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VORSPRUNG

4e



FOURTH EDITION

VORSPRUNG

A Communicative Introduction
to German Language and Culture

Thomas A. Lovik

Michigan State University

J. Douglas Guy

Salem State University

Monika Chavez

University of Wisconsin, Madison



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Thomas A. Lovik, J. Douglas Guy,
Monika Chavez

VP, Product Management: Marta Lee-Perriard

Senior Product Team Manager:
Heather Bradley Cole

Associate Product Manager: Melody Sorkhabi

Content Manager: Zenya Molnar

Product Assistant: Jelyn Masa

Senior Designer: Sarah Cole

IP Analyst: Christine Myaskovsky, Ann Hoffman

Senior IP Project Manager: Betsy Hathaway

Manufacturing Planner: Fola Orekoya

Market Development Manager: Jessica Quila

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PREFACE

Vorsprung is a complete first-year program designed for beginning students of German. It offers a communicative introduction to the German language and German-speaking cultures and provides beginning German students with the necessary skills for successful communication in today's rapidly changing world by exposing them to a wealth of written and spoken authentic textual materials. The first two parts (**Anlauf** and **Absprung**) are organized around a spoken and written text, respectively. *Vorsprung* combines a focus on spoken and written texts with interactive, in-class activities that foster accuracy in the language and give students ample opportunity to practice realistic German in authentic contexts. Designed and developed to address the diverse backgrounds and experiences of today's introductory German learners, *Vorsprung* and MindTap build confident, informed, and empowered learners.

Chapter Organization

The Student Text is divided into twelve chapters, each focusing on a different aspect of German culture. Each chapter is divided into three main parts. (Chapter 1 deviates slightly from this format). The first two parts (**Anlauf** and **Absprung**) are organized around a written or spoken text. The third part (**Ziel**) is devoted to culminating and integrative tasks and activities. Extensive pre- and post-listening or reading work is provided. In addition, important structural and lexical aspects of German are systematically explored in the first two parts of each chapter (except Chapter 12, which practices material from all the other chapters). The storyline begun in the **Anlauf** part is continued with a listening text (*Endspurt*) available in MindTap.

Chapter opener Each chapter begins with a photo focusing on the cultural themes of the chapter. A statement of the chapter's communicative, structural, lexical, and cultural goals is included to provide students with an overview of what they can expect to learn in the chapter.

Anlauf (Warm-up) The first main section provides a “running start” to each chapter. **Anlauf** features the *Anlauftext*, an audio text in dialogue form, much like a graphic novel, whose audio is available in MindTap. The **Anlauf** section presents new grammatical structures and important vocabulary in context, as well as the cultural theme of the chapter. Chapter 1 has two **Anlauf** sections.

Vorschau (Pre-listening and pre-reading activities) The **Anlauf** section begins with the *Vorschau* activities, pre-listening activities that function as advance organizers. There is a variety of activities used for pre-listening. The *Thematische Fragen* (*Thematic questions*) help students activate prior knowledge of themes, vocabulary, and structures before listening to the *Anlauftext*. The *Wortdetektiv* or *Satzdetektiv* activities (*Word- or sentence-detective activities*) help students focus on synonyms and build their active vocabulary base. Other predictive activities help students establish context before listening to the text. The *Vorschau* section further promotes awareness of the cultures of German-speaking countries and highlights cross-cultural contrasts.

Anlauftext The *Anlauftext* is recorded and available on MindTap and is represented visually by a storyboard in the textbook and in MindTap. To aid comprehension, students can listen to the *Anlauftext* while following the visual cues of the storyboard in their texts. The storyboards are a unique feature of *Vorsprung*. In the *Anlauftext*, students meet Anna Adler, an American studying for a year in Germany, along with Anna's German relatives, the Günthers, and her new friends at the university in Tübingen. All these frame the storyline and unify the contents of Chapters 1–12.

Rückblick (Post-viewing) The activities in the **Rückblick** section guide students from initial comprehension of the text to personalization of the topics in the text. The **Stimmt das?** (*True or false?*) activity, the first activity in the section, provides a quick check of the content to determine how much of the text students understood. An **Ergänzen Sie** (*Fill-in*) activity asks students to focus on new vocabulary in the context of the story. The **Kurz gefragt** (*Short-answer questions*) activity guides students to produce more complete statements about the text. The **Textdetektiv** activity guides students as they explore the **Anlauftext** for grammatical and lexical structures to learn “how German works.” Further activities encourage students to use the **Anlauftext** as a jumping-off point for giving more personal reactions to the text.

Strukturen und Vokabeln (Structures and vocabulary) These sections (in Chapters 1–11) appear after the **Rückblick** in the **Anlauf** and **Absprung** sections. Each is organized around a selection of important language functions, such as describing yourself, asking for information, or expressing likes and dislikes. Each language function is identified with a roman numeral.

The grammar structures needed to perform each language function are clearly and concisely explained in English. Numerous easy-to-interpret charts, tables and examples aid comprehension. In addition, the vocabulary needed to fulfill the language function is presented in sections called **Wissenswerte Vokabeln** (*Vocabulary worth knowing*). Groups of thematically related words and phrases are presented in a richly illustrated format, eliminating the need for translation. This contextual approach to vocabulary presentation coincides with the functional and thematic approach of the book. A wide variety of productive and receptive activities are interspersed throughout the **Strukturen und Vokabeln** sections to aid in language development.

Absprung (Take-off) The second main section of each chapter revolves around the **Absprungtext**, an authentic written text produced originally for native speakers of German. (Note that there is no **Absprung** section in Chapter 1.) The **Absprung** section parallels the format of the **Anlauf** section by beginning with pre-reading activities in a **Vorschau** section. Many of the same activity types are used here to activate prior knowledge and to prepare students for reading and understanding the text. The **Absprungtext** itself is reproduced in as authentic a format as possible. Text types offered in this section include advertisements, brochures, newspaper and magazine articles, online activities, interviews, letters, time lines, internet blog entries and articles, and fairy tales. All text types relate directly to the chapter theme and to the continuing story presented in the **Anlauf** sections, and were selected for their high frequency of occurrence and usefulness to students. Students can access a recording of the **Absprungtext** with native speaker narrators in Mindtap.

The **Absprungtext** is followed by post-reading activities featured in a **Rückblick** section, which is very similar to the **Rückblick** section that follows the **Anlauftext**.

The **Absprung** section ends with another **Strukturen und Vokabeln** section, which parallels the **Strukturen und Vokabeln** section at the end of the **Anlauf**. Additional high-frequency language functions and the grammar and vocabulary to perform them are also presented and practiced.

Ziel (End goal) As its name implies, the **Ziel** section is the culminating point of the chapter (there is no **Ziel** section in Chapter 1). The **Zielaktivitäten** guide students in activities that recycle and review structures and vocabulary learned in the chapter in task-

based progression. By completing these culminating activities, students will demonstrate their success in reaching the learning goals listed in the chapter opener.

Wortschatz (Vocabulary list) Each chapter ends with a **Wortschatz** section that lists all the active words and expressions taught in the chapter. The vocabulary has been categorized by semantic fields, which facilitates acquisition of new vocabulary by encouraging students to associate words and word families.

Other Features of the Chapter

Brennpunkt Kultur (Focus on culture) These cultural notes appear throughout the chapter, as appropriate. Each note provides background information and insightful commentaries in English on themes encountered in the chapter, ranging from profiles of individual cities to issues of significant cultural difference like friendship, dating, ecological conscientiousness, attitudes toward transportation, popular sports and many more. They are rich in descriptive detail and include additional thematic German vocabulary. Each **Brennpunkt Kultur** note is followed by a thought-provoking cross-cultural activity called **Kulturkreuzung**, which encourages higher-level thinking about the cultural information and students' cultural assumptions. Starting in Chapter 4 this activity asks students to reflect on their own culture and the target culture, and express those opinions in German they actively control.

Kulturnotiz (Culture note) Interspersed throughout the chapters are short cultural notes that alert students to interesting or useful cultural knowledge related to the task or topic at hand.

Sprache im Alltag (Everyday language usage) These short descriptions of variations in spoken German highlight useful vocabulary and expressions.

Freie Kommunikation (Free communication) These featured activities appear at regular intervals in the chapter, especially as the culminating activities for the **Strukturen und Vokabeln** sections. Students are guided through role-play situations in which they practice the communicative functions that have been introduced.

Schreibecke (Writing activities) These special activities accompany the **Freie Kommunikation** activities throughout the chapter. They provide students with authentic tasks and the opportunity to practice their written skills in short, manageable writing assignments.

Activity icons With the exception of the **Kulturkreuzung** and **Videotour**, all activities are numbered consecutively throughout the chapter. Each activity is preceded by one of four icons:



Receptive activities require students to recognize printed utterances. Productive activities require them to produce their own utterances. Interactive activities are productive activities that involve two or more students working together.

Enrichment Sections

Videotour is a series of four authentic videos that cover unique insights into the German-speaking world. Starting with the fascinating linguistic history of German speakers in Texas, the series continues with an insider's look into the delicious world of German bread culture, explores new feats in German robotic engineering with the SmartBird, and finishes with a glimpse into the rich traditions of the Viennese coffee house. To accompany these videos, there are activities preceding the **Ziel** section in chapters 2, 5, 8, and 11, which provide pre-viewing, viewing, and post-viewing exercises to reinforce new vocabulary and expand on previously taught grammatical concepts. The videos and activities are available on the learning path in MindTap.

Deutsch im Beruf Vorsprung, Third Edition contains four two-page special enrichment sections. **Deutsch im Beruf** (*Career German*) appears after Chapters 3 and 9. The first of these sections highlights practical vocabulary and information about using German in the tourist industry right here at home. The second offers information about finding a job in which a knowledge of German is an asset. **Literarisches Deutsch** (*Literary German*) appears after Chapters 6 and 12. These two sections offer the opportunity to read lyric poetry by well-known authors from the nineteenth and twentieth centuries and by one anonymous poet from the Middle Ages. Recordings, warm-up, and comprehension activities ensure a successful first experience with the beauty of the German language as it is used in German literature.

Your Components

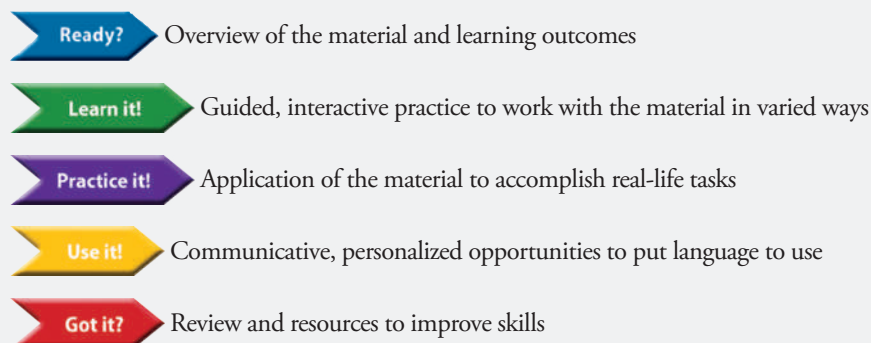
Use your Student Edition and MindTap to succeed in your course! The MindTap online platform is mobile native and any of your activities can be accessed via your desktop or your mobile device when you have Internet access.

Use your MindTap Mobile App to gain access to your eReader, Flashcards, and progress tracker. This app comes with your purchase of MindTap. The Mobile App is available for download, and the eReader can be accessed without a wireless connection.



Vorsprung for Mindtap offers a fully guided, easily to follow Learning Path to complete assignments online for any type of course. The **Learning Path** is the online guide that helps you become active participants in the learning process. By becoming more self-reliant, you can achieve success in your course and also move one step closer to becoming a lifelong learner.

The Learning Path encompasses these universal steps to learning:



About the authors

Thomas A. Lovik is a Professor of German and former Chair of the Department of Linguistics and Germanic, Slavic, Asian, and African Languages at Michigan State University. He has published in the area of contrastive pragmatics of German/English and issues of the profession in the United States. He regularly teaches Business German, Linguistic Analysis of Modern German, teaching methods for undergraduates and graduate students, and graduate courses on the German language. He coordinates the first-year German language program and supervises graduate teaching assistants. He is active locally in the AATG Michigan chapter and the Michigan World Language Association. He is a member of several national organizations—AATG, ACTFL, MLA and the American Association of University Supervisors and Coordinators, and served as the editor of *Die Unterrichtspraxis / Teaching German* from 2005–2010.

J. Douglas Guy teaches German at Salem State University after years of teaching German in secondary schools, community colleges and adult education. He was involved in the development of instructional texts and media for German and Russian programs as an editor and ghostwriter and has been a presenter at state and national conferences. At the secondary level he regularly ran foreign exchange programs in Germany and Austria, and he has supported college students in their interest to study abroad. He has lived for extended periods in Hamburg and in Frankfurt am Main and taken courses in Hamburg, Weimar, and Berlin. He has also worked as a court interpreter, translator, freelancer photographer, and steward for Lufthansa German Airlines.

Monika Chavez is Griebisch Bascom Professor of German at the University of Wisconsin-Madison, where she formerly directed the German language program and now teaches graduate courses in second language acquisition as well as German-language courses on writing, the relationship between the landscapes and cultures of Austria, and social aspects of language. She has also directed the PhD Program in Second Language Acquisition at the UW-Madison and supervised many dissertations in the field. Her recent research has focused on learners' as compared to teachers' views of classroom language and on perceptions of the German language as well as of native speakers and learners of German, as held not only by learners of German but also by learners of other languages.

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MLC

TO THE STUDENT

Vorsprung, Fourth Edition, offers students a communicative introduction to the German language and German-speaking cultures that fosters active use of the German language. The *Vorsprung* materials are designed to provide ample opportunity for you to practice realistic German in authentic contexts. While the program emphasizes all four language skills—listening, speaking, reading, and writing—it places a special emphasis on the development of good listening skills as a foundation for the other skills.

Did you know . . . ?

- that when children learn their own language, they develop their listening skills first?
- that you spend about 40% of your time each day listening in your own language?
- that listening skills do not erode as quickly as speaking skills?
- that good listening skills can prove valuable in the development of speaking and writing skills?

What does this mean for learning German?

- While doing listening activities, concentrate initially on comprehension without being too anxious about speaking. You will be asked to speak and write more German gradually, as your listening skills develop.
- Listen carefully to your instructor. He or she—along with the audio and video recordings—will be your primary models for good German.
- Listen carefully to other students in the class. You can learn a lot from them. Pay close attention to the words they use, their pronunciation, and their partner's comprehension and reaction to what they say.
- Listen carefully to what you are saying. This may seem difficult at first, but as time progresses it will become easier.

What else is important when learning German?

- **Learn to focus** on what you do understand and rely on your own intuition to guess at the meanings of words. Don't become discouraged by what you don't understand.
- **Have realistic expectations.** Real fluency in another language can take years of study and may seem slow at first; during the first few weeks you may only be able to produce a word or two. However, by the end of Chapter 6, you can fully expect to be speaking in sentences about your family, your possessions, and your likes and dislikes. After two years of study you will find yourself quite comfortable conversing in German. The German language includes sounds not present in English which will be foreign to your ear. Nobody expects you to have perfect pronunciation right now, but more accurate pronunciation will ultimately facilitate your communication. With time, effort and practice, your pronunciation will improve. Remember, communication is the goal of *Vorsprung*.
- **Be realistic** in your expectations of your pronunciation of German. Nobody expects you to have perfect pronunciation right away. With practice and time, your pronunciation will improve. Remember, communication is the goal of *Vorsprung*. Set aside enough time each day to listen to the recordings, pause them and then repeat what you've heard, or read the texts several times until you are comfortable with them.

- **Challenge yourself.** Try to express yourself in novel ways and go beyond using language that you have rehearsed extensively.
- **Develop good study skills.** Language learning is a *skill* that requires lots of short-dose practice. Have in mind that frequency of practice is more important than duration! Set aside enough time each day to listen to the recordings, pause them and then repeat what you've heard, or read the texts several times until you are comfortable with them. Let the accompanying activities guide you through different levels of comprehension. Take advantage of the study tools available in MindTap, such as the grammar tutorials and flashcards. Ask your instructor for help when things are unclear.
- **Assume responsibility** for your own learning. Prepare before you come to class. For example, you are expected to read the grammar explanations on your own. Class time should be used for learning experiences you cannot get on your own, especially for communication and interaction with other students, as well as listening to authentic spoken German. Make an effort to use German whenever you can and to learn to say everyday phrases in German. Try to acquire vocabulary that is relevant to your own communicative needs. If you find yourself confused by any of the material, be proactive about your learning, make an appointment to see your instructor, or get support from the tutoring services available on many campuses.
- **Study the models in *Vorsprung*** and be sure that you understand the structures and vocabulary used in them.
- **Know your learning style.** Develop an approach to working with the information provided in *Vorsprung* that suits your particular learning style or needs. Try to assess how you learn best; for example, through visualizing concepts or associating them with each other, through listening to recordings or hearing yourself formulate statements aloud, or perhaps through writing things down and underlining them. Do whatever you find helpful for learning German.
- **Develop a vocabulary strategy.** When learning new vocabulary, practice writing new words on note cards or identifying objects in your environment with stick-on tags. You may also find it helpful to record new vocabulary and play it back to yourself. Try to organize words into small, manageable groups categorized thematically, by gender, by ranking, or by some other system. Continually test your knowledge of these new words. Avoid memorizing lists of words. Learn to associate new words with the visual or linguistic context provided in *Vorsprung*.
- **Learn to use a dictionary,** but don't let your dictionary become a substitute for effective reading strategies. This can undermine your own ability to associate meaning with new words and may inhibit your acquisition of German.
- **Keep an open mind** to new information. Much of what you learn about the German language and German-speaking cultures may seem different and strange at first. Maintaining an openness to new things is an important tool in learning about another language and culture.
- **Expect to make lots of errors** as you learn German. However, you will also be expected to learn from your mistakes and to make fewer and fewer errors as you progress. When you do make mistakes in class, listen carefully to what your instructor says. It should be your model for fashioning your own speech. The authors and your instructor want to congratulate you for deciding to learn German. You have made a very exciting and valuable educational choice.

Viel Spaß!

Fangen Sie bitte an.

KAPITEL

1



BERND WUESTNECK/dpa picture alliance/Alamy Stock Photo

Die Studenten sind in Hörsaal 20.

In this chapter you will learn to introduce yourself, to ask for and spell names, to identify common classroom objects, and to identify and describe classmates.

Kommunikative Funktionen

- Understanding and giving commands
- Making polite requests with **bitte**
- Describing yourself and others
- Asking for someone's name
- Asking for information and clarification
- Identifying people, nationalities, colors, and classroom objects

Strukturen

- The formal imperative
- The word **bitte**
- Subject pronouns

- The verb **sein**
- The three forms of the pronoun *you*
- The verb **heißen**
- Question formation (including **wie bitte?**)
- Noun gender and number
- The nominative case: definite and indefinite articles
- Negation with **nicht** and **kein**
- Subject of a sentence
- Predicate nominative
- Pronoun substitution

Vokabeln

- The alphabet
- The numbers 0 to 1000
- Adjectives for personal description
- Classroom objects
- Colors
- Country names and nationalities




Kulturelles

- Greetings and farewells
- Titles of address
- Where German is spoken

ANLAUF I

Albtraum: nightmare

This previewing section helps you establish the context of the text and understand important text vocabulary.

The symbol for productive activities is  and the one for receptive activities is . Interactive activities have the pair or group icon . Receptive activities require that students recognize a printed utterance. Productive activities require that students produce their own sentences in German. Interactive activities usually involve two or more students talking.

Previewing activities

Most German verbs in the infinitive (the equivalent of English *to + verb*, e.g., *to have*) end in **-en**. German nouns are always capitalized.

Annas Albtraum°

In **Anlauf I** you are going to meet Anna Adler, an American student from Fort Wayne, Indiana, who is planning to study in Tübingen, Germany, for a year. Although excited about her year in Tübingen, Anna is also nervous and exhausted and falls asleep. In her dream, Anna works through her fears about being in a class in Germany and not being able to say what she wants.



Vorschau°



1

Deutschtest (*German test*.) Find out how much German you already know. Match the following German words with their English equivalents in the right-hand column.

Deutsch

1. *sprechen*
2. *der Pass*
3. *kommen*
4. *Deutsch*
5. *Kanada*
6. *Deutschland*
7. *heißen*
8. *Amerika*
9. *haben*
10. *Willkommen!*
11. *aus*
12. *Auto*
13. *fragen*
14. *Mann*
15. *Frau*
16. *sagen*

Englisch

- a. to come
- b. German
- c. to speak
- d. the passport
- e. America
- f. Germany
- g. Canada
- h. to be called
- i. from (*a country*)
- j. car
- k. to have
- l. Welcome!
- m. to say
- n. woman
- o. to ask
- p. man

**2**

Thematische Fragen (*Topical questions.*) Discuss the following questions with your instructor or in pairs.

1. What feelings might you have if you were going to study abroad for a year in a German-speaking country? What things might excite or concern you?
2. What apprehensions could a beginner have about the language learning process? Where might those apprehensions come from?
3. How did you feel about coming to your first German class?

**3**

Machen Sie bitte mit (*Please join in.*) Listen as your instructor models the commands below and then asks you to carry them out.



Stehen Sie auf.



Setzen Sie sich.



Drehen Sie sich um.



Gehen Sie an die Tafel.



Schreiben Sie.

**4**

Wortdetektiv (*Word detective.*) Which words convey approximately the same meaning? Match each German word to its logical English equivalent.

Deutsch

1. *grau*
2. *Entschuldigung!*
3. *fragen*
4. *der Traum*
5. *nichts*
6. *Gott sei Dank!*
7. *der Hörsaal*
8. *verstehen*
9. *schnell*
10. *suchen*

Englisch

- a. Excuse me!
- b. to ask
- c. the dream
- d. nothing
- e. gray
- f. to seek, to look for
- g. quickly
- h. the lecture hall
- i. Thank God!
- j. to understand



Thematische Fragen. These questions are intended as a warm-up exercise before you read the German text. They activate ideas about the topic and prepare you for the reading. Starting in **Kapitel 4** these questions will be in German.

Wortdetektiv. Intuition can be useful when it comes to deciphering new German words. You don't need to understand every word to get the gist of a text. Look for words that may be similar to English. Also remember that German nouns begin with capital letters and that verb infinitives end with **-en** or **-n**.

Anlauftext | Annas Albtraum

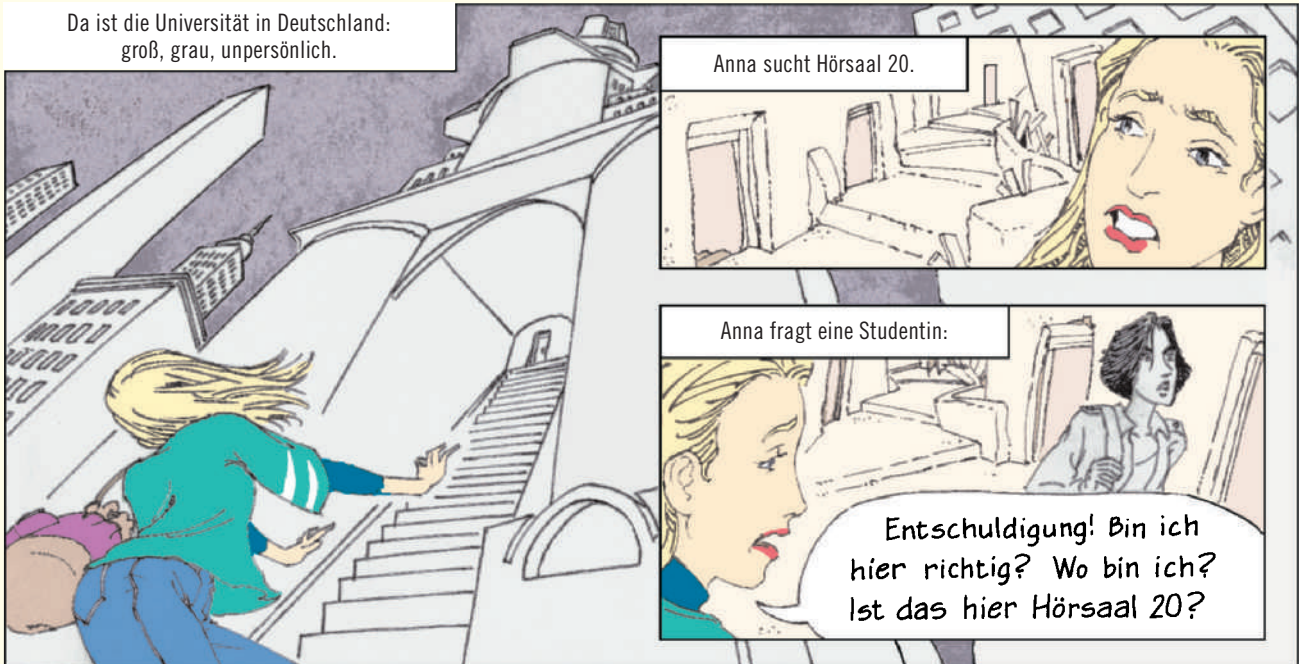


Now listen to the recording. Study the pictures first, then listen to the text. You should not be reading along the first time you hear the text.

Anna hat einen Albtraum ...



Da ist die Universität in Deutschland:
groß, grau, unpersönlich.

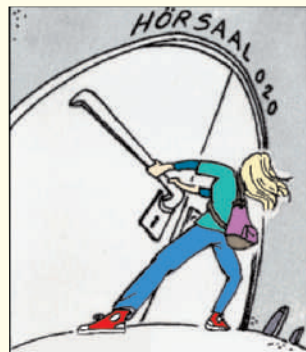


Anna sucht Hörsaal 20.

Anna fragt eine Studentin:

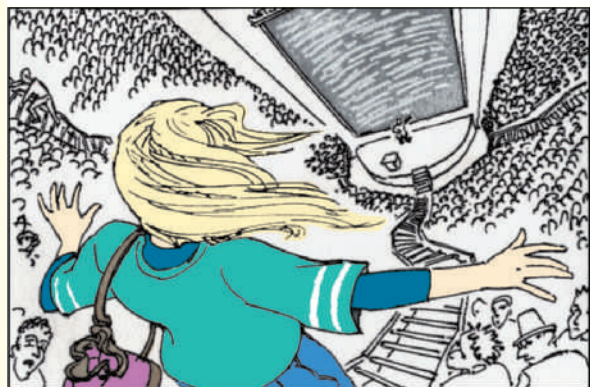
Entschuldigung! Bin ich
hier richtig? Wo bin ich?
Ist das hier Hörsaal 20?

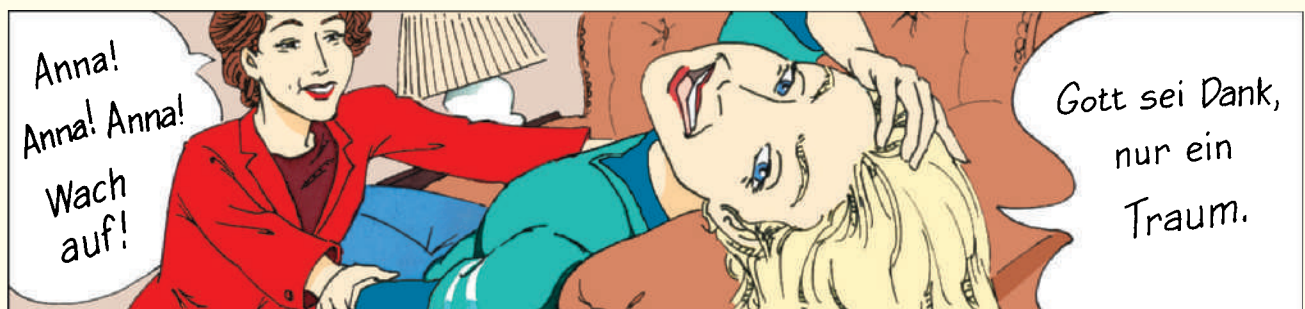
Die Studentin sagt nichts.



Anna findet Hörsaal 20
und macht die Tür auf.

Aber die Tür knallt zu. Alle drehen sich um.





Rückblick. This section guides you from understanding parts of the text to producing language based on the text.

Stimmt das? Do this exercise after reading the **Anlaufertext** once to determine how much you understood.

Rückblick°



5

Stimmt das? (*Is that correct?*) How much of the text can you remember without looking back at it? Look over the following statements and mark the true statements as **Ja, das stimmt**. Mark the false statements as **Nein, das stimmt nicht**. Then, listen as your instructor reads the statements aloud and models their pronunciation. If the statement is true, say **Ja, das stimmt**. If the statement is not true, say **Nein, das stimmt nicht**.

	<i>Ja, das stimmt.</i>	<i>Nein, das stimmt nicht.</i>
1. Anna hat einen Albtraum.	<input type="radio"/>	<input type="radio"/>
2. Die Universität ist groß, grau und unpersönlich.	<input type="radio"/>	<input type="radio"/>
3. Anna fragt eine Studentin: „Bin ich hier richtig?“	<input type="radio"/>	<input type="radio"/>
4. Die Studentin sagt: „Ja.“	<input type="radio"/>	<input type="radio"/>
5. Anna findet den Hörsaal und macht die Tür auf.	<input type="radio"/>	<input type="radio"/>
6. Alle sagen: „Hallo, Anna! Willkommen in Tübingen!“	<input type="radio"/>	<input type="radio"/>
7. Der Professor fragt: „Was suchen Sie?“	<input type="radio"/>	<input type="radio"/>
8. Anna ist nervös und sagt nichts.	<input type="radio"/>	<input type="radio"/>
9. Der Professor fragt Anna: „Wie heißen Sie? Wie heißen Sie?“	<input type="radio"/>	<input type="radio"/>
10. Annas Mutter sagt: „Anna! Anna! Anna! Wach auf!“	<input type="radio"/>	<input type="radio"/>



6

Ergänzen Sie (*Complete these sentences.*) Complete these questions and statements with words from **Anlaufertext I**. Look back at the text as often as you like to read the sentences and see the words in context.

1. Anna hat einen _____.
2. Da ist die _____ in Tübingen: _____, grau und _____.
3. Anna sucht _____ 20.
4. Anna fragt eine _____: „Entschuldigung! Bin ich hier richtig?“
5. Die Studentin sagt _____.
6. Der Professor sagt: „_____ Sie sich! Aber schnell!“
7. Der Professor fragt: „Wie _____ Sie?“
8. Der Professor fragt: „_____ Sie das nicht? Wie heißen Sie?“
9. Der Professor sagt: „_____ Sie an die Tafel!“
10. Annas Mutter sagt: „Anna! Anna! Anna! _____!“



Alberto Masnovo/Shutterstock.com

**7**

Kurz gefragt (*Brief questions.*) Now try using what you have already learned to answer some simple German questions about Anna's dream. The two question words that recur frequently are **wer** (*who*) and **was** (*what*). Be as complete in your answers as you can, but just a word or two may be enough.

1. Was sucht Anna?
2. Wer sagt: „Bin ich hier richtig?“
3. Was sagt die Studentin?
4. Wer sagt: „Setzen Sie sich!“?
5. Was fragt der Professor?
6. Was sagt Anna?
7. Wer sagt: „Anna! Anna! Anna! Wach auf!“?



David Bagnall/Alamy Stock Photo

Bin ich hier richtig?

Sprache im Alltag: Breaking into a conversation with **Entschuldigung, Verzeihung, Pardon**

German speakers use one of several expressions to interrupt or engage a speaker politely in a conversation: **Entschuldigung! Verzeihung! Pardon!** All three mean essentially *Excuse me!* Whereas **Entschuldigung** frequently gets shortened to something like **Schuldigung**, **Verzeihung** and **Pardon** only occur in the full form. Since **Pardon** is French, it tends to be used in regions where French is more commonly spoken as well as in Austria. **Verzeihung** tends to be the least commonly used form.

Depending on the region, the pronunciation is more German-like or French-like.

Strukturen und Vokabeln.

This section guides you through many important features of German grammar necessary for communication. Annotations tell you which structures you are expected to produce and which ones you are only expected to recognize.

Strukturen

I Understanding commands and requests

The imperative

A. Formation of the formal imperative

The infinitive (**der Infinitiv**), the basic form of all German verbs, consists of a stem plus the ending **-n** or **-en**. The infinitive is the form listed in dictionaries and in the glossary at the end of this book.

Stem	+	Ending		Infinitive
geh	+	en	=	gehen to go
wander	+	n	=	wandern to hike

A formal command uses the infinitive form of the verb (**das Verb**). The formal imperative (**der Imperativ**) is usually formed by placing an infinitive-like verb at the beginning of the sentence, followed by the pronoun **Sie** (*you*).

Schreiben Sie.

Write.

Gehen Sie an die Tafel.

Go to the board.

The formal imperative for the verb **sein** (*to be*) is **seien**.

Seien Sie still.

Be quiet.

In German, commands are sometimes written with an exclamation point (!). Speakers usually lower their pitch at the end of a command. The word **nicht** (*not*) is used to make a command negative. You will learn more about the position of **nicht** in **Kapitel 2**.

Schreiben Sie **nicht!**

Don't write!



ESB Basic/Shutterstock.com

Seien Sie bitte still!

Wissenswerte Vokabeln: Aktivitäten im Klassenzimmer°

Understanding your instructor's requests

im ... : in the classroom



Stehen Sie still.



Laufen Sie.



Lachen Sie.



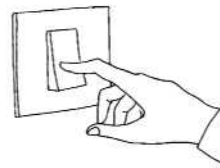
Machen Sie das Buch auf.



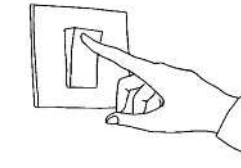
Machen Sie das Buch zu.



Lesen Sie das Buch.



Machen Sie das Licht an



Machen Sie das Licht aus

B. The word *bitte*

The word **bitte** (*please*) softens commands and makes them into requests. **Bitte** can appear at the beginning, in the middle, or at the end of a request.

Bitte, gehen Sie an die Tafel.

Gehen Sie **bitte** an die Tafel.

Gehen Sie an die Tafel, **bitte**.



8

Bitte, stehen Sie auf Listen as your instructor gives the following requests. You should only carry out requests given with **bitte**.

BEISPIEL (Bitte) stehen Sie auf.

1. (Bitte) sagen Sie „Guten Tag“.
2. (Bitte) setzen Sie sich (bitte).
3. (Bitte) gehen Sie (bitte) an die Tafel.
4. (Bitte) machen Sie die Tür auf.

ANLAUF II

Traum: dream

intimate

Annas Traum°

Now that she's awake, Anna realizes her fears were just a bad dream and that things in Tübingen will probably be a lot better. Her own experience learning German has actually been very good. In her daydream here, she knows that she will be able to say a lot in German, and she imagines how it will be to study in Germany and use the German language.

Vorschau



9

Annas Albtraum Your instructor will read each question about Anna's nightmare from **Anlauftext I**. Answer with a word or two in German.

1. Wer hat einen Albtraum – Anna oder der Professor?
2. Wo ist die Universität im Albtraum?
3. Ist die Universität persönlich° oder unpersönlich? groß oder klein?
4. Was macht Anna auf?
5. Was fragt der Professor? Was sagt Anna?
6. Was sagt Annas Mutter?

10

Thematische Fragen Discuss the following questions with your instructor or in pairs.

1. What fears were causing Anna anxiety in her nightmare?
2. Now that she is awake, what kind of positive daydream images might she have concerning:
 - a. studying German in the future?
 - b. the professors and instructors she might have?
 - c. the students in her classes?
 - d. her own skill in understanding and speaking German?



11

Wortdetektiv Which words convey approximately the same meaning? Match each German word to its logical English equivalent.

Deutsch

1. freundlich
2. richtig
3. antworten
4. hereinkommen
5. vorne
6. Platz nehmen
7. hineingehen
8. begrüßen
9. schön
10. woher?
11. sprechen

Englisch

- a. to answer
- b. right
- c. to come in
- d. in front
- e. friendly
- f. to take a seat
- g. to greet
- h. from where?
- i. to walk in, go in
- j. to speak
- k. beautiful

Wortdetektiv. Use your intuition to guide your choices. Look for similar patterns in the words, e.g., **freundlich** looks like *friendly*. Also remember what you already know about capitalization of German nouns and endings on infinitives.

Brennpunkt Kultur

Greetings and farewells

Greetings such as **Guten Morgen!** and **Guten Tag!** are used to initiate conversations and to acknowledge other people, even if just in passing. In the German-speaking countries, people shake hands more often than in North America when they greet each other. Greetings differ according to geographic areas, time of day, and the social relationship of the people.

German has no single equivalent for the English greeting *hello!* Instead, German speakers use three different expressions depending on the time of day:

Until about 11 A.M.:

Guten Morgen! *Good morning!*

From about 11 A.M. until sundown:

Guten Tag! *Good day!*

After sundown:

Guten Abend! *Good evening!*

Speakers frequently shorten these greetings to **Morgen!**, **Tag!**, 'n **Abend!** From approximately 11 A.M. through lunch time, co-workers sometimes greet each other in passing with **Mahlzeit!** [*Have a nice meal!*].

In addition to these general greetings, many others are unique to a particular region. Austrians and Bavarians say **Servus!** with their friends and **Grüß Gott!** generally, instead of **Guten Tag!** The Swiss, particularly those in the region of Zurich (**Zürich**), greet everybody with **Grüezi!** Certain regional greetings sound out of place, even wrong, if used in a different region or a different country, e.g., the southern German **Grüß Gott** is never used in northern Germany. Northern German "Moin" is incorrect in southern Germany and Austria.

Because of the growing influence of English throughout German-speaking countries, it is now quite common to hear **Hallo!** used as a friendly, neutral greeting by younger and middle-aged speakers.

To say good-bye, speakers use several different expressions.

Auf Wiedersehen (or, just **Wiedersehen!**) is the generic expression for *good-bye*. **Tschüss** is more informal, although variations of it are heard by most speakers throughout Germany, Switzerland, and Austria.

Auf Wiedersehen! *Good-bye!*

Tschüss! *Bye!*

Gute Nacht! *Good night!*

Kulturkreuzung (*Cultural Intersection*)

Germans tend to greet people in situations where Americans and Canadians typically do not. How do you greet others in English? How does this contrast with German? If you are an international student, how does German compare with your language? Does the time of day play a role in your greeting? Do you typically shake hands? Do your greetings distinguish between people to show different degrees of formality? Do you say hello and goodbye differently to fellow students than to your professors? Do you have personal preferences for how you greet and would like to be greeted?



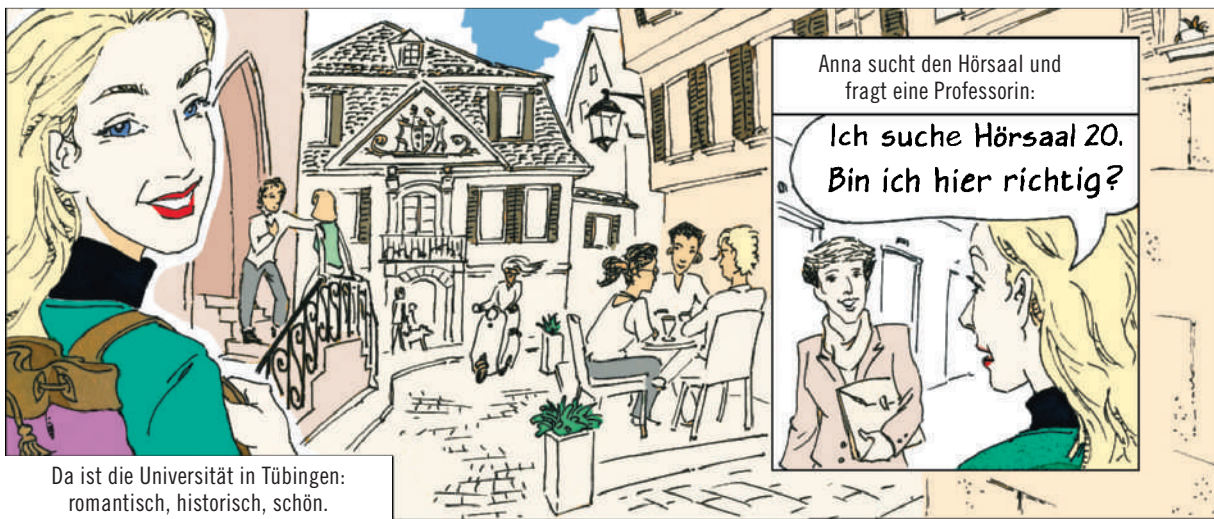
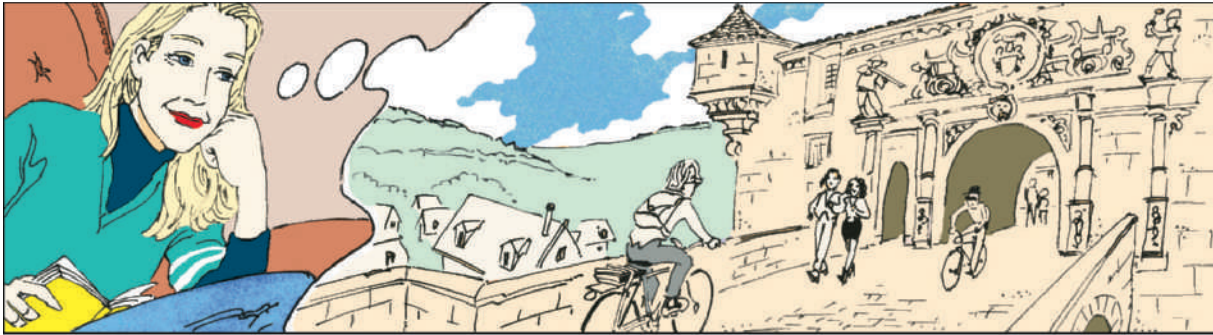
Guten Tag!



Courtesy of J. Douglas Guy



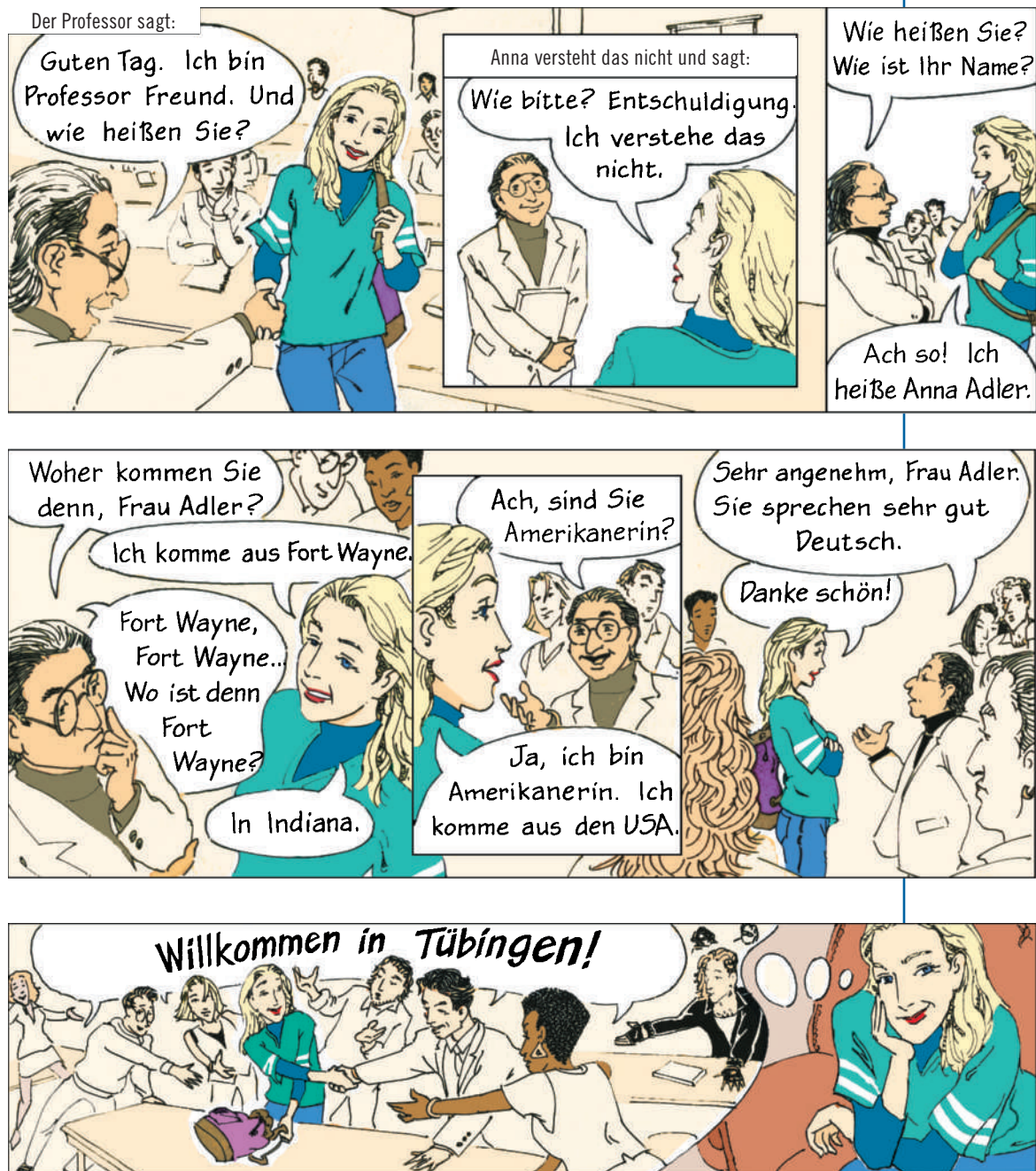
Now listen to the recording. Study the pictures first, then listen to the text. You should not be reading along the first time you hear the text.



Anna macht die Tür
auf und geht hinein.



Kulturnotiz. The room number is 020.
A placeholder 0 is used in university buildings
for ground floor room numbers.



Kulturnotiz. Annas Traum. Anna has some trouble understanding the professor because he speaks with an accent typical of the dialect in the Tübingen area. This dialect is called Swabian (**Schwäbisch**).

Rückblick



12

Stimmt das? How much of the text can you remember without looking back at it? Look over the following statements and mark the true statements as **Ja, das stimmt**. Mark the false statements as **Nein, das stimmt nicht**. Then, listen as your instructor reads the statements aloud and models their pronunciation. If the statement is true, say **Ja, das stimmt**. If the statement is not true, say **Nein, das stimmt nicht**.

nervous / nothing

	<i>Ja, das stimmt.</i>	<i>Nein, das stimmt nicht.</i>
1. Die Universität Tübingen ist historisch.	<input type="radio"/>	<input type="radio"/>
2. Anna ist nervös°. Sie sagt nichts°.	<input type="radio"/>	<input type="radio"/>
3. Anna fragt eine Professorin: „Bin ich hier richtig?“	<input type="radio"/>	<input type="radio"/>
4. Die Professorin antwortet: „Nein, Sie sind hier nicht richtig.“	<input type="radio"/>	<input type="radio"/>
5. Der Professor heißt Professor Fachmann.	<input type="radio"/>	<input type="radio"/>
6. Er fragt Anna: „Wie heißen Sie?“	<input type="radio"/>	<input type="radio"/>
7. Anna versteht nicht und sagt: „Entschuldigung.“	<input type="radio"/>	<input type="radio"/>
8. Der Professor fragt: „Wie heißen Sie? Wie ist Ihr Name?“	<input type="radio"/>	<input type="radio"/>
9. Anna antwortet: „Ich heiße Anna Adler.“	<input type="radio"/>	<input type="radio"/>
10. Anna sagt, sie kommt aus den USA.	<input type="radio"/>	<input type="radio"/>
11. Der Professor sagt: „Sie sprechen gut Japanisch!“	<input type="radio"/>	<input type="radio"/>



13

Ergänzen Sie Complete these questions and statements with words from **Anlauftext II**. Look back at the text as often as you like to read the sentences and see the words in context.

- Da ist die Universität in Tübingen: romantisch, historisch und _____.
- Anna fragt eine _____: „Bin ich hier _____?“
- Anna macht die _____ auf.
- Der Professor fragt: „Wie heißen _____?“
- Anna versteht nicht und sagt: „Wie bitte? _____.“
- Dann antwortet Anna: „Ich _____ Anna Adler.“
- Der Professor fragt: „_____ kommen Sie, Frau Adler?“
- Anna antwortet: „Ich komme _____ Fort Wayne.“
- Der Professor sagt: „Ach, sind Sie _____?“
- Der Professor sagt: „Sie _____ sehr gut Deutsch.“
- Anna sagt: „_____ schön!“



14

Kurz gefragt Now use what you have already learned to answer some simple questions in German about Anna's daydream. Be as complete as you can, but just a word or two may be enough.

- Wie ist die Universität in Tübingen?
- Wie ist die Professorin?
- Wie heißt der Professor?
- Was fragt der Professor?
- Was fragt und sagt Anna, wenn sie nichts versteht?
- Woher kommt Anna?
- Wie spricht Anna Deutsch?
- Wie begrüßen die Studierenden die Amerikanerin aus Fort Wayne?

15

Textdetektiv: Anlauftext. Use **Anlauftext II** to recognize important aspects of German structure and usage.

1. Look at these two examples from the text. Which letter appears at the end of the verb to designate what Anna – the subject – is doing?

Anna **sucht** den Hörsaal.

Anna **macht** die Tür auf.

- a. –en b. –e c. –t

2. Look at these examples from the text. Which letter appears at the end of the verb to designate what Anna says she is doing?

Ich **heiße** Anna Adler.

Ich **komme** aus Fort Wayne.

- a. –en b. –e c. –t

3. Look at these examples from the text. Which letter or letters appear at the end of the verb to designate that you are talking directly to another person?

Kommen Sie rein.

Wie **heißen** Sie?

- a. –en b. –e c. –t

4. Indicate whether each of the following examples is a question (Q), a command (C), or a statement (S).

	Q	C	S
a. Sie sind hier richtig.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Nehmen Sie Platz.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Sind Sie Amerikanerin?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Woher kommen Sie denn?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Sie sprechen sehr gut Deutsch.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Kommen Sie rein.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Look at your answers in #4. Which two types of expressions have the verb at the beginning of the expression? Where is the verb in the third type of expression?
6. The professor addresses Anna as *Frau Adler* and introduces himself as *Professor Freund*. What does this imply about the relationship between German students and their professors? They are _____.
- a. very informal b. troubled c. formal but polite
7. When does one use the following phrases appropriately in a conversation? Match the related answers.

Occasion	Appropriate phrase
1. to say hello	a. Ach!
2. to thank someone	b. Sehr angenehm!
3. to ask someone to repeat what they said	c. Guten Tag!
4. to welcome someone	d. Wie bitte?
5. to express one's pleasure at meeting someone	e. Danke schön!
6. to express relief (for example, to have finally understood something)	f. Willkommen!

Das bin ich. Be careful to say only what you know how to say. Try to strike a balance between what you have already learned to say, and what you would like to express in the new language.



16

Das bin ich Tell a partner three things about yourself using Anna's statements about herself as your model.

BEISPIEL

Ich bin | *Amerikaner(in).*
 | *Student(in).*
 | *freundlich. / romantisch.*
 | *groß. / schön.*

1. Ich bin ...
2. Ich heiße ...
3. Ich komme aus ...
4. Ich spreche ...

Brennpunkt Kultur

Titles of address

When addressing people they don't know well or people with whom they are not on intimate terms, German-speaking adults use a title before the person's last name. When talking to adults, it is better to err on the side of formality at first and use the title.

Herr (for men): **Herr Müller**
Frau (for women): **Frau Seifert**
Guten Morgen, Herr Müller.

Mr. Müller
Mrs. or Ms. Seifert
Good morning, Mr. Müller.

Fräulein, when used with a last name, should not be used for adult women. It is outdated and carries negative connotations.

In formal writing and speech and when talking about another person, German speakers also like to include the professional title of the person they are speaking with: **Guten Tag, Herr Professor Winkler.**

Kulturkreuzung

Do you use first names when you greet your friends? Do you use first names when greeting your professors? How do they greet you? Do you use titles when greeting older people? What practices make you feel comfortable or uncomfortable?



Guten Tag, Herr Professor Winkler!

**17**

Guten Morgen (*Good morning.*) Practice the following dialogues with a partner until you feel confident enough to perform one from memory for the class.

1. PROFESSOR KÜHLMANN: Guten Tag, meine Damen° und Herren°.
STUDENTEN: Tag, Professor Kühlmann.
2. MUTTER: Morgen, Ulla. Kaffee?
ULLA: Morgen, Mama. Ja, bitte.
3. HERR LANGE (*in München*): Grüß Gott, Frau Hillgruber.
FRAU HILLGRUBER: Grüß Gott, Herr Lange.

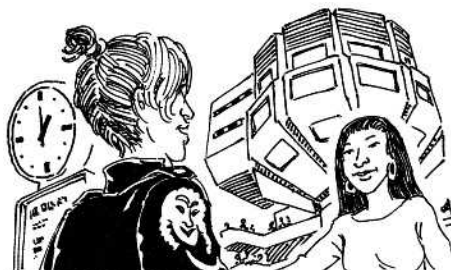
ladies / gentlemen

**18**

Grüß Gott Select an appropriate greeting based on the time of day, the region, and the person you are to greet. You may need to consult the maps of Germany, Switzerland, and Austria in the front of your textbook. More than one answer may be possible.



Stuttgart



Berlin



Salzburg



Innsbruck



Zürich

Strukturen

II Describing yourself and others

A. The verb *sein*; subject pronouns

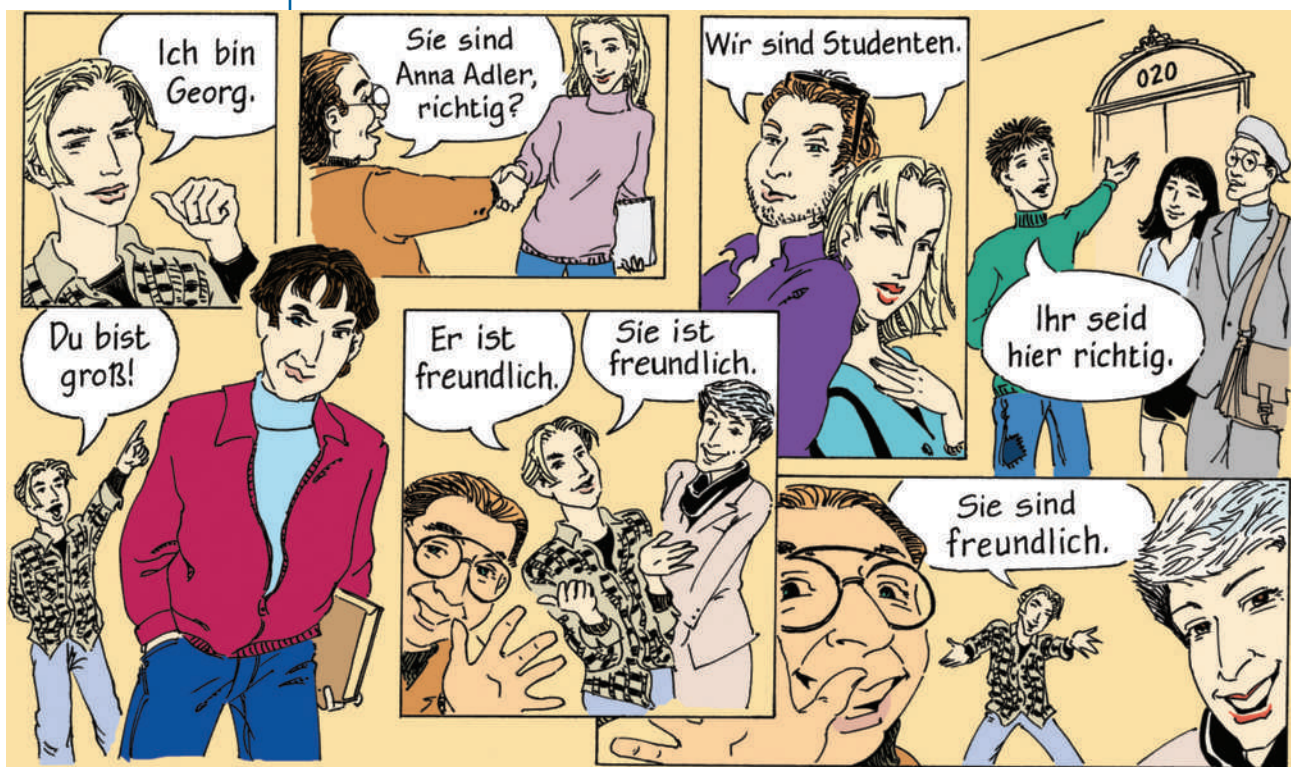
A simple way to describe yourself or another person is to use a form of the verb **sein** (*to be*).

Ich bin Amerikanerin. *I am (an) American.*

Sie sind freundlich. *You are friendly.*

In the examples above, the words **ich** and **Sie** are called subject pronouns. They refer to individual people or things (singular pronouns) or groups of people or things (plural pronouns). Here are the present-tense forms of **sein**.

Person	sein: to be	
	Singular	Plural
1st	ich bin <i>I am</i>	wir sind <i>we are</i>
2nd, informal	du bist <i>you are</i>	ihr seid <i>you are</i>
2nd, formal	Sie sind <i>you are</i>	Sie sind <i>you are</i>
3rd	er/sie/es ist <i>he/she/it is</i>	sie sind <i>they are</i>



**19**

Kurze Gespräche (*Short conversations.*) Fill in the blanks with the correct form of the verb **sein**. With a partner, practice reading the dialogues.

1. Im Deutschunterricht°

DOKTOR LANGE: Guten Abend. Ich _____ Bernd Lange. Wer _____ Sie?

HERR ADJEMIAN: Guten Tag, Doktor Lange. Ich _____ Herr Adjemian.

DOKTOR LANGE: _____ Sie Frau Fuji?

FRAU SATO: Nein, ich _____ Frau Sato. Die Frau da, das _____ Frau Fuji.

2. An der Universität°

INGRID: _____ der Hörsaal da vorne?

KARL: Ja, da _____ er.

INGRID: Und der Professor?

KARL: Er _____ auch schon da.

3. Vor dem Hörsaal°

ANNA: Pardon, _____ ihr Studierende hier?

KARL UND ULI: Ja, wir _____ beide Studierende.

ANNA: _____ hier Hörsaal 20?

KARL UND ULI: Ja, gleich da vorne.

In German class

At the university

In front of the lecture hall

B. The pronoun *you*

The German language has three different words for *you*. **Du** is used when speaking to a friend, a family member, a child, a pet, or when praying to God. Students, longtime colleagues, workers, and soldiers of equal rank typically also use **du** with each other.

Bist **du** Studentin? *Are you a student?*

The pronoun **ihr** is the plural form of **du**. Students, for example, use **ihr** when addressing more than one friend. It is used much like “*you guys*” or “*y’all*” in English.

Ihr seid hier richtig. *You (guys) are in the right place.*

Sie is used with one or more adults when the speaker wants to show respect for them or does not know them well. When students are in about the eleventh grade, teachers begin to address them with **Sie**.

Wie heißen **Sie**? *What is your name? or What are your names?*

You will use the **Sie**-form exclusively in the early chapters. Using **du** instead of **Sie** may be considered offensive to people expecting a more formal address; at the same time, using **Sie** instead of **du** may be considered a hurtful act of distancing. Native speakers, too, have problems discerning which form of address is desired. A good course of action is to start with **Sie**, but then take your **cues** from your conversation partner and adjust your language as needed.



It is considered inappropriate and disrespectful to address a stranger with **du**. Some people feel insulted when not addressed properly.

**20**

Du, ihr oder Sie? Decide whether Anna should use **du**, **ihr**, or **Sie** with the following people.

	du	ihr	Sie
1. the professor she asks for directions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. the student she sits next to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. her dog	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Professor Freund	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. her mother	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. some friends in a pub	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The letter **ß** (called **Esszett**) is used instead of **ss** after long vowels or diphthongs. The Swiss do not use **ß**, only **ss**.



Wie heißen Sie? German speakers often give their family name, followed by their entire name when responding to the question **Wie heißen Sie?** or **Wer sind Sie?**

Strukturen

III Asking for someone's name

The verb *heißen*

Besides the verb **sein**, German speakers also use the verb **heißen** (*to be called*) to introduce themselves.

Ich **heiße** Barbara Müller. *My name is Barbara Müller.*

These are the present-tense forms of **heißen**.

Person	heißen: <i>to be called</i>	
	Singular	Plural
1st	ich heiße	wir heißen
2nd, informal	du heißt	ihr heißt
2nd, formal	Sie heißen	Sie heißen
3rd	er/sie/es heißt	sie heißen



Courtesy of J. Douglas Guy

Ich **heiße** Christian und der Amerikaner **heißt** Jason



21

Wie heißen Sie? You are at a formal reception. Go around and ask five students what their names are using the verb **heißen**. Remember the names of the students you meet so you can introduce them to others. Below are some phrases to help you.

BEISPIEL S1: *Guten Tag. Ich heiße Thomas Conrad. Wie heißen Sie?*

S2: *Ich heiße Clausen, Karen Clausen.*

S1: *Guten Tag, Frau Clausen. Sehr angenehm.*

S2: *Sehr angenehm, Herr Conrad.*

S1 (to S3): *Das ist Karen Clausen.*

Guten Morgen. • Guten Tag. • Guten Abend. • Servus. • Grüezi. •
Grüß Gott. • Hallo. • Wie heißen Sie? • Wer sind Sie? • Ich bin ...

Wissenswerte Vokabeln: das Alphabet

Spelling names

a ah	j jot	s ess	ß ess-tsett	T großes „teh“
b beh	k kah	t teh	ä ah-Umlaut	t kleines „teh“
c tseh	l ell	u uh	ö oh-Umlaut	tt Doppel „teh“
d deh	m emm	v fau	ü uh-Umlaut	
e eh	n enn	w weh		
f eff	o oh	x iks		
g geh	p peh	y üppsilon		
h hah	q kuh	z tsett		
i ih	r err			

BEISPIEL Wie schreiben Sie „Professor“?
P-r-o-f-e-s-s-o-r oder P-r-o-f-e-Doppel „s“-o-r.
 Wie schreiben Sie „Professorin“?
P-r-o-f-e-s-s-o-r-i-n oder P-r-o-f-e-Doppel „s“-o-r-i-n.

22 Das Alphabet Listen as your instructor models the sounds of the alphabet. Then repeat the sounds as instructed. Practice spelling the names of students in your class as well.

23 Wie bitte? (*Excuse me?*) You are working as a telemarketer in Vienna. Your job is to confirm the spelling of the names of people identified as winners of a trip to the United States. Choose a name from the telephone directory and call that person to confirm the spelling of his/her name. Take turns. Follow the model below.

Am Telefon

BEISPIEL S1: *Guten Morgen. Hier ist Herr (Frau) _____. Wie heißen Sie bitte?*
 S2: *Beck, Hans Beck.*
 S1: *Wie bitte? Wie schreiben Sie das?*
 S2: *B - e - c - k.*
 S1: *Danke. Auf Wiederhören°.*

Beck, Hans, 22, Magdeburgerstr. 63	233 94 37
Bleisch, Ute, 16, Effingerg. 15, Stg. 2	456 45 32
Meißner, Günter, 13, Volksg. 7, Stg. 15	812 69 54
Schumm, Harry, 5, Marg. Gürtel 126, Stg. 2	45 41 47
Wurmisch, Hedwig, 16, Speckbacherg. 8	647 04 31



Courtesy of J. Douglas Guy

Wie ist die Adresse?

Abbreviations are often used in telephone directories. Can you find the following address indications in the list shown here? **Effingergasse:** *Effinger Lane;* **Magdeburgerstraße:** *Magdeburger Street;* **Margareten Gürtel:** *Margareten Loop;* **Stiege:** *stairway, floor.*

Good-bye (on the phone)

Kulturnotiz. It is common in Germany, Austria, and Switzerland for speakers to answer the phone by giving their last name. Some speakers are increasingly using *Hallo* when answering phones.

Die Zahlen

Asking for personal information

0 = null	10 = zehn	20 = zwanzig	30 = dreißig
1 = eins	11 = elf	21 = einundzwanzig	40 = vierzig
2 = zwei	12 = zwölf	22 = zweiundzwanzig	50 = fünfzig
3 = drei	13 = dreizehn	23 = dreiundzwanzig	60 = sechzig
4 = vier	14 = vierzehn	24 = vierundzwanzig	70 = siebzig
5 = fünf	15 = fünfzehn	25 = fünfundzwanzig	80 = achtzig
6 = sechs	16 = sechzehn	26 = sechsundzwanzig	90 = neunzig
7 = sieben	17 = siebzehn	27 = siebenundzwanzig	100 = (ein)hundert
8 = acht	18 = achtzehn	28 = achtundzwanzig	101 = (ein)hunderteins
9 = neun	19 = neunzehn	29 = neunundzwanzig	1000 = (ein)tausend

BEISPIEL Wie alt sind Sie? *Ich bin ... Jahre alt.*



24

Autogrammspiel (*Autograph game*.) Walk around and find a classmate for each age listed below. When you find someone who is that age, have that person sign his/her name.

BEISPIEL S1: *Sind Sie achtzehn Jahre alt?*
 S2: *Nein, ich bin ... (oder°)*
Ja, ich bin achtzehn. Christina

1. 18 Jahre alt _____
2. 19 Jahre alt _____
3. 20 Jahre alt _____
4. 21 Jahre alt _____
5. über 25 Jahre alt _____



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Wie alt sind sie?

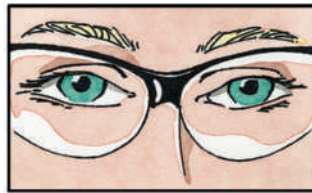
Aussehen

Describing physical characteristics

Ich habe ... • Er hat ... • Sie hat ...



braune Augen



grüne Augen



blaue Augen

die Brille: *glasses*. Er hat eine Brille.



lange Haare



kurze Haare



glatte Haare



krause Haare



wellige Haare

die Glatze: *bald head*. Der Professor hat eine Glatze.



blonde Haare



schwarze Haare



braune Haare



rote Haare



graue Haare

The word **hässlich** (*ugly*) is used to describe things. It is extremely rude to describe people as **hässlich**. Use the word **unattraktiv**.



schlank/mollig



groß/klein



alt/jung



hübsch/unattraktiv

Attraktiv is a synonym for **hübsch** and is used mostly for women. Men are referred to as **gut aussehend** (*good looking*).

BEISPIEL Wie sehen Sie aus?° *Ich bin (schlank). Ich habe (schwarze Haare).*

What do you look like?

**25**

Wer ist das? (*Who is that?*) Match the descriptions below with the appropriate person in each photo.

1. Er ist 65 Jahre alt und hat kurze, graue Haare.
2. Er ist 5 Jahre alt, klein und hat dunkelblonde Haare.
3. Er ist 35 Jahre alt, schlank und hat kurze, braune Haare.
4. Sie ist 63 Jahre alt, und hat lange, glatte, blonde Haare.
5. Sie ist 32 Jahre alt, schlank und hat lange, glatte, dunkelbraune Haare.
6. Sie ist 6 Jahre alt, klein und hat hellbraune Haare.



Hudzilla/Stop/Getty Images

Herr und Frau Winter



Hudzilla/Stop/Getty Images

Herr und Frau Zwicker und die Kinder: Regina und Max

**26**

Anna ist jung (*Anna is young.*) Describe the characters you have encountered so far, using words from **Wissenswerte Vokabeln**. Try to use at least three descriptive words for each picture.



BEISPIEL Das ist Anna. Sie hat (*blonde Haare und blaue Augen*). Sie ist (*jung*) und sie ist (*schlank*).

**27**

Wie sehen sie aus? (*What do they look like?*) As a class, generate a list of famous personalities that you all know. Describe one of these people to a partner and see if your partner can guess whom you are talking about.

BEISPIEL S1: *Er ist ... Er hat ...*
 Sie ist ... Sie hat ...

Strukturen

IV Asking for information and clarification

Question formation

There are two types of questions in English and German: information questions and yes/no questions.

A. Information questions

Information questions (**Ergänzungsfragen**) require an answer that provides specific information. They begin with one of the following question words.

wann?	<i>when?</i>	Wann ist das?	<i>When is that?</i>
warum?	<i>why?</i>	Warum sagt Anna nichts?	<i>Why doesn't Anna say anything?</i>
was?	<i>what?</i>	Was sucht Anna?	<i>What is Anna looking for?</i>
wer?	<i>who?</i>	Wer sagt das?	<i>Who says that?</i>
wie?	<i>how?</i>	Wie heißen Sie?	<i>What is your name?</i>
wo?	<i>where?</i>	Wo ist das Buch?	<i>Where is the book?</i>
woher?	<i>from where?</i>	Woher kommen Sie?	<i>Where are you from?</i>
wohin?	<i>to where?</i>	Wohin gehen Sie?	<i>Where are you going (to)?</i>

Be careful not to confuse the meanings of **wer** *who* and **wo** *where*.

Information questions are formed with one of the question words, followed by the verb, then the subject. The speaker lowers his/her pitch at the end of an information question.

Wo bin ich? *Where am I?*

Unlike English, German does not require a helping verb (e.g., *do/does*) to form questions.

Was sprechen Sie? *What **do** you speak?*
 Woher kommen Sie? *Where **do** you come from?*

German does not always use the same question word as English does in similar expressions, and question words with prepositions are not usually separated in German as they are in English.

Wie heißen Sie? ***What** is your name?*
Wie ist Ihr Name? ***What** is your name?*
Woher kommen Sie? ***Where** are you **from**?*
***Where** do you come **from**?*

The question *Wie bitte?*

Wie bitte? is commonly used to ask someone to repeat for clarification, much as we use *What?* or *Excuse me?* or *I beg your pardon?* in English.

WILLI: Guten Tag. Ich heiße Willi.
 JULIANNA: Wie bitte?
 WILLI: Willi. Mein Name ist Willi.

B. Yes/no questions

Yes/no questions (**Ja/Nein-Fragen**) give information which the person answering is expected to negate or confirm. They always begin with the verb and the pitch rises at the end of the question.

Sind Sie Amerikaner? *Are you (an) American?*
 Verstehen Sie Deutsch? *Do you understand German?*

Note again that German does not require any helping verbs (e.g., *do/does*) to form questions.



28

Drei Interviews Ask three different students the following questions.

BEISPIEL S1: *Wie heißen Sie?*
 S2: *Tom.*

		1	2	3
1. Wie heißen Sie?		_____	_____	_____
2. Woher kommen Sie?	(aus ...)	_____	_____	_____
3. Wo wohnen° Sie?	(in ...)	_____	_____	_____
4. Wie alt sind Sie?		_____	_____	_____ (... Jahre alt)
5. Wie sehen Sie aus?	(Ich bin/habe ...)	_____	_____	_____



Ruth Stitt/Shutterstock.com

live

Strukturen

V Identifying people and classroom objects

A. Noun gender and number

All German nouns are capitalized, and every noun is categorized into one of three genders (**das Genus**): masculine, neuter, or feminine. Nouns are often accompanied by a definite article (**der bestimmte Artikel**) meaning *the*. The form this definite article takes (**der**, **das**, or **die**) depends on whether the noun is masculine, neuter, or feminine.

Masculine: **der** Professor, **der** Hörsaal

Neuter: **das** Buch, **das** Auto

Feminine: **die** Professorin, **die** Mutter, **die** Tafel

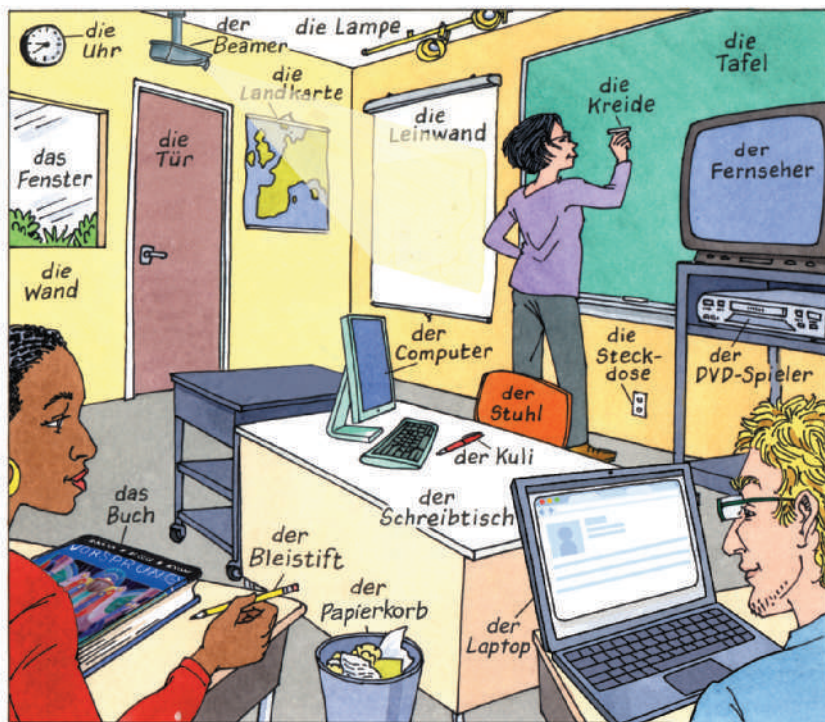
In German non-living things as well as living things are classified either as masculine (e.g., **der Hörsaal**), neuter (e.g., **das Zimmer**), or feminine (e.g., **die Tür**, **die Universität**). Some words for people are even categorized as neuter, e.g., **das Kind** (*the child*), **das Mädchen** (*the girl*). In the plural, the definite article for all nouns is **die**, regardless of their gender.

It is important to memorize the definite article (**der**, **das**, or **die**) that accompanies each new noun you learn.

Wissenswerte Vokabeln: das Klassenzimmer, der Hörsaal

Naming and identifying classroom objects

BEISPIEL Was ist das? *Das ist die Uhr.*



You will learn about the formation of plural nouns in Kapitel 3.

der Tisch: *the table*