

# Elementary German – Language and Culture

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**Note:**

The documents can be navigated via the links in the table of contents. As Word document, you can also use the navigation pane by going to the “View” pane and enable “Navigation Pane”

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## Overview of Topics, Vocabulary, Grammar

### Lektion 1: Starting Conversations, Formality, Where German is spoken

Topics	Communication & Vocabulary	Grammar
<ul style="list-style-type: none"> <li>✓ German speaking countries &amp; regions</li> <li>✓ Regional greetings</li> <li>✓ Formal vs. informal address</li> </ul>	<ul style="list-style-type: none"> <li>✓ Greetings</li> <li>✓ First questions and answers about a person</li> <li>✓ Alphabet</li> <li>✓ Numbers</li> </ul>	Nouns & Co. <ul style="list-style-type: none"> <li>✓ Personal pronouns in nominative case</li> </ul> Verbs <ul style="list-style-type: none"> <li>✓ Regular verb forms</li> <li>✓ Verb "sein" (to be)</li> <li>✓ Verb "haben" (to have)</li> </ul>

### Lektion 2: Formality ctd., Dates, Holidays & Oktoberfest

Topics	Communication & Vocabulary	Grammar
<ul style="list-style-type: none"> <li>✓ Dates of major holidays</li> <li>✓ Oktoberfest</li> <li>✓ The German Reunification &amp; the Berlin Wall</li> </ul>	<ul style="list-style-type: none"> <li>✓ Ordinal numbers</li> <li>✓ Months</li> <li>✓ More questions and answers about a person</li> </ul>	Nouns & Co. <ul style="list-style-type: none"> <li>✓ Definite articles</li> <li>✓ Noun genders</li> <li>✓ Noun plurals</li> </ul> Verbs <ul style="list-style-type: none"> <li>✓ Verbs with vowel change</li> <li>✓ Imperative:               <ul style="list-style-type: none"> <li>+ Formal address, singular and plural</li> <li>+ Informal address, singular</li> </ul> </li> </ul> Word order & syntax: <ul style="list-style-type: none"> <li>✓ Verb in second position</li> <li>✓ Verb in first position</li> <li>✓ Connecting sentences with "und" and "denn"</li> </ul>

### Lektion 3: Food and Dining Out

Topics	Communication & Vocabulary	Grammar
<ul style="list-style-type: none"> <li>✓ Food &amp; Dining out</li> <li>✓ Euro and Swiss Francs, part one</li> <li>✓ Popular dishes</li> <li>✓ Fast-Food</li> <li>✓ "Bio"-food</li> </ul>	<ul style="list-style-type: none"> <li>✓ Food and drink items</li> <li>✓ Dining out</li> <li>✓ Colors</li> <li>✓ Ordering and paying</li> <li>✓ Expressing preferences with "gern"</li> </ul>	Nouns & Co. <ul style="list-style-type: none"> <li>✓ Indefinite articles</li> <li>✓ Possessive articles</li> <li>✓ Introduction to Accusative</li> </ul>

**Lektion 4: Dining Out, continued; The Euro and Swiss Francs - Symbolism**

Topics	Communication & Vocabulary	Grammar
<ul style="list-style-type: none"> <li>✓ Dining out – paying</li> <li>✓ The symbolism of Euro and Swiss Francs</li> <li>✓ Features of Spoken Standard German</li> </ul>	<ul style="list-style-type: none"> <li>✓ Ordering and paying in a restaurant</li> <li>✓ Features of Spoken German</li> <li>✓ Politeness: using “möchte”</li> </ul>	Nouns & Co. <ul style="list-style-type: none"> <li>✓ Yes/No-Questions</li> <li>✓ The article “kein”</li> <li>✓ Accusative Case for Direct Objects</li> </ul> Verbs <ul style="list-style-type: none"> <li>✓ “möchte”</li> </ul>

**Lektion 5: Daily Activities; Hobbies and Clubs; November 9**

Topics	Communication & Vocabulary	Grammar
<ul style="list-style-type: none"> <li>✓ Daily Activities</li> <li>✓ Hobbies</li> <li>✓ Clubs (Vereine)</li> <li>✓ November 9 – A Fateful Day in German History</li> </ul>	<ul style="list-style-type: none"> <li>✓ Talking about your hobbies</li> <li>✓ Verbs for daily activities</li> <li>✓ Telling time</li> </ul>	Nouns & Co. <ul style="list-style-type: none"> <li>✓ Possessive Articles in Nominative and Accusative</li> </ul> Verbs <ul style="list-style-type: none"> <li>✓ Separable Prefix Verbs</li> </ul>

**Lektion 6: Rules, Nikolaus and Christmas**

Topics	Communication & Vocabulary	Grammar
<ul style="list-style-type: none"> <li>✓ Rules and cultural differences</li> <li>✓ Holidays in December: Nikolaus and Christmas</li> <li>✓ Nikolaus &amp; Santa Claus</li> </ul>	<ul style="list-style-type: none"> <li>✓ Expressing what one must, can, or is (not) allowed to do</li> <li>✓ The pronoun “man”</li> <li>✓ Review: Phrases for Conversations</li> </ul>	Nouns & Co. <ul style="list-style-type: none"> <li>✓ Imperative Plural, Informal</li> <li>✓ Personal Pronouns in Accusative</li> </ul> Verbs <ul style="list-style-type: none"> <li>✓ Modal Verbs “können, dürfen, müssen”</li> </ul>

## Lektion 1

Topics	Communication & Vocabulary	Grammar
<ul style="list-style-type: none"> <li>✓ German speaking countries &amp; regions</li> <li>✓ Regional greetings</li> <li>✓ Formal vs. informal address</li> </ul>	<ul style="list-style-type: none"> <li>✓ Greetings</li> <li>✓ First questions and answers about a person</li> <li>✓ Alphabet</li> <li>✓ Numbers</li> </ul>	Nouns & Co. <ul style="list-style-type: none"> <li>✓ Personal pronouns in nominative case</li> </ul> Verbs <ul style="list-style-type: none"> <li>✓ Regular verb forms</li> <li>✓ Verb "sein" (to be)</li> <li>✓ Verb "haben" (to have)</li> </ul>

### **Communication & Vocabulary - Exercises**

See worksheets in Appendix:

- Worksheet 2
- Worksheet 3
- Worksheet 5

#### **Exercises online:**

1002 -- L1: Vocabulary asking for personal info & issues understanding

<https://meindl.h5p.com/content/1291662973113376508>

1003 -- L1: Vocabulary review first verbs and questions

<https://meindl.h5p.com/content/1291662981275451678>

1004 -- L1: Vocabulary Personal information: questions and answers

<https://meindl.h5p.com/content/1291662983408889578>

1005 -- L1: Vocabulary - Wie geht's?

<https://meindl.h5p.com/content/1291662990110613988>

1011 -- L1: : Phone Numbers (listen and write)

<https://meindl.h5p.com/content/1291666549848669918>

1017 -- L1: Regional Greetings

<https://meindl.h5p.com/content/1291666619789375498>



## **Grammar – Exercises**

### **Regular Verbs**

See worksheets in Appendix:

- Worksheet 6

**Exercises online:**

1009 -- L1: Regular Verbs

<https://meindl.h5p.com/content/1291665621737261068>

1141 -- L1: Verb Forms

<https://meindl.h5p.com/content/1291669897685616808>

### **Verbs “sein” & “haben”**

1007 – L1: “sein” - forms in singular

<https://meindl.h5p.com/content/1291665607006476088>

1008 – L1: “sein” - forms in plural

<https://meindl.h5p.com/content/1291665609198097498>

1010 -- L1: Verb Forms "sein" (to be)

<https://meindl.h5p.com/content/1291665622784133058>

1012 -- L1: "sein" -- Verb Forms

<https://meindl.h5p.com/content/1291666554714944928>

1014 -- L1: "sein" and "haben" - Verb Forms

<https://meindl.h5p.com/content/1291666559093735288>

1080 - L1: Verb Forms of "sein" and "haben"

<https://meindl.h5p.com/content/1291545706324551268>

1028 – L1: "sein" and "haben" - Verb Forms

<https://meindl.h5p.com/content/1291667459223294188>

### **Word Order**

See worksheets in Appendix:

- Worksheet 12

## **Alphabet & Numbers – Exercises**

1015 -- L1: Spelling (City Names)

<https://meindl.h5p.com/content/1291666601013312748>

1092 -- L1: Spelling (City Names)

<https://meindl.h5p.com/content/1291112968638743178>

1139 -- L1: Numbers 1-100

<https://meindl.h5p.com/content/1291669878774477498>

1140 -- L1: Phone numbers

<https://meindl.h5p.com/content/1291669889716876988>

## **Culture & Language**

### **Countries with German as an official language – sorted by number of German speakers:**

- Deutschland – Germany. About 83 million inhabitants.
- Österreich - Austria. About 9 million inhabitants.
- Die Schweiz – Switzerland. About 8.6 million inhabitants. Switzerland has four official languages: German, French, Italian, Romansh (German speakers mainly live in one part of Switzerland)
- Belgium has German as an official language besides French and Dutch, but German is only spoken by about 100,000 speakers (only 0.7% of Belgians live in the German-dominated regions of Belgium; Source: <http://www.bpb.de/publikationen/8FGXY3,0,0,Benelux.html>, p.4)
- Luxemburg - Luxembourg has three official languages: Luxembourgish, German, French
- Liechtenstein (Fürstentum Liechtenstein) – Liechtenstein (Principality of Liechtenstein). About

A region with German as official language:

- Südtirol (South Tyrol): German is official language in one province of Italy: Südtirol/Alto Adige (Italian is also official language there)

### **Location: See worksheets in Appendix:**

- Worksheet 1
- Worksheet 4
- Worksheet 7
- Worksheet 8
- Worksheet 9
- Worksheet 11
- Worksheet 20

**Exercises Online:**

1078 -- L1: "du" vs. "Sie"

<https://meindl.h5p.com/content/1291120129352181388>

1088 -- L1: Regional Greetings

<https://meindl.h5p.com/content/1291108884290030368>

**Materials: Grammar Information Lektion 1****Noun Genders**

German nouns are grouped in 3 genders, indicated in the article. For example, the article "the" in German takes 3 forms: der/die/das:

- masculine nouns: **der** Name [the name]
- feminine nouns: **die** Zahl [the numbers]
- neuter nouns: **das** Alter [the age]

There is no logic in assigning gender to items (for example, no reason why a "table" is masculine or a "lamp" is feminine). -- **You have to study the gender with the noun!** The vocabulary list groups nouns by gender.

However: nouns for people nearly always have the same gender than the biological gender (e.g., male professor: der Professor = masculine noun. -- female professor: die Professorin = feminine noun).

**Personal Pronouns**

Grimm's Grammar - look for: *Pronomen im Nominativ* (Link):

[http://coerll.utexas.edu/gg/gr/pro\\_01.html](http://coerll.utexas.edu/gg/gr/pro_01.html)

**Verbs: General overview**

What are verbs? Why do they change their forms?

Grimm's Grammar (Link): [http://coerll.utexas.edu/gg/gr/v\\_01.html](http://coerll.utexas.edu/gg/gr/v_01.html)

**Verb forms: regular verbs**

German verbs change the ending depending on the subject (the person or thing doing something). For example, the verb "kommen" (to come).

*Der Professor kommt.* (The professor comes). The subject is “der Professor” (the professor, or “he/she/it). The verb ends on -t.

*Ich komme zu der Party.* (I come to the party). The subject is “ich” (I). The verb ends on -e.

Here are all the verb endings in present tense for the regular verb “kommen” (to come). In the unchanged form (a.k.a., the Infinitive form), nearly all German verbs end in -en.

Singular		Plural	
ich ( <i>I</i> )	komme	wir ( <i>we</i> )	kommen
du ( <i>you, inform.</i> )	kommst	ihr ( <i>you, inform.</i> )	kommt
Sie ( <i>you, formal</i> )	kommen	Sie ( <i>you, formal</i> )	kommen
er/sie/es ( <i>he/she/it</i> )	kommt	sie ( <i>they</i> )	kommen

If the stem (main part without ending) of the verb ends on "s" or "ß", no the "du"-ending does not get another "s" - see below, for the verb “heißen” (to be called).

Singular		Plural	
ich ( <i>I</i> )	heiße	wir ( <i>we</i> )	heißen
du ( <i>you, inform.</i> )	heißt	ihr ( <i>you, inform.</i> )	heißt
Sie ( <i>you, formal</i> )	heißen	Sie ( <i>you, formal</i> )	heißen
er/sie/es ( <i>he/she/it</i> )	heißt	sie ( <i>they</i> )	heißen

More detailed information at Grimm Grammar (Link): [https://coerll.utexas.edu/gg/gr/v\\_02.html](https://coerll.utexas.edu/gg/gr/v_02.html)

**Verb forms: 'sein' (to be)**

The forms for the verb “sein” (to be) are irregular. See the chart below or at Grimm Grammar (Link): [https://coerll.utexas.edu/gg/gr/vi\\_11.html](https://coerll.utexas.edu/gg/gr/vi_11.html)

Singular		Plural	
ich [I]	bin	wir [we]	sind
du [you, informal]	bist	ihr [you all, inf.]	seid
Sie [you, formal]	sind	Sie [you all, formal]	sind
er/sie/es [he/she/it]	ist	sie [they]	sind

**Verb forms: 'haben' (to have)**

The verb 'haben' is regular, except the missing "b" in the form for "du hast" and "er/sie/es hat" - See the chart below or at Grimm Grammar (Link): [https://coerll.utexas.edu/gg/gr/vi\\_05.html](https://coerll.utexas.edu/gg/gr/vi_05.html)

Singular		Plural	
ich [I]	habe	wir [we]	haben
du [you, informal]	hast	ihr [you all, inf.]	habt
Sie [you, formal]	haben	Sie [you all, formal]	haben
er/sie/es [he/she/it]	hat	sie [they]	haben

**Materials: Vocabulary**

How to read the vocabulary lists:

Nouns are listed with the plural ending (der Nachbar, -n → plural is “Nachbarn”) or full plural form, if more than the ending changes,

Verbs are listed with Infinitive (unchanged basic form in present tense) and other forms needed to use them. The additional forms are:

- Separable prefix verbs: the “er/sie/es” form is added in brackets, to show how the verb splits up. For example: *einkaufen (kauft ein)*, *eingekauft* → “(kauft ein)” is the Present Tense form for „er/sie/es“, „*eingekauft*“ is the Past Participle needed to form Present Perfect Tense.

- Weak Verbs only with Infinitive and Present Perfect Tense form because Simple Past is formed regularly

- Strong Verbs list Infinitive, Simple Past, and Present Perfect Tense forms; If a verb has a vowel change in Present Tense, it is shown by listing the “er/sie/es” form in brackets: *fahren (fährt)*, *fuhr*, *ist gefahren* → “(fährt)” is the Present tense with vowel change; vowel change occurs only in the forms for “du” and “er/sie/es”

- Present Perfect Tense forms are the last forms listed. Most verbs form Present Perfect Tense with “haben” as auxiliary verb, so this is not listed. If a verb forms Present Perfect Tense with “sein”, this is indicated by adding “ist” – examples:

*einkaufen (kauft ein)*, *eingekauft* → Present Perfect Tense is „Ich habe eingekauft.“

*Fahren (fährt)*, *fuhr*, *ist gefahren* → Present Perfect Tense is „Ich bin gefahren.“

**Nomen****Maskulin**

der Nachbar, -n  
der Studentenausweis

**Feminin**

die Antwort, -en  
die Frage, -n  
die Hausnummer, -n  
die Nachbarin, -nen\*  
die Nummer, -n  
die Postleitzahl, -en  
die Straße, -n  
die Telefonnummer, -n  
die Zahl, -en

**Nouns****Masculine**

neighbor (male)  
student ID card

**Feminine**

answer  
question  
house number  
neighbor (female)  
specific number (phone, house)  
ZIP code  
street  
phone number  
number

**Neutrum**

das Alphabet, -e  
 das Beispiel, -e  
 das Hauptfach, Hauptfächer  
 das Hobby, -s the  
 das Nebenfach, -fächer  
 das (Studenten)wohnheim, -e

**Neuter**

alphabet  
 example  
 major  
 hobby  
 minor  
 dormitory

Countries with German as an official language (except the USA)

Country names are usually not used with articles:

Belgien	Belgium
Deutschland	Germany
Liechtenstein	Liechtenstein
Luxemburg	Luxembourg
Österreich	Austria

With article:

die Schweiz	Switzerland
die Vereinigten Staaten von Amerika/ die USA (Plural!) (colloquial: Amerika / die Staaten)	The United States of America

**Verben****Schwache Verben**

antworten, geantwortet  
 buchstabieren, buchstabiert  
 fragen, gefragt  
 hören, gehört  
 lernen, gelernt  
 studieren, studiert  
 wohnen (in), gewohnt

**Starke Verben**

heißen, hieß, geheißen  
 kommen (aus), kam, ist gekommen

**Andere Verben**

sein (er/sie ist), war, ist gewesen  
 haben (er/sie hat), hatte, hat gehabt

**Frage-Wörter**

was?  
 wer?  
 wie?

**Verbs****Weak verbs**

to answer, to respond  
 to spell  
 to ask  
 to listen  
 to learn, to study (homework, for a test, etc.)  
 to study (major in; study at university)  
 to live, to reside (in)

**Strong verbs**

to be called  
 to come (from)

**Other verbs**

to be  
 to have

**Question words**

what?  
 who?  
 how?

wo?  
woher?

where?  
where from?

**Andere Wörter**

auch  
bitte  
danke  
Frau (Guten Tag, Frau Maier!)  
Herr (Guten Tag, Herr Sánchez!)  
ja / nein  
und

**Other Words**

also  
please  
thank you  
Mrs. (Good day, Mrs. Maier!)  
Mr. (Good day, Mr. Sánchez!)  
yes / no  
and

**Ausdrücke**

Bei Problemen  
Entschuldigung?  
Ich weiß nicht.  
Ich verstehe nicht.  
Könnten Sie das wiederholen, bitte?  
Könnten Sie das buchstabieren, bitte?  
Was heißt das auf Deutsch/Englisch?  
Was heißt 'table' auf Deutsch?  
Wie bitte?

**Expressions**

If problems occur  
Excuse me?  
I do not know.  
I do not understand.  
Could you repeat, please?  
Could you spell this, please?  
What does that mean in German/English?  
What is 'table' in German?  
Pardon me?

**Begrüßungen & Verabschiedungen**

Hallo!  
Guten Morgen!  
Guten Tag!  
Guten Abend !  
Auf Wiedersehen!  
Gute Nacht!  
Tschüs!  
Bis morgen.

**Greetings & good-byes**

Hello!  
Good morning.  
Hello ("good day").  
Good evening.  
Goodbye! (formal)  
Good night!  
Bye! (informal)  
See you tomorrow.

**Jemanden kennenlernen**

Freut mich!  
Angenehm.  
Danke.  
Bitte.  
Entschuldigung  
(Es) tut mir leid.  
Ja, bitte.  
Nein, danke.

**To meet someone**

Pleased to meet you.  
Pleased to meet you.  
Thank you.  
Please / You are welcome.  
Excuse me  
I am sorry  
Yes, please.  
No, thank you.

**Persönliche Informationen**

Wie heißt du? / Wie heißen Sie?  
Wie ist dein Name? / Wie ist Ihr Name?  
Ich heiße...

**Personal information**

What's your name? (informal/formal)  
What's your name? (informal/formal)  
My name is...



Ich bin...	I am ...
Mein Name ist ...	My name is ...
Woher kommst du? / Woher kommen Sie?	Where are you from? (informal/formal)
Ich komme aus ...	I come from ...
Ich komme aus den U.S.A.	I come from the United States.
Wo wohnst du? / Wo wohnen Sie?	Where do you live?
Ich wohne in ...	I live in ...
Ich wohne in den U.S.A.	I live in the United States.
Was ist dein Beruf? / Was ist Ihr Beruf?	What is your profession? (informal/formal)
Ich bin Student/Studentin	I am a student (m)/(f)
Wie alt bist du? Wie alt sind Sie?	How old are you? (informal/formal)
Ich bin achtzehn (Jahre alt).	I am 18 (years old).
Was ist Ihre Adresse?	What is your address?

**Wie geht's?**

Wie geht es Ihnen?  
 Sehr gut, danke!  
 (Es geht mir) gut.  
 Ausgezeichnet!  
 (Es geht mir) nicht so gut.  
 Ich bin müde.

**How are you? (informal)**

How are you? (formal)  
 Very well, thanks.  
 I'm doing great!  
 Excellent!  
 I'm not feeling well.  
 I'm tired.

**Numbers and Alphabet****Audios:**

Link: [The alphabet at "Deutsch im Blick"](#) (UTexas)

Link: [Alphabet with sample words at "Deutsch im Blick"](#) (UTexas)

Link: [Numbers at „Deutsch im Blick“](#) (UTexas)

1138 – L1: The Alphabet – Audio -- Read along with the alphabet below

<https://meindl.h5p.com/content/1291669864990662328>

**Alphabet**

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>J</b>	<b>K</b>	<b>L</b>	<b>M</b>	<b>N</b>	<b>O</b>
A	Be	Ce	De	E	eF	Ge	Ha	I	Jott	Ka	eL	eM	eN	O
<b>P</b>	<b>Q</b>	<b>R</b>	<b>S</b>	<b>T</b>	<b>U</b>	<b>V</b>	<b>W</b>	<b>X</b>	<b>Y</b>	<b>Z</b>				
Pe	Ku	eR	eS	Te	U	Vau	We	iX	Ypsilon	Zett				

Ä = A-Umlaut

Ö = O-Umlaut

Ü = U-Umlaut

ß = eS-Zett

**Zahlen (numbers)**

		20	zwanzig
0	null	30	dreiig
1	eins	40	vierzig
2	zwei	50	fnfzig
3	drei	69	sechzig
4	vier	70	siebzig
5	fnf	80	achtzig
6	sechs	90	neunzig
7	sieben	100	(ein)hundert
8	acht		101 hundert(und)eins
9	neun	200	zweihundert
10	zehn		213 zweihundertdreizehn
		300	dreihundert
11	elf	21	einundzwanzig
12	zwlf	32	zweiunddreiig
13	dreizehn	44	vierundvierzig
14	vierzehn	55	fnfundfnfzig
15	fnfzehn	66	sechsunsechzig
16	sechzehn	77	siebenundsiebzig
17	siebzehn	88	achtundachtzig
18	achtzehn	99	neunundneunzig
19	neunzehn		
		1.000	(ein)tausend
		2.000	zweitausend
		10.000	zehntausend
		100.000	(ein)hundertausend
		200.000	zweihundertausend

## Lektion 2

Topics	Communication & Vocabulary	Grammar
<ul style="list-style-type: none"> <li>✓ Dates of major holidays</li> <li>✓ Oktoberfest</li> <li>✓ The German Reunification &amp; the Berlin Wall</li> </ul>	<ul style="list-style-type: none"> <li>✓ Ordinal numbers</li> <li>✓ Months</li> <li>✓ More questions and answers about a person</li> </ul>	<p>Nouns &amp; Co.</p> <ul style="list-style-type: none"> <li>✓ Definite articles</li> <li>✓ Noun genders</li> <li>✓ Noun plurals</li> </ul> <p>Verbs</p> <ul style="list-style-type: none"> <li>✓ Verbs with vowel change</li> <li>✓ Imperative:               <ul style="list-style-type: none"> <li>+ Formal address, singular and plural</li> <li>+ Informal address, singular</li> </ul> </li> </ul> <p>Word order &amp; syntax:</p> <ul style="list-style-type: none"> <li>✓ Verb in second position</li> <li>✓ Verb in first position</li> <li>✓ Connecting sentences with “und” and “denn”</li> </ul>

### **Communication & Vocabulary - Exercises**

1126 -- L2: Vocabulary Address

<https://meindl.h5p.com/content/1291437093941508838>

### **Grammar – Exercises**

#### ***Noun Genders***

1032 -- L2: Noun Genders - Mark the Gender

<https://meindl.h5p.com/content/1291667541903365448>

1086 – L2: Noun Genders

<https://meindl.h5p.com/content/1291103536347747088>

1090 -- L2: Noun Genders - Mark the gender

<https://meindl.h5p.com/content/1291119898834236718>

1094 -- L2: Noun Genders

<https://meindl.h5p.com/content/1291113928836683968>

1127 -- L2: Noun Genders

<https://meindl.h5p.com/content/1291437087787229828>

1106 -- L2 - Articles and Genders

<https://meindl.h5p.com/content/1291459454148215228>

### ***Imperative***

1019 -- L2: Imperative vs. Statement

<https://meindl.h5p.com/content/1291666704191787758>

1022 -- L2: Imperative, Informal Singular

<https://meindl.h5p.com/content/1291666708449212218>

1081 -- L2: Imperative - Formal address

<https://meindl.h5p.com/content/1291113951839265688>

1091 -- L2: Imperative, Informal Singular, no vowel changes

<https://meindl.h5p.com/content/1291113948752662838>

1095 -- L2: Imperative - Informal Singular, verbs with vowel change.

<https://meindl.h5p.com/content/1291113945116629468>

### ***Verbs with Vowel Change***

1018 -- L2: Verbs with Vowel Change

<https://meindl.h5p.com/content/1291666607141379928>

1093 -- L2: Verbs with Vowel Change

<https://meindl.h5p.com/content/1291116696554576278>

### ***Verbs with or without Vowel Change***

1013 -- L1: Verb Forms "kommen, heißen, sprechen"

<https://meindl.h5p.com/content/1291666556259386648>

1020 -- L2: Verbs with Vowel Change

<https://meindl.h5p.com/content/1291666705865568258>

1021 -- L2: Verbs with Vowel Change 2

<https://meindl.h5p.com/content/1291666706802074358>

1023 -- L2: Verb Forms with and without Vowel Change

<https://meindl.h5p.com/content/1291666709540380308>

1024 -- L2: Verb Forms with and without Vowel Change

<https://meindl.h5p.com/content/1291666712871604588>

1025 -- L2: Verb forms with and without Vowel Change (L1 & 2)

<https://meindl.h5p.com/content/1291666716478781078>

1026 -- L2: Verb forms (L 1 & 2)

<https://meindl.h5p.com/content/1291666722776438288>

1029 – L2: Verb Forms, Verbs Lektion 2

<https://meindl.h5p.com/content/1291667461901562368>

1087 -- L2: Verb forms - with and without vowel change (Lektionen 1 & 2)

<https://meindl.h5p.com/content/1291119912120889888>

## **Culture & Language**

### **Review “du” vs. “Sie”**

1030 -- L2: Culture and Language - "du" vs. "Sie"

<https://meindl.h5p.com/content/1291667530676494728>

### **Holidays**

Know the dates and what is celebrated for – Search the web!

1. International Labor Day (May 1)
2. The German national holiday (October 3)
3. The Austrian national holiday (October 26)
4. The Swiss national holiday (August 1)
5. Nikolaus (December 6)
6. Silvester (December 31)

## **The German Reunification**

### **Exercise A) Reunification on October 3, 1990**

Work with **Worksheet 14 (see Appendix)** – Answer the questions based on the text "West Germany, East Germany reunite, Oct. 3, 1990" (at Politico.com) – Link: <https://www.politico.com/story/2012/10/this-day-in-politics-081922>

### **Exercise B) The Berlin Wall**

Work with **Worksheet 15 (see Appendix)** – Answer the questions based on the video "Walled in" (Youtube) – Link: <https://www.youtube.com/watch?v=OwQsTzGkbiY>

## **Oktoberfest**

Read the two texts linked below and answer the questions in the **Worksheet 13 (See Appendix)**

- Text 1: The History of the Oktoberfest – Link: <https://www.muenchen.de/int/en/events/oktoberfest/history.html>
- Text 2: Press Release Business Impact – Link: <https://drive.google.com/file/d/1V84VjbfEr2JwFgee6khLJFrVeABFhYF8/view?usp=sharing>

**Ausdrücke**

Wann ist dein/Ihr Geburtstag?  
 Wann hast du/haben Sie Geburtstag?  
 Mein Geburtstag ist der..(dreißigste April)  
 Ich verstehe nicht.  
 Entschuldigung  
 der/die/das Lieblings.....  
 der Lieblingsfilm  
 die Lieblingsfarbe  
 das Lieblingsbuch

**Expressions**

When is your birthday?  
 When is your birthday?  
 My birthday is the ...(thirtieth of April)  
 I do not understand.  
 excuse me; I am sorry.  
 favorite ....  
 favorite movie  
 favorite color  
 favorite book

**Ordinalzahlen**

eins ⇒ der **erste** = the first  
 zwei ⇒ der **zweite** = the second  
 drei ⇒ der **dritte** = the third ...  
 vier ⇒ der **vierte** ...  
 fünf ⇒ der **fünfte** ... ..  
 sechs ⇒ der **sechste** ...  
 sieben ⇒ der **siebte**  
 acht ⇒ der **achte**  
 ...

**Ordinal numbers**

zwanzig ⇒ der **zwanzigste**  
 einundzwanzig ⇒ der **einundzwanzigste**  
 dreißig ⇒ der **dreißigste**

**Materials: Grammar Information Lektion 2****Definite Articles & Noun Genders**

The English article "the" is called a 'definite article' because it refers to a specific item (for example: "the book" means a specific book, opposed to "a book", which refers to any book).

In German, nouns are in one of three categories, called "genders": masculine, feminine, and neuter.

The German articles for nouns differ according to the gender of the noun: "the" translates to "der" for masculine, "die" for feminine, "das" for neuter.

In plural, all nouns have the same article: "die"

Singular			Plural
Masculine	Feminine	Neuter	(no gender distinction)
der Mann (the man)	die Frau (the woman)	das Kind (the child)	die Männer die Frauen die Kinder
der Studentenausweis (student I.D.)	die Straße (street)	das Alphabet (alphabet)	die Studentenausweise die Straßen die Alphabete

For most nouns, the grammatical gender (masculine, feminine, neuter) has no logical connection to the meaning of the word.

Words for people usually have the gender like the biological gender (masculine for male, feminine for female – “child” is neuter because it refers to both male and female)

### Verbs with Vowel Change

You learned about verb forms in *Lektion 1*, with verbs that change the ending only. But there are also verbs that change a vowel:

Verb “lesen” (to read) - (Link to Grimm Grammar: [https://coerll.utexas.edu/gg/gr/vi\\_07.html](https://coerll.utexas.edu/gg/gr/vi_07.html))

Singular		Plural	
ich [I]	lesen	wir [we]	lesen
du [you, informal]	liest	ihr [you all, inf.]	lest
Sie [you, formal]	lesen	Sie [you all, formal]	lesen
er/sie/es [he/she/it]	liest	sie [they]	lesen

Verb “fahren” (to drive) – (Link to Grimm Grammar: [https://coerll.utexas.edu/gg/gr/vi\\_02.html](https://coerll.utexas.edu/gg/gr/vi_02.html))



Singular		Plural	
ich [I]	fahre	wir [we]	fahren
du [you, informal]	fährst	ihr [you all, inf.]	fahrt
Sie [you, formal]	fahren	Sie [you all, formal]	fahren
er/sie/es [he/she/it]	fährt	sie [they]	fahren

Some verbs even change consonants:

Verb "nehmen" (to take) - (Link to Grimm Grammar: [https://coerll.utexas.edu/gg/gr/vi\\_08.html](https://coerll.utexas.edu/gg/gr/vi_08.html))

Singular		Plural	
ich [I]	nehmen	wir [we]	nehmen
du [you, informal]	nimmst	ihr [you all, inf.]	nehmt
Sie [you, formal]	nehmen	Sie [you all, formal]	nehmen
er/sie/es [he/she/it]	nimmt	sie [they]	nehmen

The vowel change occurs only in the forms for "du" and "er/sie/es", no other forms.

The vocabulary list shows the vowel change in brackets: fahren (er/sie fährt), gefahren. The vocabulary list shows the example of "er/sie", apply this change also to the form for "du".

Only verbs in the category 'strong verbs' can have vowel changes.

Study the vowel change with the meaning of the verb! There is no way to recognize verbs with vowel change, you either have to know it or look it up.

### **Imperative**

'Imperative' is the type of sentences you use to tell someone what to do and give commands:

- Do the homework! = Mach die Hausaufgaben!
- Read the book! = Lies das Buch!

When telling someone what to do or giving commands, you are talking directly to someone. Thus, in German you need to distinguish between formal and informal address.

To form imperative in German:

- always have the verb in first position (like in English)

Imperative when addressing one person formally:

- ✓ verb first
- ✓ use "-en" ending
- ✓ add "Sie"

Examples:      Machen Sie Hausaufgaben!      (Do the homework!)  
                   Lesen Sie das Buch!                (Read the book!)

To address someone informally:

- ✓ verb first
- ✓ use the "du"-form of the verb (e.g., "du machst"; "du liest"  
 - with vowel change!)
- ✓ drop the ending of the verb (cut off "-st")

Examples:      Mach Hausaufgaben!      Lies das Buch!

☞ Exception: the vowel change to "ä" is NOT performed for imperative:

Example:      fahren (to drive) --> Fahr Bus!  
                   (no "ä" vowel change in imperative,  
                   despite the "du"-form being "du fährst")

To get very detailed information on Imperative, see Grimm's Grammar.

Link: [https://coerll.utexas.edu/gg/gr/vimp\\_01.html](https://coerll.utexas.edu/gg/gr/vimp_01.html)

### **Ordinal Numbers**

At this stage of the course, you should be able to provide your birthday. In order to do so, you need ordinal numbers: the first, second, third, ....

Here are ordinal numbers in German, important elements marked in red:

Wann hast du Geburtstag?

Mein Geburtstag ist der ... dreißigste April.

1 ⇒ der <b>erste</b> (Januar, Februar, ...)	20 ⇒ der zwanzig <b>ste</b>
2 ⇒ der zwe <b>ite</b>	21 ⇒ der einundzwanzig <b>ste</b>
3 ⇒ der <b>dritte</b>	...
4 ⇒ der vier <b>te</b>	
5 ⇒ der fünf <b>te</b>	
6 ⇒ der sech <b>ste</b>	30 ⇒ der dreißig <b>ste</b>
7 ⇒ der <b>siebte</b>	31 ⇒ der einunddreißig <b>ste</b>
8 ⇒ der ach <b>te</b>	
....	

### Connecting Sentences with "und"(and) and "denn" (because)

When connecting sentences with "und" [and], there is often no comma (unless the second sentence has a new subject). The connecting word "und" is not part of either sentence, thus it is not counted when determining the word order:

*Ich heiße Paul Berger und ich komme aus der Schweiz.*

↑  
verb 2<sup>nd</sup>

↑  
verb 2<sup>nd</sup>

When connecting sentences with "denn" [because], use a comma at the end of the first phrase (before the "denn"), start counting for word order after the "denn":

*Der Mann spricht gut Deutsch, denn er kommt aus Österreich.*

↑  
verb 2<sup>nd</sup>

↑  
verb 2<sup>nd</sup>

**Materials: Vocabulary****Nomen****Maskulin**

der Film, -e  
 der Geburtstag, -e  
 der Punkt, -e  
 der Stift, -e

**Feminin**

die Emailadresse, -n  
 die (Fernseh)sendung, -en

**Neutrum**

das Buch, Bücher  
 das Papier, -e

**Die Monate**

der Monat, -e

der Januar  
 der Februar  
 der März  
 der April  
 der Mai  
 der Juni  
 der Juli  
 der August  
 der September  
 der Oktober  
 der November  
 der Dezember

**Nouns****Masculine**

movie  
 birthday  
 point, period, dot  
 pen

**Feminine**

email address  
 (t.v.) show

**Neuter**

book  
 paper

**The months**

month

January  
 February  
 March  
 April  
 May  
 June  
 July  
 August  
 September  
 October  
 November  
 December

**Verben****Schwache Verben**

arbeiten, gearbeitet  
 brauchen, gebraucht  
 machen, gemacht  
 spielen, gespielt

**Verbs****Weak verbs**

to work  
 to need  
 to make  
 to play

**Starke Verben****Strong verbs**

essen (er/sie isst), gegessen	to eat
fahren (er/sie fährt), gefahren	to drive
geben (er/sie gibt), gegeben	to give
laufen (er/sie läuft), gelaufen	to run
lesen (er/sie liest), gelesen	to read
nehmen (er/sie nimmt), genommen	to take
schreiben, geschrieben	to write
sprechen, (er/sie spricht), gesprochen	to speak
verstehen, verstanden	to understand
werden, (er/sie wird), geworden	to become, to turn ... years old

## Lektion 3

Topics	Communication & Vocabulary	Grammar
<ul style="list-style-type: none"> <li>✓ Food &amp; Dining out</li> <li>✓ Euro and Swiss Francs, part one</li> <li>✓ Popular dishes</li> <li>✓ Fast-Food</li> <li>✓ "Bio"-food</li> </ul>	<ul style="list-style-type: none"> <li>✓ Food and drink items</li> <li>✓ Dining out</li> <li>✓ Colors</li> <li>✓ Ordering and paying</li> <li>✓ Expressing preferences with "gern"</li> </ul>	Nouns & Co. <ul style="list-style-type: none"> <li>✓ Indefinite articles</li> <li>✓ Possessive articles</li> <li>✓ Introduction to Accusative</li> </ul>

### **Communication & Vocabulary - Exercises**

1033 -- L3: Vocabulary L3

<https://meindl.h5p.com/content/1291667528610561968>

1037 -- L3: Vocabulary - Dishes and Silverware

<https://meindl.h5p.com/content/1291667970133158328>

1038 -- L3: Vocabulary – Breakfast

<https://meindl.h5p.com/content/1291667971032075358>

1039 -- L3: Vocabulary - In the Restaurant

<https://meindl.h5p.com/content/1291667972358294218>

1040 -- L3: Vocabulary - Fruit and Vegetables

<https://meindl.h5p.com/content/1291667973807226178>

1043 -- L3: Vocabulary - Masculine Nouns

<https://meindl.h5p.com/content/1291667980157868498>

1044 -- L3: Possessive Articles

<https://meindl.h5p.com/content/1291667981448051628>

1075 -- L3: Familie – Vokabeln

<https://meindl.h5p.com/content/1291455060465605258>

1077 -- L3: Vocabulary food items

<https://meindl.h5p.com/content/1291454975390013058>

1120 -- L3: Vocabulary Masculine Nouns

<https://meindl.h5p.com/content/1291465634944825828>

1125 -- L3: Vocabulary Relatives & Family

<https://meindl.h5p.com/content/1291126885317391168>

1070 - L3: "gern" & "nicht gern"

<https://meindl.h5p.com/content/1291459491054839738>

## **Grammar – Exercises**

### **Review Verb Forms**

1076 -- L3: Review Verb Forms (with and without vowel changes)

<https://meindl.h5p.com/content/1291455044819609738>

1105 -- L3: Review Verb Forms L 1-3

<https://meindl.h5p.com/content/1291459485445691828>

### **Articles**

1034 -- L3: Indefinite Articles

<https://meindl.h5p.com/content/1291667545469122308>

1036 -- L3: Indefinite Articles

<https://meindl.h5p.com/content/1291667968876813258>

1041 -- L3: Definite vs. Indefinite Articles

<https://meindl.h5p.com/content/1291667976597279928>

1110 -- L3: Articles and Gender/Case Endings

<https://meindl.h5p.com/content/1291454990379140448>

### **Possessive Articles (in Nominative)**

1042 -- L3: Possessive Articles

<https://meindl.h5p.com/content/1291667978014157978>

1069 -- L3: Possessive Articles "mein/meine" & "dein/deine"

<https://meindl.h5p.com/content/1291127025038436258>

1073 -- L3: Possessive Articles "ein, mein, Ihr, sein/ihr"

<https://meindl.h5p.com/content/1291128743913785378>

1122 -- L3: Indefinite and Possessive Articles (Nominative) - Food and Beverages

<https://meindl.h5p.com/content/1291459434942758458>

### **Articles: Various Types**

1045 -- L3: Indefinite and Possessive Articles

<https://meindl.h5p.com/content/1291667982793768608>

1047 -- L3: Different Types of Articles

<https://meindl.h5p.com/content/1291667984492631128>

### **Accusative Case**

1046 -- L3: Nominative (subject) and Accusative (object)

<https://meindl.h5p.com/content/1291667983641764588>

1108 -- L3: Identify the Direct Objects (Accusative)

<https://meindl.h5p.com/content/1291454997537507158>

1134 -- L3: Identify the Direct Object (Accusative)

<https://meindl.h5p.com/content/1291128766313270558>

1135 -- L3: Identify the Direct Objects (Accusative)

<https://meindl.h5p.com/content/1291128760259697168>

1109 -- L3: Sentences with Direct Objects (Accusative)

<https://meindl.h5p.com/content/1291127042676197998>

### **Imperative – Formal Imperative (Sg. & Pl.), Informal Singular**

1071 -- L3: Imperative (Formal & Informal Singular) & Yes/No-questions

<https://meindl.h5p.com/content/1291459477001753338>

1072 -- L3: Review Imperative, Yes/No-Questions

<https://meindl.h5p.com/content/1291455052987084288>



## Verbs with or without Vowel Change - Review

1076 -- L3: Review Verb Forms (with and without vowel changes)

<https://meindl.h5p.com/content/1291455044819609738>

1105 -- L3: Review Verb Forms L 1-3

<https://meindl.h5p.com/content/1291459485445691828>

## Culture & Language

### Popular Food Items

- **Wiener Schnitzel** – Watch the video and answer the questions in Worksheet 16. You can stop and jump back in the video to listen several times to one part. To check your answers, you can use the transcript on page
  - First, you can read what Wiener Schnitzel is, at Wikipedia – Link: [https://en.wikipedia.org/wiki/Wiener\\_schnitzel](https://en.wikipedia.org/wiki/Wiener_schnitzel)
  - Use Worksheet 16 (see Appendix)
  - Use the video “Das perfekte Wiener Schnitzel“ at Deutsche Welle – Link: <https://p.dw.com/p/35JIQ>
  
- **Döner** – Worksheet 17 has questions about an interview with the alleged inventor of the Döner.
  - At the beginning of this commercial for a Döner stand, you can see what goes into a Döner – Link to Youtube: <https://www.youtube.com/watch?v=OyNgYY-KypI>
  - You find the interview at the website of the newspaper *Frankfurter Rundschau* – Link: <https://www.fr.de/panorama/echt-zwiebeln-salat-11434861.html>
  - Use Worksheet 17 (see Appendix) and answer the questions. You do not have to understand every word in the news paper article.
  
- **Currywurst**  
**Worksheet 23** has questions about a video on *Currywurst*. Watch the video, read along with the worksheet, and provide the missing words or numbers.

Alternatively:

**Worksheet 18** has questions about a text. The text is linked below. It talks about a popular fast-food item named Currywurst.

- Follow the link to get to the text. You only need pages 1 and 2 – Link: <https://static.dw.com/downloads/37180627/video-thema20170118-currywurst-geht-immermanuskript.pdf>

- Answer the questions in Worksheet 18 – you do not have to understand every word to answer the questions.
- Watch the related video at DW.com and read along, to practice listening - Link: <https://www.dw.com/de/currywurst-geht-immer/l-37178893>

### **Fast-Food**

- In Germany in 2016, the third-most visited fast-food restaurant, behind McDonald's and Burger King, was Nordsee. Search the web: what type of food does Nordsee sell? What is their slogan? Their website is at <https://www.nordsee.com/de/> (Link)  
(The link to source for information: <https://www.marktmeinungsmensch.de/studien/marktanteile-der-fast-food-restaurants-in-der-syst/> )  
Note: Customers give Nordsee the best score for food quality among fast-food restaurants (Link to the source for the information: <https://de.statista.com/infografik/1111/bewertung-von-schnellrestaurants-nach-schulnoten/>)
- What was the most popular fast-food item in Germany in 2012? You find the answer at the website of Statista - Link: <https://de.statista.com/infografik/860/das-beliebteste-fast-food-der-deutschen/>

### **Bio-Lebensmittel (Organic Food)**

- "Bio" is a label for food that is supposed to be produced more environmentally friendly. You will find it in many supermarkets in German-speaking countries. However, the "Bio"-label does not have clear standards, different from food labeled "organisch" (organic).
- In Europe, Austria has the highest share of land that is used to produce "Bio" food: 21.3% of all farmlands in 2016. German farmers use only 6.8% of their land for "Bio" products.  
-- Link to the source: <https://de.statista.com/infografik/14248/anteil-der-bio-agrarflaechen-in-europa/>
- The share of "Bio" products in the food market remains small: In Austria about 10%, in Germany about 6% of the revenue for food, in 2021. You can see in these numbers that Bio food needs more land: 21% of land in Austria produces food that accounts only for 10% of the food market.  
– Link to the source: <https://bioinfo.at/bio-in-zahlen>

Note: "Organic" food in the USA accounts for about 6% of the food market revenue in 2020  
-- Link to the source: <https://www.statista.com/statistics/244393/share-of-organic-sales-in-the-united-states/>

## **Materials: Grammar Information Lektion 3**

### **I) Definite and indefinite articles**

Articles like "der/die/das" (English "the") show whether the following noun is masculine ("der"), feminine ("die"), or neuter ("das"). Articles also show whether the following noun is singular or plural ("die" for all plurals).

The articles "**der/die/das**" are called "**definite articles**" because they are used when talking about a specific item (e.g., that is known).

The articles "**ein/ein/ein**" (English "**a**") are called "**indefinite articles**" because they refer to any item.

Example: "ein Buch" = a book, not a specific book.

Indefinite articles show the gender of the following noun in their ending: with masculine or neuter nouns following, they have no ending, with a feminine noun following, they have an "-e" ending. For example:

<b>Masculine</b>	<b>Feminine</b>	<b>Neuter</b>	<b>Plural</b>
ein Apfel (an apple)	eine Orange (an orange)	ein Wasser (a water)	(no article)

### **II) Article "kein" (english "no")**

Like the indefinite articles "ein/eine" or the possessive article (see below), the article "kein" (English "no") adds "-e" ending if the following noun is feminine or plural and uses "-n" for masculine nouns in accusative (singular only):

Das ist kein Brot. (This is no bread).      Das sind keine Brote. (These are no breads).

Das ist keine Banane. (This is no banana). Das sind keine Bananen. (These are no bananas).

Ich habe keinen Apfel. (I have no apple).

### III) Possessive articles in singular

Possessive articles express that something is owned by or belongs to someone, for example, "my" book or "your" book. Here are the possessive articles in German:

Personal Pronouns	Possessive Articles	
	<i>Deutsch</i>	<i>Englisch</i>
ich	mein(e)	my
du	dein(e)	your, informal
Sie	Ihr(e)	your, formal
er	sein(e)	his
sie	ihr(e)	her
es	sein(e)	its

Possessive articles also show the gender of the following noun: with masculine or neuter nouns following, they have no ending, with a feminine noun following, they have an "-e" ending. For example:

	<b>masculine</b>	<b>feminine</b>	<b>neuter</b>
<b>my</b>	mein Apfel (my apple)	meine Orange (my orange)	mein Wasser (my water)
<b>her</b>	ihr Apfel (her apple)	ihre Orange (her orange)	ihr Wasser (her water)

### IV) Word order with "gern" / "nicht gern"

"gern" (like to) & "nicht" (not):

- Was essen Sie gern? Was essen Sie nicht gern?
- Ich esse gern Fisch. / Ich esse nicht gern Brokkoli.

## V) Direct Objects (Accusative case)

### The subject of a sentence:

In a sentence, there is usually a person/thing doing something: "Der Professor trinkt." (The professor drinks.) -- "Das Auto fährt." (The car drives.)

The person/thing doing something is called the subject of the sentence.

### The direct object:

Some actions are done to someone/something: "Der Professor trinkt ein Bier." (The professor drinks a beer.) -- "Das Auto trifft den Baum." (The car hits the tree.)

The person/thing at the receiving end of an action is called direct object.

If the direct object is a masculine noun in singular, its article gets an -n/-en ending:

"Das Auto trifft den Baum." (The car hits the tree.)

"Das Auto trifft einen Baum." (The car hits a tree.)

"Das Auto trifft meinen Baum." (The car hits my tree.)

Different from English, the direct object in German sentences can be in various positions (English requires to first mention the subject, then the object).

"Keinen Baum trifft das Auto." = "Das Auto trifft keinen Baum." (The car hits no tree.)

**Materials: Vocabulary****A) "Family -- Familie"****Nomen (nouns)****Maskulin**

der Bruder, Brüder  
 der Freund, -e \*  
 der Großvater, Großväter  
 der Mann, Männer (der Ehemann, -männer) \*  
 der Onkel, -  
 der Opa, -s  
 der Papa, -s  
 der Vater, Väter  
 der Verwandte, -n

**Feminin**

die Familie, -n  
 die Frau, -en (die Ehefrau, -frauen) \*  
 die Freundin, -nen \*  
 die Großmutter, Großmütter  
 die Mutter, Mütter  
 die Schwester, -n  
 die Tante, -n  
 die Verwandte, -n  
 die Verwandtschaft  
 die Wohngemeinschaft, -en

**Neutrum**

das Baby, -s  
 das Kind, -er

**Plural**

die Eltern  
 die Geschwister  
 die Großeltern

**Masculine**

brother  
 male friend, boyfriend  
 grandfather  
 man, husband  
 uncle  
 grandpa  
 daddy  
 father  
 male relative

**Feminine**

family  
 woman, wife  
 female friend, girlfriend  
 grandmother  
 mother  
 sister  
 aunt  
 female relative  
 relatives  
 people sharing their residence

**Neuter**

baby  
 child

**Plural only**

parents  
 siblings  
 grandparents

**Adjektive**

alleinstehend  
 geboren (Wann bist du geboren?)  
 geschieden  
 getrennt (getrennt leben)  
 ledig  
 single  
 tot  
 verheiratet  
 verlobt

**Adjectives**

living alone, on one's own, single  
 born  
 divorced  
 separately (to live seperately)  
 unmarried  
 single  
 dead  
 married  
 engaged

**B) Essen & Trinken****Nomen****Maskulin**

der Apfel, Äpfel  
 der Fisch, -e  
 der Hamburger, -  
 der Kaffee, -s  
 der Kuchen, -  
 der Käse, -  
 der Saft, Säfte  
 der Salat, -e  
 der Tee, -s  
 der Wein, -e  
 der Zucker

**Feminin**

die Bratwurst, Bratwürste  
 die Kartoffel, -n  
 die Marmelade, -n  
 die Milch  
 die Nudel, -n  
 die Orange, -n  
 die Pizza, Pizzen  
 die Sahne, -n  
 die Schorle, -n  
 die Suppe, -n  
 die Wurst, Würste  
 die Zitrone, -n  
 die Zwiebel, -n

**Nouns****Masculine**

apple  
 fish  
 hamburger  
 coffee  
 cake  
 cheese  
 juice  
 salad, lettuce  
 tea  
 wine  
 sugar

**Feminine**

brats  
 potato  
 jelly, jam  
 milk  
 noodle, pasta  
 orange  
 pizza  
 (whipped) cream  
 spritzer  
 soup  
 sausage  
 lemon  
 onion

**Neutrum**

das Bier, -e  
 das Brot, -e  
 das Brötchen, -  
 das Ei, Eier  
 das Fleisch  
 das Gemüse, -  
 das Hähnchen, -  
 das Rind(fleisch)  
 das Schnitzel, -  
 das Schwein(efleisch)  
 das Tofu  
 das Wasser, -

**Neuter**

beer  
 bread  
 hard roll  
 egg  
 meat  
 vegetables  
 chicken  
 beef  
 schnitzel, cutlet  
 pork  
 tofu  
 water

**Plural only**

die Pommes Frites

French fries

**Verben****Verbs****Starke Verben**

essen (er/sie isst), gegessen  
 trinken (er/sie trinkt), getrunken

**Strong verbs**

to eat  
 to drink



## Lektion 4

Topics	Communication & Vocabulary	Grammar
<ul style="list-style-type: none"> <li>✓ Dining out – paying</li> <li>✓ The symbolism of Euro and Swiss Francs</li> <li>✓ Features of Spoken Standard German</li> </ul>	<ul style="list-style-type: none"> <li>✓ Ordering and paying in a restaurant</li> <li>✓ Features of Spoken German</li> <li>✓ Politeness: using “möchte”</li> </ul>	Nouns & Co. <ul style="list-style-type: none"> <li>✓ Yes/No-Questions</li> <li>✓ The article “kein”</li> <li>✓ Accusative Case for Direct Objects</li> </ul> Verbs <ul style="list-style-type: none"> <li>✓ “möchte”</li> </ul>

### **Communication & Vocabulary - Exercises**

1049 -- L4: Vocabulary L3 & L4 - Coffee and Cake

<https://meindl.h5p.com/content/1291667993666992288>

1050 -- L4: Vocabulary - Verbs L 3 & 4

<https://meindl.h5p.com/content/1291667994688369728>

1051 -- L4: Nouns L 3 & 4 – Flashcards

<https://meindl.h5p.com/content/1291668121427087578>

1052 -- L4: Verbs & Nouns L 3 & 4

<https://meindl.h5p.com/content/1291668123517580468>

1055 -- L4: Nouns L 3 & 4

<https://meindl.h5p.com/content/1291668129152315088>

1074 -- L4: Feminine Nouns

<https://meindl.h5p.com/content/1291465632875141038>

1117 – L4: Vocabulary: Paying and Giving Tips in a Restaurant

<https://meindl.h5p.com/content/1291469104468855978>

## **Grammar – Exercises**

### **Articles: Review and “kein”**

1136 -- L4: Indefinite & Possessive Articles & "kein" (Nominative & Accusative)

<https://meindl.h5p.com/content/1291127082934500238>

1137 -- L4: Indefinite & Possessive Articles & "kein" (Nominative & Accusative)

<https://meindl.h5p.com/content/1291125286500478488>

### **Articles: Various Types**

1053 -- L4: Articles, mixed

<https://meindl.h5p.com/content/1291668125160531148>

### **Accusative Case**

1048 -- L4: Direct Objects (Accusative Case)

<https://meindl.h5p.com/content/1291667992204803728>

1056 -- L4: Subject vs. Direct Object

<https://meindl.h5p.com/content/1291668130910962898>

### **Yes/No-Questions**

1105 -- L4: Yes/No-Questions

<https://meindl.h5p.com/content/1291127031062054268>

### **The Verb “möchte” (Would like to [have])**

1054 -- L4: Verb Forms of "möchte"

<https://meindl.h5p.com/content/1291668127183555828>

## Culture & Language

### **Spoken Standard German**

**A) Worksheet 24** asks questions about a dialog in café. Complete Worksheet 24, then read section B for an analysis of the language you encountered in the dialog.

**B)** When people speak in an everyday situation, they do not exactly speak like the more formal written Standard German. Below is a link to a dialog in a street café, in Youtube. The dialog is performed by actors and scripted for learners, but the actors speak fairly natural. You can observe a few features of spoken Standard German:

In the first segment, the waitress uses "ham wir" instead of "haben wir" (for English "we have") -- like English "can't" instead of "cannot".

Twice, people drop the last letter: "nich" instead of "nicht" (English "not") & "nehm ich" instead of "nehme ich" (I take).

Listen and read along! Link to the video at Youtube: <https://youtu.be/E7RlLxU6Yek?t=16>

- Kellnerin: Guten Tag.
- Frau: Guten Tag.
- Mann: Hallo.
- Kellnerin: Was darf ich Ihnen bringen?
- Frau: Hmm, ich möchte einen Pfefferminztee.
- Kellnerin: Pfefferminztee **ham** [haben] wir leider **nich!**
- Frau: Okay, dann **nehm!** ich einen Cappuccino.
- Kellnerin: Mh.

Later, we hear two more times the dropped -e in "nehm" instead of "nehme" and also "ein" is reduced to " 'n "

- Gut, dann **nehm!** ich ein Stück Käsekuchen.
- Gut, einen Käsekuchen - und für Sie auch einen Kuchen?
- Hmm, ich **nehm!** 'n Stück Apfelkuchen.

The shortening of "nicht" and "ein/eine" is very common and also has regional differences. Click on the links and look at the maps from the research project "Atlas Alltagssprache" – the maps show what people claim to say instead of "nicht" or "ein/eine"

Link to the map with "nicht": <https://www.atlas-alltagssprache.de/runde-2/f25e/>

Link to the maps for "ein" and "eine": <https://www.atlas-alltagssprache.de/runde-5/f18a-b/>

1. Where is "nich" (without -t ending) common?
2. What is the second-most common replacement for "nicht"? It is shown with blue dots?

- Are there many people who claim to use in speaking “nicht” and “ein/eine” unchanged, the way they would write it (without dropping endings or other vowels)?

Now answer the questions in the exercise linked below:

1121 – L4: Language Variation, Spoken vs. Written Standard - Dialog in a Street Café

<https://meindl.h5p.com/content/1291465660442487058>

### **The Euro and Swiss Francs**

**Euro & Cent (EUR)** -- in Deutschland, Österreich, Luxemburg und der [Euro-Zone](#)

Euro coins have a common front side, but reverse sides differ depending on the country where they are produced – similar to US Dollar quarters with different reverse sides for different states. The design countries selected shows what values or which people they find important and representative for the country.

The banknotes have a common theme: architectural styles that have been developed in Europe and architectural elements that symbolize “connections”: bridges, arches, doors, windows. The architectural styles are shown chronologically, with the 5-Euro-banknote showing the oldest style (Roman), the 10-Euro-banknote the next younger style (Romanesque), and so on.

The European Central Bank provides images and descriptions for all coins and banknotes, explaining the symbolism:

- Euro coins, common front sides - Link: [Common side of Euro coins](#) (@ www.ecb.eu = European Central Bank)
- Euro coins, national reverse sides- Link: [National sides of Euro coins](#) (@ www.ecb.eu = European Central Bank)
  - Direct link: [Coins minted in Austria](#)
  - Direct link: [Coins minted in Belgium](#)
  - Direct link: [Coins minted in Germany](#)
  - Direct link: [Coins minted in Luxembourg](#)
- Euro banknotes - Link: [Bank notes, design elements](#) (@ www.ecb.eu = European Central Bank)

**Schweizer Franken (CHF)** -- in der Schweiz und Liechtenstein

The images on Swiss Francs also show virtues or ideas the Swiss identify with. The coins of Swiss Francs show symbolic figures, not real people (allegories), representing Alpine identity and values like freedom. The old generation of banknotes shows famous Swiss people, the new generation of banknote shows abstract concepts like creativity or organizational talent.

- Schweizer Franken – Link to [Coins](#) (@ Swiss National Bank); Currency Symbol CHF; Symbolism below:
  - 5 Franken: Alpine herdsman
  - 2 Franken - 1/2 Franken: Helvetia (symbolizing Switzerland, after the Latin name of Switzerland)
  - 20-5 Rappen: Libertas
- Schweizer Franken: bank notes
  - Link: [Link to the past and current banknotes](#), depicting famous Swiss citizens
  - Link: [Link to the next generation of banknotes](#), depicting Swiss characteristics, virtues, skills

Now answer the questions in the exercises below, with help from the information provided above, through links.

1032 -- L4: Euro and Swiss Francs

<https://meindl.h5p.com/content/1291145156887551768>

1118 – L4: Euro Coins and their Symbolism

<https://meindl.h5p.com/content/1291474917771092748>

1119 – L4: Euro Coins and their Symbolism 2

<https://meindl.h5p.com/content/1291469165159500738>

**Materials: Grammar Information Lektion 4**

Das Verb "möchte" (would like to have)

Only one verb form is unusual: the er/sie/es-form ends in "-e"

<i>Singular</i>		<i>Plural</i>	
<i>ich</i>	möchte	<i>wir</i>	möchten
<i>du</i>	möchtest	<i>ihr</i>	möchtet
<i>Sie</i>	möchten	<i>Sie</i>	möchten
<i>er/sie/es</i>	möchte	<i>sie</i>	möchten

Possessive articles in singular and plural

<i>Singular</i>		<i>Plural</i>	
<i>my</i>	mein(e)	<i>our</i>	unser(e)
<i>your, informal</i>	dein(e)	<i>your, informal</i>	euer(e)
<i>your, formal</i>	Ihr(e)	<i>your, formal</i>	Ihr(e)
<i>his</i>	sein(e)	<i>their</i>	ihr(e)
<i>her</i>	ihr(e)		
<i>its</i>	sein(e)		

**Yes-no-questions**

Yes-no-questions are questions that are answered with "yes" (ja) or "no" (nein). They always have the verb first:

- Du trinkst einen Kaffee. --> Trinkst du einen Kaffee? (Do you drink a coffee?)
- Herr Schmidt möchte ein Stück Kuchen. --> Möchte Herr Schmidt ein Stück Kuchen? (Does Mr. Schmidt want a piece of cake?)

**Materials: Vocabulary****Nomen****Nouns****Maskulin**

der Liter, -  
 der Löffel, -  
 der Nachtsch, -e  
 der Teller, -

**Masculine**

liter  
 spoon  
 dessert  
 plate

Das Geld (money):

D, A, L:	CH, FL:
der Euro, -	der Franken, -
der Cent, -	der Rappen, -

**Feminin**

die Beilage, -n  
 die Flasche, -n  
 die Gabel, -n  
 die Serviette, -n  
 die Speisekarte, -n  
 die Rechnung, -en  
 die Tasse, -n  
 die Vorspeise, -n

**Feminine**

side dish  
 bottle  
 fork  
 napkin  
 menu  
 bill  
 cup  
 appetizer

**Neutrum**

das Abendessen, -  
 das Frühstück, -e  
 das Geld  
 das Glas, Gläser  
 das Hauptgericht, -e  
 das Kleingeld  
 das Messer, -  
 das Mittagessen, -  
 das Trinkgeld, -  
 das Wechselgeld

**Neuter**

dinner  
 breakfast  
 money  
 glass  
 main course  
 small change (money)  
 knife  
 lunch  
 gratuity, tip  
 change (money)

**Verben****Verbs****Schwache Verben**

bestellen, bestellt  
 bezahlen, bezahlt  
 kosten, gekostet  
 zahlen, gezahlt

**Weak verbs**

to order  
 to pay  
 to cost  
 to pay

**Starke Verben**

empfehlen (er/sie empfiehlt), empfohlen

**Strong verbs**

to recommend

**Andere Verben**

möchte\*

\* „möchte“ has one irregular verb form: er/sie möchte

**Other verbs**

would like to

**Adjektive**

groß

heiß

kalt

klein

warm

**Adjectives**

big, tall [for people's height]

hot

cold

small, short [for people's height]

warm

**Ausdrücke**

Bitte

Danke

Danke (sehr); vielen Dank; Danke schön

Das macht ..... Euro

ebenso

Entschuldigung

Einen Moment, bitte.

getrennt

-(Geht das) getrennt oder zusammen?

Guten Appetit!

Ich hätte gern(e)

Ich möchte

lecker

leider

mit

nicht

ohne

passend

Vielen Dank

zusammen

**Expressions**

please

thank you

thank you very much

that costs ... Euros

likewise

excuse me

Just a moment, please

separate

(Are you paying) separately or together?

enjoy your meal! [literally: "good appetite"]

I would like to have

I would like

tasty, yummy

unfortunately

with

not

without

exact, matching

thank you very much

together

**Trinkgeld geben****Tipping**

☞ Waiters/waitresses have a salary, tips are a bonus, not needed. German-speaking countries are more cash-driven. Tipping should make it easier to give change. Thus: round up to the next 50 Cents/Rappen or full Euro/Swiss Francs. Below some sample phrases, assuming the bill would be 11.70 Euros. You round up to 12 Euros (for example).

Give 15 Euros and say:

Machen Sie ...(12 Euro).                    =                    Give change for ... (12 Euro)



*Give 12 Euros and say:*

Stimmt so.

=

No change needed. [literally: "it's correct the way it is"]

*Give tip separately and say:*

Das ist für Sie.

=

That's for you.

## Lektion 5

Topics	Communication & Vocabulary	Grammar
<ul style="list-style-type: none"> <li>✓ Daily Activities</li> <li>✓ Hobbies</li> <li>✓ Clubs (Vereine)</li> <li>✓ November 9 – A Fateful Day in German History</li> </ul>	<ul style="list-style-type: none"> <li>✓ Talking about your hobbies</li> <li>✓ Verbs for daily activities</li> <li>✓ Telling time</li> </ul>	Nouns & Co. <ul style="list-style-type: none"> <li>✓ Possessive Articles in Nominative and Accusative</li> </ul> Verbs <ul style="list-style-type: none"> <li>✓ Separable Prefix Verbs</li> </ul>

### Communication & Vocabulary – Exercises

#### **Days of the week**

1063 -- L5: Vocabulary Days of the Week

<https://meindl.h5p.com/content/1291668181107309728>

1064 -- L5: Vocabulary Days of the Week 2

<https://meindl.h5p.com/content/1291668184670985628>

#### **Telling Time**

1065 -- L5: Times

<https://meindl.h5p.com/content/1291668185899650718>

1099 – L5: Subject or Object? (Accusative)

<https://meindl.h5p.com/content/1291545743372142328>

1145 -- L5: Telling time -- 24-hours-system

<https://meindl.h5p.com/content/1291672657326018128>

1144 - L5 - Telling Time

<https://meindl.h5p.com/content/1291672646697431858>

1146 -- L5: Time with nach/vor, halb, viertel

<https://meindl.h5p.com/content/1291672846284714858>

### **Parts of the Day**

1112 -- L5: Vocabulary Days & Parts of the Day 1  
<https://meindl.h5p.com/content/1291483806995087538>

1113 -- L5: Vocabulary Days and Parts of the Day 2  
<https://meindl.h5p.com/content/1291481327745051278>

1114 -- L5: Vocabulary Days and Parts of the Day 3  
<https://meindl.h5p.com/content/1291481325986343908>

1115 -- L5: Vocabulary Parts of the Day 4  
<https://meindl.h5p.com/content/1291481320185065598>

1130 -- L5: Vocabulary Weekdays and Parts of the Day 1  
<https://meindl.h5p.com/content/1291157154756390448>

1131 -- L5: Vocabulary Weekdays and Parts of the Day 2  
<https://meindl.h5p.com/content/1291157072086968708>

### **Grammar – Exercises**

#### **Possessive Articles – Nominative & Accusative**

1098 -- L5: Possessive Articles - Nominative and Accusative  
<https://meindl.h5p.com/content/1291545746163030868>

#### **Separable Prefix Verbs**

1096 -- L5: Separable Prefix Verbs  
<https://meindl.h5p.com/content/1291250512763708108>

1101 -- L5: Separable Prefix Verbs  
<https://meindl.h5p.com/content/1291545738690598618>

1107 -- L5: Separable Prefix Verbs  
<https://meindl.h5p.com/content/1291157270322500318>

1116 -- L5: Separable Prefix Verbs  
<https://meindl.h5p.com/content/1291479573047223318>

1128 – L5: Separable Prefix Verbs  
<https://meindl.h5p.com/content/1291154988028921358>

## **Culture & Language**

### **Clubs for Sports and Hobbies (Vereine)**

#### **1) Reading: "The German obsession with clubs"**

- Work with Worksheet 19 (see Appendix)
- Read the text "The German obsession with clubs" and answer the questions in the worksheet.
- Link to the text: ["The German obsession with clubs"](https://www.dw.com/en/the-german-obsession-with-clubs/a-5111111) (dw.com)

#### **2) Listening: Watch the video linked below and answer the questions that appear.**

- Link to the video with questions: <https://edpuzzle.com/media/5dc1fecbb22b6340bde8b839>
- With the button, you can skip back to the previous question and listen again.



### **November 9 in German History**

Read the text about November 9 – Link: <https://p.dw.com/p/136L6>

Now answer the questions online – Link: <https://meindl.h5p.com/content/1291671102662435818>

## **Materials: Grammar Information Lektion 5**

### **Verbal bracket & separable prefix verbs**

- "Separable prefix verbs" are verbs that split of the front part (prefix) when used in a sentence: "aufräumen" (to clean up) -- "Ich räume die Garage auf."
- Where does the prefix have to go?

German sentences are structured around the verbs. There are two spots for verbs and verb-related items:

+ the conjugated verb is always in 2nd position ("conjugated" = the verb changes forms to match the subject, a.k.a. the person/thing doing something: Ich komme ... ; du kommst ..., Herr Meier kommt...)

+ everything coming along with the verb goes to the end of the sentence:

**Verbal bracket (Sentence bracket): 2<sup>nd</sup> and last position reserved for verb and related items**

		<b>Verb</b>		<b>Verb-related</b>
separable prefix verb	Ich	kaufe	im Supermarkt Kartoffeln	ein.
verb + noun	Ich	mache	um 8 Uhr	Hausaufgaben.
modal verbs	Ich	muss	hier	anhalten.

More explanations at Grimm's Grammar: [http://coerll.utexas.edu/gg/gr/v\\_04.html](http://coerll.utexas.edu/gg/gr/v_04.html)

**Materials: Vocabulary****Nomen****Maskulin**

der Abend, -e  
 der Freund, -e  
 der Mittag, -e  
 der Mitbewohner, -  
 der Morgen, -  
 der Nachmittag, -e  
 der Tag, -e  
 der Unterricht  
 der Verein, -e  
 der Vormittag, -e

der Montag, -e  
 der Dienstag, -e  
 der Mittwoch, -e  
 der Donnerstag, -e  
 der Freitag, -e  
 der Samstag, -e / Sonnabend, -  
 der Sonntag, -e

**Feminin**

die Freizeit  
 die Freundin, -nen  
 die Minute, -n  
 der Mitbewohnerin, -nen  
 die Party, -s  
 die Stunde, -n  
 die Uhr, -en  
 die Woche, -n  
 die Zeit, -en

**Neutrum**

das Hobby, -s  
 das Viertel, -  
 das Wochenende, -n

**Nouns****Masculine**

evening  
 friend (male), boyfriend  
 noon  
 roommate (male)  
 morning  
 afternoon  
 day  
 class  
 club  
 late morning (between morning and noon)

Monday  
 Tuesday  
 Wednesday  
 Thursday  
 Friday  
 Saturday  
 Sunday

**Feminine**

free time, leisure time  
 friend (female), girlfriend  
 minute  
 roommate (female)  
 party (not political)  
 hour  
 clock  
 week  
 time

**Neuter**

hobby  
 quarter  
 weekend

**Verben****Schwache Verben**

aufräumen (er/sie räumt auf), aufgeräumt  
 duschen, geduscht  
 einkaufen (er/sie kauft ein), eingekauft  
 feiern, gefeiert  
 frühstücken, gefrühstückt  
 kaufen, gekauft  
 putzen, geputzt  
 schauen, geschaut  
 üben, geübt  
 trainieren, trainiert

**Starke Verben**

aufstehen (er/sie steht auf), ist aufgestanden  
 einladen, (er/sie lädt ein), eingeladen  
 fernsehen, (er/sie sieht fern), ferngesehen  
 schlafen, (er/sie schläft), geschlafen  
 schwimmen, geschwommen  
 treffen (er/sie trifft), getroffen  
 tun, getan  
 Wäsche waschen (wäscht Wäsche), gewaschen

**Verbs****Weak verbs**

to clean up  
 to shower  
 to shop  
 to party, celebrate  
 to have breakfast  
 to buy  
 to clean  
 to watch, look  
 to practice (playing an instrument)  
 to work out, practice sports

**Strong verbs**

to get up  
 to invite  
 to watch t.v.  
 to sleep  
 to swim  
 to meet  
 to do  
 to do laundry

**Andere Wörter & Ausdrücke**

am  
 bis  
 dann  
 früh <-> spät  
 halb  
 ins Bett gehen (er/sie geht ins Bett)  
 Lust haben  
 (ich habe Lust – ich habe keine Lust)  
 nach  
 Spaß machen (es macht Spaß)  
 Sport Machen (er/sie macht Sport)  
 um  
 verabredet sein  
 von  
 vor  
 Wie spät ist es?  
 Wie viel Uhr ist es?

**Other Words & expressions**

on (a day)  
 until  
 then  
 early <-> late  
 half  
 to go to bed  
 to feel like doing something  
 (I feel like.../ I do not feel...)like...)  
 after, behind  
 to be fun  
 playing sports  
 at (for time)  
 to have an appointment  
 from  
 before, in front of  
 What is the time?  
 What is the time?

<b>Lektion 6</b>
------------------

Topics	Communication & Vocabulary	Grammar
<ul style="list-style-type: none"> <li>✓ Rules and cultural differences</li> <li>✓ Holidays in December: Nikolaus and Christmas</li> <li>✓ Nikolaus &amp; Santa Claus</li> </ul>	<ul style="list-style-type: none"> <li>✓ Expressing what one must, can, or is (not) allowed to do</li> <li>✓ The pronoun "man"</li> <li>✓ Review: Phrases for Conversations</li> </ul>	Nouns & Co. <ul style="list-style-type: none"> <li>✓ Imperative Plural, Informal</li> <li>✓ Personal Pronouns in Accusative</li> </ul> Verbs <ul style="list-style-type: none"> <li>✓ Modal Verbs "können, dürfen, müssen"</li> </ul>

### **Communication & Vocabulary - Exercises**

#### **Review Conversation Phrases**

1057 -- Conversation Phrases 1

<https://meindl.h5p.com/content/1291668155188407888>

1058 -- Conversation Phrases 2

<https://meindl.h5p.com/content/1291668155894496308>

1059 -- Conversation Phrases 3

<https://meindl.h5p.com/content/1291668157301118338>

1060 -- Conversation Phrases 4

<https://meindl.h5p.com/content/1291668158912329778>

1061 -- Conversation Phrases 5

<https://meindl.h5p.com/content/1291668159725278468>

1062 -- Conversation Phrases 6

<https://meindl.h5p.com/content/1291668160419339108>

1079 - Conversation Phrases 7: Questions about family

<https://meindl.h5p.com/content/1291127055901657638>



1123 -- Conversation Phrases 8: When you need help  
<https://meindl.h5p.com/content/1291318239638636418>

1124 -- Conversation Phrases 9: Questions in Formal Address  
<https://meindl.h5p.com/content/1291124478797327008>

## **Grammar – Exercises**

### ***Personal Pronouns in Accusative***

1068 -- L6: Accusative Pronouns  
<https://meindl.h5p.com/content/1291668194372581708>

1089 -- L6: Pronouns in Nominative and Accusative 2  
<https://meindl.h5p.com/content/1291249326332036898>

1097 -- L6: Pronouns Nominative or Accusative - My Family  
<https://meindl.h5p.com/content/1291545927837025378>

1100 -- L6: Personal Pronouns - Nominative and Accusative (Drag and Drop)  
<https://meindl.h5p.com/content/1291545740461896688>

1102 -- L6: Personal Pronouns in Nominative or Accusative  
<https://meindl.h5p.com/content/1291544301427167508>

### ***Imperative Plural, Informal***

1082 -- L6: Imperative Informal Plural  
<https://meindl.h5p.com/content/1291500073191046828>

1103 -- L6: Imperative Informal Plural  
<https://meindl.h5p.com/content/1291544295974627108>

1104 -- L6: Review Imperative, Informal  
<https://meindl.h5p.com/content/1291544293152609258>

### ***Modal Verbs „dürfen, können, müssen“***

1084 -- L6: Review Modal Verbs dürfen, können, müssen (Rules)  
<https://meindl.h5p.com/content/1291544202340401888>

1111 -- L6: Modal Verbs "dürfen" & "müssen"

<https://meindl.h5p.com/content/1291495789999594788>

Exercise 1111 relates to the following signs:

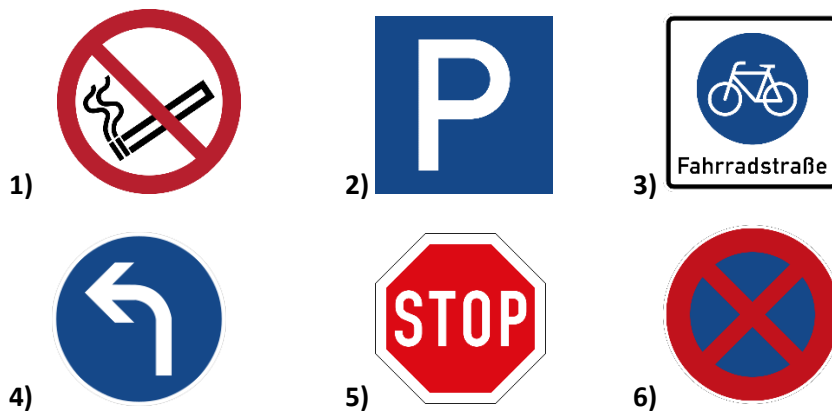


Image sources: All signs are in the public domain.

Source for #1: [https://de.wikipedia.org/wiki/Rauchverbot#/media/Datei:ISO\\_7010\\_P002.svg](https://de.wikipedia.org/wiki/Rauchverbot#/media/Datei:ISO_7010_P002.svg)

Source for ##2-6:

[https://de.wikipedia.org/wiki/Bildtafel\\_der\\_Verkehrszeichen\\_in\\_der\\_Bundesrepublik\\_Deutschland\\_seit\\_2017#Sinnbilder\\_nach\\_%C2%A7\\_39\\_StVO](https://de.wikipedia.org/wiki/Bildtafel_der_Verkehrszeichen_in_der_Bundesrepublik_Deutschland_seit_2017#Sinnbilder_nach_%C2%A7_39_StVO)

## **Culture & Language**

### ***Rules – Cultural Differences***

Here are some rules for German speaking countries (Deutschland, Österreich, die Schweiz, Liechtenstein, Luxemburg = D-A-CH-Lie-Lux) that differ from the rules in the USA:

1. In D-A-CH-Lie-Lux, one can drink beer or wine at the age of 16. The drinking age for distilled liquor is 18.
2. Drinking alcohol in public places is usually allowed, but it can be banned in certain places.
3. In D-A-CH-Lie-Lux, one must be 18 to be allowed to drive.

4. In Germany, one cannot perform loud tasks on Sundays – no lawn mowing or working with power tools outside or in ear-shot of neighbors. This is also banned in very early or late hours every day.
5. In Germany, stores are closed on Sundays (except those selling essentials for travelers, e.g., food, gasoline)
6. In Germany, working on Sunday is not permitted unless the company/ job is essential. For example, hospital personal, firefighters, police officers. Companies can get a permit for work on Sunday if it is prohibitively expensive to shut down machinery or similar reasons.

A) Review the facts with the exercise below:

1143 -- L6: Rules

<https://meindl.h5p.com/content/1291671967327025018>

B) Such cultural differences might appear non-sensical, but you should approach them with the assumptions that the people making those rules have good reasons for them. Think about the following and discuss it with others:

- What could be arguments for the rules about drinking age and driving age? Why could it be okay to let 16-years old drink alcohol? What could be dangerous about 16-years-old driving, like in the USA?
- The laws restricting noise, work on Sundays, or opening stores on Sunday can make some aspects of life more uncomfortable. Why would countries have those laws? What are the benefits of those laws? One tip: if stores open on Sundays, somebody has to work there.
- Keep in mind: rules and laws are made by politicians which are voted into office by people. That means, a majority of people supports those laws or they would vote for politicians that promise to change those laws.

C) Now try to think like an Austrian, Swiss, Or German: what could they find weird or hard to understand about rules in America?

### ***Dates of Holidays***

Here are some popular holidays in German speaking countries that are not common or on different dates in the USA – they are not always officially observed but popular:

- Rosenmontag (Rose Monday) ist der Montag vor Aschermittwoch – The Monday before Ash Wednesday is in some regions the main day of Carnival and people take off from work. The date of rose Monday varies every year but is usually in February or March. This topic will be covered in the spring semester.
- Hexennacht (“witches’ night”) ist der 30. April – children play pranks, adult have parties, especially outdoors with bonfires. Not an official holiday, but the night before the next holiday

- Tag der Arbeit (Labour Day) ist der 1. Mai. – That is International Labor Day and celebrated on May 1 in many countries. Because May 1 is an official holiday, most people do not have to work (which makes the night of April 30 a good night for parties...)
- Die Nationalfeiertage (national holidays) sind der 3. Oktober (Deutschland), der 1. August (Schweiz), und der 26. August (Österreich).
- Der 11. November ist St. Martin – Day of Saint Martin. Not an official holiday but traditionally celebrated by children with lanterns, food (e.g., soft pretzels or traditional baked goods), and sometimes re-enactments of Saint Martin’s good deeds. – In some regions, November 11 is also kick-off of the Carnival season.
- Der 6. Dezember ist Nikolaus-Tag (see in the next section)
- Heilig Abend ist der 24. Dezember – Christmas Eve is of course the same date everywhere, but in many German speaking regions, it is more important than in America. Many families give gifts on Christmas Eve, not Christmas Day, people take half the day off from work.
- Weihnachten ist der 25. & 26. Dezember – both days are official holidays.
- Silvester ist der 31. Dezember – New Year’s Eve is of course also the same date everywhere, but German speakers refer to it as “Silvester” because that is the Saint traditionally celebrated there.

Review dates and holidays with the exercises below:

1066 -- L6: Dates of Holidays

<https://meindl.h5p.com/content/1291668187135390658>

1031 – L6: Dates for Holidays

<https://meindl.h5p.com/content/1291667532589548588>

1067 -- L6: Dates of Holidays

<https://meindl.h5p.com/content/1291668188621208158>

1085 -- L6: Dates of Holidays

<https://meindl.h5p.com/content/1291173140823436768>

1091 -- L6: Dates of Holidays

<https://meindl.h5p.com/content/1291119929676297788>

## **Nikolaus and Christmas**

A) On December 6, Sankt Nikolaus brings small gifts in German speaking countries – and many other countries. In America, Saint Nicholas is better known as Santa Claus, but Santa comes on Christmas and also looks differently. Nikolaus also has an assistant – but the assistant is different in different regions. So what is going on here? Are Nikolaus the same person or not? Nikolaus and Santa show how traditions change, get adapted, mix, and differ in different regions. To explore this, work with some texts:

- Answer the questions in **Worksheet 21** (see Appendix), based on the text and an image linked below
- The texts:
  - Handwerk, Brian. [“From St. Nicholas to Santa Claus: the surprising origins of Kris Kringle.” \(Link\)](#) *National Geographic*, December 25, 2018. (Accessed Nov. 18, 2020)
  - [“The Legend of Saint Nicholas.” \(Link\)](#) *Germany in USA*, December 5, 2018. (Accessed Nov. 18, 2020)
  - [“St. Nicholas.” \(Link\)](#) *The German Way & More*. No date. (Accessed Nov. 18, 2020)
  - The first part of the text [“Who is St. Nicholas?” \(Link\)](#) from the St. Nicholas Center
  - The first part of the text [“The origin of Santa Claus” \(Link\)](#) from the St. Nicholas Center
  - Taylor, Alan: [“St. Nicholas' Dark Companion.” \(Link\)](#) (TheAtlantic.com)
  - [Postcard of Krampus \(Link\)](#) (Wikipedia.org)

B) Watch a video to learn about Nikolaus and his assistants.

- Answer the questions in **Worksheet 22** (see Appendix), based on the video linked below
- Video “Adventskalender: Nikolaus” – Link: <https://p.dw.com/p/1E03U>

## **Materials: Grammar Information Lektion 6**

### **Personal Pronouns in Accusative**

You learned about sentences with direct objects, for example:

„Ich esse den Apfel.“ (I eat the apple.)

„den Apfel“ is the direct object and, thus, the article is used in its Accusative form (“den” instead of “der”).

If a pronoun is used for the direct object, the Accusative form of the pronouns is used. Below are the Accusative forms for pronouns:

<b>Singular</b>		<b>Plural</b>	
<b>Nominative</b>	<b>Accusative</b>	<b>Nominative</b>	<b>Accusative</b>
ich	mich	wir	uns
du	dich	ihr	euch
Sie	Sie	Sie	Sie
er	ihn	sie	sie
sie	sie		
es	es		

### **Imperative Plural, Informal**

Formal imperative and imperative in informal address in the singular were introduced in Lektion 2. Below is the explanation how to form imperative when addressing several people informally.

To form imperative when addressing several people informally...:

- ...put verb first
- Use the verb-ending -t
- Split up separable prefix verbs:

"Esst die Bananen" (Eat the bananas)

"Räumt die Bücher auf." (Clean up the books)

**Modal verbs “können, dürfen, müssen”**

The verbs *können* (to be able to), *dürfen* (to be allowed to), *müssen* (to have to/ must) are modal verbs.

Modal verbs express that how one does something, for example, that one must do something or is allowed to do something.

Modal verbs are often used with another verb (but not always):

- John muss Hausaufgaben machen. (John must do homework).
- Paul darf nicht zu der Party gehen. (Paula is not allowed to go to the party.)

The other verb is unchanged (infinitive form) and placed at the end of the sentence.

Modal verbs have different singular forms than other verbs: they have a vowel change and miss the endings with “ich” and “er/sie/es”:

**können (to be able to)**

Singular		Plural	
ich	kann	wir	können
du	kannst	ihr	könnt
Sie	können	Sie	können
er/ sie/ es	kann	sie	können

**dürfen (to be allowed to)**

Singular		Plural	
ich	darf	wir	dürfen
du	darfst	ihr	dürft
Sie	dürfen	Sie	dürfen
er/ sie/ es	darf	sie	dürfen

**müssen (to have to)**

Singular		Plural	
ich	muss	wir	müssen
du	musst	ihr	müsst
Sie	müssen	Sie	müssen
er/ sie/ es	muss	sie	müssen

**Materials: Vocabulary****Nomen****Maskulin**

der Feiertag, -e  
 der Frühling  
 der Herbst  
 der Preis, -e  
 der Sommer  
 der Winter

**Feminin**

die Autobahn, -en  
 die Regel, -n  
 die Straße, -n  
 die Verkehrsregel, -n  
 die Vorfahrt

**Neutrum**

das Benzin  
 das Geschenk, -e  
 das Schild, -er  
 das Verkehrsschild, -er  
 das Tempolimit, -s

**Nur Plural**

die Ferien

**Verben****Schwache Verben**

auspacken (er/sie packt aus), ausgepackt  
 hupen, gehupt  
 parken, geparkt  
 überholen, überholt  
 rauchen, geraucht  
 tanken, getankt  
 verpacken, verpackt

**Starke Verben**

abbiegen (er/sie biegt ab), abgebogen  
 anhalten (er/sie hält an), angehalten

**Nouns****Masculine**

holiday  
 spring (season)  
 fall (season)  
 price  
 summer  
 winter

**Feminine**

interstate road  
 rule  
 street  
 traffic rules  
 priority (in traffic)

**Neuter**

gasoline  
 gift  
 sign  
 traffic sign  
 speed limit

**Plural only**

break (days off from school), holidays

**Verbs****Weak verbs**

to unwrap, unpack  
 to honk  
 to park  
 to pass (a vehicle)  
 to smoke  
 to get gas for the car  
 to wrap (a gift)

**Strong verbs**

to turn  
 to stop



**Modalverben**

dürfen (er/sie darf), dürfen/gedurft  
können (er/sie kann), können/gekonnnt  
müssen (er/sie muss), müssen/gemusst

**Modal verbs**

to be allowed to  
to be able to  
to have to, must

**Anderes**

erlaubt  
Fahrrad fahren (er/sie fährt Fahrrad)  
km/h = Kilometer pro Stunde  
langsam  
links  
rechts  
schnell  
verboten  
zu Fuß gehen (er/sie geht zu Fuß)

**Other words & Phrases**

permitted  
riding a bike  
kilometers per hour  
slow  
left  
right  
fast  
prohibited  
going by foot

# Appendix: Worksheets

## Worksheet 1

**Länder mit Deutsch als offizielle Sprache** (die Sprache = language)

A) Label German-speaking countries, using the German & English names.

Germany  
Deutschland

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Source of map: OpenStreetMap.org: <https://www.openstreetmap.org/search?query=Germany#map=4/50.46/27.77>

B) Die Flaggen - What flag belongs to which German-speaking country? If you need help, search the web.

.....

.....

.....

.....

.....

.....

## Worksheet 2

You can copy and paste ä ö ü ß from here, if needed.

### Ergänzen Sie die Dialoge - Complete the dialogs

1. Herr Lang: „.....“ – Frau Singer: „Ich heiße Singer.“
2. Herr Lang: „Guten Tag, mein Name ist Lang.“  
Frau Bechtel: „.....?“ -- Herr Lang: „Ich heiße Lang. L – A – N – G.“
3. Herr Özdemir: „Woher kommen Sie?“ -- Frau Grau: „..... Deutschland.“
4. Herr Özdemir: „.....?“ -- Frau Grau: „Ich wohne in Hamburg.“
5. Dr. Berger: „.....?“ -- Herr Lafontaine: „Ich komme aus Berlin.“
6. „Guten Tag, mein Name ist Leutheuser-Schnarrenberg.“ – Frau Kuh: „.....?“  
-- „Leutheuser-Schnarrenberg ist mein Name.“

**Worksheet 3****Ergänzen Sie die Dialoge - Complete the dialogs with the words given in brackets.**

☞ There are several ways to introduce your name. Instead of „Ich heie Frank Mller.“ (I am called Mller), one can also use „Ich bin Frank Mller.“ (I am Frank Mller), or „Mein Name ist Frank Mller.“ (My name is Frank Mller).

☞ „ich“ is only capitalized when used at the beginning of a sentence.

1. „Wie heien Sie?“ -- ..... (Lisa Faul / bin / ich )
2. „Ich heie Maier. Und [and] ..... (Sie / wie / heien / ?)“ --  
 „..... (Meindl / Name / ist / mein)“
3. „Wo wohnen Sie?“ – „..... (in Wien / ich / wohne)
4. „.....“  
 (auf Englisch / heit / was / ‚Tisch‘ / ?)  
 -- „ ‚Tisch heit auf Englisch ‚table‘“
5. „.....“ (Sie / wohnen / wo / ?)  
 -- „.....“ (wohne / ich / in Berlin)

## Worksheet 4

Formal vs. Informal address: Read the text and answer the questions (no answer key).

- Text about du vs. Sie (formal vs. informal address) - Link: <https://www.german-way.com/history-and-culture/german-language/du-and-sie/> (german-way.com)
- Fragen zum Text (Answer the questions about the text)
  1. "Du" (informal address) is used for .....
  2. "Sie" (formal address) is used for ...
  3. "du" usually goes along with using
    - a) first name
    - b) last name
  4. What is the ongoing tendency in using formal/informal address?
    - a) it is getting more formal
    - b) it is getting more informal
  5. What are you supposed to do if you are not sure whether to use "du" or "Sie"?
  6. Is it okay to use first names in a business situation?



## Worksheet 5

A) Wie sagen [say] Sie auf Deutsch...?

1. The German equivalent for "Mr." & "Mrs." is....
2. How do you say in German: "My major is physics."? (physics = Physik)

B) In formal address:

1. What is the German for "How are you?", in FORMAL address?
2. How do you ask for someone's name, in FORMAL address?
3. How do you ask where someone lives, in FORMAL address?
4. How do you ask where someone is from, in FORMAL address?

C) Now the sentences from B in informal address...

**Worksheet 6**

## Verb forms

Select one of the two given verbs in each sentence, whatever makes more sense. Use the correct ending for the verbs.

☞ Make sure you know what the words mean! All words used can be found in the vocabulary list for Lektion 1

1. Paul ..... (hören/ wohnen) in Österreich.
2. Ich ..... (heißen/ lernen) Lisa Fischer.
3. Woher ..... (studieren/ kommen) Sie?
4. Du ..... (wohnen/ kommen) in Wien [Vienna].
5. Ich ..... (fragen/ lernen) Deutsch.
6. Die Nachbarin ..... (fragen/ lernen) eine [a] Frage.
7. Wo ..... (studieren/ wohnen) du?  
– Ich ..... (studieren/ wohnen) in Amerika!
8. „Herr Schmidt, ..... (buchstabieren/ kommen) Sie bitte Ihren [your] Namen!“ –  
„Ich ..... (buchstabieren/ kommen): S – C – H – M – I – D – T.“



### Worksheet 7

Read the text “The ‘du/Sie’ dilemma in German and answer the questions below.

Link to the text (at DW.com): <https://p.dw.com/p/17DOR>

Questions about the text:

Read the text “The ‘Du/Sie’ dilemma” (in Canvas) and answer the questions.

1. The rules for using ‘du/Sie’ are traditional and have stayed the same for a long time.  
 Ja  Nein [Ja = yes; Nein = no]
2. Who can offer to switch to “du”?
3. What is the “Hamburger Du”?
4. What’s the “Bavarian style” of using “du” or “cashier Du”?
5. How were people of high status addressed in the Middle Ages?
6. What is the “pluralis majestatis”?
7. In what way does marketing change the rules for “du/Sie”-use?
8. Why did the t.v. personality and musician Dieter Bohlen not have to pay a fine for using informal address with a police officer?
9. How should one behave at work if, at the previous night, the boss offered “du” at a party, but you are not sure whether he/she was serious?
10. Expert Hans-Michael Klein gives the advice: “Always be appropriate, and don't annoy people or attract negative attention.” Is that helpful advice? Why/why not?

**Worksheet 8**

'Reading' means in our course: identifying information in an authentic text, when guided by questions or other help (authentic = not produced for learners, not edited for learners) & making sense out of information found. You do not have to understand everything in order to identify important information. Often, information can be derived from context, using common sense, identifying cognates (words that are identical/similar in German and English))

For this reading task, you should identify the main pieces of information in an infographic about the use of "du" and "Sie" at the workplace.

Look at the diagram about the use of "du/Sie" at work and answer the questions below.

The diagram (at presseportal.de) – Link: <https://www.presseportal.de/pm/110144/3313253>

Questions about the diagram:

☞ the work = die Arbeit | using „du“ = „duzen“ | using „sie“ = „siezen“ | yes = „Ja“ | no = „Nein“

Answer the questions with the information in the image on the website (you do not need the text):

1. What percentage of people only uses "du" at the workplace?
2. What percentage only uses "Sie" at the workplace?
3. What percentage alternates between address forms (the third category shown)?
4. What percentage of people distinguishes address forms depending on the position in hierarchy? (look for the German word for 'hierarchy' – it is a cognate to English, but a bit hidden in a longer word).

## Worksheet 9

You learned about greetings like “Guten Tag” or “Hallo” as a less formal greeting. In the German speaking regions in Europe, people also use regional greetings. This is mostly not because they do not know “Guten Tag” or “Hallo” but rather because people want to show their regional identity and bond with others over using a greeting that unites them and differentiates them from other regions.

Some regional greetings you might hear:

- Northern Germany: “Moin”
- South-Western Germany: “Salü” or “Servus” (informal)
- Switzerland: “Grüezi”
- South Eastern Germany & Austria: “Grüß Gott” and “Servus” (informal)

Exercise:

1. Look at image A below: Where is Papenburg located - concluding from the greeting they use?
2. Look at image B below: when Austrian use “Servus”, most Germans would use...
3. Image C shows greetings in four languages, “Grüezi” (German), Italian (Buongiorno), Romansch (Allegra), French (Salut). Which country is it?
4. Image D: in what region(s) is the town of Rottach-Egern, judging by the greeting they use? Note: they spell “ss” to replace “ß” because the letter “ß” does not have a capital version.
5. Bild E shows the logo of a radio station. According to the greeting in the radio station’s name, where is the Saarland, the home region of the station?

Bild [image] A:



Bild [image] B:



Bild [image] C:



Bild D:



Bild E:



A: [https://commons.wikimedia.org/wiki/File:Moin! Herzlich willkommen in Papenburg, Aschendorf \(2017\).jpg](https://commons.wikimedia.org/wiki/File:Moin!_Herzlich_willkommen_in_Papenburg,_Aschendorf_(2017).jpg)

B: [www.gutelaunetv.de](http://www.gutelaunetv.de)

C: <http://aroundtheworld.colegiobennett.edu.co/index.php/2018/03/05/united-by-a-speech/>

D: [https://commons.wikimedia.org/wiki/File:Rottach-Egern %E2%80%94 Schild %E2%80%9EGr%C3%BCss Gott in Rottach-Egern%22.jpg](https://commons.wikimedia.org/wiki/File:Rottach-Egern_%E2%80%94_Schild_%E2%80%9EGr%C3%BCss_Gott_in_Rottach-Egern%22.jpg)

E: <http://www.saarfest.de/saarfest/?timeline=gewinnspiel-4>

### Worksheet 10

Find the 5 wrong verb forms and correct them. Verbs are underlined.

1. Ich heiße Paul Schmidt. Wie heißt Sie?
2. Sarah ist Studentin. Sarah studieren Biologie.
3. Ich bist auch Studentin. Ich studiere Chemie [chemistry].
4. Wir lernen Deutsch. Lernen ihr auch Deutsch?
5. Ich komme aus Deutschland und Paula kommt aus Österreich.
6. Mein Name ist Meindl. Ich buchstabierst: M-E-I-N-D-L.
7. Wir seid Studenten. Wir kommen aus Amerika.

**Worksheet 11**

Read the text “Siezt du oder duzen Sie?” and answer the questions below.

Link for the text: <https://www.derstandard.at/story/2000085812783/siezt-du-oder-duzen-sie>

Questions about the text:

Read the questions, then find the answers in the text “Duzen oder Siezen”

Note: using “du” = “duzen” (using informal address) and using “Sie” = “siezen” (using formal address).

☞ You will not understand the majority of the text and you do not have to and should not try to understand everything. Scan the text for words you know or cognates (words that are similar in German and English). Also try to draw conclusions from the context and common knowledge.

1. The text is on the website of “Der Standard” – judging by the country domain at the end of the URL (like “.com” or “.edu”), from which country is “Der Standard”?
2. Look at the headline/text title: is the title...
  - describing the results of a study?       asking the readers about their habits?
3. First paragraph: what is the German word for “normal case”?  
.....
4. Second paragraph: The text brings examples of formal vs. informal address. Check what you can find in the text (several answers possible):
  - addressing a police officer                       asking how someone is doing    Wie geht es Ihnen?
  - a regional greeting    Grüß Gott                       asking for someone’s name
5. Third paragraph: The text talks about the development in using formal address in the last centuries and decades. What are the words for
  - “century/ hundred years”                      = .....
  - “decades/ tens of years”                      = .....
6. Third paragraph: Formality decreased after .....     the end of aristocracy                       the 1960s
7. Third paragraph: what is the German for “younger generation”? .....
8. The bold printed section title: what is the German word for “hierarchy”? .....
9. Fourth paragraph: According to the text, the use of “Sie” can create .... (check all that apply)
  - professionalism       distance       authority       respect       hierarchy

10. Fifth paragraph: What is German for “communication on eye level”?

.....

11. Sixth paragraph: What other languages are mentioned as examples for languages with formal address vs. informal address?

- Spanish                       French                       Norwegian                       Swedish

12. Sixth paragraph: One of the countries mentioned had a reform of informal address-words. When did this reform happen?



**Worksheet 12**

In German sentences, the verbs can only be in specific positions, most other words can be moved around. The rule for statements (different from questions or commands) is: the verb is in second position. The first position can consist of several verbs.

Model:

	Verb		Verb-related items
Ich	heiße	Liam Berg.	
In Berlin in Deutschland	ist	das Brandenburger Tor.	

“In Berlin in Deutschland” is one item (a location).



Brandenburg Gate  
Foto: Wikipedia

Now write the three sentences in the chart below, verb always in second position.

1. Herr Berg kommt aus Köln.
2. Das Brandenburger Tor ist in Berlin.
3. Paul, Ralf und Paula wohnen in Österreich.

	Verb		Verb-related items



**Worksheet 13**

Answer the questions based on the texts (have answers ready for class):

- Text 1: The History of the Oktoberfest – Link:  
<https://www.muenchen.de/int/en/events/oktoberfest/history.html>
- Text 2: Press Release Business Impact – Link:  
<https://drive.google.com/file/d/1V84VjbfEr2JwFgee6khLJFrVeABFhYF8/view?usp=sharing>

## I) Geschichte - History

1. When was the first Oktoberfest?
2. What was the occasion?
3. The festival grounds and the festival are colloquially called “die .....”
4. What entertainment was offered at the first Oktoberfest?
5. What entertainment was added in 1818?
6. The agricultural show connected to the Oktoberfest happens every ..... years.
7. Beer tents were added in .....

## II) Wirtschaft - Business &amp; Statistik (Text „Business impact“)

1. How many visitors are usually coming to the Oktoberfest?  
Around  2 million  3.5 million  6 million
2. Add up the numbers on page 1: How much do visitors spend on and off the fairgrounds?  
Around  750 million  830 million  1 billion Euros
3. Page 2: How many visitors are from the state of Bavaria (where the Oktoberfest takes place)?
4. From all foreign visitors, how many are from....  
USA: .....% Switzerland: .....% Australia: .....%
5. Page 3: The majority of visitors (57%) is  younger than 30  older than 30

6. Page 4: What percentage of visitors does not visit a beer tent?
7. Page 7: How much money is spent on advertizing?
8. Page 8: How many people work at or related to the Oktoberfest?

### Worksheet 14

Read the text "[West Germany, East Germany reunite, Oct. 3, 1990](http://www.politico.com)" at [www.politico.com](http://www.politico.com) (Link also in Canvas).

1. What day is the official date of the German reunification (and today the German national holiday)?
2. What year was the reunification?
3. How long had Germany been divided into East Germany (German Democratic Republic = GDR) and West Germany (Federal Republic of Germany)?
4. In how many occupation zones was Germany split up, after it lost WWII?
5. The two German states were founded in 1949. In what year did East Germany close its borders?
6. When were the borders fortified and the Berlin Wall was built?
7. Why did East Germany build the Berlin Wall and fences or walls along the border between East and West Germany?
8. Why did East Germany and the Soviet Union decline, during the 1980s?
9. The East-West divide started to crumble; the Iron Curtain was getting holes. When did Hungary open its borders to Austria – enabling East Germans to flee through Hungary?
10. Which Soviet leader allowed a peaceful end of the East-west divide and the reunification of Germany?
11. When was the treaty for the reunification signed?

**Worksheet 15**

Watch the video „Walled in“ and answer the questions:

1. The border between East Germany (German Democratic Republic) and West Germany (Federal Republic of Germany) was not only fortified by concrete walls and guards. Name 5 other defenses at the border between East Germany (GDR) and West Germany (FRG).
2. How many border troops were in Berlin?
3. What was the border area called by Western Germans?
4. How many Germans died at the Berlin Wall?
5. How tall was the Berlin wall?
6. Near the town of Hötensleben: how far away from the border was the first checkpoint?
7. Many citizens were forced to move away from the border in an operation called.....?
8. Openings for rabbits were made that they can pass underneath the border fences or walls. Why?

**Worksheet 16**

Video „Das perfekte Wiener Schnitzel“

**I) Vor dem Hören** -- Beantworten Sie die Fragen - Before listening -- answer the questions:

1. Die Hauptstadt (capital) Österreichs heißt  Wein  Wien  Vienna
2. Was heißt „meat“ auf Deutsch?  Rind  Schwein  Fleisch
3. Deutsch „kochen“ heißt auf Englisch „to cook“. Was heißt „der Koch“ auf Englisch?  
.....
4. A „false friend“ is a word that looks like a word in another language but does not mean the same. German „der Chef“ translates to English „the boss“. What means German „Chefkoch“?
5. Was heißt „brauchen“ auf Englisch? .....
6. „Bratwurst“ heißt „fried sausage“ – Was heißt das Verb „braten, gebraten“ auf Englisch?  
.....
7. Was heißt „Milch“ auf Englisch? .....
8. Deutsch „sprechen“ heißt „to speak“ – Was heißt „der Sprecher“? .....
9. Was heißt „side dish“ auf Deutsch?  Vorspeise  Nachtisch  Beilage

**II) Hören**

Listen to the audio and read along, check the words you hear. Try two or three times, then also watch the video. As last step, read along with the full manuscript (posted separately).

Wer in Wien Urlaub macht, sollte unbedingt Wiener Schnitzel  probieren  bestellen  essen. Das Restaurant Figlmüller ist seit über  10  100  110 Jahren auf die Zubereitung des Fleischgerichts spezialisiert. Chefkoch Markus  Bummer  Plumbert  Brunner zeigt sein Rezept.

SPRECHER:

Wien – die Hauptstadt Österreichs. Berühmt für ihre  Agrikultur  Art-Tour  Architektur und Geschichte, ihre Kultur und Musik, den  Walzer  Wanderer  Maler und natürlich das Wiener Schnitzel.

Die  Fleischer  Metzger  Kellner der Stadt verraten gerne, welches Fleisch man für ein echtes Wiener Schnitzel braucht.

JOSEF KRÖPPL (Wiener Metzger):

Schaf  Lamm  Kalb ist junges Rind, ist fettlos, praktisch fettlos und ist ganz ganz weich. Und das Original Wiener Schnitzel entstand vom, vom  Milchschat  Milchlamm  Milchkalb. Also das ist, es ist magerer und es ist weicher als [wie] Schwein.

SPRECHER:

Die bekannteste Wiener  Genüsse  Vergesse  Adresse für das berühmte Schnitzel ist das Restaurant Figlmüller, ein Familienbetrieb. Chefkoch Markus Brunner brät hier jeden Tag  dutzende  hunderte  tausende Schnitzel und weiß, dass es auf die richtige Vorbereitung des Fleisches ankommt.

MARKUS BRUNNER (Chefkoch Restaurant Figlmüller):

Also zuerst wird's geschnitten und dann wird's vorsichtig geklopft. Weil eben Kalbfleisch ist extrem heikel, hat  sehr viel  sehr wenig  sehr flüssig Wasser, weil es ein junges Kalb ist. Und gerade beim Klopfen muss man extrem aufpassen, dass man wirklich nicht die Faserung zerstört, weil wirklich sonst das komplette Wasser rausgehen würde und die Schnitzel dann nicht mehr so schön soufflieren.

SPRECHER:

vier  frische  viele Eier, golden aufgeschlagen, und feine Semmelbrösel gehören ebenso zu den wichtigen Zutaten eines Wiener Schnitzels. Das Kalbfleisch wird leicht gesalzen und in griffiges Mehl getaucht. Anschließend in der Eiermasse und danach in den Semmelbröseln wenden.

MARKUS BRUNNER:

Die  Brezeln  Börsen  Brösel werden jetzt nur vorsichtig angedrückt. Nicht zu stark!

SPRECHER:

Nun wird das Fleisch in Butterschmalz  gesalzen  geladen  gebraten. Dabei ist es wichtig, das Schnitzel ständig in Bewegung zu halten, damit es gleichmäßig braun wird. Sobald eine goldene Färbung erreicht ist, das Schnitzel aus der  Pfanne  Tanne  Kanne nehmen und das Fett abtropfen lassen.

MARKUS BRUNNER:

Eine Light-Variante wäre zum Beispiel, mit  Schnapsöl  Rapsöl  Rattenöl oder Sonnenblumenöl die Schnitzel rauszubacken. Wir verwenden Butterschmalz. Ein guter Tipp ist auch ein bisschen gemischt mit Sonnenblumenöl. Das hat den Vorteil, dass, wenn ich zu Hause das Schnitzel rausbacke, die ersten Schnitzel werden schön. Aber dann hast du diese schwarzen  Tunke  Dunkle  Punkte drinnen vom Butterschmalz, weil das Butterschmalz dann leicht verbrennt.

SPRECHER:

Typische Beilage zum Schnitzel ist ein  Kartoffelsalat  Kartoffelbraten  Kartoffelgratin. Bei Figlmüller nimmt man dafür eigene Kartoffeln, die von einem nahen Bauernhof kommen und regelmäßig geliefert werden. Chefkoch Markus Brunner  hilft  isst  kommt gerne mit.

Zurück in der Küche laufen die letzten Vorbereitungen für das Wiener Schnitzel. Wie viele  Gallonen  Portionen  Rationen jeden Tag serviert werden, das bleibt Figlmüllers Geheimnis. Man verlässt sich auf seinen guten Ruf.

Die Geschichte des Restaurants beginnt 1905 und lebt mittlerweile in  dritter  vierter  fünfter Generation. In einem  Menu  Cartoon  Buch erklärt die Familie ihre Rezepte in anschaulichen Bildern – das Wiener Schnitzel ist natürlich auch dabei. Wer Kalorien zählt, bevorzugt vielleicht ein Wasser, aber  Weißbier  Weißwein  Rotwein passt am besten. Und dann heißt es in Wien: „Guten Appetit!“

## Full text

Wer in Wien Urlaub macht, sollte unbedingt Wiener Schnitzel bestellen. Das Restaurant Figlmüller ist seit über 110 Jahren auf die Zubereitung des Fleischgerichts spezialisiert. Chefkoch Markus Brunner zeigt sein Rezept.

SPRECHER: Wien – die Hauptstadt Österreichs. Berühmt für ihre Architektur und Geschichte, ihre Kultur und Musik, den Walzer und natürlich das Wiener Schnitzel.

Die Metzger der Stadt verraten gerne, welches Fleisch man für ein echtes Wiener Schnitzel braucht.

JOSEF KRÖPPL (Wiener Metzger): Kalb ist junges Rind, ist fettlos, praktisch fettlos und ist ganz ganz weich. Und das Original Wiener Schnitzel entstand vom, vom Milchkalb. Also das ist, es ist magerer und es ist weicher als [wie] Schwein.

SPRECHER: Die bekannteste Wiener Adresse für das berühmte Schnitzel ist das Restaurant Figlmüller, ein Familienbetrieb. Chefkoch Markus Brunner brät hier jeden Tag dutzende Schnitzel und weiß, dass es auf die richtige Vorbereitung des Fleisches ankommt.

MARKUS BRUNNER (Chefkoch Restaurant Figlmüller): Also zuerst wird's geschnitten und dann wird's vorsichtig geklopft. Weil eben Kalbfleisch ist extrem heikel, hat sehr viel Wasser, weil es ein junges Kalb ist. Und gerade beim Klopfen muss man extrem aufpassen, dass man wirklich nicht die Faserung zerstört, weil wirklich sonst das komplette Wasser rausgehen würde und die Schnitzel dann nicht mehr so schön soufflieren.

SPRECHER: Frische Eier, golden aufgeschlagen, und feine Semmelbrösel gehören ebenso zu den wichtigen Zutaten eines Wiener Schnitzels. Das Kalbfleisch wird leicht gesalzen und in griffiges Mehl getaucht. Anschließend in der Eiermasse und danach in den Semmelbröseln wenden.

MARKUS BRUNNER: Die Brösel werden jetzt nur vorsichtig angeedrückt. Nicht zu stark!

SPRECHER: Nun wird das Fleisch in Butterschmalz gebraten. Dabei ist es wichtig, das Schnitzel ständig in Bewegung zu halten, damit es gleichmäßig braun wird. Sobald eine goldene Färbung erreicht ist, das Schnitzel aus der Pfanne nehmen und das Fett abtropfen lassen.

MARKUS BRUNNER: Eine Light-Variante wäre zum Beispiel, mit Rapsöl oder Sonnenblumenöl die Schnitzel rauszubacken. Wir verwenden Butterschmalz. Ein guter Tipp ist auch ein bisschen gemischt mit Sonnenblumenöl. Das hat den Vorteil, dass, wenn ich zu Hause das Schnitzel rausbacke, die ersten Schnitzel werden schön. Aber dann hast du diese schwarzen Punkte drinnen vom Butterschmalz, weil das Butterschmalz dann leicht verbrennt.

SPRECHER: Typische Beilage zum Schnitzel ist ein Kartoffelsalat. Bei Figlmüller nimmt man dafür eigene Kartoffeln, die von einem nahen Bauernhof kommen und regelmäßig geliefert werden. Chefkoch Markus Brunner hilft gerne mit. Zurück in der Küche laufen die letzten Vorbereitungen für das Wiener Schnitzel. Wie viele Portionen jeden Tag serviert werden, das bleibt Figlmüllers Geheimnis. Man verlässt sich auf seinen guten Ruf. Die Geschichte des Restaurants beginnt 1905 und lebt mittlerweile in vierter Generation. In einem Buch erklärt die Familie ihre Rezepte in anschaulichen Bildern – das Wiener Schnitzel ist natürlich auch dabei. Wer Kalorien zählt, bevorzugt vielleicht ein Wasser, aber Weißwein passt am besten. Und dann heißt es in Wien: „Guten Appetit!“

**Worksheet 17**

**I) Key words** - Complete this section before moving on to the other sections.

Which German words does the text use for:

- |                         |         |                |         |
|-------------------------|---------|----------------|---------|
| 1. onions               | = ..... | 11. hard roll  | = ..... |
| 2. salad                | = ..... | 12. Beef       | = ..... |
| 3. Döner stand          | = ..... | 13. sauce      | = ..... |
| 4. 70s                  | = ..... | 14. to react   | = ..... |
| 5. snack stand          | = ..... | 15. Turks      | = ..... |
| 6. economic factor      | = ..... | 16. Arabs      | = ..... |
| 7. the first Döner-fair | = ..... | 17. per day    | = ..... |
| 8. billion Euros        | = ..... | 18. tomato     | = ..... |
| 9. working country      | = ..... | 19. chicken    | = ..... |
| 10. meat                | = ..... | 20. vegetarian | = ..... |

**II) Details**

Below are statements about the text. Not everything mentioned in the statements is really said in the text. Find the **12 statements that are really mentioned** in the text and then **summarize briefly what the text says** (The statements follow the order of the text). – **Answer in English & provide some details/specifcs.**

Statements – is this said in the text?	If mentioned in the text, WHAT is said in the text?
1. The text provides the name and age of the inventor of the Döner.	
2. He had a snack food stand in a German city.	
3. Even famous politicians ate at his food stand.	
4. Today, there are many Döner stands in Germany and many Dönners are eaten every day.	



Statements – is this said in the text?	If mentioned in the text, WHAT is said in the text?
5. Döner is mainly eaten in big cities.	
6. The Döner industry is a significant economic factor, in employment and turnover.	
7. The text names the street of the first Döner-stand in the early 70s.	
8. The street had many food stands selling sausages.	
9. Germans like fast food because they work a lot and want to eat fast.	
10. Germans want beer with their Döner.	
11. The original Döner had few ingredients.	
12. Some ethnicities new Döner, but it was new for Germans.	
13. He made a certain amount of Döner a day.	
14. New variations of Döner are described.	
15. Many people live of making Döner, many eat it.	
16. Most Döner meat is imported from Turkey.	
17. The inventor thinks that Döner prices today are too low for the number of ingredients included.	

### III) Follow-up

Answer in full sentences in German – the questions are about you!

1. Was ist Ihr Lieblingsessen?
2. Was essen Sie nicht gern?

**Worksheet 18****I) Key words**

Complete this section and **compare with the answer key before moving on to the other sections.**

A) Which German words does the text use for:

1. goes = .....
2. per year = .....
3. speaker = .....
4. onion = .....
5. French fries = .....
6. hard roll = .....
7. customer 1 (feminine) = .....
8. with = .....
9. passerby (feminine) = .....
10. passerby (male) = .....
11. owner of "Kudamm 195" = .....
12. pork = .....
13. to eat = .....
14. meat = .....
15. seven = .....
16. tomato = .....
17. a culinary classic = .....

B) Deriving words

1. The text uses the verb "verspeisen" – We now have two nouns that contain "Speise": "die Vorspeise" & "die Speisekarte" (see Lektion 3). What could the verb "verspeisen" mean?
2. The text uses the noun "Sprecher" – nouns ending on "-er" are usually derived from verbs (and then refer to a person or machine doing a certain action).
  - a) From which verb is "der Sprecher" derived?
  - b) What does "der Sprecher" mean?

3. Verbs can be changed into nouns by capitalizing the word and adding the article “das”. For example: “trinken” (to drink) --> “das Trinken” (the drinking).  
 What does the noun “das Essen” mean?

C) Three central words

Three words are very important for the topic of the text and appear frequently. Which German word does the text use for...

1. curry sausage = .....
2. fast                                     beliebt                                     schnell                                     Stück
3. snack                                     Imbiss                                     Stärkung                                     Zubereitung

II) Details

Below are statements about the text. Not everything mentioned in the statements is really said in the text. Find the 12 statements that are really mentioned in the text and then summarize briefly what the text says (The statements follow the order of the text).

Statements – is this said in the text?	If mentioned in the text, WHAT is said in the text?
1. Large numbers of curry sausage are eaten in Germany every year.	
2. Curry sausage is mainly eaten in cities like Berlin and Munich.	
3. Curry sausage is mainly served with one of two sides.	
4. Customers and passerby explain why they like curry sausage.	
5. The food stand „Kudamm 195“ won an award for their curry sausage.	
6. The food stand „Kudamm 195“ uses a special sauce.	
7. The owner of “Kudamm 195” mentions one secret for good curry sausage.	

8. The text mentions the number of snack food stands in Berlin.	
9. A food stand in Berlin-Kreuzberg sells many sausages, always from the same type of meat.	
10. Mainly locals eat curry sausage.	
11. A woman from Berlin holds a patent on a sauce for curry sausage.	
12. The patent made the inventor very rich.	
13. There is a museum about curry sausage.	
14. „Curry Queen“ uses various meat types and offers several sauces.	
15. „Curry Queen“ only serves rolls with the sausage.	
16. Celebrities have visited a traditional food stand in Eats Berlin.	
17. A customer describes the meat used at Konnopke's.	

#### IV) Text type & author's perspective

Which statement describes the text best?

- The text is a neutral report on a food item, show advantages and disadvantages. People are interviewed to show different viewpoints.
- The text analyses a segment of the food industry and its economic impact.
- The text wants to show why a food item is so popular. It focusses on positive aspects.

**V) Follow-up:** Was ist Ihr (your) Lieblingsessen?

## Worksheet 19

Questions about the text "The German obsession with clubs" - Read the text "[The German obsession with clubs](#)" (dw.com) and answer the questions.

1. How many Germans are members of a club (roughly)?
2. What type of clubs make fun of the military? (example in the text: the club "Rote Funken")
3. Who is not allowed in the "Rote Funken?"
4. Is club-membership increasing or decreasing?
5. Is membership in parties, trade unions and churches increasing or decreasing?
6. What made club activities in socialist East Germany (before 1990) more difficult?
7. The most popular type of German club are soccer clubs. What is special about the professional soccer club Schalke 04?
  - a) it is Germany's oldest soccer club
  - b) even professional players are club members
8. What is mentioned as a possible negative social effect of clubs?

**Worksheet 20**

Read the text “Duzen oder Siezen – das Marketing und die Höflichkeit” and answer the questions below.

Link for the text: <https://www.absatzwirtschaft.de/duzen-oder-siezen-das-marketing-kaempft-mit-der-hoeflichkeit-228214/>

Questions about the text:

I) Vor dem Lesen (Before Reading)

Remember what we covered in class.

1. What is the German for “using ‘Sie’”?  
 sicheln       siezen       simsens
2. What is the German for “using ‘du’”?  
 duzen       duschen       dunkel
3. Every German verb can be made into a noun by capitalizing it and using a neuter article. English “to greet” is in German “grüßen” – what would be the noun?  
 der Grüßen     die Grüßen     das Grüßen
4. English „customer“ is in German “der Kunde“ – for a male customer. What is the word for a female customer?  
 die Kundchen     die Kundeln     die Kundin
5. English „the reader“ (male) is in German “der Leser” – the group of all readers (or ‘the readership’) is “die Leserschaft” – What would be the group of all customers?  
 die Kundschaft     die Kundheit     die Kunderei
6. „Question“ is in German „die .....
7. The German for ‘to speak’ is “sprechen” – what is the word for language (has some similarity to the verb):  
 die Länge               die Sprache               die Glottis

II) Vokabeln

What German word/phrase does the text use for...?

☞ remember: German often forms long nouns out of several nouns!

Paragraph [1]

1. the handling of the German language .....
2. the first step .....

Paragraph [3]

3. the wrong/ false tone .....

- 4. to turn off potential customers .....
- 5. the linguist/ language scientist (female) .....
- 6. language change .....

Paragraph [4]

- 7. furniture store chain .....
- 8. female spokesperson/speaker .....
- 9. customer service center .....

Paragraph [6]

- 10. younger target group .....
- 11. natural address .....

Paragraph [7]

- 12. uncomplicated .....

Paragraph [9]

- 13. the du-using firms/companies .....

Paragraph [10]

- 14. regional differences .....
- 15. addressed with 'du' by strangers .....

Paragraph [11]

- 16. mixed forms .....
- 17. first name .....
- 18. family name .....

III) Questions about structure, details, and content [2 pts. per answer = 40]

Answer in English, but as brief as possible – key words or short phrases.

All answers have to be based on what the texts says, not general knowledge.

- 1. In which country was the article published? .....

Explain: what indicates the country of publication?

.....

2. The article addresses one major topic per section. How many major topics are addressed?
3. Look at the section titles (in bold): What is the best description? The article describes ...
  - ... how students address each other
  - ... how the business world navigates formal vs. informal address
4. Paragraph [1]: How does the article tell us that it describes the situation in the whole German-speaking area? The map on page 1 could help.
5. Paragraph [2]: What role does the furniture store chain IKEA have in the tendency to use informal address with customers?
6. Paragraph [2]: Which departments are wondering how to address customers?
7. Paragraph [3]: What is the danger of hitting the wrong tone regarding du/Sie?
8. Paragraph [3]: A language change is described. In what time frame is this language change happening?       in a decade       in one generation       in a century
9. Paragraph [4]: Since when does IKEA use informal address?
10. Paragraph [4]: Where does IKEA not use informal address?
11. Paragraph [5]: Using formal address is described as...
  - foreign to the culture, but now established
  - engrained in the culture, having a long history



12. Paragraph [5]: What expert is cited in the paragraph? (give a title/vocation and name)
  
13. Paragraph [6]: Why is the use of informal address well suited for the interaction of Adidas with its customers?
  
  
14. Paragraph [7]: For IKEA, the use of informal address is a part of .....
15. Paragraph [8]: Deriving from the adjective used for the Business-to-Business sector: is this sector more prone to maintaining formal address or switching to informal? Explain your answer!
  
  
  
  
  
16. Paragraph [9]: How long has the use of formal address been in decline?
17. Paragraph [10]: The French address “Monsieur” is cited as an example for...
  - a more casual culture
  - a more hierarchical culture
18. Paragraph [10]: Which regional difference is described?
  - Some regions never adopted “Sie” as regular address – visitors from region in the North are a bit shocked when strangers address them with “du”
  - Some regions are more conservative and do not follow the trend to use more “du”.
19. Paragraph [11]: In Munich, they achieve a medium degree of formality by...
  - using “Sie” and first name
  - using “du” with last name
20. Paragraph [12]: How far does the trend toward informality go?
  - it is limited to young people, but they use “du” everywhere
  - young people use “du” most, but stick to “Sie” in some contexts
  - all young and many older people use “du” pretty much everywhere

**Worksheet 21**

- Answer the questions in **Worksheet 21** (see Appendix), based on the text and an image linked below
- The texts:
  - Handwerk, Brian. [“From St. Nicholas to Santa Claus: the surprising origins of Kris Kringle.” \(Link\)](#) *National Geographic*, December 25, 2018. (Accessed Nov. 18, 2020)
  - [“The Legend of Saint Nicholas.” \(Link\)](#) *Germany in USA*, December 5, 2018. (Accessed Nov. 18, 2020)
  - [“St. Nicholas.” \(Link\)](#) *The German Way & More*. No date. (Accessed Nov. 18, 2020)
  - The first part of the text [“Who is St. Nicholas?” \(Link\)](#) from the St. Nicholas Center
  - The first part of the text [“The origin of Santa Claus” \(Link\)](#) from the St. Nicholas Center
  - Taylor, Alan: [“St. Nicholas' Dark Companion.” \(Link\)](#) (TheAtlantic.com)
  - [Postcard of Krampus \(Link\)](#) (Wikipedia.org)

**A) Texts "Who is St. Nicholas" and "The origin of Santa":**

1. Woher kommt der historische Nikolaus (Nicholas)? Er kommt aus .....
2. Sein Geburtstag ist im  zweiten  dritten  vierten Jahrhundert  
[century]
3. Was ist Nikolaus von Beruf?  Soldat  Bischof  Bäcker
4. Der Nikolaus-Tag ist der .....
5. Es gibt [there are]  eine Nikolaus-Legende  viele [many] Nikolaus-Legenden
6. Nikolaus bringt Geschenke.
  - a) Die Geschenke sind für  drei arme [poor] Töchter [daughters]  vier arme Töchter
  - b) Nikolaus steckt Geschenke in  einen Sack [bag]  in Socken  in Schuhe
7. Nikolaus ist der Beschützer [protector] für... – check all that apply!
  - Kinder [children]  Reisenden [travelers]  Bauern [farmers]  Seeleuten [sailors]
8. Wer feiert Nikolaus?  nur [only] Deutschland  
 Deutschland und die Niederlande  
 viele [many] Länder [countries]
9. Nikolaus bringt Geschenke. Die Geschenke sind....  klein  mittel  groß

**B) Der Text "The origin of Santa"**

1. Die Wikinger bauen[build] die erste Nikolaus  zweiten  dritten  vierten Jahrhundert [century]

2. Wer nennt [names] einen Hafen [port] in Haiti „St. Nicholas“? Wann?
3. In Europa bekommen [to get] Kinder Süßigkeiten [sweets], Nüsse, [nuts] und .....
4. Die Puritaner bringen St. Nikolaus-Traditionen nach Amerika.  richtig [correct]  falsch [false]
5. Im 19. Jahrhundert [century]: Die Puritaner und Calvinisten verbieten [prohibit] Weihnachts-Feiern [Weihnachten = Christmas; die Feier = celebration]. Populäre, nicht-christliche Weihnachtens-Feiern sind  
 langweilig [boring]  wild und chaotisch  exotisch
6. Was ist neu im 19. Jahrhundert [century]?  
 Katholiken in Amerika  die Defintion von Kindheit [childhood]  Das Datum [date] von Nikolaus
7. Thomas Nast macht Saint Nicholas populär. Wann zeichnet [draws] der Cartoonist Thomas Nast den Nikolaus mit Santa-Bauch [belly] und Pfeife [pipe]?
8. Wann existiert der amerikanische „Standard Santa“?
9. Was ist der Unterschied zwischen [difference between] dem amerikanischen „Santa Claus“ und dem europäischen „Nikolaus“?  
 der europäische „Sankt Nikolaus“ ist alt, der amerikanische „Santa Claus“ ist jung  
 der europäische „Sankt Nikolaus“ ist alt, der amerikanische „Santa Claus“ ist jung  
 der europäische „Sankt Nikolaus“ ist bringt keine Geschenke [gifts], der amerikanische „Santa Claus“ bringt Geschenke [gifts]  
 der europäische „Sankt Nikolaus“ ist ein Bischof, der amerikanische „Santa Claus“ kein Bischof.

### C) Text "Krampus: Saint Nicholas' Dark Companion"

1. Der Assistent von Nikolaus heißt „Knecht Ruprecht“ oder (or) „Belsnickl“ oder „Krampus“. Der Name „Krampus“ kommt aus....  Berlin  den Alpen  Liechtenstein
2. Der Krampus ist original (vor den Christen = pre-Christian times) nicht der Assistent von Nikolaus sondern (but rather):  
 der Teufel (devil)  ein Dämon  ein Wald (forrest)-Monster
3. Krampus-Tag (Nacht = night) ist der.....  
 30. Oktober  30. November  6. Dezember

### D) Die Krampus-Postkarte

Was hat Krampus in der Postkarte gemeinsam (in common) mit Nikolaus und Knecht Ruprecht?

**Worksheet 22**

Watch a video to learn about Nikolaus and his assistants.

- Answer the questions, based on the video linked below
- Video “Adventskalender: Nikolaus” – Link: <https://p.dw.com/p/1E03U>

**A) Vor dem Hören [before listening]**

Das Theme [topic] ist „Nikolaus“

Nehmen Sie die Vokabelliste für Lektion 6.

- |                            |                                     |                                     |                                     |
|----------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| 1. Der Nikolaus-Tag ist in | <input type="checkbox"/> November   | <input type="checkbox"/> Dezember   | <input type="checkbox"/> Januar     |
| 2. Die Jahreszeit [season] | <input type="checkbox"/> der Winter | <input type="checkbox"/> die Winter | <input type="checkbox"/> das Winter |
| 3. Der Nikolaus bringt     | <input type="checkbox"/> Gift       | <input type="checkbox"/> Geschenke  | <input type="checkbox"/> Präsens    |

Wie heißt das Modal-Verb? Use the modal verb „müssen“ in the correct form and select the correct verb for the ending of the sentence.

Nur brave [well-behaved] kinder [children] bekommen Geschenke. Die Nikolaus-Regeln [rules]:

1. Alle Kinder [all children] ..... ihre Zimmer [rooms] aufräumen/aufstehen.
2. Du ..... die Hausaufgaben [homework] putzen/machen.
3. Ich ..... in der Schule gut lernen/studieren.
4. Wir ..... die Zähne [teeth] aufräumen/putzen.

**B) Hören**

First read the questions, then listen and answer. Try a few times, then use the transcript in the answer key to read along while listening.

1. Christmas heißt „Weihnachten“. Was heißt „pre-Christmas-time“? Was hören Sie?  
 „Ein wichtiger Bestandteil der  Frühweihnachtszeit  Vorweihnachtszeit  Festweihnachtszeit  ist das Nikolausfest am 6. Dezember.“
2. Der historische Nikolaus ist der „ eilige  heilige  peinliche Nikolaus von Myra.“
3. Der historische Nikolaus lebt [lives]  im  vierten  fünften  sechsten Jahrhundert [century]
4. Der 6. Dezember ist der  Todestag [day of death]  Feiertag [holiday]  Namenstag [name's  day]

5. Wann stellt [puts] man Stiefel [boots] vor die Tür [door]? Was kommt in die Stiefel?  
 „Am  Abend  Vorabend  Nikolausabend werden Stiefel vor die Tür gestellt, damit sie der Nikolaus mit  Bonbons  Leckereien  Süßigkeiten [candy] füllt.“
6. Nikolaus hat einen Begleiter [companion]. Der Begleiter ist regional verschieden [different].  
 In vielen [many] Regionen heißt der Begleiter  Knecht Ruprecht  Leberecht
7. Was soll [is supposed to] der Begleiter machen? [Kinder = children]  
 „Der soll unartigen [naughty] Kindern  Respekt  Disziplin einflößen [to instill into s.o.]
8. Früher [in the past] bekommen die Kinder am 6. Dezember die Weihnachtsgeschenke [Christmas gifts].  
 Was ist das Wort für „day of gift giving“?  
 „Der 6. Dezember war früher in Deutschland der  Geschenketag  Bescherungstag.“
9. Wo heißt Nikolaus „Sinterklaas“ und sein Begleiter ist der „swarze Piet“ [black Pete]?  
 „In den  Nachbarländern  Niederlanden und in  Belgien  Schweiz ist das noch immer so.  
 „Sinterklaas“ begleite vom „zwarte Piet“, dem „schwarzen Peter“, bringt den Kindern die Geschenke.“
10. Wo heißen die Begleiter [companions] von Nikolaus „Buttnmandl und Kramperl“?  
 „In  Süddeutschland  Norddeutschland und in  Österreich  Frankreich laufen am 5. und 6. Dezember ‚Buttnmandl‘ und ‚Kramperl‘ mit Sankt Nikolaus von Haus zu Haus...“

Schauen Sie das Video mit Buttenmandl und Kramperl in YouTube:

<https://www.youtube.com/watch?v=k-xsskiwi0k>

### **C) Nach dem Hören**

Answer about you, in full sentences in German. Use a dictionary as needed (for example [www.pons.eu](http://www.pons.eu); <https://dict.tu-chemnitz.de/> )

- Was möchten Sie zu Nikolaus?  
 Nüsse  Orangen  Socken  Schokolade  ein Spiel
- Was ist das beste Weihnachtsgeschenk?
- Was ist Ihr Lieblingsfeiertag? [favorite holiday]

**Worksheet 23**

Listen, read along, and select/provide the correct words.

SPRECHER:

Der schnelle  Genuss  Imbiss  Reinbiss [snack] für zwischendurch. Mit ,  
geschnitten oder in einem Stück: die Currywurst.

Es gibt sie mit  oder mit einem .

KUNDIN 1:

Ein Muss,  is  ist  isch eine Legende.

KUNDIN 2:

Sehr gut!

PASSANTIN:

Nach  ner  einer  der langen Shopping-Tour braucht man was zur  
 Belegung  Ernährung  Stärkung, und da lieb ich Currywurst mit Pommes.  
Das is' ideal.

PASSANT:

Currywurst geht  besser  immer  schlimmer.

SPRECHER:

Der Imbiss „Kudamm 195“ in Berlin-Charlottenburg:

Die  Zubereitung  Zureitung  Zuleitung geht schnell. Schneiden und würzen, dann  
Ketchup oder eine scharfe Speziälsauce darübergeben.

KLAUS-PETER BIER (Inhaber „Kudamm 195“):

Es wird gebraten, ständig  bewegt  gelegt  gedreht. Täglich frisches Fett muss sein,  
wo die Wurst drin gebraten wird. Was für'n Fett, ist wieder ein Geheimnis. Jeder macht es  
anders. Wir haben unseres.

SPRECHER:

An die  Imbissbuden gibt es in Berlin. Rund  Currywürste im Jahr gehen allein an diesem Stand im Stadtteil Kreuzberg über die Theke. Die Currywurst besteht hier aus  fleisch. Es gibt sie mit Darm und – eine Berliner Variante – ohne Darm.

DENNY REINHARDT (Imbissbude Curry 36):

Berlin schläft ja  nicht  nich‘  nit . In Berlin is’ immer  was  wat  wars los. Ob dat nun die Handwerker sin’, die Touristen. Am, grad am Wochenende meine Kollegen bis morgens um fünfe, manchmal müssen sie bis halb sechse, sechse verkaufen. Und wenn sie dann am Saubermachen sin’, kommen die Leute noch rin und sagen um halb sieben: Was denn, schon alles  Feierabend  Reinmachen  Freie-Machen ? Wir haben Hunger. Wir haben Hunger.

KUNDIN 3:

Das ist zwar nicht das  Essen, aber es schmeckt, und wir sind im Urlaub, also warum nicht?

SPRECHER:

Die Berlinerin Herta  Heuler  Heuwer  Heufer gilt als Erfinderin der Currywurst. Sie will als Erste mit Ketchup, Currypulver und Worcestershiresauce experimentiert haben. Ihre Sauce ließ sie 1959 patentieren. Das dokumentiert das Deutsche Currywurstmuseum in Berlin.

BIANCA WOHLFROMM (Deutsches Currywurst Museum):

Sie mischte im September  verschiedene Zutaten zusammen und kreierte die Currywurst. Sie nannte ihren Verkaufsstand auch die erste Currywurstbraterei der Welt. Und so wird ihr die Erfindungsgeschichte eigentlich hier in Berlin auch zugesagt.

SPRECHER:

Aber auch das  Flurgebiet  Ruhrgebiet  Muhrgebiet und Hamburg beanspruchen, die Currywurst erfunden zu haben. Die Zubereitung variiert regional. So wurde der Hamburger Edelibiss „Curryqueen“ schon mehrfach im Gourmetführer „Gault Millau“ erwähnt. Hochwertiges Fleisch  mit Trüffel  vom Büffel  vom Bürzel oder auch Kobe-Rind

wird hier fettarm gegrillt. Die Beilagen: grüner Salat oder hausgemachter Kartoffelsalat. Den Curry zum Würzen können sich die Kunden selber aussuchen.

BIANKA HABERMANN („Curry Queen“):

Wir haben  verschiedene Currys von ganz mild bis extrem . Aber uns geht's natürlich viel mehr um die Aromen, weniger um die Schärfegrade. Es gibt eins mit Hibiskusblüte, was dann wirklich lilafarben is'. Das is' ganz toll, das essen Kinder auch gerne, weil das ganz mild is' und schön aussieht. Dann gibt's eins mit Vanille, es gibt eins mit Zitronengras.

Dann gibt's so 'n ganz klassisches Curry mit  Schnittlauch  Vorbauch  Knoblauch  Ingwer.

SPRECHER:

Im Berliner Stadtteil Prenzlauer Berg ist man da nicht so wählerisch. An Konnopkes Traditionsimbiss begann schon 1960 – im damaligen -Berlin – das Geschäft mit der Currywurst. Den Fleischhappen vom Pappteller probierten hier auch Prominente wie US-Star Liza Minelli.

WALTRAUD ZIERVOGEL (Imbissstube Konnopke):

Zu Ostzeiten gab es ja nur Tomatenmark, Tomatenpüree, Tomatenpaste, was man zugeteilt bekommen hat, und da  ham  hatten  haben wir uns von drüben 'ne Flasche Ketchup gekauft und dann  ham  hatten  haben wir so lange probiert, bis wir diesen Geschmack raushatten.

SPRECHER:

Ein Rezept, das seit Jahrzehnten gut ankommt:

KUNDE:

Das  ist super bei Konnopke, und ich finde das auch wichtig, also gerade bei 'ner Currywurst, dann schmeckt sie auch richtig gut.



SPRECHER:

Ob in Berlin, Hamburg oder im Ruhrgebiet: Die Currywurst zählt in Deutschland zu den kulinarischen .

**Worksheet 24**

Answer questions about the dialogs in the video: <https://www.youtube.com/watch?v=E7RILxU6Yek>

**I) Vor dem Hören – before listening**

Using the vocabulary lists for Lektionen 3 and 4 (in Canvas), translate the words/phrases:

1. “Was darf ich Ihnen bringen?”       What is your name?  
 What may I bring you?  
 What can you recommend?

2. der Tee      = .....

3. der Apfel      = .....

4. der Käse      = .....

5. die Sahne      = .....

6. der Zucker      = .....

7. mit      = .....

8. ohne      = .....

9. die Dame      = .....

10. der Herr      = .....

11. zahlen      = .....

12. zusammen      = .....

13. getrennt      = .....

14. passend      = .....

15. das Kleingeld      = .....

**II) Hören: im Café (coffee shop)**

Read the questions, then listen to the audio of the video “Kaffee und Kuchen” in Youtube (link in Canvas) – it has subtitles, so for this first step, please only listen, do not watch/read subtitles yet.

The situation: A woman and a man are in a coffee shop (actually sitting outside) and order. They are served by a waitress.

Part 1 -- Answer the questions about Audio part 1:

1. The waitress greets with       Guten Morgen       Guten Tag       Guten Abend
2. The woman wants a ...       chamomile tea       peppermint tea       Earl Grey tea
3. The tea is not available, so she orders a .....
4. The man asks for cake. What cake is he order?  
 Apfelkuchen       Schokoladenkuchen       Käsekuchen
5. What cake does the woman order?  
 Apfelkuchen       Schokoladenkuchen       Käsekuchen
6. They want the cake       mit Sahne       ohne Sahne

Part 2 -- the waitress brings the cake and beverages

1. The waitress addresses the customers with       Herr und Frau       Dame und Herr
2. The woman asks for....       cream       milk       sugar

Part 3 -- paying

1. The customers want to pay       separate       together
2. The bill is...       2,20 Euro       11,20 Euro       12,20 Euro
3. The waitress asks the man whether       he can pay by card       he has small change
4. The man counts out the money he hands over. What numbers do you hear?  
\_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_