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Taylor & Francis Group

2 Park Square, Milton Park, Abingdon, Oxon OX14 4RN  
270 Madison Ave, New York, NY 10016  
[www.routledge.com](http://www.routledge.com) PRINTED IN GREAT BRITAIN

ISBN 0-415-02799-3



9 780415 027991

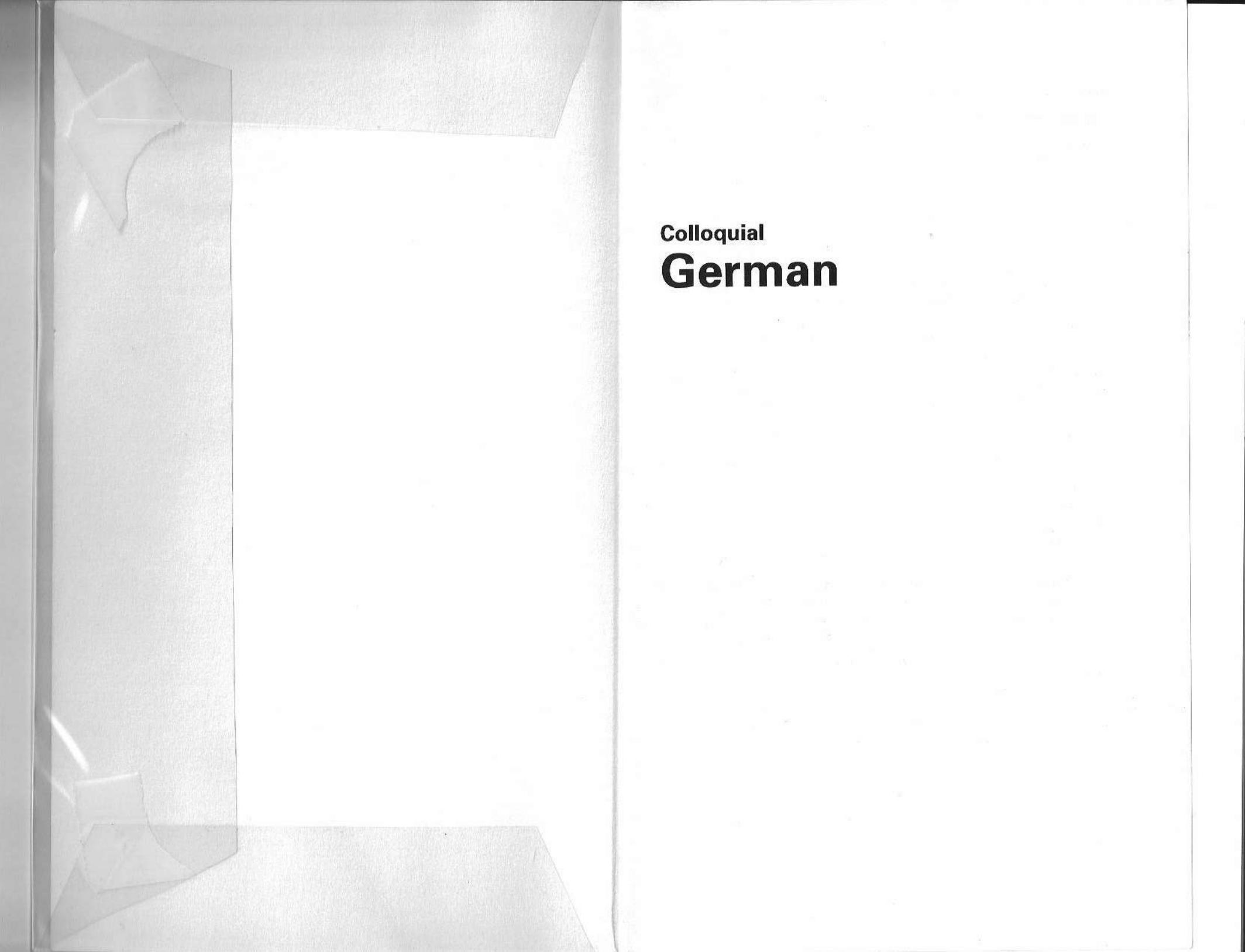
COLLOQUIAL  
**GERMAN**  
The Complete Course for Beginners

COLLOQUIAL  
**GERMAN**

The Complete Course for Beginners

Dietlinde Hatherall and Glyn Hatherall





Colloquial  
**German**

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# **Colloquial German**

## **The Complete Course for Beginners**

**Dietlinde Hatherall  
and Glyn Hatherall**

First published 1995  
by Routledge  
2 Park Square, Milton Park, Abingdon, Oxon, OX14 4RN

Simultaneously published in the USA and Canada  
by Routledge  
270 Madison Avenue, New York, NY 10016

Revised edition 1998

Reprinted 2000, 2001, 2003, 2004, 2005

*Routledge is an imprint of the Taylor & Francis Group*

© 1995, 1998 Dietlinde Hatherall and Glyn Hatherall

Typeset in Times Ten by Florencetype Ltd, Stoodleigh, Devon

Illustrations by Bethan Hatherall; cartography by John Williamson

Printed and bound in Great Britain by Biddles Ltd,  
King's Lynn, Norfolk

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*British Library Cataloguing in Publication Data*

A catalogue record for this book is available from the British Library

*Library of Congress Cataloging in Publication Data*

A catalog record for this book has been requested.

ISBN 0-415-02799-3 (Book)

ISBN 0-415-02800-0 (Cassettes)

ISBN 0-415-30140-8 (CDs)

ISBN 0-415-30758-9 (Book, cassettes and CDs course)

To  
BG and BJ

plus

those whose skills, advice, and even names,  
were borrowed for these pages

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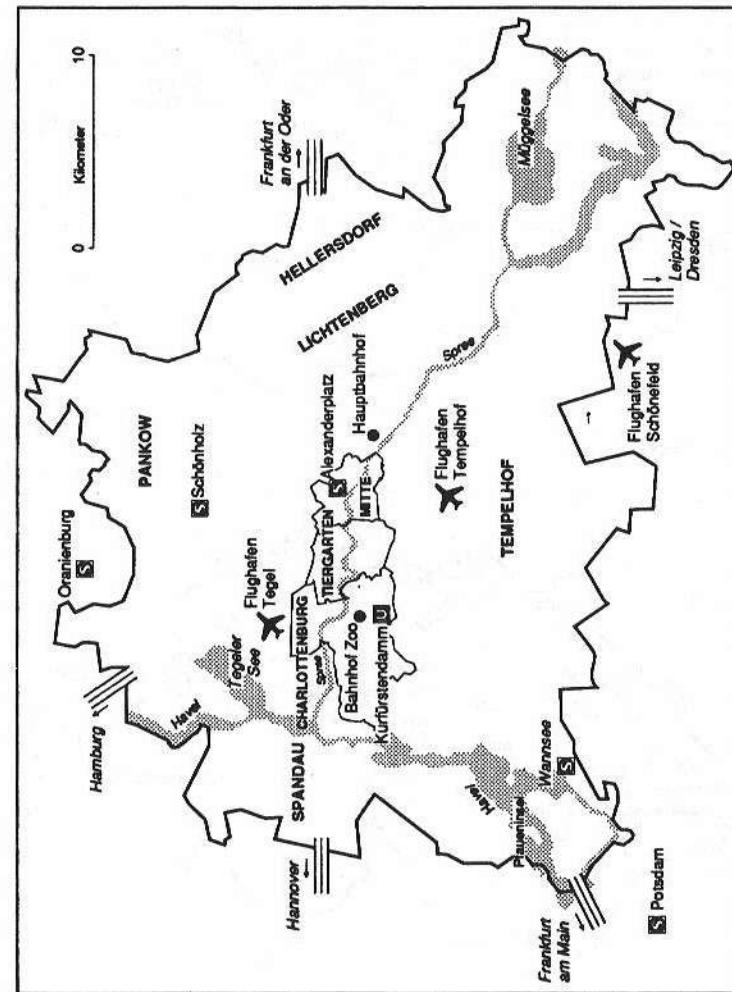
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# Maps

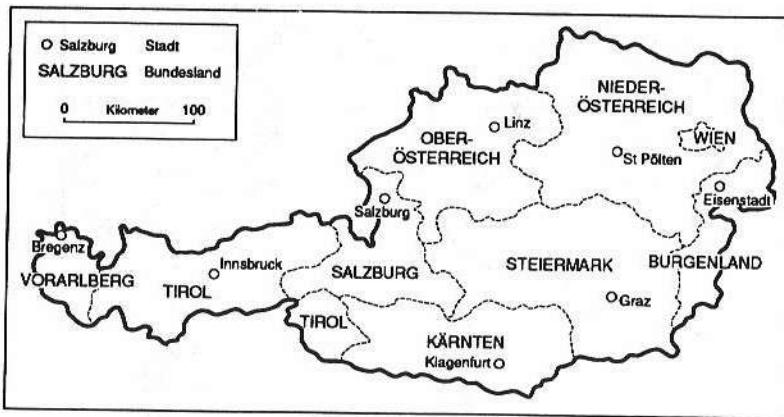
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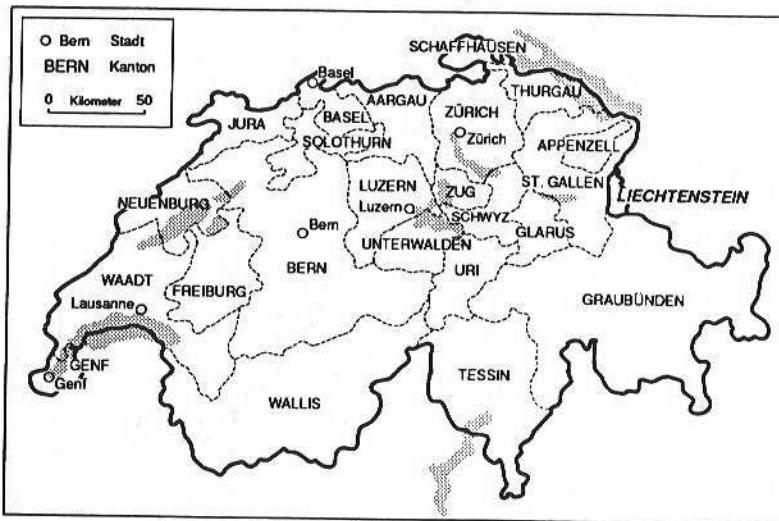
**Map 1** Bundesrepublik Deutschland



**Map 2** Berlin  
Names in capitals indicate districts mentioned in the text. The **Bundesland** surrounding Berlin, of which Potsdam is the capital, is Brandenburg.



**Map 3** Österreich



**Map 4** Die Schweiz und Liechtenstein

# Introduction

## You, the learner

Arguably the language learner's greatest strength is hope, and hope is unfortunately sometimes dashed when it becomes clear that language learning inevitably involves regular long-term application (see advice below!). But it is also sometimes dashed by textbook authors' over-ambition. Authors need to know their language, of course, but on behalf of their readers they also need to *imagine they don't*. We are not sure that we have succeeded, but this is how we went about it . . .

Before putting this course together we made these assumptions:

- that you, the learner, know no German at all or that you want (or need) to start again from the very beginning;
- that you may not have had experience of learning a foreign language before;
- that you may be seeking to learn German without the assistance of a teacher.

We felt we had an obligation to try to make the course *usable by you* throughout.

Our general objectives for *Colloquial German*, therefore, were:

- to put together a (genuinely) self-contained package;
- to set a steady, manageable pace throughout;
- to keep you interested and thinking.

We hope to have achieved this by, for example,

- presenting tightly graded learning materials;
- carefully controlling the number of different words used;
- restricting grammar coverage to essentials;
- frequently ringing the changes on the language covered;

- being explicit even at the risk of stating the obvious;
- offering ideas, particularly in the early units, on *how* as well as *what* to learn.

In other words, we have tried to take into account the real needs of new learners, particularly independent learners, of German.

## Making progress

Because things need to be remembered, language learning requires not so much aptitude as time and determination. Given that we have all acquired a native language, we obviously all have the *ability* to learn. But the *conditions* for learning are different later in life: we can never get as much practice in the new language as we did with our first one when we were children.

As adults we may become impatient and fall into the trap of thinking we *ought* to be learning our new language more quickly than is actually possible. After all, did not some advert or other imply that fluency was achievable in a fortnight or so? Don't be intimidated: you will, of course, need much more than a fortnight to assimilate fully what *Colloquial German* has to offer – assuming that your aim is to *use* spoken German rather than just browse through the book.

Let learning come slowly, but – this is the key – keep it coming. If at all possible, spread your study of German. The *more often* you sit down to learn, the *more knowledge* you will retain. Six days a week at fifteen minutes a day will be more productive than three hours of study in just one weekly sitting.

Don't tackle *new* material immediately every time you open the book. Spend at least a short time going over some of the *old* before moving forward. And before you close the book, go back briefly over the *new* material that you have just tackled. It will take *less* time in the long run to hold on to the German you have learnt if you stick to 'double stitching' i.e.

**go back to go forward**

## Sounds

If you like imitating different accents of English, you will probably already have the confidence to produce the unfamiliar sounds that German requires of you. If not, you may need a while to convince yourself that your personality remains intact when you switch languages! Tackle this head-on: speak German to yourself – out loud and often. If possible, record and listen to yourself reading German. You'll quickly get over the initial shock and start to feel at ease.

Especially if you are learning German for the first time, do buy and *use constantly* the RECORDINGS that accompany this book. These provide a clear and invaluable model for pronunciation practice; but also – the more you listen to German *and* look at German on the page, the more German you will retain for future use.

Seeing a language in action in its social context also aids memory, so watch German FILMS with sub-titles when you have the opportunity. Not only do films make a language come alive, they also have an immediate linguistic benefit: your ear becomes attuned to different accents and 'tones of voice', you soon start hearing words or phrases you have met in *Colloquial German*, and before long you're picking up new ones. If you have any recorded German films on video, watch at least one – one with a particularly clear soundtrack – several times. As far as language learning is concerned, whatever the medium,

**repetition works wonders**

With this in mind, get some CDs/cassettes of SONGS in German, ones you can personally live with: pop, folk, classical. Buy recordings with printed texts and go for clear solo voices rather than choirs. Listen regularly and sing along! Songs generate hours of effortless pronunciation practice: they teach individual sounds, sentence rhythms, new vocabulary, and grammar patterns – subliminally, and all in one go.

## Words

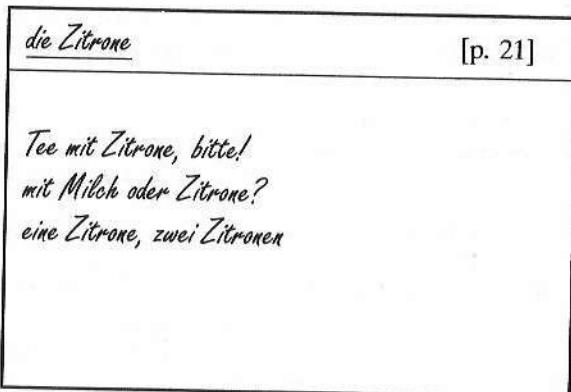
To use any language we need to know *all* its sounds but, fortunately, only *some* of its words.

It might be imagined that the more words one knows the better, but when speaking we restrict the number of words we use to a manageable number. In fact, we usually fight shy of using uncommon words for fear of giving listeners the wrong impression, and become adept at ringing the changes on a surprisingly small number of ordinary, everyday ones. It is these sorts of words that *Colloquial German* concentrates on.

A particularly good method of keeping a record of what you are learning is to use a CARD INDEX – one card for each new word. That way it's easy to keep words in alphabetical (or indeed any other) order, and if you write translations of each word on the back of its card, you can also use the cards to test yourself.

On the front of the card, note down phrases or short sentences you have met containing the word in question. These will help you to remember the contexts in which you are likely to want to use the word. The act of writing vocabulary down systematically, having to check meanings, contexts, spellings, etc. – every little helps!

If you add to each card the number of the page of *Colloquial German* where you met your new word, you will have a complete reference system which gets more and more useful as it grows. A card based on one of the words from the first unit of the book might look like this:



Incidentally, you will also want to remember whether a noun (such as **Zitrone** above) is masculine, feminine or neuter. Try engaging your visual memory with the help of three different coloured highlighters, one for each 'gender' – it really does work!

## Patterns

In addition to sounds and words, languages have what are usually called GRAMMATICAL RULES. These can sometimes seem daunting but are, of course, really no more than agreed ways of changing the forms and the sequence of words to convey the meanings speakers of a language require. Rules are therefore useful.

To be understood (which is what matters) when using German, you need to apply the really useful rules consistently and the others less so. Try to get *most* things right, but don't get hung-up on 100 per cent grammatical accuracy, which is probably unnecessary in order to get a given point across: it's *communication* that counts. Most native German speakers are not used to hearing native English speakers speak German and are generally delighted when an English speaker has a go, however obviously non-native the language is that comes out.

As a learner try to *think functionally*. What matters is not whether you got the 'endings' wrong but whether you got the message right, that you managed, somehow or other, to say what you wanted to (broadly), and that you were able to understand (more or less). But don't cut corners: set out to achieve *realistic* aims and move forward *steadily*.

## English and German

Some learners come to German with preconceptions about its being 'remote' or even 'exotic', which often means that they are expecting German to be like French or Spanish, for example. However, for native English speakers German is far from remote: English and German are historically very closely related. Where these historical links still shine through today they will help you remember many German words, their forms and/or their meanings.

Everyday German words such as those listed below are more closely related to English and therefore more easily remembered than are their French equivalents, given here for comparison:

<b>GERMAN</b>	<b>zu machen</b>	<b>danken</b>	<b>Haus</b>	<b>Mutter</b>	<b>Tochter</b>	<b>Vater</b>	<b>Sohn</b>
<b>ENGLISH</b>	to make	thank	house	mother	daughter	father	son
<b>FRENCH</b>	à faire	remercier	maison	mère	fille	père	fil

The reason for the strong similarities between English and German is that, unlike Romance (Latin-based) languages (such as French, Italian, Spanish), English, German, Dutch and the Scandinavian languages have their origins in what has been called ‘Common Germanic’.

Different dialects of ‘Common Germanic’ developed as Germanic tribes on the European continent migrated. One distinct group of dialects emerged in Scandinavia, and another, a ‘West Germanic’ group, in central/western Europe.

West Germanic eventually sub-divided into ‘high’ and ‘low’ varieties. ‘Low’ describes those that developed in the continental lowlands towards the North Sea, such as Dutch and Anglo-Saxon (the forerunner of modern English); ‘high’ describes those varieties that were and are spoken at higher altitudes, i.e. further inland towards the Alps. ‘Standard’ German belongs to this ‘high’ group and is indeed often called **Hochdeutsch** (‘high’ German).

After the Norman invasion of England in 1066, a large number of French words were absorbed into English, which nevertheless still remained essentially a Germanic language. Many longer English words such as ‘characteristic’, ‘particular’, ‘invasion’, ‘influence’ and even ‘language’ tend to be of French/Latin origin, whereas most shorter, more everyday words – e.g. ‘speak’ **sprechen**, ‘over’ **über**, ‘and’ **und**, ‘word’ **Wort**, ‘as’ **als**, ‘were’ **war**, ‘in’ **in**, ‘often’ **oft** – are Germanic in origin and therefore frequently have, as indicated, look-alikes in modern German.

Much more recently, German has imported a large number of words from English, which of course is also helpful to the English-speaking learner.

## How *Colloquial German* is structured

Immediately following this introduction you will find a section entitled

### Pronunciation reference

You will probably want to work through this section – preferably with the assistance of the recordings on which the key words are recorded – before starting Lesson one (**Lektion eins**). However, don’t try to remember too much pronunciation information before going further! Just keep coming back to it as necessary during the course.

The course itself is divided into twenty **Lektionen**, i.e. chapters, lessons or units, each with the German title **Lektion**.

### Lektionen

Each **Lektion** begins with a set of broad *objectives*. In order to stand a reasonable chance of achieving them, you need of course to complete the tasks in the unit. The objectives can be of several kinds:

- functional: learning to use and understand language characteristics of real-life situations involving speakers of German;
- linguistic: getting to grips gently but systematically with the rules of the language;
- strategic: developing language learning techniques which will stand you in good stead throughout the course.

Units (**Lektionen**) contain texts (**Texte**) in German (usually dialogues). A text will encapsulate a situation or situations in which you, as a learner, *could* find yourself in the not-too-distant future – not in *every* detail, perhaps, but broadly. Each text is preceded by a *summary* in English of its content or story-line, and is also accompanied by explanatory Notes, to be found at the end of the text. We think these two features are particularly important for independent learners who are without a teacher ready and waiting to ‘bail them out’ when they encounter difficulties.

In each **Lektion** expect to meet notes which attempt to ‘broaden the context’, to provide useful and/or interesting additional information, linguistic and/or cultural. For example, in the first dialogue you will meet the greeting **Guten Tag!** which leads us on to suggest a few more ways of saying ‘Hello!’ in German, plus a comment on tea- and coffee-drinking customs in German-speaking countries.

Expect also systematic information on grammar and vocabulary, backed up by lots of **Übungen** (‘exercises’) that are designed to help you ‘internalise’ rules and relevant German words, phrases and sentences. These **Übungen** are vital to your progress in the language. Make your learning as *active* as possible by doing *all* the exercises, even inventing your own exercises as a top-up if you feel the need. Clearly, the more often you *say and write down* German words and particularly phrases, the more likely you are to remember them. So always do the exercises orally *and* on paper *before* using the **KEY** at the back of the book to check whether you have got them right.

It is worth bearing in mind that language-learning, like learning to play the piano, is a cumulative process. Words and patterns – or, in the case of the piano-player, notes and patterns – that you learn at the beginning will still be needed at the end. So even if, say, German numerals first appear in **Lektion eins** of *Colloquial German*, expect your knowledge of them to be ‘reinforced’ in subsequent units throughout the book. Go back whenever necessary to revise anything you only half remember.

At the back of *Colloquial German* you will find a

### Key to exercises

giving the solutions to most of the **Übungen**, i.e. the ‘homework’, set in the **Lektionen**. **Übung** also means ‘practice’ by the way. Here’s your first whole German sentence, and it’s one well worth remembering:

**Übung macht den Meister**

In other words, practice makes perfect!

### Translations

The translations into English of the **Text** of each **Lektion** (plus a translation of **Übung 1Q**) are designed as a back-up to the lessons, i.e. are provided as a check on words and phrases for which you may still feel the need for clarification *after* you have worked through each original German **Text** with the aid of the accompanying notes plus glossary. We reckoned it was more helpful to translate the German almost literally in parts than to write perfectly idiomatic English.

As an additional *learning exercise*, you might, once you feel you know a German **Text** fairly well, wish to try translating some of its English equivalent back into the original German.

### Glossary

The German–English glossary at the back of the book lists virtually all the German words you will meet in *Colloquial German*. It’s a comprehensive checklist which could also be used for vocabulary learning or revision.

We expect, however, that you will want to explore a German–English/English–German dictionary as well during your studies, because as you progress you will inevitably have occasional linguistic queries which go well beyond the scope of our introductory course. At the time of writing, dictionaries published by Collins or by Oxford University Press can be strongly recommended.

Also at the back of *Colloquial German* is a section entitled

### Grammar index

which gives a quick checklist of grammatical points discussed in the units.

We wish you every success in your learning, but above all **Viel Spaß!** The glossary will tell you what these two words mean and the next section will tell you how to pronounce them.

Enjoy your German!

### Note to the revised edition

#### German spelling changes

In 1994 rule changes for the spelling of the German language were formally proposed which officially came into effect (e.g. in schools) on 1 August 1998. In spite of the controversy they inevitably created, the changes are in practice minor. Most obviously, the rule changes have resulted in **ß** becoming less common, and the use of capital letters more common. *Colloquial German* therefore now uses **ss** rather than **ß** in e.g. **Pass** (see p. 16 for further examples), and occasionally a capital letter where in the first edition there was a small one, e.g. **heute Abend** rather than **heute abend**.

The symbol is the audio symbol. It indicates that some or all of the material immediately following it can be heard on the cassettes which accompany the book. The cassettes also contain material which is not in the book.

# Pronunciation reference



In the tables below we describe German speech sounds and how to make them. Any description of speech on paper can only be very approximate of course and is best combined with *listening* to German sounds. The sounds and sample German words given in the tables can therefore be found on the first recording that accompanies *Colloquial German*.

The relationship between the way the language is written and the way it is pronounced is fortunately much more predictable with German than it is for English. And compared with French there are few ‘silent letters’ in German, which is also a bonus. Nevertheless, in German too there can be several ways of representing most speech sounds in the written language. These ways are covered in column one below.

For readers familiar with the International Phonetic Alphabet (IPA), we have listed in the second column German sounds as represented by the IPA. These symbols are frequently used in dictionaries to indicate pronunciation, and differ in principle from most ordinary ‘letters’ in that each IPA symbol represents only one sound. In spoken English, for instance, the first and last *sounds* of ‘zoos’ are the same in spite of the fact that they are written with different *letters*. The sound of these two different letters in this word is unambiguously represented in the IPA with the single symbol [z].

You don’t of course need to know the IPA in order to learn to pronounce German – just *listen long and often* (see Introduction: ‘Sounds’) and *repeat, repeat, repeat!* Treat the comprehensive description of sounds below as back-up to the early *Lektionen* and then as a convenient check-list for future reference.

**German letters used as vowels are A E I O U Ä Ö Ü Y. The rest are consonants.**

Written	IPA	Key Word	pronounced approximately as:
a, ah, aa	[a:]	ja	‘yaah’ <b>A Abend Sahne Staat</b> This is a long, open ‘aaa . . .’ ‘shtat’
a	[a]	Stadt	<b>Man Kanada Hamm</b> (town) This ‘a’ is a short, ‘flat’, open [a] and occurs in e.g. northern UK English, Spanish and French. Try <i>starting</i> a long ‘aaa . . .’ as in <b>ja</b> but then, without changing your tongue position, cut the sound off short.
ai, ay	[ai]	Mai	‘my’ <b>Main</b> (river) <b>Kaiser</b> <b>Bayern</b> (Bavaria) Same sound as ei, ey in <b>mein, Meyer</b> below.
au	[au]	Haus	‘house’ (with mouth more open than for English) <b>Auto Frau Passau</b> (town)
ä	[ɛ]	Länder	‘lender’ (with no ‘r’ sound) <b>Männer Ärger</b> Same short, open sound as e in <b>Text</b> below.
ää, äh	[ɛ:]	spät	‘shp + air (with no ‘r’ sound)+ t’ <b>Ä wählen Mädchen</b> The long version of the open [ɛ] in <b>Länder</b> . In <b>spät</b> , the vowel is either long, and open (as above), or long and close (as below).
	[e:]	spät	‘shp + [e:] + t’ This long, close ä sound is the same sound as ee in <b>Tee</b> (see description below).
äu	[ɔʏ]	Häuser	‘hoyzer’ (with no ‘r’ sound) <b>Fräulein</b> Same sound as eu in <b>neun</b> below.
b, bb	[b]	Bonn	‘bonn’ <b>B Berlin bitte Ebbe</b>

<b>b</b>	[p]	<b>ab</b>	'ap' <b>lieb halb</b> At the ends of words and syllables -b is always pronounced [p].
<b>c</b>	[k]	<b>clever</b>	'clever' <b>Café Cottbus</b> (German town)
<b>ce, ci</b>	[ts]	<b>cis</b>	'tsiss' <b>C Mercedes CD</b>
<b>ch</b>	[ç]	<b>ich</b>	Same sound as z in <b>zu</b> below. 'i (as in 'it') + [ç]' <b>Milch Kännchen sechzig durch</b> To pronounce [ç] try putting your tongue in position for 'y' as in 'yes' or 'h' for 'huge' and breathing out hard over the top to produce <i>audible friction in the front</i> of the mouth. Or say 'ish' but with the tip of the tongue forward against the <i>bottom teeth</i> . IPA [ç] is not the French 'ç' sound, which is IPA [s].
	[x]	<b>Loch</b>	'Loch' (as in 'Loch Ness') <b>auch acht Buch</b> Put the tongue in position for [k] in 'lock' but instead of stopping off and then suddenly releasing the air at the end of the word, release the air continuously to produce <i>audible friction</i> in the back of the mouth.
<b>chs</b>	[ks]	<b>sechs</b>	'zecks' <b>Sachsen (Saxony) Wechsel</b>
<b>d, dd</b>	[d]	<b>denn</b>	'denn' <b>D deutsch paddeln</b>
<b>d, dt</b>	[t]	<b>Kind</b>	'kint' <b>Wald Land Bad und Stadt</b> At the ends of words and syllables -d is always pronounced [t].
<b>e, eh, ee, é</b>	[e:]	<b>Tee</b>	<i>thé</i> (as in French for 'tea') <b>E den zehn gehen Beethoven Café</b> Long, 'straight' close vowel as in French <i>bébé</i> , with no hint of a second vowel after the [e:]. Not the same sound as that in southern UK

<b>e</b>	[ɛ]	<b>Text</b>	English 'bay' which contains two vowel sounds, more like 'ay-ee' than [e:]. Same sound as long, close ä in <b>spät</b> above. 'text' <b>eng essen</b>
<b>-e</b>	[ə]	<b>kennen</b>	Same sound as short, open ä in <b>Mäntel</b> above. 'ken + -en' (as in 'slacken') <b>Basel bekommen danke bitte</b>
<b>-er</b>	[ə]	<b>bitter</b>	'bitter' (with no 'r' sound) <b>Kellner Schubert Bier Bayern</b> The last sound in German <b>bitter</b> needs to be distinguished clearly from the final sound in <b>bitte</b> which is spoken higher in the mouth. The higher -e in <b>bitte</b> is close to the 'e' in 'slacken'. For some English speakers the low -er in <b>bitter</b> is close to the 'a' in 'Linda'. 'mine' <b>Ei klein Meyer Die Zeit</b>
<b>ei, ey</b>	[ai]	<b>mein</b>	Same sound as short, open ä in <b>Mäntel</b> above. <b>Ei klein Meyer Die Zeit</b> Same sound as ai, ay in <b>Mai, Bayern</b> above. 'noyn'
<b>eu</b>	[ɔʏ]	<b>neun</b>	<b>deutsch teuer</b> Same sound as äu in <b>Häuser</b> above. 'shteff-ee' <b>F Koffer Flughafen</b>
<b>f, ff</b>	[f]	<b>Steffi</b>	'gooot' <b>G Tage Roggen</b>
<b>g, gg</b>	[g]	<b>gut</b>	'taahk' <b>sagt Berg Burg</b>
<b>-g, -gt</b>	[k]	<b>Tag</b>	'noyn + tsi + [ç]' <b>billig Honig Leipzig</b>
<b>-ig</b>	[ç]	<b>neunzig</b>	The sound of -ig is the same as that of -ch as in <b>ich</b> above. In the south, however, -ig is usually pronounced [k] rather than [ç]. 'house' <b>H haben Hotel</b>
<b>h</b>	[h]	<b>Haus</b>	'een'
<b>i, ie, ih</b>	[i:]	<b>ihn</b>	

		<b>I nie Wien Berlin</b>
i	[i]	<b>in</b> ‘in’ <b>Schilling</b>
j	[j]	<b>ja</b> ‘yaah’ <b>J Jochen Jamaika Jacke</b>
k, kk, ck	[k]	<b>Kind</b> ‘kint’ <b>K Knochen Mokka Zucker</b>
l, ll	[l]	<b>elf</b> <b>L Elbe Wilhelm toll kalt Fall</b> German l is always soft, like ‘l’ in ‘leaf’, and never hard like the very different final sound which many English speakers use in ‘call’. Try to keep the blade of the tongue close to the roof of the mouth for <i>all</i> German l sounds. ‘mit’ <b>M Name kommen</b>
m, mm	[m]	<b>mit</b> ‘nine’ <b>N ohne</b>
-ng	[ŋ]	<b>Finger</b> ‘finger’ (but with ‘-ng’ as in ‘singer’) <b>lang England</b>
-nk	[k]	<b>Bank</b> ‘bang’ <b>danke denken trinken</b>
o, oh, oo	[o:]	<b>Boot</b> ‘b + [o:] + t’ <b>O schon Mohn also Pankow</b> (district of Berlin) German [o:] is a long, ‘straight’ vowel like French <i>eau</i> with no hint of a second vowel after the [o:]. It is not the same sound as that in southern UK English ‘boat’ which contains two vowel sounds, more like ‘oh-oo’ than [o:]. For [o:] try saying ‘bought’ but rounding your lips strongly.
ow		

<b>ö</b>	[ɔ]	<b>oft</b>	‘offt’
ö, öh, oe	[ø:]	<b>schön</b>	<b>Bonn London Rostock</b> ‘shurn’ (lips very rounded, with no ‘r’ sound)
			<b>Ö König Söhne Goethe</b> (German poet)
			In English ‘ur’ is said with lips in a lax ‘neutral’ position. For [ø:] in <b>schön</b> , round (protrude) the lips strongly for ‘sh’ and keep them rounded while saying the whole word.
<b>ö</b>	[œ]	<b>können</b>	‘k + [œ] + n + -en’ (as in ‘slacken’)
			<b>Knöchel zwölf Köln</b> (Cologne)
			This ö is the open, short equivalent of the first ö above. For [œ] first say the e of <b>kenn-</b> with lips spread, then, keeping the tongue in that position, with lips rounded.
<b>p, pp</b>	[p]	<b>Pik</b>	‘peeek’
<b>pf</b>	[pf]	<b>Pfennig</b>	<b>P Appetit</b> ‘pfenn + i [ç]’ (as in ‘ich’)
			<b>Apfel Pferd</b>
			In rapid speech, p before f at the beginning of words is often inaudible.
<b>ph</b>	[f]	<b>Photo</b>	‘f + [o:] + t + [o:]’
			<b>phantastisch</b>
			ph/f are often interchangeable, as in <b>Photo/Foto</b> . For [o:] see o in <b>Boot</b> .
<b>qu</b>	[kv]	<b>Qual</b>	‘kvaahl’
<b>r, rh, rr</b>	[r]	<b>Rhein</b>	<b>Quelle</b> ‘RRRine’
-r > -er			<b>R Rathaus Rostock Franken Werra</b> (German river)
			The majority of German speakers use a trill in the <i>back of the throat</i> for r in exposed positions such as at the beginning of a word or in front of a vowel. This r is essentially a gargle – try <b>Rhein</b> with a good sip of water! Another way of approaching

(‘r’ coloured)

s [s] bis

[r] is via [x], the **ch** in **Loch**. Try gargling this **ch** sound in front of English ‘-ine’. If you can’t gargle – or produce a French *r*, which is quite close to German *r* (though more breathy and less trilled) – but can trill with the *tip of your tongue*, as in Spanish, Italian, Scottish, Welsh, etc., then use that ‘r’, since it is used by most southern German speakers.

**Berg** ‘bare + k’

**Burg Birgit Mozart der für vor**

An *r* after a vowel is sometimes heard as a ‘gargled’ *r* but in rapid speech may only ‘colour’ the vowel sound; so **Berg** may sound like ‘bare-k’ though never like ‘beck’. ‘biss’

**S eins Pils Hans Brahms**

At the ends of German words, -s is always pronounced [s]. English uses two sounds for ‘s’ in this position, e.g. ‘dock[s]’ but ‘dog[z]’. At the beginnings of words before vowels, however, English pronounces ‘s’ as [s], as in ‘send’, whereas German pronounces ‘s’ as [z] (see **Senf** below). ‘zenf’

**Sachsen (Saxony) Sahne sagen**

‘noyss’ (German town)

**B** (‘ess-tset’) **wissen weiß gewusst**

**B** is not used in Switzerland, only **ss**. In Austria and Germany, recent spelling reforms mean that **B** will increasingly be found only after long vowels, as in **Spaß** (see below), and after diphthongs (double vowels), as in **Neuß** (see above), with **ss** being used only after short vowels, where currently both **ss** and **B** can be seen, as in **Miss** (new spelling) or **Miß** (old spelling).

ss, **B** [s] Neuß

<b>sch</b>	[ʃ]	<b>Schiff</b>	‘shiff’
<b>sp</b>	[ʃp]	<b>Spaß</b>	<b>Schnaps schmeckt Schweiz</b> ‘shpaahss’
<b>st</b>	[ʃt]	<b>Stop</b>	<b>Speisekarte sprechen</b> ‘shtop’
<b>t, th, tt, dt</b>	[t]	<b>Tag</b>	<b>Straße bestellen Stock</b> (but: <b>Rostock</b> has [st] not [ʃt]) ‘taahk’
<b>-ti-</b>	[tsi:]	<b>Lektion</b>	<b>T Theater nett Stadt</b> ‘leck + tsee + [o:] + n’
<b>tsch</b>	[tʃ]	<b>deutsch</b>	<b>Station</b> ‘doy + ch’ (‘ch’ as in ‘chip’)
<b>u, uh</b>	[u:]	<b>gut</b>	<b>Kitsch</b> ‘gooot’
<b>u</b>	[ʊ]	<b>und</b>	<b>U USA Kuchen Uhr</b> Pronounced with lips more tightly rounded than in standard English ‘coo’. Try lengthening the ‘ooo’ of ‘coo’ to get the right German lip position. [ʊ] (as in ‘put’) + nt’
<b>u &gt; qu</b>			<b>Bus Kolumbus</b> This <b>u</b> is shorter than for [u:] in <b>gut</b> and the lips are less firmly rounded. [y:] + b + [ʊ] (as in ‘put’) + ng’
<b>ü, üh</b>	[y:]	<b>Übung</b>	<b>Ü über süß früh für</b> Pronounce a long ‘ee’ and then, without changing your tongue position, round your lips tightly. French has this ü sound in e.g. <i>tu</i> . 'gl + [y] + k'
<b>ü</b>	[y]	<b>Glück</b>	<b>Stück müssen fünf Tschüs</b> Pronounce a short i with lips spread, as in ‘glick’. Then, without changing your tongue position, round your lips and repeat. 'feel'
<b>v</b>	[f]	<b>viel</b>	<b>V Volkswagen aktiv vor Hannover</b> ‘vaahz + en’ (as in ‘slacken’)
<b>w</b>	rarely [v] [v]	<b>Vasen</b> <b>Wien</b>	‘veeen’
<b>x</b>	[ks]	<b>Fax</b>	<b>W VW Wein wollen zwanzig</b> ‘fax’

y	[y]	Sylt	<b>X Praxis</b> 'z+ [y] +lt' (German island) <b>Ypsilon</b> (German name for letter 'y') Same short, loosely rounded sound as ü in <b>Glück</b> above.
	[y:]	Typ	't + [y:] + p' <b>typisch</b> Same long, tightly rounded sound as ü in <b>über</b> above.
z, zz	[ts]	zu	'ts + ooo' <b>Z Zoo Heinz Pizza</b> Note that German z is always [ts] and never [z] as in English 'zoo'.
glottal stop		Iss auch ein Ei!	('You, too, eat an egg!' – an advertising slogan) Each of the above German words begins with a vowel and it is standard to close the glottis (vocal chords) before each, rather than run the words together as in ' <b>I-ssau-chei-nei</b> ' which would be virtually incomprehensible to a native German speaker. The glottal stop, as this closing of the vocal chords is called, occurs in many varieties of English (notably in London) when words such as 'What?' and 'butter' are spoken without the audible 't' sound. Not only German words but also German syllables beginning with a vowel are preceded by a glottal stop, so that e.g. <b>gearbeitet</b> ('worked') is always 'ge-arbeitet' and never sounds quite like 'garbeitet', however quickly it is spoken.

# 1 Tee oder Kaffee?

## A first taste of German

### Language activities

- 'hello' and 'please'
- choosing and paying
- 'goodbye' and 'thank you'

### Language focus

- patterns and phrases
- nouns and verbs
- 'I' and 'you'
- numbers 1 to 10, 20 to 90, and prices

### Learning strategies

- spotting patterns
- guessing meanings
- listening efficiently
- using a glossary



If you have the recordings that accompany *Colloquial German*, please read the following advice on how best to use them. If not, go straight to Text 1A.

To learn German efficiently you need to develop and stick to a sequence of 'learning activities' – for every Text, not just the first! The sequence below has much to recommend it, but whatever sequence you choose, remember that listening, looking and speaking need to be learned systematically and to some extent separately. The crucial test is invariably: can you *remember* what you have just done, i.e. have you really learnt anything?

**STAGE 1** **Listening**

Listen to the recording of the conversation more than once before proceeding. Become reasonably familiar with the sounds you are hearing before you see how they are spelt.

**STAGE 2** **Listening and looking**

Now look at the text and listen to the conversation – without stopping the recording, playing it as many times as you feel the need to.

**STAGE 3** **Listening and speaking**

Stop the tape after each phrase or sentence and try to repeat what you have heard. If you do this without looking at the text, your pronunciation will not be deflected by the spelling.

**STAGE 4** **Listening, looking and speaking**

On the other hand, you do need to know how the spelling relates to the way words are pronounced: this is best achieved after you *know* how to pronounce them. So repeat STAGE 3 but look as well this time.

**STAGE 5** **Looking and speaking**

Now try to read the conversation aloud without listening.

*For any residual problems, try going back over one or more of the above stages.*

## Text 1A Tee... ☕

### Montagvormittag<sup>1</sup>

**The setting** You decide on impulse to take a five-day, non-package, do-it-yourself break in Berlin, leaving home on a Sunday and arriving on Monday morning by train at the Zoo Station in the city's 'West End'. Just around the corner is your first objective, the Kurfürstendamm, Berlin's best-known boulevard, with its irresistible cafés. You enter the most spacious and comfortable café you have ever encountered and take a seat. The waitress approaches ...

**The dialogue** The waitress greets you with the words 'Good day' and you simply repeat. She asks you what you want. You choose tea – and you don't want it with lemon but with milk. The waitress then asks you something which you surmise might imply 'Can I get you a thick slice of gateau covered in cream?', so to be on the safe side you politely say 'no'. The tea you hope you have ordered actually does arrive! You now even feel confident enough to ask for the bill and, like a native, to round up the price stated (= 2,60) to the nearest whole euro. You give the waitress a ten-euro note and get seven euros change. You finish your tea, saying goodbye as you leave

KELLNERIN:<sup>2</sup> Guten Tag!

SIE:<sup>3</sup> Guten Tag!

KELLNERIN: Bitte schön?

SIE: Tee, bitte.<sup>4</sup>

KELLNERIN: Mit<sup>5</sup> Zitrone?

SIE: Nein, mit Milch, bitte.

KELLNERIN: Ja. Möchten Sie sonst noch etwas?<sup>6</sup>

SIE: Nein, danke.

KELLNERIN: Bitte<sup>7</sup> schön! Tee mit Milch.

SIE: Danke schön! Ich möchte bitte zahlen.<sup>8</sup>

KELLNERIN: Zwei Euro sechzig,<sup>9</sup> bitte.

SIE: Drei Euro. [you hand over a ten Euro note]

KELLNERIN: Danke sehr! Und sieben Euro zurück.<sup>10</sup>

SIE: Danke schön!<sup>11</sup>

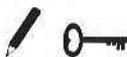
SIE: Auf Wiedersehen!

KELLNERIN: Auf Wiedersehen!

### Notes

- 1 'Monday morning', literally: 'pre-midday'
- 2 the **-in** ending of this word is the equivalent of '**-ess**' in 'waitress'. 'Waiter' = **Kellner**
- 3 'You'
- 4 here **Bitte!** means 'please'. Immediately above, **Bitte?** is essentially an invitation for you to speak
- 5 'with'
- 6 'would you like anything else?'
- 7 yet another use of **Bitte!** It is also used, as here, when giving something to someone
- 8 'I would like to pay'
- 9 € 2,60
- 10 literally: 'back', i.e. 'change, in return'
- 11 **schön** and **sehr** are completely interchangeable (and optional) with **Danke** and **Bitte**

### Übung 1A



Once you feel fairly familiar with Text 1A, try writing down – from memory – the German equivalents from the Text of the following English phrases. In many cases, the equivalents are *not* word-for-word translations. When you have finished, check back with the Text before proceeding to the Key to exercises (see box below).

- 1 Hello!
- 2 Can I take your order?
- 3 Tea, please.
- 4 With lemon?
- 5 With milk, please.
- 6 Would you like anything else?
- 7 No thank you.
- 8 I would like to pay, please.
- 9 Two euros sixty.
- 10 Three euros.
- 11 And seven euros change.
- 12 Goodbye!

The symbol is a **task** symbol. Whenever you reach it, *do something!* Sometimes the paragraph immediately following the exercise gives answers to the questions; more often the answers are given in the Key to exercises in the back of the book. Wherever the answers are, to gain full benefit from the course, you need to *stop* at every task symbol, *do* the exercise following it, and only then move on.

The symbol is the **key** symbol. Whenever it follows the task symbol it means that our answers to the exercise are printed in the Key to exercises section at the back of the book.

### Numbers and prices

A firm grasp of numbers in German is one of the most useful things to take with you on a first visit to a German-speaking country. It's helpful to be able to *say* numbers, but particularly to *understand* them – and to understand them when spoken quickly under adverse acoustic conditions: in banks, shops, restaurants, theatres, cinemas, museums, art galleries, swimming pools, railway-, bus- and petrol-stations, at airports, on the phone, etc.

The normal way to write a sum of money in euros, using figures, is € 1,60 or 1,60 €. The way to *say* this is **ein Euro sechzig**, or, less frequently, **ein Euro sechzig Cent**.

### Übung 1B



Practise *reading* the numbers below from left to right in random combinations, following the pattern **ein Euro sechzig, sechs Euro achtzig**, etc.

1	<b>ein</b>		
2	<b>zwei</b>		<b>zwanzig</b>
3	<b>drei</b>		<b>dreißig</b>
4	<b>vier</b>		<b>vierzig</b>
5	<b>fünf</b>		<b>fünfzig</b>
6	<b>sechs</b>		<b>sechzig</b>
7	<b>sieben</b>		<b>siebzig</b>
8	<b>acht</b>		<b>achtzig</b>
9	<b>neun</b>		<b>neunzig</b>
10	<b>zehn</b>		<b>90</b>

### Übung 1C



Again using the table above, *write out* in figures the prices given in the list below, as e.g. € 3,40 – with a *comma* between the euro and cent figures.

- |                              |                             |
|------------------------------|-----------------------------|
| 1 <b>fünf Euro fünfzig</b>   | 6 <b>acht Euro vierzig</b>  |
| 2 <b>sieben Euro achtzig</b> | 7 <b>zwei Euro sechzig</b>  |
| 3 <b>drei Euro dreißig</b>   | 8 <b>neun Euro zwanzig</b>  |
| 4 <b>eine Euro neunzig</b>   | 9 <b>vier Euro dreißig</b>  |
| 5 <b>sechs Euro siebzig</b>  | 10 <b>ein Euro sechzig.</b> |

### Übung 1D



Now, without looking at Übung 1C, read out loud and write in German *words* the prices indicated by the figures in Key 1C. Afterwards check the spelling again, particularly for the multiples of ten, some of which (those italicised in Übung 1B) are less predictable in their spelling than others.

### Übung 1E



Write in German the words for the following prices:

- |          |           |           |
|----------|-----------|-----------|
| 1 € 6,70 | 6 € 7,60  | 11 € 9,80 |
| 2 € 1,20 | 7 € 3,60  | 12 € 1,50 |
| 3 € 5,50 | 8 € 4,40  | 13 € 2,30 |
| 4 € 4,30 | 9 € 2,90  | 14 € 9,20 |
| 5 € 3,90 | 10 € 6,20 | 15 € 7,40 |

- In German there is no ending on **Euro** in the plural: in English we would of course add an '-s'.
- The number 1 used in counting is **eins** (e.g. **Lektion eins**), but **1 Euro** is always **ein Euro**.
- **DM** in German stood for (**die**) **Deutsche Mark**, not Deutsch(e)mark, which was an Anglo-American expression!
- When talking about their former currency, Germans normally say just **Mark** or **D-Mark**.
- The unit of currency in Austria was (**der**) **Schilling** (= 100 **Groschen**).
- The unit of currency in Switzerland is (**der**) **Franken** (= 100 **Rappen**).

### Text 1B ... oder<sup>12</sup> Kaffee? ☕

**An alternative scenario** Having practised thoroughly your German prices you are now equipped to spend up to ten euros ninety, so this time it's a pot (= two cups) of coffee and a piece of chocolate cake. This time a waiter rather than a waitress serves you. You give him exactly the amount you wish to pay (rounded up) and tell the waiter to keep the change.

- KELLNER:<sup>13</sup> Guten Tag!  
 SIE: Guten Tag!  
 KELLNER: Bitte schön? Was bekommen Sie?<sup>14</sup>  
 SIE: Kaffee, bitte.  
 KELLNER: Eine Tasse oder ein Kännchen?  
 SIE: Ein Kännchen.  
 KELLNER: Das wär's?<sup>15</sup>  
 SIE: Und ein Stück Sachertorte.<sup>16</sup>  
 KELLNER: Bitte sehr.<sup>17</sup> Ein Stück Sachertorte, ein Kännchen Kaffee.  
 SIE: Vielen Dank!<sup>18</sup> Ich möchte gleich<sup>19</sup> zahlen.  
 KELLNER: Das macht<sup>20</sup> neun Euro fünfzig, bitte.  
 SIE: Zehn Euro. Bitte schön. Stimmt so.<sup>21</sup>  
 KELLNER: Ich danke Ihnen.<sup>22</sup>  
 SIE: Auf Wiederschauen!<sup>23</sup>  
 KELLNER: Auf Wiederschauen!

### Notes

12 'or'

13 'waiter' = **Kellner**, 'waitress' = **Kellnerin**

14 literally: 'What get you' ('What do you get')? i.e. 'What can I get you?' There are, of course, numerous ways in German of asking what a customer wants – the waiter may even say nothing at all at this point. Whatever is said or not said, you are bound to get the message: you reply by placing your order

15 this is an alternative to **Sonst noch etwas?** Literally: 'That would be it?' i.e. 'Will that be all?'

16 a variety of chocolate gateau, invented in 1832 by Metternich's Viennese cook, Franz Sacher

17 the waiter places your order on the table in front of you

18 literally: 'Many thank' (always singular in German), an alternative to **Danke**, **Danke schön**, **Danke sehr** ...

- 19 'immediately'
- 20 literally: 'That makes', i.e. 'comes to'
- 21 literally: '(That)'s correct like that' i.e. 'please keep the change!'
- 22 literally: 'I thank you' – an alternative to **Danke**, **Danke schön**, **Vielen Dank** ...
- 23 an alternative to **Auf Wiedersehen!** You are more likely to hear it in Austria and Bavaria than Berlin

### **Übung 1F**



Once you feel familiar enough with Text 1B, try writing down – from memory – equivalents of the following phrases. Check your answers against the Text before proceeding to the Key.

If you are using the recordings, did you approach Text 1B in listening/reading/speaking stages just as systematically as you did Text 1A at the start of this **Lektion**? If not, please do: it's worth it!

- 1 What can I get you?
- 2 Coffee, please?
- 3 A cup or a pot?
- 4 Will that be all?
- 5 And a piece of Sacher cake.
- 6 I'd like to pay immediately.
- 7 That comes to € 9,50.
- 8 Keep the change.
- 9 (I) thank you.
- 10 Goodbye.

### **Patterns of language**

If you had enough time and enough exposure to German, you *could* learn it the way you learnt your native language: by slowly teasing out the patterns by trial and error. In *Colloquial German* these patterns – the essential rules of German – are of course pre-packaged for you, but some alertness on your part about *possible* patterns *before* we spell them out will help you in your learning. So (a) keep smiling, (b) keep guessing!

### **Übung 1G**

You can test your ability to spot possible patterns, i.e. grammatical rules, by looking hard at Text 1A and Text 1B. Can you detect any similarities between any of the words on the basis of the way they are written?

You may have noticed, for instance, that:

- many words in the middle of sentences, e.g. **Kännchen** and **Stück**, are written with a capital letter;
- **ein Kännchen** and **ein Stück** also have **ein** in common;
- **eine Tasse** is close to, but clearly different from, **ein Stück**;
- the two-word phrases **Guten Tag!** and **Vielen Dank!** have **-en** in common;
- before and after **Sie** there are words in **-en**: **möchten Sie**, **Sie bekommen**;
- whereas **möchten** and **Sie** seem to belong together, **möchte** goes with **ich**;
- there are two words ending in **-t**: **macht** and **stimmt**.

We will be picking up these patterns of language and explaining them in stages. To do this it's helpful to introduce a few labels so that we can refer succinctly to the patterns as we go along. The important thing is not to learn the labels but to be able to *see the patterns* they denote and so ultimately apply the appropriate rules. Let's look at our first handy label: **NOUN**.

### **Nouns**

Nouns are much easier to spot in German than in English because German nouns, *regardless of where they come in a sentence*, are written with a *capital letter*. At the beginning of a sentence, a word written with a capital might, of course, be a noun but more often than not it isn't.

### **Übung 1H**



The English words listed below in three columns are *nouns* which have their German counterparts in Texts 1A and 1B. Draw up a similar table listing their German equivalents. If you find the right words, your German nouns will (a) all have capital letters, and (b) be in alphabetical order in each column.

thank(s)	pot [of coffee]	waitress
euro	piece	milk
coffee	goodbye [2 versions]	chocolate gateau
waiter		cup
day		lemon
tea		

## Nouns and gender

### Übung 1J

Look up in the Glossary at the back of the book the German nouns you have written in answer to **Übung 1H**, check the spelling if necessary, but now add to each German word in your lists the three-letter word – **der**, **das** or **die** – that precedes it in the Glossary.

**Der, das, die** – and ‘the’ in English – are called **DEFINITE ARTICLES**. Articles belong to nouns, and they differ in German because *all* German nouns have **GENDER**. German has three genders:

- **masculine** (the **der** nouns in column one in the answer to **Übung 1J**)
- **neuter** (the **das** nouns in column two)
- **feminine** (the **die** nouns in column three)

## Verbs

Verbs are often words which indicate some kind of action. In English they can immediately follow, for example, a noun, or ‘I, you, we, they’, etc.

The *form* of an individual verb will vary depending on meaning and context (e.g. ‘pay, pays, paying, paid’), but the convenient starting point for learning such changes is the *base* form as listed in dictionaries and in the Glossary to this book.

### Übung 1K

The following words from Texts 1A and 1B are all verbs, but some (not all) of them are not in their base (i.e. their Glossary) form.

Find the base forms of the verbs as given in the Glossary, plus their meanings.

1 möchte	5 möchten
2 zahlen	6 macht
3 bekommen	7 stimmt
4 wär'(wäre)	8 (ich) danke.

Although you had eight words to look up, you should have found only five different base forms in the Glossary. In their base form all German verbs end in **-n**. In fact, most end not only in **-n** but in **-en**. The very common verb **sein** ‘to be’ is an exception in most things.

You may have noticed that verbs in the Glossary are accompanied by abbreviations such as *v.reg.* or *v.irreg.* *V.* means verb. *Irreg.* indicates that the verb in some of its forms is irregular, i.e. does not follow the ‘standard’ regular pattern. Verb patterns – both regular and irregular – will be looked at in stages throughout this book.

## Verbs and pronouns

**Ich** (‘I’) and **Sie** (‘you’) are **PERSONAL PRONOUNS**.

The **ich** form of the verb generally ends in **-e**. The **Sie** form generally ends in **-en**. If we list verbs we have had so far, and give them their **ich** and **Sie** forms, we get:

ich zahle	Sie zahlen	I/you pay
ich möchte	Sie möchten	I/you would like
ich bekomme	Sie bekommen	I/you get
ich mache	Sie machen	I/you do, make
exception:      ich bin	Sie sind	I am/you are

All the above forms are in the **PRESENT TENSE**. English has two present tense forms, as in e.g. ‘I pay’, and ‘I’m paying’, for both of which there is only one German version to learn, i.e. **ich zahle**.

## Words versus phrases

If you look up the three words **Sonst noch etwas** (Text 1A) one by one in a German–English dictionary you will find the following English equivalents: ‘otherwise – yet, still – something’. We will

later in the book meet and use these three German words separately with these meanings. However, in certain contexts, such as the waitress's question in Text 1A, the three words *together* constitute a 'set phrase' meaning 'Anything else?'

The lesson to be drawn from this is that words are frequently best learnt in groups because the meaning of the group is not easily deduced from the meanings of the individual parts – think of some English examples: 'come up with', 'over the top', 'down and out'. . .

Always learn set phrases *as units* in order to be able to recall them complete when needed. In fact, it's better to learn most words *in groups*. After all, apart from 'yes' **ja** and 'no' **nein** there are few words we commonly meet or use in isolation. To be able to string words together easily and quickly, it is best to remember words in context rather than learn them from lists. Which is not to say that lists don't have their uses: after all, a glossary is a list.

### 'Hello' and 'goodbye'

The phrase **Guten Tag!** is used not as 'Good day!' is in English to take one's leave but when meeting people you don't know particularly well. **Guten Tag!** is also used in formal introductions when we might say 'How do you do?' in English. When you expect or are hoping for service, it could be interpreted as impolite *not* to say **Guten Tag!** as an opener. **Guten Tag!** can be used at any time of day. **Grüß Gott!** ('May God greet (you)') is often used in the south rather than **Guten Tag!**

**Guten Morgen!** can be used before noon, **Guten Abend!** in the evening and **Gute Nacht!** before going to bed. There is no 'Good afternoon!' in German.

For leave-taking you will hear **Auf Wiedersehen!** and **Auf Wiederschauen!** The former is more common in the north, whereas the latter is often heard in the south. They both literally mean 'to again-seeing' – cf. French *au revoir!* – which means they can't be used on the phone: the equivalent over the phone is **Auf Wiederhören!** (literally 'to again-hearing').

The expression **Tschüs!** (which may ultimately be related to Spanish *adios*) is informal – comparable to English expressions such as 'Bye!', 'See you!', 'Take care!' – and is becoming increasingly common. **Servus!** is often used informally for leave-taking in the south.

### 'Please' and 'thank you'

**Bitte** has a very large number of uses. **Bitte** or **Bitte schön** or **Bitte sehr** can be used to

- mean 'please' or 'thank you';
- attract attention ('Can I help you?' 'Can you help me?');
- confirm a transaction ('There you are');
- acknowledge thanks ('You're welcome', 'Don't mention it').

The context makes clear which of these is meant.

**Danke** is the commonest equivalent of 'thanks', 'thank you' and, like **Bitte**, is often followed by **schön** or **sehr**: **Danke schön** or **Danke sehr** followed by **Bitte schön** or **Bitte sehr** are frequently heard exchanges. It can be impolite *not* to follow a **Danke (schön/sehr)** with a **Bitte (schön/sehr)** since to a German speaker the exchange is then incomplete.

**Vielen Dank** ('Many thanks') or **Ich danke Ihnen** ('I thank you') also require a **Bitte (schön/sehr)** response.

### Tea and coffee

The commonest way of drinking tea in German-speaking countries is from a glass with lemon. If you want milk rather than lemon you will need to say **Tee mit Milch** rather than just **Tee**.

Coffee is served strong and black with separate cream or condensed milk. In some cafés and restaurants you might have to have **ein Kännchen** rather than **eine Tasse**. Decaffeinated coffee – **koffeinfrei, bitte** – is usually available. In Austria, in particular, coffee is often served with a glass of water – to clear the palate and enhance the coffee taste.

### Übung 1L

Let's return to the café. How much do you remember in *German*? Do you remember:

- 1 how much you paid for your tea in Text 1A;
- 2 how much you paid for your coffee and gateau in Text 1B;
- 3 what sort of gateau it was and how much you ordered?

If your memory of the above is hazy, read through the texts again (and listen to the recordings if possible) before moving on.

### Übung 1M



Match up the following phrases.

- |                            |                                       |
|----------------------------|---------------------------------------|
| 1 Anything else?           | A <b>Und sieben Euro zurück.</b>      |
| 2 Can I take your order?   | B <b>Vielen Dank!</b>                 |
| 3 That's 2 euros 60.       | C <b>Mit Zitrone?</b>                 |
| 4 And 7 euros change!      | D <b>Das macht zwei Euro sechzig.</b> |
| 5 Is that all?             | E <b>Sonst noch etwas?</b>            |
| 6 With lemon?              | F <b>Tee mit Milch, bitte.</b>        |
| 7 Many thanks.             | G <b>Das wär's?</b>                   |
| 8 Tea – with milk, please! | H <b>Was bekommen Sie?</b>            |

### Übung 1N



Now prove to yourself that you can get service in a German café:

- 1 You enter the café. What do you say as a polite opener?
- 2 You are asked for your order. Say you would like coffee.
- 3 You are asked whether you want a cup or a pot. Say you would like a pot.
- 4 You are asked whether you would like anything else. Say no, thank you.
- 5 Ask for the bill.
- 6 Tell the waiter to keep the change.
- 7 Say thank you and goodbye.

### Extra: Torten, Kuchen, Gebäck



The text below is about some delicious (**köstlich**) ‘cakes/pastries’ (which is very broadly what all three words above mean) and where such culinary delights come from.

### Übung 1P



Try to get as much as you can of the *general gist* of the text by listening and looking simultaneously. Even if you don't understand anything *fully*, there is still much benefit to be gained by listening repeatedly in order to get a ‘feel’ for the language. When you feel

you might have understood *some* of the text, try the questions in exercise 1Q below.

Torten, Kuchen, Gebäck in Deutschland, in Österreich und in der Schweiz – köstlich aber auch teuer! Zum Beispiel:

Ein Stück Sachertorte kostet im Wiener Hotel Sacher circa sechs Euro – das macht achtzig alte Schilling! Sachertorte ist eine feine Schokoladentorte. Original-Sachertorte ist mit Aprikosenmarmelade bestrichen. Natürlich ist Wien auch für Apfelstrudel bekannt.

Die deutsche Hauptstadt Berlin bietet Berliner Pfannkuchen. Ein frischer, warmer Berliner Pfannkuchen schmeckt immer gut.

Auch Schwarzwälder Kirschtorte – am besten gekühlt – aus Baden-Württemberg in Südwestdeutschland schmeckt wunderbar.

In Basel in der Schweiz bekommen Sie Basler Leckerli, ein Gebäck aus Honig, Mandeln, Zucker und Mehl, und natürlich *sehr süß*.

Oder wie wär's mit Thüringer Mohnkuchen aus Thüringen in Ostdeutschland? Oder Dresdner Stollen aus Dresden in Sachsen – mit und ohne Schlagsahne? Wer die Wahl hat, hat die Qual.

Mit Tee oder Kaffee? Und vielleicht auch noch einen kleinen Schnaps dazu? Tja, was bekommen Sie nun? Auf alle Fälle Appetit. Na also! Bitte schön. Guten Appetit!

### Übung 1Q



This exercise is to help you pinpoint some of the things you may have understood in the above text. Read the questions below, check through the text above twice for possible answers and then, if still in doubt about the answers to some of the questions, guess!

- 1 How many different kinds of cakes are mentioned? List their German names.
- 2 What are the German names for the three German-speaking countries?
- 3 How many different place-names (towns and regions, not countries) are mentioned? What are they?
- 4 What – in English – does **Sachertorte** always contain?
- 5 What does it sometimes contain?
- 6 Before you look them up in the Glossary, try guessing the four ingredients given for **Basler Leckerli**.
- 7 What might you order to drink with tea or coffee?
- 8 Can you find the German word for ‘capital city’ in the text?

9 **Wer die Wahl hat, hat die Qual!** is a common German saying.  
Find its meaning in the Glossary.

### Übung 1R

To say 'in', as with most languages, German like English simply puts **in** immediately before the name of the country.

The text contains two examples of this general rule, plus one exception. What are they?

### Übung 1S

As with **Übung 1K**, the aims of this exercise are (a) to encourage you to use the Glossary at the back of the book, and (b) to underline the fact that no dictionary or glossary can invariably list a word in exactly the form in which you are looking for it. None of the words in the list below is in its base form, i.e. the form in which it occurs in the Glossary in the back of this book. Find the base forms in the Glossary and list them with the meaning of each.

- |              |            |            |
|--------------|------------|------------|
| 1 Torten     | 5 deutsche | 9 schmeckt |
| 2 kostet     | 6 bietet   | 10 Mandeln |
| 3 eine/einen | 7 frischer | 11 kleinen |
| 4 feine      | 8 warmer   | 12 Fälle   |

### Übung 1T

Which of the words in **Übung 1S** above are (a) nouns (b) verbs?

- The meanings of German words you meet in *Colloquial German* can be found in the Glossary.
- Of the words you have met so far, it's not the long but the short ones like **sehr, auch, also, und, oder, aber, auf, in, aus, mit, ohne, noch, ist, hat, was, wie, wer** that you will be meeting most frequently and which you will therefore find easiest to remember in the long run.
- Don't try to remember *everything* in each **Lektion** but, before moving on, always go back over a **Lektion** if you really know you need to. . .

## 2 Stadtpläne

### A little shopping

#### Language activities

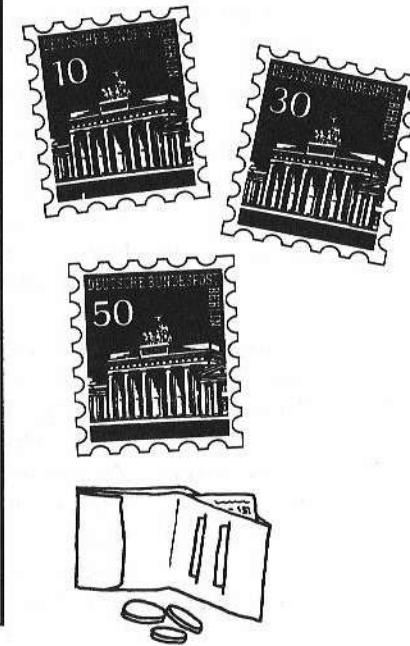
- buying goods
- specifying (small) quantities and unit costs
- stating destinations

#### Language focus

- pattern changes: questions
- form changes: verbs, articles, adjectives
- three prepositions
- numbers 21 to 99 and more prices

#### Learning strategies

- distinguishing between subjects and objects
- interpreting endings



## Text 2



### Montagmittag<sup>1</sup>

After your Tee, Kaffee und Kuchen you decide to venture into a stationer's – literally, a 'writing wares shop': ein Schreibwarengeschäft – in order to buy a map (**Stadtplan**) of Berlin. The shopkeeper/sales assistant – **der Verkäufer** – has a choice of two maps (**Stadtpläne**) and asks you if you want a small or a big map. You settle for the smaller one. You have already selected some black-and-white postcards from a stand outside the shop. You pay for these, too, and buy the stamps you need on the spot.

- VERKÄUFER:** Guten Tag! Bitte schön?  
**SIE:** Guten Tag! Haben<sup>2</sup> Sie einen Stadtplan von Berlin?  
**VERKÄUFER:** Ja. Möchten Sie einen großen<sup>3</sup> oder einen kleinen Stadtplan?  
**SIE:** Einen kleinen Stadtplan, bitte.  
**VERKÄUFER:** Möchten Sie sonst noch etwas?<sup>4</sup>  
**SIE:** Ja, die<sup>5</sup> vier schwarzweißen<sup>6</sup> Ansichtskarten. Haben Sie vielleicht<sup>7</sup> auch<sup>8</sup> Briefmarken?  
**VERKÄUFER:** Ja, wir haben auch Briefmarken.  
**SIE:** Was kostet eine Postkarte<sup>9</sup> nach<sup>10</sup> Großbritannien?  
**VERKÄUFER:** Achtzig Cent.  
**SIE:** Und nach Amerika?  
**VERKÄUFER:** Zwei Euro zwanzig.  
**SIE:** Ich möchte zwei Briefmarken zu<sup>11</sup> achtzig Cent und zwei Briefmarken zu zwei Euro zwanzig. Was macht das?<sup>12</sup>  
**VERKÄUFER:** Der Stadtplan kostet<sup>13</sup> zwei Euro fünfzig, vier Ansichtskarten kosten<sup>14</sup> zwei Euro, vier Briefmarken eins sechzig<sup>15</sup> plus vier vierzig – das macht zusammen<sup>16</sup> zehn Euro fünfzig.  
**SIE:** Bitte schön.  
**VERKÄUFER:** Danke schön, zwanzig Euro.<sup>17</sup> Und neun Euro fünfzig zurück.<sup>18</sup>  
**SIE:** Vielen Dank. Auf Wiedersehen!  
**VERKÄUFER:** Auf Wiedersehen!

### Notes

- 1 'Monday midday'
- 2 'have'
- 3 **groß** ≠ **klein**: 'large' ≠ 'small'
- 4 'would you like anything else?' cf. **Lektion eins**
- 5 i.e. the ones you are showing to the shopkeeper/sales assistant: in English = 'these' rather than 'the' here
- 6 literally: 'blackwhite'
- 7 'perhaps'
- 8 'also, too'
- 9 **eine Postkarte** is strictly a postcard with space for writing on both sides but is also used loosely for **eine Ansichtskarte**, a 'view card', i.e. one with a photograph on the front
- 10 'to' (a country)
- 11 @, i.e. costing 80 cents each
- 12 'How much is that?'
- 13 here the verb 'cost' is in the singular
- 14 here the verb is in the plural
- 15 a shorter way of saying **einen Euro sechzig**
- 16 'altogether'
- 17 the shopkeeper has been given a twenty euro note and is acknowledging this before giving the change
- 18 literally: 'back, in return', i.e. 'change'

### Übung 2A



Listed below are English equivalents of nouns that occur in Text 2 above. Find their German equivalents in the Text and write them down in two columns, preceded by **der** or **die**. Where the text contains a plural form, you need to *check the Glossary for the singular*. German nouns must always be written with a capital letter. When you have finished, your German equivalents should appear in alphabetical order in each column.

<i>masculine</i>	<i>feminine</i>
euro (currency)	picture postcards
plan of the city	postage stamps
day	postcard
sales assistant	

## Übung 2B



Find German equivalents in Text 2 for the following sentences/phrases.

- 1 That's € 10,50 altogether.
- 2 How much is a postcard to Britain?
- 3 Would you like a big map or a small map?
- 4 I'd like two 80 cent stamps.
- 5 Would you like anything else?
- 6 Yes, these four black-and-white postcards.
- 7 Yes, we have stamps, too.
- 8 € 9,50 change.

## Questions

As in English, there is more than one way of asking questions in German. For example:

- (a) You can use a *question word* at the beginning of a sentence. Most German question words begin with **W-** (pronounced like English 'v'):

**Was bekommen Sie? (Lektion eins)**

Literally: 'What get you?' (i.e. 'What can I get you?')

**Was kostet eine Ansichtskarte nach Amerika?**

Literally: 'What costs a picture postcard to America?'

**Was macht das?**

Literally: 'What makes that?' (i.e. 'How much do I owe you?')

**Was machen Sie?**

Literally: 'What do/make you?' (i.e. 'What are you doing?')

- (b) Or you can put the *verb* at the beginning of a sentence – in first rather than second position (sometimes called *inversion*), e.g.

1	2	3	2	1	3
Ich habe	Briefmarken.		Haben	Sie	Briefmarken?
				Literally: Have you	stamps?
Ich trinke	Kaffee.		Trinken	Sie auch	Kaffee?
				Literally: Drink you too coffee?	
Ich möchte	Ansichtskarten.	Möchten	Sie		sonst noch etwas?
				Would you like	anything else?

Note that German questions are grammatically simpler than their English equivalents because, unlike English, the German verb does not change when it is inverted, cf.

**Trinken Sie Kaffee?**

vs. *Do you drink coffee? / Are you drinking coffee?*

**Was machen Sie?**

vs. *What are you doing? / What do you do?*

## Endings etc.

In general, individual words in English tend to have fewer different forms than their German counterparts: many more German words change their 'endings' in sentences than is the case with English words – and there is also a greater variety of endings in German.

English does have some add-on endings, e.g. '-s' (as in 'takes') or '-n' (as in 'taken') or '-ed' (as in 'asked') but 'the' (the definite article), for example, never changes, whereas in German the definite article can appear in one of six different forms, viz. **der, das, die, den, dem, des**.

## Indefinite articles

In English, the indefinite article has two forms, 'a' and 'an'. In German the indefinite article in its dictionary form is **ein**, but it frequently acquires endings which tell us about its relationship to other words in a sentence. The fact that it does or does not have a particular ending can indicate, for example,

- whether the noun which follows it is masculine, neuter or feminine;
- whether the noun is the subject or object of the sentence.

In **Lektion eins** we met **eine Tasse** – *eine* indicating that **Tasse** is feminine. And there was also **ein Kännchen** – indicating that **Kännchen** is *not* feminine: it is neuter. Here are some indefinite articles in German sentences:

**Masculine** Ich möchte **einen** Stadtplan.

**Neuter** Ich möchte **ein** Kännchen Kaffee.

**Feminine** Ich möchte **eine** Briefmarke zu achtzig Cent.

## Relationships within sentences

### Subject and object (nominative and accusative cases)

The nouns on the right in the three German sentences above are all the direct **OBJECT** of the verb and are therefore in what in German grammar books is called the **ACCUSATIVE** case. If they were not the object but the **SUBJECT** of the verb, *einen Stadtplan* would appear as *ein Stadtplan* – *ein Kännchen* and *eine Briefmarke* would be the same in either case. In German grammars the subject of a sentence is described as being in the **NOMINATIVE** case. For most learners, ‘shorthand’ tables such as the one below for the indefinite article (English ‘a’ or ‘an’) can be a useful visual aid towards retaining such information:

	<i>mASCULINE</i> article	<i>nEUTER</i> article	<i>fEMININE</i> article
<i>subject</i>			
nominative	<b>ein</b>	<b>ein</b>	<b>eine</b>
<i>object</i>			
accusative	<b>einen</b>	<b>ein</b>	<b>eine</b>

### Übung 2C

Provide the missing German words. They are all in the accusative case so will need to be preceded by **einen** or **ein** or **eine** depending on whether the noun is masculine, neuter or feminine.

- 1 **Ich möchte** [a map of the town/city].
- 2 **Haben Sie** [a euro]?
- 3 **Ich habe** [a cent].
- 4 **Ich möchte bitte** [a postage stamp].
- 5 **Möchten Sie** [a piece (of) Sachertorte]?
- 6 **Nein, danke, ich möchte** [a schnapps: Glossary has spelling and gender].
- 7 **Sie bekommen** [a cup of tea].
- 8 **Ich möchte** [a postcard] **von Berlin**.

Understanding case relationships can be something of a challenge to English-speaking learners of German since although English

sentences, too, need subjects and objects, changes to the *forms* of words – *case changes* – associated with this are rare in modern English: we normally pick up who or what is the subject and who or what is the object not from the form of words but exclusively from the *sequence* in which they are used in a sentence, as in

<i>subject</i>	<i>verb</i>	<i>object</i>
The customer	paid	the waiter
The waiter	paid	the customer (!)

However, there are times when standard modern English does in fact make changes to the form of words in order to make a subject/object relationship quite clear, as in

<i>subject</i>	<i>verb</i>	<i>object</i>
She (not ‘her’)	paid	him (not ‘he’)
He (not ‘him’)	paid	her (not ‘she’)
I (not ‘me’)	paid	them (not ‘they’)

It is worth noting that if case relationships are clear from the forms of words, word order is potentially less important. An English sentence such as ‘Him paid she’ may be very odd stylistically but it’s still reasonably clear who pays who(m)! Because German frequently changes the forms of words to indicate case relationships, unlike English it can quite naturally often put the object before the subject (e.g. for emphasis) without changing the basic meaning of a sentence. For example, there is nothing odd about either of the following replies to the question

**Was möchten Sie?**

- Ich möchte einen Stadtplan von Berlin.
- Einen Stadtplan von Berlin möchte ich.

## Adjectives

Adjectives describe nouns, e.g. ‘a *big* map, *good* day, *black-and-white* postcards’. The following sentence from Text 2

**Möchten Sie einen großen oder kleinen Stadtplan?**

contains two adjectives, *groß* (‘large’) and *klein* (‘small’). Immediately in front of the noun they describe, adjectives must have appropriate endings; away from their noun they do not, e.g.

**Ein Stadtplan ist groß.**

**Ein Stadtplan ist klein.**  
**Ich möchte einen großen Stadtplan.**

	masculine article	neuter adjective	feminine article	masculine adjective	feminine article	masculine adjective
<i>subject</i>						
nominative	<b>ein</b>	<b>kleiner*</b>	<b>ein</b>	<b>kleines*</b>	<b>eine</b>	<b>kleine*</b>
<i>object</i>						
accusative	<b>einen</b>	<b>kleinen</b>	<b>ein</b>	<b>kleines*</b>	<b>eine</b>	<b>kleine*</b>

\* These forms are given here for interest only: they have not yet occurred in context in the book and will therefore not be practised in this Lektion.

### Übung 2D

In all the sentences below the *masculine* noun is the item (object) you want, so 'a' is **einen**. When you slot in an adjective as well, the adjective also has to end in **-en** (see **einen kleinen** in the table above). Choose a plausible adjective from the following list to slot into each sentence, using up all four adjectives

**guten** 'good'; **starken** 'strong'; **großen** 'large'; **neuen** 'new'

- 1 Ich möchte einen \_\_\_\_\_ Stadtplan.
- 2 Haben Sie einen \_\_\_\_\_ Schnaps?
- 3 Ich möchte einen \_\_\_\_\_ Kaffee.
- 4 Ich möchte einen \_\_\_\_\_ Volkswagen.

Some very common expressions contain masculine words in the accusative case, e.g.

**Guten Tag! Guten Abend! Guten Morgen!**  
**Guten Appetit! Vielen Dank!**

These are in effect the object of 'I wish (you)' with the subject and verb omitted.

### Verbs

In Lektion eins we identified the dictionary form of verbs, i.e.

the 'base' form\*, as e.g.

<b>machen</b> (to do, make)	<b>zahlen</b> (to pay)
<b>mache</b>	<b>zahle</b>
<b>machen</b>	<b>zahlen</b>

the 'I' form as:

and the 'you' form as:

**ich**

**Sie**

**kosten**  
(to cost)

**kostet**  
(to cost)

In Lektion zwei we also now have

the 'he/she/it' form  
and the 'they' form

**das**  
**sie**

**macht**  
**machen**

**kosten**  
(to cost)

\* The 'base' form is also called the **INFINITIVE**.

The following table gives the *sequence* in which the various verb forms to date are generally presented:

	regular	<b>machen</b> (to do)	irregular	<b>haben</b> (to have)
I				
he/she/it	<b>ich</b>	<b>mache</b>	<b>ich</b>	<b>habe</b>
	<b>er/sie/es</b>	<b>macht</b>	<b>er/sie/es</b>	<b>hat</b>
we	<b>wir</b>	<b>machen</b>	<b>wir</b>	<b>haben</b>
they/you	<b>sie/Sie</b>	<b>machen</b>	<b>sie/Sie</b>	<b>haben</b>

Because most verbs undergo changes following the pattern indicated by **machen**, they are called 'regular' verbs. We will concentrate on using regular rather than irregular verbs for the time being.

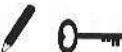
### Übung 2E

Translate the following, using the correct verb form. The 'base' or 'infinitive' form – which in some sentences needs to be changed along the lines indicated for **machen** above – is given in bold.

- 1 **bestellen** I'll order (literally: 'I order') coffee.
- 2 **zahlen** He's paying (literally: 'He pays').
- 3 **kosten** Four stamps cost two euros.
- 4 **kosten** A cup of tea costs ninety cents.
- 5 **machen** That makes ten euros fifty.
- 6 **bestellen** Are you ordering (literally: 'Order you') tea with milk?

- 7 **bestellen** Yes, I'm ordering ('I order') tea with milk.  
 8 **bestellen** She's ordering ('she orders') tea with lemon.

### Übung 2F



Provide the missing words (write out the numbers in words).

- 1 **Eine Ansichtskarte von Berlin kostet neunzig Cent.**

Drei \_\_\_\_\_ von Berlin \_\_\_\_\_.

- 2 **Zwei Postkarten nach England kosten einen Euro sechzig.**

Eine \_\_\_\_\_ nach England \_\_\_\_\_.

- 3 **Ein Brief\* nach Australien kostet drei Euro.**

\* For this word you will need to look up the meaning and plural form in the Glossary.

Drei \_\_\_\_\_ nach Australien \_\_\_\_\_.

- 4 **Zwei Stadtpläne von Frankfurt kosten neun Euro sechzig.**

Ein \_\_\_\_\_ von Frankfurt \_\_\_\_\_.

### Übung 2G



Fill in the verb endings.

- 1 Was kost \_\_\_\_\_ die Postkarte?
- 2 Was kost \_\_\_\_\_ eine Ansichtskarte?
- 3 Was kost \_\_\_\_\_ die Briefmarken?
- 4 Was kost \_\_\_\_\_ der Stadtplan?
- 5 Was kost \_\_\_\_\_ die Postkarten?
- 6 Was kost \_\_\_\_\_ Ansichtskarten?
- 7 Was kost \_\_\_\_\_ ein Brief nach Amerika?
- 8 Was kost \_\_\_\_\_ die Stadtpläne?

## Prepositions

Prepositions are generally found in front of nouns and pronouns, and are mostly used to indicate when, how or where. English examples:

*in London; to Berlin; on Tuesday; with great difficulty; before breakfast; after you ...*

**Von, nach, zu** are very common prepositions in German, and, as is the case with most common words, have a wide range of uses and therefore of meanings. So far we have met three of these uses:

**nach** Where the destination is a country, town or village, 'to' is usually expressed as **nach**, e.g.

**Was kostet eine Ansichtskarte nach Amerika?**

What does a postcard to America cost (i.e. what does it cost to send it?)

**von** can be used to mean 'of/from' in contexts such as **Haben Sie einen Stadtplan von Berlin?**

Do you have a map of Berlin?

**Von Berlin nach London**

From Berlin to London

**zu** If there is a choice of items at different prices, **zu** is used before the price(s) of the one(s) you want, e.g.

**Ich möchte sechs Briefmarken zu neunzig Cent.**

I would like six stamps @ 90 cents (each).

## Numbers 21–99 and prices

### Übung 2H



Practise reading the numbers in the table below from left to right in random combinations, following the pattern **einundfünfzig**, **dreiundzwanzig**, etc. German numbers under a million are written as one word!

1 ein*	und	zwanzig	20
2 zwei		dreiβig	30
3 drei		vierzig	40
4 vier		fünfzig	50
5 fünf	und	sechzig	60
6 sechs		siebenzig	70
7 sieben		achtzig	80
8 acht		neunzig	90
9 neun			

\* The number 1 used in isolation, e.g. when counting 'one–two–three', is **eins**.

Note that € 1,20 = **ein Euro zwanzig** (Euro is a feminine noun)

but € 21,00 = **einundzwanzig Euro**

and € 21,21 = **einundzwanzig Euro einundzwanzig** (Cent).

**Übung 2J**

Write in figures (following the example indicated) the prices spelt out below.

e.g. **ein Euro einundzwanzig** = € 1,21

- 1 **ein Euro vierundsechzig**
- 2 **fünf Euro zweiundzwanzig**
- 3 **drei Euro achtunddreißig**
- 4 **zehn Euro siebenundneunzig**
- 5 **sechs Euro sechsunddreißig**
- 6 **acht Euro neunundvierzig**
- 7 **zwei Euro fünfundsechzig**
- 8 **neun Euro vierunddreißig**
- 9 **vier Euro zweiundzwanzig**
- 10 **sieben Euro neunundneunzig**

**Übung 2K**

Use the answers to **Übung 2J** in the Key to write out numbers in words. Refer back to the original list in 2J above to check your spellings.

**Übung 2L**

Write out the following prices in words.

- |           |          |           |
|-----------|----------|-----------|
| 1 € 6,77  | 2 € 1,25 | 3 € 5,55  |
| 4 € 4,31  | 5 € 3,99 | 6 € 2,43  |
| 7 € 7,66  | 8 € 9,38 | 9 € 10,82 |
| 10 € 8,21 |          |           |

**Übung 2M**

If there is a choice of items at different prices, **zu** is used before the price(s) of the item(s) you want. Write out in figures *and* words the cost of each transaction.

- 1 **SIE:** Ich möchte sechs Briefmarken **zu** neunzig Cent.  
**VERKÄUFER:** Bitte schön, das macht \_\_\_\_\_.
- 2 **SIE:** Ich möchte fünf Briefmarken **zu** zwei Mark.  
**VERKÄUFER:** Bitte schön, das macht \_\_\_\_\_.

3 **SIE:** Ich möchte einen Stadtplan **zu** vier Euro zwanzig und zwei Ansichtskarten **zu** achtzig Cent.

**VERKÄUFER:** Bitte schön, das macht \_\_\_\_\_.

4 **SIE:** Ich möchte eine Telefonkarte **zu** fünfzig Euro und zwei Ansichtskarten **zu** zwei Euro zwanzig.

**VERKÄUFER:** Bitte schön, das macht \_\_\_\_\_.

**Übung 2N**

Try matching the following English and German sentences.

- 1 Would you like anything else?
- 2 Do you have a street plan (map of the city/town)?
- 3 Do you have stamps, too?
- 4 What does a postcard to Australia cost?
- 5 I would like two stamps @ 80 cents and three @ two euros twenty.

A **Haben Sie einen Stadtplan?**

B **Ich möchte bitte zwei Briefmarken zu achtzig Cent und drei zu zwei Euro zwanzig.**

C **Möchten Sie sonst noch etwas?**

D **Was kostet eine Postkarte nach Australien?**

E **Haben Sie auch Briefmarken?**

**Übung 2P**

If you succeeded in matching the above sentences correctly, cover up sentences A to E above and try translating 1 to 5 into German – either orally or (better still) in writing, too.

**Übung 2Q**

Read through Text 2 again at the beginning of this **Lektion**. Then try to write out the conversation below in the original order without referring back. Finally, check your written version with the original.

**VERKÄUFER:** Möchten Sie sonst noch etwas?

**SIE:** Guten Tag! Haben Sie einen Stadtplan von Berlin?

**VERKÄUFER:** Ja, wir haben auch Briefmarken.

**SIE:** Einen kleinen Stadtplan, bitte.

**VERKÄUFER:** Achtzig Cent.

- SIE: Ich möchte zwei Briefmarken zu achtzig Cent und zwei Briefmarken zu zwei Euro zwanzig. Was macht das?
- VERKÄUFER: Danke schön, zwanzig Euro! Und neun Euro fünfzig zurück.
- SIE: Ja, die vier schwarzweißen Ansichtskarten. Haben Sie vielleicht auch Briefmarken?
- VERKÄUFER: Der Stadtplan kostet zwei Euro fünfzig, vier Ansichtskarten kosten zwei Euro, vier Briefmarken eins sechzig plus vier vierzig – das macht zusammen zehn Euro fünfzig.
- SIE: Vielen Dank. Auf Wiedersehen!
- VERKÄUFER: Ja. Möchten Sie einen großen oder einen kleinen Stadtplan?
- SIE: Was kostet eine Postkarte nach Großbritannien?
- VERKÄUFER: Guten Tag! Bitte schön?
- SIE: Und nach Amerika?
- VERKÄUFER: Auf Wiedersehen!
- SIE: Bitte schön.
- VERKÄUFER: Zwei Euro zwanzig.

### 3 Rechts oder links?

#### Asking the way

##### Language activities

- stopping someone politely
- asking the way
- giving a telephone number

##### Language focus

- how and where
- **zu, zum, zur**
- useful destinations
- numbers 10 to 19, 1st to 10th

##### Learning strategies

- spotting questions and commands
- confirming you have understood



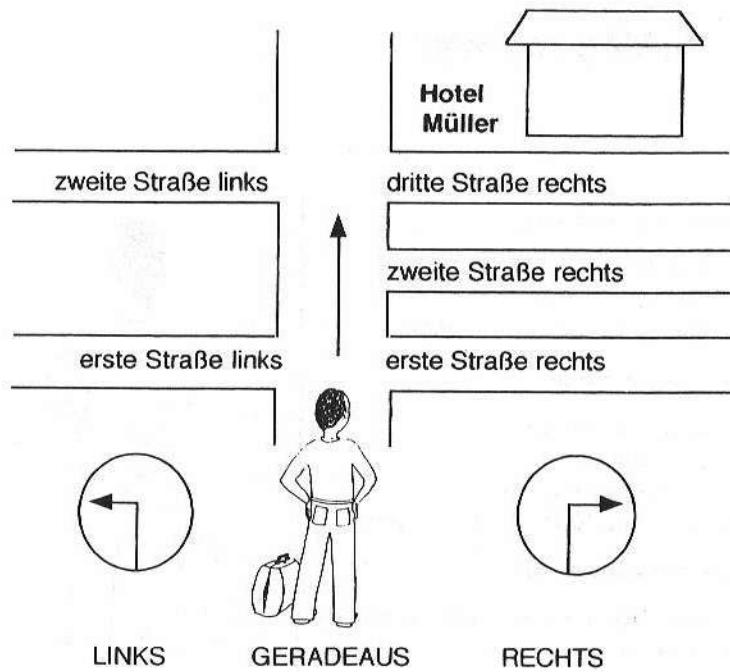
#### Text 3

##### *Montagnachmittag (1)*

After your successful purchase of a map, postcard and stamps, you feel confident enough to stop a passer-by and ask the way to your preferred hotel – a typical, family-run hotel, named after the owner, Müller. You politely stop the first friendly young face you meet – **einen freundlichen jungen Berliner** – and ask the way to the hotel. He first tells you to go straight ahead. To confirm what he says and to make sure you remember, you repeat the vital information: ‘Straight ahead?’ He confirms that you’ve got it right and proceeds with his instructions. After a little hesitation, he suggests you now take the third road on the right and that you will then find the

hotel on the left hand side of the street. You thank him and he wishes you a good time in Berlin.

### Das Hotel Müller ist auf der linken Seite



SIE: Entschuldigen Sie,<sup>2</sup> bitte!

BERLINER: Ja?

SIE: Wie<sup>3</sup> komme ich zum<sup>4</sup> Hotel Müller?

BERLINER: Gehen Sie geradeaus!<sup>5</sup>

SIE: Geradeaus?

BERLINER: Richtig.<sup>6</sup> Nehmen<sup>7</sup> Sie dann die zweite<sup>8</sup> – nein, Moment mal<sup>9</sup> – die dritte Straße rechts!

SIE: Die zweite Straße rechts?<sup>10</sup>

BERLINER: Nein, nicht die erste<sup>11</sup> und auch nicht die zweite sondern<sup>12</sup> die dritte Straße rechts!

SIE: Die dritte Straße rechts?

BERLINER: Ja, ganz richtig.<sup>13</sup> Und das Hotel Müller ist auf der linken Seite.<sup>14</sup>

SIE: Also:<sup>15</sup> dritte Straße rechts auf der linken Seite?

BERLINER: Ja, genau.<sup>16</sup>

SIE: Vielen Dank.<sup>17</sup>

BERLINER: Bitte schön. Viel Spaß<sup>18</sup> in Berlin!

SIE: Danke schön. Auf Wiedersehen!

BERLINER: Auf Wiedersehen!

### Notes

- 1 ‘Monday afternoon’
- 2 to stop someone politely you can either use a verb – as here (literally ‘excuse!’) – or a noun – **Entschuldigung!**
- 3 literally: ‘How come I ...?’, i.e. ‘How do I get to ...?’
- 4 **zum** or **zur** literally means ‘to the’
- 5 **gerade** means ‘straight’, **geradeaus** means ‘straight ahead’
- 6 ‘right, correct’
- 7 ‘take’
- 8 **zwei** = ‘2’, **zweite** = ‘2nd’; **drei** = ‘3’, **dritte** = ‘3rd’
- 9 ‘just a moment!’
- 10 **rechts** ≠ **links** ‘right’ ≠ ‘left’
- 11 **eins** = ‘1’, **erste** = ‘1st’
- 12 **nicht ... sondern**: ‘not ... but’
- 13 ‘quite right’
- 14 **auf der linken Seite** ≠ **auf der rechten Seite**: ‘on the left (side)’ ≠ on the right’
- 15 ‘so, therefore’ (NB English ‘also’ = German **auch**)
- 16 ‘exactly’
- 17 see **Lektion eins**
- 18 literally: ‘Much fun! = Have a good time, enjoy yourself’

### Übung 3A

Listed below are English equivalents of the nouns that occur in Text 3A above. Find their German equivalents in the Text and write them down, each with a capital letter and preceded by **der**, **das** or **die**.

<i>masculine</i>	<i>neuter</i>	<i>feminine</i>
thanks [singular in German]	hotel	side
moment		street
fun		

**Übung 3B**

Using Text 3 write German equivalents for the following sentences/phrases:

- 1 Go straight ahead.
- 2 Have a good time in Berlin.
- 3 Take the second street on the right.
- 4 Excuse me, please.
- 5 Yes, exactly.
- 6 Hotel Müller is on the left(-hand) side.
- 7 Not the second but the third street.
- 8 How do I get to Hotel Müller?
- 9 (That's) right.
- 10 Many thanks.

**Übung 3C**

There are many places you might wish to find the way to. If you have the recordings, listen to the words in addition to reading them and then do the exercise that follows.

*masculine*

a) der Bahnhof

d) der Parkplatz

g) der Flughafen

j) der Konzertsaal

m) der Dom

p) der Hafen

s) der Flohmarkt

v) der Campingplatz

y) der Zoo/Tiergarten

*neuter*

b) das Kino

e) das Theater

h) das Parkhaus

k) das Rathaus

n) das Krankenhaus

q) das Reisebüro

t) das Kaufhaus

w) das Freibad/

Hallenbad

z) das Schloss

*feminine*

c) die Post

f) die Apotheke

i) die Jugendherberge

l) die U-Bahn

o) die Bushaltestelle

r) die Oper

u) die Tankstelle

x) die Telefonzelle

ß) die Bank

Try *guessing* the meanings of some of the above words. Find German words above to match some or all of the English words below, entering the appropriate letters in the boxes.

1 bus-stop

6 youth hostel

2 town hall

7 hospital

3 train station

8 port/harbour

4 camping site

9 airport

5 cinema

10 cathedral

11 castle	<input type="checkbox"/>	20 theatre	<input type="checkbox"/>
12 concert hall	<input type="checkbox"/>	21 multi-storey car park	<input type="checkbox"/>
13 travel agent	<input type="checkbox"/>	22 swimming bath	<input type="checkbox"/>
14 fleamarket	<input type="checkbox"/>	23 chemist/drugstore	<input type="checkbox"/>
15 petrol/gas station	<input type="checkbox"/>	24 phone/call box	<input type="checkbox"/>
16 department store	<input type="checkbox"/>	25 bank	<input type="checkbox"/>
17 underground/subway	<input type="checkbox"/>	26 opera	<input type="checkbox"/>
18 post office	<input type="checkbox"/>	27 zoo	<input type="checkbox"/>
19 car park/parking lot	<input type="checkbox"/>		

**Übung 3D**

Here are some real addresses in Berlin. What do they refer to? Read through the English descriptions and try to match them with the German addresses (enter the appropriate letter after each of the numbers).

*masculine*

1 \_\_\_\_\_ der Kurfürstendamm

2 \_\_\_\_\_ der Reichstag

3 \_\_\_\_\_ Alexanderplatz

4 \_\_\_\_\_ Wannsee

*neuter*

5 \_\_\_\_\_ das Brandenburger Tor

6 \_\_\_\_\_ Schloss Charlottenburg

7 \_\_\_\_\_ das Pergamonmuseum

8 \_\_\_\_\_ das Operncafé

*feminine*

9 \_\_\_\_\_ die Philharmonie

10 \_\_\_\_\_ die Humboldt-Universität

11 \_\_\_\_\_ die Pfaueninsel

12 \_\_\_\_\_ die Nikolaikirche

(a) Berlin's best-known monument, seen on publicity material for the city.

(b) Berlin's oldest building, a 13th century church.

(c) Completed in 1894, this 'house of parliament' was set alight in 1933.

(d) A large lake in south west Berlin.

(e) An idyllic island, named after its peacocks.

(f) A modern concert hall, home of the Berliner Philharmonisches Orchester.

(g) The oldest of Berlin's universities but given this new name in 1949.

(h) A 17th century palace/castle in west Berlin.

(i) West Berlin's most distinguished boulevard.

(j) A square: gave its name to a novel, got its name from a Russian tsar.

- (k) Contains a magnificent collection of antiquities.
- (l) A rebuilt version of the Princesses' Palace, near an opera house and open for refreshments.

### **Preposition: zu**

When we last met **zu**, it meant '@', as in

**Fünf Briefmarken zu zwanzig Pfennig kosten eine Mark.**

**Zu** also means 'to' in many contexts. **Zum** and **zur** are shortened forms of **zu dem** and **zu der**.

'How do I get to the ...?' can therefore be either **Wie komme ich zum ...?** or **zu dem** or **Wie komme ich zur ...?** or **zu der**

Whether you use **zum** or **zur** depends on the gender of the noun you wish to refer to:

<i>masculine and neuter</i>	<i>feminine</i>
<b>der Bahnhof</b> → <b>zum Bahnhof</b>	<b>die Post</b> → <b>zur Post</b>
<b>das Hotel</b> → <b>zum Hotel</b>	

Here are two alternative ways of asking the way:

<b>Wie komme ich zur Post?</b>	or	<b>Zur Post, bitte?</b>
<b>Wie komme ich zum Bahnhof?</b>	or	<b>Zum Bahnhof, bitte?</b>
<b>Wie komme ich zum Hotel?</b>	or	<b>Zum Hotel, bitte?</b>

### **Übung 3E**

Write out all the enquiries in full in German.

- 1 **Entschuldigung! Zum** [Brandenburg Gate], **bitte?**
- 2 **Zum** [theatre], **bitte?**
- 3 **Zur** [youth hostel], **bitte?**
- 4 **Entschuldigen Sie, wie komme ich zur** [underground/subway]?
- 5 **Wie komme ich zum** [travel agent]?
- 6 **Wie komme ich zum** [airport]?
- 7 **Wie komme ich zur** [bus stop]?
- 8 **Zur** [opera], **bitte?**

### **Übung 3F**



Do the same with these: **Entschuldigen Sie, ...**

- 1 **wie komme ich** [to the museum]?
- 2 **wie komme ich** [to the post office]?
- 3 **wie komme ich** [to the airport]?
- 4 **wie komme ich** [to the chemist/drugstore]?
- 5 **wie komme ich** [to the Brandenburg Gate]?
- 6 **wie komme ich** [to the telephone kiosk]?
- 7 **wie komme ich** [to the underground/subway]?
- 8 **wie komme ich** [to the Pergamonmuseum]?
- 9 **wie komme ich** [to the department store]?
- 10 **wie komme ich** [to the youth hostel]?

### **Questions and commands**



Although in spoken German questions and commands sound very different, in written German they often look the same. Whether **Gehen Sie zum Bahnhof** ('Go you to the station') is a question ('Are you going to ...?') or command ('Go to ...!') is made clear only by the punctuation, so watch out for the question-mark or, for commands, an exclamation-mark or full-stop.

### **Übung 3G**



In spoken German a clear distinction is made through intonation (tone of voice): rising intonation for questions, falling for commands. For the following exercise you need the recording. Listen to the sentences below, repeat them and decide whether the sentence is a question (?) or command (!). Write ! or ? as appropriate at the end of each sentence.

- 1 **Nehmen Sie die dritte Straße rechts ...**
- 2 **Die dritte Straße rechts ...**
- 3 **Die dritte Straße rechts ...**
- 4 **Nehmen Sie Milch oder Zitrone ...**
- 5 **Nehmen Sie Milch ...**
- 6 **Gehen Sie zum Alexanderplatz ...**
- 7 **Gehen Sie zum Kurfürstendamm ...**
- 8 **Kaufen Sie einen Stadtplan ...**
- 9 **Kaufen Sie zwei Stadtpläne ...**

- 10 Nehme ich die erste Straße rechts ...
  - 11 Nehmen Sie die dritte Straße rechts ...
  - 12 Entschuldigen Sie bitte ...
  - 13 Oh, entschuldigen Sie ...
  - 14 Gehen Sie zum Bahnhof ...
  - 15 Gehen Sie zum Bahnhof ...
  - 16 Gehen Sie geradeaus ...
  - 17 Gehen Sie geradeaus ...

## Who...?

Instead of saying (a) How do I get to ...?  
 you could of course say (b) Where is ...?  
 or (c) Where is the (nearest) ...? e.g.

	masculine	neuter
(a) Wie komme ich <b>zum</b> Parkplatz?		<b>zum</b> Parkhaus?
(b) Wo ist <b>der</b> Parkplatz?		<b>das</b> Parkhaus?
(c) Wo ist <b>der nächste</b> Parkplatz?	<b>das nächste</b>	Parkhaus?
	feminine	
(a) Wie komme ich <b>zur</b> Apotheke?		
(b) Wo ist <b>die</b> Apotheke?		
(c) Wo ist <b>die nächste</b> Apotheke?		

Übung 3H

Say and write out the following sentences in German

- 1 **Wo ist** [the Kurfürstendamm]?
  - 2 **Wo ist** [the airport]?
  - 3 **Wo ist** [the youth hostel]?
  - 4 **Wo ist** [the Pergamon Museum]?
  - 5 **Wo ist** [the flea market]?
  - 6 **Wo ist** [the harbour]?

More tentatively, you might ask:

	<i>masculine</i>	<i>neuter</i>	<i>feminine</i>
<b>Wo ist (hier)</b>	<b><i>ein Parkplatz?</i></b>	<b><i>ein Parkhaus?</i></b>	<b><i>eine Apotheke?</i></b>

Übung 3J

Say and write the following sentences in German:

- 1 **Wo ist hier** [a phone/call box]?
  - 2 **Wo ist hier** [a petrol/gas station]?
  - 3 **Wo ist hier** [a cinema]?
  - 4 **Wo ist hier** [a camping site]?
  - 5 **Wo ist hier** [the nearest hotel]?
  - 6 **Wo ist hier** [the nearest post office]?
  - 7 **Wo ist hier** [the nearest station]?
  - 8 **Wo ist hier** [the nearest swimming bath]?

## **Ordinal numbers 1st–10th**

First, second, third, etc. in German generally function like adjectives in front of nouns and therefore need appropriate endings. The general rule for forming an ordinal number is:

cardinal + t + ending    e.g. **die zweite (zwei+t+e) Tasse.**  
the second cup

The basic form, to which endings have to be added, of the ordinal numbers 1st–10th is listed below. Exceptions to the general rule are indicated in italic.

<i>cardinal</i>	<i>ordinal</i>
<i>ein(s)</i>	<i>erst-</i> [+ ending]
<i>zwei</i>	<i>zweit-</i>
<i>drei</i>	<i>dritt-</i>
<i>vier</i>	<i>viert-</i>
<i>fünf</i>	<i>fünft-</i>
<i>sechs</i>	<i>sechst-</i>
<i>sieben</i>	<i>siebt-</i> (less often: <i>siebent-</i> )
<i>acht</i>	<i>acht-</i>
<i>neun</i>	<i>neunt-</i>
<i>zehn</i>	<i>zehnt-</i>

Übung 3K

Read through the above list several times, then cover up the ordinals. Write down the ordinal form of each. Then uncover and check.

A dot after a cardinal number in German indicates that it is to be read as an ordinal

e.g.	<b>die 6. Straße</b>	=	<b>die sechste Straße</b>
	<b>der 3. Mann</b>	=	<b>der dritte Mann</b>
	<b>Henry VIII.</b>	=	<b>Heinrich der Achte</b>
	<b>Elizabeth II.</b>	=	<b>Elisabeth die Zweite</b>
	<b>die 2. Tasse Tee</b>	=	<b>die zweite Tasse Tee</b>

### Übung 3L

Re-write the following phrases, using words for the ordinals. All your ordinals should *here* have the ending *-e* (although this is not always the case).

- |                         |                       |
|-------------------------|-----------------------|
| 1 das 1. Hotel          | 6 der 9. Bahnhof      |
| 2 der 5. Zoo            | 7 die 10. Apotheke    |
| 3 der 3. Parkplatz      | 8 die 8. Tankstelle   |
| 4 die 7. Jugendherberge | 9 das 6. Reisebüro    |
| 5 das 4. Kaufhaus       | 10 der 2. Konzertsaal |

### Cardinal numbers 0–19

<b>0 null</b>	<b>10 zehn</b>
<b>1 ein(s)</b>	<b>11 elf</b>
<b>2 zwei</b>	<b>12 zwölf</b>
<b>3 drei</b>	<b>13 dreizehn</b>
<b>4 vier</b>	<b>14 vierzehn</b>
<b>5 fünf</b>	<b>15 fünfzehn</b>
<b>6 sechs</b>	<b>16 sechzehn</b>
<b>7 sieben</b>	<b>17 siebzehn</b>
<b>8 acht</b>	<b>18 achtzehn</b>
<b>9 neun</b>	<b>19 neunzehn</b>

### Übung 3M

Add up the numbers in each of the three columns below, and write the answers in full in German.

(a) <b>siebzehn</b>	<b>dreizehn</b>	<b>elf</b>
<b>sechzehn</b>	<b>achtzehn</b>	<b>fünfzehn</b>

### Übung 3N

When German telephone numbers – **Telefonnummern** – are spoken, the digits are often given in pairs, as indicated below. Write the appropriate phone numbers in digits.

- |  |       |
|--|-------|
| (a) <b>null-siebenundsiebzig-zwanzig-sechzehn</b>          | ----- |
| (b) <b>fünf-elf-achtzehn-achtunddreißig</b>                | ----- |
| (c) <b>sieben-zweiundsiebzig-siebzehn-siebenundvierzig</b> | ----- |
| (d) <b>eins-sechsundvierzig-fünfunddreißig-null neun</b>   | ----- |
| (e) <b>drei-vierundsechzig-neunzig-zwölf</b>               | ----- |

### Übung 3P

Write down your home and office telephone numbers or two other phone numbers important – **wichtig!** – for you, and practise them out loud in German until you can say them quickly without having to think!

**Meine erste wichtige Telefonnummer ist:**  
**Meine zweite wichtige Telefonnummer ist:**

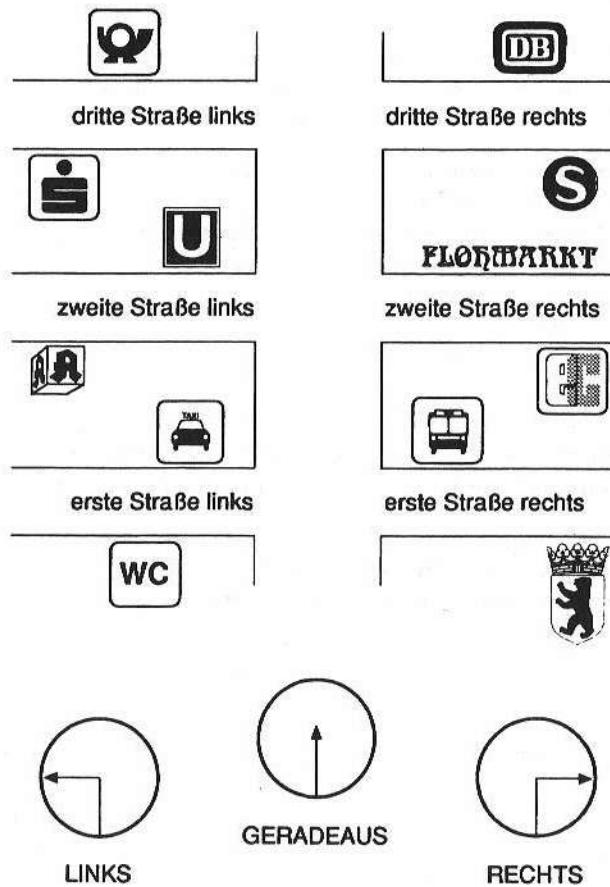
### Übung 3Q

In the dialogue below you are asking a friendly young woman – **eine freundliche junge Berlinerin** – the way to the nearest bus stop. Construct and read out aloud your own dialogues using the same basic text but changing the words in bold as necessary so that each of your dialogues gets you to where you need to go, i.e.

- die nächste Bushaltestelle** [sign: Bus]
- die nächste U-Bahn-Station** [sign: U]
- der Flohmarkt** [sign: Flohmarkt]
- der Bahnhof** [sign: DB = Deutsche Bahn, German Rail]
- die nächste Bank** [Eurocheque sign]
- die nächste Sparkasse** [sign: dotted S = municipal savings bank]
- die nächste Post** [sign: posthorn]
- die nächste Apotheke** [sign: A]

**das Rathaus** [sign: Berlin bear = the city's coat of arms]  
**die nächste S-Bahn-Station** [sign: S]  
**der nächste Taxi-Stand** [sign: taxi]  
**eine Toilette** [sign: WC]

The locations are all indicated on the following plan.



SIE: Entschuldigen Sie, bitte!  
BERLINERIN: Ja?  
SIE: Wo ist die nächste Bushaltestelle?  
BERLINERIN: Gehen Sie hier geradeaus!  
SIE: Hier geradeaus?  
BERLINERIN: Richtig. Nehmen Sie dann die erste Straße rechts!  
SIE: Die erste Straße rechts?

BERLINERIN: Ganz richtig. **Die Bushaltestelle** ist auf der **linken** Seite.

SIE: Also: die **erste** Straße **rechts** auf der **linken** Seite?  
BERLINERIN: Ja, genau.  
SIE: Vielen Dank.  
BERLINERIN: Bitte schön. Viel Spaß in Berlin!  
SIE: Danke schön. Auf Wiedersehen!  
BERLINERIN: Auf Wiedersehen!

# 4 Zimmer mit Dusche

## A place to stay

### Language activities

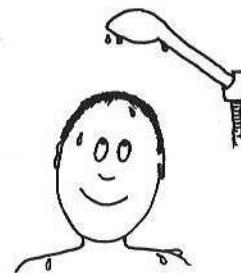
- booking accommodation
- specifying dates and months
- giving personal information

### Language focus

- 'How's' your name (etc.)?
- adjectives + nouns
- *my* and *your*
- numbers 11th to 99th

### Learning strategies

- finding genders in longer nouns
- scrambling a text



### Text 4

#### Montagnachmittag (2)

You have found your way to Hotel Müller and ask the receptionist for a quiet room. She asks you whether you want a single or double room and if you want it with bath or with shower. You plump for the cheaper. You say how long you want to stay and give the dates. The receptionist fills in a registration form with your name, nationality, passport number and place of residence, and asks you how you wish to pay. You sign the form, are given your room number and key and are told how to get to your room on the first (US: second) floor: either up the stairs or via the lift (US: elevator). You have a very heavy suitcase, so you take the lift.

- SIE: Guten Tag!  
 EMPFANGSDAME: Guten Tag!  
 SIE: Haben Sie ein ruhiges<sup>1</sup> Zimmer frei?<sup>2</sup>  
 EMPFANGSDAME: Möchten Sie ein Einzelzimmer oder ein Doppelzimmer?  
 SIE: Ein Einzelzimmer, bitte.  
 EMPFANGSDAME: Möchten Sie mit Bad oder mit Dusche?  
 SIE: Was kostet ein Zimmer mit Bad?  
 EMPFANGSDAME: Mit Bad € 80,- und mit Dusche € 72, -. Ich nehme das Zimmer mit Dusche.  
 SIE: Für wie lange,<sup>3</sup> bitte?  
 EMPFANGSDAME: Für fünf Nächte<sup>4</sup> – bis zum<sup>5</sup> 11. Mai.  
 SIE: Ja, das geht.<sup>6</sup>  
 EMPFANGSDAME: Schön.  
 SIE: Also von heute<sup>7</sup> – vom 6. Mai – bis zum 11. Mai.  
 EMPFANGSDAME: Ganz richtig.  
 SIE: Wie<sup>8</sup> ist Ihr<sup>9</sup> Name, bitte?  
 EMPFANGSDAME: Peter Bennett. Mein<sup>10</sup> Nachname ist Bennett: B-E-NN-E-TT, mein Vorname<sup>11</sup> ist Peter: P-E-T-E-R.  
 SIE: Woher kommen Sie?<sup>12</sup>  
 EMPFANGSDAME: Ich bin<sup>13</sup> Engländer.<sup>14</sup>  
 SIE: Wie ist Ihre Passnummer, bitte?  
 EMPFANGSDAME: Meine Passnummer ist 22 45 12 13 E.  
 SIE: Wo wohnen Sie?<sup>15</sup>  
 EMPFANGSDAME: Ich wohne in York: Y-O-R-K.  
 SIE: Und wie möchten Sie zahlen?<sup>16</sup>  
 EMPFANGSDAME: Mit Kreditkarte.  
 SIE: Ihre Unterschrift,<sup>17</sup> bitte.  
 EMPFANGSDAME: Vielen Dank. Das ist Ihr Zimmerschlüssel. Ihre Zimmernummer ist 18 – im ersten<sup>18</sup> Stock. Die Treppe ist geradeaus. Haben Sie viel<sup>19</sup> Gepäck?  
 SIE: Ich habe einen sehr schweren<sup>20</sup> Koffer.  
 EMPFANGSDAME: Dann nehmen Sie hier links den Fahrstuhl!<sup>21</sup> Zimmer 18 ist das vierte Zimmer auf der rechten Seite.

#### Notes

1 **ruhig** = 'quiet, peaceful'

2 'free'

- 3 'for how long?'
- 4 the singular would be **eine Nacht**
- 5 '(up) until the'
- 6 literally: 'That goes = that's OK, we can manage that'
- 7 'today'
- 8 literally: 'How (= what) is your name?'
- 9 'your'
- 10 'my'
- 11 **Vorname/Nachname:** as free-standing prepositions, **vor** means 'before' and **nach** 'after'
- 12 'Where do you come from?' You might also (more formally) be asked **Wie ist ihre Nationalität?**
- 13 'I am'. Note that German does not normally use **ein/eine** before nouns of nationality
- 14 literally: 'Englishman'. A woman would say **Engländerin**. For further nationalities, see **Lektion acht**
- 15 'Where do you live?' On the actual form, the noun **Wohnort** appears = 'place of residence'
- 16 'how would you like to pay?' Both **zahlen** and **bezahlen** are used
- 17 'signature'. A verb could have been used instead here, viz. **Unterschreiben Sie, bitte!** – 'Please sign'
- 18 Germany uses the same numbering system for floors/storeys as does e.g. the UK: first floor is the floor above ground floor
- 19 'much, a lot of'
- 20 'heavy'
- 21 there are three possibilities here in German: **der Fahrstuhl, der Aufzug, der Lift**

If you were booking a room over the phone rather than in person, you might be asked for your credit card number and the card's expiry date 

**EMPFANGSDAME:** Und wie ist Ihre Kreditkartennummer, bitte?  
**SIE:** 4552 9118 5727 6336.  
**EMPFANGSDAME:** Bis wann ist Ihre Karte gültig?  
*Until when is your card valid? [i.e. What is the expiry date?]*  
**SIE:** Bis Oktober zweitausendundzehn

### Übung 4A

Find equivalents in Text 4 for the following nouns. Write them, each with a capital letter, in three columns and preceded by **der**, **das** or **die**. When you have finished, your German nouns should appear in alphabetical order in each column.

<i>masculine</i>	<i>neuter</i>	<i>feminine</i>
thanks	bath	shower
Englishman	double room	receptionist [female]
lift	single room	credit card
suitcase	luggage	night
May	room	nationality
surname		number
name		passport number
floor, storey		side
first name		stairs [singular in German]
place of residence		signature
room key		

### Übung 4B

Find German equivalents in Text 4 for the following sentences/phrases.

- 1 Where do you come from?
- 2 Where do you live?
- 3 How would you like to pay?
- 4 Do you have a quiet room free?
- 5 My surname is ...
- 6 Your signature, please.
- 7 I have a very heavy suitcase.
- 8 This is your room key.
- 9 The stairs are straight ahead.
- 10 Would you like a room with bath or shower?

### Compounds

Words are more often written together in German than in English to produce compounds. English is more likely to keep words separate or use hyphens to connect them, e.g.