

SOLT I German Module 1 Lesson 1

Instructor Manual



The Alphabet in Context

At the end of this lesson you will be able to identify and pronounce the alphabet, as well as personal pronouns, and vowel and consonant sounds. In order to achieve this objective you will:

Identify the Alphabet

- Recognize and write each character of the alphabet
- Identify the TL characters by name
- Pronounce the characters phonetic sound

Produce Vowel Sounds

- Recognize vowels
- Produce vowel and diphthong sounds
- Recognize the vowel positions in the writing system
- Identify short and long vowels
- Produce vowel combinations

Produce Consonant Sounds

- Recognize consonants
- Identify consonants in an alphabetical order and by group
- Apply the rules for consonants when reading and writing
- Identify consonant clusters

Recognize Cognates

- Identify cognates
- Pronounce cognates
- Write cognates

Produce Stress and Intonation

- Contrast stress and intonation
- Pronounce stress and intonation

Scenario



Freshly arrived in Germany, you are being introduced to the German KSK team with whom you will conduct combined training exercises. Practice role-playing this dialogue, and translate into English.

- Herr Lang:** Mein Name ist Klaus Lang.
Herr Huber: Ich bin Manfred Huber. Sind Sie SFC Miller?
SFC Miller: Ja, ich bin Jerry Miller!
SSG Green: Ich bin Tony Green.
Herr Lang: Haben Sie Hunger?
SFC Miller: Ja, wir haben Hunger.
Herr Huber: Wir haben Wurst und Bier!
Herr Lang: Kommen Sie mit?
SSG Green: Oh, ja!

The German Language

Today, approximately 100 million people speak German. It is the official language of Germany, Austria, and Liechtenstein and it is one of the four national languages of Switzerland.

English and German are members of the Indo-European family of languages, which all descended from the prehistoric Indo-European language spoken about seven thousand years ago in an as yet unidentified area between Eastern Europe and the Aral Sea. Most other European languages, such as the Slavic, Celtic, Romanic, and Greek languages, and some western and central Asian language groups, such as Indian or Iranian, are also part of this large language family.

Today's German has developed over a long period of time out of the three Germanic branches of the Indo-European language family. This process was greatly influenced by the migration of the northern European Germanic tribes during the first millennium B.C. The German pronunciation changed dramatically over the centuries, until in the 6th century A.D., Old High German evolved. Old High German developed into Middle High German, and finally into "Hochdeutsch", the present-day standard High German, over a period of about one thousand years.

Both German and English developed from the same parent language, the West Germanic language group. They are so-called “sister languages”, as are Dutch, Swedish, Afrikaans, Danish, Norwegian and Icelandic. All of these West Germanic languages are fairly closely related to each other.

Major Modern Germanic Languages		
<i>North Germanic Group</i>	<i>West Germanic Group</i>	<i>East Germanic</i>
Icelandic	English	*Gothic (extinct)
Norwegian	German	
Swedish	Dutch/Flemish/*Afrikaans (spoken by South Africa’s Boers)	
Danish	*Yiddish (spoken by European Jews)	

German is easier to pronounce correctly than, say, English or French, due to the fact that it is consistently pronounced exactly as it is spelled.

Once you realize that a word spelled “pfeifen” is indeed pronounced p-f-e-i-f-e-n. or that the German “tsch” is simply the English “ch”, you will have very few difficulties in pronouncing German words correctly.

The Alphabet

The German alphabet follows the Roman and Greek example and consists of the following 26 letters:

Letter (Buchstabe)	Pronunciation (Aussprache)	Letter (Buchstabe)	Pronunciation (Aussprache)
a	ah	n	enn
b	bay	o	oh
c	tsay	p	pay
d	day	q	koo
e	ay	r	err
f	eff	s	ess
g	gay	t	tay
h	haa	u	ooh
i	eeh	v	fow
j	yot	w	vay
k	kah	x	ixx
l	ell	y	oop-see-lohn
m	emm	z	tset

Vowel Sounds – A, E, I, O, U

The clear enunciation of German vowels is extremely important, since they can be pronounced both long and short.

Long vowels:

- a vowel followed by a silent h
Example: bohren (to drill), wohnen (to live), Zahn (tooth)
- a vowel doubled
Example: Tee (tea), Haar (hair), leer (empty)
- if the syllable is followed by a single consonant
Example: Hut (hat), Ton (sound), einmal (once)
- if the syllable is not closed by a consonant
Example: Re-gen (rain), sa-gen (say), no-bel (noble)
- the *ie* combination
Example: Miete (rent), fliegen (fly), wie (how)

Vowel Sounds – A, E, I, O, U (continued)

- a** the long *a* is pronounced like the *a* in the English word “father”
- e** the long *e* is pronounced like the *a* in the English word “hate”, just a little more drawn out
- i** the long *i* is pronounced like the *ea* in the English word “meat”
- o** the long *o* is pronounced like the *o* in the English word “corn”
- u** the long *u* is pronounced like the *oo* in the English word “soon”

Short vowels:

- a stressed vowel followed by two consonants
Example: wann (when), Mantel (coat), nett (nice)
 - a vowel preceding *ck*
Example: Rock (skirt), backen (bake), Zucker (sugar)
 - vowels preceding *tz*
Example: sitzen (to sit), putzen (to clean)
- a** the short *a* is pronounced like the *u* in the English word “cut”
- e** the short *e* is pronounced like the *e* in the English word “bet”
- i** the short *i* is pronounced like the *i* in the English word “bit”
- o** The short *o* is pronounced like the *o* in the British “hot”
- u** the short *u* is pronounced like the *u* in the English word “put”

Vowel variations

In addition to the five vowels a, e, i, o, u, the German language also contains three vowel variations called *Umlaut*:

ä, Ä	ö, Ö	ü, Ü
made up of the vowels <i>ae</i>	made up of the vowels <i>oe</i>	made up of the vowels <i>ue</i>

Like the basic vowels, vowel variations can be pronounced both long and short.

Long ä (langes ä)	Short ä (kurzes ä)
Pronounced like the German long <i>e</i> .	Pronounced like the German short <i>e</i>

Practice the following Umlaut words:

Fähre	hätte
Bär	Männer
Däne	Stämme
wähle	Bälle

Long ö (langes ö)	Short ö (kurzes ö)
Pronounced like the <i>u</i> in the English word "burn".	Pronounced like a shorter version of the German long <i>ö</i>

Practice the following Umlaut words:

Möhre	Löffel
hören	völlig
Söhne	können
schön	Frösche

Long ü (langes ü)	Short ü (kurzes ü)
There is no similar sound in English. To produce it, say the German long <i>i</i> , then round your lips as for the long <i>u</i>	There is no similar sound in English. To produce it, say the German short <i>i</i> , then round your lips as for the short <i>u</i>

Practice the following Umlaut words:

Mühe	Mücke
führen	Hülle
Wünschen	müssen
wählen	Brücke



Tip of the Day

Careful! English speakers have a tendency to confuse the diphthong *ei* (pronounced "eye") with *ie* (pronounced "ee"). While you're learning, it helps to pronounce the second vowel with its English pronunciation. Example: *heiß(i)* and *hier(e)*.

Vowel combinations (Diphthongs)

German diphthongs, or double vowels, tend to be shorter and tenser than English diphthongs.

Diphthong	Pronunciation (Aussprache)	Examples (Beispiele)
ei / ey / ai / ay	eye	Weil, Meyer, Kai, Bayern
au	ow	Haus, auf, brauchen
eu, äu	oy	heute, Räume, Beule

Practice the following words containing diphthongs:

heiter – sieben – laufen – Mai – freuen – liebe – Mäuse – Mayer – weit – Pause

Consonant Sounds

Most consonants in German are pronounced differently than in English.

The following tips will help you to pronounce German consonants:

1. Exaggerate certain lip and mouth configurations, as well as the articulation until it becomes a habit.
2. Muscles of the mouth, lips, tongue, throat and neck tend to be much tenser for producing German sounds than English sounds.

The following table shows some of the more difficult German consonants and how they are pronounced within a word:

Consonants (Konsonanten)	Pronunciation (Aussprache)	Examples (Beispiele)
c	like <i>c</i> in cat	Computer, Carla
j	like <i>y</i> in year	Jahr, Januar
k	like <i>k</i> in king (never silent)	Knabe, knarren
l	tongue is pressed against teeth	Luft, leer
r	slight gargle with tongue loosely in your mouth	Rad, rennen
s	like <i>s</i> in so	Sonne, sagen
v	like <i>f</i> in full	viel, Veilchen
w	like <i>v</i> in vest	weil, wohnen
z	Like <i>ts</i> in cats	Zorn, zum

Practice the following words:

Rot – Walter – Clara – Leber – Knut – voll – Zukunft – Junge – raufen – sagen – zeigen –
Wonne – knobeln – Last – voraus – jagen – rasten – Sommer

Consonant clusters

To an English speaker, German usually sounds difficult and harsh because of the consonant clusters in many words. It is not unusual to have three consonants in one syllable.

The following table will show you the most common consonant clusters and their pronunciation:

Consonant Clusters (Konsonantenverbindunge)	Pronunciation (Aussprache)	Examples (Beispiele)
ck	like <i>c</i> in cake	Speck, Druck
ch	after a, o, u and au, pronounced guttural in the back of the throat, otherwise it is a palatal sound	brauchen, Frucht, frech, tüchtig
pf	the two letters are pronounced quickly one after the other	Pfad, tropfen
ph	Like <i>f</i> in fan	Alphabet, Strophe
qu	like the English <i>kv</i>	Quelle, quälen
sch	like the English <i>sh</i>	Schule, schön
sp/st	like the English <i>shp/sht</i>	Specht, staunen



Tip of the Day

The German alphabet has an extra letter called “sz” (written: ß).
ß is always written as a small letter and can occasionally be used in place of the two letters “ss”. The latest spelling reform has greatly limited the use of ß.

Cognates

You’ve probably been speaking some German for a long time without even realizing it. There are a large number of German words that are very similar or exactly like their English counterparts. These words are called cognates.

Cognates can be placed into three categories:

- a. Perfect Cognates
→ Cognates that are exactly like their English counterparts
- b. Near Cognates
→ Cognates that are very similar to their English counterparts
- c. False Friends
→ Words that are spelled the same in English and in German, but that have different meanings

Examples of perfect cognates

Cognates (Verwandte Wörter)	Pronunciation (Aussprache)
Hotel	hot-el (<i>o</i> pronounced like <i>o</i> in <i>hot</i>)
Winter	vin-ter
modern	mo-dērn (stress on <i>e</i>)
Land	Lund (<i>u</i> pronounced like <i>u</i> in <i>hunt</i>)

Examples of near cognates

Cognates (Verwandte Wörter)	Pronunciation (Aussprache)
Kaffee	cufey (<i>u</i> pronounced like <i>u</i> in <i>cut</i>)
Adresse	adrēsuh
perfekt	perfēct
direkt	deerect

Examples of false friends

German word (Deutsches Wort)	English meaning (Englische Bedeutung)
Brief	letter
Hose	pants
Gift	poison
Last	load, burden

Spelling patterns and cognates

The German and the English language are related, which is why there are specific spelling patterns. This makes it easier for you to recognize the meanings of many German words.

German t	English d
hart	hard
Garten	garden
unter	under

German k	English c or ch
kommen	come
Kork	cork
Kapelle	chapel

German pf or ff	English p
Pfeffer	pepper
Pfund	pound
Griff	grip

German ch or ck	English k
Milch	milk
backen	bake
wach	awake

German sch	English s or sh or ch
Scheck	check
Busch	bush
frisch	fresh

German z	English c
sozial	social
Medizin	medicine
Prozent	percent

German d or t	English th
Durst	thirst
Distel	thistle
Bad	bath

Your instructor will practice with you the examples above.

1. Identify the Alphabet

Exercise 1 (Pair Exercise)

Introduce yourself to your partner and spell out your name. Tell your partner where you are from and spell the city and the state as well. After you have mastered this, try to spell some of the cognates in the vocabulary section.

Example: Tom: Mein Name ist Tom Smith
Tom: T-o-m S-m-i-t-h
Tom: Ich komme aus Fayetteville, North Carolina
Tom: F-a-y-e-t-t-e-v-i-l-l-e, N-o-r-t-h C-a-r-o-l-i-n-a

Exercise 2

Your instructor will read two sentences, spelling each of the words individually. Write down the sentences while they are being spelled and compare them in class.

Reading Key:

1. M-E-I-N N-A-M-E I-S-T P-E-T-R-A W-A-G-N-E-R.
2. I-C-H K-O-M-M-E A-U-S H-A-M-B-U-R-G.

Exercise 3 (Group Exercise)

The class is divided into two teams. Your instructor will tell you the first letter of a city on the map and where in Germany it is located. The group that first guesses the correct city receives a point.

Example:
Eine Stadt mit "F" im Südwesten
Deutschlands.
→ Freiburg



2. and 3. Produce Vowels and Consonant Sounds

Exercise 4

1. Choose a German name from the lists below. Use this name for the rest of the term.

FIRST NAMES (male) – VORNAMEN (männlich)				
Andreas	Christoph	Dirk	Günther	Holger
Jens	Klaus	Manfred	Peter	Richard
Stefan	Thomas	Ulrich	Volker	Walter

FIRST NAMES (female) – VORNAMEN (weiblich)				
Annette	Birgit	Dagmar	Isabel	Jutta
Petra	Regina	Stefanie	Ute	Vera

LAST NAMES – NACHNAMEN				
Bauer	Carstens	Decker	Huber	Jensen
Lang	Maier	Neumann	Petersen	Reuter
Siepen	Tauscher	Ullrich	Wagner	Ziegler

2. Pronounce your German name
3. Spell both your real and your new German name.

Exercise 5

Practice pronunciation by reading the following paragraph after the instructor. Each student will read one sentence out loud.

Ralph lebt seit ein paar Jahren in Berlin. Seine Familie lebt auch dort. Er hat einen Hund und geht oft mit ihm spazieren. In Berlin gibt es viele Parks. Ralph trifft sich dort manchmal mit seinen Freunden. Nach der Schule spielen sie dort oft Fußball. Am Wochenende geht er meistens ins Kino. Sein Bruder geht auch mit. Ralph hat früher in Frankfurt gewohnt. Hier in Berlin gefällt es ihm besser. Er hat aber noch viele Freunde in Frankfurt. Er besucht sie oft.

4. Recognize Cognates

Exercise 6

Read the following list of cognates and try to place them into the correct categories below.

Hut – Sommer – blau – Gras – Bier – trinken – braun – Wurst – Schuhe – kommen – Winter – Haus

House/Garden

Colors

Food/Drinks

Things to Wear

Things to Do

Seasons

Answer Key:

House/Garden: Gras, Haus
Colors: blau, braun
Food/Drinks: Bier, Wurst

Things to Wear: Hut, Schuhe
Things to Do: trinken, kommen
Seasons: Sommer, Winter

5. Produce Stress and Intonation

Exercise 7

Your instructor will read ten people’s full names to you. Match the correct first names with the correct last names. Compare your answers with those of your classmates.

- 1. Stefan _____
- 2. Michael _____
- 3. Andreas _____
- 4. Walter _____
- 5. Susanne _____
- 6. Sabine _____
- 7. Christian _____
- 8. Jens _____
- 9. Klaus _____
- 10. Dirk _____

- a. Wagner
- b. Schmidt
- c. Lindt
- d. Hofmann
- e. Dachtler
- f. Schulz
- g. Müller
- h. Petersen
- i. Jensen
- j. Maier

Reading & Answer Key:

1f	Stefan Schulz	6e	Sabine Dachtler
2c	Michael Lindt	7i	Christian Jensen
3h	Andreas Petersen	8d	Jens Hofmann
4a	Walter Wagner	9b	Klaus Schmidt
5j	Susanne Maier	10g	Dirk Müller

Exercise 8

Put the following sentence fragments into the correct order.

ist	ein Freund	Andreas
das Auto	ist	rot
Sandra	Hausaufgaben	hat
haben	Sie	Mittagspause

Answer Key:

1. Andreas ist ein Freund.
2. Das Auto ist rot.
3. Sandra hat Hausaufgaben.
4. Sie haben Mittagspause.

Exercise 9

Complete the following sentences by marking the correct interrogatives. There could be more than one possible answer. Translate into English.

	wer	was	wie	warum	wann	wo	
	<i>who</i>	<i>what</i>	<i>how</i>	<i>why</i>	<i>when</i>	<i>where</i>	
1.							.... geht es Ihnen?
2.							.... ist das Haus?
3.							.... treffen wir Walter?
4.							.... beginnt der Unterricht?
5.							.... ist am Telefon?
6.							.... essen wir heute?
7.							.... alt ist Thomas?
8.							.... kommt Peter?
9.							.... ist Frank?
10.							.... hat Dirk?
11.							.... ist er nicht hier?
12.							.... kommt sie nicht?
13.							.... ist das Auto?
14.							.... spät ist es?
15.							.... geht nach Fayetteville?

Answer Key:

1. wie	6. was, wo	11. warum
2. wo	7. wie	12. warum
3. wann, wo, warum	8. wann, wie, warum	13. wo
4. wann	9. wer, wo	14. wie
5. wer	10. was	15. wer

Personal Pronouns

German personal pronouns are very similar to their English counterparts. They are a crucial part of the German verb conjugation. Just like in the English language, the German pronouns are used in place of nouns.

The pronouns listed below are in the NOMINATIVE (subject) case:

NOMINATIVE – Singular		
Pronoun	Pronomen	Example (Beispiel)
I	ich	Ich lebe in Amerika.
you	du	Du lebst in Amerika.
he	er	Er lebt in Amerika.
she	sie	Sie lebt in Amerika.
it	es	Es lebt in Amerika.
you (formal)	Sie	Sie leben in Amerika.

NOTE: The pronoun *ich* is never capitalized, except at the beginning of a sentence.

NOMINATIVE – Plural		
Pronoun	Pronomen	Example (Beispiel)
we	wir	Wir leben in Amerika.
you (familiar)	ihr	Ihr lebt in Amerika.
they	sie	Sie leben in Amerika.
you (formal)	Sie	Sie leben in Amerika.

Verb Conjugation (Konjugierte Verben)

The verbs “sein” (to be) and “haben” (to have) are two of the most common verbs in the German language. Below you will find them conjugated with their respective personal pronouns.

TO BE			
SINGULAR		PLURAL	
ich bin	I am	wir sind	we are
du bist (familiar)	you are	ihr seid (familiar)	you are
Sie sind (formal)	you are	Sie sind (formal)	you are
er ist	he is	sie sind	they are
sie ist	she is		
es ist	it is		

Verb Conjugation (Konjugierte Verben) (continued)

TO HAVE			
SINGULAR		PLURAL	
ich habe	I have	wir haben	we have
du hast (familiar)	you have	ihr habt (familiar)	you have
Sie haben (formal)	you have	Sie haben (formal)	you have
er hat	he has	sie haben	they have
sie hat	she has		
es hat	it has		

Word Order – Statements (Satzstellung – Aussagen)

In a German statement the conjugated verb is always the **second component** of the sentence.

- the subject precedes it, or
- some other component precedes it, in which case the subject immediately follows the conjugated verb.

Example:

Der Lehrer **ist** morgen in der Schule.

The teacher **is** in the school tomorrow.

Morgen **ist** der Lehrer in der Schule.

Tomorrow the teacher **is** in the school.

Interrogatives (Fragewörter)

Interrogatives introduce questions when the question requires more than a *yes or no* answer. The most common interrogatives in German are:

INTERROGATIVES	
wer	who
was	what
wie	how
warum	why
wann	when
wo	where

Exercise 1

Your instructor will read eight sentences. Listen to the sentences and answer the questions below.

1. Wo ist Richard? _____
2. Wo sind wir? _____
3. Wer ist sie? _____
4. Was sind sie? _____
5. Was ist es? _____
6. Was habe ich? _____
7. Wer ist sie? _____
8. Wann beginnt die Schule? _____

Reading Key:

Read the excerpt several times, if necessary!

- | | |
|-------------------------------|----------------------------------|
| A. Wir sind auf einer Feier | E. Ich habe Hunger. |
| B. Richard ist in der Schule. | F. Es ist heiß. |
| C. Sie ist seine Frau. | G. Sie sind verheiratet. |
| D. Sie ist die Lehrerin. | H. Die Schule beginnt am Morgen. |

Answer Key:

1.B, 2.A, 3.C, 4.G, 5.F, 6.E, 7.D, 8.H

Exercise 2

Replace the underlined words in the left column with the correct personal pronouns in the right column.

<u>Das Kind</u> ist im Haus.	1. sie
<u>Walter</u> ist im Haus.	2. er
<u>Sandra</u> ist im Haus.	3. es

Answer Key:

1. Es ist im Haus.
2. Er ist im Haus.
3. Sie ist im Haus.

Exercise 3

Add the correct endings to the word *haben* (to have) in the following sentences.

1. Richard ha___ ein Auto.
2. Wir ha___ Hunger.
3. Stefanie ha___ einen Bruder.
4. Ihr ha___ eine Schwester.
5. Sie (formal, plural) ha___ ein Kind.

Answer Key:

1. Richard hat ein Auto.
2. Wir haben Hunger.
3. Stefanie hat einen Bruder.
4. Ihr habt eine Schwester.
5. Sie haben ein Kind.

A) GOGNATES: Practicing Stress and Intonation

Here are some German-English cognates and you should try to pronounce them using the cues provided. Remember they don't always use the same stress and intonation. Some basic rules:

- a) always pronounce the German letter "a" like the "a" as in "father".
- b) always pronounce the final vowel letter in a word.
- c) stress the underlined portion of the word.

- | | | | |
|------------------------|---------------------------|----------------------------|--------------------------|
| 1. die <u>J</u> acke | 9. die Fla <u>g</u> ge | 17. das Milit <u>ä</u> r | 25. das <u>B</u> oot |
| 2. der St <u>u</u> hl | 10. die Bl <u>u</u> se | 18. das Gl <u>a</u> s | 26. der Mot <u>o</u> r |
| 3. das Pap <u>i</u> er | 11. die Zigar <u>r</u> e | 19. das <u>E</u> is | 27. das F <u>e</u> ld |
| 4. das Bl <u>u</u> t | 12. die Schu <u>h</u> e | 20. der Pr <u>ä</u> sident | 28. der Stud <u>e</u> nt |
| 5. der F <u>i</u> sch | 13. die Toile <u>t</u> e | 21. der B <u>a</u> r | 29. der Mon <u>a</u> t |
| 6. der M <u>o</u> nd | 14. das Schwe <u>i</u> n | 22. die Kasset <u>t</u> e | 30. der For <u>s</u> t |
| 7. die Ku <u>h</u> | 15. der Waggo <u>n</u> | 23. die Pfl <u>a</u> nze | 31. die Perso <u>n</u> |
| 8. das Gr <u>a</u> s | 16. der Sekret <u>ä</u> r | 24. die N <u>a</u> del | 32. die Sup <u>p</u> e |

(try to translate the cognates now)

- | | | | |
|----------|-----------|-----------|-----------|
| 1. _____ | 9. _____ | 17. _____ | 25. _____ |
| 2. _____ | 10. _____ | 18. _____ | 26. _____ |
| 3. _____ | 11. _____ | 19. _____ | 27. _____ |
| 4. _____ | 12. _____ | 20. _____ | 28. _____ |
| 5. _____ | 13. _____ | 21. _____ | 29. _____ |
| 6. _____ | 14. _____ | 22. _____ | 30. _____ |
| 7. _____ | 15. _____ | 23. _____ | 31. _____ |
| 8. _____ | 16. _____ | 24. _____ | 32. _____ |

Answer Key:

- | | | | |
|-----------|---------------|---------------|------------------|
| 1. jacket | 9. flag | 17. military | 25. boat |
| 2. chair | 10. blouse | 18. glass | 26. motor/engine |
| 3. paper | 11. cigar | 19. ice | 27. field |
| 4. blood | 12. shoes | 20. President | 28. student |
| 5. fish | 13. toilette | 21. bear | 29. month |
| 6. Moon | 14. swine/pig | 22. cassette | 30. forest |
| 7. cow | 15. wagon | 23. plant | 31. person |
| 8. grass | 16. secretary | 24. needle | 32. soup |

alt		old
Auto, das	die Autos	car
Bruder, der	die Brüder	brother
Dame, die		lady, madam, ma'am
essen		to eat
fahren		to drive
Familie, die	die Familien	family
Feier, die	die Feiern	party, celebration
Frau, die	die Frauen	woman, wife
Fräulein, das		miss, young lady, waitress
Freund, der (Freundin, die)	die Freunde	friend (male and female)
haben		to have
Haus, das	die Häuser	house
Hausaufgabe, die	die Hausaufgaben	homework
heiß		hot
Herr, der		Mr., man
hier		here
Hunger, der	(no plural)	hunger
ja		yes
kalt		cold
Kind, das	die Kinder	child
Lehrer, der	die Lehrer	teacher, instructor (male)
Lehrerin, die	die Lehrerinnen	teacher, instructor (female)
Mann, der	die Männer	man, husband
mit		with
morgen		tomorrow
Morgen, der	die Morgen	morning
Nachname, der	die Nachnamen	last name
Name, der	die Namen	name
nein		no
nicht		not
rot		red
Schwester, die	die Schwestern	sister
sein		to be
Schule, die	die Schulen	school
Telefon, das	die Telefone	telephone
und		and
Unterricht, der	die Unterrichte	lesson
Vorname, der	die Vornamen	first name
wann		when
warum		why
was		what
wer		who

wie	how
wo	where
wohnen	to live

Dialects

German is spoken in diverse dialects in Germany, Austria, Liechtenstein, various parts of Switzerland and Italy, eastern France (Alsace and parts of Lorraine), as well as parts of Belgium and Luxembourg.

Low German dialects are spoken in the northern regions of Germany and sound similar to Dutch and English.

High German dialects are spoken in the central and southern parts of Germany.

The standard modern German language, also called Hochdeutsch (High German), evolved during the 16th and 17th centuries from central German dialects that were intentionally shaped by scholars and government officials into a new German common language.

Spelling Reform

On August 1, 1998 Germany officially implemented a new spelling system. This new system reduced the original 212 spelling rules to 112, and the 52 punctuation guidelines were cut to 9, thus easing the usage of the German language. For now it is still acceptable to use the old system in combination with the new one. Starting July 31, 2005, however, only the new spelling system will apply.

The German Phonetic Alphabet

When Germans spell names or important information on the telephone or radio, they use a system of names for each character called phonetic alphabet.

A	Anton	N	Nordpol
B	Berta	O	Otto
C	Caesar	P	Paula
D	Dora	Q	Quelle
E	Emil	R	Richard
F	Friedrich	S	Samuel
G	Gustav	T	Theodor
H	Heinrich	U	Ulrich
I	Ida	V	Viktor
J	Julius	W	Wilhelm
K	Kaufmann	X	Xanthippe
L	Ludwig	Y	Ypsilon
M	Martha	Z	Zacharias

1. Identify the Alphabet

Activity 1

Your instructor will read to you a list of letters from the German alphabet. Write down the letters and compare your lists in class. For each letter you get wrong find a word in the dictionary that starts with the corresponding letter and spell it out loud.

Reading Key: W I Q K Ö C Z Ü Y J

2. and 3. Produce Vowel and Consonant Sounds

Activity 2

In order to know how to pronounce German letters and letter clusters, you need to know which sound in the English language corresponds to a certain sound in German. For each of the letters below find two English words that resemble the sound of the German letter. Beware that there is a difference between short and long vowels!

Example: a (long vowel) → father, far

German letters	Similar English sounds	German letters	Similar English sounds
e (short)		ck	
i (long)		w	
u (short)		v	
o (long)		qu	
e (short)		pf	
ö (long)		c	
ä (long)		z	

4. Recognize Cognates

Activity 3

The sentences below contain numerous cognates. Read the German sentences on the left and match them with their English equivalents on the right.

- | | |
|---------------------------------|---|
| 1. Der Vater trinkt Kaffee. | a. The radio is playing music. |
| 2. Die Mutter trinkt Tee. | b. The son is drinking milk. |
| 3. Der Sohn trinkt Milch. | c. The father is drinking coffee. |
| 4. Die Familie sitzt im Garten. | d. The mother is drinking tea. |
| 5. Die Sonne scheint. | e. The car is in the garage. |
| 6. Im Radio kommt Musik. | f. The family is sitting in the garden. |
| 7. Das Auto ist in der Garage. | g. The sun is shining. |

Answer Key: 1.c 2.d 3.b 4.f 5.g 6.a 7.e
--

5. Produce Stress and Intonation

Activity 4

Listen to the instructor read the following vowel and consonant tongue twisters. Then take turns pronouncing the tongue twisters as accurately as possible, applying the pronunciation skills acquired in the introduction.

Vokale

- Acht alte Ameisen aßen am Abend Ananas.
- Essen echte Elefanten Erbsen?
- Auf den sieben Robbenklippen sitzen sieben Robbensippen, die sich in die Rippen stippen, bis sie von den Klippen kippen.
- Otto soll Oma rote Rosen ohne Dornen holen.
- In Ulm, um Ulm und um Ulm herum.

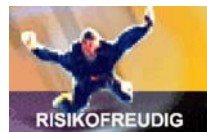
Activity 4 (continued)

Konsonanten

- Brautkleid bleibt Brautkleid und Blaukraut bleibt Blaukraut.
- Der dicke Dieter trägt den dünnen Dieter über den dicken Dreck.
- Fischers Fritze fischte frische Fische, Frische Fische fischte Fischers Fritze.
- Hundert hurtige Hunde hetzen hinter hundert hurtigen Hasen her.
- Es klapperten die Klapperschlangen, bis ihre Klappern schlapper klangen.
- Der Potsdamer Postkutscher putzt den Potsdamer Postkutschwagen.
- Wie Sie sehen, sehen Sie nichts, und warum Sie nichts sehen, werden Sie gleich sehen.
- Tante Trine tauscht ihre Trommel gegen eine Trompete.
- Wer will weiße Wäsche waschen?
- Zehn zahme Ziegen zogen zehn Zentner Ziegel zur Ziegelei.

Activity 5 (Group Activity)

Choose one of the pictures below and spell the word loud in class. In your German dictionary find five words that start with the same letter as the word on the picture and spell each of these five words for your fellow classmates. Your classmates will write down the words while you are spelling them.



Activity 6

Use the sentence fragments below to construct three complete sentences. Apply the correct word order you learned in the introduction.

1. _____
2. _____
3. _____

Holger	im Haus	ist	Petra
wir	sind	eine Lehrerin	wo

Answer Key:

1. Wir sind im Haus.
2. Petra ist eine Lehrerin.
3. Wo ist Holger?

Activity 7

The instructor will give each of the students a flashcard with a statement. He/She will then read as many questions as flashcards were handed out. Each student has a flashcard with an answer to one of the questions. As soon as the question is asked, the student with the correct flashcard will reply with the answer.

Note to the Instructor:

Create more questions and answers if number of students is greater than six.

Question Key:

1. Wo wohnen Sie?
2. Wie ist Ihr Name?
3. Sind Sie verheiratet?
4. Wo ist das Auto?
5. Wann kommt sie?
6. Wer ist das?

Flashcard Key:

- Ich wohne in Fayetteville.
Mein Name ist Hans Maier.
Nein, ich bin nicht verheiratet.
Das Auto ist in der Garage.
Sie kommt morgen.
Das ist die Lehrerin

1. Identify the Alphabet

Activity 1 (Group Activity)

One of the students chooses one of the categories below and in German spells an English word from this category. The student who recognizes the word first gets to spell next.

1. military equipment
2. car model
3. sporting equipment
4. book title
5. food type

Activity 2

Your instructor will read to you five letter sequences. The letters in the words have been scrambled and you will need to put them into the right order to build five complete words out of each of the sequences read.

1. _____
2. _____
3. _____
4. _____
5. _____

Reading Key:

1. D – B – U – R – R – E
2. N – E – H – B – A
3. E – C – H – U – L – S
4. O – A – U – T
5. G – M – E – O – R – N

Answer Key:

- BRUDER
HABEN
SCHULE
AUTO
MORGEN

Activity 3

Your instructor will announce the first letter of a German city. Search for a city with that letter on the map and write down your answers below.

Example: You hear: "Eine Stadt mit dem Buchstaben "A"
You write: Aachen

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Reading Key:

- | | |
|--------------------------------------|--------------------------------------|
| 1. Eine Stadt mit dem Buchstaben "H" | 5. Eine Stadt mit dem Buchstaben "S" |
| 2. Eine Stadt mit dem Buchstaben "E" | 6. Eine Stadt mit dem Buchstaben "J" |
| 3. Eine Stadt mit dem Buchstaben "K" | 7. Eine Stadt mit dem Buchstaben "M" |
| 4. Eine Stadt mit dem Buchstaben "C" | 8. Eine Stadt mit dem Buchstaben "G" |

2. and 3. Produce Vowel and Consonant Sounds

Activity 4

Your instructor will read a short paragraph. Write down the content and repeat to your classmates what you just heard.

Reading Key:

Holger ist in der Schule. Er hat Mittagspause. Er ist am Telefon mit Sabine. Sie gehen morgen auf eine Feier. Es ist spät. Der Unterricht beginnt. Walter ist der Lehrer.

Activity 5

Look at the pictures and determine which of the three statements below each picture is correct.



- 1.)
a. Er ist in der Schule.
b. Er ist einkaufen.
c. Sie ist beim Mittagessen.



- 2.)
a. Sandra ist eine Frau.
b. Walter ist ein Kind.
c. Er hat eine Frau.



- 3.)
a. Sabine ist eine Lehrerin.
b. Dirk ist in der Schule.
c. Es ist spät.

Answer Key: 1. b	2. b	3. a
-------------------------	------	------

4. Recognize Cognates

Activity 6

Your instructor will tell you five animal cognates. Write down the English equivalents.

1. _____
2. _____
3. _____
4. _____
5. _____

Reading Key:

1. Maus
2. Krokodil
3. Elefant
4. Wurm
5. Hornisse

Answer Key:

- mouse
crocodile
Elephant
worm
hornet

5. Produce Stress and Intonation

Activity 7 (Pair Activity)

One of you will create sentences from each interrogative and the verbs in the left column, and your partner will answer with sentences using the verbs in the right column.

Example: Was haben Sie? Ich habe Hunger.

QUESTION	ANSWER
Wer (sein)	sein
Was (haben)	haben
Wann (kommen)	kommen
Wo (sein)	sein

Activity 8

Listen to your instructor conduct a roll call. Connect each first name with the correct last name.

Ulrich	Lang
Klaus	Wagner
Christoph	Ullrich
Manfred	Ziegler
Andreas	Tauscher
Jens	Carstens
Stefan	Neumann

Reading & Answer Key:

1. Ziegler – Jens Ziegler
2. Wagner – Stefan Wagner
3. Lang – Ulrich Lang
4. Neumann – Manfred Neumann
5. Ulrich – Andreas Ullrich
6. Carstens – Klaus Carstens
7. Tauscher – Christoph Tauscher



Activity 1

The following words will be new to you. Listen to their pronunciation and decide which of the two letters/clusters are the correct ones.

1. ___eilchen W or V
2. ___senbahn Ei or Ie
3. ___anister C or K
4. Flä___e ck or ch
5. ___ielplatz Sch or Sp
6. ___eater Th or T
7. ___äger J or Y

Audio Script & Answer Key:

- | | |
|--------------|---------------|
| 1. Veilchen | 5. Spielplatz |
| 2. Eisenbahn | 6. Theater |
| 3. Kanister | 7. Jäger |
| 4. Fläche | |



Activity 2

Listen to the following words, which all contain vowels. Place them in the correct vowel category.

LONG VOWELS				
a	e	i	o	u

SHORT VOWELS				
a	e	i	o	u

Audio Script & Answer Key:

- | | | | |
|--------------------|-----------------|--------------------|-----------------|
| Words read: | Answers: | Words read: | Answers: |
| 1. Post | short o | 6. Tier | long i |
| 2. Wesen | long e | 7. Matte | short a |
| 3. Hase | long a | 8. Stur | long u |
| 4. Bitte | short i | 9. besser | short e |
| 5. Butter | short u | 10. wohnen | long o |

Activity 3

Determine the correct pronunciation of the underlined consonant clusters in the following words and write down the corresponding English sounds.

1. Schule _____
2. Strophe _____
3. Perücke _____
4. Theodor _____
5. quasseln _____
6. Stuhl _____

Answer Key: 1.sh 2.sht/f 3.c 4.t 5.kv 6.sht
--



Activity 4

Listen to the following answers and determine which interrogative the question needs to contain. There might be more than one possible answer per sentence.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Audio Script & Answer Key:	
Sentences read:	Answer:
1. Mein Name ist Stefan.	Wie/Wer
2. Ich bin im Auto.	Wo
3. Wir kommen morgen.	Wann
4. Das ist Dirk.	Wer
5. Das Kind ist in der Schule	Wo

Activity 5

Study the following and determine the correct pronunciation for each question. Be ready to compare your answers with those of your classmates.

1. Which English sound resembles the German sound “ei” in “mein”?
 - a. like the “i” in “wine”
 - b. like the “i” in “mint”
 - c. like the “ie” in “field”.
 - d. like the “ai” in “maid”

2. The German “a” is always pronounced like,
 - a. the “a” in “made”
 - b. the “a” in “mad”
 - c. the “a” in “father”
 - d. the “ea” in “feather”

3. The German “u” is always pronounced like,
 - a. the “u” in “but”
 - b. the “u” in “bugle”
 - c. the “u” in “Kuwait”
 - d. the “u” in “gun”

4. Which sound resembles the German sound “ie”, as in “Sie”
 - a. the “i” as in “died”
 - b. the “e” as in “dead”
 - c. the “e” as in “dread”
 - d. the “e” as in “knee”

5. The “au” in German sounds like the English,
 - a. “ow” in “cow”
 - b. “ou” in “you”
 - c. “e” in “hello”
 - d. “oo” in “tool”

6. The German “sein” is pronounced like the English word,
 - a. “sign”
 - b. “sing”
 - c. “sane”
 - d. “seen”

Activity 5 (continued)

7. The German “hier” is pronounced like the English word,
 - a. “hire”
 - b. “high”
 - c. “hear”
 - d. “hair”

8. The German “wie” is pronounced like the English word/letter,
 - a. “whee”
 - b. “v”
 - c. “why”
 - d. “fee”

9. The German “ja” is pronounced like the English sound,
 - a. “ja-” in “jar”
 - b. “ya-” in “yard”
 - c. “Je-” in “Jesus”
 - d. “ye-” in “yell”

10. The German “Feier” is pronounced like the English word,
 - a. “fever”
 - b. “fire”
 - c. “fir”
 - d. “fear”

Answer Key:

- | | |
|------|-------|
| 1. a | 6. a |
| 2. c | 7. c |
| 3. c | 8. b |
| 4. d | 9. b |
| 5. a | 10. b |

Activity 1

Find at least nine cognates in the dictionary that fall into the following three categories:

Perfect Cognates

Near Cognates

False Friends
