Nouns

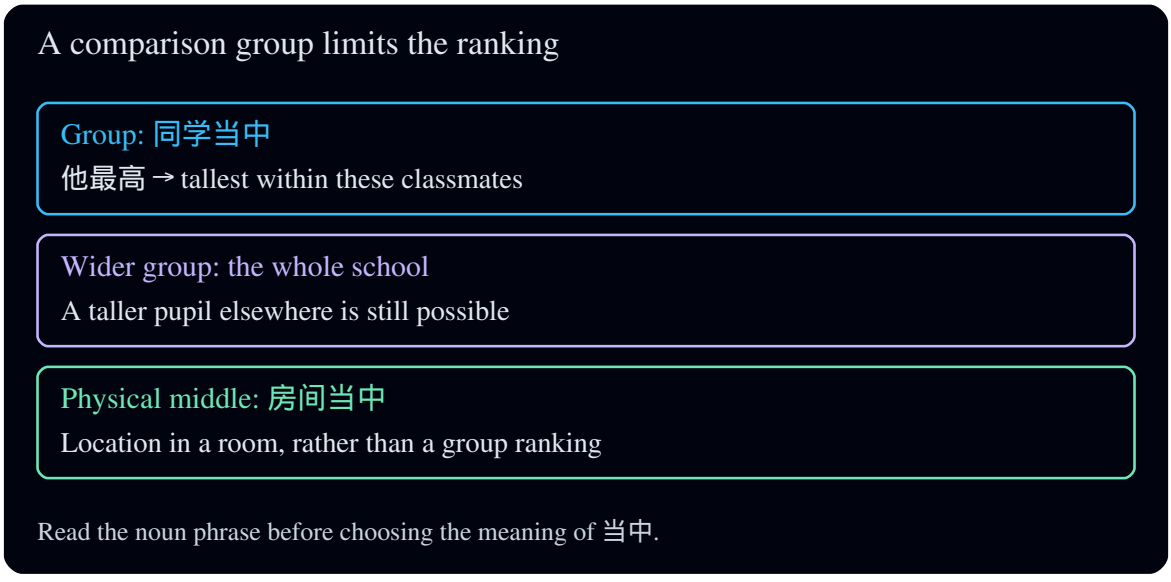
HSK 5 Grammar

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

当中 (among / in the middle of)

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.



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.

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.

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.

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.

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.

彼此 (each other / one another)

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。

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.

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.

■ 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.

■ 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".

■ 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.

... 以来 (ever since)

■ 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.

A since-period and its events have separate jobs

Start: 毕业 → reference point: this conversation
毕业以来 frames the period

Count: 回学校三次
Three returns, not continuous returning

Report written in 2024
A reader in 2026 still needs later evidence to update it

以来 frames time; the predicate supplies a count or state.

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.

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.

■ 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.

■ 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.

■ 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.

当 ... 的时候 (when ...)

■ 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.

During cooking differs from after cooking finished

当我做饭的时候，电话响了。
The phone rings within the cooking time frame

我做完饭以后，电话响了。
The phone rings after cooking is completed

What remains unstated
The caller's identity and reason need more information

A time relationship does not itself establish a cause.

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.

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.

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.

■ 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.

■ 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.

Noun + 这个 + Category (sizing up)

■ 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.

The frame does not decide the evaluation

他这个人 + 很热情

A warm, positive comment in the team discussion

他这个人 + 有点儿粗心

A reservation about carelessness

这个……我还没决定。

A possible hesitation use in another exchange

Read topic, category, comment and conversational context together.

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.

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.

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.

■ **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.

■ **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.

Practice without the models

■ **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. after the group it points into
- B. before the group, like English "among"

0501.3 当中 means "among / in the middle of".

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.

■ 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 How does 彼此 differ from 互相?

- 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.

■ ... 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 以来 attaches after the time / event.

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.

■ 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. 以后
- B. 的时候

0504.3 当 … 的时候 means "after it happened".

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.

■ 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 这个 can also work as a spoken filler ("um, this…").

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.

Answers and explanations

■ 当中 (among / in the middle of)

0501.1 当中

(Group) + 当中 = among: 同学当中, 他最高.

0501.2 A. after the group it points into

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.

Yes – 这些人当中 (among these people).

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.

■ **彼此 (each other / one another)**

0502.1 彼此

彼此 + Verb = each other: 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.

■ **... 以来 (ever since)**

0503.1 以来

Time / Event + 以来 = ever since: 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.

Yes – 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.

■ **当 ... 的时候 (when ...)**

0504.1 当

当 + Clause + 的时候 = when …: 当我回家的时候, 天黑了.

0504.2 B. 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.

It means "when / while", not "after" (that's 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.

■ **Noun + 这个 + Category (sizing up)**

0505.1 这个

Noun + 这个 + Category sizes someone up: 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.

Yes – 这个 … is a common hesitation filler in speech.

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.