



Course Concepts German for English Speakers

All the Course Concepts are based on general principles set out in the introduction to the series. One of these principles is that skills are not acquired by the learner being told about them, but rather by actually doing things themselves. To put it another way: we learn by actively engaging in a learning process. The teacher's job is to provide suitable and sufficient support.

Although this course concept is an exception within the series in that it teaches German, not English, the principles on which it is based remain the same.

The Concept is for a crash course in German for English speakers, based on reading and vocabulary skills.

The course title:

Cracking the code. Learning German at a Scottish University

First, to give an idea of what the course was all about, here is the invitation to join the course, sent to all potential participants by email:

Learning German at Strathclyde: Cracking the Code!

This is a warm invitation to EVERYONE who is setting off to study or work in Germany or Austria to come and join a German course. It is specially designed for you! We will start around mid-day on Monday 18th June for a couple of hours, and then work and learn together on Tuesday, Wednesday, Thursday and Friday. With lunch breaks of course, and coffee breaks, and time for chat. We can fix the times when we meet on Monday. If you can come regularly that is wonderful. If not, just come when you can.

Requirements: apart from bringing some curiosity and enthusiasm, a couple of highlighting pens and perhaps a folder to organize all the paper you will get, there are no requirements for participation. You are NOT expected to know any German, or to be 'good at languages'.

The aim of this brief course is simply to help you learn a few basics of German so that you are able to read and understand signs,

notices, train and bus schedules and so on, and begin to see how German ticks (not so different from English). Once you are in Germany/Austria you can build on this and acquire lots more German.

I will bring all the materials you need. I will also bring along some copies of what I consider to be an excellent learner's dictionary. I order them from the university bookshop, and buy them at a reduced price.

Looking forward to getting to know you, and finding out where you are all going, and what you are going to be studying,

Fiona Ross
Konstanz, Germany, April (2018)

Course concept

If you as teachers would now like to know more about how I designed and taught the course, please read on. I aim to explain how the course began and developed, and the methodology and materials I used.

How it all began

When I was still teaching at the University of Konstanz I was delighted to discover that the Biology Department had an exchange programme with SAMS, Dunstaffnage, in Scotland. SAMS stands for The Scottish Association for Marine Science, and as part of the UHI, The University of the Highlands and Islands, it offers BSc programmes in Marine Science.

It turned out, however, that the exchange was only one-way. German students and staff went to SAMS, but no one from SAMS came to Konstanz. I visited SAMS in 2006 to find out more and was warmly welcomed. Of course study regulations can make it difficult for students to move, and staff may also be under pressure. However, the question of German was also clearly a problem: It's difficult, German words are so long, I don't know any German, I didn't like languages at school ...

So, I decided that I would develop a crash course in German, covering about 10 hours. My aim was to help learners acquire the basic knowledge and skills needed to read and understand short texts in German, from flight schedules and signage at airports, stations and so on, to the campus of the university. This would give them confidence, and eventually expand the exchange programme with Konstanz into two-way traffic.

The basic principle of the course is going from the known to the unknown. But first the learners have to be made aware of how much they know, not just about language, but about the world. Then they can put their detective skills to good use on the new language. The focus is clearly on reading the written

word and trying to decipher the meaning. There is zero pressure to speak German; perhaps it is precisely for this reason that the learners all want to be able to say some things in German themselves.

I taught this course for Marine Biologists twice and enjoyed it thoroughly, as did the participants, both staff and students. Even though the courses had to be scheduled for late afternoon to fit in with (field) work and study, the learners were always eager to get started. The atmosphere was relaxed, participants were there by choice, nobody needed to perform or pass an exam. Most were native speakers of English; the others had a command of English adequate for higher education.

What we covered in this roughly 10-hour course is only the bare bones of German, to get them motivated to find out more. Within reading skills the focus is on vocabulary and word formation. Sentence structure and grammar are only touched on.

The materials provided are of two kinds.

First, there are handouts with a systematic approach to understanding basic vocabulary and word formation in German.

Second, there are lots of illustrative print materials from various sources, where the vocabulary is always in context.

The handouts I created myself and are reproduced here, though not exactly as they were used in class. The layout of the originals is different. There was lots of space, on purpose, so that the learners could add their own illustrations, comments, examples, questions, or put things in the right order e.g. the days of the week, or create word fields or mind maps. At each session of the course the participants got at least one of these handouts, and by the end of the week they had them all.

A very important point of methodology: Please note that the handouts out were talked through, thought about, worked on, enlarged upon, and continuously referred back to. German words I always read out clearly and at least twice. And tasks were done with a neighbour or neighbours.

The illustrative materials included flight schedules and tickets; train timetables; maps of the campus and photographs of signs inside Konstanz University, brochures on Konstanz for tourists and advertising material from stores and supermarkets. Only a very few of these are reproduced here.

At SAMS everyone was provided with a copy of the Collins Easy Learning German Dictionary, though definitely not at the first session. They first had to have some faith in themselves as learners, an idea of how German words are formed, and genuine curiosity before the copies were handed out.

This dictionary is perfect; those who use it can actually learn about the language, not just find the translation of a word.

Collins Easy Learning German Dictionary. Glasgow: HarperCollins.

I found that students and staff who attended the course gained confidence, and were very grateful for the opportunity to discover that German is not such a monstrous hurdle as they thought. They liked the whole approach to language learning. The idea of building bricks encouraged them to apply their science skills to language. They also enjoyed being free to guess and try out things, and not being under pressure.

Based on this very positive experience I decided to offer the course to students at my old university, the University of Strathclyde in Glasgow. Strathclyde has or at least had a range of Erasmus exchange programmes for non-language majors, to Germany and Austria. For several years I had great pleasure in teaching small groups of highly motivated students, almost all engineers, going on exchange programmes for one term or a whole year. All the exchange universities offered beginners courses in German, which the students could then attend.

The first meeting of class

At the first meeting of class we got to know each other. I told the students about myself, about studying German at Strathclyde, teaching English in Konstanz, living in Germany, my experiences travelling Europe as a young student, and why I offered this course. They told me a lot about themselves, not just what they were studying, where they were going to and why, but much more, including their experience of learning languages at school.

This was not idle chit-chat, but an integral part of the class. The atmosphere is relaxed, the students attentive. And they find out that Munich is actually München in German and Vienna is Wien:-).

The groups were always small, the rooms congenial, the seating flexible, there was plenty space to lay out materials and we could all move around as needed. (The room at SAMS was unbeatable, however. It was large, carpeted, and also had a little kitchen so we could make tea and coffee and munch biscuits.)

I explained that they would be getting quite a lot of material and that they should bring it with them to each session.

We started by talking through the following **handout**:

Scottish English and German – the close connection

This course was originally designed for Scottish students of Marine Biology at SAMS, Dunstaffnage, going to the University of Konstanz, so wherever it says 'Konstanz' here, just imagine it says the name of the town or city you are going to. In Konstanz lots of people speak English and it is the second language at the University, so finding your way around is not a problem. However, wouldn't it be nice to arrive in Germany and be able to understand some of what you see **written** all around you? Have the feeling that it is not Chinese!

My job is to help you learn **the basics for orientation** on arrival in Germany, so that you can build on them later.

In this mini-course you are NOT expected to learn how to speak the language or understand it when someone speaks to you. Instead, you will learn to make sense, very quickly, of posters, brochures, notices, timetables. You can understand which door is the entrance and which is the exit:-), which is the arrival time and which the departure time, what time the bus leaves and so on. We will even 'travel' from Glasgow by plane, train and bus to Konstanz University, and go on a tour of the university.

You will also begin to understand how German ticks.

How will we do this?

(1) First by looking at words in German which are very close to English e.g. Buch (book), Sommer (summer), trinken (drink), neu (new). "Buch" is pronounced just like boo(k), but it has at the end the same sound as ch has in loch.

(2) Next we will look systematically at the building bricks of English vocabulary e.g. to teach, a teacher; to reverse, **reversible**, **irreversible**, **irreversibility**,

(3) and then look systematically at the German building bricks, which are very similar to English e.g. the English word friendship is made up of friend-ship; German is the same: Freund-schaft.

(4) You will learn about these building bricks and you will have plenty of opportunity for detective work with tasks like the following:

Here are some compound nouns to guess. In German they are actually written as one word, without a hyphen. I have split them up into meaningful parts, to help you guess. What do you think the real English word is?

Flug-hafen	flight-haven	?
Bahn-hof	rail-yard	?
Bus-halte-stelle	bus-halt-place	?

Very soon you will be able to decode lots of German through understanding the basic building bricks. You will also learn to use a good German-English Learners Dictionary.

In the course for Biologists we planned a day trip from Konstanz to a place of special interest for them in Switzerland, using the German-language websites of this place and of Swiss Rail. We also used German-language brochures of Konstanz to choose things they wanted to do, places to go to, how to get there and what it would cost.

We can do similar things. Or you could choose a topic that interests you and print some info from German websites. Football? Local transport systems? Food?

You will soon discover that a knowledge of these basics is very productive and once you are in Germany you can expand on what you will have learned on this course.

(I sometimes used the following too, or parts of it. It depended on the group.)

Just a few thoughts about languages in general:

All languages have a way of saying things such as:

- naming objects and concepts
- one thing and more than one thing
- talking about the past and present and future
- being polite – and rude
- being informal - and being formal
- etc etc

Examples of this in English:

- naming objects and concepts: a cup of coffee, a test, a bad day, happiness
- one thing and more than one thing: *a book, books* etc.; *this book is ...*, *these books are ...*
- talking about the past and present and future: Verb tenses e.g. *I was, I have been, I am, I will be.* and aspect e.g. *I am learning.* Words like *yesterday, two weeks ago, today, next week.*
- being polite, and being rude: *Could you* – the “F...” words
- being informal, and being formal: *breathe in, breathe out* (says the doctor); *inhale, exhale* (writes the scientist)

So learning each new language probably feels like a challenge, but remember that you don't have to learn how to do all these things in German too! We have very sensible limited aims in this class. We are going to focus on the similarities between German and English:-). There are so many words which look or sound similar, and both languages use the same kind of building bricks, Prefix – Root – Suffix, to make new words.

English examples of building bricks (German parallels will come later):

- | | |
|------------|--|
| to teach → | a teacher |
| to warn → | a warning |
| happy → | happiness |
| a smoker → | a non-smoker |
| clear → | clarity |
| to write → | to rewrite |
| to suit → | suitable, unsuitable, unsuitability |

And, apart from that, you probably don't realise how many languages you speak every day, when you think you are speaking English.

Aberdeen (which language is that?)

Inverness

Stonehaven

exit

The Gallowgate

The Tollbooth

latte

guisers

(words and names familiar to everyone in Scotland)

Answers: there is German in here, French, Latin, Italian, Norwegian and Gaelic

Step by step through the course

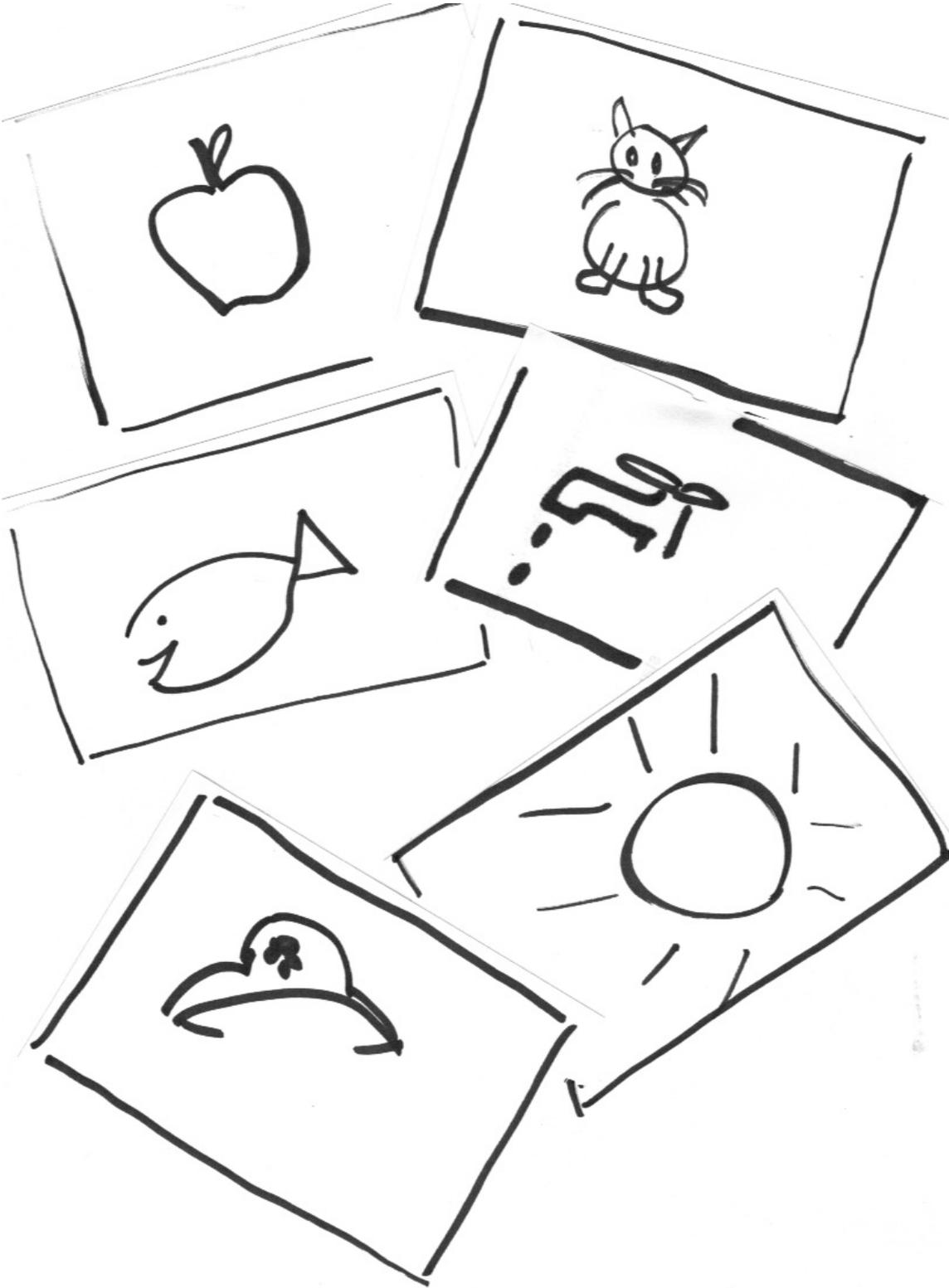
There is no step-by-step plan. It is rather a stage-by-stage. The beginning of the course consists of considering similarities in basic German and English vocabulary, word formation in English and German, and guessing meaning.

There is a variety of tasks, backed up by handouts.

Gradually, text material with vocabulary in context, such as flyers, supermarket ads, timetables and so on is introduced. And the dictionaries, which are an excellent tool and not difficult to learn to use. The way is then open to explore any topics the students are interested in.

Task 1:

There are many German words which look very similar to English. I introduced some, usually forty in all, using cards with symbolic sketches of an apple, a ring, a cat, a fish, a hat, a cow and so on. Drawing them was fun. I laid them out on a table and asked the students if they thought they could identify them. This was fun too. Then I laid out a set of cards with the English words on them. "Ah, so that's a cow! I thought it was a"



When they had matched the sketch cards with the English word I laid out the German set: Apfel, Ring, Katze, Fisch, Hut, Kuh etc. so that they could guess which ones matched.

In the end the cards with the sketches were all matched with both the English and the German words. I would read out the German words for them, several times so they could try out the pronunciation themselves. At some stage, they notice that the German words, which are all nouns, have capital letters.

Why make sketches? I found that students reacted positively to my sketches. They weren't perfect representations, so the students were being invited to be tolerant of my imperfections, and to guess:-). This guessing is an integral part of the whole course. In fact, they 'guess' their way through the course.

Next a list of the words they had just discovered, to look at carefully, and listen to, and if they wanted they could try pronouncing them, along with me.

Handout:

Apfel	apple
Arm	arm
Ball	ball
Bär	bear
Bett	bed
Bluse	blouse
Bus	bus
Butter	butter
Feuer	fire
Finger	finger
Fisch	fish
Freund	friend
Garten	garden
Glas	glass
Gruppe	group
Haare	hair
Hand	hand
Haus	house
Hut	hat
Information	information
Jacke	jacket
Kaffee	coffee
Katze	cat
Knie	knee
Kuh	cow
Mann	man
Milch	milk

Mutter	mother
Plan	plan
Ring	ring
Schuh	shoe
Sohn	son
Sommer	summer
Sonne	sun
Tee	tea
Tochter	daughter
Vater	father
Wasser	water
Winter	winter
Zertifikat	certificate

Then I gave them the list again, this time with just the English words, so that they could try writing out the German beside them. Writing things by hand takes time and gives them the chance to look carefully and notice things, and add their own squiggly drawings.

Handout:

apple	group
arm	hair
ball	hand
bear	hat
bed.....	house
blouse	information
bus	jacket.....
butter	knee
cat	man
certificate	milk
coffee	mother
cow	plan
daughter	ring
father	shoe
finger	son
fire	summer
fish.....	sun.....
friend	tea
garden	water
glass	winter

Handout: Some tips for Pronunciation

u

Bus like in northern English English! “b-oo-s” or like
“**boom**”
Bluse
Hut
Mutter
Gruppe

s

Sonne z like in “zzzzz”!
Sohn
Bluse
Sommer

e at the end of a word

Ble like in “b-i-t”
Sonne
Gruppe

z

Katze ts like in “bits”
Zertifikat

a

Ball like in “bad”
Mann
Kaffee
Haare
Vater
Hand

ch

Tochter ch like in “loch”

sch

Schuhe sh like in “hush”, “she”

j

Jacke y like in “yellow”

I kept the notes on pronunciation simple. Later they will want to know ei, au, eu, ä and so on. If they find this is all hard going, you can remind them about the pronunciation of gh in English: thorough, tough, ghost ...

Handout: Pronouncing the letters of the alphabet (interesting for abbreviations everyone knows like TV, BMW).

The letters of the alphabet

A	as in (b)a(d)	N	en
B	bay	O	oh
C	tsay	P	pay
D	day	Q	coo
E	as in (d)a(y)	R	er
F	eff	S	es
G	gay	T	tay
H	ha	U	oo(ps)
I	as in (k)ee(n)	V	fow as in wow!
J	yot	W	va(gue)
K	ka	X	eeks
L	el	Y	eepsilon
M	em	Z	tset

So how do you pronounce TV and B.A. and M.A. or EU? and BMW (Bayerische-Motor-Werke)?
 And at a later stage: WM (Weltmeisterschaft) or EM (Europameisterschaft)? Or PKW (Personen-Kraft-Wagen) (car) and LKW (Last-Kraft-Wagen) (lorry)....

Task 2:

Handout: Guessing similar words (without pictures)

Here are some more words which **look or sound** quite similar to English – Can you do some guessing?

(This task was really interesting:

Flasche - flask - bottle e.g. or Hund - hound - dog, or Fleisch - flesh - meat.

For speakers of Scottish English 'kennen' and 'Kirche' look and sound familiar. Scottish English uses 'ken' for to know, and 'kirk' for church.)

Brot	Hund
Flasche	Käse
Fleisch	kennen
Fuss	Kirche
Hafen	Kuss
Haus	Mantel
Herz	Maus
Hose	Mitte

Nacht	Schnee
Pfeife	Schule
Pflaume	Stein
Regen	Wetter
Schaf	Woche
Zucker	

Here are some little clues:

German		English
IF		
Nacht	=	night
THEN		
Macht	=	?
Licht	=	?
Sicht	=	?

Handout: More similar words

Can you guess what the following words could mean? Clue: they are not in the right order, but all belong to a very important word field.

acht	sechs
achtzehn	sechszehn
drei	sieben
dreizehn	siebzehn
eins	vier
elf	vierzehn
fünf	zehn
fünfzehn	zwanzig
neun	zwei
neunzehn	zwölf
(vor	nach)

Task 3: German compound nouns

To introduce this I spread out the cards from the first task again, German or English, and asked if they can imagine how words could be linked. Foot - ball/Fuß - ball is a good starter.

Handout:

And these: What would they mean?

Hand – Buch

Hand – Ball

Sonne(n) – Hut

Finger – Hut*

Katze(n) – Freund

Regen – Jacke

Regen – Mantel

Milch – Kaffee

Wasser – Bett

Schaf(s) - Milch

Hand-Schuh??

*I still remember the student (male) who not only realised what this was but knew the word 'thimble':-)

Handout: More compound nouns to guess.

In German they are actually written as one word, without a hyphen. I have split them up into meaningful parts, to help you guess.

Flug-hafen	flight haven	(you know this one already!)
Bahn-hof	rail yard	“”
Bus-halte-stelle	bus halt place	“”
Schlaf-zimmer	sleep room	
Ess-zimmer	eat room	
Fern-seh-serie	far see series	

Arm-band	arm band
Schatz-kanzler	treasure chancellor
Scharf-blick	sharp look
Schall-platte	sound flat-thing/plate
Gross-stadt	big town
Gross-vater	big father
Zeit-plan	time plan
Kranken-haus	sick people's house
Kranken-gymnastik	sick people's gymnastics
Über-stunden	over hours
Geld-automat	money machine
Wörter-buch	words book
Früh-stück	early bit
Fett-druck	fat print
Aus-land	out land

The next two are not quite so easy

Hoch-schule	high school
Hoch-zeit	high time

The class became really interested in the German way of creating compounds and enjoyed analysing and deciphering them. Stadtplan, Landkarte, Fußballspiel, Busbahnhof etc. were no longer monolithic mysteries:-)

Task 4: Handout: more guessing: Days of the week and times of the day

Wochen-tage. Can you guess the right order?

Sonntag

Dienstag

Donnerstag

Freitag

Mittwoch

Montag

Samstag

(Wochen-ende)

1.

2.

3.

4.

5.

6.

7.

(Weekend!)

And times of the day – can you guess the right order?

Abend

Mittag

Mitternacht

Morgen

Nachmittag

Nacht

Vormittag

Task 5: Reading a mini-text

Fairy tales, or making use of text type similarities and predictability.

(Fairy tales?? Yes, even in the 21st century, young people are familiar with fairy tales, whether through books or films.)

First we talked about fairy tales in English, and what kind of words occur in them. There are set characters such as prince, king, witch, dwarf; qualities such as wicked, handsome, brave, cruel; objects such as palace, mountain, tower; animals such as horse, bear, cat and so on ... or dragons:-)
And how do fairy tales typically begin?

So, from their knowledge of the world they could begin to guess the meaning of the following two lines:

„Es war einmal ein schöner Prinz und eine wunderschöne Prinzessin. Sie lebten in einem fernen Land usw.“

Of course you can point out or comment on certain features of German here, such as case and gender, or verb conjugation and tense, but a knowledge of these is not necessary for grasping the basic meaning. Princes are always handsome and princesses very beautiful, and they always live somewhere, or rather they always lived somewhere.

Concentrating on what they can recognise or guess is a really important message for the students. It gives them confidence, and they can make a giant leap forward.

I also made a little collection of the opening lines of various German fairy tales for them to try their hand at if they wanted: Dornröschen, Die zertanzten Schuhe, Schneewittchen, Jorinde und Joringel, Hänsel und Gretel, Von dem Fischer und seiner Frau, Die zwölf Brüder.

They soon discovered that they already recognised some words (e.g. Bett, Wasser, Land, Jahr, Tag, Tochter, Schuh, abends, morgens, Finger, Fischer, zwölf, zwei) and could make out many of the new ones from the co-text and context (e.g. stach sie sich mit der Nadel in den Finger; und es fielen drei Tropfen Blut in den Schnee).

The handout below is good if you want to say something about why a prince is 'ein Prinz' but a princess is 'eine Prinzessin', but I never coupled this introduction of grammatical gender to the problem of case endings. The focus was always on what can be recognised.

Handout: A little bit of grammar, on the side:

The gender of German nouns ...

(f) eine Flasche die Flasche

(m) ein Ball der Ball

(n) ein Buch das Buch

The sun is lovely today, isn't it?

Die Sonne

The rain is terrible today!

Der Regen

The weather is great today

Das Wetter

Die See

Der See

Das Meer

Learning more about German word formation

The focus in the whole course is on vocabulary. We started with words similar to English, then looked at German compounds. The next step is to see how German creates vocabulary by turning verbs into nouns for example, or adjectives into verbs.

Then we look at the building bricks: prefix, root, suffix of English, and look at parallels in German. And of course consider what the words prefix and suffix mean!

In no way are the students expected to learn all the words on these handouts. They are simply given the chance to see them, hear them and make

connections. And begin to see how German ticks. It is like being immersed in the language, with no stress, just the pleasure of discovery sometimes, and something always sticks. Students will find words they like and will remember. Not necessarily produce them but recognise them. In fact it doesn't really matter if they remember the meaning; simply having the feeling of familiarity is enough at this stage.

Task 6: Handouts: More word formation

Some German **verbs** which look quite similar to English. Try to guess the English. Can you find the clue which tells you these are verbs?

warnen

sehen

trinken

schlafen

sprechen

machen

fühlen

German **adjectives** which look or sound very similar. Can you guess the English?

klar

reich

gut

fein

grün

rund

scharf

lang

jung

doppel

alt

gross

modern

frisch

wild

still

nächst

laut

neu

Now see how German turns **adjectives into verbs**:

An English example: (adjective) black →(verb) to blacken

grün → grünen

klar → klären

scharf → **schärfen**

offen → **öffnen**

alt → **altern**

How German turns **verbs into nouns**:

warnen → **die Warnung**

lehren → **der Lehrer**

öffnen → **die Öffnung**

hoffen → **die Hoffnung**

And how German turns **adjectives into nouns**:

warm → **Wärme**

wild → **Wildnis**

gut → **Güte**

frisch → **Frische**

scharf → **Schärfe**

neu → **Neuheit**

reich → **Reichtum**

rund → **Rundung**

offen → **Offenheit**

Task 7: Handouts: Building bricks

Building bricks in English

Remember about the building bricks of English vocabulary:

Prefix – Root – Suffix

to teach	a teacher
to build	a builder
to warn	a warning
to feel	a feeling

happy	happiness
open	openness
clear	clarity
rapid	rapidity
enchant	enchanting, enchantment, enchanter, dis-enchantment
a smoker	a non -smoker
to do	to undo
to write	to rewrite
to reverse	reversible, irreversible, irreversibility
to suit	suitable, unsuitable, unsuitability

English prefixes, and German prefixes:

First, look at the English prefixes, what do they mean?
And then look at the German prefixes:

pre-	to prepare	vor -bereiten
post-	to postpone	- nach -reichen (hand in later)
re-	to recycle	wieder -verwerten wieder -sehen (see again)
in-	to insert, input	ein -geben (type in), Eingabe
e(x)-	exit to exhale	Aus -gang aus -atmen
de-	to decode to derail	ent -ziffern (dekodieren) ent -gleisen
	to depart	ab -fahren
up-	to upgrade	auf -werten
down-	to download to downgrade	(r) unter -laden ab -werten

non-	non-smoker	nicht-raucher
a-	to arrive to attach	an-kommen an-bringen
mis-	to misunderstand	mis-verstehen

English noun suffixes

- er, -or	researcher, supervisor
- ist	economist, pianist
- ance, -ence	endurance, permanence
- ment	government, displacement
- ness	hardness, brittleness
- ity	activity, rarity
- ion	connection, cooperation
- ing	building, meeting
- ism	organism
- ship	friendship

German noun suffixes

- er	Lehrer (teacher)
- ist	Pianist
- oge	Biologe (biologist)
- ismus	Organismus
- tion	Kooperation, Mutation
- ung	Renovierung (renovation), Berechnung (calculation)
- schaft	Freund-schaft (friendship), Wissen- schaft (knowledge, science), Meister-schaft (championship)
- ität	Aktivität (activity), Universität (university)

- heit, - keit	Neuheit (new-thing =novelty), Wichtigkeit (important-ness = importance)
- ei	Whiskybrennerei (distillers!)
- in	Lehrerin, Biologin, Pianistin

English adjective suffixes. First, what do these English words mean?
What does it mean if you say something is controllable, or careless?

- able, - ible	controllable, edible
- less	careless
- ly, - y	wingless, colourless
- ive	destructive, productive
- ant, -ent	resistant, permanent
- ing	flying, growing
- ed	hardened, purified
- ful	colourful, careful
- free	carefree, tax-free, duty-free!

German adjective suffixes

- bar	kontrollierbar (controllable)
- los	farblos (colourless), ideenlos (with no ideas!)
- ig	rostig (rusty)
- iv	aktiv, produktiv
- ent	resistent, permanent
- end	fliegend (flying), wachsend (growing)
ge-..... et	gehärtet (hardened), gerundet (rounded)

- voll	taktvoll (tactful), sinnvoll (meaningful)
- frei	alkoholfrei (alcohol-free = non-alcoholic)
- reich	erfolgreich (success-rich = successful)
- arm	fettarm (fat-lacking in = low fat)

alkoholfreies Bier (tastes very good!)
fettarme Milch
laktosefreie Milch

Task 8: Handout: More German compound nouns

Here are some German compound nouns to take a close look at:

Mit-arbeit-er	with-work-person	a colleague!
Mit-sprache-recht	with-speak-right	the right to have your say!
Mutter-schafts-geld	mother-ship-money	maternity benefit
Nach-prüf-bar-keit	after-check-able-ity	verifiability
Wider-stands-kräfte	against-stand-powers	resistance

How do you think the words below could be split up into meaningful parts? Any ideas? Any parts that you recognise?

Gepäckausgabe

Lokomotivführer-ausbildungsbescheinigung

Task 9: Handout: Compound words to guess

This time with a little help from the dictionary. But first, look for parts of words that you recognise and think about them, before you start working with the dictionary.

Gast-freund-schaft

Gross-städt-er

Zeit-ab-schnitt

Lang-zeit-studie

Willen-los-ig-keit

Wieder-be-lebungs-versuch

Telefon-über-wach-ung

Mond-finster-nis

Gepäck-ab-gabe

un-wider-steh-lich

ein nie-wieder-gut-zu-machender Fehler

Wider-stands-kämpf-er

Staats-angehörig-keit

Partner-hoch-schule

Über-nacht-ung

Kurz-bedienungs-anleitung

Apart from all the handouts above, what other materials were used, and how?

(Please note that all the other materials came at no cost.)

Advertising material

Advertising leaflets with illustrations of items and short text from (drug)stores such as Müller or dm or supermarkets such as Aldi or Lidl were invaluable. What is generally considered to be junk is in fact a goldmine of language. I filled my suitcase with multiple copies in German for the course.

And while I was in Glasgow I collected a pile of similar texts in English. Of course it is culturally interesting to see that most products are exactly the same in both countries - and compare the prices, but also to see what things are different and how they are marketed. However, my focus was on the language.

The cover of any Aldi leaflet has the Aldi Logo, here ALDI SÜD, and the website www.aldi-sued.de, which is interesting to comment on as the ü is represented as ue. There are always days of the week and dates, and the prepositions von, bis, ab. We looked at this together.

After that they could enjoy the whole leaflet, and concentrate on a page with items that they individually would like to have, and then decipher it, and share. There is always a range of products from food and drink to clothing, furnishings, cosmetics, tools, sports equipment and electronics.

The amount of compounds in any one leaflet is stunning. Some examples: Ziegenkäse, Hähnchenflügel, fettreduziertes Hackfleisch, Rispen-tomaten, Brotaufstrich, Backmischung, Butter-Mandelblätter, Zwiebel-kuchen, Zahnputzbecher. Taschentücher-box, Schuh-reinigungsschaum, Regentiefel, Rollkragenpullover

However, the illustrations combined with their knowledge of compound nouns is like a key which opens doors to understanding. The effect is truly aha!

I also provided copies of some sheets I had made with pictures and text from advertising material, to be used as a kind of personal illustrated dictionary. For example:

Kaffee-maschine, Becher, Tasse, Tisch-Leuchte, Relax-Sessel, Ess-Tisch, Hand-Tuch, Dusch-Tuch, and the plural Duschtücher.

Badezimmer

Handtücher, Orient, 2er-Set

- 100 % Baumwolle.
- sehr weiche und saugfähige Qualität
- attraktive, jacquardgewebte Bordüre

Maße ca.: 50 x 100 cm

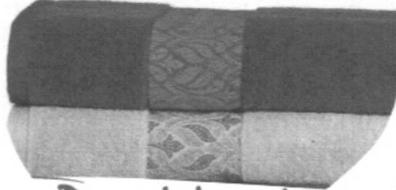


Handtuch ↔

Duschtuch, Orient

- 100 % Baumwolle.
- sehr weiche und saugfähige Qualität
- attraktive, jacquardgewebte Bordüre

Maße ca.: 70 x 140 cm



Duschtuch ↔



PALMOLIVE
Dusche
250 ml,
versch. Sorten
€ 0.40 / 100 ml

Shampoo



GLISS KUR
Shampoo
250 ml
oder Spülung
200 ml*,
versch. Sorten
* € 0.70 / 100 ml
€ 0.88 / 100 ml

Seife



AVEO
100 % reine
Pflanzenöle
100 g,
versch. Sorten
OKO-TEST
0.45

FA
Flüssigseife
250 ml,
versch. Sorten
€ 0.40 / 100 ml

Zahnbürste

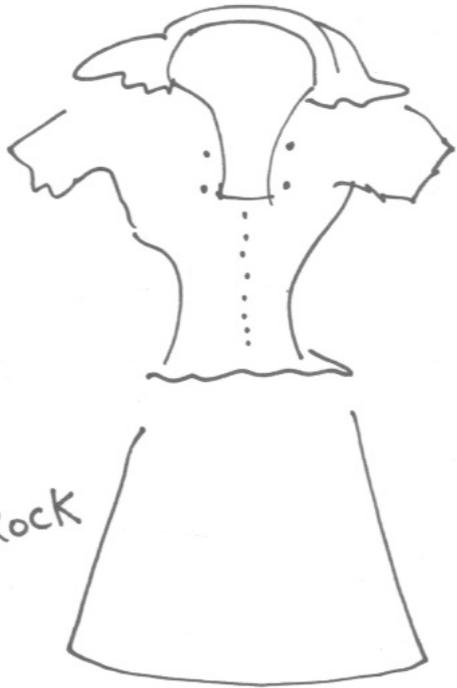


Colgate KOMPLETT
Colgate KOMPLETT

COLGATE
Komplett Zahncreme
Verschiedene Sorten



DOVE
Deodorant
75 ml* oder 150 ml**
Roll-on 50 ml**
versch. Sorten
* € 1.72 / 100 ml
** € 0.86 / 100 ml
€ 2.58 / 100 ml

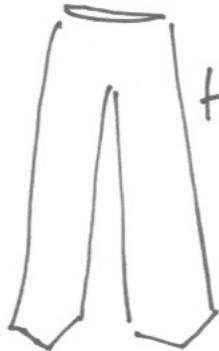


Langarmbluse

70 % Baumwolle,
26 % Polyamid,
4 % Elastan
(LYCRA®).
Größen:
S (36/38)–
L (44/46)



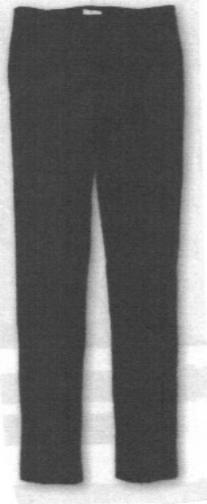
je
7,99*



Hose

Stretchhose

66 % Polyester,
32 % Viskose,
2 % Elastan (LYCRA®).
Größen: 36–46



Ledertasche

Business Style
Obermaterial: Rindspaltleder
Geräumige Ausstattung,
viel Stauraum
für Beruf,
Freizeit
oder einen
Stadt-
bummel.



Tasche

Travel information:

The students had the satisfaction of discovering that it was possible for them to make their way from Glasgow to Konstanz (University), using materials in German.

We used the same strategy as with the fairy tale: considering the characteristics of a particular text type in English in order to find the parallels in German.

We looked at flight bookings and schedules and tickets in English, and made a list of items mentioned such as departure time, arrival, flight duration, from (Glasgow) to (London), cabin baggage, checked baggage, seat number, snacks. Then we looked at the equivalent texts in German.

We used Swiss Rail printed timetables for the train connections from Zurich Airport to Konstanz. Photographs of bus timetables at Konstanz railway station along with maps of the town took us all the way to the University. For a tour of the campus we had a map with a key to the list of Departments etc. located there. A pile of photographs of signs and other information within the university gave the students plenty to puzzle over, for example:

Fahrkartenautomat; Haupteingang; der Umwelt zuliebe bitte Geschirr wegräumen; Kasse; Notausgang, WC Herren; Hörsaal; Mensa, Cafeteria.

Thanks to a bookshop with the lovely name 'Bücherschiff', we had beautiful maps of Konstanz. On the reverse there was a topographical map of the whole area including the Swiss Alps.

This 'travel' provided a great deal of vocabulary from Abflug to umsteigen; from Gepäckausgabe to Eingangsbereich; from Busfahrplan to Zoll. All this vocabulary could be linked to the systematic language handouts already worked through. And the students could apply it to their own research of the city they were heading for. We found out about various means of public transport e.g. Strassenbahn and U-Bahn, and could compare Glasgow to Munich and Vienna for example. To this we added the German words for directions and times.

There were also brochures on Konstanz for tourists, maps of Germany and Austria, and many other texts which I knew they would have an inkling about, and could choose to work on individually if they wanted.

Handouts: Some grammar notes

Using German verbs:

First, English:

I make

we make

you make

you make

he, she, it makes

they make

Now German. Can you organise these:

du machst

er,sie, es macht

ich mache

ihr macht

sie machen

(Sie machen)

wir machen

Because German “conjugates” verbs it looks, at first sight, more difficult than English. But if you look again, you will see that English has many verb forms that German does not have.

Talking about the present, the past and the future:

I do that every day.

Ich **mache** das jeden Tag.

I am doing it right now.

Ich **mache** das jetzt gerade.

I did it yesterday.

Ich habe es gestern gemacht/
Ich machte es gestern (formal
written)

I was doing it yesterday when

I have done it for some time now.

Ich **mache** es schon lange.

I have been doing it for some time now

I will do it next week. I am going to do it next week. I'll do it next week. I'll be doing it next week. I do it next week.

Ich **mache** es nächste Woche/
Ich werde es nächste Woche
machen.

German English, English, German

German English:

(....)

When have you here started?

Before a few weeks.

And how long are you already in Scotland?

About 4 months – I am in the spring come.

Plases it you?

Yes, very good, I think I stay yet a term.

English:

(....)

When did you start here?

A few weeks ago.

And how long have you been in Scotland?

About 4 months now - I came in the spring.

Do you like it?

Yes, it's great, I think I'll stay for another term.

German:

(....)

Wann hast du hier angefangen?

Vor ein paar Wochen.

Und wie lange bist du schon in Schottland?

Etwa 4 Monate – ich bin im Frühling gekommen.

Gefällt es dir?

Ja, sehr gut, ich glaube, ich bleibe noch ein Semester.

Regular and irregular verbs

Regular verbs in English:

to like: I like, I liked, I have liked;

to live: I live, I lived, I have lived

to open: I open, I opened, I have opened

A child might say:

I finded a napple. I eated it. I thinked it was good.

The grown-ups would say:

?

The child's intelligence leads it to use "finded" by analogy with "liked".

At some stage the child discovers irregular verbs:

find	found	(have) found
eat	ate	(have) eaten
think	thought	(have) thought

German regular verbs:

machen	machte	(habe etc) gemacht
lieben	liebte	(habe etc) geliebt
leben	lebte	(habe etc) gelebt

German irregular verbs:

finden	fand	(habe etc) gefunden
essen	aß	(habe etc) gegessen
denken	dachte	(habe etc) gedacht

German word order

Ich bin müde.
I am tired.

Ich gehe ins Bett.
I go to bed./ I'm going to bed.

Bist du müde? Nein, ich bin nicht müde.
Are you tired? No, I am not tired.

Gehst du ins Bett? Nein, ich gehe nicht ins Bett.
Go you to bed? No, I go not to bed.

Wenn ich müde bin, gehe ich ins Bett.
When I tired am, go I to bed.

Handout: Talking about yourself

Ich

Ich heiÙe Fiona, Alexander, Robert, Catherine ...

Mein Name ist

Ich komme aus Schottland/ England/ Norwegen/ Indien/ Italien

Ich spreche Englisch/ Französisch/ Deutsch/ Arabisch/ Gälisch ...

Ich liebe meine Familie / Sonne / Kinder / Katzen ...

Ich lese / singe/ tanze/ koche / backe/ schwimme ... **gern**

Ich spiele gern Fußball / Cricket / Basketball / Karten / Gitarre / ...

Ich esse gern Reis, Pasta (Nudeln), Brot, Kartoffeln, Obst, Gemüse, Käse, Fleisch, Fisch ...

Ich trinke gern Kaffee, Tee, Wein, Bier, Milch, Wasser ...

Meine Lieblingsfarbe ist blau, grün, rosa, schwarz, weiss, rot ...

Ich möchte gern

Und du?

Wie heißt du?

Woher kommst du?

(Wie alt bist du?)

(Was ist deine Muttersprache? andere Sprachen?)

Was machst du gern in deiner Freizeit?

Was iÙt du gern? Was trinkst du gern?

Was ist deine Lieblingsfarbe?

Was studierst du?

Below are one or two sketches I made originally for refugees in Konstanz. When I accompanied a family to the doctor's I noted what kind of vocabulary they would need in future to find their way through the building themselves and to understand basic medication. The students in the German class liked this kind of thing too.

Arzt



Ärztin



Eingang

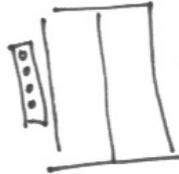
Klinik
Krankenhaus
Praxis

Termin

10.10.2016 um 10:00



Treppe



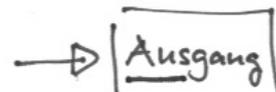
Fahrstuhl

Name

Vorname

Geburts datum

Adresse



Ausgang



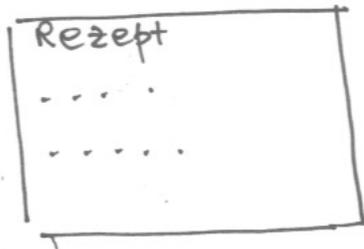
Ich habe Schmerzen

Medizin, Medikamente

●● ¹Tablette, ²⁺Tabletten

 Tropfen

 Spritze



→ Apotheke

To sum it all up: I loved teaching this extra-curricular course. I was free to be an enabler and encourager, not an examiner or evaluator. The students really enjoyed it and profited from it.

The concept worked. It provides just enough framework, with enough freedom to adapt the course at any time to suit individual interests. I hope that some readers will feel motivated enough to try it out - and of course do their own thing with it.

FyF_cc_German.pdf

September 2020