

# Auf geht's!

beginning German language and culture

## Grammar Homework

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# Auf geht's Unit 1: Smalltalk 1.1.A

## Chapter Overview of Grammar



In this chapter we focus on the basics of small talk in German: introducing oneself and asking simple questions. The grammatical nuts and bolts we'll require to achieve this include:

- How to say "I" and "you" in German;
- How to connect these two pronouns (as well as many others) to verbs correctly;
- How to use simple verbs in a sentence; and
- How to handle the special verbs "to be" (*sein*) and "to have" (*haben*).


We will also learn...


- How every object in German has a gender;
- How building a sentence in German must follow a recipe;
- How to describe objects using descriptive words (adjectives); and
- How to ask questions.

### Personal Pronouns and the Nominative Case

 G.1.1, G.1.5.A, G.1.5.B, G.1.5.D, G.1.5.E, G.1.6.A, G.2.1, G.2.2  
 S. 200 ("Pronouns")



#### 1.1.A.1.

You probably already know that nouns are "persons, places, or things" ( G.1.5.A) and that pronouns are just substitutes for nouns.

Take a look once again at the beginning of the dialog between Vanessa and Justin ( 1.1.C) in the *Lehrbuch*. Circle the pronouns that appear in the dialog.

VANESSA	JUSTIN
Guten Tag! →	Guten Tag!
Wie heißen Sie? →	Ich heiÙe Justin.
Wie schreibt man das? →	J-U-S-T-I-N.
Oh. →	Wie heißen Sie?
Was? →	Wie heißen Sie?
Ahh – Vanessa. →	Wie schreibt man das?
W-E-N-I-S-S-E →	He? Wie bitte?
Oh, nein V-A-N-E-S-S-A →	Ok. What do we do now?
Woher kommen Sie? →	Texas.
Aus Texas? →	Ja, aus Texas.
	Woher kommen Sie?
Aus San Jose. →	Wie alt sind Sie?
19. Und Sie? →	Ich bin 18.
Auf Wiedersehen. →	Auf Wiedersehen.

#### 1.1.A.2

What does "nominative" mean? Look over the explanations about case on the Interactive ( G.2.1,  G.2.2) and underline those words in the following English description of the corresponding photograph. (Food for thought: Nouns or pronouns in the nominative case are also called the subject of the sentence!)

1.1.A.2  
continued

- A. The man has a traditional Bavarian costume from the Miesbach region.
- B. The ornament atop his hat comes from the hair of a *chamois*, a cross between a goat and antelope indigenous to the Alps.
- C. He wears both a vest and a jacket adorned with jewelry.
- D. He carries a pocket watch in his vest pocket but never a wristwatch.
- E. His leather trousers have fancy moss-green embroidery.
- F. His shoes are called *Buamaschua* and have metal plates much like tap shoes.
- G. There exists six different types of Bavarian dress.





[http://de.wikipedia.org/wiki/Bild:Miesbacher\\_gebergstracht\\_mann.jpg](http://de.wikipedia.org/wiki/Bild:Miesbacher_gebergstracht_mann.jpg)

1.1.A.3

Take a look at the subject pronouns in the nominative case (☞ G.1.6.A) once again and match the German sentences in the left column with the correct English translations in the right column.

<b>Ich</b> komme aus dem Süden.	<i>He is 18 years old.</i>
Wie heißen <b>Sie</b> ?	<i>You all are really smart.</i>
<b>Sie</b> studiert BWL.	<i>We go to the movies on Fridays.</i>
<b>Ihr</b> seid super klug.	<i>It is raining.</i>
Woher kommst <b>du</b> ?	<i>Where are you from?</i>
<b>Er</b> ist achtzehn Jahre alt.	<i>What is your name?</i>
<b>Wir</b> gehen freitags ins Kino.	<i>I am from the South.</i>
<b>Es</b> regnet.	<i>She is majoring in business.</i>

1.1.A.4

Re-read  G.1.5.D and  G.1.5.E and refresh your memory about the differences between the two pronouns *du* and *Sie*. Do you know in which contexts to use these pronouns?



*Du or Sie?*



*Du or Sie?*



*Du or Sie?*



*Du or Sie?*



*Du or Sie?*



*Du or Sie?*

# Auf geht's Unit 1: Smalltalk 1.2.A

## Verbs

📖 G.5.1, G.5.2  
📖 S. 207 ("Present tense")

### 1.2.A.1

Verbs are those parts of sentences that describe an action taken by the subject. They function as the motor that puts the subject into motion. Write the following verbs in the appropriate blanks in Joachim's dialog (📖 1.2.4.B). You'll have to use some verbs more than once! (Food for thought: Notice how the verbs always appear in the second position of the sentence!)

hat • heiße • ist • habe • kommt • bin

Ich \_\_\_\_\_ Joachim Becker. Ich \_\_\_\_\_ in Lüneburg geboren. Das  
\_\_\_\_\_ in der Nähe von Hamburg. Lüneburg \_\_\_\_\_ ungefähr 72.000 Einwohner.  
Die Stadt \_\_\_\_\_ über 1 000 Jahre alt. Ich \_\_\_\_\_ Ingenieur von Beruf.

Can you translate Joachim's statement into English?

### 1.2.A.2

Like the English from Shakespeare's day, modern German has a system of endings for the verbs that put subjects into motion (📖 G.5.1.B). These endings, which usually make up the last one or two letters of a verb, must correspond to the subject of the sentence. Look over Tanja's statement about her family— (Tip: Don't worry about understanding every word!) —and then:

- 1) underline all the verbs;
- 2) circle the endings of each verb; and
- 3) draw an arrow from the noun or pronoun to the verb to which it refers.



Ich habe eine Schwester, die ist 29 Jahre alt. Sie studiert in Lüneburg. Sie arbeitet momentan bei einer Filmproduktionsfirma in Berlin. Meine Eltern, sie heißen Uwe und Irja. Mein Vater ist Küchendirektor im Brenners Hotel in Baden-Baden. Er arbeitet gern im Garten. Meine Mutter ist Hausfrau. Wir haben einen Hund.

1.2.A.2  
continued

Using the information you've highlighted above, try and fill in the blanks in the verb-endings paradigm to the right. Can you fill in the blanks for which there are no examples from above? (Don't worry if you can't fill in all the blanks!)

Check your answers with the chart (📖 G.5.2.A).

Can you identify how this chart needs to be slightly modified for some verbs? (📖 G.5.2.C, 📖 G.5.2.E)

What verb endings do these pronouns require?			
Ich	_____	wir	_____
du	_____	ihr	_____
er/sie/es	_____	sie	_____
	Sie		_____

1.2.A.3

The word "conjugation" refers to the transformation of a verb such that its ending fits its corresponding noun or pronoun. The Interactive introduces us to the infinitive forms of the verbs *tanzen* (to dance), *spielen* (to play), *reden* (to talk), and *heißen* (to call *or* be called) and conjugates them for us in detail (📖 G.5.2). Using the information supplied on the Interactive, add the appropriate verb endings in the following short statements.

<p>Bundeskanzlerin Merkel red _____ viel besser auf Deutsch als auf English.</p> <p>Die deutschen und die englischen Fußballmannschaften spiel _____ viel besser als die amerikanischen Fußballmannschaften.</p> <p>Der russische Präsident Putin sagt zu Präsident Bush: "Ich heiß _____ <i>Putin</i> nicht Pootie-Poot!"</p> <p>Fred Astaire zu Ginger Rodgers: "Du tanz _____ viel besser Tango als Cha-Cha-Cha."</p>
--

1.2.A.4

You have all the information you need to use the personal pronouns (listed in exercise 📖 1.2.A.2) along with the verbs listed below. Write a crazy fictional dialog between the following world leaders. Be creative and conjugate each verb you use correctly!

*arbeiten* (to work); *heißen* (to call *or* be called); *lernen* (to learn); *machen* (to make); *öffnen* (to open); *rechnen* (to add); *reden* (to talk); *spielen* (to play); *studieren* (to go to college); *tanzen* (to dance); *wandern* (to hike); *wohnen* (to live).

Tony Blair (England)	Ich...
Wladimir Putin (Rußland)	Er...
George W. Bush (US)	Putin, Du...
Nicolas Sarkozy (Frankreich)	Sie ( <i>formal</i> )...
Angela Merkel (Deutschland)	Wir...

Verbs, *Sein* & *Haben*

G.5.3.C

1.2.B.1

Many of the grammar rules you'll learn in German come with caveats. Verb conjugation is a perfect example. The conjugation chart you practiced yesterday does not apply to all verbs. Two of the most basic German verbs fall under this exception. They are the verbs "to be" (*sein*) and "to have" (*haben*). You will need to memorize the conjugation of these verbs!

**HELP CHANCELLOR MERKEL! FINISH HER COMIC STRIP...**

...BY INSERTING THE CORRECT CONJUGATED FORM OF HABEN OR SEIN IN THE 16 BLANKS.

DEUTSCHLAND EINE GUTE KANZLERIN! ICH NOCH BESSER! UND UNSERE PARTYS AM BESTEN!

WIR DIE BESTEN PARTYS IN LONDON UND BERLIN.

PRÄSIDENT PUTIN

SIE UNFAIR UND GEMEIN\*!

IHR FRANZOSEN ZU SERIÖS! RELAX, HERR PRÄSIDENT! IHR ABER DEN BESTEN WEIN.

RUSSLAND GUTE PARTIES ABER DER WODKA ZU STARK\*! UND DIE MUSIK ZU LAUT\*!

PRIME MINISTER BLAIR

KANZLERIN MERKEL ÜBERRASCHT\*. SÜDAFRIKA DIE BESTEN PARTYS DER WELT! DIE USA, RUSSLAND, ENGLAND, FRANKREICH, UND DEUTSCHLAND NICHTS ZU SAGEN\*!

PRÄSIDENT ZARKOSY

ICH GANZ RELAXED, FRAU MERKEL! SIE ZU KRITISCH!


PRÄSIDENT MBEKI

HERR MBEKI SO FREUNDLICH!

TRANSLATIONS: GEMEIN = MEAN; STARK = STRONG; LAUT = LOUD; ÜBERRASCHT = OVERWHELMED; NICHTS ZU SAGEN = NOTHING TO SAY.

# Auf geht's Unit 1: Smalltalk 1.3.A

## Articles: *der, die, & das*

 G.1.1, G.1.2

 S. 200 (“Gender”→”Plural”)

- 1.3.A.1 Have you ever given an object you cherish a name? Maybe a car? Your iPod? Your diary? Your computer? Very often when we name the things we love we assign them a gender. Take, for example, the long tradition of christening a boat. Regardless of its name, a boat is usually a “she” in English. In German, however, each and every German noun has one of three genders: masculine (*der*), feminine (*die*) or neuter (*das*). In English, we use the same article for all objects, namely “the.” In German, one must know the gender of the object to use nouns and their corresponding pronouns correctly!

Below you’ll find a jumbled list of nouns from units 1.2 and 1.3 without their gendered articles. Put the nouns under the correct gendered article. If you cannot seem to find this information on the Interactive or in the *Lehrbuch*, try looking up the word online at [dict.leo.org](http://dict.leo.org).

Sonne • Hund • Name • Wohnort • Mutter • Adresse		
Bruder • Telefonnummer • Schwester • Restaurant • Universität		
Elefant • Baby • Spieler • Bodybuilder • Vater • Katze • Wetter		
DER	DIE	DAS

Do you see any trends here? Can you predict the gender of certain words? Have you found any exceptions?



*Auf geht's* Unit 1: Smalltalk 1.3.B

**Word Order: Subject→Verb→X**

 G.8.1.A, G.8.1.B

1.3.B.1

The most important thing to remember when building sentences in German is that the verb always comes in the second position. The second position in a sentence is reserved for the verb! The first position is usually, though not always, reserved for the subject of the sentence.

1. Fill in the correct articles for the six nouns below.
2. Then connect each string of words into syntactically correct sentences. Be sure to conjugate the verbs correctly!
3. When you're finished, circle the subject in each sentence.

1.	sein	sehr süß ( <i>very sweet</i> )	___ Baby
2.	___ Bodybuilder Arnold Schwarzenegger	haben	große Muskeln
3.	spielen	Karten und Fußball	___ Teufel
4.	___ Vater	langweilige ( <i>boring</i> ) Partys	haben
5.	___ Kanzlerin von Deutschland	sein	ziemlich ( <i>pretty</i> ) konservativ
6.	haben	___ Universität	eine gute Basketballmannschaft

1.3.B.2

“Jeden Tag” means “everyday” in English. Add this expression of time to each of the six previous sentences. Begin each sentence with “Jeden Tag” and fill in the remainder of each sentence using the same information supplied in exercise 1.3.B.1. The example should help you figure out what goes where.

EXAMPLE:

Das Restaurant *Breadmen's* ist ziemlich schlecht (*pretty bad*).



Jeden Tag ist das Restaurant *Breadmen's* ziemlich schlecht.

1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____

# Auf geht's Unit 1: Smalltalk 1.4.A

## Adjectives & Asking Questions

📖 G.4.1.A, G.8.1.F

📖 S. 204 (“Adjectives”), S. 211 (“When is the verb second???”)

1.4.A.1

You’ve encountered a number of adjectives in Unit 1 (see the vocabulary practice 📖 1.WS.3) and you’ve practiced using them in sentences (see exercise 1.3.B.2). Keep in mind that an adjective assumes the position of the X in the SVX rule!

Let’s now work on asking questions. We’ve learned how to ask questions thus far without examining the structure of these sentences. Now that you know something about the rules of word order in regular demonstrative sentences (see the exercises from yesterday, 1.3.B.1 and 1.3.B.2), diagram the following questions.

Label each verb with the letter V, each subject with an S, and each question word with a X. To the left of each question, write the translation to each question in English.

1. **Wie** heißen Sie?
2. **Woher** kommen Sie?
3. **Was** studieren Sie?
4. **Wo** wohnen Sie?
5. **Wie** alt sind Sie?
6. **Wie** ist Ihre Telefonnummer?

Now, answer each of the questions above.

1.4.A.2

Translate each of the following sentences into German.

1. The weather in Chapel Hill is sunny and warm.

---

2. The city of Chapel Hill is more than 200 years old.

---

3. The university has 26,000 students.

---

# Auf geht's Unit 1: Smalltalk 1.4.B

## Review

1.4.B.1

To prepare for the test, review the small talk questions and answers and the corresponding vocabulary presented in Unit 1 on the Interactive and the *Lehrbuch*. You should also be aware of the elementary nuts and bolts underpinning these interactions. By now, you should know:

- the difference between “du” and “Sie”;
- what personal pronouns are and what the nine pronouns are in German;
- how to connect a pronoun with a verb by way of conjugation; and
- to conjugate the special verbs “to be” (*sein*) and “to have” (*haben*).

Additionally, you should:

- know the genders of all the nouns introduced in Unit 1;
- know how to string nouns and verbs together in the right sequence (word order) when building sentences;
- be able to describe things using descriptive words (adjectives); and
- formulate questions correctly.

Go through the grammar exercises and fill out the following self-assessment. How well do you think you understand the following grammar essentials?

5 = I can ace this.

3 = I could study another 2 hours and strengthen my mastery.

0 = I have no clue. I need to find help, pronto!

I know: The difference between “du” and “Sie.”				
1	2	3	4	5
I know: The meanings of the personal pronouns in the nominative case.				
1	2	3	4	5
I know: The rules of conjugation and the exceptions with verbs like <i>sein</i> and <i>haben</i> .				
1	2	3	4	5
The gender of all the nouns listed in the vocabulary list for Unit 1.				
1	2	3	4	5
I know: The rules for building simple sentences that contain subjects, verbs and objects.				
1	2	3	4	5
I know: both the meaning of a few question words and the rules for building a question.				
1	2	3	4	5

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Chapter Overview  
of Grammar



In the last chapter we focused on the basics of small talk in German. In this chapter we will move on to describing family and friends as well as personal interests and hobbies and asking others about themselves and their own families. The grammatical pieces we'll be learning to make this happen are as follows:

- How to formulate plurals in German;
- How to use the German form of “a” and “an”;
- How to say that something belongs to someone; and
- How to conjugate even more verbs that fit the rules you learned in Unit 1.



We will also learn...

- How to identify the direct object in a sentence (and why that's important);
- How to use and formulate questions using interrogative pronouns.

**Plural Nouns**

 G.1.3, G.1.4  
 S. 200 (“Plural”)

2.1.A.1

In English the most common way to pluralize a noun is to add an “s.” However, there are many exceptions ( G.1.3,  S. 200 (“Plural”). In German, there are 8 ways to form the plural of a noun. So how do you remember all of these new rules? The best way is to learn the plural when you learn the noun, and practice.

- 1) Match up the words in the singular form on the left with their plural form on the right;
- 2) Fill in the table at the bottom, using the example to guide you.

das Buch	die Schwestern
der Onkel	die Mütter
die Schwester	die Frauen
die Mutter	die Bücher
der Wohnort	die Cousins
das Kind	die Studentinnen
der Mann	die Onkel
die Frau	die Tanten
die Studentin	die Wohnorte
die Tante	die Männer
der Cousin	die Kinder

2.1.A.1 (continued)

Noun	Plural	Vowel Change	ending
das Buch	die Bücher	u → ü	-er

2.1.A.2

Take a look at the pairs from above. What do you notice?

First, all of the definite articles are now “die”. This is very important. Think of the plural as a fourth gender. No matter what the singular gender is, when it becomes plural, it takes on the plural article “die”.

Second, notice that some of the vowels get umlauts, some words get certain endings, and some words aren’t changed at all. Again, this is just something you’ll have to remember and learn every time you learn a new noun.

Now that we’ve got that down, let’s take a look at the info concerning the Bach family (📖 S. 17) and see if we can answer some questions. For each statement, determine if it’s true or false. If it’s false, write the correct answer in German.



1. Anna Magdalene Wilcken hat sieben Töchter.	T / F
2. Maria Barbara Bach hat einen Sohn.	T / F
3. Ein Kind heißt Johann.	T / F
4. Eine Tochter heißt Christiana?	T / F
5. Catharina Dorothea hat fünf Halbbrüder.	T / F

2.1.A.3

Now that you know how the plural works in German, it’s important to remember that if

you're talking about a group of things – sisters, friends, or whatever – that you cannot use the singular verb conjugation anymore.

1. Write the plural of the noun next to it.

2. Then, using the plural noun, connect each string of words into a syntactically correct sentence. Be sure to conjugate the verb correctly! Remember, if the subject is plural, the noun has to have the correct plural ending.

3. Don't forget the word order (SVX) from Unit 1.

1.	wunderschön.	singen	die Mutter
2.	laufen	der Junge	schnell.
3.	aus Österreich.	das Kind	kommen
4.	der Onkel	tanzen	fantastisch.
5.	die Tante	leise (quiet/softly).	sprechen
6.	schreien (scream)	laut.	das Baby









2.1.B.3

Indefinite articles start with “ein” and end with specific endings, depending on case and gender. We’ll learn more about the other cases later.

Right now, take a look at the following pictures. Pick one word to describe the person. This should be a general description – not something specific to the picture itself.

1. Fill in the indefinite article, then
2. Write the adjective that describes the person (you can use the adjectives on page 20).

 <p>Die Touristin</p> <p>___ Touristin ist</p>	 <p>Das Baby</p> <p>___ Baby ist</p>	 <p>Die Großmutter</p> <p>___ Großmutter ist</p>
 <p>Der Vater</p> <p>___ Vater ist</p>	 <p>Das Kind</p> <p>___ Kind ist</p>	 <p>Der Freund</p> <p>___ Freund ist</p>

Note: die Touristin = female Tourist

**Possessive Articles (aka Possessivpronomen)**

 G.3.3  
 S. 203 ("Possessive articles")

## 2.2.A.1

Possessive articles are very similar to indefinite articles. In fact, they take on the same endings. So what exactly are possessive articles (aka Possessivpronomen)? In English, if you are talking about your sister, you would say "my sister." In this case "my" is the *Possessivpronomen*.

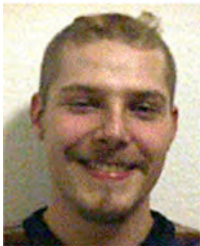
Let's take a look at the following text in English. Underline all of the possessive articles.

Our family is relatively small. My father, Gerhard, is 56 years old. His mother, my grandmother Anna, died in 1993. My mother, Kristine, is 55 years old. Her mother, my other grandmother, is named Hilde. I have two brothers. My older brother, Martin is married. His wife is named Renate. Their daughter, my niece, is 3 years old and named Birgit.

## 2.2.A.2

Now you know how to identify possessive articles in English – what about in German.

Read the text below describing Christian's family. (It should look familiar). Underline the possessive articles.



Ja, unsere Familie ist nicht so groß, also da wären mal meine Eltern, und dann habe ich noch eine ältere Schwester, und es lebt auch noch die Mutter meiner Mutter, also meine Großmutter mütterlicherseits. Meine Mutter hat eine Schwester, aber das ist dann eigentlich auch im Großen und Ganzen unsere Familie.

Which possessive pronouns can you find in this paragraph? What do they mean?

### 2.2.A.3

As you've probably noticed, just like in English, there are different possessive pronouns depending on who is doing the possessing.

Look at the dialog below and fill in the blanks with the correct possessive articles. If you aren't sure which possessive articles to use, you can review them on page 203.

1. \_\_\_\_\_ Bruder und \_\_\_\_\_ Schwester haben am Montag Geburtstag (our).
  2. \_\_\_\_\_ Party beginnt um 8 Uhr. (their)
  3. Wie ist \_\_\_\_\_ Adresse? (your inf. pl.)
  4. \_\_\_\_\_ Adresse ist Oberdorfstraße 24. (our)
  5. Wie heißen \_\_\_\_\_ Bruder und \_\_\_\_\_ Schwester? (your inf. sing.)
  6. \_\_\_\_\_ Name ist Katrin und \_\_\_\_\_ Name ist Oli. (her / his)
- 

### 2.2.A.4

Let's look at the Bach family again.

Complete the following sentences with the correct possessive pronoun and family member.



1. Wilhelm Friedemann hat eine ältere\* Schwester. \*older  
\_\_\_\_\_ Schwester heißt \_\_\_\_\_.
2. Johanna Carolina und Regina Susanna sind Schwestern.  
\_\_\_\_\_ Mutter heißt \_\_\_\_\_.
3. Maria Sophia stirbt als Kind.  
\_\_\_\_\_ Zwillingbruder heißt \_\_\_\_\_.
4. John Gottfried Bernhard ist 1715 geboren.  
\_\_\_\_\_ ältester Halbbruder heißt \_\_\_\_\_.

**Accusative Case (aka Akkusativ)**

📖 G.2.3, G.3.3, G.3.4

📖 S. 201 ("Subjects and objects")

## 2.2.B.1

So far we've spent a lot of time on the nominative case. Let's now focus on the accusative. In English, the noun after the verb is the direct object. That is the person, thing, place, idea, etc... that is acted on by the verb or which completes the meaning of the verb. That's a lot of words to say something pretty simple. Take a look at the following sentence:

The man	pets	the dog
<i>subject</i>	<i>verb</i>	<i>direct object</i>
<i>Nominativ</i>		<i>Akkusativ</i>

The dog is the one being petted, so he's the direct object. If you're confused, ask yourself the question. "Who or what is being petted?" It might be easiest to understand by practicing identifying the direct object in a sentence.

Take a look at the following English language text. Underline the verbs and draw an arrow pointing to the direct objects.

1. The tourist wears glasses.
2. She holds the map for the young woman.
3. The young woman gives directions to the tourist.
4. She finds the street that the woman was seeking.
5. The tourist puts the map back into her purse.



## 2.2.B.2

Great. So now we know what the Accusative is, but why do we care? Well, in German cases are very important. In fact they are so important that articles (definite, indefinite, personal, et al.) often changes when you're dealing with a new case so that you can identify its role in the sentence.

If you haven't yet looked at the Interactive, take a look at what they say about the accusative case, then come back here and fill in the chart for both nominative and accusative articles.

### Definite Articles

	masculin	feminin	neutrum	plural
Nominativ	der			
Akkusativ				

### Indefinite/Possessive Article Endings

	masculin	feminin	neutrum	plural
Nominativ	-			
Akkusativ				

### 2.2.B.3

As you can see from the table above, there's only one change between the nominative and the accusative.

Put together the following sentence parts.

1. Figure out which noun is the subject.
2. Conjugate the verb.
3. Put them in the correct order.
4. Feel free to change the articles to make it sound better.
5. Watch out for changes in accusative case.

1.	ich	brauchen	die Lampe
2.	kaufen	die Mutter	das Essen
3.	der Hund	füttern (to feed an animal)	der Vater
4.	die Schwester	haben	der CD-Spieler (CD player)
5.	schreiben	der Brief	Er

### 2.2.B.4

There are also a few nouns that change in the accusative case. We call these weak masculines (auf Deutsch: schwache Maskulina). As you can tell by the name, these are only masculine nouns.

What makes them weak – is that they are influenced by the der → den change in the accusative. Therefore they get an “n” or “en” added on to the end when they are used in the accusative. A few examples are **Mensch**, **Student**, **Herr**, and **Journalist** (in fact many of the –ist words are weak masculines). These aren't all of them, but just be aware that they are out there.

Take a look at the picture below. List 4 things that you see in the picture – feel free to look them up in the dictionary. Watch out for the weak masculines.



die Straßenlampe (streetlamp) <del>die Studentin</del>	der Bus das Gebäude (building)	der Student der Rucksack (backpack)
Plural:	die Studentinnen	die Menschen

Example: Ich sehe die Studentin.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### 2.2.B.5

Finally, note that when you use the verb *sein*, you do not use the accusative case.

*Sein* is a sort of linking verb that does not take an accusative object, so these are the correct ways to say *I am a woman. I am a man. I am the President.*

Ich bin eine Frau.

Ich bin ein Mann.

Ich bin der Präsident.

**Regular Verbs (aka regelmäßige Verben)**

G.5.2  
S. 206 ("Paradigm 1"), S. 207 ("Present tense")

2.3.A.1

Last chapter we looked at the standard endings for verbs in German. Just for a little review, what were they again?

Ich	_____	wir	_____
du	_____	ihr	_____
er/sie/es	_____	sie	_____
		Sie	_____

These are the standard endings, but as you already know, there are some modifications that need to be made for verbs that end letters like s, ss, ß, z and sch.

2.3.A.2

There are a lot of verbs that go along with interests and sports. Take a look at the texts below, and fill in the verbs from the choices.



**Monique**

gehe • schreibe • trinke

Ich	_____	gern ins Kino. Ab und zu	_____
ich auch Gedichte. Ich	_____	gern Tee mit Freunden	



**Holger**

spiele • mache • spiele

Ich	_____	gern Sport. Ich	_____
Volleyball. Ich	_____	auch gerne Theater.	

Can you translate Monique and Holger's interests into English?

**Monique**

--

**Holger**

--

Rewrite the statements describing their interests as though you were telling someone about what they like to do.

Monique

--

Holger

--

2.3.A.3

Let's build on some skills that we've been working on throughout this Unit. Describe what you do with various members of your family.

1. Write 5 sentences using the activities in the box
2. Pick a different family member for each sentence – use plurals if you want.
3. Don't forget to use possessive articles.

die Mutter • die Geschwister • der Vater <del>die Nichte</del> • die Schwester • der Bruder die Tante • der Onkel • der Großvater	Fußball spielen • Musik hören • trainieren Golf spielen • schwimmen • <del>Radio hören</del> ins Kino gehen (go to the movies)
Beispiel: Meine Nichte und ich hören Radio.	
1.	
2.	
3.	
4.	
5.	

2.3.A.4

Holger, Monique and their friends are trying to figure out what to do this weekend. Create a dialog about what their conversation might look like. Use the verbs and other sentence parts listed below.

Verben:	spielen • einkaufen gehen • hören • trainieren • schwimmen • ins Kino gehen
Sportarten:	Hockey • Baseball • Fußball • Basketball • Football (American football)
Sonstiges:	Musik • Radio

Monique	Wir...
Holger	Nein, ich...
Christian	Aber, sie (plural)...
Monique	Nein, er...
Holger	Ja, aber sie (singular)...
Susanne	Nein, ich...
Holger	Ihr...

# Auf geht's Unit 2: Familie und Freunde 2.3.B

## Ich interessiere mich für... & gern

📖 S. 28

2.3.B.1 When you use the verbs above, your talking about something you do, but how do you talk about something you enjoy doing. Take a look at 📖 2.3.F at the bottom of page 28.

Let's start with the first sentence. *Ich interessiere mich für* (noun).

What kind of nouns go in there? Well, pretty much anything that **interests** you. Do you like music, sports or theater? Then this is how you would say that these things interest you.

Write out three complete sentences describing things that interest you. Use the vocabulary from the interactive, the *Lehrbuch* or look it up in a dictionary.

1.
2.
3.

2.3.B.2 That one was fairly easy. Let's move on to the next one.

*Ich* (verb) *gern(e)*.

There are a couple of things to note here. First, *gern(e)* means to enjoy and you can use either *gern* or *gerne*, so don't let that confuse you. It's not like the endings we learned earlier in the chapter.

Second, this is the perfect way to say that you like to do something. The *something* is the verb. Using the list of verbs below, say what you like to do.

Verbs:	schlafen • schwimmen • tanzen • singen • arbeiten • laufen
1.	
2.	
3.	

2.3.B.3 Great work! Let's look at it again.

*Ich* (verb) *gern(e)*.

What do you do with something like "Karten spielen" or "ins Kino gehen" that has more than just a verb? We modify the formula slightly.

*Ich* (verb) *gern(e)* (extra information).

2.3.B.3  
(cont.)

So for something like “Karten spielen” the words need to move around a little. The verb “spielen” goes in the position of the verb and “Karten” goes in the extra information area.

*Ich spiele gern(e) Karten.*

Use the list of activities to figure out what the people are doing, and conjugate the verb based on the pronoun.

Fußball spielen • zur Schule gehen • einkaufen gehen • Frisbee spielen • ins Kino gehen



**Asking Questions: Interrogativpronomen**

📖 G.8.3.B-E

2.4.A.1

In the last unit we covered small-talk questions. Now, we're going to start looking at what these questions mean, or more specifically, what the question words mean.

Take a look at the following questions, and see if you can figure out how the interrogative pronouns or question words translate into English.

Question	DE	EN
<b>Wie</b> alt sind Sie?	Wie	
<b>Wo</b> wohnen Sie?		
<b>Was</b> studieren Sie?		
<b>Woher</b> kommen Sie?		

2.4.A.2

In the last unit you diagramed these sentences, so go back and take a look at what you wrote there. If the interrogative pronoun comes first, what comes second? And what comes right after the verb?

You'll probably notice that the interrogative pronoun comes first. The verb comes second, and the subject of the sentence comes right after the verb.

Was	studieren	Sie?
interrogative pronoun	verb	subject

Another interrogative pronoun is "wer", which means who – and refers to the subject in the sentence. In this case, the subject doesn't come after the verb, but before it. *Wer* is only used in the nominative.

Wer	geht	einkaufen?
interrogative pronoun	verb	other information

Let's play a little Jeopardy. Write the questions to the answers.

der russische Präsident • die deutsche Bundeskanzlerin • der amerikanische Präsident

Answer	Question
George W. Bush	Wer ist ...
Vladmir Putin	
Angela Merkel	

# Auf geht's Unit 2: Familie und Freunde 2.4.B

## Review

### 2.4.B.1

Before taking the test, make sure you know how to talk about your family, friends, and hobbies in German, and that you know the corresponding vocabulary presented in Unit 2 on the Interactive and the *Lehrbuch*. You should feel confident in your ability to describe your family and friends and to discuss your favorite hobbies. You also should be aware of the grammar behind it. By now, you should know – all the information from Unit 1 and Unit 2:

- to formulate plurals in German;
- to use the German form of “a” and “an” (indefinite articles);
- to show possession using possessive articles; and
- to conjugate verbs that fit the rules,

In addition to committing this grammatical information to memory, you should:

- know the genders of all the nouns introduced in Unit 2;
- know how the accusative case works and how it functions in the building of sentences; and
- know some basic rules for question words in the proper formulation of questions.

Go through the grammar exercises and fill out the following self-assessment. How well do you think you understand the following grammar essentials?

5 = I can ace this.

3 = I could study another 2 hours and strengthen my mastery.

0 = I have no clue. I need to find help, pronto!

I know: how to formulate plurals in German				
1	2	3	4	5
I know: how to use indefinite articles.				
1	2	3	4	5
I know: how to show possession using possessive articles.				
1	2	3	4	5
I know: The gender of all the nouns listed in the vocabulary list for Unit 2.				
1	2	3	4	5
I know: the basic rules for conjugation of German verbs.				
1	2	3	4	5
I know: how the accusative case works and how to properly formulate it.				
1	2	3	4	5
I know: the structure of questions using interrogative pronouns..				
1	2	3	4	5

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# Auf geht's Unit 3: Wohnen 3.1.A

Chapter  
Overview  
of Grammar

In this chapter we focus on life at home and at the university. By the end of the chapter you will be able to describe your living situation to others, as well as describe your home life. To achieve these goals we will focus on the following grammar points:

- The two different ways to negate something;
- How to talk about things you don't have
- How to talk about time
- How to use adjectives in German;
- How to distinguish between Yes/No questions and information seeking questions.

We will also learn...

- How to identify and conjugate verbs that don't follow the pattern we've learned;
- How to describe how often you do something;
- How to put extra information in a sentence into the right order (Yes, in German it matters).

---

## Verneinung mit nicht & kein & Es gibt + Akkusativ

 G.2.3, G.8.2, G.3.2

3.1.A.1

In the past we've talked about the verb *haben* (to have) as a way of showing that something belongs to you. I have XYZ... But how do you say that you don't have something?

It's actually pretty simple. There are two ways to negate in German. The first one we will cover is the use of the word *kein*. You'll notice that *kein* has the word *ein* in it, right? This is important because *kein* takes on endings just like *ein*.

---

Kein is used:

- to negate a noun preceded by ein/eine/einen:

Ist das eine Lampe?

Nein, das ist keine Lampe.

Translation:

---

- to negate a noun preceded by no article – sometimes a plural:

Finde ich Bücher hier?

Nein, Sie finden keine Bücher hier.

Translation:

---

You'll notice from the instructions above that *kein* is only used to negate nouns.

3.1.A.1  
continued

Take a look at the list of items below, and pick out four (4) items that you **don't** have.  
Following the example, below.

der Drucker • das Heft • der Schreibtisch • die Kreide • ~~der Stuhl~~ • der Ordner  
der Stift • der Fernseher • der Laptop • die Schere • das Telefon

Beispiel: Ich habe keinen Stuhl.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

3.1.A.2

That was pretty easy, right? Just add a “k” on to the front of the indefinite article, and you’re good.

Let’s move on to negation with *nicht*.

Nicht is used:

- to negate a noun preceded by a definite article (der/die/das) or a possessive pronoun (mein/dein/etc):

Ist das dein Buch?

Nein, das ist nicht mein Buch.

Translation: \_\_\_\_\_

Ist sie die Professorin?

Nein, sie ist nicht die Professorin.

Translation: \_\_\_\_\_

(*Sie ist keine Professorin.* would mean that she’s not a professor at all.)

- to negate verbs, adjectives, entire thoughts and sentence elements (not nouns):

Trainierst du?

Nein, ich trainiere nicht.

Translation: \_\_\_\_\_

Spielst du gern Tennis?

Nein, ich spiele nicht gern Tennis.

Translation: \_\_\_\_\_

3.1.A.2  
continued

The position of the word *nicht* varies, but generally follows these rules:

Nicht comes after:

- |                                       |                              |
|---------------------------------------|------------------------------|
| 1) the verb in second position        | 1) Ich lese nicht.           |
| 2) the subject in a question          | 2) Gehen Sie nicht?          |
| 3) direct objects                     | 3) Sie kauft das Buch nicht. |
| 4) adverbs related to specific times. | 4) Wir spielen heute nicht.  |

Nicht comes before:

- |   |                              |
|---|------------------------------|
| 1) adjectives in sentences with <i>sein</i> | 1) Sie ist nicht nett        |
| 2) nouns in sentences with <i>sein</i>      | 2) Er ist nicht mein Bruder. |
| 3) adverbs (except w/ specific time)        | 3) Sie spielt nicht gut.     |
| 4) prepositional phrases                    | 4) Wir gehen nicht ins Kino. |

Now that you're starting to understand how to use *nicht*. Let's put some of that to practice. Negate the following statements using *nicht*.

Beispiel: Ich sehe meine Mutter. → Ich sehe meine Mutter nicht.

---

1. Er ist aufgeschlossen. →

---

2. Sie gehen gern ins Kino →

---

3. Wir laufen gern. →

---

4. Ich finde Chapel Hill langweilig. →

---

---

3.1.A.3

Now, convert the following sentences from the affirmative to the negative. You'll need to use either *nicht* or *kein* for these, so consider why you would use one or the other.

- 1) Explain why you would use *nicht* or *kein*
- 2) Rewrite the sentence in the negative.

Zum Beispiel: Ich habe meine Hausaufgabe → nicht: possessivpronomen  
Nein, ich habe meine Hausaufgabe nicht.

1. Ich habe eine Katze. → \_\_\_\_\_

---

2. Ich sehe meinen Bruder → \_\_\_\_\_

---

3. Wir haben Hausaufgaben. → \_\_\_\_\_

---

4. Sie sind zuverlässig. → \_\_\_\_\_

---

5. Ihr tanzt gern. → \_\_\_\_\_

6. Wir interessieren uns für Football → \_\_\_\_\_

---

### 3.1.A.4

If you were describing a room in English to someone who couldn't see it, what would you say? You might say "There is" and then list the things that are in the room. These aren't your things, so you're not saying that you have them, but rather it's an impersonal way of describing something.

Instead of saying the direct translation of "There is..." in German, they say "*Es gibt...*" and then list off the things that are there. **Keep in mind** that *es* is the subject of this sentence. Thus, anything that you list is going to be a **direct object**, and will therefore be written in the **accusative case**.

Take a look at the picture below, and write 5 sentences – following the example – describing what is in the room.



das Sofa • die Lampen • der Sessel • die Zimmerpflanze die Bücher • das Bücherregal • der Couchtisch • das Telefon • <del>das Bild</del>
Beispiel: Es gibt ein Bild.
1.
2.
3.
4.
5.

### 3.1.A.5

Now let's combine the two.

1. Take a look at the picture above again
2. Write 3 sentences describing what you don't see in the picture.
3. Then, give your opinion of the room. You learned how to describe things with adjectives in the last chapter, so let's put that knowledge to good use. (The German word for room is *das Zimmer*)

1.
2.
3.
4.

# Auf geht's Unit 3: Wohnen 3.1.B

## Grammatik: unregelmäßige Verben

📖 G.5.2.C, G.5.2.D / 2.G.2.C, 2.G.2.D  
📖 S. 207, 210 ("Present")

### 3.1.B.1.

We've learned quite a bit about regular verbs in the last two Units. Now, we'll learn something about irregular verbs, sometimes referred to as strong verbs. Irregular verbs are verbs that change in the singular forms – except for ich.

That means that the vowel in the stem of the verb will change in the er/sie/es and du form. Their endings, however, remain unchanged.

Let's first focus on verbs that all have the same vowel change. .

**sprechen:** to speak

**nehmen:** to take

**geben:** to give/to be

**essen:** to eat

Take a look at the texts below and underline all of the verbs in the passage.

Ich esse gern Pizza. Meine Schwester isst auch Pizza, aber sie isst vegetarisch. Das heißt, sie isst kein Fleisch.

Wir sprechen immer mit unseren Kindern am Telefon. Unser Sohn spricht sehr viel über seinen Austausch nach Amerika. Unsere Tochter spricht sehr gern von ihrem Studium.

Viele Studenten nehmen den Bus zur Uni. Ich nehme den Bus nicht gern aber mein Freund nimmt gern den Bus.

Ich gebe meinem Mann einen Computer zum Geburtstag. Es gibt viele Computer bei uns zu Hause.

Now, take a look at the verbs you've underlined. Do you notice that any of them look similar to the verbs above, spelled with an **i** instead of an **e**? Fill in the table below with the correct conjugation of the verb.

	er/sie/es	du
sprechen		
nehmen		
geben		
essen		

3.1.B.1  
continued

What do you notice about these verbs? How has the vowel in the verb changed? Do you notice any other changes? Write your answer below:

3.1.B.2

Fill in the blanks with the correctly conjugated verb.

Pay attention to the subject of the sentence. Is it singular or plural?

1. Er \_\_\_\_\_ gern Pizza.
2. Sie \_\_\_\_\_ den Bus zur Arbeit.
3. Jeden Tag \_\_\_\_\_ ich mit meiner Mutter am Telefon.
4. Viola \_\_\_\_\_ sehr gut Englisch.
5. Nächste Woche \_\_\_\_\_ wir den Bus.
6. Meine Studenten \_\_\_\_\_ sehr gut Deutsch.
7. Es \_\_\_\_\_ viel Hausaufgaben an der Uni.
8. Meine Eltern \_\_\_\_\_ mir viele Geschenke zum Geburtstag.

---

3.1.B.3

Great! So now you know a couple of verbs that change from e → i. There are a few other verbs we've learned that change the same way, but with different letters.

**schlafen:** to sleep  
a → ä

**lesen:** to read  
e → ie

**laufen:** to run  
a → ä

**fahren:** to drive  
a → ä

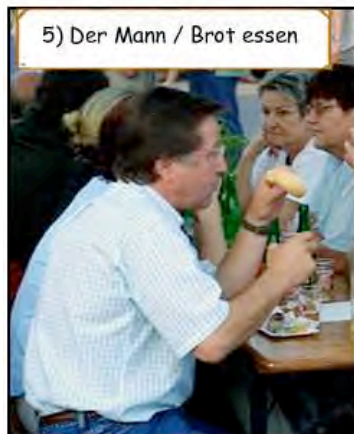
**sehen:** to see  
e → ie

Fill in the table below with the right words.

	er/sie/es	du
lesen		
fahren		
schlafen		
sehen		
laufen		

3.1.B.4

Let's combine all of these things together and see if we can describe what the people in the photos below are doing.



1. Er fährt Auto.
2.
3.
4.
5.
6.

## Auf geht's Unit 3: Wohnen 3.2.A

### Grammatik: Personalpronomen im Akkusativ

📖 G.1.5.C, G.1.6.B  
📖 S. 200 ("Pronouns")

#### 3.2.A.1.

We already know the personal pronouns for the nominative, but now, let's learn the personal pronouns that go along with it.

First, why would we use a pronoun in accusative? Well, for the same reason we use them in the nominative – it's less repetitive and quicker.

Look at the English text below, and underline all of the personal pronouns in accusative. If you need a reminder of what accusative is, review the information from the Unit 2 Grammar homework from the Interactive.



In my apartment I have a very nice desk. I bought it last week. I also have a lovely table. My mother gave it to me as a gift. My grandmother had given it to her. I live with two roommates: Lena and Michael. I like them very much. Lena...well I met her in school. Michael...I met him through Lena. She met him at work.

#### 3.2.A.2

So now we have a pretty good idea of what personal pronouns in the accusative are. You'll notice we use a lot of "it" in English because "it" refers to anything that is not a person.

However, in German, since everything has a gender, it's not quite that easy. You have to use the personal pronoun that corresponds to the object's grammatical gender.

For example:

Kennst du das Mädchen? → Kennst du es?

Brauchst du den Stuhl? → Brauchst du ihn?

Hast du die Telefonnummer? → Hast du sie?

Take a look at the various images below. Use personal pronouns in the accusative to answer the questions posed to you about these things. Use the example as your guide.

Beispiel:



Wie findest du die Frau?

die Frau: Ich finde sie schön.



die Freundin:
der Fahrrad:
das Pferd:
der Bus:
das Schwein:
die Melone:

### 3.2.A.3

Answer the questions below using the correct personal pronoun in accusative. You will need to:

- 1) Conjugate the verb to answer the question.
- 2) Figure out whether the accusative object is m/f/n/pl and use the correct pronoun.

Beispiel:

Kaufst du das Brot? → Ja, ich kaufe es. / Nein, ich kaufe es nicht.

1) Brauchst du den Stuhl?

---

2) Essen sie die Pizza?

---

3) Hat er die Kreide?

---

4) Nehmen wir eine Melone?

---

5) Lesen Sie das Buch?

---

## Auf geht's Unit 3: Wohnen 3.2.B

### Grammatik: Adjektivendungen im Akkusativ und Nominativ

G.4.1  
S. 204

3.2.B.1. Thus far, we've only had adjectives by themselves:

Ich finde die Frau **sympathisch**.

But what if you want to say the old woman, or the blue t-shirt, or the orange car. German works very in a similar way to English in this instance. The adjective comes before the noun.

Look at the German text below – where Torgunn describes her family. Underline all the adjectives you can find and examine the endings on these adjectives.

Ja. Meine Mutter ist etwas größer. Sie hat schwarzgraue Haare und blaue Augen. Dann habe ich noch einen jüngeren Bruder. Er hat schwarze Locken und blaue Augen. Er ist ziemlich groß und ziemlich dünn. Meine Schwester hat braune lange Haare und grünbraune Augen und sie ist kleiner als ich. Mein älterer Bruder hat schwarze Haare und blaugüne Augen.

Translate the text above into English.

3.2.B.2 You surely noticed that adjectives have endings. *Blau* is the color, not *blaue*, right? Make a list of the adjective/noun pairs that you found in the text above. Note the following things as well:

- 1) Was there a definite article (der/die/das), indefinite article (ein), or possessive pronoun (mein, dein...) in front of the adjective?
- 2) Was it in the nominative or accusative case?
- 3) What is the gender of the noun?
- 4) What does the adjective describe
- 5) and what ending does that adjective have.

Article/pronoun	Nom/Acc	Gender/Pl	adjective	ending

Adjective endings depend on:

- 1) the gender of the noun the adjective is describing
- 2) what comes before the noun (der/ein/mein)

Since our focus right now is just on the accusative case, let's go over that.

The first thing to keep in mind is that in German it is important to have some indicator of the gender. If you can't tell the gender from the article, then you probably have to add information to the end of the adjective to make it understood.

Review the information on the Interactive on adjectives (G.4) for more examples. As an overview, here are the adjective endings for the accusative.

**Accusative**

	M	F	N	Pl
w/ definite article (den/die/das/die)	-en	-e	-e	-en
w/ indefinite article or possessive pronouns	-en	-e	-es	-en
no article	-en	-e	-es	-e

Let's fill in some adjectives for the following texts below:

- 1) Ich habe \_\_\_\_\_ Jeans. Ich finde die \_\_\_\_\_ Jeans super.
- 2) Ich brauche ein \_\_\_\_\_ T-Shirt. Ich habe das \_\_\_\_\_ T-Shirt,  
aber es ist schmutzig.
- 3) Ich habe einen \_\_\_\_\_ Mantel. Ich liebe den \_\_\_\_\_ Mantel.
- 4) Ich sehe meine \_\_\_\_\_ Schuhe. Ich trage jeden Tag die \_\_\_\_\_  
Schuhe.



## Auf geht's Unit 3: Wohnen 3.3.A

### Grammatik: Zeitausdrücke

📖 G.6.3, G.6.4

3.3.A.1 The Zeitausdrücke we're looking at here are common expressions you might use to describe how often or when you do something.

Let's first focus on the days of the week. Take a look at the interactive to review the days of the week before beginning the next exercise (📖 G.6.3).

Below you will see Torgund's weekly schedule. Review it and answer the questions below with the days of the week.

Mo	Di	Mi	Do	Fr	Sa	So
	9.00 Schwimmen		9.00 Schwimmen			9.00 Schwimmen
12.00 Lesen			12.00 Lesen		12.00 Lesen	12.00 Lesen
	13.00 Lernen	13.00 Lernen	13.00 Lernen		13.00 Lernen	
15.00 Singen				15.00 Singen		15.00 Singen
	17.00 Kochen		17.00 Kochen		17.00 Kochen	

Beispiel: Wann kocht Torgund? **Dienstag, Donnerstag und Samstag**

1. Wann schwimmt Torgund?

2. Wann liest sie?

3. Wann singt sie?

4. Wann lernt sie?

5. Wann lernt sie **nicht**?

3.3.A.2

Now take a look at your answers above, and use them to write complete sentences. Put the time at the beginning and pay attention to verb placement.

Beispiel: Am Dienstag, Donnerstag und Samstag kocht Torgund.

1.

2.

3.

4.

5.

3.3.A.3

Finally, pick a day of the week and fill it in below. Then complete the following sentences. If you don't know what certain phrases mean, review them on the Interactive.

Heute ist \_\_\_\_\_ .

1. Nächsten Freitag
2. In drei Tagen
3. Am nächsten Tag
4. In zwei Tagen

3.3.A.4

Now that you're comfortable with the days of the week, and describing what other people do, let's see if you can come up with things that *you* do. Since we only know the present tense, let's stick with things that take place now, or in the future.

Here are some time expressions. Write five sentences describing what you do.

jeden Montag (every Monday) • in zwei Tagen (in two days) am Mittwoch (on Wednesday) • von Montag bis Freitag (from Monday to Friday) am nächsten Donnerstag (next Thursday)
--

1.
2.
3.
4.
5.

3.3.A.5

Now, let's move on to the months. For months, instead of saying **am XX** like you do for days, you say **im XX** similar to how we say it in English.

Review the spelling of the months on the interactive and complete the exercise below. Choose an activity and say when you do it. If you don't do any of the activities below, find some that you do.

Remember to pay attention to word order.

zur Schule gehen • Ski laufen • Schlittschuh laufen • schwimmen • laufen Gewichte heben • segeln • lernen • ins Kino gehen • Basketball spielen
Beispiel: <u>Im Dezember</u> laufe ich Schlittschuh.
1.
2.
3.
4.
5.
6.

## Auf geht's Unit 3: Wohnen 3.3.B

### Grammatik: Wortstellung (TMP)

☐ G.8.1.D, G.8.1.E

- 3.3.B.1. Thus far, things have been fairly simple with regards to word order. The verb comes second. The subject (the nominative case) comes either before or right after the noun. The direct object (the accusative case) follows from there. But what about other information? Well, German has rules for that too.

In German, the general rule for the order of other information in the sentence is as easy as TMP or Time → Manner → Place. A simple way to find out this information is to ask yourself “Wann?” for time, “Wie?” for Manner, and “Wo?” or “Wohin?” for place.

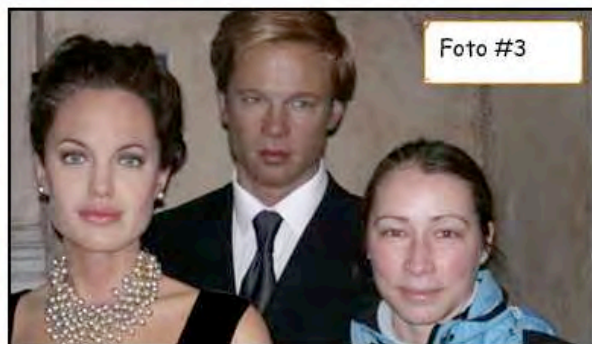
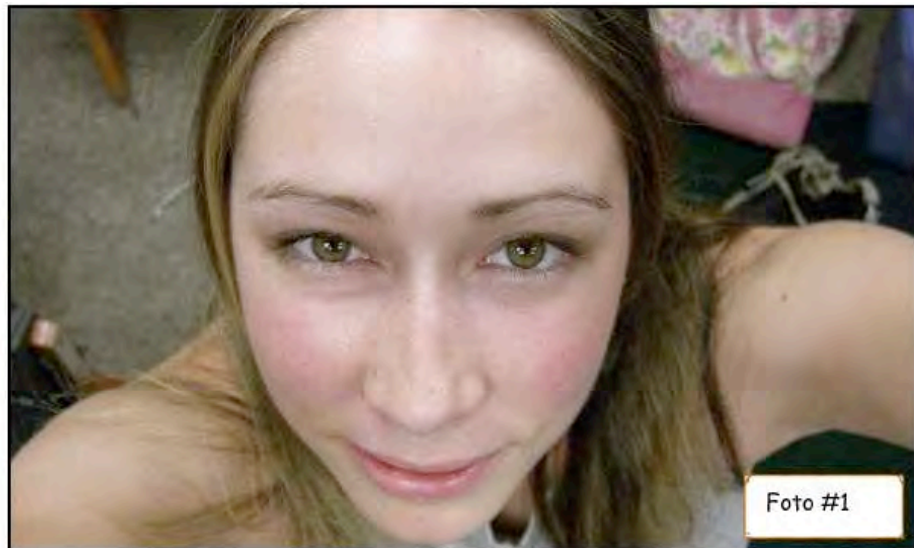
Now, let's practice a bit. Look at the following phrases and select **T**, **M**, or **P** to indicate what it expresses.

	T	M	P
jeden Tag			
morgen			
ins Kino			
mit Angela Merkel			
am Samstag			
zu Hause			
mit dem Bus			

- 3.3.B.2 Anita, a German exchange student, put captions on her photos in Facebook, but somehow they've been messed up.

Reorder the sentences so that they make sense and follow the rules you've learned thus far.

1	ich	allein	jeden Tag	an meinem Schreibtisch	lese
2	Samstag	mit Kai	sehe	ich	ein Footballspiel
3	es	eine Party	gibt	am Wochenende	mit Brad und Angelina
4	ich	mit Freunden	heute	gehe	ins Restaurant



---

### 3.3.B.4

One last note about word order. Remember that the verb is always placed in the second position in a sentence, but there is still a lot of flexibility with what is placed in the first position. For emphasis, any of the TMP phrases can be placed in the first position. Just remember to put the rest of the elements in the sentence in the right order.

Plan a party. Write **4-7 sentences** about this party. Start with whatever seems right. Time, Manner, Place... whatever you think is most important. Don't forget to put the rest of the info in the right order. Feel free to use the words/phrases in the box as a guide.

---

Nomen: der Geburtstag, das Fest, die Freunde (pl)

Verben: essen, trinken, feiern, spielen, schwimmen, tanzen, ...

Wann?: jedes Jahr, jeden Monat, jeden Tag ...

Wie?: mit dem Bus, mit meinem Auto, schnell, laut, ohne Hose (without pants), ...

Wo?: zu Hause, in Hawaii, bei McDonald's, ...

Wohin?: nach Hawaii, ins Kino, ...

## Auf geht's Unit 3: Wohnen 3.4.A

### Grammatik: Ja/Nein-Fragen

📖 G.8.1.F, G.8.1.C  
📖 S. 211

3.4.A.1. We've already spent a great deal of time in Units 1 & 2 learning how to ask questions. Most of the questions we've learned to ask thus far have been questions asking for information. In this section we learn how to ask yes/no questions.

For yes/no questions, instead of starting with a question word (or interrogative pronoun), we put the verb at the beginning of the sentence, placing the subject directly after the verb. Here's an example.

Haben Sie Hausaufgaben?  
V S X

Ja, ich habe Hausaufgaben.  
S V X

Take the answers below and write logical questions for them (i.e., like Jeopardy)

Beispiel

**Frage: Hebt er heute Gewichte?**

Antwort: Ja, er hebt heute Gewichte.

Frage: \_\_\_\_\_

Antwort: Ja, er spielt jeden Tag Tennis.

Frage: \_\_\_\_\_

Antwort: Ja, sie essen gern in der Mensa.

Frage: \_\_\_\_\_

Antwort: Nein, ich habe keinen Bruder.

Frage: \_\_\_\_\_

Antwort: Nein, ich gehe nicht gern ins Theater.

## Auf geht's Unit 3: Wohnen 3.4.B

### Review

#### 4.4.B.1

To review for the test, make sure you know the German phrases, expressions and the corresponding vocabulary presented in Unit 3 on the Interactive and the *Lehrbuch*. You should be able to talk your home and university life. You also should be aware of some of the nuts and bolts underpinning these interactions. By now, you should know:

- some of the rules associated with irregular/strong verbs – hint: they don't follow the rules of regular verbs;
- what it means when you talk about personal pronouns in accusative and the nine accusative personal pronouns in German;
- phrases for time – including the various ways to say the same time; and
- know how to string various phrases together in the right sequence when building sentences – TMP, as well as verb placement

In addition to committing this grammatical information to memory, you should:

- know the genders of all the nouns introduced in Unit 3;
- be able to describe things using descriptive words (adjectives); and
- formulate both information seeking and Ja/Nein questions correctly.

Go through the grammar exercises and fill out the following self-assessment. How well do you think you grasp the following grammar essentials?

5 = I can ace this.

3 = I could study another 2 hours and strengthen my mastery.

0 = I have no clue. I need to find help, pronto!

I know: How to conjugate the irregular verbs we've learned				
1	2	3	4	5
I know: The meaning and use of the personal pronouns in the accusative case.				
1	2	3	4	5
I know: The correct sequence of information in a sentences (TMP).				
1	2	3	4	5
The gender of all the nouns listed in the vocabulary list for Unit 3.				
1	2	3	4	5
I know: How to describe things using adjectives..				
1	2	3	4	5
I know: The rules for building <i>Ja/Nein</i> and information seeking questions.				
1	2	3	4	5

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Chapter  
Overview  
of Grammar

In this chapter we learn all about going out in Germany. From ordering in restaurants to making plans with friends, there are some important cultural and grammatical lessons to learn. We will focus on:



- how to express time;
- what to do with verbs with separable prefixes; and
- how to use ordinal numbers to talk about dates.

We will also learn:

- how to talk about what you want to, are allowed to, and can do, like to do and other modal verbs and how they affect the word order; and
- more specifics about time, manner and place and how they relate to adverbs and adverbial phrases.

---

**Grammatik: Adverbien**

 G.8.1.E  
 S. 213 (“Adverbs”)

4.1.A.1

So, first thing’s first. **What are adverbs?** Unlike adjectives, which provide further information about nouns, **adverbs give us more information about the verbs in the sentence.** Adverbs are words and phrases which answer the questions, “When?” “How?” and “Where?”

If this sounds familiar, it should. These are questions you ask concerning Time, Manner, and Place – which we learned in the last chapter.

For now, let’s focus on identifying adverbs of manner in the following sentences.

- |  |
|--|
| 1) I quickly ran into the store, while my mother sat patiently in the car. |
| 2) She slowly ate her Hamburger as I silently drank my milkshake.          |
| 3) We sat quietly in the hall as the students hurriedly wrote their exam.  |

What do you notice about these adverbs here in English? They all end in -ly. Unfortunately, it’s not that easy in German, but just keep in mind that a word which describes how a verb is performed is an adverb.

---

4.1.A.2

You probably already know a few adverbs already. Take a look at the words below.

oft, manchmal, nie, selten, täglich

These are all adverbs of time, and answer the question “Wie oft?” (How often?)

We’ve also learned a few others in this chapter.

morgens (in the morning), nachmittags, abends, nachts,  
heute, morgen (tomorrow)  
montags (on Mondays), dienstags,...

These mostly answer the question “Wann?” (When?)

Since we’re already familiar with most of these, this should be easy. Answer the following questions using the adverbs of time. Remember where they go.

4.1.A.2  
continued

Beispiel: <b>Wie oft</b> essen Sie Frühstück? Ich esse <b>manchmal</b> Frühstück.
1) Wie oft harken Sie Blätter?
2) Wie oft gehen Sie ins Kino?
3) Wann essen Sie Abendessen?
4) Wann lernen Sie Deutsch?
5) Wie oft staubsaugen Sie?
6) Wann mähen Sie den Rasen?

4.1.A.3

Now let’s look back to Chapter 3. Remember when we talked about Time, Manner and Place?

Adverbs provide us with a lot of information related to Time, Manner, and Place. Therefore, it’s important what order these elements are placed in sentences.

We’ve learned many phrases related to place, but let’s take a look at some adverbs related to place. Remember these adverbs answer the question, “Wo?” or “Wohin?”

draußen (outside) • hier (here) • da, dort (there) • dorthin (there: with motion)

For this exercise, let’s focus on time and place using some of the adverbs above. Take a look

at the parts of sentences below and put them in the correct order.

er	hier	putzt	die Fenster	manchmal
1)				
gießen	die Blumen	Sie	oft	draußen
2)				
selten	essen	dort	sie (sing)	
3)				
wir	oft	gehen	dorthin	
4)				

#### 4.1.A.4

Now let's look at some of the adverbs related to manner. Manner expresses how you do something. Below you will find a few adverbs that relate to manner.

langsam (slowly) • schnell (quickly) • laut (loudly) • ruhig (quietly)

Using the phrases below (or others, if you prefer), say how you (or other people) do these things. You can look for other adverbs online too. ([www.beolingus.de](http://www.beolingus.de))

Kaffee trinken • Eis essen • Spaghetti essen • den Rasen mähen  
 laufen • lesen • singen • schwimmen • sprechen

1)
2)
3)
4)
5)

#### 4.1.A.5

In addition to adverbs, we also use adverbial phrases. We've learned a few adverbial phrases in the previous chapters. Let's review the adverbial phrases of time you should already know:

x Mal in der Woche • x Mal im Monat • x Mal im Jahr  
 jeden Tag • jeden Montag • jedes Wochenende

Tip: You can also find additional adverbial phrases of time in the Interactive G.6. Remember, you can put an adverb at the beginning of a sentence, as long as you put the verb in the second position.

Let's practice. Follow the example below.

vier Mal in der Woche	<b>Vier Mal in der Woche</b> besuche ich mein Deutschseminar.
jeden Tag	
ein Mal im Monat	
jedes Wochenende	
im Herbst	
im Dezember	

#### 4.1.A.6

In addition to adverbial phrases of time, we also have adverbial phrases of place. These can be a little tricky. Therefore, for now, we'll pair them up with the appropriate verb.

ins Restaurant gehen • in die Mensa gehen • nach Hause gehen  
im Restaurant essen • in der Mensa essen • ~~zu Hause bleiben~~  
im Garten die Blätter harken • zu Hause die Fenster putzen

Now that you've seen some of the adverbial phrases of place, those that go along with a specific verb, put them together in sentences using the subjects given below. Use one verb/adverbial phrase combination per sentence.

Beispiel: wir: Wir bleiben zu Hause.
1) Holger:
2) ihr:
3) Torgund:
4) Viola:
5) Sam und Alex:
6) ich:

4.1.A.7

Now, let's combine the two. Take the sentences you just wrote, and add adverbial phrases of time to them.

Beispiel: Wir bleiben am Wochenende zu Hause.
1)
2)
3)
4)
5)
6)

4.1.A.8

Now that we've got time and place adverbial phrases down, let's try adding in manner. There are certainly many adverbial phrases for manner, but for the time being, let's stick simply with adverbs, and in particular, those which are useful for everyday speech.

normalerweise (normally) • wahrscheinlich (probably) plötzlich • (suddenly)  
hoffentlich (hopefully) • leider (unfortunately) • vielleicht (possibly)

Using the sentences from above, move the expression of time to the front, and add in an adverb of manner.

Beispiel: <b>Am Wochenende</b> bleiben wir <b>leider</b> zu Hause.
1)
2)
3)
4)
5)
6)

Grammatik: Uhrzeiten

📖 G.6.2, 3.G.6

4.1.B.1

There are lots of ways to express time in German. Let's start with the most specific to the least specific.

The most specific is 24-hour time, also known as military time. As you've probably seen in some of the exercises, tests and work in the book already, this is the time used most commonly for advertisements, store hours, train schedules, movie times, etc.

It's pretty easy to figure out the times after noon (12pm). Just subtract 12 from the number and you know what time it is.

Put the AM/PM times for the following 24-hour time expressions.

15.45	3:45 PM
16.20	
20.00	
17.15	
18.30	
09.50	

Great. So now you know how 24 hour time works, but how do you use it in a conversation? Since military time makes it easy to tell if it's morning or evening, you don't have to worry about mentioning that. You just have to say what the time is. The only catch is that with military time you always have to say *Uhr* between the hour and the minutes.

Examples: 18.00 → Es ist achtzehn Uhr.  
 20.20 → Es ist zwanzig Uhr zwanzig.  
 01.10 → Es ist ein Uhr zehn. *(notice it's not **eins**)*

Follow the model to convert the times from the previous exercise. Write out the numbers for practice.

Beispiel: Es ist fünfzehn Uhr fünfundvierzig.	Es ist 15 Uhr 45.
1.	
2.	
3.	
4.	
5.	

#### 4.1.B.2

Now that you're comfortable with military time, we'll move on to the next way to tell time. Instead of using the 24-hour system, here you use the same type of system we do in the US, but in Germany they don't say AM and PM, so you have to specify what time of day it is.

Here are some helpful expressions for this. Using the knowledge you've already gained from the interactive, fill in a time range (or translation) for each expression:

morgens: \_\_\_\_\_

vormittags: \_\_\_\_\_

mittags: \_\_\_\_\_

nachmittags: \_\_\_\_\_

abends: \_\_\_\_\_

nachts: \_\_\_\_\_

Mitternacht: \_\_\_\_\_

In German, one uses the word *um* to indicate a precise time in the future.

See if you can translate the following sentences.

Ich habe **um** acht Uhr morgens ein Seminar.

---

Ich esse **um** sechs Uhr dreißig abends.

---

Ich schwimme **um** ein Uhr zwanzig nachmittags. *(again, note **ein** not **eins**)*

---

For the following exercise:

- 1) Pick an activity;
- 2) Decide on a time you want to do that activity;
- 3) Write out the time with Uhr – just to get some practice;
- 4) Don't forget to specify *morgens, nachmittags, etc...*

4.1.B.2  
continued

Musik hören • tanzen • schwimmen • Gedichte schreiben Gewichte heben • segeln • lernen • ins Kino gehen
Beispiel: Ich höre <u>um 7 Uhr abends</u> Musik.
1.
2.
3.
4.
5.

4.1.B.3

In German, there is also a much less formal way to specify when something is happening. We call this conversational time or colloquial time.

Here are some key features of conversational time:

- 1) You don't use *Uhr*.
- 2) You can use phrases like *vor* ('till), *nach* (after) and *halb* (30 min. 'till).
- 3) You don't have to specify *abends*, *morgens*, *etc...* You can if you want, but it's not required.

Also, when you talk about 1 o'clock military time, you used **ein** instead of **eins**. With conversational time, it goes back to *eins*.

Here are a couple of examples of conversational time.

1.15 → Es ist Viertel nach eins.

2.40 → Es ist zwanzig vor drei.

6.30 → Es ist halb sieben.

What do you notice about each example? Capitalization? Anything else?

--

4.1.B.3  
continued

Let's put this newfound knowledge to work. Since conversational time is the least formal of the three, you would definitely use conversational time to talk to a friend, right?

Take a look at Holger's schedule below and tell your friend 4 things that he does, and when he does them.

9.15	Frühstück essen
10.00	laufen
11.30	zur Uni gehen
2.45	lesen
6.00	Abendessen essen
10.50	im Internet surfen
11.20	schlafen

Beispiel: Um Viertel nach neun isst er Frühstück.

1)

2)

3)

4)

5)

6)

**Grammatik: Modalverben I**

📖 G.5.5.A-E, 4.G.1.A-F  
 📖 S. 206 ("Paradigm 2"), S. 207 ("Modal verbs")

4.2.A.1. Modal Verbs are a type of helper (or auxiliary) verb that describes an attitude or desire to do something. The IA has given you plenty of information on the specific meaning of these verbs and how to put them together.

Let's practice with **dürfen**, **mögen** and **möchten**.

Fill in the blanks below for the conjugated forms of dürfen, mögen or möchten. You'll have to decide which one goes where. Modal verbs are irregular, so you'll have to memorize the conjugation (or until you do go to G.5.5.E on the Interactive).

Remember *dürfen* means to be allowed to do something *mögen* means to like to do something and *möchten* means that you would like to do something..

1)	Ich		keinen Alkohol trinken. Ich bin erst 19 Jahre alt.
2)	Holger		Gitarre spielen. Er ist sehr gut.
3)	Du		kein Fleisch essen. Du bist Vegetarierin.
4)	Wir		nicht den Rasen mähen. Es ist zu schwierig.
5)	Sie		nicht ins Kino gehen. Sie haben Hausaufgaben.
6)	Ihr		einen R-rated-Film sehen. Ihr seid 19 Jahre alt.
7)	Katrin		ins Restaurant gehen. Sie hat heute Geburtstag.
8)	Du		nicht David Hasselhoff hören. Er singt schlecht.

4.2.A.2 Let's take a look at the structure of these sentences:

- 1) The conjugated verb is the modal verb.
- 2) The other verb in the sentence is at the end
- 3) The verb at the end is not conjugated.

These are three important things to remember about using modal verbs. The verb is still in the second position in the sentence, but it's not the action verb that talks about what you're doing, it's the modal verb that expresses your desire to do something or your attitude toward that action.

Look at the parts of speech below. You'll need to do the following things:

- 1) Find the subject;
- 2) Conjugate the modal verb for that subject;
- 3) Put all of the information in the right order; and
- 4) Translate the sentence into English.

4.2.A.2  
continued

ich	gehen	dürfen	ins Kino	nicht
1)				
English:				
in die Kneipe	gehen	Stefanie	mögen	
2)				
English:				
Alex	Pizza	möchten	essen	heute
3)				
English:				
Eis	wir	essen	möchten	
4)				
English:				
keinen Wein	dürfen	Sie	trinken	
5)				
English:				
singen	ihr	Karaoke	mögen	
6)				
English:				

4.2.A.3

Look at the pictures below. Write three sentences about each picture using the modal verbs you've been practicing to describe what these people like to do (mögen), are allowed to do (dürfen), or would like to do (möchten).




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4.2.A.4

One last thing: **Mögen** can be used to talk about not just what you like to do, but also things that you like. In this case there is no infinitive verb at the end of the sentence.

Beispiel: Ich mag Spaghetti.

This means, "I like spaghetti." Pretty easy, right?

Write 3 sentences about things that you like in the space below.

**Grammatik: Modalverben II**

📖 G.5.5.A-E, 4.G.1.A-F  
📖 S. 206 ("Paradigm 2"), S. 207 ("Modal verbs")

4.2.B.1. Let's look at the rest of the modal verbs:

*sollen • müssen • wollen • können*

Again, take a look at the Interactive G.5.5.E for the conjugation of these verbs. They are irregular, so you will need to memorize how they are conjugated

Since we already know how to form modals, this should be easy. Let's start with the first two and write a couple of sentences related to *sollen* and *müssen*.

In the space below, write four sentences that explain what a good son or daughter should (ought to) and must do.

Beispiele: Eine gute Tochter soll die Blätter harken.  
Ein guter Sohn muss die Wäsche waschen.

sollen:
sollen:
müssen:
müssen:

---

4.2.B.2 Let's try the same thing but let's talk about a typical UNC Student instead.

This time describe what students want or can do using *wollen* and *können*.

4.2.B.2  
continued

Beispiele: Eine typische UNC-Studentin will in der Mensa essen.  
Ein typischer UNC-Student kann Basketball spielen.

<i>wollen:</i>
<i>wollen:</i>
<i>können:</i>
<i>können:</i>

4.2.B.3

Now that you're familiar with the modal verbs and the way they work, write a few sentences about yourself and what you are allowed to do, should do, etc...

Use the modal verbs we've learned in this chapter. If you need help remembering what they are, here's a list.

<i>dürfen</i> – permission to be permitted to	<i>wollen</i> - desire to want to	<i>müssen</i> - obligation to have to (must)
<i>sollen</i> – “ought” to be supposed to (should)	<i>können</i> - ability to be able to (can)	<i>mögen</i> – to like
special modal <i>möchten</i> – polite request would like to		

**Grammatik: Ordinalzahlen**

## 4.3.A.1

Ordinal numbers are what we say when we are talking about numbers in a particular order. First, second, third, etc...

We use these numbers to talk about dates, winners in competitions, and what our plans are for the day.

Review the list below and see if you can fill in the number to which these ordinal numbers correspond.

Ordinalzahl	Zahl
zehnte	10.
achte	
siebte	
neunte	
fünfte	
erste	
dritte	
vierte	
zweite	
elfte	
zwölfte	
sechste	
zwanzigste	
dreiigste	
einunddreiigste	

Do you see any patterns to the formation of ordinals?

## 4.3.A.2

You might notice that the example above *10.* has a period after it. This is the short-hand way of signifying that you're talking about an ordinal number in German. One finds this notation in writing all the time.

You'll also see the date written with periods as well. One thing to be careful of with dates in German is that the day comes before the month, so if you see 04.07 that's not April 7<sup>th</sup>, it's July 4<sup>th</sup>.

Follow the example below, and see if you can write out the dates.

Ordinalzahl	Zahl
05.08	Es ist der fünfte August.
27.09	
15.11	
03.05	
07.01	
25.12	
01.01	
07.03	
Ihr Geburtstag	Mein Geburtstag ist

#### 4.3.A.3

Ordinal numbers change if you're using them as an expression of time – like an adverbial phrase of time. A good example is talking about your birthday, or other important dates. It's a minor change, but an important one.

Do you remember how you say in which month you were born?

Ich bin **im** MONAT geboren. – or – Mein Geburtstag ist **im** MONAT.

Using ordinal numbers to talk about your birthday is very similar, and it's actually similar to how we say birthdays and other dates in English.

Ich bin **am** vierten Oktober geboren. – or – Mein Geburtstag ist **am** vierten Oktober.

I was born **on** the fourth of October. – or – My birthday is **on** the fourth of October.

Remember to add the “-n” to the end of the ordinal number and “am” before the phrase.

Below you'll see an events calendar. Describe when the various holidays/events are celebrated.

01.01 – Neujahr	14.02 – Valentinstag	12.05 – Muttertag
12.06 – Vatertag	24.12 – Weihnachten	31.12 – Silvester

Beispiel: Am zwölften Juni feiert man Vatertag.

1)
2)
3)
4)
5)

**Grammatik: Verben mit trennbaren Präfixen**

☒ G.5.3.E, G.5.3.F

4.3.B.1. Let's focus now on verbs with separable prefixes. As you probably already know, a prefix is a word-part added to the beginning of a word to change its meaning.

Look at the title of this unit – “ausgehen.” It's made up of a root verb – “gehen” and a prefix “aus.” We know that *gehen* means to go, or to walk, and there are a lot of different definitions for *aus*, but in this case, *aus* means *out*. So if you put them together *ausgehen* means *to go out*.

Look at the list of verbs below. Write down the root verb, and the prefix. Without looking in a dictionary, try to figure out what the word means.

Verb	Prefix	Root Verb	definition
mitbringen			
mitfahren			
wegnehmen			
hinsetzen			
zumachen			
aufmachen			

4.3.B.2 Prefixes have the ability to change a word's meaning. When a verb has a separable prefix, it goes to the end of the sentence, and the root verb is conjugated just like you would conjugate any other verb. Let's use *ausgehen* as an example.

ausgehen → Ich gehe aus.

You'll notice that the sentence sounds a lot like its English translation “I go out.” In fact, many of these verbs look and sound much like they do in English. Use that to your advantage to guess the meaning of verbs in German. Still, if you are not sure of the meaning of a verb, look it up online. ([www.beolnugs.de](http://www.beolnugs.de))

Look at the sentences below and do the following:

- 1) Translate them into English;
- 2) Rewrite them with a new subject;

Beispiel:	Ich bringe meine Schwester mit.
Translation:	I bring my sister with me.
Rewrite:	Er bringt seine Schwester mit.
1)	Er macht sein Buch auf.
Translation:	
Rewrite:	
2)	Wir nehmen die Teller weg.
Translation:	
Rewrite:	
3)	Ich fahre nach Chapel Hill mit.
Translation:	
Rewrite:	
4)	Er steht um 8 Uhr auf.
Translation:	
Rewrite:	
5)	Sie schläft um 20 Uhr ein.
Translation:	
Rewrite:	

### 4.3.B.3

Now, let's hear about a typical day in your life. Using the following verbs or others you already know to describe some things you do during the day – some are with separable prefixes, so pay attention.

aufstehen (to get/stand up) • losfahren (to drive away) • einschlafen (to fall asleep)  
mitbringen • aufschreiben (to write down) • vorlesen (to read aloud)  
frühstücken (to eat breakfast)

1)
2)
3)
4)
5)

#### 4.3.B.4

Remember when we worked with modal verbs earlier in the chapter? If not, go back and take a look at how modal verbs work.

When you use modal verbs and verbs with separable prefixes together, the prefix stays on the verb.

zum Beispiel. Ich stehe um 7 Uhr auf. → Ich **muss** um 7 Uhr aufstehen.

Using the example above, use modal verbs to describe the things you do during the day.

1)
2)
3)
4)
5)

**Dative Case**

G2.1, G.2.4, G.1.6.C  
 S. 200 ("Pronouns"), 202-3\_ ("Case" "Ein-words")

4.4.A.1

At this point we've learned two cases:

**Nominative** – used for the subject of a sentence, or when we have a predicate object with the verb *sein*. → *Der Hund ist nett. Da ist der Hund.*

**Accusative** – used for the direct object in a sentence. The noun upon which the verb is acting. → *Ich sehe den Hund. Ich trage einen Rock. Es gibt einen Fernseher.*

In this section, we will learn about a third case – the dative. The indirect object of a sentence is most often the person or object that is benefiting from the verb. It is used quite often with the verbs **geben** (to give), **kaufen** (to buy), **schenken** (to give – usually a gift).

Take a look at the following sentences in German. Underline the direct object (accusative) and circle the indirect object (dative.)

1) Ich kaufe dem Vater einen Pulli.
2) Ich gebe meiner Schwester einen Ring.
3) Ich schenke dem Kind ein Spielzeug.
4) Ich schenke meinen Eltern ein Auto.

What do you notice about the articles and possessive pronouns preceding the nouns in the dative case? In the table below, write the noun, the gender, and the article which precedes it. Then underline the last letter of each new article.

Noun	Gender	Article
der Vater	masculine	<u>dem</u>

You may notice that unlike in the accusative case, where only the masculine changes from *der* → *den*, in the dative all the articles change their endings.

Take a look at the charts in your *Lehrbuch* and in the IA and review the dative case endings. Then complete the chart below:

	Masculine	Feminine	Neuter	Plural
Nominative	der		das	die
Accusative		die		
Dative				

#### 4.4.A.2

Remember when we talked about Interrogative pronouns a couple of chapters ago? If not, go back and take a look.

In nominative, we ask for who is performing the action by asking **Wer?** (*who*)

**Wer** geht ins Kino? → **Ich** gehe ins Kino.

In accusative, we ask for the direct object (as long as it's a person) with the interrogative pronoun **Wen?** (*whom*)

**Wen** sieht er? → Er sieht **meinen Vater**.

In the dative case we use the interrogative pronoun **Wem?** (*to/for whom*)

**Wem** kaufst du eine Jacke? → Ich kaufe **meinem Bruder** eine Jacke.

---

Let's put this information to good use. Leah is purchasing holiday gifts for her family. Read her shopping account and underline all indirect objects in the dative case. Then, answer the questions that follow.

#### ***Geburtstagseinkäufe***

Heute muss ich in viele Geschäfte gehen. Ich kaufe **meinem Vater** eine Krawatte.

Meiner Oma kaufe ich eine Schachtel Schokoladenpralinen. Ich schenke meinem kleinen Bruder Johannes ein rotes Auto. Dem Opa schenke ich ein spannendes Buch. Der Tante Margot schenke ich einen schönen Schal. Ich kaufe meinem Freund einen neuen Pullover. Meinen Cousins kaufe ich Theaterkarten. Und meiner Mutter? Ich schenke ihr Parfüm. Mir selbst kaufe ich heute nichts. Denn ich habe kein Geld mehr übrig.

- |    |   |
|----|---|
| 1. | Wem schenkt Leah eine Krawatte?<br>Leah schenkt <b>ihrem Vater</b> eine Krawatte. |
| 2. | Wem kauft Leah Schokoladenpralinen?   |
| 3. | Wem kauft Leah ein rotes Auto?  |
| 4. | Wem kauft Leah ein spannendes Buch?   |

4.4.A.2  
(continued)

Now, take a look at the text again, and answer the questions about Leah's purchases.

1.	Was kauft Leah ihrer Tante Margot? Leah kauft ihrer Tante einen schönen Schal.
2.	Was kauft Leah ihrem Freund?
3.	Was kauft Leah ihren Cousins?
4.	Was kauft Leah ihrer Mutter?

Now, it's your turn. Answer the questions below.

1.	Was kaufen Sie Ihrem Hund? Ich kaufe <b>meinem Hund</b> ...
2.	Was kaufen Sie einer Freundin?
3.	Was kaufen Sie Ihren Kommilitonen ( <i>classmates</i> )?

Finally, say for whom you would purchase the following items.

1.	Wem kaufen Sie eine Musik-CD? Ich kaufe <b>meinem/meiner</b> _____ eine Musik-CD.
2.	Wem kaufen Sie Kleidung?
3.	Wem kaufen Sie Schmuck (jewelry)?
4.	Wem kaufen Sie nichts?

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## Die Sterntaler: Ein Märchen



In their shop window, the bookstore “Die Eule” in Konstanz displays fairy tale books by the Brothers Grimm. Read the following tale about a girl giving away all her possessions and insert the **direct** and **indirect** articles or **personal** and **possessive pronouns** in either the **accusative** or the **dative** cases.

*Beispiel: Das Kind sah **einen** alten Mann. Das Kind gab **dem** Mann **seine** Jacke.*

153:

### Die Sterntaler—frei nach den Brüdern Grimm

Es war einmal ein kleines Mädchen. Seine Eltern waren tot, und darum war es arm und hatte kein Bettchen mehr, nur noch die Kleider an seinem Leib und ein kleines Stück Brot in der Hand. Es war aber gut und fromm. Das Kind sah \_\_\_\_\_ alten hungrigen Mann. Das Kind gab \_\_\_\_\_ Mann \_\_\_\_\_ Brot (n). Der Mann gab \_\_\_\_\_ Kind seinen Segen. Dann traf das Kind \_\_\_\_\_ kleinen frierenden Jungen. Das Kind gab \_\_\_\_\_ Jungen \_\_\_\_\_ Hut (m). Der Junge gab \_\_\_\_\_ Kind seinen Segen. Danach sah das Kind \_\_\_\_\_ kleines frierendes Mädchen. Das Kind schenkte \_\_\_\_\_ kleinen Mädchen \_\_\_\_\_ Jacke (f). Das Mädchen freute sich und gab \_\_\_\_\_ Kind seinen Segen. Dann kam das Kind in einen dunklen Wald. Es sah \_\_\_\_\_ kleinen Jungen ohne Hemd. Das Kind zog \_\_\_\_\_ Hemd (n) aus und gab es \_\_\_\_\_ kleinen Jungen. Und wie das Kind so dastand und nichts mehr hatte, fielen auf einmal die Sterne vom Himmel, und es waren viele goldene Taler. Und das Kind hatte auch ein neues Hemd an. Das Kind nahm die Taler und war von nun an nicht mehr arm. Es lebte glücklich bis an sein Ende.

*\_pious*

*\_freezing*

*\_give one's  
blessing*

*\_stars \_coins*

# Auf geht's Unit 4: Ausgehen

## 4.4.B

### Wiederholung

#### 4.4.B.1

Before taking the test, review words and phrases concerning parties, restaurants, food and celebrations, as well as the corresponding vocabulary presented in Unit 4 on the IA and the *Lehrbuch*. Review practices of ordering in a restaurant. Make sure you understand the differences between different restaurants, the cultural differences regarding alcohol, and how one makes plans to go out. You should also be aware of how one builds these phrases grammatically-speaking. By now, you should know – not only all the information from Units 1-3 but also the following information from Unit 4:

- how to express time;
- what to do with verbs with separable prefixes; and
- how to use ordinal numbers to talk about dates.
- when and how to use the dative case.

In addition to committing this grammatical information to memory, you should:

- know the genders of all the nouns introduced in Unit 4;
- how to talk about what you want to, are allowed to, and can do, like to do and other modal verbs and how they affect the word order; and
- more specifics about Time Manner and Place and how they relate to adverbs and adverbial phrases

Go through the grammar exercises and fill out the following self-assessment. How well do you think you understand the following grammar essentials?

5 = I can ace this.

3 = I could study another 2 hours and strengthen my mastery.

0 = I have no clue. I need to find help, pronto!

	I know: how to express time in German				
1	2	3	4	5	
<hr/>					
	I know: how to properly conjugate verbs with separable prefixes				
1	2	3	4	5	
<hr/>					
	I know: the proper formation of ordinal numbers				
1	2	3	4	5	
<hr/>					
	I know: when and how to use the dative case				
1	2	3	4	5	
<hr/>					
	The gender of all the nouns listed in the vocabulary list for Unit 4.				
1	2	3	4	5	
<hr/>					
	I know: how to combine modal verbs and other verbs in sentences.				
1	2	3	4	5	
<hr/>					
	I know: what an adverb and an adverbial phrase are and how they work in sentences with regard to Time, Manner and Place				
1	2	3	4	5	

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Chapter  
Overview  
of Grammar



In this chapter we focus on the basics of talking about the past in German: introducing oneself and asking simple questions. The grammatical nuts and bolts we'll need to achieve this include:

- How to use coordinating conjunctions to create logical relationships between sentences;
- How to form the perfect tense of strong, weak, and other verbs
- How to use prepositions in the accusative case

We'll also learn...


- How different conjunctions establish a variety of relationships between two ideas;
- How the German perfect tense is used as a replacement for the simple past tense in colloquial German;

### Coordinating Conjunctions

 G.8.3.B, G.8.3.C  
 S. 212 ("Conjunctions")

## 5.1.A.1.

In order to create logical relationships between sentences, you can connect them by using coordinating conjunctions ("und," "oder," "denn," "aber," "sondern).

Take a look, once again, at the text **Willkommen in Deutschland** ( 5.1.B) from the *Lehrbuch*. Circle the coordinating conjunctions that appear in the text.

Now ask yourself what these particular conjunctions try to achieve.

#### WILLKOMMEN IN DEUTSCHLAND

Deutschland, in der Mitte Europas gelegen—zwischen Nordsee und Ostsee im Norden und den Bayerischen Alpen im Süden, zwischen Polen im Osten und den Benelux-Ländern und Frankreich im Westen—bietet bedeutende Städte, attraktive Kulturregionen, abwechslungsreiche Landschaftsformen und einladende Ferienzele. Ob mit Familie oder Kindern oder geschäftlich, ob romantisch oder als kurzer Städtetrip, ob sportlich aktiv und gesund oder als Weiterbildung mit anspruchsvoller Kultur—man kann überall etwas Interessantes finden.



## 5.1.A.2

Some coordinating conjunctions are used to add information, some provide alternative options, some provide justification, and others present contrasting ideas.

Take a close look at the following statements about Northern Germany. Underline the coordinating conjunction for each sentence, and decide whether it provides

- additional information
- alternative information
- a justification

d) contrasting information

Write the corresponding letter (a, b, c, or d) after

5.1.A.2  
continued

A. Norddeutschland ist nicht bergig, sondern flach. \_\_\_\_\_

B. Backsteinhäuser sind im Norden sehr populär, aber nicht im Süden. \_\_\_\_\_

C. Norddeutsche sprechen oft kein Hochdeutsch, sondern Plattdeutsch.  
\_\_\_\_\_

D. Der norddeutsche Dialekt heißt Plattdeutsch, oder auch kurz "Platt."  
\_\_\_\_\_

E. Die Nordsee ist sehr populär, denn alle Nationen fischen da. \_\_\_\_\_

F. Bremen ist eine deutsche Stadt und ein deutscher Staat. \_\_\_\_\_



[http://de.wikipedia.org/wiki/Bild:Missbacher\\_gebietstracht\\_mann.jpg](http://de.wikipedia.org/wiki/Bild:Missbacher_gebietstracht_mann.jpg)

5.1.A.3

Both "aber" and "sondern" are used to provide contrasting information. If this information is mutually exclusive, however, you must use "sondern." Usually, these kinds of either/or statements start with a negative sentence, i.e.,

*Hamburg ist nicht im Süden, sondern im Norden.*

Take a look at the following cultural information from 5.1.1-6 and fill in "sondern" or "aber" appropriately.

1. Hamburg ist zwar ein Zentrum der Fischindustrie, \_\_\_\_\_ der Weg zur Nordsee über Bremen und Bremerhaven ist kürzer (*shorter*).  
\_while it is true

2. Sylt ist kein deutscher Staat, \_\_\_\_\_ es ist eine Insel.

3. An der Nordsee gibt es fast immer Wind und Sturm \_\_\_\_\_ die Sonne scheint auch ab und zu.

4. Die Ostfriesen trinken nicht gern Kaffee, \_\_\_\_\_ sie trinken Tee.

5. Die Nordsee ist relativ salzig, \_\_\_\_\_ die Ostsee hat fast kein Salz.

5.1.A.4 *Und Ihr Heimatland?*

Follow the examples in 5.1.A.1 and describe where your country is located, what its attractions are, and what kinds of activities tourists can engage in there. Be sure to use coordinating conjunctions to make your account more interesting.

*Beispiel: Mein Heimatland liegt zwischen Kanada **und** Mexiko...*


5.1.B.1

In order to talk about events in the past in German, you need to use the perfect tense rather than the simple past. The German perfect looks like the English present perfect, but the meaning is different:

Ich **habe** gestern die Geschichte "Die Bremer Stadtmusikanten" **gehört**.


*Yesterday I **heard** the story of "Die Bremer Stadtmusikanten."*

The perfect tense consists of a conjugated form of "haben" or "sein" (e.g. **habe**) and the participle form of the verb (e.g. **gehört**) in sentence final position.

The past participle of weak verbs is constructed by *ge+stem+t*

Let's see whether you can match the infinitive weak verbs from the story *Die Bremer Stadtmusikanten* (5.1.D-F) with their corresponding participle forms.

bellen • krähen • töten • arbeiten • kochen • kaufen

1. _____	hat gearbeitet	
2. _____	hat gefangen	
3. _____	hat gekocht	
4. _____	hat gebellt	
5. _____	hat getötet	
6. _____	hat gekräht	

5.1.B.2

The following sentences from the story are missing their past participles. Can you fill them in to make the story complete and to keep Jacob and Wilhelm Grimm happy?

- Ein alter Esel hat bei der Arbeit nie \_\_\_\_\_. (spielen)
- Ein alter Hund hat nicht mehr gut \_\_\_\_\_. (hören)
- Eine alte Katze hat leise Miau! \_\_\_\_\_. (sagen)
- Ein alter Hahn hat \_\_\_\_\_: "Darf ich mitkommen?" (fragen)
- Die vier Tiere haben laut Musik \_\_\_\_\_. (machen)

5.1.B.3

The dog is telling Grimm's story from his present day perspective. Record his words for posterity by rewriting his sentences with the **highlighted** verbs in the present perfect tense.  
*Beispiel: Der Esel **hat** mich **gefragt**:...*

Der Esel **fragt** mich: “Warum **bellst** du so jämmerlich?”

Ich **sage**: “Mein Herr **tötet** mich fast!”

Der Esel **antwortet**: “Komm mit nach Bremen!”

Also **traben** wir nach Bremen. Dort **machen** wir laute Musik. Die Katze und der Hahn **spielen** auch ihre Instrumente. Am Abend tanzen wir alle zusammen.



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5.1.B.4

*Und Sie? Wie ist Ihre erste Deutschklasse gewesen?*

Think back to your very first day of German. What did you say? What did you ask? Use the following strong verbs in their past participle form in your account.

*Beispiel: Ich **habe** viel auf Englisch **gefragt**. Ich...*

**fragen sagen haben machen antworten hören**

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*Auf geht's* Unit 5: Quer durch Deutschland

5.2.A

**Perfect Tense: Strong verbs**

 G.5.3, G.5.4

 S. 208 ("Conversational Past")

5.2.A.1

Strong verbs differ from weak verbs in that they are formed by


*ge+stem+en.*

The stem vowel often changes (f.e. **singen** gesungen).

Many strong verbs indicate a change of:

- a) condition (**ist** gestorben)
- b) location (**ist** gelaufen)

These verbs must take "sein" as their helping verb, rather than "haben," which complement most of the weak verbs and the bulk of the strong verbs.

You might want to review the strong verb chart ( S. 210 *Verbs*) and pay special attention to the exceptions.

5.2.A.2

Do these participles require "haben" or "sein"?

_____ geschwommen	_____ gehört
_____ gesagt	_____ gestorben
_____ gefahren	_____ gesprungen

5.2.A.3

How does the stem vowel change?

sprechen	_____
helfen	_____
rennen	_____
laufen	_____
schweigen	_____
lügen	_____

5.2.A.2 *Beim Oktoberfest*

In Bavaria, the *Stadtmusikanten* meet Susanne, who talks about her first experience at the Oktoberfest in München, which she experienced when she was 16.



Fill in the the correct form of “haben” or “sein” plus the appropriate past participles.

Ich \_\_\_\_\_ mit 16 Jahren zum ersten Mal zum Oktoberfest \_\_\_\_\_ (gehen). Wir \_\_\_\_\_ den Abend im Bierzelt \_\_\_\_\_ (beginnen). Meine Freunde \_\_\_\_\_ laut \_\_\_\_\_ (singen). Wir \_\_\_\_\_ den ganzen Abend lang Bier \_\_\_\_\_ (trinken). Ich \_\_\_\_\_ auch Weisswurst mit Brez'n \_\_\_\_\_ (essen). Ich \_\_\_\_\_ so viel \_\_\_\_\_ (sehen). Am Abend \_\_\_\_\_ wir zum Hotel \_\_\_\_\_ (fahren), und ich war sehr müde! Ich \_\_\_\_\_ schnell \_\_\_\_\_ (einschlafen). Ich \_\_\_\_\_ insgesamt zwölf Stunden \_\_\_\_\_ (schlafen). Zuhause \_\_\_\_\_ ich meinen Eltern \_\_\_\_\_ (empfehlen), auch mal zum Oktoberfest zu gehen.

5.2.A.3 *Seifenoper*

Exhausted from traveling with the *Stadtmusikanten*, you flip through the pages of a German TV guide. A disturbing excess of German soaps is on TV tonight. Read the descriptions of what happens. The next morning, tell your friends and family about what **happened** in last night's shows.



*Beispiel: Inge **trinkt** zu viel Bier.*

*Inge **hat** zu viel Bier **getrunken**.*

<p><b>Lindenstrasse, ARD, 18.40 Uhr</b></p> <p>Frau Kling stirbt plötzlich. Ute fährt nach Kanada.</p>	<p><b>Marienhof, ARD, 17.30 Uhr</b></p> <p>Wolfgang schläft nicht gut. Marie nimmt wieder Drogen.</p>
<p><b>Gute Zeiten, schlechte Zeiten, RTL, 19.30 Uhr</b></p> <p>Heiko schwimmt im Baggersee. Liane isst einen vergifteten Apfel.</p>	<p><b>Dallas, ZDF, 14.15 Uhr</b></p> <p>J.R. lügt über seine Vergangenheit. Sue Ellen trinkt zu viel Whiskey.</p>

1)

2)

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3)

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4)

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5)

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6)

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7)

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8)

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**Perfect Tense: Strong verbs**

 G.5.3, G.5.4

 S. 208 ("Conversational Past")

5.2.B.1 The rules for forming the perfect tense of mixed verbs, verbs ending in -ieren, and for separable and inseparable prefix verbs are slightly different from those for strong and weak verbs.

- bringen **\_gebracht**
- trainieren **\_ trainiert**
- aufwachen **\_ aufgewacht**
- verkaufen **\_ verkauft**

In the following exercise, provide either the missing infinitive or participle form of the verb.

- \_\_\_\_\_ studiert
- \_\_\_\_\_ aufgewacht
- denken \_\_\_\_\_
- versprechen \_\_\_\_\_
- mitkommen \_\_\_\_\_

5.2.B.2 The donkey from Grimm's folk tale is talking about all the things that he is not doing anymore since he has been forced to retire. Use the perfect tense to write about what the donkey *used* to do when he was still a part of the workforce.

**Beispiel:** Ich arbeite nicht hart. (vor zehn Jahren)

*\_\_Vor zehn Jahren **habe** ich hart **gearbeitet**.*



1. Ich bringe kein Korn zur Mühle. (letztes Jahr)  
\_\_\_\_\_
2. Ich trainiere meine Muskeln nicht. (vor einer Woche)  
\_\_\_\_\_
3. Ich bringe kein Korn zur Mühle. (letztes Jahr)  
\_\_\_\_\_



## Im Regen marschieren

Gestern bin ich im Regen **marschiert**,  
und danach habe ich Spaghetti **probiert**,  
und ich habe sogar noch Deutsch \_\_\_\_\_.

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von \_\_\_\_\_  
(Ihr Name)

**Perfect Tense: Review**

Boarding the train in Augsburg, the dog is picking up a popular German youth magazine. Fill in the missing helping verbs (*haben* or *sein*) and the correct past participles.

**GERMAN 101**  
**Foto-Roman**

Hallo Nicole, was ist los mit Dir?

Ich \_\_\_\_\_ diesen süssen Typen \_\_\_\_\_ ...  
(sehen)

Ich \_\_\_\_\_ lange mit ihm \_\_\_\_\_  
(sprechen)

Doofe Kuh...

Diese Muskeln! Er \_\_\_\_\_ im Fitnesscenter \_\_\_\_\_!  
(trainieren)

TOLL! Du \_\_\_\_\_ Glück \_\_\_\_\_!  
(haben)

Warum \_\_\_\_\_ ich nicht zum Fitnesscenter ???  
(laufen)

\_\_\_\_\_ du seine Telefonnummer \_\_\_\_\_?  
(bekommen)

Die Tussi \_\_\_\_\_ mich nach der Nummer \_\_\_\_\_  
(fragen)

Ich \_\_\_\_\_ jeden Abend allein \_\_\_\_\_!  
(einschlafen)

Ich \_\_\_\_\_ ihm DEINE Nummer \_\_\_\_\_!!!  
(geben)

Ich \_\_\_\_\_ nie \_\_\_\_\_!  
(küssen)

Eine Woche später...

Alle Bilder: M. Höhne

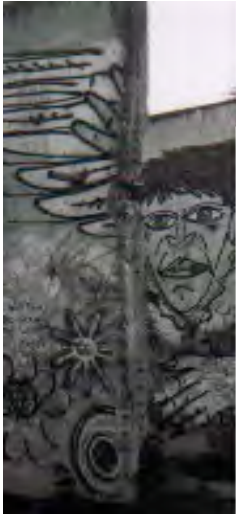
Articles: *Imperfect of sein—war*

📖 S. 208 (“Verbs”→”Narrative past”)

5.3.B.1

The imperfect form of “sein” (*to be*) is “war.” Like the imperfect form of “haben,” (*to have*) it is used both in written and spoken German. Typically, one does not use the imperfect form of verbs in spoken German. Since you will need to master the conjugation of “sein,” a good start will be to fill in the following incomplete sentences with the correct verb form.

During a quick stop in Berlin, the rooster is telling his three friends about the history of the GDR. Here’s his report:



1. Ostdeutschland \_\_\_\_\_ im Jahr 1949 nicht mehr Teil von Westdeutschland.
2. Die Berliner Mauer \_\_\_\_\_ sehr hoch und lang.
3. Die Osis und Wessis \_\_\_\_\_ durch diese lange Mauer getrennt.
4. Die Mauer \_\_\_\_\_ 40 Jahre lang geschlossen. Erst 1989 \_\_\_\_\_ sie wieder offen.
5. Die Wessis sagten: “Ihr Osis \_\_\_\_\_ in einem anderen politischen System!”
6. Viele Osis sagen: “Wir \_\_\_\_\_ nicht glücklich in der DDR!”
7. Der Hahn fragt Sie: \_\_\_\_\_ Sie mal in Ostdeutschland? Ich \_\_\_\_\_ im Jahr 1998 für das Studium dort. Die Unis da sind sehr gut!

5.3.B.2

*Ostdeutschland heute*



Many things have changed since the 5 *Bundesländer*, which were once a part of the GDR, rejoined the BRD in 1990. How are things different today from how they used to be? Rewrite the following sentences by using the correct form of “war” and a proper form of negation (nicht/kein).

Beispiel:

Der Osten ist ein Teil der Bundesrepublik.

Der Osten war kein Teil der Bundesrepublik.

1. Die Produkte im Westen und Osten sind gleich.

\_\_\_\_\_

2. Die Arbeitslosigkeit (*unemployment*) ist sehr hoch.

\_\_\_\_\_

5.3.B.2

Continued

3. Die Menschen im Osten sind politisch frei.

\_\_\_\_\_

4. Viele Familien aus Ost und West sind zusammen.

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5. Die ostdeutschen Staaten sind Teil der Bundesrepublik.

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6. Die Mauer ist ein antiquiertes Museumsstück.

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### 5.3.B.3

Countries change, and so do people.

When you look back at your own childhood, how have *you* changed? What were you like as a child? What were your parents like?

In the space below, describe yourself and your family when you were 5 to 15 years of age using the **simple past** form of “**sein**,” and how you are now, using the **present tense** of “**sein**.” You might want to use some of the following adjectives in your account. Write 5-7 sentences.

**lieb frech romantisch abenteuerlich groß klein reiselustig liebevoll  
verrückt**

Beispiel: Als Kind **war** ich immer frech, aber jetzt **bin** ich sehr lieb. Meine Eltern...

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## Prepositions with the accusative

 G.2.A., G2.B.

 S. 214 ("Prepositions" → table)

5.4.A.1


Did you ever talk about where an object or person is located or moving to? If so, you must have used preposition to do so. *The book is on the table* and *The student is walking through the classroom* are two examples. Prepositions establish relationships of time and space.

There are certain fixed prepositions in German that must take the **accusative** case. Review them here and provide the proper accusative article:

durch \_\_\_\_\_ Garten (m)  
 für \_\_\_\_\_ Mädchen (n)  
 gegen \_\_\_\_\_ Wand (f)  
 ohne \_\_\_\_\_ Frau (f)  
 um \_\_\_\_\_ Campus (m)  
 bis *um 14.00 Uhr*

5.4.A.2

*Exkurs nach Trier*

Having arrived in the Western city of Trier, the cat is using her i-Phone to look up information on the history of Roman life in Western Germany. Unfortunately, the computer has erased all of the accusative prepositions. Review  5.4.3 A-F and complete the text, so that the four *Stadtmusikanten* can continue their travels:

Die Germanen kämpften (*fought*) oft \_\_\_\_\_ die Römer, denn die Römer liefen oft \_\_\_\_\_ den Westen. \_\_\_\_\_ den Rhein wäre (*would be*) Deutschland heute vielleicht eine römische Provinz. \_\_\_\_\_ die Unterhaltung bauten die Römer ein Amphitheater in Trier. Gleich \_\_\_\_\_ die Ecke steht heute noch die Porta Nigra, das größte römische Gebäude in Nordeuropa. Das Amphitheater ist montags bis freitags von 9.00 Uhr \_\_\_\_\_ 16.00 Uhr geöffnet.

5.4.A.3

*Geschichtsquiz der Katze*

After visiting the Rhine and Mosel rivers, the know-it-all cat tries to discern whether the other three animals listened to what she said during their travels. Take another look at exercise **5.3.B.2**. What are the answers to the cat's quizzical questions? Write in complete sentences in German.



1. Durch welches römische Tor sind wir gelaufen?

\_\_\_\_\_!

2. Bis wann ist das Amphitheater täglich geöffnet?

\_\_\_\_\_!

3. Gegen wen haben die Römer gekämpft?

\_\_\_\_\_!

4. Für welche Länder war der Rhein die Grenze?

\_\_\_\_\_!

5. Wodurch liefen die Römer oft?

\_\_\_\_\_!

6. Gleich wo steht heute noch die Porta Nigra?

\_\_\_\_\_!

5.4.A.4

*Souvenirs für die Freunde*

Before the four *Stadtmusikanten* return to Bremen, they buy lots of souvenirs for their friends at home. For whom are they buying these things? Fill in the accusative preposition "für" and the corresponding accusative pronoun.

Beispiel: Der Hahn: *Ich kaufe eine Kuckucksuhr **für meinen** Vater.*

1. Der Esel: Ich kaufe einen Bierkrug \_\_\_\_\_ Bruder.

2. Der Hund: Ich kaufe ein Buddelschiff \_\_\_\_\_ Tante.

3. Die Katze: Ich kaufe Briefpapier \_\_\_\_\_ Schwestern.

4. Der Hahn: Ich kaufe ein Stück Mauer \_\_\_\_\_ besten Freund.

5.4.A.4  
Continued

Answer the following questions in complete sentences.

a) Für wen kauft der Esel einen Bierkrug?

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b) Für wen kauft die Katze Briefpapier?

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c) Und Sie? Was kaufen Sie für Ihre Familie und Freunde, wenn Sie reisen?

1. für Ihre Eltern

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2. für Ihren Partner

---

3. für Ihre/n beste Freundin/besten Freund

---

4. für ihre/n Professorin/Professor?

---

5. für sich selbst?

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5.4.A.5

*Meinungen: Dafür oder dagegen?*



Back in Bremen, our four friends turn on the *Tagesschau* to catch up on the latest world news. Chancellor Angela Merkel and President George W. Bush have strong opinions about everything. What do they support, and what are they oppose? Fill in their answers with “für” or “gegen” with the correct accusative article.

**5.4.A.5  
Continued**

*Beispiel:*

*Merkel: Bist du für oder gegen **das** Freibier beim G 8?*

*Bush: Ich bin **für** das Freibier.*

1. Bush: Bist du für oder gegen den starken Dollar?

Merkel: Ich bin \_\_\_\_\_ . (gegen)

2. Merkel: Bist du für oder gegen meine neue Frisur?

Bush: Ich bin \_\_\_\_\_ . (für)

3. Bush: Bist du für oder gegen den CO2-Ausstoss?

Merkel: \_\_\_\_\_ . (gegen)

4. Merkel: Bist du für oder gegen das neue Europa?

Bush: \_\_\_\_\_ . (für)

5. Reporter: Frau Merkel und Herr Bush, sind Sie für oder gegen mehr Deutschunterricht?

Merkel und Bush: Wir sind \_\_\_\_\_ (für)

*Und Sie? Wofür und wogegen Sind Sie?*

Take a look at the following issues and decide whether you are for or against them.

*Beispiel: Ich bin definitiv **gegen den Fundamentalismus**.*

- der Umweltschutz    die hohen Studiengebühren    Fast Food    große SUVs**  
**der Kapitalismus    der Kommunismus    Kriege    das vegetarische Essen**  
**der Fundamentalismus    das Bussystem in Chapel Hill**

1)
2)
3)
4)
5)
6)

**Review**

5.4.B.1

Before you take the test, review the grammar, vocabulary, and content material presented in Unit 5 on the Interactive and in the *Lehrbuch*. You should be able to talk and write about past events, and be able to form logical connections between ideas and how they relate to events in time and space. You also should be aware of some of the nuts and bolts underpinning these interactions. By now, you should know:

- the meaning of the various coordinating conjunctions
- the *Perfekt* forms of weak, strong and mixed verbs
- how to conjugate “war” (the Imperfekt form of “sein”)
- how to use accusative prepositions correctly

These grammar points should enable you to:

- casually talk about events in your past
- formally write about events in the past
- make logical connections between separate ideas and develop arguments by adding supportive information
- relate events that contain spatial and temporal relations

Go through the grammar homework exercises and fill out the following self-assessment. How well do you think you grasp the following grammar essentials?

5 = I can ace this.

3 = I could study another 2 hours and strengthen my mastery.

0 = I have no clue. I need to find help, pronto!

	I know: The meaning of the coordinating conjunctions				
1	2	3	4	5	
<hr/>					
	I know: The <i>Perfekt</i> forms of weak, strong and mixed verbs				
1	2	3	4	5	
<hr/>					
	I know: When to use “haben” or “sein” with a Perfekt verb				
1	2	3	4	5	
<hr/>					
	I know: The Conjugation of the Imperfekt form “war”				
1	2	3	4	5	
<hr/>					
	The gender of all the nouns listed in the vocabulary list for Unit 5.				
1	2	3	4	5	
<hr/>					
	I know: The various accusative prepositions				
1	2	3	4	5	

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## Aufgeht's Unit 6: In der Stadt 6.1.A

### Chapter Overview of Grammar

In this chapter we focus on the basics of making comparisons between different things, on pondering what-if-situations, on justifying one's actions and on describing both the spatial movement and the fixed location of objects and persons. The grammatical nuts and bolts we'll require to achieve this include:

- How to use prepositions with the Dative case properly
- How to use comparative and superlative adjectives
- How to use the subordinating conjunctions “wenn” and “weil” (as well as “dass,” “ob,” and “obwohl”)
- How to form the Imperative (command form) correctly
- How to distinguish between the questions *Wo?* and *Wohin?*; and how to use the two-way-prepositions in the Dative and the Accusative cases respectively

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### Prepositions with the Dative Case

📖 G.7.3.A, G.7.3.B., G.7.3.C

📖 S. 214 (“Prepositions”\_table)

#### 6.1.A.1.

You have already discovered that some prepositions in German must take the Accusative case. The next batch, however, takes the Dative case instead. Review those and see whether you can fill in the sentences below with the correct prepositions.

**mit aus ausser nach von zu bei seit**

Beispiel: Deutsche fahren gern \_\_\_\_\_ dem Bus.

*\_\_\_\_\_ Deutsche fahren gern **mit** dem Bus.*

1. Täglich fahren viele Menschen \_\_\_\_\_ der Deutschen Bahn.
2. Eine Bahnfahrt \_\_\_\_\_ Hamburg \_\_\_\_\_ München dauert nur fünf Stunden.
3. Auch Touristen \_\_\_\_\_ den USA finden Bus und Bahn sehr entspannend.
4. Die Fahrkarten für die Öffis kauft man oft \_\_\_\_\_ dem Fahrer.
5. \_\_\_\_\_ dem Bus und der Bahn kann man auch mit der Straßenbahn fahren.
6. Das Eurorail Ticket gibt es schon \_\_\_\_\_ dem Jahr 1989.

*Wie fährst du gern?*

#### 6.1.A.2.

Now think about what kind of transportation *you* prefer. Remember to use the correct preposition with the Dative case in your answers.

UNSERE FRAGEN	IHRE ANTWORTEN
mit dem Bus oder der Bahn?	<i>Ich fahre gern <b>mit</b> dem Bus.</i>

mit der Straßenbahn oder dem Zug?

\_\_\_\_\_

nach Berlin oder München?

\_\_\_\_\_

mit Tickets von dem Automaten  
oder von dem Fahrer?

\_\_\_\_\_

\_\_\_\_\_

zu dem Konzert oder zu den Freunden?

\_\_\_\_\_

*Bonusfrage:*

Seit wann fahren Sie Auto?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Nehmen Sie doch mal den Bus oder das

Rad! \_\_\_\_\_

### 6.1.A.3

You have probably already noticed that the prepositions “zu,” “bei,” and “von” are usually shortened to *zum/zur*, *beim*, and *vom*. In these cases, the prepositions take the Dative endings of the direct articles that follow them. Shortening the prepositional phrases saves Germans time, and it also sounds less formal.

*Beispiel:*

Ich nehme den Bus zu der Uni. \_ *Ich nehme den Bus zur Uni.*

Vorsicht! (*Watch out!*) It is not possible to shorten any of the other Dative prepositions mentioned earlier!

Read the following account of how Torgunn (📖 S. 83 ) gets to campus every morning. First underline **all** prepositional phrases. Then rewrite only those sentences that demand it into their shortened forms.

*Wie kommen Sie zur Uni?*

**Torgunn:** Ich fahre jeden Tag mit meinem Fahrrad zur Uni. Ich brauche zehn Minuten zu der Zentraluni, und eine Viertelstunde zu dem Sportinstitut. Das Institut ist nämlich oben auf dem Berg. Von dem Institut bis zu der Uni sind es ungefähr fünf Minuten. Im Winter fahre ich auch öfter Bus. Dann kaufe ich meine Fahrkarten bei dem Fahrer.



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*Frage:* Und Sie? Wie kommen Sie zur Uni?

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## Auf geht's Unit 1: In der Stadt 6.1.B

### Comparative and Superlative

📖 G.4.4.A., G.4.4.B, G.4.5.A., G.4.5.B., G.4.5.C., G.4.5.D.  
📖 S. 204 (“Adjectives” – “Comparatives” and “Superlatives”)

#### 6.1.B.1

If you want to compare two things with each other, you must use the comparative form of the adjective (e.g.: *schneller, größer, besser*).

If you want to state which of several items tops all the others in size, shape, or quality, you must use the superlative form of the adjective (e.g.: *das Schnellste/am Schnellsten, der Größte/am größten, die Beste/am besten*).

Be sure to review the information of how to form the two forms in your *Lehrbuch* and on the Interactive

*Welches Verkehrsmittel ist schneller?*

Compare the following means of transportation by using the comparative form of the adjective.

A. Was ist schneller? Das Fahrrad oder das Auto?

\_\_\_\_\_

B. Was ist komfortabler? Die Bahn oder zu Fuss gehen?

\_\_\_\_\_

C. Was ist romantischer? Das Schiff oder das Flugzeug?

\_\_\_\_\_

D. Was ist besser? Die U-Bahn oder das Taxi?

\_\_\_\_\_

Das Motorrad ist immer schneller



6.1.B.2

*Und Sie?*

Which of the following do you prefer? Use comparative adjectives in your answers.

<b>Äpfel / Orangen (gut).</b>	<i>Orangen sind <b>besser</b> als Äpfel.</i>
<b>Pamela Anderson/ David Hasselhoff (schön)</b>	_____.
<b>Deutsch/English (einfach)</b>	_____.
<b>Deutschland/die USA (groß)</b>	_____.
<b>Regen/Sonne (romantisch)</b>	_____.
<b>Amtrak/ICE (schnell)</b>	_____.
<b>Rom/Washington DC (alt)</b>	_____.
<b>Durham/Chapel Hill (interessant)</b>	_____.

6.1.B.2.1

*Ihre Meinung: Der bessere Urlaub*

Take a look at the following two pictures. Which type of vacation do you prefer? Why? Use comparative adjectives when justifying your choice.



schön stressig interessant langweilig romantisch gut komfortabel sicher  
???

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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6.1.B.3

There are two ways in which you can use the superlative in German. Either it precedes the noun (e.g.: *der schnellste Zug*) or it follows the noun (*der ICE ist am schnellsten*)

Review *Die Bahn* (📖 6.1.4. A—H ) and answer the following questions by placing the superlative in front of the highlighted noun. (Start your sentence with the noun in parenthesis.)

*Beispiel:* Welcher Zug in Deutschland ist **am schnellsten**? (ICE oder RB)

*Der ICE ist **der schnellste** Zug in Deutschland.*

1. Welches öffentliche Transportmittel ist am pünktlichsten? (Bus oder Bahn)

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2. Welches Transportmittel ist am teuersten? (ICE oder Bus)

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3. Welche Person ist im Zug am wichtigsten? (der Schaffner oder der Busfahrer)

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4. Welches Verkehrsmittel ist am grünsten? (Auto oder Fahrrad)

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5. Welches Transportmittel ist am ältesten? (Bus oder zu Fuss gehen)

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6.1.B.4.

*Und in Amerika?*

Welches Verkehrsmittel ist am langsamsten? Am pünktlichsten? Am teuersten? Am sichersten? Am Besten? Write your answer by making statements with the adjectives preceding or following your nouns.

*Das langsamste Verkehrsmittel ist...*

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6.1.B.5

*Brennpunkt Kultur: "Adolf" von Walter Moers*

German cartoonist/satirist Walter Moers has created his Adolf character as one of many avenues that Germans have taken to negotiate their National Socialist past. In Moers' Adolf cartoon, the former Nazi leader is being ridiculed by being portrayed him as a hopelessly evil, yet preposterous nitwit.

The following picture (the text has been edited) appeared in the TAZ (Tageszeitung, 07/05/2006). Try filling in the comparative and superlative forms of the verbs.

*Beispiel: Wir haben **das beste** Bier.*

Then think about whether you believe that satirical humor can be a successful tool for a nation to come to terms with its troublesome past. Moers received some harsh criticism for his cartoon. His defenders, however, claim that his work helps demystify the NS regime. What do *you* think?

Churchill, ich sage dir: Wir haben die \_\_\_\_\_  
(gross) Panzer, das \_\_\_\_\_ (gut) Bier und die  
\_\_\_\_\_ (alt) Häuser!!!

Wir haben \_\_\_\_\_ Intelligenz (viel) als Ihr  
Briten! Wir fahren auch \_\_\_\_\_ (schnell) Autos  
als Ihr!  
Unser Wasser schmeckt am \_\_\_\_\_!

Und mein Schnurrbart ist am \_\_\_\_\_ (schön)

Churchill! Du bist der \_\_\_\_\_ (langweilig)  
Politiker der Welt!!! Churchill?! CHURCHILL????!!!



**Subordinating Conjunctions *wenn* and *weil***

📖 G.8.3 A—H  
📖 S. 212 ("Conjunctions" table)

6.2.A.1

You have already learned that coordinating conjunctions create a logical connection between two related ideas. Guess what: so do subordinating conjunctions (*dass*, *weil*, *obwohl*, *wenn* and *ob*). Subordinating conjunctions in German, however, change the word order of the subordinating clause. In the subordinating clause the verb moves to the very end. (that's why they are called "kickers", 📖 212). Make sure to review the word order rules in your *Lehrbuch* and on the Interactive!

Let's start by reading the following statements of German teenagers turning 18 on driving. Try to provide the correct subordinating conjunctions.

**dass weil obwohl wenn ob**

*Auto fahren in Deutschland.*



Christa: Ich glaube, \_\_\_\_\_ Auto fahren in Deutschland sehr stressig ist.

Jens: Viele Deutsche fahren lieber Bus, \_\_\_\_\_ Benzin so viel Geld kostet.

Mehmet: \_\_\_\_\_ die Polizei die Autobahnen kontrolliert, fahren Viele zu schnell.

Jannika: Ich weiss nicht, \_\_\_\_\_ ich meinen Führerschein machen soll.

Frank Ich fahre mit den Öffis, \_\_\_\_\_ ich Alkohol trinke!

6.2.A.2

*Und in Amerika?*

1. Glauben Sie, dass Auto fahren in Amerika stressig ist? (dass)

\_\_\_\_\_

2. Warum fahren die meisten Amerikaner Auto? (weil)

\_\_\_\_\_

3. Wissen Sie, ob die amerikanische Polizei oft die Autobahnen kontrolliert? (ob/dass)

\_\_\_\_\_

4. Trinken viele amerikanische Fahrer obwohl das verboten (illegal) ist? (obwohl)

\_\_\_\_\_

6.2.B.1

*Polizeikontrolle!*



Two young German drivers talk about what they do when pulled over by the police. Read their statements and underline **all** wenn-Sätze (if-clauses) that they use. Then answer the following questions in complete sentences.

**Sabine:**

Wenn ich nur ein Bier trinke, fahre ich immer mit dem Auto nach Hause. Aber ich bekomme Angst, wenn die Polizei kommt. Wenn der Polizist ein Mann ist, flirte ich manchmal mit ihm. Aber Flirten funktioniert leider nicht, wenn der Polizist eine Frau ist.

**Carsten:**

Ja, Sabine hat's gut. Wenn ich zu schnell fahre, stoppt mich die Polizei immer! Wenn man freundlich ist, bekommt man oft keinen Strafzettel (*ticket*). Es ist das Beste, wenn man nicht zu schnell fährt. Und man soll auch nicht fahren, wenn man Alkohol trinkt.

Sabine: Jaja, Carsten...

Fragen:

1. Wann fährt Sabine mit dem Auto nach Hause?

\_\_\_\_\_

2. Wann bekommt Sabine Angst?

\_\_\_\_\_

3. Wenn der Polizist ein Mann ist...?

\_\_\_\_\_

4. Wann stoppt die Polizei Carsten?

\_\_\_\_\_

5. Wenn man freundlich ist...?

\_\_\_\_\_

6. Wann soll man laut (*according to*) Carsten nicht fahren?

\_\_\_\_\_

Und Sie? Was machen Sie, wenn die Polizei Sie kontrolliert?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6.2.B.2

*Johannes Mundry: Mein Opel*

Go to [6.5.A.](#) and listen once more to Johannes Mundry's account on the many uses of their family car. Then answer the following *Warum?* Questions, using the *weil* conjunction.

*Beispiel:*

Warum fahren viel Deutsche kein Auto? (Öffis/ sind billiger)

*\_Viele Deutsche fahren kein Auto, weil Öffis billiger sind.*



1. Warum fährt Familie Mundry nicht mit der Strassenbahn? (das Auto/ ist bequemer)

---

2. Warum müssen die Mundrys ihre Kinder nachmittags fahren? (Kinder/haben viele Aktivitäten)

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3. Warum hat das Auto der Mundrys viel Platz? (das Auto/ ist ein Opel Karavan)

---

4. Warum kann Familie Mundry alles erreichen? (Familie Mundry/ wohnt in der Stadt)

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*Und Sie? Warum fahren Sie Auto? Warum fahren Sie nicht Auto?*

<p><i>Ich fahre (nicht) Auto, weil...</i> _____</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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## Aufgeht's Unit 6: In der Stadt 6.3.A

### Imperative

📖 G.7.3.A, G.7.3.B., G.7.3.C

📖 S. 214 ("Prepositions" table)

6.3.A.1

Have you always dreamt of telling other people what to do? If you want to order others around or make polite requests in German, you will need to know the Imperative (command form) of the verbs.

Your requests can be formal or informal. Take a look at how the verb endings change:

Hör auf, Mark!                      *Stop that, Mark!*

Hören Sie auf, mein Herr!    *Stop that, sir!*

How would you address your requests to the following persons? Circle the appropriate formal or informal *Imperativ* form.

1. *Ihre Mutter*

- a) Hilf mir bitte!
- b) Helfen Sie mir bitte!

2. *Ihr Professor*

- a) Wiederhol das bitte!
- b) Wiederholen Sie das bitte!

3. *Ihr Hund*

- a) Komm jetzt her!
- b) Kommen Sie jetzt her!

4. Die Bundeskanzlerin Merkel

- a) Setz dich bitte!
- b) Setzen Sie sich bitte!

---

6.3.A.2

You have probably noticed that in order to form the personal Imperative, you simply drop the –en ending of your verb, e.g.:

geh—en \_Geh! (*Leave!*)

To form the impersonal Imperative simply leave the infinitive form of the verb as is and add an impersonal *Sie*, e.g.:

kommen \_Kommen Sie! (*Come!*)

Now form the personal and impersonal Imperative forms for the following verbs:

schreiben \_\_\_\_\_!                      \_\_\_\_\_!

6.3.A.2  
continued

tanzen \_\_\_\_\_! \_\_\_\_\_!  
fahren \_\_\_\_\_! \_\_\_\_\_!

Passen Sie auf! (*Watch out!*) Those verbs that take a stem vowel change in the second person form (*du*-Form), also change accordingly in the Imperative form, e.g.:

lesen \_ du liest \_ Lies! (*Read!*)

How do the following verbs change their stem vowel in the *du*-form and in the Imperative respectively?

sehen \_ du \_\_\_\_\_ \_ \_\_\_\_\_!

geben \_ du \_\_\_\_\_ \_ \_\_\_\_\_!

nehmen \_ du \_\_\_\_\_ \_ \_\_\_\_\_!

---

6.3.A.3

*Werbung überall*

Take a look at the following four German ads from all areas of daily life.

Where are the Imperatives here? What do they tell people to do? Translate the messages into English and note whether the Imperative is formal or informal:

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

\_\_\_\_\_

D. \_\_\_\_\_

\_\_\_\_\_

6.3.A.3  
continued



A



B



C

*Auch für junges Gemüse!*



D

**GIB AIDS  
KEINE  
CHANCE**

***mach's mit***

6.3.A.4

*Einkaufen auf dem Wochenmarkt*

Frau Kruse is asking her husband to shop for fruit and vegetables on the *Wochenmarkt* in Hamburg. What kind of instructions is she giving him?



*Beispiel:*

Herr Kruse soll zwei Pfund Tomaten einkaufen.

*\_\_Frau Kruse: **Kauf** zwei Pfund Tomaten **ein!***

1. Herr Kruse soll genug Geld mitnehmen.

Frau Kruse: \_\_\_\_\_!

2. Herr Kruse soll keine alten Produkte kaufen.

Frau Kruse: \_\_\_\_\_!

3. Herr Kruse soll zum Mittagessen wieder zuhause sein.

Frau Kruse: \_\_\_\_\_!

4. Herr Kruse soll kein Geld für Bier ausgeben.

Frau Kruse: \_\_\_\_\_!

5. Herr Kruse soll mit dem Wagen fahren.

Frau Kruse: \_\_\_\_\_!

6.3.A.5

*Nach dem Weg fragen*

Several confused people approach you and ask you for directions to the locations on the *Wegweiser*.

Can you tell them how to get there?

*Beispiel:*

Wie komme ich nach Weende?  
(fahren)

*Fahren Sie drei Kilometer nach links.*



1. Wo geht's denn hier zur Uni? (fahren)

\_\_\_\_\_

2. Ich kann den Weg zum Klinikum nicht finden! (gehen)

\_\_\_\_\_

3. Gibt es hier irgendwo eine Jugendherberge? (laufen)

\_\_\_\_\_

6.3.A.6

*Stadtplan von Aachen*



A visiting elderly couple, which has taken a factory tour **at the Quarz Glas factory** building with you, approaches you with their city map. Since they have trouble reading the directions, they ask you to help them out. Use the phrases provided in the box.

“Wir möchten unsere Enkelin **im Studentenwohnheim** besuchen. Wie kommen wir am besten dorthin?”

**geradeaus fahren**

**links/rechts abbiegen**

**gegenüber von**

**an der Kreuzung**

**am Ende der Strasse**

*Beispiel:* Fahren Sie auf der Schlottfelderstrasse geradeaus. Dann...

6.3.A.6.  
continued



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“Und wie kommen wir vom Studentenwohnheim zum Friedhof (†)?”

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“Sie haben uns sehr geholfen! Vielen Dank!”

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## *Auf geht's* Unit 6: In der Stadt 6.3.B

### **Wechselpräpositionen + *wo* & *wohin***

 G.7.4.A, G.7.4.B., G.7.4.C

 S. 215 (“Prepositions continued”\_table)

#### 6.3.B.1

So far, you have encountered prepositions that only take the Accusative case, and those that only take the Dative case. A third group of German prepositions, however, can take either case, changing according to the purpose for which they are used in a sentence. These “line-jumpers” are therefore called *Wechselpräpositionen*, or two-way-prepositions.

The German two-way-prepositions are:

in an auf über unter vor hinter neben zwischen

When asking where an object is *located* (*Wo?*) the Dative case is used, e.g.:

***Wo*** liegt das Buch? Es liegt ***auf dem*** Tisch.

When asking, however, where an object is being moved (*Wohin?*), the Accusative case is used, e.g.:

***Wohin*** legst du das Buch? Ich lege es ***auf den*** Tisch.

Before you jump into the next set of exercises, now would be an excellent time for you to go back to your records and

- review the meaning of the prepositions
- review the Dative case endings
- review the Accusative case endings



*Joachim Peters: Fahren in Deutschland*

Take a look at the following driving account of Joachim Peters, a driving educator from Münster, and determine whether he should use the Dative (*location*) or the Accusative case (*motion*) with the two-way-preposition. Circle either a or b:

1. Ich fahre schon seit zwei Stunden
  - a) auf der Autobahn
  - b) auf die Autobahn
  
2. Von der Einfahrt fährt im Moment ein neues Auto
  - a) auf der Autobahn
  - b) auf die Autobahn
  
3. Ich lege meinen Führerschein (*driver's license*) immer
  - a) in das Portmonee
  - b) in dem Portmonee
  
4. Mein Führerschein liegt immer
  - a) ins Portmonee
  - b) im Portmonee
  
5. Ich biege an der Kreuzung
  - a) in die Königsstrasse ein.
  - b) in der Königsstrasse ein.
  
6. Ich wohne nämlich
  - a) in die Königsstrasse
  - b) in der Königsstrasse
  
7. Ich fahre langsam
  - a) an die rote Ampel (*traffic light*) heran
  - b) an der roten Ampel heran.
  
8. Ich stehe und warte
  - a) an die rote Ampel
  - b) an der roten Ampel

Coming home from a long day at the driving school, Joachim Peters meets his family.

Take a look at the picture and provide question and answer as to **where** people are **placing** things (*wohin?*) or **where** things are **located** (*wo?*). Use the Accusative or Dative case appropriately.

*Beispiel: Wo liegt der Ball? Der Ball liegt **unter dem Tisch**.*



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**in an auf über unter vor hinter neben zwischen**

der Tisch der Hocker das Regal das Fenster der Teppich das Sofa die Wand

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1. \_\_\_\_\_ ?

Marianne hängt das Bild \_\_\_\_\_.

2. \_\_\_\_\_ ?

Das Telefon steht \_\_\_\_\_.

3. \_\_\_\_\_ ?

Opa stellt den Käse \_\_\_\_\_.

4. \_\_\_\_\_ ?

Die Katze sitzt \_\_\_\_\_.

5. \_\_\_\_\_ ?

Der Hund läuft \_\_\_\_\_.

6. \_\_\_\_\_?

Das Radio steht \_\_\_\_\_.

7. \_\_\_\_\_?

Beate sitzt \_\_\_\_\_.

8. \_\_\_\_\_?

Die Blumen stehen \_\_\_\_\_.

9. \_\_\_\_\_?

Beate legt die Zeitung \_\_\_\_\_.

10. \_\_\_\_\_?

Der Kaffee steht \_\_\_\_\_.

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### 6.3.B.3

#### *Frauenabend*

Frau Peters is going out with her girlfriends, which means that tonight Joachim must handle the kids by himself. Take a look at their conversation just before she is about to leave. Fill in a correctly conjugated form of **legen** (to lay) or **liegen** (to lie) and also the appropriate Accusative and Dative case.

Sie: Ich \_\_\_\_\_ die Zeitung auf \_\_\_\_\_ Tisch, okay?

Er: Die Zeitung \_\_\_\_\_ nicht auf \_\_\_\_\_ Tisch!

Sie: Doch, hier! Und Essen zum Warmmachen \_\_\_\_\_ in \_\_\_\_\_ Kühlschrank.

Er: \_\_\_\_\_ du auch meine Socken für morgen in \_\_\_\_\_ Kommode?

Sie: Die Socken \_\_\_\_\_ schon in \_\_\_\_\_ Kommode.

Er: Wann soll ich die Kinder in \_\_\_\_\_ Bett \_\_\_\_\_?

Sie: Die Kinder sollen spätestens um neun Uhr in \_\_\_\_\_ Bett \_\_\_\_\_.

Er: Und wo \_\_\_\_\_ die Telefonnummer, wenn was ist?

Sie: Ich \_\_\_\_\_ die Nummer neben \_\_\_\_\_ Telefon.

Er: Und wann kommst du denn wieder?

Sie: Gott, was bist du unselbstständig (*dependent*)!

6.3.B.4

*Ihre Wohnung*

Now it's your turn to use the two-way-prepositions creatively. In the space provided below, draw a sketch of what your dorm room/living room/study looks like. Once you are finished, describe **where** things in your place are located.

(Tip: Use the Dative case for this one!)

*Beispiel: Das Bett steht **neben dem** Fenster.*

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6.3.B.5.

*Tapetenwechsel*



Take another look at your place. Do you like everything the way it is? What would you change about its looks? Describe where you would **place** things, if you were to rearrange your furniture. Maybe *Bastl Wastl*, the carpenter from *Tapetenwechsel—Die Sendung für Wohnsinnige*, the German version of the *Home Makeover* show, can be of assistance?

(Tip: Use the Accusative case for this one!)

*Beispiel: Ich stelle den Fernseher **neben das** Fenster.*

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## Aufgeht's Unit 6: In der Stadt 6.4.A

### Dative Case

📖 G2.1, G.2.4, G.1.6.C

📖 S. 200 ("Pronouns"), 202-3\_ ("Case" "Ein-words")

6.4.A.1

The indirect object of a sentence, that is most often the person or object that something is given or done to, is in the Dative case and must take the Dative case endings accordingly, e.g.:

Ich kaufe **dem Vater** eine Krawatte  
Vater kauft **seiner Frau** einen Ring.

Was kaufst du **deinem Bruder**?

You will need to go back to the charts in your *Lehrbuch* and on the CD-ROM and review the Dativ case endings for the der-words (*dem, der, den, etc.*), ein-words (*einem, einer, etc.*), personal pronouns (*ihm, ihr, ihnen, etc.*) and the possessive adjectives (*meinem, deinem, etc.*).

We ask for the Dative indirect object by using the question word **Wem?** (*to whom*)

**Wem** kaufst du eine Jacke?  
**Meinem** Bruder.

*Adventseinkäufe*



Leah searches downtown for holiday gifts for her family members. Read her shopping account and underline all indirect objects in the Dative case. Then answer the questions that follow.

Heute muss ich in viele Geschäfte gehen. Ich kaufe meinem Vater eine Krawatte. Meiner Oma kaufe ich eine Schachtel Schokoladenpralinen. Ich schenke meinem kleinen Bruder Johannes ein rotes Auto. Dem Opa schenke ich ein spannendes Buch. Der Tante Margot schenke ich einen schönen Schal. Ich kaufe meinem Freund einen neuen Pullover. Meinen Cousins kaufe ich Theaterkarten. Und meiner Mutter? Ich schenke ihr Parfüm. Mir selbst kaufe ich heute nichts. Denn ich habe kein Geld mehr übrig.

1. Wem schenkt Leah eine Krawatte?

\_\_\_\_\_ Ihrem Vater \_\_\_\_\_

2. Wem kauft Leah Schokoladenpralinen?

\_\_\_\_\_

3. Wem kauft Leah ein rotes Auto?

\_\_\_\_\_

4. Wem kauft Leah ein spannendes Buch?

\_\_\_\_\_

5. Was kauft Leah ihrer Tante Margot?

\_\_\_\_\_ *Leah kauft **ihr** einen schönen Schal* \_\_\_\_\_

6. Was kauft Leah ihrem Freund?

\_\_\_\_\_

7. Was kauft Leah ihren Cousins?

\_\_\_\_\_

8. Was kauft Leah ihrer Mutter?

\_\_\_\_\_

*Und Sie? Was kaufen Sie Ihrer Familie?*

1. Was kaufen Sie Ihrem Vater?

*Ich kaufe **ihm*** \_\_\_\_\_.

6.4.A.2.

2. Was kaufen Sie Ihrer Mutter?

\_\_\_\_\_.

3. Was kaufen Sie Ihren Freunden?

\_\_\_\_\_.

4. Was kaufen Sie Ihrem Deutschlehrer?

\_\_\_\_\_.

5. Wem kaufen Sie eine Musik-CD?

*Ich kaufe **meinem/meiner/meinem*** \_\_\_\_\_ *eine Musik-CD.*

6. Wem kaufen Sie Kleidung?

\_\_\_\_\_.

7. Wem kaufen Sie Schmuck?

\_\_\_\_\_.

8. Wem kaufen Sie nichts?

\_\_\_\_\_.

### 6.4.A.3

#### Die Sterntaler: Ein Märchen



In their shop window, the bookstore “Die Eule” in Konstanz is displaying fairy tale books by the Brothers Grimm.

Read the following tale about a girl giving away all her possessions and insert either the accusative or the dative direct and indirect articles, personal and possessive pronouns.

*Beispiel: Das Kind sah **einen** alten Mann. Das Kind gab **dem** Mann **seine** Jacke.*

**153:**

#### **Die Sterntaler—frei nach den Brüdern Grimm**

Es war einmal ein kleines Mädchen. Seine Eltern waren tot, und darum war es arm und hatte kein Bettchen mehr, nur noch die Kleider an seinem Leib und ein kleines Stück Brot in der Hand. Es war aber gut und fromm\_.

*\_pious*

Das Kind sah \_\_\_\_\_ alten hungrigen Mann. Das Kind gab \_\_\_\_\_ Mann \_\_\_\_\_ Brot (n). Der Mann gab \_\_\_\_\_ Kind seinen Segen. Dann

traf das Kind \_\_\_\_\_ kleinen frierenden\_ Jungen. Das Kind gab \_\_\_\_\_ Jungen

\_\_\_\_\_ Hut (m). Der Junge gab \_\_\_\_\_ Kind seinen Segen\_.

*\_freezing  
\_give one's  
\_blessing*

\_\_\_\_\_ kleines frierendes Mädchen. Das Kind schenkte \_\_\_\_\_ kleinen Mädchen

Jacke (f). Das Mädchen freute sich und gab

\_\_\_\_\_ Kind seinen Segen.

\_\_\_\_\_ Jacke (f). Das Mädchen freute sich und gab \_\_\_\_\_ Kind seinen Segen.  
Dann kam das Kind in einen dunklen Wald. Es sah \_\_\_\_\_ kleinen Jungen ohne Hemd.  
Das Kind zog \_\_\_\_\_ Hemd (n) aus und gab es \_\_\_\_\_ kleinen Jungen. Und wie das  
Kind so dastand und nichts mehr hatte, fielen auf einmal die Sterne\_ vom Himmel, und es waren  
viele goldene Taler\_. Und das Kind hatte auch ein neues Hemd an. Das Kind nahm die Taler und  
war von nun an nicht mehr arm. Es lebte glücklich bis an sein Ende.

*\_stars \_coins*

# Auf geht's Unit 6: In der Stadt 6.4.B

## Review

1.4.B.1

Before you walk into the test, assure yourself you know the Grammar and content material and the corresponding vocabulary presented in Unit 6 on the Interactive and the *Lehrbuch*. You should be able to convince yourself that you do know how Germans make polite request; how they state what they know, don't know, believe and why; how they talk about the location and motion of people and objects; how they talk about what they are giving to or doing to other persons and objects. You also should be aware of some of the nuts and bolts underpinning these interactions. By now, you should know:

- the various Dative prepositions
- subordinating conjunctions and word order of subordinate clauses
- the formal and informal Imperative
- the two-way-prepositions and the Accusative and Dative cases
- the Dative case endings

Go through the grammar homework exercises and fill out the following self-assessment. How well do you think you grasp the following grammar essentials?

5 = I can ace this.

3 = I could study another 2 hours and strengthen my mastery.

0 = I have no clue. I need to find help, pronto!

	I know: The various Dative prepositions.				
1	2	3	4	5	
<hr/>					
	I know: The subordinating conjunctions and the word order of sub. clauses				
1	2	3	4	5	
<hr/>					
	I know: The rules of the formal and informal Imperative like <i>sein</i> and <i>haben</i> .				
1	2	3	4	5	
<hr/>					
	I know: The two-way-prepositions and the Accusative and Dative cases				
1	2	3	4	5	
<hr/>					
	I know: The Dative case endings.				
1	2	3	4	5	
<hr/>					
	I know: The cultural content and vocabulary of Unit 6.				
1	2	3	4	5	

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# Auf geht's Unit 7: Bildung 7.1.A

## Chapter Overview of Grammar

In this unit we focus on reviewing key grammar points learned in German 101 in order to make sure you are up to speed for German 102. We will also introduce a couple new grammar points to keep you on your toes. The grammatical nuts and bolts we'll need to achieve our goals this unit this include:

- How to recognize and differentiate the nominative and accusative cases;
- How to speak about the past by using the imperfect and perfect tense of *haben* and *sein*;
- How to use modal verbs in present tense;
- How to work with the dative case and dative prepositions;
- How to use personal pronouns; and
- How to describe things with adjectives in the accusative case.

We will also learn for the first time...

- How to use modal verbs in the imperfect tense and
- How to speak about the future using "*werden*."

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## Review of the imperfect tense of *haben* & *sein*

📖 G.5.6, 5.G.1, G.2.3, G.7.2  
📖 S. 206, 208, 210 ("Narrative Past")

### 7.1.A.1.

The imperfect tense (AKA narrative past or simple past) is most often used in written German. However, the exceptions to this rule are the verbs *sein* and *haben*. These verbs are most often used in spoken German when talking about past events. To make the imperfect tense out of the infinitive form of the verbs *sein* and *haben*, we just need to make a few spelling changes:

**sein → waren**

**haben → hatten**

From here, we just conjugate these tweaked forms according to the two paradigms on page 206 in the workbook.

#### *sein* (Paradigm 1)

ich **war**  
du **warst**  
er, sie, es **war**

wir **waren**  
ihr **wart**  
sie, Sie **waren**

#### *haben* (Paradigm 2)

ich **hatte**  
du **hattest**  
er, sie, es **hatte**

wir **hatten**  
ihr **hattet**  
sie, Sie **hatten**

Now take a look at the discussion below between two Germans describing their elementary schools and fill in the blanks using the imperfect of *haben* or *sein*.



Lena: Meine Grundschule \_\_\_\_\_ sehr groß. \_\_\_\_\_ deine Grundschule auch groß?

Philip: Nein, meine Grundschule \_\_\_\_\_ sehr klein. Wir \_\_\_\_\_ eine kleine Turnhalle (*gym*) und die Schule \_\_\_\_\_ auch einen Spielplatz.

Lena: Einen Spielplatz? Toll! Wir \_\_\_\_\_ keinen Spielplatz, aber unsere Turnhalle \_\_\_\_\_ groß. Ich \_\_\_\_\_ sehr sportlich. \_\_\_\_\_ du auch sportlich?

Philip: Nein, aber ich \_\_\_\_\_ musikalisch.

### 7.1.A.2

Being in elementary school seems like forever ago! You have probably changed a lot since then. What were you like as a child? Look at the yes/no questions below and answer questions using the imperfect.



1. Warst du als Kind sportlich?

\_\_\_\_\_

2. Hattest du viele Freunde?

\_\_\_\_\_

3. Warst du in einem Sportverein?

\_\_\_\_\_

4. Hattest du ein Haustier?

\_\_\_\_\_

### 7.1.A.3

Thinking back to your first day of school probably brings back many memories. For German children, their memories of the first day of school probably centers around receiving their *Schultüte* and using their *Ranzen* for the first time. Check out the interviews with Mike, Moritz, Nadine and Evi on the Interactive (7.1.4). Write one sentence about each of their first days at school using the imperfect of *sein* or *haben*. Some words that might help with this task are listed below.



**der Ranzen   die Lehrer   die Eltern   die Schultüte**

**die Ahnung (*recollection*)   viele Klassenkameraden   Spaß (*fun*)**

**groß   klein   neu   nett   nervös**

Mike: \_\_\_\_\_  
\_\_\_\_\_



Moritz: \_\_\_\_\_  
\_\_\_\_\_

Nadine: \_\_\_\_\_  
\_\_\_\_\_

Evi: \_\_\_\_\_  
\_\_\_\_\_

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### Review of the cases: nominative and accusative

 G.2.2, G.2.3  
 S. 200 (“Nouns”) + 202 (“Case and determiners”) + S. 214 (“Prepositions”)

#### 7.1.A.4

Let’s review the nominative and accusative cases. As you may remember from first semester German, the nominative case is just another technical term for the subject of a sentence. In other words, it refers to the person, thing or idea (i.e., a noun) that does something in the sentence.

Unlike English, German “marks” the case of every noun in a sentence by making slight changes to the article that precedes it. For nouns that appear as the direct object of a sentence—direct objects are what subjects act on—the marker says “accusative.” Look at the chart below and see how *only* the articles of masculine nouns in the accusative case show this mark. Every other article in the accusative looks unchanged but does in fact say “accusative” in the context of a full sentence!



So to sum up:

Gender	Definite Articles	Indefinite Articles
	Nom → Acc.	Nom. → Acc.
Masculine	der → <b>den</b>	ein → <b>einen</b>
Feminine	die → die	eine → eine
Neuter	das → das	ein → ein
Plural	die → die	eine → eine

Easy enough, right?

Let practice. You are packing your *Ranzen* for the first day of school. What do you already have (*haben*) and what do you still need (*brauchen*)? Look at the dehydrated sentences below and write out complete sentences, paying attention to the accusative case.

1. Ich – haben – der Ranzen

---

2. Ich – brauchen – der Bleistift

---

3. Ich – brauchen – das Heft

---

4. Ich – haben – die Schere

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### 7.1.A.5



Now, let's see if you can put the accusative case together with the Imperfect tense! Describe a friend or teacher you had in elementary school. What was she/he like? What did they look like? In the space below, describe this person using the Imperfect of "haben" and "sein" and the accusative case, when needed. Below are some ideas to get you started. Write 3-4 sentences.

**die Freundin    der Freund    der Lehrer    die Lehrerin    die Klasse**

**schön    sportlich    freundlich    die Haare    die Augen**

Beispiel: Meine beste Freundin war sehr nett. Sie hatte ....

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## Auf geht's Unit 7: Bildung 7.2.A

### Review of the present perfect (Perfekt) and possessive pronouns

📖 G.5.3, G.5.4, G.3.3  
📖 S. 208, 210 ("Conversational Past"), 203

#### 7.2.A.1

The present perfect tense (AKA the conversational past) is used most often in spoken German to talk about past events. The perfect tense consists of two parts: 1) the conjugated form of "haben" or "sein" (the helping verb) and 2) the past participle form of the verb being used to describe past events. When comparing English examples with German equivalents, you'll see that German is not so different.

He has worked. → Er hat **ge**arbeit**et**. (arbeiten)  
She has studied. → Sie hat **ge**lern**t**. (lernen)  
They have cooked. → Sie haben **ge**koch**t**. (kochen)



As you can see above, the helping verb (*haben* or *sein*) always appears in the second position and is conjugated to match the subject. The past participle appears at the end of the sentence and always stays the same, regardless of subject. The past participle is easy to make. Take the stem of an infinitive verb (in other words, drop the "en" ending!) and add a "ge" prefix and a "t" or "et" suffix.

Complete Tobias's statement about a day at his high school in Germany. See if you can complete the sentences using the present perfect of the following six weak verbs.

spielen • machen • arbeiten • putzen • hören • lernen



Gestern habe ich Basketball \_\_\_\_\_ . Ich habe auch meine Hausaufgaben \_\_\_\_\_ und ich habe für eine Prüfung \_\_\_\_\_. Abends habe ich im Supermarkt drei Stunden \_\_\_\_\_. Danach war ich sehr müde aber ich habe noch Musik \_\_\_\_\_ und ich habe mein Zimmer \_\_\_\_\_, weil es sehr dreckig war.

#### 7.2.A.2



Unfortunately, the present perfect isn't so easy as the last exercise lets on. Truth be told, all verbs are not the same. The six you practiced above belong to one of three groups. They, the **weak verbs**, are the easiest. There are also **strong verbs** and **mixed verbs**. What does this mean for you? It means you need to memorize which verbs belong to which group, because each group follows a different blueprint for constructing the past participle. It's also likely that some strong and mixed verbs take *sein* as their helping verb and not *haben*.

Let's look at **strong verbs**. Strong verbs take either *sein* or *haben* and the past participle of a verb. The past participle follows the following blueprint:

**ge** + verb stem + **en**



7.2.A.3

Nadine was talking with her mother about her *Gymnasium* experience in the past tense. Can you fix her statements so that they appear correctly in the present perfect? Pay attention to whether to use *sein* or *haben* and whether they are strong or weak verbs.

Beispiel: Nadine sagt. → Nadine hat gesagt.

Ich gehen oft mit Freunden in die Kneipe.

---

In der Kneipe trinke ich gern Wein.

---



Abends spiele ich oft Karten mit meiner Schwester.

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Ich fahre oft mit dem Zug nach Berlin.

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Meine beste Freundin wohnt nämlich in Berlin.

---

In Berlin schreibe ich Postkarten an meine Freunde.

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In Berlin gehe ich mit ihr in die Diskothek.

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7.2.A.4

Wait, the complications are not over! There is a third small group of verbs that have characteristics of regular and irregular verbs. They are called **mixed verbs**. We need to keep track of this messy bunch, too. Again, the trick is remembering which helping verb (*haben* or *sein*) to use and how to construct the past participle. For mixed verbs, formation of the the past participle follows this blueprint:

**ge** + changed stem + **t**

Some examples of this are:

bringen → Ich habe **ge**bracht**t**.  
denken → Ich habe **ge**dacht**t**.  
kennen → Ich habe **ge**kann**t**.  
wissen → Ich habe **ge**wusst**t**.

Not mixed verbs but certainly deserving our special attention, separable-prefix verbs also follow their own rule. To form the past participle of these verbs, simply insert the “ge” between the prefix and the stem. Because separable-prefix verbs can be weak or strong, their stems may or may not change and then suffix may be “t” or “en.” They too can take either *sein* or *haben* as their helping verb.

fernsehen → Ich habe ferngesehen.  
aufstehen → Ich bin aufgestanden.  
einschlafen → Ich bin eingeschlafen.

And finally, the last group we need to know is verbs that end in “-ieren”. For these verbs, do not add the **ge-** to the past participle of these verbs.

studieren → Ich habe studiert.  
reparieren → Ich habe repariert.  
probieren → Ich habe probiert.

Ready to try these out? Look at the text below in which Moritz describes a day spent with his girlfriend Julia. See if you can complete the sentences using the information you just learned. The verb that should be used is in brackets.



Ich habe heute Morgen mit Julia \_\_\_\_\_ (telefonieren). Sie hat heute  
\_\_\_\_\_ (ausschlafen) und hatte deswegen viel Energie! Ich habe sie  
\_\_\_\_\_ (abholen) und wir haben zusammen \_\_\_\_\_ (trainieren) und  
sind auch joggen \_\_\_\_\_ (gehen). Joggen macht Spaß! Letztes Mal sind wir  
\_\_\_\_\_ (rennen) und das war sehr schwer. Joggen ist besser! Danach haben wir ein  
neues Restaurant \_\_\_\_\_ (ausprobieren). Das Essen war sehr lecker.  
Abends habe ich Julia nach Hause \_\_\_\_\_ (bringen).

---

### 7.2.A.5

You now know all you need to know about the present perfect. Let's see how well you've mastered this! Using the verbs below, write out 5 sentences about your old routine in high school and what you liked to do. Feel free to be creative!

**Weak verbs:** spielen machen arbeiten kaufen kochen fragen

**Strong verbs:** singen fahren laufen gehen essen schlafen

**Other verbs:** ausschlafen aufwachen studieren probieren bringen denken

Beispiel: Ich habe oft ausgeschlafen und ....

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7.2.A.6

The last thing that we need to review in this section is possessive articles. Simply put, possessive articles are used to show whose stuff it is you are talking about. In other words: That's **my** chocolate!

The first thing you need to commit to memory is the possessives themselves. Here they are next to their cousins, the personal pronouns. Looks a bit like English, doesn't it?

Personal Pronouns	Possessive Pronouns
ich ( <i>I</i> )	mein ( <i>my</i> )
du ( <i>you</i> )	dein ( <i>your</i> )
er ( <i>he</i> )	sein ( <i>his</i> )
sie ( <i>she</i> )	ihr ( <i>her</i> )
es ( <i>it</i> )	sein ( <i>its</i> )
wir ( <i>we</i> )	unser ( <i>our</i> )
ihr ( <i>you plural</i> )	euer ( <i>your</i> )
sie ( <i>they</i> )	ihr ( <i>their</i> )
Sie ( <i>you formal</i> )	Ihr ( <i>your</i> )

Possessive pronouns take endings that change depending on the gender of the person, thing or idea they relate to and what case they are being used in.

Here is the chart we can start out with. Keep your eye on the endings!

	masculine	feminine	neuter	plural
nominative	mein	meine	mein	meine
accusative	meinen	meine	mein	meine

You will see that a lot of the endings mirror what happens to the definite article as well.

Here are a few examples:

die Mutter

Nominative: **Meine Mutter** ist klug.  
 Accusative: Ich finde **meine Mutter** klug.

der Vater

Nominative: **Mein Vater** ist stark.  
 Accusative: Ich finde **meinen Vater** stark.



Evi and Mike meet up at school after the summer holiday and have the following conversation. Fill in the possessive pronouns. Be sure to add the correct ending!

Mike: Hei Evi! Wie ist \_\_\_\_\_ Stundenplan (mask.) für das Wintersemester?

Evi: Super gut! Ich bin echt gespannt! Ich mache Englisch, Französisch, Darstellendes Spiel, und Mathe.

Mike: Ich suche Tobias. Hast du (*his*) \_\_\_\_\_ Telefonnummer (fem.)?

Evi: Nein, aber (*my*) \_\_\_\_\_ Telefonnummer ist 765 32 98.

Mike: Danke. Aber ich brauche \_\_\_\_\_ Hilfe (fem.) in meinem NW Kurs. Weißt du wo die Christine ist?

Evi: Sie macht jetzt \_\_\_\_\_ Kunstkurs (mask.).

Mike: Scheiße. Sie ist auch klug. Kannst du mir vielleicht helfen?



7.1.A.7

Now think up of three questions, one for two students from your German class and a third for your German instructor. Ask them about such things as their schedule (*der Stundenplan*), their dormitory room (*das Zimmer*), their cell phone number (*die Telefonnummer*), or their address (*die Adresse*). Pretend you know everything and write out the answers, too.

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## Auf geht's Unit 7: Smalltalk 7.2.B

### Review of modal verbs and modal verbs in the imperfect

G.5.5  
 S. 206 ("Paradigms") + S. 207 ("Modal Verbs")

7.2.B.1

As you may remember from German 101, modal verbs are used to describe an attitude or desire to do something. Modal verbs modify the meaning of the original verb of a sentence. Let's look at an English sentence and its German equivalent.

I would like to go to the prom. → Ich **möchte** zum Abiball gehen.

See how the modal appears in the second position where the conjugated verb *gehe* would appear if there were no modal? See how the original verb *gehen* now appears in its infinitive form at the end of the sentence?

German has many modal verbs that we need to learn. They are:

**können** (to be able to), **müssen** (to have to), **wollen** (to want to), **dürfen** (to be allowed to), **mögen** (to like to), **möchten** (would like to), **sollen** (ought to)

Let's practice with **können**, **müssen** and **wollen** first. Read the sentences below about Stefan's, Anike's, Moritz's, and Nadine's typical Wednesdays at school. (For a little help, see □ 7.2.6.)

- 1) Stefan ist faul. Er \_\_\_\_\_ nur 6 anstatt 9 Stunden Kurse machen.
- 2) Moritz findet Mittwoch immer stressig, denn er \_\_\_\_\_ nicht 2 Stunden Spanisch machen.
- 3) Nadine \_\_\_\_\_ nur schwierig Spanisch von Französisch unterscheiden (*differentiate*).
- 4) Anike \_\_\_\_\_ Englisch in ihrem Biologiekurs sprechen.



Now let's practice with **dürfen**, **sollen**, **möchten**. Read the text about what high school students in Germany and see if you can add the missing modal verb to the sentences. (For a little help, see □ 7.2.7.E.)

- 5) Der Abiball \_\_\_\_\_ der schönste Augenblick für alle Schüler sein, die ihr Abitur gemacht haben.
- 6) Sie \_\_\_\_\_ endlich ihr Zeugnis bekommen. Sie sind sehr aufgeregt.
- 7) In der Abizeitung \_\_\_\_\_ die Schüler ihre Lehrer kritisieren.
- 8) Der Biologielehrer sagt, "Ich \_\_\_\_\_ ihnen eine gute Zukunft wünschen."

7.2.B.2



What about you? Now that you are in college, what are you allowed to do? What should you do? What do you dream of doing someday? Please write 3-4 sentences using the modal verbs listed above. Some words that might help you with this:

- eine Reise machen   ein Jahr in Deutschland studieren   viel lernen   aufräumen   meine Familie besuchen   Alkohol trinken   Kaffee trinken  
ein Instrument spielen   gut kochen

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7.2.B.3

Now that you have learned how to use modal verbs in present tense, let's learn about how to use modals in the past tense. Above we learned that when Germans speak about the past, they often use the perfect tense. The exception to this is the verbs *sein* and *haben*, which are most commonly used in the imperfect. Modal verbs fall into this category, too.

Let's look at how they are formed in the imperfect:

Verb stem + **ü** + Paradigm 1 endings (page 206 in your workbook)

	Modal Endings		Modal Endings
ich	-e	wir	-en
du	-est	ihr	-et
er, sie, es	-e	Sie / Sie	-en

Remember to keep in mind that if a modal verb has an umlaut in the infinite form, drop the umlaut in the simple past. Here are a couple of examples:

Wir **können**. → Wir **konnten**.  
Sie **dürfen**. → Sie **durften**.

Let's get to work. Match the modal verbs in their infinitive forms (left column) to the correct imperfect form of the simple past (right column).

dürfen

ich musste

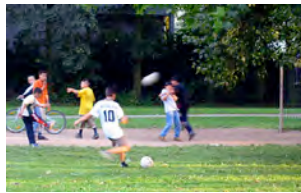
können	ich wollte
möchten	ich sollte
müssen	ich durfte
sollen	ich mochte
wollen	ich konnte

7.2.B.4

Now take a look at these pictures below. When you were in high school, did you want to do any of these things? Did you have to do them? Allowed to do them? Using modal verbs in the simple past, write out complete sentences for each picture below.



eine Zugreise machen



Fußball spielen



zum Abiball gehen



Karten spielen



taglich zur Backerei gehen

7.2.B.5



When you think about your time at college up until this point, how do you feel about it? Were there things you wanted to do, but perhaps didn't? Things you had to do, but perhaps didn't want to? Things you knew you should have done but chose to do something else instead? Using modal verbs in the simple past, write 2-3 sentences about how college life has been so far. Use the following prompt to get your started:

Ich wollte oft mit Freunden Spa haben, aber ich musste lernen. Ich .....

Four horizontal lines for writing the response.

Auf geht's Unit 7: Bildung 7.3.A

Review of the dative case and personal pronouns

G.2.4, G.7.3, G.1.5  
S. 200 ("Pronouns") + S. 202 ("Case and determiners")

7.3.A.1 In grammar homework section 7.1.A we reviewed the nominative and accusative case. The next most important case for us to review is the dative case. It refers to nouns—they are called "indirect objects" here—in a sentence that literally and figuratively appear between the subject and object of a sentence. Underline the indirect object in the following 3 English sentences.

I gave my mother a diamond for Christmas.

Santa Claus gave my sister a lump of coal.

Dad bought me a crappy used car.

As you see, the indirect object indicates to whom or for whom something is done and is therefore almost always a person. In German the indirect object is signaled by the dative case. The definite and indefinite articles, as well as the plural, all change in the dative case. The dative also affects personal pronouns, which we will review in just a moment.

Check out this chart for how definite articles change in the dative case:

Definite Articles in the Nominative Case	Definite Articles in the Dative Case
der	dem
die	der
das	dem
die	den

If you now compare this chart with the charts in your workbook (pages 202 and 203), you'll see how this chart is much like what happens to *der*-words and *ein*-words in the dative case.

The question to always need keep in mind is the question word **Wem?** (*for whom*). If you see **Wem** (notice the M!), then know that your answer should include the dative case.

Let's practice this by answering the questions below. Be sure to add for whom you are doing the action.

die Mutter    die Schwester    der Vater    der Bruder    die Freundin

Wem kaufst du die Orangen?

---

Wem kaufst du eine Hose?

---

Wem schenkst du einen iPod?

---

Wem schickst du einen Brief?

---

---

7.3.A.2 Let's do one more exercise. Answer the questions below.

Was schenkst du deiner Mutter zum Geburtstag?

---

Was schenkst du deinem Bruder zu Weihnachten?

---

Was schenkst du deinen Eltern zum Jahrestag (*anniversary*)?

---

Was schenkst du deinem Haustier?

---

7.3.A.3 You know what personal pronouns are, right? I, you, he, she, it are the first handful of such pronouns in the nominative case that you should recognize in English. You should also be able to use the German equivalents in your sleep by now. But do you know the personal pronouns in the accusative and dative cases?

Personal Pronouns in the Nominative	Personal Pronouns in the Accusative	Personal Pronouns in the Dative
ich	mich ( <i>me</i> )	mir ( <i>me</i> )
du	dich ( <i>you</i> )	dir ( <i>you</i> )
er	ihn ( <i>him</i> )	ihm ( <i>him</i> )
es	es ( <i>it</i> )	ihm ( <i>it</i> )
sie	sie ( <i>her</i> )	ihr ( <i>her</i> )
wir	uns ( <i>us</i> )	uns ( <i>us</i> )
ihr	euch ( <i>you plural</i> )	euch ( <i>you</i> )
sie	sie ( <i>them</i> )	ihnen ( <i>them</i> )

Personal pronouns cannot only be used to talk about people but also things. So for example, if you were talking about a novel (*der Roman*, a masculine noun) in German, you wouldn't talk about **it** (*es*). Rather, you'd talk about him (*ihn*).

**der Roman → ihn**  
Ich lese **den** Roman von Salman Rushdie.  
Ich lese **ihn**.

Let's quickly complete a few practice sentences. Rewrite the sentences using a personal pronoun.

- 1) Ich liebe den Strand. \_\_\_\_\_
- 2) Ich liebe die Universität. \_\_\_\_\_
- 3) Ich finde das Hemd schön. \_\_\_\_\_

For the Dative, remember that it always answers to the question *wem?* (*for whom* or *to whom?*). This applies to the personal pronouns as well. For example:

der Onkel → ihm  
Ich schenke ihm den Roman von Salman Rushdie.  
**Wem** schenkst du ihn? **Ihm**.

We also need to keep word order in mind when using personal pronouns in the dative. As usual, the dative case should appear immediately after the verb in the second position. See:

Ich kaufe meinem Vater Blumen.  
Ich kaufe ihm Blumen.

Let's practice. Rewrite the sentences below using personal pronouns.

Ich kaufe meiner Mutter ein Auto.

---

Ich kaufe meinen Geschwistern einen Fernseher.

---

Ich kaufe meinem Onkel einen Computer.

---

Ich kaufe meinem Kind ein Fahrrad.

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- 
- 7.3.A.4 Write the correct accusative or dative personal pronoun in German either above the underlined words or in the blanks.

Ich heie Jens und studiere an der Universitt Freiburg. Meine Tagesroutine ist sehr anstrengend. Jeden Tag stehe ich mit meiner Freundin um 7 Uhr auf. Ich mache meiner Freundin Frhstck. Ich gehe zur Uni um 8 und lese Biologiebcher im Cafe. Ich finde Biologiebcher sehr kompliziert und langweilig. Ich finde meinen Professor aber extrem nett. Ich besuche meinen Professor jede Woche in seiner Sprechstunde (*office hours*). Er gibt \_\_\_\_\_ (*me*) gute Ideen und Hilfe. Ich mag \_\_\_\_\_ (*him*) sehr. Aber meine Freunde finden \_\_\_\_\_ (*him*) furchtbar. Nach meinem Seminar arbeite ich vier Stunden im Cafe. Ich schulde (*owe*) meinen Eltern das Geld fr mein Studium. Ich gebe \_\_\_\_\_ (*them*) € 100 pro Monat.

- 
- 7.3.A.5 Let's bring it all together! Read the sentences below and replace the underlined words with a personal pronoun, paying attention to whether it requires the dative or accusative case.

Ich liebe meine Mutter. \_\_\_\_\_

Ich kaufe meiner Mutter oft Blumen. \_\_\_\_\_

Ich schulde meinem Vater viel Geld. \_\_\_\_\_

Ich habe das Studium 2005 angefangen. \_\_\_\_\_

Ich kenne meinen Freund Jens schon seit drei Jahren. \_\_\_\_\_

Er findet meine Familie auch toll. \_\_\_\_\_

## Auf geht's Unit 7: Bildung 7.3.B

### Adjective Endings

G.4.1

7.3.B.1

As you already know, nouns and their determiners must clarify gender (masculine? feminine? neuter?), case, (nominative? accusative? dative?) and number (singular? plural?) In English we rarely, if at all, have to give thought to all these factors. German requires that we keep all this information in mind. These markers are especially important when we use adjectives to describe things in German.

In English we can say, *I have a brown dog and a black cat*. Look and see what happens to the German adjectives *braun* and *schwarz* in the German translation:

Ich habe einen braunen Hund und eine schwarze Katze.

See how the adjectives take endings? See how the endings match the indefinite articles that precede them? Adjectives that precede nouns must include an ending that conforms to the noun's gender, case, and number. The good news is that when we're describing nouns in the accusative case, there are only three possible endings, "e," "es" or "en."

Let's look at the paradigm of how this works:

	masculine	feminine	neuter	plural
w/definite article (der/die/das)	-en *	-e	-e	-en
w/indefinite article (ein/eine/ein)	-en	-e	-es †	-en
w/out an article	-en	-e	-es	-e °

Here are some examples of the endings in use from the above chart:

- \* Ich finde den braunen Hund schön.
- † Ich sehe ein weinendes Baby.
- ° Ich esse alte Eier ungerne.

Now it's your turn to try this out! Look at the multiple choice questions below and select the correct answer.

1. Ich kaufe \_\_\_\_\_ bei Kaufhof nicht.
  - a. die rote Hose
  - b. die rot Hose
  - c. die rotes Hose
2. Ich trage \_\_\_\_\_ jeden Tag.
  - a. das gelbes Hemd
  - b. das gelbe Hemd
  - c. das gelb Hemd
3. Ich finde \_\_\_\_\_ besonders hässlich.

- a. einer grüner Mantel
- b. ein grünes Mantel
- c. einen grünen Mantel

4. Ich trage \_\_\_\_\_ nur am Sonntag.
- a. schwarze Schuhe
  - b. schwarzen Schuhe
  - c. schwarzes Schuhe

7.3.B.2

Good job! Look at the picture below. What do you see? Describe the colors of clothing and other items you find noteworthy. Write 3-4 sentences and be sure to begin your sentences with, *Ich sehe...*

Here are some words that might come in handy:

Luftballons    die Jacket    das Hemd    eine Hose    ein Pulli (*der*)




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7.3.B.3

Look around campus! There are probably lots of people around you. Describe three people that you see including what color clothes they are wearing.

Auf dem Campus sehe ich... \_\_\_\_\_

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## Auf geht's Unit 7: Bildung 7.4.A

### Futur I (*werden*)

7.4.A.1

You have already mastered the present tense and have begun to master two past tenses, the simple past (*Imperfekt*) of *sein* and *waren* as well as the present perfect (*Perfekt*) for all verbs. We now will learn how to talk about events in the future.

German can talk about the future in one of two ways. The first is simple and requires merely the addition of an adverb of time into a sentence. Check it out:

Ich gehe zur Uni. → **Morgen** gehe ich zur Uni.

The other approach is to add the verb *werden* to your sentence. *Werden* means “to become” but it also means “will,” as in, I will get my homework done. Here are a few examples in German:

Ich gehe zur Uni. → Ich **werde** zur Uni gehen.

The future tense indicates that an action will take place sometime in the future. It is formed by using the helping verb “*werden*” (to become), conjugated in the present tense to match the subject, and the infinitive of the main verb, which stays the same regardless of subject and is placed at the end of the sentence. Here’s the blueprint:

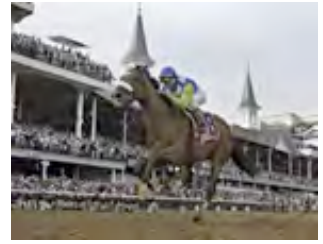
**werden + infinitive of verb**

There is one exception to this. If you are putting together a sentence in which *werden* is also the main verb, you do not need to repeat it at the end of the sentence. It just drops off.

Ich **werde** 21 Jahre alt. (*I’m turning 21.* Or more literally, *I am becoming 21 years old.*)

Es **wird** kalt. (*It’s getting cold.* Or more literally, *It is becoming cold.*)

Let’s start practicing this! Connect the picture with the statement.



1. Er wird nach Washington D.C. umziehen (*to move*).
  2. Er wird eine neue Firma aufmachen (*to open*).
  3. Sie werden eine neue CD aufnehmen (*to record*).
  4. Es wird das Kentucky Derby gewinnen.
-

7.4.A.2

Read the text below and answer the corresponding questions.

Morgens werde ich pünktlich aufstehen. Ich werde sofort duschen. Ich werde zur Uni gehen und ich werde nachmittags meine Bücher lesen und meine Hausaufgaben machen. Danach werde ich ins Fitnessstudio gehen. Zu Hause werde ich aufräumen und ich werde auch ein schönes Abendessen kochen. Abends werde ich in die Disko gehen.

1. Was wird sie morgens machen?
2. Was wird sie nachmittage machen?
3. Was wird sie zu Hause machen?
4. Was wird sie abends machen?

---

7.4.A.3

Like most of us, you probably day dream about what your future will look like. What are your plans? Professional aspirations? Personal quests? What do you see yourself doing in 5 year? In 10 years? Write 4-5 sentences about your future plans using the future tense.

In fünf Jahren werde ich ... \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Auf geht's* Unit 7: Bildung 7.4.B

**Review**

7.4.B.1

That was a lot of information, I know! Isn't it amazing what all you already know about German grammar?

Make sure you understand all of the grammar that was reviewed in this section. If you don't, review again and talk it over with your T.A. The textbook and the interactive are also valuable resources for reviewing ideas.

By now, you should know:

- that the present perfect is formed using “haben” or “sein” + the ge-verb at the end of the sentence;
- how to use the simple past of “haben” and “sein” and understand when the present perfect is used and when the simple past is used;
- how to conjugate modal verbs both in present tense and simple past;
- the the future tense is formed using “werden” + infinitive of a verb, or just “werden” if werden is also the verb being used;

In addition to committing this grammatical information to memory, you should:

- know the genders of all words in order to correctly apply adjective endings to words;
- know how to discuss ownership of items using possessive pronouns; and
- know what the accusative and dative cases are and when they are used.

Go through the grammar homework exercises and fill out the following self-assessment. How well do you think you grasp the following grammar essentials?

5 = I can ace this.

3 = I could study another 2 hours and strengthen my mastery.

0 = I have no clue. I need to find help, pronto!

I know the difference between accusative and dative.				
1	2	3	4	5
I know the meanings of the possessive pronouns.				
1	2	3	4	5
I know how to conjugate verbs in the present perfect.				
1	2	3	4	5
I know that the simple past is also referred to as the Imperfect (Imperfekt) and Narrative Past.				
1	2	3	4	5
I know that the present perfect is also referred to as the Perfect (Perfekt) and Conversational Past.				
1	2	3	4	5
I know how to describe my wants and needs using modal verbs in present and past tense.				
1	2	3	4	5

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## Auf geht's Unit 8: Europa 8.1.A

### Chapter Overview of Grammar


In this chapter we will focus more on using prepositions, adjectives and a brand new case we've never seen before: the genitive. Aside from a few additional new items (like differentiating the verb *kennen* [to know] from the verb *wissen* [to know]), all the grammar we will focus on in this chapter specializes in creating or qualifying relationships. Here is a breakdown of this chapter's six new grammar points:

- Using the right preposition with select verbs;
- Asking questions using the *wo*-compound and answering them with *da*-compounds;
- Comparing things, people, and ideas using adjectives in the comparative and superlative form;
- Using *wissen* (to know) and *kennen* (to know) correctly;
- Expressing possession using the genitive case; and
- Establishing relationships using genitive prepositions.

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### Verbs with Prepositions

 G.7.4.C

 S. 214-215 ("Prepositions")

#### 8.1.A.1

In this first section we will begin to learn how some verbs have specific relationships with particular prepositions. You should know by now what a verb is and what a preposition is. **Verbs** express action in the sentence; they are what subjects do. Check out the following four bolded examples below:

I **swear**! I **will** never **do** that again! I **promise**!

**Prepositions** are small words that put the subject and verb into very specific spatial and temporal contexts. In other words, they help locate the actors of a sentence in time and space. See:

**EXAMPLE A:** I fell **IN** love.

(Not **out of** love, not **under** love, but **IN** love.)

**EXAMPLE B:** We flew **THROUGH** the clouds.

(Not **before** the clouds, not **in** the clouds, but **THROUGH** the clouds.)

**EXAMPLE C:** We ate lunch **AT** one o'clock.

(Not **around** one o'clock, not **after** one o'clock, but **AT** one o'clock.)

In German 101, we learned about three different kinds of German prepositions:

- Group 1: The 6 prepositions that take nouns after them only the accusative case:  
**durch, für, gegen, ohne, um, bis**
- Group 2: The 8 prepositions that take nouns after them only in the dative case:  
**aus, außer, bei, mit, nach, seit, von, zu**
- Group 3: The 9 prepositions that take nouns after them either in the accusative or dative case depending on whether they together express motion (accusative) or static

location (dative):

**an, auf, hinter, in, neben, über, unter, vor, zwischen**

In order to freshen up on these prepositions and their (oftentimes idiomatic) meanings in English, you might want to read over page 214 in the workbook and then visit the following grammar points on the Interactive: 📖 G.7.1, G.7.2, G.7.3, G.7.4.

Now that we've gotten this far, let's reflect on a little more English. Notice how the following prepositions just seem to naturally match up with the verbs in the following sentences. It's just not possible to substitute the right preposition with another.

**EXAMPLE A:**

I'm **INTERESTED IN** punk rock music.

(Not **interested about** punk,  
not **interested for** punk,  
but **INTERESTED IN** punk.)

**EXAMPLE B:**

We're **THINKING ABOUT** spring break.

(Not **thinking above** break,  
or **thinking next to** break,  
but **THINKING ABOUT** break.)

**EXAMPLE C:**


He is **BORDERING ON** insanity.

(Not **bordering from** insanity,  
not **bordering till** insanity,  
but **BORDERING ON** insanity.)

German is a lot like English insofar as many verbs require particular prepositions. There is no logical reason for why certain prepositions go with certain verbs and, in fact, for native speakers of English some German verb-preposition coupling sound rather funny were they to translate them directly into English. Notice in each case how the preposition requires a specific case for the noun that follows it. You'll need to memorize how these verbs and prepositions fit together:

**Angst haben vor** + (dative case) = *to be afraid of*  
**denken an** + (accusative case) = *to think of* (but NOT *to think about*)  
**grenzen an** + (accusative case) = *to border on*  
**kämpfen um** + (accusative case) = *to fight for*  
**lachen über** + (accusative case) = *to laugh about*  
**teilnehmen an** + (dative case) = *to take part in*  
**träumen von** + (dative case) = *to dream of*  
**warten auf** + (accusative case) = *to wait for*

8.1.A.2

See if you can translate the following sentences about Europe into German. Be sure to correct the sentences that you think are factually wrong. You might want to check out  8.1.4 for a few tips and check out [DICT.LEO.ORG](http://dict.leo.org) in case you need to look up a word.

1. Denmark borders on Switzerland.

\_\_\_\_\_



2. Switzerland takes part in the European Union.

\_\_\_\_\_

3. The European Union is not afraid of the United States.

\_\_\_\_\_

4. Germany laughs about Polish politics.

\_\_\_\_\_

5. Austria dreams of the Italian life.

\_\_\_\_\_

6. Italy is afraid of the German economy.

\_\_\_\_\_

8.1.A.3

Can you think of some stereotypes about the United States that other countries might have? Use four of the eight listed verbs with prepositions in 8.1.A.1 and write some possible examples of such pro- or anti-American stereotypes.



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

## Auf geht's Unit 8: Europa 8.1.B

### New Question Words: *Wo-* & *Da-*Compounds

8.1.B.1 In first-semester German, we learned early on how to ask questions using question words like *was* (what), *wie* (how), *wo* (where), *wer* (who), *warum* (why), and *wann* (when). (For a refresher, see: 📖 G.8.5.)

As with English, there are many more question words that Germans regularly use. Many are compounds that are analogous to English compounds. The only difference here is that German joins the two compound words together in one, while English usually separates them. Notice how the preposition in the question word compound matches the verbs we already practiced in 8.1.A.1!

**What** are you afraid **of**?

**Wovor** hast du Angst? (Wo + vor = Wovor)

**What** are they laughing **about**?

**Worüber** lachen sie? (Wo + r + über = Worüber)

**What** does Germany border **on**?

**Woran** grenzt Deutschland? (Wo + r + an = Woran)

In case you were wondering, the **R** is only inserted in those *wo*-compounds in which two vowels would otherwise butt heads. Can you fill in the following blanks correctly?

wo + um = \_\_\_\_\_

wo + auf = \_\_\_\_\_

8.1.B.2 As you'll see in the workbook (📖 8.1.F) and Interactive (🖱 8.1.2), Germany and France have a long and difficult relationship. Write for each of the following statements a question that would elicit the appropriate information about these two countries. Be sure to follow the example!



EXAMPLE: Das Saarland grenzt **an Frankreich und Deutschland**.

→ **Woran** grenzt das Saarland?

1. Im Dreißigjährigen Krieg haben die Europäer um Politik und Religion gekämpft.

→

2. Um 1800 haben viele Deutschen Angst vor Napoleon gehabt.

→

3. Im Jahre 1866 hat Preußen von einem Kleindeutschland geträumt.

→

4. Nach 1871 hat Frankreich an Revanche (*revenge*) gedacht.

→

5. Nach dem ersten Weltkrieg hat Deutschland an den Verhandlungen in Versailles nicht teilgenommen.

→

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8.1.B.3



It's hardly a secret. Most European nations are, politically speaking, far more "democratic" in the American sense of the word than they are "republican". For this very reason, the 2008 election in America is of particular interest for Europeans. Using the following verbs and accompanying prepositions, write a list of five questions that Germany's newspaper *Die Frankfurter Allgemeine Zeitung* might want to ask 2008 democratic presidential candidate Barack Obama.

**Angst haben vor | denken an | grenzen an | kämpfen um | lachen über |  
teilnehmen an | träumen von | warten auf**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

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8.1.B.4

So what's the difference between those good old-fashioned question words (AKA interrogative pronouns) we learned in first-semester German and these new ones? Now that you have a sense of how *wo*-compounds work, you'll need to keep in mind that when you're working with verbs that require specific prepositions like the ones above you already need to use a *wo*-compound and not an interrogative pronoun. When there's no verb-preposition connection involved, then go the old-fashioned route.



Keep in mind that when talking about people you should not use a *wo*-compound.

QUESTION: **Über wen** lachst du?

ANSWER: Ich lache **über ihn**.

QUESTION: Über wen?

ANSWER: Über Harald Schmidt!

(WWW.HARALDSCHMIDT.T-ONLINE.DE)

8.1.B.5

For every *wo*-compound there's a *da*-compound. Think of *da*-compounds as a quick and dirty way to answer questions that begin with *wo*-compounds. In fact, they're not too different than English. Check out the following English example and its German equivalent:

QUESTION: What are you waiting for?

ANSWER: I'm waiting for it.

QUESTION: For what?

ANSWER: It! You know what I mean.

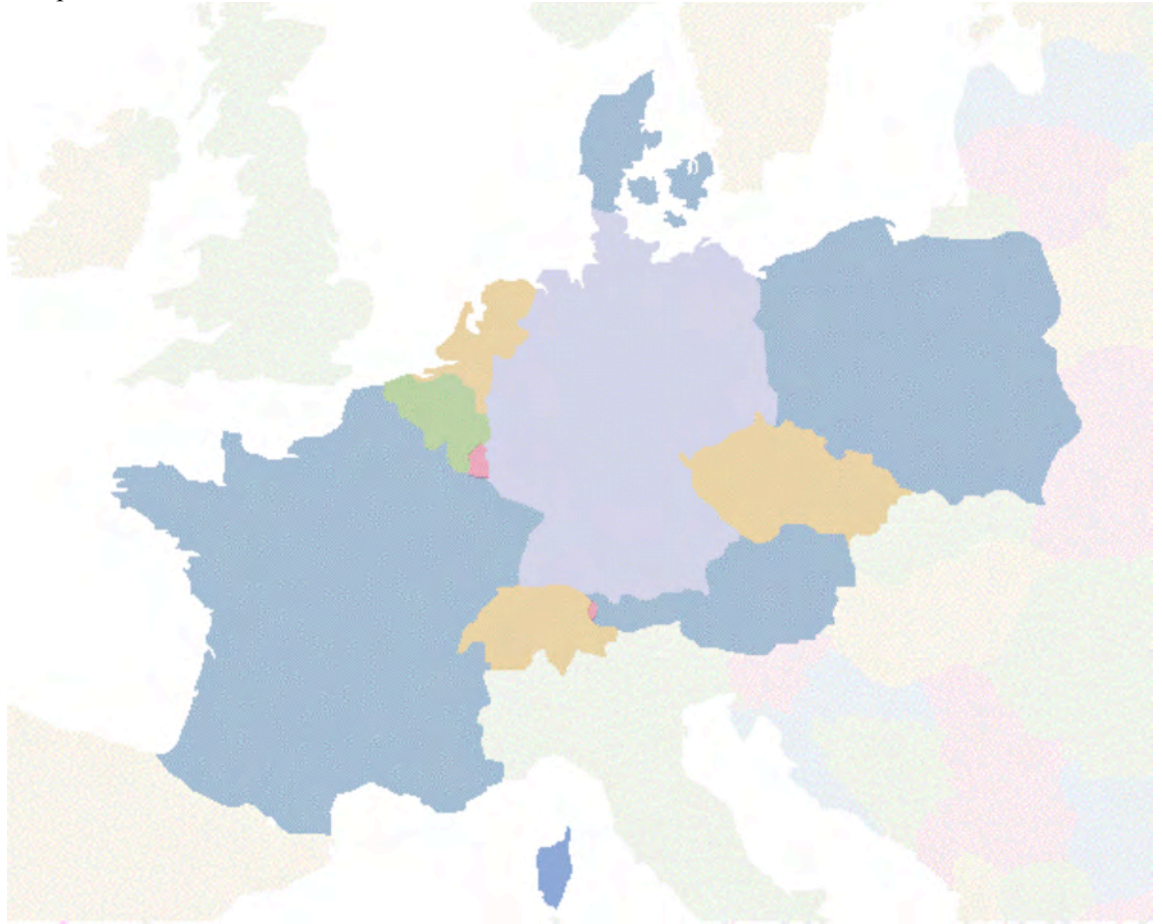
FRAGE: **Worauf** wartest du?

ANTWORT: Ich warte **darauf**.

FRAGE: **Worauf?**

ANTWORT: **Darauf!** Du weisst, was ich meine.

Which country are we talking about? Draw arrows from the following sentences containing *da*-compounds to the correct countries.



1. Spanien und Belgien liegen **daran**.
2. Italien und Tschechien liegen **daran**.
3. Dänmark und die Niederlande liegen **daran**.
4. Liechtenstein und Frankreich liegen **daran**.
5. Deutschland und Polen liegen **daran**.

8.1.B.6

*Da*-compounds are also often used with plain old prepositional phrases.

EXAMPLE: Frankreich war **gegen die deutsche Wiedervereinigung**.  
→ Frankreich ist **dagegen**.

As above, the *da*-compound is shorthand for the entire “preposition + pronoun” construction. Can you come up with the *da*-compounds for the following prepositions?

EXAMPLE: für → dafür

um → \_\_\_\_\_

von → \_\_\_\_\_

mit → \_\_\_\_\_

aus → \_\_\_\_\_

durch → \_\_\_\_\_

zu → \_\_\_\_\_

Note: Certain prepositions do not form *da*-compounds. *Ohne*, *seit*, and *außer* cannot be combined with *da*.

8.1.B.7

How similar are you and Torgunn? Read what Trogun says and respond to her questions using a *da*-compound.



EXAMPLE: Ich bin **für den Umweltschutz** (*environmental protection*)  
→ Ich bin **dafür**.

- 1) Ich lese gern Bücher in der U-Bahn.  
\_\_\_\_\_.
- 2) Ich bin gegen Krieg.  
\_\_\_\_\_.
- 3) Ich erzähle gern von meinem Italien-Urlaub.  
\_\_\_\_\_.
- 4) Ich fahre immer mit meinem Fahrausweis.  
\_\_\_\_\_.
- 5) Ich laufe jeden Tag durch den Park.  
\_\_\_\_\_.

## Auf Geht's Unit 8: Europa 8.2.A

### Comparatives

📖 G.4.4

📖 S. 205 ("Comparatives")

#### 8.2.A.1

We've encountered adjectives slightly modified to compare stuff. The "comparative" in German is very similar to the comparative in English. It's simple. Just add ad **er** to an adjective. For example, we already learned how to say:

I drive fast**er** → *Ich fahre schnell**er***.

Before you conclude that the comparative is super easy, there are two sets of exceptions you need to learn. Once you know these oddballs, you should remember that the majority of adjectives just take an **er**.

#### Group A: Vowel Changing Adjectives

alt → älter (*older*)  
arm → ärmer (*poorer*)  
dumm → dümmer (*dummer*)  
gesund → gesünder (*healthier*)  
groß → größer (*bigger*)  
jung → jünger (*younger*)  
kalt → kälter (*colder*)  
klug → klüger (*smarter*)  
kurz → kürzer (*shorter*)  
lang → länger (*longer*)  
nah → näher (*closer*)  
stark → stärker (*stronger*)

#### Group B: Morphing Adjectives

gern (*gladly*) → lieber (*preferably*)  
gut → besser (*better*)  
hoch → höher (*higher*)  
viel → mehr (*more*)

We've encountered a lot of adjectives over the course of Units 1 through 7. Here's a list of adjectives you should know already that *only* require the **er** ending and that might be helpful when talking about European nations:

fleißig (*hard-working*); günstig (*inexpensive*); klein (*small*); reich (*rich*); schön (*beautiful*); sympathisch (*friendly*); wichtig (*important*)

#### 8.2.A.2

Using the adjectives listed above, write a sentence comparing the following nations and institutions. You might first want to visit 📖 8.2.1 and 8.2.4 in order to grasp some of these concepts!

1) Italien & Slowenien



2) Die Europäische Union & Die Vereinigten Staaten

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3) Das Europäische Parlament & Repräsentantenhaus der Vereinigten Staaten

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4) Die Norderweiterung & Die Osterweiterung

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5) Mazedonien & Die Türkei

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### 8.2.A.3

In our review from Unit 7, we remembered how adjectives (words that describe nouns) can appear both at the end of a sentence and precede nouns. In this second instance, we need to be sure to add the appropriate ending to the adjective. (Recall that there are three to chose from: **e**, **en**, or **es**.) We concentrated in Unit 7 on using adjectives that appear before nouns in the accusative case. Here is an example:

DEUTSCHLAND HAT EINE GROß**E** HAUPTSTADT.  
(Subject/Nominative) Verb (Direct Object/Accusative)

But what if we want to talk about London as being bigger than Berlin? Take a look:

ENGLAND HAT EINE **GRÖßERE** HAUPTSTADT.

Can you figure out how to use adjectives in the comparative in order to describe nouns in the accusative case? Write out your explanation of the grammar rule below:

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Hint: You might want to revisit the grammar homework box 7.3.B.1.

### 8.2.A.4

Since its infancy, the European Union has grown by leaps and bounds. Look at the inside cover of your *Auf Geht's* workbook and write four sentences about what one original, one new northern, one new southern, and one new eastern country of the European Union contributes to the diverse richness of the European Union. Be sure to use one of the adjectives listed in 8.2.A.2. Follow the example and use the separable-prefix verb *anbieten*, which means to offer.



EXAMPLE: Dänemark bietet der EU **eine reiche Fischindustrie** an.

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## Auf Geht's Unit 8: Europa 8.2.B

### Superlatives

📖 G.4.5

📖 S. 205 ("Superlatives")

#### 8.2.B.1

We can also make slight changes to adjectives to express how or why something is not just better but the very best. This is called the superlative. We have already encountered this form fleetingly in first-semester German. Using the superlative at the end of a sentence is a little different in German than it is in English. Rather than saying "the fastest," "the slowest," or "the richest," Germans say "at the fastest," "at the slowest," and "at the richest." See for yourself:

Die Bahn ist **am schnellsten**.  
Das Fahrrad ist **am langsamsten**.  
Der Präsident ist **am reichsten**.

In each instance the little word **am** (a contraction of the preposition **an** and the dative article **dem**) means roughly "at the" in English.

Here's the formula: **am** + (SPACE) + (ADJECTIVE) + **st** or **est** + **en**

Sometimes in English the comparative is created by inserting "most" before the adjective. "Most interesting" is in German, however, "am interessantesten," but NEVER "mehr interessant"!

Note: For adjectives ending with "t", "d", "z", "sch", an **est** is always added instead of a **st** in order to aid the pronunciation.

EXAMPLE: laut → am laut**est**en

Those special adjectives that take a vowel change in the comparative retain their new vowel in the superlative. Those that morph continue to do so in the superlative.

#### Group A: Vowel Changing Adjectives

alt → älter → am ältesten  
groß → größer → am größten  
lang → länger → am längsten  
stark → stärker → am stärksten

#### Group B: Morphing Adjectives

gern → lieber → am liebsten  
gut → besser → am besten  
hoch → höher → am höchsten  
nah → näher → am nächsten  
viel → mehr → am meisten

8.2.B.2

See if you can answer the following English questions in German using the superlative form introduced above. You might need to do some websurfing in order to get the right answer.



1. Which European country is the biggest?

\_\_\_\_\_

2. Which European language is the most difficult?

\_\_\_\_\_

3. Which European country is the highest?

\_\_\_\_\_

4. Which European university is the oldest?

\_\_\_\_\_

5. Which European country is the richest?

\_\_\_\_\_

8.2.B.3

Using adjectives in the superlative to describe nouns in the accusative case is identical to the procedure we practiced in 8.2.A.3 and 8.2.A.4. Following the formula below, try and fill in the blanks in the following short text about a few odd European facts.

EXAMPLE: am schnellsten → Ich habe das schnellste Fahrrad.

1. Frankreich hat die \_\_\_\_\_ (schnell) Züge in ganz Europa.

2. Skandinavien hat das \_\_\_\_\_ (kalt) Wetter in ganz Europa.

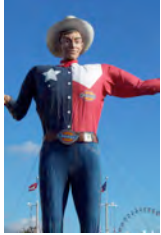
3. Frankreich hat den \_\_\_\_\_ (hoch) Berg in ganz Europa.

4. Deutschland hat die \_\_\_\_\_ (groß) Wirtschaft in ganz Europa.

8.2.B.4

What about America? What does America have that deserves to be recognized in the superlative? Write five sentences that begin with “Die Vereinigten Staaten haben...” and end with a fact in the superlative. You might want to check out [WWW.GUINNESSWORLDRECORDS.COM](http://WWW.GUINNESSWORLDRECORDS.COM) for some ideas. Following the example below.

EXAMPLE: Die Vereinigten Staaten haben die längste Höhle (*cave*).



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## Auf Geht's Unit 8: Europa 8.3.A

### Kennen versus Wissen

📖 G.5.2

📖 S. 206-07 ("Verbs")

#### 8.3.A.1

In English there is only one verb that means "to know." German there are two different verbs, **kennen** and **wissen**. **Kennen**, a regular verb (📖 S. 206, Paradigm 1), means "to know" or "to be acquainted or familiar with" something concrete like a person or a thing. **Kennen** requires a direct object. **Wissen**, an irregular verb (📖 S. 206, Paradigm 2), means to possess knowledge or to know abstract stuff like information or ideas. Often **wissen** takes a comma, after which you can tack on a whole new sentence with specifics about what you exactly know. Check out the difference below:

Ich **kenne** Berlin sehr gut.  
Ich **weiss**, Berlin ist die Hauptstadt von Deutschland.

Before we get started on the good stuff, let's make sure we can conjugate each correctly.

<b>kennen</b>	<b>wissen</b>
ich _____	ich _____
du _____	du _____
er/sie/es _____	er/sie/es _____
wir _____	wir _____
ihr _____	ihr _____
Sie/sie _____	Sie/sie _____

#### 8.3.A.2

A German tourist, Lydia has a lot of questions for Peter, an Austrian. Complete the following dialog between Peter and Lydia using **kennen** and **wissen**.



LYDIA: Peter, du kommst aus Österreich, oder?

PETER: Ja, ich komme aus Salzburg.

LYDIA: \_\_\_\_\_ du jedes Bundesland in Österreich?

PETER: Aber natürlich! Ich \_\_\_\_\_ viel über Österreich.



LYDIA: \_\_\_\_\_ du Maria Theresa?

PETER: Nicht persönlich, aber ich \_\_\_\_\_, wer sie war. Sie war die erste Erzherzogin aus der Habsburgschen Dynastie. \_\_\_\_\_ du die Habsburger.

LYDIA: Ich \_\_\_\_\_ nichts über sie.

PETER: Die Habsburger herrschten seit dem 13. Jahrhundert bis zum Ersten Weltkrieg. \_\_\_\_\_ du, wie der Erste Weltkrieg begonnen hat?

LYDIA: Nein, das \_\_\_\_\_ ich nicht.

PETER: \_\_\_\_\_ du Franz Ferdinand?

LYDIA: Die Band aus England?

PETER: Nein! Nicht die Musikgruppe, der Erzherzog Österreich-Ungarn. Am 28. Juni 1914 erschoss (*to stab to death*) ein serbischer Nationalist den Erzherzog. Das war der Anstoß für den Ersten Weltkrieg.

LYDIA: Meine Güte! Du \_\_\_\_\_ viel über Österreich. Vielen Dank!

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8.3.A.3

You want to tell someone from Austria about America. What would you ask him/her to find a starting point for your discussion. Come up with questions to ask.

EXAMPLE 1: **Wissen** Sie, was 1776 passiert ist?

EXAMPLE 2: **Kennen** Sie Washington, DC.?

1) kennen: \_\_\_\_\_ ?

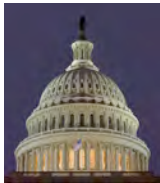
2) wissen: \_\_\_\_\_ ?

3) kennen: \_\_\_\_\_ ?

4) wissen: \_\_\_\_\_ ?

5) kennen: \_\_\_\_\_ ?

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## Genitive Case

📖 G.2.1, G.2.5  
📖 S. 202 ("Case")

## 8.3.B.1

Up to now we have used three cases in German: the nominative, the accusative and the dative. There is one more case for us to learn, the genitive. It is used to show a special relationship between two nouns. In English, we often use an apostrophe and add an **s**-ending in order to achieve this. We also use the preposition **of**.

Germany is a country **of** beer.  
Italy is a country **of** cooks.  
France is a country **of** wine.  
Spain is a land of love.

Germans have their own grammatical trick for expressing the genitive case.


Deutschland ist ein Land **des** Biers.  
Italien ist ein Land **der** Köche (*cooks*).  
Frankreich ist ein Land **des** Weins.  
Spanien ist ein Land **der** Liebe.

What's happening here? Two nouns are sitting right next to one another. The second one undergoes a slight transformation. It's article becomes something other than what it usually is. And in a few cases the letter **S** is showing up.

Expressing the genitive in German takes place entirely in the article of the noun. Masculine and neuter nouns are required to take on an **S**- or **ES**-suffix. Here is how the articles transform according to the gender of noun:

der Wein (Masculine, Nominative) →	<b>des</b> Weins (Masculine, Genitive)
die Liebe (Feminine, Nominative) →	<b>der</b> Liebe (Feminine, Genitive)
das Bier (Neuter, Nominative) →	<b>des</b> Biers (Neuter, Genitive)
die Köche (Plural, Nominative) →	<b>der</b> Köche (Plural, Genitive)

8.3.B.2

Let's use what you know about Austria from the Interactive  8.3.3 in order to complete the following simple sentences.

1) Österreich ist ein Land \_\_\_\_\_

Berge (pl.).

2) Österreich ist ein Land \_\_\_\_\_

Bergsteiger\_\_\_ (m.).

3) Österreich ist ein Land \_\_\_\_\_

Sturm\_\_\_ (m.)

4) Österreich ist ein Land \_\_\_\_\_

Skiwoche (f.)



8.3.B.3

Let's talk a little about Wien, shall we? Re-write the following sentences using the genitive case.

EXAMPLE: In Wien gibt es viel Theater → Wien ist eine Stadt **des** Theaters

1) Wien hat den Prater.

\_\_\_\_\_.

2) Wien hat auch viele Kaffeehäuser (pl., *coffee houses*).

\_\_\_\_\_.

3) In Wien gibt es viel Musik.

\_\_\_\_\_.

4) Der Walzer kommt aus Wien.

\_\_\_\_\_.

5) Der Jugendstil kommt aus Wien

\_\_\_\_\_.

6) In Wien gibt es das Schönbrunn Palais.

\_\_\_\_\_.

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8.3.B.4

Let's practice using the possessive pronouns in the genitive. It sounds new, but don't panic! Treat the possessive pronouns just like the definite articles in the examples in 8.3.B.1. Use the pictures to say what belongs to whom.



EXAMPLE:

+ mein Bruder

→ Das ist die Jacke meines Bruders



1) \_\_\_\_\_ + sein Vater

\_\_\_\_\_.



2) \_\_\_\_\_ + ihre Mutter

\_\_\_\_\_.



3) + mein Vetter

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4) + unsere Eltern

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5) + euer Gro\_vater

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8.3.B.5

Now that we know a little more about Austria and Vienna, let's see what you have to say your own home. What would you tell someone from Austria about your home state? What is your home state known for? Use the genitive to describe three distinguishing characteristics of where you're from.

EXAMPLE: North Carolina ist ein Bundesstaat **des** Schweinefleisch**es**.

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## Auf Geht's Unit 8: Die Schweiz 8.4.A

### Prepositions in the Genitive

📖 G.2.1, G.7.5

📖 S. 214-215 ("Prepositionen")

#### 8.4.A.1

Yup, you guessed it. The genitive has its own set of prepositions, just like the accusative and dative cases. Although there are bunches of genitive prepositions, we're only going to learn the ones German speakers use frequently. So get ready, here they are:

trotz	<i>in spite of</i>
wegen	<i>because of</i>
während	<i>while, during</i>
statt	<i>instead of</i>



After any of these genitive prepositions, insert a noun and be sure that its preceding article is in the genitive case. Don't forget to add an **S-** or **ES-**suffix if necessary!

#### 8.4.A.2

See if you can transform the following sentences into more eloquent ones that incorporate the aforementioned genitive prepositions and the words supplied in the boxes. Follow the example on how to form and where to place the prepositional phrase.

EXAMPLE: Die Schweiz ist klein aber die Schweiz hat  
einen internationalen Einfluß (*influence*). Größe (size)

→ Die Schweiz hat einen internationalen Einfluß trotz ihrer Größe.

1) Die Schweiz ist neutral und die Schweiz nimmt an der EU nicht teil.  
Die Neutralität

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2) Die Schweiz hat keine Küste aber die Schweiz hat die Alpen. die Küste

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3) Die Deutschen haben Krieg 1939 gemacht aber die Schweiz hat militärisch  
nicht teilgenommen. [hint: use während]

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8.4.A.3 Genitive prepositions are ideal for coming up with excellent excuses for why you didn't get your homework done on time. See if you can come up with three excellent excuses using **wegen** and **statt**.

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## Auf geht's Unit 8: Europa 8.4.B

### Review

8.4.B.1 It's time to reflect back on what you've learned this chapter. Make sure you understand all of the grammar that was presented and reviewed in this section. If you don't, review it again and talk it over with your T.A. The textbook and the interactive are also valuable resources for reviewing ideas.

Just to be sure, go through the grammar homework exercises and fill out the following self-assessment. How well do you think you grasp the following grammar essentials?

5 = I can ace this.

3 = I could study another 2 hours and strengthen my mastery.

0 = I have no clue. I need to find help, pronto!

I can recognize and work with a select number of verbs that require specific prepositions.				
1	2	3	4	5
I know how to ask questions using <i>wo</i> -compounds and I know when to use <i>da</i> -compounds as well.				
1	2	3	4	5
I know how to compare stuff using both the comparative and the superlative.				
1	2	3	4	5
I know the difference between <i>wissen</i> and <i>kennen</i> .				
1	2	3	4	5
I understand how the genitive case functions and how to use it in a sentence correctly.				
1	2	3	4	5
I know how to incorporate genitive prepositions into my German.				
1	2	3	4	5

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# Auf geht's Unit 9: Ist das normal? 9.1.A

## Chapter Overview of Grammar

In this chapter we will focus on main concerns: more complicated verbs and adjectives. Here is a breakdown of this chapter's main grammar points:

- Idiomatic expressions that require the dative case;
- Verbs that require the dative case;
- Verbs (in the accusative and dative) that refer to actions that describe oneself; and
- Adding ending to adjectives that precede nouns.

As you will soon see, each of these individual grammar points has occasionally detailed rules that you'll need to keep in mind.

## Wie geht's dir?

📖 9.1.3, G.1.6.3  
📖 S. 200 ("Pronouns")

### 9.1.A.1

In German 101 you encountered the dative case for the first time. It is the name we give to that noun (or pronoun) in any sentence that comes between the subject and the object it acts upon. Usually the dative case is reserved for the indirect objects in a sentence. Here's an example:

I	GIVE	MY MOTHER	CHOCOLATE.
(Subject/Nom.)	Verb		(Direct Object/Acc.)

→

I	GIVE	MY MOTHER	CHOCOLATE.
(Subject/Nom.)	Verb	(Indirect Object/Dat.)	(Direct Object/Acc.)

See how my mother operates as the indirect object? In German, the second sentence would look like this:

ICH	GEBE	MEIN <b>ER</b> MUTTER	SCHOKOLADE.
(Subject/Nom.)	Verb	(Indirect Object/Dat.)	(Direct Object/Acc.)

See how the possessive pronoun takes the dative **ER** ending? You might want to take a moment and review on the Interactive your knowledge of the dative case 📖 G.2.4, dative articles 📖 G.3.4.A, and dative personal pronouns 📖 G.1.6.D.

Now that you're caught up a little on the dative case, let's make things complicated. In German there are idiomatic expressions (sayings that are quirky and not clear in meaning) that require the dative case. Asking something *How's it going?* Is one such expression. Here it is:

**Wie geht es dir? → How's it going?**

(In the ears of a native English speaker, it might sound like Germans are asking literally,

How goes it to you?)

In order to answer this question, Germans use an inverted word order. For now, you just need to memorize the following response:

**Wie geht's dir? → Mir geht's okay.**

Okay means roughly *just okay* in English. What other kinds of responses could we use in place of *okay*? Check out Interactive 9.1.3.A for some ideas and fill in the blanks below. You might need to look up some words on [DICT.LEO.ORG](http://dict.leo.org). (Tip: not every German adjective fits in our model answer. The list of adjectives on page 135 in your workbook all don't fit!)

- Fabulous \_\_\_\_\_
- Just okay \_\_\_\_\_
- Horrible \_\_\_\_\_
- Really good \_\_\_\_\_
- Lousy \_\_\_\_\_
- Pretty good \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_

How do you think we might need to change our model sentence and model answer above if we were to ask the following people *How's it going?* In German?



Question: \_\_\_\_\_

Answer: \_\_\_\_\_



Question: \_\_\_\_\_

Answer: \_\_\_\_\_

**9.1.A.2** The Interactive makes clear that it is NOT COOL to greet a stranger on the street or for that matter an acquaintance using our new expression. Asking *Wie geht's?* (the shorthand form for *Wie geht es dir?*) and walking away is offensive. Why do you think this is the case? Write your explanation below in English.

---

**9.1.A.3** Now that you're on to a really important cultural difference between Germany and America, see if you can come up with a creative dialogue in German between two Germans—let's say a professor and a student—that includes our new expressions. You might want to look at 📖 9.1.F for some ideas!



# Auf Geht's Unit 9: Gesundheit 9.2.A

## Reflexive Pronouns in the Accusative Case

📖 G.2.3, G.1.6.B  
📖 S. 200 ("Pronouns")

### 9.2.A.1

Thus far the verbs we've encountered have usually established relationships between someone and something. Note the people and the things in the answer below:

Ich gebe mein **em** Professor ein **en** Apfel.

But what if you the object you're talking about is yourself? Like English, German solves this problem with verbs that require **reflexive pronouns**.

We've met up with lots of different kinds of pronouns. Personal and object pronouns (*he, she, it*; 📖 G.1.5, 📖 G.1.6) and possessive pronouns (*my, your, her*; 📖 G.3.3, 📖 G.3.4) in the nominative, accusative and dative case have been the most important for us thus far.

Reflexive pronouns are a little different than these two sets of pronouns. But as you'll notice, there are some similarities. For now, we'll just focus on reflexive pronouns in the accusative case. (Yep, you guessed it. Reflexive pronouns change in the dative case.) You'll want to memorize these. Some look familiar. Others (*sich*) are brand new. They're all crucial.

Myself	mich
Yourself (singular; informal)	dich
Herself	<b>sich</b>
Himself	<b>sich</b>
Itself	<b>sich</b>
Ourselves	uns
Yourselves	euch
Themselves	<b>sich</b>
Yourself (singular or plural; formal)	<b>sich</b>

---

### 9.2.A.2

You may recall the following reflexive verb *sich interessieren für etwas* from the last chapter. Can you remember what it means? Write out the definition here:

\_\_\_\_\_.

Take a moment and try and decipher the English meaning of the following ten reflexive verbs. You might want to visit 📖 9.2.1, 9.2.2 and 9.WS.2 in order to grasp some of these concepts! If you can't find the definition on the Interactive, perhaps you can look online at [DICT.LEO.ORG](http://dict.leo.org). (Tip: Watch out for the separable•prefixes!)

sich an•ziehen \_\_\_\_\_

sich aus•ruhen	_____
sich duschen	_____
sich erholen	_____
sich fühlen	_____
sich hin•setzen	_____
sich rasieren	_____
sich schneiden	_____
sich verletzen	_____
sich waschen	_____

---

### 9.2.A.3



Germans are pretty darn health conscious and are equally hygienic as Americans. But a lot of young Americans have the initial impression that they're just the opposite. Read the following experiences one American student had while studying in Berlin.

1. Ich war an einem Samstag morgen im Supermarkt. Der Mann und seine Frau vor mir an der Kasse haben \_\_\_\_\_ gar nicht **gewaschen**. Ihre Haare waren super fettig.
  2. Meine Freundin Gabi hat \_\_\_\_\_ dieselbe Jeans drei Tage **angezogen**.
  3. Ich habe \_\_\_\_\_ jeden Tag **geduscht** und Gabi war der Meinung, ich sei umweltfeindlich!
  4. "Die Deutschen **erkälten** \_\_\_\_\_ regelmäßig."
  5. "Deutsche Frauen \_\_\_\_\_ **sich** gar nicht!"
- 

### 9.2.A.4

Enough with the stereotypes! Just how health and hygiene obsessed are the Germans? Do a google search and see what you can come up with. Put your findings in the box below.

**9.2.A.5**

Using verbs with reflexive pronouns requires us to pay attention as well to where the reflexive belongs in the sentence. In short, your best bet is to keep the reflexive as close to the verb as possible. See how the reflexive remains in position 3 in each sentence?

Ich | wasche | mich | jeden Tag.  
1        2        3        4

Ich | wasche | mich | in der Badewanne | jede Woche.  
1        2        3            4                            5

Ich | wasche | mich | mit meiner Badeente | in der Badewanne | jede Woche.  
1        2        3            4                            5                            6

With that in mind, write out two lists of no less than 4 sentences each. In column A, write how often you do some of the things above in order to stay healthy and clean. In column B, write how often your dirtiest acquiescence does the same or different things. Use the time expressions below to build your sentences.

jeden Tag | jeden zweiten Tag | jede Woche | einmal im Monat | nie



**Ich über mich**

**Ich über einen Bekannten von mir**

- 1.
- 2.
- 3.
- 4.
- 5.

- 1.
- 2.
- 3.
- 4.
- 5.

# Auf Geht's Unit 9: Gesundheit 9.2.B

## Reflexive Pronouns in the Dative Case

📖 G.2.4, G.1.6.C, G.1.6.D  
📖 S. 200 ("Pronouns")

**9.2.B.1** Let's get straight to work. Yesterday we learned what reflexive pronouns in the accusative case are, how they work with verbs, why we need to use them, and what they mean. We heard that there are dative versions of the accusative reflexive pronouns and here they are. (Tip: Notice how only two are slightly different than their accusative cousins!)

Myself	<b>mir</b>
Yourself (singular; informal)	<b>dir</b>
Herself	sich
Himself	sich
Itself	sich
Ourselves	uns
Yourselves	euch
Themselves	sich
Yourself (singular or plural; formal)	sich

---

**9.2.B.2** We've been talking about general habits: washing oneself, showering oneself, hurting oneself, etc. But how can we get a little more specific? How do we say, *I wash my hands* or *He brushes his teeth* or *They broke their noses*? The trick to making all of these ideas work in German is using reflexive pronouns in the dative case. Let's first take a step backwards and look a

She broke her arm.

In German we need to make clear that the woman in question broke her own arm. (Think about it: It's possible to read this sample sentence above as meaning one woman broke another woman's arm.) So in German, we need to say:

She broke **herself** the arm.

→

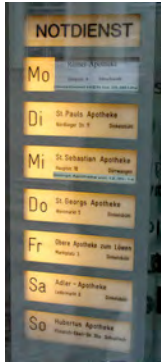
**Sie hat sich den Arm gebrochen.**

Even though it looks like the accusative reflexive pronoun we learned yesterday, the **sich** here is in the dative case. In the accusative position is the word "den Arm."

Now if you're wondering why Germans don't just say it like Americans, you'll need to remember that Germans think the same about how we say this.

9.2.B.3

Some of the verbs you encountered yesterday can also be used in more detailed sentences that require the dative. Check the sentences below that are closest to your regular hygiene practices:



**On Brushing Your Teeth (sich die Zähne putzen)**

- \_\_\_\_\_ Ich putze **mir** die Zähne einmal pro Tag.
- \_\_\_\_\_ Ich putze **mir** die Zähne zweimal pro Tag.
- \_\_\_\_\_ Ich putze **mir** die Zähne dreimal pro Tag.

**On Washing Your Hands (sich die Hände waschen)**

- \_\_\_\_\_ Ich wasche **mir** die Hände maximal dreimal pro Tag.
- \_\_\_\_\_ Ich wasche **mir** die Hände maximal fünfmal pro Tag.
- \_\_\_\_\_ Ich wasche **mir** die Hände gar nicht.

**On Shaving Your Face or Legs (sich das Gesicht oder die Beine rasieren)**

- \_\_\_\_\_ Ich rasiere **mir** das Gesicht/die Beine jeden Tag.
- \_\_\_\_\_ Ich rasiere **mir** das Gesicht/die Beine gar nicht.
- \_\_\_\_\_ Ich rasiere **mir** das Gesicht/die Beine nur manchmal.

9.2.B.4

See if you can translate the following sentences from English into German. You may need to refer back to the grammar vocabulary in section 9.2.A, the new body vocabulary on the Interactive (9.2) and look up a few words online at [DICT.LEO.ORG](http://dict.leo.org). Vocabulary in bold is translated for you into German below. Tip: Don't let the English trip you up! Follow the shaded German examples above!



1. Students do not wash their hands **regularly at UNC**.

\_\_\_\_\_

2. **The chancellor** shaves his face every morning.

\_\_\_\_\_

3. Women comb their hair **more than** men.

\_\_\_\_\_

4. You put your **T-Shirt** on **backwards**.

\_\_\_\_\_

5. I cut my nose **with my razor**.

\_\_\_\_\_

regelmäßig | an der UNC | der Kanzler | öfter als  
das T-Shirt | falschrum | mit meinem Rasierapparat

# Auf Geht's Unit 9: Feiertage 9.3.A

## Review: Reflexive Pronouns

📖 G.2.3, G.1.6.B, G.2.4, G.1.6.C, G.1.6.D  
 📖 S. 200 ("Pronouns")

**9.3.A.1** It's time to review what we've done thus far with reflexive pronouns that accompany particular verbs. Let's start by comparing the personal and object pronouns (📖 G.1.6.D) with the new reflexive pronouns. Fill in the blanks in the following chart. You may need to go back to Grammar Homework 9.2.B, 9.2.A, and 7.3.A for help!

	Personal and Object Pronouns (POP)		Reflexive Pronouns (RP)		
	Accusative	Dative	Accusative	Dative	
ich	mich	_____	ich	mich	_____
du	_____	dir	du	_____	_____
er/sie/es	ihn/sie/es	_____	er/sie/es	_____	_____
wir	_____	uns	wir	uns	_____
ihr	_____	_____	ihr	_____	euch
sie/Sie	sie	_____	sie/Sie	_____	sich

With a different colored marker circle the pronouns that are unique to personal and object pronouns and to reflexive pronouns.

**9.3.A.2** Which pronouns should we use to make the following sentences logical? Translate the English into the right German pronoun and write it the space provided. Your choices will be either reflexive pronouns OR personal and object pronouns. To the left of each sentence write either POP or RP for whether your choice is a personal/object pronoun or a reflexive pronoun.

- \_\_\_\_\_ 1. Ich rasiere \_\_\_\_\_ das Gesicht täglich. (*myself*)
- \_\_\_\_\_ 2. Ich kaufe \_\_\_\_\_ Geschenke zu Ostern. (*him*)
- \_\_\_\_\_ 3. Sie duscht \_\_\_\_\_ nur jeden zweiten Tag. (*herself*)
- \_\_\_\_\_ 4. Er wäscht \_\_\_\_\_ abends nach dem Abendessen. (*the baby*)

\_\_\_\_\_ 5. Wir fühlen \_\_\_\_\_ super gut, danke! (*ourselves*)

\_\_\_\_\_ 6. \_\_\_\_\_ geht es furchtbar! (*They*)

\_\_\_\_\_ 7. Er schreibt \_\_\_\_\_ einen Brief aus Deutschland. (*her*)

\_\_\_\_\_ 8. Sie schneidet \_\_\_\_\_ in kleine Stücke. (*the sausage*)

---

### 9.3.A.3

What do you like to do on New Years? Write no less than 6 sentences about what you think makes an ideal New Years celebration. Be sure that at least 4 of your 6 sentences use one of the following reflexive verbs **in the dative or accusative case**. You might want to check out [📖 9.3.2](#) for some good additional vocabulary!

sich an•ziehen	sich aus•ruhen	sich duschen	sich erholen
sich fühlen	sich hin•setzen	sich rasieren	sich schneiden
sich verletzen	sich waschen		



## Auf Geht's Unit 9: Feiertage 9.3.B

### Dative Verbs (*gefallen* and *wichtig sein*) & Weak Adjective Endings

📖 G.2.4, 11.4.2.E, 11.4.2.F, 11.4.2.G, G.4.1, G.4.2, G.4.3  
📖 S. 200 ("Pronouns") + S. 204 ("Adjective endings")

**9.3.B.1** In Grammar Homework section 9.1.A we learned about the usual way Germans would ask the question *How are you?* See how the dative personal pronoun is used in each of the three examples below.

Wie geht's **dir**? → Mir geht's hundsmiserabel.  
Wie geht es **Ihnen**? → Mir geht es eigentlich gut.  
Wie geht's **euch**? → Uns geht's fabelhaft.

There are a lot of other German verbs and verb + adjective combinations that follow this model and that require the use of the dative case. Two more examples include the following:

gefallen = *to like*

wichtig sein = *to be important*

**Mir gefällt** Silvester besser als Weihnachten.

**Mir sind** Weihnachtsgeschenke **wichtig**.

**9.3.B.2** What's important to you at the holidays? What's important to Susanne from the Interactive? Write **three** sentences for each column describing how your values are different than Susanne's. You'll need to listen and read 📖 9.3.5.A and 📖 9.3.5.B. You might also want to check out the vocabulary on 📖 9.3.4.E.

**You**

**Susanne**



### 9.3.B.3

German Christmas is a pretty complicated holiday with lots of family, local, regional and national customs and values. The Christmas Market (*Weihnachtsmarkt*) is one part of Christmas in Germany that is very important for many people. Read over the texts on the Interactive 9.3.6 and explain below 3 things you like and three things you don't like about the German *Weihnachtsmarkt*.

#### gefallen

- 1.
- 2.
- 3.

#### nicht gefallen

- 1.
- 2.
- 3.



### 9.3.B.4

We need to change gears now and return to a grammar point we first encountered in German 101 and reviewed at the beginning of German 102: **adjective endings in the accusative case**. As you may well recall, when we use adjectives to describe a noun, we need to add an ending so that the adjective matches up with the noun's gender, its case, and whether it is singular or plural. Here are some examples:

Nürnberg hat **den größten** Weihnachtsmarkt in ganz Deutschland.

Es gibt immer **ein großes** Feuerwerk zu Silvester.

Remember this chart?

Accusative Adjective Endings	masculine	feminine	neuter	plural
w/definite article (der/die/das)	-en	-e	-e	-en
w/indefinite article (ein/eine/ein)	-en	-e	-es	-en
w/out an article	-en	-e	-es	-e

As you can see, adjective endings for *der*-words (row 1 in the chart above), *ein*-words (row 2 in the chart above) or adjectives without any preceding article in the accusative case can be one of three options: **-en**, **-e**, or **-es**.

Things get more complicated, however, when we're working with adjectives in other cases. In order to systematically comprehend the complexities of using adjectives in German, we're going to spend the next couple of days looking at how adjective endings operate in three different scenarios:

- 1) **Weak Adjective Endings:** These endings are used when the adjective appears after a *der*-word (*der* = the, *dieser* = this, *mancher* = many or some, *jeder* = every or each). Because the *der*-words encode already so much information (about gender, case, and number), adjective endings can be "weak." They don't convey all that much information. For this reason, there are fewer weak adjective endings we need to keep track of.
- 2) **Strong Adjective Endings:** These endings are used when the adjective appears after an *ein*-word (*ein* = a, *kein* = not a, and all possessive pronouns). *Ein*-words do not encode as much grammatical information as *der*-words. For this reason adjectives need to convey more information and thus there are more endings that we need to keep track of.
- 3) **Adjectives without a preceding Article:** These endings have to make up for the absences of any preceding article. They have to be as information-rich as *der*-words.

This all might sounds way abstract and super scary. But you'll realize soon enough that you need only to keep a few guidelines in mind in order to use adjectives correctly. Believe it or not, you've already learned pretty much everything you need in order to succeed with endings.

### 9.3.B.5

Weak adjective endings are easy. Regardless of the case, the ending is going to be either **-e** or **-en**. It's a 50/50 shot. How easy is that? Here are five examples:

Das süße **Popcorn** auf dem Kassler Weihnachtsmarkt schmeckt sehr gut. \*  
 Wir haben die lustige **Kindereisenbahn** gern. †  
 Wer könnte zu dem leckeren **Schokoapfel** nein sagen? °  
 Statt der großen **Schokobanane** esse ich die kleineren **Schokokoban**. Δ ∞

See how in each example the adjective follows a *der*-word? Below are all the endings you'll need to learn. Notice how many times the **-en** ending appears!

Weak Adjective Endings	Masculine	Feminine	Neuter	Plural
Nominative	-e	-e	-e *	<b>-en</b>
Accusative	<b>-en</b> ∞	-e †	-e	<b>-en</b>
Dative	<b>-en</b> °	<b>-en</b>	<b>-en</b>	<b>-en</b>
Genitive	<b>-en</b>	<b>-en</b> Δ	<b>-en</b>	<b>-en</b>

**9.3.B.6** See if you can fill in the weak adjective endings in Tanja's description of Christmas with her family.



Also, am Heiligabend dekorieren wir den klein\_\_\_\_\_ Weihnachtsbaum. Ich packe auch das letzt\_\_\_\_\_ Geschenk für meine Schwester ein. In der evangelisch\_\_\_\_\_ Kirche singen wir Weihnachtslieder und hören unserem nett\_\_\_\_\_ Pfarrer zu. Danach fahren wir mit dem neu\_\_\_\_\_ BMW meines Vaters nach Hause. Meine Mutter kocht immer die lecker\_\_\_\_\_ Sachen (*pl.*) zum Abendessen. Danach packen wir die eingepackt\_\_\_\_\_ Geschenke (*pl.*) aus. Wir bleiben auf der alt\_\_\_\_\_ Couch (*fem.*) und hören Weihnachtsmusik an.

---

**9.3.B.6** As much as Germans love Christmas, the fact of the matter is that like America Germany is pretty darn multicultural and not every one celebrates Christmas. There are lots of other holidays that people in Germany celebrate. What about you? Take a moment and reflect on holidays that you celebrate. Try and compose a sentence about your holidays for each noun-adjective combination. Your sentences can use these combinations in the nominative, accusative, dative or even genitive cases!



1. **der** Feiertag + best\_\_\_\_\_

---

2. **das** Feuerwerk + groß\_\_\_\_\_

---

3. **die** Geschenke (*pl.*) + schön\_\_\_\_\_

---

4. **die** Feier + langweiligst\_\_\_\_\_

---

5. \_\_\_\_\_ + \_\_\_\_\_ (Come up with your own noun-adjective combo!)

---

# Auf Geht's Unit 9: Vergangenheitsbewältigung 9.4.A

## Strong Adjective Endings & Adjectives without Articles

📖 G.4.1, G.4.2, G.4.3  
📖 S. 204 ("Adjective endings")

**9.4.A.1** Yesterday you expanded your knowledge about what you already knew about adjective endings. Not only can you now use adjective endings that follow *der*-words in the accusative case but also in the nominative, dative and genitive cases. The bottom line is weak adjective endings are easy; they're either **-e** or **-en**!

Strong adjective endings are just little more complicated than weak adjective endings. There are three instances when **-e** and **-en** are not specific enough.

For these adjectives that follow *ein*-words the endings need to expand to include two more possible endings: **-er** and **-es**. In other words, there are a total of 4 possible endings for adjectives that follow *ein*-words: **-e** **-en** **-er** and **-es**.

Strong Adjective Endings	Masculine	Feminine	Neuter	Plural
Nominative	-er Δ	-e	-es *	-en
Accusative	-en †	-e °	-es	-en
Dative	-en	-en	-en	-en
Genitive	-en	-en	-en	-en

Here are a few examples of strong adjective endings in action:

**Ein traditionelles** Osterfest in Deutschland hat **einen großen** Osterbaum. \* †  
Der Ostermarsch hat **eine wichtige** Bedeutung für die Deutschen. °  
**Ein berühmter** Autor in Deutschland ist Günter Grass. Δ

Notice how all these adjectives follow *ein*-words?

**9.4.A.2** In Unit 9.4 we turn our attention to serious matters, Germany's past. See if you can add the correct strong adjective ending in each sentence.



- 1) Es besteht keinen Zweifel! Die Deutschen haben **eine** schwierig\_\_\_\_\_ Vergangenheit (*fem.*)
- 2) Vergangenheitsbewältigung ist **ein** ander\_\_\_\_\_ Wort für Erinnerung.
- 3) 1948 haben die Amerikaner **einen** ideologisch\_\_\_\_\_ Krieg gegen die Russen mit der Luftbrücke bekämpft.
- 4) An **einem** einzig\_\_\_\_\_ Tag haben die Russen Berlin mit **einer** lang\_\_\_\_\_ Mauer aufgeteilt.
- 5) **Ein** berühmt\_\_\_\_\_ Museum über die Berliner Mauer liegt in der Nähe von Check-Point-Charlie.

### 9.4.A.3



What sorts of past events are important for American history? See if you can come up with four sentences that build on the ideas provided below. Be sure also to fill in the XYZ and ABC blanks!

1. **einen** \_\_\_\_\_ Krieg gegen XYZ führen

---

2. **eine** \_\_\_\_\_ Kampagne gegen ABC führen

---

3. **eine** \_\_\_\_\_ Deklaration für XYZ abgeben

---

4. um **ein** \_\_\_\_\_ Land kämpfen

---

### 9.4.A.4

We're coming into the home stretch. We've realized that both weak and strong adjective endings are pretty easy. It's easy to detect when we're dealing with either and we realize that our options are pretty easy.

If you've REALLY been paying attention, you'll already have realized that strong adjective endings are not that different than how we decline articles. Check it out:

<b>Der-words</b>	Masculine	Feminine	Neuter	Plural
Nominative	Der	Die	Das	Die
Accusative	Den	Die	Das	Die

<b>Strong Adjective Endings</b>	Masculine	Feminine	Neuter	Plural
Nominative	-er	-e	-es	-en
Accusative	-en	-e	-es	-en

See! We're just building on knowledge you already acquired back in German 101! This goes for the third and final group of adjective endings: adjective endings that do not have a preceding article.

Unpreeded Adjective Endings	Masculine	Feminine	Neuter	Plural
Nominative	-er	-e	-es	-e
Accusative	-en	-e	-es	-e
Dative	-em	-er	-em	-en
Genitive	-en	-er	-en	-er

What do you think? Does this look familiar? No? Really? Have you been sleeping for the last 20 weeks? Take a moment and inspect how these endings are identical to the declination of **der**-words. (Okay, the genitive is a little different, but you get the point!)

Der-words	Masculine	Feminine	Neuter	Plural
Nominative	Der	Die	Das	Die
Accusative	Den	Die	Das	Die
Dative	Dem	Der	Dem	Den
Genitive	Des	Der	Des	Der

### 9.4.A.5

Adjective endings for adjectives without preceding articles are usually used in conjunction with food. While you'll certainly spend more time in class discussing the topic of *Vergangenheitsbewältigung*, let's step backwards and revisit the Weihnachtsmarkt in Kassel where you can get lots of German holiday specialties. You might want to watch the video on the Interactive (📺 9.3.5.A) once more!

Which of the following specialties would you like to try? Which ones would you prefer not to try? Be sure to write in the correct ending in the nominative case for each item!

Ja oder Nein?

- \_\_\_\_\_ Süß\_\_\_\_\_ Popcorn (*neu.*)
- \_\_\_\_\_ Heiß\_\_\_\_\_ Bratwurst (*fem.*)
- \_\_\_\_\_ Kalt\_\_\_\_\_ Snacks (*pl.*)
- \_\_\_\_\_ Traditionelle Kartoffelpuffer (*fem.*)
- \_\_\_\_\_ Lecker\_\_\_\_\_ Würstchen (*pl.*) mit Grünkohl
- \_\_\_\_\_ Gebraten\_\_\_\_\_ Kartoffeln (*pl.*) mit Quark
- \_\_\_\_\_ Heiß\_\_\_\_\_ Glühwein (*masc.*)



If you had to choose one of these specialties to try, which one would it be? Why? Write your answer in German using the verb **gefallen**.

# Auf geht's Unit 9: Ist das Normal? 9.4.B

## Review

**9.4.B.1** Do you remember everything that you learned in this chapter? All the vocabulary? The culture? And the grammar? In order to get ready for the midterm exam, be sure to look over carefully everything you've done in Unit 9.

Make sure you understand all of the grammar that was presented and reviewed in this section and in sections 7 and 8. If you don't, review it all again and talk it over with your T.A well in advance of the exam. The textbook and the interactive are also valuable resources for reviewing ideas.

And remember: the midterm is super important! Anyone who fails both the midterm and the final in German 102 will receive a failing grade for the course!

Just to be sure, go through the grammar homework exercises and fill out the following self-assessment. How well do you think you grasp the following grammar essentials?

5 = I can ace this.

3 = I could study another 2 hours and strengthen my mastery.

0 = I have no clue. I need to find help, pronto!

I know how to say and answer "How are you?" in German.				
1	2	3	4	5
I know what reflexive verbs are and when to use the reflexive pronoun in the accusative case.				
1	2	3	4	5
I know when reflexive verbs require the accusative and the dative.				
1	2	3	4	5
I know all the reflexive pronouns for each personal pronoun in German.				
1	2	3	4	5
I know how to use the dative verbs like <i>gefallen</i> and <i>wichtig sein</i> .				
1	2	3	4	5
I know how to use adjectives when they precede nouns. I know that the adjective ending changes depending on what kind of article precedes the adjective. I know the three main ending rules for adjectives (weak, strong, and unpreceded).				
1	2	3	4	5

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# Auf geht's Unit 10: Unterhaltung 10.1.A

Chapter Overview of Grammar

In this chapter we focus on the basics of entertainment in Germany. In the world of grammar, we're going to fine tune our German by perfecting the art of building long sentences. The nuts and bolts we'll require to achieve this goal include:

- How to use subordinating conjunctions ("ob," "dass," "wenn" and "weil") in a sentence;
- How to express opinions using the verbs "denken", "glauben" and "finden";
- How to use relative pronouns and relative clauses in the nominative and accusative;
- How to make suggestions and give commands using both the "lass uns" construction and the "wir"-imperative; and
- How do use demonstrative pronouns.

## Subordinating Conjunctions (*wenn* and *weil*) & Expressing Opinions

📖 G.8.3.D, G.8.3.E, G.8.3.F  
 📖 S. 212 ("Conjunctions")

10.1.A.1.

We're starting off this new chapter with two groups of new words: four new conjunctions and three verbs. By the end of the subunit, you'll be able to use them in combinations and sound more and more like a German. In the mind of a lot of Americans, Germans seem to have strong opinions about everything. In order to express your opinion in German we'll first start with the verbs: *glauben*, *denken*, and *finden*.



Can you connect each of the English expressions with their German equivalents? Draw a line from each of the English expressions to the German ones.

ENGLISH	DEUTSCH
I think...	Ich glaube...
I find...	Ich denke...
I believe...	Ich finde...



In order to drive the point home, feel free to add the word *persönlich* right after *Ich*. When you use *persönlich* in your speech, be sure to really emphasize it!

Example: *Ich persönlich finde...*



There's no real priority over which verb you use in order to express your opinion. They can be used interchangeably just like the English equivalents!

Now on to the second part of an opinion, namely the opinion part:

10.1.A.2



There's a lot of uninformed gossip about German throughout North America. Besides a lot of stupid claims that it is a hard language (try learning Chinese!), one of the most rampant rumors is that German is backwards (not true!) because it places the verb at the end of every sentence. What you're about to learn is going to put silly these rumors to rest!

Let's go over a few facts first:



Fact No. 1: Germans love building super long sentences.

Fact No. 2: Lots of Germans make long sentences using conjunctions.

Fact No. 3: There are two kind of conjunctions: **coordinating** and **subordinating** conjunctions.

Fact No. 4: **Only** subordinating conjunctions require that we do put the verb at the end of the subordinating clause.



Okay, let's back up and fill in **three** gaps. **First**, let's remind ourselves of what conjunctions are. **Conjunctions** are connectors (like "and," "but," "or," "because," "if") that enable us to plug one sentence onto another.



Example:

I watched television. + I smoked a few cigarettes. →

I watched some television **and** smoked a few cigarettes.



**Secondly**, we've already learned **coordinating conjunctions** in German 101 (Unit 5). They include the words: **und** (and), **oder** (or), **denn** (because), **aber** (but), and **sondern** (but rather). These words are like big plus signs (see the example above). Use them when you want to add one sentence on to another. This is super easy.



**Thirdly**, **subordinating conjunctions** are just that, subordinating. They connect minor ideas onto much bigger ones. So, the big idea is that you have an opinion:



Ich finde "Grey's Anatomy" dumm.



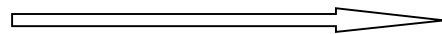
The minor idea is, for example, why you feel the way you do:

Die Schauspieler sind schrecklich.



Add them together using the German subordinating conjunction "because" (**weil**) and you get:

Ich finde "Grey's Anatomy" dumm, **weil** die Schauspieler schrecklich **sind**.



This rule goes for a handful of subordinating conjunctions. For now we'll concentrate on just two: **weil** (because) and **wenn** (if).

10.1.A.3

What kinds of television shows do you like (*gut finden*) or dislike (*schlecht finden*)? On what grounds do you like them or dislike them? Are they entertaining (*unterhaltsam*), boring (*langweilig*), funny (*lustig*), intelligent (*intelligent*), suspenseful (*spannend*) or educational (*belehrend*)? Be sure to build your opinion sentences using the *weil* subordinating conjunction. Be sure to follow the example above from section 10.1.A.2.

Example:

Kultursendungen (pl.) → Ich finde Kultursendungen schlecht, **weil** sie belehrend **sind**.



1. Nachrichten (pl.): \_\_\_\_\_.
2. Seifenopern (pl.): \_\_\_\_\_.
3. Science-Fiction (fem.): \_\_\_\_\_.
4. Dokumentarfilme (pl.): \_\_\_\_\_.
5. Krimis (pl.): \_\_\_\_\_.

10.1.A.4

Sometimes you have to be in the right mood to watch reality television. Some folks love watching sitcoms a time. What about you? When do you like to watch certain kinds of shows? Use the ideas from the word box below to help build your sentences. Be sure to include the subordinating conjunction *wenn* in each of your sentences.

Example:

Kindersendungen: Ich schaue Kindersendungen, **wenn** ich am Samstag **aufstehe**.

~~am Samstag aufstehen~~	krank sein	Langeweile haben (*to be bored*)
deprimiert sein (*to be depressed*)	zusammen mit Freunden sein	
Hausaufgaben schreiben	verliebt sein (*to be in love*)	
Dinge aufschieben (*to procrastinate*)		



1. Talkshows: \_\_\_\_\_.
2. Sport: \_\_\_\_\_.
3. Komödien: \_\_\_\_\_.
4. Romantische Filme: \_\_\_\_\_.
5. Western: \_\_\_\_\_.

# Auf geht's Unit 10: Unterhaltung 10.1.B

## Subordinating Conjunctions, Continued (*dass* and *ob*)

📖 G.8.3.D, G.8.3.E, G.8.3.F  
📖 S. 212 (“Conjunctions”)

### 10.1.B.1

There are a total of four subordinating conjunctions we'll learn in German 102. We've learned two already: *wenn* and *weil*. Today we'll get to know the other two and practice them. The most common subordinating conjunction in German is **dass** and it means “that” in English.

I think **that** cartoons are for children. →  
Ich finde, **dass** Zeichentrickfilme für Kinder **sind**.

The other subordinating conjunction that's a bit more fancy is **ob**, which means “whether” or “if.”

I don't know whether “Tatort” is on TV. →  
Ich weiss nicht, **ob** Tatort im Fernsehen läuft.



Notice how the first part of these sentences is separated by a comma from the subordinated part. These commas are crucial!

Notice, too, how each of these examples (like the ones from yesterday) actually contain two sentences:

Ich finde, **dass** Zeichentrickfilme für Kinder **sind**.  
=  
Ich finde. + Zeichentrickfilme sind für Kinder.

### 10.1.B.2

What do you know about German television? Using the *dass* conjunction, write 4 sentences about information about German TV from the Interactive. Be sure to concentrate on the facts presented in 📖 10.1.3. Begin each your sentence with “*Ich weiss*.”



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

10.1.B.3

What happens in a sentence that contains two verbs, a modal and an infinitive, when it becomes a subordinate clause? The answer is no different than with a sentence with one verb! It's easy.



The German TV show “Wetten, dass...?” is a bit like David Letterman’s “Stupid Pet Tricks.” People do wh stuff on camera for bets. If you were on Thomas Gottschalk’s show, what would you bet? Fill in the last two sentences with your own crazy ideas. And in case you’re lacking ideas, search for “wetten dass” on WWW.YOUTUBE.COM.

Example:

Ich wette, dass... + Ich kann die Nationalhymne unter Wasser singen.

→

Ich wette, **dass** ich die Nationalhymne unter Wasser singen **kann**.

Ich wette, dass... +



1. Ich kann 25 Eier vor der Kamera essen.

\_\_\_\_\_

2. Ich kann das Alphabet innerhalb von 3 Sekunden vortragen (*recite*).

\_\_\_\_\_

3. Ich kann die Nationalhymne jodeln

\_\_\_\_\_

4. Ich kann \_\_\_\_\_

\_\_\_\_\_

5. Ich kann \_\_\_\_\_

\_\_\_\_\_

10.1.B.4

As with English, you can ask either direct or indirect questions in German. As the examples below make clear, indirect questions require the use of **ob**.

Direct: Gehen wir heute ins Kino?  
(Are we going to the movies today?)

Indirect: Ich möchte wissen, **ob** wir heute ins Kino **gehen**.  
(I would like to know whether we are going to the movies today)



Let’s practice this. You’re on the phone talking with a friend. You’re inquiring about your plans for this evening. Put the direct question in indirect question using “ob”. Watch the sentence structure! As you can see, the verb moves to the end of the sentence.

Example:

Möchtest du heute abend eine Fernsehkomödie anschauen?

→

Ich will wissen, **ob** du heute abend eine Fernsehkomödie anschauen **möchtest**.

1. Willst du heute einen Spielfilm im Fernsehen gucken?



2. Möchtest du morgens Zeichtrickfilme anschauen?

3. Willst du mit mir einen Fernsehthriller sehen?

4. Möchtest du die Nachrichten anschauen?

5. Willst du vielleicht eine Sportsendung sehen?

# Auf geht's Unit 10: Unterhaltung 10.2.A

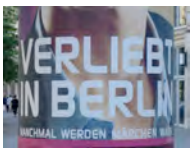
## Relative Clauses and Pronouns in the Nominative Case

📖 S. 201 ("Relative pronouns")

10.2.A.1

As we've seen, subordinating conjunctions are one way to make long sexy sentences in German. Relative clauses, the focus of this section, are another popular tool Germans use to make long sentences.

"What's a *clause*?" you ask. In 10.1.A and 10.1.B we learned how subordinating conjunctions can be used to join two sentences together. The final product contains both a **main clause** and a **subordinate clause**. Notice how each clause has its own subject and a couple of matching verbs:



S<sub>A</sub> V<sub>A1</sub> V<sub>A2</sub> | S<sub>B</sub> Adv O V<sub>B2</sub> V<sub>B1</sub>

*Ich will wissen, **ob** du heute abend eine Fernsehkomödie anschauen möchtest.*

( Main clause ) ( ← Subordinate Clause → )

In other words, a *clause* is a chunk of a sentence that, together with other clauses, create a long sentence. Clauses can themselves contain subjects, verbs, and even objects. In other words, they are what full sentences become when they're added onto another sentences.

**Relative clauses** are a third kind of clause you need to know. They are used to connect two sentences that deal with a common noun. Here are to sentences that share a noun in common.

Sentence No. 1: *Ich mag **den neuen Roman**.*

Sentence No.2: ***Der Roman** ist besonders gruselig (creepy).*

Sentence No. 3:  
*Ich mag **den neuen Roman**, **der** besonders gruselig ist.*

Okay, now it's your turn to figure out what's going on here. Try and describe a) how this big new sentence is constructed and b) how the rules for building this new long sentence are different than the rules for building long sentences with subordinating conjunctions:



Your grammar explanation:

Now check and see if you got it right:



a) Sentence 3 is formed by turning **Der Roman** from sentence 2 into a special new pronoun: **der**. Sentence 3 is attached to the end of sentence 1 with a comma, and the verb in sentence 2 goes to the end.

b) This new sentence is different than sentences containing subordinating conjunctions, insofar as there is no subordinating conjunction! Instead, this new sentence contains a special new pronoun. Long sentences made with subordinating conjunctions do not have these pronouns.

Take one last look at this new long sentence on page 7. Notice how the **der** in the second part matches the gender for the German word for *novel*? Both refer to **der Roman**. The difference is that the noun is in the accusative case in the first part of the sentence and in the nominative case in the second part of the sentence. Notice, too, how the first part of the new long sentence becomes a main clause and the second part is now a **relative clause**.

S<sub>1</sub> V<sub>1</sub> O<sub>1</sub> | S<sub>2</sub> Adj. V<sub>2</sub>

**Ich mag den neuen Roman, der besonders gruselig ist.**

( Main clause ) ( ← Relative Clause → ) ⇒



If you look at English sentences that do the same thing, you'll notice that German differs insofar as it insists on preserving the gender, case, and number (singular or plural) of the relative pronoun:

English Examples:

I like the new **novel** that is especially creepy. \_\_\_\_\_  
*Der Spiegel* is a German **news magazine** that is like Newsweek. \_\_\_\_\_  
*TAZ* is a Berlin **newspaper** that appeals to socialists. \_\_\_\_\_



In English we just use the word *that* to make a relative clause. Can you think what that would be were these sentences translated into German?

### 10.2.A.2

As you've already seen, relative pronouns are pronouns that stand for a noun previously mentioned in a sentence. They are the link that allows us to provide more detailed information about that previous noun in the form of a relative clause.

In German 102, we're going to focus on relative pronouns that can be either in the nominative or the accusative case. Below is a chart of the relative pronouns in the nominative case. Don't they look familiar?



#### Relative Pronouns in the Nominative Case

<b>Der</b> Roman	→	<b>der</b>
<b>Die</b> Zeitschrift	→	<b>die</b>
<b>Das</b> Magazin	→	<b>das</b>
<b>Die</b> Fachbücher (plural)	→	<b>die</b>

Let's practice. Connect each main clause with the appropriate relative clause. You might want to check out 10.2.1 for the facts you'll need to make the right choices.

**Main Clauses**

**Relative Clauses**



1. *Bild* ist **die** Zeitung,
2. *Die Krone* ist **die** skandalöse Zeitung,
3. *FOCUS* ist **die** Zeitschrift,
4. Bücherwurm ist **der** Buchladen,
5. *Der Spiegel*, *Stern* und *FOCUS* sind Nachrichtenmagazine (*plural*),

- a) **die** nur die Fakten ber
- b) **die** auf Fernsehen ant
- c) **der** in der Schweiz lie
- d) **die** aus Österreich kor
- e) **die** in Deutschland am beliebtesten sind.

10.2.A.3

You should know a little about just how important print media is in Germany. What about in America? See you can build some big long sentences about American print media. We'll try this out in logical steps.

STEP 1: DESCRIBE THE PUBLICATIONS: Brainstorm and insert the adjective that you think best describes the following publications.

Example: *Das Wallstreet Journal* ist konservativ.



1. *Der Daily Tar-Heel* ist \_\_\_\_\_.
2. *Die New York Times* ist \_\_\_\_\_.
3. *Newsweek* ist \_\_\_\_\_.
4. *TIME* ist \_\_\_\_\_.
5. *Der National Inquirer* ist \_\_\_\_\_.

STEP 2: DESCRIBE THE GENRE: To which genre (*Gattung*) do these publications belong? *Die Zeitung*? *Die Erzählung*? *Das Nachrichtenmagazin*? *Der Roman*? *Die Zeitschrift*? *Die Boulevardpresse*? *Das Fachbuch*? Write a sentence for each of the five publications in step 1.

Example: *Das Wallstreet Journal* ist eine Zeitschrift.



1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.
4. \_\_\_\_\_.
5. \_\_\_\_\_.


STEP 3: COMBINE THE TWO SENTENCES USING A RELATIVE CLAUSE.

Example: *Das Wallstreet Journal* ist eine Zeitschrift, die konservativ ist.



1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.
4. \_\_\_\_\_.
5. \_\_\_\_\_.

10.2.A.4

On the Interactive  10.2.4 you hear about what kind of books Ilka and Susanne like to read. Now it's your turn. Describe in no less than three sentences what kind of novel (*der Roman*), what kind of non-fiction book (*das Fachbuch*), and what kind of magazine (*die Zeitschrift*) you like to read. Be sure each sentence has a relative clause in which you describe in greater detail what kind of publication you like to read.

Example:

*Ich lese gern die Erzählungen von der Kanadierin Alice Munro,  
die immer einfach und schön sind.*



# Auf geht's Unit 10: Unterhaltung 10.2.B

## Relative Clauses and Pronouns in the Accusative Case

📖 S. 201 ("Relative pronouns")

10.2.B.1

Let's reverse engineer a sample sentence from the homework from the last section:

*Ich lese gern **die Erzählungen** von der Kanadierin Alice Munro, **die** immer einfach und schön sind.*

If we broke this sentence down into its principle parts, we'd have the following two simple sentences:

Sentence 1: *Ich lese gern **die Erzählungen** von der Kanadierin Alice Munro.*

Sentence 2: ***Die Erzählungen** sind immer einfach und schön.*



Goethe

You should know by now that **die Erzählungen** is in the accusative case in sentence 1. In sentence 2, **die Erzählungen** is in the nominative case. Because sentence 2 is subordinate to sentence 1 (it's more precise and therefore must follow the more general ideal) and because the common word these two sentences share (**die Erzählungen**) is in the nominative case in sentence 2, then the relative pronoun in the new monster sentence must be in the nominative case, too.

But what if the word shared between two sentences appears in the subordinate idea in the accusative case? Yup, you guessed it. The relative pronoun has to appear in the accusative case, too.



Hesse

Here are a couple examples of sentences with relative clauses containing relative pronouns in the accusative case:

Example 1: Johann Wolfgang von Goethe hat 1774 **den Roman** *Die Leiden des Jungen Werthers* geschrieben, **den** die Deutschen noch heute lesen.

Example 2: Hermann Hesse hat den Nobelpreis für **Das Glasperlenspiel** bekommen, **das** er 1943 in der Schweiz veröffentlicht hat.

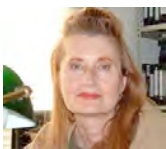
Can you tease out what the original simple sentence would be for each of the relative clauses in these two examples?

Example 1: **den** die Deutschen noch heute lesen.

→ \_\_\_\_\_

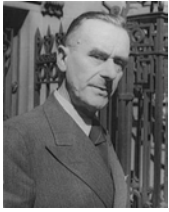
Example 2: **das** er 1943 in der Schweiz veröffentlicht hat.

→ \_\_\_\_\_



Jelinek

In case you haven't figured them out yet, the relative pronouns in the accusative case are as follows. And you already know them.



Mann

### Relative Pronouns in the Accusative Case

<b>Der</b> Roman	→	<b>den</b>
<b>Die</b> Zeitschrift	→	<b>die</b>
<b>Das</b> Magazin	→	<b>das</b>
<b>Die</b> Fachbücher (plural)	→	<b>die</b>

### 10.2.B.2

Svenska Akademien is the Swedish organization that has awarded the Nobel Prize in Literature since 1901. Since then, only twelve Germans, one Austrian, and one Swiss writer have received the award. The following sentences are about German-language Nobel Prize winners. Can you connect column A with the right relative clause in column B? Warning! These are tough! You're going to need to do some research on these folks to the right answer!

#### A

#### B



Sachs

1. Thomas Mann hat **den** Roman *Buddenbrooks* geschrieben,
2. Günter Grass ist **der** Nobelpreis-Träger,
3. Elfriede Jelinek hat **den** Roman *Die Klavierspielerin* verfasst,
4. Hermann Hesse war **ein** berühmter Autor,
5. Nelly Sachs ist **eine** jüdische Schriftstellerin,

- a) **den** die Schwedische Akademie mit Nobel-Preis ausgezeichnet hat.
- b) **den** die Hippies in der 60er Jahre ve hatten.
- c) **die** die Nazis ins Konzentrationslage schicken wollten.
- d) **den** der Journalist Joachim Fest krit hat.
- e) **den** der österreichischer Filmregisse verfilmt hat.



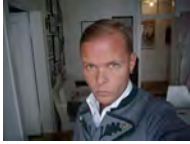
Grass

For more about these individual writers check out the Interactive 10.2.3 and EN.WIKIPEDIA.ORG.

Before you proceed, take a moment and inspect these five sentences. Can you see how the sentences in column A are sentences with a far more general statement? They all tell us general facts about the authors. Can you see how the sentences in column B are more specific? They tell us more detailed information about the authors; this reason, they are designated as the relative clause. Relative clauses always are supplemental information about something previously established.

10.2.B.3

Since you're already rooting around on Wikipedia, try writing a sentence for each of the following German writers. Be sure that your sentence contains a relative clause that begins with a relative pronoun in the accusative case. Try using the provided sentence as part of your answer. Tip: You might want to consider starting your sentence with a main clause about the **highlighted words!** EN.WIKIPEDIA.ORG and DE.WIKIPEDIA.ORG will be helpful!



Kracht

1. **Christian Kracht**: Er hat beim **Sarah Lawrence College** 1989 promoviert (*graduated with his PhD*).

---

---



Hermann

2. **Judith Hermann**: Der Aufbau Verlag in New York City hat sie angestellt (*employed*).

---

---



Schneider

3. **Peter Schneider**: Georgetown University hat diesen Schriftsteller zum Writer-in-Residence gemacht.

---

---



Zaimo\_lu

4. **Feridun Zaimo\_lu**: Sein erstes Buch hat die politische Gruppe "*kanak attak*" inspiriert.

---

---



Wolf

5. **Christa Wolf**: 1959 bis 1962 hat die Stasi sie als Mitarbeiter (*informant*) angestellt.

---

---

---

10.2.B.4

Germans are voracious readers and they're not just interested in German writers. They read, in fact, lots of books from around the globe. American fiction hardly passes them up. Now that you have a hang for relative clauses using relative pronouns in the accusative case, write a three-sentence blurb in German about one of the following American writers. Be sure that each sentence contains a relative clause and that each clause has a relative pronoun in the accusative case. Feel free to surf Wikipedia to find some information on these writers.



Philip Roth

Satz Nr. 1:



John Updike

Satz Nr. 2:



Jon Krakauer

Satz Nr. 3:

# Auf geht's Unit 10: Unterhaltung 10.3.A

## Relative Clauses: Review

📖 S. 201 ("Relative pronouns")

10.3.A.1 It's time to take a break from all the new material we've been processing in recent days and reflect on what we've accomplished.

Do you still remember subordinating conjunctions? Can you list the four conjunctions we just learned as well as their English meanings?

1. \_\_\_\_\_ = \_\_\_\_\_

2. \_\_\_\_\_ = \_\_\_\_\_

3. \_\_\_\_\_ = \_\_\_\_\_

4. \_\_\_\_\_ = \_\_\_\_\_

What about the relative clauses? Can you remember what they are in the nominative and accusative cases?

Relative Pronouns in the Nominative Case
--

Relative Pronouns in the Accusative Case
--

1. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

4. \_\_\_\_\_

10.3.A.2 Can you explain what the similarities and differences are between **subordinating conjunctions** and **relative pronouns**? How do they function differently? How do they have different meanings? How are they similar to one another? When should we use subordinating conjunctions and when should we use relative pronouns?

Similarities	Differences

10.3.A.3

Let's review subordinating conjunctions. What do you think of the following movie genres? Give a reason you feel the way you do about them. Be sure your answer contains one of the four subordinating conjunctions.

1. Kriegsfilme: \_\_\_\_\_

\_\_\_\_\_

2. Musicals: \_\_\_\_\_

\_\_\_\_\_

3. Dramen: \_\_\_\_\_

\_\_\_\_\_

4. Actionfilme: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10.3.A.4

The Austrian film *The Counterfeiters* (*Die Fälscher*) won the Best Foreign Language Film in 2008. Check the following two websites



[WWW.SONYCLASSICS.COM/THECOUNTERFEITERS](http://WWW.SONYCLASSICS.COM/THECOUNTERFEITERS)

[EN.WIKIPEDIA.ORG/WIKI/THE\\_COUNTERFEITERS\\_\(FILM\)](http://EN.WIKIPEDIA.ORG/WIKI/THE_COUNTERFEITERS_(FILM))

See if you can write a description of no less than 5 German sentences about this film that incorporates relative clauses with relative pronouns in the nominative and accusative case. Be sure to circle each relative pronoun in your description. In case you're feeling a bit overwhelmed, try making sentences with these prompts:

*Die Fälscher* ist ein österreichischer Film...

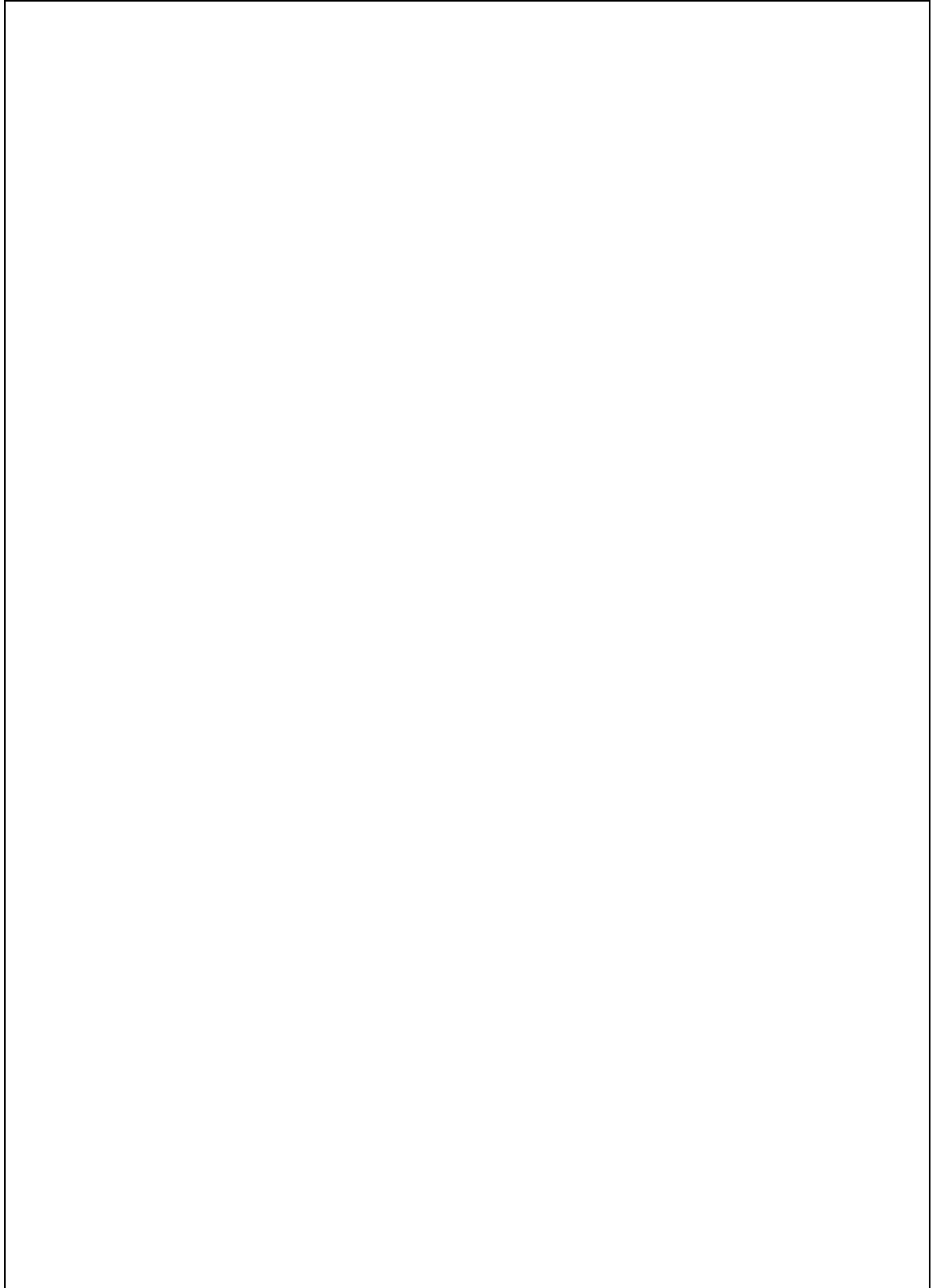
Der Autor Adolf Burger hat 1983 das Buch *Des Teufels Werkstatt* geschrieben...

Die Figur Salomon ist ein jüdischer Typograph...

Stefan Ruzowitzky ist der Regisseur...

Die 80. Oscarverleihung hat den Film *Die Fälscher*...

Your description of *Die Fälscher*:

A large, empty rectangular box with a thin black border, intended for the student to write their description of the book *Die Fälscher*.

# Auf geht's Unit 10: Unterhaltung 10.3.B

## wir-Imperative & lass uns

G.8.1.F  
S. 211 ("Word order")

### 10.3.B.1

We're changing gears now. We've been spending the last 5 lessons working on building super fancy long sentences. Now we're going to learn how to make suggestions, give commands, and even boss people around. This is called the imperative mood.



Wim Wenders

Let's look first at some English examples:

**Do not talk during the movie.**  
**Turn off your cell phone during the featured movie.**  
**Pick up your trash after the showing.**



Rainer Maria Fassbinder

In each of these three examples, the verb starts the imperative sentence. This is also the case in German. Here are German equivalents of the English examples above.

**Sprechen Sie während des Films nicht.**  
**Schalte das Handy während des Films aus.**  
**Entsorgt euren Müll nach der Vorführung.**

As you might already expect, German makes the construction of the imperative mood a little more complex than the English requires. Where in English, you can say:

Do not talk during the movie.



Werner Herzog

and speak to either just one person, a couple of people, or the President of the United States, the German imperative rules require that we make distinctions. In other words, German necessitates that we make slight changes in the verb in order for it to correspond to whom we are barking at. See:

Version 1: **Entsorgen Sie bitte Ihren Müll nach der Vorführung.** (*The polite way*)

Version 2: **Entsorg deinen Müll nach der Vorführung!** (*the informal, harsher approach intended for one person whom you know or wish to offend*)

Version 3: **Entsorgt euren Müll nach der Vorführung!** (*the informal, harsher approach intended for more than one person whom you know or wish to offend*)



Volker Schlöndorff

You can add or subtract the *bitte* in each of these examples. *Bitte* does tone down the severity of what you're saying.

10.3.B.2

In order to use the imperative properly, you need to know how to change the verb in order for it to correspond correctly to the person you're talking to. We're going to review first the three different kinds of audiences you can address:



---

**Audience 1: People whom you must show respect and require *Sie***

Begin the sentence with the *Sie*-conjugation of the verb:

schauen → **schauen**

**Schauen** Sie bitte nicht allzu viel Fernsehen!

gehen → **gehen**

**Gehen** Sie so bald wie möglich ins Kino!

finden → **finden**

**Finden** Sie einen guten Sitzplatz im Kino!



---

**Audience 2: Several people whom you know and who require *ihr***

Begin the sentence with the *ihr*-conjugation of the verb and omit the *ihr*.

geben → **gebt**

**Gebt** mir bitte ein bißchen mehr Popcorn.

sprechen → **sprecht**

**Sprecht** bitte nicht während der Vorstellung.

kritisieren → **kritisiert**

**Kritisiert** bitte den Film nicht.



---

**Audience 3: One person whom you know and who requires only *du***

Begin the sentence with the *du*-conjugation of the verb and omit the *-st* ending as well as the *du*. Any verb whose stem normally includes the vowel changes from *a* to *ä*, foregoes this change in the imperative. Verbs whose stems end in *-d*, *-t*, *-ig*, *-m* or *-n* must add an *-e*

Fahren → **Fahr** (NOT ~~Fähr~~!)

**Fahr** nicht zu schnell nach Hause nach dem Film.

Essen → **Iss**

**Iss** nicht so laut im Kino!

Gucken → **guck**

**Guck** den Film an!

Arbeiten → **Arbeite**

**Arbeite** nicht so hart!



10.3.B.3

Turn the following regular declarative sentences into the imperative. Be sure to fine turn your sentence according to the person you're addressing.



Marlene Dietrich

1. *ins Freiluftkino gehen* + *Sie*-form

\_\_\_\_\_

2. *eine DVD zu Hause gucken* + *ihr*-form

\_\_\_\_\_

3. *ein Bier und Popcorn kaufen* + *du*-form

\_\_\_\_\_



Bruno Ganz

4. *während des Films leise sprechen* + *du*-form

\_\_\_\_\_

5. *keine dumme Fragen über den Film stellen* + *Sie*-form

\_\_\_\_\_

10.3.B.4

There are a couple of exceptions to these rules. For now, we'll just concentrate on one, namely *sein*. *Sein* undergoes a different transformation for all three imperative moods:



Moritz Bleibtreu

*Sie*-form: *sein* → **seien**

*ihr*-form: *sein* → **seid**

*du*-form: *sein* → **sei**

Can you translate the following English sentences into German?

1. Don't be late (*zu spät kommen*) for the movie! (*Sie*-form)

\_\_\_\_\_

2. Don't be so rude (*unhöflich*)! (*du*-form)

\_\_\_\_\_

3. Please be quiet (*ruhig*)! (*ihr*-form)

\_\_\_\_\_



Hildegard Knef

4. Don't smoke in the theater! (*Sie*-form)

\_\_\_\_\_

5. Please don't talk during the movie! (*du*-form)

\_\_\_\_\_

10.3.B.5

The last things we need to master are the rules for making suggestions to a group to which we belong. There are two options;

**Option 1: *wir*-imperative**

This approach is a lot like the *Sie*-form of the imperative. Begin the sentence with the *wir*-conjugated form of the verb and follow it up with *wir*.

**Gehen wir** bald ins Kino.  
**Essen wir** vor der Vorführung beim Italiener.  
**Besuchen wir** die Eisdiele nach dem Film.

---

**Option 2: *lass uns***

The Germans also have the option of beginning a sentence with *lassen*, which is a lot like the English “to let”. *Wir* is omitted in this approach and in its place *uns* is inserted. In this case, the speaker must take into consideration who belongs to her or his group. If the chancellor of Germany is in tow, then you’ll need to use the *wir*-conjugated form of the verb and also include the *Sie* address. If it’s just your mom and dad, you’ll need to use the *ihr*-form. And if it’s just your best friend at college, then use the *du*-form.

**Lass uns** heute abend ins Kino gehen. (*du*-form)  
**Lasst uns** heute abend ins Kino gehen. (*ihr*-form)  
**Lassen Sie uns** heute abend ins Kino gehen. (*Sie*-form)

10.3.B.6

Imagine you’re going on a blind date and you need to make some suggestions. Use the *wir*-imperative and use three of the following ideas. Feel free, of course, to use your own ideas if you wish.

Pizza bestellen | Videos gucken | ins Theater gehen | ins Restaurant gehen |

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

10.3.B.7

Now try making some suggestions using the *lass uns* construction. Follow the examples above and below.

Example: Ich habe Hunger. → **Lass uns** essen gehen!

1. Ich muss Popcorn essen. (*Sie*-form) →

\_\_\_\_\_

2. Ich will nur Fernsehen gucken. (*du*-form) →

\_\_\_\_\_

3. Ich will ins Freiluftkino gehen. (*Sie*-form) →

\_\_\_\_\_

4. Ich möchte eine DVD ausleihen. (*wir*-form) →

---

5. Ich möchte Bier während der Vorführung trinken. (*du*-form) →

---

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# Auf geht's Unit 10: Unterhaltung 10.4.A

## Demonstrative Pronouns

📖 S. 202-203 (“Case and Determiners”)

10.4.A.1 We've got one last thing to do before we finish up Unit 10 and that is demonstrative pronouns. Demonstrative pronouns are pronouns you can use to really drive the point home that you're talking about one specific noun and not another. Like relative pronouns, they must refer to a noun already mentioned. Here are a few examples in English.

Which beer did you like best? **This one!**  
Which amusement ride did you not like? **That one!**

There are three groups of demonstrative pronouns that we'll introduce for now in the nominative and accusative cases. They are:

	Nominative Case	Accusative case
Group 1	der, die das, die	den, die das, die
Group 2	dieser, diese, dieses, diese	diesen, diese, dieses, diese
Group 3	jener, jene, jenes, jene	jenen, jene, jenes, jene



The *der*-group translates in English into “the one.” The *dieser*-group means roughly “this one” or “these” and implies **something close**. The *jener*-group means “that one” or “those” and implies **something far away**. All three groups can also be used as articles for nouns, used alone they are demonstrative pronouns

Let's see how the English examples look in German:

**Welches** Bier hat dir geschmeckt? **Dieses!**  
**Welche** Fahrt hat dir nicht gefallen? **Jene!**

As you should expect by now, using demonstrative pronouns correctly requires that you tend to the gender and case of the noun that it refers to.

10.4.A.2 See if you can answer each of the following English questions with a German answer. Be sure to use the right demonstrative pronoun! You might want to look at the Interactive 10.4.3 and 10.4.4 in order to know how best answer.

Example:

**Frage:** Was möchtest du lieber beim Oktoberfest essen, die Brezel (*close*) oder die Bratwurst (*far*)?

**Antwort:** Ich möchte lieber **jene** essen.

1. Frage: Was möchtest du lieber sehen, das Stadtfest (*close*) oder das Schützenfest (*far*) ?

Antwort: \_\_\_\_\_

2. Möchtest du lieber ein Weinfest (*close*) oder ein Bierfest (*far*) besuchen?

Antwort: \_\_\_\_\_

3. Was ist dir lieber, ein Spargelfest (*close*) oder ein Knoblauchfest (*far*)?

Antwort: \_\_\_\_\_



## Auf geht's Unit 10: Unterhaltung 10.4.B

### Review

#### 10.4.B.1

We're getting into more and more sophisticated German. With this chapter under your belt, you're going to start sounding more and more like a really proficient speaker of German. In order to gear up for the test, use the self-check list below to assess your command of the grammar points assigned for this chapter.

And remember, success on the unit exam is dependent upon your command of not just this new grammar, but also your knowledge of the new vocabulary revolving around entertainment in Germany as well as your insights into German culture.

Just to be sure, go through the grammar homework exercises and fill out the following self-assessment. How well do you think you grasp the following grammar essentials?

5 = I can ace this.

3 = I could study another 2 hours and strengthen my mastery.

0 = I have no clue. I need to find help, pronto!

I know how to express my opinion in German using the verbs finden, glauben and denken. I know how to conjugate these verbs.				
1	2	3	4	5
I know which conjunctions are coordinating and which ones are subordinating. I know how subordinating conjunctions bind sentences together and I know what happens to the verb in these subordinate clauses.				
1	2	3	4	5
I know what a relative clause is and I know how to build one.				
1	2	3	4	5
I know all I know that relative clauses must begin with relative pronouns. I know how to start relative clauses with relative pronouns in both the nominative and accusative case.				
1	2	3	4	5
I know how to give commands using the <i>wir</i> -imperative. I also know how to make suggestions using the "lass uns" construction.				
1	2	3	4	5
I know what a demonstrative pronoun is and I know how to use it in a sentence.				
1	2	3	4	5

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# Auf geht's Unit 11: Reisen 11.1.A

## Chapter Overview of Grammar

In Unit 11 we'll be exploring a favorite pastime among many Germans, namely traveling. In order to be able to talk about past experiences while traveling, we'll need to add some new grammar to our ever-growing arsenal. The new grammatical points we'll learn in this unit include:

- How to use the subordinating conjunctions *als* together with past events;
- How to write and speak about past events using the imperfect tense;
- How to sequence past events together using the subordinating conjunctions *nachdem* and *bevor*;
- How to use the so-called "two-way prepositions" and how distinguish whether they require the accusative or dative case; and
- How to use the right verb in conjunction with two-way prepositions.

---

## The Subordinating Conjunction *als* & the Imperfect Tense of *sein* & *haben*

📖 5.G.3, 5.G.1, G.8.3.D, G.8.3.E  
📖 S. 212 ("Conjugations")

### 11.1.A.1

In Unit 10 we learned how German requires in special instances that we move the verb, which we traditionally reserve for the second position in a sentence, to the end of a sentence or clause. The main triggers for this shift are:

- a) Subordinating Conjunctions (*wenn*, *weil*, *dass*, and *ob*) and
- b) Relative Clauses (which begin with relative pronouns).

In Unit 11, we're going to revisit the subordinating conjunctions and discover more special situations when we need to use them. The four aforementioned subordinating conjunctions we know already express special conditions. Please underline in both the German and the English the conditional clause of each sentence.

1. If I have the money, I'll go to Spain. → *Wenn ich das Geld habe, reise ich nach Spanien.*
2. Because I like the ocean, I'm going to Sylt. → *Weil ich das Meer gern habe, reise ich nach Sylt.*
3. I think that camping is the best vacation. → *Ich glaube, dass Camping-Urlaub der beste Urlaub ist.*
4. It depends on the weather whether we go to Mallorca. → *Es hängt vom Wetter ab, ob wir nach Mallorca reisen.*

We need to now add to these four subordinating conjunctions a fifth, one that is specifically for talking about past events. This new conjunction is *als*, which means *when* in English.

Knowing what you know about subordinating conjunctions as well as the meaning of *als*, read the following statements and check whether they describe your own past experiences.

	Ja / Nein?
1. <b>Als ich klein war</b> , ist meine Familie immer zum Strand gefahren.	_____
2. <b>Als ich klein war</b> , ist meine Familie immer die Berge gefahren.	_____
4. <b>Als ich klein war</b> , habe ich nichts gemacht.	_____
5. <b>Als ich klein war</b> , bin ich im Sommer oft schwimmen gegangen.	_____
6. <b>Als ich klein war</b> , habe ich immer viele Bücher gelesen.	_____

Let's reflect on these examples now. What can you say about the following features common to all six sentences:

1. The relationship between *als* and the verb in the *als*-clause?
2. The word order of the clause that follows the *als*-clause?
3. Which clauses are subordinating (secondary in importance) and which ones are the main clauses?

11.1.A.2 If you haven't noticed already, *als* requires that we use a special form of *sein* (to be). In fact, when we use *als* as a subordinating conjunction *sein* actually looks a little more like English: *Als ich klein war...* = When I was young...

Before we take a look at how to conjugate *sein*, we need to reflect a little bit on the imperfect tense. The imperfect tense is one of many designations for one of several ways Germans change verbs in order to address past events. Also called the "simple past tense," the "preterite," and the "narrative past," the imperfect tense refers to verbs that describe events **completed** in the past.

Ultimately, the imperfect shouldn't be entirely new to you. You've seen in already at the beginning of German 102 in Unit 7 and we also encountered it in German 101 in Unit 5. Just in case you forgot, here is how to conjugate the imperfect of *sein*.

<b><i>Sein</i> in the Imperfect</b>	
ich <b>war</b> du <b>warst</b> er, sie, es <b>war</b>	wir <b>waren</b> ihr <b>wart</b> sie <b>waren</b> / Sie <b>waren</b> ( <i>formal</i> )

We've also reviewed the imperfect of *haben* at the beginning of German 102. Do you remember it? Write in the following chart the appropriate conjugations. (Hint: if you can't find the answers in your old homework, google "imperfect" and "haben." Your first hit will surely get you what you need.)

<b><i>Haben</i> in the Imperfect</b>
--------------------------------------

ich \_\_\_\_\_  
du \_\_\_\_\_  
er, sie, es \_\_\_\_\_

wir \_\_\_\_\_  
ihr \_\_\_\_\_  
sie \_\_\_\_\_ / Sie \_\_\_\_\_

11.1.A.3 See if you can translate the following sentences about camping vacations into English. You might want to review the vocabulary in your workbook (page 167) before you proceed! You might need to look up a few words at [DICT.LEO.ORG](http://dict.leo.org).

1. Wir **hatten** immer den besten Campingplatz.

*English:* \_\_\_\_\_

2. Unser schönster Ferienlager **war** in den Schweizer Alpen.

*English:* \_\_\_\_\_

3. Meine Eltern **hatten** normalerweise vier Wochen Urlaub.


*English:* \_\_\_\_\_

4. Ich **war** im Urlaub immer ein leidenschaftlicher Krimi-Leser.

*English:* \_\_\_\_\_

5. Wir **hatten** niemals Langeweile in unserem Wohnwagen.

*English:* \_\_\_\_\_

11.1.A.4 Let's bring everything together now. See if you can write a full sentence about the following four people you encountered on the interactive  11.1.5. Be sure your each of your sentences begins with the subordinating conjunction *als* and contains either the imperfect of *sein* or *haben*.



1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



2. \_\_\_\_\_

\_\_\_\_\_

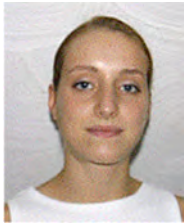
\_\_\_\_\_



3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



4. \_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_

Before you move on, let's make absolutely sure you got these sentences correct.

1. Did you start each sentence off with *als*?
2. Does each sentence's subordinating clause end with the conjugated verb?
3. Does the main clause begin with the verb?
4. Does the subordinating clause contain either a form of *waren?* or *hatten?*
5. Does the main clause also contain a verb in the past tense?

---

11.1.A.5 Now it's your turn. Describe what your vacations were like when you were a child. Use *als* and the imperfect of *sein* or *haben* to describe your experiences. Be sure to write no less than three sentences. (Tip: Check out the new vocabulary on the interactive  11.1.1, 11.1.2 and 11.1.3 in case you're searching for ideas!)

---

## Auf geht's Unit 11: Reisen 11.1.B

### Reviewing The Perfect Tense & Comparing It With the Imperfect Tense

📖 G.5.3, G.5.4

📖 S. 208 (“Conversational past”) + S. 210 (“Strong verb chart” → “sein”)

11.1.B.1 Let's look at the big picture now. We've once again practiced the imperfect tense of *sein* and *haben*. But do you know the difference between the **imperfect** of *sein* and *haben* and the **present perfect** of *sein* and *haben*?

**Imperfect of *Haben*:** Ich hatte vier Wochen Zeit für meinen ehrenamtlichen Urlaub.

**Perfect of *Haben*:** Ich habe vier Wochen Zeit für meinen ehrenamtlichen Urlaub gehabt.

**Imperfect of *Sein*:** Ich war an der atlantischen Küste.

**Perfect of *Sein*:** Ich bin an der atlantischen Küste gewesen.

Here are a few guidelines:

1. Germans usually use the imperfect (what we're about to learn) in **formal written discourse**.
2. The perfect (what you should already know) is reserved usually for **informal spoken discourse**.
3. Because the imperfect of *sein* and *haben* are so common and compact, they (like a few other exceptions) can be used both in spoken and written discourse.
4. The imperfect signals that an event has been completed and belongs entirely to the past. The perfect refers to past events that still have a connection to the present.

Don't panic! Differentiating the subtle meanings between the imperfect and perfect tenses is difficult. Even Germans have a difficult time explaining the rules! What you should keep in mind now are the first three rules listed above.

---

11.1.B.2 What we will do for the rest of today's grammar homework is brush up on our knowledge of the present perfect tense and then compare it to the imperfect. First let's see how much you recall from German 101.

Recall that the present perfect, unlike the imperfect that is our primary focus in this unit, is comprised of two parts: **an auxiliary (or helping) verb** and a **past participle**.

Secondly, the auxiliary verb always takes the second position in simple sentence and is either a conjugated form of *haben* or *sein*. *Which auxiliary verb should I use?* you ask. That you'll need to memorize but many verbs that show a change in position or condition and that require no direct object take *sein*.

Thirdly, the past participle, which appears at the end of the sentence, is often formed by taking the stem of the verb (remove the “en” from the infinitive) and then adding a “ge” prefix along with a “t” or “et” ending. Some verbs require more changes. Some ask us to change their stems. Some take “en” instead of the “t” or “et” ending. Again, the only way you'll master this is if you commit all these little facts to memory.

Back in Unit 5 we reviewed three different groups of verbs that form the present perfect differently. They are: 1) weak verbs, 2) strong verbs, and 3) mixed verbs.

Let's do some good old-fashioned drills. Below you'll find verbs we encountered in German 101 in Unit 5. Follow the *machen*-example and write simple sentences in the present perfect tense. You'll perhaps need to check the strong verb chart in your workbooks (page 210) and also check out the "Wortformen" for each verb at [WWW.CANOO.NET](http://WWW.CANOO.NET).

---

### Weak Verbs

machen → Ich habe gemacht.  
sagen → \_\_\_\_\_  
kochen → \_\_\_\_\_  
spielen → \_\_\_\_\_  
fragen → \_\_\_\_\_  
antworten → \_\_\_\_\_

### Strong Verbs

gehen → \_\_\_\_\_  
laufen → \_\_\_\_\_  
sehen → \_\_\_\_\_  
bleiben → \_\_\_\_\_  
essen → \_\_\_\_\_  
schlafen → \_\_\_\_\_

### Mixed Verbs

bringen → \_\_\_\_\_  
denken → \_\_\_\_\_  
trainieren → \_\_\_\_\_  
aufwachen → \_\_\_\_\_  
verkaufen → \_\_\_\_\_

(Note: Mixed verbs are just that, mixed. The examples above include verbs that act like both weak and strong verbs (*bringen* & *denken*), verbs that end in "-ieren" (*trainieren*), verbs that are separable (*aufwachen*), and verbs that do not take the "ge" prefix. For more on this, check out your German 101 homework from Unit 5!)

---

11.1.B.3 Now that we've refreshed your knowledge of the present perfect, let's see just how different the imperfect is from the present perfect tense. Below is only the very beginning of the fairy tale "The Bremen Town Musicians," which you encountered back in Unit 5, now written in the imperfect tense. Don't panic! You don't need to understand each word of the story about the donkey (*der Esel*), the dog (*der Hund*), the cat (*die Katze*) and the rooster (*der Hahn*). Just scan the text and circle each instance of the imperfect tense! If you're dying to read the English alongside the German, check out the bilingual edition at [GERMAN.ABOUT.COM](http://GERMAN.ABOUT.COM).

Es war einmal ein Mann, der hatte einen Esel, welcher schon lange Jahre unverdrossen die Säcke in die Mühle getragen hatte. Nun aber gingen die Kräfte des Esels zu Ende, so dass er zur Arbeit nicht mehr taugte. Da dachte der Herr daran, ihn wegzugeben. Aber der Esel merkte, dass sein Herr etwas Böses im Sinn hatte, lief fort und machte sich auf den Weg nach Bremen. Dort, so meinte er, könnte er ja Stadtmusikant werden.

Als er schon eine Weile gegangen war, fand er einen Jagdhund am Wege liegen, der jämmerlich heulte. „Warum heulst du denn so, Pack an?“ fragte der Esel.

„Ach“, sagte der Hund, „weil ich alt bin, jeden Tag schwächer werde und auch nicht mehr auf die Jagd kann, wollte mich mein Herr totschießen. Da hab ich Reißaus genommen. Aber womit soll ich nun mein Brot verdienen?“

„Weißt du, was“, sprach der Esel, „ich gehe nach Bremen und werde dort Stadtmusikant. Komm mit mir und lass dich auch bei der Musik annehmen. Ich spiele die Laute, und du schlägst die Pauken.“

Der Hund war einverstanden, und sie gingen mitsammen weiter. Es dauerte nicht lange, da sahen sie eine Katze am Wege sitzen, die machte ein Gesicht wie drei Tage Regenwetter. „Was ist denn dir in die Quere gekommen, alter Bartputzer?“ fragte der Esel.



11.1.B.4

Let's start making some comparisons. Using the information from the *Bremer Stadtmusikanten* story, juxtapose the present perfect forms of the following verbs that you already inflected in exercise 11.1.B.2 with those in the story in exercise 11.1.B.3.

Infinitive	Present Perfect	Imperfect
<i>sein</i>	_____	_____
<i>haben</i>	_____	_____
<i>gehen</i>	_____	_____
<i>denken</i>	_____	_____
<i>laufen</i>	_____	_____
<i>fragen</i>	_____	_____
<i>sagen</i>	_____	_____
<i>sehen</i>	_____	_____
<i>machen</i>	_____	_____

With all this evidence before you, take a moment now and try and explain how the imperfect tense functions. Here are some questions to help guide your thoughts:

1. What happens in general to the infinitive when the imperfect tense is constructed? Do some verbs undergo a similar transformation? Do you see any trends? Explain.

2. How are the present perfect and the imperfect reminiscent of the formation of these same tenses in English? How is the German present perfect and imperfect different than the English?

3. What strikes you as inexplicable? What are you having a hard time understanding with respect to the formation of the imperfect voice?

# Auf geht's Unit 11: Reisen 11.2.A

## The Imperfect Tense, Part 1: Weak Verbs

G.5.6.A, G.5.6.B  
S. 208 ("Narrative past")

11.2.A.1 As you should have already noticed in yesterday's homework, not all verbs are treated alike when constructing the imperfect tense. Today and tomorrow we'll get into (once again) three different kinds of verbs. There are: 1) weak verbs, 2) strong verbs, and 3) irregular verbs. We'll concentrate today just on the weak verbs. Tomorrow we'll get the gist of the strong and irregular ones.

Weak verbs are those verbs that require a simple alteration. Chop off the "en" from the infinitive form of the verb. And then add one of the following endings:

### Stem Endings for Weak Verbs in the Imperfect Tense

ich VERB STEM + <b>(e)te</b>	wir VERB STEM + <b>(e)ten</b>
du VERB STEM + <b>(e)test</b>	ihr VERB STEM + <b>(e)tet</b>
er, sie, es VERB STEM + <b>(e)te</b>	sie / Sie VERB STEM + <b>(e)ten</b>

You should keep in mind that the **(e)** listed throughout the chart means that you should insert an **e** into the ending only if the verb stem ends in **d** or **t**.

Here are eight really good examples of weak verbs in the imperfect tense:

sagen (to say)	→	ich sag <b>te</b> ...
wohnen (to live)	→	du wohn <b>test</b> ...
kochen (to cook)	→	er koch <b>te</b> ...
sammeln (to collect)	→	wir sammel <b>ten</b> ...
reisen (to travel)	→	ihr reis <b>tet</b> ...
machen (to make, to do)	→	sie mach <b>ten</b> ...
arbeiten (to work)	→	ich arbeit <b>ete</b> ... (Note the added <b>e</b> !)
reparieren (to repair)	→	du reparier <b>test</b> ...

11.2.A.2 Now it's your turn. Conjugate the following verbs in the imperfect tense. (Tip: you can always look up the answers at WWW.CANOO.NET by searching for the verb and clicking on Wortformen.)

### angeln (to fish)

ich _____	wir _____
du _____	ihr _____
er, sie, es _____	sie / Sie _____

**wandern (to hike)**

ich \_\_\_\_\_  
 du \_\_\_\_\_  
 er, sie, es \_\_\_\_\_

wir \_\_\_\_\_  
 ihr \_\_\_\_\_  
 sie / Sie \_\_\_\_\_

**reden (to talk)**

ich \_\_\_\_\_  
 du \_\_\_\_\_  
 er, sie, es \_\_\_\_\_

wir \_\_\_\_\_  
 ihr \_\_\_\_\_  
 sie / Sie \_\_\_\_\_

**träumen (to dream)**

ich \_\_\_\_\_  
 du \_\_\_\_\_  
 er, sie, es \_\_\_\_\_

wir \_\_\_\_\_  
 ihr \_\_\_\_\_  
 sie / Sie \_\_\_\_\_

**klettern (to climb)**

ich \_\_\_\_\_  
 du \_\_\_\_\_  
 er, sie, es \_\_\_\_\_

wir \_\_\_\_\_  
 ihr \_\_\_\_\_  
 sie / Sie \_\_\_\_\_

## 11.2.A.3

Starting in class today we will encounter a popular German children's book about a small bear (*der kleine Bär*) and a small tiger (*der kleine Tiger*) (along with his wooden toy "tiger-duck" [*die Tigerente*]) that both go on a trip. Assuming that the bear and tiger are Germans, which destination in Europe do you think they'd choose for their trip? Using the vocabulary provided below, write a story about their trip in the imperfect tense. You might want to check out the new vocabulary presented in the workbook (📖 11.2.B) and the interactive (📱 11.2.1). The verbs below are weak!



Der kleine Bär & der kleine Tiger & die Tigerente



auf dem Strand träumen | in den Bergen klettern | eine Party machen  
 mit Freunden reden | in einer Pension wohnen | in Ruhe angeln  
 Weg vom Alltag relaxen | neue Kulturen kennen lernen | neue Erlebnisse sammeln

Write your story about the bear and tiger in the book below.



11.2.A.4

As part of your homework today you'll need to listen to Lexi, Catharina, Joachim and Barbara talk about what they like to do on vacation. Below is a slightly altered version of Barbara's statement (📄 11.2.3.G). Can you translate it into the imperfect tense?



**Present Tense**

**Imperfect Tense**

Am liebsten **mache** ich Wanderurlaub. Ich **packe** meinen Rucksack und **reise** eine Woche von Herberge zu Herberge. Das **mache** ich am liebsten. Ich **organisiere** das Ende Juli vier Tage lang mit einer Freundin. Wir **wandern** durch den Harz. Ich **plane** eine Städtereise nach Krakau zu machen.

## Auf geht's Unit 11: Reisen 11.2.B

### The Imperfect Tense, Part 2: Strong Verbs & Irregular Verbs

📖 G.5.6.C, G.5.6.D, G.5.6.E

📖 S. 208 ("Narrative past") + S. 210 ("Verb Chart")

#### 11.2.B.1

In terms of weak verbs in the imperfect, the difference between English and German couldn't be any more noticeable. Whereas Germans add a **-(e)te**, **-(e)test**, **-(e)ten**, or **-(e)tet** ending, English merely adds an **-ed** ending. Check out these examples:

Germans say "Ich kochte" whereas English speakers say "I cooked."

Germans say "Ich kletterte" whereas English speakers say "I climbed."

Germans say "Ich wohnte" whereas English speakers say "I lived."

What makes a verb weak is above and beyond our mission in German 102. What you need to do (if you haven't already) is commit to memory those verbs that belong to the weak category.

Moving now from weak verbs to strong verbs, we see a much greater affinity between the German and the English. Notice below how the verbs actually take on new vowels:  $e \rightarrow a$ ;  $i \rightarrow a$ ;  $o \rightarrow a$ .

Germans say "Ich **a**ß" (from *essen*) and English speakers say "I **a**te" (NOT "I eated"!).

Germans say "Ich schw**a**mm" (from *schwimmen*) and English speakers say "I sw**a**m" (NOT "I swimed!").

Germans say "Ich k**a**m" (from *kommen*) and English speakers say "I c**a**me" (NOT "I comed"!).

Ultimately, whether a verb is weak or strong in the imperfect tense is not a distinction you can discern visually. There are no markers. On the contrary, it just sounds somehow right.

As for making the imperfect tense out of strong verbs, the task is, on the one hand, easier. There are few endings to learn. On the other hand, it's a little trickier for the simple reason that you need to learn the unique transformations that the stem of each strong verb undergoes.

Here is the rule for the endings:

#### Stem Endings for Strong Verbs in the Imperfect Tense

ich <u>NEW VERB STEM</u>	wir <u>NEW VERB STEM</u> + <b>en</b>
du <u>NEW VERB STEM</u> + <b>(e)st</b>	ihr <u>NEW VERB STEM</u> + <b>(e)t</b>
er, sie, es <u>NEW VERB STEM</u>	sie / Sie <u>NEW VERB STEM</u> + <b>en</b>

(Note: The **d/t** rule established for weak verbs also applies to strong verbs. With verbs whose altered stems end in **d** or **t** an **e** should be added.)

And here is a list of how the stems of strong verbs transform in the imperfect tense. Take a moment and reflect on how the English is similar or different to these eleven German examples. Be sure to write out the English example!

German Stem Changes	Is there a similar stem change in English?
essen (to eat): <u>e</u> ss → <u>a</u> ß	_____
fahren (to drive): <u>f</u> ahr → <u>fu</u> hr	_____
finden (to find): <u>f</u> ind → <u>fa</u> nd	_____
gehen (to go): <u>g</u> eh → <u>gi</u> ng	_____
kommen (to come): <u>k</u> omm → <u>ka</u> m	_____
riechen (to smell): <u>r</u> iech → <u>ro</u> ch	_____
schlafen (to sleep): <u>schl</u> af → <u>schl</u> ief	_____
schwimmen (to swim): <u>schw</u> imm → schw <u>a</u> mm	_____
sehen (to see): <u>s</u> eh → <u>sa</u> h	_____
stehen (to stand): <u>st</u> eh → <u>sta</u> nd	_____
treffen (to meet): <u>tr</u> eff → <u>tra</u> f	_____

Take notice how the verb shift in the stems is quite complicated. Again, your best bet is to commit these shifts to memory. Naturally, any similarities to the English should serve as a helpful mnemonic!

11.2.B.2 Now it's your turn. Conjugate the following verbs in the imperfect tense. (Tip: you can always look up the answers at [WWW.CANOO.NET](http://WWW.CANOO.NET) by searching for the verb and clicking on Wortformen.)

gehen (to go)	
ich _____	wir _____
du _____	ihr _____
er, sie, es _____	sie / Sie _____

finden (to find)	
ich _____	wir _____
du _____	ihr _____
er, sie, es _____	sie / Sie _____

kommen (to come)	
ich _____	wir _____
du _____	ihr _____
er, sie, es _____	sie / Sie _____

11.2.B.3 Today in class you saw the animated rendition of the storybook "Oh, wie schön ist Panama!" by the hugely popular German childrens' author Janosch. Try and retell the first half of the story about the bear and the tiger and the tiger-duck using the pictures from the story as a guideline. Be sure to use the imperfect tense of the

following strong verbs! In case you forgot, don't forget you can read the whole story online! See your online coursesite.



der Tiger + Pilze finden

---

---

---



die Kiste vorbeischwimmen + an dem Bären

---

---

---



der Tiger und der Bär + losgehen

---

---

---



der Bär + den Fuchs treffen

---

---

---



der Tiger und der Bär + auf dem Plüschsofa schlafen

---

---

---

11.2.B.3 Can you recall the answers to the following questions about “Oh, wie schön ist Panama”? Be sure to write your answers in German in the imperfect tense!

1. What did the box from Panama **smell** like? (*riechen + nach*)

---

2. What did the bear and the tiger **see** from the tree? (*vom Baum*)

---

3. What did the Tiger like to **eat** for dinner? (*essen gern*)

---

4. What do you think: Did the box really **come** from (*aus*) Panama?

---

11.2.B.4 Now that you have a hang of the strong verbs, let’s look at the final group of verbs that require yet a third different approach to constructing the imperfect tense: irregular verbs. Irregular verbs are a bit of a hybrid between weak verbs and strong verbs. Stems change as is the case with strong verbs. And they (often) take endings like weak verbs. Look at the German verb for “to bring.” Can you see this hybridity?

**bringen (to bring): bring → brach**

ich brachte  
du brachtest  
er, sie, es brachte

wir brachten  
ihr brachtet  
sie / Sie brachten

Other verbs that are irregular that you should commit to memory include:

denken (*to think*) → ich dachte

haben → ich hatte

kennen (*to know*) → ich kannste

senden (*to send*) → ich sandte

wissen (*to know*) → ich wusste

Although not officially irregular verbs, those modal verbs that have umlauts in their infinitives behave like irregular verbs in the imperfect tense. They include:

dürfen (*to be allowed to*) → ich durfte

können (*to be able to*) → ich konnte

mögen (*to like*) → ich mochte (don’t confuse this with *ich möchte!*)

müssen (*to have to*) → ich musste

The remaining two modals (*sollen* and *wollen*) behave like weak verbs in the imperfect tense.

11.2.B.5 Now it’s your turn. Conjugate a few verbs in the imperfect tense. If you’re a little confused, go back and take a look at the previous examples and check out the rules for the strong and weak verbs in the previous homework

sections.

**denken (to think)**

ich \_\_\_\_\_  
du \_\_\_\_\_  
er, sie, es \_\_\_\_\_

wir \_\_\_\_\_  
ihr \_\_\_\_\_  
sie / Sie \_\_\_\_\_

**können (to be able to)**

ich \_\_\_\_\_  
du \_\_\_\_\_  
er, sie, es \_\_\_\_\_

wir \_\_\_\_\_  
ihr \_\_\_\_\_  
sie / Sie \_\_\_\_\_

11.2.B.6 Below is a list of additional new vocabulary from “Oh, wie schön ist Panama.” See if you can use these words to help you answer the following questions about the story.

die Tigerente | der Schornstein | das Land meiner Träume

der Weg nach Panama | der Igel und der Hase | die Pilze

1. What did the little tiger **have** with him?

\_\_\_\_\_

2. Did the mouse **know** the way to Panama?

\_\_\_\_\_

3. What did the hedgehog and the rabbit **think** of Panama?

\_\_\_\_\_

## Auf geht's Unit 11: Reisen 11.3.A

### Sequencing Past Events Using the Subordinating Conjunctions *nachdem* and *bevor*

G.8.3.D, G.8.3.E, G.8.3.F  
S. 212 (“Conjunctions”)

11.3.A.1 If we want to talk in German about a sequence of events in the past, we can use two different approaches.

The first approach is purely additive. Stringing sentences together in the imperfect tense using adverbial expressions like “zuerst” (*first*), “und dann” (*and then*), “danach” (*thereafter*) and “zuletzt” (*at last*) is a fine approach. But it's clumsy.

A far more eloquent approach (and the one we'll practice just a little bit today) involves using another new pair of subordinating conjunctions: *nachdem* (after) and *bevor* (before).

The trick with both of these new conjunctions is that they require use **both** the **imperfect** and a third new past tense, the so-called “**pluperfect tense**.” Compared to the imperfect tense, the pluperfect tense refers to events farther back in the past.

Making the pluperfect tense is easy. Start with the present perfect, which we reviewed in grammar homework 11.1.B, and simply change the auxiliary verb from the present to the imperfect. Check out the examples below.

Der Bär **hat** Fisch mit Pilzen **gekocht**. → Der Bär **hatte** Fisch mit Pilzen **gekocht**.

Der Vogel **ist** über den Baum **geflogen**. → Der Vogel **war** über den Baum **geflogen**.

When using *bevor* and *nachdem*, we need to be careful on which side of the sentence the imperfect and pluperfect appear. Keep in mind that the pluperfect tense always needs to be associated with those events that happened first. The imperfect tense refers to events closer to the present. Here are two examples:

**Nachdem** der Bär Fisch mit Pilzen **gekocht hatte**, **redete** er von Panama.

**Bevor** sie die Kuh **trafen**, **hatten** sie den Fuchs **kennengelernt**.

Notice how the verb in the *nachdem*- and *bevor*-clauses appears at the end and how the very next main clause begins with the verb.

11.3.A.2 How much of “Oh, wie schön ist Panama” can you recall? See if you can re-tell the story of the bear and the tiger and the tiger-duck by compiling the following fragments together with either *bevor* or *nachdem*. Follow the example below.

1. Pilze sammeln (*weak*)

den Fisch kochen (*weak*)

Nachdem der kleine Tiger Pilze gesammelt hatte, kochte der kleine Bär den Fisch.

einen Wegweiser bauen (*weak*)

2. die Kiste aus Panama finden (*strong*)

3. mit der Maus sprechen (*strong*)

den hungrigen Fuchs treffen (*strong*)

---

4. den Baum klettern (*weak*)

das alte Haus wieder•sehen (*strong*)

---

5. ein Floß (*raft*) aus Holz machen (*weak*)

auf die andere Seite schwimmen (*strong*)

---

6. das Plüschsofa kaufen (*weak*)

das Haus reparieren (*weak*)

---

- 11.3.A.3 Imagine the little bear and the little tiger and the tiger-duck take another trip years after their Panama trip. Pretend this new trip takes on global proportions. Look at the new geography vocabulary on the interactive (📖 11.3.1, 11.3.2) and in the workbook (📖 11.3.A, 11.3.B). Write a story as if the world travelers completed their trip and sat down afterward to write about it. Where did they go? What did they see? Be sure your story includes as least two *nachdem*-clauses and two *bevor*-clauses.



---

## *Auf geht's* Unit 11: Reisen 11.3.B

**Two-Way Prepositions in the Accusative Case & the Corresponding Verbs *hängen, legen, setzen, & stellen***

- 11.3.B.1 In English we’d like to think that prepositions are created equal. This is not the case in German. There are four main groups of prepositions we must keep track of. In German 101 (Unit 5) we learned 1) **the accusative prepositions**. In Unit 6 we learned the 2) **dative prepositions**. In German 102 we’ve learned about 3) **the genitive prepositions**. And now we will learn in much greater detail the most complicated prepositions, 4) **the two-way prepositions**.

Remember: prepositions are those little words that enable us to establish relationships with people, places, things, and ideas:

I bought the plane ticket **from the online travel agency**.  
 I couldn’t get **the blue of Greece’s beaches** out of my mind.  
 We checked **out of the hotel** at 9 and boarded the cruise at 10.

Can you recall what the accusative prepositions are? Just in case, here they are:

**durch** (*through*), **für** (*for*), **gegen** (*against*), **ohne** (*without*), **um** (*around*), **bis** (*till*)

Here are the dative prepositions. Can you remember their meanings?

**aus**, **außer**, **bei**, **mit**, **nach**, **seit**, **von**, **zu**

And lastly, the genitive prepositions:

**trotz** (*in spite of*), **wegen** (*because of*), **während** (*during*), **statt** (*instead of*)

The two-way prepositions are those prepositions that take nouns after them either in the accusative or dative case depending on whether they together express motion (accusative) or static location (dative). They are:

**an**, **auf**, **hinter**, **neben**, **in**, **über**, **unter**, **vor**, **zwischen**

- 11.3.B.3 When we’re talking about moving things within a specific place, two-way prepositions are unavoidable. They also are usually accompanied by four weak verbs that help us describe what is being done. These weak verbs are:

**hängen** = *to hang*  
 (on the wall, from the ceiling, or any other vertical plane)

**legen** = *to lay*  
 (to lay flat on a horizontal plane: paper, a book, money, a cow, silverware)

**setzen** = *to set down*  
 (used only with “things” that have knees: people, dolls, puppets and certain animals)

**stellen** = *to place*  
 (something vertical on a horizontal plane: a bottle, a table, a candle, a wine glass)

11.3.B.2 Take a look at the home of the little bear and the little tiger, which they refurbish after their trip. Which of the following statements do you think accurately describe what they did in order to neat up their home after it was abandoned? Notice how the verbs convey an action that took place and how the prepositions all take the accusative case.



Ja / Nein

1. Sie **hängten** Pilze und Zwiebeln über den Tisch. \_\_\_\_\_
2. Sie **stellten** eine Pflanze an die Tür. \_\_\_\_\_
3. Sie **legten** den Löffel (*spoon*) und die Schüssel (*bowl*) auf den Boden (floor). \_\_\_\_\_
4. Sie **stellten** die Tigerente unter das Plüschsofa. \_\_\_\_\_
5. Sie **setzten** sich auf den Holzstuhl (*wooden chair*). \_\_\_\_\_
6. Sie **legten** die Kissen zwischen das Plüschsofa und die Tür. \_\_\_\_\_

11.3.B.3 Now it's your turn. While the little bear tells the hedgehog and the rabbit about their dreams of Panama, the little tiger is thinking, "This place is a dump!" Make some recommendations for how the hedgehog (*der Igel*) and the rabbit (*der Hase*) can clean their place up. Use the words in the box below to formulate your sentences. Be sure you use one of the four verbs (*hängen*, *legen*, *setzen*, and *stellen*) and pair one of the two-way prepositions with a noun in the accusative case. Don't hesitate to look up additional words at [DICT.LEO.ORG](http://dict.leo.org)!

die Harke (*rake*) | die Birne (*pear*) | die Karotten (*carrots*)

das Heu (*hay*) | der Topf (*pot*)



## Auf geht's Unit 11: Reisen 11.4.A

### Two-Way Prepositions in the Dative Case & the Corresponding Verbs *hängen, liegen, sitzen & stehen*

G.7.4.A

S. 215 ("Prepositions")

- 11.4.A.1 Two-way prepositions combined with the accusative case infer motion. Two-way prepositions that describe static location require the dative case. They also take a different set of four verbs. As you will see, they are reminiscent of the four verbs we learned yesterday. Unlike the previous set, these are strong and therefore encounter a stem change in the imperfect. They are also intransitive, meaning that they do not have a direct object. Instead, they merely call for a preposition phrase.

**hängen** (to be hanging)  
**liegen** (to lie, to be situated)  
**stehen** (to stand, to be situated)  
**sitzen** (to be sitting)

- 11.4.A.2 Which one of the following ideas do you think would make for a drastic improvement in the hedgehog's and the rabbit's home?



1. Ein Bild von Cher **hängt** .
2. Ein Blumentopf **steht** .
3. Fische und Pilze **liegen** .

Ja / Nein?

\_\_\_\_\_

\_\_\_\_\_

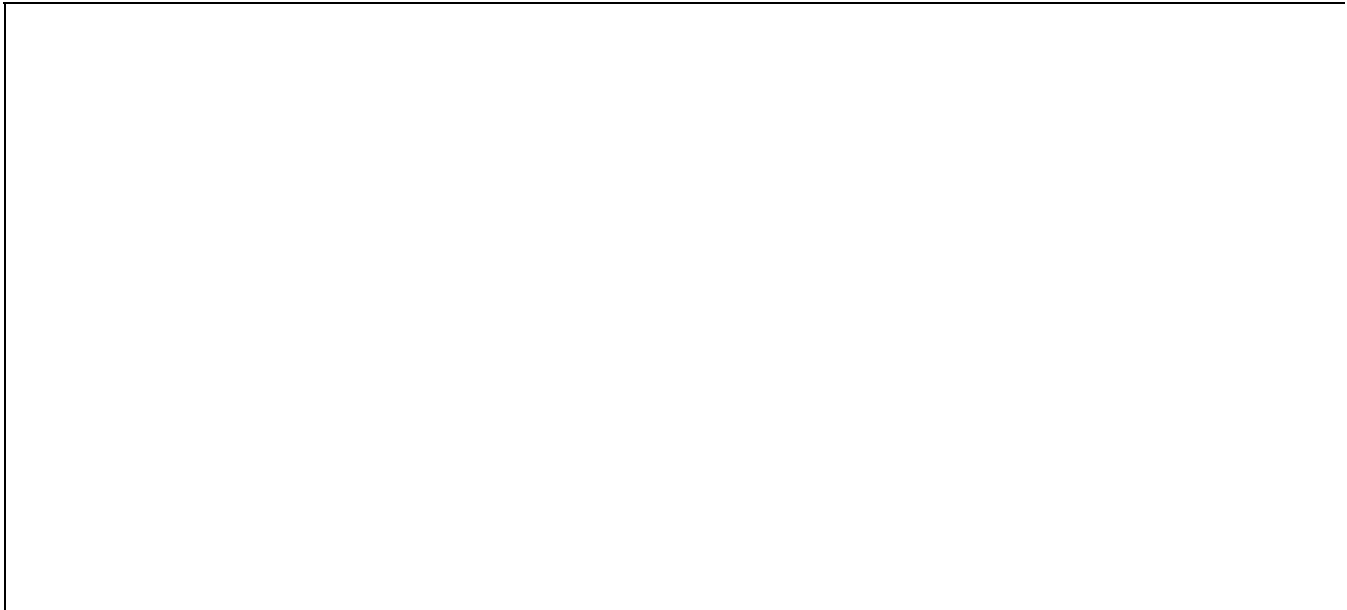
\_\_\_\_\_

4. Ein Klavier **steht** in der Ecke neben dem Fenster. \_\_\_\_\_

5. Die Harke **liegt** unter dem Plüschsofa. \_\_\_\_\_

---

11.4.A.3 What's your room in your apartment, dormitory, or house like? Draw a picture of where your bed is and what else you have in your room in the box below. Then write no less than five sentences about your room. Be sure each one uses one of the four nouns (**hängen, liegen, stehen, sitzen**)



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Auf geht's Unit 11: Reisen 11.4.B

### Review

11.4.B.1

This unit focused on two grammatical concepts: speaking about past events (the imperfect tense) and speaking about things either in motion or in stasis (two-way prepositions). You should know the routine by now. Stop and reflect before going back over the grammar homework in this chapter and asking yourself whether you feel ready to take the exam. Fill out the following self-assessment. How well do you think you grasp these grammar points?

5 = I can ace this.

3 = I could study another 2 hours and strengthen my mastery.

0 = I have no clue. I need to find help, pronto!

I know when and how to use the subordinating conjunction <i>als</i> when speaking about past events. I know which past-tense verb moves to the end of which clause.				
1	2	3	4	5
I know how to conjugate the imperfect tense of <i>sein &amp; haben</i> .				
1	2	3	4	5
I know the difference between the imperfect and the present perfect tense. I can illustrate this difference with the present perfect tense of <i>sein &amp; haben</i> .				
1	2	3	4	5
I know which verbs are weak in the imperfect tense and I know how to conjugate them.				
1	2	3	4	5
I know which verbs are strong in the imperfect tense and I know how to conjugate them.				
1	2	3	4	5
I know which verbs are irregular in the imperfect tense and I know how to conjugate them.				
1	2	3	4	5
I know all the two-way prepositions and I know when they require nouns that follow them to appear in the accusative case and the dative case.				
1	2	3	4	5
I know which verbs accompany two-way prepositions in the accusative case and which ones accompany two-way prepositions in the dative case. There are in all 7 verbs I can distinguish.				
1	2	3	4	5

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Chapter  
Overview  
of Grammar

We're approaching the homestretch. German 102 is almost over. With the following new material in Unit 12, you will be exploring one of the most important topics for present-day Germany, namely its past. Now that we've reviewed the present perfect tense and learned the imperfect tense, encountering Germans and their memories of the past will be our primary concern in this unit. In terms of grammar, we will spend the majority of our time in this chapter learning about the subjunctive mood, that is how to talk about wishes, dreams, improbable situations, unreal circumstances. The new grammatical points we'll learn in this unit include:

- How to transform adjectives into nouns;
- How to negate something by using either *nicht mehr* or *kein mehr*;
- How to express the subjunctive mood using *würden*;
- How to transform *sein*, *haben* and the modal verbs into the subjunctive mood;
- How to use the subjunctive mood in sentences that begin with "if" (*wenn*);
- How to use the subjunctive mood in the past tense; and
- How to express the passive voice using "one" (*man*).

## Adjectival Nouns

📖 G.4.6, G.4.2

📖 S. 204 ("Adjectives")

## 12.1.A.1

Just as with English, German allows for some adjectives to be used as nouns. Adjectives can become really great nouns, especially if you want to talk about something general or something commonly understood. In English, we have to add "one," "man," "woman", "person," "guy" or "thing" to an adjective in order to make an adjectival noun. Here are a few examples in English:

The **fantastic thing** about US military bases was the restaurants.

I'll have a **cold one**, please.

Only a **crazy person** would try and sneak into a military base.

In German, adjectival nouns are just that, adjectives that are written like nouns. They are capitalized. But unlike nouns, their endings are still active. Here are the German equivalents to the examples above:

fantastisch → **Das Fantastische** an US-Stützpunkte waren die Restaurants.

kalt → Ich möchte **ein Kaltes**, bitte.

verrückt → Nur **ein Verrückter** würde in einen Stützpunkt hineinschleichen.

Back in Unit 9 we learned in gross detail the ins and outs of adjective endings. Knowing what you still know about adjective endings, can you see how definite articles (*der* words) and indefinite articles (*ein* words) can affect the ending of the adjectival nouns? Do you see how the case (nominative versus accusative) also has an effect on the endings?

In case you're forgetting, check out the grammar explanations from Units 7 & 9 (7.3.B, 9.3.B & 9.4.A) in order to jog your memory!

Before we get our hands dirty, we need to establish a couple categories in order for you to keep everything straight.

### Category 1: Officially Recognized Adjectival Nouns

Some adjectives have had such resounding success as nouns that they have been entered into the German language as official dictionary entries. In this category of adjectival nouns, there are:

- bekannt (*known*) → der Bekannte  or ein Bekannter  (*acquaintance*)
- angestellt (*employed*) → der Angestellte  or ein Angestellter  (*employee*)
- verwandt (*related*) → der Verwandte  or ein Verwandter  (*relative*)
- erwachsen (*grown*) → der Erwachsene  or ein Erwachsener  (*grownup, adult*)
- deutsch (*German*) → der Deutsche  or ein Deutscher  (*German citizen*)
- tot (*dead*) → der Tote  or ein Toter  (*deceased person*)

Each of these examples refers to people. Do you see how the use of either a definite (*der*) or indefinite (*ein*) article affects the ending of the adjectival noun? Can you see how the masculine gender is signaled in each of these examples? What do you think the feminine form of each of these examples would be?

### Category 2: Common Adjectival Nouns

A lot of everyday German incorporates adjectival nouns that require some inside knowledge to understand what they mean. A few examples include:

- hell (*light*) → Ich möchte ein Helles  (*beer, a lager*).
- dunkel (*dark*) → Ich möchte ein Dunkles  (*beer, a stout*).
- alt (*old*) → Mein Alter  (*old man, father*) geht mir auf die Nerven.
- grün (*green*) → Die Grünen  (*the Green party*) sind fast dreißig Jahre alt.

### Category 3: Run-of-the-Mill Adjectival Nouns

If you want to talk about the “dumb one,” or the “tragic thing,” the “smart guy,” or the “strong gal,” you’ll need to use an adjectival noun. Use the following charts to figure out what your noun will look like. The first outlines adjectival nouns preceded by definite articles (like *der*). The second outlines adjectival nouns preceded by indefinite articles (like *ein*).

	Masculine	Feminine	Neuter	Plural
Nominative	der Dumme <input type="checkbox"/>	die Dumme <input type="checkbox"/>	das Dumme <input type="checkbox"/>	die Dummen <input type="checkbox"/>
Accusative	den Dummen <input type="checkbox"/>	die Dumme <input type="checkbox"/>	das Dumme <input type="checkbox"/>	die Dummen <input type="checkbox"/>
Dative	dem Dummen <input type="checkbox"/>	der Dumme <input type="checkbox"/>	dem Dummen <input type="checkbox"/>	den Dummen <input type="checkbox"/>

	Masculine	Feminine	Neuter	Plural
Nominative	ein Kluger <input type="checkbox"/>	eine Kluge <input type="checkbox"/>	ein Kluges <input type="checkbox"/>	Kluge <input type="checkbox"/>
Accusative	einen Klugen <input type="checkbox"/>	eine Kluge <input type="checkbox"/>	ein Kluges <input type="checkbox"/>	Kluge <input type="checkbox"/>
Dative	einem Klugen <input type="checkbox"/>	einer Klugen <input type="checkbox"/>	einem Klugen <input type="checkbox"/>	Klugen <input type="checkbox"/>

Notice how the plural form cannot work with the indefinite article!

#### 12.1.A.2

Review once more the key concepts about the Nazi era in the Interactive (12.1.1). See if you can connect the concepts in the left-hand column with those adjectival nouns in the right-hand column that are the best fit.



die Machtergreifung  
der Wirtschaftsaufstieg  
der Einmarsch  
“Kanonen statt Butter” Propaganda  
Totaler Krieg  
die Bombennächte  
die Auswanderung

**Das Böse** an den Russen  
**Das Gemeinsame** am deutschen Volk und de  
deutschen Gefangenen  
**Das Dumme** an der Nazi-Rhetorik  
**Das Kriminelle** an Hitler  
**Das Gute** an den Nazis  
**Das Schlimme** an den Alliierten  
**Das Große** an der NSDAP im Jahre 1933

12.1.A.3

Rewrite the following descriptions using adjectival nouns. If necessary, you can use [DICT.LEO.ORG](http://dict.leo.org) for help.

1. ein böser Mann: \_\_\_\_\_
2. blinde Leute: \_\_\_\_\_
3. deutsche Menschen: \_\_\_\_\_
4. eine fremde Frau: \_\_\_\_\_
5. ein katholischer Mann: \_\_\_\_\_
6. die reichen Menschen: \_\_\_\_\_

12.1.A.5 Take a look at the prisoner of war photographed and captured in the Interactive (📄 12.1.2.B). Write a fictional story about this man using no less than 5 adjectival nouns. Feel free to use any of the following nouns in the word box or those introduced above. What happens to this prisoner (*der Gefangener*) after the war? Be as creative as you like.

der Bekannte | der Verwandte | der Deutsche | der Tote

die Verlobte (*fiancé*) | der Kriminelle | der Vorgesetzte (*supervisor*)



Negation using *nicht mehr* versus *kein mehr*

📖 G.8.2, G.3.2.C

📖 S. 203 ("Ein-words")

## 12.1.B.1

Back in Unit 3 in German 101 we first learned how to negate ideas by using either *nicht* or *kein*. Let's review three easy rules for using *nicht* and *kein* properly.

1. *Kein* is an *ein*-word. Use it to negate nouns that are preceded by a form of *ein*.
2. Use *nicht* to negate a noun preceded by a *der*-word (*der, mein, dieses, jeder*, etc.) or a proper noun.
3. If you are not negating a noun, just use *nicht*. Place *nicht* immediately in front of what you wish to negate. If you want to negate the whole sentence, position *nicht* at the end of the sentence.

Here are examples for each of these three rules:

1. Nach dem Krieg haben wir **kein** Bett gehabt.
2. Es waren **nicht** die Alliierten sondern Russen, die uns aus Polen vertrieben haben.
3. Wir sind aus Ostdeutschland **nicht** weggekommen.

There are a variety of much more complicated ways to negate sentences. For now, we'll just stick with just one new variation. If a question or statement inquires or implies something is still happening, using **nicht mehr** or **kein...mehr** makes clear that that something is over. As you will see the following English examples, this negation is accompanied by the work **noch**, which in English means roughly "yet" or "anymore";

Does the government still need a new chancellor? →  
No, the government doesn't need a new one anymore.

Braucht die Regierung immer **noch** einen neuen Kanzler? →  
Nein, sie braucht **keinen** neuen Kanzler **mehr**.

## 12.1.B.2

Negate the following sentences using either *nicht* or *kein*. You might want to review Frau Köhrmann's statements from the Interactive (📖 12.1.5) in order to help put the statements into perspective.



1. Die Kriegszeit war eine einfache Zeit.

---

2. Die Amerikaner haben von der deutschen Menschlichkeit gewusst.

---

3. Wir haben damals nach dem Krieg sehr viel zum Essen gekriegt.

---

4. Die DDR hat einen Marschall-Plan gehabt.

---

5. Der Kapitalismus hat den Osten schnell aufgebaut.

---

12.1.B.3

Germans have struggled since May 1945 to make sense of the massive destruction and suffering brought about by National Socialism. Critics have wondered from the start whether Germans ever did the right thing with respect to their past. Pretend you're a pessimist and answer each of these questions negatively using either **nicht mehr** or **kein...mehr**. If you use **kein...mehr**, be sure to use the right adjective ending!

1. Bewältigen (*cope*) die Deutschen **immer noch** die Vergangenheit?

---

2. Besuchen die Deutschen **immer noch** die Konzentrationslager?

---

3. Bauen die Deutschen **immer noch** Mahnmale (*memorials*) für den Holocaust?

---

4. Denken die Deutschen **immer noch** heute an die Nazis?

---

5. Fördern (*support*) die Deutschen **immer noch** die Überlebenden (*survivors*) des Holocausts?

---

---

**The Subjunctive Mood I: *würden***

📖 S. 209 ("Subjunctive") + S. 206 ("Paradigm 2")

## 12.2.A.1

What if Germany never had a Hitler? What if Germany didn't march into Poland? What if the Holocaust never took place? What would the world look like today?

Big questions! And they'd be impossible to answer without the subjunctive mood. The subjunctive mood is, quite simply, a way of saying something that is not rooted in reality.

Millions **would not have died**.  
Europe **would not have gone** to war.  
Germany **would have remained** a parliamentary democracy.

The easiest way to express the subjunctive mood in German is to add the equivalent of "would" to a normal indicative sentence.

Millionen sterben nicht. → Millionen **würden nicht sterben**.

The formula for building the subjunctive mood with *würden* is as follows:

**würden + infinitive**

Okay, let's see what you know. Go ahead and conjugate *würden*. Just in case you're not sure, check out [WWW.VERBIX.COM/LANGUAGES/GERMAN.SHTML](http://WWW.VERBIX.COM/LANGUAGES/GERMAN.SHTML) for help!

<i>Würden</i>	
ich _____	wir _____
du _____	ihr _____
er, sie, es _____	sie _____ / Sie _____

One thing you've already encountered with modal verbs is the so-called sentence bracket. When we add *würden* to an indicative sentence, the original verb takes on its infinitive form and heads for the end of the sentence:

Ich reise viel mehr. → Ich würde viel mehr reisen.  
S V1                    S V1                    V2



**The Subjunctive Mood II: *wären, hätten* & modal verbs**

📖 S. 209 ("Subjunctive") + S. 206 ("Paradigms")

## 12.2.B.1

The subjunctive mood for particular verbs requires a more extensive transformation. Instead of adding *würden* to a sentence and moving the infinitive-form of the original verb to the end of the sentence, verbs like *sein*, *haben* and the modal verbs actual undergo a change that signals the subjunctive mood.

*sein* (to be) → *wären* (would be)  
*haben* (to have) → *hätten* (would have)

*wollen* (to want to) → *wollten* (would want to)  
*sollen* (to be supposed to) → *sollten* (should)  
*mögen* (to like) → *möchten* (would like)  
*müssen* (to have to) → *müssten* (would have to)  
*können* (to be able to) → *könnten* (could)  
*dürfen* (to be allowed to) → *dürften* (would be allowed to, may)

Before we start practicing, there's one little thing you need to remember. Never use the **würden + infinitive** formula with any of these verbs!

## 12.2.B.2

Now it's your turn to practice. Conjugate the following verbs in the subjunctive mood. In case you need some help, be sure to check out [WWW.VERBIX.COM/LANGUAGES/GERMAN.SHTML](http://WWW.VERBIX.COM/LANGUAGES/GERMAN.SHTML).

<i>Sein → Wären</i>	
ich _____	wir _____
du _____	ihr _____
er, sie, es _____	sie _____ / Sie _____

<i>Haben → Hätten</i>	
ich _____	wir _____
du _____	ihr _____
er, sie, es _____	sie _____ / Sie _____

<i>Mögen → Möchten</i>	
ich _____	wir _____
du _____	ihr _____
er, sie, es _____	sie _____ / Sie _____

<i>Können → Könnten</i>	
ich _____	wir _____
du _____	ihr _____
er, sie, es _____	sie _____ / Sie _____

**Wollen → Wollten**

ich \_\_\_\_\_  
du \_\_\_\_\_  
er, sie, es \_\_\_\_\_

wir \_\_\_\_\_  
ihr \_\_\_\_\_  
sie \_\_\_\_\_ / Sie \_\_\_\_\_

12.2.B.3



In workbook exercise [📖 12.2.E \(S. 189\)](#), Frau Köhrmann tells us that before the Wall fell East Germans were exceedingly helpful and friendly. Modals in the subjunctive case are particularly well suited for expressing politeness. See if you can translate the following 4 English sentences into German using modals in the subjunctive mood. Don't forget the placement of verbs in sentences containing a modal! (For a review see, [📖 G.5.5.C.](#)) Revisit Frau Köhrmann's thoughts on everyday life in the GDR to help you ([📖 12.2.4](#)).

1. **Could** you give me one kilogram of bananas?

\_\_\_\_\_

2. I **would** like two pounds of bread, please.

\_\_\_\_\_

3. **Should** we eat at the German restaurant?

\_\_\_\_\_

4. **May** I buy a bar of chocolate from the West?

\_\_\_\_\_

12.2.B.4

What do you think would be more reliable, more exotic, cheaper, or an East German product or a Western product? Write your answer using the subjunctive mood of *sein* and be sure to follow the example below. You also might want to check out some of the statements made by Frau Köhrmann and others (S. 187-89) in workbook in order to get your facts straight.

der Trabant (Ost)

der Volkswagen (West)

1. zuverlässiger (*more reasonable*): Der Volkswagen wäre zuverlässiger als der Trabi.

ein Kilo Bananen (Ost)

ein Kilo Bananen (West)

2. exotischer: \_\_\_\_\_

die DDR-Mark

der Dollar

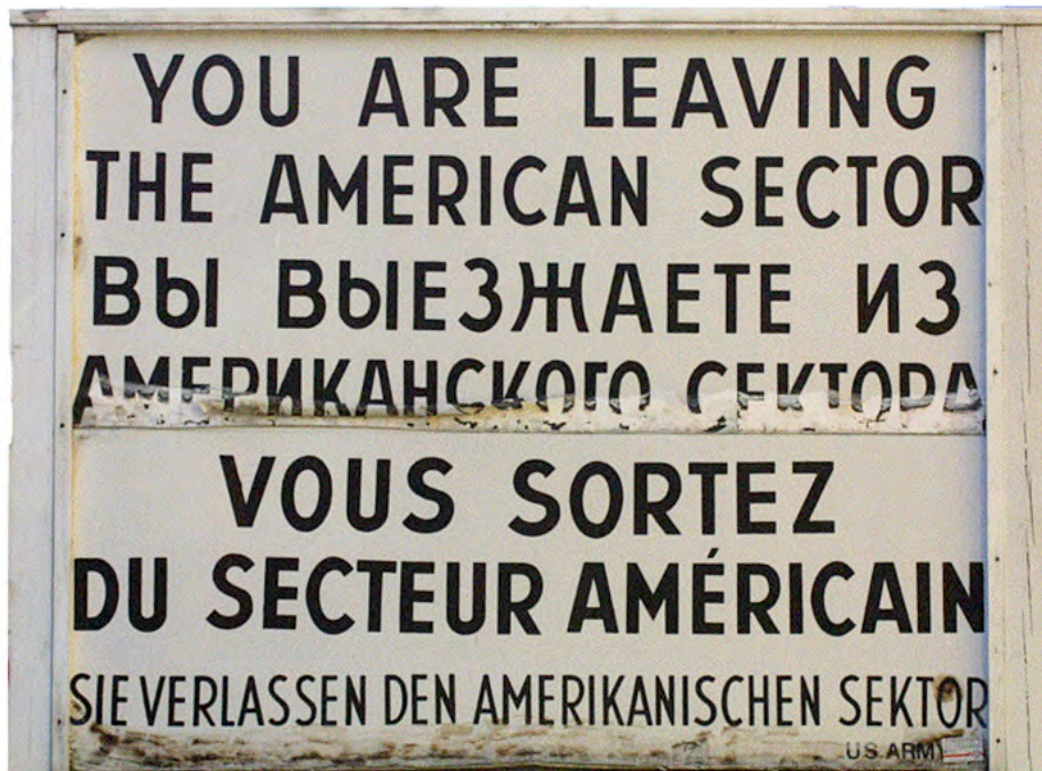
3. wertvoller: \_\_\_\_\_

die Ossis


die Wessis


4. hilfsbereiter (*more helpful*): \_\_\_\_\_

---



**The Subjunctive Mood III: *wenn*-clauses**

 G.8.3.D, G.8.3.E, G.8.3.H, G.8.4

 S. 209 (“Subjunctive”) + S. 212 (“Conjunctions”)

- 12.3.A.1 The subjunctive mood is great for when you want to say something counterfactual. A wish, a fantasy, an unreal situation are all counterfactual.

In order to express a counterfactual statement, we need to add yet another subordinating conjunction to your arsenal. Thus far we know the following seven subordinating conjunctions, which we encountered in Units 10 and 11:

*wenn, weil, dass, ob, als, nachdem, bevor*

In order to express counterfactual statements, we can use “*wenn*” just like we use “if” in English. Here are a few English examples:

If I studied a semester in Germany, I would learn better German.  
If I studied a semester in Germany, I would learn about another culture.  
If I studied a semester in Germany, I would become a lot more independent.

Can you imagine how these sentence might look in German?

- What will happen when we add *würden* to the *wenn*-portion of the sentence?
- Where would the original verb (“studied”) go?
- How might the clause that follows the *wenn*-portion start? With which verb?

Here’s a sample *wenn*-sentence in German:

**Wenn** ich ein Semester in Deutschland **studieren würde**,  
**würde** ich Deutsch besser **lernen**.

Now it’s your turn to explain what’s going on:

1. What happens to the verbs in the *wenn*-clause? \_\_\_\_\_
  2. What happens to the verbs in the following main clause? \_\_\_\_\_
  3. Which verbs get conjugated? \_\_\_\_\_
  4. Which verbs now appear as infinitives? \_\_\_\_\_
-

12.3.A.2

Which of the following statements do you think is absolutely possible, were a German student from Tübingen come to Carolina? Which ones do you think are unlikely?

Möglich? oder Unmöglich?



1. **Wenn** ein deutscher Student an Carolina **studieren würde**, **würde** er Basketball **lieben lernen**.
2. **Wenn** eine deutsche Studentin an Carolina **studieren würde**, **wäre** sie mit der Mensa enttäuscht.
3. **Wenn** ein deutscher Student an Carolina **studieren würde**, **hätte** er viel mehr Freizeit.
4. **Wenn** eine deutsche Studentin an Carolina **studieren würde**, **würde** sie in den Frühlingsferien **verreisen** (to travel).
5. **Wenn** ein deutscher Student an Carolina **studieren würde**, **würde** er einen Kulturschock **erleben**.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

12.3.A.3

Imagine what you would gain were you to decide to study in Germany for a semester. In activity 12.3.A, your workbook gives you a couple of examples. They are reprinted below. Do any of these seem appealing to you? Are there other reasons you'd like to study at Carolina's sister university in Tübingen? What are your personal reasons? If you're looking for some good reasons, check out the University's website at: WWW.UNI-TUEBINGEN.DE. Write 5 sentences that follow the example above.

- Deutsch besser lernen | selbstständig werden | sich selbst verwirklichen
- billiger studieren | deutsche Vorfahren erforschen
- eine andere Kultur kennen lernen | gutes Bier und guten Wein trinken
- einfach Spaß haben | eigene Kultur besser verstehen
- ein besseres Studium abschließen (to complete)

1. Wenn ich ein Semester in Tübingen studieren würde, \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



12.3.A.4



*FUBiS* is Carolina's summer study abroad program for students who wish to study abroad in Germany but whom a whole semester or even year is impossible. Check out the program's website at: [WWW.FUBIS.ORG](http://WWW.FUBIS.ORG), **you participated in the *FUBiS* program**, which courses would you take (*Kurse nehmen*)? Where would prefer to live (*im Studentenwohnheim* or *mit einer Familie*)? What would you do in Berlin? Which excursions would you take? Use the information on the website along with vocabulary you need ([DICT.LEO.ORG](http://DICT.LEO.ORG)) and sentences that begin with *wenn*-clauses.

**FUBiS**

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_



**The Subjunctive Mood IV: The Past Tense**

 S. 209 ("Subjunctive")

12.3.B.1 Thus far in German 102 we've learned about three past tenses regularly used in German:

- 1) The Present Perfect (*Ich habe gelernt.*)
- 2) The Imperfect (*Ich lernte.*); and
- 3) The Pluperfect (*Ich hatte gelernt.*).

When expressing past events in the subjunctive mood, there is only one option: No. 2. Yup, the subjunctive mood can only be expressed in the present perfect tense. Of course, you'll need to transform the helping verbs *sein* and *haben* into their subjunctive forms. Here's the formula:

**wären / hätten + Past Participle**

You pretty much know everything you need to know to use the subjunctive mood:

- a) You know how to conjugate *wären* and *hätten*; and
- b) You know the past participle of a lot of German verbs.

Here are a couple of examples of the past tense of the subjunctive mood in *wenn*-clauses:

Wenn ich in Deutschland **studiert hätte**, **hätte** ich perfektes Deutsch **gesprochen**.

Wenn ich nur mehr Geld **gehabt hätte**, **wäre** ich länger in Deutschland **geblieben**.

12.3.B.2 A lot of students regret after college not studying abroad. Below are four typical laments. See if you can connect the *wenn*-clauses in the left-hand column with the right main clause in the right-hand column.

- |   |  |
|---|--|
| A. Wenn ich mehr Geld <b>verdient hätte</b> ,   | 1. <b>hätte</b> ich mehr Zeit für ein Auslandsjahr <b>gehabt</b> . |
| B. Wenn ich nicht Biologie und Chemie als Hauptfach <b>studiert hätte</b> ,           | 2. <b>wäre</b> ich nach Tübingen <b>gegangen</b> .                 |
| C. Wenn ich nicht einen jährlichen Mietvertrag ( <i>lease</i> ) <b>gehabt hätte</b> , | 3. <b>hätte</b> ich die Studiengebühren zahlen <b>können</b> .     |
| D. Wenn ich meine Freunde nicht <b>vermisst hätte</b> ,                               | 4. <b>hätte</b> ich gerne alleine in Deutschland <b>gewohnt</b> .  |

12.3.B.3

The subjunctive past mood can also be used to express wishes or laments. For this, we need to use the same word order used for yes/no questions but instead of using a questions mark we finish the sentence with an exclamation point. These statements require the addition of the German word for “only”: **nur**. The English equivalent of such a sentence would be:

---

Oh man, if I had only brought more Fruit-Loops!

→

Mensch, **Hätte** ich **nur** mehr Fruit-Loops **mitgebracht**!

---

International students Il Yun, Nikos, and Agnieszka explain on the Interactive (📺 12.3.4) some of their surr while studying in Germany. Germany’s isn’t always like home! Imagine you’ve committed yourself to sper an entire year in German. What sort of American things would you wish you would have brought? What American creature comforts would you have missed the most? Follow the example above and construct three sentences.

1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
- 

12.3.B.4



A German university town like Tübingen is a playground for any American student. While Germany is cert a fun and liberating place to study, the country—like Chapel Hill, North Carolina, and American as a whole not without its imperfections. Re-listen to Cami tell her unfortunate experience about a frightful train ride (12.3.1.C) and imagine what you would have done had you been on the train with her. Be sure that each of y three sentences begins with the subjunctive mood of the auxiliary verb. Use the provided clause to get starte

---

Wäre ich mit Cami mitgefahren,

---

**Expressing the Passive Voice using *man***

12.4.A.1 In high school, American speakers of English are repeatedly told, *Avoid the passive voice!* The passive voice is a technique for erasing the subject in a sentence. The passive voice is especially useful when you don't want to reveal who did what. This is exactly why teachers dislike the passive; it's always hiding something. Here are a few examples in English:

**Active Sentence:** The college students are speaking German.

**Passive Sentence:** German is being spoken.

As you can see, the second sentence does away with the subject. It could be green aliens from Mars or crazy midget disco dancers from Tulsa, OK speaking German for all we know.

The passive voice is sorta complicated and for this reason we won't get into it in German 102. We'll wait until intermediate German when we have more time for the last few grammar points we haven't covered in elementary German. What you should know now is that Germans love the passive voice and that they use it all the time. Why that is the case is something that you'll have to ask a German about!

Lucky for us, there's a simple way to approximate the passive voice without actually having to construct the real thing. Simply replace the subject with one.

One speaks German.

One studies abroad.

One learns about how others live.

One has respect for different ways of life.

In German, one is "man."

**Man** spricht Deutsch.

**Man** studiert im Ausland.

**Man** lernt wie die anderen leben.

**Man** hat Respekt vor verschiedenen Lebensarten.

Some feminists have identified "man" as a masculine pronoun and have opted to use "frau" instead.

**Frau** spricht Deutsch.

**Frau** studiert im Ausland.

usw.

---

12.4.A.2



Which one of the following statements does not reflect Armin’s experiences in America? Check out Armin’s English statement on the Interactive (📖 12.4.1.B) and check which one of the statements are correct. Be sure to write in the correct answer in those instances that are wrong.

**Richtig? oder Falsch?**

- 1. Man fährt in Amerika ungern einen japanischen Wagen. \_\_\_\_\_
- 2. Man findet die breiten Straßen in Amerika hässlich. \_\_\_\_\_
- 3. Man befreundet Amerikaner in Amerika sehr einfach. \_\_\_\_\_
- 4. Man befreundet Amerikaner in Deutschland nur selten. \_\_\_\_\_
- 5. Man ist begeistert von dem “American way of life.” \_\_\_\_\_

12.4.A.3



Check out Anna’s testimonial on the Interactive about her trip to America (📖 12.4.3.D). What did she find particularly noteworthy about her visit to the States? List four things she says she liked about America. Be sure to untangle and simplify her statements. Your sentences should all begin with “man” (or “frau”).

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

12.4.A.4



What should one as an American know about Germany? On the Interactive (📖 12.4.5.A), Brita tells Americans what they should know about her country. Knowing all that you now know about Germany, German history, and German culture, what do you think Americans should know about Germany? Write 3 sentences to sum up your own perspective about Germany and Germans. See if you can follow the example provided by Brita that uses “man.”

- 1. Man sollte ein realistisches Bild haben.
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

## Auf geht's Unit 12: Erinnerungen 12.4.B

### Review

12.4.B.1

You did it! You've completed the entirety of *Auf Geht's*. You've encountered in your two semesters of German the fundamentals of German grammar. But don't think for a moment that German grammar is only for speakers of German. If your encounter with German hasn't helped you thus far reflect on how your own mother tongue functions, then you missed out. In case you haven't noticed, German and English, both Indo-Germanic languages, have a lot in common. But don't worry if you haven't experienced this eureka moment. When you continue on to German 203, we'll go back and review your existing knowledge of German syntax and strengthen it. It'll be the perfect opportunity to see just how learning a foreign language like German can improve your understanding of your own language.

For one last time this semester, take a moment now and reflect on what you think you need to review before the final exam. As before, the final exam will emphasize work completed in Unit 12, But you will also be held responsible for all the work you've done since Unit 7. It might be a good idea to go back and check out the review checklists for each and every Unit in German 102.

Fill out the following self-assessment. How well do you think you grasp these grammar points?

5 = I can ace this.

3 = I could study another 2 hours and strengthen my mastery.

0 = I have no clue. I need to find help, pronto!

I can transform adjectives into nouns in order to refer to something general.				
1	2	3	4	5
I know how to differentiate between the proper use of <i>nicht mehr</i> and <i>kein mehr</i> .				
1	2	3	4	5
I know the difference between the imperfect and the present perfect tense. I can illustrate this difference with the present perfect tense of <i>sein &amp; haben</i> .				
1	2	3	4	5
I know how to use <i>würden</i> (German for "would") to express the subjunctive mood.				
1	2	3	4	5
I know how to form the subjunctive of <i>sein</i> , <i>haben</i> , and all of the modal verbs.				
1	2	3	4	5
I know how to express improbable statements and wishes using the subordinating conjunction <i>wenn</i> .				
1	2	3	4	5
I know how to express the subjunctive mood in the past tense.				
1	2	3	4	5
I know how to express the passive voice using <i>man</i> .				
1	2	3	4	5

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