

# 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 1 | Unit 8 How much is it? 多少钱?

### 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

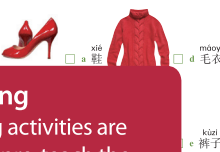
#### Vocabulary and listening

1. Number the colours in the order you hear them.



Now listen again and say the colours.

2. Number the clothes items in the order you hear them.



### Pre-listening

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



3. Listen to the conversation. Anna and Wang Yu are buying some clothes at a market.

Shòuhuàyuán: Gīngwén nǐ yào mǎi shénme?  
售货员: 请问你要买什么?  
yīfu  
衣服?  
Anna: Wǒ yào mǎi yī tiáo qúnzi.  
安娜: 我要买一条裙子。  
Shòuhuàyuán: Qǐng lái zhèbiān.....  
售货员: 请来这边.....  
Zhè tiáo zěnme yàng?  
这条怎么样?  
Anna: Tài hóng le!  
安娜: 太红了!  
Shòuhuàyuán: Zhè tiáo kǎiyī ma?  
售货员: 这条可以吗?  
Anna: Wǒ bù xǐhuan lánse.  
安娜: 我不喜欢蓝色。  
Shòuhuàyuán: 售货员:

Anna: Bù tài hǎokàn!  
安娜: 不太好看!  
Shòuhuàyuán: Shìshì zhè tiáo.  
售货员: 试试这条。  
Anna: Zhè tiáo bùcuò. Duōshǎo qián?  
安娜: 这条不错。多少钱?  
Shòuhuàyuán: Èr bǎi qīshíjiǔ kuài.  
售货员: 二百七十九块。  
Anna: Piányī yídiǎn kǎiyī ma?  
安娜: 便宜一点儿可以吗?  
Shòuhuàyuán: Bùbùqǐ zhège jiàqián shì zuì piányī de.  
售货员: 对不起, 这个价钱是最便宜的。  
Anna: Wáng Yú zhège jiàqián guī ma?  
安娜: 王宇, 这个价钱贵吗?

### Presentation dialogue

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

4. Listen again and check the true statements.

- Anna yào mǎi hóngsè de qúnzi.  
☐ 1 安娜要买红色的裙子。  
Anna xǐhuan lánse.  
☐ 2 安娜喜欢蓝色。  
Anna mǎi le yī tiáo hóngsè de qúnzi.  
☐ 3 安娜买了一条红色的裙子。  
Qúnzi de jiàqián shì qīshíjiǔ kuài.  
☐ 4 裙子的价钱是七十九块。  
Qúnzi de jiàqián bù guì.  
☐ 5 裙子的价钱不贵。

5. Work in pairs. Act out the conversation in Activity 3. Use different colours, clothes items and prices.

生词 New words		
shòuhuàyuán	chop	shì
售货员	assistant	试
mǎi	buy	bùcuò
买	clothes	不错
yīfu	money	qún
衣服	clothes	裙子
tiáo	measure word	bǎi
条		百
qúnzi	skirt	kuài
裙子	skirt	块
hóng	come	piányī
来	cheap	便宜
zhèbiān	this way	yídiǎn
这边		一点儿
hóng	red	jiàqián
红	red	价钱
lánse	blue	guì
蓝色	blue	贵
hàise	black	expensive
黑色	black	participle for making suggestions
hǎokàn	good-looking	吧
好看	good-looking	

### New words list

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

### 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 learners.

### 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

1. Look at the tone marks for —. How does the tone of — change?

yī tiān yī nián  
一天 一年  
yí wǎn yí kuài  
一晚 一块

Now listen and say the words.

2. Listen and check the correct tones for —.

- 1 一种  
☐ a yízhǒng ☐ b yízhǒng  
2 一起  
☐ a yíqǐ ☐ b yíqǐ  
3 一双  
☐ a yíshuāng ☐ b yíshuāng

3. Listen and match the tones for —.

- 1 一件 a yí  
2 一条 b yí  
3 一个 c yí  
4 一百 d yí

Now say the words aloud.

4. Listen and say the words.

- mǎi lái shìshì  
1 买 来 试试  
piányī bù guì jiàqián  
2 便宜 不贵 价钱  
mǎoyī kùzi qúnzi  
3 毛衣 裤子 裙子

5. Work in pairs.

Student A: You are a customer in a clothes shop. You like a clothes item but it is too expensive.  
Student B: You are a shop assistant. You agree to sell the item at a lower price.

Wǒ yào mǎi.....  
A: 我要买.....  
Qǐng lái zhèbiān. Zhè tiáo zěnme yàng?  
B: 请来这边。这条怎么样?  
A: bùcuò. Duōshǎo qián?  
B: 不错。多少钱?  
kuài.  
A: 太贵了。便宜一点儿。  
Shòuhuàyuán: 售货员:  
B: 谢谢。

### CHINESE TO GO

Talking about shopping

Dàshā ma? Any discount?  
随便看看。 Feel free to take a look.

### LESSON | 2

#### Reading and writing

1. Match the pictures with the words.



- 1 服装市场 2 超市 3 购物中心 4 书店

2. Read Steve's blog and answer the questions.

- Shífēi xǐhuan kàn shū ma?  
史帝夫喜欢看书吗?  
Shífēi mǎi de kùzi duōshǎo qián?  
史帝夫买的裤子多少钱?  
Tā shàngge yuè mǎi le shénme?  
他上个月买了什么?  
Xiǎoxiǎo shì shéi?  
小小是谁?

### 生词 New words

shūdiàn  
书店  
fúhuáng shìchǎng  
服装市场  
yuǎn  
远  
tiān  
天  
T-shirt  
T恤  
bái sè  
白色

yǒumíng  
有名  
gòuwù zhōngxīn  
购物中心  
shàngge  
上个  
zhèlǐ  
这里  
shuāng  
双  
xié  
鞋

famous  
著名  
shopping centre  
shopping centre  
last  
last  
pair, measure word  
pair, measure word  
shoes  
shoes

### Post-reading

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







# Contents

Title	Unit Topic	Listening and Reading	Speaking and Writing
Getting started <b>Experiencing Chinese</b> page 10	A brief introduction to the Chinese language	<ul style="list-style-type: none"> <li>Identifying the four tones</li> <li>Identifying sentences in Chinese</li> <li>Introduction to Chinese characters</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to radicals and using the dictionary</li> <li>The basic strokes</li> <li>The seven rules of stroke order</li> </ul>
Unit 1 <b>你好!</b> <b>Hello!</b> page 17	Greetings	<ul style="list-style-type: none"> <li>Identifying people's names and greetings</li> <li>Identifying surnames and given names</li> <li>Learning about Chinese names and meanings</li> </ul>	<ul style="list-style-type: none"> <li>Exchanging greetings</li> <li>Introducing yourself</li> <li>Asking people's names</li> <li>Writing Chinese names</li> </ul>
Unit 2 <b>你是哪里人?</b> <b>Where are you from?</b> page 27	<ul style="list-style-type: none"> <li>Countries</li> <li>Nationalities</li> </ul>	<ul style="list-style-type: none"> <li>Identifying someone's nationality</li> <li>People and their nationalities</li> </ul>	<ul style="list-style-type: none"> <li>Asking for and giving information about nationalities</li> <li>Describing people, where they live and where they are from</li> </ul>
Unit 3 <b>你做什么工作?</b> <b>What do you do?</b> page 37	<ul style="list-style-type: none"> <li>Occupations</li> <li>Family members</li> </ul>	<ul style="list-style-type: none"> <li>Identifying someone's occupation</li> <li>Identifying information about family members</li> <li>A letter about one's family</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering questions about occupations</li> <li>Asking and answering questions about family members</li> <li>Describing one's family members and their occupations</li> </ul>
Unit 4 <b>他真高!</b> <b>He's so tall!</b> page 47	<ul style="list-style-type: none"> <li>People's appearances</li> <li>Favourites</li> </ul>	<ul style="list-style-type: none"> <li>Understanding information about people's appearance</li> <li>Online profile describing favourite people and animal</li> </ul>	<ul style="list-style-type: none"> <li>Describing people's appearances</li> <li>Writing a personal profile</li> </ul>
Review 1 page 57			
Unit 5 <b>这是我的电话号码。</b> <b>Here's my phone number.</b> page 61	<ul style="list-style-type: none"> <li>Addresses</li> <li>Contact numbers</li> </ul>	<ul style="list-style-type: none"> <li>Identifying contact numbers</li> <li>Identifying postal and email addresses</li> <li>Text messages</li> </ul>	<ul style="list-style-type: none"> <li>Asking for and giving information about contact numbers and addresses</li> <li>Writing addresses, telephone numbers and email addresses</li> <li>Responding to a text message</li> </ul>
Unit 6 <b>今天几号?</b> <b>What's the date today?</b> page 71	<ul style="list-style-type: none"> <li>Birthdays</li> <li>Invitations</li> </ul>	<ul style="list-style-type: none"> <li>Identifying days of the week</li> <li>Identifying months and dates</li> <li>Daily activities on a weekly planner</li> </ul>	<ul style="list-style-type: none"> <li>Asking for and saying dates and days</li> <li>Making invitations</li> <li>Creating personal calendars</li> </ul>

Grammar and Vocabulary	Pronunciation	Cultural Corner	Character Practice
<ul style="list-style-type: none"> <li>Words used for classroom expressions</li> <li>Numbers 1 to 10</li> </ul>	Introduction to pinyin and the four tones		
<ul style="list-style-type: none"> <li>Word order of Chinese sentences (I)</li> <li>Verbs 叫, 姓, 是</li> <li>Questions ending with 呢</li> <li>Greeting words</li> <li>Words used to introduce people</li> </ul>	The four tones	Is your surname Ding or Yuan?	Radicals 亻 and 女
<ul style="list-style-type: none"> <li>Yes/no questions ending with 吗</li> <li>Questions with interrogative pronoun 哪里 / 哪</li> <li>Negative adverb 不</li> <li>Country names, nationalities</li> </ul>	The four tones	Is he speaking Chinese?	Radicals 口 and 日
<ul style="list-style-type: none"> <li>Adverbs 也 / 都</li> <li>Word order of Chinese sentences (II)</li> <li>Pronouns as modifiers (+的)</li> <li>Occupations, family members</li> </ul>	The finals: a, e, i	Times change, job preferences change!	Radicals 宀 and 阝 (right)
<ul style="list-style-type: none"> <li>Interrogative pronoun 谁</li> <li>Numbers in Chinese</li> <li>Asking about age using 多大</li> <li>真 / 很 + adjective</li> <li>Adjectives to describe people's appearance</li> </ul>	The finals: ao, uei, en	I was born in the Year of the Horse.	Radicals 土 and 辶
<ul style="list-style-type: none"> <li>Question word 多少</li> <li>Word order of Chinese addresses</li> <li>Telephone and room numbers</li> <li>Text message terms</li> <li>Words for addresses and contact numbers</li> </ul>	<ul style="list-style-type: none"> <li>The tones of 不</li> <li>The number "1"</li> </ul>	The Chinese way of thinking: from large to small	Radicals 讠 and 讠
<ul style="list-style-type: none"> <li>Months and dates</li> <li>Sentences without verbs</li> <li>Making invitations using 请</li> <li>Dates, days of the week and months, daily activities</li> </ul>	The initials: j, q, x	Lucky numbers in China	Radicals 月 and 扌

Title	Unit Topic	Listening and Reading	Speaking and Writing
Unit 7 八点见! See you at eight! page 81	<ul style="list-style-type: none"> <li>• Time</li> <li>• Appointments</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying time expressions</li> <li>• Schedules and daily activities</li> <li>• Activities on a weekend planner</li> </ul>	<ul style="list-style-type: none"> <li>• Asking for and telling the time</li> <li>• Making appointments</li> <li>• Creating a weekend planner</li> </ul>
Unit 8 多少钱? How much is it? page 91	<ul style="list-style-type: none"> <li>• Clothes</li> <li>• Shopping</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying clothes, colours and prices</li> <li>• A blog about life in Beijing</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about clothes</li> <li>• Asking for items, prices and bargaining when shopping</li> <li>• Writing a blog</li> </ul>
Review 2 page 101			
Unit 9 不远! It's not far! page 105	<ul style="list-style-type: none"> <li>• Locations</li> <li>• Advertisements</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying locations and directions of places</li> <li>• Advertisements for student housing</li> </ul>	<ul style="list-style-type: none"> <li>• Describing locations</li> <li>• Asking for and giving directions</li> <li>• Writing an advertisement for a house or flat</li> </ul>
Unit 10 坐火车吧。 Let's take the train. page 115	Transportation	<ul style="list-style-type: none"> <li>• Identifying different types of transport</li> <li>• Travel plans</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about types of transport</li> <li>• Discussing which types of transport to take</li> <li>• Completing an email invitation</li> </ul>
Unit 11 我会跳舞。 I can dance. page 125	<ul style="list-style-type: none"> <li>• Sports</li> <li>• Likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying different types of sport</li> <li>• A lifestyle questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>• Asking and answering questions about sports</li> <li>• Talking about likes and dislikes</li> <li>• Answering a questionnaire</li> <li>• Describing one's recreational activities</li> </ul>
Unit 12 我们去看京剧。 We're going to the Beijing opera. page 135	Holiday plans	<ul style="list-style-type: none"> <li>• Identifying preferences for holiday plans</li> <li>• Online chat messages</li> </ul>	<ul style="list-style-type: none"> <li>• Asking and answering questions about holiday plans</li> <li>• Responding to an online chat message</li> </ul>
Review 3 page 145			

Language support page 149  
Pair work activities pages 150 and 156

Grammar reference page 162  
Picture captions page 171



Grammar and Vocabulary	Pronunciation	Cultural Corner	Character Practice
<ul style="list-style-type: none"> <li>Adverbial expressions of time</li> <li>Different ways of telling the time</li> <li>Expressing future tense with 要</li> <li>Words for time, daily activities</li> </ul>	Difference between “u” and “ü”	Too late or too early?	Radicals 阂 and 隹
<ul style="list-style-type: none"> <li>Measure words</li> <li>Numerals 二 and 两</li> <li>Expressing past tense using 了</li> <li>Clothes items, colours, places in a city</li> </ul>	The tones of 一	To bargain or not to bargain?	Radicals 讠 and 贝
<ul style="list-style-type: none"> <li>Expressing existence using 有</li> <li>Asking questions using 有没有</li> <li>Expressing locations with the verb 在</li> <li>Directions, places and types of student housing</li> </ul>	Retroflex “r”	How far is really far?	Radicals 木 and 彳
<ul style="list-style-type: none"> <li>Alternative questions with 还是</li> <li>Questions ending with 好吗</li> <li>Expressing superlatives with 最</li> <li>Using the particle 吧</li> <li>Modes of transport and holiday activities</li> </ul>	Difference between “q” and “ch”	China—a kingdom of bicycles	Radicals 又 and 彳
<ul style="list-style-type: none"> <li>Using modal verbs 可以 and 会</li> <li>Pivotal sentences</li> <li>Talking about past actions with 过</li> <li>Types of sports, abilities</li> </ul>	Difference between “zh” and “ch”	Dance: a popular pastime	Radicals 王 and 钅
<ul style="list-style-type: none"> <li>Expressing alternatives using 或者 and 还是</li> <li>Expressing regular events with 每……都……</li> <li>Cities in China, holiday activities</li> </ul>	Sentence intonation	Chinese kung fu	Radicals 艹 and 禾

Pinyin guide page 172  
English translations page 173

Vocabulary list page 178