



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

标准教程
STANDARD
COURSE

HSK
2



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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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1

Jiǔ yuè qù Běijīng lǚyóu zuì hǎo

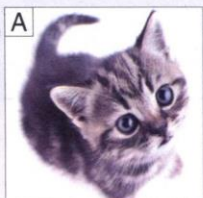
九月去北京旅游最好

September is the best time to visit Beijing

热身 Warm-up

1 给下面的词语选择对应的图片

Match the pictures with the words.



lǚyóu

① 旅游

yùndòng

② 运动

yǎnjīng

③ 眼睛

zúqiú

④ 足球

yǐzi

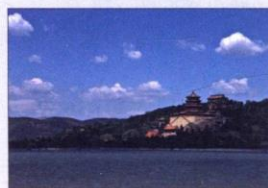
⑤ 椅子

māo

⑥ 猫

2 看下面的图片，说说来北京旅游最好的时间

Look at the pictures and talk about the best time to visit Beijing.



sān yuè

三月

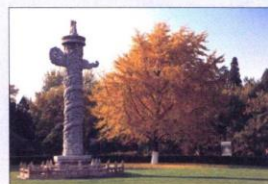
March



liù yuè

六月

June



jiǔ yuè

九月

September



shí'èr yuè

十二月

December

课文 Text

1 在学校 In the school 01-1

Wǒ yào qù Běijīng lǚyóu, nǐ juéde
A: 我要去北京旅游, 你觉得
shénme shíhòu qù zuì hǎo?
什么时候去最好?
Jiǔ yuè qù Běijīng lǚyóu zuì hǎo.
B: 九月去北京旅游最好。
Wèi shénme?
A: 为什么?
Jiǔ yuè de Běijīng tiānqì bù lěng yě bú rè.
B: 九月的北京天气不冷也不热。



English Version

A: I'm thinking of a trip to Beijing.
When do you think is the best time?
B: September is the best time to visit Beijing.
A: Why?
B: Because it's neither cold nor hot there in September.

New Words

1. 旅游 lǚyóu v. to travel, to take a trip
2. 觉得 juéde v. to think, to feel
3. 最 zuì adv. most, to the greatest extent
4. 为什么 wèi shénme why
5. 也 yě adv. also, too

2 看照片 Looking at a picture 01-2



Nǐ xǐhuan shénme yùndòng?
A: 你喜欢什么运动?
Wǒ zuì xǐhuan tī zúqiú.
B: 我最喜欢踢足球。
Xiàwǔ wǒmen yìqǐ qù tī zúqiú ba.
A: 下午我们一起去踢足球吧。
Hǎo a!
B: 好啊!

English Version

A: What sport do you like?
B: I like playing football.
A: Let's go to play football this afternoon.
B: Great!

New Words

6. 运动 yùndòng n./v. sport; to take physical exercise, to work out
7. 踢足球 tī zúqiú to play football
8. 一起 yìqǐ adv. together

3 在家里 At home 01-3

Wǒmen yào bu yào mǎi jǐ ge xīn de yǐzi?
A: 我们 要不要 买几个新的椅子?
Hǎo a. Shénme shíhou qù mǎi?
B: 好啊。什么 时候 去买?
Míngtiān xiàwǔ zěnmeyàng?
A: 明天 下午 怎么样?
Nǐ míngtiān jǐ diǎn néng huílai?
你 明天几点 能 回来?
Sān diǎn duō.
B: 三 点 多。



English Version

A: Don't you think we should buy some new chairs?
B: Yes. When shall we go to buy them?
A: What about tomorrow afternoon? When will you be back tomorrow?
B: A little bit later after three o'clock, maybe later.

New Words

9. 要 yào aux. to want to, would like to
10. 新 xīn adj. new

4 在家里 At home 01-4



Zhuōzi xiàmiàn yǒu ge māo.
A: 桌子 下面 有个猫。
Nà shì wǒ de māo, tā jiào Huāhua.
B: 那是我的猫，它叫 花花。
Tā hěn piàoliang.
A: 它很 漂亮。
Shì a, wǒ juéde tā de yǎnjīng zuì piàoliang.
B: 是啊，我觉得它的眼睛最 漂亮。
Tā duō dà le?
A: 它多大了?
Liù ge duō yuè.
B: 六个多月。

English Version

A: There is a cat under the table.
B: It's my cat Huahua.
A: It's beautiful.
B: Yes. I think it has the most beautiful eyes.
A: How old is it?
B: More than six months.

New Words

11. 它 tā pron. it
12. 眼睛 yǎnjīng n. eye

Proper Noun

花花 Huāhua name of a cat

注释
Notes

1 助动词：要 The Auxiliary Verb “要”

用在动词前，表示有做某件事情的愿望。例如：

When used before a verb, it indicates the desire to do something. For example:

Subject	要 (Aux)	Predicate
王方	要	学习英语。
我	要	吃米饭。
我们	要不要	买几个新的椅子?

否定形式一般为“不想”。例如：

Its negative form is usually “不想”. For example:

(1) 小王要去，我不想去。

(2) A: 你要吃米饭吗?

B: 我不想吃米饭。

(3) A: 我要去商店买椅子，你去吗?

B: 我不去，我不想买椅子。

2 程度副词：最 The Adverb of Degree “最”

表示在同类事物中或某方面占第一位。例如：

It means being the first among things of the same kind or in a certain aspect. For example:

(1) 大卫的汉语最好。

(2) 我最喜欢吃米饭。

(3) 它的眼睛最漂亮。

3 概数的表达：几、多 “几” and “多”: expressions of approximate numbers

“几”可以表示10以内的不定个数，后边要有量词。例如：

“几” can indicate an indefinite number less than 10, followed by a measure word. For example:

几	量词 (M)	名词 (N)
几	个	人
几	本	书
几	个	新的椅子

(1) 车上有几个人。

(2) 我想买几本书。

(3) 我们要不要买几个新的椅子?

“几”可以用在“十”之后，表示大于10小于20的数字，如：十几个人；也可以用在“十”之前，表示大于20小于100的数字，如：几十个人。

When “几” is used after “十”, it indicates a number greater than 10 but less than 20, for example, “十几个人” (a dozen people or so); when used before “十”, it indicates a number greater than 20 while less than 100, for example, “几十个人” (dozens of people).

“多”与数量词搭配使用，数词是10以下的数字时，“多”用在量词之后。例如：

“多” can be used together with numeral-measure word phrases. When the numeral is less than 10, “多” should be put behind the measure word. For example:

数词 (Num)	量词 (M)	多	名词 (N)
三	个	多	星期
五	年	多	
六	个	多	月

数词是10以上的整数时，“多”用在量词前，在这种情况下，“多”和“几”通用。例如：

When the numeral is an integer greater than 10, “多” is put before the measure word. In this case, “多” and “几” are interchangeable. For example:

数词 (Num)	多	量词 (M)	名词 (N)
十	多	个	月
二十	多	块	钱
八十	多	个	人

练习 1 分角色朗读课文 Role-play the dialogs.

Exercises

2 根据课文内容回答问题 Answer the questions based on the dialogs.

- ① 什么时候去北京旅游最好？为什么？
Shénme shíhou qù Běijīng lǚyóu zuì hǎo? Wèi shénme?
- ② 他们下午要做什么？Tāmen xiàwǔ yào zuò shénme?
- ③ 他们想什么时候去买椅子？Tāmen xiǎng shénme shíhou qù mǎi yǐzi?
- ④ 花花在哪儿？Huāhua zài nǎr?
- ⑤ 花花多大了？Huāhua duō dà le?

3 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.



Wǒ yào qù mǎi _____ ge xīn bēizi.
我 要 去 买 _____ 个 新 杯 子。

Nǐ _____ mǎi yīfu, qù nàge shāngdiàn ba.
你 _____ 买 衣服, 去 那个 商店 吧。



Wǒ de māo sān suì _____ le,
我 的 猫 三 岁 _____ 了,
nǐ de māo duō dà le?
你 的 猫 多 大 了?



Wǒ bù xiǎng xuéxí, wǒ xiǎng hé péngyou qù _____.
我 不 想 学 习, 我 想 和 朋 友 去 _____。

语音
Pronunciation

双音节词语的重音 Stress in Disyllabic Words 01-5

(1) 中重格式 “Medium-stressed + Stressed” Structure

大多数双音节词属中重格式，第二个音节为重音，音长较长。例如：

Most disyllabic words fall into this type of structure, with the second syllable stressed and lasting longer. For example:

bīngxiāng
冰 箱

bāng máng
帮 忙

dǎrǎo
打 扰

gāoxìng
高 兴

lǚyóu
旅 游

kěnéng
可 能

kāishǐ
开 始

kǎoshì
考 试

(2) 重轻格式 “Stressed + Light” Structure

少数双音节词是“重轻”格式，第一个音节为重音，音长较长；第二个音节为轻音，音长较短。例如：

A small number of disyllabic words belong to this type, in which the first syllable is stressed and long and the second is light and short. For example:

dōngxi
东 西

chuānghu
窗 户

luóbo
萝 卜

shíhou
时 候

zhěntou
枕 头

nǐmen
你 们

gàosu
告 诉

gùshi
故 事

汉字 Characters

1 汉字的笔画 (7): 1, 3

Strokes of Chinese Characters (7): 1, 3

笔画名称 Stroke	运笔方向 Direction	例字 Example Characters
1 横折提 héngzhétí Horizontal-Turning-Rising		话 huà word, talk 说 shuō to say, to speak
3 横折折折钩 héngzhézhézhéghōu Horizontal-Triple-Turning-Hook		奶 nǎi milk 场 chǎng field, venue

2 认识独体字 Single-Component Characters

- (1) “为”，繁体（爲）字形像一只手牵着象，让它为人们干活的样子。本义是“做”。

The complex form of “为” (wéi), 爲, looks like a hand pulling an elephant for work. It originally meant “to work”.



- (2) “也”，字形像头尖、身长的蛇，后来随着字形的演变，本义就丢失了，现在虚化为副词。

The ancient form of “也” looks like a long snake with a pointed head. As the form of the character evolves, it has lost the original meaning and become an adverb.



3 汉字偏旁“王”和“足” Chinese Radicals: “王” and “足”

偏旁 Radical	解释 Explanation	例字 Example Characters
王	王字旁，也叫斜玉旁，一般和玉有关系。 The radical “王” is sometimes called the “slanting-jade” radical. It is usually related to jade.	现 xiàn now, present 球 qiú ball
足	足字旁，一般和脚有关系。 The radical “足” is usually related to one's feet.	跑 pǎo to run 踢 tī to kick

运用
Application

1 双人活动 Pair Work

两人一组，询问对方的喜好和习惯，互相了解对方。

Work in pairs. Ask about your partner's likes and habits and get to know each other.

Nǐ zuì xǐhuan chī shénme? Zuì bù xǐhuan chī shénme?

例如: A: 你最喜欢吃什么? 最不喜欢吃什么?

Wǒ zuì……

B: 我最……

Nǐ zuì xǐhuan shénme yùndòng?

A: 你最喜欢什么运动?

B: ……

Wǒ de péngyou tā zuì xǐhuan zuì bù xǐhuan
我的朋友_____, 他最喜欢_____, 最不喜欢_____。

2 小组活动 Group Work

3~4人一组，互相询问并记录朋友最想和最不想去旅游的地方以及原因，每组请一位同学报告情况。

Work in groups of 3-4. Ask your group members about the places they want to travel the most and the least respectively, ask the reasons why and take notes. Each group chooses one member to make a report.

Nǐ zuì xiǎng qù shénme dìfang lǚyóu?

例如: A: 你最想去什么地方旅游?

Wǒ zuì……

B: 我最……

Wèi shénme?

A: 为什么?

B: ……

Nǐ zuì bù xiǎng qù shénme dìfang lǚyóu? Wèi shénme?

A: 你最不想去什么地方旅游? 为什么?

B: ……

	姓名 Name	最想/最不想去的地方 Place Most/Least Attractive	原因 (yuányīn) Reason
1	小王 Xiǎo Wáng	最想去北京 zuì xiǎng qù Běijīng	他想学汉语, 想吃中国菜。 Tā xiǎng xué Hànyǔ, xiǎng chī Zhōngguó cài.