

GERMAN (CODE: 020) **April 2017 - March 2018**

In 2008 a curriculum has been devised for classes VI to VIII. As a result of that the syllabus for class IX now does not start at the very beginning, as was the case till now, but where the class VIII syllabus finishes. The syllabus continues to follow the communicative and interactive approach. The stress is now not so much on grammar but on communication. Translations have been removed. Translation science has made enormous progress and the word to word translations that students at this level generally attempt are not relevant today any longer. Translation is a science within itself and needs rigorous training before it can be attempted. What has been incorporated is the summarisation of a German text in English. The students will get a passage in German that has to be summarised in English. Other written tasks should include making a poster for the school notice board, writing short messages as also short formal Emails.

This is in consonance with the language policy of the CBSE. Reading skills have been given special attention. Students should be familiarised with reading strategies. Awareness has to be created that there are no difficult texts but only difficult questions. This effectively means that the texts chosen should be authentic and teachers have to develop the skill of forming tasks/ exercises that help students extract the most from a seemingly difficult text.

Listening skills and speaking skills have also been incorporated. The same approach as to reading applies also to listening skills. Authentic texts using audio texts from all German speaking countries with appropriate exercises should be used. People in German speaking countries have multiple dialects and accents and are proud to use them in their day to day life. It is important to make students aware of this and get their ears used to these regional differences. The Swiss do speak in a somewhat different accent than the residents of the city of Hamburg in northern Germany.

Speaking skills are to be promoted in class. This is what motivates students and makes the language come alive for them. Speaking about friends, school, parents, hobbies, social awareness and the environment in class will give them confidence to also express themselves in the real world.

Finally the assessment will have to reflect the new approach. There should be more stress on understanding and expression rather than grammar tests. Grammar though important should not become the primary focus of testing pushing communication to the background.

Learning Objectives

The following objectives build upon the objectives already stated for classes VI to VIII. The objectives given below will apply to both classes IX and X which can be treated as one unit

1. Listening and responding

By the end of class X students should be able to

- Listen and understand the main points and some details from an extended dialogue or a short spoken text and respond

- Listen to a short audio text and respond by asking for more details
 - Listen to announcements at public places e.g. railway stations and act accordingly
 - Listen to a audio text, extract the relevant details and complete the gaps in a written text
2. Speaking
- By the end of class X students should be able to
- Talk about future plans and intentions
 - Ask someone to clarify and elaborate what they have just said
 - Give or seek informal views in an informal discussion with friends
 - Recall and narrate an incident they have seen or remember from their childhood
3. Reading and responding
- By the end of class X students should be able to
- Read and respond to an extract from a story, an e-mail message or song or simple text from the internet
 - Read descriptions of people in the school or class and identify who they are
 - Read fairytales or stories and summarise them in German or English
4. Writing
- By the end of class X students should be able to
- Write a short text using pointers e.g. biography
 - Summarise an unseen passage in English
 - Writing a semi-official E-mail with complete sentence constructions
5. Intercultural awareness
- By the end of class X students should be able to
- Handle everyday problems i.e. cope with less routine problems on public transport, handle travel arrangements
 - Demonstrate understanding of and respect for cultural diversity
 - Recognise how aspects of the culture of different countries become incorporated into the daily life of others
 - Recognise advantages of another culture and try and apply to their own lives e.g. environmental awareness and waste management
6. Knowledge about language
- By the end of class X students should be able to
- Learn to use subordinate clauses of time, place and purpose to qualify the main clause
 - Learn the use of grammatical structure e.g. verbs with prepositions to express oneself more succinctly
7. Language learning strategies
- By the end of class X students should be able to
- Apply known rules when creating new language
 - Integrate new language into previously learnt language
 - Use the context of what they see/ read to determine some of the meaning

CLASS - IX

Module 7

Lesson	Situation/ Topic	Speech intention	Structure	Suggested activity
Lesson 1	Professions and their characteristics	<ul style="list-style-type: none"> To ask and talk about professional plans To talk about the positive and negative aspects of a profession 	<ul style="list-style-type: none"> ‘werden’- to become Genetiv Revision of the subordinate clause “weil” and introduction of “dass” 	<ul style="list-style-type: none"> Students discuss their future professional plans Counselling Game - Guessing the profession after listening to the description of what one does
Skills	Reading Comprehension - seen passage with True/False exercises Writing: Students maintain a diary during the year recording their progress in German language learning			
Lesson 2	Future Prospects	<ul style="list-style-type: none"> To talk about future plans To draw comparisons between people and things To predict the future 	<ul style="list-style-type: none"> Future tense Comparative and superlative for adjectives and adverbs Revision of interrogative pronouns 	<ul style="list-style-type: none"> Compare celebrities and show one's preferences. Compare cars, mobiles, gadgets, clothes etc. A day in my life in the year 2050 Find out, how many types of schools are there in Germany and what is the difference between them
Skills	<ul style="list-style-type: none"> Writing a text with given elements Speaking: A simulated conversation on future plans (Structure to be given) 			

Lesson 3	Language holiday	<ul style="list-style-type: none">• To lay down conditions• To express an intention and to set an aim	<ul style="list-style-type: none">• Subordinate clause “wenn”• Subordinate clause “um.... zu”• Verb specific prepositions• Revision of Modal verbs	<ul style="list-style-type: none">• Students discuss conditions under which they would undertake a journey and set aims for the same• Webquest- students look for a language course in one of the German speaking countries, suitable for their age group and exposure to the German language
Skills	<ul style="list-style-type: none">• Writing: Write a postcard to a friend from a vacation spot you are visiting• Listening: Comprehension with multiple choice exercises			

CLASS - IX

Module 8

Lesson	Situation/ Topic	Speech intention	Structure	Suggested activity
Lesson 1	Selecting a Life partner	<ul style="list-style-type: none"> To talk about the past To ask for the confirmation of an occurrence and fix it temporally. 	<ul style="list-style-type: none"> Past participle of strong verbs Past participle of “haben” and “sein” Introduction of double barrel verbs eg. kennen lernen Revision of “dass” Revision of separable verbs 	<ul style="list-style-type: none"> Students prepare their resume Students prepare the resume of a celebrity
Skills	<ul style="list-style-type: none"> Reading Comprehension : Seen Passage (Does the text contain the following information, If yes, where?) Writing: Write a paragraph on “favourite past times” 			
Lesson 2	Memories	<ul style="list-style-type: none"> To reflect about their past To narrate what had taken place when 	<ul style="list-style-type: none"> Simple past (Präteritum) of Modal verbs Simple past (Präteritum) of “haben” and “sein” Subordinate clause- “als” 	<ul style="list-style-type: none"> Students discuss their time in Kindergarten Students discuss their favourite activities at the ages of 5, 8, 10, and 12 years
Skills	<ul style="list-style-type: none"> Reading: Comprehension: Unseen Passage with questions about the content using interrogative pronouns Writing: Write the biography of a famous person 			

Lesson 3	Fairytales	<ul style="list-style-type: none"> To narrate fairy tales and stories 	<ul style="list-style-type: none"> Simple past of both strong and weak verbs Subordinate clause of purpose - "damit" Revision of Dative und Akkusative Personal pronomen 	<ul style="list-style-type: none"> Students read Fairytales in German eg. Fairytales by Grimm brothers
Skills	<ul style="list-style-type: none"> Writing: Summarising an seen passage in English Listening: hear a text and complete a text with blanks 			

Class - IX

Suggested activities for Module 7

	Suggested activities for Formative Assessment	Basis of Evaluation
1.	Students talk about their future plans	<ul style="list-style-type: none"> • Vocabulary • Confidence • Presentation • Fluency • Diction
2.	Group discussion followed by presentation on a day in one's life in 2050	<ul style="list-style-type: none"> • Creativity • Vocabulary • Confidence • Presentation • Originality
3.	Dumb Charade(in groups). One Member of each group to enact <ul style="list-style-type: none"> • Situations • Characters • Professions 	<ul style="list-style-type: none"> • Acting skill • Creativity • Understanding of theme • Recognition of character
4.	Power point presentation on schooling system in Germany.	<ul style="list-style-type: none"> • Confidence • Understanding of topic • Presentation • Clarity of ideas • Creativity
5.	Listening comprehensions (in the text book and others from internet or other sources)	<ul style="list-style-type: none"> • Understanding of text • Correct response to questions • Analytical ability
6.	Composing a text or changing the given text. Visual stimulus in the form of picture, cartoon, movie clip etc.to be provided Verbal stimulus in the form of words, stories, incidents etc. to be provided)	<ul style="list-style-type: none"> • Originality • Creativity • Fluency • Imagination • Expression
7.	Spell check (can be a group activity also) <ul style="list-style-type: none"> • spelling • meaning • pronunciation • sentence making 	<ul style="list-style-type: none"> • Memorisation of correct spelling • Correct sentence formation • Right usage of word • Part of speech
8.	Just a minute Topics can be from the text or from life .	<ul style="list-style-type: none"> • Promptness • Imagination • Presentation • Fluency of ideas • Confidence • Concise expression

Class - IX

Suggested activities for Module 8

	Suggested activities for Formative Assessment	Basis of Evaluation
1.	Resume: a) Self b) Celebrity	<ul style="list-style-type: none"> • Vocabulary • Presentation • Originality • Concise expression
2.	Group discussion followed by presentation (eg. Favourite past times)	<ul style="list-style-type: none"> • Understanding of topic • Conversational skills • Confidence • Presentation
3.	Dumb Charade (in groups) One Member of each group to enact <ul style="list-style-type: none"> • Situations • Characters • Professions etc. • Others to identify 	<ul style="list-style-type: none"> • Acting skill • Creativity • Understanding of theme • Recognition of character
4.	Reading aloud of a fairy tales (texts to be provided by the teachers , from internet or the library)	<ul style="list-style-type: none"> • Confidence • Diction • Fluency
5.	Listening comprehensions (in the text book and others from internet or other sources)	<ul style="list-style-type: none"> • Understanding of text • Correct response to questions • Analytical ability
6.	Composing a text or changing the given text. Visual stimulus in the form of picture, cartoon, movie clip etc.to be provided Verbal stimulus in the form of words, stories, incidents etc. to be provided)	<ul style="list-style-type: none"> • Originality • Creativity • Fluency • Imagination • expression
7.	Spell check (can be a group activity also) <ul style="list-style-type: none"> • spelling • meaning • pronunciation • sentence making 	<ul style="list-style-type: none"> • Memorisation of correct spelling • Correct sentence formation • Right usage of word • Part of speech
8.	Just a minute Topics can be from the text or from life.	<ul style="list-style-type: none"> • Promptness • Imagination • Presentation • Fluency of ideas • Confidence • Concise expression

Assessment Scheme for Class - IX

Annual Examination	Max. Marks 80
Section A-Reading	(20 marks)
1. Comprehension (unseen passage)	10 marks
2. Comprehension (unseen passage)	10 marks
Section B -Writing	(10 marks)
3. Based on stimulus, compose an E-Mail (30-40 words)	5 marks
4. Based on stimulus, compose a dialogue	5 marks
Section C - Applied Grammar	(40 marks)
5. Past participle (Partizip Perfekt)	8 marks
6. Separable verbs	5 marks
7. Prepositions	8 marks
8. Past tense	5 marks
9. Subordinate clauses (als, dass, damit.....)	5 marks
10. Question making	4 marks
11. Personal pronouns (Accusative/Dative)	5 marks
Section D -Textbook	(10 marks)
12. Completing a passage with the vocabulary provided	5 marks
13. Comprehension (seen with a value based question)	5 marks

BOOKS

The following teaching material is prescribed for class IX:

Prescribed Book	: Wir 3 (Textbook and Workbook, Module 7 & Module 8) (Klett Publishing House, Published In India by Goyal Publishers)
Suggested References	: Beste Freunde, B1.1 Team Deutsch 2/1 Planet 2 Ping Pong 2 Perfekt in Deutsch Wir Plus DVD- Wir Live Langenscheidt Euro Dictionary K.M. Sharma; German-Hindi/ Hindi-German Dictionary. (Rachna Publishing House)

Class - X

Module 9

Lesson	Situation/ Topic	Speech intention	Structure	Suggested activity
Lesson 1	Characteristics of a person	<ul style="list-style-type: none"> To describe a person physically To describe his/ her personality traits 	<ul style="list-style-type: none"> Adjectives as attributes - with indefinite Article In Nominative and Accusative case Interrogative Structures : Was für ein/eine.....? 	<ul style="list-style-type: none"> 20 questions to identify a famous personality Relate characteristics to specific sun signs
Skills	<ul style="list-style-type: none"> Writing: Write the description of a person in class Reading: Read the horoscopes in German newspapers and extract the information relevant to you and your friend 			
Lesson 2	Fashion	<ul style="list-style-type: none"> To describe garments To express your opinions about fashion 	<ul style="list-style-type: none"> Adjective as Attribute - with definite Article Interrogative pronoun: "Welch..." 	<ul style="list-style-type: none"> Each student brings pictures of garments to class and describes them
Skills	Writing: Summarising an unseen German language passage in English			
Lesson 3	Parent-child relationship	<ul style="list-style-type: none"> To describe your family members To characterise your relationship with them 	<ul style="list-style-type: none"> Relative pronoun in Nominative and Accusative Relative clause 	<ul style="list-style-type: none"> Role Play: Discussion between parents and child about going out with friends for a movie late in the evening
Skills	<ul style="list-style-type: none"> Writing : Write a mail to your parents while you are away on an adventure camp Reading : Reading comprehension of unseen passage 			

Module 10

Lesson	Situation/ Topic	Speech intention	Structure	Suggested activity
Lesson 1	Environment	<ul style="list-style-type: none"> To talk about environmental problems To discuss measures to save the environment 	<ul style="list-style-type: none"> Indirect questions in the form of subordinate clauses 	<ul style="list-style-type: none"> Find out about waste management in your school Suggest ways in which you can help protect the environment
Skills	<ul style="list-style-type: none"> Reading : Visual material is to be matched with the text and suitable title to be provided Related sentences have to be completed with words from the provided Text 			
Lesson 2	Youth and social awareness	<ul style="list-style-type: none"> To discuss about socially relevant issues To discuss about how one can contribute towards alleviating social issues 	<ul style="list-style-type: none"> Verb + Prepositions Interrogative pronouns with prepositions for people and things and answers to the same 	<ul style="list-style-type: none"> Start an eco-club in your class Find out how waste disposal is structured in Germany
Skills	<ul style="list-style-type: none"> Writing : Make a Poster appealing to students to keep the school premises clean Reading : Read Advertisements and extract the relevant information from them 			
Lesson 3	School magazine	<ul style="list-style-type: none"> To discuss the content and layout of a school magazine 	<ul style="list-style-type: none"> Recognition of the passive structure without active usage (present tense) Relative sentences- Genitive 	
Skills	<ul style="list-style-type: none"> Write a notice for the school board asking for contributions to the school magazine Write a short advertisement for the school magazine announcing the establishment of a German club and requesting students to join 			

Class - X

Suggested activities for Module 9

	Suggested activities for Formative Assessment	Basis of Evaluation
1.	Quiz on famous personalities (e.g. playing 20 questions in the class)	<ul style="list-style-type: none"> • Vocabulary • Syntax
2.	Group discussion on Sun Signs and their characteristics.	<ul style="list-style-type: none"> • Understanding of topic • Conversational skills • Confidence • Presentation
3.	Dumb Charade(in groups). One Member of each group to enact <ul style="list-style-type: none"> • Situations • Characters 	<ul style="list-style-type: none"> • Acting skill • Creativity • Understanding of theme • Recognition of character
4.	Role play: Discussion between parents and child about going out with friends for a movie late in the evening.	<ul style="list-style-type: none"> • Confidence • Diction • Fluency • Acting skill • Creativity
5.	Listening comprehensions (in the text book and others from internet or other sources)	<ul style="list-style-type: none"> • Understanding of text • Correct response to questions • Analytical ability
6.	Composing a text or changing the given text. <ul style="list-style-type: none"> • Visual stimulus in the form of picture, cartoon, movie clip etc.to be provided • Verbal stimulus in the form of words, stories, incidents etc. to be provided) 	<ul style="list-style-type: none"> • Originality • Creativity • Fluency • Imagination • expression
7.	Spell check (can be a group activity also) <ul style="list-style-type: none"> • spelling • meaning • pronunciation • sentence making 	<ul style="list-style-type: none"> • Memorisation of correct spelling • Correct sentence formation • Right usage of word • Part of speech
8.	Just a minute Topics can be from the text or from life.	<ul style="list-style-type: none"> • Promptness • Imagination • Presentation • Fluency of ideas • Confidence • Concise expression

Class - X

Suggested activities for Module 10

	Suggested activities for Formative Assessment	Basis of Evaluation
1.	Project work : Outline the waste management system in the school and suggest improvements.	<ul style="list-style-type: none"> • Vocabulary • Creativity • Presentation skills
2.	Power point presentation on waste management system and ecological awareness in Germany	<ul style="list-style-type: none"> • Understanding of topic • Creativity • Confidence • Presentation skills
3.	Dumb Charade (in groups). One Member of each group to enact <ul style="list-style-type: none"> • Situations • Characters 	<ul style="list-style-type: none"> • Acting skill • Creativity • Understanding of theme • Recognition of character
4.	Writing articles (in German) for the school magazine.	<ul style="list-style-type: none"> • Creativity • Knowledge of language • Vocabulary • Expression
5.	Listening comprehensions (in the text book and others from internet or other sources)	<ul style="list-style-type: none"> • Understanding of text • Correct response to questions • Analytical ability
6.	Composing a text or changing the given text. Visual stimulus in the form of picture, cartoon, movie clip etc. to be provided Verbal stimulus in the form of words, stories, incidents etc. to be provided	<ul style="list-style-type: none"> • Originality • Creativity • Fluency • Imagination • Expression
7.	Spell check (can be a group activity also) <ul style="list-style-type: none"> • spelling • meaning • pronunciation • sentence making 	<ul style="list-style-type: none"> • Memorization of correct spelling • Correct sentence formation • Right usage of word • Part of speech
8.	Just a minute Topics can be from the text or from life.	<ul style="list-style-type: none"> • Promptness • Imagination • Presentation • Fluency of ideas • Confidence • Concise expression

Annual Assessment Scheme for Class - X

Annual Examination	Max. Marks 80
Section A-Reading	(20 marks)
1. Comprehension (unseen)	10 marks
2. Comprehension (unseen)	10 marks
Section B -Writing	(15 marks)
3. Based on stimulus, compose an E-Mail (30-40 words)	10 marks
4. Based on stimulus, compose a dialogue	5 marks
Section C - Applied Grammar	(40 marks)
5. Past participle (Partizip Perfekt)	10 marks
6. Passive without modal verbs	5 marks
7. Prepositions	5 marks
8. Fixed prepositions with verbs	5 marks
9. Adjective endings	5 marks
10. Subordinate clauses	5 marks
11. Relative pronoun	5 marks
Section D -Textbook	(5 marks)
12. Comprehension (seen with a value based question)	5 marks

Prescribed Book : Wir 3 (Textbook and Workbook, Module 9 & Module 10)
(Klett Publishing House, Published In India by Goyal Publishers)

Suggested References : Team Deutsch 2/2
Planet 2
Ping Pong 2
Perfekt in Deutsch
Wir Plus
DVD- Wir Live
Langenscheidt Euro Dictionary
K.M. Sharma; German-Hindi/ Hindi-German Dictionary.
(Rachna Publishing House)