

## 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 the mainland of 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 takes the Chinese history class. 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's Book 3 | Unit 4 He was not just an actor. 他不只是个演员。

### Pronunciation

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


### 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.

### LESSON | 1

#### Vocabulary and listening

Look at the world map. Match the names with the correct continents.



### New words list

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

1 历史人物	hero
2 演员	actor

Now give an example of each of the words.

- Amanda and Yeung-min are discussing their assignment. Listen to their conversation and answer the questions.
- 1 作业题是什么?
  - 2 他们都提到了哪些人物?
  - 3 阿曼达想写谁,为什么?
  - 4 永民想写谁,为什么?

### Presentation dialogue

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

### Further listening practice

A further listening passage based on the unit theme provides extra practice to develop students' listening skills.

阿曼达: 当然。郑和出海到了东南亚、印度,甚至到了非洲;中国跟很多国家和地区的贸易和文化交流,是从他出海开始的。我认为他对中国历史发展的影响,比李小龙大多了。

永民: 我不同意你的看法。历史上的航海家那么多,没什么了不起。

阿曼达: 我认为郑和的生日很值得写。他七次出海,后来很多人使用的航海图可能都是他的舰队画的呢。

永民: 是啊!那你就写郑和吧。

### Check the true statements.

- 1 阿曼达和永民找了个安静的地方。
- 2 花木兰是现代人物。
- 3 李小龙是中国人。
- 4 永民认为李小龙是个英雄。
- 5 中国很安全。

### Pronunciation and speaking

Listen and repeat the sentences.

### Complete the picture.

听一听,看一看,想一想,画一画。

花木兰的故事是真实的故事吗? 还是传说? 你觉得她是个英雄吗? 为什么?

You are going to hear some conversations. Look at the replies below and decide if the speakers are sure or not.

- 1 当然了!
- 2 不一定吧。
- 3 肯定的啊。
- 4 我也不是很清楚。
- 5 那还用说吗!

### Now listen and complete the table.

问题	能否肯定
1 下周三有考试吗?	
2 乔治·华盛顿是谁?	
3 他是你弟弟吗?	
4 上课前看看书就能考得好吗?	
5 中国科技馆在哪个城市?	

### CHINESE TO GO

Agreeing and disagreeing

我觉得拿破仑(Napoleon)是法国历史上的一位英雄。我不同意你的看法。

这听起来很合理。但是我不太确定。

对!对!对!对!对!对!

### 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.

### LESSON | 2

#### Reading and writing

Work in pairs. Find all the words in the passage on page 56 which include 拳.

Work in pairs. Write down the words you have learnt with 拳 and their meanings.

扮演	play a role

Now find all the words with 拳 in the passage on page 56 and write them in the table.

Read the life story of Bruce Lee on page 56 and check the correct statements.

- 1 他出生在美国。
- 2 他母亲是粤剧演员。
- 3 他跟父亲学了太极拳。
- 4 他在香港念大学。
- 5 他在1970年以后因为《青蜂侠》出名。
- 6 他自创了截拳道。
- 7 他去世的时候很年轻。

Look at the first four words and guess the meaning of the others.

粤剧	Cantonese opera
京剧	Peking opera
电视剧	TV series
戏剧	theatre
歌剧	
音乐剧	
舞蹈	
话剧	
喜剧	

### Reading

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

李小龙生于1965年7月27日出生在美国加利福尼亚州的旧金山。他的父亲是粤剧演员,母亲是京剧演员。李小龙从小就对武术产生了浓厚的兴趣。他跟随父亲学习了太极拳,后来又学习了多种武术。他自创了截拳道。他因为主演了《青蜂侠》和《死亡游戏》而闻名。他于1973年7月20日在香港去世,年仅32岁。

### Post-reading

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

### Answer the questions.

- 1 李小龙为什么能够自创拳法?
- 2 李小龙的武术学校是在哪里开的?
- 3 李小龙主演的电影和电视剧主要是在哪里拍的?
- 4 什么是“遗产”?

### Complete the table about Bruce Lee's life story.

时间	地点	事件
1965年	在美国旧金山	出生
1966年		跟_____结婚
1966年		因为_____成名
1971年	在香港	主演了《死亡游戏》
1973年		由于_____去世

Work in pairs. Choose a film star or singer and complete a table about his/her life. Use the table in Activity 6 to help you. Now write the life story of this person. Use the text and Activity 5 to help you.

### Guided writing

The reading passage acts as a model for the students to write their own short passage in a similar style.

# Language in use

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

# 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.

## Language in use

### Expressing "even" using 甚至

1 Look at the sentences.

Other	A, B, C...	甚至	X
他去过北京、上海、西安。	甚至	哈尔滨。	
她会讲很多种外语。比方说英语、法语、德语。	甚至	泰语。	
为了发展事业，她可以牺牲很多东西。	甚至	要家庭。	
你可以用智能手机打电话、听音乐、看电影、玩游戏。	甚至	让它帮你找饭店。	
这个饭店很受欢迎。	不但当地人常常去，很多外地人也去。	甚至	特意去尝他们的菜。

Now check the two correct explanations.

- 1 What appears after 甚至 is an unlikely example of the main topic.
- 2 What appears before 甚至 are more common examples of the main topic.
- 3 What appears after 甚至 has to be a noun phrase.

- 2 Translate the sentences into Chinese.
- Amanda is a good cook. She can make sandwiches, spaghetti, and even Kung Pao Chicken.
  - Cola is sold everywhere. You can even find it in stores in small villages in China.
  - You can use the Internet to book air tickets, find places to eat, do grocery shopping, and even find your love.
  - This Chinese character is very uncommon. You cannot even find it in most dictionaries.

### Expressing "be worth" using 值得

#### 1 Look at the sentences.

Topic	值得	好好看看。
这本书很有意思。	值得	好好看看。
这种电脑又快又好，1000块钱。	很值得。	
我觉得故宫。	很值得去。	
虽然火车票有时跟飞机票一样贵，可是我值得。	很值得。	
这个题目。	值得写。	
马克这个朋友。	值得交。	

Now check the two correct explanations.

- 1 值得 is always followed by a verb.
- 2 值得 is used to express that something/someone is worth one's time/money/energy.
- 3 When 值得 is followed by a verb, the topic is actually the object of the verb.

- 2 Work in pairs. Make a list of worthwhile places for a visitor to your town. Think about:
- places to go
  - restaurants for dinner
  - things to do.
- 我觉得(不)值得\_\_\_\_\_, 因为\_\_\_\_\_。

### Expressing purpose using 为了

#### 1 Look at the sentences.

为了 Purpose	Main clause
为了提高英语水平，他天天跟朋友聊英语。	
为了发展经济，中国从1979年开始对外贸易。	
为了学习中医，2009年宋庆来到了北京。	

Now check the correct explanations.

- 1 What appears after 为了 is the purpose of the action in the main clause.
- 2 是为了 + purpose can appear either before or after the main clause.
- 3 为了 means "in order to" or "for the sake of".

- 2 Complete the paragraph.
- 很多人上大学是为了\_\_\_\_\_, 可是李明上大学是为了\_\_\_\_\_, 所以他选择\_\_\_\_\_作为自己的专业。为了提高自己的专业水平, 他\_\_\_\_\_。从大学毕业以后, 他打算\_\_\_\_\_。是了为\_\_\_\_\_。

### Stating causes using 由于

#### 1 Look at the sentences.

由于 Cause	Main clause
由于大雪，去纽约的飞机今天不飞了。	
由于考试题目太难，很多同学考得都不好。	
由于家庭的原因，他选择出国上大学。	
由于跟同居关系不太好，她决定下个学期自己一个人住。	

Now check the two correct explanations.

- 1 由于 means "due to", and always appears before the main clause.
- 2 由于 is more formal than 因为.
- 3 由于 is identical to 因为.
- 4 What appears after 由于 is always a noun phrase.

- 2 Complete the sentences.
- 由于\_\_\_\_\_, 夏天的飞机票总是特别贵。
  - 由于\_\_\_\_\_, 中国功夫慢慢被世界了解。
  - 由于\_\_\_\_\_, 阿曼达选择了中国历史课。
  - 由于\_\_\_\_\_, 李小龙一举成名。

Turn to page 187 for grammar reference.

Unit 4

Expressing "even" using 甚至

Subject	Prepositional phrase	Verb phrase
Wǒ ài xǐ wǎng 我喜欢上网。	jì huà hǎo de chéng xù 计划好的程序	zuò shì 做事。
Bù qǐ bǎi niú qù qǐ bǎi niú qù 去超市买东西。	dāng dì rén de yuán qū 当地人的街区	xuǎn zé lù xiàn 选择路线。
Bù qǐ bǎi niú qù qǐ bǎi niú qù 去超市买东西。	gōng yì 提议	ān pái cān kàn 安排参观
Lǚ xíng huì 旅行社	qì fēn 航班	qīn qū huàn huàng 申请换护照
	qì fēn 航班	qīn qū huàn huàng 申请换护照

Exercises allow students to practise and consolidate the rules.

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

## Communication activity

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

## 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.

Unit 3

Your teacher talked about the Chinese final exam in class, but you missed some information. Talk to Student B to get all the details you need.

This is what you know about the test:

- the date of the test is 23 Dec.
- you will not take the test in your usual classroom.
- you will take the test in the room right next to your Chinese teacher's office.
- there are four types of questions. One of them will be multiple choice.

Unit 4

A Chinese newspaper is calling for nominations from around the world for the most inspiring person of your country as:

- Discuss your explain what people of your country think.
- Together nominate.

LESSON | 3

Communication activity

Write a brief life story of a person you think made a great impact on world culture in the 20th century.

姓名	职业
生平	年—年
时间	事件

Review and practice

Correct the sentences.

- 我明年毕业后从大学。
- 我不喜欢你。
- 2008年奥运会举办在北京。
- 李小龙一举成名因为《青蜂侠》。
- 阿曼达选择了历史课据自己的兴趣。
- 她成为越来越美丽。
- 我结婚跟他已经十年了。
- 他去世由于药物过量。
- 中国的影响对世界越来越大。
- 1945年我的父母搬到上海从香港。

Read the life story of Audrey Hepburn and check the correct statements.

1 李小龙\_\_\_\_\_了《死亡游戏》。  
a 演员 b 主演 c 上演

2 你打算什么时候搬去英国?  
a 来 b 去 c 到

3 这个题真难! \_\_\_\_\_老师也不知道怎么回答。  
a 甚至 b 虽然 c 肯定

4 你在大学里的\_\_\_\_\_是什么?  
a 职业 b 毕业 c 专业

5 我希望自己\_\_\_\_\_一个了不起的英雄。  
a 成功 b 成为 c 长成

6 你觉得桂林\_\_\_\_\_是中国的大城市吗?  
a 是 b 是 c 有

奥黛丽·赫本 (Audrey Hepburn) 是二十世纪最著名的电影演员之一。她是英国人，可是却是在比利时 (Belgium) 出生的。她从小学习跳舞。1948年她19岁的时候来到伦敦，继续学习跳舞，并进行音乐剧电影表演。1953年，她因为主演电影《罗马假日》(Roman Holiday) 一举成名。在50年代和60年代，赫本主演了很多世界著名的电影，包括《窈窕淑女》(My Fair Lady) 和《蒂凡尼的早餐》(Breakfast at Tiffany's)。她在电影中的表演受到很多观众的喜爱。赫本不但是一个了不起的女演员，有着美丽的外表，她还有一颗金子一样的心。70年代开始，赫本演了很多电影很少。她把大部分的时间用于帮助别人。她到了非洲、南美洲和亚洲，去帮助当地的人民。1993年，由于重病，赫本在瑞士 (Switzerland) 的家中去世。

Vocabulary review

Fill in the blanks.

撤	bān	v.	include	上演	nǎi wǎi	v.	think, believe
毕业	bì yè	v.	release, play	生平	shēng píng	conj.	even
部	bù	n.	measure (for films and record TV series)	西茶	xī chá	n.	life story
参军	cān jūn	v.	join the military	第一	dì yī	adj.	first of all
成功	chéng gōng	adj.	successful	太极拳	tàijíquán	n.	taichi
出海	chū hǎi	v.	go to sea	为了	wèi le	prep.	agree
舰队	guǎiduì	n.	fleet	武术家	wúshùjiā	n.	martial arts master
传奇	chuan qí	n.	legend	药物	yàowù	n.	drug, medication
代替	dàitì	v.	replace	一著作	yī zhuō zuò	n.	posthumous work
电视剧	diànshìjù	n.	TV drama	一举成名	yījǔ chéng míng	v.	gain instant fame
东南亚	dōngnán yà	n.	Southeast Asia	英雄	yīng yǒng	n.	hero
读书	dú shū	v.	read	有道理	yǒu dào lǐ	adj.	reasonable
非洲	fēi zhōu	n.	Africa	真实	zhēn shí	v.	true
国家	guó jiā	n.	father	值得	zhí de	v.	worthwhile
过敏	guò mǐn	v.	be allergic to	职业学校	zhí yè xué xiào	n.	vocational school
航海图	hǎi wáng tú	n.	nautical chart				
继续	jì xù	v.	continue				
假扮	jiǎ bàn	v.	disguise oneself as				
就	jiù	v.	just				

## Vocabulary review

Blanks created to distinguish between words to write and words to recognize help students further consolidate their vocabulary. All target words are presented in black and non-target words in colour for easy reference.

# Contents

Title	Unit Topic	Listening and Reading	Speaking and Writing
<b>Unit 1</b> <b>你是怎么选的?</b> <b>How did you choose?</b> page 15	College courses and requirements	<ul style="list-style-type: none"> <li>• Asking for and giving advice</li> <li>• Understanding feelings and concerns</li> <li>• Understanding course requirements and difficulty levels</li> </ul>	<ul style="list-style-type: none"> <li>• Asking for information</li> <li>• Showing concern</li> <li>• Writing an email asking for or giving information</li> </ul>
<b>Unit 2</b> <b>您具体想找什么?</b> <b>What are you looking for specifically?</b> page 27	Books, libraries and book reviews	<ul style="list-style-type: none"> <li>• Identifying directions and locations</li> <li>• Understanding general comments about books</li> <li>• Understanding simple book reviews</li> </ul>	<ul style="list-style-type: none"> <li>• Asking for and giving directions</li> <li>• Asking for and giving opinions about books and libraries</li> <li>• Writing a simple book review</li> </ul>
<b>Unit 3</b> <b>什么时候交作业?</b> <b>When is our assignment due?</b> page 39	Assignments, quizzes and deadlines	<ul style="list-style-type: none"> <li>• Clarifying information through repetition</li> <li>• Understanding simple formal instructions for exams</li> </ul>	<ul style="list-style-type: none"> <li>• Asking for and giving clarification through repetition</li> <li>• Starting and ending a conversation politely</li> <li>• Writing simple quiz questions and instructions</li> </ul>
<b>Unit 4</b> <b>他不只是个电影演员。</b> <b>He was not just an actor.</b> page 51	Life stories	<ul style="list-style-type: none"> <li>• Identifying opinions</li> <li>• Understanding accomplishments and achievements</li> <li>• Identifying notable events in a life story</li> </ul>	<ul style="list-style-type: none"> <li>• Asking for and giving opinions through reasoning</li> <li>• Agreeing and disagreeing</li> <li>• Writing a simple life story</li> </ul>
<b>Review 1</b> page 63			
<b>Unit 5</b> <b>我是在网上订的票。</b> <b>I booked the ticket online.</b> page 67	Air travel and extreme weather	<ul style="list-style-type: none"> <li>• Understanding airport check-in information</li> <li>• Confirming and correcting information</li> <li>• Understanding a news report about extreme weather</li> </ul>	<ul style="list-style-type: none"> <li>• Asking for and checking information</li> <li>• Giving reasons and expressing regret</li> <li>• Writing a short report about an event involving bad weather</li> </ul>
<b>Unit 6</b> <b>您真是太周到了。</b> <b>You've really thought of everything.</b> page 79	Meeting a host family	<ul style="list-style-type: none"> <li>• Identifying the location of rooms, household items and facilities</li> <li>• Understanding hospitality</li> <li>• Understanding cultural differences regarding proper topics of conversation</li> <li>• Understanding a diary entry</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing hospitality and appreciation</li> <li>• Giving polite responses</li> <li>• Writing an informal diary entry</li> </ul>

Grammar and Vocabulary	Pronunciation	Cultural Corner
<ul style="list-style-type: none"> <li>Talking about results using resultative complements</li> <li>Talking about the future using 会/将</li> <li>Giving extra information using 再说/而且</li> <li>Expressing preferences using 还是……吧</li> <li>Words for course requirements</li> </ul>	Different tones created by adverbs	Chinese calligraphy
<ul style="list-style-type: none"> <li>Limiting the range of statements using 对……来说</li> <li>Emphasizing facts and negating assumptions using 不是……而是……</li> <li>Expressing surprise using 没想到</li> <li>Making recommendations using 给……推荐</li> <li>Directions and sections inside a building, book review essentials</li> </ul>	Homophones: 还, 得, 转	Sun Wu and <i>The Art of War</i>
<ul style="list-style-type: none"> <li>Expressing “any” using 什么……都……</li> <li>Making suggestions using 不如……怎么样/吧</li> <li>Expressing formality through vocabulary</li> <li>Stating a rationale using 根据</li> <li>Words for clarification, instructions and rubrics in exams</li> </ul>	Different ways of greeting people and saying goodbye	Confucius Institutes
<ul style="list-style-type: none"> <li>Expressing “even” using 甚至</li> <li>Expressing “be worth” using 值得</li> <li>Expressing purpose using 为了</li> <li>Stating causes using 由于</li> <li>Accomplishments, achievements and importance</li> </ul>	Expressions for agreeing and disagreeing	Zheng He — China’s Magellan
<ul style="list-style-type: none"> <li>Expressing influences using 受……影响</li> <li>Noun phrases with 以</li> <li>Expressing “unbearable” using 受不了</li> <li>Stating extreme consequences using 造成</li> <li>Words for air travel and extreme weather</li> </ul>	Expressions for airport check-in	Mongols in China
<ul style="list-style-type: none"> <li>Describing impressions using 好像</li> <li>Expressing causal relations using 让</li> <li>Expressing limited choices using 不是……就是……</li> <li>Sentence-initial adverbs: 幸好, 可惜, 其实</li> <li>Room facilities and housework, hospitality</li> </ul>	Exchanges of greetings and thanks	Gift-giving in Chinese culture

Title	Unit Topic	Listening and Reading	Speaking and Writing
Unit 7 我喜欢这种简单的生活方式。 <b>I like this simple lifestyle.</b> page 91	Teaching in Inner Mongolia	<ul style="list-style-type: none"> <li>Identifying differences and similarities</li> <li>Identifying a speaker's feelings and emotions</li> <li>Expressing respect and expectations</li> </ul>	<ul style="list-style-type: none"> <li>Making comparisons and showing preferences</li> <li>Expressing feelings and emotions</li> <li>Writing a simple comparative essay</li> </ul>
Unit 8 真了不起! <b>That's amazing!</b> page 103	Environmental projects in deserts	<ul style="list-style-type: none"> <li>Understanding questions and answers in an interview</li> <li>Giving reasons</li> <li>Distinguishing between main ideas and supporting examples</li> </ul>	<ul style="list-style-type: none"> <li>Expressing praise and respect</li> <li>Conducting an interview</li> <li>Writing a formal report on a problem</li> </ul>
Review 2 page 115			
Unit 9 有志者，事竟成! <b>Where there's a will, there's a way!</b> page 119	The Shaolin Temple and Shaolin kung fu	<ul style="list-style-type: none"> <li>Identifying specific information used in giving examples</li> <li>Identifying relationships among roles in a story</li> <li>Understanding a film</li> </ul>	<ul style="list-style-type: none"> <li>Using exclamations</li> <li>Talking about physical attributes, skills and abilities</li> <li>Writing an article introducing a film, giving the most important information</li> </ul>
Unit 10 千万不能急。 <b>Don't rush things.</b> page 131	Parts of the body, physical movements and injuries	<ul style="list-style-type: none"> <li>Identifying physical injuries and medical suggestions</li> <li>Dealing with unfamiliar characters using radical clues in context</li> <li>Understanding simple instructions about movement</li> </ul>	<ul style="list-style-type: none"> <li>Asking for and giving medical aid and suggestions</li> <li>Encouraging and reassuring</li> <li>Writing simple instructions about movement</li> </ul>
Unit 11 你说我应该怎么做? <b>What do you think I should do?</b> page 143	Emotions and feelings, asking for advice	<ul style="list-style-type: none"> <li>Identifying attitudes, concerns and worries</li> <li>Understanding suggestions</li> <li>Understanding problems in a letter to an agony aunt</li> </ul>	<ul style="list-style-type: none"> <li>Expressing concerns, problems and worries</li> <li>Seeking advice</li> <li>Writing to an agony aunt about problems</li> </ul>
Unit 12 我能不能不回答? <b>I'd prefer not to answer that.</b> page 155	Dating, relationships and life expectations	<ul style="list-style-type: none"> <li>Understanding expectations and plans</li> <li>Understanding polite counter-arguments</li> <li>Understanding different points of view</li> </ul>	<ul style="list-style-type: none"> <li>Expressing surprise and reassurance</li> <li>Expressing certainty and reservation</li> <li>Talking about life expectations</li> <li>Writing simple tips and suggestions</li> </ul>
Review 3 page 167			

Pinyin guide page 171

Pairwork activities pages 172 and 178

Grammar reference page 184

Picture captions page 197

Grammar and Vocabulary	Pronunciation	Cultural Corner
<ul style="list-style-type: none"> <li>• Explicit comparisons</li> <li>• Implicit comparisons using 更/比较</li> <li>• Expressing something is contrary to expectation using 并不/并没有</li> <li>• Drawing conclusions using 看来</li> <li>• School facilities and surroundings, city and rural life</li> </ul>	Emphasizing with 一直, 从小, 并, 的确	Chinese students and teachers
<ul style="list-style-type: none"> <li>• Expressing sequences using 首先……其次…… (最后……)</li> <li>• Making suggestions using (要不) 这样吧</li> <li>• Giving examples using 以……为例</li> <li>• Expressing “provide” using 为……提供</li> <li>• Words on environmental problems and protection; comparison of past and present</li> </ul>	Verbally describing how to write simple Chinese characters	Time and space in Chinese culture
<ul style="list-style-type: none"> <li>• Expressing potential/capability using potential complements</li> <li>• Expressing “only/just” using 光……就 or 光……不</li> <li>• Expressing “concerning” using 关于</li> <li>• Expressing contrast of meaning using 而</li> <li>• Words about martial arts skills; words about films</li> </ul>	Exclamatory sentences	The Shaolin Temple
<ul style="list-style-type: none"> <li>• Expressing regularity using 往往 or 常常</li> <li>• The preposition 按照</li> <li>• Expressing future plans using 等……了</li> <li>• The difference between 刚才 and 刚</li> <li>• Parts of the body, physical movements, injuries and treatments</li> </ul>	Imperative sentences	Group exercise in China
<ul style="list-style-type: none"> <li>• Implicit comparison using ……一点</li> <li>• Expressing “even if” using 就算……也……</li> <li>• Expressing contrast of meaning using 却</li> <li>• The difference between 总(是) and 老(是)</li> <li>• Personal feelings, problems and worries</li> </ul>	Linking words in a conversation	The Butterfly Lovers
<ul style="list-style-type: none"> <li>• Forming rhetorical questions using 难道</li> <li>• Noun phrases with 像……这样/那样……</li> <li>• Polite counter-argument: ……是……, 可是/就是……</li> <li>• The conjunctive 既……又……</li> <li>• Emotions, relationships and life plans</li> </ul>	Expressions using 难道, 估计, 看来, 我猜 etc.	Chinese ways of expressing feelings

English translations [page 198](#)

Vocabulary list [page 211](#)