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Overview

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

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

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

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

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

A note on pinyin

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

Introduction to Teacher's Book

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

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

ACTIVITY BANK

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

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

LESSON 1

Vocabulary and listening

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

Pronunciation and speaking

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

Chinese to go

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

LESSON 2

Reading and writing

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

Language in use

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

LESSON 3

Communication activity

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

Cultural corner

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

Character writing

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

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

Review and practice

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

Vocabulary extension

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

TEACHING NOTES

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

Unit overview

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

Extra language notes

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

Warm-up activities

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

Teaching tips

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

Answer key & audio scripts

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

ACTIVITY BANK

LESSON 1

Vocabulary and listening

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

Option 1

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

Option 2

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

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

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

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

nǐ 你 hǎo 好 qǐng 请 wèn 问 wǒ 我 tā 他/她

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

hǎo 好 nǐ 你 qǐng 请
tā 他/她 wèn 问 wǒ 我

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

Teaching tips

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

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

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

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

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

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

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

New words

Option 1

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

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

Option 2

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

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

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:

a 大、夫	c 文、史、夫
b 中、史	d 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.

TEACHING NOTES

Getting started: Experiencing Chinese

Unit overview

Theme	A brief introduction to the Chinese language
Vocabulary	Numbers 1 to 10, common classroom expressions
Listening	Identifying the four tones
Reading	Introduction to Chinese characters
Speaking	Chinese syllables and pinyin
Writing	Basic strokes, stroke order, radicals and using the dictionary

Vocabulary and speaking

5 1 f, 2 c, 3 e, 4 g, 5 b, 6 a, 7 d

6 N/A

[Track 1-7]

三, 一, 十, 二, 四, 九, 六, 五, 八, 七

7 1 a, 2 d, 3 f, 4 e, 5 b, 6 c

Answer key & audio scripts

Student's Book

LESSON 1

Pronunciation and listening

1 qing, xie, nǚ, ren

[Track 1-12]

请, 谢, 女, 人, 他

2 1 请, 写; 2 一, 七

3 1 zhōng 2 wén 3 nǐ 4 hǎo

[Track 1-4]

中, 文, 你, 好

LESSON 2

Reading

1 3

2 1 woods, 2 bright, 3 crowd, 4 burn

Workbook

LESSON 1

1 1 t, 2 d, 3 l, 4 m, 5 c, 6 n, 7 w, 8 z, 9 zh, 10 h, 11 k, 12 sh

2 1 ü, 2 e, 3 ao, 4 en, 5 ong, 6 i, 7 ian, 8 uo, 9 an, 10 uan

3 1 你 九, 2 四 二, 3 人 没, 4 谢 问,
5 医生, 6 儿 学, 7 请 好, 8 妈 师;
1 你 nǐ, 九 jiǔ, 七 qī; 2 五 wǔ, 四 sì, 二 èr;
3 人 rén, 没 méi, 我 wǒ; 4 谢 xiè, 三 sān, 问 wèn;

- 5 医 yī, 院 yuàn, 生 shēng; 6 儿 ér, 英 yīng 学 xué;
 7 请 qǐng, 贝 bèi, 好 hǎo; 8 妈 mā, 师 shī 对 duì
4 1 么, 2 吗, 3 爸, 4 妈, 5 呢, 6 边;
 1 什 shén, 2 好 hǎo, 3 爸 bà, 4 妈 mā,
 5 你 nǐ, 6 南 nán
5 1 b, 2 e, 3 g, 4 h, 5 c, 6 i, 7 d, 8 a, 9 j, 10 f

Tones	Chinese numbers
1st tone	一, 三, 七, 八
2nd tone	十
3rd tone	五, 九
4th tone	二, 四, 六

- 6** 1 三 sān, 2 五 wǔ, 3 六 liù, 4 十 shí, 5 二 èr, 6 四 sì
7 1 再见, 2 不客气, 3 没关系

LESSON 2

- 1** 1 b, 2 d, 3 f, 4 e, 5 g, 6 c, 7 a
2 1 c, 2 e, 3 a, 4 f, 5 b, 6 d, 7 h, 8 g
3 N/A
4 1 c, 2 e, 3 b, 4 f, 5 g, 6 a, 7 d

UNIT 1 你好! Hello!

Unit overview

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

Extra language points

Pronunciation: tone sandhi: 3rd + 3rd tones

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

Word order for addressing people

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

Word order of Chinese sentences

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

Warm-up activities

LESSON 1

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

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

LESSON 2

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

For example:

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

Teaching tips

Using body language

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

Addressing people

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

Pronunciation of 高兴

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

Decoding the words

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

Answer key & audio scripts

Student's Book

LESSON 1

Vocabulary and listening

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

[Track 1-12]

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

Pronunciation and speaking

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

LESSON 2

Reading and writing

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

Language in use

Word order of Chinese sentences (I)

- 1 1, 3

Verbs 叫, 姓, 是

- 1 1 a, 2 the other speaker's name

Questions ending with 呢

- 1 1, 3

LESSON 3

Character writing

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

Review and practice

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

Vocabulary extension

a 先生, 太太; b 女士; c 老师; d 同学; 小姐

Workbook

LESSON 1

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

[Track 5]

- 1 我叫丁花。
- 2 我叫王英。
- 3 我叫小梅。
- 4 我叫马英伟。

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

LESSON 2

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

LESSON 3

1 d, b, a, c

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

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

Unit Quiz

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

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

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

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

24 请问你叫什么名字?

25 认识你很高兴。

UNIT 2 你是哪里人?

Where are you from?

Unit overview

Theme	Countries and nationalities
Vocabulary	Country names, nationalities
Grammar	Questions with 吗 and 哪里/哪; negative adverb 不
Listening	Identifying people's nationalities
Reading	People and their nationalities
Speaking	Asking for and giving information about nationality
Writing	Describing people, where they live and where they are from

Compound sentences with 但是

但是 is a conjunction meaning "but", "yet" or "however". It is used to link two clauses when the second one states something different from the first one. For example: 他们是好莱坞明星, 但是他们不是美国人。史蒂夫是英国人, 但是他住在北京。

"在 + place word" as verb complement

在 can be used together with a place word to be used after the verb 住 as its complement. For example, 她住在北京。

Extra language points

Pronunciation: neutral tone

Neutral tone is used at the end of some words or with sentence particles. It is light, flat and should not be emphasized. For example: 认识, 什么, 名字, 你们, 他们, 你呢, 吗. Words with neutral tone are often common words in spoken Chinese. For example: 爸爸, 妈妈, 喜欢, 朋友.

Plural form of personal pronouns

The suffix 们 is used after a personal pronoun or a noun to show plural number. For example: 我们, 你们, 他们, 她们, 小姐们, 先生们. This is different from English because the verb which follows either a singular or a plural subject has the same form. For example: 他是美国人。他们是加拿大人。However, when there is a numeral or quantity word before a noun, 们 can not be used after the noun. For example: 三个美国人, 很多学生, 五个老师.

Warm-up activities

LESSON 1

Start the lesson by drawing students' attention to the various flags in Activity 1 on page 28. Ask them to find the flag of the country they are from, and practise saying the country names using pinyin clues.

- 1 Point to the flag of your home country on page 28, saying "我是……国人" twice slowly. Then ask "你呢?" followed by "你是哪里人?"
- 2 Elicit responses from individual students, "我是……国人".
- 3 Repeat students' responses using the correct tones to demonstrate the correct pronunciation.
- 4 Ask students to work in pairs and ask and answer questions about each other's nationality.

LESSON 2

- 1 Write the names of some film stars (use any except Hayden Christensen, Charlize Theron, Russell Crowe, Nicole Kidman and Cate Blanchett to avoid repetition) that students are familiar with on the board.
- 2 Ask students to think about where they come from and where they live.
- 3 Describe one of the people saying, for example, “她是中国人, 她住在美国”. And ask students to guess who you are describing. (Answer: Zhang Ziyi)
- 4 Ask students to work in pairs and take turns describing one of the people on the board using the same language.

Teaching tips

The tick stroke 勾

Many beginner students often make mistakes with the direction of the tick stroke 勾, for example
 dīng mǎ mā ma men wèn zì xué nǐ hǎo
 丁, 马, 妈, 吗, 们, 问, 字, 学, 你, 好,
 jiā qǐng wǒ hěn
 家, 请, 我, 很.

Explain to students that most of the ticks go up to the left if the tick is the last stroke of the character. When the tick is not the last stroke, the tick goes towards the direction of the starting point of the next stroke, for example 请. The first tick in 问 goes to the right because the starting point of the next stroke in 青 is on the right-hand side, while the last stroke of the tick in 请 goes to the left. Ask students to observe the directions of the ticks in 我, 你, 们, 很, 什.

Decoding the words

nǎli
 哪里 哪 which, where; 里 in; inside;
 a Chinese unit of distance (= 0.5 kilometre)

Běijīng 北京	北 north; 京 the capital of a country
míngxīng 明星	明 bright, brilliant, clear; 星 star
Rìběn 日本	日 sun; 本 the root or stem of a plant; foundation; basis; origin
Yīngguó 英国	英 hero; 国 country
Měiguó 美国	美 beautiful; pretty; 国 country
Fǎguó 法国	法 law; method; way; 国 country
Déguó 德国	德 virtue; morals; 国 country
dànshì 但是	但 yet; nevertheless; merely; 是 be

Answer key & audio scripts

Student's Book

LESSON 1

Vocabulary and listening

- 1 1 g, 2 d, 3 e, 4 b, 5 c, 6 h, 7 a, 8 f
- 3 1 是, 2 英国人, 3 北京
- 4 1 中国, 日本; 2 英国, 北京
- 6 1 b, 2 a, 3 b, 4 b

[Track 1-20]

- 1 Yeong-min: 我是韩国人。
- 2 Wang Yu: 我是中国人。
- 3 Mark: 我是澳大利亚人。
- 4 Anna: 我是美国人。

Pronunciation and speaking

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

3 1 伦敦, 2 美国, 3 N/A

LESSON 2

Reading and writing

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

2 1 加拿大人; 2 不是; 3 新西兰人;
4 澳大利亚悉尼人, 澳大利亚墨尔本

Language in use

Yes-no questions ending with 吗

1 1, 2

2 1, 4

Questions with interrogative pronoun 哪里/哪

1 1, 3, 4

2 1 安娜是哪国人? 2 史蒂夫住在哪里?
3 永民是哪国人? 4 他住在哪里?

Negative adverb 不

1 1 她姓王。他是英国人。我住在伦敦。

2 不; 3 姓, 是, 住

2 2

3 1 你不是马克。2 我不是北京人。
3 她不叫王玉。4 我不认识史蒂夫。

LESSON 3

Character writing

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

Review and practice

1 早上、但是、哪国、认识、明星

2 1 哪里, 2 住在, 3 明星

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

4 1 b, 2 a, 3 b, 4 b

5 吗, 哪, 吗, 不

Vocabulary extension

1 1 b, 2 a, 3 c

2 (left to right, top to bottom) 印度, 新加坡, 埃及, 泰国

Workbook

LESSON 1

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

2 1 c, 2 a, 3 g, 4 e, 5 d, 6 b, 7 h, 8 f

3 1 英国, 2 澳大利亚, 3 北京

4 1 b, 2 b, 3 b, 4 a

[Track 10]

1 我是日本人。

2 我是加拿大人。

3 我是英国人。

4 我是法国人。

5 1 Yīngguó, 2 Lúndūn, 3 Zhōngguó, 4 Běijīng,
5 Riběnrén, 6 Àodàliyà rén

6 1 王玉是韩国人吗?

2 你住在悉尼吗?

3 永民是中国人吗?

4 你认识丁原吗?

5 马克住在日本吗?

LESSON 2

1 1 Austin, 2 不是, 3 不是, 4 北京, 5 加拿大人, 6 是

2 1 是, 2 中国人

4 1 你住在哪国?

2 他住在哪里?

3 史蒂夫是哪国人?

4 她是哪国人?

5 1 伦敦不在美国。

2 她不叫马丽。

3 我不认识安娜。

6 1 哪国, 中国人; 2 吗, 不; 3 哪国人, 对不起

LESSON 3

1 1 北京, 2 你好, 3 哪国人, 4 英国人, 5 伦敦, 6 住在

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

4

Continent	Countries
Asia	d, e, i, j, n, o
Europe	a, f, k
America	b, g, l
Africa	c, h, m

Unit Quiz

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

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

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

20 早上好/你好, 21 哪国, 22 住在, 23 不

24 她不是中国人。

25 她住在法国。

UNIT 3 你做什么工作? What do you do?

Unit overview

Theme	Occupations and family members
Vocabulary	Jobs, family members
Grammar	Adverbs 也/都; word order of Chinese sentences; possessive particle 的
Listening	Identifying information about occupations and family members
Reading	A letter about one's family
Speaking	Asking and answering questions about occupations and family
Writing	Describing family members and their occupations

Specific questions

Specific questions require new information to be supplied. These questions are formed by putting a question word in the place of a statement where the answer should come. For example: 你是哪国人? 我是英国人。你妈妈在哪里工作? 她在医院工作。

Pronunciation: 学生

When 学生 is used independently as a noun, the second character 生 is pronounced as a neutral tone. For example: 我是学生 (xuésheng). However, when 学生 is used together with other nouns as a modifying noun, the second character 生 is pronounced with the first tone. For example: 学生会 (xuéshēnghuì), 学生公寓 (xuéshēnggōngyù).

Extra language points

General questions

In Chinese, general questions end with the particles 吗, 吧 and 呢. The answers to general questions are usually either positive or negative. For example: 她是你妹妹吗? 是。你是美国人吗? 我不是。这是你的书吧? 是的。Sometimes, a statement can be added to a negative answer to provide the correct information. For example: 你住在伦敦吗? 不,我住在北京。

However, there are exceptions when it comes to follow-up questions such as “noun/pronoun+呢”? The answers to these follow-up questions need to supply new information similar to the statement before the question. For example: 我是中国人, 你呢? 我是韩国人。你的书呢? 我的书在学校。

Pronunciation: 这

In formal situations, 这 is usually pronounced as zhè. In informal situations, 这 can be pronounced as zhè or zhèi. When it is used alone or before a noun, 这 is more often pronounced as zhè. For example: 这地方不错, 这几天她不在家, 这是她的衣服。When 这 is used before a measure word or a numeral and a measure word, 这 is often pronounced as zhèi. For example: 这条可以吗? 这件大衣, 这三个学生。

“在 + place word” as adverbial of place

When 在 is used together with a place word to form an adverbial of place, it is usually used between the subject and the verb, which is different from the usual position of adverbials of place in English. For example: 我妈妈在医院工作。
My mum works at the hospital.

Warm-up activities**LESSON 1**

- 1 Write the words for the family members in one column on the board: 爸爸, 妈妈, 哥哥, 姐姐, 弟弟, 妹妹; and the words for their jobs in another column: 记者, 医生, 护士, 老师, 学生.
- 2 Ask students to say these words, paying attention to their pronunciation and tones.
- 3 Hold up a picture of your own family (ideally four or five people). Introduce who they are and what they do, pointing to the corresponding words on the board.
- 4 Point to each person in the picture and say “Who is he/she?” Elicit responses of Chinese words from the students.

LESSON 2

- 1 Ask students to bring a photo of their own family and find out the Chinese words for their occupations before class.
- 2 Ask one student to come to the front of the class. Model the conversation by asking who is in the student's family and what they do.
- 3 Ask students to work in groups of three or four and introduce their family members to the group. Students need to say who they are, where they work and what they do.
- 4 Ask a few students to introduce their family to the whole class.
- 5 Write on the board any new words for common jobs that come up during the lesson. Demonstrate the pronunciation of the new words if necessary.

Teaching tips**Character formation**

Draw students' attention to the following differences of character formation to help them remember the characters correctly:

- different positions of 口 in the characters 叫 and 和
- different positions of 阝 in the characters 都, 那, 院 and 哪
- the vertical bars “丨” (竖) in 不, 弟, 师, 是 do not extend above the horizontal bars “一” (横).

Pinyin finals “e” and “i”

Beginner students can easily get the pinyin finals “e” and “i” mixed up with the English letters. Ask students to listen carefully to the pronunciation of gēge dīdī jìzhě
哥哥、弟弟、记者.

Decoding the words

xuésheng 学生	学 study; learn; 生 birth; life; grow; live
dàxué 大学	大 big, large
yīshēng 医生	医 doctor; medical science; 生 birth; life; grow; live
yīyuàn 医院	医 doctor; medical science; 院 courtyard
jìzhě 记者	记 remember; write down; notes; mark; sign; 者 used after a verb as a substitute for a person/thing
gōngzuò 工作	工 work; labour; 作 do; make; compose
zhàopiàn 照片	照 shine; illuminate; light up; 片 a flat, thin piece; slice
lǎoshī 老师	老 old; aged; 师 teacher; master; a person skilled in a certain profession

Answer key & audio scripts

Student's Book

LESSON 1

Vocabulary and listening

- 1 1 b, 2 d, 3 a, 4 c
2 妈妈, 爸爸, 姐姐, 弟弟
4 1 记者, 2 医院, 3 是

Pronunciation and speaking

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

LESSON 2

Reading and writing

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

Language in use

Adverbs 也/都

- 1 1 before, 2 plural
2 2
3 1 王云也姓王。/ 王玉和王云都姓王。
2 马克也不住在伦敦。/ 史蒂夫和马克都不住在伦敦。
3 王玉也是学生。/ 史蒂夫和王玉都是学生。
4 马克也不认识安娜的妈妈。/ 我和马克都不认识安娜的妈妈。

Word order of Chinese sentences (II)

- 1 1
2 1 是, 2 不, 3 都, 4 也
3 1 史蒂夫不是中国人。
2 王玉不姓玉。
3 马克也不是学生。
4 他们都在美国工作。

Pronouns as modifiers + 的

- 1 1
2 1 他是我爸爸。
2 这是他的照片。
3 我的名字是马克。
4 这是我姐姐的照片。

LESSON 3

Character writing

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

Review and practice

- 1 家庭成员: 妈妈, 爸爸, 姐姐; 地方: 大学, 医院;
职业: 老师, 医生, 记者
2 1 林月是老师, 林华也是老师。
2 她们都是老师。
3 杰克不是学生, 哈利也不是学生。
4 他们都不是学生。
3 1 我妈妈在大学工作。
2 我爸爸的名字是林国安。
3 这是我的照片。

Vocabulary extension

- 1 (left to right, top to bottom) 厨师, 修理工, 服务员, 理发师

Workbook

LESSON 1

- 1 1 记者, 2 工作, 3 医院, 4 明星
2 1 做, 2 工作, 3 什么, 4 哪里
3 1 照片, 2 姐姐, 3 哪里, 4 工作, 5 医院, 6 学生; 8 √, 9 √
4 1 √, 4 √

- 5** 1 tā, 2 bàba, 3 māma, 4 nǚ, 5 Jiānádà, 6 Fǎguó, 7 yě,
8 zhè, 9 hé, 10 gēge, 11 jìzhě, 12 ne, 13 yī, 14 dìdi,
15 shì, 16 míngzi, 17 nǎli, 18 yīshēng

LESSON 2

- 1** 1 老师, 2 学校,
3 他哥哥住在英国, 他姐姐住在法国。
- 3** 1 马克和永民都不认识安娜。
2 他很高兴, 我也很高兴。
3 我爸爸妈妈都是医生。
4 我弟弟也住在北京。
5 他姓丁, 我也姓丁。
6 我是学生, 我妹妹也是学生。
7 他们都是学校的老师。
8 史蒂夫也是英国人。
10 √, 12 √
- 4** 1 她在医院工作。
2 永民也是韩国人。
3 王玉住在北京。
4 Anna的中文名字是安娜。
5 我们都是学生。
6 马克不住在悉尼。
7 我也住在北京。
8 她哥哥在学校工作。
- 5** 1 医生的工作。
2 我的学生。
3 安娜家的照片。
4 医院的护士
5 爸爸的工作
6 姐姐的照片
7 √, 10 √

LESSON 3

- 1** A: 你叫什么名字?
B: 我叫刘瑜。
A: 你爸爸叫什么名字?
B: 我爸爸叫刘伟。
A: 他是哪国人?
B: 他是中国人。
A: 你妈妈是哪国人?
B: 我妈妈也是中国人。
A: 他们住在哪里?
B: 他们都住在北京。
- 2** 1 b, 2 a, 3 f, 4 c, 5 e, 6 d
- 4** 室内: 律师, 厨师, 秘书, 工程师, 服务员,
护士, 理发师
室外: 导游, 修理工

Unit Quiz

- 1** b, **2** a, **3** c, **4** b, **5** a, **6** b, **7** c,
8 c, **9** b, **10** b, **11** b, **12** a, **13** c, **14** b,
15 a, **16** b, **17** c, **18** b, **19** b
20 什么工作, **21** 也, **22** 哪里工作, **23** 学校
24 这是他家的照片。
25 医生在医院工作。

UNIT 4 他真高! He's so tall!

Unit overview

Theme	People's appearances, favourites
Vocabulary	Adjectives to describe people's appearance, numbers 10-99
Grammar	Interrogative pronoun 谁, asking age with 多大, 真/很 + adj
Listening	Understanding information about people's appearances
Reading	An online profile with favourite people and animals
Speaking	Describing someone's appearance
Writing	Writing a personal profile

Pronunciation: 谁

The interrogative pronoun 谁 has two correct pronunciations. It can be pronounced as shéi or shuí. In *Discover China*, 谁 is pronounced as shéi.

Sentences with an adjective predicate

When expressing appearance or feelings, an adjective phrase can be used as the predicate. The adverbs 很 or 真 are often used before the adjective in a positive statement or exclamation sentence. For example: 我很高兴。他真高!

In a negative sentence about appearance or feelings, these adverbs are often not used. For example: 我不高兴。安娜不漂亮。他不高! However, if the speaker wants to emphasize the degree of the negative feeling or characteristic, 很 is used between the subject and 不. For example: 我很不高兴 (I'm very unhappy)。她很不漂亮 (She is very unattractive)。When 很 is used between 不 and the adjective, it means "not so/that +adj.". For example, 安娜不很漂亮 (Anna is not so pretty)。他不很高 (He is not very tall)!

Extra language points

Modifying phrases

A modifying phrase can be used in front of a noun to provide more details about the noun. A modifying phrase in Chinese is similar to a relative clause in English, but can not be put after the noun it modifies. It often consists of a subject, a verb and the particle 的. For example: 他是我最喜欢的篮球运动员。熊猫是我最喜欢的动物。

Adjectives before nouns

Adjectives are often used before nouns as their modifiers. When a two-character adjective is used before a noun, there is always a particle 的 between the adjective and the noun. For example: 可爱的熊猫, 漂亮的护士, 年轻的明星. When the adjective only consists of one character, it can be used right before the noun without 的. For example: 好朋友, 大姐姐, 帅哥.

Sentences without verbs

When expressing age in a positive statement, it is not necessary to use a verb. For example: 他十九岁. When expressing age in a negative statement, a verb must be used after the negative adverb 不. For example: 他不是十九岁.

Expressing superlatives using 最

最 is used before adjectives or verbs to show the superlative degree. For example: 最喜欢, 最漂亮.

Warm-up activities

LESSON 1

- 1 Find some pictures in magazines of people with different appearances and bring them in to the class.
- 2 Write the following words in pairs on the board: 高/矮, 年轻/老, 漂亮/可爱, 酷/帅.
- 3 Say the words aloud one by one, using body language to show their meanings. Or illustrate the meaning of these words by pointing to specific students in the classroom.
- 4 Have students work in groups. Distribute the pictures of people to them.
- 5 Ask students to find appropriate words to describe the people in the pictures.

LESSON 2

- 1 Ask students what kind of basic information is provided in the personal online profile.
- 2 Elicit these words from students: 姓名, 年龄, 出生地, 国籍 and write them on the board.
- 3 Ask students to write a simple personal profile using the words on the board.
- 4 Ask students to work in pairs and ask and answer questions about their personal profiles.

Teaching tips

认识 vs. 知道

Students often mix up the two words 认识 and 知道, which both mean "know". Explain that 认识 is to know something by recognition, while 知道 is to know something by understanding information.

Decoding the words

shànghǎi 上海	上 go to; go up; upper; up; board; the first part of; 海 sea
duōdà 多大	多 many; much; more; how much; 大 big, large
xiànzài 现在	现 present; current; appear; 在 exist
zhīdào 知道	知 know; be aware of; inform; 道 road, way, path; channel
xǐhuan 喜欢	喜 happy; delighted; pleased; 欢 joyous; merry; jubilant
yùndòngyuán 运动员	运 motion; movement; 动 move; stir; get moving; 员 a person engaged in some field of activity; member of a society/club/organization, etc.
yǎnyuán 演员	演 perform; play; act
dòngwù 动物	物 substance; content; goods
niánlíng 年龄	年 year; annual; 龄 (age; years) length of time
chūshēngdì 出生地	出 go or come out; 地 the earth; land; soil; ground; place
guójí 国籍	籍 records; native place
diànzǐyóujiàn 电子邮件	电 electricity; 子 something small and hard (son; child; seed; copper); 邮 post; mail; 件 a piece of; document; correspondence
kěài 可爱	可 approve; may; be worth (doing); 爱 love; affection
xióngmāo 熊猫	熊 bear; 猫 cat

Answer key & audio scripts

Student's Book

LESSON 1

Vocabulary and listening

- 1 N/A
3 1 上海人, 2 美国, 3 篮球运动员
4 a 4, b 3, c 2, d 1

[Track 1-35]

- 1 Sandy 很年轻, 也很漂亮。
2 David 很高, 也很帅。Lucy 很矮, 但是很酷。
3 她不年轻, 也不漂亮。
4 Tom 不高, 但是很可爱。

Pronunciation and speaking

- 1 ao 2, ui 3, en 1

LESSON 2

Reading and writing

- 1 1 c, 2 d, 3 a, 4 b
2 3
3 1 二十岁, 2 wangyu0521@DC.com, 3 姚明, 4 李小龙
4 1 b, 2 a, 3 e, 4 e, 5 e, 6 d, 7 c

Language in use

Interrogative pronoun 谁

- 1 1, 2
2 1 她是谁? 2 谁是你妹妹? 3 这是谁?

Numbers in Chinese

- 1 2, 3
2 1 五十, 2 七十, 3 十二, 4 三十三

Asking about age using 多大

- 1 how old, 2 end of sentence
2 1 你多大? 2 你妈妈多大? 3 永民多大?

真/很 + adjective

- 1 1 be (am, is, are), 2 no
2 1 Yao Ming is very handsome.
2 Dad is very tall!
3 My teacher is really young.

LESSON 3

Character writing

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

Review and practice

- 1 1 这是我妹妹。
2 她很高也很漂亮! / 她很漂亮也很高!
3 她是篮球运动员。
4 她十八岁。
2 1, 4, 3, 2

Workbook

LESSON 1

- 1 年轻, 漂亮, 知道, 可爱, 姓名, 喜欢, 明星, 多大
3 1 √, 3 √, 5 √
4 1 lǎo, 2 zǎoshang, 3 duìbuqǐ, 4 zuì gāo, 5 zhēn, 6 hěn hǎo, 7 xióngmāo, 8 guójí, 9 Yáo Míng, 10 Àodàliyànrén

LESSON 2

- 1 2 √, 4 √
3 1 你多大? 2 他是谁? 3 你姐姐多大?
4 你的同学多大? 5 谁在大学工作?

4

No.	Chinese	No.	Chinese
11	十一	24	二十四
12	十二	38	三十八
13	十三	45	四十五
14	十四	47	四十七
15	十五	52	五十二
16	十六	56	五十六
17	十七	63	六十三
18	十八	67	六十七
19	十九	71	七十一
21	二十一	90	九十
22	二十二	99	九十九

[Track 18]

34, 27, 95, 18, 19, 24, 71, 80

- 5**
- 1 你妈妈真年轻!
 - 2 他真酷!
 - 3 王老师真帅!
 - 4 马克很喜欢北京。
 - 5 熊猫很可爱。
 - 6 她真高!
 - 7 √, 9 √, 10 √,

LESSON 3

1 1 篮球, 2 很, 3 运动员, 4 酷, 5 吗, 6 现在

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

4 1 c, 2 b, 3 a

Unit Quiz

1 √ **3** c, **4** b, **5** b, **6** b, **7** c, **8** c,

9 b, **10** c, **11** c, **12** b, **13** c, **14** c, **15** b,

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

20 美国, 纽约; **21** 多大; **22** 漂亮, 酷/可爱;

23 的电子邮箱

24 他很高, 也很帅!

25 我最喜欢的动物是熊猫。

Answer key & audio scripts

Student's Book : Review 1

Vocabulary

- 1 1 c, 2 b, 3 a, 4 f, 5 d, 6 e
 2 什么, 学生, 但是, 工作, 住在, 哪里, 认识, 可爱, 照片, 医院
 3 1 人; 2 你好, 叫; 3 姐姐, 漂亮; 4 明星, 帅; 5 多大

Grammar

- 1 1 c, 2 e, 3 b, 4 d, 5 f, 6 a
 2 1 哪里, 2 很/真, 3 很/真, 4 也, 5 都, 6 哪
 3 1 我住在伦敦, 你呢? 2 她是谁?
 3 他住在哪里? 4 你住在哪里? 你是澳大利亚人吗?
 4 王玉姓王, 不姓玉。她是中国人, 她的年龄是二十岁。她住在北京。她爸爸在医院工作, 她妈妈也在医院工作, 他们都是医生。王玉最喜欢的运动员是姚明, 他很高, 也很帅。她最喜欢的演员是李小龙。

Integrated skills

- 1 哥哥, 三十岁, 澳大利亚, 医生
 2 1 a, 2 a, 3 a
 5 他是我最喜欢的篮球运动员, 他很高。他是中国人, 但是他现在住在美国。他爸爸和妈妈都住在中国, 他姐姐和弟弟也住在中国。他姐姐是护士, 在医院工作, 他弟弟是学生, 也是篮球运动员, 他们都喜欢篮球。他是姚明!

Assessment task 1

Vocabulary

- 1 1 爸爸, 2 妈妈, 3 哥哥, 4 弟弟, 5 姐姐, 6 妹妹
 2 1 d, 2 f, 3 g, 4 c, 5 h, 6 a, 7 e, 8 b
 9 医生和护士都在医院工作。
 10 我最喜欢的篮球运动员是姚明。

Pronunciation

- 1 1 姐, 2 九, 3 你, 4 学
 2 1 nǐ hé tā, 2 Jiānádà, 3 Fǎguórén, 4 Shànghǎi zài Zhōngguó
 3 1 tāmen, 2 nǎli, 3 lǎoshī, 4 jìzhě, 5 zhēn hǎo, 6 zuì gāo

Grammar

- 1 1 呢, 2 什么, 3 哪里, 4 什么, 5 哪, 6 吗
 2 1 我们都姓史。
 2 你们认识马克的妹妹吗?
 3 你好! 我叫李中华。
 3 1 b, 2 b, 3 b, 4 a, 5 b, 6 a
 4 1 b, 2 d, 3 e, 4 c, 5 a

Integrated skills

- 1 5 英国人, 6 医院

[Track 3]

- | | |
|------------|-------------|
| 1 你叫什么名字? | 4 你妈妈做什么工作? |
| 2 你住在哪里? | 5 史蒂夫是哪国人? |
| 3 你爸爸是医生吗? | 6 护士在哪里工作? |
- 2 1 √, 4 √
 3 1 不, 2 和, 3 都, 4 也
 4 1 Anna's family name is not An.
 2 I know Steve.
 3 Everybody is very happy.
 4 What is your nationality?
 5 I'm a teacher, what about you?
 6 What is his family name?
 7 Hi, everybody! I'm Liu Li.
 6 1 英国, 伦敦; 2 厨师; 3 张艺谋, 章子怡;
 4 漂亮的演员

Character writing

1 1 宀, 2 女, 3 讠, 4 彳, 5 日, 6 女, 7 土, 8 女, 9 宀, 10 彳,
11 口, 12 卩

2 1 e, 2 f, 3 g, 4 h, 5 d, 6 c, 7 b, 8 a

3 1 h, 2 e, 3 a, 4 k, 5 b, 6 c, 7 g, 8 d, 9 i, 10 f, 11 l, 12 j

4 1 你叫什么名字? 2 你住在哪里?

3 王小姐很漂亮! 4 医生在医院工作。

UNIT 5 这是我的电话号码!

Here's my phone number.

Unit overview

Theme	Addresses and contact numbers
Vocabulary	Addresses and phone/room numbers
Grammar	Questions with 多少, word order of Chinese addresses
Listening	Identifying postal and email addresses, contact numbers
Reading	Text messages about addresses and contact numbers
Speaking	Asking for and giving contact details
Writing	Writing contact details, responding to a text message

Preposition 给

给 has two meanings. As a verb, it means "give". As a preposition, it means "to" or "for". In the sentence 你可以给我打电话, 给 is used as a preposition to introduce the recipient of an action.

Warm-up activities

LESSON 1

- 1 Ask students what contact information they would usually exchange with a friend. Elicit from students responses such as telephone number, address and email address.
- 2 Write the words in pairs on the board: 电话号码/多少, 地址/住在哪里, 电子邮箱/是什么.
- 3 Tell the students your telephone number slowly, and ask them to write it down.
- 4 Ask students, "我的电话号码是多少?" Elicit responses from students.
- 5 Write down the numbers students say, and ask "我的电话号码是……吗?" repeating the numbers that students say if their pronunciation is not right, until they can say the numbers correctly.
- 6 Ask students to work in pairs and ask and answer questions about each other's telephone numbers.
- 7 Ask a few students to report their partner's telephone number to the rest of the class.

Extra language points

Pronunciation: mobile phone numbers

Mobile phone numbers in China usually consist of 11-digit numbers, with the first three digits identifying the service operator. People often say their mobile phone numbers in a three-four-four sequence. For example: 12081345761 is said as 120-8134-5761.

号 vs. 号码

号 is often used to express a room number, detailed address of a building on a road, or date (in spoken Chinese). For example: 公园路19号, 大学路大学生公寓506号房间, 今天二号。号码 is used to express a telephone number or number in a queue. For example: 你的电话号码是多少? 她的号码是36。

LESSON 2

- 1 Ask students to look at the mobile phone screen in Activity 1 on page 65. Ask them to guess the meanings of the icons.
- 2 Demonstrate the pronunciation of the words.
- 3 Ask students to work in pairs and write a message to each other about their address.

Teaching tips

The dot stroke 点

- Draw students' attention to the direction of the dot stroke (点) in the characters 么 and 公. Many beginner students write the dot “丶” from right to left or simply write “.” instead.
- Ask students to describe the direction of the dot stroke in the characters 么, 公, 玉, 国, 字, 安, 请, 话, 记, 问, 们, 高.
- Explain the difference between the stroke 点 and the stroke 撇 as in 生, 姓, 性.

The character 手

手 is a simple character but many students get the direction of the last tick stroke wrong. Remind students of the rule about the tick (see teaching tips in Unit Two).

Decoding the words

dǎdiànhuà	打电话	打 hit with hand; strike; 电 electricity; 话 speech
shǒujī	手机	手 hand; 机 machine
gōngyuán	公园	公 public; 园 an area of land for growing plants; a place for public recreation
gōngyù	公寓	寓 reside; residence

duōshao	多少	多 many; much; more; how much; 少 few; little; less
dìzhǐ	地址	地 the earth; land; soil; ground; place; 址 site
fángjiān	房间	房 house; room; 间 between; among; within a definite time or space
kěyǐ	可以	可 approve; may; be worth (doing); 以 according to
fājiàn rén	发件人	发 send out; 件 a piece of; document; correspondence; 人 person, man, people
shōudào	收到	收 receive; accept; 到 arrive; reach

Answer key & audio scripts

Student's Book

LESSON 1

Vocabulary and listening

- 1 1 b, 2 c, 3 d, 4 a
- 2 1 7229-8111, 2 5553-1213, 3 125-8134-5761
- 4 1 55546998, 2 公园路19号, 3 steve@DC.com
- 5 1 b, 2 a, 3 b

Pronunciation and speaking

- 2 1 bù, 2 bú, 3 bú, 4 bú, 5 bù, 6 bú, 7 bú, 8 bú

LESSON 2

Reading and writing

- 1 收件箱: inbox; 发送: send; 新短信: new message; 退出: exit
- 2 1 大学路23号大学生公寓506号房间,

2 16628958763, 3 11872356725, 4 公园路

Language in use

Question word 多少

1 1 a, 2 b, 3 a

2 1 A: 你的电话号码是多少? B: N/A

2 A: 你住在学院路多少号? B: 18号.

Word order of Chinese addresses

1 1

2 1 大学路8号 2 公园路20号玉楼203号房间

The pronunciation of the number "1"

1 1, 3

LESSON 3

Character writing

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

Review and practice

1 1 b, 2 a

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

3 1 你住多少号房间?

2 你住在公园路多少号?

3 你的电话号码是多少?

Workbook

LESSON 1

1 1 b, 2 b, 3 b, 4 b

2 1 diànhuà, 2 shǒujī, 3 hàomǎ, 4 duōshao, 5 dìzhǐ, 6 shénme, 7 lù, 8 nǎli

3 3, 2, 1, 4

4 1 bù, 2 bú, 3 bù, 4 bú, 5 bù, 6 bú; 7 bú shuài, 8 bú kù, 9 bú jiào, 10 bú rènshi, 11 bù lǎo, 12 bù niánqīng, 13 bù hǎo, 14 bù zhīdào, 15 bú piàoliang, 16 bù gōngzuò

LESSON 2

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

2 1 不知道, 2 可以, 3 11872356725

4 1 你的房间号是多少?

2 他的电话号码是多少?

3 王玉住在大学路多少号?

4 史蒂夫的手机号码是多少?

5 1 大学路23号大学生公寓1319号房间

2 中国北京公园路26号

3 上海路新上海公寓75号

4 北京路38号

5 大学路15号伦敦公寓

6 新大学生公寓709号房间

6 1 bā sān yāo yāo liù wǔ líng yāo qī jiǔ, 2 yī, 3 yāo yāo jiǔ, 4 sānshí yī, 5 shíèr, 6 yī èr sān sì wǔ, 7 yāo líng jiǔ èr èr yāo líng sān sān yāo bā, 8 èrshí yī, 9 Sānyuè èr hào xīngqī yī, 10 shíyī

LESSON 3

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

4 1 中国北京花园街28号学生公寓103号房间 王娜

2 中国四川省向华市新荣区北京街1号 刘玉

Unit Quiz

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

8 c, 9 c, 10 c, 11 c, 12 a, 13 a, 14 a,

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

20 邮箱, 21 电话/手机号码, 22 多少, 23 打电话

24 这是我的电话号码, 你可以给我打电话。

25 我住在Good Nuff 路。

UNIT 6 今天几号?

What's the date today?

Unit overview

Theme	Birthdays and invitations
Vocabulary	Dates and days of the week, months, daily activities
Grammar	Sentences without verbs, invitations with 请
Listening	Identifying months, dates and days of the week
Reading	Activities on a weekly planner
Speaking	Asking for and saying dates/days, making invitations
Writing	Creating a weekly calendar

Sentences with a noun predicate

When expressing dates, days of the week or time, a noun phrase can be used as the predicate without verbs. For example: 今天二月五号。九号星期天。

However, a verb needs to be used in a negative statement or question about dates, days of the week or time. For example: 今天不是二月五号。九号不是星期天。今天不是星期六吗? / 现在不是下午六点吗? (a rhetorical question which is often used to confirm a fact and does not need to be answered).

When clarifying the correct time or date, 是 is usually used. For example: 今天是星期六, 不是星期日。现在是四点, 不是三点。

Extra language points

The preposition 跟

跟 is used to indicate involvement or relationship, and means "with". In Chinese, the prepositional phrase "跟 + someone" must be placed before the main action verb. For example: 跟王玉的哥哥见面, 跟马克去吃中餐。

Really? Is it true? 真的吗?

真的吗? is used to ask whether something is true or not. When the speaker already knows the fact in some way and only needs a confirmation, the question is asked with a falling tone. When the fact comes as a surprise to the speaker, this question is asked with a rising tone.

Pronunciation: meaning groups in sentences

When saying Chinese sentences, it is important to divide the characters into meaning groups and say the characters in one group closer together than characters from other groups. For example: (永民), (二月九号) 是 (王玉) 的 (生日)。 (我们) 请她 (吃饭), (怎么样)?

Warm-up activities

LESSON 1

- 1 Bring a large calendar to the class.
- 2 Write the words on the board: 月, 号, 星期.
- 3 Hold up the calendar and point to the dates of the seven days in the current week, saying “……月……号, 星期……” one by one.
- 4 Ask some volunteers to point to the days of other weeks on the calendar, and say the dates and weekdays, until they know how to say dates and days.
- 5 Point to today's date on the calendar, and ask “今天几号?”
- 6 Elicit appropriate response from students, “……月……号”. Then ask “……号星期几?”
- 7 Elicit response from students, “星期……”.
- 8 Students work in pairs and ask and answer questions about dates on their school calendar.

LESSON 2

- 1 Ask students about their daily activities: “What do you usually do in a week?”
- 2 Elicit responses and write them on the board: 上班, 看书, 学中文, 跟朋友见面, 去派对, 打篮球.
- 3 Ask one student to come to the front of the room and sit on a chair facing the rest of the class.
- 4 Stand behind the student sitting on the chair. Point to one activity word on the board without letting the student see it.
- 5 The rest of the students mime the activity that the teacher is pointing to. No speaking is allowed. The student sitting at the front needs to guess what the activity is and say the corresponding Chinese word.
- 6 Ask a few students to come to the front to do this activity in turns until everyone knows the activity words.

Teaching tips

Position of 见面

Ask students to identify the position of 见面 in a Chinese sentence about meeting with someone; this is quite different from the position of “to meet someone” in an English sentence.

For example: 他跟朋友见面。He'll meet friends.

Decoding the words

shēngrì 生日	生 birth; life; grow; live; 日 sun; daytime; day; daily
jīntiān 今天	今 present-day; this (day/year); 天 sky; day; season
xīngqī 星期	星 star; 期 a period of time; phase; stage; scheduled time
chīfàn 吃饭	吃 eat; 饭 cooked rice; meal
chúfáng 厨房	厨 kitchen; 房 house; room;
nàlǐ 那里	那 that; 里 in; inside; a Chinese unit of distance (= 0.5 kilometre)
zěnmeyàng 怎么样	怎 <dialect> how; 怎么 how (can it be that); 样 appearance; shape; sample; pattern
méiwèntí 没问题	没 not have; 问 ask; inquire; 题 topic
shàngbān 上班	上 go to; go up; upper; up; board, the first part of; 班 shift; class;
jiànmiàn 见面	见 see; catch sight of; 面 face; face a certain direction; surface;

Answer key & audio scripts

Student's Book

LESSON 1

Vocabulary and listening

- 1 a 3, b 4, c 5, d 6, e 1, f 2
 2 a 2, b 4, c 1, d 3
 3 a 3, b 5, c 4, d 6, e 2, f 1, g 7
 a Wednesday, b Friday, c Thursday, d Saturday,
 e Tuesday, f Monday, g Sunday

- 5 1 二月九号; 2 星期天; 3 二月五号, 星期三;
 4 妈妈厨房

Pronunciation and speaking

- 2 1 èrshíqī, 2 xǐhuan, 3 Běijīng

LESSON 2

Reading and writing

- 1 1 d, 2 c, 3 b, 4 a
 2 1 星期一和星期四, 2 星期二, 3 星期四, 4 星期五

Language in use

Months and dates

- 1 2, 3
 2 1 三月四日, 2 四月六日, 3 八月二十二日, 4 十月一日, 5 十一月七日, 6 十二月三十一日

Sentences without verbs

- 1 1, 3
 2 1 今天星期四。 2 今天十二月二十五号。
 3 王玉二十岁。

Making invitations using 请

- 1 1 请, 吃; 2 请, 去; 3 请, 去, N/A
 2 1 我请她吃饭。 2 永民请我们去他家。
 3 史蒂夫请王玉去他的生日派对。

LESSON 3

Communication activity

中国大陆 (of 2010) : 元旦一月一日, 春节二月, 清明节四月五日, 劳动节五月一日, 端午节六月十六日, 国庆节十月一日, 中秋节九月二十二日, 圣诞节十二月二十五日

香港 (of 2010) : 元旦一月一日, 春节二月, 复活节四月四日, 清明节四月五日, 佛诞日五月二十一日, 端午节六月十六日, 国庆节十月一日, 中秋节九月二十二日, 重阳节十月十六日, 圣诞节十二月二十五日

Character writing

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

Review and practice

- 1 1 生日, 2 号码, 3 几, 4 派对
 2 1 e, 2 c, 3 d, 4 b, 5 a
 3 1 今天, 2 星期日, 3 去, 4 吃
 4 a 今天十一月二十七日。 b 今天星期三。
 c 五月八号星期一。

Vocabulary extension

- 1 去年, 明年
 2 今天, 明天
 3 这个月, 下个月

Workbook

LESSON 1

- 1 1 b, 2 d, 3 a, 4 f, 5 h, 6 j, 7 c, 8 e, 9 i, 10 g
 2 d-c-e-b-g-a-f
 3 1 c, 2 a, 3 d, 4 b, 5 e
 4 f-b-a-c-h-e-d-g; 1 √, 4 √
 5 1 xīngqī jǐ, 2 jiā, 3 fājiànrén, 4 jiào, 5 jīntiān,
 6 Běijīng, 7 jiàn, 8 fángjiān, 9 qǐng, 10 qù, 11 jiǔshí
 qī, 12 xiǎojiě, 13 xièxie, 14 xīn, 15 xìng, 16 xuésheng

LESSON 2

- 1 1 f, 2 a, 3 d, 4 b, 5 g, 6 c, 7 h, 8 e
- 2 1 九号, 2 星期一和星期三, 3 三月八号
- 4 a, e, f, d, c, b
- 5 1 √, 2 √, 4 √, 5 √;
6 今天是星期五。
7 他妈妈四十岁。
8 姚明真酷!
9 她的哥哥很高。
10 今天几号?
- 6 1 王玉请我去派对。/ 我请王玉去派对。
2 马克请老师吃饭。/ 老师请马克吃饭。
3 安娜请永民去她家。
4 史蒂夫请王玉吃中餐。/ 王玉请史蒂夫吃中餐。

LESSON 3

1

月份	节日	月份	节日
January	a	July	
February	b, c	August	
March		September	g
April	d	October	h
May	e	November	
June	f	December	

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

4

Last	Present	Next
去年	今年	明年
上个月	这个月	下个月
上个星期	这个星期	下个星期
昨天	今天	明天
十月	十一月	十二月

Unit Quiz

- 1 b, 2 a, 3 b, 4 c, 5 a, 6 c, 7 c,
8 b, 9 b, 10 a, 11 a, 12 b, 13 b, 14 b,
15 c, 16 b, 17 b, 18 c, 19 c
20 几月几号, 21 几, 22 去, 23 请
24 你的生日是几月几号? / 我的生日是四月十九号。
25 她的生日派对是星期日下午。

UNIT 7 八点见!

See you at eight!

Unit overview

Theme	Times and appointments
Vocabulary	Words for time, daily activities
Grammar	Adverbial expression of time, telling the time, future tense with 要
Listening	Identifying time expressions
Reading	Schedules, daily activities, entries in a weekend planner
Speaking	Asking for and telling the time, making appointments
Writing	Creating a weekend planner

Serial verb constructions

In serial verb constructions, more than one verbal phrase can be used together to express certain relationships between the actions mentioned. For example: the second phrase 做运动 in 到大学做运动 expresses the purpose of the action in the first phrase. Since the relationship of the actions are expressed and fixed, the sequence of these phrasal verbs can not be altered.

Extra language points

Pronunciation: tone sandhi: 一

When used before characters with a first, second or third tone, 一 should be pronounced with the fourth tone. For example: 一起 is pronounced as yìqǐ. When used before a character with a fourth tone, 一 should be pronounced with the second tone. For example: 一岁 is pronounced as yísuì.

Adverbial expressions of time

In Chinese, adverbial expressions of time can be put both before and after the subject, but not after the main action verb. For example: we can say 我们八点在电影院门口见 or 八点我们在电影院门口见, but we can not say 我们在电影院门口见八点.

Warm-up activities

LESSON 1

Part I

- 1 Bring a clock with hour and minute hands to the class.
- 2 Write the words on the board: 点, 分, 刻, 半.
- 3 Move the hands of the clock to show different times, and demonstrate the time expressions by saying the times with 点, 分, 刻 and 半.
- 4 Move the hands of the clock to show different times, and elicit appropriate time expressions from the students.
- 5 Repeat this practice until students can express different times correctly.

Part II

Game: Chinese Whispers

- 1 Ask students to form two teams. This could be in a line if the class is small, or in seated rows for larger classes.
- 2 Whisper to the first person of each team a time in Chinese. Ask them to whisper the time to the person next to them. The last person in each team needs to write the time on a piece of paper or the board. Each correct time scores one point for the team.
- 3 Repeat the process. The team that scores the most points wins.

LESSON 2

- 1 Before the class, prepare a short passage about the activities you usually do on the weekend.
- 2 Ask students about their weekend activities: "What do you usually do over the weekend?" Elicit responses and write them on the board: 看电影, 做运动, 听音乐, 吃……菜, 跑步, 学唱歌, 看爷爷。
- 3 Read your passage to the class, clearly but not too slowly. Ask students to write in pinyin, word for word, what you say. Do not repeat the dictation.
- 4 Students work in groups of three, and try to piece together the passage.
- 5 As a class, try to reconstruct the passage word for word.

Teaching tips

Ask: 请/问/叫

The English word "ask" can have three different meanings in Chinese: 请 to invite, 问 to ask a question, 叫 to tell.

Position of 跟……一起

Ask students to compare the position of the phrase “跟……一起” in a Chinese sentence and the position of “together with” in an English sentence, to understand the position of adverbial phrases in Chinese.

For example: 我跟他一起学中文。

I study Chinese together with him.

Decoding the words

zhōumò 周末	周 move in a circular course; whole; all over; all around; 末 end; last stage
shíjiān 时间	时 fixed time; times; 间 between; among; within a definite time or space
jìhuà 计划	计 count; calculate; 划 assign; stroke (of a Chinese character)
yīqǐ 一起	一 one; single; whole; 起 rise; get up; stand up; set up
diànyǐngyuàn 电影院	电 electricity; 影 shadow; 院 courtyard
jǐdiǎn 几点	几 how many; a few; several; 点 dot; spot; point; drop
kāishǐ 开始	开 open; start; operate; 始 beginning
shàngkè 上课	上 go to; go up; upper; up; board, the first part of; 课 subject; course
shàngwǔ 上午	上 go to; go up; upper; up; board, the first part of; 午 noon; midday
xiàwǔ 下午	下 below; down; under; lower; next; latter; second; 午 noon; midday

wǎnshàng 晚上	晚 late; 上 go to; go up; upper; up; board, the first part of
wǎnfàn 晚饭	晚 late; 饭 cooked rice; meal
péngyou 朋友	朋 friend; 友 friendly
Yīngyǔ 英语	英 hero; 语 language
kànbìng 看病	看 look at, see; 病 ill, sick; disease
yīnyuèhuì 音乐会	音 sound; tone; 乐 music; 会 get together; meeting; party

Answer key & audio scripts

Student's Book

LESSON 1

Vocabulary and listening

- 1 d, 2 c, 3 a, 4 b
- a 3, b 4, c 1, d 2
- a 9:25, b 7:59, c 一点一刻, d 十一点半
- 1 和史蒂夫一起去看电影, 2 星期天, 3 中国电影《家》, 4 电影院门口

Pronunciation and speaking

- 1 b, 2 b, 3 a, 4 a, 5 b, 6 a
- e, b, f, d, h, a, g, i, c

LESSON 2

Reading and writing

- 1 b, 2 d, 3 a, 4 c
- 1 学英语, 2 电影院, 3 做运动, 4 大学, 5 星期日

Language in use

Adverbial expressions of time

- 1, 3
- 1 明天王玉(明天)去吃中餐。
2 (星期六晚上) 安娜和我星期六晚上一起去看电影。
3 明天下午四点我(明天下午四点)去听音乐会。

Different ways of telling the time

- 1 五点十五分/五点一刻
2 十二点三十分/十二点半
3 七点四十五分/七点三刻

Expressing future tense using the auxiliary verb 要

- 1, 2
- 1 明天姐姐(明天)要看电影。
2 (星期六) 我星期六要去上海。
3 今天晚上马克(今天晚上)要学中文。

LESSON 3

Character writing

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

Review and practice

- 1 计划, 2 吃饭, 3 饭, 4 开始
- 1 我跟王玉一起吃中餐。
2 明天几点你(明天几点)要学唱歌?
3 (八点) 我八点去跑步。
4 晚上我(晚上)去听音乐会。
- 1 三点三十分/三点半; 2 七点五十五分/差五分八点; 3 十五点四十五分/下午三点三刻; 4 十九点四十八分/晚上七点四十八分; 5 二十三点五十分/晚上十一点五十分; 6 十三点/下午一点
- 跟, 看电影, 几点, 八点半

Workbook

LESSON 1

- 1 a 6, b 1, c 8, d 4, e 3, f 7, g 2, h 5
- 2 1 b, 2 a, 3 d, 4 e, 5 c
- 3 1 看电影, 2 有时间, 3 太好了, 4 几点, 5 晚上,
6 门口; 8 √, 9 √, 11 √
- 4 1 a, 2 b, 3 a, 4 a, 5 b, 6 a, 7 a, 8 b, 9 a, 10 a
- 5 1 他要去伦敦。
2 他们晚上要学英语。
3 周末我要看爷爷奶奶。
4 我下午要跟朋友打篮球。
5 明天我要给她写电子邮件。
6 我要学中文。
7 我要去医院。
8 我要跟妹妹吃中餐。
9 我要听音乐会。

LESSON 2

- 1 1 b, 2 a, 3 b, 4 c, 5 b, 6 a, 7 a, 8 c;
- 2 1 星期二晚上, 2 明天, 3 下午四点;
4 我们明天早上十点半在大学门口见面。
5 我星期三下午做运动。
6 我星期日要跟朋友去听音乐会。

- 3 七点半, 七点三十分; 十点十五分, 十点一刻; 九点四十五分, 九点三刻; 十二点三十分, 十二点半; 六点十五分, 六点一刻; 二点四十五分, 两点三刻

- 4 2 √, 3 √, 6 √, 7 √

LESSON 3

- 1 星期五
- 2 1 b, 2 a, 3 f, 4 e, 5 d, 6 c

Unit Quiz

- 1 b, 2 a, 3 c, d; 4 c, d; 5 b, c; 6 a, 7 b,
8 a, 9 a, 10 b, 11 b, 12 b, 13 b, 14 b,
15 b, 16 a, 17 b, 18 c, 19 b
20 时间, 21 几点, 22 要,
23 九点一刻/九点十五分
24 音乐会晚上八点开始。
25 周末她喜欢在公园看书。

UNIT 8 多少钱?

How much is it?

Unit overview

Theme	Clothes and shopping
Vocabulary	Clothes, colours, places in a city
Grammar	Measure words, 二 vs. 两, past tense with 了
Listening	Identifying clothes, colours and prices
Reading	A blog about life in Beijing
Speaking	Talking about clothes, shopping and bargaining
Writing	Writing a blog entry

Affirmative-negative questions

Affirmative-negative questions are used to ask whether something is positive or negative. These questions usually consist of a verb/adjective and the negative form of the verb/adjective. For example: 有没有黑色的? 这个价钱贵不贵? 她是不是美国人?

Expressing colours

An adjective expressing colour is changed to a noun when the character 色 is added after it. For example: the noun form of the adjective 红 is 红色. An adjective expressing colour can be placed directly before a noun as its modifier, while a noun for colour is often used together with the particle 的 before a noun as its modifier. For example: 红毛衣, 红色的毛衣.

Extra language points

Pronunciation: tone sandhi: 不

When used before the characters with a first, second or third tone, 不 should be pronounced with the fourth tone. For example: 不喜欢 is pronounced as bùxǐhuan, 不高 is pronounced as bùgāo.

When used before the characters with a fourth tone, 不 should be pronounced with the second tone. For example: 不错 is pronounced búcuò, 不贵 is pronounced búguì.

Duplication of verbs

Duplication of verbs is used to soften the speaker's tone and make a request sound less decisive and more polite. For example: 试试这条.

Noun phrases with the particle 的

的 is used after a noun, pronoun, verb, or adjective to form a noun phrase. It is used to refer to someone or something that has already been mentioned. For example: 这条黑色的怎么样? When 的 is used after a pronoun, the noun phrase often expresses a possessive relationship. For example: 这本书是我的, 不是他的. A noun phrase with 的 can also be used to indicate certain type of people or things. For example: 我喜欢红色的. 他喜欢吃甜的.

Warm-up activities

LESSON 1

- 1 Write the words for clothes and colours on the board:

黑色, 绿色, 红色, 黄色, 白色, 蓝色

T恤, 毛衣, 裙子, 大衣, 鞋, 裤子

- 2 Use picture cards to illustrate the names of colours and clothes.
- 3 Students walk around the classroom, trying to remember what each of their classmates are wearing and the colour of their clothes.
- 4 Call out “停 (stop)”. Students stop moving, and stand back to back with the classmate they are closest to, to form a pair.
- 5 In pairs, students take turns to tell each other what the student behind them is wearing and the colours of their clothes. They then turn around to see if they are right.
- 6 Call out “走 (move)”. Students continue to move around the classroom and repeat the process.

LESSON 2

- 1 Ask students to look at the pictures in Activity 1 on page 95. Write the following words on the board: 书, 裤子, T恤, 大衣, 鞋, 东西.
- 2 Ask students where they would go if they wanted to buy the things on the board. Elicit responses of the Chinese words from Activity 1.
- 3 Ask students to work in pairs and tell each other what they bought and where they bought it over the past week.
- 4 Ask a few students to report to the class about their shopping (where and what).

Teaching tips

Measure word for 事情 and 礼物

一件 is often used for clothing. Explain to students that 一件 can be used for both concrete and abstract things. For example: 事情, 礼物.

Measure word for 袜子 and 筷子

When elaborating 一双袜子 and 一双筷子, use body language to show hands and feet indicating something that can cover the feet and something can be grasped by the hand.

Decoding the words

shòuhuòyuán

售货员 售 sell (formal, business term); 货 goods; 员 a person engaged in some field of activity; member of a society/club/organization, etc.

yīfu

衣服 衣 clothing; garment; coating; 服 dress; serve; obey

fúzhuāng

服装 装 dress up; outfit; stage makeup and costume; 市 city; market; the Chinese system of weights and measures; 场 a place where people gather; farm; a level open space; 服装 clothes, more formal than 衣服; 市场 market

chāoshì

超市 超 exceed; overtake; ultra-; super-; 市 city; market; the Chinese system of weights and measures

piányi

便宜 便(pián) cheap; as early/little as; 宜 appropriate; fitting

jiàqián 价钱	价 value; 钱 money
gòuwù 购物 zhōngxīn 中心	购 purchase; buy (formal, business term); 物 substance, content, goods; 中 middle; 心 heart
dōngxī 东西	东 east; 西 west

Answer key & audio scripts

student's Book

LESSON 1

Vocabulary and listening

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

Pronunciation and speaking

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

LESSON 2

Reading and writing

- 1 1 b, 2 a, 3 d, 4 c
2 1 喜欢, 2 二十块, 3 一双鞋和一件大衣, 4 超市的售货员
3 1 喜欢; 2 服装市场; 3 黑色, 白色; 4 购物中心; 5 超市
4 1 五百块, 2 毛衣, 3 一百二十块, 4 裤子

Language in use

Measure words

- 1 3, 4
2 1 个, 2 条, 3 件, 4 双

Numerals 二/两

- 1 2, 3
2 1 两, 2 二, 3 两, 4 二, 5 两, 6 二

Expressing past tense using 了

- 1 1, 2
2 1 他学了三年中文。
2 她买了一双黑鞋。
3 他们去了上海。

LESSON 3

Character writing

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

Review and practice

- 1 1 你买了什么? 2 安娜去了哪里? 3 明天是谁的生日? 4 谁喜欢白色?
2 二月二十二日, 我和两个朋友买了两件衣服, 两双鞋和十二张生日卡。
3 1 书店, 2 鞋, 3 红, 4 块, 5 好看
4 1 b, 2 a, 3 c

Vocabulary extension

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

Workbook

LESSON 1

- 1 1 一百五十四元, 2 九十一元, 3 八百九十八元
2 a 3, b 5, c 1, d 6, e 2, f 4
3 1 c, 2 c d, 3 a, 4 b e, 5 e, 6 d
4 1 大衣, 2 了, 3 条, 4 喜欢, 5 怎么样, 6 不错, 7 试试, 8 对不起; 9 √, 11 √, 13 √
5 e-b-f-h-d-c-g-a
6 1 yìqǐ, 2 yìbǎi kuài, 3 yì shuāng xié, 4 yí jiàn dàyī

LESSON 2

- 1** 1 d, 2 c, 3 a, 4 b
- 2** 1 √, 3 √, 4 √, 6 √
- 4** 1 条, 2 双, 3 件, 4 条, 5 个, 6 条, 7 条, 8 双, 9 个, 10 个, 11 件, 12 双, 13 个, 14 件, 15 个
- 5** 1 星期二, 2 两个人, 3 二月, 4 十二个学生, 5 十二月二号, 6 二十元, 7 下午两点十分, 8 三百二十五
- 6** 1 上个周末我看爷爷奶奶了。
2 我在美国认识了很多朋友。
3 她星期三去上海了。/她星期三去了上海。
4 我在这里住了三年。
5 他爸爸知道这件事了。/他爸爸知道了这件事。
6 他们去了上海。
7 我问他住在哪里。
8 安娜买了两双鞋。
9 马克八点到了大学。

LESSON 3

- 1** 1 马小玉; 2 她是中国人, 住在北京; 3 她在超市工作; 那个超市不大也不太有名, 但是有很多英国、美国和日本的东西, 价钱也不贵。
- 2** 1 b, 2 a, 3 e, 4 f, 5 c, 6 d

Unit Quiz

- 1** b, **2** a, **3** a, d; **4** d, **5** a, **6** c, **7** a,
8 c, **9** b, **10** c, **11** c, **12** c, **13** b, **14** b,
15 c, **16** b, **17** c, **18** b, **19** a
20 要买, **21** 有没有, **22** 多少钱, **23** 便宜
24 你试试这条裙子。
25 我要买这件衣服。

Answer key & audio scripts

Student's Book: Review 2

Vocabulary

- 1 1 房间, 2 衣服, 3 运动, 4 好吃, 5 电话, 6 多少
- 2 1 e, 2 c, 3 f, 4 a, 5 b, 6 d
- 3 九月十八日, 这个星期六是我的生日, 我们一起看电影, 怎么样? 晚上七点, 北京电影院门口见。

Grammar

- 1 1 见面, 2 吃饭, 3 看, 4 学, 5 做, 6 去; 1, 2, 5

[Track 2-19]

早上七点我到大学做了运动, 十点我跟老师见了面。中午十二点半我跟安娜一起吃了饭。下午两点我要跟王玉学中文, 四点半我要去超市买东西。晚上八点我要在家看书。

- 2 1 个, 2 条, 3 条, 4 个, 5 件, 6 件, 7 条, 8 双, 9 件, 10 个
- 3 1 7:25, 2 8:15, 3 9:30, 4 十二点四十五分/十二点三刻, 5 六点三十分/六点半, 6 五点
- 4 1 yī, 2 yāo, 3 yī, 4 yāo, 5 yī, 6 yī
- 5 1 姐姐的生日是十二月十二日, 星期二。
2 小小请姐姐看电影。 3 小小要买音乐CD。
- 6 1 A: 你好, 请问现在几点?
B: 两点十五分。
2 A: 我是英国人, 你是哪里人?
B: 我也是英国人。
3 A: 你有几个姐姐?
B: 我有一个姐姐, 她有一双大眼睛。
4 A: 你的生日是在几月?
B: 二月。你的生日呢?
A: 也是二月。

Integrated skills

- 1 今天是星期天, 我和妈妈一起去买衣服。我买了一条裙子。上个星期天爸爸给我买了一件黑色的大衣, 但是我喜欢红色。妈妈给爸爸买了一件蓝色的毛衣, 他很喜欢。
- 2 李白: 010-8881-9126; 王安: 010-8710-6001; 刘丽: 135-6687-1536

- 5 c, d, b, a

Enjoy Chinese

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

Assessment task 2

Vocabulary

- 1 1 see a movie, 2 call grandmother, 3 go to the bookshop to buy books, 4 a pair of blue trousers, 5 shopping centre, 6 have supper at half past six
- 2 开始, 生日, 上班, 电影院, 唱歌, 写博客, 便宜, 日本菜, 大学, 见面, 价钱, 学生

Pronunciation

- 1 1 yì, 2 yì, 3 yì, 4 yī, yī; 5 yí, 6 yāo
- 2 1 bù, 2 bú, 3 bu, 4 bú, 5 bù, 6 bú
- 3 1 q, j; 2 x, j; 3 x, q, j; 4 x, x; 5 x, j; 6 q, q

书	shū	女	nǚ
五	wǔ	T恤	tīxù
不酷	bú kù	区	qū
厨房	chúfáng	绿	lǜ
路	lù	玉	yù

Grammar

- 1 1 几, 2 多少, 3 多少, 4 多大
- 2 1 b, 2 a, 3 b, 4 b
- 3 1 今天星期几? 2 星期三是在几月几号?
3 现在几点? 4 你星期五要做什么?
5 我请你吃中餐, 怎么样? 6 你买了什么?
- 4 1 条, 2 件, 3 个, 4 个, 5 条, 6 双
- 5 1 c, 2 e, 3 d, 4 a, 5 f, 6 b

Integrated skills

- 1 1 写博客, 2 去购物中心买东西, 3 工作, 4 见面,
5 学英语, 6 去体育场打篮球, 7 看电影

[Track 6]

我叫丁云。这是我下个星期的计划。

星期日上午我在家写博客。下午两点跟王玉去购物中心买东西。

星期一、星期三和星期五中午我要工作。

星期三上午我要跟老师见面。

星期四下午我要学英语。

星期五下午五点我要去体育场打篮球。

星期六晚上八点半我要跟朋友看电影。

东西	颜色	价钱
T恤	黄	89
围巾	绿	68
裙子	红	368
大衣	黑	630
鞋	白	220
裤子	蓝	145

[Track 7]

这是我上个月买的東西和价钱:

一件黄色T恤89块

一条绿色围巾68块

一条红色裙子368块

一件黑色大衣630块

一双白色鞋220块

一条蓝色裤子145块

- 3 1 a, 2 b, 3 b, 4 b, 5 b, 6 a

[Track 9]

- 1 刘丽跟 James 是好朋友吗?
- 2 James 今年多大?
- 3 James 星期几跑步?
- 4 他的妈妈做什么工作?
- 5 他的哥哥喜欢什么?
- 6 James 的爸爸和妹妹都在医院工作吗?

- 4 1 三月二十七号。2 一件黑毛衣, 两条牛仔裤。
3 星期天。4 北京路78号。5 一双黑鞋和生日卡。
- 5 1 我的生日是十二月二十八号。
2 我们明天下午四点半在门口见。
3 这双白色的鞋多少钱?
4 他住在花园路19号学生公寓313号房间。
5 这件裙子贵吗?

Character writing

- 1 1 讠, 2 扌, 3 讠, 4 月, 5 女, 6 足, 7 日, 8 阝, 9 门, 10 讠,
11 足, 12 衤
- 2 1 g, 2 a, 3 b, 4 e, 5 h, 6 f, 7 d, 8 c
- 3 1 d, 2 f, 3 a, 4 g, 5 b, 6 i, 7 h, 8 j, 9 c, 10 e

UNIT 9 不远! *It's not far!*

Unit overview

Theme	Locations and housing advertisements
Vocabulary	Directions and places, types of student housing
Grammar	有 expressing existence, 有没有 questions, expressing location with 在
Listening	Identifying locations and directions
Reading	Advertisements for student housing
Speaking	Describing locations, asking for and giving directions
Writing	Writing an advertisement for a house or flat

Pronunciation: neutral tone in duplication of verbs

When using duplication of verbs, the second verb is usually pronounced with a neutral tone. For example: 问问 (wènwen) 路人吧! 试试 (shìshì) 这条。

Warm-up activities

LESSON 1

- 1 Ask students what amenities they have in their neighbourhood. Elicit from students the name of these facilities and use flashcards to illustrate these words: 邮局, 饭馆, 银行, 书店, 超市, 学校, 医院, 购物中心, 市场, 洗手间。
- 2 Draw a compass on the board and label its four points: 东边, 西边, 南边, 北边。
- 3 Find the north direction in the classroom. Point to each direction in the room, saying the corresponding word, for example, “北边”。
- 4 Call out the words and ask students to point to the right directions in the room.
- 5 Now write the words 前边, 后边, 附近 on the board.
- 6 Ask a student to sit on a chair in front of the class. Move to different positions around the student and have the class call out the corresponding position words.
- 7 Continue the process, getting faster and faster until students can call out the correct position words automatically.

Extra language points

Expressing direction of movement using 往

The construction “往 + direction + verb phrase” is used to express the direction of movement. For example: 往南边走。This construction can be followed by a noun phrase as the complement of the verb. For example: 往前走五分钟左右。

Expressing distance using 离

离 is used to express how far away one place is from the other. In the construction “A 离 B + distance”, the distance can be a precise expression such as the number of kilometres or hours spent on certain types of transport, or an approximate expression such as 远 or 近. For example: 房子离大学很近。When both the speaker and the listener understand what A refers to, the subject A can be omitted. For example: (公园路) 离这儿远不远?

LESSON 2

- 1 Write the sentence on the board: 学校附近(东边, 西边, 南边, 北边)有…….
- 2 Ask students to work in pairs and write three sentences about the facilities around their school. Two must be true, and one must be false.
- 3 Each pair reads their sentences to another pair. The other pair states which sentence they think is false.

Teaching tips

没 vs. 不

Some students often mix up 没 with 不. Apart from the fixed terms 没有, 不是/ 不+adj, 没 indicates "the fact" while 不 indicates "intention/ plan".

Ask student to compare the following sentences:

我不吃饭。I don't plan to eat / I have no intention of eating.

我没吃饭。I haven't eaten.

Position of 离……很远

Ask students to compare the position of the adjective phrase showing distance "离……很远" in a Chinese sentence and the position of "far away from" in an English sentence to understand the position of adjectives and prepositional phrases in Chinese.

For example: 他家离学校很远。His house is far away from the school.

Decoding the words

lùrén 路人	路 road, route; 人 man, person, people
yóujú 邮局	邮 post; mail; 局 bureau, office
yínháng 银行	银 silver; 行 line; row; profession; line of business; business firm
fùjìn 附近	附 attach; 近 near; close; close to; approaching; approximately; closely related
fēnzhōng 分钟	分 divide; separate; part; a fractional unit of money in China; a fractional unit of time; 钟 bell; clock
zuǒyòu 左右	左 left; 右 right
chūzū 出租	出 go or come out; 租 rent; hire; lease
sùshè 宿舍	宿 lodge for the night; 舍 shed; hut
dìtiě zhàn 地铁站	地 the earth; land; soil; ground; place; 铁 iron; 站 stand; be on one's feet; station; stop
jiāotōng 交通	交 cross; intersect; associate with ; hand over; deliver; 通 through; open; lead to; lead to; connect
fāngbiàn 方便	方 square; <measure> short for square metre or cubic metre; region; locality; method; 便 (biàn) handy; informal; plain; relieve oneself; urine or excrement
píngfāngmǐ 平方米	平 flat; level; even; smooth; 方 square; 米 metre; rice

liánxì 联系	联 unite; join; 系 system; series; relate to; department (in a college)
nánbian 南边	南 south; 边 side; edge; rim; border
Nánjīng 南京	南 south; 京 the capital of a country
fànguǎn 饭馆	饭 cooked rice; meal; 馆 accommodation for guests; a place for cultural activities

Answer key & audio scripts

Student's Book

LESSON 1

Vocabulary and listening

- 1 1 b, 2 d, 3 a, 4 c
- 2 2 西边, 3 南边, 4 东边
- 4 1 a, 2 b, 3 a; N/A
- 5 1 没有, 2 前边, 3 不远

Pronunciation and speaking

- 3 1 b, 2 b, 3 b, 4 b

LESSON 2

Reading and writing

- 1 1 d, 2 a, 3 c, 4 b
- 2 1 三个, 2 很方便, 3 一百二十平方米, 4 很多书店和饭馆
- 3 1 学生宿舍, 地铁站, 超市和电影院; 很方便; 4200; 2 书店, 饭馆, 公园和购物中心; 很方便; 3500
- 4 1 b, 2 a, 3 c, 4 b, 5 a

Language in use

Expressing existence using 有

- 1 1, 3

- 2 1 我家附近有一个银行。
- 2 地铁站北边有一个超市。
- 3 电影院后面没有邮局。

Asking questions using 有没有

- 1 1, 2
- 2 1 前边有没有地铁站?
- 2 超市后边有没有洗手间?
- 3 你家附近有没有银行?

Expressing locations with the verb 在

- 1 1 b, 2 a
- 2 1 超市在银行后边。2 电影院在邮局附近。

LESSON 3

Character writing

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

Review and practice

- 1 1 这里, 2 附近
- 2 1 附近有没有银行?
- 2 公园的南边有一个地铁站。
- 3 邮局在银行的北边。
- 4 前边没有超市。
- 3 1 c, 2 d, 3 a, 4 b

Workbook

LESSON 1

- 1 1 c, 2 f, 3 d, 4 a, 5 b, 6 e
- 2 1 西边, 2 北边, 3 东边, 4 南边, 5 北边, 6 东边
- 3 1 中国银行; 2 前边; 3 东边, 八
- 4 1 有没有, 2 在, 3 哪边, 4 五分钟, 5 后边, 6 邮局; 8 √, 10 √, 11 √
- 5 1 nǎr 2 zhèr 3 nàr 4 yīdiǎnr 5 yīkuàir 6 ménkǒur 7 běibianr

LESSON 2

- 1** a 4, b 1, c 7, d 8, e 6, f 5, g 3, h 2
- 2** 1 28, 5; 2 80平方米; 3 北边; 4 西边; 5 购物中心, 超市
- 4** 1 我的房子没有厨房。
2 医院的东边有学校。/ 学校的东边有医院。
3 公园前边有超市。/ 超市前边有公园。
4 银行后边没有邮局。/ 邮局后边没有银行。
5 购物中心附近没有电影院。/ 电影院附近没有购物中心。
- 5** 1 学校附近有没有书店?
2 公园南边有没有饭馆?
3 电影院后边有没有银行?
4 医院的附近有没有超市?
5 地铁站有没有洗手间?
- 6** 1-5 N/A
6 公园东边有电影院, 7 邮局不在医院附近,
8 公园西边有学校, 9 邮局在购物中心的北边

LESSON 3

- 1** 1 √, 2 √, 4 √, 5 √
- 2** 1 b, 2 a, 3 e, 4 f, 5 d, 6 c
- 4** 旅馆; 咖啡店; 商店, 药店; 健身房; 警察局

Unit Quiz

- 1** b, **2** a, **3** c, **4** d, **5** b, **6** b, **7** c,
8 b, **9** a, **10** b, **11** c, **12** b, **13** a, **14** c,
15 c, **16** b, **17** a, **18** c, **19** b
- 20** 有没有, **21** 离, **22** 哪儿, **23** 怎么
- 24** 请问邮局怎么走?
- 25** 银行在医院的北边。

UNIT 10 坐火车吧。

Let's take the train.

Unit overview

Theme	Transportation
Vocabulary	Types of transport, holiday activities
Grammar	Questions with 还是 and with 好吗, superlative 最, particle 吧
Listening	Identifying types of transport
Reading	Travel plans
Speaking	Talking about transport types, discussing the type of transport to take
Writing	Completing an email invitation

Extra language points

Pronunciation: "c" vs. "ch"

"c" and "ch" are often confused by students. Note that "c" sounds like "ts" in English (as in boats), while "ch" sounds like "tj" (as in chicken). For example: 餐厅 (cāntīng) vs. 吃饭 (chīfàn).

Emphasis structure "是……的"

"是……的" is used to emphasize certain aspect of an action or event, such as time, manner, purpose, etc. Sometimes, 是 can be omitted. For example: 你的T恤(是)在哪里买的? 这件T恤是在购物中心买的。我(是)在上海认识她的。

然后

然后 is used to introduce the second action or event in a sequence. For example: 我们去购物中心买东西, 然后去吃晚饭。

一点儿

一点儿 can be used both in a positive statement and a negative sentence with different usage. When it is used in a positive sentence, it is often placed after an adjective, meaning one thing is slightly higher in degree in comparison with another thing. For example: 地铁方便一点儿 (compared with the bus). When it is used in a negative sentence, it is often placed before an adjective or verb, meaning "not at all". For example: 坐公共汽车一点儿也不方便。我一点儿不知道她会来。

Warm-up activities

LESSON 1

- 1 Ask students to look at the pictures and words for transport on page 116.
- 2 Say the words for transport aloud one by one, illustrating the meaning of the words by using body language or miming relevant actions; for example: riding a bike, waving for a taxi and then getting into the taxi, etc.

- 3 Mime different forms of transport. Encourage students to call out the correct words for the transport.
- 4 Continue this process, increasing the speed of changing actions until students' responses become automatic.

LESSON 2

- 1 Bring some pictures of holiday activities to the class to illustrate the key words written on the board.
- 2 In pairs, students rank the activities from the most interesting to the least interesting.
- 3 As a class, vote for the most interesting holiday activity.

Teaching tips

喜欢 vs. 想

喜欢 is used to express general interest in something, meaning "like" or "be fond of" in English. To express some plan or intention at a specific time, 想 is used, meaning "would like to". For example:

我喜欢买东西。I like (am fond of) shopping. (in general)

我想今天晚上去买东西。I'd like to go shopping tonight. (at a specific time)

Decoding the words

xūyào
需要 需 require; necessities; 要 important; essential; want; ask for

gōnggòng
公共 公 public; 共 common; share; altogether; 公共 public; communal;
qìchē
汽车 汽 steam; 车 vehicle

háishì
还是 还 in addition; still more; also; as well

ránhòu
然后 然 right; correct; so; like that; however; 后 back; behind; rear; after; afterwards; later

dāngrán
当然 当 should; must; just at (a time or place); work as; serve as; deserve; 然 right; correct; so; like that; however

Yìdàlì
意大利 意 meaning; idea; intention; anticipate; expect; 大 big, large; 利 advantage; profit

lǚxíng
旅行 旅 stay away from home; 行 (xíng) go; circulate; do; perform; behaviour; conduct; all right; OK

shǔjià
暑假 暑 heat; hot weather; 假 holiday; vacation; leave of absence

jiàqī
假期 假 holiday; vacation; leave of absence; 期 a period of time; phase; stage; scheduled time; expect

yóulǎn
游览 游 floating; rove around, wander; tour; roving; 览 (formal) look at; see; view

pāizhào
拍照 拍 clap; pat; beat; racket; 照 shine; illuminate; light up

cānguān
参观 参 enter; join, take part in; refer to; 观 watch; observe; sight; outlook; concept

jǐngdiǎn
景点 景 scenery; scene; 点 dot; spot; point; drop

Answer key & audio scripts

Student's Book

LESSON 1

Vocabulary and listening

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

4 1 不好看, 2 三里屯的购物中心, 3 新衣服,
4 坐地铁, 5 意大利菜

5 三里屯, 星期六, 坐地铁, 意大利餐厅

Pronunciation and speaking

3 1 去吃青菜, 2 坐出租车去

LESSON 2

Reading and writing

2 1 桂林, 2 坐火车, 3 史蒂夫和马克, 4 坐船游览,
购物, 爬山, 拍照, 参观景点

3 旅行, 火车, 爬山, 拍照, 参观景点, 一起

4 1 坐公共汽车/出租车; 2 坐公共汽车/出租车;
3 走路, 坐出租车

Language in use

Alternative questions with 还是

1 1, 3

2 1 你是中国人还是日本人?
2 她坐公共汽车还是地铁?
3 我们看电影还是听音乐?
4 今天是五号还是六号?

Questions ending with 好吗

1 1, 2

2 2, 3

Expressing superlatives with 最

1 1, 2

Using the particle 吧

1 1, 3

2 1 坐公共汽车吧。2 现在吧。

3 我们一起去银行吧。

LESSON 3

Character writing

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

Review and practice

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

2 1 一起, 2 便宜, 3 爬山, 4 旅行

3 1 a, 2 b, 3 a

Vocabulary extension

(left to right, top to bottom) 火车站, 停车场, 飞机场,
加油站

Workbook

LESSON 1

1 地铁, 出租车, 火车, 飞机, 自行车, 公共汽车

2 1 怎么, 2 怎么样, 3 很远, 4 方便, 5 还是,
6 左右, 7 三里屯, 8 不是, 9 没有, 10 出租车,
11 不远, 十五分钟左右

3 1 √, 2 √

4 1 b, 2 a, 3 b, 4 a, 5 b, 6 a, 7 b, 8 a, 9 a, 10 b, 11 b, 12 a

LESSON 2

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

2 1 一起旅行; 2 桂林; 3 是; 4 坐火车, 八月

4 1 你要裙子还是裤子? / 你要裤子还是裙子?

2 你喜欢吃日本菜还是意大利菜? / 你喜欢吃
意大利菜还是日本菜?

3 三点还是四点打篮球?

4 你今天还是明天有时间?

- 5** 1 我们吃中餐好吗?
 2 我们坐出租车好吗?
 3 我们星期五晚上看电影好吗?
- 6** 1 我最喜欢星期六。
 2 白色最漂亮。
 3 饺子最好吃。
 4 我最喜欢我妈妈。
- 7** 1 Try it out.
 2 Let's go to the concert.
 3 Can you make it any cheaper?
 4 Let's go and have Japanese food.
 5 Let's go to see a movie on Tuesday.
 6 Let's take the subway, that's more convenient.

LESSON 3

1 3 √, 4 √

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

Unit Quiz

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

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

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

20 好吗, **21** 还是, **22** 是不是, **23** 上班/购物中心

24 我们坐公共汽车参观景点。

25 我们坐火车去旅行。

UNIT 11 我会跳舞。 *I can dance.*

Unit overview

Theme	Sports, likes and dislikes
Vocabulary	Types of sports, abilities
Grammar	Modal verbs 可以 and 会, pivotal sentences, past actions with 过
Listening	Identifying different types of sport
Reading	A lifestyle questionnaire
Speaking	Questions about sports, talking about likes and dislikes
Writing	Answering a questionnaire, describing leisure activities

Expressing regular events using 每

每 is used before time expressions to express events that regularly happen at the time stated. For example: 我每星期做五个小时运动。我每天下午五点做运动。

Warm-up activities

LESSON 1

- 1 Start the class by telling the students about sporting activities that you like.
- 2 Ask students what sports they like to play or watch.
- 3 Elicit from students the key words for sports and write them on the board.
- 4 As a class, vote for the most popular sport.

LESSON 2

- 1 Hold up pictures of different sports one by one, and ask students to call out the names of the sports.
- 2 Demonstrate the pronunciation of the sports words.
- 3 Ask students to work in groups and make a list of the sports played by the members of the group and record the number of people who can play each sport.

Extra language points

Pronunciation: "s" vs. "sh"

"s" and "sh" are often confused by students. Note that "s" sounds like "s" in English (as in student), while "sh" sounds like "j" (as in ship). For example: 比赛 (bǐsài) vs. 小时 (xiǎoshí), 四 (sì) vs. 十 (shí).

Expressing time using 这个/下个

这个 is used before time expressions such as 星期, 周末 and 月, meaning this week, this weekend and this month. 下个 is used before time expressions such as 星期, 周末 and 月, meaning next week, next weekend and next month.

Teaching tips

了 vs. 过 for past actions or events

Both 了 and 过 can be used to express actions or events which happened in the past. However, 了 is closer to present perfect tense, indicating that something has happened with effects lasting to the present. 过 is more like simple past tense, showing that something happened in the past without any effects on the present. For example:

他去了上海。He has gone to Shanghai. (He is still in Shanghai)

他去过上海。He has been to Shanghai (before). (He went there before, but is not there now.)

Decoding the words

zúqiú 足球	足 foot; 球 ball; globe
qiúduì 球队	球 ball; globe; 队 team; line; a row of people
wǎngqiú 网球	网 net; network; 球 ball; globe;
bǐsài 比赛	比 compare; contrast; emulate; compete; 赛 match; game; competition; contest
tǐyùchǎng 体育场	体 body; 育 bring up; educate; 场 a place where people gather; farm; a level open space
xīwàng 希望	希 hope; 望 gaze into the distance; look over; expect; reputation; prestige
tiàowǔ 跳舞	跳 skip; jump; leap; spring; bounce; move up and down; 舞 dance
yóuyóǒng 游泳	游 floating, rove around; wander; tour; roving; 泳 swim
xiūxián 休闲	休 rest; 闲 not busy; idle; unoccupied; not in use; lying idle

wènjuàn 问卷	问 ask; inquire; 卷 volume; file; dossier
xìngbié 性别	性 nature; character; gender; 别 difference; distinction; differentiate from
chéngshì 城市	城 town; city wall 市 city; market; the Chinese system of weights and measures
chōnglàng 冲浪	冲 flush; charge; rush; dash; clash; 浪 wave
huáxuě 滑雪	滑 slide; slip; slippery; smooth; 雪 snow
qiánshuǐ 潜水	潜 hidden; 水 water
qítā 其他	其 (lit.) he; she; it; 他 he, him; other
xiǎoshí 小时	小 small, little; 时 fixed time; times
shíhòu 时候	时 fixed time; time; 候 condition; state, duration, await; inquire after

Answer key & audio scripts

Student's Book

LESSON 1

Vocabulary and listening

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

3 1, 3, 4, 6

5 N/A

[Track 2-40]

我是马克。我喜欢跑步，打篮球和踢足球。我不喜欢打乒乓球。

我是永民。我喜欢跑步和踢足球，我不喜欢打网球。

我是安娜。我喜欢游泳，我不喜欢踢足球。

Pronunciation and speaking

2 1 b, 2 a, 3 a

4 1 我哥哥也是医生。

2 附近有洗手间。

3 郝老师是好老师。

4 我买了一条裤子。

LESSON 2**Reading and writing**

2 1 踢足球, 游泳, 打篮球, 冲浪; 2 五到十小时;
3 朋友; 4 体育场

Language in use

Using modal verbs 可以/会

1 1, 2

2 1, 3

3 1 可以, 2 会, 3 会, 4 会, 5 可以

Pivotal sentences

1 1, 3

Talking about past actions with 过

1 1, 2

2 1, 3

3 1 他去过桂林。

2 她看过这个电影。

3 她没做过护士。

4 他没吃过意大利菜。

LESSON 3**Character writing**

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

Review and practice

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

2 1 c, 2 b, 3 a

3 跑步, 对不起, 怎么样, 比赛, 一起

Workbook**LESSON 1**

1 1 网球, 2 乒乓球, 3 足球, 4 游泳, 5 篮球, 6 跳舞

2 1 网球比赛, 2 喜欢, 3 会不会, 4 有时间, 5 怎么样, 6 门口; 7 √, 8 √, 10 √

3 1 √, 2 √

4 1 b, 2 b, 3 b, 4 a, 5 a, 6 a, 7 b, 8 a; 9 chī Zhōngcān;
10 chāoshì; 11 chōnglàng; 12 chéngshì; 13 zhīdào;
14 fēnzhōng; 15 fúzhuāng shìchǎng; 16 pāizhào

LESSON 2

1 a 6, b 2, c 4, d 3, e 8, f 5, g 1, h 7

4 1 我暑假可以去桂林旅行吗?

2 我可以给老师写电子邮件吗?

3 我可以去你的生日派对吗?

5 1 你会游泳吗?

2 我们不会打篮球。

3 他们会跳舞。

6 1 史蒂夫请安娜听音乐会。/ 安娜请史蒂夫听音乐会。

2 我希望英格兰队赢。

3 王老师请我们吃日本菜。/ 我们请王老师吃日本菜。

4 永民请王玉跳舞。/ 王玉请永民跳舞。

5 他希望朋友给他打电话。

- 7 1 我妹妹去过加拿大。
 2 马克没学过打网球。
 3 马医生的弟弟做过记者。
 4 他们去过北京三里屯。
 5 我们参观过很多景点。

LESSON 3

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

Unit Quiz

- 1 a, 2 b, 3 b, 4 b, 5 d, 6 c, 7 b,
 8 a, 9 b, 10 a, 11 a, 12 b, 13 b, 14 a,
 15 a, 16 b, 17 c, 18 c, 19 a
 20 打, 21 看, 22 希望, 23 踢
 24 他会踢足球。
 25 他们最喜欢的运动是跑步。

UNIT 12 我们去看京剧。

We're going to the Beijing opera.

Unit overview

Theme	Holiday plans
Vocabulary	Cities in China, holiday activities
Grammar	或者 vs. 还是, regular events with 每……都……
Listening	Identifying preferences for holiday plans
Reading	Online chat messages about holiday plans
Speaking	Asking and answering questions about holiday plans
Writing	Responding to an online chat message

Expressing starting and ending points using “从……到……”

“从……到……” is used to denote the starting and ending points of an action or movement. It can be used before a verb phrase, showing the direction of movement, or after a noun phrase as complement. For example: 从北京到西安坐飞机要两个小时。从学校到购物中心怎么走? 每天都有两班飞机从英国到北京。

Extra language points

Modal verb 应该

应该 is a modal verb used before the main verb of a sentence, meaning “should” or “ought to”. For example: 你应该去西安。The negative form is 不应该, meaning “should not” or “ought not”. For example: 你不应该买这条裙子。

Indirect speech

Often introduced by the verb 说, indirect speech in Chinese can consist of a phrase or a sentence. For example: 安娜说去香港。朋友说上海和北京都不错。

Warm-up activities

LESSON 1

- 1 Ask students to brainstorm the things they can do during the holidays. Elicit responses from students and write these words on the board: 旅行, 回家, 购物, 听音乐会.
- 2 Tell students what you plan to do for the coming holiday, and write the sentence on the board: 我打算……
- 3 Ask students to work in groups and agree on a simple holiday plan that they can do together.

LESSON 2

- 1 Ask students what they know about Xi'an, Guangzhou, Beijing and Shanghai. If necessary, prepare and bring some items related to these places for the class, such as photos, souvenirs, etc.
- 2 Elicit ideas, in English, about what can be done in each city.
- 3 As a class, vote for the most popular city for a holiday.

Teaching tips

去 vs. 回

Many students might say 去家 instead of 回家 when they want to express the phrase "go home". Explain that 去 means to go to another place, while 回 means to return to a place, and that in this context 回 is the correct verb.

别 vs. 不 vs. 没

"别" is used for advice/persuasion. Illustrate the difference between the negation words 别, 不 and 没, using the following examples:

- 别去。Don't go. (Advice not to go.)
- 不去。Will not go. (Intention/plan)
- 没去。Didn't go. (A fact)

怎么走? vs. 怎么去?

怎么走? 怎么去? Both can be translated as "how do you get there?". However, 怎么走 indicates the direction (for example: going straight, turn left.....), while 怎么去 indicates travel mode (by bus, by air.....).

计划 vs. 打算

计划 and 打算 both mean "plan". 计划 is often used in formal contexts, although it can also be used in informal contexts. 打算 is usually used in informal contexts.

Decoding the words

dǎsuan

打算

打 hit with hand; strike; 算 reckon; compute; figure

huòzhě

或者

或 perhaps; maybe; probably; either...or...; 者 used after a verb as a substitute for a person/thing

dìfāng

地方

地 earth; land; soil; ground; place; 方 square; <measure> short for square metre or cubic metre; region, locality; method

Xiānggǎng

香港

香 fragrant; sweet-smelling; aromatic; 港 port; harbour

fēijī

飞机

飞 fly; 机 machine, engine

yǐhòu

以后

以 according to; 后 back; behind; rear; after; afterwards; later

jīngjù

京剧

京 the capital of a country; 剧 drama; play; opera

jīnnián

今年

今 present-day; this (day/year); 年 year

hǎowán

好玩

好 good, well; 玩 play; have fun; amuse oneself

juéde

觉得

觉 (jué) sense; feel; become aware; 得 get, obtain, gain

Xī'ān

西安

西 west; 安 safe, peaceful

yīnggāi 应该	应 respond; agree (to do sth.); 该 ought to; be sb.'s turn to do sth; the said; the above-mentioned
piàoliang 漂亮	漂 beautiful; 亮 bright; shine
lìshǐ 历史	历 experience; undergo; pass through; calendar; 史 history
zhǔyì 主意	主 host; main; primary; 意 meaning; intention; anticipate; expect; suggestion; hint

Answer key & audio scripts

Student's Book

LESSON 1

Vocabulary and listening

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

3 1 b, 2 c, 3 c

LESSON 2

Reading and writing

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

3 1, 4

Language in use

Expressing alternatives using 或者/还是

1 1, 3

2 1 假期我打算旅行或者工作。

2 马克想学京剧或者网球。

Expressing regular events with 每……都……

1 1, 3

2 1 每个星期三马克(每个星期三)都打篮球。

2 每天上午史蒂夫(每天上午)都学中文。

LESSON 3

Character writing

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

Review and practice

1 1 明天, 2 和, 3 旅行

2 1 或者, 2 还是, 3 还是, 4 或者

3 1 王玉打算去旅行。

2 每个假期他(每个假期)都回家。

3 我只可以去一个地方。

4 她最喜欢去上海。

Workbook

LESSON 1

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

2 c-f-b-e-a-d; 1 新加坡, 2 十二月, 3 听音乐会, 4 很好, 东西的价钱也不贵, 5 去过

3 1 ↑, 2 ↓, 3 ↑, 4 ↓, 5 ↑, 6 ↑, 7 ↓, 8 ↓

4 1 Have you seen Beijing opera before?

2 What do you plan to do in London?

3 What would you like to eat, Chinese food or Japanese food?

4 When will you go to the bookshop?

5 How about going to the movies this weekend?

6 The things at this supermarket are very expensive. Don't go there.

7 Let's go travelling together, shall we?

8 When will Father come home?

9 Can you play tennis?

10 I bought a red skirt on Saturday.

LESSON 2

- 1** 历史, 广州, 香港, 兵马俑, 西安, 上海, 城市, 长城, 北京
- 2** 1 你们坐地铁或者公共汽车去。/
你们坐公共汽车或者地铁去。
2 爷爷星期一或者星期三去看医生。
3 他有一个哥哥或者姐姐。
4 他们是美国人或者加拿大人。/
他们是加拿大人或者美国人。
- 3** 1 还是, 2 或者, 3 或者, 4 还是
- 4** 1 朋友; 2 英国, 澳大利亚; 3 英国, 很多景点, 很多购物的地方; 4 地铁, 公交汽车, 出租车;
5 澳大利亚, 学潜水
- 6** 1 我每天都学中文。
2 每个星期五电影院都有美国电影。
3 马克每个周末都跟王玉打网球。/
马克跟王玉每个周末都打网球。
4 香港的每个地铁站都有银行。

LESSON 3

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

Unit Quiz

- 1** a, **2** b, **3** b, **4** a, d; **5** b, d; **6** b, **7** a,
8 b, **9** b, **10** c, **11** b, **12** c, **13** b, **14** c,
15 b, **16** c, **17** b, **18** c, **19** a
- 20** 打算, **21** 或者, **22** 还是, **23** 太好了
- 24** 她坐飞机回家。
- 25** 星期六我要和朋友一起去听音乐会。

Answer key & audio scripts

Student's Book: Review 3

Vocabulary

- 1 1 游泳, 2 前边, 3 附近, 4 地方
 2 1 坐地铁, 2 打网球, 3 去北京, 4 学京剧
 3 1 b, 2 b, 3 c, 4 a, 5 a, 6 c
 4 1 一起, 2 附近, 3 喜欢, 4 假期, 5 交通, 6 不错

Grammar

- 1 1 你住在哪里?
 2 你的电话号码是什么?
 3 她是你姐姐吗?
 4 你们怎么去?
- 2 1 c, 2 g, 3 e, 4 d, 5 a, 6 b, 7 f
- 3 A: 你想去游泳吗?
 B: 我不会游泳。
 A: 那么我们去打网球, 好吗?
 B: 我不会打网球, 但是我会打乒乓球。
 A: 好, 我们去体育场打乒乓球。
 B: 我们坐公共汽车去还是坐地铁去?
 A: 我们坐地铁去吧。

Integrated skills

- 1 购物中心: 十公里; 餐厅: 附近; 机场: 六十公里
 2, 4, 5, 6

[Track 2-53]

Wang Yu: 这个星期六我们要去上海旅行, 今天下午我要去购物中心买东西。你也一起去吧。

Anna: 我们还是去超市吧, 购物中心太远了, 离学校有十公里。

Wang Yu: 好吧。然后我们可以去饭馆吃饭。

Anna: 超市附近有什么饭馆?

Wang Yu: 有韩国餐厅和日本餐厅。

Anna: 我们吃韩国菜, 好吗?

Wang Yu: 好。饭馆附近还有一个服装市场, 我们可以买一些衣服。

Anna: 星期六坐出租车去机场, 怎么样?

Wang Yu: 学校离机场有六十公里, 坐出租车很贵。还是坐公共汽车吧。公共汽车很便宜, 也很方便。

Anna: 好吧。

- 2 1 邮局在银行的北边。地铁站在银行的西边。
 2 大学在公园的西北边。
 3 公共汽车站在邮局的南边。超市在邮局的西边。
- 3 1 马克喜欢跑步、打篮球、踢足球和游泳。
 2 马克不喜欢打乒乓球。
 3 马克每天都做运动。
 4 马克周末打算和史蒂夫一起去爬山, 然后去餐厅吃晚饭。
 5 史蒂夫喜欢吃意大利菜。
- 4 1 附近没有邮局。
 2 王玉打算去旅行或者回家。
 3 马克喜欢打篮球还是游泳?
 4 他们坐公共汽车去还是坐地铁去?
 5 他每个假期都回家。

Assessment task 3

Vocabulary

- 1 1 b, 2 b, 3 a, 4 c, 5 c, 6 c, 7 a, 8 b
 2 1 e, 2 g, 3 a, 4 f, 5 c, 6 h, 7 b, 8 d
 3 1 问卷, 2 桂林, 3 足球, 4 参观, 5 休闲, 6 比赛,
 7 需要, 8 旅行

Pronunciation

- 1 1 一点儿, 2 那儿, 3 哪儿, 4 这儿, 5 一块儿,
 6 南边儿
 2 1 ch, Zh; 2 q; 3 q, zh; 4 zh; 5 zh; 6 ch
 3 1 ↑, 2 ↑, 3 ↓, 4 ↓, 5 ↓

Grammar

- 1 1 大学附近有很多书店。
 2 公园在医院的后面。
 3 我最喜欢中餐。
 4 我们坐公共汽车吧。
 2 1 还是, 2 可以, 3 或者, 4 希望, 5 会, 6 打算
 4 1 马克要到大学做运动。
 2 我们想暑假去加拿大旅行。
 3 你有没有到过其他城市?
 4 我每个星期三下午都游泳。
 5 我跟四个朋友打篮球。
 6 我们早上一起跑步, 好吗?
 7 我请你吃饭, 你可不可以请我看电影?
 8 他会跳舞。

Integrated skills

- 1 2 √, 3 √

2

姓名	时间	计划
刘丽	十月	去香港旅行
马克	四月	去澳大利亚旅行
王玉	暑假	学打网球

[Track 12]

刘丽打算十月去香港旅行。她有很多朋友住在香港。她喜欢跟朋友们一起购物。香港的衣服很漂亮, 也不贵。

马克打算四月去澳大利亚旅行。他四月三十号要在悉尼听音乐会, 然后从悉尼坐船去新西兰游览两个星期。

王玉和姐姐打算这个暑假学打网球。每个星期三和星期六早上八点打网球。

- 3 1 e, 2 a, 3 g, 4 b, 5 d, 6 f, 7 c

- 4 1 学校在医院的东边。
 2 地铁站附近有邮局和公园。
 3 购物中心在医院的南边。
 4 不, 医院在学校的西边。
 5 买衣服要去购物中心的二楼, 买书要去购物中心的四楼。
 6 有。

Character writing

- 1 1 禾, 2 木, 3 艹, 4 又, 5 讠, 6 彳, 7 禾, 8 讠, 9 王,
 10 车
 2 1 e, 2 f, 3 d, 4 b, 5 g, 6 h, 7 c, 8 a
 3 1 e, 2 d, 3 g, 4 a, 5 h, 6 b, 7 j, 8 c, 9 f, 10 k, 11 l, 12 i