

**HUH?  
WHAT?  
EXCUSE  
ME...**

# WEL, BITTE

**Introductory  
German  
for Proficiency**

**Fischer • Richardson**

**The Key To Proficiency-Based Instruction**

277



JOHN WILEY & SONS, INC.  
605 Third Avenue  
New York, NY 10158

NG/TS

# inside:

**A First in  
Proficiency-Based  
German  
Instruction**



“...truly the first German text to carry out a communicative syllabus.” Karen C. Kossuth, Pomona College

**WIE, BITTE?**  
**Introductory German for Proficiency**  
William B. Fischer, *Portland State University*;  
Peter N. Richardson, *Linfield College*

**WIE, BITTE?** is a new, highly innovative program, the first German text on the market to take as its organizing principle the promotion of proficiency as set out in the ACTFL Guidelines.

You know from experience that a talking classroom is a productive classroom. Yet how can you get your students to speak the language more frequently than they speak *about it*?

That's where **WIE, BITTE?** stands apart. Its authors have structured the text to give your students an active knowledge of German, one that will enable them to listen, speak, read, write, and *thrive* in all the kinds of situations that they would encounter every day in German-speaking countries.

To promote successful language classes where students manipulate the learning materials creatively, Fischer and Richardson challenge students throughout their text to put words together in an imaginative, flexible problem-solving manner. To encourage students' participation in skill-development, you need look no further than this package of highly integrated materials.

### HERE ARE THE PROGRAM'S COMPONENTS

- **THE CLASS TEXT** is organized by context (not grammar) according to the ACTFL/ETS Proficiency Guidelines. The chapters are based on situations a learner would encounter in a German-speaking country, with all exercises contextualized. It presents dialogues, brief grammar demonstrations, cultural notes, and situational class activities. A full spectrum of realia is also included to use as props for role playing and as the focus for reading exercises.

- **THE STUDY TEXT/WORKBOOK**, much more than a traditional workbook, gives your students exercises, study help, a reference

# CONTENTS

“After years of our *talking* about communicative competence, notional-functional syllabi, and proficiency-based instruction, the authors here are seriously trying to get away from a grammar-based, first-year program. . . . The materials, I feel absolutely certain, will appeal to beginning-level college students. . . .”

Richard C. Helt, *University of Northern Arizona*

“...truly the first German text to carry out a communicative syllabus. I like the gradually increasing complexity of syntax and vocabulary in the conversations, and the good buildup and good reinforcement of introduced structures in the grammar sections.”

Karen C. Kossuth, *Pomona College*

**WIE, BITTE? WER? WAS?/WO? WANN? WIEVIEL?** Asking for clarification, Saying name, age, nationality, and major, Saying simple courtesy formulas, Saying clock time, Identifying the days of the week, Counting money, Locating and naming major cities, Asking questions about dates, times, and prices, Adjusting handwriting

- 1 FAHRKARTEN UND PÄSSE, BITTE/IMBISS** Asking questions, Making polite requests, Getting clarification, Ordering simple meals, Counting money, Identifying possessions
- 2 IM HOTEL/RESTAURANT IM HOTEL** Asking more detailed questions, especially about shelter and meals, Learning how to express judgments and make comparisons
- 3 FAHRKARTENSCHALTER/REISEPROVIANT** Telling time (official and casual), Making travel arrangements, Asking for clarification, Buying food, Listening carefully for travel directions, Looking for key words in written materials
- 4 IM ZUG/WO IST DIE STRASSE?** Getting a seat on the train, Talking about a trip, Describing family and friends, Asking and giving directions in a city, Comparing qualities and quantities
- 5 HALTESTELLE/HOTEL—BAD ODER DUSCHE?** Dealing with public transportation, Discussing hotel facilities, Finding out how things work
- 6 GELDWECHSEL/KIOSK** Exchanging money, Making small purchases, Counting change, Dealing with minor problems, Improving small talk
- 7 STADTRUNDFAHRT/KONDI TOREI** Arranging city tours, Inquiring about tickets, Making plans, Ordering bakery goods, Asking for advice about what to see and do
- 8 OPERNKASSE/ALTSTADT** Buying entertainment tickets, Expressing emotion, Making alternate arrangements, Planning a walk through a city, Talking a little about history
- 9 FRÜHSTÜCK/WAS EMPFEHLEN SIE?** Expressing food and drink preferences in greater detail, Commenting on present and past activities, Asking for advice, Dealing with complex city directions, Asserting your ability to use German
- 10 DOM/GESCHENKE** Discussing historical landmarks, Specifying locations, Discussing concrete objects in considerable detail, Learning parts of buildings, Obtaining things for other people
- 11 ZOO/ABENDFAHRT AUF DEM RHEIN** Learning animal and clothing names, Making detailed comparisons, Handling more formal introductions, Learning a new form of address—the familiar *du*
- 12 POST/IM ABTEIL** Conducting postal transactions, Learning how to use the telephone, Finding out about trains and other public facilities, Expressing plans, Discussing the past
- 13 JUGENDHERBERGE/KRANKHEIT** Learning about youth hostels, Talking about an excursion, Dealing with minor medical problems
- 14 MUSEUM/WANDERUNG** Finding out what to see and do (or not do) in museums, Going on a hike, Talking about your experiences in both activities
- 15 ZIMMERVERMITTLUNG/WOHNUNG** Arranging for accommodations through a room-finding office, Talking with a landlord, Planning for a longer stay in one place, Setting up an apartment

grammar keyed to the class text, exercises related to the program's tapes (see below), vocabulary lists, translations of the class text's dialogues and more realia.

• **THE ANNOTATED INSTRUCTOR'S EDITION** gives you a detailed description of the entire program, a discussion of teaching methods, a course outline, testing advice, an estimate of attainable proficiency levels, and plentiful marginal notes on using the material in class successfully.

• **THE TAPE PROGRAM** emphasizes listening comprehension, and provides your students with authentic materials from German radio as well as re-creations and elaborations of materials from the class text.

• **THE SOFTWARE** component of the program (available in IBM, Apple II, and Macintosh versions) offers reading and listening exercises, writing tutorials, tests (also available in printed form), and listening comprehension activities via on-disk digital sound (Macintosh only).

The authors know that students improve their practical competence most effectively in an environment that promotes experimentation and taking chances. This integrated package does just that. The result? Higher levels of student confidence.

## ABOUT THE CHAPTERS

Each of the 26 main chapters consists of five two-page spreads to avoid page-turning. They include: Chapter Overview—Dialogue with illustrations • Grammar and Situations • Strategie—Kultur und sprache • Dialogue with illustrations • Grammar and Situations

## AND YOUR COLLEAGUES ADMIRE WIE, BITTE?

"This is the first set of materials to have taken the ACTFL Proficiency Guidelines seriously. It is a bold new approach...."

Ingeborg Henderson, University of California-Davis

"REALIA look to be highly motivating and of high interest to students. The incorporation of these materials into the chapters is one of the best parts of the book...I really liked the listening and writing activities."

Thomas A. Lovik, Michigan State University

- 16 STADTPLAN—FAHRPLAN/U-BAHN—S-BAHN** Obtaining maps and timetables, Locating landmarks, Discussing parking facilities, Learning how to use mass transit
- 17 MENSA/UNIVERSITÄT** Eating in a student cafeteria, Talking about living accommodations, Discussing university studies
- 18 KAUFHAUS/FUNDBÜRO** Making inquiries in department stores, Negotiating purchases, Trying to find lost items, Talking about the recent past, Making spur-of-the-moment decisions or changes in plans
- 19 FREIZEIT: NATUR UND SPORT/FREIZEIT: HOBBYS UND MUSIK** Talking about leisure time activities, both indoor and outdoor, Making plans, Describing how things are done, Recalling your experiences
- 20 KONZERT/WEINPROBE** Making arrangements to hear a concert, Talking about things to do inside the concert hall, Discussing the quality of the productions, Doing some wine tasting, Exploring the process of wine making
- 21 AUSFLÜGE/REISEBÜRO** Planning and discussing excursions, Talking about activities in various cities, Arranging for travel to East bloc countries
- 22 BERLIN—DIE GETEILTE STADT/BERLIN—HAUPTSTADT DER DDR** Arriving in Berlin, Looking at historical sites in both parts of the city, Making arrangements for an extended stay in East Berlin, Exploring the East German outlook on history, society, and personal matters
- 23 GEDENKSTÄTTEN/RENTNER** Talking about human and natural disasters, Describing important historical events, Discussing the pleasures and difficulties in the lives of retired people
- 24 DIE ALTE HEIMAT—DAMALS/DIE ALTE HEIMAT—JETZT** Tracing roots, Talking about kinship, Narrating personal history, Comparing cultures, Advancing opinions, Speculating about what might have been
- 25 WÄSCHEREI/FOTOENTWICKLUNG** Taking clothes to a laundromat, Learning how the machines work, Arranging for film processing in a photography store
- 26 UNHÖFLICHKEIT—HÖFLICHKEIT/WILLKOMMEN UND ABSCHIED** Dealing with unpleasant people, Maintaining opinions, Talking one's way out of awkward situations, Asking for favors, Preparing for a longer stay, Learning about hospitality, Politely taking your leave

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