

Unit 1 – Guten Tag!

Activities

- Ⓒ 1.1 Getting to know people pages 8–11
- Ⓒ 1.2 Exchanging names pages 10–11
- Ⓔ 1.3 Greetings and goodbyes pages 8–9

1.1	Objectives Using German to enable learners to get to know each other and the tutor. Setting the standard for the course by getting learners comfortable with interaction and communicating entirely in German.
	Materials Complete list of class members for each learner (not provided).

1. With a confident learner or using visual aids, demonstrate the conversation below or a more informal version.

Tutor **Guten Tag/Guten Abend** (as appropriate)

Learner **Guten Tag/Guten Abend.**

Tutor **Mein Name ist ... Wie heißen Sie, bitte?**

Learner **Ich heiße ...**

Tutor **Es freut mich.**

Learner **Freut mich.**

2. Encourage learners to circulate and, using the conversation as a model, to greet the other members of the group individually and introduce themselves, shaking hands as they say **Es freut mich**.

Ask them to tick on their list the names of the people they meet.

Make sure they initiate some conversations and respond to others, and encourage the use of **Wie bitte?** if repetition is needed.

In a very large class where talking to everyone would take too long, the activity can be limited to finding, for example, ten people on the list.

1.2	<p>Objectives</p> <p>Reinforcing Wie heißen Sie? and Ich heiße, and familiarising learners with the sounds and spellings of German.</p>
	<p>Materials</p> <p>List of German names, divided into groups of four or five, headed A, B, etc. (use some of the names from pages 8–13).</p> <p>Individual slips of paper with one of the names on each.</p>

1. Give each learner a slip of paper with a name on it and a complete list of names. Set the scene by telling them that the individual name is their own name, that they are at a reception in Germany, and that on the list are the names of the other guests, grouped according to a table plan. Their objective is to find their name on the list and then, speaking German, to find the others on their table.
2. Practise pronouncing the names with the whole group then allow a few minutes for learners to practise in pairs or groups of three.
3. Learners circulate and use **Wie heißen Sie?** to find the other people in their group. Encourage them to say **freut mich** when they find the others and **Wie bitte?** if they need repetition of a name.
4. If a small group activity is planned next, learners can stay in these groups, thus ensuring the opportunity of working with a variety of people.

1.3	<p>Objectives</p> <p>Giving open-ended practice of the key phrases and adding an element of unpredictability.</p>
	<p>Materials</p> <p>Pack of cards per group of four or five learners. Each card is marked with a time of day and a symbol for greeting or saying goodbye; a few cards in the pack have a symbol for both greeting and saying goodbye.</p>
	<p>Preparations</p> <p>Photocopy onto card two A4 sheets per group, cut into cards and shuffle.</p>

1. Divide learners into groups of four or five and give each group a pack of cards.

2. The cards are put face down on the table in a pack and each learner in turn takes a card, using it as a cue to address their left-hand neighbour who responds appropriately, e.g:

Guten Abend. – Guten Abend.

A card with two symbols is a signal to engage in as full a dialogue as they can. Below are two examples of how a dialogue might develop.

Guten Morgen (name)	'Morgen.
Guten Morgen.	'Morgen.
Wie heißen Sie?	Wie geht's?
Mein Name ist ...	Gut, danke ... und Ihnen?
Es freut mich.	Gut danke. Tschüs.
Freut mich	Auf Wiedersehen.
Auf Wiedersehen.	