







EU-LÄNDER (2019)	EINWOHNER (2019) Millionen
Belgien	11,5
Bulgarien	7,0
Dänemark	5,8
Deutschland	83,5
Estland	1,3
Finnland	5,5
Frankreich	67,5
Griechenland	10,6
Irland	4,8
Italien	60,7
Kroatien	4,1
Lettland	1,9
Litauen	2,8
Luxemburg	0,6
Malta	0,5
die Niederlande	17,3
Österreich	8,9
Polen	38,0
Portugal	10,2
Rumänien	19,4
Schweden	10,2
die Slowakei	5,5
Slowenien	2,1
Spanien	46,5
Tschechien	10,6
Ungarn	9,8
Zypern	0,9
GESAMT	448,0



Kontakte

A Communicative Approach



9th Edition

Kontakte

A Communicative Approach

Erwin Tschirner

Herder-Institut, Universität Leipzig
University of Rhode Island

Brigitte Nikolai

Werner-von-Siemens-Gymnasium,
Bad Harzburg

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KONTAKTE, A COMMUNICATIVE APPROACH, NINTH EDITION

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Some ancillaries, including electronic and print components, may not be available to customers outside the United States.

This book is printed on acid-free paper.

1 2 3 4 5 6 7 8 9 LWI 24 23 22 21 20

ISBN 978-1-260-01606-2 (bound edition)
MHID 1-260-01606-4 (bound edition)

ISBN 978-1-260-39373-6 (loose-leaf edition)
MHID 1-260-39373-9 (loose-leaf edition)

ISBN 978-1-260-39369-9 (instructor's edition)
MHID 1-260-39369-0 (instructor's edition)

Senior Portfolio Manager: *Katie Crouch*
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Cover Image: ©*Sabine Schramm*
Compositor: *Aptara®, Inc.*

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Library of Congress Cataloging-in-Publication Data

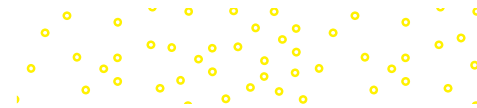
Names: Tschirner, Erwin P., 1956- author. | Nikolai, Brigitte, author.
Title: Kontakte : a communicative approach / Erwin Tschirner, Brigitte Nikolai.
Description: 9th edition. | New York, NY : McGraw-Hill Education, [2021] | Includes index. | English and German.
Identifiers: LCCN 2019025735 (print) | LCCN 2019025736 (ebook) | ISBN 9781260016062 (hardcover) | ISBN 9781260393699 (hardcover) | ISBN 9781260393736 (spiral bound) | ISBN 9781260393675 (ebook other) | ISBN 9781260393781 (ebook)
Subjects: LCSH: German language—Grammar. | German language—Textbooks for foreign speakers—English.
Classification: LCC PF3112 .T425 2021 (print) | LCC PF3112 (ebook) | DDC 438.2/421—dc23
LC record available at <https://lcn.loc.gov/2019025735>
LC ebook record available at <https://lcn.loc.gov/2019025736>

The Internet addresses listed in the text were accurate at the time of publication. The inclusion of a website does not indicate an endorsement by the authors or McGraw Hill LLC, and McGraw Hill LLC does not guarantee the accuracy of the information presented at these sites.

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A Communicative Approach

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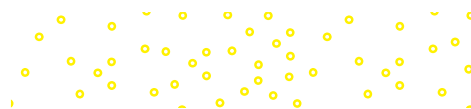
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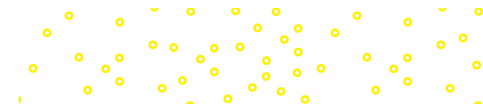
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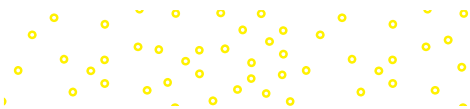
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Willibald Stojka/Photo by Célia Pernot

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Hanne Holze

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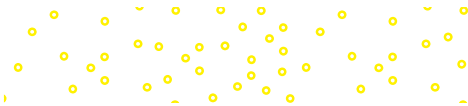
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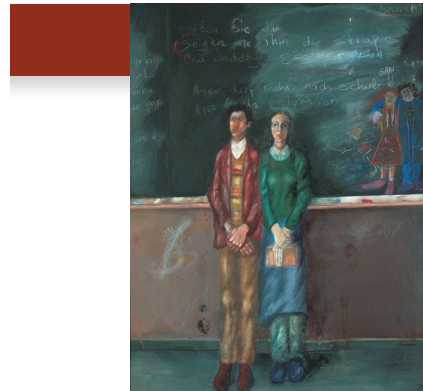
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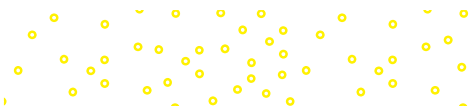
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Preface

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

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

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

Communication in Meaningful Contexts

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

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

A Solid Theoretical Foundation

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

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

Vocabulary

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

Tools for Digital Success: Connect and LearnSmart

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

Connect: Leveraging the Best in Learning Science

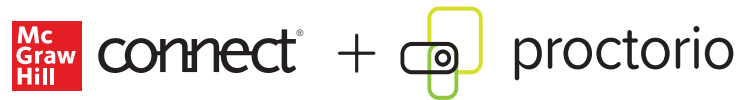
The digital tools available in the **Connect** platform facilitate student progress by providing extensive opportunities to practice and hone their developing skills. These include online communicative activities, instant feedback, peer-editing writing tools, sophisticated reporting, and a complete eBook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

LearnSmart®: An Adaptive Teaching and Learning Experience

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

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

Remote Proctoring & Browser-Locking Capabilities



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

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

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

For Instructors and Students

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

For Instructors

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

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

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

New to This Edition

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

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

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

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



Hero Images Inc./Alamy

Acknowledgments

We gratefully acknowledge our debt to the many instructors who over the past years have personally shared their experiences with us, especially Peter Ecke and the graduate student instructors at the University of Arizona. In addition, the authors would like to express their gratitude to the following members of the language-teaching profession whose valuable suggestions contributed to the preparation of this revised edition. The appearance of these names does not necessarily constitute an endorsement of **Kontakte** or its methodology.

American River College <i>Diana Lysinger</i>	Duquesne University <i>Edith H. Krause</i>
Anderson University <i>Inge Baird</i>	East Tennessee State University <i>Jan Jost-Fritz</i>
Berry College <i>Christine Anton</i>	East Tennessee State University <i>Raluca Negrisanu</i>
Brigham Young University <i>David Seay</i>	Eastern Washington University <i>Jody Stewart-Strobel</i>
Brigham Young University <i>Teresa R. Bell</i>	Franklin & Marshall College <i>Jennifer Redmann</i>
Brigham Young University—Idaho <i>Brooks Haderlie</i>	Georgetown University <i>Joe Cunningham</i>
Carnegie Mellon University <i>Martina Wells</i>	Indiana University South Bend <i>Shawn Hill</i>
Central Washington University <i>Laurie J. Moshier</i>	Iowa State University <i>William Carter</i>
College of Charleston <i>Sarah Koellner</i>	Kent State University <i>Stephanie E. Libbon</i>
College of Charleston <i>Stephen Della Lana</i>	Lawrence University <i>Alison Guenther-Pal</i>
Colorado State University <i>Franziska Wilcox</i>	Lawrence University <i>Maria Carone</i>
Columbia University <i>Jutta Schmiers-Heller</i>	Long Beach City College <i>Katja Halle</i>
Columbia University <i>Richard Korb</i>	Louisiana State University <i>Michael B. Dettinger</i>
DePaul University <i>Eugene Sampson</i>	Mercer University <i>Edward Wintraut</i>
DePaul University <i>Anna Souchuk</i>	Miami University <i>Mariana Ivanova</i>
Duke University <i>Lukas Hoffman</i>	Montclair State University <i>Pascale LaFountain</i>

Northern Arizona University <i>Marilya Reese</i>	University of Arizona <i>Diane Richardson</i>
Northern Arizona University <i>Vicky Vandermale</i>	University of Alabama <i>Douglas Lightfoot</i>
North Carolina Central University <i>Claudia A. Becker</i>	University of California San Diego <i>Elke Riebeling</i>
Oberlin College <i>Adrienne Merritt</i>	University of Chicago <i>Anna Pajak</i>
Ohio University <i>Adi King</i>	University of Connecticut <i>Anke Finger</i>
Ohio University <i>Annette Steigerwald</i>	University of Connecticut <i>Daniel Onuwa</i>
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Santa Monica College <i>Jiro Tanaka</i>	University of Texas at Arlington <i>Amy Titus</i>
Sauk Valley College <i>Nina L. Dulabaum</i>	University of Washington <i>Klaus Brandl</i>
Southeast Missouri State University <i>Victoria Vygodskaia-Rust</i>	University of West Georgia <i>John Blair</i>
Southern Connecticut State University <i>Gillian Fox</i>	University of West Georgia <i>Muriel Cormican</i>
Southern Methodist University <i>Anneliese Gerl</i>	University of Wyoming <i>Julia Stetler</i>
Southwestern University <i>Erika Berroth</i>	Webster University <i>Paula Hanssen</i>
State University of New York at Stony Brook <i>Robert Bloomer</i>	Western Kentucky University <i>Tim Straubel</i>
Tarleton State University <i>Renee Barlow</i>	William Rainey Harper College <i>Kimberly Jaeger</i>
Texas Christian University <i>Cynthia Chapa</i>	Yale University <i>Theresa Schenker</i>
University of Arizona <i>Antonella Cassia</i>	Yale University <i>Marion Gehlker</i>

We would like to extend our continuing thanks to all the loyal users, reviewers, consultants, and native readers who contributed to prior editions of **Kontakte** and have helped shape the development of this program over the years; they are too numerous to mention here. We continue to thank Eirik Børve and Thalia Dorwick, who launched the first edition, and Tracy Terrell, our first- and second-edition coauthor, whose revolutionary vision of language teaching and learning and whose belief in the power of listening and reading and communicative encounters continue to be a never-ending inspiration. **Kontakte** also owes enduring thanks to Gregory Trauth, our wonderful editor of the third and fourth editions.

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

We thank Egzon Shaqiri, Beth Blech, and their design team for the beautiful interior and imaginative cover. We also thank our talented production team, Sherry Kane, Senior Content Project Manager, and Kelly Heinrichs, Program Manager, for their superior work on the Ninth Edition. Special thanks as well to Ann Helgerson and the rest of the McGraw-Hill marketing and sales staff who so actively promote **Kontakte**.

On the digital side, we would like to acknowledge the valuable contributions of Jason Kooiker, Lead Subject Matter Expert, and his team of builders and reviewers; many thanks as well to our **LearnSmart**® team.

Finally, we express our sincere appreciation to the McGraw-Hill World Languages product development team: Shaun Bauer, Senior Product Developer; Margaryta Bondarenko, Product Developer; Amanda Hirt, Product Development Coordinator; Susan Pierre-Louis, Business Product Analyst; and Katie Crouch, Senior Portfolio Manager, whose support and encouragement are deeply appreciated.

To the Student

Getting to Know the Characters

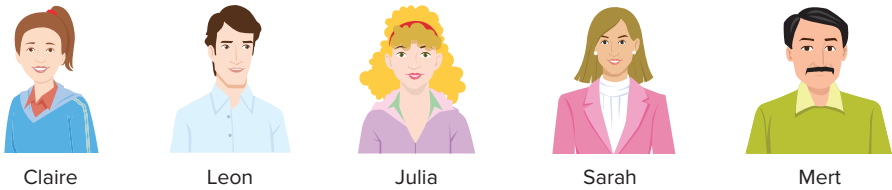
The people you will read and talk about in *Kontakte* appear in activities and exercises throughout the book. Some are American students, and others are from Germany, Austria, and Switzerland. First, there is a group of students learning German at the University of California at Berkeley. Although they all have different majors, they are all in Professor Karin Schulz’s German class. You will meet eight students in the class: Pedro, Heidi, Shannon, Meili, Miguel, Steve, Noah, and Kayla.



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



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

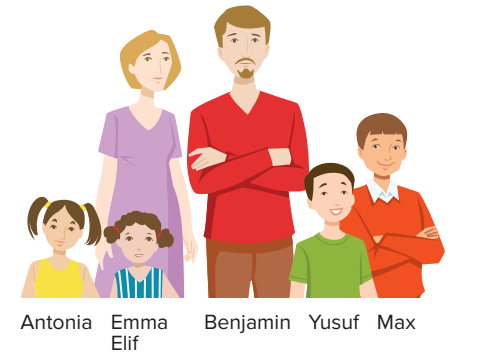


In Dresden, you will meet Sofie Pracht; her partner, Nesrin Durani, originally from Afghanistan; and their friend Lukas Pietsch.

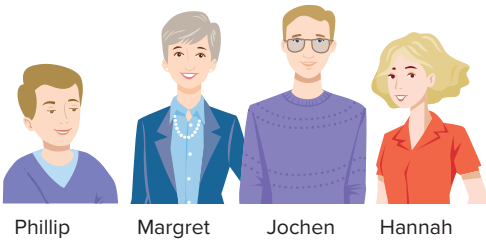


In Munich, you will meet the Wagners and the Rufs. Emma and Benjamin Wagner have three children: Antonia, Elif (adopted from Turkey), and Yusuf (adopted from Syria). The children’s cousin Max Wagner often comes to visit. The Wagners’ neighbors are the Rufs: Jochen Ruf, a writer and stay-at-home dad,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

die Familie Wagner



die Familie Ruf



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



Herr Jörg
Moser



Herr Alexander
Fuchs



Frau Maike
Gruber



Frau Judith
Körner



Maria



Michael



Richard

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

die Familie Okonkwo



Sumita Veronika Kobe Lydia Yamina

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

EINFÜHRUNG A

Themen

Bitten
Namen
Kleidung
Farben
Begrüßen und Verabschieden
Zahlen

Kulturelles

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

Strukturen

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

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

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



akg-images/SuperStock

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

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

KUNST UND KUNSTSCHAFFENDE

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

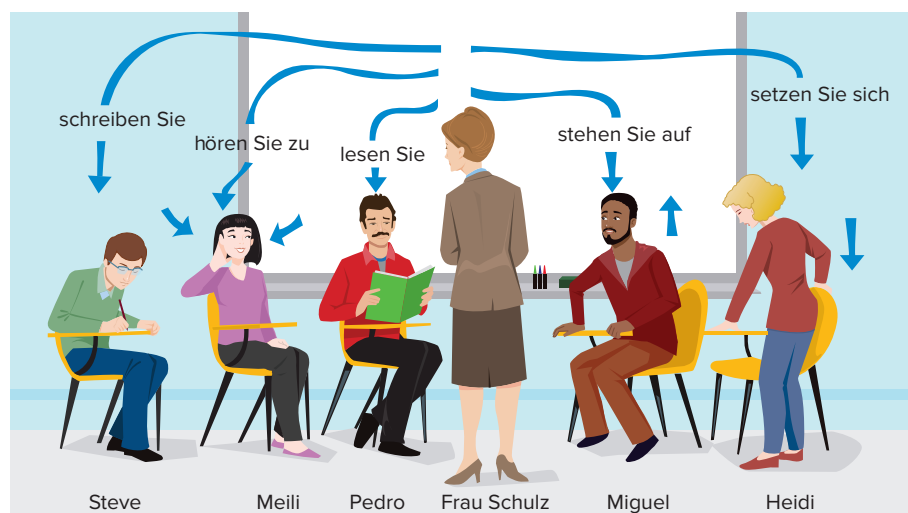
Sehen Sie das im Bild?¹

	JA	NEIN
1. einen Ball	☐	☐
2. ein Mädchen ²	☐	☐
3. Blumen	☐	☐
4. Autos	☐	☐
5. die Farbe Gelb ³	☐	☐
6. die Farbe Grün ⁴	☐	☐
7. die Farbe Rot ⁵	☐	☐

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

Situationen

Bitten



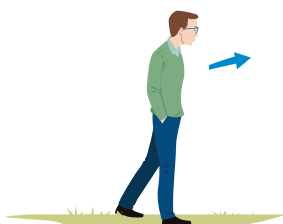
Situation 1 Bitten¹

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

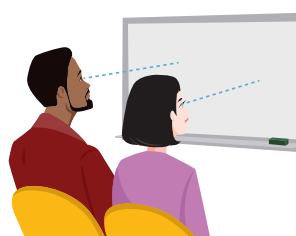
Hausaufgabe



a



b



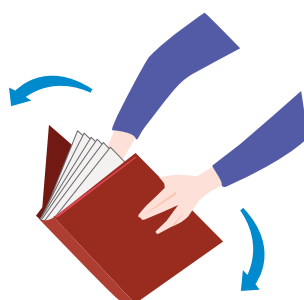
c



d



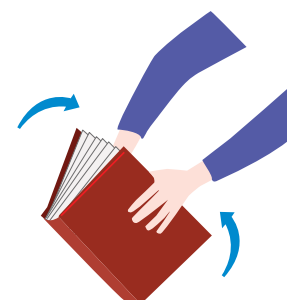
e



f



g



h

¹Requests



Situation 2 Wer macht das?

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



a. _____



b. _____



c. _____



d. _____



e. _____



f. _____



g. _____



h. _____



In der Bibliothek

Hill Street Studios/Blend Images

Strukturen

1. Giving instructions: Polite commands

command form = verb + **Sie**

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

Stehen Sie bitte **auf**.

Please stand up.

Nehmen Sie bitte das Buch.

Please take the book.

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

Setzen Sie sich, bitte.

Sit down, please.

Übung A. Im Kurs

Was sagt Frau Schulz zu den Studierenden?

Nehmen Sie einen Stift!

Sagen Sie „Guten Tag“!

Schauen Sie an die Tafel!

Schließen Sie das Buch!

Schreiben Sie „Tschüss“!

Öffnen Sie das Buch!

Hören Sie zu!

Geben Sie mir die Hausaufgabe!



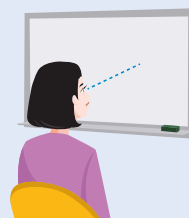
1. Pedro



2. Heidi



3. Shannon



4. Meili



5. Miguel



6. Steve



7. Noah



8. Kayla

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

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

Situationen

Namen

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



Heidi und Steve



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



KULTUR ... LANDESKUNDE ... INFORMATIONEN

VORNAMEN



Vor dem Lesen

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

Nach dem Lesen

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

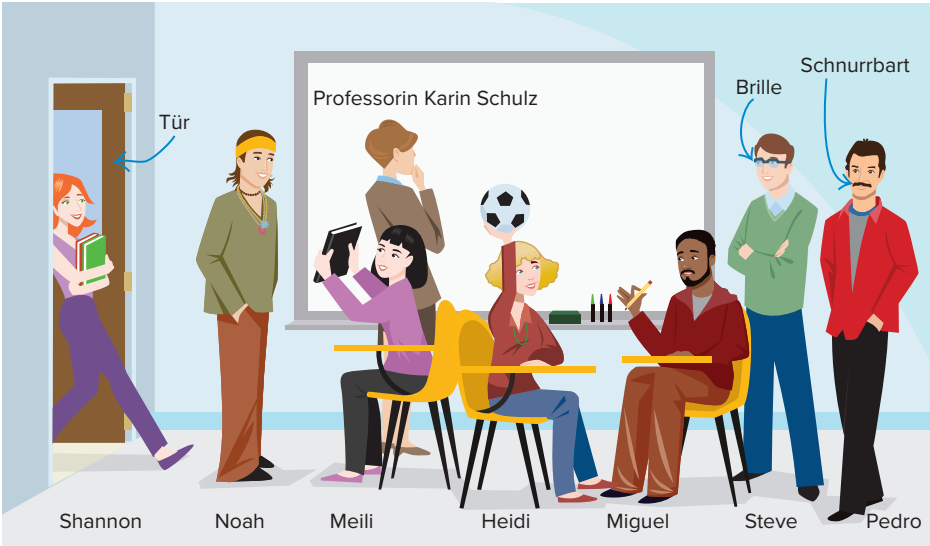
DIE BELIEBTESTEN³ VORNAMEN IN DEUTSCHLAND 2017

Mädchen	Jungen
1. Marie	1. Maximilian
2. Sophie/Sofie	2. Alexander
3. Maria	3. Paul
4. Sophia/Sofia	4. Elias
5. Emilia	5. Ben
6. Emma	6. Noah
7. Hannah/Hanna	7. Leon
8. Anna	8. Louis/Luis
9. Mia	9. Jonas
10. Luisa/Louisa	10. Felix

Source: Gesellschaft für deutsche Sprache.

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

Situation 3 Wie heißt ...?



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

 Situation 4 Interview: Wie schreibt man deinen Namen?

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

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

³earring

Strukturen

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

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

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

Wie **heißen Sie?** / Wie **heißt du?***
Ich heiße ...

What is your name?
My name is . . .

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

Übung B. Minidialoge

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

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

3. The German case system

Case shows how nouns function in a sentence.

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

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

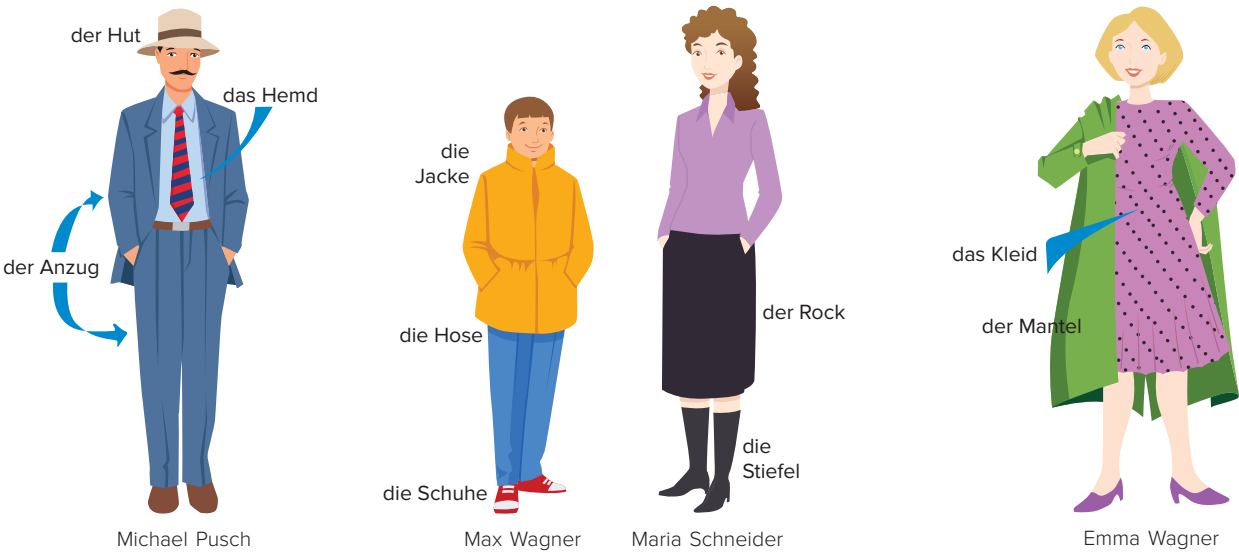
in + das = ins	<i>into the</i>
in + dem = im	<i>in the</i>
zu + der = zur	<i>to the</i>
zu + dem = zum	<i>to the</i>
an + das = ans	<i>to/on the</i>
an + dem = am	<i>to/at the</i>

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

^{*}The difference between **Sie** (*formal*) and **du** (*informal*) will be explained in *Strukturen 5*.
[†]Articles are words such as *the*, *a*, and *an*, which precede nouns.
¹Ergänzen ... *Supply*

Situationen

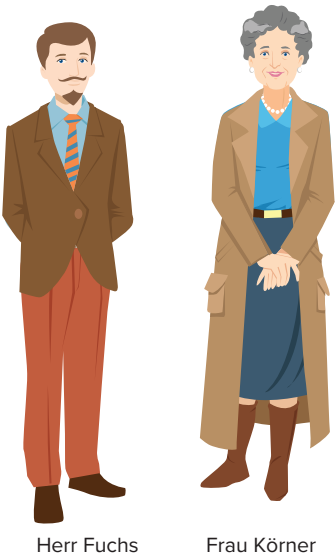
Kleidung



Situation 5* Informationsspiel: Zehn Fragen

Stellen Sie zehn Fragen. Ja oder nein?
MODELL: S1: Trägt Noah einen Anzug?
S2: Nein. Trägt Herr Fuchs einen Anzug?
S1: Ja.

	NOAH	MEILI
einen Anzug	<u>Nein</u>	_____
eine Brille	_____	_____
ein Hemd	_____	_____
eine Hose	_____	_____
einen Hut	_____	_____
eine Jacke	_____	_____
eine Jeans	_____	_____
ein Kleid	_____	_____
einen Mantel	_____	_____
einen Pullover	_____	_____
einen Rock	_____	_____
Schuhe	_____	_____
Socken	_____	_____
Sportschuhe	_____	_____
Stiefel	_____	_____
ein T-Shirt	_____	_____



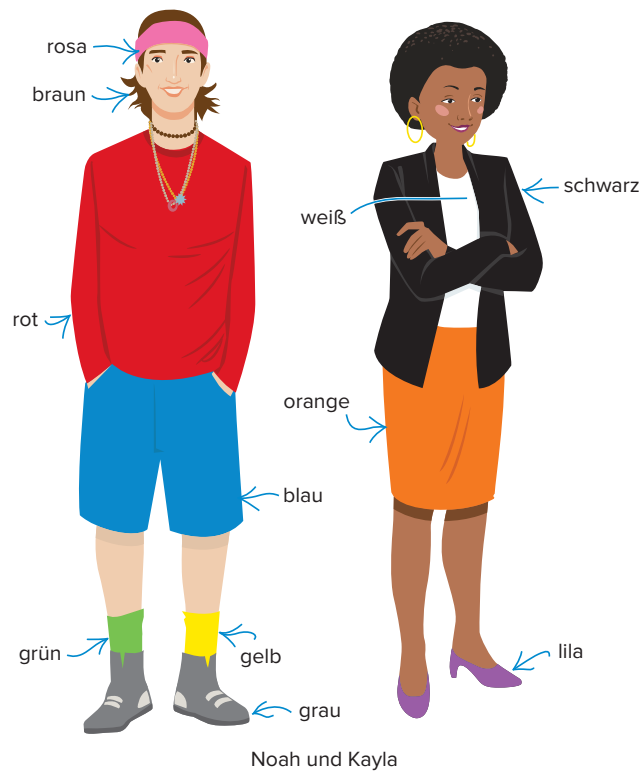
*This is the first of many information-gap activities in **Kontakte**. Pair up with another student. One of you (Student 1 or „S1“) will work with the pictures of Herr Fuchs and Frau Körner on this page. The other (Student 2 or „S2“) will work with pictures of Noah and Meili in *Appendix A*. The goal is to complete the activity while speaking only German and not looking at your partner's pictures.

Situation 6 Kleidung

Wer im Kurs trägt _____?

1. einen Rock
2. eine Jacke
3. ein Kleid
4. Stiefel
5. ein Hemd
6. eine Hose
7. einen Hut
8. Sportschuhe¹
9. einen Pullover
10. einen Anzug

Farben



¹athletic shoes

Situation 7 Meine Kommilitonen

Schauen Sie Ihre Kommilitonen¹ und Kommilitoninnen an. Was tragen sie?

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

 Situation 8 Umfrage: Was ist deine Lieblingsfarbe?

MODELL: S1: Ist deine Lieblingsfarbe² blau?
S2: Ja.
S1: Unterschreib bitte hier.

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

 KULTUR ... LANDESKUNDE ... INFORMATIONEN

FARBEN ALS SYMBOLE

Vor dem Lesen

- Haben Sie eine Lieblingsfarbe? Was ist sie?

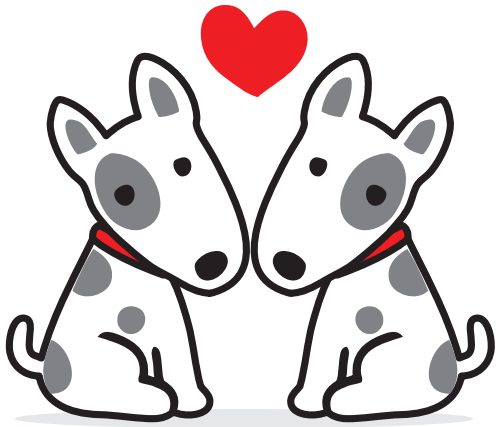
Arbeit mit dem Text

- _____ ist die Liebe⁴
- _____ ist die Unschuld⁵
- _____ ist die Trauer⁶
- _____ ist die Treue⁷
- _____ ist die Hoffnung⁸
- _____ ist der Neid⁹

Nach dem Lesen

- Welche Farbe ist die Liebe? Und in Ihrem Land?
- Welche Farbe ist die Hoffnung? Und in Ihrem Land?
- Welche Farbe ist die Trauer? Und in Ihrem Land?

⁴love ⁵innocence ⁶grief, sorrow ⁷loyalty ⁸hope ⁹envy



Siri Ang/Shutterstock

¹classmates, fellow students ²favorite color ³signature

Strukturen

4. Grammatical gender: Nouns and pronouns

In German, all nouns are classified grammatically as masculine, neuter, or feminine. When referring to people, grammatical gender usually matches biological sex.

masculine = **der**
neuter = **das**
feminine = **die**
plurals (all genders) = **die**

MASCULINE	FEMININE
der Mann	die Frau
der Student	die Studentin
der Professor	die Professorin

When referring to things or concepts, however, grammatical gender obviously has nothing to do with biological sex.

MASCULINE	NEUTER	FEMININE
der Rock	das Hemd	die Hose
der Hut	das Buch	die Jacke

The definite article indicates the grammatical gender of a noun. German has three nominative singular definite articles: **der** (*masculine*), **das** (*neuter*), and **die** (*feminine*). The plural article is **die** for all genders. All of these definite articles mean *the*.

	Singular	Plural
<i>Masculine</i>	der	die
<i>Neuter</i>	das	die
<i>Feminine</i>	die	die

der → **er** = *he, it*
das → **es** = *it*
die → **sie** = *she, it*
die (*pl.*) → **sie** = *they*

The personal pronouns **er**, **es**, **sie** (*he, it, she*) reflect the gender of the nouns they replace. For example, **er** (*he, it*) refers to **der Rock** because the grammatical gender is masculine; **es** (*it*) refers to **das Hemd** (*neuter*); **sie** (*she, it*) refers to **die Jacke** (*feminine*). The personal pronoun **sie** (*they*) refers to all plural nouns.

—Welche Farbe hat der Rock ?	<i>What color is the skirt?</i>
— Er ist gelb.	<i>It is yellow.</i>
—Welche Farbe hat das Hemd ?	<i>What color is the shirt?</i>
— Es ist weiß.	<i>It is white.</i>
—Welche Farbe hat die Jacke ?	<i>What color is the jacket?</i>
— Sie ist braun.	<i>It is brown.</i>
—Welche Farbe haben die Stifte ?	<i>What color are the pencils?</i>
— Sie sind gelb.	<i>They are yellow.</i>

ACHTUNG!
All German nouns are capitalized, whether they are common nouns (people, objects, concepts: **Freund**, **Auto**, **Situation**) or proper nouns (names of people, countries, etc.: **Heidi**, **Deutschland**).

Sometimes gender can be determined from the ending of the noun; for example, most nouns that end in **-e**, such as **die Jacke** or **die Hose**, are feminine. The ending **-in** indicates a female person: **die Studentin**, **die Professorin**.
In most cases, however, gender cannot be predicted from the form of the word. It is best, therefore, to learn the corresponding definite article along with each new noun.

Übung C. Kleidung

Frau Schulz spricht über die Kleidung. Ergänzen Sie **er**, **es**, **sie** oder **sie** (Plural).

Frau Schulz:

1. Hier ist die Jacke. _____ ist neu.
2. Und hier ist das Kleid. _____ ist nicht modern.
3. Hier ist der Rock. _____ ist kurz.
4. Und hier ist die Brille. _____ ist hübsch.
5. Hier ist das Hemd. _____ ist grün.
6. Und hier sind die Schuhe. _____ sind schmutzig.
7. Hier ist der Hut. _____ ist rot.
8. Und hier ist die Hose. _____ ist weiß.
9. Hier sind die Stiefel. _____ sind schwarz.
10. Und hier ist der Anzug. _____ ist alt.

Übung D. Welche Farbe?

Welche Farbe haben diese Kleidungsstücke? Ergänzen Sie **er**, **es**, **sie** oder **sie** (Plural) und die richtige Farbe.

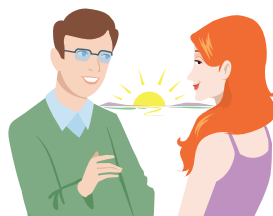
1. A: Welche Farbe hat Marias Rock?
B: _____ ist _____.
2. A: Welche Farbe hat Michaels Hose?
B: _____ ist _____.
3. A: Welche Farbe hat Michaels Hemd?
B: _____ ist _____.
4. A: Welche Farbe hat Michaels Hut?
B: _____ ist _____ und _____.
5. A: Welche Farbe haben Marias Schuhe?
B: _____ sind _____.
6. A: Welche Farbe haben Michaels Schuhe?
B: _____ sind _____.
7. A: Welche Farbe hat Marias Top¹?
B: _____ ist _____.



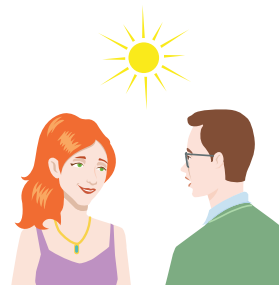
¹das Top = das Oberteil (top)

Situationen

Begrüßen und Verabschieden



Guten Morgen!



Guten Tag!



Guten Abend!



—Auf Wiedersehen!
—Wiedersehen!



—Tschüss!
—Bis bald!



—Grüß Gott!
—Grüß Gott!



Situation 9 Dialoge

1. Daniel Baumann spricht mit einer Studentin.

DANIEL: Hallo, bist du _____ hier?

ANNA: _____. Du auch?

DANIEL: Ja. Sag mal, _____?

ANNA: Anna. Und _____?

DANIEL: Daniel.

2. Frau Frisch-Okonkwo ruft Herrn Koch an.

HERR KOCH: Koch.

FRAU FRISCH-OKONKWO: Guten Tag, Herr Koch, _____

Frisch-Okonkwo. Unser Computer ist kaputt.

HERR KOCH: _____, ich komme morgen vorbei.

FRAU FRISCH-OKONKWO: Gut. Bis dann. _____.

3. Hannah trifft ihren Freund Max.

HANNAH: Hi, Max.

MAX: Hi, Hannah. Wie geht's?

HANNAH: Gut, danke. Wo willst _____ denn hin?

MAX: _____ muss zum Fußballtraining.

HANNAH: Na, dann viel Spaß¹.

MAX: _____. Mach's gut, Hannah.

¹viel Spaß have fun

Miniwörterbuch	
der Lieblings- mensch	favorite person
der Mensch	human being
das Riesen- kompliment	huge compliment
kennen, kennt	to know, knows
verträumt	dreamy
verrückt	crazy
eigentlich	actual, real
die Großeltern	grandparents
die Stadt	city, town



MUSIKSZENE

„Lieblingsmensch“ (2015, Deutschland) *Namika*

Biografie *Namika* ist aus Frankfurt. Ihr eigentlicher Name ist Hanan Hamdi. Ihre Großeltern kommen aus der Stadt Nador in Marokko. Namika erhielt² 2018 den MTV European Music Award. Andere große Hits waren „Nador“ und „Je ne parle pas français“.



Frank Hoensch/Redferns/Getty Images

Namika

NOTE: For copyright reasons, the songs referenced in **MUSIKSZENE** have not been provided by the publisher. The songs can be found online at various sites.

Vor dem Hören Wer ist vielleicht der Lieblingsmensch der Sängerin?

☐ 1. Ihr Vater

☐ 2. Ihr Kind

☐ 3. Ihr Partner

Nach dem Hören

A. Hören Sie den Refrain! Richtig (R) oder falsch (F)?

— 1. Der Lieblingsmensch kennt die Sängerin sehr gut.

— 2. Die Sängerin ist gerne verträumt und verrückt.

— 3. Die Sängerin sagt *Danke*.

B. Wie heißt dein Lieblingsmensch?

²received



Situation 10* Rollenspiel: Begrüßen

S1: Begrüßen Sie einen Kommilitonen oder eine Kommilitonin. Schütteln Sie dem Kommilitonen oder der Kommilitonin die Hand. Sagen Sie Ihren Namen. Fragen Sie, wie alt er oder sie ist. Verabschieden Sie sich.



HA Photos/Alamy

Begrüßen

*This is the first of many role-playing activities in **Kontakte**. Pair up with another student. One of you takes the role of S1. The corresponding role for the other person (S2) appears in *Appendix B*.

Strukturen

5. Addressing people: *Sie* versus *du* or *ihr*

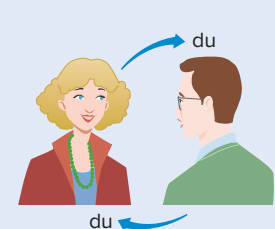
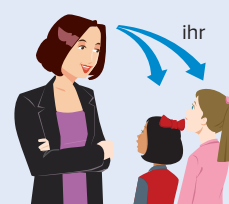
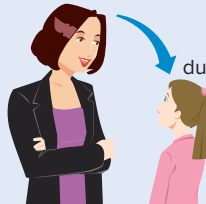
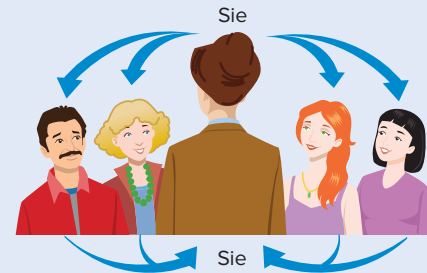
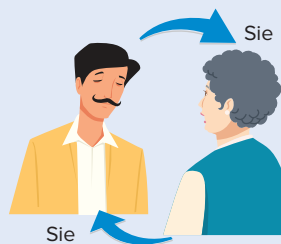
Use **du** and **ihr** with friends, family, and children. Use **Sie** with almost everyone else.

German speakers use two modes of addressing others: the formal **Sie** (*singular* and *plural*) and the informal **du** (*singular*) or **ihr** (*plural*). You usually use **Sie** with someone you don't know or when you want to show respect or social distance. Children are addressed as **du**. Students generally call one another **du**.

	Singular	Plural
<i>Informal</i>	du	ihr
<i>Formal</i>	Sie	Sie

Frau Ruf, **Sie** sind 38, nicht wahr?
 Max und Hannah, **ihr** seid 16,
 nicht wahr?
 Phillip, **du** bist 13, nicht wahr?

Ms. Ruf, you are 38, aren't you?
Max and Hannah, you are 16,
aren't you?
Phillip, you are 13, aren't you?



Übung E. *Sie, du oder ihr?*

Was sagen diese Personen: **Sie**, **du** oder **ihr**?

1. Student → Student
2. Professor → Student
3. Freund → Freundin
4. Studentin → zwei Studenten
5. Frau (40 Jahre alt) → Frau (50 Jahre alt)
6. Student → Sekretärin
7. Doktor → Patient
8. Frau → zwei Kinder

Situationen

Zahlen

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	sechszwanzig	90	neunzig
7	sieben	17	siebzehn	27	siebenundzwanzig	100	hundert
8	acht	18	achtzehn	28	achtundzwanzig		
9	neun	19	neunzehn	29	neunundzwanzig		



Situation 11 Wie viele?

Wie viele Studierende im Kurs tragen ...?

- eine Hose _____
- eine Brille _____
- ein Hemd _____
- ein T-Shirt _____
- einen Rock _____
- Sportschuhe _____

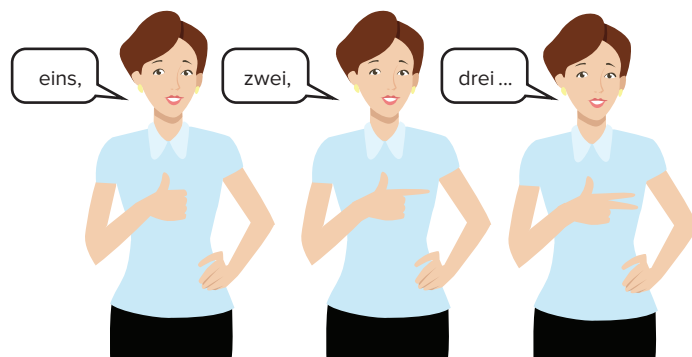


KULTUR ... LANDESKUNDE ... INFORMATIONEN

SO ZÄHLT MAN ...

Vor dem Lesen

- Welcher Finger ist in Ihrem Land eine Eins?



SO SCHREIBT MAN ...

1 7

eine Eins

eine Sieben

Nach dem Lesen

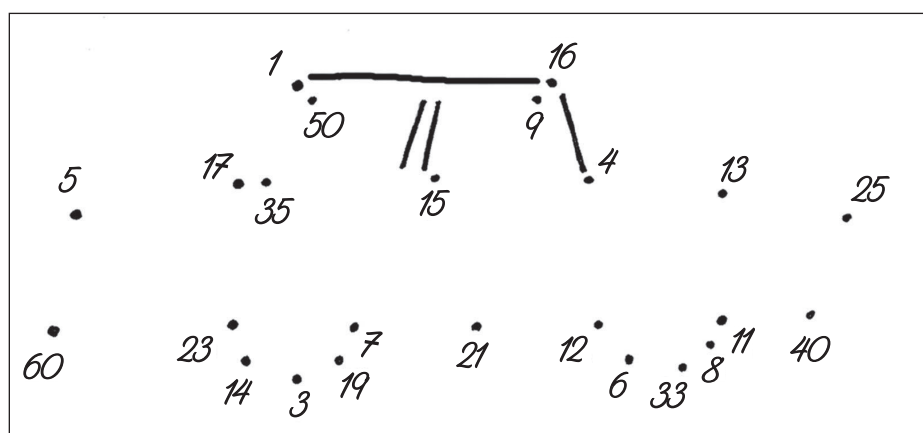
- Wie zeigt man in Deutschland eine Zwei? Und in Ihrem Land?
- Wie zeigt man in Deutschland eine Drei? Und in Ihrem Land?
- Wie, glauben¹ Sie, zeigt man in Deutschland eine Vier?

¹believe

Situation 12 Informationsspiel: Zahlenrätsel

Verbinden Sie die Punkte². Sagen Sie Ihrem Partner oder Ihrer Partnerin, wie er oder sie die Punkte verbinden soll. Dann sagt Ihr Partner oder Ihre Partnerin Ihnen, wie Sie die Punkte verbinden sollen. Was zeigen Ihre Bilder?

S1: Start ist Nummer 1. Geh zu 18, zu 7, zu 29, zu 13, zu 60, zu 32, zu 12, zu 5, zu 14, zu 20, zu 11, zu 9, zu 3, zu 80, zu 23, zu 19, zu 4, zu 27, zu 8, zu 15, zu 35, zu 26, zu 2, und zum Schluss zu 17. Was zeigt dein Bild?



2 points

Zahlen

19



Videoecke

Perspektiven



McGraw-Hill/Klic Video Productions

„Hey, wie geht’s?“

Aufgabe 1 Wie viele?

Miniwörterbuch	
die Paare	pairs
umarmen	embrace
sich	here: each other
küssen	kiss
zueinander	to each other

- Wie viele Paare machen das?
- _____ 1. Wie viele Paare schütteln sich die Hand?
 - _____ 2. Wie viele Paare umarmen sich?
 - _____ 3. Wie viele Paare küssen sich?
 - _____ 4. Wie viele Paare sitzen, wie viele stehen?
 - _____ 5. Wie viele Paare sagen: „Wie geht’s?“?
 - _____ 6. Wie viele Paare sagen **Sie** zueinander?

Aufgabe 2 Was sagen sie?

Miniwörterbuch	
der Zopf	braid
die Strickjacke	cardigan sweater
der Schal	scarf
beide	both

- Was sagen die folgenden Personen?
- _____ 1. junger Mann mit lila¹ Hemd
 - _____ 2. junge Frau mit Zopf und blondem Haar
 - _____ 3. junge Frau mit langem schwarzem Haar und schwarzer Strickjacke
 - _____ 4. Frau mit kurzem dunkelbraunem Haar und brauner Jacke
 - _____ 5. junge Frau mit langem blondem Haar und lila Sweatshirt
 - _____ 6. junger Mann mit grünkariertem Hemd
 - _____ 7. junge Frau mit langem dunkelbraunem Haar, lila T-Shirt und schwarzer Hose
 - _____ 8. junge Frau mit hellbrauner Jacke und Schal
- a. „Hallo Susi.“
 - b. „Gut, und dir?“
 - c. „Na, wie geht’s dir?“
 - d. „Hey, wie geht’s dir?“
 - e. „Hey, wie geht’s?“
 - f. „Mir geht’s gut und dir?“
 - g. „Ach, ganz gut und dir?“
 - h. „Guten Tag!“

¹purple

Interviews

- Wie heißt du?
- Wie schreibt man das?
- Welche Kleidung trägst du gern?
- Welche Farben trägst du gern?
- Wie alt bist du?
- Hast du eine Glückszahl?



Nicole



Michael

Aufgabe 3 Persönliche Informationen

Wer sagt das, Nicole oder Michael oder beide?

	NICOLE	MICHAEL	BEIDE
1. Ich trage gern Jeans und Pullover.	☐	☐	☐
2. Ich trage gern türkis, blau und grün.	☐	☐	☐
3. Ich trage gern rot und braun.	☐	☐	☐
4. Ich bin 45 Jahre alt.	☐	☐	☐
5. Ich bin 28 Jahre alt.	☐	☐	☐
6. Meine Glückszahl ist sieben.	☐	☐	☐
7. Meine Glückszahl ist dreizehn.	☐	☐	☐

Aufgabe 4 Interview

Interviewen Sie eine Partnerin oder einen Partner. Stellen Sie dieselben Fragen.

Wortschatz zum Lernen

Bitten	Requests
→ <u>a</u> rbeiten Sie mit einem Partner*	work with a partner
→ <u>g</u> eben Sie mir	give me
→ <u>g</u> ehen Sie	go, walk
→ <u>h</u> ören Sie <u>z</u>	listen
→ <u>l</u> aufen Sie	go, run
→ <u>l</u> esen Sie	read
→ <u>n</u> ehmen Sie	take
→ <u>ö</u> ffnen Sie	open
→ <u>s</u> agen Sie	say
→ <u>s</u> chauen Sie	look
→ <u>s</u> chließen Sie	close, shut
→ <u>s</u> chreiben Sie	write; spell
→ <u>s</u> etzen Sie sich	sit down
→ <u>s</u> pringen Sie	jump
→ <u>s</u> tehen Sie <u>a</u> uf	get up, stand up
die <u>B</u> lume	flower
→die <u>E</u> inführung	introduction
die <u>H</u> ausaufgabe	homework
→die <u>K</u> unst	art
→die <u>K</u> ünstlerin	female artist
→die <u>S</u> ituation	situation
die <u>T</u> afel	blackboard, whiteboard
die <u>Ü</u> bung	exercise
→der <u>K</u> ünstler	male artist
→der <u>N</u> ame	name
der <u>S</u> tift	pen, pencil
→der <u>V</u> erein	association, club
→das <u>B</u> ild, (pl.) <u>B</u> ilder	picture, pictures
→das <u>B</u> uch	book
→ <u>b</u> itte	please; you're welcome
→ <u>w</u> as ... ?	what ... ?
Namen	Names
→ <u>h</u> eißen	to be called/named
ich <u>h</u> eiße ...	my name is ...
wie <u>h</u> eißen Sie?	what's your name? (formal)
wie <u>h</u> eißt du?	what's your name? (informal)
die <u>B</u> rille	glasses
→die <u>F</u> rau	Ms., Mrs.; woman; wife
→die <u>S</u> truktur	structure, pattern
→die <u>T</u> ür	door
der <u>B</u> all	ball
→der <u>J</u> unge	boy
der <u>K</u> urs	course, class
→der <u>M</u> ann	man; husband

→das <u>H</u> aar	hair
→das <u>M</u> ädchen	girl
→das <u>M</u> odell, -e	model
→ <u>h</u> äufig	frequent(ly)
→ <u>k</u> urz	short, brief(ly)
→ <u>l</u> ang	long
→ <u>a</u> uch	also, too, as well
<u>g</u> ibt es ...?	is there ... ? are there ... ?
→ <u>i</u> n	in
→ <u>m</u> it	with
→ <u>u</u> nd	and
→ <u>w</u> elche, <u>w</u> elcher, <u>w</u> elches ... ?	which ... ?
→ <u>w</u> ie ... ?	how
<u>w</u> ie <u>s</u> chre <u>i</u> bt man das?	how do you spell that?
Kleidung	Clothes
→ <u>s</u> tellen	to put, place; to pose
<u>s</u> tellen Sie <u>F</u> ragen	ask questions
→ <u>t</u> ragen	to wear
<u>e</u> r/ <u>s</u> ie <u>t</u> rä <u>g</u> t ...	he/she is wearing ...
<u>i</u> ch <u>t</u> ra <u>g</u> e ...	I wear / am wearing ...
<u>t</u> rä <u>g</u> st du ...?	do you wear ... ? / are you wearing ... ?
→die <u>F</u> rage	question
die <u>H</u> ose	pants
die <u>J</u> acke	jacket
der <u>A</u> nzug	suit
→der <u>H</u> err	Mr.; gentleman
der <u>H</u> ut	hat
der <u>M</u> antel	coat, overcoat
der <u>R</u> ock	skirt
der <u>S</u> chuh, (pl.) <u>S</u> chu <u>h</u> e	shoe, shoes
der <u>S</u> tiefel, (pl.) <u>S</u> tiefel	boot, boots
das <u>H</u> em <u>d</u>	shirt
das <u>K</u> lei <u>d</u>	dress
→ <u>j</u> a	yes
→ <u>n</u> ein	no
→ <u>o</u> der	or
→ <u>w</u> er ... ?	who ... ?
Farben	Colors
→ <u>h</u> aben	to have
<u>e</u> r/ <u>s</u> ie <u>h</u> at ...	he/she has ...
<u>h</u> aben Sie ...?	do you have ... ? (formal)
<u>h</u> at du ...?	do you have ... ? (informal)

*Note: The dots and underlines beneath certain letters in words in the Wortschatz lists are meant to help you learn which vowels are stressed. A dot below a single vowel indicates a short stressed vowel. An underline below a single vowel, double vowel, or diphthong (combination of two different vowels) indicates a long stressed vowel. These markings are not used in written German but are provided here only as an aid to pronunciation. Highly frequent German words are indicated with arrows. These are especially important ones for you to learn.

→ <u>sein</u>	to be
bist du ...?	are you . . . ? (<i>informal</i>)
er/sie ist ...	he/she is . . .
sie sind ...	they are . . .
sind Sie ...?	are you . . . ? (<i>formal</i>)
unterschreiben	to sign
die Farbe	color
→ die Professorin	female professor
die Studentin	female student
→ der Professor	male professor
der Student	male student
→ <u>alt</u>	old
→ <u>blau</u>	blue
braun	brown
gelb	yellow
grau	gray
→ <u>grün</u>	green
hübsch	pretty
→ <u>neu</u>	new
→ <u>rot</u>	red
schmutzig	dirty
→ <u>schwarz</u>	black
→ <u>weiß</u>	white
→ <u>dein, deine</u>	your (<i>informal</i>)
→ <u>hier</u>	here
→ <u>mein, meine</u>	my
→ <u>nicht</u>	not
→ <u>zu Hause</u>	at home

Begrüßen und Verabschieden

→ <u>kennen</u>	to know
die Hand schütteln	to shake hands
→ die Freundin	female friend
→ die Stadt	city, town
→ der Abend	evening
guten Abend	good evening
→ der Doktor	doctor, Dr.
→ der Freund	male friend
der Fußball	soccer ball
→ der Mensch	human being, person
→ der Morgen	morning
guten Morgen	good morning
→ der Tag	day
guten Tag	good afternoon, hello (<i>formal</i>)

kaputt	broken
verrückt	crazy, crazily
auf Wiedersehen	good-bye
bis bald	so long; see you soon
→ <u>danke</u>	thank you, thanks
→ <u>dann</u>	then
grüß Gott	good afternoon; hello (<i>formal; southern Germany, Austria</i>)
hallo	hello
tschüss	bye (<i>informal</i>)
→ <u>viel</u>	much, a lot

Zahlen

Numbers

→ <u>verbinden</u>	to connect
→ <u>zählen</u>	to count
→ <u>zeigen</u>	to show
der Wortschatz	vocabulary
→ das <u>Auto</u>	car
→ <u>so</u>	so, like this
→ <u>viele</u>	many
0 <u>null</u>	20 zwanzig
1 <u>eins</u>	21 einundzwanzig
2 <u>zwei</u>	22 zweiundzwanzig
3 <u>drei</u>	23 dreiundzwanzig
4 <u>vier</u>	24 vierundzwanzig
5 <u>fünf</u>	25 fünfundzwanzig
6 <u>sechs</u>	26 sechsendzwanzig
7 <u>sieben</u>	27 siebenundzwanzig
8 <u>acht</u>	28 achtundzwanzig
9 <u>neun</u>	29 neunundzwanzig
10 <u>zehn</u>	30 dreißig
11 <u>elf</u>	40 vierzig
12 <u>zwölf</u>	50 fünfzig
13 <u>dreizehn</u>	60 sechzig
14 <u>vierzehn</u>	70 siebzig
15 <u>fünfzehn</u>	80 achtzig
16 <u>sechzehn</u>	90 neunzig
17 <u>siebzehn</u>	100 hundert
18 <u>achtzehn</u>	
19 <u>neunzehn</u>	