GERMAN LANGUAGE ACTIVITIES.

GRADE FIVE SCHEMES OF WORK TERM 1

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| SCHOOL | TEACHERS NAME | YEAR |
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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. respond to informal greetings using the appropriate phrases, 2. introduce oneself and others using appropriate phrases and language structures, 3. Appreciate the role of greetings and introductions in social interactions. | 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? | Learners   * listen and respond to informal greetings and introductions based on different dialects in Germany and German speaking countries from a variety of sources (gruezi, Gruß Gott, Gruß dich, etc.), * ask and respond to questions on basic information on family members and peers (name, age,   …) using the possessive pronouns (mein/e, dein/e) and conjugation of the verbs (sein, kommen, …), | * Audio and video recordings * TV * Projectors * Smart boards * DVD players * Smartphones * Laptops * Radios * Course Books * Listening texts * Internet | * Observations * Discussions * Quizzes * Role play * Multiple choice * Questionnaires * Tests * Portfolios * Projects * Standardized Tests |  |
|  | | **2** |  | **Greetings and Introduction** | By the end of the sub strand the learner should be able to   1. respond to informal greetings using the appropriate phrases, 2. introduce oneself and others using appropriate phrases and language structures, 3. Appreciate the role of greetings and introductions in social interactions. | 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? | Learners   * listen and respond to informal greetings and introductions based on different dialects in Germany and German speaking countries from a variety of sources (gruezi, Gruß Gott, Gruß dich, etc.), * ask and respond to questions on basic information on family members and peers (name, age,   …) using the possessive pronouns (mein/e, dein/e) and conjugation of the verbs (sein,  kommen, …), | * Audio and video recordings * TV * Projectors * Smart boards * DVD players * Smartphones * Laptops * Radios * Course Books * Listening texts * Internet | * Observations * Discussions * Quizzes * Role play * Multiple choice * Questionnaires * Tests * Portfolios * Projects * Standardized Tests |  |
| **2** | | **1** |  | **Greetings and Introduction** | By the end of the sub strand the learner should be able to  a. respond to informal greetings using the appropriate phrases, | 1. What are the reasons for greeting each other appropriately during | Learners  - listen and respond to informal greetings and introductions  based on different dialects in Germany and German speaking | * Audio and video recordings * TV * Projectors * Smart boards | * Observations * Discussions * Quizzes * Role play * Multiple choice |  |

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|  |  |  |  | 1. introduce oneself and others using appropriate phrases and language structures, 2. Appreciate the role of greetings and introductions in social interactions. | different times of the day?  2. Why is it important to say numbers with the right intonation? | countries from a variety of sources (gruezi, Gruß Gott, Gruß dich, etc.),  - ask and respond to questions on basic information on family members and peers (name, age,  …) using the possessive pronouns (mein/e, dein/e) and  conjugation of the verbs (sein, kommen, …), | * DVD players * Smartphones * Laptops * Radios * Course Books * Listening texts * Internet | * Questionnaires * Tests * Portfolios * Projects * Standardized Tests |  |
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| **3** | **1** |  | **Greetings and Introduction** | By the end of the sub strand the learner should be able to   1. respond to informal greetings using the appropriate phrases, 2. introduce oneself and others using appropriate phrases and language structures, 3. Appreciate the role of greetings and introductions in social interactions. | 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? | * ask and respond to questions with and without interrogative pronouns (Wie…? Wo…?   Woher…? Wer…?) and (Ja/Nein Fragen),   * role play informal greetings and introductions on phone in pairs and groups, * use audio/video devices to record and share interactions with peers based on different dialects in Germany and   German speaking countries. | * Audio and video recordings * TV * Projectors * Smart boards * DVD players * Smartphones * Laptops * Radios * Course Books * Listening texts * Internet | * Observations * Discussions * Quizzes * Role play * Multiple choice * Questionnaires * Tests * Portfolios * Projects * Standardized Tests |  |
|  | **2** |  | **Greetings and Introduction** | By the end of the sub strand the learner should be able to  a. respond to informal greetings using the appropriate phrases, | 1. What are the reasons for greeting each other appropriately during different times of the day? | - ask and respond to questions with and without interrogative pronouns (Wie…? Wo…?  Woher…? Wer…?) and (Ja/Nein Fragen), | * Audio and video recordings * TV * Projectors * Smart boards * DVD players * Smartphones * Laptops | * Observations * Discussions * Quizzes * Role play * Multiple choice * Questionnaires * Tests * Portfolios |  |

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|  |  |  |  | 1. introduce oneself and others using appropriate phrases and language structures, 2. Appreciate the role of greetings and introductions in social interactions. | 2. Why is it important to say numbers with the right intonation? | * role play informal greetings and introductions on phone in pairs and groups, * use audio/video devices to record and share interactions with peers based on different dialects in Germany and   German speaking countries. | * Radios * Course Books * Listening texts * Internet | * Projects * Standardized Tests |  |
| **4** | **1** |  | **Greetings and Introduction** | By the end of the sub strand the learner should be able to   1. respond to informal greetings using the appropriate phrases, 2. introduce oneself and others using appropriate phrases and language structures, 3. Appreciate the role of greetings and introductions in social interactions. | 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? | * ask and respond to questions with and without interrogative pronouns (Wie…? Wo…?   Woher…? Wer…?) and (Ja/Nein Fragen),   * role play informal greetings and introductions on phone in pairs and groups, * use audio/video devices to record and share interactions with peers based on different   dialects in Germany and German speaking countries. | * Audio and video recordings * TV * Projectors * Smart boards * DVD players * Smartphones * Laptops * Radios * Course Books * Listening texts * Internet | * Observations * Discussions * Quizzes * Role play * Multiple choice * Questionnaires * Tests * Portfolios * Projects * Standardized Tests |  |
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| **5** | **1** |  | **Numbers, Months of the Year** | By the end of the sub strand the learner should be able to:   1. articulate numbers correctly for effective communication, 2. provide basic information on family members using numbers, 3. Appreciate the role time plays in life. | Which month(s) of the year do you like and why? | Learners   * use numbers to give information on family members and others (telephone numbers, age, etc. Mein Vater ist fünfzig Jahre alt…) in pairs/groups, * listen to audio materials on numbers and months of the year, * use flash cards to identify numbers, | * Audio and video recordings * TV * Projectors * Smart boards * DVD players * Smartphones * Laptops * Radios * Course Books * Listening texts * Internet | * Observations * Discussions * Quizzes * Role play * Multiple choice * Questionnaires * Tests * Portfolios * Projects * Standardized Tests |  |

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|  |  |  |  |  |  | * play games on numbers and months of the year, * compose songs on numbers   using familiar tunes and sing |  |  |  |
|  | **2** |  | **Numbers, Months of the Year** | By the end of the sub strand the learner should be able to:   1. articulate numbers correctly for effective communication, 2. provide basic information on family members using numbers, 3. Appreciate the role time plays in life. | Which month(s) of the year do you like and why? | Learners   * use numbers to give information on family members and others (telephone numbers, age, etc. Mein Vater ist fünfzig Jahre alt…) in pairs/groups, * listen to audio materials on numbers and months of the year, * use flash cards to identify numbers, * play games on numbers and months of the year, * compose songs on numbers using familiar tunes and sing | * Audio and video recordings * TV * Projectors * Smart boards * DVD players * Smartphones * Laptops * Radios * Course Books * Listening texts * Internet | * Observations * Discussions * Quizzes * Role play * Multiple choice * Questionnaires * Tests * Portfolios * Projects * Standardized Tests |  |
| **6** | **1** |  | **Numbers, Months of the Year** | By the end of the sub strand the learner should be able to:   1. provide basic information on family members using numbers, 2. Express time by using months of the year. 3. Appreciate the role time plays in life. | Which month(s) of the year do you like and why? | Learners   * use numbers to give information on family members and others (telephone numbers, age, etc. Mein Vater ist fünfzig Jahre alt…) in pairs/groups, * listen to audio materials on numbers and months of the year, * use flash cards to identify numbers, * play games on numbers and months of the year, * compose songs on numbers using familiar tunes and sing | * Audio and video recordings * TV * Projectors * Smart boards * DVD players * Smartphones * Laptops * Radios * Course Books * Listening texts * Internet | * Observations * Discussions * Quizzes * Role play * Multiple choice * Questionnaires * Tests * Portfolios * Projects * Standardized Tests |  |
|  | **2** |  | **Phonological Awareness** | By the end of the sub strand the learner should be able to:   1. articulate typical German sounds using acquired phonemes, 2. demonstrate appreciation of the typical German sounds 3. Appreciate the importance of German sounds | Why is correct pronunciation of words and sounds important? | Learners   * listen to typical German sounds (sch, th, z,) in recorded form, e.g. tongue twisters, poems (Elfchen), * spell out given words, * create and record songs/raps/tongue twisters in pairs/groups using typical German sounds and perform in class, | * Audio and video recordings * TV * Projectors * Smart boards * DVD players * Smartphones * Laptops * Radios * Course Books * Listening texts * Internet | * Observations * Discussions * Quizzes * Role play * Multiple choice * Questionnaires * Tests * Portfolios * Projects * Standardized Tests |  |

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|  |  |  |  |  |  | * share created content using smart/digital devices, * manipulate letters in word-   games in pairs/groups. |  |  |  |
| **7** | **1** |  | **Phonological Awareness** | By the end of the sub strand the learner should be able to:   1. articulate typical German sounds using acquired phonemes, 2. demonstrate appreciation of the typical German sounds 3. Appreciate the importance of German sounds | Why is correct pronunciation of words and sounds important? | Learners   * listen to typical German sounds (sch, th, z,) in recorded form, e.g. tongue twisters, poems (Elfchen), * spell out given words, * create and record songs/raps/tongue twisters in pairs/groups using typical German sounds and perform in class, * share created content using smart/digital devices, * manipulate letters in word- games in pairs/groups. | * Audio and video recordings * TV * Projectors * Smart boards * DVD players * Smartphones * Laptops * Radios * Course Books * Listening texts * Internet | * Observations * Discussions * Quizzes * Role play * Multiple choice * Questionnaires * Tests * Portfolios * Projects * Standardized Tests |  |
|  | **2** |  | **Describing people, food and drinks** | By the end of the sub strand the learner should be able to:   1. describe people, food and drinks in their immediate environment, 2. communicate appropriately using the acquired vocabulary and language structures, 3. Distinguish between healthy and unhealthy foods for healthy living. | 1. What kinds of food do you eat and why? 2. Why is healthy eating important? | Learners   * identify the correct definite articles (der/die/das) for people, food and drinks, * describe people, food and drinks using adjectives (z.B. Die Banane ist gelb/süß), * describe people, food and drinks in the accusative case (den, die, das) (Ich finde die Banane süß), * draw/paint/colour pictures of people, favourite food and drinks and talk about them in pairs/groups, * discuss healthy and unhealthy eating habits | * Audio and video recordings * TV * Projectors * Smart boards * DVD players * Smartphones * Laptops * Radios * Course Books * Listening texts * Internet | * Observations * Discussions * Quizzes * Role play * Multiple choice * Questionnaires * Tests * Portfolios * Projects * Standardized Tests |  |
| **8** | **1** |  | **Describing people, food and drinks** | By the end of the sub strand the learner should be able to:   1. describe people, food and drinks in their immediate environment, 2. communicate appropriately using the acquired vocabulary and language structures, | 1. What kinds of food do you eat and why? 2. Why is healthy eating important? | Learners   * identify the correct definite articles (der/die/das) for people, food and drinks, * describe people, food and drinks using adjectives (z.B. Die Banane ist gelb/süß), * describe people, food and drinks in the accusative case | * Audio and video recordings * TV * Projectors * Smart boards * DVD players * Smartphones * Laptops * Radios * Course Books | * Observations * Discussions * Quizzes * Role play * Multiple choice * Questionnaires * Tests * Portfolios * Projects |  |

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|  |  |  |  | c. Distinguish between healthy and unhealthy foods for healthy living. |  | (den, die, das) (Ich finde die Banane süß),   * draw/paint/colour pictures of people, favourite food and drinks and talk about them in pairs/groups, * discuss healthy and unhealthy eating habits | * Listening texts * Internet | * Standardized Tests |  |
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| **9** | **1** |  | **Describing people, food and drinks** | By the end of the sub strand the learner should be able to:   1. describe people, food and drinks in their immediate environment, 2. communicate appropriately using the acquired vocabulary and language structures, 3. Distinguish between healthy and unhealthy foods for healthy living. | 1. What kinds of food do you eat and why? 2. Why is healthy eating important? | Learners   * identify the correct definite articles (der/die/das) for people, food and drinks, * describe people, food and drinks using adjectives (z.B. Die Banane ist gelb/süß), * describe people, food and drinks in the accusative case (den, die, das) (Ich finde die Banane süß), * draw/paint/colour pictures of people, favourite food and drinks and talk about them in pairs/groups, * discuss healthy and unhealthy eating habits | * Audio and video recordings * TV * Projectors * Smart boards * DVD players * Smartphones * Laptops * Radios * Course Books * Listening texts * Internet | * Observations * Discussions * Quizzes * Role play * Multiple choice * Questionnaires * Tests * Portfolios * Projects * Standardized Tests |  |
|  | **2** |  | **Describing people,** | By the end of the sub strand the learner should be able to: | 1. What kinds of  food do you eat and why? | Learners | * Audio and video recordings * TV | * Observations * Discussions * Quizzes |  |

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|  |  |  | **food and drinks** | 1. describe people, food and drinks in their immediate environment, 2. communicate appropriately using the acquired vocabulary and language structures, 3. Distinguish between healthy and unhealthy foods for healthy living. | 2. Why is healthy eating important? | * identify the correct definite articles (der/die/das) for people, food and drinks, * describe people, food and drinks using adjectives (z.B. Die Banane ist gelb/süß), * describe people, food and drinks in the accusative case (den, die, das) (Ich finde die Banane süß), * draw/paint/colour pictures of people, favourite food and drinks and talk about them in pairs/groups, * discuss healthy and unhealthy eating habits | * Projectors * Smart boards * DVD players * Smartphones * Laptops * Radios * Course Books * Listening texts * Internet | * Role play * Multiple choice * Questionnaires * Tests * Portfolios * Projects * Standardized Tests |  |
| **10** | **1** |  | **School** | By the end of the sub strand the  learner should be able to:   1. describe school activities using appropriate vocabulary and language structures, 2. Demonstrate responsible behaviour in taking care of the school. 3. Appreciate the importance of school | What can you do to  make your school better? | Learners   * listen to an audio and match school activities to pictures, * record each other talking about their favourite school activities and present to peers, * create and present short poems, raps and songs about their school, * discuss ways of taking care of their school. | * Audio and video recordings * TV * Projectors * Smart boards * DVD players * Smartphones * Laptops * Radios * Course Books * Listening texts * Internet | * Observations * Discussions * Quizzes * Role play * Multiple choice * Questionnaires * Tests * Portfolios * Projects * Standardized Tests |  |
|  | **2** |  | **School** | By the end of the sub strand the learner should be able to:   1. describe school activities using appropriate vocabulary and language structures, 2. Demonstrate responsible behaviour in taking care of the school. 3. Appreciate the importance of school | What can you do to make your school better? | Learners   * listen to an audio and match school activities to pictures, * record each other talking about their favourite school activities and present to peers, * create and present short poems, raps and songs about their school, * discuss ways of taking care of their school. | * Audio and video recordings * TV * Projectors * Smart boards * DVD players * Smartphones * Laptops * Radios * Course Books * Listening texts | * Observations * Discussions * Quizzes * Role play * Multiple choice * Questionnaires * Tests * Portfolios * Projects * Standardized Tests |  |