

**GERMAN**  
**Subject Code - 020**  
**Class IX (2025-26)**

In 2008 a curriculum has been devised for classes VI to VIII. As a result of that the syllabus for class IX now does not start at the very beginning, as was the case till now, but where the class VIII syllabus finishes.

The syllabus continues to follow the communicative and interactive approach. The stress is now not so much on grammar but on communication. Translations have been removed. Translation science has made enormous progress and the word-to-word translations that students at this level generally attempt are not relevant today any longer. Translation is a science within itself and needs rigorous training before it can be attempted.

What has been incorporated are short formal Emails and dialogue writing. This is in consonance with the language policy of the CBSE.

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

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

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

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

## **Learning Objectives**

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

### **1. Listening and responding**

By the end of class X students should be able to

- Listen and understand the main points and some details from an extended dialogue or a short-spoken text and respond.
- Listen to a short audio text and respond by asking for more details.
- Listen to announcements at public places e.g., railway stations and act accordingly.
- Listen to an audio text, extract the relevant details and complete the gaps in a written text.

### **2. Speaking**

By the end of class X students should be able to

- Talk about plans and intentions.
- Ask someone to clarify and elaborate what they have just said.
- Give or seek informal views, suggestions and advice in an informal discussion with friends.
- Recall and narrate an incident they have seen or remember from their childhood.

### **3. Reading and responding**

By the end of class X students should be able to

- Read and respond to an extract from newspaper article or simple text from the internet.
- Read blog entries and advertisements and respond to them.
- Read personal messages such as E-Mails, SMS etc. and respond to them.

### **4. Writing**

By the end of class X students should be able to

- Write a short dialogue.
- Writing a semi-official or informal E-mails with complete sentence constructions.

## **5. Intercultural awareness**

By the end of class X students should be able to

- Handle everyday problems i.e., cope with less routine problems on public transport, handle travel arrangements.
- Demonstrate understanding of and respect for cultural diversity.
- Recognise how aspects of the culture of different countries become incorporated into the daily life of others.
- Recognise advantages of another culture and try and apply to their own lives e.g., environmental awareness and waste management.

## **6. Knowledge about language**

By the end of class X students should be able to

- Learn to use subordinate clauses of time, place and purpose to qualify the main clause.
- Learn the use of grammatical structure e.g., tenses, verbs with prepositions to express oneself more succinctly.

## **7. Language learning strategies**

By the end of class X students should be able to

- Apply known rules when creating new language
- Integrate new language into previously learnt language
- Use the context of what they see/ read to determine some of the meaning

## Class IX

Lesson	Situation/ Topic	Speech intention	Structure
Lesson 1	Celebration	<ul style="list-style-type: none"> <li>• To talk about future plans</li> <li>• To allocate responsibilities</li> <li>• To give a suggestion</li> <li>• To accept and decline a proposal</li> </ul>	<ul style="list-style-type: none"> <li>• Subordinate clause “wenn” “zu” + Infinitive</li> <li>• “brauchen” +...+ “zu” +Infinitive</li> <li>• Preposition of time “während” + Genitive</li> </ul>
Lesson 2	Shopping and consumption	<ul style="list-style-type: none"> <li>• To follow a timeline and describe an event</li> <li>• To give reasons for one’s actions and decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Subordinate clause “um...zu”</li> <li>• Subordinate clause “damit”</li> </ul>
Lesson 3	Feelings and relationships	<ul style="list-style-type: none"> <li>• To ask for someone’s opinion and give one’s own opinion</li> <li>• To agree or disagree</li> <li>• To talk about what one would do in a particular situation</li> </ul>	<ul style="list-style-type: none"> <li>• Question word “Wo(r)”+ Preposition</li> <li>• Pronouns “da(r)”+ Preposition</li> <li>• Subjunctive II: “würde”+Infinitive</li> <li>• Articles and Nouns in Genitive</li> </ul>
Lesson 4	Hamburg: A city tour	<ul style="list-style-type: none"> <li>• To give a suggestion</li> <li>• To give chronological sequence of events</li> <li>• To talk about activities happening simultaneously</li> </ul>	<ul style="list-style-type: none"> <li>• Subjunctive II: “sollen”</li> <li>• Subordinate clauses of time <ul style="list-style-type: none"> <li>▪ “während”</li> <li>▪ “bevor”</li> </ul> </li> </ul>
Lesson 5	Relationships and conflicts	<ul style="list-style-type: none"> <li>• To give reasons</li> <li>• To express likes and dislikes</li> <li>To lay down restrictions</li> </ul>	<ul style="list-style-type: none"> <li>• Causal preposition “wegen”+ Genitive</li> <li>• Double barrel conjunction: “zwar...aber”</li> <li>• Relative clause: relative pronouns in Nominative, Accusative and Dative</li> </ul>

## Assessment Scheme for Class IX

### ANNUAL EXAMINATION

MAX. MARKS 80

#### Section A-Reading

**(15 marks)**

1. Comprehension (unseen passage) 10 marks
2. Comprehension (unseen passage) 5 marks

#### Section B –Writing

**(10 marks)**

1. Based on stimulus, compose an E-Mail (appx. 50 words) 5 marks
2. Based on stimulus, compose a dialogue or an SMS 5 marks

#### Section C – Applied Grammar

**(40 marks)**

1. Fixed prepositions with verbs, Question words “Wo(r)”, Pronouns “da(r)” 8 marks
2. Article and nouns in Genitive, Genitive prepositions 8 marks
3. Subordinate clauses (um...zu, während, bevor, damit, wenn) 8 marks
4. Subjunctive (Konjunktiv II) “würde” + Infinitive 8 marks
5. Relative pronouns (Nominative, Accusative and Dative) 4 marks
6. Separable verbs 4 marks

#### Section D -Textbook

**(15 marks)**

1. Completing a seen passage with the vocabulary provided 5 marks
2. Completing a seen passage with the vocabulary provided 5 marks
3. Comprehension (seen) 5 marks

### **Internal Assessment, Class IX**

**(Total weightage out of 20)**

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| 1. Periodic tests, dictations  | 5/20 |
| 2. Listening comprehensions  | 5/20 |
| 3. Speaking activities – role play, presentations, recitation...<br>(Could be conducted as individual or group activity) | 5/20 |
| 4. Regularity and quality of classwork & homework  | 5/20 |

PRESCRIBED TEXT BOOK: **Beste Freunde B 1.1 (Lessons 1-5)**

(Hueber Publications, Published in India by Goyal Publishers)

SUGGESTED REFERENCES: Team Deutsch 2/1  
Planet 2  
Ping Pong 2  
Wir 3  
Langenscheidt Euro Dictionary  
K.M. Sharma; German-Hindi/Hindi-German  
Rachna Publishing House