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**GERMAN SCHEME OF WORK GRADE 4 TERM ONE**

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| **Week** | **Lesso**  **n** | **Strand** | **Sub strand** | **Specific learning**  **outcomes** | **Key inquiry**  **questions** | **Learning experiences** | **Learning**  **resources** | **Assessme**  **nt** | **Remarks** |
| **1** | **1** | **Listening And Speaking** | **Greetings and**  **Introduction** | By the end of the  sub strand, the learner should be able to:  respond to greetings appropriately in formal and informal contexts | Why do  you greet others? Why do you introduce yourself? | listen to informal (*du/ihr*-form), formal (Sie – form) greetings and introductions from a variety of sources, e.g. the teacher, recorded audio/video.  greet peers, teachers and others appropriately based  on time of day | Audio and video recording TV Projectors  Smartboards  DVD players  Laptops  Internet  Podcast |  |  |
|  | **2** | **Listening And Speaking** | **Greetings and**  **Introduction** | By the end of the  sub strand, the learner should be able to:  respond to greetings appropriately in formal and informal contexts. | Why do  you greet others? Why do you introduce yourself? | listen to informal (*du/ihr*-form), formal (Sie – form) greetings and introductions from a variety of sources, e.g. the teacher, recorded audio/video.  greet peers, teachers and others appropriately based on time of day | Audio and video  recording TV Projectors Smartboards  DVD players  Laptops  Internet  Podcast |  |  |
| **2** | **1** | **Listening**  **And**  **Speaking** | **Greetings and**  **Introduction** | By the end of the sub  strand, the learner should be able to use appropriate structures to greet others. | Why do  you greet others? | use picture reading to  distinguish formal and informal greetings and introductions.  role-play and dramatise  greetings, introductions | Audio and  video  recording  TV  Projectors  Smartboards  DVD players  Laptops  Internet  Podcast |  |  |

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|  | **2** | **Listening**  **And**  **Speaking** | **Greetings and**  **Introduction** | By the end of the sub  strand, the learner should be able to use appropriate structures to greet others. | Why do  you introduce yourself? | Use picture reading to distinguish formal and  informal greetings and introductions.  role-play and dramatise  greetings, introductions | Audio and  video  recording  TV  Projectors  Smartboards  DVD players  Laptops  Internet  Podcast |  |  |
| **3** | **1** | **Listening**  **And**  **Speaking** | **Greetings and**  **Introduction** | By the end of the  sub strand, the learner should be able to introduce themselves and others using appropriate phrases. | Why do  you introduce yourself? | Ask and respond to  questions using appropriate question words (*wie, wo, was, wer,woher..), Ja – nein Fragen* and correct word order in pairs/groups. demonstrate in pairs and groups how different  people greet and introduce themselves | Audio and  video  recording  TV  Projectors  Smartboards  DVD players  Laptops  Internet  Podcast |  |  |
|  | **2** | **Listening**  **And**  **Speaking** | **Greetings and**  **Introduction** | By the end of the  sub strand, the learner should be able to introduce themselves and others using appropriate phrases. | Why do  you introduce yourself? | Listen to greetings and match them to the  appropriate pictures. Listen to greetings and  arrange pictures in the correct spoken sequence.  record audios and videos on interaction with peers on  greetings and introductions and share | Audio and  video  recording  TV  Projectors  Smartboards  DVD players  Laptops  Internet  Podcast |  |  |

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| **4** | **1** | **Listening**  **And**  **Speaking** | **Greetings and**  **Introduction** | By the end of the sub  strand, the learner should be able to appreciate the role greetings and introduction play in social interactions. | Why do  you introduce yourself? | Listen to greetings and match them to the  appropriate pictures. Listen to greetings and arrange pictures in the  correct spoken sequence.  record audios and videos on interaction with peers on  greetings and introductions and share | Audio and  video  recording  TV  Projectors  Smartboards  DVD players  Laptops  Internet  Podcast |  |  |
|  | **2** | **Listening**  **And**  **Speaking** | **numbers and**  **days of the week** | By the end of the sub  strand, the learner should be able to:  count up to twenty (20)  in German for effective communication. | Why are  numbers important? | Practise counting 0-20 in  German.  Use numbers to indicate how old they are.  ask each other in pairs/groups how old they are.  orally exchange their own and others’ telephone  numbers | Audio and  video  recording  TV  Projectors  Smartboards  DVD players  Laptops  Internet  Podcast |  |  |
| **5** | **1** | **Listening**  **And**  **Speaking** | **numbers and**  **days of the week** | By the end of the sub  strand, the learner should be able to use days of the week to express time. | Why are  numbers important? | listen to an audio recording on numbers and  repeat or cross them out.  identify numbers using flash cards.  play digital games by clicking on  numbers and listening to audio  recording on a digital device.  play games involving numbers e.g. hopscotch, tap, hide | Audio and  video  recording  TV  Projectors  Smartboards  DVD players  Laptops  Internet  Podcast |  |  |

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|  |  |  |  |  |  | and seek etc.  listen and sing along to songs on days of the week |  |  |  |
|  | **2** | **Listening And Speaking** | **numbers and days of the week** | By the end of the sub  strand, the learner should be able to use  days of the week to express time. | Why are  numbers important? | listen to an audio recording on numbers and repeat or cross them out. identify numbers using flash cards.  play digital games by clicking on  numbers and  listening to audio recording on a digital device.  play games involving numbers e.g. hopscotch, tap, hide and seek etc.  listen and sing along to songs on days of the week | Audio and video  recording TV Projectors Smartboards  DVD players  Laptops  Internet  Podcast |  |  |
| **6** | **1** | **Listening And Speaking** | **Phonological**  **Awareness** | By the end of the sub  strand, the learner should be able to: correctly pronounce the letters of the German alphabet to enhance communication | Why is it  important to pronounce sounds and words correctly? | listen to the German Alphabet in recorded form, e.g. songs, poems, and repeat.  spell out their names and others using the sounds as  represented by the German  alphabet  use creativity to create/remix/ rap etc songs  and poems in pairs/groups on the German alphabet  and perform in class | Audio and video  recording TV Projectors Smartboards  DVD players  Laptops  Internet  Podcast |  |  |
|  | **2** | **Listening**  **And**  **Speaking** | **Phonological**  **Awareness** | By the end of the sub  strand, the learner should be able to | Why is it  important to speak at the | use phones to record audio/video of own  songs and share with | Audio and  video  recording  TV |  |  |

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|  |  |  |  | discriminate the typical  German sounds from other languages for correct articulation | appropriate  speed? | peers or upload as  podcasts/ videocasts. participate in word- games by manipulating letters to complete words.  play memory games. dictate car number  plates from different  countries and acronyms in German.  listen to common German names and repeat | Projectors  Smartboards  DVD players  Laptops  Internet  Podcast |  |  |
| **7** | **1** | **Listening**  **And**  **Speaking** | **Phonological**  **Awareness** | By the end of the sub  strand, the learner should be able to  discriminate the typical  German sounds from other languages for correct articulation | Why is it  important to speak at the  appropriate  speed? | use phones to record audio/video of own  songs and share with peers or upload as podcasts/ videocasts.  participate in word- games by manipulating letters to complete words.  play memory games. dictate car number  plates from different  countries and acronyms in German.  listen to common German names and repeat | Audio and  video  recording  TV Projectors  Smartboards DVD players Laptops Internet Podcast |  |  |
|  | **2** | **Listening**  **And**  **Speaking** | **describing objects and**  **people in the immediate environment** | By the end of the sub  strand, the learner should be able to: describe objects in in the predicative form. | How do you  describe objects and people? | identify the correct definite articles  (*der/die/das*) for objects and people.  use colours (*blau/rot/grün*, | Audio and  video  recording  TV  Projectors  Smartboards |  |  |

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|  |  |  |  |  |  | usw.) to describe objects  their immediate environment correctly | DVD players  Laptops  Internet  Podcast |  |  |
| **8** | **1** | **Listening**  **And**  **Speaking** | **describing objects and**  **people in the immediate**  **environment** | By the end of the sub  strand, the learner should be able to: describe objects in in the predicative form. | How do you  describe objects and people? | identify the correct  definite articles (*der/die/das*) for objects and people.  use colours (*blau/rot/grün*, usw.) to describe objects  their immediate environment correctly | Audio and  video  recording  TV Projectors  Smartboards DVD players Laptops Internet Podcast |  |  |
|  | **2** | **Listening**  **And**  **Speaking** | **describing**  **objects and people in the immediate environment** | By the end of the sub  strand, the learner should be able to describe people in their immediate environment correctly in the predicative form. | Why do you  describe objects and people | use adjectives that they can easily relate to, such  as *gut, interessant, jung, groß, super, reich, nett,*  *schön, intelligent*, in describing objects and  people.  work in pairs using guessing games to describe other learners in class and objects (*Wer bin ich…? Was ist das…?*) | Audio and  video  recording  TV  Projectors  Smartboards  DVD players  Laptops  Internet  Podcast |  |  |
| **9** | **1** | **Listening**  **And**  **Speaking** | **describing**  **objects and people in the immediate environment** | By the end of the sub  strand, the learner should be able to describe people in their immediate environment correctly in the predicative form. | Why do you  describe objects and people | Say their favourite  colours and those of their friends.  Draw, paint and colour objects and persons using computer and/or paper. scan their paper  drawings, store them | Audio and  video  recording  TV  Projectors  Smartboards  DVD players  Laptops |  |  |

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|  |  |  |  |  |  | and share in digital  form.  print and display their paintings and drawings in  class. | Internet  Podcast |  |  |
|  | **2** | **Listening**  **And**  **Speaking** | **SCHOOL** | By the end of the sub  strand, the learner should be able to: describe the school using basic information | Why do you  love your school? | uses pictures to describe  the school using basic information (name. size, location). | Audio and  video  recording  TV  Projectors  Smartboards  DVD players  Laptops  Internet  Podcast |  |  |
| **10** | **1** | **Listening**  **And**  **Speaking** | **SCHOOL** | By the end of the sub  strand, the learner should be able to use appropriate vocabulary in German to describe school items and learning areas | Why do  you love your school? | listens to the  teacher/recorded material and points at the corresponding objects provided as pictures. | Audio and  video  recording  TV  Projectors  Smartboards  DVD players  Laptops  Internet  Podcast |  |  |
|  | **2** | **Listening**  **And**  **Speaking** | **SCHOOL** | By the end of the sub  strand, the learner should be able to use appropriate vocabulary in German to describe school items and learning areas | Why do you  love your school? | listens to school items  in German and repeats. collects school items of choice in pairs/groups and finds out the German name and | Audio and  video  recording  TV  Projectors  Smartboards  DVD players  Laptops  Internet  Podcast |  |  |

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| **11** | **1** | **Listening**  **And**  **Speaking** | **SCHOOL** | By the end of the sub  strand, the learner should be able to take care of their school items to enhance responsible behaviour. | Why do you  love your school? | matches the learning  areas in German to the ones in English. listens to the learning areas in  German and repeats.  listens to descriptions of school items and matches them to the correct picture | Audio and  video  recording  TV  Projectors  Smartboards  DVD players  Laptops  Internet  Podcast |  |  |
|  | **2** | **Listening**  **And**  **Speaking** | **SCHOOL** | By the end of the sub  strand, the learner should be able to take  care of their school  items to enhance responsible behaviour. | Why do you  love your school? | matches the learning  areas in German to the ones in English. listens to the learning areas in  German and repeats. listens to descriptions of  school items and matches them to the correct picture | Audio and  video  recording  TV Projectors  Smartboards DVD players Laptops Internet Podcast |  |  |
| **12** | **1** | **Listening**  **And**  **Speaking** | Leisure Time  Activities | By the end of the sub  strand, the learner should be able to: describe leisure time activities in spoken and written forms | How do you  spend your leisure time? | matches pictures to the  correct activities. listens to background sounds of activities and identifies the activities implied | Audio and  video  recording  TV  Projectors  Smartboards  DVD players  Laptops  Internet  Podcast |  |  |
|  | **2** | **Listening**  **And**  **Speaking** | Leisure Time  Activities | By the end of the sub  strand, the learner should be able to: describe leisure time activities in spoken and written forms | How do you  spend your leisure time? | matches pictures to the  correct activities. listens to background sounds of activities and identifies the activities implied | Audio and  video  recording  TV  Projectors  Smartboards  DVD players |  |  |

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| **13** | **1** | **Listening**  **And**  **Speaking** | Leisure Time  Activities | By the end of the sub  strand, the learner should be able to: distinguish between positive and negative leisure time activities. | Why are  leisure time  activities important? | pantomime own hobbies  and their peers guess what they are.  asks others what activities they engage in during leisure time.  talks about what he/she likes doing during own leisure time using the adverb *gern* | Audio and  video recording  TV Projectors Smartboards DVD players Laptops  Internet  Podcast |  |  |
|  | **2** | **Listening**  **And**  **Speaking** | Leisure Time  Activities | By the end of the sub  strand, the learner should be able to: distinguish between positive and negative leisure time activities. | Why are  leisure time  activities important? | walks around class describing own hobbies and asking classmates to describe theirs.  watches video clips on common German leisure time activities and talks about them with peers. collects pictures from newspapers and magazines, creates collages and talks  about them in class | Audio and  video  recording  TV  Projectors  Smartboards  DVD players  Laptops  Internet  Podcast |  |  |
| **14** | **END OF TERM ASSESSMENT AND CLOSING** | | | | | | | |  |