HSK2 – teacher practice pack

Chinese

Original Mandarin teaching practice supporting HSK2. 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.

Address someone and make a request

Goal: Use a suitable title and ask permission politely.

■ Listening script

Read naturally twice while learners keep the script closed.

李老师，我可以坐这里吗?

Teacher Li, may I sit here?

Listening answer: To sit here

坐这里 asks to sit here, not to enter.

Reading answer: Speak

别说话 is a negative instruction about speaking.

Language task: 可以

可以 …… 吗 asks permission.

Speaking model: A: 李老师，我可以进来吗? B: 可以，请进来。A: 谢谢。

Writing model: 王老师，我可以坐这里吗?

■ Review checklist

- Put the surname before 老师.
- Use 可以 and 吗.
- State the action requested.

A useful correction: Do not translate English first-name classroom address automatically into every Chinese setting. Use the person's preferred form of address.

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

Compare two things before buying

Goal: Describe a difference and ask about the preferred item.

■ Listening script

Read naturally twice while learners keep the script closed.

这个杯子十块钱，那个十五块钱。这个比那个便宜。

This cup costs ten yuan and that one fifteen. This one is cheaper.

Listening answer: This cup

十块 is less than 十五块, so 这个 is cheaper.

Reading answer: She prefers its colour

更喜欢红色 states a preference despite the higher price.

Language task: 比

比 introduces the comparison standard.

Speaking model: A: 红色的比蓝色的贵。你喜欢什么颜色？B: 我喜欢蓝色。

Writing model: 红色的比蓝色的贵，但是我更喜欢红色。

■ Review checklist

- Make the comparison direction clear.
- Give a preference separately.
- Use 但是 only where it marks a contrast.

A useful correction: A 比 B 贵 means A costs more than B. Reversing A and B reverses the comparison.

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

Understand a route and repair confusion

Goal: Follow simple directions and ask for clarification.

■ Listening script

Read naturally twice while learners keep the script closed.

先向左走，再向右转。医院在学校旁边。

First go left, then turn right. The hospital is beside the school.

Listening answer: Right

再向右转 is the second action.

Reading answer: Beside the library

医院在图书馆旁边 gives the stated location.

Language task: 再

再 marks the following action.

Speaking model: A: 先向右走，再向左转。B: 请再说一遍。A: 再向左转。

Writing model: 从学校到医院，先向左走，再向右转。

■ Review checklist

- Name the starting point and destination.
- Use 先 and 再 to order actions.
- State a direction for each step.

A useful correction: 先 and 再 indicate order. Do not choose a route by spotting only one familiar direction word.

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

Talk about an experience and a current action

Goal: Distinguish having done something before from doing it now.

■ Listening script

Read naturally twice while learners keep the script closed.

我以前去过上海。现在我正在看书。

I have been to Shanghai before. Now I am reading.

Listening answer: Reading

现在 and 正在看书 identify the current action.

Reading answer: 林安

林安没去过上海 denies her experience.

Language task: 过

过 after 去 marks the experience in this pattern.

Speaking model: A: 你去过上海吗? B: 没去过。A: 你现在在做什么? B: 我正在看书。

Writing model: 我去过上海。现在我正在学习中文。

■ Review checklist

- Use 过 for the experience.
- Use 正在 for the ongoing action.
- Do not imply an experience is happening now.

A useful correction: 过 is not an ending to add to every English past-tense verb. Here it presents an experience.

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 a family and explain a custom

Goal: Give basic family information and describe a festival activity.

■ Listening script

Read naturally twice while learners keep the script closed.

春节我和家人吃米饭。姐姐不在家，所以我们给她打电话。

At Spring Festival I eat rice with my family. My sister is not at home, so we call her.

Listening answer: She is not at home

不在家 is given as the reason for calling.

Reading answer: They are together

因为家人在一起 states the cause.

Language task: 所以

所以 introduces the consequence.

Speaking model: A: 春节你们做什么？B: 我们一起吃饭。你们呢?

Writing model: 姐姐回家了。因为家人在一起，所以我们很高兴。

■ Review checklist

- Name the people or relationship.
- Give a specific activity.
- Keep the reason and result in the intended direction.

A useful correction: Festival customs differ by region and family. The example is one family's practice, not a rule for everyone.

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

Give a reason and make a suggestion

Goal: Explain a change of plan and respond with a suggestion.

■ Listening script

Read naturally twice while learners keep the script closed.

今天很热。我不去公园。我们晚上去吧。

It is hot today. I am not going to the park. Let's go in the evening.

Listening answer: This evening

晚上 gives this evening in the recording's today context.

Reading answer: The rain

因为下雨了 explains the change of plan.

Language task: 为什么

为什么 requests the reason.

Speaking model: A: 因为下雨了，我们明天去吧。B: 好，明天去。

Writing model: 因为今天很热，我们晚上去吧。

■ Review checklist

- Give a reason.
- Give a new time.
- Use 吧 for the suggestion, not as an English tense.

A useful correction: A suggestion is not a confirmed arrangement until the other person agrees. 了 may signal a change, not merely past time.

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

Complete a message with the right character

Goal: Use the sentence meaning and pronunciation to choose a character.

■ Listening script

Read naturally twice while learners keep the script closed.

我在图书馆。明天下午四点见。

I am at the library. See you tomorrow at four in the afternoon.

Listening answer: At the library

在图书馆 names the current location.

Reading answer: 再

再 in 明天再来 means come again tomorrow.

Language task: 在

在 locates the speaker; 再 would mean again or then.

Speaking model: A: 这个字怎么读? B: zài。A: 我在学校。

Writing model: 我在学校。明天下午四点见。

■ Review checklist

- Use 在 for the current location.
- Give tomorrow's time.
- Check the characters, not only pinyin.

A useful correction: A correct pinyin sound does not guarantee the correct character.

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