**Learning Outcomes:**

In this lesson, students will:

1. Learn about, discuss, and compare etiquette and practices around social occasions / parties in Germany and New Zealand.
2. Practice speaking and using a range of grammar and sentence structures including question words and the future tense to communicate details about a party.

**Before viewing:**

**Task 1: “Na?” – A German greeting**

*Note to teacher: Episode 7 begins with Jörg’s explanation of the German informal greeting “Na?” and the response “Na?” A fun way to start the class might be to settle the class and then say “Na?” to one or more students.*

1. *See how they respond and what they might think it means, guessing from your tone and body language.*
2. *Elicit some responses from the class as to what the equivalent English greeting might be and then:*
3. *teach them the response “Na”. Try to explain in your own words what you feel it means. How does it differ from, say, the Kiwi “ ’sup bro”?*
4. *Get students to walk around the class or turn to their partners and try asking and responding with “Na?”*
5. *Ask students to switch to “Gday mate” or “Sup bro, sup sis” or another of their vernacular greetings and back to “Na”.*
6. *When the class is seated, ask them what they observed about the change in mood, tone, and body language between the German and Kiwi greetings.*

**Task 2: “Making a Party” – A quick quiz**

*Note to teacher: Students answer the following quiz questions on their own, guessing if they don’t know the answers. The quiz has 4 purposes:*

1. *to test the prior knowledge of the class around party and socializing culture in Germany,*
2. *to get students to reflect on their own cultural etiquette and practices around parties (the questions with no point value are for this),*
3. *to equip the class with knowledge about “party practice” in Germany that they can use for the final task of the lesson and, of course, in real life, and*
4. *to spark students’ interest and curiosity in the topic. The quiz could be a valuable springboard to discuss topics like drinking culture etc.*

**Quiz:**

*Answers in italic*

1. After a month of living in Germany as an exchange student, you are finally invited to the birthday party of a Klassenkameradin on Friday evening. You are good friends with her. How is she likely to invite you? Tick one:

A\_\_\_\_ She rings you up.

B\_\_\_\_ She sends you a text.

C\_\_\_\_ She invites you via social media.

                  (1 Punkt)

*Answer:  A. Germans tend to ring each other up rather than send texts*

1. How would you invite your friends to a party in New Zealand?

  (1 Punkt)

1. When you arrive, you see 11 of your classmates. You are friendly with them, know their names, but they’re not close friends. How would you greet them?  Tick one:

A\_\_\_\_ You smile but don’t say anything.

B\_\_\_\_ You verbally greet and shake hands with each in turn.

C\_\_\_\_ You greet the group with “Guten Abend”, give each female a kiss on both cheeks and each male a handshake.

(1 Punkt)

*Answer:  B. Germans, even teenagers, commonly shake hands with each other as a greeting*

1. How would you greet your classmates if you saw them at a party? How would you greet your good friend/s?

(1 Punkt)

1. You’d like to drink and eat something. What kind of catering can you expect?

A\_\_\_\_ You should bring your own drinks and food.

B\_\_\_\_ The host provides food but not drinks.

C\_\_\_\_ The host provides food and drinks.

(1 Punkt)

*Answer:  C. It’s common practice in Germany for the host to provide both drinks and food for their guests at their birthday party (though BYO is also acceptable and appreciated)*

1. Gift etiquette. Do you bring a birthday present?

A\_\_\_\_ Germans go by the “presence not presents” rule.

B\_\_\_\_ You bring a card but not usually a gift.

C\_\_\_\_ You should definitely buy a birthday present.

D\_\_\_\_ You should gift an experience like a trip to the beach. Germans are embarrassed by material gifts.

(1 Punkt)

*Answer:  C. Germans expect to give and receive bought gifts much more than Kiwis do*

1. Which of the above would you expect from your guests at a birthday party in New Zealand: A, B, C or D?

  (1 Punkt)

1. Your Klassenkameradin is turning 16. Will there be alcohol at the party?

A\_\_\_\_ No. The drinking age is 18 in Germany.

B\_\_\_\_ No. The drinking age is 21 in Germany.

C\_\_\_\_ Yes. The drinking age is 16 in Germany, but adults have to purchase the alcoholic drinks and supervise the party.

D\_\_\_\_ Yes. 16-year-olds are allowed to purchase beer and wine and don’t require adult supervision.

E\_\_\_\_ Yes. 16-year-olds are allowed to purchase all alcoholic drinks and don’t require adult supervision.

(1 Punkt)

*Answer:  D.*

1. What is the drinking age in New Zealand? Do you think this is about right, or do you think it should be lowered or raised? Give a reason for your answer:

(1 Punkt)

1. It’s time to raise a toast to the birthday girl. What is important here?

A\_\_\_\_ It is VITAL when you clink glasses to look the person directly in the eye!

B\_\_\_\_ It is VERY RUDE when you clink glasses to look the person directly in the eye!

C\_\_\_\_\_ The toast is made at midnight.

D\_\_\_\_\_ Everyone must line up and toast the birthday girl personally.

(1 Punkt)

*Answer:  A.*

**After viewing:**

**Task 1: Wir lesen und rennen! Running Dictation**

*Note to teacher: The following text can be adapted to the level of the class.*

1. *Print out one or several copies and stick them on the wall at intervals so that all students have equal access to them.*
2. *Divide the class into groups of 3 or 4. One student is the writer, one the runner and one the checker.*
3. *On a signal, the runner must run to the text on the wall, read and memorise a section and return to the group to tell the writer, who must write the lines down. The checker must ensure that the sentences make sense with correct grammar and spelling. (Note: To make the exercise quicker, you provide the students with Jörg’s lines so that they just need to fill in Chris’ answers)*
4. *Call “Wechseln” to signal that the students must swap roles and continue.*
5. *The first group to finish calls “STOP!” and everyone must put pens down.*
6. *Groups swap their written texts. The teacher projects the correct version, and the students mark each other’s work, giving one “strike” for each error.*
7. *The groups return the texts. The winning team has the least “strikes” (not necessarily the fastest team).*

Running Dictation Text:

**Chris:** Hi Jörg. Ich mache morgen eine kleine Party. Komm mal vorbei!

**Jörg:** Hört sich gut an. Was feierst du?

**Chris:** Das Ende des Semesters.

**Jörg:** Wo ist die Party?

**Chris:** Bei mir zu Hause.

**Jörg:** Wann fängt’s an?

**Chris:** Ich weiß nicht. Zwischen 17 und 19 Uh vielleicht. Ist egal.

**Jörg:** Wer wird dabei sein?

**Chris:** Ein paar Kumpels und einige Kommilitonen von der Uni.

**Jörg:** Super! Ich freue mich. Was soll ich mitbringen?

**Chris:** Bring mal was zu essen und trinken mit.

**Jörg:** Cool. Wie willst du feiern?

**Chris:** Wir werden zusammen essen, Musik hören, quatschen. Vielleicht gehen wir danach in die Stadt, um zu tanzen.

**Jörg:** Geil! Ichkomme gern. Bis morgen.

**Task 2: Wir sprechen! The Dialogue Donut!**

*Note to teacher:*

*The following speaking exercise is great for getting the students to speak a lot, repeating vocabulary and structures, experimenting with pronunciation, speed and “character”. By the time the class goes to write their own dialogues, they will be very familiar and confident with the language.*

1. *Hand each student a copy of the dialogue.*
2. *Go round the class giving the students the role of either Jörg or Chris.*
3. *Ask the students to form two “donut” circles, a Jörg circle facing outwards and a Chris circle facing inwards.*
4. *Students pair up and read the dialogue simultaneously.*
5. *Ask them to repeat the exercise, adding “character” (e.g. “do it more excited”, “do it in a secret whisper”) and correcting any pronunciation errors you have heard.*
6. *Ask the outer circle to move one place to the right or left. This way, new pairs form. Repeat the exercise a few times, asking the students to add more character and speed to their roles each time and rotating the donuts so that new pairs form and practice with each other.*
7. *When the students are familiar with their roles, ask them to swap in order to familiarise themselves with the other character.*

**Task 3: Wir schreiben! Write your own party!**

It’s time Jörg got an invitation that he can get excited about. Imagine you are also in Jörg’s tutorial group.

1. Take the text from the running dictation and the donut circles to help you write a new dialogue.
2. Keep Jörg’s questions but replace Chris’s name with your own.
3. Write answers to Jörg’s questions that will help him feel more at home. Add some “German elements” – a specific starting time, a more “German” celebration, or some special food and drinks (sparkling water?) that will make Jörg choose your party over Chris’ potluck any day!
4. Be creative. What is the party celebrating, who will be there? Use the language structures in the handout or be wildly creative!
5. Get ready to present your dialogue to the class.

**Task 4: Wir schauspielen!**

Your final task is an acting challenge! You will present your dialogue to the class, either:

1. As a video, using editing or clever back-to-back acting to mimic a split-screen telephone conversation between the two characters, or
2. As a staged performance in front of the class.

Steps:

1. Gather back into your groups of 3 from the quiz.
2. Decide on whether you will make a movie or a live performance.
3. Choose 2 of you to be actors and 1 to be the director.
4. Learn your lines (no reading!), be creative, and have fun!