an earlier arrival. 有问题尽管问 gives permission or encouragement to ask freely.
- The similar first character does not make the expressions synonyms. Decide whether the speaker asks for feasible effort or removes hesitation about an action.
- I tried a second response with a name, time, place, or description changed.

This is supported productive practice. Compare meaning and structure; your answer need not copy the model. A partner or teacher must hear the spoken response to comment on pronunciation.

■ 互相 + Verb (each other)

0208.1 互相

{'en': ' 互相 expresses helping each other.'}

0208.2 A. {'en': 'Mei helps Arun and Arun helps Mei'}

{'en': 'Two people acting toward a third person is different from helping each other.'}

0208.3 True.

{'en': ' 我跟他 supplies the participants even though 我 is singular.'}

0208.4 1–B: 互相帮助 = Help each other; 2–C: 互相看了一眼 = Exchange one glance; 3–A: 梅帮助阿伦 = One stated direction of help

{'en': 'Read the full phrase and context.'}

0208.5 D. {'en': 'No; reciprocity does not specify an equal quantity'}

{'en': 'The expression states the relationship, not a measured equality.'}

0208.6 True.

{'en': 'A reciprocal action need not be a long-standing habit.'}

0208.7 B. {'en': 'Both seek help from the teacher'}

{'en': 'Two actions directed to a third person do not establish reciprocal help.'}

0208.8 True.

{'en': 'The participants can be a group; do not infer every possible pair or equal amounts.'}

0208.9 One possible response: 我们应该互相帮助。

Check meaning and form:

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 我们都帮助老师 says every person in the relevant group helps the teacher. It does not say they help one another.
- 我们互相帮助 makes the participants both helpers and recipients within the relationship. Read who acts on whom.
- I tried a second response with a name, time, place, or description changed.

This is supported productive practice. Compare meaning and structure; your answer need not copy the model. A partner or teacher must hear the spoken response to comment on pronunciation.

■ 尽管 + Verb (feel free to)

0209.1 尽管

{'en': 'Here 尽管 encourages asking freely.'}

0209.2 C. {'en': 'Going despite rain'}

{'en': 'The rain is a difficulty that did not prevent going.'}

0209.3 True.

{'en': 'A difficulty can coexist with a completed result.'}

0209.4 1–B: 有问题尽管问 = Permission; 2–A: 尽管下雨，我们还是去了 = Concession; 3–C: 尽量早点来 = Feasible effort

{'en': 'Read the full phrase and context.'}

0209.5 C. {'en': ' 有问题尽管问。'}

{'en': 'The invitation removes hesitation about asking.'}

0209.6 False.

{'en': 'Encouragement to ask is not proof about every consequence.'}

0209.7 C. {'en': ' 我们还是去了'}

{'en': ' 还是去了 states the action that occurred despite the difficulty.'}

0209.8 True.

{'en': 'The permission and concession constructions differ.'}

0209.9 One possible response: 有问题尽管问。

Check meaning and form:

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- In 有问题尽管问, the speaker encourages asking. In 尽管有问题，我们还是完成了任务, the speaker acknowledges problems but reports completion.
- Compare the relation between the clauses. Classifying the second example as broken would confuse a valid different use with a word-order error.
- I tried a second response with a name, time, place, or description changed.

This is supported productive practice. Compare meaning and structure; your answer need not copy the model. A partner or teacher must hear the spoken response to comment on pronunciation.

■ 干脆 (just / simply / might as well)

0210.1 干脆

{'en': ' 干脆 proposes a direct alternative after repeated failed repairs.'}

0210.2 C. {'en': 'The decisive manner of her answer'}

{'en': 'The 得 phrase describes how she answered.'}

0210.3 True.

{'en': 'The word does not make the decision permanent.'}

0210.4 1–A: 干脆换一个吧 = Direct proposal; 2–C: 她干脆不回答了 = Decision not to answer; 3–B: 她回答得很干脆 = Decisive manner of answering

{'en': 'Read the full phrase and context.'}

0210.5 C. {'en': 'The later action does not make the earlier 干脆 decision ungrammatical'}

{'en': 'A direct choice can apply to the present situation without lasting forever.'}

0210.6 False.

{'en': 'It presents a direct proposal, not evidence of optimality.'}

0210.7 B. {'en': ' 她干脆不回答了。'}

{'en': ' 不回答 states the chosen action; the 得 construction instead describes an answer.'}

0210.8 True.

{'en': 'The situation motivates a direct alternative without proving it is always best.'}

0210.9 One possible response: 干脆别去了。

Check meaning and form:

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 他干脆关了手机，后来又打开了。can describe a direct initial action followed by a later change.
- The reversal does not automatically make the sentence ungrammatical. Explain the change in context rather than treating 干脆 as a promise that the decision lasts forever.
- I tried a second response with a name, time, place, or description changed.

This is supported productive practice. Compare meaning and structure; your answer need not copy the model. A partner or teacher must hear the spoken response to comment on pronunciation.

■ 再也 + 不 / 没 + ... 了 (never again)

0211.1 再也不

{'en': ' 再也不 expresses a strong intention not to go again here.'}

0211.2 C. {'en': 'No meeting since graduation in the reported interval'}

{'en': ' 没见过 reports the past interval; it does not prove all future outcomes.'}

0211.3 False.

{'en': ' 毕业后我们再也没见过 is a complete past report without final 了.'}

0211.4 1–C: 我再也不去了 = Future intention; 2–A: 毕业后再也没见过 = Past non-recurrence; 3–B: 再也找不到那本书了 = Current inability

{'en': 'Read the full phrase and context.'}

0211.5 D. {'en': 'No; it states a strong present stance'}

{'en': 'Meaning and future proof are different.'}

0211.6 True.

{'en': ' 找不到 states inability to find it.'}

0211.7 D. {'en': 'The interval since graduation'}

{'en': ' 毕业后 supplies the start of the reported interval.'}

0211.8 False.

{'en': 'An accurate past report need not predict all later events.'}

0211.9 One possible response: 我再也不去了。

Check meaning and form:

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 再也没见过面 reports no further meeting. 再也不去那家店了 presents an intention not to visit. 再也找不到那本书了 reports inability to find the book now.
- All concern no recurrence or continuation in context, but their time and reason differ. Read the negative predicate and the stated boundary.
- I tried a second response with a name, time, place, or description changed.

This is supported productive practice. Compare meaning and structure; your answer need not copy the model. A partner or teacher must hear the spoken response to comment on pronunciation.

■ 曾经 + Verb + 过 (once / formerly)

0212.1 曾经

{'en': ' 曾经 places the residence in the past without requiring 过.'}

0212.2 A. {'en': ' 我去过一次上海。'}

{'en': ' 一次 supplies the exact count; 曾经 alone does not.'}

0212.3 False.

{'en': ' 她曾经很害羞 and 我曾经住在上海 do not require 过.'}

0212.4 1–A: 她曾经很害羞 = Past state; 2–C: 她曾经当过老师 = Past experience; 3–B: 我明年会去上海 = Future plan

{'en': 'Read the full phrase and context.'}

0212.5 A. {'en': 'Residence there at an earlier time'}

{'en': 'The past statement alone does not determine the current address.'}

0212.6 False.

{'en': 'Use an explicit count such as 一次 to state that quantity.'}

0212.7 D. {'en': ' 她曾经很害羞。'}

{'en': ' 曾经 places 很害羞 in an earlier period.'}

0212.8 False.

{'en': 'Current work needs current information.'}

0212.9 One possible response: 他曾经当过老师。

Check meaning and form:

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 我曾经在上海工作过 says the work belongs to an earlier experience. 我只去过一次 says the number of visits was one.
- 曾经 alone supplies neither an exact date nor a count. Add those details when they are relevant instead of inferring them from the English word "once."
- I tried a second response with a name, time, place, or description changed.

This is supported productive practice. Compare meaning and structure; your answer need not copy the model. A partner or teacher must hear the spoken response to comment on pronunciation.

■ 再三 + Verb (over and over)

0213.1 再三

{'en': ' 再三 highlights repeated emphasis.'}

0213.2 A. {'en': ' 她提醒了三次。'}

{'en': ' 三次 states the count; 再三 does not give an exact number.'}

0213.3 False.

{'en': 'It describes repeated action, not an exact count.'}

0213.4 1–C: 再三提醒 = Repeated emphasis; 2–A: 提醒了三次 = Exact count; 3–B: 总迟到 = Recurring habit

{'en': 'Read the action, context and the stated evidence.'}

0213.5 False.

{'en': 'The final clause explicitly says the learner still did not understand.'}

0213.6 C. {'en': 'Reminding'}

{'en': ' 提醒 is the repeated action; 带水 is the content of the reminder.'}

0213.7 True.

{'en': 'Use a stated count such as 三次.'}

0213.8 B. {'en': ' 她提醒了一次。'}

{'en': ' 一次 states the recorded one occasion.'}

0213.9 One possible response: 他再三强调这一点。

Check meaning and form:

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 再三提醒 highlights repeated attention to a particular point. 他总迟到 describes a recurring lateness pattern.
- Choose the familiar expression for your intended meaning. A less typical pairing is not proof that every possible context is ungrammatical.
- I tried a second response with a name, time, place, or description changed.

This is supported productive practice. Compare meaning and structure; your answer need not copy the model. A partner or teacher must hear the spoken response to comment on pronunciation.

■ 简直: strong evaluation and comparison

0214.1 简直

{'en': ' 简直 supports the strong approval.'}

0214.2 A. {'en': 'A strong comparison with a painting'}

{'en': ' 像 marks a comparison, not literal identity.'}

0214.3 False.

{'en': 'Read the full comparison and context.'}

0214.4 1–C: 简直太好了 = Strong approval; 2–A: 简直太糟了 = Strong disapproval; 3–B: 室温十摄氏度 = Measured temperature

{'en': 'Read the action, context and the stated evidence.'}

0214.5 False.

{'en': 'The description and context supply the stance.'}

0214.6 B. {'en': ' 室温是十摄氏度。'}

{'en': 'A numerical reading differs from a coldness comparison.'}

0214.7 False.

{'en': 'The first compares a place; the second identifies an object.'}

0214.8 A. {'en': 'The scenery looks just like a painting'}

{'en': 'Keep 像 as a comparison instead of inventing literal identity.'}

0214.9 One possible response: 这简直太棒了!

Check meaning and form:

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 这简直太好了 expresses approval; 这简直太糟了 expresses disapproval. The following description supplies the direction of the evaluation.
- Do not infer whether an event is good or bad from 简直 alone. Voice and irony can also affect the intended stance.
- I tried a second response with a name, time, place, or description changed.

This is supported productive practice. Compare meaning and structure; your answer need not copy the model. A partner or teacher must hear the spoken response to comment on pronunciation.

■ 顺便 (while you're at it / by the way)

0215.1 顺便

{'en': ' 顺便 presents buying groceries as an additional action.'}

0215.2 D. {'en': 'Returning the book'}

{'en': 'The visit supplies the stated main purpose.'}

0215.3 False.

{'en': 'Its incidental role does not measure its difficulty.'}

0215.4 1–C: 去看朋友, 顺便还书 = Return book as extra; 2–A: 专门去还书 = Return book as main purpose; 3–B: 顺便问一下 = Additional question

{'en': 'Read the action, context and the stated evidence.'}

0215.5 True.

{'en': ' 专门 and 顺便 modify different purposes.'}

0215.6 B. {'en': 'Buying bread was presented as an extra action'}

{'en': 'The location, price and queue time are not stated.'}

0215.7 False.

{'en': 'It can introduce a side question in conversation.'}

0215.8 A. {'en': ' 我专门去还书。'}

{'en': ' 专门 presents the special purpose clearly.'}

0215.9 One possible response: 你出去顺便买点菜。

Check meaning and form:

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 我专门去银行办事，顺便买了面包。A special bank trip can also provide an opportunity to buy bread.

- 专门 and 顺便 can coexist when they describe different purposes. Identify what each word modifies before claiming a contradiction.
- I tried a second response with a name, time, place, or description changed.

This is supported productive practice. Compare meaning and structure; your answer need not copy the model. A partner or teacher must hear the spoken response to comment on pronunciation.

■ 再不 … 就 … 了: a conditional warning

0216.1 再不

{'en': ' 再不走 supplies the condition of not leaving soon.'}

0216.2 D. {'en': 'Being late'}

{'en': ' 就迟到了 is the predicted result of continued delay.'}

0216.3 False.

{'en': 'It presents a conditional consequence.'}

0216.4 1–B: 再不走，就迟到了 = Conditional warning; 2–A: 我再也不去了 = Strong no-repeat stance; 3–C: 火车八点开 = Departure time

{'en': 'Read the action, context and the stated evidence.'}

0216.5 True.

{'en': 'Rain need not be a listener-controlled action.'}

0216.6 A. {'en': 'Not leaving soon'}

{'en': 'Continued non-action is the condition.'}

0216.7 False.

{'en': 'The deadline needs separate information.'}

0216.8 D. {'en': ' 火车八点开，再不走就来不及了。'}

{'en': ' 八点 states the departure time.'}

0216.9 One possible response: 再不走就晚了。

Check meaning and form:

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 再不下雨，庄稼就要干死了。The warning concerns continued lack of rain and damage to crops.
- Rain is not a voluntary action by the listener. The pattern can warn about a developing situation as well as urge someone to act.
- I tried a second response with a name, time, place, or description changed.

This is supported productive practice. Compare meaning and structure; your answer need not copy the model. A partner or teacher must hear the spoken response to comment on pronunciation.

■ 好 (不) 容易 (with great difficulty)

0217.1 才

{'en': ' 才 adds the only-then sense; it is not compulsory in every 好不容易 example.'}

0217.2 D. {'en': 'Obtained the ticket after difficulty'}

{'en': 'The construction supports the idiomatic hard-won reading.'}

0217.3 False.

{'en': ' 好不容易找到了一份工作 is possible without it.'}

0217.4 1–A: 好不容易才买到票 = Hard-won achievement; 2–C: 这道题很容易 = Easy task; 3–B: 买到后又弄丢了 = Achievement followed by loss

{'en': 'Read the action, context and the stated evidence.'}

0217.5 False.

{'en': ' 好容易 can also have a literal easy reading in another context.'}

0217.6 C. {'en': 'Obtaining a ticket'}

{'en': ' 买到 supplies the obtained result.'}

0217.7 False.

{'en': 'The account contains two successive events.'}

0217.8 A. {'en': ' 这道题很容易。'}

{'en': ' 很容易 expresses the easy-task meaning clearly.'}

0217.9 One possible response: 我好不容易才买到。

Check meaning and form:

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 找了几天，才找到 supplies a search duration. 好不容易找到 emphasises the difficulty without giving that duration.
- Translate finally or with difficulty when it fits, but do not invent three days, ten tries or another precise number.
- I tried a second response with a name, time, place, or description changed.

This is supported productive practice. Compare meaning and structure; your answer need not copy the model. A partner or teacher must hear the spoken response to comment on pronunciation.

■ 白 + Verb (in vain / for nothing)

0218.1 白

{'en': ' 白 evaluates the waiting as fruitless for meeting the expected person.'}

0218.2 A. {'en': 'The visit was worthwhile because much was learned'}

{'en': ' 没白 denies the in-vain evaluation, not the coming.'}

0218.3 False.

{'en': 'The intended errand may fail while another benefit occurs.'}

0218.4 1–C: 办公室关门，白跑一趟 = Fruitless errand; 2–B: 没白来，学到很多 = Worthwhile visit; 3–A: 白纸 = White colour

{'en': 'Read the action, context and the stated evidence.'}

0218.5 False.

{'en': 'A stated no-payment context can support the free-of-charge reading.'}

0218.6 B. {'en': 'Mailing the letter'}

{'en': ' 没寄成信 identifies the unsuccessful mailing purpose.'}

0218.7 False.

{'en': 'It means coming was not in vain.'}

0218.8 C. {'en': ' 这趟没白来，学到了很多。'}

{'en': 'The learning gain supports the positive evaluation.'}

0218.9 One possible response: 我白等了半天。

Check meaning and form:

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 这顿饭是白吃的 in a stated free-meal context can mean no payment was needed. 白纸 uses 白 as the colour white.
- Do not force the wasted-effort reading onto every 白. In ambiguous accounts, clarify the intended meaning rather than counting characters.
- I tried a second response with a name, time, place, or description changed.

This is supported productive practice. Compare meaning and structure; your answer need not copy the model. A partner or teacher must hear the spoken response to comment on pronunciation.

■ Verb + 了 + 又 + Verb (again and again)

0219.1 又

{'en': ' 又 introduces another occurrence of 看.'}

0219.2 C. {'en': ' 看了又看'}

{'en': ' 看 appears on both sides of 了又.'}

0219.3 False.

{'en': 'Use an explicit count when the exact number matters.'}

0219.4 1–B: 看了又看 = Same action repeated; 2–C: 看文字又听录音 = Different actions sequenced; 3–A: 问了三次 = Exact count

{'en': 'Read the action, context and the stated evidence.'}

0219.5 False.

{'en': 'It can be a valid sequence, though it is not the same-verb repetition pattern.'}

0219.6 B. {'en': 'Refusal'}

{'en': ' 拒绝了 supplies the decision.'}

0219.7 False.

{'en': 'The construction and time context matter; it is not an English tense ending.'}

0219.8 A. {'en': ' 昨晚我看了又看，终于发现了错误。'}

{'en': ' 昨晚 supplies the time and 发现了错误 the eventual discovery.'}

0219.9 One possible response: 他看了又看。

Check meaning and form:

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 他问了又问 reports repeated asking. 他问了三次 explicitly counts three questions or asking occasions in the context.
- Use the stated count when accuracy matters. Do not infer exactly two or exactly three from the repeated-verb pattern.
- I tried a second response with a name, time, place, or description changed.

This is supported productive practice. Compare meaning and structure; your answer need not copy the model. A partner or teacher must hear the spoken response to comment on pronunciation.

■ 差很多 (differ a lot)

0220.1 差很多

{'en': ' 差很多 evaluates the price difference as large in the stated context.'}

0220.2 A. {'en': '60 yuan'}

{'en': 'Subtract 20 from 80 to obtain 60.'}

0220.3 False.

{'en': 'It presents a large difference.'}

0220.4 1–C: 价格差很多 = Large price difference; 2–A: 价格差不多 = Prices about the same; 3–B: 质量很差 = One product has poor quality

{'en': 'Read the action, context and the stated evidence.'}

0220.5 False.

{'en': 'The direction needs more information.'}

0220.6 D. {'en': 'Price'}

{'en': ' 价格 specifies the measure.'}

0220.7 False.

{'en': 'Different dimensions need separate evidence.'}

0220.8 A. {'en': ' 分别是二十元和八十元，价格差六十元。'}

{'en': 'The values and subtraction are stated explicitly.'}

0220.9 One possible response: 这两个差很多。

Check meaning and form:

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- For 20 and 80 yuan, the absolute gap is 60 yuan. For 45 and 47 yuan, it is 2 yuan.
- Whether a gap counts as large depends on the task and scale. These examples provide the numbers instead of treating 很多 as an exact threshold.
- I tried a second response with a name, time, place, or description changed.

This is supported productive practice. Compare meaning and structure; your answer need not copy the model. A partner or teacher must hear the spoken response to comment on pronunciation.