

Notes

HSK · HSK · HSK 1

Hsk1

HSK: explicit legacy / 3.0 transition

Official new syllabus: published November 2025, states implementation July 2026. Official worldwide launch notice: 13 December 2026. Confirm the booked session version with the test centre. Acquired HSK1_yj samples are legacy. The distinct HSK 3.0 written/oral sample members and audio are now archived with hashes. Teach the reviewed new tasks separately; confirm the booked version and preserve existing grammar lessons. Full vocabulary/character coverage remains in progress.

Official scope: <https://hsk.cn-bj.ufileos.com/3.0/%E6%96%B0%E7%89%88HSK%E8%80%83>

任务一、六 · Introductions, identity and polite exchanges

- Say 我叫林安。Wǒ jiào Lín Ān: my name is Lin An. 叫 introduces a name; 是 links identity, as in 我是学生。
- Ask 你是老师吗? Nǐ shì lǎoshī ma? Adding 吗 turns this statement into a yes-or-no question without changing word order.
- Use 不 with a general negative: 我不是老师。A question-word question already asks what or who; do not add 吗 to 你叫什么名字?
- Choose polite expressions by situation: 你好 for greeting, 谢谢 for thanks, 对不起 for apology, 再见 for leaving.

Checked example

A: 你叫什么名字? B: 我叫林安。A: 你是学生吗? B: 是, 我是学生。The first answer gives the requested name; the second answers identity. In a school role-play, use invented identities rather than personal contact details.

Common error

Pinyin helps sound recognition but does not replace character reading. These lessons support beginner skills across versions; the legacy sample is not a 3.0 mock.

任务二 · Dates, time and event information

- Numbers build transparently: 十一 is eleven, 二十 is twenty and 二十三 is twenty-three.
- Dates use larger units first: year 年, month 月, day 日 or 号. Time uses 点 and 分.
- Ask 几点 for clock time and 星期几 for day of week. 在哪里 asks where an event occurs.
- A time phrase often comes before the verb: 我今天三点去学校。Keep the person, time, action and place linked.

Checked example

Notice: 星期三下午三点, 学校。Answer 星期几? with 星期三; 几点? with 下午三点; 在哪里? with 在学校。The same number 三 has different roles depending on the noun after it.

Common error

Do not answer a weekday question with only an hour. Read the question word and the unit.

任务三、九 · Objects, quantities and buying

- Use quantity + measure word + noun. 一个苹果 is one apple; 两个苹果 is two apples.
- 两 commonly counts objects before a measure word. 二 remains in number names, dates and many ordered numbers.
- 问多少钱 asks the price. 我想买 ... states a buying wish; 我要 ... requests an item.
- Use 的 for ownership: 我的书 is my book. Read quantity, item and price separately on a simple label.

Checked example

Customer: 我要两个苹果。Seller: 十块钱。Question: 买什么? — 苹果。买几个? — 两个。多少钱? — 十块钱。The dialogue contains three distinct facts; match the right one to each question.

Common error

Do not omit the measure word in an ordinary counted noun phrase. Learn noun-measure-word combinations in context.

任务四、五 · Weather, places and location

- A basic adjective predicate does not need 是: 今天很热。In this pattern 很 often supports a neutral description.
- Common weather words include 冷、热、下雨、下雪。Use 今天、明天 to keep the date clear.
- Use 在 to locate: 学校在这里。A place name does not by itself tell direction; inspect context.
- Express preference with 喜欢: 我喜欢晴天。A preference is different from a weather report.

Checked example

A: 今天天气怎么样? B: 很冷, 还下雨。A: 学校在哪里? B: 在医院旁边。One answer describes weather; the other locates a building relative to another.

Common error

Do not insert 是 before an ordinary adjectival predicate such as 很冷.

任务七、十五 · Meals and traditional foods

- Use 吃 for food and 喝 for drinks: 吃米饭、喝水。Say 喜欢 to express a preference.
- 想 + verb expresses a wish: 我想喝茶。A question with 什么 asks the item, not simply yes or no.
- For an ongoing action, 在 or 正在 goes before the verb. 了 can mark completed action or a change; it is not a universal past-tense suffix.
- Names such as 饺子、包子、面条 are practical menu-reading targets. Do not infer that every family follows one food custom.

Checked example

A: 你想吃什么? B: 我想吃饺子。A: 喝什么? B: 喝水。Question 你在吃什么? instead asks what is being eaten now; the learner must distinguish intention and present action.

Common error

了 does not translate every English past-tense verb. Attend to completion and change in the full context.

任务八 · Travel, destinations and simple directions

- Use 去 plus a destination for going there, and 在 for being there. Time usually precedes the action.
- Describe travel with 坐: 坐公交车、坐火车。Walk with 走路 or 步行 in the appropriate context.
- Ask 去哪里? for destination and 怎么去? for mode. Ask 几点走? for departure time.
- Read ticket fields separately: destination, date and time. A printed number can be a seat, platform or time.

Checked example

我明天八点坐火车去上海。Tomorrow is the date reference, eight is the departure hour, train is the mode and Shanghai is the destination. Do not answer a destination question with 坐火车.

Common error

A place word after 在 describes current location; after 去 it can describe the goal of travel.

任务十、十一 · Needs, wellbeing and leisure

- Use 不舒服 for feeling unwell and 想休息 for wanting rest. These are language expressions, not medical conclusions.
- 你想做什么? asks a desired action; 我喜欢看书 describes a leisure preference.
- Use 能 or 会 carefully: ability learned through practice often uses 会; capability in a situation can use 能.
- Offer simple comfort such as 多休息。Do not turn an everyday language role-play into medical advice.

Checked example

A: 你怎么了? B: 我不舒服, 想休息。A: 好, 多休息。In leisure practice, 你会游泳吗? asks whether the person knows how to swim; 你今天能游泳吗? asks about today's possibility.

Common error

A language exercise about symptoms does not diagnose an illness or recommend treatment.

任务十二 — 十四 · School, study and work routines

- Use a person + time + verb + object sequence: 我上午学中文。A location can appear before the verb with 在.
- 有 expresses having or existence: 学校有图书馆。没有 is its ordinary negative.
- Ask 在哪里学习? or 在哪里工作? for place and 什么时候? for time.
- Read a timetable by row and column. Keep class name, location and time attached to the right event.

Checked example

Timetable: 周一九点中文课, 十点数学课。Answer “中文课几点开始?” with 九点, not 十点. “学校没有游泳池” states the absence of a pool; it does not deny the library exists.

Common error

Do not use 不有 for the ordinary negative of 有; use 没有.

听力与阅读 · Listen for the referent and read for the relationship

- The new level-one sample has twenty listening items and twenty reading items. Its cover allocates about twelve minutes to listening, twenty to reading and three to answer transfer; the full sitting includes five minutes for personal information. Learn the task from the new sample rather than borrowing the legacy pacing.
- For picture choices, identify who is present, what the person does and any visible quantity. Listen to the entire phrase before selecting. A familiar noun alone is insufficient: 女儿喝水 and 女儿吃饭 share a person but describe different actions.

In classroom listening, the teacher keeps the script hidden and gives every learner the same delivery.

- For short written information, preserve polarity and the question word. 几 asks a number, 谁 a person and 哪儿 a place. A reply 北京 answers a place question; 三个人 answers a quantity question. Read the whole utterance, including 不 and 没, before matching a picture or a reply.
- On feedback, reveal the script and name the contrast that caused the error. Practise a new case after feedback, not the identical exposed item. Written multiple-choice checks below assess task understanding; the held-out teacher-read task is the evidence of listening performance. Record correct meaning separately from character recognition.

Checked example

Teacher-read rehearsal, script hidden: “桌子上有两个杯子。” Learners choose between a table with two cups and a table with three books. Correct: two cups; 有 states existence, 两个 counts cups and 桌子上 locates them. A printed copy would test reading, not listening.

Common error

A matching object does not rescue the wrong quantity. Do not claim a visible-script task proves listening ability.