



孔子学院总部/国家汉办
Confucius Institute Headquarters (Hanban)

标准教程
STANDARD
COURSE

HSK
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Preface

Since 2009 when Hanban introduced the New Chinese Proficiency Test (HSK), there has been a rapid increase in the number of HSK candidates as the number of Chinese learners keeps growing. The global number of HSK candidates reached 310,000 in 2012, and the number in the first quarter of 2013 alone was around 70,000. With International Chinese Education gaining more strength as an academic discipline and more Confucius Institutes being established in the world, the number of HSK candidates will be even larger in the future. How to guide such a huge group to learn Chinese effectively and how to help them improve their Chinese language skills in all aspects and achieve good results in the HSK test are the questions we've always been thinking about and studying on. We believe that compiling a series of course books based on the Chinese Proficiency Test Syllabus which "combines testing and teaching" and "promotes teaching and learning by testing" could be a solution. Under the guidance of the Chinese Tests Center of Hanban and Beijing Language and Culture University Press, we developed *HSK Standard Course* (hereinafter referred to as Course), a series of new type of course books combining testing and teaching, based on years' experience of Chinese teaching and research on HSK.

1. Concepts of Compilation

In the 21st century, the idea of second language teaching has entered a post-methodological age, in which it is people-oriented, emphasizing group study and cooperation, embracing the communicative, task-based and theme-based approaches and aiming at developing learners' integrated language skills. Under the guidance of these concepts, the compilation of the Course has displayed the following features:

1. Students-Centered, and Stressing the Development of Students' Integrated Language Skills

The premise of the concept "combination of testing and teaching" is to serve students' needs for taking the test, but it is not merely about test-taking. Our concern is how to improve students' language skills under the premise of serving their needs for taking the test, which is also one of the distinctive features of this series. Take HSK Level 1 and Level 2 tests for instance. Though tests at Levels 1-2 have only listening and reading parts, not involving speaking and writing, we've still provided pertinent materials and exercises for Chinese pronunciation and characters in the course books at these levels. Besides, absorbing the strengths of the aural-oral and cognitive approaches, the texts are mainly made up of "situations + dialogues + pictures" which cultivate students' listening and speaking skills, and the workbooks focus on training students' listening, reading and writing skills so as to improve their integrated language ability.

2. Integrating the Essential Ideas of the Communicative Approach and Task-Based Language Teaching

The communicative approach stresses the appropriateness in language use and the role of context, while task-based language teaching emphasizes the authenticity of language and the acquisition of language through tasks. Both approaches attach much importance to the authenticity of language, the design of situations as well as the development of language skills in communication. HSK is not an achievement test based on any textbook; it is a proficiency test assessing learners' language abilities, designed on the basis of the Chinese

Proficiency Test Syllabus. Bearing this in mind, we are aware that the Course cannot be written in the same way as the existing textbooks which require students to do repeated practice and drills on language points rather than covering every aspect that may be tested. Therefore, while ensuring the words and grammar points used are within the Syllabus, we employ different situations to give students a direct sense of how language is used in real life and help them learn and acquire the language through imitation and personal experiences.

3. Reflecting the Concept of Theme-Based Teaching

Theme-based teaching is a language teaching activity focusing on the content and the connotation of the text. It emphasizes the diversity and richness of content. Generally, after a theme is chosen, students will be exposed to materials related to various aspects of the theme, in which way their internalization and understanding of the new content is accelerated; by further probing into the theme, students' creativity may be developed. To relate to students' reality and broaden their horizon, starting in Book 4, the Course uses themes as leads, each theme divided into smaller themes. The themes are interrelated with each other, forming an organic network of knowledge that will stay firmly in students' memory.

II. Features of the Course

1. Written Level by Level with the Syllabus as Its Basis

The HSK test is made up of six levels. The authors of the Course have done a thorough study of the Syllabus and the question designing guidebook and made a statistical analysis of plenty of past tests as well. Based on the result of our study and analysis, we've summed up the focuses, difficulties, language points, topics, functions and situations etc. for each book, while sticking to the vocabulary required in the Syllabus, systematically defined the scope and class hours for each level. The specifics are as follows:

Volume	Objective	Vocabulary	Class Hours
Book 1	HSK (Level 1)	150	30-34
Book 2	HSK (Level 2)	300	30-36
Book 3	HSK (Level 3)	600	35-40
Book 4 (Volumes 1 & 2)	HSK (Level 4)	1,200	75-80
Book 5 (Volumes 1 & 2)	HSK (Level 5)	2,500	170-180
Book 6 (Volumes 1 & 2)	HSK (Level 6)	5,000 and above	170-180
Total: 9 volumes		Above 5,000	510-550

The design observes the idea of International Chinese Education, with attention paid to the general applicability and practical use of the course books. Educational institutions in China and outside can decide the time span for each book referring to the number of class hours suggested above. For example, it is suggested Book 1 be finished in 34 class hours, so it will take one month with eight class hours devoted to it per week or two months with four class hours per week, etc. Generally speaking, students can pass Level 1 test after finishing Book 1 and Level 2 test after finishing Book 2, so on and so forth.

2. Each Textbook Supported by a Workbook of Exercises Matching the HSK Test

In order to familiarize learners with the question types of HSK, the workbooks at all levels provide the exact same types of exercises, arranged in the same order and structure also, with the content focused on the specific lesson. In this way, learners will get familiar with HSK by using the course books alone rather than spending extra time in trying to get used to the form of the test.

3. Independent Communicative Exercises Serving the Need for Taking the HSK Oral Test

The HSK oral test is independent from the written test. To develop students' ability of oral expression, every lesson in the Course provides communicative exercises including pair work and group work to prepare learners for the oral test.

During its planning and development, this series has received much support and guidance from Confucius Institute Headquarters (Hanban), Beijing Language and Culture University Press and Chinese Testing International (CTI). It is a product of the authors, the chief editor and editors from the publishing house and the test-designing team in the Chinese Test Office of Hanban and CTI working together. I hereby extend sincere gratitude to the above-mentioned organizations and participants on behalf of the authors' team. Any opinions or suggestions from the teachers and students using the book will be heartily appreciated. With your feedback, we'll improve the series, making it better serve the users.

Jiang Liping
November, 2013

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Jīntiān jǐ hào 今天几号

What's the date today

热身 Warm-up

给下面的词语选择对应的图片

Match the pictures with the words/phrases.



shū
① 书

Zhōngguó cài
② 中国 菜

xuéxiào
③ 学校

èrshíwǔ hào
④ 25 号

yuè
⑤ 月

kàn shū
⑥ 看书

课文 Text

1 在银行 In a bank 07-1

Qǐngwèn, jīntiān jǐ hào?

A: 请问, 今天几号?

Jīntiān jiǔ yuè yī hào.

B: 今天 9 月 1 号。

Jīntiān xīngqī jǐ?

A: 今天 星期几?

Xīngqī sān.

B: 星期 三。



English Version

A: Excuse me, what's the date today?

B: It's September 1st.

A: What day is it today?

B: It's Wednesday.

New Words

1. 请 qǐng v. (polite) please
- *2. 问 wèn v. to ask, to inquire
3. 今天 jīntiān n. today
4. 号 hào n. (for date of month) number
5. 月 yuè n. month
6. 星期 xīngqī n. week

2 看日历 Look at the calendar 07-2



Zuótiān shì jǐ yuè jǐ hào?

A: 昨天 是 几月几号?

Zuótiān shì bā yuè sānshíyī hào, xīngqī èr.

B: 昨天 是 8 月 31 号, 星期二。

Míngtiān ne?

A: 明天 呢?

Míngtiān shì jiǔ yuè èr hào, xīngqī sì.

B: 明天 是 9 月 2 号, 星期四。

English Version

A: What was the date yesterday?

B: It was Tuesday, August 31st.

A: What about tomorrow?

B: It's Thursday, September 2nd.

New Words

7. 昨天 zuótiān n. yesterday

8. 明天 míngtiān n. tomorrow

3 在咖啡馆 In a coffee house 07-3

Míngtiān xīngqī liù, nǐ qù xuéxiào ma?

A: 明天 星期六, 你去学校 吗?

Wǒ qù xuéxiào.

B: 我去学校。

Nǐ qù xuéxiào zuò shénme?

A: 你去学校 做什么?

Wǒ qù xuéxiào kàn shū.

B: 我去学校 看书。



English Version

A: Tomorrow is Saturday. Will you go to school?

B: Yes, I will.

A: What are you going to do there?

B: I'm going there to do some reading.

New Words

9. 去 qù v. to go

10. 学校 xuéxiào n. school

11. 看 kàn v. to look at, to watch, to read

12. 书 shū n. book

注释 1 日期的表达 (1): 月、日 (rì, date) / 号、星期
Notes Expression of a Date (1): month, date, day of the week

汉语的日期表达方式遵循由大到小的原则, 先说“月”, 然后说“日/号”, 最后说“星期”。口语一般常用“号”。例如:

The way to say a date in Chinese observes the principle of “the bigger unit coming before the smaller one”. The month is said first, then the date and finally the day of the week. In spoken Chinese, “号” is often used instead of “日” to express the date. For example:

- (1) 9月1号, 星期三。
- (2) 9月2号, 星期四。
- (3) 8月31号, 星期二。

2 名词谓语句 Sentences with a Nominal Predicate

名词谓语句是谓语部分由名词性成分充当的句子, 一般用于表达年龄、时间、日期等。例如:

A sentence with a nominal predicate is a sentence whose predicate is a nominal element. It is usually used to indicate age, time, date and so on. For example:

Subject	Predicate
我的汉语老师	33岁。
明天	星期三。
今天	9月1号。

3 连动句 (1): 去+地方+做什么

Sentences with a Serial Verb Construction (1): 去 + place + to do sth.

连动句的谓语部分由两个或者两个以上动词构成, 后一个动作可以表示前一个动作的目的。第一个动词后表示地点的宾语有时可以省略。例如:

The predicate of a sentence with a serial verb construction consists of two or more verbs. The latter verb can be the purpose of the former. The object of the first verb, i.e. the place, can sometimes be omitted. For example:

Subject	Verb1		Verb2
	去	(place)	to do sth.
我	去	(中国)	学习汉语。
我们	去	(中国饭馆儿)	吃中国菜。
我	去	(学校)	看书。

练习 1 分角色朗读课文 Role-play the dialogues.

Exercises

2 朗读下列词语 Read the following words aloud.

yī yuè	èr yuè	sān yuè	sì yuè	wǔ yuè	liù yuè
一月	二月	三月	四月	五月	六月
January	February	March	April	May	June
qī yuè	bā yuè	jiǔ yuè	shí yuè	shíyī yuè	shí'èr yuè
七月	八月	九月	十月	十一月	十二月
July	August	September	October	November	December


xīngqī yī	xīngqī èr	xīngqī sān	xīngqī sì
星期一	星期二	星期三	星期四
Monday	Tuesday	Wednesday	Thursday
xīngqī wǔ	xīngqī liù	xīngqīrì / xīngqītiān	
星期五	星期六	星期日 / 星期天	
Friday	Saturday	Sunday	

3 根据实际情况回答问题 Answer the questions according to the actual situations.


- ① 今天几月几号星期几? Jīntiān jǐ yuè jǐ hào xīngqī jǐ?
- ② 明天几月几号星期几? Míngtiān jǐ yuè jǐ hào xīngqī jǐ?
- ③ 昨天几月几号星期几? Zuótiān jǐ yuè jǐ hào xīngqī jǐ?
- ④ 明天你去哪儿做什么? Míngtiān nǐ qù nǎr zuò shénme?
- ⑤ 星期日你去哪儿做什么? Xīngqīrì nǐ qù nǎr zuò shénme?

4 用本课新学的语言点和词语描述图片

Describe the pictures using the newly-learned language points and words.



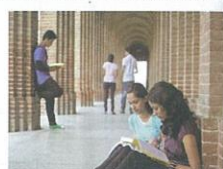
Jīntiān shì _____ yuè _____ hào,
今天 是 _____ 月 _____ 号,
xīngqī _____
星期 _____。



Jīntiān _____ yuè _____ hào.
今天 _____ 月 _____ 号。

Sun	Mon	Tue	Wed	Thu	Fri
			1	2	3
3	4	5	6	7	8
9	10	11	12	13	14
15	16	17	18	19	20
21	22	23	24	25	26
27	28	29	30	31	

Èrshí'èr hào shì _____,
22 号 是 _____,
èrshísān hào shì _____,
23 号 是 _____。

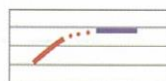


Míngtiān wǒ qù _____ kàn _____。
明天 我去 _____ 看 _____。

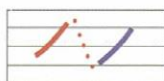
拼音
Pinyin

双音节词语的声调搭配(2): 二声和各声调的搭配

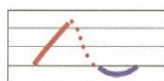
Tone Collocation in Disyllabic Words (2): 2nd tone + 1st/2nd/3rd/4th tone



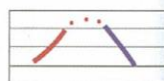
shíjiān
时间



yínháng
银行



cídiǎn
词典



lán sè
蓝色



听录音并跟读, 注意声调的搭配 07-4

Listen to the recording and read after it. Pay attention to the collocation of tones.

guójiā	lóufáng	píngguǒ	huánjìng
zuótiān	lánqiú	píjiǔ	hánjià
míngtiān	míngnián	niú'nǎi	niú ròu
niánqīng	Chángchéng	yóu yǒng	yóuxì

汉字 Characters

1 认识独体字 Single-Component Characters

(1) “四”，表示数量“4”。

“四” means “four”.

三 → 𠄎 → 𠄎 → 四 ^{sì}



(2) “五”，表示数量“5”。

“五” means “five”.

𠄎 → 𠄎 → 𠄎 → 五 ^{wǔ}



(3) “书”，本义是将毛笔放在墨池中蘸墨以便涂写，现在是“书写、书籍”等意思。



“书” originally meant “to dip the writing brush into the ink and write with it”, and now it means “writing” or “book”, etc.



𠄎 → 𠄎 → 书 ^{shū}







2 汉字结构(2)：左右结构与左中右结构

Structure of Chinese Characters (2): left-right and left-middle-right

合体结构中包括左右结构和左中右结构。左右结构的结构图形为 ，左中右结构的图形为 .

Both the left-right structure and the left-middle-right structure are compound structures. The left-right structure is  and the left-middle-right structure is .

结构 Structure	例字 Example Characters	图解 Illustrations
左右结构 left-right	你 nǐ (<i>singular</i>) you 好 hǎo good, fine	 
左中右结构 left-middle-right	谢 xiè to thank 树 shù tree	 

3 汉字偏旁 “氵” 和 “讠” Chinese Radicals “氵” and “讠”

偏旁 Radical	解释 Explanation	例字 Example Characters
氵	三点水，一般和水有关系。 Shaped like three drops of water, the radical “氵” is usually related to water.	汉 hàn Chinese 没 méi to not have
讠	言字旁，一般和语言、说话有关系。 The radical “讠” is usually related to language and speech.	语 yǔ language 谁 shéi who, whom

运用
Application

1 双人活动 Pair Work

两人一组，根据实际情况进行问答练习。

Work in pairs and ask and answer questions according to the actual situations.

Jīntiān shì jǐ yuè jǐ hào?

例如: A: 今天 是几月几号?

B:

Jīntiān xīngqī jǐ?

A: 今天 星期几?

B:

Míngtiān shì jǐ yuè jǐ hào?

A: 明天 是几月几号?

B:

Míngtiān xīngqī jǐ?

A: 明天 星期几?

B:

Míngtiān nǐ zuò shénme?

A: 明天 你做什么?

Míngtiān wǒ qù.....

B: 明天 我去

2 小组活动 Group Work

3~4人一组，互相询问出生日期并记录，每组请一位同学报告情况。

Work in groups of 3-4. Ask about each other's birthdays and take notes. Each group chooses one member to make a report.

shēngrì

补充生词：生日

Supplementary word: birthday

	姓名 Name	生日 Birthday
1	李月 Lǐ Yuè	8月31号 bā yuè sānshíyī hào