

## 27. GERMAN (Code: 120)

(APRIL 2017 - MARCH 2018)

### Part I - Foreword to syllabus in class XI and XII

The syllabus for classes XI and XII while following the communicative approach lays more stress on expansion of vocabulary, improved expression as also student projects.

Grammar will be revised and teachers are expected to build on the foundation laid in previous years. More difficult exercises using the grammar structures already known, have to be practised in class with a clear emphasis on applied grammar.

By now the teacher should be able to use German as the sole medium of instruction in class. Students should be able to respond in German to verbal and visual stimuli and communicate on a wide range of everyday topics.

Speaking and writing skills now are on the forefront, though reading and listening skills have also not been neglected.

Reading should also be more thorough and detailed in nature. It is not enough to just skim a text and extract the salient points or extract specific information based on our need. It is now also important to read a text and understand the details.

In the aural skills department students should be able to follow texts that are lengthy and where the speaker speaks on a given topic from everyday life in a nuanced manner.

In the written portion students will at the end of class XII have to summarise a given passage in German in contrast to class X where the summary is to be written in English. Translation, in the traditional sense, has once again not been incorporated.

Students will get ample opportunity to speak and express themselves in class. Projects have also been included in almost every chapter.

Ideally an oral test should be a part of the assessment in both years. But due to systemic constraints this could not be done. The final exam in class XII will test reading and writing skills as well as grammar.

We aim that when a student leaves school at the end of XII he/she will be able to communicate in everyday situations and deal with problems he/she encounters in everyday life. More importantly the German learnt in school should be the base for a professional in any field to build on if he / she should be in a situation where they need to use their language skills professionally. They may in such a situation need to complement their knowledge with the subject specific vocabulary from their field.

### Part II - Learning Objectives

The following learning objectives apply for classes XI and XII.

#### 1. Listening and responding

By the end of class XII students should be able to

- listen and understand details from an extended dialog or an informative text
- listen to a audio text and summarise the same
- listen to literary texts (poetry and prose) and understand their essence

#### 2. Speaking

By the end of class XII students should be able to

- talk about a topic explaining the pros and cons of an action or product
- describe the use of new products and talk about new developments
- talk about perspectives and probabilities in the future
- talk about political, historical and personal events in simple language and comment upon them
- be a part of a formal or informal interview

### 3. Reading and responding

By the end of class XII students should be able to

- read simple literary texts and discuss them
- read a text and make a flowchart or fact file with the information contained
- read and evaluate given information in the form of statistics

### 4. Writing

By the end of class XII students should be able to

- summarise a lengthy text in German
- write experiential texts
- formulate tabular texts (e.g. a CV) as per the norms followed in German speaking countries
- write a cohesive formal letter following all norms where certain structures and components are given

### 5. Intercultural awareness

By the end of class XII students should be able to

- put German history of the first part of the 20th century into perspective
- evaluate statistics on German speaking countries keeping the realities there in mind
- compare the youth scene, social concerns, social life in German speaking countries and India

### 6. Knowledge about language

By the end of class XII the students should be able to

- understand the importance of grammar in expressing oneself better
- understand the relation between structures and certain activities (e.g. passive for technical processes or subjunctive structures to express wishes)

### 7. Language learning strategies

By the end of class XII the students should be able to

- use their knowledge of context and grammar to understand texts involving complex language
- understand the importance of typical characteristics of text types and use them to understand spoken or written texts and to form new texts

**Class XI**  
**(April 2017 - March 2018)**  
**Part III - Content**

Lesson	Topic	Communication	Structure	Text types	Suggested activity
<b>Lesson 25</b>	German speaking countries	<ul style="list-style-type: none"> <li>Explain, what you know about German speaking countries</li> <li>Explain, why one is learning German</li> </ul>	<ul style="list-style-type: none"> <li>Indirect questions</li> <li>Nouns made from Adjectives</li> <li>Indefinite Pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Telephone conversation</li> <li>Quiz</li> <li>Experience reports</li> </ul>	<ul style="list-style-type: none"> <li>Conducting a 'live' Quiz in class on the German speaking countries</li> <li>Talk about experiences in a foreign country or with foreigners or with exchange partners</li> <li>Vocabulary exercises</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Reading : Read informative texts on a specific topic and give one's opinion on the information given</li> <li>Aural : Hearing telephonic conversations and frame questions on the information heard</li> <li>Writing : Writing a short report on one's experiences in another culture</li> </ul>				
Lesson	Topic	Communication	Structure	Text types	Suggested activity
<b>Lesson 26</b>	Emotions	<ul style="list-style-type: none"> <li>Express emotions like happiness, surprise, shock...</li> <li>React to unusual newspaper reports or experiences people relate</li> </ul>	<ul style="list-style-type: none"> <li>Temporal sentences ('wenn und als')</li> <li>Exclamatory Sentences</li> <li>Past Tense (Präteritum)</li> </ul>	<ul style="list-style-type: none"> <li>Daily Diary</li> <li>Script</li> <li>Song</li> <li>Newspaper report</li> </ul>	<ul style="list-style-type: none"> <li>Write diary entries</li> <li>Relate an embarrassing experience</li> <li>React with given exclamatory expressions to certain situations</li> <li>Write a film script in German for a Bollywood film sequence</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Reading : Read and react to a given text; read and give texts an appropriate title</li> <li>Aural : Hear a song and sing along and also reproduce the essence of the song</li> <li>Speaking : Explain the emotional state of mind of a person</li> <li>Writing : Write about happy/ disappointing or embarrassing experiences</li> </ul>				

Lesson	Topic	Communication	Structure	Text types	Suggested activity
Lesson 27	Show your talent	<ul style="list-style-type: none"> <li>Introduce a music band and a singer and compare the band and its members with others</li> <li>Profile a sports person and explain how he has helped the cause of that sport</li> <li>Express interest in participating in a competition and give reasons for your choice</li> </ul>	<ul style="list-style-type: none"> <li>Subordinate clauses with 'weil, denn, deshalb, darum, deswegen'</li> <li>Comparative and Superlative as adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Interview</li> <li>Webpage</li> <li>Short article</li> <li>Advertisement board</li> <li>Informative text</li> </ul>	<ul style="list-style-type: none"> <li>Internet research for talent competitions for young adults</li> <li>Create a page in German for the school magazine</li> <li>Profile your favourite music band/ sports club</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Reading : Read a text and break it into clear information units and give each unit a title</li> <li>Aural : Hear an interview and extract the information</li> <li>Speaking : Speak about one's strengths and weaknesses</li> <li>Writing : Write/complete a text about your favourite sports club/ music band</li> </ul>				
Lesson	Topic	Communication	Structure	Text types	Suggested activity
Lesson 28	Music	<ul style="list-style-type: none"> <li>Discuss your likes and dislikes in music</li> <li>Discuss your dream star</li> <li>Profile a pop star</li> </ul>	<ul style="list-style-type: none"> <li>Adverbs of location</li> <li>Subjunctive (Konjunktiv II)</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> <li>Boards and Signage</li> <li>Short biography</li> <li>Song</li> </ul>	<ul style="list-style-type: none"> <li>Write a song in German</li> <li>Listen to German pop songs and prepare one song for the German day</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Reading : Reading a text and extracting important information</li> <li>Aural : Hearing and extracting information or vocabulary from interviews and songs</li> <li>Speaking : Express a wish and talk about dreams</li> <li>Writing : Write about what you would do if you had money and time</li> </ul>				

Lesson	Topic	Communication	Structure	Text types	Suggested activity
Lesson 29	Social Causes	<ul style="list-style-type: none"> <li>Evaluate statistics</li> <li>Make suggestions</li> <li>Discuss what you can do to change a situation</li> <li>Discuss and frame project plans</li> </ul>	<ul style="list-style-type: none"> <li>Infinitive Sentences (zu+Infinitiv)</li> <li>Subjunctive</li> </ul>	<ul style="list-style-type: none"> <li>Statistics</li> <li>Discussion</li> <li>Official letter</li> <li>Interview</li> <li>Informative text</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and identify a social cause the class could take up</li> <li>Make a project plan</li> <li>Find out through the internet what are the social causes young adults are pursuing in German speaking countries</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Reading : Reading and evaluating a statistic; reading and following an official letter</li> <li>Aural: Listening to a text, extracting the relevant information and summarising the information in text form</li> <li>Speaking : Making suggestions on which social causes to pursue and how</li> <li>Writing: Reading an authentic magazine text and writing it in your own words (Simplify!)</li> </ul>				
Lesson	Topic	Communication	Structure	Text types	Suggested activity
Lesson 30	Memories	<ul style="list-style-type: none"> <li>Talk about important events in the past and present</li> <li>Reconstruct a time line</li> <li>Describe inventions and their inventors</li> <li>Discuss the life of a famous person</li> </ul>	<ul style="list-style-type: none"> <li>Subordinate clauses with 'bevor,bis, seit'</li> <li>Nouns and Possessive articles with Genetive</li> </ul>	<ul style="list-style-type: none"> <li>Poem</li> <li>Quotes</li> <li>Radio Quiz</li> <li>Interview</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the biography of a famous person from history</li> <li>Bring photographs to the class and relate a story about each snapshot</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Reading : Reading a text and developing a timeline</li> <li>Aural : Listening to a poem and extracting the information asked for</li> <li>Speaking : Talking about past experiences e.g. a holiday taken, an amusing event</li> <li>Writing : Writing a story about an interesting experience</li> </ul>				

**Part IV: Assessment for Class XI**

Assessment should be a combination of internal assessment, periodic tests and term exams.

The format for the Board Examination should be followed in Class XI as well.

The syllabus developed for class XI is interactive and communicative in nature. The tests should be a reflection of the same.

The committee suggests 20% for internal assessment, 30 % for periodical tests and 50% for the term exam.

The suggested breakup for the term exam is as follows:

Max. marks: 100

**Section A - Reading**

1. Comprehension (unseen passage) 10 Marks

**Section B - Writing**

2. Summarizing a German passage from the text book in their own words in simple German 10 Marks
3. Based on stimulus compose a letter / formal letter / e- mail / poster etc. 10 Marks
4. Describe a statistic 10 Marks

**Section C - Applied Grammar**

5. Indirect questions in the form of subordinate clauses 10 Marks
6. Adjective endings with definite and indefinite articles 10 Marks
7. Conjunctions(weil, wenn , als, deshalb, denn, bevor, bis, seit, deswegen,ob ) 10 Marks
8. Indefinite Pronouns (einer,keiner,jeder,alle) 05 Marks
9. Subjunctive (Konjunktiv II) 05 Marks

**Section D - Textbook**

10. Comprehension (seen passage) 15 Marks
11. Value based Question(based on a text from the text book) 05 Marks

**Remarks:**

- In the listening and reading comprehension marks should not be deducted for grammatical and orthographical errors.
- In the written part marks should not be deducted for minor orthographical errors.
- Writing short texts could be a part of the periodical tests.
- Internal assessment should be based on regularity, project work and class response.

**BOOKS**

The following teaching material is prescribed for class XI:

- PRESCRIBED BOOK : Team Deutsch 3/1 (Textbook and Workbook - Chapters 25- 30)  
(Klett Publishing House, Published in India by Goyal Publishers)
- SUGGESTED REFERENCES : 1. Einfach Grammatik  
2. em neu  
3. Genial 3  
4. Ping Pong 3  
5. Schritte 3  
7. Sowieso 3  
8. Aspekte  
6. DVD- Aspekte  
7. LANGENSCHIEDT EURO DICTIONARY  
8. K.M. SHARMA; GERMAN-HINDI/ HINDI- GERMAN DICTIONARY. RACHNA, PUBLISHING HOUSE

**Class XII**  
**Part III - Content**

Lesson	Topic	Communication	Structure	Text types	Suggested activity
Lesson 31	Languages	<ul style="list-style-type: none"> <li>• Talk about the languages known</li> <li>• Explain why one should learn foreign languages.</li> <li>• Relate experiences in learning a foreign language</li> <li>• Write about why one should learn anything new</li> </ul>	<ul style="list-style-type: none"> <li>• Subordinate clauses with 'wenn' and Subjunctive</li> <li>• Modal verbs with subjunctive</li> <li>• Subordinate clauses with 'damit' and 'um...zu'</li> <li>• Indefinite pronouns. irgend wie, -wo, -wann</li> </ul>	<ul style="list-style-type: none"> <li>• Experiential report</li> <li>• Interview</li> <li>• Test</li> <li>• Radio Interview</li> </ul>	<ul style="list-style-type: none"> <li>• Make a language map of both India and Germany</li> <li>• Talk about which language the students speak when and why</li> <li>• Make a list of words you like using</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Reading: Reading a text and answering detailed questions</li> <li>• Aural: Hearing an authentic interview and extracting the relevant information</li> <li>• Speaking: Talking about a learning experience</li> <li>• Writing: Writing a coherent text explaining one's thought in simple language</li> </ul>				
Lesson	Topic	Communication	Structure	Text types	Suggested activity
Lesson 32	Youth	<ul style="list-style-type: none"> <li>• Talk about the youth today</li> <li>• Discuss their past times</li> <li>• Talk about one's interests</li> <li>• Express one's emotions in verse</li> </ul>	<ul style="list-style-type: none"> <li>• Indefinite Articles : viel, ein paar, wenig, einige, manche</li> <li>• Reflexive Verbs with dative and accusative case</li> <li>• Adjectives and Participles as nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Chat</li> <li>• Discussion</li> <li>• Poetry</li> <li>• Newspaper articles</li> </ul>	<ul style="list-style-type: none"> <li>• Have a chat session with students in Germany</li> <li>• Find out about youth clubs in Germany</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Reading: Reading newspaper texts and extract relevant information, Following a chat on the Internet</li> <li>• Aural: Listening to poems and react with one's impressions on the poem</li> <li>• Speaking: Talking about the youth in India and their lifestyles, moderate a discussion</li> <li>• Writing: Writing an article on the youth in India and Europe</li> </ul>				

Lesson	Topic	Communication	Structure	Text types	Suggested activity
Lesson 33	Tourism	<ul style="list-style-type: none"> <li>Talk about tourist attractions</li> <li>Explain the customs and rituals and festivals of one's own country</li> <li>Write a postcard from a holiday destination</li> </ul>	<ul style="list-style-type: none"> <li>Passiv</li> <li>Interrogative pronouns in Genetive: wessen</li> <li>Genetive prepositions</li> </ul>	<ul style="list-style-type: none"> <li>Conducted Tour</li> <li>Postcard</li> <li>Questionnaire</li> <li>A theatre scene</li> </ul>	<ul style="list-style-type: none"> <li>Celebrate a festival from a German speaking country</li> <li>Take your class out on a city tour and the explanations should be in German</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Reading: Reading a text about a country and extracting relevant information</li> <li>Aural: Listening to travel experiences</li> <li>Speaking : Performing a scene from a play</li> <li>Writing: Writing a post card</li> </ul>				
Lesson	Topic	Communication	Structure	Text types	Suggested activity
Lesson 34	Future Plans	<ul style="list-style-type: none"> <li>Talk about future plans</li> <li>Ask about professional plans</li> <li>Put down demands in writing</li> </ul>	<ul style="list-style-type: none"> <li>Future Tense</li> <li>Sentences with 'trotzdem'</li> <li>Nicht brauchen zu (=nicht müssen)</li> </ul>	<ul style="list-style-type: none"> <li>Report</li> <li>Prognosis</li> <li>Resolution</li> <li>Science Fiction texts</li> </ul>	<ul style="list-style-type: none"> <li>Describe products and developments that could come in the future.</li> <li>Make a prognosis as to what life will be like in 50 years</li> <li>Write a CV in German</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Reading: Reading a long text and answering questions</li> <li>Aural: Hearing an authentic text (in dialect) and answering questions</li> <li>Speaking: Conducting a coherent discussion on a specific topic</li> <li>Writing: Writing down short cryptic sentences giving precise information</li> </ul>				
Lesson	Topic	Communication	Structure	Text types	Suggested activity
Lesson 35	Change	<ul style="list-style-type: none"> <li>Read and talk about a literary text</li> <li>Write a self portrait</li> <li>Talk about changes in our lives (new home, new friend, new school)</li> </ul>	<ul style="list-style-type: none"> <li>Sentences with 'obwohl'</li> <li>Relative pronouns 'wo, was'</li> <li>Lassen + Infinitiv</li> </ul>	<ul style="list-style-type: none"> <li>Extract from a novel</li> <li>Blog</li> <li>Self portrait</li> <li>Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>Class blog</li> <li>Book bazaar</li> </ul>



<b>Skills</b>	<ul style="list-style-type: none"> <li>• Reading: Reading a literary text with the right intonation and breaks</li> <li>• Aural: Hearing a personal experience and interpreting the speakers emotions</li> <li>• Speaking: Talking at relative length about the changes in one's life</li> <li>• Writing: Writing a self portrait</li> </ul>				
<b>Lesson</b>	<b>Topic</b>	<b>Communication</b>	<b>Structure</b>	<b>Text types</b>	<b>Suggested activity</b>
<b>Lesson 36</b>	Europe	<ul style="list-style-type: none"> <li>• Talk about one's school and compare it with others</li> <li>• Conceptualise and explain a project</li> <li>• Write a project report</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrative article</li> <li>• N- Declination</li> <li>• Nicht... sondern/nicht nur...sondern auch/sowohl... als auch</li> </ul>	<ul style="list-style-type: none"> <li>• Flyer</li> <li>• Hymn</li> <li>• Project description</li> <li>• Interview</li> <li>• Statement</li> </ul>	<ul style="list-style-type: none"> <li>• Compare India and Europe</li> <li>• Discuss and execute a project on any aspect of European life</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Reading: Reading a semi official text and follow up</li> <li>• Aural: Hearing and differentiating between accents</li> <li>• Speaking: Comparing two institutions and talking about the advantages and disadvantages of both</li> <li>• Writing: Writing a structured text giving the requisite details</li> </ul>				

### Assessment for Class XII

For the class XII board exam the breakup of exam is as follows:

**Max. marks:100**

#### Section A - Reading

1. Comprehension (unseen passage) 10 Marks

#### Section B - Writing

2. Summarizing a German passage from the text book in simple German 10 Marks  
 3. Based on stimulus compose a letter / travel report / poem / biography 10 Marks

#### Section C - Applied Grammar

4. Passive voice(Präsens & Präteritum) 5 Marks  
 5. Subordinate clauses (weil, dass, wenn, als, um ... zu, damit) 10 Marks  
 6. Reflexive verbs in Dative and Accussative case 5 Marks  
 7. Future Tense(Futur I) 5 Marks  
 8. Subjunctive (Konjunktiv II- wenn+ infinitive & Modalverben) 10 Marks  
 9. Genitive prepositions (wegen, während, trotz) 5 Marks  
 10. Connect sentences with given conjunctions into a cohesive text 10 Marks

#### Section D - Textbook

11. Comprehension (seen passage) 15 Marks  
 12. Value based Question(based on a text from the text book) 05 Marks

**BOOKS**

The following teaching material is prescribed for class XII :

- PRESCRIBED BOOK : Team Deutsch 3/2 (Textbook and Workbook - Chapters 31- 36)  
(Klett Publishing House, Published in India by Goyal Publishers)
- SUGGESTED REFERENCES : 1. Einfach Grammatik  
2. em neu  
3. Genial 3  
4. Ping Pong 3  
5. Schritte 3  
7. Sowieso 3  
8. Aspekte  
6. DVD- Aspekte  
7. LANGENSCHIEDT EURO DICTIONARY  
8. K.M. SHARMA; GERMAN-HINDI/ HINDI- GERMAN DICTIONARY.  
RACHNA, PUBLISHING HOUSE