

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、Comparisons 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

2024 年 7 月 12 日

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

唐诗故事

Stories of Tang Poems

lǐ bái míng rén gēn jù
李白和杜甫都是中国文化名人，他们根据自
身的经历和感受写了很多名诗，获得了大家的认
可，成为了中国的文化名片。让我们在李白的
诗中去体会他送别朋友时的心情，再从杜甫的诗
句中寻找他被称为诗圣的原因。



第一课 古诗《黄鹤楼送孟浩然之广陵》

Lesson 1 The Ancient Poem Seeing Meng Haoran off to Guangling at Yellow Crane Tower

《^{huáng hè lóu} 黄鹤楼^{mènghào rán} 送孟浩然^{guǎng líng} 之广陵》是唐代著名诗人李白在公元730年写的一首送别诗，^{miáo xiě} 描写了李白送别朋友孟浩然时的景色和心情。李白非常热爱大自然，常到各地游山玩水，这期间也结交了很多好朋友，^{qī jiān} 孟浩然就是其中之一。

孟浩然比李白大十多岁，跟李白一样都是唐代很有名的诗人，



shàn yú 善于写山水田园诗。公元727年，李白一路游玩来到 xiāng yáng 襄阳，有天和
朋友聊天儿，听说孟浩然就住在襄阳，jí máng 急忙赶去见他。孟浩然看见
外面走来一个年轻人，便出门迎接。两人一见面就像认识了很多年的
老朋友，同样热爱自由与诗歌的他们互相欣赏，很快就成了无话不
谈的好朋友。cóng cǐ 从此，两人经常在一起作诗、饮酒、谈生活、谈理想，
度过了一段非常美好的时光。shí guāng

公元730年，孟浩然要乘船去广陵远游，李白亲自送到江边。送
别时正是春季，李白站在楼上看着朋友 jiàn jiàn 渐渐远去，只看见长江水向
天边流去。cǐ 此情此景之下，李白写下了千古名诗《黄鹤楼送孟浩然之
广陵》：

故人西辞黄鹤楼，烟花三月下扬州。

孤帆远影碧空尽，唯见长江天际流。



词语学习 Word Learning



识写

1

名人 míng rén celebrity

2

根据 gēn jù according to

3

名片 míng piàn name card

4

公元 gōng yuán AD, the Christian era

5

描写 miáo xiě describe

6

期间 qī jiān period

7

善于 shàn yú be good at

8

急忙 jí máng hurriedly

9 从此 cóngcǐ from then on

11 渐渐 jiànjiàn gradually

10 季 jì season

12 此 cǐ this



识读

1 欣赏 xīnshǎng appreciate

2 时光 shíguāng time



专有名词

1 李白 Lǐ Bái a famous poet of Tang Dynasty

2 黄鹤楼 Huánghè Lóu Yellow Crane Tower (now in Wuhan)

3 孟浩然 Mèng Hàorán a famous poet of Tang Dynasty

4 广陵 Guǎnglíng old name of Yangzhou (now in Jiangsu Province)

5 襄阳 Xiāngyáng a city of Hubei Province, China



本课语法 Grammar in This Lesson

存现句

- 外面走来一个年轻人。
- 对面走来一对夫妇。
- 法院里走出一位法官。
- 花园里飞来了几只小鸟。



活动与练习 Activities and Exercises

一、用括号内的词语回答问题

1. 李白在什么时候见到了孟浩然？

(公元)

2. 孟浩然要什么时候去广陵？

(季)

3. 孟浩然是一个什么样的诗人？

(善于)

二、看图，用“存现句”造句

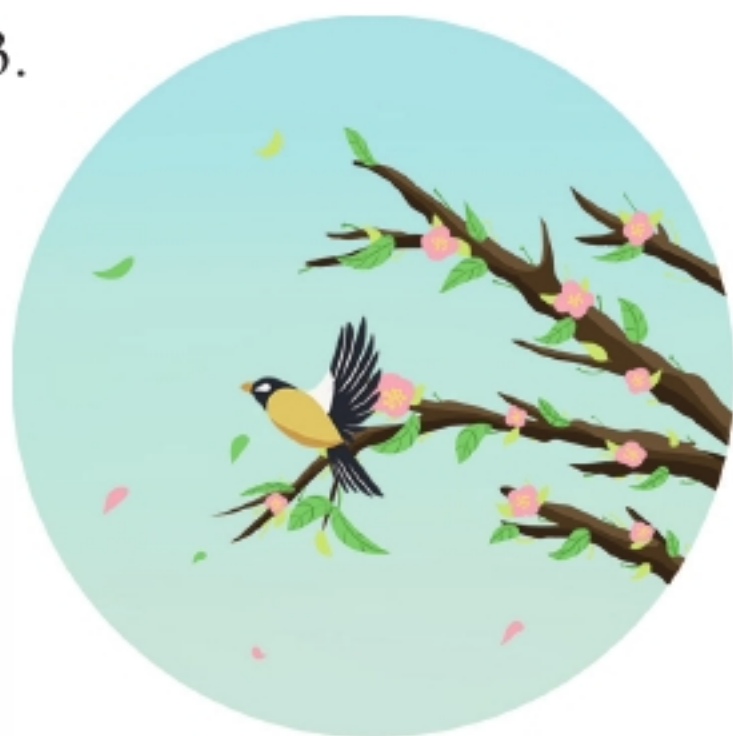
1.



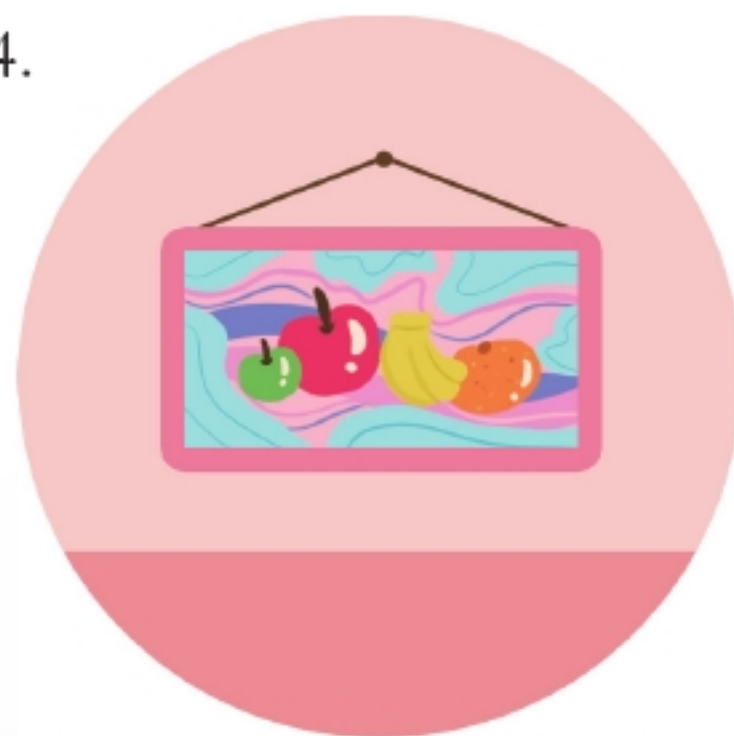
2.



3.



4.



5.



三、课堂活动

李白作为一位伟大的诗人，是中国文化的一张名片。请你查阅相关资料，将李白的“名片”补充完整，并查找更多关于李白的有趣的故事，和老师、同学们交流分享。





单元拓展

一、语言交流

通过学习本单元，你认为李白和杜甫作为中国的诗人，有哪些共同点？你觉得成为一位伟大的诗人，需要具备哪些品质？请你和老师、同学们交流交流，并把重要的信息记录下来。

二、文化交流

以下是一位名人的宣传海报，请模仿这张海报设计一张你最喜欢的名人的宣传海报，海报可以包括以下内容：

1. 照片（可以自己画也可以在网上查找）；
2. 名字 / 头衔；
3. 出生年代；
4. 他 / 她做过的事、取得的成就；
5. 他 / 她说过的最有名的话。

大家完成宣传海报后，在班级里进行展示和评比，选出最受欢迎的作品。





翻译练习

一、将下列英文句子翻译成中文

- 1 If you smile and are confident, you'll think in a more positive way.
- 2 When we are students, we should focus on our study.
- 3 It had never occurred to me that he would be so smart to do such a thing.
- 4 She is good at appreciating others.
- 5 I am acutely aware of the difficulties we face.

二、口语交流：用中文翻译并回答下列问题

- 1 Besides Li Bai and Du Fu, which other Chinese poets do you know?
- 2 Do you like reading Chinese poems? Why?
- 3 Can you share with your classmates a Chinese poem or a poem written by someone from your own country?

中国古诗
Classical Chinese Poem

hán shí
寒 食

táng hán hóng
[唐] 韩 翃

chūn chéng wú chù bù fēi huā,
春 城 无 处 不 飞 花,
hán shí dōng fēng yù liǔ xié。
寒 食 东 风 御 柳 斜。
rì mù hàn gōng chuán là zhú,
日 暮 汉 宫 传 蜡 烛,
qīng yān sàn rù wǔ hóu jiā。
轻 烟 散 入 五 侯 家。

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)

		A	
啊	á	used to ask a further question	9
矮小	ǎixiǎo	short	5
安置	ānzhì	arrange	12
		B	
摆	bǎi	sway, wag	4
败	bài	defeat	9
宝	bǎo	treasure	12
保密	bǎo//mì	keep secret	7
保守	bǎoshǒu	keep	7
倍	bèi	redouble	7
笨	bèn	stupid	11
比分	bǐfēn	score	9
表情	biǎoqíng	expression, countenance	9
表扬	biǎoyáng	praise	5
要紧	búyàojǐn	never mind	9
不在乎	búzàihu	not care	11
不然	bùrán	otherwise	9
布置	bùzhì	arrangement, layout	6
步行	bùxíng	walk	5
		C	
曾	céng	ever	5
诚实	chéngshí	honest	7
承认	chéngrèn	admit	4
穿上	chuānshang	put on	7
窗户	chuānghu	window	4

词汇表 (识读、专有名词)

A			
奥斯卡	Àosīkǎ	Oscar	6
B			
包公	Bāogōng	a legendary upright official of Song Dynasty	10
C			
长安	Cháng'ān	old name of Xi'an (of Shaanxi Province)	2
长寿	chángshòu	longevity	12
场面	chǎngmiàn	scene	8
承诺	chéngnuò	promise	8
重耳	Chóng'ěr	the state ruler of Jin	11
楚	Chǔ	a state in ancient China	8
D			
胆	dǎn	bile	3
等级	děngjí	grade, rank	9
杜甫	Dù Fǔ	a famous poet of Tang Dynasty	2
F			
坟墓	fénmù	tomb	3
缝	fèng	crack	7
佛山	Fóshān	a city of Guangdong Province, China	5
夫差	Fūchāi	the state ruler of Wu	3
服从	fúcóng	obey, submit (oneself) to	3
G			
垓下	Gāixià	Galxia (now in Anhui Province)	8
勾践	Gōujiàn	the state ruler of Yue	3