


Foundation Programme
in Literacy, Numeracy and Skills
(FPLNS)

现代汉语
MODERN CHINESE
GRADE 9
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

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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 9 Workbook proposes a series of engaging activities grounded in real-life contexts related to topics such as 'My Country', 'My Locality', 'Natural Calamities', 'Importance of Animals', 'Media', 'Wedding', and 'Hard Work and Perseverance' 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 My Country Activities

Activity 1: Listen and repeat.

Activity 2: Locate.

Activity 3: Read and recognise the colours.

Activity 4: Colour the Mauritian flag and name the colours.

Activity 5: Recognise and name the features of Mauritius.

Activity 6: Form simple sentences.

Activity 7: Read and copy the words.

Activity 8: Choose the correct words.

Activity 9: Write simple sentences.

Activity 10: Rearrange the words.

Activity 11: Reading comprehension.

Guide to Educators

Learning Outcomes

- Identify and name words related to my country.
- Read short passages with proper pronunciation.
- Describe 'My Country' orally and in written using simple sentences.

Activities

- Listen and repeat.
- Locate.
- Read and recognise the colours.
- Colour the Mauritian flag and name the colours.
- Recognise and name the features of Mauritius.
- Form simple sentences.
- Read and copy the words.
- Choose the correct words.
- Write simple sentences.
- Rearrange the words.
- Reading comprehension.

Other Proposed Activities

- Poster Making – Love My Mauritius.
- National dress – Show & Tell.
- Cultural Food Fair.

Additional Resources

- Flashcards and pictures of Mauritian landmarks, foods, festivals, and animals.
- Worksheets (word search, matching, comprehension, and map labelling).
- Glue, scissors, crayons.
- Patriotic song/poem audio or text.
- Atlas or blank map of Mauritius.

Portfolio Assessment

- Skills-based assessments.

Activity 1: Listen and repeat.

Listening and Reading Activities:

- The Educator reads the song/poem aloud.
- The students listen and repeat.

毛里求斯国歌

Máolǐqiúsī Guógē

荣耀归于你，祖国，	Róngyào guīyú nǐ, zǔguó,
我亲爱的祖国。	wǒ qīn' ài de zǔguó.
你的美丽如此动人，	Nǐ de měilì rúcǐ dòngrén,
你的芬芳如此甜美，	nǐ de fēnfāng rúcǐ tiánměi,
我们围绕着你团结一致，	wǒmen wéirào zhe nǐ tuánjié yīzhì,
作为一个民族，	zuòwéi yīgè mínzú,
作为一个国家，	zuòwéi yīgè guójiā,
在和平、正义和自由中。	zài héping, zhèngyì hé zìyóu zhōng.
亲爱的祖国，	Qīn' ài de zǔguó,
愿上帝保佑你，	yuàn Shàngdì bǎoyòu nǐ,
直到永远。	zhídào yǒngyuǎn.

Other similar resources are available through the following links:

https://www.bilibili.com/video/BV14yCvBHEqP/?share_source=copy_web
https://www.bilibili.com/video/BV1MCTMzrEQq/?share_source=copy_web

Activity 2: Locate.

Listening and Speaking Activities:

The Educator helps the students to:

- identify and name the cardinal points (North, South, East and West).
- locate places based on their directions.



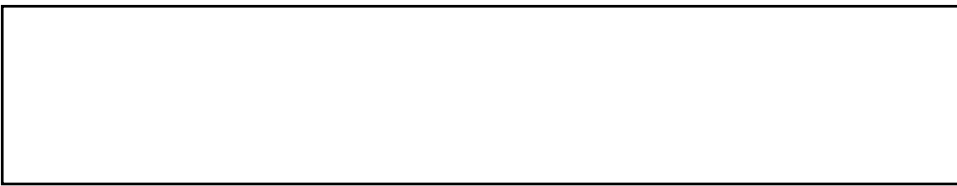
Activity 3: Read and recognise the colours.

Reading Activity:

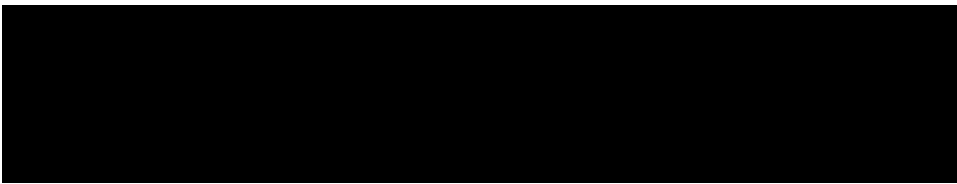
- The Educator reads the names of different colours.
- The students recognise the colours and repeat.



红



白



黑



绿



蓝



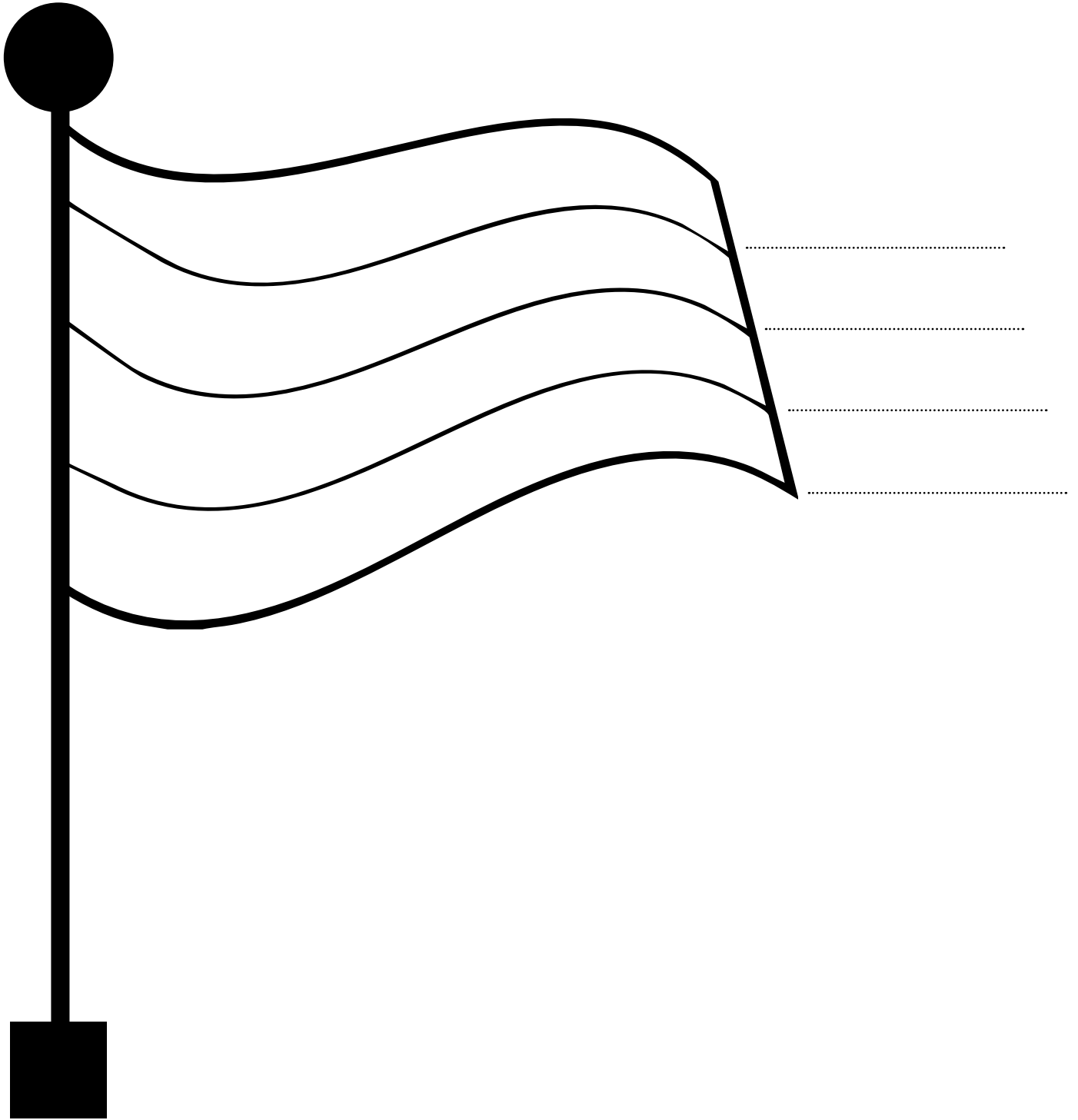
黄

**Activity 4: Colour the Mauritian flag
and name the colours.**

Reading and Writing Activities:

The students:

- colour the Mauritian flag.
- write and read the names of the colours.



**Activity 5: Recognise and name
the features of Mauritius.**

Listening, Reading and Writing Activities:

The Educator reads the words aloud.

The students:

- listen and repeat.
- copy each word into the spaces provided.



山
shān

.....
.....



公园
gōngyuán

.....
.....



海滩
hǎitān

.....
.....



甘蔗园
gānzhè yuán

.....
.....



瀑布
pùbù

.....
.....



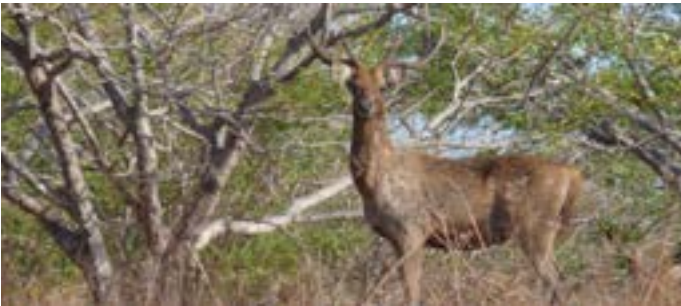
河
hé

.....
.....



森林
sēnlín

.....
.....



动物
dòngwù

.....
.....



鸟
niǎo

.....
.....



花
huā

.....
.....



水果
shuǐguǒ

.....
.....

Activity 6: Form simple sentences.

Speaking and Writing Activities:

The students orally construct 3 simple sentences using the words provided and write them in the given space.

例子：

山

这是一座山。

这座山很高。

山上长满了树。

(一) 海滩

.....

.....

.....

(二) 鸟

.....

.....

.....

(三) 花

(四) 森林

(五) 动物

Activity 7: Read and copy the words.

Reading and Writing Activities:

- The Educator reads the words aloud.
- The students repeat the words and copy them three times.

(一) 独立日 独立日 独立日 独立日

(二) 国家

(三) 国歌

(四) 贵宾

(五) 总理

(六) 致辞

(七) 国旗

(八) 演讲

Activity 8: Choose the correct words.

Listening, Reading and Writing Activities:

The Educator reads the sentences aloud.

The students:

- write the correct answers.
- read the complete sentences.

(一) 毛里求斯国旗有_____颜色。

(五种、四种)

(二) 毛里求斯的首都是_____。

(莫卡、路易港)

(三) 渡渡_____又大又胖。

(鸟、鹿)

(四) 人头山是一座高_____。

(山、河)

(五) 孩子们在_____游泳。

(海里、花园)

Activity 9: Write simple sentences.

Reading and Writing Activities:

- The Educator reads and explains the pair of words.
- The students use the provided pair of words to write simple sentences and read them.

(一) 唱 - 国歌

.....

.....

(二) 去 - 海滩

.....

.....

(三) 参观 - 公园

.....

.....

(四) 海里 - 游泳

.....

.....

(五) 种 - 甘蔗

.....

.....

Activity 10: Rearrange the words.

Writing and Reading Activities:

The students rearrange the words in the correct order and read the complete sentences.

(一) 在、我们、庆祝、三月十二日、独立日

.....

(二) 美、蓝湾、很、的、海

.....

(三) 蓝色、有、红色、黄色、和、绿色、
毛里求斯国旗

.....

.....

(四) 吃、我们、芒果、夏天

.....

(五) 路易港、寇丹广场、在

.....

Activity 11: Reading comprehension.

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

- listen and repeat.
- fill in the blanks with the correct words and read the complete sentences.

三月十二日是毛里求斯独立日。我们学校每年都会庆祝独立日。我们高兴地挥舞国旗，我们一起唱国歌。校长发表了关于我们国家的讲话。贵宾宣读了总理的致辞。学生们演唱爱国歌曲、朗诵诗歌。学生们吃蛋糕、喝果汁。每个人都非常开心，我们为祖国感到骄傲。

例子：三月十二日是毛里求斯独立日。

- (一) 我们_____每年都会庆祝独立日。
- (二) 我们高兴地挥舞_____。
- (三) 我们一起唱_____。
- (四) 校长发表了关于我们_____的讲话。
- (五) 贵宾宣读了总理的_____。
- (六) 学生们演唱爱国歌曲、朗诵_____。
- (七) 学生们吃_____、喝果汁。
- (八) 我们为祖国感到_____。

Theme 2: My Immediate Environment

My Locality

Activities

Activity 1: Read and identify the vocabulary words.

Activity 2: Listen and repeat the vocabulary words.

Activity 3: Matching.

Activity 4: Tick the appropriate words.

Activity 5: Encircle and write the correct answer.

Activity 6: Draw, label and describe your locality.

Activity 7: True (✓) or False (X).

Activity 8: Write the appropriate place.

Activity 9: Listen and read the sentences.

Activity 10: Create your own flashcards.

Guide to Educators

Learning Outcomes

- Identify and use vocabulary words related to one's locality.
- Read words, phrases, and sentences related to one's locality with correct pronunciation and intonation.
- Describe one's locality both orally and in writing using appropriate vocabulary words.
- Recognise locative prepositions such as between, behind, in front of, near, next to.

Activities

- Read and identify the vocabulary words.
- Listen and repeat the vocabulary words.
- Matching.
- Tick the appropriate words.
- Encircle and write the correct answer.
- Draw, label and describe your locality.
- True (✓) or False (X).
- Write the appropriate place.
- Listen and read the sentences.
- Create your own flashcards.

Other Proposed Activities

- Treasure hunt with emphasis on the locative prepositions in the school compound.
- A walk in the school vicinity to identify the different places and their prepositions.
- Role play on 'Asking the way'.

Additional Resources

- Alphabet charts.
- Use videos to demonstrate virtual tours of a locality.

Portfolio Assessment

- Skills-based assessments.

Activity 1: Read and identify the vocabulary words.

Listening and Reading Activities:

- The Educator reads the words related to one's locality with emphasis on Pinyin.
- The students listen and repeat several times.

	操场	cāochǎng
	医院	yīyuàn
	花店	huādiàn
	药店	yàodiàn
	菜市场	càishìchǎng
	理发店	lǐfàdiàn
	工厂	gōngchǎng
	商店	shāngdiàn

**Activity 2: Listen and repeat
the vocabulary words.**

Listening and Reading Activities:

- The Educator reads the words related to one's locality with emphasis on Pinyin.
- The students listen and repeat several times.



警察局 jǐngchájú



邮局 yóujú



银行 yínháng



面包店 miànbāodiàn



公园 gōngyuán



图书馆 túshūguǎn



书店 shūdiàn



体育馆 tǐyùguǎn



饭馆 fànguǎn



车站 chēzhàn



游泳池 yóuyǒngchí

Activity 3: Matching.

Reading Activity:

The students read the words and match them with the corresponding pictures.

1. 操场

2. 医院

3. 花店

4. 工厂

5. 菜市场

6. 理发店

7. 药店

8. 商店



Activity 4: Tick the appropriate words.

Listening Activity:

- The Educator reads any 10 words at random from the provided list.
- The students listen, identify and tick accordingly.

Note to Educator: This activity can be done several times.

PLACES FOUND IN LOCALITY		✓
操场		
医院		
花店		
工厂		
菜市场		
理发店		
药店		
商店		
超市		
银行		
邮局		
警察局		
饭馆		
书店		
公园		
车站		
图书馆		
面包店		
游泳池		
体育馆		

Activity 5: Encircle and write the correct answer.

Listening, Writing and Reading Activities:

- The Educator reads each sentence and the students listen attentively.
- The students encircle the correct answers, write them in the blank spaces, and read the complete sentences.

1. 我们去..... 买菜。

- A. 菜市场 B. 银行

2. 我们去..... 学习。

- A. 饭馆 B. 学校

3. 我们去..... 买药。

- A. 药店 B. 商店

4. 我们去..... 买花。

- A. 书店 B. 花店

5. 我们去..... 踢足球。

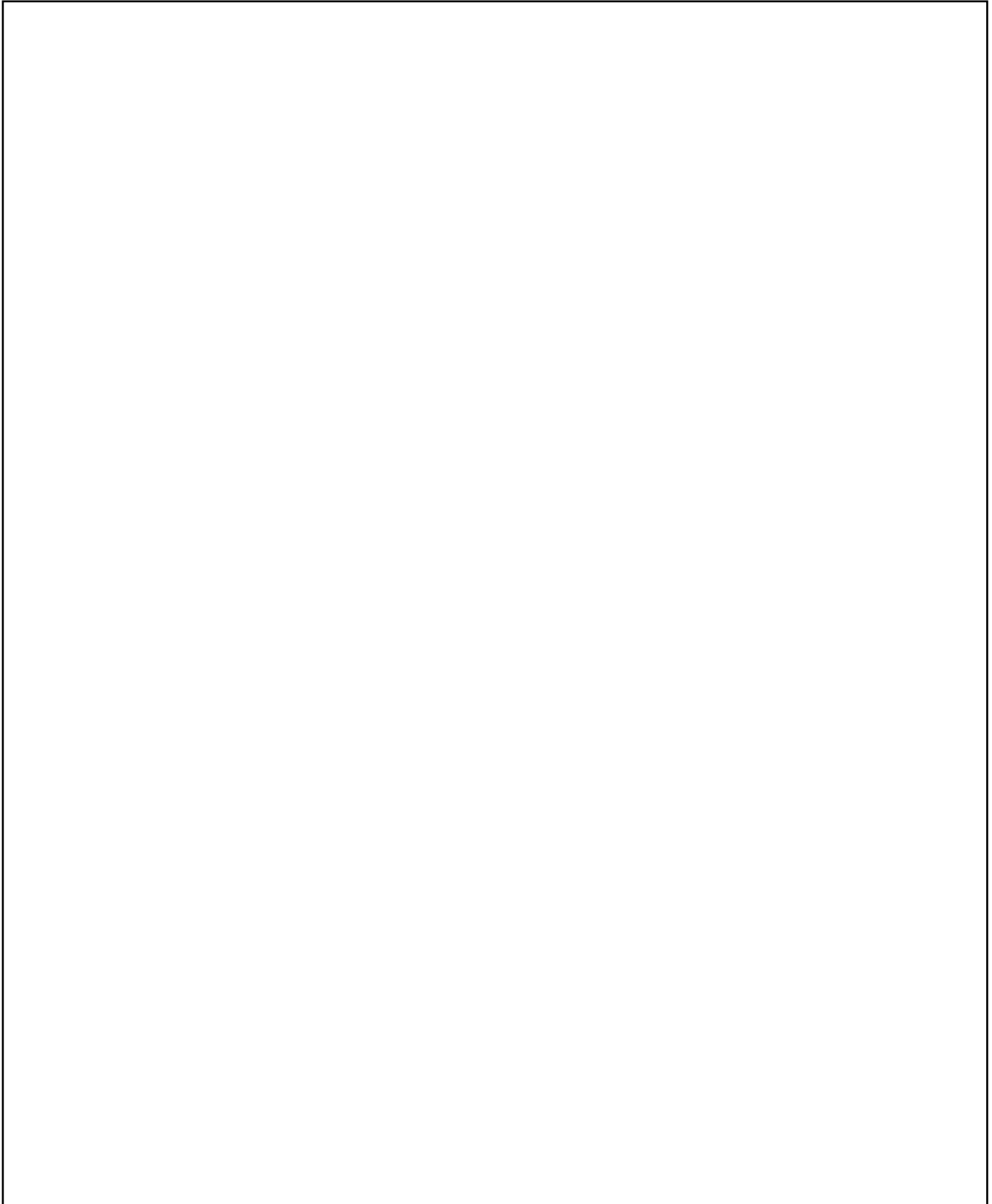
- A. 操场 B. 车站

Activity 6: Draw, label and describe your locality.

Writing and Speaking Activities:

The students:

- draw their locality in the box and label any 5 places.
- show and describe orally the places to the class under the guidance of the Educator.



Activity 7: True (✓) or False (X).

Reading Activity:

The students:

- read each sentence carefully with the help of the Educator.
- tick if the statement is true and cross if the statement is false.

1. 我们在医院买青菜水果。

2. 我们在警察局买药。

3. 妈妈在理发店剪发。

4. 我们在车站等车。

5. 我们在公园买书。

Activity 8: Write the appropriate place.

Listening and Writing Activities:

- The Educator reads the questions and explains them to the students.
- The students repeat and write the answer in the blank spaces.

1. 我们在哪儿买菜?

.....

2. 我们在哪儿点菜?

.....

3. 我们在哪儿等车?

.....

4. 我们在哪里买花?

.....

5. 我们在哪里买面包?

.....

6. 我们在哪里买日用品?

.....

7. 我们去哪儿看病?

.....

8. 我们去哪儿取钱、存钱?

.....

Activity 9: Listen and read the sentences.

Listening and Reading Activities:

- The Educator reads and explains the given sentences to the students.
- The students listen carefully and read the sentences with understanding.

1. 药店在学校前面。
2. 操场在医院前面。
3. 菜市场在我家旁边。
4. 树在路旁边。
5. 花园在学校后面。
6. 工厂在花店后面。
7. 医院在商店和花店中间。
8. 学校在药店和医院中间。
9. 河在我家附近。
10. 商店在菜市场附近。

Activity 10: Create your own flashcards.

Reading and Writing Activities:

- The Educator explains and shows examples of flashcards related to the places, word on one side and picture on the other side.
- The students:
 - create, show and read their flashcards to the class.
 - speak and write simple sentences using locative prepositions (next to, between, behind, in front of, near) based on prompts provided by the Educator.

例如：

1. 这是什么？
2. 这个地方在哪里？
3. 医院和菜市场之间是/有什么？

1.

2.

3.

4.

5.

Theme 3: Nature and Environment

Natural Calamities

Activities

Activity 1: Listen and repeat.

Activity 2: Read and practise.

Activity 3: Spell, read and write.

Activity 4: Fill in the blanks.

Activity 5: Choose the appropriate word.

Activity 6: Read and understand.

Activity 7: Speak and write.

Activity 8: Listen, understand and write.

Activity 9: Read and speak.

Activity 10: Listen and read.

Guide to Educators

Learning Outcomes

- Use the vocabulary words related to 'Natural Calamities' orally and in written.
- Read the common words related to 'Natural Calamities' with correct pronunciation.
- Enumerate the consequences of 'Natural Calamities' on people, animals, and the environment.

Activities

- Listen and repeat.
- Read and practise.
- Spell, read and write.
- Fill in the blanks.
- Choose the appropriate word.
- Read and understand.
- Speak and write.
- Listen, understand and write.
- Read and speak.
- Listen and read.

Other Proposed Activities

- Make a poster showing "Do's and Don'ts" during natural disasters.
- Discuss with classmates: "What would you do if there is a flood?"
- Share ideas on how to protect nature to reduce disasters.

Additional Resources

- Flashcards with images.
- Worksheets (Cut and paste, Fill in the blanks).
- Song audio.
- Glue, scissors, crayons.
- Download and use fonts.

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.

《环保小尖兵》 Huánbǎo Xiǎo Jiānbīng
我是环保小尖兵， Wǒ shì huánbǎo xiǎo jiānbīng,
爱护环境齐出力。 àihù huánjìng qí chūlì.
制造脏乱不可取， Zhìzào zāngluàn bù kěqǔ,
节约用水身体力行。 jiéyuē yòngshuǐ shēntǐ lìxíng.
塑料纸张和铁罐， Sùliào zhǐzhāng hé tiěguǎn,
资源回收要做好。 zīyuán huíshōu yào zuòhǎo.
我是环保小尖兵， Wǒ shì huánbǎo xiǎo jiānbīng,
保护地球一起努力。 bǎohù dìqiú yīqǐ nǚlì.

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

<https://youtu.be/A2aZFAGCQr8>

Other similar resources are available through the following links:

<https://youtu.be/oSq67KbmzBU>

<https://youtu.be/-oiuc7nZlhg>

Activity 2: Read and practise.

自然灾害

Listening and Reading Activities:

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



暴雨
bàoyǔ



海啸
hǎixiào



干旱
gānhàn



地震
dìzhèn



飓风
jùfēng



洪水
hóngshuǐ

Activity 3: Spell, read and write.

Reading and Writing Activities:

The Educator explains the given words with emphasis on the Pinyin.

The students:

- spell and read the vocabulary words repeatedly with correct pronunciation.
- form words with the given Pinyin.
- write the given Pinyin twice.

1. 暴雨 bào+yǔ= _____、 _____

2. 洪水 hóng+shuǐ= _____、 _____

3. 干旱 gān+hàn= _____、 _____

4. 飓风 jù+fēng= _____、 _____

5. 海啸 hǎi+xiào= _____、 _____

6. 地震 dì+zhèn= _____、 _____

Activity 4: Fill in the blanks.

Reading and Writing Activities:

The students:

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

(地震、火山、洪水、飓风、干旱)

1. 雨下得太多，就会有.....。
2. 如果雨水太少，就会发生.....。
- 3..... 时，地面会震动。
4. 会喷出熔岩的山叫做.....。
- 5..... 时，风雨特别大。

Activity 5: Choose the appropriate word.

挂一号风球时, 我们需要:

Reading and Writing Activities:

The students:

- read the following sentences carefully with the help of the Educator.
- choose the appropriate word based on the given pictures to fill in the blanks.
- read the sentences repeatedly.

(狗、房屋、蜡烛、收音机、药品、储存)

一、加固.....;



二、备好电池、.....;



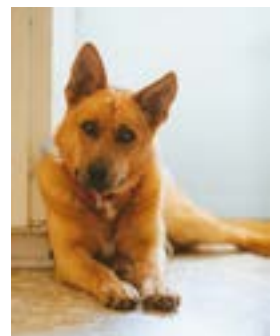
三、准备..... 应对停电;



四、..... 饼干、面条等食物;



五、把..... 留在屋内安全的地方;



六、购买一些....., 以防有人生病。



Activity 6: Read and understand.

人为灾害与自然灾害

Reading Activity:

- The Educator reads and explains the difference between man-made and natural calamities.
- The students observe the pictures, and read the words with understanding.
- The Educator asks the students to name some examples of natural and man-made calamities such as oil spill, plane crash.

人为灾害	自然灾害
海水污染 	野火 
气体/化学爆炸 	洪水 
车祸 	火山喷发 
战争 	飓风 

Activity 7: Speak and write.

Speaking and Writing Activities:

The Educator reads and explains the words and phrases related to each calamity.

The students:

- read the words and phrases.
- form simple sentences both orally and in written.

1. 飓风

- 闪电、打雷、下大雨
- 强风吹来
- 停电、断网、停课、公共交通停运、洪水泛滥、树木和电线杆被刮倒。

..... ○

..... ○

..... ○

2. 洪水

- 暴雨
- 水淹没了房屋和道路
- 动物、农作物
- 饮用水、疾病

..... ○

..... ○

..... ○

..... ○

3. 干旱

- 天一直不下雨。
- 湖水和河水都干了。
- 农民种的东西都死了。
- 人和动物都没有水喝。

..... ○

..... ○

..... ○

..... ○

Activity 8: Listen, understand and write.

自然灾害

大明：你好、花花！

自然灾害有哪些？

花花：你好、大明！自然灾害有洪水、地震、
飓风和干旱。

大明：哦！洪水来的时候会怎么样？

花花：发生洪水时，雨水会很多。水会淹没土地，
损坏房子、道路、树木。

大明：什么是飓风？

花花：飓风是一种非常强的风，会有大雨。
它可以吹走树木和屋顶，人们应该待在家里。

大明：我们能阻止这些灾害吗？

花花：我们没办法阻止这些灾害，
但我们可以做好准备，保证安全。

大明：我们怎样才能帮助大自然？

花花：我们可以多种树，爱护环境，不浪费水。

大明：没错，花花。我们应该爱护我们的地球！

花花：是的，大明！如果我们爱护自然，
大自然也会爱护我们。

Listening, Reading and Writing Activities:

The Educator:

- reads the dialogues aloud and the students repeat (students can be asked to enact in pairs).
- reads the questions and the answers aloud. The students circle the correct answer.

1. 谁在跟花花说话？

- A. 小明
- B. 大明
- C. 小张
- D. 老师

2. 洪水来的时候会怎么样？

- A. 地会震动。
- B. 天气变得很热。
- C. 刮起强风。
- D. 洪水会淹没土地，并可能会损坏房子、道路和树木。

3. 什么是飓风？

- A. 小雨
- B. 大风大雨
- C. 晴天
- D. 没风

4. 我们如何帮助大自然？

A. 多种树，爱护环境，不浪费水。

B. 砍树。

C. 污染环境。

D. 浪费饮用水。

5. 为什么爱护地球很重要？

A. 我们将更容易得到水。

B. 不会有飓风。

C. 如果我们爱护大自然，大自然也会爱护我们。

D. 爱护地球能阻止自然灾害。

Activity 9: Read and speak.

Reading and Speaking

Activities:

Under the guidance of the Educator, the students:

- learn about the causes and preventions of natural calamities.
- read the given words and make simple sentences orally.

作为一名学生，我可以通过以下方式保护地球：

一、植树

二、节约用水

三、不乱扔垃圾

四、保持学校干净

五、爱护大自然

Activity 10: Listen and read.



Listening and Reading Activities:

- The Educator guides the students to discuss in pairs about precautions during the cyclonic season.
- The students read the cyclone warning bulletin as a news reader with the help of the Educator.

毛里求斯发布三级飓风警报

强风暴雨
大风大浪
请勿外出
学校停课

人们应该采取下列预防措施：

<p>发布安全公告前， 待在屋内，不要外出。</p>	
<p>收听广播、观看电视， 以获取最新消息。</p>	
<p>不要开车。</p>	
<p>储存食物和药品。</p>	

Theme 4: Animals and Birds

Importance of Animals

Activities

Activity 1: Listen and repeat.

Activity 2: Observe and label.

Activity 3: Answer the questions.

Activity 4: Identify and speak.

Activity 5: Fill in the blanks.

Activity 6: Dialogue/Role play.

Activity 7: Make simple sentences.

Guide to Educators

Learning Outcomes

- Spell and read the vocabulary words with appropriate pronunciation.
- Express ideas in simple sentences.
- Develop awareness and respect for animals.

Activities

- Listen and repeat.
- Observe and label.
- Answer the questions.
- Identify and speak.
- Fill in the blanks.
- Dialogue/Role play.
- Make simple sentences.

Other Proposed Activities

- Group singing or poem recital.
- Role play.

Additional Resources

- Audios and videos.
- Pictures of animals and birds.
- Flashcards.

Portfolio Assessment

- Skills-based assessments.

Activity 1: Listen and repeat.

Listening and Reading Activities:

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

《咏鹅》 — 骆宾王	Yǒng É — Luò Bīnwáng
鹅，鹅，鹅，	É, é, é,
曲项向天歌。	qū xiàng xiàng tiān gē.
白毛浮绿水，	Bái máo fú lǜ shuǐ,
红掌拨清波。	hóng zhǎng bō qīng bō.

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

https://www.bilibili.com/video/BV1U64y1S7km/?spm_id_from=333.337.search-card.all.click

Another similar resource is available at the following link:

https://www.bilibili.com/video/BV1usrLYTEaJ/?spm_id_from=333.337.search-card.all.click

Activity 2: Observe and label.

Reading and Writing Activities:

- The Educator reads the given words.
- The students repeat and label the pictures accordingly.

(树、池塘、猴子、牛、鱼、母鸡、马厩、马、草、鸡蛋)



Activity 3: Answer the questions.

Listening, Reading and Speaking Activities:

- The Educator reads the words and sentences.
- The students listen, repeat and answer the questions accordingly.

• 牛 —— 牛奶
牛在吃草。
牛会产牛奶。

• 母鸡 —— 鸡蛋
母鸡吃谷物（如玉米）。
母鸡会下蛋。

• 山羊 —— 羊肉
山羊在羊圈里。
我的朋友喜欢吃羊肉。

• 绵羊 —— 羊毛
这只绵羊是白色的。
羊毛很柔软。 / 我们从绵羊身上得到羊毛。

1. 哪种动物会产牛奶？
2. 哪种动物会下蛋？
3. 山羊在哪儿？
4. 我们从哪里得到蜂蜜？
5. 我们从绵羊身上得到什么？

Activity 4: Identify and speak.

Speaking Activity:

The Educator:

- explains the importance and use of animals to the students.
- asks questions based on the given pictures.

The students observe the pictures and answer the questions.



1. 这是什么动物?
2. 这个动物怎么样? 大还是小?
3. 它是什么颜色的?
4. 它在哪里?
5. 它在做什么?
6. 这种动物有什么用处? /它在哪些方面对人类有帮助?

Activity 5: 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.

1. 这匹..... 赢了比赛。 (马、大象)
2. 我在沙漠里骑.....。 (狗、骆驼)
3. 的耳朵很大。 (猫、大象)
4. 是一种强壮的动物。 (公牛、母鸡)
5. 背上有个很重的包。 (驴、老鼠)
6. 我的..... 看守我的房子。 (狗、骆驼)
7. 追老鼠。 (驴、猫)
8. 会下蛋。 (大象、母鸡)
9. 在飞。 (小鸟、马)
10. 池塘里有一条.....。 (老鼠、鱼)

Activity 6: Dialogue/ Role play.

Reading and Speaking Activities:

The Educator:

- reads the text and the students repeat.
- asks the students to read the dialogue in pairs.
- encourages the students to enact the dialogue and add more ideas to the dialogue.

The students circle the correct answers based on the multiple-choice questions.

游览动物园

小白和小丽去参观动物园了。

小白：哇，小丽！看看那只老虎！



小丽：老虎好大啊！小白，你看那边，那只鸟好漂亮啊！它是一只孔雀。



小白：孔雀的羽毛五颜六色！你看到树下的小乌龟了吗？它走得很慢。



小丽：看到了！我们去看看长颈鹿吧！



长颈鹿好高

啊！它在吃树顶的树叶。

小白：哦！我听到一声巨大的咆哮！一定是狮子！我们去看看吧。看，看！狮子在吃肉。



小丽：我最喜欢的动物是大象！



我喜欢大象大大的

耳朵、长长的鼻子！

小白：我刚才看到一只鸟在飞。我觉得这是一只隼鸟。



5. 猴子的尾巴是怎样的？

A. 短短的

B. 长长的

C. 大大的

D. 高高的

6. 小丽最喜欢哪只动物？

A. 长颈鹿

B. 老虎

C. 孔雀

D. 大象

7. 这只骆驼是从哪个国家来的？

A. 迪拜

B. 毛里求斯

C. 意大利

D. 印度

8. 写出你最喜欢的动物。

.....

.....

.....

Activity 7: Make simple sentences.

Reading, Writing and Speaking Activities:

The Educator explains the concept of taking care of animals.

The students:

- read the given words with the help of the Educator and make simple sentences.
- read the complete sentences repeatedly.
- share their experiences of how they take care of their animals.



1. 女孩 — 玩

.....
.....



2. 狗 — 洗澡

.....
.....



3. 打扫 — 狗舍

.....
.....



4. 给 — 食物

.....
.....



5. 带 — 看兽医

.....
.....



6. 带 — 去散步

.....
.....

Theme 5: Music and Entertainment Media

Activities

Activity 1: Listen and repeat.

Activity 2: Identify the words.

Activity 3: Read and practise.

Activity 4: Underline and rewrite the words.

Activity 5: Read and identify the words.

Activity 6: Fill in the blanks.

Activity 7: Crossword.

Activity 8: Matching.

Activity 9: Rearrange the words.

Activity 10: Read, identify and write.

Activity 11: Read the comprehension passage.

Activity 12: Read and write.

Activity 13: Demonstrate your creativity.

Guide to Educators

Learning Outcomes

- Share personal preferences regarding musical instruments using phrases like “I like...” or “I play...”.
- Engage in simple conversations about their favourite musical instruments.
- Understand key vocabulary words related to music and entertainment (e.g., musical instruments, Music Day).
- Practise pronunciation of musical instruments and associated vocabulary words.
- Listen with understanding to poem, dialogue and short passage.

Activities

- Listen and repeat.
- Identify the words.
- Read and practise.
- Underline and rewrite the words.
- Read and identify the words.
- Fill in the blanks.
- Crossword.
- Matching.
- Rearrange the words.
- Read, identify and write.
- Read the comprehension passage.
- Read and write.
- Demonstrate your creativity.

Other Proposed Activity

- The students play a musical item based on their preference.

Additional Resources

- Use pictures and real-life examples to aid recognition.
- Repetitive practice through songs and poems.
- Videos or audios related to musical instruments and famous artists.

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.

小乐器 - Xiǎo Yuèqì

Little Instruments

小乐器，真有趣

Xiǎo yuèqì, zhēn yǒuqù

Little instruments, they are really interesting

小鼓小鼓，咚咚咚

Xiǎo gǔ xiǎo gǔ, dōng dōng dōng

Little drum, little drum, dong dong dong

小锣小锣，锵锵锵

Xiǎo luó xiǎo luó, qiāng qiāng qiāng

Little gong, little gong, qiang qiang qiang

小钢琴，叮叮叮

Xiǎo gāngqín, dīng dīng dīng

Little piano, ding ding ding

小喇叭，嘀嘀嘀

Xiǎo lǎbā, dí dí dí

Little trumpet, di di di

小乐器，真有趣

Xiǎo yuèqì, zhēn yǒuqù

Little instruments, they are really interesting



Other similar resources are available through the following links:

Instrument in Mandarin

<https://www.youtube.com/watch?v=PL32dkoYIY4>

学汉字学中文系列 - (21) 乐器 | Learn Chinese. Musical instrument

<https://www.youtube.com/watch?v=Pd8L6tuuRj4>

小猪佩奇 | 第一季 第16集 「乐器」

<https://www.youtube.com/watch?v=lucFRp1bt0M>

Activity 2: Identify the words.

Listening and Speaking Activities:

- The Educator reads the words and explains with examples.
- The students repeat the words with correct pronunciation.



shōuyīnjī
收音机



diànnǎo
电脑



diànshì
电视



yúlè
娱乐



diànyǐng yuàn
电影院



wǔtái
舞台



shǒujī
手机



gǔzhēng
古筝



huàjù
话剧



pípá
琵琶

Activity 3: Read and practise.

Reading Activity:

The students identify and read the Chinese Pinyin.



收音机
shōuyīnjī
shōu+yīn+jī



电脑
diànnǎo
diàn+nǎo



电视
diànshì
diàn+shì



娱乐
yúlè
yú+lè



电影院
diànyǐng yuàn
diàn+yǐng+yuàn



舞台
wǔtái
wǔ+tái



手机
shǒujī
shǒu+jī



古筝
gǔzhēng
gǔ+zhēng



话剧
huà jù
huà+jù



琵琶
pí pá
pí+pá

Activity 4: Underline and rewrite the words.

Reading and Writing Activities:

The Educator reads the sentences aloud.

The students:

- identify, underline and rewrite the words related to music and entertainment.
- read the sentences repeatedly.

1. 古筝是一种乐器。

.....

2. 我有一个笛子。

.....

3. 哥哥拉二胡。

.....

4. 你有吉他吗？

.....

5. 奶奶有一个小收音机。

.....

6. 这是电影院。

.....

7. 小文看电视。

.....

8. 这个舞台很大。

.....

9. 你的手机很新。

.....

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

Reading Activity:

- The Educator reads and explains the sentences.
- The students identify the words corresponding to the picture.



古筝

我有古筝。

我喜欢弹古筝。

我用双手弹古筝。

古筝很受欢迎。

Activity 6: Fill in the blanks.

Reading and Writing Activities:

- The Educator reads and explains the exercise.
- The students choose the correct words to fill in the blank spaces.

(电脑、手机、电视、电影、收音机)



1. 我在.....上看电影。



2. 我在.....上玩游戏。



3. 我听.....。



4. 我们家里有一台.....。



5. 我去电影院看.....。

Activity 7: Crossword.

Writing Activity:

The Educator reads and explains the 10 given words in brackets to the students.

The students:

- identify and colour the 10 words related to music and entertainment using different colours.
- copy the words in the blank spaces.

(手机、收音机、电脑、古筝、电影院、话剧、娱乐、舞台、琵琶、电视)

上	写	字	打	火	车	飞	机
中	课	电	话	苹	果	毛	香
收	文	姓	视	舞	台	里	蕉
音	热	名	山	服	猫	求	古
机	生	琵	琶	手	水	斯	箏
话	星	火	机	娱	冷	书	包
文	剧	高	快	乐	电	影	院
话	日	兴	马	爸	吗	老	鼠
汽	期	汉	电	脑	校	车	狗
车	辆	语	妈	衣	学	生	妹

.....

.....

.....

.....

.....

.....

.....

.....

Activity 8: Matching.

Listening and Reading Activities:

The Educator reads the given verbs.

The students:

- listen and pronounce the verbs under the guidance of the Educator.
- read and match the pictures to the corresponding verbs.



唱

看

拉

跳舞

听

弹

Activity 9: Rearrange the words.

Writing Activity:

The Educator helps the students to rearrange the words to form sentences.

1. 有趣、很、音乐

.....

2. 歌手、唱歌、在

.....

3. 喜欢、音乐、他

.....

4. 听、我们、音乐

.....

5. 玩、乐器、人们

.....

Activity 10: Read, identify and write.

Identify and write 5 action verbs and 5 words related to music and entertainment.

Reading and Writing Activities:

- The Educator reads and explains the dialogue to the students.
- The students read, identify and write the action verbs and the words related to music and entertainment.



张文：早，王华。

王华：早，张文。你看起来很高兴！

张文：我要去电影院。

王华：看电影！

张文：是的。

王华：我都是在电视上看电影。

张文：我也是。我还在手机上玩游戏。

王华：我喜欢听收音机。你会唱歌吗？

张文：不会，我会跳舞。我明天要在学校跳舞。

王华：明天是音乐节！我要唱歌。

张文：我的朋友要弹吉他。

王华：明天一定会很有趣。

Action Verbs	Words

Activity 11: Read the comprehension passage.

Reading Activity:

The students read the passage with the help of the Educator, then answer the given multiple choice questions.



今天，我们在学校庆祝音乐节。舞台非常漂亮。很多学生都参加了。张文吹笛子，李娜唱歌。九年级的学生有的拉小提琴、有的弹吉他、有的打鼓。八年级的学生在跳舞。大家都在拍手。我们都非常高兴。

1. 我们在学校庆祝什么节日？

A. 运动会

C. 音乐节

B. 美食节

D. 生日

2. 舞台看起来怎么样？

A. 很美丽

C. 很脏

B. 不美丽

D. 很大

3. 张文玩的是什么乐器？

A. 小提琴

C. 吉他

B. 笛子

D. 二胡

4. 谁在唱歌？

A. 张文

C. 九年级学生

B. 李娜

D. 八年级学生

5. 大家都觉得怎么样？

A. 生气

C. 悲伤

B. 害怕

D. 快乐

Activity 12: Read and write.

Speaking and Writing Activities:

The Educator helps the students to:

- revise the vocabulary words.
- identify and label the objects.
- write the answers by giving prompts related to the image.



1. 图片中有多少人？

.....

2. 爸爸在做什么？

.....

3. 妈妈在做什么？

.....

4. 男孩在吹什么乐器？

.....

5. 女孩在弹什么乐器？

.....

6. 桌子上有什么？

.....

Activity 13: Demonstrate your creativity.

Speaking and Writing Activities:

The Educator explains the activities to the students.

The students:

- prepare and present the item.
- write the sentences under the guidance of the Educator.

- Present a short poem/ a song/ a dance.
- Identify the following pictures, colour and write two simple sentences on each.

(一) 这是一架(jià).....。



1.

2.

(二) 这是一台(tái).....。



1.

2.

(三) 这是一部(bù).....。



1.

2.

Theme 6: Celebrations and Festivals

Wedding

Activities

Activity 1: Listen and repeat.

Activity 2: Read the sentences.

Activity 3: Read the invitation card.

Activity 4: Fill in the invitation card.

Activity 5: Read the vocabulary words.

Activity 6: Choose and write the correct word.

Activity 7: Answer the questions.

Activity 8: Rearrange the sentences.

Activity 9: Read and copy the sentences.

Activity 10: Read the comprehension passage.

Activity 11: Cloze test.

Activity 12: Create a wedding card.

Guide to Educators

Learning Outcomes

- Recognise and use vocabulary related to weddings.
- Read and understand simple wedding-related sentences.
- Identify the structure and vocabulary used in a wedding invitation card.
- Match clothing, food, and ritual vocabulary to visuals.
- Create and present a wedding card.
- Express ideas verbally and in writing with confidence.

Activities

- Listen and repeat.
- Read the sentences.
- Read the invitation card.
- Fill in the invitation card.
- Read the vocabulary words.
- Choose and write the correct word.
- Answer the questions.
- Rearrange the sentences.
- Read and copy the sentences.
- Read the comprehension passage.
- Cloze test.
- Create a wedding card.

Other Proposed Activities

- Create a wedding playlist: Students research and suggest songs typically played at weddings from different cultures, then discuss why those songs are chosen.
- Wedding traditions show & tell: Each student presents a unique wedding tradition from their family.
- Design a wedding gift: Students brainstorm and sketch creative, symbolic wedding gift ideas and explain their meaning.

Additional Resources

- Flashcards with images (wedding clothes, food, rituals).
- Real/printed wedding invitation cards.
- Videos of traditional wedding ceremonies.
- Pictures from magazines/newspapers.
- Simple sentence worksheets.
- Art materials (bristol paper, crayons, scissors, glue).

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.

《今天你要嫁给我》

听我说，手牵手，
跟我一起走，
过着安定的生活。

昨天已来不及，
明天就会可惜，
今天你要嫁给我。

听我说，手牵手，
我们一起走，
把你一生交给我。

昨天不要回头，
明天要到白首，
今天你要嫁给我。

Jīntiān Nǐ Yào Jià Gěi Wǒ

Tīng wǒ shuō, shǒu qiānshǒu,
gēn wǒ yīqǐ zǒu,
guò zhe āndìng de shēnghuó.

Zuótiān yǐ láibují,
míngtiān jiù huì kěxī,
jīntiān nǐ yào jià gěi wǒ.

Tīng wǒ shuō, shǒuqiānshǒu,
wǒmen yīqǐ zǒu,
bǎ nǐ yīshēng jiāo gěi wǒ.

Zuótiān bù yào huítóu,
míngtiān yào dào báishǒu,
jīntiān nǐ yào jià gěi wǒ.

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

<https://youtu.be/XG-VF-8p890?list=RDXG-VF-8p890>

Activity 2: Read the sentences.

Listening and Reading Activities:

- The Educator reads the following sentences aloud.
- The students listen and repeat each sentence several times.



1. Hūnlǐ shì kuàilè de rìzi.
婚礼是快乐的日子。
2. Xīnláng hé xīnniáng jiéhūn.
新郎和新娘结婚。
3. Qīnpéng hǎoyǒu dōu huì lái cānjiā hūnlǐ.
亲朋好友都会来参加婚礼。
4. Měi gè rén dōu chuānzhe piàoliang de yīfu.
每个人都穿着漂亮的衣服。
5. Hūnlǐ shàng yǒu měiwèi de shíwù.
婚礼上有美味的食物。

Activity 3: Read the invitation card.

Reading Activity:

The Educator:

- reads the content of the invitation card aloud and explains the main components.
- helps the students to understand the format and key information typically found on wedding invitations.



马明亮  陈小美

谨定于二零二六年八月九日（星期日）

晚八时

海天酒店

为新郎马明亮与新娘陈小美举行

结婚典礼暨喜宴

恭请 光临

新郎马明亮与新娘陈小美 敬邀

Activity 4: Fill in the invitation card.

Writing Activity:

- The Educator shows students the wedding card template.
- The students read the words and fill in the blanks with the correct information.

(结婚、新娘、酒店、光临、新郎)



马明亮  陈小美

结婚请柬

谨定于二零二六年八月九日 (星期日)

晚八时

海天 _____

为 _____ 马明亮与 _____ 陈小美举行

_____ 典礼暨喜宴

恭请 _____

新郎马明亮与新娘陈小美 敬邀

Activity 5: Read the vocabulary words.

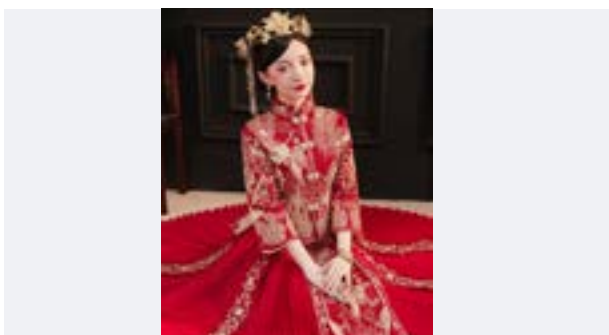
Reading Activity:

The Educator:

- reads each word aloud, encouraging students to repeat.
- discusses differences in clothing for bride, groom, and guests.



新郎
xīnláng



新娘
xīnniáng



教堂
jiàotáng



戒指
jièzhi



花童
huātóng

Activity 6: Choose and write the correct word.

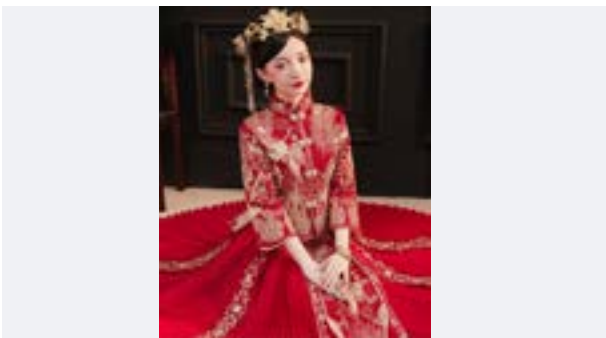
Reading and Writing Activities:

- The Educator reads the given words in the brackets.
- The students repeat the words and write the correct answer corresponding to the pictures.



(新郎、新娘、伴娘)

.....



(新郎、新娘、伴郎)

.....



(捧花、胸花、头饰花环)

.....



(戒指、拇指、捧花)

.....



(婚礼、生日、春节)

.....

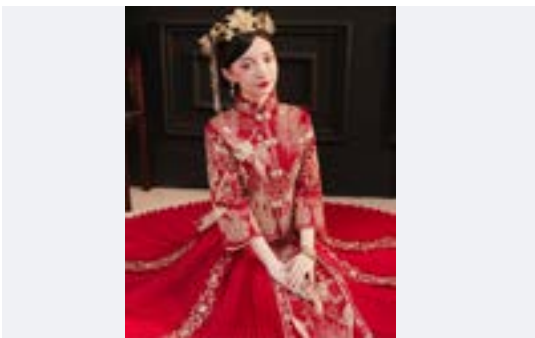
Activity 7: Answer the questions.

Speaking Activity:

- The students observe the pictures and discuss what they know about each ceremony.
- The Educator asks the questions to the students, and the students answer the questions orally.



1. 结婚时，新郎一般穿什么？



2. 结婚时，新娘一般穿什么？



3. 结婚时，新娘一般会拿着什么？



4. 结婚时，新郎和新娘会交换什么？



5. 华人婚礼上，我们一般可以看到什么字？

Activity 8: Rearrange the sentences.

Reading and Writing Activities:

The Educator reads the sentences aloud clearly and slowly.

The students:

- rearrange the sentences to form a story.
- read the story.

我给新郎新娘送了礼物。 Wǒ gěi xīnláng xīnniáng sòng le lǐwù.

我吃了一顿美味的饭。 Wǒ chī le yī dùn měiwèi de fàn.

今天我的朋友结婚了。 Jīntiān wǒ de péngyou jiéhūn le.

婚礼现场人很多。 Hūnlǐ xiànchǎng rén hěnduō.

我出席了婚礼。 Wǒ chūxí le hūnlǐ.

1. 今天我的朋友结婚了。 Jīntiān wǒ de péngyou jiéhūn le.
.....

2.

3.

4.

5.

Activity 9: Read and copy the sentences.

Listening, Reading and Writing Activities:

- The Educator shows the pictures and reads the sentences aloud with emphasis on the typical wedding dishes.
- The students listen, read and copy the sentences.



我最爱蛋糕。



烤鸭很好吃。



我们喜欢白切鸡。



龙虾很美味。



吃鱼很健康。

Activity 10: Read the comprehension passage.

Reading Activity:

- The Educator reads the passage aloud.
- The students listen and read the passage with the help of the Educator.



婚礼是特别开心的日子。新娘新郎在亲朋好友面前结婚。很多人来参加婚礼。大家都穿漂亮的衣服。有很多好吃的菜，这天每个人都很开心。

Activity 11: Cloze test.

Writing Activity:

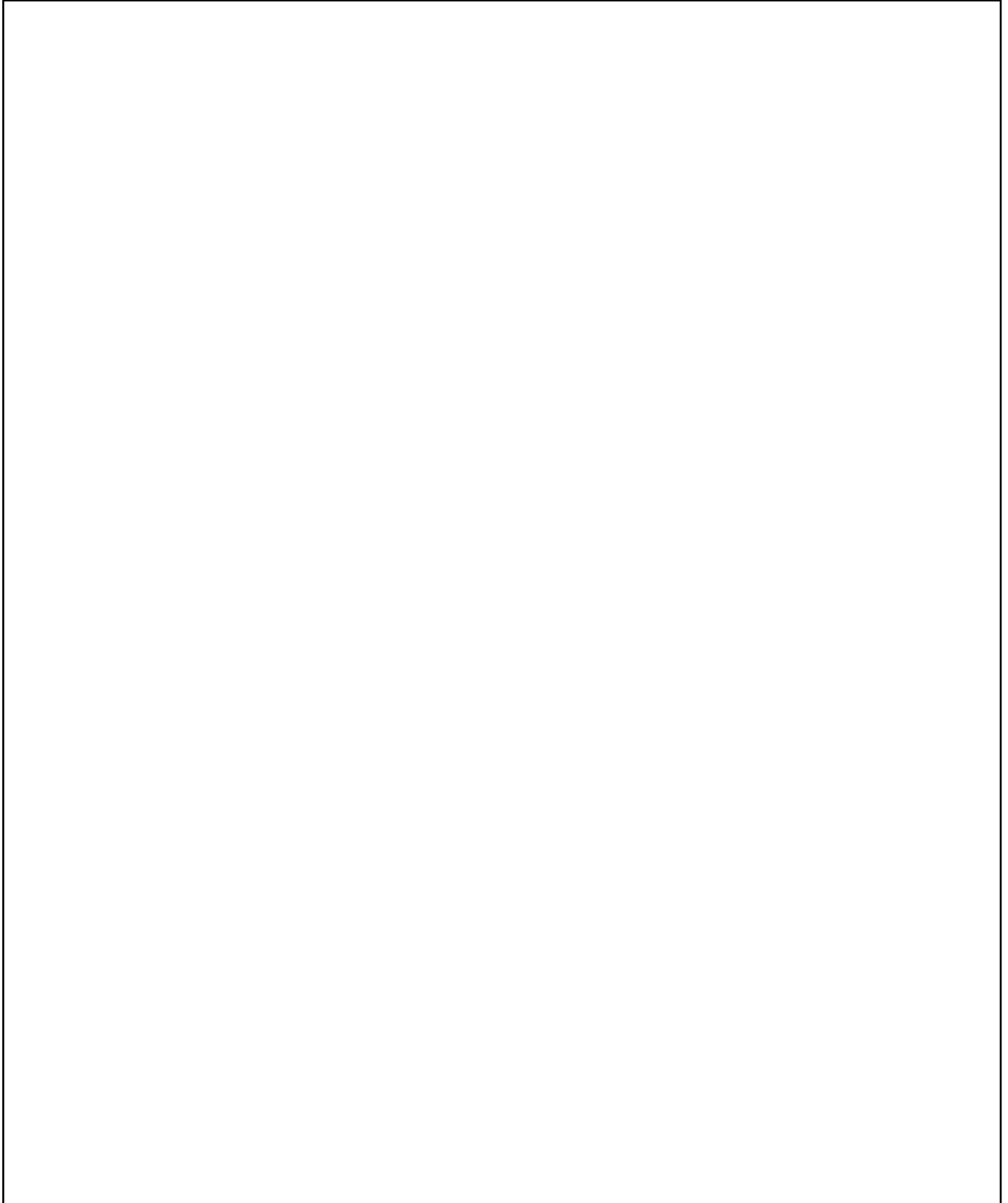
- The students read and complete the sentences with the appropriate words.
- The Educator review the answers together with the students by reading the previous comprehension passage aloud.

1. 婚礼是特别_____的日子。
2. 新娘新郎在亲朋好友面前_____。
3. 很多人来_____婚礼。
4. 大家都穿_____的衣服。
5. 有很多_____的菜，这天每个人都很开心。

Activity 12: Create a wedding card.

Writing Activity:

- The Educator asks the students to use the vocabulary learned to design a wedding invitation card, including details like names, date, venue, and time.
- The students draw and create a wedding invitation card and decorate it.



Theme 7: Ethics and Values

Hard Work and Perseverance

Activities

Activity 1: Listen and answer the questions.

Activity 2: Write the correct sentences.

Activity 3: Rearrange the sentences.

Activity 4: Read the passage and answer the questions.

Activity 5: Read and tick the answer.

Activity 6: Construct simple sentences.

Activity 7: Cloze test.

Activity 8: Categorise the phrases.

Activity 9: Talk about the good actions.

Guide to Educators

Learning Outcomes

- Understand the importance of hard work and perseverance.
- Understand and embrace the idea of hard work and perseverance work through stories and examples.
- Reflect on their own efforts, habits, and growth at home, school and the community.
- Develop self-discipline, patience, teamwork, and resilience through real-life situations.

Activities

- Listen and answer the questions.
- Write the correct sentences.
- Rearrange the sentences.
- Read the passage and answer the questions.
- Read and tick the answer.
- Construct simple sentences.
- Cloze test.
- Categorise the phrases.
- Talk about the good actions.

Other Proposed Activities

- Crossword.
- Flashcards.
- Storytelling.

Additional Resources

- Posters of inspiring personalities.
- Inspirational quotes.
- Visual aids.

Portfolio Assessment

- Skills-based assessments.

Activity 1: Listen and answer the questions.



Listening, Reading and Speaking Activities:

The Educator:

- reads and explains the story.
- asks questions based on the story.

The students listen, read and answer the questions orally.

夏天，蚂蚁辛勤劳作，为过冬准备食物。而蚱蜢却天天玩耍歌唱。冬天来了，蚂蚁食物充足，蚱蜢却又冷又饿。于是，它向蚂蚁求助。蚂蚁拒绝了，让蚱蜢自己去找食物。蚱蜢到处寻找食物，却一无所获。蚂蚁可怜它，把自己的食物分给了它。蚱蜢这才明白，辛勤劳作和未雨绸缪至关重要。它领悟到，未雨绸缪才会有更美好的明天。

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

<https://www.youtube.com/watch?v=gZbpf0IbX2I>

Activity 3: Rearrange the sentences.

需要的东西:

- 香菜的种子
- 小花盆、小茶杯、泥土
- 水

按照顺序重新排列句子:

- 等待种子发芽
- 每天浇水
- 把泥土装在花盆里
- 往泥土上浇一点水
- 把花盆放在阳光下
- 在种子上面撒一些泥土
- 撒上一些种子

1. 把泥土装在花盆里

2. 撒上一些种子

3.

4.

5.

6.

7.

Reading and Writing Activities:

The Educator reads and explains the steps to sow coriander seeds.

The students:

- read and rearrange the sentences in the correct order.
- sow the coriander seeds as per the provided steps.
- share their experiences about sowing coriander seeds.

分享你的劳动成果

Activity 4: Read the passage and answer the questions.

Reading, Writing and Speaking Activities:

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

有个男孩名叫拉维，他不喜欢学习。他整天玩耍，从不做作业。考试成绩出来后，拉维不及格，非常难过。但他马上决定改变，开始努力学习。他认真地听老师讲课，每天都坚持学习。即使遇到困难，他也从未放弃。慢慢地，他的成绩有了进步，最终通过了考试。拉维明白了，勤奋和坚持才能带来成功。

1. 谁不喜欢学习？

2. 考试不及格后，拉维有什么感受？

3. 考试不及格后拉维决定怎么做？

4. 拉维遇到困难时他怎么做？

5. 考试通过后拉维明白了什么道理？

说说你曾经遇到过的一种困难并如何克服它。

Activity 5: Read and tick the answer.

Reading and Writing Activities:

The students:

- read the sentences with the help of the Educator.
- tick the answer that shows perseverance.
- write the complete sentence in the given spaces.

1. 小李学骑车，他摔倒了，那么他应该.....。

再试一遍

放弃

2. 阿发不会做作业，他应该.....。

去问老师

什么也不说

3. 李平考试成绩很差，他应该.....。

不学了

更加努力

Activity 6: Construct simple sentences.

Writing Activity:

The Educator asks the students to:

- observe the pictures.
- read the pair of words.
- write simple sentences using the given words.



男孩 — 骑



骑自行车 — 跌倒



腿 — 受伤



朋友 — 帮忙



最后 — 回家

Activity 7: Cloze test.

Listening, Reading and Writing Activities:

- The Educator reads and explains the cloze test.
- The students choose the correct words given in the brackets and fill in the blanks.

一点点、喝到、它、水、短

有一天，一只乌鸦非常口渴。……飞来飞去找水喝。它看到一个罐子，里面只有……水。它的嘴太……，够不着……。它想到一个办法，叼起一些小石子，投进罐子里。水升了上来。乌鸦很高兴，因为它终于可以……水了。

我们也应该坚持不懈地努力，才能实现我们的目标。

Activity 8: Categorise the phrases.

Reading and Writing Activities:

The Educator:

- reads the phrases aloud.
- asks the students to repeat the phrases.

The students write the phrases in the appropriate column under the guidance of the Educator.

家里	学校	社区

1. 保持干净。
2. 尊敬老师。
3. 努力学习。
4. 打扫房间。
5. 讲礼貌。
6. 帮助邻居。
7. 帮助同学。
8. 问候爷爷奶奶。
9. 帮助父母。
10. 排队进场。

Activity 9: Talk about the good actions.

Speaking Activity:

The students:

- observe and describe each picture under the guidance of the Educator.
- talk about his/her good actions.



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