

## Teaching Tips

(FYI): Look here in the left and right sidebars for tips on teaching the exercises on the corresponding pg. as well as ideas for teaching the topics in each unit (and teaching in general).

(Tip): Prime the next topic, esp. at the beginning of a new course.

A. (Warm-up): Practice pronunciation of *Guten Morgen!*, *Guten Tag!* and *Guten Abend!*. Then check their answers. Consider displaying additional times via projector for additional practice. Numbers beyond 10 are not yet practiced.

(FYI): Sts will study producing time expressions in Unit 4.

B. (Warm-up): Start Day 1 by greeting and asking names of sts. This allows them to hear and respond (= communication) even before they have to speak German themselves. Sts should hear these qns on the first day of class.

C. (FYI): Sts will have practiced the alphabet already in the interactive if it was assigned before the first day of class. We recommend learning the letters in groups of 4: 'ABCD,' etc., with 'UVW XYZ' as the last grouping, and 'ÄÖÜß' to top it off. These need extra practice.

## Organization.

(FYI): Refer to the notes at the bottom of each page for more teaching tips and ways to run an efficient and user-friendly course.

(FYI for using IA and LB): In terms of workflow, sts must do software assignments (Interactive or IA) first. Divide the IA work from one *Thema* over 2 (or 3) days, e.g., for Day 2: 1.1.1, 3-5, and for Day 3: 1.1.2, 6-7, CGM. After completing the IA work, sts should work in their *Lernbuch* (LB) and complete these assignments as HW. The LB should be brought to class every day, as it required for many in-class activities.

(Photo): Start using the photos in *Auf geht's!* from the beginning, as they are cultural snapshots of German-speaking countries. For example, show sts the photo on this pg and ask them: *Sagt der Mann und die Frau "Guten Tag" oder "Hallo"? Sagen sie "Tschüss" oder "Auf Wiedersehen"?* Consider asking: *Ist die Frau jung oder alt?* Write *jung* and *alt* on the board to give sts a sense of cognates.

# 1.1 Hallo!

Culture: Greetings / What is culture?  
Vocabulary: Alphabet & numbers  
Grammar: Subject pronouns / present tense

## A. Guten Tag!

Write an appropriate greeting from the first blue box for each time of day listed. Then answer the questions that follow. Keep in mind that German schedules use a 24-hour clock: 13.00 is 1:00 PM.



|       | Guten Morgen! | Guten Tag! | Guten Abend! |
|-------|---------------|------------|--------------|
| 9.00  |               | 21.15      |              |
| 15.00 |               | 7.30       |              |
| 11.00 |               | 13.00      |              |

| Hallo! | Tschüss! | Auf Wiedersehen! |
|--------|----------|------------------|
|--------|----------|------------------|

How do you say hello to other students in class?

How do you say goodbye to other people in class?

How do you greet and say goodbye to your instructor?

## B. Hallo!

Practice the following brief exchange with a partner. Then, when everyone can do it relatively quickly, go around the class and meet as many people as you can in German! Make sure to give a quick, firm handshake when you first meet!



Note: *ß* is pronounced like 'ss', so *heiße* = *heisse*.

Student 1:

Hallo!

Ich heiße [Name].

Freut mich!

Tschüss!

Student 2:

Hallo!

Ich heiße [Name].

Freut mich auch!

Tschüss!

## C. Das Alphabet

Practice repeating the German alphabet, led by your instructor. You can learn how to pronounce German letters on your own, too, in the *Auf geht's!* interactive.



Note: To pronounce *ü*, say the German letter *I* (rhymes with 'see') but round your lips like you are saying the German letter *U* (rhymes with 'do').



**D. Wie schreibt man das?**

Take turns with your partner spelling one word from each group. Circle the word your partner spells.



- |        |            |             |
|--------|------------|-------------|
| 1      | 2          | 3           |
| zwei   | eins       | sie         |
| drei   | auf        | sah         |
| sei    | aus        | so          |
| 4      | 5          | 6           |
| zehn   | Alphabet   | Wiedersehen |
| Zahn   | Aussprache | wie heißen  |
| Zoo    | Anfang     | woher       |
| 7      | 8          | 9           |
| kann   | wie        | Laute       |
| kennt  | viel       | Leute       |
| konnte | Vieh       | Lieder      |



D. (Input): Give an example on the board: 1) *Wien* 2) *Wein* 3) *wann*. Spell one of these words, and have sts guess which word corresponds. Assign partners. Say: *Sie zwei arbeiten zusammen. Sie arbeiten mit diesem Mann.* Although this does not specifically practice pronunciation, feel free to model some, esp as you segue into activity E. Do not feel the need to go in depth on specific pronunciation rules now, though, as sts learn this in the IA later.

**E. Buchstabierwettbewerb**

Practice pronouncing these words with your instructor. Then spell the words aloud with a partner following this example:



Student 1: Wie schreibt man Frankfurter?  
 Student 2: Frankfurter. F-r-a-n-k-f-u-r-t-e-r. Frankfurter.  
 Student 1: Richtig! / Falsch!

- |              |             |             |            |
|--------------|-------------|-------------|------------|
| Semester     | Sauerkraut  | Audi        | Berlin     |
| Kindergarten | Frankfurter | Spiel       | Volkswagen |
| Kindermusik  | Bratwurst   | Kuchen      | Mercedes   |
| Einstein     | Knoblauch   | Schwarzkopf | Porsche    |

E. (Input): Sts understand more than they can produce. Practice & repetition helps most sts. Model these words for them. Say a word and ask which column it is in: *eins, zwei, drei oder vier?* Sts respond with a German #; then repeat the word aloud chorally. After you've introduced half the words, sts should work on finishing ex. E with a partner.

**F. Namen**

With a partner, go back and forth pronouncing a name from each group below. Circle the name your partner says and spell it out. Then alternate pronouncing the remaining names.



- |         |           |           |
|---------|-----------|-----------|
| 1       | 2         | 3         |
| Jan     | Sabine    | Ernst     |
| Julia   | Sebastian | Elsa      |
| Jonas   | Simon     | Elizabeth |
| 4       | 5         | 6         |
| Bettina | Ralf      | Heike     |
| Bernd   | Rudolf    | Helmut    |
| Birgit  | Renate    | Holger    |
| 7       | 8         | 9         |
| Armin   | Leo       | Charlotte |
| Astrid  | Lukas     | Christian |
| Andrea  | Lotte     | Claudia   |

Organization.

(Writing solid lesson plans): Know your goals. Start with a warm-up. Group related activities logically. Offer a mix of interactions, e.g., partner work, SMGR, plenum, mixer, games, teacher-centered, student-centered. Outline tasks for sts in 1-4 clear steps. Consider what the sts actually have to do to complete the task. Many will just take the path of least resistance. How can you motivate sts to do more than the absolute minimum? Set a time limit, then be flexible. Stop an activity when 3/4 of sts are done. Also, have a reserve activity for that day when you've whizzed through your lesson plan. For 1.1 take along a math handout or quiz sts with basic arithmetic problems in German, e.g., *Wie viel ist sieben plus zwei?* Write problems on board and have sts read and answer them with their neighbor. Consider having an extension question or task for fast sts to do when they're done. FYI: See the instructor section of [www.aufgehts.com](http://www.aufgehts.com) for sample lesson plans for all units of *Auf gehts!*

G. (Input): Model counting for your students and bringing their attention to how you count using your fingers in German (thumb first, then index finger, etc.)

H. (Plenum): Have your students do this quickly in class or as HW. You can have them work with partners using the model sentence provided or simply work in plenum, leading the activity yourself in German, since their responses will be in English.

I. (Extension): Bring additional photos to display with numbers on them. If you use numbers above 10, have sts pronounce them as separate numbers since they can only count to 10 so far.

### G. Zahlen



Review counting from zero to ten in German using finger counting the German way (see the *Auf geht's!* interactive). Then test a partner by holding up your fingers to represent a number between 0 and 10. Have your partner say the correct number *auf Deutsch!*



### H. Was verbindest du mit Amerika?

Circle the word in each pair that you think better represents the USA culturally.



Ein Big Mac oder ein Hot Dog  
Baseball oder NASCAR  
Country-Musik oder Hip Hop  
Ein SUV oder ein Pick-Up  
USA Today oder Facebook  
Wall Street oder das Pentagon  
Los Angeles, Chicago oder New York

Now compare your responses with a partner:

Mit Amerika verbinde ich eher X als Y.

Ja, ich auch! / Nein, ich nicht.

### I. Schilder



Take turns with a partner choosing an image and saying the numbers you see in that image as single digits. Your partner listens and points to the image you are looking at.



Organization.

(Using *du* vs. *Sie*): *Auf geht's!* encourages students to use *du* models for partner work but *Sie* with their instructor, as that is more common in German contexts. Distinguishing between *du* and *Sie* is difficult for beginners, so be patient with student errors in production.

(Post-task check): One key to effective teaching is monitoring sts' motivation and accountability. Towards the end of a task, walk around the classroom and check to see which sts have completed the task at hand and which are lagging behind. Also, when you have them report back with answers, if you notice that the class as a whole is having problems with a word/structure/task, make sure to go over that issue in the next class meeting or assign a similar task as HW. You may want to consider revising your task to make it clearer or more interesting for sts next semester.

**J. Was sagst du?**

Write out how you would respond to the following prompts. Practice these aloud so that you can use them in class.

- Hallo!
- Wie heißt du?
- Woher kommst du?
- Wie alt bist du?

**K. Sich kennenlernen**

Using the questions in activity J, interview several other students, noting down each one's name, home city and age in the boxes provided.



| Name | Heimatstadt | Alter |
|------|-------------|-------|
|      |             |       |

**L. Super!**

Answer the questions about your favorite *Liebblingsdinge* in the spaces provided. You will be sharing your answers in class.

|  |   |
|--|---|
| Was ist dein Lieblingsrestaurant?                | Mein Lieblingsrestaurant ist <input style="width: 60%;" type="text"/> |
| Was ist dein Lieblingsfilm?                      | Mein Lieblingsfilm ist <input style="width: 60%;" type="text"/>       |
| Was ist deine Lieblingsstadt?                    | Meine Lieblingsstadt ist <input style="width: 60%;" type="text"/>     |
| Was ist deine Lieblingsband?                     | Meine Lieblingsband ist <input style="width: 60%;" type="text"/>      |
| Was ist dein Lieblingsvideo- oder Computerspiel? | Mein Lieblingsvideospil ist <input style="width: 60%;" type="text"/>  |

**M. Interview**

Ask a partner the questions from activity L and listen for his or her answer. Feel free to respond in German.



|                |                       |
|----------------|-----------------------|
| Natürlich!     | <i>Of course!</i>     |
| Wie bitte?     | <i>What?</i>          |
| Interessant... | <i>Interesting...</i> |



Bad Griesbach

J. (Extension): Consider modeling the same activity using *Sie* with you (the instructor) after working with the *du* form. You may wish to delay this until after activity K to avoid confusion.

K. (Practice): Have sts mill about with LB and pencil in hand. They will interact with several different people, exchanging info. Make sure to get sts out of their chairs for a change of pace. Encourage them to shake hands. Set a goal, e.g., *Interviewen Sie mindestens (at least) vier Personen!* or set a time limit, e.g., *Sie haben nur 3 Minuten. Wie viele Personen können Sie interviewen?*

M. (Partnerarbeit): Tell sts: *Machen Sie ex. M mit einem neuen Partner.* You can extend by having sts come up with three other *Liebblings-* items and ask sts for ans. Point out that they cannot use *Liebblings-* without another noun, as in English. Ensure sts listen to their classmates' ans. Throw in follow-up qns, e.g., *Ist das auch Ihr Lieblingfilm?* If sts don't know the ans, ask the first st to repeat her ans. Train sts right away to listen to their classmates.

Organization.

(HW check): It is, of course, crucial that students come prepared to class because so much of the classwork in *Auf geht's!* is based on preparatory work sts do at home. They need to get into the habit of coming prepared from the very beginning. One effective method is to be diligent in checking whether students have completed the assigned sections in the LB by spending a minute walking around the room and verifying that students have prepared by writing in their *Lernbuch*. If some students are not prepared for an activity, instruct those who are not prepared (in German!) to gather in a corner, perhaps even on open spot on the floor (!) to complete their work that they should have done at home. Consider giving students who are well prepared particular praise in front of the class. The goal is to use gentle peer pressure (both positive and negative) to motivate them to come prepared, which will set up a class atmosphere that is more rigorous and more conducive to learning. Naturally good judgment must be used here, as some students may not be prepared because of personal issues or other serious matters, and negative consequences must not be too harsh.

N. (Plenum): As you go over this activity in class, you can model formal and informal situations using body posture and tone of voice. Begin to teach students that Germans tend to be more formal at work and in public than North Americans.

O. (Warm-up): a) Here sts are asked to connect visual information and text as well as guess cognates to come up with the correct English word. Ask sts: *Was heißt Leder auf Englisch? With simple phrases, ask sts stores on campus or in town: Haben wir einen Lederladen? Recyclen wir Altpapier?*

b) Encourage linguistic savvy. Have sts guess the meaning of other words in these photos, such as *Feuer, Wetter, Rotes Kreuz*. Feel free to bring in your own photographs or clippings from magazines to supplement this exercise. Alternatively, ask sts to supply them.

**N. Begrüßungen**

You are learning that German has formal and informal ways of speaking. Write appropriate hellos and good-byes between the people below at the time of day indicated and with the level of formality or informality required.

|   | <i>hello</i> | <i>goodbye</i> |
|---|--------------|----------------|
| 9.00 Uhr Ulrike and her boss at work                      |              |                |
| 15.00 Uhr Uwe and Kristin in class                        |              |                |
| 6.45 Uhr Frau Möller and Frau Schröder at the bakery      |              |                |
| 20.00 Uhr Professor Lauwitz and a student after a seminar |              |                |
| 13.00 Uhr Herr Kranz and Frau Lange at the office         |              |                |
| 16.00 Uhr Susanne and her mother at a café                |              |                |

**O. Rate mal!**

German and English are closely related languages. Read the German words below aloud and write your guess of their meaning in English in the boxes provided.



Licht



Feuer



Leder



Blumen



Rotes Kreuz



Altpapier



Wetterstation

Organization.

(Intercultural approach): Wherever possible, encourage students to include intercultural perspectives in their writing and speaking. This can be assisted by careful task design. For instance, if a normal task would be to describe your family, consider how students, with a bit of scaffolding, can highlight differences between their family and what a typical family may be like in one of the target cultures. With constant practice in considering the potential audience of their communication, sts can be trained to think interculturally, anticipating differences and possible culturally-motivated responses to what they are saying or writing.

**P. Sara stellt sich vor**

Sara introduces herself below. With a bit of thought, you can make some educated guesses about what new German words mean from the context (not always, but often). It helps that German and English are closely related and share many words in common, even though they look somewhat different at first. Read through what Sara says and answer the questions.



**Sara (Bad Homburg, DE):** Also ich heiße Sara. Ich komme aus Bad Homburg und meine Eltern sind aus Italien. Also meine Mama ist Halbtalienerin und mein Papa ist ganzer Italiener. Ich bin 16 Jahre alt, ich habe auch eine Schwester und sie ist 18 und wir fahren eigentlich jedes Jahr nach Italien meine Großeltern besuchen, weil die da alle wohnen. Und auch meine restliche Familie wohnt in Italien, nur ein paar wohnen hier in Deutschland.

1. Sara describes her *Mama* and *Papa* as *Eltern*. What do you think *Eltern* means? Does it seem like an English word?
2. Sara mentions the country *Italien*. What country do you think that is?
3. From the context, what do you think *Halbtalienerin* means? What about *ganzer Italiener*?
4. Sara mentions a family member who is a *Schwester*. What could that be in English?
5. If *sechs* = 6 and *zehn* = 10, what do you think *sechzehn* means?
6. With what you have deduced about *Eltern*, and Sara's family traveling to *Italien* for a visit, what do you think *Großeltern* could be?
7. *Familie* obviously means family. What do you think *restliche Familie* could mean from the context?







**Q. Sich vorstellen**

Using all the language tools (words, phrases, sentences) you have encountered so far, write a brief introduction of yourself covering such elements as: name, age, favorite restaurant, favorite film, favorite music group, or favorite anything now that you know how to use *Lieblings*-.



Organization.

(Creative copying): One of the main ways beginners (and even advanced) language learners improve is by copying and imitating good language chunks. Sts don't have to create their own novel sentences – they can progress by identifying good chunks of language and appropriating them for their own use. This is not simple copying because that does not involve any higher order processing. Rather, creative copying means looking at a good model and making the changes necessary (lexical, morpho-syntactic, syntactic) to make the language both well formed and personally meaningful. Your sts may get excited that they are being encouraged to COPY, but making this process a creative one of identifying and appropriating relevant and good models for language production will improve their chances of becoming lifelong language learners.

P. (Scaffolding): a) Sts generally read for comprehension and will only look up words if particularly motivated or instructed to do so. *Auf geht's!* has various ways of scaffolding texts for comprehension. One method includes focusing questions such as with activity P. The English questions direct sts' focus to salient points in the text and help them process questions they might not ask themselves in free reading. These sorts of tasks model active questioning of text and thus a kind of critical thinking.

b) Reading is often assigned as HW but can also be done entirely in class.

(Classwork): This activity works well with Think-Pair-Share. Sts consider (at home or in class) their answers, then share them with a partner. Finally the instructor can elicit responses, speaking German but allowing single-word or English responses as appropriate.

Q. (Writing): Begin encouraging sts to write using models from texts and LB work rather than using online translators. You can never start too early with this!

# 1.2 Wer sind Sie?

Culture: Personal information  
Vocabulary: Counting to 20  
Grammar: Nouns and gender

A. (Ext.): Have sts practice asking and answering qns with a number of partners. You can circulate, listen in, encourage sts and answer qns.

(FYI): Numbers 1-10 are in IA 1.1, 11-20 in IA 1.2, and numbers up to 100 are in IA 1.3. Make sure to introduce necessary numbers for ages in class.

B. (Warm-up): Have sts offer English or German pieces of info and write in German on the board.

(Practice): a) Have sts switch partners. Sts go through the form asking and giving info, e.g., *Dein Geburtsort? Deine Staatsangehörigkeit?*

b) Have partners discuss and write down the ans to qns 1-4 (English). Have them report back with their ans to the class.

(Tip): Check that sts list their birth date in the appropriate German order. Write an example on the board: 13.10.1997.

(FYI): Write German dates: *Datum-Monat-Jahr*; German addresses: *Straße-Hausnummer*; and sex: "m" - männlich; "w" - weiblich.; "x" - unbestimmt.

(FYI): Often German applications require a passport photo.

## A. Persönliche Daten

Respond to the questions in full sentences.

1. Wie heißt du?
2. Wie alt bist du?
3. Wie heißen deine Eltern<sup>1</sup>?
4. Wie ist deine Adresse zu Hause?
5. Wie ist deine Handynummer?
6. Wie heißt dein(e) Dozent(in)<sup>2</sup> für Deutsch?

<sup>1</sup> parents  
<sup>2</sup> instructor

## B. Formular

Write down six pieces of information in English that you would expect to provide when filling out some kind of official form.

*Now work with a partner to complete as much information about yourself as you can on this German application form. Try to guess the meaning of words from context. Look up words on the internet if you are really stuck.*

| Anmeldung           |  | Zu meiner Person:            |                               |                               |
|---------------------|--|------------------------------|-------------------------------|-------------------------------|
| Name                | ggf. Geburtsname   | Vorname                      |                               |                               |
| Geburtsort          | Geburtsdatum   | Geschlecht – bitte ankreuzen | m<br><input type="checkbox"/> | w<br><input type="checkbox"/> |
| Staatsangehörigkeit | (bitte entsprechend int. Kfz-Kennung eintragen, z.B. F=Frankreich, D=Deutschland, CZ=Tschechien) | Telefon / E-Mail             |                               |                               |
| Straße/Haus-Nr.     | PLZ  | Wohnort                      |                               |                               |

1. What do you think the difference is between *Name* and *Vorname*?
2. What do you think *Geburtsname* means?
3. What do you think *Geschlecht* means?
4. *PLZ* is an abbreviation for *Postleitzahl*. What do you think it means?

die Geburt – birth  
der Ort – place  
der Staat – country

Organization.

(Making choices): *Auf geht's!* is designed to provide two or three pages of material for each day in class. This is actually a great deal of content and you are not expected to complete all of it every day. The activities are designed to be modular, in that they can be plugged into your class or omitted without any danger of wrecking a specific learning sequence. *Auf geht's!* is proficiency based and not grammar based, and proficiency can improve through a variety of means, especially exposure to the language in a natural context and principled practice. Feel free to pick and choose from the various activities offered without fear that your students will be missing something irreplaceable if you decide to skip particular activities due to lack of time or lack of fit with your specific group of students.

**C. Buchstabieren**

Spell one of the words in each column for your partner and have your partner circle the one you spell. Then spell the remaining two words together.



|       |       |         |       |
|-------|-------|---------|-------|
| 1     | 2     | 3       | 4     |
| kann  | Zehen | Sie     | Wien  |
| kennt | sehen | sei     | Wein  |
| Kunde | sahen | zieh    | wann  |
| 5     | 6     | 7       | 8     |
| holen | wie   | wie alt | Pizza |
| Höhle | Vieh  | wie ist | Peter |
| höher | weil  | wieder  | Pate  |

**D. Aussprache**

Pronounce the words below. Guess what they mean.



|            |                      |
|------------|----------------------|
| Italien    | <input type="text"/> |
| Jamaikaner | <input type="text"/> |
| Ozean      | <input type="text"/> |
| Belgien    | <input type="text"/> |
| Europa     | <input type="text"/> |



Kassel Weltmeisterschaft Party

|                |                      |
|----------------|----------------------|
| Spanien        | <input type="text"/> |
| Großbritannien | <input type="text"/> |

C. (Warm-up): Have one st say a word from group 1. Ask sts: *Welches Wort ist das? Eins, Zwei oder Drei?* Have class vote by holding up 1, 2 or 3 fingers. Make sure all sts are participating.

D. (Ext.): Have extra words for fast sts, and when needed, write them on the board for sts to pronounce and guess their meanings, e.g., *Bayern, die BRD, VW, Pilot/in, Autorennen, schleppen.*

E. (HW): Assign as HW prior to class period. Tell sts to revisit the phrases previously listed in the *Auf geht's!* book and vocab so that they don't write: *Wie Alter du?*

**E. Fragen**

Complete the questions and answers below. Practice reading them aloud.

| Information | Frage   | Antwort (about you)  |
|-------------|---|--|
| Name        | Wie <input type="text"/> ?                            | Ich heiße <input type="text"/>                                 |
| Adresse     | Wie <input type="text"/> deine <input type="text"/> ? | Meine Adresse ist <input type="text"/><br><input type="text"/> |
| Handy       | Wie <input type="text"/> deine <input type="text"/> ? | Meine Handynummer ist <input type="text"/>                     |
| Alter       | Wie <input type="text"/> du ?                         | Ich bin <input type="text"/>                                   |
| Wohnort     | Wo <input type="text"/> du ?                          | Ich wohne in <input type="text"/>                              |
| Semester    | Wie viele Semester <input type="text"/> du schon?     | Ich studiere schon <input type="text"/> Semester.              |
| Geburtsort  | Wo <input type="text"/> du <input type="text"/> ?     | Ich bin in <input type="text"/> geboren.                       |

E. (Warm-up): Ask a st one of the qns from ex. E. All sts must write down the info as st speaks (on a separate sheet of paper). Then, ask a different st to repeat the info. The class can help out.

(FYI): a) Germans do not say years of study, but instead they count the # of semesters of study, e.g., *Ich bin im sechsten Semester an der Uni.*

b) *Erstsemester* or *Ersties* refers to a first-semester st, e.g., *Ich bin Erstsemester.*

Organization.

(Design activities): A pedagogically sound lesson plan may include three or four elements. Start with a warm-up topic of discussion followed by input of vocab or grammar. Then, introduce a practice exercise. This should be followed by an output exercise and/or an extension. Build in time for feedback and checks to see that sts are on task. Think: Warm-up, input, practice, output, extension.

(Audio input & listening comprehension): *Auf geht's!* offers a lot of audio input via the IA. Assure sts they are not meant to understand every word, just as they surely will not in "real life," but instead they should focus on the task at hand.

(Choral repetition): Many teachers and sts find some choral repetition useful, especially when focusing on pronunciation. Vary groupings, e.g., left half/right half of class or front/back.

E (last page), F & G. (Tip): Use these three exs. together to help give sts practice communicating personal information.

F. (Tip): With partner work, make sure that sts work with different partners from day to day. Encourage your sts to spell out any words in German that their partner does not understand or know how to write.

(Warm-up): Consider modeling your own answers in plenum before sts begin working to model what you expect of them.

G. (Output): Go over prompts. Then, make larger groups and have sts introduce one of the partners they interviewed to the new group. Emphasize the difference between *er* and *sie* as well as the use of 3rd person verbs.

(Ext.): Ask sts: *Was ist das beste Restaurant? Wer wohnt weit weg?*

### F. Interview

Exchange information with two students in class. Practice asking and answering (numbers, letters and all) in nice German sentences. Take notes for exercise G below.



Name  
Wohnort  
Alter  
Zahl der Semester  
Adresse an der Uni  
Telefonnummer  
Geburtsort  
Lieblingsrestaurant  
Lieblingsfilm

### G. Berichten

Report the info you recorded in the exercise above. Here are some helpful phrases for reporting:



#### Prompts

Name  
Wohnort  
Alter  
Zahl der Semester  
Adresse  
Telefonnummer  
Geburtsort  
Lieblingsrestaurant

#### Responses

Das ist...  
Er / Sie wohnt in...  
Er / Sie ist... Jahre alt.  
Er / Sie studiert schon... Semester.  
Er / Sie wohnt in der... Straße...  
(or) Seine / Ihre Adresse ist...  
Seine / Ihre Telefonnummer ist...  
Er / Sie kommt aus...  
Sein / Ihr Lieblingsrestaurant heißt...



Here are a few more tips:

1. To say 'his' instead of 'he', use *sein* instead of *er*: *sein Lieblingsrestaurant, seine Adresse*
2. To say 'her' instead of 'she', use *ihr* instead of *sie*: *ihr Lieblingsrestaurant, ihre Adresse*
3. Don't forget to use the correct verb form, based on the subject:

*ich wohne* → *er/sie wohnt*    *ich bin* → *er/sie ist*    *ich studiere* → *er/sie studiert*

Organization.

(Hint boxes): Blue-colored hint boxes appear throughout the text, offering additional vocabulary or brief grammatical explanations as needed. They also offer scaffolded phrases that can be used to negotiate group work in German. This is often quite difficult in practice because students usually have to focus on the task itself, so negotiating it in German is often impossible. Still, with some practice sts may be able to pick up additional phrases and vocabulary from the hint boxes while doing their group work.

(Use of English): English is used throughout *Auf gehts!* for explaining tasks and sometimes (during the first part of the course) for comprehension tasks. The main thought is to leverage the existence of a common metalanguage to ensure that the nature of each task is well understood. The task should be the learning activity, not deciphering what the task is. Sts are exposed to a tremendous amount of input outside class, so they are not losing out by using English for understanding what an activity is.

**H. Zahlen von 0 bis 20**

Write the correct numeral equivalent of each number below.

- elf
- fünf
- neunzehn
- vierzehn
- zwanzig
- sechzehn
- null
- zwei
- siebzehn
- neun



Inning am Ammersee

H. (Ext): Prepare a list of additional numbers from 0-20 and read them as a dictation. Have students compare their results with a neighbor before continuing.

K. (Tip): Have sts spell information in German to assist spelling when needed. If time is short, omit either the *Straße / Hausnummer* or *Wohnort*.

**I. Zeig mal!**

In pairs, take turns saying any of the numbers below and see how fast your partner can point to it.



- |    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |

**J. Mathe**

Take turns with your partner solving the math problems below and saying them aloud.



2 + 13 = 15 Zwei plus dreizehn ist gleich fünfzehn.  
 12 - 1 = 11 Zwölf minus eins ist gleich elf.  
 4 × 2 = 8 Vier mal zwei ist gleich acht.  
 15 ÷ 3 = 5 Fünfzehn geteilt durch drei ist gleich fünf.

- |             |              |             |              |
|-------------|--------------|-------------|--------------|
| 1. 6 + 12 = | 5. 14 - 10 = | 9. 3 × 5 =  | 13. 20 ÷ 5 = |
| 2. 7 + 9 =  | 6. 20 - 7 =  | 10. 6 × 3 = | 14. 18 ÷ 3 = |
| 3. 11 + 8 = | 7. 15 - 7 =  | 11. 4 × 4 = | 15. 12 ÷ 6 = |
| 4. 15 + 2 = | 8. 19 - 2 =  | 12. 7 × 2 = | 16. 10 ÷ 2 = |

**K. Wo wohnst du?**

Ask four classmates for their home address. Be sure to get the correct numbers and spelling of the street name *auf Deutsch*.



Wo wohnst du?  
 Ich wohne in der Craig-Straße  
 211 in Chattanooga.

| Name  | Straße und Hausnummer   | Wohnort   |
|---|---|---|
| <div style="background-color: #f0f0f0; width: 100%; height: 100%;"></div> | <div style="background-color: #f0f0f0; width: 100%; height: 100%;"></div> | <div style="background-color: #f0f0f0; width: 100%; height: 100%;"></div> |

Organization.

(Communicative Contexts): When possible, design your activities to create contexts for meaningful communication. If the same group of sts complete both ex. F and G, then the communication is not so meaningful as they hear the same info twice. If ex. G is done with a different audience, summarizing the info from ex. F makes sense.

(Working with numbers): In order to speak fluently, sts need to have chunks of language that come automatically and relatively effortlessly. This is especially the case with numbers; it is hard to practice them too much! Take a few minutes of each class for quick reviews of numbers, in which sts work with partners saying numbers that they see (projecting them on a screen is the most effective, but worksheets or overheads can be used). Sts only have a limited amount of "working memory" to process language, so having elements that come automatically allows them to focus on other things such as additional vocabulary, verb conjugation, word order, etc.

**L. Sich vorstellen**

Read the short introductions here and answer the questions below.

L. (Warm-up): a) Use the texts as models. Take the text from Stephanie, for example, and have sts underline names/places/dates. Read through text and insert your own info to model creative copying.

b) Have sts read through the text with a partner, inserting their own info.

(Ext): Try the same with a different text.

(Possible ans to ex. L): 1. Henning und Marinko haben Kinder. 2. Nicole, Stephanie, Torgunn und Peter studieren. 3. Stephanie kommt aus Ostdeutschland. 4. Henning und Marinko sind verheiratet. 5. Torgunn ist zwanzig Jahre alt. 6. Nicole, Torgunn und Peter studieren Englisch.

(FYI): Qns 7-9 are designed to encourage sts to observe texts more carefully rather than just skimming for basic meaning.

**Torgunn:** Ja, ich bin Torgunn Raske. Ich komme aus Oldenburg, das ist in Nordwestdeutschland, bin zwanzig Jahre alt und studiere Englisch und Sport.

**Marinko:** Also, mein Name ist Marinko Novak. Ich komme aus Kroatien. Ich bin dreiundfünfzig Jahre alt, verheiratet, habe zwei Kinder und lebe und arbeite seit 1971 in Frankfurt.

**Henning:** Also, ich heiße Henning Hauer. Geboren bin ich in Darmstadt. Ich wohne und arbeite in München. München liegt in Bayern. Ich habe eine Frau, bin verheiratet also. Und eine Tochter, die im Moment zweieinhalb Jahre alt ist.

**Nicole:** Ja, ich komme aus Bad Harzburg in der Nähe von Göttingen und ich studiere in Göttingen Wirtschaftspädagogik und Englisch auf Lehramt<sup>1</sup>.

**Stephanie:** Also, ich heiße Stephanie Graner, komme aus Erfurt. Das ist in Thüringen, in Ostdeutschland. Ich studiere in Göttingen in Westdeutschland. Das ist so im Norden. Und ich bin zweiundzwanzig Jahre alt.

**Peter:** Ja, mein Name ist Peter Fiedler. Ich komme aus Uslar in der Nähe von Göttingen. Ja, ich bin Student, ich studiere Englisch und Biologie auf Lehramt.

<sup>1</sup> auf Lehramt studieren – to study to be a teacher

- 1. Wer hat Kinder?
- 2. Wer studiert?
- 3. Wer kommt aus Ostdeutschland?

- 4. Wer ist verheiratet?
- 5. Wer ist 20 Jahre alt?
- 6. Wer studiert Englisch?

7. Find and circle the following words or phrases in German in the texts, and write them in the spaces provided. Try not to use a dictionary!

- married
- daughter
- near
- in the north
- children
- two and a half

8. What are two other ways they share their name besides Ich heiße?

9. How do these six people start their responses? How do you start answering a question in English?



Salzburg, AT

Look through the texts again and underline every verb that has ich as its subject. Then double-underline every verb that has a different subject and draw an arrow to the subject.

**Organization.**

(Narratives): *Auf geht's!* is based on over 175 interviews conducted with native and near-native German speakers. Each interview contained dozens of questions around topics that are relevant to the content of *Auf geht's!* and are thematically related to what students will be learning to say and understand as they work towards Intermediate Low (and Mid) proficiency. The IA usually has 4-8 interview excerpts for each day in class. The *Lernbuch* uses edited interview responses as the backbone of the reading program as well. This has at least three benefits for sts: 1) Oral language is simpler than written language; 2) Oral language involves frequent repetition and recasts, aiding beginning learners; and 3) Spoken speech in written form is a great source of models for sts' own language production.

**M. Aussprache**

Practice pronouncing these words carefully with a partner, saying each syllable clearly. Spoken German tends to pronounce each syllable without reducing it as can happen in US/Canadian English. Work particularly on difficult words such as the ever-popular *Psychologie*. In the box before each word, write the number of syllables you think the word has.



|             |                     |                     |
|-------------|---------------------|---------------------|
| Biologie    | Informatik          | Theaterwissenschaft |
| Chemie      | Pädagogik           | VWL                 |
| BWL         | Philosophie         | Soziologie          |
| Französisch | Politikwissenschaft | Maschinenbau        |
| Geschichte  | Psychologie         | Geologie            |

M. Spend time during the first weeks focusing on pronunciation, particularly the quality of long vowels, which differs greatly from English.

(Warm-Up): Sts may not know what syllables are, so spend some time introducing the concept (in simple German).

N. (FYI) The prompts here are all words for subjects of study in the vocabulary list for 1.2.

(Warm-Up): Have students spend a few minutes reviewing their vocabulary sheets for 1.2 to prime all the words in their minds for this activity. This can be done individually, with a partner, or as an instructor-led plenum activity.

O. For sts' first essay, always make clear your expectations in terms of length, format, due date and revisions among other things. Show a model. Explain your grading rubric so that sts can follow along & improve over the course of the semester.

**N. Was ist das?**

Practice terms for fields of study with a partner. Say the first part of the word, and have your partner say the whole word, as such:



Fran...      Französisch

*After that is going well, do the same activity but have your partner just say the ending of the word:*

Ge...      ...schichte

|            |            |            |
|------------|------------|------------|
| An...      | In...      | Politik... |
| Bio...     | Kommun...  | Psych...   |
| B...       | Kun...     | Re...      |
| Che...     | Maschin... | So...      |
| Deu...     | Mu...      | Spa...     |
| Elektro... | Päda...    | Spo...     |
| Fran...    | Philo...   | The...     |
| Ge...      | Phy...     | V...       |



Bregenz, AT

**O. Ich über mich**

Write a short paragraph with information about yourself on a separate sheet of paper. Include your school contact information. The model text can serve as a guide.



Ich heiße Laurie. Meine Adresse ist Bancroft Straße 2427. Meine Telefonnummer ist 397-1082. Ich bin 18 Jahre alt. Ich komme aus Kalifornien, aus Gilroy. Meine Adresse an der Uni ist Scott Hall 214. Meine E-Mail-Adresse ist laurie\_4971@gmail.com.

Pronounce @ as *ett* and a period as *punkt*. You might use these additional phrases:

- Meine Adresse an der Uni ist...*
- Meine Telefonnummer an der Uni ist...*
- Meine E-Mail-Adresse ist...*

Organization.

(Writing Guides & Models): *Auf geht's!* adopts a process-oriented, model-based approach to writing development. Sts are given models and guides for specific writing assignments. Models are examples of what an A-level student at that point in the program can do. Sts are expected to use, adapt and expand these models as they progress. Good use of models and guides will make your grading easier because you will not have as many essays that make no sense or are simply typed in English into Google Translate. One life-long learning skill that is targeted is identifying and appropriating models of good language for sts' own use.

# 1.3 Wie viel?

Culture: Studies / majors  
 Vocabulary: Academic subjects  
 Grammar: Asking questions

A. (Tip): Many activities in AG are personalized and thus st answers will vary greatly.

(Ext.): a) Ask questions such as *Wer hat Biologie in der Schule gehabt?* and have sts respond with a show of hands.

b) A further extension is the yes/no question: *Haben Sie Biologie in der Schule gehabt?* Sts answer *ja* or *nein*.

c) One more is to ask *Haben Sie Biologie gehabt?* If they answer yes, ask *Wo?* Prime the two responses *in der Schule* and *auf der Uni*. Note that they do not know the present perfect tense but understand it from context.

C. (Tip): Ask sts in plenum their responses – they can read the full sentence with their answers following the guides above the boxes.

D. (Output): Sts can work with a partner, reading their responses. The partner can say *Das stimmt* or *Das stimmt nicht* to indicate which sentences they think are true and which one is false. Write these two phrases on the board as a reminder.

### A. Kurse und Fächer

For each subject, write S if you had it in *der Schule* and U if you took or are taking it at your college.

|                          |           |                          |            |                          |                              |
|--------------------------|-----------|--------------------------|------------|--------------------------|------------------------------|
| <input type="checkbox"/> | Biologie  | <input type="checkbox"/> | Physik     | <input type="checkbox"/> | Kommunikationswissenschaften |
| <input type="checkbox"/> | Anglistik | <input type="checkbox"/> | Religion   | <input type="checkbox"/> | Politikwissenschaft          |
| <input type="checkbox"/> | Deutsch   | <input type="checkbox"/> | Geschichte | <input type="checkbox"/> | Theaterwissenschaft          |
| <input type="checkbox"/> | BWL       | <input type="checkbox"/> | Spanish    | <input type="checkbox"/> | Mathematik                   |
| <input type="checkbox"/> | Chemie    | <input type="checkbox"/> | VWL        | <input type="checkbox"/> | Psychologie                  |

### B. Was studierst du?



Ask four classmates what their major is. If anyone doesn't have one yet, ask what she or he might want to major in.

|                            |  |
|----------------------------|--|
| Was studierst du?          | Ich studiere Chemie.<br>Ich weiß noch nicht. |
| Was möchtest du studieren? | Vielleicht Geschichte.                       |

### C. Was lernst du gern?

Write in three courses you enjoy and three that you find boring.

Ich lerne gern ...

Ich finde ... langweilig

### D. Ich finde das langweilig

Using your preferences from 1.3C, write three sentences, two that are true and one that is not.

Ich lerne gern Mathe.  
 Ich finde Geschichte interessant.  
 Ich finde Biologie langweilig.



### Organization.

(Content-based instruction): *Auf geht's!* is unique among first-year German programs in that it is a full-fledged, content-based course. The content is a tremendous amount of information and reflections on cultural attitudes, beliefs, products and practices that will help students build context with native speakers of German. *Auf geht's!* focuses on topics that may come up early in any beginning friendship or working relationship, such as attitudes towards learning, working, family, societal organization and values, etc. By informing sts and training them to be cultural investigators, our goal is to break down cultural barriers and motivate students to step out into different cultural spaces and grow personally and linguistically. When deciding which cultural information to include, the team considered what the chances were that this information would be immediately useful in initiating and maintaining relationships with native speakers in a variety of contexts. Many traditional topics in first-year texts (such as recycling, literary figures, gross national product statistics, etc.) were deemed to be better left for more specialized courses.

**E. Wie schreibt man das?**

Take turns with a partner spelling one word from each column. Circle the word your partner spells. Then alternate spelling the remaining two words.



| 1      | 2     | 3       | 4     | 5        | 6      | 7       |
|--------|-------|---------|-------|----------|--------|---------|
| Kirche | der   | machen  | Kiel  | springen | Ziel   | rauchen |
| kehren | das   | Mädchen | Kehle | sprechen | Zoll   | riechen |
| Küche  | Durst | müssen  | kahl  | Sprachen | zählen | rächen  |

**F. Schwer oder leicht?**

Take turns with a partner saying various majors and responding *Das ist schwer!* or *Das ist leicht!*



*Example:*  
Französisch Das ist leicht!

**G. In die Ecke!**

Your instructor will name two choices of possible majors and point to different corners of the room for each. Choose the one you prefer by moving quickly to the corner designated. No slacking!



**H. Zahlen**

Working with a partner, take turns reading a number from this list. Your partner must point to the number you read as quickly as possible.



|    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|
| 10 | 21 | 30 | 42 | 51 | 62 | 70 | 83 | 90 |
| 13 | 22 | 33 | 43 | 52 | 63 | 71 | 84 | 91 |
| 16 | 24 | 35 | 44 | 56 | 66 | 73 | 87 | 92 |
| 17 | 27 | 36 | 47 | 58 | 67 | 77 | 88 | 95 |
| 19 | 28 | 39 | 48 | 59 | 68 | 79 | 89 | 97 |



**I. Verben**

Choose an appropriate verb for each blank, and make sure the verb form matches the subject!

wohnen heißen sein kommen

- Meine Schwester \_\_\_\_\_ älter als ich.
- Wir \_\_\_\_\_ nicht aus den USA.
- Ich \_\_\_\_\_ in der Burgstraße.
- Woher \_\_\_\_\_ der Präsident?
- Meine Schwestern \_\_\_\_\_ Joanne und Tami.
- Torgunn \_\_\_\_\_ aus Oldenburg.
- Mein Papa \_\_\_\_\_ Klaus.
- Wir \_\_\_\_\_ auf dem Campus.



Organization.

(Key IA screens): As you work through the IA, note which screens could be useful as reference in class or for later review. While the interactive is meant to be used at home, it is also a hugely important source of content in *Auf geht's!* and should be recognized as far more than a supplement.

(IA assignments and printouts): Sts should hand in the printout for each *Thema* in the IA. This button to print assignments is located on the opening screen of each unit in the lower left corner. Most teachers spread a unit over 2 days and have sts hand in the printout after the *Thema* is done.

(Referencing the IA): Refer to screens (not pages), e.g., *Machen Sie Bildschirmseiten* IA 1.3.1 bis 1.3.4. You should work through as much of the IA as you can. Referring specifically to the IA in class will reinforce the idea that all curriculum components are important and interdependent.

E. (Ext.): This is a spelling activity, but you can extend it to pronunciation again, working especially on the long vowels as well as umlaut sounds *ü* and *ä*.

F. (Output): It can be fun to do this as a plenum activity to let sts be proponents of how easy (or hard) their chosen field of study is.

G. (Ext.): Consider adapting this activity to other choices to let sts show comprehension (and evaluation) without needing to respond verbally in German.

H. (Tip): Remind sts of the difficulty of not transposing numbers going from English (e.g. thirty-six vs. *sechszund-dreißig*).

I. (Tip): Sts have two tasks with this activity: choosing the appropriate verb, and then conjugating the verb. They may not have been successful doing this at home, so consider working through the first two in class to help sts understand the two-step process.

**J. Drei Familien**

Read about three German families and answer the questions that follow.

J. (HW): These reading assignments are meant to be done as HW prior to class. Topics are usually closely connected to the *Thema* but may be selected because of appropriate vocabulary level. We recommend spending time in class at least briefly touching on st answers. Sts will generally not read each text more carefully than necessary (to answer the questions), so consider adding follow up questions regarding language (verb tense, vocabulary) if appropriate.

**Robert (Herne, DE):** Mein Vater heißt Michael. Meine Mutter heißt Susanne. Meine Eltern kommen aus Herne zwischen<sup>1</sup> Dortmund und Essen. Ich wohne in Herne, studiere aber in Dortmund.

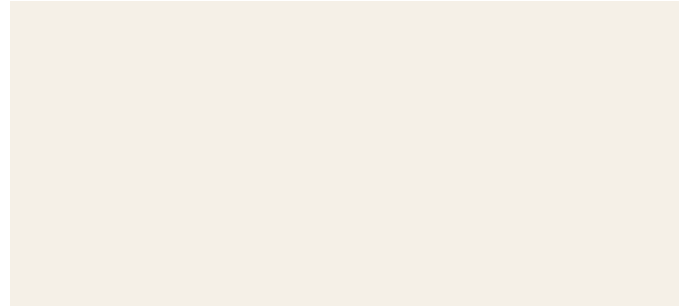
**Melanie (Stuttgart, DE):** Meine Mutter kommt aus Stuttgart und ist Deutsche. Mein Vater kommt aus Frankreich<sup>2</sup>. Ich habe eine ältere<sup>3</sup> Schwester. Wir sind in Deutschland aufgewachsen<sup>4</sup>.

**Sigrun (Wien, AT):** Ich habe zwei Brüder. Sie sind ein bisschen jünger<sup>5</sup> als ich. Der eine Bruder ist schon verheiratet und hat zwei Kinder und der andere hat eine Freundin. Mein Vater ist Universitätsprofessor an der Technischen Universität in Wien und meine Mutter ist Lehrerin<sup>6</sup> in einer Schule.

<sup>5</sup> younger  
<sup>6</sup> teacher

<sup>1</sup> between  
<sup>2</sup> France  
<sup>3</sup> older  
<sup>4</sup> sind ... aufgewachsen – grew up

- Wer hat Geschwister?
- Wer studiert?
- Wie heißt die Mutter von Robert?
- Wer ist Halbdeutsche?
- Wo arbeitet der Vater von Sigrun?



(Answers): 1. Melanie, Sigrun. 2. Robert. 3. Susanne. 4. Melanie. 5. An der TU in Wien.

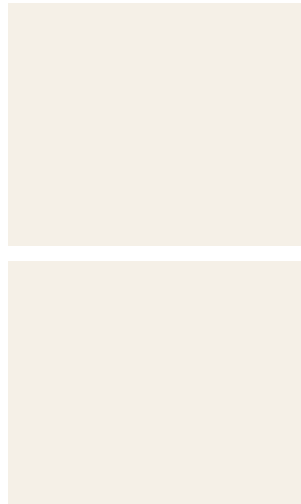
**K. Meine Familie**

Describe the age and height of your family members in the boxes below. Use the shortcuts you learned in the interactive to approximate their height in meters. Substitute other people if any do not apply to you.

Meine Mutter ist 47. Sie ist nicht alt.  
Sie ist 1,65m groß.

- 6'7"            2,00
- 6'3"            1,90
- 6'1"            1,85
- 5'11"           1,80
- 5'9"            1,75
- 5'7"            1,70
- 5'5"            1,65
- 5'3"            1,60
- 5'1"            1,55

- Mein Vater
- Meine Mutter
- Mein Bruder
- Meine Schwester
- Mein Großvater<sup>7</sup>
- Meine Großmutter<sup>8</sup>
- Mein Hund<sup>9</sup>
- Meine Katze<sup>10</sup>



<sup>7</sup> grandfather  
<sup>8</sup> grandmother  
<sup>9</sup> dog  
<sup>10</sup> cat



Aachen

Organization.

(Pacing): As you create your lesson plans, keep a commitment to brisk pacing. Students benefit from frequent changes of task or activity. Try not to spend more than 8-10 minutes on any one particular activity, if possible, or change the tasks enough so that they offer good variety in terms of student actions. Naturally, you must not go so quickly that you confuse students, but by keeping a constant variety of task and content throughout the lesson, student interest is more easily held. Your goal should be a class where students can't believe it is over already because the time has gone by so quickly!

**L. Interview**

With a partner, ask each other the questions below and fill in the information your partner gives. Your information is in activity K, of course.



Mein Vater / Meine Mutter ist verstorben.  
My father / mother passed away.

Ich habe keine Brüder / keine Schwestern.  
I don't have any brothers / sisters.

Wie heißt du?

Wie groß ist dein Vater?

Wie groß ist deine Mutter?

Wie alt ist dein Großvater?

Wie alt ist deine Großmutter?

Wie groß ist dein Bruder?

Wie groß ist deine Schwester?

Wie alt ist dein Hund?

Wie alt ist deine Katze?

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

L. (Ext.): Have each pair or group discover: *Wessen Vater ist am größten? Wessen Großmutter ist am ältesten? Wessen Schwester oder Bruder ist am jüngsten? Wessen Haustier ist am ältesten?* Write these qns on the board. Model: *Ist Toms Vater am größten in Ihrer Gruppe oder Annes Vater?*

(FYI): *Stiefmutter* = step-mother. *Halbbruder* = half-brother.

(Tip): Although this is early in the game, you should correct sts on pronunciation and spelling for numbers and word order. The German word order here is particularly confusing for native English speakers, as sts have to fit the word *Meter* in-between the numbers, as in: *Meine Schwester ist ein Meter siebzig groß.*

M (Answers): There is some debate in the field, but generally one would say: *Chemie (NW), Physik (NW), Geschichte (GW), Kunst (GW), VWL (SW), Psychologie (SW), Geologie (NW), Soziologie (SW), Biologie (NW), Anglistik (GW)*. There is often a struggle in fields like *Psychologie* to have it recognized as a *Naturwissenschaft*. Allow students to have different opinions, as this is more about comprehension.

**M. GW oder NW?**

For each subject listed, write GW if you think it is a *Geisteswissenschaft*, SW if you think it's a *Sozialwissenschaft* and NW if you think it is a *Naturwissenschaft*.

- Chemie
- Physik
- Geschichte
- Kunst
- VWL



- Psychologie
- Geologie
- Soziologie
- Biologie
- Anglistik

Organization.

(Pronunciation work): *The Auf geht's!* IA has guidelines for pronunciation, but instructors should consider practicing pronunciation regularly throughout the course. One effective technique is to play authentic audio clips (from the IA for example) and have sts practice imitating it as closely as they can. This can lead to many humorous moments but has the advantage of bringing in prosodics and accent to pronunciation work from the very beginning.

**N. Mein Studium**

Read the following excerpts about university studies and answer the questions that follow.

N. (Answers): 1. Heiko, Martin, Peter, 2. die Schwester von Christian, die Schwester von Hanane, Peter (and die Brüder von Hanane), 3. Peter, 4. die Schwester von Hanane und Peter (*by inference*), 5. Hanane, 6. der Vater von Christian

(Class): Ask a few students to share their responses and briefly point in the text where they found the relevant information. Remember that this sort of plenum work led by the instructor can be and should be conducted in German. Sts can respond with the name of their choice and read/summarize the section in the text where they find their answer.

(Answers): 1. Ich schreibe momentan eine Arbeit über Shakespeare. (Heiko, *last sentence*). 2. Ich studiere Biologie seit vier Jahren. (Martin, *1st sentence*). 3. Ann Arbor ist eine kleine Stadt in der Nähe von Detroit. (Peter, *2nd sentence*).

**Heiko (Eschwege, DE):** Also, ich studiere hier in Göttingen Physik am Institut für Biophysikalische Chemie der Max-Planck-Gesellschaft. Ich schreibe momentan eine Arbeit über die Thermodynamik von Membranen.

**Christian (Freiburg, DE):** Mein Vater ist Lehrer, hier an der Schule in Freiburg und unterrichtet dort Chemie und Physik und Mathematik. Und meine Schwester studiert Germanistik und Kunstgeschichte.

**Hanane (Marokko):** Also, ich habe zwei Brüder, die Germanistik studiert haben. Der eine Bruder wohnt in Holland in Rotterdam und der andere ist Deutschlehrer in Marokko. Ansonsten habe ich eine Schwester, sie studiert Jura, und die andere Schwester beginnt jetzt, Anglistik zu studieren.

**Martin (Idstein, DE):** Also, ich heiße Martin und studiere jetzt in Göttingen Physik seit fünf Jahren. Ich habe mich ja eigentlich schon von Kind an für Physik interessiert und für Naturwissenschaften im Allgemeinen, Technik.



Göttingen

**Peter (Uslar, DE):** Ja, mein Name ist Peter. Ich komme aus Uslar, das ist eine kleine Stadt in der Nähe von Göttingen. Ja, ich bin Student hier in Göttingen, ich studiere Englisch und Biologie.

Wer studiert Naturwissenschaften?

Wer liest gern Literatur auf Englisch?

Wer studiert Geisteswissenschaften?

Wer hat vier Geschwister?

Wer studiert NW und GW?

Wer weiß viel über Chemie?

Based on the texts above, how would you say the following sentences in German?

*I'm writing a paper now about Shakespeare.*

*I've been studying biology for four years.*

*Ann Arbor is a small city near Detroit.*

Organization.

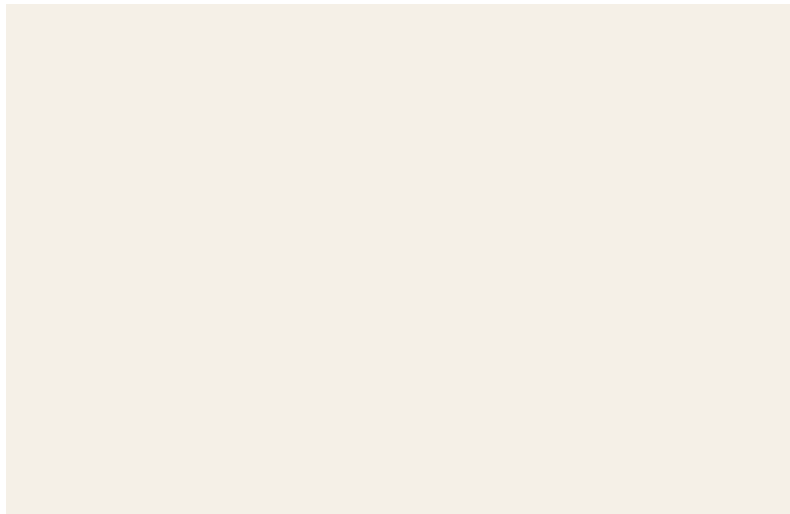
(Reading tasks): This text illustrates a technique often used in *Auf geht's!* to use tasks to scaffold comprehension. Here the qns provide a way to focus on the text, looking for simple connections (and not deeper meanings). This allows sts to do a first reading of the text without having to understand everything. The follow-up activity, involving "creative copying" requires that they read the text again, scanning for similar larger meanings and then focusing on language to make modifications. This practice over a semester or two trains sts to appropriate texts they read to express their own personal meaning by making (paradigmatic) modifications to set chunks of language, a key skill to assist sts in moving into intermediate proficiency.

**O. Wie fragt man?**

How would you ask about the following information in German?

- Name
- Alter
- Adresse
- Geburtsort
- Semester
- Größe<sup>1</sup>
- Hauptfach<sup>2</sup>
- Handynummer

<sup>1</sup> height  
<sup>2</sup> academic major



O. (Extension): These qns are review. Have sts review their responses for 30 seconds, then display just the prompts on the blackboard/screen and have sts interview each other quickly, creating the questions from memory.

P. (Preview): Go over with sts how to report in the 3rd person and what changes need to be made in sentences (verb conjugation, subject pronouns). Then have them get together with new sts. This interlude will 'flush' the work they did in O as they will need to rethink how to add qns, which is excellent practice to move these phrases into long-term memory.

**P. Interview**



Interview two other students you have not yet met in your course with the questions you wrote in activity O. Be prepared to introduce the person to the class.



Großer Tiergarten, Berlin

Das ist Kevin. Er kommt aus Beaverton in Pennsylvania. Er...

Das ist Christina. Sie kommt aus Seattle. Sie...

Q. (HW): Assign ex. Q as HW, to be completed on a separate piece of paper. As in the last two *Themen*, the essay should demonstrate that the student understands and can effectively produce the vocab, structures and relevant cultural information from this *Thema*.

**Q. Ein Freund von mir**



Pick a friend of yours to describe in some detail. Make sure to use vocabulary and structures you have learned in this unit. Things you can describe:

|         |                 |
|---------|-----------------|
| Wohnort | Geburtsort      |
| Alter   | Hauptfach/Kurse |
| Größe   | Persönlichkeit  |

Meine Freundin heißt Carly. Sie kommt aus Florida. Sie wohnt jetzt in Colorado. Sie studiert Biologie und English an der Uni. Sie ist 19 Jahre alt. Sie lernt Biologie, Geschichte und Mathe. Sie findet Biologie sehr interessant. Sie findet Chemie sehr schwer. Carly ist intelligent und freundlich. Sie ist 1,70m groß.

Organization.

(Writing models): Frequent models are provided for student writing; make sure that sts understand that they are expected to use them! Creative copying is welcome. Instructors can provide rubrics in order to let students know how much they are expected to deviate from patterns. One core skill we encourage is the ability to appropriate chunks of language and to repurpose them, changing person, adjectives and other elements to personalize the language to express sts' unique meaning. Feel free to model this yourself as an instructor several times in class, pointing out interesting chunks of language in an interview text and having sts practice appropriating it.

# 1.4 Wie ist das Wetter?

Culture: Small talk  
 Vocabulary: Describing the weather  
 Grammar: Basic word order

A. (Warm-up): Display a German weather site (such as [www.wetter.de](http://www.wetter.de)) with the weather for today and go over it in simple German, describing what the temperatures are and how the weather is in various parts of Germany.

(Ext.): Have students include the approximate temperature in Fahrenheit next to the temp in Celsius. This may help them get a general idea of the conversion.

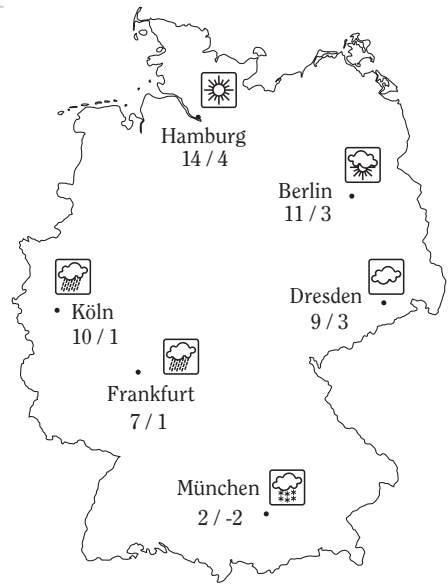
(FYI): Remind students that dates are written as day/month, so they really are finding the weather for March 1st as the instructions indicate.

B. (Tip): Emphasize that the verbs used in weather phrases are conjugated in third-person singular to agree with the weather being the subject: *Es ist kalt.* (It's cold.) *Es regnet.* (It's raining.)

## A. Das Wetter in Deutschland

This weather map is for March 1st in Germany. Use the information on the map to fill in the first two columns below. Then check today's weather online for these German cities and fill in the remaining information. Make sure you write the date in the correct German fashion!

- Es ist schön.
- Es ist heiß.
- Es ist kalt.
- Es regnet.
- Es ist bewölkt.
- Es ist heiter.
- Es ist windig.



|           | Das Wetter am 1.3. | Die Temperaturen am 1.3. | Das Wetter heute | Die Höchsttemperatur heute |
|-----------|--------------------|--------------------------|------------------|----------------------------|
| Berlin    |                    |                          |                  |                            |
| Hamburg   |                    |                          |                  |                            |
| Köln      |                    |                          |                  |                            |
| Frankfurt |                    |                          |                  |                            |
| Dresden   |                    |                          |                  |                            |
| München   |                    |                          |                  |                            |

## B. Wie ist das Wetter in...?

Using models from 1.4A, choose two German cities and describe today's weather more completely for each one. Use as many weather phrases as you can. Impress your teacher and classmates!

Stadt 1:

Stadt 2:

### Organization.

(Classroom technology): If you have a smart classroom, you can use screens or audio from the IA, project related web pages of interest, bring in your own PowerPoint, DVDs and photos, etc. However, it is not necessary to have a smart classroom to use *Auf geht's!* since the *Lernbuch* is specifically designed to be used extensively in class. The class hour centers on negotiating meaning (listening and speaking in a meaningful context) and discussion of content and issues (culture knowledge, awareness and comparisons) with attention to the learning process (clarification, questions, course and class management).

(Germany map): The map of Germany on the inside front cover of the LB is colored to highlight 4 divisions: North, East, South and West. Unit 5 offers a great introduction to these regions and several major cities. You may want to build in a couple extra days to enjoy more of *Quer durch Deutschland*. Sts can compare the sizes of *Bundesländer* and cities.

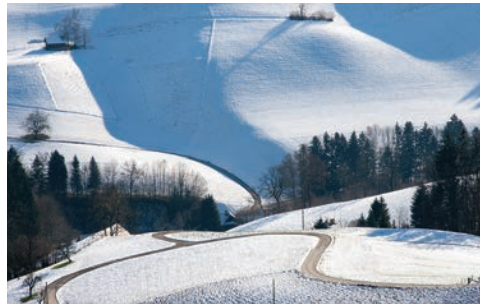
**C. Wetterbilder**

Look at the images below and write a short caption for each one describing the weather and anything else you think is relevant. Be as thorough as possible and guess what season you think it might be.

der Frühling      der Sommer      der Herbst      der Winter



Mosel



Lueg, CH



Baden-Baden



Nordhessen

**D. Ist es kalt?**

With a partner, take turns reading the temperatures (in Celsius) below. Then, decide which of the following statements describes each temperature best: *es ist (sehr) warm, es ist schön, es ist (sehr) kalt.*

S1: 21 Grad.  
S2: Es ist warm.

25°                  -11°                  31°                  -1°                  10°                  38°

Now write six different temperatures in degrees centigrade. Alternate reading a temperature in German to your partner following the model above and having your partner respond in German whether it's (very) cold, (very) hot, or just right.

C. (Warm-up): Have one student describe a photo; the others must determine which it is.

(Ext.): Bring in pictures of weather, seasons, deserts, oceans or the jungle. Have students work in groups to describe the weather in 5 different pictures. Then, have each group describe one picture to the class, and they will guess which one is being described.

(Ext.): The top right photo is from Switzerland (CH = *Confoederatio Helvetica*). Ask: *In welchem Land ist das? Ist das Land größer oder kleiner als Deutschland?* Refer to the European map on the back cover.

(Follow-up): Bring in photos of weather, seasons, deserts, oceans or the jungle. Have students work in small groups to describe the weather in 5 different photos. Then, have each group describe one photo to the class; have them guess which one is being described.

D. (Tip): The ranges may of course vary depending on what region your institution is located in. *Warm* for Maine could be *kühl* for Florida! Germans tend to be used to cooler weather, so while *30 Grad* may be just *warm* in Texas, it will be considered *heiß* in Germany.

Organization.

(Vocabulary learning): Research has shown that learners require approximately 60 successful recalls to "learn" a lexical item. While the IA does a good job at presentation and practice, make sure to review/point out vocabulary items students are learning during class. This can be as simple as a reminder time, spending two minutes projecting the words and repeating them in chorus. But successful recall generally needs to be in a real context, so as you extend activities in the *Lernbuch* and/or create your own, you should consciously focus on recycling vocabulary items, not just from the current unit & *Thema*, but also from previous work.

E. (Warm-up): *Nennen Sie einige deutsche Städte oder Regionen!* Use a map, overhead or the map on the book's inside front cover. As sts call out names, repeat in proper German. Have sts locate sites on the map, and have the first to get it mark them for the class. Introduce key cities.

(Ext.): a) Have sts reference the Germany map on the LB cover. *In welchem Bundesland ist das?*

b) Project or bring in weather map(s). Have sts describe weather in different parts of N. America or Europe in German with Celsius! Try to find maps from different seasons to test them as well.

(FYI): Frankfurt is often the first city and airport where int'l travelers land in Germany. *Frankfurt am Main* is located on the Main River and should not be confused with *Frankfurt an der Oder*, which is located on the eastern German border with Poland. See LB map.

F. (FYI): This ex. helps you check sts' comprehension at this point and encourages sts to review previously learned materials. This is also a good review of qns for a first test.

### E. Wie ist das Wetter hier?

Check the most logical conclusion or explanation for each statement.



- In Schleswig-Holstein ist das Gras sehr grün.
  - Es regnet dort nie.
  - Es regnet dort sehr viel.
- Frankfurt am Main ist im Herbst windig.
  - Es ist dort teils bewölkt.
  - Es ist dort heiß.
- Im Schwarzwald ist im Winter alles weiß.
  - Es schneit dort oft.
  - Auch im Winter ist es dort sehr warm.
- In der Schweiz ist Skifahren ein Nationalsport.
  - In den Alpen gibt es viel Schnee.
  - Normalerweise regnet es dort im Winter.
- Wien hat einen großen Markt im Freien<sup>1</sup>.
  - Das Wetter im Sommer ist sehr oft kalt und regnerisch.
  - Im Sommer ist es oft sehr schön und warm.

*Can you locate any of these places on the maps in your book?*

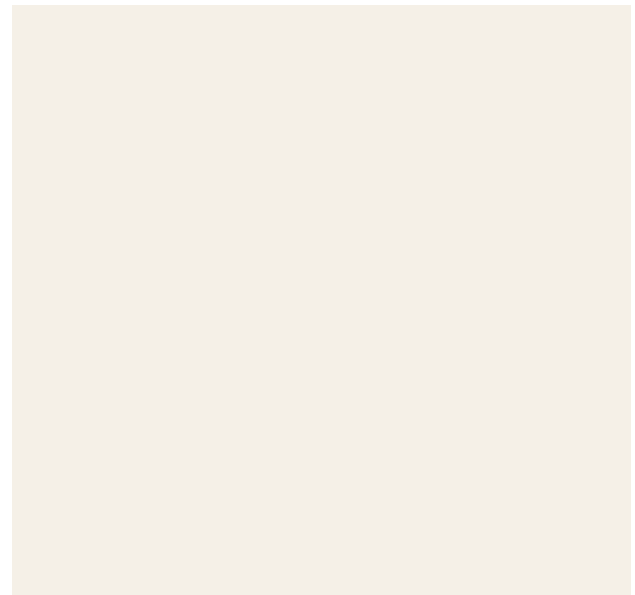
<sup>1</sup> outdoor market

### F. Smalltalk über das Wetter

Although you have been in your German class now for a couple of weeks, you probably don't know everyone yet. Get up and introduce yourself to one of your classmates. Ask the questions below and also chat about the weather in your respective hometowns.



- Wie heißt du?
- Woher kommst du?
- Ist das eine große oder eine kleine Stadt?
- Was studierst du?
- Was ist dein Lieblingsrestaurant?
- Wie ist das Wetter in [hometown] im Frühling/Sommer/Herbst/Winter?
- Ist es regnerisch im Frühling?
- Ist es schwül im Sommer?
- Ist es windig im Herbst?
- Ist es kalt im Winter?
- Schneit es im Winter?



Organization.

(Noticing grammar): One of the key aspects of learning grammatical structures is actually noticing them. Each time you work with texts, consider doing some "treasure hunt" activities for noticing. For example, have students work with a partner and find as many instances of adjective agreement as they can. Or have them find all present tense conjugation forms and the subject the verbs are paired with. Or specific lexical items (names for subjects, people, related to education, etc.) Don't spend TOO much time on these, but such activities put sts into an analytical mode and are refreshing because they are relatively easy compared to understanding instructors speak German or trying to create their own unique phrases/sentences, so these activities build grammatical/structural knowledge while offering task variety to refresh students a bit.

(Possible ans to ex. E): 1. B; 2. A; 3. A; 4. A; 5. B.

**G. Was fehlt?** Fill in the blanks with the missing word.

- 1. Januar  März
- 2. Donnerstag  Samstag
- 3. Montag  Mittwoch
- 4. April  Juni
- 5. Juli  September
- 6. Mittwoch  Freitag
- 7. Oktober  Dezember



Ruhstorf an der Rott

G. (Tip): This will be review (sts learn the days and months in the IA) but because it's so close to English, it is a great opportunity to practice pronunciation, particularly of the variety of short and long vowels. Spend some time working on pronunciation if you can spare it.

**H. Lieblingsjahreszeit** Write your favorite season *auf Deutsch* and describe your hometown's weather during that season.

H. (Tip): When done as HW, sts can be less focused on accuracy. Have a few sts share their responses in plenum, then discuss any structural issues that may arise. Give sts an opportunity to edit their texts before doing I below.

**I. Welche Jahreszeit?** Go around asking your classmates which season is each one's favorite and why. Answer others who ask you about your favorite season with your information in 1.4H, but try not to look (do it by memory)!



I. (FYI): Many activities in AG! have sts prepare an answer and then share it with a partner/group WITHOUT referring to it. If they simply read what they wrote, it becomes a stale activity. Giving sts time to scaffold their production (via preorganizing writing activities) encourages better oral production.

**J. Deutsche melden sich** Search for a German internet forum addressing the question *Was ist deine Lieblingsjahreszeit?* and write your favorite answer here. Be prepared to say in German what you like about it. Write in the second box at least four new words you learned.

Neue Wörter,  
auf Deutsch  
und auf  
Englisch

J. (FYI): Periodically AG! includes internet activities to encourage sts to build connections to the 'real' world rather than remain in an artificial space created by a textbook package.

Organization.

(Using the internet): Sometimes tasks in *Auf geht's!* ask sts to do something on the internet. The internet is a great source for authentic language and culture input. However, many websites are too difficult for beginning sts. As with any text or resource, focus on the task. Check out sites before you assign them to sts. Have them compare basic information. Assure sts that they are not supposed to understand every word. But with a little persistence, they'll be surprised at how much they can understand.

**K. Das Klima**

The following are descriptions of the weather in Berlin in four different seasons. Read through them and answer the questions that follow.

G. (Warm-up): Ask students: *Wie ist das Wetter im Photo? Ist es heiß? Ist es kalt? Regnet es?*

(Answers): According to the speaker: 1. Winter. 2. Sommer. 3. Frühling. 4. Herbst.

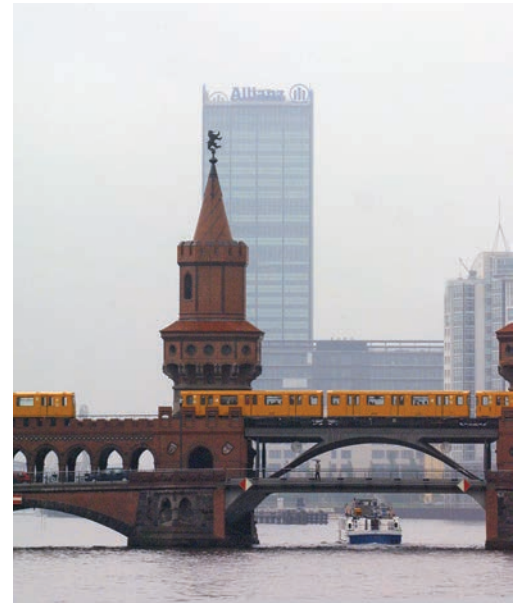
(Tip): Ask sts for associations with the temperatures mentioned in the text (15, 20, 30, 35 Grad).

(Ext.): After sts share their weather words/phrases for their home city, have them spend 3-4 minutes rewriting their words into full sentences, using the text in K as a model.

(FYI): The sequence of these tasks goes from basic comprehension to more specific comprehension to limited production based on reworking elements from the reading (i.e., not translating directly from English into German). Extend it with writing to free production with some scaffolding. Be sure that sts understand that they need to rework elements from the reading and not jump the entire process by thinking in English and translating via dictionary/online translator into German, which yields virtually no language learning results.

1. Oft kalt, grau, sehr viel Schnee. Aber der Schnee ist nicht so ein schöner Schnee, sondern das wird ganz schnell dreckig<sup>1</sup> und grau.
2. Schön, manchmal<sup>2</sup> warm oder richtig heiß, blauer Himmel<sup>3</sup>. Kann etwas schwül werden. Manchmal bewölkt und Regen, aber oft ganz schön. Zwischen 20 bis 30 Grad, meistens nicht mehr als 35 Grad.
3. Sehr schön, also normalerweise sehr schön. Warm, angenehm<sup>4</sup>, 15 bis 20 Grad, nicht zu stickig, nicht sehr schwül. Schön. Sonnig.
4. Relativ regnerisch, Temperaturen würde ich sagen sind auch noch angenehm, nicht zu kalt, aber stürmisch auch oft. Und viel Regen.

- 1 dirty
- 2 sometimes
- 3 sky
- 4 pleasant



Oberbaumbrücke, Berlin

Which seasons do you think are described in each interview above? Mark each as Frühling, Sommer, Herbst oder Winter.

|    |                      |    |                      |
|----|----------------------|----|----------------------|
| 1. | <input type="text"/> | 3. | <input type="text"/> |
| 2. | <input type="text"/> | 4. | <input type="text"/> |

Pick words or short phrases from the texts above and write them next to the season you associate them with (multiple seasons are fine):

|          |                      |        |                      |
|----------|----------------------|--------|----------------------|
| Frühling | <input type="text"/> | Herbst | <input type="text"/> |
| Sommer   | <input type="text"/> | Winter | <input type="text"/> |

Wie ist das Wetter in deiner Heimatstadt? Describe the weather in your home town for each season using TWO German words or phrases, each taken from the texts above or your vocabulary list ONLY.

|          |                      |        |                      |
|----------|----------------------|--------|----------------------|
| Frühling | <input type="text"/> | Herbst | <input type="text"/> |
| Sommer   | <input type="text"/> | Winter | <input type="text"/> |

**Organization.**

(Websites): Weather is a wonderful topic for bringing in real material into class. Show sts weather websites in German. Play a TV weather report from an internet site and see how much students can understand. Have them study websites in class (with laptops/smartphones) and notice cultural differences compared to similar websites in the USA or Canada.

(Weather and culture): Perceptions of weather are culturally determined and can change. Discuss with students whether they think 20°C is perfect, hot or cold, and why. Ask about the weather where they grew up. Have their attitudes toward weather changed? For instance, someone who grew up in the north (say Alberta or Montana) and then moved to Florida may have different standards of what is hot and cold. This can be an opportunity for sts who are not from North America to give their unique perspectives in class.

## L. Konversation

Spend a minute reviewing the questions below and then have a conversation with another student you haven't talked to (much) yet. Greet each other in German and ask each other as many questions as possible. Answer your partner's questions, too, of course! See how many you can get through in the time your instructor allows.



Wie heißt du?  
 Wie schreibt man das?  
 Woher kommst du?  
 Wo wohnst du?  
 Wie ist deine Adresse?  
 Was studierst du?  
 Welche Kurse hast du?  
 Welche Kurse findest du interessant?  
 Welche Kurse findest du langweilig?  
 Wie alt bist du?  
 Wie ist deine Telefonnummer?  
 Was ist dein Lieblingsrestaurant?  
 Was ist dein Lieblingsfilm?  
 Was ist dein Lieblingskurs?



Naschmarkt, Wien, AT

Ist Deutsch leicht oder schwer?  
 Wie ist das Wetter heute?  
 Wie ist das Wetter zu Hause?  
 Was ist deine Lieblingsjahreszeit?

L. (Tip): Rather than displaying the qns, give sts the task of having a real conversation without the scaffolding of specific qns. They will need to use other skills (making connection, showing interest, asking follow-up questions) that they will need in actual German conversations. The scaffolding happens in the review time; try not to make this another 'Read and answer the question' activity, but have the task of making a real conversation (including greeting and conversation closing if you like).

M. (Tip): Remind sts to use the writing model and the vocabulary list in the pink boxes. At this point in the game, you might wish to encourage sts to switch up the word order of their sentences, as shown in the model.

(FYI): Remind sts that working with models is not cheating. Models help sts chunk and use meaningful pieces of language to communicate about specific topics. As sts work with the models, they should naturally learn to adapt and expand those models to be more creative with the language.

## M. Das Wetter zu Hause

Describe the weather in your hometown. Use the vocab hints to make your writing more interesting.



Ich komme aus Pittsburgh. Im Winter ist es dort sehr kalt. Es schneit oft. Es ist nicht windig. Im Sommer ist es ziemlich heiß. Die Sonne scheint nicht oft. Es regnet manchmal.

|              |                      |
|--------------|----------------------|
| im Winter    | <i>in the winter</i> |
| im Sommer    | <i>in the summer</i> |
| viel         | <i>a lot</i>         |
| ein bisschen | <i>a little</i>      |
| ziemlich     | <i>fairly</i>        |
| oft          | <i>often</i>         |
| manchmal     | <i>sometimes</i>     |
| sehr         | <i>very</i>          |



Giswil, CH

Organization.

(Grading rubrics): Because there are many writing assignments, we advise instructors to limit specific feedback on student writing to the bare minimum. Create rubrics that help sts know what they need to focus on. For instance, the writing task above could have three key rubrics: completeness of response, appropriateness of subject vocabulary and correct present tense verb endings. Other ideas to highlight are use of previous models (i.e., sts SHOULD use them!), creativity in adapting chunks of language to create their own meaning, awareness of the structural issues being studied and ability to communicate well and clearly. If specific structural, lexical or content issues are apparent in several essays, address these concerns in class with all students rather than spending time responding to each student. This will save you time and energy!