Foundation Programme
in Literacy, Numeracy and Skills
(FPLNS)

现代汉语

MODERN CHINESE

GRADE 8

Educator's Resource Book

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

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2026

Acknowledgement

OVERALL COORDINATOR

Mr Gangadharsing SOOKLALL	Senior Lecturer & Head, School of Indian Studies

COORDINATOR

Mrs Priscille NG CHEONG SANG XU	Senior Lecturer & Head, Department of Chinese Studies, School of Mauritian and Area Studies

PANEL MEMBER

Mrs Jiunn Ing KON KAM KING	Former Senior Lecturer, Department of Chinese Studies, School of Mauritian and Area Studies
Mrs Ni Yi LIM TING CHUNG	Educator (Secondary)
Mrs Xue Hui CHUNG FA	Educator (Secondary)

QUALITY ASSURANCE VETTING TEAM

Dr Vedika M. HURDOYAL-CHEKHORI	Associate Professor & Head, Centre for Quality Assurance
Ms Ziying WU	Volunteer Chinese Teacher
Mrs N LALLMAMODE-ITTOO	Lecturer & Head, Department of Design & Communication School of Fine Arts
Mrs Puspanjali Devi WOODUN	Educator English, MGSS Solferino

GRAPHIC DESIGN TEAM

Mr Keshrajsingh LOKHUN
Ms Bibi Farhana MOOLKEEA
Ms Girvanee Suraksha HOSANEE
Ms Raheesah Mahomed Osman BEEHARRY
Mr Girish NEEDHOO
Mrs Vaneeta JATOOA-GHOORBIN
Mrs Aruna DALLIAH JOOTUN
Ms Nivedita RAMLOWAT

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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 (AL) - 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, both 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. This 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 designed to support students in successfully completing of the FPLNS.

The Student's Workbook for each grade consists of seven thematic units enabling students to develop 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, enabling students to scaffold their learning by building on previously acquired vocabulary and skills in alignment with the TLS. The Grade 8 Workbook proposes a series of engaging activities grounded in real-life contexts related to topics such as 'My Family', 'My House', 'Natural Landscapes', 'Domestic and Wild Animals', 'Performers and Emotions', 'Festivals', and 'Friendship and Unity' 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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Activity 7: Draw and label your family tree.

Activity 8: Fill in the blanks.

Activity 9: Rearrange the words.

Guide to Educators

Learning Outcomes

- Recognise vocabulary words related to the family.
- Speak about their family members.
- Distinguish the roles of family members.
- Understand the importance of family and develop a sense of duty towards the family unit.

Activities

- Listen and repeat.
- Oral questioning.
- Matching.
- Search for the given words.
- Rearrange the alphabets to form the correct words.
- Identify the family members.
- Draw and label your family tree.
- Fill in the blanks.
- Rearrange the words.

Other Proposed Activities

- Storytelling.
- Games.
- Scenario-based role play.
- Reading alphabets with proper pronunciation.
- Scenario-based questions: identify good and bad behaviours.

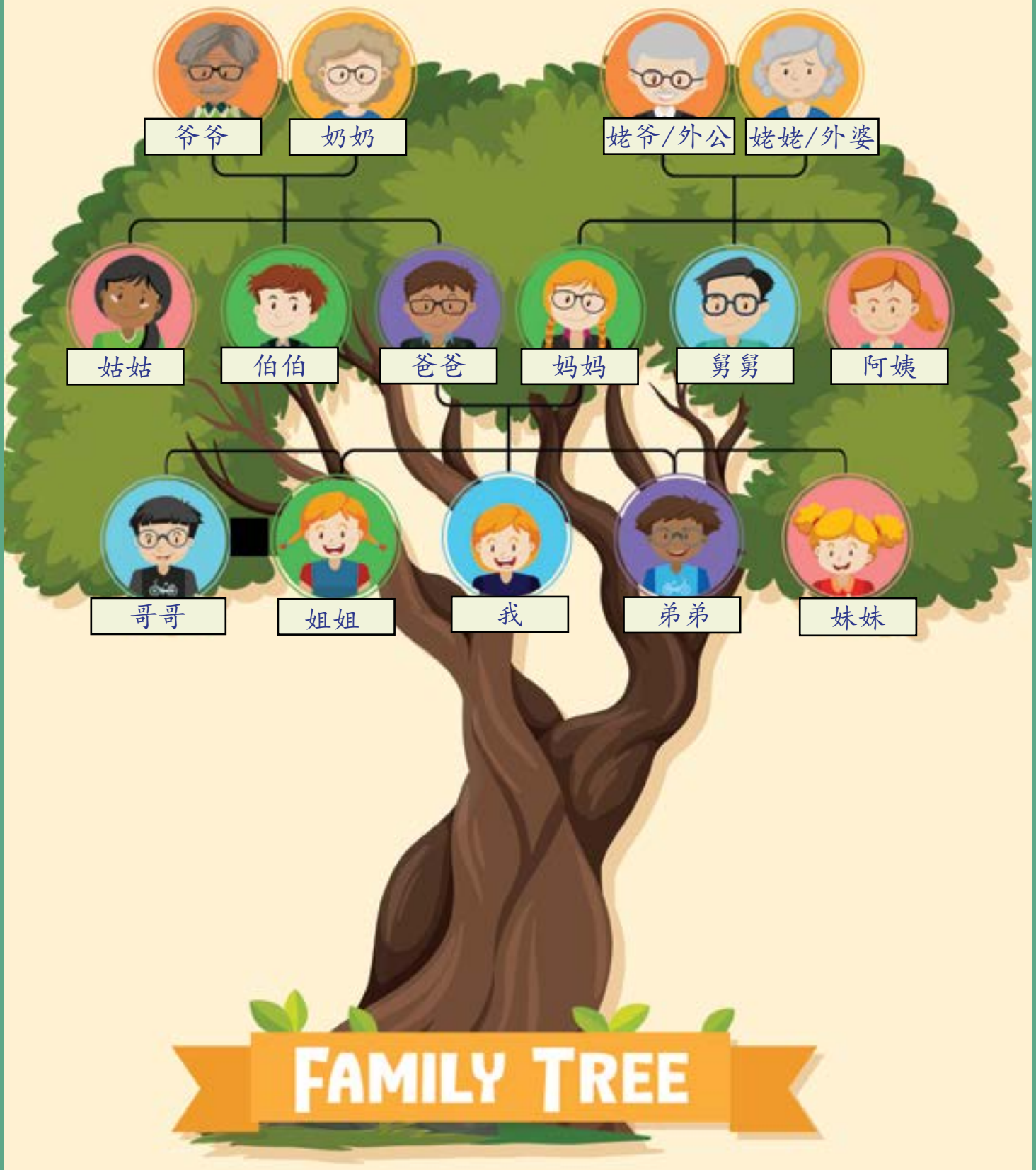
Additional Resources

- Pictures and flashcards.
- Videos and audios.
- Family tree.
- Alphabet charts.

Portfolio Assessment

- Skills-based assessments.

Resources:



Activity 1: Listen and repeat.

Listening and Reading Activities:

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

《家族歌》

爸爸的爸爸叫什么？
爸爸的爸爸叫爷爷。
爸爸的妈妈叫什么？
爸爸的妈妈叫奶奶。
爸爸的哥哥叫什么？
爸爸的哥哥叫伯伯。
爸爸的弟弟叫什么？
爸爸的弟弟叫叔叔。
爸爸的姐妹叫什么？
爸爸的姐妹叫姑姑。
妈妈的爸爸叫什么？
妈妈的爸爸叫外公。
妈妈的妈妈叫什么？
妈妈的妈妈叫外婆。
妈妈的兄弟叫什么？
妈妈的兄弟叫舅舅。
妈妈的姐妹叫什么？
妈妈的姐妹叫阿姨。
爷爷，爸爸的爸爸叫爷爷。
奶奶，爸爸的妈妈叫奶奶。
伯伯，爸爸的哥哥叫伯伯。
叔叔，爸爸的弟弟叫叔叔。
姑姑，爸爸的姐妹叫姑姑。
外公，妈妈的爸爸叫外公。
外婆，妈妈的妈妈叫外婆。
舅舅，妈妈的兄弟叫舅舅。
阿姨，妈妈的姐妹叫阿姨。

What is your father's father called?
My father's father is called "yéye".
What is your father's mother called?
My father's mother is called "nǎinai".

What are your father's elder brothers called?
My father's elder brothers are called "bóbo".
What are your father's younger brothers called?
My father's younger brothers are called "shūshu".
What are your father's sisters called?
My father's sisters are called "gūgu".

What is your mother's father called?
My mother's father is called "wàigōng".
What is your mother's mother called?
My mother's mother is called "wàipó".

What are your mother's brothers called?
My mother's brothers are called "jiùjiu".
What are your mother's sisters called?
My mother's sisters are called "āyí".

"Yéye" — Father's father is called "yéye".
"Nǎinai" — Father's mother is called "nǎinai".
"Bóbo" — Father's elder brothers are called "bóbo".
"Shūshu" — Father's younger brothers are called "shūshu".
"Gūgu"— Father's sisters are called "gūgu".
"Wàigōng" — Mother's father is called "wàigōng".
"Wàipó" — Mother's mother is called "wàipó".
"Jiùjiu". — Mother's brothers are called "jiùjiu".
"Āyí" — Mother's sisters are called "āyí".

The Educator may access the audio-visual version of the above song through this link:
https://youtu.be/OFQoUeQNKXY?si=sTIv3o0ayz4kHApK
Other similar resources are available through the following links:
我爱我的家：https://www.youtube.com/watch?v=pqoiZFZ0lGU
家庭：https://youtu.be/qoIazxNkapI?si=oWOJenys0Lw0NP7F

Activity 2: Oral questioning.

Listening and Speaking Activities:
The Educator:

- reads aloud the relationships of family members and the students repeat them.
- asks the questions clearly.

家庭成员

爷爷	姥爷/外公
奶奶	姥姥/外婆
爸爸	妈妈
伯伯	舅舅
姑姑	阿姨
哥哥	姐姐
弟弟	妹妹

1. 你家有几口人？
2. 你家有什么人？
3. 你爱你的家人吗？为什么？
4. 你怎样帮助你的家人？
5. 说一个你和家人一起过的节日。

Activity 3: Matching.

Listening and Reading Activities:

- The Educator introduces and reads some main family members' names.
- The students identify, read and match the family members' names to their corresponding pictures.













姐姐

爷爷

爸爸

妈妈

奶奶

哥哥

Activity 4: Search for the given words.

Reading and Writing Activities:
Under the guidance of the Educator, the students:

- read the given words aloud with emphasis on the alphabets.
- copy the words in the blank spaces and read repeatedly.
- search and encircle the listed words hidden within the grid of the crossword. The words can be found horizontally, vertically or diagonally.

爷爷、----------、----------、----------

奶奶、----------、----------、----------

爸爸、----------、----------、----------

妈妈、----------、----------、----------

伯伯、----------、----------、----------

姑姑、----------、----------、----------

兄弟、----------、----------、----------

姐妹、----------、----------、----------

一	爷	兄	老	师	笔	桌	爸	水	果
叫	爷	中	弟	中	椅	子	爸	面	姐
十	什	么	文	奶	国	学	校	包	妹
妈	妈	学	习	四	奶	阿	姑	姑	妹
二	名	字	奶	牛	伯	伯	姨	本	子

Activity 5: Rearrange the alphabets to form the correct words.

Reading and Writing Activities:
The students:

- pronounce the alphabets.
- rearrange the alphabets and write the correct word for each picture.
- read the words repeatedly.



m	m	ā	a



j	ie	iě	j



g	g	e	ē



b	o	ó	b



é	y	y	e



b	à	a	b

Activity 6: Identify the family members.

Reading and Writing Activities:
Under the guidance of the Educator, the students:
- read the phrases.
- write the specific term used for the following family members.

1. 爸爸的爸爸叫.....。

2. 爸爸的妈妈叫.....。

3. 爸爸的哥哥叫.....。

4. 爸爸的姐妹叫.....。

5. 妈妈的爸爸叫.....。

6. 妈妈的妈妈叫.....。

7. 妈妈的兄弟叫.....。

8. 妈妈的姐妹叫.....。

Activity 7: Draw and label your family tree.

Writing and Speaking Activities:
The students:

- draw their family tree.
- write their name at the bottom of the tree.
- label the members of the family.
- talk about their family members (e.g. “This is my mother. Her name is...”).

Activity 8: Fill in the blanks.

Reading and Writing Activities:

- The Educator brainstorms how a family can run smoothly.
- The students identify how they will distribute the tasks mentioned below among their family members.

1. .....做饭。
2. .....扫地。
3. .....洗碗。
4. .....去超市买东西。
5. .....打扫院子。
6. .....洗衣服。
7. .....扔垃圾。
8. .....帮忙做作业。
9. .....喂狗。

Activity 9: Rearrange the words.

Reading and Writing Activities:
The students:
- read the jumbled words carefully.
- write the sentence correctly.

1. 爱、我的、我、家人

.....

2. 喝、姐姐、牛奶

.....

3. 哥哥、吉他、弹

.....

4. 伯伯、高兴、很

.....

5. 给我们、故事、奶奶、讲

.....

Theme 2: My Immediate Environment
My House
Activities

Activity 1: Listen and repeat.

Activity 2: Read and repeat the vocabulary words.

Activity 3: Matching.

Activity 4: Read and practise.

Activity 5: Spell and read.

Activity 6: Colour the correct words.

Activity 7: Draw, label and describe your house.

Activity 8: Matching.

Activity 9: Fill in the blanks.

Activity 10: Choose the correct verbs.

Activity 11: Make simple sentences.

Activity 12: Comprehension passage.

Guide to Educators

Learning Outcomes

- Read and understand vocabulary words related to My House.
- Differentiate and recognise the different parts/areas of the house.
- Use the words related to my house correctly to form simple sentences both orally and in written.

Activities

- Listen and repeat.
- Read and repeat the vocabulary words.
- Matching.
- Read and practise.
- Spell and read.
- Colour the correct words.
- Draw, label and describe your house.
- Matching.
- Fill in the blanks.
- Choose the correct verbs.
- Make simple sentences.
- Comprehension passage.

Other Proposed Activities

- My House Activity (Draw your house on a piece of paper and label the different parts / sections by using arrows).
- Colour the favourite parts of your house.
- Sharing of drawings and describing your favourite spot.
- Educators may give a list of other vocabulary words related to the house.

Additional Resources

- Flashcards with images of my house.
- Worksheets (Cut and paste, Fill in the blanks).
- Songs.
- Glue, scissors, crayons.

Portfolio Assessment

- Skills-based assessments.

Activity 1: Listen and repeat.

Listening and Reading Activities:

- The Educator recites and explains the meaning to the students.
- The students listen and repeat the poem.

我的家	Wǒ De Jiā
这是我睡觉的房间。	Zhè shì wǒ shuìjiào de fángjiān.
我在卧室里睡觉。	Wǒ zài wòshì lǐ shuìjiào.
这是我洗澡的地方。	Zhè shì wǒ xǐzǎo de dìfang.
我在洗手间里洗澡。	Wǒ zài xǐshǒujiān lǐ xǐzǎo.
这是我做饭的地方。	Zhè shì wǒ zuòfàn de dìfang.
我在厨房里做饭。	Wǒ zài chúfáng lǐ zuòfàn.
这是我吃饭的地方。	Zhè shì wǒ chīfàn de dìfang.
我在餐厅里吃饭。	Wǒ zài cāntīng lǐ chīfàn.
这是我跟爸爸交谈的地方。	Zhè shì wǒ gēn bàba jiāotán de dìfang.
我跟爸爸在客厅里说话。	Wǒ gēn bàba zài kètīng lǐ shuōhuà.
这是我们停车的地方。	Zhè shì wǒmen tíngchē de dìfang.
我们把车停在车库里。	Wǒmen bǎ chē tíng zài chēkù lǐ.
这是我玩儿的地方。	Zhè shì wǒ wánr de dìfang.
我在院子里玩儿。	Wǒ zài yuànzi lǐ wánr.
这是我的家。	Zhè shì wǒ de jiā.
我和爸爸妈妈住在一起。	Wǒ hé bàba māma zhù zài yīqǐ.
温暖的家！	Wēnnuǎn de jiā!

The Educator may access the audio-visual version of the poem through this link:
https://www.youtube.com/watch?v=Q3manwumVdM

Other similar resource is available through the following link:
https://www.youtube.com/watch?v=iHZyyTA7CzE

Activity 2: Read and repeat the vocabulary words.

Reading Activity:

- The Educator explains the given words with emphasis on the alphabets/letters.
- The students read the vocabulary words repeatedly with correct pronunciation.



房子
fángzi



门
mén



窗户
chuānghu



墙
qiáng



屋顶
wūdǐng



花
huā



汽车
qìchē



花园
huāyuán



树
shù



院子
yuànzi

Activity 3: Matching.

Reading Activity:
The students read the words with the help of the Educator and match them with the corresponding pictures.

房子	
墙	
屋顶	
汽车	
院子	
花园	
树	
花	

Activity 4: Read and practise.

Listening and Reading Activities:
The students listen and repeat the words under the guidance of the Educator.



客厅



卧室



厨房



浴室



洗手间/卫生间



餐厅

Activity 5: Spell and read.

Reading Activity:

- The Educator explains the given words with emphasis on the alphabets/letters.
- The students spell and read the vocabulary words repeatedly with correct pronunciation.

桌子	zhuō+zi=zhuōzi
椅子	yǐ+zi=yǐzi
床	chuáng
衣柜	yī+guì=yīguì
沙发	shā+fā=shāfā
风扇	fēng+shàn=fēngshàn
灯泡	dēng+pào=dēngpào
冰箱	bīng+xiāng=bīngxiāng
镜子	jìng+zi=jìngzi
厨具	chú+jù=chújù

Activity 6: Colour the correct words.

Reading and Writing Activities:

- The Educator reads the names of the given pictures.
- The students choose the correct words from the list, colour them and copy them four times.



厨房　客厅

……　……

……　……



卧室　浴室

……　……

……　……



浴室　厨房

……　……

……　……



餐厅　书房

……　……

……　……



卧室　客厅

……　……

……　……



洗手间　客厅

……　……

……　……

Activity 7: Draw, label and describe your house.

Speaking and Writing Activities:

The Educator:

- helps the students to draw a house and label the different parts (door, window, roof, garden etc.).
- guides the students to describe the house orally.(Example: My house is big. It has two bedrooms. There is a kitchen. My house is beautiful.)

Activity 8: Matching.

Reading Activity:
The students read the words with the help of the Educator and match them with the corresponding pictures.











客厅

花园

卧室

餐厅

厨房

Activity 9: Fill in the blanks.

Reading and Writing Activities:
The students:

- read the following sentences with the help of the Educator and choose the appropriate words to fill in the blanks.
- read the complete sentences repeatedly.

浴室、卧室、花园、厨房、客厅

1. ..... 里有花。

2. 姐姐在..... 里睡觉。

3. 妈妈在..... 里做饭。

4. 爷爷在..... 里洗澡。

5. 沙发在..... 里。

Activity 10: Choose the correct verbs.

Reading and Writing Activities:
The students:

- read the following sentences with the help of the Educator and choose the appropriate verbs to fill in the blanks.
- read the complete sentences repeatedly.

洗澡、睡觉、玩、做饭、看

1. 奶奶在卧室里.....。

2. 姐姐在厨房里.....。

3. 爸爸在客厅里.....电视。

4. 孩子在花园里.....游戏。

5. 哥哥在浴室里.....。

Activity 11: Make simple sentences.

Reading and Writing Activities:
The students read the given words with the help of the Educator and make simple sentences.

1. 房子 – 小

. . . . . .

2. 厨房 – 干净

. . . . . .

3. 花园 – 花

. . . . . .

4. 门 – 开着

. . . . . .

5. 镜子 – 脏

. . . . . .

Activity 12: Comprehension passage.

Reading and Writing Activities:
The Educator:
- reads and explains the comprehension passage to the students.
- helps the students to read and answer the questions.

你好！我叫燕妮。我上八年级。这是我的家。我和爷爷奶奶、爸爸妈妈和弟弟住在这里。我的家非常漂亮，我很喜欢它。

家里有四间卧室。这是厨房，妈妈在这里做饭。这是我的卧室，我在这里睡觉。这是客厅，我和弟弟在这里看电视。房子后面有个小花园，我每天都会给植物浇水。

请回答下列问题。

1. 燕妮上几年级？

燕妮上.....年级。

2. 谁和燕妮住在一起？

.....、.....、.....和燕妮住在一起。

3. 谁在厨房做饭？

.....在厨房做饭。

4. 燕妮在哪里睡觉？

燕妮在.....睡觉。

5. 燕妮和弟弟在客厅做什么？

燕妮和弟弟在客厅.....。

6. 花园在哪里？

花园在.....。

7. 燕妮什么时候给植物浇水？

燕妮.....给植物浇水。

Theme 3: Nature and Environment
Natural Landscapes
Activities

Activity 1: Listen and repeat.

Activity 2: Read, repeat and label the pictures.

Activity 3: Rearrange the Pinyin to form words.

Activity 4: Read and copy the sentences.

Activity 5: Fill in the blanks.

Activity 6: Rearrange the words to make sentences.

Activity 7: Answer the questions.

Activity 8: Draw, label and describe a day at the seaside.

Guide to Educators

Learning Outcomes

- Identify and name different natural landscapes.
- Spell and read the vocabulary words with appropriate pronunciation.
- Express ideas in simple sentences.
- Develop environmental awareness and respect for nature.

Activities

- Listen and repeat.
- Read, repeat and label the pictures.
- Rearrange the Pinyin to form words.
- Read and copy the sentences.
- Fill in the blanks.
- Rearrange the words to make sentences.
- Answer the questions.
- Draw, label and describe a day at the seaside.

Other Proposed Activities

- Group singing or poem recital on nature.
- Flashcards matching game.
- Listening game: Guess the natural landscape.
- Role play.

Additional Resources

- Audios and videos.
- Pictures of natural landscapes.
- Sentence cards.
- Papers, markers, crayons and glue.

Portfolio Assessment

- Skills-based assessments.

Activity 1: Listen and repeat.

Listening and Reading Activities:

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

山村咏怀	Shān Cūn Yǒng Huái
宋 • 邵雍	Sòng • Shào Yōng
一去二三里，	Yī qù èr sān lǐ,
烟村四五家。	yān cūn sì wǔ jiā.
亭台六七座，	Tíng tái liù qī zuò,
八九十枝花。	bā jiǔ shí zhī huā.

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

https://www.youtube.com/watch?v=bgUqwi39ozk

Other similar resources are available through the following links:

CCTV少儿地理课: 探寻美丽中国好河山

CCTV少儿地理课: 探寻美丽中国好河山～_哔哩哔哩_bilibili

Activity 2: Read, repeat and label the pictures.

Listening, Reading and Writing Activities:

- The Educator shows pictures of natural landscapes and reads each word with emphasis on the alphabets.
- The students:
  - listen carefully and repeat the words.
  - label the pictures and read the words.



山
shān



森林
sēnlín



瀑布
pùbù



河
hé



海
hǎi



沙滩
shātān



湖
hú



火山
huǒshān



彩虹
cǎihóng



山谷
shāngǔ



_____



_____



_____



_____



_____



_____



_____



_____



_____



_____

Activity 3: Rearrange the Pinyin to form words.

Writing and Reading Activities:
The students:
- rearrange the Pinyin to form words.
- copy the words twice.
- read the words with the help of the Educator.

Pinyin	Words (to be written twice)	
ān、 sh		
s、 ín、 ēn、 l		
b、 p、 ù、 ù		
é、 h		
ǎi、 h		
sh、 t、 ā、 ān		
ú、 h		
h、 ān、 uǒ、 sh		
ān、 ǔ、 sh、 g		
c、 óng、 ǎi、 h		

Activity 4: Read and copy the sentences.

Reading and Writing Activities:

- The Educator reads and explains the sentences to the students.
- The students read and copy the sentences.

Sentences:

1. 这是一条河。
2. 大海是蓝色的。
3. 我们可以爬那座山吗？
4. 森林里有一只狮子。
5. 湖里有一条红色的鱼。
6. 看那座火山！
7. 孩子们在沙滩上玩。
8. 瀑布很美。
9. 彩虹有七种颜色。
10. 山谷里有很多树。

Copy the sentences here:

1. .....
2. .....
3. .....
4. .....
5. .....
6. .....
7. .....
8. .....
9. .....
10. .....

Activity 5: Fill in the blanks.

Reading and Writing Activities:
The students read the sentences under the guidance of the Educator and fill in the blanks with the appropriate words corresponding to the pictures.

1. 这是一条.....。



2. .....是蓝色的。



3. 那是一座.....。



4. 我们去.....。



5. .....里有鱼。



6. 看！那是一座.....。



7. 孩子们在.....上玩。



8. 看！那是.....。



Activity 6: Rearrange the words to make sentences.

Reading and Writing Activities:
The students:
- read and rearrange the words to make sentences.
- read the sentences under the guidance of the Educator.

1. 里、有、河、水

.....

2. 在、鱼、海、里

.....

3. 那座、爬、我们、山

.....

4. 去、森林、我们

.....

5. 湖、美、很

.....

6. 我们、火山、看

.....

7. 有、上、沙滩、船

.....

8. 村子里、瀑布、有

.....

9. 在、飞、鸟儿、山谷里

.....

10. 一、画、道、彩虹

.....

Activity 7: Answer the questions.

Speaking Activity:

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



1. 这是什么？
2. 你在图中看到了什么？
3. 鱼在哪里？
4. 彩虹有几种颜色？
5. 鸟儿在做什么？
6. 你最喜欢图中的什么？为什么？

Activity 8: Draw, label and describe a day at the seaside.

Speaking and Writing Activities:

- The Educator asks questions about the different activities that can be done at the seaside.
- The students:
  - answer and draw the activities and label them with the help of the Educator.
  - talk about a day at the seaside.

Theme 4: Animals and Birds
Domestic and Wild Animals
Activities

Activity 1: Listen and repeat.

Activity 2: Identify and read.

Activity 3: Spell and practise.

Activity 4: Fill in the blanks.

Activity 5: Read and copy.

Activity 6: Read the text.

Activity 7: Cloze test.

Activity 8: Rearrange the words.

Activity 9: Write simple sentences.

Activity 10: Practise sentence writing.

Guide to Educators

Learning Outcomes

- Respond to simple instructions/questions.
- Engage in simple conversations about their favourite animals.
- Recognise the animals' names from sentences and simple texts.
- Speak with proper pronunciation and intonation.
- Read sentences and simple texts correctly.
- Write simple sentences.

Activities

- Listen and repeat.
- Identify and read.
- Spell and practise.
- Fill in the blanks.
- Read and copy.
- Read the text.
- Cloze test.
- Rearrange the words.
- Write simple sentences.
- Practise sentence writing.

Other Proposed Activities

- Animal riddles.
- Create dramas of different animals (sea, land, forest).
- Role play based on moral stories.

Additional Resources

- Moral based stories on animals.
- Audible short stories.

Portfolio Assessment

- Skills-based assessments.

Activity 1: Listen and repeat.

Listening and Reading Activities:

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

宠物歌	Chǒngwù gē
我家有一匹小马， 我家还有两只狗。 三条金鱼四只鸟， 还有一只可爱的猫。 它的名字叫毛毛， 毛毛喵喵叫。	Wǒjiā yǒu yī pǐ xiǎomǎ, Wǒjiā hái yǒu liǎng zhī gǒu. Sān tiáo jīnyú sì zhī niǎo, hái yǒu yī zhī kě’ài de māo. Tā de míngzì jiào máomao, máomao miāomiāo jiào.
Oh no, 金鱼没有了！ Oh no, 小鸟也没有了！	Oh no, jīnyú méiyǒu le! Oh no, xiǎoniǎo yě méiyǒu le!
毛毛呀毛毛， 你呀真的很不好！ 毛毛呀毛毛， 你呀真的很不好！	Máomao ya máomao, nǐ ya zhēn de hěn bù hǎo! Máomao ya máomao, nǐ ya zhēn de hěn bù hǎo!

The Educator may access the audio-visual version of the above song through this link:
https://www.youtube.com/watch?v=_oi8wxRwn28&list=RD_oi8wxRwn28&start_radio=1

Other similar resources are available through the following links:
https://www.youtube.com/watch?v=Kvuuq2koUcw
https://www.youtube.com/watch?v=KreY855H81E
https://www.youtube.com/watch?v=UzbPP67cazM

Activity 2: Identify and read.

Reading Activity:
The students identify and read each animal's name with proper pronunciation.



gǒu – 狗



shīzi – 狮子



yú – 鱼



māo – 猫



niǎo – 鸟



niú – 牛



jī – 鸡



mǎ – 马



lǎoshǔ – 老鼠



hóuzi – 猴子

Activity 3: Spell and practise.

Reading Activity:
The students:
• identify the Pinyin.
• read aloud the words repeatedly with emphasis on the Pinyin.

狗	g + ǒu		=	gǒu
狮子	shī + zi		=	shīzi
鱼	yú		=	yú
猫	m + āo		=	māo
鸟	n + iǎo		=	niǎo
牛	n + iú		=	niú
鸡	j + ī		=	jī
马	m + ǎ		=	mǎ
老鼠	l + ǎo	sh + ǔ	=	lǎoshǔ
猴子	h + óu	zi	=	hóuzi

Activity 4: Fill in the blanks.

Writing and Reading Activities:
The students complete the words with the appropriate Pinyin and read aloud repeatedly.

1. 猫 m.....
2. 牛 n.....
3. 狮子 shī.....
4. 鸟 .....iǎo
5. 马 .....ǎ
6. 狗 .....ǒu
7. 鱼 .....
8. 鸡 j.....
9. 猴子 h.....zi
10. 老鼠 l.....sh....

Activity 5: Read and copy.

Reading and Writing Activities:
The students read and copy the given Chinese characters three times in the given spaces.

niú 牛 ....

mǎ 马 ....

yú 鱼 ....

niǎo 鸟 ....

jī 鸡 ....

gǒu 狗 ....

māo 猫 ....

shīzi 狮子 ....

hóuzi 猴子 ....

lǎoshǔ 老鼠 ....

Activity 6: Read the text.

Listening and Reading Activities:
- The Educator reads the text.
- The students listen and read the text.

李明上八年级。他喜欢动物。他的房间里有一张狮子的照片。

他有一只狗。狗叫冰果。冰果是黑色的。李明还有一只猫。他的猫很小。猫是白色的。猫喜欢追老鼠。

李明的花园里有一棵大树。树上有一个鸟窝。鸟窝里有一只红色的鸟。有只猴子也住在树上。树下有一头牛。牛在吃草。李明每天喝牛奶。他身体很好。

李明喜欢鱼。鱼在池塘里。池塘旁边有一只鸡。李明的爸爸有一匹马。

Activity 7: Cloze test.

Writing Activity:
The students fill in the blanks with the appropriate words.

李明上八年级。他喜欢动物。



他的房间里有一张.....

的照片。

他有一只.....。



狗叫冰果。冰果是黑色的。 李明还

有一只.....。



他的猫很小。猫是白色的。

猫喜欢追.....。



李明的花园里有一棵大树。



树上有一个鸟窝。鸟窝里有一只红色的.....。

有只.....  也住在树上。

树下有一头.....。



牛在吃草。李明每天喝牛奶。

他身体很好。

李明喜欢鱼。.....



在池塘里。

池塘旁边有一只.....。



李明的爸爸有一匹.....。



Activity 8: Rearrange the words.

Reading and Writing Activities:
The students:
• read the words and rearrange them to form simple sentences.
• read the sentences aloud.

例子：李明、动物、喜欢
李明喜欢动物。

1. 有、一张、房间里、狮子的、照片

. . . . . 。

2. 黑色、狗、是、的

. . . . . 。

3. 追、猫、喜欢、老鼠

. . . . . 。

4. 有、红色的、鸟窝里、一只、鸟

. . . . . 。

5. 只、住、有、猴子、在树上

. . . . . 。

6. 一头、树下、有、牛

.....。

7. 吃、牛、在、草

.....。

8. 池塘、鱼、在、里

.....。

9. 一只、池塘、有、旁边、鸡

.....。

10. 有、李明的、一匹、爸爸、马

.....。

Activity 9: Write simple sentences.

Speaking and Writing Activities:
The students observe the pictures, say simple sentences under the Educator's guidance, and write the sentences down.



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Activity 10: Practise sentence writing.

Speaking and Writing Activities:
The students say simple sentences about their favourite animals with the help of the Educator and then write them down.

你喜欢的动物

1. 你喜欢什么动物？

.....

2. 它叫什么名字？

.....

3. 它是什么颜色的？

.....

4. 它在哪里睡觉？

.....

5. 它吃什么？

.....

6. 你是怎么爱护它的？

.....

Theme 5: Music and Entertainment
Performers and Emotions

Activities

Activity 1: Listen and repeat.

Activity 2: Identify the names.

Activity 3: Copy the words.

Activity 4: Matching.

Activity 5: Spell and practise.

Activity 6: Fill in the blanks.

Activity 7: Picture labelling.

Activity 8: Identify the emotions.

Activity 9: Guess the emotions.

Activity 10: Read the sentences.

Activity 11: Paste the photo.

Activity 12: Rearrange the words.

Activity 13: Choose an activity and perform it.

Guide to Educators

Learning Outcomes

- Recognise words related to music and entertainment.
- Use appropriate adjectives to describe the emotions.
- Read words with the correct pronunciation.
- Appreciate diverse musical styles in the local context.
- Write simple sentences using appropriate words.
- Engage in creative expression through performances.

Activities

- Listen and repeat.
- Identify the names.
- Copy the words.
- Matching.
- Spell and practise.
- Fill in the blanks.
- Picture labelling.
- Identify the emotions.
- Guess the emotions.
- Read the sentences.
- Paste the photo.
- Rearrange the words.
- Choose an activity and perform it.

Other Proposed Activities

- Act it out.
- Emotions sorting game.
- Listen and identify short sounds/clips.

Additional Resources

- Flashcards with images.
- Worksheets (matching, labelling, jumbled sentences).
- Song/audio.
- Simple musical instruments or props for role-play.

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.

《乐器》	《Yuèqì》
弹弹弹弹	Tán tán tán tán
弹弹弹弹弹 钢琴	tán tán tán tán tán gāngqín
拉拉拉拉	Lā lā lā lā
拉拉拉拉拉 小提琴	lā lā lā lā lā xiǎotíqín
吹吹吹吹	Chuī chuī chuī chuī
吹吹吹吹吹 小号	chuī chuī chuī chuī chuī xiǎohào
打打打打	Dǎ dǎ dǎ dǎ
打打打打打 架子鼓	dǎ dǎ dǎ dǎ dǎ jiàzigǔ
我们一起演奏吧 耶	Wǒmen yīqǐ yǎnzòu ba ye
嘟嘟嘟嘟	Dū dū dū dū
嘟嘟嘟嘟嘟 笛子	dū dū dū dū dū dízi
拨拨拨拨	Bō bō bō bō
拨拨拨拨拨 吉他	bō bō bō bō bō jítā
摇摇摇摇	Yáo yáo yáo yáo
摇摇摇摇摇 铃鼓	yáo yáo yáo yáo yáo línggǔ
叮叮叮叮	Dīng dīng dīng dīng
叮叮叮叮叮	dīng dīng dīng dīng dīng
三角铁	sānjiǎotiě
我们一起演奏吧 耶	Wǒmen yīqǐ yǎnzòu ba ye

The Educator may access the audio-visual version of the above song through this link:
https://youtu.be/X0dbv6pnDbk?si=f1iW9-MZQmmvbMSb

Activity 2: Identify the names.

Listening and Reading Activities:

- The Educator reads the list of words.
- The students listen and read the words.



gǔ
鼓



jítā
吉他



gāngqín
钢琴



dízi
笛子

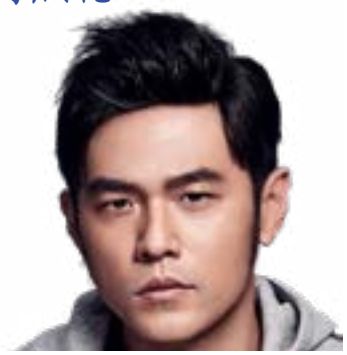


xiǎotíqín
小提琴



èrhú
二胡

周杰伦



gēshǒu

歌手

成龙



yǎnyuán

演员

杨丽萍



wǔdǎojiā

舞蹈家

郎朗



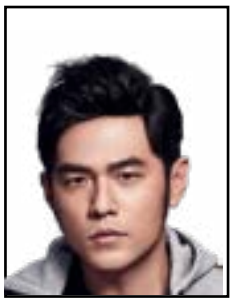
yīnyuèjiā

音乐家

Activity 3: Copy the words.

Reading and Writing Activities:

- The Educator asks the students to read the words.
- The students copy each word and read again.



歌 手



演 员



舞 蹈 家



音 乐 家

Activity 4: Matching.

Listening and Reading Activities:

- The Educator reads the words aloud.
- The students listen and repeat after the Educator, and then match the words with the corresponding pictures.



wǔdǎojiā

舞蹈家



yīnyuèjiā

音乐家



gēshǒu

歌手



yǎnyuán

演员

Activity 5: Spell and practise.

Reading Activity:
The Educator:
- spells the Pinyin and asks the students to repeat.
- pays attention to the pronunciation and corrects accordingly.

The students spell and practise repeatedly.



d-í→dí zi
dízi
笛子



èr h-ú→hú
èrhú
二胡



g-ǔ→gǔ
gǔ
鼓



j-í→jí
t-ā→tā
jítā
吉他



g-ē→gē
sh-ǒu→shǒu
gēshǒu
歌手

Activity 6: Fill in the blanks.

Writing and Reading Activities:
The students:
- choose the missing Pinyin from the brackets and fill in the blanks.
- read the words.



d.....zi (ā、 í、 ǒ)



g..... (é、 ù、 ǔ)



y.....yuán (ǎn、 īn、 én)



yīnyuèj.....(iǎ、 iā、 ié)



w.....dǎojiā (ē、 ǔ、 à)

xiǎotíqín
小提琴

gāngqín
钢琴

dízi
笛子

èrhú
二胡

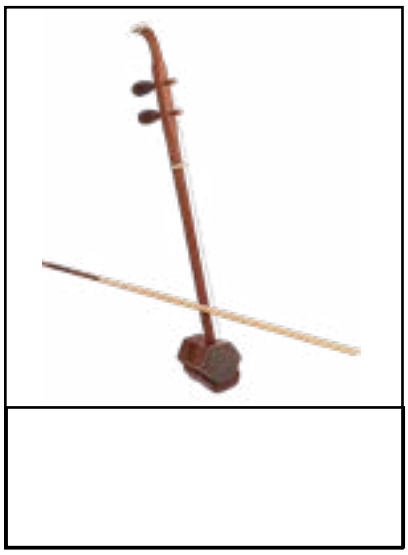
jítā
吉他

Activity 7: Picture labelling.

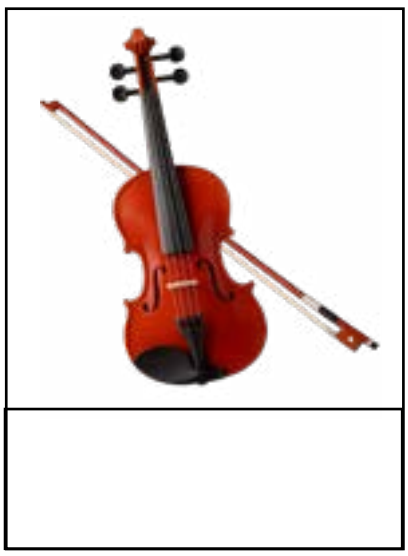
Reading Activity:
The students cut the following words and paste them next to the appropriate pictures.











Activity 8: Identify the emotions.

Listening and Reading Activities:

- The Educator reads the different emotions corresponding to the pictures.
- The students listen and repeat several times.



kuàilè

快乐



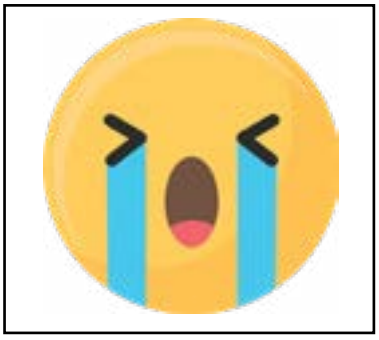
nánguò

难过



shēngqì

生气



kū

哭



hàipà

害怕

Activity 9: Guess the emotions.

Speaking Activity:

- The Educator shows an emoji and asks the students to guess the appropriate emotion orally.
- The students circle the correct emotion.

The activity is repeated for all the emojis.



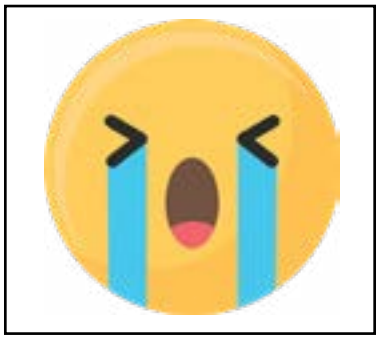
(难过、快乐、生气)



(快乐、生气、难过)



(生气、快乐、哭)



(哭、害怕、快乐)



(快乐、生气、害怕)

Activity 10: Read the sentences.

Listening and Reading Activities:

- The Educator reads the sentences aloud.
- The students listen and read the sentences under the guidance of the Educator.

1. 我是歌手。

2. 他是一个好演员。

3. 我们听音乐。

4. 他们喜欢这首歌。

5. 舞蹈家快乐地跳舞。

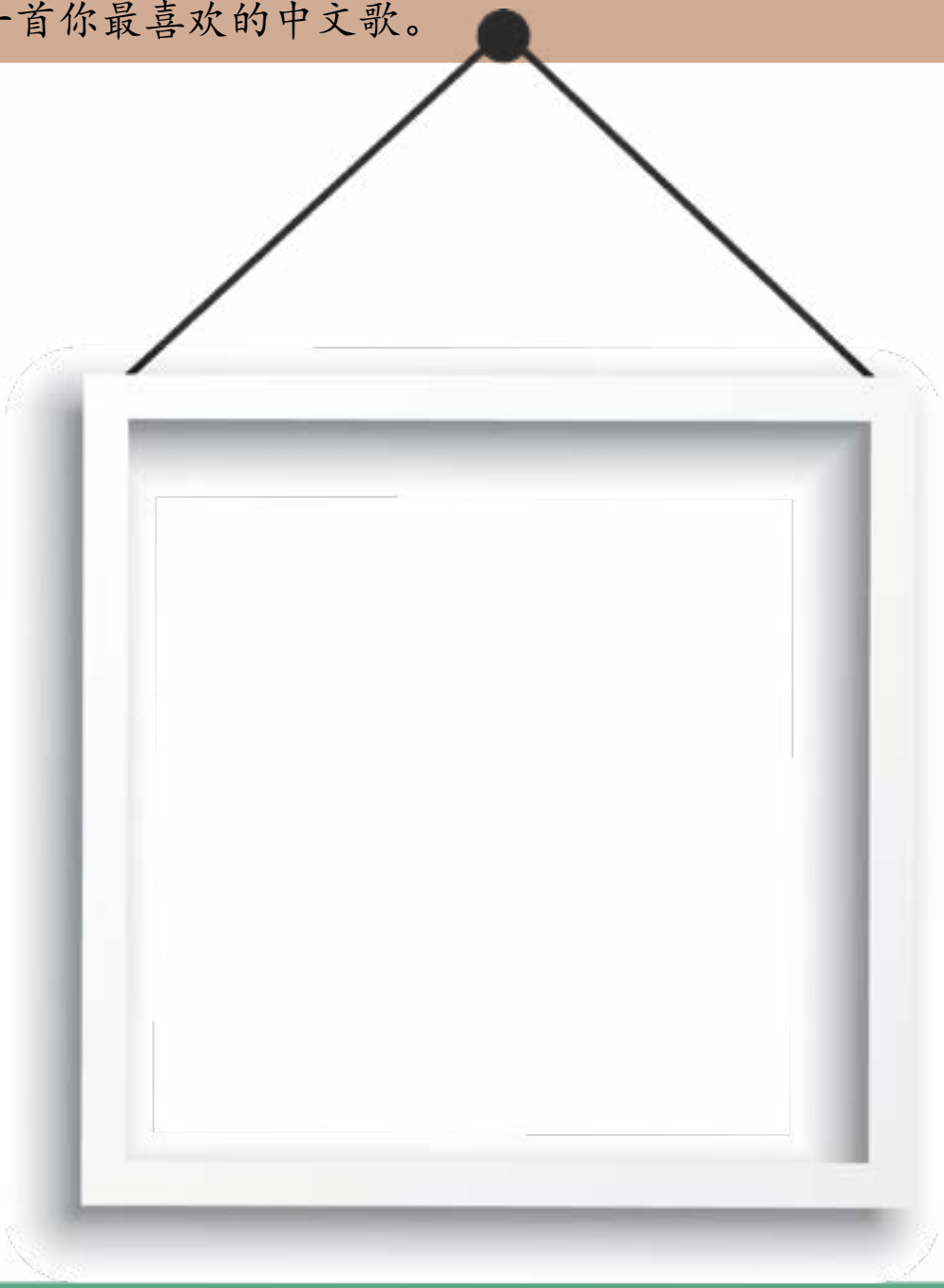
Activity 11: Paste the photo.

Speaking Activity:
The Educator:

- guides the students to search for, cut and paste the picture of his/her favourite Chinese actor/actress or singer.
- asks the students the questions listed below.

请回答下列问题：

1. 这位演员/歌手的名字是什么？
2. 这位演员/歌手是哪国人？
3. 为什么他/她是你最喜欢的演员/歌手？
4. 他/她参演过哪部电影？或演唱过哪首歌？
5. 唱一首你最喜欢的中文歌。



Activity 12: Rearrange the words.

Reading and Writing Activities:
The Educator asks the students to read the words.
The students:

- rearrange the words to form meaningful sentences under the guidance of the Educator.
- read the sentences repeatedly.

1. 音乐、听、我们

. . . . . 。

2. 快乐地、跳舞、舞蹈家

. . . . . 。

3. 歌手、是、一个、我

. . . . . 。

4. 演员、一位、是、他

. . . . . 。

5. 很、这首、爱、他们、歌

. . . . . 。

Activity 13: Choose an activity and perform it.

Speaking Activity:

- The Educator asks the students to choose one speaking activity from the list provided.
- Each student (or pair/group, depending on your class setup) will perform their chosen activity in front of the class or in smaller groups.
- The Educator encourages active listening and if appropriate peer feedback.

1. 演唱一首中文歌。
2. 分角色表演一段中文情景短剧。
3. 为学校音乐节庆祝活动绘制海报并进行介绍。

Theme 6: Celebrations and Festivals
Festivals
Activities

Activity 1: Listen and repeat.

Activity 2: Read the vocabulary words.

Activity 3: Picture labelling.

Activity 4: Matching.

Activity 5: Choose the correct word.

Activity 6: Fill in the blanks.

Activity 7: Write the correct Pinyin.

Activity 8: Read the sentences.

Activity 9: Cut and paste.

Activity 10: Matching.

Activity 11: Rearrange the words.

Activity 12: Read the passage and answer the questions.

Activity 13: Invitation card.

Activity 14: Picture labelling.

Activity 15: Learning-by-doing.

Guide to Educators

Learning Outcomes

- Identify the main religious festivals in Mauritius, such as Deepavali, Cavadee, Ugadi, Ganesh Chaturthi, Eid, the Spring Festival, and Christmas.
- Engage in simple conversations about each festival.
- Describe the key practices of specific religious festivals.
- Practise pronunciation of festivals' names and associated vocabulary words (fasting, place of worship, clothing).
- Appreciate the cultural and spiritual significance of religious festivals to believers.

Activities

- Listen and repeat.
- Read the vocabulary words.
- Picture labelling.
- Matching.
- Choose the correct word.
- Fill in the blanks.
- Write the correct Pinyin.
- Read the sentences.
- Cut and paste.
- Matching.
- Rearrange the words.
- Read the passage and answer the questions.
- Invitation card.
- Picture labelling.
- Learning-by-doing.

Other Proposed Activities

- Quiz.
- Crossword.
- Cultural fashion show.
- Cultural dance performance or workshop.

Additional Resources

- Use pictures and real-life examples to aid recognition.
- Repetitive practice through songs and rhymes.
- Videos to display each festival celebration.

Portfolio Assessment

- Skills-based assessments.

Activity 1: Listen and repeat.

Listening and Reading Activities:

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

《新年好》

新年好呀，新年好呀，

祝贺大家新年好！

我们唱歌，我们跳舞，

祝贺大家新年好！

《Xīnnián hǎo》

Xīnnián hǎo ya, xīnnián hǎo ya,

Zhùhè dàjiā xīnnián hǎo!

Wǒmen chànggē, wǒmen tiàowǔ,

Zhùhè dàjiā xīnnián hǎo!

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

https://www.youtube.com/watch?v=hehIsy2a8zA&list=RDhehIsy2a8zA&start_radio=1

Activity 2: Read the vocabulary words.

Reading Activity:
The Educator:
- introduces the festivals to the students.
- reads the name of each festival aloud.

The students identify and repeat the words.

Chūn Jié
春节



Páidēng Jié
排灯节



Shèngdàn Jié
圣诞节



Kǎwǎdí Jié
卡瓦迪节



Wūjiādí Jié
乌加迪节



Kāizhāi Jié
开斋节



Xiàngshén Jié
象神节



Activity 3: Picture labelling.

Reading and Writing Activities:
The Educator:

- asks the students to name some festivals in our country.
- helps the students to read aloud the given words and identify the corresponding pictures.

The students choose the correct word from the box to label each picture.



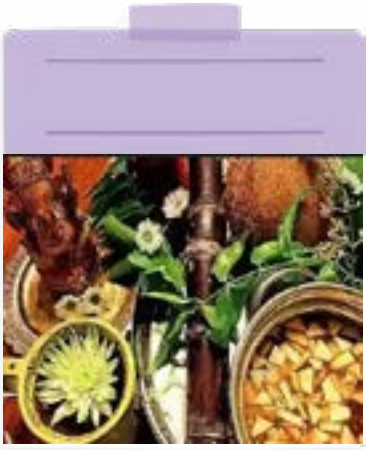






象神节
开斋节
卡瓦迪节
春节
排灯节
圣诞节
乌加迪节







Activity 4: Matching.

Reading Activity:
The Educator:
- talks about the festivals (how are they celebrated, the food, the rituals and so on).
- asks the students to provide words that reflect these festivals.

The students match column A with column B.

Column A	Column B	
春节	布里亚尼饭 海娜手绘	 
乌加迪节	礼物 圣诞树	 
卡瓦迪节	红包 舞狮/舞龙	 
象神节	油灯 甜点	 
排灯节	莫达克蛋糕 加克里舞	 
圣诞节	乌加迪帕查迪（六味酱） 蓝固丽（印度地画）	 
开斋节	公鸡的旗帜 男人穿着粉红色服装参加卡瓦迪游行。	

Activity 5: Choose the correct word.

Reading and Writing Activities:

- The Educator invites the students to discuss the different dressing styles worn during each festival.
- The students observe the pictures, choose the correct word from the brackets and fill in the blanks.



. . . . . 庆祝排灯节。（穆斯林人、印度人）



. . . . . 庆祝卡瓦迪节。（基督徒、泰米尔人）



. . . . . 庆祝乌加迪节。（泰卢固人、华人）



. . . . . 庆祝象神节。（马拉地人、穆斯林人）



.....庆祝开斋节。(泰米尔人、穆斯林人)



.....庆祝春节。(马拉地人、华人)



.....庆祝圣诞节。(泰卢固人、基督徒)

Activity 6: Fill in the blanks.

Reading and Writing Activities:

- The Educator encourages the students to share their knowledge about places of worship in different communities.
- The students observe the pictures of the different places of worship, choose the correct words from the given list to fill in the blanks, and read the sentences.

màndílāmǔ	kòuwéi	shīwǎlā	sìmiào	jiàotáng	qīngzhēnsì
曼迪拉姆	扣维	湿瓦拉	寺庙	教堂	清真寺



泰米尔人去.....祈祷。



印度人去.....祈祷。



华人去.....祈福。



基督徒去.....祈祷。



穆斯林人去.....祈祷。



泰卢固人去.....祈祷。

Activity 7: Write the correct Pinyin.

Reading and Writing Activities:

- The Educator reads the sentences.
- The students write out the Pinyin of each sentence and read them under the guidance of the Educator.

Example: 春节就要来了。	Chūn Jié jiùyào lái le.
1. 我挂灯笼。	
2. 我贴春联。	
3. 我放鞭炮。	
4. 我穿新衣。	
5. 我吃年糕。	
6. 我去看舞狮、舞龙。	
7. 我去拜年。	
8. 我说：“恭喜发财！”	
9. 我拿到了很多红包。	
10. 我喜欢过春节。	

Activity 8: Read the sentences.

Listening and Reading Activities:
- The Educator reads the sentences.
- The students listen and repeat after the Educator.

Ālǐ shì gè mùsīlínrén, tā shì wǒ de péngyou.
阿里是个穆斯林人，他是我的朋友。

Āfā shì gè huárén, tā shì wǒ de péngyou.
阿发是个华人，他是我的朋友。

Ālāfū shì gè mǎlādìrén, tā shì wǒ de péngyou.
阿拉夫是个马拉地人，他是我的朋友。

Āzhāgēn shì gè tàimǐ'ěrrén, tā shì wǒ de péngyou.
阿扎根是个泰米尔人，他是我的朋友。

Mǎhāwǎ shì gè tàilúgùrén, tā shì wǒ de péngyou.
马哈瓦是个泰卢固人，他是我的朋友。

Dàwèi shì gè jīdūtú, tā shì wǒ de péngyou.
大卫是个基督徒，他是我的朋友。

Lājǔ shì gè yìndùrén, tā shì wǒ de péngyou.
拉举是个印度人，他是我的朋友。

Wǒ yǒu hěnduō hǎo péngyou, wǒ xǐhuan tāmen.
我有很多好朋友，我喜欢他们。

Tāmen yě xǐhuan wǒ.
他们也喜欢我。

我们在挂灯笼。

他们在舞狮。

我们吃年糕。

有人去寺庙。

爸爸妈妈给我们红包。

大人放鞭炮。

Activity 9: Cut and paste.

Reading Activity:
The Educator engages the students in a brainstorming session on the Spring Festival etiquette and invites them to share how they celebrate it.
The students:

- observe the pictures and cut the given sentences from next page and paste them next to the corresponding pictures.
- read aloud the sentences under the guidance of the Educator.













Activity 10: Matching.

Reading Activity:
- The Educator reads the given words aloud.
- The students repeat after the Educator and then match each verb to its corresponding noun.

1.	扫	新衣
2.	吃	红包
3.	穿	地
4.	发	年糕
5.	拜	春联
6.	烧	年
7.	贴	灯笼
8.	挂	香

Activity 11: Rearrange the words.

Reading and Writing Activities:
The Educator reads the given words.
The students:

- rearrange the words to make meaningful sentences.
- read aloud the complete sentences.

1. 毛里求斯、过、春节、华人、也

.....

2. 去、有的、寺庙、华人、春节

.....

3. 春联、华人、喜欢、贴、在、家门口

.....

4. 老人、孩子、要、给、红包

.....

5. 春节、恭喜发财、见面时、说

.....

6. 新衣服、我们、穿、春节

.....

7. 舞龙、春节、舞狮、还有、唐人街

.....

8. 华人、春节、年糕、喜欢、吃

.....

Activity 12: Read the passage and answer the questions.

Listening, Reading and Writing Activities:
The Educator reads the passage.
The students:

- listen and repeat after the Educator.
- read and answer the questions under the guidance of the Educator.

毛里求斯有很多节日。庆祝节日有助于每个民族保留他们的传统。人们了解不同的节日并互相尊重。这让整个国家充满团结和快乐。我们与家人和朋友一起庆祝节日。

春节是华人的节日，在农历正月初一。这一天有的华人去寺庙祈福，有的去教堂祈祷。他们穿上新衣服。他们舞狮舞龙，也放鞭炮。孩子们会收到很多红包。春节是一个快乐的节日。

1. 选择正确答案

（1）我们在毛里求斯庆祝很多.....。

A. 家庭　　B. 孩子　　C. 节日　　D. 国家

（2）过节让整个.....充满团结和快乐。

A. 国家　　B. 礼物　　C. 传统　　D. 文化

（3）春节是一个.....的节日。

A. 伤心　　B. 快乐　　C. 悲伤　　D. 压抑

2. 从上文找出5个与春节相关的词语：

.....、.....、.....、.....、.....

Activity 13: Invitation card.

The Educator:

- asks the students to list down the key elements in an invitation card.
- encourages the students to show their creativity by designing a Spring Festival celebration invitation card.
- provides the students with relevant vocabulary words.

The students prepare another invitation card.

Materials needed: bristol, glue, pencil, scissors, markers/coloured pencils.



Activity 14: Picture labelling.

Reading and Writing Activities:

- The Educator asks the students to reflect on how they celebrate the Spring Festival.
- The students read and choose the correct word from the list below to label the pictures.



灯笼　舞狮　红包　寺庙　鞭炮　小孩　老人

Activity 15: Learning-by-doing.

Listening Activity:

- The Educator reads and guides the students to make a lantern with a red envelope as per given instructions.
- The students listen and make their own Chinese lantern.

Materials needed: red enveloppe, scissors and glue.



用一个红包做灯笼。

材料：1个红包、剪刀、订书机（或胶水）

步骤：

1. 剪掉红包封口舌。
2. 折风琴褶：
   * 红包短边朝自己（竖着拿）。
   * 从一头开始，像折扇子一样，一正一反交替折出均匀的褶子（谷折-山折-谷折...）。
   * 折完全长，压紧折痕。
3. 围圈固定：
   * 把折好的长条两头弯起来对在一起，围成圆圈。
   * 用订书机在上下边缘各订一下固定接口（或用胶水粘牢）。
4. 撑开压扁（关键！）：
   * 轻轻把灯笼上下拉开一点，让褶子蓬松。
   * 用力捏扁灯笼的顶部边缘，压成一条线。
   * 用力捏扁灯笼的底部边缘，也压成一条线。灯笼形状就出来啦！

可选装饰（做完上面4步就成型了！）：

* 提手：剪段红绳，用订书机钉在灯笼顶部压扁后边缘的两端。
* 穗子：用订书机在灯笼底部压扁后的边缘中间钉个小穗子。

The Educator may access the audio-visual version of the above activity through this link:
https://www.youtube.com/watch?v=w0Pk-hioE2A

Theme 7: Ethics and Values
Friendship and Unity
Activities

Activity 1: Listen and repeat.

Activity 2: Read and write the vocabulary words.

Activity 3: Fill in the blanks.

Activity 4: Read the comprehension passage.

Activity 5: Write the missing Chinese characters.

Activity 6: Speak about your friend.

Activity 7: Rearrange the words.

Activity 8: Choose the appropriate words to fill in the blanks.

Activity 9: Classify the words.

Activity 10: Fill in the information sheet.

Guide to Educators

Learning Outcomes

- Understand the value of friendship through a poem/song.
- Recognise basic words related to Friendship and Unity (e.g. friend, love, help, trust, sharing, etc).
- Practise pronunciation of vocabulary words.
- Introduce your friend using simple sentences.
- Differentiate qualities of a friend.

Activities

- Listen and repeat.
- Read and write the vocabulary words.
- Fill in the blanks.
- Read the comprehension passage.
- Write the missing Chinese characters.
- Speak about your friend.
- Rearrange the words.
- Choose the appropriate words to fill in the blanks.
- Classify the words.
- Fill in the information sheet.

Other Proposed Activities

- Prepare a class Friendship chart showing the name of each student.
- Crossword.

Additional Resources

- Use pictures and real-life examples to aid recognition.
- Songs.
- Audios and videos related to 'Friendship and Unity'.

Portfolio Assessment

- Skills-based assessments.

Activity 1: Listen and repeat.

Listening and Reading Activities:

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

Zuò gè hǎo háizi

《做个好孩子》

说话要有礼，	Shuōhuà yào yǒulǐ,
见人说声“好”。	jiàn rén shuō shēng “hǎo”.
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.
天天学做好，	Tiāntiān xué zuò hǎo,
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=hKq8X36Q34s&list=RDhKq8X36Q34s&start_radio=1

Activity 2: Read and write the vocabulary words.

Reading and Writing Activities:
The Educator reads and explains the meaning of each word.
The students:

- listen and repeat the words with correct pronunciation.
- write them in the given spaces.

朋友 ....

团结 ....

信任 ....

帮助 ....

爱 ....

尊重 ....

支持 ....

分享 ....

有趣 ....

一起玩耍 ....

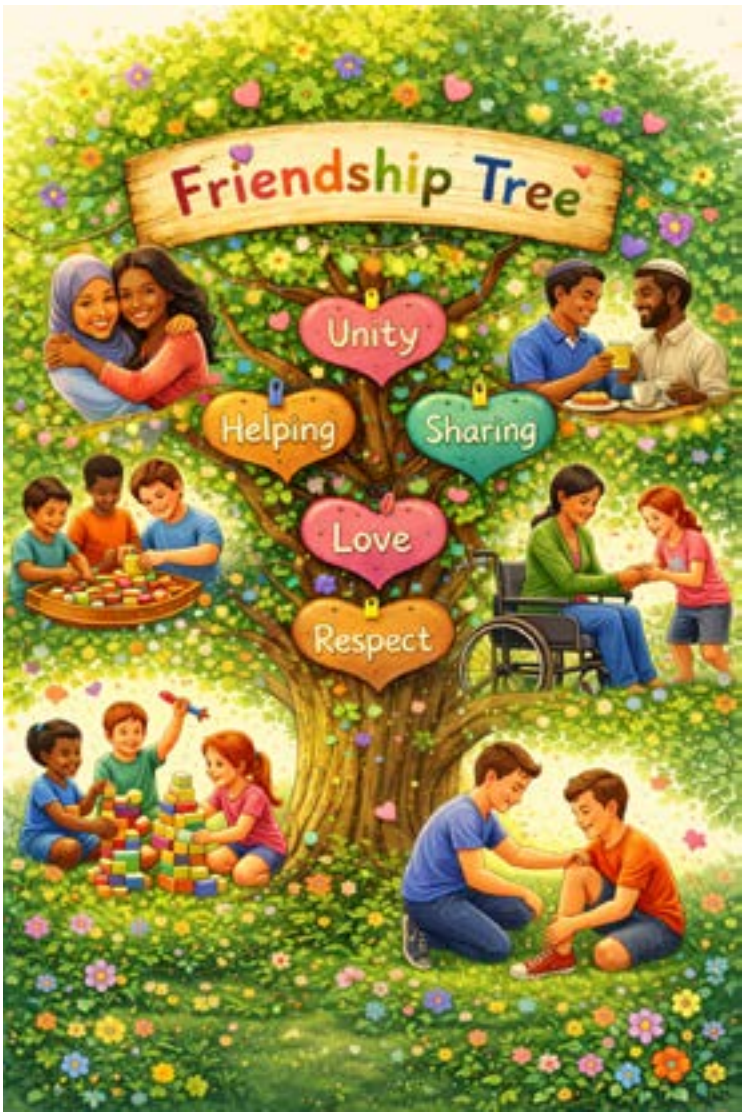
Activity 3: Fill in the blanks.

Reading and Writing Activities:

Under the guidance of the Educator, the students:

- read and identify the words.
- choose the correct word to fill in the blanks.

（分享、拥抱、玩耍、帮助）



Activity 4: Read the comprehension passage.

Reading and Writing Activities:

- The Educator reads and explains the comprehension passage to the students.
- The students read and answer the questions.

阿明和阿米是最好的朋友。他们在同一所学校上学。每天，他们一起坐校车上学。在教室里，他们总是坐在一起。课间休息时，他们会分享食物。有不会做的作业，他们还会互相帮助。当一方难过时，另一方会给予安慰。阿明和阿米总是形影不离。他们心地善良，从不吵架。他们的友谊坚固而充满爱。

根据课文回答问题。

1. 谁和谁是最好的朋友？

.....。

2. 每天他们怎么去学校？

.....。

3. 在教室里他们怎么坐？

.....。

4. 课间休息时他们做什么？

.....。

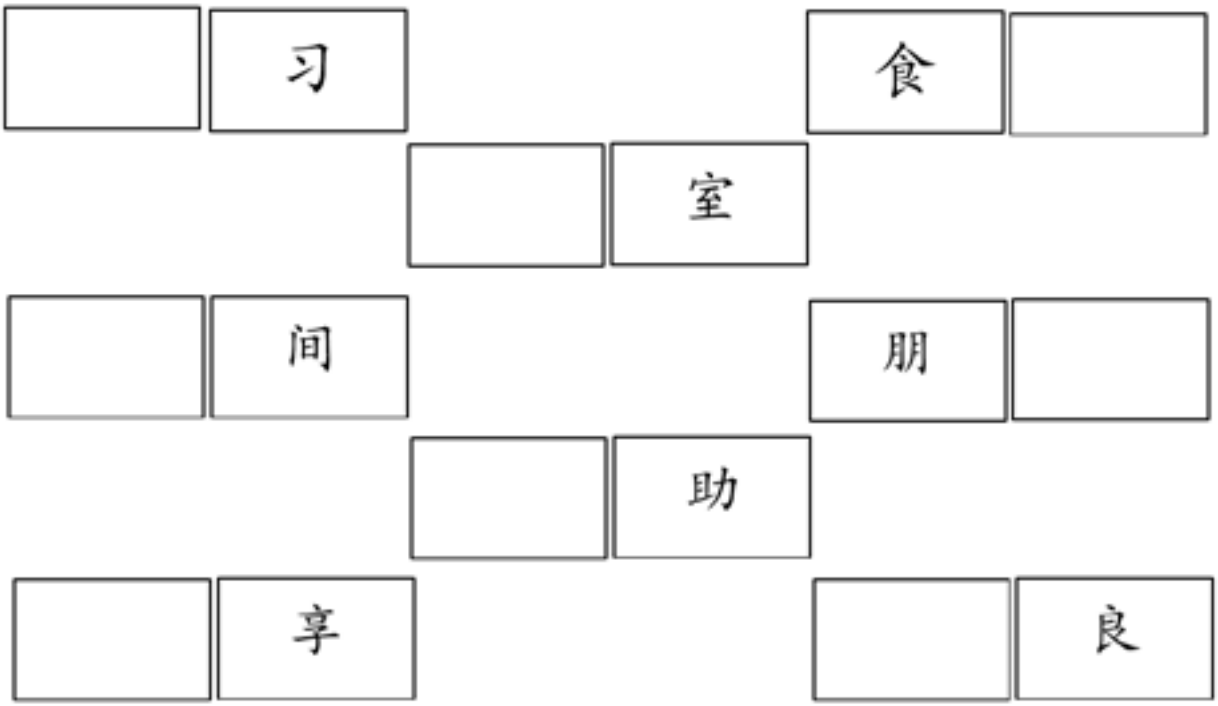
5. 他们的友谊怎么样？

.....。

Activity 5: Write the missing Chinese characters.

Writing and Reading Activities:
The students:

- write down the missing Chinese characters under the guidance of the Educator.
- copy the words in the provided spaces and read them repeatedly.



1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

7. _____ 8. _____

Activity 6: Speak about your friend.

Speaking Activity:
The Educator:
• asks each student questions about his/her friend.
• provides guidance to help the students answer each question correctly.

请口头回答以下问题。

1. 你的朋友叫什么名字？

2. 他/她多大了？

3. 他/她喜欢做什么？

4. 他/她住在哪里？

5. 他/她喜欢吃什么？

6. 你为什么喜欢他/她？

Activity 7: Rearrange the words.

Reading and Writing Activities:
The students read the words aloud, rearrange them to form meaningful sentences, and then read the sentences under the guidance of the Educator.

1. 好、阿明、是、和阿米、朋友

2. 一起、他们、每天、上学

3. 他们、食物、分享

4. 互相、帮助、他们

5. 他们、常常、玩耍、一起

6. 是、个、阿米、孩子、诚实的

7. 他们、善良、很

8. 打架、从不、他们

9. 他们的、坚固、友谊、很

10. 他们、朋友、好、是

Activity 8: Choose the appropriate words to fill in the blanks.

Reading and Writing Activities:
Under the guidance of the Educator, the students read the sentences, choose the correct word from the brackets, and fill in the blanks.

1. 阿明和阿米是最好的.....。(友谊、朋友)

2. 好朋友总是会互相.....。(帮助、打架)

3. 朋友们课间喜欢.....(一起、一个人)玩耍。

4. .....(欺骗、信任)你的朋友是很重要的。

5. 我们必须.....(不尊重、尊重)我们的朋友。

Activity 9: Classify the words.

Reading and Writing Activities:
The Educator:
- explains the do's and don'ts of true friendship, and the students classify the words in the given table.
- lays emphasis on true friendship.

(尊重、爱、恨、不尊重、自私、支持、善良、不友好)

要做的	不能做的

Activity 10: Fill in the information sheet.

Writing and Reading Activities:

- The Educator explains the information sheet.
- The students fill in the blanks with the appropriate information and read them.

我的好朋友

我的好朋友的名字是_____。

他/她今年_____岁。

他/她读_____年级。

他/她住在_____。

他/她的生日是_____。

他/她喜欢玩_____。

他/她喜欢吃_____。

他/她最喜爱的颜色是_____。

他/她的眼睛的颜色是_____。

他/她是一个非常_____的人。

声母表

b  bō	p  pō	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  sī	
zh  zhī	ch  chī	sh  shī	r  rì
y  yī	w  wū		

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