A LINGUISTIC APPROACH

FOR THE CREATION OF A COURSE BOOK

FOR THE TEACHING OF

GERMAN AS A FOREIGN LANGUAGE

Dissertation submitted to Annamalai University,
in partial fulfillment of the requirements for the degree of
Master of Philosophy in Linguistics

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DECLARATION

I hereby declare that the dissertation entitled

"**A LINGUISTIC APPROACH FOR THE CREATION OF A COURSE BOOK FOR THE TEACHING OF GERMAN AS A FOREIGN LANGUAGE**"

Submitted for the Degree of Master of Philosophy in Applied Linguistics is my original work and that the dissertation has not formed the basis for the award for any degree, diploma, associateship, fellowship or similar other titles. It has not been submitted to any other University of Institution for the award of any degree or diploma.

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CERTIFICATE

Certified that the dissertation

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is a record of research work done by Mr. Vikram Malhotra during the period of his study under my guidance, and that the dissertation has not previously formed the basis for the award of any degree, diploma, associateship, fellowship or similar other titles and that it is an independent work done by him.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF VOCABULARY TABLES

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Overview

Foreign Language teaching and learning has been important since ages. It is all the more important in today's age of knowledge based societies, and all the more in the light of the global internet revolution. The market place for trade, jobs and services as also for banking and finance no longer has any geographical boundaries or restrictions. Translators and foreign language professionals in any part of the world can offer services to clients in any other location on the globe. This, compounded by the world-wide phenomenon of globalization has given a new spurt to translation-related activities and studies the world over.

The current dissertation is part of my ongoing work at Vidushi Academy, an organization that I founded 6 years ago in the field of Translation and Teaching. It aims at exploring ways of facilitating quicker language learning to train foreign language professionals to meet the growing demand of foreign language services. It analyzes teaching from an academic perspective of various methods and approaches, why they fail and how they can be strengthened, keeping in mind the ultimate goal of making language learning quicker and teaching more effective.

The dissertation is essentially divided into 3 pars. The first part deals with the study of various language teaching methods and approaches that have been in vogue in different "phases" or "periods" in the history of language teaching. Here, I have analyzed the shortcomings as also the positive aspects of the methods and

attempted to arrive at my own deductions about language teaching as an eclectic and intuitive mix of various approaches. In the second part of this work, I have presented the first 5 chapters of a proposed textbook for teaching at the institute. The third part contains findings about the efficacy and the problems faced during delivery of the material, and suggestions as to how I propose to improve on the material.

Section I: Theoretical Framework

1. Aims & Objectives

1.1. Objectives

The objectives set forth for this dissertation are enumerated below:

1. **Creation of a course book of German for Indian students, in the Indian market**

2. **Critical Analysis of various teaching methods / approaches and selection of the most appropriate**

3. **Finding quicker ways of teaching foreign languages**

1.2. Problem & Need

1.2.1. Need for Foreign Language Learning in India

a. **The Internet Revolution** has mad the world a smaller market. It has changed the way services and money are exchanged in the global market. Services are becoming increasingly supported by Software. Software is compliant and is in fact the backbone of the Internet. This has enabled organizations to sell services across continents.

b. **Globalization & Outsourcing** have emerged as the new paradigms of business as a result of the Internet revolution on the one hand, and the greater economic liberties that are being accorded to corporate houses the world over on the other. Economic and political barriers

have been removed to enhance trade relations. Companies from all over the world are looking at the world as a market. China and India are emerging as new destinations both for markets as also for human resource. India, having a large pool of educated workers, is a haven for service-oriented multinational corporations. With different countries sending their knowledge to India, the need for foreign language professionals is felt more and more. Language schools are witnessing higher enrolments for their courses. Shared Services Companies are experiencing a dearth of resources to take up their foreign language positions. The need for effective and result oriented teaching methods and material is but obvious. Research and development in this aspect of training and human resource development is a viable business proposition and warrants serious commitment and investment of time and effort.

1.2.2. Teaching of foreign languages in India

For years now, foreign language teaching at leading language training institutes has focused on methods in vogue. One important trend in the last two decades has been the use of the Direct and Communicative Methods, which have been known and advertised to be effective methods. However, it is clear that the drop out rate at the initial levels of tuition is high, and only a small percentage of students actually graduate from the first elementary levels to the upper elementary levels. If one were to analyze the reasons, one would not be

surprised that one of the main contributors to the fact that many students just "don't get it" is indeed the method itself, in the insistence on the use of the target language. Many students are unable to translate or learn inductively, and or with imitation, having well being ossified in the "medium of language". Easier means are available to them, for a quick translation or explanation of the concepts, which many teachers in turn consider a trap and hurdle in the path of acquiring a new language. This very argument has prevented the use of simpler and effective techniques of EXPLICATION, the use of a language to teach another, excluding the simpler available techniques, in the name of "methods" and methodological idiosyncrasies. Most dogmatic views on language teaching arise from the aping of western methods, which forbid the use of the mother tongue or a language other than the target languages as a medium of instruction. On the face of it, it appears to be an interesting concept, with the specious argument that the use of the target language alone is a effective means of learning the language. It is true that excessive dependence of translation restricts the use the target language in the already limited time available. However, the true reason for the use of the target language arises from the fact that many of these methods arose from the country of the language, where the mother tongue of the teacher would be the target language, and the learners could be of diverse nationalities, wanting to learn the language. In such situations, the use of any common language as a medium instruction would be impossible, unless, of course, the target language is used. Further, the teachers had the limitation of now knowing the language that the students spoke.

In the Indian context however, we must acknowledge the fact, that there is a certain homogenization that has taken place in the education system with English having become the medium of instructions and at least one regional language being commonly understood by both teacher and student. Instead of blindly aping western methods, it would be wise to experiment with and test newer solutions to offer language teaching a professional edge and to improve both results as well as the number of graduates from higher levels of the language courses.

1.3. Hypothesis / Premises

This work is the result of my personal belief that **the learning of a foreign language can be more effective if taught in a structural manner, rather than from a purely communicative approach**. The basic point of departure is the view that hitherto traditional views on translation and grammar-based teaching methods do indeed have their importance and place in foreign language learning, and that if the drawbacks of such methods are addressed and removed, then they are very relevant in the rapid learning and teaching of foreign languages.

This work also attempts to disprove the dogmatic viewpoints of the proponents of purely communicative approaches supporters of the direct method.

In this work, I have suggested a structural approach to language learning, which suggests the use of a commonly understood language for the initial level (Elementary One or A1 according to the Common European Frame of Reference) to explain grammatical concepts, phonetics and meanings of morphemes and lexemes.

The work seeks to integrate the positive principles of all methods and tries to integrate them in an organized framework, addressing language from every level, phonological, morphological, grammatical and semantic, while also achieving pragmatic goals of communication in the target language. It integrates the importance of the Grammar Translation method, and the Audio Lingual Method, and draws also from certain aspects of the Direct Method and the Communicative Approach.

In conclusion, the work will appeal for a more eclectic mix of teaching (and learning) techniques, which are

1. INTUITIVE (based on the teacher's response to the needs abilities of the learners)

2. SITUATIONAL (based on the given resources, limitations, goals and aspirations of the student, the institution where the teaching occurs, and the purpose of the learning)[1]

The above criteria are far more important than and precursors to the subsequent activities of selection and grading of teaching material.

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[1] Compare with the "parameters of particularity, practicality and possibility" in
Kumaravadivelu, B. (2003). Beyond Methods. Macro strategies for Language Teaching. Hyderabad. Orient Longman Ltd. Pp 30.

My view on Language Teaching, and my appeal for an "eclectic" mix of approaches, procedures and methods, is based on the following arguments:

1. That there exists a difference between the Communicative and Structuralist approaches, which can indeed be combined, in that communicative principles can be integrated with a Structuralist approach to teaching.

2. There exists a difference between L1 and L2 / L3 acquisition.

3. There is a great difference between children's learning and adult learning of languages, and that adults have better resources, an already existing medium of language, to acquire another, as also a greater experience and knowledge base to facilitate easier association

4. Immersion learning is to be differentiated from classroom learning, whereby many tenets of the Direct Method prove inadequate, if not complemented with a theoretical framework, within which the target language may be imparted.

5. Students learn better with association, and the secret in facilitating learning can lies in the clear and visual presentation of patterns, similarities and differences that exist between a language already known and the language being taught. This method can considerably reduce the effort of learning in a new language, what one already knows in another language.

6. In addition to the similarities, one can address the problem of interference by an equal emphasis on the DIFFERENCES or on cognates or potential interferences, to bring them to the conscious awareness of the learner, to anticipate them, and to prepare exercises for the effective diffusion of such interference, making L2/3 learning more accurate.

7. The added task of the teacher to search for and to effectively present these similarities AND differences, an area of Contrastive Linguistics / Contrastive Analysis, is something that should be included or offered in teacher training programs, and can be an effective tool for the profession.

1.4. Data Source

This work is largely descriptive, and has little scope for empirical data collection. The primary data sources for this work have been: -

1. my German language learning experience

2. my German language teaching experience

3. my experience in teaching English

Further, text books on German, English and Grammar formed the primary reference points for the development of the material.

1.5. Approach

The approach for the study and compilation of this work has been explained briefly in the steps below.

1. Firstly, the various theories on language teaching were studied as preparation for the examination. This was supplemented with discussions with friends an colleagues in the teaching fraternity, in an attempt to get a perspective and differing views on the subject.

2. This was followed by comparison, observation, introspection and an Intuitive analysis of my own methods with those of other teachers, who teach at the Vidushi Academy.

3. Material for using in my German Classes was prepared, and notes and explanations on the various grammatical concepts were written.

4. The material was used with a few batches of German that I taught. The progress of the class was observed, modifications were made, and observations were noted at the end of the class. The feedback of students too was recorded and used in the modification of the sequence and content of the material.

5. The final step of the dissertation involved writing a list of shortcomings that i found in my material, which will ultimately form the basis of further improvement and the next course of action towards converting this first attempt towards a full fledged German Text Book for students at the Vidushi Academy.

6. Finally, an analytical essay on the teaching methods that were adopted in the DELIVERY of the material will be presented, bridging the theoretical knowledge with my practical experience. Research for the IDEAS and APPROACHES and for their theoretical framework was undertaken and reported in this analysis.

2. Teaching Methods and Post Method Pedagogy

The field of foreign language teaching has seen several fads and theories in the past. One method after the other was devised to meet the needs of the hour. The aims and goals were educational, political or military.

As each method assumed its own identity in the form of a nomenclature, certain aspects of teaching, certain procedures became closely identified with the method. Yet, it is not easy to distinguish one method from another, if one closely scrutinizes the procedures and practices that were advocated and understood to be part of the "method"

"Sometimes, (…), what appears to be a radically new method is more often than not a variant of existing methods presented with "the fresh paint of a new terminology that camouflages their fundamental similarity."[2]

When there was little significance for foreign language teaching, before the 20th century, the Direct Method was advocated. The aim was not to develop listening or speaking skills, but to develop the passive knowledge of the language. Translation was forbidden, and paradoxically, substantial success in developing communicative abilities was achieved.

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[2] Rivers, W.M. (1991). "Psychological validation of methodological approaches and foreign language classroom practices," in Barbara Freed (ed.). Foreign Language Acquistion Research and the Classroom. Lexington. Massachusetts: D.C. Heath & Co., pp.283-284 IN
Kumaravadivelu, B. (2003). Beyond Methods. Macro strategies for Language Teaching. Hyderabad. Orient Longman Ltd. P. 25

When there was a need for quick learning for military purposes after the World War I, the Grammar – Translation Method was advocated.

"This method stressed reading ability, the study of grammar as an aid to reading comprehension, and a great deal of both written and oral translation; Spontaneous oral work was de-emphasized ; pronunciation was important only for classroom intelligently."[3]

The need for quick learning by the military during the World War II resulted in yet other methods such as the Audio Lingual Method, and further, as academicians and educationists realized the need for oral and communicative abilities, the Situational methods and the Communicative methods were devise.

The Communicative Method is described differently in various ways by different authors and academicians.

In his book, Communicative Language Teaching, William Littlewood has defined Communicative ability in the following manner.

"One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view"[4]

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[3] Sharma, Kadambari ; Tripat Tuteja (2008). Principles and Practices of Language Teaching. New Delhi. Commonwealth Publisher. P252.
[4] Littlewood, William (1981). Communicative Language Teaching. Cambridge. Cambridge University Press

Yet, by other definitions, the communicative method forbids the use of the use of structural teaching of language. Language / Linguistic competence was to develop incidentally. This is a very similar approach to the DIRECT METHOD and one wonders if the two methods are essentially variations of the same approach, having been given different names?

In their further analysis of the Grammar Translation method, Kadambari Sharma and Tripat Tuteja have further commented that

"The Grammar Translation Method is still used today in various forms. In many cases the method is adapted to include some oral work, but maintains its identity in the emphasis on reading, translation, and grammatical rules."[5]

This proves that variations in methods have been practiced all the time, and yet there is a tendency to classify and brand a method as A PARTICULAR METHOD, not acknowledging the fact that a method or an approach is not just a cluster of a few teaching practices, but a wide range of procedures and activities, which can be at once seen to belong to different "methods".

The Audio Lingual method provided a STRUCTURAL approach and provided *"tools for dissecting language into its smallest parts and for contrasting two languages. " (*Sharma, Kadambari*;* Tuteja. P 253*).* Yet, although *"oral-aural activity*

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[5] Sharma, Kadambari ; Tripat Tuteja (2008). Principles and Practices of Language Teaching. New Delhi. Commonwealth Publisher. P252.

was emphasized, and translation was forbidden in MOST VERSIONS of the ALM."

(Highlighting added)

It is strange to observe that although ALM provided the tools for contrasting 2 languages, contrast and translation were forbidden. Further, this was only one VERSION of the ALM, and surely there were many more versions of the ALM as of all other methods as described above.

Methods have been rejected in favor of newer fads, only to be reinvented and reused in other contexts in the face of failure of the method previously in vogue, or to meet newer demands and needs. It is hard to believe that teachers all over the world have used "methods" religiously in the purest of their forms, or even that they would have received formal training in the THEORIES of the method.

Kumaravadivelu, in her work "Beyond Methods" has pointed out

"teachers who claim to follow the same method often use different classroom procedures that are not consistent with the adopted method, teachers who claim to follow different methods often use same classroom procedures,"[6]

and

"Justifiable dissatisfaction with established methods inevitably and increasingly led practicing teachers to rely on their intuitive ability and experiential knowledge"

My work over the last 5 -6 years in area of teaching English and German has relied mainly on this very INTUITION and EXPERIENTIAL KNOWLEDGE.

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[6] Kumaravadivelu, B. (2003). Beyond Methods. Macro strategies for Language Teaching. Hyderabad. Orient Longman Ltd. P. 29

In this context, let us envisage a method that is

1. structural in its analysis of the target language

2. uses a first language for language teaching in the INITIAL STAGES in order to transfer knowledge, and translation is encouraged where required

3. focuses on accuracy in learning grammar and vocabulary

4. adds the practice of drills and exercises

5. and is compounded by the practice of the acquired knowledge in developing generative communicative ability

The above characteristics largely correspond with the following "methods"

1. the structural and audio-lingual method

2. the grammar-translation method

3. the situational method

4. the situational method

5. the communicative method

Although the focus and the point of departure is largely a STRUCTURAL analysis of language, and translation based explanation of the lessons. But over the subsequent chapters, and as the linguistic competencies of the learner in the target language improve, the dependence on the English and other languages reduces considerably, to a point where it is totally obliterated in later stages.

Section II: Extract of the Proposed Text Book

1. The German Alphabet and German Sounds

The German alphabet is very similar to the English.

However, there are 4 additional letters.

The German Alphabet						
A	a	aah		P	p	pay
B	b	bay		Q	q	koo
C	c	tsay		R	r	err
D	d	day		S	s	ess
E	e	ay		T	t	tay
F	f	eff		U	u	ooh
G	g	gay		V	v	fow
H	h	hah		W	w	vay
I	i	eeh		X	x	iks
J	j	yot		Y	y	ipsilon
K	k	kah		Z	z	tsett
L	l	ell			ß	estsett
M	m	emm		Ä	ä	aah Umlaut
N	n	enn		Ü	ü	ooh Umlaut
O	o	o		Ö	ö	O Umlaut

Table 1.1: The German Alphabet

The German phonetic system, unlike English, has more definite rules of pronouncing and using letters. Most letters are pronounced the same way no matter where they appear in a word. There are occasional cases, where letters have varying pronunciations.

It pays to master the German sounds corresponding to the letters, before we embark on the learning of the language. boo

The German sound system is highly phonetic, that is to say, that we speak almost the way we write, unlike in English.

It is easy to learn the various sounds, as most of them are similar to English.

Below is a list of all letters that are similar and dissimilar to the English sounds.

The following sounds are the simplest, are pronounced by the sound that is most obviously associated with them. For the speaker of English, the following letters will present the least effort in learning the

I. Regular Sounds: Consonants

Letter	letter	Name of letter	Pronunciation 1	Pronunciation 2
B	b	bay	**b**omb	
C	**c**	**tsay**	**ca**c**oon**	**sc**issor
D	d	day	**d**unes	
F	f	eff	**f**inish	
G	**g**	**gay**	**g**ood	
H	h	hah	**h**ome	
I	i	eeh	**i**ndia	
K	k	kah	**k**ite	
L	l	ell	**l**ion	
M	m	emm	**m**an	
N	n	enn	**n**ight	
O	o	o	c**o**ne	
P	p	pay	**p**a**p**er	
Q	q	koo	**q**uick	
R	**r**	**err**		
T	t	tay	**t**able	
U	u	ooh	p**u**t	
X	x	iks	e**x**cellent	
Y	y	ipsilon	s**y**ringe	

Table 1.2: Regular Sounds

The only letters in this category that we need to discuss a bit further is the C, G and R. We will discuss this in the next section, which deals with special sounds in German. Apart from the three, the table represents the simplest sounds in German.

II. Special Sounds: Consonants

Now, we will begin with the sounds that need special attention while reading and speaking German. These are sounds that are not necessarily pronounced the way we have known them. But these sounds are not many. A careful analysis of these sounds at this beginning stage will help us avoid errors in future, and give the learner the diction of an advanced student of German.

The **Consonants** that are pronounced **slightly** differently in German are:-

Letter	letter	Letter Name	Pronunciation 1	Pronunciation 2	Pronunciation 1 in German	Pronunciation 2 in German
C	c	tsay	**co**c**oon	**sc**issor	**C**amping	**Ci**cero
G	**g**	**gay**	**g**ood			**hönig**
R	**r**	**err**				

Table 1.3: Special Sounds

C. As in English, c has 2 sounds. One is that of k, and the other, s.

G. This letter has the common 'g' sound as in English. However, in addition, it also has another sound when it appears as 'ig' at the end of a word. This sound is similar to the 'sh' sound in English, but not quite exactly. The 'sh' sound is

pronounced by narrowing the oral cavity with the centre of the tongue and the soft palate and allowing stream of air to pass. Unlike the English sh, where the narrowing of the mouth is made with the tip of the tongue and the hard palate behind the teeth, the German 'ig' is pronounced with the middle of the tongue with the soft palate.

R. Just like the above description of 'ig' and the 'sh' sound, the R too is not pronounced with the tip of the tongue rolling at the hard palate behind the teeth, but rather, the middle of the tongue, arched upward toward the soft palate.

The **Consonants** that are **strikingly** different from English are:-

Letter	letter	Letter Name	Pronunciation 1	Pronunciation 2	Pronunciation 1	Pronunciation 2
J	j	yot	**y**et		**j**etzt	
S	s	ess	sterili**ze**	**sh**ock	**S**iemens	**St**udieren **Sp**ra**ch**e
V	v	fow	**f**inish	**v**anilla	**V**er**st**ehen	**V**erb
W	w	vay	**v**ine		Welt ; Wert	
Z	z	tsett	Pi**zz**a		**Z**eitung	
	ß	estsett			hei**ß**en Stra**ß**e	

Table 1.4: More Special Sounds

J

The German J, unlike the English, is pronounced like a y, and not like a j. This is the only way it is pronounced in German, except for words borrowed from English or proper nouns of other languages. Even the name of Japan is pronounced in German as *Yapan*.

S

S is pronounced like the z of English as shown in the table above. However, it   has

a second pronunciation too. This is whenever it appears before a p or a t. In

such cases, the sound of s is that of 'sh'.

V

Surprisingly, the V is pronounced like an F in German.   However, there are cases

where it retains the 'v' sound.

W   This is pronounced like the English 'v', biting the lower lip with the upper teeth.

Z   The z is pronounced like a 'ts' like it is pronounced in the word Pizza in English.

ß   is pronounced like a double ss. In modern German, this letter has almost

completely been replaced with ss.

Compound Consonants, or mixed consonants are used somewhat differently in

German.

Letters	Pronunciation 1	Pronunciation 2	Pronunciation 1	Pronunciation 2
ch	kh	(s)h	**Sp**ra**ch**e	I**ch**
sch	sh		Mi**sch**ung	
tsch	ch		Deu**tsch**land	
dsch	j		**Dsch**ungel	

Table 1.5: Compound Consonants

The combination of **c+h** is different in German. Unlike the sound in '*teacher',* we use

the **c** like a **k** or an **s** (as seen above in table 3) and aspirate the same sounds. Hence

we have 2 sounds for **ch**. These will be learnt with time. Note, the sound **(s)h** is not

the regular **sh** as in English, but has an s that is a semi-consonant.

To get the proper sound of **She** we use the combination **sch** in German.

To get the sound of '**Church'** we use the combination **t+sch**. Try adding a **t** before the

sch sound and you will be surprised that it gives you the sound we desire.

Similarly, add a **d** before a **sch** and you will get the sound of **jungle. (Dschungel)**

III. Vowels

Letter	letter	Name of letter	Pronunciation 1	Pronunciation 2	Pronunciation 1	Pronunciation 2
A	a	aah	**a**rdent	**o**ther	**A**berglaube **A**bend	**a**nders
E	e	ay	s**ay**	**a**bout		Sprach**e** mein**e**
I	i	eeh	**i**ndian			
O	o	o	c**o**ne			
U	u	ooh	p**u**t			

Table 1.6: Regular Vowel Sounds

A has 2 sounds in German, unlike in English, where it has more than 4 sounds.

E too has 2 sounds. One is the ay sound. However, when it appears **at the end of a**

word, it is pronounced like a short 'uh', like the schwa in English.

The rest of the vowels, **i**, **o** and **u** have **only one sound** in German, unlike in English.

These sounds are shown in the table above.

III. Umlauts

Letter	Letter	Letter Name	Alternative Orthograpy
Ä	ä	Aah Umlaut	Ae, ae
Ö	ö	O Umlaut	Oe, oe
Ü	ü	Ooh Umlaut	Ue, ue

Table 1.7: The Umlauts

The Umlauts are interesting letters. In the absence of a German typewriter, one is permitted to write the letters with the base letter (the letter without the two dots) with an e adjacent to it.

This also gives us an indication as to how the letters should be pronounced.

Let us consider that in the creation of a vowel sound, we place the lips and the tongue in particular shapes. For the creation of regular vowel sounds, the lips and tongue are usually parallel to each other, in the formation of a shape.

However, in forming the Umlauts, we will have different shapes for the lips and tongue.

Look at the table below. You will see that the Umlaut comprises 2 sounds fused together.

		alternate spelling	shape of lips	shape of tongue
Ä	ä	ae	a	e
Ö	ö	oe	o	e
Ü	ü	ue	u	e

Table 1.8: Pronouncing the Umlauts

Now, we will consider these two sounds to be the sounds as shown in the alternative writing style shown above. Also, we will consider the 'ay' sound of e. Notice, what one does with the tongue when one pronounces 'ay' / e. The tongue is absolutely flat.

Now, we will attempt to open our mouths wide for pronouncing /A/, but keep the tongue flat like when pronouncing 'ay' / e. This is the **ä (ae)** sound.

Then, we will round our lips like an O, but keep the tongue flat to make the sound **ö (oe).**

Similarly, we will pronounce u as is pronounced in German, but keep the tongue flat as in e, and we get the sound **ü (ue).**

IV. Diphthongs

Letters	Pronunciation 1	Pronunciation 2	Pronunciation 1	Pronunciation 2
ei	K**i**te , **eye**		**Zei**tung L**ei**tung Fr**ei**h**ei**t	
ie	kn**ee**		**Sie**	
eu	b**oy,** t**oy**		B**eu**tel, **Eur**opa	
au	c**ow**		St**au**	Fr**au**

Table 1.9: Diphthongs

V. R with vowels

Letters	Pronunciation 1	Pronunciation 2	Pronunciation 1	Pronunciation 2
ir			W**ir ; Ihr**	
ur			**Uhr ;** Strukt**ur**	
er		air	Comput**er**	**Er**

Table 1.10: R following vowels

This is a peculiar combination of vowels and a consonant.

When an "i" or an "u" precedes an "r", one is supposed to pronounce the "I" or "u"

followed by a slight "a" ("uh") sound and then a silent "r". (This should be explained

by the teacher)

When preceded by an "e", the word is pronounced lie "air".

2. Nouns, Pronouns and Articles

The 3 persons in language

In order to have a schematic overview of how language works, it is advisable to understand certain basic concepts, before we embark on an explanation of Nouns and Pronouns.

Some of the readers of this book may or may not be familiar with the idea of PERSONS.

In every language, we make use of 3 Persons, 1st, 2nd and 3rd.

Now, the word 'person' is to be distinguished from its everyday usage and meaning. In linguistics or grammar, the concept refers to the REFERENCE or PERSPECTIVE to a noun, a word that refers to a person or thing.

NOUNS are words that represent or give a name to objects, things, people, places etc. For example,

'table', 'chair', 'child', 'man', 'woman',

Now, each noun can also be represented by a more basic word or a substitute word like

it, he, she or him and her etc. These are called PRONOUNS.

Noun	Pronoun
Chair	It
Man	He
Woman	She
Chief Minister	He / She
Tony Blair	He
Helmut Bahr	He
Indira Gandhi	She
Teacher	He / She
Corruption	It
Management	It
Coordination	it

Table 2.1: Nouns and Pronouns

From the above list it is clear that Pronouns are more general than nouns, as the same pronoun can refer to a host of things / persons / places / concepts / processes / ideas etc.

From here, we try to classify pronouns into 3 categories.

The First Person

The Second Person and

The Third Person

All nouns in the table one above belong to the category of Third Person.

To understand the meaning of the first, second and third person let us take the example of a legal document, a contract, in which there are usually 2 parties involved.

1. Consider that **I** am the landlord, and I wish to rent out my place.

2. **I** rent out **my house** to **you** @ Rs. 20,000 per month.

3. We both agree that the **rental agreement** is valid for **a period** of **2 years**.

4. All **rent** should be paid on the 2nd day of the following **month**.

5. There will be **a deposit** of Rs. 40,000.

6. If any party, I or you, wish to terminate **the contract** before its due date, that party needs to give the other party **a notice** of at least 1 month.

7. In case of any **disputes**, we nominate **a third party**, **Mr. X**. to intervene and settle the disputes.

Now let us analyze the some of the nouns mentioned in the contract above.

Nouns	Corresponding Pronoun	Party	Person
	I	FIRST PARTY	1st Person
	you	SECOND PARTY	2nd Person
my house	it		3rd Person
rental agreement	it		3rd Person
a period	it		3rd Person
rent	it		3rd Person
month	It		3rd Person
months	they		3rd Person
a deposit	it		3rd Person
the contract	it		3rd Person
a notice	it		3rd Person
disputes	they / them		3rd Person
the third party	it	THIRD PARTY	3rd Person
Mr. X	he	THIRD PARTY	3rd Person

Table 2.2: Classification of nouns into PERSONS

Note the following:

1. First person is always I. Hence, there is an absence of an associated common noun.

2. The Second person is always YOU. Here too, a common noun is missing.

3. There are several things (nouns) that are mentioned in the contract, apart from me and you. These are all in the 3rd person. Note: they are not real people, but PERSONS in the linguistic sense: i.e. Nouns that are referred to as objects or people apart from me or you.

4. There is a larger incidence of third person in an average text, than the first and second.

5. First person is most likely to be found in letters, autobiographies and in conversations.

6. The second person will be more prominent in conversations and letters.

7. The third person will be very common in any type of text. It is used to refer to an infinite range of ideas and objects in the entire universe.

Having understood the classification of pronouns into 3 distinct categories let us now look at the pronouns in English, and then go on to study the equivalent pronouns in German.

Person	other attributes	Singular Pronoun	Plural Pronoun
1		I	We
2	Informal	You	You
	Formal		
3	Masculine	He	They
	Feminine	She	
	Neutral	It	

Table 2.3: Classification of Subject Pronouns

Let us now observe some more characteristics of the 1st, 2nd and third persons.

For this, we will now juxtapose the pronouns and the nouns together.

Person	Attribute	Noun (indefinite reference)	Noun (definite reference)	Pronoun
Singular				
1				**I**
2	Informal Formal			**You**
3	Masculine Feminine Neutral	**a** father **a** mother **a** church	**the** father **the** mother **the** church	**He** **She** **It**
Plural				
1				**We**
2	Informal Formal			**You**
3	Masculine Feminine Neutral	_ men _ women _ curches	**the** men **the** women **the** churches	**they**

Table 2.4: Nouns, Articles and Pronouns

It is worth observing that the use of the articles 'a' or 'the' happens only with the third person and never with the first and second person.

This is also because we never use a noun while referring to anyone (or anything) in the first or second person. When talking about *myself*, I never use my name, but the pronoun I. Similarly when talking about or to *you*; one uses the pronoun itself, and not a noun.

This is an important piece of information, as this will make the learning of articles and pronouns of German much simpler.

Below is the comparative table of pronouns in German.

Person		Singular		Plural	
I		I	**ich**	we	**wir**
II	informal	you	**du**	you guys	**ihr**
	formal	You	**Sie**	You all	**Sie**
III	masc.	he	**er**		
	fem.	she	**sie**	they	**sie**
	ntr.	it	**es**		

Table 2.5: Personal Pronouns in German

All nouns referred to in the 3rd person have an article in German. The definite and indefinite articles in German are mentioned below.

Person	Attribute	Noun (**in**definite reference)	Noun (definite reference)	Pronoun
Singular				
1		-		**ich**
2	Informal	-		**du**
	Formal			**Sie**
3	Masculine	**ein Vater**	**der Vater**	**er**
	Feminine	**eine Mutter**	**die Mutter**	**sie**
	Neutral	**ein Land**	**das Land**	**es**
Plural				
1				**wir**
2	Informal			**Ihr**
	Formal			**Sie**
3	Masculine	**_ Väter**	**die Väter**	
	Feminine	**_ Mütter**	**die Mütter**	**sie**
	Neutral	**_ Länder**	**die Länder**	

Table 2.6: Definite and Indefinite Articles in German

Observe the following points.

1. 'A' in English, apart from being and article, also means ONE. In German too, the word 'ein' is both a number (1) as well as an INDEFINITE ARTICLE.

2. There is a similarity in the endings of Articles and the corresponding pronouns.

3. Text 1 : Vidushi

Read the following text paying attention to the pronunciation.

Mein Name ist Vidushi. Ich heiße Vidushi.

Ich bin 4 Jahre alt.

Ich komme aus Neu Delhi.

Delhi ist die Hauptstadt von Indien.

Ich wohne in Bangalore.

Bangalore ist die Hauptstadt von Karnataka.

Ich lerne im Kindergarten.

Ich spreche Hindi und Englisch.

Ich lerne Kannada und Deutsch.

Das ist mein Vater.

Er heißt Vikram.

Er ist 31 Jahre alt.

Er kommt aus Bangalore and wohnt auch hier.

Er arbeitet bei Vidushi Academy.

Er spricht viele Sprachen.

Er spricht Englisch, Kannada, Hindi, Siraiki, Französich und Deutsch.

Er lernt gerade Spanisch.

Er unterrichtet Deutsch und Englisch.

Meine Mutter heißt Ridhi.

Sie is 28 Jahre alt.

Sie kommt aus Delhi, und **w**ohnt **j**et**z**t in Bangalore.

Sie arbeitet auch bei Vidushi Academy.

Sie spricht Hindi und Englisch.

Das ist mein Onkel.

Er heißt Kishon.

Er kommt aus Indien, ab**er er wohnt jetzt in Berlin.**

Berlin ist die Hauptstadt von Deutschland.

Er studiert an der Univ**ersität.**

Indie**n liegt in Asien.**

Karnataka liegt im Süden von Indien.

Deu**tschalnd liegt in der Mitte Eu**ropas.

Sie, Herr Schüler, wie heissen Sie?

Woher kommen Sie?

Wo Wohnen Sie?

Was machen Sie?

Wo arbeiten Sie`?

Welche Sprachen sprechen Sie?

Und du, mein Freund?

Wie heißt du? Wie alt bist du?

Woher kommst du? Wo wohnst du?

Was lernst du?

Now read the same text focusing on the meaning. Also focus on the inflection.

I.   Mein Name ist Vidushi. **Ich** heiß**e** Vidushi.

        Ich bin 4 Jahre alt.

        Ich komm**e** aus Neu Delhi.

        Delhi ist die Hauptstadt von Indien.

        Ich wohn**e** in Bangalore.

        Bangalore ist die Hauptstadt von Karnataka.

        Ich lern**e** im Kindergarten.

        Ich sprech**e** Hindi und Englisch.

        Ich lern**e** Kannada und Deutsch.

II.

        Das ist **mein Vater**.

        Er heiß**t** Vikram.

        Er ist 31 Jahre alt.

        Er komm**t** aus Bangalore and wohnt auch hier.

        Er arbeit**et** bei Vidushi Academy.

        Er sprich**t** viele Sprachen.

        Er sprich**t** Englisch, Kannada, Hindi, Siraiki, Französich und Deustch.

        Er lern**t** gerade Spanisch.

        Er unterricht**et** Deutsch und Englisch.

III.

Meine Mutter heiß**t** Ridhi.

Sie is 28 Jahre alt.

Sie komm**t** aus Delhi, und wohn**t** jetzt in Bangalore.

Sie arbeit**et** bei Vidushi Academy.

IV.

Das ist **mein Onkel**.

Er heiß**t** Kishon.

Er komm**t** aus Indien, aber er wohnt jetzt in Berlin.

Berlin ist die Hauptstadt von Deutschland.

Er studier**t** an der Universität.

V.

Indien lieg**t** in Asien.

Karnataka lieg**t** im Süden von Indien.

Deutschalnd lieg**t** in der Mitte Europas.

VI.

Sie, Herr Schüler, wie heiss**en** Sie?

Woher komm**en** Sie?

Wo Wohnen Sie?

Was mach**en** Sie?

Wo arbeit**en** Sie`?

Welche Sprachen sprech**en** Sie?

VII.

Und **du**, mein Freund?

Wie hei**ßt** du? Wie alt bist du?

Woher komm**st** du? Wo wohn**st** du?

Was lern**st** du?

Discussions

1. What person is used in para 1, 2, 3 etc?

2. In which paragraph do we use the 2nd person?

3. Note the similarity between Sie (2nd person formal) and sie (third person singular feminine).

Vocabulary : Text 1

Lektion 1: Vidushi					
Nomen	**pl.**		**Verben**		
e Hauptstadt	-"e	capital city - ies	**arbeiten**	to	work
s Jahr	- e	year - s	**heißen**	to	be called
e Mutter	- "	mother - s	**kommen**	to	come
r Name	- n	name - s	**lernen**	to	learn
r Onkel	-	uncle - s	**machen**	to	do
e Schüler		pupil	**machen**	to	do
e Sprache	- n	language - s	**sein**	to	be
e Stadt	-"e	city - ies	**sprechen**	to	speak
r Universität	- en		**studieren**	to	study
r Vater	- "	father - s	**unterrichten**	to	teach
			wohnen	to	live
Structure			**Adjektive**		
warum		why	**alt**		old
was		what	**viel**		much
welch		which	**viele**		many
wie		how			
wo		where			
woher		where from			
wohin		where to			
aber		but			
auch		also			
gerade		at the moment / now			
jetzt		now			
und		and			
aus		from			
bei		with / at / in			
in		in			
von		from / of			

4. Conjugation of Verbs in German

Verb: **sagen**   root : **sag**

ich	**sag**	e		wir	sag	en
du	**sag**	st		ihr	**sag**	t
Sie	sag	en		Sie	sag	en
er/**sie**/es	**sag**	t		sie	sag	en

Verb: **liegen**   root : **lieg**

ich	**lieg**	e		wir	lieg	en
du	**lieg**	st		ihr	**lieg**	t
Sie	lieg	en		Sie	lieg	en
er/**sie**/es	**lieg**	t		sie	lieg	en

Verb: **arbeiten**   root : **arbeit**

ich	**arbeit**	e		wir	arbeit	en
du	**arbeit**	est		ihr	**arbeit**	et
Sie	arbeit	en		Sie	arbeit	en
er/**sie**/es	**arbeit**	et		sie	arbeit	en

Verb: **heißen**   root : **heiß**

ich	**heiß**	e		wir	heiß	en
du	**heiß**	t		ihr	**heiß**	t
Sie	heiß	en		Sie	heiß	en
er/**sie**/es	**heiß**	t		sie	heiß	en

Table 4.1: Conjugation Tables : Regular Verbs

What is Conjugation ?

It is important to understand the idea of Conjugation. It is important to know that conjugation is the basis of sentence construction in any language. Take for example the following cluster of words,

the man, football, play

We can see that there are 2 nouns and one verb.

If we put the words together, in a sequence,

The man play football

The cluster might appear like a sentence, but we know it is not complete.

We need to add one more very important element:

The man play**s** football.

We all know that the letter **s** along with the verb "play" has certain significance in giving meaning and form to the sentence, and without it, the sentence sounds incomplete. Hence there are particles that are added to the verb to give it meaning. Such particles are called "morphemes" in Grammar.

Now let us observe what this s signifies.

If you compare it with the sentence,

I play football.

or

You play football.

or

They play football.

we see that the verb does not require an "s" to be added at the end, and the
sentence is quite complete. Yet, when the subject (the DOER of the action) is the
SINGULAR THIRD PERSON, [he, she or it], the verb requires an "s" to be a sentence.
This means that the "s" in the above sentence signifies or indicates the following
information:

1. the doer of the action is a THIRD PERSON

2. the time of the action is the PRESENT

Compare this with Kannada

		Singular				Plural		
1		naanu	**aadu**	**ttene**		naavu	**aadu**	**tteve**
2		neenu	**aadu**	**ttiya**				
2	formal	neevu	**aadu**	**ttira**		neevu	**aadu**	**ttira**
3	masc.	avanu	**aadu**	**ttane**		avaru	**aadu**	**ttare**
	fem.	avaLu	**aadu**	**ttaLe**				
	neutr.	adu	**aadu**	**ttade**		avugaLu	**aaadu**	**ttave**

Table 4.2: Definite and Indefinite Articles in German

or Hindi

		Singular					Plural			
1	**masc.**	main	khel	**ta**	**hun**		hum	khel	**te**	**hain**
	fem.	main	khel	**ti**	**hun**					
2	**masc.**	tu	khel	**ta**	**hai**		tum	khel	**te**	**ho**
	fem.	tu	khel	**ti**	**hai**					
2	**formal**	aap	khel	**tay**	**hain**		aap	khel	**te**	**hain**
3	**masc.**	vah	khel	**ta**	**hai**		vay	khel	**tay**	**hain**
	fem.	**vah**	khel	**ti**	**hai**					

Table 4.3: Verb Conjugation in Hindi

		Singular					Plural			
1	iqfYyZax	eSa	**[ksy**	**Rkk**	**gwi̠**		ge	**[ksy**	**rs**	**gSa**
	L=hfyax	eSa	**[ksy**	**rh**	**gwi̠**					
2	iqfYyZax	rq	**[ksy**	**rk**	**gS**		rqe	**[ksy**	**rs**	**gks**
	L=hfyax	rq	**[ksy**	**rh**	**gS**					
2	LkkekU;	vki	**[ksy**	**rs**	**gSa**		vki	**[ksy**	**rs**	**gSa**
3	iqfYyZax	og	**[ksy**	**rk**	**gSa**		os	**[ksy**	**rs**	**gSa**
	L=hfyax	og	**[ksy**	**rh**	**gSa**					

and we will see that **to make a sentence**, we must :

1. use the BASE or ROOT of the verb

2. and to it, ADD a certain ENDING

3. and this ending is dependent on

    (a) the SUBJECT or DOER of the action

    (b) the TIME or the TENSE

This kind of addition of an ending to the verb is called **CONJUGATION**. It is also

called **INFLECTION**.

5. Text 2 : Vidushi geht in die Schule

Vidushi geht in die Schule.

Sie lernt Englisch, Kannada und Deutsch.

Heute hat sie Deutschunterricht und Kannadaunttericht.

Der Deutsch-Lehrer heisst Herr Meyer.

Die Kannada-Lehrerin heisst Frau Kadari.

Der Deutschunterricht ist im Raum A.

Der Kannadaunterricht ist im Raum B.

Herr Meyer unterrichtet sehr gut.

Frau Kadari unterrichtet auch sehr gut.

Es gibt 10 Schüler in der Klasse.

Alle Schüler sind glücklich.

Jetzt kommt Herr Meyer.

Herr Meyer   : Guten Morgen!

Schüler   : Guten Morgen, Herr Meyer.

Herr Meyer   : Nehmen Sie alle bitte Platz.

(Sie Schüler nehmen Platz)

Herr Meyer   : Heute lesen wir eine Lektion. Ich schreibe an die Tafel, und Sie

schreiben im Heft. Das ist die Kreide, und das ist ein Kugelschreiber.

Jetzt spreche ich. Bitte hören Sie all zu.

Das ist ein Tisch.

Der Tisch ist weiss.

Das ist ein weisser Tisch.

Das ist die Tafel.

Ist das eine schwarze Tafel?

Schüler	:	Nein, das ist keine schwarze Tafel. Das ist eine weisse Tafel.
Herr Meyer	:	Gut. Und ist der Kugelschreiber blau?
Schüler	:	Ja, der Kugelschreiber ist blau.
Herr Meyer	:	Sehr gut! Jetzt verstehen Sie die Farben.
Herr Meyer	:	Vidushi, welche Farbe ist das?
Vidushi	:	Das ist rot.
Herr Meyer	:	Prima! Und das? Ist das ein Buch?
Vidushi	:	Nein, Herr Meyer, das is kein Buch. Das ist ein Heft.
Herr Meyer	:	Und ist das ein Kugelschreiber?
Vidushi	:	Nein, Herr Meyer, das ist kein Kugelschreiber, das ist ein Stift.
Herr Meyer	:	Und das, was ist das?
Vidushi	:	Das ist Kreide, Herr Meyer.
Herr Meyer	:	Gut, jetzt schreiben Sie alles auf.

Nun, was sehen Sie alles in dem Klassenraum?

Vidushi : Herr Meyer, das ist ein Fenster. Das Fenster ist offen.

Das ist eine Tür. Die Tür is zu.

Das ist ein Tisch und das ist ein Stuhl.

Der Tisch und der Stuhl sind blau.

Es gibt 10 Tische und 10 Stühle in dem Klassenraum.

Dort gibt es eine weisse Tafel, Kugelschreiber.

Ich habe hier, ein Heft, Stifte und Radiergummi.

6. Conjugation of "sein" = to be

Person		Singular			Plural	
1		ich	bin		wir	sind
2	Informal	du	bist		ihr	seid
2	Formal	Sie	sind		Sir	sind
3	Masc.	er				
3	Fem.	sie	ist		sie	sind
3	Neutr	es				

Table 6.0 : Conjugation Table of "sein" / "to be"

Vocabulary : Text 2

Nomen		pl.		Verben		
Lektion 2: Vidushi geht in die Schule						
e	**Schule**	**- n**	school	**zählen**	to	count
r	**Lehrer**	**-**	teacher	**vergleichen**	to	compare
r	**Schüler**	**-**	pupil	**verstehen**	to	understand
e	**Schülerin**	**-nin**	pupil (female)	**abstreichen**	to	erase
s	**Wort**	**-"er**	word	**versuchen**	to	try
r	**Satz**	**-'e**	sentence	**wiederholen**	to	repeat
e	**Farbe**	**-n**	color	**üben**	to	exercise
e	**Nummer**	**-**	number	**kennen**	to	know
e	**Zahl**	**- en**	number	**erklären**	to	explain, clarify
r	**Vergleich**	**- e**	comparison	**haben**	to	have
r	**Unterschied**	**- e**	difference	**bedeuten**	to	mean
r	**Text**	**- e**	text			
e	**Seite**		page			
3	**Seitenzahl**		page number			
3	**Zeile**		line			
3	**Tafel**		board			
s	**Fenster**		window			
r	**Tisch**		table			
r	**Stuhl**		chair			
s	**Raum**		room			
s	**Zimmer**		room			
s	**Buch**		book			
r	**Stift**		pencil			
r	**Kugelschreiber**		pen			
s	**Telefon**		telephone			
s	**Handy**		mobile telephone			
s	**Radiergummi**		eraser			
r	**C-D Spieler**		C-D player			
r	**Kassettenspieler**		cassette player			
e	**Decke**		roof			
r	**Boden**		floor			
e	**Tasche**		bag			
e	**Brieftasche**		briefcase			
s	**Licht**		light			
e	**Gardine**		curtain			
e	**Wand**		wall			
e	**Flur**		floor			

Structure			Adjektive		
wer		who	**schnell**		fast
was		what	**richtig**		correct
warum		why	**falsch**		wrong
wo		where	**zusammen**		together
Nehmen Sie Platz		Please take a seat.			

7. Text 3 : Vidushi ist Schülerin

Herr Meyer   : Guten Tag, Schüler! Wie geht es euch?

Schüler   : Danke, gut, Herr Meyer. Und Ihnen?

Herr Meyer   : Ganz gut! Dankeschön.

Sehen Sie jetzt auf die Landkarte von Europa.

Hier sehen sie ein Land. Das Land heisst Deutschland. Das Land hier

ist Frankreich, und hier Spanien.

Österreich ist im Südosten von Deutschland.

In Europa sprechen die Menschen viele Sprachen.

In Deutschland spricht man Deutsch.

In Frankreich spricht man Französich.

In Spanien spricht man Spanisch.

In Indien spricht man viele Sprachen. Hindi, Pandschabi, Kannada,

Bangla, Kannda, Tamil, Telugu und so weiter.

Das ist ein Mann aus London.

Der Mann ist Engländer. Er heisst William.

Er ist Professor.

Das ist ein Mann aus Paris.

Der Mann ist Franzose. Er heisst Vincent.

Er ist auch Professor.

Das ist ein Mann aus Berlin.

Er ist Deustcher. Er Heisst Martin.

Er is Ingineur.

Die Männer sind Europäer.

Die Männer arbeiten alle in Berlin.

Das ist eine Frau aus Moskau.

Die Frau ist Russin. Die Frau heisst Julia.

Sie is Lehrerin von Beruf.

Das ist eine Frau aus Peking.

Die Frau is Chinesin. Die Frau heisst Scherry Li

Sie ist Übersetzerin von Beruf.

Das ist eine Frau aus Delhi.

Die Frau is Inderin. Die Frau heisst Aarti.

Sie ist Chefin einer Firma.

Die Frauen **wohnen** jetzt in Berlin.

Jetzt   **wohnen** die Frauen in Berlen.

Das ist Deutschland. Das Land liegt in der Mitte Europas.

Die Sprache von Deutschland is Deutsch.

Das Land hier is Frankreich. Es liegt südlich von Deutschland.

Die Sprache von Frankreich is Französisch.

Und das Land hier ist England. Hier spricht man Englisch.

Die Männer kommen aus Europa,

whärend die Frauen kommen aus Asien.

Normalerweise **sind** Männer größer als Frauen.

Männer sprechen lauter als Frauen.

Frauen siind größer als Kinder.

Fragen

1. Welches ist ihr Land?

2. Welche Sprache sprechen Sie in Ihrem Land?

3. Welche Farbe hat ihr Stuhl?

4. Wieviele Stühle gibt es im Klassenraum?

5. Wieviele Tische gibt es in der Klasse?

6. Nennen Sie alle Sache, die Sie im Unterrichtsraum sehen.

Grammar

The definite and indefinite articles.
All nouns (referred to in the 3rd person) in German have an article.)
The **definite articles** in German are:

The **indefinite article** in German is **ein**, which means one, a or an, and is used as follows: -

masculine	**der**	**Mensch**	*the* man		**ein**	**Mensch**	*a* man
feminine	**die**	**Sprache**	*the* language		**eine**	**Sprache**	*a* language
neutral	**das**	**Land**	*the* country		**ein**	**Land**	*a* country
plural masc.	**die**	**Menschen**	*the* people		-	-	
plural fem.	**die**	**Sprachen**	*the* languages		-	-	
plural neutr.	**die**	**Länder**	*the* countries		-	-	

Table 7.0: Definite and Indefinite Articles in German

		Nominative Case / Nominativ / Subject						
Singular					**Plural**			
1			ich		1			wir
2	informal		du		2	informal		ihr
	formal		Sie			formal		Sie
3	masculine	**der**	er		3	masculine		
	feminine	**die**	sie			feminine	**die**	sie
	neutal	**das**	es			neutal		

56

Lektion 3: Vidushi ist Schülerin						
Nomen		**pl.**	_	**Verben**		
s	Land	-"er	country - ies	**sehen**	to	see
e	Landkarte	- n	map - s	**liegen**	to	lie / be located
r	Professor	- en	professor	**gehen**	to	go
r	Mann	-"er	man - men	**zu hören**	to	listen to
r	Beruf	- e	profession - s			
r	Übersetzerin	- nen	translator			
e	Frau	- en	woman - women			
s	Kind	- er	child - ren			

Expressions	
Wie geht es Ihnen?	How are you?
Wie geht es dir?	(literally: How is it going for you?)
Es geht mir gut. Danke. Und Ihnen / dir?	Good. Thanks. (literally: It is going well for me. Thanks.) And yourself?
Dankeschön	Thank you
Er ist Professor von Beruf	He is a professor by profession.

Structure			Adjektive		
Süd		south			
Nord		north	**groβ**		large / big / huge
Ost		east	gröβ**er als**		larg**er than**
West		west			
			laut		loud / loudly
in		in	laut**er als**		loud**er than**
auf		on			
aus		from			
von		from / of			
jetzt		now			
hier		here			
man		one			
whärend		while			
normalerweise		normally			

8. Introduction to sentence construction

To learn a language, we must know how to construct a sentence. Before we construct a sentence, we must have a basic vocabulary, and hence know simple words to represent simple ideas. However, it is not sufficient to merely have knowledge of words in order for one to be able to make sentences in a language. One must also understand the different types of words and the rules that govern the position and use in a sentence.

In this chapter we will give you a brief and quick overview of how a sentence is structured and how it functions. This overview is as important for the learner as it is to the teacher, in order to be able to have the objectives and goals clear in mind.

Let us start with a few simple sentences

1. **I   bought   my   wife   a   ring.**

Now let us analyze this sentence. You will see that there is an action in this sentence that is underlined. Each sentence has an action, which is the central information in that sentence.

Note how the action bought gives meaning and actually forms the sentence. Without it the rest of the elements are merely a group of words, with nothing connecting them in a sensible, meaningful idea.

The sentence is about buying, in the past tense.

The action in a sentence is known as a VERB.

Now, associated with the action of buying there are a few more questions.

Firstly, who bought? I.e. who is the performer of the action? (in this case I)

The person who performs the action or the verb / or / is the DOER of the VERB is

called SUBJECT.

This is also called a NOUN.

Just as a verb is a word that shows action, a NOUN is a word that represents a thing.

It is a word used represent some object or person or an abstract thing such as a

concept , quality or process.

Examples of nouns.

Tangible Nouns	Intangible Nouns	Abstract Nouns
Man	Energy	Style
Woman	Music	Poverty
Rice	Power	Wealth
Table	Heat	Intelligence
Chair	Light	Management
Car		Process
Parrot		Coordination
Country		Cooperation
		Banking

Table 8.1: Noun Types

You will notice that in the e.g. 1 above, all 3 nouns, viz, *I*, *my wife* and *a ring*, are

TANGIBLE NOUNS.

Another example with abstract nouns would be :

2. **I** **brought** **the company** **a lot of success**.

Or

3. **He** **gave** **the company** **better coordination**

In each of the sentences we see that there is an action and there is a performer for

the action. (VERB and SUBJECT)

We must also observe, that apart from the performer of the Verb / (the Subject)

there are also other nouns, who are not the performers of the sentence.

Now let us understand their position and role in the sentence.

Let us now look at sentence one again.

1.   I   __bought__   my   wife   a   ring.

Let us look at the following questions

a.   what is the action / VERB :   buy / bought

b.   who is the performer of the verb / SUBJECT : I

c.   what did I buy?

Now the third question is an important question. Look at the sentence again.

Look at the first part of the sentence again.

1.   I   __bought__   my   wife

Does this sound correct?

No, one does not live in a period of slavery, where one can buy a bride.

But we do know that what I bought was not my wife but a ring.

Hence to answer the question c above, one must be careful in noticing that although

the NOUN *my wife* appears immediately after the noun, it is not the OBJECT of the

verb.

Note : OBJECT is the noun on which the action (of buying) is performed.

Hence, we notice that the OBJECT of the sentence is a ring.

However, the OBJECT was bought FOR my wife. Hence, let us refer to that noun *my wife* as the INDIRECT OBJECT and the noun *the ring* as the DIRECT OBJECT.

We therefore have the following analysis

I	bought	my wife	a ring.
Noun	**Verb**	**Noun**	**Noun**
SUBJECT		**INDIRECT OBJECT**	**DIRECT OBJECT**

We can see from the sentence, that in English there is little difference between the DIRECT and INDIRECT OBJECT, and as such, the sentence that follows would be an acceptable variation

I bought a ring FOR my wife.

We see that the use of the preposition FOR in the noun phrase my wife, shows the true nature and role of ***my wife*** *in* the sentence. Now it is clear that it is NOT the wife that I bought, but the ring.

In Grammar, especially when learning German, the following terms are used to identify the elements and their roles.

Subject   : The Nominative Case

Direct Object   : The Accusative Case

Indirect Object   : The Dative Case

Case Person		Nominative Nominativ Subject		Accusative Akkusativ Direct Object		Dative Dativ Indirect Object		Genitive Genitiv Possessive	
Singular									
1			ich		mich		mir		mein(e,en,er,em,es)
2	informal		du		dich		dir		dein(e,en,er,em,es)
	formal		Sie						
3	masculine	**der**	er	**den**	ihn	**dem**	ihm	**des**	sein(e,en,er,em,es)
	feminine	**die**	sie	**die**	sie	**der**	ihr	**der**	ihr(e,en,er,em,es)
	neutal	**das**	es	**das**	es	**dem**	ihm	**des**	sein(e,en,er,em,es)
Plural									
1			wir		mich		mir		mein(e,en,er,em,es)
2	informal		ihr		dich		dir		dein(e,en,er,em,es)
	formal		Sie						
3	masculine feminine neutal	**die**	sie	**die**	sie	**den**	ihnen	**der**	ihr(e,en,er,em,es)

Table 8.2: The Cases in German

9. Conjugation of Weak Verbs

eg. The verb: **sprechen**   the root : **sprech**

ich	**sprech**	**e**		wir	sprech	en
du	**sprich**	**st**		ihr	**sprech**	**t**
Sie	sprech	en		Sie	sprech	en
er/**sie**/es	**sprich**	**t**		sie	sprech	en

eg. The verb: **nehmen**   the root : **nehm**

ich	**nehm**	**e**		wir	nehm	en
du	**nimm**	**st**		ihr	**nehm**	**t**
Sie	nehm	en		Sie	nehm	en
er/**sie**/es	**nimm**	**t**		sie	nehm	en

eg. The verb: **lesen**   the root :**les**

ich	**les**	**e**		wir	les	en
du	**lies**	**t**		ihr	**les**	**t**
Sie	les	en		Sie	les	en
er/**sie**/es	**lies**	**t**		sie	les	en

Table 9.0 : Conjugation of Weak Verbs

10. Irregular Verbs "sein", "haben", "möchten"

eg. The verb: **sein**   the root : **??**

ich	**bin**			wir	sind	
du	**bi**	**st**		ihr	**seid**	
Sie	sind			Sie	sind	
er/**sie**/es	**is**	**t**		sie	sind	

eg. The verb: **haben**   the root : **hab**

ich	**hab**	**e**		wir	hab	en
du	**ha**	**st**		ihr	**hab**	**t**
Sie	hab	en		Sie	hab	en
er/**sie**/es	**ha**	**t**		sie	hab	en

eg. The verb: **möchten**   the root : **möcht**

ich	**möcht**	**e**		wir	möcht	en
du	**möcht**	**est**		ihr	**möcht**	**et**
Sie	möcht	en		Sie	möcht	en
er/**sie**/es	**möcht**	**e**		sie	möcht	en

Table 10.0 : Conjugation of Irregular Verbs

11. The Number System in German

1	one	**eins**		**11**	eleven		**elf**	
2	two	**zwei**		**12**	twelve		**zwölf**	
3	three	**drei**		**13**	thir	teen	**drei**	**zehn**
4	four	**vier**		**14**	four	teen	**vier**	**zehn**
5	five	**fünf**		**15**	fif	teen	**fünf**	**zehn**
6	six	**sechs**		**16**	six	teen	**sech**	**zehn**
7	seven	**sieben**		**17**	seven	teen	**sieb**	**zehn**
8	eight	**acht**		**18**	eight	teen	**acht**	**zehn**
9	nine	**neun**		**19**	nine	teen	**neun**	**zehn**
10	ten	**zehn**						

20	twen	**ty**	**zwan**	**zig**
30	thir	**ty**	**drei**	ßig
40	four	**ty**	**vier**	**zig**
50	fif	**ty**	**fünf**	**zig**
60	six	**ty**	**sech**	**zig**
70	seven	**ty**	**sieb**	**zig**
80	eight	**ty**	**acht**	**zig**
90	nine	**ty**	**neun**	**zig**
100	hundred		**hundert**	
1000	thousand		**tausend**	

21	ein	**und**	zwanzig		einundzwanzig	
22	zwei	**und**	zwanzig		zweiundzwanzig	
23	drei	**und**	zwanzig		dreiundzwanzig	
34	vier	**und**	dreißig		vierunddreißig	
35	fünf	**und**	dreißig		fünfunddreißig	
36	sechs	**und**	dreißig		sechsunddreißig	

Table 11.0 : The Number System in German

Attention should be drawn towards the following points while learning the numbers :

1. In the first set of 10 numbers, one must point out the similarities in the pronunciation and / or spelling of the numbers. This association should be used to peg the new numbers.

2. After this cognitive explanation / observation, the numbers should be rendered to memory by repetition and dodging. A session in class with loud repetition and dodging exercises will help.

3. In the next set, we must observe that the numbers 11, 12 and 13 do NOT use the morpheme "teen".

4. The German substitute for the morpheme "teen" is "zehn" essentially meaning "plus ten".

5. Just as in English, the subsequent numbers are a combination of the unitary numbers (example four, five, six, seven etc.) and the morpheme "teen", similarly, in German, the same unitary numbers of German are combine with "zehn" to produce the set 14 -19.

6. The next step involves the explanation of the multiples of 10, using the morpheme "ty" in English. "ty" can be explained to mean "multiple of ten" and the German equivalent for this is "zig".

7. At this stage, we must distinguish between "zehn" and "zig" both of which have the semantic element of "ten", but differ from each other in that while the former is an addition, the latter is a multiple of ten. The same parallel must be drawn in the case of English, between "teen" and "ty".

8. Then the multiples of 10 should be constructed, using the base form for the number and "zig" for the multiple of 10 for that number.

9. Observe also the number for hundred and thousand.

10. The next step involves the explanation of the numbers between the steps of 10. Eg. 21, 22, 33, 34, 45, 46, etc.

11. The construction of the number is done in German as follows.

      (a) unitary no.

      (b) "und" meaning "and"

      (c) the 10's multiple.

Eg. 34 will be called "four and thirty" (vier und dreissig = vierunddreissig).

This method should be used to construct more numbers, to practice the method and to gain fluency and expertise in the system.

12. Again, at the end of the above exercise, a dodging exercise will help followed by assignments.

13. It should be noted, that the numbers are uttered in the sequence "units and tens" and not "tens and units" as in English. This distinction is important and should be not only pointed out, but also practiced as in 11 above.

14. Next practice random numbers.

15. Next practice Currency values, using Euros and Rupees.

16. Next practice dates and years. Here 1974 will be described as nineteen hundred and not one thousand nine hundred in German as well as in English. This should be practiced too.

17. Once the numbers are mastered, the class / learner should proceed to the description of time.

12. Components of Time

	vor		before				
	nach		after				
	viertel		one fourth				
	halb		half				
die	**Mitte**		middle				
	mittag		mid-day				
	nachmittag		after-noon	p.m.			
	vormittag		fore-noon	a.m			
Wieviel Uhr ist es?			**Es ist**	**sieben Uhr zehn**		**vor/nachmittag.**	**7.10**
Wie spät ist es?			**Es ist**	**viertel nach sieben**		**vor/nachmittag.**	**7.15**
			Es ist	**viertel vor acht**		**vor/nachmittag.**	**7.45**
			Es ist	**halb acht**		**vor/nachmittag.**	**7.30**
Wann haben wir Unterricht?					**Wir haben Unterricht morgens**		
Um wieviel Uhr haben wir Unterricht?					**um zehn Uhr.**		
	Prepositions for time, days, months.						
	Um		**8.00 Uhr**		**At**	**8.00 o'clock.**	
	Am		**Samstag**		**On**	**Saturday.**	
	Im		**April**		**In**	**April.**	

Days of the week

Sonntag

Montag

Dienstag

Mittwoch

Donnerstag

Freitag

Samstag

Seasons

Der Winter

Der Frühling

Der Sommer

Der Herbst

Months of the year

Januar

Februar

März

April

Mai

Juni

Juli

August

September

Oktober

November

Dezember

In this unit, the learner must study the concepts in a graded manner.

There are only a few morphemes to be learned, as mentioned above. These morphemes can help to construct practically all expressions used for describing time.

1. Mastery over the number system is a prerequisite for learning this chapter.

2. the first step is to introduce the fundamental morphemes that pertain to "before" or "ante" and "post" or "after". Then the morphemes that relate to "half", "quarter" and so on.

3. This will assist in understanding the words vormittag and nachmittag that quite literally mean antemeridian (a.m.) and post meridian (p.m.) as in Latin / English.

4. The next step is to understand the expression "Zehn Uhr zwanzig" which means 10 hours twenty (10.20).

5. After having learnt how to express time, and adding the particles for a.m. and p.m. the structure of the questions should be learnt.

   a. Wieviel Uhr ist es?

   b. Wie spät ist es?

   both of which mean "what time is it?"

6. The next step is to identify the structure that asks "At what time" = "Um wieviel Uhr. Here the preposition Um and the question word wieviel are introduced. (at and how much).

7. The next step is to introduce the aspects of larger time periods such as part of the day, the days of the week, the months and the seasons.

8. The prepositions related to these are to be learned.

    (a) Um for specific time

    (b) Am for part of the day

    (c) Am for a day / day of the week

    (d) In / im for larger periods of time

    (e) Im Jahr 1974 for years.

9. The days of the week, the months and seasons are to be learned by heart and practiced in writing and speaking aloud.

13. Text 4 : Der Tagesablauf von Vidushi

Heute ist Montag. Das Wochenende ist vorbei. Heute ist Arbeitstag.

Um 7:30 (sieben Uhr dreissig) klingelt der Wecker. Vidushi **steht** um 7:35 **auf.**

Sie putzt **sich** die Zähne, geht aufs Klo, duscht **sich** und **zieht sich an.**

Um 8:00 **früstückt sie.**

Sie **isst** Eier und Brot mit Butter.

Sie trinkt Milch mit Kaffee und

manchmal **trinkt sie** Orangen- oder Apfelsaft**.**

Nun ist es 8.35. Vidushi hat Schule um 9:00 (neun Uhr vormittag).

Der Bus kommt um 8:40.

Sie beeilt **sich**. Sie geht zur Bushaltestelle. Der Bus kommt pünktlich.

Sie **steigt** in den Bus **ein**. Der Bus **fährt** gleich **ab**.

Der Bus **kommt** um 8.55 **an**. Vidushi **steigt aus** und geht in die Schule.

Sie lernt in der Schule bis 12:00 Uhr mittag. Um 12:00 Uhr **hat sie** eine Pause.

Um 2:00 Uhr **ist die Schule** fertig.

Sie fährt wieder nach Hause mit dem Bus.

Sie erholt **sich**. Sie **sieht fern**.

Um 4:00 Uhr **macht sie** ihre Hausaufgabe.

Um 6:00 Uhr nachmittag **geht sie aus** mit ihren Eltern zum Markt, einkaufen.

Sie essen zusammen zum Abendessen.

Sie kommen zurück. Ihre Eltern rufen ihre Grosseltern an.

Sie unterhalten **sich** ein bisschen.

Um 9:00 Uhr nachmittag **geht sie** ins Bett.

Vidushi ist fleissig. Sie ist nicht faul.

Am Wochenende **hat Vidushi** keinen Unterricht.

Sie spielt den ganzen Tag, und sieht fern.

Manchmal geht sie ihre Grosseltern besuchen.

Im Sommer hat sie Sommerferien. Da fliegt sie mit Ihrer Eltern ins Ausland.

14. Breakable Verbs (Trennbare Verben)

anrufen : to call up   to **call up.**

Ich rufe meinen Freund an.   I **call** my friend **up.**

aufstehen : to get up   to **get up**

Ich	stehe		auf.
Ich	stehe um 8.00 Uhr		auf.
Ich	stehe morgens um 8.00 Uhr		auf.

I	wake		up.
I	wake at 8.00 o'clock		up.
I	wake at 8.00 o'clock (a.m.)		up.

einsteigen : to board / climb in   to **climb in**

Ich	steige		ein.
Ich	steige in den Bus		ein.

I	climb		in.
I	climb into the Bus		in.

aussteigen : to alight / climb out

Ich	steige		aus.
Ich	steige in der Schule		aus.

I	climb		out.
I	climb at the school		out.

Conjugations

eg. The verb: **abfahren**   the root : **fahr**   **ab**

ich	**fahr**	e	ab
du	**fähr**	st	ab
Sie	fahr	en	ab
er/**sie**/es	**fähr**	t	ab

wir	fahr	en	ab
ihr	**fahr**	t	ab
Sie	fahr	en	ab
sie	fahr	en	ab

Table 14.0: Conjugations of Breakable Verbs

15. Reflexive Verbs (Reflexive Verben)

Reflexive verbs are used in two ways. Firstly, for actions that are performed TO or ON oneself. For example

1. sich unterhalten

2. sich anziehen

3. sich erholen

in such cases, the reflexvie pronoun SICH means that the action was performed on oneself, i.e.

1. entertaining oneself

2. dressing oneself

3. relaxing / recuperating (oneself)

However, in certain cases, the action is performed FOR oneself.

For example, **sich die Zähne putzen** means to clean one's teeth FOR oneself.

The reflexive is an important concept in German. It varies from English in many ways, but also has various similarities.

Further, the reflexive pronoun for

1. First person   is   mich

2. Second person   is   dich.

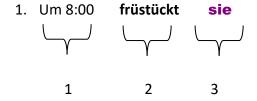| Lektion 4: Der Tagesablauf von Vidushi					
Nomen		**pl.**			**Verben**
s	Wochenende	-n	weekend - s	auf/stehen	to	get up
s	Ei	-er	egg - s	sich an/ziehen	to	dress oneself
r	Wecker	-	alarm clock / waker	früstücken	to	breakfast
s	Brot	-e	bread	essen	to	eat
r	Zahn	-"e	tooth - teeth	trinken	to	drink
r	Butter		butter	putzen	to	clean
e	Milch		milk	fahren	to	travel
r	Kaffee		coffee	machen	to	do
r	Saft		juice	ein/steigen	to	step in / board
r	Apfelsaft		apple juice	aus/steigen	to	step out / disembark
r	Orangensaft		orange juice	lernen	to	learn
r	Bus		bus	haben	to	have
e	Bushaltestelle	-n	bus shelter	sich erholen	to	relax
e	Hausaufgabe	-n	home work	aus/gehen	to	go out
e	Pause		break / pause	fern/sehen	to	watch television
s	Frühstück		breakfast	spielen	to	play
s	Mittagessen		lunch / mid day meal	fliegen	to	fly
s	Abendessen		dinner / evening meal	sich unterhalten	to	Entertain oneself
r	Morgen		morning		to	
r	Abend		evening			
e	Nacht		night			
e	Sommerferien		summer vacation			
s	Ausland		abroad			
Structure				**Adjektive**	
	heute		today	fleissig		hard working
	vorbei		finished and gone	faul		lazy / idle
	fertig		finish			
	wieder		again			
	zusammen		together			
	zurück		back			
	Sich die Zähne putzen		to brush one's teeth			
	Sich duschen		to shower			
	Aufs Klo gehen		to go to the toilet			
	Ins Bett gehen		to go to bed			

16. Verb Position

In German, we must keep in mind, that the verb reserves the second position in a sentence, as in English.

E.g. **The man**   **loved**   **his wife.**

        1   2   3

Similarly in German, **Der Mann**   **liebte**   **seine Frau.**

However, this rule is followed more strictly in the German Language. Look at Text 4 again and look at the underlined verbs and their subject.

You will see that in the underlined cases, the Subject goes to the third position, and not the second, if it is displaced by some other word. The verb, however, will reserve its position on the second position, and not be displaced to a position after the subject.

Eg.

1. Um 8:00   **früstückt**   **sie**

        1   2   3

The same can be said as

   Sie   **früstückt**   Um 8:00

        1   2   3

This means, the time is mentioned in the first position, the sentence will not simply get displace, but only the subject, which would have otherwise been in the first position. The verb retains its position, and the subject follows the verb, instead of preceding it.

Other examples.

2. Manchmal **trinkt sie** Orangen- oder Apfelsaft**.**

3. Um 2:00 Uhr **ist** die Schule fertig.

4. Um 4:00 Uhr **macht sie** ihre Hausaufgabe.

5. Um 6:00 Uhr nachmittag **geht sie aus** mit ihren Eltern zum Markt, einkaufen.

6. Am Wochenende **hat Vidushi** keinen Unterricht.

Section III: Analysis of the Material

1.   Lesson Plan Overview (Content Overview)

The present text book is envisaged to give scope for an "eclectic" mix of methods for the delivery of the material. The text serves largely two primary functions:

1. Providing texts for discussion and as a base for vocabulary

2. Providing a guideline and reference framework for the teaching of concepts.

We can see that the chapters are of 2 types.

1. Firstly there are discussions about grammar and language functions in general. These discussions are in English. These lessons are suitable for both self study and for teaching in class.

2. The second kind of lessons is the texts in German. These offer the basis for a chapter in German. Each such text is followed by a vocabulary list and some explanations.

The content of the text has the following aspects that can be classified as

(a) Phonological

(b) Morphological

(c) Syntactical

(d) Semantic   and

(e) Pragmatic

An overview of the lesson plan has been given in the subsequent tables.

Chapter	Phonology	Morphology	Syntax
1. The German Alphabet and German Sounds	German sounds		
2. Nouns, Pronouns and Articles			personal pronouns
			the Nominative Case
			Introducing Articles
3. Text 1 : Vidushi	identifying and practising German Sounds	inflection / conjugation	the role of Inflection in Sentence formation
		the Simple Present Tense	sentence Structure in German.
4. Conjugation of Verbs in German	practising German Sounds with audio / teacher's reading	sentence Construction	verb in position II.
			the Negative Article, "kein / keine"
5. Text 2 : Vidushi geht in die Schule			verb in position II. Reinforcement.
6. Conjugation of "sein" = to be		conjugation of the verb "to be"	
7. Text 3 : Vidushi ist Schülerin		adjective + "er" = comparative	The Articles, definite and indefinite.
		"als" as comparative particle	
		prepositions	
8. Introduction to sentence construction			Explain the concept of different cases
			Nominative, Accusative & Dative cases
			= subject, object and indirect object
9. Conjugation of Weak Verbs		Inflection of weak verbs	
		in the simple present	
10. Irregular Verbs "sein", "haben", "möchten"		inflection	"haben" to introduce Accusative case
			"haben" as precursor to the Perfect Tense.

Table 17.1: Lesson Plan Overview Part 1

Chapter	Vocabulary	Functions
1. The German Alphabet and German Sounds		
2. Nouns, Pronouns and Articles	Pronouns	
3. Text 1 : Vidushi	introduction to basic vocabulary	Introducing oneself
	about oneself, others	Introducing others
4. Conjugation of Verbs in German	countries, languages, maps	Asking questions
		Answering questions with Yes and No.
5. Text 2 : Vidushi geht in die Schule	Vocabulary related to the classroom, teaching and learning	Simple conversation practice
6. Conjugation of "sein" = to be	Different items in and around the classroom / any room.	
7. Text 3 : Vidushi ist Schülerin	Adjectives	Greetings
	Comparative adjectives	Describing things and people
	Professions	
	Nationalities	
	Prepositions	
8. Introduction to sentence construction		
9. Conjugation of Weak Verbs		
10. Irregular Verbs "sein", "haben", "möchten"	use of the verbs "haben" and "möchten"	

Table 17.2: Lesson Plan Overview Part 2

Chapter	Morphology	Syntax
11. The Number System in German	morphemes such as "zehn" and "zig" to build	
	the numbering system	asking the time
12. Components of Time	morphemes for expressing time	replying about time, use of
		prepositions
13. Text 4 : Der Tagesablauf von Vidushi		breakable verbs, and handling the
14. Breakable Verbs (Trennbare Verben)	prefixes in breakable verbs	prefixes
15. Reflexive Verbs (Reflexive Verben)		reflexive verbs
		verb position

Chapter	Vocabulary	Functions
11. The Number System in German	the numbers	discussing numbers, figures, amounts, dates
12. Components of Time	time, dates, days of the week, months, season	asking for the time, talking about time
13. Text 4 : Der Tagesablauf von Vidushi	daily activities;	talking about one's daily schedule
14. Breakable Verbs (Trennbare Verben)	arrival, departure, study, work, rest etc.	
15. Reflexive Verbs (Reflexive Verben)		

Table 17.3: Lesson Plan Overview Part 3

2. Analysis & Conclusions

The current extract is only the FIRST part of the proposed text book. It is NOT a comprehensive text book. The exercises and work book have not been incorporated in this work.

In many cases, the text is analyzed from various perspectives. For example, the Text 1 entitled Vidushi has portions of text that focus on the phonetics and pronunciation of the language. This is a direct sequel to the previous chapter on the Phonetic Guide of German sounds. In this chapter, the focus is on correct pronunciation. The learner is encouraged to read the lesson based on the lessons on pronunciation, without trying to understand the content.

The idea is to allow an incidental appreciation of the content of the text. While focusing on the pronunciation, certain aspects of the content, and the meaning of the text will become evident to the learner. The focus of the lesson in the first time is NOT to discuss grammar or meaning. It is to focus on and to assist the student in mastering the pronunciation. Almost 90% of the sound system can be learned using this lesson.

The same lesson is repeated. This time, there is a focus (if one observes the highlighted morphemes) on the subject pronouns, the concept of the 1, 2 and 3rd persons and the related inflection of the verbs. All related explications pertaining to these concepts are done in the adjoining chapters.

Exercises are to be given at the end of every chapter. Creation of exercises is the next step after having created the text and teaching material. In the batches where I used this material, I would have to constantly refer to other books for

exercises and for additional practice. Not only exercises, even additional reading material is required. This is true not only of this book, but for any book. No teacher can restrict his or her teaching to a single text book. In my proposed text book, I hope to give an additional appendix with supplementary reading material, to add layers to the level of work and complexity that a learner wishes to add to his learning. This will ensure the learner's and the teacher's autonomy, while still maintaining and proposing a minimum program to be covered in a certain course, A1 in this case.

The text book is practically a detailed structural analysis of the German Language, which is presented to the learner in a step-by-step graded fashion with the help of comparisons and translations. There is an element of the Structural Approach and the Grammar Translation method here.

Further, the learner is given texts for reading, which are followed by an Audio-Lingual approach towards speaking and practicing aloud. Structured word lists with words and phrases are provided as compendiums and review sheets for the lessons. The lessons cover aspects of school learning and slowly branch out into day-to-day activities outside a school. The book is based on the life of little schoolgirl. Hence the content or the subject matter of the book, at least at this beginners' level, is made Situational. The Texts 2 and 3 relate to classroom activities and themes.

Further topics relate to daily activities, and will most certainly touch upon Communicative aspects One activity leads to another. Beyond the text book, the classroom session will continue into practicing of structures and phrases and for the use of language in actual conversations.

The above strategy therefore allows a mix of various methods. The book provides a basis for integration and application of practically all possible methods that a teacher might have studied, or draws from his own experience or intuition.

## 3.	Suggested Improvements

This work was used in a few batches of German at Vidushi Academy. I personally conducted those classes. Below, I have summarized some of the aspects that I found required improvement over the next few stages of developing the course book.

1. First and most importantly, there should be exercises of various kinds after each chapter. This should be supported by a workbook with additional chapters.

2. After each chapter, I realized that the student needed a fresh introduction of the same concept from another source. It is a great experience for a student to find words and structures he has newly learned, in a source other than one's textbook. Teachers usually try to get newspaper cuttings, magazine articles or extract from other textbooks as supplementary reading material. I propose to have an appendix of such additional material.

3. There should be an Audio Compact Disc along with the book. This should have 2 or 3 parts.
   a.	The lessons / German texts spoken for the candidate to listen
   b.	Exercises for listening and speaking, including Listening Tests

c. An additional section on cultural aspects, such as a news broadcast, a radio comedy and some European music, which could have a corresponding section in the original textbook.

4. The material needs to have at least 6 to 8 more texts for the proposed textbook to cover the A1 level of the European Common Frame of Reference. This is being worked upon. The current work is a pilot, a mid way testing of the material that is being currently produced.

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