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.
# Unit structure

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

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

## 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.

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

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

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

## 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.

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

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

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

## Pronunciation
Difficult pronunciation points for English speakers are presented and practised in context to prepare students for communicative activities in the unit.
Language in use
Grammar points are presented and practised through an inductive or “discovery” approach, drawing on students’ existing knowledge.

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.

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

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.
<table>
<thead>
<tr>
<th>Title</th>
<th>Unit Topic</th>
<th>Listening and Reading</th>
<th>Speaking and Writing</th>
</tr>
</thead>
</table>
| Unit 1 你一定行！You can do it! | Jobs and internships | - Understanding feelings and concerns  
- Understanding job advertisements | - Asking for information  
- Giving encouragement  
- Writing an email asking for more information about a position |
| Unit 2 你感觉怎么样？How did you feel? | CVs and job interviews | - Understanding key information about a job interview  
- Understanding difficulties living abroad  
- Understanding an application letter | - Asking for and giving opinions about a job interview  
- Talking about difficulties living abroad  
- Writing an application letter |
| Unit 3 让您的旅行没有后顾之忧！We can help you plan a worry-free trip! | Planning a trip | - Identifying key information in detailed explanations  
- Understanding requests and giving responses  
- Understanding an itinerary | - Asking for and giving clarification about a trip  
- Writing a simple itinerary |
| Unit 4 欢迎大家的到来！Welcome, everyone! | Summer camp | - Identifying people's roles  
- Understanding an opening speech  
- Understanding rules and regulations  
- Necessities for a trip | - Chairing an opening ceremony  
- Welcoming people and giving a brief self-introduction  
- Writing a short passage about things to notice during a trip |
| Review 1 | | | |
| Unit 5 我一定尽力而为！I will try my best! | Office work | - Understanding expectations  
- Exchanging opinions  
- Understanding the basic business writing style | - Showing care and support  
- Asking for and giving opinions  
- Writing an invitation card |
| Unit 6 你们两个配合得很好！You two make a good team! | A business event | - Understanding praise and encouragement  
- Talking about working experiences  
- Understanding a speech and protocol at a business dinner | - Showing appreciation and support  
- Giving humble responses to praise  
- Showing respect to senior colleagues  
- Allocating roles for an event |
<table>
<thead>
<tr>
<th>Grammar and Vocabulary</th>
<th>Pronunciation</th>
<th>Cultural Corner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expressing “not at all”, “not even one”, “not a single …” with 一……都/也 不/没……</td>
<td>Giving encouragement</td>
<td>Tang poetry</td>
</tr>
<tr>
<td>Emphasizing details of a past action using 是……的</td>
<td>Linking words for elaborating tones</td>
<td>Tips for job-hunting in China</td>
</tr>
<tr>
<td>Showing direction of movement with 回/进/上/下 + 来/去</td>
<td>Expressing approximations</td>
<td>Harbin</td>
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<tr>
<td>Introducing an extreme case using 连……都/也……</td>
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<tr>
<td>Words for job searching and internships</td>
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<tr>
<td>Indicating a very high degree of something with 不得了</td>
<td>Welcoming people and giving good wishes</td>
<td>Collectivism vs. individualism</td>
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<tr>
<td>Repeated actions with 再 or 又</td>
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<tr>
<td>Expressing “a little bit” using 一下 or 一点儿</td>
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<tr>
<td>Indicating the beginning of an action or the start of a new state with 起来</td>
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<tr>
<td>Words for interviews and CVs</td>
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<tr>
<td>Introducing a new subject using 至于</td>
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<td>Comparative structures using 不如</td>
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<tr>
<td>Expressing fractions and percentages with ……分之……</td>
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<tr>
<td>Moderating positive adjectives with 还</td>
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<tr>
<td>Travel planning</td>
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<tr>
<td>Verb + object as a separable compound</td>
<td>Welcoming people and giving good wishes</td>
<td>Collectivism vs. individualism</td>
</tr>
<tr>
<td>通过 as a preposition</td>
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<tr>
<td>Introducing the agent or performer of an action using 由</td>
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<tr>
<td>Disyllabic words that become monosyllabic in formal style</td>
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<tr>
<td>Welcome speeches and regulations</td>
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<tr>
<td>Concessive clauses with 倒</td>
<td>Asking for opinions</td>
<td>Nature reserves and wildlife protection in China</td>
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<tr>
<td>Expressing “doing well” with 好好</td>
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<tr>
<td>Making deductions with 既然</td>
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<tr>
<td>Stressing an extreme degree with 再……不过了</td>
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<tr>
<td>Words for office work</td>
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<tr>
<td>Indicating an extreme degree with ……死了</td>
<td>Using 就 orally</td>
<td>Humility</td>
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<tr>
<td>Expressing wishes and hopes with 要是/如果……就好了</td>
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<tr>
<td>Expressing emphasis using 可</td>
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<tr>
<td>Justifying an opinion or decision using 反正</td>
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<tr>
<td>Words for business events</td>
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</tr>
<tr>
<td>Title</td>
<td>Unit Topic</td>
<td>Listening and Reading</td>
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</tbody>
</table>
| Unit 7 | Dealing with complaints | - Understanding complaints  
- Identifying a speaker’s worries  
- Understanding a personal letter | - Giving advice  
- Showing empathy and support  
- Writing a letter about recent experiences |
| Unit 8 | Travel and lifestyle | - Understanding unusual experiences  
- Understanding ideas about lifestyles  
- Identifying different feelings of the same person travelling to different places | - Showing understanding  
- Showing appreciation and fondness for a place  
- Writing a travel journal |
| Review 2 | - | - | - |
| Unit 9 | Participating in a competition | - Understanding encouragement  
- Identifying worries and concerns  
- Understanding an announcement of a competition | - Showing care and support  
- Encouraging people in a competition  
- Writing an announcement for a competition |
| Unit 10 | Topics for speeches and debates | - Identifying agreements and disagreements  
- Understanding arguments and reasons  
- Understanding arguments and supporting facts in an essay passage | - Agreeing and disagreeing  
- Giving an apology  
- Writing an argumentative passage with supporting facts |
| Unit 11 | A winner’s interview | - Understanding people’s concerns and recognizing appreciation  
- Identifying feelings and emotions  
- Understanding an interview | - Showing empathy and appreciation  
- Giving support and encouragement  
- Writing about a person’s special experiences |
| Unit 12 | Reunion | - Talking about pains and gains  
- Understanding retrospection and expectations  
- Understanding a narrative passage | - Showing disagreement and support  
- Expressing surprise and joy  
- Talking about past and future  
- Writing a narrative passage about past and future |

Pinyin guide page 171  
Pairwork activities pages 172 and 178  
Grammar reference page 184  
Picture captions page 204
### Grammar and Vocabulary

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<th>Pronunciation</th>
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<tbody>
<tr>
<td>Emphasizing an inquiry with 到底/究竟</td>
<td>Comforting someone and showing empathy</td>
<td>The square and the circle</td>
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<tr>
<td>Minimizing a situation with (只) 不过/只（是）……罢了</td>
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<tr>
<td>Indicating “not only…, but also…” with 不但/不只/不仅/不光……而且/还/也……</td>
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<tr>
<td>Words for business complaints</td>
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<table>
<thead>
<tr>
<th>Comparing 后来 and 然后</th>
<th>Using adverbs for different tones</th>
<th>Yunnan Province</th>
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<tbody>
<tr>
<td>Expressing “no matter what/how/whether” with 无论/不论/不管……都……</td>
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<td></td>
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<tr>
<td>Expressing tones with adverbs 原来, 果然, 竟然</td>
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<tr>
<td>Expressing personal judgments with 算（是）</td>
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<tr>
<td>Travelling and lifestyle</td>
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</tbody>
</table>

### Cultural Corner

- **Four-character idioms in Chinese**
- **The Four Great Inventions**
- **The modern "Marco Polo"**
- **Chinese symbols of good fortune**

### English translations

- **Vocabulary list** page 205
- **Grammar and Vocabulary** page 219