**MANDARIN CHINESE LANGUAGE ACTIVITIES. GRADE 5SCHEMES OF WORK TERM 1**

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| **Wk** |  | **Ls****n** | **Strand/The****me** | **Sub strand** | **Specific learning outcomes** | **Key inquiry****Questions** | **Learning experiences** | **Learning****Resources** | **Assessment****methods** | **Ref****l** |
| **1** | **1** | **Listening and Speaking** | **Greetings and Introduction** | By the end of the sub strand, the learner should be able to;1. pronounce formal and informal greetings in Mandarin in order to master greetings
2. articulate words and numbers correctly for differentiation of tones
3. Appreciate the importance of greeting and introducing self
 | 1. What are the reasons for greeting each other appropriately during different times of the day?
2. Why is it important to say numbers with the right intonation?
 | In turns learners respond to formal and informal greetings in Mandarinarticulation of Mandarin words and imitate pronunciationlearrners watch an audio visual on introduction of oneself and othersin order to master greetings and introduction in Mandarinnumbers 0 – 100 in Mandarin | * Cartoons, books and booklets, charts, Realia, ICT DVDs, newspaper, realia, journal
 | * Rhythm, Intensity, Phoneme, Tone
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|  | **2** |  | **Greetings and Introduction** | By the end of the sub strand, the learner should be able to;1. pronounce formal and informal greetings in Mandarin in order to master greetings
2. articulate words and numbers correctly for differentiation of tones
3. Appreciate the importance of greeting and introducing self
 | 1. What are the reasons for greeting each other appropriately during different times of the day?
2. Why is it important to say numbers with the right intonation?
 | formal and informal greetings in Mandarinin groups learners to listen to an audio on articulation of Mandarin words and imitate pronunciationlearners watch an audio visual on introduction of oneself and othersin order to master greetings and introduction in Mandarinnumbers 0 – 100 in Mandarin | * Cartoons, books and booklets, charts, Realia, ICT DVDs, newspaper, realia, journal
 | * Rhythm, Intensity, Phoneme, Tone
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| **2** | **1** |  | **Greetings and Introduction** | By the end of the sub strand, the learner should be able to;1. introduce oneself and others in Mandarin
2. recognize differences between own language and Mandarin
 | 1. What are the reasons for greeting each other appropriately during different times of the day?
2. Why is it important to say
 | formal and informal greetings in Mandarinarticulation of Mandarin words and imitate pronunciationlearners watch an audio visual on introduction of oneself and others | * Cartoons, books and booklets, charts, Realia, ICT DVDs, newspaper, realia, journal
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|  |  |  |  | c. Appreciate the importance of greeting and introducing self | numbers with the right intonation? | in order to master greetings and introduction in Mandarinnumbers 0 – 100 in Mandarin |  |  |  |
|  | **2** |  | **Greetings and Introduction** | By the end of the sub strand, the learner should be able to;1. introduce oneself and others in Mandarin
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 | * Rhythm, Intensity, Phoneme, Tone
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| **3** | **1** | **Reading** | **Greetings and Introduction** | By the end of the sub strand the learner should be able to;1. read formal and informal greetings in pinyin using acquired vocabulary
2. reads numbers 0 –100 accurately with correct pronunciation and intonation
3. discriminates the four language tones for effective communication
 | 1. Why is it important to read numbers 80 – 100 in Mandarin with the correct tone?
2. Why is it important to greet someone appropriately according

to the time of the day in Mandarin? | ers watch a video on greetings and introductioners practice reading greetings and introducing each other in Mandarinearners imitate the teacher in reading aloud disyllabic wordsners read number cards 0- 100 written in pinyin and characterdialogues on greetings and introduction in pinyin fromcharts | * Cartoons, books and booklets, charts, Realia, ICT DVDs, newspaper, realia, journal
 | * Rhythm, Intensity, Phoneme, Tone
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|  | **2** |  | **Greetings and Introduction** | By the end of the sub strand the learner should be able to;1. read formal and informal greetings in pinyin using acquired vocabulary
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|  |  |  |  |  |  | introduction in pinyin fromcharts |  |  |  |
| **4** | **1** |  | **Greetings and Introduction** | By the end of the sub strand the learner should be able to;1. read formal and informal greetings in pinyin using acquired vocabulary
2. reads numbers 0 –100 accurately with correct pronunciation and intonation
3. discriminates the four language tones for effective communication
 | 3. What is the importance of introducing one self and others in Mandarin when meeting new people? | ers watch a video on greetings and introductioners practice reading greetings and introducing each other in Mandarinearners imitate the teacher in reading aloud disyllabic wordsners read number cards 0- 100 written in pinyin and characterdialogues on greetings and introduction in pinyin from charts | * Cartoons, books and booklets, charts, Realia, ICT DVDs, newspaper, realia, journal
 | * Rhythm, Intensity, Phoneme, Tone
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|  | **2** |  | **Greetings and Introduction** | By the end of the sub strand the learner should be able to;1. read formal and informal greetings in pinyin using acquired vocabulary
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 | * Rhythm, Intensity, Phoneme, Tone
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| **5** | **1** | **Writing** | **Greetings and Introduction** | By the end of the sub strand, the learner should be able to1. write texts on greetings and introductions in pinyin
2. write numbers 0 – 100 in pinyin and as characters to make meaning
3. Display recognition of social norms in interactions.
 | 1. Why is it important to write numbers correctly? | formal and informal greetings on cards using Chinese pinyinlearners copy pinyin and characters of numbers displayed on the cards in theirexercise booksrners write a brief introduction about each other in Chinese pinyinwatch a video ongreetings and introductions | * Cartoons, books and booklets, charts, Realia, ICT DVDs, newspaper, realia, journal
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|  | **2** |  | **Greetings and Introduction** | By the end of the sub strand, the learner should be able to1. write texts on greetings and introductions in pinyin
2. write numbers 0 – 100 in pinyin and as characters to make meaning
3. Display recognition of social norms in interactions.
 | 1. Why is it important to write numbers correctly? | formal and informal greetings on cards using Chinese pinyinlearners copy pinyin and characters of numbers displayed on the cards in theirexercise booksintroduction about each other in Chinese pinyinwatch a video ongreetings and introductions | * Cartoons, books and booklets, charts, Realia, ICT DVDs, newspaper, realia, journal
 | * Rhythm, Intensity, Phoneme, Tone
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| **6** | **1** |  | **Greetings and Introduction** | By the end of the sub strand, the learner should be able to1. write texts on greetings and introductions in pinyin
2. write numbers 0 – 100 in pinyin and as characters to make meaning
3. Display recognition of social norms in interactions.
 | 1. Why is it important to write numbers correctly? | formal and informal greetings on cards using Chinese pinyinlearners copy pinyin and characters of numbers displayed on the cards in theirexercise booksin pairs learners write a brief introduction about each other in Chinese pinyinwatch a video ongreetings and introductions | * Cartoons, books and booklets, charts, Realia, ICT DVDs, newspaper, realia, journal
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|  | **2** |  | **Greetings and Introduction** | By the end of the sub strand, the learner should be able to1. write texts on greetings and introductions in pinyin
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 | * Rhythm, Intensity, Phoneme, Tone
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| **7** | **1** | **Listening and Speaking** | **My Family** | By the end of the sub strand the learner should be able to;1. pronounce names of extended family members in Mandarin
2. construct simple sentences on family in Mandarin
3. appreciate the importance of a family
 | 1. How do you say the names of different family members in Mandarin? | udio / visual text on names of extended family members and imitate saying themy simple sentences about one’s extended family members in MandarinCD on names of family | * Cartoons, books and booklets, charts, Realia, ICT DVDs, newspaper, realia, journal
 | * Rhythm, Intensity, Phoneme, Tone
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|  |  |  |  |  |  | members in Chinese and singalong |  |  |  |
|  | **2** |  | **My Family** | By the end of the sub strand the learner should be able to;1. pronounce names of extended family members in Mandarin
2. construct simple sentences on family in Mandarin
3. appreciate the importance of a family
 | 1. How do you say the names of different family members in Mandarin? | Listen to audio / visual text on names of extended family members and imitate saying themy simple sentences about one’s extended family members in MandarinCD on names of family members in Chinese and sing along | * Cartoons, books and booklets, charts, Realia, ICT DVDs, newspaper, realia, journal
 | * Rhythm, Intensity, Phoneme, Tone
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| **8** | **1** | **Reading** | **My Family** | By the end of the sub strand the learner should be able to;1. read the names of extended family members in pinyin
2. makes meaning of simple texts on family in pinyin
3. Recognizes the role of family in life.
 | 1. Why are family relations important? | extended family members from a picture chart (accessed from digital devices, the internet)p’s learners read the simple text introducing their extended family members.pictures of extended family members to their respectivepinyin names from flash cards | * Cartoons, books and booklets, charts, Realia, ICT DVDs, newspaper, realia, journal
 | * Rhythm, Intensity, Phoneme, Tone
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|  | **2** |  | **My Family** | By the end of the sub strand the learner should be able to;1. read the names of extended family members in pinyin
2. makes meaning of simple texts on family in pinyin
3. Recognizes the role of family in life.
 | 1. Why are family relations important? | extended family members from a picture chart (accessed from digital devices, the internet)pictures of extended family members to their respective pinyin names from flash cardsnaming and identifying extended family memberstexts/dialogues on extended family members in pinyin | * Cartoons, books and booklets, charts, Realia, ICT DVDs, newspaper, realia, journal
 | * Rhythm, Intensity, Phoneme, Tone
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| **9** | **1** | **Writing** | **My Family** | By the end of the sub strand the learner should be able to;1. write the words and sentences correctly in pinyin
2. Values the role writing plays in learning.
 | 1. What makes writing of words and sentences correctly necessary when learning? | flashcards of extended family members with their correct pinyin namesto search for names of | * Cartoons, books and booklets, charts, Realia, ICT DVDs,

newspaper, realia, journal | * Rhythm, Intensity, Phoneme, Tone
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|  |  |  |  | c. Recognizes the role of family in life. |  | the extended family members in Mandarin and make presentations on their findingsvideo clip on extended family members in Chinese and copy the sentences they see |  |  |  |
|  | **2** |  | **My Family** | By the end of the sub strand the learner should be able to;1. write the words and sentences correctly in pinyin
2. Values the role writing plays in learning.
3. Recognizes the role of family in life.
 | 1. What makes writing of words and sentences correctly necessary when learning? | flashcards of extended family members with their correct pinyin namesto search for names ofthe extended family members in Mandarin and make presentations on their findingsvideo clip on extended family members inChinese and copy the sentences they see | * Cartoons, books and booklets, charts, Realia, ICT DVDs, newspaper, realia, journal
 | * Rhythm, Intensity, Phoneme,

Tone |  |
| **10** | **ASSESSMENT** |



