HSK3 – teacher practice pack

Chinese

Original Mandarin teaching practice supporting HSK3. 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.

Make a plan and explain a condition

Goal: Arrange an activity while keeping conditions clear.

■ Listening script

Read naturally twice while learners keep the script closed.

如果明天下雨，我们就在家看书。虽然不能出去，但是可以休息。

If it rains tomorrow, we will read at home. Although we cannot go out, we can rest.

Listening answer: They read at home

如果明天下雨 is the condition; 在家看书 is the result.

Reading answer: Departure time

还没决定几点出发 explicitly leaves the departure time open.

Language task: 就

就 connects the result to this condition.

Speaking model: A: 星期六去公园吧。B: 如果不下雨，我就去。A: 好，不下雨就去。

Writing model: 如果星期六不下雨，我们就去公园。虽然有点累，但是我想去。

■ Review checklist

- Separate the condition from a confirmed fact.
- Keep the result linked to the condition.
- Use a genuine contrast after 虽然.

A useful correction: A conditional plan is not proof that the activity will happen. Do not report an if-clause as an event.

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

Tell someone what you finished

Goal: Describe a completed action and its result clearly.

■ Listening script

Read naturally twice while learners keep the script closed.

我把作业交给老师了，但是还没找到书。

I have handed the homework to the teacher, but have not found the book.

Listening answer: The homework is handed in

交给老师了 is complete; 还没找到书 denies finding the book.

Reading answer: Handed in homework

还没交给老师 denies handing it in, not writing it.

Language task: 完

完 marks completion of the writing.

Speaking model: A: 我把作业写完了，但是还没交。B: 那先交作业吧。

Writing model: 我找到书了，也把作业写完了。但是还没交给老师。

■ Review checklist

- Make the completed result explicit.
- Keep the unfinished task negative.
- Use 把 with a known object and a meaningful outcome.

A useful correction: Do not place 把 before any noun automatically. This lesson uses a known object and an action that affects it.

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

Tell a short story in time order

Goal: Recount events and distinguish sequence from cause.

■ Listening script

Read naturally twice while learners keep the script closed.

昨天我先去图书馆，然后去学校，最后回家。明天我想再去图书馆。

Yesterday I first went to the library, then school, then home. Tomorrow I want to go to the library again.

Listening answer: Library

先去图书馆 establishes the first event in this recording.

Reading answer: A later intended repeat

想再去 describes an intended subsequent visit.

Language task: 最后

最后 marks the last event.

Speaking model: 我先去学校，然后看书，最后回家。你先做什么?

Writing model: 昨天我先看书，然后写作业，最后休息。明天我想再看这本书。

■ Review checklist

- Use clear time and sequence.
- Keep the event order consistent.
- Distinguish the planned repeat from completed events.

A useful correction: Sequence alone does not prove causation. Keep 又 and 再 tied to the event's timing and meaning.

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