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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	Toys	三十年前的玩具	Student can talk about some of the popular timeless toys.	玩具、魔方、年代、特别、受欢迎、到处、不但...而且...、积木、牌子、公司、生产、成人、据说、打猎、总统、抓、绑、枪、射击、愿意、反而、并、起名
2	Hiking	世界上最高的地方	Student can talk about holiday trips, particularly hiking activities.	爬山、对...来说、可能、山脉、需要、峰、米、选择、...月份、顺利、...的话、到达、长年累月、被、雪、盖住、空气、稀薄、呼吸、困难、保暖、氧气、设备
3	Idiom	三人成虎	Student learns the background story of an idiom.	成、部、王、大臣、出国、办事、肯定、面前、坏、办法、城市、相信、半信半疑、容易、轻易、安心、先、查、清楚、成语、明白、意思、要是、传播、信息、即使、假、以为
4	Persistence	全美国最勇敢的女孩	Student learns the life of someone who never gives up despite adversary in life.	全、勇敢、冲浪、冲浪者、站、板、靠、平衡、自己、失去、专业、运动员、躺、鲨鱼、咬、断、得救、永远、出院、久、地、只、白费、冠军、杂志、称
5	Legends	嫦娥奔月	Student learns one of the Classical Chinese legends.	奔、以前、地球、出现、太阳、英雄、神箭、射、颗、长生不老、药、变、神仙、妻子、收藏、妙、轻、丈夫、离、以后、伤心、圆、仰望
6	Classic Poem	悯农	Student learns one of the Classical Chinese poems from the Tang dynasty.	悯、农、锄、禾、午、汗、滴、土、盘、餐、粒、皆、辛苦
7	Forget	忘记	Student learns about daily activities.	据、大学、售票员、票、忘、忘记、口袋、裤袋、着、大名鼎鼎、博士、年轻、问题、以上、还是、调查、沏、茶、钥匙、或者、考试
8	Important Inventions	二十世纪的四大发明	Student can talk about important inventions of the last century.	世纪、发明、段、科技、发展、影响、兄弟、成功、造、多么、方便、共同、感谢、广播、当然、一直、常用、台式电脑、笔记本电脑、平板电脑、自从、问世、方式、变化、功能
9	Hubble Telescope	三年才能修好的东西	Student learns about the common vocabulary and terms in space technology.	才、修、修理、维修、一会儿、换、更换、灯泡、不是...而是...、航天局、发射、控制、中心、图像、事儿、镜子、可...了、架、航天飞机
10	Idiom (2)	滥竽充数	Student learns the background story of an idiom.	国君、音乐、尤其、吹、竽、合奏、乐师、先生、懒惰、乐队、于是、感动、装、死、儿子、继承、王位、吵、命令、怕、逃走、骗、一时、一世、唯一、本领

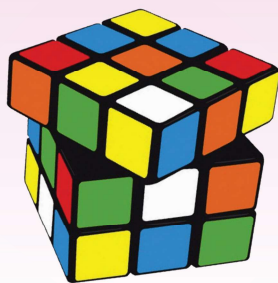
Total

Number of vocabulary	Grammar focus		Sentence structure	Writing letters
	Type	Word/structure		
23	Sentence pattern	不但...而且...	不但小孩子喜欢, 而且有不少成人也喜欢玩儿乐高。	玩具, 特别, 到处, 而且, 愿意, 并
	Conjunction	并	他开始做黑熊玩具, 并给它起名叫“泰迪熊”。	
23	Sentence pattern	对...来说	对他来说, 弹钢琴是他的最爱。	可能, 需要, 选择, 被, 困难, 雪
	Sentence pattern	...的话	你愿意的话, 我跟你一起去他家。	
	Adverb	被	发霉的蛋糕被他扔掉了。	
28	Sentence pattern	...来...去	想来想去, 我觉得还是开车去更好。	成, 肯定, 坏, 容易, 意思, 先, 清楚
	Particle	着(zhe)	别站着, 坐下吧。	
26	Particle	地	他慢慢地走。	全, 失去, 自己, 永远, 久, 杂志
23	Adverb (Time)	以前; 以后	吃饭以前应该先洗手。	以前, 以后, 出现, 办法, 药, 离, 变
	Adverb	下来; 下去; 起来	后羿把九个太阳射下来。	
13				poem
21	Resultative complement	着(zháo)	他找不着火车票。	忘记, 年轻, 问题、或者、考试
	Conjunction	还是; 或者	你要今天去还是明天去?	
25	Potential complement	...得起; ...不起	那时候的电脑又大又贵, 不是每个人都买得起的。	发展, 影响, 方便, 一直, 成功
19	Sentence pattern	不是...而是...	这台望远镜不是在地球上, 而是在太空中。	才, 修理, 一会儿, 换, 中心
	Adverb	可...了	这个问题可大了!	
26	Adverb	尤其	齐宣王爱好音乐, 尤其喜欢听吹竽合奏。	音乐, 尤其, 先生, 于是, 感动, 吵
	Conjunction	于是	他很生气, 于是就回家了。	



A. 课文 Kèwén | Text

三十年前，虽然没有手机和电脑，但是那个时候的  
孩子跟现在一样，都喜欢玩具。现在让我们看看下面  
这几种玩具吧。



mófāng  
魔方

这种玩具在80年代特别受欢迎。  
到处都能看见很多人在玩这个玩具。

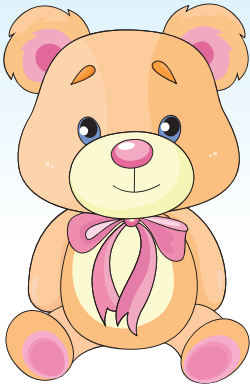
你知道这个玩具怎么玩儿吗？



Lègāo  
乐高

乐高是积木最有名的一个牌子。  
在丹麦有一家公司，从1949年开始生产这种玩具。到现在，不但小孩子喜欢玩，而且也有不少成人喜欢玩这个玩具。



Tàidí xióng  
泰迪熊

你们一定知道这个玩具，但是你们知道  
它为什么叫做泰迪熊吗？

据说，1902年的一天，爱打猎的美国  
总统泰迪·罗斯福，带了几个人出去打猎。

有一个人抓到了一只黑熊，就把它绑起  
来，然后带到罗斯福那儿，叫他用枪射击那只熊，但是  
罗斯福不愿意这么做，反而叫那个人把熊放走。

1903年，有一位做玩具的人听了这个故事后，就开  
始做熊玩具，并给它起名叫“泰迪熊”。



## B. 生词 Shēngcí | New vocabulary



- |        |               |                               |
|--------|---------------|-------------------------------|
| 1. 玩具  | wánjù         | toy                           |
| 2. 魔方  | mófāng        | rubik's cube                  |
| 3. 年代  | niándài       | age; era; decade of a century |
| 4. 特别  | tèbié         | extraordinary; special        |
| 5. 受欢迎 | shòu huānyíng | popular; well-received        |

6. 到处	dàochù	everywhere
7. 不但...而且...	búdàn... érqiě...	not only... but also...
8. 积木	jīmù	toy bricks
9. 牌子	páizi	brand
10. 公司	gōngsī	company
11. 生产	shēngchǎn	to produce; to manufacture
12. 成人	chéng rén	adult
13. 据说	jùshuō	it is said that
14. 打猎	dǎliè	hunting
15. 总统	zǒngtǒng	president
16. 抓	zhuā	to catch; to grab
17. 绑	bǎng	to tie
18. 枪	qiāng	gun
19. 射击	shèjī	to shoot
20. 愿意	yuànyì	willing
21. 反而	fǎn'ér	instead; on the contrary
22. 并	bìng	and
23. 起名	qǐmíng	to (give) name
专名 <b>Zhuānmíng</b>   Proper noun		
乐高	Lègāo	Lego

丹麦	Dānmài	Denmark
泰迪熊	Tàidí xióng	Teddy Bear
泰迪·罗斯福	Tàidí Luósīfú	Theodore “Teddy” Roosevelt (Former US president)



## C. 语法 Yǔfǎ | Grammar

yǔfǎ

不但... 而且... búdàn... érqiě...

不但... 而且... means “not only ..., but also...”

例如 Lìrú | Examples:

1. 到现在，不但小孩子喜欢，而且有不少成人也喜欢玩乐高。
2. 今天他不但来了，而且还带了他的女儿一起来。



并 bìng

As a conjunction, 并 means “and”

例如 Lìrú | Examples:

有一位做玩具的人听了这个故事后，开始做熊玩具，并给它起名叫“泰迪熊”。

并 is also used in front of a negative word to emphasize on the negation.

例如 Lìrú | Example:

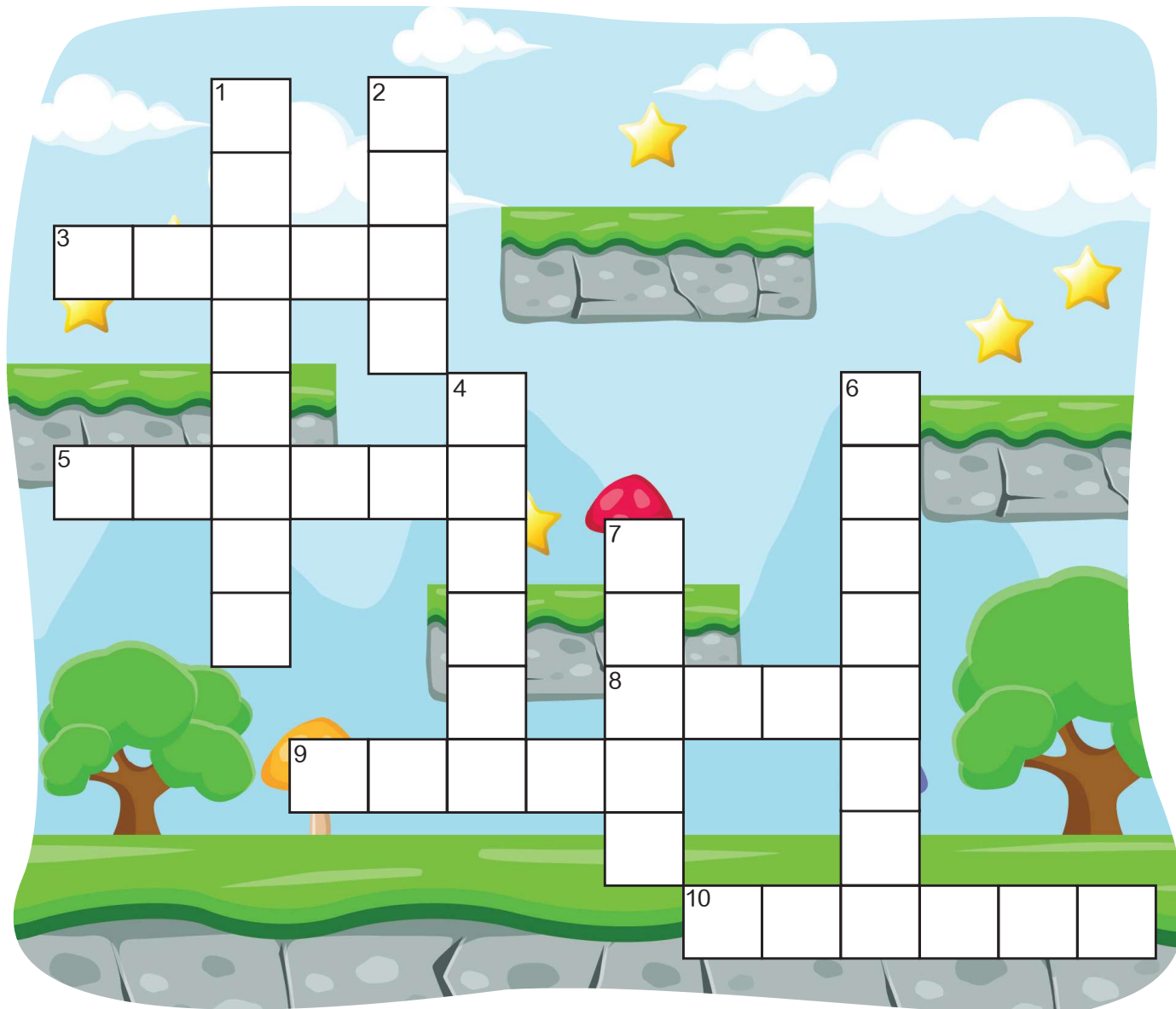
我并不知道他今天生病了。



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

### 填字游戏 Tián zì yóuxì

Fill in the crossword puzzle using only pinyin (without tones).



横 Across : 3. toy

5. everywhere

8. and

9. brand

10. company

竖 Down : 1. president

2. to catch

4. willing

6. adult

7. extraordinary; special