



Tenth Edition

Dieter Sevin Ingrid Sevin Beatrix Brockman

Wie geht's?

An Introductory German Course

Wie geht's?

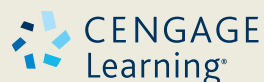
An Introductory German Course

TENTH EDITION

Dieter Sevin
Vanderbilt University

Ingrid Sevin

Beatrix Brockman
Austin Peay State University



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**Wie geht's?: An Introductory German Course,
Tenth Edition**

Dieter Sevin, Ingrid Sevin, Beatrix Brockman

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To the Student

Welcome to *Wie geht's?*, a program for Introductory German that focuses on all four skills—listening, speaking, reading, and writing—and promotes cultural proficiency.

Organization of *Wie geht's?*

The main text is divided into five pre-units (*Schritte*), fifteen chapters (*Kapitel*), and an Appendix (*Anhang*).

The Pre-Units (*Schritte*)

The purpose of the *Schritte* is to acquaint you with the German language and the language learning process by focusing on listening and speaking. When you have completed the last *Schritt*, you should be able to greet each other, describe your classroom and your clothes, use numbers, discuss the weather, and tell time, all in German.

The Fifteen Chapters (*Kapitel*)

Each chapter opens with a summary of the learning objectives (*Lernziele*). This is followed by a cultural preview in English (*Vorschau*) that provides you with background information on the chapter topic. The first section of the learning material is **Zum Thema**. It introduces the topic through one or two dialogues that function as models for conversation and recycle structures taught in previous chapters. These dialogues are all recorded and, for your reference, translated in the Appendix.

Wortschatz 1, which contains most of the new chapter vocabulary, is arranged thematically, with nouns listed in alphabetical order according to gender. This list of active vocabulary is followed by a brief list of vocabulary intended for recognition only (*Zum Erkennen*) containing words and phrases from the dialogue and exercises that might make it easier to keep classroom conversation in German. The vocabulary list is followed by exercises and activities on the chapter topic (*Übungen zum Thema*) that foster communication and help you learn the new words and expressions. A pronunciation section (*Aussprache*), recorded in your lab program, is included as well and is coordinated with more extensive practice in the supplementary summary of pronunciation (*Zur Aussprache*) in the front of this book. At the end of *Übungen zum Thema*, and again after the reading text, you will find an activity (*Hörverständnis*) that will help improve your listening comprehension. To complete it, you will need to listen to the text audio files that are posted on the *Wie geht's?* Premium Website.

The **Struktur** section introduces two or three major grammar points. A variety of exercises (*Übungen*) directly follow each grammar presentation. Additional exercises are also available in the **Arbeitsbuch (Student Activities Manual, SAM)**.

Each chapter has an **Einblicke** section that focuses on a variety of author-generated reading passages (*Lesetext*). It is introduced by a second active vocabulary list (*Wortschatz 2*), accompanied by reading strategies (*Lesetipp*) and a pre-reading section (*Vor dem Lesen*) with activities. The reading passage itself features one or more cultural aspects related to the chapter topic. It offers additional examples of the new grammar and a review of the chapter vocabulary. The post-reading exercises and activities (*Nach dem Lesen*) are designed to check

comprehension and provide additional grammar, speaking, and writing practice. A second listening activity (*Hörverständnis*) concludes this section. Starting with Chapter 8, a literature section (*Literatur*) is also included. It offers short literary readings or poems for your enrichment and enjoyment.

Finally, each chapter ends with a new two-page **Rückschau** section, where you can find all of the active chapter vocabulary, a few grammar review exercises, and a list of online activities that can be found on the iLrn™: Heinle Learning Center.

Cultural notes (*Fokus*) appear throughout each *Kapitel*, as well as the *Schritte*. They point out or explain differences between life in North America and in countries where German is spoken.

In each chapter, you will also find references to the iLrn™: Heinle Learning Center pointing to additional practice. Using all of the videos, the **Wie geht's?** Premium Website, and the iLrn™: Heinle Learning Center will enrich your language learning, add to cultural insights, and open new vistas of direct contact to the German-speaking countries.

Eine Reises ins Märchenland

A new travel guide called *Eine Reise ins Märchenland* completes the new addition of **Wie geht's?** It is an eight-page tour through the locales, scenery, and history of Grimm's fairy tales. Students are introduced to the *Deutsche Märchenstraße* and are tasked with planning a real or virtual trip along the life stations of the Brothers Grimm and through the regions of various German legends and fairy tales. This section reinforces and combines what students have learned about travel, finding lodging, ordering food, going to cultural events, and so on, in Germany.

The Appendix

The Appendix includes information on predicting the gender of some nouns, a grammar summary in chart form, tables of all basic verb forms, lists of irregular verbs, translations of dialogues, supplementary charts for the information-gap activities (*Hoppla, hier fehlt was!*), a German-English and English-German vocabulary, and a grammar index.

Icons for *Wie geht's?*



Activities marked with this icon are designed for work with a partner.



Activities marked with this icon are designed for work in small groups of perhaps 3 to 5 students.



This icon points to audio material available in mp3 format on the **Wie geht's?** Premium Website, including *Hörverständnis* and various pieces of original literature featured in Chapters 8–15.



This icon indicates a writing activity.



This icon marks a reference to activities that can be found in the **Arbeitsbuch (Student Activities Manual, SAM)**



This icon marks a reference to the **Wie geht's?** video and the video activities in the **Arbeitsbuch** video. Downloadable video mp4 files are available on the Premium Website.



This icon marks a reference to Internet activities.



This logo marks references to the iLrn™: Heinle Learning Center.

Student Program Components

- The **Arbeitsbuch (Student Activities Manual, SAM)** contains practice for the various *Schritte* and *Kapitel*. Each *Kapitel* consists of three components:
 - a) **Zum Hören** — This section provides activities correlated to the **Arbeitsbuch** Audio program. It contains instructions and examples of the recorded activities.
 - b) **Zum Sehen** — This section provides activities to both parts of each chapter's video, *Video-Szenen* and *Video-Interviews*. Video clips can be viewed and downloaded through the **Wie geht's?** Premium Website.
 - c) **Zum Schreiben** — This section focuses on vocabulary building, grammar practice, and cultural enrichment.

After the *Schritte*, as well as after *Kapitel* 3, 7, 11, and 15, you will find review sections (*Rückblicke*) that summarize the grammatical structures you have learned in the last few chapters. They are accompanied by extensive exercises to review vocabulary and grammar. An answer key for the *Rückblicke* exercises can be found at the end of the **Arbeitsbuch**.

- The **Arbeitsbuch Audio program**, available on the Premium Website, provides additional practice in listening and speaking. In the program, you will find the chapter dialogues and pronunciation practices, supplementary grammar activities, the chapter reading text, a dictation, and a listening-comprehension exercise (*Verstehen Sie!*).
- The two-tier **Video** program consists of *Video-Szenen* that present cultural insights into the various aspects of life in the German-speaking countries, and *Video-Interviews* in which individual speakers respond to a particular question about themselves or chapter-related themes. Activities to accompany both the *Video-Szenen* and the *Video-Interviews* are in the **Arbeitsbuch**.
- The **Wie geht's?** Premium Website offers the audio and video programs for each chapter.
- iLrn™: Everything you need to master the skills and concepts of the course is built right into this dynamic audio- and video-enhanced learning environment: online activities specifically tailored to the book, including additional resources, such as a memory game (*Gedächtnisspiel*), a crossword puzzle (*Kreuzworträtsel*), audio flash cards (*Vokabelblitz*), a tutorial quiz (*Mini-Quiz*), the active vocabulary (*Wortschatz*), diagnostic activities, an audio-enhanced **e-Book** with integrated activities, companion **videos**, an interactive **VoiceBoard**, an online **Arbeitsbuch** with audio, interactive enrichment **activities**, and access to online tutoring with a German teaching expert through **NetTutor**.)

We hope that you will find the **Wie geht's?** program enjoyable. You will be surprised at the rapid progress you will make in just one year. Many students have been able to study abroad after their first year of studying German!

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Zur Aussprache (Summary of Pronunciation)

Pronunciation is a matter of learning not just to hear and pronounce isolated sounds or words, but to understand entire phrases and sentences, and to say them in such a way that a native speaker of German can understand you. You will need to practice this continuously as you study German.

This section summarizes and reviews the production of individual sounds. We have tried to keep it simple and nontechnical, and to provide ample practice of those German sounds that are distinctly different from American English. Often we have used symbols of pronunciation in a simplified phonetic spelling. Upon completing this section, you should hear the difference between somewhat similar English and German words (*builder* / **Bilder**) and between somewhat similar German words (**schon** / **schön**).

To develop good German pronunciation—or at least one without a heavy American accent—you will have to keep three things in mind: First, you must resist the temptation of responding to German letters with American sounds. Second, at the outset you will probably feel a bit odd when speaking German with a truly German accent; however, nothing could give you a better start in your endeavor. (Imposing a German accent on your English may be hilarious, but it is also very good practice!) Third, you will have to develop new muscular skills. Germans move their jaws and lips more vigorously and articulate more precisely than Americans. After a good practice session your face should feel the strain of making unaccustomed sounds.

We will point out those cases where English sounds are close enough to German to cause no distortion. However, we purposely avoid trying to derive German sounds from English because such derivations often do more harm than good. Listen carefully to your instructor and the tape or CD. If you can record your own voice in the language lab, do so, and compare how you sound with the voice of the native speaker. With patience and practice, you should be able to develop new speech habits quite rapidly. You will also find that German spelling reflects pronunciation very well.

I. Word Stress

In both English and German, one syllable of a word receives more stress than others. In English, stress can even signal the difference between two words (*ob'ject* / *object'*). In native German words, the accent is on the stem of the word, which is usually the first syllable (**Hei'rat**, **hei'raten**) or the syllable following an unstressed prefix (**verhei'ratet**). Words borrowed from other languages are less predictable; frequently the stress falls on the last or next-to-last syllable (**Universit'ät**, **Muse'um**). You will find such words marked for stress in the German-English vocabulary at the end of the textbook.

II. Vowels

One of the most important differences between English and German is that in English most vowels are to some degree glides. This means that while they are being pronounced, there occurs a shift from one vowel sound to another (*so*, *say*). German vowel sounds do not glide, and they do not change quality. The jaw does not shift while a German vowel is being produced (**so**, **See**). Three German vowels occur with two dots over them (**ä**, **ö**, **ü**). These vowels are called *umlauts*. Short and long **ä** sounds like short and long **e**, but **ö** and **ü** represent distinct sounds.

Certain vowels appear in combinations (**ei**, **ey**, **ai**, **ay**; **au**; **äu**, **eu**) called *diphthongs*. While diphthongs in American English may be drawn out or drawled, the German diphthongs are short.

Pay special attention to the length of a vowel. In many words, the length of the stressed vowel is the only clue to their meaning. When spoken, **Rate!** with a long **a** [a:] means *Guess!*, whereas **Ratte** with a short **a** [a] means *rat*.



A. Short Vowels [i, e, a, u, o,]

Keep these vowels really short!

- [i] **in, immer, Zimmer, Kind, Winter, Finger, bitte, dick**
- [e] **es, essen, Fenster, schnell, März, Länder, Sätze**
- [a] **alt, kalt, Klasse, Tasse, Tante, Wand, wann, man**
- [u] **um, und, Mund, Mutter, Butter, Stunde, Sekunde**
- [o] **oft, Onkel, Sonne, Sommer, Sonntag, morgen, kommen, kosten**
- [a] and [o] Be sure to distinguish clearly between these sounds.

Kamm / Komm!	<i>comb / Come!</i>	Fall / voll	<i>fall / full</i>
Bann / Bonn	<i>ban / Bonn</i>	Bass / Boss	<i>bass / boss</i>
- [e] Don't forget that **ä** doesn't sound like [a], but like [e].

Kamm / Kämmе / Semmel	<i>comb / combs / roll</i>
Schwamm / Schwämme / Schwemme	<i>sponge / sponges / watering place</i>
Fall / Fälle / Felle	<i>fall / falls / furs</i>
Mann / Männer / Messer	<i>man / men / knife</i>
- Unstressed short **e** [ə] In unstressed syllables [a], [i], [o], and [u] retain their basic quality in German, whereas in English they become rather neutral (**Amerika'ner** / *American*; **Aro'ma** / *aro'ma*). The German unstressed short **e** [ə], however, becomes neutral, too.
heute, Leute, fragen, sagen, beginnen, Gesicht, Geschenk, Geburtstag
- Final **er** [ʌ] When **r** occurs after a vowel at the end of a syllable or word, and especially in the ending **-er**, it sounds like a weak **a** [ʌ]. It requires a good deal of attention and practice for speakers of American English not to pronounce the **r**. The German sound resembles the final vowel in the word *comma*.
Vater, Mutter, Kinder, der, wir, vier, Uhr, Ohr, schwer, Donnerstag, wunderbar, erzählen, verstehen
- [ə] and [ʌ] Listen carefully to the difference between these two sounds.

bitte / bitter	<i>please / bitter</i>	zeige / Zeiger	<i>I show / watch hand</i>
esse / Esser	<i>I eat / eater</i>	diese / dieser	<i>these / this</i>
leide / leider	<i>I suffer / unfortunately</i>		



B. Long Vowels [i: / a: / u: / e: / o:]

Be sure to stretch these vowels until they are really long.

- [i:] Draw your lips far back.
prima, minus, Musik, ihn, ihm, ihnen, die, wie, wieder, sieben, studieren, Papier, Biologie
- [a:] **Haare, Saal, Jahr, Zahl, Zahn, sagen, fragen, Name, Nase**
- [u:] Round your lips well.
du, gut, Kuli, Juli, Minute, Bluse, Schuh, Stuhl, Uhr, Tour
- [e:] and [o:] These two vowels need particular attention. Listen carefully for the differences between English and German.

<i>say / See</i>	<i>vain / wen</i>	<i>boat / Boot</i>
<i>bait / Beet</i>	<i>tone / Ton</i>	<i>pole / Pol</i>
- [e:] Draw your lips back and hold the sound steady.
See, Tee, Idee, zehn, nehmen, gehen, sehen, Zähne, Mädchen, Käse, lesen, spät, Universität, Qualität
- [o:] Purse your lips and don't let the sound glide off.
Zoo, Boot, Ohr, ohne, Bohne, wohnen, so, rot, oben, Hose, holen



C. Contrasting Short and Long Vowels

As you were practicing the short and long vowels, you probably discovered that spelling provides some clues to the length of the stressed vowel. Here are the most reliable signals. Some apply only to the dictionary forms of words, not to the inflected forms.

The stressed vowel is *short*, . . .

- when followed by a double consonant.
immer, essen, **alle**, **Butter**, Tennis, **Lippe**, **Mütter**
- usually when followed by two or more consonants, including **ch** and **sch**.
Winter, Fenster, kalt, **unten**, **Kopf**, Hände, **Wünsche**, Gesicht, **Tisch**
- in many common one-syllable words before a single consonant.
mit, **es**, **an**, **um**, **von**

The stressed vowel is *long*, . . .

- when doubled.
Idee, Haar, Zoo
- **i** and **u** cannot be doubled, but **i** followed by **e** is always long.
- **die**, **sie**, **wie**, **viel**, **vier**, Fantasie
- when followed by **h**, **h** is silent; after a vowel it is strictly a spelling device to signal length.
ihn, **ihm**, **sehen**, **nehmen**, **Zahn**, **Zahl**, **Uhr**, **Schuh**
- usually when followed by a single consonant.
Kino, lesen, Tafel, Bluse, Väter, **Türen**, **hören**

17. [i] and [i:]

innen / ihnen	<i>inside / to them</i>	still / Stil	<i>quiet / style</i>
im / ihm	<i>in / him</i>		

18. [e] and [e:]

denn / den	<i>for / the</i>	Wellen / Wählen	<i>waves / to choose</i>
Betten / beten	<i>beds / to pray</i>		

19. [a] and [a:]

Stadt / Staat	<i>city / state</i>	nasse / Nase	<i>wet / nose</i>
Kamm / kam	<i>comb / came</i>		

20. [u] and [u:]

muss / Mus	<i>must / mush</i>	Sucht / sucht	<i>mania / looks for</i>
Busse / Buße	<i>busses / repentance</i>		

21. [o] and [o:]

offen / Ofen	<i>open / oven</i>	Motte / Mode	<i>moth / fashion</i>
Wonne / wohne	<i>delight / I live</i>		



D. Umlauts

There are also a long and short **ü** and **ö**.

22. [i:] and [ü:] To make the [ü:], say [i:], keep your tongue and jaw in this position, and round your lips firmly.

diene / Düne	<i>I serve / dune</i>	liegen / lügen	<i>to lie / to (tell a) lie</i>
Biene / Bühne	<i>bee / stage</i>	diese / Düse	<i>these / nozzle</i>

23. [ü:] Note that the German letter **y** is pronounced like **ü**.

über, **übrigens**, **müde**, **Füße**, **kühl**, **Frühling**, **grün**, **natürlich**, **Typ**, **typisch**

24. [u:] and [ü] Observe the change in tongue position as you shift from one sound to the other.

Fuß / Füße	<i>foot / feet</i>	Kuh / Kühe	<i>cow / cows</i>
Stuhl / Stühle	<i>chair / chairs</i>	Hut / Hüte	<i>hat / hats</i>

25. [u] and [ü] To make the [ü], begin by saying [i], then round your lips.
 Kissen / küssen *pillow / to kiss* Kiste / Küste *box / coast*
 missen / müssen *to miss / must* sticke / Stücke *embroider / pieces*
26. [ü] dünn, fünf, hübsch, Glück, zurück, Flüsse, München, Nympe
27. [u] and [ü] Be aware of the movements of your tongue as you shift from one sound to the other.
 Busch / Büsche *bush / bushes* Kuss / Küsse *kiss / kisses*
 Fluss / Flüsse *river / rivers* Kunst / Künste *art / arts*
28. [ü:] and [ü]
 Hüte / Hütte *hats / hut* fühle / fülle *I feel / I fill*
 Wüste / wüsste *desert / would know* Düne / dünne *dune / thin*
29. [e:] and [ö:] To make the [ö:], begin by saying [e:]. Keep your tongue in this position, then round your lips firmly for [ö:].
 Hefe / Höfe *yeast / courts* Sehne / Söhne *tendon / sons*
 lesen / lösen *to read / to solve* Besen / bösen *broom / bad*
30. [o:] schön, Möbel, hören, möglich, Brötchen, französisch, Österreich
31. [o:] and [ö:] Observe the tongue position as you shift from one sound to the other.
 Ofen / Öfen *oven / ovens* Sohn / Söhne *son / sons*
 Ton / Töne *tone / tones* Hof / Höfe *court / courts*
32. [e] and [ö] Begin by saying [e], then round your lips.
 kennen / können *to know / can* fällig / völlig *due / total*
 Helle / Hölle *light / hell* Zelle / Zölle *cell / tolls*
33. [ö] öffnen, östlich, zwölf, Wörter, Töchter
34. [o] and [ö] Observe the tongue position as you shift from one sound to the other.
 Kopf / Köpfe *head / heads* Stock / Stöcke *stick / sticks*
 Rock / Röcke *skirt / skirts* konnte / könnte *was able to / could*
35. [ö:] and [ö]
 Höhle / Hölle *cave / hell* Röslein / Rösslein *little rose / little horse*
 Schöße / schösse *laps / I'd shoot*
36. [ü:] vs. [ö:] and [ü] vs. [ö]
 Sühne / Söhne *repentance / sons* Hülle / Hölle *cover / hell*
 Güte / Goethe *grace / Goethe* Stücke / Stöcke *pieces / sticks*
 blüht / blöd *blooms / stupid* rücke / Röcke *move / skirts*



E. Diphthongs

German diphthongs are short. They are not drawled.

37. [ai] eins, zwei, drei, mein, dein, kein, Seite, Kreide, Meyer, Mai, Bayern, Haydn
38. [oi] neu, neun, heute, Leute, teuer, deutsch, träumen, Häuser, toi, toi, toi!
39. [au] auf, Auge, Haus, Frau, grau, faul, auch, Bauch, brauchen
40. Remember that **ie** [i:] is not a diphthong.
 Wien / Wein *Vienna / wine* Biene / Beine *bee / legs*
 Lied / Leid *song / suffering* Lieder / leider *songs / unfortunately*
41. Can you pronounce these words correctly without hesitation?
 Schreiben, schrieb, hieß, heiß, wieder, weiter, sei, Sie, wie, wieso, weiß, Beispiel, wie viel



F. Glottal Stops

Both English and German use a glottal stop (+) to avoid running words together. German uses it much more frequently than English, where the last consonant of one word is often linked with the first vowel of the next (**mit +einem +Eis**, *with an ice cream*). A good way to become aware of the glottal stop is to say *Oh oh!* as if in dismay.

42. Use the glottal stop where indicated:
 +Am +Abend +essen wir +in +einem Restaurant.
 Wir sitzen +in +einer kleinen +Ecke.
 Der +Ober bringt +uns +ein +Eis.
 Wir +erzählen von der +Uni.
 Hans beobachtet +andere Leute.

III. Consonants



A. Single Letters

- f, h, k, m, n, p, t, x:** These are pronounced alike in both languages.
 fünf, haben, kaufen, müde, nein, Park, Tag, extra
- j:** It is pronounced like the English *y*.
 ja, Jahr, Januar, Juni, Juli, jung, jetzt
- b, d, g:** They usually sound like their English counterparts (**g** as in *garden*).
 bitte, danke, gut
 However, when they occur at the end of a word or syllable, or before *s* or *t*, they sound like [p], [t], [k], respectively.
 [p] ob, gelb, halb, abhängig, gibst, gebt
 [t] und, Mund, Bild, abends, Stadt
 [k] Tag, täglich, weg, genug, liegst, liegt

[p] vs. [b]	[t] vs. [d]	[k] vs. [g]
habt / haben	Kind / Kinder	sagt / sagen
gibst / geben	Wand / Wände	fragst / fragen
siebzig / sieben	abends / Abende	Zug / Züge
- v:** It usually sounds like [f], but in words of foreign origin it is pronounced [v] unless it is at the end of the word.
 [f] vier, von, verstehen, Vater, Volkswagen, relativ, intensiv
 [v] Vokabeln, Vase, Vision, Variation, November, Revolution
- w:** It is pronounced [v] in German.
 was, wo, wer, wie, warum, welche, womit, wunderbar
- s, ss, ß:** The pronunciation of the letter *s* depends on its position of the word. If precedes a vowel, it is pronounced [z] as in the English *fuzz*. Otherwise it is pronounced [s] as in the English *fuss*.
 [z] sehen, Sofa, Salat, Gemüse, Nase, lesen
 [s] was, das, aus, Bus, Eis, Glas, Hals, als
ss and **ß** are also pronounced [s]. **ß** [Estset] is used after long vowels (**Füße**). According to the spelling reform, however, short vowels are always followed by an **ss** (**muss, lässt**).
 Tasse, Wasser, besser, wissen, Professor, lässt; Gruß GrüÙe, heiß, heißen, groß, Größe; lässt, weißt
- z:** It is pronounced [ts] as in English *rats*.
 [ts] zu, Zoo, Zahn, Zeit, zwischen, Dezember, Medizin, duzen, März, schwarz, Tanz, Toleranz, zickzack
- s and z:** Watch the contrast between these two letters.

so / Zoo	so/ zoo	siegen / Ziegen	to win / goats
sauber / Zauber	clean / magic	sagen / zagen	to stay / hesitate

9. **l:** There is an important difference between English and German in the pronunciation of the letter **l**. When an American pronounces [l], the tongue forms a hump toward the back of the mouth, which makes the [l] sound “dark.” For the German [l], the tongue is flat and touches just behind the front teeth; it is very “light” sound. Listen for the difference between American and German [l]:

feel / viel *felt* / fällt *built* / Bild

[l] laut, lernen, logisch, Limo, Klasse, kalt, Film, hell, Hotel, April, will, kühl

10. **r:** To avoid a noticeable American accent in German, don’t use the American [r]. In German you can either use a tongue-tip trill or a uvular trill. (The uvula is the little skin flap in the back of your mouth that vibrates when you gargle.) Listen for the difference between American and German [r]:

rest / Rest *fry* / frei *ring* / Ring *wrote* / rot

[r] rot, Rose, Radio, Rathaus, Reis, Rhein, fahren, hören, orange, Büro, Frage, Kreide, braun, grau, grün

Remember that **r** after a vowel at the end of a syllable or word, especially in the ending **-er**, is usually pronounced [v].

[ʌ] Bilder, Kinder, aber, Zimmer, Körper, Lehrer, schwer, Papier, dir, ihr



B. Letter Combinations

11. **sch:** This sound [ʃ] resembles the English *sh*, but in German the lips protrude more. **S**check, **S**chach, **S**chiff, **S**chule, **S**chokolade, **s**chreiben, **s**chwer, waschen, **T**isch, **F**isch

12. **st, sp:** At the beginning of a word or word stem, they are pronounced [št] and [šp].

[št] **S**tock, **S**tein, **s**till, **S**tadt, **S**tatistik, Frühstück, verstehen

[šp] **S**port, **s**pät, **s**pielen, **S**prache, versprechen, Gespräch

Otherwise they sound the same as in English.

[st] **i**st, **b**ist, **O**sten, **W**esten, **F**enster, **G**ast, **P**ost, **P**rost

[sp] **W**espe, **K**aspar, **l**ispeln

13. **ch:** There are no English equivalents for the two German sounds [x] and [ç]

- [x]—the “**ach**-sound”—is produced in the same place as [k]. However, for [k] the breath stops, whereas for [x] it continues to flow through a narrow opening in the back of the throat, **ch** is pronounced [x] after a, o, u, and au.

ach, **Bach**, **acht**, **Nacht**, **machen**, **lachen**, **noch**, **doch**, **Woche**, **suchen**, **Kuchen**, **Bauch**, **auch**

Be sure to distinguish clearly between [k] and [x].

Akt / **acht** *act* / *eight* *Dock* / **doch** *dock* / *indeed*

nackt / **Nacht** *naked* / *night* *buk* / **Buch** *baked* / *book*

- [ç]—the “**ich**-sound”—is produced much farther forward in the mouth. The sound **ch** is pronounced [ç] after the vowels e, i, ä, ö, ü, the diphthongs ei (ai) and eu (äu), and the consonants l, n, and r.

The diminutive suffix **-chen** is also pronounced [çen]. The ending **-ig** is always pronounced [iç]. You can learn to make this sound by whispering loudly *you* or *Hugh*.

ich, **mich**, **nicht**, **schlecht**, **sprechen**, **lächeln**, **möchten**, **Bücher**, **Zeichnung**, **Bäuche**, **Milch**, **München**, **furchtbar**, **Mädchen**, **richtig**, **ruhig**, **brummig**

Be sure not to substitute [s] for [ç].

mich / **mis**ch *me* / *mix* *Männchen* / **Mens**chen *dwarf* / *peo*ple

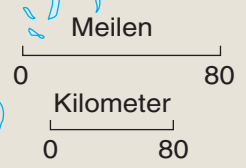
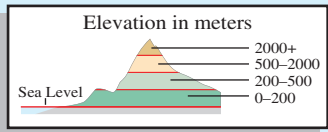
ficht / **fi**scht *fight*s / *fish*er

Oftentimes [x] and [ç] alternate automatically in different forms of the same word.

Buch / **Bücher** *book* / *books* **Bauch** / **Bäuche** *belly* / *bellies*

Nacht / **Nächte** *night* / *nights*

14. **chs:** It is pronounced [ks].
sechs, Wachs
15. **ck:** It sounds like [k]
dick, Picknick, Rock, Jacke, packen, Scheck
16. **ph:** It sounds like [f]. In fact, according to the new spelling, many words can now be spelled or are routinely spelled with an **f**.
Philosophie, Physik, physisch, fotografieren, Fantasie
17. **th:** It sounds like [t].
Thema, Theater, Theologie, Theorie, Mathematik, Bibliothek
18. **tz:** It sounds like [ts].
Satz, Platz, setzen, trotz, Hitze
ALSO: Nation, Information, Portion, Variation
19. **qu:** It must be pronounced [kv].
Quatsch, Quäker, Qualität, Quantität, Quartier, Quote
20. **ng:** It always is pronounced [nj] as in English *sing*, not [ng] as in *finger*
lang, englisch, singen, Finger, Hunger, Übung, Prüfung
21. **pf:** Both letters are pronounced: [pf].
pfui, Pfeffer, Pfennig, Pfefferminz, pflanzen, Kopf, Dummkopf
22. **ps:** Both letters are pronounced: [ps].
Psychologie, Psychologe, psychologisch, Psychiater, Psalm, Pseudonym
23. **kn, gn:** They sound just as they are spelled: [kn gn].
Knie, Knoten, Knackwurst, Knirps
Gnu, Gneis, Vergnügen







Beginnen wir!

Lernziele (Learning objectives) The *Schritte* (“pre-units”) will help you take your first steps in German.

You will learn to:

- introduce yourself and greet others.
- say the alphabet and spell.
- describe your classroom, clothing, and other things around you.
- count, tell prices, and do math.
- talk about the calendar, the weather, and time.

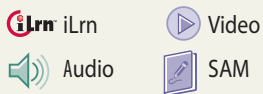
Fokus

The German language and its place in the world, greetings and leave-taking, **du** or **Sie?**, German climate, benefits of learning German, and descendants of German-speaking immigrants in North America

Rückschau

Kapitelwortschatz

RESSOURCEN



Hallo, wie geht's? Studentengruppe vor dem Reichstagsgebäude in Berlin.

Vorschau The German Language

Close to 120 million people worldwide speak German as their native tongue. It is the official language in Germany, Austria, and Liechtenstein as well as one of the official languages of Switzerland and Luxembourg. It is also spoken in parts of eastern Belgium and in Italy's South Tyrol region. In addition, there are significant German-speaking minorities in Denmark (northern Schleswig), France (Alsace), Poland (Silesia), the Czech Republic, and Hungary as well as in Estonia, Lithuania, Latvia, Bosnia and Herzegovina, Russia, and the Ukraine. German is also the native tongue of many people in Australia, Canada, the United States, and some South American countries.

German belongs to the Germanic branch of the Indo-European language family and is closely related to Dutch, English, the Scandinavian languages, Flemish, Frisian, Yiddish, and Afrikaans. For various political, literary, and linguistic reasons, we speak of Germans and the German language as dating from around the year 800. At that time, at least six major dialects with numerous variations were spoken. During the twelfth and thirteenth centuries, efforts were made to write a standardized form of German; thus, the years 1170–1250 saw great literary achievements. However, this use of German as a literary language declined and Latin was preferred for writing important documents. Around the year 1500, Martin Luther's translation of the Bible into German and Johann Gutenberg's invention of the printing press were major impetuses toward the development of a common, written German language. Nonetheless, Latin remained the sole language of instruction at German universities until the 1700s. Because of political fragmentation, a standard language was slow to develop in Germany. As late as the early 1900s, many people spoke only their regional dialects. The use of standard German (**Hochdeutsch**) in both newspapers and magazines and in radio and television broadcasts helped foster the widespread use of standard German, but regional accents and dialects are still common (see *Fokus* note in Chapter 6).

Because German and English are members of the same branch of the Indo-European language family, they share a considerable number of words. Some of these related words, called *cognates*, are identical in spelling in both languages (e.g., **Arm, Hand, Finger**), while others are similar (e.g., **Vater, Mutter, Haus**). As the two languages developed, certain cognates acquired different meanings, such as **Hose** (in German, *a pair of pants*) versus "hose" (in English, *nylon stockings*). For those cognates that came to be spelled differently, the differences between English and German often developed systematically. Note the following patterns:

	English	German
t → z	<i>ten</i> <i>salt</i>	zehn Salz
p → pf	<i>pound</i> <i>apple</i>	Pfund Apfel
t → ss	<i>water</i> <i>white</i>	Wasser weiß
p → f	<i>ship</i> <i>help</i>	Schiff helfen
k → ch	<i>book</i> <i>make</i>	Buch machen
d → t	<i>bed</i> <i>dance</i>	Bett tanzen
th → d	<i>bath</i> <i>thank</i>	Bad danken



What are the English equivalents of these cognates? What other words do you know in English that are derived from German? For additional practice, see the *Zum Schreiben* section of the *Arbeitsbuch* (SAM).



Schritt 1



■ The following dialogues are recorded for you on the **Wie geht's?** Premium Website and iLrn. Listen to them and read them aloud until you can do so fluently. Then answer questions about them. If necessary, consult the translations in the Appendix. ■

Gespräche

Guten Tag!

HERR SANDERS Guten Tag!
 FRAU LEHMANN Guten Tag!
 HERR SANDERS Ich heiße Sanders, Willi Sanders.
 Und Sie, wie heißen Sie?
 FRAU LEHMANN Mein Name ist Erika Lehmann.
 HERR SANDERS Freut mich. Wie geht es Ihnen?
 FRAU LEHMANN Danke, gut. Und Ihnen?
 HERR SANDERS Danke, es geht mir auch gut.



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LUCA SEIBEL Guten Tag!
 EVA BACH Tag!
 LUCA SEIBEL Ich heiße Luca Seibel. Und du, wie heißt du?
 EVA BACH Mein Name ist Eva Bach.
 LUCA SEIBEL Freut mich. Und wie geht es dir?
 EVA BACH Ach, nicht schlecht.

HEIDI Hallo, Ute! Wie geht's?
 UTE Tag, Heidi! Ach, ich bin müde.
 HEIDI Ich auch. Zu viel Stress. Bis später!
 UTE Tschüss! Mach's gut!

■ Note the difference in verb form and pronoun when you address someone casually (**Wie heißt du?**) or formally (**Wie heißen Sie?**). This will be explained later. So for now, just learn these phrases as idioms.

Fragen (Questions) Answer these questions about the dialogues.

1. Wie heißen die zwei (*two*) Herren?
2. Wie heißen die vier (*four*) Frauen?
3. Wie geht es Frau Lehmann? Frau Lehmann geht es . . .
4. Wie geht es Ute und Heidi? Ute und Heidi sind (*are*) . . .
5. Und wie geht es Ihnen?

Fokus Greetings and Leave-taking

When greeting someone, **Guten Morgen!** is usually used until about 10 A.M., **Guten Tag!** between then and early evening, and **Guten Abend!** from about 5 P.M. on. Casual greetings (equivalent to *Hi!*) include **Tag!**, **Hallo!**, and **Grüß dich!** In Switzerland and Liechtenstein, people also say **Grüezi!**, and in southern Germany and Austria, **Servus!** or **Grüß Gott!** (lit. *Greetings in the name of God!*). The parting expressions **Tschüss!** or **Ciao [Tschau]!** are more informal

than **Auf Wiedersehen!** Note that **Gute Nacht!** (*Good night!*) is never used for leave-taking but rather to wish someone a good night's sleep.

When you ask **Wie geht's?** or **Wie geht es Ihnen?**, expect a detailed answer about the other person's well-being. This is different from the English question *How are you?*, which elicits only a short response. Most German speakers pose this question only to people they already know well.

Wortschatz (Vocabulary)

■ You are responsible for knowing all the vocabulary of the *Wortschatz* (literally, “treasure of words”), including the headings. Be sure to learn the gender and plural forms of nouns! Words and phrases listed under *Zum Erkennen* are intended for comprehension only; you will not be asked to produce them actively. ■

- In German, all nouns are capitalized.
- The pronoun **ich** (*I*) is not capitalized unless it occurs at the beginning of a sentence. The formal pronoun **Sie** (*you*) is always capitalized.

Wie geht's? (casual: How are you?)

Wie geht es dir? (familiar: How are you?)

Wie geht es Ihnen? (formal: How are you?)

der Herr, die Herren (*pl.*)

die **Frau**, die Frauen (*pl.*)

Guten Tag!

Guten Morgen!

Guten Abend!

Mr.; gentleman

Mrs., Ms.; woman; wife

Hello.

Good morning.

Good evening.

Wie heißt du?

Wie heißen Sie?

Mein Name ist . . .

heißen

Ich heiße . . .

Du heißt . . .

Sie heißen . . .

Freut mich.

Es geht mir gut.

gut / schlecht

wunderbar

Ich bin müde.

ja / nein

danke / bitte

auch

nicht

und

Auf Wiedersehen!

Tschüss!

Mach's gut!

Bis später!

What's your name? (familiar)

What's your name? (formal)

My name is . . .

to be called

My name is . . .

Your name is . . . (familiar)

Your name is . . . (formal)

Pleased to meet you.

I'm fine.

good; fine, well / bad(ly)

wonderful(ly), great

I'm tired.

yes / no

thank you / please; you're welcome

also, too

not

and

Good-bye!

Good-bye!; Bye! (colloquial)

Take care! (colloquial)

See you later! (colloquial)

■ In modern German, the title **Frau** (*Mrs., Ms.*) is generally used for any adult woman regardless of her age or marital status.

Zum Erkennen: Hallo! (*Hi! Hello!*); Tag! (*Hi!*); ach (*oh*); ich auch (*me too*); zu viel Stress (*too much stress*); AUCH: das Beispiel, -e (*example*); Lesen Sie laut! (*Read aloud!*); Wie schreibt man das? (*How do you write that?*); Buchstabieren Sie auf Deutsch! (*Spell in German!*); Was sagen sie? (*What do they say? / What are they saying?*)

■ The words in *Zum Erkennen* are for recognition only, that is, passive vocabulary. They are listed in order of appearance in the dialogue(s). Following “AUCH” are a few other words or expressions that will facilitate classroom instruction in German.

Lerntipp



Experiencing a New Language

Learning another language is much like learning to play a musical instrument or a sport. Just as you can't learn to play the piano or swim by reading about it, you can't learn a foreign language by thinking or reading about it. You must practice. Listen to your instructor, to recordings, and to the answers of your fellow students. Use every chance you get to speak German. Whenever possible, read the language aloud and write it.

Remember, too, that you are still improving your English; so don't expect immediate perfection in another language. Just as you made mistakes while learning English, when you are learning a foreign language, mistakes are also inevitable. With daily practice, however, your fluency in German will rapidly increase.

Mündliche Übungen (Oral exercises)

A. Das Alphabet: Lesen Sie laut! (Read aloud.)

a	ah	g	geh	m	emm	s	ess	y	üpsilon
b	beh	h	hah	n	enn	t	teh	z	tsett
c	tseh	i	ih	o	oh	u	uh	ä	äh (a-umlaut)
d	deh	j	yot	p	peh	v	fau	ö	öh (o-umlaut)
e	eh	k	kah	q	kuh	w	veh	ü	üh (u-umlaut)
f	eff	l	ell	r	err	x	iks	ß	ess-tsett

For capital letters, say **großes A (B, C . . .)**, for lowercase letters, **kleines D (E, F . . .)**. For further explanation of the **ß**-sound, see Part III A.6 in the Summary of Pronunciation section in the front of this book. Note that there is also a specific pronunciation section (**Aussprache**) for each *Schritt* on the **Wie geht's?** Premium Website and iLrn, each focusing on particular vowels and consonants. Make it a point to listen to it and to repeat what you hear.



B. Wie schreibt man das? (How do you write that?) Ask your partner to spell the following words in German.

BEISPIEL S1 Wie schreibt man Autobahn?
S2 A-U-T-O-B-A-H-N.

Audi	Gesundheit
Mercedes	Strudel
Volkswagen	Zwieback
Kindergarten	Zeitgeist



C. Schreiben Sie, was ich buchstabiere! (Write down what I am spelling.) Pick one of the words from the *Wortschatz* or the name of a famous German-speaking person and spell it. A partner listens, writes down what you spell, and reads it back to you. Take turns.

Aufgaben (Assignments)



A. Wie heißt du? Ask classmates for their name and then how to spell it.

BEISPIEL S1 Wie heißt du?

S2 Ich heiße . . .

S1 Wie schreibt man das? (*How does one spell that!?*)

S2 . . . (*Spell that name in German.*)



B. Wie geht's? In pairs, ask each other how you are doing.

S1 Hallo, . . . ! Wie geht's?

S2 Tag, . . . ! . . .

S1 . . .

S2 Tschüss!

S1 Mach's gut! . . .

■ Prepare all assignments so that you can answer fluently in class.



Aussprache (Pronunciation): a, e, er, i, o, u

■ The words listed below are either familiar words, cognates (words related to English), or proper names (**Erika, Amerika**). A simplified phonetic spelling for each sound is given in brackets. The colon (:) following a vowel means that the vowel is long. Pay particular attention to word stress as you hear it from your instructor or the recording. For a while, you may want to mark words for stress. ■

■ The *Aussprache* section is closely tied to the Summary of Pronunciation in the front of this book. Be sure to see Part II, subsections 1–21.

Hören Sie zu und wiederholen Sie! (*Listen and repeat.*)

- | | |
|---|---|
| 1. [a:] Abend, Tag, Banane | 7. [i:] Ihnen, Maria, Sabine |
| 2. [a] Anna, Albert, was | 8. [i] bin, bitte |
| 3. [e:] Erika, Peter, Amerika | 9. [o:] Monika, Hose, so |
| 4. [e] Ellen, Hermann, es | 10. [o] Oskar, oft, Morgen |
| 5. [ə] (<i>unstressed e</i>) Ute, danke, heiße | 11. [u:] Ute, Gudrun, gut |
| 6. [ʌ] (<i>final -er</i>) Dieter Fiedler, Rainer Meier | 12. [u] und, wunderbar, Gesundheit |

As you may have noticed, double vowels (**Tee, Boot**), vowels followed by **h** (**geht, Schuh**), and the combination **ie** (**wie, Sie**) are long. Vowels followed by double consonants (two identical consonants as in **Anna, Sommer**) are short.

Fokus Du or Sie?

German has more than one way of saying *you*. **Du**, corresponding in form to the archaic English word *thou*, is used primarily for addressing children, family members, friends, and animals. **Sie** is used with adults who are not close friends or relatives. Today, young people and university students tend to address each other automatically with the informal **du**-form; but it

is still considered rude to address older people, or even colleagues, with **du**. When in doubt, use **Sie**. The general custom is that it is up to the person of higher age or status to suggest **Duzen** instead of **Siezen**. Similarly, you address a German speaker “on a first-name basis” only after you begin using the **du**-form. Up to that point, it is **Herr** . . . or **Frau** . . . to you.

Schritt 2

Gespräch



Was und wie ist das?

DEUTSCHPROFESSORIN Hören Sie jetzt gut zu und antworten Sie auf Deutsch!
Was ist das?
JIM MILLER Das ist der Bleistift.
DEUTSCHPROFESSORIN Welche Farbe hat der Bleistift?
SUSAN SMITH Gelb.
DEUTSCHPROFESSORIN Bilden Sie bitte einen Satz!
SUSAN SMITH Der Bleistift ist gelb.
DEUTSCHPROFESSORIN Ist das Heft auch gelb?
DAVID JENKINS Nein, das Heft ist nicht gelb. Das Heft ist hellblau.
DEUTSCHPROFESSORIN Gut!
SUSAN SMITH Was bedeutet *hellblau*?
DEUTSCHPROFESSORIN *Hellblau* bedeutet *light blue* auf Englisch.
SUSAN SMITH Und wie sagt man *dark blue*?
DEUTSCHPROFESSORIN *Dunkelblau*.
SUSAN SMITH Ah, der Kuli ist dunkelblau.
DEUTSCHPROFESSORIN Richtig! Das ist alles für heute. Für morgen lesen Sie bitte das Gespräch noch einmal und lernen Sie auch die Wörter!



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Fragen

1. Wie heißen die drei (*three*) Studenten?
2. Was lernen (*learn*) die Studenten?
3. Was ist gelb? hellblau? dunkelbau?
4. Was lesen die Studenten für morgen noch einmal? Für morgen lesen die Studenten . . .
5. Was lernen die Studenten für morgen? Für morgen lernen die Studenten . . .

Wortschatz

- In English, the DEFINITE ARTICLE has just one form: *the*. The German singular definite article has three forms: **der**, **das**, **die**. Some nouns take **der** and are called MASCULINE; some take **das** and are called NEUTER; and some take **die** and are called FEMININE. This is a grammatical distinction and has little to do with biological gender, although it is true that most nouns referring to female beings are feminine and most referring to male beings are masculine.

der Mann, **die** Frau, BUT **das** Kind (*child*)

Objects without biological gender, such as *table*, *book*, and *blackboard*, are by no means necessarily neuter. Many inanimate objects are masculine and many others are feminine.

das Buch, BUT **der** Tisch, **die** Tafel

Because the gender of many nouns is unpredictable, you must always learn the article with the noun.

- The PLURAL OF NOUNS is formed in various ways that are often unpredictable. You must, therefore, learn the plural together with the article and the noun. In vocabulary lists and in dictionaries, plurals are given in an abbreviated form. These are the most common plural forms and their abbreviations:

ABBREVIATION	LISTING	PLURAL FORM
- (add nothing)	das Fenster, -	die Fenster
¨ (add umlaut)	der Mantel, ¨	die Mäntel
-e (add e)	der Tisch, -e	die Tische
¨e (add umlaut + e)	der Stuhl, ¨e	die Stühle
-er (add er)	das Bild, -er	die Bilder
¨er (add umlaut + er)	das Buch, ¨er	die Bücher
-n (add n)	die Farbe, -n	die Farben
-en (add en)	die Frau, -en	die Frauen
-nen (add nen)	die Professorin, -nen	die Professorinnen
-s (add s)	der Kuli, -s	die Kulis

NOTE: The PLURAL ARTICLE for all nouns is **die**. In this book, when the noun being taught is not followed by one of the plural endings, it either does not have a plural or the plural is rarely used.

Die Farbe, -n (color)



blau



rot



orange



gelb

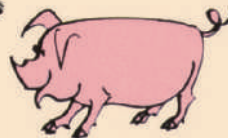
grün



braun



grau



rosa



schwarz



weiß

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Das Zimmer, - (room)

der Bleistift, -e	<i>pencil</i>	das Heft, -e	<i>notebook</i>
Kuli, -s	<i>pen</i>	Papier, -e	<i>paper</i>
Stuhl, ¨e	<i>chair</i>	die Kreide	<i>chalk</i>
Tisch, -e	<i>table</i>	Tafel, -n	<i>blackboard</i>
das Bild, -er	<i>picture</i>	Tür, -en	<i>door</i>
Buch, ¨er	<i>book</i>	Wand, ¨e	<i>wall</i>
Fenster, -	<i>window</i>		

These vocabulary sections are organized by topic, with the nouns listed alphabetically by gender.