HSK5 – teacher checkpoint

Chinese

Original course checkpoints; not official mock papers, scaled HSK scores or unseen assessments.

Work with help closed first. Play each listening passage twice. Complete reading before checking answers. Speaking and writing require human feedback; use the models for review after attempting the task.

Suggested time: listening 15 minutes, reading 18 minutes, writing 30 minutes, speaking 7 minutes. These are short-course practice times, not official examination timings.

Listening

■ Passage 1

A：报告说，多数学生喜欢新的阅读安排。我们能说这个办法一定提高成绩吗？B：不能。调查问的是学生的感受，而且只调查了一个班。要判断成绩的变化，还需要比较一段时间内的学习结果。

1. What did the survey measure?

- A. students' feelings about the arrangement
- B. long-term exam improvement
- C. the results of every class

Answer: A. 学生的感受 is the survey subject. It is not a measurement of score improvement.

2. What additional evidence is proposed?

- A. a more attractive report cover
- B. learning results over a period of time
- C. a vote by teachers alone

Answer: B. 比较一段时间内的学习结果 would address achievement rather than preference alone.

■ Passage 2

A：你的文章用了一个很生动的例子，为什么还要修改结尾？B：这个例子只能说明个人经历，我却把结论写成了人人都适用。我准备缩小结论的范围，并说明什么条件下可能有效。

3. What is the problem with the original conclusion?

- A. it gives no personal experience
- B. it is too short to read
- C. it generalises too broadly from one experience

Answer: C. 人人都适用 goes beyond what a personal example establishes.

4. What revision is planned?

- A. narrow the claim and state conditions
- B. remove every example
- C. make the claim more absolute

Answer: A. 缩小结论的范围 and 说明什么条件下可能有效 describe the revision.

Reading

■ Passage 1

一家书店把晚间活动改成小组讨论后，参加者普遍表示更愿意开口。店方因此考虑增加活动次数。不过，现有反馈来自主动报名的人，不能代表所有读者。此外，报名人数增加也可能与活动时间改变有关。若要判断小组形式本身的效果，需要在相近的时间条件下比较不同形式，并观察参加者是否持续参与。

5. Why might the feedback not represent every reader?

- A. nobody attended the activity
- B. it came from people who chose to sign up
- C. the bookshop never asked for feedback

Answer: B. 主动报名的人 are a self-selected group. Their views need not represent all readers.

6. Which alternative explanation is mentioned?

- A. the books were free
- B. every reader moved house
- C. the activity time changed

Answer: C. 活动时间改变 could also contribute to the increase in registrations.

■ Passage 2

我第一次主持读书会时，把每个问题都安排得很紧，生怕现场安静下来。后来，一位参加者告诉我，她需要一点时间组织语言，并不是没有想法。第二次活动，我少准备了两个问题，也不急着接着说。讨论反而更深入。这段经历让我意识到，主持人的准备不仅包括要说什么，也包括何时给别人留出空间。

7. What did the writer initially misunderstand?

- A. silence could mean someone needed time to organise an answer
- B. readers always wanted more questions
- C. preparation was unnecessary

Answer: A. The participant needed thinking time rather than lacking ideas.

8. What is the writer's final insight?

- A. a host should speak continuously
- B. preparation includes leaving room for others
- C. fewer questions always guarantee success

Answer: B. 何时给别人留出空间 is part of the concluding lesson. The text does not make a universal guarantee.

Writing

Write at least 200 Chinese characters discussing whether a school should extend library opening hours. Give a clear position, reasons, a relevant example and a limitation or alternative. Distinguish an example from evidence about every student.

■ One possible response

我支持学校适当延长图书馆的开放时间，但不建议一开始就每天开放到很晚。对一些住在学校附近的学生来说，晚间安静的阅读空间确实有帮助。例如，小组作业结束后，他们还可以查资料或整理笔记。不过，这只是部分学生的需要，不能因此认为所有人都会使用图书馆。学校还要考虑工作人员的时间、照明费用以及学生回家的交通。比较合理的办法是先选择每周两个晚上试行一个月，记录实际使用人数，同时听取学生和工作人员的意见。如果需求稳定，而且费用可以承担，再讨论是否扩大安排。这样既能回应学习需要，也能避免只根据少数人的热情作出长期决定。

■ Review criteria

- The position answers the question.
- Reasons connect to the position rather than merely repeat it.
- Examples are relevant and their evidential limits are clear.
- A limitation or alternative is addressed fairly.
- Paragraphs connect and the requested length is met.
- Vocabulary and grammar communicate the argument; exact model wording is not required.

Accept other valid responses. Discuss meaning, intelligibility and task completion; do not match an open response against the model word for word.

Speaking

Explain a small learning change you recommend. Give a reason, an example and a limitation. Your partner asks whether the recommendation would work for everyone.

■ One possible response

我建议先给学生一点思考时间，再请他们回答。上次讨论时，这样做让更多人开口了。不过，这只是一次活动的经验，还需要在不同小组里继续观察。

■ Review criteria

- The recommendation and reason are clear.
- The example actually supports the point being made.
- I limit the claim when the evidence is limited.
- I respond directly to the partner's challenge.

Accept other valid responses. Discuss meaning, intelligibility and task completion; do not match an open response against the model word for word.

Review one uncertain detail and try a fresh response tomorrow. This checkpoint does not produce an official HSK score.