HSK 5 语法

中文版

Contents

1 形容词 **3**
- 1.1 Adj + 得不得了 (extremely) . . . 3
- 1.2 Adj + 得很 (very) . . . 4
- 1.3 Adj + 了 + (一) 点儿 (a bit too) . . . 5
- 1.4 有的是 + Noun (have plenty of) . . . 7
- 1.5 Practice without the models . . . 8
- 1.6 Answers and explanations . . . 11

2 副词 **14**
- 2.1 Advanced 都 (already / even) . . . 14
- 2.2 Advanced 还 … 呢 . . . 15
- 2.3 总 (always / keep on) . . . 17
- 2.4 毕竟 (after all) . . . 18
- 2.5 差点没: near misses and context . . . 19
- 2.6 反正 (anyway / in any case) . . . 21
- 2.7 尽量 + Verb (as much as possible) . . . 22
- 2.8 互相 + Verb (each other) . . . 24
- 2.9 尽管 + Verb (feel free to) . . . 25
- 2.10 干脆 (just / simply / might as well) . . . 26
- 2.11 再也 + 不 / 没 + … 了 (never again) . . . 28
- 2.12 曾经 + Verb + 过 (once / formerly) . . . 29
- 2.13 再三 + Verb (over and over) . . . 31
- 2.14 简直: strong evaluation and comparison . . . 32
- 2.15 顺便 (while you're at it / by the way) . . . 33
- 2.16 再不 … 就 … 了: a conditional warning . . . 35
- 2.17 好 (不) 容易 (with great difficulty) . . . 36
- 2.18 白 + Verb (in vain / for nothing) . . . 37
- 2.19 Verb + 了 + 又 + Verb (again and again) . . . 39
- 2.20 差很多 (differ a lot) . . . 40
- 2.21 Practice without the models . . . 41
- 2.22 Answers and explanations . . . 63

3 Auxiliary Words **81**
- 3.1 … 啊, … 啊 (casual listing) . . . 81
- 3.2 Practice without the models . . . 82
- 3.3 Answers and explanations . . . 83

4 连词 **84**
- 4.1 要不 … 吧 (how about …) . . . 84
- 4.2 Practice without the models . . . 85
- 4.3 Answers and explanations . . . 86

5 名词 **87**
5.1 当中 (among / in the middle of) . . . 87
5.2 彼此 (each other / one another) . . . 88
5.3 … 以来 (ever since) . . . 90
5.4 当 … 的时候 (when …) . . . 92
5.5 Noun + 这个 + Category (sizing up) . . . 94
5.6 Practice without the models . . . 95
5.7 Answers and explanations . . . 101

6 助词 **106**
6.1 Final 了: change and completion in context . . . 106
6.2 Verb + 了 + Complement (le after the verb) . . . 108
6.3 Statement + 嘛 (obviously / you know) . . . 109
6.4 呢: follow-up questions and shared context . . . 111
6.5 Practice without the models . . . 113
6.6 Answers and explanations . . . 117

7 Prepositional Phrase **122**
7.1 以上 / 以下 (and above / and below) . . . 122
7.2 Practice without the models . . . 123
7.3 Answers and explanations . . . 125

8 介词 **126**
8.1 自从 (ever since) . . . 126
8.2 为 + Person (for someone's sake) . . . 127
8.3 对 … 而言 (as far as … is concerned) . . . 128
8.4 … 在内 (including) . . . 130
8.5 凭 (on the basis of / by) . . . 131
8.6 至于 (as for / when it comes to) . . . 133
8.7 给 (colloquial passive) . . . 134
8.8 就 … 来说 (as far as … goes) . . . 135
8.9 趁 (while / taking advantage of) . . . 137
8.10 Practice without the models . . . 138
8.11 Answers and explanations . . . 146

9 句型 **155**
9.1 要不是 (if it weren't for) . . . 155
9.2 多亏 (thanks to / luckily) . . . 156
9.3 … 而已 (that's all / nothing more) . . . 157
9.4 将 (a formal 把) . . . 159
9.5 Practice without the models . . . 160
9.6 Answers and explanations . . . 164

10 动词 **168**

10.1 Verb + 什么 (a rebuke) . . . 168
10.2 不像 … 那么 … (not as … as) . . . 169
10.3 比起 … 来 (compared with) . . . 170
10.4 A 不如 B (not as good as) . . . 172
10.5 Noun / Adj + 化 (-ize / -ify) . . . 173
10.6 算 + Adj + 的 (counts as / considered) . . . 174
10.7 难怪 (no wonder) . . . 176
10.8 Practice without the models . . . 177
10.9 Answers and explanations . . . 184

11 助动词 **191**
11.1 将 / 将要 / 将会 (formal future) . . . 191
11.2 Practice without the models . . . 192
11.3 Answers and explanations . . . 194

12 动词短语 **196**
12.1 难免 (hard to avoid / bound to) . . . 196
12.2 受 (receive / be affected) . . . 197
12.3 Practice without the models . . . 198
12.4 Answers and explanations . . . 201

13 "But" Statements **203**
13.1 反而 (on the contrary / instead) . . . 203
13.2 Practice without the models . . . 204
13.3 Answers and explanations . . . 205

14 "Even If" Statements **206**
14.1 就是 … ，也 … (even if) . . . 206
14.2 就算 … ，也 … (even if) . . . 207
14.3 哪怕 … ，也 … (even if) . . . 208
14.4 Practice without the models . . . 210
14.5 Answers and explanations . . . 213

15 假设句 **216**
15.1 假如 … ，就 … (if / supposing) . . . 216
15.2 万一 … 怎么办? (what if) . . . 217
15.3 Clause + 的话 (if / conditional frame) . . . 218
15.4 Practice without the models . . . 220
15.5 Answers and explanations . . . 224

16 副词与形容词 **228**
16.1 格外 (especially / exceptionally) . . . 228
16.2 Practice without the models . . . 229
16.3 Answers and explanations . . . 230

17 因果句 **231**
17.1 之所以 … 是因为 … (effect before cause) . . . 231
17.2 Practice without the models . . . 232
17.3 Answers and explanations . . . 234

18 补语 **235**
18.1 Advanced degree complements (得 + 很 / 要命 …) . . . 235
18.2 Verb + 得了 / 不了 (can / can't manage) . . . 236
18.3 Result complements 住 / 开 / 出来 . . . 237
18.4 Verb / Adj + 坏了 (broken / to an extreme) . . . 239
18.5 Verb + 着 (zháo) (managed to / succeeded) . . . 240
18.6 Verb + 到 (succeed in reaching) . . . 241
18.7 Verb + 来 + Verb + 去 (back and forth) . . . 242
18.8 Practice without the models . . . 244
18.9 Answers and explanations . . . 248

19 条件句 **252**
19.1 一旦 … ，就 … (once …, then …) . . . 252
19.2 Practice without the models . . . 253
19.3 Answers and explanations . . . 254

20 句型 **255**
20.1 Advanced 把 (把 + Obj + Verb + result) . . . 255
20.2 N1 + 不比 + N2 + Adj (no more … than) . . . 256
20.3 要 + Verb + 就 + Verb (if you're going to, do it right) . . . 257
20.4 少不了 (can't do without) . . . 258
20.5 A 等于 B (equals / amounts to) . . . 260
20.6 从 … 中 (from within) . . . 261
20.7 无 … 可 … (have no … to …) . . . 262
20.8 不但 …，甚至连 … 也 … (not only …, even …) . . . 263
20.9 跟 / 和 … 有关的 + Noun (related to) . . . 265
20.10 所谓 (the so-called …) . . . 266
20.11 在 + Time + 内 (within a span) . . . 267
20.12 宁可 … ，也 … (would rather) . . . 268
20.13 Verb + 就 + Verb (indifference / a shrug) . . . 269
20.14 Action，好 + Purpose (so that) . . . 271
20.15 一面 … ，一面 … (two things at once) . . . 272
20.16 不是 … ，就是 … (either … or …) . . . 273
20.17 Practice without the models . . . 274
20.18 Answers and explanations . . . 283

21 复合句 **293**
21.1 怪不得 (no wonder) . . . 293
21.2 Practice without the models . . . 294

21.3 Answers and explanations 295

22 Either... or **296**
22.1 或者 … ，或者 … (either … or …) 296
22.2 Practice without the models 297
22.3 Answers and explanations 298

23 Let alone **299**
23.1 别说 … ，就是 … 也 … (let alone) 299
23.2 更不用说 (let alone / not to mention) 300
23.3 Practice without the models 301
23.4 Answers and explanations 303

24 副词辨析 **305**
24.1 常常 vs 经常 (often / regularly) 305
24.2 Practice without the models 306
24.3 Answers and explanations 307

25 Auxiliary Words 辨析 **308**
25.1 总算 vs 终于 (finally) 308
25.2 Practice without the models 309
25.3 Answers and explanations 310

26 连词辨析 **311**
26.1 跟 vs 对 (with vs toward) 311
26.2 Practice without the models 312
26.3 Answers and explanations 313

27 介词辨析 **314**
27.1 朝 vs 向 vs 往 (towards) 314
27.2 对 vs 对于 (to/toward vs regarding) 315
27.3 关于 vs 对于 vs 至于 316
27.4 给 vs 为 (to/for vs for the sake of) 318
27.5 Practice without the models 319
27.6 Answers and explanations 322

28 时间词辨析 **325**
28.1 平时 vs 平常 (usually / ordinary) 325
28.2 以后 vs 之后 (after / afterwards) 326
28.3 Practice without the models 327
28.4 Answers and explanations 329

29 动词辨析 **331**
29.1 看起来 vs 看来 (looks vs it seems) 331

29.2 显得 vs 看起来 (comes across as vs looks) 332
29.3 Practice without the models 333
29.4 Answers and explanations 335

1 形容词

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.

1.1 ■ Adj + 得不得了 (extremely)

1.1.1 The final whistle

- Your school team has just won the city championship after a penalty shoot-out.
- **队员们激动得不得了。** – "The players were beside themselves with excitement."

1.1.2 Adj / feeling verb + 得不得了

- **Adj + 得不得了** = "extremely, terribly": 热得不得了, 忙得不得了, 高兴得不得了.
- 得 links the adjective to 不得了 (literally "beyond what can be stood"), which ends the clause.

地铁里挤得不得了。
dì tiě li jǐ de bù dé liǎo
Word guide: 地铁 – the subway; 里 – (in); 挤 – crowded; 得不得了 – extremely.



1.1.3 Good and bad extremes

- Bad: **今天热得不得了，我一点儿也不想出门。** – "It's unbearably hot today; I don't want to go out at all."
- Good: **听说你要来，孩子们高兴得不得了。** – "When they heard you were coming, the children were overjoyed."

孩子们高兴得不得了。
hái zi men gāo xìng de bù dé liǎo
Word guide: 孩子们 – the children; 高兴 – happy; 得不得了 – extremely.

1.1.4 One degree word, and 得 is needed

- No 很 / 非常 before the adjective: 忙得不得了, not 很忙得不得了.
- Keep 得: 累得不得了, not 累不得了.

1.1.5 不得了 on its own

- Alone, **不得了** means "terrible, serious": **不得了了，着火了！** – "Oh no, there's a fire!"
- 了不得 is different: "amazing, remarkable": 他真了不得 – "He's really something."

不得了了，着火了！
bù dé liǎo le zháo huǒ le
Word guide: 不得了 – terrible; 着火 – on fire.

1.1.6 Recap

- **Adj + 得不得了** = extremely (good or bad), spoken; no 很 before it.
- 不得了！ = disaster!; 了不得 = remarkable.

Practise this pattern step by step.

1.2 ■ Adj + 得很 (very)

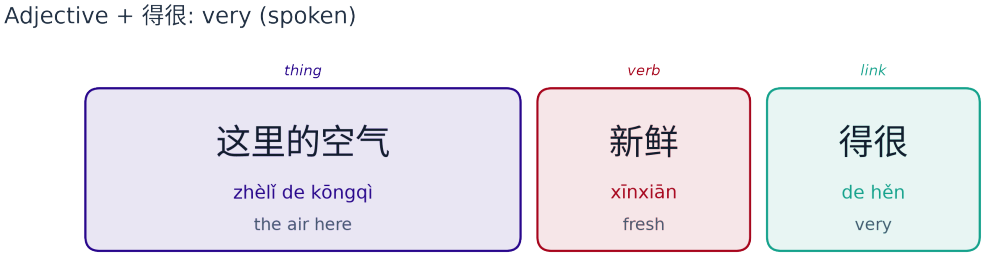
1.2.1 Fresh air in the park

- After a week in a smoggy city, you walk in a mountain park.
- **这里的空气新鲜得很。** – "The air here is really fresh."

1.2.2 Adj + 得很 = very, really

- **Adj + 得很** = "very, really", a little more emphatic and lively than 很 + Adj.
- It ends the clause: 好得很, 清楚得很, 便宜得很.

这张地图清楚得很。
zhè zhāng dì tú qīng chu de hěn
Word guide: 这张 – this; 地图 – map; 清楚 – clear; 得很 – very.



1.2.3 Confident comments

- **他的中文好得很，你不用担心。** – "His Chinese is really good; don't worry."
- Said flatly, it can be ironic: **好得很，又迟到了！** – "Great, late again!"

他的中文好得很。
tā de Zhōng wén hǎo de hěn
Word guide: 他 – his; 中文 – Chinese; 好 – good; 得很 – very.

1.2.4 很 after, not before

- Do not add 很 before as well: 新鲜得很, not 很新鲜得很.
- Keep 得: 好得很, not 好很.

1.2.5 得很 versus 得不得了 and 很

- 很新鲜 is neutral; 新鲜得很 is more emphatic; 新鲜得不得了 is the strongest.
- Verbs also take a 得 complement, but 得很 mostly follows adjectives and feeling verbs: 他喜欢得很.

他喜欢得很。
tā xǐ huan de hěn
Word guide: 他 – he; 喜欢 – likes it; 得很 – very much.

1.2.6 Recap

- **Adj + 得很** = very, really (emphatic, spoken).
- Scale: 很 + Adj → Adj + 得很 → Adj + 得不得了.

Practise this pattern step by step.

1.3 ■ Adj + 了 + (一) 点儿 (a bit too)

1.3.1 A bit too salty

- You taste the soup your roommate made. It's good, but there's slightly too much salt.
- **这汤咸了点儿。** – "This soup is a bit too salty."

1.3.2 Adj + 了 + (一) 点儿 = a bit too ...

- **Adj + 了 + (一) 点儿** = slightly more than wanted: 大了点儿 (a bit too big), 早了一点儿 (a bit too early).
- It gently says something is off from the right amount.

这双鞋大了点儿。
zhè shuāng xié dà le diǎnr
Word guide: 这双 – this pair of; 鞋 – shoes; 大 – big; 点儿 – a bit.



1.3.3 Polite complaints and comparisons

- **八点开会，对我来说早了一点儿。** – "A meeting at eight is a little early for me."
- **价格贵了点儿，能便宜一点儿吗?** – "It's a bit expensive; could you make it a bit cheaper?"

价格贵了点儿，能便宜一点儿吗?
jià gé guì le diǎnr néng pián yi yì diǎnr ma
Word guide: 价格 – the price; 贵 – expensive; 点儿 – a bit; 能 – can; 便宜 – cheap; 一点儿 – a bit.

1.3.4 了 marks "too"

- 大了点儿 = a bit too big (off from what's needed). 大一点儿 = a bit bigger (a comparison or request).
- It is mild; for a strong complaint use 太 … 了: 太咸了!

1.3.5 Versus 有点儿 + Adj

- 有点儿咸 also means "a bit salty", focusing on the feeling.
- 咸了点儿 measures against the right amount: just a little past it.

汤有点儿咸。
tāng yǒu diǎnr xián
Word guide: 汤 – the soup; 有点儿 – a bit; 咸 – salty.

1.3.6 Recap

- **Adj + 了 + (一) 点儿** = a bit too … (slightly past the right amount).
- Adj + 一点儿 = a bit more (request); 太 … 了 = too … (strong).

Practise this pattern step by step.

1.4 ■ 有的是 + Noun (have plenty of)

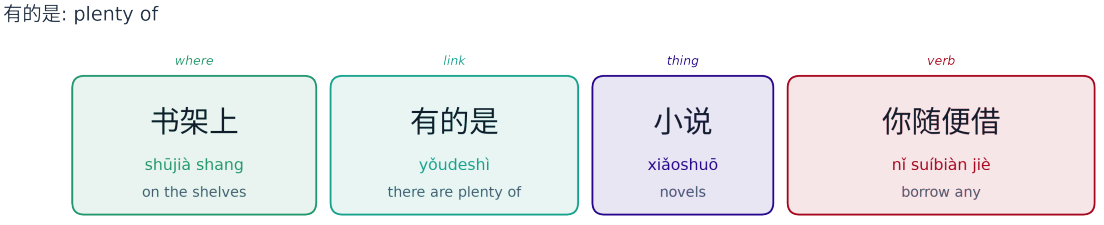
1.4.1 Plenty to choose from

- A friend worries she won't find a novel to read on holiday.
- **书架上有的是小说，你随便借。** – "There are plenty of novels on the shelf; borrow whatever you like."

1.4.2 有的是 + Noun = have plenty of

- **有的是 + noun** = "have plenty of, there's no shortage of": 有的是时间, 有的是办法.
- It reassures: there is more than enough.

别着急，我们有的是时间。
bié zháo jí wǒ men yǒu de shì shí jiān
Word guide: 别 – don't; 着急 – worry; 我们 – we; 有的是 – have plenty of; 时间 – time.



1.4.3 Topic first, 有的是 after

- **这种东西，超市里有的是。** – "Things like this – the supermarket has loads."
- **他有的是办法。** – "He has plenty of ways (he'll manage)."

他有的是办法。
tā yǒu de shì bàn fǎ
Word guide: 他 – he; 有的是 – has plenty of; 办法 – ways.

1.4.4 Not "some are"

- 有的是 = plenty; 有的 + noun = some: 有的人喜欢 – "some people like it". Do not mix them up.
- No 很多 inside: 有的是钱, not 有的是很多钱.

1.4.5 有的是 versus 很多

- 有很多时间 is neutral.
- 有的是时间 adds "so don't worry" – the speaker downplays any shortage.

我们有很多时间。
wǒ men yǒu hěn duō shí jiān

Word guide: 我们 – we; 有 – have; 很多 – a lot of; 时间 – time.

1.4.6 Recap

- **有的是 + noun** = plenty of, no shortage (reassuring, spoken).
- 有的 + noun = some; no 很多 inside 有的是.

Practise this pattern step by step.

1.5 ■ Practice without the models

1.5.1 Adj + 得不得了 (extremely)

0101.1 Complete: "I'm terribly busy this week." 这个星期我忙 …… 不得了。

0101.2 Which sentence is correct?

- A. 他高兴得不得了。
- B. 他不得了高兴。
- C. 他高兴不得了得。
- D. 他很高兴得不得了。

0101.3 Match each expression to its meaning.

- 1. 累得不得了
- 1. 不得了了!
- 1. 了不得
- A. remarkable
- B. exhausted
- C. oh no, this is serious!

0101.4 Build: "When they heard you were coming, the children were overjoyed."

Arrange all chunks: 听说你要来 / 不得了。/ ， 孩子们 / 高兴得

0101.5 Your school team has just won the city championship after a penalty shoot-out. 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.

1.5.2 Adj + 得很 (very)

0102.1 Complete: "This hotel is really cheap." 这家酒店便宜 ……。

0102.2 Which sentence is correct?

- A. 空气新鲜得很。
- B. 空气很新鲜得很。
- C. 空气新鲜很。
- D. 空气得很新鲜。

0102.3 Build: "His Chinese is really good."

Arrange all chunks: 得很。/ 好 / 他的中文

0102.4 得不得了 is usually stronger than 得很.

True or false? Explain or repair the statement.

0102.5 After a week in a smoggy city, you walk in a mountain park. 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.

1.5.3 Adj + 了 + (一) 点儿 (a bit too)

0103.1 Complete: "These trousers are a bit too long." 这条裤子长 …… 点儿。

0103.2 You want a slightly bigger size. What do you ask for?

- A. 太大了的
- B. 大了点儿的
- C. 有点儿大的
- D. 大一点儿的

0103.3 Build: "A meeting at eight is a little early for me."

Arrange all chunks: ，对我来说 / 早了 / 一点儿。/ 八点开会

0103.4 太咸了 is a stronger complaint than 咸了点儿.

True or false? Explain or repair the statement.

0103.5 You taste the soup your roommate made. It's good, but there's slightly too much salt. 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.

1.5.4 有的是 + Noun (have plenty of)

0104.1 Reassure: "Don't worry, there are plenty of tickets." 别担心，票 ……。

0104.2 What does 有的人不喜欢吃辣 mean?

- A. Some people don't like spicy food.
- B. Plenty of people dislike spicy food.
- C. Everyone likes spicy food.
- D. Nobody likes spicy food.

0104.3 Build: "He has plenty of ways (to solve it)."

Arrange all chunks: 办法。/ 他 / 有的是

0104.4 有的是时间 suggests there's no need to hurry.

True or false? Explain or repair the statement.

0104.5 A friend worries she won't find a novel to read on holiday. 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.

1.6 ■ Answers and explanations

1.6.1 Adj + 得不得了 (extremely)

0101.1 得

Adj + 得 + 不得了.

0101.2 A. 他高兴得不得了。

他高兴得不得了 is right: a bare adjective + 得不得了 already means "extremely", so 很 is not added.

0101.3 1–B: 累得不得了 = exhausted; 2–C: 不得了了! = oh no, this is serious!; 3–A: 了不得 = remarkable

The position and order of 不得了 / 了不得 change the meaning.

0101.4 听说你要来，孩子们高兴得不得了。

Cause, then subject + Adj + 得不得了.

0101.5 One possible response: 队员们激动得不得了。

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.
- No 很 / 非常 before the adjective: 忙得不得了, not 很忙得不得了.
- Keep 得: 累得不得了, not 累不得了.
- 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.

1.6.2 Adj + 得很 (very)

0102.1 得很

Adj + 得很.

0102.2 A. 空气新鲜得很。

空气新鲜得很 is right: a bare adjective + 得很. A second 很 is redundant, and 得 must follow the adjective.

0102.3 他的中文好得很。

Subject + Adj + 得很.

0102.4 True.

The scale is 很 → 得很 → 得不得了.

0102.5 One possible response: 这里的空气新鲜得很。

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.

- Do not add 很 before as well: 新鲜得很, not 很新鲜得很.
- Keep 得: 好得很, not 好很.
- 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.

1.6.3 Adj + 了 + (一) 点儿 (a bit too)

0103.1 了

Adj + 了 + 点儿 = a bit too.

0103.2 D. 大一点儿的

A request for "a bit bigger" is Adj + 一点儿.

0103.3 八点开会，对我来说早了一点儿。

Adj + 了 + 一点儿.

0103.4 True.

True. 太 … 了 is a strong complaint ("far too salty"), while adjective + 了点儿 is mild and polite: 咸了点儿 "a little too salty".

0103.5 One possible response: 这汤咸了点儿。

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.
- 大了点儿 = a bit too big (off from what's needed). 大一点儿 = a bit bigger (a comparison or request).
- It is mild; for a strong complaint use 太 … 了: 太咸了!
- 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.

1.6.4 有的是 + Noun (have plenty of)

0104.1 有的是

Topic + 有的是 = plenty.

0104.2 A. Some people don't like spicy food.

有的 + noun means "some (of them)": 有的人不喜欢吃辣 "Some people don't like spicy food." It says nothing about how many, so "plenty" overstates it.

0104.3 他有的是办法。

Subject + 有的是 + noun.

0104.4 True.

It reassures that there is more than enough.

0104.5 One possible response: 书架上有的是小说，你随便借。

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.
- 有的是 = plenty; 有的 + noun = some: 有的人喜欢 – "some people like it". Do not mix them up.
- No 很多 inside: 有的是钱, not 有的是很多钱.
- 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.

2 副词

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.

2.1 ■ Advanced 都 (already / even)

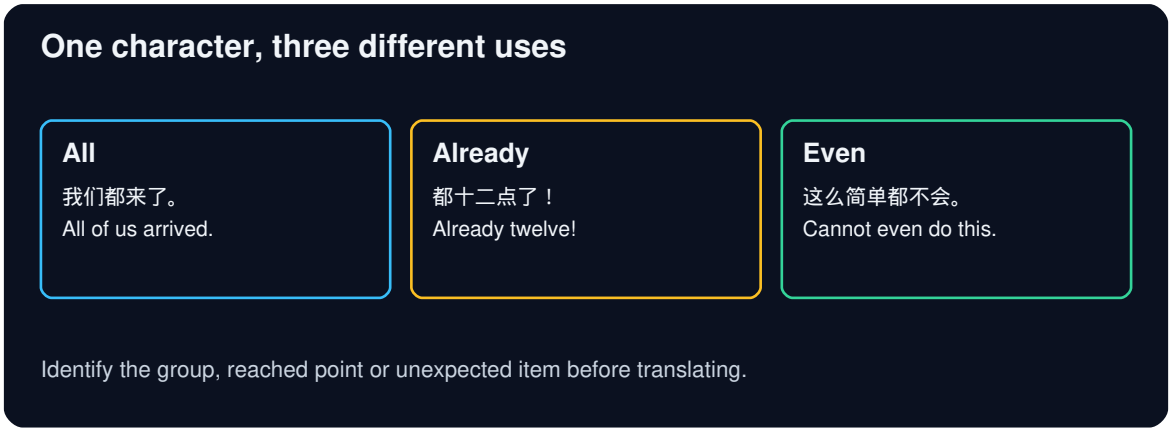
2.1.1 The group is still working at midnight

- 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.

2.1.2 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.



2.1.3 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.

2.1.4 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.

2.1.5 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.

2.1.6 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.

2.2 ■ Advanced 还 … 呢

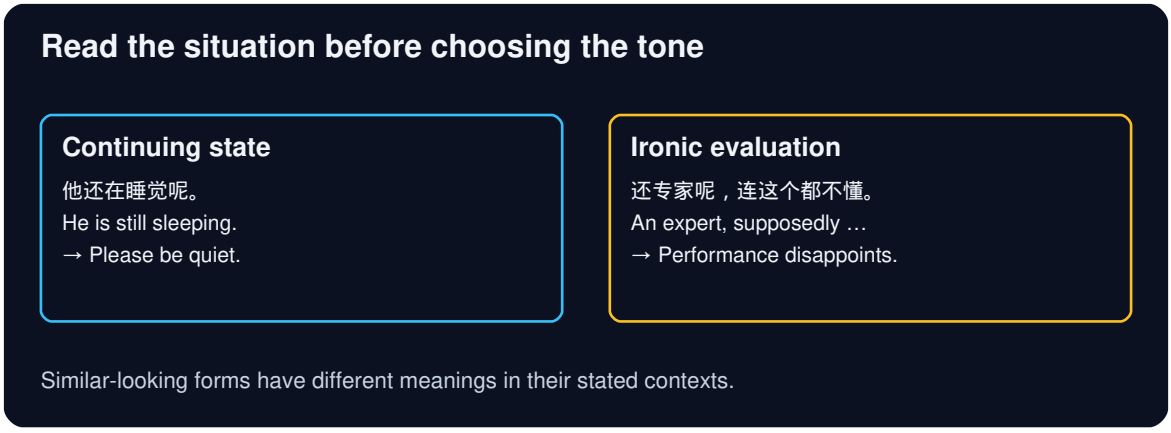
2.2.1 Someone is sleeping next door

- 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.

2.2.2 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.



2.2.3 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.

2.2.4 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.

2.2.5 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.

2.2.6 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.

2.3 ■ 总 (always / keep on)

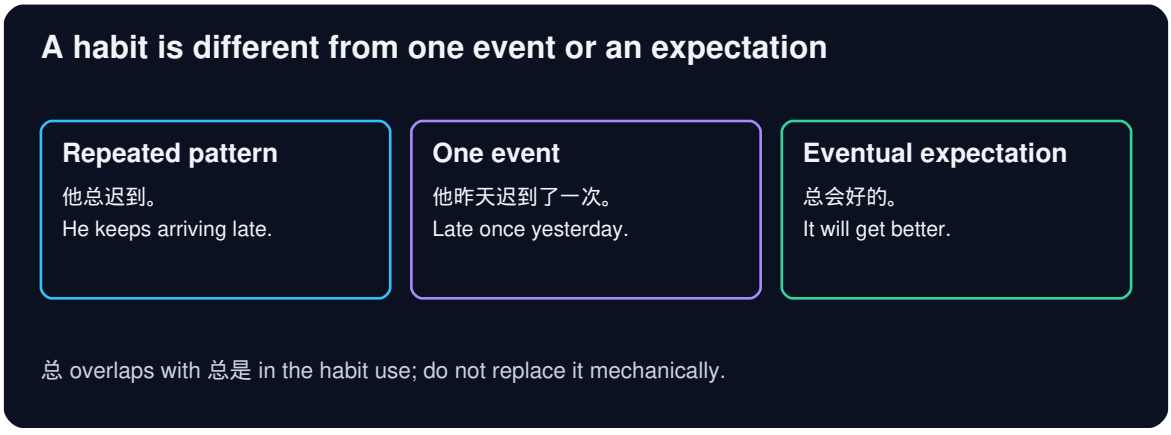
2.3.1 The same teammate keeps arriving late

- 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.

2.3.2 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.



2.3.3 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.

2.3.4 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.

2.3.5 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.

2.3.6 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.

2.4 ■ 毕竟 (after all)

2.4.1 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.

2.4.2 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.

2.4.3 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.

2.4.4 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.

2.4.5 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.

2.4.6 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.

2.5 ■ 差点没: near misses and context

2.5.1 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.

2.5.2 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.



2.5.3 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.

2.5.4 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.

2.5.5 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.

2.5.6 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.

2.6 ■ 反正 (anyway / in any case)

2.6.1 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.

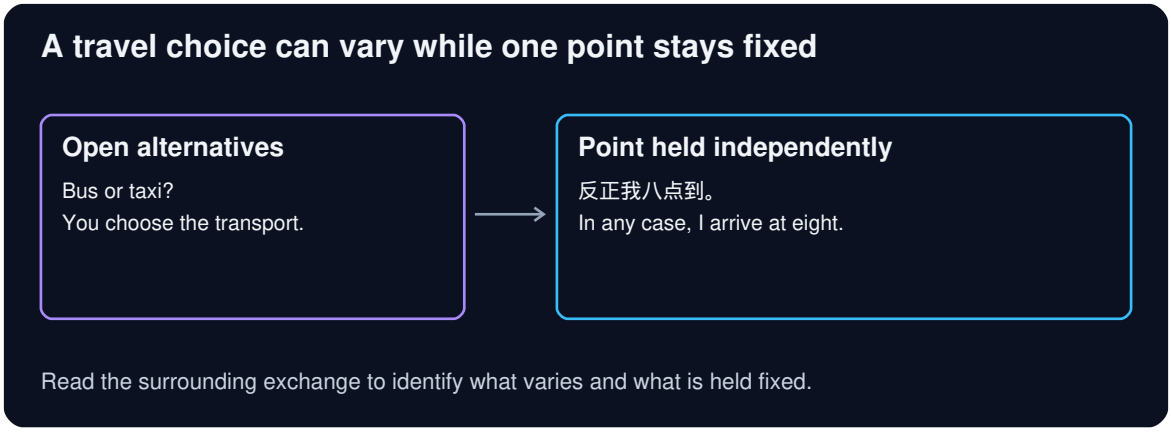
2.6.2 Put 反正 before the point

- 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.

2.6.3 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.



2.6.4 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.

2.6.5 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."

2.6.6 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.

2.7 ■ 尽量 + Verb (as much as possible)

2.7.1 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.

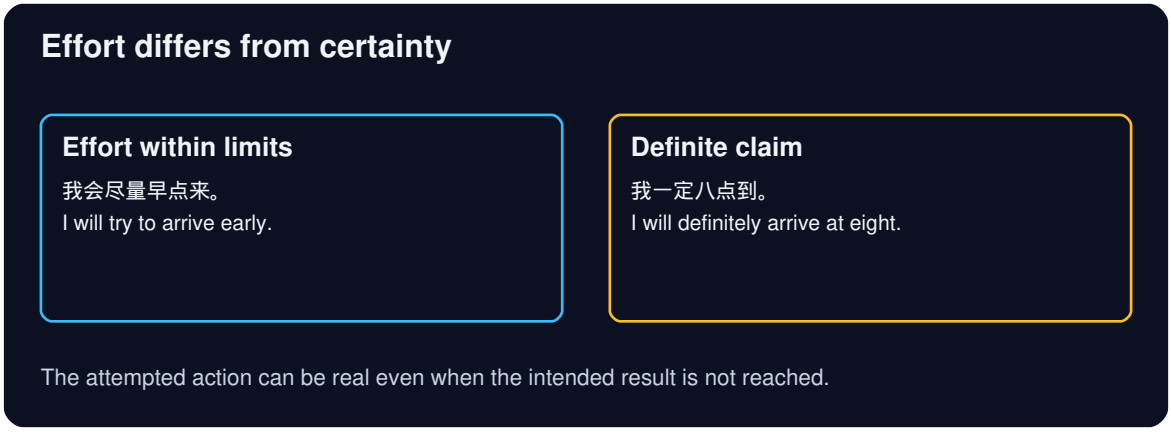
2.7.2 Put the effort modifier before the action

- 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.

2.7.3 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.



2.7.4 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.

2.7.5 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.

2.7.6 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.

2.8 ■ 互相 + Verb (each other)

2.8.1 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.

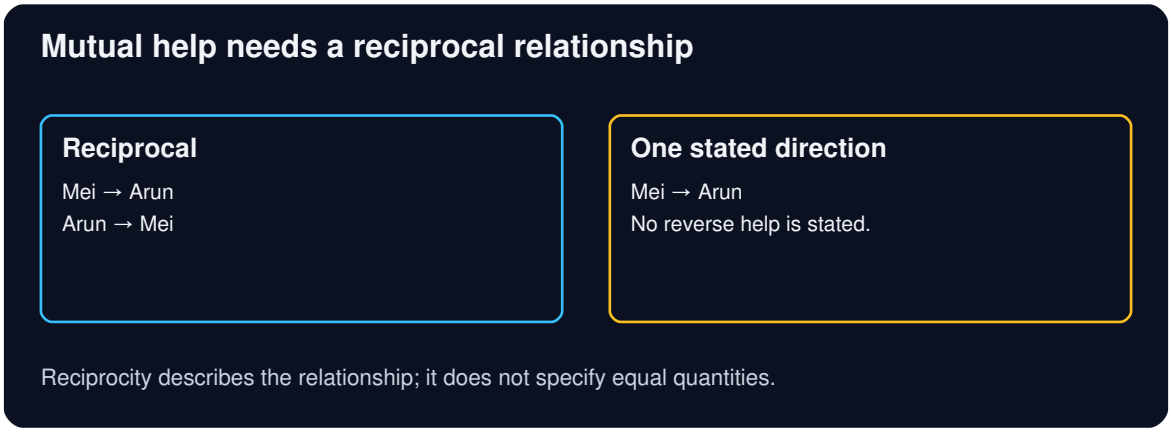
2.8.2 Place 互相 before the reciprocal action

- 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.

2.8.3 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.



2.8.4 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.

2.8.5 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.

2.8.6 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.

2.9 ■ 尽管 + Verb (feel free to)

2.9.1 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.

2.9.2 Give permission or reassurance

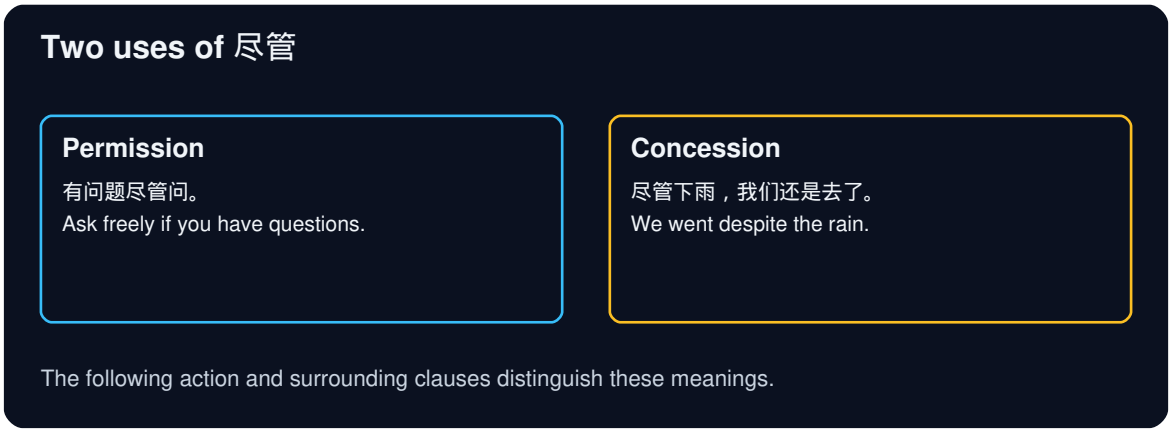
- Before an action, **尽管 + verb phrase** can mean "go ahead" or "feel free": 有问题尽管问 / 想吃什么尽管点。
- 你尽管放心，这件事交给我。means "Rest assured; leave this to me." Read it as reassurance, not a statement that an action has already succeeded.

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

2.9.3 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.



2.9.4 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.

2.9.5 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.

2.9.6 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.

2.10 ■ 干脆 (just / simply / might as well)

2.10.1 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.

2.10.2 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.

2.10.3 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.

2.10.4 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.

2.10.5 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.

2.10.6 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.

2.11 ■ 再也 + 不 / 没 + ... 了 (never again)

2.11.1 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.

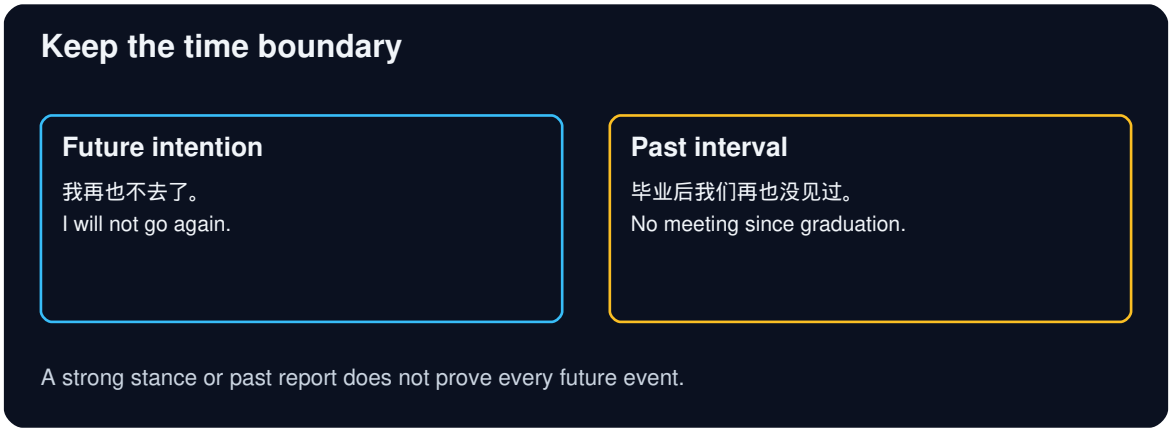
2.11.2 Express a strong intention with 不

- **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.

2.11.3 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.



2.11.4 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.

2.11.5 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.

2.11.6 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.

2.12 ■ 曾经 + Verb + 过 (once / formerly)

2.12.1 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.

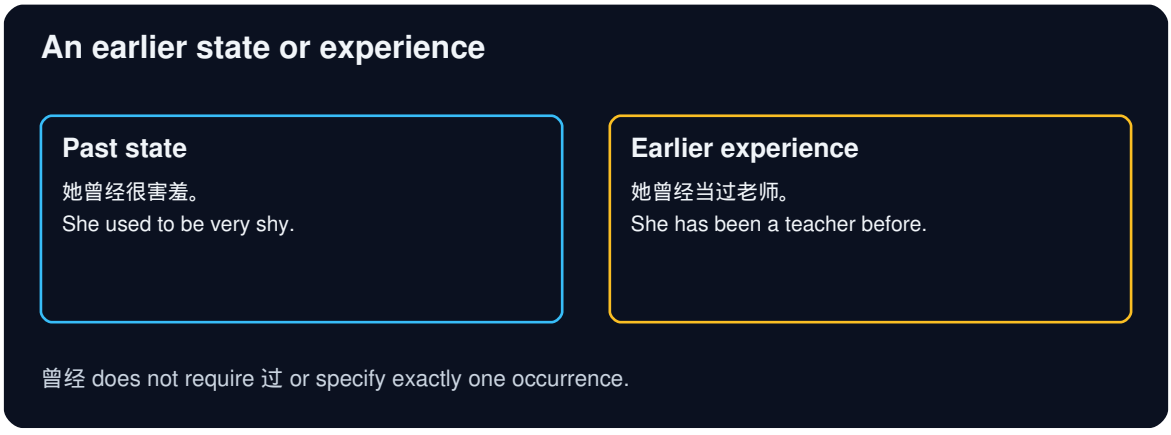
2.12.2 Place 曾经 before the past predicate

- 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.

2.12.3 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.



2.12.4 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.”

2.12.5 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.

2.12.6 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.

2.13 ■ 再三 + Verb (over and over)

2.13.1 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.

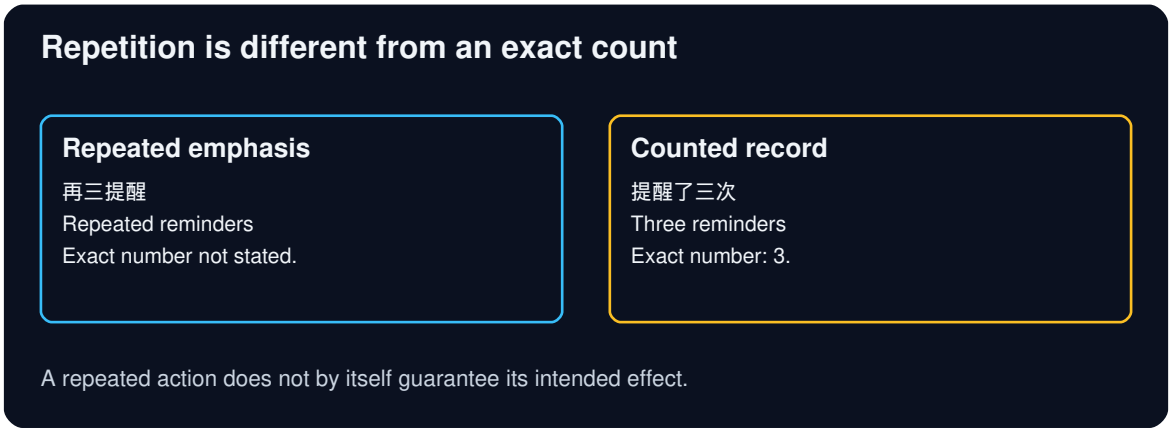
2.13.2 Put 再三 before the repeated action

- 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.

2.13.3 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.



2.13.4 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.

2.13.5 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.

2.13.6 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.

In a new example, separate the action, any exact count and the actual outcome. Keep unknown details unknown.

Practise this pattern step by step.

2.14 ■ 简直: strong evaluation and comparison

2.14.1 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.

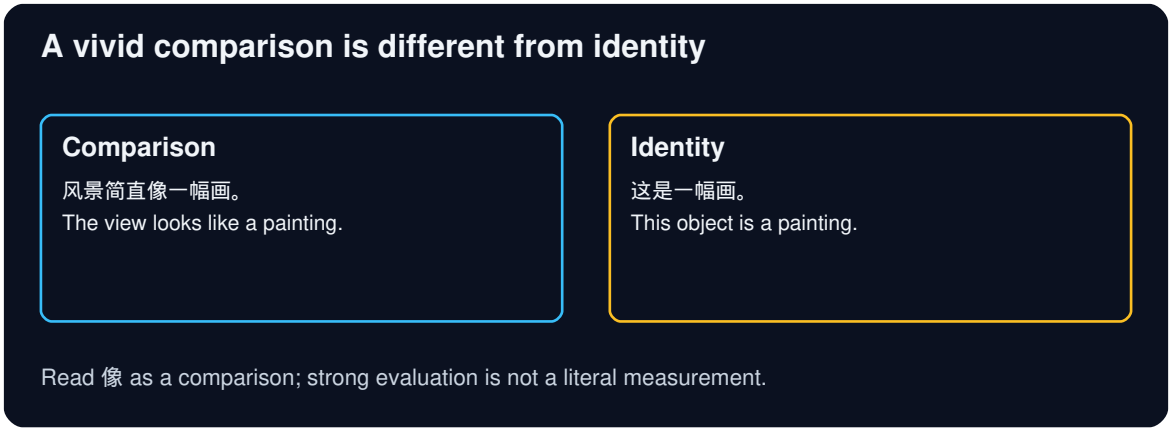
2.14.2 Place 简直 before the strong description

- 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.

2.14.3 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.



2.14.4 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.

2.14.5 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.

2.14.6 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.

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

2.15.1 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.

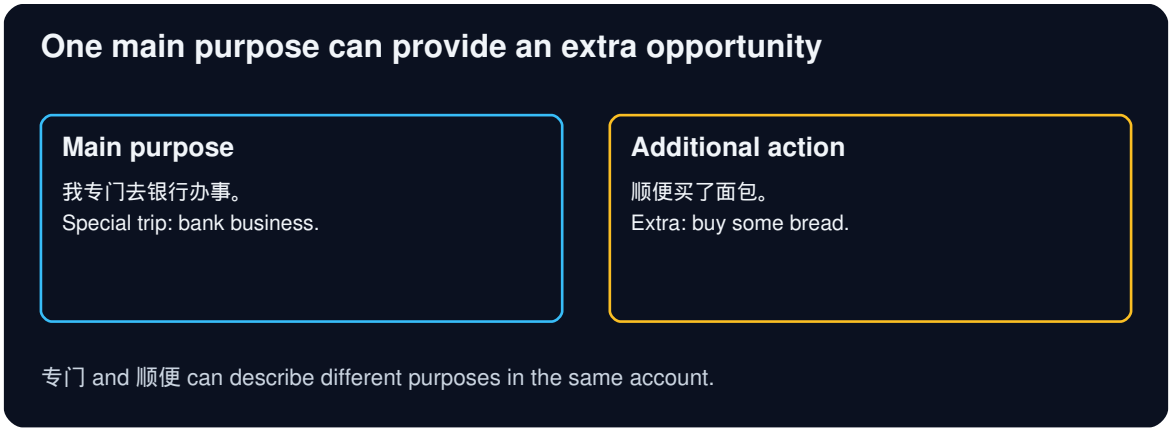
2.15.2 Put 顺便 before the additional action

- 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.

2.15.3 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.



2.15.4 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.

2.15.5 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.

2.15.6 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.

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.

Practise this pattern step by step.

2.16 ■ 再不 … 就 … 了: a conditional warning

2.16.1 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.

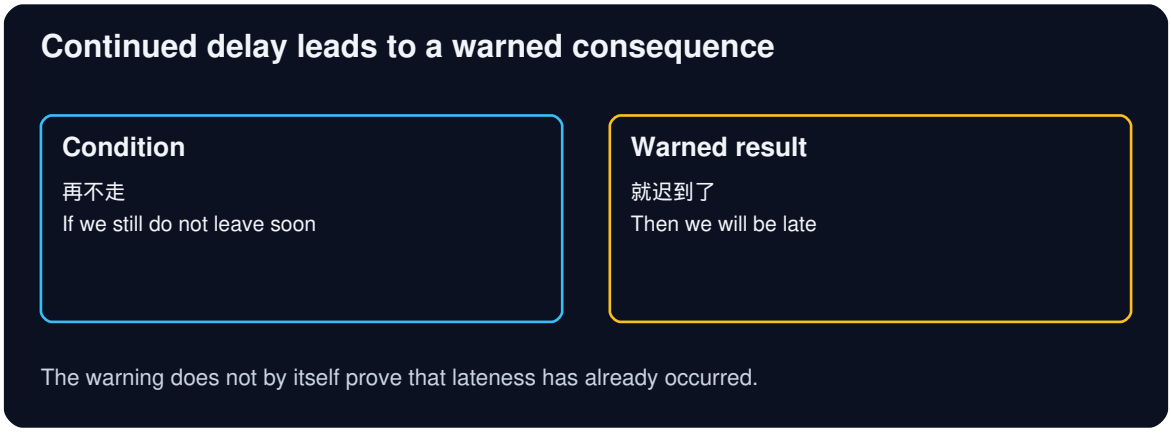
2.16.2 Connect continued non-action to a consequence

- 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.

2.16.3 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.



2.16.4 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.

2.16.5 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.

2.16.6 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.

2.17 ■ 好 (不) 容易 (with great difficulty)

2.17.1 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.

2.17.2 Read the whole hard-won construction

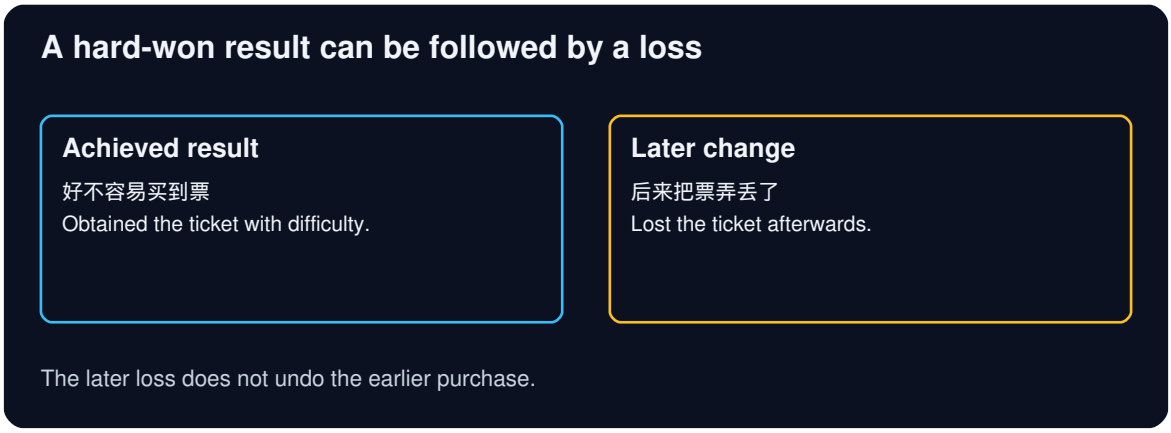
- 好不容易才找到 reports finally finding something with difficulty. 才 adds the only-then sense in this example.
- 好不容易找到了一份工作 is also possible without 才. Do not turn a useful model sentence into a rule that every example must contain 才.

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.

2.17.3 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.



2.17.4 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.

2.17.5 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.

2.17.6 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.

2.18 ■ 白 + Verb (in vain / for nothing)

2.18.1 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.

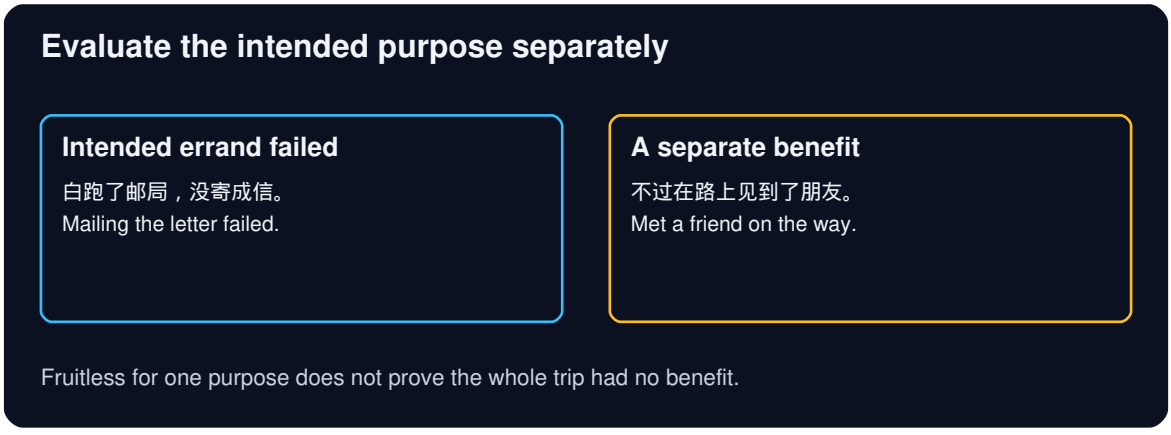
2.18.2 Put 白 before the evaluated action

- 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.

2.18.3 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.



2.18.4 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.

2.18.5 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.

2.18.6 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.

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

2.19.1 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.

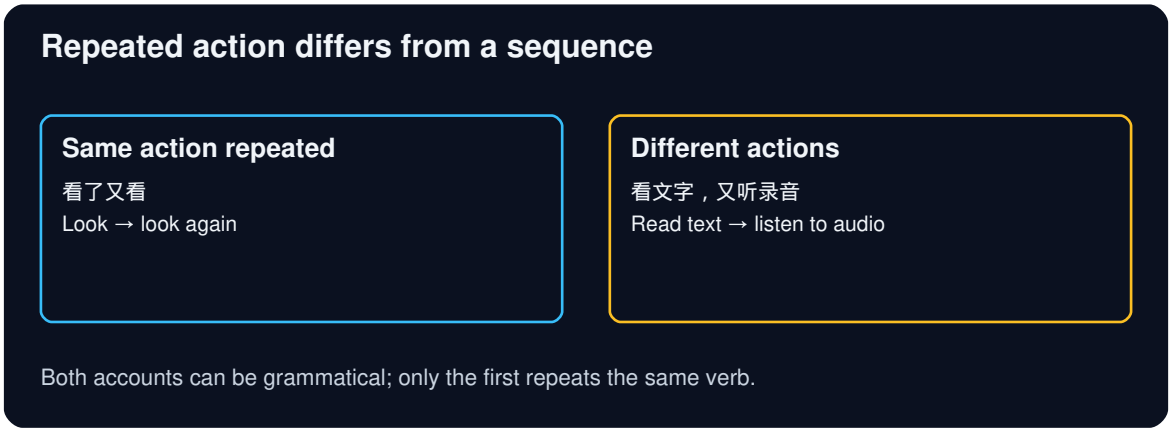
2.19.2 Repeat the same verb around 了又

- 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.

2.19.3 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.



2.19.4 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.

2.19.5 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.

2.19.6 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.

2.20 ■ 差很多 (differ a lot)

2.20.1 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.

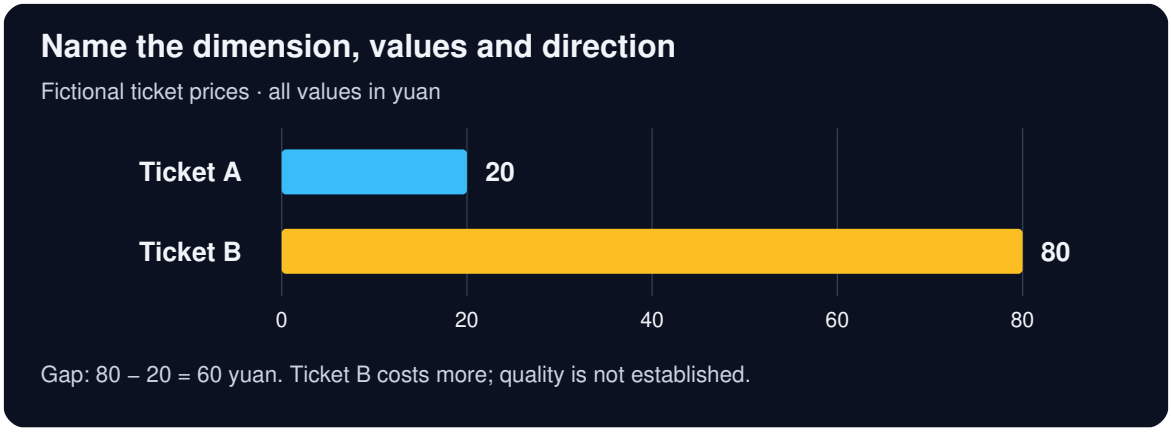
2.20.2 Name the things and the comparison dimension

- 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.

2.20.3 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.



2.20.4 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.

2.20.5 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.

2.20.6 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.

2.21 ■ Practice without the models

2.21.1 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.

2.21.2 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.

2.21.3 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.

2.21.4 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.

2.21.5 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.

2.21.6 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.

2.21.7 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.

2.21.8 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.

2.21.9 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.

2.21.10 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.

2.21.11 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.

2.21.12 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.

2.21.13 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.

2.21.14 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.

2.21.15 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.

2.21.16 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.

2.21.17 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.

2.21.18 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.

2.21.19 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.

2.21.20 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.

2.22 ■ Answers and explanations

2.22.1 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.

2.22.2 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.

2.22.3 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.

2.22.4 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.

2.22.5 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.

2.22.6 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.

2.22.7 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.

2.22.8 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.

2.22.9 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.

2.22.10 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.

2.22.11 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.

2.22.12 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.

2.22.13 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.

2.22.14 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.

2.22.15 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.

2.22.16 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.

2.22.17 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.

2.22.18 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.

2.22.19 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.

2.22.20 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.

3 Auxiliary Words

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.

3.1 ■ ... 啊，... 啊 (casual listing)

3.1.1 Everything in the bag

- Your father always packs at the last minute and stuffs everything in.
- **护照啊，充电器啊，药啊，他都是临走才装进包里。** – "Passport, charger, medicine – he always packs them right before he leaves."

3.1.2 A 啊，B 啊，(C 啊)...

- **Noun + 啊** after each item lists examples in a lively, casual way.
- The list is usually followed by 都 / 什么的 and a comment.

苹果啊，香蕉啊，他都喜欢。
píng guǒ a xiāng jiāo a tā dōu xǐ huan
Word guide: 苹果 – apples; 香蕉 – bananas; 他 – he; 都 – all; 喜欢 – likes.



3.1.3 Ending the list

- With 什么的: **玩具啊，故事书啊，小汽车啊什么的，堆得满地都是。** – "Toys, storybooks, toy cars, all piled up on the floor."
- With 都: 发票啊，合同啊，他都放在包里了.

玩具啊，故事书啊什么的。
wán jù a gù shi shū a shén me de

Word guide: 玩具 – toys; 故事书 – storybooks; 什么的 – and so on.

3.1.4 Casual speech only

- 啊 here lists examples; in a formal text use 、and 等: 发票、合同等.
- In fast speech 啊 blends with the word before it and may be written 呀 or 哇 (水果呀); 啊 is always correct.

3.1.5 啊-list versus 、and 和

- 苹果、香蕉和橙子 – a plain list.
- 苹果啊，香蕉啊 – a lively list of examples, as if you were pointing at them.

苹果、香蕉和橙子。
píng guǒ xiāng jiāo hé chéng zi
Word guide: 苹果 – apples; 香蕉 – bananas; 和 – and; 橙子 – oranges.

3.1.6 Recap

- **A 啊，B 啊 ...（什么的）** = a lively spoken list of examples, often followed by 都.
- Formal lists use 、and 等.

Practise this pattern step by step.

3.2 ■ Practice without the models

3.2.1 ... 啊，... 啊 (casual listing)

0301.1 Complete the list: “Fruit, drinks, paper cups and so on are all on the table.”
水果啊，饮料啊，纸杯啊 ……，都放在桌上了。

0301.2 Which suits a formal report?

- A. 发票啊，合同啊，都在这儿。
- B. 发票、合同等文件都在这儿。
- C. 发票啊合同啊等等啊。
- D. 啊发票，啊合同。

0301.3 Build: “Toys, storybooks and so on are all over the floor.”

Arrange all chunks: 玩具啊 / 什么的 / ，堆得满地都是。/ ，故事书啊

0301.4 The 啊-list sounds more lively than a list with 、.

True or false? Explain or repair the statement.

0301.5 Your father always packs at the last minute and stuffs everything in. 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.

3.3 ■ Answers and explanations

3.3.1 ... 啊，... 啊 (casual listing)

0301.1 什么的

The 啊-list often ends with 什么的.

0301.2 B. 发票、合同等文件都在这儿。

Formal lists use 、and 等.

0301.3 玩具啊，故事书啊什么的，堆得满地都是。

A 啊，B 啊什么的 + comment.

0301.4 True.

It sounds as if the speaker is pointing at each item.

0301.5 One possible response: 护照啊，充电器啊，药啊，他都是临走才装进包里。

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.
- 啊 here lists examples; in a formal text use 、and 等: 发票、合同等.
- In fast speech 啊 blends with the word before it and may be written 呀 or 哇 (水果呀); 啊 is always correct.
- 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.

4 连词

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.

4.1 ■ 要不 … 吧 (how about …)

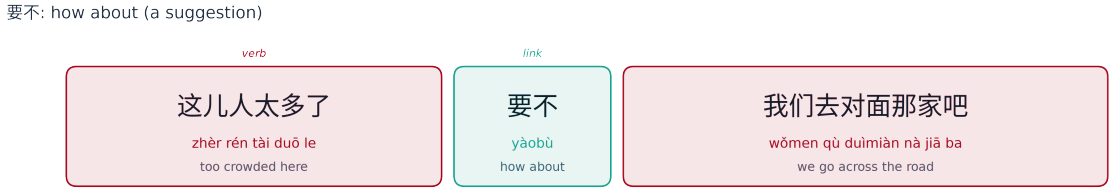
4.1.1 Too crowded here

- You and a friend walk into a café, and every table is taken.
- **这儿人太多了，要不我们去对面那家吧。** – "It's too crowded here; how about we go to the one across the road?"

4.1.2 要不 + suggestion + 吧

- **要不** at the start of a clause offers an alternative: "how about …, or else …".
- 吧 at the end keeps it a soft suggestion: 要不明天再说吧.

要不我们明天再说吧。
yào bù wǒ men míng tiān zài shuō ba
Word guide: 要不 – how about; 我们 – we; 明天 – tomorrow; 再 – then; 说 – talk about it.



4.1.3 After a problem

- **下午可能下雨，要不我们把野餐改到室内吧。** – "It might rain this afternoon; how about moving the picnic indoors?"
- 要不 often follows a reason why the original plan doesn't work.

要不我们把野餐改到室内吧。
yào bù wǒ men bǎ yě cān gǎi dào shì nèi ba
Word guide: 要不 – how about; 我们 – we; 野餐 – the picnic; 改到 – move to; 室内 – indoors.

4.1.4 要不 versus 要不是

- **要不是** = "if it weren't for": 要不是你提醒我，我就忘了 – "If you hadn't reminded me, I'd have forgotten."
- **要不然** = "otherwise": 快走，要不然就迟到了. Different from the suggestion 要不.

4.1.5 要不 versus 还是 … 吧

- 还是 … 吧 recommends after weighing options: 还是坐地铁吧.
- 要不 … 吧 tentatively offers a new idea: 要不我们坐地铁吧?

我们还是坐地铁吧。
wǒ men hái shi zuò dì tiě ba
Word guide: 我们 – we; 还是 – had better; 坐 – take; 地铁 – the subway.

4.1.6 Recap

- **要不 + suggestion + 吧** = how about …? (a soft new idea).
- 要不是 = if it weren't for; 要不然 = otherwise.

Practise this pattern step by step.

4.2 ■ Practice without the models

4.2.1 要不 … 吧 (how about …)

0401.1 Suggest: "How about we take a taxi?" …… 我们打车吧。

0401.2 What does 要不是你帮我，我就完了 mean?

- A. I didn't need your help.
- B. If you hadn't helped me, I'd have been done for.
- C. Help me, or else.
- D. How about you help me?

0401.3 Build: "It might rain; how about moving the picnic indoors?"

Arrange all chunks: 我们把野餐 / 改到室内吧。/ 可能下雨 / ，要不

0401.4 要不然 means "otherwise".

True or false? Explain or repair the statement.

0401.5 You and a friend walk into a café, and every table is taken. 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.

4.3 ■ Answers and explanations

4.3.1 要不 … 吧 (how about …)

0401.1 要不

要不 + suggestion + 吧.

0401.2 B. If you hadn't helped me, I'd have been done for.

要不是 means "if it weren't for": it introduces a condition contrary to fact. 要不是你帮我，我就完了 "If you hadn't helped me, I'd have been done for."

0401.3 可能下雨，要不我们把野餐改到室内吧。

Reason, then 要不 + suggestion.

0401.4 True.

True. 要不然 (also 要不) means "otherwise": 快走，要不然就迟到了 "Hurry up, otherwise we'll be late."

0401.5 One possible response: 这儿人太多了，要不我们去对面那家吧。

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.
- **要不是** = "if it weren't for": 要不是你提醒我，我就忘了 – "If you hadn't reminded me, I'd have forgotten."
- **要不然** = "otherwise": 快走，要不然就迟到了. Different from the suggestion 要不.
- 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.

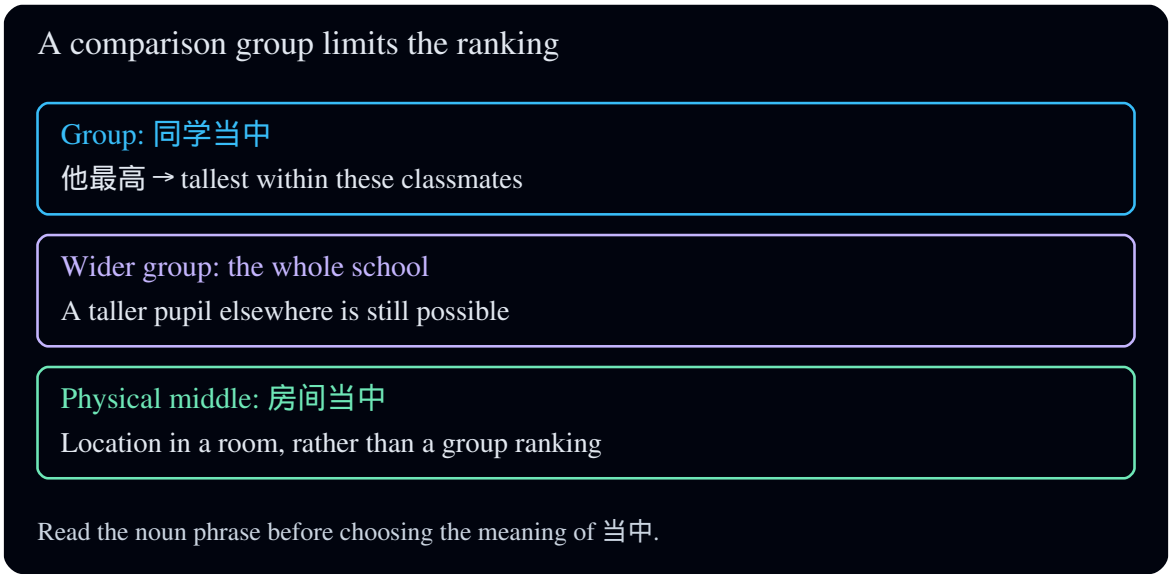
5 名词

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.

5.1 ■ 当中 (among / in the middle of)

5.1.1 The tallest classmate is not automatically the tallest pupil

- In a class comparison, **同学当中，他最高。** says he is tallest among the classmates being discussed. A pupil in another class could still be taller: the sentence supplies a comparison group, not a school-wide survey.
- If you mean all the pupils in the school, name that wider group. Keeping the same adjective while changing the group changes the claim; the tallest classmate has not quietly grown taller during the sentence.



5.1.2 Put the group before 当中 in this pattern

- **Group + 当中 + comment** gives a frame for the statement. You can also use **在 + group + 当中**: 在这些学生当中，她最有经验。– Among these students, she has the most experience.
- The pattern describes position within a group. It does not say that every member shares the stated quality, or that the group is physically standing in the middle of a room.

同学当中，他最高。
tóng xué dāng zhōng tā zuì gāo
Word guide: 同学 – classmates; 当中 – among; 他 – he; 最 – most; 高 – tall.

5.1.3 A physical middle is another reading

- **桌子放在房间当中。** places a table in the middle of the room. Here 当中 concerns location; there is no comparison between pupils.
- Choose the reading from the surrounding noun phrase and statement. A room can supply a physical space, while classmates supply a group. The English word "among" will not fit every occurrence.

桌子放在房间当中。
zhuō zi fàng zài fáng jiān dāng zhōng
Word guide: 桌子 – table; 放 – placed; 在 – in; 房间 – room; 当中 – the middle.

5.1.4 Distinguish one member from all members

- **这些学生当中，有三个人会游泳。** reports that three people in this group can swim. It does not say that all students can swim or identify which three without more information.
- **他最高** makes a maximum claim within the named group. **他很高** describes him as tall without the same ranking. 当中 supplies the group frame; 最 supplies the superlative comparison in the opening example.

5.1.5 Transfer the frame without widening the evidence

- Original situation: four submitted designs are compared, and design B is cheapest. **这四个设计当中，B 最便宜。** keeps the claim within those four designs; it does not prove B is cheapest among every design available.
- When a new design enters the comparison, check its cost before repeating the ranking. Changing the group can change which member is cheapest, even when B's own price stays the same.

5.1.6 Recall the frame, then check the scope

- Ask what group or space the noun phrase names, then what the comment actually claims. A group reading, a physical-middle reading and a statement about three members require different interpretations.
- Meaning reference: Ministry of Education dictionary: 當中. The class and design cases here are original practice. Read the full grammar reference for the unit map.
- Name the comparison group; do not turn a within-group claim into a wider ranking or a claim about every member.

Practise this pattern step by step.

5.2 ■ 彼此 (each other / one another)

5.2.1 Mutual trust runs in both directions

- Two teammates each trust the other: **我们彼此信任。** fits that relationship. "I trust her, but she does not trust me" describes one-way trust and does not support the same mutual claim.

- Identify the participants before describing reciprocity. Knowing that both people joined a team does not prove that they trust each other; the membership list has not read their minds.

Reciprocal does not mean equal in amount

Mutual trust: 彼此信任
Mei trusts Arun AND Arun trusts Mei

Only Mei's trust is stated
One direction does not establish mutual trust

Mutual helping: 彼此帮助
Neither exact minutes nor equal quantities are specified

彼此 can also be an object: 我们了解彼此。

5.2.2 Use 彼此 before the action or as its object

- **我们彼此信任。** and **我们互相信任。** can both describe mutual trust. Before this verb, the two expressions overlap in meaning.
- **我们了解彼此。** uses 彼此 as the object: we understand each other. Do not replace that object mechanically with 互相; the usual action-modifying pattern is **我们互相了解。**

我们彼此信任。
wǒ men bǐ cǐ xìn rèn
Word guide: 我们 – we; 彼此 – each other; 信任 – trust.

5.2.3 Read the same relationship in a different arrangement

- **我们彼此了解。** and **我们了解彼此。** both express understanding of one another. A changed position can change the construction without changing this basic reciprocal meaning.
- **我们都了解老师。** has a different object: each of us understands the teacher. It does not itself state that we understand one another. Identify who is related to whom rather than selecting a familiar word alone.

我们了解彼此。
wǒ men liǎo jiě bǐ cǐ
Word guide: 我们 – we; 了解 – understand; 彼此 – each other.

5.2.4 Mutual does not mean identical in amount

- **他们彼此帮助。** describes helping one another. It does not establish that each person spent the same number of minutes, gave equal money or performed the same task.
- In a larger group, context identifies the reciprocal relationship. Do not infer from 彼此 alone that every possible pair performed every action equally often; that stronger description needs more detail.

5.2.5 彼此彼此 can acknowledge a shared situation

- In a friendly exchange, one learner says "My handwriting is messy"; the other replies **彼此彼此**. In that context, the reply means roughly "same here", acknowledging a similar situation.
- The repeated expression does not require an object after it in this reply. This conversational use differs from **了解彼此**. Interpret the exchange before translating every occurrence as a verb phrase with "each other".

5.2.6 Transfer reciprocity to a new situation

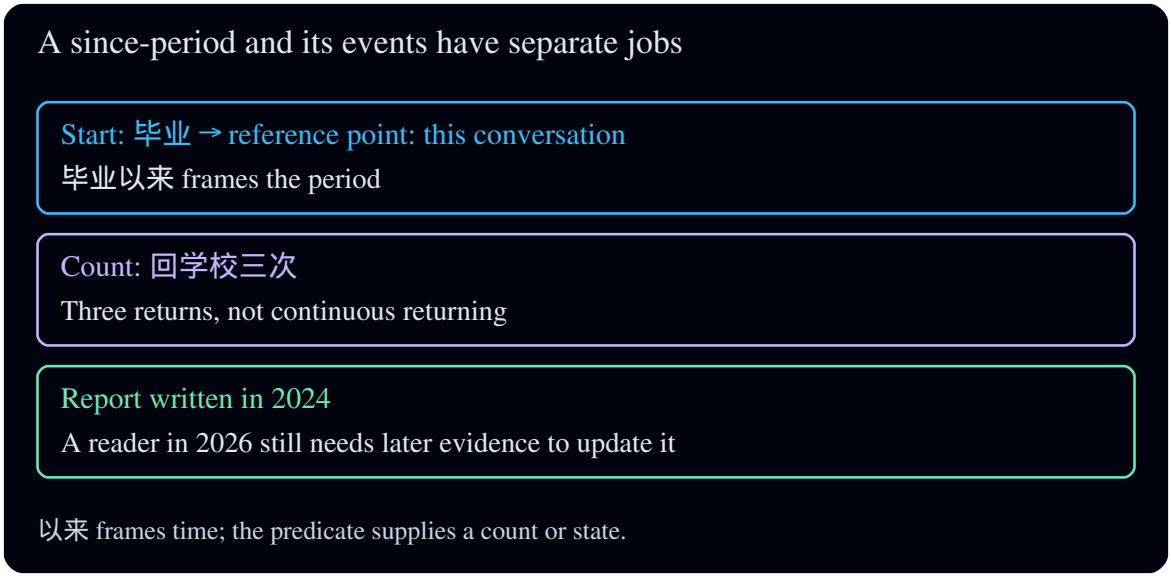
- Two colleagues give each other reminders: **他们彼此提醒。** can describe reciprocal reminders. If only one sends reminders, state that direction instead; a reciprocal word cannot supply missing participation.
- Meaning reference: Ministry of Education dictionary: 彼此. The teammate and reminder cases are original. Compare the unit reference with the earlier 互相 lesson.
- Check participants, direction and construction; mutual action does not establish equal quantities.

Practise this pattern step by step.

5.3 ■ ... 以来 (ever since)

5.3.1 A period from graduation is not a list of nonstop work

- At the present point in an original conversation, **毕业以来，我一直很忙。**describes being busy over the period since graduation. The graduation event sets the start; the current conversation supplies the endpoint.
- This ordinary description does not claim that every second contained work or that the speaker never slept. 以来 frames the period; the rest of the sentence says what happened within it.



5.3.2 Place 以来 after the time or event expression

- **毕业以来** means since graduation in the modern use taught here. **三年以来** refers to the period over the past three years, reaching the current reference point.
- The preceding expression can name an event, a date or a duration. **以来** is not an English-style preposition placed before 毕业. Read the whole time phrase before deciding where its period begins.

毕业以来，我一直很忙。
bì yè yǐ lái wǒ yì zhí hěn máng
Word guide: 毕业 – graduation; 以来 – since; 我 – I; 一直 – all along; 很 – very; 忙 – busy.

5.3.3 The predicate supplies frequency, not 以来 alone

- **毕业以来，我回学校三次了。** describes three returns during the period since graduation. It does not turn those returns into a continuous action.
- Compare **毕业以来，我一直很忙。** The ongoing description comes from 一直很忙, while the counted events come from 三次. The same period marker can frame different kinds of events or states.

毕业以来，我回学校三次了。
bì yè yǐ lái wǒ huí xué xiào sān cì le
Word guide: 毕业 – graduation; 以来 – since; 我 – I; 回 – return; 学校 – school; 三次 – three times.

5.3.4 Separate since, after and before

- **毕业以后，我搬到了上海。** locates a move after graduation; it does not itself describe a period continuing to now. **毕业以来，我回学校三次了。** counts returns across the since-period.

- **毕业以前** concerns time before graduation. These forms can describe events in the same life story but give different time relationships. Do not substitute them merely because the nearby nouns match.

5.3.5 A dated report supplies its own present

- A report written in **2024** says **2020 年以来，学校开了三门新课。** Its count reaches the report's reference point, not automatically the day you read it in 2026.
- When updating that report, check later course openings before repeating the count. 以来 does not silently update the evidence, just as a printed timetable cannot notice that you missed the bus.

5.3.6 Transfer the period while preserving the count

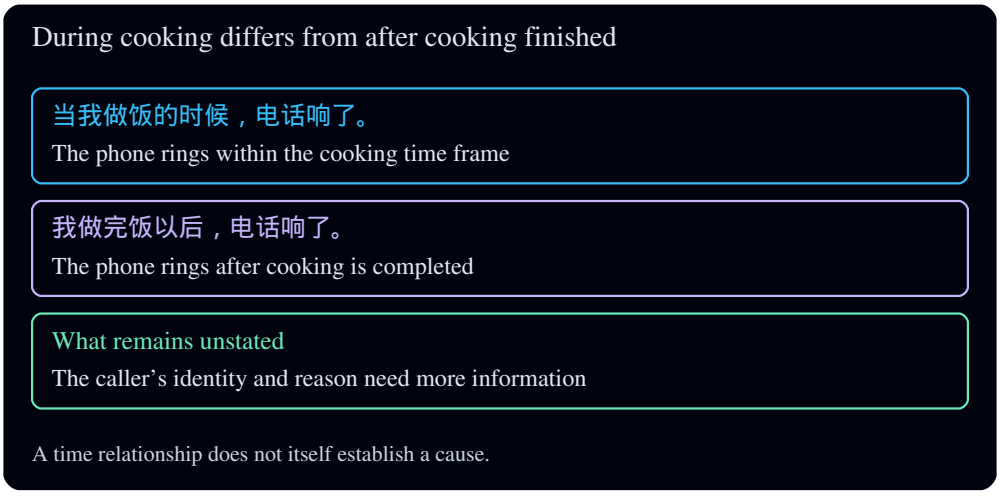
- Original statement: **这个月以来，我读了两本书。** frames two books read during the period since this month began. It does not claim two books every day or identify the titles without further information.
- Meaning reference: Ministry of Education concise dictionary: 以來. Our dates, counts and examples are original teaching cases. See the unit reference.
- Read start, reference endpoint and predicate separately; the period marker does not supply a frequency or a new current count.

Practise this pattern step by step.

5.4 ■ 当 ... 的时候 (when ...)

5.4.1 A phone call during cooking is not a call after dinner

- Original account: **当我做饭的时候，电话响了。** places the ringing phone within the time when I was cooking. It does not say that cooking had finished before the phone rang.
- **我做完饭以后，电话响了。** instead places the call after I finished cooking. The phone is the same, but the time relation has changed; grammar cannot rescue the dinner from an interruption.



5.4.2 Frame a time with 当 … 的时候

- **当 + clause + 的时候，main clause** provides a when/while frame. In **当我回家的时候，天黑了。**, the homecoming is the time frame for the statement about darkness.
- This taught full pattern ends its time clause with 的时候. Chinese also has shorter time expressions such as **我回家的时候** and **当时**; this is not a rule that every use of 当 must contain the same closing words.

当我回家的时候，天黑了。
dāng wǒ huí jiā de shí hou tiān hēi le
Word guide: 当 – when; 我 – I; 回家 – get home; 的时候 – when; 天 – sky; 黑 – dark.

5.4.3 Let the actions determine moment or interval

- In **当我做饭的时候，电话响了**, cooking supplies an interval and ringing happens within that frame. **当我到家的时候** can frame the point of arrival instead.
- 当 … 的时候 does not impose one fixed action duration. Read whether the event is a process, an arrival or a repeated situation; do not translate every example as either "after" or a long continuous action.

当我做饭的时候，电话响了。
dāng wǒ zuò fàn de shí hou diàn huà xiǎng le
Word guide: 当 – while; 我 – I; 做饭 – cook; 的时候 – when; 电话 – phone; 响 – ring.

5.4.4 A time frame does not establish a cause

- **当我到家的时候，下雨了。** puts rain and arrival in a time relationship. It does not prove that my arrival caused the rain.
- Likewise, the phone ringing during cooking does not say who called or why. Timing, cause and identity are separate claims; additional words are needed to establish the latter two.

5.4.5 Keep the relationship in a new scene

- You were reading when a friend arrived: **当我看书的时候，朋友来了。** fits that frame. If the friend came only after you finished the book, use a completion-plus-after expression instead.
- For a future or recurring situation, the surrounding sentence supplies its time: **当你需要帮助的时候，给我打电话。** – Call me when you need help. 当 … 的时候 alone is not a past-tense marker.

5.4.6 Ask when, then check what remains unknown

- Identify the time-frame clause and the main event. Choose when/while versus after from their stated relationship, without inventing causation or an exact duration.
- The cooking, rain and reading scenes are original examples. Compare the full unit reference and the 以来 lesson: a during-event frame and a since-period do different jobs.

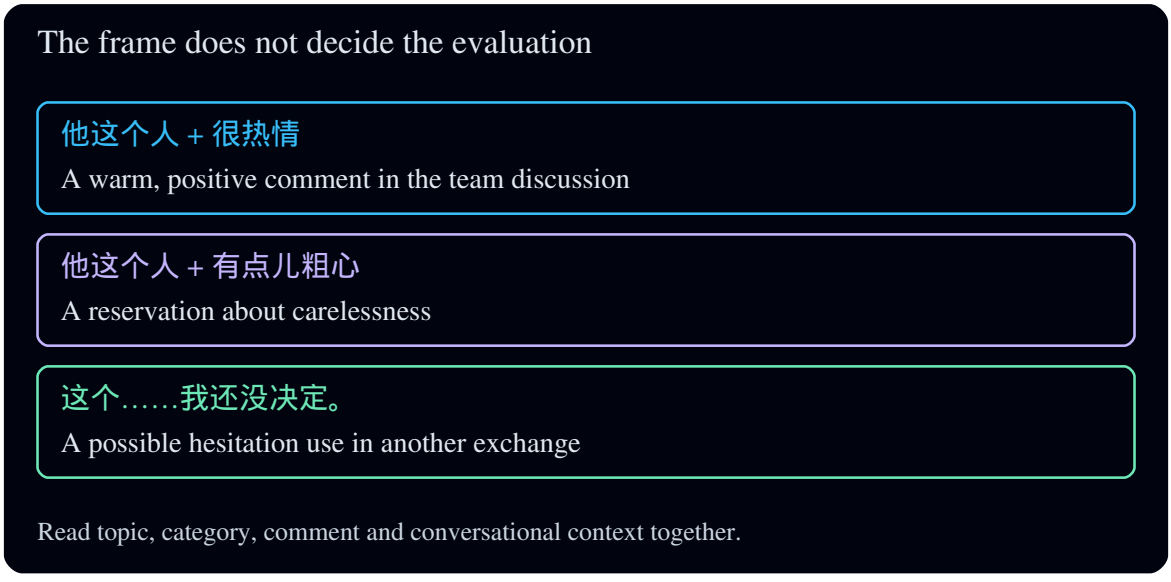
- A time clause locates the event; it does not itself identify a cause, a caller or a tense.

Practise this pattern step by step.

5.5 ■ Noun + 这个 + Category (sizing up)

5.5.1 A person frame can introduce praise as well as criticism

- In an original team discussion, **他这个人很热情。** presents a comment about him as a person: he is warm and welcoming. **这个人** helps frame the person being discussed; it does not make the comment negative.
- Compare **他这个人有点儿粗心。** – He is a little careless. The evaluation changes with the predicate. The same frame can introduce praise or a reservation; it has not decided the verdict before hearing the evidence.



5.5.2 Read the topic and its category together

- **他 + 这个人 + comment** frames "him as a person" for the following statement. In **北京这个城市很大**, the city category frames a comment about Beijing.
- Choose a category that fits what you are discussing. This is not an instruction to insert 这个 before every noun. Pronouns and names can take such a frame, so "noun" in a lesson label is a useful shorthand rather than a complete grammar rule.

他这个人很热情。
tā zhè ge rén hěn rè qíng
Word guide: 他 – he; 这个 – this; 人 – person; 很 – very; 热情 – warm.

5.5.3 The following words supply the actual comment

- **他这个人很热情** describes his manner, while **他这个人有点儿粗心** describes carelessness. Neither sentence by itself tells you his age, job or the number of people who agree.

- In this discussion the longer person frame can emphasise the person as the topic. **他很热情** is also grammatical. Tone depends on the predicate, delivery and context; the frame alone does not guarantee a hostile or intimate attitude.

他这个人有点儿粗心。
tā zhè ge rén yǒu diǎnr cū xīn
Word guide: 他 – he; 这个 – this; 人 – person; 有点儿 – a little; 粗心 – careless.

5.5.4 Distinguish a frame from an ordinary demonstrative

- **这个人是我的老师。** can simply identify this person as my teacher. There is no earlier 他 topic followed by a personal assessment in that sentence.
- **他这个人很热情。** frames him for a comment. Both contain 这个人, but the wider sentence tells you what it is doing; the string alone is not a reliable tone detector.

5.5.5 A hesitation use needs the spoken exchange

- **这个 …… 我还没决定。** can use 这个 as a hesitation before "I have not decided yet". It is not the person-frame pattern and supplies no named category such as 人 or 城市 here.
- A pause alone does not make every 这个 a filler: someone could pause while pointing to a real object. Check the exchange and referent. Written examples illustrate possible uses; actual delivery may clarify the meaning.

5.5.6 Transfer the frame without assuming a verdict

- **北京这个城市交通很方便。** frames Beijing for a comment about transport convenience. It does not claim that every aspect of life there is convenient; the following words identify what is assessed.
- Our team and city examples are original practice. See the unit reference; identify the topic, category and comment before choosing an interpretation.
- Read what is framed and what is said about it; 这个 alone does not establish criticism or hesitation.

Practise this pattern step by step.

5.6 ■ Practice without the models

5.6.1 当中 (among / in the middle of)

0501.1 Using the lesson pattern in this demonstrated example: Among the classmates, he's tallest: 同学 ……, 他最高。

0501.2 Where does 当中 occur in the group-frame pattern taught here?

- A. {'en': 'after the group it points into', 'zh': ' 它所指群体之后'}
- B. {'en': 'before the group, like English "among"', 'zh': ' 群体之前, 像英语 among'}

0501.3 {'en': ' 当中 means "among / in the middle of"', 'zh': ' 当中表示 " 当中 / 之中 "。'}

True or false? Explain or repair the statement.

0501.4 You compare height within your own class. What does 同学当中，他最高。 communicate?

- A. He is tallest within the classmates being discussed.
- B. The sentence proves he is tallest in the entire school.

0501.5 同学当中，他最高 shows that he is tallest in the whole school.

True or false? Explain or repair the statement.

0501.6 What does 当中 refer to in 桌子放在房间当中?

- A. All classmates
- B. The table's price
- C. The middle of the room

0501.7 Match each part of 同学当中，他最高 to its job.

- 1. 同学当中
- 1. 他
- 1. 最高
- A. Person being compared
- B. Comparison group
- C. Maximum-height claim

0501.8 Four submitted designs are compared, and B is cheapest. Which sentence keeps that scope?

- A. All four designs have the same price
- B. 这四个设计当中，B 最便宜。
- C. B is the cheapest design anywhere

0501.9 Recall the situation: The tallest classmate is not automatically the tallest pupil. 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.

5.6.2 彼此 (each other / one another)

0502.1 Using the lesson pattern in this demonstrated example: We trust each other: 我们 …… 信任。

0502.2 {'en': 'How does 彼此 differ from 互相?', 'zh': ' 彼此和互相有何不同?'}

- A. 彼此 can be an object, as in 了解彼此; 互相 normally modifies an action
- B. The two cannot ever express mutual action

0502.3 In the two-teammate case, 彼此信任 describes trust in both directions.

True or false? Explain or repair the statement.

0502.4 Two teammates both trust the other. What does 我们彼此信任。communicate?

- A. The trust runs in both directions within the group.
- B. 彼此信任 describes only one person's trust.

0502.5 彼此信任 describes only one person's trust.

True or false? Explain or repair the statement.

0502.6 Which sentence uses 彼此 as the object of 了解?

- A. 我们都了解老师。
- B. 我们互相了解。
- C. 我们了解彼此。

0502.7 他们彼此帮助 shows that each person spent exactly the same number of minutes helping.

True or false? Explain or repair the statement.

0502.8 After a friend says "My handwriting is messy", 彼此彼此 is used as a friendly reply. What does it acknowledge here?

- A. A polite denial that the handwriting is messy
- B. That the speaker's own handwriting is neater
- C. A similar situation for the speaker

0502.9 Recall the situation: Mutual trust runs in both directions. 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.

5.6.3 ... 以来 (ever since)

0503.1 Using the lesson pattern in this demonstrated example: Since graduating, I've been busy: 毕业 ……，我一直很忙。

0503.2 In a conversation taking place now, 毕业以来 frames which period?

- A. The period just before graduation
- B. From graduation to the present reference point
- C. A single moment at graduation

0503.3 {'en': ' 以来 attaches after the time / event.', 'zh': ' 以来接在时间 / 事件之后。'}

True or false? Explain or repair the statement.

0503.4 You describe your workload from graduation to the present. What does 毕业以来，我一直很忙。communicate?

- A. The relevant period starts at graduation and extends to now.

- B. 以来 places the whole period in the future.

0503.5 以来 means that an action occurred continuously at every moment.

True or false? Explain or repair the statement.

0503.6 In 毕业以来，我回学校三次了, how many returns to school are stated?

0503.7 A report written in 2024 counts courses opened since 2020. You read it in 2026. What needs checking before updating its count?

- A. 以来 means every day
- B. The count automatically updated itself
- C. Course openings after the report's reference date

0503.8 Match each time phrase to its taught relation.

- 1. 毕业以来
- 1. 毕业以后
- 1. 毕业以前
- A. Period since graduation
- B. Before graduation
- C. After graduation

0503.9 Recall the situation: A period from graduation is not a list of nonstop work. 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.

5.6.4 当 ... 的时候 (when ...)

0504.1 Using the lesson pattern in this demonstrated example: When I got home, it was dark: …… 我回家的时候，天黑了。

0504.2 Which expression closes the full 当 … 的时候 pattern taught here?

- A. {'en': ' 以后', 'zh': ' 以后'}
- B. {'en': ' 的时候', 'zh': ' 的时候'}

0504.3 {'en': ' 当 … 的时候 means "after it happened"', 'zh': ' 当 …… 的时候表示 "…… 之后 "。'}

True or false? Explain or repair the statement.

0504.4 You describe darkness at the time of homecoming. What does 当我回家的时候，天黑了 communicate?

- A. The homecoming provides the time frame for the darkness.
- B. 的时候 always means after the event has finished.

0504.5 的时候 means after the event has finished.

True or false? Explain or repair the statement.

0504.6 当我到家的时候，下雨了 shows that arriving home caused the rain.

True or false? Explain or repair the statement.

0504.7 In 当你需要帮助的时候，给我打电话, what is the instruction?

- A. Wait until help is no longer needed
- B. Call when you need help
- C. The sentence must describe a completed past call

0504.8 Match the accounts to their time relations.

- 1. 当我做饭的时候，电话响了。
- 1. 我做完饭以后，电话响了。
- 1. 毕业以来，我回学校三次了。
- A. Phone rang after cooking finished
- B. Three returns during the since-period
- C. Phone rang during cooking

0504.9 Recall the situation: A phone call during cooking is not a call after dinner. 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.

5.6.5 Noun + 这个 + Category (sizing up)

0505.1 Using the lesson pattern in this demonstrated example: He's a warm-hearted person: 他 …… 人很热情。

0505.2 In the team's assessment 他这个人很热情, what does 这个人 help do?

- A. Point to him among other people
- B. Show that he is new to the team
- C. Frame him as a person for the following comment

0505.3 {'en': ' 这个 can also work as a spoken filler ("um, this…").', 'zh': ' 这个也能作口语填充词 (" 嗯, 这个 ……")。'}

True or false? Explain or repair the statement.

0505.4 You are describing someone's usual warm manner. What does 他这个人很热情。communicate?

- A. 他这个人 must introduce criticism.
- B. 这个人 frames him as the person being evaluated.

0505.5 Because 他这个人 appears, the following comment must be negative.

True or false? Explain or repair the statement.

0505.6 Match the phrases to the comment actually supplied.

- 1. 他这个人很热情。

- 1. 他这个人有点儿粗心。
- 1. 北京这个城市很大。
- A. Some carelessness
- B. City size
- C. Warm manner

0505.7 What does 这个人是我的老师 directly identify?

- A. Everyone's negative opinion
- B. This person as my teacher
- C. The teacher's exact age

0505.8 北京这个城市交通很方便 comments on which aspect?

- A. Proof that every aspect of life there is convenient
- B. The exact number of residents
- C. Transport convenience

0505.9 Recall the situation: A person frame can introduce praise as well as criticism. 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.

5.7 ■ Answers and explanations

5.7.1 当中 (among / in the middle of)

0501.1 {'en': ' 当中', 'zh': ' 当中'}

{'en': '**(Group) + 当中** = among: 同学当中, 他最高.', 'zh': '**(群体)+ 当中** = …… 当中: 同学当中, 他最高。'}

0501.2 A. {'en': 'after the group it points into', 'zh': ' 它所指群体之后'}

The demonstrated pattern names the group first, then 当中. This is a construction pattern, not a claim that the word has only one position in all Chinese sentences.

0501.3 True.

{'en': 'Yes – 这些人当中 (among these people).', 'zh': ' 对 — 这些人当中。'}

0501.4 A. He is tallest within the classmates being discussed.

He is tallest within the classmates being discussed. 当中 follows the group expression. Being tallest in this group does not mean being tallest in the school.

0501.5 False.

The classmates are the stated comparison group. A school-wide ranking needs information about the wider group.

0501.6 C. The middle of the room

The room supplies a physical space; this is not a group ranking.

0501.7 1–B: 同学当中 = Comparison group; 2–A: 他 = Person being compared; 3–C: 最高 = Maximum-height claim

The group and superlative do different jobs. The claim stays inside the stated group.

0501.8 B. 这四个设计当中，B 最便宜。

The first retains the four-design comparison. The others widen or change the claim.

0501.9 One possible response: 同学当中，他最高。

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.
- **这些学生当中，有三个人会游泳。** reports that three people in this group can swim. It does not say that all students can swim or identify which three without more information.
- **他最高** makes a maximum claim within the named group. **他很高** describes him as tall without the same ranking. 当中 supplies the group frame; 最 supplies the superlative comparison in the opening example.
- 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.

5.7.2 彼此 (each other / one another)

0502.1 {'en': ' 彼此', 'zh': ' 彼此'}

{'en': ' **彼此 + Verb** = each other: 彼此信任.', 'zh': ' **彼此 + 动词** = 彼此: 彼此信任。'}

0502.2 A. 彼此 can be an object, as in 了解彼此; 互相 normally modifies an action

彼此 is a reciprocal pronoun; 互相 is normally an adverb. Both can occur before 信任.

0502.3 True.

In this case each teammate trusts the other; the reciprocal description does not measure equal amounts of trust or prove every possible group relationship.

0502.4 A. The trust runs in both directions within the group.

The trust runs in both directions within the group. 彼此 can also occur as an object, as in 了解彼此. 互相 usually modifies an action; the two often overlap in meaning.

0502.5 False.

彼此 can also occur as an object, as in 了解彼此. 互相 usually modifies an action; the two often overlap in meaning. The trust runs in both directions within the group.

0502.6 C. 我们了解彼此。

彼此 follows 了解 as its object. The second expresses reciprocity with an action modifier; the third names a teacher as the object.

0502.7 False.

Reciprocity does not specify equal quantities.

0502.8 C. A similar situation for the speaker

In this exchange the repeated phrase acknowledges similarity, roughly same here.

0502.9 One possible response: 我们彼此信任。

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.
- **他们彼此帮助。** describes helping one another. It does not establish that each person spent the same number of minutes, gave equal money or performed the same task.
- In a larger group, context identifies the reciprocal relationship. Do not infer from 彼此 alone that every possible pair performed every action equally often; that stronger description needs more detail.
- 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.

5.7.3 ... 以来 (ever since)

0503.1 {'en': ' 以来', 'zh': ' 以来'}

{'en': '**Time / Event + 以来** = ever since: 毕业以来, 我一直很忙.', 'zh': ' **时间 / 事件 + 以来** = …… 以来: 毕业以来, 我一直很忙。'}

0503.2 B. From graduation to the present reference point

The event graduation is the start, and the current conversation supplies the reference endpoint. A dated report can have its own reference point.

0503.3 True.

{'en': 'Yes – 毕业以来, 长期以来.', 'zh': ' 对 — 毕业以来、长期以来。'}

0503.4 A. The relevant period starts at graduation and extends to now.

The relevant period starts at graduation and extends to now. The reference endpoint may be the narrative present in a report. 以来 does not itself claim that every moment contained work.

0503.5 False.

以来 frames the period. 三次 can count separate events within it; 一直很忙 supplies an ongoing description in the opening example.

0503.6 3

三次 supplies the count; 以来 supplies the period.

0503.7 C. Course openings after the report's reference date

The dated report's evidence ends at its reference point. Later changes need new information.

0503.8 1–A: 毕业以来 = Period since graduation; 2–C: 毕业以后 = After graduation; 3–B: 毕业以前 = Before graduation

The event word is shared, but the time relation differs.

0503.9 One possible response: 毕业以来，我一直很忙。

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.
- **毕业以后，我搬到了上海。** locates a move after graduation; it does not itself describe a period continuing to now. **毕业以来，我回学校三次了。** counts returns across the since-period.
- **毕业以前** concerns time before graduation. These forms can describe events in the same life story but give different time relationships. Do not substitute them merely because the nearby nouns match.
- 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.

5.7.4 当 ... 的时候 (when ...)

0504.1 {'en': ' 当', 'zh': ' 当'}

{'en': ' **当 + Clause + 的时候** = when ...: 当我回家的时候, 天黑了.', 'zh': ' **当 + 分句 + 的时候** = 当 …… 的时候: 当我回家的时候, 天黑了。'}

0504.2 B. {'en': ' 的时候', 'zh': ' 的时候'}

的时候 closes this full taught time clause. Shorter constructions also exist, so it is not a rule for every occurrence of 当.

0504.3 False.

{'en': "It means "when / while", not "after" (that's 以后).", 'zh': ' 它表示 " 当 …… 时 ", 不是 " 以后 "。'}

0504.4 A. The homecoming provides the time frame for the darkness.

Homecoming supplies the time frame. The sentence does not say that 的时候 always places one action after another has finished.

0504.5 False.

当 … 的时候 means when or while. Use 以后 to foreground what happens after an event instead. The homecoming provides the time frame for the darkness.

0504.6 False.

A time frame does not itself establish a cause.

0504.7 B. Call when you need help

The surrounding request supplies the intended situation; 当 … 的时候 is not itself a past-tense marker.

0504.8 1–C: 当我做饭的时候，电话响了。= Phone rang during cooking; 2–A: 我做完饭以后，电话响了。= Phone rang after cooking finished; 3–B: 毕业以来，我回学校三次了。= Three returns during the since-period

During, after and since describe different relationships.

0504.9 One possible response: 当我做饭的时候，电话响了。

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.
- **当我到家的时候，下雨了。** puts rain and arrival in a time relationship. It does not prove that my arrival caused the rain.
- Likewise, the phone ringing during cooking does not say who called or why. Timing, cause and identity are separate claims; additional words are needed to establish the latter two.
- 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.

5.7.5 Noun + 这个 + Category (sizing up)

0505.1 {'en': ' 这个', 'zh': ' 这个'}

{'en': '**Noun + 这个 + Category** sizes someone up: 他这个人很热情.', 'zh': ' **名词 + 这个 + 类别**评价某人: 他这个人很热情。'}

0505.2 C. Frame him as a person for the following comment

The frame identifies what is being discussed; 很热情 supplies the warm evaluation. Context and delivery also affect tone.

0505.3 True.

{'en': 'Yes – 这个 … is a common hesitation filler in speech.', 'zh': ' 对 — 这个 …… 是常见的口头停顿词。'}

0505.4 B. 这个人 frames him as the person being evaluated.

这个人 frames him as the person being evaluated. The evaluation can be positive or negative. 这个 as a hesitation filler is a different conversational use.

0505.5 False.

很热情 is positive in this example; 有点儿粗心 gives a reservation. The following comment and context determine the evaluation.

0505.6 1–C: 他这个人很热情。= Warm manner; 2–A: 他这个人有点儿粗心。= Some carelessness; 3–B: 北京这个城市很大。= City size

The category frame does not decide whether the predicate is praise or a reservation.

0505.7 B. This person as my teacher

The sentence identifies a teacher; the demonstrative is not automatically a personal criticism.

0505.8 C. Transport convenience

交通 identifies transport. The statement does not supply a universal assessment of every aspect or a population count.

0505.9 One possible response: 他这个人很热情。

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.
- **这个人是我的老师。** can simply identify this person as my teacher. There is no earlier 他 topic followed by a personal assessment in that sentence.
- **他这个人很热情。** frames him for a comment. Both contain 这个人, but the wider sentence tells you what it is doing; the string alone is not a reliable tone detector.
- 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.

6 助词

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.

6.1 ■ Final 了: change and completion in context

6.1.1 The same ending can change the lunch conversation

- A friend offers lunch after you return from the canteen. **我吃饭了。** tells them you have eaten in this situation. It changes whether another meal is needed; it does not specify how many bowls you ate.
- At home, a parent calls **吃饭了!** while putting food on the table. Here the call announces mealtime. Treating every final 了 as "already finished" would reverse the intended action.

6.1.2 Locate final 了 before deciding its job

- In **我吃饭了。**, 了 follows the verb and its object at the end of the sentence. The original example below keeps that position. Final 了 can present a changed or newly relevant situation.
- Compare **我吃了三碗饭。**: 了 directly follows 吃, before the counted object. This presents the eating as carried out. Position and context both matter; an object alone does not ban final 了.

我吃饭了。
wǒ chī fàn le
Word guide: 我 – I; 吃 – eat; 饭 – meal.

6.1.3 A changed state need not be a finished action

- A visitor removes a coat: **现在不冷了。** means it is no longer cold in this situation. The sentence describes a changed state rather than a completed act of being cold.
- **要下雨了。** warns that rain is approaching; it does not report that the rain has already ended. Read the words around 了 instead of adding one English past-tense ending everywhere.

Final 了 needs its situation

After lunch: 我吃饭了。
An eating report in this conversation

A call to the table: 吃饭了！
Mealtime is announced; eating need not be finished

A visitor removes a coat: 现在不冷了。
A changed state, rather than a completed act

Position, surrounding words and context work together.

6.1.4 Negation can preserve a change

- **我没吃饭。** denies that the eating happened in the stated period. In this ordinary completed-action negative, 没 replaces the positive action report; do not mechanically append verb-了.
- A diner says they used to eat at this shop but have changed their habit: **我不在这里吃饭了。** means they no longer eat here. 不 and final 了 fit this changed situation; the sentence does not report a finished meal here today.

6.1.5 Two positions can appear together

- **我吃了三碗饭了。** can report three bowls eaten as a now-relevant total. The first 了 follows the verb; the second ends the sentence. The presence of a counted object does not force one position to disappear.
- The total still does not tell you whether a fourth bowl will follow. Ask for the relevant context instead of turning a count or particle into a guarantee that the speaker will never eat more.

6.1.6 Transfer the meaning before choosing a translation

- Change the lunch offer to a call to the table, or change eating to a weather state. Identify what is newly relevant, then check whether an action has been carried out, is approaching or is not the point.
- Compare this lesson with verb-了 and duration. The forms can work together; the practical question is what this speaker communicates here.
- Final 了 is not a universal “finished” or past-tense label. Keep its position, the surrounding words and the conversational situation together.
- A changed habit, an approaching event and a completed-action report need different English paraphrases.

Practise this pattern step by step.

6.2 ■ Verb + 了 + Complement (le after the verb)

6.2.1 Two hours of reading is not two hours ago

- At a break, a reader reports **我看了两个小时。** The two hours measure the reading they carried out. They do not locate its starting time two hours before this conversation.
- The reader can later resume. Reporting this stretch of reading does not mean the whole book is finished or that all future reading has stopped.

6.2.2 Put verb-了 before the duration

- In the original example, 了 directly follows 看; **两个小时** supplies the duration. With a counted object, **我买了三本书。** presents a purchase of three books as carried out.
- The particle describes how the action is presented, rather than serving as a general English past tense. Time phrases and the larger sentence locate the event.

我看了两个小时。
wǒ kàn le liǎng ge xiǎo shí
Word guide: 我 – I; 看 – read; 两 – two; 个 – (measure word); 小时 – hours.

6.2.3 Change the time without changing the particle into a tense

- **昨天我看了两个小时。** locates the reported reading yesterday. **两个小时前我开始看书。** instead locates the start two hours ago; 前 makes that relationship explicit.
- In a plan, **等我看了这本书，再和你讨论。** means to discuss it after the reading is done. The reading is a future condition here; 了 does not force it into the past.

Duration differs from event time

我看了两个小时。
Two hours measures the reading carried out

两个小时前我开始看书。
Two hours ago locates the start

等我看了这本书，再和你讨论。
Reading is a future condition for discussion

A duration alone does not establish whole-book completion.

6.2.4 A current stretch can use both positions

- A friend asks how long you have been reading while you are still at the book. **我看了两个小时了，现在还在看。** reports a two-hour stretch up to now and explicitly says the reading continues.
- Compare the break report without that continuing context. Do not infer "stopped forever" from one 了 or "still doing it" from a duration alone; the surrounding statement supplies evidence.

6.2.5 Change a positive report into a negative carefully

- **我买了三本书。** reports buying three books. **我没买书。** denies buying books in the stated period; this ordinary negative does not keep verb-了 after 买.
- **我没看两个小时，只看了一个小时。** denies a two-hour duration and reports one hour instead. It does not deny all reading: the correction explicitly supplies some.

6.2.6 Identify what the quantity actually measures

- A duration answers "how long"; a counted object answers "how many"; a phrase with 前 can answer "how long ago". Find which question the sentence answers before calculating or translating it.
- Change the report to tomorrow's plan or change two hours to one. Keep the action, quantity and time relation separate; none of these examples alone proves that an entire book was finished.
- Verb-了 presents the action as carried out within its context. It can occur in a future condition as well as a report about yesterday.
- Duration, event time and whether activity continues are separate claims that need their own evidence.

Practise this pattern step by step.

6.3 ■ Statement + 嘛 (obviously / you know)

6.3.1 A beginner's mistake receives an explanation

- A new team member misses a step. A colleague says **他是新手嘛。** to present being a beginner as an understood explanation. It can support giving help, without deciding that every mistake is acceptable.
- Another colleague may still disagree about the explanation. 嘛 shows how the speaker presents the claim; it does not prove that the listener shares it or that the claim is objectively settled.

6.3.2 Attach 嘛 to the statement being presented

- The original **这很简单嘛。** presents this task as easy in the speaker's view. 嘛 is at the end of the statement; it is not the yes/no-question particle 吗 in this example.

- Translate the conversational effect where helpful: “it’s simple, you know” may fit. A fixed “obviously” can sound too strong in some English contexts; there is no one translation for every delivery.

这很简单嘛。
zhè hěn jiǎn dān ma
Word guide: 这 – this; 很 – very; 简单 – simple.

6.3.3 Keep the speaker’s assumption separate from evidence

- If the listener replies **对我来说不简单。**, they say it is not easy for them. That response can challenge the original assumption without making the first utterance ungrammatical.
- Evidence might show that beginners need instructions; the particle itself supplies no measurements of skill or task difficulty. Discuss the reason, rather than treating 嘛 as proof.

Presenting an assumption does not prove agreement

这很简单嘛。
The speaker presents this task as easy and understood

Listener: 对我来说不简单。
The listener says it is not easy for them

这很简单吗？
A different job: ask whether the task is easy

Check the claim and response as well as the particle.

6.3.4 Compare 嘛, 吗 and 呢 in an actual exchange

- **这很简单吗?** asks whether this is easy. **这很简单嘛。** presents that judgement as understood. Changing the character changes the conversational job, even though both can be transcribed ma without tone marks.
- After giving your view, **你觉得呢?** invites the other person’s opinion. It is a follow-up on the shared topic, rather than a substitute spelling for the statement particle 嘛.

6.3.5 A reason can reassure or sound impatient

- A patient colleague may use **他是新手嘛。** to explain why help is needed. An impatient response with the same particle may sound dismissive; surrounding words and delivery matter.

- The written check can identify the stated reason. It cannot certify a kind tone from 嘛 alone or assess the actual sound of a recording that was not supplied.

6.3.6 Test the explanation in a changed situation

- If the teammate is experienced, "he is a beginner" no longer fits the stated facts. Choose a reason supported by the new situation instead of keeping the particle and repeating the old claim.
- If you do not know whether the task is easy, **这很简单吗?** can ask about it. Decide whether you are making an understood claim or requesting information before selecting the particle.
- In these statements, 嘛 presents an explanation or judgement as understood. A listener can question the assumption.
- Keep statement 嘛, yes/no 吗 and follow-up 呢 distinct; written particles do not prove agreement, evidence or tone.

Practise this pattern step by step.

6.4 ■ 呢: follow-up questions and shared context

6.4.1 Your view makes room for another person's view

- You say that the morning session suits you, then ask **你觉得呢?** The friend is invited to give their view about that shared plan. The question does not supply their opinion in advance.
- After **我午饭吃米饭。**, **你呢?** asks about the other person's lunch in this exchange. After **我住上海。**, the same short question asks where the other person lives. The topic supplies what is left unstated.

6.4.2 Use 呢 within the question's structure

- The original **你觉得呢?** keeps the verb 觉得 and ends with 呢. A short follow-up can use **你呢?** when the shared topic makes the intended question clear.
- **这很简单吗?** directly asks whether this is easy. Do not mechanically replace 吗 with 呢 in every yes/no question; question words, structure and context have their own jobs.

你觉得呢?
nǐ jué de ne
Word guide: 你 – you; 觉得 – think.

6.4.3 A missing object can prompt a different follow-up

- While searching for a phone, **我的手机呢?** asks where it is or what has happened to it. It asks about the missing phone, rather than requesting someone's opinion.
- In a shoe shop, you ask one pair's price, point to another pair and ask **这个呢?** The shared price question makes this "and this one?"; the isolated words do not decide whether you mean price, size or colour.

Shared context supplies the missing question

After 我午饭吃米饭。 → 你呢？
Ask about the other person's lunch

After 我住上海。 → 你呢？
Ask where the other person lives

A missing phone: 我的手机呢？
Ask where it is or what happened to it

呢 also occurs in statements: 我正在看书呢。

6.4.4 Conversational does not guarantee gentle

- In a friendly planning exchange, **你觉得呢？** can sound open and conversational. The same words with an impatient tone can challenge someone to respond.
- If the topic is unclear, name it: **你觉得这个计划怎么样呢？** asks about this plan. Adding 呢 does not replace the information needed to understand the question.

6.4.5 Not every sentence with 呢 is a question

- **我正在看书呢。** is a statement about reading in progress here. It has no missing opinion or location to answer; 呢 also appears in statements beyond this lesson's main question pattern.
- Compare **你在看什么呢？**: 什么 asks what is being read. Identify the sentence's structure and situation instead of using 呢 alone as a question detector.

6.4.6 Restore the shared question before answering

- For **你呢？** or **这个呢？**, recover the previous topic and what changed: the person or item. Answer that question, rather than always translating the particle as "what about".
- Change the topic from lunch to residence, or from shoe price to colour. The appropriate answer changes even though the short follow-up stays the same.
- 呢 can help frame a question or follow-up, but shared context supplies its missing content. It also occurs in statements.
- The written form does not guarantee politeness or identify the intended question without its surrounding exchange.

Practise this pattern step by step.

6.5 ■ Practice without the models

6.5.1 Final 了: change and completion in context

0601.1 Using the lesson pattern in this demonstrated example: I've eaten: 我吃饭……。

0601.2 Which sentence directly reports eating three bowls as a carried-out action?

- A. 打算吃三碗饭
- B. 吃了三碗饭

0601.3 A sentence can contain both verb-了 and sentence-final 了.

True or false? Explain or repair the statement.

0601.4 Someone asks whether you still need lunch; you say you have eaten. What does 我吃饭了。communicate?

- A. Every sentence ending in 了 reports an already completed action.
- B. In this context, the speaker reports that eating has happened.

0601.5 In the coat-removal example, 现在不冷了。describes a changed state rather than a completed act of being cold.

True or false? Explain or repair the statement.

0601.6 Match the stated situation to what final 了 communicates.

- 1. A parent puts the meal on the table: 吃饭了!
- 1. After a meal, a friend offers lunch: 我吃饭了。
- 1. A visitor removes a coat: 现在不冷了。
- A. A changed state: no longer cold
- B. A report that eating has happened
- C. An announcement to come and eat

0601.7 A diner used to eat at this shop but changed their habit. 我不在这里吃饭了。reports that they finished a meal here today.

True or false? Explain or repair the statement.

0601.8 我吃了三碗饭了。reports a now-relevant total. What remains unstated?

- A. Whether a fourth bowl will follow
- B. Whether 了 follows 吃
- C. Whether the sentence includes three bowls

0601.9 Recall the situation: The same ending can change the lunch conversation. 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.

6.5.2 Verb + 了 + Complement (le after the verb)

0602.1 Using the lesson pattern in this demonstrated example: I read for two hours: 我看 …… 两个小时。

0602.2 {'en': 'In 买了三本书, what does the verb-了 mark?', 'zh': ' 买了三本书里, 动词后的了标记什么?'}

- A. The purchase is merely a future intention
- B. The purchase is presented as carried out

0602.3 {'en': 'Here 了 sits right after the verb, before the quantity.', 'zh': ' 这里了紧贴动词后、数量前。'}

True or false? Explain or repair the statement.

0602.4 You report two hours of reading before a break. What does 我看了两个小时。 communicate?

- A. 两个小时 says the reading happened two hours ago.
- B. Verb-了 presents the reading as an action carried out, with its duration.

0602.5 In the break report 我看了两个小时。, the duration establishes that the whole book was finished.

True or false? Explain or repair the statement.

0602.6 In the plan 等我看了这本书，再和你讨论。, 了 shows the book was read before this conversation.

True or false? Explain or repair the statement.

0602.7 The reader reports 我看了两个小时。Using 60 minutes per hour, how many minutes of reading are reported?

0602.8 我没看两个小时，只看了一个小时。What does the correction support?

- A. The whole book was completed
- B. One hour of reading happened
- C. No reading happened

0602.9 Recall the situation: Two hours of reading is not two hours ago. 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.

6.5.3 Statement + 嘛 (obviously / you know)

0603.1 Use the statement particle taught here: 这很简单 ……。(The speaker presents the task as easy.)

0603.2 In the statement 这很简单嘛。, how is the judgement presented?

- A. As understood or expected in the speaker's view
- B. As a yes/no question

0603.3 In 这很简单嘛。, 嘛 does the same job as 吗 in 这很简单吗？.

True or false? Explain or repair the statement.

0603.4 A beginner apologises for a mistake; you explain why it is understandable. What does 他是新手嘛。communicate?

- A. 嘛 presents being a beginner as an understood explanation.
- B. 嘛 turns this statement into a yes/no question.

0603.5 In the beginner example, 嘛 shows the colleague's delivery was patient and kind.

True or false? Explain or repair the statement.

0603.6 Match each turn to its job in the exchange.

- 1. 这很简单嘛。
- 1. 这很简单吗?
- 1. 你觉得呢?
- A. Ask whether the task is easy
- B. Invite the other person's view
- C. Present the task as easy and understood

0603.7 After 这很简单嘛。, a listener replies 对我来说不简单。. The listener agrees the task is easy for them.

True or false? Explain or repair the statement.

0603.8 The new situation states that the teammate is experienced. Which claim needs revision before reusing 他是新手嘛。?

- A. The claim that the teammate needs help
- B. The 嘛 that marks the reason as obvious
- C. The unsupported description of the teammate as a beginner

0603.9 Recall the situation: A beginner's mistake receives an explanation. 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.

6.5.4 呢: follow-up questions and shared context

0604.1 Use the follow-up particle taught here: 你觉得 ……?

0604.2 In the friendly question 你觉得呢？, what is the conversational effect?

- A. {'en': 'harsher / more demanding', 'zh': ' 更生硬 / 更强硬'}
- B. {'en': 'softer / more open', 'zh': ' 更柔和 / 更开放'}

0604.3 {'en': ' 呢 can also mean "and …?" (这个呢?).', 'zh': ' 呢也能表示 "……呢?"(这个呢?)。'}

True or false? Explain or repair the statement.

0604.4 You have given your view and ask a friend for theirs. What does 你觉得呢? communicate?

- A. The question invites the friend's opinion using the shared topic.
- B. Adding 呢 guarantees that any question sounds kind.

0604.5 After discussing shoe prices, 这个呢? asks about the shoe's colour.

True or false? Explain or repair the statement.

0604.6 Match the short question to its stated context.

- 1. After 我午饭吃米饭。: 你呢?
- 1. After asking one pair's price, point to another: 这个呢?
- 1. While searching for a missing phone: 我的手机呢?
- A. Ask about the other person's lunch
- B. Ask where the phone is or what happened to it
- C. Ask the other pair's price

0604.7 我正在看书呢。must be a question because it ends in 呢.

True or false? Explain or repair the statement.

0604.8 You say 我住上海。and then ask 你呢? Which reply addresses the shared topic?

- A. 我午饭吃面条。
- B. 我住北京。
- C. 这双鞋三百元。

0604.9 Recall the situation: Your view makes room for another person's view. 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.

6.6 ■ Answers and explanations

6.6.1 Final 了: change and completion in context

0601.1 {'en': ' 了', 'zh': ' 了'}

In this lunch context, 吃饭了 reports having eaten. Final 了 is not restricted to completion; context can make 吃饭了 an announcement to start eating.

0601.2 B. 吃了三碗饭

Verb-了 presents the action as carried out. 吃三碗饭了 can be natural with a changed-situation context; it is not banned by the quantified object.

0601.3 True.

我吃了三碗饭了。can present eating three bowls as a now-relevant total. The two positions have different jobs.

0601.4 B. In this context, the speaker reports that eating has happened.

In this context, the speaker reports that eating has happened. Sentence-final 了 often marks a newly relevant situation. 吃饭了 can also announce that it is time to eat; context prevents a simple completion-only rule.

0601.5 True.

The state is no longer cold in this situation. Final 了 need not mark a finished action.

0601.6 1–C: A parent puts the meal on the table: 吃饭了！ = An announcement to come and eat; 2–B: After a meal, a friend offers lunch: 我吃饭了。= A report that eating has happened; 3–A: A visitor removes a coat: 现在不冷了。= A changed state: no longer cold

The situations supply different interpretations. The shared final particle does not make them all completed meals.

0601.7 False.

In the stated context, the sentence says they no longer eat here. It reports a changed habit, not today's completed meal.

0601.8 A. Whether a fourth bowl will follow

The total is three so far in this report. The sentence does not guarantee that another bowl will or will not follow.

0601.9 One possible response: 我吃饭了。

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.
- **我没吃饭。** denies that the eating happened in the stated period. In this ordinary completed-action negative, 没 replaces the positive action report; do not mechanically append verb-了.

- A diner says they used to eat at this shop but have changed their habit: **我不在这里吃饭了。** means they no longer eat here. 不 and final 了 fit this changed situation; the sentence does not report a finished meal here today.
- 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.

6.6.2 Verb + 了 + Complement (le after the verb)

0602.1 {'en': ' 了', 'zh': ' 了'}

看了两个小时 measures the duration of reading that was carried out. It does not state that reading can never resume.

0602.2 B. The purchase is presented as carried out

In this example, 买了三本书 reports the purchase. Verb-了 is an aspect marker rather than a general past tense.

0602.3 True.

{'en': 'Yes – 看了两个小时, 买了三本书.', 'zh': ' 对 — 看了两个小时、买了三本书。'}

0602.4 B. Verb-了 presents the reading as an action carried out, with its duration.

Verb-了 presents the reading as an action carried out, with its duration. The duration measures the action, not how long ago it happened. This form alone does not rule out doing more reading later.

0602.5 False.

Two hours measures reading time. The book's length and how much was read remain unstated.

0602.6 False.

The reading is a future condition for discussing the book. Verb-了 does not impose past time on this plan.

0602.7 120

Two hours × 60 minutes per hour = 120 minutes of reading. This duration does not locate the event 120 minutes ago.

0602.8 B. One hour of reading happened

The speaker denies the two-hour duration and reports one hour. The denial does not remove all reading or establish whole-book completion.

0602.9 One possible response: 我看了两个小时。

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.

- A friend asks how long you have been reading while you are still at the book. **我看了两个小时了，现在还在看。** reports a two-hour stretch up to now and explicitly says the reading continues.
- Compare the break report without that continuing context. Do not infer "stopped forever" from one 了 or "still doing it" from a duration alone; the surrounding statement supplies evidence.
- 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.

6.6.3 Statement + 嘛 (obviously / you know)

0603.1 {'en': ' 嘛', 'zh': ' 嘛'}

嘛 presents the statement as understood in the speaker's view. It does not prove that the task is easy for every listener.

0603.2 A. As understood or expected in the speaker's view

This statement presents the judgement as understood. Compare the question 这很简单吗？ ; the listener can still disagree with the statement.

0603.3 False.

The first turn presents a judgement; the second asks whether it is true. These examples have different conversational jobs.

0603.4 A. 嘛 presents being a beginner as an understood explanation.

嘛 presents being a beginner as an understood explanation. The listener may not actually share the assumption. 嘛 is different from 吗, which forms a yes/no question.

0603.5 False.

The stated explanation concerns being a beginner. Delivery and surrounding words are needed to judge whether it reassures or sounds dismissive.

0603.6 1–C: 这很简单嘛。= Present the task as easy and understood; 2–A: 这很简单吗？ = Ask whether the task is easy; 3–B: 你觉得呢？ = Invite the other person's view

These turns present a statement, ask a yes/no question and invite a follow-up view. They do not establish identical effects.

0603.7 False.

The listener explicitly says it is not easy for them. 嘛 presents the first speaker's assumption; it does not guarantee shared agreement.

0603.8 C. The unsupported description of the teammate as a beginner

An experienced teammate does not fit the stated beginner explanation. A particle cannot make that reason consistent with the new facts.

0603.9 One possible response: 他是新手嘛。

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.
- **这很简单吗?** asks whether this is easy. **这很简单嘛。** presents that judgement as understood. Changing the character changes the conversational job, even though both can be transcribed ma without tone marks.
- After giving your view, **你觉得呢?** invites the other person's opinion. It is a follow-up on the shared topic, rather than a substitute spelling for the statement particle 嘛.
- 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.

6.6.4 呢: follow-up questions and shared context

0604.1 {'en': ' 呢', 'zh': ' 呢'}

呢 closes this invitation for the other person's view. Its effect depends on the shared topic and delivery; it does not guarantee a gentle tone.

0604.2 B. {'en': 'softer / more open', 'zh': ' 更柔和 / 更开放'}

It invites the other view on the shared topic. Tone can still make a question challenging; 呢 alone does not guarantee politeness.

0604.3 True.

{'en': 'Yes – 这个呢? = and this one?', 'zh': ' 对 — 这个呢? = 这个呢?'}

0604.4 A. The question invites the friend's opinion using the shared topic.

The question invites the friend's opinion using the shared topic. 呢 can make a question more conversational. A harsh tone can still make it challenging; the particle is not a politeness guarantee.

0604.5 False.

In the stated exchange, the prior price question supplies the topic. In a colour discussion the same short form could ask about colour instead.

0604.6 1–A: After 我午饭吃米饭。: 你呢? = Ask about the other person's lunch; 2–C: After asking one pair's price, point to another: 这个呢? = Ask the other pair's price; 3–B: While searching for a missing phone: 我的手机呢? = Ask where the phone is or what happened to it

The prior topic and situation supply the missing content. The particle alone does not choose lunch, price or location.

0604.7 False.

In this example it is a statement about reading in progress. 呢 also occurs in statements; 什么 in 你在看什么呢? supplies a question word.

0604.8 B. 我住北京。

The shared topic is residence, so 我住北京。responds to it. The lunch and shoe-price replies fit different exchanges.

0604.9 One possible response: 你觉得呢?

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.
- In a friendly planning exchange, **你觉得呢?** can sound open and conversational. The same words with an impatient tone can challenge someone to respond.
- If the topic is unclear, name it: **你觉得这个计划怎么样呢?** asks about this plan. Adding 呢 does not replace the information needed to understand the question.
- 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.

7 Prepositional Phrase

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.

7.1 ■ 以上 / 以下 (and above / and below)

7.1.1 One more visitor, or two?

- A fictional room notice says **三十人以下，包括三十人。** – thirty people or fewer, including thirty. There are twenty-nine people inside.
- One more person reaches the limit. Two more make thirty-one: beyond this notice's allowed range.

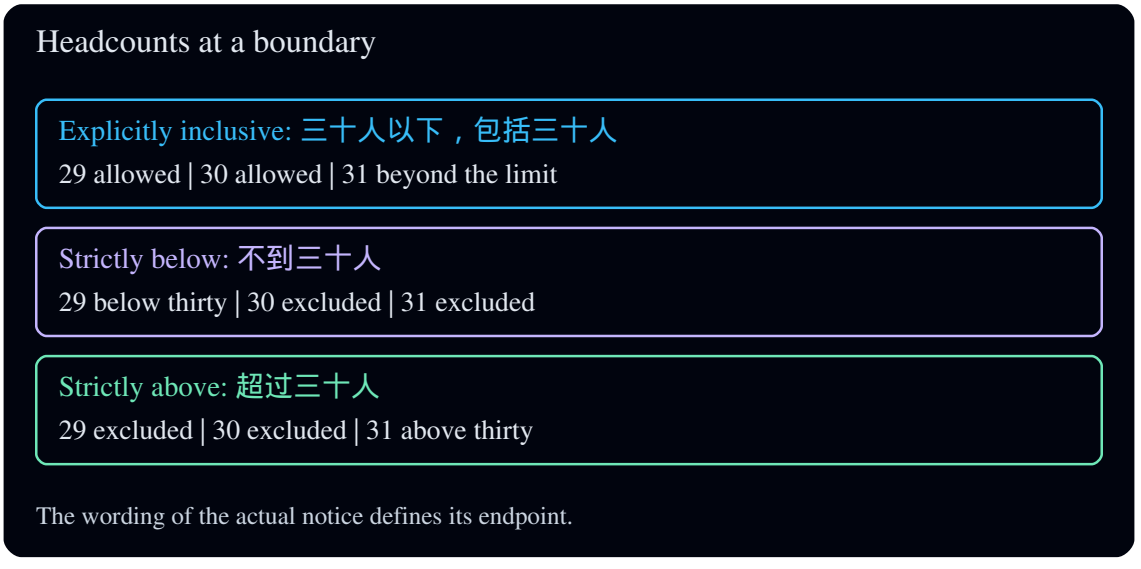
7.1.2 Put the unit before the range word

- Use **number + unit + 以上 / 以下**: 十八岁以上 – eighteen years old and above; 三十人以下 – thirty people and below.
- In the age example, 才能 makes the age a required condition. It does not tell us whether every other entry condition is satisfied.

十八岁以上才能看。
shí bā suì yǐ shàng cái néng kàn
Word guide: 十八 – eighteen; 岁 – years; 以上 – and above; 才 – only then; 能 – can; 看 – watch.

7.1.3 Separate an included limit from a strict one

- Our notice explicitly includes thirty. **不到三十人** – fewer than thirty people – excludes thirty; **超过三十人** – more than thirty – also excludes thirty.
- For whole people, the largest count below thirty is twenty-nine. Read a notice's explicit definition before deciding whether its endpoint is included.



7.1.4 Keep the number and unit together

- **十八岁以上，包括十八岁** includes age eighteen in this fictional clip rule. It does not mean eighteen people, or under eighteen.
- **三十元以下，包括三十元** sets a money limit. The same number with 人 sets a headcount limit: units change what is counted.

7.1.5 Recalculate when the notice changes

- A new notice says **二十五人以下，包括二十五人**. With twenty-four people inside, one more fits; two more do not.
- The old thirty-person answer cannot be reused. Identify the new limit, whether it is included, and the current count.

7.1.6 Make a decision from the full notice

- For the original inclusive thirty-person notice, compare the final count with thirty: twenty-nine plus one is allowed; twenty-nine plus two is not.
- 以上 / 以下 give a range. They do not establish whether a room is open, a ticket is available, or another condition is met.

Practise this pattern step by step.

7.2 ■ Practice without the models

7.2.1 以上 / 以下 (and above / and below)

0701.1 Using the lesson pattern in this demonstrated example: 18 and over may watch: 十八岁 …… 才能看。

0701.2 A notice explicitly says 三十人以下，包括三十人. Which range is allowed?

- A. More than thirty people
- B. Thirty people or fewer

0701.3 {'en': ' 以上 / 以下 attach after the number or level.', 'zh': ' 以上 / 以下接在数目或级别之后。'}

True or false? Explain or repair the statement.

0701.4 A sign gives a capacity limit of thirty, including thirty. What does 三十人以下，包括三十人。communicate?

- A. The explicitly stated allowed range includes thirty and smaller numbers.
- B. 不到三十人 includes exactly thirty people.

0701.5 The original notice includes thirty people. With twenty-nine inside, two more people stay within the limit.

True or false? Explain or repair the statement.

0701.6 The notice includes a maximum of thirty people. Twenty-nine are inside. What is the largest number of additional people allowed?

0701.7 A different sign says 不到三十人. What is the largest whole-person count

below thirty?

- A. Twenty-nine
- B. Thirty
- C. Thirty-one

0701.8 A new notice includes a maximum of twenty-five people. Twenty-four are inside. Can two more enter under this limit?

- A. No: the final count would be twenty-six
- B. Yes: use the old thirty-person limit

0701.9 Recall the situation: One more visitor, or two?. 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.

7.3 ■ Answers and explanations

7.3.1 以上 / 以下 (and above / and below)

0701.1 {'en': ' 以上', 'zh': ' 以上'}

{'en': '**Number + 以上** = and above: 十八岁以上.', 'zh': ' **数目 + 以上** = …… 以上: 十八岁以上。'}

0701.2 B. Thirty people or fewer

The notice includes thirty explicitly. 不到三十人 instead excludes thirty.

0701.3 True.

{'en': 'Yes – 十八岁以上, 三十人以下.', 'zh': ' 对 — 十八岁以上、三十人以下。'}

0701.4 A. The explicitly stated allowed range includes thirty and smaller numbers.

The explicitly stated allowed range includes thirty and smaller numbers. 以上 and 以下 commonly include the boundary, but a real notice may define it explicitly. Do not confuse 三十人以下 with 不到三十人, which excludes thirty.

0701.5 False.

Twenty-nine plus two is thirty-one, beyond thirty.

0701.6 1

Thirty minus twenty-nine is one. Two additional people would make thirty-one.

0701.7 A. Twenty-nine

不到 excludes thirty. With whole people, the next smaller count is twenty-nine.

0701.8 A. No: the final count would be twenty-six

Twenty-four plus two is twenty-six, beyond twenty-five. Only one more reaches the included endpoint.

0701.9 One possible response: 三十人以下，包括三十人。

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.
- **十八岁以上，包括十八岁** includes age eighteen in this fictional clip rule. It does not mean eighteen people, or under eighteen.
- **三十元以下，包括三十元** sets a money limit. The same number with 人 sets a headcount limit: units change what is counted.
- 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.

8 介词

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.

8.1 ■ 自从 (ever since)

8.1.1 A report needs a starting event

- A student moved here in March. In an April conversation, they say **自从来这儿，我很开心。** – Since coming here, I have been happy.
- The arrival is earlier than the report. The sentence connects a later state to that starting event; it does not describe a route from a place.

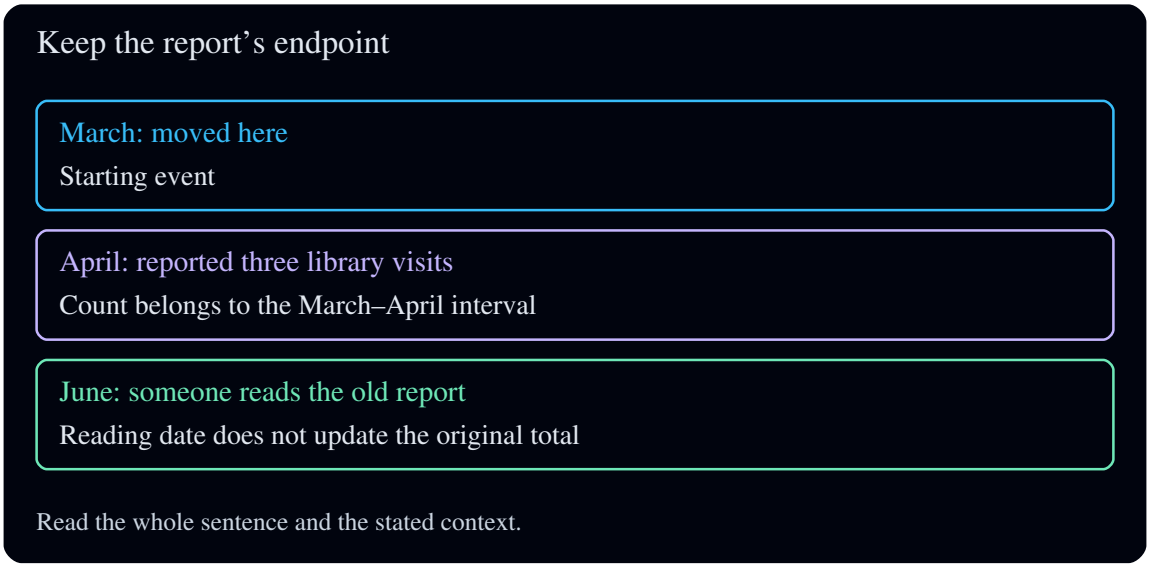
8.1.2 Introduce the earlier starting point

- Use **自从 + earlier time / event，later situation**. 自从来这儿 supplies the starting event; 我很开心 gives the later state.
- **自从三月搬来，我去过图书馆三次。** – Since moving here in March, I have visited the library three times. Repeated events also fit.

自从来这儿，我很开心。
zì cóng lái zhèr wǒ hěn kāi xīn
Word guide: 自从 – ever since; 来 – come; 这儿 – here; 我 – I; 很 – very; 开心 – happy.

8.1.3 Keep the report's endpoint

- The April report counts three visits between the March move and that conversation. It does not mean three visits every day.
- A copy of that April report read in June is still an April report. Do not silently add two more months or claim three is the June total.



8.1.4 Compare time, place and a future plan

- **从明天开始，我每天走路上学。** starts a future plan. **从学校走到车站。** starts a route at the school. Use plain 从 in these examples.
- 自从 highlights an earlier time or event leading into a later situation. It cannot replace 从 in every route or future-start expression.

8.1.5 A sequence is not proof of cause

- **自从换了座位，我看黑板清楚多了。** reports clearer vision after changing seats. It connects the observations in time.
- To claim the seat was the only cause, we would need more evidence. 自从 alone does not rule out a new pair of glasses or another change.

8.1.6 Read the start, report and later situation

- Find the earlier starting point, then the situation or events reported after it. Repeated visits need their own count and endpoint.
- Keep 自从 distinct from a place route and a future plan. A time connection does not automatically prove an exclusive cause.

Practise this pattern step by step.

8.2 ■ 为 + Person (for someone's sake)

8.2.1 Work for the people using the service

- A community team helps residents. **我们为大家服务。** – We serve everyone. 我们 names the workers; 大家 names the people served.
- The sentence states whom the service is for. It does not prove every resident used it or was satisfied.

8.2.2 Place the person before the action

- In this pattern, use **subject + 为 + person + action**. 为 is read **wèi**: 为大家服务, 为朋友准备晚饭 – prepare dinner for a friend.
- The friend receives the intended benefit. The cook and the friend are different roles; do not swap them when translating.

我们为大家服务。
wǒ men wèi dà jiā fú wù
Word guide: 我们 – we; 为 – for; 大家 – everyone; 服务 – serve.

8.2.3 For someone can have different jobs

- **我为你高兴。** – I am happy for you. Your situation is the reason for my happiness; this is not a service delivered to you.
- **我为朋友准备晚饭。** names the friend for whom dinner is prepared. Read 为 with its surrounding action rather than assigning one role everywhere.

For someone can have different jobs

我们为大家服务。
我们: workers | 大家: people served

我为你高兴。
你: person whose situation prompts happiness

为了早点到，我坐了地铁。
早点到: goal | 坐地铁: action toward it

Read the whole sentence and the stated context.

8.2.4 Compare a person with an explicit goal

- **为了早点到，我坐了地铁。** – To arrive earlier, I took the metro. 为了 introduces the goal of arriving earlier.
- 为 and 为了 can overlap in purpose meanings. " 为 always means a person; 为了 always means a non-person goal" is too rigid; learn each complete construction.

8.2.5 Purpose does not guarantee success

- The cook says **我为朋友准备了晚饭，但朋友没来。** Dinner was prepared for the friend, but the friend did not come.
- The stated purpose remains even when the intended recipient does not eat. 为朋友 does not prove a successful delivery or a return favour.

8.2.6 Identify who acts and why

- In 为大家服务, locate the workers, the people served and the action. In 为你高兴, locate whose situation prompts the happiness.
- For an explicit goal, read the whole 为了 phrase. Do not turn a purpose or intended benefit into a guaranteed outcome.

Practise this pattern step by step.

8.3 ■ 对 ... 而言 (as far as ... is concerned)

8.3.1 The same task can feel different

- Beginners find an assignment hard; experienced users find it easy. **对新手而言，这很难。** – For beginners, this is difficult.
- The sentence takes the beginners' perspective. It does not say experts must share that experience.

8.3.2 Name whose perspective comes first

- Use **对 + person / group + 而言，comment**. 对我而言 makes the following importance judgement personal.
- **对我来说，这很重要。** is a common alternative. Keep the named viewpoint when paraphrasing instead of turning it into "important for everyone".

对我而言，这很重要。
duì wǒ ér yán zhè hěn zhòng yào
Word guide: 对 – for; 我 – me; 而言 – as for; 这 – this; 很 – very; 重要 – important.

8.3.3 Different viewpoints can coexist

- **对新手而言，这很难；对熟练的人而言，这很容易。** The two comments concern the same task and different groups.
- The difference need not be a contradiction. Skill and experience can change a judgement of difficulty.

Different viewpoints can coexist

对新手而言，这很难。
Beginners' viewpoint: difficult

对熟练的人而言，这很容易。
Experienced users' viewpoint: easy

对我而言，这很重要。
My judgement; not a universal agreement report

Read the whole sentence and the stated context.

8.3.4 Perspective is not a quoted speech report

- **对学生而言，这个安排很方便。** evaluates the arrangement for students. It does not say every student has personally spoken or agreed.
- **学生说这个安排很方便。**explicitly reports what students said. A viewpoint phrase and a speech report provide different information.

8.3.5 Keep a changed group in the answer

- A school starts lessons earlier. **对住得远的学生而言，这不方便。**refers to students living far away.
- Do not infer that nearby students find it equally inconvenient. The new group limits this comment even if both groups attend the same school.

8.3.6 Keep the viewpoint with the judgement

- Identify the person or group after 对, then the comment. Preserve both in your English paraphrase.
- A viewpoint is not evidence of universal agreement or a direct quotation. Check a second group separately.

Practise this pattern step by step.

8.4 ■ ... 在内 (including)

8.4.1 Reserve five seats, not six

- A group organiser says **包括我在内，一共五个人。** – Including me, there are five people in all. The organiser is already one of the five.
- Reserve five seats if each person needs one. Adding the organiser again would count the same person twice.

8.4.2 Put the included member before 在内

- Use **包括 + member / items + 在内，whole set**: 包括我在内. 在内 places the named member inside the stated set.
- The original sentence's total is five. The remaining people number four, because five includes the speaker.

包括我在内，一共五个人。
bāo kuò wǒ zài nèi yí gòng wǔ gè rén
Word guide: 包括 – including; 我 – me; 在内 – included; 一共 – in total; 五 – five; 个人 – people.

8.4.3 Compare included and additional members

- **包括我在内，一共五个人。** gives five total. **除了我，还有五个人。** in this stated counting contrast gives five others plus me: six total.
- Do not carry the second total into the first sentence. Look at whether the five already includes the speaker.



8.4.4 Inclusion also works without a count

- **包括周末在内，每天都开放。** – Open every day, including weekends. The claim includes weekend days.
- It does not state the opening hours or the ticket price. Membership in the open-day set is different from those details.

8.4.5 Change the included group

- **包括两位老师在内，一共八个人。** – Including two teachers, there are eight people in all. The teachers occupy two of the eight places.
- There are six other people in this situation, not eight others plus two teachers. Recalculate from the new total and included number.

8.4.6 Count each included person once

- For five including me, subtract one to find four others. For eight including two teachers, subtract two to find six others.
- For a non-numerical set, identify what is included without inventing a count, schedule or price.

Practise this pattern step by step.

8.5 ■ 凭 (on the basis of / by)

8.5.1 A ticket is an entry credential

- A fictional venue notice says **凭票入场。** – Admission by ticket. Visitors are asked to show a ticket as the basis for entry.
- The phrase does not name the price, performance time or whether the ticket must be for today. Read any additional rules too.

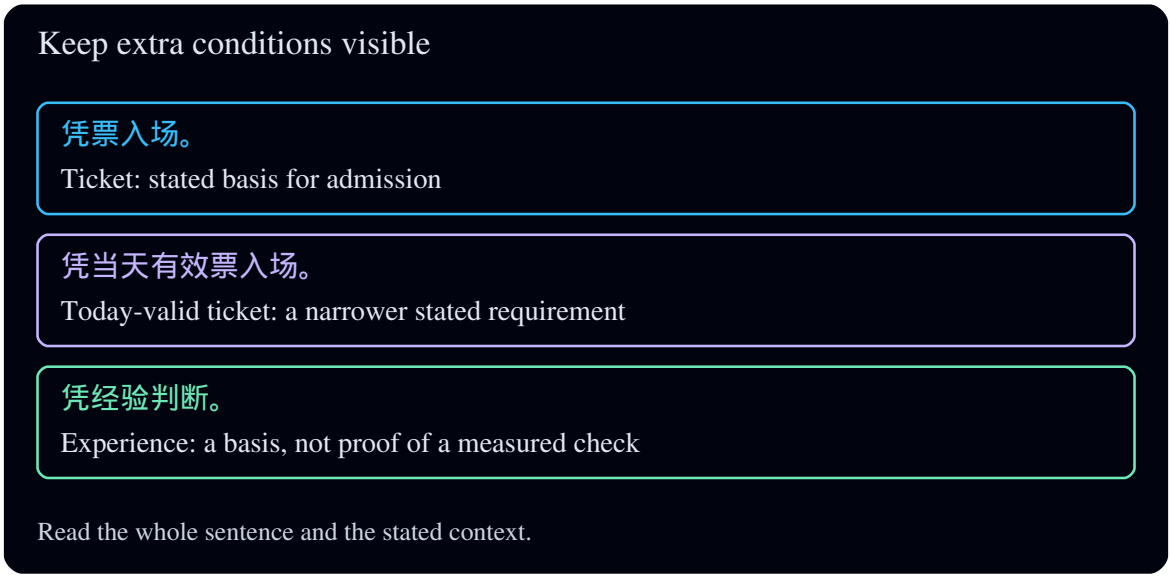
8.5.2 Name the basis before the action

- Use **凭 + credential / resource / basis + action**. 凭票入场 names a ticket; 凭经验判断 names experience used to make a judgement.
- In the original 凭努力，他成功了, the speaker credits effort in an actual success. This is not a promise that every attempt succeeds.

凭努力，他成功了。
píng nǔ lì tā chéng gōng le
Word guide: 凭 – by; 努力 – effort; 他 – he; 成功 – succeed.

8.5.3 Keep extra conditions visible

- The full notice says **凭当天有效票入场。** – Enter with a ticket valid for that day. An expired ticket does not meet this stated rule.
- 凭 introduces the basis, while 当天有效 narrows which ticket counts. "I have a ticket" alone is not enough to evaluate this full notice.



8.5.4 Asking for grounds can be a challenge

- In an argument, **你凭什么决定?** – On what grounds do you decide? – challenges someone's basis or authority.
- It is not a thank-you. A phrase about grounds can be neutral or challenging in context; this argument supplies the challenging reading.

8.5.5 A basis can still be weak

- **凭经验，他觉得这台机器没问题。** reports a judgement based on experience. It does not establish that the machine passed a measured safety check.
- Ask what evidence was actually used. The presence of 凭 names a basis without proving that basis is sufficient or the conclusion is correct.

8.5.6 Read the basis and its limits

- Locate the ticket, experience or effort introduced by 凭, then the action or judgement it supports.
- Additional requirements and evidence quality still matter. A named basis does not guarantee access, universal success or a correct conclusion.

Practise this pattern step by step.

8.6 ■ 至于 (as for / when it comes to)

8.6.1 Price is raised but left unresolved

- A buyer and seller finish discussing quality. **至于价格，以后再说。** – As for the price, we will discuss it later.
- 至于 raises price as a separate issue. 以后再说 postpones it; no price is agreed in this sentence.

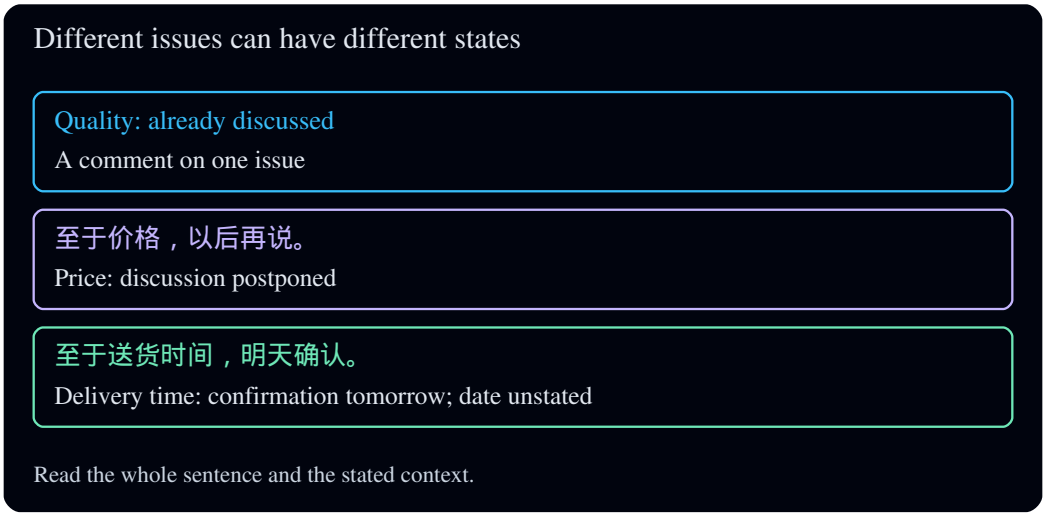
8.6.2 Add a comment to the named topic

- Use **至于 + topic，comment**. 至于价格 names the issue, and 以后再说 tells what the speaker proposes to do about it.
- **至于送货时间，明天确认。** – As for delivery time, confirm it tomorrow. This postpones confirmation, not necessarily delivery itself.

至于价格，以后再说。
zhì yú jià gé yǐ hòu zài shuō
Word guide: 至于 – as for; 价格 – price; 以后 – later; 再 – again; 说 – discuss.

8.6.3 Different issues can have different states

- Quality may be accepted while price remains unresolved. Delivery time may still need tomorrow's confirmation.
- Changing to a topic is not the same as settling it. Read the comment after that topic before deciding what is known.



8.6.4 Keep other uses separate

- **至于价格，我们还没决定。** leaves the price undecided. **不至于这么贵吧。** suggests it should not be so expensive.
- The second construction does not introduce price as a fresh discussion topic. Learn 不至于 as its own expression instead of translating every 至于 as "as for".

8.6.5 Transfer to who will do the work

- **至于谁来负责，我们还没决定。** – As for who will be responsible, we have not decided yet.
- The responsibility question is now on the agenda, but no person is named as the chosen organiser. Topic selection is not person selection.

8.6.6 Separate the issue from the decision

- Name the issue after 至于, then read its actual comment: postponed, undecided or confirmed.
- Do not infer a price, delivery date or responsible person from a topic phrase alone. Keep 不至于 separate from the topic-changing use.

Practise this pattern step by step.

8.7 ■ 给 (colloquial passive)

8.7.1 The cup is affected, not the doer

- You find a broken cup and report **杯子给打破了。** – The cup got broken. The sentence uses colloquial passive 给.
- 杯子 is what was broken. The sentence names no doer; it does not identify who broke it or whether it was intentional.

8.7.2 Read the affected thing before 给

- In this passive pattern, use **affected thing + 给 + (doer) + action / result**. 杯子给打破了 leaves the doer out.
- **杯子给小李打破了。** names Xiao Li as the doer. The cup still receives the effect of 打破.

杯子给打破了。
bēi zi gěi dǎ pò le
Word guide: 杯子 – cup; 给 – (passive); 打破 – break.

8.7.3 Follow the action across three forms

- **小李打破了杯子。** names Xiao Li as the doer first. **杯子给小李打破了。** names the affected cup first.
- **杯子给打破了。** preserves the broken-cup report without naming Xiao Li. Removing a name removes information, not the breaking event.

Follow the action across three forms

小李打破了杯子。
Doer 小李 → breaking → affected cup

杯子给小李打破了。
Affected cup → 给 → named doer 小李 → breaking

杯子给打破了。
Affected cup → 给 → breaking; doer unnamed

Read the whole sentence and the stated context.

8.7.4 给 can give rather than mark a passive

- **我给他一个杯子。** – I give him a cup. 我 gives, 他 receives, and 一个杯子 is the item transferred.
- Compare this with 杯子给打破了. Giving a cup and reporting a broken cup are different actions; 给 alone does not identify the sentence's role.

8.7.5 Do not invent the unnamed doer

- **门给关上了。** – The door got closed. No doer is named in this report.
- It does not prove the speaker closed it, or that someone closed it deliberately. Add those details only when the context supplies them.

8.7.6 Locate the affected object and the doer

- In this passive use, find what was affected and whether a doer is explicitly named. A missing doer remains unknown from the sentence.
- Compare complete constructions: 给 can also transfer an item or introduce a recipient. Keep the action and result in the interpretation.

Practise this pattern step by step.

8.8 ■ 就 ... 来说 (as far as ... goes)

8.8.1 An affordable price is one aspect

- A buyer has checked the price but not tested the item. **就价格来说，不贵。** – As far as the price goes, it is not expensive.
- The evaluation concerns price. Quality, durability and whether the item meets the buyer's need remain separate questions.

8.8.2 Frame an aspect before its comment

- Use **就 + aspect + 来说，comment**. 就价格来说 selects price as the angle for 不贵.
- **就质量来说，还需要检查。** – As far as quality goes, it still needs checking. A different aspect needs its own evidence.

就价格来说，不贵。
jiù jià gé lái shuō bù guì
Word guide: 就 – as for; 价格 – price; 来说 – speaking of; 不 – not; 贵 – expensive.

8.8.3 Split an overall choice into aspects

- Price: not expensive. Quality: not yet tested. Delivery: takes a week. These three comments can all be true of the same item.
- A favourable price does not cancel the unknown quality or the wait. Combine the relevant facts before deciding whether to buy.

Split an overall choice into aspects

就价格来说，不贵。
Price: not expensive

就质量来说，还需要检查。
Quality: needs checking

对我而言，还是太贵。
Personal budget: may still be too expensive

Read the whole sentence and the stated context.

8.8.4 Contrast an aspect with a person

- **就价格来说，不贵。** frames the price aspect. **对我而言，还是太贵。** frames my judgement given my situation.
- Those comments need not conflict: a price can compare well with similar goods and still exceed a person's budget. The reference for the judgement matters.

8.8.5 The other 就 needs its own context

- **我吃完饭就走。** – I will leave after finishing the meal. Here 就 connects events; it does not frame the meal's price or quality.
- In 就价格来说, read 就 with 价格来说. Do not assign "immediately" to this scope phrase just because another use of 就 can concern timing.

8.8.6 Keep the comment within its angle

- Identify the aspect after 就, then its particular evaluation. Check price, quality and delivery separately.
- A favourable comment on one angle does not prove an overall recommendation, everyone's agreement or a rapid sequence of events.

Practise this pattern step by step.

8.9 ■ 趁 (while / taking advantage of)

8.9.1 Eat during the useful window

- A meal is ready and still pleasantly hot. **趁热吃吧。** – Eat it while it is hot. The speaker recommends using that favourable state.
- This is a suggestion, not a report that eating already happened. The state may not last, which makes the timing useful.

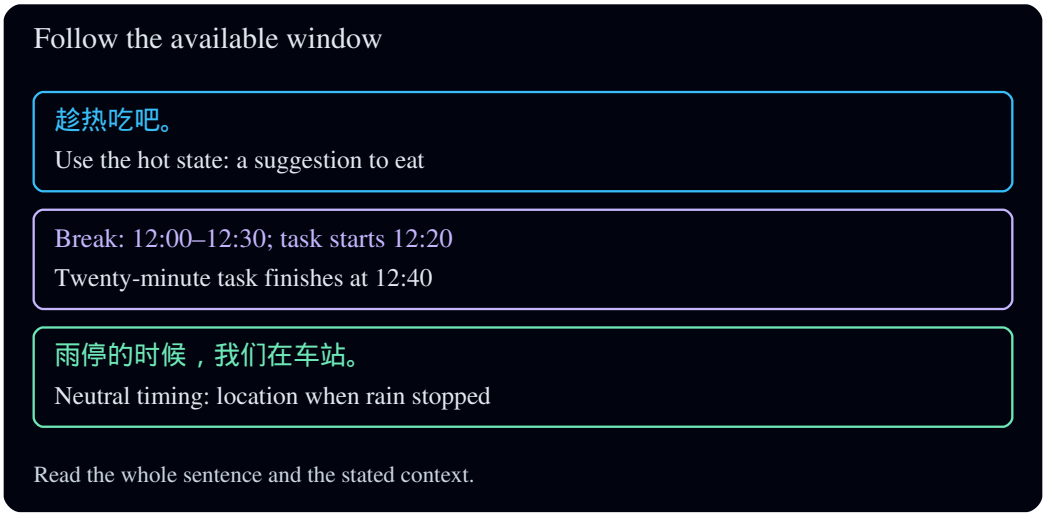
8.9.2 Put the opportunity before the action

- Use **趁 + available time / situation + action**. 趁热吃 uses the hot state; 趁午休去银行 uses the lunch break for a bank visit.
- The phrase names an opportunity for the action. It is more specific than merely saying two events happened at the same time.

趁热吃吧。
chèn rè chī ba
Word guide: 趁 – while; 热 – hot; 吃 – eat.

8.9.3 Follow the available window

- A student has a lunch break from 12:00 to 12:30 and plans a twenty-minute task. 趁午休 … connects the task with that available break.
- Starting at 12:20 would finish at 12:40: outside the stated break. 趁 does not make the task shorter or guarantee that it fits.



8.9.4 Compare opportunity with neutral timing

- **趁雨停了，赶快回家。** uses a pause in the rain as an opportunity to go home. The action is recommended during that window.
- **雨停的时候，我们在车站。** only locates us at the station when the rain stopped. It does not itself say we used that moment for an action.

8.9.5 A lost opportunity changes the advice

- The food has already cooled. Do not describe that present state as 热 just to reuse 趁热吃吧. The original hot window has ended.
- One might reheat the food and make a new suggestion. The original sentence alone does not report reheating or show that it will happen.

8.9.6 Check the window before using the advice

- Identify the available situation and the proposed action. Check the actual state, timing and practical duration.
- 趁 recommends or describes using an opportunity. It does not prove that the action happened, succeeded or fits an invented deadline.

Practise this pattern step by step.

8.10 ■ Practice without the models

8.10.1 自从 (ever since)

0801.1 Use this lesson's target form 自从 in the demonstrated sentence: Ever since I came here, I've been happy: …… 来这儿，我很开心。

0801.2 In the March-arrival example, what does 自从 introduce?

- A. An earlier starting point for the later situation
- B. A future deadline

0801.3 In the April conversation, 自从来这儿 introduces the earlier arrival as the starting event.

True or false? Explain or repair the statement.

0801.4 Moving here changed how happy someone feels. What does 自从来这儿，我很开心。communicate?

- A. 自从 can replace 从 in every place or time expression.
- B. The arrival is the starting point for the subsequent state.

0801.5 An April report of three visits since March must be updated to June simply because someone reads it in June.

True or false? Explain or repair the statement.

0801.6 An April report says 自从三月搬来，我去过图书馆三次。What does three count?

- A. Three visits every day

- B. Three visits in that stated interval

0801.7 Choose the starting word for this route: _____ 学校走到车站。

- A. 从
- B. 自从

0801.8 自从换了座位，我看黑板清楚多了 shows the new seat was the only cause of clearer vision.

True or false? Explain or repair the statement.

0801.9 Recall the situation: A report needs a starting event. 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.

8.10.2 为 + Person (for someone's sake)

0802.1 Use this lesson's target form 为 in the demonstrated sentence: Serve everyone: 我们 …… 大家服务。

0802.2 Which contrast fits these complete examples: 为大家服务 and 为了早点到，我坐了地铁?

- A. The two phrases name exactly the same people
- B. 大家 names people served; 早点到 names the arrival goal

0802.3 In 我们为大家服务, 大家 names the people served, while 我们 names the workers.

True or false? Explain or repair the statement.

0802.4 A team is working to help its community. What does 我们为大家服务。 communicate?

- A. 为 and 为了 never overlap in meaning.
- B. 大家 names the people served by the action.

0802.5 为 and 为了 never overlap in meaning.

True or false? Explain or repair the statement.

0802.6 Match the whole phrase to the role of the person named after 为.

- 1. 为大家服务
- 1. 为你高兴
- 1. 为朋友准备晚饭
- A. Intended beneficiary of preparing dinner
- B. Person whose situation prompts happiness
- C. People served

0802.7 为了早点到，我坐了地铁。What is the stated goal?

- A. Arriving earlier
- B. Taking the metro is the final goal

0802.8 我为朋友准备了晚饭，但朋友没来 shows the friend ate the prepared dinner. True or false? Explain or repair the statement.

0802.9 Recall the situation: Work for the people using the service. 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.

8.10.3 对 ... 而言 (as far as ... is concerned)

0803.1 Use this lesson's target form 而言 in the demonstrated sentence: For me, this is important: 对我 ……，这很重要。

0803.2 {'en': ' 对 … 而言 is the formal twin of…', 'zh': ' 对 …… 而言是哪个的正式说法?'}

- A. {'en': ' 因为 … 所以', 'zh': ' 因为 …… 所以'}
- B. {'en': ' 对 … 来说', 'zh': ' 对 …… 来说'}

0803.3 {'en': ' 对 … 而言 sets whose perspective the statement takes.', 'zh': ' 对 …… 而言设定从谁的角度说。'}

True or false? Explain or repair the statement.

0803.4 An assignment is difficult for beginners but easy for experts. What does 对新手而言，这很难。communicate?

- A. The sentence says experts must find it equally difficult.
- B. The difficulty is evaluated from beginners' perspective.

0803.5 对新手而言，这很难 shows experts must find the task equally difficult.

True or false? Explain or repair the statement.

0803.6 Match each stated group to its judgement of this task.

- 1. 对新手而言，这很难。
- 1. 对熟练的人而言，这很容易。
- A. Easy for experienced users
- B. Difficult for beginners

0803.7 对学生而言，这个安排很方便 shows every student personally said they agree. True or false? Explain or repair the statement.

0803.8 对住得远的学生而言，这不方便。Which group supplies this viewpoint?

- A. Students living far away
- B. All students and all teachers

0803.9 Recall the situation: The same task can feel different. 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.

8.10.4 ... 在内 (including)

0804.1 Use this lesson's target form 在内 in the demonstrated sentence: Including me, five people in all: 包括我 ……，一共五个人。

0804.2 {'en': 'Where does the included item (我) sit?', 'zh': ' 被包括的项 (我) 放在哪?'}

- A. {'en': 'after 在内', 'zh': ' 在内之后'}
- B. {'en': 'between 包括 and 在内', 'zh': ' 包括和在内之间'}

0804.3 {'en': ' 在内 means the item is left OUT of the count.', 'zh': ' 在内表示该项不计入。'}

True or false? Explain or repair the statement.

0804.4 There are five people total, and you are one of them. What does 包括我在内，一共五个人。communicate?

- A. The total of five already includes the speaker.
- B. The group contains five other people plus the speaker.

0804.5 包括两位老师在内，一共八个人 describes eight others plus two teachers.

True or false? Explain or repair the statement.

0804.6 包括我在内，一共五个人。How many people other than the speaker are in the group?

0804.7 包括周末在内，每天都开放 tells us that the venue opens at 9:00 every day.

True or false? Explain or repair the statement.

0804.8 包括两位老师在内，一共八个人。How many of the eight are people other than those two teachers?

0804.9 Recall the situation: Reserve five seats, not six. 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.

8.10.5 凭 (on the basis of / by)

0805.1 Use this lesson's target form 凭 in the demonstrated sentence: On the strength of effort, he succeeded: …… 努力，他成功了。

0805.2 In the stated argument, 你凭什么决定? challenges someone's grounds. Which paraphrase fits?

- A. {'en': '"thank you very much"', 'zh': '" 非常感谢 "'}

- B. {'en': '"on what grounds? / why should …?" (a challenge)', 'zh': '" 凭什么?"(质问)'}

0805.3 {'en': ' 凭票入场 means "admission by ticket".', 'zh': ' 凭票入场表示 " 凭票进场 "。'}

True or false? Explain or repair the statement.

0805.4 A venue asks visitors to show a ticket. What does 凭票入场。communicate?

- A. A ticket is the stated basis for admission.
- B. 凭票入场 means entry is allowed without a ticket.

0805.5 凭当天有效票入场 permits an expired ticket just because it is a ticket.

True or false? Explain or repair the statement.

0805.6 The notice says 凭当天有效票入场. Which ticket satisfies the stated validity requirement?

- A. A ticket valid for today
- B. A ticket that expired yesterday

0805.7 凭经验，他觉得这台机器没问题 shows the machine passed a measured safety check.

True or false? Explain or repair the statement.

0805.8 凭努力，他成功了 means every person who makes an effort will succeed.

True or false? Explain or repair the statement.

0805.9 Recall the situation: A ticket is an entry credential. 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.

8.10.6 至于 (as for / when it comes to)

0806.1 Use this lesson's target form 至于 in the demonstrated sentence: As for the price, later: …… 价格，以后再说。

0806.2 In 至于价格，以后再说, what does 至于价格 do?

- A. Raises price as a separate issue
- B. Concludes that every issue has been resolved

0806.3 In 至于价格，以后再说, 至于 introduces the price issue even though its discussion is postponed.

True or false? Explain or repair the statement.

0806.4 You finish discussing quality and postpone the price discussion. What does 至于价格，以后再说。communicate?

- A. 至于价格 is a final conclusion about every issue.

- B. 至于 introduces price as the next separate topic.

0806.5 至于价格 is a final conclusion about every issue.

True or false? Explain or repair the statement.

0806.6 Match the topic and comment to what is still unresolved.

- 1. 至于价格，以后再说。
- 1. 至于谁来负责，我们还没决定。
- A. Responsible person not yet chosen
- B. Price discussion postponed

0806.7 至于送货时间，明天确认 means that delivery itself happens tomorrow.

True or false? Explain or repair the statement.

0806.8 Which sentence uses 至于 to introduce the responsibility topic?

- A. 不至于这么贵吧。
- B. 至于谁来负责，我们还没决定。

0806.9 Recall the situation: Price is raised but left unresolved. 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.

8.10.7 给 (colloquial passive)

0807.1 Use this lesson's target form 给 in the demonstrated sentence: The cup got broken: 杯子 …… 打破了。

0807.2 In 杯子给打破了, 给 has a passive role similar to which word?

- A. {'en': ' 把 (disposal marker)', 'zh': ' 把 (处置标记)'}
- B. {'en': ' 被 (passive marker)', 'zh': ' 被 (被动标记)'}

0807.3 {'en': 'Here the doer after 给 can be left out.', 'zh': ' 这里给后的施事可以省略。'}

True or false? Explain or repair the statement.

0807.4 You find a cup broken, without naming who broke it. What does 杯子给打破了。communicate?

- A. The cup is the affected object in a colloquial passive.
- B. The cup is the person who broke something else.

0807.5 杯子给打破了 shows the breaking was deliberate.

True or false? Explain or repair the statement.

0807.6 杯子给小李打破了。Who is named as doing the breaking?

- A. The cup
- B. Xiao Li

0807.7 Match these complete sentences to their roles.

- 1. 杯子给打破了。
- 1. 我给他一个杯子。
- A. I transfer a cup to him
- B. The cup got broken; doer unnamed

0807.8 门给关上了 identifies the speaker as the person who closed the door.

True or false? Explain or repair the statement.

0807.9 Recall the situation: The cup is affected, not the doer. 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.

8.10.8 就 ... 来说 (as far as ... goes)

0808.1 Use this lesson's target form 就 in the demonstrated sentence: As far as price goes, it's not expensive: …… 价格来说，不贵。

0808.2 In 就价格来说，不贵, what role does 就 have?

- A. {'en': 'then / right away (sequencing)', 'zh': ' 就 / 马上 (顺承)'}
- B. {'en': 'as far as / speaking of (limiting scope)', 'zh': ' 就 …… 来说 (限定范围)'}

0808.3 {'en': ' 就 … 来说 narrows the comment to a single angle.', 'zh': ' 就 …… 来说把评论缩到一个角度。'}

True or false? Explain or repair the statement.

0808.4 The price is low, although quality is still untested. What does 就价格来说，不贵。communicate?

- A. The sentence proves the product has good quality.
- B. The comment applies to price specifically.

0808.5 The sentence shows the product has good quality.

True or false? Explain or repair the statement.

0808.6 Match each stated aspect to its evidence in this purchase case.

- 1. Price
- 1. Quality
- 1. Delivery
- A. Not yet tested
- B. Not expensive
- C. Takes a week

0808.7 A comparatively low price must fit every buyer's budget.

True or false? Explain or repair the statement.

0808.8 In 我吃完饭就走, what is the relevant role of 就?

- A. It connects the events of finishing and leaving
- B. It selects the meal's price aspect

0808.9 Recall the situation: An affordable price is one aspect. 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.

8.10.9 趁 (while / taking advantage of)

0809.1 Use this lesson's target form 趁 in the demonstrated sentence: Eat it while it's hot: …… 热吃吧。

0809.2 {'en': ' 趁现在 means…', 'zh': ' 趁现在是什么意思?'}

- A. {'en': 'long ago', 'zh': ' 很久以前'}
- B. {'en': 'while you can / right now (seize the moment)', 'zh': ' 趁现在 / 趁这会儿'}

0809.3 {'en': ' 趁 opens with the window of opportunity.', 'zh': ' 趁引出可利用的时机。'}

True or false? Explain or repair the statement.

0809.4 Food is still hot and should be eaten now. What does 趁热吃吧。communicate?

- A. 趁热 says the food was eaten only after it cooled.
- B. The hot state is a favourable window for eating.

0809.5 趁热吃吧 reports that the speaker has already finished the meal.

True or false? Explain or repair the statement.

0809.6 A break ends at 12:30. A twenty-minute task starts at 12:20. How many minutes after the break ends will the task finish?

0809.7 Which sentence explicitly uses the pause in rain as an opportunity for action?

- A. 雨停的时候，我们在车站。
- B. 趁雨停了，赶快回家。

0809.8 If the food has already cooled, the original 趁热吃吧 shows it has been reheated.

True or false? Explain or repair the statement.

0809.9 Recall the situation: Eat during the useful window. 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.

8.11 ■ Answers and explanations

8.11.1 自从 (ever since)

0801.1 {'en': ' 自从', 'zh': ' 自从'}

{'en': ' **自从 + Past Event** = ever since: 自从来这儿, 我很开心.', 'zh': ' **自从 + 过去事件** = 自从: 自从来这儿, 我很开心。'}

0801.2 A. An earlier starting point for the later situation

It marks the earlier arrival, not a deadline. Later situations can be states or repeated events.

0801.3 True.

The March arrival is earlier than this April report; the statement is bounded to that example.

0801.4 B. The arrival is the starting point for the subsequent state.

The arrival is the starting point for the subsequent state. 自从 introduces an earlier starting event. 从 is broader and also works with places or future starting times.

0801.5 False.

The report's reference endpoint remains April; the reading date does not supply later visits.

0801.6 B. Three visits in that stated interval

It counts visits since the March move up to that April report, not a daily rate.

0801.7 A. 从

Plain 从 introduces a place starting point in this route.

0801.8 False.

It connects a later observation to an earlier event in time; an exclusive cause needs more evidence.

0801.9 One possible response: 自从来这儿，我很开心。

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.
- **从明天开始，我每天走路上学。** starts a future plan. **从学校走到车站。** starts a route at the school. Use plain 从 in these examples.
- 自从 highlights an earlier time or event leading into a later situation. It cannot replace 从 in every route or future-start expression.
- 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.

8.11.2 为 + Person (for someone's sake)

0802.1 {'en': ' 为', 'zh': ' 为'}

{'en': ' **为 + Person + VP** = for someone: 为大家服务.', 'zh': ' **为 + 人 + 动词短语** = 为 ……: 为大家服务。'}

0802.2 B. 大家 names people served; 早点到 names the arrival goal

These complete examples have different roles. This is not an absolute ban on overlapping purpose meanings.

0802.3 True.

The role is bounded to this service example; 为你高兴 describes whose situation prompts happiness.

0802.4 B. 大家 names the people served by the action.

大家 names the people served by the action. 为 marks a beneficiary or motive in established combinations. 为了 can introduce a purpose, and their meanings may overlap rather than forming an absolute divide.

0802.5 False.

为 marks a beneficiary or motive in established combinations. 为了 can introduce a purpose, and their meanings may overlap rather than forming an absolute divide. 大家 names the people served by the action.

0802.6 1–C: 为大家服务 = People served; 2–B: 为你高兴 = Person whose situation prompts happiness; 3–A: 为朋友准备晚饭 = Intended beneficiary of preparing dinner

The surrounding action determines whether the person is served or prompts the feeling.

0802.7 A. Arriving earlier

早点到 is arriving earlier; taking the metro is the action chosen toward that goal.

0802.8 False.

The purpose is preparation for the friend; the friend did not come, and eating is not reported.

0802.9 One possible response: 我们为大家服务。

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.
- **为了早点到，我坐了地铁。** – To arrive earlier, I took the metro. 为了 introduces the goal of arriving earlier.
- 为 and 为了 can overlap in purpose meanings. " 为 always means a person; 为了 always means a non-person goal" is too rigid; learn each complete construction.
- 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.

8.11.3 对 ... 而言 (as far as ... is concerned)

0803.1 {'en': ' 而言', 'zh': ' 而言'}

{'en': ' **对 + X + 而言** = as far as X is concerned: 对我而言, 这很重要.', 'zh': ' **对 + X + 而言** = 对 …… 而言: 对我而言, 这很重要。'}

0803.2 B. {'en': ' 对 … 来说', 'zh': ' 对 …… 来说'}

{'en': ' 对 … 而言 = formal 对 … 来说 (as for …).', 'zh': ' 对 …… 而言 = 书面的对 …… 来说。'}

0803.3 True.

{'en': "Yes – 对学生而言 (from a student's perspective).", 'zh': ' 对 — 对学生而言 (从学生的角度)。'}

0803.4 B. The difficulty is evaluated from beginners' perspective.

The difficulty is evaluated from beginners' perspective. 对 … 来说 is a common alternative. The sentence does not assert that the task is difficult for everyone.

0803.5 False.

The judgement is framed for beginners, not extended to experts.

0803.6 1–B: 对新手而言，这很难。= Difficult for beginners; 2–A: 对熟练的人而言，这很容易。= Easy for experienced users

The judgments have different viewpoints, so they can coexist.

0803.7 False.

A viewpoint evaluation is not a universal speech or agreement report.

0803.8 A. Students living far away

住得远 limits the named students to those living far away.

0803.9 One possible response: 对新手而言，这很难。

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.
- **对学生而言，这个安排很方便。** evaluates the arrangement for students. It does not say every student has personally spoken or agreed.
- **学生说这个安排很方便。**explicitly reports what students said. A viewpoint phrase and a speech report provide different information.
- 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.

8.11.4 ... 在内 (including)

0804.1 {'en': ' 在内', 'zh': ' 在内'}

{'en': '**(包括) + X + 在内** = including X: 包括我在内.', 'zh': '**(包括)+ X + 在内** = 包括 …… 在内: 包括我在内。'}

0804.2 B. {'en': 'between 包括 and 在内', 'zh': ' 包括和在内之间'}

{'en': ' 包括 + X + 在内: 包括我在内.', 'zh': ' 包括 + X + 在内: 包括我在内。'}

0804.3 False.

{'en': 'Opposite – 在内 = included IN the count.', 'zh': ' 正相反 — 在内 = 计入在内。'}

0804.4 A. The total of five already includes the speaker.

The total of five already includes the speaker. Do not add the speaker again to make six. 在内 can also refer to inclusion within a wider set rather than a numerical count.

0804.5 False.

The two teachers are inside the eight total; there are six others.

0804.6 4

The five already includes the speaker. Five minus one is four.

0804.7 False.

It includes weekends among open days but does not supply opening hours.

0804.8 6

Eight includes the two teachers. Eight minus two is six.

0804.9 One possible response: 包括我在内，一共五个人。

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.
- **包括周末在内，每天都开放。** – Open every day, including weekends. The claim includes weekend days.
- It does not state the opening hours or the ticket price. Membership in the open-day set is different from those details.
- 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.

8.11.5 凭 (on the basis of / by)

0805.1 {'en': ' 凭', 'zh': ' 凭'}

{'en': ' **凭 + (basis)** = on the basis of: 凭努力, 他成功了.', 'zh': ' **凭 + (依据)** = 凭 ……: 凭努力, 他成功了。'}

0805.2 B. {'en': '"on what grounds? / why should …?" (a challenge)', 'zh': '" 凭什么?"(质问)'}

In this argument it challenges the basis or authority to decide; it is not a thank-you.

0805.3 True.

{'en': 'Yes – 凭 + ticket = enter on the basis of a ticket.', 'zh': ' 对 — 凭 + 票 = 凭票进场。'}

0805.4 A. A ticket is the stated basis for admission.

A ticket is the stated basis for admission. 凭 introduces a credential, resource or basis. 凭什么 may challenge someone's grounds; it need not be a neutral request for information.

0805.5 False.

The full rule requires validity for that day.

0805.6 A. A ticket valid for today

当天有效 means valid for that day; an expired ticket fails that requirement.

0805.7 False.

It states a judgement based on experience; no measured check is reported.

0805.8 False.

It credits effort in this stated success, not universal success for every attempt.

0805.9 One possible response: 凭票入场。

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 an argument, **你凭什么决定?** – On what grounds do you decide? – challenges someone's basis or authority.
- It is not a thank-you. A phrase about grounds can be neutral or challenging in context; this argument supplies the challenging reading.
- 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.

8.11.6 至于 (as for / when it comes to)

0806.1 {'en': ' 至于', 'zh': ' 至于'}

{'en': ' **至于 + Topic, Comment** = as for: 至于价格, 以后再说.', 'zh': ' **至于 + 话题, 评论** = 至于: 至于价格, 以后再说。'}

0806.2 A. Raises price as a separate issue

The topic is price. The following comment postpones discussing it.

0806.3 True.

Introducing an issue and deciding it are different; 以后再说 leaves it for later.

0806.4 B. 至于 introduces price as the next separate topic.

至于 introduces price as the next separate topic. The speaker changes topic rather than concluding the whole discussion. 至于 also has other uses, as in 不至于, which should be learned separately.

0806.5 False.

The speaker changes topic rather than concluding the whole discussion. 至于 also has other uses, as in 不至于, which should be learned separately. 至于 introduces price as the next separate topic.

0806.6 1–B: 至于价格，以后再说。= Price discussion postponed; 2–A: 至于谁来负责，我们还没决定。= Responsible person not yet chosen

Read the actual comment after each issue: postponement or an undecided choice.

0806.7 False.

Tomorrow is the time for confirmation; the actual delivery time is not stated.

0806.8 B. 至于谁来负责，我们还没决定。

The first sentence raises who will be responsible. 不至于 in the other sentence has a different construction.

0806.9 One possible response: 至于价格，以后再说。

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.
- **至于价格，我们还没决定。** leaves the price undecided. **不至于这么贵吧。** suggests it should not be so expensive.
- The second construction does not introduce price as a fresh discussion topic. Learn 不至于 as its own expression instead of translating every 至于 as "as for".
- 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.

8.11.7 给 (colloquial passive)

0807.1 {'en': ' 给', 'zh': ' 给'}

{'en': '**Receiver + 给 + Verb Phrase** = a colloquial passive: 杯子给打破了.', 'zh': ' **受事 + 给 + 动词短语** = 口语被动: 杯子给打破了。'}

0807.2 B. {'en': ' 被 (passive marker)', 'zh': ' 被 (被动标记)'}

{'en': ' 给 ≈ 被 here; often 被 … 给 … appear together.', 'zh': ' 这里给 ≈ 被; 常被 …… 给 …… 连用。'}

0807.3 True.

{'en': 'Yes – 杯子给打破了 (no doer named).', 'zh': ' 对 — 杯子给打破了 (不点出施事)。'}

0807.4 A. The cup is the affected object in a colloquial passive.

The cup is the affected object in a colloquial passive. This 给 is not the recipient marker in 给他礼物. The agent can be omitted when unknown or unimportant.

0807.5 False.

The sentence names neither a doer nor their intention.

0807.6 B. Xiao Li

小李 follows passive 给 as the named doer; 杯子 is affected.

0807.7 1–B: 杯子给打破了。= The cup got broken; doer unnamed; 2–A: 我给他一个杯子。= I transfer a cup to him

Read the whole construction; the same character does not give both sentences the same function.

0807.8 False.

The sentence reports a closed door without naming who did it.

0807.9 One possible response: 杯子给打破了。

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.
- **我给他一个杯子。** – I give him a cup. 我 gives, 他 receives, and 一个杯子 is the item transferred.
- Compare this with 杯子给打破了. Giving a cup and reporting a broken cup are different actions; 给 alone does not identify the sentence's role.
- 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.

8.11.8 就 ... 来说 (as far as ... goes)

0808.1 {'en': ' 就', 'zh': ' 就'}

{'en': ' **就 + X + 来说** = as far as X goes: 就价格来说, 不贵.', 'zh': ' **就 + X + 来说** = 就 …… 来说: 就价格来说, 不贵。'}

0808.2 B. {'en': 'as far as / speaking of (limiting scope)', 'zh': ' 就 …… 来说 (限定范围)'}

{'en': ' 就 … 来说 limits the comment to one aspect.', 'zh': ' 就 …… 来说把评论限定在一个方面。'}

0808.3 True.

{'en': 'Yes – 就质量来说 (as far as quality goes).', 'zh': ' 对 — 就质量来说。'}

0808.4 B. The comment applies to price specifically.

The comment applies to price specifically. A good price does not prove good quality. This 就 limits scope rather than meaning then or immediately.

0808.5 False.

A good price does not prove good quality. This 就 limits scope rather than meaning then or immediately. The comment applies to price specifically.

0808.6 1–B: Price = Not expensive; 2–A: Quality = Not yet tested; 3–C: Delivery = Takes a week

The three comments address separate aspects of the same item.

0808.7 False.

A price evaluation and a personal budget are separate; a buyer may still find it too expensive.

0808.8 A. It connects the events of finishing and leaving

This sentence connects finishing the meal with leaving, rather than framing a price or quality aspect.

0808.9 One possible response: 就价格来说，不贵。

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.
- **就价格来说，不贵。** frames the price aspect. **对我而言，还是太贵。** frames my judgement given my situation.
- Those comments need not conflict: a price can compare well with similar goods and still exceed a person's budget. The reference for the judgement matters.
- 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.

8.11.9 趁 (while / taking advantage of)

0809.1 {'en': ' 趁', 'zh': ' 趁'}

{'en': ' **趁 + Situation** = while / taking advantage of: 趁热吃吧.', 'zh': ' **趁 + 时机** = 趁 ……: 趁热吃吧。'}

0809.2 B. {'en': 'while you can / right now (seize the moment)', 'zh': ' 趁现在 / 趁这会儿'}

{'en': ' 趁 seizes a window: 趁热, 趁现在, 趁年轻.', 'zh': ' 趁抓住时机: 趁热、趁现在、趁年轻。'}

0809.3 True.

{'en': 'Yes – 趁 + situation, then the action to take.', 'zh': ' 对 — 趁 + 时机, 再接要做的事。'}

0809.4 B. The hot state is a favourable window for eating.

The hot state is a favourable window for eating. 趁 connects the action to an available opportunity. It is not simply a substitute for every when-clause.

0809.5 False.

It recommends eating during the hot window; it does not report completed eating.

0809.6 10

12:20 plus twenty minutes is 12:40, ten minutes after 12:30.

0809.7 B. 趁雨停了，赶快回家。

趁雨停了 connects going home with using the rain pause; the other sentence only reports location at that time.

0809.8 False.

The original recommendation does not report reheating; a new hot window needs new context.

0809.9 One possible response: 趁热吃吧。

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.
- **趁雨停了，赶快回家。** uses a pause in the rain as an opportunity to go home. The action is recommended during that window.
- **雨停的时候，我们在车站。** only locates us at the station when the rain stopped. It does not itself say we used that moment for 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.

9 句型

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.

9.1 ■ 要不是 (if it weren't for)

9.1.1 A friend gets you to the right place

- A friend guides you through unfamiliar streets, and you arrive without getting lost. You say **要不是你，我就迷路了。** – If it had not been for you, I would have got lost.
- Keep two versions apart: the help actually happened; getting lost is the imagined alternative without that help.

9.1.2 Remove the helpful condition in imagination

- Use **要不是 + person / situation，result**. In this example, 你 stands for the friend's help; 就 introduces the imagined result.
- **要不是你帮忙的话，我就迷路了。** makes the help explicit. 的话 is optional here; it is not a separate actual event.

要不是你，我就迷路了。
yào bù shì nǐ wǒ jiù mí lù le
Word guide: 要不是 – if not for; 你 – you; 我 – I; 就 – then; 迷路 – get lost.

9.1.3 Read the two versions side by side

- Actual version: a friend guides you and you arrive safely. Imagined version: remove that help and picture getting lost.
- **我迷路了。** directly reports getting lost. The same words inside the 要不是 … 就 … alternative do not become an actual report.



9.1.4 Leave room for uncertainty

- **要不是你提醒，我可能就迟到了。** – Without your reminder, I might have been late. 可能 makes the imagined result less certain.
- The speaker credits the reminder. The sentence is not an experiment proving that it was the only possible way to arrive on time.

9.1.5 Compare an alternative with a thank-you

- **多亏你提醒，我才没迟到。** credits the reminder for avoiding lateness. **要不是你提醒，我就迟到了。** imagines lateness without it.
- Both can express gratitude in this situation. Their result clauses look in different directions: the actual good result, or an unreal bad alternative.

9.1.6 Change the event before choosing the pattern

- If you actually got lost and the friend never helped, 我迷路了 reports that event. Do not reuse the opening thank-you as its description.
- For a new situation, identify what happened first, then what is only imagined without the named condition.

Practise this pattern step by step.

9.2 ■ 多亏 (thanks to / luckily)

9.2.1 A deliberate search finds the bag

- A friend helps search the station, finds your missing bag, and brings it back. **多亏了你，我才找到。** – Thanks to you, I found it.
- The speaker credits useful help. 多亏 can describe deliberate effort; it does not require a random lucky accident.

9.2.2 Name the contribution and the result

- Use **多亏 (了) + helpful person / event, result**. 了 is optional in this pattern; 才 often highlights how the help enabled the result.
- In 多亏了你, 我才找到, the understood object of 找到 is the missing bag from the conversation. Do not invent a different object.

多亏了你，我才找到。
duō kuī le nǐ wǒ cái zhǎo dào
Word guide: 多亏 – thanks to; 你 – you; 我 – I; 才 – only then; 找到 – found.

9.2.3 A negative event can be avoided successfully

- **多亏你提醒，我才没迟到。** – Thanks to your reminder, I was not late. 没迟到 is the beneficial result here.
- **多亏你提醒，我带了伞。** credits a reminder for bringing an umbrella. It works without 才, and does not claim that rain actually fell.

Credit the help and check the outcome

多亏了你，我才找到。
Helpful search → bag found

多亏你提醒，我才没迟到。
Helpful reminder → lateness avoided

多亏你提醒，我带了伞。
Helpful reminder → umbrella brought; no 才 required

A useful contribution need not be the only contribution.

9.2.4 Keep credit separate from ordinary blame

- In the bag example, 多亏了你 credits the friend for finding it. It does not blame them for losing it.
- An ironic tone could change a speaker's intention. With ordinary sincere thanks as our stated context, choose the beneficial contribution.

9.2.5 A contribution is not the whole story

- The friend searched and a station worker returned the bag. You may thank the friend without claiming that nobody else helped.
- If the bag is still missing, 我才找到 does not describe the stated outcome. The useful effort and a successful search are different claims.

9.2.6 Thank someone for what the evidence supports

- Name the help and its actual benefit: reminding someone to bring an umbrella, finding a bag, or preventing lateness.
- Choose 多亏 for the helpful contribution, then check the result clause. Do not add an outcome or an exclusive cause that the context never supplies.

Practise this pattern step by step.

9.3 ■ ... 而已 (that's all / nothing more)

9.3.1 A joke still has a listener

- After a comment, the speaker says **我只是开玩笑而已。** – I was only joking, that's all. This presents the comment as nothing more than a joke.
- The listener may still feel hurt. 而已 gives the speaker's limited account; it does not prove the effect on someone else.

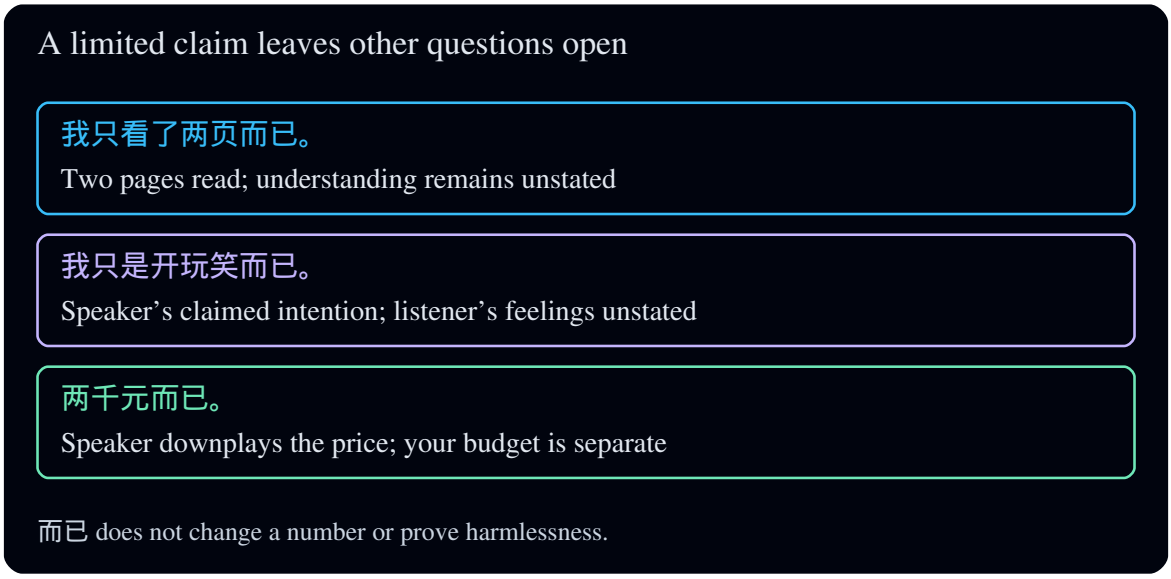
9.3.2 Close the claim with 而已

- Put **而已** after the limited statement. **只是 … 而已** and **不过 … 而已** are common ways to stress "only this".
- 我只是开玩笑而已 limits the claimed intention to joking. The sentence does not establish agreement or forgiveness.

我只是开玩笑而已。
wǒ zhǐ shì kāi wán xiào ér yǐ
Word guide: 我 – I; 只是 – only; 开玩笑 – joke; 而已 – that's all.

9.3.3 Identify exactly what is limited

- **我只看了两页而已。** – I read only two pages. The limit concerns how much was read, not whether the reader understood them.
- **我只是提供建议而已。** – I only offered advice. The speaker limits their role; this does not say who made the final decision.



9.3.4 Small to the speaker may be large to you

- **两千元而已。** – Only two thousand yuan. The speaker downplays the amount; it may still be expensive for the listener.
- The amount is not made smaller by the particle. Check a price against your budget instead of treating "only" as evidence of affordability.

9.3.5 Test a changed amount

- A report says **我只等了四分钟而已。** – I waited only four minutes. A friend's deadline was three minutes.
- Four minutes is longer than that deadline even if the speaker downplays it. The stated number and the speaker's attitude are different information.

9.3.6 Limit the claim, then check the facts

- Find the limited action, amount or role before paraphrasing 而已. Two pages, four minutes and giving advice limit different things.
- A speaker can minimise an event. The listener's feelings, the importance of the event and the accuracy of the account still need their own evidence.

Practise this pattern step by step.

9.4 ■ 将 (a formal 把)

9.4.1 A notice requests a closed door

- A written notice says **请将门关上。** – Please close the door. 将 introduces 门, the thing acted on, before 关上, the action and result.
- This is a request to change the door's state. Reading it does not establish that anyone has already closed the door.

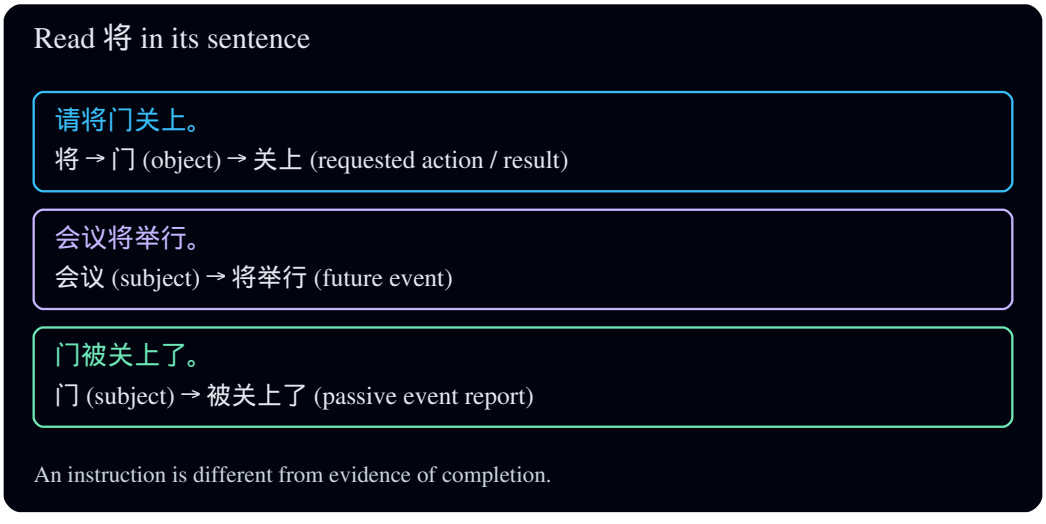
9.4.2 Name the object, then what happens to it

- This pattern is **subject + 将 + object + verb phrase**. In a request beginning 请, the person asked to act may be understood rather than named.
- 请将门关上 has the same object-and-action structure as 请把门关上. 将 is common in formal written instructions.

请将门关上。
qǐng jiāng mén guān shàng
Word guide: 请 – please; 将 – (把); 门 – door; 关上 – close.

9.4.3 Read the requested result

- **请将文件放在桌上。** – Please put the document on the table. 文件 is the object; 放在桌上 tells where it should end up.
- Changing 桌上 to 包里 changes the requested destination. Naming the object alone does not give a complete instruction.



9.4.4 The same character has another job

- **会议将举行。** – The meeting will be held. Here 将 signals a future event, with no introduced object between 将 and 举行.
- **门被关上了。** reports that the door was closed. 被 gives a passive report; it is not the instruction's 将 object marker.

9.4.5 Follow the object in a new instruction

- **请将旧文件删除。** – Please delete the old file. 旧文件 is the target; the instruction does not request deleting every file.
- **请不要将旧文件删除。** – Please do not delete the old file. 不要 changes the request while 将 still introduces its object.

9.4.6 Read the sentence around 将

- In 请将门关上, locate the object 门 and the requested result 关上. In 会议将举行, read 将 with the event that follows.
- Decide the word's role from its sentence. A future time mentioned elsewhere does not automatically turn every 将 into a future marker.

Practise this pattern step by step.

9.5 ■ Practice without the models

9.5.1 要不是 (if it weren't for)

0901.1 Using the lesson pattern in this demonstrated example: If it weren't for you, I'd have got lost: …… 你，我就迷路了。

0901.2 In the opening guidance example, 要不是 imagines which version?

- A. A likely future plan to seek guidance
- B. No guidance, with getting lost as the imagined result

0901.3 {'en': ' 要不是 often pairs with 就 in the result clause.', 'zh': ' 要不是常在结果分句里与就搭配。'}

True or false? Explain or repair the statement.

0901.4 A friend guided you correctly, preventing you from getting lost. What does 要不是你，我就迷路了。communicate?

- A. The speaker imagines getting lost without the friend's help.
- B. The sentence says the speaker definitely got lost.

0901.5 In the opening situation, 我就迷路了 inside 要不是你，我就迷路了 reports that getting lost actually occurred.

True or false? Explain or repair the statement.

0901.6 Match each stated version to its event.

- 1. Actual: the friend guided you
- 1. Imagined: remove that guidance

- A. You would get lost
- B. You arrived without getting lost

0901.7 要不是你提醒，我可能就迟到了。presents lateness without the reminder as certain.

True or false? Explain or repair the statement.

0901.8 You actually got lost, and no friend helped. Which directly reports the event?

- A. 我迷路了。
- B. 要不是你，我就迷路了。

0901.9 Recall the situation: A friend gets you to the right place. 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.

9.5.2 多亏 (thanks to / luckily)

0902.1 Using the lesson pattern in this demonstrated example: Thanks to you, I found it: …… 了你，我才找到。

0902.2 In the sincere bag-search example, 多亏 credits…

- A. The person to blame for losing the bag
- B. Useful help leading to a good result

0902.3 {'en': ' 多亏 often pairs with 才 in the result.', 'zh': ' 多亏常在结果里与才搭配。'}

True or false? Explain or repair the statement.

0902.4 A friend helped you find a lost bag. What does 多亏了你，我才找到。communicate?

- A. 多亏 here blames the friend for losing the bag.
- B. The speaker credits the friend for the successful search.

0902.5 In the sincere bag-search example, 多亏 blames the friend for losing the bag.

True or false? Explain or repair the statement.

0902.6 多亏你提醒，我带了伞。can credit the reminder even without 才.

True or false? Explain or repair the statement.

0902.7 多亏你提醒，我才没迟到。sincerely credits a reminder. Which is the beneficial result?

- A. Arriving late
- B. No reminder occurred
- C. Not arriving late

0902.8 A friend and a station worker both helped find the bag. Thanking the friend

with 多亏 shows the worker did nothing.

True or false? Explain or repair the statement.

0902.9 Recall the situation: A deliberate search finds the bag. 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.

9.5.3 ... 而已 (that's all / nothing more)

0903.1 Using the lesson pattern in this demonstrated example: I was only joking, that's all: 我只是开玩笑 ……。

0903.2 In 我只是开玩笑而已, what does 而已 do?

- A. Limits the speaker's account to joking
- B. Proves that nobody was hurt

0903.3 {'en': ' 而已 often teams up with 只是 or 不过.', 'zh': ' 而已常与只是或不过搭配。'}

True or false? Explain or repair the statement.

0903.4 A comment was intended as a joke, and the speaker downplays it. What does 我只是开玩笑而已。communicate?

- A. 而已 proves the listener could not be hurt by the joke.
- B. The speaker says it was nothing more than joking.

0903.5 In the joke example, 而已 shows that the listener was not hurt.

True or false? Explain or repair the statement.

0903.6 Match each sentence to what the speaker limits.

- 1. 我只看了两页而已。
- 1. 我只是提供建议而已。
- 1. 我只是开玩笑而已。
- A. Claimed intention of the comment
- B. Role in the decision
- C. Amount read

0903.7 两千元而已 shows that two thousand yuan fits every listener's budget.

True or false? Explain or repair the statement.

0903.8 我只等了四分钟而已。The deadline was three minutes. Which conclusion follows from the numbers?

- A. The listener must consider four minutes unimportant
- B. 而已 reduces the wait to under three minutes
- C. The four-minute wait exceeds the deadline

0903.9 Recall the situation: A joke still has a listener. 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.

9.5.4 将 (a formal 把)

0904.1 Use this lesson's formal object marker 将: 请 …… 门关上。

0904.2 In 请将门关上, 将 has a similar object-marking role to which word?

- A. {'en': ' 被 (passive marker)', 'zh': ' 被 (被动标记)'}
- B. {'en': ' 把 (disposal marker)', 'zh': ' 把 (处置标记)'}

0904.3 In 请将门关上, 将 introduces the object 门 before the action 关上.

True or false? Explain or repair the statement.

0904.4 A written instruction asks someone to close the door. What does 请将门关上。communicate?

- A. 将门关上 uses 将 solely as a future-tense marker.
- B. 将 places the door before the action performed on it.

0904.5 In 请将门关上, 将 serves solely as a future-event marker.

True or false? Explain or repair the statement.

0904.6 Match each sentence to the role highlighted in this lesson.

- 1. 请将门关上。
- 1. 会议将举行。
- 1. 门被关上了。
- A. Introduces the object to be acted on
- B. Reports the door's closing passively
- C. Signals a future event

0904.7 The notice 请将文件放在桌上。shows the document is already on the table.

True or false? Explain or repair the statement.

0904.8 请不要将旧文件删除。What does the instruction request?

- A. Delete every file
- B. The old file was already deleted
- C. Do not delete the old file

0904.9 Recall the situation: A notice requests a closed 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.

9.6 ■ Answers and explanations

9.6.1 要不是 (if it weren't for)

0901.1 {'en': ' 要不是', 'zh': ' 要不是'}

{'en': ' **要不是 + X，就 ...** = if not for X: 要不是你, 我就迷路了.', 'zh': ' **要不是 + X, 就 .....** = 要不是 ……: 要不是你, 我就迷路了。'}

0901.2 B. No guidance, with getting lost as the imagined result

The guidance actually occurred in this context. The result is imagined without it.

0901.3 True.

{'en': 'Yes – 要不是 …，就 …(了).', 'zh': ' 对 — 要不是 ……, 就 ……(了)。'}

0901.4 A. The speaker imagines getting lost without the friend's help.

The speaker imagines getting lost without the friend's help. The context credits actual help using a counterfactual alternative. It does not report that the speaker actually got lost.

0901.5 False.

The friend helped and the speaker arrived safely. Getting lost belongs to the imagined alternative.

0901.6 1–B: Actual: the friend guided you = You arrived without getting lost; 2–A: Imagined: remove that guidance = You would get lost

Only the first version actually occurred in the opening situation.

0901.7 False.

可能 means might. It weakens the certainty of the imagined result.

0901.8 A. 我迷路了。

我迷路了 directly reports getting lost. The other sentence imagines getting lost without helpful guidance.

0901.9 One possible response: 要不是你，我就迷路了。

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.
- **要不是你提醒，我可能就迟到了。** – Without your reminder, I might have been late. 可能 makes the imagined result less certain.
- The speaker credits the reminder. The sentence is not an experiment proving that it was the only possible way to arrive on time.
- 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.

9.6.2 多亏 (thanks to / luckily)

0902.1 {'en': ' 多亏', 'zh': ' 多亏'}

多亏 (了) introduces the helpful contribution: the friend's help. It can be deliberate rather than accidental.

0902.2 B. Useful help leading to a good result

The friend helped find the bag. Deliberate help can be credited with 多亏.

0902.3 True.

{'en': 'Yes – 多亏了你，我才找到.', 'zh': ' 对 — 多亏了你, 我才找到。'}

0902.4 B. The speaker credits the friend for the successful search.

The speaker credits the friend for the successful search. 多亏 normally presents a beneficial contribution. 才 highlights how the help enabled the result here; it is a common partner rather than compulsory in every sentence.

0902.5 False.

It credits the friend's help in finding the bag.

0902.6 True.

才 is common, not compulsory. The stated benefit is bringing the umbrella, not proof of rain.

0902.7 C. Not arriving late

没迟到 means not being late; avoiding the bad event is the benefit.

0902.8 False.

Crediting the friend does not deny another person's contribution.

0902.9 One possible response: 多亏了你，我才找到。

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.
- In the bag example, 多亏了你 credits the friend for finding it. It does not blame them for losing it.
- An ironic tone could change a speaker's intention. With ordinary sincere thanks as our stated context, choose the beneficial contribution.
- 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.

9.6.3 ... 而已 (that's all / nothing more)

0903.1 {'en': ' 而已', 'zh': ' 而已'}

{'en': "**(只是) ... + 而已** = that's all: 只是开玩笑而已.", 'zh': '**(只是)…… + 而已** = …… 而已: 只是开玩笑而已。'}

0903.2 A. Limits the speaker's account to joking

It presents the comment as only a joke. The listener's feelings remain a separate question.

0903.3 True.

{'en': 'Yes – 只是 … 而已 / 不过 … 而已.', 'zh': ' 对 — 只是 …… 而已 / 不过 …… 而已。'}

0903.4 B. The speaker says it was nothing more than joking.

The speaker says it was nothing more than joking. This describes the speaker's framing. It does not prove that the listener found the comment harmless.

0903.5 False.

It limits the speaker's claimed intention; it does not prove the listener's reaction.

0903.6 1–C: 我只看了两页而已。= Amount read; 2–B: 我只是提供建议而已。= Role in the decision; 3–A: 我只是开玩笑而已。= Claimed intention of the comment

The limited amount, action or role differs; 而已 does not establish understanding or harmlessness.

0903.7 False.

The speaker downplays the price. Affordability depends on the listener's budget.

0903.8 C. The four-minute wait exceeds the deadline

Four is greater than three. 而已 does not alter the stated duration.

0903.9 One possible response: 我只是开玩笑而已。

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.
- **两千元而已。** – Only two thousand yuan. The speaker downplays the amount; it may still be expensive for the listener.
- The amount is not made smaller by the particle. Check a price against your budget instead of treating "only" as evidence of affordability.
- 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.

9.6.4 将 (a formal 把)

0904.1 {'en': ' 将', 'zh': ' 将'}

{'en': ' **将 + Object + Verb Phrase** = formal 把: 请将门关上.', 'zh': ' **将 + 宾语 + 动词短语** = 书面的把: 请将门关上。'}

0904.2 B. {'en': ' 把 (disposal marker)', 'zh': ' 把 (处置标记)'}

{'en': ' 将 = written 把: 将门关上 = 把门关上.', 'zh': ' 将 = 书面的把: 将门关上 =

把门关上。’}

0904.3 True.

This instruction has the 将 + object + verb phrase structure. The future use in 会议将举行 differs.

0904.4 B. 将 places the door before the action performed on it.

将 places the door before the action performed on it. This is the disposal use, similar to 把. In 会议将举行, 将 instead marks a future event.

0904.5 False.

Here 将 introduces 门 as the object to be acted on. Compare the future use in 会议将举行.

0904.6 1–A: 请将门关上。= Introduces the object to be acted on; 2–C: 会议将举行。= Signals a future event; 3–B: 门被关上了。= Reports the door’s closing passively

Object marker, future event and passive report have different sentence structures.

0904.7 False.

It requests placement on the table; it does not report that placement has happened.

0904.8 C. Do not delete the old file

不要 makes this a request not to delete the named old file. It does not ask to delete all other files.

0904.9 One possible response: 请将门关上。

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.
- **会议将举行。** – The meeting will be held. Here 将 signals a future event, with no introduced object between 将 and 举行.
- **门被关上了。** reports that the door was closed. 被 gives a passive report; it is not the instruction’s 将 object marker.
- 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.

10 动词

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.

10.1 ■ Verb + 什么 (a rebuke)

10.1.1 A challenge is different from choosing a film

- Someone is staring angrily; the other person snaps **看什么看！** – What are you staring at?! The repeated phrase challenges the staring.
- A friend at the cinema asks **你想看什么？** – What would you like to watch? That question asks for a viewing choice.

10.1.2 Read the action with 什么

- **Verb + 什么** can challenge an action in context: 你急什么！ – What's the rush?! The repeated **verb + 什么 + verb** also appears: 看什么看！
- Do not treat every 什么 as a rebuke. Read the surrounding exchange and delivery, not just the question word or punctuation.

你急什么！
nǐ jí shén me
Word guide: 你 – you; 急 – rush; 什么 – what for.

10.1.3 The same action can have two conversational jobs

- **笑什么笑！** said sharply after unwanted laughter rebukes it. **你在笑什么？** asked with genuine curiosity requests the reason for laughter.
- The action is laughing in both exchanges. The intended response differs: stop or justify the action, versus provide information.

The same action can have two conversational jobs

看什么看！ — sharp delivery after staring
Challenge the unwanted action

你想看什么？ — choosing a film
Ask for a viewing choice

你急什么？时间还早。 — reassuring delivery
Calm the rushing person in this exchange

Keep the named property, context and evidence in the answer.

10.1.4 A written phrase does not fix one tone

- **你急什么？时间还早。** can reassure someone who is rushing: there is still time. The opening staring exchange is confrontational.
- A speaker's tone and relationship matter. Do not label every 你急什么 as an angry insult or every question mark as sincere curiosity.

10.1.5 Choose a question that fits your purpose

- A teacher wants to know a student's reading choice: **你想看什么书？** makes the information request explicit.
- **看什么看！** would challenge looking instead. Reusing the same 什么 without checking the complete phrase can change the interaction.

10.1.6 Use the exchange to interpret the phrase

- Identify the action, repetition, surrounding words and intended response. A sharp challenge and a genuine question can contain the same 什么.
- Preserve context when translating. The phrase alone does not prove universal anger, politeness or a particular speaker relationship.

Practise this pattern step by step.

10.2 ■ 不像 ... 那么 ... (not as ... as)

10.2.1 Height is one property

- Two classmates measure 170 cm and 180 cm. The shorter one says **我不像他那么高。** – I am not as tall as him.
- The height comparison fits these measurements. It makes no claim about their speed, kindness or grades.

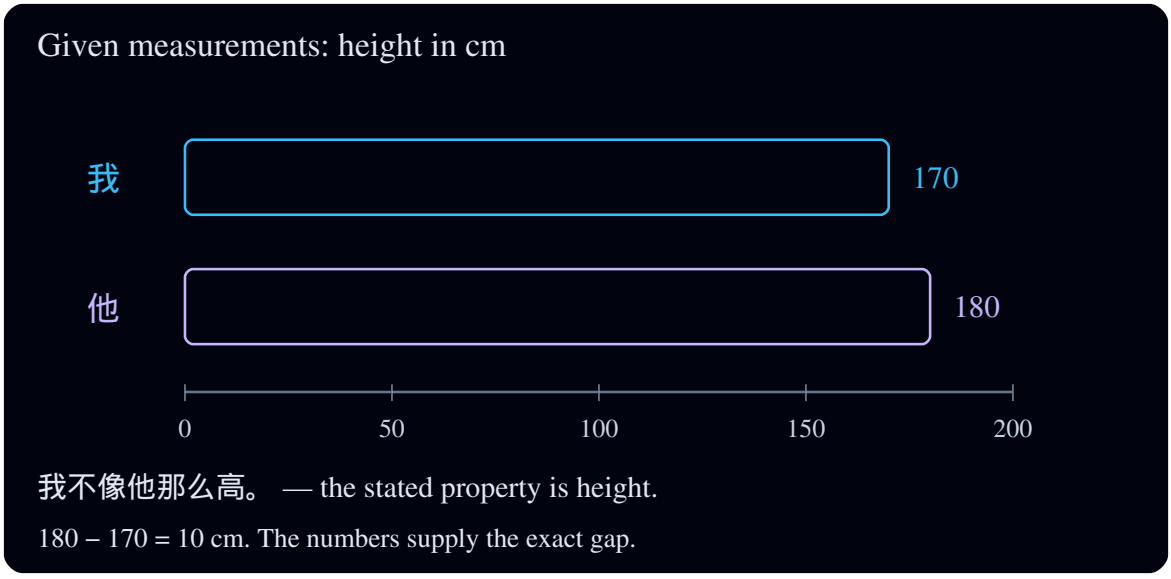
10.2.2 Keep the reference and property together

- Use **A + 不像 + B + 那么 / 这么 + adjective**. In 我不像他那么高, 他 supplies the reference and 高 supplies the property.
- **这杯茶不像那杯那么热。** – This tea is not as hot as that tea. Now the property is heat, not height.

我不像他那么高。
wǒ bú xiàng tā nà me gāo
Word guide: 我 – I; 不像 – not as; 他 – him; 那么 – so; 高 – tall.

10.2.3 The sentence does not supply the gap

- In the opening measurements, 180 minus 170 is 10 cm. That number comes from the measurements, not from 不像 … 那么高 alone.
- Without measured values, the sentence gives the comparison but no exact centimetre difference.



我不像他那么高。 — the stated property is height.

180 – 170 = 10 cm. The numbers supply the exact gap.

10.2.4 A different adjective reverses the physical reading

- In a stated two-person height comparison, **我不像他那么矮。** means I am not as short as him. The speaker is taller in that context.
- The pattern compares the adjective's degree. Do not keep a "speaker shorter" answer after 高 changes to 矮.

10.2.5 Similarity without a degree is broader

- **我不像他。** says I am unlike him, with the relevant similarity left to context. It does not name height.
- **我不像他那么高。** specifically compares height. Do not invent an adjective when the shorter sentence never supplies one.

10.2.6 Follow the property before drawing a conclusion

- Locate A, the reference B, and the adjective. Check whether the sentence compares tallness, shortness, heat or something else.
- Keep other qualities and exact numerical gaps separate unless the situation explicitly gives them.

Practise this pattern step by step.

10.3 ■ 比起 ... 来 (compared with)

10.3.1 An improvement needs a baseline

- A club compares its results with last year and says **比起去年，今年好多了。** – Compared with last year, this year is much better.
- 去年 is the baseline; 今年 is evaluated against it. The sentence gives no score, percentage or exact size of improvement.

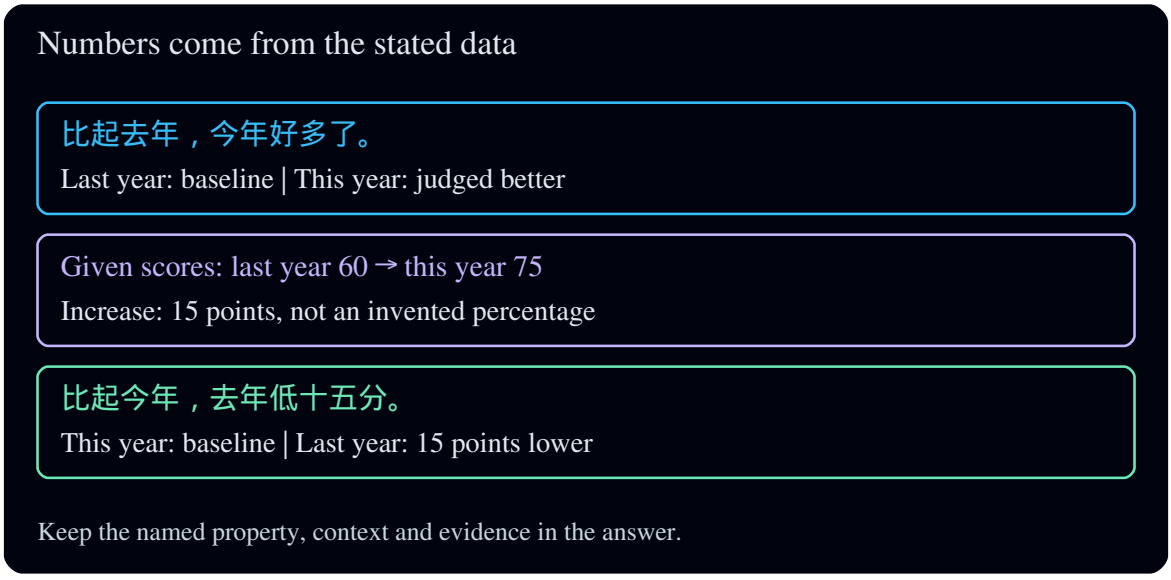
10.3.2 Name the baseline before the new comment

- Use **比起 + B (+ 来)，A + comment**. 比起去年 introduces last year; 今年好多了 gives the new comparison.
- In these examples, **比起去年** and **比起去年来** both work. Adding 来 does not swap the years or add a numerical amount.

比起去年，今年好多了。
bǐ qǐ qù nián jīn nián hǎo duō le
Word guide: 比起 – compared with; 去年 – last year; 今年 – this year; 好 – good; 多了 – much more.

10.3.3 Numbers come from the stated data

- A fictional score table gives last year 60 and this year 75. **比起去年，今年提高了十五分。** states a fifteen-point increase.
- 75 minus 60 is 15. This measured claim differs from the original 好多了, which supplies no number.



10.3.4 Swap the baseline, then check direction

- With the same scores, **比起今年，去年低十五分。** compares last year with this year and reports it fifteen points lower.
- 比起 introduces the reference; the following comment determines higher, lower, better or worse. 比起 alone does not mean improvement.

10.3.5 A preference is not every possible comparison

- **比起开车，我更喜欢坐地铁。** – Compared with driving, I prefer taking the metro. This is a personal preference.
- It does not prove the metro is cheaper or faster on every route. A new comparison needs the particular property and relevant evidence.

10.3.6 Preserve the baseline and the kind of claim

- Find the item after 比起, then what is compared with it. Read the actual comment rather than automatically adding "better".
- Distinguish qualitative improvement, a measured gap and a preference. Do not invent a number or universal advantage.

Practise this pattern step by step.

10.4 ■ A 不如 B (not as good as)

10.4.1 Suggest an alternative to a slow bus

- The bus wait is long, and walking is an available option. **不如走路吧。** – We might as well walk. The speaker proposes the alternative.
- The suggestion does not report that anyone has started walking or that everyone agrees.

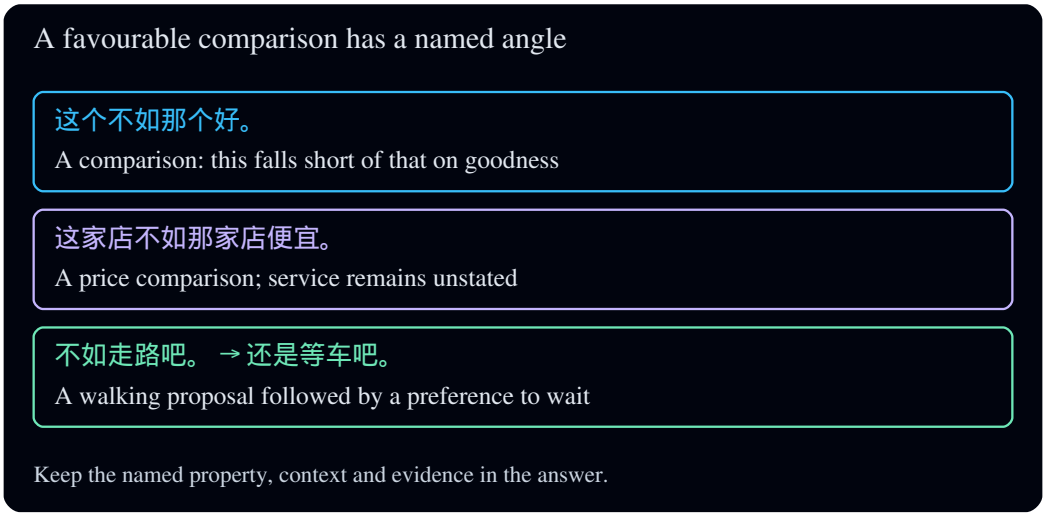
10.4.2 Compare a property or propose an action

- In **A + 不如 + B (+ property)**, A falls short of B in the stated comparison: 这个不如那个好 – this is not as good as that.
- For a suggestion, the other option can be understood: **不如走路吧。** The proposed action follows 不如.

这个不如那个好。
zhè ge bù rú nà ge hǎo
Word guide: 这个 – this; 不如 – not as good as; 那个 – that; 好 – good.

10.4.3 A favourable comparison has a named angle

- **这家店不如那家店便宜。** – This shop is not as cheap as that shop. The other shop has the price advantage in this comparison.
- The sentence does not rate service, freshness or distance. Cheaper on this comparison does not mean better in every respect.



10.4.4 A suggestion can be declined

- A: **不如走路吧。** B: **我太累了，还是等车吧。** The second speaker is tired and prefers waiting for the bus.
- The original proposal remains a suggestion. The reply supplies disagreement rather than evidence that walking already happened.

10.4.5 Keep the alternative when the plan changes

- The group is choosing between eating out and cooking. **不如在家做饭吧。**proposes cooking at home instead.
- It does not ban restaurants or prove cooking always costs less. Evaluate the proposal against this particular situation.

10.4.6 Read comparison and suggestion separately

- For A 不如 B, preserve the named property. For 不如 + action, recover the alternative from the discussion.
- A comparison is limited to its angle; a proposal is not an order, a completed action or universal agreement.

Practise this pattern step by step.

10.5 ■ Noun / Adj + 化 (-ize / -ify)

10.5.1 A process becomes simpler

- An office reduces a process from six steps to four. **流程简化了。** – The process has been simplified. 简化 is an established change word.
- The new process has two fewer steps in this situation. 简化 alone does not state its time saving or whether every user prefers it.

10.5.2 Learn established words ending in 化

- 化 appears in established change words: **简化** – simplify; **美化** – beautify; **现代化** – modernise.
- Use complete words in real sentence frames. Do not attach 化 freely to every adjective or assume the English ending always translates directly.

城市现代化了。
chéng shì xiàn dài huà le
Word guide: 城市 – city; 现代化 – modernize.

10.5.3 Compare changes rather than equating them

- **简化流程** makes the process simpler. **美化环境** makes the surroundings more attractive. **城市现代化了。** describes modernisation.
- These are different changes. Making a form prettier does not necessarily reduce its steps; reducing steps does not establish prettier design.

Compare changes rather than equating them

简化流程
Make the process simpler

美化环境
Make the surroundings more attractive

城市现代化了。
Modernisation; not a measured time saving

Keep the named property, context and evidence in the answer.

10.5.4 The sentence determines the word's job

- **我们简化了流程。** uses 简化 as an action. **推进现代化** treats modernisation as the process being advanced.
- Recognising 化 helps recognise change vocabulary. It does not make every resulting word only a verb in every sentence.

10.5.5 A simpler process still needs its checks

- The four-step process keeps an identity check. "Simplified" does not mean that every check was removed or that no mistakes can occur.
- If the user now completes it in eight minutes instead of ten, that separate measurement gives the time saving. The suffix itself supplies no minutes.

10.5.6 Check the complete word and its use

- Learn the established change word, its sentence frame and the particular change being described.
- Keep simplification, beautification and modernisation distinct. Count, time and successful outcomes need their own information.

Practise this pattern step by step.

10.6 ■ 算 + Adj + 的 (counts as / considered)

10.6.1 Tall within a class is a judgement

- A student is fairly tall compared with classmates. **他在班里算高的。** – He counts as tall in the class.
- The speaker places him in a tall category for that group. The sentence does not make him the tallest or compare him with every adult.

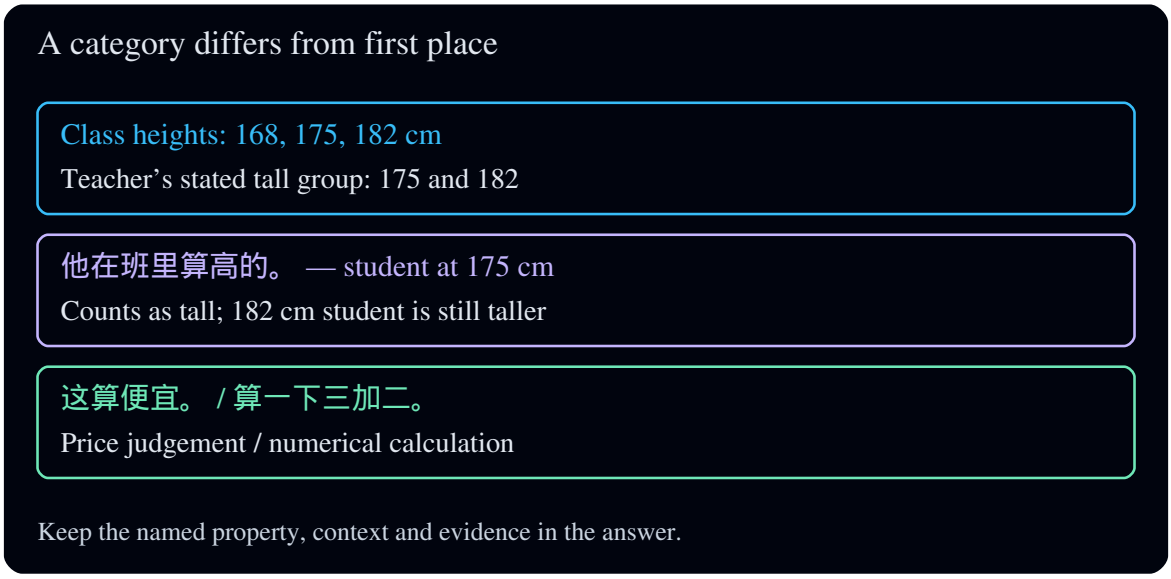
10.6.2 State the category being assigned

- Use **算 + adjective (+ 的)** in this judgement: 算高的. The class phrase gives the reference group.
- **这算便宜。** – This counts as cheap. 的 is not required in that example; do not add it to every 算 expression as a fixed rule.

他在班里算高的。
tā zài bān lǐ suàn gāo de
Word guide: 他 – he; 在 – in; 班里 – the class; 算 – counts as; 高 – tall.

10.6.3 A category differs from first place

- A fictional class has heights 168, 175 and 182 cm. In this example the teacher calls both 175 and 182 "tall".
- The 175 cm student can count as tall without being tallest. Category membership and the maximum height are different claims.



10.6.4 The reference can change the judgement

- The same person joins a group of much taller players. A speaker's judgement of whether he counts as tall may change with that group.
- The person need not have become shorter. The comparison standard changed; 算高的 does not set a universal height threshold.

10.6.5 算 also appears in other constructions

- **这算便宜。** is a judgement about price. **算一下三加二。** asks for a calculation.
- The shared character does not give both sentences a category judgement. Read the surrounding words to identify the job.

10.6.6 Keep the category and reference group

- Find the property judged with 算 and the relevant group or comparison standard. Preserve that limit in the paraphrase.
- Counting as tall is not being tallest. A category judgement is also different from calculating a numerical answer.

Practise this pattern step by step.

10.7 ■ 难怪 (no wonder)

10.7.1 A reason makes an absence understandable

- A friend did not attend. You learn that he was ill: **难怪他没来，原来病了。** – No wonder he did not come; it turns out he was ill.
- 难怪 expresses the speaker's understanding of the absence. It does not itself rule out every other reason for staying away.

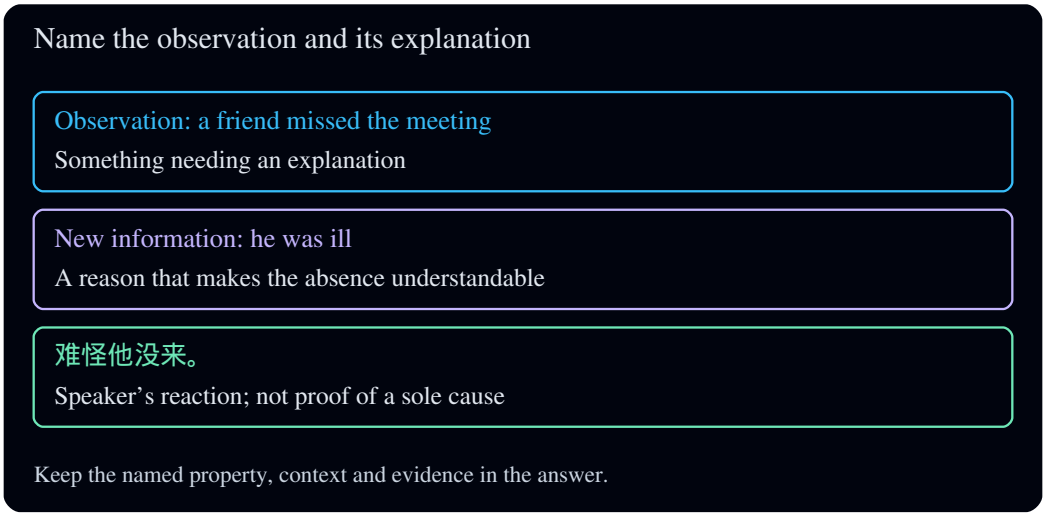
10.7.2 React to an observation with 难怪

- Use **难怪 + observation**. The reason may appear nearby: **原来他病了，难怪没来。** reverses the order of the two ideas.
- The original 不来 example can describe not coming in its context. For this completed absence, 没来 makes the event's non-occurrence explicit.

难怪他不来。
nán guài tā bù lái
Word guide: 难怪 – no wonder; 他 – he; 不 – not; 来 – come.

10.7.3 Name the observation and its explanation

- **原来他考了第一名，难怪这么高兴。** – He came first; no wonder he is so happy. Coming first explains the happiness to the speaker.
- This is a reaction of understanding, not an instruction to be happy or proof that winning is his only source of happiness.



10.7.4 A reaction does not establish the evidence

- Someone guesses the absent friend is ill and says 难怪他没来. The phrase does not turn that guess into a confirmed medical fact.
- Check whether the reason was known or only proposed. A confident reaction and reliable evidence are different things.

10.7.5 Choose a real question for missing information

- If you still do not know why he missed the meeting, **他为什么没来?** asks for a reason.
- **难怪他没来。** presents the absence as understandable given a reason. It does not simply ask the same question.

10.7.6 Separate the reaction from proof

- Locate the observation, the proposed or known reason, and the speaker's reaction of understanding. The reason can precede or follow it.
- Do not infer an order, exclusive causation or verified evidence from 难怪 alone. Ask a reason question when the information is missing.

Practise this pattern step by step.

10.8 ■ Practice without the models

10.8.1 Verb + 什么 (a rebuke)

1001.1 Use the lesson target 什么 in this demonstrated example: What's the rush?! 你急 ……!

1001.2 In the stated sharp exchange after unwanted staring, 看什么看 means…

- A. {'en': 'what are you looking at?! (a rebuke)', 'zh': ' 看什么看?!(责问)'}
- B. {'en': 'what would you like to watch?', 'zh': ' 你想看什么?'}

1001.3 In the sharp staring exchange, 看什么看 is a genuine request to choose a film.

True or false? Explain or repair the statement.

1001.4 A person tells someone to stop staring angrily. What does 看什么看! communicate?

- A. Every 什么 sentence is a rebuke.
- B. The repeated phrase challenges the staring rather than requesting a viewing choice.

1001.5 Every 什么 sentence must be an angry rebuke.

True or false? Explain or repair the statement.

1001.6 Match each stated exchange to its conversational job.

- 1. Sharp 看什么看! after unwanted staring
- 1. Curious 你在笑什么? seeking a reason
- A. Request information about laughter

- B. Rebuke the staring

1001.7 你急什么？时间还早 must be an angry insult.

True or false? Explain or repair the statement.

1001.8 A teacher genuinely asks which book a student wants to read. Which wording fits?

- A. 看什么看！
- B. 你想看什么书？

1001.9 Recall the situation: A challenge is different from choosing a film. 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.

10.8.2 不像 ... 那么 ... (not as ... as)

1002.1 Use the lesson target 不像 in this demonstrated example: I'm not as tall as him: 我 …… 他那么高。

1002.2 {'en': 'What do 这么 / 那么 mark here?', 'zh': ' 这么 / 那么在这里标记什么?'}

- A. {'en': 'the time of the comparison', 'zh': ' 比较的时间'}
- B. {'en': 'the standard / degree being compared to', 'zh': ' 用来比较的程度 / 标准'}

1002.3 In 我不像他那么高, the stated property being compared is tallness.

True or false? Explain or repair the statement.

1002.4 You describe yourself as shorter than a classmate. What does 我不像他那么高。communicate?

- A. The classmate's height provides the degree you do not reach.
- B. The sentence says the two people differ in every quality.

1002.5 The height sentence shows the classmates differ in every quality.

True or false? Explain or repair the statement.

1002.6 In the given measurements, one classmate is 170 cm and the other 180 cm. What is the height difference in cm?

1002.7 In this two-person height comparison, 我不像他那么矮 means the speaker is…

- A. Taller than the other person
- B. Shorter than the other person

1002.8 我不像他 explicitly names height as the property being compared.

True or false? Explain or repair the statement.

1002.9 Recall the situation: Height is one property. 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.

10.8.3 比起 ... 来 (compared with)

1003.1 Use the lesson target 比起 in this demonstrated example: Compared with last year, this year's much better: …… 去年，今年好多了。

1003.2 {'en': 'In 比起去年来，今年 …, which is the benchmark?', 'zh': ' 比起去年来，今年 …… 里, 基准是哪个?'}

- A. {'en': ' 今年 (this year)', 'zh': ' 今年'}
- B. {'en': ' 去年 (last year)', 'zh': ' 去年'}

1003.3 In the demonstrated year comparison, 比起去年 and 比起去年来 both introduce last year as the baseline.

True or false? Explain or repair the statement.

1003.4 You compare this year's results with last year's. What does 比起去年，今年好多了。communicate?

- A. 今年 is the baseline introduced directly after 比起.
- B. Last year is the baseline for saying this year is better.

1003.5 比起去年，今年好多了 supplies an exact fifteen-point increase without any numerical data.

True or false? Explain or repair the statement.

1003.6 Last year's fictional score was 60 and this year's is 75. How many points did it increase?

1003.7 In 比起今年，去年低十五分, which is the baseline after 比起?

- A. Last year
- B. This year

1003.8 比起开车，我更喜欢坐地铁 shows the metro is faster on every route.

True or false? Explain or repair the statement.

1003.9 Recall the situation: An improvement needs a baseline. 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.

10.8.4 A 不如 B (not as good as)

1004.1 Use the lesson target 不如 in this demonstrated example: This isn't as good as that: 这个 …… 那个好。

1004.2 {'en': ' 不如走吧 means…', 'zh': ' 不如走吧是什么意思?'}

- A. {'en': 'might as well just go', 'zh': ' 不如走吧 / 还是走吧'}
- B. {'en': "definitely don't go", 'zh': ' 千万别走'}

1004.3 In 这个不如那个好, 那个 is judged better on the stated 好 comparison.

True or false? Explain or repair the statement.

1004.4 Two travel options are available; walking seems preferable. What does 不如走路吧。communicate?

- A. The speaker suggests walking as the better alternative.
- B. 不如走路吧 means walking is forbidden.

1004.5 不如走路吧 shows the listener has already agreed to walk.

True or false? Explain or repair the statement.

1004.6 这家店不如那家店便宜 compares which property?

- A. Every aspect of both shops
- B. Price / cheapness

1004.7 A suggests 不如走路吧. B replies 我太累了，还是等车吧. B agrees to walk.

True or false? Explain or repair the statement.

1004.8 In a discussion of eating out versus cooking, 不如在家做饭吧 proposes…

- A. Forbidding every restaurant
- B. Cooking at home

1004.9 Recall the situation: Suggest an alternative to a slow bus. 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.

10.8.5 Noun / Adj + 化 (-ize / -ify)

1005.1 Use the lesson target 化 in this demonstrated example: The city has modernized: 城市现代 …… 了。

1005.2 {'en': ' 美化 means…', 'zh': ' 美化是什么意思?'}

- A. {'en': 'to make ugly', 'zh': ' 丑化'}
- B. {'en': 'to beautify (make beautiful)', 'zh': ' 美化 (使变美)'}

1005.3 In 我们简化了流程, 简化 is the action of making the process simpler.

True or false? Explain or repair the statement.

1005.4 A process has been made simpler. What does 流程简化了。communicate?

- A. 简化 means simplifying the process.
- B. Adding 化 to any adjective always creates a natural word.

1005.5 流程简化了 shows the new process is exactly two minutes faster without any timing data.

True or false? Explain or repair the statement.

1005.6 The process changes from six steps to four. How many steps have been removed?

1005.7 Match the established change word to its meaning.

- 1. 简化流程
- 1. 美化环境
- 1. 城市现代化了
- A. Make the surroundings more attractive
- B. The city has modernised
- C. Make the process simpler

1005.8 The four-step process still has an identity check. 简化 shows that check has been removed.

True or false? Explain or repair the statement.

1005.9 Recall the situation: A process becomes simpler. 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.

10.8.6 算 + Adj + 的 (counts as / considered)

1006.1 Use the lesson target 算 in this demonstrated example: He counts as tall in the class: 他在班里 …… 高的。

1006.2 {'en': ' 这算便宜 means…', 'zh': ' 这算便宜是什么意思?'}

- A. {'en': 'this is definitely expensive', 'zh': ' 这肯定贵'}
- B. {'en': 'this counts as cheap (is considered cheap)', 'zh': ' 这算便宜 (算是便宜)'}

1006.3 {'en': ' 算 makes a judgement that the subject fits a category.', 'zh': ' 算判断主语属于某一类。'}

True or false? Explain or repair the statement.

1006.4 A student is fairly tall compared with classmates. What does 他在班里算高的。communicate?

- A. The speaker places him in the tall group within this class.
- B. 算高的 proves he is tall compared with every adult.

1006.5 他在班里算高的 shows he is the tallest student.

True or false? Explain or repair the statement.

1006.6 A teacher calls 175 cm and 182 cm tall in a class whose heights are 168, 175 and 182. Can 175 count as tall without being tallest?

- A. Yes: category membership differs from first place
- B. No: 算高的 always means tallest

1006.7 If a person counts as tall in one group but not another, their own measured height must have decreased.

True or false? Explain or repair the statement.

1006.8 Match the two 算 constructions to their jobs.

- 1. 这算便宜。
- 1. 算一下三加二。
- A. Calculate three plus two
- B. Judge the price as cheap

1006.9 Recall the situation: Tall within a class is a judgement. 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.

10.8.7 难怪 (no wonder)

1007.1 Use the lesson target 难怪 in this demonstrated example: No wonder he didn't come: …… 他不来，原来病了。

1007.2 In the stated absence example, 难怪 expresses…

- A. A new order to attend
- B. Understanding of the absence given a reason

1007.3 {'en': ' 难怪 often appears with 原来 (turns out).', 'zh': ' 难怪常和原来一起出现。'}

True or false? Explain or repair the statement.

1007.4 You learn that an absent friend is ill. What does 难怪他没来，原来病了。 communicate?

- A. 难怪 is evidence that rules out every other explanation.
- B. The new information explains the absence to the speaker.

1007.5 难怪他没来 shows that illness was the only possible reason for the absence.

True or false? Explain or repair the statement.

1007.6 Match each part of 原来他考了第一名，难怪这么高兴 to its role.

- 1. 他考了第一名
- 1. 这么高兴
- A. Observation made understandable
- B. Reason supplied

1007.7 A speaker guesses a friend is ill. Saying 难怪他没来 confirms the illness as a fact.

True or false? Explain or repair the statement.

1007.8 You still do not know why someone missed the meeting. Which directly asks for the reason?

- A. 他为什么没来?
- B. 难怪他没来。

1007.9 Recall the situation: A reason makes an absence understandable. 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.

10.9 ■ Answers and explanations

10.9.1 Verb + 什么 (a rebuke)

1001.1 {'en': ' 什么', 'zh': ' 什么'}

{'en': '**Verb + 什么** challenges the action: 急什么!', 'zh': ' **动词 + 什么**质问 / 否定动作: 急什么!'}

1001.2 A. {'en': 'what are you looking at?! (a rebuke)', 'zh': ' 看什么看?!(责问)'}

{'en': 'Here 什么 dismisses, not asks: 看什么看!', 'zh': ' 这里什么是斥责, 不是提问: 看什么看!'}

1001.3 False.

It challenges the staring in this context; 什么 can form information questions elsewhere.

1001.4 B. The repeated phrase challenges the staring rather than requesting a viewing choice.

The repeated phrase challenges the staring rather than requesting a viewing choice. 什么 can also form genuine information questions. Context, repetition and tone distinguish this rebuke from 你想看什么?

1001.5 False.

A genuine film-choice question also uses 什么; the complete exchange determines its job.

1001.6 1–B: Sharp 看什么看! after unwanted staring = Rebuke the staring; 2–A: Curious 你在笑什么? seeking a reason = Request information about laughter

Use repetition and the supplied delivery and purpose, rather than treating every 什么 alike.

1001.7 False.

In the stated reassuring exchange it can calm someone; delivery and context matter.

1001.8 B. 你想看什么书?

你想看什么书 asks for the book choice. 看什么看 challenges the looking action.

1001.9 One possible response: 看什么看!

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.
- **你急什么? 时间还早。** can reassure someone who is rushing: there is still time. The opening staring exchange is confrontational.
- A speaker's tone and relationship matter. Do not label every 你急什么 as an angry insult or every question mark as sincere curiosity.
- 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.

10.9.2 不像 ... 那么 ... (not as ... as)

1002.1 {'en': ' 不像', 'zh': ' 不像'}

{'en': '**N1 + 不像 + N2 + 那么 + Adj** = not as … as: 我不像他那么高.', 'zh': '**N1 + 不像 + N2 + 那么 + 形容词** = 不如那么 ……: 我不像他那么高。'}

1002.2 B. {'en': 'the standard / degree being compared to', 'zh': ' 用来比较的程度 / 标准'}

{'en': ' 不像他那么高 – 那么 points at his level of tallness.', 'zh': ' 不像他那么高 — 那么指他的高度。'}

1002.3 True.

高 names tallness. A different adjective such as 矮 changes the property and interpretation.

1002.4 A. The classmate's height provides the degree you do not reach.

The classmate's height provides the degree you do not reach. The comparison is about height, not every quality. 不像他 can also mean being unlike him more generally when no degree phrase follows.

1002.5 False.

Only height is named; grades and other traits remain separate.

1002.6 10

The explicit measurements give 180 minus 170 = 10 cm; the grammar alone supplies no exact gap.

1002.7 A. Taller than the other person

The speaker does not reach the other person's degree of shortness: the speaker is taller in this context.

1002.8 False.

No height adjective occurs; the relevant similarity must come from context.

1002.9 One possible response: 我不像他那么高。

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 a stated two-person height comparison, **我不像他那么矮。** means I am not as short as him. The speaker is taller in that context.
- The pattern compares the adjective's degree. Do not keep a "speaker shorter" answer after 高 changes to 矮.
- 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.

10.9.3 比起 ... 来 (compared with)

1003.1 {'en': ' 比起', 'zh': ' 比起'}

{'en': ' **比起 + B (+ 来)，A ...** = compared with B: 比起去年, 今年好多了.', 'zh': ' **比起 + B (+ 来),A.....** = 比起 ……: 比起去年, 今年好多了。'}

1003.2 B. {'en': ' 去年 (last year)', 'zh': ' 去年'}

{'en': ' 比起 + B names the benchmark; A is then compared to it.', 'zh': ' 比起 + B 是基准; 再拿 A 与之比。'}

1003.3 True.

来 is optional in these two forms; it does not change the baseline.

1003.4 B. Last year is the baseline for saying this year is better.

Last year is the baseline for saying this year is better. 来 is often optional in 比起 … 来. 好多了 expresses a substantial improvement here without supplying a numerical amount.

1003.5 False.

好多了 is qualitative. The separate 60/75 score case supplies fifteen points.

1003.6 15

75 minus 60 gives 15 points. This is a measured gap, not a percentage.

1003.7 B. This year

今年 follows 比起 and supplies the reference; 去年 is compared with it.

1003.8 False.

The sentence states a preference, not a universal travel-time comparison.

1003.9 One possible response: 比起去年，今年好多了。

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.
- With the same scores, **比起今年，去年低十五分。** compares last year with this year and reports it fifteen points lower.
- 比起 introduces the reference; the following comment determines higher, lower, better or worse. 比起 alone does not mean improvement.
- 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.

10.9.4 A 不如 B (not as good as)

1004.1 {'en': ' 不如', 'zh': ' 不如'}

{'en': '**A + 不如 + B + Adj** = A is not as good as B: 这个不如那个好.', 'zh': '**A + 不如 + B + 形容词** = A 不如 B: 这个不如那个好。'}

1004.2 A. {'en': 'might as well just go', 'zh': ' 不如走吧 / 还是走吧'}

{'en': ' 不如 + suggestion = "might as well": 不如走吧.', 'zh': ' 不如 + 建议 = " 不如 ……": 不如走吧。'}

1004.3 True.

This judgement is bounded to the stated property, not every attribute.

1004.4 A. The speaker suggests walking as the better alternative.

The speaker suggests walking as the better alternative. A 不如 B compares A unfavourably with B. The suggestion use can omit an explicit A when the alternative is recoverable.

1004.5 False.

It is a proposal, and agreement must come from the reply.

1004.6 B. Price / cheapness

便宜 specifies cheapness; the sentence supplies no judgement about service or freshness.

1004.7 False.

B prefers waiting because they are tired, so the reply declines the proposal.

1004.8 B. Cooking at home

It proposes cooking at home as the alternative; it does not ban all restaurants.

1004.9 One possible response: 不如走路吧。

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.
- A: **不如走路吧。** B: **我太累了，还是等车吧。** The second speaker is tired and prefers waiting for the bus.
- The original proposal remains a suggestion. The reply supplies disagreement rather than evidence that walking already happened.
- 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.

10.9.5 Noun / Adj + 化 (-ize / -ify)

1005.1 {'en': ' 化', 'zh': ' 化'}

{'en': '**Noun / Adj + 化** = -ize / -ify: 现代化.', 'zh': ' **名词 / 形容词 + 化** = …… 化: 现代化。'}

1005.2 B. {'en': 'to beautify (make beautiful)', 'zh': ' 美化 (使变美)'}

{'en': ' 美 + 化 = beautify; 简 + 化 = simplify.', 'zh': ' 美 + 化 = 美化; 简 + 化 = 简化。'}

1005.3 True.

This established word is used as an action here. 化 does not create a natural word from every base or force only a verb use everywhere.

1005.4 A. 简化 means simplifying the process.

简化 means simplifying the process. 化 appears in established change words such as 现代化 and 简化. It cannot be attached freely to every noun or adjective to create natural Chinese.

1005.5 False.

Time saving requires an actual measurement; 简化 alone supplies no minutes.

1005.6 2

Six minus four is two; the count does not supply a time saving.

1005.7 1–C: 简化流程 = Make the process simpler; 2–A: 美化环境 = Make the surroundings more attractive; 3–B: 城市现代化了 = The city has modernised

The words describe distinct changes, not a single universal benefit.

1005.8 False.

The stated check remains. Simplification does not imply that all checks disappear.

1005.9 One possible response: 流程简化了。

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.
- **我们简化了流程。** uses 简化 as an action. **推进现代化** treats modernisation as the process being advanced.
- Recognising 化 helps recognise change vocabulary. It does not make every resulting word only a verb in every sentence.
- 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.

10.9.6 算 + Adj + 的 (counts as / considered)

1006.1 {'en': ' 算', 'zh': ' 算'}

{'en': ' **算 + Adj + 的** = counts as: 算高的.', 'zh': ' **算 + 形容词 + 的** = 算是 ……: 算高的。'}

1006.2 B. {'en': 'this counts as cheap (is considered cheap)', 'zh': ' 这算便宜 (算是便宜)'}

{'en': ' 算 = is considered / counts as: 这算便宜.', 'zh': ' 算 = 算是 / 算作: 这算便宜。'}

1006.3 True.

{'en': 'Yes – 他算高的 (he falls into the "tall" group).', 'zh': ' 对 — 他算高的 (归入

“ 高 ” 这一类)。’}

1006.4 A. The speaker places him in the tall group within this class.

The speaker places him in the tall group within this class. 算 expresses an evaluation against a reference group. 的 is not required in every 算 expression: 这算便宜 is natural too.

1006.5 False.

Counting as tall does not mean having the maximum height.

1006.6 A. Yes: category membership differs from first place

It belongs to the teacher's stated tall category while 182 is taller.

1006.7 False.

A changed reference group can change the judgement without changing the person's height.

1006.8 1–B: 这算便宜。= Judge the price as cheap; 2–A: 算一下三加二。= Calculate three plus two

The complete sentence separates category judgement from calculation.

1006.9 One possible response: 他在班里算高的。

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.
- The same person joins a group of much taller players. A speaker's judgement of whether he counts as tall may change with that group.
- The person need not have become shorter. The comparison standard changed; 算高的 does not set a universal height 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.

10.9.7 难怪 (no wonder)

1007.1 {’en’: ’ 难怪’, ’zh’: ’ 难怪’}

{’en’: ’ **难怪 + Observation** = no wonder: 难怪他不来, 原来病了.’, ’zh’: ’ **难怪 + 观察** = 难怪: 难怪他不来, 原来病了。’}

1007.2 B. Understanding of the absence given a reason

It makes the observation unsurprising to the speaker. The reason can be known already or newly supplied.

1007.3 True.

{’en’: ’Yes – 原来病了，难怪不来.’, ’zh’: ’ 对 — 原来病了, 难怪不来。’}

1007.4 B. The new information explains the absence to the speaker.

The new information explains the absence to the speaker. 难怪 expresses a reaction of understanding. It does not independently prove that the proposed cause is the only possible cause.

1007.5 False.

难怪 expresses understanding, not evidence excluding all other reasons.

1007.6 1–B: 他考了第一名 = Reason supplied; 2–A: 这么高兴 = Observation made understandable

The first-place result is the reason offered for the observed happiness.

1007.7 False.

The reaction does not verify the proposed reason; a guess still needs evidence.

1007.8 A. 他为什么没来?

为什么 asks for missing information. 难怪 expresses understanding rather than requesting that reason.

1007.9 One possible response: 难怪他没来，原来病了。

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.
- Someone guesses the absent friend is ill and says 难怪他没来. The phrase does not turn that guess into a confirmed medical fact.
- Check whether the reason was known or only proposed. A confident reaction and reliable evidence are different things.
- 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.

11 助动词

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.

11.1 ■ 将 / 将要 / 将会 (formal future)

11.1.1 Read tomorrow's notice

- A school notice says **会议将在明天举行。** – the meeting will be held tomorrow. The notice places the event after today.
- It reports the announced plan. Reading it today does not show that tomorrow's meeting has already happened.

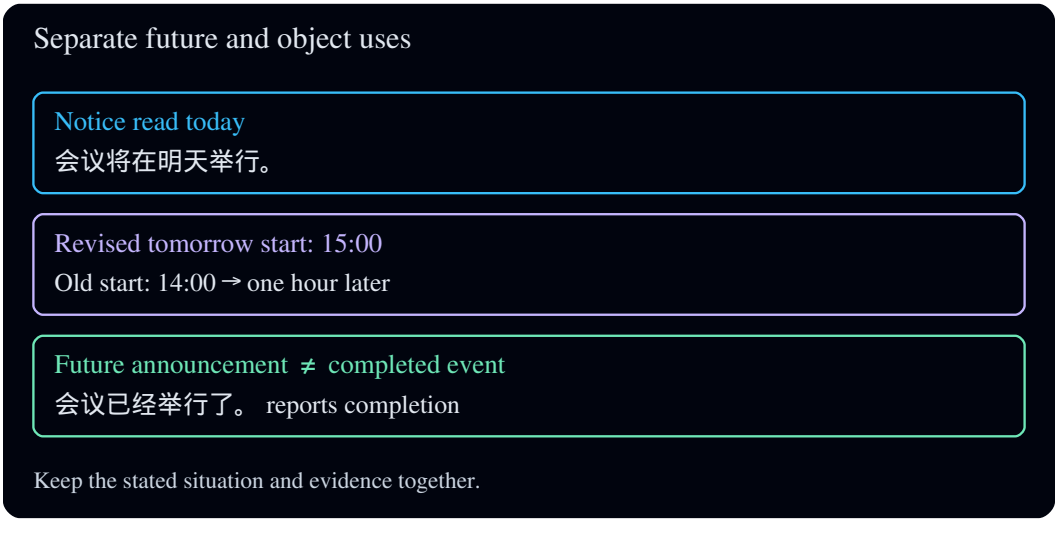
11.1.2 Keep the subject and future action

- Put **将 / 将要 / 将会** before the future action phrase: **学校将会公布结果。** – the school will announce the results.
- In the meeting example, **在明天** supplies the time and **举行** supplies the event. 将 does not mark 会议 as an object to move.

会议将在明天举行。
huì yì jiāng zài míng tiān jǔ xíng
Word guide: 会议 – meeting; 将 – will; 在 – at; 明天 – tomorrow; 举行 – be held.

11.1.3 Separate future and object uses

- **会议将在明天举行。** announces a future event. **请将门关上。**
  qǐng jiāng mén guān shàng
  Word guide: 请 – please; 将 – object marker; 门 – door; 关上 – close. asks someone to close the door; 门 is the affected object.
- The same written 将 does different jobs. Read the whole action phrase, rather than translating every 将 as will.



11.1.4 Re-read a changed time

- A revised fictional notice changes tomorrow's start from 14:00 to 15:00. The announced start is now one hour later.
- Use the revised time when planning your arrival. Neither the future form nor a time on the notice proves the meeting actually began then.

11.1.5 Choose a register, not a certainty level

- 将 is common in formal written announcements. In a chat about tomorrow, **我们明天要开会。** is an ordinary alternative.
- A formal style does not make a plan impossible to cancel. **会议已经举行了。** instead reports a meeting already held.

11.1.6 Check event, time and evidence

- Identify the subject, the action and its stated future time. Keep a future announcement separate from a completed-event report.
- When 将 puts an object before an action, read that object use separately. Register alone does not tell you which job 将 performs.

Practise this pattern step by step.

11.2 ■ Practice without the models

11.2.1 将 / 将要 / 将会 (formal future)

1101.1 Use one of the future forms taught here: The meeting will be held tomorrow: 会议 …… 在明天举行。

1101.2 {'en': ' 将 here is used mostly in…', 'zh': ' 这里的将多用于 ……'}

- A. {'en': 'casual chat among friends', 'zh': ' 朋友间闲聊'}
- B. {'en': 'news / formal announcements', 'zh': ' 新闻 / 正式通告'}

1101.3 {'en': 'This future 将 is the same as the 把-style 将 (将门关上).', 'zh': ' 这个表将来的将和把式的将 (将门关上) 是同一用法。'}

True or false? Explain or repair the statement.

1101.4 An announcement gives tomorrow's meeting time. What does 会议将在明天举行。communicate?

- A. 将 presents the meeting as a future event in formal style.
- B. 将 always introduces an object before a disposal action.

1101.5 An announcement says 会议将在明天举行。Does it establish that the meeting has already been held?

True or false? Explain or repair the statement.

1101.6 A revised notice changes tomorrow's start from 14:00 to 15:00. How many minutes later is the announced start?

1101.7 Match the complete sentence to its job.

- 1. 学校将会公布结果。
- 1. 请将门关上。
- 1. 会议已经举行了。
- A. Ask for an action on the door
- B. Announce a future action
- C. Report a meeting already held

1101.8 Using formal 将 in a meeting notice shows the plan can never be cancelled.

True or false? Explain or repair the statement.

1101.9 Recall the situation: Read tomorrow's notice. 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.

11.3 ■ Answers and explanations

11.3.1 将 / 将要 / 将会 (formal future)

1101.1 {'en': ' 将', 'zh': ' 将'}

{'en': ' **将 / 将要 / 将会 + VP** = formal future: 会议将在明天举行.', 'zh': ' **将 / 将要 / 将会 + 动词短语** = 书面将来: 会议将在明天举行。'}

1101.2 B. {'en': 'news / formal announcements', 'zh': ' 新闻 / 正式通告'}

{'en': ' 将 = a formal "will"; everyday speech prefers 会 / 要.', 'zh': ' 将 = 书面 " 将 "; 口语多用会 / 要。'}

1101.3 False.

{'en': 'No – same character, two senses: future 将 vs disposal 将.', 'zh': ' 不是 — 同字两义: 将来的将 vs 处置的将。'}

1101.4 A. 将 presents the meeting as a future event in formal style.

将 presents the meeting as a future event in formal style. Compare 将门关上, where 将 introduces an object to be acted on. Word order and meaning determine which use applies.

1101.5 False.

The notice announces a future meeting; completion would need a later report or other evidence.

1101.6 60

15:00 minus 14:00 is one hour, or 60 minutes. This compares announced times; it does not prove actual completion.

1101.7 1–B: 学校将会公布结果。= Announce a future action; 2–A: 请将门关上。= Ask for an action on the door; 3–C: 会议已经举行了。= Report a meeting already held

The future, object-before-action and completed-event constructions make different claims.

1101.8 False.

Formal register does not guarantee that the future plan will be fulfilled.

1101.9 One possible response: 会议将在明天举行。

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.
- A revised fictional notice changes tomorrow's start from 14:00 to 15:00. The announced start is now one hour later.
- Use the revised time when planning your arrival. Neither the future form nor a time on the notice proves the meeting actually began then.
- 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.

12 动词短语

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.

12.1 ■ 难免 (hard to avoid / bound to)

12.1.1 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.

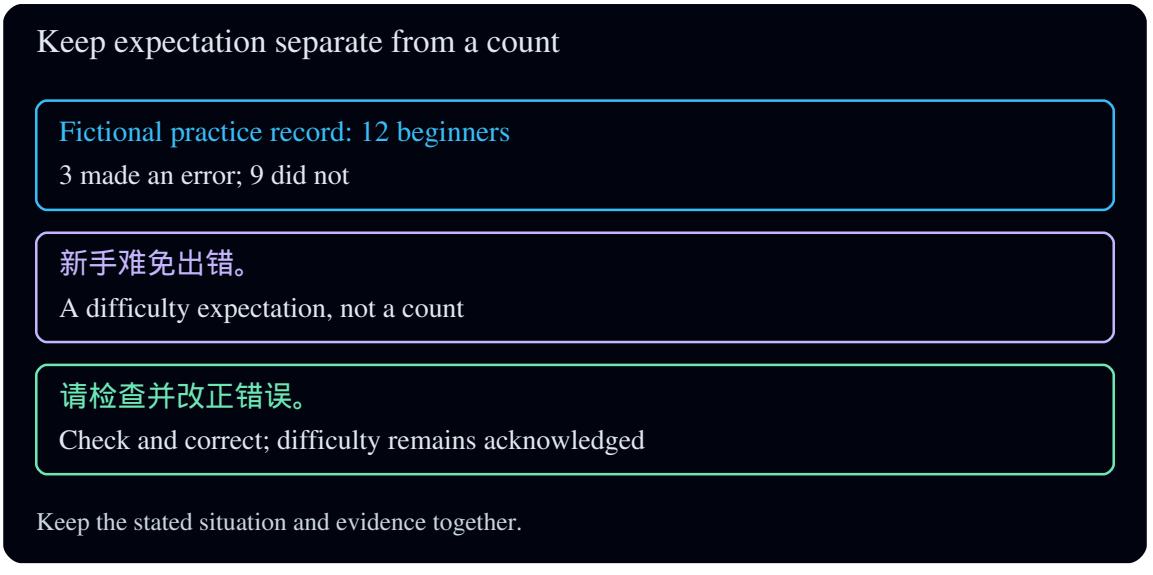
12.1.2 Name the difficult-to-avoid result

- 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.

12.1.3 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.



12.1.4 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.

12.1.5 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.

12.1.6 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.

Practise this pattern step by step.

12.2 ■ 受 (receive / be affected)

12.2.1 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.

12.2.2 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.

12.2.3 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.

12.2.4 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.

12.2.5 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.

12.2.6 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.

Practise this pattern step by step.

12.3 ■ Practice without the models

12.3.1 难免 (hard to avoid / bound to)

1201.1 Use the lesson target 难免: Mistakes are hard for beginners to avoid: 新手 …… 出错。

1201.2 {'en': ' 难免 treats the outcome as…', 'zh': ' 难免把结果看作 ……'}

- A. Hard to avoid under the circumstances
- B. Easily prevented without effort

1201.3 新手难免出错 means a teacher is forbidden to ask beginners to correct mistakes.

True or false? Explain or repair the statement.

1201.4 A teacher reassures beginners that mistakes are normal. What does 新手难免出错。communicate?

- A. The speaker treats mistakes as difficult to avoid.
- B. 难免 proves every beginner makes every possible mistake.

1201.5 新手难免出错 specifies that exactly half of the beginners will make an error.

True or false? Explain or repair the statement.

1201.6 A fictional record has twelve beginners; three made an error. How many did not make an error in that task?

1201.7 Match each statement to what it does.

- 1. 新手难免出错。
- 1. 请检查并改正错误。
- 1. 十二个人中有三个人出错。
- A. Report an explicit count
- B. Ask for checking and correction
- C. Acknowledge a difficult-to-avoid outcome

1201.8 Heavy traffic on route A supports 难免会晚一点. Route B has little traffic. What follows about B?

- A. It must have exactly the same delay as A
- B. It needs its own assessment; A's traffic does not establish B's delay

1201.9 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.

Write or say your own response before reading the key.

12.3.2 受 (receive / be affected)

1202.1 Using the lesson pattern in this demonstrated example: He's very popular: 他很 …… 欢迎。

1202.2 {'en': ' 受伤 means…', 'zh': ' 受伤是什么意思?'}

- A. {'en': 'get injured / be hurt', 'zh': ' 受伤 / 受到伤害'}
- B. {'en': 'cause an injury to others', 'zh': ' 使别人受伤'}

1202.3 {'en': ' 受 gives the sentence a passive flavour (the subject undergoes it).', 'zh': ' 受给句子一种被动色彩 (主语承受)。'}

True or false? Explain or repair the statement.

1202.4 Many people like a particular teacher. What does 这位老师很受欢迎。communicate?

- A. The teacher receives a favourable response from others.
- B. 受 can replace 被 before every verb without changing the grammar.

1202.5 受 can replace 被 before every verb without changing the grammar.

True or false? Explain or repair the statement.

1202.6 Match the complete sentence to its recipient or affected subject.

- 1. 老师受学生欢迎。
- 1. 比赛受天气影响。
- 1. 他受伤了。
- A. Match is affected by the weather
- B. He is the person injured
- C. Teacher receives the welcome

1202.7 比赛受天气影响 shows that the match was cancelled.

True or false? Explain or repair the statement.

1202.8 A fictional report lists eight players and says three were injured. How many players are not reported injured?

1202.9 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.

Write or say your own response before reading the key.

12.4 ■ Answers and explanations

12.4.1 难免 (hard to avoid / bound to)

1201.1 {'en': ' 难免', 'zh': ' 难免'}

{'en': ' **难免 + VP** = bound to / hard to avoid: 新手难免出错.', 'zh': ' **难免 + 动词短语** = 难免: 新手难免出错。'}

1201.2 A. Hard to avoid under the circumstances

难免 presents an expectation of difficulty, not a guarantee that every possible instance must occur.

1201.3 False.

Acknowledging that mistakes are hard to avoid is compatible with asking for correction.

1201.4 A. The speaker treats mistakes as difficult to avoid.

The speaker treats mistakes as difficult to avoid. 难免 is an ordinary expectation, not a mathematical guarantee that every beginner must make a mistake in every task. A careful person can still avoid a particular error.

1201.5 False.

The expression supplies no numerical rate. Actual records are needed for a count.

1201.6 9

Twelve minus three is nine. The record supplies this count, not 难免.

1201.7 1–C: 新手难免出错。= Acknowledge a difficult-to-avoid outcome; 2–B: 请检查并改正错误。= Ask for checking and correction; 3–A: 十二个人中有三个人出错。= Report an explicit count

Expectation, an instruction and a measured count serve different purposes.

1201.8 B. It needs its own assessment; A's traffic does not establish B's delay

Keep the stated reason with its route. No exact number of minutes was supplied for either route.

1201.9 One possible response: 新手难免出错。

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.
- **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.

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.

12.4.2 受 (receive / be affected)

1202.1 {'en': ' 受', 'zh': ' 受'}

{'en': ' **受 + Verb / Noun** = be subjected to / receive: 受欢迎.', 'zh': ' **受 + 动词 / 名词** = 受 ……: 受欢迎。'}

1202.2 A. {'en': 'get injured / be hurt', 'zh': ' 受伤 / 受到伤害'}

{'en': ' 受 marks the subject as the one affected: 受伤, 受影响.', 'zh': ' 受表示主语是受影响方: 受伤、受影响。'}

1202.3 True.

{'en': 'Yes – 受欢迎 / 受伤 / 受影响.', 'zh': ' 对 — 受欢迎 / 受伤 / 受影响。'}

1202.4 A. The teacher receives a favourable response from others.

The teacher receives a favourable response from others. Learn established combinations such as 受欢迎 and 受影响. 受 is not a universal replacement for 被 before any verb.

1202.5 False.

受欢迎, 受伤 and 受影响 are established combinations. Do not replace 被 with 受 before every verb.

1202.6 1–C: 老师受学生欢迎。= Teacher receives the welcome; 2–A: 比赛受天气影响。= Match is affected by the weather; 3–B: 他受伤了。= He is the person injured

Track the person or thing receiving the response or effect, rather than reversing the source and recipient.

1202.7 False.

An effect is reported; cancellation is one possible extra fact, not part of the phrase itself.

1202.8 5

Eight minus three is five. 受伤 reports injury without naming its cause or intention.

1202.9 One possible response: 这位老师很受欢迎。

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.
- **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.

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.

13 ”But” Statements

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.

13.1 ■ 反而 (on the contrary / instead)

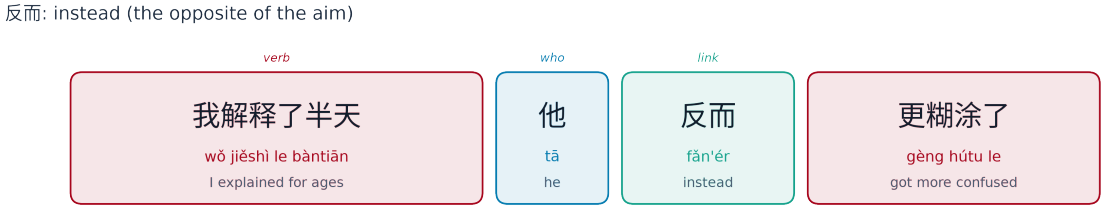
13.1.1 It backfired

- You tried to help your little brother with maths, but he got more confused.
- **我解释了半天，他反而更糊涂了。** – “I explained for ages, and he only got more confused.”

13.1.2 Subject + 反而 + predicate

- **反而** = “instead, on the contrary”: the result goes the opposite way to what was expected.
- It sits after the subject, before the verb: 他反而 …, not 反而他 ….

吃了药，病反而更重了。
chī le yào bìng fǎn ér gèng zhòng le
Word guide: 吃 – take; 药 – medicine; 病 – the illness; 反而 – instead; 更 – more; 重 – serious.



13.1.3 不但不 / 没 …，反而 …

- **他不但没生气，反而笑了。** – “Far from getting angry, he actually laughed.”
- The first half says what didn’t happen; the second, the opposite that did.

他不但没生气，反而笑了。
tā bú dàn méi shēng qì fǎn ér xiào le
Word guide: 他 – he; 不但 – not only; 没 – didn’t; 生气 – get angry; 反而 – instead; 笑 – laughed.

13.1.4 After the subject

- 反而 is an adverb: 雨反而更大了, not 反而雨更大了.
- It needs an expectation to go against; for a plain contrast use 但是 / 却.

13.1.5 反而 versus 相反

- 反而 is an adverb inside the clause: 他反而不高兴了.
- 相反 is "the opposite" or "on the contrary" starting a sentence: 相反，他很高兴.

相反，他很高兴。
xiāng fǎn tā hěn gāo xìng
Word guide: 相反 – on the contrary; 他 – he; 很 – very; 高兴 – happy.

13.1.6 Recap

- **Subject + 反而 + predicate** = instead, on the contrary (the opposite of what was expected).
- Often after 不但不/没 …; 相反 opens a sentence.

Practise this pattern step by step.

13.2 ■ Practice without the models

13.2.1 反而 (on the contrary / instead)

1301.1 Complete: "After the rain, it got hotter instead." 下了雨，天气 …… 更热了。

1301.2 Which sentence is correct?

- A. 他没哭反而，笑了。
- B. 他反而不但没哭，笑了。
- C. 他不但没哭，反而笑了。
- D. 反而他笑了。

1301.3 Build: "Far from getting angry, he actually laughed."

Arrange all chunks: ， / 反而 / 他不但没生气 / 笑了。

1301.4 相反 can open a sentence followed by a comma.

True or false? Explain or repair the statement.

1301.5 You tried to help your little brother with maths, but he got more confused. 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.

13.3 ■ Answers and explanations

13.3.1 反而 (on the contrary / instead)

1301.1 反而

反而 marks the opposite of what you'd expect.

1301.2 C. 他不但没哭，反而笑了。

不但没 …，反而 … with 反而 after the (omitted) subject.

1301.3 他不但没生气，反而笑了。

不但没 …，反而 ….

1301.4 True.

True. 相反 can open a sentence, followed by a comma, to mean "on the contrary": 他没生气，相反，他很高兴.

1301.5 One possible response: 我解释了半天，他反而更糊涂了。

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.
- 反而 is an adverb: 雨反而更大了, not 反而雨更大了.
- It needs an expectation to go against; for a plain contrast use 但是 / 却.
- 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.

14 ”Even If” Statements

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.

14.1 ■ 就是 … ，也 … (even if)

14.1.1 Keep a plan despite possible rain

- A friend has decided to attend an indoor club meeting. **就是下雨，我也去。** – even if it rains, I will still go.
- The possible rain does not reverse that stated decision. The sentence is not a weather report or proof that the friend has already arrived.

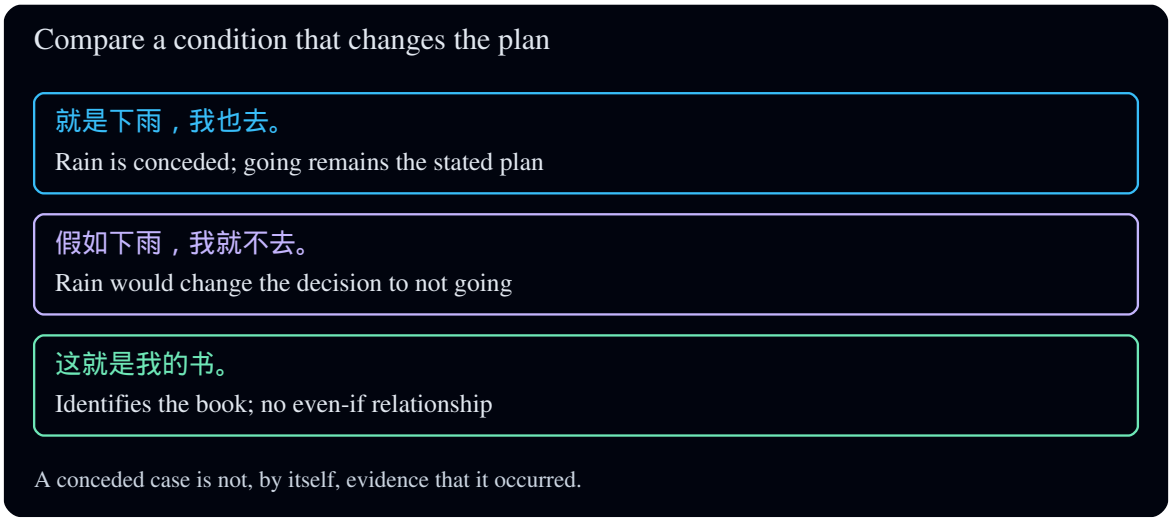
14.1.2 Join the conceded case to the decision

- In this pattern, **就是 + case，subject + 也 + decision** links the obstacle to the decision that survives it.
- In **就是下雨，我也去。**, 下雨 is the conceded case and 我也去 is the maintained decision. Read both clauses before choosing the meaning of 就是.

就是下雨，我也去。
jiù shì xià yǔ wǒ yě qù
Word guide: 就是 – even if; 下雨 – rain; 我 – I; 也 – still; 去 – go.

14.1.3 Compare a condition that changes the plan

- **假如下雨，我就不去。** – if it rains, I will not go – makes rain a reason to change the plan.
- **就是下雨，我也去。** keeps going despite that same possible obstacle. Changing the connective and the conclusion changes the relationship.



14.1.4 Separate identification from concession

- **这就是我的书。** – this is exactly my book – identifies the book. It contains no even-if obstacle followed by a surviving conclusion.
- The characters 就是 alone cannot settle the meaning. A complete sentence and its context separate identification from this concessive pattern.

14.1.5 Check what was actually observed

- A later message says **已经下雨了。** – it has started raining. That separate report supplies the actual weather information.
- A statement of intention still is not an arrival record. The friend can later revise the plan; an earlier concessive sentence does not make future events certain.

14.1.6 Keep the two jobs apart

- For concessive 就是 … 也 …, identify the conceded case and the conclusion that survives it. Do not treat the case as proven by the pattern alone.
- For identifying 就是, ask what is being identified. Use separate reports for actual rain, actual arrival or a later changed decision.

Practise this pattern step by step.

14.2 ■ 就算 ... ，也 ... (even if)

14.2.1 Value an attempt despite possible failure

- A team says **就算失败，也值得。** – even if the attempt fails, it is still worthwhile. They value what they can learn from trying.
- The evaluation survives the conceded failure. This does not say failure is certain or that the attempt has already succeeded.

14.2.2 Keep the two clauses connected

- **就算 + conceded case，... 也 + conclusion** asks the listener to grant a case without abandoning the conclusion.
- In the original example, 失败 is the conceded case and 也值得 is the evaluation. The people and attempt can be understood from the surrounding conversation.

就算失败，也值得。
jiù suàn shī bài yě zhí dé
Word guide: 就算 – even if; 失败 – fail; 也 – still; 值得 – worth it.

14.2.3 Do not require a worst case

- **就算这个办法便宜，也不一定适合我们。** – even if this method is cheap, it may not suit us – grants a favourable price point.
- Cheapness is not the worst possible outcome. 就算 can concede a point in an argument while refusing the conclusion that the point alone is enough.

Do not require a worst case

就算失败，也值得。
Failure conceded; worthwhile evaluation remains

就算这个办法便宜，也不一定适合我们。
Cheapness conceded; suitability remains uncertain

Conceded case can be imagined or already known
Use the surrounding evidence, not the connective alone

A conceded case is not, by itself, evidence that it occurred.

14.2.4 Use context for what is known

- Before a result is announced, **就算失败，也值得。** can discuss an imagined failure. It does not establish that the team failed.
- In a different conversation, a receipt already shows a low price. The speaker can grant that known price with 就算这个办法便宜 while still questioning suitability.

14.2.5 Keep evaluation separate from permission

- The team's worthwhile judgement belongs to that stated attempt and those speakers. Another person can disagree about its value.
- The sentence supplies no permission to ignore a budget, an agreed rule or a safety requirement. Those need their own facts and decisions.

14.2.6 Concede a case without overclaiming

- Find what the speaker is willing to grant and which conclusion remains. Check the wider context before calling the granted case imagined or known.
- Do not turn 就算 into certainty, always the worst case, everyone agrees, or a calculation: its job here is an even-if relationship.

Practise this pattern step by step.

14.3 ■ 哪怕 … ，也 … (even if)

14.3.1 Maintain an intention despite difficulty

- A learner says **哪怕再难，我也要学。** – however difficult it is, I still intend to learn it. The difficulty is being conceded.
- The learner states determination. The sentence does not report mastery or give a measured probability of success.

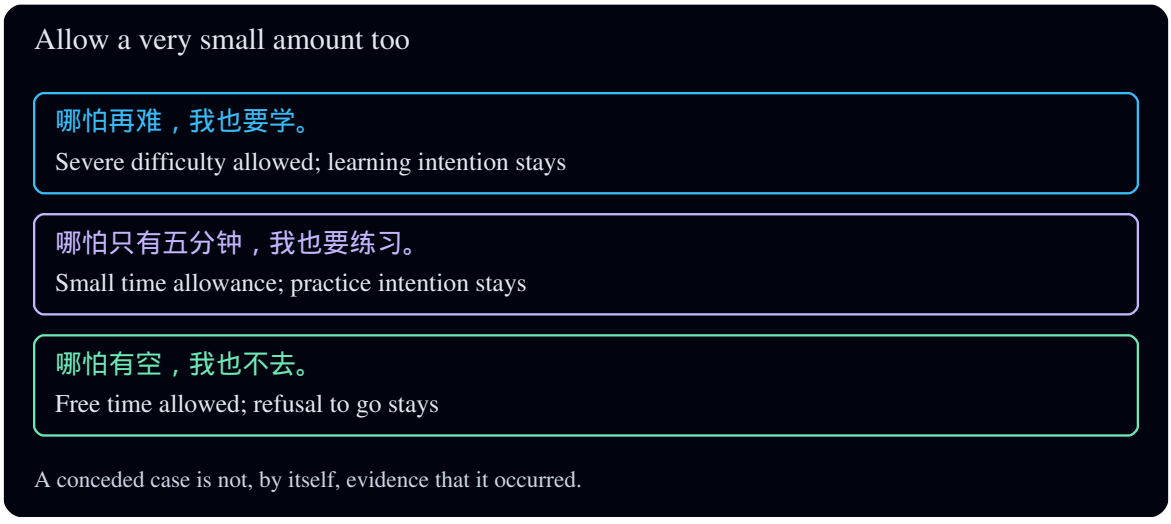
14.3.2 Find the case and the intention

- In **哪怕 + case，… 也 + conclusion**, the first clause gives a case the speaker is prepared to allow; the second keeps the conclusion.
- In **哪怕再难，我也要学。**, 再难 extends the conceded difficulty. It does not mean I will study only after the task becomes harder.

哪怕再难，我也要学。
nǎ pà zài nán wǒ yě yào xué
Word guide: 哪怕 – even if; 再 – even; 难 – hard; 我 – I; 也 – still; 要 – will; 学 – learn.

14.3.3 Allow a very small amount too

- **哪怕只有五分钟，我也要练习。** – even if I have only five minutes, I still intend to practise – concedes a small amount of time.
- The learner keeps the practice intention with that small allowance. The sentence does not promise that a whole course will be completed in five minutes.



14.3.4 Keep the conclusion's direction

- **哪怕再难，我也要学。** keeps the intention to learn. **哪怕有空，我也不去。** keeps a refusal to go, even with free time.
- 也 does not make a negative decision positive. Read 不 in the maintained conclusion before reporting what the speaker intends.

14.3.5 Separate a small chance from no chance

- **哪怕只有一点希望，我们也要试一试。** allows even a little hope and keeps an intention to try. 一点 gives no exact percentage.
- This sentence alone does not state what the speakers would decide if there were no hope at all. A minimal amount and zero are different cases.

14.3.6 Read the actual allowance

- Name the conceded case: severe difficulty, little time or a little hope. Then state the actual conclusion, including any negative word.
- Keep intention separate from completed action and measured success. Do not replace a small amount with zero or invent a numerical probability.

Practise this pattern step by step.

14.4 ■ Practice without the models

14.4.1 就是 … ，也 … (even if)

1401.1 Use the lesson target 就是 in this example: Even if it rains, I'll still go: …… 下雨，我也去。

1401.2 {'en': 'Here 就是 means…', 'zh': ' 这里的就是表示 ……'}

- A. {'en': 'even if (a concession)', 'zh': ' 就是 / 即使 (让步)'}
- B. {'en': 'exactly / precisely', 'zh': ' 正是 / 就是 (强调)'}

1401.3 {'en': ' 就是 here pairs with 也 in the main clause.', 'zh': ' 这里就是在主句里与也搭配。'}

True or false? Explain or repair the statement.

1401.4 You plan to go even if rain occurs. What does 就是下雨，我也去。communicate?

- A. The possible rain does not change the speaker's decision.
- B. The sentence proves it is raining now.

1401.5 就是下雨，我也去。shows that the friend is already at the meeting.

True or false? Explain or repair the statement.

1401.6 Match each complete sentence to its relationship.

- 1. 就是下雨，我也去。
- 1. 假如下雨，我就不去。
- 1. 这就是我的书。
- A. Do not go if rain occurs
- B. Identify the book
- C. Keep going despite possible rain

1401.7 The friend first says 就是下雨，我也去。Which later message actually reports rain?

- A. 已经下雨了。
- B. 就是下雨，我也去。

1401.8 假如下雨，我就不去。maintains going in the rainy case, just like 就是下雨，我也去。

True or false? Explain or repair the statement.

1401.9 Recall the situation: Keep a plan despite possible rain. 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.

14.4.2 就算 … ，也 … (even if)

1402.1 Use the lesson target 就算 in this example: Even if we fail, it's worth it: …… 失败，也值得。

1402.2 {'en': ' 就算 is closest to…', 'zh': ' 就算最接近 ……'}

- A. {'en': ' 因为 (because)', 'zh': ' 因为 (因为)'}
- B. {'en': ' 即使 / 就是 (even if)', 'zh': ' 即使 / 就是 (即使)'}

1402.3 就算 must concede the worst possible case, so a favourable price cannot be conceded.

True or false? Explain or repair the statement.

1402.4 A team values the attempt even if it fails. What does 就算失败，也值得。 communicate?

- A. 就算失败 says failure is certain.
- B. The speaker keeps the evaluation despite the imagined failure.

1402.5 就算失败 says failure is certain.

True or false? Explain or repair the statement.

1402.6 Match each part of 就算这个办法便宜，也不一定适合我们。 to its job.

- 1. 这个办法便宜
- 1. 不一定适合我们
- A. Suitability remains uncertain
- B. Price point being granted

1402.7 A receipt already confirms the method is cheap. A speaker says 就算这个办法便宜，也不一定适合我们。 Must cheapness be an unknown imagined fact?

- A. No: the speaker can grant the known cheapness and still question suitability
- B. Yes: 就算 forbids granting a known fact

1402.8 A team's 就算失败，也值得。 gives permission to break a separately agreed spending limit.

True or false? Explain or repair the statement.

1402.9 Recall the situation: Value an attempt despite possible failure. 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.

14.4.3 哪怕 ... ，也 ... (even if)

1403.1 Use the lesson target 哪怕 in this example: Even if it's hard, I'll still learn it: …… 再难，我也要学。

1403.2 {'en': ' 哪怕 leans on…', 'zh': ' 哪怕着重于 ……'}

- A. {'en': 'an extreme / minimal supposition', 'zh': ' 极端 / 最小的假设'}
- B. {'en': 'the most likely everyday case', 'zh': ' 最可能的日常情况'}

1403.3 {'en': ' 哪怕 pairs with 也 in the main clause.', 'zh': ' 哪怕在主句里与也搭配。'}

True or false? Explain or repair the statement.

1403.4 A learner is determined to continue despite difficulty. What does 哪怕再难，我也要学。communicate?

- A. The speaker accepts an extreme obstacle without abandoning the intention.
- B. 哪怕 always means the condition is certain to happen.

1403.5 哪怕再难，我也要学。reports that the learner has already mastered the subject.

True or false? Explain or repair the statement.

1403.6 Match each conceded case to what it allows.

- 1. 哪怕再难
- 1. 哪怕只有五分钟
- 1. 哪怕只有一点希望
- A. Even a little hope
- B. Even severe difficulty
- C. Even a small amount of time

1403.7 A friend says 哪怕有空，我也不去。What decision survives having free time?

- A. Not going; the negative word remains in the conclusion
- B. Going, because 也 cancels 不

1403.8 哪怕只有一点希望，我们也要试一试。establishes the same decision when there is no hope at all.

True or false? Explain or repair the statement.

1403.9 Recall the situation: Maintain an intention despite difficulty. 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.

14.5 ■ Answers and explanations

14.5.1 就是 … ，也 … (even if)

1401.1 {'en': ' 就是', 'zh': ' 就是'}

{'en': ' **就是 … ，也 …** = even if: 就是下雨, 我也去.', 'zh': ' **就是 ……, 也 ……** = 就是 …… 也 ……: 就是下雨, 我也去。'}

1401.2 A. {'en': 'even if (a concession)', 'zh': ' 就是 / 即使 (让步)'}

{'en': ' 就是 … 也 … = even if; it sets up a hypothetical.', 'zh': ' 就是 …… 也 …… = 即使; 引出假设。'}

1401.3 True.

{'en': 'Yes – 就是 …， 也 ….', 'zh': ' 对 — 就是 ……, 也 ……。'}

1401.4 A. The possible rain does not change the speaker's decision.

The possible rain does not change the speaker's decision. The sentence does not assert that it is raining. 就是 also has an identifying or emphatic use outside this concessive frame.

1401.5 False.

The speaker states a maintained decision, not an arrival report.

1401.6 1–C: 就是下雨，我也去。= Keep going despite possible rain; 2–A: 假如下雨，我就不去。= Do not go if rain occurs; 3–B: 这就是我的书。= Identify the book

The even-if, ordinary if-condition and identifying uses make different claims.

1401.7 A. 已经下雨了。

已经下雨了 reports a changed actual weather state. The even-if sentence by itself does not report rain.

1401.8 False.

The if-sentence says not go if it rains; the even-if sentence keeps going despite rain.

1401.9 One possible response: 就是下雨，我也去。

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.
- **这就是我的书。** – this is exactly my book – identifies the book. It contains no even-if obstacle followed by a surviving conclusion.
- The characters 就是 alone cannot settle the meaning. A complete sentence and its context separate identification from this concessive 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.

14.5.2 就算 ... ，也 ... (even if)

1402.1 {'en': ' 就算', 'zh': ' 就算'}

{'en': ' **就算 ... ，也 ...** = even if: 就算失败, 也值得.', 'zh': ' **就算 ……，也 ……** = 就算: 就算失败, 也值得。'}

1402.2 B. {'en': ' 即使 / 就是 (even if)', 'zh': ' 即使 / 就是 (即使)'}

{'en': ' 就算 = even if / even supposing; pairs with 也.', 'zh': ' 就算 = 即使 / 就算; 与也搭配。'}

1402.3 False.

就算这个办法便宜, 也不一定适合我们 concedes a favourable price point while keeping suitability uncertain. A conceded case need not be the worst case.

1402.4 B. The speaker keeps the evaluation despite the imagined failure.

The speaker keeps the evaluation despite the imagined failure. 就算 introduces a conceded case. It need not mean the speaker predicts that this case will actually occur.

1402.5 False.

就算 introduces a conceded case. It need not mean the speaker predicts that this case will actually occur. The speaker keeps the evaluation despite the imagined failure.

1402.6 1–B: 这个办法便宜 = Price point being granted; 2–A: 不一定适合我们 = Suitability remains uncertain

Granting cheapness does not establish that the method suits the group.

1402.7 A. No: the speaker can grant the known cheapness and still question suitability

The receipt supplies the price evidence. The concessive statement grants that point without accepting suitability.

1402.8 False.

A worthwhile evaluation is not permission to ignore another rule; the spending limit has its own authority.

1402.9 One possible response: 就算失败，也值得。

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.
- Before a result is announced, **就算失败，也值得。** can discuss an imagined failure. It does not establish that the team failed.
- In a different conversation, a receipt already shows a low price. The speaker can grant that known price with 就算这个办法便宜 while still questioning suitability.
- 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.

14.5.3 哪怕 … ，也 … (even if)

1403.1 {'en': ' 哪怕', 'zh': ' 哪怕'}

{'en': ' **哪怕 … ，也 …** = even if: 哪怕再难, 我也要学.', 'zh': ' **哪怕 ……，也 ……** = 哪怕: 哪怕再难, 我也要学。'}

1403.2 A. {'en': 'an extreme / minimal supposition', 'zh': ' 极端 / 最小的假设'}

{'en': ' 哪怕只有一点希望 = even just a sliver of hope.', 'zh': ' 哪怕只有一点希望 = 哪怕只有一丝希望。'}

1403.3 True.

{'en': 'Yes – 哪怕 …，也 ….', 'zh': ' 对 — 哪怕 ……, 也 ……。'}

1403.4 A. The speaker accepts an extreme obstacle without abandoning the intention.

The speaker accepts an extreme obstacle without abandoning the intention. 哪怕 can also introduce a minimal case, as in 哪怕只有一点希望. It does not specify a probability for the condition.

1403.5 False.

The speaker maintains an intention to learn; mastery is a different claim requiring evidence.

1403.6 1–B: 哪怕再难 = Even severe difficulty; 2–C: 哪怕只有五分钟 = Even a small amount of time; 3–A: 哪怕只有一点希望 = Even a little hope

哪怕 can allow both a severe obstacle and a minimal amount; none of these phrases states an exact success probability.

1403.7 A. Not going; the negative word remains in the conclusion

The free-time case is conceded, but 我也不去 keeps the refusal to go.

1403.8 False.

A little hope and no hope are different cases. The sentence alone does not give the zero-hope decision.

1403.9 One possible response: 哪怕再难，我也要学。

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.
- **哪怕再难，我也要学。** keeps the intention to learn. **哪怕有空，我也不去。** keeps a refusal to go, even with free time.
- 也 does not make a negative decision positive. Read 不 in the maintained conclusion before reporting what the speaker intends.
- 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.

15 假设句

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.

15.1 ■ 假如 … ，就 … (if / supposing)

15.1.1 Try when an opportunity arises

- A friend wants to join a workshop but does not yet have a place. **假如有机会，就去试试。** – if there is an opportunity, give it a try.
- The advice sets a possible condition. It does not announce that a place has already been offered or that trying guarantees success.

15.1.2 Put the condition before the response

- **假如 + condition，… 就 + response** links a supposed situation with a result, plan or suggestion.
- In the original example, 有机会 is the condition and 去试试 is the suggested response. Read the response as advice, not as an action already completed.

假如有机会，就去试试。
jiǎ rú yǒu jī huì jiù qù shì shi
Word guide: 假如 – supposing; 有 – have; 机会 – chance; 就 – then; 去 – go; 试试 – try.

15.1.3 Update the actual condition

- **假如明天有空，我们就去参观。** – if we are free tomorrow, we will go and visit – uses tomorrow's availability.
- A later message says everyone is free today but busy tomorrow. Today's free time does not establish the tomorrow condition.

Update the actual condition

假如明天有空，我们就去参观。
Condition: free tomorrow; response: go and visit

Free today; busy tomorrow
Today's availability does not meet tomorrow's condition

假如你有空，我们一起去吧。
Conditional invitation; no compulsory 就

Keep the named condition separate from an observed result.

15.1.4 Do not require 就 everywhere

- **假如你有空，我们一起去吧。** – if you have free time, let us go together – is an invitation without 就.
- 就 is a common partner, not a compulsory word in every conditional. The complete second clause still supplies a meaningful response.

15.1.5 Separate if from even if

- **假如下雨，我就不去。** changes the plan if it rains. **就是下雨，我也去。** keeps going despite possible rain.
- A plain if-condition does not report that rain is certain. It also does not list every possible reason a person might choose not to go.

15.1.6 Read condition, response and evidence

- Identify the supposed case and the proposed result or action. Check that any later evidence concerns the same people, time and condition.
- Keep advice separate from guaranteed success. Do not require 就 everywhere or turn an if-condition into a weather report or a complete list of causes.

Practise this pattern step by step.

15.2 ■ 万一 ... 怎么办? (what if)

15.2.1 Ask for a backup before the picnic

- A picnic group asks **万一下雨怎么办?** – what should we do if it rains? They raise rain as a possible problem to prepare for.
- The question asks for a response. It supplies neither a rain forecast nor a ready-made backup location.

15.2.2 Give the question a response

- **万一 + possible problem + 怎么办?** asks what to do if the problem occurs. A response can give a separate conditional plan.
- For this fictional group, **万一下雨，我们就去室内活动。** means they plan an indoor activity in that case. It does not say the activity has happened.

万一下雨怎么办?
wàn yī xià yǔ zěn me bàn
Word guide: 万一 – what if; 下雨 – rain; 怎么办 – what to do.

15.2.3 Check whether a backup is usable

- The group suggests a school room, but its booking has not been confirmed. **万一下雨怎么办?** does not itself grant permission to use that room.
- A complete plan needs the room's availability and the group's agreed action. Asking the contingency question is only the start.

Check whether a backup is usable

万一下雨怎么办？
Ask for a response to possible rain

万一下雨，我们就去室内活动。
State a backup plan; not completed action

Room booking still unconfirmed
The question does not establish room availability

Keep the named condition separate from an observed result.

15.2.4 Prepare without pretending to measure

- **万一我晚到了，你先进去吧。** – in case I arrive late, go in first – prepares for lateness without making it certain.
- 万一 commonly raises a possibility the speaker treats as unlikely or troublesome. It gives no measured rate and need not mean the worst event imaginable.

15.2.5 A question and a report do different jobs

- **万一下雨怎么办?** raises a contingency. **已经下雨了。**reports that rain has started.
- If a later report confirms rain, use the agreed response and check current facts. The earlier question alone was not evidence of rain.

15.2.6 Separate possibility from preparation

- Name the possible problem, then distinguish asking what to do from specifying an action and confirming it can be carried out.
- Do not turn 万一 into exactly one chance in ten thousand, a forecast, permission to use a room or proof that the backup has already happened.

Practise this pattern step by step.

15.3 ■ Clause + 的话 (if / conditional frame)

15.3.1 Ask to be told if a friend goes

- A friend has not decided whether to join a visit. **你去的话，叫我一声。** – if you go, let me know.
- The speaker asks for a message in the going case. The sentence does not confirm the friend's decision or require a telephone call.

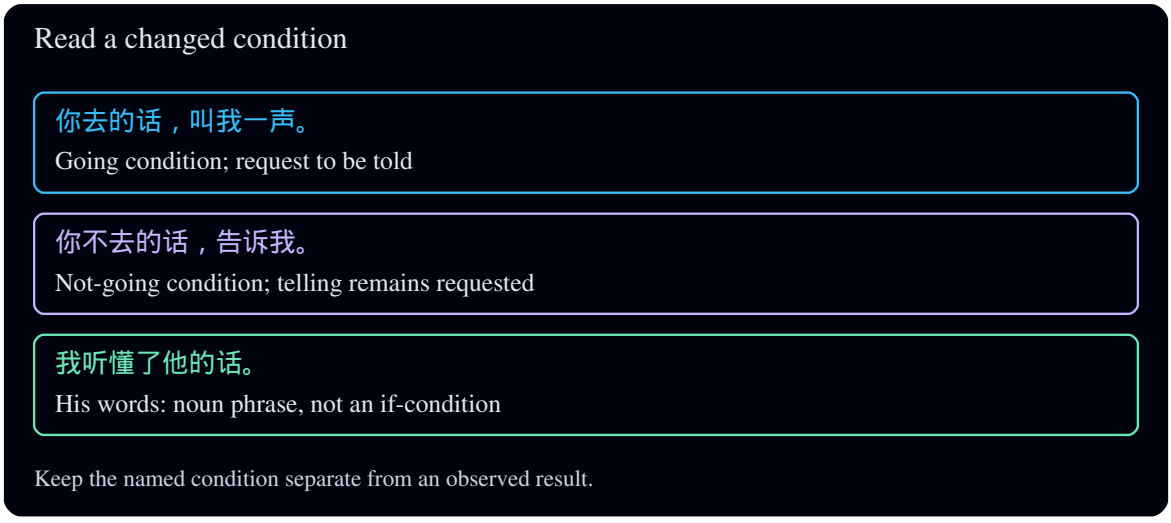
15.3.2 Place 的话 after the condition

- **Condition clause + 的话，response** puts 的话 after the case being supposed: **你去的话，叫我一声。**
- **如果你去的话，叫我一声。** can add 如果 before the same condition. The two markers can work together.

你去的话，叫我一声。
nǐ qù de huà jiào wǒ yì shēng
Word guide: 你 – you; 去 – go; 的话 – if; 叫 – call; 我 – me; 一声 – (a shout).

15.3.3 Read a changed condition

- **你不去的话，告诉我。** – if you do not go, tell me – attaches the request to not going.
- Keep 不 inside the condition. It does not mean do not tell me; the requested response remains 告诉我.



15.3.4 Do not mistake someone's words for if

- **我听懂了他的话。**
  wǒ tīng dǒng le tā de huà
  Word guide: 我 – I; 听懂 – understood what was said; 了 – completed action; 他 – his (here); 的 – possessive marker; 话 – words. – I understood his words – uses a possessive phrase meaning his words. There is no conditional response here.
- A phrase such as **价格的话，我觉得太高了。** can frame price as the topic. Its context differs from a complete going condition followed by a request.

15.3.5 Keep tone and timing in context

- The conditional marker 的话 alone does not make every request polite. Tone, the request itself and the relationship still matter.

- 叫我一声 asks to be told in this conversation. It does not specify an exact minute, promise that a message was sent or prove that the friend already went.

15.3.6 Locate the whole condition

- Read the clause before 的话, including any negative word, and the response after it. 如果 may appear before that clause too.
- Use the complete sentence to separate a condition, a topic frame and a noun phrase meaning someone's words. None alone proves completed action.

Practise this pattern step by step.

15.4 ■ Practice without the models

15.4.1 假如 … ，就 … (if / supposing)

1501.1 Use the lesson target 假如 in this example: If there's a chance, give it a try: …… 有机会，就去试试。

1501.2 {'en': ' 假如 is closest to…', 'zh': ' 假如最接近 ……'}

- A. {'en': ' 如果 (if)', 'zh': ' 如果 (如果)'}
- B. {'en': ' 虽然 (although)', 'zh': ' 虽然 (虽然)'}

1501.3 Every sentence beginning 假如 must include 就 in the result clause.

True or false? Explain or repair the statement.

1501.4 You advise a friend to try if an opportunity arises. What does 假如有机会，就去试试。communicate?

- A. 假如有机会 guarantees an opportunity is already available.
- B. The opportunity is a hypothetical condition for trying.

1501.5 假如有机会，就去试试。means that trying will succeed.

True or false? Explain or repair the statement.

1501.6 The plan is 假如明天有空，我们就去参观。A later message says free today, busy tomorrow. Is today's availability evidence for the named condition?

- A. Yes: free today establishes free tomorrow
- B. No: the condition concerns tomorrow, which the new message says is busy

1501.7 Match the complete sentence to its relationship.

- 1. 假如下雨，我就不去。
- 1. 就是下雨，我也去。
- 1. 假如你有空，我们一起去吧。
- A. Go despite possible rain
- B. If rain occurs, do not go
- C. Invite going together if there is free time

1501.8 假如下雨，我就不去。establishes that rain is the only possible reason for not going.

True or false? Explain or repair the statement.

1501.9 Recall the situation: Try when an opportunity arises. 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.

15.4.2 万一 ... 怎么办? (what if)

1502.1 Use the lesson target 万一 in this example: What if it rains? …… 下雨怎么办?

1502.2 In the picnic question 万一下雨怎么办？, rain is presented as…

- A. A confirmed current weather observation
- B. A possible problem to prepare for

1502.3 In 万一我晚到了，你先进去吧。, the second clause gives a response rather than asking 怎么办.

True or false? Explain or repair the statement.

1502.4 A picnic group considers a backup plan for rain. What does 万一下雨怎么办? communicate?

- A. 万一 gives an exact measured probability of rain.
- B. The speaker raises a possible problem and asks what to do.

1502.5 万一 gives an exact measured probability of rain.

True or false? Explain or repair the statement.

1502.6 A group asks 万一下雨怎么办? and suggests a school room. Its booking is unconfirmed. What still needs checking?

- A. Nothing: 万一 automatically reserves the room
- B. Whether the room is available and its use is agreed

1502.7 Match the sentence to its job.

- 1. 万一下雨怎么办?
- 1. 万一下雨，我们就去室内活动。
- 1. 已经下雨了。
- A. State a conditional backup plan
- B. Report actual rain
- C. Ask for a contingency response

1502.8 万一下雨，我们就去室内活动。establishes that the indoor activity has already happened.

True or false? Explain or repair the statement.

1502.9 Recall the situation: Ask for a backup before the picnic. 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.

15.4.3 Clause + 的话 (if / conditional frame)

1503.1 Use the lesson target 的话 in this example: If you go, give me a shout: 你去……，叫我一声。

1503.2 In 你去的话，叫我一声。, the clause before 的话 gives…

- A. The condition for the requested message
- B. Proof that the requested message was already sent

1503.3 {'en': ' 的话 can team up with 如果 (如果 … 的话，…).', 'zh': ' 的话可与如果搭配 (如果 …… 的话,……)。'}

True or false? Explain or repair the statement.

1503.4 You ask a friend to call if they decide to go. What does 你去的话，叫我一声。communicate?

- A. The requested call depends on the friend's going.
- B. 的话 guarantees that the friend has already gone.

1503.5 你去的话，叫我一声。requires the friend to use a telephone rather than tell the speaker in person.

True or false? Explain or repair the statement.

1503.6 A friend says 你不去的话，告诉我。Which part is negative?

- A. The response: the listener is told not to send a message
- B. The going condition; telling the speaker is still requested

1503.7 Match each complete sentence to the job of its phrase.

- 1. 你去的话，叫我一声。
- 1. 价格的话，我觉得太高了。
- 1. 我听懂了他的话。
- A. Condition followed by a request
- B. His words as a noun phrase
- C. Price used as a topic frame

1503.8 你去的话，叫我一声。establishes that the friend has already gone and sent the requested message.

True or false? Explain or repair the statement.

1503.9 Recall the situation: Ask to be told if a friend goes. 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.

15.5 ■ Answers and explanations

15.5.1 假如 … ，就 … (if / supposing)

1501.1 {'en': ' 假如', 'zh': ' 假如'}

{'en': ' **假如 … ，就 …** = if / supposing: 假如有机会, 就去试试.', 'zh': ' **假如 ……，就 ……** = 假如: 假如有机会, 就去试试。'}

1501.2 A. {'en': ' 如果 (if)', 'zh': ' 如果 (如果)'}

{'en': ' 假如 ≈ 如果, a touch more formal / hypothetical.', 'zh': ' 假如 ≈ 如果, 略书面 / 假设。'}

1501.3 False.

就 is a common partner, not obligatory in every conditional: 假如你有空，我们一起去吧 is natural.

1501.4 B. The opportunity is a hypothetical condition for trying.

The opportunity is a hypothetical condition for trying. 就 is common in the result clause, but not mandatory in every 假如 sentence. The condition is not a statement that the opportunity already exists.

1501.5 False.

The advice names a condition for trying; it does not guarantee the outcome of the attempt.

1501.6 B. No: the condition concerns tomorrow, which the new message says is busy

Keep the time in the condition. Today's availability does not establish tomorrow's availability.

1501.7 1–B: 假如下雨，我就不去。= If rain occurs, do not go; 2–A: 就是下雨，我也去。= Go despite possible rain; 3–C: 假如你有空，我们一起去吧。= Invite going together if there is free time

The if-condition, even-if concession and conditional invitation state different responses.

1501.8 False.

This statement gives one conditional response. It does not rule out every other possible reason for not going.

1501.9 One possible response: 假如有机会，就去试试。

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.
- **假如你有空，我们一起去吧。** – if you have free time, let us go together – is an invitation without 就.
- 就 is a common partner, not a compulsory word in every conditional. The complete second clause still supplies a meaningful response.
- 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.

15.5.2 万一 ... 怎么办? (what if)

1502.1 {'en': ' 万一', 'zh': ' 万一'}

{'en': ' **万一 ... 怎么办?** = what if …?: 万一下雨怎么办?', 'zh': ' **万一 …… 怎么办?** = 万一 …… 怎么办?: 万一下雨怎么办?'}

1502.2 B. A possible problem to prepare for

The question prepares for a possible problem, not an observed fact. 万一 does not give an exact probability.

1502.3 True.

The first clause raises possible lateness; 你先进去吧 suggests what the listener should do. 万一 is not restricted to questions ending 怎么办.

1502.4 B. The speaker raises a possible problem and asks what to do.

The speaker raises a possible problem and asks what to do. 万一 often frames a contingency worth preparing for. It does not mean exactly one chance in ten thousand or provide any numerical probability.

1502.5 False.

万一 often frames a contingency worth preparing for. It does not mean exactly one chance in ten thousand or provide any numerical probability. The speaker raises a possible problem and asks what to do.

1502.6 B. Whether the room is available and its use is agreed

Raising a contingency does not reserve a room or establish permission to use it.

1502.7 1–C: 万一下雨怎么办? = Ask for a contingency response; 2–A: 万一下雨，我们就去室内活动。= State a conditional backup plan; 3–B: 已经下雨了。= Report actual rain

A question, a proposed response and an actual-weather report supply different information.

1502.8 False.

The sentence supplies a conditional plan, not a completed-action report.

1502.9 One possible response: 万一下雨怎么办?

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.
- **万一我晚到了，你先进去吧。** – in case I arrive late, go in first – prepares for lateness without making it certain.
- 万一 commonly raises a possibility the speaker treats as unlikely or troublesome. It gives no measured rate and need not mean the worst event imaginable.
- 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.

15.5.3 Clause + 的话 (if / conditional frame)

1503.1 {'en': ' 的话', 'zh': ' 的话'}

{'en': 'A condition clause followed by 的话 can introduce an if-case: 你去的话，叫我一声。', 'zh': ' 条件小句后接 " 的话 " 引出假设条件：你去的话，叫我一声。'}

1503.2 A. The condition for the requested message

你去 is the case being supposed. 的话 does not mark a completed message.

1503.3 True.

{'en': 'Yes – 如果你去的话，叫我.', 'zh': ' 对 — 如果你去的话, 叫我。'}

1503.4 A. The requested call depends on the friend's going.

The requested call depends on the friend's going. 的话 follows the condition; 如果 can also be used before it. Tone and relationship determine politeness, not 的话 alone.

1503.5 False.

叫我一声 means let me know in this context. The sentence does not specify a telephone.

1503.6 B. The going condition; telling the speaker is still requested

不 belongs to 你不去. 告诉我 remains the requested response in that not-going case.

1503.7 1–A: 你去的话，叫我一声。= Condition followed by a request; 2–C: 价格的话，我觉得太高了。= Price used as a topic frame; 3–B: 我听懂了他的话。= His words as a noun phrase

Read the entire sentence: the same characters 的话 do not make every phrase an if-condition.

1503.8 False.

The statement requests a message in the going case; it reports neither decision nor completion.

1503.9 One possible response: 你去的话，叫我一声。

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.
- **我听懂了他的话。**
  wǒ tīng dǒng le tā de huà
  Word guide: 我 – I; 听懂 – understood what was said; 了 – completed action; 他 – his (here); 的 – possessive marker; 话 – words. – I understood his words – uses a possessive phrase meaning his words. There is no conditional response here.
- A phrase such as **价格的话，我觉得太高了。** can frame price as the topic. Its context differs from a complete going condition followed by a request.

- 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.

16 副词与形容词

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.

16.1 ■ 格外 (especially / exceptionally)

16.1.1 An especially bright moon

- At the Mid-Autumn Festival you look up and the moon is brighter than you've ever seen.
- **今晚的月亮格外圆，格外亮。** – "Tonight the moon is especially round and especially bright."

16.1.2 格外 + Adj / feeling verb

- **格外** = "especially, exceptionally": more than usual, compared with other times or things.
- It goes before the adjective, like 特别: 格外高兴, 格外小心.

雨后的空气格外清新。
yǔ hòu de kōng qì gé wài qīng xīn
Word guide: 雨 – rain; 后 – after; 空气 – the air; 格外 – especially; 清新 – fresh.



16.1.3 Compared with usual

- **第一次离开家，他格外想念妈妈。** – "Away from home for the first time, he missed his mum especially."
- **下雪了，开车要格外小心。** – "It's snowing; drive extra carefully."

下雪了，开车要格外小心。
xià xuě le kāi chē yào gé wài xiǎo xīn
Word guide: 下雪 – snow; 开车 – driving; 要 – must; 格外 – extra; 小心 – careful.

16.1.4 No 很, a standard to compare with

- Do not add 很 or 非常: 格外高兴, not 格外很高兴.
- 格外 implies "more than usual"; it sounds odd when nothing is being compared.

16.1.5 格外 versus 特别 and 非常

- 非常 = very (no comparison needed): 非常好.
- 特别 and 格外 both stress "more than usual"; 格外 is a little more literary.

他今天特别高兴。
tā jīn tiān tè bié gāo xìng
Word guide: 他 – he; 今天 – today; 特别 – especially; 高兴 – happy.

16.1.6 Recap

- **格外 + Adj / feeling verb** = especially, exceptionally (more than usual).
- No 很; close to 特别, more literary.

Practise this pattern step by step.

16.2 ■ Practice without the models

16.2.1 格外 (especially / exceptionally)

1601.1 Complete: "After the rain the air is especially fresh." 雨后的空气 …… 清新。

1601.2 Which sentence is correct?

- A. 今天冷格外。
- B. 今天格外冷。
- C. 格外今天很冷。
- D. 今天格外很冷。

1601.3 Build: "It's snowing; drive extra carefully."

Arrange all chunks: ， 开车 / 要格外 / 小心。/ 下雪了

1601.4 格外 is close in meaning to 特别.

True or false? Explain or repair the statement.

1601.5 At the Mid-Autumn Festival you look up and the moon is brighter than you've ever seen. 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.

16.3 ■ Answers and explanations

16.3.1 格外 (especially / exceptionally)

1601.1 格外

格外 + Adj = more than usual.

1601.2 B. 今天格外冷。

今天格外冷 is right: 格外 ("especially") is a degree adverb, so it replaces 很 and goes before a bare adjective.

1601.3 下雪了，开车要格外小心。

要 + 格外 + Adj.

1601.4 True.

Both stress "more than usual".

1601.5 One possible response: 今晚的月亮格外圆，格外亮。

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.
- Do not add 很 or 非常: 格外高兴, not 格外很高兴.
- 格外 implies "more than usual"; it sounds odd when nothing is being compared.
- 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.

17 因果句

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.

17.1 ■ 之所以 … 是因为 … (effect before cause)

17.1.1 The real reason

- A journalist asks a famous chef why her restaurant has stayed popular for thirty years.
- **我们之所以受欢迎，是因为一直用最新鲜的材料。** – "The reason we're popular is that we've always used the freshest ingredients."

17.1.2 之所以 + result，是因为 + cause

- **之所以 A，是因为 B** = "the reason (why) A is that B": the known result comes first, the cause second.
- 之所以 follows the subject: 他之所以迟到，是因为 ….

他之所以迟到，是因为堵车。
tā zhī suǒ yǐ chí dào shì yīn wèi dǔ chē
Word guide: 他 – he; 之所以 – the reason why; 迟到 – was late; 是 – is; 因为 – because; 堵车 – traffic jam.



17.1.3 Explaining in essays and speeches

- **我之所以选择这个专业，是因为我对医学很感兴趣。** – "I chose this major because I'm very interested in medicine."

- The pattern sounds considered and formal; it suits explanations and written arguments.

我之所以选择这个专业，是因为感兴趣。
wǒ zhī suǒ yǐ xuǎn zé zhè ge zhuān yè shì yīn wèi gǎn xìng qù
Word guide: 我 – I; 之所以 – the reason; 选择 – chose; 这个 – this; 专业 – major; 是 – is; 因为 – because; 感兴趣 – interested.

17.1.4 Result first, cause second

- Do not reverse it: 之所以 introduces the result, 是因为 the cause. Not 之所以下雨，是因为比赛取消了.
- Keep 是 before 因为 in the second clause: 是因为, not just 因为 in careful writing.

17.1.5 Versus 因为 … 所以 …

- 因为 A，所以 B: cause first, then result – the everyday order.
- 之所以 B，是因为 A: result first, as something already known, then the explanation.

因为堵车，所以他迟到了。
yīn wèi dǔ chē suǒ yǐ tā chí dào le
Word guide: 因为 – because; 堵车 – traffic jam; 所以 – so; 他 – he; 迟到 – was late.

17.1.6 Recap

- **(Subject) 之所以 + result，是因为 + cause** = the reason … is that ….
- Result first; keep 是因为; formal and explanatory.

Practise this pattern step by step.

17.2 ■ Practice without the models

17.2.1 之所以 … 是因为 … (effect before cause)

1701.1 Complete: "The reason I'm tired is that I slept badly." 我之所以很累，……因为昨晚没睡好。

1701.2 Which sentence is logically correct?

- A. 之所以下雨，是因为比赛取消了。
- B. 之所以比赛取消，所以下雨。
- C. 比赛之所以下雨，是因为取消了。
- D. 比赛之所以取消，是因为下雨了。

1701.3 Build: "I chose this major because I'm interested in medicine."

Arrange all chunks: 我之所以选择这个专业 / 我对医学很感兴趣。/ 是因为 / ，

1701.4 因为 … 所以 … puts the cause first; 之所以 … 是因为 … puts the result first.

True or false? Explain or repair the statement.

1701.5 A journalist asks a famous chef why her restaurant has stayed popular for thirty years. 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.

17.3 ■ Answers and explanations

17.3.1 之所以 ... 是因为 ... (effect before cause)

1701.1 是

之所以 ...，是因为 ....

1701.2 D. 比赛之所以取消，是因为下雨了。

之所以 + result (cancelled), 是因为 + cause (rain).

1701.3 我之所以选择这个专业，是因为我对医学很感兴趣。

Result, then 是因为 + cause.

1701.4 True.

That is the key difference.

1701.5 One possible response: 我们之所以受欢迎，是因为一直用最新鲜的材料。

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.
- Do not reverse it: 之所以 introduces the result, 是因为 the cause. Not 之所以下雨，是因为比赛取消了.
- Keep 是 before 因为 in the second clause: 是因为, not just 因为 in careful writing.
- 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.

18 补语

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.

18.1 ■ Advanced degree complements (得 + 很 / 要命 ...)

18.1.1 After a twenty-kilometre hike

- You finally reach the hostel after walking all day in the mountains.
- **我累得要命，什么都不想做了。** – "I'm dead tired; I don't feel like doing anything."

18.1.2 Adj + 得 + 很 / 要命 / 不行 / 不得了

- These **degree complements** push an adjective to a high degree: 好得很, 累得要命, 饿得不行, 忙得不得了.
- They all follow the pattern Adj + 得 + complement and end the clause.

我饿得不行了。
wǒ è de bù xíng le
Word guide: 我 – I; 饿 – hungry; 不行 – unbearably.



18.1.3 Different flavours

- **得很**: emphatic but mild – 这里安静得很. **得要命 / 得不行**: very colloquial, often a complaint – 疼得要命.
- **得不得了**: very strong, good or bad – 高兴得不得了.

他牙疼得要命。
tā yá téng de yào mìng
Word guide: 他 – he; 牙 – tooth; 疼 – aching; 要命 – terribly.

18.1.4 Not literal, and no extra 很

- 要命 does not mean real danger: 冷得要命 just means "freezing".
- No 很 before the adjective: 累得要命, not 很累得要命.

18.1.5 Versus the plain degree adverb

- 非常累 / 特别累 are neutral and fine in writing.
- The 得 complements sound spoken and expressive; keep them out of formal essays.

我今天非常累。
wǒ jīn tiān fēi cháng lèi
Word guide: 我 – I; 今天 – today; 非常 – very; 累 – tired.

18.1.6 Recap

- **Adj + 得 + 很 / 要命 / 不行 / 不得了** = very, extremely (spoken, expressive).
- Not literal; no 很 before; use 非常 in writing.

Practise this pattern step by step.

18.2 ■ Verb + 得了 / 不了 (can / can't manage)

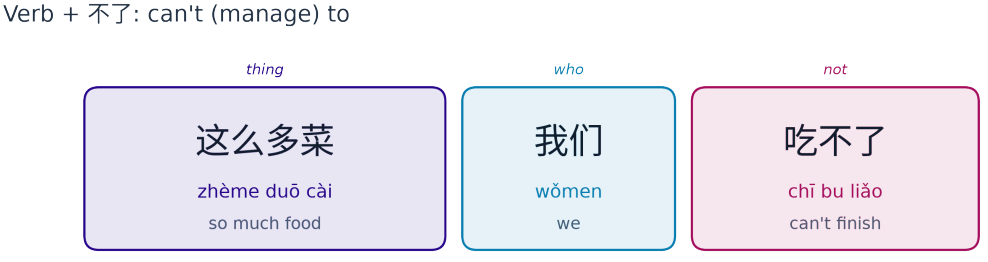
18.2.1 Too much food

- Your host keeps adding dishes to the table, far more than two people can eat.
- **这么多菜，我们吃不了。** – "This much food – we can't possibly eat it all."

18.2.2 Verb + 得了 / 不了 (liǎo)

- **Verb + 得了** = can manage it; **Verb + 不了** = can't manage it: 去得了 / 去不了, 吃得了 / 吃不了.
- 了 here is read **liǎo** ("finish, manage").

明天我有事，去不了。
míng tiān wǒ yǒu shì qù bu liǎo
Word guide: 明天 – tomorrow; 我 – I; 有事 – am busy; 去 – go; 不了 – can't.



18.2.3 Ability, quantity, endurance

- Quantity: **一个人吃不了这么多。** – "One person can't eat this much."
- Endurance: **这么热的天，我受不了。** – "I can't stand this heat."

这么热的天，我受不了。
zhè me rè de tiān wǒ shòu bu liǎo

Word guide: 这么 – so; 热 – hot; 天 – weather; 我 – I; 受不了 – can't stand.

18.2.4 Read it liǎo

- In 吃不了 / 去得了, 了 = liǎo, not the particle le.
- Ask with both forms: 你去得了去不了? or 你去得了吗?

18.2.5 不了 versus 不完 and 不能

- 吃不完 = can't finish (the food is left over); 吃不了 = can't manage (too much, or unable).
- 不能 = not allowed or not able in general: 你不能去 – "You can't (aren't allowed to) go."

菜太多，吃不完。
cài tài duō chī bu wán
Word guide: 菜 – food; 太 – too; 多 – much; 吃 – eat; 不 – (can't); 完 – finish.

18.2.6 Recap

- **Verb + 得了 / 不了 (liǎo)** = can / can't manage: 去不了, 吃不了, 受不了.
- 不完 means unable to finish; 不能 can express inability or prohibition, depending on context.

Practise this pattern step by step.

18.3 ■ Result complements 住 / 开 / 出来

18.3.1 Hold on tight

- You are helping your little sister learn to ride a bike.
- **抓住把手，别松开！** – "Hold on to the handlebars, don't let go!"

18.3.2 Verb + 住 = fix, hold firmly

- **住** makes the result stable: 抓住 (grab hold), 记住 (memorise), 站住 (stop), 拦住 (block).
- **记住我的电话号码。** – "Remember my phone number."

请记住我的电话号码。
qǐng jì zhù wǒ de diàn huà hào mǎ
Word guide: 请 – please; 记住 – remember; 我 – my; 电话 – phone; 号码 – number.



18.3.3 Verb + 开 / 出来

- **开** = open or separate: 打开 (open), 拉开 (pull open), 走开 (go away), 离开 (leave).
- **出来** = come out, emerge, or be recognised: 想出来 (come up with), 看出来 (tell, make out), 写出来 (write out).

我看出来他不高兴。
wǒ kàn chū lai tā bù gāo xìng
Word guide: 我 – I; 看 – see; 出来 – (make out); 他 – he; 不 – not; 高兴 – happy.

18.3.4 Potential forms

- 记不住 = can't remember; 打不开 = can't open; 想不出来 = can't think of it.
- 出来 can split around an object: 想出一个办法来 / 想出来一个办法.

18.3.5 看出来 versus 看见

- 看见 = see (with the eyes): 我看见他了.
- 看出来 = work out, notice from clues: 我看出来他在说谎 – "I could tell he was lying."

我看见他了。
wǒ kàn jiàn tā le
Word guide: 我 – I; 看见 – saw; 他 – him.

18.3.6 Recap

- **住** = fix firmly (记住, 抓住); **开** = open / apart / away (打开, 离开); **出来** = come out / be recognised (想出来, 看出来).
- Potential: 记不住, 打不开, 想不出来.

Practise this pattern step by step.

18.4 ■ Verb / Adj + 坏了 (broken / to an extreme)

18.4.1 Worn out

- Your mum comes home after a twelve-hour shift and collapses on the sofa.
- **今天可把我累坏了！** – "Today absolutely wore me out!"

18.4.2 Verb + 坏 = broken (a result)

- **Verb + 坏 (了)** = the action broke something: 摔坏 (broke by dropping), 用坏 (wore out by using), 弄坏 (damaged).
- **我的手机摔坏了。** – "I dropped my phone and broke it."

我的手机摔坏了。
wǒ de shǒu jī shuāi huài le
Word guide: 我 – my; 手机 – phone; 摔 – drop; 坏 – broken.



18.4.3 Adj / feeling + 坏了 = extremely

- With feelings and states, 坏了 means "terribly": **累坏了，饿坏了，急坏了，高兴坏了**.
- **听到这个消息，她高兴坏了。** – "When she heard the news, she was thrilled."

听到这个消息，她高兴坏了。
tīng dào zhè ge xiāo xi tā gāo xìng huài le
Word guide: 听到 – hearing; 这个 – this; 消息 – news; 她 – she; 高兴 – happy; 坏了 – extremely.

18.4.4 Which meaning?

- Action verb + 坏 = something is physically broken: 电脑用坏了.
- Feeling / state + 坏了 = an extreme degree, nothing broken: 饿坏了. 了 is usually needed.

18.4.5 With 把

- 坏 results often appear in 把 sentences: **弟弟把我的眼镜弄坏了。** – "My brother broke my glasses."
- 可把 … 坏了 is a common spoken frame: 可把我急坏了 – "I was worried sick."

弟弟把我的眼镜弄坏了。
dì di bǎ wǒ de yǎn jìng nòng huài le
Word guide: 弟弟 – my brother; 我 – my; 眼镜 – glasses; 弄坏 – broke.

18.4.6 Recap

- **Action verb + 坏 (了)** = broken by that action (摔坏, 弄坏).
- **Feeling / state + 坏了** = extremely (累坏了, 高兴坏了); 可把我 … 坏了 is spoken.

Practise this pattern step by step.

18.5 ■ Verb + 着 (zháo) (managed to / succeeded)

18.5.1 Finally asleep

- You tossed and turned for hours before you managed to sleep.
- **我两点才睡着。** – "I didn't get to sleep until two."

18.5.2 Verb + 着 (zháo) = succeed in

- **着 zháo** after a verb marks success in reaching the goal: 睡着 (fall asleep), 找着 (find), 买着 (manage to buy).
- It is read **zháo**, not zhe.

钥匙找着了吗?
yào shi zhǎo zháo le ma
Word guide: 钥匙 – the keys; 找着 – found.



18.5.3 Potential and negative forms

- **睡不着** = can't get to sleep: 我太紧张了，睡不着.
- **没找着** = didn't manage to find: 我找了半天也没找着.

我太紧张了，睡不着。
wǒ tài jǐn zhāng le shuì bu zháo
Word guide: 我 – I; 太 – too; 紧张 – nervous; 睡不着 – can't sleep.

18.5.4 zháo versus zhe

- 睡着 (shuì zháo) = fall asleep (the goal reached); 睡着 (shuì zhe) = in a sleeping state – context and reading tell them apart.
- For finding, 找到 is more common in the north and standard; 找着 is spoken.

18.5.5 着 (zháo) versus 到

- Both mark success: 找着 = 找到, 买着 = 买到.
- 睡着 has no 到 version: 睡到 means "sleep until": 睡到十点.

我找到了。
wǒ zhǎo dào le
Word guide: 我 – I; 找 – look for; 到 – (found).

18.5.6 Recap

- **Verb + 着 (zháo)** = succeed in (睡着, 找着); negatives 睡不着 / 没找着.
- Read zháo; often interchangeable with 到, except 睡着.

Practise this pattern step by step.

18.6 ■ Verb + 到 (succeed in reaching)

18.6.1 Got the tickets!

- Concert tickets sold out in two minutes, but you clicked fast enough.
- **我买到票了！** – "I managed to get tickets!"

18.6.2 Verb + 到 = reach the goal

- **Verb + 到** marks that an action reached its goal: 买到, 找到, 看到, 听到, 收到.
- **你收到我的邮件了吗?** – "Did you get my email?"

你收到我的邮件了吗?
nǐ shōu dào wǒ de yóu jiàn le ma
Word guide: 你 – you; 收到 – receive; 我 – my; 邮件 – email.



18.6.3 Reaching a place, time or degree

- Place: **他走到门口。** – "He walked to the door."
- Degree: **我们聊到很晚。** – "We chatted until very late."

我们聊到很晚。
wǒ men liáo dào hěn wǎn
Word guide: 我们 – we; 聊 – chat; 到 – until; 很 – very; 晚 – late.

18.6.4 Searching versus finding

- 找 = look for; 找到 = find. 我找了，可是没找到 – "I looked but didn't find it."
- Negate with 没: 没买到; potential: 买不到 / 买得到.

18.6.5 看 / 看到 / 看见

- 看 = look at (the action); 看到 / 看见 = see (the result).
- 听 = listen; 听到 / 听见 = hear: 我听到有人敲门.

我听到有人敲门。
wǒ tīng dào yǒu rén qiāo mén
Word guide: 我 – I; 听到 – heard; 有人 – someone; 敲门 – knock.

18.6.6 Recap

- **Verb + 到** = the action reached its goal (买到, 找到, 收到) or a place / time (走到, 聊到很晚).
- 找 = search, 找到 = find; negative 没 … 到, potential … 不到.

Practise this pattern step by step.

18.7 ■ Verb + 来 + Verb + 去 (back and forth)

18.7.1 A restless dog before the storm

- Your dog can't settle before the storm and keeps pacing around the living room.
- **它在客厅里走来走去。** – "It keeps pacing back and forth in the living room."

18.7.2 Verb + 来 + Verb + 去

- **V 来 V 去** = do something repeatedly, back and forth: 走来走去, 跑来跑去, 飞来飞去.
- The same verb repeats; 来 and 去 show movement in different directions.

孩子们在公园里跑来跑去。
hái zi men zài gōng yuán li pǎo lái pǎo qù
Word guide: 孩子们 – the children; 在 – in; 公园 – the park; 里 – (in); 跑 – run; 来 – (here); 跑 – run; 去 – (there).



18.7.3 Repeating with no result

- With thinking and talking, it often means "over and over, without getting anywhere": **我想来想去，还是决定不去了。** – "I thought it over and over and decided not to go after all."
- **他们说来说去还是那几句话。** – "They kept going round in circles saying the same things."

我想来想去，还是决定不去了。
wǒ xiǎng lái xiǎng qù hái shi jué dìng bú qù le
Word guide: 我 – I; 想 – think; 来 – (over); 想 – think; 去 – (and over); 还是 – after all; 决定 – decided; 不 – not; 去 – go.

18.7.4 Same verb, one syllable

- Use the same verb in both places: 走来走去, not 走来跑去.
- It describes a repeated activity, so it rarely takes a result complement: 走来走去, not 走来走去完.

18.7.5 Versus 来回

- 来回 + verb also means back and forth: 他在门口来回走.
- 来回 can be a noun: 一个来回 – "a round trip".

他在门口来回走。
tā zài mén kǒu lái huí zǒu
Word guide: 他 – he; 在 – at; 门口 – the door; 来回 – back and forth; 走 – walk.

18.7.6 Recap

- **V 来 V 去** = do repeatedly, back and forth (走来走去); with 想 / 说 = over and over.
- Same verb twice; 来回 + verb is a near equivalent.

Practise this pattern step by step.

18.8 ■ Practice without the models

18.8.1 Advanced degree complements (得 + 很 / 要命 ...)

1801.1 Complete: "I'm starving." 我饿 …… 不行了。

1801.2 Which suits a formal essay?

- A. 这个问题难死了。
- B. 这个问题难得不行。
- C. 这个问题非常难。
- D. 这个问题难得要命。

1801.3 Match each phrase to its meaning.

- 1. 疼得要命
- 1. 安静得很
- 1. 高兴得不得了
- A. hurts terribly
- B. over the moon
- C. really quiet

1801.4 冷得要命 means it is literally dangerously cold.

True or false? Explain or repair the statement.

1801.5 You finally reach the hostel after walking all day in the mountains. 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.

18.8.2 Verb + 得了 / 不了 (can / can't manage)

1802.1 Complete: "I'm ill tomorrow, so I can't come." 我明天病了，来 …… 了。

1802.2 How is 了 read in 受不了?

- A. lài
- B. le
- C. lā
- D. liǎo

1802.3 Build: "I can't stand this heat."

Arrange all chunks: 这么热的天 / 受不了。/ ， / 我

1802.4 你不能去 is about permission; 你去不了 is about being able.

True or false? Explain or repair the statement.

1802.5 Your host keeps adding dishes to the table, far more than two people can eat. 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.

18.8.3 Result complements 住 / 开 / 出来

1803.1 Complete: “Remember: the meeting is at nine.” 记 ……：会议九点开始。

1803.2 “I can’t open this bottle.” Which is correct?

- A. 这个瓶子我打不开。
- B. 这个瓶子我不打开。
- C. 这个瓶子我不能开打。
- D. 这个瓶子我打开不。

1803.3 Match each verb to its meaning.

- 1. 抓住
- 1. 离开
- 1. 想出来
- 1. 看出来
- A. tell, make out
- B. come up with
- C. grab hold of
- D. leave

1803.4 看出来 and 看见 mean the same.

True or false? Explain or repair the statement.

1803.5 You are helping your little sister learn to ride a bike. 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.

18.8.4 Verb / Adj + 坏了 (broken / to an extreme)

1804.1 Complete: “The kids are starving.” 孩子们饿 …… 了。

1804.2 In 电脑用坏了, what does 坏 express?

- A. someone was angry
- B. the computer broke from use
- C. the computer is bad quality
- D. extremely

1804.3 Build: “My brother broke my glasses.”

Arrange all chunks: 弟弟 / 弄坏 / 把我的眼镜 / 了。

1804.4 In 高兴坏了, something is broken.

True or false? Explain or repair the statement.

1804.5 Your mum comes home after a twelve-hour shift and collapses on the sofa. 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.

18.8.5 Verb + 着 (zháo) (managed to / succeeded)

1805.1 Complete: "I'm too nervous; I can't get to sleep." 我太紧张了，睡不 ……。

1805.2 How is 着 read in 我两点才睡着?

- A. zhuó
- B. zháo
- C. zhe
- D. zhāo

1805.3 Build: "Did you find the keys?"

Arrange all chunks: 了 / 钥匙 / 找着 / 吗?

1805.4 睡到十点 means "fell asleep at ten".

True or false? Explain or repair the statement.

1805.5 You tossed and turned for hours before you managed to sleep. 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.

18.8.6 Verb + 到 (succeed in reaching)

1806.1 Complete: "I looked for it for ages but didn't find it." 我找了半天也没找 ……。

1806.2 Which says "I can't get hold of this book anywhere"?

- A. 这本书哪儿都买到不。
- B. 这本书哪儿都不买到。
- C. 这本书哪儿都没买。
- D. 这本书哪儿都买不到。

1806.3 Build: "We chatted until very late."

Arrange all chunks: 聊到 / 我们 / 很晚。

1806.4 听 means "listen" and 听到 means "hear".

True or false? Explain or repair the statement.

1806.5 Concert tickets sold out in two minutes, but you clicked fast enough. 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.

18.8.7 Verb + 来 + Verb + 去 (back and forth)

1807.1 Complete: “Birds are flying back and forth.” 鸟儿飞来飞 ……。

1807.2 Which is correct?

- A. 他走来走去。
- B. 他走来跑去。
- C. 他走去走来了完。
- D. 他来走去走。

1807.3 Build: “I thought it over and over and decided not to go.”

Arrange all chunks: 还是决定 / ， / 不去了。/ 我想来想去

1807.4 一个来回 means “a round trip”.

True or false? Explain or repair the statement.

1807.5 Your dog can’t settle before the storm and keeps pacing around the living room. 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.

18.9 ■ Answers and explanations

18.9.1 Advanced degree complements (得 + 很 / 要命 ...)

1801.1 得

Adj + 得 + 不行.

1801.2 C. 这个问题非常难。

The 得 complements are colloquial; essays use 非常.

1801.3 1–A: 疼得要命 = hurts terribly; 2–C: 安静得很 = really quiet; 3–B: 高兴得不得了 = over the moon

All are degree complements with different flavours.

1801.4 False.

要命 is just an intensifier here.

1801.5 One possible response: 我累得要命，什么都不想做了。

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.
- 要命 does not mean real danger: 冷得要命 just means "freezing".
- No 很 before the adjective: 累得要命, not 很累得要命.
- 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.

18.9.2 Verb + 得了 / 不了 (can / can't manage)

1802.1 不

Verb + 不了 = can't manage.

1802.2 D. liǎo

In potential complements 得了 / 不了 ("can / can't manage"), 了 is read liǎo: 受不了 shòu bu liǎo "can't stand it". The particle le is a different use.

1802.3 这么热的天，我受不了。

Topic, then subject + 受不了.

1802.4 True.

不能 can be a rule; 去不了 says it is impossible.

1802.5 One possible response: 这么多菜，我们吃不了。

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.
- In 吃不了 / 去得了, 了 = liǎo, not the particle le.

- Ask with both forms: 你去得了去不了? or 你去得了吗?
- 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.

18.9.3 Result complements 住 / 开 / 出来

1803.1 住

记住 = remember (fix in memory).

1803.2 A. 这个瓶子我打不开。

Potential complement: 打不开.

1803.3 1–C: 抓住 = grab hold of; 2–D: 离开 = leave; 3–B: 想出来 = come up with; 4–A: 看出来 = tell, make out

住 fixes, 开 separates, 出来 brings out.

1803.4 False.

看见 = see; 看出来 = work out from clues.

1803.5 One possible response: 抓住把手，别松开!

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.
- 记不住 = can't remember; 打不开 = can't open; 想不出来 = can't think of it.
- 出来 can split around an object: 想出一个办法来 / 想出来一个办法.
- 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.

18.9.4 Verb / Adj + 坏了 (broken / to an extreme)

1804.1 坏

Feeling / state + 坏了 = extremely.

1804.2 B. the computer broke from use

Action verb + 坏 = broken by that action.

1804.3 弟弟把我的眼镜弄坏了。

把 + object + verb + 坏 + 了.

1804.4 False.

With feelings, 坏了 just means "extremely".

1804.5 One possible response: 今天可把我累坏了!

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.
- Action verb + 坏 = something is physically broken: 电脑用坏了.
- Feeling / state + 坏了 = an extreme degree, nothing broken: 饿坏了. 了 is usually needed.
- 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.

18.9.5 Verb + 着 (zháo) (managed to / succeeded)

1805.1 着

睡不着 = can't fall asleep.

1805.2 B. zháo

Success in reaching the goal = zháo.

1805.3 钥匙找着了吗?

Verb + 着 (zháo) + 了.

1805.4 False.

False. 到 after a verb shows the end point in time: 睡到十点 means "slept until ten". "Fell asleep at ten" is 十点睡着了.

1805.5 One possible response: 我两点才睡着。

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.
- 睡着 (shuì zháo) = fall asleep (the goal reached); 睡着 (shuì zhe) = in a sleeping state – context and reading tell them apart.
- For finding, 找到 is more common in the north and standard; 找着 is spoken.
- 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.

18.9.6 Verb + 到 (succeed in reaching)

1806.1 到

找到 = find (the goal reached).

1806.2 D. 这本书哪儿都买不到。

Potential complement: 买不到.

1806.3 我们聊到很晚。

Verb + 到 + degree / time.

1806.4 True.

True. 听 is the action of listening; adding the result complement 到 shows the sound was actually perceived: 我听了，可是没听到.

1806.5 One possible response: 我买到票了！

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.
- 找 = look for; 找到 = find. 我找了，可是没找到 – "I looked but didn't find it."
- Negate with 没: 没买到; potential: 买不到 / 买得到.
- 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.

18.9.7 Verb + 来 + Verb + 去 (back and forth)

1807.1 去

V 来 V 去.

1807.2 A. 他走来走去。

In verb + 来 + verb + 去 the same verb repeats to show movement back and forth: 他走来走去 "He paces up and down." Mixing two verbs or adding 了完 breaks the pattern.

1807.3 我想来想去，还是决定不去了。

想来想去 + decision.

1807.4 True.

True. 来回 can be a noun meaning "a round trip": 一个来回要两个小时. As an adverb it means "back and forth".

1807.5 One possible response: 它在客厅里走来走去。

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.
- Use the same verb in both places: 走来走去, not 走来跑去.
- It describes a repeated activity, so it rarely takes a result complement: 走来走去, not 走来走去完.
- 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.

19 条件句

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.

19.1 ■ 一旦 … ，就 … (once …, then …)

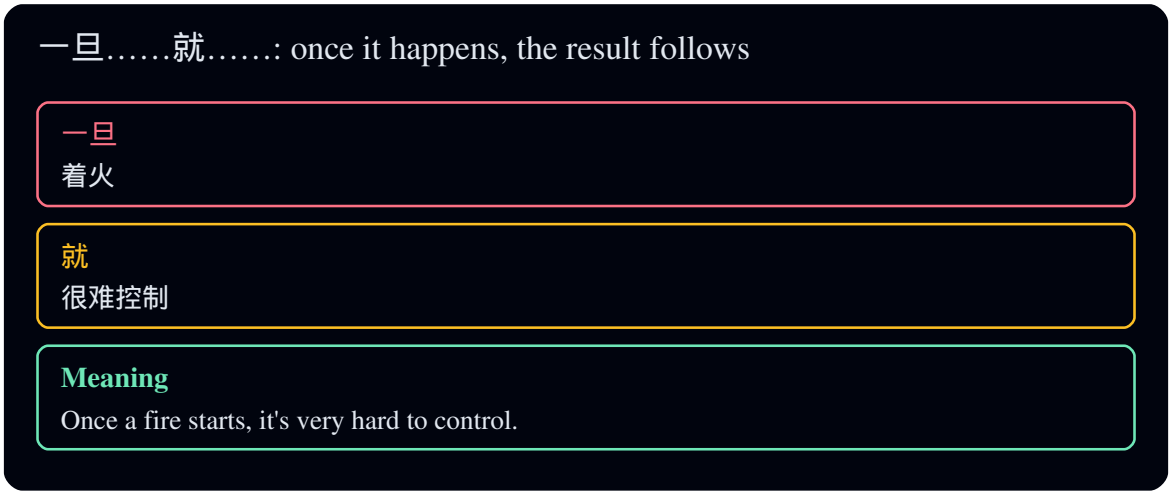
19.1.1 Once it starts

- A forest ranger warns visitors about fires in the dry season.
- **一旦着火，就很难控制。** – “Once a fire starts, it’s very hard to control.”

19.1.2 一旦 A，就 B = once A happens, B

- **一旦** introduces a possible event (often serious or decisive); **就** gives what follows from it.
- It can follow the subject: 你一旦决定了，就别后悔.

你一旦决定了，就别后悔。
nǐ yí dàn jué dìng le jiù bié hòu huǐ
Word guide: 你 – you; 一旦 – once; 决定 – decide; 就 – then; 别 – don’t; 后悔 – regret it.



19.1.3 Warnings and decisive moments

- **习惯一旦养成，就很难改变。** – “Once a habit is formed, it’s hard to change.”
- **一旦有消息，我就通知你。** – “As soon as there’s news, I’ll let you know.”

习惯一旦养成，就很难改变。
xí guàn yí dàn yǎng chéng jiù hěn nán gǎi biàn
Word guide: 习惯 – a habit; 一旦 – once; 养成 – formed; 就 – then; 很 – very; 难 – hard; 改变 – to change.

19.1.4 A possible, important event

- 一旦 is for an event that may happen and matters; for everyday "as soon as", 一 … 就 … is more natural: 我一到家就给你打电话.
- Pair it with 就 after the subject of the result: 一旦下雨，比赛就取消.

19.1.5 一旦 versus 如果 and 一 ... 就 ...

- 如果 = if (neutral possibility).
- 一旦 = once (the moment it happens, consequences follow) – stronger and often a warning.

如果下雨，我们就不去。
rú guǒ xià yǔ wǒ men jiù bú qù
Word guide: 如果 – if; 下雨 – it rains; 我们 – we; 就 – then; 不 – not; 去 – go.

19.1.6 Recap

- **一旦 A，(Subject) 就 B** = once A happens, B (often serious).
- Everyday sequences use 一 … 就 …; neutral conditions use 如果.

Practise this pattern step by step.

19.2 ■ Practice without the models

19.2.1 一旦 ... ，就 ... (once ..., then ...)

1901.1 Complete: "Once you've decided, don't regret it." 你 …… 决定了，就别后悔。

1901.2 Everyday routine: "As soon as I get home, I take a shower." Which fits best?

- A. 我一旦到家才洗澡。
- B. 我到家一旦洗澡。
- C. 我一到家就洗澡。
- D. 我一旦到家就洗澡。

1901.3 Build: "Once a habit is formed, it's hard to change."

Arrange all chunks: 改变。/ 就很难 / 习惯一旦养成 / ，

1901.4 一旦 often carries a warning tone.

True or false? Explain or repair the statement.

1901.5 A forest ranger warns visitors about fires in the dry season. 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.

19.3 ■ Answers and explanations

19.3.1 一旦 … ，就 … (once …, then …)

1901.1 一旦

一旦 + decisive event, 就 + result.

1901.2 C. 我一到家就洗澡。

An ordinary routine takes 一 … 就 …; 一旦 is for weighty events.

1901.3 习惯一旦养成，就很难改变。

一旦 A，就 B.

1901.4 True.

It stresses consequences once something happens.

1901.5 One possible response: 一旦着火，就很难控制。

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.
- 一旦 is for an event that may happen and matters; for everyday "as soon as", 一 … 就 … is more natural: 我一到家就给你打电话.
- Pair it with 就 after the subject of the result: 一旦下雨，比赛就取消.
- 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.

20 句型

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.

20.1 ■ Advanced 把 (把 + Obj + Verb + result)

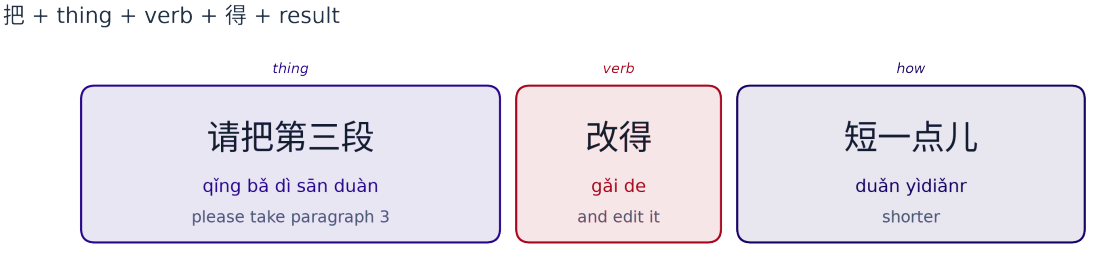
20.1.1 Editing a report

- Your manager hands back your draft with instructions.
- **请把第三段改得短一点儿，再把图表放到最后。** – "Please make the third paragraph a bit shorter, then move the chart to the end."

20.1.2 把 + Object + Verb + complex result

- At HSK 5, the part after the verb can be a 得 complement, a 成 / 为 change, a place or a direction: 改得短一点儿, 翻译成中文, 放到最后, 送回家.
- The object must be specific and the verb must not stand alone.

请把这句话翻译成中文。
qǐng bǎ zhè jù huà fān yì chéng Zhōng wén
Word guide: 请 – please; 这 – this; 句话 – sentence; 翻译 – translate; 成 – into; 中文 – Chinese.



20.1.3 Change, place, manner

- Change: **他把客厅变成了书房。** – "He turned the living room into a study."
- Manner with 得: **她把房间打扫得干干净净。** – "She cleaned the room spotless."

她把房间打扫得干干净净。
tā bǎ fáng jiān dǎ sǎo de gān gān jìng jìng
Word guide: 她 – she; 房间 – the room; 打扫 – clean; 干干净净 – spotless.

20.1.4 Negatives and modals before 把

- 没 / 不 / 别 / 能 / 要 / 应该 go before 把: 你应该把问题说清楚, not 你把问题应该说清楚.
- Perception and feeling verbs (看见, 知道, 喜欢) don't take 把.

20.1.5 Why use 把?

- 把 puts the focus on what happens to a specific object: 我把钱包丢了 – "I've lost my wallet."
- Without 把, the same idea can sound unfinished or neutral: 我丢了钱包.

我把钱包丢了。
wǒ bǎ qián bāo diū le
Word guide: 我 – I; 钱包 – my wallet; 丢 – lose.

20.1.6 Recap

- **把 + specific object + Verb + result** (得 complement, 成, 到 + place, direction).
- Negatives / modals before 把; no 把 with perception or feeling verbs.

Practise this pattern step by step.

20.2 ■ N1 + 不比 + N2 + Adj (no more ... than)

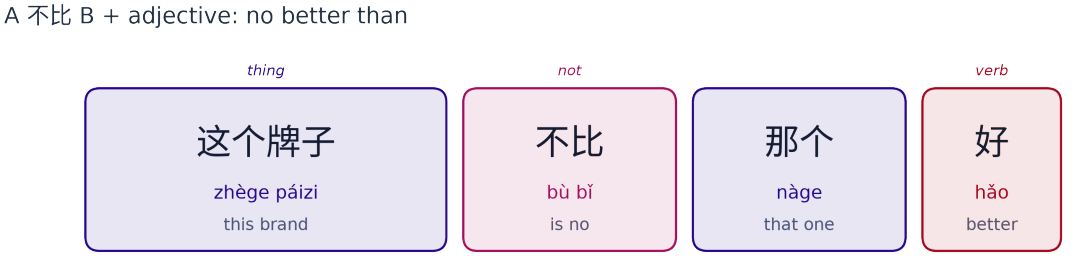
20.2.1 Not so different

- Your friend thinks the expensive brand is much better. You think it's no better than the cheap one.
- **这个牌子不比那个好。** – "This brand is no better than that one."

20.2.2 A 不比 B + Adj = A is no more ... than B

- **A 不比 B + Adj** rejects the claim that A is more Adj than B: they are about the same, or A may be less.
- It usually answers or corrects someone: 他不比我高 – "He isn't taller than me (we're about the same)."

他不比我高。
tā bù bǐ wǒ gāo
Word guide: 他 – he; 不 – not; 比 – than; 我 – me; 高 – tall.



20.2.3 Correcting an assumption

- **今天不比昨天冷，你别穿那么多。** – "Today is no colder than yesterday; don't wear so much."
- **我的中文不比你差。** – "My Chinese is no worse than yours."

我的中文不比你差。
wǒ de Zhōng wén bù bǐ nǐ chà
Word guide: 我 – my; 中文 – Chinese; 不 – not; 比 – than; 你 – yours; 差 – worse.

20.2.4 Not the same as 没有

- A 没有 B 高 = A is less tall than B (clearly shorter).
- A 不比 B 高 denies that A is taller. A may be equally tall or shorter; the phrase does not establish equality.

20.2.5 Side by side

- 弟弟没有哥哥高 – the younger brother is shorter.
- 弟弟不比哥哥高 – the younger brother isn't taller (perhaps the same height).

弟弟没有哥哥高。
dì di méi yǒu gē ge gāo
Word guide: 弟弟 – younger brother; 没有 – not as; 哥哥 – older brother; 高 – tall.

20.2.6 Recap

- **A 不比 B + Adj** denies that A exceeds B on that scale. A can be equal or lower; exact equality needs additional information.
- **A 没有 B + Adj** = A is less Adj than B.

Practise this pattern step by step.

20.3 ■ 要 + Verb + 就 + Verb (if you're going to, do it right)

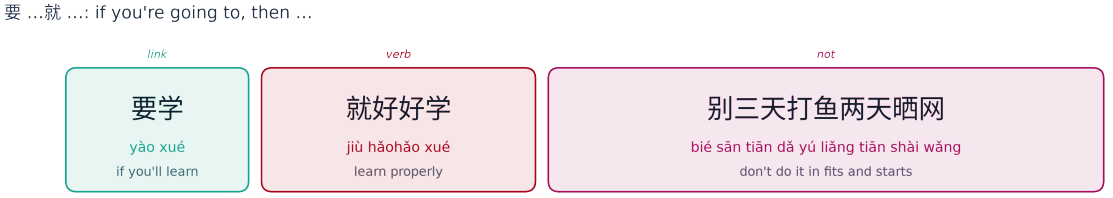
20.3.1 Five minutes of guitar a week

- Your friend wants to learn the guitar but only practises five minutes a week.
- **要学就好好学，别三天打鱼两天晒网。** – "If you're going to learn, learn properly – don't do it in fits and starts."

20.3.2 要 + Verb + 就 + Verb (+ properly)

- **要 V 就 V** = "if you're going to do it, do it (properly / now)": 要去就去, 要买就买好的.
- The same verb repeats; the second often has a modifier: 好好学, 早点儿去.

要去就早点儿去。
yào qù jiù zǎo diǎnr qù
Word guide: 要 – if going to; 去 – go; 就 – then; 早 – early; 点儿 – a bit; 去 – go.



20.3.3 Encouraging decisiveness

- **要买就买质量好的。** – "If you're going to buy one, buy a good-quality one."
- **要说就说清楚。** – "If you're going to say it, say it clearly."

要买就买质量好的。
yào mǎi jiù mǎi zhì liàng hǎo de
Word guide: 要 – if going to; 买 – buy; 就 – then; 买 – buy; 质量 – quality; 好 – good; 的 – (one).

20.3.4 Same verb, firm tone

- Repeat the same verb: 要学就好好学, not 要学就好好练 (unless you mean a different action).
- The tone is firm advice or impatience; it is spoken.

20.3.5 要 ... 就 ... versus 想 ... 就 ...

- 想去就去 = go if you want to (permission, freedom).
- 要去就早点儿去 = if you're going, go early (advice about doing it well).

想去就去吧。
xiǎng qù jiù qù ba
Word guide: 想 – want to; 去 – go; 就 – then; 去 – go.

20.3.6 Recap

- **要 V 就 (好好 / 早点儿) V** = if you're going to do it, do it properly.
- Spoken, firm; 想 V 就 V = do it if you like.

Practise this pattern step by step.

20.4 ■ 少不了 (can't do without)

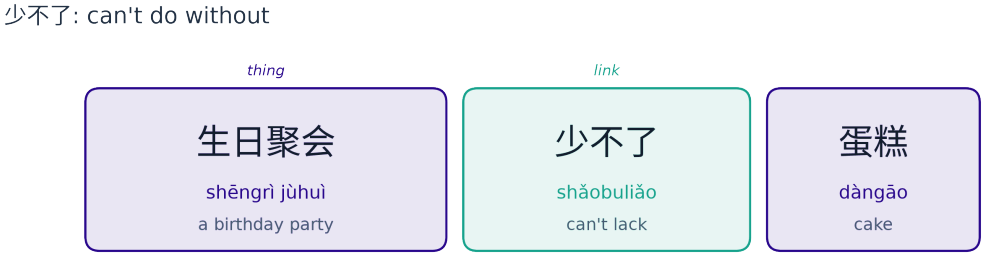
20.4.1 A birthday essential

- Your family is planning grandma's 80th birthday party.
- **生日聚会少不了蛋糕。** – "A birthday party isn't complete without a cake."

20.4.2 少不了 + noun = can't do without

- **A 少不了 B** = A can't do without B; B is essential: 过年少不了饺子.
- The thing that is essential follows 少不了.

过年少不了饺子。
guò nián shǎo bu liǎo jiǎo zi
Word guide: 过年 – the New Year; 少不了 – can't do without; 饺子 – dumplings.



20.4.3 Certain to happen

- 少不了 can also mean "bound to, certain": **这么做，少不了要挨批评。** – "Do it like that and you're bound to be criticised."
- **他是主角，少不了他。** – "He's the lead; we can't manage without him."

他是主角，少不了他。
tā shì zhǔ jué shǎo bu liǎo tā
Word guide: 他 – he; 是 – is; 主角 – the lead; 少不了 – can't do without; 他 – him.

20.4.4 Read it liǎo

- 了 in 少不了 is liǎo, as in 吃不了.
- The opposite is 少得了 (rare); for "not needed", say 不需要 or 用不着.

20.4.5 少不了 versus 离不开

- 离不开 = can't be separated from, depend on: 孩子离不开妈妈.
- 少不了 = can't be missing: 这顿饭少不了酒.

孩子离不开妈妈。
hái zi lí bu kāi mā ma
Word guide: 孩子 – the child; 离不开 – can't be without; 妈妈 – mum.

20.4.6 Recap

- **A 少不了 B** = A can't do without B; also "bound to (happen)".
- 了 = liǎo; 离不开 = depend on.

Practise this pattern step by step.

20.5 ■ A 等于 B (equals / amounts to)

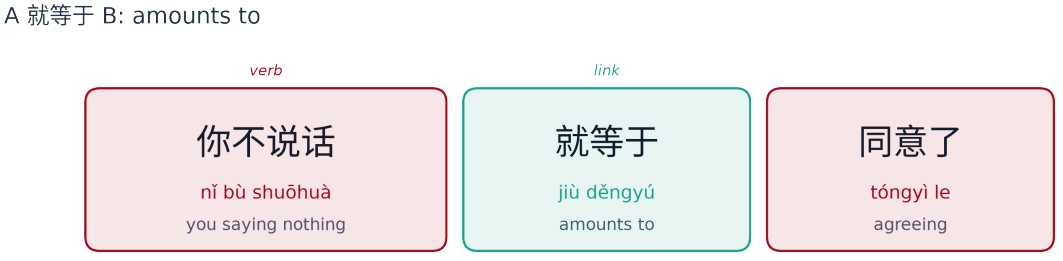
20.5.1 Saying nothing is saying yes

- Your friend didn't object when you suggested the plan.
- **你不说话就等于同意了。** – "If you say nothing, that amounts to agreeing."

20.5.2 A 等于 B = A equals B

- In maths: **二加三等于五。** – "Two plus three equals five."
- In argument: A amounts to B, is the same as B: 不回答就等于拒绝.

二加三等于五。
èr jiā sān děng yú wǔ
Word guide: 二 – two; 加 – plus; 三 – three; 等于 – equals; 五 – five.



20.5.3 Drawing a strong conclusion

- **浪费时间就等于浪费生命。** – "Wasting time is the same as wasting your life."
- **不复习就去考试，等于没准备。** – "Taking the exam without revising is as good as not preparing."

浪费时间就等于浪费生命。
làng fèi shí jiān jiù děng yú làng fèi shēng mìng
Word guide: 浪费 – wasting; 时间 – time; 就 – (is); 等于 – equals; 浪费 – wasting; 生命 – life.

20.5.4 不等于 = doesn't mean

- **不等于** = is not the same as: 便宜不等于不好 – "Cheap doesn't mean bad."
- In argument, 等于 often follows 就: 不说就等于同意.

20.5.5 等于 versus 是

- 是 states identity: 他是我的老师.
- 等于 says one thing has the same effect or value as another: 沉默等于同意.

便宜不等于不好。
pián yi bù děng yú bù hǎo

Word guide: 便宜 – cheap; 不 – not; 等于 – equals; 不好 – bad.

20.5.6 Recap

- **A 等于 B** = A equals / amounts to B (maths or argument); 就等于 adds force.
- **不等于** = doesn't mean; 是 states identity.

Practise this pattern step by step.

20.6 ■ 从 … 中 (from within)

20.6.1 Learning from mistakes

- Your coach talks to the team after a lost match.
- **我们要从失败中吸取教训。** – "We must learn lessons from failure."

20.6.2 从 + noun + 中 = from (within)

- **从 A 中 + verb** = get, learn or choose something out of A: 从失败中学习, 从三个人中选一个.
- 中 can be replaced by 里 in speech: 从书里学到.

我从这本书中学到了很多。
wǒ cóng zhè běn shū zhōng xué dào le hěn duō
Word guide: 我 – I; 从 – from; 这 – this; 本 – (measure word); 书 – book; 中 – (within); 学到 – learned; 很多 – a lot.



20.6.3 Choosing and learning

- Choosing: **从这些方案中选一个最好的。** – "Choose the best from these plans."
- Gaining: **他从工作中得到了很多经验。** – "He gained a lot of experience from work."

他从工作中得到了很多经验。
tā cóng gōng zuò zhōng dé dào le hěn duō jīng yàn
Word guide: 他 – he; 从 – from; 工作 – work; 中 – (within); 得到 – gained; 很多 – much; 经验 – experience.

20.6.4 Keep both 从 and 中

- Say 从失败中学习, not 从失败学习 (for "from within, through").
- The 从 … 中 phrase goes before the verb: 从中选一个, not 选一个从中.

20.6.5 从中 = from it

- 从中 = from it / from among them, referring back: 他犯了错误，并从中学到了很多。– "He made a mistake and learned a lot from it."
- Common in writing and reflections.

并从中学到了很多。
bìng cóng zhōng xué dào le hěn duō
Word guide: 并 – and; 从中 – from it; 学到 – learned; 很多 – a lot.

20.6.6 Recap

- **从 + noun + 中 + verb** = get / learn / choose from within: 从失败中吸取教训.
- 从中 = from it (refers back); the phrase goes before the verb.

Practise this pattern step by step.

20.7 ■ 无 … 可 … (have no … to …)

20.7.1 Nothing left to say

- After a long argument, your friend shrugs and goes quiet.
- **我已经无话可说了。** – "I have nothing more to say."

20.7.2 无 + noun + 可 + verb = have no … to …

- **无 X 可 V** = there is no X that can be V-ed: 无话可说 (nothing to say), 无处可去 (nowhere to go), 无事可做 (nothing to do).
- It is concise and literary, often fixed as four-character phrases.

周末他无事可做。
zhōu mò tā wú shì kě zuò
Word guide: 周末 – at the weekend; 他 – he; 无事可做 – has nothing to do.



20.7.3 Common fixed forms

- **无处可去** = nowhere to go: 下着大雨，我们无处可去.
- **无家可归** = homeless (no home to return to); **无路可走** = no way out.

大雨中他们无处可去。
dà yǔ zhōng tā men wú chù kě qù
Word guide: 大雨 – heavy rain; 中 – in; 他们 – they; 无处可去 – have nowhere to go.

20.7.4 Written and fixed

- In speech, say 没有话说 / 没地方去; 无 … 可 … is more formal.
- Keep the order 无 + noun + 可 + verb; do not add 的 or 了 inside: 无话可说, not 无话的可说.

20.7.5 无 ... 可 ... versus 没有 ... 可以 ...

- 无话可说 = 没有什么话可以说.
- The 无 … 可 … form is shorter and stronger, typical of writing and formal speech.

我没有什么可以说的。
wǒ méi yǒu shén me kě yǐ shuō de
Word guide: 我 – I; 没有 – have no; 什么 – anything; 可以 – can; 说 – say.

20.7.6 Recap

- **无 + noun + 可 + verb** = have no … to … (无话可说, 无处可去, 无事可做).
- Literary; spoken equivalent 没有 … 可以 ….

Practise this pattern step by step.

20.8 ■ 不但 ...，甚至连 ... 也 ... (not only ..., even ...)

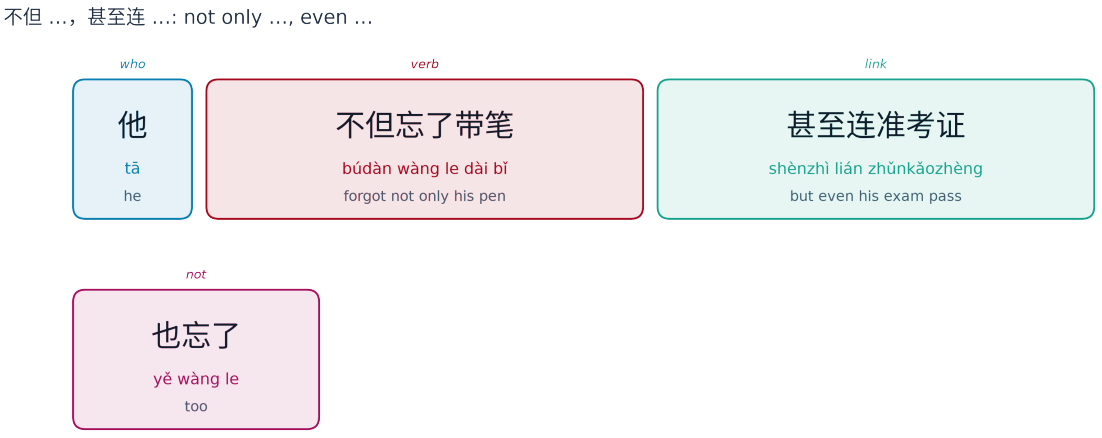
20.8.1 Forgot everything

- Your roommate had a terrible morning before the exam.
- **他不但忘了带笔，甚至连准考证也忘了。** – "He not only forgot his pen; he even forgot his admission ticket."

20.8.2 不但 A，甚至连 B 也 / 都 ...

- **不但 A，甚至连 B 也/都 ...** = not only A, but even B: B is the most extreme, surprising item.
- 甚至 and 连 … 也 together make the climax very strong.

他不但会说英语，甚至连阿拉伯语也会。
tā bú dàn huì shuō Yīng yǔ shèn zhì lián Ā lā bó yǔ yě huì
Word guide: 他 – he; 不但 – not only; 会 – can; 说 – speak; 英语 – English; 甚至 – even; 连 – even; 阿拉伯语 – Arabic; 也 – also; 会 – can speak.



20.8.3 Building to a climax

- **这个问题不但学生不懂，甚至连老师也说不清楚。** – "Not only do the students not understand this question, even the teacher can't explain it clearly."
- The B item should be the one nobody would expect.

甚至连老师也说不清楚。
shèn zhì lián lǎo shī yě shuō bu qīng chu
Word guide: 甚至 – even; 连 – even; 老师 – the teacher; 也 – also; 说不清楚 – can't explain clearly.

20.8.4 Keep the order

- 甚至 comes before 连, and 也 / 都 after B: 甚至连他也 …, not 连甚至他也 ….
- B should be stronger than A; a weaker B makes the sentence fall flat.

20.8.5 Versus 不但 … 而且 …

- 不但 … 而且 … adds a second point of similar weight.
- 不但 … 甚至连 … 也 … adds a surprising, extreme case.

不但便宜，而且好吃。
bú dàn pián yi ér qiě hǎo chī
Word guide: 不但 – not only; 便宜 – cheap; 而且 – but also; 好吃 – tasty.

20.8.6 Recap

- **不但 A，甚至连 B 也 / 都 …** = not only A, but even B (the extreme case).
- Order: 甚至 + 连 + B + 也/都; 而且 for ordinary additions.

Practise this pattern step by step.

20.9 ■ 跟 / 和 ... 有关的 + Noun (related to)

20.9.1 Research for an essay

- You are writing about air pollution and go to the library.
- **我借了几本跟环境有关的书。** – "I borrowed a few books related to the environment."

20.9.2 跟 / 和 + X + 有关 (的) + Noun

- **跟 X 有关的 + noun** = a noun related to X: 跟工作有关的问题, 和健康有关的新闻.
- **A 跟 B 有关** as a sentence = A is related to B.

这件事跟他有关。
zhè jiàn shì gēn tā yǒu guān
Word guide: 这 – this; 件 – (measure word); 事 – matter; 跟 – with; 他 – him; 有关 – is related.



20.9.3 Causes and topics

- **他的病跟压力有关。** – "His illness is related to stress."
- **请只回答和这次考试有关的问题。** – "Please only answer questions related to this exam."

他的病跟压力有关。
tā de bìng gēn yā lì yǒu guān
Word guide: 他 – his; 病 – illness; 跟 – with; 压力 – stress; 有关 – is related.

20.9.4 Order before the noun

- The whole phrase comes before the noun with 的: 跟环境有关的书, not 书跟环境有关的.
- Negative: 跟他无关 / 跟他没有关系 – "nothing to do with him".

20.9.5 有关 versus 关于

- 关于 + topic introduces what something is about: 关于环境的书.
- 跟 ... 有关 stresses a connection, including causes: 跟压力有关.

这跟我没有关系。
zhè gēn wǒ méi yǒu guān xi
Word guide: 这 – this; 跟 – with; 我 – me; 没有 – has no; 关系 – connection.

20.9.6 Recap

- **跟 / 和 X 有关 (的) + noun** = related to X; **A 跟 B 有关** = A is related to B.
- Negative 跟 … 无关 / 没有关系; 关于 = about (a topic).

Practise this pattern step by step.

20.10 ■ 所谓 (the so-called …)

20.10.1 A shortcut that wasn't

- Your friend promised a quick route home; it took twice as long.
- **他所谓的近路，比大路还远。** – "His so-called shortcut was even longer than the main road."

20.10.2 所谓 (的) + noun = so-called / what is called

- **所谓的 X** can be doubtful or ironic: "the so-called X (which isn't really)".
- It can also be neutral, introducing a definition: **所谓“低碳”，就是减少二氧化碳排放。** – "What is called 'low-carbon' means reducing CO_2 emissions."

所谓的专家。
suǒ wèi de zhuān jiā
Word guide: 所谓 – so-called; 专家 – expert.



20.10.3 Two uses

- Ironic: **这就是你所谓的“很便宜”?** – "So this is what you call 'very cheap'?"
- Defining: **所谓幸福，就是做自己喜欢的事。** – "Happiness is doing what you love."

所谓幸福，就是做自己喜欢的事。
suǒ wèi xìng fú jiù shì zuò zì jǐ xǐ huan de shì
Word guide: 所谓 – what is called; 幸福 – happiness; 就是 – is just; 做 – doing; 自己 – one; 喜欢 – likes; 事 – things.

20.10.4 Tone matters

- 你所谓的朋友 can sound very critical; use it carefully about people.
- For a neutral definition, 所谓 X，就是 … is the standard frame.

20.10.5 所谓 versus 叫做

- 叫做 neutrally names something: 这种花叫做牡丹 – “This flower is called a peony.”
- 所谓 often signals doubt or sets up a definition for discussion.

这种花叫做牡丹。
zhè zhǒng huā jiào zuò mǔ dān
Word guide: 这种 – this kind of; 花 – flower; 叫做 – is called; 牡丹 – peony.

20.10.6 Recap

- **所谓（的）X** = so-called X (often doubtful); **所谓 X，就是 …** = X means … (definition).
- Neutral naming uses 叫做.

Practise this pattern step by step.

20.11 ■ 在 + Time + 内 (within a span)

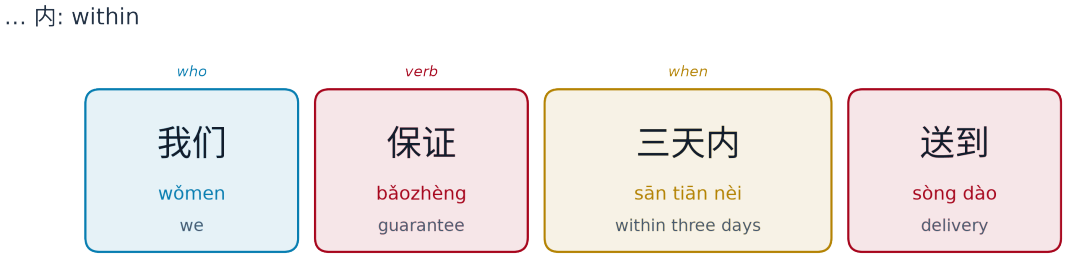
20.11.1 Within three days

- The online shop promises fast delivery in its advert.
- **我们保证三天内送到。** – “We guarantee delivery within three days.”

20.11.2 (在) + time span + 内 = within

- **在 + time + 内** = within that period: 在一个月内, 在两周内, 三天内.
- 在 can be dropped in short phrases; 以内 is a close synonym.

请在一周内交报告。
qǐng zài yì zhōu nèi jiāo bào gào
Word guide: 请 – please; 在 – within; 一周 – a week; 内 – (inside); 交 – hand in; 报告 – the report.



20.11.3 Deadlines and rules

- **护照必须在两周内办好。** – "The passport must be sorted within two weeks."
- Space too: **在学校内不能吸烟。** – "No smoking within the school."

在学校内不能吸烟。
zài xué xiào nèi bù néng xī yān
Word guide: 在 – within; 学校 – the school; 内 – (inside); 不能 – not allowed; 吸烟 – smoke.

20.11.4 Formal register

- 内 is formal; in chat, 三天之内 or 三天以内 also work, and 三天里 is casual.
- The phrase goes before the verb: 在三天内完成, not 完成在三天内.

20.11.5 内 versus 以后

- 三天内 = within three days (any time up to day three).
- 三天以后 = after three days (not before).

三天以后再来。
sān tiān yǐ hòu zài lái
Word guide: 三天 – three days; 以后 – after; 再 – then; 来 – come.

20.11.6 Recap

- **(在) + time / place + 内** = within; formal, before the verb.
- 以内 / 之内 are synonyms; 以后 = after.

Practise this pattern step by step.

20.12 ■ 宁可 ... ，也 ... (would rather)

20.12.1 The lesser evil

- Your friend suggests taking the crowded night bus. You'd rather walk an hour.
- **我宁可走路回家，也不坐那么挤的车。** – "I'd rather walk home than take such a crowded bus."

20.12.2 宁可 A，也不 B = would rather A than B

- **宁可 A，也不 B** = choose A (unpleasant) rather than B (even worse).
- Also **宁可 A，也要 B** = would even do A in order to achieve B: 宁可少睡一点儿，也要把工作做完.

我宁可少睡一点儿，也要把工作做完。
wǒ nìng kě shǎo shuì yì diǎnr yě yào bǎ gōng zuò zuò wán
Word guide: 我 – I; 宁可 – would rather; 少 – less; 睡 – sleep; 一点儿 – a bit; 也 – (still); 要 – must; 工作 – work; 做完 – finish.



20.12.3 Firm choices

- **他宁可饿着，也不吃垃圾食品。** – "He'd rather go hungry than eat junk food."
- 宁愿 is a close synonym: 我宁愿一个人去.

他宁可饿着，也不吃垃圾食品。
tā nìng kě è zhe yě bù chī lā jī shí pǐn
Word guide: 他 – he; 宁可 – would rather; 饿 – hungry; 着 – (stay); 也 – (still); 不 – not; 吃 – eat; 垃圾 – junk; 食品 – food.

20.12.4 Read it nìng

- 宁 here is nìng (fourth tone), as in 宁可 / 宁愿.
- 宁可 goes after the subject: 我宁可 …, and the second clause needs 也: 也不 / 也要.

20.12.5 宁可 … 也不 versus 与其 … 不如

- 宁可 A 也不 B: A is chosen firmly, often with sacrifice.
- 与其 A 不如 B: B is the better option: 与其在家等，不如出去找 – "Rather than wait at home, better go and look."

与其等，不如去找。
yǔ qí děng bù rú qù zhǎo
Word guide: 与其 – rather than; 等 – wait; 不如 – better to; 去 – go; 找 – look.

20.12.6 Recap

- **宁可 A，也不 B** = would rather A than B; **宁可 A，也要 B** = would even A in order to B.
- 宁 = nìng; 宁愿 is a synonym; 与其 … 不如 … recommends B.

Practise this pattern step by step.

20.13 ■ Verb + 就 + Verb (indifference / a shrug)

20.13.1 Whatever, it's fine

- Your friend apologises for being five minutes late. You really don't mind.
- **晚了就晚了，没关系。** – "So you're late – it doesn't matter."

20.13.2 Verb / Adj + 就 + same Verb / Adj (+ 了 / 吧)

- **X 就 X** = "if it's X, so be it": the speaker accepts a fact or brushes it aside.
- 了 / 吧 often follows: 丢了就丢了, 贵就贵吧.

贵就贵吧，我喜欢。
guì jiù guì ba wǒ xǐ huan
Word guide: 贵 – expensive; 就 – (so be it); 贵 – expensive; 我 – I; 喜欢 – like it.



20.13.3 Accepting and moving on

- **丢了就丢了，再买一个吧。** – "If it's lost, it's lost; just buy another."
- **去就去，谁怕谁！** – "Fine, let's go – who's afraid?"

丢了就丢了，再买一个吧。
diū le jiù diū le zài mǎi yí gè ba
Word guide: 丢 – lost; 就 – (so be it); 丢 – lost; 再 – again; 买 – buy; 一个 – one.

20.13.4 Tone: relaxed or defiant

- It can sound relaxed (没关系) or defiant (谁怕谁); context and voice tell which.
- Repeat exactly the same word: 贵就贵吧, not 贵就便宜吧.

20.13.5 Versus 算了

- 算了 = forget it, let it go: 算了，别生气了.
- X 就 X names the fact you are accepting: 输了就输了.

算了，别生气了。
suàn le bié shēng qì le
Word guide: 算了 – forget it; 别 – don't; 生气 – be angry.

20.13.6 Recap

- **X 就 X (了 / 吧)** = if it's X, so be it: acceptance or defiance.
- Same word twice; 算了 = let it go.

Practise this pattern step by step.

20.14 ■ Action，好 + Purpose (so that)

20.14.1 Leave a note

- You are going out and your flatmate will come home later.
- **你走以前留个便条，好让他知道你去哪儿了。** – "Leave a note before you go, so that he knows where you've gone."

20.14.2 Action，好 + purpose

- **A，好 B** = do A so that B can happen: 好 here means "so that, in order to (make it easier)".
- 好 starts the second clause, often with 让 or 能: 好让他知道.

早点儿睡，好明天早起。
zǎo diǎnr shuì hǎo míng tiān zǎo qǐ
Word guide: 早 – early; 点儿 – a bit; 睡 – sleep; 好 – so that; 明天 – tomorrow; 早 – early; 起 – get up.



20.14.3 Practical preparations

- **把电话号码写下来，好随时联系。** – "Write down the number so we can get in touch any time."
- **我带上伞，好在下雨的时候用。** – "I'll take an umbrella so I can use it if it rains."

把电话号码写下来，好随时联系。
bǎ diàn huà hào mǎ xiě xià lai hǎo suí shí lián xì
Word guide: 电话 – phone; 号码 – number; 写下来 – write down; 好 – so that; 随时 – any time; 联系 – get in touch.

20.14.4 Purpose follows action

- The action comes first and 好 + purpose second; this 好 is not "good".
- It is spoken and practical; in writing, 以便 is the formal equivalent.

20.14.5 好 versus 为了 and 以便

- 为了 + purpose usually comes first: 为了明天早起，我早点儿睡.
- 好 / 以便 come after the action: 我早点儿睡，好明天早起.

为了明天早起，我早点儿睡。
wèi le míng tiān zǎo qǐ wǒ zǎo diǎnr shuì
Word guide: 为了 – in order to; 明天 – tomorrow; 早 – early; 起 – get up; 我 – I; 早 – early; 点儿 – a bit; 睡 – sleep.

20.14.6 Recap

- **Action，好 (让 / 能) + purpose** = do A so that B (spoken).
- Purpose after the action; 为了 puts it first; 以便 is formal.

Practise this pattern step by step.

20.15 ■ 一面 … ，一面 … (two things at once)

20.15.1 Driving and chatting

- Your uncle is a taxi driver who loves to tell stories while he drives.
- **他一面开车，一面跟乘客聊天。** – "He chats with passengers while he drives."

20.15.2 一面 A，一面 B = doing A while doing B

- **一面 A，一面 B** = two actions at the same time by the same person, like 一边 … 一边 ….
- It is a little more formal and written.

她一面工作，一面读研究生。
tā yí miàn gōng zuò yí miàn dú yán jiū shēng
Word guide: 她 – she; 一面 – while; 工作 – working; 一面 – (at the same time); 读 – studying; 研究生 – for a master's.



20.15.3 Ongoing parallel activities

- Can describe long-term parallel activities: **他一面上大学，一面打工。** – "He goes to university and works part-time."
- Also for two attitudes: 一面批评，一面鼓励 – "criticising and encouraging at once."

他一面上大学，一面打工。
tā yí miàn shàng dà xué yí miàn dǎ gōng
Word guide: 他 – he; 一面 – while; 上 – attending; 大学 – university; 一面 – (also); 打工 – works part-time.

20.15.4 Same subject, actions

- Both actions belong to one subject: 他一面 … 一面 ….
- Use action verbs; for two qualities use 既 … 又 ….

20.15.5 一面 versus 一边 and 一方面

- 一边 … 一边 … is the everyday version: 一边吃一边看.
- 一方面 … 一方面 … gives two aspects or reasons, not two simultaneous actions.

他一边吃饭一边看新闻。
tā yì biān chī fàn yì biān kàn xīn wén
Word guide: 他 – he; 一边 – while; 吃饭 – eating; 一边 – (also); 看 – watches; 新闻 – the news.

20.15.6 Recap

- **一面 A，一面 B** = doing A while doing B (same subject; a little formal).
- 一边 … 一边 … is everyday; 一方面 … 一方面 … gives aspects.

Practise this pattern step by step.

20.16 ■ 不是 … ，就是 … (either … or …)

20.16.1 Always one or the other

- You complain about the weather in your city in spring.
- **这里的春天不是刮风，就是下雨。** – "Spring here is either windy or rainy."

20.16.2 不是 A，就是 B = either A or B

- **不是 A，就是 B** = it is always one of the two: if not A, then B.
- It often describes a habit or a frustrating situation.

他周末不是睡觉，就是打游戏。
tā zhōu mò bú shì shuì jiào jiù shì dǎ yóu xì
Word guide: 他 – he; 周末 – at weekends; 不是 – if not; 睡觉 – sleeping; 就是 – then; 打 – playing; 游戏 – games.

不是 A，就是 B: if not A, then B



20.16.3 Two possibilities, nothing else

- Guess: **这个时间他不是在图书馆，就是在食堂。** – "At this time he's either in the library or the canteen."
- Complaint: **你不是迟到，就是早退！** – "You're either late or leaving early!"

他不是在图书馆，就是在食堂。
tā bú shì zài tú shū guǎn jiù shì zài shí táng
Word guide: 他 – he; 不是 – if not; 在 – at; 图书馆 – the library; 就是 – then; 在 – at; 食堂 – the canteen.

20.16.4 Not "isn't ... but is ..."

- 不是 A，而是 B = not A but B (a correction): 他不是老师，而是医生. Different meaning!
- 不是 A，就是 B = either A or B (two options, one of them true).

20.16.5 Versus 或者 ... 或者 ...

- 或者 … 或者 … offers choices: 或者你来，或者我去.
- 不是 … 就是 … describes a situation with only two outcomes, often habitual.

他不是老师，而是医生。
tā bú shì lǎo shī ér shì yī shēng
Word guide: 他 – he; 不是 – not; 老师 – a teacher; 而是 – but; 医生 – a doctor.

20.16.6 Recap

- **不是 A，就是 B** = either A or B (one of the two).
- **不是 A，而是 B** = not A but B (correction).

Practise this pattern step by step.

20.17 ■ Practice without the models

20.17.1 Advanced 把 (把 + Obj + Verb + result)

2001.1 Complete: "Please translate this sentence into English." 请把这句话翻译 …… 英文。

2001.2 Which sentence is correct?

- A. 你把问题应该说清楚。
- B. 你把应该问题说清楚。
- C. 你应该说把问题清楚。
- D. 你应该把问题说清楚。

2001.3 Build: "She cleaned the room spotless."

Arrange all chunks: 打扫得 / 她 / 干干净净。/ 把房间

2001.4 我把他看见了 is a natural sentence.

True or false? Explain or repair the statement.

2001.5 Your manager hands back your draft with instructions. 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.

20.17.2 N1 + 不比 + N2 + Adj (no more ... than)

2002.1 Rebut: "My room is no smaller than yours." 我的房间 …… 比你的小。

2002.2 Which says clearly that A is shorter than B?

- A. A 跟 B 一样高。
- B. A 比 B 不高。
- C. A 没有 B 高。
- D. A 不比 B 高。

2002.3 Build: "Today is no colder than yesterday."

Arrange all chunks: 不比 / 昨天 / 今天 / 冷。

2002.4 弟弟不比哥哥高 means the younger brother is definitely shorter.

True or false? Explain or repair the statement.

2002.5 Your friend thinks the expensive brand is much better. You think it's no better than the cheap one. 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.

20.17.3 要 + Verb + 就 + Verb (if you're going to, do it right)

2003.1 Complete: "If you're going to learn, learn properly." 要学 …… 好好学。

2003.2 Which gives permission rather than advice?

- A. 想走就走吧。
- B. 要做就做完。
- C. 要说就说清楚。
- D. 要买就买好的。

2003.3 Build: “If you’re going to buy one, buy a good one.”

Arrange all chunks: 就买 / 要买 / 质量好的。

2003.4 要 … 就 … is mainly used in formal writing.

True or false? Explain or repair the statement.

2003.5 Your friend wants to learn the guitar but only practises five minutes a week. 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.

20.17.4 少不了 (can’t do without)

2004.1 Complete: “Chinese New Year isn’t complete without dumplings.” 过年 …… 饺子。

2004.2 What does 这么做，少不了要挨批评 mean?

- A. You’re bound to be criticised.
- B. Criticise less.
- C. Criticism is missing.
- D. You won’t be criticised.

2004.3 Build: “He’s the lead; we can’t do without him.”

Arrange all chunks: 少不了 / 他。/ 他是主角 / ，

2004.4 孩子离不开妈妈 means the child depends on its mother.

True or false? Explain or repair the statement.

2004.5 Your family is planning grandma’s 80th birthday party. 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.

20.17.5 A 等于 B (equals / amounts to)

2005.1 Complete: “Ten minus four equals six.” 十减四 …… 六。

2005.2 What does 贵不等于好 mean?

- A. Expensive equals good.
- B. Expensive is not good.
- C. Expensive doesn’t mean good.
- D. Good things are expensive.

2005.3 Build: “Wasting time is the same as wasting your life.”

Arrange all chunks: 浪费 / 浪费时间 / 生命。/ 就等于

2005.4 等于 can express that two things have the same effect.

True or false? Explain or repair the statement.

2005.5 Your friend didn't object when you suggested the plan. 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.

20.17.6 从 ... 中 (from within)

2006.1 Complete: "Learn from failure." 从失败 …… 学习。

2006.2 Which sentence is correct?

- A. 从这些书选一本中。
- B. 选一个从中。
- C. 从这些书中选一本。
- D. 选从这些书中一本。

2006.3 Build: "He gained a lot of experience from work."

Arrange all chunks: 很多经验。 / 得到了 / 他 / 从工作中

2006.4 从中 can refer back to something just mentioned.

True or false? Explain or repair the statement.

2006.5 Your coach talks to the team after a lost match. 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.

20.17.7 无 ... 可 ... (have no ... to ...)

2007.1 Complete: "I have nothing to say." 我无话 …… 说。

2007.2 Match each phrase to its meaning.

- 1. 无处可去
- 1. 无事可做
- 1. 无家可归
- A. homeless
- B. nothing to do
- C. nowhere to go

2007.3 Which is the spoken equivalent of 无话可说?

- A. 没有什么话说可以。
- B. 有话可以说的。
- C. 无什么可以说。
- D. 没有什么可以说的。

2007.4 无话可说 is more formal than 没话说.

True or false? Explain or repair the statement.

2007.5 After a long argument, your friend shrugs and goes quiet. 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.

20.17.8 不但 ...，甚至连 ... 也 ... (not only ..., even ...)

2008.1 Complete: "He not only forgot his pen, he even forgot his ticket." 他不但忘了带笔，甚至 …… 准考证也忘了。

2008.2 Which order is correct?

- A. 老师甚至也连不知道。
- B. 连甚至老师也不知道。
- C. 甚至老师连也不知道。
- D. 甚至连老师也不知道。

2008.3 Build: "Even the teacher can't explain it clearly."

Arrange all chunks: 说不清楚。 / 连老师 / 也 / 甚至

2008.4 The B item in this pattern should be the most surprising one.

True or false? Explain or repair the statement.

2008.5 Your roommate had a terrible morning before the exam. 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.

20.17.9 跟 / 和 ... 有关的 + Noun (related to)

2009.1 Complete: "This matter is related to him." 这件事跟他 ……。

2009.2 Which phrase is correct?

- A. 书跟历史有关的
- B. 有关的跟历史书
- C. 跟历史有关的书
- D. 跟有关历史的书

2009.3 Build: "His illness is related to stress."

Arrange all chunks: 跟压力 / 有关。 / 他的病

2009.4 这跟我没有关系 means "This has nothing to do with me."

True or false? Explain or repair the statement.

2009.5 You are writing about air pollution and go to the library. 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.

20.17.10 所谓 (the so-called ...)

2010.1 Complete the definition: "What is called 'low-carbon' means reducing emissions." …… 低碳，就是减少排放。

2010.2 What does 这就是你所谓的 " 好主意 "? suggest?

- A. The speaker admires the idea.
- B. The speaker is asking for an idea.
- C. The speaker is defining a term.
- D. The speaker doubts the idea is good.

2010.3 Build: "Happiness is doing what you love."

Arrange all chunks: 喜欢的事。 / 做自己 / 所谓幸福 / ，就是

2010.4 叫做 is the neutral way to name something.

True or false? Explain or repair the statement.

2010.5 Your friend promised a quick route home; it took twice as long. 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.

20.17.11 在 + Time + 内 (within a span)

2011.1 Complete (formal notice): "Pay within thirty days." 请在三十天 …… 付款。

2011.2 Which means "after a week" (not before)?

- A. 一周以内
- B. 一周内
- C. 一周以后
- D. 在一周内

2011.3 Build: "No smoking within the school."

Arrange all chunks: 在学校内 / 吸烟。 / 不能

2011.4 完成在三天内 is the normal word order.

True or false? Explain or repair the statement.

2011.5 The online shop promises fast delivery in its advert. 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.

20.17.12 宁可 … ，也 … (would rather)

2012.1 Complete: “I’d rather stay at home than go out in this rain.” 我宁可待在家里，…… 不在这么大的雨里出去。

2012.2 How is 宁 read in 宁可?

- A. nìng
- B. nīng
- C. nǐng
- D. níng

2012.3 Build: “He’d rather go hungry than eat junk food.”

Arrange all chunks: 也不吃 / 他宁可饿着 / 垃圾食品。/ ，

2012.4 与其 A 不如 B recommends B.

True or false? Explain or repair the statement.

2012.5 Your friend suggests taking the crowded night bus. You’d rather walk an hour. 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.

20.17.13 Verb + 就 + Verb (indifference / a shrug)

2013.1 Accept it: “If it’s expensive, so be it – I like it.” 贵就 …… 吧，我喜欢。

2013.2 What does 输了就输了，下次再来 express?

- A. A plan to cheat
- B. Surprise at winning
- C. Great disappointment
- D. Accepting the loss and moving on

2013.3 Build: “If it’s lost, it’s lost; buy another one.”

Arrange all chunks: 一个吧。/ 丢了 / ，再买 / 就丢了

2013.4 去就去，谁怕谁！ sounds defiant.

True or false? Explain or repair the statement.

2013.5 Your friend apologises for being five minutes late. You really don’t mind. 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.

20.17.14 Action，好 + Purpose (so that)

2014.1 Complete: “Write down the address so you don’t forget.” 把地址写下来，…… 不会忘。

2014.2 In 早点儿睡，好明天早起, what does 好 mean?

- A. very
- B. so that
- C. finished
- D. good

2014.3 Build: “Leave a note so that he knows.”

Arrange all chunks: 他知道。/ ， / 好让 / 留个便条

2014.4 以便 is a formal equivalent of this 好.

True or false? Explain or repair the statement.

2014.5 You are going out and your flatmate will come home later. 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.

20.17.15 一面 ... ，一面 ... (two things at once)

2015.1 Complete: “She works while studying for a master’s.” 她一面工作，…… 读研究生。

2015.2 Which describes two reasons, not two simultaneous actions?

- A. 一面 … 一面 …
- B. 一边 … 一边 …
- C. 一方面 … 一方面 …
- D. 又 … 又 …

2015.3 Build: “He goes to university and works part-time.”

Arrange all chunks: ， 一面 / 上大学 / 他一面 / 打工。

2015.4 一面 … 一面 … is more formal than 一边 … 一边 ….

True or false? Explain or repair the statement.

2015.5 Your uncle is a taxi driver who loves to tell stories while he drives. 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.

20.17.16 不是 ... ，就是 ... (either ... or ...)

2016.1 Complete: “At weekends he either sleeps or plays games.” 他周末不是睡觉，…… 打游戏。

2016.2 What does 他不是老师，而是医生 mean?

- A. He isn’t a teacher; he’s a doctor.

- B. He is either a teacher or a doctor.
- C. He is neither.
- D. He is both a teacher and a doctor.

2016.3 Build: “He’s either in the library or the canteen.”

Arrange all chunks: ， / 就是 / 在食堂。/ 他不是在图书馆

2016.4 不是 … 就是 … often describes a habit or a frustrating pattern.

True or false? Explain or repair the statement.

2016.5 You complain about the weather in your city in spring. 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.

20.18 ■ Answers and explanations

20.18.1 Advanced 把 (把 + Obj + Verb + result)

2001.1 成

翻译成 = translate into (a change).

2001.2 D. 你应该把问题说清楚。

你应该把问题说清楚 is right: modal verbs and negatives (应该, 要, 不) go before 把, not between 把 and the verb.

2001.3 她把房间打扫得干干净净。

把 + object + verb + 得 + result.

2001.4 False.

Perception verbs like 看见 don't take 把.

2001.5 One possible response: 请把第三段改得短一点儿，再把图表放到最后。

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.
- 没 / 不 / 别 / 能 / 要 / 应该 go before 把: 你应该把问题说清楚, not 你把问题应该说清楚.
- Perception and feeling verbs (看见, 知道, 喜欢) don't take 把.
- 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.

20.18.2 N1 + 不比 + N2 + Adj (no more ... than)

2002.1 不

A 不比 B + Adj.

2002.2 C. A 没有 B 高。

没有 gives the lower degree here; 不比 denies a higher degree and can allow equality or a lower degree.

2002.3 今天不比昨天冷。

A 不比 B + Adj.

2002.4 False.

It only says he isn't taller; they may be the same height.

2002.5 One possible response: 这个牌子不比那个好。

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.

- A 没有 B 高 = A is less tall than B (clearly shorter).
- A 不比 B 高 denies that A is taller. A may be equally tall or shorter; the phrase does not establish equality.
- 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.

20.18.3 要 + Verb + 就 + Verb (if you're going to, do it right)

2003.1 就

要 V 就 V.

2003.2 A. 想走就走吧。

想 V 就 V gives permission: 想走就走吧 "Feel free to leave if you want." 要 V 就 V gives firm advice: if you do it, do it properly.

2003.3 要买就买质量好的。

要 V 就 V + object.

2003.4 False.

False. 要 … 就 … is spoken and firm (要买就买好的 "If you're buying, buy a good one"). It is not a formal written pattern.

2003.5 One possible response: 要学就好好学，别三天打鱼两天晒网。

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.
- Repeat the same verb: 要学就好好学, not 要学就好好练 (unless you mean a different action).
- The tone is firm advice or impatience; it is spoken.
- 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.

20.18.4 少不了 (can't do without)

2004.1 少不了

A 少不了 B = B is essential.

2004.2 A. You're bound to be criticised.

少不了 can mean "bound to, can't avoid": 这么做，少不了要挨批评 "Do it this way and you're bound to be criticised." Its other sense is "can't do without".

2004.3 他是主角，少不了他。

少不了 + essential person.

2004.4 True.

True. 离不开 means "can't be without, depends on": 孩子离不开妈妈 "The child can't be without its mother."

2004.5 One possible response: 生日聚会少不了蛋糕。

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.
- 了 in 少不了 is liǎo, as in 吃不了.
- The opposite is 少得了 (rare); for "not needed", say 不需要 or 用不着.
- 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.

20.18.5 A 等于 B (equals / amounts to)

2005.1 等于

等于 = equals.

2005.2 C. Expensive doesn't mean good.

不等于 = is not the same as.

2005.3 浪费时间就等于浪费生命。

A 就等于 B.

2005.4 True.

沉默等于同意 – silence amounts to consent.

2005.5 One possible response: 你不说话就等于同意了。

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.
- **不等于** = is not the same as: 便宜不等于不好 – "Cheap doesn't mean bad."
- In argument, 等于 often follows 就: 不说就等于同意.
- 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.

20.18.6 从 ... 中 (from within)

2006.1 中

从 + noun + 中.

2006.2 C. 从这些书中选一本。

从这些书中选一本 is right: the 从 … 中 phrase comes before the verb, and 中 closes the phrase directly after the noun.

2006.3 他从工作中得到了很多经验。

Subject + 从 … 中 + verb + object.

2006.4 True.

并从中学到了很多 – learned a lot from it.

2006.5 One possible response: 我们要从失败中吸取教训。

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.
- Say 从失败中学习, not 从失败学习 (for "from within, through").
- The 从 … 中 phrase goes before the verb: 从中选一个, not 选一个从中.
- 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.

20.18.7 无 ... 可 ... (have no ... to ...)

2007.1 可

无 + noun + 可 + verb.

2007.2 1–C: 无处可去 = nowhere to go; 2–B: 无事可做 = nothing to do; 3–A: 无家可归 = homeless

无 X 可 V = no X to V.

2007.3 D. 没有什么可以说的。

没有 … 可以 … is the everyday form.

2007.4 True.

True. 无 … 可 … comes from literary Chinese (无话可说, 无家可归), so it is more formal than everyday 没话说.

2007.5 One possible response: 我已经无话可说了。

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.
- In speech, say 没有话说 / 没地方去; 无 … 可 … is more formal.
- Keep the order 无 + noun + 可 + verb; do not add 的 or 了 inside: 无话可说, not 无话的可说.
- 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.

20.18.8 不但 ...，甚至连 ... 也 ... (not only ..., even ...)

2008.1 连

甚至连 B 也 ....

2008.2 D. 甚至连老师也不知道。

The order is 甚至 + 连 + B + 也/都: 甚至连老师也不知道 "Even the teacher didn't know." 甚至 comes first and 连 directly before the surprising item.

2008.3 甚至连老师也说不清楚。

甚至连 B 也 + verb.

2008.4 True.

True. B is the climax, the least expected case: if even the teacher didn't know, nobody would.

2008.5 One possible response: 他不但忘了带笔，甚至连准考证也忘了。

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.
- 甚至 comes before 连, and 也 / 都 after B: 甚至连他也 ..., not 连甚至他也 ....
- B should be stronger than A; a weaker B makes the sentence fall flat.
- 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.

20.18.9 跟 / 和 ... 有关的 + Noun (related to)

2009.1 有关

A 跟 B 有关.

2009.2 C. 跟历史有关的书

The whole 跟 ... 有关的 phrase comes before the noun.

2009.3 他的病跟压力有关。

A 跟 B 有关.

2009.4 True.

没有关系 negates the connection.

2009.5 One possible response: 我借了几本跟环境有关的书。

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.

- The whole phrase comes before the noun with 的: 跟环境有关的书, not 书跟环境有关的.
- Negative: 跟他无关 / 跟他没有关系 – "nothing to do with him".
- 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.

20.18.10 所谓 (the so-called ...)

2010.1 所谓

所谓 X，就是 … introduces a definition.

2010.2 D. The speaker doubts the idea is good.

所谓 can be ironic, "so-called": 这就是你所谓的 " 好主意 "? "So this is your so-called good idea?" The speaker doubts it is good.

2010.3 所谓幸福，就是做自己喜欢的事。

所谓 X，就是 ….

2010.4 True.

所谓 often adds doubt or sets up a definition.

2010.5 One possible response: 他所谓的近路，比大路还远。

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.
- 你所谓的朋友 can sound very critical; use it carefully about people.
- For a neutral definition, 所谓 X，就是 … is the standard frame.
- 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.

20.18.11 在 + Time + 内 (within a span)

2011.1 内

在 + time + 内 = within.

2011.2 C. 一周以后

一周以后 means "after a week". 一周内, 一周以内 and 在一周内 all mean "within a week", i.e. before the week is over.

2011.3 在学校内不能吸烟。

在 + place + 内 + rule.

2011.4 False.

The time phrase goes before the verb: 在三天内完成.

2011.5 One possible response: 我们保证三天内送到。

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.
- 内 is formal; in chat, 三天之内 or 三天以内 also work, and 三天里 is casual.
- The phrase goes before the verb: 在三天内完成, not 完成在三天内.
- 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.

20.18.12 宁可 … ，也 … (would rather)

2012.1 也

宁可 A，也不 B.

2012.2 A. nìng

In 宁可 ("would rather") 宁 is read nìng, fourth tone: nìngkě. The second-tone níng is used in 安宁 and the name 南宁.

2012.3 他宁可饿着，也不吃垃圾食品。

宁可 A，也不 B.

2012.4 True.

True. 与其 A 不如 B means "rather than A, better B": 与其等车，不如走路. The speaker recommends B.

2012.5 One possible response: 我宁可走路回家，也不坐那么挤的车。

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.
- 宁 here is nìng (fourth tone), as in 宁可 / 宁愿.
- 宁可 goes after the subject: 我宁可 …, and the second clause needs 也: 也不 / 也要.
- 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.

20.18.13 Verb + 就 + Verb (indifference / a shrug)

2013.1 贵

The same word repeats: 贵就贵.

2013.2 D. Accepting the loss and moving on

X 就 X accepts a fact and moves on: 输了就输了，下次再来 "If we lost, we lost; we'll try again next time." It is not disappointment or surprise.

2013.3 丢了就丢了，再买一个吧。

X 就 X, then the next step.

2013.4 True.

The tone can be relaxed or defiant.

2013.5 One possible response: 晚了就晚了，没关系。

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.
- It can sound relaxed (没关系) or defiant (谁怕谁); context and voice tell which.
- Repeat exactly the same word: 贵就贵吧, not 贵就便宜吧.
- 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.

20.18.14 Action，好 + Purpose (so that)

2014.1 好

Action，好 + purpose.

2014.2 B. so that

Here 好 introduces the purpose.

2014.3 留个便条，好让他知道。

Action，好让 + person + verb.

2014.4 True.

Both introduce a purpose after the action.

2014.5 One possible response: 你走以前留个便条，好让他知道你去哪儿了。

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.
- The action comes first and 好 + purpose second; this 好 is not "good".
- It is spoken and practical; in writing, 以便 is the formal equivalent.
- 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.

20.18.15 一面 … ，一面 … (two things at once)

2015.1 一面

一面 A，一面 B.

2015.2 C. 一方面 … 一方面 …

一方面 gives aspects or reasons.

2015.3 他一面上大学，一面打工。

一面 A，一面 B.

2015.4 True.

True. 一面 … 一面 … is more formal and written; 一边 … 一边 … is the everyday form for doing two things at once.

2015.5 One possible response: 他一面开车，一面跟乘客聊天。

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.
- Both actions belong to one subject: 他一面 … 一面 ….
- Use action verbs; for two qualities use 既 … 又 ….
- 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.

20.18.16 不是 … ，就是 … (either … or …)

2016.1 就是

不是 A，就是 B.

2016.2 A. He isn't a teacher; he's a doctor.

而是 corrects: not A but B.

2016.3 他不是在图书馆，就是在食堂。

不是 A，就是 B.

2016.4 True.

True. 不是 A 就是 B ("if it's not A, it's B") often describes an annoying pattern: 不是刮风，就是下雨 "If it isn't windy, it's raining."

2016.5 One possible response: 这里的春天不是刮风，就是下雨。

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.
- 不是 A，而是 B = not A but B (a correction): 他不是老师，而是医生. Different meaning!

- 不是 A，就是 B = either A or B (two options, one of them true).
- 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.

21 复合句

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.

21.1 ■ 怪不得 (no wonder)

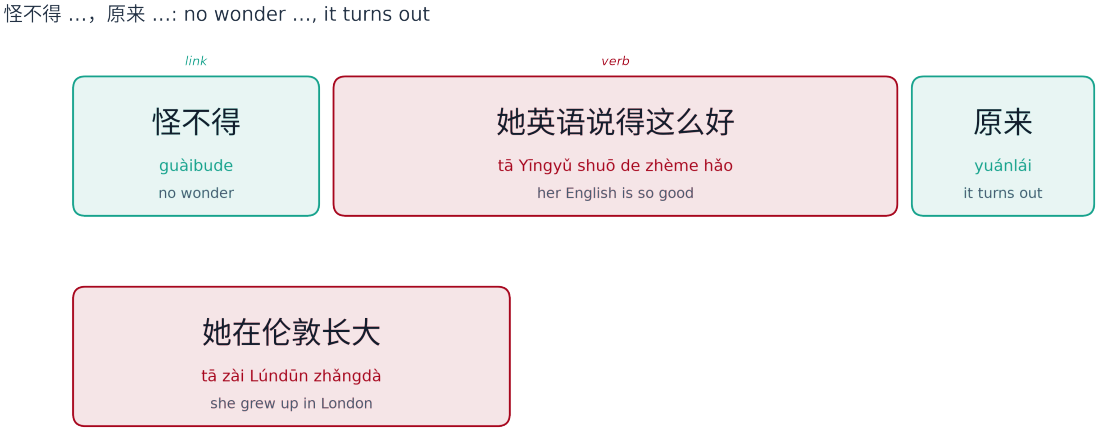
21.1.1 That explains it

- Your classmate speaks perfect English, and today you learn she grew up in London.
- **怪不得她英语说得这么好，原来她在伦敦长大。** – "No wonder her English is so good – she grew up in London."

21.1.2 怪不得 + surprising fact (，原来 + reason)

- **怪不得** = "no wonder": something that seemed strange now makes sense.
- The reason often follows with 原来, or comes before: 原来下雪了，怪不得这么冷.

原来下雪了，怪不得这么冷。
yuán lái xià xuě le guài bu de zhè me lěng
Word guide: 原来 – so it turns out; 下雪 – it snowed; 怪不得 – no wonder; 这么 – so; 冷 – cold.



21.1.3 Either order

- Fact first: **怪不得他没来，他生病了。** – "No wonder he didn't come – he's ill."
- Reason first: **他昨天熬夜了，怪不得今天这么累。** – "He stayed up late last night; no wonder he's so tired today."

他昨天熬夜了，怪不得今天这么累。
tā zuó tiān áo yè le guài bu de jīn tiān zhè me lèi
Word guide: 他 – he; 昨天 – yesterday; 熬夜 – stayed up; 怪不得 – no wonder; 今天

– today; 这么 – so; 累 – tired.

21.1.4 It needs a reason

- 怪不得 only makes sense when the reason is known or given; without it, the listener is left puzzled.
- It goes at the start of its clause: 怪不得他 …, not 他怪不得 ….

21.1.5 怪不得 versus 难怪

- 难怪 means the same and is very common: 难怪这么冷.
- 怪不得 can also mean "can't blame": 这件事怪不得他 – "You can't blame him for this."

这件事怪不得他。
zhè jiàn shì guài bu de tā
Word guide: 这件事 – this; 怪不得 – can't blame; 他 – him.

21.1.6 Recap

- **怪不得 + fact，(原来) + reason** = no wonder …; same as 难怪.
- Needs the reason; 怪不得 + person = can't blame them.

Practise this pattern step by step.

21.2 ■ Practice without the models

21.2.1 怪不得 (no wonder)

2101.1 Complete: "So it snowed – no wonder it's so cold." 原来下雪了，…… 这么冷。

2101.2 What does 这件事怪不得他 mean?

- A. No wonder he did this.
- B. You can't blame him for this.
- C. He is strange.
- D. He doesn't understand.

2101.3 Build: "He stayed up late; no wonder he's tired."

Arrange all chunks: ， / 今天这么累。/ 怪不得 / 他昨天熬夜了

2101.4 难怪 and 怪不得 can both mean "no wonder".

True or false? Explain or repair the statement.

2101.5 Your classmate speaks perfect English, and today you learn she grew up in London. 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.

21.3 ■ Answers and explanations

21.3.1 怪不得 (no wonder)

2101.1 怪不得

怪不得 + the fact that now makes sense.

2101.2 B. You can't blame him for this.

怪不得 + person = can't blame.

2101.3 他昨天熬夜了，怪不得今天这么累。

Reason, then 怪不得 + fact.

2101.4 True.

They are synonyms in this sense.

2101.5 One possible response: 怪不得她英语说得这么好，原来她在伦敦长大。

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.
- 怪不得 only makes sense when the reason is known or given; without it, the listener is left puzzled.
- It goes at the start of its clause: 怪不得他 …, not 他怪不得 ….
- 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.

22 Either... or

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.

22.1 ■ 或者 … ，或者 … (either … or …)

22.1.1 Either day works

- Your manager asks when you can meet the client.
- **或者星期二，或者星期四，我都有空。** – “Either Tuesday or Thursday – I’m free on both.”

22.1.2 或者 A，或者 B = either A or B (statements)

- **或者 … 或者 …** lists alternatives in a statement or suggestion; any of them is acceptable.
- It can join nouns, verbs or clauses: 或者你来，或者我去.

或者你来，或者我去，都行。
huò zhě nǐ lái huò zhě wǒ qù dōu xíng
Word guide: 或者 – either; 你 – you; 来 – come; 或者 – or; 我 – I; 去 – go; 都 – all; 行 – fine.



22.1.3 Habits and options

- **周末我或者看书，或者去游泳。** – “At weekends I either read or go swimming.”
- **你可以或者打电话，或者发邮件。** – “You can either phone or send an email.”

周末我或者看书，或者去游泳。
zhōu mò wǒ huò zhě kàn shū huò zhě qù yóu yǒng
Word guide: 周末 – at weekends; 我 – I; 或者 – either; 看书 – read; 或者 – or; 去 – go; 游泳 – swimming.

22.1.4 Not for questions

- Questions use 还是: 你喝茶还是咖啡？, not 你或者喝茶或者喝咖啡?
- When only one is true (not a free choice), prefer 不是 … 就是 …: 他不是在家，就是在公司.

22.1.5 或者 … 或者 … versus 要么 … 要么 …

- 要么 … 要么 … also means either … or …, sounding firmer, often an ultimatum: 要么现在走，要么别走.
- 或者 … 或者 … sounds open and relaxed.

要么现在走，要么别走。
yào me xiàn zài zǒu yào me bié zǒu
Word guide: 要么 – either; 现在 – now; 走 – go; 要么 – or; 别 – don't; 走 – go.

22.1.6 Recap

- **或者 A，或者 B** = either A or B (open options, statements).
- Questions: 还是; firm ultimatum: 要么 … 要么 …; one of two facts: 不是 … 就是 ….

Practise this pattern step by step.

22.2 ■ Practice without the models

22.2.1 或者 … ，或者 … (either … or …)

2201.1 Complete: "Either you come or I go – either is fine." 或者你来，…… 我去，都行。

2201.2 Which is a question?

- A. 要么喝茶，要么喝咖啡。
- B. 你喝茶还是喝咖啡?
- C. 不是喝茶，就是喝咖啡。
- D. 或者喝茶，或者喝咖啡。

2201.3 Build: "At weekends I either read or go swimming."

Arrange all chunks: ，或者 / 或者看书 / 周末我 / 去游泳。

2201.4 要么 … 要么 … can sound like an ultimatum.

True or false? Explain or repair the statement.

2201.5 Your manager asks when you can meet the client. 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.

22.3 ■ Answers and explanations

22.3.1 或者 … ，或者 … (either … or …)

2201.1 或者

或者 … 或者 ….

2201.2 B. 你喝茶还是喝咖啡?

Questions with "or" use 还是.

2201.3 周末我或者看书，或者去游泳。

或者 A，或者 B.

2201.4 True.

It is firmer than 或者 … 或者 ….

2201.5 One possible response: 或者星期二，或者星期四，我都有空。

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.
- Questions use 还是: 你喝茶还是咖啡? , not 你或者喝茶或者喝咖啡?
- When only one is true (not a free choice), prefer 不是 … 就是 …: 他不是在家，就是在公司.
- 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.

23 Let alone

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.

23.1 ■ 别说 … ，就是 … 也 … (let alone)

23.1.1 Tired on the stairs

- A friend suggests climbing Mount Huashan. You get tired walking upstairs.
- **别说爬山了，就是走楼梯我也觉得累。** – "Forget climbing mountains – even walking upstairs tires me."

23.1.2 别说 A，就是 B 也 / 都 …

- **别说 A，就是 / 连 B 也 …** = "let alone A, even B …": B is the easier case, and even that fails (or succeeds), so A obviously does.
- The harder case A comes first, after 别说.

别说一百块，就是一块我也没有。
bié shuō yì bǎi kuài jiù shì yí kuài wǒ yě méi yǒu
Word guide: 别说 – let alone; 一百 – a hundred; 块 – yuan; 就是 – even; 一块 – one yuan; 我 – I; 也 – (even); 没有 – don't have.



23.1.3 Positive too

- **这道题，别说老师，就是小学生也会做。** – "This question – never mind the teacher, even a primary-school pupil could do it."
- 连 can replace 就是: 别说外国人，连中国人也不一定知道.

别说外国人，连中国人也不一定知道。
bié shuō wài guó rén lián Zhōng guó rén yě bù yí dìng zhī dào
Word guide: 别说 – never mind; 外国人 – foreigners; 连 – even; 中国人 – Chinese people; 也 – also; 不一定 – not necessarily; 知道 – know.

23.1.4 Which item goes where

- The item after 别说 is the more extreme one; the item after 就是 / 连 is the easier test.
- Keep 也 / 都 in the second clause: 就是 … 也 …, 连 … 都 ….

23.1.5 别说 versus 更不用说

- 别说 A，就是 B 也 …: the extreme case A comes first.
- B…，更不用说 A 了: the easier case first, then the extreme: 走楼梯都累，更不用说爬山了.

走楼梯都累，更不用说爬山了。
zǒu lóu tī dōu lèi gèng bú yòng shuō pá shān le
Word guide: 走 – walking; 楼梯 – stairs; 都 – even; 累 – tires me; 更不用说 – let alone; 爬山 – climbing mountains.

23.1.6 Recap

- **别说 A，就是 / 连 B 也 / 都 …** = let alone A, even B ….
- A (extreme) after 别说; 更不用说 puts the extreme case last.

Practise this pattern step by step.

23.2 ■ 更不用说 (let alone / not to mention)

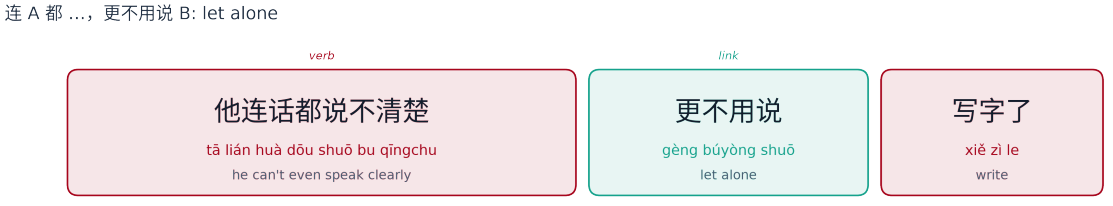
23.2.1 Not even the basics

- Your nephew is two years old and is learning to talk.
- **他连话都说不清楚，更不用说写字了。** – "He can't even speak clearly, let alone write."

23.2.2 B …，更不用说 A (了)

- **更不用说 A** = "let alone A, not to mention A": the easier case B comes first; A is even more obviously true or false.
- 了 often ends the clause: 更不用说 … 了.

我连自行车都不会骑，更不用说开车了。
wǒ lián zì xíng chē dōu bú huì qí gèng bú yòng shuō kāi chē le
Word guide: 我 – I; 连 – even; 自行车 – a bike; 都 – (even); 不 – not; 会 – can; 骑 – ride; 更不用说 – let alone; 开车 – drive.



23.2.3 Positive: not to mention

- **这里的夏天很热，更不用说八月了。** – "Summers here are hot, not to mention August."

- **他会说英语、法语，更不用说中文了。** – "He speaks English and French, not to mention Chinese."

这里的夏天很热，更不用说八月了。
zhè lǐ de xià tiān hěn rè gèng bú yòng shuō bā yuè le
Word guide: 这里 – here; 夏天 – summers; 很 – very; 热 – hot; 更不用说 – not to mention; 八月 – August.

23.2.4 Easier case first

- The clause before 更不用说 is the easier or more basic case; A after it is the extreme.
- Do not put 更不用说 at the start of the first clause: B…，更不用说 A.

23.2.5 更不用说 versus 何况

- 何况 is similar and more literary: 大人都做不到，何况孩子呢? – "Even adults can't do it, let alone children."
- 何况 often ends with 呢 as a rhetorical question.

大人都做不到，何况孩子呢?
dà rén dōu zuò bu dào hé kuàng hái zi ne
Word guide: 大人 – adults; 都 – even; 做不到 – can't do it; 何况 – let alone; 孩子 – children.

23.2.6 Recap

- **B …，更不用说 A (了)** = let alone / not to mention A.
- Easier case first; 何况 … 呢 is the literary relative.

Practise this pattern step by step.

23.3 ■ Practice without the models

23.3.1 别说 ... ，就是 ... 也 ... (let alone)

2301.1 Complete: "Let alone a hundred yuan, I don't even have one." 别说一百块，…… 一块我也没有。

2301.2 In 别说 A，就是 B 也不会, which is the more extreme case?

- A. Both equal
- B. A
- C. Neither
- D. B

2301.3 Build: "Never mind foreigners, even Chinese people may not know."
Arrange all chunks: 连中国人 / 也不一定知道。/ 别说外国人 / ，

2301.4 更不用说 puts the extreme case at the end.
True or false? Explain or repair the statement.

2301.5 A friend suggests climbing Mount Huashan. You get tired walking upstairs.

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.

23.3.2 更不用说 (let alone / not to mention)

2302.1 Complete: "I can't even ride a bike, let alone drive." 我连自行车都不会骑，…… 开车了。

2302.2 Which order is correct?

- A. 他更不用说跑步，连走路。
- B. 跑步更不用说了，走路他连。
- C. 他连走路都困难，更不用说跑步了。
- D. 更不用说跑步，他连走路都困难。

2302.3 Build: "Summers here are hot, not to mention August."

Arrange all chunks: 更不用说 / ， / 八月了。/ 这里的夏天很热

2302.4 何况 is more literary than 更不用说.

True or false? Explain or repair the statement.

2302.5 Your nephew is two years old and is learning to talk. 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.

23.4 ■ Answers and explanations

23.4.1 别说 … ，就是 … 也 … (let alone)

2301.1 就是

别说 A，就是 B 也 ….

2301.2 B. A

The extreme case follows 别说.

2301.3 别说外国人，连中国人也不一定知道。

别说 A，连 B 也 ….

2301.4 True.

True. 更不用说 adds the more extreme case at the end: 大人都搬不动，更不用说孩子了 "Even adults can't move it, let alone children."

2301.5 One possible response: 别说爬山了，就是走楼梯我也觉得累。

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.
- The item after 别说 is the more extreme one; the item after 就是 / 连 is the easier test.
- Keep 也 / 都 in the second clause: 就是 … 也 …, 连 … 都 ….
- 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.

23.4.2 更不用说 (let alone / not to mention)

2302.1 更不用说

B…，更不用说 A 了.

2302.2 C. 他连走路都困难，更不用说跑步了。

The easier case first, then 更不用说 + the extreme.

2302.3 这里的夏天很热，更不用说八月了。

B…，更不用说 A 了.

2302.4 True.

何况 … 呢 often appears in writing.

2302.5 One possible response: 他连话都说不清楚，更不用说写字了。

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.

- The clause before 更不用说 is the easier or more basic case; A after it is the extreme.
- Do not put 更不用说 at the start of the first clause: B…，更不用说 A.
- 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.

24 副词辨析

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.

24.1 ■ 常常 vs 经常 (often / regularly)

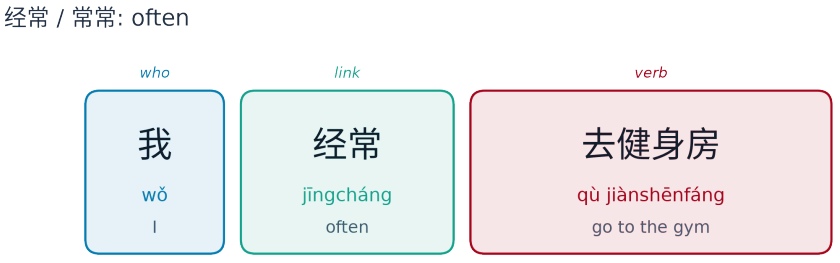
24.1.1 How often?

- A new friend asks about your exercise habits.
- **我经常去健身房，周末也常常去游泳。** – "I go to the gym regularly, and at weekends I often go swimming too."

24.1.2 Both mean "often"

- **常常** and **经常** both describe frequent actions: 我常常 / 经常喝茶.
- In many sentences they are interchangeable.

他经常加班。
tā jīng cháng jiā bān
Word guide: 他 – he; 经常 – regularly; 加班 – works overtime.



24.1.3 Where they differ

- **经常** can be an adjective before a noun: 经常性的问题 – "a recurring problem". 常常 cannot.
- **常常** has a negative 不常: 我不常去. 经常's negative 不经常 is fine too; 不常常 is not used.

我不常去电影院。
wǒ bù cháng qù diàn yǐng yuàn
Word guide: 我 – I; 不常 – not often; 去 – go; 电影院 – the cinema.

24.1.4 Negatives

- Say 不常 or 不经常, not 不常常.
- Both go before the verb, after the subject and time words: 他周末经常加班.

24.1.5 Versus 往往

- 常常 / 经常 = often, simply a frequency.
- 往往 = tends to, under a stated condition: 下雨天往往堵车.

下雨天往往堵车。
xià yǔ tiān wǎng wǎng dǔ chē
Word guide: 下雨天 – on rainy days; 往往 – tends to; 堵车 – have traffic jams.

24.1.6 Recap

- **常常 / 经常** = often (mostly interchangeable); 经常 can also describe nouns (经常性).
- Negatives: 不常 / 不经常, never 不常常. 往往 needs a condition.

Practise this pattern step by step.

24.2 ■ Practice without the models

24.2.1 常常 vs 经常 (often / regularly)

2401.1 Complete: "I don't often go to the cinema." 我不 …… 去电影院。

2401.2 Which form is NOT used?

- A. 不常
- B. 不常常
- C. 经常
- D. 不经常

2401.3 Build: "He regularly works overtime at weekends."

Arrange all chunks: 加班。/ 他 / 周末 / 经常

2401.4 往往 needs a condition, unlike 常常.

True or false? Explain or repair the statement.

2401.5 A new friend asks about your exercise habits. 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.

24.3 ■ Answers and explanations

24.3.1 常常 vs 经常 (often / regularly)

2401.1 常

不常 or 不经常; 不常常 is not used.

2401.2 B. 不常常

The negative of 常常 is 不常 or 不经常; 不常常 is not used. 经常 itself is fine but is positive.

2401.3 他周末经常加班。

Subject + time + 经常 + verb.

2401.4 True.

True. 往往 describes what tends to happen under a condition, so it needs one: 下雨天往往堵车. 常常 can describe simple frequency or the future: 以后常常来.

2401.5 One possible response: 我经常去健身房，周末也常常去游泳。

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.
- Say 不常 or 不经常, not 不常常.
- Both go before the verb, after the subject and time words: 他周末经常加班.
- 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.

25 Auxiliary Words 辨析

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.

25.1 ■ 总算 vs 终于 (finally)

25.1.1 At long last

- After three failed attempts, your cousin has finally passed her driving test.
- **她考了四次，总算通过了！** – "She took it four times and finally passed!"

25.1.2 终于 = finally, after a long process

- **终于 + verb (+ 了)** = at last, after waiting or effort; the result can be good or bad: 他终于来了, 他终于病倒了.
- Neutral in tone; common in narration and writing.

等了两个小时，车终于来了。
děng le liǎng gè xiǎo shí chē zhōng yú lái le
Word guide: 等 – waited; 两个 – two; 小时 – hours; 车 – the bus; 终于 – finally; 来 – came.



25.1.3 总算 = finally (with relief)

- **总算** also means "finally", with relief or satisfaction that a wanted result arrived: 总算到家了!
- It can also mean "more or less, considered as": 这次考得总算还可以 – "This time the result was at least OK."

总算到家了!
zǒng suàn dào jiā le
Word guide: 总算 – at last; 到家 – home.

25.1.4 Bad outcomes take 终于

- 总算 is for welcome results; for an unwelcome one, use 终于: 他终于累病了, not 他总算累病了.
- Both go after the subject, before the verb.

25.1.5 Side by side

- **雨终于停了。** – "The rain finally stopped" (neutral report).
- **雨总算停了！** – "Thank goodness, the rain has finally stopped!" (relief).

雨总算停了。
yǔ zǒng suàn tíng le
Word guide: 雨 – the rain; 总算 – at last; 停 – stop.

25.1.6 Recap

- **终于** = finally (neutral, good or bad outcomes); **总算** = finally, with relief (welcome outcomes) / at least.
- Unwelcome results: 终于 only.

Practise this pattern step by step.

25.2 ■ Practice without the models

25.2.1 总算 vs 终于 (finally)

2501.1 With relief: "Phew, I'm finally home!" …… 到家了！

2501.2 "After a month of overwork he finally fell ill." Which fits?

- A. 他终于累病了。
- B. 他总算累病了。
- C. 他总算病好了。
- D. 他终于不病了。

2501.3 Build: "After two hours, the bus finally came."

Arrange all chunks: 来了。/ 等了两个小时 / ， / 车终于

2501.4 雨总算停了 sounds relieved.

True or false? Explain or repair the statement.

2501.5 After three failed attempts, your cousin has finally passed her driving test. 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.

25.3 ■ Answers and explanations

25.3.1 总算 vs 终于 (finally)

2501.1 总算

总算 adds relief.

2501.2 A. 他终于累病了。

An unwelcome outcome takes 终于.

2501.3 等了两个小时，车终于来了。

Wait, then 终于 + result.

2501.4 True.

总算 expresses relief at a welcome result.

2501.5 One possible response: 她考了四次，总算通过了！

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.
- 总算 is for welcome results; for an unwelcome one, use 终于: 他终于累病了, not 他总算累病了.
- Both go after the subject, before the verb.
- 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.

26 连词辨析

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.

26.1 ■ 跟 vs 对 (with vs toward)

26.1.1 With her, towards her

- Your sister talks about her best friend, who is always kind to everyone.
- **我常跟她聊天，她对每个人都很热情。** – "I often chat with her; she's warm towards everyone."

26.1.2 跟 = with (doing something together)

- **跟 + person + verb** = do it with someone, both taking part: 跟朋友吃饭, 跟他商量, 跟老师说.
- 跟 … 一样 compares: 跟你一样高.

我想跟你商量一下。
wǒ xiǎng gēn nǐ shāng liang yí xià
Word guide: 我 – I; 想 – want to; 跟 – with; 你 – you; 商量 – discuss; 一下 – briefly.



26.1.3 对 = towards (an attitude or effect)

- **对 + person / thing + attitude** = towards, to: 对我很好, 对音乐感兴趣, 对身体有好处.
- The action or feeling is aimed one way, at the person or thing.

运动对身体有好处。
yùn dòng duì shēn tǐ yǒu hǎo chù
Word guide: 运动 – exercise; 对 – for; 身体 – the body; 有 – has; 好处 – benefits.

26.1.4 Two-way or one-way?

- Talking together (two-way): 跟他说话. Attitude towards him (one-way): 对他很客气.

- 对 … 说 is possible (“say to”): 他对我说 …, but 跟 … 说 is more common in speech.

26.1.5 对 ... 感兴趣, 跟 ... 有关

- Fixed with 对: 对 … 感兴趣, 对 … 满意, 对 … 负责.
- Fixed with 跟: 跟 … 有关系, 跟 … 一样, 跟 … 结婚.

他对历史很感兴趣。
tā duì lì shǐ hěn gǎn xìng qù
Word guide: 他 – he; 对 – in; 历史 – history; 很 – very; 感兴趣 – interested.

26.1.6 Recap

- **跟** = with (together, two-way): 跟他商量, 跟 … 一样.
- **对** = towards (attitude, effect, one-way): 对他很好, 对 … 感兴趣.

Practise this pattern step by step.

26.2 ■ Practice without the models

26.2.1 跟 vs 对 (with vs toward)

2601.1 Complete: “Exercise is good for your health.” 运动 …… 身体有好处。

2601.2 “I want to discuss it with my parents.” Which fits? 我想 _____ 父母商量。

- A. 跟
- B. 为
- C. 给
- D. 对

2601.3 Match each phrase to the right preposition.

- 1. _____ 音乐感兴趣
- 1. _____ 他结婚
- 1. _____ 工作很满意
- 1. _____ 我一样高
- A. 对
- B. 跟
- C. 跟
- D. 对

2601.4 跟朋友吃饭 means both people take part.

True or false? Explain or repair the statement.

2601.5 Your sister talks about her best friend, who is always kind to everyone. 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.

26.3 ■ Answers and explanations

26.3.1 跟 vs 对 (with vs toward)

2601.1 对

An effect towards something takes 对.

2601.2 A. 跟

Doing something together takes 跟.

2601.3 1–D: _____ 音乐感兴趣 = 对; 2–B: _____ 他结婚 = 跟; 3–A: _____ 工作很满意 = 对; 4–C: _____ 我一样高 = 跟

Attitudes take 对; togetherness and comparison take 跟.

2601.4 True.

True. 跟 here means "with, together": 跟朋友吃饭 means both people eat. 对 instead marks the target of an action or attitude.

2601.5 One possible response: 我常跟她聊天，她对每个人都很热情。

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.
- Talking together (two-way): 跟他说话. Attitude towards him (one-way): 对他很客气.
- 对 … 说 is possible ("say to"): 他对我说 …, but 跟 … 说 is more common in speech.
- 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.

27 介词辨析

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.

27.1 ■ 朝 vs 向 vs 往 (towards)

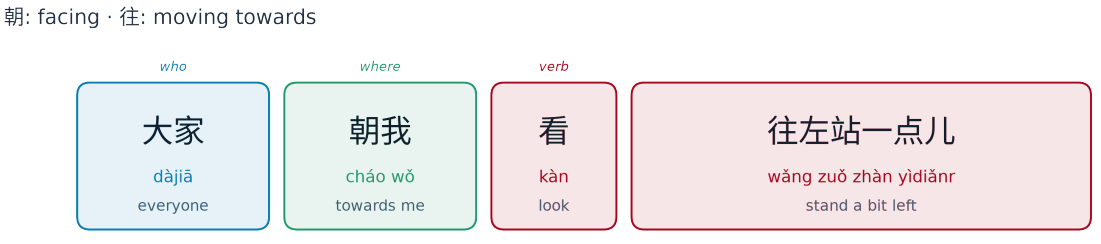
27.1.1 Which way to face?

- Your photographer friend arranges a group photo by the sea.
- **大家朝我看，往左站一点儿。** – "Everyone look towards me, and move a bit to the left."

27.1.2 朝, 向, 往 = towards

- **往 + direction + verb** = movement towards: 往前走, 往左拐, 往北开.
- **朝 + direction / person** = facing towards: 朝南的房间 (a south-facing room), 朝我笑.

这个房间朝南。
zhè ge fáng jiān cháo nán
Word guide: 这 – this; 个 – (measure word); 房间 – room; 朝 – faces; 南 – south.



27.1.3 向 is the widest

- **向** can do both: 向前走, 向他挥手 (wave to him).
- Only 向 is used for abstract "to": 向老师请教 (ask the teacher), 向你学习 (learn from you).

我们应该向他学习。
wǒ men yīng gāi xiàng tā xué xí
Word guide: 我们 – we; 应该 – should; 向 – from; 他 – him; 学习 – learn.

27.1.4 People and abstract actions

- 往 does not take people: 向他道歉, not 往他道歉.
- Abstract verbs (学习, 请教, 道歉, 表示) take 向, not 朝 or 往.

27.1.5 After the verb

- 往 / 向 can follow some verbs for a destination: 飞往上海 – “flying to Shanghai”, 走向成功 – “head towards success”.
- 朝 does not follow the verb this way.

这架飞机飞往上海。
zhè jià fēi jī fēi wǎng Shàng hǎi
Word guide: 这 – this; 架 – (measure word); 飞机 – plane; 飞往 – flies to; 上海 – Shanghai.

27.1.6 Recap

- **往** = movement towards a direction; **朝** = facing towards; **向** = both, plus abstract “to” with people.
- Abstract verbs (学习, 道歉) take 向; 飞往 / 走向 put the word after the verb.

Practise this pattern step by step.

27.2 ■ 对 vs 对于 (to/toward vs regarding)

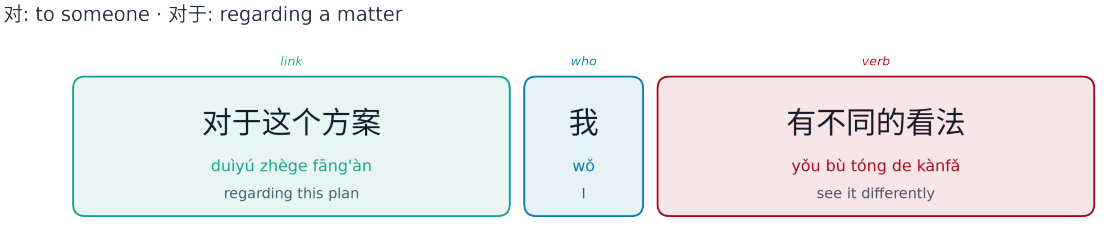
27.2.1 Kind to him, regarding the plan

- In a meeting, you describe a new colleague and give your view on a proposal.
- **他对大家很客气。对于这个方案，我有不同的看法。** – “He’s very polite to everyone. Regarding this proposal, I see it differently.”

27.2.2 对 = to, towards (people and attitudes)

- **对 + person** for attitudes and treatment: 对我很好, 对他很客气, 对孩子很耐心.
- Also before many fixed phrases: 对 … 感兴趣, 对 … 有好处.

老师对学生很耐心。
lǎo shī duì xué sheng hěn nài xīn
Word guide: 老师 – the teacher; 对 – to; 学生 – students; 很 – very; 耐心 – patient.



27.2.3 对于 = regarding (issues and topics)

- **对于 + issue**, usually at the start: 对于这个问题，大家意见不一.
- 对于 is more formal and does not take people for treatment: 他对我很好, not 他对于我很好.

对于这个问题，大家意见不一。
duì yú zhè ge wèn tí dà jiā yì jiàn bù yī
Word guide: 对于 – regarding; 这个 – this; 问题 – issue; 大家 – everyone's; 意见 – opinions; 不一 – differ.

27.2.4 对 can replace 对于, not the reverse

- Wherever 对于 works, 对 usually works too: 对 (于) 这个问题 ….
- But treatment of people needs 对: 对我很好, 对他说, not 对于我很好 / 对于他说.

27.2.5 对 … 来说 and 对于 … 来说

- Both mean "for, as far as … is concerned": 对 (于) 学生来说，时间很重要.
- 对于 sounds more formal, suitable for essays.

对于学生来说，时间很重要。
duì yú xué sheng lái shuō shí jiān hěn zhòng yào
Word guide: 对于 – for; 学生 – students; 来说 – (as far as); 时间 – time; 很 – very; 重要 – important.

27.2.6 Recap

- **对** = to / towards (people, treatment, attitudes); **对于** = regarding (issues, formal).
- Check the construction rather than whether a person is named: 对于 can introduce a viewpoint about a person, but does not replace 对 in every attitude or treatment phrase.

Practise this pattern step by step.

27.3 ■ 关于 vs 对于 vs 至于

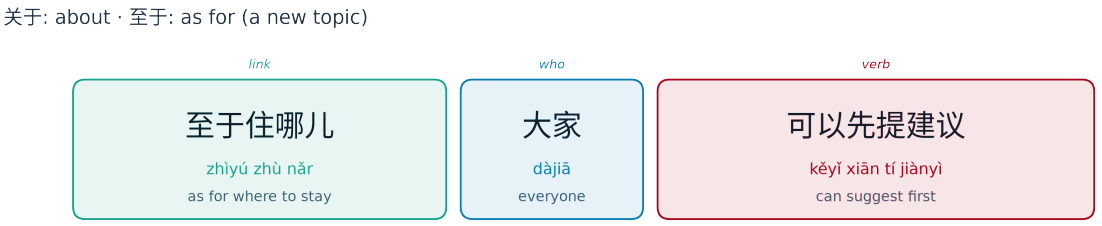
27.3.1 Three ways to bring up a topic

- You are writing an email planning a school trip.
- **关于出发时间，我们下周决定。至于住哪儿，大家可以先提建议。** – "As for the departure time, we'll decide next week. As for where to stay, everyone can make suggestions first."

27.3.2 关于 = about (topic, content)

- **关于 + topic** introduces what something is about: 关于环境的文章, 关于这件事.
- It goes before the subject, never after it.

关于这件事，我不太清楚。
guān yú zhè jiàn shì wǒ bú tài qīng chu
Word guide: 关于 – about; 这件事 – this matter; 我 – I; 不太 – not very; 清楚 – clear.



27.3.3 对于 = regarding (attitude) and 至于 = as for (a new topic)

- **对于 + issue** introduces something you have an opinion on: 对于这个决定，我很满意.
- **至于 + new topic** switches to a related but separate point: 我负责订票，至于酒店，你来选吧.

我负责订票，至于酒店，你来选吧。
wǒ fù zé dìng piào zhì yú jiǔ diàn nǐ lái xuǎn ba
Word guide: 我 – I; 负责 – am in charge of; 订票 – booking tickets; 至于 – as for; 酒店 – the hotel; 你 – you; 来 – (do it); 选 – choose.

27.3.4 至于 needs a first topic

- 至于 comes after something else has been said; it cannot open a conversation.
- 关于 cannot follow the subject: 关于这件事，我 …, not 我关于这件事 ….

27.3.5 Choosing

- Title or content: 关于. Attitude or judgement: 对于. Switching to another point: 至于.
- **至于结果怎么样，我们以后再说。** – "As for how it turns out, we'll see later."

至于结果怎么样，以后再说。
zhì yú jié guǒ zěn me yàng yǐ hòu zài shuō
Word guide: 至于 – as for; 结果 – the result; 怎么样 – how it turns out; 以后 – later; 再说 – we'll see.

27.3.6 Recap

- **关于** = about (topic); **对于** = regarding (attitude); **至于** = as for (switching to a new point).
- 至于 needs an earlier topic; 关于 goes before the subject.

Practise this pattern step by step.

27.4 ■ 给 vs 为 (to/for vs for the sake of)

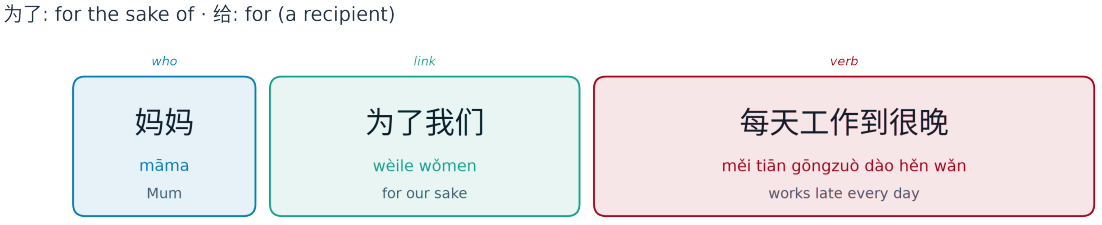
27.4.1 A gift and a sacrifice

- Your mother works late every night to support the family.
- **妈妈为了我们每天工作到很晚，我想给她买一份礼物。** – "Mum works late every day for us; I want to buy her a present."

27.4.2 给 = to / for (a recipient)

- **给 + person + verb** = do something for / to someone who receives it: 给她买礼物, 给我打电话, 给你介绍.
- The person gets the thing or the service.

我给妈妈买了一束花。
wǒ gěi mā ma mǎi le yí shù huā
Word guide: 我 – I; 给 – for; 妈妈 – Mum; 买 – buy; 一束 – a bunch of; 花 – flowers.



27.4.3 为 = for the sake of, because of

- **为 + person / cause + verb** = for the sake of, on behalf of: 为大家服务, 为你高兴, 为孩子担心.
- 为 often goes with feelings and effort.

我们都为你高兴。
wǒ men dōu wèi nǐ gāo xìng
Word guide: 我们 – we; 都 – all; 为 – for; 你 – you; 高兴 – are happy.

27.4.4 Receiving versus caring

- 给 + person = they receive something: 给他写信. 为 + person = on their behalf or about them: 为他担心.
- Feelings take 为, not 给: 我为你高兴, not 我给你高兴.

27.4.5 Where both work

- "Do something for someone" can sometimes take either: 给 / 为大家做饭.
- 给 is more everyday; 为 sounds more formal or dedicated: 为人民服务 – "serve the people".

为人民服务。

wèi rén mín fú wù
Word guide: 为 – for; 人民 – the people; 服务 – serve.

27.4.6 Recap

- **给** = to / for a recipient (给她买, 给我打电话); **为** = for the sake of / because of (为你高兴, 为孩子担心).
- Feelings take 为; service can take either (给 everyday, 为 formal).

Practise this pattern step by step.

27.5 ■ Practice without the models

27.5.1 朝 vs 向 vs 往 (towards)

2701.1 Complete: "We should learn from her." 我们应该 …… 她学习。

2701.2 Which is wrong?

- A. 向他道歉
- B. 往他道歉
- C. 往前走
- D. 朝南的窗户

2701.3 Build: "This plane flies to Shanghai."

Arrange all chunks: 飞往 / 这架飞机 / 上海。

2701.4 朝南的房间 means a south-facing room.

True or false? Explain or repair the statement.

2701.5 Your photographer friend arranges a group photo by the sea. 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.

27.5.2 对 vs 对于 (to/toward vs regarding)

2702.1 Complete: "She is very kind to me." 她 …… 我很好。

2702.2 Which is wrong?

- A. 对这个问题，我没有意见。
- B. 他对我很客气。
- C. 对于这个问题，我没有意见。
- D. 他对于我很客气。

2702.3 Build: "Regarding this issue, opinions differ."

Arrange all chunks: 大家意见 / ， / 不一。/ 对于这个问题

2702.4 对于 … 来说 is more formal than 对 … 来说.

True or false? Explain or repair the statement.

2702.5 In a meeting, you describe a new colleague and give your view on a proposal. 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.

27.5.3 关于 vs 对于 vs 至于

2703.1 Complete: "I'll book the tickets; as for the hotel, you choose." 我负责订票，…… 酒店，你来选吧。

2703.2 A book title: "A Book about Chinese Food". Which word fits? 《_____ 中国菜的书》

- A. 至于
- B. 关于
- C. 对于
- D. 对

2703.3 Match each word to its job.

- 1. 关于
- 1. 对于
- 1. 至于
- A. regarding (attitude or judgement)
- B. as for (switching to another point)
- C. about (topic or content)

2703.4 至于 can open a conversation without any earlier topic.

True or false? Explain or repair the statement.

2703.5 You are writing an email planning a school trip. 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.

27.5.4 给 vs 为 (to/for vs for the sake of)

2704.1 Complete: "We're all happy for you." 我们都 …… 你高兴。

2704.2 "Call me tomorrow." Which fits? 明天 _____ 我打电话。

- A. 给
- B. 为
- C. 向
- D. 对

2704.3 Build: "I bought Mum a bunch of flowers."

Arrange all chunks: 我 / 买了 / 给妈妈 / 一束花。

2704.4 为人民服务 sounds more formal than 给人民服务.

True or false? Explain or repair the statement.

2704.5 Your mother works late every night to support the family. 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.

27.6 ■ Answers and explanations

27.6.1 朝 vs 向 vs 往 (towards)

2701.1 向

Abstract "learn from" takes 向.

2701.2 B. 往他道歉

往 shows direction of movement toward a place (往前走) and does not take a person. Apologising to someone uses 向 or 跟: 向他道歉.

2701.3 这架飞机飞往上海。

Verb + 往 + destination.

2701.4 True.

True. 朝 means "facing towards": 朝南的房间 is a south-facing room.

2701.5 One possible response: 大家朝我看，往左站一点儿。

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.
- 往 does not take people: 向他道歉, not 往他道歉.
- Abstract verbs (学习, 请教, 道歉, 表示) take 向, not 朝 or 往.
- 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.

27.6.2 对 vs 对于 (to/toward vs regarding)

2702.1 对

Treatment of people takes 对.

2702.2 D. 他对于我很客气。

Treatment of people needs 对, not 对于.

2702.3 对于这个问题，大家意见不一。

对于 + issue, then the comment.

2702.4 True.

True. 对于 … 来说 is more formal and suits essays; 对 … 来说 is the everyday form. Both mean "for, as far as … is concerned".

2702.5 One possible response: 他对大家很客气。对于这个方案，我有不同的看法。

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.

- Wherever 对于 works, 对 usually works too: 对 (于) 这个问题 ….
- But treatment of people needs 对: 对我很好, 对他说, not 对于我很好 / 对于他说.
- 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.

27.6.3 关于 vs 对于 vs 至于

2703.1 至于

至于 switches to a new, related point.

2703.2 B. 关于

Content and titles take 关于.

2703.3 1–C: 关于 = about (topic or content); 2–A: 对于 = regarding (attitude or judgement); 3–B: 至于 = as for (switching to another point)

Each introduces a topic differently.

2703.4 False.

It switches from a topic already mentioned.

2703.5 One possible response: 关于出发时间，我们下周决定。至于住哪儿，大家可以先提建议。

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.
- 至于 comes after something else has been said; it cannot open a conversation.
- 关于 cannot follow the subject: 关于这件事，我 …, not 我关于这件事 ….
- 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.

27.6.4 给 vs 为 (to/for vs for the sake of)

2704.1 为

Feelings take 为.

2704.2 A. 给

The recipient of a call takes 给.

2704.3 我给妈妈买了一束花。

给 + person + verb + object.

2704.4 True.

为 is the formal, dedicated “for”.

2704.5 One possible response: 妈妈为了我们每天工作到很晚，我想给她买一份礼物。

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.
- 给 + person = they receive something: 给他写信. 为 + person = on their behalf or about them: 为他担心.
- Feelings take 为, not 给: 我为你高兴, not 我给你高兴.
- 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.

28 时间词辨析

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.

28.1 ■ 平时 vs 平常 (usually / ordinary)

28.1.1 Usually, but not today

- Your grandfather normally goes to bed at nine, but tonight is New Year's Eve.
- **爷爷平时九点就睡了，今天却一直等到十二点。** – "Grandpa usually goes to bed at nine, but today he waited up until midnight."

28.1.2 平时 = usually, in ordinary times (a time word)

- **平时** contrasts ordinary days with a special time: 平时很忙，周末才有空.
- It can be a noun: 跟平时一样 – "the same as usual".

他平时很忙，周末才有空。
tā píng shí hěn máng zhōu mò cái yǒu kòng
Word guide: 他 – he; 平时 – usually; 很 – very; 忙 – busy; 周末 – at weekends; 才 – only then; 有空 – is free.



28.1.3 平常 = usual, ordinary (adjective and time word)

- **平常** can mean "usually" like 平时: 我平常七点起床.
- It can also be an adjective: "ordinary, common": 这是很平常的事 – "This is a very ordinary thing."

这是很平常的事。

zhè shì hěn píng cháng de shì
Word guide: 这 – this; 是 – is; 很 – very; 平常 – ordinary; 事 – thing.

28.1.4 Only 平常 is an adjective

- "Ordinary" takes 平常: 很平常, 平常的生活. Not 很平时.
- Both can mean "usually"; 平时 contrasts more clearly with a special occasion.

28.1.5 Versus 通常

- 通常 = generally, as a rule, a little more formal: 银行通常九点开门.
- 平时 / 平常 are more about personal routine.

银行通常九点开门。
yín háng tōng cháng jiǔ diǎn kāi mén
Word guide: 银行 – banks; 通常 – generally; 九点 – at nine; 开门 – open.

28.1.6 Recap

- **平时** = usually, ordinary times (time word / noun); **平常** = usually, or "ordinary" (adjective).
- "Ordinary" = 平常 only; 通常 = as a rule.

Practise this pattern step by step.

28.2 ■ 以后 vs 之后 (after / afterwards)

28.2.1 In a formal report

- You are writing up what happened after a company meeting.
- **会议结束之后，经理宣布了新的计划。** – "After the meeting ended, the manager announced the new plan."

28.2.2 以后 and 之后 = after

- **X + 以后 / 之后** both mean "after X": 下课以后 / 下课之后.
- 之后 sounds a little more formal and written.

毕业之后，他去了上海。
bì yè zhī hòu tā qù le Shàng hǎi
Word guide: 毕业 – graduation; 之后 – after; 他 – he; 去 – went to; 上海 – Shanghai.



28.2.3 Alone at the start

- **之后** can start a sentence meaning "afterwards": 我们先去了博物馆。之后，我们去吃饭。
- **以后** alone at the start usually means "in the future, from now on": 以后我会注意.

之后，我们去吃饭。
zhī hòu wǒ men qù chī fàn
Word guide: 之后 – afterwards; 我们 – we; 去 – went; 吃饭 – to eat.

28.2.4 Past "afterwards" versus future "from now on"

- "Afterwards" in a past story: 之后 (or 后来), not a bare 以后.
- "From now on": 以后, not 之后: 以后别迟到了.

28.2.5 With a time span

- Both follow a duration: 三天以后 / 三天之后 = three days later.
- 之后 also pairs with 不久: 不久之后 – "not long after".

不久之后，他就回国了。
bù jiǔ zhī hòu tā jiù huí guó le
Word guide: 不久 – not long; 之后 – after; 他 – he; 就 – then; 回国 – returned home.

28.2.6 Recap

- **X 以后 / X 之后** = after X; 之后 is more formal.
- Alone: **之后** = afterwards (past); **以后** = in the future, from now on.

Practise this pattern step by step.

28.3 ■ Practice without the models

28.3.1 平时 vs 平常 (usually / ordinary)

2801.1 Complete: "This is a very ordinary thing." 这是很 …… 的事。

2801.2 Which is wrong?

- A. 跟平时一样。
- B. 这是很平时的事。
- C. 他平时很忙。
- D. 他平常很忙。

2801.3 Build: "He's usually busy; only at weekends is he free."

Arrange all chunks: 才有空。/ 他平时很忙 / ， / 周末

2801.4 通常 is a little more formal than 平时.

True or false? Explain or repair the statement.

2801.5 Your grandfather normally goes to bed at nine, but tonight is New Year's Eve. 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.

28.3.2 以后 vs 之后 (after / afterwards)

2802.1 Past story: "We went to the museum. Afterwards, we ate." 我们去了博物馆。……，我们去吃饭。

2802.2 "From now on, please don't be late." Which fits? _____ 请别迟到了。

- A. 后来
- B. 然后
- C. 之后
- D. 以后

2802.3 Build: "Not long after, he returned home."

Arrange all chunks: ， 他 / 就 / 不久之后 / 回国了。

2802.4 下课以后 and 下课之后 mean the same.

True or false? Explain or repair the statement.

2802.5 You are writing up what happened after a company meeting. 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.

28.4 ■ Answers and explanations

28.4.1 平时 vs 平常 (usually / ordinary)

2801.1 平常

Only 平常 is an adjective meaning "ordinary".

2801.2 B. 这是很平时的事。

平时 is a time noun ("usually, ordinary times"), not an adjective, so 很平时的事 is wrong. The adjective "ordinary" is 平常: 很平常的事.

2801.3 他平时很忙，周末才有空。

平时 contrasts with the weekend.

2801.4 True.

True. 通常 ("as a rule, normally") is slightly more formal than 平时 and often states general patterns.

2801.5 One possible response: 爷爷平时九点就睡了，今天却一直等到十二点。

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.
- "Ordinary" takes 平常: 很平常, 平常的生活. Not 很平时.
- Both can mean "usually"; 平时 contrasts more clearly with a special occasion.
- 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.

28.4.2 以后 vs 之后 (after / afterwards)

2802.1 之后

Afterwards in a past story: 之后.

2802.2 D. 以后

以后 alone means "from now on, in future": 以后请别迟到了. 之后 needs a reference event (下课之后), 后来 is only for the past, and 然后 means "and then".

2802.3 不久之后，他就回国了。

不久之后 + clause.

2802.4 True.

After a clause, both mean "after".

2802.5 One possible response: 会议结束之后，经理宣布了新的计划。

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.

- “Afterwards” in a past story: 之后 (or 后来), not a bare 以后.
- “From now on”: 以后, not 之后: 以后别迟到了.
- 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.

29 动词辨析

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.

29.1 ■ 看起来 vs 看来 (looks vs it seems)

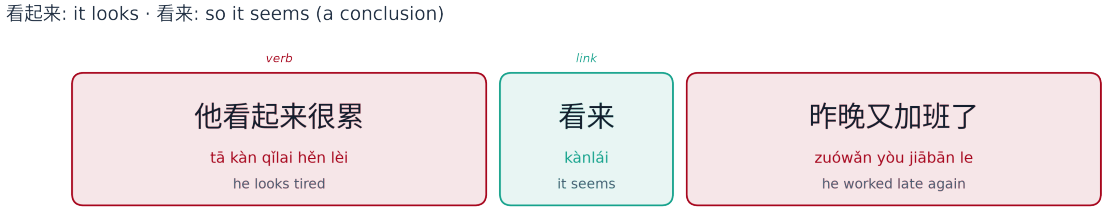
29.1.1 Looks versus conclusions

- Your colleague looks pale, and he hasn't touched his lunch.
- **他看起来很累，看来昨晚又加班了。** – "He looks tired – it seems he worked late again last night."

29.1.2 看起来 = looks (an impression from sight)

- **Subject + 看起来 + description** = looks, appears: 她看起来很年轻, 这个菜看起来很好吃.
- It describes what you see directly.

她看起来很年轻。
tā kàn qǐ lái hěn nián qīng
Word guide: 她 – she; 看起来 – looks; 很 – very; 年轻 – young.



29.1.3 看来 = it seems (a conclusion)

- **看来，...** draws a conclusion from evidence: 地上湿了，看来下过雨.
- It usually starts the clause and is followed by the conclusion.

地上湿了，看来下过雨。
dì shang shī le kàn lái xià guo yǔ
Word guide: 地上 – the ground; 湿 – wet; 看来 – it seems; 下过 – has rained; 雨 – rain.

29.1.4 Position gives it away

- 看起来 follows the subject and comes before a description: 他看起来很累.
- 看来 starts a clause before a conclusion: 看来他很累. Not 他看来很年轻 for "he looks young".

29.1.5 在 … 看来 = in someone's view

- **在我看来，这个计划不太现实。** – "In my view, this plan isn't very realistic."
- 在 … 看来 gives an opinion, not a visual impression.

在我看来，这个计划不太现实。
zài wǒ kàn lái zhè ge jì huà bú tài xiàn shí
Word guide: 在 – in; 我 – my; 看来 – view; 这个 – this; 计划 – plan; 不太 – not very; 现实 – realistic.

29.1.6 Recap

- **看起来** = looks (from sight, after the subject); **看来** = it seems (a conclusion, at the start).
- 在 … 看来 = in someone's opinion.

Practise this pattern step by step.

29.2 ■ 显得 vs 看起来 (comes across as vs looks)

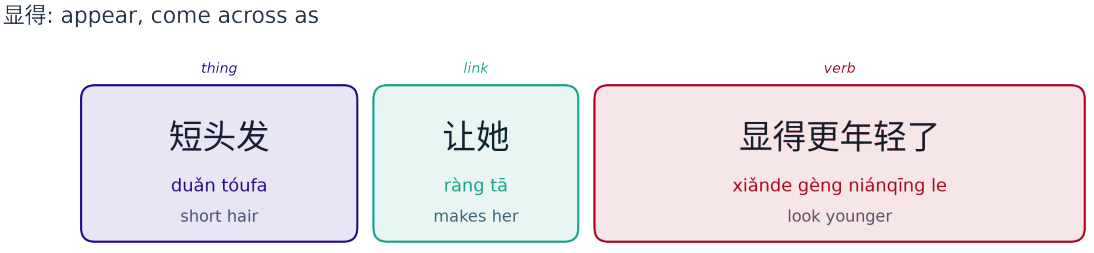
29.2.1 The new haircut

- Your friend got a short haircut and now everyone says she looks different.
- **短头发让她显得更年轻了。** – "Short hair makes her look younger."

29.2.2 显得 + description = come across as, appear (in effect)

- **显得** says how something comes across, often because of a cause or comparison: 显得更大, 显得很紧张.
- It often follows 让 / 使 or a cause: 白色让房间显得更大.

白色让房间显得更大。
bái sè ràng fáng jiān xiǎn de gèng dà
Word guide: 白色 – white; 让 – makes; 房间 – the room; 显得 – appear; 更 – more; 大 – spacious.



29.2.3 看起来 = looks (a direct impression)

- **看起来** reports your direct impression: 她看起来很高兴.
- 显得 adds that something (a colour, a situation, a contrast) produces this effect.

她看起来很高兴。
tā kàn qǐ lái hěn gāo xìng
Word guide: 她 – she; 看起来 – looks; 很 – very; 高兴 – happy.

29.2.4 Effect versus impression

- Use 显得 when a cause or contrast produces the look: 在人群中显得很矮 – "looks short in the crowd".
- 显得 takes a description, not an object: 她显得很年轻, not 显得她年轻.

29.2.5 In context and contrast

- **在一群大人中间，他显得特别小。** – "Among a group of adults, he seems especially small."
- **他看起来很小** just reports your impression.

在大人中间，他显得特别小。
zài dà rén zhōng jiān tā xiǎn de tè bié xiǎo
Word guide: 在 – among; 大人 – adults; 中间 – (middle); 他 – he; 显得 – seems; 特别 – especially; 小 – small.

29.2.6 Recap

- **显得** = comes across as, because of a cause or contrast (让房间显得更大).
- **看起来** = looks (direct impression).

Practise this pattern step by step.

29.3 ■ Practice without the models

29.3.1 看起来 vs 看来 (looks vs it seems)

2901.1 The ground is wet: "It seems it rained." 地上湿了，…… 下过雨。

2901.2 "This dish looks delicious." Which fits?

- A. 在这个菜看来很好吃。
- B. 看来这个菜很好吃。
- C. 这个菜看起来很好吃。
- D. 这个菜很好吃看来。

2901.3 Build: "In my view, this plan isn't realistic."

Arrange all chunks: 这个计划 / ， / 不太现实。/ 在我看来

2901.4 看起来 describes what you see directly.

True or false? Explain or repair the statement.

2901.5 Your colleague looks pale, and he hasn't touched his lunch. 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.

29.3.2 显得 vs 看起来 (comes across as vs looks)

2902.1 Complete: "The white walls make the room look bigger." 白色的墙让房间…… 更大。

2902.2 Which stresses contrast? "Among the adults, he seems especially small."

- A. 在大人中间，他显得特别小。
- B. 看来他很小。
- C. 他吃起来很小。
- D. 他看起来很小。

2902.3 Build: "Short hair makes her look younger."

Arrange all chunks: 短头发 / 更年轻了。/ 让她 / 显得

2902.4 看起来 simply reports a direct impression.

True or false? Explain or repair the statement.

2902.5 Your friend got a short haircut and now everyone says she looks different. 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.

29.4 ■ Answers and explanations

29.4.1 看起来 vs 看来 (looks vs it seems)

2901.1 看来

A conclusion from evidence takes 看来.

2901.2 C. 这个菜看起来很好吃。

看起来 describes how something looks: 这个菜看起来很好吃. 看来 is a judgement from evidence and starts the sentence (看来他不来了), so it does not describe appearance.

2901.3 在我看来，这个计划不太现实。

在 … 看来 + opinion.

2901.4 True.

看来 draws a conclusion instead.

2901.5 One possible response: 他看起来很累，看来昨晚又加班了。

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.
- 看起来 follows the subject and comes before a description: 他看起来很累.
- 看来 starts a clause before a conclusion: 看来他很累. Not 他看来很年轻 for "he looks young".
- 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.

29.4.2 显得 vs 看起来 (comes across as vs looks)

2902.1 显得

A cause producing an effect: 显得.

2902.2 A. 在大人中间，他显得特别小。

显得 fits an effect produced by contrast.

2902.3 短头发让她显得更年轻了。

Cause + 让 + person + 显得 + description.

2902.4 True.

显得 adds a cause or contrast.

2902.5 One possible response: 短头发让她显得更年轻了。

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.

- Use 显得 when a cause or contrast produces the look: 在人群中显得很矮 – "looks short in the crowd".
- 显得 takes a description, not an object: 她显得很年轻, not 显得她年轻.
- 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.