

WEEK 2, LECTURE 3

Title of the Lecture: Das Alphabet, die Woche, das Jahr

Time : (00:13)

Instructor : Guten Tag !

Wie geht's ? Wie geht es dir oder Hallo, Hallo ! Wie geht's ?

Danke, gut. (2) Und Ihnen ? Und Ihnen would mean what ? – And you ? Auch gut danke. Also wie geht's ?

Ja ! Shall we play this dialogue, Hallo ! Wie geht's ? Und Ihnen ? Auch gut danke. (2)

I think, we've done this, I mentioned in the last class the difference in intonation between a question and a statement. Normally when you ask me a question, the tone has to rise, Und Ihnen ? Auch gut, danke. When you make a statement, the tone falls. Ok.

Ja! Just one variation of Wie geht es dir, it is simply, Hallo ! Wie geht's ? Danke, gut. Und Ihnen? Or If you are talking informally, the you would have - Und dir? Wie geht es dir ? Und dir ? Auch gut, danke. Can you see an 'n' there in the number two ? There is no 'n' there, so there is no nasal sound. Zwei.

[**Student : Zwei**] (2)

Instructor : Ja. Ok. Many times, Germans, when they tell you the phone number, a ten digit number, they will divide it into five pairs. So many times this number will be told to you as: XXXXXXXXXX. (2) Ok it takes a lot of time to make sense of it, but it is also something that you can practice, how to divide your own mobile number into five pairs and then say it quickly, and understand also what you have said. That's also important. (3:00)

So, Telephone numbers, this is all that we have covered, numbers upto hundred.

Zehn, zwanzig, driessig, vierzig, fuenfzig, sechzig, siebzig, achtzig, neunzig, hundert, or ein hundert.

Die Zahlen 10-100

10 = zehn

60 = ~~sechzig~~

20 = zwanzig

70 = ~~siebenzig~~

30 = dreißig

80 = achtzig

40 = vierzig

90 = neunzig

50 = fünfzig

100 = (ein)hundert

Ja ! I wanted to just repeat the alphabet with you quickly. Just to see how it sounds when you say it. So let us do it once. I will read it and then please repeat after me.

Ah, be, tsze, tse as in tse-tse fly, which gives you yellow fever. Tse, deh, eh, eff, geh, hah, (Students repeat the alphabets after the Instructor).... ih, yawt, kah, ell, em, en, oh, peh, koo, err, ess, teh, ooh, fow, veh, (writes on the blackboard) V W, Volkswagen (2) fow, weh, iks, ueppsilon, tset. Tse und tset. (3)

a ah

n en

b beh

o oh

c tseh

p peh

d deh

q koo

e eh

r err

f eff

s ess

g geh

t teh

h hah

u ooh

i ih

v fow

j yawt

w veh

k kah

x iks

l ell

y üppsilon

m em

z tset

Right now its Ok, I mean I'm listening to a common voice, collective voice, but usually there are a lot of problems with 'Zehn', those who follow Devnagari ... (writes 'Utsav' on the board) What is this word ? 'Utsav' ... (cancels U and V from the word) ... Tse, Zehn.

Ja ! As I mentioned earlier also that learning a new language means our anatomy also needs to learn, our body parts need to learn to move differently, the jaw movements, the movements of the tongue, the vocal chords they all get a new way of functioning when we learn a new language.

It is always better while learning a new language to exaggerate the pronunciations as much as possible. That's why I say Acht, (2) widely stretching the lips as possible and as deep from the throat as possible. And you must practice reading aloud. Your textbooks have come. So tomorrow I think you can please come to my office and collect the textbooks. And when you read, you will notice that the first two chapters we have pretty much covered.

So, when you read, please make it a habit to, if you want, you can shut yourselves in your room and just read aloud. But, it's very important to stay in touch with the sound of the language, and just a few minutes everyday is enough. But, that everyday is very important.

Ja ! Wie buchstabieren Sie Ihren Namen ? Mein name ist Milind. (2) em, ih, ell, ih, en, deh. (2) Wie buchstabieren Sie Ihren Namen ? Wo ist das Mikrofon ?

Ja ! Wie ist dein Name ?

Time : 8:12

[**Student : Mein Name ist Namrata.]**

Instructor : Namrata ! Wie buchstabierst du deinen Namen ?

[**Student : en, ah, em, er, ah, teh, ah]**

Instructor : ... (Circles the alphabets on the board) ... en, ah, em, er, ah, teh, ah (Namrata). Wie heisst du ? Wie ist dein Name ?

[**Student : Mein name ist Ganga]**

Instructor : Wie buchstabierst du deinen Namen ?

[**Student : geh, ah, en, geh, ah]**

Instructor : Another thing you can practice, because we can't go around the whole class with this. So, Any kind of questions till here ? The numbers, the alphabets, the sounds of the alphabets ?

<i>Ganga</i> β	a	ah	«	n	en	<i>Namrata</i>
	b	beh		o	oh	
	c	tseh	"	p	peh	
	d	deh	ä	q	koo	
	e	eh	"	r	err	
	f	eff	o	s	ess	
	g	geh	ü	t	teh	
	h	hah		u	ooh	
	i	ih		v	fow	
	j	yawt		w	veh	
	k	kah		x	iks	
	l	ell		y	üpsilon	
	m	em		z	tset	

Of course, we have also seen that there is an extra alphabet (β) called 'ess-tset'. So the β is a combination of ess and tset. Its an ess-tset or a sharp 'ess' and the sound of that is 'S'. Many times I have said that the sound of a β that is an esszeht, and an ess or a double 'S' in German is not distinguishable from each other.

In fact, one of my first teachers of German was a Swiss priest, a Swiss Jesuit priest called Father Rudolf Schoch. Sein name war, ... (writes on the board) ... Rudolf Schoch. He's quite an institution in Pune. In Pune where I grew up, I went to school, Father Rudolf Schoch is one of the most eminent educationists that Pune has had as a city, and we had the good fortune that in my ninth class itself, our first German teacher went on leave and Father Schoch filled in for six months, he taught us German. And he was Swiss ! With the mother tongue German, of course ! And for example, Father Schoch never used an ess-tset. Every time he wrote a word that had an ess-tset, he would simply use double 's' - ss, and the book that we used had an ess-tset, so we had to negotiate that. But then we realized very soon that, for him, he does not follow that convention. So there are variations in using the ess-tset. Now since, when was the language reform ? ... 2000... ?

[Students : ... (buzz) ...]

Instructor : No, no, it was before that. The language reform was late nineties or early two thousands. Yes ! The Rechtschreibregeln are older than that.

Ok, so, German language, since the German reunification, there has also been an attempt to standardize the German 'orthography' i.e. the writing of German, the written language. And there have been very significant language reforms in Germany, some people resisted that also saying that why do you want the State to reform a language ? Language is a living thing. Language evolves, it's there in people's culture, in people's mouth, and that is where it should be. But anyway, for official purposes, there was language reform and all that.

So now there are very very specific, so called, Rechtschreibregeln. Regel we've learnt is 'Rule'. Rechtschreibregeln. Recht is correctly, Schreib is to write, 'Scribe', Schreiben in German. Rechtschreibregeln. What is the year of the ... But it is post the 1990 reunification. After that there have been attempts to standardize.

You see, for 45 years, from 1945 to 1990, even the two Germanys, although they were in such close proximity to each other, the language evolved there for 45 years differently. Language is influenced by so many things, especially, language is also officially sanctioned in a certain way in the Communist countries, for example, that you could use certain vocabulary, it was good to use certain vocabulary.

It is also the case in our academic circles, also. If you are in academic circle, then you are expected to speak in a certain manner, and so on and so forth. So, if you start writing a thesis for example, then your guide will probably tell you to use a particular kind of language. Especially at the PG level and above, or below, whichever way it is. But PG level and above, there is a specific expectation that you can't have casual expressions in your M.S. or PhD thesis or M.A. project, you can't have casual expressions, you have to have 'proper' language.

Point is that the two Germanys also, as long as they were separate, the German language in the modern, post - modern times, evolved differently in the two Germanys. So, when they came back together, there was a felt need, I think it was more administrative than cultural, to bring the language back on to one common platform, so there could be one language for a unified administration. That is what led to the language reforms. So, have you found out ?

Ja ! So 1996 was the first reform and then, it was reworked in 2007. So in these 10 years, the language reformed. So now there are very specific, for example the way I learnt to write German, is different now. So I also need to go and look at a Dictionary or at an online App to see whether the way I am using the β or the double 'S' is it correct or not correct.

Time : 15:22

Ok. For example, so many things, If I say, I must, Ich muss, I've to now check whether it is a double 'S' or a β 's'. Still, I am not sure, because there is a certain way I learnt it and now it is different.

But, for our purposes, language allows for certain variations, and so we will work with that. So β is a sharp 'es' or an ess-tset, and then we have seen that ... (writes on the white board a, o and u with umlauts) ... a, o and u, that is ah, oh, ooh can get, what is this called ?

[**Students : ... umlaut ...**]

Instructor : Umlaut, um - laut. 'Laut' is sound, um - laut is change of sound. And what is the change of sound with aah ? aeh (2). So, you have for example ... (writes 'Car' on the white board) ... Car, but if I add an e, care. Aah - aeh. The next one is more interesting, oh - oe (2). So, what I was taught, when we say 'o' our lips get rounded. So you first round your lips. And when we say 'e' our lips stretch. So round your lips and without stretching them, say 'e' 'oe'. Ok. Or you can imagine, the Hindi word for 'why' is what ? 'Kyon'.(2) Now you remove

everything, the 'K', 'n' and what remains is 'oe', so that's the 'oe'. ... (Writes 'tube' on the white board) ...

[**Students : (say) Tube.**]

Instructor : (Louder) Tube ... (removes 't' and 'be' from the word 'tube') ... 'ue' (2) 'oo' and 'ue'. So, Bayern... which is the football club ? Bayern... ?

[**Students : Munich**]

Instructor : You are learning German now, you can't say 'Munich' anymore. Bayern Muenchen, It's a crime now to say Munich. So it is, Bayern Muenchen ... (Writes Muenchen on the blackboard with an umlauts on 'u') ... That's why I said, you should be able to say ... (indicates 'V' and 'W' on the board) ...V, W, fow, way, Volkswagen... Bayern Muenchen, Muenchen.

This also is something for you to note, it is all there in the textbook.

[**Student : ... asks a question ...**]

Instructor : Mike, mike please.

[**Student : When is 'ch' pronounced as 'Kh' and when 'Sh' ?**]

Instructor : Ja ! Kh and Sh, we will come to this question at the end of this Semester... (laughs) Right now we will learn new words. See, the point is also that there is only so much of grammar or language 'rules' that you can teach at the beginning. This is not a linguistics class, this is a language learning class. So, there are certain very technical rules as to when it is 'Kh' or 'Sh' and so on and so forth.

I think, I already told you that when there is an umlaut for example, it is at the end of a word like Book, das Buch, plural is die Buecher, the 'kh' becomes 'sh', the 'ch'. But otherwise the 'ch' is a very problematic consonant, what is the consonant pair called ? 'ch'

And I can't tell you right now when it is 'Kh' and when it is 'Sh'. But the only thing we can do is learn words and get used to speaking, once the vocabulary crosses maybe 300 words or so, it will become clear. We can keep the question hanging till the end of the semester. ...

[**Student : Last class we add a statement ... Sie sprechen Franzoesisch ...**]

Instructor : Sie sprechen – Franzoesisch ... (writes on the white board) ... (Sie sprechen Fran...) Fran.... 'zoe'

[**Students : ... zeo**]

Instructor : 'zish'

[**Students : ... zish**]

Instructor : Franzoesisch.

[Student : Does it translate to - “You speak French” or “You are speaking French?”]

Instructor : You asked the question, and good you reminded me, it's a very important to note, you can make a note of this, that in English we are used to having the separation between the Simple present tense and the Present continuous tense, Ok. I teach German as a livelihood, that's my job. I teach German is a statement in the present tense, it's also a general statement, that is what I do normally, but, If I want to say that right now, I am in MSB 360, I am teaching German. Then the sense in which I am saying it is different, refers to a specific instance, the action is happening right now, it is the present continuous tense. This distinction does not exist in German.

So, there is no - I am teaching. This comes very often in the beginning as an instance of interference, because we are constantly re-thinking things in English. Because that is our language of Education (fortunately or unfortunately). Once we learn the word for 'to be' - I am, you are, he, she, it is, etc. And we start speaking German or writing in German, then this keeps coming as an interference.

So, it happens, you might have seen there are many instances when you say, “Ich bin sprechen Deutsch.” Instead of saying, “Ich spreche Deutsch”, ... Ich bin sprechen Deutsch, I am speaking German. You have to guard against it, you can make a note of it that there is no such thing as a present continuous tense in German. From the context, you have to derive the meaning, ... what is the word for that ? you have to infer from the context what it means in the particular sentence. Whether it is continuous or not continuous.

When you say, “Sie sprechen Franzoesisch”, it could be a general statement about some people that you see somewhere, they are French and are speaking in French. Or you are listening to some people around you and then saying to your friend, “They are speaking French.” Sie sprechen Franzoesisch. It can mean either, depending on the context. Ok.

[Students : ...(buzz) ...]

Instructor : Meaning ? ... It is good you asked, there is no continuous tense.

I waited, and I was waiting, in German it will be the same. That is part of the German 2.

Time : 24:26

Ja! Any other doubts from earlier ? We have learnt numbers upto hundred, now it is zweihundert, dreihundert, vierhundert, fuenfhundert, sechshundert, siebenhundert, achthundert, neunhundert, eintausend, tausend, dreitausend, viertausend, zehntausend, neunundneunzigtausend, hunderttausend, neunhundertneunundneunzigtausend, neunhundert neunundneunzigtausendneunhundertneunundneunzig(2).

Die naechste zahl (2) ist eine Million (2). So basically it is the, well American system of counting, hundred thousands and then million. And then, after a million ?

[Students : ...(buzz) ...]

Instructor : Billion, eine Milliarde (2), that is a billion. My German has not gone upto trillion, I don't know what a trillion is. ... (laughs) ... But I did find out that according to the older English system the billion is? What is your understanding of a billion, that is if I am to say that, I am a billionaire, single billion, how much money do I have ?

[**Students : ...thousand million ...**]

Instructor : Thousand millions. But the older meaning of billion was a million millions. And it still exists in German as eine billion, eine billion in German is actually a million millions. That would be 10 raised to the power ... 12. That is eine Billion in German. The word exists.

But, the normal sense that we use a billion nowadays is a thousand million, and that in German is eine Milliarde. Kindly note in numbers, a million is the first number which is actually a noun. Eine Million, with a capital 'M', till there, numbers are not exactly nouns, Ok. So, all the numbers as you notice are beginning with a small letter, and it is only at a million that it is eine Million, and of course then eine Milliarde is also a noun.

So this is something that is also there in the textbook, you will come across that and, I am sure there won't be any problem. The thing is to read it aloud to yourself, practice it. There are CDs along with the textbook, from which you can compare. And of course, you can come back here if you have any doubts and clarify them. ... mike ...

[**Student : So when we write a million and nine, will we keep space between the million and nine ?**]

Instructor : Eine Million und neun (2). Good question, I've never written a cheque like that. So, I will have to find out. But, have you ever written eine Million und neun ? No, but it's a question if you have a number like ... (writes on the blackboard) ... 1,540,007. Sorry, in German it is this 1.540.007. No, upto tausend its not a noun yet, its still a number, Zwei tausend sieben is one word, there is no doubt about it. But this question I've never been asked in 30 years of teaching German. There's a first time for everything, but it is my educated guess that it would be eine Million separate, and fuenfhundertvierzigtausendundsieben separate, that would be one word.

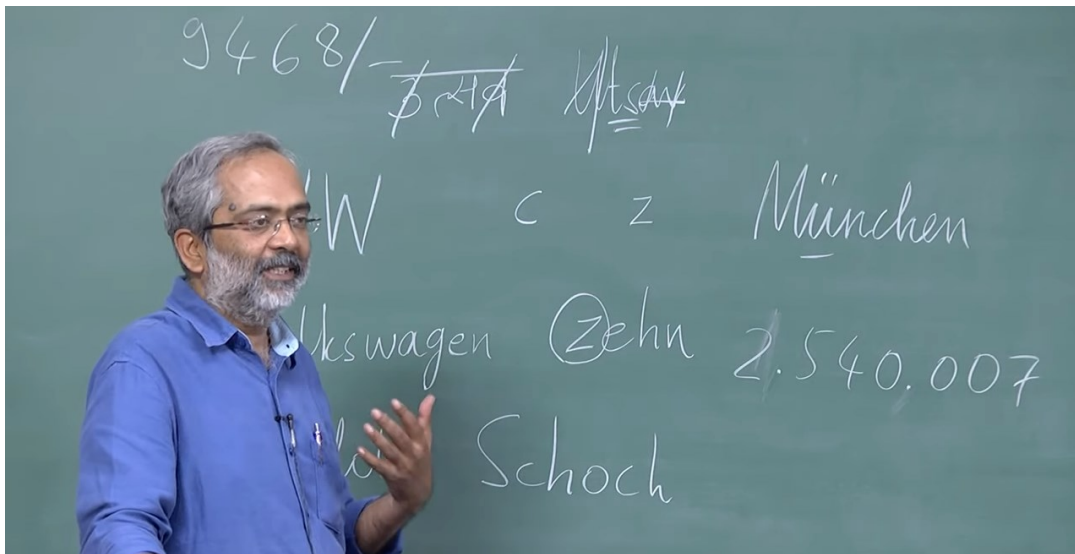
[**Student : We will always write it as eine Million, the article will always come.**]

Instructor : Ja ! Again if you have, instead of this ... (replaces the 1 with 2) ... if you have 2.540.007, you would say zwei separate, Million separate, fuenfhundertvierzigtausendundsieben separate. Are you checking it online ? There's a ... ?

But, One thing I can tell you about writing cheques, I mean if this is a figure you might want to write on a cheque at some point of time, please remember me then. I've seen cheques written in German, and they just write the digits. So, if I were to write a cheque for ...(writes on board) ... let's say 9468/-, 9, 4, 6, 8. At least when you write a cheque in India, you write the whole word, Nine thousand four hundred and sixty eight only, and then also cancel the rest of the blank space, if you are really on to safety.

But, I've seen cheques written in German which are Neun vier sechs acht, Euro Neun vier sechs acht, Ok, I didn't say an only there, but probably they have stars or asterisks to cover the blank

space, but they just write the digits, Neun vier sechs acht. When you would need to write this ... (points to 2.540.007 written on the board) ... number in words is something you can do your 10 mark project on.



Ja ! eine Milliarde, the numbers we have covered. Die Woche, one new topic that we wanted to cover today is, die Woche. Die Wochentage, Tag, Guten Tag ! Die Wochentage, die Woche. If the meaning is not clear you ask, otherwise I will not say the meaning in German. Ok. Die Woche hat sieben Tage (2). Montag, Dienstag, Mittwoch, Donnerstag, Freitag, Samstag und Sonntag. Ja ! Die woche hat sieben Tage, please say,

[**Students : Montag, Dienstag, Mittwoch, Donnerstag, Freitag, Samstag, Sonntag.**] (repeat after the Instructor.)

Instructor : Samstag und Sonntag, das is das Wochenende. Samstag und Sonntag, arbeiten wir nicht, lernen wir nicht, wir schlafen, wir spielen, wir sehen Filme, wir arbeiten nicht. Samstag und Sonntag, das ist Wochenende, ist klar ? Wochenende ? Montag, Dienstag, Mittwoch, Donnerstag, Freitag, die fuenf Tage (2) sind Arbeitstage. Arbeiten ?

[**Students : to Work**]

Time : 33:56

Instructor : Arbeitstage, das ist die Arbeitswoche fuenf Tage, und zwei tage, Samstag und Sonntag, das ist das Wochenende (2) ist klar ? So, we have wonderful diversity of gender within this one slide. We have die Woche, feminine, we have all the days are masculine, der ...Tag, and we have the weekend which is neuter, das Wochenende. Ok.

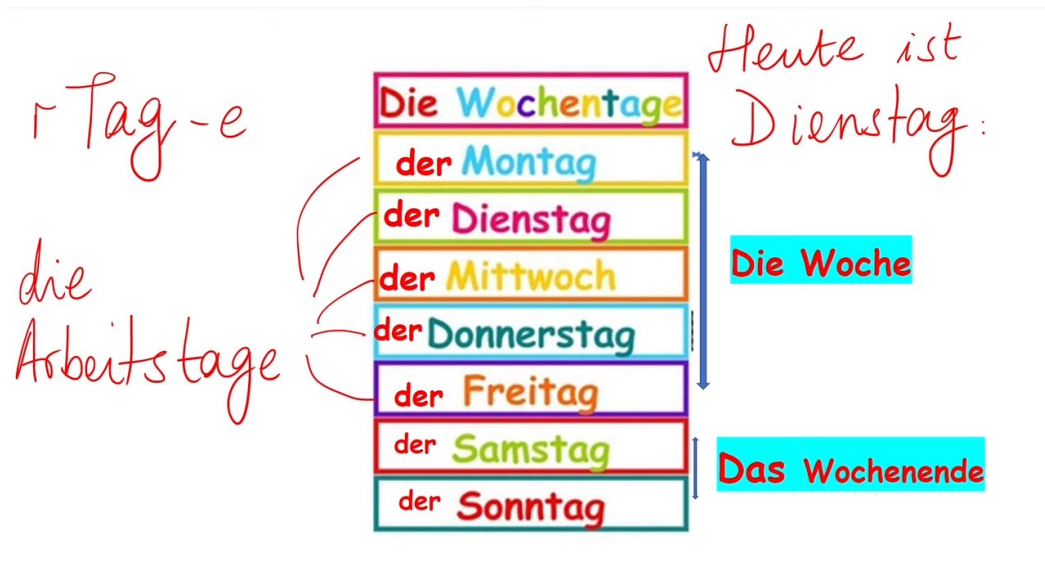
So, as I have mentioned before, when we learn a new word, for example day is Tag, we learn it as der Tag, die Tage. An additional e in the plural, die Tage. ... (writes on white board) ... die Arbeitstage, Montag, Dienstag, Mittwoch, Donnerstag, Freitag, Arbeitstag. Again as I said, you will find this in the textbook, once you have it, you can practice it. Dienstag ? ... (asks students to repeat) ...

[**Students : Dienstag, Mittwoch, Donnerstag, Freitag, Samstag, Sonntag.**]

Instructor : Ja ! And Montag.

[**Students : Montag**]

Instructor : Heute ist ? ... (writes on white board) ... Heute ist Dienstag. Heute means ?



[**Students : Today**]

Instructor : Heute ist Dienstag. Morgen, Morgen ist ?

[**Students : ... (buzz) ...**]

Instructor : Mittwoch. Morgen ist Mittwoch, Ja ? It almost means mid-week Mittwoch, Wednesday. Ok.

Dann haben sie das Jahr, das Jahr, die Jahre (2). Der Monat, die Monate. We have wonderful diversity of gender, das Jahr, die Jahre, der Monat, die Monate, und Herbst, Winter, Fruehling, Sommer, die Jahreszeit, Seasons. Die Jahreszeit, das Jahr, der Monat. Wir haben zwoelf Monate, Januar, Februar, ... (students repeat after the Instructor) ...

[**Students : Januar, Februar, Maerz, April, Mai, Juni, Juli, ...**]

Instructor : Some times to distinguish between Juni and Juli, many people say July, for July but, Juni, Juli, August, ...

[**Students : Juni, Juli, August, September, Oktober, November, November, Dezember.**]

Instructor : Das Jahr hat zwoelf Monate, Januar, Februar, Maerz, April, Mai, Juni, Juli, August, September, Oktober, November, Dezember.

Das Jahr hat vier Jahreszeiten (2), der Herbst, der Winter, der Fruehling, und der Sommer. Herbst, what is the season ?

[**Students : Autumn ...**]

Instructor: Winter, Fruehling ?

[Students : Spring ...]

Instructor : Sommer. All of them are masculine, der Sommer, Herbst, Winter, Fruehling. In Indien haben wir auch den Monsun, -- der Monsun. So, oder die Regenszeit, the rainy season. As I said, that this is for you to practice your vocabulary and learn it, say it a couple of time or more than that, get used to the sounds and get used to simple sentences. For example, Die Woche, die Woche hat sieben Tage (2). Fuenf Arbeitstage und ein Wochenende, zwei Tage. Das ist Wochenende. Das Jahr hat zwoelf Monate, und das Jahr hat vier Jahreszeiten, Herbst, Winter, Fruehling, Sommer, und in Indien auch Monsun.

So you can make sentences like these, simple ones and get used to this vocabulary.

[Student : Sir, the Monsoon and Rainy season both are the same thing but, still have different genders. I mean we are pointing towards the same object, like that's ... that's contradictory, right ?]

Instructor : For you, not for me. The rainy season or the rain time, we are pointing towards what ? Towards time. Jahreszeit, the word for time in German is 'zeit'. Have you heard the word 'zeitgeist' ? Yes or no ?



[Student : Spirit of the Time.]

Instructor : Correct, spirit of the time (2), geist, geist is ghost, spirit. 'Poltergeist' spirit. Zeit is time, and time is basically is feminine. The Regenszeit ist die zeit. But now is your learning of German, what is the Monsoon ? The monsoon is a ?

[Student : Season ?]

Instructor : It causes a season, what is monsoon ?

[Student : Rain ?]

Instructor : Wind. It is the monsoon wind that comes. If you look at the wind patterns and ocean currents in the world, there you find the monsoon wind. And 'wind' in German is 'der

Wind'. Masculine, der Wind. This is my explanation for why it is die Regenszeit, but der Monsun It is quite clear der Monsun ist der Wind.

[Students : Sir, tomorrow we can start with this.]

Instructor : Yes ! We are going to do some vocabulary with 'Hobbies'. We're going to learn the basic details of how to fill out simple forms, when you give basic details about yourselves. These are the things to be done tomorrow.

Time : 42:32

.... (Titles and Tributes)

Key Words : German alphabet, numbers, days of the week, weekend, months, seasons