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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	Position of objects	我的房间很乱	Students will be able to describe positions of objects	房间、乱、呢、看、床、上、下、枕头、抱枕、原来、被子	11
2	Hobbies	我们的爱好	Students will be able to name hobbies	爱好、画画儿、游戏、打游戏、唱歌、跳舞、漫画、哭	8
3	Colours	橙汁是橙色的	Students will be able to name basic colours in Chinese and identify objects	橙色、红色、黄色、蓝色、绿色	5
4	Pets	宠物	Students will be able to name pets with the appropriate measure words	宠物、养、匹、马、爱、跑、跑步、只、鸟、条、鱼、游泳、猫	13
5	New Year	新年好	Students will learn how to ask and answer questions regarding cause and effect	新、新年、新年好、呀、祝贺、大家、为什么、因为、红包、穿、衣服、热闹、年糕	13
6	Wild animals	这是大象吗？	Students will be able to name wild animals commonly found in zoos	大象、带、动物、动物园、老虎、多、狮子、猴子、它	9
7	My skills	大象会游泳	Students will learn how to ask and answer what their skills are	熊、会、骑、自行车、熊猫、爬、树、鹦鹉、说话、菜、做菜	11
8	Weather	我的日记	Students will be able to describe hot, cold and rainy weather	日记、雨、伞、雨伞、打伞、天气、又、真、冷	9
9	What is the matter with you?	你怎么了？	Students will learn how to ask about and express emotions	怎么、生气、告诉、不见、病、爷爷、奶奶、来	8
10	Comparison	我的猫比这只猫大	Students will learn how to make comparisons between two objects	比、比较、香草、冰淇淋、尝、好吃、哪、都	8
<b>Total</b>					<b>95</b>

Grammar Focus		Sentence Structure	Additional vocabulary	Writing	
Type	Word/Structure			Radical	Character
Noun of locality	上、下、里、旁边	我的书在桌子上。		门	门、房间、呢、看、床
Particle	呢	我喜欢看漫画。	游泳、弹钢琴、看电视	足	足、画、哭、哥哥、唱歌、爱
Particle	的	这是我的书包。	紫色、棕色、粉红色	纟	红、黄、色、喜欢、妹妹、弟弟
Sentence structure	是...的	我的书包是粉红色的。			
Measure word	只、条、匹、头	妹妹养了一只猫。		鸟、豸	只、鸟、鸡、条鱼、猫
Question word	为什么	你为什么喜欢新年?		口	呀、大家、为什么、因为、
Conjunction	因为	因为有红包。			
Adjective	Adjective + (的) + noun	大象有长长的鼻子。	羊、兔子	夕	大象、带、园、老虎、它、很
Modal verb	会	你会做菜吗?		艹	会、车、说话、做、菜
Adverb	又	今天又下雨了。		冫	冷、雨、伞、天气、又、真
Expression words	真	有雨伞真好!			
Question word	怎么	你怎么了?		疒	病、怎么、生气、告诉、来
Comparison word	比	我的猫比它大。		父	爷爷、比、尝、都
Adverb	都	这两个都很好。			



A. 课文 Kèwén | Text





Zhè shì wǒ de fángjiān. Wǒ de fángjiān hěn luàn.

这是我的房间。我的房间很乱。

Wǒ de bǐ zài nǎr ne?

我的笔在哪儿呢？

Wǒ kànkàn chuáng shàng, chuáng shàng méiyǒu bǐ.

我看看床上，床上没有笔。

Wǒ kànkàn chuáng xià, chuáng xià yě méiyǒu bǐ.

我看看床下，床下也没有笔。

Wǒ kànkàn zhěntou shàng, zhěntou shàng méiyǒu bǐ.

我看看枕头上，枕头上没有笔。

Wǒ kànkàn zhěntou xià, zhěntou xià yě méiyǒu bǐ.

我看看枕头下，枕头下也没有笔。

Wǒ kànkàn bàozhěn shàng, bàozhěn shàng méiyǒu bǐ.

我看看抱枕上，抱枕上没有笔。

Wǒ kànkàn bàozhěn xià, bàozhěn xià yě méiyǒu bǐ.

我看看抱枕下，抱枕下也没有笔。

Wǒ de bǐ zài nǎr ne?

我的笔在哪儿呢？

Yuánlái zài bèizi xià ne!

原来在被子下呢！





## B. 生词 Shēngcí | New vocabulary



1. 房间	fángjiān	room
2. 乱	luàn	messy
3. 呢	ne	(particle)*
4. 看	kàn	to see
5. 床	chuáng	bed
6. 上	shàng	on
7. 下	xià	under
8. 枕头	zhěntou	pillow
9. 抱枕	bàozhěn	bolster
10. 原来	yuánlái	actually; as it turns out
11. 被子	bèizi	blanket

\*This particle will be discussed in more detail in Unit 2 Section D.



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

C.1

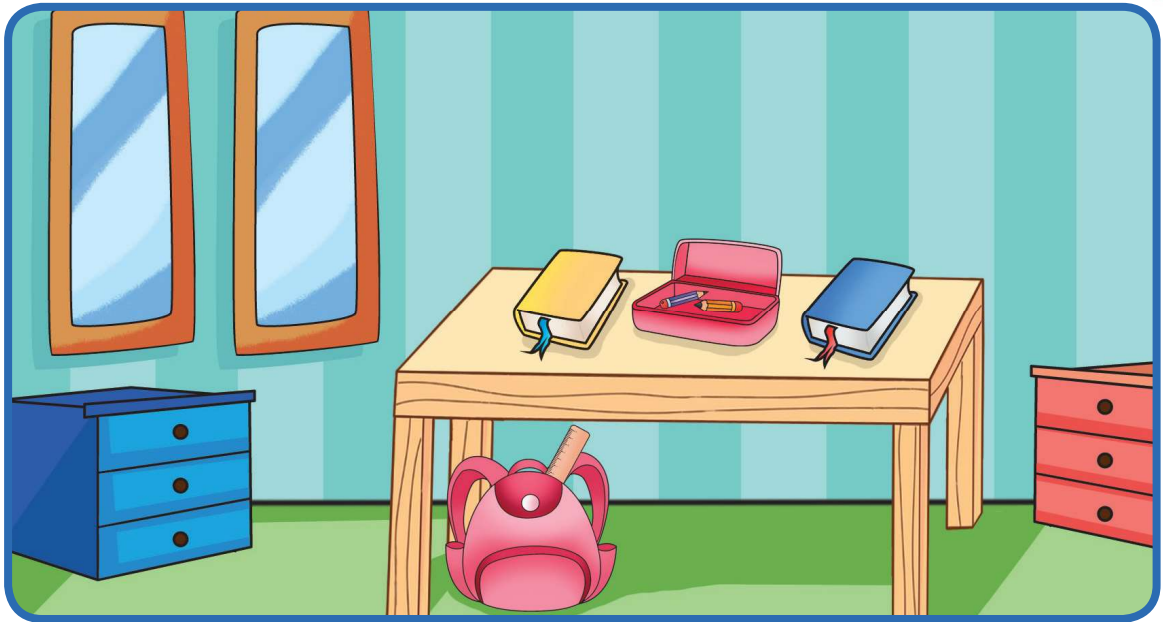
### 说一说这些东西在哪儿呢?

Shuō yi shuō zhèxiē dōngxi zài nǎr ne?

Say where the following objects are

Use this format: place + 上 / 下 / 里 / 旁边

Answer the questions below.



Shū zài nǎr ne?

1. 书在哪儿呢?

Shūbāo zài nǎr ne?

2. 书包在哪儿呢?

Qiānbǐ hé zài nǎr ne?

3. 铅笔盒在哪儿呢?

Qiānbǐ hé li yǒu shénme ne?

4. 铅笔盒里有什么呢?

Chǐzi zài nǎr ne?

5. 尺子在哪儿呢?

## C.2

桌子上有什么? **Zhuōzi shàng yǒu shénme?**

What is on the table?

- \* Ask the classmate sitting next to you where their bag is, what is inside their bag, what is inside their pencil case, what is on the table, what is under the table.

Use the words 上, 下, 里, 旁边 both to ask and to answer questions. Then fill in the table below.

Example :

Nǐ de shūbāo zài nǎr ne?

Question: 你的书包在哪儿呢?

Wǒ de shūbāo zài zhuōzi pángbiān.

Answer: 我的书包在桌子旁边。

	文具 School stationery	在哪儿? Location
		书包 shūbāo
1		
2		
3		
4		
5		



### D. 语法 Yǔfǎ | Grammar

yǔfǎ

	Structure	Example
<p>shàng 上 xià 下</p>	On: Location + 上  Under: Location + 下	<p>Zhuōzi shàng. 桌子上。 On the table.</p> <p>Zhuōzi xià. 桌子下。 Under the table.</p>
<p>shàng 上 li 里 pángbiān 旁边</p>	In: Location + 里  Beside: Location + 旁边	<p>Hézi li. 盒子里。 In the box.</p> <p>Hézi pángbiān. 盒子旁边。 Beside the box.</p>