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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 2 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 and 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 Vocabulary review 	<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 arranged 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 / answer keys and audio scripts
Unit quizzes	<ul style="list-style-type: none"> Twelve unit quizzes with activities that simulate the question types from 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
Audio recordings for unit quizzes are provided on the audio CDs accompanying the Student's Book, audio recordings for assessment tasks are provided on the audio CD accompanying the Workbook.	

A note on pinyin

Discover China follows the official pinyin orthography of the mainland of 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

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

There are two parts in this 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 Two*, 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. You can refer to these teaching options for ideas when you 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 sample 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, which help students use the target language meaningfully for real-life communication

Cultural Corner

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

Character writing

Two common radicals are introduced to help students understand the meaning 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 words
- Matching activities to practise linking 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.

Vocabulary review

New words from the unit are listed with blanks to help students further consolidate their vocabulary with distinction between words to recognize and words to write.

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, listening, reading, speaking and writing skills.

Extra language notes

This section provides explanations of three to nine 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 and grammar to language usage. Teachers can refer to this section for other language points that may need to be explained to the students. 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.

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 of all activities are arranged in the same order as they appear in the Student's Book for easy reference.

ACTIVITY BANK

LESSON 1

Vocabulary and listening

Activity Type A: Numbering activities (Number the words / phrases in a specific order)

- 1 Ask students to read all the words quickly and see what clues are provided for the words. For example, in Unit 1, pictures are provided to illustrate the meaning of the words.
- 2 Ask students to number the words according to their background knowledge of the events shown in the pictures. 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. Note that different people may have different life experiences, therefore there is no one fixed order of the words / events. This activity aims to activate students' background knowledge about the unit topic and learn the key words.
- 5 Play the audio. Ask students to listen and repeat the words.
- 6 Now draw students' attention to characters. Tell them to find 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 目, 讠, 口 to guess the meaning of the characters.

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

- 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 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 2, students can use the clues of the radicals 雨, 日, 雨 to guess the meaning of the characters. In Unit 3, students can use the clues of the radicals 艹, 米, 纟 to guess the meanings.
- 7 Use flashcards of new words (characters on one side, pinyin and English on the other) to help students consolidate their memories of new words.

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

- 1 Ask students to go over the words provided and guess their meanings. Tell them to use the characters they already know to guess the meaning of new words. For example, in Unit 3, students can use the clues of the characters 客, 厨, 饭 to guess the meaning of the words for rooms in a house.

- 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 (Select 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 in 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 to describe everyday events related to studying? Students can refer to the "New words" section for ideas.
- 2 Ask students to go through the new words 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:

前 qián	before	千 qiān	thousand
就 jiù	exactly	九 jiǔ	nine
交 jiāo	hand in	叫 jiào	be called

Option 2

- 1 Write down a new word you want to teach on the board.

- 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 board.
- 4 Read the words one by one and ask students to repeat after you.

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 the 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 the words that students find difficult to pronounce.
- 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.

Option 3

This option is best used for classes of more capable students.

- 1 Tell students about the context of the conversation.
- 2 Teach students the most commonly used expressions in that particular context.

- 3 Now ask students to close their books and listen for the main idea of the conversation.
- 4 Play the audio.
- 5 Ask students to work in pairs and tell each other what they think are the main ideas.
- 6 Now check the answers with the class. If necessary, play the audio again.

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 find out answers from the recording.
- 3 Check answers with the class by eliciting them from the students.

Activity Type F: Multiple-choice questions

- 1 Ask students to go over the questions and 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 recording and find out the correct answers.
- 3 Check answers in pairs or groups. If necessary, play the audio again.

Activity Type G: True or false questions

- 1 Ask students to go over the statements quickly to get an idea of the specific information to listen for.
- 2 Play the audio. Ask students to concentrate on the recording and find out the information they need.
- 3 Check answers in pairs or groups. If necessary, play the audio again.

Activity Type H: 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 I: Role-play / Speaking activities (Talk about activities in your own life)

Option 1

- 1 Check if students understand the target expressions necessary to do the speaking activity; for example, in Unit 1, how to make suggestions (吧 particle) and asking for or giving reasons (为什么, 因为).
- 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 inviting people to do something, you can use 吧, 好不好 or 怎么样.
- 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) making invitations and explaining reasons; (2) expressing feelings, opinion and possibility; (3) describing daily routines.
- 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.

Pronunciation and speaking

Activity Type J: Sound / Word discrimination activities (Check the initials / pinyin for the characters / words you hear)

- 1 Ask students to review the sounds / words 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 K: 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 in Chinese and English; for example, in Unit 1, the pinyin initial "q" in 起床 and the English sound "ch".
- 4 Focus students' attention on words with tone changes. Ask students to say these words after you.
- 5 Point out the neutral tone in the words, for example, in Unit 2, 暖和 (nuǎnhuo). Ask students to say the words after you.
- 6 Do more practice on the words that students find difficult to pronounce.

Option 2

- 1 Show students the pinyin of the words with no tones.
- 2 Play the audio. 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 over the words in the new words list and the phrases in the "Chinese to go" box. Find and read out the words that contain the pronunciation points covered in the unit; for example, the words with (1) the target initials, (2) the neutral tone, or (3) two third tones.

Activity Type L: Sentence repetition activities

- 1 Ask students to work in pairs and read the sentences to each other using the pinyin and tone clues.
- 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 M: 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, study-related words 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 Have students work in pairs or groups to do the speaking task. Walk around the classroom and provide help when necessary.
- 5 Ask two or three volunteers to do the speaking task in front of the class.
- 6 Explain any problems that students may have in the class.

Chinese to go

- 1 Elicit from students some commonly-used phrases related to the unit topic, for example, in Unit 1, the phrases used for explaining reasons for being late. 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 chorally 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 N: Checking activities (Find words/objects/events related to your life)**

- 1 Ask students to look at the words and work out their meanings by using character clues.
- 2 Have students work in pairs and do the activity.
- 3 Check the answers with the class.

Activity Type O: Matching activities (Match 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 2 the similarity between the characters 晴 and 阴 and the difference between the characters 雨 and 雪.
- 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.

- 1 Show students sketches which look like the shape of ancient Chinese characters.
- 2 Ask students to match the radicals / characters with the sketches.
- 3 Show students other characters that can be found in the target words and ask them to guess their meanings.
- 4 Write a character on the board and ask students to choose the correct meaning from among several options.

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 / statements to get an idea of what to read for. Make sure they understand the questions.
- 3 Ask students to read the text 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 the differences between these characters. For example, in Unit 1, students need to be able to differentiate the following groups of characters:

- a 上、让、记 c 才、本
b 学、觉

Option 2

- 1 Ask students to form groups, with each member looking at one part of the reading text, either a few sentences or a paragraph.

- 2 Ask students to skim the text to see whether it contains any characters from the "New words" list. Remind students that they do not need to fully understand the meaning of the sentences in their part of the text 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 (Match 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.
- 3 Address problems that students may have during the speaking practice.

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 text again, if necessary, to familiarize themselves with the key language points or sentence patterns.

- 4 Give students time to do the writing. Walk around the classroom and provide help when necessary.
- 5 Ask students to work in pairs and check each other's work.
- 6 Ask some volunteers to present their writings 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 writings as part of their homework.
- 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 the specified pages of their books for grammar reference.

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 specified pages 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 board.
- 4 Ask students to work in pairs, and work out the rules collectively.

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.
- Join the two sentences together using the target words.
- 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 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 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 communication 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 students' performance on the task by providing coaching on what needs to be improved.

Option 2

- 1 Review the pronunciation and tones of key words that could be used in the activity, for example, in Unit 1, words related to students' daily routines such as 放学, 复习, 教室, 考试, 上课, 同学, 图书馆, 准备, 作业.
- 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 talking about what they do during and after class.
- b Ask students to walk around the classroom and talk to each of their classmates to find out about their daily activities.
- c Have students line up (or sit in a big circle) in the classroom. Ask students to say the name of the classmate who is before them and what they plan to

do after class, introduce their own information, and ask the classmate who is after them in line what they will do after class today. The student who is first in line may wait till the end to say what the last student in line plans to do.

Teaching tip

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 grammar mistakes 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 section.

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 pictures and ancient Chinese characters to show the connections; for example, a fire and the radical 灬.
- 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 tip

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

Vocabulary review

All the new words from the unit are listed alphabetically according to their pinyin to help further consolidate students' vocabulary. Blanks are included to distinguish between the words to recognize and the words to write, which is based on the HSK vocabulary list for different levels. Students may complete the blanks individually or in pairs, and check their answers against the overall vocabulary list at the end of their books.

TEACHING NOTES

UNIT 1 今天真忙! *What a busy day!*

Unit overview

Theme	Daily routines
Vocabulary	Words used to describe daily routines
Grammar	The auxiliary word 得; topic-comment sentences; 了 as a particle and an auxiliary word; expressing succession using就.....
Listening	Understanding daily routines, feelings and preferences
Reading	Understanding descriptions of events in a diary entry
Speaking	Making invitations and describing daily routines, expressing feelings, opinion and possibility
Writing	Writing about daily events

Expressing concurrent events / actions using

一边……一边……

一边……一边…… is a pair of adverbs. It is used to connect two events or actions that happen at the same time or during the same period of time. It can be used to express things in the past, at the present or in the future. The two verb phrases should be of the same structure or content nature. For example,

我们一边听一边写。

她一边读书一边打工。

你可以一边上学一边学唱歌。

The verb 去

去 is used between two verb phrases or verbs to indicate purpose. For example,

今天下午我要去买东西。

我要去看兵马俑。

我坐地铁去买东西。

我到公园去拍照。

去 can also be used after a verb, indicating movement away from the speaker. For example,

我没吃早饭就出去了。

回家去 / 上楼去 / 下楼去

Extra language points

Expressing degree with 这么 / 那么

这么 / 那么 is used before an adjective or a noun to emphasize the degree or size, meaning "this", "such" or "that". For example,

这么早 / 没那么早

这么有趣 / 没(有)那么有趣

这么累 / 没(有)那么累

Expressing succession using 才

才 is an adverb used to indicate that an event or action happened later than expected. It is used right before the verb it modifies, meaning “not until”. There is often a time phrase or clause before the main clause with 才, expressing the time or the first action or event, which indicates that the main event or action didn’t happen until the time mentioned or when the first action or event happened. For example, 晚上十一点, 我才回到宿舍。才 can also be used together with modal verbs such as 会 or 可以 to express a future or possible event. For example, 我明年才会去香港。/ 她做完作业才可以看电视。

Expressing succession using 就 and 才

就 and 才 are adverbs that are used before a verb, stressing the time expectation of an event. 就 indicates that an action takes place sooner than expected. If the action has already happened, 了 needs to be used at the end of the sentence to stress completion of the action. However, 才 conveys the opposite meaning, indicating that an action takes place later than expected. For example,

我早上六点就起床了, 他九点才起床。
安娜下午五点就吃晚饭了, 史蒂夫晚上九点才吃晚饭。
我哥哥去年就去过香港了, 我明年才会去香港。

The verb 让

让 can be used as a verb meaning “let” or “allow”, which is usually followed by another verb phrase indicating the action allowed or involved. For example, 老师让我们读一些中文故事, in this sentence 让 indicates the teacher asking the students to read the stories, rather than “allowing” them to do so.

The adverb 就

就 is used before a verb, meaning “as soon as”, “immediately after”. For example,

我没吃早饭就出去了。
我一写完日记就上床睡觉。

Expressing verb complement with 到

到 can be used after many verbs to form a verb complement indicating the result of an action. Depending on the meaning of the verb, the verb complement with 到 can be followed by a place or an object. For example, when used together with 来 or 回, the verb complement with 到 is followed by a place. When used together with sensory verbs 看, 听, 想 or action verbs 找, 拿, 买, the verb complement with 到 is followed by an object showing the result of the action.

Verb	Complement	
	到	Place / Object
来	到	宿舍
回	到	家
看	到	很多人
找	到	我的书
拿	到	火车票
买	到	一件很好看的T恤

Expressing progressive aspect with 在

在 is used before a verb or verb phrase to indicate an action in progress. For example,

老师在上课。/ 他在拍照。/ 永民在跑步。
在 can be used to express something progressive in the past or present. For example,
我到教室的时候, 老师已经在上课了。
昨天晚上八点, 她在学唱歌。
每天早上十点, 他都在上课。

上课 / 放学

These two activities apply to both teacher and students. 上课 refers to both acts of teacher teaching in the class and students having classes. 放学 refers to the time when school is over for both teacher and students. Both words can not be used in passive voice.

Decoding the words

为什么	为 for; 什么 what
可能	可 can, may; 能 be able
起床	起 rise, get up; 床 bed
教室	教 teach, instruct; 室 room
复习	复 resume, repeat; 习 practise, exercise
考试	考 give / take an examination; 试 try, test
没关系	没 not have; 关系 relationship, significance
迟到	迟 slow, tardy; 到 arrive
不好意思	不好 not good; 意思 meaning, idea
故事	故 old, past; 事 thing, matter
同学	同 be the same, be similar; 学 study, school
报纸	报 announce, report; 纸 paper
图书馆	图书 book; 馆 house, place for cultural activities
开心	开 open, spread out; 心 heart
日记	日 day, daily; 记 record, write down

Warm-up activities**LESSON 1**

Start the lesson by asking students some questions about their daily routines. For example,

- 1 Write the following words on the board: 起床, 上课, 放学.
- 2 Ask one student what time he / she gets up every day: 你每天几点钟起床? Write his/her answers on the board beside 起床.
- 3 Ask a second student if he / she thinks this is early: 你觉得……点起床早吗? Ask the second student what time he / she gets up every day.
- 4 Point to 上课 and elicit answers from students as to what time they begin class every day.
- 5 Ask students what they do after class: 放学以后你做什么? Write their answers on the board.

LESSON 2

Start the lesson by discussing with students what they would write in a diary. Explore the words for things they might do during class time and on campus, and things they do in their free time. For example,

- 1 Write two headings on the board: 在学校 and 放学以后.
- 2 Elicit from students words for activities and write them on the board.
- 3 Ask students which words belong to which category. Elicit answers from students and draw lines to match the words to the categories. For example, on-campus activities may include 上课, 去图书馆. After-school activities can include 看电影, 做运动. Activities such as 复习, 跟朋友一起吃饭 may fit in both categories.

Answer key & audio scripts

Student's Book

LESSON 1

Vocabulary and listening

1 [Students' answers may vary]

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

2 1 阿曼达放学后要打网球。

2 早上八点开始上课。

3 不可以, 他的中文作业没做完, 还要复习, 准备星期三的考试。

3 1 b, 2 a, 3 a b

Pronunciation and speaking

1 1 z, 2 z, 3 zh, 4 zh, 5 zh, 6 z

2 1 zǎoqǐ, 2 duōzuò, 3 zhùzài, 4 zuòyè, 5 zhīdào, 6 Zhōngguó

LESSON 2

Reading and writing

2 1 喜欢, 因为他觉得读中文故事很有趣。

2 他们一边吃饭一边说话, 大家都很高兴。

3 马克晚上十一点才回到宿舍, 所以觉得很累。

3 2, 3, 4

Language in use

The auxiliary word 得

1 1, 2

Topic-comment sentences

1 1, 2

2 1 坐出租车去那里需要十分钟。

2 超市离学校很近。

3 晚上十点前上床睡觉不可能。

了 as a particle and an auxiliary word

1 1, 2

2 1 上个星期我爸爸去了北京。

2 他在伦敦住了三年。

3 下个月我就十八岁了。

Expressing succession using 一……就……

1 1, 2

2 1 他一回家就做作业。

2 永民一到电影院, 电影就开始了。

3 她一开始工作, 就买了一个新手机。

LESSON 3

Character writing

1 然、熊: 忄; 怎、意: 心

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

Review and practice

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

4 [Students' answers may vary]

a 她一边听音乐, 一边跳舞。/ 她一听音乐就跳舞。

b 他一上床就睡着了。/ 他已经睡着了。/ 他晚上十一点才上床睡觉。

Vocabulary extension

a: 3, 5; b: 1, 6; c: 2, 4

Workbook

LESSON 1

1 1 准备; 2 教室; 3 没关系;
zhǔnbèi, 准备; review; shàngkè, have class; fàng
xué, 放学; zuò zuòyè, do homework; 考试

2 [Students' answers may vary]

1 我早上八点去教室上课。

2 今天晚上我要复习准备考试。

3 你的作业可以下次交。

3 1 zh, 2 z, 3 zh, 4 z; 5 zuòyè, 6 zhùzài, 7 zhēnde, 8 zhīdào, 9 zěnmē, 10 zǎofàn

4 1 能, 2 还, 3 起床, 4 上课, 5 准备, 6 下次; 7, 9

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

[Students' answers may vary]

6 我也是八点上课。/ 八点太早了。

7 我已经做完了。/ 我还没有做完。

8 没关系, 我们可以下次去。

9 好吧。/ 对不起, 我的作业还没做完。

LESSON 2

1 1 他去教室上课了。

2 因为他喜欢和朋友一起吃饭。

3 他/她要去拍照片。

4 没有, 因为他要复习准备考试, 还要做作业。

5 因为他晚上十一点才做完作业。

3 Correct sentences: 1, 2, 5

6 他睡得很早。

7 照片拍得很漂亮。

8 他打得不好。

9 他来得不早。

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

5 1 他来北京两年了。

2 我早上起床的时候九点了。

3 他中午吃了饺子。

4 我已经交了作业。

6 1 妈妈一回家就开始做饭。

2 他一到教室, 老师就开始上课。

3 马克一写完日记, 就上床睡觉。

[Students' answers may vary]

4 我们一做完作业就去图书馆。

5 你一回家就给我打电话。

6 他们一吃完早饭就开始上课。

7 她一到公园就开始拍照。

LESSON 3

1 1 你每天早上几点起床?

2 放学后你喜欢做什么?

3 你每天晚上做几个小时作业?

4 你每个周末都做什么?

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

3 [Students' answers may vary]

1 我拍照片的时候很开心。/ 我很开心可以拍到这么漂亮的照片。

2 他迟到了觉得很不好意思。

4 a 哭, 伤心; b 笑, 开心, 快乐; c 生气, 吵架, 累

Unit Quiz

1 b 2 b 3 a a 得 b 不 c 了 d 一

4 c 5 b 6 d 7 a 8 c 9 c 10 b

11 b 12 c 13 a 14 a 15 b 16 a 17 a

18 c 19 b 20 b 21 c 22 a 23 b 24 b

[Students' answers may vary]

25 去打球 / 看电影 / 吃饭 26 对不起

27 没关系 28 要做作业

29 小明在教室复习, 准备明天的考试。

30 昨天晚上十点我就上床睡觉了。

UNIT 2

我喜欢下雪天!

I love the snow!

Unit overview

Theme	Weather, seasons and clothes to wear
Vocabulary	Weather, seasons and clothes
Grammar	Expressing similarity using A和B差不多 / 一样; Making comparisons using A比 / 没有B+adjective; Expressing future actions with 要 / 会
Listening	Understanding information about the weather and what clothes to wear
Reading	Understanding weather forecasts
Speaking	Talking about the weather and what clothes to wear
Writing	Writing a short weather report

以上 vs. 以下

以上 means “more than”, “over” or “above”. 以下 means “below” or “under”. They are often used after a noun indicating a range. For example:

西北地区和西南地区的温差将在15度以上。

七岁以上的儿童应该上学。

那里冬天的气温在十度以下。

穿 and 戴

Both 穿 and 戴 can be used before some clothing items, meaning “wear” or “put on”. However, 穿 is often used for clothes like coats, trousers or dresses, while 戴 is often used for smaller clothing items like scarves, gloves, hats or accessories like watches, glasses or jewellery. When talking about wearing shoes, 穿 should be used instead of 戴.

Verb	Items
穿	毛衣、裤子、大衣、裙子、T恤、鞋
戴	围巾、手套、帽子、表、眼镜、项链

Extra language points

看起来 / 听起来

起来 is used after a verb to indicate an impression or a judgement. It is often used after 看 and 听, meaning “it seems...”, “it looks like...” and “it sounds...”. For example,

她看起来很酷。She looks very cool.

看起来她不会来了。It seems she will not come.

这个主意听起来不错。This idea sounds good.

A 比 B + adjective

This construction may be followed by 得多 / 多了 to indicate that A is much more than B in terms of the adjective used. For example,

她比我高多了。

这本书比那本大得多。

虽然……但是……

The construction 虽然……但是…… is used to connect two events or actions that are of different natures or contradict each other. Unlike concession sentences in English using “although” or “but / however”, both 虽然 and 但是 are often used together in Chinese. For example,

虽然成都没有西安那么冷, 但是冬天的气温也在十度以下。

In less formal situations, 虽然 can be left out from the first sentence. For example,

(虽然)那里的菜很好吃, 但是今天我不能去。

(虽然)有些同学觉得看故事没有用, 但是我觉这些故事很有趣。

Conditional conjunction 如果

The conjunction 如果 means “if”. It is used to introduce a condition or imagined situation that is necessary for an event or action to happen. The condition or imagined situation stated in the first clause may or may not take place. Therefore the event or action stated in the second clause cannot refer to anything that has already happened. 如果 is used at the beginning of the first clause expressing the condition, although it may be omitted. For example,

如果	Condition clause	Result clause
如果	你想看起来很酷,	你可以戴墨镜。
如果	下雪,	我会多穿一些衣服。
	没有考试,	我会很开心。
如果	你喜欢,	这本书就送给你吧。

Adverb 多 + verb

The adverb 多 is used before a verb to indicate a greater quantity or degree. For example,

我一定要多穿几件毛衣。

我觉得我应该多做运动。

Decoding the words

气温	气 gas, air; 温 temperature, warm
毛衣	毛 hair, fur, feathers; 衣 clothing
围巾	围 enclose, surround; 巾 piece of cloth
手套	手 hand; 套 cover, set
差不多	差 different, be short of; 不多 not much, not many
短裤	短 short; 裤 trousers
如果	如 like, as, if; 果 result, conclusion, fruit
墨镜	墨 ink; 镜 lens, glass, mirror
预报	预 in advance, beforehand; 报 announce, report
空气	空 empty, sky; 气 gas, air
影响	影 shadow, light impression; 响 sound, echo
下降	下 down, go down; 降 decline, descend

Warm-up activities**LESSON 1**

- 1 Ask students to brainstorm names of clothing items they would wear in cold weather. Elicit words from students and write them on the board, for example, 大衣, 帽子, 围巾, 手套.
- 2 Ask students to brainstorm clothes to wear in hot weather and write the words on the board, for example, T恤, 短裤, 裙子.
- 3 Prepare pictures of these items of clothing, or the items themselves, and have students call out the correct word for each item of clothing as you show it. Try to progressively increase the speed at which students call out the words.

LESSON 2

- Write the following Chinese characters on the board: 晴, 阴, 雨, 雪.
- Write the following English words on the board but do not associate them with a particular character yet: overcast, rain, snow, sunny.
- Ask students to try to match the characters with the meanings by looking for clues in the characters, and to explain why they think that character matches the English meaning. Note that 阴 does not contain clues that students can easily identify, so it should be worked out through a process of elimination.
- Elicit or point out the following connections:
The radical 日 in 晴 represents the sun.
雨 depicts raindrops falling from the sky.
雪 shows 雨 (rain) and a reduced 帚 (broom), indicating rain that can be swept away, i.e., snow. Point out the connection between these two words being the radical 雨. You may wish to show students the traditional version of 云, depicting the same radical and indicating something from the sky: 雲.
- Students may attempt to draw a connection between the component 月 of 阴 and the idea of darkness related to the moon / nighttime. This may be a useful way to remember the character, but point out that the radical for 阴 is actually 阝, signifying a wall or mound.

Answer key & audio scripts

Student's Book

LESSON 1

Vocabulary and listening

- 冷、下雪
- 1 他们要去西安和成都。
2 西安冬天很冷, 风很大, 还会下雪。成都没有西安那么冷, 但冬天的气温也在十度以下。

- a, b, d, e

Pronunciation and speaking

- 1 ch, 2 ch, 3 c, 4 ch

LESSON 2

Reading and writing

- a 1, b 5, c 3, d 4, e 2
- 3
- 1 b, 2 b, 3 a, 4 a
- Cities: 1 c, 2 d, 3 b, 4 e, 5 f, Star a

Weather: 北京 b, 上海 a c, 西安 e, 成都 d, 广州 a, 香港 a

[Track 1-19]

西安在北京的西南边, 中国的西北部; 成都在西安的西南边, 中国的西南部; 上海在北京的东南边, 中国的东部; 广州在成都的东南边, 中国的南部; 香港在广州的东南边。

[Track 1-20]

北京小雪, 零下8度到3度; 上海晴转多云, 零到11度; 西安阴, 零下6度到4度; 成都小雨, 零到6度; 广州晴, 6到17度; 香港晴, 7到18度。

Language in use

Expressing similarity using A和B+差不多 / 一样

- 1, 3
- 1 下个星期的天气和这个星期的天气差不多。
2 坐公共汽车的时间和坐火车的差不多。
3 伦敦的冬天和北京的(冬天)一样冷吗?
4 你和她一样高吗?

Making comparisons using A比 / 没有+adjective**1** 1, 3

- 2** 1 成都的冬天没有西安的冷。
2 南方的温差没有北方的大。
3 昨天没有今天暖和。
4 那件大衣没有这件大衣漂亮。

Expressing future actions with 要 / 会**1** 1, 2**2** 1 会; 2 要; 3 要, 会**LESSON 3****Character writing****1** 围、回: 口; 冷、次: 冫**2** 1 c, 2 d, 3 b, 4 a**Review and practice****1** 1 c, 2 e, 3 d, 4 a, 5 b**4** [Students' answers may vary]

- a 西安的冬天很冷, 有时会下雪。
他们去的时候, 下雪了。
- b 我喜欢下雨天。
雨下得很大, 她玩得很开心。

Vocabulary extension

a: 3, 4, 5, 6; b: 1, 2, 5

Workbook**LESSON 1****1** 1 墨镜; 2 毛衣; 3 度

气温	五度	三十度
天气	暖和	热
穿/戴什么	戴围巾	穿短裤
	穿毛衣	穿T恤
	戴手套	戴墨镜

2 [Students' answers may vary]

- 1 这里每年冬天都会下雪。
2 北京夏天的气温和西安的差不多。
3 上海的冬天比北京的暖和。

3 1 ch, 2 c, 3 ch, 4 c;5 chéngdū, 6 cāntīng, 7 chāoshì, 8 cāngūn,
9 chōnglàng, 10 xiàcì**4** 1 穿; 2 戴; 3 比; 4 下雪; 5 一样; 6 没有; 7 气温;
8 如果

True statements: 9, 11

5 1 b, 2 e, 3 d, 4 a, 5 c**LESSON 2****1** 1 因为受到冷空气影响。2 哈尔滨十二月六日有大雪, 气温零下27度到
零下13度。

3 成都星期二白天多云转阴, 晚上将有小雨。

4 哈尔滨的天气和成都的不一样。

3 1 b, 2 a

[Students' answers may vary]

3 这里的天气和那里的差不多。

4 今天的早饭和昨天的一样 / 差不多。

5 我和姐姐一样高。 / 我的身高和姐姐的差不多。

4 1 会; 2 要; 3 要; 4 会; 5 会, 要**5** 1 昨天的气温没有今天的高。

2 那件毛衣比这件便宜。

3 南方的冬天没有北方的冷。

4 我的年龄比他的大。

[Students' answers may vary]

5 广州白天的气温和香港的一样。

6 广州夜间的气温和香港的差不多。

7 广州冬天的气温比北京的高。

8 北京冬天的气温没有广州的高。

9 北京白天和夜间的温差比香港的大。

10 香港白天和夜间的温差没有北京的大。

LESSON 3

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

3 [Students' answers may vary]

1 今天天气很冷, 出门的时候要戴围巾。

2 夏天我喜欢去海边冲浪。

4 下雨: a, e; 大风: d, f; 很冷: b, c, d

Unit Quiz

1 b 2 a 3 a a 差不多 b 要 c 没有 d 一样

4 b 5 c 6 d 7 a 8 d 9 c 10 c

11 c 12 a 13 c 14 b 15 b 16 a 17 c

18 b 19 c 20 a 21 c 22 c 23 c 24 b

[Students' answers may vary]

25 比南方的冷 26 在二十度以上

27 毛衣, 围巾 28 一样

29 今天天气很冷, 风很大, 还下了雪。

30 夏天的时候, 我们会去海边玩。

UNIT 3 新年好!

Happy New Year!

Unit overview

Theme	Home visits, Chinese New Year
Vocabulary	Rooms in a house, Chinese New Year activities
Grammar	Expressing actions in progress using 正在; expressing "both ... and ..." with 又……又……; expressing sequence with 先……然后……
Listening	Understanding exchanges between hosts and guests, identifying locations of rooms in a house
Reading	Understanding a magazine article about festivals
Speaking	Talking about rooms in a house, visiting someone's home
Writing	Writing about festivals

看 vs. 参观

看 is often used before something, meaning the act of "look", "watch" or "read". For example, 看电影, 看电视, 看书.

看 can also be used before a person, meaning "pay a visit to". For example, 看爷爷, 看老师, 看同学.

参观 is often used before a place in formal situations, meaning "visit". It cannot be used before a person. For example, 参观学校, 参观景点, 参观博物馆.

In less formal situations, 看 can also be used before a place, indicating "have a look at something". For example, 看房子, 看学校.

Extra language points

Verb + 一下

一下 is used after a verb as its complement, indicating an action or attempt. It is often used in informal situations to soften the tone of suggestions or instructions, meaning "one time" or "once". For example,

我带你们参观一下我家。

如果你有时间看一下书, 你会做得很好。

The verb 过

过 can be used as a verb before a noun, meaning "spend or pass time". For example, 过年, 过春节, 过周末, 过生日.

Decoding the words

客厅	客 guest; 厅 hall
卧室	卧 lie down, rest; 室 room
卫生间	卫生 hygiene, sanitation; 间 room, area
拿手菜	拿手 be good at; 菜 dish, food
团圆	团 reunite, gather; 圆 circle, complete
庆祝	庆 congratulate; 祝 express good wishes
除夕	除 apart from, divide; 夕 evening, sunset
参加	参 join, take part in; 加 add
拜年	拜 show respect, make a polite visit; 年 year
热闹	热 hot, lively; 闹 noisy

Warm-up activities

LESSON 1

Part 1

- 1 Draw a sketch map of a house on the board, labelling the following rooms: 客厅, 厨房, 卧室, 饭厅. Add pictures to illustrate each of the rooms, for example, a bed for the bedroom, a sofa to show the living room. Alternatively, you may simply write the English names.

- 2 Ask students in Chinese where they would do each of the following activities:

吃饭(饭厅), 睡觉(卧室), 看电视(客厅),
做饭(厨房), 喝茶(客厅), 吃水果(客厅)

Students may reply using just the Chinese word for the room at this stage.

- 3 Now ask students to form full sentences saying what they do in each room. They may use other activities than those above or more specific versions of those mentioned. For example,

我在饭厅跟朋友吃饭。

我在卧室看书。

Part 2

Bring in New Year *hongbao* and, if possible, some typical sweets that might be given during Chinese New Year. Show these to the class and explain how the red packets are used, who gives them and who receives them.

LESSON 2

- 1 Ask students to look at the vocabulary on page 39, drawing their attention to the words related to Chinese New Year: 春节, 春联, 灯笼, 除夕, 大年初一, 拜年.
- 2 Briefly explain how 春节, being based on the lunar calendar, moves around in comparison to the western New Year. Introduce the meanings of 除夕 and 大年初一.
- 3 Show students pictures of New Year lanterns and spring couplets and explain how they are used to celebrate the New Year. Ask students if there are similar items used to celebrate New Year in their culture.
- 4 Talk about how Chinese New Year is celebrated and discuss with students how this compares to New Year celebrations in their own culture. Introduce the idea of 拜年和 the separate customs for New Year's Eve and New Year's Day.

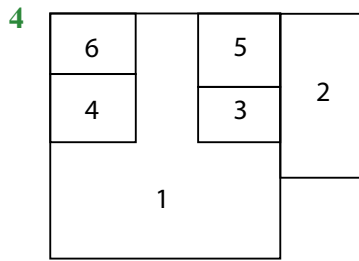
Answer key & audio scripts

Student's Book

LESSON 1

Vocabulary and listening

- 1 1 b, 2 c, 3 d, 4 a
- 2 1 top right, 2 bottom left, 3 centre left,
4 bottom right, 5 top left
- 3 1 阿曼达他们去王玉家拜年。
2 王玉家很大, 也很漂亮, 有三间卧室。



Pronunciation and speaking

- 1 1 uo, 2 e, 3 uo, 4 e, 5 e, 6 uo

LESSON 2

Reading and writing

- 1 1 贴; 2 拜; 3 唱; 4 玩; 5 给; 6 挂
- 3 1 b, 2 a, 3 c
- 4 1 史蒂夫参加了学校的除夕派对, 他们又玩游戏又唱歌。
2 他们在门口贴春联、挂红灯笼。
3 他们去朋友家拜年。
4 他们一起包了饺子, 然后吃了饭。
5 史蒂夫最喜欢吃的菜是糖醋鱼。
6 史蒂夫觉得中国的春节又热闹又好玩。

Language in use

Expressing actions in progress using 正在

- 1 1, 3
- 2 1 他们正在运动场踢足球。
2 昨天晚上八点, 我在看电视。
3 你打电话的时候, 她正在上课。
4 每天下午四点, 马克都在跑步。

Expressing "both ... and ..." with 又……又……

- 1 2, 3
- 2 1 他们又唱歌又跳舞。
2 中国菜又好吃又便宜。
3 坐火车又快又方便。

Expressing sequence with 先……然后……

- 1 2, 3
- 2 1 安娜先看书, 然后打篮球。
2 永民先跟老师见面, 然后吃饭。
3 马克先看电影, 然后去同学的生日派对。

LESSON 3

Character writing

- 1 茶、节: 艹; 店、庆: 广
- 2 1 c, 2 d, 3 b, 4 a

Review and practice

- 1 1 拿手菜; 2 节日; 3 拜年; 4 热闹; 5 游戏
- 3 就, 先, 然后, 又, 又, 都
- 4 [Students' answers may vary]
她正在看书。/ 这里又温暖又舒服。

Workbook

LESSON 1

- 1 1 客厅; 2 卧室; 3 饭厅; 4 卫生间
5 b, 6 a, 7 d, 8 c
- 2 [Students' answers may vary]
1 我喜欢吃糖醋鱼。
2 我喜欢喝果汁。
- 3 1 e, 2 uo, 3 e, 4 e, 5 uo, 6 uo;
7 zuò huǒchē, 8 hē guǒzhī, 9 chànggē,
10 huòzhě, 11 kě' ài, 12 duōshǎo
- 4 1 介绍; 2 水果; 3 果汁; 4 喝茶; 5 香; 6 拿手菜
True statements: 9, 10
- 5 1 c, 2 d, 3 e, 4 b, 5 a

LESSON 2

- 1 1 春节是一个团圆的节日。

- 2 今年的春节是二月十四日，除夕是二月十三日。
- 3 除夕派对二月十三日星期六下午五点开始，地点是5号楼211室。
- 4 没有回家的同学会参加除夕派对，因为除夕派对又热闹又好玩。
- 5 大家会先一起包饺子，然后吃点心、玩游戏、唱歌。

3 1 昨天晚上十点，你正在做什么？

- 2 我到那里的时候，同学们正在玩游戏。
- 3 真香！谁在做饭？
- 4 现在别给她打电话，她正上课呢。

4 Correct sentences: 1, 4

[Students' answers may vary]

- 5 网上购物又方便又好玩。
- 6 这个菜又好看又好吃。
- 7 我很喜欢学校的体育馆，又可以跑步又可以游泳。

5 1 我们先买水果，然后去王玉家。

- 2 史蒂夫先去跑步，然后去上课。
- 3 王玉先做作业，然后复习准备考试。
- 4 同学们先爬山，然后拍照片。

6 1 永民先买东西，然后贴春联，挂红灯笼。

- 2 他下午又贴春联，又挂红灯笼。
- 3 他晚上又唱歌又玩游戏。
- 4 他先包饺子，然后吃饭。
- 5 他先吃饭，然后去看电影。
- 6 他先去王玉家拜年，然后一起包饺子。

LESSON 3

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

3 [Students' answers may vary]

- 1 除夕夜，爸爸做了他的拿手菜给大家吃。
- 2 春节是个全家团圆的节日，大家一起庆祝新年的到来。

Unit Quiz

1 b 2 b 3 a a 然后 b 在 c 又

4 a 5 b 6 c 7 a c 8 c 9 a c

10 a 11 c 12 b 13 b 14 b 15 c 16 b

17 c 18 c 19 a 20 a 21 a 22 b 23 c

[Students' answers may vary]

24 三间卧室

25 客厅对面

26 包饺子

27 又玩游戏又唱歌

28 家人团圆的节日

29 我爸爸妈妈的卧室在客厅对面。

30 人们吃糖果，给红包，庆祝新年。

UNIT 4 我们怎么去呢?

How do we get there?

Unit overview

Theme	Transport, distance and directions
Vocabulary	Words for transport, distance and directions
Grammar	Talking about distance using 离 / 多远; expressing distance using 从 A到B; using 以后 / ……的时候
Listening	Listening for directions to different places
Reading	Finding information about modes of transport in a travel guide
Speaking	Asking for and giving directions and suggestions
Writing	Writing about directions to a place

Duplication of adjectives

Characters of some adjectives can be duplicated to indicate strengthened effects. For example,

希望你们在西安玩得高高兴兴, 开开心心。
Wish you a very good time in Xi'an.

过年的时候大家都想热闹热闹。
Everyone wants to have some fun and a very good time during the Chinese New Year.

比较 + adjective

比较 is used before an adjective, meaning "comparatively" or "relatively". It is not necessary to state explicitly the other thing in comparison. For example,

坐公共汽车比较慢。
Taking a bus is comparatively slow (than taking a taxi or driving).

坐火车比较快。
Travelling by train is comparatively fast (than some other possible forms of transport).

Extra language points

Adverb 还

The adverb 还 is used before a verb, meaning "also", "too" or "in addition". For example,

西安还有什么好玩的地方?

从西安坐火车到临潼火车站以后, 还要坐出租车才能到兵马俑博物馆。

做完作业, 我还要复习, 准备星期三的考试。

Duplication of verbs

In Lesson 1 we see the verb duplication 问问 (this is similar to 问—问), which indicates a softened, less certain tone of voice, and this duplication of the verb will be explained more in Unit 8.

Expressing directions with 向

向 is a preposition used before nouns, indicating the direction or object of an action. For example,

向右拐, 你就可以看到出租车站。

往前走, 再向左拐。

向右看。

向老师招手。 Wave to the teacher.

你们 / 我们 / 咱们

Of these three plural pronouns, 你们 is the most straightforward, meaning "you" (plural).

我们 means "we / us" and sometimes it does not include the listener. 咱们 includes the listeners.

For example, Steve is walking down the road and meets Yeong-min, and they start to talk.

If Steve says "我们明天有考试", this indicates that he and some others (presumably his class) have a test the next day, but Yeong-min maybe do not.

If Steve says "咱们明天有考试", this means that he and Yeong-min have a test the next day.

The verb 开

There are three senses of 开 that students should be familiar with: to open (开门), to turn on (开灯), and to drive a vehicle (开车, 开飞机). In the first two senses, the verb 关 (meaning "to close") acts as the opposite of 开, but this does not apply in the third sense.

Landmarks of Xi'an

Big Wild Goose Pagoda (大雁塔) is a Buddhist pagoda located in southern Xi'an.

It was originally built in 652 under the Tang dynasty and was renovated during the Ming era. It is known for housing the sutras brought to China from India by the monk Xuanzang, the inspiration for the classic Chinese novel *Journey to the West* (西游记).

The ancient city walls of Xi'an (西安古城墙) are some of the oldest and best preserved of China's historic fortifications. The first city wall of Chang'an (as the city was then called) was completed in 190 BCE. The existing walls were constructed on the remains of the Tang Chang'an city wall during the Ming dynasty in 1370. They measure approximately 12 km in circumference, 12m in height, and 15–18m in thickness at the base.

Xi'an's Bell Tower (西安钟楼) was built in 1384 during the early Ming dynasty. The Bell Tower contains several large cast-bronze bells from the Tang dynasty. The structure is built of brick and timber, and is almost 40 metres in height.

The Great Mosque of Xi'an (西安大清真寺) was founded in 742. It is the oldest and one of the most famous mosques in China. The mosque is notable for its Chinese architectural style, having neither a dome nor traditional-style minarets.

Decoding the words

终于	终 in the end, eventually; 于 indicating object
宾馆	宾 guest; 馆 house, place for cultural activities
外面	外 outside; 面 face, side
公里	公 public, internationally acknowledged; 里 unit of length (500m), "Chinese mile"
走路	走 walk, go; 路 road, path
不客气	不 don't, (here) no need; 客气 be polite, be courteous
再见	再 again, once more; 见 see, meet
高速公路	高速 high speed; 公 public, publicly owned; 路 road
离开	离 part from, separate from; 开 open, spread out, separate
堵车	堵 block up, stop up; 车 vehicle, car

Warm-up activities

LESSON 1

- 1 Divide students into pairs and ask them to stand around the edges of the classroom. Write the following words on the board and explain their meaning: 往前走, 向右拐, 向左拐.
- 2 Label four locations in the room with the following place names: 市中心, 出租车站, 宾馆, 公共汽车站. You may ask some students to stand in the places holding a sheet of paper with the place name written on it.
- 3 Choose a pair of students and have one of them blindfolded. Ask “到 (place) 怎么走?” The student who can see must then use the instructions above to direct the other to that location in the classroom, giving the instructions at the right moment as they walk along.
- 4 Repeat the exercise with a new pair of students and new location to go to, as many times as you see fit, but at minimum four times in total, one for each location.

LESSON 2

- 1 Ask students to look at the vocabulary box on page 49.
- 2 Ask in English how students travel to class. Elicit answers and write the Chinese equivalent on the board while saying the words aloud, e.g., 走路, 骑自行车, 坐公共汽车, 坐火车, 坐地铁.
- 3 When students say they come by bus, train or subway, ask in Chinese where they get on or off as appropriate. If, for example, there is only one railway station where they could get off, the question is not so interesting, so ask where they board instead.
- 4 If it has not come up already, ask 有人开车吗? Mention the difference between 坐 and 开 in terms of using the same vehicle. Give the phrase 坐车 and explain that this is a broad term which may mean different forms of transport, depending on the context.

Answer key & audio scripts

LESSON 1

Student's Book

Vocabulary and listening

- 1 a 4, b 3, c 2, d 1
- 2 市中心五公里; 出租车站五十米; 宾馆十分钟; 公共汽车站一百米

[Track 1-30]

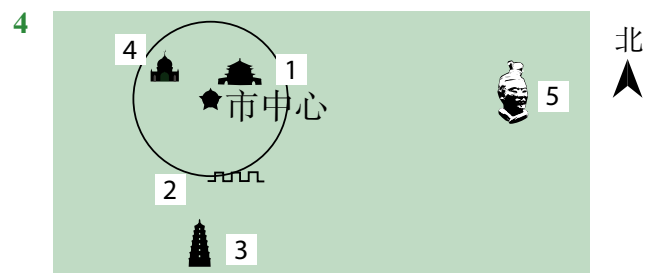
市中心离这里五公里。

出租车站很近, 往前走五十米, 再向右拐。

宾馆在市中心附近, 坐出租车十分钟就到。

公共汽车站就在附近, 往前走一百米, 再向左拐。

- 3 1 因为他们不知道怎么去古城宾馆。
- 2 他们想去古城墙和兵马俑。
- 3 西安有古城墙、兵马俑、大雁塔和大清真寺。



Pronunciation and speaking

- 1 1 sh, 2 zh, 3 zh, 4 ch, 5 ch, 6 sh

LESSON 2

Reading and writing

- 2 1 可以坐出租车, 也可以坐公共汽车或者火车。

2 坐出租车或开车又快又方便。

3 坐火车最不方便, 因为坐火车到临潼火车站以后, 还要坐出租车才能到兵马俑博物馆, 而且火车有时候会晚点。

3

	时间	价钱
出租车	最短	180元
公共汽车	比较长 (1小时15分钟)	7元
火车	最长	6元, 加出租车 费30元

Language in use

Talking about distance using 离 / 多远

1 2, 3

2 1 北京离成都多远?

2 北京离纽约(有)多远?

3 图书馆(离这里)多远?

Expressing distance using 从A到B

1 1, 3

2 [Students' answers may vary]

1 从我家到学校走路半个小时就到了。

2 从市中心到我家开车要一个小时。

3 从伦敦到北京坐飞机一天才能到。

Using 以后 / ……的时候

1 2, 3

2 1 我到北京以后, 给我妈妈打了电话。

2 我离开家的时候, 她正在睡觉。

3 每天我回家以后, 就开始做作业。

LESSON 3

Character writing

1 祝、视: 礻; 给、级: 纟

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

Review and practice

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

4 [Students' answers may vary]

a 纽约离北京很远。/ 从北京到纽约坐飞机要一天才能到。

b 我家离学校很远。/ 我和妹妹每天坐公共汽车上学。

Vocabulary extension

41, 北京(西), 西安, 18:27, 11车118号

Workbook

LESSON 1

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

2 [Students' answers may vary]

1 从这里到火车站走路要半个小时。

2 往前走, 第二个路口向右拐。

3 向左拐, 第一个路口向右拐, 走十分钟就到。

3 1 zh, 2 ch, 3 sh, 4 ch, 5 zh, 6 sh;

7 zhǔnbèi kǎoshì, 8 shàngchuáng shuìjiào,

9 qīngzhù chūnjié, 10 zhèngzài chànggē,

11 chī shuǐguǒ, 12 shífēnzhōng

4 1 知道; 2 咱们; 3 公里; 4 不客气; 5 走路; 6 向右拐

True statements: 9, 10, 11

LESSON 2

1 1 同学们这个周末要去爬长城。

2 从学校到长城可以坐出租车去, 也可以坐公共汽车或者火车去。

3 坐出租车又快又方便。

4 坐火车去长城最便宜, 但比较慢, 要两个小时, 有时候还会晚点。

3 1 从我家到学校走路二十分钟。

2 兵马俑离市中心三十公里。

3 从北京到西安坐火车要十几个小时。

4 地铁站离学校远吗?

5 长城离市中心有多远?

5 [Students' answers may vary]

1 我来中国以后,差不多每天都吃中国菜。

2 下火车以后,我走了十分钟就找到一家餐馆。

3 今天早上爸爸离开家的时候,我正在睡觉。

4 上次我到西安的时候,那里正在下雪。

5 我回家以后就给妈妈打电话,今天我来做饭。

6 我们去她家的时候,她正在做饭。

7 放学以后,我要复习准备考试。

8 你去西安的时候,会穿什么衣服?

9 放学以后我们会去看电影。

10 暑假的时候你喜欢做什么?

Unit Quiz

1 a 2 b 3 b a 离 b 以后 c 从

d 的时候 4 b 5 c 6 a 7 d 8 d

9 a 10 b 11 a 12 c 13 b 14 b 15 b

16 b 17 a 18 c 19 b 20 c 21 b 22 c

23 b 24 c

[Students' answers may vary]

25 需要多长时间?

26 怎么走?

27 往前走,再向左拐

28 地铁站的旁边

29 从这里到博物馆很方便,开车只要十分钟。

30 向左拐,你就可以看到邮局了。

LESSON 3

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

3 [Students' answers may vary]

1 给我们介绍一家好的中餐馆吧!

2 祝你暑假在西安玩得开心!

4 1 从北京到西安的车次是T56次。

2 开车时间是8点27分,座位号是6车102号。

Answer key & audio scripts

Student's Book: Review 1

Vocabulary

- 1 1 e, 2 d, 3 a, 4 b, 5 f, 6 c
- 2 1 温; 2 别; 3 和; 4 响; 5 气; 6 降; 7 云; 8 报
- [Students' answers may vary]
- 9 从明天起, 冷空气将影响北方地区。
- 10 天气预报说, 明天气温将下降五度。
- 3 1 介绍; 2 贴; 3 喝; 4 拜年; 5 参加; 6 庆祝
- 4 天气: e, g, i, l 春节: b, d, h, j
- 交通: a, c, f, k

[Students' answers may vary]

中国的春节是个团圆的节日。除夕夜, 人们一边吃饺子一边看电视。他们喜欢在门口挂红灯笼, 贴春联。大人会给孩子红包。人们会去家人和朋友家, 给他们拜年。

Grammar

- 1 1 c, 2 d, 3 e, 4 f, 5 a, 6 b
- 2 1 才; 2 就; 3 就; 4 才
- 3 1 要; 2 会; 3 要
- 4 [Students' answers may vary]
- 1 这件衣服又漂亮又便宜。
- 2 他回家后又读故事, 又看报纸。
- 3 他这个周末又唱歌, 又玩游戏, 很开心。
- 5 [Students' answers may vary]
- a 他是个运动员, 游泳游得很快。
- b 她们跳舞跳得很好。
- 8 1 以后; 2 的时候; 3 以后; 4 的时候

Integrated skills

- 1 1 b, 2 b, 3 b, 4 b, 5 a b, 6 a, 7 b

[Track 1-37]

Questions 1 and 2:

我住在伦敦的时候每天上课前都去跑步, 但是在这里就不可能。

Questions 3 and 4:

成都的天气没有首尔这么冷, 我不打算带太多衣服。

Questions 5 and 6:

很多人家的门口都会贴春联, 挂红灯笼, 庆祝新年的到来。

Question 7:

往前走三十米, 再向右拐, 你就可以看到邮局。

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

[Track 1-38]

- 1 我们放学后一起去吃饭, 好吗?
- 2 听说西安冬天很冷, 还会下雪。
- 3 新年好! 这是你的红包。
- 4 你家地方很大, 也很漂亮。
- 5 您知道从这里到火车站怎么走吗?
- 6 从火车站到兵马俑有多远?

- 3 天气; 暖和; 冷; 穿; 穿; 戴; 历史; 景点; 方便

True statement: 2

Enjoy Chinese

- 1 c, 2 a, 3 b

Assessment task 1

Vocabulary

- 1 1 冷; 2 祝; 3 起床; 4 墨镜; 5 教室; 6 进入
- 2 1 d, 2 a, 3 f, 4 b, 5 h, 6 g, 7 c, 8 e
- 3 [Students' answers may vary]
- 1 今天路上堵车, 所以我迟到了。
- 2 我和同学们一起庆祝春节, 很热闹。
- 4 [Students' answers may vary]
- 1 我骑车去学校。

- 2 冬天很冷的时候, 要穿毛衣, 戴围巾和手套。
3 从学校到飞机场有20公里。
4 过春节的时候, 人们会在门口贴春联, 挂红灯笼。

Pronunciation

- 1 1 在; 2 穿; 3 祝; 4 市; 5 客; 6 国
2 1 shàngchuáng shùijiào
2 hē guǒzhī
3 zuò huǒchē
4 shìzhōngxīn
5 chūzūchē
6 guò chūnjié
3 1 成、川、吃; 都、的; 很、好
2 十、上、睡; 就、觉
3 说、商、视; 店、的、电
4 这、周、中; 末、们、买

Grammar

- 1 1 会; 2 得; 3 了; 4 会; 要; 5 正在; 6 和
2 1 从图书馆到宿舍走路十分钟。
2 中国的北方比南方冷。
3 中国的南方没有北方冷。
4 地铁站离这里多远?
3 1 今天的气温十度, 明天的气温和今天的差不多。
2 我们放学后先去吃饭, 然后去打网球。
3 除夕派对又热闹又好玩。
4 史蒂夫一回家就给我打电话。
5 我的卧室很大, 姐姐的卧室和我的一样大。
4 1 我到教室的时候, 老师已经开始上课了。
2 香港离北京有多远? / 北京离香港有多远?
3 我做完作业以后会去看电影。

- 4 听说他打篮球打得很好。

Integrated skills

- 1 3, 4
2 1 拜年; 2 红包; 3 贴; 4 挂; 5 庆祝; 6 除夕; 7 游戏; 8 团圆; 9 还; 10 包
True statements: 11, 12, 13
3 1 C, 2 A, 3 D, 4 B
4 1 马克去西安穿了几件毛衣, 还戴了围巾和手套。
2 马克和他的朋友去了西安的钟楼、古城墙和兵马俑。
3 去兵马俑可以坐出租车, 也可以坐火车或者公共汽车。
4 他们坐公共汽车去兵马俑, 虽然比较慢, 但是又便宜又方便。

Character writing

- 1 1 心; 2 □; 3 心; 4 心; 5 心; 6 心; 7 心; 8 心; 9 心;
10 心; 11 心; 12 心; 13 心; 14 心; 15 心; 16 心; 17 心;
18 心
2 1 c, 2 g, 3 a, 4 e, 5 h, 6 f, 7 d, 8 b
3 1 c, 2 b, 3 a, 4 e, 5 i, 6 d, 7 f, 8 h, 9 j, 10 g
4 [Students' answers may vary]
1 外面很冷, 记得戴围巾。
2 过春节的时候, 人们会把钱放在红包里送给家人和朋友。
3 妈妈做了她的拿手菜来庆祝我的生日。
4 因为下雪, 火车晚点了。
5 再不起床, 你就要迟到了。
6 放学后, 我们先做运动, 然后去吃饭。

UNIT 5 请问您预订房间了吗?

Do you have a reservation?

Unit overview

Theme	Hotel accommodation, check-in and room facilities
Vocabulary	Words for hotel check-in, distance, room facilities and everyday items
Grammar	Expressing possession, existence or location with 有; expressing adequacy with 够 / 不够; complements expressing result; questions about size with (有)多大 / 长 / 宽
Listening	Understanding hotel check-in procedures, listening for room facilities and location of things
Reading	Understanding hotel reviews on a website
Speaking	Talking about room facilities, making and responding to requests
Writing	Writing comments about a hotel

不太 + adjective / adverb

This construction is used to indicate a negative condition without making the statement too strong. This contrast from a direct statement is similar to English. For example, 不太好 “not too good” is less direct than saying “very bad” or “not good”.

Or, in 房间的毛巾和床单不太干净, the meaning is that while the items are not clean, neither are they extremely dirty.

太……了

The particle 了 is often used in conjunction with 太, following the associated adjective or adverb. It expresses an extreme degree. For example,

阿曼达觉得房间太小了。

Extra language points

Adjectives as predicates

In sentences stating status, or describing features, adjectives can be used as predicates without a verb. For example,

这里很冷。

这个宾馆的交通很方便。

床单和毛巾都很干净。

这里的房间太小了。

Measure words

A number of items mentioned in Lesson 1 have specific measure words associated with them:

一个衣柜 一床被子

一张床 一把椅子

Decoding the words

服务员	服务 serve; 员 person engaged in a field of work or study
办理	办 handle; 理 manage
入住	入 enter; 住 reside, stay
预订	预 in advance, beforehand; 订 book, order
护照	护 protect; 照 licence, permit
登记	登 publish, enter; 记 record, write down
上网	上 go up, get on; 网 net
帮助	帮 help, assist; 助 help, aid
互联网	互 mutually; 联 unite, connect; 网 net
日用品	日 day; 用 use; 品 product, item
免费	免 remove, relieve; 费 cost, fee
电脑	电 electric; 脑 brain

Warm-up activities

LESSON 1

- 1 Ask students to think of items of furniture. Elicit responses from students and write these words on the board: 床, 桌子, 椅子, 衣柜, 书柜, 沙发.
- 2 Prepare pictures of these items of furniture and have students call out the correct word for each item as you show it. Try to progressively increase the speed at which students call out the words.

LESSON 2

- 1 Prepare a tray holding the following items: razor, towel, toothpaste, toothbrush, soap, comb. Write their Chinese names on the board and say the English meaning. Add some other items of your choice to the tray, for which students already know the Chinese vocabulary.

- 2 Show the tray of items to the class and ask them to memorize as many as they can.
- 3 Hide the objects by covering the tray or placing it out of sight.
- 4 Have students work in pairs to write down in Chinese as many objects as they can remember.
- 5 Give students time to complete their lists, then show the items again and go through the Chinese names for them. See which pair got the most words correct.

Answer key & audio scripts

Student's Book

LESSON 1

Vocabulary and listening

- 1 沙发、床、桌子
- 2 1 c, 2 d, 3 a, 4 b
- 3 1 马克预订了房间。
2 为了方便联系。
3 因为她找不到互联网接口, 还想要一床被子。
- 4 1 a, 2 b

Pronunciation and speaking

- 1 The tone of the first character of each word changes into the second tone from the third tone.
- 2 1 wó xiǎng, 2 hén lěng, 3 jǐngdiǎn, 4 hén hǎo

LESSON 2

Reading and writing

- 1 a towel, b toothbrush, c toothpaste, d soap, e razor, f comb
- 2 1 阿曼达觉得古城宾馆交通方便, 房间很不错, 日用品是免费的, 洗衣服务又快又好, 房间大小正好, 还可以上网。她很喜欢这里。

2 王伟觉得古城宾馆交通方便, 服务也很好, 但是房间太小, 床也不够大。他不太喜欢这里。

3 2

4 positive: 交通方便, 床单、毛巾很干净, 日用品免费, 洗衣服务又快又好, 可以上网

negative: 房间太小, 床不够大

Language in use

Expressing possession, existence or location with 有

1 1, 3

2 1, 3

3 [Students' answers may vary]

1 学校附近有书店。

2 教室里有黑板和桌椅。

3 我有一个姐姐, 我家有四个人。

Expressing adequacy with 够 / 不够

1 1, 2

2 1 这件裙子不够长。

2 做作业的时间够了。/ 我们有足够的时间做作业。

3 有足够的人做这个工作。/ 做这个工作的人够了。

Complements expressing result

1 2, 3

2 1 我的作业做完了。/ 我已经做完了作业。

2 你看到她了吗?

3 晚饭做好了。/ 晚饭准备好了。

Questions about size with (有)多大 / 长 / 宽

1 1, 2

2 [Students' answers may vary]

1 我1.8米高。

2 我家的房子有150平方米。

3 我的房间长四米, 宽三米。

LESSON 3

Character writing

1 只、兵: 八; 房、方: 方

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

Review and practice

1 e, f, h, c, a, d, g, b

2 [Students' answers may vary]

房间的对面有卫生间。

床的旁边有衣柜。

床上有被子。

3 [Students' answers may vary]

我每天睡6个小时, 我觉得睡觉的时间不够。

今天天气很冷, 我穿的衣服不够暖和。

Vocabulary extension

1 总机 d, 送餐服务 a, 前台 c, 客房部 b

Workbook

LESSON 1

1 1 床; 2 桌子; 3 沙发; 4 衣柜

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

[Students' answers may vary]

5 请帮我预订一个标准间。

6 外国人在入住宾馆的时候, 需要给服务员看一下护照。

3 1 jídiǎn, 2 jīngdiǎn, 3 yíngxiǎng, 4 shuǐguǒ, 5 nǐhǎo, 6 wándiǎn;

7 你、几; 8 影、晚、一; 9 水、很、给;
10 我、景、很;

11 hén lěng, 12 xíshǒu, 13 géi wǒ, 14 kényǐ

4 1 预订; 2 单人; 3 上网; 4 接口; 5 入住; 6 办理

True statement: 8

LESSON 2

- 1 1 宾馆的交通很方便, 到市中心坐地铁只要十分钟。
- 2 标准间长5.5米, 宽3米。单人间长4米, 宽2.5米。
- 3 日用品(牙膏、牙刷、肥皂、梳子等)是免费的。
- 4 大伟最喜欢这里的洗衣服务。
- 5 大伟觉得房间的大小正好, 但是床不够大。
- 3 [Students' answers may vary]
- 1 我家附近有一个书店。
- 2 我的房间里有床、桌子、椅子和衣柜。
- 3 我的衣柜里有衣服和被子。
- 4 我有十几个中国朋友。
- 4 Correct sentences: 2, 4
- [Students' answers may vary]
- 5 房间里只有一个互联网接口, 不够用。
- 6 这些饭菜够我们几个人吃。
- 7 这条床单洗得不够干净, 我再洗一次。
- 5 1 我一做完作业就上床睡觉了。
- 2 我们终于找到兵马俑博物馆了。
- 3 填完登记卡我们就可以入住了。
- 4 这件衣服已经洗好了。
- 6 1 这个房间多大?
- 2 这张床有多长?
- 3 这张桌子宽几米?
- 4 这个房间长5米, 宽3.5米。
- 5 这张床长2米。
- 6 这张桌子宽1米。

LESSON 3

- 1 1 b, 2 c, 3 a
- 2 1 b, 2 a; 3 e, 4 f, 5 c, 6 d
- 3 [Students' answers may vary]
- 1 我和小明放学以后要去公园拍照。
- 2 我每天坐公共汽车去学校, 很方便。
- 4 1 总机; 2 送餐服务; 3 前台; 4 客房部

Unit Quiz

- 1 b 2 a 3 a a 有 b 到 c 够 d 长
- 4 a 5 c 6 d 7 b 8 c 9 c 10 d
- 11 b 12 b 13 c 14 b 15 b 16 c 17 c
- 18 c 19 a 20 b 21 b 22 a 23 b 24 a

[Students' answers may vary]

- 25 欢迎光临 / 这里是 26 预订房间
- 27 桌子的下面 28 有衣柜吗?
- 29 你好, 我要办理入住。
- 30 房间里有一张床和一个衣柜。

UNIT 6

禁止拍照!

No photos!

Unit overview

Theme	Museums, history and cultural relics
Vocabulary	Rules and signs, history and cultural relics
Grammar	Expressing passive voice using 被; expressing continuous action or state with 着; 是……的 constructions
Listening	Identifying rules in a museum
Reading	Understanding simple descriptions of historical periods and objects in an online post
Speaking	Asking and answering questions about rules and signs
Writing	Writing about a historical period

Asking about manner using 怎么
怎么 is used to ask about the manner, nature, condition, cause, etc. of something, meaning “how”, “what” or “why”. Like other special questions in Chinese, 怎么 is placed in a sentence where the answer should appear. For example,
请问兵马俑是怎么被发现的?
兵马俑是当地的农民在打井的时候发现的。

Ordinal numbers with 第
Ordinal numbers in Chinese are formed by adding the character 第 before the cardinal numbers. There is not any change in the form of these numbers. For example, 第一, 第二, 第三, 第九, 第十五, 第三十三, 第九十九, 第一百, etc.

Extra language points

Expressing verb complement with 为
为 is often used to connect a verb with its complement, meaning “become”, “into” or “as”. Note that in this usage 为 is pronounced with the second tone.

Subject	被	Verb	Complement
南方人	被	称 为	唐人。
中国人	被	称 为	汉人。
中国的语言	被	称 为	中文。
她		成 为	有名的演员。

Expressing resemblance using 像
像 is used as a verb to express resemblance, meaning “be like”, “resemble” or “look like”. It is often used together with phrases like 看起来 or 长得 to express resemblance in appearance. For example,
他看起来很像我们没交作业时的丁老师。
这个兵马俑看起来很像我们的汉语老师。
她长得很像她妈妈。

Adjective phrases as modifiers

An adjective phrase is placed before a noun as its modifier. An adjective phrase may contain a subject and a verb, like the relative clause in English, but it is rarely placed after the noun it modifies (A change of word order may still occur, e.g., 安娜买的衣服很漂亮: 衣服, 安娜买的, 很漂亮). 的 is used to connect the adjective phrase and the noun.

Adjective phrase	的	Noun
我们没交作业时	的	丁老师
马克拍	的	照片
安娜买	的	衣服

A noun together with its modifying phrase can be used as the subject or object of a sentence. For example,

As subject: 安娜买的衣服很漂亮。

As object: 他看起来很像我们没交作业时的丁老师。/ 我很喜欢他买的照相机。

Expressing membership using ……之一

……之一 is used to express membership of a category, meaning "one of ...". 之一 needs to be placed after the phrase expressing the category. In this usage, 之 serves a similar function to 的 in marking belonging.

Subject	Verb	Object (Category)		之一
		Adjective phrase	Noun	
唐朝	是	中国历史上最强大的	朝代	之一
李小龙	是	他最喜欢的	明星	之一。
意大利菜	是	永民最喜欢的	菜肴	之一。
西安	是	我最喜欢的	城市	之一。

The Terracotta Army and Qin Shihuang

The Terracotta Army (兵马俑) is a collection of terracotta statues depicting the army of Qin Shihuang, the first Emperor of China. The statues date from the 3rd century BC and were discovered in 1974 by farmers digging a well in Lintong County, part of the Xi'an municipality.

The figures are of various categories according to their roles in the army, and vary in height: the generals are the tallest. The Terracotta Army includes foot soldiers, archers, officers, horses, chariots, musicians and entertainers. It is estimated that the pits containing the Terracotta Army hold over 8,000 soldiers, 130 chariots with 520 horses and 150 cavalry horses. The majority of the sculptures are still buried underground, but many can be seen in the Terracotta Army museum in Lintong.

Qin Shihuang (秦始皇) (259–210 BC) was king of the state of Qin during the Warring States period. Having conquered the other kingdoms, he became in 221 BC the first emperor of a unified China, at that time largely restricted to what is considered north and east China today, with some scattered territory in the south.

Qin Shihuang, known as the First Emperor, set the pattern for centuries of imperial rule to follow, centralizing government and embarking on huge projects, including the first version of the Great Wall, and the Terracotta Army in his own mausoleum, as well as a national road system. A strict Legalist, the First Emperor has historically been regarded as a brutal tyrant.

The Qin, Han and Tang dynasties

The Qin dynasty was the first imperial dynasty of China, ruling from 221 to 206 BC. The Qin state took its name from the dynasty's homeland, the Kingdom of Qin in modern-day Shaanxi province. During the Warring States period, Qin conquered all six of the other major kingdoms and assumed control of all China. Qin was notable for pioneering the Legalist philosophy, a major school of thought in Chinese history, which emphasized adherence to a strict code of law that should apply to everyone equally.

The Han dynasty succeeded the Qin. It was founded by a peasant rebel leader called Liu Bang, known after his death as Emperor Gaozu. The Han dynasty lasted four centuries (206BC–220AD) and was considered a golden age in Chinese history. China prospered economically during this period, and Confucianism superseded Legalism as the official state philosophy. Military conquests expanded Chinese territory to the south and acquired numerous tributary states on the borders. Daoism flourished in this period and a number of Daoist societies threatened imperial rule with rebellion.

The Tang dynasty ruled China from 618 to 907 AD. The Tang era is considered a high point in Chinese history, equal to or greater than the Han. The Tang capital, Chang'an (modern Xi'an) was at the time the most populous city in the world. The Tang were able to raise great armies and exerted considerable influence over nearby nations, as well as trading extensively long distances via the Silk Road through Central Asia. During this era, Buddhism became influential in Chinese culture.

Decoding the words

售票员	售 sell; 票 ticket; 员 person engaged in a field of work or study
导游	导 lead, guide; 游 travel, tour, swim
入口处	入口 entrance; 处 place, area
当地	当 at a certain time or place; 地 place, locality
农民	农 agriculture, farming; 民 people
打井	打 strike with the hand, make, construct; 井 well
告示牌	告 tell, announce; 示 notify, instruct; 牌 plate, tablet
禁止	禁 forbid; 止 stop, halt
文物	文 literature, culture; 物 thing, matter
得名	得 get, obtain; 名 name
强盛	强 strong, powerful; 盛 prosperous
朝代	朝 dynasty; 代 times, historical period
海外	海 sea, ocean; 外 outside, beyond

Warm-up activities

LESSON 1

- 1 Ask students to look at the signs in Activity 1. If possible, prepare large versions of each sign on separate sheets of paper.
- 2 Elicit how to express the meaning of each sign in Chinese, e.g., 你不可以抽烟.
- 3 Make corrections as necessary. Stick the sign on the board and write the formal vocabulary next to it.

LESSON 2

- 1 Introduce the following words from the text on page 73, writing them on the board: 汉族, 汉语, 得名, 唐朝, 唐人街.

- 2 Briefly explain the relationship between these words, and invite students to give examples from their own culture of similar derivations. For example, the name of the English language comes from the Angles, an ancient people who inhabited parts of what is now England.
- 3 Give examples of the ……语 construction that is used in Chinese to give names to languages based on nationality names, e.g., 英语, 日语, 法语.
- 4 Ask students to try and name four or five other languages in Chinese, ending in 语 (or 文). Correct these if necessary and write them on the board, giving their English names too.

Answer key & audio scripts

Student's Book

LESSON 1

Vocabulary and listening

- 1 1 d, 2 a, 3 b, 4 c
- 2 1 学生票45元一张。
2 兵马俑是当地的农民发现的。
3 永民觉得那个兵马俑像他们的汉语老师——丁老师。
4 他们看到了禁止拍照的告示牌。
- 3 3

Pronunciation and speaking

- 1 1 üe, 2 ü, 3 üe, 4 üe, 5 ü, 6 üe

LESSON 2

Reading and writing

- 2 1 中国人数最多的民族是汉族, 得名于汉朝。当时汉族人说的话叫汉语。
2 唐朝是中国历史上最强盛的朝代之一。最早去海外的中国人称他们自己为唐人, 所以中国城也叫唐人街。

- 3 1, 4

4 秦朝: 兵马俑

汉朝: 206, 220

唐朝: 618, 907, 唐三彩

Language in use

Expressing passive voice using 被

- 1 1, 3
- 2 1 我的晚饭被她吃了。
2 我的书被他拿走了。
3 她被(人们)称为“马大姐”。
4 海外中国人住的地方被(人们)称为唐人街。

Expressing a continuing action or state with 着

- 1 1, 3
- 2 1 桌子上放着书。
2 我穿着一件绿色的T恤。
3 大门上挂着两个红灯笼。

是……的 constructions

- 1 1, 3
- 2 1 马克是什么时候去桂林旅行的?
2 你是在哪里认识王玉的?
3 安娜是怎么去新加坡的?

LESSON 3

Character writing

- 1 雁、厕: 厂; 衫、参: 彡
- 2 1 c, 2 a, 3 d, 4 b

Review and practice

- 1 1 民族; 2 强盛; 3 安静; 4 所以
- 2 1 我的票被他拿走了。
2 西安是一个历史古城。/ 西安被称为历史古城。

3 这本故事书被马克借走了。

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

Vocabulary extension

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

Workbook

LESSON 1

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

2 [Students' answers may vary]

1 告示牌上写着“禁止拍照”。

2 请安静，不要大声说话。

3 你们的导游会在入口处等你们。

3 1 ü, 2 üe, 3 üe, 4 ü, 5 üe, 6 ü;

7 xuéshēngzhèng, 8 yùdìng, 9 xūyào, 10 yīyuè,
11 yǒuqù, 12 xiàxuě

4 1 得; 2 导游; 3 发现; 4 当地; 5 像; 6 告示牌;
7 禁止; 8 大声

True statements: 9, 11, 13

5 1 学生证, 三张票;

2 告示牌, 我没有看到

LESSON 2

1 1 秦朝的中心在现在的西安市附近。

2 兵马俑是秦朝的。

3 汉族得名于汉朝。

4 汉族人说的话叫“汉语”。

5 因为唐朝是中国历史上最强盛的朝代之一，
所以那时候海外的中国人称自己为“唐人”。

3 1 a, 2 b

3 我的护照被他拿走了。

4 中国城被称为唐人街。

5 妈妈做的菜被我们吃了。

6 那件大衣被我姐姐买了。

4 1 告示牌上写着“安静”。

2 他手里拿着什么?

3 她穿着一件红色的毛衣。

[Students' answers may vary]

4 小女孩穿着T恤和短裤。

5 妈妈抱着小女孩。

6 爸爸也穿着T恤。

7 爷爷和奶奶很开心，看着前面。

5 Correct sentences: 1, 2

[Students' answers may vary]

4 我是坐公共汽车去学校的。

5 房间是我的老师预订的。

6 兵马俑是当地农民发现的。

7 这床被子是服务员拿来的。

LESSON 3

1 1 中国人数最多的民族是汉族，得名于汉朝。
汉族人说的话叫“汉语”，所以中文也叫汉语。

2 海外的中国城也叫“唐人街”。

3 唐朝是中国历史上最强盛的朝代之一，所以
最早去海外的中国人称自己为“唐人”。

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

3 [Students' answers may vary]

1 我们在参观历史博物馆的时候，看到了几件唐三彩。

2 他很喜欢看历史书，也喜欢看电影。

4 1 禁止饮酒 / 不可以喝酒

2 禁止吸烟 / 不可以吸烟

3 禁止带狗入内 / 不可以带狗进去

4 失物招领 / 丢失的东西在这里找

Unit Quiz

- 1** b **2** a **3** b a 被 b 着 c 是 **4** c
5 a **6** b **7** b **8** c **9** d **10** c **11** b
12 a **13** b **14** b **15** c **16** a **17** b **18** c
19 b **20** b **21** a **22** c **23** a **24** b

[Students' answers may vary]

- 25** 在入口处等你们 **26** 一样高
27 对不起 **28** “请安静”
29 上个星期六, 我和王明一起参观了自然博物馆。
30 门外的告示牌上写着“禁止吸烟”。

UNIT 7 四川菜又麻又辣!

Sichuan food is really spicy!

Unit overview

Theme	Eating out, food and drink, Chinese dishes
Vocabulary	Flavours, food and drink, ingredients and recipes
Grammar	Noun phrases with 的; giving instructions using imperatives; 把 sentences
Listening	Identifying features or tastes of foods, understanding restaurant orders
Reading	Identifying ingredients and cooking steps of a recipe
Speaking	Ordering at a restaurant, asking for and giving recommendations
Writing	Writing a recipe

这边请

The common word order of Chinese sentences is subject + verb + object. 这边请 is commonly regarded as an abbreviated form of the sentence 请(你/你们)来这边, with the subject and action verb being omitted and the word 请, meaning "please", moved to the end to express courtesy. Literally it means "this way, please".

Ordering food with different degrees of formality

Chinese, like many other languages in the world, use different vocabulary to express different degrees of formality.

When making orders at a restaurant, the neutral expression is 我要……, the more formal expression is 我想点……, the least formal expression is 来……. When using the verb 来, the object after it should always be a noun phrase expressing the food modified by a number and measure word.

Subject	Verb	Object	Formality
您	想点	什么?	formal
我	想点	麻婆豆腐。	formal
我	要	一杯咖啡。	neutral
	来	一壶茶。	casual
	来	三碗饭。	casual

Extra language points

饭馆就要到了。

The construction, 就要……了, is covered in more detail in Unit 10. For now, students only need to understand the meaning. You may wish to point out the contrast in the subject of the sentence between English and Chinese as seen here: an overly translation might render this as "The restaurant is about to arrive." This is an example of the fluidity between active and passive that Chinese verbs may exhibit, whereas an English sentence would need to specify who or what is about to arrive at the restaurant, e.g. "we" or "the car".

Decoding the words

清淡	清 clear, pure; 淡 tasteless, weak, light
麻烦	麻 numb, tingle; 烦 restless, irritable, trouble, request
汽水	汽 vapour, steam; 水 water
菜单	菜 cooked vegetables and meat, dishes; 单 bill, list
原料	原 unprocessed, raw; 料 material
牛肉末	牛 cow, ox; 肉 meat; 末 powder, dust
猪肉	猪 pig; 肉 meat
少量	少 few, little; 量 quantity, amount
豆瓣酱	豆 bean; 瓣 piece, section; 酱 thick sauce
做法	做 do, make, produce; 法 method
加热	加 add, increase; 热 heat

Warm-up activities

LESSON 1

- 1 Ask students to look at the word box on page 80. Give the meanings of these words.
- 2 Say different types of food or drink that have these flavours in English. For example, sugar, curry, lemon.
- 3 Elicit the appropriate flavour word from students.
- 4 Provide in Chinese examples of food with the flavour.
- 5 Optionally, write the Chinese word for the food on the board, although it is not necessary for students to learn these words at present.
- 6 Repeat the above steps for three or four of the flavour words.

LESSON 2

- 1 Begin the lesson by asking students if they often eat Chinese food.
- 2 In English, ask students what Chinese restaurants they have been to, and discuss what type of food they have there.
- 3 Ask if students can name some Chinese dishes. Correct their pronunciation or provide translations if students don't know the Chinese names.
- 4 Look at the list of food items on page 83. For each dish the students have mentioned, ask them to say one or more ingredients from that dish.

Answer key & audio scripts

Student's Book

LESSON 1

Vocabulary and listening

- 1 a 酸, 甜, 香; b 麻, 辣, 香
- 2 1 阿曼达喜欢吃广东菜, 不咸不辣, 比较清淡。
2 马克觉得到了四川, 就应该吃川菜。
3 饭馆的拿手菜是麻婆豆腐、宫保鸡丁和水煮鱼。
- 3 b, c, d, e, f
- 4 1 b, 2 c, 3 a

Pronunciation and speaking

- 1 1 en, 2 en, 3 en, 4 en, 5 eng, 6 en

LESSON 2

Reading and writing

- 2 1 做麻婆豆腐需要豆腐、牛肉末(猪肉或鸡肉也可以)、油、豆瓣酱、花椒粉、葱、姜、蒜和鸡汤。
2 应该先炒肉。
- 3 1 e, 2 b, 3 f, 4 c, 5 d, 6 a

Language in use

Noun phrases with 的

1 1, 3

- 2 1 我不喜欢红的。你有黑的吗?
2 她喜欢吃甜的。
3 我没带我的书。我能借你的吗?

Giving instructions using imperatives

1 2, 3

把 sentences

1 1, 3

- 2 [Students' answers may vary]
1 把鸡肉切成小块。
2 把葱放进锅里。
3 把牛肉切成片。
4 她把中文书放进书包。

LESSON 3

Character writing

1 1 料、粉: 米; 猪、猫: 豕

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

Review and practice

- 1 1 请问你们几位? 这边请。
2 你想喝什么?
3 你们的拿手菜是什么?

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

Workbook

LESSON 1

1 1 稍; 2 水; 3 勺子; 4 杯; 5 碗; 6 瓶; 7 双;
8 个; 9 碗

2 [Students' answers may vary]

- 1 麻烦你给我们拿一份菜单。
2 我喜欢吃炒青菜, 又清淡又好吃。

3 1 en, 2 eng, 3 eng, 4 en, 5 en

6 dēngjì, 7 dānrén, 8 kěnéng, 9 zhèngǎo,
10 fēnzhōng

4 1 菜单; 2 苹果; 3 汽水; 4 爱; 5 甜; 6 又麻又辣;
7 清淡; 8 炒; 9 麻烦; 10 稍

True statements: 12, 14

5 又麻又辣, 比较清淡, 又甜又香

LESSON 2

- 1 1 做宫保鸡丁需要鸡肉、花生等原料。
2 需要15—20分钟。
3 碗里的汁是用酱油、糖、醋和鸡汤做的。
4 应该先放辣椒和花椒, 然后放鸡丁, 再放葱姜蒜末, 最后放碗里的汁。

3 1 东西, 2 大衣, 3 电脑;

4 这个菜是辣的。

5 我喜欢红色的。

6 我的可以上网。

4 1 打电话给饭馆。

2 说自己想叫外卖。

3 说出想要吃的饭菜。

4 说出想要喝的东西。

5 问东西一共多少钱。

6 说出自己的地址和电话。

5 Correct sentences: 2, 4, 5

6 把豆腐切成小块。

7 把葱切成末。

8 把油放在锅里, 加热。

9 把肉炒熟。

10 把葱、姜、蒜炒香。

LESSON 3

- 1** 1 您想要什么?
 2 您想喝什么?
 3 太白小区三号楼503室。
 4 您的电话号码是多少?
- 2** 1 b, 2 a, 3 e, 4 f, 5 d, 6 c
- 3** [Students' answers may vary]
 1 红烧肉的原料是猪肉。
 2 很多菜里都需要放糖和花椒粉。

Unit Quiz

- 1** a **2** b **3** a **4** b a 放 b 的 c 把
5 c **6** b **7** a **8** b **9** d **10** d **11** b
12 a **13** a **14** c **15** c **16** b **17** c **18** c
19 c **20** a **21** c **22** c **23** b **24** a

[Students' answers may vary]

- 25** 又麻又辣 **26** 甜的
27 麻烦你 **28** 先, 后
29 你们爱吃西餐还是中餐?
30 麻婆豆腐又麻又辣, 很好吃。

UNIT 8 可以便宜一点儿吗?

Could it be a little cheaper?

Unit overview

Theme	Shopping for souvenirs, sending a package by post
Vocabulary	Souvenirs, prices, package and travel experiences
Grammar	Duplication of verbs; "The more ... the more ..." 越……越……; notional passive
Listening	Understanding bargaining exchanges, identifying prices and numbers
Reading	Understanding descriptions of travel experiences
Speaking	Bargaining, asking for suggestions
Writing	Writing about a shopping experience

不得不

不得不 is a modal verb meaning "have to", "have no choice but to", or "be obliged to". It is used before a verb expressing what someone has to do. For example,

菜很咸, 我不得不喝了一大杯水。

明天有考试, 我不得不早一点儿睡觉。

Chinese currency units 元 / 角 / 分 and 块 / 毛 / 分
元, 角, 分 are currency units in written Chinese. 1.73 in RMB is written as 一元七角三分. 29.99 is written as 二十九元九角九分. However, in spoken Chinese, people often use 块/毛/分. 一元七角三分 is spoken as 一块七毛三(分). 二十九元九角九分 is spoken as 二十九块九毛九(分). 分 is often omitted in spoken Chinese.

Extra language points

Adversative conjunction 不过

不过 is used at the beginning of a sentence, expressing something in some way contrary to what has been mentioned before. It means "but", "yet" or "however". For example,

阿曼达觉得菜太辣了。不过, 马克和永民不怕辣, 所有的菜很快就吃光了。

Amanda felt that the food was too spicy. However, Mark and Yeong-min are not afraid of spicy food, so all the dishes were quickly eaten up.

你可以去看电影。不过, 你要先做完作业。

越来越……

This is the default form of the 越……越…… construction, used to express that something increases but without directly linking it to another type of increase. For example, "他越吃越胖" means "The more he eats, the fatter he gets", whereas "他越来越胖" means simply "He gets fatter and fatter".

Limits of the V — V construction

This doubling construction, used to soften the tone of a command or statement, may only be used with single-character verbs, e.g. 看一看, 试一试.

Verbs consisting of two characters may not be doubled in this way.

Expressing approximation with 左右

左右 is often used after a number and measure word, meaning "about" or "approximately". It can be used to express something approximate in time, distance, age, number, size, etc. For example,

平邮要两个星期左右。

往前走十分钟左右就到了。

学校离医院五公里左右。

派对五点左右开始。

丁老师三十岁左右。

城墙高十米左右。

Decoding the words

讲价	讲 speak, talk about; 价 price
行李	行 go, walk, travel; 李 plum
邮寄	邮 post, mail; 寄 entrust; send
明信片	明 bright; 信 letter; 片 flat, thin piece
普通话	普通 common; 话 speech
纪念品	纪念 commemorate; 品 product, item
唐装	唐 Tang dynasty; 装 clothing
味道	味 taste, flavour; 道 way, path
重量	重 heavy, weight; 量 quantity, amount
平邮	平 common, ordinary; 邮 post, mail
空邮	空 air; 邮 post, mail
地道	地 place, locality; 道 way, path
茶具	茶 tea; 具 utensil, tool

其中	其 that, such; 中 middle, amidst, among
告诉	告 tell, notify; 诉 inform, say

Warm-up activities**LESSON 1**

- 1 Write the following words on the board: 唐装, 茶具, 毛笔.
- 2 Show a *tangzhuang* (or a picture of one) to students. Ask if they have seen one before, and briefly describe what it is and when people in China might wear one. Ask students if they have traditional clothing that plays a similar role.
- 3 Show students a traditional Chinese tea set. Ask them to identify differences between this and a traditional western tea set.
- 4 Finally show some calligraphy brushes to students. If possible, show them an example of how one is used and the writing it produces. If time permits, you may wish to let students try to write using one.

LESSON 2

- 1 Ask students to look at the beginning and end of the email on page 93, specifically the greeting and ending phrases.
- 2 Ask students how these differ from beginning and ending an email in English.
- 3 Point out the particular features of the Chinese email: the name followed by a colon, beginning the text with 你好! and ending with 祝好! followed by the sender's name.
- 4 Give examples of other ways you might begin and end an email to different people, e.g. 老师好 to your teacher, or 爷爷奶奶好 to your grandparents. Note that the exclamation mark is more widely used in formal writing in Chinese than in English.

Answer key & audio scripts

Student's Book

LESSON 1

Vocabulary and listening

- 2 1 马克想买一个玩具熊猫送给王玉。
2 因为售货员说他的普通话说得很好,他就和售货员开玩笑。
3 不,阿曼达想去那边看看,他们一会儿在宾馆见。
- 3 1 讲价, 2 四十; 3 附近, 4 真丝, 5 九

Pronunciation and speaking

- 1 1 ian, 2 üan, 3 ian, 4 ian
2 1 ian, 2 ian, 3 ian, 4 üan, 5 ian, 6 üan

LESSON 2

Reading and writing

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

Language in use

Duplication of verbs

- 1 1, 3
2 1 你能说一说悉尼的历史吗?
2 我想去公园走一走。
3 你应该看一看这本书。

"The more ... the more ..." 越……越……

- 1 1, 2
2 1 他越长越高。
2 我越说越高兴。
3 她越跑越觉得热。

Notional passive

- 1 1, 3
2 1 我的作业做完了。
2 衣服还没有洗。
3 所有的纪念品都卖光了。
4 大衣还没做好。

LESSON 3

Character writing

- 1 刻、刷: 刂; 赵、赶: 走
2 1 d, 2 c, 3 b, 4 a

Review and practice

- 1 c, e, a, g, d, b, f
3 1 所有的菜都吃光了。
2 这张表填完了。
3 行李准备好了。
4 [Students' answers may vary]
a 今天的菜做得不好吃, 他越吃越不想吃。
b 雪越下越大。/ 他们越走越快。

Vocabulary extension

- 1 1 belt, 2 watch, 3 tie, 4 wallet, 5 leather shoes, 6 notebook

Workbook

LESSON 1

- 1 1 c, 2 f, 3 b, 4 a, 5 d, 6 e, 7 讲价; 8 纪念品
2 [Students' answers may vary]
1 我要把这个包裹邮寄给我的老师。
2 我先帮您称一下重量。
3 你想寄平邮还是空邮?
3 1 包裹; 2 这张表; 3 重量; 4 平邮多长时间, 空邮多长时间; 5 空邮

- 4 1 唐装; 2 一定; 3 真丝; 4 舒服; 5 卖; 6 讲价

True statements: 7, 10

- 5 1 ian, 2 üan, 3 üan, 4 ian, 5 üan, 6 ian;

7 jiàqian, 8 yuánliào, 9 shòuhuòyuán, 10 fāxiàn,
11 duìmiàn, 12 tuányuán

LESSON 2

- 1 1 永民觉得川菜又麻又辣, 很地道。
2 因为阿曼达怕吃辣。
3 马克打算把熊猫玩具送给王玉。
4 阿曼达没有买茶具, 只拍了照片。她想先问问王玉。
5 永民买了一件唐装。他觉得很舒服也很便宜。
6 永民打算明天去邮局寄包裹和明信片。
- 3 1 听听, 2 走走, 3 看看, 4 等等;
5 我可以看看这本书吗?
6 咱们可以问问人。
7 这个包裹真大, 先称称重量吧。
- 4 [Students' answers may vary]
1 火车开动了, 越走越远。
2 我昨天上网玩游戏, 越玩越开心。
3 欢迎你来参加我们的派对, 人越多越热闹。
4 我喜欢大一点的床, 床越大越舒服。
5 大家很喜欢这种纪念品, 越买越多。
- 5 1 所有的饺子都被吃光了。
2 我的作业交了。
3 衣服没洗干净。
4 这本书没看完。

[Students' answers may vary]

5 妈妈做的菜很快就吃光了。

6 您的房间已经订好了。

7 这张表填完了。

8 饺子还没包好。

LESSON 3

- 1 [Students' answers may vary]

1 这套茶具多少钱?

2 太贵了, 便宜一点儿可以吗?

3 一百五十块怎么样?

4 那你说多少钱?

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

- 3 [Students' answers may vary]

1 京剧很有趣, 我很喜欢看。

2 我今天起床很晚, 上课迟到了, 觉得很不好意思。

- 4 1 皮带和手表一共650元。

2 记事本、钱包和领带一共500元。

3 手表和皮鞋一共880元。

Unit Quiz

- 1 a 2 b 3 b 4b a 问, 问 b 光 c 越, 越
5 b 6 a 7 c 8 c 9 c 10 c 11 b
12 a 13 b 14 b 15 c 16 a 17 a 18 b
19 c 20 a 21 c 22 b 23 b 24 c 25 a

[Students' answers may vary]

26 便宜一点儿可以吗 27 寄包裹

28 试一试吗 29 你穿上这件衣服一定很好看。

30 明天我要去邮局, 把这些衣服邮寄到家里。

Answer key & audio scripts

Student's Book: Review 2

Vocabulary

- 1 1 c, 2 a, 3 e, 4 b, 5 d
- 2 1 个; 2 床; 3 条; 4 张; 5 碗; 6 瓶; 7 双; 8 件
- 3 [Students' answers may vary]
这个房间的中间有一张大床。
衣柜在床的右边。
沙发在床的左边。

Grammar

- 1 1 你可以把被子拿出来吗?
2 我的书被小王拿走了。
3 他家的门口挂着红灯笼。
4 我的房间有三米长, 两米宽。
- 2 1 古城墙有多少年的历史?
2 你奶奶有多少岁了? / 你奶奶多大年纪了?
3 从北京到香港坐飞机要多长时间?
4 为什么海外的中国人住的地方叫唐人街?
5 这个兵马俑有多高?
- 3 1 所以; 2 够; 3 越, 越; 4 虽然
- 4 [Students' answers may vary]
1 桌子在衣柜的旁边。
2 房间里的被子不够暖和。
3 妈妈帮我把衣服洗好了。
4 兵马俑是被当地农民发现的。
5 冬天很冷, 所以我们要穿大衣。
6 因为外面下雨, 所以我们不能去公园。
7 告示牌上写着“请安静”。
8 把筷子放在桌子上。
9 我们要去公园走一走。

- 10 你是在成都认识她的吗?
- 11 这本书被借出去了。
- 12 体育场长200米, 宽150米。

5 [Students' answers may vary]

- 1 她把食物放进嘴里。
食物被放进嘴里。
- 2 她把电话拿起来。
电话被拿起来。
- 3 她把菜切成小块。
菜被切成小块。
- 4 他们把灯笼挂在了家里。
灯笼被他们挂在了家里。

Integrated skills

- 1 1 b, 2 a, 3 b, 4 a, 5 b, 6 b, 7 a, 8 b

[Track 2-17]

- 1 我昨天和永民去吃川菜了。
- 2 我买了那条围巾, 没买那套茶具。
- 3 我觉得麻婆豆腐越辣越好吃。
- 4 先给我来一杯果汁, 再来碗炒饭。清淡一点儿。
- 5 桌子的旁边有一个书柜, 书柜的最上面有一些中文故事书。
- 6 宾馆的房间很舒服, 但是服务不太好。
- 7 房子的门口挂着一个告示牌, 上面写着“不得进入”。
- 8 平邮一个星期, 空邮两天就到。

- 2 k-c-e-f-g-l-b-h-i-a-d-j

3 [Students' answers may vary]

- 一进门, 可以看到左边是饭厅, 右边是卫生间。
门的对面是客厅。
客厅的旁边有两间卧室。

客厅的对面是我爸妈的卧室。

爸妈卧室的旁边是我的卧室。

Enjoy Chinese

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

Assessment task 2

Vocabulary

1 1 炒; 2 声; 3 停; 4 房间; 5 单人; 6 纪念品

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

9 帮助; 10 一定; 11 味道; 12 麻烦

3 1 告示牌上写着“请安静”。

2 唐装很有中国味道。

4 1 需要拿出护照、填写入住登记卡。

2 我喜欢味道清淡的中国菜。

Pronunciation

1 1 预; 2 月; 3 认; 4 生; 5 员; 6 咸

2 1 jiàqian, 2 dānrén, 3 yuánliào, 4 dēngjì,
5 xuéshēngzhèng, 6 yùdìng

3 1 我、洗; 2 给、水、很; 3 景、很

Grammar

1 2, 4

2 [Students' answers may vary]

1 我是坐公共汽车回家的。

2 我的房间长五米, 宽三米。

3 我家附近有书店。

4 我喜欢吃辣的。

3 1 我们把妈妈做的菜都吃光了。

2 告示牌上写着什么?

3 我买了红色的围巾, 他买了黑色的。

4 请把你的护照放在桌子上。

5 房间里的衣柜有两米高。

6 你觉得八个菜够吃吗?

4 1 他越玩越开心。

2 我是坐火车来北京的。

3 小李的学生证被小王拿走了。

4 我把明信片寄出去了。

5 你什么时候做作业?

6 明天把书带来。

7 妈妈在厨房切豆腐。

8 她正在洗衣服。

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

Integrated skills

1 2, 3

[Track 38]

A: 您好, 我想寄这个包裹去日本。

B: 你需要填一下这张表。

A: 请问这里应该填什么?

B: 上面填你要寄去的地方, 下面填你自己的地址。

A: 填完了, 给您。

B: 先称一下重量吧。……零点八公斤, 平邮六十五块三毛, 空邮一百块。

A: 平邮多长时间? 空邮多长时间?

B: 平邮一个月左右, 空邮七天就到。

A: 我寄平邮, 给你钱。

B: 七十, 找你四块七毛。

2 1 纪念品; 2 套; 3 便宜; 4 贵; 5 讲价; 6 麻;
7 爱; 8 地道

True statements: 10, 12

3 1 旅行前应该先预订宾馆。

2 可以在买票的时候出示学生证。

3 旅行的时候应该去当地的饭馆吃饭, 因为可以吃到又好吃又地道的中国菜。

4 因为可以买到很有中国味道的纪念品。

Character writing

1 1 巾; 2 厂; 3 巾; 4 巾; 5 彡; 6 米; 7 八; 8 米;
9 走; 10 米; 11 八; 12 彡; 13 彡; 14 走; 15 走;
16 厂; 17 户; 18 彡

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

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

4 [Students' answers may vary]

1 到超市买东西很方便。

2 糖醋里脊的原料是猪肉。

3 放学后去看电影吧。

4 我们明天去参观历史博物馆。

5 早一点儿起床, 就不会迟到。

6 客厅在厨房的对面。

UNIT 9 这里的风景美极了!

The scenery here is amazing!

Unit overview

Theme	Sightseeing at places of natural beauty
Vocabulary	Words for natural scenery, landscape features and feelings
Grammar	Expressing result of an action with 到; expressing percentages using 百分之……; 除了……以外, 还……
Listening	Understanding descriptions of scenery, identifying landscape features
Reading	Identifying information about scenic areas in a travel flyer
Speaking	Talking about scenery through comparisons
Writing	Writing about scenery

Expressing location with 位于

位于 means “be located, be situated” or “lie”. It is used before a noun or noun phrase expressing location. For example,

卧龙保护区位于成都西北大约130公里处。

西安位于中国的西北地区。

超市位于火车站附近。

多 indicating an approximate number

多 is used after numerals to express approximation, meaning “more than”. For example,

保护区里有一百多只大熊猫。

九寨沟离成都四百多公里。

九寨沟里有一百多个大大小小的湖泊。

我爸爸六十多岁了。

Extra language points

还 + adjective

When 还 is used before an adjective like 可以, 好 and 行, it indicates something acceptable if not outstanding. For example,

A: 你觉得这里的风景怎么样?

B: 还可以。

A: 你觉得这个手机怎么样?

B: 还行 / 还好。

Characters with more than one reading

The character 长 may be read as *cháng* or as *zhǎng*, and its meaning and usage differs depending on which reading is used. A number of Chinese characters have two possible readings, and some even have more.

Other characters with multiple readings include 了, 便, 得 and 地.

Adverbs of degree

A number of adverbs may be used when describing scenery or other things, indicating a great degree by varying amounts. These include 很 (quite, very), 真 (really), 太……了 (extremely, too), 非常 (extraordinarily, extremely) and 特别 (especially). For example, 这里的风景很 / 真 / 特别 / 非常漂亮! 太美了!

Decoding the words

风景	风 wind; scene, sight; 景 situation; scene
变成	变 change, alter; 成 become
退钱	退 return, give back; 钱 money
图画	图 picture, drawing; 画 draw, paint; painting
山水	山 mountain, hill; 水 water; rivers
照相	照 shine, illuminate; take a photograph; 相 looks, appearance
保护区	保护 protect; 区 area, district
总数	总 overall, total; 数 number
植物	植 plant; grow; 物 thing, matter
森林	森 full of trees; forest; 林 woodland, woods
仙境	仙 immortal; celestial being; 境 border; place, location
清澈	清 clear, pure; 澈 clear
倒映	倒 reverse; 映 reflect, mirror

Warm-up activities**LESSON 1**

- 1 Prepare or draw a picture of a landscape incorporating the following features: mountain, lake, trees, blue sky, birds, rocks.
- 2 Point to each of these features in turn while saying the Chinese word for it.
- 3 Ask students to say what these are in English.
- 4 Say the Chinese words again and have the students repeat after you.

- 5 Now draw students' attention to the new words box on page 104.
- 6 Point to each of the landscape features in turn and elicit the correct Chinese word for each one. Correct students' pronunciation when necessary.

LESSON 2

- 1 Write the following words on the board: 高山, 瀑布, 河流, 湖泊, 森林, 树木.
- 2 Write the English equivalents on another part of the board, in a random order: tall mountains, waterfall, river, lake, forest, trees.
- 3 Ask one student at a time to use clues in the characters and their existing knowledge to match a word with its English translation. For example, 高山 may be identified because it consists of already learnt characters, and possibly by the pictographic nature of 山. 瀑布, 河流, 湖泊 all contain the water radical. Students already know the meaning of 湖 and so should be able to identify "lake" easily. 树木 has already been presented earlier in the unit. Students can observe that 森林 shows a number of trees (木), i.e., a forest.

Answer key & audio scripts**Student's Book****LESSON 1****Vocabulary and listening**

- 1 湖、蓝天、山、石头、树木
- 2 1 因为旅游书上说这个湖叫“五彩池”，应该有五种颜色，但是马克只看到了蓝色和绿色两种。
2 马克和永民都喜欢这个地方。
- 3 3

Pronunciation and speaking

- 1 1 z, 2 j, 3 j, 4 z, 5 z
- 2 1 j, 2 j, 3 z, 4 j, 5 j, 6 j

LESSON 2

Reading and writing

3 1, 2, 3

4

	卧龙保护区	九寨沟
在哪里	成都的西北，离成都大约一百三十公里	离成都四百多公里
被称为	熊猫之乡	人间仙境
特点	有一百多只大熊猫	雪山、瀑布、湖泊和森林都非常漂亮
交通	坐旅游车三小时	坐飞机45分钟，坐旅游车10小时

Language in use

Expressing result of an action with 到

1 1, 2

2 [Students' answers may vary]

1 我听不到你说话。

2 你见到她了吗？

3 我找不到我的眼镜了。

Expressing percentages using 百分之……

1 1, 2

2 1 女学生占学校人数的百分之五十。

2 玩游戏占你的时间的百分之三十。

3 当地人占工作人员的百分之九十。/
工作人员中当地人占百分之九十。

除了……以外，还……

1 1, 3

2 [Students' answers may vary]

1 除了读书，我还喜欢下象棋。

2 除了上课，我每天还要练习跳舞。

3 除了吃饭，我们还一起看电影。

LESSON 3

Character writing

1 对、导：寸；阿、降：卩

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

Review and practice

1 1 风景；2 自然；3 植物；4 位于

2 [Students' answers may vary]

这里的风景很美。除了树木和石头以外，还有小河。河里的水清澈见底，美极了。

3 [Students' answers may vary]

在这张图里，我看到了森林、小河和石头。我想到了九寨沟的风景。我在那里找到了自然的感觉，非常舒服。

Vocabulary extension

a beach, b cliff, c island, d wave

Workbook

LESSON 1

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

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

[Students' answers may vary]

5 这里的风景美极了。

6 我家乡的山水很特别。

3 1 z, 2 j, 3 z, 4 j; 5 zuò fēijī, 6 jìnzhǐ, 7 jiǎozi, 8 yóujì,
9 chūnjié, 10 jiāo zuòyè

4 1 鸟儿；2 画；3 特别；4 完全；5 美极了；6 种

True statements: 7, 8

5 帮我们拍张照，好的，笑一笑

LESSON 2

1 1 九寨沟在四川，离成都四百多公里。他们是坐飞机去的。

2 它被称为“人间仙境”，因为那里的风景很美。

3 永民最喜欢九寨沟的“五彩池”，因为湖水清澈见底，有很多种颜色，很特别，很漂亮。

4 他们明天打算去卧龙保护区。他们坐旅游车去。

5 因为永民想去那里看大熊猫。

3 1 见到他；2 找不到；3 看到她；4 买不到东西；5 听到你们在笑；6 拿到；7 做不到明天交；8 拍到

4 Correct sentences: 3, 4

[Students' answers may vary]

5 外国学生占总人数的百分之十五。

6 红色的衣服占有所有衣服的百分之二十。

7 汉族的人数占总人数的百分之九十五。

8 出租车费占有所有交通费的百分之七十。

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

[Students' answers may vary]

6 看电视以外，唱歌

7 手机以外，电脑

8 北京以外，上海

9 洗衣机以外，电视机

10 裙子以外，短大衣

LESSON 3

1 [Students' answers may vary]

今年“十一”我打算去香山。香山在北京市西边，离市区25公里。从我们学校到香山坐地铁大约需要40分钟。香山的风景很美，我最喜欢的是香山的红叶。红叶红得像火，美极了！每年的10月和11月，是观赏红叶最好的时候。

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

3 [Students' answers may vary]

1 每年除夕，阿姨都很忙，忙着包饺子，做她的拿手菜。

2 当时我没有找到去博物馆的路，一位导游带我走到那里。

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

[Students' answers may vary]

5 我最想去的是巴厘岛，它位于印度尼西亚。

6 我最喜欢是那种有细小的沙子、干干净净的海滩；可以光着脚走在上面，感觉很舒服。

Unit Quiz

1 b 2 b 3 a a 以外 b 占 c 到

4 b 5 a 6 c 7 a 8 c 9 b 10 a

11 c 12 b 13 c 14 a 15 b 16 a 17 c

18 b 19 a 20 b 21 a 22 b 23 b 24 a

[Students' answers may vary]

25 美极了

26 真漂亮

27 这里的山很特别

28 给我拍张照吧

29 九寨沟的水真清。

30 上个周末我们去爬山，风景很美。

UNIT 10 她长什么样子?

What does she look like?

Unit overview

Theme	People's appearance, sportswear and sizes
Vocabulary	Appearance, features, sportswear and sizes
Grammar	Serial verb construction; affirmative-negative questions; expressing immediate actions with (就) 要……了
Listening	Understanding descriptions of people's appearance
Reading	Identifying descriptions of people's appearance
Speaking	Asking about and describing people's appearance
Writing	Writing about your best friend's appearance

Direction and location word 后面

后面 is a noun meaning "back" or "rear". It is used to express both direction and location. For example,

邮局在宾馆的后面。

宾馆的后面有一个邮局。

Use of nouns and pronouns in continuous discourse

In a continuous discourse containing more than one verb phrase or adjective phrase, pronouns are used in the place of a noun to avoid repetition. Sometimes, if the predicate states different features of the same person, even the pronouns can be omitted. For example,

我的表弟叫王明, 他17岁, 个子很高, 比较瘦, 短头发, 戴眼镜。他的手机号码是16521659870。

阿曼达是巴西人, 个子不高, 中等身材, 黑皮肤, 长头发。

今天早上安娜去了购物中心, 买了一条裙子。下午她去了体育场做运动。

Extra language points

Sentences with double objects

A sentence with double objects is constructed as "subject + verb + direct object + indirect object". The first object is the direct object of the verb, usually but not always a person. The second object is the indirect object of the verb. Usually this kind of sentence is used to express giving or sending someone something. For example,

王玉送给她表弟一件球衣。

找你两毛钱。

给我那本书。

比较 + verb

As well as preceding an adjective, 比较 may also be used with a verb to make a comparative. For example, 比较喜欢 ("prefer").

The preposition 给

The preposition 给 means "in the interest of" or "to / for". The noun or pronoun that follows 给 is usually the receiver of the main action.

Subject	给	Noun/ Pronoun	Predicate
	给	我们	拿三双筷子。
我	给	家人	买了一些丝巾和明信片。
她	给	我	看她的照片。
妈妈	给	我	买了衣服。
永民	给	阿曼达	介绍了韩国菜的特点。

Expressing increased degree with 更

更 is used as an adverb to express increased degree, meaning "more" or "even more". It is used to compare two things or conditions indirectly. The first statement is a descriptive statement, and the second is a comparative statement which uses 更 to indicate an increased or higher degree of something else.

Descriptive statement	Comparative statement
你喜欢围巾,	我更喜欢茶具。
面条好吃,	饺子更好吃。
北京的夏天很热,	香港的夏天更热。
我喜欢唱歌,	我更喜欢跳舞。

Conjunctions 而且 and 还

而且 and 还 are used to connect two clauses, with the second one often being progressive in meaning. 而且 means "and", "besides" or "furthermore". 还 means "also", "too", or "as well". The subjects of the two clauses should be the same, either implied or stated. The things stated in the two clauses should be of the same nature or mood.

Clause 1	Conjunction	Clause 2
他喜欢看书,	还	喜欢买书!
我的女朋友又漂亮又健康,	还	很有爱心!
他们已经到了成都,	而且	玩得很开心。
坐火车又快又方便,	而且	很便宜。
去西安你当然要看兵马俑和古城墙,	而且	你一定要试试西安的小吃!

Decoding the words

电视	电 electric; 视 look at, watch
丝巾	丝 silk; 巾 piece of cloth, scarf
女孩	女 female; 孩 child
留学生	留 remain, stay; 学生 student
中等	中 middle; 等 class, category
苗条	苗 young plant, seedling; 条 long narrow piece, strip
重要	重 heavy; important; 要 need; important
挑选	挑 choose, pick out; 选 choose
球衣	球 ball (game); 衣 clothes
问题	问 ask; 题 topic, subject
最近	最 most; 近 close, nearby
身材	身 body; 材 wood, timber; materials
皮肤	皮 skin; 肤 skin

Warm-up activities

LESSON 1

- 1 Prepare or draw a picture of two exaggerated cartoon people: one very tall and thin, with long hair, the other very short and fat, with short hair.
- 2 Point to the characters and ask students yes / no questions, miming to help convey the meaning: 他 / 她……
高不高? / 胖吗? / 瘦不瘦? / 很矮吗? / 是短头发吗?
- 3 Ask students to identify the characteristics, write the words and their pinyin next to the appropriate person in the picture.
- 4 Ask students to describe you, eliciting the target vocabulary.

LESSON 2

- 1 Write letters for clothing sizes on the board: S, M, L, XL.
- 2 Have students look at the words in Activity 1 on page 117.
- 3 Ask students to say the Chinese for each of the clothing sizes on the board. Write the characters under each size as they are correctly identified.
- 4 Ask students to work in pairs. Tell each other the size of the clothing items they are wearing.

Answer key & audio scripts

Student's Book

LESSON 1

Vocabulary and listening

- 2 1 阿曼达一会儿要去咖啡店跟两个新朋友见面。
2 因为马克想知道她们漂亮不漂亮, 还有她们有没有男朋友。

3 不, 他们会一起去咖啡店。

3 1, 2

Pronunciation and speaking

- 1 The tone of the last character of each word changes into the neutral tone.
- 2 1 piàoliang, 2 péngyou, 3 yǎnjing, 4 yàngzi, 5 tóufa

LESSON 2

Reading and writing

3 2, 4

Language in use

Serial verb constructions

- 1 1, 3
- 2 1 我回家吃晚饭。
2 我晚上去学校上中文课。
3 我坐飞机去听音乐会。
4 我每天早上到体育场跑步。

Affirmative-negative questions

- 1 1, 2
- 2 1 你明天去不去学校?
2 安娜买没买那件大衣?
3 这个菜好不好吃?
4 你喜不喜欢打网球?

Expressing immediate actions with (就)要……了

- 1 1, 3
- 2 1 你就要去上海了吗?
2 我明天要去医院了。
3 我妈妈就要六十岁了。
4 我们要下火车了。
5 暑假就要开始了。

LESSON 3

Character writing

1 孩、学: 子; 省、睛: 目

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

Review and practice

1 1 他去英国看足球比赛。

2 他坐地铁去上班。

3 我到市中心找房子。

4 他买东西送给朋友。

5 他到朋友家庆祝生日。

Vocabulary extension

a face, b nose, c mouth, d ear, e eyebrow, f beard

Workbook

LESSON 1

1 1 对了; 2 俩; 3 重要

[Students' answers may vary]

4 我的好朋友个子不高, 身材很苗条。

5 她有一头黑色的长发。

6 她有一双大眼睛, 看起来很漂亮。

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

3 1 gèzi, 2 xièxie, 3 dōngxi, 4 duōshao, 5 shìshi, 6 jiǎozi; 7 子、亮、试; 8 烦、子; 9 子、发、睛; 10 们、看、服

4 1 丝巾; 2 长; 3 个子; 4 头发; 5 金色; 6 留学生; 7 俩; 8 兴趣

True statements: 11, 12

5 [Students' answers may vary]

1 左边的女孩的的皮肤是黑色的, 她有长长的黑头发。

2 右边的女孩皮肤很白, 她的头发很短, 是金色的。

3 她们俩都很年轻, 很漂亮。

4 右边的女孩笑起来很好看。

5 黑头发女孩比金发女孩胖一点儿, 金发女孩比较苗条。

6 她们的身高差不多, 金发女孩高一点儿。

LESSON 2

1 1 张文光希望王玉帮他找几个话剧演员。

2 他需要两个18—25岁的男孩。一个中等身材, 个子不高不矮, 黄皮肤, 黑头发; 一个高个子, 白皮肤, 短头发。

3 他需要两个18—25岁的女孩。一个中等个子, 不胖不瘦, 黑皮肤, 长头发; 一个身材苗条, 高个子, 白皮肤, 金色长发, 蓝眼睛。

4 永民、史蒂夫、阿曼达和凯特。

3 1 我去火车站买火车票。

2 我找朋友去看电影。

3 我们去王玉家一起包饺子。

4 我去购物中心买东西。

5 我坐地铁去火车站。

6 我买丝巾送给朋友。

7 我去图书馆借书。

4 1 我喜欢大熊猫。

2 四川菜很辣。

3 我没买纪念品。

4 他没去游泳。

5 你交没交作业?

6 地铁站远不远?

7 这个房间够不够大?

8 她买没买那条裙子?

5 Correct sentences: 2, 4

5 春节就要到了。

6 他们就要下课了。

7 妈妈要睡觉了。

8 我和朋友要去西安了。

LESSON 3

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

3 1 她的身材很好, 皮肤很白。

2 他个子不高, 但是眼睛很漂亮。

4 a 脸 face, b 鼻子 nose, c 嘴巴 mouth, d 眼睛 eye, e 头发 hair, f 耳朵 ear, g 眉毛 eyebrow, h 胡子 beard

Unit Quiz

1 b 2 a 3 b 4 b a 送 b 不 c 要
5 b 6 c 7 a 8 b 9 d 10 c 11 c
12 b 13 b 14 b 15 b 16 a 17 b 18 b
19 a 20 a 21 c 22 a 23 c 24 a

[Students' answers may vary]

25 长什么样子 26 金色的, 蓝色的

27 很高, 不胖不瘦 28 去不去

29 左边的女孩有黑色的头发, 黑色的眼睛。

30 右边的女孩的头发是金色的。

UNIT 11 我觉得不舒服。 *I'm not feeling well.*

Unit overview

Theme	Seeing the doctor, illness, healthy lifestyles
Vocabulary	Symptoms of illness, medical advice and instructions, health and activities
Grammar	The auxiliary word 地; 多 and 少; expressing the duration of action
Listening	Listening for symptoms of illness, understanding instructions for taking medicine
Reading	Understanding suggestions for a healthy lifestyle on a poster
Speaking	Talking about illness, asking for and giving reasons, giving advice and describing requirements
Writing	Writing tips for a healthy life

Extra language points

Expressing times of action with 次

次 is a measure word often used after a numeral to express the time or number of occurrences of an action. For example,

我去过北京两次。

这部电影我已经看过很多次了。

每天三次, 每次一片。

我最后一次见到他的时候, 他正在考试。

好 as a resultative complement

好 can be used after a verb as its complement expressing result. For example,

早饭要吃好。

你准备好了吗?

我的作业写好了。

过 vs. 了

The distinction between these two verb suffixes, both of which express a past event, can be difficult for some students.

过 may be explained as indicating an action as a past experience, or something that has "ever" been done. For example,

他(没)去过爱尔兰。

He has (never) been to Ireland.

你吃过川菜吗?

Have you ever eaten Sichuan food?

In contrast, 了 refers to one specific instance of an action. For example, compare the following sentences:

他去了爱尔兰。

He has been to Ireland (he is not here).

他去过爱尔兰。

He had been to Ireland (he went there before, and it does not indicate anything to do with the present).

Decoding the words

头痛	头 head; 痛 ache
发烧	发 start; 烧 fever
拉肚子	拉 pull; 肚子 stomach, belly
本地	本 one's own, this; 地 place, locality
生病	生 give birth to; get, engender; 病 illness
休息	休 rest; 息 stop, cease
着凉	着 feel, suffer; 凉 cool, low temperature
护士	护 protect; 士 commendable person; person in a certain profession
服用	服 eat, take; 用 use
常识	常 common, everyday; 识 knowledge
蔬菜	蔬 vegetable; 菜 green vegetables, dish
定时	定 definite; 时 time
整天	整 whole, entire; 天 day

Warm-up activities

LESSON 1

- 1 Ask students to look at the words in Activity 2 on page 124.
- 2 Ask students to compare these words to those in the new words box on page 125, and try to work out the meaning of each symptom.
- 3 Elicit the correct translations from students, and give clues when necessary.
- 4 Write the characters on the board and explain the component parts of each phrase or word.

LESSON 2

- 1 Ask students to give examples of things they do to keep fit or stay healthy. Try to elicit target vocabulary: 喝水, 吃蔬菜, 睡觉, 运动.
- 2 Tell students how to say these things in Chinese. For phrases or sentences that are of an appropriate vocabulary level, for example "see the doctor", "do exercise" or "get plenty of sleep", write the Chinese on the board.
- 3 Ask individual students to state in Chinese something one ought to do to keep healthy, beginning with "为了健康地生活, 你应该……". Students may use phrases from the board or their own ones.

Answer key & audio scripts

Student's Book

LESSON 1

Vocabulary and listening

- 1 1 b, 2 d, 3 c, 4 a
- 2 头痛、咳嗽、发烧、喉咙痛、鼻塞、拉肚子
- 3 1 马克感冒了。
2 因为他没休息好, 又着凉了。
3 他需要吃感冒和退烧药, 好好休息, 不能吃太辣的东西。
- 4 1, 4
- 5 1 头痛、发烧、拉肚子
2 休息、吃太辣的东西
3 三

Pronunciation and speaking

- 1 The tone of the first character of each word changes into the second tone when the following character carries the fourth tone.

The tone of the first character of each word changes into the fourth tone when the following character carries other tones.

- 2 1 yígè, 2 yìpíng 3 búlà, 4 bùxián

LESSON 2

Reading and writing

- 1 1 d, 2 a, 3 c, 4 b
- 2 1 想健康地生活, 应该多吃蔬菜和水果, 按时定量吃饭, 多喝水, 多做运动, 早睡早起。
2 想健康地生活, 不应该多吃多油多盐的饭菜, 不应该少喝水, 整天在家看电视和上网玩电子游戏, 很晚才上床睡觉。
3 1 蔬菜和水果, 多油多盐的饭菜;
2 吃好, 吃饱, 吃少; 3 八; 4 半; 5 八

Language in use

The auxiliary word 地

- 1 1, 3
- 2 [Students' answers may vary]
1 他慢慢地吃着早餐。
2 我开心地唱着歌。
3 她很快地离开了学校。
4 他们愉快地去旅游。

多 and 少

- 1 1, 3

Expressing the duration of action

- 1 1, 2
- 2 1 上个星期六我买东西买了三个小时。
2 他等我等了两个小时。
3 她每天吃午饭吃一个小时。
4 昨天晚上马克写博客写了半个小时。

LESSON 3

Character writing

- 1 痛、疼: 疔; 烧、烦: 火

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

Review and practice

- 1 1 感; 2 着凉; 3 经常; 4 按时
- 2 [Students' answers may vary]
1 我们在北京愉快地生活。
2 同学们很快地向餐厅走去。
3 火车慢慢地停下了。
4 他开心地告诉我, 他有女朋友了。
- 3 [Students' answers may vary]
a 她们经常吃快餐。
她们应该多吃蔬菜和水果。
她们应该少吃快餐, 少喝汽水。
b 他上课睡觉。
他应该早睡早起, 每天至少睡八个小时。
他不应该很晚才上床睡觉。

Vocabulary extension

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

Workbook

LESSON 1

- 1 1 e, 2 f, 3 c, 4 b, 5 d, 6 a
- 2 1 注意; 2 药; 3 普通
4 感冒的时候, 鼻子和喉咙都会不舒服。
5 吃错东西, 着凉或者没休息好, 都可能会生病。
6 感冒的时候, 要多喝水, 多休息, 按时吃药。
- 3 c-a-b-e-d-g-f

- 4 1 生病; 2 拉肚子; 3 得; 4 感冒; 5 休息; 6 着凉; 7 治; 8 退烧药

True statements: 9, 12

- 5 1 bùchī, 2 bùxíng, 3 bùxiǎng, 4 búqù, 5 yìbēi, 6 yìnián, 7 yìwǎn, 8 yìpiàn; 9 yígòng, 10 yìshuāng, 11 yíci, 12 bùhē, 13 búguì, 14 búgòu

LESSON 2

- 1 1 他没有定时定量吃饭。他吃的东西不健康。
2 他喜欢喝咖啡。他每天喝六七杯咖啡, 不健康。
3 他不运动, 睡觉的时间也不够。
4 如果想健康地生活, 他应该按时吃饭, 按时睡觉, 少喝咖啡, 多做运动。
5 如果想健康地生活, 他不应该经常吃快餐, 不应该很晚才睡觉, 不应该喝那么多咖啡, 更不应该整天在家里看电视、玩游戏。
- 3 1 生病的时候应该好好地吃饭。
2 大家开心地玩游戏。
3 我们俩慢慢地走回家。
4 他每天都早早地来学校。

[Students' answers may vary]

- 5 我们应该健康地生活。
6 生病的时候要好好地休息。
7 过年了, 他们在高兴地包饺子。
8 不要着急, 你们可以慢慢地挑选。
- 4 1 眼睛不舒服的时候要少看电视。
2 如果有时间, 应该多看看书。
3 生病的时候要多休息。
4 应该少吃太咸或者太辣的菜。

[Students' answers may vary]

- 5 感冒了, 应该多休息, 少吃太辣的东西。
6 想健康地生活, 要多运动, 少吃不健康的食物。
7 太胖了, 应该多吃蔬菜, 少吃肉。

- 8 想学好中文, 要多学习, 少玩电子游戏。

- 5 Correct sentences: 2, 4

- 5 她打电话打了半个小时。
6 他上课上了一天。
7 他看报纸看了一个小时。
8 我睡觉睡了八个小时。

LESSON 3

- 1 [Students' answers may vary]

- 1 我经常自己在家做饭吃。
2 我七点半吃早饭, 十二点吃午饭, 下午五点半吃晚饭。我每顿饭吃得不多, 也不少, 刚好。
3 我每天喝八杯水。
4 我每天都快走, 每星期做五六个小时运动。
5 我每天睡八个小时。
6 我觉得自己的生活很健康, 因为我按时吃饭, 按时睡觉, 还经常做运动。

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

- 3 [Students' answers may vary]

- 1 他有点头痛, 可能是发烧了。
2 我生病了, 要去医院打针, 很麻烦。

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

Unit Quiz

- 1 a 2 a 3 b 4 a a 地 b 了 c 少
d 多 5 b 6 c 7 a 8 d 9 b 10 c
11 b 12 c 13 a 14 b 15 c 16 b 17 a
18 c 19 c 20 b 21 a 22 c 23 b 24 b

[Students' answers may vary]

- 25 哪里不舒服 26 得了什么病
27 没休息好 28 多休息, 多喝水
29 医生问他哪里不舒服。
30 我生病了, 医生让我按时吃药。

UNIT 12 你会喜欢她的!

You'll really like her!

Unit overview

Theme	Friends and personal characteristics
Vocabulary	Characteristics, personalities and hobbies
Grammar	Wh-questions; difference between 有一点 and 一点儿; the auxiliary words 的 / 地 / 得
Listening	Identifying features of people's personalities
Reading	Finding out about personality traits from a quiz
Speaking	Talking about people's appearance and personalities
Writing	Writing about people's characteristics and hobbies

Expressing similarities using “A跟B一样 / 很像”

The structure “A跟B一样 / 很像” is used to express similarities between two things. 一样 means “the same” or “identical”. It can stand alone, or be followed by an adjective describing the specifics of the similarity. 很像 means “very similar”. As it works as an adjective, it cannot be followed by any adjective.

A	跟	B	Predicate
这件衣服的价钱	跟	那件的	一样。
妹妹	跟	姐姐	一样漂亮。
北京夏天的天气	跟	纽约的	很像。

Extra language points

Modal verbs 应该 and 一定

应该 and 一定 are two modal verbs expressing different degrees of obligation. 应该 means “should”, while 一定 means “must”. For example,

我们应该早一点儿复习准备考试。

你不应该去看电影。

你一定要把凯特介绍给史蒂夫认识。

明天我一定要早一点儿起床。

Expressing future events using 会

Besides expressing ability (e.g. 她会说日语), the modal verb 会 can also be used to express a future event with certainty in a statement. 不 is used before 会 to negate the sentences about future events. Sometimes 的 is used at the end of the sentences to strengthen the certainty.

Subject	Modal verb	Predicate
永民	会	来吗?
他	不会	来了。
你	会	喜欢她的。
我	会	去看你的。

Negative personality adjectives

Besides some adjectives with negative connotation such as 悲观, 固执, many personality adjectives can be formed by putting 不 before the positive adjectives. For example, 不自信, 不乐观.

Chinese zodiac signs

Many Chinese believe that there is a connection between people's zodiac signs and their temperament or personal characteristics. There are twelve Chinese zodiac signs named with twelve different animals. Before teaching Activity 4 in Lesson 1, you can use the Internet to find out information about specific characteristics associated with the zodiac signs / animals. The main purpose of the activity is not to find out whether it is accurate to tell one's characteristics from their zodiac signs, but to practise describing people using the words for characteristics.

Decoding the words

去年	去 go; past, former; 年 year
性格	性 nature, character; 格 type; demeanour
乐观	乐 joyful; 观 view, attitude
自信	自 oneself; 信 trust, believe in
关心	关 involve, concern; 心 heart
流行	流 flow, spread; 行 go, proceed
歌曲	歌 song; 曲 music of a song
月亮	月 moon; 亮 bright, light
白羊座	白 white; 羊 sheep, goat; 座 constellation; star sign
研究	研 research, study; 究 look into, investigate
直接	直 directly, straight; 接 connect; continue
打工	打 do, engage in; 工 work, labour
马上	马 horse; 上 on, on top
宠物	宠 love; spoil; 物 thing, matter
实际	实 true; reality; 际 border; between, among
考虑	考 consider; study, investigate; 虑 consider, ponder
独立	独 alone; 立 stand; exist, live

Warm-up activities**LESSON 1**

- 1 First write on the board the six personality traits given on page 134.
- 2 Practise the pronunciation of each word with the class.
- 3 Hold up pictures of activities one at a time that illustrate the personality types and elicit the correct words by asking 什么性格的人喜欢做这件事?
- 4 Now hold up two pictures of activities at a time, and ask students to describe a person with both personality traits, e.g. "he / she is both X and Y" or "he / she is X but also Y".

LESSON 2

- 1 Ask students to look at the words in Activity 1 and practise the pronunciation with them.
- 2 Go through the list of characteristics. Ask individual students who in the class has each trait. Make sure they use full sentences such as "(Name) 很 / 有一点 (adjective)".

Answer key & audio scripts**Student's Book****LESSON 1****Vocabulary and listening**

- 2 1 c, 2 a, 3 b
- 3 1 凯特很乐观、很自信, 虽然脾气有一点急, 但是很关心朋友。
2 凯特喜欢交朋友、唱歌、跳舞。
3 王玉说要把凯特介绍给史蒂夫。

Pronunciation and speaking

- 1 1 sh, 2 sh, 3 s, 4 sh, 5 sh, 6 s
- 2 1 shēncái, 2 shíhou, 3 jīnsè, 4 suīrán, 5 shìzi, 6 shǔxiang

LESSON 2

Reading and writing

- 3 1 红色或者黄色
2 一只猫

Language in use

Wh-questions

- 1 2, 3
2 [Students' answers may vary]
1 我周末喜欢看书。
2 我最喜欢的明星是章子怡。
3 我喜欢去海边旅游, 因为我喜欢大海。
4 我们七月和八月放暑假。
5 我在网上认识新朋友。

Difference between 有一点 and 一点儿

- 1 2, 3
2 1 西安的冬天有一点冷。
2 你应该早一点儿起床。
3 这件连衣裙有一点贵。
4 你能说话大声一点儿吗?

The auxiliary words 的 / 地 / 得

- 1 2, 3
2 1 得, 2 地/得, 3 的, 4 的, 5 地

LESSON 3

Character writing

- 1 骑、验: 马; 怕、慢: 个
2 1 c, 2 d, 3 a, 4 b

Review and practice

- 1 1 c, 2 e, 3 d, 4 a, 5 b
2 1 有一点; 2 有一点; 3 一点儿; 4 一点儿

Workbook

LESSON 1

- 1 1 c, 2 d, 3 e, 4 b, 5 a; 6 h, 7 f, 8 g
2 1 不同星座的人, 有不同的性格。
2 用属相猜性格, 有时候很准。
3 1 sh, 2 sh, 3 s, 4 s, 5 sh
6 hóngsè, 7 shānshuǐ, 8 suǒyǐ, 9 shēngbìng,
10 fāshāo
4 1 样子; 2 卷发; 3 性格; 4 乐观; 5 关心; 6 猜
True statements: 7, 9
5 [Students' answers may vary]
1 我的同学小娟很温柔。
2 小强很固执, 不听别人的意见。
3 花花很正直, 做事很诚实。
4 我的脾气有一点急, 小娟比我温柔。
5 小强很固执, 但是我喜欢听不同的意见。
6 我和花花一样, 做人都很正直, 做事都很诚实。
7 我和小娟经常一起买东西, 她跟售货员讲价的时候, 大家都很开心。
8 我和小强一起运动, 当我说累了要休息一下的时候, 他从来不会听我的意见。
9 我和花花一起学习, 一起做很多事, 我们相处得很愉快。

LESSON 2

- 1 1 喜欢红色的人性格很独立, 很自信。
2 乐观的人喜欢潜水, 因为他们喜欢刺激的生活。
3 会, 因为他们很实际。
4 不太独立的人朋友比较多, 因为他们喜欢和朋友在一起, 也很会关心朋友。
5 因为他们需要朋友, 需要和别人一起, 宠物就像朋友一样。

3 [Students' answers may vary]

- 1 我最喜欢吃宫保鸡丁。
 - 2 我的中文老师是陈老师。
 - 3 我喜欢去秀水街买东西, 因为那里有很多有趣的东西, 还可以讲价。
 - 4 我每天早上7点起床。
 - 5 姐姐暑假要去哪里?
 - 6 她最喜欢听什么歌?
 - 7 你们是什么时候开始学中文的?
 - 8 他们为什么都很喜欢成都?
- 4** 1 有一点, 2 一点儿, 3 一点儿, 4 有一点, 5 有一点, 一点儿;
6 这个菜有一点辣。
7 这个可以便宜一点儿吗?
8 你应该早一点儿上床睡觉。
9 这个房间有一点小。

5 Correct sentences: none

6 得; 7 地, 的; 8 的; 9 的, 得; 10 地

LESSON 3**1** [Students' answers may vary]

- 1 A: 牛 B: 兔
2 A: 红色 B: 蓝色
3 A: 打篮球 B: 踢足球

4 我觉得属相一样的人性格不一定一样, 因为每一种属相的人都很多, 但是大家的性格都不同。性格主要是后来养成的, 跟属相没有太大的关系。

2 1 b, 2 a, 3 e, 4 c, 5 f, 6 d**3** [Students' answers may vary]

- 1 他性格不太好, 脾气有一点急。
2 今天我骑车去上学, 走路太慢了。

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

- 1** b **2** b **3** a **4** a a 得 b 有一点
c 一点儿 d 地 **5** d **6** c **7** a **8** b
9 c **10** c **11** b **12** b **13** c **14** a **15** c
16 c **17** b **18** c **19** b **20** a **21** c **22** c
23 a **24** b

[Students' answers may vary]

- 25** 什么时候 **26** 很乐观, 很自信
27 旅游, 做运动 **28** 猜一猜, 狮子座
29 我的朋友杰克性格很好, 非常自信。
30 玛丽的朋友们都很乐观, 也都很关心她。

Answer key & audio scripts

Student's Book: Review 3

Vocabulary

- 1 1 c, 2 e, 3 a, 4 b, 5 d
- 2 1 保护; 2 经常; 3 身体; 4 眼镜; 5 图画
- 3 1 c, 2 e, 3 d, 4 b, 5 a
- 4 风景: c, g, h; 生病: b, d, f; 外表 / 样子: a, e, i

Grammar

- 1 1 a, 2 b, 3 b, 4 a, 5 b
- 2 1 我们马上就要到九寨沟了。
2 暑假我会去上海看我奶奶。
3 马克和永民正在吃饭呢。
4 把那条围巾放在衣柜里。
5 我怕辣, 所以不能吃川菜。
6 他跟他爸爸一样瘦。
- 3 1 的; 2 得; 3 地; 4 得; 5 的; 6 地; 7 不; 8 没;
9 没; 10 不
- 4 [Students' answers may vary]
1 看电视时间占他休息时间的百分之二十。
2 除了写博客以外, 我上网时还会和朋友聊天。
3 暑假时我会去美国看朋友。
4 我们参加了除夕派对, 一起庆祝新年。
5 今天下午我就要考试了。
6 明年我就要离开学校了。
7 想身材苗条, 就要多吃健康的饭菜。
8 想有好的学习成绩, 就要少玩电子游戏。
9 每天跑步半个小时, 对健康有好处。

Integrated skills

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

[Track 2-51]

- 1 你能帮我把书放在桌子上吗?
- 2 这是我拍的照片, 你觉得怎么样?
- 3 你最近有没有离开过本地?
- 4 你能听到我说话吗?
- 5 你妹妹的性格怎么样?
- 6 我感冒了, 还有一点发烧。

2 [Students' answers may vary]

- 1 我觉得肚子不舒服, 可能是吃的东西不干净。
- 2 我在派对上玩得很开心, 而且还认识了几个新朋友。
- 3 如果你去成都旅游, 一定要吃当地的川菜。
- 4 凯特很关心朋友, 经常帮助他们。
- 5 想病早一点好, 就得按时吃药。

3 [Students' answers may vary]

- 马克: 我生病了, 在家休息呢。
马克: 因为我没休息好, 又着凉了。
马克: 去了, 医生说感冒了。
马克: 开了, 我得按时服药, 一日三次。

4 [Students' answers may vary]

- 1 我的好朋友长得很帅。
他身材高大。
他的性格又乐观又自信。
- 2 我的学校在北京。
我的学校比较大。
女学生占学生总人数的百分之六十。
- 3 我家附近的公园很大。
公园里有一个湖, 一个游乐场, 还有很多花草树木。
那里的风景非常美。

Enjoy Chinese

闯: rush into

Assessment task 3

Vocabulary

1 1 急; 2 着凉; 3 风景; 4 脾气; 5 身材; 6 休息

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

3 [Students' answers may vary]

1 你生病了需要好好休息。

2 她的身材很苗条。

3 这里的风景很特别。

4 [Students' answers may vary]

1 我的好朋友高个子, 长卷发, 有一双大眼睛。

2 她性格开朗, 很关心朋友。

3 我喜欢美丽的山水。

Pronunciation

1 1 走, 2 就, 3 色, 4 生

2 1 shēntǐ, 2 zhēnsī, 3 shǔxiang, 4 jīnsè, 5 zuótiān, 6 jìnzhǐ

3 1 bú, yí, bú; 2 yí, yì, bú; 3 yí, yí, bú

4 1 试, 子; 2 发, 睛; 3 吃, 妈, 的, 子, 吧

Grammar

1 1 有一点; 2 到; 3 得; 4 有一点, 一点儿; 5 得; 6 的, 得

2 1 生病的时候应该多休息。

2 马克昨天晚上早早地上床睡觉了。

3 要多吃蔬菜, 少吃太油太咸的饭菜。

4 除了购物以外, 我还喜欢玩游戏。

3 [Students' answers may vary]

1 工作时间差不多占了生活的百分之五十。

2 下午我要去咖啡店见朋友。

3 我和朋友就要去旅行了。

4 她生病了, 在家休息。

5 我每天上网一个小时。

4 1 我除了喜欢吃四川菜以外, 还喜欢吃上海菜。

2 请问博物馆离市中心远不远?

3 下个星期三她就要过生日了。

Integrated skills

1 1, 3

[Track 44]

A: 你觉得哪里不舒服?

B: 我头痛, 而且有一点发烧。

A: 从什么时候开始的?

B: 昨天晚上。

A: 你最近是不是很忙?

B: 我最近有考试, 复习比较累。

A: 我先给你检查一下吧。张大嘴, 让我看看你的喉咙。

B: 医生, 我得了什么病?

A: 没什么大问题, 只是普通的感冒。可能是你最近没休息好, 又着凉了。

B: 那应该怎么治?

A: 我给你开一些感冒药和退烧药, 你要每天按时吃。回去多喝水, 好好休息, 很快就会好。

B: 谢谢医生。

2 1 长; 2 金色; 3 短; 4 苗条; 5 性格; 6 脾气; 7 特别; 8 风景; 9 极; 10 一定

True statements: 12, 14, 15, 16

3 1 现在大多数人的工作都很忙, 所以很多人没有时间吃饭和好好休息。这样的生活对健康非常不好, 时间长了还会让人生病。

2 应该吃健康的东西, 多吃蔬菜和水果, 少吃太咸多油的饭菜。

3 要注意按时吃饭, 定时定量吃饭对身体非常重要。早饭要吃好, 午饭要吃饱, 晚饭要吃少。

4 因为水可以带走身体里不干净的东西, 所以要多喝水; 多睡觉可以让身体休息好, 所以最好每天都能睡八个小时。

5 周末应该多出去走走, 可以去一些风景好的地方。因为那里空气又好, 又安静, 可以让人心情愉快, 对健康很有帮助。

Character writing

1 1 寸; 2 卩; 3 疒; 4 子; 5 目; 6 子; 7 卩; 8 目; 9 疒; 10 卩; 11 马; 12 目; 13 寸; 14 火; 15 卩; 16 火; 17 马; 18 卩

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

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

4 [Students' answers may vary]

1 那个女孩是导游。

2 他生病发烧了。

3 我感冒了, 有一点头痛。

4 她的眼睛的颜色和我的不一样。

5 他性格开朗, 非常乐观。

6 我们班除了中国学生以外, 还有日本留学生。