

Kontakte...

A COMMUNICATIVE APPROACH



Terrell

Tschirner

Nikolai

4TH EDITION

Kontakte

4TH EDITION

A COMMUNICATIVE APPROACH

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The fourth edition of Kontakte is dedicated to Gregory Trauth (1958-1999). As the editor for the past two editions, Gregory was an invaluable partner and beloved member of the Kontakte team. His guidance and editorial impact can be felt on every page. Gregory's generous heart touched us in many ways, and we miss him. He was not only a colleague, but also a dear friend. We hope that he is proud of this new edition of Kontakte.



T O THE INSTRUCTOR

Keeping Pace with the Profession: From Proficiency to the National Standards

Built on the foundation of three highly successful editions, the Fourth Edition of *Kontakte* offers a truly communicative approach that supports functional proficiency in all language skills. We believe that competent speakers must have an appropriate background knowledge of the communicative and cultural contexts in which language occurs. *Kontakte* places cultural competence, as an integral part of language learning, on par with communicative competence by providing natural contexts within which students can acquire and practice language.

Moreover, *Kontakte* supports the National Standards, as outlined in *Standards for Foreign Language Learning: Preparing for the 21st Century* (1996; National Standards in Foreign Language Education Project, a collaboration of the ACTFL, AATG, AATF, and AATSP). The five “Cs” of Communication, Cultures, Connections, Comparisons, and Communities describe what students should know and be able to do as a result of their language study. *Kontakte* provides a solid foundation for their implementation.

Communication: *Kontakte* emphasizes communication in meaningful contexts in the target language. Throughout, students listen to and read comprehensible German and have ample opportunities to use German in autograph, interview, information gap, role-play, writing, and other personalized activities.

Cultures: The **Dialoge**, the **Kultur ... Landeskunde ... Informationen** boxes, the **Kulturecke**, the **Videoecke**, and the **Lesecke** present various perspectives on the cultures of German-speaking people. Students listen to, read, and respond to texts and—in the video—to interviews with native speakers.

Connections: Chapter themes and activities encourage students to link their study of German with their personal lives and other subjects they are studying.

Comparisons: The **Sprechsituationen**, the **Kultur ... Landeskunde ... Informationen** boxes, the **Kulturprojekt**, and the **Videoecke** lead students to make comparisons between their world and that of German-speaking people.

Communities: Through the **Kulturprojekt** and **Kontakte Online** features, students have direct contact with the German-speaking world at home and abroad.

Changes That Make a Difference

Throughout the review process, we received valuable input from instructors and students alike. As a result, we have undertaken a number of changes in the Fourth Edition, without altering the basic concept and approach of *Kontakte*.

- To improve the flow of materials, we resequenced the chapter dealing with food and shopping; it is now **Kapitel 8**.
- Adjective endings, the contrast of destination vs. location, and the subjunctive forms of modal verbs are now found in **Kapitel 8**. The simple past tense is now found in **Kapitel 9**.
- **Kapitel 12** now includes a new section on German art and literature.
- The drawings in all vocabulary displays are now colorized to enhance their clarity and appeal.
- The **Kulturprojekt** section is now tied into the new **Kontakte Online Learning Center** through a new feature called **Kontakte Online**.
- The **Porträt** section is now improved through the addition of a reading comprehension activity.
- The **Videoecke** section is tied to the newly revised **Blickkontakte** video, filmed on location in Leipzig, and contains a series of interviews with native speakers of German.
- We improved the **Wortschatz** by providing pronunciation aids in the form of diacritics for long and short vowels in stressed syllables.
- We retained the most popular reading texts from the third edition and reduced the number of readings to one per chapter in most cases.
- We added a new feature to readings—**Mini-wörterbuch**—to replace the older glossing system.
- We added a new type of marginal note called **Wissen Sie noch?** to the grammar explanations. This feature offers students a brief overview of a previously learned grammar point and tells them where they can review it.

A

GUIDED TOUR OF KONTAKTE,
FOURTH EDITION

Each chapter, with the exception of the two introductory chapters, has the following structure:

- Sprechsituationen
- Wortschatz
- Kulturecke
- Videoecke
- Lesecke
- Strukturen und Übungen

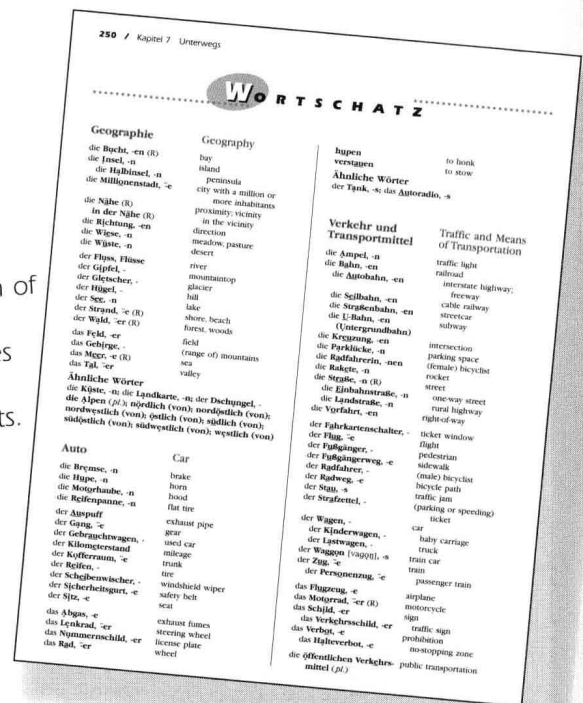
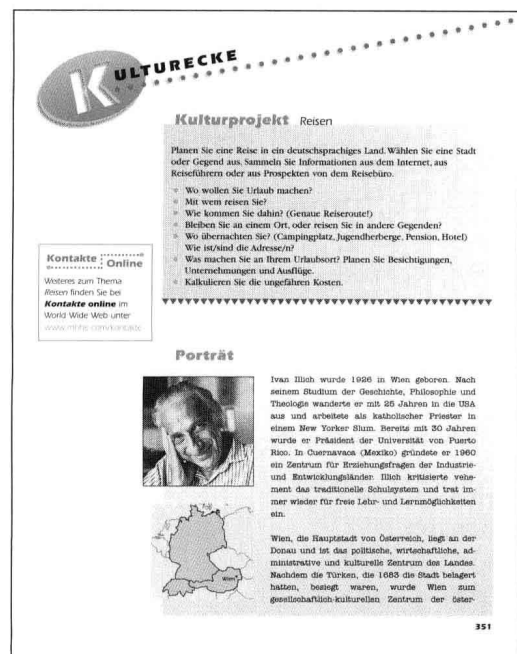
Our guided tour presents an overview of the chapter structure and features of *Kontakte*.



SPRECHSITUATIONEN

Colored drawings introduce vocabulary.
Activities for communication support the acquisition of
vocabulary and structures.

Grammar references
tie activities to specific grammar points.



WORTSCHATZ

Lists contain all the newly introduced vocabulary in the chapter.
Diacritical marks help students learn proper pronunciation.

KULTURECKE

This section presents little "c" culture in the **Kulturprojekt** and big "C" culture in the **Porträt** section.

LESEECKE

LESEHILFE

The following selection is taken from a travel guide published by the German automobile association (ADAC). Husum, a small town of 25,000, is best known for being the birthplace of Theodor Storm, a well-known German poet and novelist.

LEKTÜRE I

Vor dem Lesen


- Was für Informationen erwartet man in einem Reiseführer? Kreuzen Sie an.

<input type="checkbox"/> Museen	<input type="checkbox"/> Unterkunft
<input type="checkbox"/> Restaurants und Kneipen	<input type="checkbox"/> Stadtplan
<input type="checkbox"/> Wetter und Klima	<input type="checkbox"/> Kultur und Feste
<input type="checkbox"/> Attraktionen	<input type="checkbox"/> Zugfahrplan
<input type="checkbox"/> Rezepte	<input type="checkbox"/> Nachrichten
<input type="checkbox"/> berühmte Personen	<input type="checkbox"/> Wörterbuch
- Überfliegen Sie den Text „Husum“ und bestimmen Sie, in welcher Reihenfolge die folgenden Informationen gegeben werden.

— Anziehungspunkte in Husum
— Informationen zu Theodor Storm, der in Husum geboren wurde
— Kirchen und Museen
— Vorschläge für einen Stadtrundgang

Miniwörterbuch

der Ankerlichter	distorted judge
sich befinden	attraction
der Bestandteil	to be located
das Freilichtmuseum	part
gewidmet	open-air museum
der Rundgang	dedicated
die Sache	duchy
schaffen, schuf	(walking) tour
schildern	cause
vertreten, vertrat	to create
	to portray
	to plead for



HUSUM

Husum ist die Stadt Theodor Storms. Als „Grüne Stadt am Meer“ hat er sie liebvolll in seinen ihr gewidmeten Gedicht angeredet. Storm wurde 1817 in Husum geboren und schuf hier einen Teil seiner Dichtung und Romane. Husum gehörte damals zu den Herzogtümern Schleswig und Holstein und war


LESEECKE

One or two readings, along with pre- and post-reading exercises, support reading skills.


VIDEOECKE

Activities support listening/viewing comprehension skills for the newly produced interview footage found on the extensively revised **Blickkontakte** video.

V VIDEOECKE



Nicole ist am 17. April 1977 in Leipzig geboren. Sie spricht Deutsch, Englisch und Russisch. Ihre Hobbys sind Tennis spielen und Musik hören.



Erwin ist am 24. Oktober 1956 in Regensburg geboren. Er spricht Deutsch, Englisch und Spanisch. Seine Hobbys sind Wandern und Gitarre spielen.

Aufgabe 1

Wer sagt das, Nicole (N), Erwin (E) oder beide (B)?

- Ich fahre eigentlich überall gern hin.
- Ich fahre gern nach Amerika.
- Ich fahre gern zu meinen Großeltern nach Odessa.

Aufgabe 2

Was machen Nicole und Erwin im Urlaub? Sind diese Aussagen richtig oder falsch? Korrigieren Sie die falschen Aussagen.

1. Nicole liegt selten die ganze Zeit am Strand.	RICHTIG	FALSCH
2. Nicole fährt gern Fahrrad oder spielt Tennis.	<input type="checkbox"/>	<input type="checkbox"/>
3. Sie geht auch viel wandern.	<input type="checkbox"/>	<input type="checkbox"/>
4. Erwin hat noch kleine Kinder.	<input type="checkbox"/>	<input type="checkbox"/>

Aufgabe 3

Amerika oder Jerusalem? Ordnen Sie die folgenden Beschreibungen Amerika oder Jerusalem zu.

	AMERIKA	JERUSALEM
1. Erstens lieb ich das Land sowieso.	<input type="checkbox"/>	<input type="checkbox"/>
2. Die Leute sind sehr aufgeschlossen.	<input type="checkbox"/>	<input type="checkbox"/>
3. Es ist so eine alte Stadt.	<input type="checkbox"/>	<input type="checkbox"/>
4. Es ist viel zu schön.	<input type="checkbox"/>	<input type="checkbox"/>
5. diese Häuser, diese weißen Wände	<input type="checkbox"/>	<input type="checkbox"/>
6. diese vielen unterschiedlichen Kulturen	<input type="checkbox"/>	<input type="checkbox"/>

S STRUKTUREN UND ÜBUNGEN

9.1 The conjunction *als* with dependent-clause word order

The conjunction *als* (when) is commonly used to express that two events or circumstances happened at the same time. The *als*-clause establishes a point of reference in the past for an action or event described in the main clause.

Als ich zwölf Jahre alt war, bin ich zum ersten Mal allein verreist.
When I was twelve years old, I traveled alone for the first time.

Wissen Sie noch?
 An *als*-clause is a type of dependent clause. As in other dependent clauses, the conjugated verb appears at the end of the clause.
 Review grammar 3.4 and 7.1.

Übung 1 Meilensteine
 Schreiben Sie 10–15 Sätze über Ihr Leben. Beginnen Sie jeden Satz mit *als*.
 Als ich eins war, habe ich laufen gelernt.
 Als ich zwei war, habe ich sprechen gelernt.
 Als ich fünf war, bin ich in die Schule gekommen.

9.2 The simple past tense of *haben*, *sein*, *werden*, the modal verbs, and *wissen*

The simple past tense is preferred over the perfect tense with some frequently used verbs, even in conversational German. These verbs include *haben*, *sein*, *werden*, the modal verbs, and the verb *wissen*. The conjugations appear below; notice that the *ich* and the *er/sie/es* forms are the same.

Übung 2
 Frau Greiter war sehr begabt.
 In der Schule wusste sie immer alles.
 Sie hatte viele Freundinnen und Freunde.

*Mrs. Greiter was very talented.
 In school she always knew everything.
 She had many friends.*


STRUKTUREN UND ÜBUNGEN

Clear, concise grammar explanations and form-focused exercises provide a solid foundation for acquiring grammatical structures.


SPRECHSITUATIONEN

KINDHEIT


► Grammatik 9.1




Jens hat seinem Opa den Ravioli gemacht.




Uli hat im Garten Äpfel gepflückt.




Richard hat mit seiner Mutter Kuchen gebacken.



Bernd hat Staub gesaugt und sauber gemacht.



Willi hat seiner Oma die Blumen gepflanzt.



Jochen hat seinen Vetter Bruder Geschichten vorgespielt.

Situation 1 Die Kindheit berühmter Personen
Was haben diese berühmten Leute in ihrer Kindheit gemacht? Ordnen Sie die Sätze den folgenden Personen zu:

Joschka Fischer, deutscher Politiker
Bill Gates, US-amerikanischer Unternehmer
Diana, britische Prinzessin
Martina Hingis, Schweizer Tennisspieler

1. Er hat bereits als Kind viel Geld verdient.
2. Er hat gern politische Reden gehört.
3. Er hat oft seine Hausaufgaben vergessen.

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SITUATIONEN

Communicative activities form the core of **Kontakte**. Most activities are done with partners, small groups, or the whole class.

KULTUR ...
LANDESKUNDE ...
INFORMATIONEN

These mini-texts offer cultural insights into the German-speaking world. They are accompanied by activities that aid students in comparing and contrasting their own culture with that of the German-speaking countries.


KULTURECKE

Kulturprojekt Deutsche Einwanderer¹

Hints for working with the Kulturprojekt
Use an historical atlas such as *The Times Atlas of World History*. Immigration data is also usually included in standard reference works such as the *Information Please Almanac*. (Look up "immigration" in the index).

A. Suchen Sie in der Bibliothek oder in einem Nachschlagewerk² nach den folgenden Informationen. Ergänzen Sie die Tabelle.

- In welchen Jahrzehnten sind besonders viele Menschen in Ihr Land eingewandert?
- Wie viele von ihnen waren Deutsche?
- Wie viel Prozent aller Einwanderer in Ihr Land waren Deutsche?



Deutsche Einwanderer im 19. Jahrhundert

Jahrhundert	Gesamteinwanderung	Deutsche Einwanderung	Prozent der Deutschen an der Gesamteinwanderung

B. Suchen Sie folgende Informationen in einem Geschichtsbuch oder -atlas:

- Wie war die politische und gesellschaftliche Situation in Deutschland oder Europa, als besonders viele Deutsche ausgewandert sind?
- Schreiben Sie die zehn wichtigsten Ereignisse³ in Deutschland oder Europa seit 1850 mit Jahreszahlen auf.

¹Immigrants ²reference work ³total number of immigrants ⁴social ⁵events

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Sprechsituationen / 55

Situation 8 Interview

1. Welche Fächer hast du in diesem Semester? Welche Fächer magst du?
2. Wann beginnst du in der ersten (1.) Kurs? Welcher Kurs ist das? Wann gehst du am Montag nach Hause?
3. Wann beginnst du am Dienstag dein erster Kurs? Welcher Kurs ist das? Wann gehst du am Dienstag nach Hause?
4. Arbeitest du? An welchen Tagen arbeitest du? Wann beginnst du deine Arbeit?
5. Wann gehst du in der Woche ins Bett? Und am Wochenende?

Kultur ... Landeskunde ... Informationen

Schule und Universität in Ihrem Land und in Deutschland


- Wann beginnt in Ihrem Land morgens die Schule?
- Wann gehen die Schüler nach Hause?
- Wann und wo machen sie Hausaufgaben?
- Wann haben sie Freizeit?
- Welche Schulfächer haben Schüler?
- Welches sind Pflichtfächer?
- An welchen Tagen gehen sie in die Schule?

Schauen Sie auf Juttas Stundenplan (Situation 7).

- Wann beginnt für Jutta die Schule?
- Wann geht sie nach Hause?
- Welche Fächer hat Jutta?
- Wie viele Fremdsprachen hat sie?
- An welchen Tagen geht sie in die Schule?

Was meinen Sie?

- Wann und wo macht Jutta Hausaufgaben?
- Wann hat sie Freizeit?





Große Pause in einem Gymnasium in Berlin

KULTURPROJEKT

Students explore facets of contemporary culture via newspapers, magazines, the library, and the Internet.

Kulturecke / 65

Porträt

Wilhelm von Humboldt (1767–1835), Gelehrter und Politiker, war unter anderem Philosoph, Sprachwissenschaftler und Bildungsförderer. Er war mit berühmten Deutschen wie Goethe und Schiller befreundet und konzipierte die Berliner Humboldt-Universität. Sein Bruder Alexander war Naturforscher und Geograph.

Tegel ist ein Stadtteil von Berlin. Dort steht das Humboldt-Schloss. Der berühmte klassizistische Baumeister Karl Friedrich Schinkel hat es für Wilhelm und Alexander entworfen. Im Park des Schlosses sind auch die Brüder von Humboldt begraben.

Welche Aussagen sind richtig und welche sind falsch? Verbessern Sie die falschen Aussagen!

1. Wilhelm von Humboldt war Sprachwissenschaftler und Philosoph.
 2. Er studierte an der Humboldt-Universität in Berlin.
 3. Alexander von Humboldt war Mathematiker und Philosoph.
 4. Tegel ist ein Stadtteil von Leipzig.
 5. Wilhelm und Alexander sind im Humboldt-Schloss in Tegel geboren.

Miniwörterbuch

der Baumeister
 befreundet sein
 der Bildungsförderer
 der Gelehrte
 das Grab
 konzipieren
 der Naturforscher
 das Schloss
 der Sprachwissenschaftler

Architekt
 to be friends with
 educational reformer
 scholar
 tomb
 to conceive
 naturalist
 palace, castle
 linguist

Schloss Tegel in Berlin

PORTRÄT

This feature presents important historical figures from the German-speaking countries, along with profiles of the cities from which the figures come.

LESEHILFE

This sidebar box offers background information on readings and tips to students for improving their reading skills.

L ESECKE

LESEHILFE

Note the structure of the poem you are about to hear and read. Every line begins with the same two words. What does the structure lend to the feeling of the poem?

Vor dem Lesen

Lyrik: A short text like a poem usually requires intensive reading. Every single word is carefully chosen by the author to convey the meaning or feelings he or she wants to express. Look at the poem and listen as your instructor reads it.

• Was fühlen Sie, wenn Sie das Gedicht hören?

MAL EBEN

von Ralf Kaiser

mal eben aufstehen
 mal eben essen
 mal eben schule
 mal eben pause
 mal eben schule
 mal eben essen
 mal eben hausaufgaben
 mal eben fernsehen
 mal eben pisse
 mal eben schlafen
 mal eben leben

Miniwörterbuch

die Pause
 bar

Arbeit mit dem Text

1. Mal eben bedeutet „schnell mal.“ Dann kommt in jeder Zeile ein anderes Wort. Was stellen die Wörter von „aufstehen“ bis „schlafen“ dar?
 2. Wie finden Sie den „Tagesablauf“ in dem Gedicht?
 3. Die letzte Zeile steht allein. Was drückt sie aus? Schreiben Sie den Satz zu Ende.
 Das Leben ist —
 4. Schreiben Sie ein Gedicht, z. B. Ihren Tagesablauf, das Leben eines Freundes oder Verwandten. Benutzen Sie „mal eben“ oder einen anderen Ausdruck.
 z. B. „hoffentlich“, „nicht nur“, „einfach“, „wie wieder“.

*aus „Lied“ von Ralf Kaiser

KULTURECKE

Kulturprojekt Tagesablauf

Fragen Sie Deutsche, Österreicher, Schweizer oder Ihren Lehrer / Ihre Lehrerin nach den folgenden Informationen.

- Wann beginnen die meisten Menschen in Deutschland, Österreich oder in der Schweiz mit ihrer Arbeit? Wie lange machen sie Mittagspause?
- Wann beginnt die Schule? Wann hört sie auf?
- Wann machen die Geschäfte auf? Wann machen sie zu? Wie ist es am Wochenende?
- Wann frühstücken viele Menschen? Wann essen sie zu Mittag? zu Abend? Wochenende?
- Was machen Studenten während der Woche am Abend? am Wochenende?
- Was machen 30- oder 40-Jährige während der Woche am Abend? am Wochenende?

Hints for working with the Kulturprojekt

Ask your German instructor if he/she knows of a German club on campus or in town. The office for international students might also know if there are German, Austrian, or Swiss students who meet regularly and who would like to get to know American students. There are also many teaching assistants, instructors, or professors from a German-speaking country who would not mind being interviewed about their home country.



Nach dem Abendessen, Arbeit und Vergnügen zu Hause.

KONTAKTE ONLINE

This Internet feature invites students to go to the **Kontakte** Online Learning Center at www.mhhe.com/kontakte and explore websites thematically related to the **Kulturecke** and chapter theme as well as to complete a variety of online activities.

Strukturen und Übungen / 165

All dates are masculine:
der zweite Mai
am zweiten Mai

Ordinal numbers usually end in *-e* or *-en*. Use the construction *der + e* to answer the question *Welches Datum ... ?*
Welches Datum ist heute?
Heute ist der achtzehnte Oktober.
Was ist today's date?
Today is October eighteenth.

Use *am + en* to answer the question *Wann ... ?*
Wann sind Sie geboren?
Am achtzehnten Juni 1973.
When were you born?
On the eighteenth of June 1973.

Ordinal numbers in German can be written as words or figures.
am zweiten Februar
am 2. Februar
on the second of February
on the 2nd of February

Übung 6 Wichtige Daten
 Beantworten Sie die Fragen.

1. Welches Datum ist heute?
2. Welches Datum ist morgen?
3. Wann feiert man Weihnachten?
4. Wann feiert man den Nationalfeiertag in Ihrem Land?
5. Wann feiert man das neue Jahr?
6. Wann feiert man Valentinstag?
7. Wann ist dieses Jahr Muttertag?
8. Wann ist nächstes Jahr Ostern?
9. Wann beginnt der Frühling?
10. Wann beginnt der Sommer?

Prepositions of time: *um, am, im*
 Use the question word *wann* to ask for a specific time. The preposition in the answer will vary depending on whether it refers to clock time, days and parts of days, months, or seasons.

um CLOCK TIME
 — Wann beginnt der Unterricht?
 — Um neun Uhr.
When does the class start?
At nine o'clock.

am DAYS AND PARTS OF DAYS
 — Wann ist das Konzert?
 — Am Montag.
 — Wann arbeitet du?
 — Am Abend.
When is the concert?
On Monday.
When do you work?
In the evening.

im SEASONS AND MONTHS
 — Wann ist das Wetter schön?
 — Im Sommer und besonders im August.
When is the weather nice?
In the summer and especially in August.

*Note the exceptions in *der Nacht* (at night) and *um Mitternacht* (at midnight).

ÜBUNGEN

Following each of the grammar descriptions, these form-focused exercises practice the key grammatical concepts of the chapter.

WISSEN SIE NOCH?

A mini-review and cross reference for students to key grammar points that have already been covered.

STRUKTUREN UND ÜBUNGEN

5.1 Dative case: articles and possessive adjectives

The dative case indicates the person to or for whom something is done.
 A noun or pronoun in the dative case is used to designate the person to or for whom something is done.

Wissen Sie noch?
 The nominative case designates the subject of a sentence. The accusative case designates the object of the action of the verb.
 Review grammar 2.1.

Ernst schenkt seiner Mutter ein Buch.
Ernst gives his mother a book.

Sofie gibt ihrem Freund einen Kuss.
Sofie gives her boyfriend a kiss.

Note that the dative case frequently appears in sentences with three nouns: a person who does something, a person who receives something, and the object sentence. In the nominative case, the recipient or beneficiary of the action is in the dative case, and the object is in the accusative case.

Doer		Recipient	Object
Nominative Case	Verb	Dative Case	Accusative Case
Maria	kauft	ihrem Freund	ein Hemd.

Maria is buying her boyfriend a shirt.

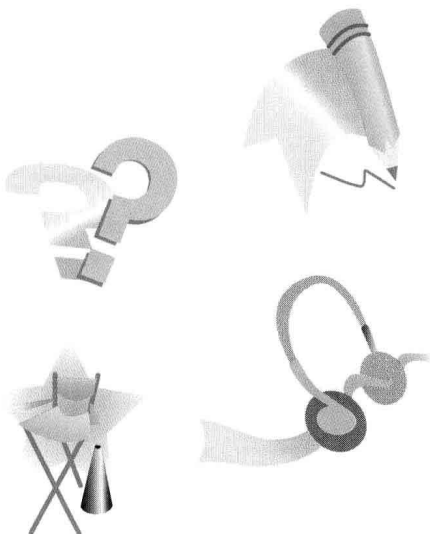
In German, the signal for the dative case is the ending *-m* in the masculine and neuter, *-e* in the feminine, and *-n* in the plural. Here are the dative forms of the definite, indefinite, and negative articles, and of the possessive adjectives.

	Masculine & Neuter	Feminine	Plural
Definite Article	dem	der	den
Indefinite Article	einem	einer	—
Negative Article	keinem	keiner	—
Possessive Adjective	meinem deinem seinem ihrem unsrem eurem	meiner deiner seiner ihrer unsrer eurer	meinen deinen seinen ihren unsren euren

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ICONS

Four different icons indicate information gap, writing, role-playing, and listening activities.



E

XCITING NEW TECHNOLOGIES FOR KONTAKTE, FOURTH EDITION

The Fourth Edition of *Kontakte* is accompanied by an array of technology to support your instruction and your students' language learning needs.

Blickkontakte Video

The Fourth Edition video builds upon the widely praised *Blickkontakte* program from the prior edition. This program has been expanded to include new, authentic interviews with native speakers, filmed on location in Leipzig, that expand on the chapter themes. Viewing/listening comprehension is supported by the new **Videoecke** feature that consists of photographs, interview questions, and viewing activities.



Fourteen selections from authentic German television broadcasts were carefully selected from the previous video *Blickkontakte* program based on their accessibility, their cultural richness, and their interest to present-day students. Overhead transparency masters and suggestions on how to work with the authentic broadcast footage in class can be found in the *Instructor's Manual*. A second set of activities for individual work is included in the student CD-ROM.

Student CD-ROM

Revised for the fourth edition, this CD-ROM now contains video, listening and speaking, and guided writing activities in addition to the Dasher™ vocabulary and grammar activities.

Instructor's Resource CD-ROM



This brand new CD-ROM contains the *Instructor's Manual*, electronic colored overhead transparency masters, the *Test Bank* (allowing you to create your own customized tests), and the *Audioscript* for the *Audio Program* that accompanies the *Arbeitsbuch*.

Online Learning Center and Website

This new and highly interactive website at www.mhhe.com/kontakte includes resources for instructors and an Online Learning Center for Students. Instructors will find useful information about the *Kontakte* program; information about the German spelling reform, the National Standards, and the ACTFL Proficiency Guidelines; as well as numerous links to professional resources. Students will find online **Situation** activities, the *Kontakte online* feature (tied to the **Kulturprojekt**), web-based cultural activities, links to German search engines, and more!

Welcome to the
Kontakte 4/e Website!
Terrell, Tschirmer & Nikolai

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About the Authors

- Terry D. Terrell
- Erwin Tschirmer
- Ridette Nikolai

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THE KONTAKTE PROGRAM: EXCEPTIONAL INSTRUCTIONAL MATERIALS

The instructional package of *Kontakte*, Fourth Edition, includes the following materials, designed to complement your instruction and to enhance your students' learning experience. Please contact your local McGraw-Hill sales representative for information on availability and costs of these materials.

Available to adopters *and* to students:

- *Student Edition*. Full-color textbook with activities, grammar explanations and exercises, and helpful appendices.
 - *Listening Comprehension Program*. A 1-hour program, on audio CD or audiocassette, containing the dialogues, selected texts from the **KLI** boxes, and poems from the **Lesecke** section, is available free with the Student Edition.
 - *Arbeitsbuch*. A complete manual for further practice and acquisition of the four skills and cultural competence.
 - *Audio Program*. A 7-hour program, on audio CD or audiocassettes, containing pronunciation practice and listening comprehension texts, including the dialogues and narration series from the main text.
 - Extensively revised! *Student CD-ROM*. A CD-ROM, containing the vocabulary displays with pronunciation of vocabulary items, **Sprechsituationen** activities (including the narration series), as well as the exercises from the **Strukturen und Übungen** section. New additions include video, writing, listening and speaking components!
 - New! *Kontakte* Online Learning Center. A web-based learning center with online activities and study resources for students.
 - *A Practical Guide to Language Learning: A Fifteen-Week Program of Strategies for Success*, by H. Douglas Brown (San Francisco State University). A brief introduction to language learning written for beginning students.
- Available to adopters only:
- *Instructor's Edition*. The main text containing marginal notes with suggestions for using and expanding on the materials in the text, additional cultural information, teaching hints, and listening comprehension texts.
 - Extensively revised! *Blickkontakte* video to accompany *Kontakte*. A 1-hour video containing 14 interview segments with native speakers (filmed in Leipzig) and 14 non-commercial video clips from ZDF broadcasts.
 - New! *Instructor's Resource CD-ROM*. A CD-ROM containing testing materials from the *Test Bank*, color and black and white electronic overhead transparencies, the *Instructor's Manual*, and the *Audioscript*.
 - *Instructor's Manual*. A handy manual that provides a guided walk through **Einführungen A/B** and **Kapitel 1** presents information on Natural Approach theory and practice and offers hints and practical guidance to instructors. Included in the *Instructor's Manual* are transparency masters of the drawings in the main text as well as video activities for the authentic television footage on the *Blickkontakte* video.
 - *Audioscript*. A transcript containing all the material recorded in the *Audio Program*.
 - *Test Bank with Testing Audio Program*. A collection of testing materials—many of them revised for the Fourth Edition—for assessing listening comprehension, vocabulary, grammar, reading, writing, culture, and oral proficiency.
 - *Picture File*. 50 full color, 9" × 12" photographs taken exclusively for *Kontakte*, Fourth Edition, in Germany, Austria, and Switzerland.
 - *From Input to Output*. A 1-hour instructional video containing demonstrations of the Natural Approach using *Kontakte* and filmed at the University of Iowa.
 - *Training/Orientation Manual*, by James F. Lee (University of Illinois, Urbana-Champaign). This handy manual offers practical advice for beginning language instructors and coordinators.



THE NATURAL APPROACH

Kontakte is based on Tracy D. Terrell's Natural Approach, which originally drew on aspects of Stephen D. Krashen's "Monitor Model" and its five hypotheses on instructed second-language acquisition. These five hypotheses are discussed in detail in the *Instructor's Manual* that accompanies *Kontakte*. The following are among the most important aspects of the Natural Approach as applied in this program:

1. **Comprehension precedes production.** Students' ability to use new vocabulary and grammar is directly related to the opportunities they have to listen to and read vocabulary and grammar in a natural context.
2. **Production needs to be acquired too.** While comprehension activities need to take up a large amount of classroom time in early chapters and considerable amounts in later chapters as well, students need to be given numerous opportunities to express their own meaning in communicative contexts. Ideally, comprehension activities are topped off by speaking and/or writing, and production activities are introduced by listening or reading.
3. **Speech emerges in stages.** *Kontakte* allows for three stages of language development:
 - Stage 1.** Comprehension: **Einführung A**
 - Stage 2.** Early speech: **Einführung B**
 - Stage 3.** Speech emergence: **Kapitel 1**
 The activities in **Einführung A** are designed to give students an opportunity to develop good comprehension skills without being required to speak German. The activities in **Einführung B** are designed to encourage the transition from comprehension to an ability to make natural responses with single words or short phrases. By the end of the **Einführung**, most students are making the

transition from short answers to longer phrases and short sentences, using the materials of the **Einführung**. With the new material in each chapter, students will pass through the same three stages.

4. **Speech emergence is characterized by grammatical errors.** It is to be expected that students will make many errors when they begin putting words together into sentences, because it is difficult to monitor spontaneous speech. These early errors do not become permanent, nor do they affect students' future language development. We recommend correcting errors by expanding and rephrasing students' responses into grammatically correct sentences.
5. **Group work encourages speech.** Most of the activities lend themselves to pair or small-group work, which allows for more opportunities to interact in German during a given class period and provides practice in a non-threatening atmosphere.
6. **Students acquire language best in a low-anxiety environment.** Students will be most successful when they are interacting in communicative activities that they enjoy. The goal is for them to express themselves as best they can and to develop a positive attitude toward their second-language experience. The Natural Approach instructor will create an accepting and enjoyable environment in which to acquire and learn German.
7. **The goal of the Natural Approach is proficiency in communication skills.** Proficiency is defined as the ability to convey information and/or feelings in a particular situation for a particular purpose. Grammatical accuracy is one part of communicative proficiency, but it is not a prerequisite.



ACKNOWLEDGMENTS

We would like to extend our heartfelt thanks to our consulting editor, Catherine (Katy) T. Fraser (Indiana University), who was deeply involved in the revision of the last two editions of *Kontakte*. Her insights and advice, based on her extensive experience with the program, were indispensable. Further thanks are owed to Ulla Hirschfeld (Universität Halle) for her excellent work on the pronunciation and orthography sections in the *Arbeitsbuch* and for the pronunciation and spelling appendix in the main text, and to Christina Kuhn (Universität Gh Kassel) for her dedicated work on the fourth edition, both main text and *Arbeitsbuch*, in which she updated and improved many of the activities as well as provided many of her own texts and activities.

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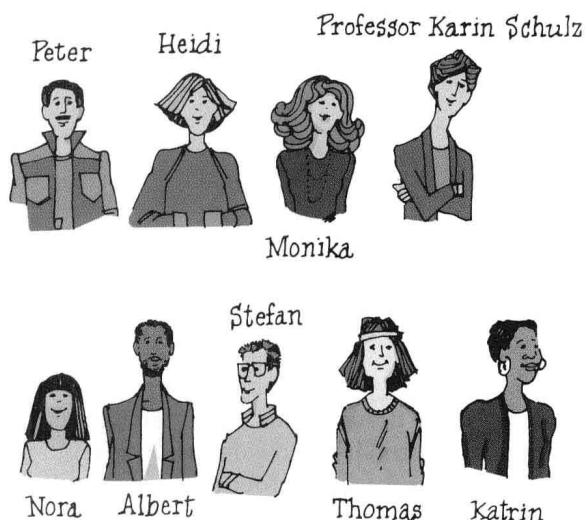
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T O THE STUDENT

THE CAST OF CHARACTERS

The people you will read and talk about in *Kontakte* reappear in activities and exercises throughout the text. Some are American students, and others are from Germany, Austria, and Switzerland.

First, there is a group of students learning German at the University of California at Berkeley. Although they all have different majors, they are all in Professor Karin Schulz's German class. You will meet eight students in the class: Steve (Stefan), Heidi, Al (Albert), Nora, Monique (Monika), Peter, Kathy (Katrin), and Thomas. Each uses the German version of his or her name.



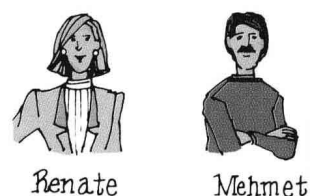
Little by little, you will be introduced to people who live in various parts of the German-speaking world. For example, in Göttingen, Germany, you will meet Silvia Mertens and her boyfriend, Jürgen Baumann. You will also get to know the Schmitz family. Rolf Schmitz, who is studying psychology at the University of California in Berkeley and who knows many of the students in Professor Schulz's German class, lives with his parents in Göttingen over the university holidays. He was born in Krefeld, a town near Düsseldorf, where his grandmother, Helene Schmitz, still lives. Rolf has twin sisters, Helga and Sigrid.



In Germany, you will also accompany an American student, Claire Martin, on her travels. Her best friends are Melanie Staiger and Josef Bergmann from Regensburg.

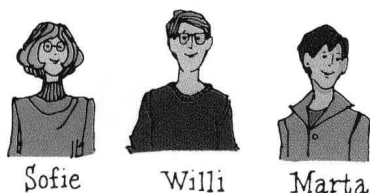


In Berlin, you will meet Renate Röder, who is single and who works for a computer company. Renate travels a lot and speaks several languages in addition to German. You will also meet Mehmet Segün. Mehmet, who came with his family to Berlin from Turkey when he was 10, works as a truck driver.

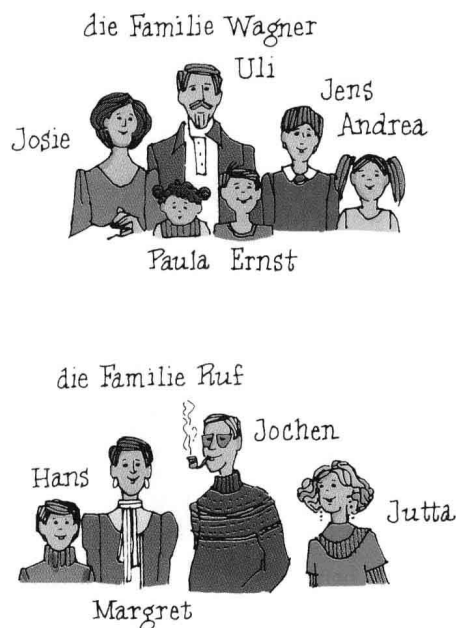


In Dresden, you will meet Sofie Pracht, a student at the Technische Universität. Sofie is studying biology

and wants to become a biologist. Her best friend is Willi Schuster, who is also a student at the TU Dresden. Marta Szerwinski, a friend of Sofie's and Willi's, comes from Poland, but is currently working in Dresden.

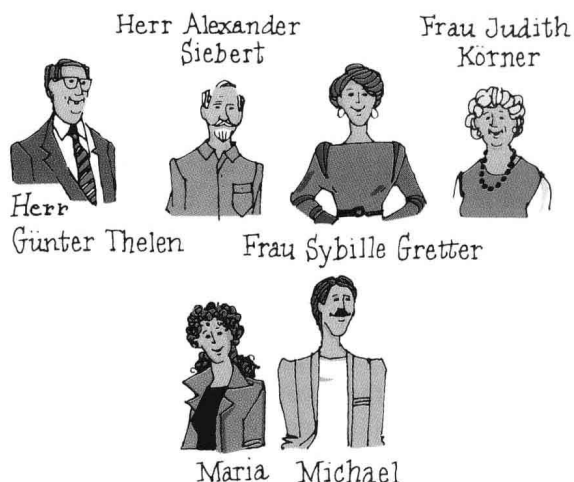


In the Munich neighborhood of Schwabing, you will meet two families: the Wagners and the Rufs. In the Wagner family, you will meet Josie and Uli, their son Ernst, and their daughters, Andrea and Paula. Jens Krüger, their cousin, comes to visit quite often, so you will meet him as well. The Wagners' neighbors are the Ruf family: Jochen Ruf, a writer who works at home and takes care of the children and household, and Margret, a businesswoman who is president of Firma Seide, which manufactures toys. They have two children: Jutta, who is a student at the Goethe Gymnasium (*high school*) with Jens Krüger, and Hans, her younger brother.



There are others in the neighborhood as well, such as Herr Günter Thelen and Herr Alexander Siebert,

Frau Sybille Gretter, Frau Judith Körner, Michael Pusch—who is very taken with himself—and his girlfriend, Maria Schneider.



In Austria, you will get to know Richard Augenthaler, who is 18 and has just graduated from high school.



In Switzerland, you will meet the Frisch family, Veronika and Bernd and their three children. Veronika and Bernd live and work in Zürich, but they like to travel, and we will follow them on different occasions.

