

Foundation Programme  
in Literacy, Numeracy and Skills  
(FPLNS)

现代汉语


# MODERN CHINESE

GRADE 7


Educator's Resource Book

---

MAHATMA GANDHI INSTITUTE  
under the aegis of  
MINISTRY OF EDUCATION AND HUMAN RESOURCE  
Republic of Mauritius







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Republic of Mauritius

2026

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# Foreword

It gives me great pleasure to present this series of Educator's Guidelines and Student's Workbooks developed by the Mahatma Gandhi Institute under the Foundation Programme in Literacy, Numeracy and Skills (FPLNS). These publications reflect our sustained commitment to strengthening foundational education while promoting the linguistic and cultural heritage that forms an essential part of the Mauritian identity.

The FPLNS constitutes a major national initiative aimed at consolidating core competencies and equipping Grade 7-9 FPLNS learners with essential skills for meaningful participation in society. Within this framework, the inclusion of Asian Languages (Hindi, Urdu, Tamil, Telugu, Marathi, and Modern Chinese) together with the Performing Arts subjects of Indian Music (Vocal and Instrumental) and Indian Dance, reaffirms the importance of culturally grounded and holistic learning. Asian Languages and the Performing Arts serve not only as academic disciplines, but also as vital instruments for communication, creativity, and identity formation.

The Mahatma Gandhi Institute has, for over five decades, served as a centre of excellence in the promotion of Asian languages, culture, and the performing arts in Mauritius. These materials are the result of our continuous scholarly engagement, pedagogical innovation, and collaborative effort among subject specialists, educators, and curriculum designers dedicated to meeting the evolving needs of our learners.

These resources have been carefully designed to align with the competency-based orientation of the FPLNS. They seek not only to enhance linguistic proficiency and artistic skills, but also to foster values of discipline, perseverance, intercultural understanding, and respect for diversity. In doing so, they reflect the broader educational philosophy that learning must cultivate both intellectual growth and ethical citizenship.

I wish to place on record my sincere appreciation to all contributors who have worked diligently on this project. It is my firm belief that these Educator's Guidelines and Student's Workbooks will serve as effective instruments in nurturing confident, competent, and culturally rooted learners, thereby advancing the national vision of inclusive and holistic education.

**Director**

Mahatma Gandhi Institute

# Preface

The inclusion of Asian Languages - Hindi, Urdu, Tamil, Telugu, Marathi, and Modern Chinese - in the Foundation Programme in Literacy, Numeracy, and Skills (FPLNS), perpetuates the national educational philosophy of sustaining and promoting these languages as essential components of the students' functional language repertoire as citizens of multicultural and multilingual Mauritius. Moreover, considering their rising international prominence, basic communication skills in these languages will also be an important asset for the students in an increasingly globalised workplace on the island and abroad.

The Teaching and Learning Syllabus (TLS) for each Asian Language percolates from the overarching FPLNS philosophy and adopts a competency-based approach to language learning with focus on development of functional communication skills. The philosophy embraces a learner-centered methodology that values learner diversity in terms of backgrounds, preferences, needs and motivations. These objectives and methodology have been translated into a set of complementary resources comprising an 'Educator's Guidelines' and a dedicated 'Student's Workbook' for each grade accompanying students towards the successful completion of the FPLNS.

The Student's Workbook for each grade comprises seven thematic units enabling students to develop a basic vocabulary and communication skills in functional areas related to their immediate environment, nature, music and entertainment, celebrations and festivals, as well as ethics and values. The same themes have been used across the three grades with a view to allowing students the opportunity to scaffold on acquired vocabulary and skills in line with the TLS. The Grade 7 Workbook proposes a series of engaging activities grounded in real-life contexts related to topics such as 'Know Myself', 'My School', 'Weather', 'Domestic Animals', 'Musical Instruments', 'Birthday Celebration', and 'Basic Ethics' which will be covered across the school year.

The panel's primary goal has been to guide and support the development of competencies in areas such as listening with understanding, speaking with confidence, reading with comprehension, writing independently, and using ICT to support learning in Asian Languages. Fellow Educators will appreciate that each unit includes clearly defined learning outcomes, a variety of engaging activities, and proposed additional ones. A diverse range of exercises has been designed to cater to different competencies and learning styles. Assessment guidelines have been provided and supplementary support including links to digital learning resources have been suggested for out-of-the-box skills consolidation endeavours.

The panel's suggestions for implementing the learning activities are presented as conversations with the Educators in their guidelines. While these demonstrate the humble efforts by the panel, the latter relies on the deep understanding of the on-site teacher's appreciation and judgement to adapt and innovate, ensuring alignment with the needs of each individual learner in the classroom.

We wish to thank the Ministry of Education and Human Resource especially the core FPLNS technical team for their guidance. We extend our gratitude to the MIE FPLNS team for the consultations. Special mention for all Asian Languages panel members, graphic design team, vetters, administrative support team and the management of the Mahatma Gandhi Institute for the dedicated efforts and support in the materialisation of the project.

**The Asian Languages Coordinators' Team**

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# **Theme 1: Me Know Myself Activities**

**Activity 1: Listen and repeat.**

**Activity 2: Read the vocabulary words.**

**Activity 3: Draw and label your family tree.**

**Activity 4: Draw/paste your picture and speak about yourself.**

**Activity 5: Spell and read aloud.**

**Activity 6: Matching.**

**Activity 7: Read and match the sentences.**

**Activity 8: Read and label the body parts.**

**Activity 9: Introduce yourself.**

# Guide to Educators

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## Learning Outcomes

- Recognise words related to self.
- Name the days of the week and the different body parts.
- Read words and sentences with correct pronunciation.
- Speak about themselves with confidence.

## Activities

- Listen and repeat.
- Read the vocabulary words.
- Draw and label your family tree.
- Draw/paste your picture and speak about yourself.
- Spell and read aloud.
- Matching.
- Read and match the sentences.
- Read and label the body parts.
- Introduce yourself.

## Other Proposed Activities

- My handprint activity (Trace your hand on paper and on each finger write something about yourself).
- Identity collage (Cut pictures of the things you like from the magazine and paste them to create a collage called 'This is me').
- Guess who? (The students write 3 unique facts about themselves on a card. Other guess who it is.)

## Additional Resources

- Alphabet charts.
- Flashcards with images.
- Audios and videos.
- Glue and scissors.

## Portfolio Assessment

- Skills-based assessments.

## Activity 1: Listen and repeat.

### Listening and Reading Activities:

- The Educator reads and explains the poem.
- The students recite the poem repeatedly.

我赞美我自己，  
歌唱我自己，  
我所讲的一切，  
将对你们也一样适用。

我在这里生长，  
我的父母在这里生长，  
他们的爷爷奶奶  
也同样在这里生长。

我十几岁了，  
身体相当健康，  
我认为应该享受  
每一分钟的快乐时光。

我是个乐观的小孩，  
我只有快乐，  
才会感到阳光是那么灿烂，  
蓝天是那么的晴朗。

追求快乐的人是不断争取的，  
希望在每一天里，  
我可以选择开开心心地过！

Wǒ zànměi wǒ zìjǐ,  
gēchàng wǒ zìjǐ,  
wǒ suǒ jiǎng de yīqiè,  
jiāng duì nǐmen yě yīyàng shìyòng.

Wǒ zài zhèlǐ shēngzhǎng,  
wǒ de fùmǔ zài zhèlǐ shēngzhǎng,  
tāmen de yéye nǎinai  
yě tóngyàng zài zhèlǐ shēngzhǎng.

Wǒ shí jǐ suì le,  
shēntǐ xiāngdāng jiànkāng,  
wǒ rènwéi yīnggāi xiǎngshòu  
měi yī fēnzhōng de kuàilè shíguāng.

Wǒ shì gè lèguān de xiǎohái,  
wǒ zhǐyǒu kuàilè,  
cái huì gǎndào yángguāng shì nàme cǎnlàn,  
lántiān shì nàme de qínglǎng.

Zhuīqiú kuàilè de rén shì bùduàn zhēngqǔ de,  
xīwàng zài měi yī tiān lǐ,  
wǒ kěyǐ xuǎnzé kāikāixīnxīn de guò!

Other similar resources are available through the following links:

<https://www.youtube.com/watch?v=vkT8e-udkGY>

<https://www.youtube.com/watch?v=utNfVbfX8bs>

## Activity 2: Read the vocabulary words.

### Reading Activity:

The Educator:

- reads and explains the words with emphasis on the alphabets.
- helps the students to read with proper pronunciation.

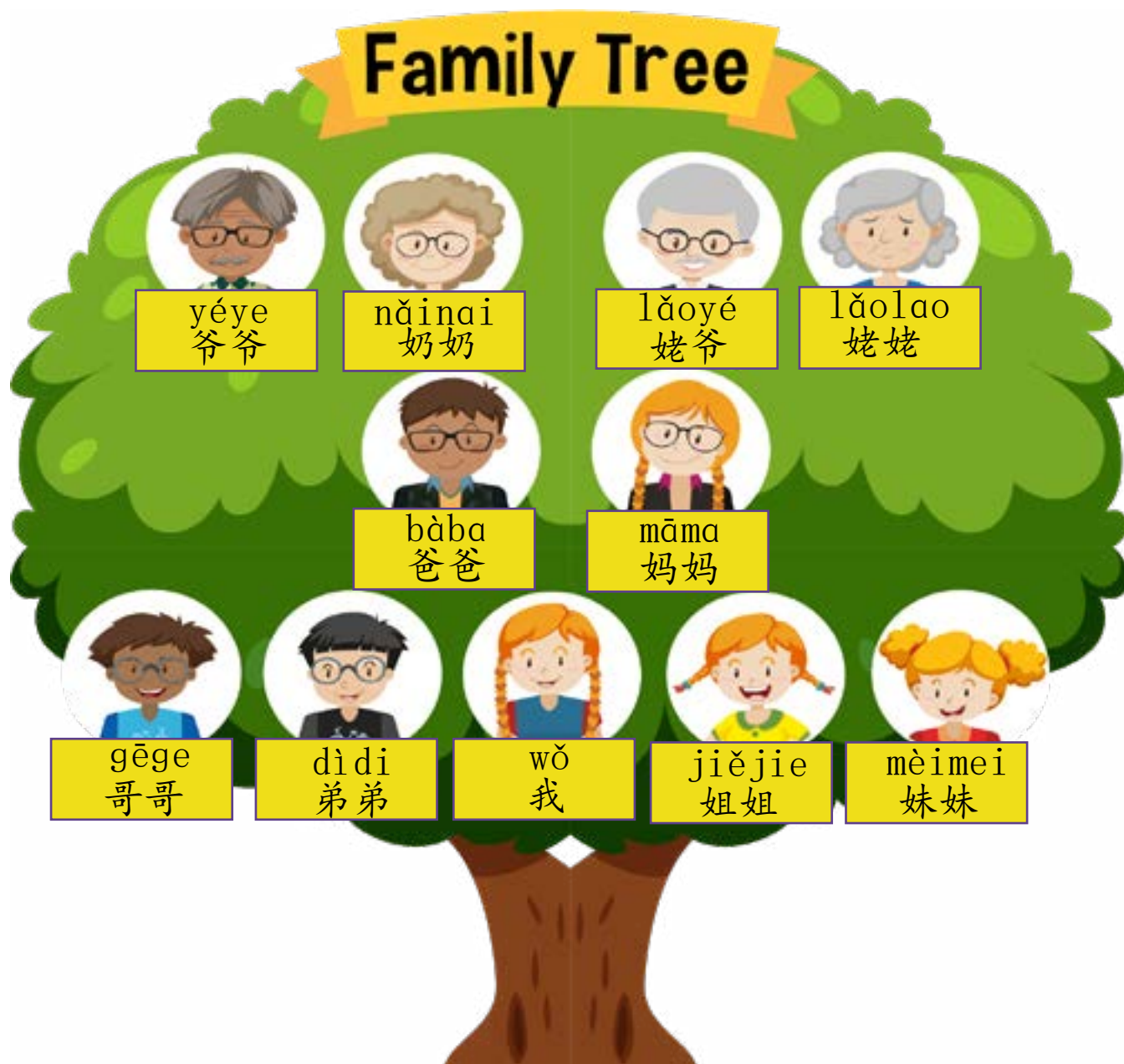
名字	míng+zì	=	míngzì
地址	dì+zhǐ	=	dìzhǐ
父母	fù+mǔ	=	fùmǔ
家庭	jiā+tíng	=	jiātíng
家	jiā	=	jiā
学校	xué+xiào	=	xuéxiào
乡村	xiāng+cūn	=	xiāngcūn
城市	chéng+shì	=	chéngshì
国家	guó+jiā	=	guójiā

### Activity 3: Draw and label your family tree.

#### Reading and Writing Activities:

With the help of the Educator, the students:

- study and read the provided family tree.
- draw and label their family tree.



**Draw and label your family tree here.**

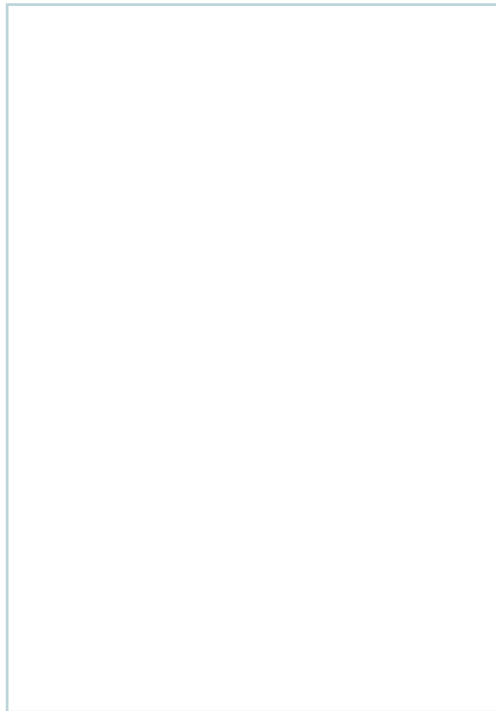
A large empty rectangular box with a thin blue border, intended for drawing a family tree.

## Activity 4: Draw/paste your picture and speak about yourself.

### Speaking Activity:

The students:

- draw or paste a picture of themselves.
- talk about themselves based on the given prompts.



1. 你叫什么名字? Nǐ jiào shénme míngzì?
2. 你多大了? Nǐ duōdà le?
3. 你什么时候出生的? Nǐ shénme shíhou chūshēng de?
4. 你住在哪儿? Nǐ zhù zài nǎr?
5. 你有几个哥哥弟弟? Nǐ yǒu jǐ gè gēge dìdì?
6. 你有几个姐姐妹妹? Nǐ yǒu jǐ gè jiějie mèimei?

## Activity 5: Spell and read aloud.

### Listening and Reading Activities:

- The Educator reads aloud the words/phrases laying emphasis on the alphabets.
- The students listen and repeat several times.



做饭

zuòfàn



骑自行车

qí zìxíngchē



踢足球

tī zúqiú



看书

kànshū



唱歌

chànggē



跳舞

tiàowǔ



看电视

kàn diànshì



游泳

yóuyǒng

## Activity 6: Matching.

### Reading Activity:

The students read the sentences with the help of the Educator and match the sentences with the appropriate pictures.

1. 妈妈给植物浇水。



2. 我在海里游泳。



3. 哥哥踢足球。



4. 妹妹画了一只猫。



5. 爸爸唱了一首歌。



## Activity 7: Read and match the sentences.

### Listening and Reading Activities:

- The Educator reads and explains the days of the week and the daily activities related to them.
- The students listen, repeat and match the sentences.

Days of the week	
Monday	星期一
Tuesday	星期二
Wednesday	星期三
Thursday	星期四
Friday	星期五
Saturday	星期六
Sunday	星期天/星期日

The Educator may access the audio-visual version of the above song through this link:

[https://www.youtube.com/watch?v=\\_rzt4qp-DXg](https://www.youtube.com/watch?v=_rzt4qp-DXg)

1. 星期一我踢足球。
2. 星期二我给植物浇水。
3. 星期三我洗碗。
4. 星期四我切菜。
5. 星期五我打扫房子。
6. 星期六我和家人出去玩。
7. 星期天我在家休息。

## Matching

Column A	Column B
星期一	我给植物浇水。
星期二	我打扫房子。
星期三	我切菜。
星期四	我在家休息。
星期五	我和家人出去玩。
星期六	我洗碗。
星期天	我踢足球。

## Activity 8: Read and label the body parts.

### Reading Activity:

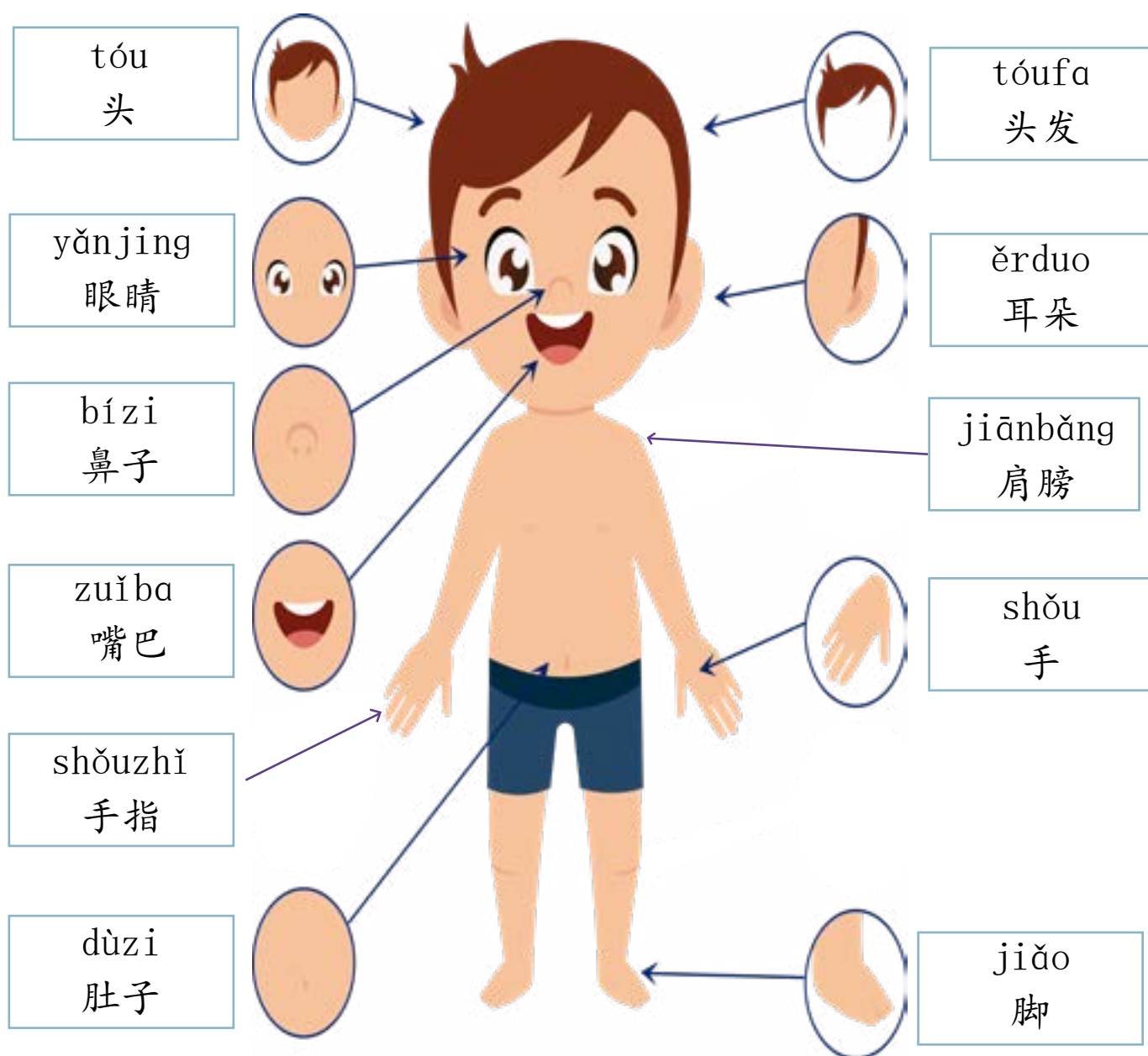
The students:

- read the words related to body parts several times with emphasis on the alphabets.
- cut the words and paste them accordingly.

The Educator may access the audio-visual version of the song through these links:

<https://www.youtube.com/watch?v=T8AFKpKJLvs>

<https://www.youtube.com/watch?v=XA8KdcuedRA>





jiānbǎng

肩膀



dùzi

肚子



yǎnjīng

眼睛



jiǎo

脚



bízi

鼻子



tóu

头



tóufa

头发



ěrduo

耳朵



shǒu

手



zuǐba

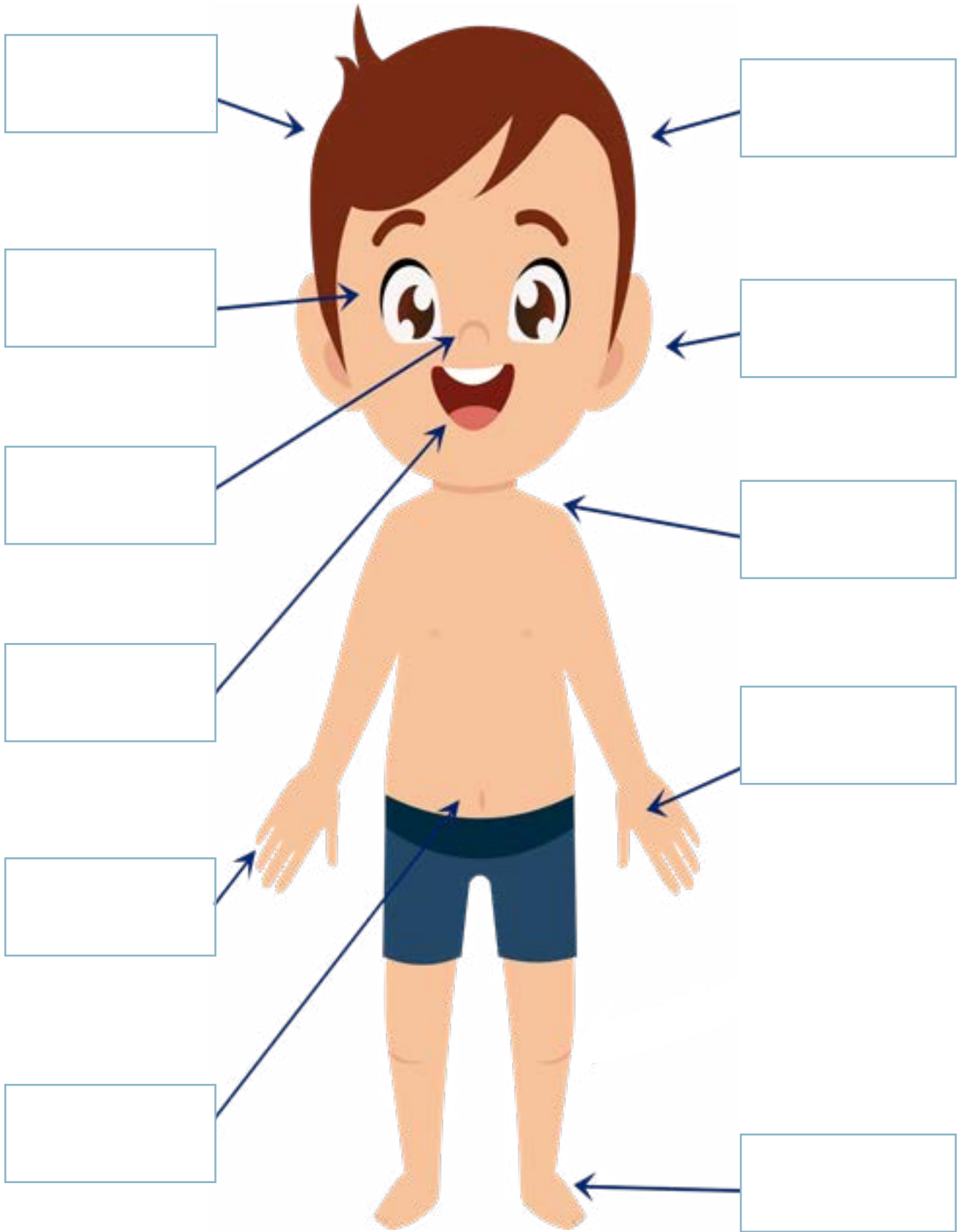
嘴巴



shǒuzhǐ

手指





## Activity 9: Introduce yourself.

### Reading and Speaking Activities:

- The Educator reads and explains the text on self-introduction to the students.
- The students repeat after the Educator and introduce themselves.

你好！我叫美丽。我十二岁了。我上七年级。  
我住在乡村/城镇/城市。我喜欢看书。我有很多  
朋友。谢谢！

你好！我叫\_\_\_\_\_。我\_\_\_\_\_岁了。我上  
\_\_\_\_\_年级。我住在\_\_\_\_\_。我喜欢\_\_\_\_\_。我  
有很多\_\_\_\_\_。谢谢！

## **Theme 2: My Immediate Environment**

### **My School**

### **Activities**

**Activity 1: Listen and repeat.**

**Activity 2: Read and practise.**

**Activity 3: Matching.**

**Activity 4: Read the sentences.**

**Activity 5: Read and write the words.**

**Activity 6: Fill in the blanks.**

**Activity 7: Read and copy the words.**

**Activity 8: Rearrange the words.**

**Activity 9: Fill in the blanks.**

**Activity 10: Role Play.**

# Guide to Educators

## Learning Outcomes

- Develop listening skills by following rhythm and repetition.
- Identify and name school-related places/objects/persons from pictures.
- Make connections between words and real-life contexts.
- Show awareness of good behaviour expected at school.

## Activities

- Listen and repeat.
- Read and practise.
- Matching.
- Read the sentences.
- Read and write the words.
- Fill in the blanks.
- Read and copy the words.
- Rearrange the words.
- Fill in the blanks.
- Role Play.

## Other Proposed Activities

- Rearrange the alphabets to form words.
- Group discussion on 'My School'.
- Show and Tell: my school bag and objects.

## Additional Resources

- Alphabet charts.
- Flashcards with images.
- Worksheets (matching, labelling, jumbled letters).
- Songs.
- Glue, scissors, crayons.
- Pictures from magazines/newspapers.

## Portfolio Assessment

- Skills-based assessments.

## Activity 1: Listen and repeat.

### Listening and Reading Activities:

- The Educator reads the lyrics aloud.
- The students listen and repeat.

### Shàngxué gē 《上学歌》

太阳当空照，                      Tàiyáng dāng kōng zhào,  
花儿对我笑，                      huā' ér duì wǒ xiào,  
小鸟说：“早早早，              xiǎoniǎo shuō: “Zǎo zǎo zǎo,  
你为什么背上小书包？”      nǐ wèishénme bēi shàng xiǎo shūbāo?”  
我去上学校，                      Wǒ qù shàng xuéxiào,  
天天不迟到。                      tiāntiān bù chídào.  
爱学习，爱劳动，                  Ài xuéxí, ài láodòng,  
长大要为人民立功劳！          zhǎngdà yào wèi rénmin lì gōngláo!

The Educator may access the audio-visual version of the above song through this link:

《上学歌》：[https://www.youtube.com/watch?v=allsluQYUrg&list=RDallsluQYUrg&start\\_radio=1](https://www.youtube.com/watch?v=allsluQYUrg&list=RDallsluQYUrg&start_radio=1)

Other similar resources are available through the following links:

Confucius Institute Online (孔子学院总部官网) 的“Kids Chinese”栏目  
搜索“My School”或“School Life”可得配套音频与图文：<http://zwlmc.class.chineseplus.net/dist/#/home>

《我的学校》歌：[https://www.youtube.com/watch?v=2D-R8VwHTmQ&list=RD2D-R8VwHTmQ&start\\_radio=1](https://www.youtube.com/watch?v=2D-R8VwHTmQ&list=RD2D-R8VwHTmQ&start_radio=1)

《一起去学校》歌：<https://www.youtube.com/watch?v=r1z8L5hVtKo>

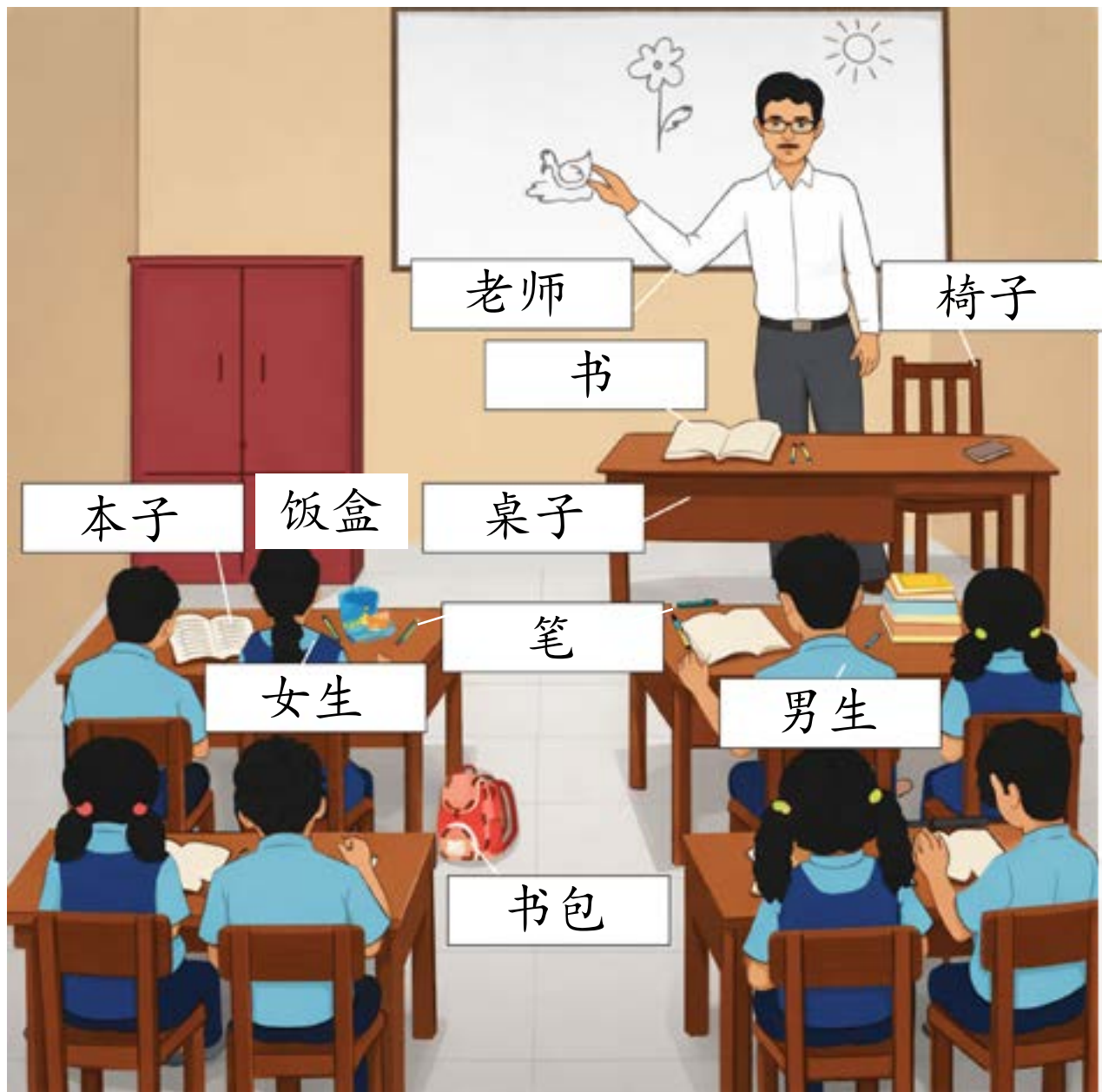
## Activity 2: Read and practise.

### Listening and Reading Activities:

The Educator:

- shows the picture of a classroom and a school compound with related words.
- reads the words.

The students first listen to and repeat the words, and then label the given picture accordingly.



操场

图书馆

教室

食堂

花园

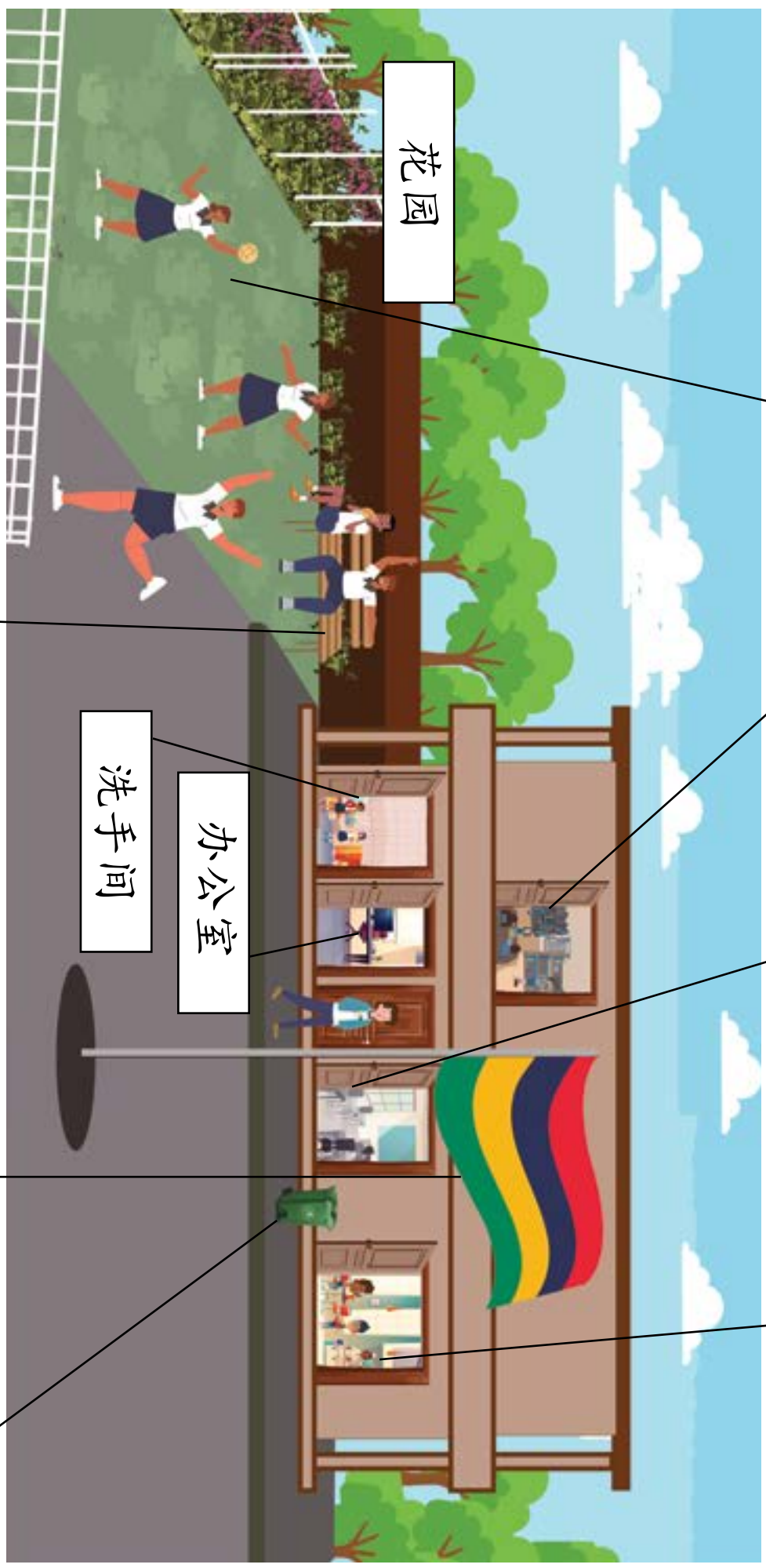
办公室

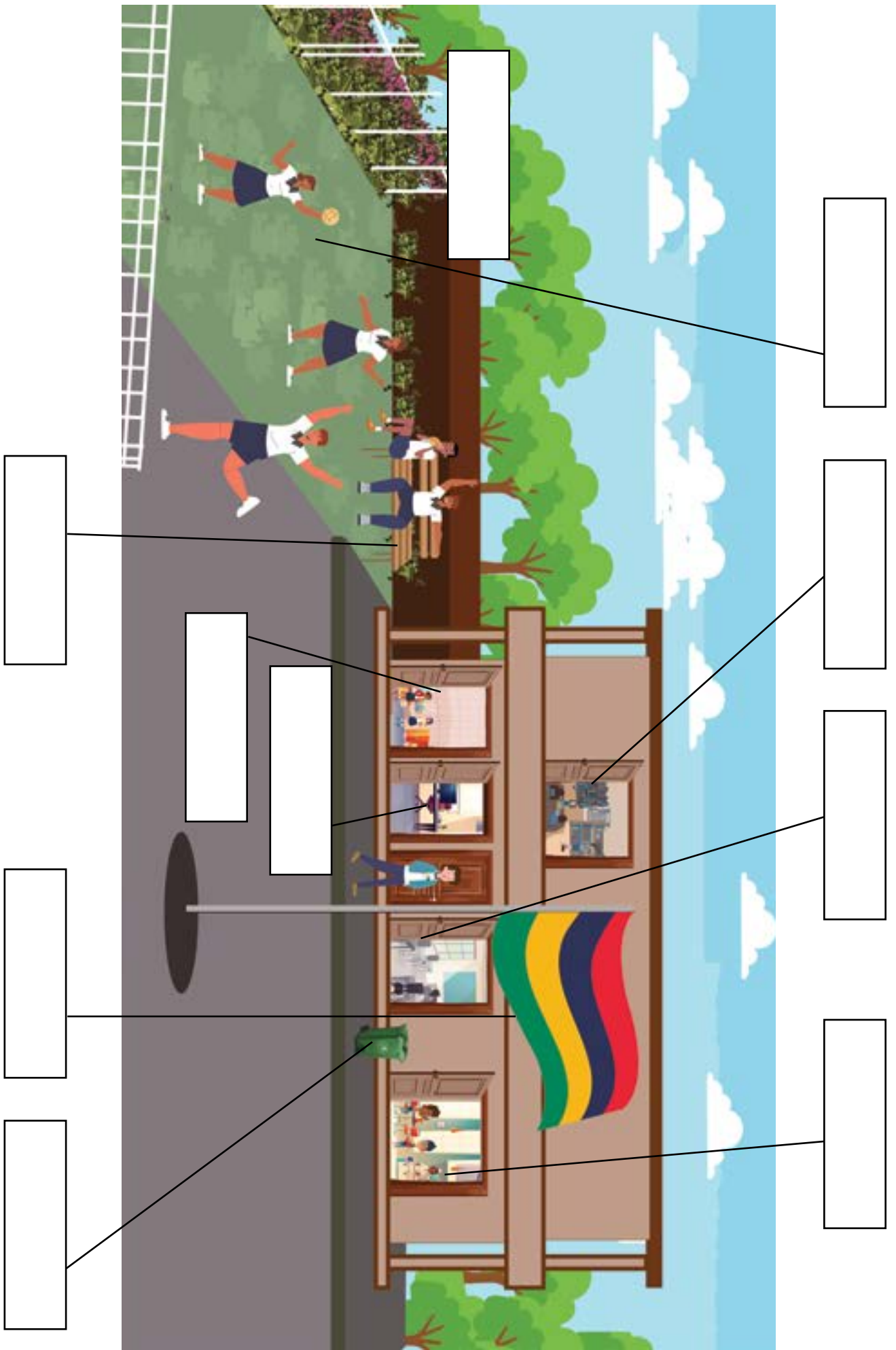
洗手间

长凳

国旗

垃圾箱





### Activity 3: Matching.

#### Listening and Reading Activities:

The Educator:

- takes the students for a school tour to show them the school compound.
- reads the given words aloud after coming back to the classroom.

The students:

- repeat the words with understanding.
- complete the matching exercise with the help of the Educator.

图书馆



国旗



食堂



操场



长凳



垃圾箱



## Activity 4: Read the sentences.

### Listening and Reading Activities:

- The Educator reads and explains the basic rules of the school.
- The students listen and repeat after the Educator.

1. 穿整洁、合适的校服。
2. 按时到校。
3. 尊重学校里的每一个人。
4. 上课时认真听老师讲课。
5. 每天完成作业。
6. 保持校园干净整洁。

## Activity 5: Read and write the words.

### Reading and Writing Activities:

The Educator:

- reads and explains the words with emphasis on the alphabets.
- helps the students to read with proper pronunciation and write the words.

校服 xiào+fú = \_\_\_\_\_、\_\_\_\_\_

尊重 zūn+zhòng = \_\_\_\_\_、\_\_\_\_\_

老师 lǎo+shī = \_\_\_\_\_、\_\_\_\_\_

教室 jiào+shì = \_\_\_\_\_、\_\_\_\_\_

作业 zuò+yè = \_\_\_\_\_、\_\_\_\_\_

## Activity 6: Fill in the blanks.

### Listening, Writing and Reading Activities:

The Educator reads the sentences.

The students:

- listen and fill in the blanks with the correct answer.
- read aloud the sentences.

1. \_\_\_\_\_ 教我们中文。（老师、操场）
2. \_\_\_\_\_ 里有很多书。（老师、图书馆）
3. 我们在\_\_\_\_\_ 买小吃。（操场、食堂）
4. 我们在\_\_\_\_\_ 上踢足球。（操场、教室）
5. 我们坐在\_\_\_\_\_ 里学习。（食堂、教室）

## Activity 7: Read and copy the words.



### Listening and Writing Activities:

- The Educator reads the words aloud.
- The students first listen to and repeat the words, then copy them three times.

1. 教室      \_\_\_\_\_、 \_\_\_\_\_、 \_\_\_\_\_

2. 图书馆      \_\_\_\_\_、 \_\_\_\_\_、 \_\_\_\_\_

3. 教师      \_\_\_\_\_、 \_\_\_\_\_、 \_\_\_\_\_

4. 校园      \_\_\_\_\_、 \_\_\_\_\_、 \_\_\_\_\_

5. 校长      \_\_\_\_\_、 \_\_\_\_\_、 \_\_\_\_\_

6. 朋友      \_\_\_\_\_、 \_\_\_\_\_、 \_\_\_\_\_

## Activity 8: Rearrange the words.

### Reading and Writing Activities:

The Educator guides the students to rearrange the words to form simple sentences and then read them aloud.

1. 去、她、学校

-----○

2. 讲、他、中文

-----○

3. 足球、踢、我们

-----○

4. 是、我的、这、教室

-----○

5. 看、在、学生、书

-----○

6. 很、学校、我的、大

-----○

7. 我的、喜欢、我、老师

-----○

## Activity 9: Fill in the blanks.

### Listening, Speaking and Writing Activities:

- The Educator reads the following sentences aloud.
- The students listen and repeat after the Educator, then fill in the blanks with the appropriate words.

1. 我叫李小龙。
2. 我穿干净的校服。
3. 我按时到校。
4. 我听老师的话。
5. 我在本子上写字。
6. 我吃面包、喝水。
7. 我尊重学校里的每一个人。

1. 我\_\_\_\_\_李小龙。
2. 我穿干净的\_\_\_\_\_。
3. 我按时\_\_\_\_\_。
4. 我听\_\_\_\_\_的话。
5. 我在本子上\_\_\_\_\_。
6. 我吃\_\_\_\_\_、喝\_\_\_\_\_。
7. 我\_\_\_\_\_学校里的每一个人。

## Activity 10: Role Play.

### Listening and Speaking Activities:

The Educator:

- asks the students to work in pairs where one student acts like the teacher and the other as the student.
- encourages the students to add more ideas to the conversation.

学生：老师，您好。

老师：你们好，坐下吧。

学生：谢谢老师！

老师：你们好吗？

学生：我们很好。

老师：请打开你们的中文书。

学生：老师，今天上哪一课？

老师：《我的学校》。

学生：太好了！我喜欢我的学校。

老师：好。那我们先读课文，然后一起参观校园。

学生：好的，谢谢老师！

# **Theme 3: Nature and Environment**

## **Weather**

### **Activities**

**Activity 1: Listen and repeat.**

**Activity 2: Trace the words.**

**Activity 3: Classify the words.**

**Activity 4: Matching.**

**Activity 5: My Weather Journal.**

**Activity 6: Form words.**

**Activity 7: Fill in the blanks.**

**Activity 8: Fill in the blanks.**

**Activity 9: Write the appropriate words and form sentences.**

**Activity 10: Answer the questions.**

# Guide to Educators

## Learning Outcomes

- Identify different types of weather patterns.
- Use basic vocabulary words related to various weather types/conditions both orally and in writing.
- Distinguish and describe the different types of weather.

## Activities

- Listen and repeat.
- Trace the words.
- Classify the words.
- Matching.
- My Weather Journal.
- Form words.
- Fill in the blanks.
- Write the appropriate words and form sentences.
- Answer the questions.

## Other Proposed Activities

- Sing some simple songs.
- Crossword.
- Create artwork inspired by different types of weather (e.g poster, drawing, painting, poetry).
- Quiz and oral questions on daily weather conditions.

## Additional Resources

- Use pictures, flashcards and videos to demonstrate different types of weather patterns.
- Repetitive practice through songs and rhymes.
- Videos or audios to display the importance of different types of weather patterns.
- Short video clip on different types of weather.
- Keep a journal to record and describe daily weather observations.

## Portfolio Assessment

- Skills-based assessments.

## Activity 1: Listen and repeat.

### Listening and Reading Activities:

- The Educator recites the song.
- The students listen carefully and repeat the song.

天气歌	Tiānqì Gē
今天天气怎么样?	Jīntiān tiānqì zěnmeyàng?
怎么样? 怎么样?	Zěnmeyàng? Zěnmeyàng?
晴天, 晴天, 今天晴天。	Qíngtiān, qíngtiān, jīntiān qíngtiān.
今天是晴天。	Jīntiān shì qíngtiān.
今天天气怎么样?	Jīntiān tiānqì zěnmeyàng?
怎么样? 怎么样?	Zěnmeyàng? Zěnmeyàng?
阴天, 阴天, 今天阴天。	Yīntiān, yīntiān, jīntiān yīntiān.
今天是阴天。	Jīntiān shì yīntiān.
今天天气怎么样?	Jīntiān tiānqì zěnmeyàng?
怎么样? 怎么样?	Zěnmeyàng? Zěnmeyàng?
刮风, 刮风, 今天刮风。	Guāfēng, guāfēng, jīntiān guāfēng.
今天是刮风天。	Jīntiān shì guāfēng tiān.
今天天气怎么样?	Jīntiān tiānqì zěnmeyàng?
怎么样? 怎么样?	Zěnmeyàng? Zěnmeyàng?
下雨, 下雨, 今天下雨。	Xiàyǔ, xiàyǔ, jīntiān xiàyǔ.
今天是下雨天。	Jīntiān shì xiàyǔ tiān.
今天天气怎么样?	Jīntiān tiānqì zěnmeyàng?
怎么样? 怎么样?	Zěnmeyàng? Zěnmeyàng?
下雪, 下雪, 今天下雪。	Xiàxuě, xiàxuě, jīntiān xiàxuě.
今天是下雪天。	Jīntiān shì xiàxuě tiān.

The Educator may access the audio-visual version of the above song through this link:

[https://youtu.be/ML\\_h4DdThAw](https://youtu.be/ML_h4DdThAw)

Another similar resource is available at the following link:

<https://youtu.be/HQIeK8ZeJME?list=RDHQIeK8ZeJME>

## Activity 2: Trace the words.

### Listening, Reading and Writing Activities:

- The Educator shows different pictures and reads each word with emphasis on the alphabets.
- The students listen, repeat and trace the Chinese characters.



tàiyáng 太阳 太阳



xià yǔ 下雨 下雨



yuè liang 月亮 月亮



fēng 风 风



tiān kōng 天空 天空



yún 云 云



lěng 冷 冷



rè 热 热



dà hǎi 大海 大海



dì qiú 地球 地球



xīng xing 星星 星星





jù fēng 飓风 飓风

### Activity 3: Classify the words.

#### Listening, Reading and Writing Activities:

- The Educator explains to the students that some words may be classified in both boxes.
- The students classify the given words into the two boxes below.

(太阳、雨、云、冷、热、飓风、伞)

夏天 	冬天 

## Activity 4: Matching.

### Listening and Reading Activities:

- The Educator reads and explains the sentences.
- The students listen, repeat and match the sentences with the corresponding pictures.

### Column A

1. 这是晴天。

2. 刮风了。

3. 天气好热。

4. 多云天气。

5. 天气好冷。

6. 今天是雨天。

### Column B



## Activity 5: My Weather Journal.

### Reading and Writing Activities:

The Educator helps students to keep a weather journal as follows.

The students:

- identify the weather and fill in the journal daily.
- show the journal to the Educator on a weekly basis.

年: _____		月: _____	
第几周	星期几	日期	今天天气怎么样?
第一周	例如: 星期一	.....	今天是晴天。
	星期二		
	星期三		
	星期四		
	星期五		
第二周	星期一		
	星期二		
	星期三		
	星期四		
	星期五		
第三周	星期一		
	星期二		
	星期三		
	星期四		
	星期五		
第四周	星期一		
	星期二		
	星期三		
	星期四		
	星期五		




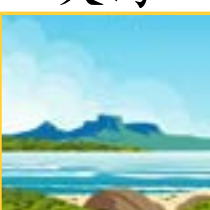

## Activity 6: Form Words.

### Listening, Reading and Writing Activities:

The Educator reads the alphabets.

The students:

- listen and pronounce the alphabets.
- rearrange the alphabets to form the correct words.

太阳 	.....	t/y/à/í/áng
地球 	.....	íú/d/ì/q
白云 	.....	ái/yún/b
大海 	.....	ǎi/h/à/d
月亮 	.....	l/iang/yuè

## Activity 7: Fill in the blanks.

### Reading and Writing Activities:

The Educator:

- explains the sentences to the students.
- helps the students to fill in the blanks with the appropriate word.

The students read the complete sentences.

(帽子、海边、热、夏天、冰)

1. .... 来了。



2. 天气很.....。



3. 小文去.....。



4. 妈妈喝..... 果汁。



5. 哥哥戴了一顶.....。



## Activity 8: Fill in the blanks.

### Reading and Writing Activities:

The Educator:

- reads the sentences and explains to the students.
- helps the students to fill in the blanks with the appropriate word.

The students read the complete sentences.

(刮、很冷、屋里、热、冬天)

1. .... 来了。



2. 外面..... 风。



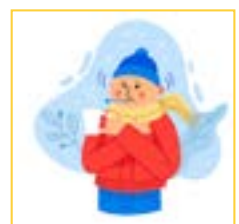
3. 小林感到.....。



4. 他待在.....。



5. 他喝..... 茶。



## Activity 9: Write the appropriate words and form sentences.

### Reading and Writing Activities:

- The Educator helps the students to write three words each related to summer and winter as per activities 7 & 8.
- The students read the words repeatedly and write simple sentences with the help of the Educator.

夏天	冬天

1. ....

2. ....

3. ....

4. ....

5. ....

6. ....

**Activity 10: Answer the questions.**

**Speaking and Writing Activities:**

- The Educator shows the picture to the students and asks questions accordingly.
- The students observe the picture and answer the questions.



1. 今天天气怎么样?

-----

2. 你喜欢什么样的天气?

-----

3. 这种天气你穿/戴什么?

-----

4. 夏天你喜欢吃/喝什么?

-----

5. 你喜欢什么时候去海边?

-----

# **Theme 4: Animals and Birds**

## **Domestic Animals**

### **Activities**

**Activity 1: Listen and repeat.**

**Activity 2: Identify the words.**

**Activity 3: Cut and paste.**

**Activity 4: Encircle the appropriate words.**

**Activity 5: Write the correct alphabet/s.**

**Activity 6: Colour and describe the pictures.**

**Activity 7: Sentence reading.**

**Activity 8: Fill in the blanks.**

**Activity 9: Label the picture.**

**Activity 10: Describe the picture.**

# Guide to Educators

## Learning Outcomes

- Share personal preferences regarding animals using phrases like “I like...” or “I don’t like...”.
- Listen to short stories or descriptions about animals and answer basic questions.
- Engage in simple conversations about their favourite animals.
- Learn and use key animal vocabulary (e.g., habitat, sound).
- Practice pronunciation of animal names and associated vocabulary words (kennel, basket, river/pond, milk).

## Other Proposed Activities

- Animal charades.  
(acting out an animal without speaking)
- Guess animal sound game.
- Crossword.
- Speak about their pets.

## Activities

- Listen and repeat.
- Identify the words.
- Cut and paste.
- Encircle the appropriate words.
- Write the correct alphabet/s.
- Colour and describe the pictures.
- Sentence reading.
- Fill in the blanks.
- Label the picture.
- Describe the picture.

## Additional Resources

- Use pictures and real-life examples to aid recognition.
- Repetitive practice through songs and rhymes.
- Videos or audios to display animal sounds.

## Portfolio Assessment

- Skills-based assessments.

## Activity 1: Listen and repeat.

### Listening and Reading Activities:

- The Educator reads and explains the song.
- The students listen and repeat the song.

### 《小猫捞鱼》

Xiǎo Māo Lāo Yú

小花猫 真调皮

Xiǎo huāmāo zhēn tiáopí

捞呀捞呀捞小鱼

Lāo ya lāo ya lāo xiǎo yú

左捞捞，右捞捞

Zuǒ lāo lāo, yòu lāo lāo

捞上一条小小鱼

Lāo shàng yī tiáo xiǎo xiǎo yú

The Educator may access the audio-visual version of the above song through this link:

[https://www.bilibili.com/video/BV1xvije6EMs/?spm\\_id\\_from=333.337.search-card.all.click](https://www.bilibili.com/video/BV1xvije6EMs/?spm_id_from=333.337.search-card.all.click)

Another similar resource is available at the following link:

[https://www.bilibili.com/video/BV1444y1U7XX/?spm\\_id\\_from=333.337.search-card.all.click](https://www.bilibili.com/video/BV1444y1U7XX/?spm_id_from=333.337.search-card.all.click)

## Activity 2: Identify the words.

### Reading Activity:

- The Educator reads and explains the words.
- The students listen and repeat the words.



牛



鸡



马



狗



鱼



鸟



猫

### Activity 3: Cut and paste.

#### Listening Activity:

The Educator explains the words aloud and asks the students to listen attentively.  
The students:

- cut the provided animals separately.
- paste them on the farmhouse as per the given instructions.

猫	鱼	狗	牛	鸟	马
māo	yú	gǒu	niú	niǎo	mǎ

例如：

猫在房子上。

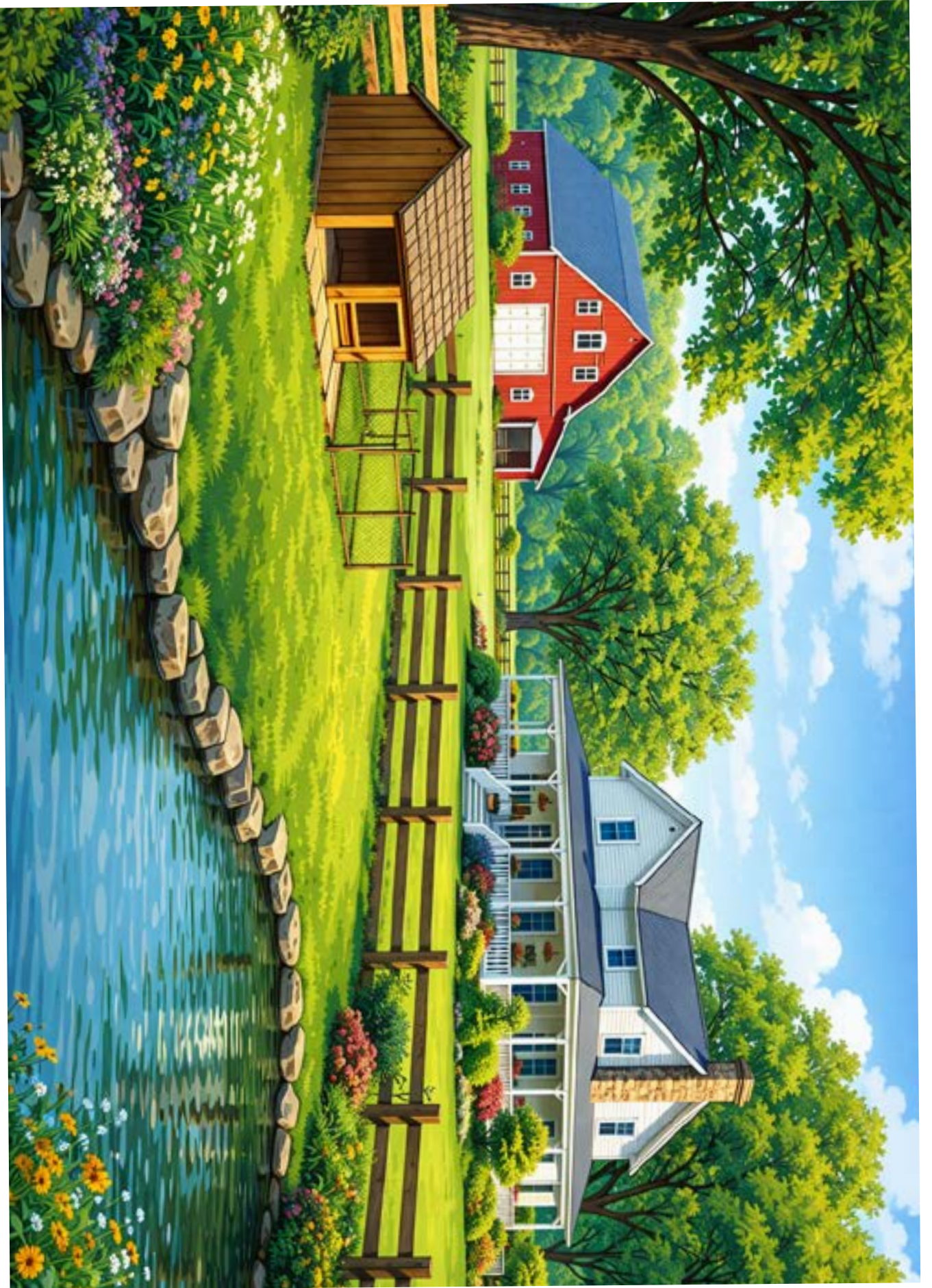
狗在狗窝旁边。

牛在草地上。

鸟在树上。

马在农舍前面。

鱼在池塘里。







**Activity 4: Encircle the appropriate words.**



**Listening and Writing Activities:**

- The Educator reads aloud the sentences.
- The students identify, encircle and write the words of the animals.

例如：这只 (狗) 是黑色的。.. 狗.....

1. 篮子里有一只猫。 .....

2. 牛在吃草。 .....

3. 马在跑。 .....

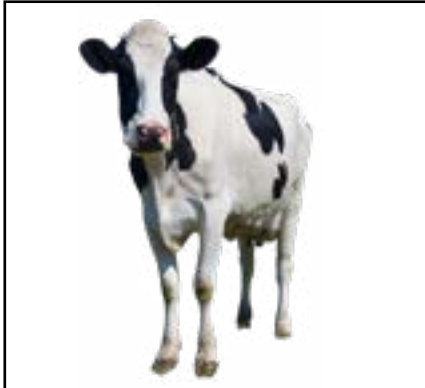
4. 鸟在飞。 .....

5. 水里有一条鱼。 .....

Activity 5: Write the correct alphabet/s.

Writing Activity:

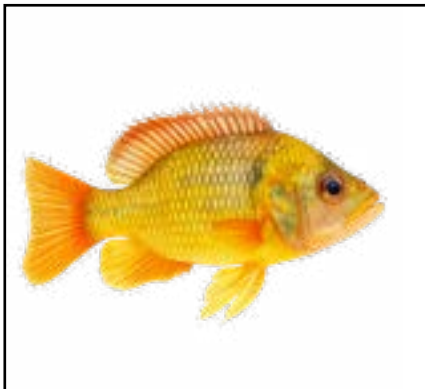
The students write the missing alphabet/s in the given space.



牛 .....iú (n、l)



母鸡 m..... jī  
(ú、ǔ)



鱼 ..... (yú、yù)



马.....ǎ (m、f)



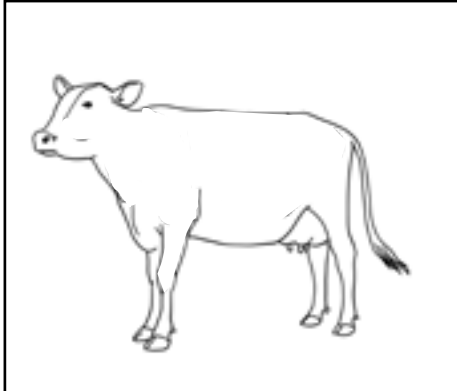
猫 m..... (āo、áo)

## Activity 6: Colour and describe the pictures.

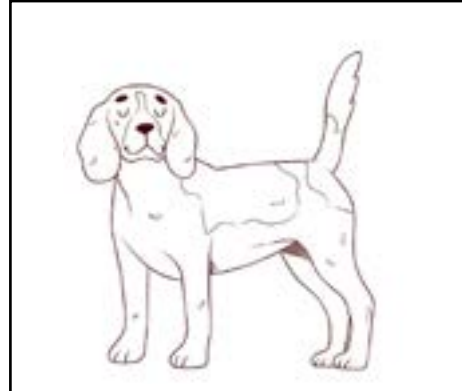
### Speaking Activity:

The students:

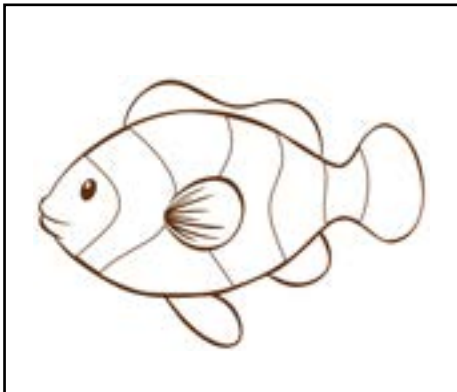
- colour the pictures as per the indicated colours.
- describe each coloured animal orally.



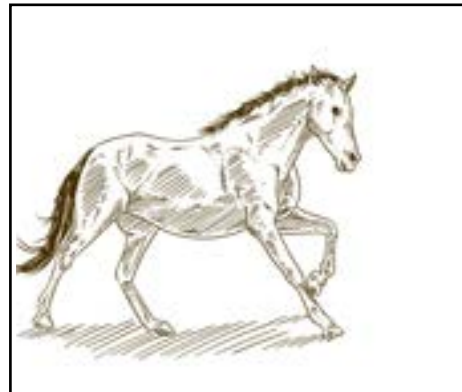
一头黑色的牛



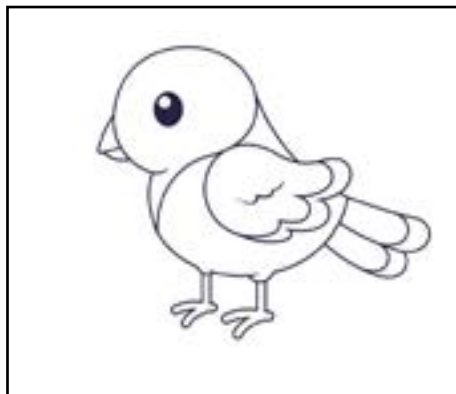
一条棕色的狗



一条蓝色的鱼



一匹黑色的马



一只绿色的鸟

## Activity 7: Sentence reading.

### Reading Activity:

The Educator helps the students to read the sentences.



狗

一条狗。

这里有一条狗。

这条狗是黑色的。

这条狗在叫。



鱼

一条鱼。

这是一条鱼。

这条鱼很大。

这条鱼是蓝色的。



牛

一头牛。

这头牛是白色的。

这头牛在吃草。

这头白色的牛在吃草。

## Activity 8: Fill in the blanks.


### Writing and Reading Activities:

The students:


- fill in the blanks with the appropriate words.
- read the sentences.

1. 这条.....  很漂亮。(鱼、狗)

2. 这匹.....  很大。(狮子、马)

3. 这是只黑色的..... 。(鸡、鱼)

4. 这头.....  是白色的。(猫、牛)

5. 这只.....  在树上。(鸟、鱼)

Activity 9: Label the picture.

Writing Activity:

The students choose the appropriate words and label the pictures.

(马、狗、牛、鸡、猫、鱼、鸟)



## Activity 10: Describe the picture.

### Speaking Activity:

The Educator helps the students to form sentences orally based on the picture below.



# **Theme 5: Music and Entertainment**

## **Musical Instruments**

### **Activities**

**Activity 1: Listen and repeat.**

**Activity 2: Identify, spell and read.**

**Activity 3: Cut and paste.**

**Activity 4: Trace the Chinese characters.**

**Activity 5: Read and copy the words.**

**Activity 6: Matching.**

**Activity 7: Word decoding.**

**Activity 8: Word formation.**

**Activity 9: Choose the correct Chinese Pinyin.**

**Activity 10: Identify the verbs.**

**Activity 11: Choose and write the correct Chinese characters.**

**Activity 12: Tick the correct word.**

**Activity 13: Write the correct word.**

**Activity 14: Dot-to-dot drawing and colouring.**

**Activity 15: Word search puzzle.**

**Activity 16: Picture description and oral questions.**

# Guide to Educators

## Learning Outcomes

- Recognise different musical instruments (drum / piano / guitar / flute / erhu and violin).
- Understand the basic words related to music and entertainment.
- Read simple sentences with correct pronunciation and intonation.
- Produce simple sentences correctly.

## Additional Resources

- Use pictures, flashcards and videos to illustrate each musical instrument.
- Create a visual chart and vocabulary words to display in the classroom.

## Activities

- Listen and repeat.
- Identify, spell and read.
- Cut and paste.
- Trace the Chinese characters.
- Read and copy the words.
- Matching.
- Word decoding.
- Word formation.
- Choose the correct Chinese Pinyin.
- Identify the verbs.
- Choose and write the correct Chinese characters.
- Tick the correct word.
- Write the correct word.
- Dot-to-dot drawing and colouring.
- Word search puzzle.
- Picture description and oral questions.

## Portfolio Assessment

- Skills-based assessments.

## Activity 1: Listen and repeat.

### Listening and Reading Activities:

The Educator:

- reads the lyrics aloud.
- plays the song.

The students listen and repeat the song.

The Educator introduces the following action verbs:

- To sing 唱歌
- To dance 跳舞

### 《两只老虎》

### 《Liǎng Zhī Lǎohǔ》

两只老虎，两只老虎      Liǎng zhī lǎohǔ, liǎng zhī lǎohǔ  
跑得快，跑得快      Pǎo de kuài, pǎo de kuài  
一只没有眼睛，      Yī zhī méiyǒu yǎnjīng,  
一只没有尾巴      yī zhī méiyǒu wěiba  
真奇怪，真奇怪      Zhēn qíguài, zhēn qíguài



The Educator may access the audio-visual version of the above song through this link:

<https://youtu.be/0P0aApWogd0?feature=shared>

## Activity 2: Identify, spell and read.

### Reading and Speaking Activities:

The Educator reads the words aloud.

The students:

- identify the words through pictures.
- spell and read aloud the name of each musical instrument.



鼓  
gǔ



钢琴  
gāngqín



吉他  
jítā



笛子  
dízi



二胡  
èrhú



小提琴  
xiǎotíqín

### Activity 3: Cut and paste.



#### Reading Activity:

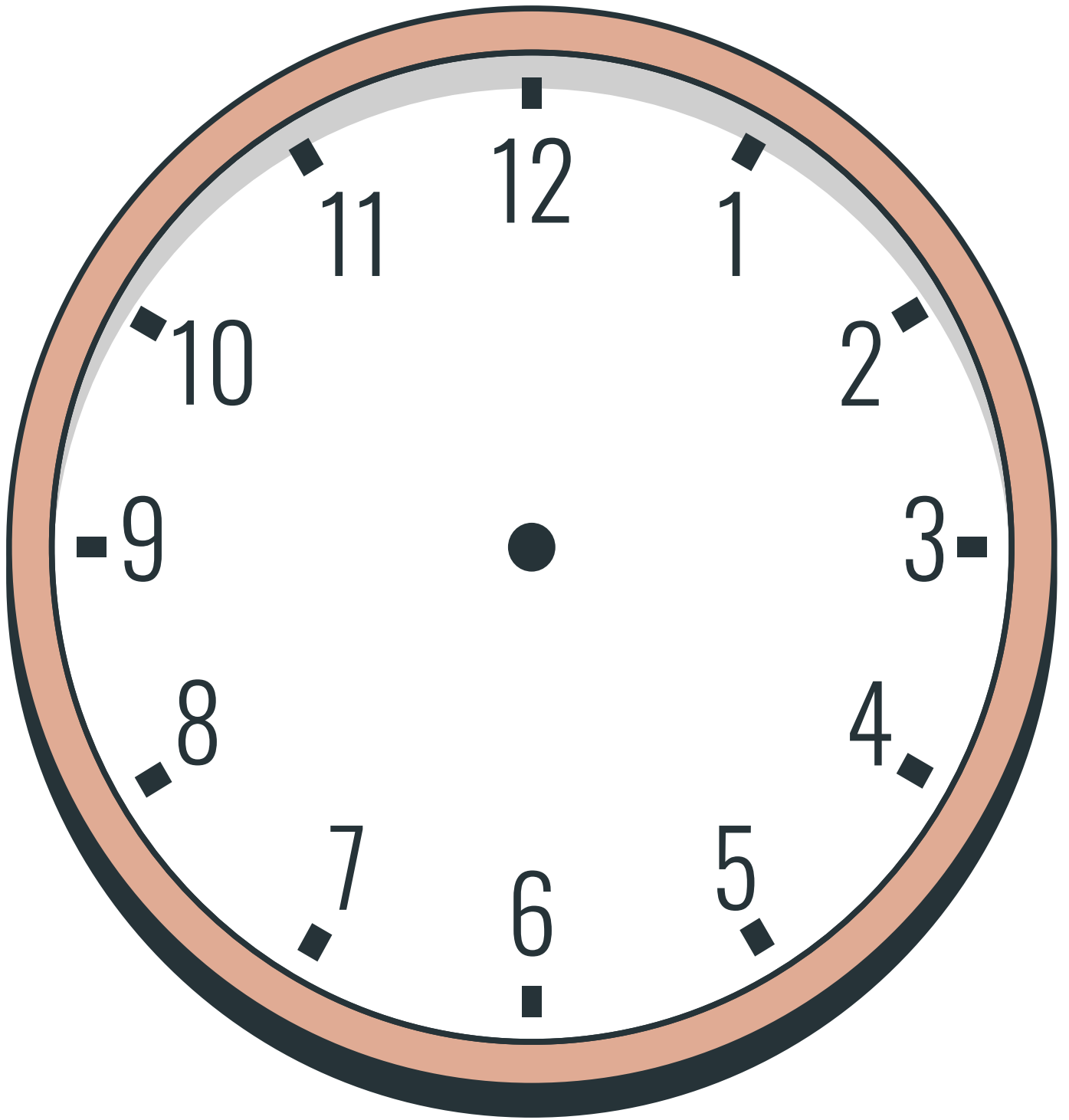
The students:

- study the table provided below under the guidance of the Educator.
- cut out the pictures of the musical instruments from the subsequent page.
- paste them alongside the corresponding numbers on the clock on the following page.

乐器	数字
鼓 gǔ	6
钢琴 gāngqín	2
吉他 jítā	10
笛子 dízi	4
二胡 èrhú	8
小提琴 xiǎotíqín	12









<p>dí</p> <p><b>笛</b></p> <p>部首：竹 上下结构</p>	丨 丿 ㇇ ㇇ ㇇ ㇇ ㇇ ㇇ ㇇ ㇇ ㇇ 11画									
	笛 笛 笛 笛 笛 笛 笛 笛 笛 笛									
	(Empty grid for practice)									
(Empty row for practice)										
<p>zǐ</p> <p><b>子</b></p> <p>部首：子 独体结构</p>	一 了 子 3画									
	子 子 子 子 子 子 子 子 子 子									
	(Empty grid for practice)									

Activity 5: Read and copy the words.



Reading and Writing Activities:

- The Educator reads the words aloud.
- The students read and copy the words several times.

钢琴

吉他

笛子

二胡

小提琴

鼓

## Activity 6: Matching.

### Reading Activity:

The students:

- match the pictures with the corresponding words.
- read aloud the name of each musical instrument repeatedly under the guidance of the Educator.



小提琴



笛子



钢琴



二胡



鼓



吉他

## Activity 7: Word decoding.

### Reading and Writing Activities:

The students:

- look at the pictures and read the words aloud under the guidance of the Educator.
- decode the given words and write the Chinese Pinyin.



鼓 gǔ

g+ǔ

.....



钢琴 gāngqín

g+āng

qín

.....



吉他 jítā

j+í

tā

.....



笛子 dízi

d+í

zi

.....



二胡 èrhú

èr

hú

.....



小提琴 xiǎotíqín

x+iǎo

tí

qín

.....

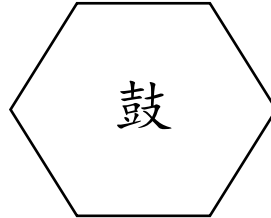
## Activity 8: Word formation.

### Reading and Writing Activities:

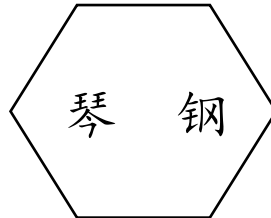
The students:

- read the Chinese characters.
- rearrange the Chinese characters and write the correct word for each picture.
- read the words aloud.

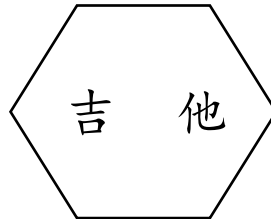
.....



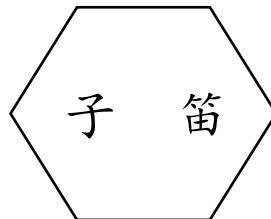
.....



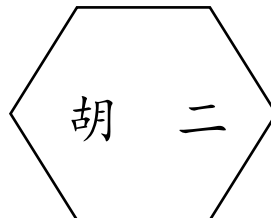
.....



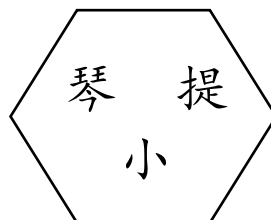
.....



.....



.....



## Activity 9: Choose the correct Chinese Pinyin.



### Reading and Writing Activities:

The students:

- read the words aloud under the guidance of the Educator.
- choose the correct Chinese Pinyin from the brackets and fill in the blanks.

鼓	.....	(gú、gǔ)
钢琴	.....	(gāngqín、gōngqín)
吉他	.....	(jítà、jītā)
笛子	.....	(dízi、dìzi)
二胡	.....	(èrhú、ērhú)
小提琴	.....	(xiàotíqín、xiǎotíqín)

## Activity 10: Identify the verbs.

### Listening and Reading Activities:

- The Educator reads and explains the verbs.
- The students listen carefully and repeat after the Educator.



打 (dǎ) 鼓



吹 (chuī) 笛子



弹 (tán) 钢琴



弹 (tán) 吉他



拉 (lā) 小提琴



拉 (lā) 二胡

**Activity 11: Choose and write the correct Chinese characters.**

**Reading and Writing Activities:**

The Educator reads each sentence aloud.

The students:

- repeat the sentences.
- encircle the correct word from the brackets and write it in the blank space.

1. 这是小明的.....。(古、鼓、股)
2. 妈妈喜欢吉.....。(他、她、也)
3. 爷爷买了一把二.....。(糊、胡、湖)
4. 爸爸教我吹.....子。(笛、田、由)
5. 东东会弹.....琴。(刚、钢、纲)
6. 这把小提.....是谁的?(琴、琵、琶)

## Activity 12: Tick the correct word.

### Reading Activity:

The students tick the correct word corresponding to the picture and read aloud the word repeatedly.



二胡

吉他



钢琴

小提琴



笛子

小提琴



笛子

鼓



钢琴

二胡



二胡

鼓

### Activity 13: Write the correct word.

#### Writing and Reading Activities:

The students:

- write the correct words that correspond to the pictures.
- read aloud the sentences.



1. 这是.....。



2. 这是.....。



3. 这是.....。



4. 这是.....。



5. 这是.....。



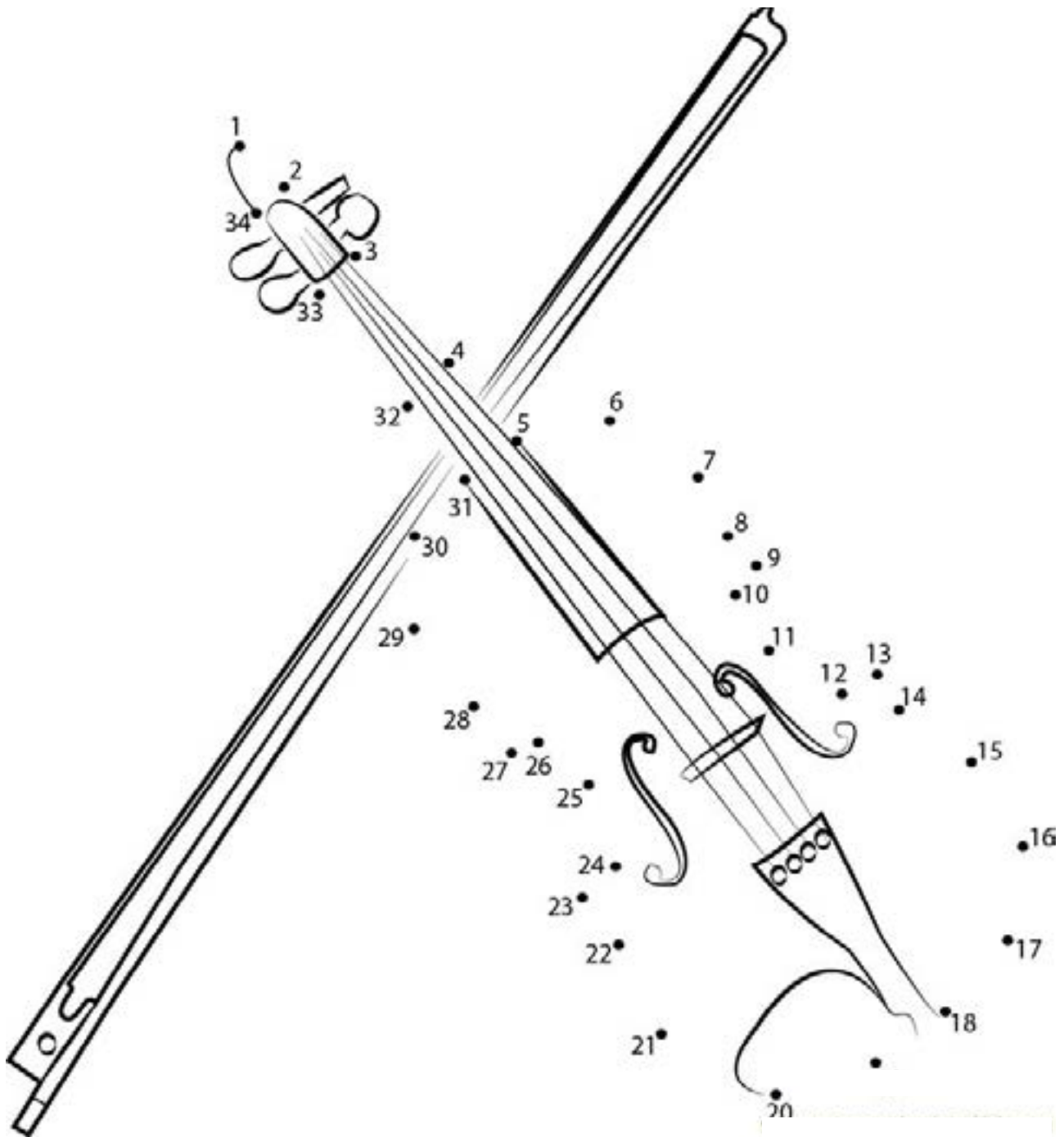
6. 这是.....。

## Activity 14: Dot-to-dot drawing and colouring.

### Writing and Speaking Activities:

The students:

- join the dots and colour the picture.
- write the name of the musical instrument.
- form sentences orally.



## Activity 15: Word search puzzle.

### Reading Activity:

- The Educator reads the given words aloud and the students repeat.
- The students find the listed words hidden within the grid; the words can be found horizontally, vertically or diagonally.

小提琴 - 钢琴 - 二胡 - 吉他 - 小鼓 - 笛子

老	小	提	琴	我	打
鼠	鼓	笛	子	吉	古
二	狮	钢	这	也	他
胡	子	她	琴	吹	笔
他	鼓	是	那	拉	弹

Activity 16: Picture description and oral questions.



## Activity 16: Picture description and oral questions.

### Listening and Speaking Activities:

The Educator:

- guides the students to observe the given picture.
- uses the following prompts to help the students to describe the picture.

这是一场音乐会的图片：

- 你看到了哪些乐器？
- 你最喜欢哪一种乐器？
- 今年的音乐节是什么时候？
- 你们学校庆祝音乐节吗？
- 音乐节那一天你会表演什么节目？
- 你喜欢唱歌还是跳舞？

# **Theme 6: Celebrations and Festivals**

## **Birthday Celebration**

### **Activities**

**Activity 1: Listen and repeat.**

**Activity 2: Identify the words through pictures.**

**Activity 3: Cut and paste.**

**Activity 4: Spell and practise.**

**Activity 5: Rearrange the alphabets.**

**Activity 6: Matching.**

**Activity 7: Trace the words.**

**Activity 8: Cut and play.**

**Activity 9: Fill in the blanks.**

**Activity 10: Read and answer the questions.**

**Activity 11: Design a birthday invitation card.**

**Activity 12: Fill in the blanks and match.**

**Activity 13: Learn the numerals.**

**Activity 14: Read the birthday-related terms.**

# Guide to Educators

## Learning Outcomes

- Recognise basic words related to birthday (e.g. cake, candle, balloons, decorations, gifts, etc).
- Practise pronunciation of vocabulary words.
- Express birthday wishes.
- Speak about birthday celebrations using simple sentences.
- Describe a birthday celebration using simple sentences (date, venue, time, invitees, birthday party).
- Read a birthday card with understanding.
- Create a birthday card (including birthday wish).

## Activities

- Listen and repeat.
- Identify the words through pictures.
- Cut and paste.
- Spell and practise.
- Rearrange the alphabets.
- Matching.
- Trace the words.
- Cut and play.
- Fill in the blanks.
- Read and answer the questions.
- Design a birthday invitation card.
- Fill in the blanks and match.
- Learn the numerals.
- Read the birthday-related terms.

## Additional Resources

- Pictures and real-life examples to aid recognition.
- Birthday songs and simple stories.
- Videos or audios related to birthday celebration.

## Portfolio Assessment

- Skills-based assessments.

## Activity 1: Listen and repeat.

### Listening and Reading Activities:

- The Educator reads and explains the song.
- The students listen to the song and recite under the guidance of the Educator.

## 生日歌

祝你生日快乐 Zhù nǐ shēngrì kuàilè

祝你生日快乐 Zhù nǐ shēngrì kuàilè

祝你生日快乐 Zhù nǐ shēngrì kuàilè

祝你生日快乐 Zhù nǐ shēngrì kuàilè

The Educator may access the audio-visual version of the above song through this link:

[https://www.youtube.com/watch?v=YaK7YEmuno8&list=RDYaK7YEmuno8&start\\_radio=1](https://www.youtube.com/watch?v=YaK7YEmuno8&list=RDYaK7YEmuno8&start_radio=1)

## Activity 2: Identify the words through pictures.

### Listening and Speaking Activities:

Under the guidance of the Educator, the students:

- listen to the words and repeat them with correct pronunciation.
- listen to the explanation and understand their meaning.
- learn to identify the words with their corresponding pictures.



shēngrì  
生日



dàngāo  
蛋糕



qìqiú  
气球



làzhú  
蜡烛



kèrén  
客人



lǐwù  
礼物



huā  
花



xǔyuàn  
许愿



zhùfú  
祝福



dāo  
刀



pāizhào  
拍照

### Activity 3: Cut and paste.

#### Reading Activity:

Under the guidance of the Educator, the students:

- read the words and identify their corresponding images.
- cut out the words and paste them in the given boxes.

The image shows a birthday party in progress. In the foreground, four children wearing party hats are gathered around a table. On the table is a birthday cake with lit candles and the words 'HAPPY BIRTHDAY' written on it. There are also two wrapped gifts, one orange and one pink, and a vase of flowers. In the background, a 'HAPPY BIRTHDAY' banner is strung across the room, and several colorful balloons (red, yellow, blue, orange) are floating. People are seen in the background, some talking and some looking towards the children. There are five empty rectangular boxes with arrows pointing to specific elements in the scene: one points to a bouquet of flowers, one to a child's party hat, one to the birthday cake, one to a gift, and one to a balloon.



蜡烛



礼物



气球



客人/朋友



蛋糕



刀



花



#### Activity 4: Spell and practise.

##### Listening and Reading Activities:

- The Educator spells and reads the words aloud.
- The students repeat after the Educator.

生日 shēngrì

sh+ēng = shēng rì

蛋糕 dàngāo

d+àn = dàn g+āo = gāo

气球 qìqiú

q+i = qì q+iú = qiú

蜡烛 làzhú

l+à = là zh+ú = zhú

礼物 lǐwù

l+i = lǐ wù

客人 kèrén

k+è = kè r+én = rén

花 huā

h+uā = huā

许愿 xǔyuàn

x+ǔ = xǔ yuàn

刀 dāo

d+āo = dāo

祝福 zhùfú

zh+ù = zhù f+ú = fú

拍照 pāizhào

p+āi = pāi zh+ào = zhào

## Activity 5: Rearrange the alphabets.

### Reading and Writing Activities:

Under the guidance of the Educator, the students:

- rearrange the alphabets to form the words corresponding to the pictures.
- write and read the words repeatedly.



生日

sh rì  
ēng

.....



礼物

ǐ wù l

.....



客人

k r è  
én

.....



蜡烛

zh l  
ú à

.....



气球

iú ì  
q q

.....

## Activity 6: Matching.

### Reading Activity:

Under the guidance of the Educator, the students:

- look at the pictures and read the sentences.
- match the pictures to the appropriate sentences.



蛋糕很大。



桌子上有个礼物。



气球是红色的。



花很漂亮。



客人在唱歌。

## Activity 7: Trace the words.

### Writing Activity:

Under the guidance of the Educator, the students trace the words.



生日快乐

生日快乐

## Activity 8: Cut and play.

### Reading Activity:

The Educator explains the Memory Game to the students and guide them through the process.

### Instructions / Rules of the Memory Game:

Cut out the set of 10 cards: pictures(5) and phrases(5).

1. Shuffle the cards and place them face down on the table.
2. The first player turns over two cards.
3. If the picture matches the phrase, the player keeps them and gets another turn.
4. If they do not match, the cards are turned back over, and it becomes the next player's turn.
5. The player with the most matched pairs at the end wins.





大蛋糕

红色的气球

蓝色的花

小礼物

黄色的蜡烛



## Activity 9: Fill in the blanks.

### Writing and Reading Activities:

Under the guidance of the Educator, the students:

- choose and write the missing alphabets given in brackets to complete the word.
- read the words aloud repeatedly.

蜡烛 ..... zhú (lā, là)

气球 qì..... (jiǔ, qiú)

客人 kè..... (rén, réng)

蛋糕 dàn..... (tāo, gāo)

生日 shēng..... (zì, rì)

花 h..... (uō, uā)

刀 d..... (āo, oā)

祝福 zhùf..... (ú, ù)

## Activity 10: Read and answer the questions.

### Reading and Speaking Activities:

The Educator:

- reads the birthday invitation card and explains it to the students.
- asks questions to the students.



1. 谁的生日?
2. 他将要多大了?
3. 什么时候是他的生日?
4. 生日会几点开始?
5. 在哪儿庆祝生日?

## Activity 11: Design a birthday invitation card.

### Writing Activity:

- The Educator encourages the students to talk about their birthday.
- The students make a birthday invitation card.

### 我的生日

1. 谁的生日?
2. 多大了?
3. 生日是什么时候?
4. 生日会在哪儿举行?
5. 几点?



Prepare a birthday invitation card 准备一张生日邀请卡

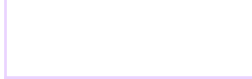
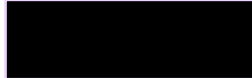
## Activity 12: Fill in the blanks and match.

### Listening and Speaking Activities:

Under the guidance of the Educator, the students:

- listen and repeat the different colours.
- identify the colours in the pictures and fill in the blanks accordingly.
- match the sentences to the appropriate pictures.

Colour Chart	Names
	红色
	蓝色
	黄色

Colour Chart	Names
	绿色
	白色
	黑色

气球是\_\_\_\_\_的。



蜡烛是\_\_\_\_\_的。



花是\_\_\_\_\_的。



吉他是\_\_\_\_\_的。



海是\_\_\_\_\_的。



### Activity 13: Learn the numerals.

#### Listening, Speaking and Writing Activities:

Under the guidance of the Educator, the students:

- listen and repeat the numerals.
- write the numerals in Chinese Pinyin.
- copy the Chinese Character of the numerals.

Number	Write the numbers in Chinese Pinyin	Numbers in Chinese Characters	Copy the numbers in Chinese Characters
1		一	
2		二	
3		三	
4		四	
5		五	
6		六	
7		七	
8		八	
9		九	
10		十	
11		十一	
12		十二	
13		十三	
14		十四	
15		十五	

## Activity 14: Read the birthday-related terms.

### Listening and Reading Activities:

Under the guidance of the Educator, the students:

- listen and read birthday-related terms with understanding.
- cultivate a positive attitude towards birthday celebration traditions.



挂灯笼



点蜡烛



许愿



生日快乐



谢谢



祝您身体健康



全家福



吃长寿面和鸡蛋



祝你用餐愉快

# **Theme 7: Ethics and Values**

## **Basic Ethics**

### **Activities**

**Activity 1: Listen and repeat.**

**Activity 2: Listen and read the words.**

**Activity 3: Read the sentences.**

**Activity 4: Choose the correct words and fill in the blanks.**

**Activity 5: Matching.**

**Activity 6: Trace the words.**

**Activity 7: Encircle the correct icon.**

**Activity 8: Choose the correct answer.**

**Activity 9: Categorise the behaviours.**

**Activity 10: Cut and paste.**

# Guide to Educators

## Learning Outcomes

- Recognise words related to basic ethics.
- Read and comprehend simple sentences related to good habits.
- Recognise ethical behaviour in real-life and illustrated scenarios.
- Apply basic ethics in written and spoken forms.

## Activities

- Listen and repeat.
- Listen and read the words.
- Read the sentences.
- Choose the correct words and fill in the blanks.
- Matching.
- Trace the words.
- Encircle the correct icon.
- Choose the correct answer.
- Categorise the behaviours.
- Cut and paste.

## Other Proposed Activities

- Value Circle: Each student says one value word and shares a small example.
- Dramatise a morning routine/role play.
- Class Mural: The students draw and colour examples of values to create a Values Wall.

## Additional Resources

- Flashcards with images.
- Worksheets (matching, labelling, jumbled words).
- Song audio.

## Portfolio Assessment

- Skills-based assessments.

## Activity 1: Listen and repeat.

### Listening and Reading Activities:

- The Educator reads the lyrics aloud.
- The students listen and repeat.

说话有礼貌，	Shuōhuà yǒu lǐmào,
见人说“你好”。	jiàn rén shuō “nǐhǎo” .
不抢也不吵，	Bù qiǎng yě bù chǎo,
大家都欢喜。	dàjiā dōu huānxǐ.
东西不乱拿，	Dōngxi bù luàn ná,
骗人不可以。	piàn rén bù kěyǐ.
帮人做点事，	Bāng rén zuò diǎn shì,
快乐在心里。	kuàilè zài xīnlǐ.
天天做好事，	Tiāntiān zuò hǎo shì,
人人来夸你，	rén rén lái kuā nǐ,
做个好孩子，	zuò gè hǎo háizi,
世界更美丽。	shìjiè gèng měilì.

Other similar resources are available through the following links:

[https://www.youtube.com/watch?v=rhXStk7cspk&list=RDrhXStk7cspk&start\\_radio=1](https://www.youtube.com/watch?v=rhXStk7cspk&list=RDrhXStk7cspk&start_radio=1)  
[https://www.youtube.com/watch?v=hKq8X36Q34s&list=RDhKq8X36Q34s&start\\_radio=1](https://www.youtube.com/watch?v=hKq8X36Q34s&list=RDhKq8X36Q34s&start_radio=1)

## Activity 2: Listen and read the words.

### Listening, Reading and Writing Activities:

The Educator:

- introduces and explains the meaning of the words.
- reads the words and the students repeat each word aloud.

The students identify, write and read again the words.

1. 你好! Nǐhǎo! \_\_\_\_\_
2. 微笑 wēixiào \_\_\_\_\_
3. 听话 tīnghuà \_\_\_\_\_
4. 谢谢 xièxie \_\_\_\_\_
5. 尊敬 zūnjìng \_\_\_\_\_
6. 原谅 yuánliàng \_\_\_\_\_
7. 道歉 dàoqiàn \_\_\_\_\_
8. 帮助 bāngzhù \_\_\_\_\_
9. 分享 fēnxiǎng \_\_\_\_\_
10. 聆听 língtīng \_\_\_\_\_

### Activity 3: Read the sentences.

#### Listening and Reading Activities:

- The Educator reads and explains the sentences.
- The students listen attentively and repeat them.

1. 早上我很早起床。
2. 我整理我的床。
3. 我对家人说：“早上好！”
4. 我刷牙。
5. 我洗澡。
6. 我穿干净的校服。
7. 我吃早餐。
8. 我准时到学校。
9. 在学校我对老师和同学们说：“早上好！”

**Activity 4: Choose the correct words and fill in the blanks.**

**Reading and Writing Activities:**

- The students read the sentences with understanding and choose the correct words to fill in the blanks.
- The Educator guides the students to read the complete sentences aloud.

洗澡 老师 很早 早上好  
吃 刷 整理 校服 学校

1. 早上我.....起床。
2. 我.....我的床。
3. 我对家人说：“.....！”
4. 我.....牙。
5. 我.....。
6. 我穿干净的.....。
7. 我.....早餐。
8. 我准时到.....。
9. 在学校我对.....和同学们说：“早上好！”

## Activity 5: Matching.

### Listening and Reading Activities:

- The Educator reads and explains the different words.
- The students read the words aloud and match them to the corresponding pictures.

善良 shànliáng



尊重 zūnzhòng



帮助 bāngzhù



分享 fēnxiǎng



责任 zérèn



**Activity 6: Trace the words.**

**Writing and Reading Activities:**

- The Educator explains each word.
- The students trace the words and read them aloud.

gōngpíng

公平

gōngpíng

公平

gōngpíng

公平

shànliáng

善良

shànliáng

善良

shànliáng

善良

chéngshí

诚实

chéngshí

诚实

chéngshí

诚实

fēnxiǎng

分享

fēnxiǎng

分享

fēnxiǎng

分享

yǒuyì

友谊

yǒuyì

友谊

yǒuyì

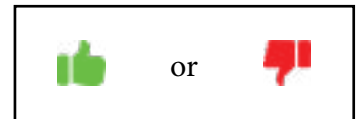
友谊

**Activity 7: Encircle the correct icon.**

**Listening and Reading Activities:**

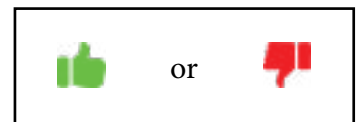
The Educator reads the sentences and asks the students to encircle the correct icon.

我吃饭前会洗手。



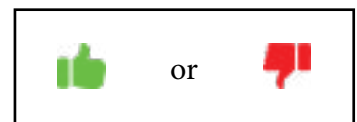
Wǒ chīfàn qián huì xǐshǒu.

我没问就拿走了朋友的笔。



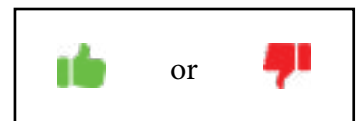
Wǒ méi wèn jiù ná zǒule péngyou de bǐ.

我离开房间时会关灯。



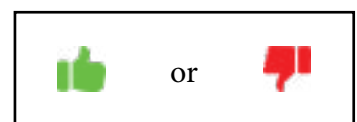
Wǒ líkāi fángjiān shí huì guāndēng.

我咳嗽时没捂嘴。



Wǒ késou shí méi wǔ zuǐ.

我把垃圾扔进垃圾箱。



Wǒ bǎ lājī rēng jìn lājī xiāng.

**Activity 8: Choose the correct answer.**

**Listening and Reading Activities:**

- The Educator reads the sentences and the options.
- The students listen carefully and encircle the correct answer.

1. 朋友的书掉地上了。你会做什么？

Péngyou de shū diào dì shàng le.

Nǐ huì zuò shénme?

A. 我会笑话他。

Wǒ huì xiàohuà tā.

B. 我会帮他捡起来。

Wǒ huì bāng tā jiǎn qǐ lái.

C. 我会跑掉。

Wǒ huì pǎo diào.

2. 你看到同学一个人吃午饭，你会怎么做？

Nǐ kàndào tóngxué yī gè rén chī wǔfàn,

nǐ huì zěnmě zuò?

A. 不理她。

Bù lǐ tā.

B. 笑话她。

Xiàohuà tā.

C. 走过去跟她一起吃饭。

Zǒu guòqù gēn tā yīqǐ chīfàn.

### 3. 弟弟想玩你的玩具。你会怎么做？

Dìdi xiǎng wán nǐ de wánjù.

Nǐ huì zěnmē zuò?

A. 我会大喊大叫。

Wǒ huì dà hǎn dà jiào.

B. 我会跟弟弟一起玩。

Wǒ huì gēn dìdi yīqǐ wán.

C. 我会把玩具藏起来。

Wǒ huì bǎ wánjù cáng qǐlái.

### 4. 你的同学忘了带午饭。你会怎么做？

Nǐ de tóngxué wàng le dài wǔfàn.

Nǐ huì zěnmē zuò?

A. 我会跟他分享我的午饭。

Wǒ huì gēn tā fēnxiǎng wǒ de wǔfàn.

B. 我会取笑他。

Wǒ huì qǔxiào tā.

C. 我会吃自己的饭。

Wǒ huì chī zìjǐ de fàn.

5. 你看到有人把垃圾扔在地上。你会怎么做？

Nǐ kàn dào yǒu rén bǎ lājī rēng zài dìshàng. Nǐ huì zěnmě zuò?

A. 什么也不说。

Shénme yě bù shuō.

B. 告诉他把垃圾捡起来。

Gàosu tā bǎ lājī jiǎn qǐlái.

C. 默默走开。

Mòmò zǒu kāi.

## Activity 9: Categorise the behaviours.

### Reading and Writing Activities:

- The Educator reads aloud the list of words.
- The students sort the words in two columns: Good Behaviour  and Bad Behaviour .

bāngzhù      sāhuǎng      dàhǎn dàjiào

帮助      撒谎      大喊大叫

chéngshí      qīpiàn      zūnzhòng

诚实      欺骗      尊重

fēnxiǎng      tōuqiè      guānxīn

分享      偷窃      关心

xìnòng      qīlíng      lǐmào

戏弄      欺凌      礼貌

dǎjià      gǎnxiè      dàoqián      rǔmà

打架      感谢      公平      辱骂



**Good Behaviour**

好的行为



**Bad Behaviour**

坏的行为




zhòngshù  
种树



héilǐ yòngshuǐ  
合理用水



jiǎn lājī  
捡垃圾



jiéyuē yòngdiàn  
节约用电



bùyào dàshēng  
bōfàng yīnyuè  
不要大声播放音乐



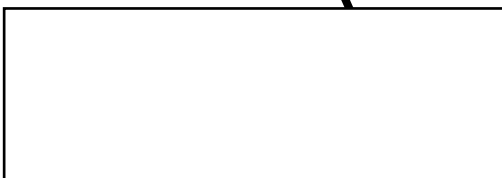
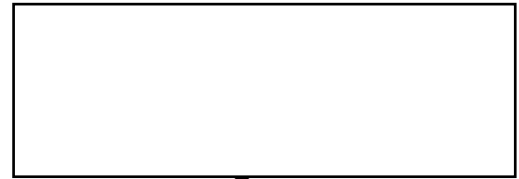
## Activity 10: Cut and paste.

### Reading and Speaking Activities:
























The Educator reads and explains the words from the following page.

The students:

























- read, cut and paste the words beside the appropriate pictures.
- describe the picture orally with the help of the Educator.



# 声母表

b  bó	p  pó	m  mó	f  fó
d  de	t  tù	n  nán	l  lù
g  gē	k  kē	h  hē	
j  jī	q  qí	x  xī	
z  zì	c  cì	s  sì	
zh  zhī	ch  chí	sh  shī	r  rì
y  yǐ	w  wū		

# 韵母表

a  啊	o  喔	e  鹅	i  衣	u  乌	ü  鱼
ai  矮	ei  诶	ui  围	ao  袄	ou  鸥	iu  邮
ie  椰	üe  月	er  耳	an  安	en  摁	in  印
un  蚊	ün  云	ang  羊	eng  蜂	ing  鹰	ong  钟

# 整体认读音节

zhi  蜘蛛	chi  尺	shi  狮	ri  日
zi  字	ci  刺	si  撕	yi  衣
wu  乌	yu  鱼	ye  椰	yue  月
yin  印	yun  云	yuan  圆	ying  鹰

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