



香港大學教育學院 言語及聽覺科學部
Division of Speech and Hearing Sciences
Faculty of Education
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Speech, Language and Reading Lab

HKU Reading and Writing Assessments for native and non- native Cantonese-speaking speakers Literacy Learning Pack





Chinese Word-reading Skills Exercises

(1) Multi-sensory learning method

Each Chinese character can be analyzed from its shape, sound and meaning. If children are able to acquire knowledge of a Chinese character from these three aspects, they will be able to improve their Chinese word-reading skills. Here are some suggestions for enhancing children's understandings towards a Chinese character from the three aspects mentioned.

Analyze the structure and components of a character

- Use simple visuals to express the structure of the character, e.g. 樹 →  ; 鄰 → 
- Discriminate between visually similar words, guide the child to compare and contrast between two words, e.g. 土 and 士 ; 論 and 倫
- Write the Chinese character in a large space (in any possible ways, e.g. on sand, on mud)
- Relate the shape of a character to daily experience, e.g. 土(mud) is on the floor, so the word 「土」 got a long stroke at the bottom, representing the floor.

Pattern of strokes

- Teach and consolidate children's understandings towards pattern of strokes of a character, e.g. horizontal before vertical stroke (十), from left to right (什), left-falling before right-falling stroke (人), writing strokes outside before strokes inside (月)

To discriminate between homophones

- Examples of homophones: 星 /seng1/ and 聲 /seng1/.
- Parents can tell your children that two words carry the same sound but different meanings. Then, demonstrate the combination/use of two words, e.g. 星期(week), 聲音

Multi-sensory learning method

- Take different steps to learn a new word: Look at the word, read aloud, think it over, write it out, draw to record.

Shape

A word

Meaning

Sound

Explain and use the words


- Parents can explain a word from different perspectives, e.g. part of speech, synonyms
- Combine with different characters to form words, make sentences

Make use of phonetic radicals

- Phonetic radicals hint the sound of a word in Chinese
- Example of a phonetic radical: 青
Same pronunciation : 清、蜻、菁
Similar pronunciation with different tones : 請、情、晴

Exemplar

Analyze the structure and components of a character

- Above-to-below structure: 
- “忿” and “盆” are visually similar, but the components at the bottom are different.
- “忿” is related to emotion, so the component at the bottom is “心” (heart); “盆” has the function of carrying things, so the component at the bottom is wider and larger “皿”.

Pattern of strokes

- While writing the character “忿”, we write the upper component “分” before the lower component “心”.
When writing the component “分”, we follow the rule of writing left-falling stroke before right-falling stroke, and strokes outside before strokes inside.

To discriminate between homophones

- “忿” and “奮” have the same pronunciation /fan5/ but different meanings. Please refer to the worksheets below for helping children in understanding word combinations and use of two characters.

Multi-sensory learning method

- Look at the word “忿”, ask the child to read aloud the components and then the character “分-心-忿”, then copy the word. At last, encourage your child to draw to record the word.

Shape

mean
ing

忿

Sound

Make use of phonetic radicals

- Phonetic radical : 分/fan1/
Words with similar pronunciation but different tone : 芬、紛、氛、吩、份

Explain and use the words

- Combine with other word: 不忿(angry)
- Part of speech: adjective
- Meaning: angry, related to the mood of a person
- synonym : 不服氣
- antonym : 淡然

Exemplar: Worksheet

A. 認讀（辨別同音字的用法）（請圈出正確答案） (for word recognition, and

discrimination between homophones)

1. 開學的第一天，同學們興（奮 / 忿）地談論著各自的假期見聞。
2. 下個月就考試了，勤（忿 / 奮）用功的小美每天也在溫習。
3. 小明上課時十分專心，並為鄰座解答問題，但卻被老師罵他上課聊天，令他心有不（忿 / 奮）。
4. 小明在測驗中差一分就能取得滿分，他為此感到不（奮 / 忿）。

B. 造句（應用字詞，加深孩子對詞語的理解及運用） (For making sentences)

1. 不忿（名詞 / 形容詞 / 動詞）

2. 興奮（名詞 / 形容詞 / 動詞）

Improving English word-reading skills

English word-reading skills can be trained in a way similar to the multi-sensory learning method in Chinese word-reading. Parents can make use of the following two worksheets according to students' level to consolidate students' understandings towards new vocabularies learnt.

Beginner level: (For details, please refer to the worksheet below)

- (1) Read aloud: Read aloud the English word. Parents can give demonstration if necessary, and tell the meaning of the vocabulary.
- (2) Find the word: Find the target word from words with similar spellings
- (3) Outline the shape: Invite children to use a pen to outline the shape of the English word
- (4) Think it over: Think about the spelling and shape of the target vocabulary
- (5) Write it out: Spell and write down the target vocabulary
- (6) Make a sentence: Make a sentence with the target vocabulary
- (7) Draw it out: Use pictures/words to record the new vocabulary learnt

Advanced level: (For details, please refer to the worksheet below)

- (1) Read aloud: Read aloud the English word. Parents can give demonstration if necessary.
- (2) Look it up: Look up the meaning of the vocabulary in the dictionary
- (3) Think it over: Think about the part of speech, synonym and antonym of the vocabulary.
- (4) Break it down: Analyze the structure of the vocabulary, including prefix* and suffix*
- (5) Make a sentence: Make a sentence with the target vocabulary
- (6) Draw it out: Use pictures/words to record the new vocabulary learnt

Prefix and suffix refer to the components before and after the root word of a vocabulary respectively. Here are some examples.

Prefix: dislike, incomplete, triangle

Suffix: singing, toasted, careless

Parents can also refer to other sources for facilitating children's English word-reading skills, such as "Phonics", to find a way that can best facilitate children's English learning.

Exemplar: English word-learning worksheet for beginners

Read aloud

laugh

/ læf /

Find the word

laug laugh lagh
lugh augh laugh

Outline the shape

laugh

Write it out

laugh

Make a sentence

I told a joke that made
everybody laugh.

Draw it out



Exemplar: English word-learning worksheet for beginners

Read aloud

Find the word

Outline the shape

Write it out

Make a sentence

Draw it out

Exemplar: Advanced level English word-learning worksheet

Read aloud

careless

/ 'kɛər lɪs /

Look it up

Not paying enough

attention to what one

Think it over

Verb / noun / adjective

Synonyms: forgetful

Antonyms: careful

Break it down



Make a sentence

I made some careless

mistakes in my

Draw it out



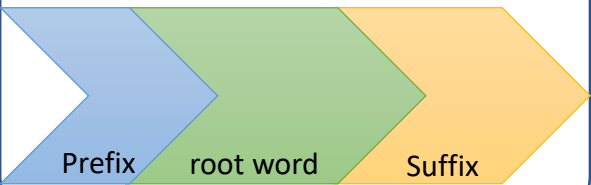
Exemplar: Advanced level English word-learning worksheet

Read aloud

Look it up

Think it over

Break it down



Make a sentence

Draw it out

Reading Comprehension Skills Exercises

Effective paired reading (by using the following skills) can enhance children's reading comprehension skills.

I. Predict story content from the topic in order to enhance children's imagination skills

When reading books or passages, parents can guide your children to deduce the story content from the topics and subheadings of a book or a passage. In this way, children can have a general idea towards the book or passage. For example, for a passage with heading "A precious lesson", the passage is probably about child's acquisition of new knowledge, or that the child gained new insights through certain activities. After the discussion on topic, parents can discuss the subheadings and the first and last paragraphs with the children. Through doing so, children can grasp the main ideas of the passage before reading the whole passage from the start. This can enhance the reading fluency as the child has already had a general idea towards the passage.

II. Enhance children's prosodic sensitivities through punctuation exercises, with an aim of improving their understandings towards sentence structures.

Parents can make use of passages in children's textbook or exercises book to design some paragraphs without any punctuation. Then, guide the child to read aloud the sentences. When reading, parents and children can mark down the pause within and between sentences and write the punctuation appropriately. Through this exercise, children can have a thorough understanding towards the meaning within and between sentences, including the vocabularies and sentence structures. If the child is not able to use the punctuation appropriately, he/she is likely to have difficulties in comprehending some sentences or vocabularies in the passage. In this case, parents can explain the particular sentence structure and vocabulary before continuing the paired reading.

Example: (Extracted from "Honey better for coughs than antibiotics", Breaking News English)

*The capitalized letter were made small for the use of this exercise.

doctors said that people with coughs should take honey instead of visiting a doctor
honey will usually work better than antibiotics a cough usually gets better on its own
in a few weeks many of us go to a doctor if we have a cough doctors said that this can
be a waste of time antibiotics do little to make a cough go away

Answer:

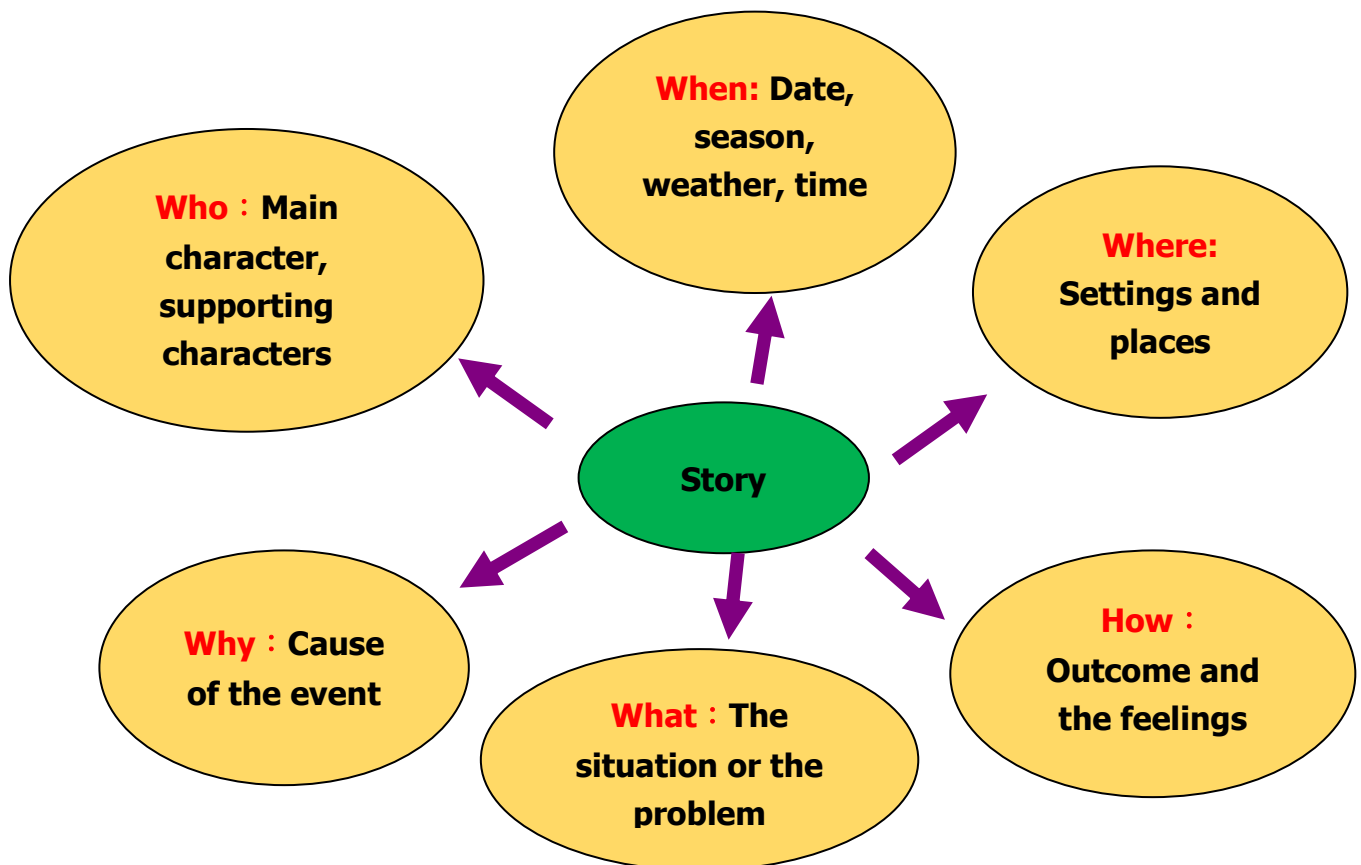
Doctors said that people with coughs should take honey instead of visiting a doctor. Honey will usually work better than antibiotics. A cough usually gets better on its own in a few weeks. Many of us go to a doctor if we have a cough. Doctors said that this can be a waste of time. Antibiotics do little to make a cough go away.

From the above example, hypothetical sentence with the connective ‘if’ might be difficult for children. When there is no punctuation, children might consider “Many of us go to a doctor if we have a cough.” as two separate sentences. Thus, this exercise can help identify the connectives or vocabularies that the children might not understand thoroughly.

III. Build a good model in short-term memory when reading – using an organization chart

When having paired reading with your child, parents can use an organization chart to organize the ideas in the passage:

- For narrative passages, parents can use the Six Ws(Who, When, Where, Why, What, and How) as the categorization. This can help the child to analyze the story structure and content.
















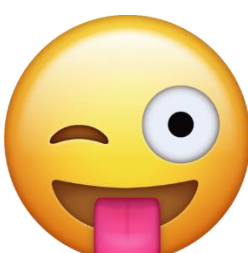



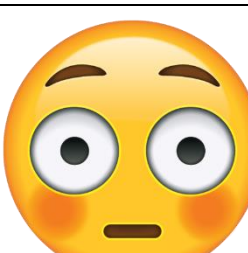


- During paired reading, parents can also adopt “key word” strategy to guide the child to find the answer for the question. Key words for narrative passage include words that:
 - Indicate the relationship between sentences (e.g. because, so, but)
 - Indicate the change or development of scenes (e.g. words that indicate time, change in setting or introduction of new character in the sentence)
 - Indicate character’s personalities (e.g. emotion, mental state words)














IV. Discuss part of the content with children, so as to enhance children’s theory of mind and abilities to relate daily experiences during reading comprehension

- Theory of mind refers to children’s abilities to comprehend and deduce mental states of oneself or others (e.g. belief, emotions, thoughts, intention, feelings and wishes)
- Training method (1) Small games on theory of mind
 - Emotion cards matching game
 - ◆ This game aims to enrich children’s emotion lexicons and encourage children to think about the reasons for the emotion. In this way, children can better determine the characters’ thoughts, intention and emotions during reading comprehension
 - ◆ Referring to the emotion picture cards in the next page, parents can first cut them out and introduce the emotion words to the children. Put all the cards upside down. Then, parents and child take turn to turn over two picture cards. If the two cards chosen are the same, one needs to tell the emotion that the card represents, and the possible causes for the emotion. Player who can match the greatest number of cards wins the game.
 - ◆ Another method for playing this game: Choose and hide one card. Evenly distribute the remaining cards to two players. Show and put down the paired cards. Players take turn to draw one card from another player. If the card drawn can be paired, show and put down the pair. When showing the cards, one needs to tell the emotion that the card represents, and the possible causes for the emotion. Player who can finish all the cards first wins the game.
 - Incorporating this exercise into daily experience
 - ◆ When watching cartoons and dramas in daily life, parents can analyze the characters’ emotions and intentions together with the children. During paired reading, parents can also mention daily experience appropriately.

- Appendix – Emotion cards for matching game
- Level 1

			
Happy	Happy	Sad	Sad
			
Scared	Scared	Angry	Angry
			
Bored	Bored	Nervous	Nervous
			
Disappointed	Disappointed	Excited	Excited
			
Embarrassed	Embarrassed	Shy	Shy

- 程度二

			
Delighted	Delighted	Depressed	Depressed
			
Surprised	Surprised	Furious	Furious
			
Dull	Dull	Hesitant	Hesitant
			
Frustrated	Frustrated	Enthusiastic	Enthusiastic

Writing Skills Exercise:

If children do not perform too well in writing, parents can refer to the following sessions in their Chinese and English personal performance report : “Writing – macro structure” 、 “Writing – sentence complexity” 、 “dictation”, as well as their daily performance so as to infer their weaker parts in writing.

Testing items	Writing skills reflected indirectly*
Writing – macro structure	Expression and organization skills
Writing – sentence complexity	Skills in using connectives and adjectives to enrich the sentences appropriately
Dictation	Breadth of vocabulary base, writing skills

*All testing items are related, which might not reflect just one single writing skill

(1) Improve expression and organization skills by oral practice: Tell a story from a one-scene picture

Parents can provide children with a picture. It will be better if the event shown in the picture could be linked to daily experiences, for example:



Source: 2012 Territory-wide System Assessment (TSA) Primary 6 Chinese Language Oral Assessment

More pictures can be found in the website of Territory-wide System Assessment (TSA), Hong Kong Examinations and Assessment Authority

Training Steps

Print out a mind map in appendix, introduce to children six components of a story and discuss the theme of the story and the six components with them

Story components	
Background	Time, place, characters, events
Cause of event	What had happened on the main character?
Thoughts of characters	How did the main character think?
Plot	What actions did the main character take?
Resolution	What results did the actions taken lead to?
Feelings of characters	How did the characters feel?

During discussion, parents can use the following teaching methods according to children's performance.

(1) Find and describe the main points in the picture, and plan the story plot

Among the six components of a story, take the above picture as an example, background and plot are easiest to be found and described. Parents can encourage children to find these two to three components first, and record down on the mind map using their own words. (If children are weak in writing, parents can help them write, or encourage them to express through pictures or homophones. The main aim of this exercise is to train children's expression and organization skills rather than writing skills.)

(2) Find the main points in the picture, and imagine reasonable plots

Among the six components of a story, take the above picture as an example, the causes, resolution of event and feelings of characters cannot be directly found in the picture. Therefore, children need to use some imagination to infer the causes, resolution of event and feelings of characters. Parents can first invite children to circle the important information in the picture, for example, little sister who is revising. Then, ask questions to incite children's imagination and guide them to tell about other story components. Parents can encourage children to record down on the mind map using their own words, so all six components in the mind map can be filled up.

Suggested questions	Story components to be told by children under guidance
Why was little sister revising?	Causes of event: The test tomorrow
How did little sister feel?	Feelings of characters: Annoyed, bothered
If you are little sister, what actions will you take?	Resolution of event: Complained to the superintendent, and he/she asked the neighbor to turn down the volume

(3) Use multi-sensory thinking method to enrich the story plot

Multi-sensory thinking method includes the following sense organs: (Note: Not necessary to tell all sensory experiences)

Sight	Little sister saw the cramped words on the book.
Hearing	Little sister heard the music from the other side.
Taste	/
Smell	/
Touch	Little sister heard loud music when she was revising, so she covered her ears.

Parents can encourage students to embellish the multi-sensory experience of the protagonist by using adjectives.

(4) Imagine reasonable conversation to intensify the characterization

Parents can add dialogue boxes near the characters in the picture, and let children imagine what they are talking. If children are unable to make a guess, parents can encourage them to try linking their imagination to daily experiences.



(5) Express feelings in multifaceted way

In writing, not only can students express feelings using adjectives, but they can also

write the characters' desire and the lesson learnt.

Feelings	This revision made me feel...(annoyed/irritated/unhappy), because...
Desire	I hope there can be more understanding between neighbors. Everyone can comply with the rules.
Lesson	Through this revision, I have learnt that I should not burn the midnight oil before examination. I can plan the revision schedule earlier before next examination.

After parents have guided children to fill up the mind map, they can invite children to narrate the story based on the story components on the mind map, and use the connectives under the mind map appropriately to enrich the sentence structure.

- Parents can record down children's narration, and analyze the integrity of the narration together with them (Tick the box in the record sheet once the story components are mentioned)
- If children perform well in narrating a picture, parents can train children's expression and organization skills by telling them the proposition (e.g. one travel experience). If children find it difficult to narrate a picture, parents can replace the single picture by story cards of various pictures, so as to lower the requirement for children's imagination skills.



Cause of event:



Background (Time, place, characters, events):

Thoughts of characters:



Story theme:

Characters'

feelings:



Resolution:

Plot:



Because

Although

So

If

Unlike

An exemplar of a filled mind map



Cause of event:

There was noise from the neighborhood at midnight. Thus, I was not able to revise concentratedly, and my brother could not sleep well.

Background (Time, place, characters, events):

Time: 11:30pm

Place: Home

Characters: Me, who was doing revision, brother, who was about to sleep, and the annoying neighbors

Thoughts of characters:

- ✓I planned to communicate with the neighbor, and advise them to lower their volume.
- ✓I saw the superintendent pass by, so I planned to complain to the superintendent.
- ✓Had a thought of calling the police



Story theme:
A revision with distractions

Characters' feelings:



I was angry and worried when I was not able to study well because of the noise. My brother felt annoyed and bothered since he could not fall asleep.

Resolution:



The neighbor came and apologized for their inconsiderate act. I could not hear any noise after that. Thus, I could study well and my brother fell asleep.

Plot:

I complained to the superintendent. The superintendent explained to the neighbor that although they have the freedom of having any activity at home, they have to think from others' perspective and lower their volume at midnight.



Although

If





Unlike





Because

Since

Record sheet for story components

(Tick the box in the record sheet once the story components are mentioned)

Time						
Place						
Characters						
Cause						

Plan/Thoughts						
Plot						
Resolution						
Feelings						

Appendix

English as a second-language learning Frequent word list for junior primary students

	英語字彙	中文解釋
1	afternoon	下午
2	evening	傍晚
3	fine	美好的
4	good	好的
5	goodbye	再見
6	hello	哈囉
7	morning	早上
8	night	晚上
9	thank	謝謝

School

	英語字彙	中文解釋
1	book	書
2	book bag	書包
3	chair	椅子
4	computer	電腦
5	desk	書桌
6	eraser	橡皮擦
7	marker	麥克筆
8	notebook	筆記本
9	pen	原子筆
10	pencil	鉛筆
11	pencil box	鉛筆盒
12	ruler	尺

Family

	英語字彙	中文解釋
1	father	父親

2	mother	母親
3	dad	爸爸
4	mom	媽媽
5	grandfather	祖父
6	grandmother	祖母
7	grandma	奶奶
8	grandpa	爺爺
9	brother	兄；弟
10	sister	姐；妹

Character

	英語字彙	中文解釋
1	girl	女孩
2	boy	男孩
3	student	學生
4	classmate	同學
5	friend	朋友

Body parts

	英語字彙	中文解釋
1	arm	手臂
2	ear	耳朵
3	eye	眼睛
4	feet	雙腳
5	foot	腳
6	hair	頭髮
7	hand	手
8	head	頭
9	leg	腿
10	mouth	嘴
11	nose	鼻

Food

	英語字彙	中文解釋
1	apple	蘋果
2	banana	香蕉
3	bread	麵包

4	cake	蛋糕
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5	egg	蛋
6	hamburger	漢堡
7	hot dog	熱狗
8	ice cream	冰淇淋
9	juice	果汁
10	milk	牛奶
11	pizza	披薩
12	sandwich	三明治
13	soup	湯
14	tea	茶
15	water	水

Meals

	英語字彙	中文解釋
1	breakfast	早籣
2	dinner	晚餐
3	lunch	午餐

Animals

	英語字彙	中文解釋
1	animal	動物
2	bear	熊
3	bird	鳥
4	cat	貓
5	chicken	雞
6	dog	狗
7	elephant	象
8	fish	魚
9	lion	獅子
10	monkey	猴子
11	pig	豬
12	rabbit	兔
13	snake	蛇
14	tiger	老虎
15	zoo	動物園

16	Crocodile	鱷魚
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Number

	英語字彙	中文解釋
1	one	一
2	two	二
3	three	三
4	four	四
5	five	五
6	six	六
7	seven	七
8	eight	八
9	nine	九
10	ten	十
11	eleven	十一
12	twelve	十二
13	zero	零
14	hundred	一百

Places

	英語字彙	中文解釋
1	bathroom	浴室
2	bedroom	臥房
3	bookstore	書店
4	classroom	教室
5	home	家
6	kitchen	廚房
7	library	圖書館
8	living room	客廳
9	park	公園
10	school	學校
11	store	商店
12	supermarket	超級市場
13	bakery	麵包店
14	boutique	服裝店

Colours

	英語字彙	中文解釋
1	black	黑色的
2	blue	藍色的
3	brown	棕色的
4	color	顏色
5	green	綠色的
6	orange	橘色的
7	pink	粉紅色的
8	purple	紫色的
9	red	紅色的
10	white	白色的
11	yellow	黃色的

12	long	長的
13	new	新的
14	nice	不錯的
15	old	舊的；老的
16	rainy	下雨的
17	short	短的
18	small	小的
19	smart	聰明的
20	sunny	晴朗的
21	tall	高的
22	thin	瘦的
23	warm	溫暖的
24	windy	有風的

Clothing

	英語字彙	中文解釋
1	dress	洋裝
2	hat	帽子
3	jacket	夾克；外套
4	shirt	襯衫
5	shoes	鞋子
6	shorts	短褲
7	skirt	裙子
8	T-shirt	運動衫

Verbs

	英語字彙	中文解釋
1	am	是
2	are	是
3	close	關
4	come	來
5	cook	煮
6	cut	切
7	dance	跳舞
8	draw	畫
9	drink	喝
10	eat	吃
11	fly	飛
12	get up	起床
13	go	去
14	has	有
15	have	有
16	help	幫忙
17	is	是
18	like	喜歡
19	listen	聽
20	look	看
21	meet	遇見

Adjectives

	英語字彙	中文解釋
1	bad	不好的
2	beautiful	美麗的
3	big	大的
4	clean	乾淨的
5	cloudy	多雲的
6	cold	冷的
7	cool	涼爽的
8	cute	可愛的
9	fat	胖的
10	handsome	英俊的
11	hot	熱的

22	open	開
23	play	玩
24	read	閱讀
25	run	跑
26	see	看到
27	sing	唱
28	sleep	睡
29	study	研讀
30	swim	游泳
31	take	拿；搭
32	talk	說
33	walk	走
34	want	想要
35	wash	洗
36	watch	看
37	write	寫

Transports

	英語字彙	中文解釋
1	bike	腳踏車
2	bus	公車
3	car	汽車
4	taxi	計程車
5	train	火車

	英語字彙	中文解釋
1	he	他
2	her	她的
3	his	他的
4	I	我
5	it	它
6	me	我
7	my	我的
8	she	她
9	they	他們
10	we	我們

11	you	你；你們
12	your	你的；你們的

Question words

	英語字彙	中文解釋
1	how	如何
2	what	什麼
3	when	何時
4	where	哪裡
5	who	誰

Subjects

	英語字彙	中文解釋
1	art	美術
2	Chinese	中文
3	English	英文
4	math	數學
5	P.E.	體育

Sports

	英語字彙	中文解釋
1	baseball	棒球
2	basketball	籃球
3	dodgeball	躲避球
4	Volleyball	排球
5	Badminton	羽毛球
6	Table tennis	乒乓球
7	Swimming	游泳
8	Dancing	跳舞
9	Karate	空手道
10	Tennis	網球
11	Taekwondo	跆拳道

Occupations

	英語字彙	中文解釋
1	doctor	醫生

2	teacher	老師
3	waiter/waitress	侍應
4	Chef	廚師
5	Lawyer	律師
6	Firefighter	消防員
7	Nurse	護士
8	Magician	魔術師
9	Vet	獸醫
10	Actor/actress	演員
11	Singer	歌手

Seasons

	英語字彙	中文解釋
1	fall / autumn	秋天
2	spring	春天
3	summer	夏天
4	winter	冬天

Months

	英語字彙	中文解釋
1	January	一月
2	February	二月
3	March	三月
4	April	四月
5	May	五月
6	June	六月
7	July	七月
8	August	八月
9	September	九月
10	October	十月
11	November	十一月
12	December	十二月

Weekdays

	英語字彙	中文解釋
1	Monday	星期一
2	Tuesday	星期二

3	Wednesday	星期三
4	Thursday	星期四
5	Friday	星期五
6	Saturday	星期六
7	Sunday	星期天

Prepositions

	英語字彙	中文解釋
1	at	在...
2	by	在旁
3	in	在...之內
4	on	在...之上
5	out	向外
6	outside	外面
7	under	下面

Feelings

	英語字彙	中文解釋
1	angry	生氣的
2	happy	高興的
3	hungry	餓的
4	sad	悲傷的
5	sick	生病的
6	sorry	抱歉的
7	thirsty	渴的
8	tired	累的

Others

	英語字彙	中文解釋
1	a	一個
2	an	一個
3	and	和
4	bag	袋子
5	ball	球
6	bed	床
7	birthday	生日
8	box	盒子

9	can	罐頭
10	CD	光碟
11	comic book	漫畫書
12	day	日；天
13	do	做
14	does	做
15	dollar	元
16	door	門
17	flower	花
18	great	棒的
19	here	這裡
20	key	鑰匙
21	kite	風箏
22	may	可以
23	name	名字
24	no	不
25	not	不
26	ok	好
27	some	一些
28	table	桌子
29	telephone	電話
30	that	那個
31	the	這；那
32	there	那裡
33	these	這些
34	this	這個
35	those	那些
36	today	今天
37	too	也；太
38	toy	玩具
39	tree	樹
40	TV	電視
41	very	非常
42	weather	天氣
43	window	窗戶
44	yes	是

Frequent Chinese word list for
P3-P4 students

脾氣	歡呼	惦念	起勁
思考	恭賀	無恙	慶祝
吩咐	歸來	恰巧	親切
歡呼	安慰	收藏	勤奮
選擇	驕傲	猛烈	頑皮
貢獻	慚愧	露出	辛勤
盡力	燦爛	頑皮	繁忙
焦急	旁邊	秩序	結實
設備	稱讚	嘈吵	叫喚
悅耳	彎腰	勇敢	驚慌

瘦削	辦法	沿着	仔細
清澈	考慮	珍貴	分辨
碧綠	端正	雀躍	享受
刮風	旅程	特殊	清甜
晴朗	躺下	裝飾	嚴寒
愛戴	臉色	一致	依靠
豐滿	遮擋	恐怕	弊病
高等	無聊	出賣	一向
裝置	紛紛	破裂	主張
壯觀	腳步	阻塞	難得
資料	技術	原始	山野
鍛鍊	不盡	是非	感覺

根據	交易	計較	作風
著作	值得	破爛	制度
武力	鼓舞	身分	護理
例外	能夠	冷落	採購
汗水	破碎	沉默	滋味
口氣	引誘	繁榮	加工
交代	負擔	神氣	見識
腦筋	腦筋	腦筋	下落
照耀	稱呼	資格	引用
始終	仇恨	裁判	消磨
步伐	干涉	組合	處分
吃虧	普及	不顧	保障

4-character word list for P3-4
students

活蹦亂跳

望梅止渴

東歪西倒

口乾舌燥

驚慌失措

對牛彈琴

理直氣壯

廣為人知

愁眉不展

急中生智

千方百計

悶悶不樂

千變萬化

靈機一動

如釋重負

青山綠水

無理取鬧

聞名於世

目瞪口呆

無動於衷