

SIXTH EDITION

Jamie Rankin

WIEDERHOLEN UND ANWENDEN

HANDBUCH

ZUR DEUTSCHEN

GRAMMATIK

SIXTH EDITION

Handbuch zur deutschen Grammatik

WIEDERHOLEN UND ANWENDEN

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To the Student

If you have already learned some German, perhaps during several years of high school courses, in a college-level introductory program, or even on your own through online media, and you want to deepen your knowledge of German, this book is designed to help you do that. For language learners who do well on grammar tests but have trouble expressing themselves spontaneously in speaking and writing, this book has a wide range of interactive exercises for communicative use. For language learners who can already speak and write, but are not as proficient as they'd like to be, and are unsure of the rules underlying the grammatical structures they want to use, the book provides in-depth explanations of the syntax and grammar points used in everyday conversation as well as more formal modes of expression.

Here is what you will find in each chapter:

- **Grammatik.** The explanations of grammar are broken down into individual points, with examples in German that are glossed in English. Each chapter has a cultural focus for these examples, which is to say, the examples are “about something” in the context of each chapter, rather than randomly chosen bits of unrelated information. There are extensive cross-references in each section, so that you can easily find and review grammatical points that may not be clear to you.
- **Wortschatz.** This section is designed to expand your working vocabulary by focusing on contextually related words. In some chapters, the words revolve around a particular communicative function (for example, all the various ways that German has for saying *to go to . . .* [Chapter 6]); in others, explanations are provided for words that have different nuanced meanings in English and German.
- **Übungen.** The exercises in this section allow you to work on the grammar as well as the vocabulary in the **Wortschatz** section, using a variety of approaches. There are tasks for matching forms and meaning, tasks that have you complete sentence stems, fill-in-the-blank kinds of tasks, as well as open-ended tasks that allow you to express your own ideas about a topic, using the grammar and vocabulary explained in the chapter.
- **Anwendung.** These tasks are specifically designed for classroom use, so you can interact with people in a class, or via Skype, or by any other means that lets you listen and respond to real people using real language.
- **Schriftliche Themen.** The exercises in this section foster competence in your written expression by incorporating new grammatical structures and vocabulary into your

writing style. By guiding you through the processes of writing—giving you tips on what to include, how to structure your writing, how to improve it once you have a draft, and providing idioms that will allow you to express your ideas in a culturally appropriate way—the assignments will help you grow in your ability to express yourself clearly and accurately.

- **Zusammenfassung.** Every chapter includes a brief summary of the most important grammatical rules explained in it, along with graphs and tables (**At a glance**) that provide a visually focused reference for the forms and words you need to know from the chapter.

The chapters themselves cover the grammar of German in a modular way. If you need to learn more about adjective endings, they are all covered in one chapter. If you're unsure how to form the passive voice or the subjunctive mood, those are explained in their respective chapters. The same is true for negation; comparative and superlative forms; each of the verb tenses; and every other topic that you'll need to know. All that to say: The book is designed to be a learning tool as well as a reference tool, so you can easily go back and review the topics you need to work on.

Components of the Program

The *Handbuch zur deutschen Grammatik* consists of the core textbook that you have in your hands, the *Arbeitsheft* or Student Activities Manual, as well as a Premium Website. On the Premium Website you will find the audio files for the *Arbeitsheft*, auto-graded web quizzes, as well as some animated German grammar tutorials that walk you through some basic German grammar topics.

Learning Vocabulary

Increasing your vocabulary is one of the most important things you can do at this point in your acquisition of German. You will find that the level of sophistication and precision of your spoken and written German depends in large measure on the range of words and idiomatic phrases at your disposal. Since many of the activities in this book are open-ended, it is impossible to predict all the words you will need. But you will be able to expand your repertoire of useful vocabulary by making good use of the suggested vocabulary (*Vokabelvorschläge*), themes (*Themenvorschläge*), and conversational gambits (*Redemittel*) that accompany many of the activities.

Here are a few tips for learning vocabulary:

- Find a way to give yourself multiple exposures to new words—paper flashcards with German on one side, your own language on the other; online flashcards that you can create and manipulate yourself; online vocabulary systems that let you recycle new words randomly, or better, that detect which words you don't know and repeat them more often than others.
- Use whatever review system works for you a little bit every day—rather than trying to cram vocabulary just before a quiz or test, which may help you in the short run, but will not lead to deep processing and retention.

- As you learn new words and review the words you've learned, don't just glance at a word and say to yourself, "Yeah, I know that one." Instead, use as many modalities as you can to review it: say it out loud; picture it in your imagination, if it's something that can be visualized; use it in a few short sentences, either spoken or written, making use of whatever grammar you happen to be learning at the same time. In other words, allow yourself to process it as deeply as possible; the more modalities you use, the more connections you create that will help you remember it.

Learning Grammar

If your goal is to communicate in German through speaking or writing, then the grammar in this book should not be learned in isolation or merely for its own sake. You can, of course, work on particular grammar structures by consciously using them when talking or writing about things you have read, heard, or experienced—just as the examples found in the chapters all make use of the **zum Beispiel** cultural topics. You can also practice listening for particular structures when people speak or when you work with the SAM Audio Program that accompanies the Student Activities Manual. These habits will help you reach what should be your goal: meaningful, accurate communication in German.

Acknowledgments

As long as *Handbuch zur deutschen Grammatik* continues to be published, anyone working with it—including this co-author—should be mindful of the vision, insight, and sheer hard work that Larry Wells poured into it from the very beginning. For that we must all be grateful. It is my hope that he would be pleased with this Sixth Edition (not to mention excited that it has continued to thrive long after its beginning). Of course, he would be surprised at much of what you see here: when the book was first written, cell phones were the size of shoeboxes, e-mail was exotic, .mp3s did not exist, and the fall of the Berlin wall was fresh in everyone’s memory. No one had heard even rumors of a spelling reform, so that **dass** was still spelled **daß**. Much has changed, indeed, yet the approach to language teaching that has informed *Handbuch zur deutschen Grammatik* from the beginning has proven its usefulness and validity over the years since the book’s first appearance. This is the crux of the revision here: clarifying the grammatical nuances, strengthening the ties between language and culture, and updating the cultural and socio-pragmatic aspects of the text, providing relevant vocabulary, and stressing that all of this is done in the service of communicating in a meaningful, effective way.

It takes many people to produce a book, and a grammar textbook is no exception. I am grateful to my students and colleagues at Princeton University for their continuing input—in particular to Prof. Robert Ebert for his comments on successive drafts of the word-order sections, which were substantially rewritten for the Third Edition, and to Prof. Tom Levin for his help in identifying *Metropolis* as a useful component of Chapter 22. I want to thank Jason Adams for his enthusiastic contributions to the soccer terminology in Chapter 11; Jon Keller and Sean Rubin for their suggestions on how to squeeze *Harry Potter* into a graph of adjective endings; and Jens Klenner, Hannes Mandel, Julian Petri, Mareike Stoll, and Petra Spies for providing native-speaker intuitions on several critical questions of current usage. I am indebted to the editors, artists, designers, and assistants who were involved in this undertaking. I especially want to acknowledge the help of Senior Content Developer, Harriet C. Dishman, for her tireless and insightful attention to so many levels of detail in the development of this edition.

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—Jamie Rankin

zum Beispiel

Märchen



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Märchen: The fairy tales used throughout this chapter were voted the most popular in a survey conducted in 2010 by **Südwestrundfunk**, a regional broadcasting corporation serving Baden-Württemberg and Rheinland-Pfalz, for their online readers. The top 10 list reads as follows: **Aschenputtel; Schneewittchen; Sterntaler; Der gestiefelte Kater; Rumpelstilzchen; Die Bremer Stadtmusikanten; Frau Holle; Der Froschkönig; Das hässliche Entlein; Hänsel und Gretel.** Some of these you no doubt know, but some are probably unfamiliar. Nine of them are used in this chapter as grammar examples. Given the clues from the examples, can you determine which one is missing?

Grammatik

The most prominent feature of German word order is the position of the verb. Each of the three major clause types in German—main clause, question, and subordinate clause—requires the conjugated verb to occupy a different place within the clause, which can differ considerably from English.

Main clause

Auf dem Fest **verliert** Aschenputtel
ihren Schuh.

*At the ball, Cinderella **loses**
her shoe.*

Question

Lügt der gestiefelte Kater immer?

*Does Puss-in-Boots always **lie**?*

Dependent clause

..., dass alle vier Tiere nach Bremen **gehen**.

*... that all four animals **go to**
Bremen.*

But although the verb position varies from clause to clause, it is consistent within each clause type. It is important to remember which kind of clause you are constructing and how that dictates both the constraints and possible variations for word order within it.

1.1

WORD ORDER IN MAIN CLAUSES

A *main clause* statement in German normally consists of at least two, and up to five, basic components: (1) an initial element, referred to as the *front field*, followed by (2) a conjugated verb (these two are required to form a main clause); and then, as needed, (3) an assortment of noun and pronoun subjects and objects along with any accompanying modifiers, known as the *middle field*; all of which is followed by (4) any past participles or dependent infinitives associated with the conjugated verb. It is this split between the verbal elements and the way that they “surround” the middle field that leads to the term *verbal bracket*. On occasion, (5) an additional element is added after the end of the verbal bracket; this is sometimes called the *end field* (see below).

A. Elements in the front field

1. The *front field*, that is, the first element in a German sentence, is very often the grammatical subject.

Die Stiefmutter hat zwei Töchter.

The stepmother has two daughters.

Sie sind äußerlich schön aber
innerlich grausam.

*They are outwardly beautiful, but
inwardly cruel.*

2. Words directly modifying the first element are considered part of it and therefore remain in the front field.

Der Sohn *des Königs* sucht eine Frau. *The son of the king is looking for a wife.*
Das Fest *im Schloss* soll drei Tage dauern. *The celebration in the castle is supposed to last for three days.*

3. German speakers often put adverbial expressions or prepositional verbal complements (see Reference Chapter 3 [R.3]) in first position for the sake of style or emphasis, or to draw attention to this information as the actual “topic” of the statement. When this happens, the subject, which would normally be in first position, moves to a position after the conjugated verb. **NOTE:** Adverbial first elements are not set off by a comma in German, as they may be in English.

Auf das Fest freuen sich alle Mädchen. *All the girls are looking forward to the celebration.*
(prepositional verbal complement)
Vorher muss Aschenputtel geeignete Kleidung dafür finden. *Before that, Cinderella must find appropriate clothes for it.*
(adverbial modifier)
Leider haben die Stiefschwester ihr alles weggenommen. *Unfortunately, the stepsisters have taken everything away from her.*
(adverbial modifier)

4. When direct and indirect objects, infinitives, and past participles appear in the front field, they have particularly strong emphasis. This emphasis is usually woven into the discourse context—for example, to answer a question, or to pick up on something mentioned in a previous statement, or to correct a mistake.

Dem armen Mädchen gibt der Vogel im Baum ein Kleid und Schuhe. *The bird in the tree gives the poor girl a dress and shoes.*
(indirect object)
Einen Schuh findet der Prinz auf der Treppe. *The prince finds a shoe on the stairs.*
(direct object)
Tanzen will der Prinz nur mit Aschenputtel. *The prince wants to dance only with Cinderella.*
(infinitive)
Gefunden hat er sie zu Hause. *He found her at home.*
(past participle)

5. Not just *any* element can appear first in a main clause, however. German speakers tend to avoid object pronouns such as **es**, **ihn**, **sie**, or **uns** in this position when these are unstressed, that is, when they merely repeat information from a previous utterance instead of conveying new or highlighted information. Similarly, the reflexive pronoun **sich** (see 10.1) and the negation element **nicht** (see 7.2) cannot stand alone in the front field.
6. Both in spoken and written German, there are words and phrases at the beginning of an utterance that are not considered part of the front field; they are set off by a comma to show this syntactic separation. Common examples are **ja** and **nein**.

Ja, Disney hat auch eine Version davon gemacht. *Yes, Disney also made a version of it.*
Nein, das Ende der alten Version ist nicht wie im Disney-Film. *No, the ending of the old version is not like the Disney film.*

There are also several idiomatic phrases that function as a kind of introduction to what follows, and are therefore not included in the front field.

Im Gegenteil , die alte Version endet mit einer brutalen Strafe.	<i>On the contrary, the old version ends with a violent punishment.</i>
Kurzum , sie betont Gerechtigkeit mehr als Magie und Zufriedenheit.	<i>In short, it emphasizes justice more than magic and happiness.</i>
Sehen Sie , heute finden viele Eltern die alte Version zu brutal für Kinder.	<i>You see, today many parents find the old version too violent for children.</i>
Wie gesagt , das Märchen endet mit Blindheit und Schmerzen.	<i>As I said, the fairy tale ends with blindness and pain.</i>
Wissen Sie , ich bin mir nicht sicher, was andere Leute denken.	<i>You know, I'm not sure what other people think.</i>
Aber unter uns gesagt , ich würde es kleinen Kindern nicht so erzählen.	<i>But between you and me, I wouldn't tell it to children like that.</i>

B. Position of the conjugated verb

1. The second sentence element in a main clause is normally the conjugated verb (V_1), regardless of which element occupies first position.

„ Du bist die Schönste im ganzen Land.“	} “You are the fairest in all the land.”
„ Die Schönste bist du im ganzen Land.“	
„ Im ganzen Land bist du die Schönste.“	

2. Even if the first sentence element is a subordinate clause, the conjugated verb of the following main clause is still in second position within the overall sentence.

1	2
Obwohl Schneewittchen einen giftigen Apfel isst , bleibt sie nicht lange tot.	
<i>Even though Snow White eats a poisonous apple, she doesn't remain dead for long.</i>	

3. The same applies to very short first elements, such as **dann**.

Dann kommt ein Prinz vorbei und sieht sie im Sarg.	<i>Then a prince comes along and sees her in the coffin.</i>
---	--

4. For purposes of word order, when two main clauses are connected by a coordinating conjunction (**aber, denn, oder, sondern, und**) (see R.2), the conjunction is not considered a first element of the second clause; thus the position of the conjugated verb in the second clause does not change.

Die böse Königin geht zur Hochzeit, aber dort stirbt sie.	<i>The wicked queen goes to the wedding, but she dies there.</i>
---	--

C. Elements in the middle field

1. The bracket formed by the conjugated verb (V_1) and verbal elements that appear later in the sentence (V_2) marks the boundaries of the *middle field*. The middle field includes subject nouns and pronouns if they are not in the front field, object nouns and pronouns (accusative and dative, including reflexive pronouns), negation elements, adverbial modifiers, and verbal complements.

2. If the subject of the main clause is not the first element, it usually appears at (or near) the beginning of the middle field. Subject *pronouns* must stand directly after V_1 . Subject *nouns* can be preceded by unstressed personal pronouns or, if the subject is to be emphasized, by other elements as well.

Dann begegnete dem Mädchen **ein armer Mann** ... *Then the girl met a poor man ...*
 Dem armen Mann hat **sie** ihr letztes Stück *To the poor man she gave her last*
 Brot gegeben. *piece of bread.*

3. The order of dative and accusative objects in the middle field (see 5.4 and 5.5) is determined in general by the level of emphasis desired: *The later one of these objects appears in the middle field, the greater the emphasis it receives.* In practice this means:

- A pronoun object appears *before* a noun object.

Der junge Mann gab **ihm die neuen Stiefel**. *The young man gave him the new boots.*
 Der junge Mann gab **sie dem Kater**. *The young man gave them to the cat.*

- With two noun objects, the one being emphasized appears second.

Der gestiefelte Kater erzählte **den Leuten** *Puss-in-Boots told the people a lie.*
eine Lüge.

Die Leute erzählten dann **die Lüge dem König**. *The people then told the lie to the king.*

Some textbooks state that in such cases, the dative noun object should always precede the accusative noun object, but this oversimplifies the matter. If the accusative noun has already been mentioned (e.g., **Lüge** in the example above), and the speaker prefers to repeat it rather than use a pronoun, it should come first, thereby emphasizing the second noun, which is the dative indirect object (**König**).

A: Was hat der Kater mit **den Rebhühnern** *What did the cat do with the*
 gemacht? *partridges?*

B: Der Kater hat **die Rebhühner dem König** *The cat gave the partridges to*
 geschenkt. *the king.*

4. If both objects are personal pronouns, the accusative pronoun comes first, regardless of emphasis.

A: Wann denn? *When (did he do that)?*

B: Er hat **sie ihm** gleich gegeben. *He gave them to him right away.*

5. When they appear in the middle field, adverbial elements have no rigidly fixed position, though a general default order shows adverbials of manner coming after other adverbial elements. Many textbooks invoke the “TMP” rule (Time–Manner–Place) here, but this is an oversimplification. Phrases that indicate “Place” are very often verbal complements that specify direction or location in a way that is required by certain verbs, such as **stellen (sie stellt das + auf den Tisch)** and **wohnen (er wohnt + zu Hause)**. Verbal complements *always* appear after other adverbials, hence the common assumption that “Place” follows “Time” and “Manner.” But when “Place” is not a verbal complement, it can precede “Manner,” as in this example:

Der Kater hat **am See** (= wo) **ganz listig** *The cat negotiated quite cunningly at*
 (= wie) verhandelt. *the lake.*

NOTE: The important thing to remember is the *emphasis rule*: The adverbial element to be stressed appears after elements that are less emphasized within the middle field, but never after verbal complements, including “Place” complements.

6. For rules concerning the position(s) of **nicht**, see 7.2.
7. Information that is required to “complete” the meaning of certain verbs (as in the examples in point 5 above) appears at the very end of the middle field. These *verbal complements* immediately precede V_2 (see D.1 below) or stand as the final element in a main clause with no V_2 . Here are the most common types of verbal complements.

- Predicate nominatives (see 5.3):

Die Frau war die Tochter eines Müllers .	<i>The woman was the daughter of a miller.</i>
---	--

- Directional modifiers:

Der König brachte die Frau in eine Kammer .	<i>The king brought the woman into a chamber.</i>
--	---

- Separable prefixes (see R.5):

Jede Nacht kam das kleine Männlein zurück .	<i>Every night the little man returned.</i>
--	---

- Prepositional phrases that complete the meaning of certain verbs (see R.3):

Nach der Hochzeit dachte die Frau nicht mehr an das Männlein .	<i>After the wedding, the woman didn't think any more about the little man.</i>
Sie interessierte sich nur für das Leben im Schloss .	<i>She was interested only in life at the castle.</i>

- Object nouns, infinitives (see 11.3), and adverbs that combine with verbs to create specific meanings that extend beyond the literal meaning of the elements by themselves:

Die Frau lief Gefahr , ihr Kind zu verlieren.	<i>The woman ran the risk of losing her child.</i>
Als Mädchen lernte sie das Männlein im Schloss kennen .	<i>As a girl, she got to know the little man in the castle.</i>
Ihr Diener lernte den Namen des Männleins auswendig .	<i>Her servant learned the little man's name by heart.</i>

- Other examples include:¹

Führerschein machen	<i>to get one's driver's license</i>
Farbe bekennen	<i>to take a stand, to show one's colors</i>
Kaffee trinken	<i>to drink coffee (also: have coffee together)</i>

¹For additional examples and further explanation of verbal complements, see 7.2.B.

D. V₂ elements

1. The final portion of the verbal bracket (V₂) is formed with infinitives or past participles, and encloses the elements of the middle field.

Der Esel **hat** sein Heim **verlassen**, und drei andere Tiere **gefunden**. *The donkey left his home and found three other animals.*

Sie **wollten** alle nach Bremen **gehen**. *They all wanted to go to Bremen.*

2. Separable prefixes attach directly to the V₂ verb (see R.5), forming either an infinitive or a past participle together with the root verb. Notice that past participles formed with **-ge-** insert this element between the prefix and the root verb.

Der Hahn **ist** auf den Rücken des Hundes **hinaufgeflogen**. *The rooster flew up onto the back of the dog.*

Dann **sind** alle vier ins Zimmer **hineingestürzt**. *Then all four of them toppled into the room.*

E. Elements in the end field

1. While the first element, the verbal bracket, and the middle field contain almost all information in a main clause, some elements can appear after V₂ in informal, spoken discourse.

- Adverbial modifiers added as an afterthought:

Die alte Frau hat sie heim geschickt **durch ein großes Tor**. *The old woman sent her home through a large gate.*

- Elements to be emphasized:

Also, beide Töchter sind auf der Wiese gelandet **bei Frau Holle**. *So, both daughters landed on the meadow near Frau Holle's house.*

2. Placing information in the end field is common for both written and spoken German in the case of comparative phrases beginning with **als** or **wie**.

Die erste Tochter konnte viel besser arbeiten **als die zweite**. *The first daughter was able to work much better than the second.*

Die zweite Tochter ist nicht so glücklich zurückgekommen **wie die erste**. *The second daughter didn't return as happily as the first.*

1.2

POSITIONS OF THE CONJUGATED VERB IN QUESTIONS

1. In yes-no questions, the conjugated verb is in first position, followed by the middle field, including the subject.

Kennst du die Geschichte vom Froschkönig? *Do you know the story about the frog prince?*

2. In information questions, the conjugated verb follows the interrogative word or expression (see 19.2).

Was verspricht die Prinzessin dem Frosch?	<i>What does the princess promise the frog?</i>
Was für Probleme hat sie später mit ihrem Vater, dem König?	<i>What kinds of problems does she have later with her father, the king?</i>

3. In indirect questions, the question itself is a subordinate clause (see 1.3) and the verb stands in final position within this clause.

Hast du gewusst, dass sie den Frosch nicht küsst , sondern gegen die Wand wirft ?	<i>Did you know that she doesn't kiss the frog, but rather throws him against the wall?</i>
---	---

1.3

POSITIONS OF THE CONJUGATED VERB IN DEPENDENT CLAUSES

A. Types of dependent clauses

1. There are two kinds of dependent clauses: **subordinate** clauses, which begin with subordinating conjunctions such as **weil** and **dass** (see R.2.3); and **relative** clauses, which are connected to main clauses by means of relative pronouns (see 18.1). The conjugated verb (V_1) in dependent clauses follows final-position verbal elements (V_2).

Alles fängt an, <u>weil</u> die Familie nicht genug zu essen hat .	<i>It all begins because the family doesn't have enough to eat.</i>
---	---

Die Stiefmutter sagt, <u>dass</u> sie die Kinder im Wald lassen sollten .	<i>The stepmother says that they should leave the children in the forest.</i>
--	---

Die Eltern einigen sich auf einen Plan, <u>den</u> die Kinder belauschen .	<i>The parents agree on a plan that the children overhear.</i>
---	--

2. The only exception to this rule involves a double infinitive construction (see 11.6). The conjugated verb (V_1) in such cases immediately precedes the two infinitives.

Später denkt der Vater, dass sie die Kinder nicht hätten verlassen sollen .	<i>Later, the father thinks that they should not have abandoned the children.</i>
--	---

B. Subordinate clauses

1. In subordinate clauses, the conjugated verb (V_1) occupies final position, even if the subordinate clause is the first element in the sentence.

COMPARE:

Main clause

Die Hexe ist böse.	<i>The witch is wicked.</i>
---------------------------	-----------------------------

Subordinate clause

Die Kinder haben Angst, weil die Hexe böse **ist**.

The children are frightened because the witch is wicked.

Weil die Hexe böse **ist**, haben die Kinder Angst.

Because the witch is wicked, the children are frightened.

2. As in English, the subordinating conjunction **dass** (*that*) may be omitted. When this happens the second clause is considered a main clause and the verb remains in second position.

COMPARE:

Anfangs denken die Kinder, **dass** es keine Gefahr **gibt**.

Initially, the children don't think that there's any danger.

Anfangs denken die Kinder, es **gibt** keine Gefahr.

Initially, the children don't think there's any danger.

3. The normal word order in subordinate clauses (V_1 at the end) is sometimes changed to omit the **wenn** in conditional clauses, so that V_1 appears first, just as in English.

COMPARE:

Wenn Gretel nicht so schnell gehandelt **hätte**, wäre die Hexe nicht tot.

If Gretel had not acted so quickly, the witch wouldn't be dead.

Hätte Gretel nicht so schnell gehandelt, wäre die Hexe nicht tot.

Had Gretel not acted so quickly, the witch wouldn't be dead.

C. Relative clauses

In relative clauses, the conjugated verb (V_1) likewise occupies final position, unless a double infinitive is in play.

COMPARE:

Es ist eins von vielen Märchen, **in denen die böse Stiefmutter eine Rolle spielt**.

It's one of many fairy tales in which the evil stepmother plays a role.

War es nicht ihr Plan, **den der Vater hätte ablehnen sollen**?

Wasn't it her plan that the father should have rejected?

Wortschatz

Vokabeln zum Studium

The following words occur regularly in the direction lines for the exercises and activities in this text, and will also be useful for classroom discussion and questions.

Verben

ändern to change, modify
aus-drücken² to express, say
zum Ausdruck bringen
 to express, say
sich äußern (zu) to express one's
 views (on), comment (on)
aus-tauschen to exchange
beenden to end, complete
berichten (über) + *accusative*
 to report (on), tell about
beschreiben to describe
besprechen to discuss
betonen to emphasize, stress
bilden to form (sentences)
ein-setzen to insert, supply
 (missing words)

Substantive (Nouns)

der Ausdruck, -e expression
die Aussage, -n statement
der Gebrauch use
der Inhalt, -e content(s)

Adjektive

fehlend missing
fett gedruckt printed in boldface
kursiv gedruckt printed in italics

ergänzen (durch) to complete (with)
erklären to explain
ersetzen to replace, substitute
erzählen to tell, narrate
gebrauchen to use, make use of
mit-teilen to communicate;
 to impart, tell
übersetzen to translate
um-formen to transform, recast
unterstreichen to underline
verbinden to connect, combine
verwenden to use, make use of
wiederholen to repeat
zusammen-fassen to summarize

die Lücke, -n blank space
das Thema, **die Themen** topic
der Vorschlag, -e suggestion

passend suitable, proper
unterstrichen underlined
verschieden various

On the topic of classroom learning, it is important to know the distinction between **lernen** and **studieren**, and the use of *class* as opposed to **Klasse**.

1. The verb **lernen** means *to learn* or *to acquire* specific subjects, skills, or information.

Was hast du in diesem Kurs **gelernt**?

What did you learn in this course?

Max **lernt** seit zwei Jahren Spanisch.

Max has been studying Spanish for two years. (It is not his major.)

2. The verb **studieren** means *to study at a university-level institution*; it cannot refer to learning that takes place in elementary or high schools. **Studieren** also means *to study or major in a particular field or discipline*. Both meanings are too broad to refer to learning that precedes a test, as in *I have to study for a quiz tomorrow*. For this meaning, you should use **lernen** or (more casually) **büffeln** or **pauken**, colloquialisms that denote cramming or intense preparatory study.

Petra möchte in Heidelberg **studieren**.

Petra would like to study in Heidelberg.

²In the **Wortschatz** sections and exercises throughout this book, separable prefix verbs (see R.5) listed in infinitive form will be marked with a bullet (·) to distinguish between the prefix and the root verb.

Ihr Bruder **studiert** Jura in Göttingen
und muss im Sommer für seine Examen
lernen.

*Her brother is studying law (as his
major) in Göttingen and has to study
this summer for his qualifying exams.*

3. English *class* (in the context of a school) and German **die Klasse** are related in meaning, but not synonymous. German **Klasse** is used to refer to a *grade level* in school, as in **Das haben wir schon in der 4. Klasse gelernt**. It can also refer to the members of a school group: **Hier siehst du mich auf dem Bild mit meiner Schulklasse**. It does not refer to a particular classroom session, as in *In class today we talked about...* German has various ways of expressing this use of *class*, depending on the educational level in play (e.g., **das Gymnasium** vs. **die Universität**), and, in the case of the latter, the nature of the course.

- The most common way for German high school and university students to refer to their courses, when speaking of classroom sessions, is simply to use the name of the subject.

Was habt ihr heute in **Bio** gemacht?

*What did you do in biology (class)
today?*

- Secondary school (i.e., pre-university) courses are sometimes referred to as **Unterricht (der)**.

Im Deutschunterricht haben wir gestern
einen Film gesehen.

*Yesterday in German class we saw
a film.*

- At the university level, a course is also referred to according to its status as a seminar (**das Seminar, -e**) or lecture (**die Vorlesung, -en**).

Im Seminar haben wir einen sehr
schweren Text behandelt.

*In class (i.e., a small, interactive class
session) we dealt with a very
difficult text.*

Heute war **die Vorlesung** aber komplett
für die Füße.

*Class (i.e., a lecture-style presentation)
today was totally useless. (lit.: "for
the feet")*

Beginning with the final years of secondary school and through the university program, **der Kurs, -e** is sometimes used to refer to a particular class (as a whole) and to identify the participants in it: **der Mathekurs; der Kursteilnehmer, -/die Kursteilnehmerin, -nen**.

Übungen

A Die schwere Prüfung. Schreiben Sie die Sätze um. Setzen Sie das fett gedruckte Element an erste Stelle.

BEISPIEL Wir haben **gestern** eine schwere Prüfung geschrieben.
Gestern haben wir eine schwere Prüfung geschrieben.

1. Schwere Fragen waren **in der Prüfung**.
2. Die Studenten konnten **die meisten dieser Fragen** nicht beantworten.
3. Die Professorin war **darüber** schwer enttäuscht.

4. Die Professorin hatte betont, **dass man das Material gut lernen sollte.**
5. Am Tag vor der Prüfung hatte die Professorin alles noch einmal **zusammengefasst.**
6. Ihre Studenten hatten allerdings (*certainly*) **etwas** gelernt.
7. Sie hatten **aber** einige wichtige Punkte nicht verstanden.
8. Jetzt wusste die Professorin, **dass sie die Lektion würde wiederholen müssen.**

B Antworten auf Fragen. Beantworten Sie die folgenden Fragen. Stellen Sie die erwünschte Information an den Anfang Ihrer Antwort.

BEISPIEL Wie alt sind Sie jetzt?
Achtzehn Jahre alt bin ich jetzt.

1. Seit wann lernen Sie Deutsch?
2. Wo wohnen Sie jetzt?
3. An welchen Tagen haben Sie einen Deutschkurs?
4. Was für Musik hören Sie besonders gern oder ungern?
5. Was werden Sie heute Abend nach dem Essen tun? (z.B. lesen, fern-sehen, ein wenig schlafen usw.)

C Ein schöner Nachmittag. Bilden Sie die Sätze um, aber ohne das Akkusativobjekt an den Anfang des Satzes zu stellen.

BEISPIEL Am Vormittag machte Melanie einige Einkäufe im Kaufhaus.
Am Vormittag machte Melanie im Kaufhaus einige Einkäufe.

1. Am Nachmittag traf Melanie eine Freundin in der Stadt.
2. Sie entschlossen sich (*decided*) einen Spaziergang im Park zu machen.
3. Nach einer Weile machte Melanie den Vorschlag, irgendwo Kaffee zu trinken.
4. Im Park fanden sie einen gemütlichen Gartenpavillon.
5. Dort bestellten sie Kaffee und verschiedene Kuchen.
6. Nach dem Kaffee hat Melanie einen Kurs an der Uni erwähnt (*mentioned*).
7. Besonders diese Vorlesung wollte sie ihrer Freundin beschreiben.
8. Sie verließen den Park gegen Abend und fuhren nach Hause.

D Fehlende Information. Ergänzen Sie die Sätze durch die Wörter und Wortverbindungen in Klammern, und erklären Sie, welche Elemente besonders wichtig sind, je nach (*according to*) ihrer Position im Satz.

BEISPIEL Wir fahren morgen nach Bern. (mit dem Zug)
Wir fahren morgen mit dem Zug nach Bern.

1. Ich habe viel Zeit. (heute)
2. Sie gingen mit der Familie. (gestern; einkaufen)
3. Sie spricht mit anderen Passagieren. (während der Fahrt)
4. Ich treffe dich. (in der Stadt; in zwanzig Minuten)
5. Wir haben heute Morgen gelesen. (mit großem Interesse; die Zeitung)
6. Sie muss heute eine Postkarte schicken. (ihren Eltern)
7. Er hat vom Live-Konzert in Leipzig erzählt. (uns)
8. Hat er seiner Freundin den Brief geschrieben? —Ja, er hat geschrieben. (ihr; ihn)