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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
1	Friendship	友谊天长地久	Student is able to explain the meaning of friendship and/or the activities normally done with friends.	友谊、天长地久、学年、差点儿、迟到、邻居、虽然、同、经常、玩儿、上个月、工作、搬、难过、会
2	Personality: Quiet and Friendly	她们俩完全不一样	Student is able to name common traits and personalities.	俩、完全、双胞胎、像、如果、站、分辨、性格、安静、孩子、觉得、开朗、热情、地方、笑、就
3	Dreams/ Aspirations (Professions)	我们的梦想	1. Student can name their goals. 2. Student can name types of professions.	梦想、当、作家、导游、文章、交朋友、一边...一边...、记者、故事、事情、发生、为了、实现、让、努力
4	Dreams/ Aspirations (Biography)	个人的一小步，人类的一大步	1. Student recognises biographical content. 2. Student is able to describe a short biography of certain people.	个人、步、人类、飞行员、除了、月亮、星星、台、望远镜、驾驶、更、向、太空、宇航员、其他、登、月球、有名、句、却
5	Classic Poems	静夜思	Student is introduced to a popular Classical Chinese poem from the Tang dynasty.	静、夜、思、明、光、疑、地、霜、举头、望、低头、故乡
6	Online Shopping	网购	Student can name several terms related to online shopping.	网购、上网、网上、卖、商场、便宜、前天、网店、寄、送、礼物、哇、手表、贵、一点儿、又...又...
7	Value of Money	去超市	Student understands and can name the price of an item.	周末、超市、收银台、收银员、牙膏、牙刷、洗衣粉、杯子、欢迎、光临、一共、万、千、百、盾、钱、找
8	Illness	他们怎么了?	Student can name the symptoms of common illnesses.	诊所、身体、舒服、发烧、咳嗽、流鼻涕、头晕、肚子、疼、腹泻、呕吐、得、肠胃炎、前、海鲜、痒、皮肤、过敏
9	Cardinal Directions	印度尼西亚	1. Student can differentiate the four cardinal directions. 2. Student can name the main islands of Indonesia in Chinese.	国家、地图、几、岛、东、西、南、北、些、荒岛、另外、中间、世界
10	Seasons	候鸟千里飞	Student can name different seasons and weather.	候鸟、里、季节、秋天、入、冬天、冷、北方、公里、南方、国外、春天、暖和、然后、种

**Total**

Number of Vocabulary	Grammar Focus		Sentence Structure	Writing Characters
	Type	Word/Structure		
15	Conjunction	虽然...但是...	虽然我们不在同一个学校，但是我们是好朋友。	差点儿、迟到、虽然、经常、玩儿、工作、搬
16	Adverb	就	你叫我，我就来。	完全、像、如果、安静、觉得、笑、就
15	Conjunction	一边...一边...	她喜欢一边学习一边听歌。	作家、交、故事、事情、发生、实现、努力
20	Adverb	除了	除了飞机，他也很喜欢看天上的月亮和星星。	除了、月亮、更、向、其他、太空、却
	Adverb	更	他更大的梦想就是飞向太空。	
	Adverb	却	今天我去你家，你却不在家。	
12	-	-	-	静夜思
16	Adverb	一点儿	这块手表一点儿也不贵。	上网、卖、便宜、寄、送、礼物、贵
	Sentence Pattern	又...又...	这块手表又便宜又好看。	
17	Unit	百、千、万	一共十一万四千七百盾。	周末、杯子、欢迎、一共、万、千、百、钱
18	Adverb	前,后	我三天前就发烧了。	身体、舒服、发烧、疼、痒
13	Cardinal directions	东西南北	苏拉威西岛是在巴布亚岛的东边。	地图、南、北、些、另外、中间、印度尼西亚
16	Sentence Pattern	一...就...	候鸟一飞就能飞几千公里。	国家、春、秋、冬、公里、越来越
	Adverb	越来越	当北方的冬天越来越冷，很多鸟飞到南方去。	



A. 课文 Kèwén | Text

xuénián  
新学年开始了。第  
chà diǎnr chí-  
一天上课我差点儿迟  
dào  
到了，因为昨天晚上  
Jiājiā  
我跟我的好朋友佳佳  
聊天儿聊到很晚。今  
天她和她爸爸妈妈要  
Mǎláixīyà  
去马来西亚了。

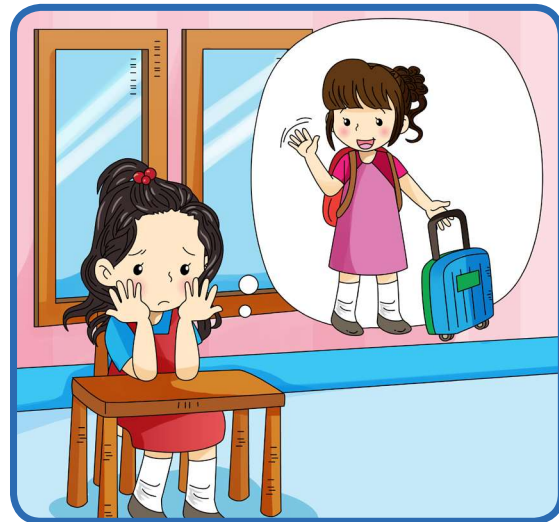


línjū  
佳佳是我的邻居。  
suīrán  
虽然我们不在同一个  
tóng  
学校，但是她从小  
跟我一起长大的好朋  
jīngcháng  
友。下午，佳佳经常  
wánr  
来我家玩儿，我也经  
常去她家玩儿。我们  
过得很快乐。



上个月，佳佳告诉我，这个月她爸爸要去马来西亚工作，所以她和她妈妈也要一起搬到马来西亚。我听了心里很难过。佳佳说她会经常给我打电话，我也可以经常给她打电话。

希望我们的友谊  
天长地久！



## B. 生词 Shēngcí | New vocabulary



track 1

- |         |                   |                       |
|---------|-------------------|-----------------------|
| 1. 友谊   | yǒuyì             | friendship            |
| 2. 天长地久 | tiān cháng dì jiǔ | eternal; long lasting |
| 3. 学年   | xuénián           | school year           |

4. 差点儿	chà diǎnr	almost
5. 迟到	chídào	late
6. 邻居	línjū	neighbour
7. 虽然	suīrán	although
8. 同	tóng	same; together
9. 经常	jīngcháng	often
10. 玩儿	wánr	to play
11. 上个月	shàng ge yuè	last month
12. 工作	gōngzuò	to work
13. 搬	bān	to move; to relocate
14. 难过	nánguò	sad
15. 会	huì	will

### 专名 **Zhuānmíng** | Proper Noun

佳佳	Jiājiā	Jiājiā (person's name)
马来西亚	Mǎláixīyà	Malaysia



## C. 语法 **Yǔfǎ** | Grammar

虽然... 但是... **suīrán... dànshì...**

虽然 often is followed by 但是.

例如 Lirú | Example:

1. 虽然爸爸每天都很忙，但是到了星期六，他一定带我和妈妈一起出去吃饭。
2. 虽然今天生病了，但是他还来学校上课。



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

- \* Students are put into several groups of four.
- \* Each group has five minutes to interpret the words below.
- \* Two groups work together to make a sentence using the following structure: 虽然... and 但是... The teacher will determine which group begins with 虽然... pattern and who begins with 但是... pattern.

Example:

a. Group A starts by saying 虽然跑得慢,

b. Group B answers: 但是(我)很高兴.

Each group may add words such as 我, 你 or 他 if preferred.

- \* The other groups evaluate whether the answer makes sense.
- \* The group who gives logical answers will earn a point.
- \* Words that have been used twice must be marked and may not be repeated.

很贵

喜欢

好吃

便宜

不好看

饭很少

跑得快

吃得饱

很累

不高兴

不喜欢

不累

吃不饱

饭很多

跑得慢

很漂亮

很好吃

好看

很高兴

不好吃





## E. 听力 Tīnglǐ | Let's listen to audio

E.1

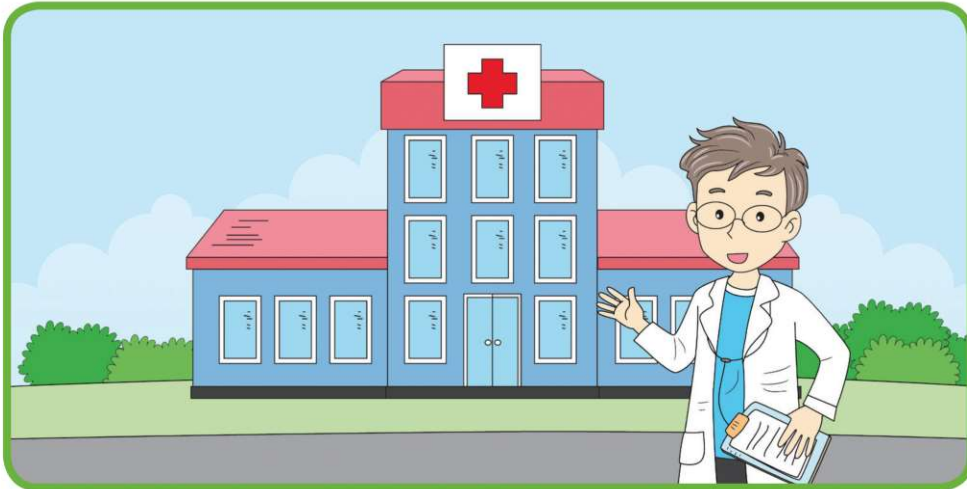
对了请打勾 ✓, 错了请打叉 ✗

Duìle qǐng dǎ gōu, cuòle qǐng dǎ chā

Put a ✓ in the box for correct answers and ✗ for incorrect ones.



1.



2.



3.

