

KONTAKTE

A COMMUNICATIVE APPROACH



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Kontakte

A Communicative Approach

8th Edition

Kontakte

A Communicative Approach

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KONTAKTE, A COMMUNICATIVE APPROACH, EIGHTH EDITION

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Preface

Kontakte continues to offer a truly communicative approach that supports 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 5 C's and the ACTFL Proficiency Guidelines 2012. Now in its eighth edition, **Kontakte** has greatly expanded its digital offering: **Connect** now contains the full scope of activities originating from both the white and blue pages of the student text and the *Workbook / Laboratory Manual (Arbeitsbuch)*. Furthermore, the digital program now offers **LearnSmart®**, an adaptive learning program that helps students learn grammar and vocabulary more efficiently by tailoring the experience to individual student needs.

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 also take advantage of the synchronous and asynchronous chat tools to communicate with their classmates online. For example, each chapter includes one **Rollenspiel** chat activity adapted from the role-plays in the text. After completing pre-listening tasks, students listen to a model role-play, then connect online to role-play with another student in real time. The **Interviews** and **Umfragen** activities have also been adapted to online formats, using the chat tools.

Situationen
Ach, wie nett!
Situation 11 Rollenspiel: In der Mensa

Aktivieren Sie Blackboard IM und suchen Sie einen Partner / eine Partnerin. Machen Sie dann das Rollenspiel und schreiben Sie unten eine kurze Zusammenfassung von Ihrem Chat. **Tipp:** If you don't understand your partner, use the **Nützliche Ausdrücke** expressions.



In der Mensa

Nützliche Ausdrücke

Wie bitte?	Wie schreibt man das?
Bitte noch einmal?	Bitte etwas langsamer.

Achtung!
Copy/paste German characters from here:

ä	ö	ü	ß	€	-
À	Ö	Ü	ß	€	-

 In order to complete this activity: [Launch Blackboard IM](#) [What's this?](#)

A Solid Theoretical Foundation

Firmly grounded in second-language acquisition research, **Kontakte** also supports the National Standards as outlined in the Standards for Foreign Language Learning in the 21st Century. 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.

The five C's are present in countless ways throughout the program, particularly in the wealth of communicative activities, as mentioned above, and in the cultural content. Cultural readings called **Kultur ... Landeskunde ... Informationen** develop themes such as geography, history, and society and present various perspectives on the cultures of the German-speaking world.

KULTUR ... LANDESKUNDE ... INFORMATIONEN

CHATIQUETTE: STERNCHEN, ABKÜRZUNGEN UND AKRONYME

Wenn es schnell gehen muss, verwenden¹ viele Leute im Chat, bei WhatsApp oder SMS besondere Formen der Kommunikation. Sie machen das Chatleben leichter. Viele sind lustig oder ironisch gemeint und ein fester Bestandteil² der Chatkultur. Sternchen³ drücken Emotion oder Tätigkeit aus und es gibt viele Akronyme auf Englisch, aber auch auf Deutsch.



© Gerhilde Skoberne/Corbis RF

¹use ²fester ... established part ³asterisks

Miniwörterbuch

grinsen	to grin
knuddeln	to cuddle
doll	very (<i>colloquial</i>)
hab dich lieb	(!) love you
drücken	to hug
das Unverständnis	incomprehension
zeigen	to show
frech	impudently
fies	meanly

Können Sie folgende Akronyme auf Deutsch erkennen?
Ordnen Sie die Akronyme den Aussagen zu.

- | | |
|--------------|-----------------------------------|
| 1. "g" | a. kein Kommentar |
| 2. "fg" | b. grinsen |
| 3. "momtel" | c. Moment, ich telefoniere gerade |
| 4. "knuddel" | d. liebe Grüße |
| 5. LG | e. hab dich lieb |
| 6. kk | f. ich knuddel/drück dich |
| 7. N8 | g. frech/fies grinsen |
| 8. omg | h. Nacht / Gute Nacht |
| 9. HDL | i. hab dich ganz doll lieb |
| 10. HDGDL | j. oh mein Gott |

Musikszene and **Filmclip** features highlight contributions in German-language music and film. In addition, the **Kontakte** video program provides a rich source of authentic language and culture that holds students' interest and draws them into interactions and discussion.

In addition to communicative practice and cultural exposure, students are encouraged to explore connections by linking their study of German with their own lives and other subjects of study, to make comparisons between their world and that of German-speaking people, and to learn about real-world German-speaking communities. They are given direct access to the German-speaking world through the post-reading **Nach dem Lesen** sections which engage students in activities where they expand the scope of the subject matter or topic to the real-world level. In several **Filmlektüren**, students complete Internet research on topics related to German cinema. All of these activities as well as the **Kontakte** video are available in **Connect**.

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** require students to negotiate meaning and therefore reinforce the interpersonal mode of communication. The diversity of

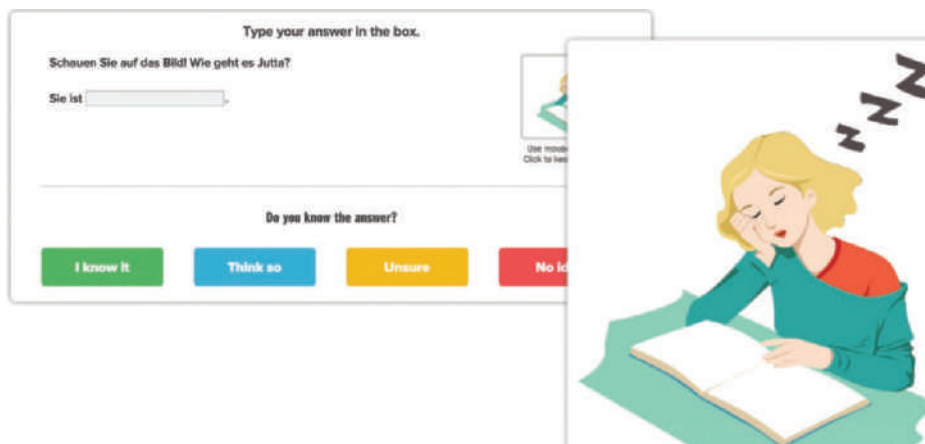
readings, whether literary, cultural, or encyclopedic, requires students to interpret information within context and apply it to new contexts.

Tools for Digital Success: Connect, LearnSmart[®], and Insight

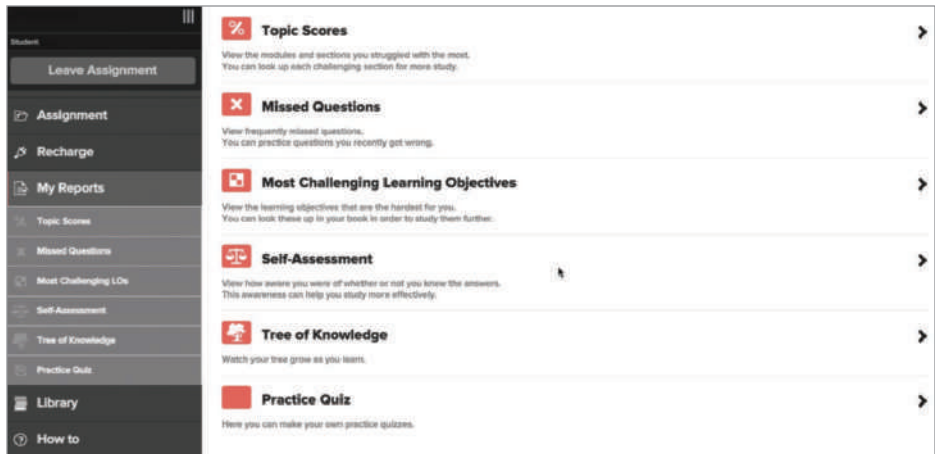
McGraw-Hill's digital teaching and learning environment allows students to engage in their course material via the devices they use every day. In **Connect**, students have full access to the digitally enhanced eBook, the online *Workbook / Laboratory Manual* activities, **LearnSmart[®]**, and all of 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.

LearnSmart[®]: An Adaptive Teaching and Learning Experience

McGraw-Hill's **LearnSmart[®]**, an exciting addition to the eighth edition of **Kontakte**, provides each student with a personalized and adaptive learning experience based on individual needs. Based on 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 provides the instructor with both the ability and flexibility to pull from the robust set of content available in the platform and craft a unique learning path based on the goals of the course. **LearnSmart[®]** provides powerful reports to view student progress by module and detail with completion breakdown, along with class performance data, frequency of missed questions, and a view into the most challenging learning objectives. Metacognitive reports allow instructors to view statistics on how knowledgeable their students are about their own comprehension and learning.



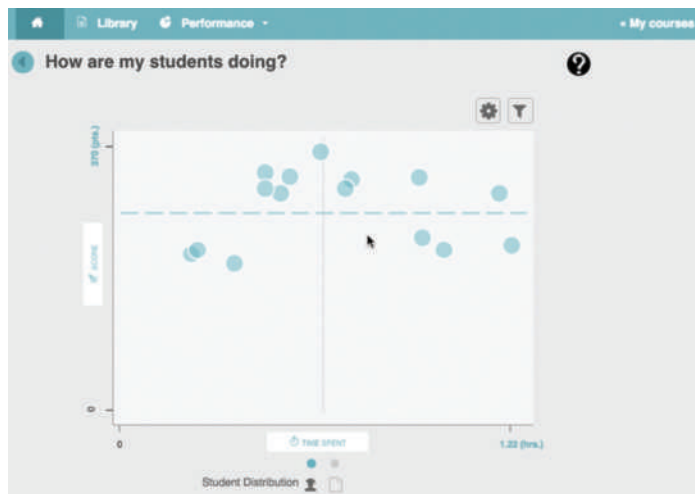
Whether in a face-to-face, hybrid, or fully online course, **LearnSmart®** is the only integrated learning system that empowers students by continuously adapting to deliver precisely what they need, when they need it, and how they need it, to make class time more engaging and effective.

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.

Connect Insight: Tracking Student Progress with Precision

The first and only analytics tool of its kind, **Connect Insight** is a series of visual data displays—each framed by an intuitive question—to provide at-a-glance information about your class's progress. **Connect Insight** provides analysis on five key insights, available at a moment's notice from your **Connect** course.



Program Components

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, cultural readings, poems, and a fairy tale from the text. These recordings are signaled by a headphones icon next to relevant activities and have been embedded in the eBook. The audio files are available in **Connect** as well as on the *Online Learning Center* at www.mhhe.com/kontakte8.
- **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 seventh 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 free of charge to instructors.

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; scripts for all materials in the *Textbook Audio Program*; additional cultural information; teaching hints for using readings, photos, and realia; 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 online within **Connect** in the **Instructor's Resources** section in 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 eighth 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 in the **Library** tab in **Connect**.
 - **Audioscript:** This is a transcript of all the material recorded for the *Workbook / Laboratory Manual*.
 - **Vocabulary Display PowerPoints™:** A set of color images of the all-new line art from the text for presentation of vocabulary, review, and class activities.

New to This Edition

- **Connect** for **Kontakte** now includes the full offering of activities from the Student Edition and *Workbook / Laboratory Manual*, a significant expansion of the previous edition's offering of grammar activities (blue pages only).
- **LearnSmart**® is now available with the eighth edition of **Kontakte**, including grammar and vocabulary modules that mirror and support the scope and sequence as well as the methodology of the text. Based on extensive research, high-frequency vocabulary is strategically woven into both vocabulary and grammar modules, exposing students to language most commonly spoken, read, and written by contemporary German speakers.
- The **line art** in the student textbook is completely new and now matches the new art created for the seventh edition *Workbook / Laboratory Manual*. Some characters have also been revised to introduce more diversity, including a variety of ethnicities and blended families.
- **Online Testing in Connect:** The testing program has been expanded to include a second test for every chapter. In the eighth edition, the tests may now be administered completely online to provide maximum flexibility for hybrid and online classes. The vocabulary displays and end-of-chapter vocabulary have been carefully analyzed using a digital program and high frequency-vocabulary lists. As a result, they have been revised to ensure that students are learning the essential vocabulary they need to communicate orally and in writing.
- **Lektüren:** This same digital analysis has been applied to the readings, both existing and new. Based on this research, the useful vocabulary lists have been reworked to emphasize the key words that appear over and over in authentic texts such as newspapers, magazine articles, and literature. Several readings and supporting activities have been reworked and replaced, in alignment with the most current ACTFL guidelines on reading. New readings in this edition include: „Vater im Baum“, „Stichwort Fabel“, „Die gebratene Ameise“, „Montagmorgengeschichte“, and the film reading „Vincent will Meer“.



© Tom Merton/Getty Images RF

- **Kultur ... Landeskunde ... Informationen:** Several of these culture readings have been revised or replaced to expand reading practice, as well as to increase cultural fluency. These topics now place less emphasis on everyday culture and more on the history, geography, and politics of German-speaking societies. New topics include „Chatiquette“, „Deutsch und Englisch als germanische Sprachen“, „Brot“, „Die Gebrüder Grimm“, „Universitätsstadt Göttingen“, and „Geschichte der Psychiatrie“.
- A new vocabulary topic entitled **Politik** is now introduced in **Kapitel 12**, replacing the previous topic of **Familie, Ehe, Partnerschaft**.

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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: Steve (Stefan), Heidi, Al (Albert), Nora, Monique (Monika), Peter, Kathy (Katrin), and Thomas. Each uses the German version of his or her name.



Peter



Heidi



Professor
Karin Schulz



Monika



Nora



Albert



Stefan



Thomas



Katrin

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



Silvia



Jürgen



Rolf



Johannes
Schmitz



Aydan
Candemir



Eske



Damla

You will also accompany an American student, Claire Martin, on her travels. Her best friends are Josef Bergmann and Melanie Staiger from Regensburg. In Berlin, you will meet Renate Röder and Mehmet Sengün.



Claire



Josef



Melanie



Renate



Mehmet

In Dresden, you will meet Sofie Pracht, her friend Willi Schuster, and their friend Nesrin Durani, originally from Afghanistan.



Sofie



Willi



Nesrin

In Munich, you will meet the Wagners and the Rufs. Josie and Uli Wagner have three children: Ernst, Andrea, and Paula. The children's cousin Jens 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: Jutta and Hans.

die Familie Wagner



Andrea Josie
Paula Uli Ernst Jens

die Familie Ruf



Hans Margret Jochen Jutta

There are others in the neighborhood as well, such as Herr Günter Thelen and Herr Alexander Siebert, Frau Sybille Gretter, Frau Judith Körner, Maria Schneider, and her boyfriend Michael Pusch. In Austria, you will get to know Richard Augenthaler, who is 18 and has just graduated from high school.



Herr Günter
Thelen



Herr Alexander
Siebert



Frau Sybille
Gretter



Frau Judith
Körner



Maria



Michael



Richard

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

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!**

Kontakte

A Communicative Approach

EINFÜHRUNG A

Your goals in **Einführung A** should be to relax, listen to as much German as possible, and get to know your classmates. The focus of this chapter is primarily on listening skills; after you have heard German for several weeks, speaking it will come naturally to you.

Themen

Aufforderungen
Namen
Kleidung
Farben
Begrüßen und Verabschieden
Zahlen

Kulturelles

KLI: Vornamen
KLI: Farben als Symbole
Musikszene: „A-N-N-A“ (Freundeskreis)
KLI: So zählt man ... So schreibt man ...
Videoecke: Persönliche Daten

Strukturen

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



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

KUNST UND KÜNSTLER

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 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

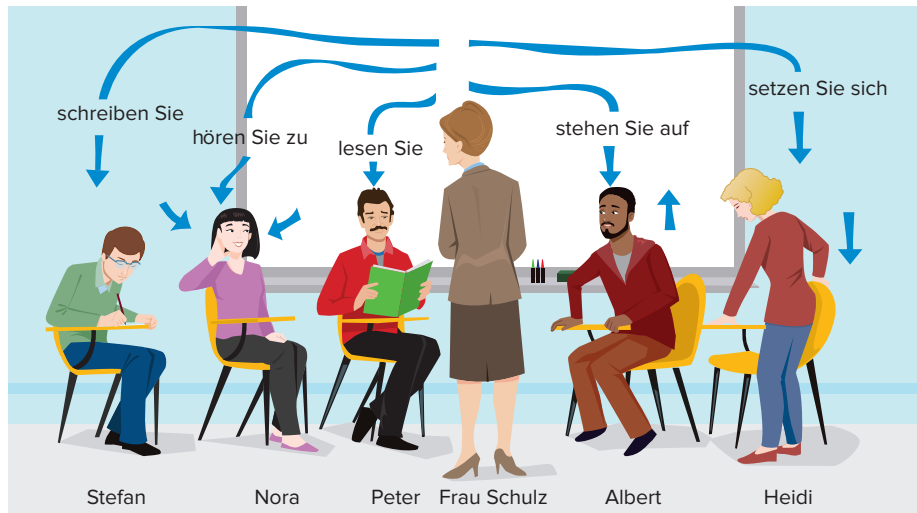
	JA	NEIN
eine Straße ²	<input type="checkbox"/>	<input type="checkbox"/>
ein Mädchen ³	<input type="checkbox"/>	<input type="checkbox"/>
Blumen	<input type="checkbox"/>	<input type="checkbox"/>
Autos	<input type="checkbox"/>	<input type="checkbox"/>
die Farbe Gelb ⁴	<input type="checkbox"/>	<input type="checkbox"/>
die Farbe Grün ⁵	<input type="checkbox"/>	<input type="checkbox"/>
die Farbe Rot ⁶	<input type="checkbox"/>	<input type="checkbox"/>

¹Sehen ... Do you see that in the picture? ²eine ... a road ³girl ⁴die ... the color yellow ⁵green ⁶blue

Situationen

Aufforderungen

Grammatik A.1



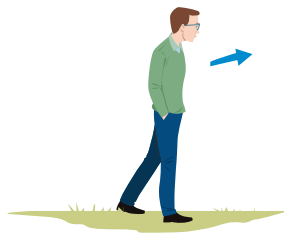
Situation 1 Aufforderungen

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!

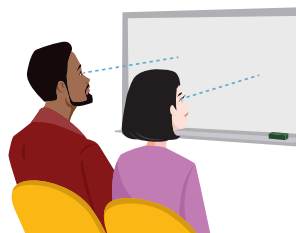
Hausaufgabe



a.



b.



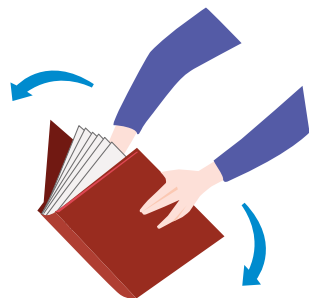
c.



d.



e.



f.



g.



h.



Situation 2 Wer macht das?

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



a. ____



b. ____



c. ____



d. ____



e. ____



f. ____



g. ____



h. ____

Namen

Grammatik A.2–A.3

—Wie heißt du?

—Heidi.

—Wie schreibt man das?

—H-E-I-D-I. Und wie heißt du?



Heidi und Stefan



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	[ɛs]
F f	[ɛf]	ß	[ɛs'tset]
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	['ɪpsilon]
N n	[ɛn]	Z z	[tset]

VORNAMEN

- Was sind häufige¹ Vornamen in Ihrem Land für Personen über 60 Jahre? für Personen um die 40? für Personen um die 20? für Neugeborene²?
- Welche Vornamen gefallen Ihnen³?
- Welche deutschen Vornamen gibt es auch in Ihrem Kurs?
- Welche deutschen Familiennamen gibt es in Ihrem Kurs?
- Möchten Sie einen deutschen Vornamen annehmen⁴? Welchen?

DIE BELIEBTESTEN⁵ VORNAMEN IN DEUTSCHLAND 2014

Mädchen

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

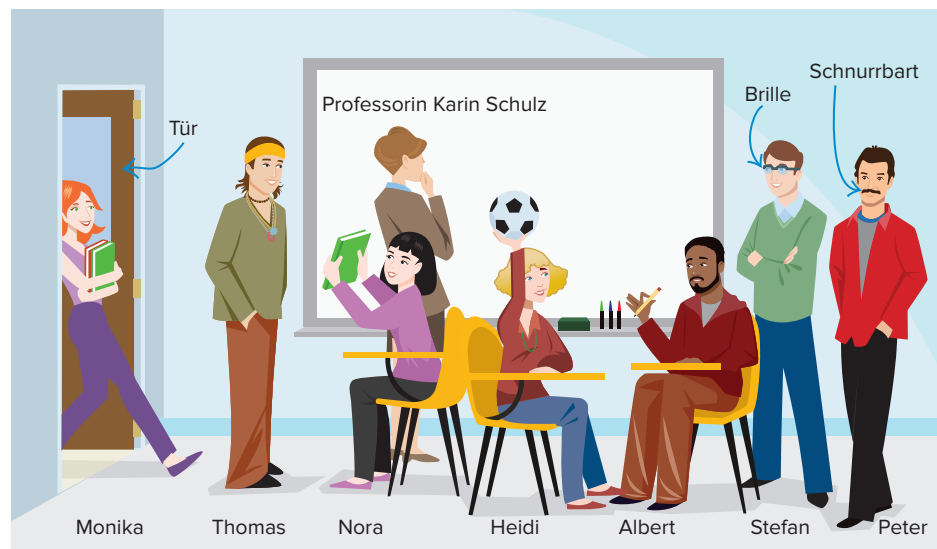
Jungen

1. Maximilian
2. Alexander
3. Paul
4. Elias
5. Luis/Louis
6. Luca/Luka
7. Ben
8. Leon/Léon
9. Lukas/Lucas
10. Noah/Noa

Source of Data: Gesellschaft für deutsche Sprache Wiesbaden.

¹common ²newborns ³gefallen ... do you like ⁴adopt ⁵most popular

Situation 3 Wie heißt ...?



1. Wie heißt die Frau mit dem 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?

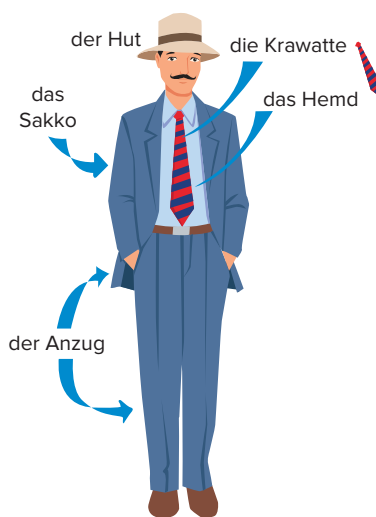
MODELL: ein Student / eine Studentin mit Brille →
 S1: Wie heißt du?
 S2 (mit Brille): Mark.
 S1: Wie schreibt man das?
 S2: M-A-R-K.

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 Ohrring
6. ein Student / eine Studentin mit kurzem Haar

Kleidung

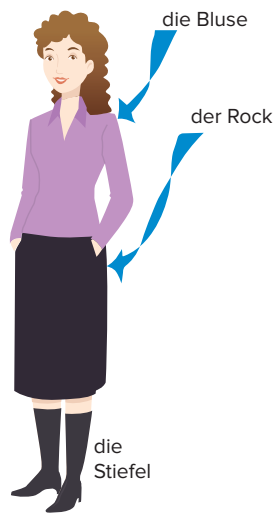
Grammatik A.4



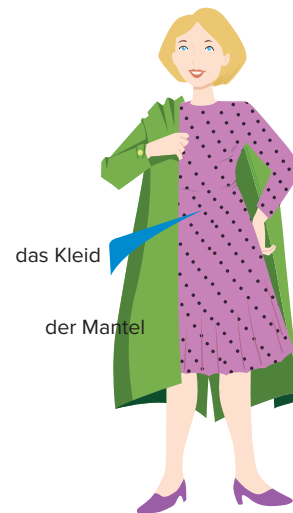
Michael Pusch



Jens Krüger



Maria Schneider



Josie Wagner

Situation 5 Kleidung

Wer im Deutschkurs trägt _____?

- | | |
|---------------|--------------------|
| 1. eine Bluse | 7. eine Hose |
| 2. einen Rock | 8. einen Hut |
| 3. eine Jacke | 9. Sportschuhe |
| 4. ein Kleid | 10. einen Pullover |
| 5. Stiefel | 11. eine Krawatte |
| 6. ein Hemd | 12. einen Anzug |



Situation 6* Informationsspiel: 10 Fragen

Stellen Sie zehn Fragen. Für jedes „Ja“ gibt es einen Punkt.

MODELL: S1: Trägt Thomas einen Anzug?
 S2: Nein. Trägt Frau Körner einen Hut?
 S1: Nein.

	THOMAS	NORA		THOMAS	NORA
	JA	JA		JA	JA
	ODER	ODER		ODER	ODER
	NEIN	NEIN		NEIN	NEIN
einen Anzug	<u>N</u>	_____	einen Mantel	_____	_____
eine Bluse	_____	_____	einen Pullover	_____	_____
eine Brille	_____	_____	einen Rock	_____	_____
ein Hemd	_____	_____	ein Sakko	_____	_____
eine Hose	_____	_____	Schuhe	_____	_____
einen Hut	_____	_____	Socken	_____	_____
eine Jacke	_____	_____	Sportschuhe	_____	_____
eine Jeans	_____	_____	Stiefel	_____	_____
ein Kleid	_____	_____	ein Stirnband	_____	_____
eine Krawatte	_____	_____	ein T-Shirt	_____	_____



Herr
Siebert



Frau
Körner



Thomas

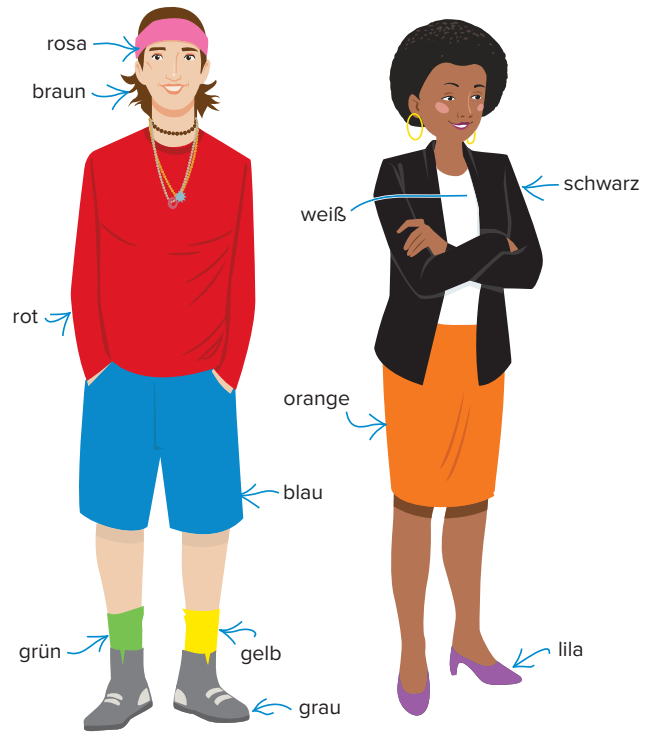


Nora

*This is the first of many information-gap activities in **Kontakte**. Pair up with another student. One of you will work with the pictures on this page. The other will work with different pictures in Appendix A. The goal is to complete the activity while speaking only German and not looking at your partner's pictures.

Farben

Grammatik A.4



Situation 7 Meine Mitstudenten

Schauen Sie Ihre Mitstudenten und Mitstudentinnen an. Was tragen sie?

NAME	KLEIDUNG	FARBE
1. Heidi	Rock	blau
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

Situation 8 Umfrage: Was ist deine Lieblingsfarbe?

MODELL: S1: Ist deine Lieblingsfarbe blau?

S2: Ja.

S1: Unterschreib bitte hier.

1. Ist deine Lieblingsfarbe blau?
2. Trägst du gern schwarz?
3. Hast du zu Hause braune Socken?
4. Ist deine Lieblingsfarbe rot?
5. Trägst du gern gelb?
6. Hast du zu Hause ein grünes T-Shirt?
7. Ist deine Lieblingsfarbe lila?
8. Hast du zu Hause ein weißes Hemd?

UNTERSCHRIFT
