

# 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

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**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

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**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

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**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

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**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

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**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

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**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

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**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. This authored practice is separate from the official sample with quarantined writing-key numbering.

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