Verbs

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.

Verb + 什么 (a rebuke)

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.

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.

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.

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.

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.

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.

不像 ... 那么 ... (not as ... as)

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.

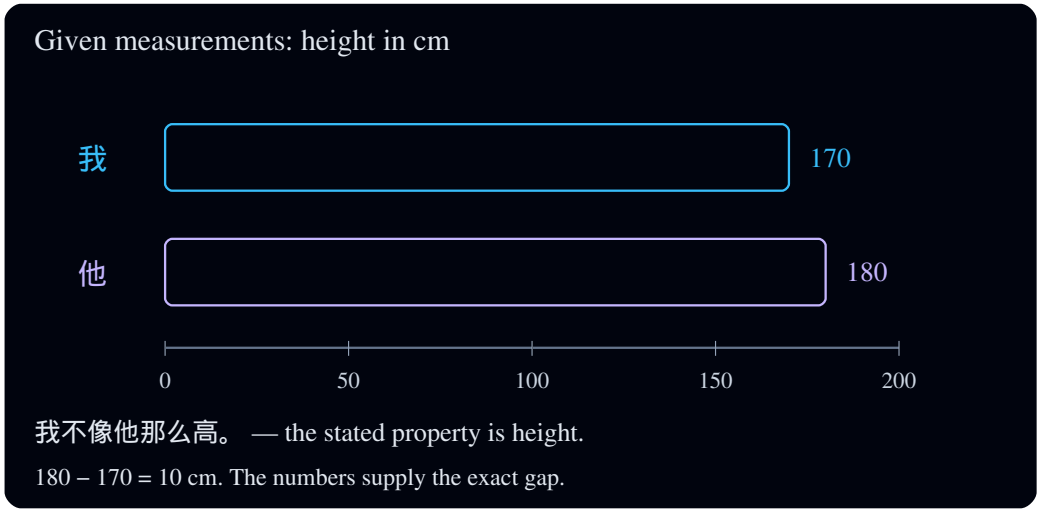
Keep the reference and property together

- 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.

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.



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.

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.

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.

比起 … 来 (compared with)

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.

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.

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.

Numbers come from the stated data

比起去年，今年好多了。
Last year: baseline | This year: judged better

Given scores: last year 60 → this year 75
Increase: 15 points, not an invented percentage

比起今年，去年低十五分。
This year: baseline | Last year: 15 points lower

Keep the named property, context and evidence in the answer.

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.

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.

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.

A 不如 B (not as good as)

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.

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.

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.

A favourable comparison has a named angle

这个不如那个好。
A comparison: this falls short of that on goodness

这家店不如那家店便宜。
A price comparison; service remains unstated

不如走路吧。 → 还是等车吧。
A walking proposal followed by a preference to wait

Keep the named property, context and evidence in the answer.

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.

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.

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.

Noun / Adj + 化 (-ize / -ify)

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.

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.

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.

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.

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.

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.

算 + Adj + 的 (counts as / considered)

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.

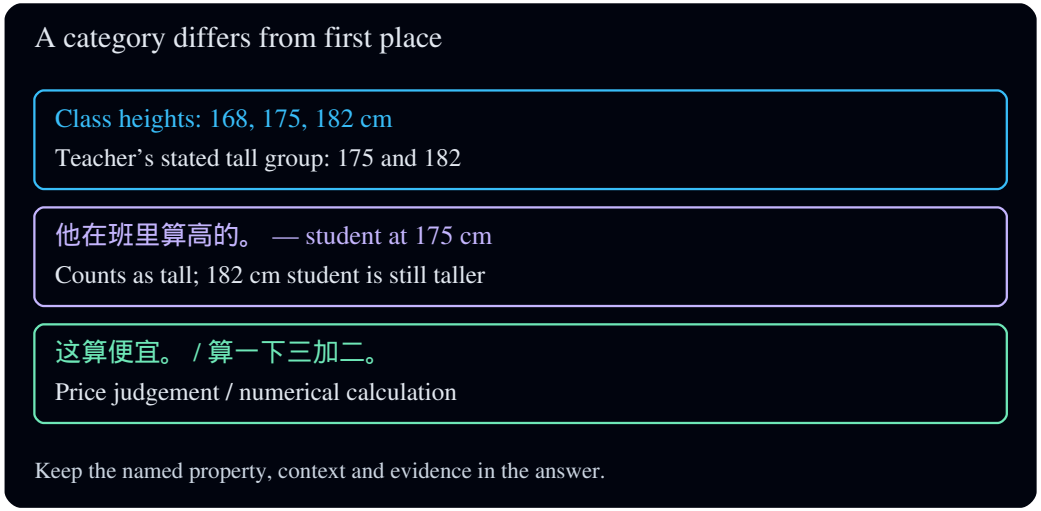
State the category being assigned

- 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.

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.



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.

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.

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.

难怪 (no wonder)

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.

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.
- For a completed absence, 没来 makes the non-occurrence explicit; 不来 would describe someone who is not going to come.

难怪他没来。
nán guài tā méi lái
Word guide: 难怪 – no wonder; 他 – he; 没 – not; 来 – come.

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.

Name the observation and its explanation

Observation: a friend missed the meeting
Something needing an explanation

New information: he was ill
A reason that makes the absence understandable

难怪他没来。
Speaker's reaction; not proof of a sole cause

Keep the named property, context and evidence in the answer.

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.

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.

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.

Practice without the models

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. what are you looking at?! (a rebuke)
- B. what would you like to watch?

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.

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 What do 这么 / 那么 mark here?

- A. the time of the comparison
- B. the standard / degree being compared to

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.

■ 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 In 比起去年来，今年 …, which is the benchmark?

- A. 今年 (this year)
- B. 去年 (last year)

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.

■ 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 不如走吧 means…

- A. might as well just go
- B. definitely don't go

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.

■ 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 美化 means…

- A. to make ugly
- B. to beautify (make beautiful)

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.

■ 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 这算便宜 means…

- A. this is definitely expensive
- B. this counts as cheap (is considered cheap)

1006.3 算 makes a judgement that the subject fits a category.

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.

■ 难怪 (no wonder)

1007.1 Use the lesson target 难怪 in this demonstrated example: No wonder he didn't come: …… 他没来，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 难怪 often appears with 原来 (turns out).

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.

Answers and explanations

■ Verb + 什么 (a rebuke)

1001.1 什么

Verb + 什么 challenges the action: 急什么!

1001.2 A. what are you looking at?! (a rebuke)

Here 什么 dismisses, not asks: 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.

■ 不像 ... 那么 ... (not as ... as)

1002.1 不像

N1 + 不像 + N2 + 那么 + Adj = not as … as: 我不像他那么高.

1002.2 B. the standard / degree being compared to

不像他那么高 – 那么 points at his level of tallness.

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.

■ 比起 ... 来 (compared with)

1003.1 比起

比起 + B (+ 来)，A ... = compared with B: 比起去年, 今年好多了.

1003.2 B. 去年 (last year)

比起 + B names the benchmark; A is then compared to it.

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.

■ A 不如 B (not as good as)

1004.1 不如

A + 不如 + B + Adj = A is not as good as B: 这个不如那个好.

1004.2 A. might as well just go

不如 + suggestion = "might as well": 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.

■ Noun / Adj + 化 (-ize / -ify)

1005.1 化

Noun / Adj + 化 = -ize / -ify: 现代化.

1005.2 B. to beautify (make beautiful)

美 + 化 = beautify; 简 + 化 = simplify.

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.

■ 算 + Adj + 的 (counts as / considered)

1006.1 算

算 + Adj + 的 = counts as: 算高的.

1006.2 B. this counts as cheap (is considered cheap)

算 = is considered / counts as: 这算便宜.

1006.3 True.

Yes – 他算高的 (he falls into the “tall” group).

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.

■ 难怪 (no wonder)

1007.1 难怪

难怪 + Observation = no wonder: 难怪他没来, 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.

Yes – 原来病了，难怪没来.

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.