



# Preface

This series of teaching materials is designed for US elementary school students who are learning Chinese as beginners in Grades 1 - 5. It is also suitable for young learners in other English-speaking countries.

*Hello, Chinese* is designed and compiled mainly based on the teaching philosophy stated in Standards for Foreign Language Learning in the 21st Century and ACTFL's Performance Guidelines for K - 12 Learners. *Hello, Chinese* highlights the "5Cs", namely, Communication, Cultures, Connections, Comparisons, and Communities.

This series incorporates the latest YCT and HSK syllabi. After completing the Grades 1–5 coursework, students will have basically learned all the content required by the YCT, most of the content in new HSK 1 and HSK 2, and part of the content in HSK 3 and HSK 4. In addition, we have added some commonly used vocabulary and phrases. The vocabulary used in this series of textbooks corresponds to the YCT and HSK syllabi as follows: Grade 1–YCT1 & HSK 1; Grade 2–YCT 2 - 3 & HSK 1 - 2; Grades 3 to 4–YCT 3 - 4 & HSK 2 - 3; Grade 5–YCT 4 & HSK 3.


The teaching materials, taking into account grammar and culture, are arranged based on language functions.

*Hello, Chinese* consists of ten textbooks with corresponding workbooks, teacher's books, flashcards, etc.

Each textbook contains ten lessons, with two textbooks for one academic year. The lesson schedule complies with the ACTFL Performance Guidelines for K - 12 Learners, which recommends a classroom session of 30 to 40 minutes 3 - 5 days per week (Swender & Duncan, 1998). It can be adjusted according to the class.

Each lesson includes three parts: Step 1, Step 2, and Step 3.

Step 1 introduces learning objectives and some warm-up activities. Step 1 has three subsections: "Tips", "Speak Up", and "Exercise". "Tips" briefly introduces the topic of the



lesson to familiarize students with the basic content. "Speak Up" raises a few simple questions which help students practice oral communication. "Exercise" includes such engaging exercises as word matching, filling in the blanks, circling the right answers, and true or false.

In Step 2, students learn the text, vocabulary, and Chinese characters in three subsections. "Read and Learn" presents the main text. "Vocabulary" focuses on the new words. "Trace" is for students to write Chinese characters. Students can scan the QR code on the front cover or title page to listen to the audios of the text and vocabulary. Step 2 is the core section of every lesson. If the class hours are limited, teachers may skip other sections, but Step 2 cannot be omitted.

Step 3 is designed to help students consolidate their learning in the previous sections and provide them with supplementary reading material. Step 3 has two subsections: "Give It a Try" and "Fun Reading". In "Give It a Try", students will have opportunities to practice the dialogs and expressions taught in the lessons in real-life situations similar to the original text. The keys are in the appendix of teacher's book. Short passages in "Fun Reading" aim to introduce relevant factual information and Chinese culture, which provides a broader perspective for students to see the differences and similarities between China and the US. It should be noted that students are not required to master the content from the supplementary readings.

This series is jointly compiled by Wei Pengcheng (also coordinator), Wang Huihui, Xin Yutong, Liu Wenzheng, and Lee Hui.

Suggestions and comments from teachers and learners are appreciated.



# 前言


本套教材主要为美国一到五年级从零开始系统学习汉语的全日制小学生编写，亦适用于其他英语国家小学年龄段系统学习汉语的学生。

本套教材的设计和编写理念主要依据《21 世纪全美外语学习标准》（Standards for Foreign Language Learning in the 21st Century）中提出的外语教学理念以及全美外语教学学会（ACTFL）提出的 K~12 学习者能力标准指南，核心就是“5C”，即 Communication（沟通）、Cultures（文化）、Connections（贯连）、Comparisons（比较）、Communities（社区）。

本套教材的教学内容以新 YCT 和新 HSK 大纲为标准。经过一到五年级的系统学习，学生将基本学完新 YCT 的全部内容，以及新 HSK 1、新 HSK 2 的大部分内容和新 HSK 3、HSK 4 的一部分内容，此外还包括一些纲外的常用词语，以及一些本土化的词语。本套教材同 YCT 大纲和 HSK 大纲在词汇方面的大致对应关系为：一年级——YCT 1 & HSK 1；二年级——YCT 2~3 & HSK 1~2；三到四年级——YCT 3~4 & HSK 2~3；五年级——YCT 4 & HSK 3。

本套教材整体按照语言功能编排，兼顾语法和文化。

本套教材包括 10 册课本及相应的练习册、教师用书、录音、生词卡片等。



课本每册 10 课，一个学年学习两册。课时安排依据全美外语教学学会（ACTFL）制定的 K~12 外语学习者能力标准指南，大致为每周 3~5 天、每天 30~40 分钟（Swender & Duncan, 1998），实际使用中可以根据具体情况调整。

课本每课分为三个板块：Step 1、Step 2、Step 3。

Step 1 是导学和热身，又包括“小贴士”“说一说”和“做一做”三个子板块：“小贴士”简单介绍每一课的重点、难点或相关内容，帮助学生在正式学习该课之前对要掌握的内容有初步的或部分的了解；“说一说”根据“小贴士”介绍的内容设计一些小问题让学生动口回答；“做一做”根据“小贴士”介绍的内容设计一些小练习让学生动手做，比如连线、填空、画圈、打对勾等。

Step 2 是学习课文、生词和汉字，又包括“学一学”“记一记”和“描一描”三个子板块：“学一学”是学习课文，“记一记”是学习生词，“描一描”是通过描红学习写汉字。课文和生词配有相应的录音文件，可通过扫描封面或扉页上的二维码获取。Step 2 是每一课的核心部分，课时不够的话，其他板块的内容以及练习册的内容可以根据需要压缩或删减，但本板块不可略过。

Step 3 是巩固和拓展，又包括“试一试”和“读一读”两个子板块。“试一试”是提供同课文类似的场景，让学生用从课文学到的语言功能模拟表达，巩固学习效果。“试一试”的参考答案见教师用书的附录。“读一读”是介绍同课文相关的一些知识、文化或中美对比等，属于拓展阅读，不是必须掌握的内容。

本套教材由魏鹏程、汪慧慧、辛玉彤、刘文政、李卉共同编写，魏鹏程统筹。

欢迎老师和学习者对本教材提出宝贵意见和建议。谢谢大家！

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# 11

wǒ xǐ huan chī mǐ fàn hé yú

## 我喜欢吃米饭和鱼

I Like to Eat Rice and Fish

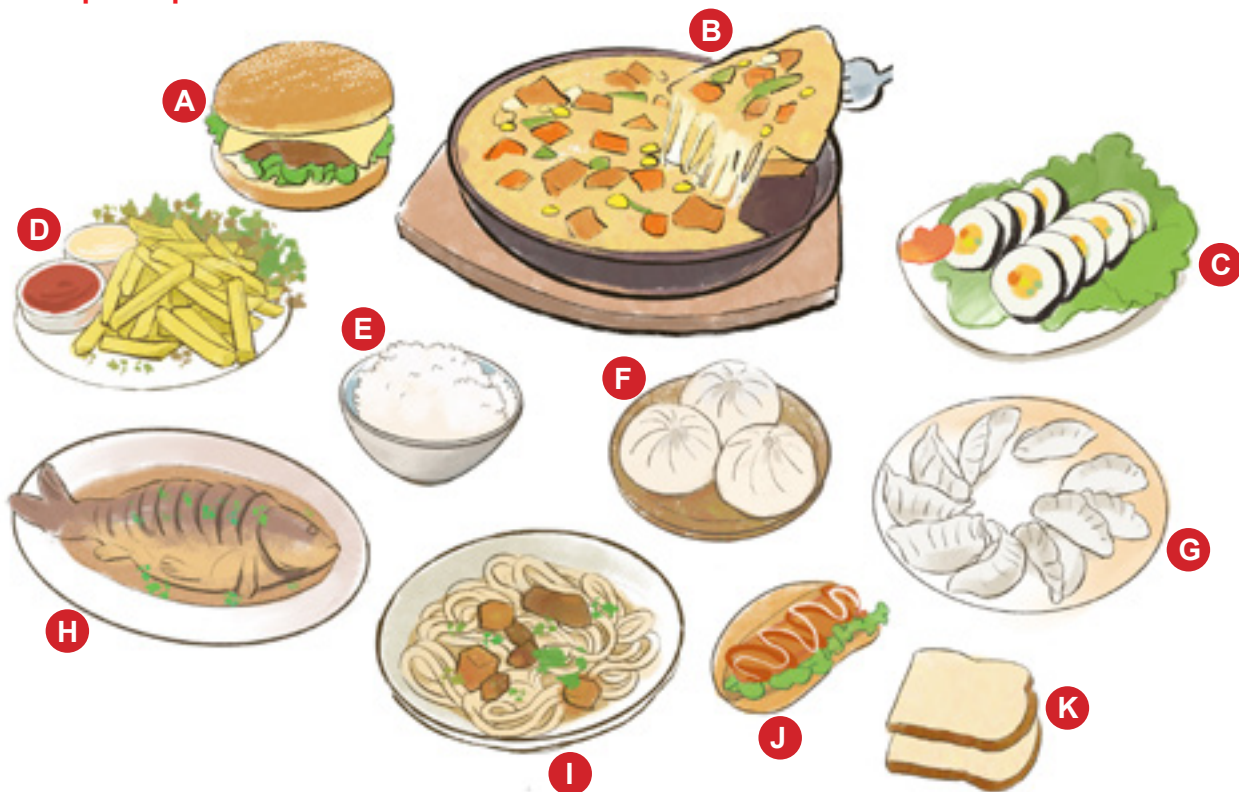
### STEP 1



Traditionally, Chinese people's eating habits differ from place to place. People in northern China like to eat wheaten food such as 面条 (miàntiáo, noodles) and 饺子 (jiǎozi, dumplings), while people in southern China prefer 米饭 (mǐfàn, rice) and 鱼 (yú, fish).



Can you tell in Chinese what kinds of food Chinese people traditionally like to eat?



zuò yī zuò  
做一做  
Exercise

Look at the pictures. Which of these are traditionally favored by Chinese people? Circle the names under the pictures you select.



hàn bǎo  
汉堡



jiǎo zi  
饺子



miàn bāo  
面包



mǐ fàn  
米饭



yú  
鱼



rè gǒu  
热狗



miàn tiáo  
面条



pī sà  
披萨

STEP 2

xué yī xué  
学一学  
Read and Learn



wǒ xǐ huan chī mǐ fàn hé yú  
：我喜欢吃米饭和鱼。  
I like to eat rice and fish.

nǐ xǐ huan chī shén me  
你喜欢吃什么？  
What do you like to eat?



# STEP 3



Look at the pictures and complete the following dialogs.

1



A: 你喜欢吃什么?

B: .....

2



A: .....?

B: 我不喜欢吃米饭, 我喜欢吃面条。

3



A: ....., 你喜欢吃什么?

B: .....



## Dumplings

Dumplings are a kind of traditional food for Chinese people, especially those in northern China. During the Spring Festival, almost every Chinese family eats dumplings.



zuò yì zuò  
做一做  
Exercise

Match the Chinese words with the English words. Some words may have more than one correct match.

tāmen  
她们

them

wǒmen  
我们

teachers

tāmen  
他们

they

lǎoshīmen  
老师们

you

nǐmen  
你们

we, us

STEP 2

xué yì xué  
学一学  
Read and Learn

(一)



nà ge rén shì shuí  
: 那个人是谁?  
Who is that?



tā shì wǒ de lǎoshī  
: 她是我的老师。  
She is my teacher.



(二)



nǐ rèn shi tā men ma  
: 你认识他们吗?  
Do you know them?



rèn shi zhè shì hú ān  
: 认识，这是胡安，  
Yes, this is Juan, (and)



zhè shì ài mǎ tā men dōu shì wǒ tóng xué  
这是艾玛，他们都是我同学。  
This is Emma. They are both my classmates.

jì yì jì  
记一记  
Vocabulary

20



wǒ men  
我们

~ 们 (men, used after  
a personal pronoun to  
show plural number)

we, us

你们 (nǐmen, you [plural])

他们 (tāmen, they, them)

她们 (tāmen, they, them)

21

nà  
那

that

22

shuí  
谁

who

23

rèn shi  
认识

to know

认 (rèn, to recognize)

识 (shí, to distinguish)

zhè  
24 这 this

dōu  
25 都 all, both

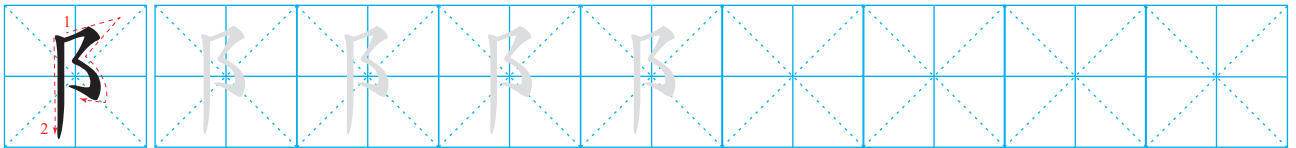


tóng xué  
26 同学 classmate  
同 (tóng, same, together)  
学 (xué, to learn, to study)

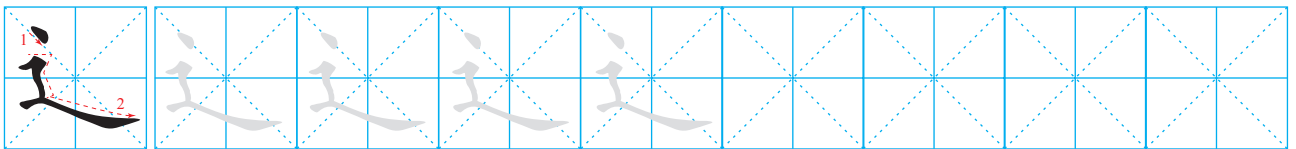


Remember the following *Hanzi* components or *Hanzi* and trace them as shown in the examples.

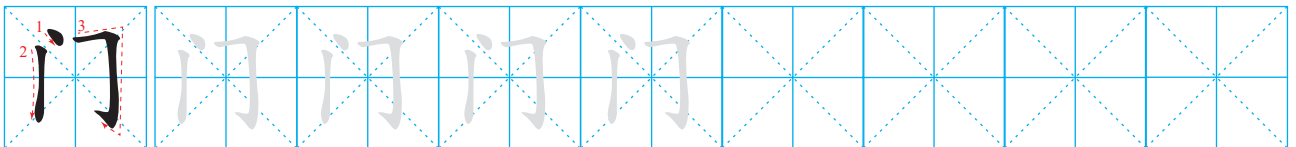
ěrdupáng (双耳旁, a *Hanzi* component often meaning "city" or "mountain, hill") 2 画



zǒuzhīpáng (走之旁, a *Hanzi* component often meaning "to walk, to go") 2 画



mén 3 画



gate, door