

INSTRUCTOR'S ANNOTATED EDITION

THIRD EDITION

SAG MAL

AN INTRODUCTION TO GERMAN LANGUAGE AND CULTURE



Christine Anton
Tobias Barske



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Christine Anton
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Boston, Massachusetts

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Publisher: Sharla Zwirek

Editorial Development: Judith Bach, Carlos Calvo, Sarah Wu

Project Management: Erik Restrepo, Faith Ryan

Rights Management: Jorgensen Fernandez, Annie Pickert Fuller

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Production: Oscar Díez, Sebastián Díez, Andrés Escobar, Daniel Lopera

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Student Text ISBN: 978-1-54331-028-3

Teacher's Edition ISBN: 978-1-54331-030-6

Library of Congress Control Number: 2019932364

1 2 3 4 5 6 7 8 9 TC 24 23 22 21 20 19

Printed in Canada.

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The Vista Higher Learning Story

Your Specialized Foreign Language Publisher

Independent, specialized, and privately owned, Vista Higher Learning was founded in 2000 with one mission: to raise the teaching and learning of world languages to a higher level. This mission is based on the following beliefs:

- It is essential to prepare students for a world in which learning another language is a necessity, not a luxury.
- Language learning should be fun and rewarding, and all students should have the tools they need to achieve success.
- Students who experience success learning a language will be more likely to continue their language studies both inside and outside the classroom.

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That is where you come in. Since our founding, we have relied on the invaluable feedback of language instructors and students nationwide. This partnership has proved to be the cornerstone of our success, allowing us to constantly improve our programs to meet your instructional needs.

The result? Programs that make language learning exciting, relevant, and effective through:

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- a wide variety of contemporary, authentic materials
- the integration of text, technology, and media
- a bold and engaging textbook design

By focusing on our singular passion, we let you focus on yours.

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Getting to Know SAG MAL Third Edition

Vibrant and original, **SAG MAL**, Third Edition, takes a fresh, student-friendly approach to introductory German, aimed at making students' learning and instructors' teaching easier, more enjoyable, and more successful. **SAG MAL** develops students' speaking, listening, reading, and writing skills so that they will be able to express their own ideas and interact with others meaningfully and in real-life contexts.

NEW to the Third Edition

- Additional Instructor Resources, including expanded Testing Program with new A-B versions of lesson tests, chapter tests, and exams, Integrated Performance Assessment, and Video Virtual Chats audioscripts
- Interactive Grammar Tutorials and grammar practice tests with Diagnostics
- Twenty three new **Kontext** audio activities
- Five new authentic **Zapping** TV-clips
- New **Kurzfilm**, *Fünf Minuten Freundschaft*, in Chapter 12
- Twelve realia-based activities
- Video virtual chats
- Three new **Lesen** readings with audio-sync recording in Chapters 8, 10, and 11
- New music feature **Musik, Musik**
- Twelve web-only activities for new music feature
- Revised textbook content—with increased scaffolding, and practice of the three modes of communication

Plus, the original hallmark features of SAG MAL

- A unique, easy-to-navigate design with color-coded lesson sections and visually engaging textbook pages featuring content designed for instructional impact and visual appeal
- Distinctive and cohesive integration of video—from a specially shot **Fotoroman** dramatic series to authentic TV clips and short films in the **Zapping** or **Kurzfilm** feature in every chapter
- A unique vocabulary practice sequence that alternates between recognition and production practice at every level of discourse: words, phrases or sentences, and dialogues, including listening comprehension activities in each lesson
- A unique four-part practice sequence for every grammar point, moving from form focused **Jetzt sind Sie dran!** activities to directed **Anwendung** activities, to communicative, interactive **Kommunikation** activities, and finally, to open-ended activities in **Wiederholung** that recycle previously learned material
- **Tipp** and **Achtung** boxes with linguistic and cultural notes, **More activities** boxes with correlations to student supplements and **Querverweis** boxes with grammar cross-references
- Systematic development of reading and writing skills, incorporating learning strategies and a process approach
- A rich, contemporary cultural presentation of the everyday lives of German speakers
- Groundbreaking technology designed to expand learning and teaching options, including online textbook and web-only activities, with Partner Chats and Video Virtual Chats for pair activities
- vText—the interactive, online text—perfect for hybrid courses

*Students must use a computer for audio recording and select presentations and tools that require Flash or Shockwave.

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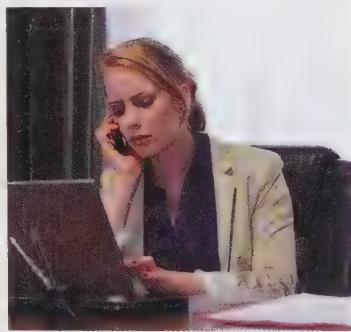
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There's more to SAG MAL than meets the page

The **SAG MAL** Supersite provides a learning environment designed especially for world language instruction. Password-protected and program-specific, this website provides seamless textbook-technology integration that helps build students' love for language learning.

For students:

- engaging media
- motivating user experience
- superior performance
- helpful resources
- plenty of practice

For educators:

- proven instructional design
- powerful course management
- time-saving tools
- enhanced support

Integrated content means a more powerful student experience

- Streaming videos—episodic dramatic series, authentic TV clips, and authentic short films
- All program audio in downloadable MP3 format
- Textbook activities and additional online-only practice—most with automatic feedback
- Interactive Grammar Tutorials with quick checks
- Grammar practice tests with diagnostics
- Video Virtual Chat and Partner Chat activities for conversational skills practice
- Vocabulary Tools for personalized language study
- Audio-sync readings for all **Lesen** selections
- Cultural readings and literary selections
- Online Student Activities Manual fully integrated with the Supersite gradebook

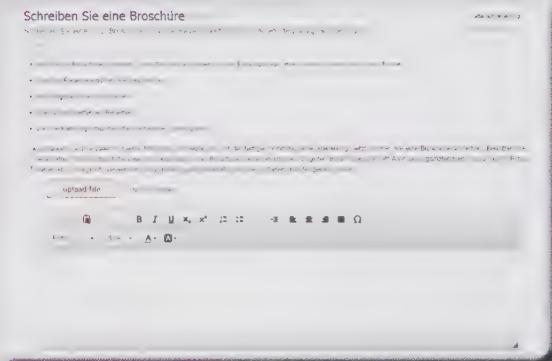
Specialized resources ensure a successful implementation

- Online assessments and Testing Program files in an editable format
- Audioscripts and videoscripts with English translations
- Grammar presentation slides
- Editable block and standard lesson plans
- IPAs with grading rubrics
- Digital Image Bank
- Answer keys

Educator tools facilitate instruction and save time



Video Virtual Chat



In-line editing

Easy course management

A powerful setup wizard lets you customize your class settings, copy previous courses to save time, and create your all-in-one gradebook. Grades for teacher-created assignments (e.g., pop quizzes, class participation) can be incorporated for a true, up-to-date cumulative grade.

Customized content

Tailor the Supersite to fit your needs. Create your own open-ended or video Partner Chat activities, add video or outside resources, and modify existing content with your own personalized notes.

Plus!

- A communication center for announcements, notifications, and student help requests
- Forums for oral assignments, group discussions, homework, and more
- Reporting tools for summarizing student data

Grading tools

Grade efficiently via spot-checking, student-by-student, and question-by-question options. Use in-line editing tools to give targeted feedback and voice comments—it's the perfect tool for busy language educators!

Assessment solutions

Administer online tests and exams. Use any pre-built assessment "as is" or customize them to meet your specific needs, including: adding or removing questions from a section, reordering sections or questions, and changing point values for questions.

* available for select LMSs

Supersite

Each section of your textbook comes with activities on the **SAG MAL** Supersite, many of which are auto-graded with immediate feedback. Visit vhcentral.com to explore the wealth of exciting resources.

KONTEXT

- Image-based vocabulary activities with audio
- Additional activities for extra practice
- **Aussprache und Rechtschreibung** presentation followed by record- compare activities
- Streaming video for all episodes of the **Fotoroman** with teacher-controlled options for subtitles
- Textbook activities
- Culture reading
- Internet search activity
- Grammar presentations
- Interactive Grammar Tutorials with quick checks
- Additional activities for extra practice
- Grammar practice tests with diagnostics
- Streaming video of TV clip and short film

KULTUR

- Textbook activities
- Chat activities for conversational skill-building and oral practice
- **Zusammenfassung** section with key vocabulary and grammar from the episode
- Additional activities for extra practice
- Textbook activities
- Additional activities for extra practice
- Chat activities for conversational skill-building and oral practice
- Textbook activities

STRUKTUREN

WIEDERHOLUNG

ZAPPING/KURZFILM

Panorama

- Lesen**
- Audio-sync reading
- Additional activities for extra practice
- Textbook activities

- Interactive map with statistics and cultural notes
- Additional activity for extra practice

Im Internet

- Hören**
- Textbook activities

- Internet search activity

Musik Musik

- Schreiben**
- Additional activities for extra practice

- Music feature with online activity

WEITER GEHT'S

- Audio recordings of all vocabulary items

- Submit your writing assignment online
- Vocabulary Tools to create lists and flashcards

WORTSCHATZ

Plus! Also found on the Supersite:

- All textbook and lab audio MP3 files
- Communication center for teacher notifications and feedback
- A single gradebook for all Supersite activities
- WebSAM online Workbook/Video Manual and Lab Manual
- **vText** online, interactive student edition with access to Supersite activities, audio, and video

*Students must use a computer for audio-recording.

Program Components for the Student

COMPONENT TITLE	WHAT IS IT?		
Student Edition	Core instruction for students	•	•
Audio-synced Readings	Audio to accompany all Lesen sections	•	•
Dictionary	Easy digital access to a dictionary	•	•
End-of-lesson Vocabulary Lists	Core vocabulary for each lesson, with linked audio online	•	•
Flashcards	Provide an easy way to study vocabulary (available as part of Vocabulary Tools)	•	•
Fotoroman Video	Engaging storyline video	•	•
Interactive Grammar Tutorials	Animated grammar presentations with quick checks	•	•
Lab Manual Activities Audio	Audio to accompany the Lab Manual portion of the Student Activities Manual	•	•
Vocabulary Tools	A variety of tools to practice vocabulary	•	•
Partner Chats	Work with a partner online to record a conversation via video or audio and submit for grading	•	•
Student Activities Manual	Combined Workbook/Lab Manual/Video Manual aligned to each lesson	•	•
Textbook Audio	Audio to accompany all textbook listening activities	•	•
Textbook Mouse Activities	Textbook activities that can also be completed digitally; many provide immediate feedback	•	•
Video Virtual Chats	Record and submit a simulated video conversation with a native speaker for online grading	•	•
Vocabulary Hot Spots	Vocabulary presentations with embedded audio	•	•
Forums	Collaborative spaces for oral assignments, group discussions, homework, and projects	•	•
vText	Virtual interactive textbook for browser-based exploration • Links to all mouse-icon activities, audio, and video • Note-taking capabilities	•	•
WebSAM	Online version of the Student Activities Manual, embedded in the online gradebook, with many auto-graded options	•	•
Web-only Activities	Additional online practice for students	•	•
Zapping/Kurzfilm Video	Authentic TV clips and short films from across the German-speaking world	•	•

Interactive Grammar Tutorials



Research shows that a little humor is engaging, stimulates the brain, and helps with memory retention. Interactive grammar tutorials, **NEW!** for **SAG MAL, Third Edition**, feature the Professor, an amusing character who grabs your attention with his humorous gags and lighthearted approach to grammar. The tutorials entertain and inform by pairing grammar rules with fun explanations and examples. The Professor always uses the new grammar in a humorous way at the end of each tutorial.

There are five learning scenarios: the classroom, the library, the theater, the café, and the Professor's living room. These settings offer opportunities for humor and for cultural references.

The Professor explains the grammar in an informal, conversational way. The Narrator pronounces words in charts and reads example sentences. Animation features such as color and pulsing emphasize the grammar being taught. The examples often appear with pictures that illustrate their meaning.

Longer tutorials with more complex explanations have one or two Quick Checks, which are pauses in the instruction to give you a chance to react to what has just been presented. It's a way to make sure you understand one concept before tackling the next one. Each tutorial ends with a **Versuchen Sie es!** activity that can be submitted for a grade.



Quick Check

_____ Kurse belegt Emma?

Wer

Welch

Was

The Fotoroman Episodes

Fully integrated with your textbook, the **SAG MAL Fotoroman** contains 24 dramatic episodes—one for each lesson of the text. The episodes relate the adventures of four students who are studying in Berlin.

The **Fotoroman** dialogues in the printed textbook lesson are an abbreviated version of the dramatic episode featured in the video. Therefore, each Fotoroman section can be used as preparation before you view the corresponding video episode, as post-viewing reinforcement, or as a stand-alone section.

As you watch the video, you will see the characters interact using the vocabulary and grammar you are studying. Their conversations incorporate new vocabulary and grammar with previously taught language. At the conclusion of each episode, the **Zusammenfassung** segment summarizes the key language functions and grammar points used in the episode.

THE CAST

Learn more about each of the characters you'll meet in **SAG MAL Fotoroman**:



George

is from Milwaukee, Wisconsin.
He is studying Architecture.



Meline

is from Vienna.
She is studying Business.



Hans

is from Straubing, in Bavaria.
He studies Political Science and History.



Sabine

is from Berlin.
She studies Art.

About Zapping TV Clips

A TV clip from the German-speaking world appears in the first **Lektion** of each **Kapitel** up to Chapter 9. The purpose of this feature is to expose students to the language and culture contained in authentic media pieces. The following list of the television commercials is organized by **Kapitel**.

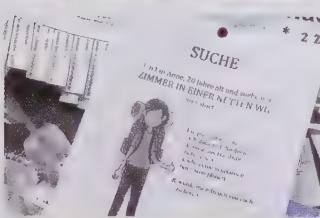
Kapitel 1

Deutsche Bahn
(29 seconds)



Kapitel 2

Kein Wohnraum: Studenten
Schlafen in Hotels Bahn
(2 minutes, 34 seconds)



Kapitel 3

Naturkost für Hund und Katze
(58 seconds)



Kapitel 4

Yello Strom
(39 seconds)



Kapitel 5

Penny
(36 seconds)



Kapitel 6

Neustart: Möbel bauen statt
Kinder erziehen
(4 minutes)



Kapitel 7

Wetterbericht
(1 minute, 15 seconds)



Kapitel 8

Deutschen Automarken
(35 seconds)



Kapitel 9

Gesundheit bewegt uns
(25 seconds)



About Kurzfilm Short Films

A short film from the German-speaking world appears in the first **Lektion** of **Kapitels 10-12**. The purpose of this feature is to expose students to the language and culture contained in authentic films. The following list of short films is organized by **Kapitel**.



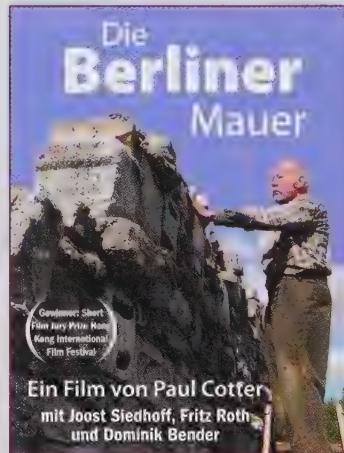
Kapitel 10

Bienenstich ist aus
(15 minutes)



Kapitel 11

Die Berliner Mauer
(15 minutes)



Kapitel 12

Fünf Minuten Freundschaft
(9 minutes, 30 seconds)



Icons

Familiarize yourself with these icons that appear throughout **SAG MAL**.

1 Richtig oder falsch.
or falsch.
1. Sabine hat eine
2. Meline hat zwei
3. Malinas Nichte

5 Beschreibung
Compare your an

8 Familienporträt
Use possessive
everyone has s
the rest of the

6 Die Traumfamilie
Partner / einer
Sie so viele De
Partner / Ihre

Online Activities

The mouse icon indicates when an activity is also available on the Supersite.

Pair Activities

Two heads indicate a pair activity.

Group Activities

Three heads indicate a group activity.

Recycle

The recycling icon indicates that you will need to use vocabulary and grammar learned in previous lessons.

6 Partnersuch
discuss with a
a better match
to the class.

4 Hören Sie
each statement

3 Arbeitsblatt
worksheet with
a different name
your findings w

5 Diskutiere
will give you a
Ask questions
the two pictures

Partner and Video Virtual**Chat Activities**

Two heads with a speech bubble indicate that the activity may be assigned as a Partner Chat or a Video Virtual Chat activity on the Supersite.

Listening

The listening icon indicates that audio is available on the Supersite.

Worksheets

The activities marked with these icons require worksheets that your teacher will provide for you to complete the activity in a group.

Info Gap Activities

Two heads with a puzzle piece indicate an activity which will be done with a partner using a handout your teacher will provide.

More activities

More activities boxes tell you exactly what print and digital resources you can use to reinforce and expand on every section of the textbook lesson with page numbers where applicable.



- WB **Workbook**
- LM **Lab Manual**
- VM **Video Manual**

Supersite

Additional practice on the Supersite, not included in the textbook

Additional vocabulary and grammar practice; audio activities; and pre-, while-, and post-viewing activities for the video programs

Beginning with the student in mind



Schule und Studium

KAPITEL 2

COMMUNICATIVE GOALS
By the end of this chapter you will be able to:

LEKTION 2A
Exchange information about your classes and life.
Ask and tell the time.
To do so, you will use:
Kontext Seite 48–51

- The classroom, academics, and schedules

Strukturen Seite 56–66

- 2A.1 Regular verbs
- 2A.2 Interrogative words
- 2A.3 Talking about time and dates

You will also learn about cultural products, practices, and perspectives related to:
Kultur Seite 54–55

- College courses and lectures
- Education and the European Union
- The university of Basel, Switzerland

Zapping Seite 67

- *Kein Wohnraum*

LEKTION 2B
Talk about sports and leisure activities.
Talk about what will happen.
Negate statements and ask negative questions.
To do so, you will use:
Kontext Seite 68–71

- Sports
- Leisure activities

Strukturen Seite 76–87

- 2B.1 Stem-changing verbs
- 2B.2 Present tense used as future
- 2B.3 Negation

You will also learn about cultural products, practices, and perspectives related to:
Kultur Seite 74–75

- Skiing in the Alps
- Anna-Lena Forster
- Hiking and biking as popular pastimes

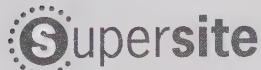
WEITER GEHT'S
Seite 88–94
You will also learn about Berlin, its famous locations, and history.
And you will demonstrate that you can:

- Predict the contents of a reading selection by its format
- Identify cognates in a listening selection
- Write a brief personal description

Los geht's! Who are Sabine, Hans, and George? What are they doing?

Chapter opener photos highlight scenes that illustrate the chapter theme. They are snapshots of the characters that students will come to know throughout the program.

Communicative goals highlight the real-life tasks students will be able to carry out in German by the end of each chapter. Communicative goals break down each chapter into its two lessons and one **Weiter Geht's** section, giving an at-a-glance summary of the vocabulary, grammar, cultural topics, and language skills covered.



Supersite resources are available for every section of each chapter at vhcentral.com. Icons show you which textbook activities are also available online, and where additional practice activities are available. The description next to the  icon indicates what additional resources are available for each section: videos, audio recordings, readings, presentations, and more!

Setting the stage for communication

Kontext

An der Universität

Wortschatz

Vocabulary Tools

KAPITEL 2 Schule und Studium

Anwendung

1 Richtig oder falsch? Indicate richtig if the word you hear is an academic subject or falsch if it's not.

	Richtig	Falsch
1.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>

2 Was passt zusammen? Match related words in the two columns.

1. der Computer	a. die Fremdsprache
2. das Seminar	b. die Sporthalle
3. die Biologie	c. der Hörsaal
4. das Diplom	d. die Naturwissenschaft
5. Montag, Dienstag, Mittwoch...	e. der Abschluss
6. Deutsch	f. die Informatik
7. der Basketball	g. die Woche

3 Das Unlieben Listen to the conversation between Hannah and Mehmet and indicate which classes each of them is taking this semester.

Veranstaltungen	Mehmet	Hannah
Mathematik		
Physik		
Geschichte		
Literatur		
Kunst		
Psychologie		
Medizin		

4 Was fehlt? Complete the sentences. Use each word once.

Dozentin	Freundeskreis	Seminarraum	Stipendium	Hörsaal

1. Die Vorlesung von Professor Huber ist im _____ C
 2. Frau Klein ist _____ an der Uni
 3. Für ein Studium in _____ ist Mathematik nützlich
 4. Spanisch, Italienisch und Chinesisch sind _____
 5. Wir haben eine Veranstaltung in diesem _____
 6. Eva hat ein _____ und studiert in England

Illustrations introduce high-frequency vocabulary through expansive, full-color images.

Wortschatz sidebars call out important theme-related vocabulary in easy-to-reference German-English lists.

More practice boxes indicate what print and technology ancillaries reinforce and expand on every section of every lesson.

Achtung boxes provide additional information about how and when to use certain vocabulary words or grammar structures.

Kontext always contains two audio activities that accompany the **Anwendung** practice activities.

Anwendung follows a pedagogical sequence that starts with simpler, shorter, discrete recognition activities and builds toward longer, more complex production activities.



- Audio recordings of all vocabulary items
- Audio for **Kontext** listening activities
- Image-based vocabulary activity with audio
- Textbook activities
- Additional online-only practice activities

Engaging students in active communication

50 **fünfzig**

Kommunikation

5 Auf dem Campus Write a caption for each picture. Complete the sentences to say what each person is studying and add one sentence giving your opinion of each course. In pairs, take turns reading your sentences out of order. Your partner must decide which picture each sentence refers to.

BEISPIEL
Max studiert Informatik.
Informatik ist schwierig.

1. Daniela studiert _____
2. Björn studiert _____
3. Anna studiert _____
4. Mia und ich studieren _____

6 Ihr Studium Indicate whether each statement is richtig or falsch, in your opinion. Then, compare your answers with a classmate's.

BEISPIEL
S1: Chemie ist nützlich. Richtig oder falsch?
S2: Falsch. Chemie ist nutzlos.

	richtig	falsch
1. Mathematik ist schwierig.	<input type="checkbox"/>	<input type="checkbox"/>
2. Fremdsprachen sind nützlich.	<input type="checkbox"/>	<input type="checkbox"/>
3. Literatur ist interessant.	<input type="checkbox"/>	<input type="checkbox"/>
4. Ein Abschluss in Psychologie ist nutzlos.	<input type="checkbox"/>	<input type="checkbox"/>
5. Prüfungen in Geschichte sind einfach.	<input type="checkbox"/>	<input type="checkbox"/>
6. Ein Wirtschaftsstudium ist langweilig.	<input type="checkbox"/>	<input type="checkbox"/>

7 Arbeitsblatt Your instructor will give you a worksheet. Keep a record of your classmates' answers to share with the class.

BEISPIEL
S1: Ist Mathematik einfach oder schwierig?
S2: Mathematik ist schwierig, aber nützlich.

8 Diskutieren und kombinieren Your instructor will give you and a partner different worksheets. Each worksheet includes part of Sarah's weekly schedule. In pairs, take turns asking each other questions to fill in the missing information and complete the schedule.

BEISPIEL
S1: Hat Sarah montags Chemie?
S2: Nein, sie hat mittwochs Chemie.
S1: Hat sie montags Geschichte?
S2: Ja, sie hat montagnachmittags Geschichte.
S1: Hat sie ...?

Kommunikation activities make use of discourse-level prompts, encouraging the creative use of vocabulary in interactions with a partner, a small group, or the entire class.

Pair and group icons indicate communicative activities—such as role play, games, personal questions, interviews, and surveys—for interpersonal and presentational practice.



- Chat activities for conversational skill-building and oral practice

Authenticity in pronunciation and spelling

einundfünfzig 61

KAPITEL 2 Schule und Studium

Aussprache und Rechtschreibung

 **Audio**

Consonant sounds

The German letter **g** has three different pronunciations. At the end of a syllable or before a **t**, it is pronounced like the **k** in the English word *keep*. In the suffix **-ig**, the **g** is pronounced like the **ch** in the German *chicken*. Otherwise, **g** is pronounced like the **g** in the English word *garden*.

Tag	belegt	schwierig	gehen	fragen
------------	---------------	------------------	--------------	---------------

The German letter **j** is pronounced very similarly to the **y** in the English word *young*. However, in a small number of loanwords from other languages, **j** may be pronounced like the **j** in *job* or the **g** in *mirage*.

jung	Januar	ja	jobben	Journal
-------------	---------------	-----------	---------------	----------------

The German letter **v** is pronounced like the **f** in the English word *fable*. In a few loanwords from other languages, **v** is pronounced like the **v** in the English word *vase*.

vier	Vorlesung	Vase	Universität	Volleyball
-------------	------------------	-------------	--------------------	-------------------

The German letter **w** is pronounced like the **v** in the English word *vote*.

wissen	Mittwoch	Wirtschaft	Wort	Schwester
---------------	-----------------	-------------------	-------------	------------------

1 Aussprechen Practice saying these words aloud.

1. Garten	4. Jahr	7. Vater	10. Wasser
2. Essig	5. Journalist	8. verstehen	11. zwischen
3. Weg	6. joggen	9. Violine	12. weil

2 Nachsprechen Practice saying these sentences aloud.

1. Wir wollen wissen, wie wir das wissen sollen.
2. In vier Wochen wird Veronikas Vater wieder in seiner Villa wohnen.
3. Gestern war Gregors zwanzigster Geburtstag.
4. Jeden Tag soll ich Gemüse und Grünzeug wie Salat essen.
5. Meine Schwester studiert Jura an der Universität Jena.
6. Viele Studenten jobben, um das Studium zu finanzieren.

3 Sprichwörter Practice reading these sayings aloud.

More activities

Explanations of German pronunciation and spelling are presented clearly, with abundant model words and phrases. The red highlighting feature focuses students' attention on the target structure.

Practice pronunciation and spelling at the word- and sentence-levels. The final activity features illustrated sayings and proverbs that present the target structures in an entertaining cultural context.

The **audio icon** at the top of the page indicates that the explanation and activities are recorded for convenient use in or outside of class.



- Audio recording of the **Aussprache und Rechtschreibung** presentation
- Record-and-compare activities

Fotoroman

bridges language and culture

LEKTION 2A

Fotoroman

Checkpoint Charlie Video

George und Hans machen einen Spaziergang durch Berlin. Am Morgen und über Meline und Sabine. Ist Hans in Sabine verliebt (im freien)?

KAPITEL 3 Schule und Studium

dramaturgy

PERSONEN George Hans

Nützliche Ausdrücke

- etwa about
- Wie viel Uhr ist es dort? What time is it there?
- der Unterschied time difference
- Und du belegst einen Deutschkurs. nicht wahr? And you're taking a German class aren't you?
- Ich helfe dir. I'll help you.
- Was ist mit Meline? What's with Meline?
- ein Vortrag halten to give a presentation
- Alles klar! All right!
- Wo liegt das Problem? Where's the problem?
- Sabine ist nur eine Freundin. Sabine's just a friend.
- Ich glaube nicht, dass sie einen hat. I don't think she has one.
- 2A.1 Sabine studiert Kunst. Sabine is studying art
- 2A.2 Woher kommst du? Where are you from?
- Es ist Viertel vor zwölf. It's a quarter to two.

1 Wer ist das? Which character does each statement describe: George, Meline, Sabine, or Hans?

1. _____ hält ein Referat über Architektur und Kunst.
 2. _____ kommt aus Wien.
 3. _____ belegt einen Deutschkurs.
 4. _____ kommt aus Straubing.
 5. _____ studiert Architektur.

6. _____ ist Hans' Mitbewohner und Freund.
 7. _____ liest Bücher über Kunst und Mode.
 8. _____ kommt aus Prenzlauer Berg.
 9. _____ kommt aus Milwaukee.
 10. _____ hilft (hilft) George morgens um 5.00 Uhr.

2 Zum Besprechen: In this episode, the characters talk about their classes. With a partner, discuss your classes and schedule. Mention what you are studying, how many courses you are taking, and which courses you have in the morning, afternoon, or evenings.

3 Vortragung: George und Hans visit Checkpoint Charlie on their walk in Berlin. Find out more about this well-known landmark. What is its significance? What streets are nearby? What does "Charlie" refer to? Would you want to visit Checkpoint Charlie? Why or why not?

More activities

TEILSPILL
 S1 Sprechende Person
 S2 Hörende Person

Fotoroman is a versatile episodic video that can be assigned as homework, presented in class, or used as review.

Conversations reinforce vocabulary from **Kontext**. They also preview structures from the upcoming **Strukturen** section in context.

Personen features the cast of recurring **Fotoroman** characters, including four students living in Berlin: George, Sabine, Meline, and Hans.

Nützliche Ausdrücke calls out the most important words and expressions from the **Fotoroman** episode that have not been formally presented. This vocabulary is not tested. The blue numbers refer to the grammar structures presented in the lesson.

Übungen activities include comprehension questions, a communicative task, and a research-based task.

Supersite

- Streaming video for all episodes of the **Fotoroman**
- End-of-video **Zusammenfassung** section where key vocabulary and grammar from the episode are called out
- Textbook activities

Culture

presented in context

KULTUR

LEKTION 2A

Kultur

IM FOKUS

Uni-Zeit, Büffel-Zeit



HISTORIALLY, UNIVERSITY EDUCATION in Germany has been government-funded and free for all students. In the past few decades, some states introduced modest tuition fees—usually 500 Euros per semester. However, the fees proved unpopular that they have since been abolished. As of October 2014, all public universities are again tuition free, even for foreign students.

Apart from cost, there are other significant differences between German and American university life. German universities typically offer only a limited amount of dormitory housing. Most students live off campus, either commuting from home or renting an apartment shared with other students. Unlike in most American universities, students must decide on a major before they begin their studies, and there is little flexibility in the choice of courses.

In the past few decades, there has been an initiative to standardize degree requirements between countries. Part of this restructuring has included a push to transition from 4- to 6-year Diplom and Magister² degrees to 3-year Bachelor degrees. This change has been met with resistance from students, including complaints that it simply compresses the original curriculum into a shorter time frame. Many students also object to the shift toward a heavier workload with more frequent testing.

The percentage of students studying at private universities remains very small, but it is gradually increasing. Whereas public universities have had problems with over-crowding, private institutions can offer smaller class sizes, giving students more contact with professors.

Büffel-Zeit coming time: Diplom, Magister degrees available before the education reform pro Jahr per year die nach dem Reformen pro Jahr per year der Abschluss ist der Abschluss geben je abhängig Abschließende Abschließende Arbeit wob

QUELLE: Der Tagesspiegel

STATISTISCHE INFORMATIONEN ZUM THEMA STUDIUM

Neue Studenten pro Jahr*	ca. 508.800
Studenten, die nach dem* Bachelor weiter studieren*	78%
Bachelor-Studierende, die zum Studieren ins Ausland gehen*	ca. 7,4%
Bachelor-Absolventen*, die 1,5 Jahre nach dem Abschluss Arbeit* haben	ca. 25%

1 Im Fokus Indicate whether each statement is richtig or falsch. Correct the false statements. Then discuss the last question with a partner.

1. Most universities in Germany are public.
2. German students have embraced the changes to make the curriculum more similar to the curriculum in other countries.
3. There are more options for German students to choose their courses than at American universities.

2 Diskussion Do you think college students should choose a major before they begin their studies? What are the advantages and disadvantages?

ÜBUNGEN

2 Die deutschsprachige Welt Indicate whether each statement is richtig or falsch. Correct the false statements. Then discuss the last question with a partner.

1. Viele Länder müssen ihre Hochschulbildung standardisieren.
2. Die neuen Abschluss-Standards beginnen schon 1999.
3. Studenten sollen in ihren Heimatländern studieren.

3 Diskussion How does the Bologna-Prozess make studying in Europe simpler? Why is mobility important for European students?

3 Porträt Indicate whether each statement is richtig or falsch. Correct the false statements. Then discuss the last question with a partner.

1. Die Uni Basel existiert schon seit 1800.
2. Die Schweizer Universitäten machen beim Bologna-Prozess nicht mit (don't participate).
3. An der Uni Basel studiert man nur Naturwissenschaften.

4 Diskussion Which subjects can you study at the Uni Basel? Compare them with the subjects at your university. Would you like to study in Basel? Why or why not?

4 Mein Auslandsjahr (Year abroad) Briefly talk about your (likely) major and how a year in a German-speaking country might fit your plans. What would be your main reason for studying abroad? Where would you consider studying?

KAPITEL 2 Schule und Studium

DEUTSCH IM ALLTAG

Die Uni

der Besserwissen,-,-in	know-it-all
der Mitbewohner,-,-in	roommate
die Mitbewohnerin,-,-en	
das Referat,-,-e	presentation
das Schwarze Brett	bulletin board
das Studentenwohnheim,-,-e	dormitory
die Studiengäbe,-,-r	lecture fee
büffeln	to cram (for a test)

DIE DEUTSCHSPRACHIGE WELT

Der Bologna-Prozess

Die Bildungsminister² der Europäischen Union treffen sich erstmals¹ 1999 in Bologna in Italien. Das Ziel³ „internationaleinheitliche“ Universitätsabschlüsse in ganz Europa und hohe⁴ Mobilität für Studenten. In Europa müssen⁵ Universitäten die Hochschulbildung⁶ standardisieren. Im März 2010 wird der gemeinsame⁷ europäische Hochschulraum in Budapest und Wien offiziell eröffnet⁸. 47 Mitgliedsländer⁹ nehmen daran teil¹⁰.

Bildungsmuster societies of education - vorliegen... erstmals meet for the first time Ziel goal einheitliche standards hohe high müssen must Hochschulbildung higher education gemeinsame common Hochschulraum higher education Anzug entfaltet concerted Mitgliedsländer member countries nehmen teil partake join

Uni Basel

Die Uni Basel ist die älteste¹ Universität der Schweiz. Sie bietet² schon seit ihrer Gründung³ im Jahr 1460 die Studentenfakultäten Theologie, Jura und Medizin an. Zudem gibt es die Artesfakultät⁴, die Grundwissen⁵ vermittelt und dadurch auf das Studium der anderen Fächer vorbereitet⁶. Diese wird später zur Philosophischen Fakultät. Mittlerweile ist⁷ sie kann man hier auch Geschichte, Naturwissenschaften und Psychologie studieren. Der Bologna-Prozess führt auch hier zu eingesessenen⁸ Veränderungen⁹. Heute ist die Uni Basel unter anderem bekannt für ihre Forschungen¹⁰, vor allem im Bereich der Life Sciences, insbesondere von ihrer guten internationalen Venetzung¹¹ profitieren.

älteste... oldest 1999 Gründung founding Studentenfakultäten courses of study Artesfakultät school of arts Grundwissen basic knowledge vermittelte presents Mittlerweile now wesentliches essential Veränderungen changes Forschungen research im Bereich in the area Venetzung networking

PORTRÄT



IM INTERNET

Osterreichische Universitäten. Wie ist das Studium in Österreich? Ist es mit dem (with the) deutschen System vergleichbar (comparable)?

Fed out more at ehccentral.com.

Im Fokus presents an in-depth reading about the lesson's cultural theme. Full-color photos bring to life important aspects of the topic, while charts support the main text with statistics and additional information.

Porträt spotlights notable people, places, events, and products from the German-speaking world. This article is thematically linked to the lesson.

Deutsch im Alltag presents additional vocabulary related to the lesson theme, showcasing words and phrases used in everyday spoken German. This vocabulary is not tested.

Die deutschsprachige Welt focuses on the people, places, dialects, and traditions in regions where German is spoken. This short article is thematically linked to the lesson.

Im Internet boxes, with provocative questions and photos, feature additional cultural explorations online.

Übungen activities include comprehension questions, each followed by a discussion question.

Supersite

- **Kultur** reading
- **Im Internet** research activity expands on the chapter theme
- Textbook activities

Grammar as a tool not a topic

LEKTION 2A

Strukturen

2A.1 Regular verbs

Startblock Most German verbs follow predictable conjugation patterns in which a set of endings is added to the verb stem.

QUERVERWEIS In Kapitel 1, you learned that the irregular verbs **sein** and **haben**. You will learn more about irregular verbs in 2B.1.

ACHTUNG Depending on the context, **sie lern** can be translated as she studies, she is studying, or she does study.

Lernen (to study)		Wandern (to hike)	
ich	lerne	wander	I hike
du	lebst	wandern	you hike
Sie	lernen	wandern	you hike
er/sie/es	lert	wandert	he/she hikes
wir	lernen	wandern	we hike
ihr	lebt	wandert	you hike
Ste	lernen	wandern	you hike
sie	lernen	wandern	they hike

Lernst du Physik?
Are you studying physics?

Sie wandern im Sommer.
They go hiking in the summer.

Regeln: Regular verbs whose stems end in -d or -t add an e before the endings -st or -t for ease of pronunciation.

Arbeiten (to work)			
ich arbeite	I work	wir arbeiten	we work
du arbeitest	you work	ihr arbeitet	you work
er/sie/es arbeitet	he/she works	Sie arbeiten	she/he works

Lena arbeitet in München.
Lena works in Munich.

Findest du Mathe interessant?
Do you find math interesting?

Wartet ihr auf eure Freunde?
Are you waiting for your friends?

Die Hefte kosten zu viel.
The notebooks cost too much.

58 achtundfünfzig

Anwendung

1 Was ist richtig? Select the verb that best completes each sentence.

1. Astrid und Jonas (wohnen / bedeuteten) in Berlin.
2. Michaela (sucht / korrigiert) den Seminarraum.
3. Ich (baue / studiere) Mathematik.
4. Wir (belegen / gründen) sehr viele Vorlesungen.
5. (Belegt / Lebt) du in Deutschland oder in Österreich?
6. Ihr (macht / kauft) nachmittags Hausaufgaben.
7. (Warten / Kosten) Sie auf (für) den Bus, Professor Meier?
8. Du (sagst / reist) im Sommer nach (to) Spanien und Italien.

2 Was fehlt? Maria and Tim are meeting for lunch. Complete their conversation with the correct verb forms.

MARIA Hallo, Tim! Wie (1) _____ (gehen) es dir? Wie ist das Deutschseminar?
 TIM Ach, es geht mir ziemlich gut. Im Seminar (2) _____ (schreiben) der Dozent viel an die Tafel, aber ich (3) _____ (verstehen) es gut. Und du? Wie (4) _____ (finden) du das Informatikseminar?
 MARIA Ich (5) _____ (lieben) Informatik! Wir (6) _____ (bauen) heute einen Computer.
 TIM Vielleicht (Maybe) (7) _____ (belegen) ich nächstes Semester auch Informatik.
 (8) _____ (Machen) du viele Hausaufgaben?
 MARIA Ja! Samstags und sonntags (9) _____ (lernen) ich immer (always).
 TIM Oje. Samstags und sonntags (10) _____ (spielen) Max und ich Computer.

3 Schreiben Write complete sentences using the cues.

1. Ich / kaufen / einen Apfel
2. David / brauchen / das Wörterbuch
3. du / arbeiten / freitags und samstags
4. Lara / suchen / das Deutschbuch
5. Josef und ich / spielen / Basketball
6. lernen / ihr / Spanisch / ?
7. der Dozent / wiederholen / das Experiment
8. Hans und Jana / leben / in Irland
9. regnen / es / ?
10. öffnen / du / das Fenster / ?



Startblock eases into each grammar explanation, with definitions of grammatical terms and reminders about grammar concepts which are already familiar.

Querverweis boxes call out information covered in earlier lessons or provide cross-references to related topics that will be covered in future lessons.

Achtung boxes clarify potential sources of confusion and provide supplementary information.

Jetzt sind Sie dran! is the first opportunity to practice the new grammar point.

Anwendung offers a wide range of guided activities that combine lesson vocabulary and previously learned material with the new grammar point.

Kommunikation activities provide opportunities for self-expression using the lesson grammar and vocabulary. These activities feature interaction with a partner, in small groups, or with the whole class.

Supersite

- Grammar presentations
- Interactive grammar tutorials (see page IAE-18)
- Textbook activities
- Additional online-only practice activities
- Chat activities for conversational skill-building and oral practice

Carefully scaffolded lesson review

1 Gute Freunde In pairs, look at the information provided about each person. Decide which of them are friends, based on their interests.

BEISPIEL Heidi hört Ski und Florian hört auch Ski.
Heidi und Florian sind Freunde.

	Leben großes	Leben klein	Leben fern	Leben nah	Leben gemeinsam
Heidi	✓	✓	✓	✓	✓
Daniela	✓	✓	✓	✓	✓
Klaus	✓	✓	✓	✓	✓
Florian	✓	✓	✓	✓	✓
Oliver	✓	✓	✓	✓	✓

2 Begriffe raten In small groups, take turns drawing pictures based on words or phrases you learned in Lektionen 2A and 2B. The first person to guess the word or phrase draws next.

BEISPIEL
S1: Spielt er Schach?
S2: Nein, er spielt Karten.
S3: Spielt er Karten?
S2: Nein, er spielt Schach.

3 Viele Fragen Start a conversation with a classmate using the questions as prompts. Ask follow-up questions using time expressions.

BEISPIEL
S1: Hast du viele Bücher?
S2: Ja, ich habe viele Bücher.
S1: Hast du heute Hausaufgaben in Geschichte?
S2: Nein, ich hatte heute keine Hausaufgaben in Geschichte.

1. Liest du viele Bücher?
2. Reist du im Winter nach Kanada?
3. Sprichst du Deutsch?
4. Verstehst du Mathe?
5. Machtst du viel Sport?
6. Spielt du Schach?
7. Isst du viel Pizza?
8. Fährst du viel Fahrrad?

4 Diskutieren und kombinieren Your instructor will give you and your partner different worksheets showing two schedules. Take turns asking and answering questions to find out the missing information from your partner's schedule.

BEISPIEL
B1: Wann gehst du ins Stadion?
B2: Naheinsten Montag um halb fünf.

5 Vermischtes Use the cues to form questions. Then, in pairs, take turns asking and answering the questions.

BEISPIEL
S3: Ist es du heute Abend Zeit?
S2: Nein, ich habe heute Abend keine Zeit.
1. angehn / du / am Sonntag
2. Tennis spielen / du / am samstag
3. gehen / du / oft / in die Sporthalle
4. Tennisschuh / haben / keine / du
5. du / reiten / am Wochenende
6. du / schlafen / viel / sonntags
7. für die Prüfung / lernen / nicht / du
8. du / nicht / aus Berlin / kommen

6 Arbeitsblatt Your instructor will give you and your partner each a worksheet. Take turns asking questions to find each other's battleships.

BEISPIEL
S1: Lest Otto ein Buch?
S2: Treffer (nicht)! Er liest ein Buch!
Nein, kein Treffer. Er liest nicht.

Otto		
Lukas und Maria		

7 Stundenplan In Germany, you can pick up schedules like this one for free in many stores. Map out your classes and compare your **Stundenplan** with that of a partner.

BEISPIEL
B1: Dienstag habe ich ...
Wann hast du ...?

1	2	3	4	5	6	7
FISCH	GLOCKE	HAUS	IGEL	JUNGE	KATZE	LOWE
OWE	MARIENKÄFER	NEUN	OMNIBUS	PUNKTE	QUA	ON
US	DU	ZET	MONTAG	DIENSTAG	MITWEECH	DONNERSTAG
ON	MON	DI	DIENSTAG	MITWEECH	DONNERSTAG	FRIDAY
1	2	3	4	5	6	7
AK	ELFIN	SON	GEN	FAU	LOF	IE
N	LLUJ	ON	GE	UA	LO	GO
O	ESCH	DEL	ELF	E	BL	
C	DELF	E	ELF	EL		
I	ELF	EL	ELF	EL		
S	AR	KATZE	LOWE	MOND	NEUN	OKTOP

8 Minigeschichte In small groups, make up a story about the people in the picture. Be as detailed as possible. You may want to give the people names.

BEISPIEL
B1: Es ist Samstag und viele Studenten trainieren im Stadion.
B2: Niklas und David sind Basketballspieler, aber sie trainieren nicht.

fangen	gewinnen	laufen	trainieren	verlieren	spielen	treffen
--------	----------	--------	------------	-----------	---------	---------

Mein Wörterbuch

Personalize your vocabulary list. Add five words related to the themes an der Universität und Sport und Freizeit to the online Vocabulary Tools.

Lektion 2B

+ add word

die Klausur - ein exam

die Prüfung, das Examen

Wiederholung activities integrate the lesson's grammar points and vocabulary with previously learned vocabulary and structures, providing consistent, built-in review. It includes a realia-based activity.

Pair and group icons indicate communicative activities—such as role play, games, personal questions, interviews, and surveys for interpersonal and presentational practice.

Information gap activities, identified by interlocking puzzle pieces, engage partners in problem-solving situations.

Recycling icons call out activities that practice the lesson's grammar and vocabulary along with previously learned material.

Mein Wörterbuch in the B lesson of each chapter offers the opportunity to increase vocabulary comprehension and the contextualization of new words.

Supersite

- Chat activities for conversational skill-building and oral practice
- Grammar practice tests with diagnostics

Authentic cultural media for interpretive communication

KAPITEL 10 Kurzfilm

Szenen: Bienenstich ist aus

KAPITEL 10 Stadtleben

Kurzfilm

Bienenstich ist aus

Vorbereitung

Was fehlt? Ergänzen Sie die Sätze mit einem passenden Ausdruck aus den Listen.

- Der _____ kommt Insel aus dem Ozean.
- „Ich geht in ht gern schwimmen, weil sie _____.
- Frau Müller ist im Krankenhaus, weil sie letzte Woche _____.
- Diese laute Musik macht mich ganz _____.
- Mein Apfelin, die vom Baum gefallen sind, können wir _____.
- Mein Opa macht es _____, weil er müde ist.
- Wir haben heute einen Raum im _____.
- Pau spricht nicht gern weiß _____.
- Die Schlängeln _____ mich sehr.
- Ich habe gestern ein schönes _____ im Internet gefunden.

Über den Film sprechen

- der Nachbar, -ne -ne neighbor
- der Schlaganfall stroke
- der Schrebergarten community garden
- stottern to stammer
- vormässen to insist

KAPITEL 10 Stadtleben

Zapping

Kein Wohnraum: Studenten schlafen in Hotels

1 Vorbereitung Discuss the questions with a partner

- Where and with whom do you live?
- What are three things on which you spend most of your money?

Students enrolling at a German university are not assigned a dorm room. **Studentenwerk**, the student affairs association, oversees about 1,000 dorms in Germany and provides temporary accommodations to first-year students who have not found a place to live. Intense competition has led to soaring rent prices, so most students rent private rooms or share an apartment (**Wohngemeinschaft**). While larger cities have seen student housing prices rise, smaller cities are more affordable.

2 Partnerarbeit Besprechen Sie mit einem Partner die folgenden Themen.

- In vielen deutschen Städten gibt es Schrebergärten auch in ihrer Stadt? Wie unterscheiden sie sich von den in den USA?
- In Deutschland kauft man Brot und Kuchen oft bei einem Supermarkt. Ist dies in Ihrem Land auch so? Diskutieren Sie die beiden Läden.

3 Diskussion Discuss the following questions with a partner.

- A student needs €550 per month. What do you think this money is spent on?
- Would you rather get a dorm room on campus or a car for your commute? Why?

4 Vergleich (Comparison) Compare your living situation with that of the students in the video. Where do you live? How did you find your room?

Analyse

Im Partner / Wirt Pauls jeder Eltern erwähnen schweizerischen Pauls zitate.

„Reden lernt man nur durch Reden.“ —Marcus Tullius Cicero

„Eine Gelegenheit (opportunity), den Mund zu halten, sollte man nie vorübergehen lassen.“ —Curt Goetz

Zapping presents TV commercials from the German-speaking world. Post-viewing activities check comprehension.

Kurzfilm in Chapters 10, 11, and 12 features short films from contemporary German-speaking filmmakers.

Summary provides context for each video clip.

Photos and captions provide key information to facilitate comprehension.

Analyse post-viewing activities encourage exploration of the broader idea presented in each video clip.



- Streaming video of the TV clip or short film with teacher-controlled subtitle options
- Textbook activities

Perspective through geography

KAPITEL 2 Weiter geht's

Panorama [interactive Map](#)

Berlin

Die Stadt in Zahlen

- > Fläche: 892 km² (Quadratkilometer)
- > Einwohner^{*} der Stadt Berlin: 3.624.930
- > Ausländer^{*} in Berlin: 652.997
- > Touristen (2018): über 10 Millionen
- > Fastfood-Döner-Kebab, erfunden^{*} 1972 von Kadir Norman in Berlin; über 1.000 Verkaufsstellen^{*} in Berlin Currywurst, erfunden 1949 von Herrn Heuver in Berlin
- > Tourismuszählstellen: das Brandenburger Tor, der Reichstag, die Gedächtniskirche, der Gendarmenmarkt, der Alexanderplatz, das Holocaust-Mahnmal, das Museumsinsel, der Potsdamer Platz, das Nikolaiquartier

QUELLE: Amt für Statistik Berlin und Brandenburg

Berühmte Berliner

- > Friedrich II. (Friedrich der Große), König von Preußen^{*} (1712–1786)
- > Alexander von Humboldt, Naturforscher^{*} (1769–1859)
- > Gustav Langenscheidt, Deutschlehrer und Verlagsbuchhändler^{*} (1832–1895)
- > Bertolt Brecht, Dramatiker^{*} (1898–1956)
- > Marlene Dietrich, Schauspielerin und Sängerin^{*} (1901–1992)
- > Thomas „Jocke“ Häßler, Fußballspieler (1966–)
- > Franziska van Almsick, Schwimmerin (1978–)

[More activities](#)

Geweihter „Inhaber“ Ausländer: foreigner; erfassten: monitored; verkaufsstellen: points of sale; König von Preußen: King of Prussia; Naturforscher: naturalist; Verlagsbuchhändler: publisher

Demografie: population statistics; Wohnungen: apartments; Schaden: damage; Waffengesetz: War Crime Law; Trümmer: ruins; zerstört: destroyed; Wohnungen: apartments; Krankenhäuser: hospitals; beschädigt: damaged

Unglaublich aber wahr!

Am 2. Mai 1945 endet der 2. Weltkrieg^{*} in Berlin. 28,5 km² der Stadt liegen in Trümmern^{*}. Im Zentrum sind etwa 50% der Gebäude zerstört^{*}. Etwa 600.000 Wohnungen sind komplett zerstört. Die Infrastruktur der Stadt, Straßen, Schulen und Krankenhäuser^{*} sind schwer beschädigt^{*}. In Berlin leben noch 2,8 Millionen Menschen, vor dem Krieg sind es 4,3 Millionen.

KAPITEL 2 Schule und Studium

Geschichte Das DDR Museum

Seit 1999 sind Berlin und ganz Deutschland nicht mehr geteilt^{*}. Das DDR Museum beleuchtet^{*} das Leben in der ehemaligen^{*} DDR, die Mauer, die Stasi^{*} und den Alltag^{*}. Die Ausstellung ist interaktiv: Man kann sich in einem echten Trabant^{*} oder ein authentisches DDR Wohnzimmer^{*} setzen. Geschichte zum Anfassen!^{*}

Architektur Der Reichstag^{*}

Zwischen 1884 und 1894 errichtet der Architekt Paul Wallot den Reichstag. Er ist das wichtigste^{*} Gebäude der deutschen Politik. Bis 1918 trifft sich hier der Reichstag des Deutschen Kaiserreichs^{*}, danach das Parlament der Weimarer Republik, und seit 1999 der Deutsche Bundestag. 1933 ist der legendäre Reichstagbrand^{*}. Heute besuchen Touristen oft die Glaskuppel. Sie ist 23,5 Meter hoch^{*}, 40 Meter breit^{*} und 800 Tonnen schwer^{*}. Im Sommer 1995 vernüllten^{*} die Künstler Christo und Jeanne-Claude den Reichstag komplett. Jedes Jahr kommen 3 Millionen Besucher^{*} nach Berlin um den Reichstag zu sehen.

Kultur Karneval der Kulturen

Berlin ist eine internationale Stadt mit mehr als 5.700.000 Menschen aus 130 Ländern. Seit 1996 gibt es „Karneval der Kulturen“ und die Internationale und Kulturszene erhält^{*} Berlins zu feiern: Der Karneval der Kulturen. Es gibt einen großen „Zug“ mit etwa 40.000 Teilnehmern und einer jährlichen Teilnehmerzahl mit mehr als 800 Kunstteilern. Mit Tanz-Performance 2012 besuchten fast 1 Million Menschen das Event in Berlin-Kreuzberg. Mehr als 500.000 setzen den Umzug. An der „Zug“ lägen kann man viele kulturelle und handwerkliche Sachen zu erkennen.

Musik Musik

Nemas hit „99 Luftballons“ ist ein Höhepunkt der musikalischen Ära der Neuen Deutschen Welle in den achtziger Jahren.

[Go to Michael Jackson](#) | [Next activity](#)

1 Richtig oder falsch? Indicate whether each statement is richtig or falsch. Correct the false statements.

- Vor dem 2. Weltkrieg wohnen fast 4,3 Millionen Leute in Berlin
- In Berlin gibt es ein DDR Museum
- Der Reichstag ist das wichtigste Gebäude der deutschen Kultur
- Die Olympischen Sommerspiele finden 1938 in Berlin statt
- 2018 besuchten fast 1 Million Menschen den Berliner Karneval der Kulturen

2 Denken Sie nach: In a small group, discuss an annual cultural celebration in your city. How is it like the Karneval der Kulturen? What cultures are usually represented? How do people showcase their cultures?

Panorama offers interesting facts about the featured city, region, or country.

Maps point out major geographical features and situate the featured region in the context of its immediate surroundings.

Readings explore different aspects of the featured region's culture, such as history, landmarks, fine art, literature, and insight into everyday life.

Unglaublich, aber wahr! highlights an intriguing fact about the featured region.

Musik, Musik introduces contemporary musicians and singers from different musical genres of the German-speaking world.

• **Comprehension questions** and **discussion activities** check your understanding of key ideas.



- Map with statistics and cultural notes
- **Im Internet** research activity
- Textbook activities

Reading skills developed in context

90 **91**

Lesen **Audio Reading**

Vor dem Lesen

Strategien

Predicting content through formats

Recognizing the format of a text can help you to predict its content. For example, invitations, greeting cards, and classified ads follow easily identifiable formats, which usually give you a general idea of the information they contain. Look at the text below and identify it based on its format.

Uhrzeit	Dauer	Dienstag	Mittwoch	Donnerstag	Freitag	Samstag
7.30	ca. 1 Stunde	Deutschkurs	Deutschkurs	Deutschkurs	Deutschkurs	Deutschkurs
8.45	ca. 1 Stunde	Marie	Marie	Marie	Marie	Marie
9.45	ca. 1 Stunde	Marie	Marie	Marie	Marie	Marie
10.45	ca. 1 Stunde	Marie	Marie	Marie	Marie	Marie
11.45	ca. 1 Stunde	Marie	Marie	Marie	Marie	Marie
12.45	ca. 1 Stunde	Marie	Marie	Marie	Marie	Marie
13.45	ca. 1 Stunde	Marie	Marie	Marie	Marie	Marie

If you guessed that this is a page from a student's weekly planner, you are correct. You can now infer that it contains information about a student's weekly schedule, including days, times, classes, and activities.

Texte verstehen

Briefly look at the document. What is its format? What kind of information is given? How is it organized? What are the visual components? What types of documents usually contain these elements?

Verwandte Wörter

You have already learned that you can use cognates, as well as format, to help you predict the content of a document. With a classmate, make a list of all the cognates you find in the reading selection. Based on these cognates and the format of the document, can you guess what this document is and what it is for?

Karlsruhe-Mittelhessen

Karlsruhe-Mittelhessen

Die Deutschkurse an der Karlsruhe-Mittelhessen:

Karlsruhe-Mittelhessen

Nach dem Lesen

Antworten Sie Select the option that best completes the statement

- Das ist eine Broschüre für
 - ein deutsches Gymnasium
 - ein Institut für Deutschkurse
 - Studenten, die Englisch lernen wollen.
- Studenten, die kein Deutsch sprechen, nehmen den Kurs
 - Grundstufe
 - Stufe 3.
 - Stufe 5/6
- Jeden (Every) Tag haben Studenten in einem Kurs
 - 4 Stunden Deutschunterricht
 - 4 Stunden Tutorien
 - 2 Stunden Deutschunterricht
- Der Test am Ende der Stufe 5/6
 - ist intensives Training
 - hat kein Hörverständnis
 - heißt DSH Prüfung
- Studenten wohnen
 - bei deutschen Familien
 - im Studentenwohnheim
 - in Frankfurt
- An Wohnenden besuchen Studenten
 - Studentenwohne und Privatwohnungen
 - Frankfurt und andere Städte
 - die Universität
- Kurse kosten...
 - 50 Euro
 - 1.030 Euro
 - 410 oder 620 Euro
- Die Kurse der Stufe 1, 2, 3 und 4 dauern
 - 4 Wochen.
 - 6 Wochen.
 - 11 Wochen

Richtig oder falsch? Mark the appropriate box

<input checked="" type="checkbox"/>	richtig	falsch
-------------------------------------	----------------	---------------

- Das Studienkolleg Mittelhessen ist für deutsche Studenten
- Die Deutschkurse sind 5 Stunden jeden Tag
- Es gibt Tagesausflüge nach Frankfurt, Eisenach und Heidelberg
- Das Studienkolleg ist in der Friedrichstraße 3 D-35032 Marburg

Vor dem Lesen presents useful strategies and activities that help develop stronger reading abilities.

Readings are tied to the chapter theme. The selections recycle vocabulary and grammar learned.

- **Nach dem Lesen** consists of post-reading activities that check comprehension.



- Audio-sync reading that highlights text as it is being read
- Textbook activities

Listening and writing skills developed in context

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Hören

Strategien

Listening for cognates

You already know that cognates are words that have similar spellings and meanings in two or more languages, like Telefon and Telefon as activity and Aktivität. Listen for cognates to improve your comprehension of spoken German.

Übung In der Übung „Schulwochenende“ hören Sie Julian und Annis Gespräch. Welche Wörter sind Cognates?



Vorbereitung

Based on the photograph, who do you think Julian and Ann are? Where are they? Do they know each other well? Where are they going this morning? What are they talking about?

Zuhören

Übung Listen to the conversation and list any cognates you hear. Listen again and complete the highlighted portions of Julian's schedule.

4. April - Montag

9:30	10:00	10:30	11:00	11:30	12:00	12:30	13:00	13:30	14:00
Aufführungsklasse Von den Schülern	Frühstück Kaffee mit Milch				Mittagessen und Kaffe mit Milch				
14:30	15:00	15:30	16:00	16:30	17:00	17:30	18:00	18:30	19:00
Abendkonzert Kulturtage					Kulturtage				

Verständnis

Richtig oder falsch? Indicate whether each sentence is richtig or falsch. Correct any false statements.

- Anni lernt morgens in der Bibliothek.
- Julian und Ann studieren Architektur.
- Um 9:30 Uhr trinkt Julian mit Jasmin Kaffee.
- Anni hat um 2 Uhr eine Vorlesung.
- Anni findet Architektur interessant.
- Anni und Julian haben langweilige Professoren.
- Julian und Ann gehen am Nachmittag Fußball spielen.
- Julian geht am Abend in ein Konzert.

Übung In pairs, discuss your plans for this weekend, including where and when you will do each activity.

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KAPITEL 2 Schule und Studium

Schreiben

Strategien

Brainstorming

Brainstorming can help you generate ideas on a specific topic. Before you begin writing, you should spend 10–15 minutes brainstorming, jotting down any ideas about the topic that occur to you. Whenever possible, try to write down your ideas in German. Express your ideas in single words or phrases, and do them down in any order. While brainstorming, do not worry about whether your ideas are good or bad. Selecting and organizing ideas should be the second stage of your writing. The more ideas you write down while you are brainstorming, the more options you will have to choose from later on, when you start to organize your ideas.



Thema

Übung Eine persönliche Beschreibung

Write a description of yourself to post on a Web site in order to find a German-speaking e-pal. Your description should include

- your name and where you are from.
- your birthday.
- the name of your school and where it is located.
- the courses you are currently taking and your opinion of each one.
- your hobbies and pastimes.
- any other information you would like to include.

Übung

Hallo!

Ich heiße Erik Schneider und ich komme aus Köln. Ich studiere Physik an der Technischen Universität in Berlin. Ich fahre Ski, spiele Tennis und fahre Fahrrad...

Hören uses a recorded conversation or narration to develop listening skills in German, while **Strategien** and **Vorbereitung** are preparation for an audio listening activity.

Zuhören serves as a guide to the recorded segment, and **Verständnis** checks comprehension.

In the **Schreiben** section, **Strategien** provides useful preparation for the writing task presented in **Thema**.

Thema presents a writing topic and includes suggestions for approaching it. It also provides words and phrases that may be useful in writing about the topic.

Supersite

- Audio for **Hören** activities
- Textbook activities
- Additional online-only practice activity
- Composition writing activity for **Schreiben**

Vocabulary

**KAPITEL
2**

Wortschatz

vierundneunzig | **94**

Vocabulary Tools

Lektion 2A		Lektion 2B	
das Studium <i>studies</i>	der Stundenplan <i>schedule</i>	Sportarten <i>sports</i>	Freizeitaktivitäten <i>leisure activities</i>
der Abschluss, -e / das Diplom, -e <i>degree</i> das Abschlusszeugnis, -se / das Diplom, -e <i>diploma</i> der Dozent, -en / die Dozentin, -nen <i>college/university instructor</i> das Fach, -er <i>subject</i> der Elternteil, -e <i>parent</i> das Stipendium, -en <i>scholarship</i> die Veranstaltung, -en <i>class; course</i> die Vorlesung, -en <i>lecture</i> (die) Architektur <i>architecture</i> (die) Biologie <i>biology</i> (die) Chemie <i>chemistry</i> (die) Fremdsprache, -n <i>foreign language</i> (die) Geschichte <i>history</i> (die) Informatik <i>computer science</i> (die) Kunst, -e <i>art</i> (die) Literatur <i>literature</i> (die) Mathematik <i>math</i> (die) Medizin <i>medicine</i> (die) Naturwissenschaft, -en <i>natural sciences</i> (die) Physik <i>physics</i> (die) Psychologie <i>psychology</i> (die) Wirtschaft <i>business</i> belegen <i>to take (a class)</i> gehen <i>to go</i> lernen <i>to study; to learn</i> studieren <i>to study; to major in</i>	der Montag, -e <i>Monday</i> der Dienstag, -e <i>Tuesday</i> der Mittwoch, -e <i>Wednesday</i> der Donnerstag, -e <i>Thursday</i> der Freitag, -e <i>Friday</i> der Samstag, -e <i>Saturday</i> der Sonntag, -e <i>Sunday</i> die Woche, -n <i>week</i> das Wochenende, -n <i>weekend</i> die Zeit, -en <i>time</i> morgens <i>in the morning</i> nachmittags <i>in the afternoon</i> abends <i>in the evening</i> montags <i>on Mondays</i> dienstags <i>on Tuesdays</i> mittwochs <i>on Wednesdays</i> donnerstags <i>on Thursdays</i> freitags <i>on Fridays</i> samstags <i>on Saturdays</i> sonntags <i>on Sundays</i>	(der) Baseball <i>baseball</i> (der) Basketball <i>basketball</i> (der) (American) Football <i>football</i> (der) Fußball <i>soccer</i> (das) Golf <i>golf</i> (das) Hockey <i>hockey</i> (die) Leichtathletik <i>track and field</i> (der) Tennis <i>tennis</i> (der) Volleyball <i>volleyball</i> der Ball, -e <i>ball</i> die Mannschaft, -en <i>team</i> das Schwimmbad, -er <i>swimming pool</i> das Spiel, -e <i>game</i> der Spieler, -/ die Spielerin, -nen player das Spielfeld, -er / der Platz, -e field, court der Sport <i>sports</i> das Stadion, Stadien <i>stadium</i> Fahrrad fahren <i>to ride a bicycle</i> Skifahren <i>to ski</i> gewinnen <i>to win</i> schwimmen <i>to swim</i> trainieren <i>to practice</i> verlieren <i>to lose</i>	
Orte <i>places</i>	zur Beschreiben <i>to describe</i>	Orte <i>places</i>	Ausdrücke <i>expressions</i>
das Café, -s <i>café</i> der Horsaal, Hörsale <i>lecture hall</i> der Seminarraum, -räume <i>(college/ university) classroom</i>	einfach <i>easy</i> interessant <i>interesting</i> langweilig <i>boring</i> nutzlich <i>useful</i> nutilos <i>useless</i> schwierig <i>difficult</i>	die Sporthalle, -n <i>gym</i>	Sie spielen gern Schach. They like to <i>play chess</i> Sie verliert nicht gern. She doesn't like <i>to lose</i>
Sportarten <i>sports</i>			Stem-changing verbs See pp. 76-77 Common time expressions See p. 80 Negative words See pp. 82-83.
spielen <i>to play</i>			

More activities

Wortschatz presents the chapter's active vocabulary in logical groupings, including notation of plural forms. Words are separated by corresponding A and B lessons.

Supersite

- Audio recordings of all vocabulary items
- Vocabulary Tools

Six-step instructional design

Take advantage of the unique, powerful six-step instructional design in **SAG MAL**. With a focus on personalization, authenticity, cultural immersion, and the seamless integration of text and technology, language learning comes to life in ways that are meaningful to each and every student.

STEP 1

Context

Begin each lesson by asking students to provide from their own experience words, concepts, categories, and opinions related to the theme. Spend quality time evoking words, images, ideas, phrases, and sentences; group and classify concepts. You are giving students the “hook” for their learning, focusing them on their most interesting topic—themselves—and encouraging them to invest personally in their learning.

STEP 2

Vocabulary

Now turn to the vocabulary section, inviting students to experience it as a new linguistic code to express what they already know and experience in the context of the lesson theme. Vocabulary concepts are presented in context, carefully organized, and frequently reviewed to reinforce student understanding. Involve students in brainstorming, classifying and grouping words and thoughts, and personalizing phrases and sentences. In this way, you will help students see German as a new tool for self-expression.

STEP 3

Media

Once students see that German is a tool for expressing their own ideas, bridge their experiences to those of German speakers through the **Fotoroman** section. The **Fotoroman** storyline video presents and reviews vocabulary and structure in accurate cultural contexts for effective training in both comprehension and personal communication.

STEP 4

Culture

Now bring students into the experience of culture as seen from the perspective of those living in it. Here we share German-speaking cultures' unique geography, history, products, perspectives, and practices. Through **Zapping** and **Kurzfilm** students experience and reflect on cultural experiences beyond their own.

STEP 5

Structure

Through context, media and culture, students have incorporated both previously learned and new grammatical structures into their personalized communication. Now a formal presentation of relevant grammar demonstrates that grammar is a tool for clearer and more effective communication. Clear presentations and invitations to compare German to English build confidence, fluency, and accuracy.

STEP 6

Skill synthesis

Pulling all their learning together, students now integrate context, personal experience, communication tools, and cultural products, perspectives, and practices. Through extended reading, writing, listening, speaking, and cultural exploration in scaffolded progression, students apply all their skills for a rich, personalized experience of German.

World-Readiness Standards for Learning Languages

SAG MAL blends the underlying principles of ACTFL's World-Readiness Standards with features and strategies tailored specifically to build students' language and cultural competencies.

THE FIVE C'S OF FOREIGN LANGUAGE LEARNING

COMMUNICATION

Students:

1. Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (Interpersonal mode)
2. Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (Interpretive mode)
3. Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (Presentational mode)

CULTURES

Students use German to investigate, explain, and reflect on:

1. The relationship of the practices and perspectives of the culture studied.
2. The relationship of the products and perspectives of the culture studied.

CONNECTIONS

Students:

1. Build, reinforce, and expand their knowledge of other disciplines while using German to develop critical thinking and to solve problems creatively.
2. Access and evaluate information and diverse perspectives that are available through German and its cultures.

COMPARISONS

Students use German to investigate, explain, and reflect on:

1. The nature of language through comparisons of the German language and their own.
2. The concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES

Students:

1. Use German both within and beyond the school to interact and collaborate in their community and the globalized world.
2. Set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Adapted from ACTFL's Standards for Foreign Language Learning in the 21st Century

Learning to Use Your Instructor's Annotated Edition

SAG MAL offers you a comprehensive, thoroughly developed Instructor's Annotated Edition (IAE). It features student text pages overprinted with answers to all activities with discrete responses. Each page also contains annotations for a few selected activities that were written to complement and support varied teaching styles, to extend the already rich contents of the student textbook, and to save you time in class preparation and course management.

Because the **SAG MAL** IAE is different from instructor's editions available with other German programs, this section is designed as a quick orientation to the principal types of instructor annotations it contains. As you familiarize yourself with them, it is important to know that the annotations are suggestions only. Any German question, sentence, model, or simulated instructor-student exchange is not meant to be prescriptive or limiting. You are encouraged to view these suggested "scripts" as flexible points of departure that will help you achieve your instructional goals.

For the Chapter Opening Page

- **Suggestion** A discussion topic idea, based on the Chapter Opener photo

For the Lessons

- **Suggestion** Teaching suggestions for working with on-page materials, carrying out specific activities, and presenting new vocabulary or grammar
- **Expansion** Expansions and variations on activities
- **Vorbereitung** Suggestions for talking about the **Fotoroman** pages before students have watched the video or studied the pages
- **Nützliche Ausdrücke** A list of expressions taken from the **Fotoroman** that students may need to study before watching the episode
- **Partner and Video Virtual Chats** Assignments that develop students' communication skills with the convenience of the Supersite
- **Communication Icons** are tagged to activities that engage students in one of the three different modes of communication:
 - ↗↘ Interpretive communication Exercises that target students' reading or listening skills and assess their comprehension
 - ↔ Presentational communication Ideas and contexts that require students to produce a written or verbal presentation in the target language
 - ↔↔ Interpersonal communication Activities that provide students with opportunities to carry out language functions in simulated real-life contexts or engage in personalized communication with others

Please check the **SAG MAL** Supersite at vhcentral.com for additional teaching support.

Course Planning

The entire **SAG MAL**, Third Edition, program was developed with an eye to flexibility and ease of use in a wide variety of course configurations. **SAG MAL**, Third Edition, can be used in courses taught on semester or quarter systems, and in courses that complete the book in two or three semesters. Here are some sample course plans that illustrate how **SAG MAL**, Third Edition, can be used in different academic situations. You should, of course, feel free to organize your courses in the way that best suits your students' needs and your instructional objectives.

Two-Semester System

The following chart illustrates how **SAG MAL**, Third Edition, can be completed in a two-semester course.

Semester 1	Semester 2
Chapters 1–6	Chapters 7–12

Three-Semester or Quarter System

This chart shows how **SAG MAL**, Third Edition, can be used in a three-semester or quarter course. The chapters are divided over each semester/quarter, allowing students to absorb the material at a steady pace.

Semester/Quarter 1	Semester/Quarter 2	Semester/Quarter 3
Chapters 1–4	Chapters 5–8	Chapters 9–12

Four-Semester System

This chart shows how **SAG MAL**, Third Edition, can be used in a four-semester course.

Semester 1	Semester 2	Semester 3	Semester 1
Chapters 1–3	Chapters 4–6	Chapters 7–9	Chapters 10–12

SAMPLE LESSON PLAN AND SYLLABUS

The sample two-semester syllabus and **Kapitel 2** lesson plan for **SAG MAL**, Third Edition, are available on the instructor's section of the **SAG MAL**, Third Edition, Supersite at vhlicentral.com. You will find general suggestions, as well as plans for the two lessons in each chapter and end-of-chapter **Weiter geht's** section. The sample syllabus and lesson plan are not intended to be prescriptive. You should feel free to present lesson materials as you see fit, tailoring them to your own teaching preferences and to your students' learning styles. It is our hope that you will find the **SAG MAL**, Third Edition, program very flexible: simply pick and choose from its array of instructional resources, and sequence the material in the way that makes the most sense for your course.

General Teaching Considerations

Orienting Students to the Student Textbook

Because **SAG MAL**, Third Edition, treats interior and graphic design as an integral part of students' language-learning experience, you may want to take a few minutes to orient students to the student textbook. Have them flip through one chapter, and point out that the chapters are all organized exactly the same way, with two short lessons and a concluding **Weiter geht's** section. Also point out that the major sections of each lesson are color-coded for easy navigation: green for **Kontext**; orange for **Fotoroman**; red for **Kultur**; blue for **Strukturen**, **Zapping**, **Kurzfilm**, and **Wiederholung**; and purple for **Weiter geht's** and **Wortschatz**. Because of these design elements, students can be confident that they will always know "where they are" in their textbook.

Emphasize that sections are self-contained, occupying either a full page or a spread of two facing pages, thereby eliminating "bad breaks." Finally, call students' attention to the use of color to highlight key information in elements such as charts, diagrams, word lists, activity models, titles, and help boxes such as **Achtung!**, **Tipp**, and **Querverweis**.

Flexible Lesson Organization

SAG MAL, Third Edition, uses a flexible lesson organization designed to meet the needs of diverse teaching styles, instructional goals, and institutional requirements. For example, you can begin with the chapter opening page and progress sequentially through a chapter. If you do not want to devote class time to grammar, you can assign the **Strukturen** explanations for outside study, freeing up class time for other purposes, such as developing oral communication skills; building listening, reading, and writing skills; learning more about the German-speaking world; or working with the video program. You might decide to work with the **Weiter geht's** section in order to focus on students' reading skills and their knowledge of German-speaking regions. On the other hand, you might prefer to skip these sections entirely, or to draw from them selectively, depending on your classroom needs and the interests of your students. If you plan on using the **SAG MAL**, Third Edition, Testing Program, however, be aware that its tests and exams check students' command of language presented in **Kontext** and vocabulary called out in text and charts on the **Strukturen** pages. The language presented in the **Nützliche Ausdrücke** boxes of the **Fotoroman** and the **Deutsch im Alltag** boxes on **Kultur** pages is not tested.

Identifying Active Vocabulary

All words and expressions taught in the **Kontext** illustrations and lists are considered active, testable vocabulary. Likewise, new vocabulary called out in **Strukturen**, including tables, charts, and boxes, is considered active and testable. At the end of each chapter, **Wortschatz** provides a convenient one-page summary of the items that students should know and that may appear on tests or exams. The phrases and expressions in **Fotoroman** are not part of the active vocabulary load. You will want to point this out to students.

Taking into Account the Affective Dimension

While many factors contribute to the quality and success rate of learning experiences, two factors are particularly germane to language learning. One is students' beliefs about how language is learned; the other is language-learning anxiety.

As studies show and experienced instructors know, students often come to modern language courses either with a lack of knowledge about how to approach language learning or with mistaken notions about how to do so. For example, many students believe that making mistakes when speaking the target language must be avoided because doing so will lead to permanent errors. Others are convinced that learning another language is like learning any other academic subject. In other words, they believe that success is guaranteed, provided they attend class regularly, learn the assigned vocabulary words and grammar rules, and study for exams. In fact, in a study of college-level beginning language learners in the United States, over one third of the participants thought that they could become fluent if they studied the language for only one hour a day for two years or less. Mistaken and unrealistic beliefs such as these can cause frustration and ultimately demotivation, thereby significantly undermining students' ability to achieve a successful language-learning experience.

Another factor that can negatively impact students' language-learning experiences is language-learning anxiety. As Professor Elaine K. Horwitz of The University of Texas at Austin and Senior Consulting Editor of **VISTAS**, First Edition, wrote, "Surveys indicate that up to one-third of American foreign language students feel moderately to highly anxious about studying another language. Physical symptoms of foreign language anxiety can include heart-pounding or palpitations, sweating, trembling, fast breathing, and general feelings of unease." The late Dr. Philip Redwine Donley, **VISTAS** co-author and author of articles on language-learning anxiety, spoke with many students who reported feeling nervous or apprehensive in their classes. They mentioned freezing when called on by their instructors or going inexplicably blank when taking tests. Some so dreaded their classes that they skipped them or dropped the course.

Based on what Vista Higher Learning learned from instructors and students using our highly successful introductory Spanish and French programs, **SAG MAL**, Third Edition, contains several features aimed at reducing students' language anxiety and supporting their successful language learning. First of all, the highly structured, visually dramatic interior design of the **SAG MAL**, Third Edition, student text was conceived as a learning tool to make students feel comfortable with the content and confident about navigating the lessons. In addition, the student text provides marginal boxes that assist students by making relevant connections with new information or reminding them of previously learned concepts.

General Suggestions for Using the SAG MAL Fotoroman Video Episodes

The **Fotoroman** section in each lesson and the **Fotoroman** video were created as interlocking pieces. All photos in **Fotoroman** are actual video stills from the corresponding video episode, while the printed conversations are abbreviated versions of the dramatic segment. Both the **Fotoroman** conversations and their expanded video versions represent comprehensible input at the discourse level; they were purposely written to use language from the corresponding lesson's **Kontext** and **Strukturen** sections. Thus, as of **Episode 2** in **Lektion 1B**, they recycle known language, preview grammar points students will study later in the lesson, and, in keeping with **Krashen's** concept of "i + 1," contain some amount of unknown language.

Because the **Fotoroman** textbook sections and the dramatic episodes of the **Fotoroman** video are so closely connected, you may use them in many different ways. For instance, you can use **Fotoroman** as a preview, presenting it before showing the video episode. You can also show the video episode first and follow up with **Fotoroman**. You can even use **Fotoroman** as a stand-alone, video-independent section.

Depending on your teaching preferences and campus facilities, you might decide to show all video episodes in class or to assign them solely for viewing outside the classroom. You could begin by showing the first one or two episodes in class to familiarize yourself and students with the characters, storyline, style, and **Zusammenfassung** sections. After that, you could work in class only with **Fotoroman** and have students view the remaining video episodes outside of class. No matter which approach you choose, students have ample materials to support viewing the video independently and processing it in a meaningful way. For each video episode, there are activities in the **Fotoroman** section of the corresponding textbook lesson, as well as additional activities in the **SAG MAL**, Third Edition, Video Manual section of the Student Activities Manual.

You might also want to use the **Fotoroman** video in class when working with the **Strukturen** sections. You could play the parts of the dramatic episode that correspond to the video stills in the grammar explanations or show selected scenes and ask students to identify certain grammar points.

You could also focus on the **Zusammenfassung** sections that appear at the end of each episode to summarize the key language functions and grammar points used. In class, you could play the parts of the **Zusammenfassung** section that exemplify individual grammar points as you progress through each **Strukturen** section. You could also wait until you complete a **Strukturen** section and review it and the lesson's **Kontext** section by showing the corresponding **Zusammenfassung** section in its entirety.

On the **SAG MAL**, Third Edition, Supersite, instructors can control what, if any, subtitles students can see. They are available in German or in English, and in transcript format.



When showing the **Fotoroman** video segments in your classes, you might want to implement a process approach. You could start with an activity that prepares students for the video segment, implementing the vocabulary they learned in the **Kontext** section. This could be followed by an activity that students do while you play parts of, or the entire, video segment. The final activity, done in the same class period or in the next one as warm-up, could recap what students saw and heard and move beyond the video segment's topic. The following suggestions for using the **Fotoroman** video segments in class are in addition to those on the individual pages of the Instructor's Annotated Edition, and they can be carried out as described or expanded upon in any number of ways.

Before viewing

- Ask students to guess what the segment might be about based on what they've learned in Kontext or by asking them to look at the video stills.
- Have pairs make a list of the lesson vocabulary they expect to hear in the video.
- Read a list of true-false or multiple-choice questions about the video to the class, and have students use what they know about the characters to guess the answers. Have them confirm their guesses after watching the segment.

While viewing

- Show the video segment with the audio turned off and ask students to use lesson vocabulary and previously learned structures to describe what they see. Have them confirm their guesses by showing the segment again with the audio on.
- Have students refer to the list of words they brainstormed before viewing the video and put a check in front of any words they actually hear or see in the segment.
- First, have students simply watch the video. Then, show it again and ask students to take notes on what they see and hear. Finally, have them compare their notes in pairs or groups for confirmation.
- Print the episode's videoscript from the Supersite and white out words and expressions related to the lesson theme. Distribute the scripts for pairs or groups to complete as cloze paragraphs.
- Show the video segment before moving on to Kontext to jump-start the lesson's vocabulary, grammar, and cultural focus. Have students tell you what vocabulary and grammar they recognize from previous lessons.

After viewing

- Have students say what aspects of the information presented in the corresponding textbook lesson are included in the video segment.
- Ask groups to write a brief summary of the content of the video segment. Have them exchange papers with another group for peer review.
- Have students pick one new aspect of the corresponding textbook lesson's cultural theme that they learned about from watching the video segment. Then ask them to research more about that topic and write a list or paragraph to expand on it.

About strategies in *Lesen, Hören, and Schreiben*

SAG MAL, Third Edition, takes a process approach to the development of reading, listening, and writing skills. These are lists of the different strategies taught in each chapter so that you may refer to them in one convenient place.

Lesen

- | | |
|---|---|
| Kapitel 1 Recognizing cognates | Kapitel 7 Predicting content from the title |
| Kapitel 2 Predicting content through formats | Kapitel 8 Identifying borrowed words: anglicisms |
| Kapitel 3 Predicting content from visuals | Kapitel 9 Reading for the main idea |
| Kapitel 4 Scanning | Kapitel 10 Analyzing repetition |
| Kapitel 5 Skimming | Kapitel 11 Analyzing characters |
| Kapitel 6 Recognizing word families | Kapitel 12 Analyzing imagery |

Hören

- | | |
|---|--|
| Kapitel 1 Listening for words you know | Kapitel 7 Using visual cues |
| Kapitel 2 Listening for cognates | Kapitel 8 Recognizing the genre of spoken discourse |
| Kapitel 3 Asking for repetition | Kapitel 9 Using background information |
| Kapitel 4 Listening for the gist | Kapitel 10 Guessing the meaning of words from context |
| Kapitel 5 Listening for key words | Kapitel 11 Listening for linguistic clues |
| Kapitel 6 Using background knowledge | Kapitel 12 Taking notes |

Schreiben

- | | |
|--|--|
| Kapitel 1 Writing in German | Kapitel 7 Making an outline |
| Kapitel 2 Brainstorming | Kapitel 8 Expressing and supporting opinions |
| Kapitel 3 Using idea maps | Kapitel 9 Using linking words |
| Kapitel 4 Adding details | Kapitel 10 Using note cards |
| Kapitel 5 Using a dictionary | Kapitel 11 Writing strong introductions and conclusions |
| Kapitel 6 Reporting on an interview | Kapitel 12 Considering audience and purpose |

Acknowledgments

On behalf of its authors and editors, Vista Higher Learning expresses its sincere appreciation to the instructors nationwide who reviewed materials from **SAG MAL**. Their input and suggestions were vitally helpful in forming and shaping the Third Edition in its final, published form.

We also extend a special thank you to the contributing writers of **SAG MAL**, Third Edition, whose hard work was central to the publication.

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THIRD EDITION

SAG MAL

AN INTRODUCTION TO GERMAN LANGUAGE AND CULTURE

