

SPRACHLOTSEN 1

German

Standard XI



The Constitution of India

Chapter IV A

Fundamental Duties

ARTICLE 51A

Fundamental Duties- It shall be the duty of every citizen of India—

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

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SPRACHLOTSEN 1

(German Coursebook)

STANDARD XI



**Maharashtra State Bureau of Textbook Production and
Curriculum Research, Pune.**



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The Constitution of India

Preamble

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens:

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā
Drāvida-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,
Jaya jaya jaya, jaya hē.

PLEDGE

India is my country. All Indians
are my brothers and sisters.

I love my country, and I am proud
of its rich and varied heritage. I shall
always strive to be worthy of it.

I shall give my parents, teachers
and all elders respect, and treat
everyone with courtesy.

To my country and my people,
I pledge my devotion. In their
well-being and prosperity alone lies
my happiness.

Preface

Dear Students,

A hearty welcome to you all in Standard XI. We are happy to place this German Language textbook in your hands.

In accordance with the Government of Maharashtra the New Curriculum for Higher Secondary Education language is being introduced from the academic year 2019 for Standard XI and from 2020 for Standard XII. The new curriculum for German language has been prepared keeping in view the National Curriculum Framework 2005 and the State Curriculum Framework 2010.

Language is man's greatest invention. Learning a foreign language widens our horizon and makes us aware of nuances of our own culture. The German language Coursebook '**Sprachlotsen**' is based on the syllabus approved for Standard XI. A communicative and learner-centred approach is the foundation of the Coursebook and trains learners in all the four skills.

The selected topics such as how young people in German speaking countries live, their likes and trends in clothing, professions and daily routines, pass times, hobbies and weather focus on systematic linguistic development and cultural understanding. Research, presentation and communication skills are an integral part of the coursework in the form of projects. Fun activities throughout the book and learning tips create curiosity and motivate, make learning and retention easy. "Practice makes perfect" and the exercise material in the workbook section helps reinforce learning.

Useful audio-video teaching-learning material given in the text will be available through the Q.R. Code and through the medium of App for additional information. It will be definitely useful for your studies.

We will be happy if you share your feelings about the contents with us. We hope you enjoy studying it through out the year.

Wish you all the best in your studies!

Alles Gute and viel Spaß!



Pune

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Indian Solar Year :

Jyeshtha 30, 1941

(Dr Sunil Magar)

Director

Maharashtra State Bureau of Textbook
Production and Curriculum Research, Pune.

Teacher's Page

Dear Teachers,

We are very happy to introduce the new textbook “Sprachlotsen 1”.

Despite advances in technology and the increasing invasion of daily life and homes by gadgets and artificial intelligence, human language remains the most essential tool for interaction and communication. The various languages one can understand and use enrich one's identity and broaden one's horizon. “Sprachlotsen 1” introduces young learners to the German language and cultural nuances in German speaking countries. It offers learners interesting topics, basic communication in day to day situations in a systematic and fun filled manner.

The six lessons (Lektion 0 – Lektion 5) deal with topics such as living in Germany, professions and daily routines, weather, fashion, travelling, hobbies and pass times. Use the introductory page with the word cloud and collage to create curiosity and sensitize learners about the topic of the lesson. The project ideas are meant to go beyond curricular learning and explore related topics. These are of three types, a. research oriented, b. activity oriented c. presentation oriented. Since the primary focus of the course is language acquisition, learners are expected to use the German language as far as possible, however, the content may demand the use of other languages, especially for understanding and presentations. Thus, a combination of languages is recommended. This will motivate them to apply the learning as well as improve their skills.

The introductory lesson 0 creates familiarity by making the learners aware of how much German vocabulary they already know due to their proficiency in English. It also explains a few fundamental aspects useful for learning German and other foreign languages. Each lesson has 4 subsections. Sub-Section A introduces topic related vocabulary, commonly used phrases and expressions leading to communicative interactions, mainly in the form of dialogues in simple day to day situations. In Sub-section B learners are expected to inductively analyze and understand grammatical structures. The formulation of the grammatical rule is made simple through “My observation”. You can also use a language other than English for reinforcing the understanding and learning. Sub-section C contains a variety of texts such as advertisements, interviews, mails etc. to progressively develop reading comprehension. As is the case in most types of general reading in daily life, learners rarely require

a word for word detailed understanding of the text. Different kinds of tasks in the ‘Textarbeit’ develop a first-level selective understanding and some amount of inferential understanding. As the vocabulary and complexity of structures increase this understanding is expected to improve. Please feel free to create appropriate tasks other than those in the book and also use as many authentic or semi-authentic texts as you can. Connect the content in the texts in Section C with real-life experiences of learners and motivate them to speak or write in German. Don’t forget to highlight interesting cultural information. Sub-Section D handles the writing skill. Students are guided in writing different types of texts such as mails, blogs etc. about themselves, their family, friends, surroundings, and experiences. “Kreatives Schreiben” introduces learners to literary genres such as ‘Schneeballgedichte’, ‘Elfchen’ as well as short rhymes, and nature poems. Please encourage learners to pen their thoughts and experiences in poems and experience the joy of being creative in a foreign language.

In keeping with the adage, Practice makes perfect, learners will find a variety of grammar and vocabulary exercises in the “Arbeitsbuch”. Effective learning is often the result of a combination of several approaches. Communicative language drills go a long way in ingraining the newly acquired structures thereby increasing the level of fluency. The structured approach of word, sentence and text level exercises gradually builds the level of familiarity and competence.

The Arbeitsbuch section of every lesson includes a glossary. Since all the words in the texts for reading are not expected to be a part of the active vocabulary of the learners, you will not find all words in the glossary. Be watchful and do not overburden your learners with this vocabulary.

Sprinkled like garnishing throughout the book, you will find fun activities, cultural information, learning tips, puzzles, proverbs and quiz questions under “Viel Spaß mit Deutsch”, “Typisch Deutsch” and “Quizfragen”. Do let your own creative juices flow freely and create similar or even more interesting activities to make this German language learning experience imaginative, fruitful and inspiring.

We are sure you will enjoy “Sprachlotsen 1” and wish you all the best!

ALLES GUTE!

German Language - Statements of Competencies - Standard XI

Listening

- Understand and reproduce words, sentences and texts in German.
- Understand general oral instructions.
- Get an exposure to a context specific vocabulary through listening exercises.
- Comprehend and enjoy recorded songs and simple poems.
- Understand simple dialogue in the given day to day situation.
- Understand German as it is spoken.

Speaking

- Acquire skills to communicate in German in simple day to day situations.
- Speak with acceptable pronunciation.
- Reproduce words, sentences and texts in the foreign language.
- Make oral presentations on a given topic.
- Use formal and informal language according to context, role relationships, topics and situations.
- Hold a role play on given situations.
- Answer different types of questions orally.
- Communicate successfully with proper intonation.
- Give instructions, make enquiries and give compliments orally and respond to the given situation.

Reading

- Read aloud and acquire correct pronunciation and intonation of the language.
- Read in order to understand the general meaning and decode specific information from the documents like newspaper articles and advertisements.
- Read in order to understand other cultures and develop a liberal mindset.
- Relate and evaluate the information against one's previous knowledge and develop further insights.

Writing

- Write simple, reasonably correct, coherent sentences in German.
- Write a simple dialogue or a small text on the given day to day situation.
- Attempt creative writing in different forms in a present day situation such as blogs, dialogues, post-cards etc.
- Answer different types of questions based on the given text.

Study Skills

- To develop curiosity through effective reading and audio-visual documents.
- To use different resources and reference material such as dictionaries, encyclopaedias and internet.
- To develop openness and acceptance towards other cultures.
- To use different means of communication such as blog, email, twitter, facebook, youtube etc.

Language Study

As beginners of foreign language, the students need to develop sentence construction skills, vocabulary building and their usage. The students should be taught the proper use of the dictionary and be sensitised to the connotative and the denotative value of the word.

1. Parts of speech : determiners – articles, verbs, adjectives, prepositions.
2. Sentence structure: types of sentences- affirmative, negative, interrogative. Transformation of sentences – forming questions and negatives.
3. Vocabulary and word building : antonyms, expressions.
4. Speech : pronunciation, stress, intonation, rhythm.

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A German - English similarities - cognates

Which of these words are slightly different from their English cognates?

Finger, Hand, Arm, Hunger, Butter, Hamburger, Pizza, Pudding, Dessert, Restaurant, Alphabet, Bank, Boss, Job, Interview, Bus, Chance, Code, Computer, Cousin, Experiment, Emotion, Hobby, Ball, Ballett, Band, Drama, Elefant, Film, Theater, Fan, Firma, Frost, Funktion, Gas, Generation, Gold, Golf, Gras, Gitarre, Hammer, Haus, Hotel, Illusion, Instrument, Institution, Internet, Information, Innovation, Inspiration, Jeans, Kamera, Mann, Million, Material, Minute, Moment, Museum, Name, Nation, Nest, Park, Partner, Party, Person, Pilot, Pony, Post, Pullover, Radio, Rest, Ring, Rose, Rucksack, Sand, Sofa, Sommer, Spray, Stress, Talent, Taxi, Team, Test, Text, Toast, Toilette, Trainer, Terrasse, Uniform, Vase, Video, Wind, Winter, Wolf, Tiger, Zebra, Bluse, Foto, Telefon, Lampe, Familie, Wasser, Milch, Freund, Bett, Diamant, Brot, Zirkus, Medizin, Polizei, Wetter, Schiff, bitter, blind, blond, oval, wild, laut, ideal, intelligent, idiotisch, mental, mild, minus, modern, elegant, extra, national, neutral, normal, fair, fit, frei, relevant, tolerant, transparent, warm, freundlich, hungrig, tausend, beginnen, bringen (mitbringen), finden, packen, parallel, parken, plus, regional, studieren, reparieren, schwimmen, singen, tanzen, trinken, fasten, importieren, exportieren, imitieren, immigrieren, akzeptieren, hoffen, helfen, lernen,

Now listen to these words! Mark the words you hear in the list above. Could you identify them?

Hear them again and note the difference in the German word and the English word.

The differences are in:

- The vowels (a, e, i, o, u, ä, ö, ü, ie, ei, au, eu, ia, io, oi, etc.)
- The consonants (ch, j, k, p, r, s, t, v, y, z, etc.)
- The accentuated syllable in a word (Kamera, Theater, Person, Pilot, Post, Rose, Restaurant, Cousin, Familie, etc.)

Read the list of words with proper pronunciation.

You already have a considerably large German vocabulary.

Now let us look at some more words that are a bit different but you can surely guess what they mean:

Zucker, Salz, Pfeffer, Wein, Bier, Käse, Brot, Zigarre, Zigarette, Vater, Mutter, Schwester, Bruder, Onkel, Tante, Großvater, Großmutter, Kusine, Mechaniker, Offizier, Sekretärin, Stewardess, Soldat, Ingenieur, Techniker, Koch, Schnee, Eis, Natur, Sonne, Hitze, Kälte, Donner, Wetter, Hund, Katze, Schwein, Kuh, Henne, Bulle, Kamel, Löwe, Mai, Juni, Dezember, Sonntag, Montag, Freitag, Toleranz, Tanzparty, Schule, Universität, kaputt, Balkon, denken, lernen, schlafen, sitzen, starten, enden,



Discuss the differences in the German words above and the similar English words and summarize:

Lerntipp 1

To learn new words and to remember them, use the following strategies:

- a. Pronounce the word correctly and repeat it at least 5 to 10 times.
- b. Try to link the word with other related words, e.g. the opposite (antonym), another form of the word (verb, noun, adjective, adverb), a synonym, a term hierarchy like generic and specific term.
- c. Try to create a context for the word and use it. (make a sentence, build a situation) e.g. Look at the following word sequences and try to understand the logic:
 1. Familie - Haus – Hund - Katze – Vater – Mutter – Bruder – Schwester ...
 2. Wetter - kalt – Kälte – Winter – Schnee – eiskalt – warm – Wärme – Sommer -
 3. hungrig - Butter – Brot – Käsebrot – Toastbrot – Hamburger – Milch - Tee - Kaffee...
 4. Hobbys – Musik - Radio hören – singen – Gitarre spielen – tanzen – Sport – schwimmen, Tennis spielen, Cricket spielen, Fußball spielen, ...

In the last word sequence, you can guess the meaning of the verb 'spielen' from the context.

spielen = _____

And you will find these German words very commonly in English. Look them up, if you don't know them:

Angst, Zeitgeist, Gestalt, Weltanschauung, kaputt, Kindergarten, Kitsch, Dachshund, Lederhose, Schadenfreude, Wanderlust, Schnitzel, Sauerkraut, Strudel

B False friends (falsche Freunde)

Beware of 'false friends' = false cognates

Some words that appear to be the same in English are misleading as their German meaning is quite different from the English meaning. Refer to a dictionary to find out why these are 'false friends'.

fast, winken, Gift, aktuell, also, bald, brav, Wand, Rente, Chef, eventuell, Fabrik, Fall, Herd, Hut, Fotograf, Labor, Lokal, Paragraph, Objektiv, Pension, Roman, Stern, Tag, Rat, Mist, sensibel, sympathisch

Find the appropriate word!



C Capital or small? - German orthography

Another difference in written German and English is capitalization.

Analyze the following sentences:

1. Das Haus ist groß.
2. Der Garten ist wunderbar.
3. Mein Name ist Nicole Schmidt.
4. Unser Auto ist grün.
5. Am Sonntag machen wir Picknick im Park. Wir schwimmen im See.
6. Der Film ist sehr interessant. Ich finde die Story fantastisch.

The 9 common nouns in these sentences are: _____
_____.

Not only the beginning of a sentence, but also the nouns start with _____.

Go through the lists on the earlier pages and identify nouns, verbs and adjectives.

Nouns	Verbs	Adjectives / Adverbs

D Masculine, feminine or neuter?

Is a table, a chair, or a bed masculine, feminine, or neuter in your mother tongue?

In most languages, common nouns have a particular gender - masculine, feminine or neuter. Some languages like French, Hindi, Spanish have only two genders. There may or may not be a logic to why a noun is of a particular gender. Objects can also be masculine (m), feminine (f) or neuter (n). Living beings usually go by their natural gender.

How many languages do you speak? (L1 = Mother tongue)

How many genders do the languages you know have?

Note some examples:

Language	Genders (1/2/3)	m	f	n
L1 -				
L2 -				
L3 -				
L4 -				
L5 -				

Did you know?

The field of Historical Linguistics groups languages into language families. A language family is a group of languages related through descent from a common ancestral language or parental language. The Indo-European Language Family is the most widely used in the world. Most European and Indian Languages belong to this family. The Dravidian is another language family to which the South Indian languages belong.

E How do you say that in German?

Was ist das? Wie heißt das auf Deutsch?

- Das ist ...



ein Buch

ein Bus

eine Hand

ein Hamburger

ein Ball

ein Baby

ein T-shirt

eine Gitarre

eine Terrasse

ein Elefant

eine Bank

eine Couch

ein Finger

eine Kamera

eine Garage

ein Restaurant

ein Auto

ein Sofa

Like in English, an article accompanies nouns. It is also a gender marker in German.

_____ (used for both m and n), and _____ (used for f) are indefinite articles.

Now read the following sentences and analyse:

Der Bus ist blau. Der Ball ist rund. Die Gitarre ist neu. Die Couch ist braun. Das Buch ist alt. Das Haus ist modern. Das T-Shirt ist elegant.

German nouns are either m, f or n. The definite article for m is _____, for f is _____, and for n it is _____.

Most Indian languages do not have articles. They use the number 'one' for expressing singular and numerical pronouns for plurals (many, much, any, several, some, etc.).

Discuss the use of indefinite and definite articles.

F To spell or to spill? - The German alphabet

You must have noticed that German pronunciation is quite simple. You write the way you speak. (Man schreibt, wie man spricht!)

Listen to the German alphabet.

Deutsche Buchstabiertafel - The German radio or telephone alphabet:

A wie Anton	G wie Gustav	O wie Otto	U wie Ulrich
Ä wie Ärger	H wie Heinrich	Ö wie Ökonom	Ü wie Übermut
B wie Berta	I wie Ida	P wie Paula	V wie Viktor
C wie Caesar	J wie Julius	Q wie Quelle	W wie Wilhelm
Ch wie Charlotte	K wie Kaufmann	R wie Richard	X wie Xanthippe
D wie Dora	L wie Ludwig	S wie Samuel	Y wie Ypsilon
E wie Emil	M wie Martha	Sch wie Schule	Z wie Zacharias
F wie Friedrich	N wie Nordpol	T wie Theodor	ß wie eszett oder scharfes s

This alphabet is especially useful when speaking in a noisy environment when clarity and promptness of communication is essential, e.g. on the phone, between an aircraft pilot and air traffic control, to spell foreign names and words.



Analysis

German and English use the same _____. (scripture / caricatures / script / characters/ alphabet). (They both use the R _____ s _____. A few additional characters in the German alphabet are the vowels _____, _____, _____, and the consonant _____. Some of the words have the exact same spelling but their _____ is different. (pronunciation / meaning), e.g. _____, _____, _____

G One or many? Singular – Plural

Plural forms of nouns are usually formed by using endings such as -s, -e, -n, -en, -nen -er or additionally using vowels with Umlaut such as ä, ü+ ending -e, ä+ ending -e, ü + ending -er , etc. Since there is no apparent logic to why a particular ending is used for a noun, the best way to remember them is to learn them along with the noun. Over a few months of regular practice, you can almost develop a feel for the correct article and plural.

Sort the following plural forms of nouns into the appropriate category:

Äpfel, Bananen, Orangen, Mechaniker, Finger, Arme, Hände, Tests, Häuser, Restaurants, Banken, Hobbys, Bälle, Autos, Taxis, Lampen, Pullover, Familien, Freunde, Sofas, Personen, Minuten, Jeans, Partys, Fotos, Filme, Computer, Emotionen, Instrumente, Fans, Ringe, Gitarren, Hotels, Materialien, Informationen, Kameras, Namen, Freundinnen, Museen, Ingenieurinnen, Teams, Texte, Toiletten, Dramen, Männer, Rucksäcke, Filme, Interviews, Chancen, Experimente, Nationen, Vasen, Wände, Länder, Gärten, Visa

-e	-n	-en	-nen

-"	-"e	-"er

-	-s	-er

Lerntipp 2

Learn nouns with their respective gender and plural form. E.g. der Apfel – die Äpfel, das Haus – die Häuser, die Bank – die Banken

You were perhaps unable to find a suitable category for some nouns, Note these exceptions among the below: _____

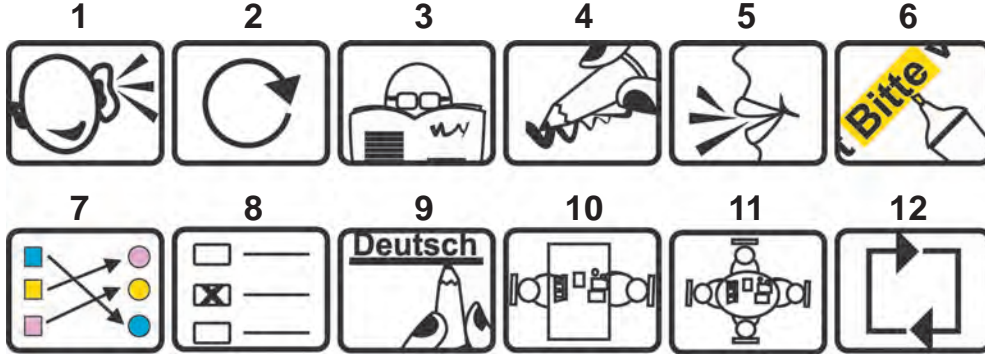
Please note that some nouns do not have a plural form. Collective nouns like Alphabet, Polizei belong to this category. Other nouns like Museum - Museen, Visum - Visa follow a different method. They are like the terms you learnt in maths – radius – radii.

The definite article used for all plurals is "die".

H Phrases and commands for the course

Kursssprache

You will come across these phrases and commands throughout your course. Remember them! Match the illustration and the command.



Hört bitte den Dialog. __

Lies bitte den Text. __

Sprich bitte lauter. __

Markiert bitte die neuen Wörter. __

Kombiniert bitte die Satzteile. __

Bitte frag weiter! __

Kreuzt bitte an. __

Diskutiert / Arbeitet zu zweit / mit einem Partner / in der Gruppe __

Wiederholt die Wörter. __

Notiert bitte die Wörter. __

Lies bitte vor. __

Ordnet bitte Wort und Bild zu. __

Frag den Partner. __

Sprecht bitte nach. __

Unterstreicht die Verben. __

You would need to use these yourself:

Wie bitte?

Noch einmal bitte!

Ich verstehe das nicht!

Können Sie das bitte wiederholen?

Entschuldigung!

Ich weiß es nicht!

Wie heißt das auf Deutsch?

Können Sie das bitte an die Tafel schreiben?

Did you know?

Alphabet is a collective noun. The first two letters of the Greek language: Alpha + Beta = Alphabet. It is a listed plural noun. The alphabet consists of consonants and vowels, i.e. letters of the alphabet. The Sanskrit alphabet is one of the most well organized. The letters are arranged in the sequence of pronunciation, every sequence with an alternate aspirated consonant and a nasal at the end -

कण्ठ्य : क-वर्ग — क् ख् ग् घ् ङ् (Gutturals),

तालव्य : च-वर्ग — च् छ् ज् झ् ञ् (Palatals),

मूर्धन्य : ट-वर्ग — ट् ठ् ड् ढ् ण् (Tetroflexes),

दन्त्य : त-वर्ग — त् थ् द् ध् न् (Dentals),

ओष्ठ्य : प-वर्ग — प् फ् ब् भ् म् (Labials)

अंतस्थ — य् र् ल् व् (semi vowels),

ऊष्म — श् ष् स् ह् (Spirants)

Thirteen vowels - 5 short (ऋस्व स्वर) — अ, इ, उ, ऋ, लृ

And 8 long (दीर्घ स्वर) — आ, ई, ऊ, ऋ, ए, ऐ, ओ, औ .



Some more learning tips

1. Vocabulary is of highest importance, both for understanding and expression. The better your vocabulary, the better you can express yourself.
2. To remember words try to associate them with each other, create a visual in your mind. E.g. both elephant and most writing objects like an ink pen, pencil, ball pen, felt pen are masculine nouns so imagine an elephant holding these objects in its trunk. Make mind maps e.g. house – rooms – furniture – activities (verbs) – adjectives, use synonyms and antonyms, group and subgroup (fruit – apples, oranges, bananas, kiwi; cutlery – spoon, fork, knife; crockery – cups and saucers, plates and utensils, etc.) The brain finds it easier to remember groups and requires more effort to remember individual words.
3. Language exists only in contexts. So remember the context rather than individual elements. Don't be afraid of making mistakes. Use the words you have learnt as often as you can. Practice makes one perfect!

I Objects of daily use

Gegenstände für den Alltag



- | | |
|-----------------------|------------------|
| a) der Bleistift | l) das Buch |
| b) die Kopfhörer | m) die Tasche |
| c) der Füller | n) die Mappe |
| d) der Filzstift | o) der Ordner |
| e) der Marker | p) das Blatt |
| f) der Radiergummi | q) das Tablett |
| g) das Lineal | r) die Maus |
| h) das Netzkabel | s) der Zettel |
| i) der Notizblock | t) der Kuli |
| j) der Taschenrechner | u) die Flasche |
| k) das Heft | v) die Landkarte |