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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	Clothing	这件衣服太大了	Student can ask for and give opinions	件、太、合适、想、买、试、裤子、裙子、怎么样、好看、漂亮、双、鞋	13
2	Asking for help	您能教我数学吗?	Student can ask others for help	忙、能、教、课、难、还、懂、现在、喂、生病、马上、帮助、别人	13
3	Types of activities	谁把桌子上的牛奶喝了?	Student can use the 把 sentence pattern	把、但是、足球、踢足球、电影、感冒、电视	7
4	Prohibition	外面在刮风呢	Student can talk about prohibitions and reasons behind them	外面、在、风、刮风、别、开、不要、大声、东西、出去、丢、着急、找	13
5	Giving Reason	桌子上的蛋糕少了一块	Student can explain the reason behind a situation	同学、块、蛋糕、放、时候、对、少、拿、根、所以、一定、走、到	13
6	Modes of transportation	巴厘岛怎么去最好呢?	Student can name several types of transportation	巴厘岛、旅游、最、可以、慢、快、汽车、远、累、火车、开、应该、转、渡轮、飞机、同意	16
7	Watching a game or show	合唱比赛	Student can explain a situation during a game or show	合唱、团、比赛、开始、第...、出场、年级、参加、男、女、上台、得、希望、赢	14
8	Duration	过了十五分钟...	Student can tell the duration/ length of time of an event	借、电脑、汉语、过、分钟、完、小时、休息、用、时间、每、次	12
9	Experience	你吃过烤鸭吗?	Student can explain whether or not they have experienced something	... 过、北京、烤鸭、听说、见、外星人、长、一样、当、聊天儿、突然、张开、做梦	13
10	Location on the left, right, front and back	去火车站接爷爷	Student can explain the location of something in detail	住、火车站、接、前(面)、周围、左(边)、果汁、店、右(边)、后(面)、咖啡厅	11
Total					125

Grammar Focus		Sentence Structure	Writing	
Type	Word/Structure		Radical	Word
Question word	怎么样	这件衣服怎么样?	衤	买、衣服、太、漂亮、裙子、裤子
Adverb	太	这件衣服太大了。		
Adverb	能	您能来我家吗?	心, 忄	心、想、能、现在、忙、难、还
Preposition	把	谁把牛奶喝了?	衤	把、踢、足球、电视、但是
Conjunction	但是	弟弟很喜欢游泳, 但是他今天病了, 不能去游泳了。		
Sentence pattern	在...呢	外面在刮风呢。	丿	东西、外面、刮风、开、出、别
Prohibition	不要/别	请不要开门。		
Conjunction	因为... 所以...	因为姐姐的头发长, 这一定不是她的头发。	冂	同学、对、时候、所以、一定
Sentence pattern	...不...	你是不是拿了桌子上的蛋糕?		
Adverb	可以	我们可以坐火车去。	广	应该、可以、快、慢、最、走、到
Adverb	最	巴厘岛怎么去最好?		
Sentence pattern	要...了	比赛要开始了	彳	开始、第、年级、男、得、希望
Particle	得	他们唱得很好。		
Time (duration)	分钟、小时	我十五分钟能把作业做完。	车	休息、汉语、电脑、每、分钟
Adverb	每	我每天早上五点起床。		
Particle	...过	你吃过北京烤鸭吗?	弓	过、一样、当、突然、张开、梦
Sentence pattern	跟...一样	外星人长得跟我们不一样。		
Adverb of location	前、后、左、右	前面是一个咖啡厅。	丿	住、前、后、左、右、远、接、找



A. 对话 Duihua | Dialogue

A.1



Zhè jiàn yīfu tài dà le.
这件衣服太大了。

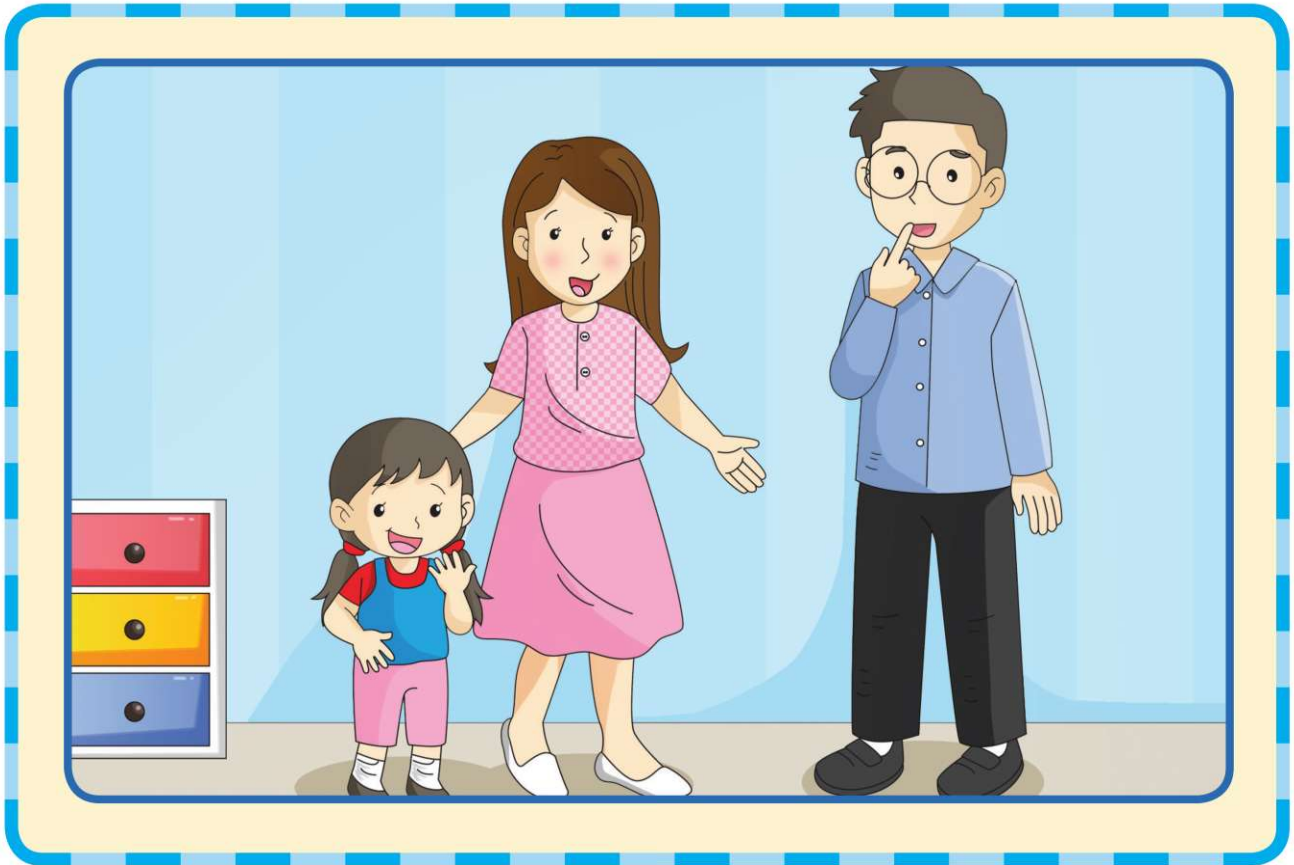


Zhè jiàn yīfu tài xiǎo le.
这件衣服太小了。



Zhè jiàn yīfu bú dà yě
这件衣服不大也
bù xiǎo, hěn héshì.
不小，很合适。

A.2

 track 2

Lǐ mā ma dōu xiǎng mǎi xīn yī fu

妈妈和丽丽都想买新衣服。

shì le yī tiáo kù zi

shì le yī tiáo qún zi

丽丽试了一条裤子，妈妈试了一条裙子。

Lǐ li

zhè tiáo kù zi

zěnmeyàng

丽丽：爸爸，这条裤子怎么样？

Hěn hǎo kàn

爸爸：很好看！

Lǐ li

nà tiáo qún zi ne

丽丽：妈妈的那条裙子呢？

Yě hěn piàoliang

爸爸：也很漂亮！





B. 生词 Shēngcí | New vocabulary



1. 件	jiàn	(measure word)
2. 太	tài	too
3. 合适	héshì	suitable
4. 想	xiǎng	to think; to wish
5. 买	mǎi	to buy
6. 试	shì	to try
7. 裤子	kùzi	pants
8. 裙子	qúnzi	skirt
9. 怎么样	zěnmeyàng	how
10. 好看	hǎokàn	good looking
11. 漂亮	piàoliang	pretty; beautiful
12. 双	shuāng	pair (measure word)
13. 鞋	xié	shoe



C. 课堂活动 Kètáng huódòng | Activity time

这双鞋太大还是太小?

Zhè shuāng xié tài dà háishì tài xiǎo?

Is this pair of shoes too big or too small?

- * This is a two-person game. For the pawn, use an eraser, sharpener or any other small stationery item.
- * Write down your shoe size in the 我的鞋码 then your partner's name and shoe size in the的鞋码 column.

- * The game starts at the **起点**, point and ends at **终点** point.
The one who reaches the **终点** point first, wins.
- * The game is done by playing a game of “rock-scissors- paper” (in Mandarin, it is called **石头、剪刀、布** / rock scissors cloth). The winner may take two steps while the other stands still. Use the Chinese words when you begin **石头、剪刀、布**.
- * If the pawn lands in the box with a picture of shoes that are bigger in size than your own, you must say the sentence in the first column, and move the pawn one step forward.
If the size is the same as yours, then say the sentence in the second column and the pawn stays where it is.
If the size is smaller than yours, then say the sentence in the third column and move the pawn one step backward.

Bigger than the player's shoe size (>)	Same as the player's shoe size	Smaller than the player's shoe size (<)
Say: Zhè shuāng xié tài 这双鞋太 dà le, 大了, wǒ zǒu yí bù. 我走一步。	Say: Zhè shuāng xié bú 这双鞋不 dà yě bù xiǎo, 大也不小, hěn héshì. 很合适。	Say: Zhè shuāng xié tài 这双鞋太 xiǎo le, 小了, wǒ tuì yí bù. 我退一步。
Move one step forward	Stay where you are	Move one step backward

- * Continue playing the game until one of the players wins.
- * This game may also be played in groups of two by taking turns after a game of rock-scissors-paper.



Let's
Play

13



鞋码：50 号



鞋码：40 号



鞋码：27 号

10



qǐdiǎn

起点

2