

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 (GF 0025-2021)* (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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第一课 美食里的中国文化

Lesson 1 Chinese Culture in Food



课文一 北京烤鸭 Text 1 Beijing roast duck

朋友：欢迎你来到北京，这里可是世界有名的旅游城市。
chéng shì

大枫爸爸：是啊！除了美丽的风景外，据说北京
fēng jǐng
还有很多小吃，像冰糖葫芦、豆汁儿等。
xiǎo chī dòu zhīr

朋友：除了小吃以外，还有很多其他美食，
kǎo yā shuàn yáng ròu
如烤鸭、涮羊肉等。

大枫爸爸：我都想吃！北京烤鸭在全世界都超级
chāo jí
有名。

朋友：是的。很多外国朋友都很热爱中国美
rè ài
食，烤鸭在他们心中的排名绝对是前
pái míng jué duì

几位。北京烤鸭有很多种，各个饭店的做法不完全一样。
zhǒng

我带你去全聚德好好吃一顿，在那里你可以吃到正宗的
quán jù dé hǎo hǎo zhèng zōng

北京烤鸭，因为那里的烤鸭采用传统的制作方法，一定
cǎi yòng chuán tǒng



shēn yìn xiàng
会给你留下很深的印象！

大枫爸爸：那我们现在就出发吧，我一分钟都不想再等了。



词语学习 Word Learning



识写

- | | |
|------------------------|--------------------------------------|
| 1 城市 chéngshì city | 6 种 zhǒng kind |
| 2 超级 chāojí super | 7 好好 hǎohǎo to one's heart's content |
| 3 热爱 rè'ài love | 8 采用 cǎiyòng adopt, use |
| 4 排名 pái//míng ranking | 9 深 shēn deep |
| 5 绝对 juéduì absolutely | 10 印象 yìnxiàng impression |



识读

- | | |
|------------------------------------|---|
| 1 风景 fēngjǐng view, scenery | 5 涮羊肉 shuànyáng ròu instant-boiled mutton |
| 2 小吃 xiǎochī snack | 6 正宗 zhèngzōng authentic |
| 3 豆汁儿 dòuzhīr fermented bean drink | 7 传统 chuántǒng traditional |
| 4 烤鸭 kǎoyā roast duck | |



专有名词

- 1 全聚德 Quánjùdé name of a famous restaurant



活动与练习 Activities and Exercises

一、用汉语说一说 Say the following in Chinese



dòu zhīr
豆汁儿



bào dǔr
爆肚儿



chǎo gānr
炒肝儿



lǔ zhǔ
卤煮



kǎo yā
烤鸭



shuàn yáng ròu
涮羊肉



zhá jiàng miàn
炸酱面



yún dòu juǎnr
芸豆卷儿

二、选择恰当的词语填空 Choose the right words to fill in the blanks

热爱 采用 排名 好好

1. 在所有的北京小吃中，冰糖葫芦在我心中是_____第一的。
2. 大卫一家在北京生活很久了，他们都非常_____这座城市。
3. 不要着急，你_____说你昨天为什么没来上学。
4. 每个人的学习方法都不一样，你应该_____适合自己的学习方法。

三、回答下列问题 Answer the following questions

1. 哪里可以吃到正宗的北京烤鸭?
2. 北京烤鸭有哪些特点?
3. 假如你有一位没来过北京的朋友, 你会怎么给他/她介绍北京的美食? 请你和同学一起说一说, 并把重要的内容记录下来。





课文二 火锅里的中国文化

Text 2 Chinese culture in hot pot

火锅是中国人最爱的美食之一，也最能代表中国人合餐的饮食习惯。热乎乎的火锅表达一种热烈亲密的情感，圆圆的火锅则表示圆满。大家围坐在一起，把自己爱吃的各种青菜、鱼、牛羊肉、面条儿等都放进火锅里面，可以保证营养的丰富。同时，大家像家人一样在同一口火锅里吃饭，边吃边聊，人与人之间的距离很容易就拉近了，人与人的关系也快速变得亲近起来。吃火锅时，每一个人都可以选择自己喜欢的食物。这一方面保留了每个人的独特个性，另一方面又展现了集体行动的热闹，体现出中国文化中“和而不同”的思想。火锅经过数千年的发展，已经成为中国文化的代表，联系着你和我，向世界传达着中国的文化精神和热情！





词语学习 Word Learning



识写

- | | |
|------------------------------------|---|
| 1 代表 dài biǎo represent | 10 保留 bǎo liú keep, retain |
| 2 表达 biǎo dá express | 11 个性 gè xìng personality |
| 3 热烈 rè liè ardent, warm | 12 另一方面 lìng yí fāng miàn on the other hand |
| 4 情感 qíng gǎn emotion | 13 集体 jí tǐ collective |
| 5 围 wéi surround | 14 体现 tǐ xiàn embody, reflect |
| 6 里面 lǐ miàn inside | 15 思想 sī xiǎng thought |
| 7 容易 róng yì easy | 16 联系 lián xì connect |
| 8 关系 guān xì relation | 17 文化 wén huà culture |
| 9 一方面 yí fāng miàn on the one hand | 18 精神 jīng shén spirit |



识读

- | | |
|------------------------------|----------------------------------|
| 1 圆满 yuán mǎn completeness | 5 展现 zhǎn xiàn show, demonstrate |
| 2 之间 zhī jiān between | 6 热闹 rè nao lively |
| 3 距离 jù lí distance | 7 传达 chuán dá convey |
| 4 亲近 qīn jìn intimate, close | |



本课语法 Grammar in This Lesson

口 / 杯 / 本 / 个 / 家 / 间 / 块 / 页

- 大家像家人一样在同一**口**火锅里吃饭。
- 这条路上一共有四**家**饭店。
- 这本中文书一共有 187 **页**。

一方面……，另一方面……

- 这**一方面**保留了每个人的独特个性，**另一方面**又展现了集体行动的热闹。
- 老师**一方面**看到了我们每个人的优点，**另一方面**也指出了我们的缺点。
- 盘古**一方面**用身体分开了天和地，**另一方面**用身体创造了新世界。



活动与练习 Activities and Exercises

一、填入适当的量词 Fill in the brackets with the right measure words

1. 我想买一 () 可乐。
2. 我家有五 () 人。
3. 两 () 苹果要五 () 六毛。

4. 这里有两 () 中文书。
5. 这 () 饭店的味道很不错。
6. 大枫一共有四 () 好朋友。
7. 请打开中文书的第 36 ()。
8. 这层楼一共有六 () 教室。

二、用所给词语完成对话 Complete the dialogs with the words given

1. A: 为什么很多中国人都喜欢吃火锅?

B: _____。
(一方面……, 另一方面……)

2. A: 小叶, 你和大枫的关系怎么样?

B: _____。(联系)

3. A: _____? (容易)

B: 我认为很难。

4. A: 你认为“吃火锅”是中国文化的一部分吗?

B: _____。(代表)

5. A: _____? (表达)

B: _____。(热烈)

三、说一说，画一画 Talk and draw

你吃过中国的火锅吗？你吃火锅的时候都会点什么菜呢？请把你喜欢的菜画下来，并和同学讨论讨论“火锅好不好吃”。

Have you ever eaten Chinese hot pot? What vegetables and meat would you like to order when you eat hot pot? Please draw a picture of your favorite vegetables or meat and discuss with your classmates “whether hot pot is delicious”.

