Auf geht’s!

beginning German language and culture
third edition

live oak multimedia

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Welcome to *Auf geht’s!* We are excited to have you with us!

*Auf geht’s!* has two overarching goals: **cultural proficiency** and **language proficiency**. We hold both goals as equally important for foreign language courses. We hope students finish this first year with a basic proficiency in German, but we also hope they come away with a working knowledge of the German-speaking world, able to connect on a personal level with native speakers (even if it be in English!).

*Auf geht’s!* is a **content-based curriculum**, meaning that cultural topics are the organizing factor of the course sequence. Language instruction serves the purpose of equipping students with the linguistic tools necessary to interact around cultural topics; grammar is not the focus of the course. Cultural topics begin with the individual and what is immediate to students (family and friends, student life and pastimes), moving outward to the community and city (restaurants and nightlife, work and health) and to the nation and world (celebrations and stereotypes, traveling at home and abroad). Students will be asked to share opinions and experiences, write reactions and essays and do all sorts of language tasks, but always around specific cultural content.

Where does this cultural content come from? **Hundreds of hours of interviews** with individuals from the German-speaking world provide the cultural content for *Auf geht’s!* On a daily basis, students will work with these interview texts, both in written and audio forms, analyzing and negotiating content and exploring the use of language. These interviews not only provide a wealth of cultural information but also serve as rich sources of linguistic input for the language learner.

Our language proficiency goal for this first-year course is the **intermediate-low level according to the ACTFL proficiency guidelines (2012)**. What this means is that by the end of the year-long course, students should be able to “express personal meaning by combining and recombining what they know (…) into short statements and discrete sentences” on topics related to “basic personal information (…) and some immediate needs.” This goal is achieved in *Auf geht’s!* through task-based activities that require students to express themselves in German in relation to a cultural topic and by providing a variety of models that serve as aids to student production.

*Auf geht’s!* also includes **professional photographs** from our own bank of over 80,000 photos taken expressly for this project, capturing moments of everyday life in the german-speaking world. Simply by thumbing through the *Lernbuch*, users can appreciate the content and the quality of these photographs. Instructors will also find these visuals instrumental for classroom conversations or activities.

Our greatest hope is that this course be a **life-changing experience** for students and instructors. First-year German!? Life-changing!? Exactly. For us, beginning German is not merely a “service course” to meet core graduation requirements. We believe that by engaging the cultures, as well as the language, students will have transformative experiences in the classroom. Whether students choose to continue in German or not, we hope that the cultural and language formation they receive through *Auf geht’s!* allows them to appreciate and value the German-speaking cultures and gracefully navigate intercultural interactions.
How it works

What is Auf geht’s?
The Auf geht’s! program emphasizes both language and culture, using three equal but distinctive elements: interactive software, this Lernbuch, and time in class.

Interactive
To prepare for class, work first with the interactive software to get introduced to new words and cultural information you need to communicate effectively.

Lernbuch
After completing the software, work in this book to practice vocabulary, express yourself in writing and read authentic German texts. The Lernbuch also contains classroom activities; bring it to class each day.

Class time
In class, you will work on your speaking and listening skills as well as learn from the others in the class and from the instructor.

Learning strategies
Ultimately, you need to figure out how you learn best. Here are a few tips:

Spread it out
It is much more efficient to study in frequent, shorter sessions than to cram everything into a mega-session once a week.

Review
Learning a new word or phrase usually takes at least 60 successful recalls or uses. You can never review too much!

Ask questions
Communicate with your instructor when you are unclear on the language, culture or what you are supposed to do for class.

Make connections
If you don't know any German speakers, go meet some. There is no substitute for real people and real relationships.

Lernbuch icons
Here are some explanations of the icons you’ll encounter when using the Lernbuch.

In-class activities
Whenever you see this icon, it’s time for some small group conversation practice (your instructor will tell you the specifics).

Writing assignment – use separate paper
This involves a writing activity to be done on a separate piece of paper, either by hand or in a word processing program.

Ich heiße…
Model text
German text in the faint red box is either a model or a sentence starter, with tips for completing the task.

Writing box
Writing boxes are for just that: writing! Because of the way your brain processes information, there is no replacement for writing things by hand when learning a new language.

Tip box
Tip boxes contain useful hints for either speaking in class or working on your writing assignments in the Lernbuch.
1.1 Hallo!

A. Guten Tag! Write an appropriate greeting from the first blue box for each time of day listed. Then answer the questions that follow. Keep in mind that German schedules use a 24-hour clock: 13.00 is 1:00 PM.

<table>
<thead>
<tr>
<th>Time</th>
<th>Guten Morgen!</th>
<th>Guten Tag!</th>
<th>Guten Abend!</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00</td>
<td></td>
<td>21.15</td>
<td></td>
</tr>
<tr>
<td>15.00</td>
<td></td>
<td>7.30</td>
<td></td>
</tr>
<tr>
<td>11.00</td>
<td></td>
<td>13.00</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Hallo!</th>
<th>Tschüss!</th>
<th>Auf Wiedersehen!</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.00</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How do you say hello to other students in class?
How do you say goodbye to other people in class?
How do you greet and say goodbye to your instructor?

B. Hallo! Practice the following brief exchange with a partner. Then, when everyone can do it relatively quickly, go around the class and meet as many people as you can in German! Make sure to give a quick, firm handshake when you first meet!

Student 1:
Hallo!
Ich heiße [Name].
Freut mich!
Tschüss!

Student 2:
Hallo!
Ich heiße [Name].
Freut mich auch!
Tschüss!

Note: ß is pronounced like ‘ss’, so heiße = heisse.

C. Das Alphabet Practice repeating the German alphabet, led by your instructor. You can learn how to pronounce German letters on your own, too, in the Auf geht’s! interactive.

Note: To pronounce ü, say the German letter I (rhymes with ‘see’) but round your lips like you are saying the German letter U (rhymes with ‘do’).
**D. Wie schreibt man das?**

Take turns with your partner spelling one word from each group. Circle the word your partner spells.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>zwei</td>
<td>eins</td>
<td>sie</td>
</tr>
<tr>
<td>drei</td>
<td>auf</td>
<td>sah</td>
</tr>
<tr>
<td>sei</td>
<td>aus</td>
<td>so</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>zehn</td>
<td>Alphabet</td>
<td>Wiedersehen</td>
</tr>
<tr>
<td>Zahn</td>
<td>Aussprache</td>
<td>wie heißen</td>
</tr>
<tr>
<td>Zoo</td>
<td>Anfang</td>
<td>woher</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>kann</td>
<td>wie</td>
<td>Laute</td>
</tr>
<tr>
<td>kennt</td>
<td>viel</td>
<td>Leute</td>
</tr>
<tr>
<td>konnte</td>
<td>Vieh</td>
<td>Lieder</td>
</tr>
</tbody>
</table>

**E. Buchstabierwettbewerb**

Practice pronouncing these words with your instructor. Then spell the words aloud with a partner following this example:

Student 1: Wie schreibt man Frankfurter?
Student 2: Frankfurter. F-r-a-n-k-f-u-r-t-e-r. Frankfurter.
Student 1: Richtig! / Falsch!

<table>
<thead>
<tr>
<th>Semester</th>
<th>Sauerkraut</th>
<th>Audi</th>
<th>Berlin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>Frankfurter</td>
<td>Spiel</td>
<td>Volkswagen</td>
</tr>
<tr>
<td>Kindermusik</td>
<td>Bratwurst</td>
<td>Kuchen</td>
<td>Mercedes</td>
</tr>
<tr>
<td>Einstein</td>
<td>Knoblauch</td>
<td>Schwarzkopf</td>
<td>Porsche</td>
</tr>
</tbody>
</table>

**F. Namen**

With a partner, go back and forth pronouncing a name from each group below. Circle the name your partner says and spell it out. Then alternate pronouncing the remaining names.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan</td>
<td>Sabine</td>
<td>Ernst</td>
</tr>
<tr>
<td>Julia</td>
<td>Sebastian</td>
<td>Elsa</td>
</tr>
<tr>
<td>Jonas</td>
<td>Simon</td>
<td>Elizabeth</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bettina</td>
<td>Ralf</td>
<td>Heike</td>
</tr>
<tr>
<td>Bernd</td>
<td>Rudolf</td>
<td>Helmut</td>
</tr>
<tr>
<td>Birgit</td>
<td>Renate</td>
<td>Holger</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Armin</td>
<td>Leo</td>
<td>Charlotte</td>
</tr>
<tr>
<td>Astrid</td>
<td>Lukas</td>
<td>Christian</td>
</tr>
<tr>
<td>Andrea</td>
<td>Lotte</td>
<td>Claudia</td>
</tr>
</tbody>
</table>
1.1 Hallo!

G. Zahlen
Review counting from zero to ten in German using finger counting the German way (see the Auf geht’s! interactive). Then test a partner by holding up your fingers to represent a number between 0 and 10. Have your partner say the correct number auf Deutsch!

H. Was verbindest du mit Amerika?
Circle the word in each pair that you think better represents the USA culturally.

Ein Big Mac oder ein Hot Dog
Baseball oder NASCAR
Country-Musik oder Hip Hop
Ein SUV oder ein Pick-Up
USA Today oder Facebook
Wall Street oder das Pentagon
Los Angeles, Chicago oder New York

Now compare your responses with a partner:
Mit Amerika verbinde ich eher X als Y.
Ja, ich auch!/Nein, ich nicht.

I. Schilder
Take turns with a partner choosing an image and saying the numbers you see in that image as single digits. Your partner listens and points to the image you are looking at.
J. Was sagst du?

Write out how you would respond to the following prompts.
Practice these aloud so that you can use them in class.

Hallo!
Wie heißt du?
Woher kommst du?
Wie alt bist du?

K. Sich kennenlernen

Using the questions in activity J, interview several other students, noting down each one’s name, home city and age in the boxes provided.

Name
Heimatstadt
Alter

L. Super!

Answer the questions about your favorite Lieblingsdinge in the spaces provided.
You will be sharing your answers in class.

Was ist dein Lieblingsrestaurant?
Mein Lieblingsrestaurant ist __________________________.

Was ist dein Lieblingsfilm?
Mein Lieblingsfilm ist __________________________.

Was ist deine Lieblingsstadt?
Meine Lieblingsstadt ist __________________________.

Was ist deine Lieblingsband?
Meine Lieblingsband ist __________________________.

Was ist dein Lieblingsvideo- oder Computerspiel?
Mein Lieblingssvideospiele ist __________________________.

M. Interview

Ask a partner the questions from activity L and listen for his or her answer. Feel free to respond in German.

Natürlich! Of course!
Wie bitte? What?
Interessant… Interesting…
You are learning that German has formal and informal ways of speaking. Write appropriate hellos and good-byes between the people below at the time of day indicated and with the level of formality or informality required.

<table>
<thead>
<tr>
<th>Time</th>
<th>People</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00 Uhr</td>
<td>Ulrike and her boss at work</td>
</tr>
<tr>
<td>15.00 Uhr</td>
<td>Uwe and Kristin in class</td>
</tr>
<tr>
<td>6.45 Uhr</td>
<td>Frau Möller and Frau Schröder at the bakery</td>
</tr>
<tr>
<td>20.00 Uhr</td>
<td>Professor Lauwitz and a student after a seminar</td>
</tr>
<tr>
<td>13.00 Uhr</td>
<td>Herr Kranz and Frau Lange at the office</td>
</tr>
<tr>
<td>16.00 Uhr</td>
<td>Susanne and her mother at a café</td>
</tr>
</tbody>
</table>

German and English are closely related languages. Read the German words below aloud and write your guess of their meaning in English in the boxes provided.

<table>
<thead>
<tr>
<th>Word</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Licht</td>
<td>Light</td>
</tr>
<tr>
<td>Feuer</td>
<td>Fire</td>
</tr>
<tr>
<td>Leder</td>
<td>Leather</td>
</tr>
<tr>
<td>Blumen</td>
<td>Flowers</td>
</tr>
<tr>
<td>Rotes Kreuz</td>
<td>Red Cross</td>
</tr>
<tr>
<td>Altpapier</td>
<td>Old paper</td>
</tr>
<tr>
<td>Wetterstation</td>
<td>Weather station</td>
</tr>
</tbody>
</table>
Hallo!

P. Sara stellt sich vor

Sara introduces herself below. With a bit of thought, you can make some educated guesses about what new German words mean from the context (not always, but often). It helps that German and English are closely related and share many words in common, even though they look somewhat different at first. Read through what Sara says and answer the questions.

Sara (Bad Homburg, DE): Also ich heiße Sara. Ich komme aus Bad Homburg und meine Eltern sind aus Italien. Also meine Mama ist Halbitalienerin und mein Papa ist ganzer Italiener. Ich bin 16 Jahre alt, ich habe auch eine Schwester und sie ist 18 und wir fahren eigentlich jedes Jahr nach Italien meine Großeltern besuchen, weil die da alle wohnen. Und auch meine restliche Familie wohnt in Italien, nur ein paar wohnen hier in Deutschland.

1. Sara describes her Mama and Papa as Eltern. What do you think Eltern means? Does it seem like an English word?

2. Sara mentions the country Italien. What country do you think that is?

3. From the context, what do you think Halbitalienerin means? What about ganzer Italiener?

4. Sara mentions a family member who is a Schwester. What could that be in English?

5. If sechs = 6 and zehn = 10, what do you think sechzehn means?

6. With what you have deduced about Eltern, and Sara’s family traveling to Italien for a visit, what do you think Großeltern could be?

7. Familie obviously means family. What do you think restliche Familie could mean from the context?

Q. Sich vorstellen

Using all the language tools (words, phrases, sentences) you have encountered so far, write a brief introduction of yourself covering such elements as: name, age, favorite restaurant, favorite film, favorite music group, or favorite anything now that you know how to use Lieblings-.
1.2 Wer sind Sie?

A. Persönliche Daten

Respond to the questions in full sentences.

1. Wie heißt du?
2. Wie alt bist du?
3. Wie heißen deine Eltern?
4. Wie ist deine Adresse zu Hause?
5. Wie ist deine Handynummer?
6. Wie heißt dein(e) Dozent(in) für Deutsch?

B. Formular

Write down six pieces of information in English that you would expect to provide when filling out some kind of official form.

Now work with a partner to complete as much information about yourself as you can on this German application form. Try to guess the meaning of words from context. Look up words on the internet if you are really stuck.

Anmeldung

**Name**
ggf. Geburtsname
Vorname

**Geburtsort**
Geburtsdatum
Geschlecht – bitte ankreuzen
m
w
x

**Staatsangehörigkeit**
(bitte entsprechend int. Kfz-Kennung eintragen, z.B. F=Frankreich, D=Deutschland, CZ=Tschechien)
Telefon / E-Mail

**Straße/Haus-Nr.**
PLZ
Wohnort

1. What do you think the difference is between Name and Vorname?
2. What do you think Geburtsname means?
3. What do you think Geschlecht means?
4. PLZ is an abbreviation for Postleitzahl. What do you think it means?
C. Buchstabieren
Spell one of the words in each column for your partner and have your partner circle the one you spell. Then spell the remaining two words together.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>kann</td>
<td>Zehn</td>
<td>Sie</td>
<td>Wien</td>
</tr>
<tr>
<td>kennt</td>
<td>sehen</td>
<td>sei</td>
<td>Wein</td>
</tr>
<tr>
<td>Kunde</td>
<td>sahen</td>
<td>zieh</td>
<td>wann</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>holen</td>
<td>wie</td>
<td>wie alt</td>
<td>Pizza</td>
</tr>
<tr>
<td>Höhle</td>
<td>Vieh</td>
<td>wie ist</td>
<td>Peter</td>
</tr>
<tr>
<td>höher</td>
<td>weil</td>
<td>wieder</td>
<td>Pate</td>
</tr>
</tbody>
</table>

D. Aussprache
Pronounce the words below. Guess what they mean.

- Italien
- Jamaikaner
- Ozean
- Belgien
- Europa
- Spanien
- Großbritannien

E. Fragen
Complete the questions and answers below. Practice reading them aloud.

<table>
<thead>
<tr>
<th>Information</th>
<th>Frage</th>
<th>Antwort (about you)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Wie</td>
<td>?</td>
</tr>
<tr>
<td>Adresse</td>
<td>Wie</td>
<td>deine ?</td>
</tr>
<tr>
<td>Handy</td>
<td>Wie</td>
<td>deine ?</td>
</tr>
<tr>
<td>Alter</td>
<td>Wie</td>
<td>du ?</td>
</tr>
<tr>
<td>Wohnort</td>
<td>Wo</td>
<td>du ?</td>
</tr>
<tr>
<td>Semester</td>
<td>Wie</td>
<td>Semester.</td>
</tr>
<tr>
<td>Geburtsort</td>
<td>Wo</td>
<td>?</td>
</tr>
</tbody>
</table>

Kassel Weltmeisterschaft Party
Exchange information with two students in class. Practice asking and answering (numbers, letters and all) in nice German sentences. Take notes for exercise G below.

**F. Interview**

<table>
<thead>
<tr>
<th>Name</th>
<th>[Name]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wohnort</td>
<td>[Wohnort]</td>
</tr>
<tr>
<td>Alter</td>
<td>[Alter]</td>
</tr>
<tr>
<td>Zahl der Semester</td>
<td>[Zahl der Semester]</td>
</tr>
<tr>
<td>Adresse an der Uni</td>
<td>[Adresse an der Uni]</td>
</tr>
<tr>
<td>Telefonnummer</td>
<td>[Telefonnummer]</td>
</tr>
<tr>
<td>Geburtsort</td>
<td>[Geburtsort]</td>
</tr>
<tr>
<td>Lieblingsrestaurant</td>
<td>[Lieblingsrestaurant]</td>
</tr>
<tr>
<td>Lieblingsfilm</td>
<td>[Lieblingsfilm]</td>
</tr>
</tbody>
</table>

**G. Berichten**

Report the info you recorded in the exercise above. Here are some helpful phrases for reporting:

**Prompts**

<table>
<thead>
<tr>
<th>Name</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Das ist...</td>
</tr>
<tr>
<td>Wohnort</td>
<td>Er / Sie wohnt in...</td>
</tr>
<tr>
<td>Alter</td>
<td>Er / Sie ist... Jahre alt.</td>
</tr>
<tr>
<td>Zahl der Semester</td>
<td>Er / Sie studiert schon... Semester.</td>
</tr>
<tr>
<td>Adresse</td>
<td>Er / Sie wohnt in der... Straße... (or) Seine / Ihre Adresse ist...</td>
</tr>
<tr>
<td>Telefonnummer</td>
<td>Seine / Ihre Telefonnummer ist...</td>
</tr>
<tr>
<td>Geburtsort</td>
<td>Er / Sie kommt aus...</td>
</tr>
<tr>
<td>Lieblingsrestaurant</td>
<td>Sein / Ihr Lieblingsrestaurant heißt...</td>
</tr>
</tbody>
</table>

Here are a few more tips:
1. To say ‘his’ instead of ‘he’, use sein instead of er: sein Lieblingsrestaurant, seine Adresse
2. To say ‘her’ instead of ‘she’, use ihr instead of sie: ihr Lieblingsrestaurant, ihre Adresse
3. Don’t forget to use the correct verb form, based on the subject:
   - ich wohne → er/sie wohnt
   - ich bin → er/sie ist
   - ich studiere → er/sie studiert
H. Zahlen von 0 bis 20

Write the correct numeral equivalent of each number below.

elf
fünf
neunzehn
vierzehn
zwanzig
sechzehn
null
zwei
siebzehn
neun

I. Zeig mal!

In pairs, take turns saying any of the numbers below and see how fast your partner can point to it.

1  2  3  4  5  6  7  8  9  10
11 12 13 14 15 16 17 18 19 20

J. Mathe

Take turns with your partner solving the math problems below and saying them aloud.

1. 6 + 12 = 18
2. 7 + 9 = 16
3. 11 + 8 = 19
4. 15 + 2 = 17
5. 14 - 10 = 4
6. 20 - 7 = 13
7. 15 - 7 = 8
8. 19 - 2 = 17
9. 3 × 5 = 15
10. 6 × 3 = 18
11. 4 × 4 = 16
12. 7 × 2 = 14
13. 20 ÷ 5 = 4
14. 18 ÷ 3 = 6
15. 12 ÷ 6 = 2
16. 10 ÷ 2 = 5

2 + 13 = 15 Zwei plus dreizehn ist gleich fünfzehn.
12 - 1 = 11 Zwölf minus eins ist gleich elf.
4 × 2 = 8 Vier mal zwei ist gleich acht.
15 ÷ 3 = 5 Fünfzehn geteilt durch drei ist gleich fünf.

K. Wo wohnst du?

Ask four classmates for their home address. Be sure to get the correct numbers and spelling of the street name auf Deutsch.

Name
Straße und Hausnummer
Wohnort

Wo wohnst du?
Ich wohne in der Craig-Straße 211 in Chattanooga.
L. Sich vorstellen

Read the short introductions here and answer the questions below.

Torgunn: Ja, ich bin Torgunn Raske. Ich komme aus Oldenburg, das ist in Nordwestdeutschland, bin zwanzig Jahre alt und studiere Englisch und Sport.

Marinko: Also, mein Name ist Marinko Novak. Ich komme aus Kroatien. Ich bin dreundfünfzig Jahre alt, verheiratet, habe zwei Kinder und lebe und arbeite seit 1971 in Frankfurt.


Nicole: Ja, ich komme aus Bad Harzburg in der Nähe von Göttingen und ich studiere in Göttingen Wirtschaftspädagogik und Englisch auf Lehramt.


Peter: Ja, mein Name ist Peter Fiedler. Ich komme aus Uslar in der Nähe von Göttingen. Ja, ich bin Student, ich studiere Englisch und Biologie auf Lehramt.

1. Wer hat Kinder?

2. Wer studiert?

3. Wer kommt aus Ostdeutschland?

4. Wer ist verheiratet?

5. Wer ist 20 Jahre alt?

6. Wer studiert Englisch?

7. Find and circle the following words or phrases in German in the texts, and write them in the spaces provided. Try not to use a dictionary!

married
daughter
near
in the north
children
two and a half

8. What are two other ways they share their name besides Ich heiße?

9. How do these six people start their responses? How do you start answering a question in English?

Look through the texts again and underline every verb that has ich as its subject. Then double-underline every verb that has a different subject and draw an arrow to the subject.
M. Aussprache

Practice pronouncing these words carefully with a partner, saying each syllable clearly. Spoken German tends to pronounce each syllable without reducing it as can happen in US/Canadian English. Work particularly on difficult words such as the ever-popular *Psychologie*. In the box before each word, write the number of syllables you think the word has.

<table>
<thead>
<tr>
<th>Biologie</th>
<th>Informatik</th>
<th>Theaterwissenschaft</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemie</td>
<td>Pädagogik</td>
<td>VWL</td>
</tr>
<tr>
<td>BWL</td>
<td>Philosophie</td>
<td>Soziologie</td>
</tr>
<tr>
<td>Französisch</td>
<td>Politikwissenschaft</td>
<td>Maschinenbau</td>
</tr>
<tr>
<td>Geschichte</td>
<td>Psychologie</td>
<td>Geologie</td>
</tr>
</tbody>
</table>

N. Was ist das?

Practice terms for fields of study with a partner. Say the first part of the word, and have your partner say the whole word, as such:

After that is going well, do the same activity but have your partner just say the ending of the word:

<table>
<thead>
<tr>
<th>An...</th>
<th>In...</th>
<th>Politik...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bio...</td>
<td>Kommun...</td>
<td>Psych...</td>
</tr>
<tr>
<td>B...</td>
<td>Kun...</td>
<td>Re...</td>
</tr>
<tr>
<td>Che...</td>
<td>Maschin...</td>
<td>So...</td>
</tr>
<tr>
<td>Deu...</td>
<td>Mu...</td>
<td>Spa...</td>
</tr>
<tr>
<td>Elektro...</td>
<td>Päda...</td>
<td>Spo...</td>
</tr>
<tr>
<td>Fran...</td>
<td>Philo...</td>
<td>The...</td>
</tr>
<tr>
<td>Ge...</td>
<td>Phy...</td>
<td>V...</td>
</tr>
</tbody>
</table>

O. Ich über mich

Write a short paragraph with information about yourself on a separate sheet of paper. Include your school contact information. The model text can serve as a guide.


Pronounce @ as *ett* and a period as *punkt*. You might use these additional phrases:

*Meine Adresse an der Uni ist…*
*Meine Telefonnummer an der Uni ist…*
*Meine E-Mail-Adresse ist…*
1.1a Subject pronouns

Every sentence in both German and English has a subject, which is a noun (person, place, thing or idea) that is either doing an action or is the topic (subject) of the sentence. Pronouns (I, you, it, we, etc.) that are used as the subject of the sentence are called subject pronouns. In German these subject pronouns are:

- **ich** = I
- **wir** = we
- **du** = you (informal)
- **ihr** = you (informal plural)
- **er / sie / es** = he / she / it
- **sie** = they / you (formal)
- **Sie** = you (formal)

Note that lowercase *sie* means either ‘they’ or ‘she,’ while uppercase *Sie* is the formal way of saying ‘you.’ This may seem confusing at first, but you’ll get the hang of it soon.

The pronoun has to correspond in gender and number to the noun that it replaces. Thus, we would say:

*Der Mann heißt Michael. Er ist jung.*

1.1b Present tense verbs

Verbs in German have different endings in the present tense, depending on what the subject is. While this is true in English as well, the number of possible endings in English is very restricted. In general, only the 3rd person singular has a different ending in English, while German has more options:

- I go: *ich gehe*
- we go: *wir gehen*
- you go: *du gehst*
- you (plural) go: *ihr geht*
- he-she-it goes: *er-sie-es geht*
- they go: *(S)ie gehen*

In German, verb endings must match both the person (first, second, or third) and number (singular or plural) of the subject. Another way of saying this is that the verb has to **agree** with the subject.

Every verb has a stem, formed by taking the base form of the verb (known as the **infinitive**) and removing the -en ending. To conjugate a verb, you add the appropriate ending to the verb stem to indicate person and number. For *gehen*, the stem is *geh-* and endings are added as in the example above.

Naturally there are a few verbs that don’t follow this pattern for whatever reason. They are called **irregular** verbs because they don’t behave like regular verbs in some way. The two most common irregular verbs in German are *haben* and *sein* – these forms you simply have to memorize:

<table>
<thead>
<tr>
<th>haben</th>
<th>sein</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ich</strong> habe</td>
<td><strong>ich</strong> bin</td>
</tr>
<tr>
<td><strong>wir</strong> haben</td>
<td><strong>wir</strong> sind</td>
</tr>
<tr>
<td><strong>du</strong> hast</td>
<td><strong>du</strong> bist</td>
</tr>
<tr>
<td><strong>ihr</strong> habt</td>
<td><strong>ihr</strong> seid</td>
</tr>
<tr>
<td><strong>er-sie-es</strong> hat</td>
<td><strong>er-sie-es</strong> ist</td>
</tr>
<tr>
<td><em>(S)ie</em> haben</td>
<td><em>(S)ie</em> sind</td>
</tr>
</tbody>
</table>

1.2 Nouns and gender

German nouns have grammatical gender, which means that every noun is classified as masculine, feminine or neuter. Sometimes these genders match common expectations. The word *der Mann* (man) is masculine, and *die Frau* (woman) is feminine. But this is not always the case: *das Kind* (child) is neuter.

The vast majority of nouns do not relate to “real-world” gender, but nonetheless each noun is classified as masculine, feminine or neuter. While there are general tendencies, most often the gender of a noun cannot be predicted, which means you need to memorize them.
1.2 Nouns and gender (cont’d)

Noun gender is crucial because German has various endings for adjectives and articles that modify nouns, and these endings depend on the gender of the noun.

Gender is indicated by the definite articles *der, die, das* that go with each noun:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>der</td>
<td>Mann</td>
</tr>
<tr>
<td>die</td>
<td>Frau</td>
</tr>
<tr>
<td>das</td>
<td>Kind</td>
</tr>
</tbody>
</table>

It is important to learn the definite article with each noun so that you can remember the gender along with the word. This is more work in the beginning, but it will help you later in your German studies because you won’t have to keep looking up words that you already know just to remember what the gender is.

1.3a Yes-no questions

To ask a yes-no question in German, place the conjugated verb (the one that agrees with the subject) at the beginning of the sentence.

*Bist du aus den USA?*  Are you from the USA?

English uses this method sometimes, such as in sentences with the verb ‘to be’ or where there is a helping verb:

*Are you crazy?*  Have you been sick?

But sometimes English uses the verb ‘do’:  Do we have any homework?

German, on the other hand, always forms yes-no questions by putting the verb first:

*Haben wir Hausaufgaben?*  Do we have homework?

1.3b Wh- questions

English has so-called wh-questions that begin with one of our wh- question words: who, what, when, where, and why. German has similar questions words that begin with w-:

<table>
<thead>
<tr>
<th>Wh-word</th>
<th>German</th>
</tr>
</thead>
<tbody>
<tr>
<td>wann</td>
<td>when</td>
</tr>
<tr>
<td>was</td>
<td>what</td>
</tr>
<tr>
<td>wer</td>
<td>who</td>
</tr>
<tr>
<td>wo</td>
<td>where</td>
</tr>
<tr>
<td>woher</td>
<td>from where</td>
</tr>
</tbody>
</table>

W-questions in German begin with the question word:

*Wann beginnt Deutsch?*  When does German class begin?

*Woher kommst du?*  Where are you from?

*Wie heißt du?*  What is your name?

1.4 Basic word order

The most basic way to construct a sentence is to start with the subject. For example:

*Das Wetter ist heute schön.*  The weather is nice today.

The most basic German sentence follows the form: Subject - Verb - Everything else. However, unlike in English, you can create natural-sounding sentences in German that don’t start with the subject. Yet even in these sentences, the conjugated verb (that agrees with the subject) has to remain the second element in the sentence. For instance, we could modify our sentence above to say:

*Heute ist das Wetter schön.*  Today the weather is nice.

You can see that the rest of the word order stays the same in English, but in German it changes. The subject *das Wetter* comes after the verb, which has to stay in the same position. If you wanted to, you could even say:

*Schön ist das Wetter heute.*  Nice is the weather today.

This sounds very strange in English but is only slightly unusual in German (and it is grammatically correct).

This is a significant difference between English and German word order. The main thing to remember: The verb comes second!