

German

Language Course

Äußern!
Learn the German Language



German

Language Course

From **Wikibooks**,

the open-content textbooks collection

Contents

- [004] Introduction
- [009] Lessons
 - [010] Level one lessons (Introductory lessons)
 - [103] Level two lessons (Grundlegende lektionen)
 - [147] Level three lessons (Zwischenlektionen)
 - [170] Level four lessons (Erweitertelektionen)
 - [172] Level five lessons (Review lessons)
- [174] Grammar
- [178] Appendices (Anhänge)
- [204] About
 - [205] Authors
 - [206] GNU Free Documentation License

First Edition

Published:

May 01, 2006

PDF created by [Hagindaz](#)



Österreich



Deutschland

The current version of this book can be found at

<http://en.wikibooks.org/wiki/German>

Introduction

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. (Level V)**. 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.

[live version](#)
[discussion](#)
[edit lesson](#)
[comment](#)
[report an error](#)
[ask a question](#)

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**.

German and English

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.

congratulations on completing

The Introduction

[live version](#) • [discussion](#) • [edit lesson](#) • [comment](#) • [report an error](#) • [ask a question](#)

LESSONS



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

German Level One Lessons

Introductory

A Beginner's Course in German



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

Lesson 1.00 • Introduction

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.

[live version](#)
[discussion](#)
[edit lesson](#)
[comment](#)
[report an error](#)
[ask a question](#)

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.

congratulations on completing

Lesson 1.00 • Introduction

[live version](#) • [discussion](#) • [edit lesson](#) • [comment](#) • [report an error](#) • [ask a question](#)

Lesson 1.01 • Wie heißt du?

Dialog

German Dialogue • Wie heißt du? • audio: One • Two (131 + 142 kb • help)
What's your name? • Wie heißt du?

Franz Hallo, ich bin Franz. Wie heißt du?
Greta Hallo, Franz. Ich heiße Greta. Wie geht's?
Franz Es geht mir gut. Kennst du den Lehrer?
Greta Ja, er heißt Herr Weiß.
Franz Oh, danke, Greta. Bis dann!
Greta Wiedersehen!

Next Dialogue

Franz Guten Morgen. Sind Sie Herr Weiß?
Herr Schwarz Nein, ich bin Herr Schwarz. Wie heißt du?
Franz Ich heiße Franz. Danke Herr Schwarz. Ich bin spät dran.
Herr Schwarz Bitte, Franz. Ich bin auch spät dran. Bis später!
Franz Auf Wiedersehen!

[live version](#)
[discussion](#)
[exercises](#)
[test](#)
[test answers](#)
[edit lesson](#)
[comment](#)
[report an error](#)
[ask a question](#)

Hellos and Goodbyes in German

German Vocabulary • Wie heißt du? • audio (info • 144 kb • help)
Greetings • Grüße

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

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

Mr.	Herr
Mrs.	Frau
Ms.	Fräulein (archaic)

The German Alphabet

German Grammar • Wie Heißt du? • **audio** (info • 690 kb • help) The Alphabet • Das Alphabet

Characters	Aa	Ää	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii
Pronunciation	ah	äh	bay	tsay	day	ay	ef	gay	hah	ee
Characters	Jj	Kk	Ll	Mm	Nn	Oo	Öö	Pp	Qq	Rr
Pronunciation	yot	kah	el	em	en	oh	öh	pay	coo	air
Characters	Ss	ß	Tt	Uu	Üü	Vv	Ww	Xx	Yy	Zz
Pronunciation	ess	eszett	tay	oo	diaresis	fow	vay	iks	psilon	tset

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.

German Ect. • Wie Heißt du? Alt keys for • German characters	
ß	alt + 0223
ü	alt + 0252
Ü	alt + 0220
ö	alt + 0246
Ö	alt + 0214
ä	alt + 0228
Ä	alt + 0196

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.

German Dialogue • Wie Heißt du? • audio (info • 405 kb • help) Directory Assistance • Fernsprechauskunft	
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 B	Natürlich. Claudia: C wie Cäsar, L wie Ludwig, A wie Anton, U wie Ursula, D wie Dora, I wie Ida, A wie Anton. Bolliger: B wie Berta, O wie Otto, zweimal L wie Ludwig, I wie Ida, G wie Gustav, E wie Emil und R wie Richard.
Man A	Danke. Die Nummer lautet ...

Vocabulary and Phrases (from above)

German Vocabulary • Wie Heißt du? Vocabulary • Wortschatz	
English	German
Information Desk	die Auskunft (no plural)
I would like to have	Ich hätte gern(e)
Phone Number	die Telefonnummer
from Berne	aus Bern
How do you spell this?	Wie schreibt man das?
Please	Bitte
Spell	Buchstabieren
Of course	Natürlich
"A" as in Anton	A wie Anton
Twice	Zweimal
The number is	die Nummer lautet

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.

German Grammar • Wie Heißt du? • audio (info • 87 kb • help)			
Subject Pronouns • Vorbehaltliche Pronomina			
1st person	singular	ich	I
	plural	wir	we
2nd person	singular	du, *Sie	you
	plural	ihr, *Sie	you
3rd person	singular	er, sie, es	he, she, it
	plural	sie	they

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

Names

German Grammar • Wie Heißt du? Names • Namen

English	German
My name is...	Ich heiße...
His/Her/Its name is...	Er/Sie/Es heißt...
Their names are...	Sie heißen...
Our names are...	Wir heißen...
Your name is...	Du heißt...
Your names are...	Ihr heißt...
What is your name?	Wie heißt du?
What are your names?	Wie heißt ihr?

- 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.

German Verb • Wie Heißt du? heißen • to be called

	Singular	Plural
first person	ich heiße	wir heißen
second person	du heißt	ihr heißt
	er heißt	
third person	sie heißt	sie heißen
	es heißt	

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**

	Singular		Plural	
first person	ich bin	I am	wir sind	we are
second person	du bist	you are	ihr seid	you are
	er ist	he is		
third person	sie ist	she is	sie sind	they are
	es ist	it is		

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

	Singular		Plural	
first person	ich	habe	wir	haben
second person	du	hast	ihr	habt
	er	hat		
third person	sie	hat	sie	haben
	es	hat		

Wie geht's?

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

English	German
How are you?	Wie geht's?
<i>Responses for</i>	Good
Great	Prima
Good	Gut
Very good	Sehr gut
<i>Responses for</i>	Bad
Miserable	Miserabel
Bad	Schlecht
Not good	Nicht gut
<i>Responses for</i>	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

German Grammar • Wie heißt du?				
The Definite Article of the Nominative Case • Der definitive Artikel des Nominativi				
singular	<i>masculine</i>	der	der Junge	the boy
	<i>feminine</i>	die	die Frau	the woman
	<i>neuter</i>	das	das Mädchen	the girl
plural		die	die Jungen	the boys
			die Frauen	the women
			die Mädchen	the girls

Indefinite Articles

German Grammar • Wie heißt du?				
The Indefinite Article of the Nominative Case • Der unbestimmte Artikel des Nominativ				
singular	<i>masculine</i>	ein	ein Mann	a man
	<i>feminine</i>	eine	eine Frau	a woman
	<i>neuter</i>	ein	ein Mädchen	a girl

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	
English	German
Who?	Wer?
What?	Was?
Where?	Wo?
When?	Wann?
Why?	Warum?
How?	Wie?

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!**

congratulations on completing

Lesson 1.01 • Wie Heißt du?

[live version](#) • [discussion](#) • [exercises](#) • [test](#) • [edit lesson](#) • [comment](#) • [report an error](#) • [ask a question](#)

Lesson 1.02 • Freizeit

Dialogue

German Dialogue • Freizeit Sports and time • Sport und Zeit

Franz Hallo, Greta! Wie spät ist es?

Greta Es ist viertel vor drei.

Franz Wirklich? Ich spiele Fußball um drei. Machst du Sport, Greta?

Greta Nein, ich bin faul. Ich gehe jetzt nach Hause.

Franz Fußball macht aber Spaß!

Greta Bis dann.

Franz Wiedersehen!

[live version](#)
[discussion](#)
[exercises](#)
[test](#)
[test answers](#)
[edit lesson](#)
[comment](#)
[report an error](#)
[ask a question](#)

Sports and Activities

German Vocabulary • Freizeit Sports and activities • Sport und Aktivitäten

English	German
sport(s)	Sport
interests	Hobbys
soccer	Fußball
American 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

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,

German Verb • Freizeit Conjugation • Konjugation			
	Singular		Plural
first person	ich -e	wir -en	
second person	du -st	ihr -t	
	er -t		
third person	sie -t	sie -en	
	es -t		

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

German Verb • Freizeit to play • spielen			
	Singular		Plural
first person	ich spiele	wir spielen	
second person	du spielst	ihr spielt	
	er spielt		
third person	sie spielt	sie spielen	
	es spielt		

German Verb • Freizeit to do/make • machen			
	Singular		Plural
first person	ich mache	wir machen	
second person	du machst	ihr macht	
	er macht		
third person	sie macht	sie machen	
	es macht		

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

German Vocabulary • Freizeit Conjunctions • Verbindungen	
English	German
and	und
but	aber
or	oder

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 it always comes after the verb.

Other Verbs and Their Conjugations

German Grammar • Freizeit Verbs • Verben	
German	English
lesen	to read
schauen	to watch
sehen	to see
arbeiten	to work
schreiben	to write
schwimmen	to swim

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 arbeit*.
- 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

German Vocabulary • Freizeit Conjunctions • Verbindungen	
English	German
I like...	Ich habe ... gern.
Was hast du gern?	What do you like?

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.

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

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 'Dreiig'. It is not formed with -zig at the end like all other decades ("zwanzig, vierzig, fnfzig, ...")!

To say numbers higher than 99:

hundred - *Hundert*

thousand - *Tausend*

For example, 2984 is said, "Zweitausendneunhundertvierundachtzig." (*Zwei* tausend *neun* hundert *vier* und *achtzig*) (2×1000) + (9×100) + 4 & 80

Time

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 it's 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:

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

*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:

<u>English</u>	<u>Deutsch</u>
Monday	<i>Montag</i>
Tuesday	<i>Dienstag</i>
Wednesday	<i>Mittwoch</i>
Thursday	<i>Donnerstag</i>
Friday	<i>Freitag</i>
Saturday	<i>Samstag (or Sonnabend)</i>
Sunday	<i>Sonntag</i>
January	<i>Januar (or Jänner in Austria)</i>
February	<i>Februar (or very rarely Feber)</i>
March	<i>März</i>
April	<i>April</i>
May	<i>Mai</i>
June	<i>Juni (or rarely Juno*)</i>
July	<i>Juli (or rarely Julei*)</i>
August	<i>August</i>
September	<i>September</i>
October	<i>Oktober</i>
November	<i>November</i>
December	<i>Dezember</i>

* *Juni* and *Juli* sounds very similar. Sometimes *Juno* 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

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

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!" (*heartly 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 vom 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."

Oftentimes 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!**

congratulations on completing

Lesson 1.02 • Freizeit

[live version](#) • [discussion](#) • [exercises](#) • [test](#) • [edit lesson](#) • [comment](#) • [report an error](#) • [ask a question](#)

Section 1.01 ~ Starting Point

Lesson 1.03 • Essen

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: Warum das? Du sollst eine Bratwurst nehmen.
Franz: Nein, ich bin zufrieden. Ich habe keinen großen Hunger.
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

[live version](#)
[discussion](#)
[exercises](#)
[test](#)
[test answers](#)
[edit lesson](#)
[comment](#)
[report an error](#)
[ask a question](#)

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

Potatoes - (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

	Masculine	Feminine	Neuter	Plural
Definite Article	den	die	das	die
Indefinite Article	einen	eine	ein	-eine*

* The indefinite article for plurals is non-existent. 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.

Person	Singular		Plural	
	English	German	English	German
1st	me	<i>mich</i>	us	<i>uns</i>
2nd	you	<i>dich</i>	you (y'all)	<i>euch</i>
3rd	him, her, it	<i>ihn, sie, es</i>	them	<i>sie</i>

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:

Person	Singular		Plural	
1st	ich	<i>möchte</i>	wir	<i>möchten</i>
2nd	du	<i>möchtest</i>	ihr	<i>möchtet</i>
3rd	er/sie/es	<i>möchte</i>	sie	<i>möchten</i>

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:

Person	Singular		Plural	
1st	ich	<i>will</i>	wir	<i>wollen</i>
2nd	du	<i>willst</i>	ihr	<i>wollt</i>
3rd	er/sie/es	<i>will</i>	sie	<i>wollen</i>

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 (hooon-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' (pronounced 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 address the wish to eat a certain food, there are two ways:

example: "wanting to eat chinese food"

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

Here are some more restaurants you can find in Germany:

- Chinese food: "zum Chinesen" / "chinesisches 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 its conjugation:

Person	Singular		Plural	
1st	ich	<i>schmecke</i>	wir	<i>schmecken</i>
2nd	du	<i>schmeckst</i>	ihr	<i>schmeckt</i>
3rd	er/sie/es	<i>schmeckt</i>	sie	<i>schmecken</i>

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:

	<u>Masculine</u>	<u>Feminine</u>	<u>Neuter</u>	<u>Plural</u>
Nominative Case	dieser	diese	dieses	diese
Accusative Case	diesen	diese	dieses	diese

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:

	<u>Masculine</u>	<u>Feminine</u>	<u>Neuter</u>
Nominative Case	jeder	jede	jedes
Accusative Case	jeden	jede	jedes

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'.

	<u>Masculine</u>	<u>Feminine</u>	<u>Neuter</u>	<u>Plural</u>
Nominative Case	welcher	welche	welches	welche
Accusative Case	welchen	welche	welches	welche

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**:

<u>Masculine</u>	<u>Feminine</u>	<u>Neuter</u>
• Tag	• Woche	• Jahr
• Monat	• Nacht	• Wochenende
• Morgen		
• Abend		
• Nachmittag		

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.

Ich esse jeden Tag Cheeseburger. Die habe ich gern.

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*).



One Euro Coin

'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 [ˈoi-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 seems 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!"

congratulations on completing

Lesson 1.03 • Essen

[live version](#) • [discussion](#) • [exercises](#) • [test](#) • [edit lesson](#) • [comment](#) • [report an error](#) • [ask a question](#)

Section 1.01 ~ Starting Point

Review 1.01

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! Servus! (used in Bavaria, Austria)
Later!	Bis später! or Bis dann!
Good night!	Gute Nacht!
Good	Gut
Super!	Spitze!
Great!	Prima!
Very good!	Sehr gut!
Bad	Schlecht
Miserable	Miserabel

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

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

January	Januar
	Jänner (used in Austria)
February	Februar
March	März
April	April
May	Mai
June	Juni
	Juno (in spoken word only)
July	Juli
	Julei (in spoken word only)
August	August
September	September
October	Oktober
November	November
December	Dezember
Spring	Frühling
Summer	Sommer
Autumn	Herbst
Winter	Winter

Time	Die Zeit
Free Time	Die Freizeit
Always	Immer
Oft	Oft
Sometimes	Manchmal
Seldom	Selten
Never	Nie
Only	Nur

Me	Mich
Us	Uns
You	Dich
You All	Euch
Him	Ihn
Her	Sie
It	Es
Them	Sie

Appetizers	Vorspeisen
Salad	Der Salat
Bread	Das Brot
Breadstick	Die Scheibe Brot
Main Dishes	Hauptgerichte
Sausage	Die Wurst
Sausages	Die Würste
Bratwurst	Die Bratwurst
Hot Dog	Das Hot Dog
Pizza	Die Pizza
Pizzas	Die Pizzen
Hamburger	Der Hamburger
Hamburgers	Die Hamburger
With	Mit (ignore article)
Without	Ohne (ignore article)
Tomatoes	Tomaten
Lettuce	Der Salat
Cheese	Der Käse
Pickles	Die Gewürzgurken
Onions	Die Zwiebeln
Ketchup	Der 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)
Fries	Die Fritten (Informal and plural)
Pasta	Die Pasta or Die Nudeln
Potato	Die Kartoffel
Potatoes	Die Kartoffeln
Corn	Mais
Bean	Die Bohne
Beans	Die Bohnen
Desserts	Nachspeisen
Gâteau	Die (Sahne-)Torte
Strudel	Der Strudel
Apple strudel	Apfelstrudel
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
Pudding	Der Pudding
Cookie	Der Keks
Cookies	Die Kekse
Fruit	Das Obst
The Meal	Das Essen
Lunch	Mittagessen
Dinner	Abendessen
Hunger	Der Hunger
Thirst	Der Durst

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	Fade
	Fad (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. Können Sie sich erinnern? (**Bericht!**)

Nominative Case

Wir haben auch den Nominativ. Können Sie sich an ihn erinnern? (**Bericht!**)

Names

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

Verbs

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

Articles

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

Freizeit

Regulars Verbs

Wir haben die regelmäßigen Verbenden. Können Sie sich an sie erinnern? (**Bericht!**)

Likes & Dislikes

Wir haben Gefallen auszudrücken gehabt. Können Sie sich daran erinnern? (**Bericht!**)

Numbers

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

Time

Wir haben schon Zeit-Wörter gelernt. Können 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](#)

Lesson 1.04 • Kleidung

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!

[live version](#)
[discussion](#)
[exercises](#)
[test](#)
[test answers](#)
[edit lesson](#)
[comment](#)
[report an error](#)
[ask a question](#)

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

German Dialogue • Kleidung Going Shopping • Gehendes Einkaufen

Helga Guten Morgen, Maria.
Maria Morgen. Wie geht's?
Helga Mir geht's gut. Ich gehe zum Kurfürstendamm, möchten Sie mit mir kommen?
Maria Ja, gerne. Ich hole vorher noch Geld.
Helga Ich sehe Sie dann am Kurfürstendamm.

am Kurfürstendamm

Helga Hallo Maria!
Maria Hallo!
Helga Wohin gehen wir als erstes?
Maria Lassen Sie uns zu dieser Boutique gehen.
Helga O.K.

in der Boutique

Angestellter Thomas Hallo meine Damen!
Maria und Hegla Hallo, guten Tag.
Angestellter Thomas Benötigt ihr Hilfe?
Maria Ja, Können Sie mir helfen, diesen Rock in meiner Größe zu finden?
Angestellter Thomas Natürlich.
Angestellter Thomas Hier ist der Rock in Ihrer Größe.
Maria Danke. Wo ist die Umkleidekabine?
Angestellter Thomas Dort.

Shopping

Shopping

There 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.

**German Vocabulary • Kleidung
Shopping • Einkaufen**

English	German
Babywear	Die Babyartikel (plural)
Children's Wear	Die Kinderbekleidung
Clearance Sale	Der Räumungsverkauf
Closed	Geschlossen
Clothing	Die Kleidung
Computer Section	Der Computershop
Cosmetics	Die Kosmetik
Customer	Der Kunde
Customer Service	Der Kundendienst
Electrical Appliance	Das Elektrogerät
Escalator	Die Rolltreppe
Fashion	Die Mode
Furniture	Das Möbel (no plural)
Gift	Der Geschenkartikel
Good Value (Adj.)	Preiswert
Groceries	Die Lebensmittel (plural)
Jewelery	Damenschuhe (plural)
Leather Goods	Die Lederwaren (plural)
Open	Geöffnet
Opening Hours	Die Öffnungszeiten (plural)
Present	Das Geschenk
Reduced	Reduziert
Sales Receipt	Der Kassenbon
Souvenir	Das Andenken
Special Offer	Das Sonderangebot
Sports Goods	Sportartikel (plural)
Stationery	Schreibwaren (plural)
Summer Sale	Der Sommerschlussverkauf (abbr. SSV)
Video Store	Die Videothek
Winter Sale	Der Winterschlussverkauf (abbr. WSV)

Kurfürstendamm

Taentzienstraße

Fasanenstraße

Two Kurfürstendamm has many boutiques, department stores, ect. Which are in Taentzienstraße and Fasanenstraße, two streets in Kurfürstendamm. Taentzienstraße 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.

German Vocabulary • Kleidung Ku'damm • Kurfürstendamm

English	German
Department Store	Warenhaus
Retail Store	Einzelhandelsgeschäft
The Mall	Einkaufszentrum
Boutique	Boutique
Store	Geschäft

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?

German Vocabulary • Kleidung Ku'damm • Kurfürstendamm

English	German
Manager	Manager
Employee	Angestellter
Sales Clerk	Verkäufer
Cashier	Kassierer
Dressing Room	Umkleidekabine
Men's Section	Männerabteilung
Women's Section	Frauenabteilung

KaDeWe

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 KaDeWe • Kaufhaus des Westens	
English	German
First Floor	Erstes Stockwerk
Menswear	Männerkleidung
Second Floor	Zweiter Stock
Womenswear	Frauenkleidung
Third Floor	Dritte Stock
Kids Section	Kinderabteilung
Fourth Floor	Vierter Stock
Electronics	Elektronik
Kitchenware	Küchenbedarf
Fifth Floor	Fünfter Stock
Lighting	Beleuchtung
Bedding	Bettwäsche
Toys	Spielwaren
Six Floor	Sechster Stock
Food	Lebensmittel

Since we 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.

German Vocabulary • Kleidung KaDeWe • Kaufhaus des Westens	
English	German
Electronics	Elektronik
Television	Fernsehen
Digital Camera	Digitalkamera
Telephone	Telefon
Cell phone	Mobiltelefon, Handy
Computer	Computer, Rechner
Speakers	Lautsprecher
DVDs	DVD
CDs	CD
DVD Player	DVD-Player
CD Player	CD-Player

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.

German Vocabulary • Kleidung KaDeWe • Kaufhaus des Westens	
English	German
Bedding	Bettwäsche
Blankets	Decken
Pillow	Kopfkissen
Pillow Case	Kopfkissenbezüge
Sheets	Blätter
Bed Skirt	Bett-Rock

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.

German Vocabulary • Kleidung Money • Geld

English	German
Price	Preis
Note	Der Schein
Coin	Die Münze
1 Euro Coin	Das Eurostück
2 Euro Coin	Das Zweieurostück
5 Euro Note	Der Fünfeuroschein
10 Euro Coin	Der Zehneuroschein
100 Euro Coin	Der Hunderteuroschein

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.

German Vocabulary • Kleidung Money • Geld

English	German
1 Cent Coin	Das Centstück
2 Cent Coin	Das Zweicentstück
5 Cent Coin	Das Fünfcentstück
10 Cent Coin	Das Zehncentstück
20 Cent Coin	Das Zwanzigcentstück
50 Cent Coin	Das Fünfcentstück

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 Clothes • Kleidung

English	German
Skirt	Der Rock
Pullover	Der Pullover
Scarf	Das Tuch
Coat	Der Mantel
Shirt	Das Hemd
Sweater	Der Pullover
Necktie	Der Schlips
Jacket	Die Jacke
Pants	Die Hose
Hat	Der Hut
Shoe	Der Schuh
Sock	Die Socke
Glove	Der Handschuh
Blouse	Die Bluse

German Vocabulary • Kleidung Clothes • Kleidung

English	German
Size	Die Größe
Color	Die Farbe
Cotton	Die Baumwolle
Leather	Das Leder
Rayon	Die Kuntseide

German Vocabulary • Kleidung Sizes • Die Größen

English	German
Small	Klein
Medium	Mittel
Large	Groß
Extra-Large	Extragroß

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 your describing them...

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

To say If 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 you or your 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 zuviel.*

The phrases 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, ect. 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.

To look	"Aussehen"
He looks	"Er sieht aus"
To try on	"Anprobieren"
He tries on	"Er probiert an"
To put on	"Anziehen"
He puts on	"Er zieht an"
To take	"Nehmen"
To buy	"Kaufen"
To have on/wear	"Anhaben" or "tragen"
He has on/wears	"Er hat an"

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 *anhaben* (to wear) and *aussehen* (to look) are both verbs with **separable** (*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 *"anhaben"* the verb *"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 *"tragen"* has two meanings: "to wear" and "to carry". So if someone says *"Ich trage Schuhe"* only the context will tell you whether the person is carrying the shoes in his hands or actually wearing them. 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 **fahren**, **graben**, **schaffen**, and **waschen**. But, heres the thing at the beginning only the **a** change into **ä**, and like this only happens to some verbs.

Here is the table for tragen:

<u>Person</u>	<u>Singular</u>		<u>Plural</u>	
1st	ich	<i>trage</i>	wir	<i>tragen</i>
2nd	du	<i>trägst</i>	ihr	<i>tragt</i>
3rd	er/sie/es	<i>trägt</i>	sie	<i>tragen</i>

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.

Wir fahren in den Schwarzwald. Ich habe ein grünes Hemd getragen. Die Reise war lang. Es begann kälter zu werden und abzukühlen. Ich hörte Musik auf meinem braunen iPod. Ich bin schließlich eingeschlafen. Als ich aufwachte, sah ich den blauen Himmel und den weißen Schnee.

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

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

Lesson 1.05 • Volk und Familie

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 aufgeregert 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 wegnehmen.

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.

[live version](#)
[discussion](#)
[exercises](#)
[test](#)
[test answers](#)
[edit lesson](#)
[comment](#)
[report an error](#)
[ask a question](#)

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
Schwiegertochter	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 exterritorial 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...

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

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 nominative 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.

Sein

To Be

Aussehen

To Look

Er sieht aus

He Looks

Fühlen

To Feel

Klingen

To Sound

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**, **Französin**. 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 of 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

Person	Singular		Plural	
	English	German	English	German
1st	my	<i>mein</i>	our	<i>unser</i>
2nd	your	<i>dein, Ihr</i>	your	<i>euer, Ihr</i>
3rd	his, she, its	<i>sein, ihr, sein</i>	their	<i>ihr</i>

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

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

Lesson 1.06 • Schule

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%.

[live version](#)
[discussion](#)
[exercises](#)
[test](#)
[test answers](#)
[edit lesson](#)
[comment](#)
[report an error](#)
[ask a question](#)

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. Additionally, 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 pronoun such as in "*that* place". "Darauf" actually is another contraction which developed 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

Review 1.02

Vocabulary

Babywear	Die Babyartikel (plural)
Children's Wear	Die Kinderbekleidung
Clearance Sale	Der Räumungsverkauf
Closed	Geschlossen
Clothing	Die Kleidung
Computer Section	Der Computershop
Cosmetics	Die Kosmetik
Customer	Der Kunde
Customer Service	Der Kundendienst
Electrical Appliance	Das Elektrogerät
Escalator	Die Rolltreppe
Fashion	Die Mode
Furniture	Das Möbel (no plural)
Gift	Der Geschenkartikel
Good Value (Adj.)	Preiswert
Groceries	Die Lebensmittel (plural)
Jewelery	Damenschuhe (plural)
Leather Goods	Die Lederwaren (plural)
Open	Geöffnet
Opening Hours	Die Öffnungszeiten (plural)
Present	Das Geschenk
Reduced	Reduziert
Sales Receipt	Der Kassenbon
Souvenir	Das Andenken
Special Offer	Das Sonderangebot
Sports Goods	Sportartikel (plural)
Stationery	Schreibwaren (plural)
Summer Sale	Der Sommerschlussverkauf (abbr. SSV)
Video Store	Die Videothek
Winter Sale	Der Winterschlussverkauf (abbr. WSV)

[live version](#)
[discussion](#)
[exercises](#)
[test](#)
[test answers](#)
[edit lesson](#)
[comment](#)
[report an error](#)
[ask a question](#)

Department Store

Retail Store
The Mall
Boutique
Store
Manager
Employee
Sales Clerk
Cashier
Dressing Room
Men's Section
Women's Section
First Floor
Menswear
Second Floor
Womenswear
Third Floor
Kids Section
Fourth Floor
Electronics
Kitchenware
Fifth Floor
Lighting
Bedding
Toys
Six Floor
Food

Electronics

Television
Digital Camera
Telephone
Cell phone
Computer
Speakers
DVDs
CDs
DVD Player
CD Player
Bedding
Blankets
Pillow
Pillow Case
Sheets
Bed Skirt

Warenhaus

Einzelhandelsgeschäft
Einkaufszentrum
Boutique
Geschäft
Manager
Angestellter
Verkäufer
Kassierer
Umkleidekabine
Männerabteilung
Frauenabteilung
Erstes Stockwerk
Männerkleidung
Zweiter Stock
Frauenkleidung
Dritte Stock
Kinderabteilung
Vierter Stock
Elektronik
Küchenbedarf
Fünfter Stock
Beleuchtung
Bettwäsche
Spielwaren
Sechster Stock
Lebensmittel

Elektronik

Fernsehen
Digitalkamera
Telefon
Mobiltelefon, Handy
Computer, Rechner
Lautsprecher
DVD
CD
DVD-Player
CD-Player
Bettwäsche
Decken
Kopfkissen
Kopfkissenbezug
Blätter
Bett-Rock

Price	Preis
Note	Der Schein
Coin	Die Münze
1 Euro Coin	Das Eurostück
2 Euro Coin	Das Zweieurostück
5 Euro Note	Der Fünfeuroschein
10 Euro Note	Der Zehneuroschein
100 Euro Note	Der Hunderteuroschein
1 Cent Coin	Das Centstück
2 Cent Coin	Das Zweicentstück
5 Cent Coin	Das Fünfcentstück
10 Cent Coin	Das Zehncentstück
20 Cent Coin	Das Zwanzigcentstück
50 Cent Coin	Das Fünfzigcentstück

Skirt	Der Rock
Pullover	Der Pullover
Scarf	Das Tuch
Coat	Der Mantel
Shirt	Das Hemd
Sweater	Der Pullover
Necktie	Der Schlips
Jacket	Die Jacke
Pants	Die Hose
Hat	Der Hut
Shoe	Der Schuh
Sock	Die Socke
Glove	Der Handschuh
Blouse	Die Bluse

Size	Die Größe
Color	Die Farbe
Cotton	Die Baumwolle
Leather	Das Leder
Rayon	Die Kuntseide
Small	Klein
Medium	Mittel
Large	Groß
Extra-Large	Extragroß

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

Red
Blue
Green
Orange
Violet
Yellow
Brown
Indigo
Gray
Black
White

Rot
Blau
Grün
Orange
Veilchen
Gelb
Braun
Indigo
Grau
Schwarz
Weiß

To Look
To Try On
To Put On
To Take
To Buy
To Have On/Wear

Aussehen
Anprobieren
Anziehen
Nehmen
Kaufen
Anhaben
Tragen

Sohn
Tochter
Vater
Mutter
Großvater
Großmutter
Opa
Oma
Schwester
Bruder
Geschwister
Enkel
Enkelin
Frau
Mann
Schwiegervater
Schwiegertochter
Schwager
Schwägerin
Schwiegermutter
Schwiegersohn
Onkel
Tante
Geschenk

Son
Daughter
Father
Mother
Grandfather
Grandmother
Grandpa
Grandma
Sister
Brother
Brothers & Sisters
Grandson
Granddaughter
Wife
Husband
Father-in-Law
Daughter-in-Law
Brother-in-Law
Sister-in-Law
Mother-in-Law
Son-in-Law
Uncle
Aunt
Present

Nimmt
Lesen
Schreiben
Studieren
Lernen
Zeichnen

To Take Away
To Read
To Write
To Study
To Study
To Paint

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

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

congratulations on completing

Review 1.02

[live version](#) • [discussion](#) • [exercises](#) • [test](#) • [edit lesson](#) • [comment](#) • [report an error](#) • [ask a question](#)

Lesson 1.07 • Das Fest

Gifts

Vocabulary

das Spiel
das Videospiegel

Game
Video Game

Parties

Vocabulary

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 listen	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 (<i>slang</i>)
Tanzen	To Dance

* = A Formal Dinner Party

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

Different Celebrations

der Geburtstag
Weihnachten
Ostern
das Jubiläum

Birthday
Christmas
Easter
Anniversary

Snack Foods

Vocabulary

das Wasser

Water

congratulations on completing

Lesson 1.07 • Das Fest

[live version](#) • [discussion](#) • [exercises](#) • [test](#) • [edit lesson](#) • [comment](#) • [report an error](#) • [ask a question](#)

Lesson 1.08 • Privileg und Verantwortung

Jobs and Tasks

Vocabulary

Careers

Work	Arbeit
Doctor	Arzt
Business Man	Geschäftsmann
Business 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

Tasks

Cleaning	Reinigung
Cooking	Kochen
Homework	Hausaufgaben
Tasks	Aufgaben

[live version](#)

[discussion](#)

[exercises](#)

[test](#)

[test answers](#)

[edit lesson](#)

[comment](#)

[report an error](#)

[ask a question](#)

Plans

Common Phases

Ich habe Pläne...

I have plans...

Ich habe Pläne mit...

I have plans with...

Places To Go

Vocabulary

Germany

Hamburg
Berlin
Frankfurt
Cologne
Munich

Deutschland

Hamburg
Berlin
Frankfurt
Köln
München

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

Lesson 1.09 • Wetter

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.

Monica: Ich weiß. Ich muss zur Klasse gehen. Auf Wiedersehen mein Freund.

Wolfgang: Bis Dann!

[live version](#)
[discussion](#)
[exercises](#)
[test](#)
[test answers](#)
[edit lesson](#)
[comment](#)
[report an error](#)
[ask a question](#)

Weather

Vocabulary

Weather	Wetter
Rain	Regen
Snow	Schnee
Snow Showers	Schneeschauer, Schneefall
Showers	Schauer
Thunder	Donner
Storm	Sturm
Thunderstorm	Gewitter
Cloudy	Bewölkt
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

Car	Auto
Train	Zug
Trainstation	Bahnhof
Airplane	Flugzeug
Boat	Boot
Highway	Landstraße
Road	Straße

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 Videospiele	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

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

Work

Doctor	Arzt
Business Man	Geschäftsmann
Business 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

[live version](#)
[discussion](#)
[exercises](#)
[test](#)
[test answers](#)
[edit lesson](#)
[comment](#)
[report an error](#)
[ask a question](#)

Politician	Politiker
Postman	Briefträger
Professor	Professor
Salesperson	Verkäufer
Secretary	Sekretär
Student	Student
Taxi Driver	Taxifahrer
Waiter	Kellner
Germany	Deutschland
Humburg	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	Bewölkt
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](#)

Section 1.04 ~ Berne, Switzerland

Lesson 1.10 • Zu Hause Essen

[live version](#) • [discussion](#) • [exercises](#) • [test](#) • [edit lesson](#) • [comment](#) • [report an error](#) • [ask a question](#)

undeveloped

Section 1.04 ~ Berne, Switzerland

Lesson 1.11 • Filme

[live version](#) • [discussion](#) • [exercises](#) • [test](#) • [edit lesson](#) • [comment](#) • [report an error](#) • [ask a question](#)

undeveloped

Section 1.04 ~ Berne, Switzerland

Lesson 1.12 • Das Haus

[live version](#) • [discussion](#) • [exercises](#) • [test](#) • [edit lesson](#) • [comment](#) • [report an error](#) • [ask a question](#)

undeveloped

Section 1.04 ~ Berne, Switzerland

Review 1.04

[live version](#) • [discussion](#) • [exercises](#) • [test](#) • [edit lesson](#) • [comment](#) • [report an error](#) • [ask a question](#)

undeveloped

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

Lesson 2.01 • Einfache Gespräche unter Freunden

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?
- *Heinrich*: Danke, es geht mir gut. Auf Wiedersehen.
- *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 reenforce 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

der Anhang, die Anhänge	appendix, appendices	(singular and plural)
die Brücke	bridge	
der Freund, die Freunde	friend, friends	(singular and plural)
das Gespräch , die Gespräche	conversation, conversations	
die Gram matik	grammar	(note irregular stress)
die Lek tion	lesson	(note irregular stress)
die Straße	street	
das Tor	gateway	
die Vo kabeln	word list, vocabulary	
das Vorwort	foreword, preface	(introduction to a book)

SHORT PHRASES

auf der Straße	on the street	
Auf Wiedersehen	Good bye	
Es geht mir gut good')	I am fine	(lit: 'It goes with me
Guten Tag!	Good day	(greeting)
Und dir? you?')	And you?	(implied: 'And how are
unter Freunden	between friends	
Wie geht es dir? you?')	How are you	(lit: 'How goes it with
Wie geht's? used)	How are you?	(casual, but more commonly

VERBS

gehen	go	(<i>geht</i> is "goes")
treffen	meet, come upon	(<i>trifft</i> is "meets")

OTHER "SMALL" WORDS (adjectives, adverbs, prepositions, etc.)

danke	thank you; thanks
dir	(with or for) you
einfach	simple
es	it
gut	good
mir	(with or to) me
und	and
wie?	how?

<< [Lesson Layout Guide](#)

[Pronunciation Guide](#) >>

Gespräch 1-2 ~ *Die Studenten*

Markus ist Student. Er studiert Biologie. Er begegnet Katrin. Sie studiert Mathematik. Markus und Katrin sind Freunde.

- *Markus*: Hallo, Katrin! Wohin gehst du?
- *Katrin*: Ich gehe einkaufen. Der Kühlschrank ist fast leer. Ich brauche Wurst und Käse. Und du? 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.')

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*):

<i>ich</i> - I	(1st person, singular, nominative case)
<i>mich</i> - me	(1st person, singular, accusative case)
<i>mir</i> - me	(1st person singular, dative case)
<i>du</i> - you	(2nd person, singular, nominative case)
<i>dir</i> - you	(2nd person singular, dative case)
<i>er</i> - he	(3rd person singular, nominative case)
<i>sie</i> - she	(3rd person singular, nominative case)
<i>es</i> - 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 <i>der Freund</i>)
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	
die Uni Universität)	university	(a short form of <i>die</i>
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

OTHER "SMALL" WORDS

an	to (towards)	
bald	soon	
bis	until	
dann	then	
du	you	
er	he	
fast	almost	
hallo	hello	
ich	I	
leer	empty, vacant	
mich	me	
schön 'fine')	beautiful	(in this case, 'nice' or
sehr	very	
sie	she	
tschüss	so long	(good bye)
viel	much	
was?	what?	
wohin?	where?	

<< [Lesson Layout Guide](#)

[Pronunciation Guide](#) >>

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](#) >

Lesson 2.02 • Fremde und Freunde

Grammatik 2-1 ~ Introduction to Verbs

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.* (Note a subject verb reversal)

What are you studying? *Was studierst du?* (Notice subject verb reversal in question sentence)

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

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

[Pronunciation Guide >>](#)

Grammatik 2-3 ~ Familiar and Polite Pronoun Forms

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

<i>Ihnen</i> - (to) you	(2nd person singular, dative case)
<i>ihr</i> - you	(2nd person, plural, nominative case)
<i>sie</i> - they	(3rd person, plural, nominative case)
<i>Sie</i> - you	(2nd person, singular, nominative case)
<i>wir</i> - 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 Geschäftsmänner

Herr Schmidt und Herr Standish begegnen sich am Hauptsitz:



*Vereinigtes Königreich
von Großbritannien und Nordirland*



Bundesrepublik
Deutschland

- *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 Standish*: Das kann ich verstehen. Zu viel ist zu viel.
- *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 preferred)	businessmen	(<i>die Geschäftsleute is</i>
Großbritannien Königreich	Great Britain	(<i>technically Vereinigtes</i>
		<i>von Großbritannien und</i>
<i>Nordirland)</i>		
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	
kein	no	(in the sense on "none")
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:

3rd person pronouns		
masculine	<i>er</i>	he
feminine	<i>sie</i>	she
neuter	<i>es</i>	it

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.

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](#) >

Lesson 2.03 • Die Zahlen

Lektion 3 ~ Zählen von 1 bis 12

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*.

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



Audio: [OGG](#) (385KB)

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 "guttural 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.

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



Der Uhrturm von Graz

Gespräch 3-1

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

- *Heinrich:* Karl. Wie geht's?
- *Karl:* Hallo!
- *Heinrich:* Willst du spielen? Ich habe einen Ball.
- *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:

<i>Er fragt nach der Uhrzeit.</i>	He asks the time.
<i>Sie begegnen sich eines Nachmittags.</i>	They meet each other one afternoon.
<i>Es ist halb vier.</i>	It is half past three (3:30).
<i>Es ist Viertel nach zwölf.</i>	It is a quarter after twelve (12:15).
<i>Es ist Viertel vor elf.</i>	It is a quarter to eleven (10:45).
<i>Es ist drei Viertel elf.*</i>	It is a quarter to eleven (10:45).
<i>Es ist fünf vor neun.</i>	It is five minutes to (until) nine (08:55).
<i>Es ist fünf Minuten vor neun.</i>	It is five minutes to (until) nine (08:55).
<i>Es ist zehn nach elf.</i>	It is ten minutes after eleven (11:10).
<i>Es ist zehn Minuten nach elf.</i>	It is ten minutes after eleven (11:10).
<i>Es ist acht nach.</i>	It is eight minutes after the last full hour (?:08).
<i>Es ist zehn vor.</i>	It is ten minutes to (until) the next full hour (?:50).
<i>Es ist drei durch.*</i>	It is between three and four (03:??).
<i>Es ist elf Uhr drei</i>	It is three minutes after eleven (11:03).
<i>Es ist elf Uhr und drei minuten</i>	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

Lektion 3 above.

der Ball	ball
der Junge, die Jungen	boy, boys
das Lernen	learning, study
der Nachmittag	afternoon
die Stunde	hour
die Uhr	watch (timepiece); also "o'clock"
der Uhrturm	clock tower
die Uhrzeit	time, time of day
das Viertel	quarter
die Zahl, die Zahlen	number, numbers
bis zwei Uhr	until two o'clock
das ist gut	very well (lit.: "that is good")
eines Nachmittags	one (unspecified) afternoon
ich kann... spielen	I can play
es ist	it is
willst du ...?	do you want ...? (familiar form)
fragen	ask (a question)
spielen	play
zählen	count
dann	then
halb	half, halfway to
nach	about, after
spät	late
vor	before, until
zu	to

[Pronunciation Guide >>](#)

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:

<i>der</i>	masculine
<i>die</i>	feminine
<i>das</i>	neuter

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 precede. Using the wrong gender can alter the meaning of a German sentence, so in forming a proper sentence with *Buch*, you will need to know 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 precede 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:

<i>ein</i>	<i>der</i>	masculine
<i>eine</i>	<i>die</i>	feminine

<i>ein</i>	<i>das</i>	neuter

Here are some examples of indefinite articles (underlined) used in German sentences:

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

das Buch	book
die Frau	woman
der Knödel	dumpling
das Mädchen	(young) girl
der Mann	man
lesen	read

[Pronunciation Guide >>](#)

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 >](#)

Lesson 2.04 • Eine Geschichte über Zürich

Lesestück 4-1 ~ Eine Geschichte über Zürich

Zürich ist die größte Stadt der Schweiz. Sie liegt am Ausfluss des Zürichsees und ist die Hauptstadt des gleichnamigen Kantons, des Kantons Zürich. Zürich ist ausgesprochen schön gelegen, am nördlichen Ende des Zürichsees—bei klarem Wetter hat man eine gute Sicht auf die Glarner Alpen.

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	

man hat... one has...
nach Hause (toward) home (compare: zu Hause = "at home")

anrufen call, telephone
geben (gab, gegeben) give
kommen (kam, gekommen) come
liegen (lag, gelegen) lie (lay, lain)

am (an dem) at the
ausgesprochen markedly
bei in
beiden two
etliche a number of, quite a few, several
gleichnamig same named
größte largest
klar clear
klein small
neben besides
nördlich northern
schweizer of or pertaining to Swiss

[Pronunciation Guide >>](#)

Grammatik 4-1 ~ Introduction to adjectives

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.

- *Markus*: Lena, wer ist das neue Mädchen? Die Brünette dort drüben.
- *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
heißen	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:

	Singular			Plural		
	NOM.	ACC.	DAT.	NOM.	ACC.	DAT.
1st person	ich	mich	mir	wir	uns	uns
2nd person	du (Sie*)	dich (Sie*)	dir (Ihnen*)	ihr (Sie*)	euch (Sie*)	euch (Ihnen*)
3rd person	er, sie, es	ihn, sie, es	ihm, ihr, ihm	sie	sie	ihnen

* 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:

	Singular	Plural
--	----------	--------

	NOM.	ACC.	DAT.	NOM.	ACC.	DAT.
Masculine	der	den	dem	die	die	den
Feminine	die	die	der	die	die	den
Neuter	das	das	dem	die	die	den

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:

	Singular		
	NOM.	ACC.	DAT.
Masculine	ein	einen	einem
Feminine	eine	eine	einer
Neuter	ein	ein	einem

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:

		NOM.	ACC.	DAT.
Masculine	indef. article	ein	einen	einem
	3rd pers. pronoun	er	ihn	ihm
Feminine	indef. article	eine	eine	einer

	3rd pers. pronoun	sie	sie	ihr
Neuter	indef. article	ein	ein	einem
	3rd pers. pronoun	es	es	ihm

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](#)):

<i>wann</i>	when	
<i>warum</i>	why	<i>Warum sind Sie müde?</i>
<i>was</i>	what	<i>Was ist das?</i>
<i>wer</i>	who	<i>Wer ist das Mädchen?</i>
<i>wie</i>	how	<i>Wie geht es dir?</i>
<i>wieviel</i>	how much	<i>Wieviel Uhr ist es?</i>
<i>wo</i>	where	<i>Wo ist das Buch?</i>
<i>wohin</i>	where (to)	<i>Wohin gehst du?</i>

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

<i>Was haben Sie?</i>	What do you have?	(Expected is a 'thing')
<i>Wieviel Arbeit ist zu viel?</i>	How much work is too much?	(Expected is a 'quantity')
<i>Wann gehst du nach Hause?</i>	When do you go home?	(Expected is a sense of 'time')
<i>Wo ist der Zürichsee?</i>	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](#) >

Section 2.01 ~ Salzburg, Austria

Review 2.01

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:

der Anhang, die Anhänge	appendix, appendices	(singular and plural)
die Brücke	bridge	
der Freund, die Freunde	friend, friends	(singular and plural)
das Gespräch, die Gespräche	conversation, conversations	
die Grammatik	grammar	(note irregular stress)
die Lektion	lesson	(note irregular stress)

die Straße

street

Section 2.02 ~ Zürich, Switzerland

Lesson 2.05 • Die Wohnung

Gespräch 6-1 ~ Ein Bruder besucht Markus

Markus studiert Biologie an der Universität. Er besucht die Vorlesungen und dann geht er nach Hause. Er wohnt nicht bei seinen Eltern; er mietet sich eine kleine Wohnung. Sie hat nur drei Zimmer. Gegen Abend zeigt er sie seinem Bruder.

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

Karl sieht sich um.

- *Karl:* Mir gefällt deine Wohnung.
- *Markus:* Danke. Sie hat drei Zimmer. Es gibt eine Küche, ein Wohnzimmer, und ein Schlafzimmer.
- *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:

pronoun	verb	in English:	
ich	gehe	I	go
du	gehst	you	go
er/sie/es	geht	he/she/it	goes
wir	gehen	we	go
ihr	geht	you (pl.)	go
sie	gehen	they	go

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 "**E**lephants **s**tanding **t**ogether **e**njoy **t**rumpeting **e**ndlessly".

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....).

pronoun	verb	in English:	
ich	bin	I	am
du	bist	you	are
er/sie/es	ist	he/she/it	is
wir	sind	we	are
ihr	seid	you (plural)	are

sie	sind	they	are
-----	------	------	-----

At least 1st and 3rd person plural are the same. Another important verb is *haben* ('to have'):

pronoun	verb	in English:	
ich	habe	I	have
du	hast	you	have
er/sie/es	hat	he/she/it	has
wir	haben	we	have
ihr	habt	you (plural)	have
sie	haben	they	have

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):

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

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](#):

<i>der</i>	masculine
<i>die</i>	feminine
<i>das</i>	neuter

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:

NOM.	ACC.	DAT.	GEN.	
<i>der</i>	<i>den</i>	<i>dem</i>	<i>des</i>	masculine

<i>die</i>	<i>die</i>	<i>der</i>	<i>der</i>	feminine
<i>das</i>	<i>das</i>	<i>dem</i>	<i>des</i>	neuter
<i>die</i>	<i>die</i>	<i>den</i>	<i>der</i>	plural

Note, there are also *der*-word forms to be used for plural nouns. Fortunately, these are the same, no matter what the gender of the singular noun. For future reference, you can find the *der*-words summarized in [Anhänge Drei](#).

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
work.

The business associates understand the
work.
(nominative and accusative cases)

Sie liegt am Ausfluss des Zürichsees.
Zurich.

It lies at the outlet of (the) Lake
Zurich.
(genitive case)

Zürich ist die größte Stadt der Schweiz.
Switzerland.

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

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 – *zweiundzwanzig* (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 – *hundertdreiundvierzig* (note: 'hundred-three-and-forty')
- 170 – *hundredsiebzig*
- 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.

+	<i>plus</i>
-	<i>minus</i>
×	<i>mal</i>
÷	<i>geteilt/dividiert durch</i>
=	<i>ist gleich</i>
>	<i>ist größer als</i>
<	<i>ist kleiner als</i>
3²	<i>drei hoch zwei</i>

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*):

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

Vokabeln 7-1

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

die Antwort	answer
die Frage	question
geteilt/dividiert durch	over [math]
größer als	greater than
kleiner als	smaller than
geteilt/dividiert	divided, forked, split
gleich	equal, same, even
hoch	tall, to the power of [math]
mal	times [math]
minus	minus
plus	plus

wieviel?

how much?

Section 2.02 ~ Zürich, Switzerland

Lesson 2.07 • Mein, Dein, und Sein

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 preceded 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](#)

Tables).

	NOM.	ACC.	DAT.	POSS. ADJ.
I, me	<i>ich</i>	<i>mich</i>	<i>mir</i>	mein
you	<i>du</i>	<i>dich</i>	<i>dir</i>	dein
he, him	<i>er</i>	<i>ihn</i>	<i>ihm</i>	sein
she, her	<i>sie</i>	<i>sie</i>	<i>ihr</i>	ihr
it	<i>es</i>	<i>es</i>	<i>ihm</i>	sein
we, us	<i>wir</i>	<i>uns</i>	<i>uns</i>	unser
you (all)	<i>ihr</i>	<i>euch</i>	<i>euch</i>	eurer
they, them	<i>sie</i>	<i>sie</i>	<i>ihnen</i>	ihr
you (formal)	<i>Sie</i>	<i>Sie</i>	<i>Ihnen</i>	Ihr

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:

<i>Ein</i>-group Endings			
	NOM.	ACC.	DAT.
Masculine	--	-- en	-- em
Feminine	-- e	-- e	-- er
Neuter	--	--	-- em
Plural	-- e	-- e	-- en

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).

Section 2.02 ~ Zürich, Switzerland

Lesson 2.08 • Einkaufen gehen

Lernen 9 ~ Die Kleidungsstücke (articles of clothing)

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

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)

aussehen - 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, aussehen 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

Ausehen 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.

Du suchst zwei Jeans, drei Hemden und einen Gürtel. Du siehst die Jeans und nimmst zwei. Du kaufst jetzt nur die Hemden und den Gürtel.

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 nimmst ein Hemd in Blau, und zwei in Rot. Du probierst die Hemden, die Jeans, und die Gürtel an. Alles passt.

DU: Was kosten diese Klamotten?

VERKÄUFERIN: Zwei Jeans, drei Hemden, und zwei Gürtel kosten fünfundsechzig Euro.

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.

	Nom.	Acc.	Nom.	Acc.
Masc.	der	den	ein	einen

Fem.	die	die	eine	eine
Neut.	das	das	ein	ein
Plur.	die	die	<i>does not exist</i>	<i>does not exist</i>

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!"

fragen	to ask
DDR	Deutsche Demokratische Republik (German Democratic Republic, long since reunited with the BRD)
Kaufhaus	very big shop
Kunde	client
Unterhosen	underpants
Badehosen	swimming trunks
Im zweiten Stock	on the second floor

Section 2.02 ~ Zürich, Switzerland

Review 2.02

Wiederholung

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).

verb:	<i>können</i> (can)	<i>gehen</i> (go)	<i>sein</i> (to be)
pronoun	verb I (irreg.)	verb II	verb III (irregular)
Basicform	können	gehen	sein
ich	kann	gehe	bin
du	kannst	gehst	bist
er/sie/es	kann	geht	ist
wir	können	gehen	sind
ihr	könnt	geht	seid
sie	können	gehen	sind
Sie (formal)	können	gehen	sind

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.

Lesson 2.09 • Verbtempus und Wortstellung

Ein Treffen in Hannover (WIP)

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

Katja hat sich mit einem Freund, Markus, verabredet, den sie im Chat kennengelernt hat. Sie hat ein Foto von ihm gesehen, und vielleicht gefällt er ihr ja. Am "Kröpcke", der größten U-Bahnstation in Hannover, steigt sie aus der U-Bahn. Täglich betreten Hunderte von Menschen diese Station, Schüler, Studenten, Angestellte und Rentner. Sie ist 22, studiert seit 2 Jahren Tiermedizin in Hannover, und ist im Moment ledig.

Sie geht auf die Rolltreppe, betritt die Stufen, und fährt zwei Stockwerke nach oben. Währenddessen schaut sie nach unten. Ihre U-Bahn hat die Station verlassen. Eine andere U-Bahn hat bereits gehalten, und die Fahrgäste sind aufgestanden und ausgestiegen. Sie kommt auf der zweiten Ebene an und geht weiter, Richtung Sonnenlicht, in die Pasarelle. Die Pasarelle führt Richtung Hauptbahnhof, und links und rechts locken die Schaufenster der Geschäfte. Nach einer Weile hat sie die Rolltreppe erreicht, die zum Hauptbahnhof führt. Nun sieht sie in voller Breite den Hauptbahnhof von Hannover, und davor einen Sockel mit einer Statue von einem Pferd mit Reiter. Dort hat Markus schon fünf Minuten gewartet und begrüßt sie, bevor sie sich ins Eiscafe nebenan setzen.

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 conjunctions connect a dependent clause to an independent clause. Some subordinating conjunctions 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.

Section 2.03 ~ Hannover, Germany

Lesson 2.10 • Undeveloped

Undeveloped

Section 2.03 ~ Hannover, Germany

Lesson 2.11 • Undeveloped

Undeveloped

Section 2.03 ~ Hannover, Germany

Lesson 2.12 • Undeveloped

Undeveloped

Section 2.03 ~ Hannover, Germany

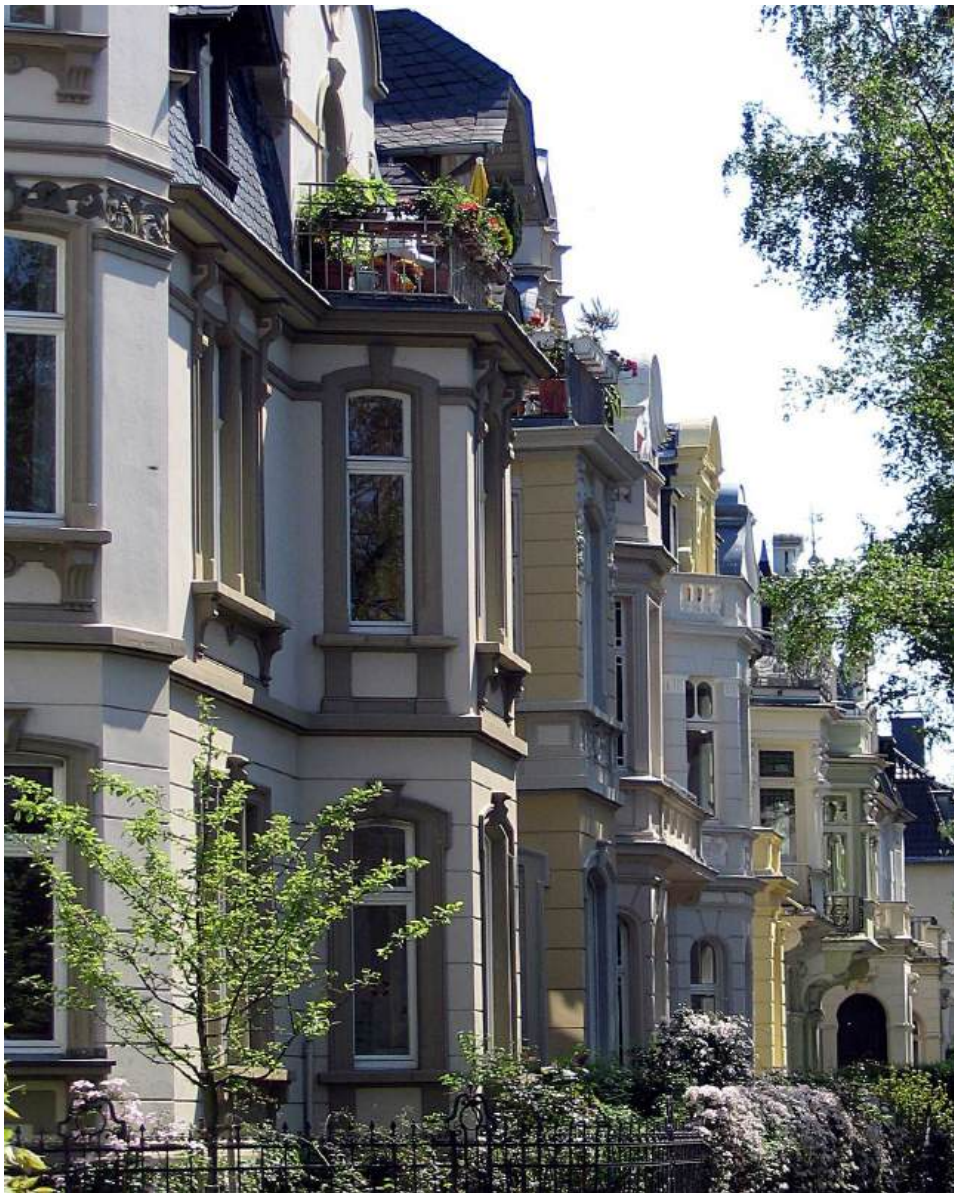
Review 2.03

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

Section 3.01 ~ Bonn, Germany

Lesson 3.01 • Markus studiert

Geschichte 1-3 ~ Markus studiert

Markus ist in der Universität. Er trinkt dort einen Kaffee und isst ein Brötchen. Danach geht er in die Bibliothek. Er sucht ein Buch über Biochemie. Er holt das Buch aus dem Regal und setzt sich an einen Tisch. Nach einer Stunde geht er in den Hof und raucht eine Zigarette. Danach geht er an den Tisch zurück. Er denkt: "Wenigstens eine Stunde..." und stellt das Buch wieder in das Regal.

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

die Bibliothek	library
die Biochemie	biochemistry
das Brötchen	roll, biscuit
das Buch	book
der Fortgeschrittene	advancer
die Fortgeschrittenen	advancers (pl.)
die Geschichte	story
der Hof	courtyard; also court
der Kaffee	coffee
die Stunde	hour
der Tisch	table
das Regal	shelf
die Zigarette	cigarette

denken	think	(Er denkt = He thinks)
essen	eat	(Er isst = He eats)
holen	fetch, get	(Er holt = He gets/fetches)
rauchen	smoke (a cigarette)	(Er raucht = He smokes)
sich setzen	sit (oneself) down	(Er setzt sich = He sits)
stellen	place	(Er stellt = He places)
suchen	seek, search for	(Er sucht = He looks for)
trinken	drink	(Er trinkt = He drinks)

aus	out
danach	afterwards
dort	there
in	in
nach	after
über	about

wenigstens
wieder

at least, at any rate
again

[Pronunciation Guide >>](#)

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):

<i>ich</i>	I	– 1st person, singular
<i>du</i>	you	– 2nd person, singular
<i>er</i>	he	– 3rd person masculine, singular
<i>sie</i>	she	– 3rd person feminine, singular
<i>es</i>	it	– 3rd person neuter, singular
<i>wir</i>	we	– 1st person, plural
<i>ihr</i>	you	– 2nd person, plural
<i>sie</i>	they	– 3rd person, plural
<i>Sie</i>	you (formal)	– 2nd person, plural and singular, always declined plural

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—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.
6. She looks for a book about biology.
7. Mark goes back to the University.
8. Mark removes the book from the shelf and places it on the table.

[Antworten](#) >

Section 3.01 ~ Bonn, Germany

Lesson 3.02 • Gespräche unter Geschäftsmännern

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'?
- *Verkäufer:* Nein. Aber ich habe einen guten Schweizerkäse. Sie schmecken ähnlich.
- *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 business)	Deli, Delicatessen	(<i>das Geschäft =</i>
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	

heißen	call, name	
schmecken	taste	
suchen	seek, look for	
verkaufen	sell	(compare with
<i>einkaufen & der Verkäufer</i>)		
ähnlich	similar	
ein	a, an, any, one	
lecker	tasty, delicious	
nicht	not	
stückweise	piecemeal, by the piece	(compare with <i>das</i>
<i>Stück</i>)		

[Pronunciation Guide >>](#)

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 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:

	Singular		Plural	
1st person	ich	I	wir	we
2nd person	du (Sie*)	you	ihr (Sie*)	you
3rd person	er, sie, es	he, she, it	sie (all genders)	they

- **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 Do you have too much (Notice polite form of 'you'
English: . work? here)

Hast du jede Wurst? becomes in Do you have any sausage?
English:

Hat Helena zehn Finger? becomes in Does Helena have ten
English: 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

der Brief	letter	
das Einkaufen	shopping	
der Finger, die Finger	finger, fingers	
das Kaufen (preferred)	buying	(use of the verb form is
das Schwein	pig	(compare with <i>die Schweinswurst</i>)
das Verkaufen	selling	

können	can
schreiben	write

jede	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](#) >

Section 3.01 ~ Bonn, Germany

Lesson 3.03 • Mach dir keine Sorgen!

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.
- *Heinrich:* Ja. Dann kann ich ihn dir zurückkicken.
- *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	

zurück
warum

back
why

(interrogative)

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.

<i>Es ist <u>halb elf</u>.</i>	It is <u>half past ten</u> (10:30).
<i>Er kommt <u>um sieben Uhr</u>.</i>	He is coming <u>at seven o'clock</u> .
<i>Sie kommt immer <u>ungefähr um acht Uhr</u>.</i>	She always comes <u>around eight o'clock</u> .
<i>Wir essen <u>gegen sieben Uhr</u>.</i>	We eat <u>about seven o'clock</u> .
<i>Sie gehen nach Hause <u>auf eine Stunde</u>.</i>	They go home <u>for an hour</u> .
<i>Es ist <u>viertel zehn</u></i> ¹	It is a <u>quarter past nine</u>

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:

<i>am Morgen</i>	in the morning; also as <i>morgens</i> ² or <i>des Morgans</i>
<i>am Mittag</i>	at noon, midday; also as <i>mittags</i> or <i>des Mittags</i> ²
<i>am Nachmittag</i>	in the afternoon; also as <i>nachmittags</i> or <i>des Nachmittags</i> ²

<i>am Abend</i>	in the evening; also as <i>abends</i> or <i>des Abends</i> ²
<i>am Tage</i>	in the daytime
<i>in der Nacht</i>	at night
<i>gegen Abend</i>	towards evening
<i>gegen Morgen</i>	towards morning

² 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
letzt(er)	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](#) >

Lesson 3.04 • Die Geschäftsleute

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 heiÙe 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 Standish*: Ja, am Montag fuhr ich mit dem Schnellzug durch den Ärmelkanaltunnel. Wenn ich meine Arbeit abgeschlossen habe, werde ich am Donnerstag nach Zürich und Wien reisen.
- *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 Standish*: Sehr gut. Auf Wiedersehen Frau Baumann. Auf Wiedersehen Herr Schmidt.
- *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... ?	May I... ?	
Es freut mich sehr	It gives me pleasure	
Guten Morgen!	Good morning!	(greeting)
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, angekommen)	arrive	
fahren	ride	
geben	give	
kennen lernen	meet, make acquaintance	
müssen	must	(aux.)
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:

	Singular		Plural	
1st person	mich	me	uns	us
2nd person	dich (Sie*)	you	euch (Sie*)	you

3rd person	ihn, sie, es	him, her, it	sie (all genders)	them
------------	---------------------	--------------	--------------------------	------

*Polite form.

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:

<i>Können Sie <u>mich</u> verstehen?</i>	Can you understand <u>me</u> ?
<i>Ich kann <u>Sie</u> verstehen.</i>	I can understand <u>you</u> .
<i>Ich kann <u>sie</u> verstehen</i>	I can understand (<u>her</u> or <u>them</u>).
<i>Ich kann <u>ihn</u> dir zurück kicken!</i>	I can kick <u>it</u> 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:

<i>Hier, ich kicke dir <u>den Ball</u> zu.</i>	Here, I kick <u>the ball</u> to you.
<i>Darf ich Ihnen <u>meine Freundin</u> vorstellen?</i>	May I introduce <u>my friend</u> 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:

	Singular		Plural	
1st person	mir	me	uns	us
2nd person	dir (Ihnen*)	you	euch (Ihnen*)	you
3rd person	ihm, ihr, ihm	him, her, it	ihnen (all genders)	them

*Polite form.

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:

<i>Es geht <u>mir</u> gut</i>	It goes (for) <u>me</u> well
<i>Wie geht es <u>dir</u>?</i>	How goes it (for or with) <u>you</u>
<i>Und können Sie <u>mir</u> sagen...?</i>	And can you tell <u>me</u> ...?
<i>Karl gibt <u>ihm</u> den Ball</i>	Karl gave <u>him</u> the ball.
<i>Wie geht es <u>Ihnen</u>?</i>	How goes it (with) <u>you</u> ? (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':

<i>Wie geht es <u>ihnen</u>?</i>	How goes it with <u>them</u> ? (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 ihn dem Jungen. I give it to the boy.

English sentence structure is similar.

Lesson 3.05 • Der Engländer in Österreich

Gespräch 5-2 ~ Der Engländer in Österreich

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?
- *Die Frau*: Ja gewiss! Ein Restaurant mit gutbürgerlicher Küche, besonders zum Abendessen. Aber ich könnte Ihnen ein anderes Restaurant empfehlen. Es heißt 'Alt-Wien', und es gibt dort das beste Frühstück. Das Restaurant ist links neben dem Hotel, um die Ecke.
- *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)

Wie bitte?	Pardon me? (polite "come again?")
empfehlen	recommend
fahren	travel
kommen	come, go, get
wandern	wander
sagen	say, tell
sprechen	speak
anderer, andere, anderes	other
besonders	especially
bitte	please
das	that
dann	then
darin	therein
ein	a (indefinite article)
eins	one (cardinal number)
fremd	unknown
gern	gladly
gleich	just, right (correct), right here, same
heute früh	this morning
hier	here (in this place)
ich	I (personal pronoun)
links	left (direction)
neben	next to
rechts	right (direction)
ungefähr	approximately
von	of (<i>Rathaus <u>von</u> St. Pölten</i> = St. Polten City Hall)
wie	how (interrogative)
wo	where (interrogative)
zu	to (<i>zum</i> = contraction of <i>zu dem</i>)

Andere Wörter 4A

der Bahnhof	train station
der Flughafen	airport
die Polizeiwache	police station
die Post	post office
genau	exact (ly)
heute	today

Lesestück 5-1 ~ Eine Geschichte über St. Pölten



Karte: St. Pölten in Österreich

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.

Die Altstadt befindet sich dort, wo vom 2. bis zum 4. Jahrhundert die Römerstadt *Aelium Cetium* stand. 799 wurde der Ort als "Treisma" erwähnt. Das Marktrecht erhielt St. Pölten um 1050, zur Stadt erhoben wurde es 1159. Bis 1494 stand St. Pölten im Besitz des Bistums Passau, dann wurde es landesfürstliches Eigentum. Bereits 771 findet sich ein Benediktinerkloster, ab 1081 gab es Augustiner-Chorherren, 1784 wurde deren Kollegiatsstift aufgehoben, das Gebäude dient seit 1785 als Bischofssitz. Zur Landeshauptstadt von Niederösterreich wurde St. Pölten mit Landtagsbeschluss vom 10. Juli 1986, seit 1997 ist es Sitz der Niederösterreichischen Landesregierung.



Luftbild von St. Pölten

Vokabeln 5B

Die Altstadt	old town
Der Augustiner	Augustinian
Der Besitz	possession, holding
Das Bistum	diocese
Der Bischofssitz	bishop's see (a seat of a bishop's authority)
Die Bundesländer	federal states
Die Chorherren	men's choir
Das Eigentum	propriatorship
Die Einwohner	inhabitants
Das Gebäude	premises
Die Geschichte	history
Das Jahrhundert	century
Das Kloster	monastery, friary
Das Kollegiatsstift	monastery college
Die Landeshauptstadt	regional or state capital city

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
(befand sich, haben sich befunden)	
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).

Section 3.02 ~Innsbruck, Austria

Lesson 3.06 • Undeveloped Title

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 Pendant.

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

[Pronunciation Guide](#) >>

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 **nominative 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

German pronouns in cases

	Nominative	Accusative	Dative	Genitive	(Possessive)
He	er	ihn	ihm	seiner / seines	(sein)
She	sie	sie	ihr	ihrer / ihres	(ihr)
It	es	es	ihm	seiner / seines	(sein)
They	sie	sie	ihnen	ihrer / ihres	(ihr)

You (informal)	du	dich	dir	deiner / deines	(dein)
You (formal)	Sie	Sie	Ihnen	Ihrer / Ihres	(Ihr)
You (informal plural)	ihr	euch	euch	euer / eueres	(euer)
I (me)	ich	mich	mir	meiner / meines	(mein)
We (us)	wir	uns	uns	unser / unseres	(unser)

Note: 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 Lehrerin).

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.

Several German prepositions

Accusative	Dative	Genitive	two-way
durch	aus	während	an
ohne	außer	trotz	auf
um	bei	anstatt	hinter
gegen	mit	wegen	in
bis	nach		neben
für	seit		über
entlang	von		unter
wider	zu		vor
	gegenüber		zwischen

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 phrases 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 Süddeutsche Rundfunk sendete ein Konzert aus dem Gasteig.

Or on transitive vs. intransitive use:

Das Hemd hing auf der Wäscheleine.

Sie hängt 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

A.01 • Alphabet

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".

A	(ah)	Long 'a' as 'a' in 'father' (ah); short 'a' as 'o' in 'come'
B	(bay)	Pronounced like 'p' when at the end of a word See combination letter forms;
C	(tsay)	without a following 'h': before 'e', 'i', 'y', 'ä', 'ö' like the german letter 'z' else like 'k'
D	(day)	Pronounced like 't' when at the end of a word; slightly more "dental" Long 'e' as 'a' in 'late' (ay); there is no movement in the sound as in the english
E	(ay)	equivalent. Short 'e' as 'e' in 'pet'. In unstressed syllables like 'a' in 'about' or 'e' in 'garden'
F	(ef)	Pronounced like 'g' in 'get'; pronounced like 'k' when at the end of a word;
G	(gay)	pronounced like 'ich'-sound (see below) in the suffix '-ig' at the end of words like 'h' in 'house' only at the beginning of words or a syllable
H	(hah)	before 'a', 'i', 'o', 'u', 'y', 'ä', 'ö', 'ü' (only if these vowels don't belong to a suffix), else silent
I	(ee)	Long 'i' as 'e' in 'seen' (ee); short 'i' as 'i' in 'pit'
J	(yot)	Pronounced like 'y' in 'yard'
K	(kah)	
L	(el)	Slightly more "dental"

- 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 equivalent. Short 'o' as 'o' in 'pot'
- O (oh)
- P (pay) Pronounced like 'k'; only occurs in the combination 'qu', which is pronounced like 'kv' not like 'kw'
- Q (koo)
- 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 pronounced like in English
- Y (oopsilon)
- 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)

Ü (oo-umlaut) No English equivalent sound (see below)

the former ligature ß

ß (ess-tset or sharfes ess) Pronounced like 's' in 'set' or 'c' in 'nice'; see below for uses.

combined letters

ch (tsay-hah) Pronounced various ways (see *Konsonanten* sounds below)

ck (tsay-kah)

tz (tay-tset)

ie

ei

eu

au

dt

st

sp

sch (ess-tsay-hah)

tsch

dsch



zsch, tzscht Pronounced like 'ch' (only used in geographical and family names)

ph

pf

qu

...

- **Audio:**  [OGG](#) (305KB) ~ *Das Alphabet* oder *Das ABC*
- **Audio:**  [OGG](#) (114KB) ~ *Die Umlaute*

<< [Beginning German](#) | [Basic German](#) | [Advanced German](#)

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 preceding 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 *ر* 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 *ך* and the Arabic letter *ح* 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 palatine 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=[`]ka1 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.

A.02 • Phrase book

German Phrases

Greetings

<i>Hallo!</i>	Hello!
<i>Guten Tag!</i>	Good day!
<i>Tag!</i>	Good day!
<i>Guten Morgen!</i>	Good morning!
<i>Guten Abend!</i>	Good evening!
<i>Gute Nacht!</i>	Good night!
<i>Wie geht es Ihnen?</i>	How are you (formal)? How are you doing?
<i>Wie geht's</i>	How are you (informal)
<i>Es geht mir gut</i>	I'm doing fine, I'm well
<i>Prima!</i>	Great!
<i>Spitze!</i>	Super!
<i>Gut!</i>	Good!
<i>Sehr gut!</i>	Very good!
<i>Toll!</i>	Terrific!
<i>Ganz gut</i>	Pretty good
<i>So lala</i>	OK
<i>Es geht so</i>	Going ok
<i>Nicht gut</i>	Not well
<i>Schlecht</i>	Bad
<i>Sehr schlecht</i>	Very bad
<i>Miserabel</i>	Miserable
<i>Und Ihnen?</i>	And you (formal)?
<i>Auf Wiedersehen!</i>	Good bye!
¹ <i>Wiedersehen!</i>	Bye!
<i>Tschüss!</i>	See you!
<i>Tschau!</i>	Ciao! (Italian for 'see you')
<i>Bis später!</i>	Later! (until later)
<i>Bis dann!</i>	Later! (until whenever)
<i>Wiederhören</i>	(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
Gern geschehen

Much thanks
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. German)	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

- www.deutschlern.net - E-learning platform for beginning, intermediate and advanced students and teachers of German. Exercises based on authentic texts train reading comprehension, vocabulary, and grammar. Monitor function for teachers. Free of charge, requires free login.
- [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 ofer 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 pronuciations

[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, tonguetwisters 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](#)

A.04 • Names

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):

Boys	Girls
1. Maximilian	1. Marie
2. Alexander	2. Sophie
3. Leon	3. Maria
4. Paul	4. Anna, Anne
5. Lukas/Lucas	5. Lea(h)
6. Felix	6. Laura
7. Luca	7. Lena
8. David	8. Leonie
9. Tim	9. Julia
10. Jonas	10. Sara(h)

(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

A.05 • History

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 led 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](#) 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.

Word	German meaning (in English) Englische Bedeutung (auf Deutsch)
After	Anus Später, Nachher
Angel	Fishing Rod Engel
Apart	Striking Abgesondert, Abseits
Arm	Poor Arm
Art	Kind, sort, species Kunst, Künstlichkeit
Ass	Ace Esel, Dumpfbacke, Knallkopf
Bad	Bath Schlecht, Schlimm
Bagger	Excavator Angestellter im Supermarkt der die Einkäufe in Tüten packt

Bald	Soon Unbehaart, Kahlköpfig
Bang	Afraid Knall, Krach, Schall
Bar	in Cash, Pure Stab (see also: Stab)
Bart	Beard Name eines Mannes
Bat	asked politely, requested Fledermaus
Beet	Flower bed Zuckerruebe, rote Ruebe
Bitten	to ask politely, request gebissen
Blank	Shiny, Shining Unbeschriftet, Unausgefüllt
Blech	Sheet metal Ausdruck des Ekels
Bog	to Twist, Form, Bend Sumpf, Torfmoor
Brand	Fire Markenprodukt
Brilliant	Diamond Blendend, Geistvoll
Bug	Front of a boat or plane Laus, Insekt, Störung
Child	Sign Kind
Dank	Thanks Feucht

Dick	Thick Schnüffler, Schwanz, der steife Penis
Elf	Team, Eleven Elfe, Kobold
Falls	If, in case Wasserfälle
Fang	Catch Reißzahn
Fatal	Unfortunate Verhängnisvoll, Unheilvoll, Tödlich
Fast	Almost, Nearly Schnell
Fasten	Fast Befestigen
Fee	Fairy Preise, Gebühr
Fell	Coat (animal) fällen
Fern	Far away, Distant Farnkraut
First	Ridge Zuerst
Flog	Flew Peitschen, Auspeitschen
Fort	Away, Off, Gone Festung, Kastell
Funk	Radio Drückeberger, Musik von 1970's
Gang	Walk, Gait, Way Gruppe, Bande, Trupp
Gift	Poison Gabe, Geschenk

Grab	Grave Aufgreifen, Ergreifen
Grad	Degree (temperature) einen akademischen Grad erlangen
Grub	dug Futter
Gut	Good Darm (Schnecke und Kette)
Hack	Heal Heib, Kerbe, Zerhacken
Half	Helped Halb
Handy	Cell Phone Praktisch, Passend, Handlich
Hang	Slope, Inclination Hängen, Henken
Happen	Bit, Morsel Zufällig Geschehen, Vorkommen, Passieren
Hart	Hard Hirsch
Heck	Back of a boat or plane Was zum Teufel? (What the Heck?)
Held	Hero Gehalten
Hell	Bright Hölle
Herd	Cooker, Oven, Range Herde
Hose	Pants Schlauch
Hub	Throw, Lob, Swing (see also: Lob) Wickelkern, Nabe

Hummer	Lobster Jemand der summt
Hut	Hat Hütte
Kind	child Art, Sorte
Labor	Laboratory Arbeit
Lack	Varnish Knappheit, Mangel
Lag	Lay zurueckbleiben, zoegern
Last	Load, Burden, Weight Zuletzt
Lied	Song Gelogen
Links	Left Verknüpfung, Verbindungen
List	Cunning Schlagseite
Lob	Praise Werf, Hub (see also: Hub)
Log	Lied Block, Klotz
Lot	Plumb (line) Pazille, die Menge, die Masse
Lust	To feel like doing something Sinnliche Begierde
Made	Maggot Hergestellt, Gemacht

Maul	Mouth (animal) der Schlegel, Beschädigen, Durchprügeln
Mist	Manure, Trash leichter Nebel
Not	distress, need Nicht
Note	Grade (in school) bemerken, aufschreiben, kleiner Brief
Nun	Well? die Schwester (im Kloster), Nonne
Pest	Plague Nervensäge
Rang	Rank Geklingelt, Geklungen
Rad	Wheel Ausdruck der Bewunderung (wie Geil)
Rat	Advice die Ratte
Regal	Shelves Majestätisch, Königlich, Hoheitsvoll
Rind	Beef, Cattle Schwarte, Schale
Rock	Skirt Stein, Fels
Roman	Novel der Römer
Rot	Red Verrotten, Verwesung
Sage	History, Myth Weise, Klug, Gescheit
See	Lake Siehe

Sense	Scythe Wahrnehmung, Bedeutung, Verstand, Sinn
Silvester	New Years Eve Name eines Mannes
Speck	Bacon Fleck
Spore	Spur (see also: Spur) Spore (Pilze)
Spur	Trace, Tracks, Lane Schiffsschnabel, Sporn, Ansporn (see also: Spore)
Stab	Rod, Pole, Baton, Bar (see also: Bar) Erstechen
Stare	Starlings anstarren
Stark	Strong Völlig, Gänzlich
Stern	Star Ernst, das Heck
Tag	Day Markierstelle, Kennzeichnung
Tang	Seaweed Amerikanisches Orangengetränk
Taste	Key (as in keyboard) Kostprobe, Geschmackssinn
Toll	Great! Super! Zollabgabe, Straßenbenutzungsgebühr
Tod	Death, Dead Name eines Mannes
Ton	Clay, a Sound die Tonne
Tot	Dead kleines Kind, kleiner Knirps

Wade	calf (of the leg) waten
Wand	Wall der Zauberstab
War	Was (see also: Was) Krieg
Was	What? wurde/war (see also: War)
Welt	World Quaddel, Beule
Wetter	Weather Nasser
Wider	Against, Contrary to Weiter, Breiter

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](#).
- Lessons: [Lessons planning page](#).

Downloadable and Print Versions

- [Complete Print Version](#)
- [Complete PDF Version](#)

Lessons Information

A *[print version](#)* of German lessons is available.

- [Lesson Planning](#)
- [Downloadable and Print Versions](#)

- Updating:
 - If a lesson is added or the name of an existing lesson is changed, please update:
 - [The print version](#)
 - [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 are altered.

Templates

- All Templates
 - [Click here](#)

Authors

While Wikibooks offers somewhat clearer opportunities for "authorship" than Wikipedia, there remains the fact that anything put here is really just a contribution, and everyone who furthers the effort is a contributor. In this respect there really are no "authors".

Uncertain how to contribute? To learn how to edit or contribute material to this textbook, first read the introduction at: [***How to Edit***](#).

- [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.
- [Flofle16](#) 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.
- Others (add your name and thoughts here if you are a serious contributor)
- Other anonymous Wikibook contributors (see individual page histories).
- [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).

GNU FREE DOCUMENTATION LICENSE

Version 1.2, November 2002

Copyright (C) 2000,2001,2002 Free Software Foundation, Inc.
51 Franklin St, Fifth Floor, Boston, MA 02110-1301 USA
Everyone is permitted to copy and distribute verbatim copies
of this license document, but changing it is not allowed.

0. PREAMBLE

The purpose of this License is to make a manual, textbook, or other functional and useful document "free" in the sense of freedom: to assure everyone the effective freedom to copy and redistribute it, with or without modifying it, either commercially or noncommercially. Secondly, this License preserves for the author and publisher a way to get credit for their work, while not being considered responsible for modifications made by others.

This License is a kind of "copyleft", which means that derivative works of the document must themselves be free in the same sense. It complements the GNU General Public License, which is a copyleft license designed for free software.

We have designed this License in order to use it for manuals for free software, because free software needs free documentation: a free program should come with manuals providing the same freedoms that the software does. But this License is not limited to software manuals; it can be used for any textual work, regardless of subject matter or whether it is published as a printed book. We recommend this License principally for works whose purpose is instruction or reference.

1. APPLICABILITY AND DEFINITIONS

This License applies to any manual or other work, in any medium, that contains a notice placed by the copyright holder saying it can be distributed under the terms of this License. Such a notice grants a world-wide, royalty-free license, unlimited in duration, to use that work under the conditions stated herein. The "Document", below, refers to any such manual or work. Any member of the public is a licensee, and is addressed as "you". You accept the license if you copy, modify or distribute the work in a way requiring permission under copyright law.

A "Modified Version" of the Document means any work containing the Document or a portion of it, either copied verbatim, or with modifications and/or translated into another language.

A "Secondary Section" is a named appendix or a front-matter section of the Document that deals exclusively with the relationship of the publishers or authors of the Document to the Document's overall subject (or to related matters) and contains nothing that could fall directly within that overall subject. (Thus, if the Document is in part a textbook of mathematics, a Secondary Section may not explain any mathematics.) The relationship could be a matter of historical connection with the subject or with related matters, or of legal, commercial, philosophical, ethical or political position regarding them.

The "Invariant Sections" are certain Secondary Sections whose titles are designated, as being those of Invariant Sections, in the notice that says that the Document is released under this License. If a section does not fit the above definition of Secondary then it is not allowed to be designated as Invariant. The Document may contain zero Invariant Sections. If the Document does not identify any Invariant Sections then there are none.

The "Cover Texts" are certain short passages of text that are listed, as Front-Cover Texts or Back-Cover Texts, in the notice that says that the Document is released under this License. A Front-Cover Text may be at most 5 words, and a Back-Cover Text may be at most 25 words.

A "Transparent" copy of the Document means a machine-readable copy, represented in a format whose specification is available to the general public, that is suitable for revising the document straightforwardly with generic text editors or (for images composed of pixels) generic paint programs or (for drawings) some widely available drawing editor, and that is suitable for input to text formatters or for automatic translation to a variety of formats suitable for input to text formatters. A copy made in an otherwise Transparent file format whose markup, or absence of markup, has been arranged to thwart or discourage subsequent modification by readers is not Transparent. An image format is not Transparent if used for any substantial amount of text. A copy that is not "Transparent" is called "Opaque".

Examples of suitable formats for Transparent copies include plain ASCII without markup, Texinfo input format, LaTeX input format, SGML or XML using a publicly available DTD, and standard-conforming simple HTML, PostScript or PDF designed for human modification. Examples of transparent image formats include PNG, XCF and JPG. Opaque formats include proprietary formats that can be read and edited only by proprietary word processors, SGML or XML for which the DTD and/or processing tools are not generally available, and the machine-generated HTML, PostScript or PDF produced by some word processors for output purposes only.

The "Title Page" means, for a printed book, the title page itself, plus such following pages as are needed to hold, legibly, the material this License requires to appear in the title page. For works in formats which do not have any title page as such, "Title Page" means the text near the most prominent appearance of the work's title, preceding the beginning of the body of the text.

A section "Entitled XYZ" means a named subunit of the Document whose title either is precisely XYZ or contains XYZ in parentheses following text that translates XYZ in another language. (Here XYZ stands for a specific section name mentioned below, such as "Acknowledgements", "Dedications", "Endorsements", or "History".) To "Preserve the Title" of such a section when you modify the Document means that it remains a section "Entitled XYZ" according to this definition.

The Document may include Warranty Disclaimers next to the notice which states that this License applies to the Document. These Warranty Disclaimers are considered to be included by reference in this License, but only as regards disclaiming warranties: any other implication that these Warranty Disclaimers may have is void and has no effect on the meaning of this License.

2. VERBATIM COPYING

You may copy and distribute the Document in any medium, either commercially or noncommercially, provided that this License, the copyright notices, and the license notice saying this License applies to the Document are reproduced in all copies, and that you add no other conditions whatsoever to those of this License. You may not use technical measures to obstruct or control the reading or further copying of the copies you make or distribute. However, you may accept compensation in exchange for copies. If you distribute a large enough number of copies you must also follow the conditions in section 3.

You may also lend copies, under the same conditions stated above, and you may publicly display copies.

3. COPYING IN QUANTITY

If you publish printed copies (or copies in media that commonly have printed covers) of the Document, numbering more than 100, and the Document's license notice requires Cover Texts, you must enclose the copies in covers that carry, clearly and legibly, all these Cover Texts: Front-Cover Texts on the front cover, and Back-Cover Texts on the back cover. Both covers must also clearly and legibly identify you as the publisher of these copies. The front cover must present the full title with all words of the title equally prominent and visible. You may add other material on the covers in addition. Copying with changes limited to the covers, as long as they preserve the title of the Document and satisfy these conditions, can be treated as verbatim copying in other respects.

If the required texts for either cover are too voluminous to fit legibly, you should put the first ones listed (as many as fit reasonably) on the actual cover, and continue the rest onto adjacent pages.

If you publish or distribute Opaque copies of the Document numbering more than 100, you must either include a machine-readable Transparent copy along with each Opaque copy, or state in or with each Opaque copy a computer-network location from which the

general network-using public has access to download using public-standard network protocols a complete Transparent copy of the Document, free of added material. If you use the latter option, you must take reasonably prudent steps, when you begin distribution of Opaque copies in quantity, to ensure that this Transparent copy will remain thus accessible at the stated location until at least one year after the last time you distribute an Opaque copy (directly or through your agents or retailers) of that edition to the public.

It is requested, but not required, that you contact the authors of the Document well before redistributing any large number of copies, to give them a chance to provide you with an updated version of the Document.

4. MODIFICATIONS

You may copy and distribute a Modified Version of the Document under the conditions of sections 2 and 3 above, provided that you release the Modified Version under precisely this License, with the Modified Version filling the role of the Document, thus licensing distribution and modification of the Modified Version to whoever possesses a copy of it. In addition, you must do these things in the Modified Version:

- A.** Use in the Title Page (and on the covers, if any) a title distinct from that of the Document, and from those of previous versions (which should, if there were any, be listed in the History section of the Document). You may use the same title as a previous version if the original publisher of that version gives permission.
- B.** List on the Title Page, as authors, one or more persons or entities responsible for authorship of the modifications in the Modified Version, together with at least five of the principal authors of the Document (all of its principal authors, if it has fewer than five), unless they release you from this requirement.
- C.** State on the Title page the name of the publisher of the Modified Version, as the publisher.
- D.** Preserve all the copyright notices of the Document.
- E.** Add an appropriate copyright notice for your modifications adjacent to the other copyright notices.
- F.** Include, immediately after the copyright notices, a license notice giving the public permission to use the Modified Version under the terms of this License, in the form shown in the Addendum below.
- G.** Preserve in that license notice the full lists of Invariant Sections and required Cover Texts given in the Document's license notice.
- H.** Include an unaltered copy of this License.
- I.** Preserve the section Entitled "History", Preserve its Title, and add to it an item stating at least the title, year, new authors, and publisher of the Modified Version as given on the Title Page. If there is no section Entitled "History" in the Document, create one stating the title, year, authors, and publisher of the Document as given on its Title Page, then add an item describing the Modified Version as stated in the previous sentence.
- J.** Preserve the network location, if any, given in the Document for public access to a Transparent copy of the Document, and likewise the network locations given in the Document for previous versions it was based on. These may be placed in the "History" section. You may omit a network location for a work that was published at least four years before the Document itself, or if the original publisher of the version it refers to gives permission.
- K.** For any section Entitled "Acknowledgements" or "Dedications", Preserve the Title of the section, and preserve in the section all the substance and tone of each of the contributor acknowledgements and/or dedications given therein.
- L.** Preserve all the Invariant Sections of the Document, unaltered in their text and in their titles. Section numbers or the equivalent are not considered part of the section titles.
- M.** Delete any section Entitled "Endorsements". Such a section may not be included in the Modified Version.
- N.** Do not retitle any existing section to be Entitled "Endorsements" or to conflict in title with any Invariant Section.
- O.** Preserve any Warranty Disclaimers.

If the Modified Version includes new front-matter sections or appendices that qualify as Secondary Sections and contain no material copied from the Document, you may at your option designate some or all of these sections as invariant. To do this, add their titles to the list of Invariant Sections in the Modified Version's license notice. These titles must be distinct from any other section titles.

You may add a section Entitled "Endorsements", provided it contains nothing but endorsements of your Modified Version by various parties--for example, statements of peer review or that the text has been approved by an organization as the authoritative definition of a standard.

You may add a passage of up to five words as a Front-Cover Text, and a passage of up to 25 words as a Back-Cover Text, to the end of the list of Cover Texts in the Modified Version. Only one passage of Front-Cover Text and one of Back-Cover Text may be added by (or through arrangements made by) any one entity. If the Document already includes a cover text for the same cover, previously added by you or by arrangement made by the same entity you are acting on behalf of, you may not add another; but you may replace the old one, on explicit permission from the previous publisher that added the old one.

The author(s) and publisher(s) of the Document do not by this License give permission to use their names for publicity for or to assert or imply endorsement of any Modified Version.

5. COMBINING DOCUMENTS

You may combine the Document with other documents released under this License, under the terms defined in section 4 above for modified versions, provided that you include in the combination all of the Invariant Sections of all of the original documents, unmodified, and list them all as Invariant Sections of your combined work in its license notice, and that you preserve all their Warranty Disclaimers.

The combined work need only contain one copy of this License, and multiple identical Invariant Sections may be replaced with a single copy. If there are multiple Invariant Sections with the same name but different contents, make the title of each such section unique by adding at the end of it, in parentheses, the name of the original author or publisher of that section if known, or else a unique number. Make the same adjustment to the section titles in the list of Invariant Sections in the license notice of the combined work.

In the combination, you must combine any sections Entitled "History" in the various original documents, forming one section Entitled "History"; likewise combine any sections Entitled "Acknowledgements", and any sections Entitled "Dedications". You must delete all sections Entitled "Endorsements."

6. COLLECTIONS OF DOCUMENTS

You may make a collection consisting of the Document and other documents released under this License, and replace the individual copies of this License in the various documents with a single copy that is included in the collection, provided that you follow the rules of this License for verbatim copying of each of the documents in all other respects.

You may extract a single document from such a collection, and distribute it individually under this License, provided you insert a copy of this License into the extracted document, and follow this License in all other respects regarding verbatim copying of that document.

7. AGGREGATION WITH INDEPENDENT WORKS

A compilation of the Document or its derivatives with other separate and independent documents or works, in or on a volume of a storage or distribution medium, is called an "aggregate" if the copyright resulting from the compilation is not used to limit the legal rights of the compilation's users beyond what the individual works permit. When the Document is included in an aggregate, this License does not apply to the other works in the aggregate which are not themselves derivative works of the Document.

If the Cover Text requirement of section 3 is applicable to these copies of the Document, then if the Document is less than one half of the entire aggregate, the Document's Cover Texts may be placed on covers that bracket the Document within the aggregate, or the electronic equivalent of covers if the Document is in electronic form. Otherwise they must appear on printed covers that bracket the whole aggregate.

8. TRANSLATION

Translation is considered a kind of modification, so you may distribute translations of the Document under the terms of section 4. Replacing Invariant Sections with translations requires special permission from their copyright holders, but you may include translations of some or all Invariant Sections in addition to the original versions of these Invariant Sections. You may include a translation of this License, and all the license notices in the Document, and any Warranty Disclaimers, provided that you also include the original English version of this License and the original versions of those notices and disclaimers. In case of a disagreement between the translation and the original version of this License or a notice or disclaimer, the original version will prevail.

If a section in the Document is Entitled "Acknowledgements", "Dedications", or "History", the requirement (section 4) to Preserve its Title (section 1) will typically require changing the actual title.

9. TERMINATION

You may not copy, modify, sublicense, or distribute the Document except as expressly provided for under this License. Any other attempt to copy, modify, sublicense or distribute the Document is void, and will automatically terminate your rights under this License. However, parties who have received copies, or rights, from you under this License will not have their licenses terminated so long as such parties remain in full compliance.

10. FUTURE REVISIONS OF THIS LICENSE

The Free Software Foundation may publish new, revised versions of the GNU Free Documentation License from time to time. Such new versions will be similar in spirit to the present version, but may differ in detail to address new problems or concerns. See <http://www.gnu.org/copyleft/>.

Each version of the License is given a distinguishing version number. If the Document specifies that a particular numbered version of this License "or any later version" applies to it, you have the option of following the terms and conditions either of that specified version or of any later version that has been published (not as a draft) by the Free Software Foundation. If the Document does not specify a version number of this License, you may choose any version ever published (not as a draft) by the Free Software Foundation.

External links

- [GNU Free Documentation License](#) (Wikipedia article on the license)
- [Official GNU FDL webpage](#)