



GRADE 10 MANDARIN SCHEMES OF WORK FOR TERM 1

NAME OF THE TEACHER:.....

SCHOOL:..... YEAR:.....

Week	Lesson	Strand	Sub-strand	Specific Learning Outcomes	Key Inquiry Questions	Learning Experiences	Learning Resources	Assessment	Reflection
1	1	1.1 Listening & Speaking	1.1.1 Phonological Awareness	By the end of the lesson, the learner should be able to discriminate syllables in key words (Family).	Why is speaking clearly important?	Learner guided to listen to audio clips on family titles (e.g., 妈妈, 姐妹) and say initials/finals.	Curriculum Design (2024) pg 1; Audio clip	Oral identification	
	2			By the end of the lesson, the learner should be able to identify tones in words (Family).		Learner guided to categorise titles of family members and identify tones (e.g., 哥哥, 弟弟).	Curriculum Design (2024) pg 1; Flashcards	Tone identification	
	3			By the end of the lesson, the learner should be able to blend initials and finals.		Learner guided to combine flashcards of initials/finals/tones to form words related to professions (e.g., <i>lǎoshī</i>).	Curriculum Design (2024) pg 1; Flashcards	Blending test	
	4			By the end of the lesson, the learner should be able to form compound		Learner guided to sort words/phrases to form compound words (e.g., 办 +	Curriculum Design (2024) pg 2; Word cards	Matching exercise	

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				words on work places.		公 + 室 = 办公室).			
	5			By the end of the lesson, the learner should be able to express ideas clearly (Introducing family).		Learner guided to take turns introducing family members stating age, nationality, profession.	Curriculum Design (2024) pg 2; Sample intro text	Oral Presentation	
	6			By the end of the lesson, the learner should be able to appreciate clear speaking.		Learner guided to compose and recite a poem about family members.	Curriculum Design (2024) pg 2; Poem text	Recitation	
2	1	1.2 Reading	1.2.1 Reading Aloud	By the end of the lesson, the learner should be able to pronounce words with correct tones.	Why is correct pronunciation important?	Learner guided to repeat reading tongue twisters related to family paying attention to tones.	Curriculum Design (2024) pg 18; Tongue twister chart	Pronunciation check	
	2			By the end of the lesson, the learner should be able to articulate pair words with tonal differences.		Learner guided to listen to recording of pair words and articulate clearly (e.g., 妈妈骑马).	Curriculum Design (2024) pg 18; Audio recording	Oral drill	
	3			By the end of the lesson, the learner should be able to	How do you read aloud?	Learner guided to organize a readers theatre on	Curriculum Design (2024) pg 18; Scripts	Role play	

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				apply fluency in reading tasks.		introduction of family members.			
	4			By the end of the lesson, the learner should be able to self-assess reading fluency.		Learner guided to record themselves reading texts and identify strengths/weaknesses.	Curriculum Design (2024) pg 18; Recording device	Self-assessment	
	5			By the end of the lesson, the learner should be able to assess peers reading fluency.		Learner guided to assess peers reading aloud introductions of family members.	Curriculum Design (2024) pg 19; Evaluation sheet	Peer review	
	6	1.3 Writing	1.3.1 Orthography	By the end of the lesson, the learner should be able to write basic strokes of Chinese characters.	What role does legible writing play?	Learner guided to imitate basic strokes (heng, shu, dian, pie, na, ti).	Curriculum Design (2024) pg 33; Stroke charts	Writing practice	
3	1			By the end of the lesson, the learner should be able to follow stroke order rules.		Learner guided to watch visual clips on rules of writing and practice given words.	Curriculum Design (2024) pg 33; Video clips	Observation	
	2			By the end of the lesson, the learner should be able to construct simple		Learner guided to write sentences using key words on family (e.g., 他是老师).	Curriculum Design (2024) pg 33; Writing paper	Sentence construction	

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				sentences (Family).					
	3			By the end of the lesson, the learner should be able to match flags to country names.		Learner guided to collaboratively match country flags and write names (e.g., 美国, 中国).	Curriculum Design (2024) pg 33; Flag cards	Matching/Writing	
	4			By the end of the lesson, the learner should be able to write characters on grid paper.		Learner guided to write characters of family members correctly on grid papers.	Curriculum Design (2024) pg 33; Grid paper	Character writing	
	5			By the end of the lesson, the learner should be able to write a simple introduction.		Learner guided to write a simple introduction of a loved family member.	Curriculum Design (2024) pg 34; Notebooks	Composition	
	6	1.4 Grammar	1.4.1 Demonstrative Pronouns & Adverbs	By the end of the lesson, the learner should be able to identify demonstrative pronouns (<i>zhe</i> , <i>na</i>).	Why are sentence phrases important?	Learner guided to read a passage and underline demonstrative pronouns (<i>zhe</i> , <i>na</i>).	Curriculum Design (2024) pg 49; Text	Identification	
4	1			By the end of the lesson, the learner should be able to apply demonstrative		Learner guided to write a conversation using <i>zhe</i> and <i>na</i> .	Curriculum Design (2024) pg 49; Dialogue prompts	Written dialogue	

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				pronouns in conversation.					
	2			By the end of the lesson, the learner should be able to use the adverb <i>dou</i> (都).		Learner guided to place jumbled words with adverb <i>dou</i> in correct position.	Curriculum Design (2024) pg 49; Jumbled words	Sentence arrangement	
	3			By the end of the lesson, the learner should be able to explore usage of <i>dou</i> in sentences.		Learner guided to explore usage of <i>dou</i> collaboratively.	Curriculum Design (2024) pg 50; Grammar book	Discussion	
	4			By the end of the lesson, the learner should be able to use sentence structures <i>shibushi</i> and <i>shima</i> .		Learner guided to engage in a game asking questions using <i>shibushi</i> and <i>shima</i> .	Curriculum Design (2024) pg 50; Question cards	Oral game	
	5			By the end of the lesson, the learner should be able to correct structural errors.		Learner guided to identify and correct structural errors in given sentences.	Curriculum Design (2024) pg 50; Error sheet	Correction task	
	6	2.1 Listening & Speaking	2.1.1 Phonological Awareness (Environment)	By the end of the lesson, the learner should be able to combine syllables to	Why is tone discrimination important?	Learner guided to match words on items/places at home to form disyllabic words (e.g., 厨房).	Curriculum Design (2024) pg 17; Word cards	Oral matching	

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				form disyllabic words (Home).					
5	1			By the end of the lesson, the learner should be able to sort home items into disyllabic groups.		Learner guided to sort word cards related to home items (e.g., 桌子, 椅子).	Curriculum Design (2024) pg 17; Word cards	Sorting activity	
	2			By the end of the lesson, the learner should be able to discriminate sounds and tones (Home items).		Learner guided to listen to audio and repeat vocabulary observing tone discrimination.	Curriculum Design (2024) pg 17; Audio	Repetition drill	
	3			By the end of the lesson, the learner should be able to articulate retroflex finals.		Learner guided to say words with syllable dividing mark and retroflex final (e.g., 花儿).	Curriculum Design (2024) pg 17; Flashcards	Pronunciation	
	4			By the end of the lesson, the learner should be able to ask/respond to location questions.		Learner guided to take turns asking questions on location of items (e.g., 电视在哪儿?).	Curriculum Design (2024) pg 18; Classroom items	Dialogue	
	5			By the end of the lesson, the learner should		Learner guided to make descriptions	Curriculum Design (2024) pg	Oral description	

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				be able to describe location using prepositions.		using 上, 下, 里, 旁边.	18; Pictures		
	6			By the end of the lesson, the learner should be able to recite a tongue twister.		Learner guided to research and practice a tongue twister to improve tone discrimination.	Curriculum Design (2024) pg 18; Internet	Performance	
6	1	2.2 Reading	2.2.1 Reading Fluency (Intonation/Stress)	By the end of the lesson, the learner should be able to mark intonation/stress in a text.	How does expressive reading aid communication?	Learner guided to read a passage describing a home and mark intonation/stress patterns.	Curriculum Design (2024) pg 33; Reading text	Marking	
	2			By the end of the lesson, the learner should be able to read aloud with marked patterns.		Learner guided to read the passage aloud focusing on marked patterns.	Curriculum Design (2024) pg 33; Text	Reading aloud	
	3			By the end of the lesson, the learner should be able to discuss effects of intonation/stress.		Learner guided to discuss how patterns affect meaning and clarity.	Curriculum Design (2024) pg 33; Discussion groups	Oral report	
	4			By the end of the lesson, the learner should be able to		Learner guided to read description of location of items	Curriculum Design (2024) pg 33;	Individual practice	

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				practice reading descriptions silently.		silently first, marking patterns.	Descriptive text		
	5			By the end of the lesson, the learner should be able to read aloud to partners for feedback.		Learner guided to take turns reading description to a partner for feedback on rhythm/stress.	Curriculum Design (2024) pg 33; Partner check	Peer assessment	
	6			By the end of the lesson, the learner should be able to research homes around the world.		Learner guided to navigate online resources to research different homes.	Curriculum Design (2024) pg 34; Digital devices	Research	
7	1			By the end of the lesson, the learner should be able to write and read a home description.		Learner guided to write a description of a selected home and read aloud to class.	Curriculum Design (2024) pg 34; Writing pad	Presentation	
	2	2.3 Writing	2.3.1 Orthography (Stroke Order)	By the end of the lesson, the learner should be able to review principles of Chinese orthography.	How can Chinese writing practices be improved?	Learner guided to review stroke types and order with examples (e.g., 门).	Curriculum Design (2024) pg 35; Character charts	Review	
	3			By the end of the lesson, the learner should		Learner guided to break down characters of home	Curriculum Design (2024) pg	Stroke analysis	

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				be able to break down characters into strokes.		items into individual strokes.	35; Worksheets		
	4			By the end of the lesson, the learner should be able to evaluate stroke order contribution.		Learner guided to write brief evaluation on how stroke order contributes to readability.	Curriculum Design (2024) pg 36; Evaluation sheet	Written evaluation	
	5			By the end of the lesson, the learner should be able to write characters for room items.		Learner guided to model writing characters based on a worksheet of room items (e.g., 沙发).	Curriculum Design (2024) pg 36; Worksheet	Writing practice	
	6			By the end of the lesson, the learner should be able to write sentences describing location.		Learner guided to write sentences describing location of items in rooms (e.g., 沙发在客厅里).	Curriculum Design (2024) pg 36; Notebooks	Sentence writing	
8	MID-TERM	MID-TERM BREAK	MID-TERM BREAK	MID-TERM BREAK	MID-TERM BREAK	MID-TERM BREAK	MID-TERM BREAK	MID-TERM BREAK	MID-TERM
9	1			By the end of the lesson, the learner should be able to peer review character construction.		Learner guided to swap work with peers to review character construction.	Curriculum Design (2024) pg 36; Peer work	Peer review	

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	2			By the end of the lesson, the learner should be able to compare traditional and modern text.		Learner guided to search online for examples of traditional vs modern Chinese text.	Curriculum Design (2024) pg 37; Internet	Comparisons	
	3	2.4 Grammar	2.4.1 Preposition 在 & Interrogative 哪儿	By the end of the lesson, the learner should be able to review preposition <i>zai</i> and <i>nar</i> .	How can prepositions aid in telling location?	Learner guided to review <i>zai</i> (at/in/on) and <i>nar</i> (where).	Curriculum Design (2024) pg 51; Grammar notes	Review	
	4			By the end of the lesson, the learner should be able to match items with location.		Learner guided to match items with their location based on given sentences.	Curriculum Design (2024) pg 51; Matching cards	Activity	
	5			By the end of the lesson, the learner should be able to inquire about location.		Learner guided to use <i>zai</i> and <i>nar</i> to inquire about location of items at home.	Curriculum Design (2024) pg 51; Dialogue	Oral practice	
	6			By the end of the lesson, the learner should be able to use pattern "Item <i>zai</i> Location".		Learner guided to review use of <i>zai</i> with the pattern [Item]在 [Location].	Curriculum Design (2024) pg 52; Sentence strips	Drill	
10	1			By the end of the lesson, the learner should be able to		Learner guided to connect <i>zai</i> to other prepositions	Curriculum Design (2024) pg 52;	Sentence formation	

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				connect <i>zai</i> with position words.		(上/下/里/旁边) to denote location.	Position charts		
	2			By the end of the lesson, the learner should be able to create simple sentences on location.		Learner guided to create simple sentences collaboratively using <i>zai</i> + position.	Curriculum Design (2024) pg 52; Group work	Writing	
	3			By the end of the lesson, the learner should be able to discuss importance of prepositions.		Learner guided to discuss importance of <i>zai</i> and <i>nar</i> when describing locations.	Curriculum Design (2024) pg 52; Discussion	Reflection	
	4			By the end of the lesson, the learner should be able to share plans for using grammar.		Learner guided to share with class how they plan to use <i>zai</i> and <i>nar</i> in everyday conversation.	Curriculum Design (2024) pg 52; Presentation	Self-reflection	
	5	REVISION	Revision	By the end of the lesson, the learner should be able to revise Theme 1 content.		Review of Family vocabulary, phonology, and grammar.	Past papers/Notes	Quiz	
	6	REVISION	Revision	By the end of the lesson, the learner should be able to revise Theme 2 content.		Review of Home/Environment vocabulary, reading fluency, and location grammar.	Past papers/Notes	Quiz	

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11	REVISION	Revision	General Revision	Revision of all covered strands.		Comprehensive review and practice.	All resources	Mock Exam	
12	ALL	END TERM	ASSESSMENT	END TERM ONE ASSESSMENT		END TERM ONE ASSESSMENT		EXAMS	ASSESSMENT