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A COMMUNICATIVE APPROACH

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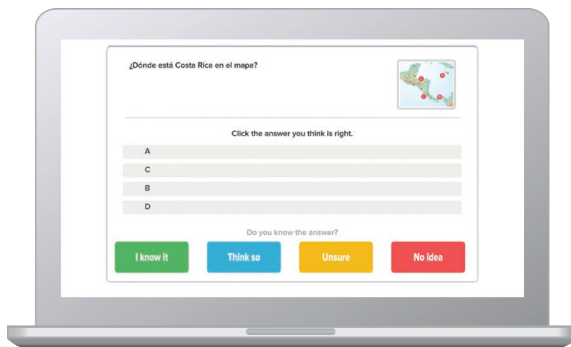
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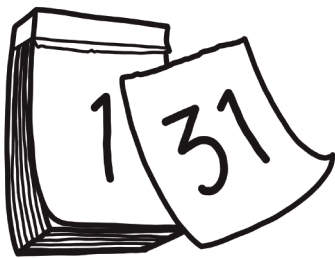
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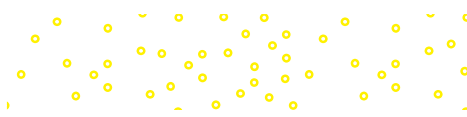
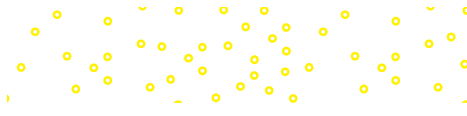
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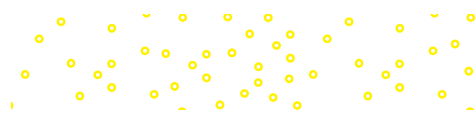
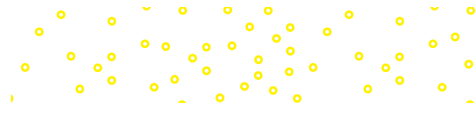
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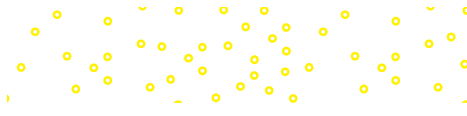
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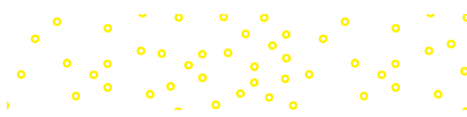


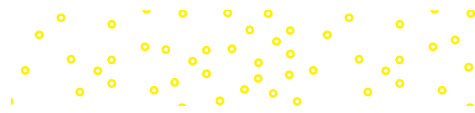


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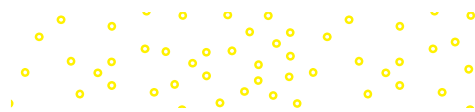
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Griechenland	10,6
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Lettland	1,9
Litauen	2,8
Luxemburg	0,6
Malta	0,5
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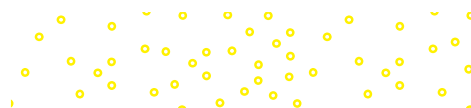
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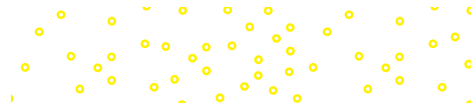
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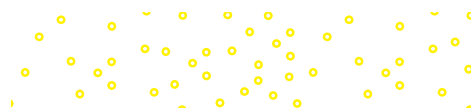
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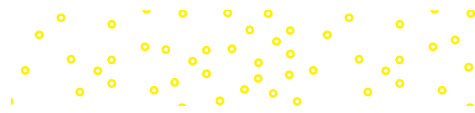
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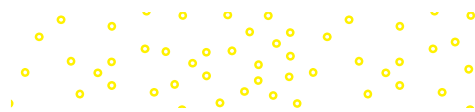
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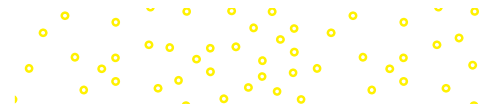


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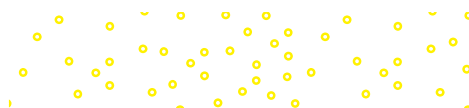
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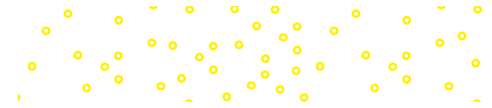
Brief Contents



Preface	<i>xxi</i>
Einführung A	2
Einführung B	24
Kapitel 1	Wer ich bin und was ich tue 50
Kapitel 2	Besitz und Freude 80
Kapitel 3	Talente, Pläne, Pflichten 112
Kapitel 4	Ereignisse und Erinnerungen 144
Kapitel 5	Geld und Arbeit 178
Kapitel 6	Wohnen 212
Kapitel 7	Unterwegs 250
Kapitel 8	Essen und Einladen 284
Kapitel 9	Kindheit und Jugend 318
Kapitel 10	Tourismus 356
Kapitel 11	Gesundheit und Krankheit 392
Kapitel 12	Das 21. Jahrhundert 424
Appendix A	Informationsspiele: 2. Teil A-1
Appendix B	Rollenspiele: 2. Teil A-14
Appendix C	Phonetics Summary Tables A-17
Appendix D	Grammar Summary Tables A-23
Appendix E	Verbs A-28
Appendix F	Answers to Grammar Exercises A-32
Appendix G	Top 1,000 German Words A-37
Vokabeln	Deutsch-Englisch V-1
Vokabeln	Englisch-Deutsch V-38
Index	<i>I-1</i>



Contents



Preface xxi
To the Student xxxi

Einführung A



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Themen

Bitten 4
Namen 7
Kleidung 10
Farben 11
Begrüßen und Verabschieden 15
Zahlen 18
Wortschatz zum Lernen 22

Kulturelles

Kunst: Dora Hitz (*Mädchen im Mohnfeld*) 3
KLI: Vornamen 7
KLI: Farben als Symbole 12
Musikszene: „Lieblingmensch“ (Namika) 16
KLI: So zählt man ... So schreibt man ... 19
Videoecke: Persönliche Informationen 20

Strukturen

1. Giving instructions: Polite commands 6
2. What is your name? The verb **heißen** 9
3. The German case system 9
4. Grammatical gender: Nouns and pronouns 13
5. Addressing people: **Sie** versus **du** or **ihr** 17

Einführung B



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Themen

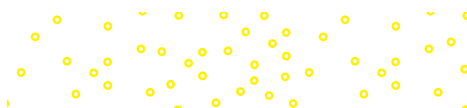
Der Seminarraum 26
Beschreibungen 29
Der Körper 33
Die Familie 36
Wetter und Jahreszeiten 39
Geografie, Herkunft und Sprachen 42
Wortschatz zum Lernen 48

Kulturelles

Kunst: Paula Modersohn-Becker (*Zwei Kinder in der Sonne am Wiesenzaun stehend*) 25
KLI: Was ist wichtig im Leben? 30
KLI: Wetter und Klima 40
Musikszene: „36 Grad“ (2raumwohnung) 41
KLI: Die Lage Deutschlands in Europa 43
Videoecke: Familie 46

Strukturen

1. Definite and indefinite articles 27
2. Who are you? The verb **sein** 31
3. What do you have? The verb **haben** 32
4. Plural forms of nouns 34
5. Personal pronouns 38
6. Origins: **Woher kommen Sie?** 44
7. Possessive determiners: **mein** and **dein/Ihr** 45





Kapitel 1



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Wer ich bin und was ich tue

Themen

Freizeit	52
Schule und Universität	60
Alltag	64
Persönliche Angaben	71
Wortschatz zum Lernen	78

Kapitel 2



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Besitz und Freude

Themen

Besitz	82
Geschenke	88
Kleidung und Aussehen	94
Freude	102
Wortschatz zum Lernen	110

Kapitel 3

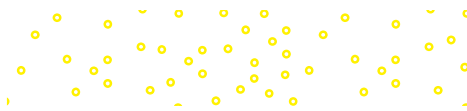


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Talente, Pläne, Pflichten

Themen

Talente und Pläne	114
Pflichten	121
Dienste	127
Körperliche und geistige Verfassung	135
Wortschatz zum Lernen	142



Kulturelles

Kunst: Carl Spitzweg (*Der Kaktusliebhaber*) 51
KLI: Freizeit 55
KLI: Schule 62
Musikszene: „Gewinner“ (Clueso) 72
Videoecke: Tagesablauf 76

Lektüren

Film: *Die kleine Hexe* (Michael Schaerer) 66
Biografie: Guten Tag, ich heiße ... 73

Strukturen

1. The present tense 56
2. Expressing likes and dislikes: **gern / nicht gern** 58
3. Telling time 63
4. Word order in statements 68
5. Word formation: Separable-prefix verbs 69
6. Word order in questions 75

Kulturelles

Kunst: Jeanne Mammen (*Schwester im Atelier*) 81
KLI: Der Euro 83
Musikszene: „Meine beiden Schwestern“ (Wanda) 96
KLI: Gefahren im Netz 104
Videoecke: Hobbys 108

Lektüren

Blog Deutsch 101: Frau Schulz hat Geburtstag 90
Film: *SMS für Dich* (Karoline Herfurth) 97

Strukturen

1. The accusative case 85
2. The negative article: **kein, keine** 86
3. What would you like? **Ich möchte ...** 92
4. Word formation: Compound nouns 93
5. Possessive determiners 99
6. The present tense of stem-vowel changing verbs 105
7. Asking people to do things: The **du**-imperative 107

Kulturelles

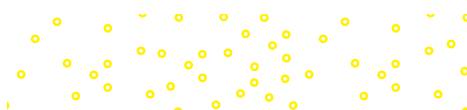
Kunst: Albrecht Anker (*Dorfschule*) 113
Musikszene: „Müssen nur wollen“ (Wir sind Helden) 122
KLI: Jugendschutz 124
KLI: Chatiquette: Sternchen, Abkürzungen und Akronyme 136
Videoecke: Fähigkeiten und Pflichten 140

Lektüren

Zeitungsartikel: Ringe fürs Leben zu zweit 116
Film: *Vincent will Meer* (Ralf Huettner) 129

Strukturen

1. The modal verbs **können, wollen, mögen** 119
2. The modal verbs **müssen, sollen, dürfen** 125
3. Accusative case: Personal pronouns 130
4. Word formation: Feminine nouns in **-e** 133
5. Word order: Dependent clauses 138
6. Dependent clauses and separable-prefix verbs 139





Willibald Stojka/Photo by Célia Pernot

Kapitel 4

Ereignisse und Erinnerungen

Themen

- Der Arbeitstag 146
- Urlaub und Freizeit 151
- Geburtstage und Jahrestage 157
- Ereignisse 166
- Wortschatz zum Lernen 176



Hanne Holze

Kapitel 5

Geld und Arbeit

Themen

- Dienstleistungen 180
- Berufe 188
- Der Arbeitsplatz 195
- In der Küche 202
- Wortschatz zum Lernen 210



Hundertwasser Archive, Vienna

Kapitel 6

Wohnen

Themen

- Haus und Wohnung 214
- In der Stadt 222
- Eine Wohnung suchen 229
- Haushalt 237
- Wortschatz zum Lernen 248

Kulturelles

Kunst: Ceija Stojka (*Am See*) 145
KLI: Universität und Studium 148
Musikszene: „Superheld“ (Samy Deluxe) 154
KLI: Feiertage und Bräuche 158
Videoecke: Feste und Feiern 174

Lektüren

Biografie: Marie Juchacz: Politikerin und Bürgerrechtlerin 161
Film: *Einmal Hans mit scharfer Soße* (Buket Alakuş) 168

Strukturen

1. Talking about the past: The perfect tense 149
2. Weak and strong past participles 155
3. Dates and ordinal numbers 163
4. Prepositions of time: **um, am, im** 164
5. Past participles with and without **ge-** 170
6. Word formation: Feminine nouns in **-ung** 173

Kulturelles

Kunst: Hanne Holze (*Koch mit Suppe*) 179
KLI: Leipzig 184
Musikszene: „Stadt“ (Cassandra Steen) 196
KLI: Ausbildung und Beruf 198
Videoecke: Studium und Arbeit 208

Lektüren

Webartikel: Fünf verrückte Jobs für Studierende 190
Film: *Toni Erdmann* (Maren Ades) 204

Strukturen

1. Dative case: Articles and possessive determiners 185
2. Question pronouns: **wer, wen, wem** 187
3. Expressing change: The verb **werden** 193
4. Word formation: Masculine nouns in **-er** and feminine nouns in **-in** 194
5. Location: **in, an, auf** + dative case 199
6. Dative case: Personal pronouns 206

Kulturelles

Kunst: Friedensreich Hundertwasser ([630A] *Mit der Liebe warten tut weh, wenn die Liebe woanders ist*) 213
KLI: Wohnen 216
KLI: Deutsch und Englisch als germanische Sprachen 231
Musikszene: „Us Mänsch“ (Bligg) 239
Videoecke: Wohnen 246

Lektüren

Sachtext: Städteranking 2018 224
Film: *Willkommen bei den Hartmanns* (Simon Verhoeven) 241

Strukturen

1. Dative verbs 218
2. Location vs. destination: Two-way prepositions with the dative or accusative case 220
3. Word order: Time before place 227
4. Direction: **in/auf** vs. **zu/nach** 227
5. Word formation: Prefix verbs with **be-, ver-,** and **er-** 233
6. The prepositions **mit** and **bei** + dative 235
7. Separable-prefix verbs: The present tense and the perfect tense 243



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Kapitel 7

Unterwegs

Themen

- Geografie 252
- Verkehrsmittel 263
- Die Umwelt und das Auto 267
- Auf Reisen 274
- Wortschatz zum Lernen 282



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Kapitel 8

Essen und Einladen

Themen

- Mahlzeiten 286
- Einkaufen und Kochen 293
- Einladungen und
Veranstaltungen 301
- Das liebe Geld 307
- Wortschatz zum Lernen 316



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Kapitel 9

Kindheit und Jugend

Themen

- Kindheit 320
- Jugend 327
- Geschichten 334
- Märchen 341
- Wortschatz zum Lernen 354

Kulturelles

Kunst: Erika Giovanna Klien
(*Lokomotive*) 251
Musikszene: „Eine Welt, eine
Heimat“ (Adel Tawil) 265
KLI: Volkswagen 271
KLI: Die Schweiz 276
Videoecke: Ausflüge und
Verkehrsmittel 280

Lektüren

Gedicht: Die Stadt (Theodor
Storm) 254
Reiseführer: Husum 255
Film: *Tschick* (Fatih Akin) 268

Strukturen

1. Relative clauses 257
2. Making comparisons: The comparative and superlative forms of adjectives and adverbs 259
3. Word formation: Feminine nouns in **-heit** and **-keit** 266
4. Referring to and asking about things and ideas: **da**-compounds and **wo**-compounds 272
5. The simple past tense of **haben** and **sein** 277
6. The perfect tense (review) 278

Kulturelles

Kunst: Georg Flegel (*Stillleben mit
Obst und Krebsen*) 285
KLI: Brot 289
KLI: Österreich 303
Musikszene: „Meine Frau“
(Amanda) 309
Videoecke: Essen 314

Lektüren

Film: *Bella Martha* (Sandra
Nettelbeck) 295
Sachtext: Stichwort Fabel 296
Fabel: Die gebratene Ameise (Paul
Scheerbart) 297

Strukturen

1. Adjectives: An overview 290
2. Attributive adjectives in the nominative and accusative cases 291
3. Adjectives in the dative case 298
4. Word formation: Participles used as adjectives and adjectives used as nouns 299
5. Talking about the future: The present and future tenses 305
6. The genitive case 310

Kulturelles

Kunst: Irene Brandt (*Sonntag am
Strand*) 319
KLI: Gebrüder Grimm 322
Musikszene: „Wenn sie tanzt“ (Max
Giesinger) 323
KLI: 1989 328
Videoecke: Schule 352

Lektüren

Film: *Nordwand* (Philipp
Stölzl) 336
Märchen: *Rotkäppchen – Ein
Märchen der Gebrüder
Grimm* 345

Strukturen

1. The conjunction **als** with dependent-clause word order 324
2. Word formation: Compound nouns (part two) 325
3. The simple past tense of **werden**, **wissen**, and the modal verbs 330
4. Time: **als**, **wenn**, **wann** 332
5. The simple past tense of weak and strong verbs (receptive) 338
6. Sequencing events in past narration: Past perfect tense and the conjunction **nachdem** (receptive) 350



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Kapitel 10

Tourismus

Themen

Urlaub	358
Nach dem Weg fragen	365
Am Strand und im Hotel	374
Tiere	381
Wortschatz zum Lernen	390



Historical Views/age fotostock

Kapitel 11

Gesundheit und Krankheit

Themen

Krankheit	394
Körperpflege	400
Arzt, Apotheke, Krankenhaus	407
Unfälle	412
Wortschatz zum Lernen	422



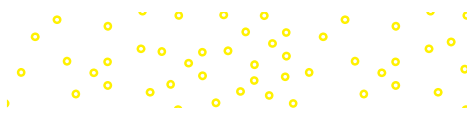
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Kapitel 12

Das 21. Jahrhundert

Themen

Klima	426
Diversität	435
Politik	442
Kunst und Literatur	448
Wortschatz zum Lernen	457



Kulturelles

Kunst: Franz Marc (*Turm der blauen Pferde*) 357
 KLI: Universitätsstadt Göttingen 360
 KLI: Die deutsche Einwanderung in die USA 376
 Musikszene: „Religion“ (Celina Bostic) 377
Videoecke: Urlaub 388

Lektüren

Kurzgeschichte: „Vater im Baum“ (Margret Steenfatt) 368
 Film: *Ich bin dann mal weg* (Julia von Heinz) 384

Strukturen

1. Dative prepositions 362
2. Requests and instructions: The imperative (summary review) 371
3. Word formation: Verbs with **hin-** and **her-** 372
4. Being polite: The subjunctive form of modal verbs 378
5. Accusative prepositions 380
6. Focusing on the action: The passive voice 386

Kulturelles

Kunst: Anna Marie Wirth (*Blick in eine Apotheke*) 393
 KLI: Hausmittel 396
 Musikszene: „Liebe auf Distanz“ (Revolverheld und Antje Schomaker) 404
 KLI: Geschichte der Psychiatrie 408
Videoecke: Krankheiten 420

Lektüren

Film: *Das Leben der Anderen* (Florian Henckel von Donnersmarck) 402
 Kurzgeschichte: 10-Jähriger vom PKW erfasst 414

Strukturen

1. Accusative reflexive pronouns 398
2. Dative reflexive pronouns 405
3. Word order of accusative and dative objects 406
4. Wortbildung: Verbs with **ab**, **an**, **auf**, **aus**, and **ein** 410
5. Indirect questions: **Wissen Sie, wo ...?** 417
6. Coordinating and subordinating conjunctions (summary review) 418

Kulturelles

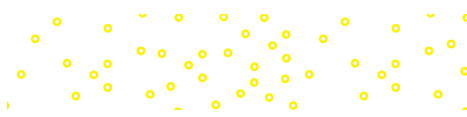
Kunst: Hanefi Yeter (*Analphabeten in zwei Sprachen*) 425
 KLI: Geschlechtergerechte Sprache 437
 Musikszene: „Liebe verbreiten“ (Leila Akinyi) 439
 KLI: Politische Parteien 443
Videoecke: Medien und Finanzen 455

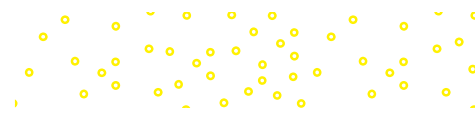
Lektüren

Ballade: „Die Brück’ am Tay“ (Theodor Fontane) 428
 Film: *Vor der Morgenröte* (Maria Schrader) 450

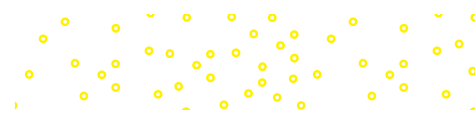
Strukturen

1. Allowing or causing something to be done: The verb **lassen** 431
2. Word formation: Adjectives with **-ig**, **-isch**, **-lich**, and **un-** 433
3. Infinitive clauses with **zu** and **um ... zu** 440
4. Expressing possibility: **würde**, **hätte**, and **wäre** 446
5. Principles of case (summary review) 452





APPENDIX A Informationsspiele: 2. Teil A-1
APPENDIX B Rollenspiele: 2. Teil A-14
APPENDIX C Phonetics Summary Tables A-17
APPENDIX D Grammar Summary Tables A-23
APPENDIX E Verbs A-28
APPENDIX F Answers to Grammar Exercises A-32
APPENDIX G Top 1,000 German Words A-37
VOKABELN DEUTSCH-ENGLISCH V-1
VOKABELN ENGLISCH-DEUTSCH V-38
INDEX I-1



Preface

Kontakte continues to offer a truly communicative approach that bolsters functional proficiency, supported by the full suite of digital tools available in **Connect**. This proven introductory German program maintains its commitment to meaningful communicative practice as well as extensive coverage of the ACTFL Proficiency Guidelines and World-Readiness Standards for Learning Languages (5 C's) as well as the NCSSFL-ACTFL Can-Do Statements: Proficiency Benchmarks. Thanks to extensive reviewer feedback, the ninth edition includes substantial changes across the program that will enhance the user experience and bring the program solidly up to date. Here are the biggest changes you'll want to know about:

- The vocabulary program in **Kontakte** has been completely overhauled based on word frequency studies, so that virtually all of the 1,000 most-used German words are presented.
- More new vocabulary is introduced in readings than in previous editions.
- The entire program has been revised with an eye toward cultural inclusion and broader diversity across its representation of regional origin, religion, race, sexual orientation, and gender.
- The number of readings has been expanded to include over seventy texts of various lengths, genres, and styles.
- New grammar topics present word formation patterns such as derivation and compounding.
- Roughly 80% of the characters have been renamed to reflect a new generation of young people of various backgrounds.
- The grammar content of each chapter (**Strukturen**) has been relocated so that it now appears adjacent to the topical activities sections (**Situationen**)—no more flipping back and forth!

For a complete list of what's new in the ninth edition, go to page xxv.

Communication in Meaningful Contexts

Throughout the **Kontakte** program, students have the opportunity to communicate in German in meaningful ways. Students read and listen to comprehensible German and are provided with ample opportunities to use it in interview, information-gap, role-play, autograph, writing, and other personalized activities that are theme-based, not grammar-driven. The video segments—**Perspektiven** and **Interviews**—were filmed specifically for **Kontakte** and feature interviews with a variety of speakers that allow students to hear authentic German in context. They provide models for talking about topics using authentic language, guiding students to communicate with one another.

In **Connect**, students can take advantage of brand-new synchronous and asynchronous voice tools to communicate with their classmates online. There are several activity types, including **Rollenspiel**, **Interview**, and **Umfrage** activities, that can take advantage of new voice tools. **Recordable Video Chat**, powered by GoReact, is a new way for students to practice live, synchronous communication, via a live chat tool that allows up to six students to have conversations and complete assignments. Instructors can provide personalized and on-the-spot feedback to the recorded student videos and choose from a wide variety of pre-built activities or create their own. The asynchronous option, **Voice Board** (also powered by GoReact), gives students the chance to post video, audio, or text remarks related to the topic and comment on their classmates' posts. Both tools expand opportunities for students to connect and communicate in the target language.

A Solid Theoretical Foundation

Firmly grounded in second-language acquisition research, **Kontakte** also supports the World-Readiness Standards for Learning Languages. As presented in the standards, the five C's—Communication, Cultures, Connections, Comparisons, and Communities—provide a framework for what students should know and be able to do as a result of their language study.

Kontakte also integrates several modes of language, as described in the ACTFL Proficiency Descriptors. The activities, exercises, and tasks offer students a wide variety of opportunities for communication and interaction in interpersonal, interpretive, and presentational modes. For example, the many interviews in **Kontakte** reinforce the interpersonal mode of communication by requiring students to negotiate meaning. The diversity of readings, whether literary, cultural, or encyclopedic, requires students to interpret information within context and apply it to new contexts.

Vocabulary

The ninth edition of **Kontakte** is based on a scientific, corpus-linguistic, frequency approach with respect to the selection, acquisition, and building of vocabulary. Based on an analysis of a contemporary corpus of 20 million words, the lists presented in the end-of-chapter vocabularies (called **Wortschatz zum Lernen**) represent around 2,000 of the 5,000 most frequently used German words. Furthermore, about 75% of the words in the end-of-chapter vocabularies belong to the top 2,000 frequent German words. They are called out in the chapter lists with an arrow (→). For vocabulary building, the most frequent patterns of word formation and derivation are presented in the numbered chapters, covering nouns, verbs, and adjectives. This helps students acquire them more readily when encountering them in texts. The vocabulary of texts in **Kontakte** has been optimized with regard to frequency and acquisition goals. The more frequent new words are presented in **Miniwörterbuch** lists to increase focus, while less frequent and non-cognate unfamiliar words are glossed in footnotes if important for overall text comprehension.

Tools for Digital Success: Connect and LearnSmart

McGraw-Hill's digital teaching and learning environment allows students to engage in their course material via the devices they use every day. In **Connect**, students have full access to the digitally enhanced eBook, the online Workbook / Laboratory Manual activities, LearnSmart®, and all of the accompanying audio and video resources, giving them the ability to interact with the materials (and one other) as often as they wish. For instructors, it's never been easier to build and maintain a course, accessing and evaluating student performance along the way.

Connect: Leveraging the Best in Learning Science

The digital tools available in the **Connect** platform facilitate student progress by providing extensive opportunities to practice and hone their developing skills. These include online communicative activities, instant feedback, peer-editing writing tools, sophisticated reporting, and a complete eBook with embedded audio and video. The **Kontakte** program also provides online tools to reduce the amount of time and energy that instructors need to invest in building and maintaining their courses. In the Assignment Builder, instructors can sort and assign activities based on parameters such as skill, grammar structure, vocabulary theme, activity type, the 5 C's, and much more.

LearnSmart®: An Adaptive Teaching and Learning Experience

McGraw-Hill's LearnSmart® provides each student with a personalized and adaptive learning experience geared to individual needs. Using the latest research, each of the vocabulary items has been thoughtfully selected from a list of high-frequency words, guaranteeing that students will practice the words they need to become successful readers and speakers of German. As each student works through a series of probes that reinforce the vocabulary and grammar presented in each chapter, LearnSmart® identifies gaps in knowledge, continuously adapting to focus on those areas where the student needs the most help. Each student learns and masters core vocabulary and grammar at his or her own pace and comes to class better prepared to communicate in the target language.

Connect for **Kontakte** Ninth Edition now includes an eBook experience that allows students to watch videos and listen to audio directly within the eBook itself. In addition, the eBook is available in the ReadAnywhere app both online and offline. Visit mheducation.com/ReadAnywhere to learn more.

Remote Proctoring & Browser-Locking Capabilities



New remote proctoring and browser-locking capabilities, hosted by Proctorio within Connect, provide control of the assessment environment by enabling security options and verifying the identity of the student.

Seamlessly integrated within Connect, these services allow instructors to control students' assessment experience by restricting browser activity, recording students' activity, and verifying students are doing their own work.

Instant and detailed reporting gives instructors an at-a-glance view of potential academic integrity concerns, thereby avoiding personal bias and supporting evidence-based claims.

For Instructors and Students

- **Student Edition:** Full-color textbook with activities, grammar explanations and exercises, and helpful appendices. Available in print and as a digital eBook with embedded audio and video in **Connect**.
- **Workbook / Laboratory Manual (Arbeitsbuch):** This combined *Workbook / Laboratory Manual* contains both acquisition activities and practice exercises for use outside the classroom. The Answer Key at the end of the print *Workbook / Laboratory Manual* allows students to correct many of the activities themselves. The *Workbook / Laboratory Manual* activities and the related audio recordings are also accessible in **Connect**.
- **Textbook Audio Program:** This audio program contains selected dialogues, listening comprehension passages, pictorial narratives (**Bildgeschichten**), cultural readings (**Kultur ... Landeskunde ... Informationen**), poems, and a fairy tale from the text. These recordings are signaled by an earbuds icon next to relevant content and have been embedded in the eBook. The audio files are available in **Connect** as well as in the Online Learning Center at www.mhhe.com/kontakte9.
- **Workbook / Laboratory Manual Audio Program:** This robust program contains pronunciation practice and listening comprehension texts, recorded dialogues, narratives, and other oral texts. As in the eighth edition, the audio is accessed directly in the online *Workbook / Laboratory Manual* in **Connect**.
- **Video Program:** The *Kontakte* video program, consisting of the **Perspektiven** and **Interviews** segments, may be accessed in the eBook and within **Connect**. The *Kontakte* DVD is also available to instructors on demand.

For Instructors

- **Annotated Instructor's Edition:** The print textbook contains margin notes and annotations with suggestions for using and expanding most of the **Situationen** in the program. It also offers the scripts for **Bildgeschichte**

narratives; additional cultural information; teaching hints for using readings, photos, and art; and tips on teaching selected grammar points.

- **Online Instructor Resources:** In addition to the printed Instructor's Edition, there are also many instructor resources available in the **Online Learning Center (OLC)**, accessible from **Connect** in the **Instructor's Resources** section of the Library tab:
 - **Instructor's Manual:** The Instructor's Manual provides a guided walk-through of a typical chapter, information on language teaching theory and practice, and hints and practical guidance for instructors.
 - **Testing Program with Audio:** This program offers a variety of test components emphasizing pronunciation, listening, speaking, reading, writing, vocabulary, grammar, and culture. For the ninth edition, a second version of each chapter test has been developed. Available in pdf format, as a Word document, and now as online tests with audio in **Connect**, this program provides you with the flexibility to electronically modify or adapt the tests to suit the particular needs of your class. For users of the print tests, the listening comprehension passages are available in the **Instructor's Resources** section of the **OLC** under the Library tab in **Connect**.
 - **Audioscript:** This is a transcript of all the material recorded for the *Workbook / Laboratory Manual*.
 - **Guide to Gender-Neutral German:** This is a short guide that describes recent developments and current trends in German-speaking countries with regard to gender-inclusive and gender-neutral language. It also describes the rationale for the approach taken to incorporating gender-sensitive language in *Kontakte*.
 - **Instructor Transition Guide:** This is a chapter-by-chapter and topic-by-topic overview of content changes from the eighth to the ninth edition.

New to This Edition

- **High-Frequency Vocabulary:** Common words that were missing from previous editions of *Kontakte* have been added and infrequent words removed. Three-fourths of all active vocabulary now comes from the top 2,000 most frequently used words in German-speaking countries.
- **Strukturen now Interspersed throughout the Situationen:** Each grammar subsection has been moved from its place at the end of the chapter to the relevant topical section within the chapter. The grammar segments retain their shaded background so that they are distinct from the topical activities.
- **Readings:** Developing reading proficiency has recently become a more prominent goal of foreign language programs. Each numbered chapter now has six readings: one **Kunst und Kunstschaffende** section (artist bio), one **Musikszene** (singer bio), one **Filmlektüre** (film synopsis), two **KLI** (culture readings), and one **Lektüre** (variety of genres).
 - The texts in the **Kunst und Kunstschaffende**, **Musikszene**, and **Filmlektüre** features have been revamped to be much more focused on reading and vocabulary acquisition, which meant the addition of a **Miniwörterbuch** for many of them.

- Two **KLI** culture readings are brand new: “Gefahren im Netz: Was junge Menschen beachten müssen” (**Kap. 2**) and “Geschlechtergerechte Sprache” (**Kap. 12**). All **KLI** readings have been updated, revamped, and/or revised with regard to vocabulary, and they have been turned into focused reading activities through the addition of pre-reading (**Vor dem Lesen**) and reading (**Arbeit mit dem Text**) questions.
- **Lektüre:** All **Lektüre** readings have been updated and/or revised with regard to vocabulary; some have been moved to different chapters to better align with students’ reading proficiency; and three new readings have been added: an encyclopedic-style biography (“Marie Juchacz: Politikerin und Bürgerrechtlerin” **Kap. 4**), a news report (“10-Jähriger vom PKW erfasst” **Kap. 11**), and a ballad by Theodor Fontane (“Die Brück’ am Tay” **Kap. 12**).
- **Chapter-Opening Fine Art:** Ten new artists are featured, representing more diverse art styles and including works by eight women, three Austrians, and one Swiss artist, representing Turkish and Roma backgrounds, among others.
- **Can-Do Statements:** At the opening of each chapter, there is now a list of communicative abilities to set students’ expectations and allow students to identify and set learning goals for that chapter.
- **Filmlektüre:** Eight new films are featured, which are more diverse with regard to gender and origins of the directors and themes.
- **Art and Photos:** Drawings and photographs feature more ethnic and cultural diversity, as well as more diverse physical characteristics and abilities.
- **Musikszene:** Eleven of the fourteen songs are completely new, representing fresh new artists. Half the vocalists are women. More diverse ethnicities and cultures are represented.
- **Modernized Names:** Most of the recurring characters have new names. The Berkeley characters now use their real names instead of “adopted” German names. For example, Peter, Albert, and Nora are now Pedro, Miguel, and Meili. Other names have been modernized in order to reflect a new generation of young people of various backgrounds.
- **Gender:** The laws surrounding gender inclusivity in language use in the public sphere have recently changed in Austria and Germany. Now, in addition to *männlich* (male) and *weiblich* (female), there is a third option people must be allowed to choose to identify with: *divers* (non-binary). Increasingly, official documents and applications include this third option, and job ads present a third, non-binary gender marker. In response to these developments, one reading passage per chapter in **Kontakte** (beginning with **Kapitel 1**) utilizes the *Gendersternchen* (“gender asterisk”) forms where appropriate; for example, instead of *Einwohnerinnen und Einwohner* (which includes only women and men), we read *Einwohner*innen*, where the asterisk is meant to indicate non-binary inclusiveness.
- **Diversity: Kontakte** Ninth Edition is more diverse, inclusive, and culturally sensitive in representations of origin, religion, ethnicity, race, sexual orientation, and gender. Several characters have new backgrounds: the Wagners’ children Yusuf (from Syria) and Elif (from Turkey) are adopted; Phan Nguyen has Vietnamese heritage; and Nesrin and Sofie are a

lesbian couple. A greater sensitivity to gender bias and other stereotypes is evident throughout the content. The ethnicities of some of the Berkeley characters (Pedro, Miguel, and Meili) are more firmly established with their new names. In addition, the Jewish and Muslim religions are more prominent.

- **ReadAnywhere app:** An eBook with embedded audio and video features the ReadAnywhere app. Our new ReadAnywhere app lets students access important course materials on their mobile device, both online and offline. ReadAnywhere includes the same functionality as the eBook offered in Connect with auto-sync across both platforms. Visit mheducation.com/ReadAnywhere to learn more.
- **Recordable Video Chat,** powered by GoReact, is a synchronous chat tool, now available in **Connect.** Students can now practice live, synchronous communication via a live chat tool that allows up to six students to have conversations and complete assignments. Instructors can provide personalized and on-the-spot feedback on the recorded student videos and choose from a wide variety of pre-built activities or create their own.
- **Voice Board,** our new asynchronous voice tool, also powered by GoReact, gives students the chance to post video, audio, or text comments related to a given topic and respond to their classmates' posts. Both tools expand opportunities for students to connect and communicate in the target language.



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The revised Ninth Edition of **Kontakte** is a product of the hardworking efforts of many different language-teaching and publishing professionals, first and foremost Paul Listen, our editor since the fifth edition, whose artistry, creativity, enthusiasm, attention to detail, and perseverance have kept us all on track and helped us turn our highest aspirations into reality. Our gratitude to Arden Smith for compiling the extensive end vocabularies and completing an accessibility review of the testing program; to Carrie Burger for researching the many interesting photos; and to Beth Thole and her team, who secured reprint permissions for the realia and readings. We owe a debt of gratitude to Marie Deer, our copyeditor, and to Carolyn Hawkshaw, our proofreader, for their numerous comments and suggestions. Many thanks to Jennifer Rodes at Klic Video Productions and her team for the beautiful **Interviews** and **Perspektiven** video segments, and to Jupp Möhring, Nicole Mackus, Jenny Fischer, Judith Müller, Juliane Schäfer, and Sandra Süring for organizing and helping with the video shoot as well as to Tetyana Chobotar, Michael Dobstadt, Shaimaa Hamdy Mohamed Elsayed, Simone Grossmann, Hend Adel Lotfy Hasan, Tina Hofmann, Maria Jeschke, Albrecht Klemm, Felicitas Krahnert, Tabea Mackel, Inna Meskova, Pascal Müller, Nadezda Mukhina, Michael Seyfarth, Carolyn Teschner, Susan Wagner, Sophia Weber, and Martin Wendig for participating in it. Sincere thanks go to Meike Münster and Ann-Katrin Röß, who revised and updated the *Testing Program*. Our heartfelt gratitude also goes to Klaus Brandl, who revised and updated the *Workbook / Laboratory Manual* for this edition, and to our product developer, Jason Kooiker, who worked tirelessly on both the print and digital versions.

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To the Student

Getting to Know the Characters

The people you will read and talk about in **Kontakte** appear in activities and exercises throughout the book. 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: Pedro, Heidi, Shannon, Meili, Miguel, Steve, Noah, and Kayla.



Pedro



Heidi



Professor
Karin Schulz



Shannon



Meili



Miguel



Steve



Noah



Kayla

In Göttingen, Germany, you will meet Phan Nguyen and her boyfriend, Daniel Baumann. You will also get to know Johannes Schmitz. He studies psychology in the United States, but spends a lot of time in Göttingen, where his mother lives. Johannes's father, Ralf Schmitz, and stepmother, Aydan Candemir, live near Düsseldorf, Germany. Ralf and Aydan have twin daughters named Eske Schmitz and Damla Schmitz.



Phan



Daniel



Johannes



Ralf
Schmitz



Aydan
Candemir



Eske



Damla

You will also accompany an American student, Claire Martin, on her travels. Her best friends are Leon Bergmann and Julia Staiger from Regensburg. In Berlin, you will meet Sarah Abraham and Mert Yilmaz.



Claire



Leon



Julia



Sarah



Mert

In Dresden, you will meet Sofie Pracht; her partner, Nesrin Durani, originally from Afghanistan; and their friend Lukas Pietsch.



Sofie



Nesrin



Lukas

In Munich, you will meet the Wagners and the Rufs. Emma and Benjamin Wagner have three children: Antonia, Elif (adopted from Turkey), and Yusuf (adopted from Syria). The children's cousin Max Wagner often comes to visit. The Wagners' neighbors are the Rufs: Jochen Ruf, a writer and stay-at-home dad, and Margret, a businesswoman. They have two children: Hannah and Phillip.

die Familie Wagner



Antonia Emma Benjamin Yusuf Max
Elif

die Familie Ruf



Phillip Margret Jochen Hannah

There are others in the neighborhood as well, such as Herr Jörg Moser and Herr Alexander Fuchs, Frau Maike Gruber, Frau Judith Körner, Maria Schneider, and her boyfriend, Michael Pusch. In Austria, you will get to know Richard Steiner, who is 18 and has just graduated from high school.



Herr Jörg
Moser



Herr Alexander
Fuchs



Frau Maike
Gruber



Frau Judith
Körner



Maria



Michael



Richard

In Switzerland, you will meet Kobe Okonkwo, his wife Veronika Frisch-Okonkwo, and their three children, Lydia Frisch, Sumita Okonkwo, and Yamina Okonkwo.

die Familie Okonkwo



Sumita Veronika Kobe Lydia Yamina

We hope you will enjoy meeting these characters and learning more about their personalities, their daily lives, and the German-speaking regions they are from. Enjoy learning German and working with **Kontakte!**

EINFÜHRUNG A

Themen

Bitten
Namen
Kleidung
Farben
Begrüßen und Verabschieden
Zahlen

Kulturelles

Kunst: Dora Hitz (*Mädchen im Mohnfeld*)
KLI: Vornamen
KLI: Farben als Symbole
Musikszene: „Lieblingsmensch“ (Namika)
KLI: So zählt man ... So schreibt man ...
Videoecke: Persönliche Informationen

Strukturen

1. Giving instructions: Polite commands
2. What is your name? The verb **heißen**
3. The German case system
4. Grammatical gender: Nouns and pronouns
5. Addressing people: **Sie** versus **du** or **ihr**

After completing **Einführung A**, you will be able to . . .

- understand instructions about classroom activities
- understand questions about yourself and your classmates with respect to clothing, belongings, and colors
- recognize and understand known words in authentic speech, such as songs
- understand most numbers from 1 to 100
- introduce yourself to someone and greet your peers
- respond to *who*, *what*, *when*, and *where* questions
- write words and phrases that you have learned
- identify some typical practices in German-speaking countries related to greetings, names, colors, and numbers





akg-images/SuperStock

Dora Hitz: *Mädchen im Mohnfeld* (1891), Museum der Bildenden Künste, Leipzig, Deutschland

Miniwörterbuch

die Kunst	art
der Künstler	male artist
die Künstlerin	female artist
der Verein	club
die Blume , plural Blumen	flower, flowers
die Farbe	color

KUNST UND KUNSTSCHAFFENDE

Dora Hitz (1856–1924) was a German painter who studied in Munich at the “Damenmalschule der Frau Staatsrat Weber,” an art school for young women, and also in Paris. Later she worked in Romania as the court painter to the Romanian royal family and in Berlin where she was a member of the “Verein Berliner Künstlerinnen und Kunstfreundinnen.” In 1894 she founded an art school for women. Later in life she fell into financial difficulties, became ill, and shunned social contact.

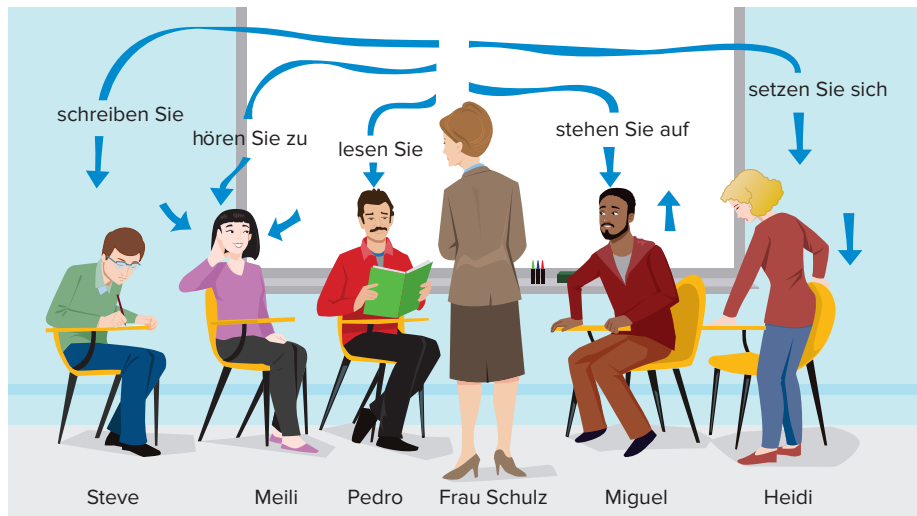
Sehen Sie das im Bild?¹

	JA	NEIN
1. einen Ball	<input type="checkbox"/>	<input type="checkbox"/>
2. ein Mädchen ²	<input type="checkbox"/>	<input type="checkbox"/>
3. Blumen	<input type="checkbox"/>	<input type="checkbox"/>
4. Autos	<input type="checkbox"/>	<input type="checkbox"/>
5. die Farbe Gelb ³	<input type="checkbox"/>	<input type="checkbox"/>
6. die Farbe Grün ⁴	<input type="checkbox"/>	<input type="checkbox"/>
7. die Farbe Rot ⁵	<input type="checkbox"/>	<input type="checkbox"/>

¹Sehen ... Do you see that in the picture? ²girl ³yellow ⁴green ⁵red

Situationen

Bitten



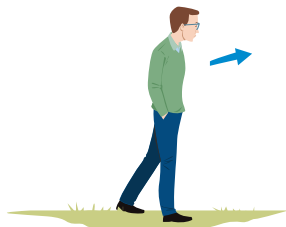
Situation 1 Bitten¹

1. Geben Sie mir die Hausaufgabe!
2. Öffnen Sie das Buch!
3. Schließen Sie das Buch!
4. Nehmen Sie einen Stift!
5. Gehen Sie!
6. Springen Sie!
7. Laufen Sie!
8. Schauen Sie an die Tafel!

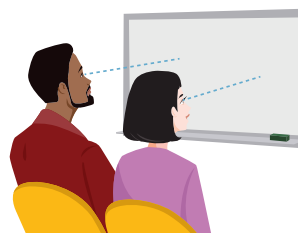
Hausaufgabe



a



b



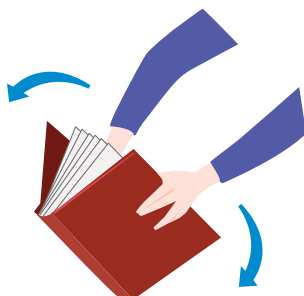
c



d



e



f



g



h

¹Requests



Situation 2 Wer macht das?

Hören Sie zu und schreiben Sie die Zahlen unter die Bilder.



a. _____



b. _____



c. _____



d. _____



e. _____



f. _____



g. _____



h. _____



In der Bibliothek

Strukturen

1. Giving instructions: Polite commands

command form = verb + **Sie**

The instructions your instructor gives you in class consist of a verb, which ends in **-en**, and the pronoun **Sie** (*you*).* Like the English *you*, the German **Sie** can be used with one person (*you*) or with more than one (*you [all]*). In English instructions the pronoun *you* is normally understood but not said. In German, **Sie** is a necessary part of the sentence.

Stehen Sie bitte auf.

Please stand up.

Nehmen Sie bitte das Buch.

Please take the book.

With certain instructions, you will also hear the word **sich** (*yourself*).†

Setzen Sie sich, bitte.

Sit down, please.

Übung A. Im Kurs

Was sagt Frau Schulz zu den Studierenden?

Nehmen Sie einen Stift!
Sagen Sie „Guten Tag“!
Schauen Sie an die Tafel!
Schließen Sie das Buch!
Schreiben Sie „Tschüss“!
Öffnen Sie das Buch!
Hören Sie zu!
Geben Sie mir die Hausaufgabe!



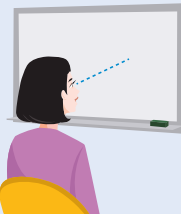
1. Pedro



2. Heidi



3. Shannon



4. Meili



5. Miguel



6. Steve



7. Noah



8. Kayla

*The pronoun **Sie** (*you*) is capitalized to distinguish it from another pronoun, **sie** (*she; it; they*).

†**Sich** is a reflexive pronoun; its use will be explained in **Kapitel 11**.

Situationen

Namen

- Wie heißt du?
- Heidi.
- Wie schreibt man das?
- H-E-I-D-I. Und wie heißt du?



Heidi und Steve



Buchstaben

Schreiben	Sprechen	Schreiben	Sprechen
A a	[a:]	O o	[o:]
Ä ä	[ɛ:]	Ö ö	[ø:]
B b	[be:]	P p	[pe:]
C c	[tse:]	Q q	[ku:]
D d	[de:]	R r	[ɛr]
E e	[e:]	S s	[es]
F f	[ɛf]	ß	[ɛs'tsɛt]
G g	[ge:]	T t	[te:]
H h	[ha:]	U u	[u:]
I i	[i:]	Ü ü	[y:]
J j	[jɔt]	V v	[fau]
K k	[ka:]	W w	[ve:]
L l	[ɛl]	X x	[ɪks]
M m	[ɛm]	Y y	['ɪpsɪlɔn]
N n	[ɛn]	Z z	[tsɛt]



KULTUR ... LANDESKUNDE ... INFORMATIONEN

VORNAMEN



Vor dem Lesen

Was sind häufige Vornamen in Ihrem Land für Personen über 60 Jahre? für Personen um die 40? für Personen um die 20? für Neugeborene¹?

Nach dem Lesen

- Welche Vornamen gefallen Ihnen²?
- Welche Vornamen gibt es auch in Ihrem Kurs?

DIE BELIEBTESTEN³ VORNAMEN IN DEUTSCHLAND 2017

Mädchen

1. Marie
2. Sophie/Sofie
3. Maria
4. Sophia/Sofia
5. Emilia
6. Emma
7. Hannah/Hanna
8. Anna
9. Mia
10. Luisa/Louisa

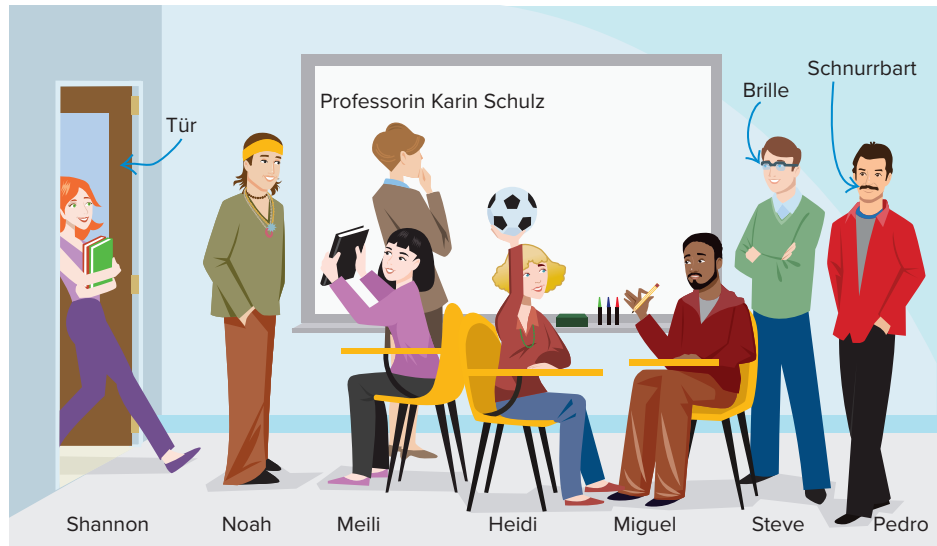
Jungen

1. Maximilian
2. Alexander
3. Paul
4. Elias
5. Ben
6. Noah
7. Leon
8. Louis/Luis
9. Jonas
10. Felix

Source: Gesellschaft für deutsche Sprache.

¹newborns ²gefallen ... do you like ³most popular

Situation 3 Wie heißt ...?



1. Wie heißt die Frau mit dem schwarzen Buch?
2. Wie heißt der Mann mit dem Stift?
3. Wie heißt die Frau an der Tafel?
4. Wie heißt die Frau an der Tür?
5. Wie heißt der Mann mit der Brille?
6. Wie heißt der Mann mit dem Schnurrbart?
7. Wie heißt die Frau mit dem Ball?
8. Wie heißt der Mann mit dem langen Haar?



Situation 4 Interview: Wie schreibt man deinen Namen?

MODELL: ein Student / eine Studentin mit Brille →
 S1: Wie heißt du?
 S2 (mit Brille): Mark.
 S1: Wie schreibt man das?
 S2: M-A-R-K.

NAME

1. ein Student / eine Studentin mit Brille
2. ein Student / eine Studentin in Jeans
3. ein Student / eine Studentin mit langem Haar
4. ein Student / eine Studentin mit einem Buch
5. ein Student / eine Studentin mit Ohrring³
6. ein Student / eine Studentin mit kurzem Haar

³earring

Strukturen

2. What is your name? The verb *heißen*

heißen = *to be called*
Wie heißen Sie? (*formal*)
Wie heißt du? (*informal*)

Use a form of the verb **heißen** (*to be called*) to tell your name and to ask for the names of others.

Wie **heißen Sie?** / Wie **heißt du?*** *What is your name?*
Ich **heiße** ... *My name is . . .*

heißen (singular forms)	
ich heiße	<i>my name is</i>
du heißt	<i>your name is</i>
Sie heißen	<i>your name is</i>
er heißt	<i>his name is</i>
sie heißt	<i>her name is</i>

Übung B. Minidialoge

Ergänzen Sie¹ das Verb **heißen**: **heiße**, **heißt**, **heißen**.

- YUSUF: Hallo, wie _____^a du?
HANNAH: Ich _____^b Hannah. Und du?
YUSUF: Ich _____^c Yusuf.
- HERR MOSER: Guten Tag, wie _____^a Sie bitte?
HERR FUCHS: Ich _____^b Fuchs, Alexander Fuchs.
- CLAIRE: Hallo, ich _____^a Claire und wie heißt ihr?
JULIA: Ich _____^b Julia und er _____^c Leon.

3. The German case system

Case shows how nouns function in a sentence.

German speakers use a *case system* (nominative for the subject, accusative for the direct object, and so on) to indicate the function of a particular noun in a sentence. The article[†] or adjective that precedes the noun shows its case. You will learn the correct endings in future lessons. For now, be aware that you will hear and read articles and adjectives with a variety of endings. These various forms will not prevent you from understanding German. Here are all the possibilities.

der, das, die, dem, den, des	<i>the</i>
ein, eine, einen, einem, einer, eines	<i>a, an</i>
blau, blaue, blauer, blaues, blauen, blauem	<i>blue</i>

In addition, definite articles may contract with some prepositions, just as *do* and *not* contract to *don't* in English. At left are some common contractions you will hear and read.

in + das = ins	<i>into the</i>
in + dem = im	<i>in the</i>
zu + der = zur	<i>to the</i>
zu + dem = zum	<i>to the</i>
an + das = ans	<i>to/on the</i>
an + dem = am	<i>to/at the</i>

*The difference between **Sie** (*formal*) and **du** (*informal*) will be explained in *Strukturen* 5.

†Articles are words such as *the*, *a*, and *an*, which precede nouns.

¹Ergänzen ... *Supply*