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GERMAN

HEADSTART

INSTRUCTOR GUIDE

PREPARED BY THE
DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER
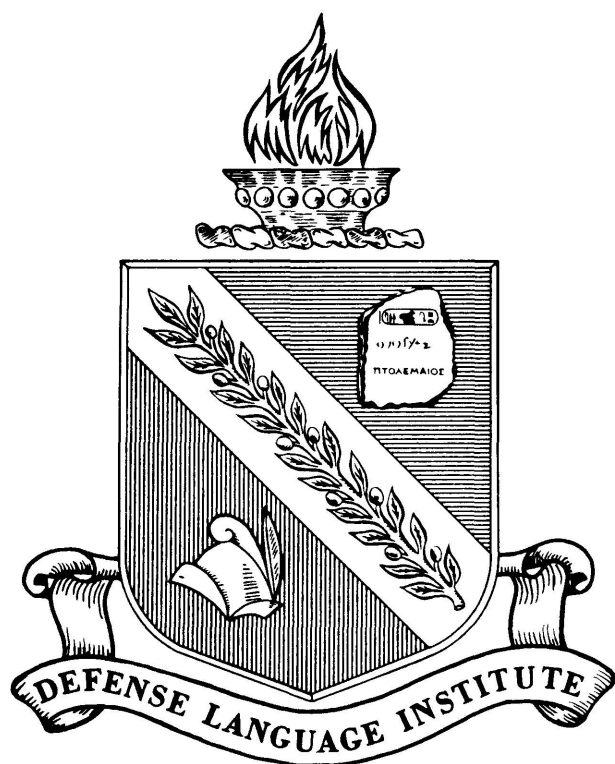
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GERMAN PROGRAM

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CONTENTS

GENERAL

STUDENT LEARNING OBJECTIVES

While the specific goals of the Headstart Program are set forth in the objectives which precede each learning unit, a more general overview might help you, the instructor, to achieve these goals with your students.

Comprehension. This course aims at providing the student with sufficient understanding of spoken German to meet survival needs and travel requirements. He is to be able to understand the essential features of face-to-face speech in standard German relating to basic needs such as food and drink, lodging, transportation, time, and simple directions. It is to be kept in mind that the German expressions in the materials are often repeated, are spoken at a slower than normal speed, and are kept as close as possible to standard German to facilitate understanding on the student's part.

Speaking. At the end of this course the student is to be able to satisfy routine travel needs and minimum courtesy requirements. He can ask and answer questions on the topics to which he has been introduced. Thus, all students should be able to do such things as ordering a simple meal, asking for directions and lodging, making purchases, and giving the time. While the student's speaking vocabulary is inadequate to express anything but these most elementary needs, and while he makes frequent mistakes in pronunciation and grammar, he can be understood by a native speaker.

Reading. The student is expected to be able to read personal and place names, street signs, office and shop designations, numbers, and isolated words and phrases. He can recognize all the letters of the printed alphabet and would, therefore, be able to look up the English meaning of a German word in a dictionary.

Writing. The student may have sufficient control of the writing system to meet limited practical needs. He may be able to produce all symbols of the alphabet. Thus, he may be able to write addresses, his own name and nationality, numbers, and dates.

INSTRUCTOR'S ROLE

     As this outline of general learning objectives suggests,
the student's reading and writing skills in German are inci-
dental to the aims of the Headstart Program. Reading and writing
German in this course have primarily the function of reinforcing
the student's skills in understanding and speaking. It is clear
then that the instructor's foremost concern must be to insure
that the student understands spoken German and can express him-
self in German in these survival situations related to the ob-
jectives of each unit. Therefore, the emphasis in this course
is on the taped program; the text is only auxiliary to it. It
follows that the instructor must be thoroughly familiar with
the taped program. To conduct effective instruction it is
necessary for you to have listened to that part of the taped
program which corresponds to the lesson unit you intend to teach
during a particular classroom session for the following reasons:

     a.   The tapes provide the most useful guide on how to
conduct effective classroom instruction.

     b.   Only by having listened to these tapes does the
instructor know exactly what the students do and what they do
not learn from the tapes. This information is absolutely neces-
sary in planning a classroom session.

     c.   Listening to the Headstart Program is the most ef-
fective way for the instructor to understand the full intent and
scope of this course which, in turn, should provide the direc-
tion for all classroom activities.

     d.   Only by having listened to the tapes himself will
the instructor be able to answer satisfactorily student's ques-
tions on individual units, since the majority of the course
material is on the taped program, not in the text.

     For all of the above reasons and in order to allow you to
supplement,rather than duplicate, the existing program by using
your own creativity and knowledge of the language, a printed copy
of the tape script has not been provided. However, to promote
uniformity in teaching Headstart and to facilitate your task as
instructor, some general guidelines for conducting classroom
activities have been developed and are discussed in the next
section.

CLASSROOM ACTIVITIES

PHONOLOGY

While one cannot expect immediate mastery of those German sounds which differ markedly from English, recognition, discrimination, and repetition by the student is indispensable if he is to understand and speak German even at this basic level. It is recommended that the instructor refer back to this introduction of German sounds throughout the course in his efforts to correct and improve the student's pronunciation.

<u>Vowels</u>. Perhaps the fastest way of introducing students to the difference between German and English vowels is to introduce these contrastively.

long a			short a		
rather	-	Rat	but	-	Blatt
father	-	fahren	rut	-	Ratte
part	-	Paar	cut	-	satt
			shut	-	Schatten
			mut	-	matt

long e			short e		
May	-	mehr	Ken	-	kennen
bay	-	Beet	bet	-	Bett
say	-	See	hen	-	Henne
day	-	dem	debt	-	denn
ray	-	Reh	vet	-	wenn

long i

			short i		
leap	-	lieb	lid	-	List
deep	-	tief	mist	-	Mist
meet	-	Miete	gift	-	Gift
sleep	-	Sieb	riff	-	Riff
peep	-	piep	bin	-	bin

long o

			short o		
coat	-	Kot	dot	-	dort
mow	-	Mohn	spot	-	Spott
boat	-	Boot	pot	-	Post
tow	-	Ton	dock	-	Dock
loan	-	Lohn	lot	-	Lotto

long u

			short u		
toot	-	tut	took	-	dumm
noon	-	nun	foot	-	Luft
moon	-	Muse	cook	-	guck
spoon	-	gut	put	-	Pudding
loot	-	lud			

Diphthongs. In German there are three sounds which are produced by the combination of two vowels, called diphthongs, which are always long.

au

eu This sound is written either as eu or äu.

bow	-	Bau	boy	-	Bäume
now	-	rauh	ahoy	-	Heu
out	-	aus	coy	-	keusch
cow	-	kau(en)	annoy	-	neu
brown	-	braun	moist	-	Meute

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ei This sound also has two variant spellings, either ei
    or ai.

my	-	Mai
by	-	bei
kite	-	kein
rite	-	Rain
light	-	Leine
ice	-	Eis

Umlauts. The a-umlaut (ä) does not represent a new sound. The
same holds for au-umlaut (äu) which is the same as the eu diph-
thong. Long ä is for all practical purposes the same as long e,
as for example in dem. Short ä sounds like a short e in denn.
The equivalency of the ä and e sounds is attested by the fact
that they rhyme. For example:

Ähre	-	Ehre		hätten	-	Betten
Bären	-	Beeren		Mächte	-	Hechte
wären	-	wehren		Ställe	-	Stelle
bäten	-	beten		Wälle	-	Welle

The o-umlaut (ö) and u-umlaut (ü) represent sound combina-
tions which do not occur in English. What makes them particular-
ly difficult for English speakers to pronounce is that they re-
quire a rounding of the lips for enunciation. Here contrasts
between the unrounded and rounded forms of words might be the
best way to familiarize the student with them. The e, a front
vowel, not o, a back vowel, provides the unrounded form of ö
which is also formed in front.

long ö   short ö

bete	-	böte		helle	-	Hölle
Meere	-	Möhre		Stecken	-	Stöcke
Heere	-	höre		kennen	-	können
Besen	-	Bösen		Becken	-	Böcke
reden	-	röten		Hecke	-	Höcker
lesen	-	lösen		Wetter	-	Götter

Also, for the ö there are some similar English sounds which can help the student to pronounce it.

hurt	-	Öl
turn	-	töricht
earn	-	Öse
learn	-	Löhne

In the case of ü, again it is not the back vowel u which provides its unrounded form, but the front i.

long ü

vier	-	für
bieder	-	Brüder
Mieder	-	müder
Tier	-	Tür
sieht	-	süd
liegen	-	lügen

short ü

Kissen	-	küssen
Liste	-	Lüste
Mitte	-	Mütter
wirre	-	Dürre
Viertel	-	Gürtel
Wirte	-	würde

Consonants. Only a few of the German consonants are likely to pose any problems for the student.

The s before vowels is voiced, which means that the vocal chords are buzzing, as in zeal and not seal.

so	Nase	sagen	gesund	Besen
sie	Hose	lesen	selten	Wesen

However, the s is voiceless when it occurs in a final position, before a consonant, or as ss or ß.

was	Fenster	Straße	Westen	Wespe
naß	besser	Haus	Kasse	Hast

Note that st and sp in the initial position are pronounced:

scht - Stadt   Stuhl   Stube   Stil

schp - spielen   sprechen   Speer   sparen   Spalt

The sch-sound should not be much of a problem for the student, as he is familiar with it in sh, as in shop or shoe.

The student knows the sounds z and tz from zz in Pizza, ts as in Betsy and terminal ts as in cats. Have the student first practice the z-sound at the end of a word first.

<div align="center">

rats   -   Platz

mats   -   Spatz

hats   -   Satz

</div>

Next, have the student practice this sound at the beginning of words.

Zoo	ziehen
Zeit	Zar
Zimmer	Zick-Zack
zu	Zug

Then in the middle:

duzen	herzlich
siezen	setzen

Neither the front ch, the ich-sound, nor the back ch, the ach-sound, occur in English. For the ich-sound refer the student to the example of München and Zürich in Exercise 4 of Module I, Unit 1. Note that -ig at the end of a word is also pronounced ich, as in fertig, ledig, mutig, fleißig, ständig. Practice these in contrast to:

fertige,   ledige,   mutige,   fleißige,   ständige

Exercise 7 of Module I, Unit 1 introduces the ach-sound in Aachen. Have the students practice this sound with pairs like these:

nackt	- Nacht	zuckt	- Zucht
Laken	- lachen	Dock	- doch
Akt	- acht	Rock	- roch

Contrast the <u>ich</u> and <u>ach</u>-sounds.

dich	-	doch	Lech	-	Loch
wichen	-	Wochen	Hecht	-	Acht
siechen	-	suchen	schlecht	-	Schlucht
Pech	-	Buch	Sicht	-	Sucht

The German <u>l</u>-sound is formed in front, not in back as in English; therefore, a contrastive introduction of this sound suggests itself.

hell	-	hell	fall	-	Fall
bell	-	bellen	toll	-	toll
wall	-	Wall	ball	-	Ball
feel	-	viel	bald	-	bald
stool	-	Stuhl	built	-	Bild
still	-	still	salt	-	Salz

Other consonants which might be troublesome to students are covered in Module I, Unit 1. For a complete contrastive analysis you are referred to <u>Sounds of English and German</u> by William G. Moulton (The University of Chicago Press, 1962). This book is particularly useful because of its wealth of examples which can be used in the classroom.

PATTERN PRACTICE AND ADAPTATION OF THE CONVERSATION

The most important aspect of your classroom time with the students is to give them as much opportunity as possible to practice speaking German under your guidance. Given the limitation of their knowledge of the language, their speaking activity will naturally take place within very controlled circumstances, and it is up to you to set the directions and limit of these controls for any and every classroom hour. In establishing these controls your overriding concern should be maximum use of German aimed at providing the student with essential and meaningful patterns of verbal communication. Oral exercises commonly referred to as pattern practice drills have proven very successful in achieving this aim.

The number, types, and order of these drills within a given classroom session depends on the objective of the particular unit and the student's performance in reaching them. This determination is made quite simple by the self-instructional nature of this course. Not only are the objectives spelled out for each learning unit, but the steps to achieve them are given on the taped program. The instructor is, therefore strongly advised to listen to the taped material before each classroom session. The taped program provides a step-by-step model of how to introduce new material. If students have already studied a particular unit before coming to class, these same learning steps provide the most logical sequence in checking whether the students have achieved the goals of the particular lesson.

While only your own imaginative resources set a limit for constructing and using such exercises, let us see how the most commonly used types can be and are applied to a Headstart lesson.

Repetition Drills. In these drills the students merely repeat exactly and correctly what the instructor says. These drills are used most effectively to introduce new vocabulary and grammatical structures. Exercises 6, 7, and 8 of each module's taped program are pure repetition drills trying to lead the student to say the lines of the dialog correctly and fluently. Even if the student has already completed these three exercises, further line-by-line repetitions in class are recommended because:

a. They provide the student with live feed-back information as to whether his pronunciation is easily understood by a German speaker.

b. They provide him with your modulation of the conversation, thus altering his ear to different pronunciation patterns he will encounter in Germany.

c. They provide a more life-like setting by giving the student an actual German-speaking respondent instead of the one-channel communication of the taped voice.

Here are some helpful hints on how to conduct such drills:

a. Pronounce each line distinctly, but at normal speed and with a normal intonational pattern.

b. Have the class as a whole repeat that line.

c. If there is any faltering in the response, break up the line, beginning from the end, into smaller and more manage-able units. Exercise 6 of each taped program uses this tech-nique; for example, <u>Entschuldigen Sie, wie komme ich zur Post?</u> might have to be broken down to <u>zur Post?</u>, then <u>wie komme ich</u>, then <u>Entschuldigen Sie</u>, and finally <u>Entschuldigen Sie, wie komme ich zur Post?</u>

d. After all of the conversation has been repeated line by line by the whole class until the chorus response has achieved an acceptable level of comprehensibility, the class could be di-vided into sections corresponding to the number of speakers in the conversation. Each section then says the part of one of the speakers in the conversation.

e. Repetition exercises can be further varied by select-ing individual students at random for the repetition. While it is suggested that students go through steps a-c described above with books closed, steps d-e could profitably be carried out with open books so the student will associate the sounds with their written representation. This has the added value of aiding the student's auditory memory with these visual stimuli. One impor-tant note: while the instructor should be ever vigilant to pin-point the problems each individual student has in saying his Ger-man lines correctly, the student making a mistake should not be immediately singled out by having to repeat the correction by himself, rather the teacher should have the whole class repeat that correction, then class sections, and only then the student who made the initial mistake.

<u>Substitution Drills.</u> Substitution drills aim at extending the student's grasp and use of a pattern that he has previously only repeated and memorized by substituting one element for another. For example, instead of repeating the question "<u>Wie komme ich zur Post?</u>" the student is led by a cue, e.g. <u>die Bank</u>, to ask "<u>Wie komme ich zur Bank?</u>" Exercises 14-19 of Module II, Unit 1 are exactly of this type. After the student has mastered the basic pattern, here "<u>Wie komme ich zur Post?</u>" the instructor pro-vides the cue for substitution, and the student incorporates the cue into the new pattern:

Instructor: das Rathaus

Student: Wie komme ich zum Rathaus?

Another example: "Wie komme ich zu ...?" is substituted with "Wie weit ist es zu ...?"

Conversion Drills. This type of drill asks the student to change the instructor's model sentence in a pre-set way, e.g. singular to plural forms, or vice versa, from making a statement to asking a question, or from an affirmative statement to a negative one. For example:

Instructor: Ich gehe zu Fuß.
Student: Wir gehen zu Fuß.

Instructor: Sie gehen zu Fuß.
Student: Gehen Sie zu Fuß?

Instructor: Ich gehe zu Fuß.
Student: Ich gehe nicht zu Fuß.

Response Drills. These drills ask the student to answer the instructor's questions with the pattern suggested by the question.

Instructor: Gehen Sie zu Fuß?
Student: Ja, ich gehe zu Fuß.

Cued Response Drills. In these drills the instructor provides a cue to be included in the student's answer. (Visual aids can be used effectively in these drills.)

Instructor: Wohin gehen Sie?   (zur Post)
Student: Ich gehe zur Post.

Notice that these drills require basic question words (wo, wohin, wer, was, wie, wann) which are presented at various intervals in the Headstart Program, but their introduction is important at as early a stage as possible because of their central role in verbal communication.

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Completion and Expansion Drills. Another useful drill is to have the student expand a model sentence with a suggested cue.

Instructor: Ich gehe   (zu Fuß)

Student: Ich gehe zu Fuß.   I: (zur Post)

Student: Ich gehe zu Fuß zur Post.   I: (und Bank)

Student: Ich gehe zu Fuß zur Post und Bank.

Translation Drills. These drills should be used sparingly and judiciously, since translation skills are not the aim of this course. However, they are useful for a quick review to refresh the students' memories. Only Mike's/Jane's lines in the conversations should be translated from English to German. It is essential to conduct these drills at a brisk pace so as not to give the student time to translate word for word. The point here is to have the student rapidly substitute a complete English sentence with a German one, so the German response will become automatic.

Application Drills. These drills are designed to give the student a chance to apply his newly acquired knowledge to real situations simulated in the classroom. The conversation of Module II, Unit 1, dealing with where the post office is and how to get there could thus be easily adapted to the real local situation. In making these adaptations, care has to be taken not to introduce vocabulary and grammatical structures beyond the student's current lesson. Certain learning units lend themselves more easily to these types of exercises; for example, numbers, dates and days of the week, colors, and common expressions of courtesy. Once the student has learned them, they can profitably be repeated rapidly for a few minutes every day. For example, make it a point for your students to use German greetings; to ask each other's name; to ask for the date, day of the week, and time of the day; to ask where objects are in the classroom or in your local town; to read German numerals off the blackboard every day.