

# 编写说明

《K12 标准中文》系列教材是为 K-12 年级非母语学习者编写的国际中文分级教材，旨在让学习者在喜闻乐见的中国现代生活和传统文化故事中实现语言水平的逐级提升。教材从语言与文化两个维度，严格对标中国教育部中外语言交流合作中心发布的《国际中文教育中文水平等级标准》(GF 0025—2021)(以下简称《等级标准》)及《国际中文教育用中国文化和国情教学参考框架》(以下简称《参考框架》)。本套教材遵循“结构—功能—文化”相结合的原则，以学生为中心，以语言运用为导向，结合美国《21 世纪外语学习标准》中提出的“5C”目标(Communication 沟通、Cultures 文化、Connections 贯连、Comparison 比较、Communities 社区)，秉持“汉字为基，文化为体，兴趣为本，分级为纲”的理念设计编写。教材尊重二语习得规律，内容设置循序渐进，形成了语言教学和文化教学的闭环交融结构。

《K12 标准中文》系列教材依据《等级标准》中提出的“三等九级”新范式进行编写，结合 K-12 学段学习者实际需求，进一步将分级标准细化为“五阶九级”，形成从基础阶、初阶，到中阶、进阶，再到高阶的螺旋式上升结构，九个级别与《等级标准》一一对应。在参考语法和词汇等级教学大纲的基础上，依据《参考框架》，从文化知识、文化理解、跨文化意识、文化态度四个维度精心设计教学内容。文化教学遵循具体到抽象的原则，从浅层文化逐步过渡到深层文化，将文化分级融入教材之中，力求全面、系统、客观地向世界介绍中国文化和当代国情，为促进文明交流互鉴和构建人类命运共同体做出积极贡献。

《K12 标准中文》系列教材入选两项科研基金项目：教育部中外语言交流合作中心(CLEC)科研基金项目“《国际中文教育中文水平等级标准》教学资源建设”(项目编号 YHJC21ZD-059)和汉考国际(CTI)科研基金项目“新时代背景下基于《国际中文教育中文水平等级标准》的 K-12 中小学中文教材开发”(项目编号 CT12021B06)。全套教材已于 2024 年通过汉考国际 HSK/YCT 考试适用性认证，适用于 HSK 和 YCT 考试，推荐各国中小学中文学习者使用。



《K12 标准中文》设五个阶段，共九个级别：

**基础阶**（《K12 标准中文》1 级）：对标《等级标准》1 级、HSK1 级、YCT1 级，侧重于 5C 中的 Communication（沟通）。在基础阶段，学习者能就日常起居、个人信息等基本社会话题进行简单交际，了解基本文化常识及日常社交礼仪与行为规范。

**初阶**（《K12 标准中文》2 级）：对标《等级标准》2 级、HSK2 级、YCT2～3 级，侧重于 5C 中的 Communication（沟通）。学习者能就家庭情况、居住环境、购物等话题进行简短交流并完成相关交际任务，能够掌握中国节庆文化相关习俗，并能关联本国文化相关因素。

**中阶**（《K12 标准中文》3～4 级）：对标《等级标准》3～4 级、HSK3～4 级、YCT4 级，侧重于 5C 中的 Communication（沟通）、Communities（社区）和 Cultures（文化）。学习者能就校园生活、旅游出行等话题进行完整、连贯的交流并完成就医、邀请等交际任务，能够掌握名胜古迹、饮食文化、传统艺术等文化内容，并能进行文化对比。

**进阶**（《K12 标准中文》5～6 级）：对标《等级标准》5～6 级、HSK5～6 级，侧重于 5C 中的 Cultures（文化）和 Comparisons（比较）。学习者能就人际交往、社会现象等话题进行丰富、流畅、得体的社会交际并完成相关交际任务（如发表见解、谈论历史文化等），能够掌握中国寓言故事、当代文学艺术、对外交往等多样性文化内容，理解社会现象背后的文化内涵并适当发表见解。

**高阶**（《K12 标准中文》7～9 级）：对标《等级标准》7～9 级、HSK7～9 级，侧重于 5C 中的 Cultures（文化）、Comparisons（比较）和 Connections（贯连）。学习者能就各类高层次或专业话题进行较为规范、流利、得体的社会交际，能够理解中国社会生活和当代国情的特点及其文化内涵，具备分析与评价中国文化的动态发展与影响因素的能力。

《K12 标准中文》编写组

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# Introduction

The *K12 Standard Chinese* series of teaching materials is an international Chinese graded textbooks designed for non-native language learners in K-12 grades, aiming to enable students to achieve a gradual improvement in language proficiency through enjoyable stories on modern Chinese life and traditional culture. Based on language and culture, the textbook is compiled in strict accordance with the *Chinese Proficiency Grading Standards for International Chinese Language Education* (GF0025-2021) (hereinafter referred to as the *Grading Standards*) and *The Framework of Reference for Chinese Culture and Society in International Chinese Language Education* (hereinafter referred to as the *Framework of Reference*) released by MOE Center for Language Education and Cooperation. This series of teaching materials follows the principle of combining structure, function and culture with students as the center and language use as the guide. It combines the “5C” goals (Communication, Cultures, Connections, Comparisons, and Communities) proposed by *Standards for Foreign Language Teaching in the 21st Century* in the US and upholds the writing ideas of “taking the Chinese characters as the basis, culture as the body, interest as the foundation and grading as the outline”. It respects the law in second language acquisition, and designs the content step by step, thus forming a close-loop integration structure of language teaching and cultural teaching.

The *K12 Standard Chinese* series of textbooks is developed based on the new paradigm of “three bands and nine levels” proposed in the *Grading Standards*. Combined with K-12 learners’ actual needs, the grading standards are further divided into “five stages and nine levels”, thus forming a spiral upward structure ranging from the basic stage, initial stage, to the intermediate stage, pre-advanced stage, and then to the advanced stage. The nine levels have a one-to-one correspondence to the *Grading Standards*. Referring to the teaching syllabus for grammar and levels of vocabulary and based on *The Framework of Reference*, the teaching content is carefully designed from four aspects: knowledge of culture, understanding of culture, cross-cultural consciousness, and attitude towards culture. It teaches culture from the specific to the abstract, from the elementary to the profound, and strives to introduce Chinese culture and its contemporary national conditions to the world comprehensively, systematically and objectively, thus making positive contributions to promoting exchange and mutual learning among civilizations and building a community with a shared future for mankind.

The *K12 Standard Chinese* series of textbooks has been selected for two research fund projects: “Teaching Resources Construction for *Chinese Proficiency Grading Standards for International Chinese Language Education*” (project number YHJC21ZD-059), a scientific fund project sponsored by the MOE Center for Language Education and Cooperation (CLEC) and “Development of Chinese Textbooks for K-12 Primary and Secondary Schools Based on *Chinese Proficiency Grading Standards for International Chinese Language*



*Education in the New Era*” (project number CT12021B06), a scientific fund project sponsored by Chinese Testing International Co., Ltd. (CTI). The whole series of teaching materials has passed the applicability certification of HSK/YCT organized by CIT in 2024, and is suitable for these international tests for Chinese language. It is recommended to Chinese language learners in primary and secondary schools around the world.

The *K12 Standard Chinese* has five stages and totals 9 levels: the basic stage (Level 1 of *K12 Standard Chinese*) corresponds to Level 1 of *Grading Standards* or HSK1/YCT1, emphasizing on Communication in the “5C”. In basic stage, students can have simple communication on daily life, personal information and other basic social topics, and understand basic cultural knowledge and daily social etiquette and behavior norms.

The initial stage (Level 2 of *K12 Standard Chinese*) corresponds to Level 2 of *Grading Standards* or HSK2/YCT2-3, emphasizing on Communication in the “5C”. Students can communicate briefly on topics such as family background, living environment, shopping, etc. and complete relevant communication tasks. They can master the related customs on Chinese festivals, and can also relate to cultural factors in their own country.

The intermediate stage (Levels 3-4 of *K12 Standard Chinese*) corresponds to Levels 3-4 of *Grading Standards* or HSK3-4/YCT4, emphasizing on Communication, Communities, and Cultures in the “5C”. Students can communicate completely and coherently on campus life, travel and other topics, and complete communication tasks such as seeking medical treatment and making invitations. They can learn places of interest, food culture, traditional art and other culture, and make cultural comparisons.

The pre-advanced stage (Levels 5-6 of *K12 Standard Chinese*) corresponds to Levels 5-6 of *Grading Standards* or HSK5-6, emphasizing on Cultures and Comparisons in the “5C”. Students can carry out abundant, fluent and appropriate social communication on interpersonal communication, social phenomena, and other topics, and complete relevant communication tasks (such as expressing opinions and talking about history and culture). They can master China’s fables, contemporary literature and art, foreign communication and other diverse cultural contents, understand the cultural connotations behind social phenomena and express their opinions appropriately.

The advanced stage (Levels 7-9 of *K12 Standard Chinese*) corresponds to Levels 7-9 of *Grading Standards* or HSK7-9, emphasizing on Cultures, Comparisons and Connections in the “5C”. Students can conduct standardized, fluent and appropriate social communication on various advanced or professional topics, understand the characteristics and cultural connotations of China’s social life and contemporary national conditions, and have the ability to analyze and evaluate the dynamic development and influencing factors of Chinese culture.

Writing Group of *K12 Standard Chinese*

July 12, 2024



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## 第一单元

### Unit 1

# 中国名胜古迹 I

## Scenic Spots and Historical Sites in China (I)

欢迎来到历史<sup>lì shǐ</sup>悠久、风景<sup>fēng jǐng yōu měi</sup>优美的文明古  
国——中国。这里有美丽的山水、宽广<sup>kuān guǎng</sup>的土  
地<sup>dì</sup>、丰富<sup>fēng fù</sup>的动植物和多样<sup>dōu yàng</sup>的风俗。让我们带着轻  
松<sup>sōng</sup>的心情，来一次旅行吧！





# 第一课 中国著名旅游景点

## Lesson 1 Famous Tourist Attractions in China

现在，到中国来留学的国际学生越来越多。学生们在一个学期的紧张学习后，常会利用放暑假或放寒假的时间去各地旅游，放松一下心情。

如果你想感受中国山水，可以去湖南张家界，那里气候舒适，冬暖夏凉。张家界的森林公园是中国第一个国家森林公园，在那里你可以呼吸新鲜的空气，还可以看到不同类型的植物。广西桂林也是一个不错的选择，那里就像一幅山水画，民间有“桂林山水甲天下”一说。

如果你对登山感兴趣，那泰山不能不去。泰山位于山东中部，被称为“天下第一山”。泰山的日出很美，为了能看日出，很多人从半夜就开始登山。中国古人认为泰山是离天最近的地





方，泰山在中国人心中的地位<sup>dì wèi</sup>非常高，民间也有“泰山安，四海<sup>jiē</sup>皆安”的说法。

如果你喜爱大海，去中国南边的海南一定没错。细软的沙滩、干<sup>xì</sup>净的海水<sup>hǎi shuǐ</sup>、美味的海鲜<sup>hǎi xiān</sup>会让你很快放<sup>fàng sōng</sup>松下来，享受海边的乐趣<sup>lè qù</sup>。

中国有太多值得看的风景名胜，比如东北的雪山、内蒙古的草原、杭州的西湖、苏州的园林等等。不管<sup>bù guǎn</sup>你在哪个季节<sup>jì jié</sup>来中国旅游，都能够享受美丽的风景，获得<sup>huò dé wú xiàn</sup>无限乐趣。



## 词语学习 Word Learning



### 识写

- |                             |                                    |
|-----------------------------|------------------------------------|
| 1 历史 lǐshǐ history          | 10 舒适 shūshì comfortable           |
| 2 风景 fēngjǐng scenery       | 11 森林 sēnlín forest                |
| 3 优美 yōuměi beautiful       | 12 呼吸 hūxī breathe                 |
| 4 宽广 kuānguǎng broad        | 13 新鲜 xīnxiān fresh                |
| 5 土地 tǔdì land              | 14 类型 lèixíng type, category       |
| 6 风俗 fēngsú custom          | 15 植物 zhíwù plant                  |
| 7 轻松 qīngsōng relaxed       | 16 登山 dēng//shān climb a mountain  |
| 8 暑假 shǔjià summer vacation | 17 感兴趣 gǎn xìngqù be interested in |
| 9 寒假 hánjià winter vacation | 18 位于 wèiyú be located in          |



19 地位 dìwèi position, status

20 喜爱 xǐ'ài like

21 没错 méi cuò can't go wrong

22 细 xì (of particles) fine, small

23 海水 hǎishuǐ seawater

24 海鲜 hǎixiān seafood

25 放松 fàngsōng relax

26 乐趣 lèqù fun

27 不管 bùguǎn regardless of

28 季节 jìjié season

29 获得 huòdé gain, get

30 无限 wúxiàn unlimited



## 识读

1 幅 fú a measure word for pictures

2 皆 jiē all



## 本课语法 Grammar in This Lesson

### 主语 + 被 (+ 宾语) + 动词 + 其他成分

- 泰山**被**称为“天下第一山”。
- 班长**被**老师叫去办公室了。
- 图书馆的门**被**关上了。

### 不管……都 / 也……

- **不管**你在哪个季节来中国旅游，**都**能够享受美丽的风景，获得无限乐趣。
- **不管**明天下不下雨，我们**都**会去海边。
- **不管**中文有多难，我**也**会坚持学下去。





## 活动与练习 Activities and Exercises

### 一、词语扩展



例 优美 → 风景优美 → 杭州西湖风景优美。

1. 放松 → \_\_\_\_\_ → \_\_\_\_\_
2. 新鲜 → \_\_\_\_\_ → \_\_\_\_\_
3. 宽广 → \_\_\_\_\_ → \_\_\_\_\_
4. 舒适 → \_\_\_\_\_ → \_\_\_\_\_
5. 无限 → \_\_\_\_\_ → \_\_\_\_\_

### 二、用所学语法造句

1. 旧袜子被妈妈扔了。

- ① \_\_\_\_\_ 被 \_\_\_\_\_
- ② \_\_\_\_\_ 被 \_\_\_\_\_

2. 不管明天你来不来上学，你都要完成这个作业。

- ① 不管 \_\_\_\_\_ 都 \_\_\_\_\_
- ② 不管 \_\_\_\_\_ 也 \_\_\_\_\_



### 三、小组活动

以小组为单位，选择一个中国城市并做旅行计划，最后在班上交流。

旅行计划应包含以下内容：

- ① 旅行的目的地；
- ② 旅行目的地的历史、景点和美食等；
- ③ 火车或飞机时刻表 and 价格；
- ④ 每天的日程安排；
- ⑤ 旅行应该带的物品。



旅行计划





## 翻译练习

### 一、翻译并根据课文内容用中文回答下列问题

- 1 Can you retell the origin of Loong Boat Festival according to the text?
- 2 What do we eat during Loong Boat Festival? What flavor do you like?
- 3 What are the customs of Chinese Spring Festival? Which custom is the most interesting for you? Why?

### 二、文化交流和口语表达：用中文回答和交流下列问题

- 1 Do you know any other traditional Chinese festivals?
- 2 What are the festivals in your country?
- 3 Can you share some interesting or strange customs in your country?

### 三、将下列句子翻译成英文

- 1 屈原是中国著名的爱国诗人，端午节就是用来纪念他的节日。
- 2 端午节人们一般会吃粽子，赛龙舟。如今，粽子的种类有很多，你会选择吃哪种口味呢？
- 3 了解到事情的实际情况后，同学们纷纷向他表达感谢。因此，他感到非常开心。
- 4 作为中国传统的节日之一，春节是最热闹的。
- 5 每一个行业都有很多学问，我们要掌握好一门学问，就要认真研究它。

中国古诗  
Classical Chinese Poem

bái yún quán  
白云泉

táng bái jū yì  
[唐]白居易

tiān píng shān shàng bái yún quán,  
天 平 山 上 白 云 泉,  
yún zì wú xīn shuǐ zì xián。  
云 自 无 心 水 自 闲。  
hé bì bēn chōng shān xià qù,  
何 必 奔 冲 山 下 去,  
gèng tiān bō làng xiàng rén jiān。  
更 添 波 浪 向 人 间。

在教师的指导下，背诵这首诗。  
Recite this poem under the teacher's instruction.



# 词汇表 (识写)

爱国	ài//guó	patriotic	11
爱护	àihù	cherish, take good care of	7
按时	ànshí	on time	9
暗示	ànshì	hint, suggest	12
<b>A</b>			
摆脱	bǎituō	get rid of	4
办事	bàn//shì	do things, handle affairs	10
包含	bāohán	include	5
包括	bāokuò	include	2
宝贵	bǎoguì	precious, valuable	2
抱	bào	hold in the arms	11
被迫	bèpò	be forced, be compelled	4
避	bì	avoid	2
避免	bìmiǎn	avoid	7
标志	biāozhì	sign	5
不管	bùguǎn	regardless of	1
<b>B</b>			
擦	cā	wipe	12
材料	cáiliào	material	8
财产	cáichǎn	property	2
财富	cáifù	wealth	3
测量	cèliáng	measure	3
测试	cèshì	test, quiz	9
茶叶	cháyè	tea (leaves)	4
产品	chǎnpǐn	product	8
<b>C</b>			

# 词汇表 (识读、专有名词)

## B

鞭炮	biānpào	firecrackers	12
博物馆	bówùguǎn	museum	3

## C

除夕	chúxī	Chinese New Year's Eve	12
春联	chūnlián	Spring Festival couplets	12
辞旧迎新	cíjiù-yíngxīn	ring out the old year and ring in the new	12

## D

大臣	dàchén	(in a monarchy) minister	11
岛	dǎo	island	2
殿	diàn	hall	2
顶	dǐng	top, summit	2
豆沙	dòushā	sweetened bean paste	11
毒	dú	poison	8
端午节	Duānwǔ Jié	Loong Boat Festival	11

## F

放行	fàngxíng	let (sb./sth.) pass	10
废	fèi	waste	8
幅	fú	a measure word for pictures	1

## G

高峰期	gāofēngqī	peak period	10
工匠	gōngjiàng	craftsman, artisan	3
宫	gōng	palace	2
共享	gòngxiǎng	share	7
国粹	guócuì	quintessence of Chinese culture	5