

Primary Chinese vocab, radicals, sentence structures and story themes. Developed by Rachel Tsai, St George's School for Girls

<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>P7</b>
人 person/people	人 person/people	日 sun	水 mountain
大 big	从 follow	月 moon	水力 waterpower
大人 adults	众 crowd	明 bright	山 mountain
天 sky/heaven/god/day	火 fire	明天 tomorrow	山水 landscape
夫 distinguished husband	炎 scorching	女 female	火山 volcano
田 rice field	焱 flame	子 son	雪山 mountain with snow
力 power	土 soil/ground	好 good	冰山 mountain with ice
口 mouth/enclosure	坐 sit	安 secure/safe	天下 the world
囚 prisoner	竹 bamboo	王 king/emperor	衣 cloth
旦 dawn	毛 hair	玉 jade	大衣 big coat
但 but	笔 pen	国 kingdom/country	雨衣 raincoat
早 morning	毛笔 pen brush	王子 prince	风衣 wind proof jacket
上 up/get on	家 house/family	天子 emperor (lit,son of heaven)	毛衣 woolly jumper
下 down/get down	家人 family	中国 China	长裤 trousers
山 mountain	雨 rain	美国 America (big goat beautiful country)	连衣裙 dress
上山 go up to the mountain	雪 snow	法国 France (lit: country with the order of the law)	裙子 skirt
下山 come down the mountain	下雨 raining	英国 Britain (the British empire – lit: hero kingdom)	苏格兰裙 Kilt (lit:Scotland skirt)
出口 exit	下雪 snowing	德国 Germany	衬衫 Shirt
唱 sing	雪人 snowman	日本 Japan (lit: the foundation of the sun)	T 恤衫 T shirt
木 tree	水 water	苏格兰 Scotland (lit: come back to life, tartan, peaceful, orchid)	Make up a story - a story of a tiger as shown below

P4	P5	P6	P7
林 wood	冰 ice	房子 house (how a house is built – bricks)	<p>我有一只老虎，老虎叫虎虎。他很皮。他喜欢喝水，他最喜欢和山上的水。今天很冷。山上下雪。老虎上山喝水。但是山上很冷也很冰。老虎有毛衣但是没有雪衣。在山上有个小房子，房子里有个老人。这个人武松，他喜欢打老虎，老虎很怕他。所以我的老虎再也不去山上了。我爱我的老虎，老虎在我家很安全。</p> <p><i>I have a tiger. His name is Huhu. He is very naughty. He likes drinking water. He likes drinking the water in the mountain. Today is very cold. It is snowing in the mountain. The tiger went up to the mountain to drink water. However the mountain is very cold and icy. Although tiger has skin but doesn't have a snow suit. In the mountain, there is a small house, there stays an old man who is called Wu Song, (he is a famous legendary person who killed tigers). All tigers are scared of him. So my tigers decided not to go to the mountain anymore. I love my tiger, it is safe for the tiger to be in my house.</i></p>
森 forest	冷 cold	我住在小的房子 I live in a small house	
人 person/people	热 hot	我住在大的房子 I live in a big house	
休 rest (the concept of a rest under a tree)	茶 tea (the story of tea)	我家在苏格兰 My family is in Scotland	
保 to protect	可乐 cola	我爱我的家。 I love my family	
堡 castle/fortress	我叫 I'm called	我喜欢茶 I like tea	
小 small	我九岁 I'm nine.	我喜欢可乐 I like cola	
小人 mean people (not a gentle kind person)	我爱可乐 I love cola	我在喝茶 I am drinking tea	
心 heart	我不爱可乐 I don't love cola	我喜欢喝中国茶也喜欢喝英国茶 I like drinking Chinese tea as well as British tea.	
小心 careful	我爱冰可乐，冰可乐很冷 I love iced cola, iced cola is very cold	下雪时我喝中国茶 When it's snowing, I drink Chinese tea.	
小孩 child/children	我也爱茶，茶很热。 I also love tea, tea is very hot.	下雨时我喝英国茶 When it's raining, I drink British tea.	
尖 sharp/pointed	我的笔尖 My pen is sharp.	下雪很冷但有时不冷 Snow is very cold, but sometimes snow is not very cold.	

<b>P4 - theme</b>	<b>P5 - theme</b>	<b>P6 - theme</b>	<b>P7 - theme</b>
Draw a story - by using Chinese pictograph characters	Healthy food (A play)	Invite a panda to my house for a drink (Adapt goldilocks three bears story)	Wilder world – animals in other countries

### Radicals

Introduce few very simple radicals at first (e.g. water, sun, moon, fire, tree, etc.) then gradually introduce more radicals whilst teaching new words.

When introducing a new word with a new radical in it, point to the radical and let the pupils know that it is a radical. Ask the pupils to focus on the radical, tell them the story of the radical, and ask them to try to picture the radical in their mind. If they have a list of radicals that they already know ask them to add the new radical to the existing list.

When introducing a new word with a radical which has already been taught, pupils should be reminded of the radical and be asked to identify the radical embedded in the new word.

I have found that this works better than teaching radicals separately, as I think pupils get bored easily when learning a lot of radicals at one time.

I have used this method of teaching radicals and characters for nearly a decade (including six years of training PGDE student teachers) and it has been very successful; pupils seem to love learning to write Chinese characters using this method. I would recommend it to all other teachers.

Hope this is useful to you all.

Rachel Tsai, St George's School for Girls