

Aufgabe

You want to do the following things. Write a sentence containing at least one thing you need in order to complete your task. List what you need in the second column. Make sure all nouns in your sentences are in the accusative case. If you need to review how to use the accusative case, see page 242 in your Lernbuch. Look up any definite articles of nouns for which you are unsure.

Zum Beispiel: *essen* *eine Mensa* *Wir brauchen eine Mensa.*

| Aktivität | Was ist erforderlich ¹ ? | |
|--|-------------------------------------|--|
| 1. ein Gericht ² vorbereiten ³ | | |
| 2. sitzen ⁴ | | |
| 3. schreiben ⁵ | | |
| 4. Musik hören | | |
| 5. eine Email schreiben | | |
| 6. jemanden telefonieren | | |
| 7. eine Fernsehsendung ⁶ anschauen ⁷ | | |
| 8. eine Hausarbeit schreiben ⁸ | | |
| 9. <i>Auf geht's!</i> Hausaufgaben machen | | |
| 10. ins Bett gehen (<i>Bitte nicht nur 'Bett' schreiben!</i>) | | |

¹ necessary, required
² *das Gericht* - meal
³ to prepare
⁴ to sit

⁵ to write
⁶ *die Fernsehsendung* - television program
⁷ to see
⁸ to write a research paper

Und noch was

For each task below, list three things you need. You do not need to write in complete sentences, but you should still list objects in the accusative case.

1. Den Herr der Ringe auf DVD sehen

2. etwas auf Ebay kaufen

3. Musik vom Internet herunterladen⁹

⁹ to download

Aufgabe

It's a race! Work with a partner to match the pictures to the correct German word. Some you already know, some are new. Make your best guesses and write them on the lines next to the objects.

der Ordner
die CD
die Mouse/das Mousepad
das Heft

der Kuli
die Kreditkarten
die Schere
das Kabel

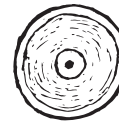
die Kamera
der Taschenrechner
die Stereoanlage
das Telefon

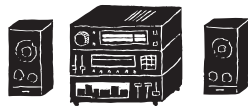
die Tafel
die Diskette
der Wecker
der Schwamm

































Aufgabe

For each blank write the German word for each object, including the article. If you are unsure, ask a partner or look it up. You will need the correct gender of each object for the next part of this handout.





















Mein oder dein?

Fill in the blanks below with the correct possessive words to indicate who owns which items as indicated in the parentheses. You will use the nominative case in this section.

- | | |
|--|--|
| 1. Das ist <input type="text"/> Handy. (her) | 6. Das ist <input type="text"/> Stuhl. (his) |
| 2. Das ist <input type="text"/> Ordner. (their) | 7. Das ist <input type="text"/> Schreibtisch. (my) |
| 3. Das sind <input type="text"/> Hefte. (our) | 8. Das ist <input type="text"/> Kreide. (her) |
| 4. Das ist <input type="text"/> Laptop. (your) | 9. Das ist <input type="text"/> Fernseher. (your) |
| 5. Das ist <input type="text"/> Stereoanlage. (my) | 10. Das ist <input type="text"/> Buch. (my) |

Und noch was

Fill in the blanks with the appropriate possessive words or pronouns and watch those endings! You will use either the accusative or the nominative case.

- Karl: Wo ist Handy? (my)
- Ulla: Ich habe Handy nicht (your).
- Karl: Wo ist ? (it)
- Ulla: Ich habe (it) nicht gesehen. Wo ist Stereoanlage? (your)
- Karl: Ich habe Stereoanlage (my) verkauft¹.
- Ulla: Warum?
- Karl: Ich habe (my) neuen Laptop.
- Ulla: Wo ist ? (it)
- Karl: Ach, ja! (my) Laptop und (my) Handy sind in meiner neuen Tasche²!

¹ verkaufen - to sell

² die Tasche - bag, purse

Reading Strategies

Beginning to read in a foreign language.

Sometimes you need to know EXACTLY what a text says (or you want to translate and understand in fine detail to appreciate the poetry, description or literary level), but very often in life you do not need to understand every word; you need to get the main points and general gist of a text.

1. Look for titles, pictures and captions before you begin reading. What is the topic? What type of text is it? What's generally happening?
2. Look at the text itself.
 - a. Read larger sections (topic sentences, section titles, etc.) to determine the main flow and points
Don't be afraid to scan.
 - b. Make good guesses. Use conjunctions or joining words to help. Make educated guesses based on what you already know about the topic, the author, the type of text, the world.
3. Isolate key sentences/understand at the sentence level.
 - a. Make use of conjunctions; they help signal the basic meanings. Does this clause provide the cause, the condition, another supporting statement?
 - b. Guess the meanings of unknown words or phrases based on the immediate context. Does your hypothesis make sense?
4. Get at key words/understand at the word level.
 - a. Look for cognates. Does that interpretation make sense in this context?
 - b. Make use of prefixes, suffixes and stems that are familiar to you from other words or related languages you know.
5. Use a dictionary:
 - a. when a word or phrase is still a mystery to you and when that word seems to be very important to get the meaning.
 - b. when you want to confirm a hypothesis that you're still unsure of.
 - c. when you need to know the exact definition/translation of something.

Version A: Professor

Find a partner with Handout 3.1 Der kluge Professor B. You are the professor. Read the dialog together and fill in the blanks on your own version. Your partner knows what is missing on your version. Practice the dialog twice and then answer the questions below.

Professor Besserwisser spricht mit einem Student.

- Professor: Haben _____ schon die Hausaufgabe für Morgen?
 Student: Ja, ich habe sie.
 Professor: Gut. Machen Sie bitte die Schreibübung¹ am Computer. _____ ist sehr leicht².
 Student: Aber ich habe keinen Computer.
 Professor: Haben Sie _____ Schreibblock?
 Student: Ja, ich habe einen Schreibblock.
 Professor: Haben Sie _____ Stift?
 Student: Jawohl. Ich habe auch einen Stift.
 Professor: Prima³. Dann schreiben _____ die Schreibübung.
 Student: Gut. Haben Sie eine E-Mail-Adresse, falls ich Fragen habe⁴.
 Professor: Ja, natürlich. Und machen _____ bitte die Schreibübung am Computer. Ja?

¹ *die Übung* - exercise² easy³ great, excellent⁴ in case I have questions**Fragen:**

1. Why do they use 'Sie' with each other and not 'du'?

2. Fill in the blanks with the appropriate words/endings!

Der Student hat kein___ Computer, aber er hat ein___ Schreibblock und ein___ Stift. Der Professor hat ein___ Laptop, ein___ Handy, ein___ Fernseher, drei Söhne und kein___ Tafel zu Hause. Er hat bestimmt sein___ Pfeife⁵ am liebsten⁶.

⁵ *die Pfeife* - pipe⁶ *etwas am liebsten haben* - to like something best of all**Und noch was**

Practice the dialog twice more, exchanging roles the second time through. Add a few lines of greeting and a few lines of farewell to your dialog. Practice your revised dialog, paying attention to intonation and pronunciation.

Version B: Student

Find a partner with Handout 3.1 Der kluge Professor A. You are the student. Read the dialog together and fill in the blanks on your own version. Your partner knows what is missing on your version. Practice the dialog twice and then answer the questions below.

Professor Besserwisser spricht mit einem Student.

- Professor: Haben Sie schon die Hausaufgabe für Morgen?
 Student: Ja, ich habe [] .
 Professor: Gut. Machen Sie bitte die Schreibübung¹ am Computer. Sie ist sehr leicht².
 Student: Aber ich habe [] Computer.
 Professor: Haben Sie einen Schreibblock?
 Student: Ja, ich habe [] Schreibblock.
 Professor: Haben Sie einen Stift?
 Student: Jawohl. Ich habe auch einen Stift.
 Professor: Prima³. Dann schreiben Sie die Schreibübung.
 Student: Gut. Haben Sie eine E-Mail-Adresse, falls [] Fragen habe⁴.
 Professor: Ja, natürlich. Und machen Sie bitte die Schreibübung am Computer. Ja?

¹ *die Übung* - exercise

² easy

³ great, excellent

⁴ in case I have questions

Fragen:

1. Why do they use 'Sie' with each other and not 'du'?

2. Fill in the blanks with the appropriate words/endings!

Der Student hat kein___ Computer, aber er hat ein___ Schreibblock und ein___ Stift. Der Professor hat ein___ Laptop, ein___ Handy, ein___ Fernseher, drei Söhne und kein___ Tafel zu Hause. Er hat bestimmt sein___ Pfeife⁵ am liebsten⁶.

⁵ *die Pfeife* - pipe

⁶ *etwas am liebsten haben* - to like something best of all

Und noch was:

Practice the dialog twice more, exchanging roles the second time through. Add a few lines of greeting and a few lines of farewell to your dialog. Practice your revised dialog, paying attention to intonation and pronunciation.

Was habe ich?

You will write six simple sentences about school supplies, gizmos, furniture, etc. you have in your room on campus. The sentences below give an example of each gender in the accusative case. To review the accusative case, see page 242 in your *Lernbuch*.

| | |
|--------------------------------|--------------------|
| <i>Ich habe eine Lampe.</i> | I have a lamp. |
| <i>Ich habe ein Heft.</i> | I have a notebook. |
| <i>Ich habe einen Gameboy.</i> | I have a Gameboy. |

In the sentences above, all of the nouns are in the accusative case. This is because they are all direct objects, that is, they are the objects on which the subject (*Ich*) is acting. They answer the question: what do I have?

Notice how it's *eine Lampe* (feminine) and *ein Buch* (neuter) in the first two sentences, but in the last sentence it's '*Ich habe **einen** Gameboy*'. In the nominative case (when the Gameboy is the subject) it's *ein Gameboy* since it's masculine, but whenever masculine nouns are a direct object, you must change the indefinite article from *ein* to *einen*.

First, write down the object you have (including the gender), and then write a sentence following the models above.

| | | |
|----|--|--|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |

Was habe ich nicht?

Now write six sentences about items you do not have in your room. As before, write the object down first, including its gender. Remember, in German, to say you don't have something, you must use the word '*kein*' and not say '*Ich habe ... nicht*'. You will treat *kein* just as *ein* when writing your sentences in that you will have to change its ending in the accusative case.

| | | |
|----|--|--|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |

Teacher's note: Copy this page for as many groups as you have. Cut the sentences apart and put them in an envelope, one page of sentences for each group. Groups must order the sentences according to how the Mensa works. Sentences are in the correct order here.

Ich gebe zwischen € 1,00 und € 3,00 für eine Essenkarte aus.

Ich gebe der netten Frau meine Karte.

Ich nehme ein leeres Tablett und Besteck (silverware).

Ich gehe ans Fließband.

Am Fließband stehen nette Menschen.

Jeder gibt etwas auf mein Tablett, wie Salat oder Fleisch oder Vegetarisches.

Ich nehme mein volles Tablett.

Ich gehe an einen Tisch.

Ich setze mich an einen Tisch.

Ich esse. Mmmm, lecker.

Ich bringe den Rest zum Fließband.

Die Spülmaschine spült das Tablett und das Besteck (silverware).

Intro This handout will provide an introduction to the various things you need to know in order to use a German-English dictionary successfully. It's not as obvious as you may think!

- Overview: What's a dictionary for?
- Types of dictionaries
- How to read an entry
- Avoiding embarrassment

Overview What's a dictionary for?

A dictionary is for looking up words, of course, but also much more. Learning to use a dictionary properly is essential for language learning.

Languages are never a word-for-word substitution with each other, for many reasons, but perhaps most importantly for cultural reasons. The cultural content is inseparable from the meaning of the word. You'll need to be aware of this and to think beyond your own experience. Simply translating a word or phrase into German does not guarantee understanding. You need to question whether what you are trying to convey is specific to your culture, in which case you may need to explain your meaning, rather than just giving a translation.

Take, for example, the idea of the baby shower. No, not giving a baby a shower, but rather a party held for the pregnant woman before the birth of the baby, to which everyone brings a gift for the baby. Giving gifts to a person before s/he is born is considered unlucky and in poor taste in German-speaking countries. Thus, this type of party is unknown. If you simply translated 'baby shower' as *Baby-Dusche*, it wouldn't make any sense to a native-speaker of German, no matter how many times you said it or how loudly.

All humans need food, clothing, and shelter—most human cultures have some institutionalized learning system, celebrate holidays, worship a deity or deities, etc., but the way they go about meeting these needs and wants is often very different. German culture has a great deal in common with US-American and Canadian cultures, of course, but you should question your instincts and assumptions as you attempt to make yourself understood in German.

Types of dictionaries There are three basic types of dictionaries: pocket, full and online. You'll probably want to use all three types at one time or another. They all have advantages and disadvantages.

Pocket dictionaries are very portable and won't cause back pain as you carry them around. The disadvantage is that they are small and therefore don't contain as many entries or as many helpful notes.

Full dictionaries, in contrast, are heavy and are the kind you want to leave on your desk or work with in the library. These contain detailed and thorough entries and usually many helpful notes.

Online dictionaries are sometimes nice for quick checks when you are working at a computer and don't want to get a standard dictionary, but they often lack quality control. The advantages of speed are often outweighed by the disadvantages of inaccuracies and limited entries.

You may be tempted to use a translating tool for writing to spare yourself the drudgery of looking things up. Don't bother; just like dictionaries, translation tools need intelligent human intervention to make appropriate choices. There's no such thing as a universal translator, and it's best not to wait for one.

How to read an entry

Let's suppose you want to know how to say 'pass' in German, and you look it up in an English-German dictionary. Here is what you might see:

pass [pa:s] n (= permit) *Ausweis* m; (Mil) *Passierschein* m; (Sport) *Pass* m,
to make a ~ at someone, *bei jmdm. Annäherungsversuche machen vt* (= move past) *vorbeigehen*,
-fahren, (= overtake; athlete, car) *überholen*, (Univ etc. exam) *bestehen*; (= spend) time *verbringen*

Find the section in your own dictionary, usually at the front, that explains the abbreviations used above that are unfamiliar to you. You might want to mark that for easier reference.

And now let's say you ran across the word 'Garten' while reading a text and want to know what that means in English:

Garten [gartn] m, -s, -e garden, yard
(word, pronunciation, gender, genitive ending, plural, definition(s))

The pronunciation may follow a standard guide or may be particular to a certain dictionary. You'll need to take a look at your own dictionary and find the pronunciation guide. It's usually towards the front. Take a moment to locate it in your dictionary.

In conclusion, the definition is what you are after most of the time when you use the dictionary. The most important thing to remember is that you shouldn't automatically take the first definition that appears. Many words are used to mean different things and you'll want to probe a bit deeper most of the time.

Genders in German

The gender is important for nouns in German, which is completely unlike English where the definite article for all nouns is simply 'the'. All nouns in German have gender, that is, they are masculine, feminine, neuter or plural.

The genitive case in German shows possession. In English, this is indicated by simply adding an apostrophe + 's' to the object that is possessing something else: The man's hat.

The plural ending is more important. There are quite a few different ways to form the plural in German; they can't always be predicted and are not generally based on the gender of the noun. There are, however, some nouns whose gender can be predicted, but for most you will have to memorize them or look them up in the dictionary.

Verbs

If you look up a German verb in your dictionary (in this case *schreiben*), then this is an example of what you might see:

schrei|ben (schrieb, geschrieben) *vt* to write

word, preterite conjugation, present perfect participle, type of verb, definition

Verbs are action words. The forms in parentheses are the preterite, which is used for storytelling in the past, and the present perfect participle, used in the conversational past. These forms are indicated for this verb because they are irregular, that is, they can't be predicted. Some dictionaries also list these irregular forms in a table.

The type of verb here is transitive, which means that it can take a direct object.

Adjectives

Now let's try looking up an adjective to see what its entry will look like. We're going to try the word '*alt*'.

alt comp "-er superl. "-est- old

word, comparative form, superlative form, definition

Adjectives are words that describe things. They can be made into comparatives and superlatives—like old, older, oldest. Some adjectives, like *alt* take an umlaut in their comparative and superlative forms. Dictionaries indicate this in different ways. Here, it shows that 'older' has an umlaut on the 'a' and *-er* is added to form *älter*; the dash on oldest (*ältest-*) indicates that an adjective ending is necessary on this form, which is dependent on the gender of the noun that follows it and the case in which it is used.

Prepositions

Lastly, we will look up a preposition.

mit (prep + dat) with

Mit is a preposition that always uses the dative case. If you are unfamiliar with the dative case right now, don't worry; more on it will come later in your course.

Prepositions are words that make phrases like *in* the morning, *on* the roof and *with* a hammer in order to answer various questions like when, where, how.

In German, prepositions require a specific case; accusative and dative are the most common, although there are prepositions with genitive. The dictionary entry will usually indicate which case goes with a particular preposition. And, yes, there are some prepositions that can take more than one case depending on how they are being used, but that is a more advanced topic.

Avoiding embarrassment Now we'll take a look at some common mistakes people make when looking up words in a dictionary and how you can (hopefully) avoid them.

- Mistranslations of individual words
- Looking up parts of words or phrases and putting them together
- False friends
- Looking up misspelled words
- Using the wrong type of word, e.g. a noun when you want to use a verb
- Cultural mistakes

Mistranslations

Sometimes in order to choose the correct German word you need to cross reference, that is, look up the word in English and then look up each of the German equivalents given.

Let's say you want to say 'bill' as in 'Please give me the bill.' You look up 'bill' and get: *Schnabel*, *Schein*, *Rechnung*, *Gesetzentwurf* and many others. Unless your dictionary has a note, you won't know which one is appropriate for what you want to say. Here are what the words mean in English:

| | |
|--------------------------|----------------------|
| <i>die Schnabel</i> | duck's bill |
| <i>der Schein</i> | paper money |
| <i>die Rechnung</i> | statement of charges |
| <i>der Gesetzentwurf</i> | bill on capitol hill |

They are obviously **not** interchangeable!

One way to avoid mistakes is to look up each word in the German side, and see how it is defined. Another way is to work with a larger dictionary that has more explanatory notes. Generally, the larger the dictionary, the more likely it is to have detailed definitions, with specific uses outlined.

Now you try an example! A student is writing a report on a German movie he just saw and has written this sentence, which should describe a scene at the beginning of the movie *Lola rennt* (English: Run, Lola, Run):

Ein Popo stieg in die U-Bahn ein.

The student wants to say: 'A homeless man' got on the subway. Look up the word *Popo* in the dictionary for yourself, and circle the correct answer for the questions below.

What word did the sentence writer look up?

- homeless
- bum
- man

What word would be correct in the sentence above?

- der Hintern
- der Mann
- der Penner

Can you see the problem with looking up colloquial/slang words in order to express something in a different language? Be careful!

Looking up word parts The German language has many compound words, that is, words made up of other words in order to make a long, often very descriptive word. One favorite is *Stinktier*, which is ‘skunk’ in English (literally ‘stink animal’). Unfortunately, this doesn’t work in English; you shouldn’t try this in English as it could lead to mistakes and misunderstandings.

Most phrases, too, need to be considered as one unit, not as individual words. Some action words in English add another word in order to change the meaning.

For example: ‘to throw’ vs. ‘to throw up’ (vomit)

If you look up ‘throw’ as a verb on the English side, one possibility you’ll get is *werfen*. You’d be tempted to look up the word ‘up’ and just tack it on to *werfen* as your translation of ‘to throw up’. Not so fast! Think of the entire phrase—what does it mean? It is not simply a word-for-word translation. Languages just don’t work that way, unfortunately.

By the way, ‘to throw up’ is *kotzen* in German, though that is a bit cruder than *sich erbrechen*. Best to use the latter in polite company.

Idioms

Idioms are perhaps the most difficult phrases to translate. The best idea is to look up the main word of the idiom or aphorism. Many times, German has a similar idiom, but sometimes not. If you can’t find the idiom in your dictionary, you should try to say it another way, consult your instructor or use an idiom dictionary

Here are some goofs students made when trying to make compound words in German. Not the same as idioms, but these are much easier to work with than entire phrases. What went wrong in these cases?

Example 1: Butterfly

The student looked up ‘butter’ and ‘fly’ and used ‘*Butterfliegen*’ as his translation.

What is the correct word for this creature? _____

Example 2: Stepfather

Another student wanted to talk about her stepfather and used the word ‘*Treppewater*’ in her essay.

What are ‘*Treppen*’? _____

What is the correct translation for this relative?

- Stiefvater
- Steifer Vater
- Darth Vader

You might be inclined to think these types of mistakes aren’t really a big deal since your instructor will more than likely understand what you meant to say, but someone in a German-speaking country (especially someone who doesn’t speak English) will have no clue what you are trying to say, which could lead to an uncomfortable situation.

False friends

There are a great number of cognates in German and English. These are words that look roughly the same (or exactly the same) and mean the same thing in both languages. Here are some simple examples of German-English cognates, most of which you are already familiar with:

| | |
|------------------|-----------|
| <i>blau</i> | blue |
| <i>braun</i> | brown |
| <i>blond</i> | blonde |
| <i>Sommer</i> | summer |
| <i>Winter</i> | winter |
| <i>Haus</i> | house |
| <i>Haar</i> | hair |
| <i>Student</i> | student |
| <i>Professor</i> | professor |
| <i>Papier</i> | paper |

There are, of course, many more. Remember, the two languages used to be the same thousands of years ago.

Sometimes, however, a word looks and sounds the same in both languages but has an entirely different meaning. One to learn right away is *der Präservativ*. Look this up. What does it mean in English? Can you imagine what would happen if you were to go into a grocery store and say: *‘Ich möchte gern Lebensmittel ohne Präservativen.’?!*

So, how do you say ‘preservative’ (i.e., chemical that keep food from spoiling) in German?

- das Kondom
- der Süßstoff
- das Konservierungsmittel

Looking up misspelled words

English is notorious for its strange spelling. Some words that are pronounced the same are spelled differently and mean entirely different things. Make sure you pay attention to spelling to ensure you get the right translation you want in German.

Example 1: Role vs. Roll

A friend asks you why you appear to be nervous on a particular day. You respond with: *Ich spiele ein wichtiges Brötchen im Theaterstück.*

You just said to your friend: *I am playing an important little bread roll in the play.* She’s not laughing because she thinks you won’t do a great job in the play!

Look up ‘role’ now. Which word works in the sentence above? _____

Example 2: Dessert vs. Desert

A student’s host mother asks her what she ate for dessert when she went out to dinner. She tells her: *Für Wüste hatte ich Apfelkuchen mit Schlagsahne.* The host’s confused expression has her confused, too. She thought apple cake with whipped cream was a typical dessert in Germany!

What word did the exchange student want here? _____

Wrong word type

Some words can be both nouns and verbs, that is, both words for things and words for action.

For example:

table: 1) a piece of furniture with four legs and a flat surface (thing)

table: 2) a chart of facts or graphs (thing)

to table: to set aside for later discussion (action word)

Match up the correct German word with the definitions above.

der Tisch:

zurückstellen:

die Tabelle:

A student was asked: where did your friend go?, and he replied: *Er links*. Circle the correct type of word he wanted.

- a. noun
- b. verb
- c. adjective

When a student was asked to write an essay about what she does in the summer for fun, she wrote: *Ich fahre im Sommer in meinem konvertierbar*.

What type of word did the student mean to use?

- a. noun
- b. verb
- c. adjective

What does 'konvertierbar' mean in English?

Mistakes are not always avoidable, but these types can be avoided by simply thinking about what type of word you need to convey a message, and not just the meaning of the word.

Cultural differences

You need to be sensitive to cultural differences. Just because your dictionary says one thing doesn't mean it's always the correct translation, culturally. For example, school is not universal in its set up. To graduate from high school or college has no literal equivalent in German. If you look up 'graduate' you'll get *graduieren*, which indeed means 'to graduate' but in the sense of putting lines on a container to show levels of volume.

Another example is 'to date'. Europeans, in general, do not date in the same way that Americans do. They go out in small groups or in pairs, but not in the same formal way that you might go on a date. There's no word for 'to date' in the sense of going out with someone that you have romantic interest in.

Peter told his friend about his plans for the weekend: *Ich gehe am Sonntag mit meiner Dattel spazieren*.

Look up the word *Dattel*. Where might you find one?

- a. In a movie theater
- b. In a grocery store
- c. In a book

Partnerarbeit

Working with a partner, use your dictionary in order to determine what the bolded word in each sentence means in English, if you are not already familiar with it. Write the English translation and also the part of speech it is (noun, verb, adjective, adverb, etc.). Then, choose in which context the incorrect word would have been suitable.

1. Ich fühle mich nicht **Brunnen**.

English Translation: _____ Part of Speech: _____

In which context would the word *Brunnen* fit the best?

- Someone is not feeling well.
- A well dried up.
- Everything is all well and good.

2. Q: Wie geht's? A: Ich bin **Geldstrafe!**

English Translation: _____ Part of Speech: _____

In which context might you use the word *Geldstrafe*?

- You did well on a test.
- You got a speeding ticket.
- You are eating out at a fancy restaurant.

3. Ich möchte Salat mit **Anziehen**.

English Translation: _____ Part of Speech: _____

What would be a better translation for 'dressing' (i.e., a sauce you put on salads)?

- der Verband
- die Salatsoße
- die Verkleidung

4. Ich hatte kein **Eingeweide**.

English Translation: _____ Part of Speech: _____

What would be unable to do if you truly had no *Eingeweide*?

- digest food
- read newspapers
- go rollerblading

7. Am Anfang eines Buches liegt der Tisch von **zufrieden**.

English Translation: _____ Part of Speech: _____

What was the author trying to say here?

In which context might you use *zufrieden*?

- to talk about what is in a package.
- to ask about what's on an exam.
- to express your feelings about life.

Wie, bitte?

Look at the compound words below and try to figure out what the person who made them was trying to say. Use your dictionary to look up any words that are unfamiliar to you.

1. Strohbeeren-Kurzkuchen

2. Verkehrsmarmelade

3. Schientreffen

4. Kuhjunge

Why do you suppose there is no 'German' word for this person?

Wie sagt man?

Look at the sentences below. Translate them into German, paying special attention to the word in bold.

1. I'm stuck in **traffic**.

2. I'm stuck in a **traffic jam**.

3. Let's **play**!

4. Let's go to a **play**!

5. I'm flying **coach**.

6. I'm flying, **Coach**!

7. Send me the **bill**, please.

8. "For this potion, you need one **bill** of platypus," growled Professor Snape.

9. That Fred, he's a **funny** (ha-ha) guy.

10. That Neville, he's a **funny** (strange, weird) guy.

You are putting on a fashion show! Pick three people from the six models in the *Lernbuch* on page 39, Exercise D. Work with a group to describe them. Include hair color, height, clothing, etc. Impress everyone with your accurate and correct descriptions.

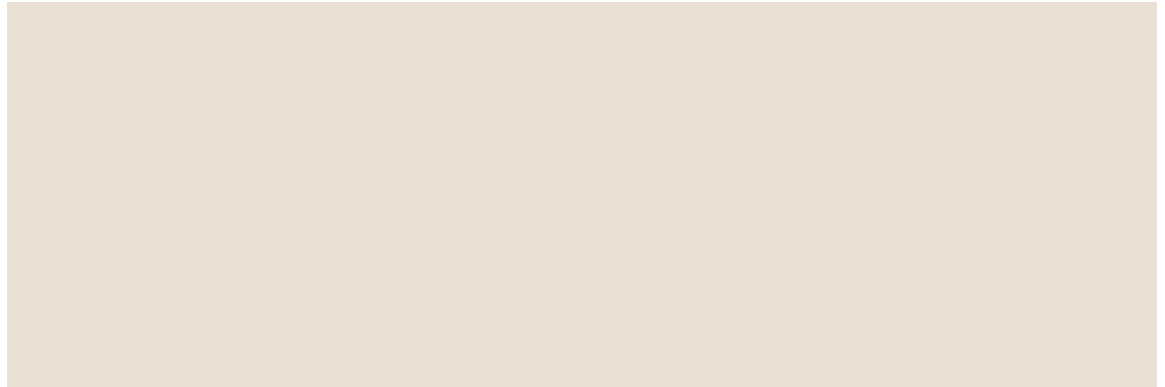
Er / sie hat dunkle / rote / blonde Haare.

Er / sie hat eine Glatze. (is bald)

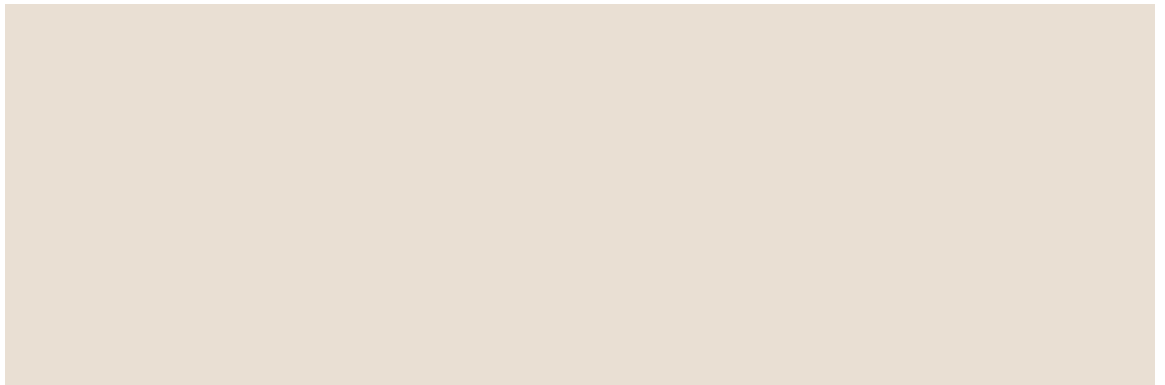
Er / sie hat einen Vollbart / einen Schnurbart.

Er / sie trägt ...

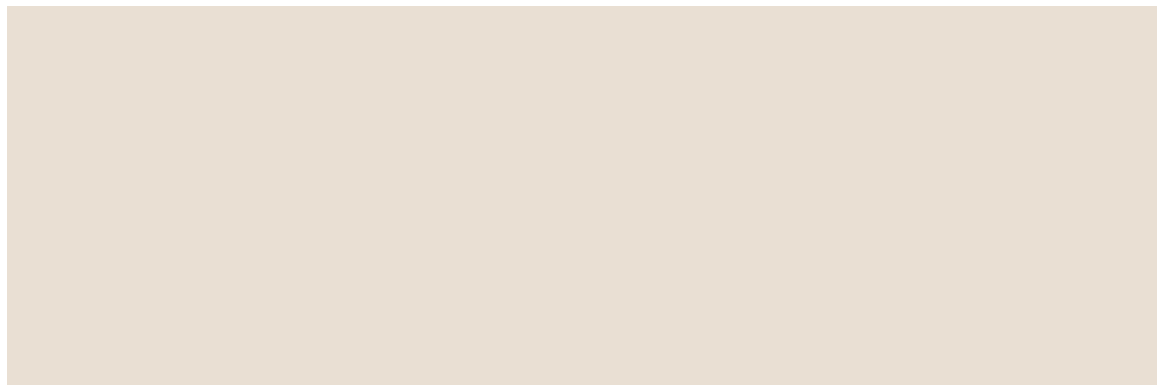
Modell 1



Modell 2



Modell 3

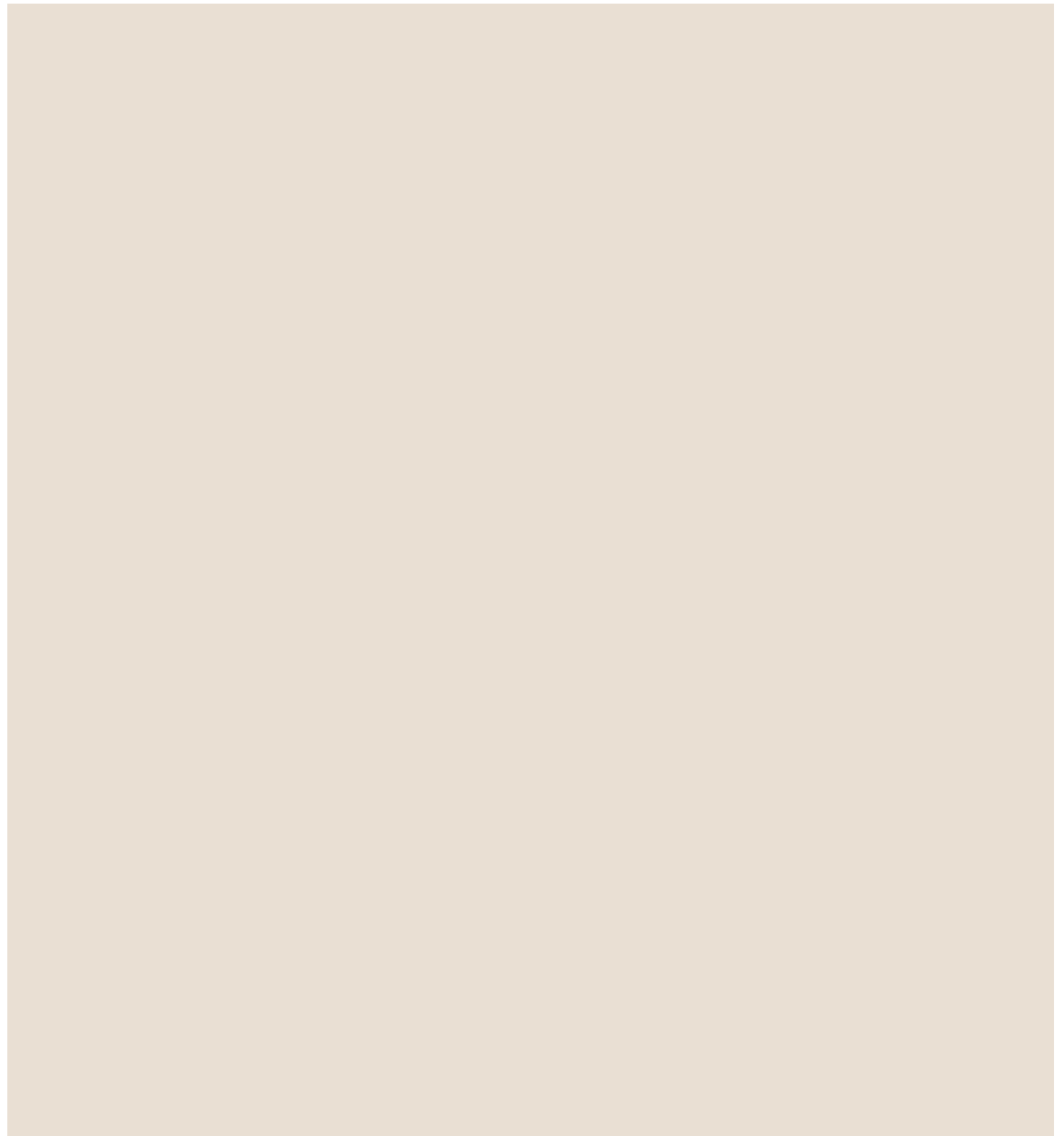


You have 500 Euro and absolutely nothing to wear! Deck yourself out for one of the following events:

- a concert
- a wedding (it can be your own)
- a vacation

Describe what you are buying in German. Include the size, color and cost of your clothing.

Use <http://www.otto.de/> or a comparable website to get all your information. Your instructor will tell you whether you should make printouts of the pages you use or not.



Partnerarbeit

You are trying to find the perfect match for the people in your *Wohngemeinschaft* (WG). With a partner, pick one of your WG-mates from page 41 in your *Lernbuch* (3.2 F), and develop a personality for them. Describe what they look like, how old they are, what they like to do, and what kind of person they are trying to meet. Try to make your descriptions a bit outrageous.

Unser Mensch heißt:

Er/Sie ist Jahre alt. Er/Sie ist m groß und wiegt Kilo.

Seine/Ihre Haare ist (Farbe) und (Länge¹) und lockig² / glatt³ / gewellte⁴.

Er/Sie hat Augen.

Ist der Mensch geistig- oder körperbehindert⁵?

Hat der Mensch ungewöhnlich⁶ physikalische Eigenschaften⁷, wie z.B. Tattoos, Piercings oder Narben⁸?
Wenn 'ja', bitte beschreiben Sie!

Ist er/sie schon verheiratet?

Hat der Mensch Kinder? Wenn 'ja', wie viele? Wie alt sind sie?

Seine/Ihre Hobbys sind:

Hat er/sie ein Haustier? Und zwar?

Was für ein Mensch ist er/sie? (Benutzen Sie bestimmte Adjektiven (mindestens fünf), um Ihren Mensch zu beschreiben!)

Was für ein Mensch sucht er/sie? (je mehr Details Sie benutzen, desto bessere Chancen bekommen Sie, Ihrem Mensch einen guten Match zu finden!)

¹ length

² curly

³ straight

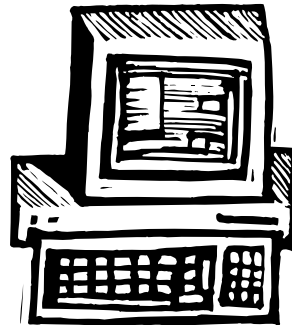
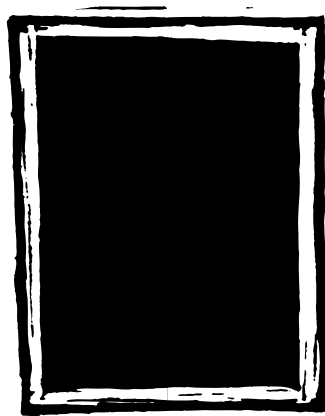
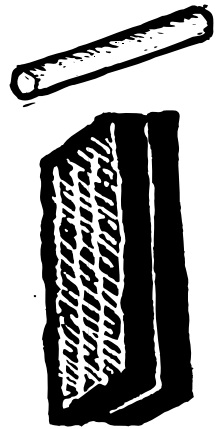
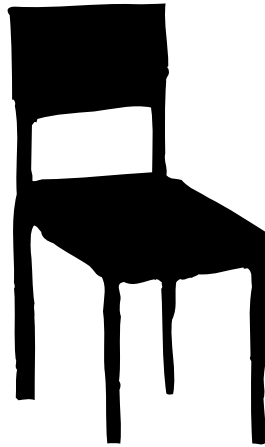
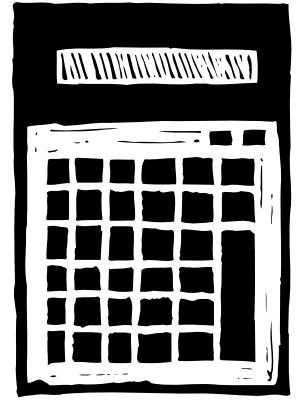
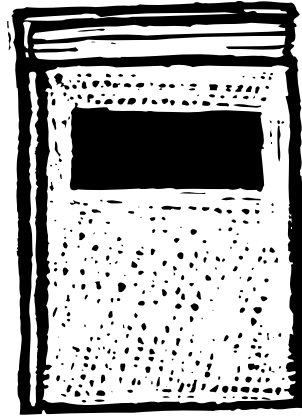
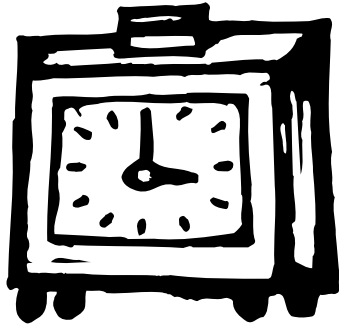
⁴ wavy

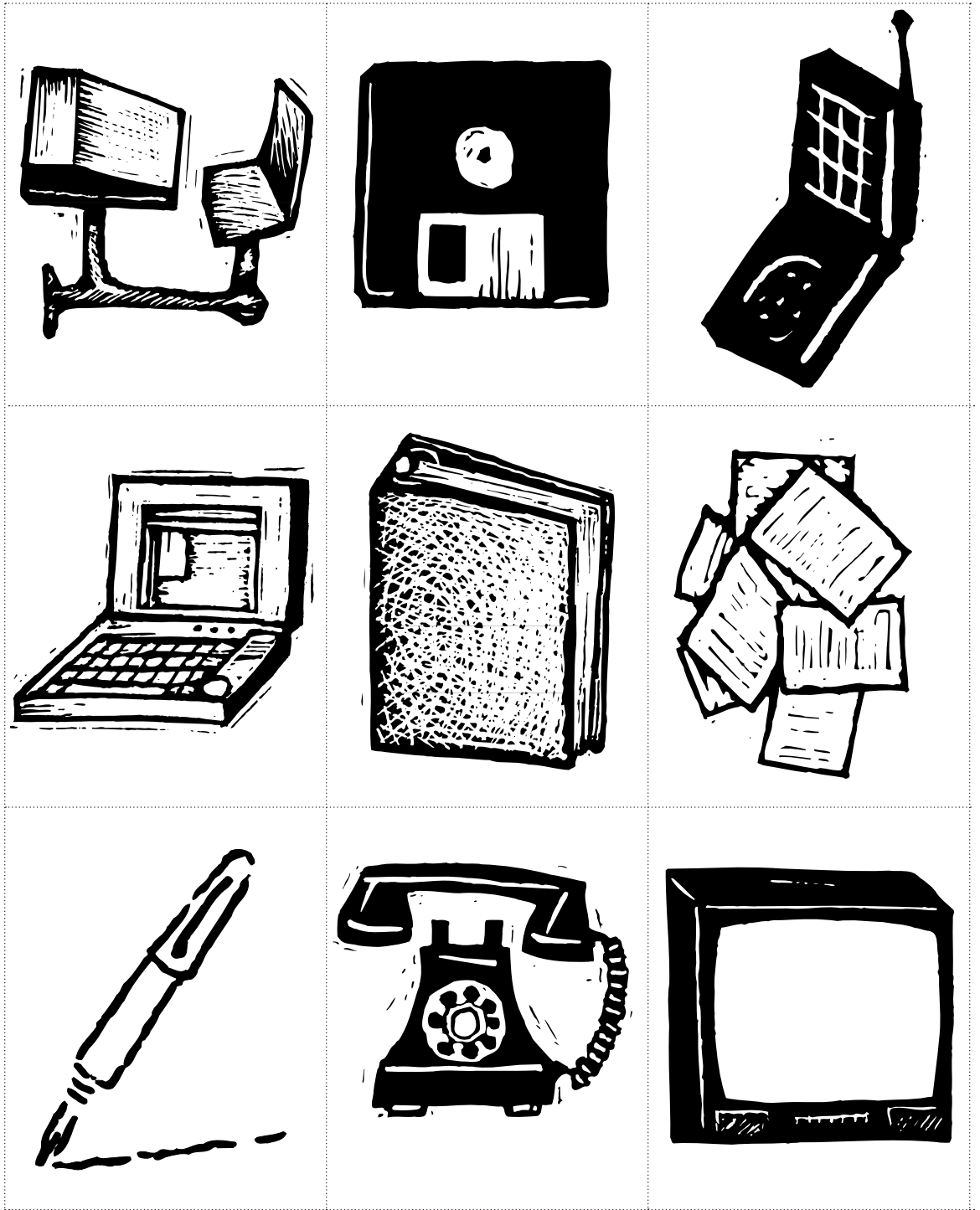
⁵ mentally or physically
handicapped

⁶ unusual

⁷ characteristics

⁸ scars





Dialog A

You are Elizabeth and will need to find someone to be Sara. First, read the dialog aloud together, filling in the missing words from your partner's part on this worksheet. Next, practice the dialog together in your best German so you can say it smoothly. Lastly, answer the questions below in complete sentences.

Elizabeth und Sara

- Sara: Wo wohnst [] jetzt?
 Elizabeth: Ich wohne bei einer Gastfamilie. Und du?
 Sara: Ich wohne in einer WG¹. In meinem Zimmer habe ich [] Bett, aber kein Regal und [] Lampe.
 Elizabeth: In Amerika wohne ich in einem Studentenwohnheim. Ich habe dort ein Bett, einen Schreibtisch, einen Stuhl, eine Lampe. Alles.
 Sara: Hast du auch [] Regal und [] Schrank?
 Elizabeth: Ja, natürlich. Und der Schrank ist ziemlich² groß und eingebaut³.
 Sara: Schön. Ich brauche auch [] Schrank.
 Elizabeth: Du brauchst einen Schrank? Ein Schrank ist sehr groß und teuer, nicht wahr?
 Sara: Ja, aber ich brauche [] Schrank für meine Kleidung⁴.
 Elizabeth: Ich brauche hier in Deutschland nichts. Meine Gastfamilie hat alles.
 Sara: Schön.
 Elizabeth: Ich gehe trotzdem⁵ gern einkaufen⁶.
 Sara: Na, gut. Gehen wir?

¹ *die Wohngemeinschaft* - shared apartment

² quite

³ built-in

⁴ clothing

⁵ still, regardless, nevertheless, anyhow

⁶ *einkaufen gehen* - to go shopping

Fragen

1. Wo wohnt Elizabeth?

2. Wo wohnt Sara?

3. Warum gehen sie einkaufen?

4. What does Elizabeth find most surprising about Sara's shopping list? Why?

Extra: Practice reading the dialog again with your partner. Add in some greetings at the beginning and a farewell at the end.

Dialog B

You are Sara and will need to find someone to be Elizabeth. First, read the dialog aloud together, filling in the missing words from your partner's part on this worksheet. Next, practice the dialog together in your best German so you can say it smoothly. Lastly, answer the questions below in complete sentences.

Elizabeth und Sara

- Sara: Wo wohnst du jetzt?
- Elizabeth: Ich wohne bei einer [] . Und du?
- Sara: Ich wohne in einer WG¹. In meinem Zimmer habe ich ein Bett, aber kein Regal und keine Lampe.
- Elizabeth: In Amerika wohne ich in einem Studentenwohnheim. Ich habe dort ein Bett, [] Schreibtisch, [] Stuhl, eine [] . Alles.
- Sara: Hast du auch ein Regal und einen Schrank?
- Elizabeth: Ja, natürlich. Und [] Schrank ist ziemlich² groß und eingebaut³.
- Sara: Schön. Ich brauche auch einen Schrank.
- Elizabeth: Du [] einen Schrank? Ein Schrank ist sehr groß und teuer, nicht wahr?
- Sara: Ja, aber ich brauche einen Schrank für meine Kleidung⁴.
- Elizabeth: Ich brauche hier in Deutschland nichts. Meine Gastfamilie hat alles.
- Sara: Schön.
- Elizabeth: Ich gehe trotzdem⁵ gern einkaufen⁶.
- Sara: Na, gut. Gehen wir?

¹ *die Wohngemeinschaft* - shared apartment

² quite

³ built-in

⁴ clothing

⁵ still, regardless, nevertheless, anyhow

⁶ *einkaufen gehen* - to go shopping

Fragen

1. Wo wohnt Elizabeth?

2. Wo wohnt Sara?

3. Warum gehen sie einkaufen?

4. What does Elizabeth find most surprising about Sara's shopping list? Why?

Extra: Practice reading the dialog again with your partner. Add in some greetings at the beginning and a farewell at the end.

Dialog A

You are Elizabeth and will need to find someone to be Herr Kluge. First, read the dialog aloud together, filling in the missing words from your partner's part on this worksheet. Next practice the dialog together in your best German so you can say it smoothly. Lastly, answer the questions below in complete sentences.

Herr Kluge und Elizabeth

- Herr Kluge: Guten Morgen, Elizabeth! Schönes Wetter, oder?
 Elizabeth: Ja. Ich gehe heute einkaufen.
 Herr Kluge: Was brauchen [] denn?
 Elizabeth: Ich suche eine Lampe, ein Regal und einen Schrank.
 Herr Kluge: Warum denn? Sie haben oben¹ [] Lampe, [] Regal.
 Und [] Schrank ist nicht so klein.
 Elizabeth: Ach, nein. Der Schrank ist schön. Ich finde das Bett, den Schreibtisch und den Stuhl auch gut. Aber eine Mitstudentin² Sara braucht fast alles.
 Herr Kluge: Woher kommt []? Auch aus den USA?
 Elizabeth: Nein. Sie kommt aus Kanada. Sie wohnt in einer WG, nicht bei einer Gastfamilie.
 Herr Kluge: Ach, so! Na gut. Vielleicht finden [] etwas bei Ikea.
 Elizabeth: Das ist eine gute Idee.
 Herr Kluge: Wir essen um 13 Uhr. Sind [] da?
 Elizabeth: Ja, ich brauche nicht mehr als drei Stunden.

¹ above, upstairs² fellow student

Fragen

1. When does the dialog take place?

2. Why is Elizabeth going shopping?

3. What is the grammatical gender of the word *Idee*? Masculine, neuter or feminine? How can you tell?

4. Do you know what Ikea is? From which country does it originate?

Dialog B

You are Herr Kluge and will need to find someone to be Elizabeth. First, read the dialog aloud together, filling in the missing words from your partner's part on this worksheet. Next practice the dialog together in your best German so you can say it smoothly. Lastly, answer the questions below in complete sentences.

Herr Kluge und Elizabeth

- Herr Kluge: Guten Morgen, Elizabeth! Schönes Wetter, oder?
- Elizabeth: Ja. Ich [] heute einkaufen.
- Herr Kluge: Was brauchen Sie denn?
- Elizabeth: Ich suche [] Lampe, ein [] und [] Schrank.
- Herr Kluge: Warum denn? Sie haben oben¹ Lampe, ein Regal. Und der Schrank ist nicht so klein.
- Elizabeth: Ach, nein. Der Schrank ist []. Ich finde [] Bett, den [] und den [] auch gut. Aber eine Mitstudentin² Sara braucht fast alles.
- Herr Kluge: Woher kommt sie? Auch aus den USA?
- Elizabeth: Nein. Sie kommt [] Kanada. Sie wohnt in einer WG, nicht bei einer Gastfamilie.
- Herr Kluge: Ach, so! Na gut. Vielleicht finden Sie etwas bei Ikea.
- Elizabeth: Das ist eine gute Idee.
- Herr Kluge: Wir essen um 13 Uhr. Sind Sie da?
- Elizabeth: Ja, ich brauche nicht mehr als drei Stunden.

¹ above, upstairs
² fellow student

Fragen

1. When does the dialog take place?

2. Why is Elizabeth going shopping?

3. What is the grammatical gender of the word *Idee*? Masculine, neuter or feminine? How can you tell?

4. Do you know what Ikea is? From which country does it originate?

Arbeitsblatt

Fill in the blanks with the correct endings or words based on the context and cues. Then answer the questions based on the reading in complete sentences.

Lieber Karl,

ich wohne jetzt schon seit einer Woche hier bei Familie Kluge. Mein Gastfamilie ist nett. Sie hat ein Tochter Julia und ein Hund. Frau und Herr Kluge sind freundlich. (they) arbeiten bei einer Bank.

Der Hund und die Tochter spielen oft im Garten. (it) ist auch voll Blumen. Ich finde (it) schön.

Mein Zimmer ist klein. (It) hat ein Fenster, ein Bett, ein Schreibtisch und ein Stuhl. Der Stuhl ist schwer¹ und unbequem². (It) ist auch hässlich. Aber das Bett ist sehr bequem und das ist gut. Ich habe auch ein Lampe und ein Schrank.

Meine Freundin Bekannte Sara wohnt in einer Wohngemeinschaft. (Her) Zimmer ist auch klein, aber das Haus ist renoviert. In em (her) Zimmer hat (she) ein Bett, aber sie braucht sonst alles. Wir gehen oft einkaufen.

Ich kaufe bald ein Laptop. Dann schicke ich dir ein Email.

Alles Gute,
Elizabeth

¹ heavy
² (un)comfortable

Fragen

1. Wie beginnt der Brief (*letter*)?

2. Wie endet der Brief?

3. Was findet Elizabeth nicht so gut in ihrem Zimmer?

4. Was wissen wir über Familie Kluge?

5. Ist Sara eine Freundin von Elizabeth?

Rollenspiel

You are interviewing potential candidates to join your *Wohngemeinschaft*. Come up with questions to ask about their habits, interests, etc. Your partner(s) can adopt any personality they desire. You should use *Sie* when asking questions since you are most likely interviewing a stranger.

You may want to ask questions about the following:

| | | | |
|----------------------|----------|--------------|-------------------|
| duschen ¹ | essen | arbeiten | laute Musik hören |
| rauchen ² | schlafen | telefonieren | Fernsehen gucken |
| kochen | lesen | | |

Here are some questions to get your interview started:

Sind Sie Student/in? Wenn ja, wo und was studieren Sie?

Haben Sie Kinder? Haben Sie einen Freund/eine Freundin?

Sind Sie ein Frühaufsteher³?

Welche Sendungen⁴ gucken Sie gern im Fernseher?

Kochen Sie gern?

Essen Sie gesund?

Was halten⁵ Sie von Haustieren?

Haben Sie gern Partys zu Hause?

Use this space now to write your own questions and to note what your partner says.

¹ to shower

² to smoke

³ early riser, morning person

⁴ television programs

⁵ to think (of)

Lesen

Read the text below and for each object write a sentence, using the proper possessive article depending on whether it's his or hers:

Das ist sein Buch. (Das sind seine Bücher.)
 Das ist ihre CD. (Das sind ihre CDs.)

Thomas interessiert sich für Technik. Er spielt täglich Videospiele und telefoniert oft mit seinen Freunden. (Er lernt also nicht gern.) Immer spielt er laute Rockmusik, auch wenn er vor dem Fernseher sitzt. Er trägt nie einen Anzug, sondern immer bequeme¹ Klamotten². Er macht nicht oft Sport, aber er spielt manchmal mit seinen Freunden Fußball, wenn das Wetter sehr schön ist.

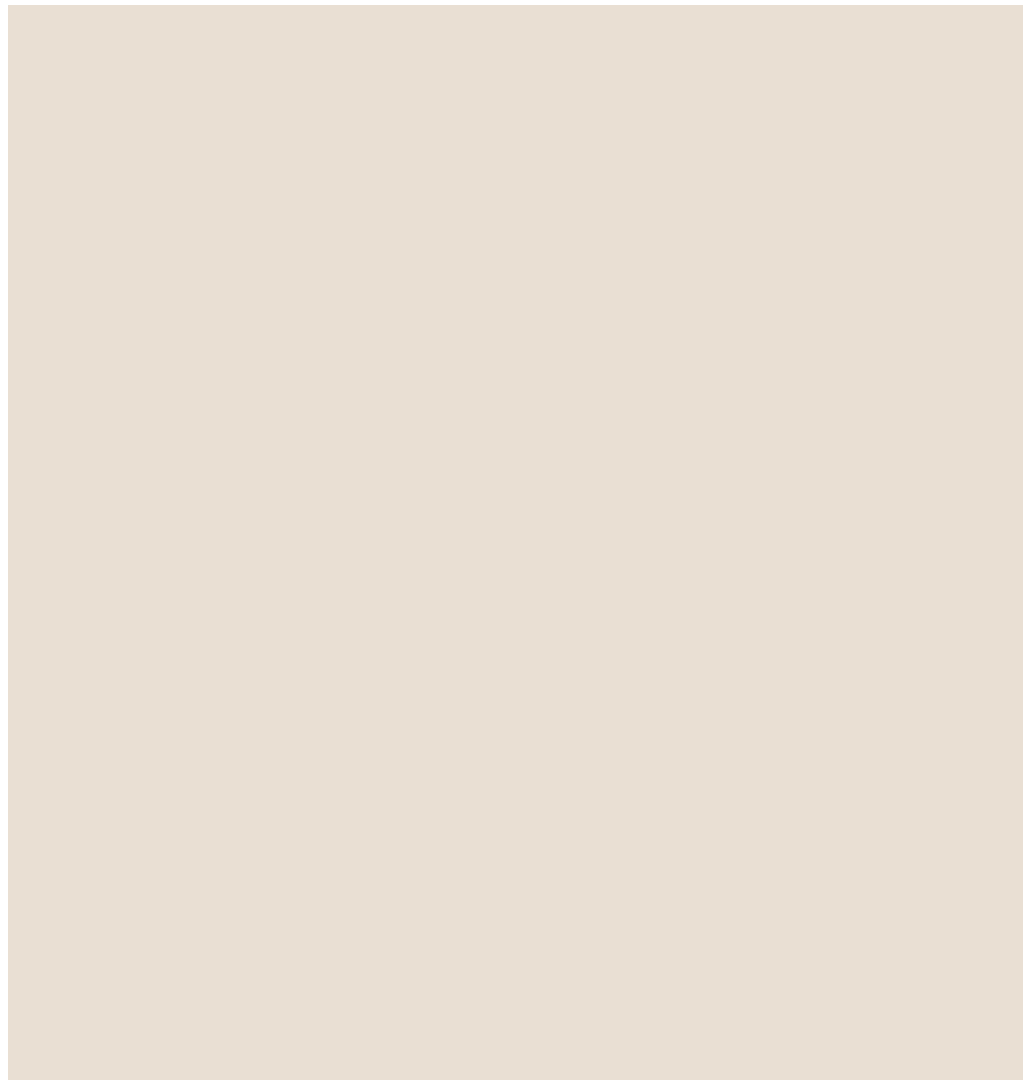
Anke ist ein bisschen altmodisch. Sie arbeitet gar nicht gern mit dem Computer, sondern schreibt alles mit der Hand. Sie liest und lernt sehr gern für ihr Studium. Aber sie ist fit und gesund, weil sie ziemlich aktiv ist. Täglich steht sie früh auf und läuft 5 Km durch den Park. Am liebsten wandert sie, wenn sie im Urlaub³ in den Bergen⁴ ist.

¹ comfortable

² clothes

³ on vacation

⁴ mountains



Lesen

Read the text below and answer the questions.

PREISWERT • SCHNELL • ZUVERLÄSSIG
Gartenarbeiten

Der Garten Ihres Hauses ist vor einigen Jahren gärtnerisch angelegt worden¹ und Sie haben bisher² selten Hand angelegt? Aber jetzt wächst Ihnen die Arbeit im wahrsten Sinne über den Kopf? Sie wollen einen Teil der Gartenarbeit selbst machen aber eben nicht alles, weil Sie dafür keine Zeit haben? Dann lesen Sie weiter!

Wir entwickeln³ für Sie ein massgeschneidertes⁴ Pflegekonzept!

Und so sieht das im Einzelnen⁵ aus:

- Wir mähen den Rasen
- Wir vertikutieren den Rasen⁶
- Wir hacken Unkraut⁷
- Wir pflanzen Sträucher und Stauden⁸
- Wir schneiden⁹ Hecken¹⁰
- Wir führen Gehölzpflegeschnitte¹¹ durch¹²
- Wir düngen¹³ und spritzen
- Wir fällen oder schneiden Bäume für Sie

Die Preise:
Gartenpflege (Kräuter, Rasen mähen & vertikutieren, Hecken- und Strauchschnitt):
Arbeitskraftstundensatz¹⁴ 23,00 Euro, zuzügl.¹⁵ 16% Umsatzsteuer.

Bäume fällen zu Festpreisen, zuzügl. 16% Umsatzsteuer.
*Zuzüglich Material- und Maschinenstunden.

Rufen Sie uns einfach an: 02202 - 45 96 38

1. What do the first three words mean and what are they describing?

[Blank answer box]

- ¹ to lay out
- ² up to now, so far
- ³ to develop

2. Who is the target audience of this ad?

[Blank answer box]

- ⁴ extensively-tailored
- ⁵ individually

3. List at least four of the services being offered.

[Blank answer box]

- ⁶ to aerate the lawn
- ⁷ weeds
- ⁸ shrubs and bushes

4. How much will this service cost?

[Blank answer box]

- ⁹ to cut
- ¹⁰ hedges
- ¹¹ cutting tree branches
- ¹² to perform
- ¹³ to fertilize
- ¹⁴ hourly wage for workers
- ¹⁵ in addition

5. If I'm interested, how do I contact them?

[Blank answer box]

6. What do these mean?

Bäume fällen zu Festpreisen, zuzügl. 16% Umsatzsteuer

[Blank answer box]

Zuzüglich Material- und Maschinenstunden

[Blank answer box]

Lesen

Read the text below and answer the questions.

Jährlich verunglücken¹ annähernd 100 000 Menschen bei der Gartenarbeit. Dabei sind Männer, vor allem im Alter von 45 bis 54, viermal so oft betroffen² wie Frauen. Mehr als die Hälfte der Unfälle³ sind auf falschen oder sorglosen⁴ Umgang⁵ mit Gartengeräten zurückzuführen⁶. Knochenbrüche⁷ durch Stürze⁸ im Garten und schwere Schnittverletzungen⁹ bei der Arbeit mit Sägen¹⁰, Äxten, Rasenmähern¹¹ oder Hecken- und Rosenschere zählen zu den häufigsten Verletzungen.

Expertentipps: Grundsätzlich¹² gelten¹³ für Hobbygärtner die gleichen Vorsichtsmaßnahmen¹⁴ wie für Heimwerker. Darüber hinaus sollten Sie noch ein paar andere wichtige Dinge beachten¹⁵:

- Studieren Sie ausführlich¹⁶ die Gebrauchsanweisung¹⁷
- Entfernen Sie Steine von der Wiese
- Prüfen Sie, ob das Rasenmähermesser fest sitzt, bevor Sie mit dem Mähen beginnen
- Mähen Sie nie ohne Grasfangkorb¹⁸
- Tragen Sie geschlossene Schuhe, keine Sandalen
- Mähen Sie niemals barfuß
- Schalten Sie das Gerät nie dadurch aus¹⁹, dass Sie einfach den Stecker²⁰ rausziehen²¹
- Stellen Sie immer zuerst den Motor ab und warten Sie, bis das Messer stillsteht, bevor Sie den Rasenmäher umdrehen²²
- Mähen Sie geneigte²³ Flächen nur quer zum Hang²⁴

¹ to have accidents

² affected

³ *der Unfall* - accident

⁴ careless

⁵ *der Umgang* - dealings, contact

⁶ *zurückführen auf* - to lead back to

⁷ broken bones

⁸ *der Sturz* - fall

⁹ *die Verletzung* - injury

¹⁰ *die Säge* - saw

¹¹ *der Rasenmäher* - lawnmower

¹² basically

¹³ to be valid

¹⁴ precautions

¹⁵ to follow, mind, note, regard

¹⁶ in detail

¹⁷ instructions for use

¹⁸ bag for grass clippings

¹⁹ to power off, switch off

²⁰ plug, connector

²¹ *(he)rausziehen* - to pull out

²² to flip over

²³ slanted, inclined

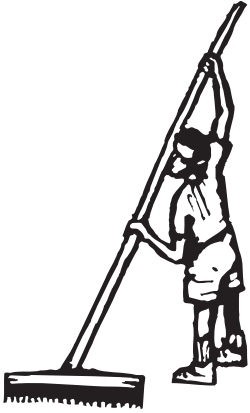
²⁴ slope

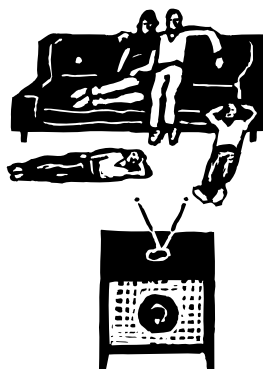
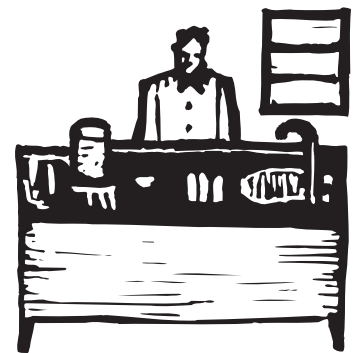
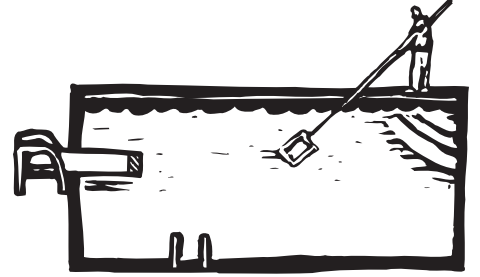
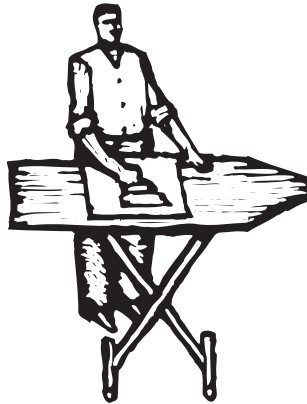
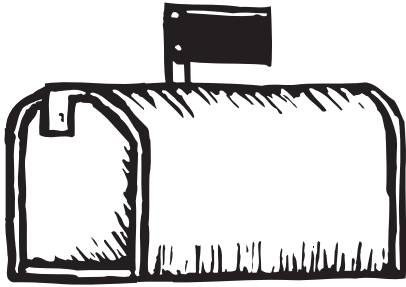
1. How does the author quantify the risk of doing yardwork?

2. The *Expertentipps* are mostly about which type of yardwork?

3. What is the advice about feet and shoes?

4. What would you expect to be different about mowing your lawn in Germany versus in most of the US or Canada?





| | | |
|--|-------------------------------|--|
| Gartenarbeit machen | den Rasen mähen | den Bürgersteig fegen, den Boden fegen |
| staubsaugen: „Ich sauge Staub.“ | die Wäsche waschen | das Geschirr abwaschen: „Ich wasche das Geschirr ab.“ |
| die Spülmaschine einräumen: „Ich räume die Spülmaschine ein.“ | kochen | Blätter harken |
| im Internet surfen | ein Quiz schreiben | viel lernen |

| | | |
|---|------------------------------|--|
| das Schwimmbecken putzen | bügeln | die Post abholen: „Ich hole die Post ab.“ |
| lesen | grillen | die Fenster putzen |
| ins Labor gehen | in der Mensa essen | Sport treiben |
| Frisbee spielen | ein Video schauen | sehr viel lernen |

Describe your hometown You will use the blanks and descriptive phrases/terms below in order to write sentences about your hometown. First, fill in all of the blanks or circle the information that pertains to your town. Then, write complete sentences about your hometown for each section, including as much information as you can. Follow the model below.

Berlin ist eine Großstadt mit 3,4 Millionen Einwohnern im Nordosten und 30 Km von Potsdam entfernt. Die Stadt ist kultureich, freundlich, schön und vielleicht der Stadt Paris ein bisschen ähnlich.

| | | |
|--------------------------|--|---|
| <p>(Ihre Heimat) ist</p> | <p>eine Großstadt eine mittelgroße Stadt eine Kleinstadt ein Dorf</p> | <p>mit _____ Einwohnern. im Norden/ Süden/Westen/ Osten. im Nordosten/ Südosten/ Nordwesten/ Südwesten/ Mittelwesten.</p> |
| | <p>in der Nähe von _____ . _____ Km von _____ entfernt. _____ Stunden mit dem Auto von _____ entfernt.</p> | |
| | <p>schön. hässlich. (un)freundlich. kultureich / kulturarm.</p> | |
| | <p>vielleicht der Stadt _____ ein bisschen ähnlich.</p> | |

Describe the landscape

| | | | |
|-------------------|-------------------------------------|--|--|
| <p>Man findet</p> | <p>in _____ in der Umgebung</p> | <p>viele / wenige / (fast) keine</p> | <p>Berge Bäume Bauernhöfe Flüsse kleine Seen Strände</p> |
| | | <p>eine / keine</p> | <p>flache Landschaft Wüstenlandschaft bergische Landschaft</p> |

Describe the weather

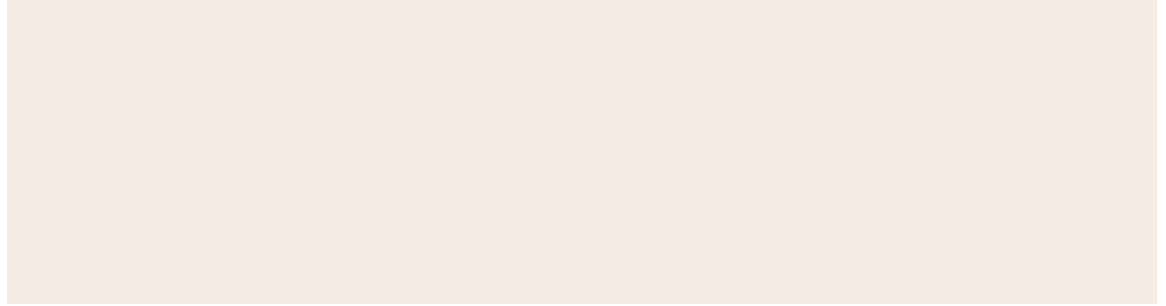
| | | |
|----------------|---|--|
| Das Wetter ist | im Sommer / Winter / Herbst / Frühling im Januar / Juli | schön / nicht schön. heiß / warm / kühl / kalt. wechselhaft. |
|----------------|---|--|

Describe the people

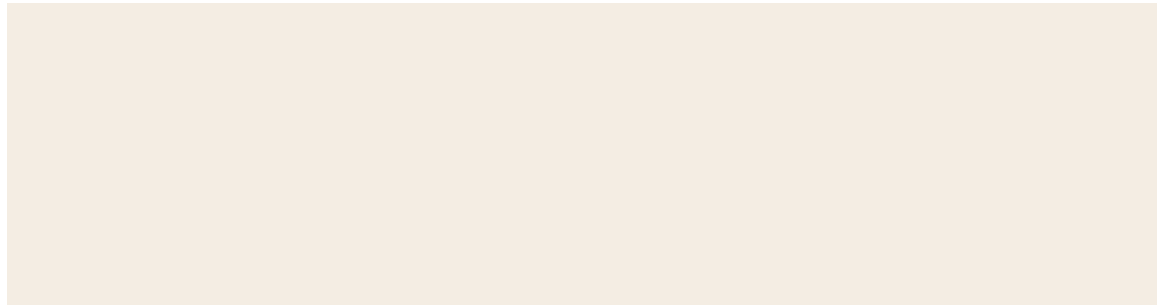
| | | | | |
|---|---|----------|---------------------------|--|
| Die Leute Die Professoren Die Studenten Die Familien Meine Eltern | in _____ an der _____ Universität an _____ College | sind | | fremden (un)freundlich (un)gebildet konservativ / liberal reich / arm / aus dem Mittelstand |
| | | haben | meistens oft selten | Haus, Hund und zwei Kinder keine / viel Freizeit |
| | | wohnen | zum Teil nie immer | auf dem Lande in einem Vorort zu Hause auf dem Campus in Wohnungen / Häusern / Wohnheimen |
| | | arbeiten | | bei _____ (company name) als _____ (occupation) |

Now, using the information you wrote down about your hometown, write a few sentences for each section below. Use complete sentences. Feel free to write longer sentences that combine more than one description of your town.

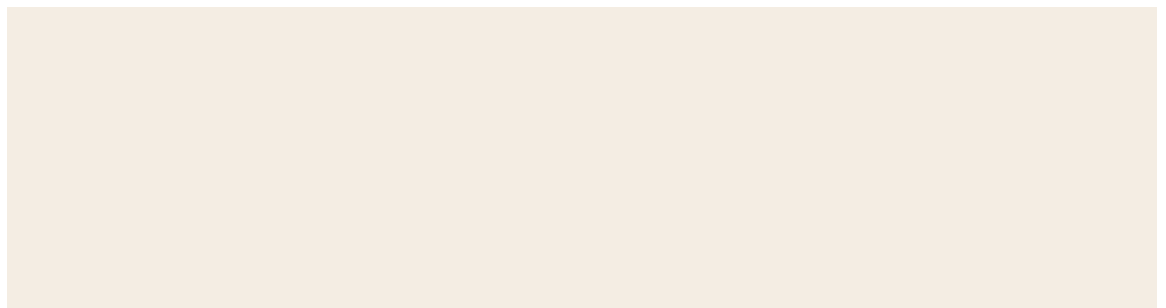
Describe your hometown:



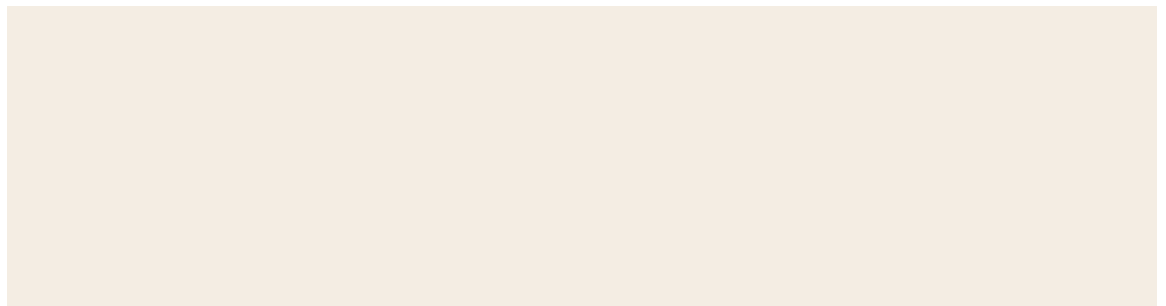
Describe the landscape:



Describe the weather:



Describe the people:



Web Reading

Go to www.schrebergarten-landau.de. Look at the sections titles below and answer the corresponding questions with information you find on the website.

Neuigkeiten

1. What information will you get if you click on *Tipp des Tages*?

2. How many garden plots are available currently in this *Verein*?

Gaststätte zum Schrebergarten

3. What is this entire section about?

Daten und Fakten zu unserem Verein

4. How many garden plots are there total?

5. How big are the gardens? About how big is that in square feet?

Bei uns im südpfälzischen Landau ...

6. What's the main point of this section?

Interesse am eigenen Kleingarten?

7. Why is there a list of bulleted questions in this section?

8. What's the German word for a person who's into small plot gardening?

9. In which part of Germany is this *Schrebergarten Verein* located?

10. Who's the leader of the *Verein*?

Small group

It's a fashion show for *Gartenzwerge*! With your group, design/describe your *Gartenzwerg* as s/he graces the catwalk. Describe clothing, accessories, personality, type of garden s/he would be best in, etc. Drawings, however primitive, are of course most welcome, perhaps even mandatory!

Unser Gartenzwerg trägt:

Beschreiben Sie die Persönlichkeit Ihres Gartenzwergeres:

Zu welchem Typ von Garten passt Ihr Gartenzwerg am besten?

Zeichen des Gartenzwergeres:

Below are two typical dorm rooms at a German university. Describe them (either orally or written as per your instructions). Use *es gibt* to say 'there is':

Es gibt ein Bett und einen Schrank. Es gibt ein Fenster.

Also say (or write) what you think of the various things you see. You can ask a partner:

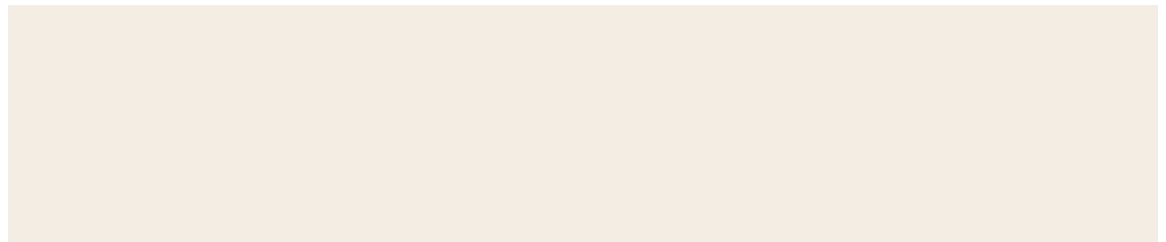
Wie finden Sie den Schrank?

And you can answer:

Ich finde ihn sehr praktisch / altmodisch / alt / hässlich / schön.

Remember to replace the item with a pronoun, either *ihn* / *es* / *sie* depending on the gender of the word. All nouns are direct objects, therefore they must be in the accusative case in your sentences/questions.

What strikes you as particularly German about these rooms? Think about what you've learned about German dorm rooms from the Interactive.



Zimmer A



Zimmer B

