HSK1 – teacher practice pack

Chinese

Original Mandarin teaching practice supporting HSK1. This pack is not an official mock paper or a complete exam inventory.

This pack has the listening script, the answers and the speaking and writing models. Read the script aloud while learners keep their own pack closed.

Meet a new classmate

Goal: Greet someone, exchange names, and ask about an identity.

■ Listening script

Read naturally twice while learners keep the script closed.

你好！我叫王力。我是学生。你叫什么名字?

Hello! My name is Wang Li. I am a student. What is your name?

Listening answer: He is a student.

我是学生 means "I am a student."

Reading answer: 高文

The reading says 高文是老师。林安 is a student.

Language task: 不

不是 denies an identity: 我不是老师。

Speaking model: 你好！我叫林安。你叫什么名字?

Writing model: 你好！我叫林安。我是学生。

■ Review checklist

- A greeting makes sense in the situation.
- 我叫 introduces the name.
- 我是 introduces an identity.

A useful correction: 叫 gives a name; 是 gives an identity. Use 我叫林安 and 我是学生, rather than swapping the two verbs.

Ask for a fresh response with one detail changed. Discuss meaning, structure, intelligibility and interaction; do not grade open responses by exact model matching.

Arrange a time to meet

Goal: Ask the day and time, then agree when to meet.

■ Listening script

Read naturally twice while learners keep the script closed.

明天星期三，我们下午四点在学校见。

Tomorrow, Wednesday, we will meet at school at four in the afternoon.

Listening answer: Wednesday at 4 p.m.

四点 is four o'clock; 下午 makes it afternoon.

Reading answer: 林安

三点半 is later than 三点.

Language task: 几点

几点 asks for clock time.

Speaking model: A: 星期几？几点？B: 星期三下午四点。A: 好，下午四点见。

Writing model: 星期四下午三点半。我们在学校见。

■ Review checklist

- The weekday and clock time are identifiable.
- The place is stated.
- The time differs from the reading.

A useful correction: 星期三 is a weekday; 三点 is a clock time. Do not answer one question with the other.

Ask for a fresh response with one detail changed. Discuss meaning, structure, intelligibility and interaction; do not grade open responses by exact model matching.

Buy a small quantity

Goal: Ask the price and buy a stated number of things.

■ Listening script

Read naturally twice while learners keep the script closed.

我要三个苹果，不要水。三个苹果九块钱。

I want three apples, not water. Three apples cost nine yuan.

Listening answer: Three apples without water

三个苹果 gives the quantity; 不要水 excludes water.

Reading answer: 九块钱

Six yuan plus three yuan is nine.

Language task: 个

The measure word 个 sits between 两 and 苹果.

Speaking model: A: 三个苹果多少钱？B: 九块钱。A: 我要三个苹果。

Writing model: 我要两个苹果和一杯水。一共十块钱。

■ Review checklist

- Use a number and measure word with 苹果.
- Include both requested items.
- Label the price as a total.

A useful correction: The count is 两个, not 二个 in this ordinary phrase. Use a measure word instead of directly copying English two apples.

Ask for a fresh response with one detail changed. Discuss meaning, structure, intelligibility and interaction; do not grade open responses by exact model matching.

Describe weather and location

Goal: Say what the weather is like and where a place is.

■ Listening script

Read naturally twice while learners keep the script closed.

今天很热，不下雨。公园在学校旁边。

It is hot today and not raining. The park is beside the school.

Listening answer: Beside the school

公园在学校旁边 gives the park's location.

Reading answer: It is cold and raining

很冷 and 下雨 describe the day; a school closure is not stated.

Language task: 在

在 introduces the location.

Speaking model: A: 今天天气怎么样？B: 很冷。A: 学校在哪里？B: 在医院旁边。

Writing model: 今天很热。医院在学校旁边。

■ Review checklist

- Use an adjective or weather expression.
- Use 在 for location.
- Keep the two sentence purposes distinct.

A useful correction: For the ordinary adjective description use 今天很冷. Do not insert 是 just because English says is cold.

Ask for a fresh response with one detail changed. Discuss meaning, structure, intelligibility and interaction; do not grade open responses by exact model matching.

Choose food and a drink

Goal: Ask what someone wants to eat and drink.

■ Listening script

Read naturally twice while learners keep the script closed.

我想吃米饭，不想吃饺子。我喝茶。

I want rice, not dumplings. I drink tea.

Listening answer: 茶

我喝茶 identifies tea as the drink.

Reading answer: Drink water

两个人都喝水 says both drink water, although they choose different foods.

Language task: 什么

什么 asks for the food.

Speaking model: A: 你想吃什么？B: 我想吃米饭。A: 喝什么？B: 水。

Writing model: 我想吃饺子，喝水。我在学校吃饭。

■ Review checklist

- Name a food and a drink.
- Use 想 for the choice.
- Give a place with 在.

A useful correction: 我想吃 means I want to eat, not I am eating now. Do not treat wanting and ongoing action as the same.

Ask for a fresh response with one detail changed. Discuss meaning, structure, intelligibility and interaction; do not grade open responses by exact model matching.

State a destination and departure time

Goal: Say where you are going, when, and how.

■ Listening script

Read naturally twice while learners keep the script closed.

我明天九点坐火车去上海。

Tomorrow I take a train to Shanghai at nine.

Listening answer: Nine

九点 gives nine o'clock; no afternoon is stated.

Reading answer: 学校

今天在学校 refers to today, while the trip is tomorrow.

Language task: 哪里

去哪里 asks the destination.

Speaking model: A: 你明天去哪里？B: 上海。A: 怎么去？B: 坐火车。

Writing model: 我明天十点坐火车去上海。

■ Review checklist

- Include a time before the action.
- Include 坐 plus transport.
- Include 去 plus a place.

A useful correction: 在上海 gives a location; 去上海 gives a destination. Do not answer 去哪里 with only 坐火车.

Ask for a fresh response with one detail changed. Discuss meaning, structure, intelligibility and interaction; do not grade open responses by exact model matching.

Express a need and respond kindly

Goal: Say how you feel and what you would like to do.

■ Listening script

Read naturally twice while learners keep the script closed.

我会游泳，但是今天不能去。我想休息。

I know how to swim, but cannot go today. I want to rest.

Listening answer: To rest

我想休息 states the wish directly.

Reading answer: No

林安会游泳 says she has the skill; today's condition prevents the activity.

Language task: 休息

休息 names the action wanted.

Speaking model: A: 你今天能去吗？B: 我不舒服，想休息。A: 好。

Writing model: 我会游泳。今天我不能去，想休息。

■ Review checklist

- Use 会 for the skill.
- Use 今天 to locate the situation.
- State the wish clearly.

A useful correction: 会 and 能 overlap in some contexts, but a learned skill is different from being able to participate today.

Ask for a fresh response with one detail changed. Discuss meaning, structure, intelligibility and interaction; do not grade open responses by exact model matching.

Read a timetable and say what exists

Goal: Find a lesson time and describe a school facility.

■ Listening script

Read naturally twice while learners keep the script closed.

星期二，中文课十点开始。学校有游泳池。

On Tuesday, Chinese starts at ten. The school has a swimming pool.

Listening answer: Tuesday at ten

星期二 and 十点 are both needed.

Reading answer: The swimming pool

没有游泳池 explicitly states there is no swimming pool.

Language task: 没有

没有 is the ordinary negative of 有.

Speaking model: A: 中文课几点开始？B: 九点。A: 学校有图书馆吗？B: 有。

Writing model: 星期三，中文课十点开始。学校有图书馆。

■ Review checklist

- State the weekday and subject.
- State a clock time.
- Use 有 or 没有 for the facility.

A useful correction: Do not write 不有 for this ordinary absence statement. 没有 can refer to a current situation.

Ask for a fresh response with one detail changed. Discuss meaning, structure, intelligibility and interaction; do not grade open responses by exact model matching.

Find details in a short notice

Goal: Distinguish people, quantities, places, and times in short messages.

■ Listening script

Read naturally twice while learners keep the script closed.

桌子上有三个杯子，没有书。

There are three cups on the table and no books.

Listening answer: Three

三个杯子 gives three cups; the reading described a different scene.

Reading answer: Three

三本书 is three books; 两个杯子 refers to cups.

Language task: 本

本 is the measure word for books in this phrase.

Speaking model: A: 桌子上有两个杯子和一本书。B: 几个杯子？ A: 两个。

Writing model: 桌子上有三个杯子和两本书。几个杯子?

■ Review checklist

- State the place.
- Use 个 with cups and 本 with books.
- Ask a quantity question.

A useful correction: If you read the transcript before answering, record that as supported reading, not unseen listening.

Ask for a fresh response with one detail changed. Discuss meaning, structure, intelligibility and interaction; do not grade open responses by exact model matching.