

Chapter -1

Concepts/Ideas	Process/Activity with assessment	Learning Outcome
<ul style="list-style-type: none"> a. Getting acquainted with different type of sentences like statement sentence, verb 2. Place Questions, verb 1. place Question b. Possessive pronouns c. Most of the main professions and their Gender, Masculine and Feminine Nouns. d. Questions words who, what, where world map where the names of the countries are in German language and their capital. Vocabulary needed in a Hospital (Names of different illness) e. Compound Nouns f. Extension of vocabulary regarding verbs, names of different colours. g. Introduction of most common adjectives,. h. Introduction of regular, irregular and modal verbs, personal pronouns. 	<ul style="list-style-type: none"> a. Different Types of sentences are explained and practiced in class. The teacher explains the position of the verbs in different sentences.. b. The teacher repeats the pronouns and their possessive forms. c. Different professions preferably explained through direct method (showing pictures) d. Different types of questions are explained and practiced and the answer expected. e. Similarity in the names of countries, cities and capitals in German and English are brought to the attention of Learners. f. Teacher explains different illness preferably through Direct method with the help of the vocabulary and sentence structure already familiar to the Learners. A Role Play where the learners play the doctor and patient is also suggested. g. Compound Nouns are introduced with the help of nouns already known. An explanation of the meaning of the compound Nouns may not be necessary. The learners are asked to guess the meanings of the compound Nouns. h. Colour are shown in the class. simple sentences 	<ul style="list-style-type: none"> a. The learner can understand and react to Ergänzungs frageand is in a position to frame these two types of questions. They can also construct sentences which are pure statements in nature or which provide informations to the questioner. They become also familiar with the basic German sentence structure where verb is the most important part of the sentence. b. The learner is now confident to use the personal pronouns and the corresponding possessive pronouns. They can also speak and write sentences with these pronouns. c. The vocabulary of the learner is further extended and hereby their communicate skill also. Basic question like “what are you by profession” or “How long have you been working?” can be tackled with confidence by the learners. d. Now the learner is in a position to ask and answer any type of questions. Where, where from and where to are quite confusing for the learner at the beginning and with proper and regular practice their communicative ability has become quite successful. e. General knowledge plays a vital role in the foreign language class room. Through the learning of german as a foreign language, a wider horizon to the entire world is made open and it also kindles

	<p>using the names of colours are drilled. eg: The car is red, Hair is black etc.</p> <p>i. Adjectives can easily be explained in the direct method using the vocabulary which is already familiar. eg: The child is small. The elephant is big. Ice-cream is cold, coffee is hot etc</p> <p>j. Regular and irregular verbs have to repeated loud several times in the class. The teacher has to pay special attention to the pronunciation since a slight change in the pronunciation may lead to difference in meaning. eg. Is-ist, eats-isst</p>	<p>the desire in the learner to know more and more about different countries like “how is it pronounced and spelt in German, what is its capital, what are the ford habits in that country, which is the currency used there etc” are discussed and thereby the classroom atmosphere becomes lively and interesting which is a clear motivation for the learner to pursue the language.</p> <p>f. The learner while learning a foreign language aspires to visit or work in a country where that language is spoken. While in that country it is quite possible that one falls sick. A comprehensive vocabulary in this area is inevitable and the learner has no difficulty in explaining his health problems and communicating effectively with the Doctor who suggests what should be done and what not. These words and expressions can be extremely useful to the learner in the practical part of life.</p> <p>g. The learner has an opportunity to repeat the nouns which he has already learned and to build new nouns consisting of two or three nouns, one adjective and a noun, one verb and a noun. This is a basic step in the area of morphology. The learner also makes a comparison of compound nouns in English and his own mother tongue and this further deepens his knowledge on compound nouns in german.</p> <p>h. Colours are important in certain situations. In sentences like ‘The sky is blue’, the rose is red’, the colour explains quite</p>
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		<p>a lot. This integral part of the vocabulary is now mastered by the learners. He finds it quite useful while explaining things like 'I saw the blue book under the table' or the German National Flag is black, red and yellow. He can describe the Indian National Flag and Flag of any country in their world.</p> <p>i. Adjectives are extension words of nouns. It specifies, describes and demonstrates a noun more vividly. Without adjectives the communication is constrained. This restriction is overcome and the learner can now illustrate a thing, a person or a place more accurately.</p> <p>j. A verb is the heart of a sentence. If a verb is conjugated wrongly it is a gross violation of the grammar of that language and the sentence is distorted, even if the communication might take place. By distinguishing the regular, irregular and modal verbs the learner gets a fair insight to the grammar of the language, in this case the German language. He also learns that in the written and spoken language the verb is most decisive, all other parts of the sentence are attached to it with different functions.</p>
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Questions in TE

1. Kommt er aus Paris?
2. Lernen Sie Japanisch?
3. Was ist er von Beruf?
4. Was macht ein Lehrer?

5. Wann beginnt der Unterricht?
6. Wie lesen die Studenten?
7. Wo lernen Sie Deutsch?
8. Wen fragt der Lehrer?
9. Wer kommt pünktlich?
10. Wo essen die Studenten?
11. Wo arbeitet ein Arzt?
12. Wo liegt Warschau?
13. Welche Firma suchen Sie?
14. Wann schreibst du die Prüfung?
15. Welches Buch wollen Sie kaufen?

CHAPTER -2

Concepts/Ideas	Process/Activity with assessment	Learning Outcome
<p>a. The learner has to know the food habits of the people in German speaking countries. The main three meals of the day, Breakfast, Lunch and Dinner are introduced.</p> <p>b. The names of different vegetables, eatables, Fruits and drinks are given. The learner has to learn all these along with their articles.</p> <p>c. The learner has to feel comfortable in a Restaurant in a German speaking country. The etiquettes are different and this has to be taken care of.</p> <p>d. An insight into a classroom in a German speaking country, the students mess, the relationship between fellow students and the typical academic atmosphere are highlighted. This could be a little or totally different from the Indian situation.</p>	<p>a. The teacher has to explain these concepts along with the time at which they are eaten. The Teacher can also bring colourful pictures of the different foods, vegetables and fruits.</p> <p>b. The teacher can make the class lively by asking questions like: "Are you vegetarian?" "Are you non-vegetarian?" "What do you eat for Breakfast, Lunch and Dinner?"</p> <p>c. After introducing the vocabulary on food items, a drill exercise is done till the learners are quite comfortable with that vocabulary along with the articles. Then the teacher leads a Role Play where two or three learners take up the Role of the waiter and the Guests. This exercise is done several times till the entire vocabulary and the expressions and phrases related to that can be easily reproduced by the learners.</p>	<p>a. The learner knows the basic difference in the food habits of Indians and the people in German speaking countries. Cultural differences are also directly inferred from this.</p> <p>b. The learner knows the basic vocabulary in this area and is competent enough to order such things in a Restaurant or buy such things in a super market.</p> <p>c. The learner can easily order/buy food and food items in a Restaurant or super market. He need not carry a pocket dictionary while going for shopping.</p> <p>d. The learner is quite confident in such a real life situation. He has overcome the hesitations and the anxieties which are quite normal for a foreign student in a German speaking country.</p>

Questions in TE

Sind alle Studenten fleißig?

1. Wohin gehen wir
2. Was besucht der Tourist?
3. Welche Farbe hat die Blume?

4. Wem helfen Sie?
5. Ist der Platz frei?
6. Was mochten Sie trinken?
7. Was essen Sie am Sonntag?
8. Trinken sie Kaffee mit Milch?
9. Findet sie das Buch?
10. Wie viele Tage hat eine Woche?
11. Sind Sie hungrig?