

## 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 the 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 downloading 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 travelling 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 to use Chinese for work-related purposes. Mark takes up an internship at a Chinese company in Shenzhen, and Yeong-min volunteers at a summer camp for international students studying in China. Both gain valuable experience working with different people and dealing with different situations. Encouraged by Wang Yu, Steve showcases his talent in a photo competition themed around Yunnan. Wang Yu herself goes to study in the US, and finds that living abroad gives her a new perspective on the experiences of her overseas friends in China.





**Student's Book 4** | Unit 12 No pain, no gain. 有付出，才有收获。

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

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.

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

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

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

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

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.

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

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

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

**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

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.

Exercises allow students to practise and consolidate the rules.

## 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.

## 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 pairs. Tell each other about a friend who has inspired you most in the past year. Ask and answer questions for more details. Include:

- basic information about the friend;
- his/her story or experience;
- why he/she is so inspiring to you.

Now discuss and decide whose story you would like to tell the whole class.

Tell the story to the class and vote for the best.

Turn to pages 177 and 183 for more speaking practice.



#### Cultural corner

##### Chinese symbols of

There are many symbols in Chinese culture that are associated with good fortune, which are widely used in design and displayed during holidays and on special occasions.

• The colour red symbolizes prosperity. Red envelopes (红包) containing money are given out as gifts, and red is the traditional colour of Chinese weddings.

• The pronunciation of the number eight (八) sounds very similar to the word meaning "becoming rich (发财)". Many Chinese like their phone number or address to contain 8 as many

#### Review and practice

Choose the correct words to complete the sentences.

- 1 你觉得我这一年 \_\_\_\_\_ 更成熟了?  
a 变 b 变得 c 变成 d 变化
- 2 既然你不喜欢他, 你又不 \_\_\_\_\_ 把时间浪费在他身上?  
a 不必 b 必要 c 何必 d 何必要
- 3 你做的蛋糕真好吃!  
我也就是比业余水平高一点点, 人家蛋糕店卖的 \_\_\_\_\_ 好吃呢。  
a 才 b 就 c 还 d 还是
- 4 小王, 你女朋友今天 \_\_\_\_\_ 没跟你一起来?  
a 怎么 b 什么 c 怎样 d 怎么样
- 5 没想到快到了十月, 温度还这么高, 老阳 \_\_\_\_\_ 不能降 b 不降下来 c 降不下来

- 1 有人 \_\_\_\_\_ 下次聚会我们应该一起去黄山旅游。
- 2 昨晚, 久坐、暴饮暴食 (overeating), 这些都是需要 \_\_\_\_\_ 的坏习惯。
- 3 在现代社会中, 很多人每天都 \_\_\_\_\_ 着巨大的学习压力或工作压力。
- 4 你放心, 我会 \_\_\_\_\_ 在最短的时间内把这件事情做完。
- 5 伦敦的地铁一能来说都是很可靠的, 不过 \_\_\_\_\_ 也会出问题。
- 6 锻炼身体不是一两天的事情, 一定要每天都 \_\_\_\_\_ 才能看到效果。

Put the sentences into the correct order.

秦瑞-福克斯  
• 1980年4月12日, 秦瑞福出生。他每天大约跑26英里, 一共跑了143天, 共3339英里。最后他一共筹到了2400万加元。

- 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_
- 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_ 8 \_\_\_\_\_

Now match the words with their meanings.

- |       |               |
|-------|---------------|
| 9 癌+症 | I bone cancer |
| 10 癌症 | J cancer      |
| 11 癌症 |               |
| 12 癌症 |               |
| 13 癌症 |               |
| 14 癌症 |               |

Read the correct

- 1 秦瑞福
- 2 秦瑞福
- 3 秦瑞福
- 4 秦瑞福
- 5 秦瑞福
- 6 秦瑞福
- 7 秦瑞福
- 8 秦瑞福
- 9 秦瑞福
- 10 秦瑞福
- 11 秦瑞福
- 12 秦瑞福
- 13 秦瑞福
- 14 秦瑞福

## Additional speaking practice

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

#### Vocabulary review

Fill in the blanks.

保密	bǎomì	v.	keep secret	聚	jù	v.	gather, meet
建议	jiànyì	v.	advise, recommend	聚会	jùhuì	n.	get-together, gathering
不断	bùduàn	adv.	continuously	开阔	kāikuò	v.	broaden, open
不通	bùtōng	v.	blockage, barrier	乐于	lèyú	v.	be happy to
必须	bìxū	v.	must allow, must not, prohibit	离别	lìbié	v.	part, separate, say goodbye
惭愧	cáikuì	adj.	ashamed, abashed	毛病	máobing	n.	defect
长期	chángqī	n.	long-term	闷热	mēnrè	adj.	muggy, sultry
场	chǎng	n.	venue, place	面对	míng	v.	dream
成熟	chéngshú	v./adj.	mature	面对	míngkù	v.	try hard; make a great effort
吃惊	chījīng	v.	be startled, be shocked, be taken aback		nǎi	adj./v.	
迟迟	chíchí	adv.	very late	偶尔	ǒu'ér	adv.	occasionally
冲击	chōngjī	v.	impact	伤感	shānggǎn	adj.	melancholy
重逢	chóngféng	v.	reunite	失落	shīluò	adj.	feeling lost
粗心	cūxīn	adj.	careless, careless	害怕	hàipà	v.	fear, be afraid

## 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.

#### Unit 12

It has been \_\_\_\_\_ months/years since you started learning Chinese. You have been through many difficulties, but at the same time you have made substantial progress. It is time to reflect on your learning journey and share it with your teachers and classmates.

Discuss your learning experience with Student B, who is also a Chinese language learner. Find out what you had in common in learning Chinese. For example:

- Did you have the same native language?
- Did you encounter similar difficulties?
- Did you both enjoy learning about Chinese culture?
- Did you both find writing characters a challenging task?

Add to the list more questions you want to ask.

Share the most rewarding/interesting experience you have had while learning Chinese.

Student A Pair work 177



# Contents

Title	Unit Topic	Listening and Reading	Speaking and Writing
Unit 1 你一定行! You can do it! page 15	Jobs and internships	<ul style="list-style-type: none"> <li>• Understanding feelings and concerns</li> <li>• Understanding job advertisements</li> </ul>	<ul style="list-style-type: none"> <li>• Asking for information</li> <li>• Giving encouragement</li> <li>• Writing an email asking for more information about a position</li> </ul>
Unit 2 你感觉怎么样? How did you feel? page 27	CVs and job interviews	<ul style="list-style-type: none"> <li>• Understanding key information about a job interview</li> <li>• Understanding difficulties living abroad</li> <li>• Understanding an application letter</li> </ul>	<ul style="list-style-type: none"> <li>• Asking for and giving opinions about a job interview</li> <li>• Talking about difficulties living abroad</li> <li>• Writing an application letter</li> </ul>
Unit 3 让您的旅行没有后顾之忧! We can help you plan a worry-free trip! page 39	Planning a trip	<ul style="list-style-type: none"> <li>• Identifying key information in detailed explanations</li> <li>• Understanding requests and giving responses</li> <li>• Understanding an itinerary</li> </ul>	<ul style="list-style-type: none"> <li>• Asking for and giving clarification about a trip</li> <li>• Writing a simple itinerary</li> </ul>
Unit 4 欢迎大家的到来! Welcome, everyone! page 51	Summer camp	<ul style="list-style-type: none"> <li>• Identifying people's roles</li> <li>• Understanding an opening speech</li> <li>• Understanding rules and regulations</li> <li>• Necessities for a trip</li> </ul>	<ul style="list-style-type: none"> <li>• Chairing an opening ceremony</li> <li>• Welcoming people and giving a brief self-introduction</li> <li>• Writing a short passage about things to notice during a trip</li> </ul>
Review 1 page 63			
Unit 5 我一定尽力而为! I will try my best! page 67	Office work	<ul style="list-style-type: none"> <li>• Understanding expectations</li> <li>• Exchanging opinions</li> <li>• Understanding the basic business writing style</li> </ul>	<ul style="list-style-type: none"> <li>• Showing care and support</li> <li>• Asking for and giving opinions</li> <li>• Writing an invitation card</li> </ul>
Unit 6 你们两个配合得很好! You two make a good team! page 79	A business event	<ul style="list-style-type: none"> <li>• Understanding praise and encouragement</li> <li>• Talking about working experiences</li> <li>• Understanding a speech and protocol at a business dinner</li> </ul>	<ul style="list-style-type: none"> <li>• Showing appreciation and support</li> <li>• Giving humble responses to praise</li> <li>• Showing respect to senior colleagues</li> <li>• Allocating roles for an event</li> </ul>

Grammar and Vocabulary	Pronunciation	Cultural Corner
<ul style="list-style-type: none"> <li>Expressing “not at all”, “not even one”, “not a single ...” with 一……都 / 也 不 / 没……</li> <li>Emphasizing details of a past action using 是……的</li> <li>Showing direction of movement with 回 / 进 / 上 / 下 + 来 / 去</li> <li>Introducing an extreme case using 连……都 / 也……</li> <li>Words for job searching and internships</li> </ul>	Giving encouragement	Tang poetry
<ul style="list-style-type: none"> <li>Indicating a very high degree of something with 不得了</li> <li>Repeated actions with 再 or 又</li> <li>Expressing “a little bit” using 一下 or 一点儿</li> <li>Indicating the beginning of an action or the start of a new state with 起来</li> <li>Words for interviews and CVs</li> </ul>	Linking words for elaborating tones	Tips for job-hunting in China
<ul style="list-style-type: none"> <li>Introducing a new subject using 至于</li> <li>Comparative structures using 不如</li> <li>Expressing fractions and percentages with ……分之……</li> <li>Moderating positive adjectives with 还</li> <li>Travel planning</li> </ul>	Expressing approximations	Harbin
<ul style="list-style-type: none"> <li>Verb + object as a separable compound</li> <li>通过 as a preposition</li> <li>Introducing the agent or performer of an action using 由</li> <li>Disyllabic words that become monosyllabic in formal style</li> <li>Welcome speeches and regulations</li> </ul>	Welcoming people and giving good wishes	Collectivism vs. individualism
<ul style="list-style-type: none"> <li>Concessive clauses with 倒</li> <li>Expressing “doing well” with 好好</li> <li>Making deductions with 既然</li> <li>Stressing an extreme degree with 再……不过了</li> <li>Words for office work</li> </ul>	Asking for opinions	Nature reserves and wildlife protection in China
<ul style="list-style-type: none"> <li>Indicating an extreme degree with ……死了</li> <li>Expressing wishes and hopes with 要是 / 如果……就好了</li> <li>Expressing emphasis using 可</li> <li>Justifying an opinion or decision using 反正</li> <li>Words for business events</li> </ul>	Using 就 orally	Humility



Title	Unit Topic	Listening and Reading	Speaking and Writing
Unit 7 顾客永远是对的! <b>The customer is always right!</b> page 91	Dealing with complaints	<ul style="list-style-type: none"> <li>• Understanding complaints</li> <li>• Identifying a speaker's worries</li> <li>• Understanding a personal letter</li> </ul>	<ul style="list-style-type: none"> <li>• Giving advice</li> <li>• Showing empathy and support</li> <li>• Writing a letter about recent experiences</li> </ul>
Unit 8 云南真是个好地方! <b>Yunnan is amazing!</b> page 103	Travel and lifestyle	<ul style="list-style-type: none"> <li>• Understanding unusual experiences</li> <li>• Understanding ideas about lifestyles</li> <li>• Identifying different feelings of the same person travelling to different places</li> </ul>	<ul style="list-style-type: none"> <li>• Showing understanding</li> <li>• Showing appreciation and fondness for a place</li> <li>• Writing a travel journal</li> </ul>
Review 2 page 115			
Unit 9 求之不得! <b>Only too glad to!</b> page 119	Participating in a competition	<ul style="list-style-type: none"> <li>• Understanding encouragement</li> <li>• Identifying worries and concerns</li> <li>• Understanding an announcement of a competition</li> </ul>	<ul style="list-style-type: none"> <li>• Showing care and support</li> <li>• Encouraging people in a competition</li> <li>• Writing an announcement for a competition</li> </ul>
Unit 10 这个题目是不是太大了? <b>Isn't this topic too broad?</b> page 131	Topics for speeches and debates	<ul style="list-style-type: none"> <li>• Identifying agreements and disagreements</li> <li>• Understanding arguments and reasons</li> <li>• Understanding arguments and supporting facts in an essay passage</li> </ul>	<ul style="list-style-type: none"> <li>• Agreeing and disagreeing</li> <li>• Giving an apology</li> <li>• Writing an argumentative passage with supporting facts</li> </ul>
Unit 11 回家的感觉真好! <b>It feels so good to be back home!</b> page 143	A winner's interview	<ul style="list-style-type: none"> <li>• Understanding people's concerns and recognizing appreciation</li> <li>• Identifying feelings and emotions</li> <li>• Understanding an interview</li> </ul>	<ul style="list-style-type: none"> <li>• Showing empathy and appreciation</li> <li>• Giving support and encouragement</li> <li>• Writing about a person's special experiences</li> </ul>
Unit 12 有付出, 才有收获。 <b>No pain, no gain.</b> page 155	Reunion	<ul style="list-style-type: none"> <li>• Talking about pains and gains</li> <li>• Understanding retrospection and expectations</li> <li>• Understanding a narrative passage</li> </ul>	<ul style="list-style-type: none"> <li>• Showing disagreement and support</li> <li>• Expressing surprise and joy</li> <li>• Talking about past and future</li> <li>• Writing a narrative passage about past and future</li> </ul>
Review 3 page 167			

Pinyin guide page 171

Pairwork activities pages 172 and 178

Grammar reference page 184

Picture captions page 204

Grammar and Vocabulary	Pronunciation	Cultural Corner
<ul style="list-style-type: none"> <li>Expressing “how come” with 怎么</li> <li>Emphasizing an inquiry with 到底 / 究竟</li> <li>Minimizing a situation with (只) 不过 / 只 (是) ……罢了</li> <li>Indicating “not only..., but also...” with 不但 / 不只 / 不仅 / 不光……而且 / 还 / 也……</li> <li>Words for business complaints</li> </ul>	Comforting someone and showing empathy	The square and the circle
<ul style="list-style-type: none"> <li>Comparing 后来 and 然后</li> <li>Expressing “no matter what/how/whether” with 无论 / 不论 / 不管……都……</li> <li>Expressing tones with adverbs 原来, 果然, 竟然</li> <li>Expressing personal judgments with 算 (是)</li> <li>Travelling and lifestyle</li> </ul>	Using adverbs for different tones	Yunnan Province
<ul style="list-style-type: none"> <li>Expressing “seem to be” with 看起来</li> <li>Expressing “nearly” with 差点儿</li> <li>Exclamations with 多……啊</li> <li>Expressing “whether or not” with 是否</li> <li>Requirements of a competition</li> </ul>	Showing confidence and giving encouragement	Four-character idioms in Chinese
<ul style="list-style-type: none"> <li>Continual repetition of an action with Verb 来 verb 去</li> <li>Indicating a continuing action with the complement 下去</li> <li>Talking about disposal of time/money/energy with 把</li> <li>Expressing “even if” with 即使……也……</li> <li>Argumentative discussions and writing</li> </ul>	Showing objection and disagreement	The Four Great Inventions
<ul style="list-style-type: none"> <li>Expressing “as one pleases” with 想……就……</li> <li>Emphasizing a particular manner of carrying out an action using Verb 1 着 + verb 2</li> <li>Emphasizing the reason for a result with 之所以……是因为……</li> <li>Expressing “to regard A as B” using 以……为……</li> <li>Life experience, feelings and hopes</li> </ul>	Comforting and showing understanding	The modern “Marco Polo”
<ul style="list-style-type: none"> <li>Expressing an emphatic tone using 才……呢</li> <li>Expressing unnecessariness using 何必……呢</li> <li>Expressing “let alone” with 别说 A, 就是 B, 也 / 都……</li> <li>Indicating “constantly” or “non-stop” with 一直 or 不断</li> <li>Pains and gains, retrospection and expectations</li> </ul>	Giving praise and showing admiration	Chinese symbols of good fortune