

# Auf geht's!

**beginning German language and culture**  
**fourth edition**

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# Auf geht's!

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# Unit 1 Smalltalk

## 1.1 Hallo!

18-27

**Kultur und Kommunikation** You will learn how to manage basic conversations (greetings, asking for and giving personal information, goodbyes), understand a basic introduction, consider definitions of culture, spell and pronounce German names, count to 10, talk about your courses, spell words in German and consider the idea of “friendliness” in Germany.

**Grammatik** 1.1a Subject pronouns **24**  
1.1b Present tense verbs **25**

## 1.2 Wer sind Sie?

28-35

**Kultur und Kommunikation** You will learn how to understand when German speakers introduce themselves, introduce yourself, count to 20, tell what courses you are taking and learn to give more personal information. You will also learn the basics of German pronunciation, how to ask questions and the role that gender plays with German nouns.

**Grammatik** 1.2 Nouns and gender **34**

## 1.3 Wie viel?

36-43

**Kultur und Kommunikation** You will learn to describe things and people in basic terms, describe your family, ask German speakers about their fields of study, write a more detailed description of yourself and count to 100. You will also learn about studying in Germany, basic differences in university life and describing your height and weight using the metric system.

**Grammatik** 1.3a Yes-no questions **42**  
1.3b W- questions **43**

## 1.4 Wie ist das Wetter?

44-52

**Kultur und Kommunikation** You will learn how to understand weather maps in German, talk about the weather in basic terms (both current and typical weather for your home region), express days of the week and months, practice calculating temperatures in degrees Celsius, discuss weather changes according to seasons, and count to 1000. You will also learn where German is spoken as an official or unofficial language and look at basic word order in German.

**Grammatik** 1.4 Basic word order **50**

# An introduction to *Auf geht's!*

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 night life, 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, 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 around 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.



München

## For Students – how to use *Auf geht's!*

The goal of *Auf geht's!* is to motivate and equip you to make real connections with the people and cultures of the German-speaking world. It's not just to help you learn how to conjugate verbs in German. Learning grammar and vocabulary is a means to the goal! The cultures where German is spoken are fascinating—we want to pass on that cultural richness while helping you become proficient in German.

Here are three recommendations for making the most of your German learning.

**Embrace the experience.** Commit yourself to learning about the German-speaking cultures. Be open to meeting new people through your cultural and language learning. Consider traveling and even a study experience in a German-speaking country.

**Take risks.** Language learning in real life is messy. Learning to understand others and express yourself in a new language only happens via repeated failing. Work hard to express your ideas in German and understand what you hear and read. Don't be shy—participate fully in class and learn by doing, and don't be afraid to make mistakes when trying to say something new.

**Make connections.** Find ways to connect what you are learning culturally and linguistically to the world around you. Try out your German on German speakers you know. Tell your current friends and family what you are learning. Make the content of this course a part of your life, not just something to check off a list.

## For Instructors – how is *Auf geht's!* different

*Auf geht's!* differs from traditional textbooks in a number of ways. *Auf geht's!* focuses on using German to learn about German-speaking cultures. Grammar instruction plays an important but secondary role. What does this mean for the day-to-day role of instructors using *Auf geht's!*?

**Facilitate class activities.** *Auf geht's!* is full of partner and small-group activities, each of which has an interpersonal, intercultural or entertaining objective. Very few activities focus specifically on structures; rather, they integrate structural practice into interpersonal and intercultural activities, often in a playful or engaging way. Students will make mistakes; it's part of the language learning process. They need lots of **input**, from you, the instructor, the materials and each other. And they need lots of opportunities for **output**, to express real and personal meaning. One key role for the instructor is facilitating these interactions.

**Elaborate on culture.** In addition to providing comprehensible input, instructors are key in helping connect students with culture. Talk to students about your own cultural learning and what motivated you to become a German instructor. Extend what they are learning about culture by sharing your own lived experiences. Fill in the gaps that the materials leave and make sure that students encounter authentic and real cultural artifacts and learning. Instructors are the gatekeepers of such experiences.

**Flow of structures.** *Auf geht's!* begins with a great deal of grammatical instruction but moves to review near the end of the course. Once students know basic grammar, students require practice and time to progress to advanced topics. For this reason, *Auf geht's!* focuses more on review and recycling later in the course, building student proficiency.

With *Auf geht's!*, students can jump-start their German speaking. Keep them moving ahead—accuracy will follow production given time and practice. Be patient and keep them talking and listening in German!

# How it works

## What is *Auf geht's!*

The *Auf geht's!* program emphasizes both language and culture, using three equal but distinctive elements: the Interactive, this *Lernbuch*, and time in class.

## Interactive

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

## *Lernbuch*

After completing the Interactive, 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:



Attersee, AT

## 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.

Mittwoch  
Freitag...

### Tip box

Tip boxes contain useful hints for either speaking in class or working on your writing assignments in the *Lernbuch*.

GR 1.3a

### Grammar practice

This references the *Lernbuch's* grammar section where the concept is explained. It is not always necessary to review before doing the activity.



# Unit 1 Smalltalk



Neuschnee in den Alpen Peist, Schweiz

## Unit 1 *Smalltalk*

In Unit 1 you will learn to manage basic conversations in German. This includes greetings, saying goodbye and using a number of basic questions to find out essential personal information. Part of conversation involves small talk, so you will learn how to recognize and pronounce various German personal and city names, say what you are studying, and describe your home region in basic terms, including climate and seasons.

Below are the cultural, proficiency and grammatical topics and goals:

### ***Kultur***

Concept of culture  
Where German is spoken  
Friendliness in Germany

### ***Kommunikation***

Greetings and goodbyes  
Introducing yourself  
Describing height & weight  
Talking about studies  
Describing the weather

### ***Grammatik***

1.1a Subject pronouns  
1.1b Present tense verbs  
1.2 Nouns and gender  
1.3a Yes-no questions  
1.3b W- questions  
1.4 Basic word order



# 1.1 Hallo!

Culture: Greetings / What is culture?  
 Vocabulary: Alphabet & numbers  
 Grammar: Subject pronouns / present tense

## 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 often use a 24-hour clock: 13.00 is 1:00 PM.



|       | Guten Morgen! | Guten Tag! | Guten Abend! |
|-------|---------------|------------|--------------|
| 9.00  |               | 21.15      |              |
| 15.00 |               | 7.30       |              |
| 11.00 |               | 13.00      |              |

| Hallo! | Guten Tag! | Tschüss! | Auf Wiedersehen! |
|--------|------------|----------|------------------|
|--------|------------|----------|------------------|

How do you say hello to other students in class?

How do you say goodbye to other students 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!



Note: *ß* is pronounced like 'ss', so *heiße* = *heisse*.

Student 1:

Hallo!

Ich heiße [Name].

Freut mich!

Tschüss!

Student 2:

Hallo!

Ich heiße [Name].

Freut mich auch!

Tschüss!

## 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.



- |        |            |             |
|--------|------------|-------------|
| 1      | 2          | 3           |
| zwei   | eins       | sie         |
| drei   | auf        | sah         |
| sei    | aus        | so          |
| 4      | 5          | 6           |
| zehn   | Alphabet   | Wiedersehen |
| Zahn   | Aussprache | wie heißen  |
| Zoo    | Anfang     | woher       |
| 7      | 8          | 9           |
| kann   | wie        | Laute       |
| kennt  | viel       | Leute       |
| konnte | Vieh       | Lieder      |



**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!

- |              |             |        |            |
|--------------|-------------|--------|------------|
| Semester     | Sauerkraut  | Audi   | Berlin     |
| Kindergarten | Frankfurter | Spiel  | Volkswagen |
| Kindermusik  | Bratwurst   | Kuchen | Mercedes   |
| Einstein     | Knoblauch   | Zyklop | Porsche    |

**F. Namen**

Working with a partner, take turns spelling out and pronouncing these German names.



- |                     |                    |
|---------------------|--------------------|
| Astrid / Alexander  | Nele / Nils        |
| Bea / Bernd         | Olga / Oliver      |
| Carolin / Christoph | Petra / Peter      |
| Doris / Dirk        | Quintana / Quinn   |
| Emma / Emil         | Renate / Roman     |
| Frieda / Franz      | Sina / Sebastian   |
| Gudrun / Günther    | Theresa / Timo     |
| Hanna / Holger      | Ulrike / Uwe       |
| Inge / Ingo         | Verena / Volker    |
| Jule / Jan          | Wiebke / Wolfgang  |
| Katrin / Klaus      | Xenia / Xavier     |
| Lena / Lars         | Yvonne / Yusuf     |
| Mia / Maximilian    | Zeynep / Zacharias |

**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.



- Big Macs oder Hot Dogs
- Baseball oder NASCAR
- Country-Musik oder Hip Hop
- SUVs oder Pick-Ups
- New York Times 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 correct image.



**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.

GR 1.1a

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

**K. Sich kennenlernen**

Using the questions in activity J, interview several other students, writing 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 dein Lieblingsbuch?

Mein Lieblingsbuch ist  .

Was ist dein Lieblingsvideo- oder Computerspiel?

Mein Lieblingsvideospiegel ist  .

**M. Interview**

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



|                |                       |
|----------------|-----------------------|
| Meins auch!    | <i>Mine too!</i>      |
| Wie bitte?     | <i>What?</i>          |
| Interessant... | <i>Interesting...</i> |



Bad Griesbach



**N. Begrüßungen**

You are learning that German has formal and informal ways of speaking. Write appropriate hellos and goodbyes between the people below at the time of day indicated and with the level of formality or informality required.

*hello*

*goodbye*

- 9.00 Uhr Ulrike and her boss at work
- 15.00 Uhr Uwe and Kristin in class
- 6.45 Uhr Frau Möller and Frau Schröder at the bakery
- 20.00 Uhr Professor Lauwitz and a student after a seminar
- 13.00 Uhr Herr Kranz and Frau Lange at the office
- 16.00 Uhr Susanne and her mother at a café

**O. Rate mal!**

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.



Licht



Feuer



Leder



Blumen



Rotes Kreuz



Altpapier



Wetterstation

## 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 have many words in common, even though they look somewhat different at first. Read through what Sara says and answer the questions.

## GR 1.1b

*Beware of false friends!*

*Closely related languages have a great number of words that are the same in both languages, but there are also have a couple of false friends! Sara uses a common false friend as her first word. The word „also“ in German is not at all the same as “also” in English. In German, „also“ means “therefore” or “well” (here it means “well” as a starter word). The English “also” is „auch“ in German.*

**Sara (Bad Homburg, DE):** Also, ich heiÙe 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, who do you think *GroÙeltern* might 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 else, now that you know how to use *Liebungs-*.

Ich heiÙe Lucie und bin 23 Jahre alt. Ich komme aus Kronberg, das ist bei Frankfurt. Meine Lieblingsstadt ist Berlin. In Berlin ist mein Lieblingsrestaurant PHO. Es ist ein vietnamesisches Restaurant und das Essen ist fantastisch! Mein Lieblingsfilm ist *A Coffee in Berlin*.



## Vocabulary 1.1

**Phrases:**

|                              |                                     |
|------------------------------|-------------------------------------|
| <b>Auf Wiedersehen!</b>      | Goodbye!                            |
| <b>Freut mich!</b>           | Nice to meet you!                   |
| <b>Gute Nacht!</b>           | Good night!                         |
| <b>Guten Abend!</b>          | Good evening!                       |
| <b>Guten Morgen!</b>         | Good morning!                       |
| <b>Guten Tag!</b>            | Good afternoon!;<br>Hello! (formal) |
| <b>Hallo</b>                 | Hi! (informal)                      |
| <b>ich heiße...</b>          | my name is...                       |
| <b>ich komme aus...</b>      | I'm from...                         |
| <b>Tschüss!</b>              | Bye!                                |
| <b>Wie bitte?</b>            | What was that?                      |
| <b>Wie heißt du?</b>         | What's your name?                   |
| <b>Wie schreibt man das?</b> | How do you spell that?              |
| <b>Woher kommst du?</b>      | Where are you<br>from?              |

**Nouns:**

|                           |                   |
|---------------------------|-------------------|
| <b>die Band, -s</b>       | music band; group |
| <b>der Film, -e</b>       | movie             |
| <b>die Frau, -en</b>      | woman, wife, Ms.  |
| <b>der Herr, -en</b>      | Mr., gentleman    |
| <b>das Restaurant, -s</b> | restaurant        |
| <b>das Spiel, -e</b>      | game              |
| <b>die Stadt, -e</b>      | city              |

**Other:**

|                  |           |
|------------------|-----------|
| <b>auch</b>      | also      |
| <b>natürlich</b> | of course |

**Numbers 0-10:**

|               |       |
|---------------|-------|
| <b>null</b>   | zero  |
| <b>eins</b>   | one   |
| <b>zwei</b>   | two   |
| <b>drei</b>   | three |
| <b>vier</b>   | four  |
| <b>fünf</b>   | five  |
| <b>sechs</b>  | six   |
| <b>sieben</b> | seven |
| <b>acht</b>   | eight |
| <b>neun</b>   | nine  |
| <b>zehn</b>   | ten   |

**Verbs:**

|                  |                  |
|------------------|------------------|
| <b>fahren</b>    | to drive; travel |
| <b>haben</b>     | to have          |
| <b>heißen</b>    | to be called     |
| <b>kommen</b>    | to come          |
| <b>schreiben</b> | to write         |
| <b>sein</b>      | to be            |

**Tip: Do you see the letters and symbols after the nouns? These indicate the plural form of the noun. You will learn more about plural forms later.**

**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:

|                      |                |                  |                       |
|----------------------|----------------|------------------|-----------------------|
| <b>ich</b>           | I              | <b>wir</b>       | we                    |
| <b>du</b>            | you (informal) | <b>ihr</b>       | you (informal plural) |
| <b>er / sie / es</b> | he / she / it  | <b>sie / Sie</b> | they / 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.

**A. Meet Alexander and his family**

Circle the subject pronouns.

Also, mein Name ist Alexander. Meine Frau heißt Elena. Wir haben ein Kind, Martin. Martin hat ein neues Kätzchen gekriegt. Es heißt Schnorres. Ich habe zwei Geschwister. Ich habe eine ältere Schwester und einen jüngeren Bruder. Er heißt Matthias und hat zwei Kinder. Sie heißen Jonas und Lena. Meine Schwester, sie heißt Tati und hat gerade ein kleines Kind gekriegt. Sie heißt Sofia. Jetzt bin ich dreifacher Onkel.

**B. Meet Maren**

Fill in the blanks with the correct subject pronouns. Use the verb endings as a guide.

Also,  ich heiße Maren. Mein Vater heißt Lothar.  ist 50 Jahre alt. Meine Mutter heißt Christina.  ist 52 Jahre alt.  wohnen in Mannheim.  studiere Psychologie an der Universität. Mannheim ist schön.  ist sonnig und warm.

## C. Interview with Julia

Fill in the blanks with the correct subject pronoun.

Ja,  bin Julia.  wurde in Göttingen geboren und studiere hier Spanisch und Religion.  habe einen Bruder, Alex.  wohnt auch hier in Göttingen.  ist auch Student und studiert Musik.  bin älter als er.  habe auch eine Schwester.  arbeitet jetzt in der Schweiz. Das Wetter in der Schweiz ist wechselhaft.

Now answer the following questions about Julia and Alex. Write in complete German sentences using subject pronouns. Remember: find the information for your answers in the interview with Julia above!

1. Wo wurde Julia geboren?
2. Was studiert Alex?
3. Wo wohnen Julia und Alex?
4. Ist Alex jünger als Julia?
5. Wo arbeitet die Schwester?
6. Wie ist das Wetter in der Schweiz?

## 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           | we go           | <i>ich gehe</i>       | <i>wir gehen</i>   |
| you go         | you (plural) go | <i>du gehst</i>       | <i>ihr geht</i>    |
| he-she-it goes | they go         | <i>er-sie-es geht</i> | <i>(S)ie gehen</i> |

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:

| <b>haben</b>     |      |              |       | <b>sein</b>      |      |              |      |
|------------------|------|--------------|-------|------------------|------|--------------|------|
| <b>ich</b>       | habe | <b>wir</b>   | haben | <b>ich</b>       | bin  | <b>wir</b>   | sind |
| <b>du</b>        | hast | <b>ihr</b>   | habt  | <b>du</b>        | bist | <b>ihr</b>   | seid |
| <b>er-sie-es</b> | hat  | <b>(S)ie</b> | haben | <b>er-sie-es</b> | ist  | <b>(S)ie</b> | sind |

**D. Meet Victoria** Underline the verbs in the following text.

Also, ich heie Victoria und komme aus Worms. Die Stadt ist klein, aber hat eine lange Geschichte. Ich studiere jetzt in Gttingen. Ich finde die Studentenstadt interessant. Meine Eltern heien Claudia und Eckhard. Sie wohnen noch in Worms. Meine Mutter ist Lehrerin. Mein Vater arbeitet fr eine Firma. Meine beiden jngeren Brder sind noch Schler. Sie lernen gerade Englisch.

**E. Verb practice** Circle the correctly-conjugated form of the verbs to complete each sentence.

1. Worms **ist** / **sind** klein.
2. Die Stadt **hat** / **haben** eine lange Geschichte.
3. Victoria **studiert** / **studieren** in Gttingen.
4. Victoria **findet** / **finden** die Studentenstadt interessant.
5. Die Eltern **heißt** / **heien** Claudia und Eckhard.
6. Victoria **kommt** / **kommen** aus Worms.
7. Der Vater **arbeitet** / **arbeiten** fr eine Firma.
8. Die Brder **lernt** / **lernen** Englisch.

**F. Woher kommen sie?** Write sentences stating where the people below come from using subject pronouns.

*Example:* Katrin, Mannheim → Sie kommt aus Mannheim.

1. Andy, Zrich
2. Melanie und Gabi, Stuttgart
3. Elke, Luzern
4. Nina und Michael, Wien
5. Jochen, Freiburg

**G. Wie heien sie?** Fill in the blanks in the text below with the correct form of *heien* for each subject.

**Katrin:** Also, ich \_\_\_\_\_ Katrin. Mein Mann \_\_\_\_\_ Christian. Wir haben zwei Tchter. Sie \_\_\_\_\_ Theresa und Bettina. Wir haben auch einen Sohn. Er \_\_\_\_\_ Stefan. Stefan hat drei Hamster. Sie \_\_\_\_\_ Knuffi, Schnuffi und Puffi.

**H. Interview yourself** Answer the questions in complete sentences in German.

1. Wie heien Sie?
2. Woher kommt Ihre Mutter?
3. Was studieren Sie an der Uni?
4. Wo wohnen Ihre Eltern?
5. Wie alt sind Ihre Eltern?



Fischer beim Entladen

Eckernförde, Deutschland

# 1.2 Wer sind Sie?

Culture: Personal information  
 Vocabulary: Counting to 20  
 Grammar: Nouns and gender

## A. Persönliche Daten

Respond to the questions in full sentences.

GR 1.1b

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

<sup>1</sup> *instructor*

## 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           |  | Zu meiner Person:            |                          |
|---------------------|--|------------------------------|--------------------------|
| Name                | ggf. Geburtsname   | Vorname                      |                          |
| Geburtsort          | Geburtsdatum   | Geschlecht – bitte ankreuzen |                          |
|                     |  | m                            | w                        |
|                     |  | <input type="checkbox"/>     | <input type="checkbox"/> |
|                     |  | x                            | <input type="checkbox"/> |
| Staatsangehörigkeit | (bitte entsprechend int. Kfz-Kennzeichen 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?

die Geburt – *birth*  
 der Ort – *place*  
 der Staat – *nation/country*



**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.

|       |       |         |       |
|-------|-------|---------|-------|
| 1     | 2     | 3       | 4     |
| kann  | Zehen | Sie     | Wien  |
| kennt | sehen | sei     | Wein  |
| Kunde | sahen | zieh    | wann  |
| 5     | 6     | 7       | 8     |
| holen | wie   | wie alt | Pizza |
| Höhle | Vieh  | wie ist | Peter |
| höher | weil  | wieder  | Pate  |

**D. Aussprache**



Pronounce these words with a partner, then guess what they mean.

|            |                      |
|------------|----------------------|
| Italien    | <input type="text"/> |
| Jamaikaner | <input type="text"/> |
| Ozean      | <input type="text"/> |
| Belgien    | <input type="text"/> |
| Europa     | <input type="text"/> |



Weltmeisterschaftsparty, Kassel

|                |                      |
|----------------|----------------------|
| Spanien        | <input type="text"/> |
| Großbritannien | <input type="text"/> |

**E. Fragen**

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

GR 1.1b

| Information | Frage   | Antwort (about you)  |
|-------------|---|--|
| Name        | Wie <input type="text"/> <input type="text"/> ?       | Ich heiße <input type="text"/>                                 |
| Adresse     | Wie <input type="text"/> deine <input type="text"/> ? | Meine Adresse ist <input type="text"/><br><input type="text"/> |
| Handy       | Wie <input type="text"/> deine <input type="text"/> ? | Meine Handynummer ist <input type="text"/>                     |
| Alter       | Wie <input type="text"/> <input type="text"/> du ?    | Ich bin <input type="text"/>                                   |
| Wohnort     | Wo <input type="text"/> du ?                          | Ich wohne in <input type="text"/>                              |
| Semester    | Wie viele Semester <input type="text"/> du schon?     | Ich studiere schon <input type="text"/> Semester.              |
| Geburtsort  | Wo <input type="text"/> du <input type="text"/> ?     | Ich wurde in <input type="text"/> geboren.                     |



## 1.2 Wer sind Sie?

### F. Interview

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.



Name

Wohnort

Alter

Zahl der Semester

Adresse an der Uni

Telefonnummer

Geburtsort

Lieblingsrestaurant

Lieblingsfilm

### G. Berichten

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



GR 1.1b

#### Prompts

Name

Wohnort

Alter

Zahl der Semester

Adresse

Telefonnummer

Geburtsort

Lieblingsrestaurant

#### Responses

Das ist...

Er / Sie wohnt in...

Er / Sie ist... Jahre alt.

Er / Sie studiert schon... Semester.

Er / Sie wohnt in der... Straße...

(or) Seine / Ihre Adresse ist...

Seine / Ihre Telefonnummer ist...

Er / Sie kommt aus...

Sein / Ihr Lieblingsrestaurant heißt...



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



Potsdam

**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.



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

- |               |  |                |  |                    |  |                   |  |
|---------------|--|----------------|--|--------------------|--|-------------------|--|
| 1. $6 + 12 =$ |  | 5. $14 - 10 =$ |  | 9. $3 \times 5 =$  |  | 13. $20 \div 5 =$ |  |
| 2. $7 + 9 =$  |  | 6. $20 - 7 =$  |  | 10. $6 \times 3 =$ |  | 14. $18 \div 3 =$ |  |
| 3. $11 + 8 =$ |  | 7. $15 - 7 =$  |  | 11. $4 \times 4 =$ |  | 15. $12 \div 6 =$ |  |
| 4. $15 + 2 =$ |  | 8. $19 - 2 =$  |  | 12. $7 \times 2 =$ |  | 16. $10 \div 2 =$ |  |

**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*.



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

| Name | Straße und Hausnummer | Wohnort |
|------|-----------------------|---------|
|      |                       |         |

**L. Sich vorstellen**

Read the short introductions here and answer the questions below.

**GR 1.1a**

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

**GR 1.1b**

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

**Henning:** Also, ich heiße Henning Hauer, geboren bin ich in Darmstadt. Ich wohne und arbeite in München. München liegt in Bayern. Ich habe eine Frau, bin verheiratet also. Und eine Tochter, die im Moment zweieinhalb Jahre alt ist.

**Nicole:** Ja, ich komme aus Bad Harzburg in der Nähe von Göttingen und ich studiere in Göttingen Wirtschaftspädagogik und Englisch auf Lehramt<sup>1</sup>.

**Stephanie:** Also, ich heiße Stephanie Graner, komme aus Erfurt. Das ist in Thüringen, in Ostdeutschland. Ich studiere in Göttingen in Westdeutschland. Das ist so im Norden. Und ich bin zweiundzwanzig Jahre alt.

**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.

<sup>1</sup> auf Lehramt studieren – *to study to be a teacher*

- 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 German equivalents for the following words or phrases 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 these six people share their name besides *ich heiße*?

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



Salzburg, AT

10. 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 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.

|  |             |  |                     |  |                     |
|--|-------------|--|---------------------|--|---------------------|
|  | Biologie    |  | Informatik          |  | Theaterwissenschaft |
|  | Chemie      |  | Pädagogik           |  | VWL                 |
|  | BWL         |  | Philosophie         |  | Soziologie          |
|  | Französisch |  | Politikwissenschaft |  | Maschinenbau        |
|  | Geschichte  |  | Psychologie         |  | Geologie            |

**N. An der Uni**



Practice common university subject names with a partner, writing the number in the box before the appropriate German fields of study. Ask your instructor if you are looking for a another field of study.

**Frage:** Was ist „German“ oder „German Studies“ an einer deutschen Uni? **Antwort:** Das ist „Germanistik“.

- |                           |                          |                                |
|---------------------------|--------------------------|--------------------------------|
| 1. Art                    | <input type="checkbox"/> | Humanmedizin                   |
| 2. Business Admin.        | <input type="checkbox"/> | Informatik                     |
| 3. Chemistry              | <input type="checkbox"/> | Psychologie                    |
| 4. Chinese                | <input type="checkbox"/> | Germanistik                    |
| 5. Computer Science       | <input type="checkbox"/> | Kunst                          |
| 6. Education              | <input type="checkbox"/> | Musik                          |
| 7. Engineering            | <input type="checkbox"/> | Mathematik                     |
| 8. English / English Lit. | <input type="checkbox"/> | Theaterwissenschaften          |
| 9. German / Ger. Studies  | <input type="checkbox"/> | BWL (Betriebswirtschaftslehre) |
| 10. History               | <input type="checkbox"/> | Anglistik                      |
| 11. Law                   | <input type="checkbox"/> | Romanistik                     |
| 12. Math                  | <input type="checkbox"/> | Chemie                         |
| 13. Medicine              | <input type="checkbox"/> | Politikwissenschaft            |
| 14. Music                 | <input type="checkbox"/> | Ingenieurwesen                 |
| 15. Psychology            | <input type="checkbox"/> | Geschichte                     |
| 16. Political Science     | <input type="checkbox"/> | Erziehungswissenschaften       |
| 17. Spanish               | <input type="checkbox"/> | Jura                           |
| 18. Theater Studies       | <input type="checkbox"/> | Sinologie                      |



Bregenz, AT

**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.



GR 1.1b

GR 1.2

Ich heiße Laurie. Meine Adresse ist Bancroft Straße 2427. Meine Telefonnummer ist 397-1082. Ich bin 18 Jahre alt. Ich komme aus Kalifornien, aus Gilroy. Meine Adresse an der Uni ist Scott Hall 214. Meine E-Mail-Adresse ist laurie\_4971@gmail.com.

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...*

Vocabulary 1.2

**Phrases:**

|  |                            |
|--|----------------------------|
| <b>Ich bin 20 Jahre alt.</b>             | I am 20 years old.         |
| <b>Ich wohne in der Weimarer Straße.</b> | I live on Weimarer Street. |
| <b>Meine Handynummer ist...</b>          | My cell number is...       |
| <b>Wie alt bist du?</b>                  | How old are you?           |
| <b>Wie ist deine Handynummer?</b>        | What's your cell number?   |
| <b>Wo wohnst du?</b>                     | Where do you live?         |

**Nouns:**

|   |                        |
|---|------------------------|
| <b>die Anglistik</b>                    | English major          |
| <b>die Biologie</b>                     | biology                |
| <b>die BWL</b>                          | business major         |
| <b>die Chemie</b>                       | chemistry              |
| <b>das Deutsch</b>                      | German language        |
| <b>die Elektrotechnik</b>               | electrical engineering |
| <b>das Französisch</b>                  | French language        |
| <b>die Geschichte, -n</b>               | history; story         |
| <b>das Hauptfach, -er</b>               | university major       |
| <b>die Informatik</b>                   | computer science       |
| <b>die Kommunikationswissenschaften</b> | communications major   |
| <b>die Kunst</b>                        | art                    |

**Numbers 11-20:**

|                 |          |                 |           |
|-----------------|----------|-----------------|-----------|
| <b>elf</b>      | eleven   | <b>siebzehn</b> | seventeen |
| <b>zwölf</b>    | twelve   | <b>achtzehn</b> | eighteen  |
| <b>dreizehn</b> | thirteen | <b>neunzehn</b> | nineteen  |
| <b>vierzehn</b> | fourteen | <b>zwanzig</b>  | twenty    |
| <b>fünfzehn</b> | fifteen  |                 |           |
| <b>sechzehn</b> | sixteen  |                 |           |

|                                |                             |
|--------------------------------|-----------------------------|
| <b>der Maschinenbau</b>        | mechanical engineering      |
| <b>die Musik</b>               | music                       |
| <b>das Nebenfach, -er</b>      | university minor            |
| <b>die Pädagogik</b>           | education                   |
| <b>die Philosophie</b>         | philosophy                  |
| <b>die Physik</b>              | physics                     |
| <b>die Politikwissenschaft</b> | political science           |
| <b>die Psychologie</b>         | psychology                  |
| <b>die Religion</b>            | religion                    |
| <b>die Soziologie</b>          | sociology                   |
| <b>der Sport</b>               | sports                      |
| <b>die Theaterwissenschaft</b> | theater as a field of study |
| <b>die VWL</b>                 | economics major             |

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 socially constructed ideas of 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.

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:

*der Mann*                      *die Frau*                      *das Kind*

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.

**A. Gendered article practice**

Mark (X) the correct gender for the nouns below.

|                               | <b>m</b>                 | <b>f</b>                 | <b>n</b>                 |                        | <b>m</b>                 | <b>f</b>                 | <b>n</b>                 |
|-------------------------------|--------------------------|--------------------------|--------------------------|------------------------|--------------------------|--------------------------|--------------------------|
| 1. Chemie                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. Deutsch             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Informatik                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6. Elektrotechnik      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Kommunikationswissenschaft | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7. Politikwissenschaft | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Biologie                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 8. Sport               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**B. Recognizing the trend**

Write the gendered article and gender that corresponds to these word endings.

*Example:* **-bau** as in **Maschinenbau** → der, masculine1. **-ie** as in **Philosophie**

,

2. **-sch** as in **Französisch**

,

3. **-ik** as in **Musik**

,

4. **-schaft** as in **Freundschaft**

,

**C. More gendered article practice**

Mark (X) the correct gender for the following nouns.

|            | <i>masculine</i>         | <i>feminine</i>          | <i>neuter</i>            |              | <i>masculine</i>         | <i>feminine</i>          | <i>neuter</i>            |
|------------|--------------------------|--------------------------|--------------------------|--------------|--------------------------|--------------------------|--------------------------|
| 1. Mutter  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. Kind      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Student | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6. Frau      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Mann    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7. Studentin | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Vater   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 8. Stadt     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**D. Following the trend**

Write the definite article and gender that correspond to the words below.

|              |   |  |              |   |  |
|--------------|---|--|--------------|---|--|
| 1. Schwester | , |  | 4. Baby      | , |  |
| 2. Bruder    | , |  | 5. Großvater | , |  |
| 3. Onkel     | , |  | 6. Schülerin | , |  |

**E. Monique's childhood**

Monique talks about the games she used to play as a child. Fill in the correct gendered articles.

Spiel heißt „Vater-Mutter-Kind“, also einfach Familie spielen. Und mein Cousin war dann immer Vater. Meine Schwester war immer Mutter. Ich war immer Kind. Was noch? Also, es gibt einen Film. Film heißt „Sissi“. Und wir haben oft „Sissi“ gespielt. Meine Schwester war immer Kaiserin<sup>1</sup> Sissi. Ich war blöde Schwester. Hundehütte war Schloss<sup>2</sup>.

<sup>1</sup> empress  
<sup>2</sup> palace