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KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

PRIMARY SCHOOL CURRICULUM DESIGN

MANDARIN

GRADE 5

First Published 2017

Revised 2024

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FOREWORD

The Government of Kenya (GoK) is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2018, the United Nations Sustainable Development Goals (SDGs) and the regional and global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary, Primary and Junior School levels.

The Kenya Institute of Curriculum Development (KICD) reviewed the curriculum and rationalised the number of learning areas in 2024. The review and rationalisation process was informed by several factors, among them, the recommendations of the Presidential Working Party on Education Reforms (PWPER) and reports of the continuous curriculum monitoring and evaluation activities.

The reviewed curriculum designs build on competencies attained earlier by learners. The designs prepare the learner for smooth transition to the next level. The designs will also afford the learner opportunities for developing requisite competencies and enable them to interact with other people and the environment around them.

The key components of the curriculum designs include the National Goals of Education, the essence statement, general and specific learning outcomes as well as the strands and sub strands. Suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values and assessment rubrics are also outlined in the curriculum designs.

It is expected that all Government agencies and other stakeholders in Education will use the designs to plan for the effective and efficient implementation of the Competency Based Curriculum.

Thank you.



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PREFACE

The Ministry of Education (MoE) rolled out the Competency Based Curriculum (CBC), nationally in 2019, following a national convention in 2017 where the *Basic Education Curriculum Framework (BECF)* was adopted by stakeholders and a national pilot of the curriculum in the Early Years of Education (EYE) in 2018. According to the UNESCO IBE requirements, a curriculum should be reviewed every five years. So, the review of CBC was due from 2023. In view of this, the reviewed curriculum designs will enhance the implementation of CBC since it corporates the lessons learnt from the implementation of CBC so far.

Consistent periodical review of the curriculum is also critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on producing an engaged, empowered and ethical citizen.

Therefore, the reviewed curriculum designs will facilitate the inculcation of core competencies in CBC, which are identified as: communication and collaboration, critical thinking and problem solving, creativity and imagination, citizenship, digital literacy, learning to learn and self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various strands and sub strands and other aspects of the CBC. The designs also outline suggested learning resources and varied assessment techniques. It is expected that the use of these designs will lead to enhanced learning outcomes at various levels, prepare the learner for smooth transition to subsequent grades and make learning enjoyable.

The MoE requests all stakeholders to keep giving feedback on the curriculum designs to inform the review during the next cycle.

Thank you.



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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process is guided by research, international best practices as well as stakeholder engagement. The Institute conceptualised the Competency Based Curriculum (CBC) in consultation with the Ministry of Education and other stakeholders. According to the *Basic Education Curriculum Framework* (KICD, 2017) the conceptualisation of CBC was informed by 21st Century learning needs, the Constitution of Kenya 2010, the Kenya Vision 2030, the East African Community Protocol, the International Bureau of Education (IBE) Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD is funded by the Kenya Government to discharge its mandate. The institute also receives support from development partners targeting specific programmes. The reviewed curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP) - a project coordinated by MoE. KICD wishes to most sincerely thank the Government of Kenya, through the MoE and other development partners. More specifically, KICD appreciates the Cabinet Secretary - MoE and the Principal Secretary – State Department of Basic Education,

Additionally, the Institute expresses gratitude to all the KICD staff members, teachers, university lecturers, MoE staff, Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders; among others, for their contributions to the development of the reviewed curriculum designs. Finally, KICD acknowledges the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) as well as the KICD Council for supporting the curriculum review process.

May God bless all the individuals and respective institutions who in one way or another supported the curriculum review process. Indeed, these designs will effectively guide the implementation of the CBC at Primary level, thereby preparing the learner to transition to the Junior School.

Best wishes to all learners and curriculum implementers.



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NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

2. Promote social, economic, technological and industrial needs for national development

Education should prepare the learner to play an effective and productive role in the nation.

a) Social Needs

Education should instil social and adaptive skills in the learner for effective participation in community and national development.

b) Economic Needs

Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

c) Technological and Industrial Needs

Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

3. Promote individual development and self-fulfilment

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

4. Promote sound moral and religious values

Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

5. Promote social equity and responsibility

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

6. Promote respect for and development of Kenya's rich and varied cultures

Education should instil in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

7. Promote international consciousness and foster positive attitudes towards other nations

Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

8. Good health and environmental protection

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

LESSON ALLOCATION AT UPPER PRIMARY

S/No	Learning Area	Number of Lessons per Week
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	3
5.	Science & Technology	4
6.	Agriculture and Nutrition	4
7.	Social Studies	3
8.	Creative Arts	6
	Pastoral/Religious Instruction Programme	1
Total		35

GENERAL LEARNING OUTCOMES FOR PRIMARY SCHOOL EDUCATION

By the end of Primary School Education, the learner should be able to:

- a) Use verbal and or non-verbal cues to convey information in varied contexts.
- b) Demonstrate mastery of number concepts to solve problems in day to day life.
- c) Use appropriate social skills, moral and religious values to positively impact the society.
- d) Develop individual talents and interests for self-efficacy.
- e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
- f) Devise innovative strategies for environmental conservation and sustainability.
- g) Apply digital literacy skills for learning and enjoyment.
- h) Appreciate Kenya's rich and diverse cultural heritage for harmonious living.

ESSENCE STATEMENT

Kenya is part of the international community and therefore the learner shall be given an opportunity to learn foreign languages in addition to the national, official and indigenous languages. These foreign languages include Arabic, French, German and Mandarin Chinese. The learner is expected to acquire the four language skills: listening, speaking, reading and writing at a basic level in the non-formal curriculum. This will give the learner an opportunity to acquire language competencies in experiential, innovative and flexible ways. Foreign languages learning at this level is guided by social-constructivism and environmental theories. Learning these languages will promote international consciousness and appreciation of one's own and other cultures. The learner will transit to Senior School having acquired basic proficiency equivalent to A1/YCT 2.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of Upper Primary School, the learner should be able to:

- a) apply literacy, numeracy skills and logical thinking appropriately in self-expression,
- b) communicate effectively in diverse contexts,
- c) apply digital literacy skills appropriately for communication and learning in day-to-day life,
- d) practise hygiene, appropriate sanitation and nutrition to promote health,
- e) explore, manipulate, manage and conserve the environment effectively for learning and sustainable development,
- f) demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility,
- g) demonstrate social skills, spiritual and moral values for peaceful co-existence,
- h) demonstrate appreciation of the country's rich, diverse cultural heritage for harmonious co-existence, manage pertinent and contemporary issues in society effectively.

SUMMARY OF STRANDS AND SUB STRANDS

Strands	Sub Strands	Suggested Number Of Lessons
1.0 Listening and Speaking	Phonological awareness Sound discrimination, initials and finals , rhyming awareness, vocabulary building, tone discrimination, simple descriptions	9
	Listening for gist Active listening, comprehension, summarising	9
	Imitative speaking Pronunciation (speed, intonation, rhythm and stress patterns), active listening, fluency	9
2.0 Reading	Reading aloud Chinese tones, fluency (pauses ,expression, speed, intonation), word recognition, oral presentation skills (tone , volume and phrasing and articulation) ,vocabulary expansion	10
	Guided reading Word recognition , vocabulary development, reading strategies (summarising), articulation, intonation	8

	(tone and mood), drawing inferences, comprehension	
3.0 Writing	Guided writing Mechanics of writing (spelling, word order, punctuation), orthography (Chinese tones, character recognition), handwriting (legibility and neatness), vocabulary use and development , paragraph writing (organisation, coherence) , sentence structures, inferencing, simple descriptive texts	9
Exhibitions and Showcase		6
Total Number Of Lessons		60 lessons

Note:

The suggested number of lessons per Sub Strand may be less or more depending on the context.

1.0 LISTENING AND SPEAKING

THEME 1: GREETINGS AND INTRODUCTION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.1 Phonological Awareness (3 lessons) <ul style="list-style-type: none"> • <i>Sound discrimination</i> • <i>Initials and finals</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) discriminate initial and final sounds in Chinese syllables, b) compose simple sentences on various themes, c) exhibit confidence in manipulating sounds in spoken language. 	The learner is guided to: <ul style="list-style-type: none"> • listen and repeat saying initials and finals from a recording (z, c, s, zh, ch, sh, r, w, y, ai, ei, ui, ou, iu, ie, ü, un, an, en, ang, eng, ing, ong), • identify initials and finals from the given syllables and say them out(你、我、他/她、朋、友、叫、什么、名字、是、不、女孩、男孩), • introduce themselves with the correct tones (hello+ name +age+ gender i.e. 你/您好, 我叫.....,你呢?), • listen to an introduction of a friend and respond to the questions (我朋友叫什么名字? 他是不是女孩、男孩?), • take turns introducing their friend by their name, age and gender (e.g. 我朋友叫.....。他是男生。), 	Why is correct articulation of words important in communication?

			<ul style="list-style-type: none"> • listen to an audio clip with simple sentences on Chinese pronouns and select the correct one to fill in the gaps (您、你、我、她、他) , • discuss why it is important to observe respect and the appropriate titles while making introductions. 	
<p>Core competencies to be developed: Communication and Collaboration: Teamwork skills are exhibited when the learner actively identifies rhyming and non-rhyming syllables and words collaboratively.</p>				
<p>Values: Patriotism: This is enhanced when the learner is aware of their social and moral duties as members of the community to use respectful language when making introductions.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Social awareness skills: The learner understands and follows social norms and expectations as they make introductions with respect and using the appropriate titles.</p>				
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> • The learner links their learning to English and Kiswahili on the use of appropriate pronouns in varied contexts. • Learning is linked to English and Kiswahili on the use of appropriate vocabulary to express their ideas and opinions in a logical manner. 				

THEME 2: FAMILY

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.2 Phonological Awareness (3 lessons) <ul style="list-style-type: none"> • <i>Rhyming awareness</i> • <i>Vocabulary building</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) reproduce rhyming syllables and words in spoken language, b) apply vocabulary acquired in forming sentences, c) appreciate the different sounds and patterns in a language. 	The learner is guided to: <ul style="list-style-type: none"> • listen to a group of words and indicate rhyming and non-rhyming words cooperatively, • repeat saying the group of words that rhyme aloud, • create new words and phrases from the initials, finals and tones given, • repeat the vocabulary related to nuclear family members from a recording, • use vocabulary acquired to introduce different family members using simple sentences (e.g. 我爸爸叫.....; 我爷爷叫.....), • ask and respond to questions on the titles and names of their nuclear family members in turns (e.g. 你姐姐叫什么名字? 我姐姐叫.....), • research the similarities and differences in the family units in Kenya and China and share their findings with peers. 	What strategies can you use to apply new words effectively?

Core competencies to be developed:

- Critical thinking and Problem solving: The learner develops researching skills as they compare and contrast family units in Kenya and China.
- Learning to learn: The learner develops healthy relationships when they work collaboratively with their peers to categorise rhyming and non-rhyming words.

Values:

Respect is enhanced as the learner understands and appreciates the diverse perspectives on the family unit in Kenya and China.

Pertinent and Contemporary Issues (PCIs):

Family dynamics: The learner becomes aware of the varied family structures in their own and other communities, providing them with rich cultural insights.

Link to other learning areas:

- The learner links their learning to Kiswahili and English on the skill of manipulation of sounds to create new words or variations.
- The learner can relate their learning to Religious Education on the concept of family units and their role in the community.

THEME 3: MY SURROUNDINGS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>1.0 Listening and Speaking</p>	<p>1.3 Phonological Awareness (3 lessons)</p> <ul style="list-style-type: none"> • <i>Tone discrimination</i> • <i>Simple descriptions</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) distinguish the different Mandarin tones from oral presentations, b) make simple descriptions in an organised and coherent manner, c) acknowledge the importance of tone discrimination in enhancing Mandarin proficiency. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen and repeat saying aloud the names of the learning areas offered in their school with the correct tones (数学、英语、斯瓦希里语、综合科学、社会研究、汉语), • listen and match vocabulary related to classroom stationery/items with the correct tones (铅笔、橡皮、尺子、卷笔刀、粉笔、书、桌子、椅子、黑板), • describe the colours of the various classroom stationery/ items displayed in turns (e.g.你的铅笔是什么颜色? 我的铅笔是……), 	<p>How do you communicate clearly in Mandarin Chinese?</p>

			<ul style="list-style-type: none"> • talk about their preferred or enjoyable learning area with peers (我最喜欢汉语), • practise singing the colour song collaboratively (颜色歌) using a familiar tune, • discuss the importance of correct tone pronunciation in conveying different meaning in Mandarin by using words with similar pronunciation but different meaning (e.g. <i>mā-mà</i> , <i>mǎ-má</i> , <i>shì-shí</i>). 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: The learner develops meaningful relationships with their peers as they carry out various oral tasks collaboratively. • Communication and Collaboration: The learner speaks clearly and effectively using appropriate expressions when they make simple sentences about their favourite learning areas in school. 				
<p>Values: Unity is fostered as the learner cooperates and takes turns making simple descriptions of the colours of stationery /items in their classroom.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Healthy inter-personal relationship is developed as the learner works together with others to undertake various tasks and activities.</p>				
<p>Link to other learning areas: The learner links their learning to English and Kiswahili on the concept of clarity in communication to convey intended meaning without ambiguity.</p>				

THEME 4: TIME

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>1.0 Listening and Speaking</p>	<p>1.4 Imitative Speaking (3 lessons)</p> <p><i>Pronunciation (speed intonation and rhythm)</i></p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) identify key words, and phrases in listening texts,</p> <p>b) pronounce words with the correct speed, intonation and rhythm,</p> <p>c) appreciate the importance of imitation in fostering accurate pronunciation.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen and repeat saying verbs related to activities carried out at different moments of the day (起床、睡觉、吃早饭、午饭、晚饭、做作业) , • say words related to moments of the day aloud (早上、上午、中午、下午、晚上) , • listen and repeat a chant on my day (我的一天) with the correct tones, speed, intonation and rhythm, • match various activities to the appropriate moments of the day collaboratively (你什么时候起床、睡觉、吃早饭、午饭、晚饭、做作业?) , • use pictures/drawings to describe the daily activities they undertake at different moments in turns, 	<p>How can you enhance your imitative speaking skills?</p>

			<ul style="list-style-type: none"> • discuss the challenges they face when pronouncing Chinese words and propose solutions collaboratively. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: The learner works collaboratively with their peers to find solutions for the challenges they experience in pronouncing Chinese words. • Communication and Collaboration: The learner speaks clearly and effectively using the appropriate speed, intonation and rhythm as they imitate the chant. 				
<p>Values:</p> <p>Unity: The learner displays team spirit as they take turns to make simple descriptions of the activities that they undertake at different moments of the day.</p>				
<p>Pertinent and Contemporary Issues (PCIs):</p> <p>Peer education and Mentorship: The learner establishes a supportive network among peers when they share constructive feedback and relatable solutions to the challenges they face when pronouncing Chinese words.</p>				
<p>Link to other learning areas:</p> <p>The learner can relate the skills of turn taking in conversations to their learning in English and Kiswahili.</p>				

THEME 5: FUN AND ENJOYMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.5 Imitative Speaking (3 lessons) <ul style="list-style-type: none"> • <i>Active listening</i> • <i>Fluency</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) replicate words, phrases and simple sentences from varied audio texts, b) talk about likes and dislikes fluently, c) develop an interest to clearly express self in communication. 	The learner is guided to: <ul style="list-style-type: none"> • watch an audio-visual clip on vocabulary related to hobbies and interests (画画、跳舞、唱歌、听音乐、看书、玩儿电子游戏) and repeat saying the words, • listen to a recording and match the pictures related to hobbies and interests to their correct <i>pinyin</i> and Chinese characters, • sing along the hobbies and likes song (爱好歌) with their peers, • act out a verb related to hobbies/interests as the others say out the appropriate word, • respond to simple questions on hobbies and interests in turns (你的爱好是什么? 我的爱好是.....你喜欢做什么? 我喜欢.....), • describe their hobbies/interests and those of their friends using verb 喜欢 in turns, 	<ol style="list-style-type: none"> 1. What is effective communication? 2. Who is an effective communicator?

			<ul style="list-style-type: none"> • discuss with peers the importance of engaging in productive hobbies as a means of creative self-expression. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: The learner identifies who they are and what activities they love to do as they share their hobbies and interests. • Communication and Collaboration: The learner speaks clearly and effectively using appropriate language, expressions and gestures as they talk about the hobbies and interests of their friends. 				
<p>Values: Respect: The learner displays acceptance of the varied opinions and views of their peers as they talk about their hobbies and interests.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Self-awareness: The learner understands self and can easily recognise what their preferences and dislikes are in regard to hobbies and interests.</p>				
<p>Link to other learning areas: The learner can link their learning to Creative Arts on the skill of expressing oneself using varied creative forms.</p>				

THEME 6: FOODS AND DRINKS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>1.0 Listening and Speaking</p>	<p>1.6 Imitative Speaking (3 lessons)</p> <ul style="list-style-type: none"> • <i>Active listening</i> • <i>Intonation and stress patterns</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify key words from oral texts in varied contexts, b) apply intonation and stress patterns in spoken language to convey meaning, c) exhibit interest in using intonation and stress patterns appropriately during oral interactions. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen and repeat saying simple words and sentences related to various meals of the day (红薯、面包、鸡蛋、奶茶、米饭、饼、炖豆、炖牛肉、蔬菜), • use pictures of the different times of the day to say what they eat at the given times (早餐、午餐、晚餐), • say out a tongue twister on food (吃葡萄) with the appropriate intonation and stress patterns collaboratively, • combine different food items from the list provided to make a healthy meal and form simple sentences (我今天早上吃鸡蛋, 面包和奶茶。), • bring pictures/ images/ drawings of their favourite meals and talk about them in turns, 	<ol style="list-style-type: none"> 1. Why is it important to articulate words clearly and correctly? 2. What strategies can one use to improve clarity when speaking?

			<ul style="list-style-type: none"> group the food items in the pictures/ images/ drawings into healthy and unhealthy food and discuss about them. 	
<p>Core competencies to be developed: Self-efficacy is developed as the learner identifies and articulates clearly what they eat during different moments of the day.</p>				
<p>Values: Unity: Cooperation is displayed as the learner patiently waits for their turn in reciting the tongue twister about food.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Healthy eating habits: The learner becomes aware of how to choose a healthy diet to ensure their wellness as they design a healthy meal from the list of food items provided.</p>				
<p>Link to other learning areas: The learner links their learning to Agriculture and Nutrition on the importance of eating healthy food for good health.</p>				

THEME 7: MY BODY

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.7 Listening for Gist (3 lessons) <ul style="list-style-type: none"> • <i>Active listening</i> • <i>Comprehension</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify vocabulary related to the theme in listening texts, b) determine the key information in varied oral presentations, c) exhibit interest in listening to texts for general understanding. 	The learner is guided to: <ul style="list-style-type: none"> • listen to an audio recording and repeat words related to parts of the body (眼镜、头、耳朵、鼻子、嘴巴、手、肚子、角、退、舌头 etc.) , • listen to names of parts of the body and match them to their appropriate functions collaboratively (e.g. 听、看、闻、走路、跑步 etc.), • sing along to the body parts song (头和肩膀) using the appropriate gestures with peers, • listen as their peers mention the functions of different body parts and point out the part of the body related to it, • listen to a riddle on the use of different body parts and solve it (e.g. 我们用什么看? 我们用眼睛看。), • discuss the importance of different body parts with peers. 	How do you pick out the main ideas from a listening text?

Core competencies to be developed:

Communication and Collaboration: The learner exhibits teamwork skills as they participate actively in solving the riddle related to the use of different body parts.

Values:

Unity is developed as the learner collaborates with others to match names of body parts to their corresponding functions.

Pertinent and Contemporary Issues (PCIs):

Self-awareness: The learner demonstrates an understanding of self and their body by identifying the different parts of the body and their functions as they undertake the matching activity.

Link to other learning areas:

The learner links their learning to Creative Arts on the concept of using songs to express oneself innovatively.

THEME 8: WEATHER AND ENVIRONMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.8 Listening for Gist (3 lessons) <ul style="list-style-type: none"> • <i>Active listening</i> • <i>Comprehension</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify specific information and details from everyday topics, b) listen for general understanding in different settings, c) acknowledge the importance of active listening for comprehension of key information. 	The learner is guided to: <ul style="list-style-type: none"> • say out the weather patterns displayed in flashcards (晴天、雨天、风天、阴天) , • listen to a recording and circle the words related to weather patterns, • compose a simple song about weather patterns collaboratively and make presentations, • listen to a simple weather forecast and respond to the questions given (今天、明天、昨天天气怎么样?) , • talk about their favourite weather pattern in turns using pictures/images/ drawings, 	How do you capture key information when listening to various speakers?

			<ul style="list-style-type: none"> research online or from various sources the similarities and differences of weather patterns in Kenya and China, and present their findings collaboratively. 	
<p>Core competencies to be developed: Digital literacy: The learner connects to the internet to search for similarities and differences of weather patterns in Kenya and China collaboratively.</p>				
<p>Values: Unity: Cooperation is exhibited when the learner makes presentations of the weather patterns song they composed with their peers.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Environmental education is promoted as the learner recognises and becomes aware of the different weather patterns in their community.</p>				
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> The learner can relate the concept of weather patterns and weather forecasts to their learning of Social Studies. The learner links their learning to English and Kiswahili on the skills of responding to instructions in a logical and coherent manner. 				

THEME 9: GETTING AROUND				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.9 Listening for Gist (3 lessons) <ul style="list-style-type: none"> • <i>Active listening</i> • <i>Summarising</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) recall vocabulary in a given theme from oral texts, b) summarise the key ideas in a concise and coherent manner, c) develop interest in understanding the core message in oral texts for comprehension. 	The learner is guided to: <ul style="list-style-type: none"> • listen to an audio clip with prepositions and repeat saying them aloud (前边、后边、旁边), • listen to a song on different classroom items (铅笔、书、黑板、椅子、桌子、橡皮、粉笔、尺子) and sing along with peers, • listen to a simple narration on locations of different items, things or people in their classroom and rephrase where they can be found collaboratively, • make use of在哪儿? to ask and respond to questions on the location of different items in their classroom in turns, • use the vocabulary acquired to build a word pyramid collaboratively e.g. 书 我的书 我的书在哪儿 我的书在桌子上 	What strategies can you use to become a good listener?

			<ul style="list-style-type: none"> • discuss why it is important to have an organised classroom environment to enhance learning with peers. 	
<p>Core competencies to be developed: Learning to learn: The learner exhibits self-discipline when they work collaboratively to build a word pyramid from the vocabulary acquired on the context.</p>				
<p>Values: The learner develops respect when they appreciate the diverse opinions shared by their peers during the discussion on the importance of an organised classroom environment.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Safety in the classroom and school environment is improved as the learner becomes aware of the importance of having an organised learning environment during the discussion.</p>				
<p>Link to other learning areas: The learner can link their learning to English and Kiswahili on the skills of expressing their opinions and ideas confidently during discussions.</p>				

SUGGESTED ASSESSMENT RUBRIC FOR THE LISTENING AND SPEAKING STRAND

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to utilise vocabulary and expressions in oral communication.	The learner utilises the targeted vocabulary and expressions in oral communication; uses a wide range of vocabulary and expressions synonymous to the targeted one's, giving justifications for their choice.	The learner utilises a variety of the targeted vocabulary and expressions appropriately in oral communication.	The learner utilises most of the targeted vocabulary and expressions in oral communication.	The learner utilises some of the targeted vocabulary and expressions in oral communication.
Ability to pronounce and articulate words in oral expression.	The learner exhibits clear and precise pronunciation of words with distinct pronunciation of the sounds; articulates words fluently.	The learner exhibits clear and fluent pronunciation and articulation of words.	The learner exhibits clear pronunciation of words most times; articulates some words fluently but others are unclear.	The learner exhibits clear pronunciation of words sometimes; articulates some words fluently but most are unclear.

<p>Ability to respond to questions and prompts to show comprehension and engagement in oral interactions.</p>	<p>The learner demonstrates an understanding of questions or prompts; and accurately interprets their meaning and intent. Responses address aspects of the question or prompts comprehensively.</p>	<p>The learner demonstrates an understanding of questions or prompts; and correctly interprets their meaning and intent. Responses address aspects of the question or prompt adequately.</p>	<p>The learner demonstrates an understanding of questions or prompts with some inaccuracies in interpretation. Responses address only some aspects of the question or prompts; there are gaps in comprehension.</p>	<p>The learner demonstrates an understanding of questions or prompts with significant inaccuracies in interpretation. Responses fail to address key aspects of the question or prompt; indicating a lack of comprehension.</p>
<p>Ability to interpret and use non-verbal cues to enhance oral expressions.</p>	<p>The learner interprets and uses adequate non-verbal cues in oral expressions when appropriate; is sensitive to cultural diversity and adapts non-verbal cues to suit diverse cultural contexts.</p>	<p>The learner interprets and uses non-verbal cues to complement oral expressions when appropriate.</p>	<p>The learner interprets and uses some non-verbal cues to complement oral expressions when appropriate; some do not rhyme with the intended communication.</p>	<p>The learner interprets and uses some non-verbal cues to complement oral expressions when appropriate; many do not rhyme with the intended communication.</p>

2.0 READING

THEME 1: GREETINGS AND INTRODUCTION				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.1 Reading Aloud (2 lessons) <ul style="list-style-type: none"> • <i>Chinese tones</i> • <i>Fluency (pauses and expression)</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) distinguish Chinese tones in monosyllabic and disyllabic words, b) use appropriate pauses and expression in reading for fluency, c) appreciate the importance of punctuation pauses when reading aloud. 	The learner is guided to: <ul style="list-style-type: none"> • read out <i>pinyin</i> words on greetings and self-introduction using the correct tone 我、你、您、他、朋友、叫、什么、名字、是、不是、女孩、男孩, • match personal pronouns with the correct corresponding images and read them out (他、我、你、它、我们、你们、他们), • team up with peers to rearrange jumbled up sentences on greetings and introduction and read them aloud, • read out texts about simple introductions of self and others (name, age, gender) paying attention to punctuation marks and respond to the questions (你朋友叫什么名字?, 她是谁? 他是不是男、女孩?) collaboratively, • research online and offline the differences and similarities of punctuation marks in English and Chinese and share their findings. 	Why are pauses important when reading aloud?

Core competencies to be developed:

Digital literacy: The learner interacts with digital technology to search for the differences and similarities of punctuation marks in English and Chinese.

Values:

Unity: The learner collaborates with their peers to read and respond to questions on simple introductions.

Pertinent and Contemporary Issues (PCIs):

Analytical thinking skills: The learner develops analytical thinking skills as they rearrange jumbled up sentences on greetings and introduction and reads them out.

Link to other learning areas:

The learner can relate their learning to Kiswahili and English on the use of punctuation guides when reading texts.

THEME 2: FAMILY

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.0 Reading</p>	<p>2.2 Reading Aloud (2 lessons)</p> <ul style="list-style-type: none"> • <i>Word recognition</i> • <i>Oral presentation skills (articulation)</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify key words and phrases from a reading text, b) employ proper articulation for clarity in oral expression, c) appreciate the importance of reading aloud in oral communication. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • read a text and indicate key vocabulary related to titles and names of nuclear family members with peers, • take turns reading out the vocabulary, • read out sentences on nuclear family members for peer assessment, • answer simple questions from a dialogue about introduction of nuclear family members, • listen to a recording and mimic reading a text for proper articulation, • research online or offline the role of a family in Kenya and China and make presentations. 	<p>Why is reading aloud important?</p>

Core competencies to be developed:

Self-efficacy: This is promoted as the learner identifies the names of family members within a nuclear family set up.

Values:

Respect: The learner exercises patience when they take turns to mimic reading a text for proper articulation.

Pertinent and Contemporary Issues (PCIs):

Citizenship education: The learner develops an appreciation and respect for diverse cultures and perspectives within society as they research the role of family in Kenya and China.

Link to other learning areas:

The learner can relate the skills used in making oral presentations to Creative Arts.

THEME 3: MY SURROUNDINGS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.0 Reading</p>	<p>2.3 Reading Aloud (2 lessons)</p> <ul style="list-style-type: none"> • <i>Vocabulary Expansion</i> • <i>Fluency (speed and intonation)</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) interpret vocabulary and expressions in oral communication, b) read simple sentences with the appropriate speed and intonation, c) appreciate the importance of reading aloud for fluency. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen to a recording and give the meaning of the vocabulary based on the context in which they are used, • use the vocabulary and expressions on classroom stationary or items to construct simple sentences in turns, • read simple sentences on the various learning areas in their school with the correct pronunciation in turns, • read out a simple text on descriptions of items found in the classroom using colour and respond to the given questions (e.g. 你的笔是什么颜色?), • read simple sentences about their most enjoyable learning areas in turns (我喜欢汉语。), • read simple texts of their liking to their peers to refine their reading skills and receive feedback. 	<p>How can you improve your fluency when reading?</p>

Core competencies to be developed:

Learning to learn: The learner works collaboratively with peers to construct simple sentences using vocabulary on the theme.

Values:

Unity is nurtured as the learner takes turns reading simple sentences with the correct pronunciation.

Pertinent and Contemporary Issues (PCIs):

Peer education and mentorship is developed as the learner reads their choice of simple texts to their peers for critique.

Link to other learning areas:

The learner links their learning to English and Kiswahili on use of appropriate intonation, expression, and pacing while reading aloud.

THEME 4: TIME

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.0 Reading</p>	<p>2.4 Reading Aloud (2 lessons)</p> <ul style="list-style-type: none"> • <i>Vocabulary expansion</i> • <i>Oral expression (tone and volume)</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) replicate key words, expressions and phrases in Chinese, b) apply appropriate tone and volume when reading texts, c) exhibit interest in reading texts aloud for language proficiency. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen and repeat reading verbs related to activities done during different moments of the day (起床、睡觉、吃早饭、午饭、晚饭、做作业), • match names of moments of the day with their English meaning (早上、上午、中午、下午、晚上) and read them out in turns, • listen and repeat reading sentences on the moments of the day collaboratively (我早上起床, 吃早饭, 我下午.....), • read simple sentences and sequence the activities given in relation to the appropriate moment of the day, • read a simple text on moments of the day and answer the given questions, • discuss the essence of proper scheduling of activities in the day with peers for managing their time. 	<p>How can you ensure effective oral expression when reading aloud?</p>

Core competencies to be developed:

Communication and Collaboration: The learner develops teamwork skills as they participate actively in reading the sentences on moments of the day with peers.

Values:

Unity: The learner respects other people's opinion as they discuss the importance of proper planning of activities during the day.

Pertinent and Contemporary Issues (PCIs):

Self-awareness: The learner becomes aware and accountable for their time during the day as they discuss the importance of schedules.

Link to other learning areas:

The learner can link their learning to Social Studies on the importance of time management skills.

THEME 5: FUN AND ENJOYMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.0 Reading</p>	<p>2.5 Guided Reading (2 lessons)</p> <ul style="list-style-type: none"> • <i>Vocabulary development</i> • <i>Reading strategies (summarising)</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) recite key words, expressions and phrases in simple texts, b) summarise the main idea of a text through oral reading, c) show awareness of the importance of correct articulation when reading texts. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • take turns reciting vocabulary related to hobbies and interests (画画、跳舞、唱歌、听音乐、看书、玩儿电子游戏 etc.) , • recite a simple poem related to hobbies and interests with peers, • read a simple passage and rephrase the main idea using their own words, • match the given titles to their appropriate texts that summarises their content, • role-play a dialogue about hobbies and interests with peers (你的爱好是什么? 我的爱好是.....你喜欢做什么? 我喜.....), • explore how hobbies and interests can be used as a platform to raise awareness and advocate for various causes. 	<p>What clues can help you comprehend a text?</p>

Core competencies to be developed:

Citizenship: The learner demonstrates interest in communicating and interacting with others when they role-play the dialogue about hobbies and interests.

Values:

Unity: The learner displays team spirit when they recite a simple poem related to hobbies and interests with peers.

Pertinent and Contemporary Issues (PCIs):

Advocacy on social issues: The learner gains new perspective on ways they can raise awareness and advocate for various social causes through their hobbies and interests.

Link to other learning areas:

The learner relates their learning to Creative Arts on the concept of using sports and games as a platform for awareness creation.

THEME 6: FOODS AND DRINKS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.0 Reading</p>	<p>2.6 Guided Reading (2 lessons)</p> <ul style="list-style-type: none"> • <i>Articulation</i> • <i>Intonation (tone and mood)</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) articulate words clearly while reading aloud,</p> <p>b) express tone and mood effectively through vocal intonation,</p> <p>c) exhibit interest in reading through engaging vocal expression.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • recite a tongue twister related to food aloud, focusing on clear articulation of the sounds collaboratively, • take turns to read aloud vocabulary related to different times of the day and food items eaten at different meal times (早餐、午餐、晚餐、红薯、面包、鸡蛋、奶茶、米饭、饼、炖豆、炖牛肉、蔬菜), • read the short excerpts and collaboratively identify the food items that don't belong in the category given based on the time they are eaten (fruit, vegetable, meat, drink, main dish) • read a short dialogue on food items and moments of the day with the appropriate vocal intonation, • distinguish healthy and unhealthy diets based on the food items given in the picture. 	<p>How can we convey emotions and mood when reading aloud?</p>

Core competencies to be developed:

Self-efficacy: This is developed as the learner accurately categorises the food items based on the mealtimes they are taken.

Values:

Responsibility: The learner collaborates with others to recite a tongue twister on food with proper articulation.

Pertinent and Contemporary Issues (PCIs):

Healthy eating habits are nurtured as the learner distinguishes healthy and unhealthy diets based on the food items provided.

Link to other learning areas:

The learner can relate the concept of food items and healthy eating to their learning in Agriculture and Nutrition.

THEME 7: MY BODY

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.0 Reading</p>	<p>2.7 Guided Reading (2 lessons)</p> <ul style="list-style-type: none"> • <i>Drawing inferences</i> • <i>Comprehension</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) infer the meaning of words and phrases based on the context, b) respond to questions from a text for comprehension, c) appreciate the role of vocabulary knowledge in comprehension. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • identify and interpret vocabulary related to parts of the body as used in the context (e.g. 听、看、闻、走路、跑步、说 etc.), • read a text and record the new words and phrases encountered, • use the new words to create sentences and read them out for peer feedback, • read texts about functions of the body and answer simple questions, • take turns asking each other comprehension questions about the given text, • create a word wall to display vocabulary words they encounter in texts by providing definitions and example sentences collaboratively, 	<p>What techniques can you use to better understand a text?</p>

			<ul style="list-style-type: none"> • discuss the importance of vocabulary knowledge on comprehension with peers. 	
<p>Core competencies to be developed: Creativity and Imagination: Networking skills are promoted when the learner collaboratively creates a word wall to help with understanding the vocabulary they encounter while reading texts.</p>				
<p>Values: Unity: The learner takes turns in activities and conversations when they ask each other comprehension questions on the text.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Self-awareness: The learner becomes aware of the different body parts and their functions through reading the texts on the theme.</p>				
<p>Link to other learning areas: The learner relates their learning to Science and Technology on the concept of body parts and their functions.</p>				

THEME 8: WEATHER AND ENVIRONMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.0 Reading</p>	<p>2.8 Guided Reading (2 lessons)</p> <ul style="list-style-type: none"> • <i>Word recognition</i> • <i>Articulation</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify key words and phrases from varied texts, b) articulate key words, phrases and sentences clearly when reading, c) appreciate the importance of correct pronunciation in communication. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • read out words and phrases related to weather patterns from word charts (e.g. 晴天 <i>qíngtiān</i>、雨天 <i>yǔtiān</i>、风天 <i>fēngtiān</i>、阴天 <i>yīntiān</i>), • chant out phrases and sentences related to weather pattern from the given text (e.g. 今天是阴天。), • work collaboratively to read aloud the text about the description of different weather patterns for feedback from peers, • take turns to match pictures and corresponding weather patterns by rotating a weather display wheel then read them out, • read and answer questions on weather patterns collaboratively (e.g. 明天天气怎么样？明天是多云。), 	<p>How do you read confidently?</p>

			<ul style="list-style-type: none"> work online or offline to keep a record of weather patterns in the neighbourhood and share the observations with peers. 	
<p>Core competencies to be developed: Digital literacy: The learner uses digital technology to effectively record weather patterns in their neighbourhood.</p>				
<p>Values: Peace: The learner avoids hurting others by giving honest and constructive feedback to their peers when they read aloud texts on descriptions of weather patterns.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Environmental awareness: This is promoted as the learner makes observations of the weather patterns in their neighbourhood for the given period.</p>				
<p>Link to other learning areas: The learner links their learning to Social Studies in the concept of weather patterns in their environment.</p>				

THEME 9: GETTING AROUND

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.0 Reading</p>	<p>2.9 Reading Aloud (2 lessons)</p> <ul style="list-style-type: none"> • <i>Word recognition</i> • <i>Phrasing</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify key words and phrases while reading aloud, b) apply punctuation pauses while reading texts for clarity, c) acknowledge the importance of observing punctuation marks when reading aloud. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • look at pictures of common items or things in the classroom and read their correct name (铅笔、书、黑板、椅子、桌子、橡皮、粉笔、尺子) , • read out the location of different classroom items or things using the correct preposition (前边、后边、旁边) , • read out the location of the items or things placed in different parts of the class as their peers locate them (e.g. 我的书在桌子上), • record reading passages on the location of common items, things or people in the classroom and observe punctuation pauses for self-assessment and reflection, • read aloud simple sentences related to giving location of items in the classroom and focus on pronouncing the words accurately, • take turns to read and respond to questions on location of items, things or people using the sentence structure在哪儿? (e.g. 椅子在哪儿?). 	<p>Why is it important to pay attention to punctuation marks when reading?</p>

Core competencies to be developed:

Learning to learner: The learner reflects on their own reading aloud performances, identifying areas for improvement as they record reading passages on the location of common items with appropriate punctuation pauses.

Values:

Unity: The learner takes turns reading and responding to questions on the location of various items, things or people with peers.

Pertinent and Contemporary Issues (PCIs):

Environmental awareness is developed as the learner becomes aware of the location of the various items and things in the classroom environment.

Link to other learning areas:

The learner relates the concept of giving the location of places to their learning of map reading in Social Studies.

SUGGESTED ASSESSMENT RUBRIC FOR THE READING STRAND

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to pronounce words in context for accuracy in reading.	The learner maintains accurate pronunciation of words in simple texts on familiar topics to convey the intended meaning. Makes no errors of pronunciation even for texts on unfamiliar topics.	The learner maintains accurate pronunciation of words in simple texts on familiar topics to convey the intended meaning.	The learner makes a few errors in pronunciation of words in simple texts on familiar topics. Errors may hamper the ability to convey the intended meaning.	The learner makes many errors in pronunciation of words in simple texts on familiar topics. Errors greatly hamper the ability to convey the intended meaning.
Ability to read with fluency (smoothness, pace, pauses and intonation).	The learner reads simple texts with a natural and smooth flow and at an appropriate pace all through. Pays attention to all punctuations and applies appropriate pauses and intonation to express intention and emotions. Makes no errors at all even in texts on unfamiliar topics.	The learner reads simple texts with a natural and smooth flow and at an appropriate pace all through. Pays attention to all punctuations and applies appropriate pauses and intonation to express intention and emotions. Makes minimal errors in texts on unfamiliar topics and	The learner reads simple texts with natural and smooth flow and at an appropriate pace through most parts of the texts. Pays attention to most of the punctuations and applies appropriate pauses and intonation to express intention and emotions. Makes many	The learner reads simple texts with stilted and choppy flow through most parts of the texts. Pays attention to very few punctuations, as pauses and intonation are misplaced.

		auto-corrects self in the few errors made.	errors in texts on unfamiliar topics and is unable to auto- correct self.	
Ability to read and understand simple texts.	The learner interprets all questions in context and gives correct answers to all the questions. Uses extensive vocabulary in giving responses to questions.	The learner interprets all questions in context and gives correct answers to all the questions. Uses adequate vocabulary in giving responses to questions.	The learner interprets most of the questions in context and gives correct answers to most of them. Vocabulary used in giving responses to questions is limited but sufficient.	The learner interprets few questions in context and gives correct answers to a few of them. Vocabulary used in giving responses to questions is very limited but insufficient.

3.0 WRITING

THEME 1: GREETINGS AND INTRODUCTION				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	<p>3.1 Guided Writing (1 lesson)</p> <p><i>Mechanics of writing (spelling)</i></p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) list words and phrases with the correct spelling,</p> <p>b) apply spelling accuracy in varied written texts,</p> <p>c) appreciate the importance of correct spelling in writing.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> listen to a dictation and write down the words with the correct <i>pinyin</i>, listen to an audio of a set of syllables and choose the correct one (<i>tā</i>、<i>tǎ</i>、<i>tà</i>、<i>nǐ</i>、<i>nī</i>、<i>ní</i>、<i>nì</i>) , work jointly to brainstorm and list common words used in texts on the introduction of self and others (hello+ name +age+ gender), indicate whether the words in the sentences provided about introduction of self and others are spelt correctly, compose short passages introducing self and others (name +age+ gender) with the correct spelling (e.g. 我叫.....、我是女孩, 我朋友叫.....。他是男孩), 	<p>What is the importance of correct spelling in written texts?</p>

			<ul style="list-style-type: none"> • use locally available materials (pebbles, sand, cereals, plasticine, clay, thread etc.) to collaboratively mould words in <i>pinyin</i> and characters and display them, • play the word scrabble game where they spell the words correctly to fill in the blank spaces. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: The learner writes clearly and spells words correctly when they compose short passages on introduction of self and others. • Critical thinking and Problem solving: Evaluation and decision-making skills are developed as the learner indicates whether the words in the sentences provided are spelt correctly. 				
<p>Values: Unity: The learner displays team spirit when they work jointly with others to brainstorm and list common key words used in the given texts.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Citizenship: This is developed as the learner works jointly and mutually with peers to mould words using locally available materials.</p>				
<p>Link to other learning areas: The learner can relate the skills used in the artistic expression of ideas using varied materials to their learning in Creative Arts.</p>				

THEME 2: FAMILY

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.2 Guided Writing (1 lesson) <i>Mechanics of writing (word order and punctuation)</i>	By the end of the Sub Strand, the learner should be able to: a) write simple sentences with the correct order, b) apply punctuation marks appropriately in writing, c) appreciate the importance of writing clearly.	The learner is guided to: <ul style="list-style-type: none"> • use the given words to form correct sentences related to nuclear family members (包括 爷爷、奶奶、外婆、外公), • write simple sentences introducing their nuclear family members with the correct word order (我妈妈叫.....), • collaborate with peers to research online or offline and list down the common punctuation marks used in Chinese writing (e.g. 句号。逗号、问号？感叹号! etc.), • team up with peers to write sentences and use these punctuation marks appropriately, • answer simple question related to nuclear family members applying correct word order and punctuation, • compare and contrast nuclear family members in Kenya and China and share the findings with peers, 	How can you improve your writing?

			<ul style="list-style-type: none"> • discuss the role of nuclear family members in one's life. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: The learner connects to the internet to search for the common punctuation marks used in Chinese writing. • Self-efficacy: This is developed as the learner correctly introduces their nuclear family members by their appropriate titles. 				
<p>Values:</p> <p>Unity: The learner embraces other people's perspectives on the role of nuclear family members in one's life during the discussion.</p>				
<p>Pertinent and Contemporary Issues (PCIs):</p> <p>Intercultural awareness is promoted when the learner explores the similarities and differences of nuclear family members in Kenya and China.</p>				
<p>Link to other learning areas:</p> <p>The learner can relate the concept of family and the role they play to their learning in Religious Education.</p>				

THEME 3: MY SURROUNDINGS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>3.0 Writing</p>	<p>3.3 Guided Writing (1 lesson)</p> <ul style="list-style-type: none"> • <i>Chinese tones</i> • <i>Simple descriptions</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) list words, phrases and expressions with the correct tones,</p> <p>b) write simple descriptions on a variety of topics,</p> <p>c) develop a love for writing Chinese characters.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen to a recording and place the correct tone on the words and phrases given (一 二 三 四 和 轻声), • work together to look at pictures/models of classroom items and label them correctly (e.g. 铅笔 <i>qiānbǐ</i>、橡皮 <i>xiàngpí</i>、尺子 <i>chǐzi</i>、书 <i>shū</i>、黑板 <i>hēibǎn</i> etc.), • circle the correct names of colours in a word search with peers (e.g. 红色 <i>hóng sè</i>、蓝色 <i>lán sè</i>、黄色 <i>huáng sè</i>、绿色 <i>lǜ sè</i>、橙色 <i>chéng sè</i>、黑色 <i>hēi sè</i>、白色 <i>bái sè</i> etc.), • use the given pictures to write simple descriptions on the colours of classroom items (e.g. <i>Zhè shì hóngsè de bǐ; Wǒ de bāo shì hēisè de.</i>), • create a mood board with descriptions about the colour of items found in their classroom, 	<p>How do you improve your descriptive writing skills?</p>

			<ul style="list-style-type: none"> team up with peers to combine different colours to form new ones and label them in Chinese characters and <i>pinyin</i> (e.g. 红色+蓝色=紫色) . 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> Communication and Collaboration: The learner writes clearly and spells words correctly as they label classroom items with peers. Learning to learn: Self-discipline is enhanced as the learner works collaboratively to combine colours and labels them correctly in Chinese. 				
<p>Values: Integrity: The learner exhibits self-discipline as they create a mood board with descriptions about colours of classroom items.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Social cohesion: This is developed as the learner works jointly and mutually with peers to identify the correct names of colours from a word puzzle.</p>				
<p>Link to other learning areas: The learner links the concept of creative presentation of one’s work to their learning in Creative Arts.</p>				

THEME 4: TIME

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	<p>3.4 Guided Writing (1 lesson)</p> <p><i>Vocabulary use and development</i></p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) explain the meaning of vocabulary used in texts,</p> <p>b) apply acquired vocabulary to construct sentences in varied contexts,</p> <p>c) appreciate the importance of using vocabulary to enhance writing.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • read simple sentences on activities undertaken at different times of the day (起床、吃饭、做作业、睡觉) and give the meaning of the underlined words from the context, • match words and phrases related to moments of the day (早上、上午、中午、下午、晚上) to their meaning, • work collaboratively to use dictionaries or online resources to look up the meaning of words in the given texts, • use the identified words to construct simple sentences, • rearrange scrambled up words and sentences to write correct sentences with peers, 	<p>What strategies can you use to acquire vocabulary?</p>

			<ul style="list-style-type: none"> • use vocabulary acquired to write a simple description of what they do in a day and present to peers. 	
Core competencies to be developed: <ul style="list-style-type: none"> • Digital literacy: The learner uses digital technology to accomplish own tasks as they look up the meaning of words in online resources. • Learning to learn: The learner develops relationships by sharing what they have learnt as they present a simple description of what they do in a day with peers. 				
Values: Unity is developed when the learner cooperates with others to rearrange scrambled up words and sentences.				
Pertinent and Contemporary Issues (PCIs): Time management: This is addressed as the learner takes accountability for their time when sharing about what they do in a day.				
Link to other learning areas: The learner links their learning to Kiswahili and English on the concept of using varied vocabulary to enhance communication.				

THEME 5: FUN AND ENJOYMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>3.0 Writing</p>	<p>3.5 Guided Writing (1 lesson)</p> <p><i>Paragraph organisation</i></p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) identify vocabulary related to the theme from texts,</p> <p>b) organise ideas and views in coherent paragraphs,</p> <p>c) value the importance of order while writing for clarity of expression.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • read short paragraphs and list down vocabulary related to hobbies and interests (唱歌、跳舞、画画、绘画玩儿电脑) , • look at the displayed pictures and create word maps of the vocabulary with peers, • play a game of charades as peers guess the hobbies and interests portrayed, • construct simple and short paragraphs on what they like and don't like doing for enjoyment and fun (e.g. 我喜欢跳舞,我爱....., 不爱.....) , • create a mood board with descriptions of their preferred hobbies and interests, • discuss the importance of engaging in hobbies and interests with peers. 	<p>How do you organise your writing for clarity of communication?</p>

Core competencies to be developed:

Creativity and Imagination: The learner uses their imagination to generate new ideas as they creatively compose a mood board of their preferred hobbies and interests.

Values:

Unity: the learner respects other people's opinions during the discussion on the importance of hobbies and interests.

Pertinent and Contemporary Issues (PCIs):

Self-awareness skills are developed as the learner clearly outlines their likes and dislikes with regard to hobbies and interests.

Link to other learning areas:

The learner can link the concept of composing creative visual compositions to their learning in Creative Arts.

THEME 6: FOODS AND DRINKS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>3.0 Writing</p>	<p>3.6 Guided Writing (1 lesson)</p> <ul style="list-style-type: none"> • <i>Nouns</i> • <i>Sentence structures</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) list down nouns in varied contexts, b) use appropriate sentence structures to convey meaning effectively in writing, c) exhibit confidence in using a variety of sentence structures in writing. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen to a recording and write down a list of food items eaten at different meal times (红薯、面包、鸡蛋、奶茶、米饭、饼、炖豆、炖牛肉、蔬菜), • look at a list of words in a crossword puzzle and circle out nouns, then use them to write simple sentences, • work with peers to rearrange the words and phrases provided to make correct sentences, • use the sentence starter given to complete the text in a coherent manner, • make a balanced meal from the list of food items provided in terms of the different times of the day (早饭、午饭、晚饭), • use pictures/drawings and simple sentences to create a simple description of their favourite dishes, • team up with peers to discuss the importance of eating a balanced diet. 	<p>How can varying sentence structures improve your writing?</p>

Core competencies to be developed:

Communication and Collaboration: Teamwork skills are developed when the learner participates actively in rearranging the words and phrases provided to make correct sentences.

Values:

Integrity: The learner displays honesty when they pick different food items from the list to make a balanced meal.

Pertinent and Contemporary Issues (PCIs):

Health education: Healthy living is promoted as the learner discusses the importance of eating a balanced diet with peers.

Link to other learning areas:

The learner links their learning to Agriculture and Nutrition on the concept of eating a balanced diet for wellness.

THEME 7: MY BODY

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>3.0 Writing</p>	<p>3.7 Guided Writing (1 lesson)</p> <ul style="list-style-type: none"> • <i>Orthography (character recognition)</i> • <i>Paragraph writing (coherence)</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) recall a wide range of Chinese characters in texts, b) compose paragraphs on various topics in a logical and coherent manner, c) acknowledge the role of writing clearly in communication. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • underline names of body parts from a list of words collaboratively (e.g. 眼镜、头、耳朵、鼻子、嘴巴、手、肚子、角、退、舌头 etc.) , • match names of parts of the body with their correct functions from a table (e.g. 眼睛 - 看、腿 - 走、耳朵 - 听、鼻子- 闻) , • trace out characters on parts of the body and their functions following the correct stroke order (看、子、耳) , • reconstruct a paragraph with missing or scrambled sentences in a logical and coherent manner, • work collaboratively to write a simple poem about parts of the body and their functions, • recite the poem for their peers to provide feedback, • identify the challenges encountered in their writing and propose solutions or strategies to address them collaboratively. 	<p>How can writing fluency be enhanced?</p>

Core competencies to be developed:

- Self-efficacy: Effective communication skills are developed when the learner identifies the challenges in their writing and proposes strategies to address them.
- Learning to learn: The learner is motivated to learn continuously as they receive constructive feedback from their peers on the poem.

Values:

Peace: The learner displays calmness as they receive feedback on the simple poem they composed.

Pertinent and Contemporary Issues (PCIs):

Self-awareness: The learner becomes aware of the importance of the different parts of their body and appreciates their functions.

Link to other learning areas:

The learner is can link the concept of body parts and their functions to their learning in Science and Technology.

THEME 8: WEATHER AND ENVIRONMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.8 Guided Writing (1 lesson) <i>Descriptive texts</i>	By the end of the Sub Strand, the learner should be able to: a) make use of familiar and unfamiliar words in writing, b) compose simple descriptive texts about their preferences, c) show interest in writing clearly for effective communication.	The learner is guided to: <ul style="list-style-type: none"> • work jointly to find the meaning of unfamiliar words using dictionaries / online resources, • compose simple sentences using the vocabulary related to weather patterns (e.g. 晴天 <i>qíngtiān</i>、雨天 <i>yǔtiān</i>、风天 <i>fēngtiān</i>、阴天 <i>yīntiān</i>), • use the pictures depicting the different activities carried out during various weather patterns to write short descriptions, • describe the weather using simple sentences (e.g. 今天阴天) , • choose a weather pattern of their choice and compose a creative presentation with pictures and simple descriptions, • team up with peers to observe the weather forecast of their locality for a period and create a log with descriptions of the various weather patterns. 	How can one write effectively?

Core competencies to be developed:

Creativity and Imagination: The learner exhibits networking skills when they work with peers to create a weather log with descriptions of weather patterns in their locality.

Values:

Unity is nurtured as the learner collaborates with their peers to find the meaning of unfamiliar words using dictionaries / online resources.

Pertinent and Contemporary Issues (PCIs):

Assertiveness is developed as the learner takes part in group tasks and ensures that their views contribute positively to the group's success as they look for the meaning of unfamiliar words from various resources.

Link to other learning areas:

The learner can relate the skills used in descriptive writing to English and Kiswahili.

THEME 9: GETTING AROUND

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>3.0 Writing</p>	<p>3.9 Guided Writing (1 lesson)</p> <p><i>Handwriting</i> (<i>legibility</i>)</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) list key words and phrases according to the context,</p> <p>b) compose texts using neat and legible handwriting,</p> <p>c) underscore the importance of writing words clearly for communication.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • write words related to classroom items from a dictation (铅笔、书、黑板、椅子、桌子、橡皮、粉笔、尺子), • fill in blanks with the appropriate location words in the given sentences (前边、后边、旁边), • use the prepositions to compose simple sentences, • draw a map and label the directions of different places using legible handwriting to help with navigation in the school, • write simple descriptions on locations of different items, things or people in their classroom collaboratively, • share their writings with peers for critique, • collaborate with peers to discuss how clear labelling of different places or locations enhances safety in the community. 	<p>Why should we write clearly?</p>

Core competencies to be developed:

Citizenship: The learner demonstrates tolerance, expressing and understanding different viewpoints as they discuss how clear navigation enhances safety in the community.

Values:

Patriotism: The learner serves the community when they draw and label a map with directions to different locations / places within the school to help with navigation.

Pertinent and Contemporary Issues (PCIs):

Safety and Security: The learner becomes aware of safety precautions to observe when navigating or visiting different locations in the community.

Link to other learning areas:

The learner links the concept of using maps in giving directions as well as navigation to their learning in Social Studies.

SUGGESTED ASSESSMENT RUBRIC FOR THE WRITING STRAND

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to apply vocabulary in written communication.	The learner applies rich and varied vocabulary and expressions in written communication.	The learner applies varied and appropriate vocabulary and expressions in written communication.	The learner applies most of the targeted vocabulary and expressions in written communication.	The learner applies some of the targeted vocabulary and expressions in written communication.
Ability to use grammar and mechanics of writing appropriately in texts.	The learner exhibits excellent use of grammar, a variety of punctuation marks, spelling and capitalisation; errors are so few and minor that they do not impede reading.	The learner exhibits good use of grammar, punctuation, spelling and capitalisation; there are a few errors but they do not impede reading.	The learner makes few errors in grammar, punctuation, spelling and capitalisation; some errors impede reading and meaning.	The learner makes many errors in grammar, punctuation, spelling and capitalisation and the reader can only guess meaning.
Ability to write texts with good handwriting.	The learner consistently writes clear and legible texts, with each letter formed accurately and distinctively; maintains consistent size, spacing, and alignment throughout the text, enhancing readability and presentation.	The learner writes clear and legible texts with letters formed accurately and distinguishable. Handwriting is generally consistent in size, spacing, and alignment.	The learner writes some words unclearly making it difficult to read; some letters are inaccurately or indistinctly written. Handwriting lacks some consistency in size, spacing, or alignment affecting	The learner writes most words unclearly making it difficult to read; many letters are written inaccurately and are indistinguishable. Handwriting mostly lacks consistency in size, spacing, or

			readability and presentation.	alignment, significantly affecting readability and presentation.
Ability to write coherent texts on varied themes.	The learner writes texts exceptionally well, with a logical flow, clear organisation of ideas, and effective transitions between paragraphs.	The learner writes texts with good organisation, a clear structure, logical progression, and effective transitions, contributing to a well-structured piece.	The learner writes texts with basic organisation, but the structure may lack clarity, and transitions between ideas may be somewhat abrupt.	The learner writes texts with challenging organisation and lacks clear structure and coherence, making it difficult for the reader to follow.

APPENDIX I: CSL AT UPPER PRIMARY (GRADE 4-6)

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various Learning Activities and the real life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Social studies learning area. The implementation of the CSL activity is a collaborative effort where the class teacher coordinates and works with other subject teachers to design and implement the integrated CSL activity. Though they are teacher-guided, the learners should progressively be given more autonomy to identify problems and come up with solutions. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

Steps in carrying out the integrated CSL activity

1) Preparation

- Map out the targeted core competencies, values and specific learning areas skills for the CSL activity
- Identify resources required for the activity (locally available materials)
- Stagger the activities across the term (set dates and time for the activities)
- Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community
- Identify and develop assessment tools

2) Implementation CSL Activity

- Assign roles to learners
- Ensure every learner actively participates in the activity
- Observe learners as they carry out the CSL activity and record feedback
- Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product)
- Assess the targeted core competencies, values and subject skills

3) Reflection on the CSL Activity

Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:

- what went well and why
- what did not go well and why
- what can be done differently next time
- what they have learnt.

There will be **one** integrated CSL activity that will be conducted **annually**. The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and concepts from the various Learning Areas. Teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a linkage between the skills from the learning areas and the themes.

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders in the planning and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, the learners will be expected to participate actively in the whole process.

The CSL activity provides an opportunity for the development of core competencies and the nurturing of various values. The teacher is expected to vary the core competencies and values emphasised in the activity yearly.

Assessment of the CSL Activity

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, and core competencies and values demonstrated. Assessment should focus on both the process and end product of the CSL activity. The teacher will assess learners in groups using various tools such as an observation schedule, checklist or rating scale or any other appropriate tool.

APPENDIX II: LIST OF SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
<p>1.0 Listening and Speaking 2.0 Reading 3.0 Writing</p>	<ul style="list-style-type: none"> • Observation Checklists • Questions and answers • Project work • Portfolios • Oral presentations • Conversation and dialogues • Anecdote notes • Simulations and role plays • Learner profiles • Standardised tests • Journals • Questionnaires 	<ul style="list-style-type: none"> • Realia • Charts • Flash cards • Resource persons • Pictures, drawings and photographs • Podcasts • Audio books • Audio recordings • Language learning Apps • Chinese newspapers • Books • Excerpts • Writing prompts • Course and supplementary books • Interactive multimedia resources • Word puzzles • Magazines • Newspapers • Radio • Digital devices 	<ul style="list-style-type: none"> • Language exchange programs • Cultural workshops and events • Cultural days • Chinese movies • Chinese songs and music • Drama • Skits • Songs • Storytelling • Brainstorming sessions • Spelling competitions • Debates • Inter-class competitions • Inter-school competitions • Pen pal programs • Book clubs

