

Notes

HSK · HSK · HSK 4

Hsk4

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 HSK4_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>

5 · Reading links: reason, concession and paragraph flow

- Treat connectors as logic signals: 因为 ... 所以 ... for cause, 虽然 ... 但是 ... for concession, 如果 ... 就 ... for condition.
- For a response match, check the question's topic, person and intended action, not only repeated vocabulary.
- Pronouns and references connect sentences. A later 这件事 must have an identifiable event before it.
- When ordering text, establish introduction before reference and reason before a consequence that depends on it.

Checked example

Text: “他要参加比赛。虽然每天工作很忙，但是他一直坚持练习。” This contrasts busy work with continued practice. It does not say busyness caused the practice or that he abandoned the competition.

Common error

A connector's familiar translation is not enough; test the relationship in the complete sentence.

20 · Writing with result, direction and manner complements

- Result complements describe an achieved outcome, as in 做完、听懂、找到。Manner structures use 得 with a description.
- A picture-based sentence should state visible action or a cautious interpretation. Do not invent an exact identity or hidden history.
- For a supplied-word task, use the word naturally and keep the sentence complete. Content, grammar and task fit all matter.
- These tasks support legacy HSK 4 sentence writing and transferable writing skills. They are not a complete list of new-format writing tasks.

Checked example

Picture scenario: a student finishing homework. “他写完作业了” gives completion. “他作业写得很认真” describes manner. Both may fit a scene, but they do not assert identical meanings.

Common error

A fluent sentence unrelated to the image or omitting the required word does not fulfil the task.

30 · Write an eighty-character account of a trip

- The new level-four sample writing has five picture sentences followed by one short text, twenty-five minutes in all. Its final prompt asks for at least eighty Chinese characters about an unforgettable trip. Level-four writing preparation must now include connected text; arranging isolated words alone is insufficient.
- Plan four moves: when and where; who travelled; an important event; why it remains memorable. A brief complication such as rain can connect events naturally: 虽然下雨了,但是我们仍然... . The event should explain the evaluation, not simply repeat 我很高兴 after every sentence.
- Use time links such as 出发前, 到了以后 and 第二天 to organise the account. Count the Chinese characters in a draft conservatively, excluding punctuation and any Latin text, and leave room above the minimum. Do not pad with a copied prompt or repeated sentence. Length is a floor; relevance, clarity and language control still matter.
- During review, check the travel task, chronology and pronoun references before correcting every small language error. Explain which detail supports the reason

for remembering. The teacher applies criterion feedback rather than inventing an official scaled score for this original rehearsal.

Checked example

Original model: 去年暑假，我和姐姐坐火车去了杭州。出发前，我担心天气太热，没想到第二天就下雨了。我们没有马上回旅馆，而是在湖边的小店喝茶，听老板介绍当地的生活。雨停以后，我们沿着湖慢慢走，看见了很美的晚霞。那次旅行让我明白，计划改变了，也可能遇到新的快乐。Count exceeds eighty Chinese characters; the rain creates an event and the final sentence explains its significance.

Common error

The legacy sentence-order practice is preparation, not a complete rehearsal of the new connected-writing task.

19 · Retell a short event and explain an opinion aloud

- The new level-four oral sample has five tasks: two retellings with forty seconds each, one picture response with three minutes preparation and two minutes speaking, and two question responses with three and a half minutes preparation and two minutes speaking each. The full sample takes about twenty minutes including ten minutes preparation.
- In retelling, identify the starting situation, the event that changes it and the result. Keep who did what to whom and why. You may reorganise wording without reversing the event. If a detail is uncertain, do not invent a replacement; preserve the relationships you understood. Teachers keep the original listening text hidden until feedback.
- For the picture, prepare visible facts and a cautious account of relationships. Say 左边 or 后面 only where the spatial relationship is visible. Develop connected sentences about actions and setting instead of racing through nouns. Mark an inference as possible rather than certain when the image does not establish it.
- For the question, choose a position, a reason and an example. Acknowledge a condition when needed: 我更喜欢 ..., 不过如果 The response should be sustained speech, not memorised lines unrelated to the question. Record intelligibility, organisation and content before correcting individual forms; the human observation remains separate from local written checks.

Checked example

Original hidden teacher text: 小陈准备骑车去学校，可是早上下雨了。他先查了公交车时间，后来和同学一起坐车到学校。Faithful retelling: 小陈因为下雨没有骑车，而是查好时间后和同学坐公交车去了学校。It preserves the cause, changed transport and companion without copying every word.

Common error

Retelling is not inventing a new story. A smooth account with the wrong cause or outcome needs content feedback.