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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:

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

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

### 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.



**Option 3**

- 1 Prepare a set of flash cards, with a picture/character on one side, and pinyin/English on the other side.
- 2 Show the flash card (the picture/character side) of a new word to the class. Ask one student to identify the sound and meaning of the character. Encourage others to speak up if they have different ideas.
- 3 Ask the whole class to repeat the word after you several times.

**Option 4**

- 1 Prepare several sets of flash cards.
- 2 Ask students to work in pairs. Give each pair a set of flash cards. Ask the pairs to quiz each other about the new words they have just learned.
- 3 Walk around and offer help when needed.

**Option 5: "Guess the word"**

This option is best used for review of new words.

- 1 Divide the class into two groups.
- 2 Ask one student (Student A) from Group 1 to come to the front and face the whole class.
- 3 Hold up a flashcard displaying the new word so that the whole class, except Student A, can see it.
- 4 Ask students in Group 1 to give Student A hints/clues about the word without actually saying it. If Student A successfully pinpoints the word after hearing all the clues, Group 1 scores a point. If the guess is wrong, Group 1 scores zero.
- 5 Move to another new word. Repeat steps 3–4. Group 1 has the option to have another student guess the word.
- 6 After five minutes, total the score of Group 1 and let Group 2 come to the front.
- 7 Repeat steps 2–5.
- 8 After another five minutes, total the score of Group 2. The group with the most points wins.

**Conversation****Option 1**

- 1 Ask students to go over the conversation quickly to get the main idea.
- 2 Ask some students to read out the key words to the rest of the class. Make sure that they can pronounce these words correctly. Provide help and practise with the words that students find difficult to pronounce.

For example, in Unit 1, one common mistake for a beginner is to say 王玉 "Wang Yu" as "Wang You". Focus students' attention on the difference between the finals "ü" and "ou". 玉 Yu is the combination of y + ü, not y + ou.

- 3 Play the audio. Ask students to listen carefully and follow the Chinese characters on the pages as the recording goes on. For more capable students, ask them to close their books and listen to the recording only.

**Option 2**

- 1 Tell students about the context of the conversation.
- 2 Ask students to imagine what is going on in the conversation and what vocabulary the characters might use.
- 3 Teach students the most commonly-used expressions in that particular context.
- 4 Play the audio and ask students to identify the characters.
- 5 Play the audio again. Ask students to identify the new words/expressions they have just learned.

**Activity Type E: Listening comprehension questions**

- 1 Ask students to read the questions to get an idea of what to listen for.
- 2 Play the audio. Ask students to focus on listening and finding out answers from the recording.
- 3 Check answers with the class by eliciting them from the students.

**Activity Type F: Blank-filling activities (Complete the sentences)**

- 1 Ask students to scan the text of the conversation to identify the sentences showing the answers.
- 2 Check answers with the class by eliciting them from the students.

**Activity Type G: Role-play/acting activities (Act out the conversation)****Option 1**

- 1 Check if students understand the target expressions necessary to act out the conversation; for example, in Unit 1, how to address people (title + surname) and the order of Chinese names (surname + given name).
- 2 Demonstrate the conversation with a more capable student. Use your own information.
- 3 Ask students to work in pairs or groups, and act out the conversation with their own information.

**Option 2**

- 1 Use your own information to demonstrate aspects of Chinese culture in the current unit. For example, in Unit 1, when addressing people, you can say 王先生, 刘小姐, 马老师。
- 2 Check that students are able to say the key words with the correct pronunciation and tones. They should also know the target language functions in the conversation; for example, in Unit 1, (1) how to make greetings and respond to a greeting; (2) how to ask for and tell someone's surname and given name; (3) how to respond to an utterance giving one's name; (4) how to express apology or say sorry.
- 3 Choose a more capable student to act out the conversation with you.
- 4 Ask students to work in pairs or groups, and act out the conversation with their own information.

**Activity Type H: Sequencing activities (Numbering the conversations in the order they are heard)**

- 1 Ask students to look at the pictures and predict what the speakers might say in each of the situations.
- 2 Focus students' attention on the pronunciation of some difficult words; for example, in Unit 1, the name 刘丽 in Picture A. Many beginners may say "Lai" for "Li". Ask them to find out the correct pronunciation of this name from the recording.
- 3 Play the audio. Ask students to number the conversations in the order they hear them.
- 4 Check answers in pairs.
- 5 Play the audio again. Ask students to complete the conversations.
- 6 Check answers with the class. If necessary, play the audio again.

**Activity Type I: Multiple-choice questions**

- 1 Ask students to go over the answer options quickly to get an idea of what will be covered and the options to choose from.
- 2 Play the audio. Ask students to concentrate on the recordings and find out the correct answers.
- 3 Check answers in pairs or groups. If necessary, play the audio again.

**Pronunciation and speaking****Activity Type J: Word repetition activities (Listen and say the words)****Option 1**

- 1 Ask students to read the words by themselves first using pinyin.
- 2 Play the audio. Ask students to listen and repeat the words.
- 3 Point out the difference between some similar sounds or word elements in Chinese and English; for example, in Unit 1, the pinyin initial "q" in "请问" and the English letter "q".



- 4 Focus students' attention on the words with tone changes. For example, in Unit 1, when two characters with the third tone are used together, as in the word 你好 (nǐ hǎo), the first third tone will change to a second tone. Ask students to say these words after you.
- 5 Point out the neutral tone in the words, for example, in Unit 1, 你呢 (nǐ ne), 什么 (shénme) and 认识 (rènshi). Ask students to say the words after you.
- 6 Do more practice on the words that students find difficult to pronounce. For example, in Unit 1, focus students' attention on tone changes of 高兴 (gāoxìng).

### Option 2

- 1 Show students the pinyin of the words, with no tones.
- 2 Play the audio (tracks 1-13). Ask students to listen and add the tones without looking at the book.
- 3 Ask students to check their tones in pairs.
- 4 Check the correct tones with the whole class. While reading out the words or phrases, swing your arm to show the tone movements.

**Extension activity:** Ask students to work in pairs or groups. Ask them to go through the words in the new words list and the phrases in the "Chinese to go" box, and to find and read out the words that contain the pronunciation points covered in the unit; for example, the words with (1) neutral tone, (2) two third tones, and (3) combination of first tone and other tones.

**Activity Type K: Dictation activities (Listen and complete the conversation).**

### Option 1

- 1 Ask students to read the conversation quickly, and predict the missing words based on the context clues, such as the punctuation "!", "?", and "。" in Unit 1.
- 2 Play the audio.
- 3 Check the answers with the class by eliciting answers from the students. If necessary, play the audio again.

### Option 2

- 1 Ask students to close their books, and listen to the conversation.
- 2 Play the audio.
- 3 Ask students to work in small groups and try to complete the conversation.
- 4 Play the audio again and ask students to check their answers.

**Activity Type L: Sound/word discrimination activities (Check the words / Number the sounds that are heard)**

- 1 Ask students to review the sounds to be distinguished.
- 2 Play the audio. Ask students to do the activity while listening to the recording.
- 3 Check the answers with the class by playing the audio again.

**Activity Type M: Sentence repetition activities**

- 1 Ask students to work in pairs and read the sentences to each other using the pinyin and tone marks.
- 2 Play the audio. Ask students to repeat the sentences after the recording.
- 3 Ask some students to read the sentences for the class. Demonstrate the correct pronunciation or tones if necessary.

**Activity Type N: Pair/Group speaking activities**

### Option 1

- 1 Ask students to go over the prompts quickly and make sure that they can pronounce all the words correctly.
- 2 Give students time to do the speaking practice. Walk around the classroom and provide help when necessary.
- 3 Ask some students to do the speaking task in front of the class.

**Option 2**

- 1 Ask students to write down the key words in pinyin with tones on a piece of paper, for example, Chinese names in Unit 1.
- 2 Ask students to practise saying the key words on their own.
- 3 Ask students to read the prompts, paying attention to the tones of the words.
- 4 Instruct students to walk around the classroom to do the speaking task if necessary.
- 5 Ask one volunteer to do the speaking task with you in front of the class.

**Chinese to go**

- 1 Elicit from students some commonly used phrases related to the unit topic; for example, the phrases used for greeting people. Write these phrases on the board.
- 2 Demonstrate the correct pronunciation of these phrases, and then ask students to practise saying them. Walk around the classroom and provide help when necessary.
- 3 Play the audio. Ask students to repeat the sentences as a group and individually.
- 4 Model the pronunciation of the words/expressions that students find difficult to pronounce. Read the sentences aloud with the whole class.

**LESSON 2****Reading and writing**

**Activity Type O: Matching activities (Matching words with meanings/pictures).**

**Option 1**

- 1 Ask students to look at the words and find the similarities and differences between some similar characters; for example, in Unit 1 the similarity between the characters 安 and 娜 and the difference between the characters 史 and 夫.

- 2 Ask students to match the words with the meanings or pictures.
- 3 Check the answers in pairs or groups.

**Option 2**

Use sketches to help students understand the formation of some Chinese characters. For example, in Unit 1, you may do the following activity to help students understand the formation of the characters 安, 娜, 夫, 马:

- 1 Show students the sketches of a man, a roof, a woman and a horse, which look like the shape of ancient Chinese characters.
- 2 Ask students to match the radicals/characters 人, 宀, 女, 马 with the sketches.
- 3 Show students the characters 一, 人, 大, and ask them to guess their meanings.
- 4 Ask students to find the Chinese character for "husband" (夫) in Activity 1 on page 21. Then count the number of strokes in 夫 and compare with the number of letters in the English word "husband".
- 5 Write 安 on the board and ask students to choose the correct meaning among the three words "peace, husband, horse".

**Activity Type P: Reading comprehension questions (Answer questions / Check true statements)**

**Option 1**

- 1 Ask students to look at the picture or design of the reading text, and elicit answers about the context and text type.
- 2 Ask students to read the questions to get an idea of what to read for. Make sure they understand the questions.
- 3 Ask students to read the conversation and work out the answers.
- 4 Check the answers with the class.

- 5** Draw students' attention to some characters that look similar. Ask them to find out the differences between these characters. For example, in Unit 1, students need to be able to differentiate the following groups of characters:

<b>a</b> 大、夫	<b>c</b> 文、史、夫
<b>b</b> 中、史	<b>d</b> 口、日

### Option 2

- 1 Ask students to form groups, with each member looking at one part of the reading text, either a speech bubble, a few lines or a paragraph.
- 2 Ask students to skim the text to see whether they contain any characters in the New Words list. Remind students that they do not need to fully understand the meaning of the sentences at this stage.
- 3 Ask students to tell the other members of their group about their findings.
- 4 Ask students to read the questions quickly to get an idea of what to read for.
- 5 Play the audio and ask students to point at the characters they hear as the recording is playing.
- 6 Answer the questions in groups.
- 7 Play the audio again and ask students to repeat.

### Activity Type Q: Matching activities (Matching questions with information or answers)

- 1 Ask students to review the key words in the sentences.
- 2 Ask students to do the matching activity individually or in pairs.
- 3 Check answers with the class by eliciting them from the students.

### Activity Type R: Pair/Group speaking activities

- 1 Ask students to do the speaking practice in pairs or groups.
- 2 Ask some students to do the speaking task in front of the class.

### Activity Type S: Writing activities

- 1 Ask students to read the prompts and make sure they understand what to write.
- 2 Ask students to plan what they are going to write, and determine the content, structure and key vocabulary.
- 3 Ask students to go over the reading texts again, if necessary, to familiarize themselves with the key language points or sentence pattern to complete the task.
- 4 Give students time to do the writing. Walk around and offer help when needed.
- 5 Ask students to work in pairs, checking the work of their partners.
- 6 Ask some volunteers to present their writing in front of the class.
- 7 Comment on their work, confirming what is good and what could be improved about them.
- 8 Ask students to revise their writing as part of their homework.

### Language in use

### Activity Type T: Sample analysis activities (Look at the sentences and check the correct explanations)

#### Option 1

- 1 Ask students to work in pairs and look at the sample sentences, and then the explanations. Make sure they understand all the words.
- 2 Give students time to check the correct explanations.
- 3 Check answers with the class. Explain or elicit explanations from students as to why some options are wrong.
- 4 Ask students to turn to the back of their books for grammar reference.

**Option 2**

- 1 Ask students what they know about certain grammar/ language rules.
- 2 Ask two or three volunteers to provide sample sentences. Correct them if necessary.
- 3 Write down sample sentences offered by students on the blackboard.
- 4 Ask students to work in pairs, and work out the rules collectively.
- 5 Ask volunteers to offer their rules. Elicit discussion with the whole class.
- 6 Offer the correct explanations of the rules.
- 7 Ask students to turn to page XX of their books for grammar reference.

**Activity Type U: Grammar practice activities**

- Check the correct sentences.
- Ask questions about the underlined parts of the sentences.
- Write questions for the answers.
- Rewrite the sentences using the target words.
- Rewrite the second sentence and join the two sentences together.
- Complete the sentences with the words in the box.
- Complete the phrases with the appropriate words.
- Put the words in the correct order to make sentences.
- Write the phrases or sentences in Chinese.
- Translate the sentences into English.
- Write a question and an appropriate answer for the pictures.
- Put the words in the correct places in the sentences.
- Make sentences using the target words.

- 1 Ask students to do the activities using the language rules.
- 2 Ask some students to present their answers in front of the class. Tell the others to listen carefully and speak out if they see any problems with the presented answers.
- 3 Refer students to the grammar reference at the back of their books when necessary.
- 4 As an additional practice, ask students to find the sentences in the conversation or reading passage showing the language rules covered in Activity 1.

**LESSON 3****Communication activity****Activity Type V: Pair/Group communication activities****Option 1**

- 1 Ask students to read the instructions carefully and make sure they understand the steps.
- 2 If necessary, demonstrate the communicative activity with one or two students.
- 3 Ask students to work in pairs or groups and complete the task.
- 4 Walk around the classroom and monitor students' progress. Provide help when necessary.
- 5 Evaluate and summarize the students' performance on the task by providing coaching on what needs to be improved.

**Option 2**

- 1 Review the pronunciation and tones of the key words that could be used in the activity. For example, in Unit 1, the words for greetings and introductions such as 你, 我, 他, 叫, 名字, 什么, 认识, 很高兴.
- 2 Ask students to practise saying the key words with the correct tones. Use different ways to elicit students' active participation in completing the communication task. Encourage physical movements to create a natural environment for students to use the language communicatively.

For example, in Unit 1, do the following:

- a Ask students to practise saying their Chinese names and remember the pinyin initials of their Chinese names.
- b Ask students to walk around the classroom and talk to each of their classmates to find out their Chinese names.
- c Ask students to line up in the classroom according to the position in alphabetical order of their Chinese names in the class list.
- d Ask students to say the name of the classmate who is before them in line, introduce their own Chinese name, and ask the name of the classmate who is after them in line, using the structure: 她/他叫xx。我叫xx。你呢? The first student in the line could use the teacher's name.

#### Teaching tips

Please note that the main aim of this activity is fluency rather than accuracy. Focus on whether students can use the target language to express their ideas successfully. Do not correct mistakes in grammar while the activity is going on. Provide guidance on common major language issues that students have problems with at the end of the activity as part of the summary.

### Cultural corner

#### Option 1

- 1 Ask students to read the passage quickly to get an idea of the cultural or language aspects related to the unit topic.
- 2 Ask students to share or discuss their understanding in pairs or in groups. More capable students can compare this with their own culture and discuss the differences or similarities.
- 3 Ask some students to present their understanding and results of their discussion to the class. Remind them to provide examples to illustrate their points.

#### Option 2

- 1 Ask students to use the Internet to do some research on the topic as part of their assignment.
- 2 Ask volunteers to share their research results with the whole class. Ask students to pay attention to disparities between students' research and what is offered in the textbook.
- 3 Ask students to revise and/or add more details to the cultural corner article based on their own research and results of their discussion.

### Character writing

- 1 Explain to students how certain radicals evolved from ancient Chinese characters. Provide the pictures and ancient Chinese characters to show the connections; for example, a woman and the radical 女.
- 2 Ask students to identify these radicals from the characters in Activity 1.
- 3 Ask students to do the matching activity in Activity 2.
- 4 Check answers in pairs.
- 5 Ask students to write the characters in the boxes by tracing the strokes. Tell them to say the words in Chinese while writing in order to link the sound with the characters.

#### Teaching tips

It is important to show students the right proportion, symmetry and balance in structure of the Chinese characters and the starting point of each stroke. For example: in 人, the strokes “撇” and “捺” (left downward and right downward) should stand on the same level. The second stroke should not have the same starting point as the first stroke.

### Vocabulary extension

This section is for students who are capable of learning more words besides those taught in the previous sections. Depending on the actual language levels of your students, you may choose to teach or skip this section. In teaching this section, you can use any of the teaching options previously offered relating to learning new words.