

Discover China



Level One

TEACHER'S BOOK

教师用书 1


MACMILLAN



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Overview

Discover China is a four-level Mandarin Chinese course, specially designed for beginner to intermediate level students studying Chinese as a second or foreign language. It employs a truly communicative and integrated approach to language learning. Emphasis is placed on communication in real life contexts through

pair work, group work and carefully sequenced activities to facilitate effective and fun language learning.

Each unit in *Discover China* Level 1 contains the following components:

	Student's Book (sections)	Workbook (activity categories)
Lesson 1	<ul style="list-style-type: none"> Vocabulary and listening <ul style="list-style-type: none"> Vocabulary activity Conversation Pronunciation and speaking Chinese to go 	<ul style="list-style-type: none"> Vocabulary Conversation Listening Pronunciation
Lesson 2	<ul style="list-style-type: none"> Reading and writing <ul style="list-style-type: none"> Reading passage Language in use 	<ul style="list-style-type: none"> Reading passage Writing Grammar
Lesson 3	<ul style="list-style-type: none"> Communication activity Cultural corner Character writing Review and practice Vocabulary extension 	<ul style="list-style-type: none"> Conversation Character reading and writing Vocabulary extension
Extra materials	<ul style="list-style-type: none"> Pair work (information gap) activities Grammar reference with detailed explanation of the grammar points in the "Language in use" section English translations of conversations and reading passages Vocabulary list alphabetically by pinyin 	<ul style="list-style-type: none"> Character writing sheet for practice writing characters with target radicals and common words related to the unit topic Self-assessment chart for students to evaluate their individual progress
* audio recordings are provided on the accompanying CD.		

Online resources	
Teacher's Book	<ul style="list-style-type: none"> Activity bank with teaching options and detailed teaching steps for all activity types in the Student's Book Unit-by-unit teaching notes, including unit overview, extra language notes, warm-up activities, teaching tips, answer keys and audio scripts
Unit quizzes	<ul style="list-style-type: none"> Twelve unit quizzes with activities that simulate the question types from the HSK test for students to assess what they have learned in each unit of the Student's Book
Assessment tasks	<ul style="list-style-type: none"> Three assessment tasks to help students assess their progress after every four units in the Student's Book
Character writing sheets	<ul style="list-style-type: none"> Character writing sheets for students to practise writing additional characters following the correct stroke order

A note on pinyin

Discover China follows the official pinyin orthography of mainland China. Pinyin is matched to characters at the word level with their original tones indicated, except when special rules are introduced, such as tone sandhi.

Introduction to Teacher's Book

This Teacher's Book includes all the necessary support and references that a teacher may wish to consult when using *Discover China* to teach the Chinese language.

There are two parts to this Teacher's Book: an activity bank, and teaching notes for each of the twelve units in the Student's Book.

ACTIVITY BANK

This is a bank of the main activity types in *Discover China Student's Book One* with various teaching options which are fleshed out with detailed teaching steps. These teaching steps show how to carry out a particular activity in clear stages; these apply to activities of the same type in all units. The bank includes many different ways of teaching the new words, conversation and reading passage, and of teaching grammar through an inductive or discovery approach. Teachers can refer to these teaching options for ideas when they want to know how certain types of activities can be conducted in the classroom.

The activity types are arranged in the same order as the activities that appear in the various sections of the three lessons in each unit of the Student's Book.

LESSON 1

Vocabulary and listening

- Pre-listening activities to teach the key words and set the topic of the conversation (activities such as matching and ordering etc.)
- Conversation to present the key language in context
- Comprehension questions to check understanding
- Controlled and guided activities to practise what is covered in the conversation
- Guided speaking activities to practise the conversation

Pronunciation and speaking

- Sound discrimination activities to present difficult pronunciation points, moving from characters and words to sentences
- Word repetition activities to practise the key or topic words from the conversation
- Speaking activities to use the key or topic words to do some controlled speaking practice

Chinese to go

- Simple and practical expressions or language "chunks" that are related to the unit topic are provided for immediate use, and help students in everyday communication.

LESSON 2

Reading and writing

- Pre-reading activities to teach the key words and set the topic of the reading passage (matching and ordering activities)
- A reading passage of varying text type to present the key language in context
- Comprehension questions to check understanding
- Controlled and guided activities to practise what is covered in the reading passage
- Writing tasks to produce something similar or related to the reading passage

Language in use

- Language sample analysis activities to help students deduce the grammar rules through the use of example sentences and phrases from the conversation and reading passage (observing the samples and choosing the correct explanations)
- Grammar activities to practise and consolidate the grammar rules

LESSON 3

Communication activity

- Freer personalized communication tasks such as role-plays, group presentations and projects, to help students use the target language meaningfully for real-life communication

Cultural corner

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

Character writing

Two common radicals are introduced to help students understand the meanings behind common Chinese characters and build their vocabulary. These radicals are presented through characters or words from the conversation and reading passage.

- Radical identification activities to present the radicals in other words
- Matching activities to practise linking some words containing the radicals to their meanings
- Tracing activities to practise writing common characters with the radicals following the correct stroke order

Review and practice

Various controlled and guided activities are included to practise and consolidate what is covered in the unit.

Vocabulary extension

More topic-related words are introduced for flexible learning to accommodate the needs of students with different language levels. These words are optional and not obligatory for classroom teaching.

TEACHING NOTES

This part contains teaching notes specific to the content covered in each of the twelve units in the Student's Book. Each unit of this part includes the following sections:

Unit overview

Brief summary of the key language covered in the unit, such as unit theme, vocabulary, grammar, and listening, reading, speaking and writing skills.

Extra language notes

This section provides explanations of three to five extra language points from the conversation and reading passage that are not included in the "Language in use" section in the Student's Book, ranging from pronunciation to grammar to language usage. Teachers can refer to this section for additional language points that may need to be explained to students.

Warm-up activities

This section provides ideas about how to start a lesson, how to facilitate students' own background knowledge about each unit topic, and how to get prepared for studying the key language of the same topic in Chinese. Warm-up activities are provided for both Lesson 1 and Lesson 2.

Teaching tips

This section provides ideas on how to teach some difficult language points in the classroom. A table showing the meaning of each character of certain new words is also provided, should teachers want to show students the meaning of separate characters.

Answer key & audio scripts

Answer key and audio scripts for all activities are arranged in the same order as they appear in the Student's Book for ease of reference.

ACTIVITY BANK

LESSON 1

Vocabulary and listening

Activity Type A: Matching activities (Matching words with meanings/pictures)

Option 1

- 1 Ask students to read over the "New words" section very quickly, and then work in pairs and do the matching activity.
- 2 Give students time to complete the task. Walk around the classroom and provide help when necessary.
- 3 Ask one or two students to present their answers to the class. Encourage others to listen and speak out if they find their answers are different.
- 4 Check answers with the whole class.
- 5 Play the audio. Ask students to listen and repeat the words.
- 6 Now draw students' attention to characters. Tell them to find out the similarity or difference in meaning and/or shape of the characters. If necessary, provide some hints to make the task easier. For example, in Unit 1, students can use the clues of the radicals 亻, 讠, 女 to guess the meaning of the characters.
- 7 Use flashcards of new words (characters on one side, pinyin and English on the other) to help students consolidate their memory of new words.

Option 2

Find out the words that are difficult for students and do more practice accordingly. For example, in Unit 1, saying Chinese words with the correct tones may be difficult for some beginner students. You may do the following practice to help students identify the four tones:

- 1 Write the following groups of pinyin on the board:

nī	ní	nǐ	nì
hāo	háo	hǎo	hào
qīng	qíng	qǐng	qìng
wēn	wén	wěn	wèn
wō	wó	wǒ	wò
tā	tá	tǎ	tà

- 2 Say one group at a time slowly. Move your hand to show the tone movements. Ask students to listen carefully and copy your hand movements. Repeat.
- 3 Say the following characters one at a time with hand movements. Ask students to point out the correct tone in the above list.

nǐ 你 hǎo 好 qǐng 请 wèn 问 wǒ 我 tā 他/她

- 4 Now say the following characters one at a time without hand movements. Ask students to point out the correct tone in the above list. The order should be different from Step 3.

hǎo 好	nǐ 你	qǐng 请
tā 他/她	wèn 问	wǒ 我

- 5 Ask students to work in groups and match the words with the meanings.
- 6 Check the answers with the whole class by saying the words slowly with emphasis on tones.
- 7 Play the audio. Ask students to listen and say/repeat the words.

Teaching tips

Do not ask students to repeat the Chinese words after you. Focus students' attention on listening to pronunciations and tones of the words, and watching your body language to feel the changes of tones and guess the meanings.

Activity Type B: Numbering activities (Numbering people or things in the order they are heard)

- 1 Ask students to go over the words or pictures quickly to get an idea of what will be covered, paying attention to the pinyin clues.
- 2 Play the audio. Ask students to do the numbering activity. Check answers by playing the audio again.

Activity Type C: Labelling activities (Labelling people in a picture or directions)

- 1 Ask students to go over the words provided and guess their meanings.
- 2 Ask students to examine the picture or diagram to find the connections between the words and the pictures.
- 3 Give students time to do the activity.
- 4 Check answers with the class.

Activity Type D: Selection activities (Selecting the correct words to describe people or things)

- 1 Ask students to examine the pictures to identify the features of the people or things.
- 2 Ask students to go over the words given and guess their meanings according to their knowledge of some characters.
- 3 Give students time to do the activity.
- 4 Check answers with the class.

New words

Option 1

- 1 Draw students' attention to the brief notes about the context of the conversation after the rubric. Ask students about the Chinese words they know that can be used in the current context. For example, in Unit 1, what words can be used when people meet for the first time? Students can refer to the "New words" section for ideas.
- 2 Ask students to go through the new words collectively and read them aloud. Let students try first, and ask them to repeat after you if they have problems.
- 3 Focus students' attention on the words that are similar, or difficult to pronounce. Explain that change of tones will change the meaning. For example, in Unit 1, practise the following characters with the same pinyin but different tones:

教 jiāo (teach)	嚼 jiáo (chew)
脚 jiǎo (foot)	叫 jiào (be called)
星 xīng (star)	行 xíng (OK)
醒 xǐng (wake up)	姓 xìng (surname)

Option 2

This option is best used after students have already learned quite a few Chinese words.

- 1 Write down a new word you want to teach on the blackboard.
- 2 Ask students to come up with words they already know that are related to the new word.
- 3 Write down those words on the blackboard and draw lines between them and the new word.
- 4 Ask students to repeat after you each word you write down on the blackboard.

UNIT 1 你好! Hello!

Unit overview

Theme	Greetings and introductions
Vocabulary	Greeting words and words used to introduce people
Grammar	Word order of Chinese sentences; verbs 叫, 姓, 是; questions with 呢
Listening	Identifying greetings and people's given names and surnames
Reading	Common Chinese names and their meanings
Speaking	Exchanging greetings, asking people's names, introducing yourself
Writing	Writing Chinese names

Extra language points

Pronunciation: tone sandhi: 3rd + 3rd tones

When two characters of a word both have the third tone, the first third tone will change to the second tone. For example: 你好 is pronounced as níhǎo, and 小姐 as xiǎojiě, in spoken Chinese.

Word order for addressing people

Different from the word order for addressing people in English, in Chinese the title is put after people's surnames when addressing people. For example: Mr Wang is expressed as 王先生 (Wang + Mr) in Chinese.

Word order of Chinese sentences

Just like imperatives in English, Chinese sentences can go without the subject, while the predicate can consist of a verbal phrase and an adjective phrase. For example: 认识你很高兴。/ 很高兴认识你。

Warm-up activities

LESSON 1

Start the lesson by asking students some questions about how they would greet someone when they meet them for the first time. Elicit responses from students that can lead to the topic of greetings and introductions.

- 1 Write your name in pinyin on a piece of paper, and hold it up.
- 2 Start the class by introducing yourself with simple greeting: "你好, 我叫……".
- 3 Use body language to help students understand Chinese. For example, wave to student when saying 你好 and point to yourself when saying 我叫. When saying your name, point at your name on the paper and swing your arm to show the tone movements of the characters in your name.
- 4 Greet students individually.

LESSON 2

Start the lesson by introducing yourself in the way that the three characters introduce themselves in Activity 2. Elicit similar self-introductions from members of the class as responses. Tell the students that they are going to meet the other two main characters in the book, Anna and Steve. Write their Chinese names on the board. If necessary, do some activities to help students understand that Chinese characters are not so difficult in comparison with English words.

For example:

- 1 Write the English words "peace, husband, horse" on the board. Ask students to count the number of letters in each word.
- 2 Write the Chinese characters "安, 夫, 马" on the board. Ask students to count the number of strokes in each character.
- 3 Ask students to compare the number of strokes in each character with the number of letters in each English word.

Teaching tips

Using body language

Keep using body language throughout the lesson to help students understand the new language.

Addressing people

It's not common for people to address a colleague or a new acquaintance using their first name if the first name contains one character only. This is too intimate for people who are not familiar with each other or who have just formed a relationship. The most common form of address in this case would be to use their full name, including both the surname and the given name.

Pronunciation of 高兴

A common mistake of many beginners is to start the fourth tone of 兴 (xìng) at the ending point of the first tone 高 (gāo). Remind students not to rush from the first tone to the fourth tone. Have a little pause after the first tone, then raise the starting point of the fourth tone to the correct high position before the tone goes down.

Decoding the words

nǐhǎo 你好	你 you; 好 good, well
qǐngwèn 请问	请 please, invite; 问 ask, inquire
shénme 什么	什 miscellaneous; 么 interrogative particle
míngzi 名字	名 given name; 字 word, character
rènshi 认识	认 recognize, identify; 识 knowledge
gāoxìng 高兴	高 tall, high; 兴 excitement, interest
xiǎojiě 小姐	小 small, little, young; 姐 elder sister
duìbuqǐ 对不起	对 right, correct; 不 no, not; 起 rise, start

Answer key & audio scripts

Student's Book

LESSON 1

Vocabulary and listening

- 1 1 d, 2 c, 3 a, 4 b, 5 f, 6 e
- 3 1 3, 2 马克, 3 王
- 5 c-b-a; a 你好, b 你呢?, c 你叫什么名字?

[Track 1-12]

- 1 **Anna:** 请问, 你叫什么名字?
- 2 **Mark:** 我叫马克, 你呢?
- 3 **Steve:** 刘丽, 你好!

Pronunciation and speaking

- 2 你好! ; 请问, 你叫什么名字? ; 认识你很高兴。
- 3 1 孙薇, 2 李中华, 3 王玉莹

LESSON 2

Reading and writing

- 1 c, 2 a, 3 b
- 1 马克, 2 安娜, 3 史蒂夫
- 安娜姓Pollard, 名字叫Anna。史蒂夫姓Brown, 名字叫Steve。马克姓Johnson, 名字叫Mark。

Language in use

Word order of Chinese sentences (I)

- 1, 3

Verbs 叫, 姓, 是

- 1 a, 2 the other speaker's name

Questions ending with 呢

- 1, 3

LESSON 3

Character writing

- 1 c, 2 d, 3 a, 4 b

Review and practice

- 1 e, 2 c, 3 a, 4 b, 5 d, 6 g, 7 f
- 我叫张克。
- 请问, 叫, 高兴
- 1 你叫什么名字? N/A
2 王玉姓什么? 王玉姓王。
3 Mark 的中文名字是什么? / 马克。
- 1 什么, 2 认识, 3 呢, 4 姓
- 1 b, 2 a

Vocabulary extension

a 先生, 太太; b 女士; c 老师; d 同学; 小姐

Workbook

LESSON 1

- 1 c, 2 d, 3 a, 4 b, 5 e
- 1 b, 2 a, 3 b, 4 a

[Track 5]

- 我叫丁花。
- 我叫王英。
- 我叫小梅。
- 我叫马英伟。

- 1 我 wǒ, 2 什 shén, 3 叫 jiào, 4 míng, 5 姓 xìng; 6 nǐ hǎo, 7 qǐng wèn, 8 shénme, 9 míngzi, 10 nǐ ne, 11 rènshi, 12 gāoxìng, 13 duìbuqǐ
- 1 我姓丁, 名字叫高安。
2 他姓王, 名字叫云明。
3 我姓李, 名字叫李伟。
4 她姓宋, 名字叫玉兴。
5 我姓林, 名字叫马克。
6 她姓刘, 她叫刘丽。
7 他姓张, 他叫张伟。
- 1 你好, 2 我的名字叫, 3 认识, 4 我不姓安; 5 √, 8 √

LESSON 2

- 1 Kim, 2 Kim Yeong-min, 3 永民
- 1 我叫王玉。
2 她是安娜。
3 他叫什么名字?
4 Mark的中文名字是马克。
5 你姓什么?
6 我姓王。
- 1 姓, 2 叫, 3 是, 4 叫, 5 叫
- 1 c, 2 a, 3 b, 4 d, 5 f, 6 e

LESSON 3

1 d, b, a, c

2 1 b, 2 a, 3 e, 4 d, 5 f, 6 c

4 1老师, 2同学, 3小姐, 4先生, 5太太, 6先生,
7同学, 8女士

Unit Quiz

1 a, **2** a, **3** b, **4** c, **5** a, **6** c, **7** b,

8 c, **9** b, **10** b, **11** c, **12** b, **13** c, **14** b,

15 c, **16** c, **17** b, **18** a, **19** c

20 请问, **21** 你呢, **22** 很高兴, **23** 对不起

24 请问你叫什么名字?

25 认识你很高兴。