GERMAN SCHEME OF WORK GRADE 5 TERM 2

NAME	
TSC NO.	
SCHOOL	

Wk	Lsn	Strand/Theme	Sub Strand	Specific Learning Outcomes	Key Inquiry Questions	Learning Experiences	Learning Resources	Assessment Methods	Ref
1	1	**Listening and Speaking**	**School**	By the end of the sub strand thelearner should be able to: a. describe school activitiesusing appropriate vocabulary and languagestructures, b. Demonstrate responsible behaviour in taking care ofthe school. c. Appreciate the importanceof 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		**Leisure Time Activities**	By the end of the sub strand thelearner should be able to: a. discuss leisure time activities using appropriatevocabulary and language structures, b. distinguish between positive and negative leisure time activities for character development, c. Demonstrate appreciationof the role of leisure time activities in developing talent.	How do you spend your free time?	Learners - listen to background sounds of activities and identify the activity, - pantomime hobbies and their peers guess what they are, - talk about their likes and dislikes in leisure time activities in pairs/groups, - research on extra leisure time activities using various sources (dictionaries/online sources/resource persons) and present to peers, - discuss the importance of engaging in appropriate leisure time activities	• 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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				b. distinguish between positive and negative leisure time activities for character development, c. Demonstrate appreciation of the role of leisure time activities in developing talent.		- talk about their likes and dislikes in leisure time activities in pairs/groups, - research on extra leisure time activities using various sources (dictionaries/online sources/resource persons) and present to peers, - discuss the importance of engaging in appropriate leisure time activities	• Smartphones • Laptops • Radios • Course Books • Listening texts • Internet	• Tests • Portfolios • Projects • Standardized Tests	
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	2		**Foodstuff**	By the end of the sub strand the learner should be able to: a. describe foodstuff using appropriate vocabulary, b. name the various categories of food items c. appreciate the importance of healthy eating habits	What is your favourite food and why?	Learners - categorize foodstuff (Obst, Gemüse, Getränke, etc.), - listen and repeat the names of foodstuff according to the gender (der, die, das), - listen and repeat the plural forms of foodstuff and place them according to categories of plurals (-e, -s, es, - usw.) 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	
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5	**1**		**Foodstuff**	By the end of the sub strand the learner should be able to: a. describe foodstuff using appropriate vocabulary, b. name the various categories of food items c. appreciate the importance of healthy eating habits	What is your favourite food and why?	- describe food using the indefinite article in nominative (Das ist eine Mango/ein Brot/ein Apfel), - Talk about the foods eaten at different mealtimes (breakfast, lunch, supper), z. B. (Ich esse eine Mango/ein Brot/einen Apfel),	• 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	

Week	Lesson	Strand	Sub strand	Specific Learning Outcomes	Key Inquiry Question(s)	Learning Experiences	Learning Resources	Assessment Methods	
						- research (online) and find out foodstuff that are foreign to their culture, - discuss the need for healthy eating habits	• Listening texts • Internet	• Standardized Tests	
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6	1	READING	**Greetings, introduction**	By the end of the sub strand the learner should be able to: a. read simple texts at an appropriate speed, b. read aloud short texts with the correct pronunciation and intonation, c. Develop reading skills for enjoyment.	1. What do you read? 2. Why is reading important?	Learners - read along to recorded texts on informal greetings based on dialects from German speaking countries, - match greetings to specific Germanspeaking countries (regions) and readaloud, - read conversations in pairs/groups on informal greeting and introduction.	• Magazines • Course and work books • Cross word puzzles • Maps • Reading texts • Charts • Posters • Flash Cards • Drawings • Pictures	• Reading for fluency • Filling in crossword puzzles • Observations • Discussions • Quizzes • Multiple choice • Questionnaires	
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8	1		**Numbers, months of the year**	By the end of the sub strand, the learner should be able to: a. use acquired phonemes to read numbers correctly, b. use the months of the year to communicate effectively, c. Develop reading skills for enjoyment.	Why is it important to read numbers correctly?	Learners - read out aloud numbers up to one hundred (100), - read flash cards with numbers (in numerals and words), - read out any numbers to a partner who writes them down, - read and sequence jumbled up months of the year in pairs/ groups, - find the months of the year hidden in a puzzle and read out aloud	• Magazines • Course and work books • Cross word puzzles • Maps • Reading texts • Charts • Posters • Flash Cards • Drawings • Pictures	• Reading for fluency • Filling in crossword puzzles • Observations • Discussions • Quizzes • Multiple choice • Questionnaires	
	2		**Phonological Awareness**	By the end of the sub strand the learner should be able to: a. combine syllables correctly while reading, b. articulate sounds and words correctly while reading aloud c. Appreciate the role correct articulation plays in communication.	Why is correct pronunciation of words and sounds important?	Learners - read out aloud in turns words with typical German sound combinations (eu, ei, au, ai, th…), - listen and read along to recorded audio words with long and short sounds (i, ie,etc.), - search in the dictionary/online for words	• Magazines • Course and work books • Cross word puzzles • Maps • Reading texts • Charts • Posters • Flash Cards • Drawings • Pictures	• Reading for fluency • Filling in crossword puzzles • Observations • Discussions • Quizzes • Multiple choice • Questionnaires	

						with long/short sounds, write them down and read them aloud, - identify individual areas of difficulty in pronunciation and practice in pairs.			
9	**1**		**Describing people, food and drinks**	By the end of the sub strand the learner should be able to: a. read short texts for comprehension, b. read texts with the correct pronunciation and intonation, c. Develop reading skills for enjoyment.	How do you describe people, food and drinks?	Learners - read simple texts on descriptions of people, food and drinks and share with peers the main information, - read texts and underline unfamiliar words, - read texts and isolate sentences that describe people, food and drinks,	• Magazines • Course and work books • Cross word puzzles • Maps • Reading texts • Charts • Posters • Flash Cards • Drawings • Pictures	• Reading for fluency • Filling in crossword puzzles • Observations • Discussions • Quizzes • Multiple choice • Questionnaires	
	2		**Describing people, food and drinks**	By the end of the sub strand the learner should be able to: a. read short texts for comprehension, b. read texts with the correct pronunciation and intonation, c. Develop reading skills for enjoyment.	How do you describe people, food and drinks?	- read descriptions of people, food and drinks with the correct pronunciation and intonation (z.B. der Apfel ist grün), - draw, colour/paint, people, food and drinks and describe them in pairs/groups.	• Magazines • Course and work books • Cross word puzzles • Maps • Reading texts • Charts • Posters • Flash Cards • Drawings • Pictures	• Reading for fluency • Filling in crossword puzzles • Observations • Discussions • Quizzes • Multiple choice • Questionnaires	
10	**1**		**School**	By the end of the sub strand the learner should be able to: a. read short texts on school for comprehension, b. read texts with the correct pronunciation and intonation, c. Develop reading skills for enjoyment.	What do you like/not like in your school?	Learners - read words, simple sentences and short texts on favourite school activities and answer questions, - read aloud with correct pronunciation and intonation, - search for and read hidden school activities in a puzzle, - read short simple poems and sing songs about taking care of their school in pairs/groups, - search online for school activities learners in schools in Germany engage in.	• Magazines • Course and work books • Cross word puzzles • Maps • Reading texts • Charts • Posters • Flash Cards • Drawings • Pictures	• Reading for fluency • Filling in crossword puzzles • Observations • Discussions • Quizzes • Multiple choice • Questionnaires	

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| **11** | | | | **END OF TERM ASSESSMENT AND CLOSING** | | | | | |