



3	1		<p style="text-align: center;"><b>Greetings and introduction</b></p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) respond to greetings appropriately in formal and informal contexts.</li> <li>b) use appropriate structures to greet others.</li> <li>c) introduce themselves and others using appropriate phrases.</li> <li>d) appreciate the role greetings and introduction play in social interactions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Why do you greet others?</li> <li>2. Why do you introduce yourself?</li> <li>3. How do you introduce yourself?</li> </ol>	<p>Learners</p> <ul style="list-style-type: none"> <li>• listen to informal (<i>du/ihr</i>-form), formal (<i>Sie</i> – form) greetings and introductions from a variety of sources, e.g. the teacher, recorded audio/video.</li> <li>• greet peers, teachers and others appropriately based on time of day.</li> <li>• use picture reading to distinguish formal and informal greetings and introductions.</li> <li>• role-play and dramatise greetings, introductions</li> <li>• ask and respond to questions using appropriate question words (<i>wie, wo, was, wer, woher.</i>), <i>Ja – nein Fragen</i> and correct word order in pairs/groups.</li> </ul>	<p style="text-align: center;">Podcast, internet, maps, course books and workbooks, project, radio, newspaper</p>	<p>Observation, Discussion, Quizzes, Questionnaires, Exit/admit slips, Cloze test, Essays</p>	
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8	1		<b>Numbers and days of the week</b>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) count up to twenty (20) in German for effective communication.</p> <p>b) use days of the week to express time.</p>	Why are numbers important?	<p>Learners</p> <ul style="list-style-type: none"> <li>practise counting 0-20 in German.</li> <li>use numbers to indicate how old they are.</li> <li>ask each other in pairs/groups how old they are.</li> <li>orally exchange their own and others' telephone numbers.</li> <li>listen to an audio recording on numbers and repeat or cross them out.</li> </ul>	Podcast, internet, maps, course books and workbooks, project, radio, newspaper	Observation, Discussion, Quizzes, Questionnaires, Exit/admit slips, Cloze test, Essays	
	2		<b>Numbers and days of the week</b>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) count up to twenty (20) in German for effective communication.</p> <p>b) use days of the week to express time.</p>	Why are numbers important?	<ul style="list-style-type: none"> <li>listen to an audio recording on numbers and repeat or cross them out.</li> <li>identify numbers using flash cards.</li> <li>play digital games by clicking on numbers and listening to audio recording on a digital device.</li> <li>play games involving numbers e.g. hopscotch, tap, hide and seek etc.</li> <li>listen and sing along to songs on days of the week.</li> </ul>	Podcast, internet, maps, course books and workbooks, project, radio, newspaper	Observation, Discussion, Quizzes, Questionnaires, Exit/admit slips, Cloze test, Essays	
9	1		<b>Phonological awareness</b>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) correctly pronounce the letters of the German alphabet to enhance communication.</p> <p>b) discriminate the typical German sounds from other languages for correct articulation.</p>	<ol style="list-style-type: none"> <li>Why is it important to pronounce sounds and words correctly?</li> <li>Why is it important to speak at the appropriate speed?</li> </ol>	<p>Learners</p> <ul style="list-style-type: none"> <li>listen to the German Alphabet in recorded form, e.g. songs, poems, and repeat.</li> <li>spell out their names and others using the sounds as represented by the German alphabet.</li> <li>use creativity to create/remix/ rap etc songs and poems in pairs/groups on the German alphabet and perform in class.</li> </ul>	Podcast, internet, maps, course books and workbooks, project, radio, newspaper	Observation, Discussion, Quizzes, Questionnaires, Exit/admit slips, Cloze test, Essays	

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10	1		Describing people and objects in the immediate environment	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) describe objects in in the predicative form.</p> <p>b) describe people in their immediate environment correctly in the predicative form.</p>	<ol style="list-style-type: none"> <li>1. How do you describe objects and people?</li> <li>2. Why do you describe objects and people?</li> </ol>	<p>Learners</p> <ul style="list-style-type: none"> <li>• identify the correct definite articles (<i>der/die/das</i>) for objects and people.</li> <li>• use colours (<i>blau/rot/grün</i>, usw.) to describe objects-their immediate environment correctly.</li> <li>• use adjectives that they can easily relate to, such as <i>gut, interessant, jung, groß, super, reich, nett, schön, intelligent</i>, in describing objects and people.</li> <li>• work in pairs using guessing games to describe other learners in class and objects (<i>Wer bin ich...? Was ist das...?</i>)</li> </ul>	Podcast, internet, maps, course books and workbooks, project, radio, newspaper	Observation, Discussion, Quizzes, Questionnaires, Exit/admit slips, Cloze test, Essays	
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<b>11</b>	<b>1</b>		Describing people and objects in the immediate environment	By the end of the sub strand, the learner should be able to: a) describe objects in in the predicative form. b) describe people in their immediate environment correctly in the predicative form.	1. How do you describe objects and people? 2. Why do you describe objects and people?	<ul style="list-style-type: none"> <li>say their favourite colours and those of their friends.</li> <li>draw, paint and colour objects and persons using computer and/or paper.</li> <li>scan their paper drawings, store them and share in digital form.</li> <li>print and display their paintings and drawings in class.</li> </ul>	Podcast, internet, maps, course books and workbooks, project, radio, newspaper	Observation, Discussion, Quizzes, Questionnaires, Exit/admit slips, Cloze test, Essays	
	<b>2</b>		<b>School</b>	By the end of the sub strand, the learner should be able to: a) describe the school using basic information. b) use appropriate vocabulary in German to describe school items and learning areas. c) take care of their school items to enhance responsible behaviour.	Why do you love your school?	Learner <ul style="list-style-type: none"> <li>uses pictures to describe the school using basic information (name. size, location).</li> <li>listens to the teacher/recorded material and points at the corresponding objects provided as pictures.</li> <li>listens to school items in German and repeats.</li> <li>collects school items of choice in pairs/groups and finds out the German name and article.</li> <li>matches the learning areas in German to the ones in English.</li> </ul>	Podcast, internet, maps, course books and workbooks, project, radio, newspaper	Observation, Discussion, Quizzes, Questionnaires, Exit/admit slips, Cloze test, Essays	
<b>12</b>	<b>1</b>		<b>School</b>	By the end of the sub strand, the learner should be able to: a) describe the school using basic information. b) use appropriate vocabulary in German to describe school items and learning areas. c) take care of their school items to enhance responsible behaviour.	Why do you love your school?	Learner <ul style="list-style-type: none"> <li>uses pictures to describe the school using basic information (name. size, location).</li> <li>listens to the teacher/recorded material and points at the corresponding objects provided as pictures.</li> <li>listens to school items in German and repeats.</li> <li>collects school items of choice in pairs/groups and finds out the German name and article.</li> <li>matches the learning areas in German to the ones in English.</li> </ul>	Podcast, internet, maps, course books and workbooks, project, radio, newspaper	Observation, Discussion, Quizzes, Questionnaires, Exit/admit slips, Cloze test, Essays	

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13-14	<b>END TERM/CLOSING</b>						
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