

Kontakte

A COMMUNICATIVE APPROACH

FIFTH EDITION

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Kontakte: A Communicative Approach

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To the Instructor

Keeping Pace with the Profession: From Proficiency to the National Standards

Built on the foundation of four highly successful editions, the Fifth Edition of *Kontakte* offers a truly communicative approach that supports functional proficiency in all language skills. We believe that competent speakers must have an appropriate background knowledge of the communicative and cultural contexts in which language occurs. *Kontakte* places cultural competence, as an integral part of language learning, on par with communicative competence by providing natural contexts within which students can acquire and practice language.

Moreover, *Kontakte* supports the National Standards, as outlined in *Standards for Foreign Language Learning: Preparing for the 21st Century* (1996; National Standards in Foreign Language Education Project, a collaboration of the ACTFL, AATG, AATF, and AATSP). The five “Cs” of Communication, Cultures, Connections, Comparisons, and Communities describe what students should know and be able to do as a result of their language study. *Kontakte* provides a solid foundation for their implementation.

Communication: *Kontakte* emphasizes communication in meaningful contexts in the target language. Throughout, students listen to and read comprehensible German and have ample opportunities to use German in autograph, interview, information gap, role-play, writing, and other personalized activities.

Cultures: The **Dialoge**, the **Kultur... Landeskunde... Informationen** boxes, the **Videoblick**, the **Videoecke**, and the **Lektüre** present various perspectives on the cultures of German-speaking people. Students listen to, read, and respond to texts and—in the video—to interviews with native speakers.

Connections: Chapter themes and activities encourage students to link their study of German with their personal lives and other subjects they are studying.

Comparisons: The **Situationen**, the **Kultur... Landeskunde... Informationen** boxes, the

Videoblick, and the **Videoecke** lead students to make comparisons between their world and that of German-speaking people.

Communities: Through a number of activities, such as expanded **Nach dem Lesen** exercises, students have direct contact with the German-speaking world at home and abroad. The new Online Learning Center website provides additional opportunities for contact with the German-speaking world.

New to the Fifth Edition

Throughout the review process, we received valuable input from instructors and students alike. As a result, we have undertaken a number of changes in the Fifth Edition, without altering the basic concept and approach of *Kontakte*.

- At the request of reviewers, information-gap, role-play, and interview activities now appear as early as **Einführung A**, thus providing students earlier opportunities for simple, controlled production.
- Each chapter now has two readings, each with pre-, while-, and post-reading activities. These **Lektüren** are placed within the chapter topics where thematically most relevant. The activities are designed to develop the full range of reading strategies. Some readings have glossing, but others have **Mini-Wörterbücher**, in order to practice different reading strategies. Refer to the Instructor's Manual for more details.
- There are new and engaging vocabulary displays in many chapters.
- Each chapter has a **Videoblick** feature tied to the **Blickkontakte** video. It appears among the **Situationen** at a thematically relevant place. The Instructor's Manual provides additional activities for these video clips.
- The topics **Beschreibungen** and **Eigenschaften** are merged under **Beschreibungen** in **Einführung B. Der Körper** is also in **Einführung B**. The result is a balance of topics in the introductory chapters: **Einführung A** and **B** now have six topics each.

- The topic of **Tiere** is now in **Kapitel 10**, replacing **Kleider und Aussehen**, which many felt to be redundant with clothing topics in **Einführung A** and **Kapitel 2**.
- **Kapitel 12** has a new title to better reflect its content: **Die moderne Gesellschaft**.
- The conjugation of **sein** and **haben** is now presented in **Einführung B**.
- Dative verbs are now introduced much earlier, namely in **Kapitel 6**.
- To better reflect real-world language use, the comparative and superlative are now introduced together in **Kapitel 7**.
- The simple past tense of **haben** and **sein** now appears alongside the review of perfect tense in **Kapitel 7**, allowing for a more natural integration of the formal structures with communicative contexts.
- To improve on the affinity between vocabulary topic and grammar, the imperative summary appears in **Kapitel 10** where students learn to ask and give directions and formulate polite requests.
- The passive voice is now in **Kapitel 10** as well.
- Subjunctive **hätte** and **wäre** are now presented alongside **würde** + infinitive in **Kapitel 12**, thereby providing a more rounded presentation of the communicative tools for talking about probability and irreality.
- In **Kapitel 12**, we have re-introduced and updated the topic **Das liebe Geld** from the Second Edition.
- In **Kapitel 12**, genitive prepositions are now introduced alongside the general introduction to genitive case.
- The **Strukturen und Übungen** section of **Kapitel 12** now presents a thorough overview summary of case.

A Guided Tour of *Kontakte*, Fifth Edition


Situationen

Colored drawings introduce vocabulary. Activities for communication support the acquisition of vocabulary and structures. Grammar references tie activities to specific grammar points.

Situationen

Geographie

■ Grammatik 7.1–7.2



SITUATION 1 Erdkunde:
Wer weiß — gewinnt

- Fluss, der durch Wien fließt
- Wald, in dem die Germanen¹ die Römer² besiegt haben
- Insel in der Ostsee, auf der weiße Kreisläufer³ sind
- Berg, auf dem sich die Hexen treffen
- See, der zwischen Deutschland, Österreich und der Schweiz liegt
- Meer, das Europa von Afrika trennt
- Gebirge in Österreich, in dem man sehr gut Ski fahren kann
- berühmte Wüste, die in Ostasien liegt
- Inseln, die vor der Küste von Ostfrankreich liegen
- Fluss, an dem die Lorelei ihr Haar kämmt

¹Germanen ²Römer ³Waldstörche

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Wortschatz

Lists contain all the newly introduced vocabulary in the chapter. Diacritical marks help students learn proper pronunciation.

Each chapter, with the exception of the two introductory chapters, has the following structure:

- Situationen
- Videoecke
- Wortschatz
- Strukturen und Übungen

Our guided tour presents an overview of the chapter structure and features of *Kontakte*.

Wortschatz

Partner und Familie Partners and Family

die Ehe, -n	marriage
die Konfession, -en	religious denomination, church
die Schließung, -en	divorce
die Verantwortung, -en	responsibility
der Beschützer, -	protector
der Vertrag, -e	contract
der Ehevertrag, -e	matrimonial agreement
das Berufsleben	career, professional life
sich kümmern um	to take care of
miteinander	to be equal
verantwortlich	responsible
sorgen für	to take care of
übernehmen, übernimmt,	to take on
übertragen	(responsibility)
übernehmen	to get married to
sich verloben mit	to be married
sich verlieben in	to fall in love with
(= abb.) (R)	
verliebt sein	to be in love
sich verloben mit	to get engaged to
verlobt sein	to be engaged

Ähnliche Wörter
die Ehefrau, -en; die Partnerin, -innen; die Ehepartnerin, -innen; die Partnerschaft, -en; der Hausmann, -er; der Partner, -en; der Ehepartner, -en

Multikulturelle Gesellschaft Multicultural Society

die Arbeiterlaubnis, -en	work permit
die Arbeitskraft, -en	labor; employee
die Aufenthaltserlaubnis, -en	residence permit
die Angländerin, -innen	female foreigner
die Behörde, -n	public authority
die EDV = elektronische Datenverarbeitung	electronic data processing
die Formalität, -en	formality
die Türkin, -innen	Turkish woman

der Agländer, -en	male foreigner
der Agländerhass	hostility toward foreigners
der Bergisch, -e	sector area
der Ehemann, -en; (R)	immigrant
der Ehemann, -en	husband
der Flüchtling, -e	refugee
der Türke, -n (nR; masc.)	Turkish man
der Vorfahr, -en (nR; masc.)	ancestor
das Antragsformular, -e	application form
das Einwohnermeldeamt, -er	office to register town residents
das Visum, -e	passport
die Personaldaten (pl)	personal data
sich anmelden	to register
auffallen, fällt auf, fiel	to be noticeable
auffallen, ist aufgefallen	to be noticeable
ausüben	to practice
emigrieren	to emigrate
emigrieren, ist emigriert (R)	to emigrate
emigrieren, ist emigriert	to emigrate
eingewandert	to get registered
sich registrieren lassen	to get registered
verfolgen	to persecute

Ähnliche Wörter
die Heimat, -en; die Integrität, die Kultur, -en; die Tradition, -en (R); der Npomat, -en; der Rechtsstreit, -en (nR; masc.); die Heimatland, -er; die Nindesalter, die Ypaun, Ypa (R); die Nindesalter

Das liebe Geld Beloved Money

die Aktie, -n	share; stock
die Börse, -n	stock exchange
die Eurocheckkarte, -n	Eurocheque Card
die Geheimzahl, -en	secret PIN (personal identification number)
die Höhe, -n	height; amount (of money)
die Schuld, -en	debt
die Übergang, -en	transfer (of money)
die Währung, -en	currency
der Börsenkrach, -e	stock market crash
der Gehrauch, -e	use

Lektüre

Two readings, along with pre- and post-reading exercises, support reading skills. The readings appear in the **Situationen** sections.

Lektüre

Vor dem Lesen

Der folgende Text ist eine kurze Geschichte mit dem Titel „Aufräumen“. Die Hauptfigur in dieser Geschichte ist das Kind „Kim“. Wir wissen nicht, wie alt Kim ist. Wir wissen nur, dass sie heute eine Entscheidung trifft, die ihre Eltern normalerweise treffen. Denken Sie an Ihre Kindheit* und beantworten Sie die folgenden Fragen.

1. In welchem Alter glaubt man, dass man erwachsen* ist? Mit 10 Jahren schon? Mit 12 Jahren vielleicht? Mit 16 Jahren? Warum glaubt man, dass man erwachsen ist? Nennen Sie Beispiele.
2. Wie war es für Sie mit Hausarbeit als Kind? Welche Arbeiten haben Sie zu Hause gemacht? Haben Sie sie freiwillig* gemacht? Was ist passiert, wenn Sie sie nicht gemacht haben?

Miniwörterbuch

ausweichen
der Ausweg
bis in alle Ewigkeit
einmal
endlich
keinen Spaß machen

to evade
way out
for all eternity
for once
finally
to be no fun

marken
schimpfen
schließlich
sich freuen auf
sich umsehen

to notice, feel
to scold
after all
to look forward to
to look around

LESEHILFE

The verb phrase **werden** + infinitive, as in **ich werde aufräumen**, is an example of the future tense. In German, this tense indicates a firm intention, a promise, or likelihood. In this story, the future tense serves both purposes: **ich werde aufräumen** (firm intention) and **sie wird schimpfen** (likelihood). You will learn more about the future tense in **Kapitel 8**.

Aufräumen

von Martin Auer

H heute bin ich von der Schule nach Hause gekommen, bin in mein Zimmer gegangen, habe mich umgesehen und habe zu mir selber gesagt: „Aha, heute räume ich einmal mein Zimmer auf. So wie das aussieht, da macht es ja wirklich keinen Spaß mehr, hier zu wohnen. Nach dem Essen werde ich gleich mein Zimmer aufräumen.“



*Und ich habe richtig gemerkt, wie ich mich gefreut habe auf mein auf-

*to clean up *one's decision... makes a decision *likelihood *promise of *certainly

Situationen 143

Videoecke



Birgit, geboren am 6.12.1964 in Munderdingen in der Nähe von Ulm, wohnt zur Zeit in München.



Ivo, geboren am 21.7.1960 in Leipzig, macht gerade sein Abitur. Vater kommt aus Jugoslawien, Mutter aus Leipzig.

Aufgabe 1

Listen to the interview with Birgit and decide if the following statements are true (**richtig**) or false (**falsch**). Correct any false statements.

	RICHTIG	FALSCH
1. Birgit hat zwei Schwestern.	<input type="checkbox"/>	<input type="checkbox"/>
2. Eine Schwester wird nächste Woche 32.	<input type="checkbox"/>	<input type="checkbox"/>
3. Birgits Mutter ist Hausfrau.	<input type="checkbox"/>	<input type="checkbox"/>
4. Birgits Großeltern leben noch.	<input type="checkbox"/>	<input type="checkbox"/>
5. Ihre Onkelin und Tanten sieht Birgit nur selten.	<input type="checkbox"/>	<input type="checkbox"/>
6. Birgit ist verheiratet.	<input type="checkbox"/>	<input type="checkbox"/>
7. Birgit hat einen Sohn.	<input type="checkbox"/>	<input type="checkbox"/>

Aufgabe 2

Listen to the interview with Ivo and decide which of the following answers are correct.

1. Ivo hat	<input type="checkbox"/> drei Geschwister.	<input type="checkbox"/> vier Geschwister.
2. Ivo ist	<input type="checkbox"/> 1980 geboren.	<input type="checkbox"/> 1964 geboren.
3. Ivos Mutter	<input type="checkbox"/> ist in Remo.	<input type="checkbox"/> hat ihre eigene Firma.
4. Ivo	<input type="checkbox"/> hat noch Großeltern.	<input type="checkbox"/> hat keine Großeltern mehr.
5. Ivo hat Verwandte in	<input type="checkbox"/> Italien.	<input type="checkbox"/> Jugoslawien.
6. Ivo ist	<input type="checkbox"/> verlobt.	<input type="checkbox"/> verheiratet.
7. Ivo	<input type="checkbox"/> hat Kinder.	<input type="checkbox"/> hat keine Kinder.

Videoecke 37

Strukturen und Übungen

9.1. als was introduced as a formal term in **Kapitel 2** (S. 46). It is presented here formally, but it is presented informally. Section 9.1 compares the introduction of **als** by introducing it with **was** and **was**.

Wissen Sie noch?

An **als**-clause is a type of dependent clause. As in other dependent clauses, the conjugated verb appears at the end of the clause. Review grammar 3.4 and 7.1.

Üb. 1. Assign for homework and discuss in class. It would be interesting to compare and contrast the use of **als** in the two texts. How do they differ? How do they differ? How do they differ?

9.2. Präteritum: The verbs haben and wissen

Use the simple past tense of **haben**, **sein**, **werden**, **wissen**, and the modal verbs in both writing and conversation.

Wissen Sie noch? The verbs **haben** and **wissen** are similar to some of those forms, having learned them in your Spanish. They become associated with verbs with identical stem, and so do the forms when they learned modal verbs in **Kapitel 3**. The use of the simple past tense of **haben** and **wissen** is written texts is presented in **Section 9.4**.

9.1 The conjunction **als** with dependent-clause word order

The conjunction **als** (*when*) is commonly used to express that two events or circumstances happened at the same time. The **als**-clause establishes a point of reference in the past for an action or event described in the main clause.

Als ich zwölf Jahre alt war, bin ich zum ersten Mal allein verreist.

When I was twelve years old, I traveled alone for the first time.

When an **als**-clause introduces a sentence, it occupies the first position. Consequently, the conjugated verb in the main clause occupies the second position and the subject of the main clause the third position. Note that the conjugated verb in the **als**-clause appears at the end of the clause.

Als ich 12 Jahre alt war, bin ich zum ersten Mal allein verreist.

ÜBUNG 1 Meilensteine

Schreiben Sie 10-15 Sätze über Ihr Leben. Beginnen Sie jeden Satz mit **als**.

Beispiel: Als ich zwei war, habe ich sprechen gelernt.
Als ich fünf war, bin ich in die Schule gekommen.

9.2 The simple past tense of **werden**, the modal verbs, and **wissen**

The simple past tense is preferred over the perfect tense with some frequently used verbs, even in conversational German. These verbs include **haben**, **sein**, **werden**, the modal verbs, and the verb **wissen**. The conjugations of **werden**, the modal verbs, and **wissen** appear below for **haben** and **sein**, refer back to **Strukturen 7.5**. Notice that the **ich** and the **er/sie/es**-forms are the same.

Frau Gretter war sehr begabt.
In der Schule wusste sie immer alles.
Sie hatte viele Freundinnen und Freunde.

Mrs. Gretter was very talented.
In school she always knew everything.
She had many friends.

Strukturen und Übungen 327

Videoecke

Activities support listening/viewing comprehension skills for the interview footage found on the **Blickkontakte** video.

Strukturen und Übungen

Clear, concise grammar explanations and form-focused exercises provide a solid foundation for acquiring grammatical structures.

Situationen

Kindheit

Grammatik 9.1



Jens hat seinem Onkel den Rasen gemäht.



Li hat im Garten Äpfel gepflückt.



Richard hat mit seiner Mutter Kuchen gebacken.



Berni hat Staud gesungen und sauber gemacht.



Will hat seiner Oma die Brühnen gegossen.



Jochen hat seinem Vätern Bruder Geschichten vorgelesen.

SITUATION 1 Die Kindheit berühmter Personen

Was haben diese berühmten Leute wohl in ihrer Kindheit gemacht? Ordnen Sie die Sätze den folgenden Personen zu.

- Joseph Fischer, deutscher Politiker
- Michael Schumacher, deutscher Formel-1-Rennfahrer
- Kate Moss, britisches Fotomodell
- Martina Hingis, Schweizer Tenniststar

1. Er ist schon mit fünf Jahren Kettcar gefahren.
2. Er hat gern politische Reden gehört.

Situationen

Communicative activities form the core of *Kontakte*. Most activities are done with partners, small groups, or the whole class.

Kultur... Landeskunde... Informationen

These short cultural readings offer insights into the German-speaking world. They are accompanied by activities that aid students in comparing and contrasting their own culture with that of the German-speaking countries.

Kultur... Landeskunde... Informationen

Der Euro

Fragen Sie Ihren Partner oder Ihre Partnerin.

1. Wie heißt die Währung in dem Land, in dem du geboren bist?
2. Welche Münzen gibt es, z. B. 1-Cent-Münzen, 2-Cent-Münzen?
3. Welche Geldscheine gibt es, z. B. 1-Dollar-Scheine, 2-Dollar-Scheine?
4. Welche Farbe haben die Geldscheine?
5. Welche Bilder und Symbole gibt es auf den Geldscheinen und Münzen?

Lesen Sie den Text zum Thema Euro und beantworten Sie die Fragen zum Text.

1. Wie viele Länder hat die EU? In wie vielen Ländern der EU gilt der Euro als gesetzliches Zahlungsmittel? In welchen Ländern der EU gilt er noch nicht?
2. In welchen weiteren Ländern ist der Euro gesetzliches Zahlungsmittel?
3. Welche Rolle spielt der Euro in der Schweiz?
4. Was sieht man auf den Euro-Scheinen, was auf den Euro-Münzen? Sind alle Euro-Scheine und -Münzen in allen Ländern gleich?
5. Was zeigt die deutsche und die österreichische 10-Cent-Münze und was die deutsche und österreichische 2-Euro-Münze?

Seit dem 1. Januar 2002 gibt es in Deutschland und in elf anderen Ländern der Europäischen Union (EU) eine neue Währung: den Euro. Der Euro ist gesetzliches Zahlungsmittel¹ in Deutschland und Österreich, in Finnland, in Belgien, Luxemburg und in den Niederlanden, in Frankreich, in Italien, in Spanien, in Portugal, in Irland und in Griechenland. Nur die EU-Länder Dänemark, Schweden und Großbritannien behalten vorerst² ihre alten Währungen.

Neben den 12 Ländern der Eurozone ist der Euro in 12 weiteren Ländern die offizielle Währung. In den drei europäischen Kleinststaaten Andorra, Monaco, San Marino und im Vatikanstaat, und auch in den vier Ländern des ehemaligen Jugoslawiens, nämlich im Kosovo, in Montenegro, in Kroatien und in Serbien, ist der Euro gesetzliches Zahlungsmittel, dazu in allen vier französisch übergebenen: Französisch-Guayana, Martinique, Guadeloupe und Réunion. Die Schweiz ist nicht Mitglied³ der EU und auch nicht Mitglied der Eurozone. Trotzdem⁴ akzeptiert man fast überall in der Schweiz neben⁵ der eigenen Währung, dem Schweizer Franken, auch den Euro.

Ein Euro hat 100 Cent. Der größte Geldschein ist der 500-Euro-Schein und die kleinste Münze ist die 1-Cent-Münze. Neben 1-, 2-, 5-, 10-, 20- und 50-Cent-Münzen gibt es auch 1- und 2-Euro-Münzen. Die Scheine sind in allen Ländern gleich.⁶ Sie zeigen auf einer Seite Brücken⁷ und auf der anderen Seite Fenster und historisch wichtige Portale. Der 5-Euro-Schein zeigt z. B. eine Brücke und ein Portal im klassischen Stil und der 50-Euro-Schein eine Brücke und ein Fenster aus der Renaissance.

Eine Seite der Münzen ist ebenfalls in allen Ländern gleich. Sie zeigt die Länder der Eurozone. Die andere Seite ist von Land zu Land verschieden.⁸ Die deutschen 10-, 20- und 50-Cent-Münzen zeigen z. B. das Brandenburger Tor und die 1- und 2-Euro-Münzen den deutschen Adler.⁹ Alle acht österreichischen Münzen haben ein anderes Motiv, die österreichische 10-Cent-Münze z. B. zeigt den Stefansturm¹⁰ und die 2-Euro-Münze die österreichische Pazifistin Bertha von Suttner.

¹currency ²gesetzliches ³legal member ⁴although... will keep for the time being ⁵besides ⁶member ⁷historical ⁸in addition to ⁹the same ¹⁰Prinzipe ¹¹different ¹²angle ¹³Der Dom cathedral



Videoblick

Appearing once in each chapter, this video feature shows a still-frame from the **Galerie** video clip and presents questions to activate students' background knowledge and reveal their schemata of interpretation.



Videoblick

Azubibewerbung

Wer in Deutschland nach der Schule einen Beruf lernen möchte, wird Azubi. Man bewirbt sich bei einer Firma oder in einem Betrieb¹ und lernt dort einen Beruf. Der Ausschritt zur **Blickkontakte** zeigt, was bei einer Bewerbung² wichtig ist.

- Was bezahlt das Arbeitsamt?
- Was gehört in die Bewerbungsmappe³?
- Woraus besteht die Auswahltest⁴?
- Was ist wichtig im Vorstellungsgespräch⁵?

¹Unternehmensbereich: enterprise ²bewerb: apply ³map: application ⁴application package ⁵job interview

SITUATION 11 Zum Schreiben: Vor der Berufsberatung

Morgen haben Sie einen Termin beim Berufsberater. Bereiten Sie sich auf das Gespräch vor. Machen Sie sich Notizen zu den Stichwörtern von der Liste.

- Schulbildung
- familiärer Hintergrund (Beruf der Eltern usw.)
- Interessen, Hobbys
- Lieblingsfächer, besondere Fähigkeiten
- Qualifikationen (Fremdsprachen, Computerkenntnisse usw.)
- Erwartungen an den zukünftigen Beruf (Geld, Arbeitszeiten, Urlaub usw.)

SITUATION 12 Rollenspiel: Bei der Berufsberatung

Sie arbeiten bei der Berufsberatung. Ein Student / Eine Studentin kommt in Ihre Sprechstunde. Stellen Sie ihm/ihr Fragen zu diesen Themen: Schulbildung, Interessen und Hobbys, besondere Kenntnisse, Lieblingsfächer.


¹family ²representative ³office

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LESEHILFE

Before reading this text, look at its structure. Judging from the situation at the beginning—**Liebe Ana**—and the greeting at the end—**Big bald and alles Liebe Dein Felix**—you might guess that it is a letter. It is written by Felix to his friend Ana. Felix is a ninth-grade student at an **Internat** (boarding school). Apparently Ana has asked Felix what his day looks like, and he is telling her that in his letter.

Brief eines Internatsschülers



5. **Mittagsessen** (line 14) **HNST**: what do you eat after six hours of school?

6. **üben** (line 16) **HNST**: what do you do with a piano to improve proficiency?

7. **ungespiert** (line 21) **HNST**: the reason for the silence is so that students may work _____; notice the prefix **un-**.

8. **Kopfhörer** (line 23) **HNST**: gadget that fits on your head for listening to music.

9. **aussmachen** (line 29) **HNST**: what you do to the lights when you go to bed.

Situations 59

Leseshilfe

This sidebar box offers background information on readings and tips to students for improving their reading skills.

ÜBUNG 2 Was machen diese Leute?

Bilden Sie Sätze.

Wörter Heidi schreibt ihren Eltern eine Karte.

Bikini (m.) = der Bikini
Grammatik (f.) = die Grammatik
Zelt (n.) = das Zelt

erklären Eltern Bikini (m.)
erzählen Freund Grammatik (f.)
geben Freundin Karte (f.)
kaufen Mann Regenschirm (m.)
kochen Mutter Armband (n.)
leihen Professor Rucksack (m.)
schenken Schwester Suppe (f.)
schreiben Tante Märchen (n.)
verkaufen Vetter Zelt (n.)

5.2 Question pronouns: wer, wen, wem

Use the pronouns **wer**, **wen**, and **wem** to ask questions about people: **wer** indicates the subject, the person who performs the action; **wen** indicates the accusative object; **wem** indicates the dative object.

Wer arbeitet heute Abend um acht? *Who's working tonight at eight?*
Wen triffst du heute Abend? *Whom are you meeting tonight?*
Wem leihst du das Zelt? *To whom are you lending the tent?*

ÜBUNG 3 Minidialoge

Ergänzen Sie **wer**, **wen** oder **wem**.

1. JÜRGEN: _____ hat meinen Regenschirm?
2. MELANIE: _____ hast du in der Stadt gesehen?
3. JOSEF: Claire _____.
4. ROSE: _____ willst du die DVD schenken?
5. WILHELM: Maria. Sie wünscht sie sich schon lange.
6. FRANK: ALBERT: Na, erzähl doch mal. _____ hast du letztes Wochenende kennen gelernt?
7. RICHARD: Also, sie heißt Uschi und ...
8. MIMMI: _____ wollt ihr denn euren neuen Computer verkaufen?
9. RENATE: Schülern und Studenten.
10. NADINE: Weißt du, _____ heute Abend zu uns kommt?
11. YVONNE: Nein, die _____.
12. NADINE: Tante Christa, natürlich.

Situations und Übungen 195

Übungen

Following each of the grammar descriptions, these form-focused exercises practice the key grammatical concepts of the chapter.

xvi A Guided Tour of Kontakte, Fifth Edition

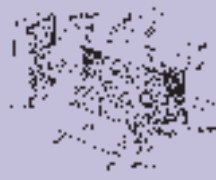
6.2 Location vs. destination: two-way prepositions with the dative or accusative case

Wo asks about location. Questions about location are answered with a preposition + dative.

The prepositions **in** (in), **an** (on), **an** (on top of), **vor** (before), **hinter** (behind), **über** (above), **unter** (underneath), **neben** (next to), and **zwischen** (between) are used with both the dative and accusative cases. When they refer to a fixed location, the dative case is required. In these instances, the prepositional phrase answers the question **wo** (where [at]).

Wissen Sie noch?

The prepositions **in**, **an**, and **auf** use the dative case when they indicate location. Review grammar 5.4.



Im Wohnzimmer steht ein Sofa.
Hinter dem Sofa stehen zwei große Boxen.
An der Wand hängt ein Telefun.
Auf dem Sofa liegt ein Hund.
Unter dem Sofa liegt eine Katze.

Vor dem Sofa steht ein Tisch.
Über dem Sofa hängt eine Lampe.
Neben dem Sofa steht eine große Pflanze.
Zwischen den Büchern stehen Teinischube.

Wohin asks about placement or destination. Questions about placement or destination are answered with a preposition + accusative.

When these prepositions describe movement toward a place or a destination, they are used with the accusative case. In these instances, the prepositional phrase answers the question **wohin** (where [to]).

Peter hat das Sofa **ins** Wohnzimmer gestellt.
Die Boxen hat er **hinter** das Sofa gestellt.
Das Telefun hat er **an** die Wand gehängt.
Der Hund hat sich gleich **auf** das Sofa gelegt.
Die Katze hat sich **unter** das Sofa gelegt.

Peter hat den Tisch **vor** das Sofa gestellt.
Die Lampe hat er **über** das Sofa gehängt.
Die große Pflanze hat er **neben** das Sofa gestellt.
Und seine Teinischube hat er **zwischen** die Bücher gestellt.

Strukturen und Übungen 227

Wissen Sie noch?

A mini-review and cross-reference for students to key grammar points that have already been covered.



Icons

Six different icons indicate information gap, writing, role-playing, listening, interview, and autograph activities.

Exciting Multimedia Supplements for *Kontakte*, Fifth Edition

The Fifth Edition of *Kontakte* is accompanied by an array of multimedia supplements to support your instruction and your students' language learning needs.

***Blickkontakte* Video**

The Fifth Edition of *Blickkontakte* offers the variety of authentic video materials that has won wide praise. As before, the Fifth Edition contains interviews with native speakers, filmed on location in Leipzig. Viewing and listening comprehension for the **Interview** segments are supported by the **Videoecke** feature in each chapter, consisting of photographs, interview questions, and viewing activities.



Fourteen selections from authentic German television broadcasts, called **Galerie**, correspond to the new **Videoblick** feature found in each chapter of the main text. These were selected based on their accessibility, cultural and linguistic richness, and their interest to present-day students. In addition to the **Videoblick** exercises, the *Instructor's Manual* contains overhead transparencies and expanded activities that correspond to the **Galerie** segments. Yet another set of activities for the **Galerie** segments is included in the student CD-ROM.

Student CD-ROM

The student CD-ROM for the Fifth Edition contains updated interactive video activities based on the *Blickkontakte* video. There are also new grammar and vocabulary exercises, as well as listening, speaking, and writing activities. A new set of culture activities has been added as well.

Online *Arbeitsbuch*

New to the Fifth Edition is the exciting **Online *Arbeitsbuch***, produced in collaboration with Quia™. This online version of the paper *Arbeitsbuch* offers students an integrated *Audio Program* and self-correcting and self-scoring activities. Instructors will find a sophisticated gradebook feature and tracking of student and class performance.



Online Learning Center

An entirely new **Online Learning Center** website accompanies the Fifth Edition of *Kontakte*. This website offer students a wide variety of resources, including additional vocabulary and grammar practice, cultural activities, and much more. *Premium Content* is available on the **Online Learning Center**; this password-protected *Premium Content* is provided free of charge to all students purchasing a new text-

book. *Premium Content* includes the complete *Audio Program* to accompany the *Arbeitsbuch*. Students purchasing a used textbook may purchase access to the *Premium Content* separately, for a nominal fee.

Instructors will find digital color transparencies, links to professional resources, and other valuable tools on the Instructor's Center of the **Online Learning Center**.

The *Kontakte* Program: Exceptional Instructional Materials

The instructional package of *Kontakte*, Fifth Edition, includes the following materials, designed to complement your instruction and to enhance your students' learning experience. Please contact your local McGraw-Hill sales representative for information on availability and costs of these materials.

Available to adopters *and* to students:

- **Student Edition.** Full-color textbook with activities, grammar explanations and exercises, and helpful appendices.
- **Textbook Listening Program.** A 1-hour program containing the dialogues, selected texts from the **KLI** boxes, and readings, is available free on the Online Learning Center.
- **Arbeitsbuch.** A complete manual for further practice and acquisition of the four skills and cultural competence.
- **Online Arbeitsbuch.** This online version of the *Arbeitsbuch*, produced in collaboration with Quia™, offers the same outstanding practice activities as the paper *Arbeitsbuch*, with many additional advantages such as automatic feedback and scoring, and a gradebook feature for instructors.
- **Audio Program.** A 7-hour program, on audio CD or MP3, containing pronunciation practice and listening comprehension texts, including the dialogues and narration series from the main text.
- **Interactive CD-ROM.** This interactive CD-ROM, completely revised for the Fifth Edition, includes vocabulary practice activities and games, grammar practice activities, as well as cultural, reading, writing and speaking activities. The CD-ROM also includes extensive video-based activities, which offer students an excellent source of authentic input.

- **New! *Kontakte* Online Learning Center.** A web-based learning center with online activities and study resources for students, as well as a variety of resources for instructors.
- ***A Practical Guide to Language Learning: A Fifteen-Week Program of Strategies for Success*,** by H. Douglas Brown (San Francisco State University). A brief introduction to language learning written for beginning students.

Available to adopters only:

- ***Instructor's Edition.*** The main text containing margin notes with suggestions for using and expanding on the materials in the text, additional cultural information, teaching hints, and listening comprehension texts.
- ***Blickkontakte* video to accompany *Kontakte*.** A 1-hour video containing 14 interview segments with native speakers (filmed in Leipzig) and 14 non-commercial video clips from ZDF broadcasts.
- ***Instructor's Resource CD-ROM.*** A CD-ROM containing testing materials from the *Test Bank*, color and black-and-white electronic overhead transparencies, the *Instructor's Manual*, and the *Audioscript*.
- ***Instructor's Manual.*** A handy manual that provides a guided walk through **Einführungen A/B** and **Kapitel 1** presents information on Natural Approach theory and practice and offers hints and practical guidance to instructors. Included in the *Instructor's Manual* are transparency masters of the drawings in the main text as well as video activities for the authentic television footage on the *Blickkontakte* video.

- *Audioscript*. A transcript containing all the material recorded in the *Audio Program*.
- *Test Bank with Testing Audio Program*. A collection of testing materials—thoroughly revised for the Fifth Edition—for assessing listening comprehension, vocabulary, grammar, reading, writing, culture, and oral proficiency.
- *Picture File*. 50 full color, 9" × 12" photographs taken exclusively for *Kontakte* in Germany, Austria, and Switzerland.
- *From Input to Output*. A 1-hour instructional video containing demonstrations of the Natural Approach using *Kontakte* and filmed at the University of Iowa.

The Natural Approach

Kontakte is based on Tracy D. Terrell's Natural Approach, which originally drew on aspects of Stephen D. Krashen's "Monitor Model" and its five hypotheses on instructed second-language acquisition. These five hypotheses are discussed in detail in the *Instructor's Manual* that accompanies *Kontakte*. The following are among the most important aspects of the Natural Approach as applied in this program:

- 1. Comprehension precedes production.** Students' ability to use new vocabulary and grammar is directly related to the opportunities they have to listen to and read vocabulary and grammar in a natural context.
- 2. Production needs to be acquired, too.** While comprehension activities need to take up a large amount of classroom time in early chapters and considerable amounts in later chapters as well, students need to be given numerous opportunities to express their own meaning in communicative contexts. Ideally, comprehension activities are topped off by speaking and/or writing, and production activities are introduced by listening or reading.
- 3. Speech emerges in stages.** *Kontakte* allows for three stages of language development:
Stage 1. Comprehension: **Einführung A**
Stage 2. Early speech: **Einführung B**
Stage 3. Speech emergence: **Kapitel 1**
The activities in **Einführung A** are designed to give students an opportunity to develop good comprehension skills without being required to speak much German. The activities in **Einführung B** are designed to encourage the transition from comprehension to an ability to make natural responses with short phrases. By the end of the **Einführung**, most students are making the transition from short answers to longer phrases and short sentences, using the materials of the **Einführung**. With the new material in each chapter, students will pass through the same three stages.
- 4. Speech emergence is characterized by grammatical errors.** It is to be expected that students will make many errors when they begin putting words together into sentences, because it is difficult to monitor spontaneous speech. These early errors do not become permanent, nor do they affect students' future language development. We recommend correcting errors by expanding and rephrasing students' responses into grammatically correct sentences.
- 5. Group work encourages speech.** Most of the activities lend themselves to pair or small-group work, which allows for more opportunities to interact in German during a given class period and provides practice in a non-threatening atmosphere.
- 6. Students acquire language best in a low-anxiety environment.** Students will be most successful when they are interacting in communicative activities that they enjoy. The goal is for them to express themselves as best they can and to develop a positive attitude toward their second-language experience. The Natural Approach instructor will create an accepting and enjoyable environment in which to acquire and learn German.
- 7. The goal of the Natural Approach is proficiency in communication skills.** Proficiency is defined as the ability to convey information and/or feelings in a particular situation for a particular purpose. Grammatical accuracy is one part of communicative proficiency, but it is not a prerequisite.

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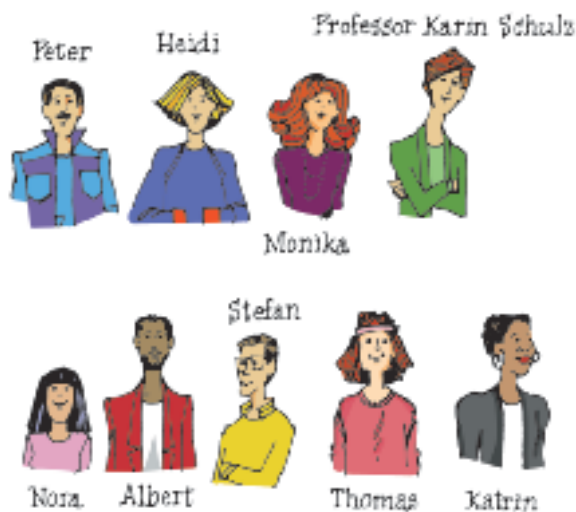
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To the Student

The Cast of Characters

The people you will read and talk about in *Kontakte* reappear in activities and exercises throughout the text. Some are American students, and others are from Germany, Austria, and Switzerland.

First, there is a group of students learning German at the University of California at Berkeley. Although they all have different majors, they are all in Professor Karin Schulz's German class. You will meet eight students in the class: Steve (Stefan), Heidi, Al (Albert), Nora, Monique (Monika), Peter, Kathy (Kathrin), and Thomas. Each uses the German version of his or her name.



Little by little, you will be introduced to people who live in various parts of the German-speaking world. For example, in Göttingen, Germany, you will meet Silvia Mertens and her boyfriend, Jürgen Baumann. You will also get to know the Schmitz family. Rolf Schmitz, who is studying psychology at the University of California in Berkeley and who knows many of the students in Professor Schulz's German class, lives with his parents in Göttingen over the university holidays. He was born in Krefeld, a town near Düsseldorf, where his grandmother, Helene Schmitz, still lives. Rolf has twin sisters, Helga and Sigrid.



In Germany, you will also accompany an American student, Claire Martin, on her travels. Her best friends are Melanie Staiger and Josef Bergmann from Regensburg.



In Berlin, you will meet Renate Röder, who is single and who works for a computer company. Renate travels a lot and speaks several languages in addition to German. You will also meet Mehmet Sengün. Mehmet, who came with his family to Berlin from Turkey when he was 10, works as a truck driver.



In Dresden, you will meet Sofie Pracht, a student at the Technische Universität. Sofie is studying biology and wants to become a biologist. Her best

friend is Willi Schuster, who is also a student at the TU Dresden. Marta Szerwinski, a friend of Sofie's and Willi's, comes from Poland, but is currently working in Dresden.



In the Munich neighborhood of Schwabing, you will meet two families: the Wagners and the Rufs. In the Wagner family, you will meet Josie and Uli, their son Ernst, and their daughters, Andrea and Paula. Jens Krüger, their cousin, comes to visit quite often, so you will meet him as well. The Wagners' neighbors are the Ruf family: Jochen Ruf, a writer who works at home and takes care of the children and household, and Margret, a businesswoman who is president of Firma Seide, which manufactures toys. They have two children: Jutta, who is a student at the Goethe Gymnasium (*high school*) with Jens Krüger, and Hans, her younger brother.



There are others in the neighborhood as well, such as Herr Günter Thelen and Herr Alexander

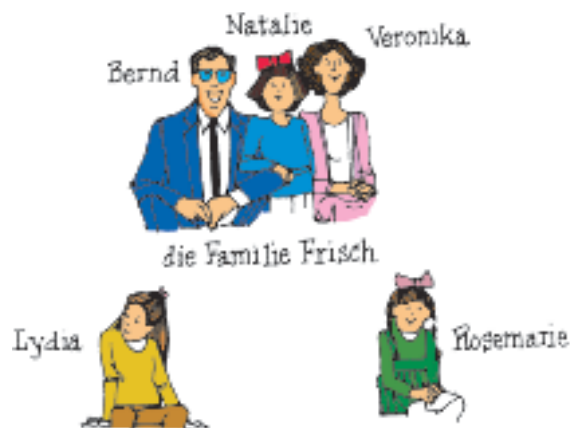
Siebert, Frau Sybille Gretter, Frau Judith Körner, Michael Pusch—who is very taken with himself—and his girlfriend, Maria Schneider.



In Austria, you will get to know Richard Augenthaler, who is 18 and has just graduated from high school.



In Switzerland, you will meet the Frisch family, Veronika and Bernd and their three children. Veronika and Bernd live and work in Zürich, but they like to travel, and we will follow them on different occasions.



Getting Started with Kontakte

During your German course, you will be working primarily with two texts: The main text and the *Arbeitsbuch*. Both texts have been designed to provide

you with ample opportunities to practice German in natural contexts. The following chart will give you an overview of these two books.

The Main Text	What Is It?	How Will It Help?
Situationen (oral activities)	Oral activities done in class with instructor and classmates.	Give you opportunities to listen to and interact with others in German.
Lektüre, Kultur... Landeskunde... Informationen (reading, culture boxes)	Short readings and visuals on interesting topics or cultural topics relevant to the German-speaking world. For class or homework.	Allow you to acquire German and help you to learn about the German-speaking world.
Videoblick, Videoecke (video view, video corner)	Video-based activities and exercises.	Allow you to hear and view a wide range of native speakers in authentic contexts.
Wortschatz (vocabulary list)	A list of the new words that appear in the Situationen .	For reference or review.
Strukturen und Übungen (grammar and exercises)	Explanations and examples of grammar rules followed by exercises, at the end of each chapter.	For self-study and for reference. Refer to the grammar when you edit your writing.
Appendices A, B	Part 2 of the Informationsspiele and Rollenspiele .	For use in the paired information gap and role-play activities.
Appendix C	Rules for the German Spelling Reform.	For quick reference.
Appendix D	Phonetics Summary Tables. A summary of German pronunciation and spelling.	For quick reference.
Appendix E	Grammar Summary Tables. Summaries of major grammatical points introduced.	For quick reference.
Appendix F	Verb charts of conjugation patterns of regular verbs and a list of strong and irregular weak verbs.	For quick reference.
Appendix G	Answers to single-response grammar exercises.	For checking your answers.
End vocabularies	German-English/English-German end vocabularies containing all the vocabulary used in <i>Kontakte</i> .	For reference.

The *Arbeitsbuch* (Laboratory Manual and Workbook)

What Is It?

How Will It Help?

Hörverständnis

(listening comprehension)

Authentic listening activities with short comprehension activities.

Provide you with more opportunities to listen to and acquire German outside of class.

Aussprache und Orthographie

(pronunciation and spelling)

Recorded pronunciation and spelling exercises.

Introduce you to the sound system and spelling conventions of German.

Schriftliche Aktivitäten

(written work)

Writing activities, coordinated with the chapter theme, vocabulary, and grammar.

Allow you to practice vocabulary and grammatical structures and to express yourself in writing creatively.

Kulturecke

(cultural corner)

Activities that review key cultural points found in the corresponding chapter of the main text.

Help you identify, review, and remember the important cultural information of the chapter.

Answer key

Answers to many of the recorded **Hörverständnis** and **Aussprache und Orthographie** exercises as well as to some of the **Schriftliche Aktivitäten** exercises.

Give you immediate feedback on comprehension, pronunciation and spelling, and written activities.





Europa, Nordafrika und der Nahe Osten

Maßstab 2,0 cm = 500 km



EU-LÄNDER (ab Mai 2004)	EINWOHNER (2003)
Belgien	10,3 Mio.
Dänemark	5,4 Mio.
Deutschland	82,5 Mio.
Estland	1,4 Mio.
Finnland	5,2 Mio.
Frankreich	60,2 Mio.
Griechenland	10,7 Mio.
Großbritannien	60,1 Mio.
Irland	3,9 Mio.
Italien	58,0 Mio.
Lettland	2,3 Mio.
Litauen	3,6 Mio.
Luxemburg	0,4 Mio.
Malta	0,4 Mio.
die Niederlande	16,2 Mio.
Österreich	8,2 Mio.
Polen	38,6 Mio.
Portugal	10,1 Mio.
Schweden	8,9 Mio.
die Slowakei	5,4 Mio.
Slowenien	1,9 Mio.
Spanien	40,2 Mio.
Tschechien	10,2 Mio.
Ungarn	10,0 Mio.
Zypern	0,8 Mio.
Gesamtbevölkerungszahl	454,9 Mio.



Kontakte