GERMAN
Teacher's Instructional Manual

Grade 12
(To be implemented from 2009)

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

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CONTENTS

Unit 01
German Alphabet and Pronunciation

Competency 01

1. The student learns the alphabet and sounds connected with the letters and letter combinations and practices to pronounce words according to Standard German.
2. The Student learns the sentence melody of statements and questions

Competency level

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.
1.5   Uses the appropriate sentence melody, rhythm and sentence accent.

Number of periods: 10

Learning Outcomes: The Students should be able to:

- identify vowels- long and short rounded and ungrounded, vowels with *Umlaut*
- identify the "ch-Laut" and "sch-Laut".
- learn the characteristics of the consonants of the German Alphabet
- practise the articulation of loan words.
- identify the stressed and unstressed syllables.
- practise the stress of separable prefixes (stress on prefix) and inseparable prefixes (stress on root).
- learn the speaking melody, rhythm and accents of sentences "Sprechmelodie", "Rhythmus" and "Satzakzent".
- read words, phrases and simple texts
- write the words in German by listening
- understand the meaning of loan words.

Introduction

German (*Deutsch*) is a West Germanic language, thus related to and classified alongside English and Dutch. It is one of the world's major languages and the most widely spoken first language in the European Union. Around the world, German is spoken by approximately 105 million native speakers and also by about 80 million non-native speakers. German is spoken primarily in Germany (first language for more than 95% of the population), Austria (89%) and Switzerland (65%). The history of the language begins with the High German consonant shift during the migration period, separating Old High German dialects from Old Saxon. German is the third most taught foreign language in the English-speaking world after French and Spanish.

German is a member of the western branch of the Germanic family of languages, which in turn is part of the Indo-European language family. The German dialect continuum is traditionally divided most broadly into High German and Low German. The variation among the German dialects is considerable, with only the neighboring dialects being mutually intelligible. Some dialects are not intelligible to people who only know standard German. However, all German dialects belong to the dialect continuum of High German and Low Saxon languages.

Written texts in German are easily recognizable as such by distinguishing features such as umlauts and a unique orthography—German is the only major language that capitalizes all nouns—and the frequent occurrence of long compounds (the longest German word is made of 63 characters)

Rindfleischetikettierungsueberwachungsaufgabenuebertragungsgesetz.

The meaning of the word is „literally, *Cattle marking and beef labeling supervision duties delegation law*" This is a law of the German state of Mecklenburg-Vorpommern of 2000, dealing with the supervision of the labeling of beef.

Source: Wikipedia.org / About.com

Guidelines for Explaining the Target Subject Input:

The student learns the German Alphabet here. When you teach German language, it is not essential to start by teaching the German Alphabet first. The teacher can begin the lessons with greetings and essential phrases. Instead of trying to start by teaching the alphabet the teacher may prefer to familiarize the student with speech sounds of German. The students should be encouraged to produce speech sounds as much as possible in order to be familiar with its phonology.

The following table introduces the sound in the German language for the beginner.

das Alphabet		
The German Alphabet and its Sounds		
Buchstabe Letter	**Aussprache** Pronunciation	**Beispiele** / Examples
A a	**ah**	ab (from), der Apparat (appliance, phone)
Ä ä	**ay**	der Äther (ether), die Fähre (ferry)
B b	**bay**	bei (at, near), das Buch (book)
C c	**say**	der Computer. Central (central)
D d	**day**	durch (through), dunkel (dark)
E e	**ay**	elf (eleven), wer (who), er (he)
F f	**eff**	faul (lazy), der Feind (enemy)
G g	**gay**	das Gehirn (brain), gleich (same, equal)
H h	**haa**	die Hand (hand), halb (half)
I i	**eeh**	der Igel (hedgehog), immer (always)
J j	**yot**	das Jahr (year), jung (young)
K k	**kah**	der Kalender (calendar), kennen (know)
L l	**ell**	langsam (slow, slowly), die Leute (people)
M m	**emm**	mein (my), der Mann (man)
N n	**enn**	die Nacht (night), nein (no), nicht (not)
O o	**oh**	das Ohr (ear), die Oper (opera)
Ö ö	**ooh**	Österreich (Austria), öfters (once in a while)
P p	**pay**	das Papier (paper), positiv (positive)
Q q	**koo**	die Quelle (source), quer (crossways)
R r	**err**	das Rathaus (city hall), rechts (right)
S s	**ess**	die Sache (matter), das Salz (salt), seit (since)
ß	**ess-zett** (s-z ligature)	*Lower case only. Replaces "ss" in some words.* *Not used in Swiss German.* **groß** (big, great), **die Straße** (street) BUT: **das Wasser** (water), **dass** (that), **muss** (must)
T t	**tay**	der Tag (day), das Tier (animal)
U u	**ooh**	die U-Bahn (subway, metro), unter (below)
Ü ü	**uyuh**	über (over, about), die Tür (door)

V v	fow	der Vater (father), vier (four)
W w	vay	wenn (if, whenever), die Woche (week)
X x	ixx	x-mal (umpteen), das Xylofon
Y y	oop-see-lohn	der Yen (yen), der Typ (type)
Z z	zett	zahlen (pay), die Pizza, zu (to, too)

Activities

01. Group Activity

The Students are divided in to two groups called A and B. One student of Group A spells a word, (ex: a Personal name, a Country name, a City name - please use Proper nous (name words) known to the students) in German and the other student of Group B writes the correct word on the black board. Marks will be given for correct spelling.

GROUP - A	GROUP - B
Example: ah- emm- eeh- ell-ah	**A M I L A**
day- ay-uyuh- tay- ess- say- haa- ell- ah- enn- day	**DEUTSCHLAND**

02. Individual Activity.

The Textbook –"Kulturbeutel"- Lesson 2, Page Number 28 – Activity A2

References

- http://www.makemesmart.com/getsmart/Das%20deutsche%20Alphabet.htm-
  Listen to the sound

Unit 02
Listening and Responding Skills

Competency 02

1. The student listens and responds according to language competency.

Competency level:

2.1 Listens to questions
2.2 Answers questions.
2.3 Makes statements and asks questions.
2.4 Engages in a dialog.
2.3 Asks and gives information.

Number of periods: 40

Learning Outcomes:

At the end of this unit the students should be able to:
*   Greet and react to greetings during the day
*   Listen and respond in simple German according to given language situation
*   Describe a familiar location such as his or her home/ living space or classroom
*   Listen to and respond to the following situations situations as specified in German Syllabus, Appendix I, Grade 12, Module 1 & 2.
    -   Greet and react to greetings during the day
    -   Introduce themselves
    -   Ask information about – Name, place of origin, age, address, occupation, hobbies
    -   Ask and give information in numbers up to 100
    -   Introduce members of the family
    -   Talk about their siblings and ask a fellow student/ teacher about his/her family\Interview a family
    -   Collect information about German speaking countries and cities
    -   Identify countries in Europe and main cities and languages spoken
    -   Give information about main cities in Sri Lanka – location, district etc.
    -   Describe his/her home
    -   Identify colours and shades
    -   Name the rooms in a home, activities in the room
    -   Identify the furniture in a home
    -   Greet visitors – formal/ informal
    -   Offer food and drink to guests
    -   Express a wish or preference
    -   Inquire about own pets, what they eat etc.
    -   Talk about neighbours

Introduction

Think about how we learnt our first language. We did a lot of listening for a long time before we ever began to speak. We absorbed a lot of sound and words of our native language before we uttered a single word or a phrase. When we attempt to learn a second language, the same logic applies. How can we possibly learn to speak a language we don't hear a lot? It isn't natural. That's why it is stressed that the listening aspect is vital. Of the four skills (listening, speaking, reading and writing), listening is very important for the learning process. But often listening is the most neglected of the four skills in traditional language courses. Therefore, listening to German is an important opportunity and a valuable resource. In this unit the learner can improve his/her listening competency.

Guidelines for Explaining the Target Subject Input:

Greetings / introducing oneself

Be aware that German makes a clear distinction between formal and familiar forms of expression (**Sie**/formal 'you' versus **du**/first name 'you'). Phrases marked "familiar" or "casual" should only be used in informal, first-name situations. Germans tend to be more formal and use first names only in certain situations.

Numbers and Counting

For each number, two forms are shown: (1) the **cardinal** number (*Kardinalzahl* - 1, 2, 3...) and (2) **ordinal** number (*Ordinalzahl* - 1st, 2nd, 3rd...). In some cases the **fractional** number (*Bruchzahl* - 1/2, 1/5, 1/100...) is also given. (To make fractions [*Brüche*], just add **-tel** or **-el** to the number: **acht** + **el** = **achtel** [an eighth], **zehn** + **tel** = **zehntel** [a tenth].) Although the masculine (calendar date) form is shown for the ordinal numbers, they can also be feminine (**die**), neuter (**das**) or plural, depending on the noun they are used with: **das erste Auto** (the first car), **die zweite Tür** (the second door), **die ersten Menschen** (the first humans), etc.

To start with the days of the week (**Tage der Woche**), most of the days in German end in the word ….tag (Montag, Dienstag etc),The German week (and calendar) starts with Monday (**Montag**).

Grüße und Nettigkeiten German Greetings and Courtesies	
Deutsch	**English**
Everyday Pleasantries	
Guten Tag! - Tag!	Hello! - Hi!
Grüß Gott!	Hello! (southern Germany & Austria)
Grüß dich!	Hello! (familiar, informal)

Guten Morgen! - **Morgen!**	Good morning! - Morning!
Guten Abend!	Good evening!
Gute Nacht!	Good night!
Wie geht es Ihnen?	How are you?
Wie geht's?	How are you? (familiar, informal)
Danke, gut.	Fine, thanks.
Sehr gut.	Great.
Es geht.	Okay. So-so.
Nicht so gut.	Not so well.
Auf Wiedersehen.	Good-bye.
Tschüs!	Bye! See you later. (casual)
Requests - Bitten	
Was möchten Sie?	What would you like?
Ich möchte...	I would like...
Darf ich?	May I?
Können Sie mir helfen?	Can you help me?
Yes/No - Thanks - You're Welcome	
Bitte! - **Ja, bitte!**	Please! - Yes, please!
Danke!	Thanks! - No thanks! Note: "Danke!" in response to an offer usually means "No thanks!" If you want to indicate a positive response to an offer, say "Bitte!"
Danke schön!	Thank you!
Vielen Dank!	Thanks a lot! - Many thanks!
Bitte schön!	You're welcome! (in response to "Danke schön!")
Nein, danke!	No thanks

The seasons are all masculine gender (except for **das Frühjahr**, another word for spring). The months for each season above are, of course, for the northern hemisphere where Germany and the other German-speaking countries lie.

Learning – Teaching Process

Activities

01. Greeting and Introduction

The teacher greets the class. Then the teacher shows pictures of sunrise, midday sun, evening sun etc, and can gets the Students to repeat the utterance with necessary changes (Guten Morgen!/ Guten Tag! Gute Nacht!) etc..

Ex: Guten Morgen! (shows the image)

After introducing all Greeting expressions, the teacher can show an image (ex. sunset) and get the students to utter the relevant greeting.

02. Getting to know each other.

The students use this format and ask and respond to questions such as:
Wo wohnen Sie?
Wie alt sind Sie?
Wie ist Ihre Adresse?
Wie ist Ihre Telefonenummer?
Was lernen Sie? ➔ Ich lerne Deutsch – Wir lernen Deutsch
Haben Sie Geschwister? Wie heißen sie? Wie alt sind sie?

03. Students bring a photo of their family and introduce the members of the family to the class with simple sentences.

Ex: Das ist mein Bruder, er heißt …., er ist … Jahre alt.

04. Students listen to the numbers read out by the teacher and cross the numbers in the given boxes. *(Refer to Ex. 05 on page 13 of the **Wir** Work book).*

Unit 03

Skills in Speaking and Context bound Responses

Competency 03

The student speaks and responds according to language competency

Competency level:

>   3.1. Expresses likes and dislikes
>
>   3.2. Gives information in sentences
>
>   3.3. Asks questions.
>
>   3.4. Answers questions.

Number of periods: 40

Learning Outcomes:

>   The student will be able to:
>
> - Talk about German food and beverages
> - Order a snack at a bistro
> - Inquire prices
> - Talk about classroom objects
> - Talk about subjects offered at A Level
> - Tell the time official/ unofficial
> - Talk about times TV programs are broadcasted
> - Talk about types of programs, give preferences
> - Ask about TV channels
> - Speak about days of the week, months of the year, seasons
> - Describe a time table, daily routine, week plan
> - Discuss about own learning strategies (Vokabelhefte)

Introduction

The skill to use German in everyday situations is highlighted in this unit. In this section, the student will express himself or herself according to the existing language competency on divers themes as specified in the learning outcomes.

Guidelines for Explaining the Target Subject Input:

Below is a chart of various shopping possibilities. Although supermarkets are popular, many Germans still prefer to shop for meat, bread, pastry, fruit and vegetables in specialty shops: the butcher, the baker, the green grocer and other specialized types of stores.

Wo kaufe ich das?	
Lebensmittel - Groceries	
WO? (Where?)	**WAS?** (What?)
der Supermarkt *the supermarket* **im Supermarkt** *at the supermarket*	**fast alles** *almost everything* **die Lebensmittel** *groceries* **das Gemüse** *vegetables* **das Obst** *fruit* **die Milch** *milk* **der Käse** *cheese*
der Bäcker *the baker* **beim Bäcker** *at the baker's* **die Bäckerei** *bakery*	**das Brot** *bread* **das Brötchen** *roll* **die Semmeln** *rolls* **die Torte** *cake* **der Kuchen** *cake*
der Fleischer *the butcher** **die Fleischerei** *butcher shop* **beim Fleischer** *at the butcher's* **der Metzger** *the butcher* **die Metzgerei** *the butcher shop* **beim Metzger** *at the butcher's*	**der Fisch** *fish* **das Fleisch** *meat* **das Rindfleisch** *beef* **das Geflügel** *fowl* **das Kalbfleisch** *veal* **der Schinken** *ham* **das Schweinefleisch** *pork* **die Wurst** *sausage*
*The German terms for "butcher" and "butcher shop" are regional. **Metzger** tends to be used more in southern Germany, while **Fleischer** is more common in the north. The official term for the trade is **Fleischer**. Older, rarely used terms are **Fleischhacker**, **Fleischhauer** and **Schlachter**.	
der Getränkemarkt beverage shop Here you buy beverages (beer, cola, mineral water, etc.) by the case. Supermarkets now usually	**Getränke** beverages **das Getränk** beverage, drink **das Bier** beer

have a similar department.	**der Wein** wine **die Limonade** soda, soft drink **die Cola** cola drink **das Mineralwasser** mineral water
der Markt the market **der Tante-Emma-Laden** corner market **die Tankstelle** *gas station (market)*	A growing trend in Germany is the gas station mini-mart, selling everything from groceries to videos and CDs. It offers shoppers an alternative to regular stores that by law are closed on Sundays and after 8 pm, if not earlier.

The following table will be useful when introducing the adjectives related to food.

Cooking Terms Food Preparation	
English	**Deutsch**
baked	**(im Ofen) gebacken**
boiled	**gekocht**
cold	**kalt**
(deep) fried	**(in Fett) gebacken**
(pan) fried	**(in der Pfanne) gebacken**
hot	**heiß**
hot (spicy)	**scharf**
medium (done)	**halbdurch**
well done	**durchgebraten**
roasted	**gebraten**
seasoned	**gewürzt**
smoked	**geräuchert**
steamed	**gedämpft**
stuffed	**gefüllt**

Learning- Teaching Process
Activity 01 (Individual)

Match the corresponding words.

Activity 02 – Individual
Find the relevant information and fill in the blanks.

Meine Telefonnummer ist . . .

Fritz Gärtner
Blumenstraße 45   37 48 90
8776 Heigenbrücken

Karin Tauben
Drosselweg 6   87 28 05
6932 Hirschhorn

Rudolf Maurer
Ziegelstraße 2   64 21 02
6290 Weilburg

Heidi Schäfer
Weideplatz 47   54 57 92
8551 Wiesenthal

Meine Telefonnummer ist drei sieben vier acht neun null.

Name: _____
Straße: _____
Stadt: _____

Meine Telefonnummer ist fünf vier fünf sieben neun zwei.

Name: _____
Straße: _____
Stadt: _____

Meine Telefonnummer ist acht sieben zwei acht null fünf.

Name: _____
Straße: _____
Stadt: _____

Meine Telefonnummer ist sechs vier zwei eins null zwei.

Und wie ist deine Telefonnummer?

Name: _____
Straße: _____
Stadt: _____

Meine Telefonnummer ist null null acht zwei null acht vier neun sieben sieben sechs fünf sechs eins.

Rocky
Milchstraße 39
XY MARSOPOLIS

Tel.: _____
Name: _____
Straße: _____
Stadt: _____

Activity 03 (In pairs)
How do people react in these situations in Sri Lanka and in Germany?

Höflichkeitsformen. Was macht man wo?

	in Deutschland	in Sri Lanka
1. Man schaut sich beim Grüßen in die Augen, auch Männer und Frauen.	☐	☐
2. Man grüßt sich nicht immer mit Worten, sondern mit einem Nicken oder Lächeln.	☐	☐
3. Man sagt fast immer „danke", „bitte" und „Entschuldigung".	☐	☐
4. Man wünscht sich bei der Verabschiedung „einen schönen Tag".	☐	☐
5. Man spricht den Vorgesetzten mit dem Nachnamen an.	☐	☐
6. Man spricht die Leute nur mit ihren Namen an, nicht mit *Bruder, Schwester, Onkel, Tante* usw.	☐	☐
7. Mit *Bruder* und *Schwester* sind nur die leiblichen Geschwister gemeint.	☐	☐
8. Manchmal sprechen die Kinder ihre Eltern mit Vornamen an.	☐	☐

Unit 04

Contextual Reading Comprehension

Competency 04

The student reads and responds according to language competency.

Competency level

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.

Number of periods: 40

Learning Outcomes: The students will be able to:

- read an authentic German text and able to infer a 'global' understanding, and recognizes the context of the text
- Interpret its title, sub title and relates its accompanying image to the context
- read a German text selectively and extracts the main point in a text

   Listen to and respond to following situations as specified in German Syllabus, Appendix I, Grade 12, Module 4, 5 & 6

   - Ask and tell about sports, pastime
   - Identify and describe items of clothes
   - Describe the weather
   - Identify landscapes in Germany
   - Name parts of the body
   - Identify illnesses, health, simple remedies
   - German food, fruit and vegetables
   - Read the report an accident, cultural event or social event
   - Read a simple letter, advertisements and interpret statistics
   - Identify important monuments and buildings in German cities
   - Identify the places of a city reading a map

Introduction

The student should be able to read and understand authentic German texts extracted from newspapers and magazines, and be able to relate to modern German life styles.

Guidelines for explaining the target subject input:

Students should read in German in every possible occasion. This can be started with small dialogues and be expanded to more complex texts. Reading dialogues in pairs and individual reading is helpful.

Learning- Teaching Process

Activity 01

Tick in the right box.

Ordnen Sie zu.

In Sri Lanka gibt es die Trockenzeit und die Regenzeit.

1. In der Regenzeit blitzt und donnert es, manchmal ist es auch windig. Es regnet sehr stark, und die Straßen sind überschwemmt. In dieser Zeit ist das Meer sehr stürmisch.   Bild: ☐

2. In der Trockenzeit ist es heiß, und die Temperaturen steigen bis auf 36 Grad. Man schwitzt und trinkt viel. Das Meer ist ruhig, und man geht schwimmen.   Bild: ☐

Unit 05

Written Expression

Competency 05

The student writes according to language competency.

Competency level

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

Number of periods - 40

Learning Outcomes: The students should be able to:

Generate simple dialogues corresponding to the following themes and situations.

- Greet and react to greetings during the day
- Introduce themselves
- Ask information about – Name, place of origin, age, address, occupation, hobbies
- Introduce members of the family
- Talk about their siblings and ask a fellow student/ teacher about his/her family
- Interview a family
- Describe his/her home
- Greet visitors – formal/ informal
- Offer food and drink to guests
- Express a wish or preference
- Inquire about own pets, what they eat etc.
- Talk about neighbours
- Writing a letter to a pen friend describing self and family
- Order a snack at a bistro and restaurant
- Inquire prices at the market, department store etc.

The student should be able to generate simple informal and formal letters pertaining to the following activities:

- To write a letter to a pen friend describing your friends and family
- To invite for a birthday party or accept an invitation, invite for home stay in Sri Lanka, accept an invitation to visit friends in Germany
- To inquire about language courses in Germany

Introduction

Although dialogues appear as written exercises here, they will help the students to react verbally to real life situations effectively. Correspondence with a pen friend is basic level of competency expected from the student.

Guidelines for Explaining the Target Subject Input:

Students should be encouraged to write simple texts such as notes, emails, letters etc. Knowledge of grammar, word order as well as emphasis on the content of the expression should be given equal weight**.**

Unit 06

Mastering Grammatical Structures in the Given Context

Competency 06

The student acquires knowledge of grammatical structures to express him or her in the given situations.

Competency level

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.

For gradual mastery of grammar, use one of the prescribed texts. The student should not be burned with too much grammar rules and but must also understand how the language works

Number of periods: 50

Learning Outcomes

The students should have an adequate level of competency in grammatical structures of the German language in order to express him or herself without leading to confusion.

Introduction

Grammar is taught in the inductive method, which will facilitate the learner to discover the structure of sentences. This understanding is fundamental to decipher the meaning of a structured sentence.

Guidelines for teaching the Target Input

- Gradual progression of exercises given in the prescribed text will enable student to move from the understanding of simple sentences to more complex sentences.
- Working in Pairs in progression within a chain of exercises in the classroom will enable student to realize that a certain grammar rule has been properly used.
- More complex exercises that follow will assure the learner that the same rule can be applied in different situations.
- Old rules should be incorporated in this learning process so that student is able to combine different rules and build sentences.
- The student should not be barded with too many grammar rules as a high competency in grammar does not assure high competency in communication.
- Filling-in-blanks and pattern exercises can be useful in drilling certain grammar rules.

Adjective endings form a challenge to the students. The charts given below will help you explain them easily.

Learning- Teaching Process

Activities

Group activity

1. Distribute a German Newspaper or a magazine pages among student groups and ask them to underline the adjectives and their declension.

2. Find the right conjugation!

A Wörter: Machen Sie ein Kreuz ⊠

1. Wie ..... es Ihnen?

a	trinkt
b	ist
c	kommt
☒ d	geht

2. Woher ..... Sie?

a	sprechen
b	nehmen
☒ c	kommen
d	heißen

3. Sie ..... aber gut Deutsch!

a	gehen
☒ b	sprechen
c	kommen
d	trinken

4. Guten Tag, ich ..... Kunz.

a	komme
b	trinke
c	spreche
☒ d	heiße

5. Wie ..... Sie? – Fischer.

a	sind
b	sprechen
☒ c	heißen
d	gehen

6. ..... Sie eine Tasse Kaffee?

a	Möchten
b	Rauchen
☒ c	Essen
d	Fehlen

7. Dr. Müller: "Was ..... Ihnen?"

a	geht
☒ b	fehlt
c	weiß
d	möchte

8. "Wir gehen ins Museum." – "Ich ..... mit."

☒ a	komme
b	treffe
c	bleibe
d	rauche

9. Was ..... das? – Eine Mark achtzig.

a	heißt
b	tut
☒ c	kostet
d	hat

10. " ..... die Brust auch weh?"

a	fehlt
b	geht
c	ist
☒ d	tut

11. "Haben Sie die ..... schon lange?" –
    "Nein, erst 3 Tage."

a	Husten
b	Hals
☒ c	Schmerzen
d	Ohren

12. "Trinken Sie auch ein Bier?" –
    "Ja, ich trinke ..... ein Bier."

a	gern
b	danke
c	leider
☒ d	lieber

3. Find the matching verb form.

Familie Neumann macht Urlaub

Das _____ Familie Neumann. Herr _____

ist Ingenieur. _____ Neumann ist Sekretärin.

Kurt ist 14, seine Schwester Inge zwölf. Sie

_____ in Offenbach bei Frankfurt. Familie

Neumann _____ einen Caravan. Im Urlaub

fahren _____ oft an die Nordsee. Diesmal

_____ sie auf einem Campingplatz bei Wilhelms-

haven. Kurt und Inge haben _____ Zelt, Herr

und Frau Neumann schlafen im Caravan.

Auf dem Campingplatz gibt es _____ junge

Leute. Da ist Beate Neupert aus Salzburg _____

Österreich. Sie ist 14. Hans Zeller _____

aus Genf. George Schumacher _____ in Straß-

burg. Das ist in Frankreich.

Die meisten jungen Leute _____ aus

Norddeutschland. Grete, 13, ist aus Bremen.

Andreas, 12, ist aus Bielefeld. Horst und

Max kommen _____ Wuppertal.

Beate aus Salzburg

Horst und Max

wohnt sind sie sind Neumann ist kommt hat Frau ein
viele wohnen in aus

Unit 07

Spoken Forms of German

Competency 07

Intercultural comparison of Communicating Patterns in Germany and in Sri Lanka

- Greeting, introducing one's self, saying good bye, topics in "Small talk".

- Expressing regret, excusing one's self (. "I beg your pardon").

- Welcoming guests, expressing wises when invited and refusing offers.

- Greeting, introducing one's self, saying good bye, topics in "Small talk".

- Expressing regret, excusing one's self ("I beg your pardon").

Critically views communicating patterns (also non verbal) practised in Germany and compares them with similar patterns used in communicating in Sinhala, Tamil or English.

Competency level

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.

Number of periods - 10

Learning Outcomes

The Students should be able to:

- Greet and introduce one self, saying good bye, topics in "Small talk".

- Express regret, excuse oneself ("I beg your pardon").

- Welcome guests, express wishes when invited and refusing offers

- Negotiate in given situations.

- Identify formal and informal ways in German (per "Sie" and "du")

- Learn word order, intonation patterns of German and Sinhala, Tamil or English.

Introduction

German does not have a duality in language form (a spoken form that is different from writing). Germans differentiate the form of address between family members, children and friends (where they use the familiar 'du') and they prefer the formal 'Sie' form in addressing others. Intonation and stress of words is unique to German language and the meaning of expressions sometimes really mainly on them. The excessive use of the 'polite form' word 'bitte' is a remarkable feature of the German language.

Guidelines for Explaining the Target Subject Input:

Non-verbal communication can be brought to the classroom by showing short films and the student should be exposed to the speech of the native speakers though recorded dialogues.

Unit 08

Aspects of Culture of German Speaking Countries

Competency 08

The student familiarizes with cultural aspects and traditions of the German speaking countries.

Competency level

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.

Number of periods 30

Learning Outcomes:

The students should be able to Identify:

- Living space in Germany (house, apartment etc.), furniture living environment.
- Daily routine, meeting friends and relatives, going out in the evening, activities on a holiday, Poya day, going on vacation.
- Seasons, weather, items of clothing, eating practises, food and drink.
- Holidays, pilgrimages, visiting relatives, family functions like "Dana".

Introduction

Germany is one of the largest economies in the world. It is an industrialised country it is mainly an export-oriented country. Therefore the living standard of Germans is quite high. Germans mostly live in nuclear families (small families without grand-parents). Because some married German couples decide not to have children, Germany has few large families with many children. There are also many of single parent families and there are also those who decide not to get married and live single.

Accordingly, the Germans live in rather small spaces, such apartments with one or two rooms. Daily routine of the German is cantered around work and the total evening is devoted to recreational activities.

Guidelines for Explaining the Target Subject Input:

The teacher can teach students German songs, show movies etc to familiarize them to the German culture. German food, music, fashion, youth culture are easy points of contact for students.

Students can also be taught about seasonal changes that affect the lifestyle of the Germans.

Students should be encouraged to compare cultural similarities and differences between Germany and Sri Lanka.

The students should be encouraged to get more exposure to the German culture on the Internet.

Learning- Teaching Process

Activities

Write to a pen friend

01. Individual Activity

Ü9 Wer ist das?
Beschreibe jemanden, der allen in deiner Klasse bekannt ist. Gib dann das Blatt weiter und
laß deinen Nachbarn oder die anderen raten, wer es ist.

Beispiel:

Er ist sehr alt. Er trägt immer einen
schwarzen Hut. Er hat lange Haare und
sehr lange Zähne. Er besucht um
Mitternacht oft Zahnärzte.

. . . .

?
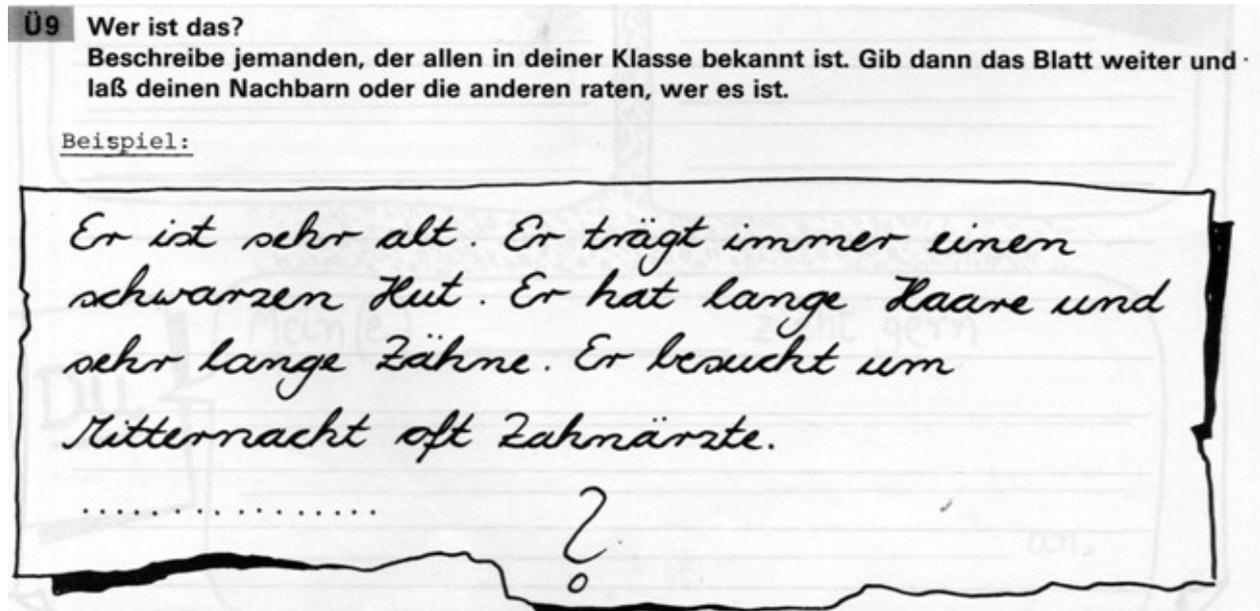
02. Discuss and present in groups

E3 **Welche Feste feiert man in Sri Lanka und in Deutschland?**

Januar	Februar	März	April
01. Neujahr Thaipongal (beweglich)	04. der Unabhängigkeitstag Karneval (beweglich)		Ostern (beweglich) 14.-15. singhalesisches und tamilisches Neujahr
Mai	**Juni**	**Juli**	**August**
das Wesakfest (beweglich)	das Posonfest (beweglich)		Kandy-Perahera (beweglich)
September	**Oktober**	**November**	**Dezember**
	Ramadan (beweglich) 03. der Nationalfeiertag	01. Allerheiligen Deepavali (beweglich)	06. Nikolaustag 24. Heiligabend 25.-26. Weihnachten 31. Silvester

Sprechen Sie über den Kalender.

Fragen Sie Ihren Partner?

△ Was feiert man im Januar in Deutschland?
● Neujahr.

△ Wann feiert man Thaipongal?
● Im Januar.

Frohes Weihnachtsfest!

Frohe Ostern

Guten Rutsch,
viel Zufriedenheit
und Gesundheit
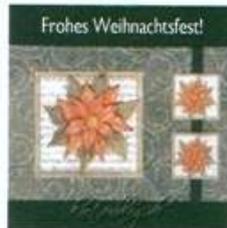
3. What do people do in which festivals?

Was macht man an welchem Fest?

Weihnachten	Neujahr	Ostern	Silvester	Wesak und Poson

Laterne anzünden   Wesak und Poson

Ostereier suchen   _____

Weihnachtsbaum schmücken   _____

Verwandte besuchen und Geschenke verteilen   _____

Milchreis kochen und essen   _____

in den Tempel gehen   _____

um Mitternacht anstoßen und sich Glück wünschen   _____

schaukeln   _____

Feuerwerk anzünden   _____

Lieder singen   _____

gratis Essen und Getränke austeilen   _____

Geschenke auspacken   _____

Unit 09

Comparative Language Analysis

Competency

The student has knowledge how the language works and reflects upon differences and similarities between German and own language.

Competency level

The student:

- Identifies the difference between verbs, nouns, pronouns, prepositions, adjectives and particles.
- Conjugates verbs: Appendix 1 (1.1 to 1.6)
- Identifies use of article in German.
- Identifies word order in simple sentence.
- Identifies declension of nouns, plurals, articles and adjectives. Appendix 1 (1.1 to 1.6)
- Communicates using simple sentences structures.
- Identifies conjunctions and how they can be used

Number of periods – 20

Learning Outcomes

The students should be able to:

- Have enough knowledge with Vocabulary to build a some simple sentences

- Know the Grammatical Structures.

- Know some Phrases.

- Know Communicating patterns.

- Have the knowledge with Memorizing techniques.

Introduction

German Language belongs to the larger family of Indo-Germanic languages, like English, Spanish etc. Therefore the functions of the verbs, nouns, prepositions, adverbs and adjectives are fairly similar. All verbs in German are conjugated by adding a suffix. German Language recognizes three grammatical gender forms i.e. Masculine, Feminine and Neutral. They are represented by the corresponding definite articles *der, die,* and *das.* All adjectives submit to declension (agrees with the corresponding noun and its case). The word order in German is flexible apart from the condition that the verb needs to be placed in the second place in a simple sentence.

Guidelines for Explaining the Target Subject Input:

- All nouns are written with Capital letters unlike in English.
- All adjectives have to agree with the noun it describes and adjectives are generally placed before the noun.
- The students should be encouraged to select the suitable adjective for a given noun.
- Prepositions determine the case: accusative, dative, or Genitive.
- Certain verbs require a reflexive pronoun.
- When a Modal verb is used as the main verb an infinitive verb is necessary in simple sentences.
- The student should be able to differentiate between strong and weak verbs and differences in conjugation that arise from it.

Learning- Teaching Process

Activity 01: Individual Activity

1 Schreiben Sie die Sätze unter die Zeichnungen. →1

a. _____ b. _____ c. _____ d. _____

e. _____ f. _____ g. _____ h. _____
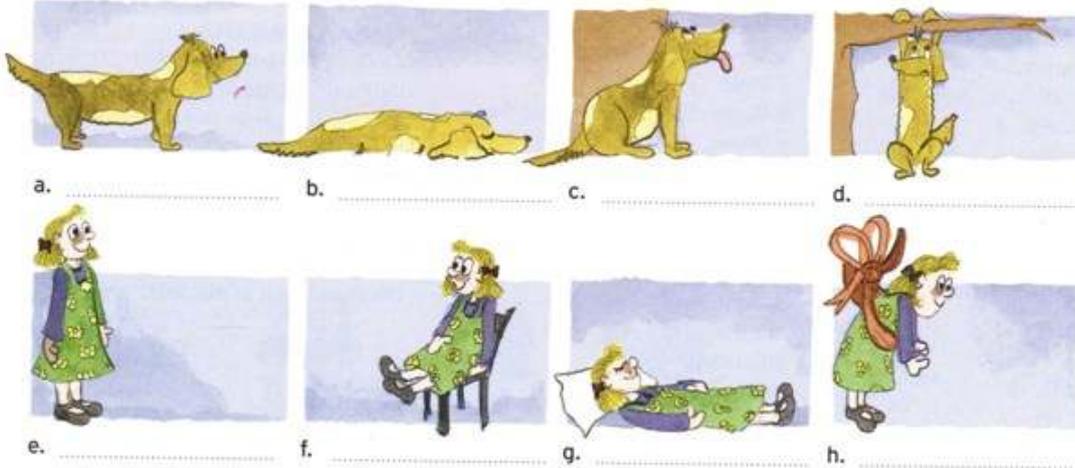
⚬ Die Puppe sitzt. ⚬ Die Puppe liegt. ⚬ Der Hund sitzt. ⚬ Der Hund liegt. ⚬
⚬ Die Puppe hängt. ⚬ Die Puppe steht. ⚬ Der Hund hängt. ⚬ Der Hund steht. ⚬

2 Ergänzen Sie. →1

	setzen	sitzen	stellen	stehen	legen	liegen
ich	setze					
du		sitzt				
er/sie/es/man			stellt			
wir				stehen		
ihr					legt	
sie/Sie						liegen

3 Ergänzen Sie m, n oder r. →1

a. Vor _eine___ Telefonzelle steht eine Touristin.

b. Links hat sie _eine___ Koffer und _eine___ Hut in der Hand.

c. Rechts trägt sie _ihre___ Mantel und _ihre___ Hund auf _de___ Arm.

d. In _ihre___ Mantel findet sie ihre Telefonkarte.

e. Sie geht mit _ihre___ Telefonkarte in die Telefonzelle.

f. Leider funktioniert das Telefon nicht, aber jetzt sieht sie vor _eine___ Bäckerei
   ein Mädchen mit _eine___ Mobiltelefon.

g. Sie geht zu _de___ Mädchen und fragt: „Darf ich vielleicht mit _dein___ Mobiltelefon telefonieren?"

2. Fill in the blanks with the correct form of the

Familie Hartmann ist bei Shihan zu Besuch.
Ergänzen Sie das Verb in der richtigen Form.

Shihan:	Guten Abend. Da sind sie ja. _____ (kommen) rein!
Herr Hartmann:	Ja, gern.
Shihan:	_____ (nehmen) doch hier Platz!
Herr Hartmann:	Danke.
Shihan:	Bitte sehr! Hier, darf ich Ihnen Ölkuchen, Kokis oder Mungkaung anbieten?
Herr Hartmann:	Keine Ahnung, was das ist! Ich probiere mal Mungkaung. Beate und du, _____ (essen) doch einen Ölkuchen!
Frau Hartmann:	Ja. Sieht interessant aus. Kai, _____ (probieren) auch einen!
Kai:	Hmmm lecker.
Shihan:	Dann _____ (nehmen) doch noch einen!
Frau Hartmann:	Ach, lasst uns duzen, Shihan. Wir sind ja jetzt Freunde.
Shihan:	Gut, danke! Kai, du hast sicher Durst. _____ (trinken) doch ein Cream Soda!
Kai:	Ja, danke. Mama, Papa, _____ (schauen) mal, ein Affe im Garten! _____ (kommen), wir gehen in den Garten! Mama, _____ (geben) ihm eine Banane!
Beate:	Die Bananen sind in deiner Supermann-Tasche. _____ (gehen) und _____ (holen) sie!
Shihan:	Kai, Beate, _____ (sein) aber vorsichtig. Affen sind manchmal gefährlich.
Olaf:	Also, Kai, _____ (aufpassen)!

Unit 10
Communication

Competency 10

The student develops own language strategies.

Competency level

The student:

- Learns the language in context of communication – not as a given set of grammar rules.
- Learns to express in the target language not by translating from first language but reacting verbally in the given situation.

- Identifies patterns and set phrases which occur often in the given situation.
- Develops own strategies for learning and remembering vocabulary and set phrases, spelling etc.

- Makes use of facilities outside the class room – Internet for additional   language practice

Number of periods: 20

Learning Outcomes

- Vocabulary.

- Grammatical Structures.

- Phrases.

- Communicating patterns.

- Memorizing techniques.

Introduction

Language is a tool of communication and therefore it should not be restricted to learning grammar. Language's main purpose communication and the meaning expressed through language depend on the situation or the context in which the act of communication takes place.

Each situation has a specific set of phrases and learning these phrases enables the speaker to negotiate successfully with native speakers of German. It is important that the student develops his or her own memorizing techniques to remember vocabulary, set phrases, spellings etc.

Guidelines for Explaining the Target Subject Input:

- The student should always be encouraged to talk in the Target language in the class.
- The teacher can compare different techniques of the students and encourage others to adopt or follow more effective practices.
- The students should be aware of the mistakes they make when speaking or writing. Frequently repeated mistakes should be identified and the teacher and the student should develop strategies to remedy them.

Learning-Teaching Process

- After introducing basic rules of language, students present the strategies they have developed and patterns discovered to the class.
- A discussion and comparison of strategies is encouraged.

School Based Assessment

Introduction

Learning Teaching and Evaluation are the three major components of the process of Education. It is a fact that teachers should know that evaluation is used to assess the progress of the learning –teaching process. Moreover, teachers should know that these components influence mutually and develop each other. According to Formative Assessment (Continuous Assessment) fundamentals, assessment should take place during the process of teaching. Formative Assessment can be done at the beginning, in the middle, at the end and at any instance of the learning teaching process.

Teachers who expect to assess the progress of learning of the students should use an organized plan. School Based Assessment (SBA) process is not a mere examination method or a testing method. This programme is known as an intervention to develop learning of students and teaching of teachers. Furthermore, this process can be used to maximize the students' capacities by identifying their strengths and weaknesses closely.

When implementing SBA programmes, students are directed to exploratory processes through Learning Teaching activities and it is expected that teachers should be with the students facilitating, directing and observing the task they are engaged in.

At this juncture, students should be assessed continuously and the teacher should confirm whether the skills of the students get developed up to expected levels by assessing continuously. The learning-teaching process should not only provide proper experiences to the students but also check whether the students have acquired them properly. For this to happen, proper guidance should be given.

Teachers who are engaged in evaluation (assessment) would be able to supply guidance in two ways. They are commonly known as feedback and feed-forward. Teacher's role should be providing feedback to avoid learning difficulties when the students' weaknesses and inabilities are revealed and provide feed-forward when the abilities and the strengths are identified, to develop such strong skills of the students.

For the success in the teaching process, students need to identify which objectives of the course of study could be achieved and to what extent. Teachers are expected to judge the competency levels students have reached through evaluation and they should communicate information about student

progress to parents and other relevant parties. The best method that can be used to assess is the SBA that provides the opportunity to assess students continuously.

Teachers who have got the above objectives in mind will use effective learning, teaching, and evaluation methods to make the teaching process and learning process effective. Following are the types of evaluation tools students and teachers can use. These types were introduced to teachers by the Department of Examination and National Institute of Education with the new reforms. Therefore, we expect that the teachers in the system would be well aware of them.

Types of assessment tools:
1. Assignments
2. Projects
3. Survey
4. Exploration
5. Observation
6. Exhibitions
7. Field trips
8. Short written reports
9. Structured essays
10. Open book test
11. Creative activities
12. Listening Tests
13. Practical work
14. Speech
15. Self-creation
16 Group work
17. Concept maps
18. Double entry journal
19. Wall papers
20. Quizzes
21. Question and answer book
22. Debates
23. Panel discussions
24. Seminars
25. Impromptus speeches
26. Role-plays

Teachers are not expected to use the above-mentioned activities for all the units and for all the subjects. Teachers should be able to pick and choose the suitable type for the relevant units and for the relevant subjects to assess the progress of the students appropriately.

The types of assessment tools are mentioned in the Teacher's Instructional Manual. If the teachers try to avoid administering the relevant assessment tools in their classes, there will be lapses in exhibiting the growth of academic capacities, affective factors and psycho- motor skills in the students

School Based Assessment Plan

Term 1

Assessment No. 1

Competency : Speaks and responds according to the language competency

Activity : Students bring a family photo and talk about their family. The teacher asks and other students ask questions.

Time : 3-4 minutes per student

Evaluation Criteria: grammar and spellings   4

                  Contents   4

                  Creativity   4

                  Vocabulary   4

                  Flow and style   4

                  Total   **20**

Assessment No. 2

Competency : Reads and responds according to the language competency

Activity : Various reading texts are distributed among the students and they read the given text properly. The teacher evaluates the reading ability.

Time : 20 – 30 minutes

Evaluation Criteria: pronunciation   4

                  Clarity   4

                  Accuracy   4

                  Intonation   4

Global Impression	4
Total	**20**

Assessment No. 3

Competency : Writes according to the language competency

Activity **:** Students write a simple essay about school.

Time **:** 20-30 minutes

Evaluation Criteria: grammar and spellings	4
Contents	4
Creativity	4
Vocabulary	4
Flow and style	4
Total	**20**

Term 11

Assessment No. 1

Competency : Reads and responds according to language competency.

Activity : Students read an unseen passage from newspapers or magazines, maps, price lists, programme agendas or tickets and answer to questions in writing.

Time : 20-30 minutes

Evaluation Criteria		
Use of Reading techniques	4
Understanding of the text	4
Accuracy of information	4
Grammar of the written text	4
Punctuation, spellings, umlauts	4
Total	**20**

Assessment No. 2

Competency : Writes according to language competency.

Activity : Students write short notices, postcards, small letters, and invitations or guided and unguided essays on given topics.

Time : 20-30 minutes

Evaluation Criteria		
grammar and spellings	4
Contents	4
Creativity	4
Structural consistency & vocabulary	4
Flow and style	4
Total	**20**

Assessment No. 3

Competency	: Acquires knowledge of grammatical structures to express himself or herself in given situations
Activity	: Students are given grammar exercises on topics they have studied.
Time	: 60-75 minutes

Evaluation Criteria:	Acquisition of Structures	4
	Analytical Skills	4
	Ability of apply acquired structures	4
	Identification of patterns	4
	Identifying the right form to express	4
	Total	**20**

Term 111

Assessment No. 1

Competency : Acquires knowledge of grammatical structures to express himself or herself in given situations

Activity : Student produce written texts on discussed themes they have studies in   the class. Acquisition of Grammatical structures, vocabulary, and development of style are measured.

Time : 45 -60 minutes

Evaluation Criteria: Acquisition of Structures   4

Analytical Skills   4

Ability of apply acquired structures 4

Vocabulary   4

Style and clarity   4

Total   **20**

Assessment No. 2

Competency : Reads and responds according to the language competency

Activity : Various reading texts are distributed among the students and they read and respond in written to questions asked and summarize a part of the text.

Time : 45 – 60 minutes

Evaluation Criteria: comprehension of the text   4

Reading strategies   4

Accuracy of imparted Information   4

Summarizing skill   4

Grammar, Style and punctuation   4

Total   **20**

Assessment No. 3

Competency   : Speaks and responds according to the language competency

Activity   : Students read about a subject and create and make a presentation to the class in small groups of 3 – 4 students.

Time   : 10 – 15 minutes per group

Evaluation Criteria: Contents   4

Organization   4

Creativity   4

Confidence & personal Skills   4

Expression, Flow and style   4

Total   **20**

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