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# Foreword

你好！ Nǐ hǎo！

Welcome to the Meihua Chinese Learning series for primary schools, a series that was developed with the needs of primary school students, teachers and parents in mind. Our goal is to present a Chinese language-learning programme that is easy to comprehend and fun to learn.

In both written and spoken forms, Chinese is significantly different from other languages around the world. As a result, there are certain challenges in introducing and guiding students to master Chinese. To meet such challenges, this series focuses on delivering the lessons in phases; starting with vocabulary that reflects the student's daily routine needs, and the basic elements of the Chinese phonological system. Students will gradually progress into more complex and challenging language. Such delivery is reflected in the selection of phonics, pinyin, tones, characters, vocabulary and topics in each unit of the series.

Meihua Chinese Learning Series emphasises the development of a solid language foundation, with systematic and interesting features in each of its units throughout six levels. Each level consists of ten units designed to be completed by a student within a school year with 2-3 hours of lessons per week (70-105 minutes per week). Once a student has completed Level 6 of the series, they will have studied over 500 Chinese words, and acquired the skills to write more than 100 Chinese characters independently. They will also be able to comprehend simple reading texts without pinyin and communicate in simple daily Chinese conversation.



The learning in Meihua Chinese Series is dedicated to preparing students for the standardised International Chinese test, i.e. Youth Chinese Test (YCT), a Chinese proficiency examination for students in lower and upper primary established by Hanban (a public institution affiliated with the Chinese Ministry of Education). By completing all six levels of this learning series, students are expected to possess the skills needed to pass Level III out of four YCT test levels.

Our main authoritative references in the development of Meihua Chinese Learning Series are as follows:

1. 国家汉办 (Hanban/孔子学院总部). 新中小学生汉语考试/YCT 大纲. *Youth Chinese Test (YCT) 1-4 Outline*, <http://www.chinesetest.cn/godownload.do>.
2. 国家汉办 (Hanban)/孔子学院总部. 国际汉语教学通用课程大纲/*International Curriculum for Chinese Language Education*. Beijing Language and Culture University Press.
3. 中华人民共和国国家标准. 汉语拼音正词法基本规则/*Basic Rules of the Chinese Phonetic Alphabet Orthography*. 中华人民共和国国家质量监督检验检疫总局、中国国家标准化管理委员会发布.
4. 中华人民共和国教育部、国家语言文字工作委员会发布. 语言文字规范《汉字部首表》/*The Table of Indexing Chinese Character Component*.
5. 国家语言文字工作委员会标准化工作委员会《现代汉语通用字笔顺规范》/*XIANDAI HANYU TONGYONGZI BISHUN GUIFAN*, 语文出版社.

This book consists of:

## **1. Student's Book and Audio CD**

Each unit is divided into eight sections:

### **a. Text or dialogue**

This section is composed of a combination of pictures, texts and/or interesting and easy-to-comprehend dialogues.

### **b. Vocabulary**

Vocabulary is a crucial part in comprehending the Chinese language. The new vocabulary in this section is introduced through text and/ or dialogues.

### **c. Activities**

The activities are designed to put the main lesson points into practice. The learning process is conducted in a fun and engaging way by encouraging student involvement and interaction with others.

### **d. Pinyin (book 1 & book 2), notes and grammar (books 3-6)**

This section puts more emphasis on the phonemes that are foreign to students. Pinyin and tones can be learned in Level 1 and 2. The series focuses on the consonants and vowels that are different from those in other languages, as well as unfamiliar tonal aspects of Chinese.

### **e. Listening activity**

The recordings on the audio CD have been developed to help familiarise students with the sounds, accents and structures of spoken Chinese.

### **f. Radical (books 1-4)**

Radicals are the foundation of Chinese writing; they represent the semantic part of Chinese characters. With more than 90% of commonly used Chinese characters containing a combination of semantic and phonetic components, it is crucial that students have a solid understanding of radicals. Each unit introduces one or two radicals, which have been selected for their frequency of use and utility.



### **g. Chinese character writing**

The introduction of the stroke-by-stroke guide to writing Chinese characters will teach students to understand the stroke orders of both basic and complex characters. The methods in this series will enable learners to apply their acquired skills in writing thousands of Chinese characters freely and independently.

### **h. Reading**

In this learning series, not only are students encouraged to understand individual Chinese characters but also to recognise their meaning within a reading text. This provides context and a deeper understanding of character usage.

The student's book comes with an audio CD, which contains recordings of parts of text or dialogue, new vocabulary, pinyin and listening practice.

## **2. Workbook**

The Meihua Workbook is designed to develop reading and writing skills. The workbook can be used as an integral workbook during class or as extra practice for homework.

## **3. Teacher's Guide**

The Teacher's Guide is a practical manual with applicable teaching ideas, as well as important additional information to consider when planning lessons.



# ★ Syllabus ★

Unit	Theme	Title	Targeted Communication Skills	Vocabulary	Number of Vocabulary
1	Telephone number	你家的电话号码是多少？	Students will be able to recite their home telephone and mobile phone numbers.	认识、电话、打电话、号码、多少、零(〇)、要、给、手机、明天	10
2	Verbs used in class	请进！	Students will understand simple instructions in class.	请、进、坐、听、说、你们、跟、读、写、汉字	10
3	Objects in the classroom	这是我的教室	Students will be able to identify objects in the classroom.	教室、里、黑板、粉笔、白板、白板笔、张、桌子、把、椅子	10
4	Food	你喜欢吃什么？	Students will be able to recite the names of their favourite dishes.	吃、喜欢、水果、汉堡包、热狗、炸鸡、薯条、面条、米饭、炒饭、鸡蛋、面包、香蕉、西瓜、葡萄、苹果、橘子、草莓	18
5	Drinks	请问，您要喝什么？	Students will learn how to name various common beverages and to ask questions politely.	喝、饮料、问、请问、咖啡、热、巧克力、牛奶、苹果汁、橙汁、茶、柠檬茶、珍珠奶茶、可乐、水、矿泉水	16
6	Hungry and thirsty	我饿了	Students will learn how to express feelings of hunger, thirst and fullness.	饿、也、一起、吧、小、宝宝、饱、渴	8
7	Appearance	姐姐的头发长	Students will be able to describe a person's appearance and facial features.	头、头发、眼睛、鼻子、耳朵、嘴巴、手、脚、个子、大、长、短、高、矮、胖、瘦	16
8	Calendar	今天是几月几号？	Students will learn how to read a calendar and a weekly schedule.	年、月、日、号、星期、星期日/星期天、昨天、学习、钢琴、英语、芭蕾舞、数学、中文、课外活动	14
9	Time (clock)	我的一天	Students we be able to name common activities in a day and tell time.	天、点、分、差、半、一刻、早上、中午、下午、晚上、起床、早饭、午饭、晚饭、上课、下课、做、作业、洗澡、睡觉	20
10	Location of places/people/objects	妈妈在哪儿？	Students will be able to explain the location of a place/person/object.	在、这儿、那儿、厨房、图书馆、洗手间、旁边	7
<b>Total</b>					<b>129</b>

Grammar focus		Sentence structure	Pinyin	Writing	
				Strokes/radicals	Characters
Question word	多少	你家的电话号码是多少	uei, uen, ian	石	手机、号码、多少
Verb	请	请进!	Neutral tone	讠	请、坐、听、说、我
Measure words	张, 把	教室里有五张桌子和十把椅子。	Modification to neutral tone	讠	里、笔、白、黑、桌子
Noun of locality	里				
Verb	喜欢	我们喜欢吃水果。	3rd tone modification (3rd tone + 1st, 2nd, 4th tone)	火、灬	火、吃、米、包、爸爸
Question sentence	请问	请问, 您要喝什么?	3rd tone modification (3rd tone + 3rd tone)	水、氵	水、牛、问、喝、渴
Adverb	也	A: 我饿了。 B: 我也饿了。	Tone modification for “一” (“一”+ 1st, 2nd, 3rd tone)	讠	也、要、吧、饭、饱、饿
Particle	吧	我们一起去吧!			
Adjectives	大、小、长短、高、矮、胖、瘦	姐姐的头发长。	Tone modification for “一” (“一”+ 4th tone)	目	目、头、大、小、长、姐姐
Adverbs of time (day)	今天、昨天、明天、年、月、日、号、星期	今天是2016年4月25日。	Tone modification for “不” (“不”+ 4th tone)	月	年、月、明天、昨天、晚上
Adverbs of time (hour)	早上、中午、下午、晚上、点、分、半、一刻、差	我早上六点起床。	Addition of 儿 sound to a word	扌、手	点、半、上、中、下、午
Demonstrative pronouns	这儿, 那儿	A: 图书馆在哪儿? B: 在那儿。	review si and shi	卩	在、那儿、哪儿、老师
Preposition	在	洗手间在图书馆旁边			



## A. 对话 Duihuà | Dialogue



track 1



Xiǎohuá : Lìlì, nǐ rènshi Ānnī ma?

小华：丽丽，你认识安妮吗？

Lìlì : Rènshi.

丽丽：认识。

Xiǎohuá : Tā jiā de diànhuà hàomǎ shì duōshao?

小华：她家的电话号码是多少？

Wǒ yào gěi tā dǎ diànhuà.

我要给她打电话。

Lìlì : Sì sān èr yāo wǔ liù qī bā.

丽丽：4 3 2 1\* 5 6 7 8.

\* When reciting a telephone number, 1 (yī) is usually pronounced “yāo” to distinguish it from the sound of qī (7).



2



Lìlì : Tiānmíng, nǐ māma de shǒujī hàomǎ shì duōshǎo?  
 丽丽 : 天明, 你妈妈的手机号码是多少?

Tiānmíng : Líng bā jiǔ bā jiǔ bā qī liù wǔ sì sān èr.  
 天明 : 0 8 9 8 9 8 7 6 5 4 3 2.

Lìlì : Míngtiān wǒ māma yào gěi nǐ māma  
 丽丽 : 明天我妈妈要给你妈妈  
           dǎ diànhuà.  
           打电话。

Tiānmíng : Hǎo.  
 天明 : 好。



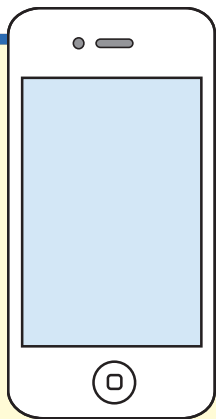
## B. 生词 Shēngcí | New vocabulary



1. 认识	rènshi	to know (someone)
2. 电话	diànhuà	telephone
3. 打电话	dǎ diànhuà	to make a telephone call
4. 多少	duōshao	how many; how much
5. 号码	hàomǎ	number
6. 零 (〇)	líng	zero
7. 要	yào	to want
8. 给	gěi	for; to give
9. 手机	shǒujī	mobile phone
10. 明天	míngtiān	tomorrow



## C. 课堂活动 Kètáng huódòng | Activity time



Wǒ de shǒujī hàomǎ shì :  
我的手机号码是：

 \_\_\_\_\_

Wǒ péngyou de shǒujī hàomǎ :

我朋友的手机号码：

\_\_\_\_\_

 \_\_\_\_\_

\_\_\_\_\_

 \_\_\_\_\_

\_\_\_\_\_

 \_\_\_\_\_

## C.1

你的手机号码是多少？ *Nǐ de shǒujī hàomǎ shì duōshao?*

What is your mobile phone number?

- \* Pretend you have a mobile phone and write down your number in the caption to the picture on the left.
- \* Find three classmates, ask for their mobile phone numbers by asking this question:

*Nǐ de shǒujī hàomǎ shì duōshao?*

你的手机号码是多少？

- \* Write them in the space provided on the right.

## C.2

这是谁的手机号码？ *Zhè shì shuí de shǒujī hàomǎ?*

Whose phone number is this?

- \* Form groups of four.
- \* Write down the mobile phone number of one of your group members on a piece of paper.
- \* Swap your piece of paper with another group's.  
Whose number is written on that paper?  
Find out by asking questions in Mandarin.
- \* Rule: each student can only interview one student from another group.
- \* Then answer the following question:

*Nà shì shuí de shǒujī hàomǎ?*

那是谁的手机号码？

那是 \_\_\_\_\_ 的手机号码。



## D. 拼音 Pīnyīn | Let's learn pinyin

### D.1 韵母 Yùnmǔ | Vowel: uei uen ian

Vowel uei → pinyin: ui, pronounced: “way”.

Example: the pinyin “sui” is pronounced “sway”

Vowel uen → pinyin: un, pronounced: wun.

Example: the pinyin “run” is pronounced “ruin”

Vowel ian → pronounced: yen.

Example: the pinyin “tian” is pronounced “tien”

### D.2 拼音朗读 Pīnyīn lǎngdú

Let's read pinyin  track 3

1. 喂 wèi	6. 春 chūn
2. 对 duì	7. 困 kùn
3. 谁 shuí	8. 眼 yǎn
4. 岁 suì	9. 面 miàn
5. 文 wén	10. 见 jiàn

### D.3 拼音听力 Pīnyīn tīnglì

Let's listen to pinyin  track 4

Listen and fill in the blanks with the correct vowels.

1. w_____n	6. q_____n
2. m_____n	7. d_____
3. w_____i	8. d_____n
4. l_____n	9. j_____n
5. ch_____n	10. l_____n