HSK5 – teacher practice pack

Chinese

Original Mandarin teaching practice supporting HSK5. 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.

Read a claim and its qualification

Goal: Distinguish the writer's claim, evidence, and limits.

■ Listening script

Read naturally twice while learners keep the script closed.

这个办法成本已经下降，但效果仍然需要更多试验来确认。便宜并不等于一定有效。

Its cost has fallen, but effectiveness still needs trials. Being cheaper does not guarantee effectiveness.

Listening answer: Whether effectiveness is confirmed

效果仍然需要更多试验 says effectiveness still needs evidence.

Reading answer: It worked in a limited trial

小范围试验中的效果 is limited evidence; the final sentence rejects universal certainty.

Language task: 暂时

暂时 limits the non-rollout to the present period.

Speaking model: 小范围试验有效，但成本较高，暂时没有全面推广。不能说适合所有地区。

Writing model: 试验结果值得关注，但样本范围有限，设备成本也较高。可以在成本下降后继续评估，不宜直接推广到所有地区。

■ Review checklist

- Separate evidence from recommendation.
- Preserve the limited trial scope.
- Keep 暂时 distinct from 永远.

A useful correction: A barrier today does not establish permanent impossibility. Conversely, removing the cost barrier does not by itself prove effectiveness.

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

Write a connected story with a turning point

Goal: Develop events without confusing observation and invention.

■ Listening script

Read naturally twice while learners keep the script closed.

王力看到新通知后发现地点变了。他先向老师确认，再告诉同学去图书馆。

Wang Li sees a new notice showing a location change. He confirms with the teacher, then tells classmates to go to the library.

Listening answer: The location

地点变了 explicitly names the changed information.

Reading answer: Reading the date and confirming

The old date explains the error; teacher confirmation establishes Friday.

Language task: 原来

原来 introduces the explanation discovered.

Speaking model: 她看见旧通知，以为比赛提前。老师解释后，她确认了日期，再贴出新通知。

Writing model: 王力以为活动在教室举行，到了以后却没有人。原来地点改到了图书馆。他先确认新通知的日期，再去图书馆，终于赶上了活动。

■ Review checklist

- Set up the mistaken belief.
- Explain the discovery.
- Resolve the problem consistently.

A useful correction: In a source-based account, do not invent emotions or dialogue as facts. In an original fictional story, invented details must still agree with each 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.

Choose language for the reader

Goal: Write a clear request in an appropriate register.

■ Listening script

Read naturally twice while learners keep the script closed.

您好！我已经收到申请表，但还不确定提交方式。请问可以通过邮件提交吗?

Hello. I have received the form but am unsure how to submit it. May I submit by email?

Listening answer: Whether email submission is allowed

可以通过邮件提交吗 asks about the submission method.

Reading answer: The deadline is this Friday

是否 …… 截止 asks to confirm Friday; it is not yet confirmed by the organiser.

Language task: 请问

请问 politely introduces an information question.

Speaking model: 您好，请问报名什么时候截止？可以通过邮件提交吗?

Writing model: 您好！我想申请参加活动。请问报名什么时候截止？如果方便，麻烦您发给我申请表。谢谢。

■ Review checklist

- Identify the purpose.
- Ask specific questions.
- Use respectful language suited to the recipient.

A useful correction: A formal-sounding sentence is not automatically clearer or more correct. Do not claim a deadline is confirmed when you have only asked about 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.