

Unit 4 – Darf ich vorstellen?

Activities

- Ⓒ 4.1 Talking about families pages 32–33
- Ⓖ 4.2 Introducing people page 32
- ⒫ or Ⓖ 4.3 Using the numbers up to 100 page 35

4.1	Objectives Practising mein(e/en) , er/sie ist and haben Sie?/ich habe .
	Materials One card for each learner (provided), ensuring two of each category in circulation.

1. Reinforce the learning hint on page 38 of **Talk German** or extend the scope of the activity by introducing the words for 'divorced', 'widowed' and 'single'.
2. Give one card to each learner and ask them to find someone with the same marital status and the same number of children by asking the following questions:

Sind Sie verheiratet? and **Haben Sie Kinder?**

Answers must be in full:

Ja, ich bin verheiratet. or **Nein, ich bin nicht verheiratet. (*ich bin geschieden).**

Ja, ich habe eine Tochter. or **Nein, ich habe keine Kinder.**

4.2	Objectives Exchanging information about families thus reinforcing good group relationships.
	Materials Family photographs, which learners are asked at the end of the previous class to bring in.

1. Introduce some additional relevant vocabulary, e.g. brother, sister, cousin.
2. In twos, threes or fours learners talk about the photographs they have brought in, using **Das ist mein(e) ...** They should be encouraged to ask each other questions about the age of some of the people on the photos with **Wie alt ist er/sie?**

3. While the activity is taking place, this is an excellent opportunity to give additional vocabulary relating to professions/occupations as it is needed. This extends the transferability of the language learnt and allows simple improvisation, for example, **Sie ist Studentin** and encourages learners to build up their own vocabulary.

4.3	Objective Practising saying and understanding the numbers 0–100.
	Materials Dice, grids etc. (not provided). It is not suggested that all these activities are used one after the other. Numbers need constant revision and these activities provide a variety of useful 'fillers'.

1. Ask learners to select six lottery numbers between one and 49. Call out seven random numbers which they check off against their 'lottery tickets' then ask learners to tell the person next to them which numbers they had chosen (given the odds, no-one is likely to win!).
2. In pairs learners throw two dice and say the number formed by the two numbers thrown, e.g. **zwei** and **vier** give **vierundzwanzig** and **zweiundvierzig**.
3. Learners each write a list of ten numbers between 10 and 99 in figures. Working with a partner, they read their list out and their partner notes them down in figures. They then change roles. Finally the two sets of lists are compared and any discrepancies sorted out.
4. In groups of five or six, learners play bingo. Each draws a grid 4 x 3 and fills it with random numbers between one and 100. One student per group calls out numbers which the others cross off their grid as they hear them.