

GERMAN

Syllabus

Grade 12 & 13

(To be implemented from year 2009)



Faculty of Languages Humanities and Social Sciences
National Institute of Education
Maharagama

1.0 Introduction:

German belongs to the family of Indo-European languages and is spoken by about 100 Million Europeans. In Germany, Austria and some parts of Switzerland it is the official language. It is the most popular language after English in East European countries. In Sri Lanka German has been taught over fifty years and in the last twenty years at the Kelaniya University. Sri Lankan students have had the opportunity to sit the GCE Advanced Level Examination since some decades and Ordinary Level in the past few years.

Degree programs in German Studies leading to Bachelor of Arts are offered at the University of Kelaniya. Also the Special Degree Program at the Kelaniya University with special teacher training modules has proved to be a good source to meet the needs of qualified and trained teachers to teach German both at secondary and tertiary levels.

1.1 Benefits of studying German:

Students will be able to communicate in German and get employment in the Tourist Trade, or pursue higher studies in German at the university in Sri Lanka or in Germany. Graduates with a Degree in German Studies have been successful to join the Ministry of Foreign Affairs or find employment in media houses or travel agencies.

2.0 Objectives:

- 2.1 Develop skills in listening, speaking, reading and writing in German.
- 2.2 Learn German grammatical structures and patterns of communication.
- 2.3 Understand aspects of German lifestyles and culture as well as gain insight to German Literature.
- 2.4 Develop learning strategies.

3.0 Syllabus
3.1 Grade 12

Competency	Competency Level	Content	No of Periods
<p>1.0 a) The student learns the alphabet and sounds connected with the letters and letter combinations and practices to pronounce words according to Standard German.</p> <p>b) The Student learns the sentence melody of statement and question</p>	<p>1.1 Listens, practices the sounds 1.2 Reads the letters. 1.3 Links letters with sound 1.4 Writes and forms words according to sound patterns.</p> <p>1.5 Uses the appropriate sentence melody, rhythm and sentence accent</p>	<ul style="list-style-type: none"> • Vowels – long and short, “rounded” and “unrounded Vowels”, vowels with “Umlaut”. • Diphthongs and their common occurrences in words. Place and type of articulation. • The “Ich-Laut” and “Ach-Laut”. • Characteristics of the consonants of the German Alphabet • Articulation of loan words. • Stressed and unstressed syllables. • Stress of separable prefixes (stress on prefix) and inseparable prefixes (stress on root). • Glottal Stop. <p>“Sprechmelodie”, “Rhythmus” ad “Satzakzent”.</p>	<p>8</p> <p>2</p>
<p>2.0 Listens and responds according to language competency.</p>	<p>2.1 Listens to questions 2.2 Answers questions. 2.3 Makes statements and asks questions. 2.4 Engages in a dialog. 2.5 Asks and gives information</p>	<ul style="list-style-type: none"> • As in Appendix I Themes/ Modules 1-6 	<p>40</p>

Competency	Competency Level	Content	No of Periods
3.0 Speaks and responds according to language competency	3.1 Expresses likes and dislikes 3.2 Gives information in sentences 3.3 Asks questions. 3.4 Answers questions.	<ul style="list-style-type: none"> • As in Appendix I Themes / Modules 1-6 	40
4.0 Reads and responds according to language competency.	4.1 Recognises and understands some familiar words and phrases in a written text. 4.2 Reads short texts and understands main points in it. 4.3 Selectively reads longer texts and extracts the necessary information. 4.4 Answers comprehension questions to a given text.	<ul style="list-style-type: none"> • As in Appendix I Themes/ Modules 1-6 	40
5.0 Writes according to language competency.	5.1 Writes phrases, and a few sentences using a given model. 5.2 Writes simple dialogues. 5.3 Writes SMSs, post cards, Emails and short informal letters. 5.4 Writes simple sentences about topics given in Appendix I Themes and Modules 1-6. 5.5 Writes a short structured essay on a topic topics given in Appendix I Themes and Modules 1-6 .	<ul style="list-style-type: none"> • As in Appendix I Themes/ Modules 1-6 	40

Competency	Competency Level	Content	No of Periods
6.0 Acquires knowledge of grammatical structures to express him or herself in the given situations	6.1 Reads or listens to sentences with a similar grammatical pattern. 6.2 Identifies reoccurring patterns. 6.3 Makes assumptions how the pattern works. 6.4 Discovers the structure that governs the pattern. 6.5 Learns the grammar rule that govern the structure. 6.6 Uses the structure through a series of excises. 6.7 Communicates with knowledge of the structure.	<ul style="list-style-type: none"> • The competency in German Grammar is given in Appendix 2 • Following one of the prescribed texts will facilitate a gradual learning of grammar. The student should not be burned with learning too much grammar rules and but must also understand how the language works 	50
7.0 Critically views communicating patterns (also non verbal) practised in Germany and compares them with similar patterns used in communicating in Sinhala. Tamil or English.	7.1 Discovers basic differences when communicating in German. 7.2 Compares the practices in Germany with practises followed in first language in Sri Lanka as a class room discussion. 7.3 Compares word order, intonation patterns of German and Sinhala, Tamil or English.	<ul style="list-style-type: none"> • Greeting, introducing one's self, saying good bye, topics in "Small talk". • Expressing regret, excusing one's self (ie. "I beg you pardon"). • Welcoming guests, expressing wishes when invited and refusing offers. • Negotiating in given situations. 	10

Competency	Competency Level	Content	No of periods
8.0 Familiarizes with cultural aspects and traditions of the German speaking countries.	8.1 Identifies similarities and difference in standard practices specified in the content 8.2 Discusses in class with other students teacher in first language.	<ul style="list-style-type: none"> • Living space in Germany (house, apartment etc.),furniture living environment. • Daily routine, meeting friends and relatives, on holiday, Poya day, going on vacation. • Seasons, weather, items of clothing , eating practices, food and drink. • Holidays, pilgrimages, visiting relatives, family functions like “Dana” 	30
9.0 The student has knowledge how the language works and reflects upon differences and similarities between German and own language	9.1 Identifies the difference between verbs, nouns, pronouns, Prepositions, adjectives and particles. 9.2 Conjugates verbs: Appendix 1 (1.1 to 1.3) 9.3 Identifies use of article in German. 9.4 Identifies work order in simple sentences. 9.5 Identifies declension of nouns, plurals, articles and adjectives. Appendix1 (1.1 to 1.6) 9.6 Communicates using simple sentences structures. 9.7 Identifies conjunctions and how they can be used.	<ul style="list-style-type: none"> • The competency in German Grammar is given in Appendix 2 	20

Competency	Competency Level	Content	No of Periods
10.0 The student develops own language strategies.	10.1 Learns the language in context of communication – not as a given set of grammar rules. 10.2 Learns to express in the target language not by translating from first language but reacting verbally in the given situation. 10.3 Identifies patterns and set phrases which occur often in the given situation. 10.4 Develops own strategies for learning and remembering vocabulary and set phrases, spelling ect. 10.5 Makes use of facilities outside the class room – Internet for additional language practice.	<ul style="list-style-type: none"> • Grammatical Structures. • Phrases. • Communicating patterns. • Vocabulary. • Memorizing techniques. 	20

3.2 Grade 13

Competency	Competency Level	Content	No of Periods
1.0 a) The Student learns the sentence melody of statement and question	1.1 Uses correct pronunciation of words learnt.	<ul style="list-style-type: none"> As specified in Appendix I Themes / Modules 7-10 “Sprechmelodie”, “Rhythmus” and “Satzakzent”. Literary texts from the “Oral Tradition”: Folk songs and Fairy Stories, Fables. 	4
	1.2 Uses the appropriate sentence melody, rhythm and sentence accent.		2
b) The Student learns sentence melody of inversion and relative sentences.	1.3 Adopts appropriate non verbal communication patterns.		8
	1.4 uses appropriate intonation when reading a literary text.		
2.0 Listens and responds according to language competency.	2.1 Listens to questions	<ul style="list-style-type: none"> As specified in Appendix I Themes /Modules 7-10 	40
	2.2 Answers questions.		
	2.3 Makes statements and asks questions.		
	2.4 Engages in a dialog.		
	2.5 Asks and gives information.		
	2.6 Makes assumptions after listening to a text.		
	2.7 Verifies the assumption by further hearing.		
	2.8 Selectively extracts information from the text.		
	2.9 Answers comprehension questions on the listening text		
3.0 Speaks and responds according to language competency	3.1 Gives information in sentences.	<ul style="list-style-type: none"> As specified in Appendix I Themes /Modules 7-10 	40
	3.2 Asks questions.		
	3.3 Answers questions orally.		
	3.4 Negotiates in dialogues.		
	3.5 Expresses one’s opinion		
	3.6 Responses to images (photographs, drawings)		

Competency	Competency Level	Content	No of Periods
4.0 Reads and responds	4.1 Recognises and understands some familiar words and phrases in written form. 4.2 Reads short texts and understands main points in it. 4.3 Selectively reads longer texts and extracts the necessary information. 4.4 Answers comprehension questions to a given text.	<ul style="list-style-type: none"> As specified in Appendix I Themes /Modules 7-10 	40
5.0 Writes	5.1 Writes phrases, figures of speech and a few sentences using a given model 5.2 Writes dialogues. 5.3 Writes post cards, Emails and short letters as specified in Appendix 1 Themes and Modules 7-10 5.4 Writes simple sentences about topics given in Appendix 1 Themes and Modules 7-10. 5.5 Writes a short structured essay on a topic specified in Appendix 1 Themes and Modules 7-10. 5.6 Writes a letter responding to a letter sent on a topic specified in Appendix 1 Themes and Modules 7-10.	<ul style="list-style-type: none"> As specified in Appendix I Themes /Modules 7-10 	40

Competency	Competency Level	Content	No of Periods
<p>6.0 Acquires knowledge of grammatical structures to express him or her self in the given situations</p>	<p>6.1 Reads or listens to sentences with a similar grammatical pattern. 6.2 Identifies reoccurring patterns. 6.3 Makes assumptions how the pattern works. 6.4 Discovers the structure that governs the pattern. 6.5 Uses the structure through a series of excises. 6.6 Communicates with knowledge of the structure.</p>	<ul style="list-style-type: none"> • The competency in German Grammar is given in Appendix 2 • Following one of the prescribed texts will facilitate a gradual learning of grammar. The student should not be burned with learning too much grammar rules and but must also understand how the language works. 	50
<p>7.0 Critically views communicating patterns (also non verbal) practised in Germany and compares them with similar patterns used in communicating in Sinhala, Tamil or English.</p>	<p>7.1 Discovers basic differences when communicating in German. 7.2 Compares the practices in Germany with practises followed in first language in Sri Lanka as a class room discussion. 7.3 Compares word order, intonation patterns of German and Sinhala, Tamil or English.</p>	<ul style="list-style-type: none"> • Negotiating verbally in given situations. • Future plans – finding partners, marriage, dialogue between generations. • Writing Curriculum Vitae. • Standard phrases in informal letters. • Attitudes regarding environment in Germany and Sri Lanka 	20

Competency	Competency Level	Content	No of Periods
<p>8.0 a) Familiarizes with cultural aspects and traditions of the German speaking countries using non literary texts.</p> <p>b) Familiarizes with aspects of Folk Literature (Folk songs, Fairy tales and Fables) as well as contemporary life styles as expressed in modern popular songs.</p>	<p>8.1 Identifies similarities and difference in standard practices specified in the content..</p> <p>8.2 Discusses in class with other students teacher in first language.</p>	<ul style="list-style-type: none"> • Public holidays, festivals, family meetings. • Type schools, university, jobs. • Folk tale, fairy story, Jataka, Fable. • Television, Radio, Print Media. • Environmental pollution 	20
<p>9.0 The student has knowledge how the language works and reflects upon differences and similarities between German and own language</p>	<p>9.1 Identifies the difference between verbs, nouns, pronouns, prepositions, adjectives and particles.</p> <p>9.2 Conjugates verbs (see Appendix 1 1.1 to 1.6)</p> <p>9.3 Identifies how verbs change according to tenses.</p> <p>9.4 Identifies word order in complex sentence.</p> <p>9.5 Identifies declension of nouns, plurals, articles and adjectives. (See Appendix)</p> <p>9.6 Communicates using simple and complex sentences structures.</p> <p>9.7 Identifies conjunctions and how they can be used.</p> <p>9.8 Identifies how</p>	<ul style="list-style-type: none"> • The competency in German Grammar is given in Appendix 2 	20

Competency	Competency Level	Content	No of Periods
10.0 The student develops own language strategies.	10.1 Learns the language in context of communication – not as a given set of grammar rules. 10.2 Learns to express in the target language not by translating from first language 10.3 Identifies patterns and standard phrases which occur often. 10.4 Develops own strategies for learning and remembering. 10.5 Makes use of facilities outside the class room – Internet for additional language practice. 10.6 Learns to use a bilingual dictionary and find the correct meaning in the given context. 10.7 Learns to read newspaper articles and extract information that interests him or her independently.	<ul style="list-style-type: none"> • Grammatical Structures • Communicating patterns • Memorizing techniques • Current information about lifestyles in German speaking countries 	20

Appendix I

1.1 Themes/Modules

The following modules will outline the themes that would be covered in a progression in the as given in the textbook:

Wir: Grundkurs Deutsch für junge Lerner. Text book I-III Stuttgart 2003

Moment Mal. Lehrwerk für Deutsch als Fremdsprache. Text book and Work Book I – II. Munich 1998

Grade 12

In the Grade 12 (First level) the student should be able to:

Module 1

- 1.1 Greet and react to greetings during the day
- 1.2 Introduce themselves
- 1.3 Count to 100
- 1.4 Ask information about – Name, place of origin, age, address, occupation, hobbies
- 1.5 Introduce members of the family
- 1.6 Talk about their siblings and ask a fellow student/ teacher about his/her family
- 1.7 Interview a family
- 1.8 Collect information about German speaking countries and cities
- 1.9 Identify countries in Europe and main cities and languages spoken
- 1.10 Give information about main cities in Sri Lanka – location, district ect

Module 2

- 2.1 Describe his/her home
- 2.2 Identify colours and shades
- 2.3 Name the rooms in a home, activities in the room
- 2.4 identify the furniture in a home
- 2.5 Greet visitors – formal/ informal
- 2.6 Offer food and drink to guests
- 2.7 Express a wish or preference
- 2.8 Inquire about own pets, what they eat etc.
- 2.9 Talk about neighbors
- 2.10 Writing a letter to a pen friend describing self and family

Module 3

- 3.1 Identify food and beverages
- 3.2 Order a snack at a bistro
- 3.3 Inquire prices
- 3.4 Identify classroom objects
- 3.5 Talk about subjects offered at A Level
- 3.6 Tell the time official/ unofficial
- 3.7 Talk about times TV programs are broadcasted
- 3.8 Talk about types of programs, give preferences
- 3.9 Ask about TV channels
- 3.10 Identify days of the week, months of the year, seasons
- 3.11 Describe a time table, daily routine, week plan
- 3.12 Discuss about own learning strategies (Vokabelhefte)

Module 4

- 4.1 Ask and tell about sports, pastime
- 4.2 Identify and describe items of clothes
- 4.3 Describe the weather
- 4.4 Identify landscapes in Germany
- 4.5 Tell when the birthday and wish for the birthday
- 4.6 Give dates when important national festivals are held (Germany and Sri Lanka)
- 4.7 Invite for the birthday party, accept the invitation verbally
- 4.8 Write and reply an invitation

Module 5

- 5.1 Name parts of a body
- 5.2 Identify diseases
- 5.3 Talk about health, simple remedies
- 5.4 Talk about favorite food
- 5.5 Identify fruit and vegetables
- 5.6 Order food in a restaurant/talk about food
- 5.7 Report an accident (using Perfekt Tense)
- 5.8 Read a simple letter

Module 6

- 6.1 Identify the places of a city
- 6.2 Identify important monuments and buildings in German cities
- 6.3 Ask about the directions in the city and describe how to get there.
- 6.4 Describe furniture in a room

Grade 13

In the Grade 13 (Second level) the student should be able to:

Module 7

- 7.1 Describe jobs
- 7.2 Talk about future plans and jobs
- 7.3 Express intentions and good resolutions
- 7.4 Identify types of schools in Germany, compare them with Sri Lanka
- 7.5 Plan a field tour –accommodation ect.
- 7.6 Understand a travel itinerary

Module 8

- 8.1 Talk about past – how did the parents get to know each other
- 8.2 Understand fairytales, read traditional fairy tales - Intercultural comparison
- 8.3 Read and sing folk songs,- Intercultural comparison
- 8.4 Relate what happened in the past
- 8.5 Write a post card from holidays – write about weather, activities, accommodation, food and mishaps
- 8.6 Get a confirmation
- 8.7 Write about ones life –
- 8.8 Read a curriculum Vitae and write own CV

Module 9

- 9.1 Describe a person's appearance, make assumptions about character
- 9.2 Identifying names of Zodiac, talk about one's horoscope
- 9.3 Give advice using conjunctive case
- 9.4 Read und understand a simple text from a newspaper

Module 10

- 10.1 Talk about environment, pollution,
- 10.2 Discuss what can be done
- 10.3 Discuss social engagement for a better world
- 10.4 Discuss about media and media consumption (Television)
- 10.5 Popular Songs: "Ein Bisschen Liebe"
"Die Antwort weiss der Wind"
"Wenn die Blumen weinen koennten"
- 10.6 Discuss the themes expressed in these songs

Appendix 11

1.1 Grammatical Structures.

The following schedule will give the teacher a list of grammatical structures that have to be covered in the two levels (Grade 12 and 13).

Prescribed Textbook *Wir: Grundkurs Deutsch für junge Lerner. Text book I-III* Stuttgart 2003
Moment Mal. Lehrwerk für Deutsch als Fremdsprache. Text book and Work Book I – II. Munich 1998

The text book has integrated these grammatical structures in the lessons. When the topics stipulated in Appendix 1 are being taught, the appropriate grammar will be taught in that progression. .

The German terminology has been taken from: *Grundgrammatik Deutsch* by Jürgen Kars und Ulrich Häusermann, Frankfurt 1988.

For details refer under the appropriate German term.

I. General introduction to parts of speech.

(Wortarten) (e.g. verbs, nouns, adjectives, articles, pronouns, adverbs, prepositions, conjunctions and particles), morphology and syntax.

1.1 Conjugation and declension of parts of speech (Flektierbarkeit der Wortarten)

1.2 Main clauses and subordinate clauses (Hauptsätze und Nebesätze)

2.0 Verb (das Verb)

2.1 Conjugation: Number and person (Hinweis auf Numerus und Person)

2.2 Tenses: Present, simple past, past, present perfect, past perfect, future, future perfect, their uses with special emphasis on the difference between present perfect (conversational) and simple past (written)

2.3 Weak and strong verbs (Schwache und starke Verben): Irregular Verbs

2.4 Verbs with separable verbs and inseparable prefixes: (trennbare und nicht-trennbare Verben)

2.5 Modal verbs (Modalverben)

„dürfen“, „können“, „mögen“, „wollen“, „sollen“, „müssen“ and also „brauchen“.

2.6 Special verbs: (besondere Verben)

2.6.1 Auxiliary verbs: (Hilfsverben) „haben“ and „sein“

2.6.2 The use of „werden“ as modal verb, auxiliary verb and as full verb.

2.6.3 The use of hören, sehen, helfen, lassen, brauchen as full and auxiliary verbs.

2.7 Participles and their application: (die Partizipien)

2.7.1 Partizip I and II as nouns: e.g. “die Reisenden” and “die Angestellten”

2.7.2 Partizip I and II as adjectives: e.g. from the word “schlafend” and “ein schlafendes Kind” and “die verschwundene Person”.

2.7.3 Passiv Präsens: Present tense in the passive voice: e.g. “Der Brief wird gerade geschrieben”.

2.7.4 Passiv Perfekt: Perfect tense in the passive voice: e.g. “Der Brief ist eben geschrieben worden”.

2.7.5 Passiv Präteritum: Simple past in the passive voice: e.g. “Der Brief wurde geschrieben”

2.8 The Infinitive (der Infinitiv)

2.8.1 Without the particle „zu“.

2.8.2 As a noun: „Beim Laufen habe ich Schmerzen“.

2.9 Mood (Modus)

2.9.1 Indicative: (Indikativ) Factual statement which is not in doubt or in „normal sense“

2.9.2 Indirect speech (Konjunktiv I) in requests and suggestions e.g. “Folgendes sei angemerkt”, reporting what somebody has said e.g. “Er sagt, er sei krank”

2.9.3 Subjunctive speech (Konjunktiv I) conditionals, assumptions, suppositions and wishes.

2.9.4 Imperative (Imperativ) – Giving commands

2.10 Passive voice (das Passivum): Present, simple past and perfect tenses

2.10.1 Singular and plural in all tenses: e.g. “Ich werde informiert”, “Wir werden informiert”, “Er wird informiert”.

2.10.2 With modal verbs: e.g. “Er muss sofort informiert werden“

2.11 Reflexive verbs (reflexive Verben): e.g. „Waschen“, „putzen“, „erholen“, „anziehen“ ect

2.11.2 Reflexive verbs in a reciprocal relationship (reziproke Beziehung) e.g. „Wir verstehen uns“, „Sie helfen sich“.

3.0 Noun (Die Nomengruppen)

3.1. Determining gender (Genus) and types of nouns e.g.: types ending with - “—mus”, “—ing”, “—or”, “--er” as masculine, “—rei”, “—heit”, “—keit”, “—schaft”, „—ung“ as feminine and „—ment“, „—chen“, „—um“ as neuter.

3.2. Formation of plurals (Pluralbildungen) ending with:

die Tage 2.1 “-e” e.g. der Tag

3.2.2 „-n“ e.g. die die Reisen 2.2 Reise

die Bilder and with Umlaut e.g. 2.3 „-er“ e.g. das Bild die Räder 2.3 das Rad

die Fotos (with loan words) 2.4 „-s“ e.g. das Foto

3.2.5 „-el“, „-en“, „-er“, „-chen“ and „-lein“

3.3. Declension of nouns; regular declension

3.3.1 Declension of nouns following the pattern of the „n – Deklination“

3.3.2 Masculine nouns ending with “-e” e.g. “der Geselle“, „ der Kunde“

3.3.3 Loan words from Greek and Latin e.g. “der Student”

3.3.4 Masculine abstract nouns ending with “—e” e.g. “der Friede”

3.3.5 Neuter nouns following the pattern of the „declension“ e.g. “das Herz”

3.3.6 Diminutive noun-forms (Verkleinerungsformen) e.g. „das Männchen“ and „der Profi“

IV. The articles: Their uses and declension

4.1 Definite article “der”, “die”, “das”

4.2 Indefinite article „ein“, „eine“

4.3 Absence of an article „neue Kartoffel“

4.4 Negative article „kein“

4.5 Clauses containing „einer/ eine/ eins“ not followed by a noun, e.g. “Kommt einer von euch?”

V. Pronouns (die Pronomen): Declension of pronouns

5.1 Personal pronouns: (das Personalpronomen) e.g. “er”, “sie”, ”es“.

5.2 Reflexive Pronouns: (das Reflexivpronomen) e.g. „mich“, „sich“ect.

5.3 Reciprocal Pronouns: (das Reziprokonomen) e.g. “einander”, “miteinander” ect

5.4 Demonstrative pronouns: (das Demonstrativum) e.g. „diese“, „jener“, „jeder“, „manche“, „welche“, „alle“, „einige“, „viele“, „wenige“

5.5 Indefinite pronouns: (das Indefinitpronomen) e.g. „ein“, „eine“, “eine“ and „jemand“, „jener“, „jeder“, „mancher“, „welche“, „alle“, man“, „mancher“

5.6 Possessive Pronouns (das Possessivum) e.g. „mein“ and their declensions

5.7 Relative pronouns (das Relativpronomen) e.g. “der”, “die”, “das” and “was”, “wo”, “wie”, “der” etc.

5.8 Interrogative pronouns (das Fragewort)

5.8.1 „wer“, „was“, „wie“ at the beginning of a sentence

5.8.2 The use of a preposition before a relative clause: “mit dem”, “für den” etc

5.8.3 The use of an interrogative pronoun with a preposition before a relative clause: “was für” and compounds with “da-“ e.g. “davon”, “daran”, “dafür” etc.

5.9 Negative pronouns (negatives Pronomen) e.g. “keiner”, “niemand”, “nichts”

5.10 „Es“ as a formal complement of some verbs („Es“ als formale (leere) Ergänzung zu bestimmten Verben: “Wie geht es Ihnen?”

VI. Adjectives (Das Adjectiv): Their uses and declension

6.1. As complement (prädikativ) e.g. “Der Motor ist gut”

6.2. In adverbial use (adverbial) e.g. “Er hat sich gut benommen”.

6.3. As an attribute to the noun with declension (attributiv) e.g. “Ein guter Mann”.

6.4. As an attribute to the noun without declension – with verbs “sein”, “werden” e.g. “Ist der Platz frei?”, “Ist das alles, wofür wir gearbeitet haben?”, „Das ist alles, woran man heute denkt.“

6.5. with a verb e.g. “Eine Gruppe boldet sich schnell”.

6.6. Adjectives as nouns: „ein Fremder“, „ das Ganze“

**6.7. Adjectives in participial constructions: e.g. “Auf der Straße spielende Kinder”
“Der längst abgeschickte Brief”**

VII. Degrees of comparison (Komparation): - positive, comparative and superlative

VIII. Prepositions (die Präpositionen) dependant on case, with

8.1 Accusative: “bis”, “durch”, “gegen”, “ohne”, “um”, “entlang”

8.2 Dativ: „aus“, „bei“, „gegenüber“, „mit“, „seit“, „nach“, „von“, „zu“, „außer“

8.3 Genitive „statt“, „trotz“, „während“, „wegen“ and also „außerhalb“ and „innerhalb“

8.4 Accusative or dative: „an“, „auf“, „hinter“, „in“, „neben“, „über“, „vor“, „zwischen“

8.5 In combined form of preposition + article e.g. „am“, „ans“, „zum“, „zur“ etc.

8.6 Combination of prepositions with other prepositions e.g. „bis an“, „bis zum“ etc.

8.7 With adverbs e.g. „auf...hin“, „von...her“

8.8 With pronominal adverbs (Pronominaladverbien) e.g. „daran“, „damit“, „dazu“, „woran“, „womit“, „wozu“ etc.

8.9 Some uses of prepositions:

8.9.1 Demonstrating condition e.g. „bei Sonne“

8.9.2 Demonstrating consequence use e.g. „zum Schlafen“, „ohne Make-up“

8.9.3 Demonstrating reason e.g. „aus Leichtsinn“, „wegen seines Leichtsinn“, vor Hunger“

8.9.4 Demonstrating reason against e.g. „trotz seines Reichtums“

8.9.5 Demonstrating exchange e.g. „statt Geld“

8.9.6 Demonstrating time e.g. „am Anfang“, „vor Sonnenaufgang“, „nach dem Essen“

IX Numbers (die Zahlen)

9.1 As cardinal numbers: „eins“, „zwei“ etc

9.2 As ordinal numbers: „erster“, „zweiter“ etc

9.3 As adverb: „erstens“, „zweitens“ etc., „einmal“, „zweimal“ etc. „einfach“, „zweifach“ etc.

9.4 as fractions: „null Komma fünf“, „eineinhalb“ etc.

9.5 As formal time: „sieben Uhr fünfzehn“ – informal time „Viertel nach sieben“

9.6 Bio data

9.7 As currency in German speaking countries

9.8 As measurement and weight

- **Prescribed Texts:**

Wir: Grundkurs Deutsch für junge Lerner. Text book I-III Stuttgart 2003

Moment Mal. Lehrwerk für Deutsch als Fremdsprache. Text book and Work Book I – II. Munich 1998

4.0 Teaching Methodology:

Using the teaching techniques of “Communicative Language Teaching” the course is designed to develop the communicating skills of the learner in a moderate progression. As such it should be interactive. It will not only concentrate on teaching grammar, but empower the learner with skills to be competent to communicate in day to day situations and develop strategies such as to express his opinion, as well as engage in simple conversations, understand simple written texts and extract relevant information from authentic utility texts from Germany (train time tables, radio and TV programs, menus, notices ect.) as well as write simple structured texts (letters and invitations etc.).

As this syllabus is using the methodology of “Communicative Language teaching”, the medium of instruction should preferably be in German. The Teacher’s Instructional Manual will give details how the lessons are to be planned and how language training is to be carried out. Regular assessments done by the class teacher will accompany the course, which will show clearly the progress made within the two years.

The classroom activities which will be “Learner Centered”, will also include exercises in pairs and groups embedded in the traditional plenary phases. Learning games, quizzes and competitions will increase the motivation and break the class room monotony. The exercises as given in the prescribed text books will also facilitate role play.

The topics chosen will help the learner to communicate within a given context and also introduce facets of modern German lifestyles and culture. A more holistic approach to language learning would ideally help the learner also be critically aware of communicating patterns (also non verbal) practised in Germany and compare them with similar patterns when communicating in Sinhala, Tamil or English.

Use of images (photographs and line drawings), video clips and films will not only make the class room activity interesting but transform the learner to the German language speaking environment.

The methodology used will also facilitate the learner to discover leaning strategies, like how to study independently and develop his or her learning competence outside the class room.

5.0 School Policy and Programs:

Cultural Awareness on German speaking countries will be created through project work like organizing cultural programs (songs and short dramas), exhibitions and publishing creative writing of the students. The more holistic approach to German learning, not only limiting to class room exercises will help the learner to discover his or her creativity. Inter school activities too can be organized to enhance communication between teachers and students of German. Intercultural skills could be facilitated through the use of internet- guidelines.

6.0 Assessment and Evaluation

It is intended to implement this syllabus in schools with the School Based Assessment (SBA) process. Teachers will prepare creative teaching - learning instruments on the basic of school terms.

The First Examination under this syllabus will be held in 2011.

The details together with the format and the nature of questions will be introduced by the Department of Examination.