

## Mein Arbeitsbuch

Time: 00:14

**Instructor:** Guten Morgen. So right in the beginning, on the inside cover, you find a useful map of Germany and its surrounding countries. In the West, for example, you have Niederlande, B fuer Belgien, Luxembourg, Frankreich, then you have Italien, Slowenien, Oesterreich, Kroatien, Ungarn, Slowische Republik, Tschechische Republik, and the huge country of Poland, Polen, in the East. North we have Schweden, Daenemark, and in the Northwest you have the Nordsee and in the Northeast you have the Ostsee.

I have told you about the code on the copyright page, ja? Have you seen that code? It says you can download audio data, audio files, and you can also have access to other materials using that code.

I'll just give you an orientation in the contents page; in the contents page if you come, then you have lesson-wise contents, given under five bullet points. The first is "Sprachhandlungen". Sprachhandlungen? Sprache? Ja, Handlung is any action that you can do, Handlung, so, what are the language things or language acts that you can perform, after having done this lesson.

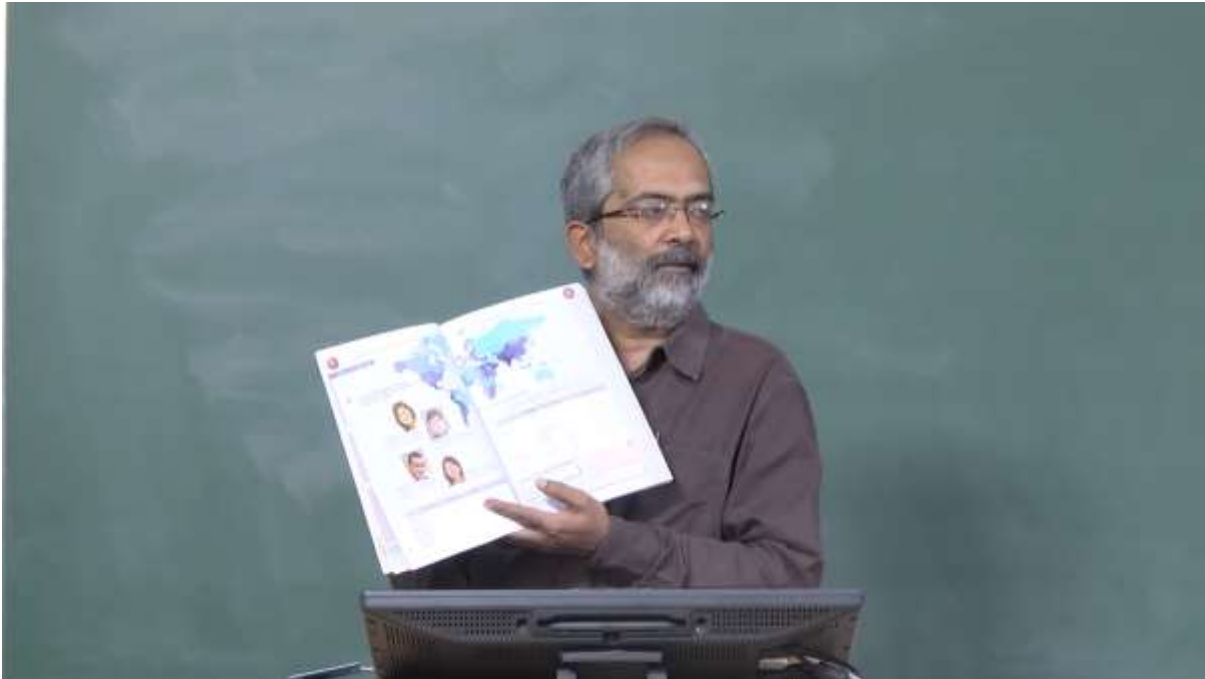
So, it says "Gruessen und Verabschieden". Gruessen, to greet – 'guten Morgen', 'guten Tag', 'hallo', 'wie gehts'; verabschieden – 'auf wiedersehen', 'tschuess' – to say goodbye, verabschieden is to say goodbye. So, "Gruessen und Verabschieden".

"Sich und Andere Vorstellen." Vorstellen is to introduce; sich is self and andere is others – to be able to introduce self and others. "Sich und Andere Vorstellen."

"Ueber Sich und Andere Sprechen" – to speak about oneself and others; das ist mein Freund, mein Freund heist Suresh. Er kommt aus Bhopal, and etc etc. So, to speak about someone, and to speak about oneself – ueber sich und andere sprechen.

"Zahlen bis Zwanzig" – numbers till twenty, "Telefonnummer und Email-Adresse Nennen" – nennen is to name; nennen means 'to name', in the sense, 'to say', to say aloud, in this case. But nennen can also be the way we use the verb 'to call' in English, you know, we call it whatever, we call it *Dosa*, you might call it something else, okay. That calling something something is also 'nennen'.

"Buchstabieren?" Spelling. That means obviously, the alphabet is there. "Ueber Laender und Sprachen Sprechen." Ja, if you come to that, in lesson one, on page fuenfzehn, Seite fuenfzehn, vierzehn und fuenfzehn. We have done it very briefly in the beginning, different countries; languages we have not done but I am sure you can manage, because the options are given, in a box on top of page fifteen, and if you can't manage it we can come back and do it in class, but I think you should be able to manage. But that's the portion covered in lesson one, okay.



*Time: 05:35*

**Instructor:** “Wortschatz”, the second bullet point is Wortschatz. Wortschatz is vocabulary, these points are also important for you to understand what they are. ‘Sprachhandlungen’, or sprachhandlung, are ‘speech acts’, or the language acts that you can perform, then ‘Wortschatz’ means ‘vocabulary’ - so the minimum that you should know, in terms of vocabulary, after lesson one, that’s the minimum, for an E grade. Zahlen von eins bis zwanzig, und Laender und Sprachen.

Then the grammar – w-Fragen, w-Frage, I think we’ve done that, w-questions, w-Frage. ‘Aussage Satz’ – Satz is a sentence – der Satz, die Saetze, is a sentence; ‘aussage Satz’ – ‘sagen’ is ‘to say’, ‘aussagen’ is ‘to state’. So, a statement, is an aussage Satz. Question and statement – Frage, das ist eine Frage, ist ein question, und aussage Satz is a statement.

“Verben und Personalpronomen”, ja? Verben und Personalpronomen; I think just yesterday we did one last revision of the basic verb conjugation, ja, with all the pronouns. First person, second person, third person, singular and plural.

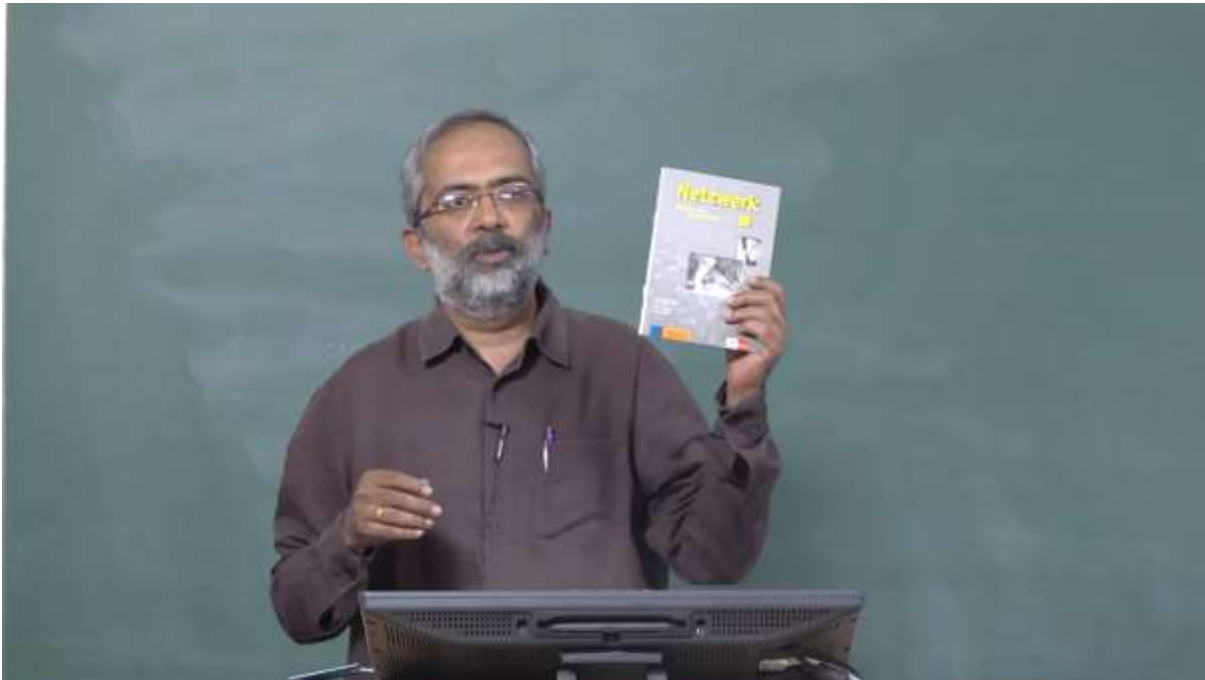
Then Aussprache, see the word ‘Sprache’ is coming so many times. ‘Aussprache’ is ‘pronunciation’, Aussprache. In terms of pronunciation you should know the basic sounds of the alphabet, okay?

Then a very important term, Landeskunde. ‘Kunde’, Kunde is something you have to find out, ‘knowledge’, okay, so, Landeskunde is information about the country; knowledge about the country – Landeskunde. Again, different languages and countries, Laender und Sprachen.

There is also a film that goes with the textbook, we have the videos, DVDs, which we will screen the film – at some point in time we will start screening the film, so, every lesson has a small video, it’s like a story that develops over the twelve lessons.

Time: 08:16

**Instructor:** If you notice all the contents pages, the contents of the lesson will be given in this form, under these bullet points, so to say. So, can you see that we have covered lesson one; in terms of what is given in the contents, we have covered them – there might be odd exercises that you might not understand or there might be one or two expressions that might come in which you should be able to use this and resolve. [**shows Netzwerk book**]



Come to page number four, capital Eins, guten Tag. 'Der Anzug', 'die Anzuege'; the first word that is given is der Anzug, die Anzuege. So you can see there's the gender given, and there's the plural. Then, the next one is der Apfelstrudel. What is der Apfelstrudel?

**[students: Apple pie]**

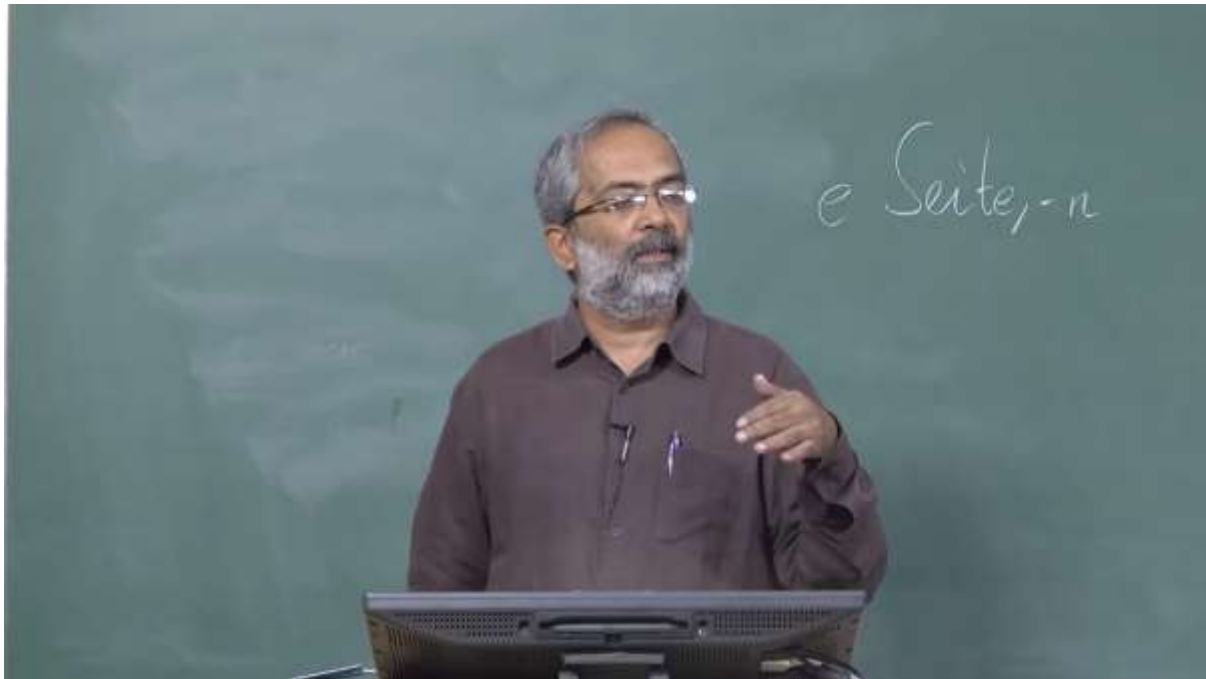
**Instructor:** Apple pie, apple Strudel or apple pie. A comma and a dash. What does that mean? That the plural is also the same word, there is no change. Only the 'der' will change to 'die', okay, die Apfelstrudel.

Die Autobahn, comma dash, 'en', means die Autobahnen is the plural. What is Autobahn? Highway. Bulgarisch – Bulgarian. Das Butterbrot – ja, bread and butter, basic sandwich, comma dash 'e', die Butterbrote – sandwiches.

If you come down to das Wuerstchen, there is a dot under the 'u' with umlaut – which means the accent of the word is, die Wuerstchen. Further down, 'zuordnen', 'andere', 'kennen', 'sammeln'...

If you come to lesson two in the textbook, back to your textbook lesson, or maybe we can just have a look at the workbook as well before we go to lesson two. For example lets take the very first exercise, on page six. The word for page is die Seite, die Seiten. Seite is also connected with side, okay, the side of a paper; die Seite, die Seiten. So if I want to say "open

the book to page six”, I would simply say, “Seite sechs, bitte,” ja; ‘Seite sechs’. So, Arbeitsbuch – workbook, Arbeitsbuch, Seite sechs, bitte.



*Time: 11:36*

**Instructor:** Arbeitsbuch, Seite sechs, Uebung eins – “Guten Tag.” Deutsch International, Deutsch International. Welche Deutsche Worte gibt es in ihrer Muttersprache? Muttersprache?

**[students: mothertongue]**

**Instructor:** Ja. Welche Deutsche Worte gibt es... don't translate, if you can understand – if there is something, some word that is not clear, you can ask, okay. If you're following the text, standard procedure now, standard operating procedure, if you're following the text, as we're reading it, or as we're talking, I will – we will of course slow it down as much as possible, but if you're following the text, unless you stumble across a word which completely destroys your understanding, or blocks your understanding, just let it go. Don't translate, or don't actively translate, at some point, I know the translation happens in our mind, but don't actively translate, okay. If something is really problematic, if you get blocked at some point, then of course, put up your hand, take the mic, and ask the question, okay?

So, Deutsch International – welche Deutsche worte gibt es in ihrer Muttersprache, 'gibt es' means, it's a standard phrase, 'are there', okay. 'In ihrer Muttersprache', schreiben Sie. First instruction to you, schreiben Sie. 'Schreiben'? Write, 'scribe', schreiben Sie. 'Zum Beispiel', another very important expression, in class, like Seite, is also 'zum Beispiel'. Zum Beispiel – standard expression for 'for example'. Zum Beispiel, 'Beispiel' is an example.

Auf Englisch, auf Englisch, haben wir, haben wir das Wort, 'Kindergarten, Kindergarten. Kindergarten, what is kindergarten? 'KG', KG is kindergarten, okay. Kindergarten ist ein Deutsches Wort. Kindergarten, das Wort, Kindergarten, ist Deutsch, ja. Also, Deutsch ist eine

Internationale Sprache. Es gibt, es gibt viele Deutsche Woerte, there are many German words, 'viele Deutsche Woerte', in anderen Sprachen, in anderen Sprachen, ja. In other languages.

Time: 14:40

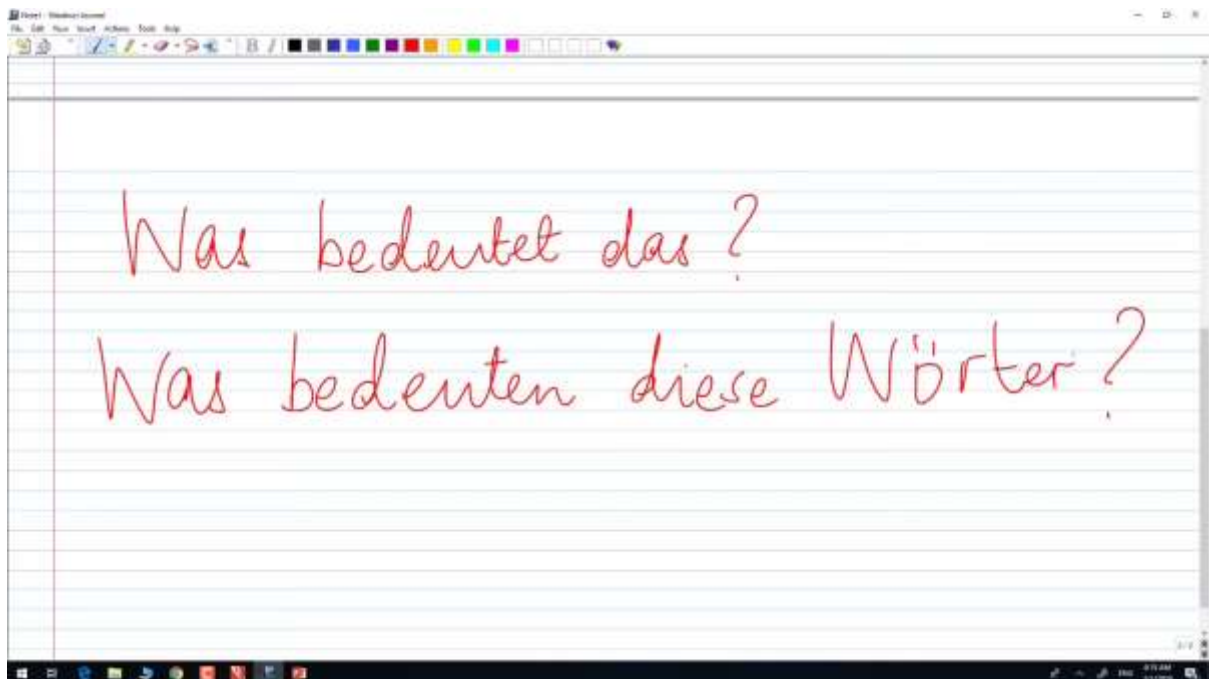
**Instructor:** Do you know any other German words in English? I mean, we have to take, unfortunately, our common mothertongue is English, what a tragedy, but anyway. 'Autobahn', okay. German words in English.

**[students: braun, Zeitgeist]**

**Instructor:** In which sense, the colour brown? No, the colour brown, spelling is different. Zeitgeist, ja, gut. 'Zeitgeist'. Also wir haben Autobahn, Kindergarten, Autobahn, Zeitgeist, ja? Zugzwang. It's a German word, yeah, Zugzwang, meaning? Okay, I didn't know Zugzwang existed in English. Other German words?

**[students: Schadenfreude]**

**Instructor:** Schadenfreude, ja. Schadenfreude. Zeitgeist, Autobahn, Schadenfreude, Kindergarten, ja, I think we have – like brown, then you could add beer also, but that has different spellings, German different spelling, in English different spelling, although the words sound the same. Just so that we don't forget, der Kindergarten, die Autobahn, der Zeitgeist, der Zugzwang, die Schadenfreude. Was bedeuten diese Woerter?



Was bedeutet das? Was bedeuten diese Woerter? Was bedeutet das? Was bedeuten diese Woerter? 'Bedeutet'? 'Bedeuten'? 'To mean'. What is the meaning of, what does this mean, what means that. What we're asking is 'what means that', was bedeutet das? Or was bedeuten diese Woerter? These words; Kindergarten, we know what kindergarten is. Autobahn, ja, Auto is a car, und Bahn, Bahn is any kind of a track, that's a Bahn, for example, the railway is also a track, that track is made of iron, steel. The german word for railway is

actually 'die Eisenbahn', Eisen is iron in German. Die Autobahn – what do you have on a road? You have vehicles, yes, but vehicles in India, they're never driving in specific – lanes.

Time – 19:31

**Instructor:** To drive is 'fahren', so Fahrbahn is a lane, a track in which you're supposed to drive. In India, Fahrbahn is *lekin* which you're not supposed to drive. Eisenbahn, Autobahn, Fahrbahn. Der Zeitgeist; what is die Jahreszeit?

**[students: season]**

**Instructor:** Ja, so Zeit? Time. Die Zeit is time. Geist – spirit. Zeitgeist – spirit of the time. Zugzwang? Is it a word from chess? To pin. So you have only one move left, which leads to a mate – Zugzwang, okay. Zwang, in German, is coercion – forcing someone to do something, is Zwang. Zug basically comes from 'ziehen', which can also mean 'to move'. So Zugzwang could be, you're coerced, you're forced to make a move. And of course, die Schadenfreude. So you can also have the wonderful – Zugzwang, Schadenfreude – Schadenfreude? From others, ja, deriving happiness from others' misery or failure. Schaden, der Schaden in German means harm or damage – der Schaden. Freude is joy. Happiness. So in a sense, what is the other the for that that too? Sadism, yeah, it's not exactly sadism, but it is something similar. Maybe it's a little milder than sadism – you're just happy that somebody has got a D for once. Schadenfreude, ja.

So, go back to Uebung Zwei, "Was Sagen die Leute?" What are the people saying? Die Leute. Ergenzen Sie. First one, instruction to you was 'schreiben Sie', write, next one is erganzen Sie, I've mentioned erganzen yesterday – to fill in the blanks, to complete the sentences – erganzen Sie.

Dann, Zwei B, Zwei B, ordnen Sie die Dialoge und hoeren Sie zur kontrolle. Lesen Sie dann. Ordnen Sie, ordnen Sie? Match the following, ja. Basically, put it in order, and then, hoeren Sie, hoeren Sie zur kontrolle. Kontrolle in German, more than control it means 'to check'. There are of course, audio CDs in the workbook as well, so you can create the dialogue by numbering the sentences, and to check whether you're correct or not, you can listen to the audio which is there in the CD.

Zwei C – schreiben Sie eigene Dialoge wie in Aufgabe zwei B. Aufgabe – Aufgabe is the standard expression or standard word for task. So task two B, as in task 2 B. Write, please write, schreiben Sie, eigene Dialoge – own dialogues; eigene – own, dialogues; wie in Aufagbe zwei B – as in task two B. Zerschneiden Sie die Dialoge; zerschneiden – once you write the dialogue on a piece of paper, then 'cut it up', 'zerschneiden', and give those strips to your partner, and the partner has to put together the dialogue again. It's an activity you can do with somebody; we don't have, unfortunately the class, the classroom design itself is not conducive to people working together. It's a very serious matter, it's a very serious matter in terms of what kind of pedagogical vision we have, pedagogical vision we have is everyone for himself or herself, not coming together. That's why all of you, in a completely silly kind of a manner, are all facing me, in a one direction; unidirectional classrooms are very very

problematic, and actually not conducive to learning, but that's the way we are, that's the way we have, that's the way we have been trained to acquire our knowledge.

*Time: 25:39*

**Instructor:** So, a much more, I mean if you see a typical classroom, where people come together to learn, you would probably have four or five smaller tables, around which you would have again, four or five chairs, and it would be randomly distributed, in a rectangular room, or need not be a rectangular room either, you can have several combinations, with probably a square or a rectangular room; but, where then you would have, you know, five groups of six people each, sitting randomly, and looking at a text, or listening to something, or whatever, and then the teacher, actually, becomes the facilitator, who can go randomly between these groups, and just see that learning is happening, that's all. Sorry, this detour is perhaps unnecessary but then the problem becomes – an exercise like this where you can actually work together with a partner, you'll need to sit across the table from someone, and talk to them, but it's not there in our system, unfortunately. So, you will find that this kind of a thing has been attempted, in government schools across Tamil Nadu, from 12/13 years ago, when they decided to have something called activity based learning as a model of pedagogy. Over the next 5/6 years, the entire orientation of a primary school classrooms in Tamil Nadu government schools changed. It was no longer – this is a completely dumb structure, what we have over here, is a totally dumb structure, that everybody is gazing in one direction at one person who's supposed to be the fountainhead of all knowledge and all sorts of rubbish, but anyway, that's how it is. But, that change in Tamil Nadu schools, where instead of making children sit like this, they made small, small *chowkis*, you know what *chowkis* are, low tables, *chowki*. Small small *chowkis*, sometimes some made round, some made rectangular, but usually they were supposed to be round, or rectangular *chowkis*, and so the desks went out, benches went out. Low tables, low *chowkis*, mats, or *dhurries* on which children sat, on the floor, and each table had four or five children sitting around it, or maybe six children sitting around it, and the teacher sat in one corner, had a chair, and sat in one corner, and what the children had to do was given on the chart, that you have to follow this process and reach this milestone, and this week, this is your milestone, and the children did all the work by themselves, and the teacher became a facilitator. This actually happened, it's not a fairy tale, actually happened in government schools in Tamil Nadu, and this thing for example, in our kind of, in a normal kind of a dumb setup, the board is monopolized by the teacher. I mean, I can deign to say to you, "you come and write something on the board, you come and write something on the board", so the blackboard or greenboard is monopolized by the teacher. In those schools, I mean if you go to any government school in Tamil Nadu, to a primary classroom, and you'll find the entire wall, from the level of the floor up to three feet or four feet, is painted black. Good, black paint, and each child has demarcated blackboard space; the teacher doesn't have any monopoly over the blackboard, the child also has her own blackboard, on which she can write whatever she wants, rub it off if she makes a mistake, and so on and so forth, and if you go, every demarcated space is full of children trying out numbers, this, that, it's completely full, so beautiful to see that they are doing it by themselves. So, what prompted this was that exercise that said sit with your partner and do

this exercise, which is, yeah, I hope we change, but given the size of our classes we'll probably need a United Nations round table to have one class together.

*Time: 31:00*

**Instructor:** Anyway, we're going to go through the workbook so that you can understand the instructions that are there. Zerschneiden is to cut, and then ihr partner, ihre partner ordnet, so the partner can put it in order. Again, you have ergänzen Sie. Then you have "ordnen Sie zu", 'zuordnen' is match the following. Ordnen - to put in order, ordnen zu, means, order it to something - match the following.

Dann, Aufgabe drei. Was passt wo ordnen Sie zu. 'Was passt', passen - 'passen' is 'to fit', or to be appropriate, what fits where - was passt wo. Match them. For example, guten Abend. Guten Abend would be correct where? Gute Nacht, auf Wiedersehen?

**[students: sechs]**

**Instructor:** Sechs, Nummer sechs. Tschuess?

**[students: fuenf]**

**Instructor:** Ja, fifth or sixth, tschuess. Guten Tag?

**[students: eins]**

**Instructor:** Eins. Guten Abend? Guten Abend – probably four. What is Abend? And Kino? Ja, evening, cinema, okay.

Sie oder du, ergänzen Sie. Sie oder du - formal or informal. No no, that's okay, I'm just saying that we are just trying to understand the questions right now. Then, Nummer drei, Aufgabe drei, D. Hören Sie und ordnen Sie die Dialoge den Bildern zu. Hören Sie, und ordnen Sie zu, that zu is there at the end of the sentence. What do you match - die Dialoge, den Bildern. Bild - Bilder, is picture; dialogues and pictures, match. But what you have to match, is on the CD. You listen to it, and match. And then hören Sie noch ein mal. 'Noch ein mal', very important expression even in a classroom - 'noch ein mal bitte', noch ein mal bitte, bitte is please. 'Once again, please', if I want you to repeat something I would say 'noch ein mal, bitte'. Once again - noch ein mal. Hören Sie noch ein mal and then you have to decide formell Sie oder informell du; kreuzen Sie an. Kreuzen Sie an, ankreuzen basically means to cross the correct box. We tick a box, the Germans cross a box.

Dann Aufgabe vier - "Fragen und Antworten", ordnen Sie zu, questions and answers. Wie, wer, wo, woher, ergänzen Sie. Then, Nummer C, vier C. Hören Sie die Fragen, und schreiben Sie die Antworten. Hören Sie die Fragen, das ist auf CD, it's on the CD, und schreiben Sie die Antworten. Ergänzen Sie die Tabelle, it's clear?

Next Seite, next page, Seite C - ordnen Sie zu notieren Sie. 'Notieren Sie' - 'note down', make notes. Dann ihre Daten, your information, your personal information - ihre Daten. Ergänzen Sie das Formular - complete the form.



Aufgabe fuerf, erganzen Sie die Verben in der richtigen Form. Fill in the verbs in the right form, in the correct form. Schreiben Sie die Saetze und die Fragen richtig in die Tabelle.

Dann, Aufgabe fuerf C. Seite elf. "Im Chat". Lesen Sie wer ist das. Erganzen Sie die Namen. 'Wer', the question wer is 'who'. W-e-r, wer, is who. Who is that, who is this. Wer ist das. Fill in the names. And schreiben Sie die Fragen zu den Antworten, right. Write the questions to these answers. Lesen Sie und erganzen Sie die Zahlen, das ist auf Seite zwolf; jetzt, Seite zwolf, kreuzen Sie an.

Why don't you go through the remaining exercises and see if you can understand the task, what is to be done. Otherwise, ask.

Time: 36:34



**Instructor:** Before that, I have to introduce one small thing, this is preparation for the next lesson, for lesson three. The vocabulary that will come in lesson three will be around the city, will be around the city, and transport, for example. So, die Stadt, und die Verkehrsmittel. 'Verkehr' is traffic, or 'transport', 'mittel' is a medium, a 'means' - means of transport, okay.

Die Stadt - was sehen wir, was sehen wir in eine Stadt? What can we see, in a city? Die Ampel - die Ampel? Ja, die Strasse, der Platz, 'der Platz' is a 'square', der Platz.. Ist klar? Der Zebrastreifen. Der Buergersteig, der Buergersteig? Footpath, ja. Der Park, der Bahnhof - der Bahnhof? The train station, der Bahnhof. Das Cafe. Das Geschaeft, or der Laden. Das Geschaeft, or der Laden, both. What is that? A shop. Das Geschaeft or der Laden is a shop. Der Supermarkt, das Kino, die Bank, die Post, die Schule, das Hotel, das Krankenhaus - das Krankenhaus? Hospital. 'Krank', in German, is 'sick'. K-r-a-n-k, Krank. Krankenhaus is a hospital. Der Flughafen, ja, der Flughafen, das Stadion, das Stadion, das Restaurant, der Parkplatz. Okay. Basically, there are a lot of words that you can easily recognise, because ten sounds are similar, the origins are common, etc.

Time: 39:05

**Instructor:** So, die Ampel, die Strasse, der Platz. Der Zebrastreifen, der Buergersteig, der Park, der Bahnhof, das Café, das Geschaef, oder der Laden. Der Supermarkt, das Kino, die Bank, die Post, die Schule, das Hotel, das Krankenhaus, der Flughafen, das Stadion, das Restaurant, der Parkplatz.



Und wir haben hier die Verkehrsmittel. Das Flugzeug, das Auto, der Zug, der Zug, the train. Der Bus, die U-Bahn, die U-Bahn? The metro, U-Bahn, the Germans had what, in the second world war? U-boats, those are submarines. U-Bahn is underground train, that is, metro. Die Strassenbahn, die Strassenbahn? Tram. Streetcar - Strassenbahn. Das Fahrrad, das Moped, das Motorrad, der Reisebus, tourist bus - Reisebus. Reisen, remember, our hobby, reisen, Reisebus. Der Lastwagen, Lastwagen? A truck, Lastwagen. Der Hubschrauber, das Wohnmobil, Wohnmobil?

**[Students: caravan]**

**Instructor:** It's a caravan, not an ambulance, wohnen, what is wohnen?

**[Students: to live]**

**Instructor:** It's called, what is it called? Wohnmobil in English? It's a vehicle in which you can live. Wohnmobil. Das Taxi, das Boot, die Faehre. Die Faehre? A ferry, die Faehre, das Schiff.

And then, we have some basic slides, which are again from the textbook lesson three, please go through that, because next class, probably next week we might have the last Tuesday class. We are now coming to the third week, next week, and we are also in lesson three, so then once we streamline that, once you start working with the workbook, it's fine.

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