



GERMAN

DEUTSCH

Syllabus

Grades 12 & 13

(To be implemented from year 2017.)

Classical Languages and Foreign Languages Unit
Faculty of Alternative and Teacher Education
National Institute of Education
Maharagama
Sri Lanka

Web : www.nie.lk

German

Syllabus

Grades 12,13 ශ්‍රේණි

First Edition - 2017

ISBN

Classical Languages
and Foreign
Languages Unit

Web : www.nie.lk

Email : info@nie.lk

Printed at National
Institute of
Education.

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Foreword

German is a West Germanic language that is mainly spoken in Central Europe. It is the most widely spoken and (co-)official language in Germany, Austria, Switzerland, South Tyrol (Italy), the German-speaking Community of Belgium, and Liechtenstein. It is the official language, but not the majority language of Luxembourg. Major languages which are most similar to German include other members of the West Germanic language branch, such as Afrikaans, Dutch, and English. It is the second most widely spoken Germanic language, after English.

One of the major languages of the world, German is the first language of about 95 million people worldwide and the most widely spoken native language in the European Union. German also is the third most widely taught foreign language in both the US (after Spanish and French) and the EU (after English and French; at lower secondary level), the second most commonly used scientific language as well as the third most widely used language on websites (after English and Russian). The German speaking countries are ranked fifth in terms of annual publication of new books, with one tenth of all books including e-books in the world being published in the German language.

German derives most of its vocabulary from the Germanic branch of the Indo-European language family. A portion of German words are derived from Latin and Greek, and fewer are borrowed from French and English. With slightly different standardized variants (German, Austrian, and Swiss Standard German), German is a pluricentric language. Like English, German is also notable for its broad spectrum of dialects, with many unique varieties existing in Europe and also in other parts of the world. Due to the limited intelligibility between certain varieties and Standard German, as well as the lack of an undisputed, scientific difference between a “dialect” and a “language”, some German varieties or dialect groups are alternatively referred to as “languages” and “dialects”.

Introduction

German belongs to the family of Indo-European languages and is spoken by about 100 Million Europeans. In Germany, Austria and some parts of Switzerland it is the official language. It is the most popular language after English in the East European countries. In Sri Lanka, German has been taught over fifty years and in the last twenty years at the Kelaniya University. Sri Lankan students have had the opportunity to sit the GCE Advanced Level Examination for some decades and the Ordinary Level in the past few years.

Degree programs in German Studies leading to Bachelor of Arts are offered at the University of Kelaniya. The Special Degree Program at the Kelaniya University with special teacher training modules has proved to be a good source to meet the needs of qualified and trained teachers to teach German both at secondary and tertiary levels.

Students will be able to communicate in German and get employment in the Tourist Trade, or pursue higher studies in German at the university in Sri Lanka or in Germany. Graduates with a Degree in German Studies have been successful in joining the Ministry of Foreign Affairs or in finding employment in media houses or travel agencies.

Objectives

- Develop skills in listening, speaking, reading and writing in German.
- Learn German grammatical structures and patterns of communication.
- Understand aspects of German lifestyles and culture as well as gain an insight to German Literature.
- Develop learning strategies.

National Goals

The national system of education should assist individuals and groups to achieve major national goals that are relevant to the individuals and society.

Over the years major education reports and documents in Sri Lanka have set goals that sought to meet individual and national needs. In the light of the weaknesses manifest in contemporary education structures and processes, the National Education Commission has identified the following set of goals to be achieved through education within the conceptual framework of sustainable human development. The National Education Commission sees the realisation of these goals as its vision for the education system.

- (i) Nation building and the establishment of a Sri Lankan identity through the promotion of national cohesion, national integrity, national unity, peace & harmony, and recognizing cultural diversity in Sri Lanka's plural society within a concept of respect for human dignity.
- (ii) Recognizing and conserving the best elements of the nation's heritage while responding to the challenges of a changing world.
- (iii) Creating and supporting an environment imbued with the norms of social justice and a democratic way of life that promotes respect for human rights, awareness of duties & obligations, and a deep and abiding concern for one another.
- (iv) Promoting the mental and physical well-being of individuals and a sustainable life style based on respect for human values.
- (v) Developing creativity, initiative, critical thinking, responsibility, accountability and other positive elements of a well-integrated and balanced personality.
- (vi) Human resource development by educating for productive work that enhances the quality of life of the individual and the nation and contributes to the economic development of Sri Lanka.
- (vii) Preparing individuals to adapt to and manage change, and to develop capacity to cope with complex and unforeseen situations in a rapidly changing world.
- (viii) Fostering attitudes and skills that will contribute to securing an honorable place in the international community, based on justice, equality and mutual respect.

(Extracted from : National Education Commission report, 2003)

Basic Competencies

The following Basic Competencies developed through education will contribute to achieve the above National Goals.

(i) Competencies in Communication

Competencies in communication are based on four subsets: Literacy, Numeracy, Graphics and IT proficiency.

Literacy : Listen attentively, speak clearly, read for meaning, write accurately and lucidly and communicate ideas effectively.

Numeracy : Use numbers for things, space and time, count, calculate and measure systematically.

Graphics : Make sense of line and form, express and record details, instructions and ideas with line form and colour.

IT proficiency: Computeracy and the use of information & communication technologies (ICT) in learning, in the work environment personal life.

(ii) Competencies relating to Personality Development

- Generic skills such as creativity, divergent thinking, initiative, decision making, problem solving, critical & analytical thinking, team work, inter-personal relations, discovering and exploring ;
- Values such as integrity, tolerance and respect for human dignity;
- Emotional intelligence.

(iii) Competencies relating to the Environment

These competencies relate to the environment: social, biological and physical Social Environment : Awareness of the national heritage, sensitivity and skills linked to being members of a plural society, concern for distributive justice, social relationships, personal conduct, general & legal conventions, rights, responsibilities, duties and obligations.

Biological Environment : Awareness, sensitivity and skills linked to the living world, people and the ecosystem, trees, forests, seas, water, air and life-plant, animal and human life.

(v.) Competencies related to religion and ethics

This fourth set of competencies are laden with values and attitudes. It is essential for individuals to assimilate values, so that they may function in a manner consistent with the ethical, moral and religious modes of conduct, rituals and practices in everyday living, selecting the most appropriate.

(vi.) Competencies in Play and Use of Leisure

Competencies that link up with pleasure, joy, emotions and such human motivations. These find expression in play, sports, athletics and leisure pursuit of many types. These also link up with such values as cooperation, team work, healthy competition in life and work. Included here are such activities that are involved in aesthetics, arts, drama, literature, exploratory research and other creative modes in human living.

(vii.) Competencies related to ‘Learning to learn’.

These competencies flow directly from the nature of a rapidly changing, complex and interdependent and crowded world. Whatever one learns, that learning will need updating and reviewing. This requires that one should be aware of, sensitive and skilful in sustained attention, and be willing to persevere and attend to details that matter in a given situation.

Connection between National Goals and Objectives of the Subject

National Goals		Objectives of the Subject			
		1	2	3	4
1	Nation building and the establishment of a Sri Lankan identity through the promotion of national cohesion, national integrity, national unity, peace & harmony, and recognizing cultural diversity in Sri Lanka's plural society within a concept of respect for human dignity.	✓	✓		
2	Recognizing and conserving the best elements of the nation's heritage while responding to the challenges of a changing world.	✓	✓	✓	
3	Creating and supporting an environment imbued with the norms of social justice and a democratic way of life that promotes respect for human rights, awareness of duties & obligations, and a deep and abiding concern for one another.	✓			
4	Promoting the mental and physical well-being of individuals and a sustainable life style based on respect for human values.	✓		✓	
5	Developing creativity, initiative, critical thinking, responsibility, accountability and other positive elements of a well-integrated and balanced personality.	✓	✓	✓	
6	Human resource development by educating for productive work that enhances the quality of life of the individual and the nation and contributes to the economic development of Sri Lanka.	✓	✓		✓
7	Preparing individuals to adapt to and manage change, and to develop capacity to cope with complex and unforeseen situations in a rapidly changing world.			✓	✓
8	Fostering attitudes and skills that will contribute to securing an honorable place in the international community, based on justice, equality and mutual respect.		✓		

Syllabus - Grade 12

Competency	Competency Level	Content	Learning Outcomes	No. of Periods
1.0 a) Learns the basic phonetics of the German Language. Ex. alphabet and sounds connected with the letters and letter combinations	1.1	Listens, practises the sounds	<ul style="list-style-type: none"> • Differentiates between different speech sounds and reproduces them adequately • Pronounces German accents (Umlaut) correctly • Uses the appropriate sentence melody and rhythm in communicating. 	10
	1.2	Reads the letters.		
1.3	Links letters with sounds			
1.4	Writes and forms words according to sound patterns.			
1.5	Uses the appropriate sentence melody, rhythm and sentence tone			
b) Learns the sentence melody of statement and question		<ul style="list-style-type: none"> • Vowels – long and short, rounded and unrounded Vowels, vowels with Umlaut. • Diphthongs and their common occurrences in words. Place and type of articulation. • The “Ich-Laut” and “Ach-Laut”. • Characteristics of the consonants of the German Alphabet • Articulation of loan words. • Stressed and unstressed syllables. • Stress of separable prefixes (stress on prefix) and inseparable prefixes (stress on root). • Glottal Stop. • “Sprechmelodie”, “Rhythmus” ad “Satzakzent”. 		

Competency	Competency Level	Content	Learning Outcomes	No. of Periods
2.0 Listens and understands clear standard speech on familiar matters	2.1. Understands selectively and globally additive texts and dialogs in clear standard language on familiar matters on work, school, leisure etc. 2.2. Understands phrases and expressions related to areas of personal and family information, shopping, local geography, employment.	<ul style="list-style-type: none"> • Naming the objects at home and equipment in kitchen. • Dialogues based on shopping, school, leisure time activities and interests and employment. • Exercises to read and understand price indicators on menu cards. • Exercises to write mini dialogues about shopping work , school and employment and talk about the local geography. 	<ul style="list-style-type: none"> • Chooses information selectively from a listening text. • Answers questions on a listening text. • Reproduces the key information of a listening text. 	40

Competency	Competency Level	Content	Learning Outcomes	No. of Periods
3.0 Communicates and interacts verbally on familiar everyday situations	3.1. Initiates and maintains simple conversation on topics that are familiar or are of a personal interest such as making appointments, plans 3.2. Describes past experiences, events and daily routine 3.3. Expresses likes and dislikes	<ul style="list-style-type: none"> • Naming food items, eating habits and the price indications and ordering food at a Restaurant 	<ul style="list-style-type: none"> • Dramatizes small roles in dialogs and role play • Asks and answers questions on familiar topics • Reports about past incidents such as last holiday/weekend • Discusses his / her likes and dislikes 	40

Competency	Competency Level	Content	Learning Outcomes	No. of Periods
4.0 Comprehends simple written texts in standard language.	4.1 Finds specific information in everyday material such as advertisements, menus and timetables. 4.2 Reads and comprehends short global texts, selectively and in detail. 4.3 Understands the description of events, feelings and wishes in personal letters.	<ul style="list-style-type: none"> • Texts based on leisure time activities. • Discussing daily routine, telling the time and planing time tables. 	<ul style="list-style-type: none"> • Chooses key information from an authentic text • Rearranges this information • Finds relevant information from a Text • Summarizes a text 	30

Competency	Competency Level	Content	Learning Outcomes	No. of Periods
5.0. Produces written text	5.1 Writes short dialogues and simple notes to given patterns using simple phrases. 5.2 Writes simple personal correspondences like greeting cards, E-Mails, SMS, postcards 5.3. Produces simple connected texts on familiar topics like family, school, holidays etc.	<ul style="list-style-type: none"> • Description of furniture at home, conversations based on buying furniture. • Identifying problems faced by people with their neighbors 	<ul style="list-style-type: none"> • Writes about every day aspects of his / her environment eg: people, places, study experiences in linked sentences. • Writes very short, basic descriptions of events, past activities and personal experiences. • Writes a series of simple phrases and sentences about his family, living conditions, educational background. • Responds to a corresponding text adequately. 	40

Competency	Competency Level	Content	Learning Outcomes	No. of Periods
6.0 Develops a sound knowledge on basic German grammar in order to express self in the given situations	6.1 Works cognitively with sample sentences of grammatical structures and identifies patterns and exceptions, discovers the relevant grammatical rules. 6.2 Uses simple structures correctly and systematically in oral and written communication.	<ul style="list-style-type: none"> • The content of German Grammar, which should be completed by the end of year 12 and 13, as given in the Appendix • Identification of diseases and parts of the body. • Comprehension texts and dialogues based on giving advice and simple remedies for diseases. 	<ul style="list-style-type: none"> • Analyses sample of sentences and identifies grammar patterns and formulates rules by self. • Solves grammar exercises. • Uses learned grammar patterns correctly yet make simple mistakes in conversation, not disturbing the flow of communication. 	50

Competency	Competency Level	Content	Learning Outcomes	No. of Periods
<p>7.0 Critically views communicating patterns (verbal and nonverbal) practised in German and compares them with similar patterns used in communicating in Sinhala, Tamil or English.</p>	<p>7.1 Discusses and compares the first language (Sinhala, Tamil, English) with the German language in relation to the way it is practised in day today communication.</p>	<ul style="list-style-type: none"> • Related situations in communication with cultural influences • Greeting and self-introduction and saying good bye • Inviting, accepting and refusing invitations, visiting and welcoming guests • Making and cancelling appointments • Congratulating and conveying wishes on special occasions 	<ul style="list-style-type: none"> • Classifies, compares and differentiates patterns of communications in the mother tongue and in the German language • Handles very short social exchanges, using every day polite forms of greeting and address. Makes and responds to invitations, suggestions, apologies, etc • Establishes basic social contact by using the simplest everyday polite forms of: greetings and farewells; 	<p>10</p>

Competency	Competency Level	Content	Learning Outcomes	No. of Periods
8.0 Familiarizes self with cultural aspects and traditions of the German speaking countries	8.1 Learns information about the German speaking countries 8.2 Identifies similarities and differences in the standard practices of both countries specified in the learning content 8.3 Discusses in class with other students and the teacher	<ul style="list-style-type: none"> • Identification of places and monuments in a city and giving directions, reading texts based on tourist attractions in Germany and its historical background. 	<ul style="list-style-type: none"> • Develops the ability to challenge traditional views • Critically evaluates one's own and other cultures. • Understands own culture better in a global context. 	30

Competency	Competency Level	Content	Learning Outcomes	No. of Periods
9.0 Familiarizes self with aspects of literature and youth culture such as popular songs from different eras in Germany	9.1 Develops listening and reading competencies and writing skills by working with literary texts 9.2 Develops competency in oral communication skills through discussions and presentations on the given literary pieces 9.3 Analyzes the literary works for its structure, meaning, content and cultural context 9.4. Generates creativity by writing creative texts	<ul style="list-style-type: none"> • A collection of poems, short stories and popular songs from different literary eras as attached to the Appendix 	<ul style="list-style-type: none"> • Answers simple comprehension questions on the literary texts • Writes simple interpretations about the literary work • Effectively communicates ideas related to the literary work during discussions • Dramatizes, rewrites and modifies the literary work • Develops an instinctive feeling for the target language 	30

Competency	Competency Level	Content	Learning Outcomes	No. of Periods
10.0 The student develops own language strategies.	<p>10.1 Learns the language in the context of communication – not as a given set of grammar rules.</p> <p>10.2 Learns to express in the target language not by translating from first language but reacting orally in the given situation.</p> <p>10.3 Identifies patterns and set phrases which occur often in the given situation.</p>	<ul style="list-style-type: none"> • Texts based on wishes and expectations, suggestions in selecting gift items, Dialogues based on future expectations and wishes and past experiences. 	<ul style="list-style-type: none"> • Communicates fluently adequately without direct translations. • Assesses one's own language skills and modifies own learning habits in order to improve learning 	<p>20</p>

Competency	Competency Level	Content	Learning Outcomes	No. of Periods
	<p>10.4 Develops own strategies for learning and remembering vocabulary and set phrases, spelling etc.</p> <p>10.5 Makes use of facilities outside the class room – Internet for additional language practice.</p>	<ul style="list-style-type: none"> • Grammatical Structures. • Phrases. • Communicating patterns. • Vocabulary. • Memorizing techniques. 		

Syllabus - Grade 13

Competency	Competency Level	Content	Learning Outcomes	No. of Periods
1.0 a) Learns the sentence melody of statement and question b) Learns the sentence melody of inversion and relative sentences.	1.1	Uses correct pronunciation of words learnt.	<ul style="list-style-type: none"> • Performs a wide range of speech sounds and sentence melodies in standard speech • Uses correct phonological sounds in conversation, so that the communication is uninterrupted. • Recites poems and sings songs in an adequate flow • Develops advanced skills in understanding authentic spoken German language 	20
	1.2	Uses the appropriate sentence melody, rhythm and sentence accent.		
	1.3	Adopts appropriate non verbal communication patterns.		
	1.4	Uses appropriate intonation when reading a literary text.		
		<ul style="list-style-type: none"> • Description of a person's appearance, making assumptions about character. • Arguments on appearance vs. Reality, talking about fashion trends • "Sprechmelodie", "Rhythmus" and "Satzakzent". • Literary texts: classical poems, lyrics and popular songs 		

Competency	Competency Level	Content	Learning Outcomes	No. of Periods
2.0 Understands and responds to information about common everyday topics in clear standard speech	2.1. Engages in a dialog by responding to questions and clarifying given information. 2.2. Catches main points in simple personal messages and public announcements 2.3. Understands globally the information content of news or a simple TV programme 2.4. Understands simple narrative texts and songs globally selectively and in detail	<ul style="list-style-type: none"> • Texts based on ambitions, problems faced by employees at work places, different working conditions, unemployment as a social problem, reality. Programmes and discussion on positive and negative aspects of listening to weather forecasts and interviews based on social issues. 	<ul style="list-style-type: none"> • Develops advanced skills in understanding spoken authentic German language • Identifies and develops listening Strategies like global understanding, selective understanding and understanding in detail. • Summarizes and reproduces the main points of radio and TV broadcasts • Uses a wider range of vocabulary and expressions in oral production 	40

Competency	Competency Level	Content	Learning Outcomes	No. of Periods
3.0 Fluently sustains simple conversation about familiar fields.	3.1. Carries a simple conversation in everyday situations such as making plans, shopping, complaining, booking tickets etc. 3.2. Describes plans, ambitions. 3.3. Describes events and experiences in detail, describing feelings and reactions 3.4 Narrates a simple story real or imagined.	<ul style="list-style-type: none"> • Discuss about human emotions such as love, jealousy, human relationships, family problems and getting to know partners. 	<ul style="list-style-type: none"> • Demonstrates fluency in asking and responding to questions • Expresses opinion and speaks about ideas in discussions • Expresses agreement and disagreements • Relates the plot of a book, story or a film. 	30

Competency	Competency Level	Content	Learning Outcomes	No. of Periods
4.0 Reads personal and factual texts on familiar topics with a satisfactory level of comprehension.	<p>4.1. Understands and finds relevant information in everyday material such as letters, brochures and short official documents.</p> <p>4.2. Scans longer texts ex. Newspaper articles in order to locate specific information</p> <p>4.3. Understands clearly written instructions, regulations and directions.</p>	<ul style="list-style-type: none"> • Newspaper articles based on social issues such as political parties and elections. Comparison the situation with Sri Lanka 	<ul style="list-style-type: none"> • Develops reading strategies before during and after reading • Identifies the main idea of a written text. • Comprehends a written text in detail 	<p>40</p>

Competency	Competency Level	Content	Learning Outcomes	No. of Periods
5.0 Produces and creates written texts	5.1 Produces a written summary of a short given text 5.2 Writes post cards, Emails, short letters and responds to letters as specified in Appendix 5.3 Writes simple texts using the format of an essay on topics given in Appendix	<ul style="list-style-type: none"> • Writing simple poems and presenting them. • Writing simple stories, reading autobiography of famous personalities and presenting them. 	<ul style="list-style-type: none"> • Understands a text and summarizes the sense in the written text • Produces simple written texts such as post cards ,Emails, and letters • Creates his own text on a topic given 	40

Competency	Competency Level	Content	Learning Outcomes	No. of Periods
6.0 Acquires knowledge of grammatical structures to express self in the given situations	<p>6.1. Works cognitively with examples of sentences of a grammatical structure and identifies patterns and exceptions by self and discovers the relevant grammatical rules</p> <p>6.2 Uses simple structures correctly and systematically in verbal and written communication</p>	<ul style="list-style-type: none"> • The competency in German Grammar is given in Appendix • The prescribed text will facilitate a gradual learning of grammar. The student should not be burned with learning too many grammar rules and but must understand how the language works. 	<ul style="list-style-type: none"> • Analyse sample sentences and identifies grammar patterns and formulates rules • Solves grammar exercises. • Uses learned grammar patterns correctly yet make simple mistakes in conversation, not disturbing the flow of communication. 	<p style="text-align: center;">40</p>

Competency	Competency Level	Content	Learning Outcomes	No. of Periods
<p>7.0 Critically views communicating patterns (also nonverbal) practised in Germany in several official and unofficial situations and compares them with similar patterns used in communicating in Sinhala, Tamil or English</p>	<p>7.1 Discovers basic differences when communicating orally in German and compares the practices in Germany with practises followed in first language in Sri Lanka as a class room discussion</p> <p>7.2 Develops knowledge on the communicating patterns of the main cultural and professional aspects</p>	<ul style="list-style-type: none"> • Oral Negotiation in given situations. • Plans Future plans – finding partners, marriage, dialogue between generations. • Writing of Curriculum Vitae. • Familiarizing with Standard phrases in informal letters. 	<ul style="list-style-type: none"> • Is aware of different patterns, structures and gestures in oral communication • Drafts a curriculum Vitae and writes an informal letter using standard phrases 	<p>10</p>

Competency	Competency Level	Content	Learning Outcomes	No. of Periods
8.0 Familiarizes with cultural aspects and traditions of the German speaking countries	<p>8.1 Identifies similarities and differences in standard practices specified in the content</p> <p>8.2 Discusses in class with other students and the teacher in first language</p>	<ul style="list-style-type: none"> • Public holidays, festivals, family meetings • Television, Radio, Print Media. • Environmental pollution 	<ul style="list-style-type: none"> • Is aware of the cultural similarities and differences between Germany and Sri Lanka • Shares the knowledge of the learnt and already known facts about the two cultures 	30
9.0 Familiarizes themselves with aspects of literature and youth culture such as popular songs from different eras in German history	<p>9.1 Develops listening and reading competencies and writing skills by working with literary texts</p>	<ul style="list-style-type: none"> • A collection of poems, short stories and popular songs from different literary eras (attached to the Appendix) 	<ul style="list-style-type: none"> • Answers simple comprehension questions on the literary texts • Writes simple interpretations about the literary work 	40

Competency	Competency Level	Content	Learning Outcomes	No. of Periods
	<p>9.2 Develops competency in oral communication skills through discussions and presentations about the given literary piece</p> <p>9.3 Analyzes the literary works for their structure, meaning, content and cultural context</p> <p>9.4. Generates creativity by writing creative texts</p>		<ul style="list-style-type: none"> • Effectively communicates ideas related to the literary work during discussions • Dramatizes, rewrites and modifies literary work • Develops an insightful feeling for the target language 	

Competency	Competency Level	Content	Learning Outcomes	No. of Periods
	<p>10.4 Develops own strategies for learning and remembering vocabulary and set phrases, spelling etc.</p> <p>10.5 Makes use of facilities outside the class room – Internet for additional language practice.</p>		<ul style="list-style-type: none"> • Creates own strategies when learning the target language • Presents some of the German cultural aspects 	

Appendix 1

Themes / Modules

The following modules will outline the themes that would be covered in a progression as given in the text book:

Themen Aktuell: Deutsch als Fremdsprache. Text Book I- II Munich Max Heuber Verlag 2004

Grade 12

In Grade 12 (First level) the student should be able to:

Module 1

- 1.1 Greet and react to greetings during the day
- 1.2 Greet visitors – formal/ informal
- 1.3 Introduce themselves
- 1.4 Count to 100
- 1.5 Make telephone conversations
- 1.6 Ask information about – Name, Place of origin, age, address, occupation, hobbies
- 1.7 Identify countries in Europe and main cities and languages spoken

Module 2

- 2.1 Identify and name the objects in a home
- 2.2 Identify and name the equipment in the kitchen
- 2.3 Understand the price indications
- 2.4 Count to 1000
- 2.5 Talk about domestic objects

Module 3

- 3.1 Identify and name food and beverages
- 3.2 Talk about one's eating habits
- 3.3 Talk about favorite food items
- 3.4 Order food in a restaurant

- 3.5 Inquire prices
- 3.6 Understand the menu card and price indications at a restaurant
- 3.7 Talk about the special price offers at the supermarket
- 3.8 Describe food items – **taste, quality, quantity, weight and measure scales**

Module 4

- 4.1 Name leisure time activities
- 4.2 Talk about the activities which are allowed and forbidden at different places
- 4.3 Tell the time – official/ unofficial
- 4.4 Describe a timetable, daily routine, week plan
- 4.5 Plan own leisure time activities

Module 5

- 5.1 Describe the house with furniture, facilities and equipment
- 5.2 Select and buy furniture at a furniture shop
- 5.3 Read the classifieds and describe the apartments
- 5.4 Describe the problems faced by the people in apartments with their neighbors

Module 6

- 6.1 Name parts of the body
- 6.2 Identify diseases
- 6.3 Talk about health, give advice and simple remedies
- 6.4 Describe the situation when facing an accident

Module 7

- 7.1 Describe the types of activities people are engaged in their daily life
- 7.2 Name the days of the week, months of the year
- 7.3 Talk about the activities people do on particular days and months of the year

- 7.4 Describe a situation or a personal experience
- 7.5 Talk about daily routine
- 7.6 Read a newspaper article understand and summarize it
- 7.7 Write a simple story

Module 8

- 8.1 Identify and name the places of a city
- 8.2 Ask for the directions in the city and describe how to get there
- 8.3 Identify the special monuments and buildings in German cities
- 8.4 Identify the tourist attractions in German cities
- 8.5 Understand the difference between the past and the present of the capital of Germany

Module 9

- 9.1 Describe wishes and expectations
- 9.2 Give suggestions when selecting gift items
- 9.3 Describe wishes in buying items
- 9.4 Write comic texts about buying items
- 9.5 Describe past and present expectations and experiences

Module 10

- 10.1 Name the prominent figures in Germany and in the neighboring countries and describe how they've become famous.
- 10.2 Talk about the life of prominent people through their autobiographies
- 10.3 Name the provinces of Germany
- 10.4 Name the neighboring countries of Germany
- 10.5 Mark the neighboring countries of Germany on a map
- 10.6 Talk about capital cities and the languages spoken by the people in the neighboring countries of Germany
- 10.7 Describe the geographical elements which connect Germany with its neighboring countries
- 10.8 Name the important landmarks of Germany

Module 11

Texts for grade 12

All compulsory literary texts are given below. The teacher may choose literary texts given below during terms 2 and 3

A. Die Loreley von Heinrich Heine

B. Der Lindenbaum von Wilhelm Müller

C. Paff, der Zauberdrachen von [Leonard Lipton](#) und [Peter Yarrow](#)

D. Die Grille und die Ameise von Jean de *Fontaine*

E. Der Rabe und der Fuchs von Gotthold Ephraim Lessing

F. Erlkönig von Johann Wolfgang von Goethe

G. Momo (synopsis) von Michael Ende

Themes / Modules

The following modules will outline the themes that would be covered in a progression as given in the hand book:

Name of the hand book: Trainings material für Deutschunterricht in Schulen Sri Lankas

Web Links for literary Texts:

A. Die Loreley von Heinrich Heine (https://www.youtube.com/watch?v=3DX_aykzT9Q)

B. Der Lindenbaum von Wilhelm Müller (<https://www.youtube.com/watch?v=ArxXVQaLKFM>)

C. Paff, der Zauberdrachen von [Leonard Lipton](#) und [Peter Yarrow](#) (https://www.youtube.com/watch?v=p7T_i23Y9hY)

D. Die Grille und die Ameise von Jean de *La Fontaine* (<https://www.youtube.com/watch?v=c2Enm7a-JaQ>)

E. Der Rabe und der Fuchs von Gotthold Ephraim Lessing (<https://www.youtube.com/watch?v=rCU-6g29jkY>)

F. Erlkönig von Johann Wolfgang von Goethe (<https://www.youtube.com/watch?v=YGOuczZN6q8>)

G. Momo (synopsis) von Michael Ende (https://www.youtube.com/watch?v=8Q_JYYcBP2Q)

Grade 13

In Grade 13 (second level) the student should be able to:

Module 11

- 11.1 Describe a person's appearance , make assumptions about character
- 11.2 Identify and describe items of clothes
- 11.3 Describe the beauty , qualities and appearance of a person through famous idioms
- 11.4 Express your own opinion about appearance as against reality
- 11.5 Describe how a person's appearance influences assumptions about his/ her character
- 11.6 Talk about the positive and negative aspects of fashion trends among the younger generation

Module 12

- 12.1 Talk about future ambitions
- 12.2 Describe the positive and negative aspects of different occupations
- 12.3 Describe the reasons why an employee could be satisfied or dissatisfied about his/ her working conditions
- 12.4 Identify types of schools in Germany and compare them with Sri Lanka
- 12.5 Describe why people with a good education background become unemployed
- 12.6 Read the job classified in a newspaper and understand the content
- 12.7 Read a Curriculum vitae (CV) and write own CV

Module 13

- 13.1 Read TV programs and categorize them
- 13.2 Compare the types of TV programs in Germany with those in Sri Lanka
- 13.3 Ask about TV channels
- 13.4 Talk about your favorite TV program
- 13.5 Talk about the negative and positive aspects of TV programs
- 13.6 Listen to songs and interpret their meaning
- 13.7 Write small song texts
- 13.8 Talk about the life of street artists (musicians, painters, actors) and the problems faced by them

Module 14

- 14.1 Name different types of auto models and their facilities
- 14.2 Talk about the problems faced by vehicle owners and how they overcome them
- 14.3 Describe the automobile invention process briefly
- 14.4 Talk about the occupations connected with the automobile industry
- 14.5 Read a salary slip and understand different salary scales.
- 14.6 Describe with the help of statistics how people spend their salary to fulfill their daily needs

Module 15

- 15.1 Describe how people react in personal relationships
- 15.2 Name the positive and negative qualities that people find in others
- 15.3 Describe the problems in family life
- 15.4 Describe how people have got to know their life partners
- 15.5 Express own opinion about love and marriage
- 15.6 Describe how the people spend the evenings with their families
- 15.7 Introduce members of the family
- 15.8 Describe up - bringing patterns have changed from past to present

Module 16

- 16.1 Identify seasons and different weather conditions in different geographical areas
- 16.2 Read a weather forecast and describe the content
- 16.3 Identify landscapes in Germany
- 16.4 Talk about environmental pollution
- 16.5 Discuss the solutions
- 16.6 Discuss social engagement for a better world

Module 17

- 17.1 Plan a holiday – accommodation etc.
- 17.2 Describe own experiences while spending a holiday
- 17.3 Make a list of items to be taken while going on a holiday
- 17.4 Talk about the experiences of people working abroad
- 17.5 Describe the working conditions in Germany from a foreigners view point
- 17.6 Talk about the reasons behind the migration and immigration of people

Module 18

- 18.1 Read the newspaper classifieds and categorize them
- 18.2 Read the newspaper articles and talk about them
- 18.3 Talk about the election system in Germany
- 18.4 Name the political parties in Germany
- 18.5 Compare the political system of Germany with Sri Lanka
- 18.6 Describe the political history of Germany and compare it with Sri Lanka
- 18.7 Talk about the historical moment of reunification of Germany

Module 19

- 19.1 Describe own opinion about the old generation living together with the younger generation
- 19.2 Talk about alternative living places for the senior citizens
- 19.3 Describe the facilities provided by the retirement homes
- 19.4 Talk about the problems which can occur in a society where the older generation is rapidly increasing
- 19.5 Name the activities in which the pensioners are engaged
- 19.6 Talk about the past relationships experiences of successful marriages
- 19.7 Write a creative love story

Module 20

20.2 Read short poems and find the rhythm and rhyming couplets

20.1 Read different kinds of poems and songs and understand the content

20.3 Name the types and categories of books

20.4 Read the autobiography of an author and present it

20.5 Read simple stories and write interpretations

20.6 Write own simple short stories and present them

Module 21

21.1 Read a selection of graded poems, songs and excerpts from short stories.

21.2 Understand the content: structure of poem, song

21.3 Understand the content, style of narration, narrator

21.4 Understand the historical background of the work

21.5 Find information about the main characters, setting (place and time)

21.6 Search for and write short biographies of authors

21.7 Present a short scene from the poem, song and story (with written text or just mime)

21.8 Answering simple questions pertaining to text

Texts for grade 13

The teacher may choose literary texts given below during terms 2 and 3

A. Der Schneider von Ulm von [Bertolt Brecht](#)

B. Im Salzkammergut da kann man gut lustig sein von Peter Alexander

C. Der König von Thule von Johann Wolfgang von Goethe

D. Avalon von [Senta-Sofia Delliponti](#) (Oonagh)

E. Emil und Detektive (extracts) von Erich Kästner.

F. Das Brot von Wolfgang Borchert

Themes / Modules

The following modules will outline the themes that would be covered in a progression as given in the hand book:

Name of the hand book: Training material für Deutschunterricht in Schulen Sri Lankas

Web Links for literary Texts:

A. Der Schneider von Ulm von Bertolt Brecht.

B.Im Salzkammergut da kann man gut lustig sein von Peter Alexander(https://www.youtube.com/watch?v=rSmDuD-Jj_8)

C. Der König von Thule von Johann Wolfgang von Goethe (<https://www.youtube.com/watch?v=QbzL7LfnxUs>)

D. Avalon von Senta-Sofia Delliponti (Oonagh)(https://www.youtube.com/watch?v=3_8d4wcnmIM)

E. Emil und Detektive (extracts) von von Erich Kästner. (<http://filmozean.com/emil-und-die-detektive-2001/>)

F. Das Brot von Wolfgang Borchert (<https://www.youtube.com/watch?v=ujFEK-npCZA>)

Appendix II

1.1 Grammatical Structures.

The following schedule will give the teacher a list of grammatical structures that have to be covered at the two levels

(Grade 12 and 13)

Prescribed text book: Themen Aktuell: Deutsch als Fremdsprache. Text Book I- II Munich Max Heuber Verlag 2004

The text book has integrated these grammatical structures in the lessons. When the topics stipulated in Appendix I are being taught, the appropriate grammar will be taught in that progression.

The German terminology has been taken from: “Grundgrammatik Deutsch by Jürgen Kars und Ulrich Häusermann, Frankfurt 1988”.

For details refer under appropriate German term.

1.0 General introduction to parts of speech.

(Wortarten) (eg. Verbs, Nouns, adjectives, articles, pronouns, adverbs, prepositions, conjunctions and particles), morphology and syntax.

1.1 Conjugation and declension of parts of speech (Flektierbarkeit der Wortarten)

1.2 Main Clauses and subordinate clauses (Hauptsätze und Nebensätze)

2.0 Verb (das Verb)

2.1 Conjugation: Number and person (Hinweis auf Numerus und Person)

2.1 Tenses: present, simple past, past, present perfect, past perfect, future, future perfect, their uses with special emphasis on the difference between present perfect (conversational) and simple past (written)

2.3 Weak and strong verbs (“Schwache und Starke Verben”): Regular and Irregular verbs

2.4 Verbs with separable verbs and inseparable prefixes: (“trennbare und untrennbare Verben”)

2.5 Modal verbs (Modalverben)

“Dürfen, können, mögen, wollen, sollen, müssen”

2.6 Special Verbs (“besondere Verben”)

2.6.1 Auxiliary Verbs: (“Hilfsverben”) “haben und sein”

2.6.2 The use of “werden” as modal verb, auxiliary verb and as full verb

2.6.3 The use of “hören, sehen, helfen, lassen, brauchen” as full and auxiliary verbs

2.7 Participles and their applications (“die Partizipien”)

2.7.1. Partizip I and II as nouns : eg. “Die Tanzenden, die Angestellten”

2.7.2 Partizip I and II as adjectives : eg. From the word “lachend” – “ein schlafendes Kind”

2.7.3 passiv präsens : present Tense in the passive voice: eg. “Der Mann wird operiert”

2.7.4 Passiv Perfekt: Perfect Tense in the passive voice : eg. “Der Mann ist operiert worden”

2.7.5 Passive präteritum : Simple past in the passive voice: eg. “Der Mann wurde operiert”

2.7.6 Passive with modal verbs eg. “Der Mann muss operiert werden”

2.8 The Infinitive (“der Infinitiv”)

2.8.1 Without the article “zu”

2.8.2 As a Noun “Beim Laufen habe ich Schmerzen“

2.9 Mood (“Modus”)

2.9.1 Indikative: (indikativ) factual statement which is not in doubt or in normal sense

2.9.2 Subjunctive speech (Konjunktiv II) conditionals, assumptions, suppositions and wishes. Eg. “Ich wünschte, ich hätte Ferien”

2.9.3 Imperative (imperative) – Giving Commands eg. “Mach das Fenster zu!”

2.10. Reflexive Verbs (Reflexive Verben) . eg. “ waschen, putzen, erholen, anziehen”

2.10.1 Reflexive Verbs in reciprocal relationship (resiproke Beziehung) eg. “Wir verstehen uns”, “Sie helfen sich”

3.0 Noun (“Die Nomengruppen”)

3.1 Determining Gender (“Genus”) and types of nouns eg. Types ending with “– mus, -ing, -or, -er” as masculine, “-rei, -heit, -keit, -schaft, -ung, -ion” as feminine and “– ment, -chen, -um” as neutral

3.2 Formation of plurals (“Plural Bildungen”) ending with:

3.2.2 “-e” eg. “der Friseur - die Friseure

3.2.3 “-n” die Reise – die Reisen

3.2.4 “-er” das Bild – die Bilder

3.2.5 with Umlaut – “-er” das Wort – die Wörter

3.2.6 With loan Words “-s” das Foto – die Fotos

3.2.7 “-el”, “-en”, “-er”, “-chen” and “-lein”

- 3.3 Declension of nouns : regular declension
 - 3.3.1 Declension of nouns following the pattern of the “-n” – “Deklination”
 - 3.3.2 Masculine nouns ending with “-e” eg. “ der Kunde, der Geselle”
 - 3.3.3 Loan words from Greek and Latin eg. “der Student”
 - 3.3.4 Neuter nouns following the pattern of the “declension” eg. “das Herz”
 - 3.3.5 Diminutive noun forms (verkleinerungsformen) eg. “ das Männchen and “der Profi”

4.0.The articles: their use and declension

- 4.1 Definitive article “der, “die,“das”
- 4.2 Indefinitive article “ein, “eine”
- 4.3 Absence of an article “ armes Kind”
- 4.4. Negative article “ kein”
- 4.5 Clauses containing ‘einer, “eine,“eins” not followed by a noun eg. “kommt einer von euch?”

5.0. Pronouns (die Pronomen) Declension of Pronouns

- 5.1 Personal pronouns : (das Personalpronomen) eg. “er, “sie”, “es”
- 5.2 Reflexive Pronouns : (das Reflexivpronomen) eg. “mich”, “sich” etc
- 5.3 Reciprocal pronouns : (das reziprokpronomen) eg. “ einander”, “miteinander”
- 5.4 Demonstrative Pronouns : (das Demonstrativum) eg. ”diese”, “ jener”, “jeder”, “mancher”, “welche”, “alle”, “einige”, ”viele”, “wenige”
- 5.5 Indefinitive Pronouns : (das Indefinitpronomen) eg. “ein”, “eine”, “jemand”, “jener”, “jeder”, ”mancher”
- 5.6 Possesive Pronouns (das Possessivum) eg. “mein” “dein” and other declensions
- 5.7 Relative Pronouns (das Relativpronomen) eg. “der”, “die”, “das”, and “was”, “wo”, “wie” etc.
- 5.8 Interrogative Pronouns (das Fragewort)
 - 5.81 “wer”, “was”, “wie” at the beginning of a sentence
 - 5.8.2 The use of the preposition before a relative clause: “mit dem”, “für den”
 - 5.8.3 The use of an interrogative pronoun with a preposition before a relative clause : “was für” and compounds with “da”, eg. “davon”, “daran”, dafür” etc.

- 5.9 Negative Pronouns (negatives pronomen) eg. “kleiner”, “niemand”, “nichts”
- 5.10 “Es” as a formal complement of some verbs (“Es” als formale (leere) Ergänzung zu bestimmten Verben: “Wie geht es Ihnen?”

6.0. Adjectives (Das Adjektiv): Their uses and declension

- 6.1 As complement (prädikativ) eg. “Der Motor ist gut”
- 6.2 In adverbial use (adverbial) eg. “Er hat sich gut benommen”
- 6.3 As an attribute to the noun with declension (attributive) eg. “Ein guter Mann”
- 6.4 As an attribute to the noun without declension “ Ist das Platz frei?” “Das ist alles woran man Heute denkt”
- 6.5 Adjectives as nouns “ ein Fremder”
- 6.6 Adjectives in participial constructions: “ Der längst abgeschickte Brief”

7.0 Degrees of comparison (Komparation):- positive, comparative and superlative

8.0 Prepositions (die Präpositionen) dependent on case, with

- 8.1 Accusative: “bis”, “durch”, “gegen”, “ohne”, “um”, “entlang”
- 8.2 Dative: “aus”, “bei”, “gegenüber”, “mit”, “seit”, “nach”, “von”, “zu”, “außer”
- 8.3 Genitive : “statt”, “trotz”, “während”, “wegen”, “außerhalb”, “innerhalb”
- 8.4 Accusative or dative “an”, “auf”, “hinter”, “in”, “neben”, “über”, “vor”, “zwischen”
- 8.5 In combined form of preposition + article eg. “am”, “aus”, “zum”, “zur”
- 8.6 Combination of prepositions with other prepositions eg. “bia an”, “bis zum”
- 8.7 With adverbs eg. “auf...hin”, “von...her”
- 8.8 With pronominal adverbs (Pronomonaladverbien) eg. “daran”, “damit”, “dazu”, “woran”, “womit”, “wozu”
- 8.9 Some use of prepositions:
 - 8.9.1 Demonstrating condition eg. “ bei Sonne”
 - 8.9.2 Demonstrating consequence use . eg. “ zum schlafen “, “ohne Make up”
 - 8.9.3 Demonstrating reason eg. “ aus leichtsinn”
 - 8.9.4 Demonstrating reason against eg. “ trotz seine Reichtums”
 - 8.9.5 Demonstrating Exchange eg. “ statt Geld“
 - 8.9.6 Demonstrating time “ am Anfang”, “ Vor der Krönung”

9.0 Numbers (Zahlen)

- 9.1 As cardinal numbers “eins”, “zwei”,
- 9.2 As ordinal Numbers “erster”, “zweiter”
- 9.3 As adverb: “erstens”, “zweitens”, “einmal”, “zweimal”
- 9.4 As fractions “null komma fünf”, “eineinhalb”
- 9.5 As formal time “sieben Uhr fünfzehn”, informal time “viertel nachsieben”

Teaching Methodology

Using the teaching techniques of “Communicative Language Teaching” the course is designed to develop the communicating skills of the learner at moderate progression. As such it should be interactive. It will not only concentrate on teaching grammar, but on empowering the learner with skills to be competent to communicate in day to day situations and develop strategies to express his opinion, as well as engage in simple conversations, understand simple written texts and extract relevant information from authentic utility texts in German (train time tables, radio and TV programs, menus, notices ect.) as well as write simple structured texts (letters and invitations etc.).

As this syllabus is using the methodology of “Communicative Language teaching”, the medium of instruction should preferably be in German. The Teacher’s Instructional Manual will give details how the lessons are to be planned and how language training is to be carried out. Regular assessments done by the class teacher should accompany the course, which will show clearly the progress made within the two years.

The classroom activities which will be “Learner Centered”, will also include exercises for pairs and groups embedded in the traditional plenary phases. Learning games, quizzes and competitions will increase the motivation and break the class room monotony. The exercises as given in the prescribed text books will also facilitate role play.

The topics chosen will help the learner to communicate within a given context and also introduce facets of modern German lifestyles and culture. A holistic approach to language learning would ideally help the learner to be critically aware of communicating patterns (also non verbal) as practised in German and compare them with similar patterns when communicating in Sinhala, Tamil or English.

Use of images (photographs and line drawings), video clips and films will not only make the class room activity interesting but transform the learner to the German language speaking environment.

The methodology used will also facilitate the learner to discover learning strategies, like how to study independently and develop his or her learning competence outside the class room.

School Policy and Programs

Cultural awareness of the German speaking countries will be created through project work like organizing cultural programs (songs and short dramas), exhibitions and publishing creative writing of the students. This holistic approach to German learning, not limiting itself to class room exercises will help the learner to discover his or her creativity. Inter school activities too can be organized to enhance communication between teachers and students of German. Intercultural skills could be facilitated through the use of internet- guidelines.

Assessment and Evaluation

It is intended to implement this syllabus in schools with the School Based Assessment (SBA) process. Teachers will prepare creative teaching - learning instruments on the basis of school terms.

The First Examination under this syllabus will be held in 2019.

The details together with the format and the nature of questions will be introduced by the Department of Examinations.

Prescribed Texts: (Kursbuch)

ThemenAktuell Deutsch als Fremdsprache. Text Book I- II Munich Max Heuber Verlag 2004

Hand Book for Literature

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