

GERMAN Basic Course

UNITS 1 - 12

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Table of Contents

Preface	ii
Introduction	iii
1. Unit 1	7
1. Basic sentences: <i>Wir sind in Deutschland</i>	7
2. Notes on pronunciation	11
3. Notes on grammar	13
4. Substitution drill	15
5. Variation drill	17
6. Translation drill	20
7. Response drill	21
8. Conversation practice	22
9. Situations	23
10. Finder list	24
2.	27

Preface

This Basic Course in German has been designed to assist United States Government representatives who require a command of spoken German. The general concept of this text has grown out of the plan of Spoken Language courses prepared under the auspices of the American Council of Learned Societies during World War II. But pattern drills and other exercises have been developed extensively at the Foreign Service Institute to provide a much fuller manipulation of forms and patterns, and a conscious attempt has been made to adapt situations and vocabulary to specific needs of the Foreign Service. And the course is intended to lay a solid foundation for comprehensive language skills, providing systematically for the development of reading proficiency based on oral-aural skills.

This text is the end-product of several years of work and has benefited from the labors of many members and former members of the FSI staff. In its present form it was prepared under the supervision of Or. Samuel A. Brown, who has had overall responsibility for the arrangement of situational material and for the organization and presentation of structural features. Particular credit for the dialogs and much of the drill material goes to Mrs. Use Christoph. Mrs. Christoph has been assisted by Mrs. Maria-Luise Bissonnette, Mr. Friedrich Lehmann, Mr. Gerhard Matzel, Mrs. Margarete Plischke and Mrs. Erika Quaid. A most valuable contribution was also made by Mrs. Quaid in preparing the major part of the typescript, assisted by Miss Geneviève Ducastel. The project has been a cooperative venture, however, and all members of the German staff have contributed freely the fruit of their

classroom experience and the gifts of their imagination and insight.



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Introduction

AIM

It is the aim of the course to provide the student with a useful control of the structure of the spoken language and of a basic vocabulary which meets at least some of the specialized needs of the Foreign Service. After completion of the basic course the Foreign Service Officer should be able to make limited practical use of the language in his official duties and social obligations. He will furthermore have the means, given the proper surroundings and personal motivation, for continued rapid and efficient development of proficiency.

MATERIALS

The materials in this first volume of the text are organized into twelve lessons or units. Each unit contains a set of basic sentences for memorization. These are in the form of a dialog based on one or sometimes two specific situations in which a person might find himself in Germany. Notes to the basic sentences are provided as necessary to clarify occasional difficulties in vocabulary and idiom and to provide additional background on some cultural features unfamiliar to Americans. Notes on pronunciation are included in each of the first eight units. Phonological features which have been found to be particularly difficult for American students are here presented with explanations and pronunciation practice drills. The notes on grammar in each unit single out those structural features illustrated in the basic sentences which are appropriate for systematic consideration at that stage in the course. Substitution drills provide for the manipulation of forms by substituting specific items in fixed sentence frames. They are intended to build habits of association, so that in a given syntactic environment the appropriate grammatical form automatically comes to mind. As the German vocabulary is all familiar, no English equivalents are given in these drills. Variation drills provide for the manipulation of larger syntactic patterns. In each group a model sentence, underscored, serves as a guide. Associated with it are additional sentences incorporating the same syntactic pattern but in which most of the individual word items have been replaced. English equivalents are given to serve as cues for recall of the German variant sentences. Vocabulary drills provide both practice in the use of new vocabulary items and also allow for manipulation of sentence elements whose particular form and arrangement depends upon their association with that vocabulary item. The manipulation of both variation and vocabulary drills depends on the use of English equivalents. Specific translation drills are also provided, however. In most cases they present the material of the basic dialog in the form of a narrative. They thus provide content review of the basic sentences and practice in the transformation from active dialog to descriptive narration. The response drills are question and answer drills on the situations of the basic dialogs. Conversation practice and additional situations in outline bridge the gap to free conversation with small pieces of supplementary dialog for acting out and situations providing for a freer play of the student's imagination. The finder list in each unit notes all new vocabulary which has been presented.

METHOD AND PROCEDURE

This is a course in Spoken German; the forms and patterns of the language are intentionally colloquial. The emphasis in instruction is everywhere on speech, and an indispensable component of the learning process is the voice of a tutor, or instructor, whose native language is German. On no account should the student attempt to use these materials without either a native instructor or recordings of a native instructor's voice. The method of instruction incorporates guided imitation, repetition, memorization, pattern practice, and conversation.

Working under the supervision of a linguist the tutor's role is to serve as a model for speech and to guide the student to accurate imitation by constant repetition and correction. The student's job is to watch and listen to the tutor carefully and to imitate as exactly as he can the sounds which he hears. He must be prepared for constant correction and repetition. Each time however the instructor will give him a model to follow by repeating the item first. The student should never attempt to read from his text but should always wait until he hears the word or utterance as the tutor speaks it for him. As far as possible he should leave his book closed during the presentation of new dialog material and keep his eyes on the tutor, students will be asked to repeat in chorus and individually and will be expected to repeat many, many times, even when their imitation has been good and accurate. Only by constant repetition after an authentic model for speech can habitual fluent and accurate reproduction of the sounds and forms of the foreign language be achieved.

The basic sentences are preceded by "build-ups" giving the component parts of the utterance separately. Each new item which is introduced appears first as a build-up. The tutor will ask the students to repeat the build-ups

separately first, then combined into larger units and finally the complete new sentence or utterance. The basic sentences are sub-divided into numbered sections, each to be treated as a unit, repeated in chorus and individually, with and without build-ups, until the students' imitation is satisfactory. Then a new section may be begun. The time required to cover each section in this way will differ widely depending on the size and ability of the class. After acceptable imitation and accurate pronunciation has been achieved in one or more sections they are assigned for memorization outside of class or repeated in class until memorized. The student should be able to give either the German sentence or its English equivalent on request or switch from one to the other and back again. The tutor will drill by repeating each sentence for each student in the class, then by giving each student a different sentence, repeating it for him first, and finally asking the students to recite the sentences in order, the first student the first sentence, the second student the second sentence, etc., without receiving a cue from the instructor. Repetition outside of class, preferably using recorded materials as a guide, should be continued to the point of over-learning. The student should not only be able to give the correct German sentence immediately upon hearing an English equivalent, at random selection, he should also be able to give the correct German sentence with equal ease and speed of response upon hearing its German cue. As a final step the students are expected to act out the basic dialog in entirety from memory, with the tutor or with other students. Only when the basic sentences have been mastered to this extent can they be considered to provide an adequate basis for control of the spoken language. It should be noted at this point that the English text accompanying the basic sentences is not primarily a translation but rather a set of conversational equivalents. Many apparent discrepancies will be found if the student, or the tutor, looks for word-for-word correspondence between the English and German text. It does not exist. Rather, in such and such a situation this is what is said in German and this is what is said in English.

The pronunciation practice drills are to be taken up after the presentation of the basic sentences has been completed and memorization has been started. Items are arranged in groups according to the particular phonological feature concerned. Words in vertical columns present the same phonological feature in different environments. Several columns in a practice group contain related phonological features or related phonological environments in which the same feature recurs. Words are to be repeated first in chorus and then individually by each student after the tutor, at first following the vertical columns and later, for variation and comparison, horizontally across the page. Particular attention should be paid to items in contrast. These are minimum meaningfully distinctive sound patterns, accurate control of which is important for communication and comprehension. Contrasting word pairs are linked by a dash, and after separate practice for accuracy the items should be repeated by pairs to bring out the exact distinctions between them.

The notes on grammar are earmarked for home study. After each unit has been started and the first hour or more has been spent in class on repetition of the basic sentences the student should read through the grammar notes to acquaint himself with the grammatical points presented in that unit. During the whole time a particular unit is being worked on in class the student should continue to study the grammar section. Many questions which he may feel tempted to raise in class will be found to be answered in the notes on grammar. The tutor is specifically requested not to discuss the language with his students, and the students are asked not to ply him with questions. Time in class is to be spent using and manipulating the language and not in talking about it. In each unit one or more grammatical features are presented, and the basic sentences have been designed, as far as is possible consistent with natural expression, to incorporate and illustrate those features. Each point of grammar discussed is illustrated by sentences which are natural utterances in the language. They are taken in nearly every case from the basic sentences of the current or preceding units. Thus the examples are already familiar to the student, and the patterns they contain, which will be drilled and practiced in the sections to follow, are patterns which the student has already begun to assimilate by memorizing the sentences of the dialog.

After the basic sentences of a unit have all been repeated several times and memorization has been well begun, work can be started on the drills. The material is designed to provide a maximum of additional experience in using the forms and patterns of the language learned in the basic sentences. It is not assumed, however, that the learner is automatically able to transfer the experience gained in the basic sentences to error-free manipulation of these forms and patterns. The drills are by no means a test of what the student can do with the elements given him. It is a matter of no great importance whether he can or cannot "figure them out" by himself. The goal is to learn to speak the language accurately and fluently, and this aim can only be achieved by correct repetition of the forms and patterns involved. Therefore all the sentences in each drill group are first to be repeated after the tutor in their correct form. The tutor then cues each student in turn for repetition of one of the drill sentences until all students have given all sentences correctly.

In the substitution drills the model sentence and all its variants are first repeated in chorus after the tutor. He then gives the model sentence again, the class repeats it in chorus, after which each student is cued individually with an

item to be substituted and repeats the sentence with the substitution called for. In some cases the cue is the exact form which fits into the sentence. In some cases a cue is given which requires the student to choose the proper form to fit the syntactic environment of the model. Regardless of which type of cue is given or how simple or complex the exercise may appear to be, the student's task is to make the substitution without hesitation and to repeat the sentence accurately at normal conversational speed. Although no English equivalents are given in the substitution drills and the first task is rapid, fluent and accurate manipulation of the material in German. The tutor may ask for spot translations into English here and there, and on the second or third repetition of the drill he may give English equivalents as word or sentence cues in place of the German cues provided.

In most of the variation drills and in all of the vocabulary drills the cues take the form of equivalent English sentences. Basic procedure remains the same as in the substitution drills. All sentences in a given variation or vocabulary group are first repeated after the tutor in their correct form. The tutor then gives the pattern sentence again, and the students repeat it in chorus, after which they are required individually to recall and repeat the correct German sentences for which an English equivalent is given. Students may work with their books open here, covering up the right-hand side of the page on which the German sentences are printed and taking their cues from the English sentences on the left-hand side of the page.

Conversion drills require the conversion of one or more elements in a sentence from one form to another - singular to plural, present tense to past tense, etc. No English is provided for these sentences as a rule. However, as in the substitution drills the tutor may ask for a random spot translation into English, and he may go through the drill a second or third time giving English sentence cues for which the student gives the German equivalent.

Translation and response drills, as noted above, are in most cases directly related to the basic sentences. In translation drills the procedure is similar to that followed in variation and vocabulary drills. Students may work with their books open, covering the German text and reading the English sentences themselves, or if preferred, books may be left closed while the tutor gives the English equivalents. In the response drills it is often appropriate for the tutor to address two or three questions to the same student and then two or three more to the next, so that the drill takes on a more natural character of conversational interchange. Both drills should be repeated in entirety several times, however, or until all students have had a chance to respond to all items.

It will be noted that all drill material is provided with both a cue and a correct response, so that all may be prepared by the student outside of class and repeated and practiced by him as often as necessary to achieve complete accuracy and fluency. In many cases there is more than one possible response to a given cue, and instructors are encouraged to accept all responses which are truly equivalent. If a correct response has been given, however, instructors are not to suggest variant forms which may occur to them, as this only introduces unnecessary complexity of choice to an exercise which is difficult enough as it is.

In the conversation practice brief conversations, usually on the same theme as the basic dialog, are read through by the tutor three or four times while students listen. Then the tutor takes one role while one student takes the other, and they repeat the conversation together. The student's aim here is not primarily to memorize and repeat exactly, but to give as accurate an equivalent as possible in his own words. After acting out the conversation with the tutor the student goes through it again with another student, he in turn with the next student, and so on until all have taken both parts in the dialog.

The situations are brief descriptions, in English in the earlier units, later in German, of occurrences similar to those on which the basic dialogs are based. Two or more students then act out what has been described in their own way and using their own words. They are free to use their imagination and fill in any supplementary details that occur to them. The whole conversation should not be prolonged however more than four or five minutes maximum duration. Then other students may try their hand at the same situation.

The narratives, beginning with the fifth unit, are designed for reading purposes. In the early units they introduce a minimum of additional vocabulary and unfamiliar forms, and they may be used in the class for oral narration, the student re-telling in his own words what he has read. In later units some features of expository prose - matters of both form and style - which differ from normal spoken usage are introduced through the narratives in order to bridge the gap between conversational German and those reading skills of a specialized nature which require particular study and attention.

The ultimate goal of the course, as has been stated above, is to speak accurately, fluently and easily. The text provides for the assimilation of all basic forms and patterns of the language by the guided imitation, memorization,

and manipulation of a large number of sentences and by practice in confronting several widely occurring everyday situations. Actual living use of the language in free conversation is a necessary and essential adjunct. The tutor should therefore encourage his students from the start to use the language in every way possible, above and beyond what is provided for in the text. After the first few days of work both students and tutors should avoid the use of English in the classroom for any purpose at all, and they are encouraged to speak German outside the classroom as well. Only by constant use of the skill he is learning can the student hope to master it and retain it as a useful tool of his profession.

Chapter 1. Unit 1

1. Basic sentences: *Wir sind in Deutschland*

	I
Good morning	<i>guten Morgen</i>
Good morning.	<i>Guten Morgen.</i>
Mr.	<i>Herr</i>
Becker	<i>Becker</i>
Mr. Becker	<i>Herr Becker</i>
Good morning, Mr. Becker.	<i>Guten Morgen, Herr Becker.</i>
day	<i>Tag</i>
Hello (Good day).	<i>Guten Tag.</i>
Mrs.	<i>Frau</i>
Kunze	<i>Kunze</i>
Mrs. Kunze	<i>Frau Kunze</i>
Hello , Mrs. Kunze.	<i>Guten Tag, Frau Kunze.</i>
evening	<i>Abend</i>
Good evening.	<i>Guten Abend.</i>
Miss	<i>Fräulein</i>
Schneider	<i>Schneider</i>
Miss Schneider	<i>Fräulein Schneider</i>
Good evening, Miss Schneider.	<i>Guten Abend, Fräulein Schneider.</i>
	II
Hello, Miss Schneider.	<i>Guten Tag, Fräulein Schneider.</i>
Hello, Mr. Becker.	<i>Guten Tag, Herr Becker.</i>
how	<i>wie</i>
goes	<i>geht</i>
it	<i>es</i>
to you, with you	<i>Ihnen</i>
How are you? (how goes it with you?)	<i>Wie geht es Ihnen?</i>
thanks	<i>danke</i>
very	<i>sehr</i>
good, well	<i>gut</i>
Fine, Thanks.	<i>Danke, sehr gut.</i>
and	<i>und</i>
And how are you, Mr. Becker?	<i>Und wie geht es Ihnen, Herr Becker?</i>
also, too	<i>auch</i>
Thank you, I'm fine too.	<i>Danke, auch gut.</i>
	III
understand	<i>verstehen</i>
you	<i>Sie</i>

Unit 1

Do you understand Mrs. Kunze?	<i>Verstehen Sie Frau Kunze?</i>
no	<i>nein</i>
I	<i>ich</i>
I understand	<i>ich verstehe</i>
not	<i>nicht</i>
No, I don't understand Mrs. Kunze.	<i>Nein, ich verstehe Frau Kunze nicht.</i>
me	<i>mich</i>
Do you understand me?	<i>Verstehen Sie mich?</i>
yes	<i>ja</i>
Yes, I understand you well.	<i>Ja, ich verstehe Sie gut.</i>

	IV
where	<i>wo</i>
is	<i>ist</i>
the airport	<i>der Flughafen</i>
Where's the airport?	<i>Wo ist der Flughafen?</i>
there	<i>dort</i>
over there	<i>drüben</i>
The airport is over there.	<i>Der Flughafen ist dort drüben.</i>
please	<i>bitte</i>
I beg your pardon. What did you say?	<i>Wie bitte?</i>
speak	<i>sprechen</i>
slow, slowly	<i>langsam</i>
Please speak slowly.	<i>Sprechen Sie bitte langsam.</i>
The airport is over there.	<i>Der Flughafen ist dort drüben.</i>
Do you understand?	<i>Verstehen Sie?</i>
thank you	<i>danke schön</i>
Yes, I understand. Thank you.	<i>Ja, ich verstehe. Danke schön.</i>
you're welcome	<i>bitte schön</i>
You're welcome.	<i>Bitte schön.</i>

	V
that	<i>das</i>
the railroad station	<i>der Bahnhof</i>
Is that the railroad station?	<i>Ist das der Bahnhof?</i>
No, that' not the station.	<i>Nein, das ist nicht der Bahnhof.</i>
he, it	<i>er</i>
to the left	<i>links</i>
It's there to the left.	<i>Er ist dort links.</i>
the restaurant	<i>das Restaurant</i>
Is the restaurant there too?	<i>Ist das Restaurant auch dort?</i>
it	<i>es</i>
Yes, it's there too.	<i>Ja, es ist auch dort.</i>

VI

what	<i>was</i>
there	<i>da</i>
What's that there?	<i>Was ist das da?</i>
the hotel	<i>das Hotel</i>
That's the hotel.	<i>Das ist das Hotel.</i>
here	<i>hier</i>
to the right	<i>rechts</i>
the embassy	<i>die Botschaft</i>
Is the embassy here to the right?	<i>Ist die Botschaft hier rechts?</i>
she, it	<i>sie</i>
Yes, it's here to the right.	<i>Ja, sie ist hier rechts.</i>

	VII
Excuse me the café	<i>Verzeihung das Cafe</i>
Excuse me, where is the café?	<i>Verzeihung, wo ist das Cafe?</i>
straight ahead	<i>geradeaus</i>
There, straight ahead.	<i>Dort, geradeaus.</i>
the bank isn't it? (not true?)	<i>die Bank nicht wahr</i>
The bank is there too, isn't it?	<i>Die Bank ist auch da, nicht wahr?</i>
Yes, it's there too.	<i>Ja, sie ist auch da.</i>
thanks	<i>danke</i>
Thanks.	<i>Danke.</i>
you're welcome	<i>bitte</i>
You're welcome.	<i>Bitte.</i>

	VIII
Good morning.	<i>Guten Morgen.</i>
I would like	<i>ich möchte</i>
with pleasure	<i>gern</i>
I'd like very much	<i>ich möchte gern</i>
some cigars	<i>Zigarren</i>
to have	<i>haben</i>
I'd like to have some cigars.	<i>Ich möchte gern Zigarren haben.</i>
how many	<i>wie viele</i>
All right. How many?	<i>Gern. Wie viele?</i>
five	<i>fünf</i>
and	<i>und</i>
some matches	<i>Streichhölzer</i>
Five, and some matches too, please.	<i>Fünf, und bitte auch Streichhölzer.</i>
Here you are.	<i>Hier, bitte.</i>
how much	<i>wie viel</i>
costs	<i>kostet</i>
How much does that cost?	<i>Wie viel kostet das?</i>
the cigars	<i>die Zigarren</i>

cost	<i>kosten</i>
two	<i>zwei</i>
Mark	<i>Mark</i>
The cigars cost two Marks.	<i>Die Zigarren kosten zwei Mark.</i>
the matches	<i>die Streichhölzer</i>
ten	<i>zehn</i>
penny, pennies	<i>Pfennig</i>
The matches cost ten pennies.	<i>Die Streichhölzer kosten zehn Pfennig.</i>
would like	<i>möchten</i>
would you like	<i>möchten Sie</i>
some cigarettes	<i>Zigaretten</i>
Would you like to have some cigarettes too?	<i>Möchten Sie auch Zigaretten haben?</i>
they	<i>sie</i>
they cost	<i>sie kosten</i>
Yes, how much do they cost?	<i>Ja, wie viel kosten sie?</i>
one	<i>eine</i>
One Mark.	<i>Eine Mark.</i>
Here you are.	<i>Bitte schön</i>
Thank you.	<i>Danke schön.</i>

IX

Good evening.	<i>Guten Abend.</i>
to eat	<i>essen</i>
Would you like to eat?	<i>Möchten Sie essen?</i>
sausage and sauerkraut	<i>Bratwurst mit Sauerkraut</i>
Yes, sausage and sauerkraut please.	<i>Ja, Bratwurst mit Sauerkraut, bitte.</i>
some, a little	<i>etwas</i>
bread	<i>Brot</i>
And a little bread.	<i>Und etwas Brot.</i>

X

the wine	<i>der Wein</i>
How's the wine, and how's the beer?	<i>Wie ist der Wein und wie ist das Bier?</i>
are	<i>sind</i>
The wine and the beer are good.	<i>Der Wein und das Bier sind gut.</i>
but	<i>aber</i>
the coffee	<i>der Kaffee</i>
But the coffee's not good.	<i>Aber der Kaffee ist nicht gut.</i>
the tea	<i>der Tee</i>
not ... either	<i>auch nicht</i>
And the tea isn't good either.	<i>Und der Tee ist auch nicht gut.</i>
the milk	<i>die Milch</i>
Is the milk good?	<i>Ist die Milch gut?</i>
Yes, the milk is very good.	<i>Ja, die Milch ist sehr gut.</i>

the water	<i>das Wasser</i>
How's the water here?	<i>Wie ist hier das Wasser?</i>
The water is good.	<i>Das Wasser ist gut.</i>

	XI
zero - one - two - three - four	<i>null - eins - zwei - drei - vier</i>
five - six - seven - eight	<i>fünf - sechs - sieben - acht</i>
nine - ten - eleven - twelve	<i>neun - zehn - elf - zwölf</i>
How much is three and five?	<i>Wie viel ist drei und fünf?</i>
Three and five is eight.	<i>Drei und fünf ist acht.</i>
How much is seven and four?	<i>Wie viel ist sieben und vier?</i>
Seven and four is eleven.	<i>Sieben und vier ist elf.</i>
How much is two and ten?	<i>Wie viel ist zwei und zehn?</i>
Two and ten is twelve.	<i>Zwei und zehn ist zwölf.</i>
again	<i>nochmal</i>
Say it again/ please.	<i>Nochmal, bitte.</i>
Two and ten is twelve.	<i>Zwei und zehn ist zwölf.</i>

	XII
one, you	<i>man</i>
says	<i>sagt</i>
does one say	<i>sagt man</i>
in German	<i>auf deutsch</i>
How do you say 'good bye' in German?	<i>Wie sagt man 'good bye' auf deutsch?</i>
good bye	<i>Auf Wiedersehen</i>
You say 'Auf Wiedersehen'.	<i>Man sagt 'Auf Wiedersehen'.</i>

2. Notes on pronunciation

The spelling of a language only symbolizes to the native speaker the sounds which he already knows. You will learn these sounds directly from your instructor; the spelling will serve as an aid to listening. No spelling system adequately represents the sounds of the spoken language, and no attempt will be made at this point to outline exactly what sounds are represented by what symbols of the German spelling system. We will however present for particular drill and attention in each unit certain sounds which have shown themselves to be difficult for speakers of American English. In the meantime we ask you to remember two cardinal points:

1. The German of your text is printed in the standard German written style.
2. The letter-symbols used, although in most cases the same symbols we use in written English, in most cases do not represent exactly the same sounds we use in English. Therefore, **DO NOT EXPECT GERMAN WRITTEN SYMBOLS TO REPRESENT SOUND VALUES YOU KNOW IN ENGLISH.**

Pronunciation Practices. To be drilled in class.

A. Short Vowels

The German short vowels i, e, a and u are not dissimilar from English sounds. The o, however, is probably different from any sound that you have in English. Do not try to replace it by a sound from English, but rather reproduce the pronunciation of your instructor. The German front rounded vowels ö and ü do not occur in English. To produce the ö, put your tongue in the position for the German e and round your lips; for ü, put your tongue in the position for the German i and round your lips. You will then produce a sound similar to

the German sound. Experiment until your instructor is satisfied with your pronunciation. Do not worry about the meaning of the words in these practices. Concentrate instead on the sounds.

Practice 1(a)				
Short i	Short e	Short a	Short o	Short u
<i>bitte</i>	<i>denn</i>	<i>das</i>	<i>kostet</i>	<i>muss</i>
<i>ist</i>	<i>essen</i>	<i>Mann</i>	<i>Sonne</i>	<i>Mutter</i>
<i>in</i>	<i>etwas</i>	<i>an</i>	<i>Doktor</i>	<i>und</i>
Short ö	Short ü			- e (unstressed)
<i>können</i>	<i>Mütter</i>		<i>bitte</i>	<i>genug</i>
<i>möchte</i>	<i>fünf</i>		<i>danke</i>	<i>gesehen</i>
<i>öfter</i>	<i>Hütte</i>		<i>Sonne</i>	<i>bekommen</i>

Practice 1(b)	
<i>mit - Mütter</i>	<i>kennen - können</i>
<i>missen - müssen</i>	<i>stecke - Stöcke</i>

B. Long Vowels

There are no sounds in English exactly like the German long vowels. If you will pronounce English gate and then ask your instructor to pronounce German **geht**, you will notice that the English vowel sound seems to change during its pronunciation, but the German sound seems tense and stable throughout its duration. Your tongue actually moves during the production of the English vowel sound, but during the production of the German sound the tongue remains in the same position. The long ö and ü are formed approximately like short ö and ü. Pronounce German long e and round your lips to form ö, and pronounce German long i and round your lips to form ü

Practice 2(a)

Long	i	e	a	o	u	ö	ü
	<i>wie</i>	<i>geht</i>	<i>Tag</i>	<i>Sohn</i>	<i>gut</i>	<i>König</i>	<i>für</i>
	<i>ihnen</i>	<i>Tee</i>	<i>Abend</i>	<i>oder</i>	<i>du</i>	<i>schön</i>	<i>Tür</i>
	<i>viel</i>	<i>den</i>	<i>Bahn</i>	<i>wo</i>	<i>Flug</i>	<i>öde</i>	<i>über</i>

Practice 2(b)

<i>vier - für</i>	<i>lesen - lösen</i>
<i>Tier - Tür</i>	<i>Sehne - Söhne</i>

C.

Distinguishing Long and Short Vowels

It is NOT ALWAYS POSSIBLE to distinguish long and short vowels in written German, as the German spelling system does not consistently mark them as such. Your best guide to the pronunciation of any given word is the way your native instructor pronounces it. However, a few hints can be given which will help you to recognize them **most** of the time. If you look back at the practice lists above you will see that the short vowels in **most** cases are followed by two or more consonants and they are always written with a single letter symbol. Then note that the long vowels are **not always** written with a single letter symbol and usually are followed by only one consonant. The following combinations of letters always designate long vowels: ie, ih - eh, ee - ah, aa - oh, oo - uh - öh - üh

D.

Diphthongs

These combinations of two vowel sounds in German are very similar, though not identical to certain vowel combinations in English.

Practice 3

ei	au	eu (äu)
<i>nein</i>	<i>auch</i>	<i>deutsch</i>
<i>eins</i>	<i>Tau</i>	<i>neun</i>
<i>Wein</i>	<i>Laut</i>	<i>läute</i>

3. Notes on grammar

(For home study)

A. The German Noun-Classification ('Gender') System.

I. The three classes of nouns.

Der Wein ist nicht gut. **The** wine isn't good.

Das Bier ist gut. **The** beer is good.

Die Milch ist auch gut. **The** milk is good too.

1. German has three words for 'the': **der**, **das** and **die**; and German nouns can be divided into three classes according to which of the three words for 'the*' they go with. **Wein** goes only with **der**, never with **das**, never with **die**. **Bier** goes only with **das**, and so on.
2. We will refer to these three classes of nouns, for obvious reasons, as **der**-nouns, **das**-nouns and **die**-nouns. (1 **Wein** is **der**-noun-'**Hotel** is a **das**-noun.1)
3. The traditional statement about this phenomenon is: 'German nouns have three genders—masculine, feminine, and neuter.' we will not use this terminology because it tends to mislead English-speaking students by suggesting that the German noun classification has something to do with sex differentiation. It doesn't. See paragraph III.
4. Insofar as the **basic stock** of German nouns is concerned (nouns like house, grass, sky, wine, beer, milk), there is absolutely no sense or rationale to the classification system; there is no way at all of anticipating which class any given noun belongs to. You must simply learn the word for 'the' as a part of the noun: the German word for 'wine' is **der Wein**. And you must practice saying **der Wein** often enough so that **das Wein** or **die Wein** sounds as wrong to you as 'The father of his country — Henry Washington.'
5. Now, Henry Washington is a perfectly good name; but it's wrong, and every American knows it's wrong. By the same token, **das Wein** is a perfectly good form; but it's wrong, and every German knows it's wrong.
6. With **derivative** nouns (that is, nouns made from other words, like our happiness, brother-hood) your problem is easier. The classification of German derivative nouns is fairly orderly and consistent. Nouns ending in **-ung**, for example, are always **die**-nouns: **die Verzeihung** 'the forgiveness, the pardon. And nouns ending with the diminutive suffixes **-lein** and **-chen** are always **das**-nouns: **das Fräulein** 'the miss, waitress,'

das Mädchen 'the little girl.' We will deal with the formation of the various kinds of derivative nouns as we go along through the units.
7. But if the classification of derivative nouns is orderly and consistent, the classification of the basic stock of German nouns remains virtually chaotic. There really is no system at all for guessing which class a noun belongs to; it's not something you can reason out or get the knack of. It is not the same as our **he-she-it** system, as we'll see in a minute. There is absolutely nothing in English like it. Your only solution is to use the nouns until you know them as well as you know 'George Washington.'

II. Pronouns Corresponding to the Three Classes of Nouns.

<i>Wo ist der Bahnhof?</i>	<i>Er ist dort.</i>	Where is the station?	It's there.
<i>Wo ist das Hotel?</i>	<i>Es ist dort.</i>	Where is the hotel?	It's there.
<i>Wo ist die Botschaft?</i>	<i>Sie ist dort.</i>	Where is the embassy?	It's there.

As these examples show, there is a special **pronoun** for each of the three classes of nouns. Notice the correspondence in the final sounds of the pairs *der-er*, *das-es*, and *die-sie*. This is no coincidence.

III. Contrast between German and English Pronoun Usage.

<i>Wo ist der Bahnhof?</i>	<i>Er ist dort.</i>	Where is the station?	It's there.
<i>Wo ist der Mann?</i>	<i>Er ist dort.</i>	Where's the man?	He's here.
<i>Wo ist das Hotel?</i>	<i>Es ist dort.</i>	Where is the hotel?	It's there.
<i>Wo ist das Kind?</i>	<i>Es ist dort.</i>	Where is the child?	He's here. She's here
<i>Wo ist die Botschaft?</i>	<i>Sie ist dort.</i>	Where is the embassy?	It's there.
<i>Wo ist die Frau?</i>	<i>Sie ist dort.</i>	Where's the woman?	She's here.

These examples show that the German pronouns *er*, *sie*, and *es* do not match up with the English pronouns 'he', 'she', and 'it'. The English **he-she-it** system has an entirely different foundation from the German noun-classification ('gender') system. In the English system, the choice of pronoun depends upon the sex (male, female, or sexless) of some non-linguistic entity—a man ('he'), a woman ('she'), or a table ('it'). In the German system, on the other hand, the choice of pronoun depends upon the linguistic classification of the noun you are replacing, except in reference to human beings.

IV. Pronouns Referring to People.

<i>Wo ist das Fräulein?</i>	Where is the waitress?
<i>Sie ist dort.</i>	She's there.

Since all German nouns referring to men are **der-nouns** and virtually all German nouns referring to women are **die-nouns**, *er* and *sie* correspond to 'he' and 'she' — when they refer to **human beings**. Consequently, one says *sie* when referring to **das Fräulein**. Who is, after all, die lunge Dame 'the young lady', **die Tochter** 'the daughter', **die Schwester** 'the sister', and so on, as well as **das Fräulein**.

V. No classification in the Plural.

<i>Wo sind die Bahnhöfe?</i>	<i>Sie sind hier.</i>	Where are the stations?	They're here.
<i>Wo sind die Hotels?</i>	<i>Sie sind hier.</i>	Where are the hotels?	They're here.
<i>Wo sind die Frauen?</i>	<i>Sie sind hier.</i>	Where are the women?	They're here.

As these examples show, the three-fold classification we've been discussing applies only to nouns in the singular. In the plural, there is only one word for 'the', and only one pronoun.

B. The pointing-Word **das**.

<i>Das ist der Bahnhof, nicht wahr?</i>	14 This is the station, isn't it?
<i>Ja, das ist er.</i>	Yes, that's it.

<i>Ist das die Milch?</i>	Is that the milk?
<i>Das ist Wasser.</i>	This is water.
<i>Sind das die Streichhölzer?</i>	Are these the matches?
<i>Das sind die Zigarren.</i>	Those are the cigars.

- I. The pointing-word **das** (often accompanied by a pointing gesture) is used to call any **object** or **group of objects** to the hearer's attention, without any reference to noun classification or to the number of objects.
- II. The pointing-word **das** is an entirely different entity from the **das** of **das Hotel**. The English equivalents of the pointing-word **das** are 'this', '**that**', '**these**', and '**those**'.

4. Substitution drill.

This section is made up of a number of model sentences. One or two words in each sentence are underscored. Below each group will be found a series of isolated words. The drill consists in substituting these words, one by one, for the one that is underscored in the model sentence, and making necessary changes in the rest of the sentence.

The instructor says the model sentence out loud, and the class repeats after him. The first student makes the first substitution, the next student the second, and so on. Repeat until all students have had a chance to make each substitution at least once, then proceed to the next model sentence.

This drill may be done with books closed. The instructor then gives the students the item to be substituted. Keep things moving along. Maintain a lively pace. If one student gets stuck, the next one takes over after three or four seconds.

1. *Der Flughafen ist dort.*

<i>Bahnhof - Kaffee - Tee - Wein</i>	<i>der Bahnhof - der Kaffee - der Tee - der Wein</i>
<i>Restaurant - Bier - Wasser - Hotel - Cafe</i>	<i>das Restaurant - das Bier - das Wasser - das Hotel - das Cafe</i>
<i>Bank - Milch - Botschaft</i>	<i>die Bank - die Milch - die Botschaft</i>
<i>Streichhölzer - Zigarren</i>	<i>die Streichhölzer - die Zigarren</i>
<i>Bahnhof - Hotel - Tee - Milch - Kaffee - Restaurant - Streichhölzer - Botschaft - Flughafen - Bier - Wein - Wasser - Zigarren - Cafe</i>	<i>der Bahnhof - das Hotel - der Tee - die Milch - der Kaffee - das Restaurant - die Streichhölzer - die Botschaft - der Flughafen - das Bier - der Wein - das Wasser - die Zigarren - das Cafe</i>

2. Wo ist **der Bahnhof**?

<i>Flughafen - Kaffee - Tee - Wein</i>	<i>der Flughafen - der Kaffee - der Tee - der Wein</i>
<i>Restaurant - Bier - Wasser - Cafe - Hotel</i>	<i>das Restaurant - das Bier - das Wasser - das Cafe - das Hotel</i>
<i>Bank - Milch - Botschaft</i>	<i>die Bank - die Milch - die Botschaft</i>
<i>Streichhölzer - Zigarren</i>	<i>die Streichhölzer - die Zigarren</i>
<i>Restaurant - Flughafen - Bank - Kaffee - Wasser - Milch - Streichhölzer - Bahnhof - Tee - Hotel - Wein - Bier - Botschaft - Zigarren - Cafe</i>	<i>das Restaurant - der Flughafen - die Bank - der Kaffee - das Wasser - die Milch - die Streichhölzer - der Bahnhof - der Tee - das Hotel - der Wein - das Bier - die Botschaft - die Zigarren - das Cafe</i>

3. Wieviel kostet **der Kaffee**?

<i>Wein - Tee</i>	<i>der Wein - der Tee</i>
<i>Bier</i>	<i>das Bier</i>

Zigarren - Streichhölzer	die Zigarren - die Streichhölzer
Wein - Zigarren - Tee - Streichhölzer - Bier	der Wein - die Zigarren - der Tee - die Streichhölzer - das Bier

4. Wie ist **das Bier**?

Wasser - Hotel - Restaurant - Cafe	das Wasser - das Hotel - das Restaurant - das Café
Kaffee - Tee - Wein	der Kaffee - der Tee - der Wein
Bank - Milch	die Bank - die Milch
Zigarren - Streichhölzer	die Zigarren - die Streichhölzer
Bier - Tee - Hotel - Wein - Wasser - Kaffee - Milch - Zigarren - Café - Bank - Streichhölzer	das Bier - der Tee - das Hotel - der Wein - das Wasser - der Kaffee - die Milch - die Zigarren - das Cafe - die Bank - die Streichhölzer

5. **Das Hotel** ist gut.

Bier - Restaurant - Wasser - Cafe	das Bier - das Restaurant - das Wasser - das Cafe
Wein - Kaffee - Tee	der Wein - der Kaffee - der Tee
Milch - Bank	die Milch - die Bank
Zigarren - Streichhölzer	die Zigarren - die Streichhölzer
Bier - Wein - Restaurant - Kaffee - Bank - Tee - Hotel - Streichhölzer - Wasser - Zigarren - Cafe - Milch	das Bier - der Wein - das Restaurant - der Kaffee - die Bank - der Tee - das Hotel - die Streichhölzer - das Wasser - die Zigarren - das Cafe - die Milch

6. **Das Hotel** ist da drüben.

Restaurant - Bier - Wasser - Cafe	das Restaurant - das Bier - das Wasser - das Café
Flughafen - Bahnhof - Kaffee - Tee - Wein	der Flughafen - der Bahnhof - der Kaffee - der Tee - der Wein
Botschaft - Milch - Bank	die Botschaft - die Milch - die Bank
Streichhölzer - Zigarren	die Streichhölzer - die Zigarren
Hotel - Restaurant - Tee - Milch - Bier - Kaffee - Botschaft - Wein - Zigarren - Streichhölzer - Cafe - Bank	das Hotel - das Restaurant - der Tee - die Milch - das Bier - der Kaffee - die Botschaft - der Wein - die Zigarren - die Streichhölzer - das Café - die Bank

7. Das ist **der Flughafen**.

Bahnhof - Wein - Tee - Kaffee	der Bahnhof - der Wein - der Tee - der Kaffee
Hotel - Restaurant - Bier - Café	das Hotel - das Restaurant - das Bier - das Café
Bank - Botschaft - Milch	die Bank - die Botschaft - die Milch
Streichhölzer - Zigarren	die Streichhölzer - die Zigarren
Botschaft - Flughafen - Hotel - Milch - Restaurant - Bahnhof - Bier - Wein - Tee - Zigarren - Café - Bank	die Botschaft - der Flughafen - das Hotel - die Milch - das Restaurant - der Bahnhof - das Bier - der Wein - der Tee - die Zigarren - das Cafe - die Bank

8. Hier ist **Herr Becker**. Hier ist **er**.

Flughafen - Bahnhof - Wein - Tee - Kaffee - Herr Keller	der Flughafen.er - der Bahnhof.er - der Wein.er - der Tee.er - der Kaffee.er - Herr Keller.er
Frau Kunze - Milch - Botschaft - Bank - Frau Schneider	Frau Kunze.sie - die Milch.sie - die Botschaft.sie - die Bank.sie - Frau Schneider.sie

<i>Restaurant - Bier - Wasser - Café - Hotel</i>	<i>das Restaurant.es - das Bier.es - das Wasser.es - das Caff.es - das Hotel.es</i>
<i>Streichhölzer - Zigarren - Herr und Frau Becker</i>	<i>die Streichhölzer.sie - die Zigarren.sie - Herr und Frau Becker.sie</i>
<i>Bier - Milch - Wasser - Wein - Streichhölzer - Bahnhof - Restaurant - Zigarren - Hotel - Herr und Frau Becker - Botschaft - Tee - Cafe - Frau Schneider - Flughafen - Herr Keller - Bank - Kaffee</i>	<i>das Bier.es - die Milch.sie - das Wasser.es - der Wein.er - die Streichhölzer.sie - der Bahnhof.er - das Restaurant.es - die Zigarren.sie - das Hotel.es - Herr und Frau Becker. sie - die Botschaft.sie - der Tee.er - das Cafe.es - Frau Schneider.sie - der Flughafen.er - Herr Keller.er - die Bank.sie - der Kaffee.er</i>

5. Variation drill

This section is made up of several groups of sentences. Each group is headed by a model sentence which is underscored. The instructor reads the model sentence out loud, and the class repeats after him. The first student then gives the German version of the first English variation sentence under the model sentence. The next student takes the second sentence, and so on.

While doing this drill, STUDENTS MUST COVER THE RIGHT-HAND SIDE OF THE PAGE

English versions must be read silently, and the German version must be given without stopping, with the proper pronunciation, including intonation. If you have to 'translate*' word by word you need more practice with the basic sentences.

The instructor must insist on COMPLETE SENTENCES.

1.	<i>Ich verstehe Sie.</i>	I understand you.
a.	I understand you well.	<i>Ich verstehe Sie gut.</i>
b.	I understand you very well.	<i>Ich verstehe Sie sehr gut.</i>
c.	I understand you well, too.	<i>Ich verstehe Sie auch gut.</i>
d.	I don't understand you.	<i>Ich verstehe Sie nicht.</i>
e.	I don't understand you either.	<i>Ich verstehe Sie auch nicht.</i>
2.	<i>Verstehen Sie mich?</i>	Do you understand me?
a.	Do you understand me well?	<i>Verstehen Sie mich gut?</i>
b.	Do you understand me well to?	<i>Verstehen Sie mich auch gut?</i>
c.	Don't you understand me?	<i>Verstehen Sie mich nicht?</i>
d.	Don't you understand me either?	<i>Verstehen Sie mich auch nicht?</i>
e.	Don't you understand me well either?	<i>Verstehen Sie mich auch nicht gut?</i>
3.	<i>Wo ist der Flughafen?</i>	Where is the airport?
a.	There is the airport.	<i>Da ist der Flughafen.</i>
b.	Is that the airport?	<i>Ist das der Flughafen?</i>
c.	Yes, that's the airport.	<i>Ja, das ist der Flughafen.</i>
d.	No, that's not the airport.	<i>Nein, das ist nicht der Flughafen.</i>
e.	Is the airport over there?	<i>Ist der Flughafen da drüben?</i>
f.	Yes, it's over there.	<i>Ja, er ist da drüben.</i>
g.	No, it's not over there.	<i>Nein, er ist nicht da drüben.</i>

Repeat the same drill and for airport substitute: hotel - embassy - restaurant - station.

4.	<i>Wo sind die Streichhölzer?</i>	Where are the matches?
a.	Where are they?	<i>Wo sind sie?</i>
b.	There are the matches.	<i>Da sind die Streichhölzer.</i>
c.	There they are.	<i>Da sind sie.</i>
d.	Are the matches over them?	<i>Sind die Streichhölzer da drüben?</i>
e.	Yes, the matches are over there.	<i>Ja, die Streichhölzer sind da drüben.</i>
f.	They're over there.	<i>Sie sind da drüben.</i>

Repeat the same drill and for potatoes substitute: cigars - Mr. and Mrs. Kunze.

5.	<i>Wie ist die Milch?</i>	How's the milk?
a.	It's good.	<i>Sie ist gut.</i>
b.	It's very good.	<i>Sie ist sehr gut.</i>
c.	The water is good too.	<i>Das Wasser ist auch gut.</i>
d.	It's very good too.	<i>Es ist auch sehr gut.</i>

6.	<i>Wie ist das Bier?</i>	How's the beer?
a.	It's good.	<i>Es ist gut.</i>
b.	It's very good.	<i>Es ist sehr gut.</i>
c.	The cigars are good too.	<i>Die Zigarren sind auch gut.</i>
d.	They're very good too.	<i>Sie sind auch sehr gut.</i>

7.	<i>Wie ist der Tee?</i>	How's the tea?
a.	It's not good.	<i>Er ist nicht gut.</i>
b.	It's very good.	<i>Er ist sehr gut.</i>
c.	The milk isn't good either.	<i>Die Milch ist auch nicht gut.</i>
d.	It's not very good either.	<i>Sie ist auch nicht sehr gut.</i>
e.	Yes. They are very good.	<i>Ja, sie sind sehr gut.</i>

8.	<i>Wie sind die Streichhölzer?</i>	How are the matches?
a.	They're not good.	<i>Sie sind nicht gut.</i>
b.	They're not very good.	<i>Sie sind nicht sehr gut.</i>
c.	The wine is not good either.	<i>Der Wein ist auch nicht gut. Er ist auch nicht sehr gut.</i>
d.	It's not very good either.	<i>Er ist auch nicht sehr gut.</i>

9.	<i>Das kostet viel.</i>	That costs a lot.
a.	How much does that cost?	<i>Wie viel kostet das?</i>
b.	Does that cost much?	<i>Kostet das viel?</i>
c.	That doesn't cost much.	<i>Das kostet nicht viel.</i>
d.	That doesn't cost much either.	<i>Das kostet auch nicht viel.</i>
e.	That costs three marks.	<i>Das kostet drei Mark.</i>
f.	That costs three marks, too.	<i>Das kostet auch drei Mark.</i>

10.	<i>Das Bier ist out.</i>	The beer is good.
a.	The wine is not good.	<i>Der Wein ist nicht gut.</i>
b.	The coffee is good, too.	<i>Der Kaffee ist auch gut.</i>

	Das Bier ist out.	The beer is good.
	c. The restaurant is very good.	<i>Das Restaurant ist sehr gut.</i>
	d. Is the tea good?	<i>Ist der Tee gut?</i>
	e. Ho, the tea isn't very good.	<i>Nein, der Tee ist nicht sehr gut.</i>
	f. Is the café good?	<i>Ist das Café gut?</i>
11.	Die Streichhölzer sind nicht sehr gut.	The matches are not very good.
	a. The beer and the wine are good.	<i>Das Bier und der Wein sind gut.</i>
	b. The cigars are good, too.	<i>Die Zigarren sind auch gut.</i>
	c. Are the coffee and the tea good?	<i>Sind der Kaffee und der Tee gut?</i>
	d. Yes. They are very good.	<i>Ja, sie sind sehr gut.</i>
12.	Wo ist der Flughafen? Er ist dort rechts.	Where is the airport? It's there to the right.
	a. Where Is the café? It's there to the left.	<i>Wo ist das Café? Es ist dort links.</i>
	b. Where Is the restaurant? It's there, too.	<i>Wo ist das Restaurant? Es ist auch dort.</i>
	c. Where is the bank? It's there straight ahead.	<i>Wo ist die Bank? Sie ist dort geradeaus.</i>
	d. Where is Mr. Schneider? He is here.	<i>Wo ist Herr Schneider? Er ist hier.</i>
	e. Where is Mrs. Schneider? She's here, too.	<i>Wo ist Frau Schneider? Sie ist auch hier.</i>
	f. Where is the station? It's over there, to the right	<i>Wo ist der Bahnhof? Er ist da drüben, rechts.</i>
13.	Wie ist der Kaffee? Er Ist out.	How is the coffee? It is good.
	a. How is the milk? It's very good.	<i>Wie ist die Milch? Sie ist sehr gut.</i>
	b. How is the water? It's good, too.	<i>Wie ist das Wasser? Es ist auch gut.</i>
	c. How is the hotel? It's not very good.	<i>Wie ist das Hotel? Es ist nicht sehr gut.</i>
	d. How is the beer? It's very good here.	<i>Wie ist das Bier? Es ist hier sehr gut</i>
	e. How is the tea? It's not good.	<i>Wie ist der Tee? Er ist nicht gut.</i>
	f. How is the wine? It's very good, too.	<i>Wie ist der Wein? Er ist auch sehr gut.</i>
14.	Ich möchte gern Zigaretten haben.	I'd like to have some cigarettes. please.
	a. Would you like to have some cigars, too?	<i>Möchten Sie auch Zigarren haben?</i>
	b. I'd like to have some matches.	<i>Ich möchte gern Streichhölzer haben.</i>
	c. Would you like to have some bread?	<i>Möchten Sie etwas Brot haben?</i>
	d. I'd like to have some milk.	<i>Ich möchte gern Milch haben.</i>
	e. I'd like to have some sausage and sauerkraut.	<i>Ich möchte gern Bratwurst mit Sauerkraut haben.</i>
15.	Ich möchte gerne essen.	I'd like to eat.
	a. What would you like to eat?	<i>Was möchten Sie essen?</i>
	b. I'd like to eat some sausage and sauerkraut.	<i>Ich möchte Bratwurst mit Sauerkraut essen.</i>
	c. Would you also like to eat some bread? Yes, I'd like to eat some bread.	<i>Möchten Sie auch Brot essen? Ja, ich möchte gern etwas Brot essen.</i>
16.	Das ist der Bahnhof.	That's the railroad station.
	a. Is that the embassy?	<i>Ist das die Botschaft?</i>
	b. No, that's not the embassy.	<i>Nein, das ist nicht die Botschaft.</i>
	c. That's the hotel. Is that Mr. Kunze?	<i>Das ist das Hotel. Ist das Herr Kunze?</i>

	<i>Das ist der Bahnhof.</i>	<i>That's the railroad station.</i>
d.	No, that's not Mr. Kunze.	<i>Nein, das ist nicht Herr Kunze.</i>
e.	That's Mr. Schneider.	<i>Das ist Herr Schneider.</i>

17.	<i>Hier ist das Hotel.</i>	<i>Here is the hotel.</i>
a.	There's the restaurant.	<i>Dort ist das Restaurant.</i>
b.	Over there is the airport.	<i>Da drüben ist der Flughafen.</i>
c.	There to the right is the embassy.	<i>Dort rechts ist die Botschaft.</i>
d.	Here on the left is the station.	<i>Hier links ist der Bahnhof.</i>
e.	Over there, to the right is the cafe.	<i>Da drüben, rechts, ist das Cafe.</i>

18.	<i>Die Zigarren kosten fünf Mark.</i>	<i>The cigars cost five marks.</i>
a.	The beer costs one mark.	<i>Das Bier kostet eine Mark.</i>
b.	The wine costs two marks ten.	<i>Der Wein kostet zwei Mark zehn.</i>
c.	The matches cost ten pennies.	<i>Die Streichhölzer kosten zehn Pfennig.</i>
d.	The coffee costs three marks eight.	<i>Der Kaffee kostet drei Mark acht.</i>
e.	The tea costs two marks four.	<i>Der Tee kostet zwei Mark vier.</i>
f.	The milk costs twelve pennies.	<i>Die Milch kostet zwölf Pfennig.</i>
g.	Bratwurst and sauerkraut costs two marks five.	<i>Bratwurst mit Sauerkraut kostet zwei Mark fünf.</i>

19.	<i>Drei und vier ist sieben.</i>	<i>Three and four is seven.</i>
a.	Five and three is eight.	<i>Fünf und drei ist acht.</i>
b.	How much is two and six?	<i>Wie viel ist zwei und sechs?</i>
c.	Seven and five is twelve.	<i>Sieben und fünf ist zwölf.</i>
d.	Three and three is six.	<i>Drei und drei ist sechs.</i>
e.	How much is seven and four?	<i>Wie viel ist sieben und vier?</i>
f.	Is nine and one eleven?	<i>Ist neun und eins elf?</i>
g.	No, nine and one is ten.	<i>Nein, neun und eins ist zehn.</i>

6. Translation drill

Students cover right-hand side of page and take turns giving the German version of the sentences in English column. The instructor must insist that each student give his version without hesitation. Go over the drill several times, until each student has had an opportunity to give all sentences.

Unless students can do this drill confidently, they need more preparation.

1.	Is that the embassy?	<i>Ist das die Botschaft?</i>
2.	No, that's not the embassy, that is the hotel.	<i>Nein, das ist nicht die Botschaft, das ist das Hotel.</i>
3.	The embassy is over there, to the left.	<i>Die Botschaft ist da drüben, links.</i>
4.	How is the beer, is it good?	<i>Wie ist das Bier, ist es gut?</i>
5.	No, it's not very good.	<i>Nein, es ist nicht sehr gut.</i>
6.	What is that there, the airport?	<i>Was ist das dort, der Flughafen?</i>
7.	Yes, that's the airport.	<i>Ja, das ist der Flughafen.</i>
8.	Is Mr. Becker here?	<i>Ist Herr Becker hier?</i>
9.	No, he isn't (here).	<i>Nein, er ist nicht hier.</i>

10.	Is the wine good here?	<i>Ist hier der Wein gut?</i>
11.	Yes, it is (good here).	<i>Ja, er ist gut hier.</i>
12.	Where is Miss Schneider?	<i>Wo ist Fräulein Schneider?</i>
13.	Isn't she here?	<i>Ist sie nicht hier?</i>
14.	No, she isn't (here).	<i>Nein, sie ist nicht hier.</i>
15.	How much does sausage and sauerkraut cost?	<i>Wie viel kostet Bratwurst mit Sauerkraut?</i>
16.	It doesn't cost much.	<i>Es kostet nicht viel.</i>
17.	Where are the cigars?	<i>Wo sind die Zigarren?</i>
18.	Aren't they here?	<i>Sind sie nicht hier?</i>
19.	No, they aren't (here).	<i>Nein, sie sind nicht hier.</i>
20.	They cost four marks.	<i>Sie kosten vier Mark.</i>
21.	Do you understand me?	<i>Verstehen Sie mich?</i>
22.	What did you say?	<i>Wie bitte?</i>
23.	Yes, I understand you very well.	<i>Ja, ich verstehe Sie sehr gut.</i>
24.	Would you like to eat?	<i>Möchten Sie gern essen?</i>
25.	Yes, I would.	<i>Ja, gerne.</i>

7. Response drill

Students are to prepare this drill at home. The questions are generally directed toward the situation or situations presented in the Basic Sentences. The answers suggested are obviously not the only possible answers to these questions, and the student should feel free to vary them or to replace them by his own formulations ad libitum, within the limitations of structure and vocabulary covered.

1.	<i>Wo ist Herr Becker?</i>	<i>Er ist dort drüben.</i>
2.	<i>Ist das Frau Kunze?</i>	<i>Nein, das ist nicht Frau Kunze.</i>
3.	<i>Wo sind Herr und Frau Schneider?</i>	<i>Herr und Frau Schneider sind hier.</i>
4.	<i>Wie geht es Ihnen?</i>	<i>Danke gut. Und Ihnen?</i>
5.	<i>Verstehen Sie mich?</i>	<i>Ja, ich verstehe Sie gut.</i>
6.	<i>Verstehen Sie mich auch gut?</i>	<i>Nein, ich verstehe Sie nicht.</i>
7.	<i>Wo ist der Bahnhof?</i>	<i>Der Bahnhof ist dort rechts.</i>
8.	<i>Ist das der Bahnhof?</i>	<i>Nein, das ist nicht der Bahnhof. Er ist dort, geradeaus.</i>
9.	<i>Wo ist der Flughafen?</i>	<i>Er ist dort drüben.</i>
10.	<i>Ist das Hotel dort links?</i>	<i>Nein, es ist dort rechts.</i>
11.	<i>Das Restaurant ist dort drüben, nicht wahr?</i>	<i>Ja, es ist dort drüben, geradeaus.</i>
12.	<i>Was ist das dort?</i>	<i>Das ist die Botschaft.</i>
13.	<i>Wo ist hier die Bank?</i>	<i>Die Bank ist hier links.</i>
14.	<i>Ist das die Botschaft da drüben?</i>	<i>Ja, das ist die Botschaft.</i>
15.	<i>Wie ist das Cafe?</i>	<i>Das Cafe ist sehr gut.</i>
16.	<i>Ist das Restaurant auch gut?</i>	<i>Nein, das Restaurant ist nicht sehr gut.</i>
17.	<i>Wie sagt man "good bye" auf deutsch?</i>	<i>Man sagt "Auf Wiedersehen".</i>
18.	<i>Wie sagt man "thank you" auf deutsch?</i>	<i>Man sagt "Danke schön".</i>
19.	<i>Was möchten Sie haben?</i>	<i>Ich möchte zehn Zigaretten haben.</i>
20.	<i>Möchten Sie auch Zigarren haben?</i>	<i>Ja, ich möchte auch Zigarren haben.</i>
21.	<i>Wie viele möchten Sie haben?</i>	<i>Vier, bitte.</i>

22.	<i>Möchten Sie auch Streichhölzer haben?</i>	<i>Ja, ich möchte auch Streichhölzer haben.</i>
23.	<i>Wie viel kosten die Zigarren?</i>	<i>Die Zigarren kosten eine Mark.</i>
24.	<i>Kostet das Bier eine Mark?</i>	<i>Nein, es kostet eine Mark zehn.</i>
25.	<i>Wie viel kostet der Wein?</i>	<i>Er kostet sechs Mark fünf.</i>
26.	<i>Wie viel kosten der Kaffee und der Tee?</i>	<i>Der Kaffee und der Tee kosten fünf Mark zwölf.</i>
27.	<i>Möchten Sie gern etwas essen?</i>	<i>Ja, ich möchte gern etwas essen.</i>
28.	<i>Was möchten Sie essen?</i>	<i>Ich möchte Bratwurst mit Sauerkraut essen.</i>
29.	<i>Möchten Sie auch Brot essen?</i>	<i>Ja, ich möchte auch etwas Brot essen.</i>
30.	<i>Wie ist hier das Bier?</i>	<i>Das Bier ist hier sehr gut.</i>
31.	<i>Ist der Wein auch gut?</i>	<i>Ja, der Wein ist auch sehr gut.</i>
32.	<i>Wie ist der Kaffee?</i>	<i>Der Kaffee ist nicht gut.</i>
33.	<i>Ist der Tee auch nicht gut?</i>	<i>Nein, er ist auch nicht gut.</i>
34.	<i>Ist die Milch gut?</i>	<i>ja, die Milch ist sehr gut.</i>
35.	<i>Wie viel ist zwei und zwei?</i>	<i>Zwei und zwei ist vier.</i>
36.	<i>Ist drei und vier acht?</i>	<i>Nein, drei und vier ist sieben.</i>
37.	<i>Wie viel ist fünf und vier?</i>	<i>Fünf und vier ist neun.</i>
38.	<i>Ist sechs und fünf zwölf?</i>	<i>Nein, sechs und fünf ist nicht zwölf. Sechs und fünf ist elf.</i>

8. Conversation practice

Students keep books closed. Preparation before class is recommended.

The instructor reads one conversational bout three or four times, out loud, at normal speed. Class listens and students memorize.

The instructor and one student now 'play back' the conversation. Repeat each bout until each student has taken each part once. Then proceed to the next bout.

Keep the ball rolling. If students are hesitant, abandon this drill for the day. Students will prepare themselves at home for the next repetition of the drill.

The instructor will POSTPONE CORRECTING OF MISTAKES during a bout until after it is concluded so as not to discourage the student. After the bout, the instructor simply says the mistaken or mispronounced item to the student and has him repeat it after him.

1

- A: *Wo ist die Botschaft hier in Bonn?*
 B: *Die Botschaft ist dort, geradeaus.*
 A: *Wie bitte?*
 B: *Sie ist dort, geradeaus. Verstehen Sie mich?*
 A: *Ja, danke. Und wo ist der Flughafen?*
 B: *Der Flughafen ist da links.*
 A: *Danke schön.*

2

- S: *Guten Tag, Herr Becker.*
 K: *Guten Tag, Herr Kunze. Wie geht es Ihnen?*
 S: *Danke, gut. Und Ihnen?*
 K: *Auch gut, danke.*

- S: *Wie ist das Bier hier?*
 K: *Es ist sehr gut und der Wein ist auch gut.*
 S: *Wie viel kostet das Bier?*
 K: *Es kostet eine Mark zehn.*
 S: *Möchten Sie auch etwas essen?*
 K: *Nein, danke.*

3

- C: *Guten Morgen. Ich möchte gern zehn Zigarren haben.*
 D: *Bitte. Möchten Sie auch Zigaretten haben?*
 C: *Nein, danke. Aber ich möchte Streichhölzer haben.*
 D: *Hier bitte.*
 C: *Wie viel kosten die Zigarren?*
 D: *Sie kästen fünf Mark sieben.*

4

- E: *Verzeihung, wo ist das Restaurant?*
 F: *Das Restaurant ist dort, rechts.*
 E: *Ist das der Flughafen dort drüben?*
 F: *Nein, das ist nicht der Flughafen, das ist der Bahnhof. Der Flughafen ist dort, links.*
 E: *Wie bitte? Ich verstehe Sie nicht. Sprechen Sie bitte langsam.*
 F: *Das ist nicht der Flughafen, das ist der Bahnhof. Der Flughafen ist dort, links. Verstehen Sie mich?*
 E: *Ja, ich verstehe Sie. Auf Wiedersehen.*

9. Situations

You are now ready for free conversation. Act out the following situations, Which are slight variations on the basic sentences, as freely and fluently as you can, making use of all the patterns you have learned.

Finding the Way

An American has just arrived in Germany and doesn't understand too well yet. He asks a German on the street where the hotel is. The German tells him it's over there to the left. The American doesn't understand him and asks him to say it again please.

He still does not understand and asks the German to speak slowly. The latter repeats much slower and asks the American if he understands. The American says he does, thanks him and says good-bye.

Go through this conversation again with the American asking for the embassy, café, airport, etc., and the German giving different directions: straight ahead, over there, to the right, etc.

Question Practice

Each student asks the next student a question in addition (numbers one to twelve). He answers it and asks the next student, etc.

At the Cigar Store

Mr. Becker is the proprietor of a cigar store. Mr. Schneider stops in for some cigarettes. They exchange greetings, and Mr. Becker asks what Mr. Schneider would like. After getting him the cigarettes he asks if Mr. Schneider would like some cigars, too. He says no thanks, but he would like some matches. Figuring up his own bill he says that costs one mark ten, doesn't it, but Mr. Becker says no, it costs two marks. Mr. Schneider gives him the money, and they say good-bye to each other.

At the Restaurant

Miss Schneider is the waitress in a restaurant. Mr. Kunze greets her as he comes in and asks how she is. She returns his greeting and asks if he is well, too. He says yes, thanks, and asks if they have sausage and sauerkraut, and how the beer and the wine are, etc. Finally he says he'd like to have sausage and sauerkraut, beer and some bread. After the meal he pays her - it costs three marks - and says good-bye.

10. Finder list

FINDER LIST

<i>Abend</i>	evening
<i>aber</i>	but
<i>acht</i>	eight
<i>auch</i>	also, too
<i>auch nicht</i>	not ... either
<i>auf deutsch</i>	in German
<i>Auf Wiedersehen'.</i>	good-bye
<i>der Bahnhof</i>	station
<i>die Bank</i>	bank
<i>das Bier</i>	beer
<i>bitte</i>	please
<i>bitte schön</i>	here you are
<i>die Botschaft</i>	embassy
<i>Bratwurst mit Sauerkraut</i>	sausage and sauerkraut
<i>Brot</i>	bread
<i>das Café</i>	cafe
<i>da</i>	there
<i>danke</i>	thanks
<i>danke schön</i>	many thanks
<i>das</i>	that
<i>dort</i>	there
<i>drei</i>	three
<i>drüben</i>	over there
<i>eins</i>	one
<i>elf</i>	eleven
<i>er</i>	he, it
<i>es</i>	it
<i>essen</i>	eat
<i>etwas Brot</i>	some bread
<i>der Flughafen</i>	airport
<i>Frau</i>	Mrs.
<i>Frau Kunze</i>	Mrs. Kunze
<i>Fräulein</i>	Miss
<i>Fräulein Schneider</i>	Miss Schneider
<i>fünf</i>	five
<i>geht</i>	goes
<i>geradeaus</i>	straight ahead

<i>gern(e)</i>	with pleasure
<i>gut</i>	good, well
<i>guten Abend</i>	good evening
<i>guten Morgen</i>	good morning
<i>guten Tag</i>	hello (good by)
<i>haben</i>	have
<i>Herr</i>	Mr.
<i>Herr Becker</i>	Mr. Becker
<i>hier</i>	here
<i>das Hotel</i>	hotel
<i>ich</i>	I
<i>Ihnen</i>	to you, with you
<i>ist</i>	is
<i>Ja</i>	yes
<i>der Kaffee</i>	coffee
<i>kosten</i>	cost
<i>kostet</i>	costs
<i>langsam</i>	slow, slowly
<i>links</i>	left, to the left
<i>man</i>	one, you
<i>Mark</i>	Mark, Marks
<i>eine Mark</i>	one Mark
<i>zwei Mark</i>	two Marks
<i>mich</i>	me (accusative)
<i>die Milch</i>	milk
<i>möchten</i>	would like
<i>möchten Sie</i>	would you like
<i>ich möchte</i>	I would like
<i>ich möchte gern</i>	I'd like very much
<i>Morgen</i>	morning
<i>nein</i>	no
<i>neun</i>	nine
<i>nicht</i>	not
<i>nicht wahr?</i>	isn't it (not true)?
<i>nochmal</i>	again
<i>null</i>	zero
<i>Pfennig</i>	penny, pennies
<i>rechts</i>	to the right
<i>das Restaurant</i>	restaurant
<i>sagt</i>	says
<i>sagt man</i>	does one say
<i>sechs</i>	six
<i>sehr</i>	very

<i>sie</i>	she, it
<i>Sie</i>	you
<i>sieben</i>	seven
<i>sind</i>	are
<i>sprechen</i>	speak
<i>die Streichhölzer</i>	matches
<i>Tag</i>	day
<i>der Tee</i>	tea
<i>und</i>	and
<i>verstehen</i>	understand
<i>verstehen Sie</i>	do you understand
<i>ich verstehe</i>	I understand
<i>Verzeihung</i>	excuse me
<i>vier</i>	four
<i>was</i>	What
<i>das Wasser</i>	water
<i>der Wein</i>	wine
<i>wie</i>	how
<i>wie bitte?</i>	I beg your pardon. What did you say?
<i>wie viel</i>	now much
<i>wie viele</i>	how many
<i>wo</i>	Where
<i>zehn</i>	ten
<i>Zigaretten</i>	cigarettes
<i>die Zigarren</i>	cigars
<i>zwei</i>	two
<i>zwölf</i>	twelve

Chapter 2.