German
Language Course

Außern!
Learn the German Language
German Language Course

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How to Study German Using This Textbook

A Textbook on Five Levels

The question arose early in the development of this textbook as to precisely who would be the target audience. Although intended to be a "beginning" textbook on German, many felt that the early lessons were too difficult for younger students with very limited or no experience with German and, perhaps more importantly, limited skills in English grammar. For this reason a textbook on three levels was conceived. **Beginning German (Level I)** puts more emphasis on building vocabulary around subject matter interesting and useful to young students. **Basic German (Level II)** emphasises grammar, and assumes a greater knowledge of English grammar more typical of an older high school or a college student. If you are just beginning to learn German or attempting to teach yourself, you may wish to try both approaches and see which works better for you, since some people require a strong structural approach to learning a new language while others find this "structure" only impedes progress by adding another layer of complexity. **Intermediate German (Level III)**, which requires even more knowledge of English, is for college students, preferably for sophomores or juniors. With even more complex lessons, grammar and vocabulary comes **Advanced German (Level IV)**, which with the most complex and difficult parts of the German language, is for late college students (Seniors) and college graduates. The last level, which is a review level, but also has cultural facts and the history of the German language, is **Reviewed German**. An existing, separate text, **German Grammar**, may eventually be merged into the lesson modules or developed into useful appendices as a grammar reference. At present, however, German Grammar is an expanding, significant contribution to the textbook; it provides an important reference on German language grammar rules useful to the student working through any of the three levels.

The German Language

German (Deutsch) is a member of the western group of the Germanic languages. It is spoken primarily in Germany, Austria, the major part of Switzerland, Liechtenstein, Luxembourg, the Südtirol (South Tyrol) region of Italy, the Opole Voivodship of Poland, parts of Belgium, parts of Romania, the Alsace (Elsass) region of France and parts of Denmark. Additionally, several former colonial possessions of these countries, such as Namibia in Africa, have sizable German-speaking populations. There are German-speaking minorities in several eastern European countries including Russia, and in the United States as well as countries in South America like Argentina. Over 120 million people speak German as their native language. German is the third most popular foreign language taught worldwide, and the second most popular in Europe. Continue reading about the **German language**.
If you are an English speaker unfamiliar with German, you may be surprised to learn that English and German are closely related languages and share many words that are very similar. This is particularly true for everyday words in English that are Anglo-Saxon (that is, Germanic) in origin. Consider the following list of English words followed by their German counterparts:

- **arm ~ der Arm**
- **book ~ das Buch**
- **cat ~ die Katze**
- **father ~ der Vater**

- **finger ~ der Finger**
- **wagon ~ der Wagen**
- **house ~ das Haus**

- **hand ~ die Hand**
- **June ~ der Juni**
- **man ~ der Mann**

- **mother ~ die Mutter**
- **mouse ~ die Maus**
- **name ~ der Name**

- **son ~ der Sohn**
- **garden ~ der Garten**

- **lamp ~ die Lampe**
- **bush ~ der Busch**
- **baker ~ der Bäcker**
- **net ~ das Netz**
- **storm ~ der Sturm**
- **hat ~ der Hut**
- **fire ~ das Feuer**
- **grass ~ das Gras**
- **fish ~ der Fisch**
- **kindergarten ~ der Kindergarten**

• **Audio: OGG (114KB) ~ Hear these words**

Of course, even words whose spelling is no different in English and German may be pronounced quite differently. But in reading German, you will see the connections between these languages, even in many of the "small" words (the above examples are all nouns). For example:

This week, my father is with my brother in the city

_Diese Woche ist mein Vater mit meinem Bruder in der Stadt._

• **Audio: OGG (114KB) ~ Hear these sentences**
Note also the general similarity of sentence structure with English. The only real difference in the German is that the verb is moved forward in the sentence. However, there are many German sentences in which a verb form is the last word in the sentence.

Unfortunately, while German is perhaps the easiest "foreign" language for an English speaker to learn, meanings of words that are spelled similarly are not always identical. These "false friends" can be confusing for the beginner. Further, German is a more structured language than English, with a more complex grammar, and it will become apparent as you learn German that you will also learn more about English language structure than you might ever recall from your high school English classes. For a quick listing of similarities and differences between English and German, read the Introduction to Level I.

Vocabulary and Grammar

In learning to read or speak any language with which you have minimal acquaintance (that is, are not a native speaker of), the two aspects to be mastered are vocabulary and grammar. Acquiring vocabulary is a "simple" matter of memorization. For the language(s) we learn as children, this process is so transparent that we have trouble conceiving of the importance of having a large vocabulary. By the age of conscious recognition of our communicating with others through speech, we have already learned the meaning of thousands of words. Even words we have trouble defining, we readily understand their use in conversation. This process can be "reactivated," as it were, by immersion in a second language: a method of learning a new language by moving to a place where that language is spoken and having to get around and live without use of one's native tongue.

Absent the opportunity of residing in a German-speaking area, the student of German must put forth substantial effort to learn words, including what they mean, how to pronounce them, and how they are used in sentences. Be sure to "learn"—commit to memory—all of the vocabulary words in each lesson as they are presented. Early lessons have simple sentences because it is assumed that the student's vocabulary is limited. But throughout the text, more complex discourses (often as photo captions) are included to introduce the student to regular German in use. It may be helpful to translate these using a German-English dictionary (access to one is a must; see Appendix 5 for on-line options). Other sources of German, such as newspapers, magazines, web sites, etc., can also be useful in building vocabulary and developing a sense of how German words are put together. The German Wikipedia provides an ever expanding source of German language articles that can be used for this purpose. Further, a German version of the Wikibooks project—a library of textbooks in German—is available at German Wikibooks.

German grammar is more complex than, but sufficiently similar to, English that "reading" German is possible with minimal vocabulary in the sense that the student should generally recognize the parts of a sentence. With a good dictionary, an English speaker can usually translate a German sentence close to correctly. However, to accurately speak and understand German, you must learn how each word functions in a sentence. There are eight basic grammatical functions: case, gender, number, tense, person, mood, voice, and comparison. How words "signal" these functions is an important aspect of learning a new language. English speakers should know all of these functions and the signals used in English, but it is often the situation that you know perfectly well how to speak English, without understanding much about word-functions and signals. For this reason, this textbook incorporates considerable detail on grammar, including both English and German grammar. The reference book English at Wikibooks may be consulted for additional help. When we say German is more complex than English, what we really mean is that the signals used in German are different from and more numerous than those used by English.
Pronunciation

A guide to pronunciation of German is provided as Appendix 1. You should become familiar with this page early on, and refer to it often. Nothing can replace learning a language from a native speaker, but the text is liberally sprinkled with audio files providing the student with valuable input from hearing spoken German. Analyze the spoken words carefully. The pronunciation guide in Appendix 1 can only closely, not exactly, convey how German words should be pronounced. And of course, German (like English) has a number of dialects distinguished by differences in pronunciation.

Help in the pronunciation of individual words can be found by accessing the sound files of either of the online dictionaries, links to which are given in the German websites appendix.

Layout of Lessons

This textbook is intended as a beginning course in the German language for English speakers. Early lessons emphasize conversational subjects and gradually introduce German grammatical concepts and rules. In addition, sound files accompany appropriate parts of each lesson. Although the basic lessons (Grundlegende Lektionen) are presented at about the (US) high school level. Beginners (including those attempting to learn German outside of a course structure) are expected to work through several basic lessons up to an indicated point, when review is suggested along with additional study. The basic way lessons go to other lessons is very simple and direct:

• Lesson 1 > 2 > 3 > 4 > and on to the end of the text.
Layout within Lessons

The following subheadings or categories are offered within the lessons (Level II and above):

1. One or more conversation (Gespräch) or story (Geschichte) pieces in German alone to illustrate the language in use.
2. Study material (Lernen) in English and German to present lists of conceptually related words.
3. One or more grammar (Grammatik) lessons covering elements of German grammar, with illustrations drawn from the conversation, story, or study materials.
4. A list of words (Vokabeln) and phrases introduced in the lesson, above that point, usually in the conversation, story, or study presentations. Words and phrases are arranged alphabetically within groups, and the groups are presented in the following order: 1) nouns, 2) phrases, 3) verbs, and 4) all other words. A guide to pronunciation of the words presented is consolidated within Appendix 1. However, in each Vokabeln, nouns stressed on other than the first syllable (the general rule in German) are indicated by bolding of the stressed syllable (e.g., Biologie). Note that the English translation of all German words in a Vokabeln is the best equivalent for the lesson example. The lesson Vokabeln is not a dictionary, but a quick reference for translation purposes. For this reason, verbs are not translated into a typical English infinitive form with a preceding particle, "to".
5. A list of additional, related words or phrases (Andere Wörter; advanced lessons only) that relate to, but are not included in, the vocabulary presented in the basic and advanced lessons.
6. English sentences and other material to be translated by the student into German (Übersetzung). These are numbered and a matching answer sheet is linked to this category. The student should write out the German using material from the lesson (and previous lessons) before checking their work against the answer list.

The Student and the Lesson

Each level of the text is designed to constitute a course of study in the German language. For any level selected, each lesson should be read thoroughly and mastered before moving on. Substantial text in German is included and the student should read all of it, not once, but multiple times. At Levels II and III, complete translations into English are included only in selected places. Most of this text must be translated by the student using his or her acquired vocabulary and the vocabulary presented at the bottom of each lesson. As the German text is read (preferably out loud), the student must succeed in gaining an understanding of the meaning of each sentence, and of the role each word plays in establishing that meaning. To the beginner, there will seem to be many words in a German sentence that are out of place or even redundant or unnecessary. These add subtleties to the language that will make sense eventually. But it is important to experience these subtleties from the very beginning.
Heidelberg, Deutschland — Das Schloss von Heidelberg und Alte Brück, in den Hügeln des Odenwalds
Heidelberg, Germany — The Castle of Heidelberg, in the hills of the Odenwald
Castle Neuschwanstein seen from the Marienbrücke
Level One Contents

1.00 • Introduction

Section 1.01 ~ Starting Point

- Lesson 1.01 • Wie heißt du? ~ Hellos/Goodbyes, alphabet, nominative case pronouns and articles, names, "Wie geht's?" and questions.
- Lesson 1.02 • Freizeit ~ Sports and activities, preferences, telling time, and times, dates and seasons.
- Lesson 1.03 • Essen ~ Introduction to food, food-related verbs, intro to modals & möchten, kein-words, polite/formal conversation language, and "Schmeckt's?".
- Review 1.01 • Review of Lessons 1-3

Section 1.02 ~ Berlin, Germany

- Lesson 1.04 • Kleidung ~ Articles of clothing, shopping, describing clothes, colors, introduction to separable verbs.
- Lesson 1.05 • Volk und Familie ~ Family members, possessives, describing people, and expressing favorites.
- Lesson 1.06 • Schule ~ School subjects, a description of German schools, basic vocabulary in school classes (math, geography, etc.), and school supplies.
- Review 1.02 • Review of Lessons 4-6

Section 1.03 ~ Vienna, Austria

- Lesson 1.07 • Das Fest ~ Dative case articles and pronouns, giving gifts, invitations to parties, snack food, and es gibt.
- Lesson 1.08 • Privileg und Verantwortung ~ Making plans, places to go, tasks and jobs, more modals, commands, and weil & denn.
- Lesson 1.09 • Wetter ~ Weather, methods of transportation, how to get places, how to give and get directions, and using wo like weil.
- Review 1.03 • Review of Lessons 7-9

Section 1.04 ~ Berne, Switzerland

- Lesson 1.10 : Zu Hause Essen ~ Food one would find in a supermarket, making meals, meals of the day in Germany.
- Lesson 1.11 • Filme ~ Movies, types of movies, "Was für...?", using mögen to express preference.
- Lesson 1.12 • Das Haus ~ Furniture, Describing stuff II, different materials used in furniture, position (acc./dat.) prepositions.
- Review 1.04 • Review of Lessons 10-12
Welcome to Level I German!

Level I is aimed at junior high and high school students. However, it can be used by others just beginning to learn to speak or read German.

The goal of Level I German is not to overwhelm or confuse the student, but rather to teach the student in an orderly fashion. Learning German is meant to be fun, not subjective. Thus, the vocabulary is formatted for translating from English (which the students know) into German.

German and English

German and English are very close to each other. Here are some major similarities:

- Both languages use the Latin alphabet.
- Normally, sentences follow Subject-Verb order.
- Questions have Verb-Subject order or Adverb-Verb-Subject order.
- Both languages have prepositions, conjunctions, adverbs, nouns, verbs, interjections, pronouns, and adjectives.
- The indirect object usually comes before the direct object.
- There are contractions in both German and English.
- Many words share the same roots, such as word and Wort, or house and Haus.
- Many words, such as Football and Sandwich are the same in English and German.

As you can see, German is very much like English. There are, however, differences:

- German has genders; every noun is either masculine, feminine, or neuter.
- German has three different words for "you", while English has only one. There are even four if you count the impersonal "man".
- German has more verb forms than English.
- German has more letters than and different pronunciations from English (see Lesson 1).
- German is the only known written language where all nouns are capitalized, regardless of whether or not it is a proper noun.
- Sometimes in German the verb will be the last word of a sentence.
- There are no helping verbs in German.
- Adjectives will have different endings based on the noun they are modifying in German.
- German is more 'guttural'. In German, you talk in the back of your mouth.
- "I" (ich) is only capitalized if it is the first word of the sentence.
- In German, there are four cases; in English, there are three.

However, next to Dutch, German is one of the easiest languages for English speakers to learn. The differences will be tackled over the course of the lessons.
How to use this level of the German textbook

The lessons are meant to be taken in order. At the reviews, after every third lesson, you go back to look at the previous lessons.

You will need a notebook and a pencil to take notes and do problems for this course.

Layout of Each Lesson

When completed,

1. Every lesson will have a title at the top, centered.
2. The lesson will introduce several topics, more and more as the lessons progress.
3. After each section, there will be a link to the problems page (at German:Beginner Lesson #P), where you will write down the problems and the answers on your own sheet of paper.*
4. When done with the problems for that section, you will go to the answers page (at German:Beginner Lesson #A), where you check your answers. Keep track of your scores (put them on the back page of your notebook, with the Lesson # and section title) for later use.
5. The answers page will take you back to the lesson. Continue in the same fashion.
6. At the end of the page there will be a link to the test (at German:Beginner Lesson #T). Before you go to it, review any sections that you are unclear on, or any that you missed problems on. When you are ready, take the test. There will be a link to the test answers page (at German:Beginner Lesson #TA) for when you are done.

Note: * The link is the only indication of the end of the section. The title is the indication that these are in place. If it is there, and there is no link to the problems, continue on until you get to a link.
Lesson 1.01 • Wie Heißt du?

Dialog

What's your name? • Wie heißt du?

<table>
<thead>
<tr>
<th>German</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Franz</td>
<td>Hallo, ich bin Franz. Wie heißt du?</td>
</tr>
<tr>
<td>Greta</td>
<td>Hallo, Franz. Ich heiße Greta. Wie geht's?</td>
</tr>
<tr>
<td>Franz</td>
<td>Es geht mir gut. Kennst du den Lehrer?</td>
</tr>
<tr>
<td>Greta</td>
<td>Ja, er heißt Herr Weiß.</td>
</tr>
<tr>
<td>Franz</td>
<td>Oh, danke, Greta. Bis dann!</td>
</tr>
<tr>
<td>Greta</td>
<td>Wiedersehen!</td>
</tr>
</tbody>
</table>

Next Dialogue

<table>
<thead>
<tr>
<th>German</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Franz</td>
<td>Guten Morgen. Sind Sie Herr Weiß?</td>
</tr>
<tr>
<td>Herr Schwarz</td>
<td>Nein, ich bin Herr Schwarz. Wie heißt du?</td>
</tr>
<tr>
<td>Franz</td>
<td>Ich heiße Franz. Danke Herr Schwarz. Ich bin spät dran.</td>
</tr>
<tr>
<td>Herr Schwarz</td>
<td>Bitte, Franz. Ich bin auch spät dran. Bis später!</td>
</tr>
<tr>
<td>Franz</td>
<td>Auf Wiedersehen!</td>
</tr>
</tbody>
</table>

Hellos and Goodbyes in German

<table>
<thead>
<tr>
<th>German</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hello!</td>
<td>Hallo!*</td>
</tr>
<tr>
<td></td>
<td><em>Moin Moin!</em> (used in northern Germany)</td>
</tr>
<tr>
<td></td>
<td><em>Grüß Gott!</em> (used in southern Germany, Austria and South Tyrol)</td>
</tr>
<tr>
<td>Good morning!</td>
<td>Guten Morgen!*</td>
</tr>
<tr>
<td>Good day!</td>
<td>Guten Tag!*</td>
</tr>
<tr>
<td>Good evening!</td>
<td>Guten Abend!*</td>
</tr>
<tr>
<td>Goodbye!</td>
<td>Auf Wiedersehen!*</td>
</tr>
<tr>
<td>Bye!</td>
<td>Tschüss!*</td>
</tr>
<tr>
<td>Later!</td>
<td>Bis später!<em>, Bis dann!</em></td>
</tr>
<tr>
<td>Good night!</td>
<td>Gute Nacht!*</td>
</tr>
</tbody>
</table>
Many different German-speaking regions have their own ways of saying hello and goodbye. You will not be required to know any of those for any problems or tests. You will need to know all of the expressions with a "*" after them though. The others, of course, would be useful to know if you are traveling to the regions where they are used.

**Formal and Informal Greetings in German**

Germans respect higher authority with their choice of certain phrases. The more formal phrases above are *Guten Morgen*, *Guten Tag*, and *Auf Wiedersehen* (as well as *Grüß Gott*). The less formal ones are *Tschüss*. The other are neutral in the formal - informal chain.

Note: In Germany nowadays, "Tschüss" is also used with people who are not on first name terms.

Here are some examples:

- **Claudia**: Guten Morgen, Herr Wagner!
- **Herr Wagner**: Hallo, Claudia!
- **Brigit**: Tschau, Susi!
- **Susi**: Bis später, Brigit!

### German Vocabulary • Wie Heißt du?

Mr. & Mrs. • Herr und Frau

<table>
<thead>
<tr>
<th>Mr.</th>
<th>Herr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs.</td>
<td>Frau</td>
</tr>
<tr>
<td>Ms.</td>
<td>Fräulein (archaic)</td>
</tr>
</tbody>
</table>

### The German Alphabet

The 26 letters in both German and English are shown above. One other letter, ß (the eszett 'ess-tset') is used for (voiceless) 's'. It is used in case two s's (ss) or when a single s can't be used: between vowels or in the end of words when the preceding vowel is long. Example: "der Fluss" (short u, English river), but "der Fuß" (long u, English foot). Note that the eszett is not used in Switzerland. You always write double s instead, even after long vowels. Therefore you write "Fluss" and "Fuss".

Another difference between German and English is the **umlaut**. The vowels a, o, and u can take an umlaut (double dots above), becoming ä, ö, and ü. The umlaut changes the sound of the vowel. For pronunciations of all the letters, go to the Pronunciation Guide in Appendix 1.
Notes:

• The umlauts are even used when spelling. Common words used to clarify a given letter are Ärger (anger), Ökonom (economist) and Übermut (high spirits). To say "umlaut" after the letter is an English custom used when spelling German words in English.

• In writing, the umlauts are sometimes substituted with the vowel plus e, i.e ae, oe and ue. You find this in names as Goethe or in crosswords, but you don't use it in normal texts (Goethe is an exception to the rules governing umlauts, always written with "oe"). However, if you have no way to type umlauts you must use vowel-plus-e.

• In most search engines and online dictionaries, a vowel with umlaut can be entered as either the simple vowel or in vowel-plus-e form. For example, if you wish to find "Ärger" you may enter any of the following three search strings: "ärger", "aerger", "arger" (the last is incorrect writing, and actually means something different! ("arg"=very bad/grim, "arger"= "grimmer").

To create the special umlaut and esszet characters on an English keyboard, you can use your numeric keypad with the Alt key.

<table>
<thead>
<tr>
<th>German Ect. • Wie Heißt du?</th>
<th>Alt keys for • German characters</th>
</tr>
</thead>
<tbody>
<tr>
<td>ß</td>
<td>alt + 0223</td>
</tr>
<tr>
<td>ü</td>
<td>alt + 0252</td>
</tr>
<tr>
<td>Ü</td>
<td>alt + 0220</td>
</tr>
<tr>
<td>ö</td>
<td>alt + 0246</td>
</tr>
<tr>
<td>Ö</td>
<td>alt + 0214</td>
</tr>
<tr>
<td>ä</td>
<td>alt + 0228</td>
</tr>
<tr>
<td>Ä</td>
<td>alt + 0196</td>
</tr>
</tbody>
</table>

If you use Mac OS X these will work only if you choose "Unicode" keyboard layout, but you can add umlauts with option-u and the ß with option-S.

Bitte buchstabieren Sie

Look at this short phone conversation. Try to read it aloud. The translation of words and phrases is given below the text.

<table>
<thead>
<tr>
<th>German Dialogue • Wie Heißt du? • audio (info • 405 kb • help)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directory Assistance • Fern sprechauskunft</td>
</tr>
</tbody>
</table>

Man A Auskunft, Guten Tag.

Man B Guten Tag. Ich hätte gern die Telefonnummer von Frau Claudia Bolliger aus Bern.

Man A Wie schreibt man das? Bitte buchstabieren Sie.


Man A Danke. Die Nummer lautet ...
Vocabulary and Phrases (from above)

<table>
<thead>
<tr>
<th>English</th>
<th>German</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Desk</td>
<td>die Auskunft (no plural)</td>
</tr>
<tr>
<td>I would like to have</td>
<td>Ich hätte gern(e)</td>
</tr>
<tr>
<td>Phone Number</td>
<td>die Telefonnummer</td>
</tr>
<tr>
<td>from Berne</td>
<td>aus Bern</td>
</tr>
<tr>
<td>How do you spell this?</td>
<td>Wie schreibt man das?</td>
</tr>
<tr>
<td>Please</td>
<td>Bitte</td>
</tr>
<tr>
<td>Spell</td>
<td>Buchstabieren</td>
</tr>
<tr>
<td>Of course</td>
<td>Natürlich</td>
</tr>
<tr>
<td>&quot;A&quot; as in Anton</td>
<td>A wie Anton</td>
</tr>
<tr>
<td>Twice</td>
<td>Zweimal</td>
</tr>
<tr>
<td>The number is</td>
<td>die Nummer lautet</td>
</tr>
</tbody>
</table>

Nominative Case

Cases describe what a noun or pronoun does in a sentence. When a noun or pronoun is the subject of a sentence, it is considered to be in the **nominative case**. For example, in the sentence "I ate an apple", **I** is the subject and the **apple** is the direct object. You will learn more about cases as the course continues.

<table>
<thead>
<tr>
<th>German Grammar • Wie Heißt du? • audio (info • 87 kb • help)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject Pronouns • Vorbehaltliche Pronomina</strong></td>
</tr>
<tr>
<td>1st person</td>
</tr>
<tr>
<td>singular</td>
</tr>
<tr>
<td>plural</td>
</tr>
<tr>
<td>2nd person</td>
</tr>
<tr>
<td>singular</td>
</tr>
<tr>
<td>plural</td>
</tr>
<tr>
<td>3rd person</td>
</tr>
<tr>
<td>singular</td>
</tr>
<tr>
<td>plural</td>
</tr>
</tbody>
</table>

Sie is the formal (polite) version of du and ihr. In all conjugations, it acts exactly like sie (plural)
Names

<table>
<thead>
<tr>
<th>My name is...</th>
<th>Ich heiße...</th>
</tr>
</thead>
<tbody>
<tr>
<td>His/Her/Its name is...</td>
<td>Er/Sie/Es heißt...</td>
</tr>
<tr>
<td>Their names are...</td>
<td>Sie heißen...</td>
</tr>
<tr>
<td>Our names are...</td>
<td>Wir heißen...</td>
</tr>
<tr>
<td>Your name is...</td>
<td>Du heißt...</td>
</tr>
<tr>
<td>Your names are...</td>
<td>Ihr heißt...</td>
</tr>
<tr>
<td>What is your name?</td>
<td>Wie heißt du?</td>
</tr>
<tr>
<td>What are your names?</td>
<td>Wie heißt ihr?</td>
</tr>
</tbody>
</table>

- To ask someone else's name, ask "Wie heißt..."
- For more than one person, "Wie heißen..."

Note: There are possessive pronouns in German, they just don't apply here.

Verbs

You have already learned one verb: heißen, to be called.

<table>
<thead>
<tr>
<th>German Verb • Wie Heißt du? heißen • to be called</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
</tr>
<tr>
<td>first person</td>
</tr>
<tr>
<td>ich</td>
</tr>
<tr>
<td>heißt</td>
</tr>
<tr>
<td>wir</td>
</tr>
<tr>
<td>heißen</td>
</tr>
</tbody>
</table>

Two more extremely common verbs are the German translations for 'to be' and 'to have': sein and haben. They are conjugated like this:
### German Verb • Wie Heißt du?
**sein • to be**

<table>
<thead>
<tr>
<th></th>
<th><strong>Singular</strong></th>
<th><strong>Plural</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>first person</td>
<td>ich bin I am</td>
<td>wir sind we are</td>
</tr>
<tr>
<td>second person</td>
<td>du bist you are</td>
<td>ihr seid you are</td>
</tr>
<tr>
<td>third person</td>
<td>sie ist she is</td>
<td>sie sind they are</td>
</tr>
</tbody>
</table>

### German Verb • Wie Heißt du?
**haben • to have**

<table>
<thead>
<tr>
<th></th>
<th><strong>Singular</strong></th>
<th><strong>Plural</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>first person</td>
<td>ich habe have</td>
<td>wir haben have</td>
</tr>
<tr>
<td>second person</td>
<td>du hast have</td>
<td>ihr habt have</td>
</tr>
<tr>
<td>third person</td>
<td>sie hat have</td>
<td>sie haben have</td>
</tr>
</tbody>
</table>

### Wie geht's?

**German Vocabulary • Wie Heißt du?**
**How are you? • Wie geht's?**

<table>
<thead>
<tr>
<th><strong>English</strong></th>
<th><strong>German</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>How are you?</td>
<td>Wie geht's?</td>
</tr>
</tbody>
</table>

**Responses for Good**

- Great
  - Prima
- Good
  - Gut
- Very good
  - Sehr gut

**Responses for Bad**

- Miserable
  - Miserabel
- Bad
  - Schlecht
- Not good
  - Nicht gut

**Responses for Okay**

- Okay
  - Ganz gut
- Alright
  - Es geht so
Articles

German, like many other languages, gives each noun a gender: **Masculine**, **Feminine**, and **Neuter**. **Plural** is easy; the definite nominative Article is always *die*. And as in English there is no indefinite article in plural. Nouns in plural form require different verbforms than nouns in singular.

In English, there are two different types of articles: definite (the) and indefinite (a and an). German is the same, except that there are five different articles of each type. The nominative case articles are as follows:

**Definite Articles**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Definite Articles</th>
<th>Nominative Case</th>
<th>Gender</th>
<th>Definite Articles</th>
<th>Nominative Case</th>
</tr>
</thead>
<tbody>
<tr>
<td>singular</td>
<td>masculine</td>
<td>der</td>
<td>der Junge</td>
<td>feminine</td>
<td>die</td>
</tr>
<tr>
<td></td>
<td>neuter</td>
<td>das</td>
<td>das Mädchen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>plural</td>
<td>masculine</td>
<td>die</td>
<td>die Jungen</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>feminine</td>
<td>die Frauen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>neuter</td>
<td>die Mädchen</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Indefinite Articles**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Indefinite Articles</th>
<th>Nominative Case</th>
<th>Gender</th>
<th>Indefinite Articles</th>
<th>Nominative Case</th>
</tr>
</thead>
<tbody>
<tr>
<td>singular</td>
<td>masculine</td>
<td>ein</td>
<td>ein Mann</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>feminine</td>
<td>eine</td>
<td>eine Frau</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>neuter</td>
<td>ein</td>
<td>ein Mädchen</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Forming Questions**

The common word order in a German sentence is the same as in English: Subject verb Objects. (SvO)

- *Der Junge spielt Fußball.*
  The boy plays soccer.

This sentence is in the **indicative mood**, the mood that states a fact. The **interrogative mood** asks a question. To change the English sentence "The boy throws the ball" to the interrogative mood, we insert the helper verb "does" before "boy," ending with,"?". "Does the boy throw the ball?"
The process is very similar in German. However, since German verbs express both the simple and progressive aspects, we **switch the whole verb with the subject**, ending up with,

- "Spielt der Junge Fußball?"

  Does the boy play soccer

You have learned two questions so far: "Wie heißt...?" and "Wie geht's?". In German, there are two basic ways to form a question. The first is the method described above. In addition to this, you can put an **interrogative adverb**...

### German Vocabulary • Wie Heißt du?
#### Questions • Fragen

<table>
<thead>
<tr>
<th>English</th>
<th>German</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who?</td>
<td>Wer?</td>
</tr>
<tr>
<td>What?</td>
<td>Was?</td>
</tr>
<tr>
<td>Where?</td>
<td>Wo?</td>
</tr>
<tr>
<td>When?</td>
<td>Wann?</td>
</tr>
<tr>
<td>Why?</td>
<td>Warum?</td>
</tr>
<tr>
<td>How?</td>
<td>Wie?</td>
</tr>
</tbody>
</table>

The question "Wie heißt...?", directly translated, means "How is ... called?". That is why it does not contain *Was*. These words come first in the sentence; the word order is: Interr. Adverb Verb Subject Object. For example:

- **Warum spielt der Junge Fußball?**

  Why does the boy play soccer?

You should note at this point that in German, **the verb always comes second in the sentence**, except in the case of a question as described above. **The subject is always next to the verb, if not in front of it then following it**. For example:

- **Der Junge spielte am Montag Fußball.**

  The boy played soccer on Monday.

- **Am Montag spielte der Junge Fußball.**

  On Monday, the boy played soccer.

At this point, you should know the words for "yes", *ja* and "no", *nein* respectively.
What's On the Test

To go straight to the lesson test, go here.

The test will have four parts to it: Grammar (18 points), Translating (34 points), Reading Comprehension (28 points), and Vocabulary (20 points), in that order. The Grammar section will test your ability to conjugate verbs given the infinitive and the subject. You will also have to know the articles of certain nouns.

The Translating section is worth the most points, and it too has two sections. You must know the translations for sentences and phrases going from English to German, and be able to take a German dialogue and translate it back into English.

The third section, Reading Comprehension, is all Fill-in-the-Blank. You will get two dialogues and be asked to fill in the blanks for these. Some of the hardest parts deal with the greetings, so make sure you know these.

The last section is a vocabulary section. You get 28 English words on the left and 28 German words on the right, and be asked to match them. To study for that, check out the 71 flashcards related to this lesson at FlashcardExchange.com. That is the whole test. Take it!
Lesson 1.02 • Freizeit

Dialogue

**German Dialogue • Freizeit**
**Sports and time • Sport und Zeit**

Francz Hallo, Greta! Wie spät ist es?
Greta Es ist halb drei.
Francz Wirklich? Ich spiele Fußball um drei. Machst du Sport, Greta?
Greta Nein, ich bin faul. Ich gehe jetzt nach Hause.
Francz Fußball macht aber Spaß!
Greta Bis dann.
Francz Wiedersehen!

Sports and Activities

**German Vocabulary • Freizeit**
**Sports and activities • Sport und Aktivitäten**

<table>
<thead>
<tr>
<th>English</th>
<th>German</th>
</tr>
</thead>
<tbody>
<tr>
<td>sport(s)</td>
<td>Sport</td>
</tr>
<tr>
<td>interests</td>
<td>Hobbys</td>
</tr>
<tr>
<td>soccer</td>
<td>Fußball</td>
</tr>
<tr>
<td>American football</td>
<td>Football</td>
</tr>
<tr>
<td>volleyball</td>
<td>Volleyball</td>
</tr>
<tr>
<td>basketball</td>
<td>Basketball</td>
</tr>
<tr>
<td>tennis</td>
<td>Tennis</td>
</tr>
<tr>
<td>baseball</td>
<td>Baseball</td>
</tr>
<tr>
<td>9-pin bowling</td>
<td>Kegeln</td>
</tr>
<tr>
<td>chess</td>
<td>Schach</td>
</tr>
<tr>
<td>board game</td>
<td>das Brettspiel</td>
</tr>
<tr>
<td>game</td>
<td>das Spiel</td>
</tr>
<tr>
<td>homework</td>
<td>Hausaufgaben</td>
</tr>
<tr>
<td>television</td>
<td>Fernsehen</td>
</tr>
<tr>
<td>movie</td>
<td>der Film</td>
</tr>
</tbody>
</table>
### Spielen, Machen and Other Verbs

All three verbs that you were introduced to in Lesson 1 are irregular in some way, however most verbs are regular verbs and this is conjugation of them,

<table>
<thead>
<tr>
<th>German Verb • Freizeit</th>
<th>Conjugation • Konjugation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Singular</td>
</tr>
<tr>
<td>first person</td>
<td>ich</td>
</tr>
<tr>
<td></td>
<td>-e</td>
</tr>
<tr>
<td>second person</td>
<td>du</td>
</tr>
<tr>
<td></td>
<td>-st</td>
</tr>
<tr>
<td>er</td>
<td>-t</td>
</tr>
<tr>
<td>third person</td>
<td>sie</td>
</tr>
<tr>
<td></td>
<td>-t</td>
</tr>
<tr>
<td>es</td>
<td>-t</td>
</tr>
</tbody>
</table>

For example, the verbs *spielen* and *machen*,

<table>
<thead>
<tr>
<th>German Verb • Freizeit</th>
<th>to play • spielen</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Singular</td>
</tr>
<tr>
<td>first person</td>
<td>ich</td>
</tr>
<tr>
<td></td>
<td>spiele</td>
</tr>
<tr>
<td>second person</td>
<td>du</td>
</tr>
<tr>
<td></td>
<td>spielst</td>
</tr>
<tr>
<td>er</td>
<td>spielt</td>
</tr>
<tr>
<td>third person</td>
<td>sie</td>
</tr>
<tr>
<td></td>
<td>spielt</td>
</tr>
<tr>
<td>es</td>
<td>spielt</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>German Verb • Freizeit</th>
<th>to do/make • machen</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Singular</td>
</tr>
<tr>
<td>first person</td>
<td>ich</td>
</tr>
<tr>
<td></td>
<td>mache</td>
</tr>
<tr>
<td>second person</td>
<td>du</td>
</tr>
<tr>
<td></td>
<td>machst</td>
</tr>
<tr>
<td>er</td>
<td>macht</td>
</tr>
<tr>
<td>third person</td>
<td>sie</td>
</tr>
<tr>
<td></td>
<td>macht</td>
</tr>
<tr>
<td>es</td>
<td>macht</td>
</tr>
</tbody>
</table>
Applications

- *Was machst du?*
  What are you doing?

- *Ich spiele Basketball.*
  I play basketball.

- *Spielst du Fußball?*
  Do you play soccer?

- *Ich mache Hausaufgaben.*
  I do homework.

- *Er macht Hausaufgaben.*
  He does homework.

- *Machst du Sport?*
  Do you play sports?

Note the last sentence. In English one *plays* a sport, while in German one *does* a sport. You can also use the w-words from Lesson 1 to make some more combinations.

- *Warum spielst du Baseball?*
  Why do you play baseball?

- *Wer hat Hausaufgaben?*
  Who has homework?

To say "not", use "nicht". "Nicht" goes after the verb but before the sport.

- *Wer spielt nicht Fußball?*
  Who doesn't play soccer?

- *Wir spielen nicht Tennis.*
  We don't play tennis.
Compound Sentences

<table>
<thead>
<tr>
<th>German Vocabulary • Freizeit Conjunctions • Verbindungen</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
</tr>
<tr>
<td>and</td>
</tr>
<tr>
<td>but</td>
</tr>
<tr>
<td>or</td>
</tr>
</tbody>
</table>

Both German and English have compound sentences, the applications of these are enormous. They can be used in lists, but also in compound sentences. For example,

- *Ich spiele Basketball, und er spielt auch Basketball.*

  I play basketball, and he also plays basketball.

The new word, "*auch*", is very important and it means "also". The one grammar rule about "*auch*" is that is always comes after the verb.

Other Verbs and Their Conjugations

<table>
<thead>
<tr>
<th>German Grammar • Freizeit Verbs • Verben</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>German</strong></td>
</tr>
<tr>
<td>lesen</td>
</tr>
<tr>
<td>schauen</td>
</tr>
<tr>
<td>sehen</td>
</tr>
<tr>
<td>arbeiten</td>
</tr>
<tr>
<td>schreiben</td>
</tr>
<tr>
<td>schwimmen</td>
</tr>
</tbody>
</table>

Schauen, schreiben and schwimmen are all regular verbs, they follow normal conjugations. To conjugate, you first remove the 'en', then add the correct ending, here is an example,

**Verb**  **First Step**  **Finished**

schauen schau  ich schaue

- Arbeiten is an irregular verb, however it has a simple change. Whenever the ending starts with a consonant, an 'e' is added before it. So it would be du arbeitest, not *du arbeitst*. As well as er, sie, es, and ihr arbeitet, not *er, sie, es, and ihr arbeitt*.

- Lesen is also an irregular verb. First, when forming with "du, er, sie, and es", it is du liest, not *du liest or du lesst*.

- Sehen is the last irregular verb. When forming "du" it is *siehst* and with "er, sie, and es" it is *sieht*. 
Two More Verb Forms

There are two more verb forms in English that you will learn this lesson: the present progressive ("I am playing, he is making"), and the affirmative "I do play, he does not play", which includes a form of 'to do'.

It might be tempting to make the present progressive sentence, "I am playing." into "Ich bin spielen." After all, 'spielen' sounds a lot like 'play-ing', but that is not the definition. 'Spielen' means 'to play', which makes "Ich bin spielen." into "I am to play.", not at all what you are trying to say. So it is not "Ich bin spielen."

The second phrase, "I do play", is another tricky one. This one may seem like, "Ich mache spielen." But don't forget, there are no helping verbs in German. "Ich mache spielen." just doesn't work.

Both of the phrases above are simplified in German. Instead of "I am playing." and "I do play.", German makes them both simply "I play." When using 'not', instead of "does not play", you get "plays not". This may sound like old English, and there you see where English came from, and why it is called a "Germanic" language.

Expressing likes and dislikes

<table>
<thead>
<tr>
<th>German Vocabulary • Freizeit</th>
<th>Conjunctions • Verbindungen</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>German</td>
</tr>
<tr>
<td>I like...</td>
<td>Ich habe ... gern.</td>
</tr>
<tr>
<td>Was hast du gern?</td>
<td>What do you like?</td>
</tr>
</tbody>
</table>

In German, there are several ways to express likes and dislikes. The way is a causal way. You can also add other verbs, for other things, like asking or saying if they like to play, or make things.

- To express preference, use lieber instead of gern. For example, "Wir spielen lieber Fußball."
- To express favorites, you use am liebsten, meaning "most of all", in the same context as lieber. For example, "Ich spiele am liebsten Schach.".
- To express dislikes, use nicht gern instead of gern.
Numbers

The first big unit in this Level 1 is time. German time is very much like English time. However, we must begin with German numbers.

<table>
<thead>
<tr>
<th>Deutsch</th>
<th>English</th>
<th>Deutsch</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>eins</td>
<td>one</td>
<td>dreizehn</td>
<td>thirteen</td>
</tr>
<tr>
<td>zwei</td>
<td>two</td>
<td>vierzehn</td>
<td>fourteen</td>
</tr>
<tr>
<td>drei</td>
<td>three</td>
<td>fünfzehn</td>
<td>fifteen</td>
</tr>
<tr>
<td>vier</td>
<td>four</td>
<td>-zehn</td>
<td>-teen</td>
</tr>
<tr>
<td>fünf</td>
<td>five</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sechs</td>
<td>six</td>
<td>zwanzig</td>
<td>twenty</td>
</tr>
<tr>
<td>sieben</td>
<td>seven</td>
<td>dreißig</td>
<td>thirty</td>
</tr>
<tr>
<td>acht</td>
<td>eight</td>
<td>vierzig</td>
<td>forty</td>
</tr>
<tr>
<td>neun</td>
<td>nine</td>
<td>-zig</td>
<td>-ty</td>
</tr>
<tr>
<td>zehn</td>
<td>ten</td>
<td></td>
<td></td>
</tr>
<tr>
<td>elf</td>
<td>eleven</td>
<td>siebzehn</td>
<td>seventeen</td>
</tr>
<tr>
<td>zwölf</td>
<td>twelve</td>
<td>siebzig</td>
<td>seventy</td>
</tr>
</tbody>
</table>

This table shows the basic numbers in German. To say, twenty-one, say "Einundzwanzig" - all one word. 'Eins' drops its 's' whenever it is in that position. Therefore, that means "One and twenty", in German.

One more change happens at 16 and 60: Instead of creating a word with 'sz' (sechszig, sechszehn), the 's' is dropped, creating sechzig (60) and sechzehn (16), pronounced as in "ich".

Watch out for 'Dreißig'. It is not formed with -zig at the end like all other decades ("zwanzig, vierzig, fünfzig, ...")!

To say numbers higher than 99:
hundred - *Hundert*
thousand - *Tausend*

For example, 2984 is said, "Zweitausendneunhundertvierundachtzig." (Zwei tausend neun hundert vier und achtzig) \((2 \times 1000) + (9 \times 100) + 4 \times 80\)
Asking the Time

In German, there are two common ways to ask the time. You can say, "Wie viel Uhr ist es?", which means literally, "What time is it?". However, it is seldom used anymore. The more common way is to say, "Wie spät ist es?", even though this only means, "How late is it?".

Specific times can be expressed in two ways: exact form ("Four thirty-seven"), or before/after form ("Twenty-three to five").

Exact form

This form is the same as English. To say, "It is 10:15 a.m.", say "Es ist Zehn Uhr Fünfzehn." Notice the Uhr. This means "o'clock", but is used in all exact times.

Germans use a 24-hour clock, like other countries in Europe and American military time. To convert to American time, if it is above 12, subtract 12. So Achtzehn Uhr is the equivalent of (18 - 12 =) 6 p.m. in American time. To convert to German time, add 12 if it is p.m. (Except for 12 p.m., see below.) 4 p.m. is therefore Sechzehn Uhr.

If given an hour below 12, it is a.m.

The counting of hours starts from zero. So, in German, the time between midnight and 1 a.m. is 0:__.

11 p.m. would be 23:00. Note that noon (12 p.m.) is Zwölf Uhr and midnight (12 a.m.) is Null Uhr. In rare occasions, 24:00 might be used, which implies that you mean 'that particular' day (ignoring that in fact a new weekday has started at midnight) So, if someone says "Montag, 24:00", assume its at the end of the day of monday (Tuesday 12 a.m. midnight). "Montag, 0:00" would be Monday 12 a.m. midnight. Hours greater than 24 are never used.

"Noon" is said as "Mittag", and "Midnight" is "Mitternacht"

In Germany, it is also not uncommon in everyday contexts to use the 12-hour clock. In that case, "vormittags" (literally 'before noon') corresponds to a.m., while "nachmittags" (after noon) means p.m. "Abends" (in the evening) is commonly used in place of "nachmittags" for times later than 5 p.m. (6 Uhr abends = 6 p.m.) Also, as in English, you can omit "vormittags" and "nachmittags" if it's obvious from the context. However, since this is nothing new (in comparison to English), you will not be tested on it.
Before/After the Hour

After - nach
Till - vor

Use the same form as in English. For example, 10:57 can be said as, "drei vor Elf." Likewise, 4:10 would be "zehn nach Vier." Typically, use the smaller number with 'nach' or 'vor'. Don't say, "siebenundfünfzig nach Zehn."

Note: This is only used with informal time telling. You don't use 'Uhr', and you forget all about the 24 hour clock. See above for more information.

There are also a couple more words for :15, :45, and :30...

quarter - Viertel
half before - Halb
quarter before - Dreiviertel (used mostly in eastern Germany, in most other regions you won't be understood)

Use these words just as you use others, except that you don't need a vor when using halb. For example, 11:30 can be said as, "Halb zwölf" and 5:15 can be said as "Viertel nach Fünf", 5:45 would be "Viertel vor Sechs" or "Dreiviertel Sechs".

Saying When You Do Something

Wann spielst du Football? (Football means American Football. The much more popular soccer would be "Fußball", which lit. means Football)

To say you play a sport at a certain time in English, you would answer, "I play football at 3:30." This is all the same in German, with the translation of 'at' being um. That makes the above response "Ich spiele Football um halb Vier." or "Ich spiele Football um fünfzehn Uhr dreißig.".
### Other Time

#### Times of Day

In German and English, many times one would want to approximate, such as "tomorrow afternoon". Here are the German translations:

<table>
<thead>
<tr>
<th>English</th>
<th>Deutsch</th>
</tr>
</thead>
<tbody>
<tr>
<td>the day</td>
<td>der Tag</td>
</tr>
<tr>
<td>today</td>
<td>heute</td>
</tr>
<tr>
<td>tomorrow</td>
<td>morgen</td>
</tr>
<tr>
<td>the day after tomorrow</td>
<td>übermorgen</td>
</tr>
<tr>
<td>yesterday</td>
<td>gestern</td>
</tr>
<tr>
<td>the day before yesterday</td>
<td>vorgestern</td>
</tr>
<tr>
<td>(early) morning</td>
<td>Morgen*</td>
</tr>
<tr>
<td>morning</td>
<td>Vormittag</td>
</tr>
<tr>
<td>afternoon</td>
<td>Nachmittag</td>
</tr>
<tr>
<td>evening</td>
<td>Abend</td>
</tr>
<tr>
<td>night</td>
<td>Nacht</td>
</tr>
</tbody>
</table>

*In German, except the capitalization, the words for "morning" and "tomorrow" are the same: morgen. If you want to say tomorrow morning use morgen früh (meaning: early on the next day) instead of Morgen morgen.

The words above can be combined into phrases like "heute Nachmittag" or "gestern Abend". Note that the time of day stays capitalized (it is a noun) and the day stays lowercase (it is an adverb).
**Days and Months**

German days and months are very similar to English months:

<table>
<thead>
<tr>
<th>English</th>
<th>Deutsch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Montag</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Dienstag</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Mittwoch</td>
</tr>
<tr>
<td>Thursday</td>
<td>Donnerstag</td>
</tr>
<tr>
<td>Friday</td>
<td>Freitag</td>
</tr>
<tr>
<td>Saturday</td>
<td>Samstag (or Sonnabend)</td>
</tr>
<tr>
<td>Sunday</td>
<td>Sonntag</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>January</th>
<th>Januar (or Jänner in Austria)</th>
</tr>
</thead>
<tbody>
<tr>
<td>February</td>
<td>Februar (or very rarely Feber)</td>
</tr>
<tr>
<td>March</td>
<td>März</td>
</tr>
<tr>
<td>April</td>
<td>April</td>
</tr>
<tr>
<td>May</td>
<td>Mai</td>
</tr>
<tr>
<td>June</td>
<td>Juni (or rarely Juno*)</td>
</tr>
<tr>
<td>July</td>
<td>Juli (or rarely Julei*)</td>
</tr>
<tr>
<td>August</td>
<td>August</td>
</tr>
<tr>
<td>September</td>
<td>September</td>
</tr>
<tr>
<td>October</td>
<td>Oktober</td>
</tr>
<tr>
<td>November</td>
<td>November</td>
</tr>
<tr>
<td>December</td>
<td>Dezember</td>
</tr>
</tbody>
</table>

*Juni and Juli sounds very similar. Sometimes Juni and Julei are used to separate the months, but only in spoken words.*

Note the order of the days of the week. The German week begins on Monday.

To say "on Monday", say "am Montag" or whatever applies. To say "in January", say "im Januar" or whatever applies. This is the same for all of the days and months.

You can also combine the times of day from earlier with the days of the week. But they're both nouns. To do this, therefore, we must combine the two words into one, as in "Dienstagnacht" (Tuesday night).
## Dates

<table>
<thead>
<tr>
<th>English</th>
<th>Deutsch</th>
</tr>
</thead>
<tbody>
<tr>
<td>first of (month)</td>
<td>erster</td>
</tr>
<tr>
<td>second of (month)</td>
<td>zweiter</td>
</tr>
<tr>
<td>third of (month)</td>
<td>dritter</td>
</tr>
<tr>
<td>fourth of (month)</td>
<td>vierter</td>
</tr>
<tr>
<td>seventh of (month)</td>
<td>siebter</td>
</tr>
<tr>
<td>eighth of (month)</td>
<td>achter</td>
</tr>
<tr>
<td>-th of (below 20)</td>
<td>-ter</td>
</tr>
<tr>
<td>tenth of</td>
<td>zehnter</td>
</tr>
<tr>
<td>twentieth of</td>
<td>zwanzigster</td>
</tr>
<tr>
<td>thirty-first of</td>
<td>einunddreißigster</td>
</tr>
<tr>
<td>-th of (20 to 31)</td>
<td>-ster</td>
</tr>
<tr>
<td>on (the)</td>
<td>am (see below!)</td>
</tr>
</tbody>
</table>

If you want to say, for example "on the 25th of December", simply say "am fünfundzwanzigsten Dezember.", in other cases you say "fünfundzwanzigster Dezember" or "der fünfundzwanzigste Dezember".

In Germany, dates are written out in the logical order Day . Month . Year, instead of the American Month / Day / Year. For example, vierzehnter August is written as 14.8. Please note that German uses a dot instead of a slash. Do not use the slash in dates, as it is unusual and confusing because you cannot tell if "4/6" means 4th of June (4.6.) or 6th of April (6.4.)

### Birthdays

Birthday - Geburtstag

To say, "My birthday is on July 20th", say, "Ich habe am zwanzigsten Juli Geburtstag." Note the order; it translates back literally as "I have on the 20th of July birthday." This kind of thing is common in German.

To celebrate someone's birthday in German, there are two common phrases. Simply "Happy Birthday" is "Alles Gute zum Geburtstag!" (lit. Everything good to the birthday) and "Best wishes on your birthday!" is "Herzlichen Glückwunsch zum Geburtstag!" (hearty congratulation to the birthday.) If you were sending a card, you would most likely use the second one.
**Seasons**

Spring - *Frühling*
Summer - *Sommer*
Autumn/Fall - *Herbst*
Winter - *Winter*

in (the) - *im*

For example, to say "in Summer", say "im Sommer". To say "I play baseball in summer.", say "Ich spiele Baseball im Sommer.".

**Periods of Time**

If you want to express a certain period of time, but it doesn't have a specific name, like *Nachmittag*, you can do it like this:

*von* (starting time) *bis* (ending time).

This is the same as from ... till ... in English.

This can also apply with dates. For example, "Wir haben Schule (school) von Montag bis Freitag".

Exceptions: "Wir haben frei von fünfundzwanzigsten Dezember bis zum zweiten Januar".

**How often?**

*Wie oft?*

There are many ways to answer this question. Two are "once/twice/three times in a ...", or "always/often/never.".

**A Number or Times**

To say, "once a month", or "four times a week", add "*mal*" to the end of the number and say "in the ...".

Here are the translations for "in the ...":

Day - *am* Tag
Week - *in der Woche or die Woche*
Month - *im Monat*
Year - *im Jahr*
Weekend - *am Wochenende*
Morning - *am Morgen or morgens*
Evening - *am Abend or abends*
Afternoon - *am Nachmittag or nachmittags*
Night - *in der Nacht or nachts*

For example, "We bowl twice a week." is "Wir kegeln zweimal in der Woche."
Often Adverbs

always - immer
most of the time - meistens
often - oft
sometimes - manchmal
seldom - selten
never - nie

only - nur

To apply these words, put them in the sentence, **after the verb and subject, but before the sport/activity.** You can also use 'nur' to say things like, "Sie spielt nur manchmal Tennis." Note that if this is translated word-for-word, it becomes, "She plays only sometimes tennis.", not "She only sometimes plays tennis." or "She only plays tennis sometimes." That's just the way German is.

Time-Related Words

Time - die Zeit
Free time - die Freizeit

To say you have time, ignore the 'die'. To say when, insert other phrases you have learned this lesson. For example, "Ich habe am Samstagabend Zeit." Note that the word order is the same as that of birthdays. You can use Freizeit in the same way.

*Note that while "die Zeit" means "the time", the phrase "Hast du die Zeit?" ("Do you have the time?") is not used to inquire about what time it is. You can, however, use the phrase to inquire as to whether or not someone has time to do something.
What's On the Test

To go straight to the lesson test, go here.

The test will have four parts to it: Grammar (79 points), Translating (95 points), Reading Comprehension (20 points), Vocabulary (20 points), and Previous Topics (10 points) in that order. The Grammar section will test your ability to know the verbs from this lesson and it's various visions, to know articles - the genders of them and the correct usage of them, and correct word order.

The Translating section is worth the most points, and it too has three sections. You must know the translations for sentences and phrases going from English to German, and be able to take a German dialogue and translate it back into English. Also you must know the translation from Numbers to German.

The third section, Reading Comprehension, is Comprehension Questions you must know how to read the conversion and after reading you will be asked question on the previous conversion.

The fourth section is a vocabulary section. You get 20 English words on the left and 20 German words on the right, and be asked to match them. To study for that, check out the 401 flashcards related to this lesson at FlashcardExchange.com Part I and FlashcardExchange.com Part II.

The last section, Previous Topics, is a quick review on Lesson 1 to get ready for this section, just look at some past notes or go to Lesson 1 and study. That is the whole test. Take it!
Dialogue

Franz: Hallo, Greta! Wie geht's?
Greta: Sehr gut. Ich habe Hunger.
Franz: Ich auch. Möchtest du etwas essen?
Greta: Ja!

(In der Gaststätte)

Greta: Ich möchte Salat, Brot und Wasser.
Franz: Hast du jetzt keinen Hunger?
Greta: Nein, ich habe großen Hunger. Was bekommst du?
Franz: Ich bekomme ein Stück Apfelstrudel und einen Eisbecher.
Greta: Ach so, dann ist das genug.

(Nach zwanzig Minuten.)

Greta: Diese Gaststätte ist schrecklich! Ich möchte etwas zu essen!
Franz: Wir gehen!

Food!

Here are some things you might order at a restaurant, fast food or sit-down:

Appetizers (die Vorspeise, Vorspeisen)
Salad - der Salat
Bread - das Brot
   Breadstick - die Scheibe Brot
Main Dishes (das Hauptgericht, Hauptgerichte)
Sausage - die Wurst
  Sausages - die Würste
  Bratwurst - die Bratwurst
  Hot Dog - das (or der) Hot Dog
Pizza - die Pizza
  Pizzas - die Pizzen (or die Pizzas)
Hamburger - der Hamburger (pronounced either like the City of Hamburg, or like in English)
  Hamburgers - die Hamburger
  with - mit (ignore article)
  without - ohne (ignore article)
  Tomatoes - Tomaten
  Lettuce - der Salat
  Cheese - der Käse
  Pickles - die Gurken OR die Gewürzgurken (more precise)
  Onions - die Zwiebeln
  Ketchup - der (or das) Ketchup
  Mustard - der Senf
Chicken - das Hähnchen
  Chickens - die Hähnchen
Seafood - die Meeresfrüchte (plural)
  Fish - (der) Fisch

Sides (die Beilage (singular), die Beilagen (plural))
Soup - die Suppe
  Soups - die Suppen
  Noodle Soup - die Nudelsuppe
French Fries - die Pommes frites (plural)
  This word is pronounced French, so it sounds like "pomm fritt".
Fries - die Pommes OR die Fritten (both informal and plural)
  This time it's not pronounced French; rather you say 'pommis'.
Pasta - die Pasta or die Nudeln
Potato - die Kartoffel
  Potato - (in Austria) Erdapfel (earth apple)
  Potatoes - die Kartoffeln
  Tomatoes - (Austria) Erdäpfel
  Mashed Potatoes - der Kartoffelbrei
  Fried Potatoes - die Bratkartoffeln (plural)
Corn - Mais
  Corn on the Cob - Maiskolben
Bean - die Bohne (not green beans)
  Beans - die Bohnen
Desserts (die Nachspeise, Nachspeisen or der Nachtisch)
Gâteau - Die (Sahne-)Torte
Strudel - der Strudel
  Apple strudel - Apfelstrudel
  Cherry strudel - Kirschstrudel
  Poppy seed strudel - Mohnstrudel
Cake - der Kuchen
  Piece of Cake - das Stück Kuchen
Pie - die Pastete
  Piece of Pie - das Stück Pastete
  Apple Pie - die Apfelpastete
Ice Cream - das Eis
  Bowl of Ice Cream - der Eisbecher
Pudding - der Pudding
Cookie - der Keks
  Cookies - die Kekse
Fruit - das Obst

The Meal - das Essen
  Lunch - Mittagessen (noon meal)
  Dinner - Abendessen (evening meal)

This list of foods (die Speise, Speisen) is very useful. Print it out and keep it. Of course it is recommended that you memorize all of the translations and genders of these foods, but the lesson problems and test will only require the bolded ones to be memorized.

Accusative Case

As you know from the Intro, in German, there are four cases. Three are used often. The first, Nominative Case, you learned in Lesson 1. It covers the subject, and the predicate noun (in "He is (noun).", (noun) is the predicate noun). The second, the Accusative Case, you will learn now. It covers the direct object and the object of several prepositions. The third, the Dative Case will be taught later on. It covers the indirect object and the object of many other prepositions.

Note: The Accusative Case and Dative Case are identical in English; that's where the extra case comes from.
Articles

<table>
<thead>
<tr>
<th>Definite Article</th>
<th>Masculine</th>
<th>Feminine</th>
<th>Neuter</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>den</td>
<td>die</td>
<td>das</td>
<td>die</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indefinite Article</th>
<th>Masculine</th>
<th>Feminine</th>
<th>Neuter</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>einen</td>
<td>eine</td>
<td>ein</td>
<td>-eine*</td>
<td></td>
</tr>
</tbody>
</table>

* The indefinite article for plurals is non-existant. However related words, such as possessives and the kein- words that you will learn later this lesson, will end in eine for plurals.

In the articles, the memory hook for accusative case is "Der goes to den (pronounced "dain") and the rest stay the same.". The masculine indefinite article goes to einen, and everything else stays the same there. Therefore above, der Hamburger goes to den Hamburger and ein Hamburger goes to einen Hamburger when the hamburger is the direct object, such as in "Er hat einen Hamburger." ("He has a hamburger."

If you are getting confused, it's fine. This topic is one of the hardest for English speakers to grasp. Here are some solutions:

To find out the case of something, first find the verb. The verb rules the sentence. Everything revolves around it. Next you find the subject of the sentence. The subject is the thing/person that is doing the verb. **The subject is always in the Nominative Case, so it takes on the der, die, das, die, or ein, eine, ein.**

Now you look back at the verb. If it is a being verb (am, are, is, etc.), the next noun after the verb is the **predicate noun**. An easy way to figure this out is to write an equation. If the verb can be replaced with an equals sign (=), then the following noun is a predicate noun. If it can't be replaced by an equals sign, refer to the next paragraph. **The predicate noun is also always in the Nominative Case, so the same rules apply to it.**

Ich bin **ein** Junge.
Sie ist **eine** Frau.

If the verb of the sentence is an action verb (playing, throwing, making, eating), find what the subject is doing the verb to. For example, if the verb is "makes" (macht), you look for what is being made. That is the direct object. **The direct object is always in the Accusative Case, so it takes on the den, die, das, die, or einen, eine, ein.**

Sie haben **den** Cheeseburger.
Habt ihr **einen** Salat?

The indefinite articles, when you just look at their endings, go -, e, -, e for nominative case, and en, e, -, e for accusative. This can be memorized as "Blankie, Blankie, Any Blankie."

Remember, between nominative and accusative, the only third-person change is in the masculine form.
Pronouns

The pronouns experience a much bigger change than the articles. This is also true in English, as the articles (a, an, the) do not change ever, but I goes to me, we goes to us, etc.

Not everything is the same, though. While me is mich and us is uns, the second and third persons undergo different changes. In third person, as in the articles, the only change is in masculine singular. Following the "der goes to den" rule, er goes to ihn when in the accusative case.

The second person in English never changes. In German, du goes to dich and ihr goes to euch. Sie, the formal version of either, stays the same. Remember, Sie (2nd person formal) and sie (3rd person plural) only differ in their meanings and the fact that the former is capitalized and the latter is not. This stays true throughout German grammar.

Here is a tabular representation of the above.

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English</td>
<td>German</td>
</tr>
<tr>
<td>1st</td>
<td>me</td>
<td>mich</td>
</tr>
<tr>
<td>2nd</td>
<td>you</td>
<td>dich</td>
</tr>
<tr>
<td>3rd</td>
<td>him, her, it</td>
<td>ihn, sie, es</td>
</tr>
</tbody>
</table>

Antecedents

Note: This is just a quick lesson in English grammar applied into German. If you already know all about antecedents in English, skip the first paragraph.

When using a pronoun, you have to know what it is for it to work. There are some rare exceptions, such as in mysteries or drama, but otherwise this is always true. Sometimes in dialogue this is taken care of by pointing or making some other gesture, but most of the time, the pronoun modifies something already mentioned. The object/person mentioned earlier that turns into a pronoun later is called the antecedent.

In German this is very useful. You can't simply say 'it' anymore. Many food words are masculine and feminine, and when you turn them into pronouns, they turn into 'he', 'she', 'him', and 'her', not always 'it'. For example, the sentence "The cheeseburger tastes good. It's very crunchy." turns into "The cheeseburger tastes good. He's very crunchy." Note: You will learn how to say this in German later in this lesson.

Why is it "he"? This is where the antecedent comes in. Because there are foods that are masculine and feminine in German, you can't assume the 'es'. You have to look back at the previous sentence, at the antecedent, der Cheeseburger. "Der Cheeseburger" is replaced by er (since it is the subject, and therefore in Nominative Case). Therefore, all you need to know are these connections: der/den-er/ihn, die-sie, das-es, die-sie.
**Food-Related Verbs**

- *essen* (I) - to eat, to be eating, to do eat
- *trinken* - to drink, to be drinking, to do drink
- *bekommen* - to get/receive, to be getting/receiving, to do get/receive
- *möchten* (M) - would like
- *wollen* (M) - to want, to be wanting, to do want

Of these five verbs, only trinken and bekommen are regular. Essen is *irregular* (that's what the "I" means). Do you remember from the last lesson 'lesen' and 'sehen'? In both of them, the first 'e' changed to 'ie' in the du- and er/sie/es-forms. Well essen experiences the same change, except that it changes to 'i', not 'ie'. Also, it acts the same as 'lesen' in the du-form: You don't have three s's in a row.

Therefore, du/er/sie/es *isst* and everything else is the same.

*Isst* sounds and looks a lot like *ist*. The minute difference happens to be in the way you pronounce the *s*. When you mean *eats* it is sometimes an overstressed hissing (i.e. extremely sharp) sound. In normal life Germans, too, can only tell which verb is meant from knowing the context.

Just like in last lesson, where you could say, "Ich spiele gerne Fußball.", you can also extend it to food. "I like to eat cheeseburgers." is translated as "Ich esse gerne Cheeseburger."

The last two verbs (marked *(M)*) are *modals*. They will be discussed in the next section.

**Modals**

In the introduction, you learned that German has no helping verbs. Instead, they have *modals*, words that basically do the same thing.

Modals are conjugated very differently from normal verbs. The ich- and er/sie/es-forms are always the same, while the du-form adds an 'st'. Most modals experience a vowel change from singular to plural, and the rest is the same.
Möchten

Möchten isn't technically a modal, but it acts exactly the same. There is no vowel change, and the ich- and er/sie/es forms are "möchte". Here is the complete conjugation:

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>ich</td>
<td>möchten</td>
</tr>
<tr>
<td>2nd</td>
<td>du</td>
<td>möchtest</td>
</tr>
<tr>
<td>3rd</td>
<td>er/sie/es</td>
<td>möchte</td>
</tr>
</tbody>
</table>

Möchten means "would like" and can be applied to food (i.e. Ich möchte einen Cheeseburger.). Möchten can be translated even more literally as "would like to", and is traditionally used with an infinitive verb at the end of the sentence (i.e. "Ich möchte jetzt gehen/"I would like to go now"). However, this infinitive is not necessary if it's completely obvious what you're talking about (If you say "Ich möchte einen Cheeseburger", everyone will assume that you would like a cheeseburger to eat.)

(Note: Technically, "möchten" is not a word. The above cited conjugation is actually the "Konjunktiv" of "mögen", which has become so popular as a phrase, that even many Germans today aren't aware of it anymore, so you don't need to worry about it. "Etwas mögen" means "to like sth", and "I would like" is the closest translation of "ich möchte")

Wollen

Wollen is a true modal; it even changes vowels. Ich/er/sie/es will and du willst. Here is the complete conjugation:

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>ich</td>
<td>wollen</td>
</tr>
<tr>
<td>2nd</td>
<td>du</td>
<td>wollt</td>
</tr>
<tr>
<td>3rd</td>
<td>er/sie/es</td>
<td>will</td>
</tr>
</tbody>
</table>

Wollen can also be applied to food, but may be considered impolite and demanding ("Ich will einen Cheeseburger!" roughly means "I demand a cheeseburger!" Möchten should be used instead: "Ich möchte einen Cheeseburger!" = "I want a cheeseburger!").

Wollen should not be confused with the future tense, despite the presence of the English word 'will' in the conjugations. However, will can also mean an intent or a document showing what one wants to happen. So it is not so different from 'to want' as possibly originally presumed.

Modals with other verbs

When you need to use another verb with a modal (Such as expressing you would like or want to perform an action) the sentence's word order is somewhat different than it would be in English. In English you would state the subject pronoun (such as "I"), an English equivalent to the modal verb (such as "want"), the action you want to perform (such as "to eat") and then what the action will be performed on (such as "hamburger"), making the sentence "I want to eat a hamburger." In German you must put the action at the end of the sentence, making the sentence "I want a hamburger to eat." ("Ich will einen Hamburger essen.")
Hunger and Thirst

In German, instead of saying, "I'm hungry.", you say "I have hunger." The same applies to thirst. Here are the German translations:

Hunger - der Hunger (hoon-gare) OR (hoong-er)<-Perhaps a dialect.
Thirst - der Durst

Like in English, these two words do not have a plural form. When using them, you don't need to worry about the 'der'; you can just say, "Ich habe Hunger." to say "I am hungry".

Formal Conversations

In Lesson 1, you learned how to talk formally, using phrases like "Guten Morgen!" and "Wie heißen Sie?". There are, however, a few words that are 'survival words' in Germany, specifically

Danke - Thank you, Thanks

Bitte - Please and You're welcome.

To make this even more formal, you can tack on the word 'schön' to the end of "Thank you" and "You're welcome" to make 'dankeschön' and 'bitteschön' (both one word) in response. Schön literally means 'pretty' (you'll relearn this next lesson), so it turns those everyday phrases into compliments ("Thanks, pretty.").

Some other ways to say "thank you":

- Dankeschön - Thank you very much
- Danke sehr - Thanks a lot
- Herzlichen Dank ("herzlichen" means sincere or from the heart; you may remember it from "Herzlichen Glückwunsch zum Geburtstag!" last lesson)
- Vielen Dank - Thanks a lot
- Tausend Dank* - Thanks a million (literally means a thousand, but no one ever says "Thanks a thousand.")
- Aufrichtigen Dank* - would be "thank you sincerely" (very formal)

* - You will not be tested on these phrases.

Some other ways to say "You are welcome":

- Bitteschön!
- Bitte sehr!
- Gern geschehen! (Don't mention it)
- Gerne!
- Kein Problem! (No problem)
- Dafür nicht!* - (Do) not (thank me) for this (only used in Northern Germany)

* - You will not be tested on this phrase.
Kein-words

Twice you have been taught that the ending of the indefinite article for plurals would be eine (for Nominative and Accusative cases), if there was an indefinite article for plurals. Now that lesson applies. The kein-words have the same endings as the ein-words, and they mean the opposite: no, not any, none. For example, "kein Cheeseburger" means "no cheeseburger". "Keine Cheeseburger" (in this case Cheeseburger is plural) means "No cheeseburgers". Notice the 'e' at the end of 'keine'. That's the ending for plurals and feminine nouns and can be likened to the "der, die, das -> die" relationship, where the feminine article serves for the plural as well.

Ordering at a Restaurant in Germany

Restaurant - das Restaur'ant' (pronounciated French)

at (the) - beim

There are many restaurants you might find in Germany. Much like in English-speaking countries, you would more likely use the name of the restaurant than name what kind of restaurant. If you want to adress the wish to eat a certain food, there are two ways:

eample: "wanting to eat chinese food"

1. "Ich möchte gerne zum Chinesen." - literally: "I want to go to the Chinese (restaurant)." 2. "Ich möchte gerne chinesisch essen (gehen)." - literally: "I want to (go) eat Chinese (style)."

Here are some more restaurants you can find in Germany:

- Chinese food: "zum Chinesen" / "chinesisch essen"
- Japanese food: "zum Japaner" / "japanisch essen"
- American food: "zum Amerikaner" / "amerikanisch essen"
- Mexican food: "zum Mexikaner" / "mexikanisch essen"
- Arabic food: "zum Araber" / "arabisch essen"
- Italian food: "zum Italiener" / "italienisch essen"
- Indian food: "zum Inder" / "indisch essen"
- French food: "zum Franzosen" / "französisch essen"
- Greek food: "zum Griechen" / "griechisch essen"
- Turkish food: "zum Türken" / "türkisch essen"
Accusative case prepositions

You read at the beginning of this lesson that the **Accusative Case** covers the direct object and the objects of some prepositions. Here are those prepositions that always fall under Accusative Case:

- *Durch* - through
- *Für* - for
- *Gegen* - against
- *Ohne* - without
- *Um* - at, around

These prepositions can be memorized easily using a common tune. "It's a Small World After All" and "Mary Had a Little Lamb" both work well for this.

You learned *um* last lesson, and *ohne* earlier this lesson. *Durch* and *gegen* will be taught in depth later, and *für* will be taught now.

Up until this point, you have only worried about the Accusative Case in third person. *Für*, meaning 'for', can and should be used in the first and second persons, too. Here's an example:

"The cheeseburger is for me." - "Der Cheeseburger ist *für mich.*"

As you can see, 'me' is put into accusative case because the preposition is *für*.

Saying How Food Tastes

In German (as in English) there are several ways of telling how food tastes. You can do this with 'gut' and 'schlecht' from **Lesson 1** to say:

- **Der Cheeseburger schmeckt gut** - The meal tastes good
- **Der Cheeseburger schmeckt schlecht** - The meal tastes bad
But this is vague. Why do you think it tastes good? You can use the following words to more acutely describe how the cheeseburger tastes:

- delicious - lecker
- delicious - delikat* (a lot more formal than lecker)
- tasty - schmackhaft
- juicy - saftig*
- crunchy - knackig
- crispy - knusprig*
- spicy - würzig, pikant
- stale, tasteless - fade* (Austria: fad)
- salty - salzig
- oversalted - versalzen*
- sweet - süß
- bitter - bitter
- sour - sauer
- creamy - cremig*
- hot (in the sense of "very spicy") - scharf
- hot (in the sense of "very warm") - heiß
- burnt - angebrannt*
- cold - kalt
- disgusting - schrecklich

* - You will not be tested on these descriptors.

Schmecken is a regular verb. Here is it's conjugation:

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>ich</td>
<td>wir</td>
</tr>
<tr>
<td></td>
<td>schmecke</td>
<td>schmecken</td>
</tr>
<tr>
<td>2nd</td>
<td>du</td>
<td>ihr</td>
</tr>
<tr>
<td></td>
<td>schmeckt</td>
<td>schmeckt</td>
</tr>
<tr>
<td>3rd</td>
<td>er/sie/es</td>
<td>sie</td>
</tr>
<tr>
<td></td>
<td>schmeckt</td>
<td>schmecken</td>
</tr>
</tbody>
</table>

The first and second persons really shouldn't be used. No one is going to say, "You guys taste salty" or "I taste creamy" (at least hopefully). So the only forms you need to know are er/sie/es schmeckt and sie (plural) schmecken.

You can use 'schmeckt' and 'schmecken' or 'ist' and 'sind' to state how the food tastes. Just use whichever one you would use in English and it'll be correct.

Although the English meaning of schmecken is simply to taste, "Schmeckt der Cheeseburger?" can be taken in a positive way to mean "Do you like the cheeseburger?". In other words, schmecken alone can mean to taste good.
**Dieser-forms**

"The cheeseburger tastes good." does not sound that specific as to which cheeseburger you are talking about. You could be talking about some other cheeseburger than the one in front of you. It just isn't clear. Now, if you said, "This cheeseburger tastes good.", it would be obvious that you're talking about the cheeseburger you're eating. 'Dieser' is the German translation for 'this': "Dieser Cheeseburger schmeckt gut."

**Dieser**

Dieser is a special adjective. It changes forms in different situations: different genders and different cases. It can also mean 'these' when modifying a plural. Here are its forms:

<table>
<thead>
<tr>
<th>Nominative Case</th>
<th>Masculine</th>
<th>Feminine</th>
<th>Neuter</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dieser</td>
<td>dieser</td>
<td>diese</td>
<td>dieses</td>
<td>diese</td>
</tr>
<tr>
<td>Accusative Case</td>
<td>dienen</td>
<td>diese</td>
<td>dieses</td>
<td>diese</td>
</tr>
</tbody>
</table>

As you can see, *dieser* is only appropriate for modifying masculine nouns in nominative case. But 'Cheeseburger', which is masculine, is the subject of the sentence, "Dieser Cheeseburger schmeckt gut." So it is correct in that circumstance.

You may be wondering why 'dieser' is how it is presented as a whole. After all, it only applies to masculine nouns in the nominative case, while 'diese' applies for both feminine and plural nouns, nominative and accusative case. But to be gender-less, you could use 'dieses' instead. It's the fact that you *could* use any of those in the nominative case to summarize the word. Dieser's location in the upper left hand corner makes it stand out and get chosen.

**Jeder**

_Jeder_ means 'every'. It acts exactly like 'dieser' in its endings, so it should be easy to remember. Here are the different forms:

<table>
<thead>
<tr>
<th>Nominative Case</th>
<th>Masculine</th>
<th>Feminine</th>
<th>Neuter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeder</td>
<td>jeder</td>
<td>jede</td>
<td>jedes</td>
</tr>
<tr>
<td>Accusative Case</td>
<td>jenen</td>
<td>jede</td>
<td>jedes</td>
</tr>
</tbody>
</table>

Notice the absence of the plural form. When you think about this, it's the same in English: no one says 'every books'.

**Welcher**

'Welcher' is the third of this threesome of adjectives. 'Welcher' means 'which', the seventh w-word so far (wer, was, wann, wo, warum, wie, and welcher). Its forms have the same endings as 'dieser'.

<table>
<thead>
<tr>
<th>Nominative Case</th>
<th>Masculine</th>
<th>Feminine</th>
<th>Neuter</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcher</td>
<td>welcher</td>
<td>welche</td>
<td>welches</td>
<td>welche</td>
</tr>
<tr>
<td>Accusative Case</td>
<td>welchen</td>
<td>welche</td>
<td>welches</td>
<td>welche</td>
</tr>
</tbody>
</table>
**Connection with Time**

You might want to say 'every day', 'this week', 'every morning', or 'which Tuesday night?'. But to do this, not only do you need to know the jeder-forms, but also the genders of the times and the cases. The second one is easy: **Whenever you do something at a certain time, that time is put into Accusative Case.** Last lesson, you learned the gender of one time: *der* Tag. So now you know everything to say 'diesen Tag', 'jeden Tag', and 'welchen Tag?' (this day, every day, and which day?). Here are the cases of all the times in **Lesson 2**:

<table>
<thead>
<tr>
<th>Masculine</th>
<th>Feminine</th>
<th>Neuter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tag</td>
<td>Woche</td>
<td>Jahr</td>
</tr>
<tr>
<td>Monat</td>
<td>Nacht</td>
<td>Wochenende</td>
</tr>
<tr>
<td>Morgen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abend</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nachmittag</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When extending to 'which Tuesday night?', remember that the night stays feminine on Tuesday, so it stays "Welche Dienstagnacht?". Likewise, you can say 'every June' the same as 'every month': 'jeden Juni'.

**This and That**

*Ich möchte einen Cheeseburger. Der schmeckt sehr gut.*


Look at the second sentence of each of these German dialogues. What's missing? That's right, instead of "Der Cheeseburger schmeckt sehr gut." and "Die Cheeseburger habe ich gern.", both of the 'Cheeseburger's, so to speak, are dropped. We're left with just the articles, only in this case, they aren't articles. They're **demonstrative pronouns**.

Demonstrative pronouns aren't scary. They're just the same as the normal pronouns, only they give more *oomph* to the sentence. They can be translated as either 'this' or 'that' ("I'd like a cheeseburger. That tastes very good."), or 'these' or 'those' for plurals ("I eat cheeseburgers every day. These I like.").

Demonstrative pronouns are exactly the same as the definite articles (well, there is one change in dative, but that will be covered in **Lesson 7**). If you are not sure of the gender (meaning in context, the speaker doesn't know, not that you've forgotten that it's 'der Cheeseburger'), use 'das', like in "Was ist das?" (What is that?).
Money and Paying

Germany, Austria, Luxemburg, Belgium and Südtirol – in other words: all German speaking regions except Switzerland and Liechtenstein– have given up their former currencies and adopted the Euro as of 1999. One Euro is worth 100 Cents. Because they are not members of the European Union, Switzerland and Liechtenstein have kept the Swiss Francs (Franken = 100 Rappen).

'Euro' normally does not change in the plural in German, so you would still say "Ich habe 500 Euro." Nevertheless, there is an exception: Euro coins. If you say "Ich habe vier Euros.", you actually are saying that you have four 1-Euro coins. Because the backsides of euro coins look different in each country, many people in Europe have started collecting foreign euro coins. In this case you can say "Ich habe irische Euros." (I have Irish euro coins.) for example.

There is not yet a rule whether or not the word "Cent" has a different plural form. The majority of Germans are using the word "Cent" as a plural form, but when they don't it is simply "Cents".

In German "euro" is pronounced ['oi-ro], not [you-ro]. For "Cent" there are two pronunciations: you can either pronounce it as in English or you say "tzent". The latter version seams to be preferred by older people.

When at a restaurant, you will want to pay at the end. You can use this vocabulary to help you.

to pay - zahlen
the bill - die Rechnung
the waiter - der Ober

"How much is that?" - "Was macht das?" ("What does that make?")

To ask for the bill you can say, "Bitte zahlen!", or make it a complete sentence: "Ich möchte zahlen!", or "Wir möchten/wollen zahlen!". You can also say, "(Herr Ober), die Rechnung bitte!"
Vocabulary

I              Ich
We             Wir
You            Du
    Sie (formal)
You All        Ihr
    Sie (formal)
He             Er
She            Sie
It             Es
They           Sie

Have           Habe (1st Person, Singular)
               Hast (2nd Person, Singular)
               Haben (1st & 3rd Person, Plural)
               Habt (2nd Person, Plural)

Am             Bin
Are            Bist (1st Person, Singular)
               Sind (1st & 3rd Person, Plural)
               Seid (2nd Person, Plural)
Is             Ist

Hello!         Hallo!
                Servus! (used in Bavaria and Austria)
                Moin! or Moin Moin! (used in northern Germany)
                Grüezi! (used in Switzerland)
Good morning!  Guten Morgen! or Morgen!
Good day!      Guten Tag! or Tag!
Good evening!  Guten Abend! or N'Abend!
                Grüß Gott! (used in southern Germany, Austria and South Tyrol)
Goodbye!       Auf Wiedersehen! or Wiedersehen
Bye!           Tschüss! or Tschau!
Later!         Bis später! or Bis dann!
Good night!    Gute Nacht!

Good           Gut
Super!         Spitze!
Great!         Prima!
Very good!     Sehr gut!
Bad            Schlecht
Miserable      Miserabel
Who  Wer
What  Was
Where  Wo
When  Wann
Why  Warum
How  Wie

Boy  Der Junge
Girl  Das Mädchen
Man  Der Herr
Woman  Die Frau
Boys  Die Jungen
Girls  Die Mädchen
Men  Die Männer
Women  Die Frauen

Sport(s)  Sport
Interests  Hobbys
Soccer  Fußball
USA Football  Football
Volleyball  Volleyball
Basketball  Basketball
Tennis  Tennis
Baseball  Baseball
9-pin Bowling  Kegeln
Chess  Schach
Board Game  Das Brettspiel
Game  Das Spiel
Homework  Hausaufgaben
Television  Fernsehen
Movie  Der Film, Filme
And  Und
But  Aber
Or  Oder

To Have  Haben
To Be  Sein
To Be Called  Heissen
To Play  Spielen
To Do/Make  Machen
To Read  Lesen
To Watch  Schauen
To See  Sehen
To Work  Arbeiten
To Write  Schreiben
To Swim  Schwimmen
One Eins
Two Zwei
Three Drei
Four Vier
Five Fünf
Six Sechs
Seven Sieben
Eight Acht
Nine Neun
Ten Zehn
Eleven Elf
Twelve Zwölf
Thirteen Dreizehn
Fourteen Vierzehn
Fifteen Fünfzehn
Sixteen Sechzehn
Seventeen Siebzehn
Eighteen Achtzehn
Nineteen Neunzehn
Twenty Zwanzig
Thirty Dreißig
Forty Vierzig
Fifty Fünfzig
Sixty Sechzig
Seventy Siebzig
Eighty Achtzig
Ninety Neunzig
Hundred Hundert
Thousand Tausend

Noon Mittag
Midnight Mitternacht
After Nach
Till Vor
Quarter Viertel
Half Before Halb
Quarter Before Dreiviertel (used in eastern Germany)

Day Tag
Today Heute
Tomorrow Morgen
Yesterday Gestern
Early Morning Morgen (use morgen früh for tomorrow morning)
Morning Vormittag
Afternoon Nachmittag
Evening Abend
Night Nacht

Monday Montag
Tuesday Dienstag
Wednesday Mittwoch
Thursday Donnerstag
Friday Freitag
Saturday Samstag or Sonnabend
Sunday Sonntag
<table>
<thead>
<tr>
<th>English</th>
<th>German</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>Januar</td>
</tr>
<tr>
<td></td>
<td>Jänner (used in Austria)</td>
</tr>
<tr>
<td>February</td>
<td>Februar</td>
</tr>
<tr>
<td>March</td>
<td>März</td>
</tr>
<tr>
<td>April</td>
<td>April</td>
</tr>
<tr>
<td>May</td>
<td>Mai</td>
</tr>
<tr>
<td>June</td>
<td>Juni</td>
</tr>
<tr>
<td></td>
<td>Juno (in spoken word only)</td>
</tr>
<tr>
<td>July</td>
<td>Juli</td>
</tr>
<tr>
<td></td>
<td>Julei (in spoken word only)</td>
</tr>
<tr>
<td>August</td>
<td>August</td>
</tr>
<tr>
<td>September</td>
<td>September</td>
</tr>
<tr>
<td>October</td>
<td>Oktober</td>
</tr>
<tr>
<td>November</td>
<td>November</td>
</tr>
<tr>
<td>December</td>
<td>Dezember</td>
</tr>
<tr>
<td>Spring</td>
<td>Frühling</td>
</tr>
<tr>
<td>Summer</td>
<td>Sommer</td>
</tr>
<tr>
<td>Autumn</td>
<td>Herbst</td>
</tr>
<tr>
<td>Winter</td>
<td>Winter</td>
</tr>
<tr>
<td>Time</td>
<td>Die Zeit</td>
</tr>
<tr>
<td>Free Time</td>
<td>Die Freizeit</td>
</tr>
<tr>
<td>Always</td>
<td>Immer</td>
</tr>
<tr>
<td>Often</td>
<td>Oft</td>
</tr>
<tr>
<td>Sometimes</td>
<td>Manchmal</td>
</tr>
<tr>
<td>Seldom</td>
<td>Selten</td>
</tr>
<tr>
<td>Never</td>
<td>Nie</td>
</tr>
<tr>
<td>Only</td>
<td>Nur</td>
</tr>
<tr>
<td>Me</td>
<td>Mich</td>
</tr>
<tr>
<td>Us</td>
<td>Uns</td>
</tr>
<tr>
<td>You</td>
<td>Dich</td>
</tr>
<tr>
<td>You All</td>
<td>Euch</td>
</tr>
<tr>
<td>Him</td>
<td>Ihn</td>
</tr>
<tr>
<td>Her</td>
<td>Sie</td>
</tr>
<tr>
<td>It</td>
<td>Es</td>
</tr>
<tr>
<td>Them</td>
<td>Sie</td>
</tr>
<tr>
<td>Appetizers</td>
<td>Vorspeisen</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Salad</td>
<td>Der Salat</td>
</tr>
<tr>
<td>Bread</td>
<td>Das Brot</td>
</tr>
<tr>
<td>Breadstick</td>
<td>Die Scheibe Brot</td>
</tr>
<tr>
<td>Main Dishes</td>
<td>Hauptgerichte</td>
</tr>
<tr>
<td>Sausage</td>
<td>Die Wurst</td>
</tr>
<tr>
<td>Sausages</td>
<td>Die Würste</td>
</tr>
<tr>
<td>Bratwurst</td>
<td>Die Bratwurst</td>
</tr>
<tr>
<td>Hot Dog</td>
<td>Das Hot Dog</td>
</tr>
<tr>
<td>Pizza</td>
<td>Die Pizza</td>
</tr>
<tr>
<td>Pizzas</td>
<td>Die Pizzen</td>
</tr>
<tr>
<td>Hamburger</td>
<td>Der Hamburger</td>
</tr>
<tr>
<td>Hamburgers</td>
<td>Die Hamburger</td>
</tr>
<tr>
<td>With</td>
<td>Mit (ignore article)</td>
</tr>
<tr>
<td>Without</td>
<td>Ohne (ignore article)</td>
</tr>
<tr>
<td>Tomatoes</td>
<td>Tomaten</td>
</tr>
<tr>
<td>Lettuce</td>
<td>Der Salat</td>
</tr>
<tr>
<td>Cheese</td>
<td>Der Käse</td>
</tr>
<tr>
<td>Pickles</td>
<td>Die Gewürzgurken</td>
</tr>
<tr>
<td>Onions</td>
<td>Die Zwiebeln</td>
</tr>
<tr>
<td>Ketchup</td>
<td>Der Ketchup</td>
</tr>
<tr>
<td>Mustard</td>
<td>Der Senf</td>
</tr>
<tr>
<td>Chicken</td>
<td>Das Hähnchen</td>
</tr>
<tr>
<td>Chickens</td>
<td>Die Hähnchen</td>
</tr>
<tr>
<td>Seafood</td>
<td>Die Meeresfrüchte (plural)</td>
</tr>
<tr>
<td>Fish</td>
<td>Der Fisch</td>
</tr>
<tr>
<td>Sides</td>
<td>Die Beilage (singular), die Beilagen (plural)</td>
</tr>
<tr>
<td>Soup</td>
<td>Die Suppe</td>
</tr>
<tr>
<td>Soups</td>
<td>Die Suppen</td>
</tr>
<tr>
<td>Noodle Soup</td>
<td>Die Nudelsuppe</td>
</tr>
<tr>
<td>French Fries</td>
<td>Die Pommes frites (plural)</td>
</tr>
<tr>
<td>Fries</td>
<td>Die Fritten (Informal and plural)</td>
</tr>
<tr>
<td>Pasta</td>
<td>Die Pasta or Die Nudeln</td>
</tr>
<tr>
<td>Potato</td>
<td>Die Kartoffel</td>
</tr>
<tr>
<td>Potatoes</td>
<td>Die Kartoffeln</td>
</tr>
<tr>
<td>Corn</td>
<td>Mais</td>
</tr>
<tr>
<td>Bean</td>
<td>Die Bohne</td>
</tr>
<tr>
<td>Beans</td>
<td>Die Bohnen</td>
</tr>
<tr>
<td>Desserts</td>
<td>Nachspeisen</td>
</tr>
<tr>
<td>Gâteau</td>
<td>Die (Sahne-)Torte</td>
</tr>
<tr>
<td>Strudel</td>
<td>Der Strudel</td>
</tr>
<tr>
<td>Apple strudel</td>
<td>Apfelstrudel</td>
</tr>
<tr>
<td>Cake</td>
<td>Der Kuchen</td>
</tr>
<tr>
<td>Piece of Cake</td>
<td>Das Stück Kuchen</td>
</tr>
<tr>
<td>Pie</td>
<td>Die Pastete</td>
</tr>
<tr>
<td>Piece of Pie</td>
<td>Das Stück Pastete</td>
</tr>
<tr>
<td>Apple Pie</td>
<td>Die Apfelpastete</td>
</tr>
<tr>
<td>Ice Cream</td>
<td>Das Eis</td>
</tr>
<tr>
<td>Pudding</td>
<td>Der Pudding</td>
</tr>
<tr>
<td>Cookie</td>
<td>Der Keks</td>
</tr>
<tr>
<td>Cookies</td>
<td>Die Kekse</td>
</tr>
<tr>
<td>Fruit</td>
<td>Das Obst</td>
</tr>
<tr>
<td>The Meal</td>
<td>Das Essen</td>
</tr>
<tr>
<td>Lunch</td>
<td>Mittagessen</td>
</tr>
<tr>
<td>Dinner</td>
<td>Abendessen</td>
</tr>
<tr>
<td>Hunger</td>
<td>Der Hunger</td>
</tr>
<tr>
<td>Thirst</td>
<td>Der Durst</td>
</tr>
</tbody>
</table>
To Eat        Essen
To Drink      Trinken
To Receive    Bekommen
To Want       Wollen
Would Like    Möchten

Danke         Thank you
Bitte         Please & You're Welcome
Dankeschön    Thank you very much
Danke sehr    Thanks a lot
Kein Problem! No problem

Chinese Food  Chinesisch Essen
Japanese Food Japanisch Essen
American Food Amerikanisch Essen
Mexican Food  Mexikanisch Essen
Arabic Food   Arabisch Essen
Italian Food  Italienisch Essen
Indian Food   Indisch Essen
French Food   Französisch Essen
Greek Food    Griechisch Essen

Durch         Through
Für           For
Gegen         Against
Ohne          Without
Um            At, Around

Delicious     Lecker
Tasty         Schmackhaft
Juicy         Saftig
Crunchy       Knackig
Crispy        Knusprig
Spicy         Würzig
Stale         Fad
Shelf (used in Austria)
Salty         Salzig
Sweet         Süß
Bitter        Bitter
Sour          Sauer
Creamy        Cremig
Hot           Heiß
Burnt         Angebrannt
Cold          Kalt
Disgusting    Schrecklich

To Pay        Zahlen
The Bill      Die Rechnung
Waiter        Der Ober
Wie Heißt Du?

Hello and Goodbyes
Wir haben Hallos und Wiedersehens. Könnten Sie sich erinnern? (Bericht!)

Nominative Case
Wir haben auch den Nominativ. Könnten Sie sich an ihn erinnern? (Bericht!)

Names
Wir haben das Verb heißen. Erinnern Sie sich? (Bericht!)

Verbs
Wir haben zwei anderen Verben konjugiert. Könnten Sie sich an sie erinnern? (Bericht!)

Articles
Wir haben die Artikel für Nominativ gehabt. Könnten Sie sich an sie erinnern? (Bericht!)

Freizeit

Regulars Verbs
Wir haben die regelmäßigen Verbenden. Könnten Sie sich an sie erinnern? (Bericht!)

Likes & Dislikes
Wir haben Gefallen auszudrücken gehabt. Könnten Sie sich daran erinnern? (Bericht!)

Numbers
Wir haben die Zahlen gelernt. Könnten Sie sich an sie erinnern? (Bericht!)

Time
Wir haben schon Zeit-Wörter gelernt. Könnten Sie sich an diese erinnern? (Bericht!)
Essen

Accusative Case
Wir hatten schon den Akkusativ-Fall. Können Sie sich an ihn erinnern? (Bericht!)

Modal Verbs
Wir haben die modalen Verben. Können Sie sich an sie erinnern? (Bericht!)

Kein-Words
Wir haben „Kein gehabt. Können Sie sich daran erinnern? (Bericht!)

This, Everyone, and Which
Wir haben, Dieser, Jeder, und, Welcher gehabt.. Können Sie sich erinnern? (Bericht!)

congratulations on completing
Review 1.01
live version • discussion • exercises • test • edit lesson • comment • report an error • ask a question
Hello from Berlin!

In every Lesson from 4 - 12 there is going to be a featured German-Speaking city, which be the theme of the lesson. For 4 - 6 it is Berlin. There will be famous locations in Berlin, like for this lesson it's Kurfürstendamm and KaDeWe, the shopping area of Berlin. Also in each lesson there will be facts, so if you ever travel to a German-Speaking country it'll be like you are a native!

Facts

It's Time to Change Time

Local time is 6 hours ahead of E.S.T. If it's 2:00pm in New York City, it's 8:00pm locally. Please note that Germany changes to and from daylight-saving time a few weeks before the U.S., so time differences still vary in March and October.

Tip, Tip, and Tip Some More

Tipping. A service charge is always included on restaurant checks, but it is usual and polite to round up the amount. For a cup of coffee costing about 2.00 EUR, you would round up to 2.50 EUR. At a restaurant, you should give a tip of at least five percent. Giving no tip at all is considered extremely rude. Tip when paying, don't leave money on the table. Tip the hat check or coat check attendant. Add about 2 Euros to taxi fares. Tipping is very important.

Shopping Locations

There are two major shopping locations. The Kurfürstendamm in the old west is lined with boutiques and department stores. It continues eastwards for about three hundred yards where you can visit KaDeWe, the biggest department store in Europe. On the newly-developed Friedrichstraße in the old east, the famous French store Galleries Lafayette is to be found together with a maze of underground shopping malls. Shops are generally open 9am-8:30pm Monday through Friday and 9am-4pm on Saturdays.
### Dialog

<table>
<thead>
<tr>
<th>Helga</th>
<th>Guten Morgen, Maria.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria</td>
<td>Morgen. Wie geht's?</td>
</tr>
<tr>
<td>Helga</td>
<td>Mir geht's gut. Ich gehe zum Kurfürstendamm, möchten Sie mit mir kommen?</td>
</tr>
<tr>
<td>Maria</td>
<td>Ja, gerne. Ich hole vorher noch Geld.</td>
</tr>
<tr>
<td>Helga</td>
<td>Ich sehe Sie dann am Kurfürstendamm.</td>
</tr>
</tbody>
</table>

**am Kurfürstendamm**

<table>
<thead>
<tr>
<th>Helga</th>
<th>Hallo Maria!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria</td>
<td>Hallo!</td>
</tr>
<tr>
<td>Helga</td>
<td>Wohin gehen wir als erstes?</td>
</tr>
<tr>
<td>Maria</td>
<td>Lassen Sie uns zu dieser Boutique gehen.</td>
</tr>
<tr>
<td>Helga</td>
<td>O.K.</td>
</tr>
</tbody>
</table>

**in der Boutique**

<table>
<thead>
<tr>
<th>Angestellter Thomas</th>
<th>Hallo meine Damen!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria und Hegla</td>
<td>Hallo, guten Tag.</td>
</tr>
<tr>
<td>Angestellter Thomas</td>
<td>Benötigt ihr Hilfe?</td>
</tr>
<tr>
<td>Maria</td>
<td>Ja, Könnten Sie mir helfen, diesen Rock in meiner Größe zu finden?</td>
</tr>
<tr>
<td>Angestellter Thomas</td>
<td>Natürlich.</td>
</tr>
<tr>
<td>Angestellter Thomas</td>
<td>Hier ist der Rock in Ihrer Größe.</td>
</tr>
<tr>
<td>Maria</td>
<td>Danke. Wo ist die Umkleidekabine?</td>
</tr>
<tr>
<td>Angestellter Thomas</td>
<td>Dort.</td>
</tr>
</tbody>
</table>

### Shopping

**Shopping**

Their is a lot to shopping, places to shop, money, items to buy. In this lesson we will cover most of it. There are two big shopping locations in Berlin they are Kurfürstendamm and KaDeWe.
<table>
<thead>
<tr>
<th>English</th>
<th>German</th>
</tr>
</thead>
<tbody>
<tr>
<td>Babywear</td>
<td>Die Babyartikel (plural)</td>
</tr>
<tr>
<td>Children's Wear</td>
<td>Die Kinderbekleidung</td>
</tr>
<tr>
<td>Clearance Sale</td>
<td>Der Räumungsverkauf</td>
</tr>
<tr>
<td>Closed</td>
<td>Geschlossen</td>
</tr>
<tr>
<td>Clothing</td>
<td>Die Kleidung</td>
</tr>
<tr>
<td>Computer Section</td>
<td>Der Computershop</td>
</tr>
<tr>
<td>Cosmetics</td>
<td>Die Kosmetik</td>
</tr>
<tr>
<td>Customer</td>
<td>Der Kunde</td>
</tr>
<tr>
<td>Customer Service</td>
<td>Der Kundendienst</td>
</tr>
<tr>
<td>Electrical Appliance</td>
<td>Das Elektrogerät</td>
</tr>
<tr>
<td>Escalator</td>
<td>Die Rolltreppe</td>
</tr>
<tr>
<td>Fashion</td>
<td>Die Mode</td>
</tr>
<tr>
<td>Furniture</td>
<td>Das Möbel (no plural)</td>
</tr>
<tr>
<td>Gift</td>
<td>Der Geschenkartikel</td>
</tr>
<tr>
<td>Good Value (Adj.)</td>
<td>Preiswert</td>
</tr>
<tr>
<td>Groceries</td>
<td>Die Lebensmittel (plural)</td>
</tr>
<tr>
<td>Jewelery</td>
<td>Damenschuhe (plural)</td>
</tr>
<tr>
<td>Leather Goods</td>
<td>Die Lederwaren (plural)</td>
</tr>
<tr>
<td>Open</td>
<td>Geöffnet</td>
</tr>
<tr>
<td>Opening Hours</td>
<td>Die Öffnungszeiten (plural)</td>
</tr>
<tr>
<td>Present</td>
<td>Das Geschenk</td>
</tr>
<tr>
<td>Reduced</td>
<td>Reduziert</td>
</tr>
<tr>
<td>Sales Receipt</td>
<td>Der Kassenbon</td>
</tr>
<tr>
<td>Souvenir</td>
<td>Das Andenken</td>
</tr>
<tr>
<td>Special Offer</td>
<td>Das Sonderangebot</td>
</tr>
<tr>
<td>Sports Goods</td>
<td>Sportartikel (plural)</td>
</tr>
<tr>
<td>Stationery</td>
<td>Schreibwaren (plural)</td>
</tr>
<tr>
<td>Summer Sale</td>
<td>Der Sommerschlussverkauf (abbr. SSV)</td>
</tr>
<tr>
<td>Video Store</td>
<td>Die Videothek</td>
</tr>
<tr>
<td>Winter Sale</td>
<td>Der Winterschlussverkauf (abbr. WSV)</td>
</tr>
</tbody>
</table>
Two Kurfürstendamm has many boutiques, department stores, etc. Which are in Tauentzienstraße and Fasanenstraße, two streets in Kurfürstendamm. Tauentzienstraße has a lot of the department stores, including KaDeWe, which we will get into greater detail later. and Fasanenstraße has a lot of the boutiques.

And some of the thing to might say or ask while in a Clothing store...

- *Können Sie mir helfen, meine Größe zu finden (für dieses ____)*?
  
  Can you help me find my size (for this ____)?

- *Wo ist die Umkleidekabine?*
  
  Where is the dressing room?
And another shopping location is KaDeWe, a upscale department store in Germany. It has six floors, and is also called "The department store of the west" (Kaufhaus des Westens) because it is the largest and most magnificent department store on continental Europe.

### German Vocabulary • Kleidung

<table>
<thead>
<tr>
<th>English</th>
<th>German</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Floor</strong></td>
<td><strong>Erstes Stockwerk</strong></td>
</tr>
<tr>
<td>Menswear</td>
<td>Männerkleidung</td>
</tr>
<tr>
<td><strong>Second Floor</strong></td>
<td><strong>Zweiter Stock</strong></td>
</tr>
<tr>
<td>Womenswear</td>
<td>Frauenkleidung</td>
</tr>
<tr>
<td><strong>Third Floor</strong></td>
<td><strong>Dritte Stock</strong></td>
</tr>
<tr>
<td>Kids Section</td>
<td>Kinderabteilung</td>
</tr>
<tr>
<td><strong>Fourth Floor</strong></td>
<td><strong>Vierter Stock</strong></td>
</tr>
<tr>
<td>Electronics</td>
<td>Elektronik</td>
</tr>
<tr>
<td>Kitchenware</td>
<td>Küchenbedarf</td>
</tr>
<tr>
<td><strong>Fifth Floor</strong></td>
<td><strong>Fünfter Stock</strong></td>
</tr>
<tr>
<td>Lighting</td>
<td>Beleuchtung</td>
</tr>
<tr>
<td>Bedding</td>
<td>Bettwäsche</td>
</tr>
<tr>
<td>Toys</td>
<td>Spielware</td>
</tr>
<tr>
<td><strong>Six Floor</strong></td>
<td><strong>Sechster Stock</strong></td>
</tr>
<tr>
<td>Food</td>
<td>Lebensmittel</td>
</tr>
</tbody>
</table>

Since are have most of the general shopping phases and vocabulary down, we are going to get more detail.
Electronics

First is electronics, it might seem a little bare, but electronics and many other stuff will be featured in Lesson 12.

<table>
<thead>
<tr>
<th>English</th>
<th>German</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronics</td>
<td>Elektronik</td>
</tr>
<tr>
<td>Television</td>
<td>Fernsehen</td>
</tr>
<tr>
<td>Digital Camera</td>
<td>Digitalkamera</td>
</tr>
<tr>
<td>Telephone</td>
<td>Telefon</td>
</tr>
<tr>
<td>Cell phone</td>
<td>Mobiltelefon, Handy</td>
</tr>
<tr>
<td>Computer</td>
<td>Computer, Rechner</td>
</tr>
<tr>
<td>Speakers</td>
<td>Lautsprecher</td>
</tr>
<tr>
<td>DVDs</td>
<td>DVD</td>
</tr>
<tr>
<td>CDs</td>
<td>CD</td>
</tr>
<tr>
<td>DVD Player</td>
<td>DVD-Player</td>
</tr>
<tr>
<td>CD Player</td>
<td>CD-Player</td>
</tr>
</tbody>
</table>

Notice that computer is a abbreviation of Personal Computer. And some phrases you can ask the employee.

_Spielt der DVD-Player auch CD?_

Does the DVD player also play CDs?

_Hat das Mobiltelefon eine Digitalkamera?_

Does the cell phone have a digital camera?

If you look at the word order of this sentence, you will see you've already learned everything it those to sentence, and you, yourself can customize these sentences if you want.
Bedding

And yes bedding will also be quite bare as well, but that is because bedding isn't that big, but beds we will discuss in Lesson 12.

<table>
<thead>
<tr>
<th>English</th>
<th>German</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bedding</td>
<td>Bettwäsche</td>
</tr>
<tr>
<td>Blankets</td>
<td>Decken</td>
</tr>
<tr>
<td>Pillow</td>
<td>Kopfkissen</td>
</tr>
<tr>
<td>Pillow Case</td>
<td>Kopfkissenbezüge</td>
</tr>
<tr>
<td>Sheets</td>
<td>Blätter</td>
</tr>
<tr>
<td>Bed Skirt</td>
<td>Bett-Rock</td>
</tr>
</tbody>
</table>

And like always here are some of the things you might say that are related to bedding.

- *Passen die Kopfkissenbezüge auf das Kopfkissen?*
  
  Does the pillow case fit the pillow?

And with that question there are other variations of it you can ask, like...

- *Passt die Decke auf das Bett?*
  
  Does the blanket fit the bed?

Money

Germany, Austria, Luxemburg, Belgium and Südtirol – in other words: all German speaking regions except Switzerland and Liechtenstein– have given up their former currencies and adopted the Euro as of 1999. Because they are not members of the European Union, Switzerland and Liechtenstein have kept the Swiss Francs. Currently 1 EUR is 0.82 USD, so the Euro is stronger.

Now if you were at a shopping center in German like Kurfürstendamm, and you were shopping at a boutique here is some vocabulary you might want to know.

- *Was macht das?*
  
  How much does it cost?

- *Der Hemd kostet 120 Euro.*
  
  The shirt cost 120 euros.

- *Das kostet 690 Euro.*
  
  The total is 690 euros.
<table>
<thead>
<tr>
<th>English</th>
<th>German</th>
</tr>
</thead>
<tbody>
<tr>
<td>Price</td>
<td>Preis</td>
</tr>
<tr>
<td>Note</td>
<td>Der Schein</td>
</tr>
<tr>
<td>Coin</td>
<td>Die Münze</td>
</tr>
<tr>
<td>1 Euro Coin</td>
<td>Das Eurostück</td>
</tr>
<tr>
<td>2 Euro Coin</td>
<td>Das Zweiueurostück</td>
</tr>
<tr>
<td>5 Euro Note</td>
<td>Der Fünfeuroschein</td>
</tr>
<tr>
<td>10 Euro Coin</td>
<td>Der Zehneuroschein</td>
</tr>
<tr>
<td>100 Euro Coin</td>
<td>Der Hunderteuroschein</td>
</tr>
</tbody>
</table>

**Note:** The word coin (Münze) turns to Stück when a word or number is put together with it.

Even though in the vocabulary we list the 1, 2, 5, 10, 100 Euro there are more Euro Notes. The twenty, fifty, and two hundred Euro Notes are the ones we didn't list, also there are cent coins.

<table>
<thead>
<tr>
<th>English</th>
<th>German</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Cent Coin</td>
<td>Das Centstück</td>
</tr>
<tr>
<td>2 Cent Coin</td>
<td>Das Zweicentstück</td>
</tr>
<tr>
<td>5 Cent Coin</td>
<td>Das Fünfcentstück</td>
</tr>
<tr>
<td>10 Cent Coin</td>
<td>Das Zehncentstück</td>
</tr>
<tr>
<td>20 Cent Coin</td>
<td>Das Zwanzigcentstück</td>
</tr>
<tr>
<td>50 Cent Coin</td>
<td>Das Fünfcentstück</td>
</tr>
</tbody>
</table>

**German Math**

In written German, a comma is used in prices where we would put a decimal point in English. Thus €5,49 (or 5,49 €) means *five euros and forty-nine cents*. In shops and supermarkets however, prices can either be displayed by a comma or a decimal point. When a price ends in a round number of euros, it is most commonly written as €5,- etc. The reverse is also true. Where as English uses a comma to split up large numbers, German uses a decimal point. So "€ 6.945" means *six thousand nine hundred and forty-five euros* - not *six point nine four five euros*. 
## Clothing

### German Vocabulary • Kleidung

<table>
<thead>
<tr>
<th>English</th>
<th>German</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skirt</td>
<td>Der Rock</td>
</tr>
<tr>
<td>Pullover</td>
<td>Der Pullover</td>
</tr>
<tr>
<td>Scarf</td>
<td>Das Tuch</td>
</tr>
<tr>
<td>Coat</td>
<td>Der Mantel</td>
</tr>
<tr>
<td>Shirt</td>
<td>Das Hemd</td>
</tr>
<tr>
<td>Sweater</td>
<td>Der Pullover</td>
</tr>
<tr>
<td>Necktie</td>
<td>Der Schlips</td>
</tr>
<tr>
<td>Jacket</td>
<td>Die Jacke</td>
</tr>
<tr>
<td>Pants</td>
<td>Die Hose</td>
</tr>
<tr>
<td>Hat</td>
<td>Der Hut</td>
</tr>
<tr>
<td>Shoe</td>
<td>Der Schuh</td>
</tr>
<tr>
<td>Sock</td>
<td>Die Socke</td>
</tr>
<tr>
<td>Glove</td>
<td>Der Handschuh</td>
</tr>
<tr>
<td>Blouse</td>
<td>Die Bluse</td>
</tr>
</tbody>
</table>

### Sizes • Die Größen

<table>
<thead>
<tr>
<th>English</th>
<th>German</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small</td>
<td>Klein</td>
</tr>
<tr>
<td>Medium</td>
<td>Mittel</td>
</tr>
<tr>
<td>Large</td>
<td>Groß</td>
</tr>
<tr>
<td>Extra-Large</td>
<td>Extragroß</td>
</tr>
</tbody>
</table>

**Note:** If the shirt you bought was size medium it would be a *Grösse Mittelhemd.*
Describing Clothes

Here are some of the words you can use when you're describing them...

Cheap  
Expensive  
Pretty  
Ugly  
Soft  
New  
Broad  
Wide  
Tight  
Comfortable

Cheap  Billig
Expensive  Teuer
Pretty  Schön
Ugly  Hässlich
Soft  Weich
New  Neu
Broad  Breit
Wide  Weit
Tight  Eng
Comfortable  Bequem

To say If you like something or not, for clothing, it's...

I like it!
Er/Sie/Es gefällt mir!

I don't like it!
Er/Sie/Es gefällt mir nicht!

Now if you try something on or you're looking for a soft shirt with a tight fit, you find it, feel, try it on, but it's fairly expensive you might say this...

**In English:** The shirt looks great! The shirt feels soft, fits tight. The shirt is very comfortable. How much does it cost? Oh no! The shirt is expensive! Wow, 55 euros that's a little too much.

**In German:** Das Hemd sieht prima aus! Das Hemd fühlt sich weich an, es sitzt eng. Das Hemd ist sehr bequem. Wieviel kostet es? Mist! Das Hemd ist zu teuer! 55 Euro ist zu viel.

The phases to describe the shirt were...

The shirt looks great.
Das Hemd **sieht prima aus**.

The shirt feels soft.
Das Hemd **fühlt sich weich**.

The shirt fits tight.
Der Hemd **sitzt eng**.

Now, the bold words are verbs that are one part in describing how the shirt is. The other half of describing it is the adjectives like soft, tight, great, etc. And as you can see the verb looks is separable, but we will get into that later.

**Clothing-Related Verbs**

And now getting into verbs here are some of the verbs, an also some of these are Separable-Prefix Verbs, like aussehen, anprobieren, and anhaben. But we will study those in more detail later. Also we will be learning about tragen.
Separable Prefix Verbs

Many German verbs change their meaning by adding prefixes, which are often preposition such as ab-, an-, auf-, aus-, bei-, ein-, mit-, vor-, or zu-. The verbs \textit{anhaben} (to wear) and \textit{aussehen} (to look) are both verbs with separable (\textit{trennbar}) prefixes. That is, when used next to the subject pronoun, the prefix is separated from the verb and put at the end of the sentence or clause. Or, better put, In the present tense and imperative, the prefix is separated from the infinitive stem.

Examples:
"Ich habe einen Mantel an." ("I'm wearing a coat." Or, more literally translated, "I have a coat on.")
"Was hast du an?" ("What are you wearing?" or "What do you have on?")

However, when the separable-prefix verb is put at the end of the sentence, such as when used with a modal verb, the verb in question and its prefix are not separated.

Examples:
"Du willst einen Mantel anhaben." ("You want to wear a coat.")
"Willst du eine Bluse anhaben?" ("Do you want to wear a blouse?")

Tragen

Instead of "\textit{anhaben}" the verb "\textit{tragen}" is often used. The sentences from above would then be:
"Ich trage einen Mantel." ("I'm wearing a coat.")
"Was trägst du?" ("What are you wearing?")
"Du willst einen Mantel tragen." ("You want to wear a coat.")
"Willst du eine Bluse tragen?" ("Do you want to wear a blouse?")

The verb "\textit{tragen}" has two meanings: "to wear" and "to carry". So if someone says "\textit{Ich trage Schuhe}" only the context will tell you whether the person is carrying the shoes in his hands or actually wearing them. \textit{Tragen} is a different kind of verb, an irregular verb, not only does it change in the ending, but it changes in the beginning this also happens in the same way to \textit{fahren}, \textit{graben}, \textit{schaffen}, and \textit{waschen}. But, heres the thing at the beginning only the \textit{a} change into \textit{ä}, and like this only happens to some verbs.
Here is the table for tragen:

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>ich</td>
<td>trage</td>
</tr>
<tr>
<td></td>
<td>wir</td>
<td>tragen</td>
</tr>
<tr>
<td>2nd</td>
<td>du</td>
<td>trägst</td>
</tr>
<tr>
<td></td>
<td>ihr</td>
<td>tragt</td>
</tr>
<tr>
<td>3rd</td>
<td>er/sie/es</td>
<td>trägt</td>
</tr>
<tr>
<td></td>
<td>sie</td>
<td>tragen</td>
</tr>
</tbody>
</table>

**Colors**

Color are also another great way to describe clothes like *Das rote Hemd passt gut.* which means The red shirt fits well.

Read the following paragraph, try to find the words described to have a color.


If you found 5 words you are right.

**Schwarz** which means black (the Schwarzwald (Black Forest) is a wooded mountain range)
**Grünes Hemd** which is a green shirt.
**Brauner iPod** which is a brown iPod.
**Blauer Himmel** which is blue sky.
**And weißer Schnee** which is white snow.

And now for the actual colors...

- Red          "Rot"
- Blue         "Blau"
- Green        "Grün"
- Orange       "Orange"
- Violet       "Veilchen"
- Yellow       "Gelb"
- Brown        "Braun"
- Indigo       "Indigo"
- Gray         "Grau"
- Black        "Schwarz"
- White        "Weiß"

*congratulations on completing*

**Lesson 1.04 • Kleidung**
Hello from Berlin!

Facts

Banks and Money

Germany's main banks are Deutsche Bank, Dresdner Bank and Commerzbank. The Deutsche Bank is the bank of issue and has its headquarters in Frankfurt. There are many banks of all kinds throughout the country. Banks are open Mon-Fri 9am-12pm or 2:30-4pm. On Thursdays, they are open until 5:30 or 6pm. Changing money is best done at a bank because their rates will be better than exchange services located at Bureau de Change. Major post office branches and travel agents also offer currency exchange. Germany is one of 12 European countries that have replaced their national currencies with the Euro, which is much stronger to the U.S. Dollar, but weaker than the British Pound.

Dialog

*Vater, Mutter und die Geschwister bekommen Besuch von Oma und Opa.*

**Vater Karl:** Hallo Mutter und Vater! Wie geht es euch?
**Opa Rudolf:** Danke, mein Sohn. Es geht uns gut.
**Oma Lieschen:** Na mein Enkel, du bist ja richtig groß geworden!
**Sohn Thomas:** Ja, Oma Lieschen, ich weiß.
**Tochter Marie:** Oma! Hast du uns etwas mitgebracht?
**Mutter Bettina:** Nun sei nicht so aufgeregt Marie, lass Oma und Opa erst einmal hereinkommen.

(kurze Zeit später, die Geschenke wurden schon ausgepackt...)

**Tochter Marie:** Mutti! Thomas nimmt mir immer meine Puppe weg.
**Mutter Bettina:** Thomas! Du sollst deiner Schwester ihre Puppe nicht wegnnehmen.
**Sohn Thomas:** Nein, das ist meine Puppe.
**Mutter Bettina:** Nein. Die Puppe gehört deiner Schwester.
**Sohn Thomas:** Ja OK, hier hast du die Puppe...
**Mutter Bettina:** Und bedanke dich bei deinen Großeltern, Marie.
People

The Family

Home is where the heart is, they say. And what is in the home? Family! of course, so this is a very important section of the lesson. It'll give all vocabulary for the family, and later in a different section, you'll learn how to describe your brothers and sisters or any person! And now to get started lets do some vocabulary...

Sohn                      Son
Tochter                   Daughter
Vater                     Father
Mutter                    Mother
Großvater                 Grandfather
Großmutter                Grandmother
Opa                       Grandpa
Oma                       Grandma
Schwester                 Sister
Bruder                    Brother
Geschwister               Brothers & Sisters
Enkel                     Grandson
Enkelin                   Granddaughter

Frau                      Wife
Mann                      Husband
Schwiegervater            Father-in-Law
Schwiegtochter            Daughter-in-Law
Schwager                  Brother-in-law
Schwägerin                Sister-in-law
Schwiegermutter           Mother-in-law
Schwiegersohn             Son-in-law
Onkel                     Uncle
Tante                     Aunt

Mutti                     *Mutter
Mama                      *Mutter
Papa                      *Vater

* = Informal version of the word
Now even though many of these are common phrases you and me would say in everyday live, some of these are rather used when you are on a visit to grandmother's, or things your mother would say. Maybe you notice some of these in the dialogue. Now you might be asking "How am I going to speak fluent German, if I just learn phrases?" Like I said, these are basically from the dialogue, and you can study these to look at the word order. Also certain things are just different in German, like "Wie heißt du?" which translates literally to "How are you called?" when we use "What is your name?". Okay let get started on these common phrases...

**Du bist ja richtig groß geworden**

*You have grown up so much (usual sentence used by Opa und Oma)*

**Hast du uns etwas mitgebracht?**

*Have you brought something for us?*

**Nun sei nicht so aufgeregt.**

*Now don't be so excited.*

**Jemanden hereinkommen lassen.**

*Let somebody come in.*

**(Sie) Wurden schon ausgepackt.**

*(They) Have already been opened.*

**(Sich) Bedanken für etwas.**

*To thank for something.*

**Using Formal and Informal Pronouns in the Family**

Some very conservative families might still use *Sie* with grandparents or even parents! This is sometimes practiced in families of nobility or extraterritorial cultural islands in which older German customs have survived. However, using "Sie" feels very outdated to the vast majority of people. In practically every family all members use *du* with each other.
Describing People

I can't describe in words how important this section of the lesson is. Even though you have already learned to describe to some degree, here we will introduce a new aspect of describing, and we will review. But how could we describe if we didn't have vocabulary? Here it is...

<table>
<thead>
<tr>
<th>English</th>
<th>German</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nice</td>
<td>Nett</td>
</tr>
<tr>
<td>Mean</td>
<td>Unfreundlich</td>
</tr>
<tr>
<td>Pretty</td>
<td>Schön</td>
</tr>
<tr>
<td>Ugly</td>
<td>Häßlich</td>
</tr>
<tr>
<td>Intelligent</td>
<td>Intelligent, Denkfähig</td>
</tr>
<tr>
<td>Unintelligent</td>
<td>Unintelligent, Dumm</td>
</tr>
<tr>
<td>Interesting</td>
<td>Interessant</td>
</tr>
<tr>
<td>Boring</td>
<td>Langweilig</td>
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<tr>
<td>Active</td>
<td>Rührig</td>
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<tr>
<td>Lazy</td>
<td>Faul</td>
</tr>
<tr>
<td>Funny</td>
<td>Komisch</td>
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<tr>
<td>Serious</td>
<td>Ernsthaft</td>
</tr>
<tr>
<td>Strong</td>
<td>Kräftig</td>
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<tr>
<td>Weak</td>
<td>Schwach</td>
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<tr>
<td>Odd</td>
<td>Eigenartig</td>
</tr>
<tr>
<td>Talented</td>
<td>Begabt</td>
</tr>
<tr>
<td>Untalented</td>
<td>Unbegabt</td>
</tr>
<tr>
<td>Bossy</td>
<td>Rechthaberisch</td>
</tr>
<tr>
<td>Passive</td>
<td>Untätig</td>
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<tr>
<td>Old</td>
<td>Alt</td>
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<tr>
<td>Young</td>
<td>Jung</td>
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<tr>
<td>Fat</td>
<td>Fett</td>
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<tr>
<td>Skinny</td>
<td>Dünn</td>
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<tr>
<td>Tall</td>
<td>Groß</td>
</tr>
<tr>
<td>Short</td>
<td>Klein</td>
</tr>
</tbody>
</table>

The verb used most often for describing is "to be" which we learned in the first lesson. Some examples are: *He is wet, She is stupid, I am lazy*. But you do use other verbs like feel, looks, ect. This lesson we will be sticking mostly with the verbs we've learned in the past. We will, however, learn one new verb. All sentences we will create will be in the nomitive case. Okay, let's get started!

In term of beauty, you can say four basic things. These aren't all, but these are the easiest and simplest ones.
She is beautiful.
_Sie ist schön._

He is ugly.
_Er ist häßlich._

These two use the verb _to be_, and the next one will use the verb _to look_ which would need something else in order to make sense.

She looks beautiful, but that shirt is ugly.
_Sie sieht schön aus, aber dieses Hemd ist häßlich._

He looks ugly, but he looked handsome yesterday.
_Er sieht häßlich aus, aber gestern hat er schön ausgesehen._

And in the last sentence it says "ausgesehen." Don't worry about that--it wouldn't be taught until Level 3. So since you get the idea of describing, let's learn a new verb! And the new verb is _klingen_ which is _to sound_. As in "He sounds weird.", "She sounds boring." Since we know how to describe, we really don't have to cover it. It's works just like other verbs.

He sounds nice.
_Er klingt nett._

They sound funny.
_Sie klingen komisch._

Remember that when describing it's S+V+A, or subject, verb, then adjective. Exactly like in English. For right now, that's all for describing things. We are going to have some small describing lessons with some parts of this lesson.

**Related Verbs**

Okay we just went over the verb in the previous section. This will basically be a list that will help you memorize them better, and there is not a lot. Other then _klingen_ and _fühlen_ you should know all of these. The the "Er sieht aus" is to show you it is a separable-prefix verb.

<table>
<thead>
<tr>
<th>German</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sein</td>
<td>To Be</td>
</tr>
<tr>
<td>Aussehen</td>
<td>To Look</td>
</tr>
<tr>
<td>Er sieht aus</td>
<td>He Looks</td>
</tr>
<tr>
<td>Fühlen</td>
<td>To Feel</td>
</tr>
<tr>
<td>Klingen</td>
<td>To Sound</td>
</tr>
</tbody>
</table>
Nationality

This also a large section of this lesson, nationality, it is very important. You can use it as a stereotype, or for your heritage. There are many nationalities, too many to go over in this lesson, you will more nationality as this level, and book goes on. Right now we are just going to have a vague little list, and as this section goes there will be more, like Swede and Swedish or Frenchman, Frenchwoman, and French. And so for the list...

Major Nationalities

This is the small list, make sure you memorize this list and the next one.

Deutscher

Amerikaner

Spanier

Italiener

Franzose

Frenchman

Describing People with Nationality

It is no surprise you can describe people with nationality, most times, it's stereotypical, like norwegians are blonde, tall, ect. or germans wear lederhosen, drink beer, and play polka all day long, but that is just not true. However you can just use it for what it is, a nationality. If you do describe people by nationality this will help. Okay, you should already know how to describe, right?

This part we will get more in to detail later, but right is is an important part of describing people with nationality, even though in English we most times don't do this, in German they do. The difference between nationality and language, like in English, French and French. But in german it is französisch and Franzose, Französ in. This also is how it works for nationality describion by noun or adjective, which we are going to learn right now.
Noun or Adjective Nationality

There are two ways to describe someone. With a noun-based nationality word or an adjective-based nationality word. Most times in English, the adjective-based nationality and the language of that country as the same word, but, most of the time, not in German. You can see the difference with this example.

Example: *Ich bin schwedisch* (I am Swedish) and *Ich spreche Swedish* (I speak Swedish)

Although, sometimes they are the same, see the example below for that, but most times it like the example above.

Example: *Ich bin französisch* (I am French) and *Ich spreche französisch* (I speak French)

Age

Now we are all familiar with the word "alt", which means *old*. And in English, to find out somebody's age we ask "*How old are you?*". In German it is exactly the same. And you were taught, in latter lessons about verbs and questions. You might think it would be something like "*Wie alt du?*" or "*Wie bist du alt?*". That would be incorrect because the first question doesn't have a verb, and the second one is incorrect because when asking a question it is okay to have a adjective after the verb or interrogative adverb. This all might sound confusing, but it's really not.

Now to ask the question with 1st person it is...

**Wie alt bin ich?** - *How old am I?*

And response you might get is...

**Ich bin __ Jahre alt.**
*I am __ years old.*

**Du bist __ Jahre alt.** - *You are __ years old.*

And now the plural version of the 1st person...

**Wie alt sind wir?** - *How old are we?*

The responses you will get is...

**Wir sind __ Jahre alt. = We are __ years old.**

**Ihr seid __ Jahre alt.** - *You all are __ years old.*

To ask this important question in the 2nd person. First, we will learn the biggest question here, "*How old are you?*" which is...

**Wie alt bist du?** - *How old are you?*
And there is only one response to this it is...

Ich bin __ Jahre alt. - I am __ years old.

For the equally important plural 2nd person...

Wie alt seid ihr? - How old are you all?

Which the response is...

Wir sind __ Jahre alt. - We are __ years old.

And formal question, for both singular and plural is...

Wie alt sind Sie? - How old are you?

How old are you all?

You should all ready get the pattern for this, but we are going to keep on doing this doing this list, if you aren't sure of something or you are confused. So for the 3rd person...

Wie alt ist er/sie? - How old is he/she?

The responses to this are...

Er ist __ Jahre alt. - He is __ years old.

Sie ist __ Jahre alt. - She is __ years old.

And now the plural 3rd person of question and response...

Wie alt sind sie? - How old are they?

And of course the response...

Sie sind __ Jahre alt. - They __ years old.
Now with some people you might be able to guess their age, and you could ask them directly about it. This is usually pretty rude, but it illustrates nicely how the phrase has to be changed if you ask a yes-no-question, so let's get started, anyway!

**Bist du __ Jahre alt? - Are you __ years old?**

**Ist er/sie __ Jahre alt? - Is he/she __ years old?**

**Sind sie __ Jahre alt? - Are they __ years old?**

Note the inversed order between "Wie alt bist du?" und "Bist du __ Jahre alt?" This is exactly the same as in English!

### Possessives

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English</td>
<td>German</td>
</tr>
<tr>
<td>1st</td>
<td>my</td>
<td>mein</td>
</tr>
<tr>
<td>2nd</td>
<td>your</td>
<td>dein, Ihr</td>
</tr>
<tr>
<td>3rd</td>
<td>his, she, its</td>
<td>sein, ihr, sein</td>
</tr>
</tbody>
</table>

**Note:** 'Euer' is irregular. When 'euer' has to have a different ending the e before r is dropped, so it turns into 'eur-'.

**congratulations on completing**

**Lesson 1.05 • Volk und Familie**
Hello from Berlin!

School in Germany

- School is not regulated nationwide, but by each Land
- German "Kindergarten" is optional - it translates rather to "play school", "Vorschule" being roughly the equivalent to "Kindergarten"
- From the age of six on, all Germans attend a "Grundschule" (elementary school) for four or six years, depending on the Land.
- After that, they go to either
  - the "Hauptschule" which is industrially oriented,
  - the "Realschule", which is ... oriented,
  - the "Gymnasium", which is academically oriented,
  - or the "Gesamtschule", or comprehensive school.
- Schooling is obligatory until the age of 16, but the Gymnasium diploma "Abitur" can only be obtained after 12 or 13 years, i.e. at age 18 or 19.
- Latin and sometimes even ancient Greek are regularly taught at the Gymnasium. For the "Abitur", at least two foreign languages as well as some calculus and analysis classes have to be taken.
- School days often are from 8-13h. In most 'Länder', only the older students have additional classes between about 14-15.30h (thats 8 a.m. - 1 p.m. and 2 p.m. - 3.30 p.m. ;-)
- In most schools, Extracurricular Activities are offered, such as Drama Club or School Choir, but they are less common than in the U.S. Though many students feel some sort of identification with their school, most are just happy when they can go home ;-)
- Generally speaking, many schools still are more formal than US or Canadian schools.
- The marking system uses
  - 1 (very good, 87,5%),
  - 2 (good 75%), **
  - 3 (satisfactory, 62,5%),
  - 4 (sufficient 50%).
  - 5 (faulty) is failed.
  - 6 (not sufficient) is only used when the student literally hands in a blank sheet.
- These marks can be modified with a "+" or a "-" to indicate a tendency, so e.g. 2+ is a fairly good mark that corresponds to about 80%.
Dialog

Silke: Jetzt haben wir Mathe.
Torsten: Oje, ich habe überhaupt keine Lust...
Silke: Hast du die Aufgaben gemacht?
Torsten: Ja, vorhin im Bus.
Silke: Super! Kann ich noch schnell von dir abschreiben?

Lehrer (Betritt den Raum): Guten Morgen!
Klasse: Guten Morgen!
Lehrer: Setzt euch.

Lehrer: Wer möchte die Aufgaben an der Tafel rechnen? Florian?
Florian geht zur Tafel, schreibt an und liest vor:
   "5 plus 8 ist gleich 13"
   "8 minus 5 ist gleich 3"
   "3 mal 8 ist gleich 24"
   "24 geteilt durch 12 ist gleich 2"
Lehrer: Sehr gut, Florian!

Die Glocke läutet. Es ist Fünfminutenpause.
Silke: Schnell, wir müssen in den Musikraum!
Torsten: Au ja, darauf freue ich mich schon!
Silke: Weißt du denn, was wir heute machen?
Torsten: Wir wollten doch heute ein Lied von Grönemeyer singen!
Silke: Ach ja? Welches denn?
Torsten: "Alkohol", glaube ich...

Nach dem Musikunterricht:
Torsten: Schau noch mal auf den Stundenplan!
Silke: Jetzt haben wir nur noch Geschichte...
Torsten: Komm, wir schwänzen und gehen ins Bistro.
Silke: Schon wieder!
Und Satz für Satz ...

Jetzt haben wir Mathe.
Now have we maths.

Note that the reason for the inverted "have we" is that in German, it is often possible to change the order of a phrase to emphasize. But because "Jetzt" is in the beginning, "wir haben" has to be inverted.

Oje, ich habe überhaupt keine Lust (dazu)...

"Oje" is a common exclamation, and corresponds to "oh no". "Lust (zu etwas) haben" means "feeling like (it)". "Ich habe keine Lust (dazu)" is "I don't feel like (it)". "Ich habe überhaupt keine Lust" emphasizes it, meaning "I don't feel like it at all."

Hast du die Aufgaben gemacht?
Have you the tasks done?

"Did you do your homework?"
Ja, vorhin im Bus.
Yes, before in the bus

This is a common practice of students everywhere in the world, I guess... "Vorhin" is a common word to designate something that lies not far in the past - a couple of minutes ago for example.

Notice the contraction of "im", which is derived from "in dem", "in the".

Super! Kann ich noch schnell von dir abschreiben?
Super! Can I just quickly from you copy?

"Super", "Cool", "Toll", are common exclamations ... "Noch schnell" is here meant as "while there is still time"

Lehrer (Betritt den Raum): Guten Morgen!
Teacher (enters the room): Good Morning!

Klasse: Guten Morgen!
Class: Good Morning!

Lehrer: Setzt euch.
Teacher: Sit down.

Yes, there are still schools, where it is common for the students to stand up when the teacher enters the room. This is not a military tradition, but is supposed to focus the students and have them interrupt whatever they were doing, so the new class can begin. This custom is becoming less popular, though...

Wer möchte die Aufgaben an der Tafel rechnen? Florian?
Who would like the tasks on the blackboard (to) calculate?

"Who would like to do these questions on the blackboard?" Note that "Tafel" is related to "table", meaning a flat surface, and indeed German "Tafel" can also designate a table prepared for a feast.
Don't let the weird order of the words disturb you, even if the phrase seems totally incomprehensible at first. I'll try to construct this bit by bit:

This is the basic question and answer pair:

"Wer rechnet?" - "Ich rechne."
"Who calculates?" - "I calculate."

To ask, if you want to do something, you use a construction similar to English:

"Wer will rechnen" - "Ich will rechnen."
"Who wants to calculate" - "I want to calculate."

Note that the "to" is already included in the German word "rechnen". "Rechnen" is clearly already an infinitive, and doesn't need a "zu" to prove it. This is one of the main reasons why complicated conjugations can survive, they contain information that doesn't have to be expressed otherwise then...

To be a little more polite (or at least seem like it, since our teacher probably wouldn't take a no for an answer ;-)

"Wer möchte rechnen?" - "Ich möchte rechnen!"
"Who would like to calculate?" - "I would like to calculate"

This is another example for brevity by conjugation. The word "möchte" contains the "would", as it is a "Konjunktiv"-form of the word "mögen" which translates to "like". Don't be discouraged, many Germans don't realize this, and many don't use the Konjunktiv correctly, if ever. However, "ich möchte"-phrases are extremely popular, so just use them, even if you didn't understand yet a word of the explanation above ;-)

Let's introduce objects in our phrase:

"Wer rechnet die Aufgabe?" - "Ich rechne die Aufgabe"
"Who calculates the task?" - "I calculate the task", meaning "Who answers the question"

This is a direct object, "Aufgabe" is in the accusative case. Because this is a feminine noun, this is not so obvious, but the structure is the same as in:

"Wer sieht den Mann?" - "Ich sehe den Mann."
"Who sees the man?" - "I see the man."

Now, we also have an adverbial expression of the place. This is an expression that defines the verb, thus ad-verbial.

"Wer rechnet an der Tafel?" - "Ich rechne an der Tafel"
"Who calculates on the blackboard?" - "I calculate on the blackboard"
Now let's put all this together:

"Wer rechnet die Aufgabe an der Tafel?" - "Ich rechne die Aufgabe an der Tafel."
"Who calculates the task on the blackboard?" - "I calculate the task on the blackboard"

Note that the order of the object and the adverbial expression is interchangeable. You can emphasize something by putting it closer to the end of the phrase.

And now for the whole phrase in all its glory:

"Wer | möchte | die Aufgabe | an der Tafel | rechnen?" - "Ich | möchte | die Aufgabe | an der Tafel | rechnen."
"Who | would like | the task | on the blackboard | (to) calculate?" - "I | would like | the task | on the blackboard | (to) calculate."

It wasn't THAT bad, was it?

Florian geht zur Tafel, schreibt an und liest vor:
Florian goes to the blackboard, writes on and reads before:

"Florian goes to the blackboard, writes down and reads out aloud"

"zur" is another contraction, this time of "zu" and "der". Note that after "zu" follows the dative case, so "der" is not the masculine but the feminine article ;-) 

"anschreiben" splits to "schreibt an", and means literally "writing on". It is often used when writing legibly on a large, visible surface such as blackboard or a flipchart.

"vorlesen" splits to "liest vor", and originates in "read before (an audience)". It translates to "read aloud".

"5 plus 8 ist gleich 13"
"8 minus 5 ist gleich 3"
"3 mal 8 ist gleich 24"
"24 geteilt durch 12 ist gleich 2"

So, as you might have guessed, plus and minus are the same as in English - they are just pronounced German. The verbs "addieren" and "subtrahieren" are probably not difficult either... "Ist gleich" or short "gleich" corresponds obviously to "is equal to" or "equals".

"mal" means "times". This is also used in every day phrases, such as "100mal habe ich dir gesagt ..." "I told you a 100 times ..." The corresponding verb is "malnehmen" or "multiplizieren"

"geteilt durch" is literally "divided by", and the verb is "teilen" or "dividieren".

Lehrer: Sehr gut, Florian! Very good, Florian!

Now, that was easy!

Die Glocke läutet. Es ist Fünfminutenpause.
The bell rings. It is five-minute-break
Between classes, there is usually a break of five minutes to allow teachers and students to go from one classroom to another. In most schools, classes such as German, English, History, Philosophy are taught in the classroom. Classes that use special equipment, such as all sciences, music and arts and of course computers and sport are being taught in a specialized lab classes.

Schnell, wir müssen zu Musik!
Quick, we must to music!

This sentence sounds strange. This is, because in everyday German, sometimes the verb gehen can be left out, if it is clear what is meant. In this case, the complete phrase would have to be "Wir müssen zu Musik gehen". But since Torsten will not think Silke is going to fly there, there will be no misunderstanding. Additionnally, the word "class", or "course" is missing, which is the usual way of students to talk about their subjects.

Note: In English, the phrase would might be "We have to go to the music room" instead of must. The German translation "Wir haben in den Musikraum zu gehen" would be understood, but is quite formal. Additionally, there is a connotation that the speaker distances himself from the order he is being given.

Au ja, darauf freue ich mich schon!
Oh yes, on this look forward I myself already!

Whew, what was that?

Let's start at the beginning. "Au ja" ist an exclamation meaning "cool", "that's great". It has nothing to do with the German equivalent of "ouch!", which is "au(a)!" ;-)  

"Sich freuen" means "being happy". It is reflexive such as in "I help myself", because the subject and the object are the same. Some phrases simply are constructed like this, even if there seems to be no real reason to this, and many languages know this phenomenon. The "sich" here is technically the accusative of "he, she, it" and is being changed depending on the person:

 ich freue mich  I am happy
 du freust dich  (thou art happy)
 er, sie, es freut sich  he, she, it is happy
 wir freuen uns  we are happy
 ihr freut euch  you are happy
 Sie/sie freuen sich  they are happy

Note that "to be happy" actually would be rather translated by "glücklich sein", but it is the closest English equivalent to "sich freuen".

"Sich über etwas freuen" means "to be happy about something". This is kind of self-explanatory. But "sich auf etwas freuen", literally "to be happy on something" means "to look forward to". This is a common phrase that uses the on in the same wide sense as in "on drugs", or "living on something" - there is no spatial relation here...

In "darauf" you recognize the "auf". The "da" is a demonstrative prounoun such as in "that place". "Darauf" actually is another contraction which developped a long time ago from "da-herauf". The "darauf" is referencing the word "Musik" from Silke's sentence.

So "Au ja, darauf freue ich mich schon" or "on-this look-forward I myself already" just means "Great, I'm already looking forward to that"
Maybe it comforts you a little that the English phrase in a word-by-word translation to German would be just as unintelligible...

Weißt du denn, was wir heute machen?  
Know you then what we today make?

"Then do you know what we (are going to) do today?" Note again, that "machen" often does not translate to "make", but to "do"!

Wir wollten doch heute ein Lied von Grönemeyer singen!  
We wanted (but) today a song of Grönemeyer sing!

"But we wanted to sing a song by Grönemeyer today!"

The "doch" doesn't literally mean "but", but is a very common phrase to reinforce and emphasize. Its most common use is probably in "Ja! - Nein! - DOCH!" - "Yes! - No" - SO!" It is a stronger yes, in spite of the "no", and especially little kids like the word ;-)  
Ach ja? Welches denn?  
Oh yes? Which then?

"Alkohol", glaube ich...  
"Alcohol", believe I...

Note that adding a "glaube ich" is another common phrase, exactly as "I think" or "I believe" can be added to an English phrase. Never mind the word order, this is because technically the subordinate clause of the sentence is put to the beginning... "Ich glaube, dass "Alkohol" das Lied ist" <-> "Dass "Alkohol" das Lied ist, glaube ich" "I believe that "Alcohol" is the song" <-> "That "Alcohol" is the song, I believe"

Herbert Grönemeyer is a very popular German rock singer from the Ruhr region. His most famous songs include "Männer", "Bochum" (a city in the Ruhr region), "Mensch" and also "Alkohol".  
"Lache, wenn es nicht zum Weinen reicht!" - song title on the album "Mensch", 2002

Nach dem Musikunterricht:  
After the music class:

"Unterricht" comes from "unterrichten" "to teach", and means simply "class". Better not think about "under" and "right" here, which you might have correctly recognized as the word's components ;-)  
"richten" literally means "to correct".

Schau noch mal auf den Stundenplan!  
Look still once on the hour-plan!

"Have a look at the schedule once again!"
"noch einmal" or short "noch mal" - "(once) again" - both words you have met before. "mal" is the same as in "drei mal" - "three times", and since "one time" in English is replaced by "once" this is only logical ;-) "noch" is more difficult, but with the literal translation of "noch einmal" - "still once" you can maybe get the idea ...

Jetzt haben wir nur noch Geschichte...
Now have we only still history...

"Now we have only history left" - Again a "noch"!

Komm, wir schwänzen und gehen ins Bistro.
Come, we skip and go in the bistro.

"Come on, let's skip class and go to the bistro instead". As in English, "Komm" can be used to motivate others.

There is yet another contraction here "ins" is derived from "in das", meaning "in the". "das" is the neutral article in accusative case here.

Schon wieder!
Already again!

Aufgabe

• Some of the words in the dialogues above are "fillers", that are commonly used to make spoken language flow. They are not carrying any necessary information, strictly speaking, but they help make the phrases sound "real". You certainly know such words in English, such as "well", "like", "kinda", "y'know"... Try to spot those words and reduce the phrases. Then try to spot all the words that give additional information. You should end up with phrases that contain only Subject and Verb and maybe an Object.

• Make a list of all the contractions used in this chapter. Can you determine the full tables?
School

Vocabulary

School-Related Verbs

Lesen  To Read
Schreiben  To Write
Studieren  To Study
Lernen  To Study
Zeichnen  To Paint

School Classes

Deutsch  German
Englisch  English
Russisch  Russian
Französisch  French
Latein  Latin
Mathematik  Mathematics
Sport  PE or Gym
Kunst or Zeichnen  Arts
Musik  Music
Geschichte  History
Biologie  Biology
Geografie  Geography
Religion  RE or Religion
Chemie  Chemistry
Physik  Physics
Informatik  Computer Science
Elektronische Datenverarbeitung  Computer Science

School Supplies

der Radiergummi  Eraser/Rubber
der Bleistift  Pencil
der Kuli/Kugelschreiber  Pen
das Fach  Subject
die Klasse  Class
der Lehrer  Teacher (male)
die Lehrerin  Teacher (female)
die Schule  School
der Schüler  Student (High/Secondary)
School and Lower

der Student  Student (College/University)
die Stunde/Schulstunde  Lesson
die Pause  Break
die Schultasche  Backpack
### Vocabulary

<table>
<thead>
<tr>
<th>English</th>
<th>German</th>
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</thead>
<tbody>
<tr>
<td>Babywear</td>
<td>Die Babyartikel (plural)</td>
</tr>
<tr>
<td>Children's Wear</td>
<td>Die Kinderbekleidung</td>
</tr>
<tr>
<td>Clearance Sale</td>
<td>Der Räumungsverkauf</td>
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<tr>
<td>Closed</td>
<td>Geschlossen</td>
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<td>Clothing</td>
<td>Die Kleidung</td>
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<td>Computer Section</td>
<td>Der Computershop</td>
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<td>Cosmetics</td>
<td>Die Kosmetik</td>
</tr>
<tr>
<td>Customer</td>
<td>Der Kunde</td>
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<tr>
<td>Customer Service</td>
<td>Der Kundendienst</td>
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<td>Electrical Appliance</td>
<td>Das Elektrogerät</td>
</tr>
<tr>
<td>Escalator</td>
<td>Die Rolltreppe</td>
</tr>
<tr>
<td>Fashion</td>
<td>Die Mode</td>
</tr>
<tr>
<td>Furniture</td>
<td>Das Möbel (no plural)</td>
</tr>
<tr>
<td>Gift</td>
<td>Der Geschenkartikel</td>
</tr>
<tr>
<td>Good Value (Adj.)</td>
<td>Preiswert</td>
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<tr>
<td>Groceries</td>
<td>Die Lebensmittel (plural)</td>
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<td>Jewelery</td>
<td>Damenschuhe (plural)</td>
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<tr>
<td>Leather Goods</td>
<td>Die Lederwaren (plural)</td>
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<td>Opening Hours</td>
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<td>Present</td>
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<td>Reduziert</td>
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<td>Der Kassenbon</td>
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<td>Das Andenken</td>
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<td>Special Offer</td>
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<td>Winter Sale</td>
<td>Der Winterschlussverkauf (abbr. WSV)</td>
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<td>English</td>
<td>German</td>
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<td>Department Store</td>
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<td>Kassierer</td>
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<td>Men's Section</td>
<td>Männerabteilung</td>
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<td>Women's Section</td>
<td>Frauenabteilung</td>
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<td>First Floor</td>
<td>Erstes Stockwerk</td>
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<td>Menswear</td>
<td>Männerkleidung</td>
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<td>Second Floor</td>
<td>Zweiter Stock</td>
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<td>Elektronik</td>
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<td>Kitchenware</td>
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<td>Fifth Floor</td>
<td>Fünfter Stock</td>
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<td>Lighting</td>
<td>Beleuchtung</td>
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<td>Toys</td>
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<td>Six Floor</td>
<td>Sechster Stock</td>
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<td>Food</td>
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**Electronics**

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<td>Telephone</td>
<td>Telefon</td>
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<tr>
<td>Cell phone</td>
<td>Mobiltelefon, Handy</td>
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<tr>
<td>Computer</td>
<td>Computer, Rechner</td>
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<td>Speakers</td>
<td>Lautsprecher</td>
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<td>CD</td>
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<td>DVD-Player</td>
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<tr>
<td>CD Player</td>
<td>CD-Player</td>
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<td>Bedding</td>
<td>Bettwäsche</td>
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<td>Blankets</td>
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<td>Pillow</td>
<td>Kopfkissen</td>
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<td>Pillow Case</td>
<td>Kopfkissenbezug</td>
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<td>Sheets</td>
<td>Blätter</td>
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<td>Bed Skirt</td>
<td>Bett-Rock</td>
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<td>English</td>
<td>German</td>
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<td>Price</td>
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<td>1 Euro Coin</td>
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<td>100 Euro Note</td>
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<td>1 Cent Coin</td>
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<td>2 Cent Coin</td>
<td>Das Zwiecentstück</td>
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<tr>
<td>5 Cent Coin</td>
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<td>10 Cent Coin</td>
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<td>50 Cent Coin</td>
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<td>Der Hut</td>
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<td>Glove</td>
<td>Der Handschuh</td>
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<td>Die Bluse</td>
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<td>Size</td>
<td>Die Größe</td>
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<td>Die Farbe</td>
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<td>Cotton</td>
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<td>Rayon</td>
<td>Die Kunseide</td>
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<td>Small</td>
<td>Klein</td>
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<tr>
<td>Medium</td>
<td>Mittel</td>
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<tr>
<td>Large</td>
<td>Groß</td>
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<td>Extra-Large</td>
<td>Extragroß</td>
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<tr>
<td>Cheap</td>
<td>Billig</td>
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<td>Expensive</td>
<td>Teuer</td>
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<tr>
<td>Pretty</td>
<td>Schön</td>
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<tr>
<td>Ugly</td>
<td>Hässlich</td>
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<tr>
<td>Soft</td>
<td>Weich</td>
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<tr>
<td>New</td>
<td>Neu</td>
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<tr>
<td>Broad</td>
<td>Breit</td>
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<tr>
<td>Wide</td>
<td>Weit</td>
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<td>Tight</td>
<td>Eng</td>
</tr>
<tr>
<td>Comfortable</td>
<td>Bequem</td>
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Red  Rot
Blue  Blau
Green Grün
Orange Orange
Violet Veilchen
Yellow Gelb
Brown Braun
Indigo Indigo
Gray Grau
Black Schwarz
White Weiß

To Look   Aussehen
To Try On Anprobieren
To Put On Anziehen
To Take   Nehmen
To Buy    Kaufen
To Have On/Wear Anhaben
                     Tragen

Sohn      Son
Tochter   Daughter
Vater     Father
Mutter    Mother
Großvater Grandfather
Großmutter Grandmother
Opa       Grandpa
Oma       Grandma
Schwester Sister
Bruder    Brother
Geschwister Brothers & Sisters
Enkel     Grandson
Enkelin   Granddaughter
Frau      Wife
Mann      Husband
Schwiegervater Father-in-Law
Schwiebertochter Daughter-in-Law
Schwager  Brother-in-Law
Schwägerin Sister-in-Law
Schwiegemutter Mother-in-Law
Schwiegerson Son-in-Law
Onkel     Uncle
Tante     Aunt
Geschenk  Present

Nimmt     To Take Away
Lesen     To Read
Schreiben To Write
Studieren To Study
Lernen    To Study
Zeichnen  To Paint
congratulations on completing

Review 1.02

live version • discussion • exercises • test • edit lesson • comment • report an error • ask a question
Gifts

Vocabulary

<table>
<thead>
<tr>
<th>German</th>
<th>English</th>
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<tr>
<td>das Spiel</td>
<td>Game</td>
</tr>
<tr>
<td>das Videospiel</td>
<td>Video Game</td>
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</table>

Parties

Vocabulary

<table>
<thead>
<tr>
<th>German</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>der Spaß</td>
<td>Fun</td>
</tr>
<tr>
<td>die Feier</td>
<td>Party*</td>
</tr>
<tr>
<td>die Party</td>
<td>Party</td>
</tr>
<tr>
<td>die Musik</td>
<td>Music</td>
</tr>
<tr>
<td>die Torte</td>
<td>Cake</td>
</tr>
<tr>
<td>das Fass</td>
<td>Keg</td>
</tr>
<tr>
<td>das Bier</td>
<td>Beer</td>
</tr>
<tr>
<td>der Schnaps</td>
<td>Hard Liquor</td>
</tr>
<tr>
<td>der Wein listen</td>
<td>Wine</td>
</tr>
<tr>
<td>der Weißwein</td>
<td>White Wine</td>
</tr>
<tr>
<td>der Rotwein</td>
<td>Red Wine</td>
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<tr>
<td>Feiern</td>
<td>To Party</td>
</tr>
<tr>
<td>Trinken</td>
<td>Drinking</td>
</tr>
<tr>
<td>Saufen</td>
<td>To Get Drunk</td>
</tr>
<tr>
<td>Erbrechen / sich Übergeben</td>
<td>To Throw Up</td>
</tr>
<tr>
<td>Kotzen</td>
<td>To Puke <em>(slang)</em></td>
</tr>
<tr>
<td>Tanzen</td>
<td>To Dance</td>
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</tbody>
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* = A Formal Dinner Party
Different Celebrations

der Geburtstag               Birthday
Weihnachten                  Christmas
Ostern                       Easter
das Jubiläum                 Anniversary

Snack Foods

Vocabulary

das Wasser                  Water
Section 1.03 ~ Vienna, Austria

Lesson 1.08 • Privileg und Verantwortung

Jobs and Tasks

Vocabulary

Careers

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<th>Arbeit</th>
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<td>Doctor</td>
<td>Arzt</td>
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<tr>
<td>Business Man</td>
<td>Geschäftsmann</td>
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<tr>
<td>Business Woman</td>
<td>Geschäftsfrau</td>
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<td>Teacher</td>
<td>Lehrer</td>
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<td>Police Officer</td>
<td>Polizeibeamte</td>
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<tr>
<td>Fireman</td>
<td>Feuerwehrmann</td>
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<tr>
<td>Actor</td>
<td>Schauspieler</td>
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<td>Künstler</td>
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<td>Schriftsteller</td>
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<td>Bankangestellter</td>
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<td>Automechaniker</td>
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<td>Chemiker</td>
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<td>Beamter</td>
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<td>Ingenieur</td>
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<td>Landwirt</td>
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<td>Friseur</td>
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<td>Krankenpfleger</td>
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<td>Fotograf</td>
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<td>Politiker</td>
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<td>Professor</td>
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<td>Sekretär</td>
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<td>Student</td>
<td>Student</td>
</tr>
<tr>
<td>Taxi Driver</td>
<td>Taxifahrer</td>
</tr>
<tr>
<td>Waiter</td>
<td>Kellner</td>
</tr>
</tbody>
</table>

Tasks

<table>
<thead>
<tr>
<th>Cleaning</th>
<th>Reinigung</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooking</td>
<td>Kochen</td>
</tr>
<tr>
<td>Homework</td>
<td>Hausaufgaben</td>
</tr>
<tr>
<td>Tasks</td>
<td>Aufgaben</td>
</tr>
</tbody>
</table>
Plans

Common Phases

Ich habe Pläne...
I have plans...

Ich habe Pläne mit...
I have plans with...

Places To Go

Vocabulary

<table>
<thead>
<tr>
<th>Germany</th>
<th>Deutschland</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hamburg</td>
<td>Hamburg</td>
</tr>
<tr>
<td>Berlin</td>
<td>Berlin</td>
</tr>
<tr>
<td>Frankfurt</td>
<td>Frankfurt</td>
</tr>
<tr>
<td>Colonge</td>
<td>Köln</td>
</tr>
<tr>
<td>Munich</td>
<td>München</td>
</tr>
</tbody>
</table>

Common Phases

Ich muss gehen...
I have to go to...

congratulations on completing

Lesson 1.08 • Privileg und Verantwortung

live version • discussion • exercises • test • edit lesson • comment • report an error • ask a question
Dialog

Wolfgang calls his friend Monica after he sees the weather forecast.

Wolfgang: Mist!
Monica: Was?
Wolfgang: Es wird regnen.
Monica: Du hattest Pläne, richtig?
Wolfgang: Ja, Ich wollte einige Weihnachtengeschenke kaufen.
Monica: Ich habe mehr schlechte Nachrichten.
Wolfgang: Nein! Was ist es?
Monica: Es wird regnen und dann später in einen starken Schneesturm überwechseln.
Wolfgang: Nein! Die Straße wird mit Eis bedeckt sein.
Wolfgang: Bis Dann!

Weather

Vocabulary

Weather | Wetter
--- | ---
Rain | Regen
Snow | Schnee
Snow Showers | Schneeschauer, Schneefall
Showers | Schauer
Thunder | Donner
Storm | Sturm
Thunderstorm | Gewitter
Cloudy | Bewölkter
Overcast | Bedeckt
Hail | Hagel
Drizzle | Nieseln
Thaw | Tauen
Frost | Frost
Common Phases

*Wie ist das Wetter?*
How's the weather?

*Wie ist das wetter ...?*
What is the weather for ...?

*Können Sie mir sagen wie das Wetter heute ist?*
Can you tell me today's weather?

*Ist es...?*
Is it...?

Transportation

Vocabulary

<table>
<thead>
<tr>
<th>English</th>
<th>German</th>
</tr>
</thead>
<tbody>
<tr>
<td>Car</td>
<td>Auto</td>
</tr>
<tr>
<td>Train</td>
<td>Zug</td>
</tr>
<tr>
<td>Trainstation</td>
<td>Bahnhof</td>
</tr>
<tr>
<td>Airplane</td>
<td>Flugzeug</td>
</tr>
<tr>
<td>Boat</td>
<td>Boot</td>
</tr>
<tr>
<td>Highway</td>
<td>Landstraße</td>
</tr>
<tr>
<td>Road</td>
<td>Straße</td>
</tr>
</tbody>
</table>

congratulations on completing

Lesson 1.09 • Wetter

live version • discussion • exercises • test • edit lesson • comment • report an error • ask a question
Section 1.03 ~ Vienna, Austria

Review 1.03

Vocabulary

das Spiel                   Game
das Videospiel              Video Game
der Spaß                    Fun
die Feier                   Party*
die Party                   Party
die Musik                   Music
die Torte                   Cake
das Fass                    Keg
das Bier                    Beer
der Schnaps                 Hard Liquor
der Wein                    Wine
der Weißwein                 White Wine
der Rotwein                 Red Wine

Feiern                      To Party
Trinken                     Drinking
Saufen                     To Get Drunk
Erbrechen / sich Übergeben To Throw Up
Kotzen                     To Puke (slang)
Tanzen                     To Dance
der Geburtstag             Birthday
Weihnachten                Christmas
Ostern                     Easter
das Jubiläum               Anniversary
das Wasser                 Water

Work                        Arbeit
Doctor                      Arzt
Busines Man                Geschäftsmann
Busines Woman              Geschäftsfrau
Teacher                    Lehrer
Police Officer              Polizeibeamte
Fireman                    Feuerwehrmann
Actor                      Schauspieler
Artist                     Künstler
Author                     Schriftsteller
Bank Clerk                 Bankangestellter
Car Mechanic               Automechaniker
Chemist                    Chemiker
Civil Servant              Beamter
Engineer                   Ingenieur
Farmer                     Landwirt
Hairdresser                Friseur
Journalist                 Journalist
Lawyer                     Rechtsanwalt
Lecturer                   Dozent
Nurse                      Krankenpfleger
Pensioner                  Rentner
Photographer               Fotograf
Politician                  Politiker
Postman                     Briefträger
Professor                   Professor
Salesperson                 Verkäufer
Secretary                   Sekretär
Student                     Student
Taxi Driver                 Taxifahrer
Waiter                      Kellner
Germany                     Deutschland
Hamburg                     Hamburg
Berlin                      Berlin
Frankfurt                   Frankfurt
Colonge                     Köln
Munich                      München
Weather                     Wetter
Rain                        Regen
Snow                        Schnee
Snow Showers                Schneesch
Showers                     Schauer
Thunder                     Donner
Storm                       Sturm
Thunderstorm                Gewitter
Cloudy                      Bewölkkt
Overcast                    Bedeckt
Hail                        Hagel
Drizzle                     Nieseln
Thaw                        Tauen
Frost                       Frost
Car                         Auto
Train                       Zug
Trainstation                Bahnhof
Airplane                    Flugzeug
Boat                        Boot
Highway                     Landstraße
Road                        Straße

congratulations on completing

Review 1.03

live version • discussion • exercises • test • edit lesson • comment • report an error • ask a question
German Level Two Lessons

Grundlegende Lektionen

A Basic Course in German
Level Two Contents

Section 2.01 ~ Salzburg, Austria

• Lesson 2.01 • Einfache Gespräche unter Freunden ~ German grammar (introduction), familiar conversations, word order in questions, pronouns (introduction).

• Lesson 2.02 • Fremde und Freunde ~ Verbs (introduction), pronouns in nominative case, formal conversations, pronoun gender.

• Lesson 2.03 • Die Zahlen ~ Counting (theme), numbers 1 to 12, telling time, nouns (introduction), definite articles & noun gender, indefinite articles.

• Lesson 2.04 • Eine Geschichte über Zürich ~ Adjectives (introduction), nouns and pronouns in the accusative and dative, interrogatives.

• Review 2.01 • Review of Lessons 1-4

Section 2.02 ~ Zürich, Switzerland

• Lesson 2.05 • Die Wohnung ~ Conjugating verbs (present tense), commands.

• Lesson 2.06 • Mathematik ~ Simple math, numbers 13-100, telling time: minutes & seconds, days of the week, months, and seasons

• Lesson 2.07 • Mein, Dein, und Sein ~ School subjects, a description of German schools, basic vocabulary in school classes (math, geography, etc.), and school supplies.

• Lesson 2.08 • Einkaufen gehen ~ Articles of clothing, separable verbs, colors.

• Review 2.02 • Review of Lessons 5-8

Section 2.03 ~ Hannover, Germany

• Lesson 2.09 • Verbtempus und Wortstellung ~ Inverted word order, past and future tense verbs.

• Lesson 2.10 • Undeveloped ~ Undeveloped

• Lesson 2.11 • Undeveloped ~ Undeveloped

• Lesson 2.12 • Undeveloped ~ Undeveloped

• Review 2.03 • Review of Lessons 9-12
Grammatik 1-1 ~ Introduction to German grammar

Knowing the parts of speech (how words function in a sentence) is important for anyone attempting to learn a second language. English speakers will find many strong parallels between their language and German. However, as noted in the introduction, German grammar signals—how words indicate their function in a sentence—are more complex than English, and identifying the meaning of words in a German sentence is difficult without understanding these clues or signals to word function that come from the grammatical rules. The basic lessons (Level II) of this textbook are set up to first introduce the parts of speech, and then bring in the rules that govern these. Pay particular attention to both word endings and sentence word order as you progress in learning the German language.

Following is a short conversation piece (Gespräch). Play the audio file first, then attempt to repeat what you hear, reading the spoken parts of the conversation. Go back and forth (listening and then speaking) until the German flows easily from your lips. This may take considerable practice. Refer to the vocabulary (Vokabeln) below to understand the meaning of the German sentences you are hearing and speaking.

Gespräch 1-1 ~ Die Freunde

Heinrich trifft Karl auf der Straße. Heinrich und Karl sind Freunde.

- *Heinrich:* Guten Tag, Karl. Wie geht es dir?
- *Karl:* Guten Tag. Danke, es geht mir gut. Und dir?
- *Karl:* Auf Wiedersehen!

- Audio: OGG (97KB)

In this conversation we learn several simple greetings exchanged between friends meeting very briefly on the street.

Vokabeln 1-1

This first vocabulary (Vokabeln) may seem a bit long considering you have been presented with only the brief conversation piece above, but it also contains all of the German words you have encountered up to this point in the Level II textbook, including words in photo captions and lesson section headers.
The layout of the *Vokabeln* is explained in the [Lesson Layout Guide](#) in the German–English textbook introduction, but the four parts of the *Vokabeln* are labeled in this first lesson to reinforce the concept. Note that column 3 may contain (in parentheses) additional notes about a word in column 1. Also, you can find the greeting phrases that appear in the simple conversations above (and many others) in [Anhang 2](#), a German-English phrase book.

### Nouns

<table>
<thead>
<tr>
<th>German</th>
<th>English</th>
<th>(singular and plural)</th>
</tr>
</thead>
<tbody>
<tr>
<td>der Anhang, die Anhänge</td>
<td>appendix, appendices</td>
<td></td>
</tr>
<tr>
<td>die Brücke</td>
<td>bridge</td>
<td></td>
</tr>
<tr>
<td>der Freund, die Freunde</td>
<td>friend, friends</td>
<td>(singular and plural)</td>
</tr>
<tr>
<td>das Gespräch, die Gespräche</td>
<td>conversation, conversations</td>
<td></td>
</tr>
<tr>
<td>die Grammatik</td>
<td>grammar</td>
<td>(note irregular stress)</td>
</tr>
<tr>
<td>die Lektion</td>
<td>lesson</td>
<td>(note irregular stress)</td>
</tr>
<tr>
<td>die Straße</td>
<td>street</td>
<td></td>
</tr>
<tr>
<td>das Tor</td>
<td>gateway</td>
<td></td>
</tr>
<tr>
<td>die Vokabeln</td>
<td>word list, vocabulary</td>
<td></td>
</tr>
<tr>
<td>das Vorwort</td>
<td>foreword, preface</td>
<td>(introduction to a book)</td>
</tr>
</tbody>
</table>

### Short Phrases

<table>
<thead>
<tr>
<th>German</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>auf der Straße</td>
<td>on the street</td>
</tr>
<tr>
<td>Auf Wiedersehen</td>
<td>Good bye</td>
</tr>
<tr>
<td>Es geht mir gut</td>
<td>I am fine</td>
</tr>
<tr>
<td>gute')</td>
<td></td>
</tr>
<tr>
<td>Guten Tag!</td>
<td>Good day</td>
</tr>
<tr>
<td>Und dir?</td>
<td>And you?</td>
</tr>
<tr>
<td>unter Freunden</td>
<td>between friends</td>
</tr>
<tr>
<td>Wie geht es dir?</td>
<td>How are you</td>
</tr>
<tr>
<td>you?')</td>
<td></td>
</tr>
<tr>
<td>Wie geht's?</td>
<td>How are you?</td>
</tr>
<tr>
<td>used)</td>
<td></td>
</tr>
</tbody>
</table>

### Verbs

<table>
<thead>
<tr>
<th>German</th>
<th>English</th>
<th>(goes is &quot;goes&quot;)</th>
</tr>
</thead>
<tbody>
<tr>
<td>gehen</td>
<td>go</td>
<td></td>
</tr>
<tr>
<td>treffen</td>
<td>meet, come upon</td>
<td>(trifft is &quot;meets&quot;)</td>
</tr>
</tbody>
</table>

### Other "Small" Words (adjectives, adverbs, prepositions, etc.)

<table>
<thead>
<tr>
<th>German</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>danke</td>
<td>thank you; thanks</td>
</tr>
<tr>
<td>dir</td>
<td>(with or for) you</td>
</tr>
<tr>
<td>einfach</td>
<td>simple</td>
</tr>
<tr>
<td>es</td>
<td>it</td>
</tr>
<tr>
<td>gut</td>
<td>good</td>
</tr>
<tr>
<td>mir</td>
<td>(with or to) me</td>
</tr>
<tr>
<td>und</td>
<td>and</td>
</tr>
<tr>
<td>wie?</td>
<td>how</td>
</tr>
</tbody>
</table>

<< [Lesson Layout Guide](#) >>

Pronunciation Guide >>
### Gespräch 1-2 ~ *Die Studenten*


- **Markus**: Hallo, Katrin! Wohin gehst du?
- **Markus**: Zur Uni. Ich habe viel zu tun.
- **Katrin**: Gut! Dann bis bald. Tschüss.
- **Markus**: Tschüss, Katrin.

Here again, two friends (college students) meet casually and discuss briefly what each is doing.

### Grammatik 1-2 ~ Word Order in Questions

Basic or **normal word order** in simple German sentences is the same as in English—subject then verb then verb object:

*Ich habe Käse* ~ I (subject) have (verb) cheese (verb object = what you "have")

Also, as with English sentence structure, a question sentence in German is formed by reversing subject and verb:

*Hast du Käse?* ~ Have (verb) you (subject) cheese?

This is called **inverted word order**. Examples are provided in Gespräch 1-1 and Gespräch 1-2. As another example, consider the statement: *Er studiert Biologie* ('He studies biology'). A question statement might be: *Was studiert er?* ('What studies he?'; although in English, we would usually say: "What is he studying?"). The normal word order of subject (er or "he") then verb (studiert or "study") is reversed and, in this case, an **interrogative** (was or "what") added onto the front replacing the unknown (to the speaker) object (here, "biology"). Additional examples of questions formed from basic statements illustrate inverted word order:

*Wie geht es dir?* from *Es geht mir gut.* ('It goes well with me.')
*Wohin geht sie?* from *Sie geht einkaufen.* ('She goes shopping.')
*Was ist fast leer?* from *Der Kühlschrank ist fast leer.* ('The fridge is almost empty.')
*Was brauche ich?* from *Ich brauche Wurst und Käse.* ('I need sausage and cheese.')
*Versteht sie mich?* from *Sie versteht mich.* ('She understands me.')</n
### Grammatik 1-3 ~ Introduction to pronouns

A **pronoun** (Pronomen) is a short word that takes the place of a noun previously mentioned in the sentence, paragraph, or conversation. A pronoun substitutes for a noun or noun phrase and designates persons or things asked for, previously specified, or understood from context. A specific pronoun in English as well as German has **person**, **number**, and **case**. You will be encountering all of the common German pronouns in the next several lessons, so we will track these as they appear. The following
familiar personal pronouns are introduced in this lesson (Lektion 1):

ich - I (1st person, singular, nominative case)
mich - me (1st person, singular, accusative case)
mir - me (1st person singular, dative case)

du - you (2nd person, singular, nominative case)
dir - you (2nd person singular, dative case)

er - he (3rd person singular, nominative case)
sie - she (3rd person singular, nominative case)
es - it (3rd person singular, nominative case)

Pronoun person describes the relationship of the word to the speaker (that is, 1st person is the speaker; 2nd person is spoken to; and 3rd person is spoken about). Pronoun number refers to whether the word represents one (singular) or more than one (plural) person or object. Finally, case indicates how the pronoun is used in a sentence, as will be explained over the next several lessons. For now, note in the examples you have already encountered, the three cases of 1st person singular pronouns in German: ich, mich, and mir. In English these are: 'I', 'me', and (to or with) 'me' — in essence, there are really just two cases in English: subjective ('I') and objective ('me'). You will shortly see that there are similarities, yet distinct differences, in the cases as used by the English and German languages.

Vokabeln 1-2

NOUNS

die Antwort, die Antworten answer(s) (singular and plural)
die Biologie biology (note irregular stress)
die Freundin, die Freunde (female) friend, friends (compare der Freund)
der Käse cheese

der Kühlschrank refrigerator
die Mathematik mathematics (note irregular stress)
das Pronomen pronoun (note irregular stress)
der Student, die Studentin student, (female) student (a short form of die Universität)
die Übersetzung translation (lit. "over-setting")
die Universität university (note irregular stress)
die Wurst sausage, banger

SHORT PHRASES

 Dann bis bald! then until (we) soon (meet again) ("until then")
zu tun to do

VERBS

begegnen meet
brauchen need, want, require
einkaufen gehen go shopping
haben have
studieren study
verstehen understand
Übersetzung 1-1

By referring back to lesson examples, you should be able to write out the following sentences in German. On a piece of paper, first number and write each English sentence. Then review the lesson above and produce a German sentence that says the same thing as each English sentence. After all seven lines are translated, follow the Antworten (answers) link to compare your work with the correct ones. Do not be too concerned at this point if your spelling of the German verbs do not match the answers. You will learn all about German verb forms in later lessons.

1. Good day, Mark! How are you?
2. Thanks, I am well. And you?
3. Good bye, Henry!
4. Catherine needs cheese.
5. She understands the lesson well.
6. So long, Mark! Until we meet again.
7. Where is he going?

Antworten >
A verb is that part of speech that describes an action. Verbs come in an almost bewildering array of tenses, aspects, and types. For now, we will limit our discussion to verbs used in the present tense — i.e., describing an action occurring in the present. You should start to recognize that the form a verb takes is related to the subject of that verb: the verb form must match the person of the subject. This requirement is sometimes evident in English, but always so in German. Consider the following English and German sentences (the verb is *studieren* in every case):

I study biology.  
*Ich studiere Biologie.*

She studies mathematics.  
*Sie studiert Mathematik.*

Today we study German.  
*Heute studieren wir Deutsch.*

What are you studying?  
*Was studierst du?* (Note a subject verb reversal)

Several things are illustrated by these sentence pairs. First, all verbs in German follow the rule just stated that a verb form must agree with its subject. Starting in Lektion 6 we will learn the verb forms associated with each person in German. Second, this rule in English applies mostly to the verb 'to be' (e.g., I am, you are, he is, etc.). In some English verbs, the 3rd person singular form is unique, often taking an 's' or 'es' ending: "I give at the office", but "He gives at the office" (and "She studies..." above). Finally, some German verbs are best translated with an English 'to be' verb form added. This is called the progressive form in English ('What are you studying?'), but it does not exist in German. Thus, a verb like *nennen* can best be translated as "to name" or "to call". The following example may make this clearer. In the present tense, the following statements in English:

'They are calling the corporation, "Trans-Global"'
'They name the corporation, "Trans-Global"'
'They call the corporation, "Trans-Global"'
'They do call the corporation, "Trans-Global"'

are all expressed in German in only one way: *Sie nennen die Firma, "Trans-Global"*. And the question statement: 'Do they call the corporation, "Trans-Global"?' becomes, in German: *Nennen sie die Firma, "Trans-Global"?*
Grammatik 2-2 ~ Pronouns in the Nominative Case

Most of the personal pronouns introduced in Lektion 1 are used as subjects of their verbs. These represent the nominative case in German (as in English). We will shortly learn three other cases in German: the accusative for direct objects, the dative for indirect objects, and the genitive for expressing possession. For now, remember that the singular personal pronouns in English (nominative case) are "I", "you", and "he/she/it" (1st, 2nd, and 3rd persons) and the nominative case is used as the subject of a verb. In German, these pronouns are rendered as ich, du, and er/sie/es. In these example sentences, the subject of the verb is underlined:

*Ich* gehe einkaufen.  I go shopping.

*Er* studiert Biologie.  He studies biology.

*Es* geht mir gut.  It goes well with me.  (= I am fine).

*Wohin gehst du?*  Where are you going?  (Notice subject verb reversal in question sentence)

There are, of course, plural personal pronouns in the English nominative case: "we", "you", and "they"; and in German, these nominative case pronouns are wir, ihr, and sie. These appear in the following examples (again, subject underlined):

*Wir* gehen einkaufen.  We go shopping.

*Ihr* versteht die Frage.  You all understand the question.

*Ihr* habt die Anleitungen.  You (all) have the instructions.

*Sie* verstehen die Arbeit.  They understand the work.

In both English and German, the 3rd person singular also has gender. As you will next learn, the 2nd person (person being addressed) in German has both familiar and polite (formal) forms. Further, it is worth repeating here — although introduced in Grammatik 2-1 above and to be covered in detail in future lessons — that the verb form changes when the subject changes. That is, in German the verb form must match the subject of a sentence. Here are some examples; compare with the previous three example sentences above and note how the verb form changed to match the sentence subject (subject and verb underlined):

*Ich* verstehe die Arbeit.  I understand the work.

*Du* gehst einkaufen.  You go shopping.

*Ich* habe alle Antworten.  I have all the answers.

*Er* hat die Anleitungen.  He has the instructions.

In the last example, the English verb form ('have') also changed based upon the subject of the sentence.

Gespräch 2-1 ~ *Die Geschäftsleute*

Herr Schmidt trifft Frau Baumann. Sie sind Geschäftsleute und sie arbeiten an dem Hauptsitz.

• *Herr Schmidt:*  Guten Tag, Frau Baumann!

• *Frau Baumann:*  Guten Tag, Herr Schmidt!
• Herr Schmidt: Wie geht es Ihnen?
• Frau Baumann: Sehr gut, danke. Und Ihnen?
• Herr Schmidt: Auch gut.
• Frau Baumann: Schön. Haben Sie Herrn Standish schon getroffen?
• Herr Schmidt: Aus England? Nein. Ist er zu Besuch?
• Frau Baumann: Ja. Das ist richtig! Auf Wiedersehen, Herr Schmidt!
• Herr Schmidt: Auf Wiedersehen, Frau Baumann!

In this conversation, although the subject matter is basically casual, a more formal form of German is being used intoning respect between coworkers in an office setting. The polite form is expressed by the pronouns as explained below (Grammatik 2-3).

**Vokabeln 2-1**

<table>
<thead>
<tr>
<th>German Words</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>die Anleitungen</td>
<td>instructions</td>
</tr>
<tr>
<td>das Deutsch</td>
<td>German (language)</td>
</tr>
<tr>
<td>Sprache</td>
<td>(more common is die deutsche Sprache)</td>
</tr>
<tr>
<td>der Fremde</td>
<td>foreigner, stranger</td>
</tr>
<tr>
<td>die Firma</td>
<td>company, firm, business concern</td>
</tr>
<tr>
<td>die Frage</td>
<td>question</td>
</tr>
<tr>
<td>die Geschäftsleute</td>
<td>business people</td>
</tr>
<tr>
<td>(die Leute = people)</td>
<td></td>
</tr>
<tr>
<td>der Hauptsitz</td>
<td>head office</td>
</tr>
<tr>
<td>(das Haupt = head or chief)</td>
<td></td>
</tr>
<tr>
<td>der Tag</td>
<td>day, daytime</td>
</tr>
<tr>
<td>aus England</td>
<td>from England</td>
</tr>
<tr>
<td>Das ist richtig!</td>
<td>That is right!</td>
</tr>
<tr>
<td>Frau Baumann</td>
<td>Ms. Baumann</td>
</tr>
<tr>
<td>Herr Schmidt</td>
<td>Mr. Schmidt</td>
</tr>
<tr>
<td>zu Besuch</td>
<td>visiting</td>
</tr>
<tr>
<td>arbeiten</td>
<td>work</td>
</tr>
<tr>
<td>getroffen</td>
<td>(have) met</td>
</tr>
<tr>
<td>(past participle of treffen)</td>
<td></td>
</tr>
<tr>
<td>nennen</td>
<td>name, call</td>
</tr>
<tr>
<td>alle</td>
<td>all</td>
</tr>
<tr>
<td>an</td>
<td>at</td>
</tr>
<tr>
<td>Ihnen</td>
<td>(with or to) you</td>
</tr>
<tr>
<td>(polite form)</td>
<td></td>
</tr>
<tr>
<td>heute</td>
<td>today</td>
</tr>
<tr>
<td>ihr</td>
<td>you (plural), you all</td>
</tr>
<tr>
<td>ja</td>
<td>yes</td>
</tr>
<tr>
<td>nein</td>
<td>no</td>
</tr>
<tr>
<td>richtig</td>
<td>correct</td>
</tr>
<tr>
<td>sie</td>
<td>they</td>
</tr>
<tr>
<td>(note: also &quot;she&quot;)</td>
<td></td>
</tr>
<tr>
<td>Sie</td>
<td>you</td>
</tr>
<tr>
<td>(polite form)</td>
<td></td>
</tr>
<tr>
<td>wir</td>
<td>we</td>
</tr>
</tbody>
</table>

**Pronunciation Guide** >>
Many pronouns were introduced in Lesson 1. In *Grammatik 2-1* and *Gespräch 2-1* we have been presented with the following additional pronouns:

- **Ihnen** – (to) you (2nd person singular, dative case)
- **ihr** – you (2nd person, plural, nominative case)
- **sie** – they (3rd person, plural, nominative case)
- **Sie** – you (2nd person, singular, nominative case)
- **wir** – we (1st person, plural, nominative case)

In the conversations between friends presented in *Gespräche 1-1 and 1-2 (Lektion 1)* the familiar form of the personal pronouns (e.g., *du*, *dir*) was used. However, German also has a polite or formal form of some of these personal pronouns. The polite form is used in conversations between strangers and more formal situations, as illustrated in the *Gespräch 2-1*: greetings between business associates.

The polite form is always first-letter capitalized in German, which can be helpful in differentiating *Sie* (you) from *sie* (she and they); *Ihnen* (you) from *ihnen* (them). However, you will soon learn that the form of the verb (see *Grammatik 2-3* below) is most telling, as shown by these example pairs using the verb, *haben* (have):

- **Haben Sie eine Zigarette?** Do you have a cigarette? (polite form of you)
- **Sie hat keine Wurst und keinen Käse.** She has no sausage and no cheese.
- **Sie haben viel Arbeit.** They have much work (to do).
- **Haben sie zu viel Arbeit?** Do they have too much work?

Because the first letter in a sentence is always capitalized, we cannot determine (without the verb form) whether the second and third examples begin with *sie* ('she' or 'they') or with *Sie* (polite 'you'); a problem that would also exist in conversation. The fourth example, where subject and verb are reversed in a question, demonstrates the pronoun 'they'; compare it with the polite 'you' in the first example.

It is relatively easy for an English speaker to appreciate how context, especially in conversation, overcomes confusion considering that English has fewer forms for these pronouns than German. However, this fact does present some difficulty when learning German, since improper use of a pronoun may just create confusion in speaking or writing German.

**Gespräch 2-2 ~ Die Geschäftsänner**

Herr Schmidt und Herr Standish begegnen sich am Hauptsitz:
Herr Schmidt: Guten Morgen, Herr Standish! Wie geht es Ihnen?
Herr Standish: Danke sehr, es geht mir gut. Und Ihnen?
Herr Schmidt: Nicht so gut. Ich bin müde.
Herr Standish: Wie bitte? Müde? Warum?
Herr Schmidt: Ich habe so viel Arbeit.
Herr Schmidt: Das ist richtig. Auf Wiedersehen, Herr Standish!
Herr Standish: Auf Wiedersehen, bis morgen.

Vokabeln 2-2

die Bundesrepublik Deutschland Federal Republic of Germany
die Geschäftsmänner businessmen (die Geschäftsleute is preferred)
Großbritannien Great Britain (technically Vereinigtes Königreich von Großbritannien und Nordirland)
der Morgen morning
die Übersetzung translation
bis morgen until tomorrow
Guten Morgen! Good morning (greeting)
nicht so gut not so well
so viel so much
Wie bitte? How is that?
zu viel too much

bis until (in the sense on "none")
kein no
müde tired
nicht not
sich each other
warum why

Pronunciation Guide >>

Grammatik 2-4 ~ Personal pronoun gender

In both English and German the 3rd person personal pronouns have gender (Grammatik 1-3). However, in English, the pronoun "it" is used for most inanimate or non-living things. There are a few
exceptions: a ship might be referred to as "she". However, in German, the 3rd person personal pronoun reflects the **gender** of the noun (**antecedent**) referred to by the pronoun. For examples:

*Der Kühlschrank ist fast leer.*  *Er ist fast leer.*  *It (masculine)* is almost empty.

*Ich brauche die Wurst.*  *Ich brauche *sie*.  *I need it (feminine).*

*Das Gespräch ist schwer.*  *Es ist schwer.*  *It (neuter)* is difficult.

The following table summarizes these gender relationships:

<table>
<thead>
<tr>
<th>3rd person pronouns</th>
<th>masculine</th>
<th>feminine</th>
<th>neuter</th>
</tr>
</thead>
<tbody>
<tr>
<td>er</td>
<td>he</td>
<td>sie</td>
<td>es</td>
</tr>
<tr>
<td>she</td>
<td></td>
<td></td>
<td>it</td>
</tr>
</tbody>
</table>

Übersetzung 2-1

You may, at this point, try the flash cards developed for Level I German. This set has a few words and concepts not yet presented in Level II, but for the most part can be very helpful in enhancing your vocabulary. Go to [FlashcardExchange.com](http://FlashcardExchange.com).

Translate the following sentences into German. Pay attention to whether familiar or polite form of the pronoun is requested:

1. Good day, Ms. Neumann. How are you? [in polite conversational form]
2. I am well, thank you. And you? [in polite form]
3. I am well, thank you. And you? [in familiar form]
4. Katrin is studying math.
5. They meet each other at the head office.
6. I do understand the instructions.
7. Is she visiting from England?
8. How is that? You have too much work? [in polite form]
9. Good bye, Mr. Smith. Until tomorrow morning?

[Antworten >](#)
Counting in any language is a valuable skill best learned early on. In German as in English, there are both cardinal (counting) and ordinal (place or order) numbers, and number formation is similar in that the first twelve numbers are unique. Above twelve, numbers are formed by combination. For example, 13 is *dreizehn* and 14 is *vierzehn*. Higher numbers will be the subject of later lessons.

Note in the table how ordinals are formed from the cardinals in German by adding *te*. 'Ten' becomes 'tenth' in English; *zehn* become *zehnte* in German. As in English, there are several nonconforming variants: *erste, dritte, and siebte*.

<table>
<thead>
<tr>
<th>cardinal numbers</th>
<th>ordinal numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>one</td>
<td>eins 1st erste</td>
</tr>
<tr>
<td>two</td>
<td>zwei 2nd zweite</td>
</tr>
<tr>
<td>three</td>
<td>drei 3rd dritte</td>
</tr>
<tr>
<td>four</td>
<td>vier 4th vierte</td>
</tr>
<tr>
<td>five</td>
<td>fünf 5th fünfte</td>
</tr>
<tr>
<td>six</td>
<td>sechs 6th sechste</td>
</tr>
<tr>
<td>seven</td>
<td>sieben 7th siebte</td>
</tr>
<tr>
<td>eight</td>
<td>acht 8th achte</td>
</tr>
<tr>
<td>nine</td>
<td>neun 9th neunte</td>
</tr>
<tr>
<td>ten</td>
<td>zehn 10th zehnte</td>
</tr>
<tr>
<td>eleven</td>
<td>elf 11th elfte</td>
</tr>
<tr>
<td>twelve</td>
<td>zwölf 12th zwölfte</td>
</tr>
</tbody>
</table>
Aussprache

Learning the German words for the numbers provides an excellent opportunity to practice German pronunciations. Following are some helpful hints for English speakers attempting to count in German.

A "dental sound" is made by moving the tongue into the back of the upper teeth—almost as if the word started with a 't'. A "gutteral sound" comes from deep in the throat. Also, remember, in words of more than one syllable, the emphasis is on the first syllable. Final consonants are cut off quickly in German, not drawn out as in many English words. English speakers might call this being curt or brusque with each word.

- **eins** say 'eyen-zah' but drop the 'ah'; 'z' is between an 's' and 'z'
- **zwei** sounds like 'zveye'; the 'w' is between a 'v' and a 'w'
- **drei** sounds like "dry", but with dental 'd' and roll the 'r'
- **vier** sound is between "fear" and 'fee-yahr'
- **fünf** say 'foon-fah' without the 'ah'; very slight 'r' after the 'ü'
- **sechs** sounds like "sex", but with a more dental leading 's'
- **sieben** sounds like "see Ben" (use dental 's')
- **acht** sounds like 'ahkt'; the 'ch' is gutteral
- **neun** sounds like "loin" with an 'n'
- **zehn** sounds like the name, "Zane", but the 'z' is more dental
- **elf** sounds pretty much like "elf" (the German 'e' is a little higher)
- **zwölf** sounds like 'zwolf', but the 'o' is closer to

Grammatik 3-1 ~ Telling time (hours)

Knowing the numbers from 1 to 12, you can now begin asking and telling time in German.
Gespräch 3-1

Zwei Jungen, Heinrich und Karl, sind Freunde. Sie begegnen sich eines Nachmittags.

- *Heinrich:* Karl. Wie geht's?
- *Karl:* Hallo!
- *Karl:* Wie spät ist es?
- *Heinrich:* Es ist ein Uhr.
- *Karl:* Dann kann ich bis zwei Uhr spielen.
- *Heinrich:* Das ist gut. Wir spielen eine Stunde lang!

Asking for the time is accomplished by the sentence: *Wie spät ist es?* ("How late is it?"). The answer places the hour in the line *Es ist ____ Uhr* ("It is __ o'clock"), substituting the correct cardinal value (except *ein* is used instead of *eins*). One could also ask: *Wieviel Uhr ist es?* (not used very often anymore) or respond *Es ist eins* or *Es ist drei*, etc.—which may be imprecise, unless the time is close to the hour. The following sentences also relate to telling time:

- *Er fragt nach der Uhrzeit.* He asks the time.
- *Sie begegnen sich eines Nachmittags.* They meet each other one afternoon.

- *Es ist halb vier.* It is half past three (3:30).
- *Es ist Viertel nach zwölf.* It is a quarter after twelve (12:15).
- *Es ist Viertel vor elf.* It is a quarter to eleven (10:45).
- *Es ist drei Viertel elf.* It is a quarter to eleven (10:45).
- *Es ist fünfundvierzig.* It is five minutes to (until) nine (08:55).
- *Es ist fünf Minuten vor neun.* It is five minutes to (until) nine (08:55).
- *Es ist zehn nach elf.* It is ten minutes after eleven (11:10).
- *Es ist zehn Minuten nach elf.* It is ten minutes after eleven (11:10).
- *Es ist acht nach.* It is eight minutes after the last full hour (?:08).
- *Es ist zehn vor.* It is ten minutes to (until) the next full hour (?:50).

- *Es ist drei durch.* It is between three and four (03:??).
- *Es ist elf Uhr drei.* It is three minutes after eleven (11:03).
- *Es ist elf Uhr und drei Minuten.* It is three minutes after eleven (11:03).

* this is only regional - many Germans may not understand

Knowing how to express the quarter, half, and three quarter hours will allow you to give the time more precisely. We will, of course, revisit this subject. Once you know how to count beyond twelve, the hour's division into 60 minutes can be expressed. Also, Germans (like most Europeans) utilize what is known in America as "military time" or a 24-hour clock.

Vokabeln 3-1

Also included in the vocabulary for Lesson 3 are the ordinal and cardinal numbers 1 through 12 from
Grammatik 3-2 ~ Introduction to Nouns

A noun is a fundamental part of speech, occurring in sentences in two different ways: as subjects (performers of action), or objects (recipients of action). As a generality, a noun is the name of a "person, place, or thing". Nouns are classified into proper nouns (e.g. "Janet"), common nouns (e.g. "girl"), and pronouns (e.g. "she" and "which"). A proper noun (also called proper name) is a noun which denotes a unique entity. The meaning of a proper noun, outside of what it references, is frequently arbitrary or irrelevant (for example, someone might be named Tiger Smith despite being neither a tiger nor a smith). Because of this, they are often not translated between languages, although they may be transliterated — for example, the German surname "Knödel" becomes "Knoedel" in English, as opposed to "Dumpling". Proper nouns are capitalized in English and all other languages that use the Latin alphabet; this is one way to recognize them. However, in German both proper and common nouns are capitalized (as are certain formal pronouns; see Grammatik 2-3).
Grammatik 3-3 ~ Gender of Nouns

We have seen evidence of word gender in the pronouns we have been encountering; notably 'he', 'she', and 'it' in English and er, sie, and es in German. Just like many other languages (but not English), German has genders for nouns as well. Noun gender is indicated by the definite article, which should always be learned as part of the noun. For this reason, nouns presented in each lesson's Vokabeln include the gender appropriate definite article.

**Definite Articles**

The definite article (bestimmter Artikel) is equivalent to an English 'the', and the three basic gender forms of definite articles in German are as follows:

<table>
<thead>
<tr>
<th>articles</th>
<th>gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>der</td>
<td>masculine</td>
</tr>
<tr>
<td>die</td>
<td>feminine</td>
</tr>
<tr>
<td>das</td>
<td>neuter</td>
</tr>
</tbody>
</table>

To say 'the book' in German, you would say das Buch, because Buch is a neuter noun. To say 'the man' in German, you would say der Mann, because Mann is a masculine noun. To say 'the woman' in German, you would say die Frau, because Frau is a feminine noun.

Noun gender does not always derive from actual gender where gender might be applicable. For example, 'the boy' is der Junge (masculine); but 'the girl' is das Mädchen (neuter). Also, nouns that have no inherent gender are not necessarily neuter. From this lesson: 'the watch or time piece' is die Uhr ('feminine').

Because German is generally more structured than English, it is important when learning German nouns to always learn them with their gender correct definite article; and in the Vokabeln nouns are always given with their associated definite article. That is, you must memorize the word for 'book' in German as das Buch, not simply Buch. Not just definite articles, but indefinite articles and adjectives have endings that must match the gender of the noun they preceed. Using the wrong gender can alter the meaning of a German sentence, so in forming a proper sentence with Buch, you will need to known that it is a neuter noun.

**Indefinite Articles**

In addition to the definite articles—"the" in English and der-words in German—discussed above, both languages have indefinite articles (unbestimmter Artikel). Indefinite articles preceed nouns in the same way that definite articles do, but convey a general or indefinite sense. These are "a" or "an" in English. Thus, 'the book' or das Buch refers to a definite or specific book, whereas 'a book' or ein Buch is indefinite about which book is referred to. Indefinite articles also have gender as shown here:

<table>
<thead>
<tr>
<th>articles</th>
<th>gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>ein</td>
<td>der</td>
</tr>
<tr>
<td>eine</td>
<td>die</td>
</tr>
</tbody>
</table>
Here are some examples of indefinite articles (underlined) used in German sentences:

Ich habe einen Ball.  I have a ball.
Heute lesen wir ein Buch.  Today we read a book.
Markus trifft einen Studenten auf der Straße.  Mark meets a student on the street.
Die Geschäftsleute haben eine Antwort.  The business people have an answer.
Ein Freund spielt Ball mit ihm.  A friend plays ball with him.

Why, you ask, are there words like einen in some sentences above—a spelling that does not appear in the gender table? The tables for both the definite and indefinite articles above are simplified at this stage, giving only articles in the nominative case (applied to words that are subjects of verbs). In the very next lesson you will start to address all the other cases in German. However, the **nominative case** is the one used to signify the gender of a noun, as in our *Vokabeln*.

**Vokabeln 3-2**

<table>
<thead>
<tr>
<th>German</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>das Buch</td>
<td>book</td>
</tr>
<tr>
<td>die Frau</td>
<td>woman</td>
</tr>
<tr>
<td>der Knödel</td>
<td>dumpling</td>
</tr>
<tr>
<td>das Mädchen</td>
<td>(young) girl</td>
</tr>
<tr>
<td>der Mann</td>
<td>man</td>
</tr>
<tr>
<td>lesen</td>
<td>read</td>
</tr>
</tbody>
</table>

**Übersetzung 3-1**

Translate the following sentences into German:

1. I am reading until ten o’clock.
2. It is nine thirty.
3. It is a quarter to ten.
4. Cathy is a student at the university.
5. She meets Mark on the street.
6. Henry has a ball.
7. The girl is a friend.
8. Mr. Smith has a question.

**Antworten**
Lesestück 4-1 ~ Eine Geschichte über Zürich


Zürich ist das Zentrum der schweizer Bankenwirtschaft. Neben den beiden Grossbanken ('Credit Suisse' und 'UBS') haben auch etliche kleinere Bankinstitute ihren Sitz in der Stadt.

Although this short story contains quite a number of impressive German nouns and adjectives, with the aid of Vokabeln 4-1 following you should have no trouble reading and understanding it. The passage makes considerable use of the German genitive case (English possessive case), which you have not yet learned. However, a clue applicable here: translate des as "of the" or "of" and note there are other der-words that also mean "of the".

Vokabeln 4-1

die Alpen  Alps

der Ausfluss  outlet, effluence  (of a lake)
die Bankinstitute  banking institutes
die Bankenwirtschaft  banking business
das Ende  end
die Grossbanken  major banks
die Hauptstadt  capital city
das Haus  house
der Kanton  canton  (Swiss state)
das Lesestück  reading passage
die Schweiz  Switzerland
die Sicht  view
der Sitz  office
das Wetter  weather
das Zentrum  center (centre)
das Zürich  Zurich  (city and canton in Switzerland)
der Zürichsee  Lake Zurich
d.h. (das heißt)  i.e. ("that is" in Latin)
Glarner Alpen  Glarner Alps
An adjective is a part of speech which can be thought of as a "describing word"—typically, an adjective modifies a noun. In both English and German, adjectives come before the noun they describe or modify. In many other languages (such as French) they usually come after the noun. Here are some examples of adjectives (underlined) you have already encountered:

- Ich habe viel Arbeit. I have much work.
- Wir haben keinen Käse. We have no cheese.
- Bei klarem Wetter hat man eine gute Sicht. In clear weather, one has a good view.
- Zürich ist die größte Stadt. Zurich is the largest city.

Because nouns are capitalized in German, it is fairly obvious in these sentences where the adjectives occur: just before the nouns they modify. Note how the endings on German adjectives can change, depending upon the noun (keinen Käse; klarem Wetter; gute Sicht)—specifically, the gender and case of the noun they are modifying. Before explaining the basic rules governing adjective endings, you need to have a better understanding of person, gender, and case in German nouns—concepts that will be explored in the next few lessons.

Finally, realize that the ordinal numbers you learned in Lektion 3 are, in fact, adjectives—subject to the same rules governing word endings for adjectives.

- Wer ist das dritte Mädchen? Who is the third girl?
- Wir verstehen nur die erste Lektion. We understand only the first lesson.
Gespräch 4-1 ~ Das neue Mädchen

Markus und Helena sind Freunde.

- Helena: Ich glaube, sie heißt 'Karoline'.
- Markus: Sie ist sehr schön.
- Helena: Sie ist hübsch, wenn man kleine Mädchen mit langen dunklen Haaren mag.
- Markus: Ja. Ihre Haare gefallen mir sehr.
- Helena: Markus, du bist ein Ferkel!

This short conversational passage contains more examples of adjectives.

Vokabeln 4-2

die Brünette  brunette
die Haare   hair(s)
das Mädchen girl
das Ferkel   piglet
gefallen appeal to
glauben believe
gleßen name, call
mag like, desire, wish
dort there
(dort) drüben over there
dunkel dark
ihr her
hübsch cute
klein short
lang long
neue new
wenn if
wer? who?

Pronunciation Guide >>

Grammatik 4-2 ~ Nouns and pronouns in the accusative and dative

As was noted previously when the concept of case was introduced for pronouns (Grammatik 2-2), there are four cases used in German. Recall that the nominative case in German corresponds to the subjective case in English and applies to nouns and pronouns used in a sentence as the subject of a verb. Nouns (and pronouns) that are used as objects of transitive (action) verbs are in the English objective case. If these are direct objects (recipients of the action of a verb), then these nouns are in
the **accusative case** in German. If **indirect objects**, then these nouns are in the **dative case** in German. Essentially, the English **objective case** is divided, in German, into an **accusative case** used for direct objects and a **dative case** used for indirect objects.

**Pronouns**

For comparison with English, recall that the singular personal pronouns (**nominative case**) are "I", "you", and "he/she/it" (1st, 2nd, and 3rd persons). The **objective case**, personal pronouns in English are "me", "you", and "him/her/it"—and are used for both direct and indirect objects of verbs. For example:

He gives **it** [the Direct Object] to **me** [the Indirect Object].

The German **accusative case**, personal pronouns (singular) are: *mich, dich, ihn/sie/es*. The German **dative case**, personal pronouns (singular) are: *mir, dir, ihm/ihr/ihm*. Thus, the above English example sentence becomes, in German:

*Er gibt es* [the Direct Object] *mir* [the Indirect Object].

Because *mir* is a dative pronoun, there is no need in German to use a modifier as in English, where "to" is used as a signal of an indirect object. The following table summarizes the German pronouns in three cases for both singular and plural number:

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>ACC.</th>
<th>DAT.</th>
<th>Plural</th>
<th>NOM.</th>
<th>ACC.</th>
<th>DAT.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person</td>
<td>ich</td>
<td>mich</td>
<td>mir</td>
<td></td>
<td>wir</td>
<td>uns</td>
<td>uns</td>
</tr>
<tr>
<td>2nd person</td>
<td>du (Sie*)</td>
<td>dich (Sie*)</td>
<td>dir (Ihnen*)</td>
<td></td>
<td>ihr (Sie*)</td>
<td>euch (Sie*)</td>
<td>euch (Ihnen*)</td>
</tr>
<tr>
<td>3rd person</td>
<td>er, sie, es</td>
<td>ihn, sie, es</td>
<td>ihm, ihr, ihm</td>
<td></td>
<td>sie</td>
<td>sie</td>
<td>ihnen</td>
</tr>
</tbody>
</table>

* Polite form

Recall from **Gespräch 2-1** the "incomplete" sentence *Und Ihnen?* ('And you?'). Note that the pronoun agrees in case (here, dative) with the implied sentence — *Und wie geht es Ihnen?* The same rule is evident in **Gespräch 1-1** (*Und dir?*). Such agreement is important to convey the correct meaning.

Tables giving the German personal pronouns in all cases can be found in an appendix: **Pronoun Tables**.

**Nouns**

Nouns do not change their form (spelling) relative to case in German; instead, a preceding article indicates case. You have learned the nominative case definite and indefinite articles (**Grammatik 3-3**: *der, die, das* and *ein, eine, ein*) for each of the three noun genders. Now we will learn the **accusative** (used to signal a direct object) and **dative** (used to signal an indirect object) articles. First, the definite articles:
This table might seem a bit overwhelming (and there is yet one more case in German: the genitive!), but some points to note can make memorizing much easier. First, as you can see from the table, gender does not really exist for plural nouns. No matter what the noun gender in its singular number, its plural always has the same set of definite articles: die, die, den for nominative, accusative, and dative cases. The plural der-words are similar to the feminine singular der-words, differing only in the dative case. Another point: the dative for both masculine and neuter nouns is the same: dem. Finally, for feminine, neuter, and plural nouns, there is no change between nominative and accusative cases. Thus, only for masculine nouns is there a definite article change in the accusative compared with the nominative.

The following examples demonstrate the use of the definite article in various parts of speech:

*Du hast die Wurst und den Käse.* You have the sausage and the cheese. (accusative case)

*Die Geschäftsleute verstehen die Arbeit.* The business associates understand the work. (nominative and accusative cases)

*Zürich ist die größte Stadt.* Zurich is the largest city. (nominative case)

In the last example, you need to know that in both English and German, the noun (or pronoun) that follows the verb 'to be' is a predicate noun, for which the correct case is the nominative. That is why, in English, 'It is I' is grammatically correct and 'It is me' is simply incorrect.

The indefinite articles are as follows:

<table>
<thead>
<tr>
<th>Singular</th>
<th>NOM.</th>
<th>ACC.</th>
<th>DAT.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masculine</td>
<td>ein</td>
<td>einen</td>
<td>einem</td>
</tr>
<tr>
<td>Feminine</td>
<td>eine</td>
<td>eine</td>
<td>einer</td>
</tr>
<tr>
<td>Neuter</td>
<td>ein</td>
<td>ein</td>
<td>einem</td>
</tr>
</tbody>
</table>

Of course, there are no plural indefinite articles in German or English (ein means "a", "an", or "one"). It is important to see that there is a pattern in the case endings added to ein related to the der-words in the definite articles table above. For example, the dative definite article for masculine nouns is dem—the indefinite article is formed by adding -em onto ein to get einem. The dative definite article for feminine nouns is der—the indefinite is ein plus -er or einer. These ending changes will be covered in greater detail in a future lesson. You will see that there are a number of words (adjectives, for example) whose form relative changes by addition of these endings to signal the case of the noun they modify. Finally, we can see a pattern relationship between these "endings" and the 3rd person pronouns as well:
We could construct a similar table to compare the definite articles to the 3rd person pronouns. And in that case, we would also see how the plural definite articles (die, die, den) compare with the third person plural pronouns (sie, sie, ihnen).

### Grammatik 4-3 ~ Interrogatives

You have encountered nearly all of the **interrogatives** commonly used in German (review [Grammatik 1-2](#)):

- **wann**  
  - *when*
  - *Warum sind Sie müde?* (Expected is a 'time')
- **warum**  
  - *why*
  - *Was ist das?* (Expected is a 'quantity')
- **was**  
  - *what*
  - *Wer ist das Mädchen?* (Expected is a 'person')
- **wer**  
  - *who*
  - *Wie geht es dir?* (Expected is a 'person')
- **wie**  
  - *how*
  - *Wieviel Uhr ist es?* (Expected is a 'quantity')
- **wieviel**  
  - *how much*
  - *Wo ist das Buch?* (Expected is a 'place')
- **wo**  
  - *where*
  - *Wohin gehst du?* (Expected is a 'place')
- **wohin**  
  - *where (to)*

In a question, interrogatives replace the unknown object and establish the class of answer expected.

- **Was haben Sie?**  
  - *What do you have?*  
  - (Expected is a 'thing')
- **Wieviel Arbeits ist zu viel?**  
  - *How much work is too much?*  
  - (Expected is a 'quantity')
- **Wann gehst du nach Hause?**  
  - *When do you go home?*  
  - (Expected is a sense of 'time')
- **Wo ist der Zürichsee?**  
  - *Where is Lake Zurich?*  
  - (Expected is a 'place')

Note that the English construction for some of the questions differs from the German in that the former uses the progressive form of "do".

### Übersetzung 4-1

Translate the following sentences into German:

1. They have a good view of the Alps.
2. Lake Zurich is very beautiful.

Antworten >
Wiederholung

Lesson 5 is a review (Wiederholung) lesson to summarize the German language lessons presented in Lessons 1 through 4. You should, then, return to Lektion 1 and review (that is, reread) each of the four lessons back up to this point. For a more advanced course, you might now incorporate each of the advanced lessons into this "review" process. That is: review Lesson 1, then do Lesson 1A, review Lesson 2, then do Lesson 2A, etc.

Parts of Speech and Word Order

Sentences are composed of parts that perform specific functions. You have been introduced to most (but not all) the major parts of speech: pronouns/nouns, verbs, and adjectives; and how these are expressed in German compared with English. Consider the following:

Ich brauche Wurst und Käse
   I (pronoun as subject) need (verb) sausage and cheese (nouns as direct objects)

Haben sie zu viel Arbeit?
   Have (verb) they (pronoun subject) too much (adjectives) work (noun direct object)?

Word order in a simple sentence follows that used in English. Subject and verb are reversed to form a question. In English, but not in German, the question sentence could also be stated (and, in fact, occurs more often in the US) as 'Do they have too much work?'

Nouns

Nouns are words that typically occur in sentences as either subjects (performers of some action) or objects (recipients of some action). Most nouns are the name of either a "person, place, or thing" and, in German, are always capitalized. Every noun in German has an "assigned" gender (masculine, feminine, neuter), and we learn each noun with its nominative case, definite article (der, die, das, respectively) in order to also learn that gender. Thus, a Vokabeln section for nouns is presented thusly:

<table>
<thead>
<tr>
<th>Noun</th>
<th>Case</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>der Anhang, die Anhänge</td>
<td>appendix, appendices</td>
<td>(singular and plural)</td>
</tr>
<tr>
<td>die Brücke</td>
<td>bridge</td>
<td></td>
</tr>
<tr>
<td>der Freund, die Freunde</td>
<td>friend, friends</td>
<td>(singular and plural)</td>
</tr>
<tr>
<td>das Gespräch, die Gespräche</td>
<td>conversation, conversations</td>
<td></td>
</tr>
<tr>
<td>die Grammatik</td>
<td>grammar</td>
<td>(note irregular stress)</td>
</tr>
<tr>
<td>die Lektion</td>
<td>lesson</td>
<td>(note irregular stress)</td>
</tr>
</tbody>
</table>

- *Markus:* Karl. Herein!
- *Karl:* Tag, Markus! Mutti grüßt dich.

Karl sieht sich um.

- *Karl:* Mir gefällt deine Wohnung.
- *Karl:* Ich habe sie gern!
- *Markus:

This incomplete story and conversation introduces terms for items around the house (or apartment).

Vokabeln 6-1

der Bruder  
brother

die Eltern  
parents

die Küche  
kitchen

das Schlafzimmer  
bedroom

die Vorlesung  
class, instruction (at a university)
die Wohnung  
apartment, flat
das Wohnzimmer  
living room
das Zimmer, die Zimmer  
room(s)

es gibt  
there is
gegen Abend  
towards evening
gern haben  
like (i.e., "to gladly have")
Herein!  
Come in!
sich umsehen  
look around

zeigen  
show
besuchen  
visit, attend (classes)
grüßen  
greet
mieten  
rent
Grammatik 6.1 ~ Introduction to verb conjugations

In German, every grammatical person has, or potentially has, its own unique verb form. Describing the various verb forms is called **verb conjugation**. This variation in verb form is certainly one of the things that makes German grammar somewhat difficult for English speakers to learn. In English, only the 3rd person singular might differ from the verb form used with all of the other persons (see **Grammatik 1-3**), and that difference is made by adding an ending of 's' or 'es'. For example: I/you/we/they 'go', but he/she/it 'goes'.

Let us have a closer look at German verbs. Usually, the infinitive form of a verb in German ends with -en—for examples, consider these verbs you have already learned: **gehen** ('go'), **haben** ('have'), and **studieren** ('study'). In order to "build" the different verb forms (that is, conjugate a verb), first cut off the '-en' ending from the infinitive. Then append a new ending according to the grammatical person. For **regular verbs** it works essentially as follows:

<table>
<thead>
<tr>
<th>pronoun</th>
<th>verb</th>
<th>in English:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ich</td>
<td>gehe</td>
<td>I go</td>
</tr>
<tr>
<td>du</td>
<td>gehst</td>
<td>you go</td>
</tr>
<tr>
<td>er/sie/es</td>
<td>geht</td>
<td>he/she/it goes</td>
</tr>
<tr>
<td>wir</td>
<td>gehe n</td>
<td>we go</td>
</tr>
<tr>
<td>ihr</td>
<td>geht</td>
<td>you (pl.) go</td>
</tr>
<tr>
<td>sie</td>
<td>gehe n</td>
<td>they go</td>
</tr>
</tbody>
</table>

As you see in this example using the verb **gehen**, the singular 1st person ends with -e, the 2nd person with -st and 3rd person (no matter what gender) ends with -t. As for the plural forms, note that 1st and 3rd person in plural **number** (see **Grammatik 1-3**) are built the same way as the infinitive. Again note that, in English, only the verb form for the 3rd person singular is "unique". An easy way to remember the regular verb endings is the following mnemonic "Elephants standing together enjoy trumpeting endlessly".

Seems simple enough. However, realize we are discussing here only the regular verb forms in the **present tense** (**Präsens**). You will learn quite soon that, unfortunately, there are many exceptions from these simple rules. An important one is the **irregular verb** **sein** ('to be') which is irregular in English as well (I am, you are, he is,...).
At least 1st and 3rd person plural are the same. Another important verb is *haben* ('to have'):

<table>
<thead>
<tr>
<th>pronoun</th>
<th>verb</th>
<th>in English:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ich</td>
<td>habe</td>
<td>I have</td>
</tr>
<tr>
<td>du</td>
<td>hast</td>
<td>you have</td>
</tr>
<tr>
<td>er/sie/es</td>
<td>hat</td>
<td>he/she/it has</td>
</tr>
<tr>
<td>wir</td>
<td>haben</td>
<td>we have</td>
</tr>
<tr>
<td>ihr</td>
<td>habt</td>
<td>you (plural) have</td>
</tr>
<tr>
<td>sie</td>
<td>haben</td>
<td>they have</td>
</tr>
</tbody>
</table>

You see, it's not too irregular—only the 2nd and 3rd person singular constitute a small exception since the 'b' has vanished. English is somewhat curious in this respect as well: 'I have', but 'he has'. Future lessons will introduce you to the many *irregular* verbs in German. But you should now recognize what is happening to the verbs in German sentences. They are reflecting the person and number of their nominative case subjects. Recall these sentences from past lessons (verbs underlined here):

- Danke, es geht mir gut
  - Thanks, it goes well with me (verb is *gehen*)
- Ich habe viel Arbeit
  - I have much work (verb is *haben*)
- Ist er zu Besuch?
  - Is he visiting? (verb is *sein*)
- Du bist ein Schwein!
  - You are a pig! (verb is *sein*)
- Wie heißen Sie?
  - What are you called? (verb is *heißen*, and pronoun is formal)
- Wir spielen eine Stunde lang!
  - We play for one hour! (verb is *spielen*)
- Sie liegt am Ausfluss des Zürichsees.
  - It lies at the outlet of Lake Zurich (verb is *liegen*)

### Grammatik 5.2 ~ Case in German nouns

Through our discussions on the personal pronouns, you have learned how pronouns have *case*. Nouns also have case—and in German, noun case can be expressed by the definite article (*der*). Recall this table from *Lektion 3*:

<table>
<thead>
<tr>
<th>der</th>
<th>masculine</th>
</tr>
</thead>
<tbody>
<tr>
<td>die</td>
<td>feminine</td>
</tr>
<tr>
<td>das</td>
<td>neuter</td>
</tr>
</tbody>
</table>

These *der*-words reflect noun *gender* in the nominative case—appropriate whenever a noun is used as the subject of a sentence. For other cases, the *der* words change. Expanding the table to present nominative (NOM.), accusative (ACC.), dative (DAT.), and genitive (GEN.) cases:

<table>
<thead>
<tr>
<th>NOM.</th>
<th>ACC.</th>
<th>DAT.</th>
<th>GEN.</th>
</tr>
</thead>
<tbody>
<tr>
<td>der</td>
<td>den</td>
<td>dem</td>
<td>des</td>
</tr>
</tbody>
</table>
The following examples demonstrate the use of the definitive article in various parts of speech:

- **Du hast die Wurst und den Käse.**
  - You have the sausage and the cheese.
  - (accusative case)

- **Die Geschäftsleute verstehen die Arbeit.**
  - The business associates understand the work.
  - (nominative and accusative cases)

- **Sie liegt am Ausfluss des Zürichsees.**
  - It lies at the outlet of (the) Lake Zurich.
  - (genitive case)

- **Zürich ist die größte Stadt der Schweiz.**
  - Zurich is the largest city in (of the) Switzerland.
  - (nominative and genitive cases)

In the last example, remember that in both English and German, the noun (or pronoun) that follows the verb 'to be' is a predicate noun, for which the correct case is the **nominative**. That is why, in English, 'It is I' is grammatically correct and 'It is me' is incorrect. So consider the following (and note that case of each definite article is the same as in the last example above):

- **Zürich ist der Kanton der gleichnamigen Stadt.**
  - Zurich is the canton of the same named city.

### Grammatik 6.3 ~ Commands

- **Ruf sie an, bitte!**
  - Call her, please.
- **or Ruf sie bitte an!**
- **Gehen Sie nach Hause!**
  - Go home (formal).
- **Kommt mit!**
  - Come with (plural)!
- **Gib es mir!**
  - Give me it!

Notice that in these sentences there are no subjects (except for #2). In German, as in English, there is a **commandative form**, a way to demand something using an understood you. In English, there is only one you-form and one command form. In German, since there are three you's, there are three ways to command.

If the subject is singular (**du**), then the verb has no ending. If it is irregular, it takes the du-form, such as in **essen** (Iss!) or **lesen** (Lies!). If there is a plural subject (**ihr**), then the verb takes the ihr-form. Nothing else is changed. Most of the time, ihr-commands are used with children, but that is not always the case. In both of these sentences, the du or ihr is omitted.
Formal is normal. The Sie stays (after the verb) and the verb is in its formal form. Although it is worded like a question, in written or spoken form, it is easy to tell the difference.

**Section 2.02 ~ Zürich, Switzerland**

**Lesson 2.06 • Mathematik**

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**Lernen 7 ~ Zählen von 13 bis 100**

Once you have memorized the numbers from 1 to 12 (see *Lernen 3*), counting higher in German becomes very much like counting in English. From 13 to 19, add -zehn (10; "-teen" in English) after the cardinal number root:

- 13 – dreizehn (irregular in English: 'thirteen')
- 14 – vierzehn
- 15 – fünfzehn
- 16 – sechzehn (note that the 's' in sechs is dropped)
- 17 – siebzehn (note that the 'en' in sieben is dropped)
- 18 – achtzehn
- 19 – neunzehn

Above 19 the counting system is constant: add -zig ("-ty" in English) to the cardinal root. Thus, we get:

- 20 – zwanzig
- 21 – einundzwanzig (note: 'one-and-twenty')
- 22 – zweundzwanzig (note: 'two-and-twenty')

And the same for 30, 40, 50....etc.

- 30 – dreißig (this is an exception to the -zig Rule)
- 40 – vierzig
- 50 – fünfzig
- 60 – sechzig
- 70 – siebzig
- 80 – achtzig
- 90 – neunzig
- 100 – hundert

So, combining these, we get:

- 34 – vierunddreißig (note: 'four-and-thirty')
- 143 – hundertdreundvierzig (note: 'hundred-three-and-forty')
- 170 – hundertsiebzig
- 199 – hundertneunundneunzig

It would be excellent practice towards learning these numbers by counting (in German, of course) from
1 to 199—or counting along any continuous sequence that comes to mind. For example, start with your age and count to 50 (count down if appropriate).

**Grammatik 7-1 ~ Math Calculations**

The following table presents the symbols used for basic mathematics.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>German</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
<td>plus</td>
<td>plus</td>
</tr>
<tr>
<td>-</td>
<td>minus</td>
<td>minus</td>
</tr>
<tr>
<td>×</td>
<td>mal</td>
<td>times [math]</td>
</tr>
<tr>
<td>÷</td>
<td>geteilt/dividiert durch</td>
<td>divided, forked, split</td>
</tr>
<tr>
<td>=</td>
<td>ist gleich</td>
<td>equal, same, even</td>
</tr>
<tr>
<td>&gt;</td>
<td>ist größer als</td>
<td>greater than</td>
</tr>
<tr>
<td>&lt;</td>
<td>ist kleiner als</td>
<td>smaller than</td>
</tr>
<tr>
<td>³</td>
<td>drei hoch zwei</td>
<td>three to the power of [math]</td>
</tr>
</tbody>
</table>

We can use these symbols to ask and answer simple problems in mathematics. Some of the examples that follow include first a question (Frage) and then the answer (Antwort):

- **Wieviel ist sechs und sieben?** How much is 6 and 7?
  - Sechs und sieben ist dreizehn 6 and 7 is 13
- **Wieviel ist fünfzig plus achtzehn?** How much is 50 + 18?
  - Fünfzig plus achtzehn ist gleich achtundsechzig 50 + 18 = 68
- **Wieviel ist siebzig minus zehn?** How much is 70 - 10?
  - Siebzig minus zehn ist gleich sechzig 70 - 10 = 60
- **Wieviel ist neun durch drei?** How much is 9 divided by 3?
  - Neun durch drei ist gleich drei 9 ÷ 3 = 3
- **Fünf ist größer als zwei** 5 > 2
- **Acht ist kleiner als siebzehn** 8 < 17

**Vokabeln 7-1**

Counting to 199 is also included in the vocabulary for *Lektion 7*.

<table>
<thead>
<tr>
<th>German</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>die Antwort</td>
<td>answer</td>
</tr>
<tr>
<td>die Frage</td>
<td>question</td>
</tr>
<tr>
<td>geteilt/dividiert durch</td>
<td>over [math]</td>
</tr>
<tr>
<td>größer als</td>
<td>greater than</td>
</tr>
<tr>
<td>kleiner als</td>
<td>smaller than</td>
</tr>
<tr>
<td>geteilt/dividiert</td>
<td>divided, forked, split</td>
</tr>
<tr>
<td>gleich</td>
<td>equal, same, even</td>
</tr>
<tr>
<td>hoch</td>
<td>tall, to the power of [math]</td>
</tr>
<tr>
<td>mal</td>
<td>times [math]</td>
</tr>
<tr>
<td>minus</td>
<td>minus</td>
</tr>
<tr>
<td>plus</td>
<td>plus</td>
</tr>
</tbody>
</table>
Grammatik 8-1 ~ Colors

yellow: gelb
blue: blau
red: rot
black: schwarz
white: weiß
orange: orange
pink: pink
violet: lila
cyan: türkis
brown: braun
grey: grau
light-grey: hellgrau
dark-grey: dunkelgrau

Grammatik 8-2 ~ Possessive Adjectives, Pronouns, and the Genitive Case

Recall the following from Gespräch 3-1:

Karl: Ja. Und danach bringst du mich auf deinem Motorrad zu meiner Wohnung.

Which translates:

Carl: 'Yes. And after that take me on your motorcycle to my apartment'.

The sentence demonstrates two of the possessive adjectives. These are (singular) 'my', 'your', and 'his/her/its' in English and mein, dein, and sein/ihr/sein in German. Note that because these are adjectives, the word ending must reflect the case and gender of the noun being modified (see Grammatik 4-1 above).

In German, the genitive case correspond to the English possessive case or to the objective case proceeded by of to denote possession. If the possessive is not followed by a noun, it becomes a possessive pronoun. In general, possessive pronouns are rather rarely used in German (see Pronoun).
The pattern in the case endings of the possessive adjectives is that seen in Lektion 4 for the word *ein*. We can generalize these endings as in the following table, where we can express plural endings because other so-called *ein*-words do have plurals:

<table>
<thead>
<tr>
<th></th>
<th>NOM.</th>
<th>ACC.</th>
<th>DAT.</th>
<th>Poss. Adj.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, me</td>
<td><em>ich</em></td>
<td><em>mich</em></td>
<td><em>mir</em></td>
<td><em>mein</em></td>
</tr>
<tr>
<td>you</td>
<td><em>du</em></td>
<td><em>dich</em></td>
<td><em>dir</em></td>
<td><em>dein</em></td>
</tr>
<tr>
<td>he, him</td>
<td><em>er</em></td>
<td><em>ihn</em></td>
<td><em>ihm</em></td>
<td><em>sein</em></td>
</tr>
<tr>
<td>she, her</td>
<td><em>sie</em></td>
<td><em>sie</em></td>
<td><em>ih</em></td>
<td><em>ih</em></td>
</tr>
<tr>
<td>it</td>
<td><em>es</em></td>
<td><em>es</em></td>
<td><em>ihm</em></td>
<td><em>sein</em></td>
</tr>
<tr>
<td>we, us</td>
<td><em>wir</em></td>
<td><em>uns</em></td>
<td><em>uns</em></td>
<td><em>unser</em></td>
</tr>
<tr>
<td>you (all)</td>
<td>* ihr*</td>
<td><em>euch</em></td>
<td><em>euch</em></td>
<td><em>eurer</em></td>
</tr>
<tr>
<td>they, them</td>
<td><em>sie</em></td>
<td><em>sie</em></td>
<td><em>ihnen</em></td>
<td><em>ih</em></td>
</tr>
<tr>
<td>you (formal)</td>
<td><em>Sie</em></td>
<td><em>Sie</em></td>
<td><em>Ihnen</em></td>
<td><em>Ihr</em></td>
</tr>
</tbody>
</table>

The small group of words that take these endings (in addition to *ein*) includes the possessive adjectives and *kein* ("not any" or "no" in the sense of none).
Lernen 9 ~ Die Kleidungsstücke (articles of clothing)

<table>
<thead>
<tr>
<th>German</th>
<th>English</th>
<th>German plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>die Bluse</td>
<td>blouse</td>
<td>die Blusen</td>
</tr>
<tr>
<td>der Gürtel</td>
<td>belt</td>
<td>die Gürtel</td>
</tr>
<tr>
<td>das Hemd</td>
<td>shirt</td>
<td>die Hemden</td>
</tr>
<tr>
<td>das Kleid</td>
<td>dress</td>
<td>die Kleider</td>
</tr>
<tr>
<td>die Hose</td>
<td>pants</td>
<td>die Hosen</td>
</tr>
<tr>
<td>der Hut</td>
<td>hat</td>
<td>die Hüte</td>
</tr>
<tr>
<td>die Kleidung</td>
<td>clothes (casual)</td>
<td>die Kleidungsstücke</td>
</tr>
<tr>
<td>die Jeans</td>
<td>jeans</td>
<td>die Jeans</td>
</tr>
<tr>
<td>die Mütze/Haube</td>
<td>cap</td>
<td>die Mützen</td>
</tr>
<tr>
<td>der Pullover</td>
<td>pullover</td>
<td>die Pullis, die Pullover</td>
</tr>
<tr>
<td>der Rock</td>
<td>skirt</td>
<td>die Röcke</td>
</tr>
<tr>
<td>der Schuh</td>
<td>shoe</td>
<td>die Schuhe</td>
</tr>
<tr>
<td>die Shorts</td>
<td>shorts</td>
<td>die Shorts</td>
</tr>
<tr>
<td>die Socke</td>
<td>sock</td>
<td>die Socken</td>
</tr>
<tr>
<td>der Stiefel</td>
<td>boot</td>
<td>die Stiefel</td>
</tr>
<tr>
<td>das T-Shirt</td>
<td>T-shirt</td>
<td>die T-Shirts</td>
</tr>
</tbody>
</table>

Gespräche 9-1 ~ Katrin macht Besorgungen

Katrin macht Besorgungen—besonders sucht sie neue Schuhe. Sie geht in das Einkaufszentrum.

- Katrin: Entschuldigen Sie. Ich brauche Schuhe. Wo sind sie?
- Verkäufer: Wir haben viele Schuhe. Welche Farbe möchten Sie?
- Katrin: Ein Paar Schuhe in Weiß, bitte.
- Verkäufer: Da drüben.

Katrin probiert ein Paar Schuhe an.

- Verkäufer: Passen sie?
- Katrin: Nein, sie sind zu klein.
- Verkäufer: Möchten Sie diese Schuhe? Sie sind größer.
- Katrin: Ja, danke.

Katrin probiert die Schuhe an. Sie passen prima.

- Verkäufer: Sie kosten neununddreißig Euro neunzehn.
- Katrin: Die Schuhe sind billig. Dann kaufe ich sie.
Vokabeln 9-1

Included in this vocabulary lesson are the German nouns for various articles of clothing (Lernen 9 above).

- die Besorgungen: errands
- das Einkaufszentrum: shopping mall
- der Euro: euro
- die Farbe: color
- die Klamotten: gear, stuff (things)
- das Paar: pair, couple
- der Preis: price
- der Verkäufer: sales clerk, sales assistant

neununddreißig Euro neunzehn € 39.19

- anprobieren: try on
- brauchen: need
- kaufen: buy
- kosten: cost
- mögen: would like
- passen: fit [clothing]
- suchen: seek, look for

besonders: especially
billig: cheap
prima: topnotch, super
welche: which

2-2 Shopping-related Verbs

There are a lot of verbs that have to do with shopping for clothes. The most prominent are listed below.

- anziehen - to put on (clothes)
- aussen - to appear
- nehmen - to take
- wollen - to want (somewhat impolite)

These verbs are used often, so it is necessary to learn them. Among them are separable verbs, irregular verbs, and modals.

Separable Verbs

Anprobieren, aussen and anziehen are separable verbs. It is easy to see this, as they each have a prefix of 'aus' or 'an'. When using the verb as the main verb of a sentence, separate the prefix and put it at the end of the sentence. When the verb is in infinitive form, leave it just as you see it.

Irregular Verbs

Aussen and nehmen are the two irregular verbs on this list. Both experience a change in the first 'e' in the du-form and er/sie/es-form. Du siehst ... aus und er/sie/es sieht ... aus. Du nimmst und er/sie/es nimmt.

Modals
Möchten and wollen are the two modals introduced here. Modals are similar to the helping verbs in English and cause the other verb to go to the end in the infinitive form. They also have a strange conjugation. Möchten changes in er/sie/es form to möchte (the same as the ich-form). In fact all modals have the same er/sie/es-form and ich-form.

Wollen is like most other modals: it has a different vowel in singular and plural, except when using formal you. Ich will (not to be confused with future tense), du willst, er/sie/es will, wir wollen, ihr wollt, und sie/Sie wollen.

All of this verb conjugation and more can be found in Reference Table II.

3 Accusative Case

You have already learned the pronouns and articles in the nominative case. Now it is time for the accusative case.

3-1 Example Story 2

You now need more clothes. You drive to a mall and go to the clothing department store.


VERKÄUFERIN: Die Gürtel sind da.
DU: Haben Sie auch Gürtel in Braun?
VERKÄUFERIN: Ja, da hinten.

Du nimmst den Gürtel in Braun, aber er ist billig. Du kaufst zwei.

VERKÄUFERIN: Noch etwas?
DU: Ja, ich brauche drei Hemden.
VERKÄUFERIN: Hemden haben wir. Sie sind hier.


DU: Was kosten diese Klamotten?

You give the clerk the money and take the clothing home.

3-2 Accusative Case Articles

Remember that in the nominative case, the articles are *der, die, das, and die*, listed in MFNP (masculine, feminine, neuter, and plural) order. Well, in the accusative case, only the masculine form changes to den. An easy memory hook is "Der goes to den and the rest stay the same."

The ein-forms undergo the same change. Masculine "ein" goes to "einen" and the rest stay the same.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Masc.</td>
<td>der</td>
<td>den</td>
<td>ein</td>
<td>einen</td>
</tr>
</tbody>
</table>
3-3 Prices

Two easy words describe prices.

billig - cheap
teuer - expensive

These adjectives are applied to the products you buy, never to the word "Preis". Anyway, you rather say "Das ist billig/teuer." (meaning the product you buy) than "Der Preis ist niedrig/hoch."

3-4 A DDR Joke

In einem Kaufhaus in der DDR fragt ein Kunde: "Haben sie keine Unterhosen?".

Die Verkäuferin antwortet: "Nein, wir haben keine Badehosen. Im zweiten Stock haben wir keine Unterhosen!"

<table>
<thead>
<tr>
<th>Fragen</th>
<th>to ask</th>
</tr>
</thead>
<tbody>
<tr>
<td>DDR</td>
<td>Deutsche Demokratische Republik (German Democratic Republic, long since reunited with the BRD)</td>
</tr>
<tr>
<td>Kaufhaus</td>
<td>very big shop</td>
</tr>
<tr>
<td>Kunde</td>
<td>client</td>
</tr>
<tr>
<td>Unterhosen</td>
<td>underpants</td>
</tr>
<tr>
<td>Badehosen</td>
<td>swimming trunks</td>
</tr>
<tr>
<td>Im zweiten Stock</td>
<td>on the second floor</td>
</tr>
</tbody>
</table>
Lesson 10 is a review (Wiederholung) lesson to summarize the German language lessons presented in Lessons 6 through 9. You should, as well, return to Lektion 6 and review (that is, completely reread) each of the four lessons back up to this point. For a more advanced course, you should now incorporate each of the advanced lessons into this "review" process. That is: review Lesson 6, then do Lesson 6A, review Lesson 7, then do Lesson 7A, etc. If the advanced lessons have already been completed, then now review lessons in the order 6 -> 6A -> 7 -> 7A -> 8, etc.

Verb Conjugation

You have learned that there is a relationship between the subject of a verb and the form that verb takes in German. Some verbs follow a predictable regular pattern, while others are less predictable (irregular verbs).

<table>
<thead>
<tr>
<th>pronoun</th>
<th>können (can)</th>
<th>gehen (go)</th>
<th>sein (to be)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ich</td>
<td>kann</td>
<td>gehe</td>
<td>bin</td>
</tr>
<tr>
<td>du</td>
<td>kannst</td>
<td>gehst</td>
<td>bist</td>
</tr>
<tr>
<td>er/sie/es</td>
<td>kann</td>
<td>geht</td>
<td>ist</td>
</tr>
<tr>
<td>wir</td>
<td>können</td>
<td>gehen</td>
<td>sind</td>
</tr>
<tr>
<td>ihr</td>
<td>könnt</td>
<td>geht</td>
<td>seid</td>
</tr>
<tr>
<td>sie</td>
<td>können</td>
<td>gehen</td>
<td>sind</td>
</tr>
<tr>
<td>Sie</td>
<td>können</td>
<td>gehen</td>
<td>sind</td>
</tr>
</tbody>
</table>

As you can see, any verb uses the same declination for wir, sie and Sie. Also, er/sie/es uses the same declination for all three genders.
Ein Treffen in Hannover (WIP)

(Don't be too afraid, its lot's of text but little grammar!)


Vokabeln

Katja                        Female first name
Markus                       Male first name
sich verabreden              to make a date
Chat                         Internet Chat
kennenlernen                 to get to know someone
kennengelernt                Partizip Perfekt von kennenlernen
das Foto                     Photographic Picture
sehen                        to see
gesehen                      Partizip Perfekt von "sehen"
vielleicht                   perhaps
gefallen                     to please someone (with dative)
er gefällt ihr               She likes him (he pleases her, literally)
Kröpcke                      The name of Hanover's biggest subway station
U-Bahn                       subway
die größte                   greatest (feminine here)
die Station                  the station
aussteigen                  getting off (a train, investment etc)
täglich                      daily
betreten                     to enter
Hunderte                     hundreds
diese                       female form of "this"
der Schüler, die Schüler(pl) "pupil" (british engl.)
der Student student
der Angestellte Clerk
der Rentner, die Rentner(pl) pensioner
studieren to study
im Moment currently
ledig a person not having a partner
gehen to go
Rolltreppe escalator
die Stufe stair
fahren to drive (often specializing from engl. to travel towards)
währenddessen "during this"
schauen look
ihre her (form for female possessions of a female person)
verlassen to leave
verlassen Partizip Perfekt von "verlassen"
eine andere another (feminine object)
bereits already
der Fahrgast passenger
die Fahrgäste passengers (pl)
aufstehen to stand up
aufgestanden Partizip Perfekt von "aufstehen"
ausgestiegen Partizip Perfekt von "aussteigen"
die Ebene level/plateau
weitergehen to go on
sie geht weiter she goes on
das Sonnenlicht sunlight
die Richtung direction
Richtung Sonnenlicht towards sunlight
die Passarelle passage way
führen lead
Hauptbahnhof central station (in most German cities this is in the city centre)
Richtung Hauptbahnhof in direction of the central station
links left
rechts right
locken tempt (not to confuse with "die Locken" = locks, curls!!)
das Schaufenster display window
die Schaufenster plural of "das Schaufenster"
das Geschäft the shop
die Geschäfte the shops
der Geschäfte of the shops
nach einer Weile After a while
erreichen reach
erreicht Partizip Perfekt von erreichen
die zum Hauptbahnhof führt that leads to the central station

Word Order

Inverted word order occurs under several circumstances, among which are:

- Interrogatives
- Time Expressions
- Subordinating Conjunctions
For interrogatives, a simple statement, "Du hast das Buch." becomes "Hast du das Buch?" when converting it to a question. The method is simply switching the verb and subject of the sentence.

Time expressions, such as "Nach der Schule" prefacing a sentence cause inverted word order. The formula is "Time Expression", "Verb", "Subject" and "Rest of sentence." Practically applied, "Every day, I go to school" becomes "Jeden Tag gehe ich zur Schule."

Subordinating conjuctions connect a dependent clause to an independent clause. Some subordinating conjuctions are: dass (that), obwohl (although), seit (since), weil (because), and wenn (if, when). The formula for a dependent clause is "subordinating conjunction" "subject" "rest of clause" "verb" and is offset from the independent clause by a comma. Here are some examples (the dependent clause is underlined):

Ich kann das Buch nicht kaufen, weil ich kein Geld habe.
Ich kaufe das Buch für dich, da du kein Geld hast.
Wenn unsere Eltern uns besuchen, schenken sie uns Geschenke.

*I can't buy the book because I have no money.*
*I am buying the book for you, as you have no money.*
*When our parents visit us, they give us presents.*
Lesson 2.10 • Undeveloped

Undeveloped

Lesson 2.11 • Undeveloped

Undeveloped

Lesson 2.12 • Undeveloped

Undeveloped
Section 2.03 ~ Hannover, Germany

Review 2.03

Undeveloped
German Level Three Lessons

Zwischenlektionen

An Intermediate Course in German
Level Three Contents

Section 3.01 ~ Bonn, Germany

- **Lesson 3.01 • Markus studiert** ~ A short story, personal pronouns, incomplete sentences.
- **Lesson 3.02 • Gespräche unter Geschäftsmännern** ~ Polite conversation, word roots, personal pronouns in the nominative case, some German/English verb forms.
- **Lesson 3.03 • Mach dir keine Sorgen!** ~ Gender of ordinals, details of telling time.

Section 3.02 ~ Innsbruck, Austria

- **Lesson 3.04 • Die Geschäftsleute** ~ Personal pronouns in the accusative case, personal pronouns in the dative case.
- **Lesson 3.05 • Der Engländer in Österreich** ~ Personal pronouns in the genitive case.
- **Lesson 3.06 • Undeveloped Title** ~ Undeveloped

Section 3.03 ~ Bavaria, Germany

- **Lesson 3.07 • Undeveloped** ~ Undeveloped
- **Lesson 3.08 • Undeveloped** ~ Undeveloped
- **Lesson 3.09 • Undeveloped** ~ Undeveloped

This short story (Geschichte) is told in the 3rd person (see Grammatik 1-3). Note how this is apparent from both the pronoun (Er or "he") and verb forms.

**Vokabeln 1-3**

<table>
<thead>
<tr>
<th>German Word</th>
<th>English Translation</th>
<th>German Word</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>die Bibliothek</td>
<td>library</td>
<td>die Biochemie</td>
<td>biochemistry</td>
</tr>
<tr>
<td>das Brötchen</td>
<td>roll, biscuit</td>
<td>das Buch</td>
<td>book</td>
</tr>
<tr>
<td>der Fortgeschrittene</td>
<td></td>
<td>die Fortgeschrittenen</td>
<td></td>
</tr>
<tr>
<td>die Geschichte</td>
<td>story</td>
<td>der Hof</td>
<td>courtyard; also court</td>
</tr>
<tr>
<td>der Kaffee</td>
<td>coffee</td>
<td>die Stunde</td>
<td>hour</td>
</tr>
<tr>
<td>der Tisch</td>
<td>table</td>
<td>das Regal</td>
<td>shelf</td>
</tr>
<tr>
<td>die Zigarette</td>
<td>cigarette</td>
<td></td>
<td></td>
</tr>
<tr>
<td>denken</td>
<td>think</td>
<td>essen</td>
<td>eat</td>
</tr>
<tr>
<td>holen</td>
<td>fetch, get</td>
<td>rauchen</td>
<td>smoke (a cigarette)</td>
</tr>
<tr>
<td>sich setzen</td>
<td>sit (oneself) down</td>
<td>stellen</td>
<td>place</td>
</tr>
<tr>
<td>suchen</td>
<td>seek, search for</td>
<td>trinken</td>
<td>drink</td>
</tr>
<tr>
<td>aus</td>
<td>out</td>
<td>danach</td>
<td>afterwards</td>
</tr>
<tr>
<td>dort</td>
<td>there</td>
<td>in</td>
<td>in</td>
</tr>
<tr>
<td>nach</td>
<td>after</td>
<td>über</td>
<td>about</td>
</tr>
</tbody>
</table>

(Er denkt = He thinks)
(Er isst = He eats)
(Er holt = He gets/fetches)
(Er raucht = He smokes)
(Er setzt sich = He sits)
(Er stellt = He places)
(Er sucht = He looks for)
(Er trinkt = He drinks)
Grammatik 1-3 ~ Personal Pronouns

As in English, **personal pronouns** exist in three grammatical persons, each with singular and plural number. In Gespräch 1-1 and 1-2, you see only the singular versions. The table here gives also the plural (nominative case only):

<table>
<thead>
<tr>
<th>Personal Pronouns</th>
<th>Gender/Number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ich</strong></td>
<td>1st person, singular</td>
</tr>
<tr>
<td><strong>du</strong></td>
<td>2nd person, singular</td>
</tr>
<tr>
<td><strong>er</strong></td>
<td>3rd person masculine, singular</td>
</tr>
<tr>
<td><strong>sie</strong></td>
<td>3rd person feminine, singular</td>
</tr>
<tr>
<td><strong>es</strong></td>
<td>3rd person neuter, singular</td>
</tr>
<tr>
<td><strong>wir</strong></td>
<td>1st person, plural</td>
</tr>
<tr>
<td><strong>ihr</strong></td>
<td>2nd person, plural</td>
</tr>
<tr>
<td><strong>sie</strong></td>
<td>3rd person, plural</td>
</tr>
<tr>
<td><strong>Sie</strong> (formal)</td>
<td>2nd person, plural and singular, always declined</td>
</tr>
</tbody>
</table>

**Grammatik 1-3 ~ Incomplete Sentences**

What are we to make of short, incomplete sentences such as that in Gespräch 1-1: 'Und dir?'. This translates as: 'And for you?'. In English and German it is not always necessary to express every part of a sentence, especially in conversation where the words left out are easily understood by both or all parties. Walk up to a stranger and say 'And you?' and a possible response is a hostile 'Out of my face, fool'. But in the conversation between Heinrich and Karl, Heinrich knows that Karl is really meaning: **Und wie geht es dir?**, with that part underlined left out of the conversational statement. Note especially that the pronoun 'you' retains its case—its relation to the missing verb from the implied sentence—is distinctive in German (that is, *dir* instead of *du*) but not so in English (the form "you" covers both cases).

**Übersetzung 1-2**

Although these sentences involve many grammatical concepts that have not been covered, each can be written in German by referring to the example sentences and vocabularies in Lessons 1 and 1A. Using a piece of paper and pencil, translate each of these sentences into German:

1. Hello Mark! Do you have a cigarette?
2. Are you studying German?
3. Catherine drinks coffee at a table.
4. The students study at the library.
5. He eats cheese and sausage in the courtyard.
7. Mark goes back to the University.
8. Mark removes the book from the shelf and places it on the table.
Gespräch 2-3 ~ Katrin geht einkaufen

Katrin geht einkaufen. Sie braucht Wurst und Käse, aber sie findet viele leckere Lebensmittel in dem Delikatessengeschäft.

• Katrin: Hallo. Ich brauche Käse.
• Verkäufer: Ich habe einen leckeren Schmelzkäse. Er heißt 'Brimsen'.
• Katrin: Nein. Ich suche Hartkäse. Haben Sie einen 'Jarlsberg'?
• Katrin: OK. Verkaufen Sie die stückweise?
• Verkäufer: Ja. Ein Stück?
• Katrin: Bitte. Und haben Sie Wurst?
• Verkäufer: Ja gewiss. Wir haben viele Wurstsorten.
• Katrin: Ich suche Würstchen.
• Verkäufer: Ich habe 'Nürnberger Schweinswürste'.
• Katrin: Das ist gut.

Vokabeln 2-3

das Delikatessengeschäft            Deli, Delicatessen       (das Geschäft = business)
der Hartkäse                        hard cheese
das Lebensmittel, die Lebensmittel food, foods
der Schmelzkäse                     soft cheese
die Schweinswurst                   pork sausage
der Schweizerkäse                   Emmenthaler cheese, Swiss cheese
das Stück                          piece
der Verkäufer                       sales clerk
das Würstchen                      small sausage
die Wurstsorten                    types of sausage

Bitte                               If you please
Nürnberger Schweinswürste          a type of small, pork sausage (pl.)
finden                             find
Grammatik 2-5 ~ Word Formation

As in any language, many words in German are constructed from other smaller words that provide similar meaning, although the connections can sometimes be obscured by the passage of time. Construction of new words from word combinations is especially prevalent with German nouns, and understanding word roots can therefore be helpful in learning new words. As an example, consider the phrase *Auf Wiedersehen* — the standard translation into English being 'Good bye', although it means literally 'upon reunion' (in essence, "until we meet again"). The noun, *das Wiedersehen*, consists of *wieder*, 'once again' (or 're-' as a prefix), and *sehen* or 'see'.

The noun *die Geschäftsleute* provides a direct example of a compounded noun: the first part of each deriving from *das Geschäft* ('business') and the second part from *die Leute* ('people'). The gender of a compound noun follows the base or last noun.

There are other examples in the this lesson, but these may not be immediately obvious unless you already have a good command of German words. However, you should train yourself to view new words in terms of the meanings of their component parts. Consider all of the various words used in this lesson to describe types of cheeses: *der Hartkäse, der Schmelzkäse, der Schweizerkäse*; or nouns and verbs related to buying and selling (*Kaufen und Verkaufen*).

Grammatik 2-6 ~ Personal Pronouns: nominative case

Here are the personal pronouns in the **nominative** case:

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person</td>
<td>ich</td>
<td>wir</td>
</tr>
<tr>
<td>2nd person</td>
<td>du (Sie*)</td>
<td>ihr (Sie*)</td>
</tr>
<tr>
<td>3rd person</td>
<td>er, sie, es</td>
<td>sie (all genders)</td>
</tr>
</tbody>
</table>

* Polite form.

The nominative case is that of the subject of a verb. The pronoun **subject** of these sentences is underlined in the German and the English:

*Es geht mir gut.*  It goes well (for) me.
Das kann ich verstehen. That I can understand.
Du bist ein Schwein! You are a pig!
Und können Sie mir sagen...? And can you tell (to) me...?

This last sentence is an example from Gespräch 2-3 using the polite form of 'you'. Whether singular or plural must be established by context. This next sentence translates with sie as 'they':

Und können sie mir sagen...? And can they tell me...?

And this one, with sie as 'she':
Und kann sie mir sagen...? And can she tell me...?
as evidenced by the form taken by the verb 'can' (können). Other uses of the nominative case in German will be explored in future lessons. Tables of the pronouns in all cases are summarized in the grammar appendix: Pronoun Tables.

NOTE: An intransitive verb cannot be followed by an object in English or German. A pronoun following an intransitive verb such as 'to be' is called a predicate pronoun and should be in the nominative case. In English 'It is I' is correct; 'It is me' is incorrect.

Grammatik 2-7 ~ More on verb forms

Just as English sometimes adds the verb "to be", forming the progressive, note also in Grammatik 2-2 (in both question sentence examples) that English also may insert the verb 'to do' (called the emphatic form), especially useful when forming a question. This is not done in German:

Haben Sie zu viel Arbeit? becomes in English: Do you have too much work? (Notice polite form of 'you' here)

Hast du jede Wurst? becomes in English: Do you have any sausage?

Hat Helena zehn Finger? becomes in English: Does Helena have ten fingers?

Again, in the present tense, the English sentences:
'I write a letter.'
'I am writing a letter.'
'I do write a letter.'

are all, in German: Ich schreibe den Brief.

Vokabeln 2-4

<table>
<thead>
<tr>
<th>German</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>der Brief</td>
<td>letter</td>
</tr>
<tr>
<td>das Einkaufen</td>
<td>shopping</td>
</tr>
<tr>
<td>der Finger, die Finger</td>
<td>finger, fingers</td>
</tr>
<tr>
<td>das Kaufen</td>
<td>buying</td>
</tr>
<tr>
<td>preferred)</td>
<td></td>
</tr>
<tr>
<td>das Schwein</td>
<td>pig</td>
</tr>
<tr>
<td>das Verkaufen</td>
<td>selling</td>
</tr>
</tbody>
</table>

(use of the verb form is preferred)
(compare with die Schweinswurst)
können  
can

schreiben  
write

ejede  
any

zehn  
ten

**Andere Wörter 2A**

Using these additional vocabulary words, you should be able to restate **Gespräch 2-2** above, altering the meaning (or time of day) of the conversation.

der Abend  
evening

Guten Abend!  
Good Evening (greeting)
morgen früh  
tomorrow morning
zu wenig  
too little

abend  
evening
abends  
evenings
falsch  
false, wrong
morgen  
tomorrow
morgens  
in the morning
schlecht  
bad

Pronunciation Guide >>

**Übersetzung 2-2**

Write these sentences in German. Pay attention to the additional words presented in **Andere Wörter 2A**:

1. Good evening Catherine. Where are you going?
2. I'm looking for a good Swiss cheese.
3. That is wrong! Too little is too little.

Antworten >
Gespräch 3-3 ~ Mach dir keine Sorgen!

Beim Ballspielen macht Karl sich Sorgen um die Uhrzeit.

- Karl: Wie spät ist es jetzt?
- Heinrich: Es ist erst halb eins.
- Karl: Kannst du mir bitte sagen, wenn es Viertel vor zwei ist?
- Heinrich: Warum?
- Karl: Dann muss ich nach Hause gehen.
- Heinrich: Und jetzt ist es schon ein Uhr einunddreißig.
- Karl: Du bist komisch! Hier, ich kicke dir den Ball zu.
- Karl: Ja. Und danach bringst du mich auf deinem Motorrad zu meiner Wohnung.

Vokabeln 3-3

das Ballspiel           ball game
die Minute              minute
das Motorrad            motorcycle
die Sorge, die Sorgen   problem(s), worry(-ies)
das Viertel             quarter, one-fourth
die Woche               week
die Wohnung             apartment

mach dir keine Sorgen!  do not worry!
nach Hause gehen        go home

kicken                  kick
zurückkicken            kick back, return kick

beim                   when, while (usually, "at the")
danach                 after that
dein                   your
erst                   only
halb                   half
jetzt                   now
komisch                comical, funny
mein                   my
schon                   already
Grammatik 3-5 ~ Numbers

Gender of Ordinals

Ordinal numbers are adjectives, and therefore have forms for each of the three genders in German. The forms are derived from the feminine form (as introduced in the beginning of Lesson 3) by adding an 'r' (masculine) or an 's' (neuter). Thus: erste (feminine), erster (masculine), and erstes (neuter). Examples:

~ erster Mann ('first man'); letzter Mann ('last man'); siebter Himmel (7th heaven)
~ zehnte Frau ('tenth woman'); zweite Woche ('second week')
~ drittes Mädchen ('third girl')

Grammatik 3-6 ~ Expressions of Time

Idioms used in Telling Time

As in English, there are a number of idiomatic phrases associated with giving or telling time. For example, note that the half hour is given as approaching the next hour. The German preposition, um, is used to mean "at" a given time.

- Es ist halb elf.  
  It is half past ten (10:30).
- Er kommt um sieben Uhr.  
  He is coming at seven o'clock.
- Sie kommt immer ungefähr um acht Uhr.  
  She always comes around eight o'clock.
- Wir essen gegen sieben Uhr.  
  We eat about seven o'clock.
- Sie gehen nach Hause auf eine Stunde.  
  They go home for an hour.
- Es ist viertel zehn.  
  It is a quarter past nine

1This idiom (Es ist viertel zehn) is used especially in the eastern parts of Germany, but is becoming popular among young Germans throughout the Country.

Periods of the Day

There are a number of adverbial phrases used in German to denote time periods during the day. Common ones are listed here:

- am Morgen in the morning; also as morgens or des Morgens
- am Mittag at noon, midday; also as mittags or des Mittags
- am Nachmittag in the afternoon; also as nachmittags or des Nachmittags
am Abend in the evening; also as abends or des Abends
am Tage in the daytime
in der Nacht at night
gegen Abend towards evening
gegen Morgen towards morning

Forms like morgens and des Nachmittags would tend to be used to indicate customary or habitual actions, as in this sense:
Morgens spiele ich. = In the morning I (usually) play.
However, these forms are not much used anymore.

Additional Notes

The first sentence in Gespräch 3-3 uses Beim Ballspielen in the sense of "during the ball game" or "while playing ball". Beim is a contraction of bei dem or "at the". However, das Ballspiel is a noun that represents an action ("playing with a ball"), so it is correct to use beim in the sense intended here. It is not the most beautiful way of saying this—but is correct. With the infinitive of a verb you can use beim too: Beim spielen means "while playing". This form is more common in modern German language.

Vokabeln 3-4

der Abend evening
der Himmel heaven
der Mittag noon, noontime
der Morgen, die Morgen morning(s)
der Nachmittag afternoon
die Nacht night
der Tag, die Tage day(s)

abreisen depart (from a trip)
auf for (duration), after
gegen towards, about, approximately
letzter last
ungefähr (at) about, approximately

Note that morgen does not change in plural; thus, Die Morgen = "the mornings". It is uncommon to use it in plural, unless as a measure of land Vier Morgen Land = "four 'morgens of land". For a plural use of "mornings", it is better to substitute die Vormittage.

Andere Wörter 3A

Using these additional vocabulary words, you may be able to restate Gespräch 3-3 above, altering the meaning (or time of day) of the conversation.
die Hälfte half
die Viertelstunde quarter of an hour

Pronunciation Guide >>
Übersetzung 3-2

Translate the following sentences into German:

1. I am always at home in the morning.

Antworten >
Gespräch 4-2 ~ Die Geschäftsmänner

Herr Schmidt und Herr Standish, als sie sich am Hauptsitz endlich begegnen. Frau Baumann ist auch da.

- **Herr Schmidt**: Guten Morgen, Herr Standish! Darf ich mich vorstellen: mein Name ist Schmidt, Johann Schmidt.
- **Herr Standish**: Es freut mich sehr, Sie kennen zu lernen. Ich heiße Miles Standish.
- **Herr Schmidt**: Ich glaube, dass Sie Frau Baumann schon kennen.
- **Herr Standish**: Ja, gewiß. Wie geht es Ihnen, Frau Baumann?
- **Frau Baumann**: Danke, es geht mir gut.
- **Herr Schmidt**: Verstehe ich richtig, dass Sie gestern ankamen und morgen ins Wiener Büro reisen müssen?
- **Herr Schmidt**: Sehr gut. Bitte sprechen Sie vor Ende der Woche noch mit Frau Kaufmann.
- **Frau Baumann**: Sie arbeitet in der Geschäftsbibliothek.
- **Herr Schmidt**: Das ist richtig. Die Bibliothek.
- **Herr Standish**: Ich werde es sofort tun.
- **Herr Schmidt**: Alles klar.
- **Frau Baumann**: Später werden wir eine Versammlung in der Buchhaltung abhalten.
- **Herr Schmidt**: Auf Wiedersehen.

Vokabeln 4-3

der Ärmelkanaltunnel | Chunnel (England-France channel tunnel)
die Arbeit | work
die Bibliothek | library
die Buchhaltung | accounting office
das Büro | office
der Donnerstag | Thursday
die Geschäftsbibliothek | company (business) library
der Montag | Monday
der Name | name
der Schnellzug | express train
das Sehen               vision
die Versammlung        meeting
das Wien               Vienna (Austria)
das Wiedersehen       reunion
die Woche              week
das Zürich            Zurich
alles klar             looking good
am Montag              on Monday
dann wenn             at such time when
Darf ich... ?            ?
Es freut mich sehr   It gives me pleasure
Guten Morgen!         Good morning!
Ja, gewiß        certainly, of course
vor Ende der Woche   before the end of the week
Wiener Büro        Vienna branch office
abhalten            hold
abschließen        complete
ankommen (kam an,     arrive
angekommen)
fahren             ride
geben              give
kennen lernen      meet, make acquaintance
müssen            must
reisen             travel
sehen             see, look
tun               do, accomplish
sich vorstellen    introduce
werden           will
würde            would
bitte             please
da             there
durch            through, by means of
endlich          finally
gestern          yesterday
nach              to, towards
natürlich        of course
mich            myself (reflexive)
mit              with
schnell          fast, quick, rapid
sofort          directly, forthwith
wieder            again, once again

Pronunciation Guide >>

Grammatik 4-4 ~ Personal Pronouns: Accusative Case

Here are the personal pronouns in the **accusative** case:

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person</td>
<td>mich</td>
<td>me</td>
</tr>
<tr>
<td>2nd person</td>
<td>dich (Sie*)</td>
<td>you</td>
</tr>
</tbody>
</table>
The accusative case is that of the object of a verb. Only transitive verbs take direct objects. The pronoun (and noun in two cases) object in each of these sentences is underlined in the German and the English:

Können Sie **mich** verstehen? Can you understand **me**?
Ich kann **Sie** verstehen. I can understand **you**.
Ich kann **sie** verstehen. I can understand **(her or them)**.
Ich kann **ihn** dir zurück kicken! I can kick **it** back to you!

Note the order of the pronouns in this last sentence. If the direct object (here: **ihn**) is a personal pronoun, it precedes the dative (**dir**); if it were a noun, the dative would precede it, as in these sentences:

Hier, ich kicke **dir** den **Ball** zu. Here, I kick the **ball** to you.
Darf ich Ihnen **meine Freundin** vorstellen? May I introduce my **friend** to you?

Other uses of the accusative case in German will be explored in future lessons. Tables of the personal pronouns in all cases are summarized in Pronoun Tables.

**Grammatik 4-5 ~ Personal Pronouns in the Dative Case**

Here are the personal pronouns in the dative case:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person</td>
<td>mir</td>
</tr>
<tr>
<td>2nd person</td>
<td>dir (Ihnen*)</td>
</tr>
<tr>
<td>3rd person</td>
<td>ihm, ihr, ihm</td>
</tr>
</tbody>
</table>

The dative case is that of the indirect object of a verb. The pronoun indirect object of these sentences is underlined in the German and the English:

*Es geht **mir** gut*  It goes (for) **me** well
*Wie geht es **dir**?*  How goes it (for or with) **you**
*Und können Sie **mir** sagen...?* And can you tell **me**...?
*Karl gibt **ihm** den **Ball*** Karl gave **him** the **ball**.
*Wie geht es **Ihnen**?* How goes it (with) **you**? (How are you?)

This last sentence is an example from Gespräch 1-2 using the polite form of 'you'. Whether singular or plural must be established by context. This next sentence translates with **ihnen** as 'them':

*Wie geht es **Ihnen**?* How goes it with **them**? (How are they?)

The meaning of **ihnen** (or **Ihnen**) would have to come from context in a conversation.

Another use of the dative case in German is after these prepositions: **aus, bei, mit, nach, seit, von, zu**. You will be introduced to the meanings of these prepositions over many future lessons rather than all at once, because some have many meanings in English. Indeed, because each language associates specific
prepositions with many common sayings (and these often do not correspond in German and English), these "little" words can be troublesome for students. Nonetheless, you should memorize now the list of prepositions above to always remember their association with the dative case. Tables of the pronouns in all cases are summarized in Appendix 2.

Word order in a German sentence with an indirect object depends upon whether that direct object is a pronoun or a noun. If the direct object is a noun, the dative precedes the accusative; if the direct object is a personal pronoun, the accusative precedes the dative:

*Ich gebe dem Jungen den Ball.* I give the boy the ball.
*Ich gebe ihm den Ball.* I give him the ball.
*Ich gebe ihn ihm.* I give it to him.
*Ich gebe ihm dem Jungen.* I give it to the boy.

English sentence structure is similar.
Wenn er auf den Kontinent fährt, wandert Herr Standish gern. Heute früh fährt er in die Stadt St. Pölten in Niederösterreich. Er spricht mit einer fremden Frau:

- **Herr Standish:** Entschuldigen Sie bitte. Wo ist hier ein Hotel?
- **Die Frau:** Gleich dort drüben. Das ist das Hotel "Zur Post".
- **Herr Standish:** Gibt es ein Restaurant darin?
- **Herr Standish:** Danke sehr. Und können Sie mir sagen, wo das Rathaus von St. Pölten ist?
- **Die Frau:** Wie bitte?
- **Herr Standish:** Wie komme ich zum Rathaus?
- **Die Frau:** Rechts um die Ecke und dann immer geradeaus – ungefähr ein Kilometer.
- **Herr Standish:** Danke sehr.
- **Die Frau:** Bitte sehr. Wiedersehen.
- **Herr Standish:** Auf Wiedersehen.

**Vokabeln 5A**

das Abendessen             supper (evening meal)
[das] Österreich           Austria
die Ecke                   corner
das Frühstück              breakfast
das Hotel                  hotel
der Kilometer              kilometre
die Küche                  cooking, cuisine
der Kontinent              continent (Europe)
[das] Niederösterreich     (federal state of) Lower Austria
das Rathaus                city hall
das Restaurant             restaurant
die Stadt                  city

Bitte sehr                 You're welcome
Entschuldigen Sie          Pardon me, excuse me
Es gibt dort...            There is there...
Gibt es...?                Is there..?
gutbürgerliche Küche       good, traditional food
Guten Tag                  good day (parting)
immer geradeaus            straight on ahead
können Sie                could you (polite form)
Andere Wörter 4A

der Bahnhof
\hspace{1cm} train station

der Flughafen
\hspace{1cm} airport

die Polizeiwache
\hspace{1cm} police station

die Post
\hspace{1cm} post office

genau
\hspace{1cm} exact(ly)

heute
\hspace{1cm} today
Lesestück 5-1 ~ Eine Geschichte über St. Pölten

Niederösterreich ist sowohl flächenmäßig als auch nach Einwohnern das größte der neun österreichischen Bundesländer. Sankt Pölten ist die Landeshauptstadt von Niederösterreich. Der Name St. Pölten geht auf den heiligen Hippolytos zurück, nach dem die Stadt benannt wurde.


Vokabeln 5B

<table>
<thead>
<tr>
<th>German</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Die Altstadt</td>
<td>old town</td>
</tr>
<tr>
<td>Der Augustiner</td>
<td>Augustinian</td>
</tr>
<tr>
<td>Der Besitz</td>
<td>possession, holding</td>
</tr>
<tr>
<td>Das Bistum</td>
<td>diocese</td>
</tr>
<tr>
<td>Der Bischofssitz</td>
<td>bishop's see (a seat of a bishop's authority)</td>
</tr>
<tr>
<td>Die Bundesländer</td>
<td>federal states</td>
</tr>
<tr>
<td>Die Chorherren</td>
<td>men's choir</td>
</tr>
<tr>
<td>Das Eigentum</td>
<td>proprietorship</td>
</tr>
<tr>
<td>Die Einwohner</td>
<td>inhabitants</td>
</tr>
<tr>
<td>Das Gebäude</td>
<td>premises</td>
</tr>
<tr>
<td>Die Geschichte</td>
<td>history</td>
</tr>
<tr>
<td>Das Jahrhundert</td>
<td>century</td>
</tr>
<tr>
<td>Das Kloster</td>
<td>monastery, friary</td>
</tr>
<tr>
<td>Das Kollegiatstift</td>
<td>monastery college</td>
</tr>
<tr>
<td>Die Landeshauptstadt</td>
<td>regional or state capital city</td>
</tr>
</tbody>
</table>
Die Landesregierung provincial (state) government
Der Landtagsbeschluss day of jurisdictional reorganization
Das Marktrecht right to hold markets
Der Name name
Der Ort place, spot, city
Die Römerstadt Roman town
Der Sitz official place

Bistum Passau a dioecian region in Bavaria
sowohl... als auch both... and
zurück auf goes back to

aufheben (hob auf, aufgehoben) merged in (or turned into?)
befinden sich situated, located
(finden sich* found (located)
benennen (benannte, benannt) call (as to label)
erhalten (erhielt, erhalten) receive
erheben (erhob, erhoben) arise, raise
erwähnen (erwähnte, erwähnt) mention
stehen (stand, gestanden) stand (stood, stood)
werden (wurde, [ist]geworden) become

ab from
auf up
bereits already
bis until, by, up to
flächenmäßig (no direct translation) ~ when measured in surface
heilig holy
landesfürstlich baronial or princely (holdings)
nach in terms of
um around

(* one short form of anfinden: findet sich (an); in colloquial language you can cut the "an"; but in THIS special case it is the short form of "(be)findet sich (dort)"

Pronunciation Guide >>

Read more about St. Pölten at the German Wikipedia (source of article above).
Lernen 7-2 ~ Tour de France

(aus Wikipedia, der freien Enzyklopädie)
Die Tour de France ist eines der berühmtesten und wichtigsten sportlichen Großereignisse überhaupt. Seit 1903 wird die Tour alljährlich - mit Ausnahme der Zeit des Ersten und Zweiten Weltkriegs - drei Wochen lang im Juli ausgetragen und führt dabei in wechselnder Streckenführung quer durch Frankreich und das nahe Ausland.

Eine Tour de France der Frauen (grande boucle féminine) mit deutlich kürzeren Etappen wird seit 1984 gefahren. Sie steht medial völlig im Schatten ihres männlichen Pendants.

Vokabeln 7A

die Ausnahme exception
die Enzyklopädie encyclopedia
der Erste Weltkrieg WW I
das Großereignis major event
der Juli July
das Radrennen bicycle race
die Welt world
die Woche, die Wochen week, weeks
die Zeit time, period
der Zweite Weltkrieg WW II

(bei weitem) berühmteste among the most widely renowned, the most popular

alljährlich every year
bei among (one of)
berühmteste most celebrated, most renowned
frei, freien (Akkusativ) free
seit since
sportlich athletic
überhaupt altogether, generally
während during
drei Wochen lang three weeks lasting
weit broad, wide
wichtig important
Section 3.03 ~ Bavaria, Germany
Lesson 3.07 • Undeveloped

Undeveloped

Section 3.03 ~ Bavaria, Germany
Lesson 3.08 • Undeveloped

Undeveloped

Section 3.03 ~ Bavaria, Germany
Lesson 3.09 • Undeveloped

Undeveloped
German Level Four Lessons

Erweitertelektionen

An Advance Course in German
Level Four Contents

Section 4.01 ~ Kiel, Germany

Undeveloped

Section 4.02 ~ Schaan, Liechtenstein

Undeveloped

Section 4.03 ~ Schaffhausen, Switzerland

Undeveloped
German Level Five Lessons
Review
The Final Course in German
Level Five Contents

Undeveloped
GRAMMAR
This Wikibook module collection is designed for those who have, at the very least, a basic knowledge of the German language and wish to expand their knowledge of the Grammar or those who simply require reference. Please follow the lessons first if you wish to begin learning German.

**Nouns**

- Gender
- Plurals
- Adjectival Nouns
- Weak Nouns
- Mixed Nouns

**Articles**

- Definite Articles
- Indefinite Articles

**Adjectives and Adverbs**

- Adjectival Endings

**Cases**

German has four cases. A case may determine the particular adjective, adjective ending, pronoun, and noun ending to use. Start by Determining Case in German.

The nominal case is used in reference to the subject of a sentence.

The accusative case is used in reference to the direct object of a sentence.

The dative case is used in reference to the indirect object of a sentence.

The genitive case is used in reference to a possessed object of a sentence.

**Pronouns**

<table>
<thead>
<tr>
<th></th>
<th>Nominative</th>
<th>Accusative</th>
<th>Dative</th>
<th>Genitive</th>
<th>(Possessive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>er</td>
<td>ihn</td>
<td>ihm</td>
<td>seiner / seines</td>
<td>(sein)</td>
</tr>
<tr>
<td>She</td>
<td>sie</td>
<td>sie</td>
<td>ihr</td>
<td>ihrer / ihres</td>
<td>(ihr)</td>
</tr>
<tr>
<td>It</td>
<td>es</td>
<td>es</td>
<td>ihm</td>
<td>seiner / seines</td>
<td>(sein)</td>
</tr>
<tr>
<td>They</td>
<td>sie</td>
<td>sie</td>
<td>ihnen</td>
<td>ihrer / ihres</td>
<td>(ihr)</td>
</tr>
</tbody>
</table>
The possessive is not a case of the personal pronoun, rather it's a pronoun itself. This means the table shows the nominative case only.

The genitive case is used to show possession or relationships. In English, the pronoun referring to the genitive object is the equivalent of "of the" or "his" or "my" etc. For simple sentence structure, the article of the direct object is changed appropriately, while the article of the genitive part is changed to end with -er if it's a die word (feminine and plural) and to -es with der and das words. With der/das words, the genitive noun must take the suffix -s, or -es if there is but one syllable in the word. There are exceptions.

Examples: I want the teacher's book. --Rewrite as: I want the book "of the" teacher. -Ich will das Buch des Lehrers (der Lehererin).
Without his friend's car, we cannot go home. -Ohne den Wagen seines Freundes können wir nicht nach Hause gehen.
The wall of the building is old and brown. -Die Wand des Gebäudes ist alt und braun.
Note: all adjectives in the genitive case will end in -en.

**Prepositions and Postpositions**

German has dative, accusative, genitive and two-way prepositions and postpositions. Each preposition causes the adverbial expression on which it acts to take the case of the preposition. Two-way prepositions cause the adverbial expression to take the accusative case if the verb is transitive, and the dative case if the verb is intransitive.

<table>
<thead>
<tr>
<th>Accusative</th>
<th>Dative</th>
<th>Genitive</th>
<th>two-way</th>
</tr>
</thead>
<tbody>
<tr>
<td>durch</td>
<td>aus</td>
<td>während</td>
<td>an</td>
</tr>
<tr>
<td>ohne</td>
<td>außer</td>
<td>trotz</td>
<td>auf</td>
</tr>
<tr>
<td>um</td>
<td>bei</td>
<td>anstatt</td>
<td>hinter</td>
</tr>
<tr>
<td>gegen</td>
<td>mit</td>
<td>wegen</td>
<td>in</td>
</tr>
<tr>
<td>bis</td>
<td>nach</td>
<td>neben</td>
<td></td>
</tr>
<tr>
<td>für</td>
<td>seit</td>
<td>über</td>
<td></td>
</tr>
<tr>
<td>entlang</td>
<td>von</td>
<td>unter</td>
<td></td>
</tr>
<tr>
<td>wider</td>
<td>zu</td>
<td>vor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>gegenüber</td>
<td>zwischen</td>
<td></td>
</tr>
</tbody>
</table>

Notes:
Gegenüber is one of the rare postpositions, which typically follows the object it modifies.
Er stand mir gegenüber.
Mir gegenüber steht Außenminister Fischer.

Aber auch:
Gegenüber von Ihnen befindet sich das Stadtmuseum.

Nach is also sometimes used as a postposition, when its meaning is "according to". The two prases are equivalent:
Nach dem Pfarrer sei Gott gut.
Dem Pfarrer nach sei Gott gut.

In spoken language, the genitive with während is nowadays normally replaced by the dative:
Written: Während des Essens wollen wir nicht gestört werden.
Spoken: Während dem Essen wollen wir nicht gestört werden.

Verbs

German verbs can be classified as weak or as strong. Weak verbs are very regular in their forms, whereas strong verbs change the stem vowel.

Weak:
kaufen, kaufte, gekauft

Strong:
singen, sang, gesungen

With its anglo-saxon origin, this notion is also present in English.
flip, flipped, flipped
sing, sang, sung

Some German verbs have weak and strong forms. This may depend on meaning:
Der Botschafter wurde nach Berlin gesandt.
Der Südutsche Rundfunk sendete ein Konzert aus dem Gasteig.

Or on transitive vs. intransitive use:
Das Hemd hing auf der Wäscheleine.
Sie hängte das Hemd auf die Wäscheleine.

Classes of Verbs

- separable verbs
- reflexive verbs
- modals
Tenses

Present Tense

- Present Tense

Past Tenses

- Perfect Tense
- Imperfect - Preterite

Future Tenses

- Future Tense

Sentence Structure

Types of Clauses

- Main Clause
- Subordinate Clause

Connecting Clauses
Appendices
Contents

• A.01 • Das Alphabet ~ German alphabet and Pronunciation Guide
• A.02 • Phrase Book ~ Common phrases in German
• A.03 • Resources ~ Online Resources for German Language Students
• A.04 • Names ~ Namen - a list of common, modern German names
• A.05 • History – German history
• A.06 • False Friends ~ All the German words that look like English words, but have different meanings
The German alphabet, like English, consists of 26 basic letters. However, there are also combined letters and four umlauted forms (an *umlaut* is the pair of dots placed over certain vowels). The following table includes a listing of all these letters and a guide to their pronunciation. As in English, letter sounds can differ depending upon where within a word the letter occurs. The first pronunciation given below (second column) is that in English of the letter (or combination) itself. Reading down this column and pronouncing the "English" words will recite the alphabet *auf Deutsch* ("in German"). Note that letter order is exactly the same as in English, but pronunciation is not for many of the letters. In the list of pronunciation notes, no entry means essentially "pronounced as in English".

<table>
<thead>
<tr>
<th>Letter</th>
<th>Pronunciation and Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (ah)</td>
<td>Long 'a' as 'a' in 'father' (ah); short 'a' as 'o' in 'come'</td>
</tr>
<tr>
<td>B (bay)</td>
<td>Pronounced like 'p' when at the end of a word</td>
</tr>
<tr>
<td></td>
<td>See combination letter forms;</td>
</tr>
<tr>
<td>C (tsay)</td>
<td>without a following 'h': before 'e', 'i', 'y', 'ä', 'ö' like the german letter 'z' else like 'k'</td>
</tr>
<tr>
<td>D (day)</td>
<td>Pronounced like 't' when at the end of a word; slightly more &quot;dental&quot;</td>
</tr>
<tr>
<td></td>
<td>Long 'e' as 'a' in 'late' (ay); there is no movement in the sound as in the english</td>
</tr>
<tr>
<td>E (ay)</td>
<td>equivalent. Short 'e' as 'e' in 'pet'. In unstressed syllables like 'a' in 'about' or 'e' in 'garden'</td>
</tr>
<tr>
<td>F (ef)</td>
<td>Pronounced like 'g' in 'get'; pronounced like 'k' when at the end of a word;</td>
</tr>
<tr>
<td>G (gay)</td>
<td>pronounced like 'ich'-sound (see below) in the suffix '-ig' at the end of words</td>
</tr>
<tr>
<td></td>
<td>like 'h' in 'house' only at the beginning of words or a syllable</td>
</tr>
<tr>
<td>H (hah)</td>
<td>before 'a', 'i', 'o', 'u', 'y', 'ä', 'ö', 'ü' (only if these vowels don't belong to a suffix), else silent</td>
</tr>
<tr>
<td>I (ee)</td>
<td>Long 'i' as 'e' in 'seen' (ee); short 'i' as 'i' in 'pit'</td>
</tr>
<tr>
<td>J (yot)</td>
<td>Pronounced like 'y' in 'yard'</td>
</tr>
<tr>
<td>K (kah)</td>
<td>Slightly more &quot;dental&quot;</td>
</tr>
</tbody>
</table>
M (em)  Slightly more "dental"; in 'ng' like in 'singing'; like in 'finger'

N (en)  before 'a', 'i', 'o', 'u', 'y', 'ä', 'ö', 'ü' (only if these vowels don't belong to a suffix)

          Long 'o' as 'o' in 'open' (oh), there is no movement in the sound as in the english

O (oh)  equivalent. Short 'o' as 'o' in 'pot'

P (pay)  Pronounced like 'k'; only occurs in the combination 'qu', which is pronounced like

Q (koo) 'kv' not like 'kw'

R (air)  trilled (see below)

          In Germany, pronounced like 'z'; pronounced like 's' in 'sound' when at the end of a
          word, after consonants

S (ess)  (except 'l', 'm', 'n', 'ng') and before consonants; in Austria, pronounced like 'z' only when
          it appears between two vowels, pronounced like 's' otherwise. Pronounced like 'sh' in the
          beginning of a word before 'p' or 't'

T (tay)  Slightly more "dental"

U (oo)  Long 'u' as 'oo' in 'moon' (oo); short 'u' as 'u' in 'put'

          Pronounced like 'f' when at the end of a word and in a few but often used words

V (fow)  (in most cases of germanic origin), in general at the beginning of German geographical
          and family names. In all other cases like 'v'

W (vay)  Pronounced like 'v'

X (iks)  Pronounced like 'ks'

          Pronounced like 'ü' (see below), except in words of English origin, where it is

Y (oepsilon)  pronounced like in English

Z (tset)  Pronounced like 'ts'

**Unique German letters**

**umlaut letters**

Note that umlauts were originally written as 'ae', 'oe', and 'ue'.

Ä (ah-umlaut)  Long ä pronounced similar to long e

          (ay)

Äu (ah-umlaut-oo) Pronounced like 'oi' in 'oil'

Ö (oh-umlaut)  No English equivalent sound (see below)
Deutsche Aussprache ~ German Pronunciation Guide

Vokale ~ Vowels

German vowels are either long or short, but never drawled as in some English dialects. A simple method of recognizing whether a vowel is likely to be long or short in a German word is called the Rule of double consonants. If a vowel is followed by a single consonant — as in haben (have), dir (you, dat.), Peter (Peter), and schon (already) — the vowel sound is usually long. If there are two or more consonants following the vowel — as in falsch (false), elf (eleven), immer (always), and noch (still) — the vowel sound is usually short. There are some German words that are exceptions to the
double consonant rule: bin, bis, das, es, hat, and was all have short vowel sounds. It is also the case that the silent 'h' does not count as a consonant and the preceeding vowel is always long. Ihnen is an example.

This "rule" is applied to the use of 'ss' vs. 'ß' (see below), in that 'ß' is treated as a single consonant. Thus, the vowel before 'ß' in der Fuß (foot) is long, while that before 'ss' in das Fass (cask) is short.

- **au** – 'Ah-oo' is pronounced like 'ow' in English 'cow'. German examples are blau (blue) and auch (also see below under ach ~ unique German sounds).

- **äu** – 'Ah-umlaut-oo' is pronounced like the German eu (ay-oo; see next). In written and printed German, 'ae' can be an acceptable substitute for 'ä' if the latter is unavailable.

- **eu** – 'Ay-oo' is pronounced like 'oi' in English word 'oil'. German examples are neun (nine) and heute (today).

- **ie** and **ei** – 'Ee-ay' has exactly the same sound as a German long 'i'; that is, like the 'ee' in 'seen'. 'Ay-ee' is pronounced like the 'ei' in 'height'. Note that this appears to be the opposite for these two vowel combinations in English, where the rule is that the first vowel is long and the second is silent. Consider this word: 'die' — in German it is pronounced 'dee', in English like 'dye'. The word mein in German is the English 'mine'. In effect, 'ie' follows the same rule as in English, with the first vowel long (ee in German) and the second vowel silent; 'ei' is the equivalent sound in German to the English long 'i' as in 'mine'.

**Konsonanten ~ Consonants**

Most German consonants are pronounced similar to the way they are in English, with exceptions noted in column 3 above. Details of certain consonant sounds and uses are discussed further here:

- **ch** – Pronounced like 'k' in many words of Greek origin like Christ or Charakter, but like 'sh' in words of French origin, and 'tch' in words of English origin. The German sechs (six) is pronounced very much similar to the English 'sex'. See also the discussion of "ich-sound" below. The pronunciation of words with an initial 'ch' followed by a vowel, as in China or Chemie varies: in High German the "ich-sound" is the standard pronunciation, but in South German dialect and Austrian German 'k' is preferred.

- **d, t, l, and n** – These letters are pronounced similarly in English and German. However, in pronouncing these letters, the German extends his tongue up to the back of the base of the teeth, creating a more **dental sound**. As noted above, 'd' is a 'dental d' except at the end of a word, where it becomes a 'dental t'.

- **sch** – in German 'Ess-tsay-hah' is pronounced like 'sh', not 'sk' as in English. German word example: Schüler (student).

- **sp** and **st** – Where the combinations 'ess-pay' or 'ess-tay' appear at the beginning of a word, the 'ess' sound becomes an 'sh' sound. German examples are spielen (play) and spät (late). An interesting "exception" is a word like Bleistift (pencil), where the inside 'sti' is pronounced 'shti' — however, this is a compound word from Blei (lead) and Stift (pen). Some local dialects however pronounce all occurrences "sharp" (with an 'ess' sound -- typical for North German dialects, especially near Hamburg) or "soft" (with an 'sh' sound -- typical for the Swabian dialect).

- **ß** – The former ligature (of 'ss' or 'sz'), 'ess-tset' is widely used in German, but its use is somewhat more restricted in very modern German (always pronounced like 's' in 'sound'). 'ß' is
used for the sound 's' in cases where 'ss' or 's' can't be used: this is especially after long vowels and diphthongs (cf. the English usage of ‘c’ like in ‘vice’ or ‘grocery’). Thus, the vowel before 'ß' in der Fuß (foot) is long, while that before 'ss' in das Fass (cask) is short. 'ß' appears after diphthongs ('au', 'ei', 'eu') because they are long. In written and printed German, 'ss' can be an acceptable substitute for 'ß' if the letter is unavailable. The greek letter, β, is not to be used as a substitute for 'ß'. Note that in Switzerland, 'ß' is always written as 'ss'.

German Sounds not found in English

There are sounds in the German language that have no real equivalent in the English language. These are discussed here.

- **r** – German language has two pronunciations for r: The more common is similar to the French r, a guttural sound resembling a fractionated g, as found in Arabic غ or some pronunciations of modern Greek γ. The second pronunciation is a "rolled" r as in Spanish or Scots. Its use is limited to Switzerland and parts of Southern Germany.

- **ö** (oh-umlaut) – The word "umlaut" means "change in sound" and an umlauted 'o' changes to a sound with no equivalent in English. The 'long ö' is made by first sounding 'oo' as in moon, then pursing the lips as if to whistle, and changing the sound to 'a' as in 'late'. An example word is schön (beautiful). The 'short ö' sound is made by first sounding 'oo', pursing the lips, and changing the sound to 'e' as in 'pet'. A 'short ö' sounds actually very similar to the 'i' in 'sir'. An example word is zwölf (twelve). If you have problems pronouncing ö, do not replace it by "o" but by "e" (as in elf) like in many German dialects. In written and printed German, 'oe' can be an acceptable substitute for 'ö' if the latter is unavailable.

- **ü** (oo-umlaut) – As with 'ö', 'oo-umlaut' is a rounded vowel sound with no English equivalent. The 'long ü' is made by first sounding 'oo' as in moon, then pursing the lips as if to whistle, and changing the sound to 'ee' as in 'seen'. An example word is früh. The 'short ü' sound is made by first sounding 'oo', pursing the lips, and changing the sound to 'i' as in 'pit'. An example word is fünf (five). If you have problems pronouncing ü, do not replace it by "u" but by "i" (as in fish) like in many German dialects. In written and printed German, 'ue' can be an acceptable substitute for 'ü' if the latter is unavailable.

- **ach** – The letter combination 'ch' as in auch (also) is called the "ach-sound" and resembles a throat-clearing (guttural) sound. It is used after 'a', 'o', 'u', and 'au'. It is pronounced somewhat like "och" in Loch Ness (lock, not loke) in its original form. The Hebrew letter ק and the Arabic letter خ as well as continental Spanish j are pronounced the same as the "ach-sound".

- **ich** – The "ich-sound" in German is also somewhat guttural, like a more forceful 'h' in English "hue", "huge". Another approach is to say "sh" while (almost) touching the palpatine not with the tip but with the middle of your tongue. In the word richtig ("correct") both the 'ich' and the final 'ig' have this sound. It is used after 'e', 'i', 'y', 'ä', 'ö', 'ü', 'ei', 'eu', 'äu', after consonant-letters and sometimes at the beginning of words (especially before 'e', 'i', 'y', 'ä', 'ö'). If you have problems pronouncing ich, replace with the sound of 'hue' or by 'sh' but never by a hard 'k' (never "ick")! In some parts of Germany "ich", as well as the final 'ig', is pronounced "ish". In Austria and some local dialects of Germany the final 'ig' (as in "richtig") is simply pronounced as in English "dig".

Audio: OGG (37KB) ~ ach, auch, ich, richtig
Syllable Stress

The general rule in German is that words are stressed on the first syllable. However, there are exceptions. Almost all exceptions are of Latin, French, or Greek origin. Mostly these are words stressed on the last syllable, as shown by the following:

Vo=`kal  Kon=so=`nant  Lek=ti=`on

These words (not stressed on the first syllable) appear in the (Level II and III) lesson vocabularies as *Vokal, Konsonant, Lektion* (in some regions: *Lektion*), etc.
German Phrases

Greetings

Hallo! Hello!
Guten Tag! Good day!
Tag! Good day!
Guten Morgen! Good morning!
Guten Abend! Good evening!
Gute Nacht! Good night!
Wie geht es Ihnen? How are you (formal)? How are you doing?
Wie geht's How are you (informal)
Es geht mir gut I'm doing fine, I'm well
Prima! Great!
Spitze! Super!
Gut! Good!
Sehr gut! Very good!
Toll! Terrific!
Ganz gut Pretty good
So lala OK
Es geht so Going ok
Nicht gut Not well
Schlecht Bad
Sehr schlecht Very bad
Miserabel Miserable
Und Ihnen? And you (formal)?

Auf Wiedersehen! Good bye!
¹Wiedersehen! Bye!
Tschüss! See you!
Tschau! Ciao! (Italian for 'see you')
Bis später! Later! (until later)
Bis dann! Later! (until whenever)
Wiederhören (hear) again (used over the phone)

¹ Note: Wiedersehen directly translates as "to see again".

Gespräche (conversations)

Danke (sehr)! Thanks, thank you
Danke schön! Thanks a lot!
Bitte? Please?
Bitte (sehr)! You're welcome! (comes after danke)
Entschuldigung! Excuse me!
Vielen Dank                Much thanks
Gern geschehen             You are welcome

Verstehen (understanding)

Bitte, sprechen Sie etwas langsamer. Please speak somewhat slower
Können Sie mich verstehen? Can you understand me?
Ich verstehe Sie nicht.    I don't understand you.
Was haben Sie gesagt?     What was that? What have you said?
Können Sie das bitte wiederholen? Can you say that again, please!
Ich spreche kein Deutsch. I don't speak German (literally: I speak no German)
Ich spreche nur ein bisschen Deutsch. I speak only a little German
A.03 • Resources

Lists and directories to online resources

- Deutsch als Fremdsprache - Useful links for German language learners. Site in German.
- German Language and Culture Resources - Materials and resources for learning the German language and about German-speaking culture.
- Free Online German Tutorial - at ielanguages.com

Über die deutsche Sprache - about German

- Ethnologue report for German
- Verein Deutsche Sprache

Online Wörterbücher - Dictionary

Deutsch-Englisch (German-English)

- Wiktionary - English
- Wiktionary - German
- dicologos really this is a multilanguage dictionary with over 7.000.000 lemmas in several languages.
- Babylon Babylon Online Dictionary
- LEO - with audiofiles of most of the words and vocabulary trainer.
- Dict.cc
- Pons - Dictionary with vocabulary trainer.

Nur Deutsch - German only

- DWDS- Das digitale Wörterbuch der deutschen Sprache - German only dictionary for advanced learners.
- Deutsche Wörterbücher von Wahrig - Orthography and foreign words
- Redensartenindex - German idioms and proverbs with explanations
Slideshows with pictures and pronunciations

Language courses German at the time of insertion there is only one file about fruit - I will try to add new ones every week-end.

Deutsche Grammatik und Rechtschreibung- German Grammar and Spelling

• Canoo - extensive database about inflection and word formation
• Die neue Rechtschreibung ~ The new spelling
• Free online German course - new orthography, grammar, exercises, tests, example sentences, jokes, learning tips

Aussprache - Pronunciation

• A Guide to german Pronunciation - Pronunciation course for beginners.

Blogs

• Deutschlernblog Tips for learning German. Site entirely in German.
• DaF-Blog On German language and how to learn it. Parts of the Site are in English, but most of it in German.
• Deutsch-Happen small, bite-sized snaps of German language for the advancing learner

Podcasts

from learners

• Speaken Sie Deutsch?: Podcast from Canadian Hugh Gordon (Rss-Feed).

for learners

• Guter Umgang: German language learning blog about colloquial German (RSS-Feed).
• Let's speak German: Jokes, poems, tongue-twisters and more in German (RSS-Feed).
• Podcasts of Deutsche Welle: Nachrichten, Top-Thema, Stichwort, Sprachbar and Alltagsdeutsch are specifically made for language learners. Most of the texts can be found on the pages Deutsch im Fokus (Sprachbar, Stichwort and Alltagsdeutsch) and Didaktuelles (Nachrichten and Top-Thema).

Tandem

Tandem by E-Mail
First Names

German names have undergone a drastic change in the last 60 years. Older, "typical" German names like Hans, Fritz, Heinrich, Karl or Wilhelm are now uncommon in contemporary Germany. Today many parents give their children names like (ten most popular names 2003):

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Maximilian</td>
<td>1. Marie</td>
</tr>
<tr>
<td>2. Alexander</td>
<td>2. Sophie</td>
</tr>
<tr>
<td>3. Leon</td>
<td>3. Maria</td>
</tr>
<tr>
<td>4. Paul</td>
<td>4. Anna, Anne</td>
</tr>
<tr>
<td>5. Lukas/Lucas</td>
<td>5. Lea(h)</td>
</tr>
<tr>
<td>6. Felix</td>
<td>6. Laura</td>
</tr>
<tr>
<td>7. Luca</td>
<td>7. Lena</td>
</tr>
<tr>
<td>8. David</td>
<td>8. Leonie</td>
</tr>
<tr>
<td>10. Jonas</td>
<td>10. Sara(h)</td>
</tr>
</tbody>
</table>

(Source: Gesellschaft für deutsche Sprache)

Boys' Names

- Maximilian
- Alexander
- Leon
- Paul
- Lukas/Lucas
- Felix
- Luca
- David
- Tim
- Gerhard, Gerd, Gert
- Ingo
- Jonas
- Peter
- Michael
- Thomas / Tomas
- Wolfgang
- Andreas
• Günter / Günther
• Claus / Klaus
• Adolph
• Jürgen
• Stefan / Stephan
• Werner
• Hans
• Fritz
• Heinrich
• Uwe
• Rudi
• Jens

Girls' Names

• Nina
• Ursula, Ulla
• Helga
• Karin
• Ingrid
• Renate
• Sabine
• Monica / Monika
• Giesela / Gisela
• Susanne
• Petra
• Birgit / Birgitt
• Marie
• Sophie
• Maria
• Anna, Anne
• Lea(h)
• Lara
• Laura
• Lena
• Leonie
• Lisa
• Julia
• Sara(h)

Last Names

• Ackermann
• Bachmann
• Bäcker, Becker
• Bauer
• Bayer, Baier, Beier
• Bergmann
• Brand, Brandt, Brant
• Fischer
• Fuchs
• Hartmann
• Hoffmann, Hofmann
• Janssen
• Jäger
• Jung
• Keiser, Kaiser
• Keller
• Konrad
• Kowalski
• Klein
• Koch
• Kurz
• Lange
• Lehmann
• Mayer, Maier, Meyer, Meier
• Möller
• Müller
• Neumann
• Reiter
• Richter
• Seiler
• Schmidt, Schmid, Schmitt
• Schnapp
• Schneider
• Schröder
• Schulze, Schultze
• Schuster
• Schüler
• Vogel, Vogl
• Wagner
• Zimmermann
The history of the German language begins with the High German consonant shift during the Migration period, separating South Germanic dialects from common West Germanic. The earliest testimonies of Old High German are from scattered Elder Futhark inscriptions, especially in Alemannic, from the 6th century, the earliest glosses (Abrogans) date to the 8th and the oldest coherent texts (the Hildebrandslied, the Muspilli and the Merseburg Incantations) to the 9th century. Old Saxon at this time belongs to the North Sea Germanic cultural sphere, and Low German should fall under German rather than Anglo-Frisian influence during the Holy Roman Empire.

As Germany was divided into many different states, the only force working for a unification or standardisation of German during a period of several hundred years was the general preference of writers trying to write in a way that could be understood in the largest possible area.

When Martin Luther translated the Bible (the New Testament in 1522 and the Old Testament, published in parts and completed in 1534) he based his translation mainly on this already developed language, which was the most widely understood language at this time. This language was based on Eastern Upper and Eastern Central German dialects and preserved much of the grammatical system of Middle High German (unlike the spoken German dialects in Central and Upper Germany that already at that time began to lose the genitive case and the preterit tense). In the beginning, copies of the Bible had a long list for each region, which translated words unknown in the region into the regional dialect. Roman Catholics rejected Luther's translation in the beginning and tried to create their own Catholic standard (gemeines Deutsch) — which, however, only differed from 'Protestant German' in some minor details. It took until the middle of the 18th century to create a standard that was widely accepted, thus ending the period of Early New High German.

German used to be the language of commerce and government in the Habsburg Empire, which encompassed a large area of Central and Eastern Europe. Until the mid-19th century it was essentially the language of townspeople throughout most of the Empire. It indicated that the speaker was a merchant, an urbanite, not their nationality. Some cities, such as Prague (German: Prag) and Budapest (Buda, German: Ofen), were gradually Germanized in the years after their incorporation into the Habsburg domain. Others, such as Bratislava (German: Pressburg), were originally settled during the Habsburg period and were primarily German at that time. A few cities such as Milan (German: Mailand) remained primarily non-German. However, most cities were primarily German during this time, such as Prague, Budapest, Bratislava, Zagreb (German: Agram), and Ljubljana (German: Laibach), though they were surrounded by territory that spoke other languages.

Until about 1800, standard German was almost only a written language. At this time, people in urban northern Germany, who spoke dialects very different from Standard German, learnt it almost like a foreign language and tried to pronounce it as close to the spelling as possible. Prescriptive pronunciation guides used to consider northern German pronunciation to be the standard. However, the actual pronunciation of standard German varies from region to region.

Media and written works are almost all produced in standard German (often called Hochdeutsch in German) which is understood in all areas where German is spoken, except by pre-school children in areas which speak only dialect, for example Switzerland. However, in this age of television, even they
now usually learn to understand Standard German before school age.

The first dictionary of the Brothers Grimm, the 16 parts of which were issued between 1852 and 1860, remains the most comprehensive guide to the words of the German language. In 1860, grammatical and orthographic rules first appeared in the Duden Handbook. In 1901, this was declared the standard definition of the German language. Official revisions of some of these rules were not issued until 1998, when the German spelling reform of 1996 was officially promulgated by governmental representatives of all German-speaking countries. Since the reform, German spelling has been in an eight-year transitional period where the reformed spelling is taught in most schools, while traditional and reformed spelling co-exist in the media. See German spelling reform of 1996 for an overview of the heated public debate concerning the reform with some major newspapers and magazines and several known writers refusing to adopt it.

After the spelling reform of 1996 let to so much public controversy and some of its changed rules introduced new ambiguities or were simply perceived as "ugly", the transitional period (initially scheduled to end on Dec, 31. 2005) was extended until at least end 2006 and some parts of the reform were changed again in March 2006. This new "reform of the reform" tries to remove the ambiguities introduced in 1996. To date (April 2006), it is yet to be accepted by all german speaking countries.
A.06 • False Friends

There are some words which are spelled the same in English and in German, but have completely different meanings. Even though the words are spelled the same, they are usually pronounced completely differently. It can sometimes be dangerous to use these words (for both native English speakers and native German speakers.) Think of that, next time someone wants to give you a "Gift" or opens a door and says "After you!"

**Note:** This list contains some items of [etymological](https://en.wikipedia.org/wiki/Etymology) interest. For example, the transformation of the consonant 't' in German to 'd' in English in word pairs like Bart->Beard, Beet->Bed, Gut->Good, Hart->Hard, Rot->Red, and Not->Need.

<table>
<thead>
<tr>
<th>Word</th>
<th>German meaning (in English)</th>
<th>Englische Bedeutung (auf Deutsch)</th>
</tr>
</thead>
<tbody>
<tr>
<td>After</td>
<td>Anus</td>
<td>Später, Nachher</td>
</tr>
<tr>
<td>Angel</td>
<td>Fishing Rod</td>
<td>Engel</td>
</tr>
<tr>
<td>Apart</td>
<td>Striking</td>
<td>Abgesondert, Abseits</td>
</tr>
<tr>
<td>Arm</td>
<td>Poor</td>
<td>Arm</td>
</tr>
<tr>
<td>Art</td>
<td>Kind, sort, species</td>
<td>Kunst, Künstlichkeit</td>
</tr>
<tr>
<td>Ass</td>
<td>Ace</td>
<td>Esel, Dumpfacke, Knallkopf</td>
</tr>
<tr>
<td>Bad</td>
<td>Bath</td>
<td>Schlecht, Schlimm</td>
</tr>
<tr>
<td>Bagger</td>
<td>Excavator</td>
<td>Angesteller im Supermarkt der die Einkäufe in Tüten packt</td>
</tr>
<tr>
<td>Term</td>
<td>Translation</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------</td>
<td></td>
</tr>
<tr>
<td>Bald</td>
<td>Soon</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unbehaart, Kahlköpfig</td>
<td></td>
</tr>
<tr>
<td>Bang</td>
<td>Afraid</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Knall, Krach, Schall</td>
<td></td>
</tr>
<tr>
<td>Bar</td>
<td>in Cash, Pure</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stab (see also: Stab)</td>
<td></td>
</tr>
<tr>
<td>Bart</td>
<td>Beard</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Name eines Mannes</td>
<td></td>
</tr>
<tr>
<td>Bat</td>
<td>asked politely, requested</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fledermaus</td>
<td></td>
</tr>
<tr>
<td>Beet</td>
<td>Flower bed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Zuckerruebe, rote Ruebe</td>
<td></td>
</tr>
<tr>
<td>Bitten</td>
<td>to ask politely, request</td>
<td></td>
</tr>
<tr>
<td></td>
<td>gebissen</td>
<td></td>
</tr>
<tr>
<td>Blank</td>
<td>Shiny, Shining</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unbeschriftet, Unausgefüllt</td>
<td></td>
</tr>
<tr>
<td>Blech</td>
<td>Sheet metal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ausdruck des Ekels</td>
<td></td>
</tr>
<tr>
<td>Bog</td>
<td>to Twist, Form, Bend</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sumpf, Torfmoor</td>
<td></td>
</tr>
<tr>
<td>Brand</td>
<td>Fire</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Markenprodukt</td>
<td></td>
</tr>
<tr>
<td>Brilliant</td>
<td>Diamond</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Blendend, Geistvoll</td>
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<td>Bug</td>
<td>Front of a boat or plane</td>
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<td>Laus, Insekt, Störung</td>
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<td><strong>Grab</strong></td>
<td>Grave Aufgreifen, Ergreifen</td>
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<td>Pazille, die Menge, die Masse</td>
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<td>Note</td>
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<td>Scythe</td>
<td>Wahrnehmung, Bedeutung, Verstand, Sinn</td>
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<td>Silvester</td>
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<td>Tang</td>
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<td>Taste</td>
<td>Key (as in keyboard)</td>
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<td>Tod</td>
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<td>Ton</td>
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<tr>
<td>Tot</td>
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<td>kleines Kind, kleiner Knirps</td>
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Although not spelled identically in both languages, beginners are often confused by the similarity of the German "bekommen" and English "to become".

- bekommen => to receive, to get
- werden => to become
About

Current Development

• General: the main talk page.
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    • The level one main page, The level two main page, The level three main page,
      The level four main page, or The level five main page
  • It is not necessary to update these versions if the sections within these main lesson pages
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- SamE is developing the Level I lessons and contributed material to the Level II lessons before Level I was created. He is currently taking German in school and using that experience to guide his approach to teaching the beginning student.
- Boit is developing a German Grammar summarization.
- Thomas Strohmann, a German speaker, has contributed to this book, although he is mostly involved in developing the Spanish textbook—along with Japanese the very first language textbooks started at Wikibooks.
- Etothex was the original contributor to the German-English textbook, starting it on October 15, 2003.
- Floflei6 is a German student of English as a second language and a newbie at wiki.
- The Grammar King is currently a German student, and is very familiar with German culture. He is also a newbie at Wiki, and plans on editing the page with cultural notes and other cultural information, as well as more information to the Level I course.
- German Men92 is currently still studying German, but knows some many words and German Grammer. He is progressing pages in the Level I course. And is also studying Germen Culture.
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- Numerous other Wikibooks contributors, especially those from the German Wikibooks.

History

The German-English language textbook was started in October 2003. It was one of the first language textbooks at the English version of Wikibooks, following close on the heels of (and borrowing some layout ideas from) the Spanish language textbook then under development by Thomas Strohmann. Eric Guinther designed the cover and contents pages, expanding on a cover layout used for the Spanish textbook, and these ideas as introductions to language books have since been widely copied at Wikibooks (see Dutch, French, Chinese, Norwegian, or Romanian for examples).
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Version 1.2, November 2002

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