

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 Eltern¹?
4. Wie ist deine Adresse zu Hause?
5. Wie ist deine Handynummer?
6. Wie heißt dein(e) Dozent(in)² für Deutsch?

¹ parents
² 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	w
			☐	☐
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	
Jamaikaner	
Ozean	
Belgien	
Europa	



Kassel Weltmeisterschaft Party

Spanien	
Großbritannien	

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. (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.*

E. Fragen

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

Information	Frage	Antwort (about you)
Name	Wie ?	Ich heiße
Adresse	Wie deine ?	Meine Adresse ist
Handy	Wie deine ?	Meine Handynummer ist
Alter	Wie du ?	Ich bin
Wohnort	Wo du ?	Ich wohne in
Semester	Wie viele Semester du schon?	Ich studiere schon Semester.
Geburtsort	Wo du ?	Ich bin in geboren.

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

Liebblingsrestaurant

Liebblingsfilm

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

Liebblingsrestaurant

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 Liebblingsrestaurant heißt...



Here are a few more tips:

1. To say 'his' instead of 'he', use *sein* instead of *er*: *sein Liebblingsrestaurant, seine Adresse*
2. To say 'her' instead of 'she', use *ihr* instead of *sie*: *ihr Liebblingsrestaurant, 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.
$4 \times 2 = 8$	Vier mal zwei ist gleich acht.
$15 \div 3 = 5$	Fünfzehn geteilt durch drei ist gleich fünf.

1. $6 + 12 =$	5. $14 - 10 =$	9. $3 \times 5 =$	13. $20 \div 5 =$
2. $7 + 9 =$	6. $20 - 7 =$	10. $6 \times 3 =$	14. $18 \div 3 =$
3. $11 + 8 =$	7. $15 - 7 =$	11. $4 \times 4 =$	15. $12 \div 6 =$
4. $15 + 2 =$	8. $19 - 2 =$	12. $7 \times 2 =$	16. $10 \div 2 =$

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

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 copy-ing.

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 Lehramt¹.

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.

¹ 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. 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

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.

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.