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| TSC NO. |  |
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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 thesub strand, the learner should be able to:respond to greetings appropriately in formal and informal contexts | Why doyou 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 basedon time of day | Audio and video recording TV ProjectorsSmartboardsDVD playersLaptopsInternetPodcast |  |  |
|  | **2** | **Listening And Speaking** | **Greetings and****Introduction** | By the end of thesub strand, the learner should be able to:respond to greetings appropriately in formal and informal contexts. | Why doyou 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 videorecording TV Projectors SmartboardsDVD playersLaptopsInternetPodcast |  |  |
| **2** | **1** | **Listening****And****Speaking** | **Greetings and****Introduction** | By the end of the substrand, the learner should be able to use appropriate structures to greet others. | Why doyou greet others? | use picture reading todistinguish formal and informal greetings and introductions.role-play and dramatisegreetings, introductions | Audio andvideorecordingTVProjectorsSmartboardsDVD playersLaptopsInternetPodcast |  |  |

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|  | **2** | **Listening****And****Speaking** | **Greetings and****Introduction** | By the end of the substrand, the learner should be able to use appropriate structures to greet others. | Why doyou introduce yourself? | Use picture reading to distinguish formal andinformal greetings and introductions.role-play and dramatisegreetings, introductions | Audio andvideorecordingTVProjectorsSmartboardsDVD playersLaptopsInternetPodcast |  |  |
| **3** | **1** | **Listening****And****Speaking** | **Greetings and****Introduction** | By the end of thesub strand, the learner should be able to introduce themselves and others using appropriate phrases. | Why doyou introduce yourself? | Ask and respond toquestions 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 differentpeople greet and introduce themselves | Audio andvideorecordingTVProjectorsSmartboardsDVD playersLaptopsInternetPodcast |  |  |
|  | **2** | **Listening****And****Speaking** | **Greetings and****Introduction** | By the end of thesub strand, the learner should be able to introduce themselves and others using appropriate phrases. | Why doyou introduce yourself? | Listen to greetings and match them to theappropriate pictures. Listen to greetings andarrange pictures in the correct spoken sequence.record audios and videos on interaction with peers ongreetings and introductions and share | Audio andvideorecordingTVProjectorsSmartboardsDVD playersLaptopsInternetPodcast |  |  |

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| **4** | **1** | **Listening****And****Speaking** | **Greetings and****Introduction** | By the end of the substrand, the learner should be able to appreciate the role greetings and introduction play in social interactions. | Why doyou introduce yourself? | Listen to greetings and match them to theappropriate pictures. Listen to greetings and arrange pictures in thecorrect spoken sequence.record audios and videos on interaction with peers ongreetings and introductions and share | Audio andvideorecordingTVProjectorsSmartboardsDVD playersLaptopsInternetPodcast |  |  |
|  | **2** | **Listening****And****Speaking** | **numbers and****days of the week** | By the end of the substrand, the learner should be able to:count up to twenty (20)in German for effective communication. | Why arenumbers important? | Practise counting 0-20 inGerman.Use numbers to indicate how old they are.ask each other in pairs/groups how old they are.orally exchange their own and others’ telephonenumbers | Audio andvideorecordingTVProjectorsSmartboardsDVD playersLaptopsInternetPodcast |  |  |
| **5** | **1** | **Listening****And****Speaking** | **numbers and****days of the week** | By the end of the substrand, the learner should be able to use days of the week to express time. | Why arenumbers important? | listen to an audio recording on numbers andrepeat or cross them out.identify numbers using flash cards.play digital games by clicking onnumbers and listening to audiorecording on a digital device.play games involving numbers e.g. hopscotch, tap, hide | Audio andvideorecordingTVProjectorsSmartboardsDVD playersLaptopsInternetPodcast |  |  |

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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 substrand, the learner should be able to usedays of the week to express time. | Why arenumbers important? | listen to an audio recording on numbers and repeat or cross them out. identify numbers using flash cards.play digital games by clicking onnumbers andlistening 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 videorecording TV Projectors SmartboardsDVD playersLaptopsInternetPodcast |  |  |
| **6** | **1** | **Listening And Speaking** | **Phonological****Awareness** | By the end of the substrand, the learner should be able to: correctly pronounce the letters of the German alphabet to enhance communication | Why is itimportant 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 asrepresented by the Germanalphabetuse creativity to create/remix/ rap etc songsand poems in pairs/groups on the German alphabetand perform in class | Audio and videorecording TV Projectors SmartboardsDVD playersLaptopsInternetPodcast |  |  |
|  | **2** | **Listening****And****Speaking** | **Phonological****Awareness** | By the end of the substrand, the learner should be able to | Why is itimportant to speak at the | use phones to record audio/video of ownsongs and share with | Audio andvideorecordingTV |  |  |

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|  |  |  |  | discriminate the typicalGerman sounds from other languages for correct articulation | appropriatespeed? | peers or upload aspodcasts/ videocasts. participate in word- games by manipulating letters to complete words.play memory games. dictate car numberplates from differentcountries and acronyms in German.listen to common German names and repeat | ProjectorsSmartboardsDVD playersLaptopsInternetPodcast |  |  |
| **7** | **1** | **Listening****And****Speaking** | **Phonological****Awareness** | By the end of the substrand, the learner should be able todiscriminate the typicalGerman sounds from other languages for correct articulation | Why is itimportant to speak at theappropriatespeed? | use phones to record audio/video of ownsongs and share with peers or upload as podcasts/ videocasts.participate in word- games by manipulating letters to complete words.play memory games. dictate car numberplates from differentcountries and acronyms in German.listen to common German names and repeat | Audio andvideorecordingTV ProjectorsSmartboards DVD players Laptops Internet Podcast |  |  |
|  | **2** | **Listening****And****Speaking** | **describing objects and****people in the immediate environment** | By the end of the substrand, the learner should be able to: describe objects in in the predicative form. | How do youdescribe objects and people? | identify the correct definite articles(*der/die/das*) for objects and people.use colours (*blau/rot/grün*, | Audio andvideorecordingTVProjectorsSmartboards |  |  |

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|  |  |  |  |  |  | usw.) to describe objectstheir immediate environment correctly | DVD playersLaptopsInternetPodcast |  |  |
| **8** | **1** | **Listening****And****Speaking** | **describing objects and****people in the immediate****environment** | By the end of the substrand, the learner should be able to: describe objects in in the predicative form. | How do youdescribe objects and people? | identify the correctdefinite articles (*der/die/das*) for objects and people.use colours (*blau/rot/grün*, usw.) to describe objectstheir immediate environment correctly | Audio andvideorecordingTV ProjectorsSmartboards DVD players Laptops Internet Podcast |  |  |
|  | **2** | **Listening****And****Speaking** | **describing****objects and people in the immediate environment** | By the end of the substrand, the learner should be able to describe people in their immediate environment correctly in the predicative form. | Why do youdescribe objects and people | use adjectives that they can easily relate to, suchas *gut, interessant, jung, groß, super, reich, nett,**schön, intelligent*, in describing objects andpeople.work in pairs using guessing games to describe other learners in class and objects (*Wer bin ich…? Was ist das…?*) | Audio andvideorecordingTVProjectorsSmartboardsDVD playersLaptopsInternetPodcast |  |  |
| **9** | **1** | **Listening****And****Speaking** | **describing****objects and people in the immediate environment** | By the end of the substrand, the learner should be able to describe people in their immediate environment correctly in the predicative form. | Why do youdescribe objects and people | Say their favouritecolours and those of their friends.Draw, paint and colour objects and persons using computer and/or paper. scan their paperdrawings, store them | Audio andvideorecordingTVProjectorsSmartboardsDVD playersLaptops |  |  |

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|  |  |  |  |  |  | and share in digitalform.print and display their paintings and drawings inclass. | InternetPodcast |  |  |
|  | **2** | **Listening****And****Speaking** | **SCHOOL** | By the end of the substrand, the learner should be able to: describe the school using basic information | Why do youlove your school? | uses pictures to describethe school using basic information (name. size, location). | Audio andvideorecordingTVProjectorsSmartboardsDVD playersLaptopsInternetPodcast |  |  |
| **10** | **1** | **Listening****And****Speaking** | **SCHOOL** | By the end of the substrand, the learner should be able to use appropriate vocabulary in German to describe school items and learning areas | Why doyou love your school? | listens to theteacher/recorded material and points at the corresponding objects provided as pictures. | Audio andvideorecordingTVProjectorsSmartboardsDVD playersLaptopsInternetPodcast |  |  |
|  | **2** | **Listening****And****Speaking** | **SCHOOL** | By the end of the substrand, the learner should be able to use appropriate vocabulary in German to describe school items and learning areas | Why do youlove your school? | listens to school itemsin German and repeats. collects school items of choice in pairs/groups and finds out the German name and | Audio andvideorecordingTVProjectorsSmartboardsDVD playersLaptopsInternetPodcast |  |  |

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| **11** | **1** | **Listening****And****Speaking** | **SCHOOL** | By the end of the substrand, the learner should be able to take care of their school items to enhance responsible behaviour. | Why do youlove your school? | matches the learningareas in German to the ones in English. listens to the learning areas inGerman and repeats.listens to descriptions of school items and matches them to the correct picture | Audio andvideorecordingTVProjectorsSmartboardsDVD playersLaptopsInternetPodcast |  |  |
|  | **2** | **Listening****And****Speaking** | **SCHOOL** | By the end of the substrand, the learner should be able to takecare of their schoolitems to enhance responsible behaviour. | Why do youlove your school? | matches the learningareas in German to the ones in English. listens to the learning areas inGerman and repeats. listens to descriptions ofschool items and matches them to the correct picture | Audio andvideorecordingTV ProjectorsSmartboards DVD players Laptops Internet Podcast |  |  |
| **12** | **1** | **Listening****And****Speaking** | Leisure TimeActivities | By the end of the substrand, the learner should be able to: describe leisure time activities in spoken and written forms | How do youspend your leisure time? | matches pictures to thecorrect activities. listens to background sounds of activities and identifies the activities implied | Audio andvideorecordingTVProjectorsSmartboardsDVD playersLaptopsInternetPodcast |  |  |
|  | **2** | **Listening****And****Speaking** | Leisure TimeActivities | By the end of the substrand, the learner should be able to: describe leisure time activities in spoken and written forms | How do youspend your leisure time? | matches pictures to thecorrect activities. listens to background sounds of activities and identifies the activities implied | Audio andvideorecordingTVProjectorsSmartboardsDVD players |  |  |

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| **13** | **1** | **Listening****And****Speaking** | Leisure TimeActivities | By the end of the substrand, the learner should be able to: distinguish between positive and negative leisure time activities. | Why areleisure timeactivities important? | pantomime own hobbiesand 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 andvideo recordingTV Projectors Smartboards DVD players LaptopsInternetPodcast |  |  |
|  | **2** | **Listening****And****Speaking** | Leisure TimeActivities | By the end of the substrand, the learner should be able to: distinguish between positive and negative leisure time activities. | Why areleisure timeactivities 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 talksabout them in class | Audio andvideorecordingTVProjectorsSmartboardsDVD playersLaptopsInternetPodcast |  |  |
| **14** | **END OF TERM ASSESSMENT AND CLOSING** |  |