

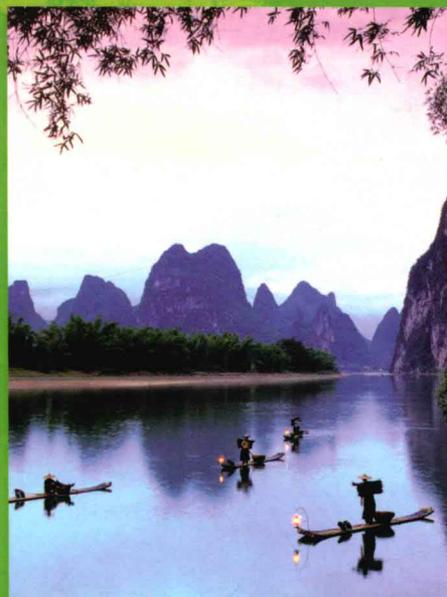
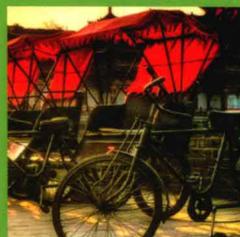
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Discover China



STUDENT'S BOOK TWO

学生用书2



走遍中国

学生用书

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS
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学生用书2

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Introduction

Discover China is a four-level Mandarin Chinese course, specially designed for beginner to intermediate level students studying Chinese in English-speaking countries. It employs a communicative and integrated approach to language learning. Emphasis is placed on communication in real contexts through pair work, group work and a variety of independent and integrated activities to help students become confident Chinese language speakers.

Key features

Discover China's unique communicative course design includes a number of distinctive features:

- **Topic-driven content in real-life contexts** gets students engaged and motivated. The topics in each book are organized around the lives and travel experiences of five young students in China.
- **A truly communicative approach** lets students learn the language by using it in real-life situations, providing them with the tools they need to communicate in Chinese naturally.
- **Structured and effective learning design** based on the sequence “presentation, practice and production”, with activities moving from controlled practice to personalized tasks, facilitates effective learning of the language.
- **Systematic vocabulary and grammar development** comes through topic-based practice and extension exercises. The lexical syllabus is based on levels 1-4 of the *Hanyu Shuiping Kaoshi* (HSK test) and the grammatical syllabus takes students up to the Vantage level (level B2) of the Common European Framework.
- **Student-centred grammar learning supplemented with detailed grammar reference** allows students to discover the rules for themselves through identifying patterns in the language samples. The grammar reference provides comprehensive and detailed explanations.
- **Meaningful and integrated character writing practice** through grouping characters with common radicals. These high-frequency characters are presented within the context of the unit theme.
- **Insights into Chinese culture**, through “Cultural Corner” sections linked to the unit topics, promoting a deeper cultural understanding. Fascinating full-colour photos, showing the real China, provide visual appeal and draw students into this diverse culture.
- **Simplified Chinese characters** are used to facilitate learning of the written language used by the majority of Chinese speakers.
- **Pinyin matched to the word level** instead of individual characters helps students understand how to write and space pinyin meaningfully. *Discover China* follows the official pinyin orthography of mainland China. All pinyin shows the character’s original tone, except in those parts of the pronunciation and speaking section where special rules about tonal change are introduced.
- **Extra pair work activities** for each unit provide additional communicative speaking practice.
- **Supported by free online resources** including teacher’s books, assessment tasks, unit quizzes, extra character writing sheets and more.

Workbook

The Workbook provides extensive consolidation of the language skills and knowledge taught in the Student’s Book.

Each Workbook unit features clear language objectives which correspond with the Student’s Book unit structure and activities. A wide variety of vocabulary and grammar exercises, as well as extra reading and listening activities, provide practice of the core language presented in the Student’s Book. Writing practice sections give students the option to extend their Chinese character writing skills beyond the Student’s Book requisites. A self-assessment at the end of each unit using “I can...” descriptors enables students to reflect on their individual progress.

Characteristics of each level

Books 1 and 2 cover basic language relating to everyday topics. The focus is on listening and speaking, although there is a writing activity at end of each lesson 2. Character writing practice is available in both the Student's Book and Workbook to help students learn how to write Chinese characters with the correct stroke order.

Book 1 is for beginners who have not studied any Chinese. To avoid overwhelming students with character reading at the very beginning, pinyin is placed above all Chinese words and characters to provide the necessary language support. However, to help students develop character recognition skills, pinyin does not appear for conversations and passages in the Workbook. Activities in the online unit quizzes, which simulate test questions from the HSK test, have no pinyin.

Book 2 follows on naturally from Book 1. Pinyin is used only in activities with new words and phrases, and the activities in the pronunciation and speaking section of each unit. Most other activities in the book do not carry pinyin. However, versions of all the main conversations and reading passages with pinyin are available for download from *Discover China's* free resources website.

Books 3 and 4 cover language from school life and the work environment. The focus is on the development of language skills, which is conducted through various approaches including guided writing. The lessons contain activities to further enhance students' language skills in all areas across different contexts and functions. A new guided writing section teaches students how to compose natural texts following authentic-like texts. The conversations and reading passages are longer, and pinyin only appears in each unit's vocabulary boxes.

Storylines

- **Book 1** presents the fundamentals of the Chinese language, following the characters' day-to-day lives in Beijing. From simple introductions to going shopping, eating out or playing sports, students encounter a broad range of situations and learn the basic language skills they require.
- **Book 2** includes "survival Chinese" for travel and living in China, as the characters hit the road on their winter holidays. They see the Terracotta Warriors in Xi'an and try authentic Sichuan food in Chengdu, make new friends and broaden their knowledge of Chinese to handle typical subjects such as food and drink, hotels, sightseeing and going to the doctor.
- **Book 3** takes a deeper look at China's diverse culture. Steve lands his dream job and is sent on assignment as a photojournalist to exciting places all over China. Amanda pursues her love of Chinese history and undertakes a research project on a major historical figure. This provides students with rich exposure to the use of Chinese language across various cultural and social contexts.
- **Book 4** prepares students for using Chinese for work-related purposes. Mark takes up an internship at a Chinese organization in London, acting as a guide for a delegation from China. Wang Yu and Yeong-min volunteer at a summer camp in China, helping foreign students to understand Chinese language and culture. All three gain valuable experience in working with colleagues and customers, and dealing with different situations.



Unit structure

Student Book 2 | Unit 3 Happy New Year! 新年好!

New words list
Target words are set out in the order they appear in the conversation.

Post-listening
Comprehension questions are used to check understanding.
Controlled activities allow students to practise the target words/expressions, and role-play the conversation.

LESSON 1

Vocabulary and listening



Pre-listening
Pre-listening activities are designed to pre-teach the key words/expressions, or activate students' background knowledge about the unit topic in preparation for the conversation.

阿曼达: 王玉, 新年好!
王玉: 新年好! 请进, 请进。爸爸妈妈, 我的朋友来了。我给你们介绍一下。这是我爸爸妈妈。这是我的朋友阿曼达、永民和史蒂夫。
阿曼达等人: 叔叔、阿姨, 新年好! 王玉的爸爸, 新年好! 这是给你的红包。
阿曼达等人: 谢谢叔叔阿姨。
王玉的妈妈: 快请坐。请吃糖, 还有水果。你们想喝茶还是果汁?
阿曼达: 我想喝果汁。

史蒂夫: 你家有几间卧室?
王玉: 三间。这是我哥哥的房间, 对面是卫生间。
阿曼达: 这是谁的房间?
王玉: 这是我和姐姐的房间。我爸爸妈妈的房间在对面。
永民: 什么这么香?
王玉: 我妈妈正在做她的拿手菜, 糖醋鱼。我带你们去厨房看看, 好

生词	New words
jìn	come in, enter
jièshào	introduce
shūfu	uncle
āyí	aunt
hóngbāo	red packet (for gifts of money)
hóngsè	red
táng	sugar
shuǐguǒ	fruit
chá	tea
guǒshuǐ	fruit juice
kètīng	living room
pángbiān	beside, next to
fànqǐng	dining room
jiàntān	living room
shuìchǎng	bedroom
duìmiàn	opposite
wǎshǐjiān	washroom
wèishǐjiān	toilet
wǎngxiāng	fragrant (smell or taste)
zhèngzài	in the process of
náshǒucài	signature dish
tángcùyú	sweet and sour fish

- Match the words with the pictures.
- Now listen and say the words.
- Amanda, Steve and Yeong-min are visiting Wang Yu's home. Listen to the conversation and answer the questions.
- 阿曼达他们为什么去王玉的家?
 - 王玉的家怎么样? 有几间卧室?

Listen again and label the rooms of Wang Yu's house with the words.

- 客厅
- 餐厅
- 卫生间
- 哥哥的卧室
- 爸爸妈妈的卧室
- 她和姐姐的卧室

Write several sentences to describe your home. Start with: 我家有……间卧室, 客厅在……

Work in pairs. Take turns to read your sentences to your partner, who will draw a floor plan of your house. Now check and see if your partner's floor plan is correct.

Presentation dialogue
Meaningful and authentic conversation between the resident characters sets the context for vocabulary and language presentation.

Pronunciation
Difficult pronunciation points for English speakers are presented and practised in context to prepare students for communicative activities in the unit.

Chinese to go
Simple and useful colloquial expressions or language "chunks" of immediate use are provided to students.

Pre-reading
Pre-reading activities are designed to pre-teach the key words, or activate students' background knowledge about the unit topic in preparation for the reading passage.

Pronunciation and speaking

- Difference between "uo" and "e"
- Check the correct finals for the underlined characters.
- 请坐 uo e
 - 喝茶 uo e
 - 果汁 uo e
 - 客厅 uo e
 - 这么 uo e
 - 过年 uo e

Work in pairs.

Student A: You are a Chinese host expecting some visitors during Chinese New Year.
Student B: You are paying a New Year visit to Student A's home.

Now change roles.

CHINESE TO GO
Expressions used at new year celebrations

gōngxǐ fúcai
恭喜发财。
Wànshì如意。
万事如意。
bàinián hǎixì
给你压岁钱。
Wǒ jǐng nǐ yì bēi
我敬你一杯。
I wish you good fortune.
May everything go as you hope.
Here's your New Year money.
I'd like to propose a toast to you.
Cheers!

LESSON 2

- Reading and writing
- Complete the phrases with the correct verbs.
- 存联
 - 年
 - 歌
 - 游戏
 - 红包
 - 灯笼

生词	New words
Chūnjié	Spring Festival, Chinese New Year
tuányuán	get together
jiéqì	festival
tiē	paste, put up
chūnlían	spring couplets
guāng	hang up
diēdēng	lanterns
qīngcǎi	celebrate
chūxī	celebrate
línshǎo	New Year's Eve
cānjiā	take part in, participate
wèn	again; also
wán	play
yóuxì	game
shāobān chūxī	first day of lunar New Year
bàinián	pay a New Year visit
xiān bāo	first
wān	wrap, make
jiǎozi	dumplings
rènao	bustling and exciting

Reading
Reading texts cover a wide range of text types relevant to students' everyday lives, such as diaries, articles, blogs and online posts.

- Now listen and repeat.
- Read the sentences aloud.
- 我哥哥去过美国。
 - 很多人喜欢喝果汁。
 - 你觉得美国怎么样?
 - 他坐在客厅里等哥哥。
 - 我们坐火车还是坐飞机去韩国?
- Now listen and repeat.
- Listen and say the words.
- | | | | |
|---------|---------|------------|-----------|
| xīnnián | hóngbāo | qǐngzuò | hēchá |
| 新年 | 红包 | 请坐 | 喝茶 |
| shuǐguǒ | táng | guǒshuǐ | náshǒucài |
| 水果 | 糖 | 果汁 | 拿手菜 |
| kètīng | fànqǐng | wèishǐjiān | wǎshǐjiān |
| 客厅 | 餐厅 | 卧室 | 卫生间 |

过年了!

作者: 史蒂夫

今年我在中国过春节了! 春节也就是中国人的新年, 是家人团聚的节日。很多人家的门口都会贴春联, 挂红灯笼, 庆祝新年的到来。

除夕夜, 我参加了学校的除夕派对。很多同学都没有回家, 都在北京过春节。我们又玩游戏又唱歌, 大家都玩得很开心。

大年初一, 很多人很早就起床了, 去朋友家拜年。中午我和永民、阿曼达去王玉家拜年。我们先一起包饺子, 然后吃饭。王玉的妈妈准备了很多菜, 我最喜欢吃的菜是糖醋鱼。

我觉得中国的春节又热闹又好玩。

Post-reading

Controlled, guided and freer activities allow students to practise the target language in a sequence that is most effective for learning.

Language in use

Grammar points are presented and practised through an inductive or "discovery" approach, drawing on students' existing knowledge.

Short, simple examples help students analyse and discover the grammar rules.

Grammar reference

Grammar reference at the back of the book provides detailed explanation of the grammar rules as a handy resource for both teachers and students.

Communication activity
Meaningful and realistic communication in relevant contexts is facilitated through role-plays and speaking tasks.

Character writing

Common radicals in characters from the unit are introduced and practised to build students' vocabulary.

Review and practice

Builds on language acquisition by recycling previously learnt target language, through which students can also assess their progress.

Additional speaking practice

Activities are function-oriented, requiring students to use relevant vocabulary and language points in realistic and contextualized ways.

Cultural Corner

Cultural points linked to the unit topic enable a greater understanding and appreciation of Chinese life and culture.

Communication activity
Meaningful and realistic communication in relevant contexts is facilitated through role-plays and speaking tasks.

Character writing

Common radicals in characters from the unit are introduced and practised to build students' vocabulary.

Review and practice

Builds on language acquisition by recycling previously learnt target language, through which students can also assess their progress.

LESSON | 3

Communication activity

Work in groups of four. You're planning a New Year party. The theme is "China". Create a party plan. Think about:

Theme	中国!
Time and place	
Decorations	
Costumes	
Games and activities	
Food and drink	

Share your party plan with another group.

Turn to pages 149 and 155 for more speaking practice.

Cultural Corner

Being a guest in China

When invited to a Chinese household, a guest can typically expect a sumptuous meal prepared by the host. Although the meal will be carefully prepared and the quantity more than enough, the host will constantly say "I'm afraid it's not much, I hope you don't mind." During the meal, the host will serve food and drink all the time. They want to make sure the guests always have some food on their plates. Some guests will leave some food uneaten to suggest that they are so full they cannot eat any more.

Good gifts to bring to a Chinese household include fruit, wine, and tea. The choice of gifts one should bring depends on the relationship between the guest and host. If they are friends, fruit makes a good gift. If the host is older than the guest, the guest may bring wine or tea, or a small present, which comes from your country as a token to express thanks for being invited.



Compare your maps to see what contains the most accurate information.

Practice writing common characters following the correct stroke order prepares students for writing Chinese.

Character writing

These are two common radicals in Chinese. Do you know any other characters with the same radicals?

Radicals	Meaning	Examples
艹	grass/plants	菜、英
广	big room / space	床、应

Look at the characters and identify the radicals.

茶节店庆

- Match the words with the meanings.

1 庆祝	a Spring Festival
2 喝茶	b get up
3 结束	c celebrate
4 春节	d drink tea
- Trace the characters in the boxes.

Review and practice

Circle the odd word out.

- 饺子 糖醋鱼 拿手菜
- 对面 节日 旁边
- 拜年 春联 灯笼
- 热闹 团圆 参加
- 挂历 贴 游戏

Answer the questions using 正在.

- 昨天下午四点你在做什么?
- 今天早上八点你在做什么?
- 你上课的时候, 你的家人正在做什么?

Complete the paragraph using appropriate words.

今天是安娜的生日。早上七点,

Vocabulary extension

More topic-related words are introduced for flexible learning.

Vocabulary extension

Match the words with the different fruits in the picture.

1 chengzi	梨	3 xiangjiao	香蕉
2 pingguo	苹果	4 xigua	西瓜
4 xingguo	苹果	5 puao	葡萄
5 xingguo	苹果	6 xigua	西瓜

Now work in pairs. Ask and answer questions about what fruit you like.

A: 你喜欢吃水果吗? 你最喜欢什么水果?
B: 我喜欢吃水果, 我最喜欢……

Vocabulary review

Fill in the blanks.

阿姨	ayi	n.	aunt
拜年	baonian	v.	wrap, make
参加	cānjiā	v.	
除夕	chūxī	n.	tea
春节	chūnjié	n.	New Year's Eve
春联	chūnlián	n.	spring couplets
大年初一	dàniányī	n.	first day of lunar New Year
灯笼	dēnggong	n.	lantern
饺子	jiǎozi	n.	dumpling
餐厅	cāntīng	n.	dining room
庆祝	qìngzhù	v.	
叔叔	shūshu	n.	
糖醋鱼	tángcùyú	n.	
团圆	tuányuán	v.	get together
玩	wán	v.	play
卫生间	wèishengjiān	n.	opposite
卧室	wòshì	n.	bedroom

Contents

Title	Unit Topic	Listening and Reading	Speaking and Writing
Unit 1 今天真忙! What a busy day! page 15	Daily routines	<ul style="list-style-type: none"> • Understanding the daily routines of students • Understanding feelings and preferences • Understanding descriptions of activities and events in a diary entry 	<ul style="list-style-type: none"> • Making invitations and explaining reasons • Expressing feelings, opinion and possibility • Describing daily routines • Writing about daily events
Unit 2 我喜欢下雪天! I love the snow! page 25	Weather, seasons and clothes to wear	<ul style="list-style-type: none"> • Understanding information about the weather in different places • Identifying clothes to wear in different weather • Finding out the weather forecast for different places 	<ul style="list-style-type: none"> • Talking about weather and what clothes to wear • Comparing the weather in different places • Writing a short weather report
Unit 3 新年好! Happy New Year! page 35	Home visits, Chinese New Year	<ul style="list-style-type: none"> • Understanding exchanges between hosts and guests • Identifying the location of different rooms in a house • Understanding a magazine article about festival activities, dishes and customs 	<ul style="list-style-type: none"> • Making exchanges between a host and a guest during a home visit • Talking about different rooms in a house • Writing about festivals
Unit 4 我们怎么去呢? How do we get there? page 45	Transport, distance and directions	<ul style="list-style-type: none"> • Listening for directions to different places • Finding information about different modes of transport in a travel guide 	<ul style="list-style-type: none"> • Asking for and giving directions and suggestions • Writing about directions to a place
Review 1 page 55			
Unit 5 请问您预订房间了吗? Do you have a reservation? page 59	Hotel accommodation, check-in and room facilities	<ul style="list-style-type: none"> • Understanding hotel check-in procedures • Listening for room facilities and location of things • Identifying specific information about hotel rooms and facilities on a hotel review website 	<ul style="list-style-type: none"> • Talking about room furniture and location • Making and responding to requests • Writing comments about a hotel's location, facilities and service
Unit 6 禁止拍照! No photos! page 69	Museums, history and cultural relics	<ul style="list-style-type: none"> • Identifying specific information about the rules in a museum • Understanding simple descriptions about historical periods and objects in an online post 	<ul style="list-style-type: none"> • Asking and answering questions about rules and signs • Writing about a historical period

Grammar and Vocabulary	Pronunciation	Cultural Corner	Character Practice
<ul style="list-style-type: none"> • The auxiliary word 得 • Topic-comment sentences • 了 as a particle and an auxiliary word • Expressing succession using 一……就…… • Words for students' daily routines 	Difference between "z" and "zh"	Planning ahead	Radicals 忄 and 心
<ul style="list-style-type: none"> • Expressing similarity using A和B + 差不多/一样 • Making comparisons using A比/没有B + adjective • Expressing future actions with 要/会 • Weather, seasons and clothes 	Difference between "c" and "ch"	From freezing snow to tropical forest	Radicals 冫 and 彡
<ul style="list-style-type: none"> • Expressing actions in progress using 正在 • Expressing "both... and..." with 又……又…… • Expressing sequences with 先……然后…… • Rooms in a house, Chinese New Year activities 	Difference between "uo" and "e"	Being a guest in China	Radicals 宀 and 广
<ul style="list-style-type: none"> • Talking about distance using 离 / 多远 • Expressing distance using 从A到B • Using 以后 / ……的时候 • Words for transport, distance and directions 	The initials: "zh" "ch" "sh"	The art of paper-cutting	Radicals 礻 and 彳
<ul style="list-style-type: none"> • Expressing possession, existence or location with 有 • Expressing adequacy with 够/不够 • Complements expressing result • Questions about size with (有) 多大 / 长 / 宽 • Words for hotel check-in, room facilities and everyday items 	Tone sandhi: 3rd + 3rd tones	Family inns in the countryside	Radicals 方 and 八
<ul style="list-style-type: none"> • Expressing passive voice using 被 • Expressing a continuing action or state with 着 • 是……的 constructions • Rules and signs, history and cultural relics 	Difference between "ü" and "üe"	Tang poetry	Radicals 彳 and 厂

Title	Unit Topic	Listening and Reading	Speaking and Writing
Unit 7 川菜又麻又辣! Sichuan food is really spicy! page 79	Eating out, food and drink, Chinese dishes	<ul style="list-style-type: none"> Identifying features or tastes of different cuisines Understanding exchanges about orders at a restaurant Identifying ingredients and cooking steps of a recipe 	<ul style="list-style-type: none"> Asking and answering questions about different dishes Ordering at a restaurant Asking for and giving recommendations Writing a recipe
Unit 8 可以便宜一点儿吗? Could it be a little cheaper? page 89	Shopping for souvenirs, sending a package by post	<ul style="list-style-type: none"> Understanding exchanges about bargaining Identifying prices and numbers Understanding descriptions of travel experiences and details of events 	<ul style="list-style-type: none"> Bargaining Asking for suggestions Writing about a shopping experience
Review 2 page 99			
Unit 9 这里的风景美极了! The scenery here is amazing! page 103	Sightseeing at places of natural beauty	<ul style="list-style-type: none"> Understanding descriptions of a place of natural beauty Identifying features of scenery Identifying information about the location and features of scenic areas from a travel flyer 	<ul style="list-style-type: none"> Talking about a place of natural beauty through comparison Writing about the scenery of a place
Unit 10 她长什么样子? What does she look like? page 113	People's appearance, sportswear and sizes	<ul style="list-style-type: none"> Understanding descriptions of people's appearance Identifying descriptions of appearance 	<ul style="list-style-type: none"> Asking about people's appearance Describing people's appearance Writing about your best friend's appearance
Unit 11 我觉得不舒服。 I'm not feeling well. page 123	Seeing the doctor, illness, healthy life styles	<ul style="list-style-type: none"> Listening for symptoms of illness Understanding instructions for taking medicine Understanding healthy lifestyle suggestions from a health poster 	<ul style="list-style-type: none"> Talking about illness Asking for and giving reasons Giving advice and describing requirements Writing tips for a healthy life
Unit 12 你会喜欢她的! You'll really like her! page 133	Friends and personal characteristics	<ul style="list-style-type: none"> Understanding information about a person Identifying features of people's personalities and characteristics Finding out about personality traits from a quiz 	<ul style="list-style-type: none"> Talking about people's appearance and personalities Writing about people's characteristics and hobbies
Review 3 page 143			

Pinyin guide page 147

Grammar reference page 160

Pairwork activities pages 148 and 154

Picture captions page 173

Grammar and Vocabulary	Pronunciation	Cultural Corner	Character Practice
<ul style="list-style-type: none"> Noun phrases with 的 Giving instructions using imperatives 把 sentences Flavours, food and drink, ingredients and cooking instructions 	Difference between "en" and "eng"	Eating out: ordering shared dishes	Radicals 米 and 豸
<ul style="list-style-type: none"> Duplication of verbs "The more ... the more ..." 越……越…… Notional passive Souvenirs, prices, package and travel experiences 	The finals: "ian" and "üan"	Tea houses in Chengdu and Longmen Zhen	Radicals 走 and 卩
<ul style="list-style-type: none"> Expressing result of an action with 到 Expressing percentages using 百分之…… 除了……以外, 还…… Words for natural scenery, landscape features and feelings 	Difference between "j" and "z"	Famous mountains in China	Radicals 寸 and 阝 (left)
<ul style="list-style-type: none"> Serial verb constructions Affirmative-negative questions Expressing immediate actions with (就) 要……了 Appearance, features, sportswear and sizes 	The neutral tone	Who is beautiful?	Radicals 目 and 子
<ul style="list-style-type: none"> The auxiliary word 地 多 and 少 Expressing the duration of action Symptoms of illness, medical advice and instructions, health and activities 	Tone sandhi: 不 and 一	Traditional Chinese medicine	Radicals 疒 and 火
<ul style="list-style-type: none"> Wh-questions Difference between 有一点 and 一点儿 The auxiliary words 的 / 地 / 得 Characteristics, personalities and hobbies 	Difference between "s" and "sh"	The Confucian personality	Radicals 亠 and 马

English translations page 174

Vocabulary list page 183

Classroom expressions



Classroom expressions used by teachers

Qǐng gēn wǒ dú 请跟我读。	Please read after me.	Qǐng tīng lùyīn 请听录音。	Please listen to the recording.
Yuèdú duǎnwén 阅读短文。	Read the passage.	Qǐng huídá wèntí 请回答问题。	Please answer the questions.
Wánchéng jùzi 完成句子。	Complete the sentences.	Xuǎnzé zhèngquè dá'àn 选择正确答案。	Choose the correct answers.
Jīntiān wǒmen shàng dì-yī kè 今天我们上第一课。		Today we are going to study Lesson 1.	
Qǐng dǎ kāi shū fān dào dì-shí yè 请打开书翻到第十页。		Please open your books and turn to page 10.	
Wǒmen xiān xuéxí yīxià shēngcí 我们先学习一下生词。		Let's study the new words first.	
Nǎwèi tóngxué zhīdào zhège cí de yìsi 哪位同学知道这个词的意思?		Who knows the meaning of this word?	
Nǐ kěyǐ dàshēng yīdiǎnr ma 你可以大声一点儿吗?		Could you speak a bit louder?	
Xiàmiàn wǒmen zuò duìhuà liànxí 下面我们做对话练习。		Next let's do speaking practice.	
Liǎng rén yī zǔ zuò liànxí 两人一组做练习。		Work in pairs.	
Bǎ jùzi fānyì chéng Zhōngwén Yīngwén 把句子翻译成中文/英文。		Translate the sentences into Chinese/English.	
Zhǎo chū yǔ túpiàn duìyìng de cíyǔ 找出与图片对应的词语。		Match the words with the pictures.	
Gēnjù túpiàn zàojù 根据图片造句。		Write a sentence to describe the picture.	





Classroom expressions used by students

Wǒ yǒu yī gè wèntí
我有一个问题。

I have a question.

Zhège zì dú dì jǐ shēng
这个字读第几声？

What tone is this character?

Zhège zì zěnme xiě
这个字怎么写？

How do you write this character?

Zhège cí shì shénme yìsi
这个词是什么意思？

What does this word mean?

Zhè jù huà yòng Yīngyǔ Hànyǔ zěnme shuō
这句话用英语/汉语怎么说？

How do you say this sentence in English/Chinese?

Wǒ méiyǒu tīng qīngchū nín néng chóngfù yī biàn ma
我没有听清楚，您能重复一遍吗？

I didn't hear clearly. Could you repeat that?

Nín néng shuō màn yīdiǎnr ma
您能说慢一点儿吗？

Could you speak a bit more slowly?

Zhège cí kěyǐ zhèyàng yòng ma
这个词可以这样用吗？

Can I use the word this way?

Shénme shíhòu jiāo zuòyè kǎoshì
什么时候交作业/考试？

When are we going to hand in the homework/have the test?

Wǒ kěyǐ qù xǐshǒujiān ma
我可以去洗手间吗？

May I go to the toilet?



Places in Discover China

Xi'an

西安 (Xī' ān) capital city of Shaanxi Province, ancient capital of the Tang Dynasty, starting point of the Silk Road

陕西历史博物馆 (Shǎnxī Lìshǐ Bówùguǎn) the Shaanxi History Museum

钟楼 (Zhōnglóu) Bell Tower, used to announce the hours in ancient times

大雁塔 (Dà yàn Tǎ) Big Wild Goose Pagoda, where the monk Xuan Zang kept the Buddhist scrolls he brought back from India during the Tang Dynasty

古城墙 (Gǔchéngqiáng) Xi'an's ancient city walls, the best preserved fortification from the Ming Dynasty, built on the remains of the Tang capital, Chang'an

大清真寺 (Dàqīngzhēn Sì) the Great Mosque of Xi'an



Lintong

临潼 (Líntóng) a county 30 kilometres to the east of Xi'an, where the Terracotta Warriors were discovered

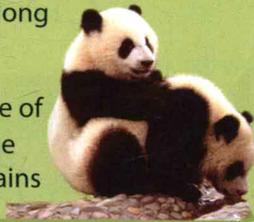
兵马俑 (Bīngmǎyǒng) the Terracotta Warriors, burial goods of the Emperor Qin Shihuang, the first emperor of China

Chengdu

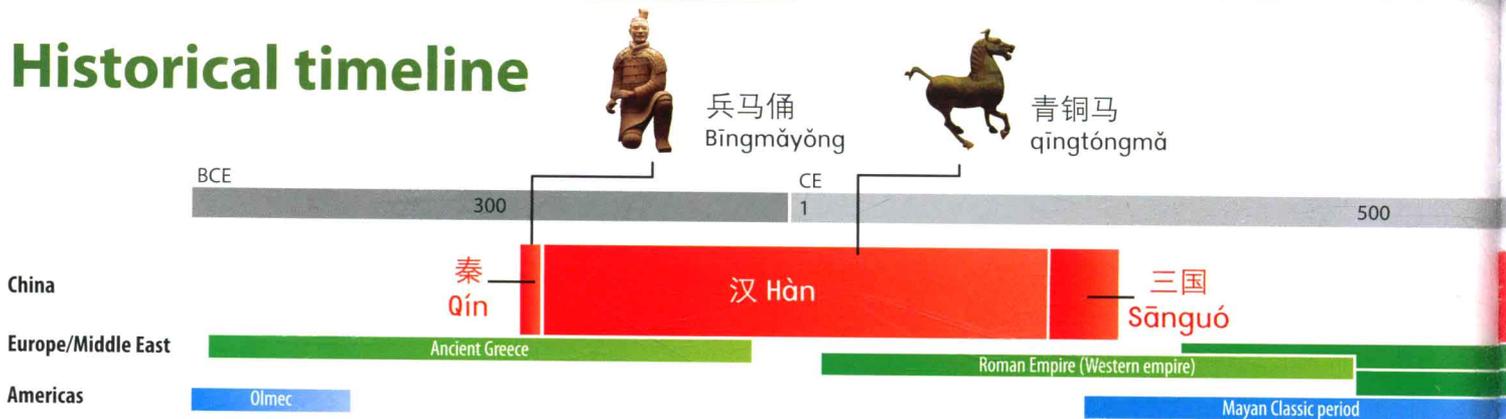
成都 (Chéngdū) capital city of Sichuan Province

卧龙自然保护区 (Wòlóng Zìrán Bǎohùqū) Wolong Nature Reserve, also called "Panda Country"

九寨沟 (Jiǔzhàigōu) Jiuzhaigou Valley, a place of stunning natural beauty, which gets its name from the nine Tibetan villages in the mountains



Historical timeline



* This timeline does not include all dynasties and eras in China's history. The selected eras illustrate some notable contemporaneous periods in China and abroad.

Harbin

哈尔滨 (Hā' ěrbīn) capital city of Heilongjiang Province

冰雪节 (Bīngxuějié) the annual Snow & Ice Festival, featuring ice sculptures



Beijing

北京 (Běijīng) capital of China

故宫 (Gùgōng) the Forbidden City, royal residence of the Ming and Qing dynasties

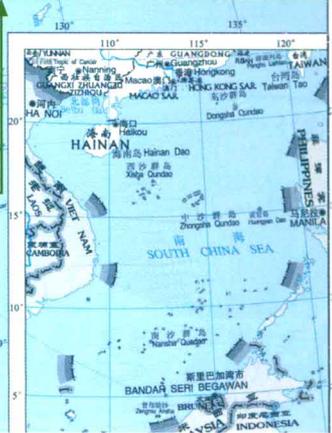
长城 (Chángchéng) the Great Wall



Yunnan

云南 (Yúnnán) province in south-west China

泼水节 (Pōshuǐjié) Water-Splashing Festival, celebrated by the Dai minority people



唐三彩
Tāngsāncǎi

1000

1500

1900

唐 Táng

辽 Liáo

宋 Sòng

元 Yuán

明 Míng

清 Qīng

The Middle Ages

The Crusades

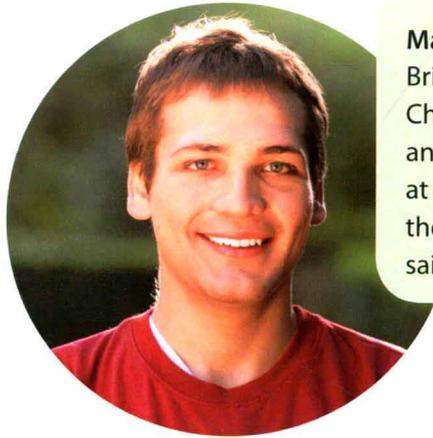
Ottoman Empire

Toltec

Aztec Empire

Inca Empire

Meet the characters



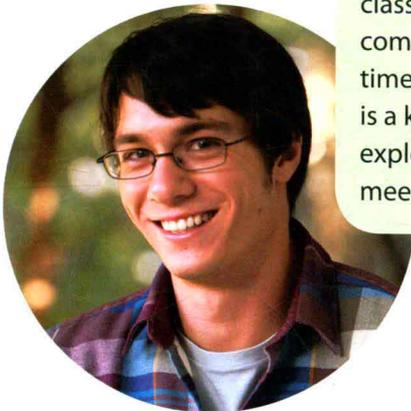
Mǎkè

Mark Johnson (马克) comes from Brisbane. Mark went on holiday to China after completing high school, and decided to stay and learn Chinese at a university in Beijing. Mark enjoys the outdoors, and he likes surfing and sailing.



Āmàndá

Amanda da Silva (阿曼达) is Mark's classmate, from São Paulo. She loves travelling and has a keen interest in history. As well as Chinese language, Amanda is also taking classes in Chinese history at the university.



Shǐdīfū

Steve Brown (史蒂夫), another classmate of Mark and Amanda's, comes from London. He works part-time for a UK-based magazine and is a keen photographer. He enjoys exploring different cultures, and meeting different people.



Wáng Yù

Wang Yu (王玉) was born in Beijing. She knows the others from university, where she studies music. She has played the piano since she was five. She likes cooking and sports including swimming and tennis.



Jīn Yǒngmín

Kim Yeong-min (金永民) is also studying Chinese at the university. He comes from Seoul. Like Wang Yu, Yeong-min is a musician, and plays guitar in a local band. He plans to study Chinese medicine after he finishes his courses in Chinese. Yeong-min likes to spend his free time reading and listening to music.