

Verb phrases

HSK 5 Grammar

Use the examples with their context and limits. Recall a sentence before reading the model. Original teaching additions accompany examples adapted from Chinese Grammar Wiki (AllSet Learning, CC BY-NC-SA); see the course reference provenance.

难免 (hard to avoid / bound to)

■ Reassure a beginner, then help

- A teacher says **新手难免出错**。 – mistakes are hard for beginners to avoid. The teacher is recognising a common difficulty.
- The next step can still be to check and correct the work. Recognising the difficulty does not mean every error should stay.

■ Name the difficult-to-avoid result

- Use **难免 + result or action phrase**: **第一次上台, 难免紧张**。 – feeling nervous on a first stage appearance is hard to avoid.
- Keep the situation in view: first-time performing supplies a reason for the expectation. 难免 itself supplies no number or percentage.

新手难免出错。

xīn shǒu nán miǎn chū cuò

Word guide: 新手 – beginners; 难免 – bound to; 出错 – make mistakes.

■ Keep expectation separate from a count

- In a fictional practice record, twelve beginners try a task and three make an error; nine do not. Those numbers come from the record.
- The teacher can acknowledge mistakes as hard to avoid without claiming that all twelve must fail. A learner who succeeds does not turn the phrase into a numerical rule.

Keep expectation separate from a count

Fictional practice record: 12 beginners

3 made an error; 9 did not

新手难免出错。

A difficulty expectation, not a count

请检查并改正错误。

Check and correct; difficulty remains acknowledged

Keep the stated situation and evidence together.

■ Use the named situation

- 路上车很多，难免会晚一点。 presents heavy traffic as a reason to expect some lateness. It does not specify ten minutes.
- A different route with little traffic needs its own assessment. Do not transfer the first route's reason to every journey.

■ Difficulty does not remove responsibility

- 难免出错 describes an expectation. 请检查并改正错误。 asks for checking and correction; the two ideas can fit together.
- A speaker may reassure someone or acknowledge a problem. The phrase alone does not prove the mistake was harmless or that correction is forbidden.

■ Read a bounded expectation

- Name the circumstances and the result treated as difficult to avoid. Keep actual counts and waiting times tied to explicit evidence.
- Do not turn 难免 into every person, every time, a fixed probability or permission to ignore the result.

■ Try it with help closed

Recall the situation: Reassure a beginner, then help. 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.

One possible response: 新手难免出错。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- 路上车很多，难免会晚一点。 presents heavy traffic as a reason to expect some lateness. It does not specify ten minutes.
- A different route with little traffic needs its own assessment. Do not transfer the first route's reason to every journey.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.

受 (receive / be affected)

■ Identify who receives the welcome

- Students like a teacher: 这位老师很受欢迎。 – this teacher is popular. The teacher is the person receiving a favourable response.
- The sentence does not say the teacher welcomes someone else. It also does not prove that every student likes the teacher.

■ Learn established combinations

- 受欢迎 describes being welcomed or popular; 受影响 describes being affected; 受伤 describes getting hurt.
- Learn these combinations as words or phrases. 受 is not a slot that can replace 被 before every verb.

他很受欢迎。

tā hěn shòu huān yíng

Word guide: 他 – he; 很 – very; 受 – be; 欢迎 – welcomed.

■ Reverse the viewpoint carefully

- 学生欢迎老师。 makes students the people giving the welcome. 老师受学生欢迎。 keeps the teacher as its recipient.
- Both describe a favourable response in this example. 受 does not mean every affected person suffers something bad.

Reverse the viewpoint carefully

学生欢迎老师。 → 老师受学生欢迎。

Students give the welcome; teacher receives it

比赛受天气影响。

Weather affects match; cancellation not stated

他受伤了。

Injury reported; cause and intention not named

Keep the stated situation and evidence together.

■ Follow the named effect

- **比赛受天气影响。** says the match is affected by the weather. The weather is the source of the effect; the match is affected.
- The sentence alone does not report cancellation. A delay, changed conditions or cancellation needs further information.

■ Separate a condition from its cause

- **他受伤了。** reports that he got hurt. It does not name an attacker, a cause or an intention.
- A fictional report says three of eight players were injured. That leaves five not reported injured; the numbers come from the report, not from 受.

■ Track the recipient and the claim

- Find who receives the response or effect. Check the established phrase and any explicitly named source, such as 学生 or 天气.
- Do not infer universal popularity, deliberate harm or cancellation. Use a separate complete sentence when you need to give that extra information.

■ Try it with help closed

Recall the situation: Identify who receives the welcome. 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.

One possible response: 这位老师很受欢迎。

- My response conveys a message that fits the opening situation.
- I can explain the meaning of the pattern, rather than only naming it.
- **比赛受天气影响。** says the match is affected by the weather. The weather is the source of the effect; the match is affected.
- The sentence alone does not report cancellation. A delay, changed conditions or cancellation needs further information.
- I tried a second response with a name, time, place, or description changed.

Practise this pattern step by step.