

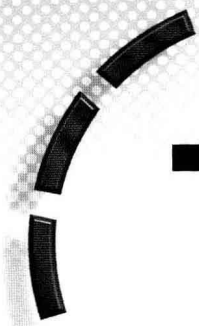


NEUE DEUTSCHE  
FULLY INCORPORATED  
RECHTSCHREIBUNG

# Treffpunkt Deutsch

G R U N D S T U F E

THIRD EDITION



THIRD EDITION

# Treffpunkt Deutsch



G R U N D S T U F E

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# PREFACE

**Willkommen** to the *Third Edition* of **Treffpunkt Deutsch!** It is hard to believe that ten years have passed since the first edition appeared. Those ten years have seen the reunification of Germany, the addition of three more countries to the European Union, the introduction of the euro, and the standardization of German orthography for the German-speaking countries. The *Third Edition* continues to reflect the historical, cultural, and linguistic changes in the German-speaking countries.

We are honored to have had such a loyal following of instructors and students over the past two editions. Their kudos and constructive criticism have been a source of great inspiration to us. Many of their practical suggestions were incorporated into the *Second Edition*, and further suggestions have been implemented in the *Third Edition*. We hope that new users of the text will become equally committed to the pedagogy presented in this text.

Student-centered, communicative learning is the foundation upon which **Treffpunkt Deutsch** is built. The text has been carefully designed to encourage students to interact spontaneously and meaningfully in German. Using this text will transform the classroom into a **Treffpunkt**, a *meeting place*, where students will get to know one another better through the target language. All language models, grammatical examples, and communicative activities use good colloquial German that is characteristic of and suited to the particular settings in which they appear.

Linguistic competence is developed through skill-chaining, i.e., through cyclical practice in listening, speaking, reading, and writing:

- Listening comprehension is an integral part of the text, not an activity done in the isolation of the language lab. This signals to students that developing aural skills in the target language is the first step for successful communication. We are proud to have been pioneers in introducing in-text listening comprehension materials. Supplemental listening comprehension material is of course provided in the *Hörverständnis* section of the *Arbeitsbuch*.
- Speaking skills are developed by having students progress from controlled dialogue situations to open-ended conversation about topics that personally involve them and their interests. Speaking skills are further honed by role plays and activities that are spin-offs of the in-text listening material.
- Reading practice is introduced from the outset of the text. The *Leute* sections in each chapter present readings about famous and ordinary people in the German-speaking countries. From Chapter 9 on, the *Leute* readings are augmented by authentic reading texts that challenge but do not overwhelm beginning students. All readings have pre- and post-reading activities.
- Writing skills are developed by providing guided writing activities. These are introduced as early as Chapter 1. Themes for writing activities are centered on students' personal interests and are usually spin-offs of the in-text listening material.



The development of cultural competence continues to be a major goal of **Treffpunkt Deutsch**. The culture of the German-speaking countries is not relegated to the *Kultur* sections, but pervades all aspects of the text, including the line drawings. Many users have commented on the German “feel” that the artist, who lives in Germany, has projected into his work.

Vocabulary building takes a high priority. The two vocabulary lists in each chapter are organized according to parts of speech and, within these sections, in semantic groupings. The lists are followed by exercises (*Wörter im Kontext*) that help students internalize the lexical items. Vocabulary learning is further enhanced by the vocabulary-building activities in the unique *Wort, Sinn und Klang* sections, that conclude with fun pronunciation activities.

Students will meet many characters of various ethnic backgrounds as they progress through **Treffpunkt Deutsch**. However, they will get to know two sets of characters better than others.



Martin Keller  
aus Mannheim



Claudia Berger  
aus Habsburg



Stephanie Braun  
aus Chicago



Peter Ackermann  
aus Berlin

First, there are four friends who are all studying in München. As the book progresses, Claudia and Martin, and Stephanie and Peter become *special* friends.

Second, there are the Zieglers from Göttingen: Klaus and Brigitte, their sixteen-year-old daughter Nina, and their fourteen-year-old son Robert. Sibling rivalry plays a role in this family portrait.



## Highlights of the *Third Edition*

The *Third Edition* incorporates the **Neue deutsche Rechtschreibung**. At the end of the *Preface* there is a short synopsis of changes as they affect this text. In addition, the designation **NdR!** in the marginal annotations will alert instructors to the changes in the orthography.

The basic organization of **Treffpunkt Deutsch** remains the same. However, input from users and reviewers and our own experiences in teaching with the program have resulted in the following changes:

- New to the *Third Edition* are the Information Gap activities, where student pairs give and get information on a variety of topics. These are frequently used as assimilation stage activities. On the advice of users, more attention has been paid to this stage.
- The in-text listening comprehension materials have been shortened and simplified considerably.
- Creative writing activities have been greatly enhanced. Students receive much more guidance than they did in the *Second Edition*.
- The *Leute* sections now include pre-reading activities that relate the topic to the students' own experiences. The readings are followed by interesting post-reading activities.
- There are even more communicative activities than in the *Second Edition*. To reflect this increase, the head *Funktionen und Formen* has been changed to *Kommunikation und Formen*. Students also receive more guidance in preparing for role plays.
- The *Third Edition* contains more activities that ask students to negotiate with realia, such as advertising copy, traffic signs, and statistical graphs.

- On the suggestion of users, the culture readings from *Erste Kontakte* through *Chapter 8* are in English (with key words in German). In the last four chapters, when students feel more confident in the language, these readings are in German.
- All chapters are now of uniform length and weight, so that the text can be implemented equally well in both semester and trimester situations. To achieve this, the grammar load has been lightened, the grammar sequence has been adjusted, and the review materials from *Chapter 12* of the *Second Edition* have been moved to the **Arbeitsbuch**. Certain grammar topics have been eliminated entirely or relegated to a *Sprachnotiz*: the passive voice with modals, the past-time subjunctive with modals, some infinitive constructions, the past perfect tense, the verb **lassen**. *Chapter 2* of the *Second Edition* has been split, so that the nominative case is presented separately (*Chapter 2*) from the accusative case (*Chapter 3*). The two-case prepositions are introduced earlier, the early introduction of dependent clauses now includes more conjunctions, and optional topics like the genitive prepositions and the genitive relative pronoun have been moved to *Chapter 12*.
- Wherever possible, grammar explanations have been presented in chart form for a graphic, more easily remembered display.
- The marginal annotations for the Annotated Instructor's Edition are even more comprehensive.
- The grammar charts in the *Anhang* have been improved visually. Also included in the *Anhang* is a summary of the position of **nicht**.
- On the suggestion of users, a short review of the grammar topics in each chapter has been added. This practical reference for students appears at the beginning of each chapter of the **Arbeitsbuch**. The English to German translation exercises have been moved from the *Anhang* of the text to the **Arbeitsbuch**.

## Chapter Organization

**Treffpunkt Deutsch** consists of an introduction entitled *Erste Kontakte* and twelve *Kapitel*. *Erste Kontakte* is the warm-up for the course. Its short exchanges give students the opportunity to practice greetings, introductions, and farewells. Students learn the alphabet, how to count, and are introduced to sounds and letters peculiar to German. The structure of the subsequent chapters is outlined below.

**Chapter Opening Page.** Together with a theme-related opening photo, chapter objectives are clearly displayed at the beginning of each opening spread, drawing students' attention to the communicative, structural, and cultural goals of each chapter.

### Vorschau

- **Language models.** The *Vorschau* introduces vocabulary and structures taught in the chapter in natural, idiomatic German through an array of language models such as dialogues, letters, brief narratives, realia pieces, and authentic literature. Follow-up activities, which expand on the texts and visuals, range from recognition and comprehension exercises to more open-ended, com-

municative activities that touch on the students' own lives. All *Vorschau* language models are recorded on the student audio cassettes that accompany the text. Full idiomatic translations of the language models for the first nine chapters are provided in the *Anhang*.

- **Kultur.** Included in the *Vorschau* is a major cultural reading which is related to the theme of the chapter. This reading is always followed by an activity that expands on the topic. Additional cultural information on a wide range of topics is provided in shorter readings entitled *Infobox*. These are placed throughout each chapter.
- **Wortschatz 1 and Wörter im Kontext.** The development of a rich active and passive lexicon is one of the central goals of **Treffpunkt Deutsch**. Each chapter offers two active vocabulary lists. *Wortschatz 1* concludes the *Vorschau* and contains useful, high-frequency words and expressions that have appeared in this section. To facilitate retention of these items, the list is followed by *Wörter im Kontext* activities that provide students with the opportunity to apply the words in a variety of contexts.

## Kommunikation und Formen

- **Structures and communicative activities.** The grammar sections focus on basic structures essential to communication. The grammar explanations are clear and concise, and they contrast English and German usage wherever possible. Grammatical proficiency is reinforced by spiralling in the presentation of the grammar topics, i.e., most topics are presented more than once, each time with an added degree of linguistic sophistication. Our innovative decision in the *Second Edition* to include the adjective endings with the introduction of each new case has met with overwhelming approval from instructors.

The exercises that directly follow each grammar presentation move from contextualized practice to open-ended, creative expression. Many of the exercises are in the form of mini-conversations best done by pairs of students. They are designed to foster active, involved production of meaningful language rather than rote pattern practice: students must understand what they are saying to complete these activities. Picture-cued exercises continue to enhance **Treffpunkt Deutsch**. The open-ended, interactive activities that follow the controlled practice give students the opportunity to use the structures in real-life, personal situations. The illustrations, photographs, and realia pieces that appear in every chapter add variety and authenticity to the exercises and activities.

- **Zwischenspiel and Zusammenschau.** The *Zwischenspiel* and *Zusammenschau* sections provide focused skill development and synthesize in a non-grammatical fashion the vocabulary and structures learned in the chapter and in previous chapters. Central to these sections is audio material for which there is no in-text script. This material is included in the cassettes that accompany the text. Students are guided from a global understanding (*Globalverstehen*) to a more detailed understanding (*Detailverstehen*) of the listening texts. Further processing activities give them the opportunity to interact meaningfully on the topics at hand. An added feature in these sections is guided activities to develop writing skills.

- **Leute.** Development of reading skills is provided by the *Leute* sections, which spotlight famous as well as ordinary people in the German-speaking countries. These readings are preceded by *Vor dem Lesen* activities designed to pique students' interest in the topic and to provide them with key vocabulary. *Arbeit mit dem Text* activities then lead to a more in-depth understanding of the text.

## Wort, Sinn und Klang

In keeping with its goal of providing a rich lexicon for students, the *Wort, Sinn und Klang* section takes a closer look at words by discussing cognates, words that change their meaning in different contexts, word families, compound words, suffixes that signal gender, and idiomatic expressions.

- **Zur Aussprache.** This subsection discusses and practices German sounds that may present problems for speakers of English. The *Zur Aussprache* section is included on the student audio cassettes accompanying the text.
- **Wortschatz 2 and Wörter im Kontext.** This is a list of the most useful words and expressions that have occurred after the *Vorschau*. *Wörter im Kontext* activities again help students internalize vocabulary items.

**Sprachnotizen.** Strategically placed throughout each chapter, the *Sprachnotizen* briefly discuss idiomatic features of colloquial German as well as grammar points that do not warrant a full-blown discussion. They also present discourse strategies that will help students to better express themselves in German.

**In-text Audio Program.** This audio program is incorporated into the body of the text, a feature that facilitates cohesive four skills development. Recorded on the two “student cassettes” are the audio material for the *Vorschau*, *Zwischenspiel*, *Zusammenschau*, and *Zur Aussprache* sections of each chapter.

## Icons

The various types of activities in **Treffpunkt Deutsch** are signaled by the following icons:



This icon signals that the material is recorded on tape.



This icon signals a personalized activity to be done by pairs of students.



This icon signals an activity to be done by groups of three or more students.



This icon signals an information gap activity.



This icon signals a role play, usually involving two students.



This icon signals a writing activity.



This icon signals reading activities.



# Components for the *Treffpunkt Deutsch* Program

**Student Text or Student Text/Cassette Package.** *Treffpunkt Deutsch* is available for purchase with or without two sixty-minute cassettes that contain recordings of the *Vorschau* language models, the listening texts for the *Zwischenspiel* and *Zusammenschau* sections, and the *Zur Aussprache* sections. A copy of these recordings is also available to language labs free of charge.

**Arbeitsbuch.** The *Arbeitsbuch* consists of a workbook and a lab manual component. Each chapter of the workbook section of the *Arbeitsbuch* begins with a useful summary of the grammar points presented in the corresponding chapter of the student text. The workbook section features a variety of exercises including sentence-building/sentence-completion exercises, fill-ins, matching exercises, and realia-based and picture-cued activities. All exercises have been designed to enhance and reinforce the vocabulary, structures, and themes in the corresponding chapters of the student text. Answers to the exercises are available in a separate answer key.

The *Hörverständnis* or lab manual component of the *Arbeitsbuch* contains spin-offs of the *Vorschau*, *Zwischenspiel*, and *Zusammenschau* dialogues, with accompanying activities on cassette. This lab program also offers vocabulary practice, pattern-type drills that involve listening and responding orally, as well as additional pronunciation practice.

**Audioprogram.** The complete audioprogram consists of ten cassettes: six cassettes to accompany the *Hörverständnis* or lab manual component of the *Arbeitsbuch*, two vocabulary cassettes containing *Wortschatz 1* and *Wortschatz 2* for each chapter of the textbook, and the two student cassettes accompanying the textbook. This package of cassettes is available to language labs free of charge.

**Tutorial Software.** Completely integrated with *Treffpunkt Deutsch* and available for both IBM and Macintosh® platforms, the new tutorial software provides a wealth of interactive exercises for students to practice the grammar and vocabulary in each chapter at their own pace.

***Treffpunkt Deutsch* Web Site** (<http://www.prenhall.com/treffpunkt>).

The new *Treffpunkt Deutsch* Web site is a springboard to German-language Web sites from Germany, Austria, Switzerland, and Liechtenstein that are related to the theme of each chapter. Students will explore these carefully selected Web sites and gather information to complete a variety of tasks. There are also self-correcting tutorial sections that practice the vocabulary and grammar of each chapter. The results of these self-tests can be e-mailed to the instructor. A separate professors' area provides extensive links to cultural and instructional web sites.

***Treffpunkt* Interactive CD-ROM.** Developed specifically to accompany *Treffpunkt Deutsch*, this new CD-ROM features interactive German practice through engaging vocabulary and grammar practice exercises, and fun activities focusing on speaking, listening, reading, and writing. Chapter topics are presented through audio, video, and other visual means, and students can practice their pronunciation through voice recording technology. Each chapter includes cultural activities and a link to the World Wide Web for additional cultural resources.

**Annotated Instructor's Edition.** Based on the experiences of the authors and their teaching assistants over many years of class testing, the extensive marginal notes in the Annotated Instructor's Edition were written with the novice instructor in mind. They include warm-up activities, resource materials, cultural

information, and suggestions for using and expanding the activities and materials in the textbook. They also include the scripts and answer keys for the *Zum Hören* sections as well as the scripts for the narration series.

**Instructor's Resource Manual.** The Instructor's Resource Manual includes course syllabi, detailed lesson plans for the whole program, a full Tapescript for the Audioprogram, tips for using video successfully in the foreign language classroom, strategies for integrating use of the Internet and CD-ROM in the course, and a bibliography of sources for additional cultural information.

**Video.** A sixty-minute video is available to departments adopting **Treffpunkt Deutsch**. Video clips are supported by an array of pre- and post-viewing activities in the Instructor's Resource Manual.

**Testing Program.** The Testing Program consists of alternate versions of hour-long tests for each chapter as well as mid-term exams and final examinations. Each test uses a variety of techniques to address the skill areas of listening, reading, writing, speaking, and culture.

**Computerized Testing Program.** The Testing Program is available electronically for Macintosh® and IBM platforms. With the electronic version, instructors can mix and match material according to their needs.

**Transparencies.** A new set of fifty transparencies of maps, illustrations, realia and photographs offers the instructor flexibility in creating activities, and in presenting vocabulary and cultural information.

## Acknowledgments

We would like to express our gratitude to the many instructors and coordinators who took time from their busy schedules to assist us with comments and suggestions over the course of the development of all three editions of **Treffpunkt Deutsch**. We also extend our deepest thanks to the colleagues across North America who have used or reviewed the second edition and provided valuable input. We appreciate their participation and candor.

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# Die neue deutsche Rechtschreibung

The following summary describes the changes in orthography as they affect **Treffpunkt Deutsch**.

## 1. ß and ss

The rules for the use of **ß** and **ss** have been greatly simplified. Long vowels (including diphthongs and **ie**) are *always* followed by **ß**, short vowels are *always* followed by **ss**.

AFTER LONG VOWELS		AFTER SHORT VOWELS	
OLD ORTHOGRAPHY	NEW ORTHOGRAPHY	OLD ORTHOGRAPHY	NEW ORTHOGRAPHY
Spaß	Spaß	Fluß	Fluss
Fuß	Fuß	Schnellimbiß	Schnellimbiss
groß	groß	Erdgeschoß	Erdgeschoss
Großmutter	Großmutter	naß	nass
Größe	Größe	daß	dass
regelmäßig	regelmäßig	ich muß, du mußt	ich muss, du musst
grüßen	grüßen	ihr müßt	ihr müsst
heißen	heißen	ihr wißt	ihr wisst
außer	außer	ein bißchen	ein bisschen
gießen	gießen	Eßzimmer	Esszimmer
		vergeßlich	vergesslich
		häßlich	hässlich
		Rußland	Russland

## 2. Time expressions

In time expressions, the nouns **Abend, Morgen, Vormittag, Mittag, Nachmittag, Nacht** are capitalized.

OLD ORTHOGRAPHY	NEW ORTHOGRAPHY
heute abend	heute Abend
morgen vormittag	morgen Vormittag
gestern morgen	gestern Morgen
heute nacht	heute Nacht

But **morgen früh** because **früh** is not a noun.

When combined with days of the week, the day and part of the day are written as one word: **am Dienstagmorgen, der Montagabend**.

But **Dienstag früh** because **früh** is not a noun.

## 3. wie viel

The components of this expression are written as two words in the singular as well as in the plural.

OLD ORTHOGRAPHY	NEW ORTHOGRAPHY
wieviel	wie viel
wie viele	wie viele

#### 4. Verb-verb and adjective-verb combinations

All verb-verb and adjective-verb combinations are no longer considered separable-prefix verbs, but are consistently written as two words in the infinitive form and in the past participle. However, they still function like separable-prefix verbs.

OLD ORTHOGRAPHY	NEW ORTHOGRAPHY	OLD ORTHOGRAPHY	NEW ORTHOGRAPHY
kennenlernen	kennen lernen	kennengelernt	kennen gelernt
spaziergehen	spazieren gehen	spaziergegangen	spazieren gegangen
stehenbleiben	stehen bleiben	stehengeblieben	stehen geblieben
fertigschreiben	fertig schreiben	fertiggeschrieben	fertig geschrieben

#### 5. *Rad fahren*

In the Old Orthography, this combination was considered a separable-prefix verb and it alternated between capitalization and non-capitalization for the prefix **Rad-**. Now **Rad** is considered a noun and the noun-verb combination is written as two words (like **Auto fahren**, **Motorrad fahren**).

OLD ORTHOGRAPHY:	radfahren, ich fahre Rad, ich bin radgefahren
NEW ORTHOGRAPHY:	Rad fahren, ich fahre Rad, ich bin Rad gefahren

#### 6. *Du hast Recht; Das tut mir Leid*

Just as nouns like **Angst**, **Hunger**, **Durst** have always been capitalized in the expressions **Ich habe Angst (Hunger, Durst)**, the noun **Recht** is capitalized in the expression **Du hast Recht**. Similarly the noun **Leid** is capitalized in the expression **Das tut mir Leid**.

OLD ORTHOGRAPHY	NEW ORTHOGRAPHY
Du hast recht.	Du hast Recht.
Das tut mir leid.	Das tut mir Leid.

#### 7. Capitalization in dates

The basic rule: an ordinal that is not followed by a noun is capitalized.

OLD ORTHOGRAPHY	NEW ORTHOGRAPHY
der fünfzehnte Mai	der fünfzehnte Mai
der fünfzehnte	der Fünfzehnte
am fünfzehnten fünften	am fünfzehnten Fünften

Similarly:

am wievielten Mai?	am wievielten Mai?
am wievielten?	am Wievielten?



## 8. *noch mal*

The short form of **noch einmal** is written as two words.

OLD ORTHOGRAPHY	NEW ORTHOGRAPHY
nochmal	noch mal
Similarly:	
sogenannt	so genannt

## 9. Three of the same consonant in compound words

In compound words where three of the same consonant follow each other, all are retained.

OLD ORTHOGRAPHY	NEW ORTHOGRAPHY
Ballettänzerin	Balletttänzerin
knallaut	knalllaut

## 10. Forms of address in letter writing

In letter writing only the formal forms of address **Sie**, **Ihnen**, and **Ihr** are capitalized. All others are written in lower case.

OLD ORTHOGRAPHY	NEW ORTHOGRAPHY
Ich danke Ihnen für Ihren Brief	Ich danke Ihnen für Ihren Brief
Ich danke Dir für Deinen Brief	Ich danke dir für deinen Brief
Ich danke Euch für Euren Brief	Ich danke euch für euren Brief

## 11. *irgendetwas, irgendjemand*

All compounds of **irgend-** are written as one word.

OLD ORTHOGRAPHY	NEW ORTHOGRAPHY
irgendwann	irgendwann
irgendwie	irgendwie
irgend etwas	irgendetwas
irgend jemand	irgendjemand

## 12. *Commas*

Generally no comma is set before **und** and **oder**, even when these conjunctions are followed by a clause with a subject.

OLD ORTHOGRAPHY	NEW ORTHOGRAPHY
Der Himmel ist grau, und es regnet. Regnet es, oder scheint die Sonne?	Der Himmel ist grau und es regnet. Regnet es oder scheint die Sonne?

# ERSTE KONTAKTE



## **Kommunikationsziele**

Greeting someone and  
responding to greetings  
Introducing yourself  
Making phone calls  
Addressing letters  
Saying good-bye



## **Strukturen**

Du, ihr, and Sie  
The numbers from 0–1000  
The alphabet



## **Kultur**

Studying at a German university  
Social implications of **du**, **ihr**,  
and **Sie**



Studenten in Freiburg



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# SCOPE & SEQUENCE



## Kommunikationsziele, Hör- und Sprechsituationen



## Strukturen

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- Introducing yourself
- Making phone calls and addressing letters

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- Talking about the weather
- Identifying people and things
- Talking about leisure time activities and academic studies

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