

Dear German language learner,

Thank you very much for your interest in my materials.

The first 15 pages of this document include a collection of sample pages from my very own German grammar book, which I published in December 2025 and which is available for purchase on Amazon.

From page 16 onwards, you will find the PDF lesson handouts to my German grammar video series on Youtube.

I wish you all the best in your studies and life!

Stefanie

sample pages

German Grammar

for self-study

A1 - B1

by Stefanie Weiß

German Pro

www.german-pro.com

This book is available for purchase on Amazon:

Germany: <https://www.amazon.de/dp/B0G595LCC5>

US: <https://www.amazon.com/dp/B0G595LCC5>

UK: <https://www.amazon.co.uk/dp/B0G595LCC5>

Why I wrote this book

German is not an easy language to learn — especially on your own.

According to the Foreign Service Institute, it takes around 800 hours of intensive classroom study to reach an intermediate level of proficiency (B2). In self-study, that time frame can become considerably shorter — or longer.

The real challenge for most learners is not finding motivation or high-quality materials. The challenge is navigating a jungle before you even know what the terrain looks like. Without a clear path, it's easy to lose orientation, circle around the same topics, and eventually give up — not for lack of intelligence, but for lack of structure and guidance.

That is why I wrote this book.

It won't make learning German easy, but it is designed to make it **accessible**, **manageable**, and far **less overwhelming**.

Many of you holding this book in your hands are not complete beginners. Perhaps you've already taken a course or two and stopped after a while — not because of laziness or lack of effort, but because you felt confused, overwhelmed, or simply inadequate, which may have led to a loss of confidence. If that sounds familiar, then this book is exactly right for you. It will help you close your gaps and rebuild your foundation, step by step, getting the essentials right from the start.

Of course, there is no one-size-fits-all approach to mastering a language. Learners with different first languages often face different challenges. Still, this book aims to be a **one-size-fits-most** solution: it is written for anyone who speaks English fluently and wants to learn German grammar independently.

What makes this book different

Many grammar books are written as reference works — systematic, complete, and useful for quick lookups, but difficult to *learn* from. They often present “everything” on one topic (for example, all verb forms) before moving on to the next block (for example, all case endings). This structure works well for review, but not for genuine learning.

This book takes a different path. It introduces grammar in a natural learning order, where each concept builds on what came before, and earlier topics reappear when it's time to deepen them. It follows a **spiral learning approach**: rather than moving in a straight line and touching each topic only once, it circles back to familiar concepts at higher levels of difficulty. Each return adds context, depth, and clarity — reflecting how language is acquired naturally, through repetition and gradual mastery, just like in a real classroom.

The content follows the progression from A1 to B1, the three basic proficiency levels of the Common European Framework. You will find that many of the concepts in this book go surprisingly deep. I have resisted the temptation to underestimate my readers by over-simplifying difficult ideas for the sake of quick results. True progress in language learning comes from genuine understanding, not from shortcuts.

And while this is not a vocabulary trainer or a conversation course, you will naturally absorb a large amount of useful words along the way — through hundreds of authentic example sentences and realistic exercises.

This approach does, however, require a certain amount of trust — trust in my process and in the path I've laid out for you. Every chapter has been written, rewritten, and refined countless times to make the learning sequence as logical and interconnected as possible. It may not be perfect, but it was created with great care, thought, and an enormous amount of passion for both teaching and learning.

So I ask for a small advance payment in trust: follow the course structure without skipping any chapters, and you'll discover that most of your questions will be answered naturally — at the moment when you're ready to understand them.

Some useful hints before we begin

Before we start, I'd like to share a few thoughts that might help you get the most out of this book. They're not rules — just gentle reminders from someone who has seen many learners succeed and struggle in different ways.

This book is *not* a communication course — it will not teach you to hold fluent conversations. But it provides the solid grammatical foundation that real communication is built on. The more structure you understand, the more confidently you can express yourself.

Most learners don't struggle because they can't speak — they struggle because they can't speak *accurately*. This book will not train your fluency, but your precision. Knowing this from the start helps you set the right expectations.

When I was a child, my mother made me learn the piano — something I am now grateful for, though I wasn't at the time. I used to rush through my pieces to memorize them as quickly as possible, hoping to reduce the amount of "thinking time" needed to read the notes and move my fingers. I repeated melodies over and over until they felt automatic — but all I really did was memorize and automate my mistakes. My piano teacher, whose hair probably turned a little grayer every week, had to fight to slow me down and make me practice properly — finger by finger, note by note, no matter how tedious it felt.

Language learning works the same way.

Many learners — and sometimes even teachers — value **fluency** over **accuracy**. The result, after months of study, is often a student who speaks with the *fluency of a B2 learner* but the *accuracy of an A2 learner*. That's not a good place to be. No matter how fluent you sound, persistent grammatical errors will hold you back. This is especially true if your goal is to work or study in a professional German-speaking environment, where correctness matters just as much as fluidity.

So this book is here to help you slow down — not to make you slower, but to help you get things right. Once the foundation is solid, fluency will follow naturally.

To make the most of this book:

- Work through the chapters in order, but in small steps.
- Study regularly, even if only for 15 minutes a day — short, steady sessions work better than long marathons.
- Understanding is essential, but memorization is also sometimes necessary.
- Highlight, write, and take notes — make this book your personal workspace.
- Revisit challenging chapters after a few days. Each time you do, you'll see them with clearer eyes.
- Each chapter includes explanations, examples, and exercises to help you apply what you've learned. For the best results, write your answers in a notebook — writing reinforces memory and understanding.

You can download the **answer keys** to all exercises for free at:

www.german-pro.com

On the same website, you can also share your feedback or comments about this book. I'd love to hear what worked well for you, what could be improved, and what you'd like to see in future revised editions. Your feedback is always welcome — it helps me make this book even better for the next generation of learners.

And now: have fun learning!

8. The functions of the Present tense (A1)

So far, all the verb conjugation patterns you have learned apply to one specific tense — the **Present tense**. It places an action in the here and now. However, the uses of the Present tense in German and English differ considerably.

Take this simple German sentence: **Ich sehe einen Film.**

This could be translated into three different English tenses, depending on context:

The simple present: **I watch a movie.**

The present continuous: **I am watching a movie.**

The simple future: **I am going to watch a movie / I will watch a movie.**

German uses the Present tense not only for actions happening right now, but also for regular (habitual) actions and sometimes even for planned or near-future events. The correct interpretation depends on the context or explicit time expressions like *jetzt* (now) or *morgen* (tomorrow).

Ich arbeite heute. (*I am working today.*)

Ich arbeite morgen. (*I am going to work tomorrow.*)

Both of these sentences use the Present tense. The difference in time is expressed only through the time word — not by changing the verb tense, as in English.

123XYZ

But most importantly, there is no such thing as a continuous tense in German! You cannot *be doing* something, you can only *do* something.

Here's an example of a common mistake made by English speakers trying to translate a sentence literally. What the person is trying to say in English is:

I am reading a book.

And here is what the person says in German:

Ich bin lesen ein Buch. (*Wrong!*)

But that is grammatically incorrect. What they should say instead is:

Ich lese ein Buch.

If you really want to emphasize that you are reading that book right now, you may add the word *gerade* (which roughly means right now or currently) after the verb:

Ich lese gerade ein Buch.

But here's the key point: The action (i.e. the verb) of the German sentence is either being or reading, but not both! In German, only one verb can carry the action of the sentence. You cannot use *sein* alongside another verb to express what you're doing. The verb itself — *lese, gehe, esse* — must express the action directly.

Later, when we move on to past tenses, you'll encounter more differences between English and German where the use of tenses doesn't align one-to-one. Just a quick preview (no need to remember this yet): Where English often uses the Simple Past to describe past events, German frequently uses the Present Perfect instead.

Ich habe einen Kaffee getrunken. (*I drank a coffee, instead of: I have drunk a coffee.*)

No worries, we'll get to that in time!

10. The functional elements of a sentence (A1)

You won't get very far in German grammar without a clear understanding of the essential components that make up a sentence. These are not just German-specific — they exist in almost every language. And while this might feel a bit dry or „grammatically“ at first, there's truly no better time to lay the groundwork. If you already have some experience learning languages, you may even be familiar with much of what follows.

Let's begin with the basic grammatical terminology:

- **Subject:** Describes the person or thing doing the action.

Mein Vater liest die Zeitung.

(My father reads the newspaper.)

Frage: Wer oder was liest...

(Question: Who or what reads...)

- **Verb:** (sometimes called the predicate): the action itself.

Mein Vater liest die Zeitung.

(My father reads the newspaper.)

Frage: Was macht mein Vater?

(Question: What action does my father do?)

- **Object:** Describes the person or thing receiving the action.

Mein Vater liest die Zeitung.

(My father reads the newspaper.)

Frage: Was liest mein Vater?

(Question: What does my father read?)

- **Adverbial of time:** Describes when the action is taking place.

Mein Vater liest am Morgen die Zeitung.

(My father reads the newspaper in the morning.)

Frage: Wann liest mein Vater die Zeitung?

(Question: When does my father read the newspaper?)

- **Adverbial of place:** Describes where the action is taking place.

Mein Vater liest im Garten die Zeitung.

(My father reads the newspaper in the garden.)

Frage: Wo liest mein Vater die Zeitung?

(Question: Where does my father read the newspaper?)

- **Adverbial of mode:** Describes how the action is taking place.

Mein Vater liest langsam die Zeitung.

(My father reads the newspaper slowly.)

Frage: Wie liest mein Vater die Zeitung?

(Question: How does my father read the newspaper?)

- **Adverbial of cause:** Describes why the action is taking place.

Mein Vater liest aus Interesse die Zeitung.

(My father reads the newspaper out of interest.)

Frage: Warum liest mein Vater die Zeitung?

(Question: Why does my father read the newspaper?)

Some components of a sentence are essential, while others are optional. In general, adverbials are optional — they enrich the sentence but aren't needed for it to be grammatically complete. The subject, verb, and often the object, however, are usually essential and cannot be left out.

To help make this clearer, think of a German sentence like a human body. There are **bones**, there is **flesh** and there is „**decoration**“.

Exercise 18

Determine the word type of the words listed below (noun, pronoun, adjective, article or verb).

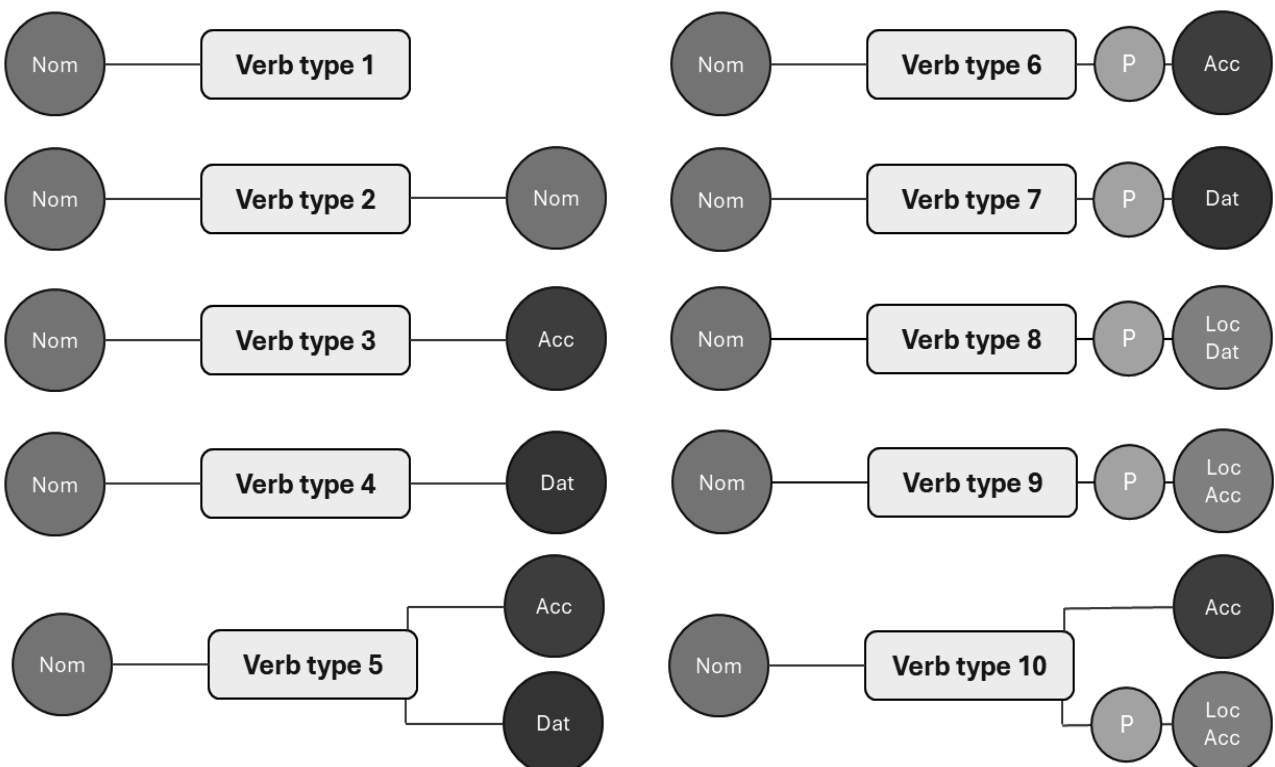
- | | | | |
|------------|-------|---------------|-------|
| 1. er | ..... | 9. dir | ..... |
| 2. teuer | ..... | 10. Tasche | ..... |
| 3. trinken | ..... | 11. den | ..... |
| 4. Lehrer | ..... | 12. welches | ..... |
| 5. einen | ..... | 13. vergessen | ..... |
| 6. schnell | ..... | 14. sehen | ..... |
| 7. mich | ..... | 15. unsere | ..... |
| 8. kein | ..... | 16. lecker | ..... |

26. Verbs and their additions (A1)

Think of a German sentence as a kind of complex **molecule**. At the heart of this molecule lies the **verb**, which acts as the nucleus — carrying the “genetic code” of the sentence. Each verb has the capacity to connect with different kinds of **additions** (or attachments), which shape the final structure of the sentence.

To stay with the metaphor: every verb comes with a set number of “docking stations” or receptors, and only certain kinds of sentence elements can bind to each one.

Some sentence „molecules“ are short and simple, while others grow more complex. German allows for an astonishing variety of such structures — but in this course (levels A1 to B1), we’ll focus on the ten most common and useful types. You can see a visual preview of them in the chart below.



It may seem a bit overwhelming at first glance. But as we go through each type one by one, there will be nothing intimidating left — and by the end, you might even be able to draw the whole diagram from memory.

Each sentence's structure is defined by the verb it uses. In the chart, we distinguish ten verb types, each of which brings with it a specific set of additions.

All verbs require at least one: the **Nominative addition** (short: Nom), which you already know as the subject and which needs to be present in all sentence types.

More complex verb types can take two or even three additions — like **Accusative objects** (short: Acc) or **Dative objects** (short: Dat), or sometimes both.

Sometimes, a verb connects to its object only via a **preposition** (short: P). In that case, the preposition acts like a binding joint between the verb and the object. This structure is called a prepositional object.

And last but not least, some verbs require a **local adverbial** (short: Loc Dat or Loc Acc) — typically introduced by a preposition — to express movement or location. Depending on the preposition, local adverbials may take Accusative or Dative case. However, they are not objects in terms of function, so they are marked with their own color in the visual.

This surely all sounds very cryptic and abstract to you, so let us look at it from a more practical angle and examine one example sentence for each of the ten verb types:

Verb type 1:	Das Baby <u>schläft</u>.	<i>(The Baby is sleeping.)</i>
Verb type 2:	Sie <u>ist</u> eine gute Schülerin. 123XYZ	<i>(She is a good student.)</i>
Verb type 3:	Die Katze <u>trinkt</u> die Milch.	<i>(The cat is drinking the milk.)</i>
Verb type 4:	Das Kind <u>antwortet</u> dem Lehrer.	<i>(The child is answering the teacher.)</i>
Verb type 5:	Der Mann <u>gibt</u> der Frau die Blumen.	<i>(The man gives the woman the flowers.)</i>
Verb type 6:	Ich <u>warte</u> auf den Bus.	<i>(I am waiting for the bus.)</i>
Verb type 7:	Er <u>träumt</u> von einem neuen Auto.	<i>(He is dreaming of a new car.)</i>
Verb type 8:	Wir <u>wohnen</u> in einer Stadt.	<i>(We live in a city.)</i>
Verb type 9:	Wir <u>fahren</u> in eine Stadt.	<i>(We drive into a city.)</i>
Verb type 10:	Ich <u>stelle</u> die Tasse auf den Tisch.	<i>(I place the cup onto the table.)</i>

You can use the terms verb type and sentence type interchangeably. In more technical grammar, these are known as valency patterns — a term that simply refers to the number and type of elements a verb can or must combine with.

Of course, it's not always this black and white. Some verbs can function in more than one category and appear in multiple sentence types. But we'll leave those nuances for later — what matters now is understanding the basic structures.

In the **A1** part of this course, we will cover **sentence types 1-4**, which introduce the most essential building blocks. At level A2, we will add types 5-7, keeping types 8-10 for the more advanced B1 level.

We've now seen that verbs take different kinds of additions, and that these additions appear in different cases. In order to start building your own sentences, you'll now need to learn how to form the cases themselves.

That's where we're headed next: how to apply Nominative, Accusative, and Dative case — and after that, which verbs create sentence types 1-4.

12. The German tenses - overview (A2)

A **tense** is a specific conjugation pattern applied to the verb to show the **time** in which the action of a sentence takes place. So far, we've only covered the Present tense. In this A2 course, we will now begin to explore the other tenses — step by step.

German grammar includes a total of **6 different tenses**. One **present** tense, two **future** tenses and three **past** tenses:

tense	example
Simple Present	Er ist glücklich. <i>(He is happy.)</i>
Present Perfect	Er ist glücklich gewesen. <i>(He has been happy.)</i>
Simple Past / Preterit	Er war glücklich. <i>(He was happy.)</i>
Pluperfect	Er war glücklich gewesen. <i>(He had been happy.)</i>
Future I	Er wird glücklich sein. <i>(He will be happy.)</i>
Future II	Er wird glücklich gewesen sein. <i>(He will have been happy.)</i>

Interestingly, German tenses are often used quite differently from their English equivalents — so they're not truly equivalent after all. For example, we typically use the Present tense to talk about the future, and the Future tenses to make guesses about the present — which sounds quite hilarious.

Also, as you've already learned, there is no continuous form in German. That means: "*I read a book*" and "*I am reading a book*" both simply become „*Ich lese ein Buch*“. That's it - No need for creative work-arounds.

In this A2 course, we'll focus on adding the Present Perfect and Simple Past to your knowledge of the Present tense. The Future tenses and the Pluperfect will follow later at B1 level.

For now, let's begin with a quick look at the structural mechanisms behind the tenses in general.

13. Simple tenses versus compound tenses

When comparing the different tenses listed in the previous table and analyzing how they are constructed, one major difference becomes immediately clear: the number of verb parts required for each tense.

Generally speaking, we can differentiate between:

- **simple tenses:** those that consist of only one verb
- **compound tenses:** those that consist of two or more verbs, usually a construction of helping verb and past participle and / or infinitive

Part of that terminology is probably new to you, so let us begin there and work our way forward:

a) Helping verb

In German, the verbs **haben**, **sein** and **werden** can be used as helping verbs, also known as **auxiliary verbs**. This means that they „help“ to construct the tense grammatically, but they don't actually carry any meaning themselves. The meaning is still contained in the **main verb**. You can think of it like the wooden stick that holds your sandwich together: the stick holds the structure, but it doesn't hold any of the flavor.

Ich habe gegessen. (*I have eaten.*)

The meaning of the activity is contained in the word *gegessen*. *Haben* only supports it by showing that the activity took place in the past.

b) Past participle

The past participle is a special verb form that's used to build many German tenses — especially the Present Perfect, the Pluperfect, and the Passive voice. It carries the main meaning of the sentence when used with a helping verb.

You can recognize it by its typical form: it usually starts with *ge-* and ends in *-t* or *-en*, like *gemacht*, *gelernt*, or *gegessen*. You can think of the past participle as the main ingredient in your sandwich — it's where the real flavor is. The helping verb helps create the structure, but the participle is what gives your verb meaning.

c) Infinitive

As you already know, this is the base form of a verb as you find it in a dictionary, usually ending in *-en*. Examples: *machen*, *kaufen*, *sein*, *essen*,...

123XYZ

With the above three components we are now able to build any of the six German tenses. Which does not mean that you need to be able to do that just yet. It only means that you know what a tense can be made of and that you recognize those components when you see them.

Our focus is still on pattern recognition, not on active production. That will take much longer and needs to be done step by step. So for now, let us take a relaxed and bird's-eye look at the following table and allow ourselves to look at it through the analytical lens only. You will learn to actually do all of this yourself later.

tense	type	components	example
Simple Present	simple	single main verb	Er ist glücklich. <i>(He is happy.)</i>
Present Perfect	compound	helping verb + past participle	Er ist glücklich gewesen . <i>(He has been happy.)</i>
Simple Past / Preterit	simple	single main verb	Er war glücklich. <i>(He was happy.)</i>
Pluperfect	compound	helping verb + past participle	Er war glücklich gewesen . <i>(He had been happy.)</i>
Future I	compound	helping verb + infinitive	Er wird glücklich sein . <i>(He will be happy.)</i>
Future II	compound	helping verb + past participle + infinitive	Er wird glücklich gewesen sein . <i>(He will have been happy.)</i>

Don't panic over the complexity of the tenses. We will learn each of those step by step, starting with the two most important past tenses: the **Present Perfect** and the **Preterit** tense.

31. Causal and concessive connectors (A2)

Do you remember that when we learned about prepositions, there were two distinct ways to classify them: either by the case that they take (Accusative, Dative, two-way) or by the context that they appear in (temporal, causal, modal, local).

It is very much the same with sentence connectors. We can group them in two ways:

1. By **grammatical structure** — this tells us how a connector behaves in the sentence, and how it influences word order (conjunctions, subjunctives, conjunctive adverbs)
2. By **function** — this tells us what kind of relationship the connector expresses between the two ideas (causal, concessive, conditional, temporal, declarative,...)

These two ways of classifying connectors are not in conflict — they complement each other. For example, *weil* is both a causal connector and a subjunction. *Trotzdem* is both concessive in meaning and a conjunctive adverb in form. So whenever you encounter a connector, it's useful to ask:

- What kind of structure does it create? (**grammar**)
- What type of information does it express? (**function**)

For the A2 level, we'll concentrate on two key types of sentence connectors by function: **causal** (expressing reasons) and **concessive** (expressing contrast or contradiction). These two types already give you the tools to form complex and nuanced statements in everyday conversation.

Having decided what functional relationship both clauses have, we now have three grammatical options how to express it — depending on which type of connector you choose:

function	conjunction	subjunction	conjunctive adverb
causal (reason)	denn	weil	deshalb
concessive (contrast)	aber	obwohl	trotzdem

For example:

Heute ist das Wetter schön. Ich fahre mit dem Fahrrad zur Arbeit. (**causal** relationship)

- Conjunction: Ich fahre mit dem Fahrrad zur Arbeit, **denn** das Wetter ist schön.
- Subjunction: Ich fahre mit dem Fahrrad zur Arbeit, **weil** das Wetter schön ist.
- Conjunctive adverb: Das Wetter ist schön. **Deshalb** fahre ich mit dem Fahrrad zur Arbeit.

Heute ist das Wetter schlecht. Ich fahre mit dem Fahrrad zur Arbeit. (**concessive** relationship)

- Conjunction: Ich fahre mit dem Fahrrad zur Arbeit, **aber** das Wetter ist schlecht.
- Subjunction: Ich fahre mit dem Fahrrad zur Arbeit, **obwohl** das Wetter schlecht ist.
- Conjunctive adverb: Das Wetter ist schlecht. **Trotzdem** fahre ich mit dem Fahrrad zur Arbeit.

The meaning stays the same in each case — only the grammatical structure changes. This gives you a lot of creative flexibility: depending on your level of confidence or the flow of your sentence, you can choose whichever form works best for you.

Exercise 24

Determine whether the relationship between each sentence pair is causal or concessive. Then connect them in all three possible ways: using *denn*, *weil* and *deshalb* for causal relationships and *aber*, *obwohl* and *trotzdem* for concessive relationships.

Example: Sarah liebt die Sonne. Sie fährt jeden Sommer ans Mittelmeer.

(Sarah loves the sun. She drives to the Mediterranean Sea every summer.)

Solution: Sarah fährt jeden Sommer ans Mittelmeer, denn sie liebt die Sonne.

Sarah fährt jeden Sommer ans Mittelmeer, weil sie die Sonne liebt.

Sarah liebt die Sonne. Deshalb fährt sie jeden Sommer ans Mittelmeer.

1. Ich bin neu in Berlin. Ich kenne hier nur wenige Leute. *(I am new to Berlin. I only know a few people here.)*

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2. Er hat kein Geld. Er geht jedes Wochenende ins Kino. *(He has no money. He goes to the cinema every weekend.)*

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.....
.....

3. Meine Eltern interessieren sich sehr für Politik. Sie sehen jeden Abend Politiksendungen. *(My parents are very interested in politics. They watch political news every evening.)*

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4. Meine beste Freundin arbeitet viel. Sie hat immer Zeit für mich. *(My best friend works a lot. She always has time for me.)*

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5. Er war nicht nett zu dir. Du darfst nicht so schlecht über ihn reden. *(He was not nice to you. You must not talk so badly about him.)*

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.....
.....

6. Es hat viel geregnet. Die Pflanzen sind heute saftig grün. *(It rained a lot. The plants are juicy green today.)*

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.....
.....

21. Prepositions with Genitive (B1)

Until now, we've only worked with prepositions that take the Accusative or Dative case, and sometimes both. At this point, you'll get to know a small group of prepositions that are followed by the Genitive case. Just like all other prepositions and also sentence connectors, these **Genitive prepositions** can be grouped by meaning into **categories** such as temporal, causal, concessive or local. This helps you understand their function more easily and choose the right preposition for what you want to say.

To use these prepositions, place them before a **noun group**, put that noun group into the Genitive case, and use the entire phrase as an **adverbial** — either at the beginning of the sentence (pre-field) or after the verb (middle field).

The most common Genitive prepositions are listed below, grouped by meaning and illustrated with simple examples.

preposition	category	example
während (during)	temporal (time-related)	<i>Während des Unterrichts</i> darf man nicht telefonieren. (You're not allowed to make phone calls during class.) Ich höre <i>während der Fahrt</i> Musik. (I listen to music during the ride.)
wegen, aufgrund (due to, because of)	causal (reason or cause)	<i>Wegen des Unfalls</i> ist die Straße gesperrt. 123XYZ (Because of the accident, the road is closed.) Ich kann <i>aufgrund meiner Krankheit</i> nicht Auto fahren. (I can't drive due to my illness.) <i>Wegen dir</i> habe ich meinen Bus verpasst. (Because of you I have missed my bus.)
trotz (despite)	concessive (contrasting information)	<i>Trotz seiner Probleme</i> hat er immer gute Laune. (Despite his problems, he is always in a good mood.) Wir fahren <i>trotz des schlechten Wetters</i> ans Meer. (We're going to the sea despite the bad weather.)
innerhalb (within, inside of)	temporal / local (time or space-related)	<i>Innerhalb der Stadt</i> muss man langsam fahren. (Within the city, you have to drive slowly.) Bitte kommen Sie <i>innerhalb der Öffnungszeiten</i> in die Praxis. (Please come to the practice within opening hours.)
außerhalb (outside of)	temporal / local (time or space-related)	Leider rufen Sie <i>außerhalb der Sprechzeiten</i> an. (Unfortunately, you're calling outside of consultation hours.) Man darf nur <i>außerhalb des Gebäudes</i> rauchen. (Smoking is only allowed outside the building.)

Even though these prepositions officially require the Genitive case, many native speakers use the **Dative** instead in everyday conversation. This is especially common in spoken German. For example, instead of the standard form „wegen des Wetters“, you'll often hear „wegen dem Wetter“. Both are understood, but the Genitive is still preferred in formal or written language.

Only when used with a **personal pronoun** does the Dative case become the norm, like in the example sentence above: „Wegen dir habe ich meinen Bus verpasst.“ That is because personal pronouns are nowadays no longer used in Genitive.

Exercise 18

Complete the sentences by inserting the given noun group in brackets in the Genitive case.

Example: Wegen ist der Flug verspätet. (das starke Gewitter)
Solution: Wegen des starken Gewitters ist der Flug verspätet. (*Due to the strong thunderstorm, the flight is delayed.*)

1. Trotz hat sie die Prüfung bestanden. (die schwierige Aufgabe)
(*Despite the difficult task, she passed the exam.*)
2. Während darf man nicht sprechen. (der Vortrag)
(*You're not allowed to speak during the lecture.*)
3. Aufgrund konnte er nicht teilnehmen. (sein Unfall)
(*Due to his accident, he couldn't participate.*)
4. Innerhalb haben wir sehr viel gelernt. (die erste Woche)
(*Within the first week, we learned a lot.*)
5. Außerhalb findet man oft günstigere Wohnungen. (das Stadtzentrum)
(*Outside the city center, you often find cheaper apartments.*)
6. Trotz war die Veranstaltung ein Erfolg. (der Regen)
(*Despite the rain, the event was a success.*)
7. Wegen konnte ich nicht schlafen. (der Lärm)
(*Because of the noise, I couldn't sleep.*)
8. Aufgrund wurde die Präsentation verschoben. (ein technisches Problem)
(*Due to a technical problem, the presentation was postponed.*)

Exercise 19

Form adverbials with the prepositions and noun groups in brackets and use them in the pre-field.

Example: Es war laut im Restaurant. (während; das Abendessen)
Solution: Während des Abendessens war es laut im Restaurant.

1. Wir bleiben zu Hause. (wegen; der starke Verkehr)
(*Because of the heavy traffic, we're staying at home.*)
.....
2. Er ist heute zur Arbeit gegangen. (trotz; seine Krankheit)
(*Despite his illness, he went to work today.*)
.....
3. Ich habe die Hausaufgabe erledigt. (innerhalb; eine Stunde)
(*Within an hour, I finished the homework.*)
.....
4. Es gibt einen Parkplatz. (außerhalb; das Gebäude)
(*Outside the building, there is a parking space.*)
.....
5. Der Unterricht muss ausfallen. (wegen; ein Stromausfall)
(*Because of a power outage, the class has to be cancelled.*)
.....

22. Subordinate clauses by function (B1)

As your German becomes more advanced, it's no longer just about building correct sentences — it's about connecting ideas in meaningful ways. **Subordinate clauses** are a particular type of adverbial (See chapter 2: „Types of adverbials (advanced)“), that allow you to express time, cause, contrast, intention, and other relationships between actions or events.

In the A2 module of this course, you were already introduced to some key **subjunctions**: **dass**, **weil**, **wenn**, and **obwohl**. You also learned how word order changes in subordinate clauses — with the verb moving to the end — and how to combine main and subordinate clauses by placing the subordinate clause either in the pre-field or the middle field of the main clause. For a quick refresher, see the sections “Word order in subordinate clauses” and “Connecting subordinate clauses to main clauses” in the A2 module.

In this section, we'll build on that foundation. The table below gives you a clear overview of the most important types of subordinate clauses, grouped by their **function**. For each type, you'll find the most common **subjunctions** along with a simple example sentence to help you understand both their meaning and sentence structure.

clause type	subjunction	function
temporal	als, wenn, bevor, nachdem, während, seitdem	time, sequence
Als ich ein Kind war, hatte ich einen Hund. <i>(When I was a child, I had a dog.)</i>		
causal	weil, da	cause, reason
Ich bin gestresst, weil ich zu viel Arbeit habe. <i>(I am stressed, because I have too much work.)</i>		
concessive	obwohl	contradiction, contrast
Obwohl er sehr beschäftigt ist, hat er mir beim Umzug geholfen. <i>(Although he is very busy, he helped me move house.)</i>		
conditional	wenn, falls	condition
Wenn du kein Geld hast, dann lade ich dich ein. <i>(If you don't have money, then I'll invite you.)</i>		
final	damit	goal, intention
Sie studierte Medizin, damit sie eine berühmte Ärztin werden konnte. <i>(She studied medicine, so that she could become a famous doctor.)</i>		
modal	indem	method, manner
Sie besteht die Prüfung, indem sie jeden Tag lernt. <i>(She passes the exam by studying every day.)</i>		
object	dass, ob, W-question words	reported speech
Er fragt mich, ob es hier eine Apotheke gibt. <i>(He asks me whether there is a pharmacy around here.)</i>		

We'll explore each clause type in more detail in the chapters that follow. By the end, you'll be able not only to recognize these structures in written and spoken texts, but also to use them confidently in your own communication.

German Sentence Structure in Main Clauses

subject + verb + additions

Position of the verb – sentence type A:

	Position 1	Position 2	Position 3
Statements:	Klaus	liebt	Musik.
<i>Klaus loves music.</i>			
W-Questions:	Wer	ist	das?
<i>Who is that?</i>			

Position of the verb – sentence type B:

	Position 1	Position 2	Position 3
Y/N Questions:	Bist	du	Katrin?
<i>Are you Katrin?</i>			
Commands:	Gib	mir	das Geld!
<i>Give me the money!</i>			

Which sentence type is this?

Hilf mir bitte!	(Help me please!) → Type ?
Siehst du mich?	(Do you see me?) → Type ?
Wann kommst du?	(When do you come?) → Type ?
Er lernt jeden Tag Deutsch.	(He studies German every day.) → Type ?
Lernst du Deutsch?	(Do you study German?) → Type ?
Lerne Deutsch!	(Study German!) → Type ?

Solutions:

Which sentence type is this?

Hilf mir bitte!	<i>(Help me please!)</i> → Type B
Siehst du mich?	<i>(Do you see me?)</i> → Type B
Wann kommst du?	<i>(When do you come?)</i> → Type A
Er lernt jeden Tag Deutsch.	<i>(He studies German every day.)</i> → Type A
Lernst du Deutsch?	<i>(Do you study German?)</i> → Type B
Lerne Deutsch!	<i>(Study German!)</i> → Type B

Regular Verb Conjugations in Present Tense

Corresponds to present, future and present continuous tense in English.

Personal Pronouns

	Singular	Plural
1. Person	ich	wir
2. Person	du	ihr
3. Person	er / sie / es	sie / Sie

Verb Stem + Conjugation Ending

	machen (to do)	trinken (to drink)	leben (to live)
ich	mach – e	trink – e	leb – e
du	mach – st	trink – st	leb – st
er / sie / es	mach – t	trink – t	leb – t
wir	mach – en	trink – en	leb – en
ihr	mach – t	trink – t	leb – t
sie / Sie	mach – en	trink – en	leb – en
	lernen (to study)	kochen (to cook)	wohnen (to live)
ich	lern – e	koch – e	wohn – e
du	lern – st	koch – st	wohn – st
er / sie / es	lern – t	koch – t	wohn – t
wir	lern – en	koch – en	wohn – en
ihr	lern – t	koch – t	wohn – t
sie / Sie	lern – en	koch – en	wohn – en

Add the correct conjugation ending to the verb stem:

- (1) Wir wohn_____ in Berlin. *(We live in Berlin.)*
- (2) Ich lern_____ Deutsch. *(I am learning German.)*
- (3) Koch_____ du gern? *(Do you like cooking?)*
- (4) Sie mach_____ ihre Hausaufgaben. *(They are doing their homework.)*
- (5) Trink_____ ihr Kaffee oder Tee? *(Do you guys drink coffee or tea?)*
- (6) Er leb_____ jetzt in Deutschland. *(He lives in Germany now.)*

Further recommended vocabulary:

rauchen <i>(to smoke)</i>	studieren <i>(to study)</i>	bezahlen <i>(to pay)</i>
bleiben <i>(to stay)</i>	stehen <i>(to stand)</i>	hören <i>(to hear, to listen)</i>
fotografieren <i>(to take a photo)</i>		suchen <i>(to look for)</i>
spielen <i>(to play)</i>	besuchen <i>(to visit)</i>	kaufen <i>(to buy)</i>
schwimmen <i>(to swim)</i>	bestellen <i>(to order)</i>	gehen <i>(to go)</i>
schreiben <i>(to write)</i>		

Solutions:

Add the correct conjugation ending to the verb stem:

- (1) Wir wohn**en** in Berlin. *(We live in Berlin.)*
- (2) Ich lerne**n** Deutsch. *(I am learning German.)*
- (3) Koch**st** du gern? *(Do you like cooking?)*
- (4) Sie mach**en** ihre Hausaufgaben. *(They are doing their homework.)*
- (5) Trink**t** ihr Kaffee oder Tee? *(Do you guys drink coffee or tea?)*
- (6) Er lebt**t** jetzt in Deutschland. *(He lives in Germany now.)*

Irregular Verb Conjugations in Present Tense

Verb Stem + Conjugation Ending

→ The verb stem of irregular verbs contains a **vowel change** in the **2nd** and **3rd** person singular.

	e → i(e)		
	geben (to give)	nehmen (to take)	lesen (to read)
ich	geb – e	nehm – e	les – e
du	g ib – st	n imm – st	l ies – t
er / sie / es	g ib – t	n imm – t	l ies – t
wir	geb – en	nehm – en	les – en
ihr	geb – t	nehm – t	les – t
sie / Sie	geb – en	nehm – en	les – en
also in this category:	sprechen – er spricht (to speak); essen – er isst (to eat); sehen – er sieht (to see); vergessen – er vergisst (to forget)		
	a → ä		
	fahren (to drive)	schlafen (to sleep)	tragen (to carry)
ich	fahr – e	schlaf – e	trag – e
du	f ähr – st	sch läf – st	tr äg – st
er / sie / es	f ähr – t	sch läf – t	tr äg – t
wir	fahr – en	schlaf – en	trag – en
ihr	fahr – t	schlaf – t	trag – t
sie / Sie	fahr – en	schlaf – en	trag – en
also in this category:	waschen – er wäscht (to wash)		

	au → äu	i → ei
	laufen (to walk, to run)	wissen (to know)
ich	lauf – e	weiß
du	läuf – st	weißt
er / sie / es	läuf – t	weiß
wir	lauf – en	wiss – en
ihr	lauf – t	wiss – t
sie / Sie	lauf – en	wiss – en

Add the correct verb conjugated in present tense:

- (1) Er _____ (waschen) sein Auto. *(He washes his car.)*
- (2) _____ (laufen) du nach Hause? *(Are you walking home?)*
- (3) Das Baby _____ (schlafen). *(The baby is sleeping.)*
- (4) Ich _____ (lesen) oft Bücher. *(I often read books.)*
- (5) Wir _____ (fahren) nach München. *(We are driving to Munich.)*
- (6) Wer ist das? Ich _____ (wissen) nicht. *(Who is that? I don't know.)*
- (7) Sie _____ (nehmen) einen Keks. *(She takes a cookie.)*
- (8) Wir _____ (tragen) das Sofa. *(We carry the sofa.)*
- (9) Er _____ (geben) ihr seine Nummer. *(He gives her his number.)*
- (10) _____ (wissen) du wie spät es ist? *(Do you know what time it is?)*

Solutions:

Add the correct verb conjugated in present tense:

- | | |
|-----------------------------------------|---------------------------------------|
| (1) Er wäscht sein Auto. | <i>(He washes his car.)</i> |
| (2) Läufst du nach Hause? | <i>(Are you walking home?)</i> |
| (3) Das Baby schläft . | <i>(The baby is sleeping.)</i> |
| (4) Ich lese oft Bücher. | <i>(I often read books.)</i> |
| (5) Wir fahren nach München. | <i>(We are driving to Munich.)</i> |
| (6) Wer ist das? Ich weiß nicht. | <i>(Who is that? I don't know.)</i> |
| (7) Sie nimmt einen Keks. | <i>(She takes a cookie.)</i> |
| (8) Wir tragen das Sofa. | <i>(We carry the sofa.)</i> |
| (9) Er gibt ihr seine Nummer. | <i>(He gives her his number.)</i> |
| (10) Weißt du wie spät es ist? | <i>(Do you know what time it is?)</i> |

Irregular Conjugation Endings in Present Tense

Verb Stem + Conjugation Ending

- ➔ Regular verbs are defined by not changing their verb stem throughout their conjugated forms.
- ➔ However, when the verb stem ends in certain consonants, the conjugation endings differ from their usual forms.

	verb stems ending in -d/-t/-n/-m			
	arbeiten (to work)	reden (to talk)	öffnen (to open)	atmen (to breathe)
ich	arbeit – e	red – e	öffn – e	atm – e
du	arbeit – est	red – est	öffn – est	atm – est
er / sie / es	arbeit – et	red – et	öffn – et	atm – et
wir	arbeit – en	red – en	öffn – en	atm – en
ihr	arbeit – et	red – et	öffn – et	atm – et
sie / Sie	arbeit – en	red – en	öffn – en	atm – en

	verb stems ending in -s/-ss/-ß/-z			
	reisen (to travel)	heißen (to be called)	fassen (to grab)	tanzen (to dance)
ich	reis – e	heiß – e	fass – e	tanz – e
du	reis – t	heiß – t	fass – t	tanz – t
er / sie / es	reis – t	heiß – t	fass – t	tanz – t
wir	reis – en	heiß – en	fass – en	tanz – en
ihr	reis – t	heiß – t	fass – t	tanz – t
sie / Sie	reis – en	heiß – en	fass – en	tanz – en

Add the correct conjugation ending to the verb stem:

- (1) Tanz_____ du mit mir? *(Will you dance with me?)*
- (2) Wie heiß_____ er? *(What is his name?)*
- (3) Ich begrüß_____ die Gäste. *(I greet the guests.)*
- (4) Lies_____ du gern Bücher? *(Do you like reading books?)*
- (5) Er find_____ seine Schlüssel nicht. *(He doesn't find his keys.)*
- (6) Weiß_____ du wer das ist? *(Do you know who that is?)*
- (7) Ihr arbeit_____ zu viel. *(You guys work too much.)*
- (8) Wir reis_____ oft nach Spanien. *(We often travel to Spain.)*
- (9) Heiß_____ du Claudia? *(Is your name Claudia?)*
- (10) Er öffn_____ die Tür. *(He opens the door.)*

Solutions:

Add the correct conjugation ending to the verb stem:

- (1) Tanz**t** du mit mir? *(Will you dance with me?)*
- (2) Wie heiß**t** er? *(What is his name?)*
- (3) Ich begrüß**e** die Gäste. *(I greet the guests.)*
- (4) Liest du gern Büch**e**r? *(Do you like reading books?)*
- (5) Er find**e**t seine Schlüssel nicht. *(He doesn't find his keys.)*
- (6) Weiß**t** du wer das ist? *(Do you know who that is?)*
- (7) Ihr arbeit**e**t zu viel. *(You guys work too much.)*
- (8) Wir reis**e**n oft nach Spanien. *(We often travel to Spain.)*
- (9) Heiß**t** du Claudia? *(Is your name Claudia?)*
- (10) Er öffn**e**t die Tür. *(He opens the door.)*

Special Verbs: haben, sein, werden

→ Can be used as full verbs or as helping verbs.

	haben (to have)	sein (to be)	werden (to become)
ich	hab – e	bin	werd – e
du	ha – st	bist	wirst
er / sie / es	ha – t	ist	wird
wir	hab – en	sind	werd – en
ihr	hab – t	seid	werd – et
sie / Sie	hab – en	sind	werd – en

→ Used as full verbs with an addition (noun or adjective):

- Ich habe Zeit. *(I have time.)*
- Er hat viel Geld. *(He has a lot of money.)*
- Thomas ist nett. *(Thomas is nice.)*
- Matthias ist Arzt. *(Matthias is a doctor.)*
- Sabine wird bald gesund. *(Sabine gets healthy soon.)*
- Tina wird bald Mutter. *(Tina will soon be a mother.)*

→ Used as helping verbs to form other tenses:

- Er hat den Film gesehen. *(He has seen the movie.)*
- Ich habe den Kuchen gegessen. *(I have eaten the cake.)*
- Sie ist ins Kino gegangen. *(She has gone to the cinema.)*
- Wir sind nach Amerika geflogen. *(We have flown to America.)*
- Das Auto wird gewaschen. *(The car is (being) washed.)*
- Das Essen wird gekocht. *(The food is (being) cooked.)*

Add the correct conjugated verb (sein, haben, werden):

- (1) Wie _____ das Wetter heute?
(How is the weather today?)
- (2) Wie _____ das Wetter morgen?
(How is the weather tomorrow?)
- (3) Tim _____ heute Geburtstag.
(Tim is having his birthday today.)
- (4) Meine Katze _____ krank.
(My cat is ill.)
- (5) Aber sie _____ bald wieder gesund.
(But she will get healthy soon.)
- (6) Wenn ich groß _____, _____ ich Astronaut.
(When I grow up, I will be an astronaut.)
- (7) Ich _____ heute keine Zeit.
(I have no time today.)
- (8) Ich _____ noch jung, aber ich _____ bald Mama.
(I am still young, but I will soon be a mom.)

Solutions:

Add the correct conjugated verb (sein, haben, werden):

- (1) Wie **ist** das Wetter heute?
(How is the weather today?)
- (2) Wie **wird** das Wetter morgen?
(How is the weather tomorrow?)
- (3) Tim **hat** heute Geburtstag.
(Tim is having his birthday today.)
- (4) Meine Katze **ist** krank.
(My cat is ill.)
- (5) Aber sie **wird** bald wieder gesund.
(But she will get healthy soon.)
- (6) Wenn ich groß **bin, werde** ich Astronaut.
(When I grow up, I will be an astronaut.)
- (7) Ich **habe** heute keine Zeit.
(I have no time today.)
- (8) Ich **bin** noch jung, aber ich **werde** bald Mama.
(I am still young, but I will soon be a mom.)

Verbs in Present Tense: Exercises and Revision

- **Lesson 1:** In statements and in W-questions, the conjugated verb is in the 2nd position of the sentence. In Yes/No-questions and commands, the verb is in the 1st position of the sentence.
- **Lesson 2:** Regular verbs do not change their verb stem throughout their conjugated forms.
- **Lesson 3:** Irregular verbs do change their verb stem – typically through a vowel change and usually in the 2nd and 3rd person Singular.
- **Lesson 4:** No matter if a verb is regular or irregular, some verbs with stems ending in -d/-t/-n/-m and -s/-ss/-ß/-z show an irregularity in their conjugation endings.
- **Lesson 5:** The verbs haben, sein and werden have a special function in German, because they can be used either as full verbs or as helping verbs (i.e. auxiliary verbs) to form other tenses.
- **Note:** A verb that is regular in present tense does not necessarily have to be regular in past tense or in other grammatical forms like participles!

Your personal notes:

Verbs that we studied so far (total 47):

machen (to make, reg.)	trinken (to drink, reg.)	leben (to live, reg.)	lernen (to learn, reg.)
kochen (to cook, reg.)	wohnen (to live, reg.)	rauchen (to smoke, reg.)	bleiben (to stay, reg.)
fotografieren (to take a photo, reg.)	spielen (to play, reg.)	schwimmen (to swim, reg.)	schreiben (to write, reg.)
studieren (to study, reg.)	stehen (to stand, reg.)	besuchen (to visit, reg.)	bestellen (to order, reg.)
bezahlen (to pay, reg.)	hören (to hear, reg.)	suchen (to look for, reg.)	kaufen (to buy, reg.)
gehen (to go, reg.)	geben (to give, irr.)	nehmen (to take, irr.)	lesen (to read, irr.)
fahren (to drive, irr.)	schlafen (to sleep, irr.)	tragen (to carry, irr.)	sprechen (to speak, irr.)
essen (to eat, irr.)	sehen (to see, irr.)	vergessen (to forget, irr.)	waschen (to wash, irr.)
laufen (to walk, irr.)	wissen (to know, irr.)	arbeiten (to work, reg.*)	reden (to speak, reg.*)
öffnen (to open, reg.*)	atmen (to breathe, reg.*)	reisen (to travel, reg.*)	heißen (to be called, reg.*)
fassen (to grab, reg.*)	tanzen (to dance, reg.*)	begrüßen (to greet, reg.*)	finden (to find, reg.*)

haben
(to have, irr.)

sein
(to be, irr.)

werden
(to become, irr.)

Fill the gaps with the verbs in their conjugated forms:

Das _____ (sein) meine Freundin. Sie _____ (heißen) Ramona. Sie _____ (haben) heute Geburtstag. Sie _____ (werden) heute 23. Ramona _____ (wohnen) in Berlin und _____ (arbeiten) in einem Hotel. Ihre Eltern _____ (leben) auch in Berlin. Sie _____ (sein) schon sehr alt. Ramona _____ (reden) viel und _____ (tanzen) gern. Sie _____ (haben) viele Freunde. Im Hotel _____ (begrüßen) Ramona die Gäste, _____ (geben) ihnen die Zimmerschlüssel und _____ (öffnen) die Tür für sie. Ramona _____ (sprechen) fließend Deutsch, Englisch und Französisch. Sie _____ (fahren) oft nach Frankreich in den Urlaub. Dort _____ (essen) sie Baguette und Käse und _____ (fotografieren) die Landschaft.

Solutions:

Fill the gaps with the verbs in their conjugated forms:

Das **ist** meine Freundin. Sie **heißt** Ramona. Sie **hat** heute Geburtstag. Sie **wird** heute 23. Ramona **wohnt** in Berlin und **arbeitet** in einem Hotel. Ihre Eltern **leben** auch in Berlin. Sie **sind** schon sehr alt. Ramona **redet** viel und **tanzt** gern. Sie **hat** viele Freunde. Im Hotel **begrüßt** Ramona die Gäste, **gibt** ihnen die Zimmerschlüssel und **öffnet** die Tür für sie. Ramona **spricht** fließend Deutsch, Englisch und Französisch. Sie **fährt** oft nach Frankreich in den Urlaub. Dort **isst** sie Baguette und Käse und **fotografiert** die Landschaft.

How to Express Liking: mögen vs gern

→ To express a liking or preference of something in German, we can use:

- “mögen” to refer to objects (nouns, pronouns) or
- “gern” to refer to activities (verbs).

→ However, their grammatical function is fundamentally different:

- **mögen** is a verb that requires a direct object (nouns or pronouns), for example:
 - Ich mag Pizza. *(I like pizza.)*
 - Er mag den Frühling. *(He likes the spring.)*
 - Magst du mich? *(Do you like me?)*

	mögen (to like)
ich	mag
du	magst
er / sie / es	mag
wir	mög – en
ihr	mög – t
sie / Sie	mög – en

- **gern** is an adverb that comes right after the verb, it roughly translates as “with pleasure”, “gladly” or “willingly”, for example:
 - Ich lese gern. *(I like reading.)*
 - Er fährt gern Fahrrad. *(He likes riding a bike.)*
 - Wir essen gern Sushi. *(We like eating sushi.)*

→ Therefore, when to use which depends on whether the thing that we like is an object or an activity:

I like sushi.	-	Ich mag Sushi.
I like eating sushi.	-	Ich esse gern Sushi.
He likes books.	-	Er mag Bücher.
He likes reading books.	-	Er liest gern Bücher.

Solutions:

Choose either mögen or verb + gern to fill in the gaps:

- (1) Ich **mag** Schokolade. *(I like chocolate.)*
- (2) Ich **esse gern** Schokolade. *(I like eating chocolate.)*
- (3) Wir **reisen gern** nach Frankreich. *(We like travelling to France.)*
- (4) Wir **mögen** französischen Wein. *(We like French wine.)*
- (5) **Spielst** du **gern** Schach? *(Do you like playing chess?)*
- (6) Ja, ich **mag** alle Spiele. *(Yes, I like all games.)*

Add the correct conjugated verb:

- (1) _____ Sie Frau Schneider?
(Are you Mrs. Schneider?)
- (2) Du _____ mein bester Freund.
(You are my best friend.)
- (3) Wie _____ Sie?
(What is your name?)
- (4) Ihr _____ Tim und Laura, richtig?
(Your names are Tim and Laura, right?)
- (5) _____ Sie klassische Musik?
(Do you like classical music?)
- (6) Ihr _____ zu viel Zucker und Salz.
(You guys eat too much sugar and salt.)
- (7) Sie _____ zu viel Gepäck.
(You have too much luggage.)
- (8) Du _____ morgen Geburtstag.
(It is going to be your birthday tomorrow.)

Solutions:

Add the correct conjugated verb:

- (1) **Sind** Sie Frau Schneider?
(Are you Mrs. Schneider?)
- (2) Du **bist** mein bester Freund.
(You are my best friend.)
- (3) Wie **heißen** Sie?
(What is your name?)
- (4) Ihr **heißt** Tim und Laura, richtig?
(Your names are Tim and Laura, right?)
- (5) **Mögen** Sie klassische Musik?
(Do you like classical music?)
- (6) Ihr **esst** zu viel Zucker und Salz.
(You guys eat too much sugar and salt.)
- (7) Sie **haben** zu viel Gepäck.
(You have too much luggage.)
- (8) Du **hast** morgen Geburtstag.
(It is going to be your birthday tomorrow.)

Verbs With Prefix In Present Tense

- Some German verbs are a composite of a base verb and a prefix.
- When conjugating, those prefixes are either separated from the base verb or they remain attached to it. We therefore differentiate between:
 - separable verbs
 - inseparable verbs
- Whether or not a verb is separable or inseparable depends on the prefix.
- If the prefix is separated from the base verb, it is placed at the end of the sentence.

separable verbs	inseparable verbs	dual prefixes
auf stehen (to get up)	b esuchen (to visit)	unter stützen (to support)
ab holen (to pick up)	ge fallen (to please)	über setzen (to translate)
an fangen (to start)	er klären (to explain)	um fallen (to fall over)
ein kaufen (to go shopping)	zer stören (to destroy)	durch führen (to carry out)
aus machen (to switch off)	ver stehen (to understand)	wid ersprechen (to contradict)
fern sehen (to watch tv)	mis strauen (to distrust)	wieder holen (to repeat)
hin gehen (to go there)	emp fehlen (to recommend)	
her kommen (to come here)	ent scheiden (to decide)	
fest halten (to hold)		
mit bringen (to bring along)		
nach denken (to think)		
vor stellen (to introduce)		
los fahren (to depart)		
weg laufen (to run away)		
zurück kommen (to come back)		
zu hören (to listen)		
zusammen arbeiten (to cooperate)		
weiter machen (to continue)		

- **aufstehen:** Ich stehe jeden Morgen um 7 Uhr auf.
(I get up every morning at 7 o'clock.)
- **ausmachen:** Er macht die Kaffeemaschine aus.
(He switches off the coffee machine.)
- **zusammenarbeiten:** Das Team arbeitet sehr gut zusammen.
(The team works very well together.)
- **besuchen:** Ich besuche morgen meine Großmutter.
(I will visit my grandmother tomorrow.)
- **verstehen:** Ich verstehe seinen Dialekt nicht.
(I don't understand his dialect.)
- **erklären:** Sie erklärt uns die deutsche Grammatik.
(She explains German grammar to us.)
- **wiederholen:** Er wiederholt den Satz noch einmal.
(He repeats the sentence one more time.)
- **wiederbringen:** Bitte bring mir mein Geld wieder!
(Please bring me my money back.)

Decide if the verb is separable or inseparable, then conjugate for the given person:

Example: anrufen (1st person Singular): ich rufe an

- (1) aufstehen (1st person Plural): _____
- (2) verkaufen (2nd person Singular): _____
- (3) mitmachen (2nd person Plural): _____
- (4) besuchen (3rd person Plural): _____
- (5) einkaufen (3rd person Singular): _____
- (6) abholen (1st person Singular): _____

Solutions:

Decide if the verb is separable or inseparable, then conjugate for the given person:

Example: anrufen (1st person Singular): ich rufe an

- (1) aufstehen (1st person Plural): **wir stehen auf**
- (2) verkaufen (2nd person Singular): **du verkaufst**
- (3) mitmachen (2nd person Plural): **ihr macht mit**
- (4) besuchen (3rd person Plural): **sie besuchen**
- (5) einkaufen (3rd person Singular): **er / sie / es kauft ein**
- (6) abholen (1st person Singular): **ich hole ab**

Reflexive Verbs

- Reflexive verbs consist of a **verb** and a **reflexive pronoun** (sich).
 - **sich kämmen** (to comb)
 - **sich rasieren** (to shave)

- They are used when the **subject** and **object** of a sentence are **identical**, i.e. when the doer of the action = the receiver of the action.
 - Ich wasche mich. (I wash myself.)
 - Er zieht sich an. (He clothes himself = He gets dressed.)

- Therefore, reflexive pronouns need to **match the subject** of the sentence. It is placed after the conjugated verb.

subject	reflexive pronoun	example sentence
ich	mich	Ich dusche mich . (I take a shower.)
du	dich	Du rasierst dich . (You shave.)
er / sie / es	sich	Er verabschiedet sich . (He says goodbye.)
wir	uns	Wir treffen uns . (We meet.)
ihr	euch	Ihr streitet euch . (You guys argue.)
sie / Sie	sich	Sie entspannen sich . (They relax.)

- The reflexive pronoun stands in the **Accusative** case when the subject is at the same time the **only object** in a sentence. However it will stand in the **Dative** case when there is **another object** in the sentence.

subject	refl. pron. in Accusative	refl. pron. in Dative
ich	mich	mir
du	dich	dir
er / sie / es	sich	sich
wir	uns	uns
ihr	euch	euch
sie / Sie	sich	sich

Ich **wasche mir** die Hände.

Du **wäschst dir** die Hände.

Er **wäscht sich** die Hände.

Wir **waschen uns** die Hände.

Ihr **wascht euch** die Hände.

Sie **waschen sich** die Hände.

→ Partially reflexive verbs can be used **both reflexively** (ich frage mich...) and with **another Accusative (=direct) object** (ich frage dich...)

- Ich erinnere **mich** an meinen Urlaub. (*I remember my vacation.*)
- Ich erinnere **dich** an deinen Termin. (*I remind you of your appointment.*)
- Ich verabschiede **mich** von den Gästen. (*I say goodbye to the guests.*)
- Ich verabschiede **die Gäste**. (*I see the guests off.*)

→ However, a few verbs **only** exist in their **reflexive forms**:

- sich bedanken (*to thank*)
- sich beeilen (*to hurry*)
- sich befinden (*to be located*)
- sich beschweren (*to complain*)
- sich bewerben (*to apply*)
- sich erkälten (*to catch a cold*)
- sich freuen (*to be happy*)
- sich interessieren (*to be interested*)
- sich streiten (*to argue*)
- sich sonnen (*to sunbathe*)
- sich verlieben (*to fall in love*)

Conjugate the given reflexive verbs and choose the correct reflexive pronoun either in Accusative or Dative case:

- (1) Meine Brüder _____ (sich streiten, reg.*) immer.
(My brothers always argue.)
- (2) Ich _____ (sich verlieben, reg.) immer zu schnell!
(I always fall in love too quickly!)
- (3) Sie _____ (sich erkälten, reg.*) jeden Winter.
(She catches a cold every winter.)
- (4) Er _____ (sich rasieren, reg.) jeden Morgen.
(He shaves every morning.)
- (5) Wir _____ (sich waschen, irr.) die Hände vor dem Essen.
(We wash our hands before the meal.)
- (6) Du _____ (sich putzen, reg.*) die Zähne nach dem Essen.
(You brush your teeth after the meal.)
- (7) Ich _____ (sich freuen, reg.) über dein Geschenk.
(I am happy about your present.)
- (8) Sie _____ (sich interessieren, reg.) für Kunst.
(They are interested in arts.)
- (9) Ich _____ (sich kämmen, reg.) die Haare.
(I comb my hair.)
- (10) Er _____ (sich erinnern, reg.) nicht an mich.
(He doesn't remember me.)

Conjugate the given reflexive verbs and choose the correct reflexive pronoun either in Accusative or Dative case:

- (1) Meine Brüder **streiten sich** immer.
(My brothers always argue.)
- (2) Ich **verliebe mich** immer zu schnell!
(I always fall in love too quickly!)
- (3) Sie **erkältet sich** jeden Winter.
(She catches a cold every winter.)
- (4) Er **rasiert sich** jeden Morgen.
(He shaves every morning.)
- (5) Wir **waschen uns** die Hände vor dem Essen.
(We wash our hands before the meal.)
- (6) Du **putzt dir** die Zähne nach dem Essen.
(You brush your teeth after the meal.)
- (7) Ich **freue mich** über dein Geschenk.
(I am happy about your present.)
- (8) Sie **interessieren sich** für Kunst.
(They are interested in arts.)
- (9) Ich **kämme mir** die Haare.
(I comb my hair.)
- (10) Er **erinnert sich** nicht an mich.
(He doesn't remember me.)

Verbs in Present Tense: Exercises and Revision

- **Lesson 7:** Liking something can be expressed in two ways: The irregular verb “mögen” is used when the thing we like is an object (i.e. a noun or pronoun) or a person (i.e. a name). In contrast, the adverb “gern” is used when we express liking for an activity (i.e. a verb); it is then placed immediately after the verb.

- **Lesson 8:** We can address people with three different version of “you”: (1) du → informal Singular; (2) ihr → informal Plural; or (3) Sie → formal Singular or Plural. The context and formality of the situation determines which form of address is used.

- **Lesson 9:** Verbs with prefixes can either be separable or inseparable during conjugation. This depends on the prefix. If the prefix is separated, it is placed at the end of the sentence.

- **Lesson 10:** Reflexive verbs indicate that the doer of the action of the verb is at the same time the receiver of the action. The reflexive pronoun “sich” needs to be adjusted in accordance with the subject of the sentence. Reflexive pronouns can stand in Dative or Accusative case.

Your personal notes:

Recommended vocabulary verbs with prefix (51):

ab/fahren (to depart, irr.)	ab/fliegen (to depart / plane, reg.)
ab/geben (to hand in, irr.)	ab/holen (to pick up, reg.)
an/fangen (to start, irr.)	an/kommen (to arrive, reg.)
an/machen (to switch on, reg.)	an/rufen (to call, reg.)
auf/hören (to stop, reg.)	auf/machen (to open, reg.)
auf/räumen (to tidy up, reg.)	auf/schreiben (to write down, reg.)
auf/stehen (to get up, reg.)	aus/packen (to unpack, reg.)
aus/sehen (to look like, irr.)	aus/steigen (to get off, reg.)
beginnen (to begin, reg.)	bekommen (to receive, reg.)
benutzen (to use, reg.*)	bestellen (to order, reg.)
besuchen (to visit, reg.)	bezahlen (to pay, reg.)
ein/kaufen (to do shopping, reg.)	ein/laden (to invite, irr.)
ein/steigen (to get on, reg.)	erinnern (to remind, reg.)
erklären (to explain, reg.)	erlauben (to allow, reg.)
erzählen (to tell, reg.)	fern/sehen (to watch tv, irr.)
gefallen (to appeal, irr.)	gehören (to belong, reg.)
gewinnen (to win, reg.)	kennen/lernen (to get to know, reg.)
mit/bringen (to bring along, reg.)	mit/kommen (to come along, reg.)
mit/machen (to join, reg.)	mit/nehmen (to take along, irr.)

übersetzen (*to translate, reg.**)

unterschreiben (*to sign, reg.*)

verdienen (*to earn, reg.*)

vergessen (*to forget, irr.*)

vergleichen (*to compare, reg.*)

verkaufen (*to sell, reg.*)

verlieren (*to loose, reg.*)

versprechen (*to promise, irr.*)

verstehen (*to understand, reg.*)

vor/stellen (*to introduce, reg.*)

wiederholen (*to repeat, reg.*)

zu/hören (*to listen, reg.*)

zu/machen (*to close, reg.*)

Recommended vocabulary reflexive verbs (25):

sich anmelden (*to sign up, reg.**)

sich anziehen (*to get dressed, reg.*)

sich ärgern (*to be upset, reg.*)

sich ausziehen (*to undress, reg.*)

sich bedanken (*to thank, reg.*)

sich beeilen (*to hurry up, reg.*)

sich befinden (*to be located, reg.**)

sich beschweren (*to complain, reg.*)

sich bewerben (*to apply, reg.*)

sich entschuldigen (*to apologize, reg.*)

sich entspannen (*to relax, reg.*)

sich erinnern (*to remember, reg.*)

sich erkälten (*to catch a cold, reg.**)

sich freuen (*to be happy, reg.*)

sich fühlen (*to feel, reg.*)

sich kämmen (*to comb, reg.*)

sich rasieren (*to shave, reg.*)

sich sonnen (*to sunbathe, reg.*)

sich streiten (*to argue, reg.**)

sich treffen (*to meet up, reg.*)

sich umziehen (*to get changed, reg.*) sich unterhalten (*to converse, reg.**)

sich verabschieden (*to say goodbye, reg.**) sich verlieben (*to fall in love, reg.*)

sich waschen (*to wash, reg.*)

Fill the gaps with the given verbs with prefix:

Der Unterricht _____ um 9 Uhr _____. (anfangen)

(The lesson starts at 9 am.)

Der Unterricht _____ um 9 Uhr _____. (beginnen)

(The lesson starts at 9 am.)

Das Konzert _____ um 22 Uhr _____. (aufhören)

(The concert finishes at 10 pm.)

Das Konzert _____ um 22 Uhr _____. (enden)

(The concert finishes at 10 pm.)

Du _____ das Frühstück _____. (vorbereiten)

(You are preparing the breakfast.)

_____ Sie mich _____? (verstehen)

(Do you understand me?)

Er _____ sehr viel Geld _____. (verdienen)

(He earns a lot of money.)

Ich _____ dem Gespräch _____. (zuhören)

(I am listening to the conversation.)

Conjugate the given reflexive verbs and pay attention to the reflexive pronoun:

(1) sich entspannen:

Ich _____ in der Sauna.

(I relax in the sauna.)

Wir _____ in der Sauna.

(We relax in the sauna.)

Er _____ in der Sauna.

(He relaxes in the sauna.)

(2) sich verabschieden:

Er _____ von den Gästen.

(He says goodbye to the guests.)

Sie (Pl.) _____ von den Gästen.

(They say goodbye to the guests.)

Du _____ von den Gästen.

(You say goodbye to the guests.)

(3) sich fühlen:

Ich _____ ein bisschen krank.

(I feel a bit ill.)

Du _____ ein bisschen krank.

(You feel a bit ill.)

Wir _____ ein bisschen krank.

(We feel a bit ill.)

(4) sich kämmen:

Ich _____ .

(I comb myself.)

Ich _____ die Haare.

(I comb my hair.)

Du _____ .

(You comb yourself.)

Du _____ die Haare.

(You comb your hair.)

Wir _____ .

(We comb ourselves.)

Wir _____ die Haare.

(We comb our hair.)

Solutions:

Fill the gaps with the given verbs with prefix:

Der Unterricht **fängt** um 9 Uhr **an**.

(The lesson starts at 9 am.)

Der Unterricht **beginnt** um 9 Uhr.

(The lesson starts at 9 am.)

Das Konzert **hört** um 22 Uhr **auf**.

(The concert finishes at 10 pm.)

Das Konzert **endet** um 22 Uhr.

(The concert finishes at 10 pm.)

Du **bereitest** das Frühstück **vor**.

(You are preparing the breakfast.)

Verstehen Sie mich?

(Do you understand me?)

Er **verdient** sehr viel Geld.

(He earns a lot of money.)

Ich **höre** dem Gespräch **zu**.

(I am listening to the conversation.)

Conjugate the given reflexive verbs and pay attention to the reflexive pronoun:

(1) sich entspannen:

Ich **entspanne mich** in der Sauna.

(I relax in the sauna.)

Wir **entspannen uns** in der Sauna.

(We relax in the sauna.)

Er **entspannt sich** in der Sauna.

(He relaxes in the sauna.)

(2) sich verabschieden:

Er **verabschiedet sich** von den Gästen.

(He says goodbye to the guests.)

Sie (Pl.) **verabschieden sich** von den Gästen.

(They say goodbye to the guests.)

Du **verabschiedest dich** von den Gästen.

(You say goodbye to the guests.)

(3) sich fühlen:

Ich **fühle mich** ein bisschen krank.

(I feel a bit ill.)

Du **fühlst dich** ein bisschen krank.

(You feel a bit ill.)

Wir **fühlen uns** ein bisschen krank.

(We feel a bit ill.)

(4) sich kämmen:

Ich **kämme mich**.

(I comb myself.)

Ich **kämme mir** die Haare.

(I comb my hair.)

Du **kämmst dich**.

(You comb yourself.)

Du **kämmst dir** die Haare.

(You comb your hair.)

Wir **kämmen uns**.

(We comb ourselves.)

Wir **kämmen uns** die Haare.

(We comb our hair.)

Asking Open-Ended And Closed-Ended Questions

- ➔ Closed-ended questions typically only require a Yes or No answer, whereas open-ended questions require a more detailed reply.
- ➔ The sentence structure between both question types will differ in terms of the position of the verb and use or absence of question pronouns.

Position of the verb:

	Position 1	Position 2	Position 3
Yes-No-Questions:	Gehst	du	nach Hause?
<i>Are you going home?</i>			
W-Questions:	Wann	gehst	du nach Hause?
<i>When are you going home?</i>			

A) Yes-No-Questions:

- subject and verb are inverted, so that the conjugated verb will occupy position 1 and the subject follows after the verb.

Standard verb:

Statement:	Der Vater	liest	die Zeitung.
<i>The father reads the newspaper.</i>			
Question:	Liest	der Vater	die Zeitung?
<i>Does the father read the newspaper?</i>			

Separable verb:

Statement:	Der Zug	kommt	am Bahnhof	an.
<i>The train arrives at the train station.</i>				
Question:	Kommt	der Zug	am Bahnhof	an?
<i>Does the train arrive at the train station?</i>				

Inseparable verb:

Statement:	Der Gast	bezahlt	die Rechnung.
<i>The guest pays the bill.</i>			
Question:	Bezahlt	der Gast	die Rechnung?
<i>Does the guest pay the bill?</i>			

Reflexive verb:

Statement:	Der Mann	wäscht	sich	die Hände.
<i>The man washes his hands.</i>				
Question:	Wäscht	sich	der Mann	die Hände?
<i>Does the man wash his hands?</i>				
Question:	Wäscht	er	sich	die Hände?
<i>Does he wash his hands?</i>				

B) Open-Ended Questions:

- So-called Open-Ended-questions are formed by placing a question pronoun or question word in the 1st position of the sentence followed by the sentence structure of a regular Yes-No-question.

Wer	who	Wer bist du?
Was	what	Was ist das?
Wann	when	Wann ist dein Geburtstag?
Warum	why	Warum magst du Bücher?
Wie	how	Wie heißt du?
Wo	where	Wo wohnst du?
Woher	from where	Woher kommst du?
Wohin	to where	Wohin gehst du?

- *Wer* and *was* are **question pronouns** (=interrogative pronouns) because they can be inflected in accordance with German cases and therefore belong to the category of pronouns.
- *Wann*, *warum*, *wie*, *wo*, *woher* and *wohin* cannot be inflected and are therefore called **question words** (=interrogative words).
- *Wie* + *adjective* can be used to ask about the **degree** to which something is described by this adjective, for example:
 - Wie lange fahren wir? (*How long will we be driving?*)
 - Wie lang ist dieser Fluss? (*How long is this river?*)
 - Wie hoch ist dieser Berg? (*How high is this mountain?*)

Complete the sentence to form a meaningful question:

- 1) _____ ist das ? – Das ist mein Bruder.
- 2) _____ gehst du? – Nach Hause.
- 3) _____ schläfst du jede Nacht? – 9 Stunden.
- 4) _____ kommen Sie? – Aus Ägypten.
- 5) _____ ist mein Telefon? – Ich glaube, im Auto.

Form a meaningful question out of the given elements:

- 1) Wann – abfahren – der Zug – vom Bahnhof

- 2) Wer – ausmachen – das Licht

- 3) Warum – du – sich beeilen – so sehr

- 4) Wann – er – aufstehen – jeden Morgen

- 5) Du – sich erinnern – an unseren Urlaub

Solutions:

Complete the sentence to form a meaningful question:

- 6) **Wer** ist das ? – Das ist mein Bruder.
- 7) **Wohin** gehst du? – Nach Hause.
- 8) **Wie lange** schläfst du jede Nacht? – 9 Stunden.
- 9) **Woher** kommen Sie? – Aus Ägypten.
- 10) **Wo** ist mein Telefon? – Ich glaube, im Auto.

Form a meaningful question out of the given elements:

- 6) Wann – abfahren – der Zug – vom Bahnhof

Wann fährt der Zug vom Bahnhof ab?

- 7) Wer – ausmachen – das Licht

Wer macht das Licht aus?

- 8) Warum – du – sich beeilen – so sehr

Warum beeilst du dich so sehr?

- 9) Wann – er – aufstehen – jeden Morgen

Wann steht er jeden Morgen auf?

10) Du – sich erinnern – an unseren Urlaub
Erinnerst du dich an unseren Urlaub?

Modal Verbs And The Sentence Bracket

→ Modal verbs “modify” the relationship of the subject to the action of the sentence.

→ In a sentence, it is the modal verb that receives the conjugation, whereas another full verb is required in its infinitive form.

→ Together, both verbs will form the sentence bracket, with the modal verb in position 2 and the infinitive at the end of the sentence.

- können: can, may (ability, opportunity, permission)
- wollen: want to (intention)
- dürfen: be allowed to (permission)
- müssen: have to (obligation, necessity)
- sollen: should (duty, request)
- mögen: to like (preference)
- möchten: would like (wish, desire)

	können	wollen	dürfen	müssen
ich	kann	will	darf	muss
du	kannst	willst	darfst	musst
er / sie / es	kann	will	darf	muss
wir	können	wollen	dürfen	müssen
ihr	könnt	wollt	dürft	müsst
sie / Sie	können	wollen	dürfen	müssen
	sollen	mögen		
ich	soll	mag*	möchte**	
du	sollst	magst*	möchtest**	
er / sie / es	soll	mag*	möchte**	
wir	sollen	mögen*	möchten**	
ihr	sollt	mögt*	möchtet**	
sie / Sie	sollen	mögen*	möchten**	

* usually only used as a full verb with an Accusative object

** the Konjunktiv II form of mögen, used when mögen has the function of a modal verb

Example sentences:

- Ich kann nicht sehr gut kochen. (*I can't cook very well.*)
- Er will immer gewinnen. (*He always wants to win.*)
- Die Kinder dürfen eine Stunde fernsehen. (*The kids may watch TV for an hour.*)
- Du musst dein Zimmer aufräumen. (*You have to tidy up your room.*)
- Soll ich dir helfen? (*Shall I help you?*)
- Möchtest du ein Stück Kuchen? (*Would you like a piece of cake?*)

The German sentence bracket:

Pre-Field	Left Bracket	Middle-Field	Right Bracket
Ich	kann	nicht sehr gut	kochen.
Er	will	immer	gewinnen.
Die Kinder	dürfen	eine Stunde	fernsehen.
Du	musst	dein Zimmer	aufräumen.

Choose the correct modal verb in its conjugated form:

- 1) _____ ich noch ein Stück Kuchen essen?
(*May I have another piece of cake?*)
- 2) _____ du mich heiraten?
(*Do you want to marry me?*)
- 3) _____ er schon gehen?
(*Does he have to leave already?*)
- 4) _____ ich dir helfen?
(*Shall I help you?*)
- 5) _____ du gut Deutsch sprechen?
(*Can you speak German well?*)
- 6) _____ ich das Fenster zumachen?
(*Shall I close the window?*)
- 7) _____ ihr einen Film ansehen?
(*Do you guys want to watch a movie?*)

Solutions:

Choose the correct modal verb in its conjugated form:

1) **Darf** ich noch ein Stück Kuchen essen?

(May I have another piece of cake?)

2) **Willst** du mich heiraten?

(Do you want to marry me?)

3) **Muss** er schon gehen?

(Does he have to leave already?)

4) **Soll** ich dir helfen?

(Shall I help you?)

5) **Kannst** du gut Deutsch sprechen?

(Can you speak German well?)

6) **Soll** ich das Fenster zumachen?

(Shall I close the window?)

7) **Wollt** ihr einen Film ansehen?

(Do you guys want to watch a movie?)

Sentence Negation Using “NICHT”

- German differentiates between the negation of entire sentences (=sentence negation) or sentence parts (=partial negation). The latter will be dealt with in a later lesson.
- “Nicht” is used to negate verbs, adverbs and adjectives, whereas the negative article “kein” is used to negate nouns under certain grammatical conditions.
- This lesson focuses on sentence negation using “nicht”. Partial negation and the negation of nouns will be dealt with separately.
- The position of “nicht” in a sentence depends on the grammatical composition of that sentence and the elements it contains.

Negating adjectives:

- “Nicht” is placed immediately before the adjective that is negated.

Affirmative:	Der Lehrer ist geduldig.
	<i>The teacher is patient.</i>
Negated:	Der Lehrer ist nicht geduldig.
	<i>The teacher is not patient.</i>

Negating sein / heißen:

- “Nicht” is placed immediately before the name that is negated.

Affirmative:	Ich bin / heiße Thomas.
	<i>I am Thomas.</i>
Negated:	Ich bin / heiße nicht Thomas.
	<i>I am not Thomas.</i>

Negating adverbs:

- “Nicht” is placed immediately before the adverb that is negated.

Affirmative:	Die Sängerin singt gut.
	<i>The singer sings well.</i>
Negated:	Die Sängerin singt nicht gut.
	<i>The singer doesn't sing well.</i>

Negating verbs:

- When negating verbs, “nicht” competes with other sentence elements for the last position in the sentence.
- Unless the sentence contains other elements with a higher priority for the end position, “nicht” is placed in the final position.
- We differentiate the following scenarios:

a) S-V type sentences:

Affirmative:	Das Baby schläft.
	<i>The baby sleeps.</i>
Negated:	Das Baby schläft nicht.
	<i>The baby doesn't sleep.</i>

b) S-V-O type sentences:

Affirmative:	Er liest den Brief.
	<i>He reads the letter.</i>
Negated:	Er liest den Brief nicht .
	<i>He doesn't read the letter.</i>

c) In sentences with a sentence bracket, nicht is placed before the right bracket:

Affirmative:	Ich mache das Radio an.
	<i>I turn on the radio.</i>
Negated:	Ich mache das Radio nicht an.
	<i>I don't turn on the radio.</i>

Affirmative:	Sie will ihre Hausaufgaben machen.
	<i>She wants to do her homework.</i>
Negated:	Sie will ihre Hausaufgaben nicht machen.
	<i>She doesn't want to do her homework.</i>

In short, “nicht” is placed:

before the negated adjective	Er ist nicht nett.
before the negated name	Er ist nicht Michael.
before the negated adverb	Er lernt nicht schnell.
at the end of the sentence	Ich rauche nicht .
before the right sentence bracket	Sie steht nicht auf. Sie will nicht aufstehen.

The position of “nicht” will be different when negating sentences that contain:

- adverbials of place
- prepositional objects
- nouns without article or with indefinite article (negation with kein)

Negate the following sentences:

(1) Sie heißt Maria. *(Her name is Maria.)*

(2) Er tanzt sehr gut. *(He dances very well.)*

(3) Das Kind mag den Ball. *(The child likes the ball.)*

(4) Wir wollen den Film ansehen. *(Wir want to watch the movie.)*

(5) Julia rennt schnell nach Hause. *(Julia runs home quickly.)*

(6) Der Koffer ist schwer. *(The suitcase is heavy.)*

(7) Ich stehe um 7 Uhr auf. *(I get up at 7 o'clock.)*

(8) Wir lachen viel. *(We laugh a lot.)*

(9) Der Vater liest die Zeitung. *(The father reads the newspaper.)*

(10) Ich muss die Wäsche waschen. *(I have to wash the laundry.)*

Solutions:

Negate the following sentences:

- | | |
|----------------------------------------------------------------------|-------------------------------------------|
| (1) Sie heißt nicht Maria. | <i>(Her name is not Maria.)</i> |
| (2) Er tanzt nicht sehr gut. | <i>(He doesn't dance very well.)</i> |
| (3) Das Kind mag den Ball nicht . | <i>(The child doesn't like the ball.)</i> |
| (4) Wir wollen den Film nicht ansehen.
<i>movie.)</i> | <i>(Wir don't want to watch the</i> |
| (5) Julia rennt nicht schnell nach Hause. | <i>(Julia doesn't run home quickly.)</i> |
| (6) Der Koffer ist nicht schwer. | <i>(The suitcase is not heavy.)</i> |
| (7) Ich stehe nicht um 7 Uhr auf. | <i>(I don't get up at 7 o'clock.)</i> |
| (8) Wir lachen nicht viel. | <i>(We don't laugh a lot.)</i> |
| (9) Der Vater liest die Zeitung nicht .
<i>newspaper.)</i> | <i>(The father doesn't read the</i> |
| (10) Ich muss die Wäsche nicht waschen.
<i>laundry.)</i> | <i>(I don't have to wash the</i> |

Summary And Revision

→ German verbs require conjugation.

- regular verbs → no change in verb stem
- irregular verbs → change in verb stem
- irregular conjugation endings after -d/-t/-n/-m and -s/-ss/-ß/-z

	regular stem	irregular stem	irregular ending
ich	gehe	sehe	arbeite
du	gehst	sie ^h st	arbeit ^e st
er / sie / es	geht	sie ^h t	arbeit ^e t
wir	gehen	sehen	arbeiten
ihr	geht	seht	arbeit ^e t
sie / Sie	gehen	sehen	arbeiten

→ In statements, the conjugated verb is always in the 2nd position of the sentence. If the verb consists of two parts, the second part will form the right sentence bracket at the end of the sentence. This is the case with:

- separable verbs; or
- modal verbs

pre-field	left bracket	middle field	right bracket
------------------	---------------------	---------------------	----------------------

Ich	lese	das Buch.	
Ich	möchte	das Buch	lesen.
Das Buch	möchte	ich	lesen.
Die Mutter	liest	dem Kind das Buch	vor.

- In Yes/No-questions, the left bracket moves to position 1, inverting the subject and conjugated verb.
- In W-questions, the question word/pronoun occupies the pre-field, leaving the conjugated verb in position 2.

pre-field / left bracket		middle field	right bracket
Liest	du	das Buch?	
Möchtest	du	das Buch	lesen?
Warum	möchtest	du das Buch	lesen?
Liest	die Mutter	dem Kind das Buch	vor?

- With reflexive verbs, the reflexive pronoun (sich)
 - a) is a fixed part of the infinitive;
 - b) often essential for meaning;
 - c) subject to declension (cases)
 - d) stands at the beginning of the middle-field.

pre-field	left bracket	middle field	right bracket
Das Mädchen	wäscht	sich die Haare.	
Das Mädchen	will	sich die Haare	waschen.

- With separable verbs, the separable prefix
- is a fixed part of the infinitive;
 - often essential for meaning;
 - forms the right sentence bracket at the end of the sentence.
 - Inseparable prefixes remain attached to the verb.

pre-field	left bracket	middle field	right bracket
Die Kinder	stehen	sonntags um 10 Uhr	auf.
Die Großmutter	erinnert	sich an ihre Kindheit.	

- For sentence negation, “nicht” is used:
- before the negated name, adjective or adverb;
 - if a) does not apply, then usually at the end of the sentence
 - before the right sentence bracket

Type:	Example sentence:
a)	Der Schüler ist nicht fleißig.
b)	Der Schüler macht die Hausaufgabe nicht.
c)	Der Schüler will die Hausaufgabe nicht machen.

Conjugation is what we do to verbs. Declension is what we do to nouns, pronouns, articles, adjectives and numerals.

We are closing Part 1 about conjugations.

Now let's deal with declensions in Part 2.

Introduction to Section 2

- ➔ Nouns describe concrete or abstract things as well as living beings (der Tisch, die Hoffnung, der Ehemann). They are often:
 - accompanied by articles (ein Kind, der Mann)
 - replaced by pronouns (es, er, dieser)

- ➔ Nouns and pronouns can fulfill different functions in a sentence:
 - as the subject (Nominative) → who
 - as the object (Genitive, Dative, Accusative) → what / whom
 - as an addition/adverbial (in der Schule) → where

- ➔ Nouns are either masculine, feminine or neuter. Their accompanying articles reflect that grammatical gender.

	masculine	feminine	neuter
definite	der Mantel	die Tasche	das Buch
indefinite	ein Mantel	eine Tasche	ein Buch
possessive	mein Mantel	meine Tasche	mein Buch
negative	kein Mantel	keine Tasche	kein Buch
demonstrative	dieser Mantel	diese Tasche	dieses Buch
interrogative	welcher Mantel	welche Tasche	welches Buch

- ➔ Pronouns can be used to replace a noun and its grammatical function in a sentence:
 - der Lehrer → er; ihn; ihm
 - die Lehrerin → sie; sie; ihr
 - das Mädchen → es; es; ihm

- ➔ German plurals are rather “messy”. They follow certain patterns, but need to be learned “by heart” together with the gender.
 - das Kind → die Kinder
 - das Sofa → die Sofas
 - der Ton → die Töne
 - das Hemd → die Hemden
 - der Becher → die Becher

- ➔ To use nouns or pronouns as the object of a sentence, the sentence must have:
 - a verb that requires a direct object (Ich liebe ihn.)
 - a verb that requires a prepositional object (I rede mit ihm.)
 - a verb that requires a local addition. (Er sitzt auf dem Sofa.)

- ➔ Prepositions can be used to:
 - initiate prepositional objects
 - describe location
 - describe direction

The following chapters will deal with each of those aspects in greater detail.

German Nouns

What Is Declension?

→ German applies „declension“ to

- nouns
- pronouns
- articles
- adjectives

to reflect their function and role in a sentence (subject, object, adverbial).

Ich begrüße **den Nachbarn**. (I greet the neighbor.)

→ subject

Der Nachbar begrüßt **mich**. (The neighbor greets me.)

→ object

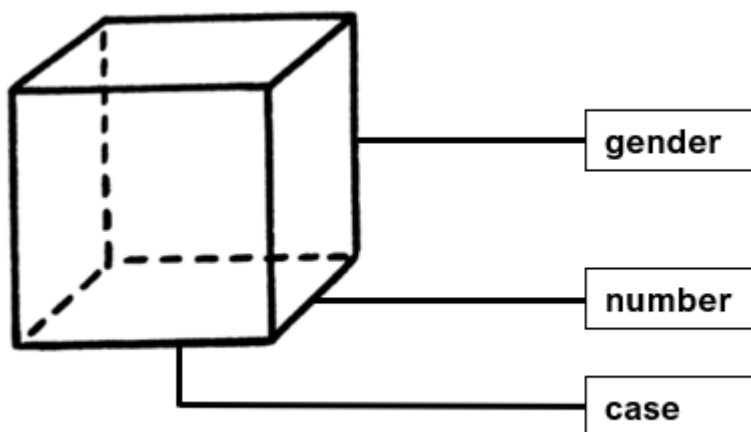
Ich bin **beim Nachbarn**. (I am at the neighbor's place.)

→ adverbial

→ German declension is determined along 3 axes:

- **gender:** masculine, feminine, neuter
- **number:** singular, plural
- **case:** Nominative, Genitive, Dative, Accusative

Imagine it like a 3-dimensional cube, and you need to locate the noun in the correct corner of the cube.



Examples:

Der junge Mann hilft der alten Frau. (The young man helps the old woman.)

→ **Subject:** masculine, singular, Nominative

→ **Object:** feminine, singular, Dative

Ein schlaues Kind liest viele interessante Bücher. (A smart child reads many interesting books.)

→ **Subject:** neuter, singular, Nominative

→ **Object:** neuter, plural, Accusative

Die Passagiere warten auf den nächsten Bus. (The passengers are waiting for the next bus.)

→ **Subject:** masculine, plural, Nominative

→ **Object:** masculine, singular, Accusative

The case of the subject is always Nominative. The case of the object is determined by the verb!

The Gender Of Nouns

→ A noun's gender can be seen from its accompanying definite article.

der Mann
(masculine)

die Frau
(feminine)

das Kind
(neuter)

→ With 90% of nouns, their article (and thereby their gender) needs to be learned by heart!

→ A noun's grammatical gender does not always correspond to its biological gender!

- das Mädchen (the girl)
- die Person (the person)
- das Kind (the child)
- der Boss (the boss)

→ There are however also a few rules about a noun's gender:

- **masculine:** male persons and professions
days, months, seasons
nouns ending in -ling, -or, -ismus
- **feminine:** female persons and professions
nouns ending in -ung, -heit, -keit, -schaft, -ei, -ion, -ur, -ät
- **neuter:** nouns made from an infinitive verb
many international loan words
nouns ending in -chen, -lein

Identify the given noun's gender and add the corresponding definite article (der, die, das):

- | | | | |
|------|-------|--------------|------------------|
| (1) | _____ | Freundschaft | (friendship) |
| (2) | _____ | Mädchen | (girl) |
| (3) | _____ | Sommer | (summer) |
| (4) | _____ | Freiheit | (freedom) |
| (5) | _____ | Anwalt | (lawyer) |
| (6) | _____ | Lehrerin | (female teacher) |
| (7) | _____ | Nationalität | (nationality) |
| (8) | _____ | Junge | (boy) |
| (9) | _____ | Kleidung | (clothing) |
| (10) | _____ | Montag | (Monday) |

Further recommended vocabulary (50):

das Datum (date)	der Name (name)	der Schlüssel (key)
der Löffel (spoon)	die Gabel (fork)	das Messer (knife)
das Kissen (pillow)	die Decke (blanket)	das Fenster (window)
der Tisch (table)	das Sofa (sofa)	der Fernseher (tv set)
der Bahnhof (train station)	der Koffer (suitcase)	das Gepäck (luggage)
die Fahrkarte (ticket)	das Zimmer (room)	der Zug (train)
das Geld (money)	die Tür (door)	das Essen (food)
die Straße (street)	der Flug (flight)	die Freiheit (freedom)
der Frieden (peace)	die Regierung (government)	der Hass (hatred)
die Liebe (love)	die Bildung (education)	die Umwelt (environment)
das Papier (paper)	der Stift (pen)	das Gehalt (salary)
der Vertrag (contract)	das Fleisch (meat)	die Kartoffel (potato)
der Salat (salad)	das Obst (fruit)	das Gemüse (vegetable)
das Wasser (water)	das Brot (bread)	der Wein (wine)
das Bier (beer)	der Körper (body)	das Auge (eye)
die Hand (hand)	der Kopf (head)	die Kleidung (clothing)
der Schuh (shoe)	das Handy (phone)	der Beruf (profession)
die Musik (music)	der Mensch (human)	

Solutions:

Identify the given noun's gender and add the corresponding definite article (der, die, das):

- | | | |
|------|-------------------------|------------------|
| (1) | die Freundschaft | (friendship) |
| (2) | das Mädchen | (girl) |
| (3) | der Sommer | (summer) |
| (4) | die Freiheit | (freedom) |
| (5) | der Anwalt | (lawyer) |
| (6) | die Lehrerin | (female teacher) |
| (7) | die Nationalität | (nationality) |
| (8) | der Junge | (boy) |
| (9) | die Kleidung | (clothing) |
| (10) | der Montag | (Monday) |

The Plural Of Nouns – Part 1

→ A noun's gender can be seen from its accompanying definite article in Singular.

der Mann
(masculine)

die Frau
(feminine)

das Kind
(neuter)

→ But: All nouns take the **definite article “die” in Plural**. Hence, you cannot tell a noun's gender from its Plural form!

→ In contrast to English, which mainly uses -s to form the Plural endings, German still applies the **old Germanic plural forms**, which are much more complex!

→ German Plurals are formed through **(1) vowel changes** and/or various kinds of **(2) suffixes**:

- die Tür – die Türen
- das Kind – die Kinder
- der Tisch – die Tische
- das Haus – die Häuser
- der Schlüssel – die Schlüssel
- das Sofa – die Sofas
- der Baum – die Bäume
- der Mann – die Männer
- die Frau – die Frauen
- der Hund – die Hunde

- ➔ Vowel changes can (but do not necessarily!) occur when the noun contains a, o or u, which change to ä, ö or ü.

- ➔ Which suffix to use is often influenced by the noun's gender, the amount of its syllables and its endings.
BUT: There are many overlapping possibilities and patterns!

- ➔ There are a total of **12 different Plural forms** in German. They often follow a pattern, but mostly need to be learned by heart!
 - no vowel change / no suffix
 - vowel change / no suffix
 - no vowel change / suffix -s
 - no vowel change / suffix -n
 - no vowel change / suffix -en
 - no vowel change / suffix -nen
 - no vowel change / suffix -e
 - vowel change / suffix -e
 - no vowel change / suffix -er
 - vowel change / suffix -er
 - irregular plural forms
 - nouns that exist only in Singular or Plural

Ultimately: Always learn the gender and plural together with the noun.

The subsequent chapters will introduce each Plural category one by one.

The Plural Of Nouns – Part 2

→ Reminder: 12 Plural categories:

- no vowel change / no suffix
- vowel change / no suffix
- no vowel change / suffix -s
- no vowel change / suffix -n
- no vowel change / suffix -en
- no vowel change / suffix -nen
- no vowel change / suffix -e
- vowel change / suffix -e
- no vowel change / suffix -er
- vowel change / suffix -er
- irregular plural forms
- **nouns that exist only in Singular or Plural**

→ Some German nouns exist only in their Singular or Plural forms.

→ Nouns with only a Singular form are referred to as **uncountable nouns**. They describe (1) abstract concepts (like emotions); (2) physical objects that don't come in units (like water); or (3) noun categories (like clothing)

- das Geld (money)
- der Regen (rain)
- die Kleidung (clothing)
- die Milch (milk)
- das Wasser (water)
- das Glück (luck)
- der Hass (hatred)
- die Angst (fear)
- das Obst (fruit)
- das Gemüse (vegetables)
- der Verkehr (traffic)
- die Liebe (love)

→ Physical uncountable nouns can be made countable by adding units in front of them:

- 2 Stück (n.) Obst
- 2 Flaschen (f.) Milch
- 2 Gläser (n.) Wasser
- 2 Stück (n.) Zucker
- 2 Portionen (f.) Suppe

→ However, this does not work with abstract nouns (2 pieces of love?)

→ Some nouns have only a Plural form, but no Singular:

- die Eltern (parents)
- die Geschwister (siblings)
- die Möbel (furniture)
- die Schulden (debts)
- die Leute (people)
- die Ferien (holidays)

→ For these types of nouns, you only need to study one form.

Identify which of these nouns have only a Singular form, only a Plural form or which have both. Check if you can apply a unit to make uncountable nouns countable:

Example:

1) die Milch (milk)
 only Singular only Plural both

2) der Müll (trash)
 only Singular only Plural both

3) die Tür (door)
 only Singular only Plural both

4) der Humor (humour)
 only Singular only Plural both

5) die Kosten (cost)
 only Singular only Plural both

6) das Land (country)
 only Singular only Plural both

7) der Teller (plate)
 only Singular only Plural both

8) die Geduld (patience)
 only Singular only Plural both

9) die Großeltern (grandparents)
 only Singular only Plural both

10) das Wetter
 only Singular only Plural both

Solutions:

- | | | |
|-----------------------------------------------------|---------------|--------|
| 1) der Müll (trash)
X only Singular | O only Plural | O both |
| 2) die Tür (door)
O only Singular | O only Plural | X both |
| 3) der Humor (humour)
X only Singular | O only Plural | O both |
| 4) die Kosten (cost)
O only Singular | X only Plural | O both |
| 5) das Land (country)
O only Singular | O only Plural | X both |
| 6) der Teller (plate)
O only Singular | O only Plural | X both |
| 7) die Geduld (patience)
X only Singular | O only Plural | O both |
| 8) die Großeltern (grandparents)
O only Singular | X only Plural | O both |
| 9) das Wetter (weather)
X only Singular | O only Plural | O both |

The Plural Of Nouns – Part 3

→ Reminder: 12 Plural categories:

- no vowel change / no suffix
- vowel change / no suffix
- no vowel change / suffix -s
- no vowel change / suffix -n
- no vowel change / suffix -en
- no vowel change / suffix -nen
- no vowel change / suffix -e
- vowel change / suffix -e
- no vowel change / suffix -er
- vowel change / suffix -er
- irregular plural forms
- nouns that exist only in Singular or Plural

→ No vowel change / no suffix

- Some German nouns do not change their form at all from Singular to Plural.
- You can only tell the Number from the definite article.
- They often end in -er, -el or -en.
- Neuter nouns ending in -chen or -lein also do not change their form in Plural.
 - das Zimmer – die Zimmer (room)
 - das Fenster – die Fenster (window)
 - der Beutel – die Beutel (bag)
 - der Kuchen – die Kuchen (cake)
 - der Tunnel – die Tunnel (tunnel)
 - das Messer – die Messer (knife)
 - der Kalender – die Kalender (calendar)
 - das Mädchen – die Mädchen (girl)
 - das Entlein – die Entlein (duckling)

→ Vowel change / no suffix

- Some German nouns do not take a suffix, but change their vowel into an Umlaut (ä, ö, ü).
- Only nouns containing the vowels a, o and u can take this change, but do not necessarily have to!
- They often end in -er, -el or -en.
 - der Apfel – die Äpfel (apple)
 - der Vater – die Väter (father)
 - die Mutter – die Mütter (mother)
 - die Tochter – die Töchter (daughter)
 - der Garten – die Gärten (gardens)
 - BUT! der Kuchen – die Kuchen (nicht: die Küchen)

The Plural Of Nouns – Part 4

→ Reminder: 12 Plural categories:

- no vowel change / no suffix
- vowel change / no suffix
- no vowel change / suffix -s
- no vowel change / suffix -n
- no vowel change / suffix -en
- no vowel change / suffix -nen
- **no vowel change / suffix -e**
- **vowel change / suffix -e**
- no vowel change / suffix -er
- vowel change / suffix -er
- irregular plural forms
- nouns that exist only in Singular or Plural

→ No vowel change / suffix -e

- Many mono-syllabic nouns form their Plurals by adding the suffix -e.
- Masculine nouns ending in -eur, -ör, -ich, -ig, and -ling also belong to this category.
 - der Tisch – die Tische (table)
 - der Fisch – die Fische (fish)
 - der Hund – die Hunde (dog)
 - das Boot – die Boote (boat)
 - der Berg – die Berge (mountain)
 - der Friseur – die Friseure (hairdresser)
or: der Frisör – die Frisöre (alternative spelling)
 - der Pfirsich – die Pfirsiche (peach)
 - der König – die Könige (king)
 - der Feigling – die Feiglinge (coward)

→ Vowel change / suffix -e

- Many mono-syllabic nouns take a vowel change to Umlaut while adding -e to the end.
- Only nouns containing the vowels a, o and u can take this change, but do not necessarily have to!
 - die Hand – die Hände (hand)
 - der Platz – die Plätze (seat, square, place)
 - der Arzt – die Ärzte (doctor)
 - der Ball – die Bälle (ball)
 - die Maus – die Mäuse (mouse)
 - die Kuh – die Kühe (cow)
 - der Stuhl – die Stühle (chair)
 - der Schrank – die Schränke (wardrobe)
 - der Sohn – die Söhne (son)
 - der Ton – die Töne (tone)
 - der Zahn – die Zähne (tooth)

The Plural Of Nouns – Part 6

→ Reminder: 12 Plural categories:

- no vowel change / no suffix
- vowel change / no suffix
- no vowel change / suffix -s
- **no vowel change / suffix -n**
- **no vowel change / suffix -en**
- **no vowel change / suffix -nen**
- no vowel change / suffix -e
- vowel change / suffix -e
- no vowel change / suffix -er
- vowel change / suffix -er
- irregular plural forms
- nouns that exist only in Singular or Plural

→ Ending -n

- Masculine and feminine nouns ending in -e only add +n to form the Plural.
 - die Tasche – die Taschen
 - die Flasche – die Flaschen
 - der Deutsche – die Deutschen
 - der Franzose – die Franzosen

→ Ending -n

- Many masculine and feminine nouns with a wide list of possible endings (all of which end in a consonant!) can take +en as their Plural ending. You can consider the extra e as a filling vowel between the noun ending and the Plural-n.
- By default: If the noun is not mono-syllabic and ends in a consonant, add +en. It is your best guess.

- More precisely, the following endings always take +en:
 - Masculine nouns ending in **-ent** (der Student), **-ant** (der Musikant), **-ist** (der Polizist), **-or** (der Motor)
 - Feminine nouns ending in **-ion** (die Nation), **-ik** (die Politik), **-heit** (die Krankheit), **-keit** (die Einsamkeit), **-schaft** (die Freundschaft), **-tät** (die Nationalität), **-ung** (die Übung)

→ Ending -nen

- Many masculine nouns form their feminine counterparts by adding -in to the end of the noun. This usually applies to job titles or nouns describing persons:
 - der Kellner (m.) – die Kellnerin (f.)
 - der Student (m.) – die Studentin (f.)
 - der Nachbar (m.) – die Nachbarin (f.)
 - der Lehrer (m.) – die Lehrerin (f.)
- Those feminine versions double their -n before taking +en as their Plural ending:
 - die Studentin – die Studentinnen
 - die Kellnerin – die Kellnerinnen
 - die Nachbarin – die Nachbarinnen
 - die Lehrerin – die Lehrerinnen

In the end, all of the three endings described here are just different versions of +n, just that sometimes filling letters need to be added to make the ending “attachable”.

Don't give up. Just one more lesson on Plurals, then we're done with this part and will have a big revision and exercise section. You can make it!

The Plural Of Nouns – Part 7

→ Reminder: 12 Plural categories:

- no vowel change / no suffix
- vowel change / no suffix
- **no vowel change / suffix -s**
- no vowel change / suffix -n
- no vowel change / suffix -en
- no vowel change / suffix -nen
- no vowel change / suffix -e
- vowel change / suffix -e
- no vowel change / suffix -er
- vowel change / suffix -er
- **irregular plural forms**
- nouns that exist only in Singular or Plural

→ no vowel change / suffix -s

- Nouns of all three genders ending in -a, -i, -o, -u and -y add +s to form the Plural.
- This also applies to abbreviations and family names.
 - das Kino – die Kinos (cinema)
 - die Oma – die Omas (grandma)
 - das Taxi – die Taxis (taxi)
 - das Sofa – die Sofas (sofa)
 - der PC – die PCs (computer)
 - die DVD – die DVDs (dvds)
 - das Handy – die Handys (alt: Handies)
 - die Müllers (= family Müller)
 - die Lehmanns (= family Lehmann)

→ irregular Plural endings

- Irregular plural forms usually apply to international loan words that have been adopted from other languages.
- Don't bother understanding the logic behind them. Learning them by heart will save you a lot of time.
 - die Firma – die Firmen (company)
 - das Praktikum – die Praktika (internship)
 - das Museum – die Museen (museum)
 - das Datum – die Daten (date)
 - das Konto – die Konten (account)
 - das Thema – die Themen (topic)
 - das Visum – die Visa (visa)

You made it through all the German plural forms! If you feel confused now, that is perfectly normal. Even if you don't internalize all the underlying rules, just remember to study the Plural form with every new noun that you learn. That saves you a lot of mental effort and will develop your intuition about which form to use.

Learning German is a never ending story!

The Plural Of Nouns – Part 5

→ Reminder: 12 Plural categories:

- no vowel change / no suffix
- vowel change / no suffix
- no vowel change / suffix -s
- no vowel change / suffix -n
- no vowel change / suffix -en
- no vowel change / suffix -nen
- no vowel change / suffix -e
- vowel change / suffix -e
- **no vowel change / suffix -er**
- **vowel change / suffix -er**
- irregular plural forms
- nouns that exist only in Singular or Plural

→ No vowel change / suffix -er

- Mainly neuter nouns form their Plurals bei adding -er.
- They are also usually mono-syllabic.
 - das Bild – die Bilder
 - das Kind – die Kinder
 - das Lied – die Lieder
 - das Feld – die Felder

→ Vowel change / suffix -er

- When nouns in the above category contain the vowels a, o or u, they usually convert into an Umlaut in Plural:
 - das Dach – die Dächer
 - das Haus – die Häuser
 - der Wald – die Wälder

- der Mann – die Männer
- das Buch – die Bücher
- das Tal – die Täler
- das Blatt – die Blätter
- das Tuch – die Tücher
- das Band – die Bänder
- das Wort – die Wörter
- das Volk – die Völker
- das Dorf – die Dörfer

Using what you have learned in the Plural lessons 1-5, transform the given nouns below into their corresponding Plural forms:

- 01) der Computer → _____
- 02) das Haus → _____
- 03) die Mutter → _____
- 04) das Geld → _____
- 05) der Hund → _____
- 06) der Stuhl → _____
- 07) der Sohn → _____
- 08) das Zimmer → _____
- 09) das Buch → _____
- 10) die Eltern → _____
- 11) der Apfel → _____
- 12) der Schlüssel → _____
- 13) das Wort → _____
- 14) der Tisch → _____
- 15) die Ferien → _____
- 16) die Hand → _____
- 17) das Kind → _____
- 18) das Obst → _____
- 19) das Mädchen → _____
- 20) der Garten → _____

Solutions:

Using what you have learned in the Plural lessons 1-5, transform the given nouns below into their corresponding Plural forms:

- | | | |
|-----|-----------------|---------------|
| 01) | der Computer → | die Computer |
| 02) | das Haus → | die Häuser |
| 03) | die Mutter → | die Mütter |
| 04) | das Geld → | only Singular |
| 05) | der Hund → | die Hunde |
| 06) | der Stuhl → | die Stühle |
| 07) | der Sohn → | die Söhne |
| 08) | das Zimmer → | die Zimmer |
| 09) | das Buch → | die Bücher |
| 10) | die Eltern → | only Plural |
| 11) | der Apfel → | die Äpfel |
| 12) | der Schlüssel → | die Schlüssel |
| 13) | das Wort → | die Wörter |
| 14) | der Tisch → | die Tische |
| 15) | die Ferien → | only Plural |
| 16) | die Hand → | die Hände |
| 17) | das Kind → | die Kinder |
| 18) | das Obst → | only Singular |
| 19) | das Mädchen → | die Mädchen |
| 20) | der Garten → | die Gärten |

Verb Categories by Function

Cases are applied to:

- Subjects and objects. → Their case is determined by the verb.
- (temp./loc./...) Additions. → Their case is determined by the preposition.

We will ignore the additions for now and focus only on the subjects and objects!

The verb is the king in any sentence.

In section 1 we have differentiated verbs only in terms of their form, i.e. their morphology.

- Regular verbs
- Irregular verbs
- Separable / inseparable verbs
- Reflexive verbs etc.

This is useful to know how they are *built*, but it does not help with understanding how they are *used*.

From here on, we will look at verbs no longer in terms of their **form** but instead in terms of their **function**.

In the upcoming chapters, we will differentiate verbs based on what objects they require.

(1) Subject - Verb - no object

Das Kind schläft.

(2) Subject - Verb - Nominative Addition

Er ist ein guter Mensch.

(3) Subject - Verb - Accusative Object

Meine Mutter backt einen Kuchen.

(4) Subject - Verb - Dative Object

Er hilft seinem guten Freund.

(5) Subject - Verb - Dative Object + Accusative Object

Der Mann schenkt der Frau schöne Blumen.

(6) Subject - Verb - Genitive Object (extremely rare!)

Der Fehler bedarf einer gründlichen Analyse.

(7) Subject - Verb - Prepositional Object

Die Schüler warten auf den Bus.

We will look at each of them separately in the upcoming chapters.

Verbs Without Objects

Some German sentences will be complete with only a subject and a verb, meaning that the verb does not require an object. These are referred to as **absolute verbs**.

They belong to the group of **intransitive verbs**, meanings verbs that do not take an Accusative object.

Such sentences may or may not take an addition (specifying time, place, cause, mode). But these are not the topic of this chapter. Additions and objects are NOT the same!

Absolute verbs that do not require an object are:

- schlafen
- lachen
- weinen
- arbeiten
- leben
- wohnen
- schwimmen
- kommen
- regnen
- scheinen
- stinken
- fahren
- wachsen
- and the category of reflexive verbs

Examples:

Das Baby schläft friedlich in seinem Bett.

(The baby sleeps peacefully in its bed.)

Note: friedlich = modal addition; in seinem Bett = local addition; but no object!

Die Ente schwimmt im Teich.

(The duck is swimming in the pond.)

Note: im Teich = local addition

Die Leute lachen und weinen gleichzeitig.

(People are laughing and crying at the same time.)

Note: gleichzeitig = modal addition

Ich wohne schon seit einem Jahr in Berlin.

(I have been living in Berlin for one year already.)

Note: in Berlin = local addition; seit einem Jahr = temporal addition

Die Sonne scheint heute den ganzen Tag.

(The sun is shining all day today.)

Note: den ganzen Tag = temporal addition

Verbs With Nominative Additions

Remember lesson 5 when we learning about the use of the verb “sein” as a full verb as opposed to as a helping verb?

→ We learned that sein as a full verb requires after it either a noun or an adjective that the subject of the sentence is equated to.

Mein Bruder ist ein Astronaut.

(My brother is an astronaut.)

Meine Schwester ist intelligent.

(My sister is intelligent.)

Grammatically speaking, both sentence parts stand in the Nominative case. “Intelligent” and “ein Astronaut” are considered so-called **Nominative additions**. This is because there is no object that receives the action of “to be”. We are merely equating two sentence parts.

→ This is caused by the verb “sein”!

There are only few verbs in German that require a Nominative addition:

- sein (to be)
- werden (to become; to turn into)
- bleiben (to stay; to remain)
- heißen (to be called)
- scheinen (to seem)

Examples:

Mein Nachbar ist ein reicher Mann.

(My neighbor is a rich man.)

Mein Nachbar ist reich.

(My neighbor is rich.)

Thomas wird eines Tages ein berühmter Schauspieler.

(Thomas will one day become a famous actor.)

Thomas wird eines Tages berühmt.

(Thomas will one day become famous.)

Keine Sorge, du bleibst mein bester Freund.

(Don't worry, you will keep being my best friend.)

Egal wie gestresst er ist, er bleibt immer nett und freundlich.

(No matter how stressed he is, he always remains nice and friendly.)

Ich heiße Maria.

(My name is Maria.)

Sie scheint sehr interessiert.

(She seems very interested.)

The German Cases

What is a case actually?

- Grammatical cases are a form of inflection that is applied to nouns (Mann), pronouns (er), articles (der), adjectives (gut) and numerals (fünf)
Er dankt **dem** **guten** **Mann**. (*He thanks the good man*). (Nom.) (Dat.)
- The case shows the function of the noun/noun group in the sentence, i.e. whether it functions as the subject, the object or as an addition.
- Why is that important? Because German sentence structure is often so flexible that the sentence might become incomprehensible without the cases!
- The 4 German cases are: **Nominative**, **Genitive**, **Dative** and **Accusativ**

Examples:

Die **junge** **Frau** liest **ein** **interessantes** **Buch**.

(*A young woman reads an interesting book.*)

Das **Auto** **meiner** **Mutter** steht auf **dem** **Parkplatz**.

(*My mother's car is standing in the parking lot.*)

Dem **strengen** **Lehrer** antworte **ich** nicht.

(*I don't answer the strict teacher.*)

Er geht in **die** **Stadt** und kauft dort **einen** **neuen** **Rucksack**.

(*He goes into town and buys a new backpack there.*)

In der Schule lernen die Kinder das Alfabet.

(At school the learning are learning the alphabet.)

Remember: The case of the subject is always Nominative. The case of the object is determined by the verb!

And: The case of the addition is determined by the preposition!

- The **subject** answers the question: WHO does the action?
- The **object** answers the question: TO WHOM / WHAT is the action done?
- The **addition** answers the question: WHEN / WHERE / HOW / WHY is the action done?

Das Kind (who) trifft am Nachmittag (when) im Park (where) seine Freunde (whom).

The child meets his/her friends at the park in the afternoon.

- Das Kind (the child) is the subject.
- Seine Freunde (his friends) is the object.
- Am Nachmittag (in the afternoon) is a temporal addition.
- Im Park (at the park) is a local addition.

All of these sentence elements stand in the grammatical case that corresponds to their function in the sentence.

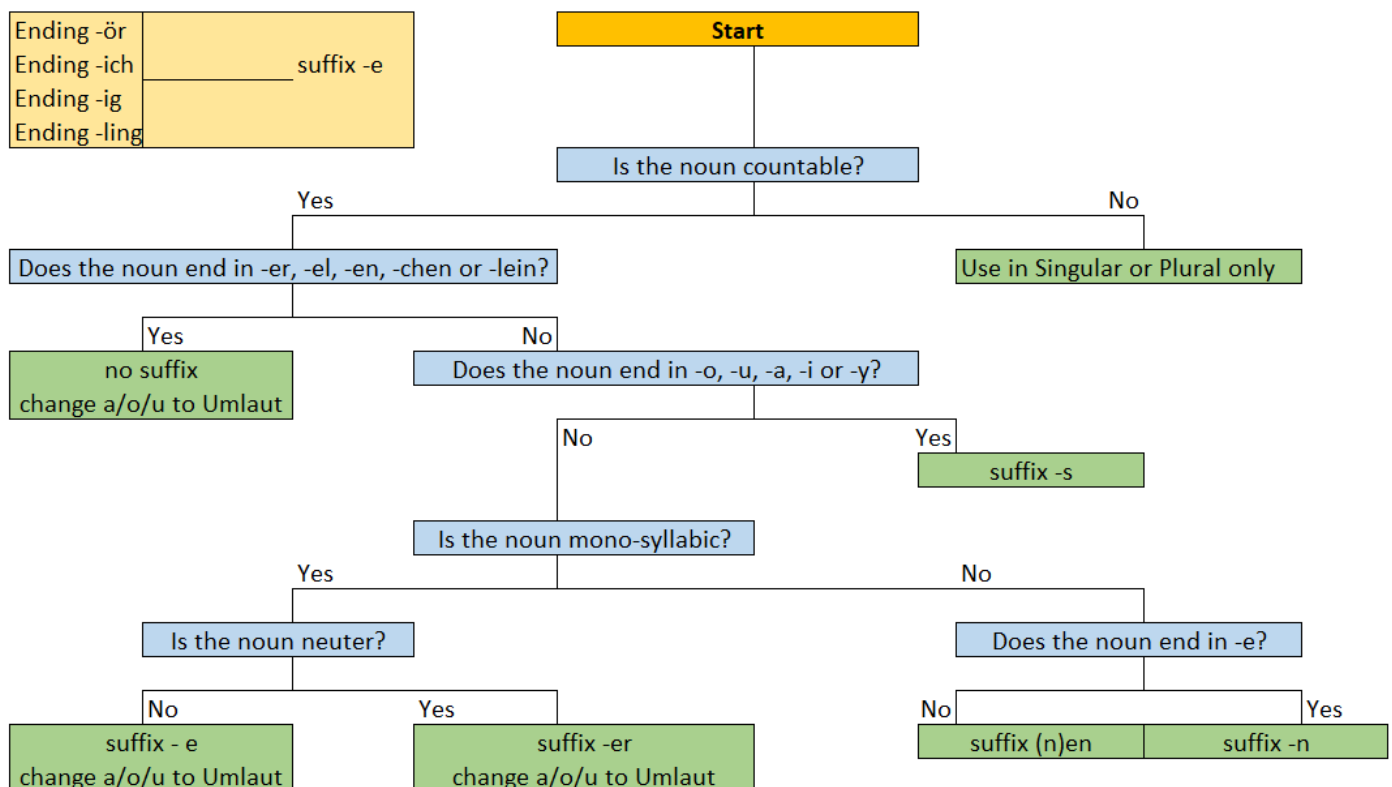
Summary And Revision

→ While verbs are subject to conjugation, nouns and their attributes are subject to declension.

→ Declension occurs along 3 axes:

- **Gender** (masculine / feminine / neuter) → lesson 18
- **Number** (singular / plural) → lesson 19-25
- **Case** (Nominative, Genitive, Dative, Accusative) → lesson 27 onward

Roadmap to German plural forms:



Example:

- *das Dach* → Is the noun countable? → Yes → Does it end in -er / -el / -el? → No → Does it end in -o / -u / -a / -l / -y? → No → Is the noun monosyllabic? → Yes → Is the noun neuter? → Yes → suffix -er and vowel change → *die Dächer*

There will always be exceptions and overlapping possibilities in German plural forms, but the roadmap above should help you get it right about 70% of the time.

Exercises:

Using the roadmap above, identify the correct plural forms:

- 1) die Lampe → _____
- 2) die Hand → _____
- 3) das Kleid → _____
- 4) der Herd → _____
- 5) das Zimmer → _____
- 6) das Auto → _____
- 7) die Kirche → _____
- 8) die Freundin → _____
- 9) das Bad → _____
- 10) das Bett → _____
- 11) das Taxi → _____
- 12) das Kind → _____
- 13) der Garten → _____

Mark those nouns with an X that only have a Singular or Plural form:

- | | | |
|----------------|------------------|--------------------|
| 1) der Stift | 2) das Geld | 3) der Wagen |
| 4) die Eltern | 5) die Schwester | 6) die Geschwister |
| 7) das Fahrrad | 8) das Wasser | 9) die Liebe |
| 10) der Freund | 11) das Wetter | 12) die Jacke |

Never forget: German is full of exceptions and irregularities! Use the rules that are explained in this material as a guideline, but always remember to study the plural form with every new vocabulary item! That is the only way to ever really get it right.

Solutions:

Using the roadmap above, identify the correct plural forms:

- | | | |
|-----------------|---|-----------------|
| 1) die Lampe | → | die Lampen |
| 2) die Hand | → | die Hände |
| 3) das Kleid | → | die Kleider |
| 4) der Herd | → | die Herde |
| 5) das Zimmer | → | die Zimmer |
| 6) das Auto | → | die Autos |
| 7) die Kirche | → | die Kirchen |
| 8) die Freundin | → | die Freundinnen |
| 9) das Bad | → | die Bäder |
| 10) das Bett | → | die Betten |
| 11) das Taxi | → | die Taxis |
| 12) das Kind | → | die Kinder |
| 13) der Garten | → | die Gärten |

Mark those nouns with an X that only have a Singular or Plural form:

- | | | |
|-------------------|--------------------|------------------------|
| 1) der Stift | 2) das Geld (X) | 3) der Wagen |
| 4) die Eltern (X) | 5) die Schwester | 6) die Geschwister (X) |
| 7) das Fahrrad | 8) das Wasser (X) | 9) die Liebe (X) |
| 10) der Freund | 11) das Wetter (X) | 12) die Jacke |

Verbs With Accusative Objects

Verbs that require objects in the Accusative case are referred to as **transitive verbs**. All others are called **intransitive verbs**.

Accusative case objects are often called **direct objects**, because the action of the sentence (i.e. the verb) is immediately directed at them. They are the person or thing that the action is being done to by the subject.

Die Oma backt ein Brot. (*The grandma bakes a bread.*)

Der Schüler löst die Aufgabe. (*The student solves the task.*)

The **verb determines** that:

- 1) an object is required
- 2) the object receives Accusative case

Before we look at a list of the most common transitive verbs in German, let's first look at how to actually build the Accusative case.

You already know that cases can be applied to nouns, pronouns, articles, adjectives and numerals. In this lesson we will look at nouns and articles ONLY, keeping the rest for later.

With rare exceptions, the case of a noun is NOT visible in the noun itself:

Nominative	Accusative
Mann	Mann
Frau	Frau
Kind	Kind

The case only becomes visible once we apply articles to the noun:

Nominative	Accusative
der Mann ein Mann kein Mann	den Mann einen Mann keinen Mann
die Frau eine Frau keine Frau	die Frau eine Frau keine Frau
das Kind ein Kind kein Kind	das Kind ein Kind kein Kind

Only the articles of masculine nouns in Accusative have a different form from Nominative!

For feminine and neuter nouns one cannot tell the Accusative case from the article!

Examples of transitive verbs with Accusative objects:

Laura ruft nach der Arbeit **eine Freundin** an.

(Laura calls a friend after work.)

Der Student braucht dringend **ein Wörterbuch**.

(The student urgently needs a dictionary.)

Der Fahrer parkt **das Auto** vor dem Haus.

(The driver parks the car in front of the house.)

Wir genießen **den Urlaub** sehr.

(We enjoy the holiday very much.)

Ich möchte **einen Roman** schreiben.

(I would like to write a novel.)

Er trinkt abends **keinen Kaffee**.

(He doesn't drink coffee in the evenings.)

Recommended vocabulary list:

abholen *(to pick up)*

absagen *(to cancel)*

anrufen *(to call)*

beantworten *(to answer)*

beeinflussen *(to influence)*

bekommen *(to get)*

benutzen *(to use)*

besuchen *(to visit)*

bezahlen *(to pay)*

brauchen *(to need)*

empfangen *(to receive)*

erwarten *(to expect)*

essen *(to eat)*

finden *(to find)*

genießen *(to enjoy)*

haben *(to have)*

hören *(to hear/listen)*

kaufen *(to buy)*

kennen *(to know)*

kennenlernen *(get to know)*

kochen *(to cook)*

lesen *(to read)*

lieben *(to love)*

lösen *(to solve)*

möchten *(would like)*

mögen *(to like)*

planen *(to plan)*

riechen *(to smell)*

sehen *(to see)*

speichern *(to store/save)*

stehlen *(to steal)*

stören *(to bother)*

suchen *(to look for)*

trinken *(to drink)*

vereinbaren *(to agree)*

vergessen *(to forget)*

vorbereiten *(to prepare)*

Exercises:

Analyze the following sentences and mark the subject in the Nominative case in green and the Object in the Accusative case in red. Note that German sentence structure can be inverted!

Example 1: **Ein kleiner Vogel** sitzt auf einem Baum und singt **ein Lied**.

(A little bird sits on a tree and sings a song.)

Example 2: **Den leckeren Kuchen** esse **ich** ganz alleine.

(I eat the tasty cake all by myself.)

-
- 1) Mein neuer Kollege braucht einen neuen Computer.
(My new colleague needs a new computer.)
 - 2) Den letzten Bus habe ich leider verpasst.
(Unfortunately I missed the last bus.)
 - 3) In der Schule lernen die Schüler das Alfabet auswendig.
(At school the students learn the alphabet by heart.)
 - 4) In zwei Jahren möchten wir den Eiffelturm besichtigen.
(In two years we would like to visit the Eiffel Tower.)
 - 5) Eine neue Waschmaschine will ich schon lange kaufen.
(I have long wanted to buy a new washing machine.)
 - 6) Seit vielen Jahren kennt er seinen Nachbarn schon.
(He has known his neighbor for many years already.)
 - 7) Die letzte Frage kann ich nicht beantworten.
(I cannot answer the last question.)

Solutions:

Analyze the following sentences and mark the subject in the Nominative case in green and the Object in the Accusative case in red. Note that German sentence structure can be inverted!

Example 1: **Ein kleiner Vogel** sitzt auf einem Baum und singt **ein Lied**.

(A little bird sits on a tree and sings a song.)

Example 2: **Den leckeren Kuchen** esse **ich** ganz alleine.

(I eat the tasty cake all by myself.)

-
- 1) **Mein neuer Kollege** braucht **einen neuen Computer**.
(My new colleague needs a new computer.)
 - 2) **Den letzten Bus** habe **ich** leider verpasst.
(Unfortunately I missed the last bus.)
 - 3) In der Schule lernen **die Schüler** **das Alphabet** auswendig.
(At school the students learn the alphabet by heart.)
 - 4) In zwei Jahren möchten **wir** **den Eiffelturm** besichtigen.
(In two years we would like to visit the Eiffel Tower.)
 - 5) **Eine neue Waschmaschine** will **ich** schon lange kaufen.
(I have long wanted to buy a new washing machine.)
 - 6) Seit vielen Jahren kennt **er** **seinen Nachbarn** schon.
(He has known his neighbor for many years already.)
 - 7) **Die letzte Frage** kann **sie** nicht beantworten.
(She cannot answer the last question.)

Verbs With Dative Objects

Verbs that require objects in the Dative case belong to the category of **intransitive verbs**. Among other things this means that they cannot form the passive voice.

Dative case objects are usually called **indirect objects**, often describing the indirect recipients or beneficiaries of an action or physical sensation.

We distinguish between two types:

Type 1: The subject is the doer and the object is the receiver of the action

Der Lehrer hilft **dem Schüler**. (*The teacher helps the student.*)

Here the teacher is the one helping and the student is the one receiving help.

Type 2: The object is the doer and the subject is the receiver of the action

Das Essen schmeckt **mir** gut. (*I like the food = The food tastes nice to me.*)

Here of course I am the one eating, but the food is the grammatical subject that delivers a tasty impression / physical sensation to me as the object. Sounds weird, but that's the logic.

Type 2 is usually difficult for students to understand at first. We will start by looking at how the Dative case is formed, then we will identify verbs that require Dative type 1 and Dative type 2.

Formation of Dative case in nouns and articles

We are still looking at nouns and their accompanying articles only for now.

As with the Accusative case, the Dative case only becomes visible once we apply articles to the noun:

Nominative	Accusative	Dative
der Mann ein Mann kein Mann	den Mann einen Mann keinen Mann	dem Mann einem Mann keinem Mann
die Frau eine Frau keine Frau	die Frau eine Frau keine Frau	der Frau einer Frau keiner Frau
das Kind ein Kind kein Kind	das Kind ein Kind kein Kind	dem Kind einem Kind keinem Kind

Examples of intransitive verbs with Dative objects:

Daniel antwortet dem Mann.

(Daniel answers the man.)

Ich vertraue der Ärztin.

(Ich trust the (female) doctor.)

Du glaubst dem Präsidenten mehr als der Zeitung?

(You believe the president more than the newspaper?)

Die Musik gefällt dem Baby nicht.

(The Baby doesn't like the music.)

Das Kleid passt der Frau leider nicht.

(The woman unfortunately doesn't fit into the dress / The dress doesn't fit her.)

Comparative Overview of Nominative, Accusative and Dative

Summary of key points:

- German declension is applied to nouns and articles (see this chapter here)
- German declension is also applied to pronouns, adjectives and numerals (see later chapters)
- Declension is determined by:
 - Gender
 - Number
 - Case

This comparative chapter finally takes all three of those variables into account.

As a Nominative addition:

Das **ist** ... der Mann
 ein Mann
 kein Mann

Das **ist** ... das Kind
 ein Kind
 kein Kind

Das **ist** ... die Frau
 eine Frau
 keine Frau

Das **sind** ... die Männer
 - Männer
 keine Männer

Das **sind** ... die Kinder
 - Kinder
 keine Kinder

Das **sind** ... die Frauen
 - Frauen
 keine Frauen

As an Accusative object:

Ich **sehe** ... den Mann
 einen Mann
 keinen Mann

Ich **sehe** ... das Kind
 ein Kind
 kein Kind

Ich **sehe** ... die Frau
 eine Frau
 keine Frau

Ich **sehe** ... die Männer
 - Männer
 keine Männer

Ich **sehe** ... die Kinder
 - Kinder
 keine Kinder

Ich **sehe** ... die Frauen
 - Frauen
 keine Frauen

As a Dative object:

Ich **helfe** ... dem Mann
 einem Mann
 keinem Mann

Ich **helfe** ... dem Kind
 einem Kind
 keinem Kind

Ich **helfe** ... der Frau
 einer Frau
 keiner Frau

Ich **helfe** ... den Männern
 - Männern
 keinen Männern

Ich **helfe** ... den Kindern
 - Kindern
 keinen Kindern

Ich **helfe** ... den Frauen
 - Frauen
 keinen Frauen

Verbs with **Nominative addition:**

- sein (to be)
- werden (to become; to turn into)
- bleiben (to stay; to remain)
- heißen (to be called)
- scheinen (to seem)

Verbs with **Accusative object:**

- essen (to eat)
- kaufen (to buy)
- sehen (to see)
- lesen (to read)
- brauchen (to need)
- and many, many more

Verbs with **Dative object:**

- helfen (to help)
- gehören (to belong)
- glauben (to believe)
- vertrauen (to trust)
- passen (to fit)
- and not that many more

- Whether we need an object in the sentence depends on the verb.
- If we need an object, the case it stands in depends on the verb.
- Everything depends on the verb!

Hence: Study each new verb together with the case that it requires.

Types Of Dative Case Verbs

To prevent most of your frustration up-front: Dative is not logical!

Do not try to battle it with reasoning and logic. Depending on your native language, you will find Dative somewhere between weird (in the best case) and outrageously nonsensical and annoying (in the worst case).

The best way to go: Study the verbs that require Dative by heart without questioning it. The verbs used in this chapter represent about 80% of all relevant Dative verbs.

Dative case verbs – Type 1: The grammatical subject does the action of the verb onto the grammatical (Dative) object.

Dative case verbs – Type 2: The grammatical (Dative) object does the action of the verb onto the grammatical subject.

Note: With Dative, the logical subject is not necessarily always the grammatical subject!

Examples of Dative verbs Type 1:

gratulieren (*to congratulate*)

→ Ich gratuliere **meinem Freund** zum Geburtstag.

danken (*to thank*)

→ Er dankt **seinen Eltern** für ihre Hilfe.

glauben (*to believe*)

→ Glaubst du **seinen Worten**?

antworten (*to answer*)

→ Der Schüler antwortet **dem Lehrer**.

vertrauen (*to trust*)

→ Ich vertraue **dieser Frau** nicht.

helfen (*to help*)

→ Bitte hilf **deinem Bruder** mit den Hausaufgaben.

zuhören (*to listen to*)

→ Ich höre entspannt **der Musik** zu.

schaden (*to harm*)

→ Rauchen schadet **der Gesundheit**.

Examples of Dative verbs Type 2:

gefallen (*to please*)

→ Gefällt **dir** der Film?

gehören (*to belong to*)

→ Diese Tasche gehört **meiner Frau**.

passen (*to fit*)

→ Der Rock passt **der Dame** nicht.

schmecken (*to be tasty*)

→ Das Eis schmeckt **den Kindern** sehr gut.

stehen (*to match*)

→ Die Jacke steht **dir** gut.

wehtun (*to hurt*)

→ **Mir** tut der Kopf weh.

Examples of set phrases with Dative:

Mir ist kalt / warm / heiß / ... (*I feel cold / warm / hot / ...*)

Mit geht's gut. / Wie geht es **dir** / **Ihnen**? (*I am fine. How are you?*)

Mir ist schwindelig. (*I feel dizzy.*)

Mir ist schlecht. (*I feel sick.*)

Summary and Revision Nominative, Accusative, Dative

In short, here is everything we learning about cases (until now) in one single table:

Nominative		Accusative		Dative	
Singular	Plural	Singular	Plural	Singular	Plural
der Mann ein Mann kein Mann	die Männer Männer keine Männer	den Mann einen Mann keinen Mann	die Männer Männer keine Männer	dem Mann einem Mann keinem Mann	den Männern Männern keinen Männern
die Frau eine Frau keine Frau	die Frauen Frauen keine Frauen	die Frau eine Frau keine Frau	die Frauen Frauen keine Frauen	der Frau einer Frau keiner Frau	den Frauen Frauen keinen Frauen
das Kind ein Kind kein Kind	die Kinder Kinder keine Kinder	das Kind ein Kind kein Kind	die Kinder Kinder keine Kinder	dem Kind einem Kind keinem Kind	den Kindern Kindern keinen Kindern

Use it as a reference if you need help when solving the exercises below.

Please only proceed to the next chapter when you can solve the exercises without help!

Exercises:

Read the sentences below and identify the case of the underlined sentence part.

- 1) Ich lese die Zeitung jeden Morgen.
(I read the newspaper every morning.)
O Nom O Dat O Akk
- 2) Er gibt seinem Kind ein Glas Milch.
(He gives his child a glass of milk.)
O Nom O Dat O Akk
- 3) Ist das ein Flugzeug da im Himmel?
(Is that an airplane there in the sky?)
O Nom O Dat O Akk
- 4) Er ist ein netter Mensch.
(He is a nice person.)
O Nom O Dat O Akk
- 5) Wir brauchen eine neue Waschmaschine.
(We need a new washing machine.)
O Nom O Dat O Akk
- 6) Den Politikern darf man nicht vertrauen.
(One may not trust the politicians.)
O Nom O Dat O Akk
- 7) Einem Hund darf man keine Schokolade geben.
(One may not give chocolate to a dog.)
O Nom O Dat O Akk
- 8) Den Weihnachtsmann habe ich noch nie gesehen.
(I have never seen Santa Claus before.)
O Nom O Dat O Akk

Now, look at the verbs below and determine if they may take an object after them, and if so, which case the object stands in:

- | | | | | |
|----------------|---------------------------------|---------------------------|---------------------------|---------------------------|
| 1) brauchen: | <input type="radio"/> no object | <input type="radio"/> Nom | <input type="radio"/> Dat | <input type="radio"/> Akk |
| 2) glauben: | <input type="radio"/> no object | <input type="radio"/> Nom | <input type="radio"/> Dat | <input type="radio"/> Akk |
| 3) heißen: | <input type="radio"/> no object | <input type="radio"/> Nom | <input type="radio"/> Dat | <input type="radio"/> Akk |
| 4) schlafen: | <input type="radio"/> no object | <input type="radio"/> Nom | <input type="radio"/> Dat | <input type="radio"/> Akk |
| 5) kaufen: | <input type="radio"/> no object | <input type="radio"/> Nom | <input type="radio"/> Dat | <input type="radio"/> Akk |
| 6) helfen: | <input type="radio"/> no object | <input type="radio"/> Nom | <input type="radio"/> Dat | <input type="radio"/> Akk |
| 7) sein: | <input type="radio"/> no object | <input type="radio"/> Nom | <input type="radio"/> Dat | <input type="radio"/> Akk |
| 8) sehen: | <input type="radio"/> no object | <input type="radio"/> Nom | <input type="radio"/> Dat | <input type="radio"/> Akk |
| 9) weinen: | <input type="radio"/> no object | <input type="radio"/> Nom | <input type="radio"/> Dat | <input type="radio"/> Akk |
| 10) essen: | <input type="radio"/> no object | <input type="radio"/> Nom | <input type="radio"/> Dat | <input type="radio"/> Akk |
| 11) gefallen: | <input type="radio"/> no object | <input type="radio"/> Nom | <input type="radio"/> Dat | <input type="radio"/> Akk |
| 12) werden: | <input type="radio"/> no object | <input type="radio"/> Nom | <input type="radio"/> Dat | <input type="radio"/> Akk |
| 13) besuchen: | <input type="radio"/> no object | <input type="radio"/> Nom | <input type="radio"/> Dat | <input type="radio"/> Akk |
| 14) zuhören: | <input type="radio"/> no object | <input type="radio"/> Nom | <input type="radio"/> Dat | <input type="radio"/> Akk |
| 15) ankommen: | <input type="radio"/> no object | <input type="radio"/> Nom | <input type="radio"/> Dat | <input type="radio"/> Akk |
| 16) lügen: | <input type="radio"/> no object | <input type="radio"/> Nom | <input type="radio"/> Dat | <input type="radio"/> Akk |
| 17) passen: | <input type="radio"/> no object | <input type="radio"/> Nom | <input type="radio"/> Dat | <input type="radio"/> Akk |
| 18) begrüßen: | <input type="radio"/> no object | <input type="radio"/> Nom | <input type="radio"/> Dat | <input type="radio"/> Akk |
| 19) arbeiten: | <input type="radio"/> no object | <input type="radio"/> Nom | <input type="radio"/> Dat | <input type="radio"/> Akk |
| 20) antworten: | <input type="radio"/> no object | <input type="radio"/> Nom | <input type="radio"/> Dat | <input type="radio"/> Akk |

Now, choose the correct answer to complete the sentence with the article in the correct case:

- 1) Die Jacke gefällt...
 den Mann dem Mann der Mann
- 2) Ich lese gerne ... gutes Buch.
 eines einen ein
- 3) Er sieht jeden Abend ...
 ein Film eine Film einen Film.
- 4) Wir lesen oft ...
 den Nachrichten die Nachrichten der Nachrichten.
- 5) Ich helfe ... im Haushalt.
 meine Mutter meiner Mutter mein Mutter.
- 6) Die Supper schmeckt ... nicht.
 den Kindern die Kinder die Kindern
- 7) Das wird ... schöner Tag.
 einer einen ein
- 8) Bring mir bitte ...
 das Zucker dem Zucker den Zucker.
- 9) Ich möchte gern ... Haus am See.
 ein eines einen
- 10) Sie ist ... wirklich nette Frau.
 einer ein eine

Solutions:

Read the sentences below and identify the case of the underlined sentence part.

- 1) Ich lese die Zeitung jeden Morgen.
(I read the newspaper every morning.)
O Nom O Dat X Akk
- 2) Er gibt seinem Kind ein Glas Milch.
(He gives his child a glass of milk.)
O Nom X Dat O Akk
- 3) Ist das ein Flugzeug da im Himmel?
(Is that an airplane there in the sky?)
X Nom O Dat O Akk
- 4) Er ist ein netter Mensch.
(He is a nice person.)
X Nom O Dat O Akk
- 5) Wir brauchen eine neue Waschmaschine.
(We need a new washing machine.)
O Nom O Dat X Akk
- 6) Den Politikern darf man nicht vertrauen.
(One may not trust the politicians.)
O Nom X Dat O Akk
- 7) Einem Hund darf man keine Schokolade gebe.
(One may not give chocolate to a dog.)
O Nom X Dat O Akk
- 8) Den Weihnachtsmann habe ich noch nie gesehen.
(I have never seen Santa Claus before.)
O Nom O Dat X Akk

Now, look at the verbs below and determine if they may take an object after them, and if so, which case the object stands in:

1) brauchen:	<input type="radio"/> no object	<input type="radio"/> Nom	<input type="radio"/> Dat	<input checked="" type="radio"/> Akk
2) glauben:	<input type="radio"/> no object	<input type="radio"/> Nom	<input checked="" type="radio"/> Dat	<input type="radio"/> Akk
3) heißen:	<input type="radio"/> no object	<input checked="" type="radio"/> Nom	<input type="radio"/> Dat	<input type="radio"/> Akk
4) schlafen:	<input checked="" type="radio"/> no object	<input type="radio"/> Nom	<input type="radio"/> Dat	<input type="radio"/> Akk
5) kaufen:	<input type="radio"/> no object	<input type="radio"/> Nom	<input type="radio"/> Dat	<input checked="" type="radio"/> Akk
6) helfen:	<input type="radio"/> no object	<input type="radio"/> Nom	<input checked="" type="radio"/> Dat	<input type="radio"/> Akk
7) sein:	<input type="radio"/> no object	<input checked="" type="radio"/> Nom	<input type="radio"/> Dat	<input type="radio"/> Akk
8) sehen:	<input type="radio"/> no object	<input type="radio"/> Nom	<input type="radio"/> Dat	<input checked="" type="radio"/> Akk
9) weinen:	<input checked="" type="radio"/> no object	<input type="radio"/> Nom	<input type="radio"/> Dat	<input type="radio"/> Akk
10) essen:	<input type="radio"/> no object	<input type="radio"/> Nom	<input type="radio"/> Dat	<input checked="" type="radio"/> Akk
11) gefallen:	<input type="radio"/> no object	<input type="radio"/> Nom	<input checked="" type="radio"/> Dat	<input type="radio"/> Akk
12) werden:	<input type="radio"/> no object	<input checked="" type="radio"/> Nom	<input type="radio"/> Dat	<input type="radio"/> Akk
13) besuchen:	<input type="radio"/> no object	<input type="radio"/> Nom	<input type="radio"/> Dat	<input checked="" type="radio"/> Akk
14) zuhören:	<input type="radio"/> no object	<input type="radio"/> Nom	<input checked="" type="radio"/> Dat	<input type="radio"/> Akk
15) ankommen:	<input checked="" type="radio"/> no object	<input type="radio"/> Nom	<input type="radio"/> Dat	<input type="radio"/> Akk
16) lügen:	<input checked="" type="radio"/> no object	<input type="radio"/> Nom	<input type="radio"/> Dat	<input type="radio"/> Akk
17) passen:	<input type="radio"/> no object	<input type="radio"/> Nom	<input checked="" type="radio"/> Dat	<input type="radio"/> Akk
18) begrüßen:	<input type="radio"/> no object	<input type="radio"/> Nom	<input type="radio"/> Dat	<input checked="" type="radio"/> Akk
19) arbeiten:	<input checked="" type="radio"/> no object	<input type="radio"/> Nom	<input type="radio"/> Dat	<input type="radio"/> Akk
20) antworten:	<input type="radio"/> no object	<input type="radio"/> Nom	<input checked="" type="radio"/> Dat	<input type="radio"/> Akk

Now, choose the correct answer to complete the sentence with the article in the correct case:

- 1) Die Jacke gefällt...
O den Mann X dem Mann O der Mann
- 2) Ich lese gerne ... gutes Buch.
O eines O einen X ein
- 3) Er sieht jeden Abend ...
O ein Film O eine Film X einen Film.
- 4) Wir lesen oft ...
O den Nachrichten X die Nachrichten O der Nachrichten.
- 5) Ich helfe ... im Haushalt.
O meine Mutter X meiner Mutter O mein Mutter.
- 6) Die Supper schmeckt ... nicht.
X den Kindern O die Kinder O die Kindern
- 7) Das wird ... schöner Tag.
O einer O einen X ein
- 8) Bring mir bitte ...
O das Zucker O dem Zucker X den Zucker.
- 9) Ich möchte gern ... Haus am See.
X ein O eines O einen
- 10) Sie ist ... wirklich nette Frau.
O einer O ein X eine

Verbs With Double Objects

Remember when we talked about the different verb categories by function that exist in German?

Category 1: verbs with no objects	(schlafen, weinen)
Category 2: verbs with Nominative addition	(sein, werden)
Category 3: verbs with Accusative object	(haben, lesen)
Category 4: verbs with Dative object	(helfen, gefallen)
Category 5: verbs with double objects	(schenken, bringen)
Category 6: verbs with Genitive object	(not relevant for A1/A2)
Category 7: verbs with prepositional objects	(warten auf, sprechen mit)

This lesson deals with category 5 verbs, those that take both an Accusative and a Dative object after them.

Beispiel: Ich schenke **meiner Mutter** **diese Blumen**. (Dat. / Akk.)

Beispiel: Ich sende **meinem Freund** **ein Paket**. (Dat. / Akk.)

A sentence with a verb from this category is usually not complete without both objects.

The Dative objects is usually placed in front of the Accusative object when both objects are nouns.

Verbs from this category include:

Jemandem **etwas anbieten** (to offer sth to somebody)

Jemandem **etwas bringen** (to bring sth to somebody)

Jemandem **etwas empfehlen** (to recommend sth to somebody)

Jemandem **etwas erklären** (to explain sth to somebody)

Jemandem **etwas erlauben** (to permit/allow sth to somebody)

Jemandem **etwas geben** (to give sth to somebody)

Jemandem **etwas leihen** (to lend sth to somebody)

Jemandem **etwas nehmen** (to take sth from somebody)

Jemandem **etwas sagen** (to say sth to somebody)

Jemandem **etwas schenken** (to gift sth to somebody)

Jemandem **etwas schicken** (to send sth to somebody)

Jemandem **etwas senden** (to send sth to somebody)

Jemandem **etwas stehlen** (to steal sth from somebody)

Jemandem **etwas verbieten** (to prohibit sth to somebody)

Jemandem **etwas verkaufen** (to sell sth to somebody)

Jemandem **etwas versprechen** (to promise sth to somebody)

Jemandem **etwas wünschen** (to wish sth to somebody)

Jemandem **etwas zeigen** (to show sth to somebody)

Example sentences:

Ich sende **meinen Eltern eine Postkarte.**
(I send my parents a postcard.)

Ich wünsche **dir gute Besserung.**
(I hope you will get better soon.)

Er verkauft **dem Mann sein Auto.**
(He sells his car to the man.)

Wir empfehlen **unseren Freunden ein gutes Restaurant.**
(We recommend a good restaurant to our friends.)

Sie bringt **ihrem Kind etwas zu essen.**
(She brings her child something to eat.)

Personal Pronouns in Accusative and Dative

Personal pronouns can be used to replace nouns in a sentence – hence their name “pro nouns”.

Just like nouns, they can be used both as subjects and objects of a sentence.

Example with nouns: **Das Kind** ruft **den Vater**.

Example with pronouns: **Es** ruft **ihn**.

In the second sentence, “the child” (noun) has been replaced by “it” (pronoun) and “the father” (noun) has been replaced by “ihn” (pronoun).

Pronouns are used when the nouns that they represent are known (from context or previous mentions).

Here are all personal pronouns in Nominative, Accusative and Dative case:

	Nominative	Accusative	Dative
I	ich	mich	mir
you (inf.)	du	dich	dir
he	er	ihn	ihm
she	sie	sie	ihr
it	es	es	ihm
we	wir	uns	uns
you (inf.)	ihr	euch	euch
they	sie	sie	ihnen
you (form.)	Sie	Sie	Ihnen

Ich liebe sie .	<i>(I love her.)</i>
Ihr besucht uns .	<i>(You guys visit us.)</i>
Die Jacke steht ihm gut.	<i>(The jacket suits him well.)</i>
Hilfst du mir bitte?	<i>(Would you help me please?)</i>
Wie geht es Ihnen ?	<i>(How are you? (form.))</i>
Sie hören euch zu.	<i>(They listen to you guys.)</i>
Ich beneide Sie .	<i>(I envy you.)</i>

Sentence Structure With Various Objects

In the previous chapter we learned about verbs with double objects (i.e. a Dative object and an Accusative object).

If the objects in these sentences are **nouns**, the Dative object comes first.

Der Mann schenkt der Tochter ein Auto.

If the objects are **pronouns**, the Accusative object comes first.

Er schenkt es ihr.

Noun type	Position 1	Position 2	Position 3	Position 4
Obj. = nouns	Der Mann	schenkt	der Tochter	ein Auto.
Obj. = pronouns	Er	schenkt	es	ihr.

Obj. = nouns	Wir	bringen	den Nachbarn	ein Geschenk.
Obj. = pronouns	Wir	bringen	es	ihnen.

Obj. = nouns	Ich	empfehle	meiner Freundin	einen Friseur.
Obj. = pronouns	Ich	empfehle	ihn	ihr.

Exercises:

Replace the noun objects with their corresponding pronoun objects by putting them into the right case:

Er erklärt seinem Freund seinen Plan.

→ Er erklärt _____ .

Wir zeigen den Leuten unser Haus.

→ Wir zeigen _____ .

Der Kellner bietet dem Gast einen Nachtisch an.

→ _____ bietet _____ an.

Ich sage der Polizistin die Wahrheit.

→ Ich sage _____ .

Die Eltern schenken den Kindern viele Spielzeuge.

→ _____ schenken _____ .

Ich wünsche dem Kunden einen guten Tag.

→ Ich wünsche _____ .

Solutions:

Er erklärt seinem Freund seinen Plan.

→ Er erklärt ihn ihm.

Wir zeigen den Leuten unser Haus.

→ Wir zeigen es ihnen

Der Kellner bietet dem Gast einen Nachtisch an.

→ Er bietet ihn ihm an.

Ich sage der Polizistin die Wahrheit.

→ Ich sage sie ihr.

Die Eltern schenken den Kindern viele Spielzeuge.

→ Sie schenken sie ihnen.

Ich wünsche dem Passagier eine gute Reise.

→ Ich wünsche sie ihm.

Noun groups

Noun groups are a group of words that together form a single functional unit of a sentence (for example a subject or an object.)

For example:

Eine kleine Katze läuft über die Straße. *(A little cat walks across the street.)*

Ich kaufe heute **ein neues Auto**. *(I buy a new car today.)*

The subject (in green) of the first sentence is not only “Katze”, but the entire noun group “eine kleine Katze”.

The object (in red) of the second sentence is not only “Auto”, but the entire noun group “ein neues Auto”.

Noun groups usually consist of:

- a noun (→ this is a must)
- an article (→ This is nearly always a must)
- an adjective (→ This is optional)

NOUN GROUP		
Article	Adjective	Noun
das	große	Haus
die	schöne	Frau
ein	guter	Plan

keine		Zeit
dieses	süße	Kind
mein	kleiner	Bruder

The noun group works fine without an adjective in the middle. But the article is usually a must.

When we apply cases to nouns, we must apply them to ALL components of the noun group, including the article and the adjective.

Therefore the German language not only knows noun declension, but also article declension and adjective declension.

This is what one and the same noun group looks like in all three cases:

NOUN GROUP (masculine)			
Case	Article	Adjective	Noun
Nominative	der	große	Mann
Accusative	den	großen	Mann
Dative	dem	großen	Mann
NOUN GROUP (feminine)			
Case	Article	Adjective	Noun
Nominative	die	schöne	Frau
Accusative	die	schöne	Frau
Dative	der	schönen	Frau

NOUN GROUP (neuter)			
Case	Article	Adjective	Noun
Nominative	das	süße	Kind
Accusative	das	süße	Kind
Dative	dem	süßen	Kind

Don't rack your brains over the endings of the adjectives just yet. Don't focus on HOW they change. Merely take note THAT they change.

➔ That is what we call declension!

You already know quite a bit about article declension from previous lessons.

We will dive deeper into articles in the upcoming lesson, keeping the adjectives for later.

Types Of Articles

Articles are a separate word category, together with verbs (lesen), adverbs (gern), nouns (Buch), pronouns (ich), adjectives (gut), and particles (doch).

Articles are a fixed component of a noun group. They stand in front of the noun that they define.

- der Bahnhof
- eine Tasche
- mein neues Kleid

There exist 6 different types of articles in the German language, 3 of which we have already introduced throughout this course.

- **Definite** articles *(the)*
- **Indefinite** articles *(a)*
- **Negative** articles *(no)*
- **Possessive** articles *(my)*
- **Demonstrative** articles *(this)*
- **Interrogative** articles *(which)*

And this is what they look like in Nominative:

GERMAN ARTICLES				
Article type	masculine	feminine	neuter	plural
definite	der	die	das	die
indefinite	ein	eine	ein	/
negative	kein	keine	kein	keine

possessive	mein	meine	mein	meine
demonstrative	dieser	diese	dieses	diese
interrogative	welcher	welche	welches	welche

People often get confused about the difference between personal pronouns and possessive articles, for example:

(1) Ich helfe Ihnen.

(I help you.)

vs.

(2) Ich helfe Ihren Kindern.

(I help your children.)

In sentence (1), Ihnen is a personal pronoun in Dative Singular.

In sentence (2), Ihren is a possessive article in Dative Plural.

Important: articles accompany nouns, whereas pronouns replace nouns!

We will talk about this important difference again in a later chapter.

Here is one example sentence for each type of article:

- **Der** Kaffee schmeckt gut. *(The coffee tastes nice.)*
- **Ein** neues Auto ist sehr teuer. *(A new car is very expensive.)*
- **Kein** Mensch kann das lesen! *(No person can read that!.)*
- **Meine** Eltern sind Lehrer. *(My parents are teachers.)*
- **Diese** Kinder machen mich wahnsinnig! *(These children drive me crazy!)*
- **Welche** Kinder meinst du? *(Which children do you mean?)*

Articles can stand in all 4 cases (Nom / Gen / Akk / Dat).

What this looks like will be the topic of our next chapter.

Articles With Case Endings – Part 1

As a reminder: There exist 6 types of articles in German. Three of them will be the focus of this chapter, the other three in the chapters thereafter.

- **Definite articles** *(the)*
- **Indefinite articles** *(a)*
- **Negative articles** *(no)*
- Possessive articles *(my)*
- Demonstrative articles *(this)*
- Interrogative articles *(which)*

As explained before, articles accompany nouns. They stand in front of a noun in a so-called noun group.

For example:

Ich liebe **den** Frühling.

Ein kleines Mädchen spielt mit **dem** Ball.

Noun groups can function (among other things) as the subject or object of a sentence, and as such they can stand in any of the 4 cases.

Look again at the sentences above and determine if the articles in bold with their respective nouns function as the subject or as the object of that sentence.

Sentence 1: “den Frühling” is the object in Accusative.

Sentence 2: “ein kleines Mädchen” is the subject in Nominative, whereas “mit dem Ball” is a prepositional Dative object.

Here is what definite, indefinite and negative articles look like for Nom / Akk / Dat in each gender :

DEFINITE ARTICLES				
case	masculine	feminine	neuter	plural
Nominativ	der	die	das	die
Akkusativ	den	die	das	die
Dativ	dem	der	dem	den

INDEFINITE ARTICLES				
case	masculine	feminine	neuter	plural
Nominativ	ein	eine	ein	/
Akkusativ	einen	eine	ein	/
Dativ	einem	einer	einem	/

NEGATIVE ARTICLES				
case	masculine	feminine	neuter	plural
Nominativ	kein	keine	kein	keine
Akkusativ	keinen	keine	kein	keine
Dativ	keinem	keiner	keinem	keinen

Note:

Since the indefinite article “ein/e” literally means “a” in the sentence of “one”, there logically is no plural form! *(I read a books?)*

Articles With Case Endings – Part 2

In this chapter we will look at two more articles type from our total of six, keeping the possessive articles for last.

- Definite articles *(the)*
- Indefinite articles *(a)*
- Negative articles *(no)*
- Possessive articles *(my)*
- **Demonstrative articles** *(this)*
- **Interrogative articles** *(which)*

As their names already tell...

→ **demonstrative** articles are used to demonstrate the noun they come with,

→ whereas **interrogative** articles are used to ask (i.e. interrogate) about the noun they come with.

Examples:

- Diesen Mann kenne ich! *(I know this man!)*
- Welchen Mann meinst du? *(Which man do you mean?)*

- Dieses Buch ist sehr interessant! *(This book is very interesting.)*
- Welches Buch magst du am liebsten? *(Which book do you like best?)*

- Diese Frau dort ist meine Mutter. *(This woman over there is my mother.)*
- Welche Frau meinst du? *(Which woman do you mean?)*

Did you pay attention to how the endings of the articles change? Here are all of their forms in one overview:

DEMONSTRATIVE ARTICLES				
case	masculine	feminine	neuter	plural
Nominativ	dieser	diese	dieses	diese
Akkusativ	diesen	diese	dieses	diese
Dativ	diesem	dieser	diesem	diesen

INTERROGATIVE ARTICLES				
case	masculine	feminine	neuter	plural
Nominativ	welcher	welche	welches	welche
Akkusativ	welchen	welche	welches	welche
Dativ	welchem	welcher	welchem	welchen

Exercises:

Determine which article type is used in the noun groups below and which case they stand in.

Example: Diese Farbe ist meine Lieblingsfarbe.

→ demonstrative, Nominative _____

1) Ich bringe dir einen heißen Kaffee.

→ _____

2) Er hört dem Lehrer aufmerksam zu.

→ _____

3) Hast du diesen Film schon gesehen?

→ _____

4) Nein, ich sehe keine Filme.

→ _____

5) Welche Musik hörst du gern?

→ _____

6) Das Spiel gefällt den Kindern sehr.

→ _____

7) Hast du eine Minute Zeit für mich?

→ _____

Solutions:

Determine which article type is used in the noun groups below and which case they stand in.

Example: Diese Farbe ist meine Lieblingsfarbe.

→ demonstrative, Nominative _____

1) Ich bringe dir einen heißen Kaffee.

→ indefinite, Accusative _____

2) Er hört dem Lehrer aufmerksam zu.

→ definite, Dative _____

3) Hast du diesen Film schon gesehen?

→ demonstrative, Accusative _____

4) Nein, ich sehe keine Filme.

→ negative, Accusative _____

5) Welche Musik hörst du gern?

→ interrogative, Accusative _____

6) Das Spiel gefällt den Kindern sehr.

→ definite, Dative _____

7) Hast du eine Minute Zeit für mich?

→ indefinite, Accusative _____

Articles With Case Endings – Part 3

Possessive Articles

In this chapter we will look at the last article type that has not yet been discussed in detail:

- Definite articles *(the)*
- Indefinite articles *(a)*
- Negative articles *(no)*
- **Possessive articles** *(my)*
- Demonstrative articles *(this)*
- Interrogative articles *(which)*

As their name already tells...

→ **possessive** articles are used to express possession between two entities, either in terms of ownership or belonging.

Examples:

- Das dort ist mein Auto. *(ownership / That over there is my car.)*
- Das dort ist mein Vater. *(belonging / That over there is my father.)*

In both sentences, I (ich) am the owner, since it is my (mein) car and father.

Now logically, changing the owner means changing the article to refer to a new owner (we, they, she etc.)

- Das dort ist unser Auto. *(ownership / That over there is our car.)*
- Das dort ist ihr Vater. *(belonging / That over there is her father.)*

The articles are still possessive! They just refer to different persons.

This is what possessive articles look like for all persons in Nominative:

POSSESSIVE ARTICLES				
person	masculine	feminine	neuter	plural
ich	mein	meine	mein	meine
du	dein	deine	dein	deine
er	sein	seine	sein	seine
sie	ihr	ihre	ihr	ihre
es	sein	seine	sein	seine
wir	unser	unsere	unser	unsere
ihr	euer	eure	euer	eure
sie	ihr	ihre	ihr	ihre
Sie	Ihr	Ihre	Ihr	Ihre

Now, not every sentence will mention a person in its pronoun form, often the nouns are used. Then we will need to do some analytical work.

We will want to say.....

- The uncle and his wife

Step 1: To choose the correct possessive articles, we must first identify the “owner” (→ the uncle) and the person being “owned/affiliated” (→ the wife)

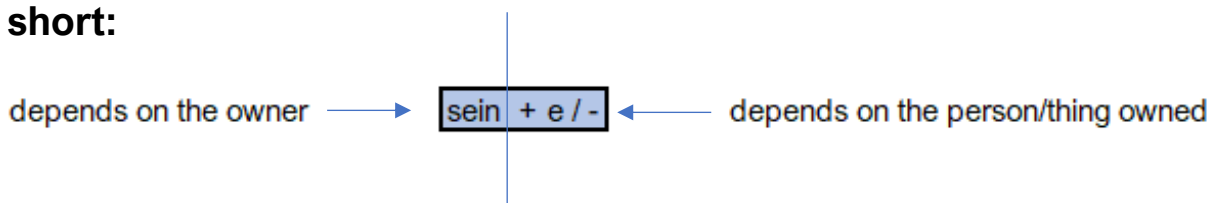
Step 2: Identify the person that the “owner” corresponds to (→ in this case “he”)

Step 3: Identify the gender of the person being “owned/affiliated” and determine whether it is singular or plural

Step 4: Put both findings together by assembling: he → sein + e (for a feminine noun)

Result: Der Onkel und seine Frau.

In short:



Exercises:

Fill the blanks by choosing the correct possessive articles with their correct endings.

- 1) Meine Mutter und _____ beste Freundin gehen ins Kino.
(My mother and her best friend are going to the cinema.)

- 2) Du und _____ Bruder seht sehr ähnlich aus.
(You and your brother look much alike.)

- 3) Meine Schwester und ich haben einen Bruder, er ist also _____ Bruder.
(My sister and I have got a brother, hence he is our brother.)

- 4) Mein Bruder und ich haben eine Schwester, sie ist also _____ Schwester.
(My brother and I have got a sister, hence she is our sister.)

- 5) Meine Nachbarn haben einen neuen Hund, er ist jetzt _____ Hund.
(My neighbors have got a new dog, he is now their dog.)

- 6) Hey ihr! Ist das da _____ Müll?
(Hey, you (Pl.)! Is that your trash over there?)

- 7) Wer? Wir? Nein, das ist nicht _____ Müll.
(Who? We? No, that is not our trash.)

Solutions:

- 1) Meine Mutter und **ihre** beste Freundin gehen ins Kino.
(My mother and her best friend are going to the cinema.)

- 2) Du und **dein** Bruder seht sehr ähnlich aus.
(You and your brother look much alike.)

- 3) Meine Schwester und ich haben einen Bruder, er ist also **unser** Bruder.
(My sister and I have got a brother, hence he is our brother.)

- 4) Mein Bruder und ich haben eine Schwester, sie ist also **unsere** Schwester.
(My brother and I have got a sister, hence she is our sister.)

- 5) Meine Nachbarn haben einen neuen Hund, er ist jetzt **ihr** Hund.
(My neighbors have got a new dog, he is now their dog.)

- 6) Hey ihr! Ist das da **euer** Müll?
(Hey, you (Pl.)! Is that your trash over there?)

- 7) Wer? Wir? Nein, das ist nicht **unser** Müll.
(Who? We? No, that is not our trash.)

Article declension patterns

There exist six different article types in German.

- Three of them follow **declension pattern A.**
 - der, die, das (definite articles)
 - dieser, diese, dieses (demonstrative articles)
 - welcher, welche, welches (interrogative articles)

- Three of them follow **declension pattern B.**
 - ein, eine, ein (indefinite articles)
 - kein, keine, kein (negative articles)
 - mein, meine, mein (possessive articles)

	DECLENSION ENDINGS				
Group A	case	masculine	feminine	neuter	plural
de-/da- dies- welch-	Nom	-er	-e	-(e)s	-e
	Akk	-en	-e	-(e)s	-e
	Dat	-em	-er	-em	-en

* please note: der/die/das are a bit irregular in their endings, better learn these by heart

	DECLENSION ENDINGS				
Group B	case	masculine	feminine	neuter	plural
ein- kein- mein-	Nom	/	-e	/	-e
	Akk	-en	-e	/	-e
	Dat	-em	-er	-em	-en

Exercises:

Add the missing endings to the articles, where necessary. Also indicate which group (A or B) the article falls into.

1) Dies ____ schöne Frau ist meine Frau. Group: _____
(*This beautiful woman is my wife.*)

2) Welch ____ Farbe magst du am liebsten? Group: _____
(*Which color do you like best?*)

3) Ich brauche ein ____ neuen Computer. Group: _____
(*I need a new computer.*)

4) Ich helfe d ____ Kindern mit ihr ____ Problem. Group: _____
(*I help the children with their problem.*)
Group: _____

5) Es gibt kein ____ Milch mehr im Kühlschrank. Group: _____
(*There is no more milk in the fridge.*)

6) Dies ____ Lügner kann ich nicht glauben. Group: _____
(*I cannot believe this liar.*)

7) Ich wünsche dir ein ____ schönen Tag. Group: _____
(*I wish you a nice day.*)

8) Mein ____ Eltern arbeiten beide noch. Group: _____
(*My parents are both still working.*)

Das Geschenk gefällt ihr _____ Mutter sehr.
(*Their mother really likes the present.*)

Group: _____

Ich mag dies _____ Lied überhaupt nicht.
(*I don't like this song at all.*)

Group: _____

Solutions:

1) Diese schöne Frau ist meine Frau.

Group: A

2) Welche Farbe magst du am liebsten?

Group: A

3) Ich brauche einen neuen Computer.

Group: B

4) Ich helfe den Kindern mit ihrem Problem.

Group A, Group B

5) Es gibt keine Milch mehr im Kühlschrank.

Group: B

6) Diesem Lügner kann ich nicht glauben.

Group: A

7) Ich wünsche dir einen schönen Tag.

Group: B

8) Meine Eltern arbeiten beide noch.

Group: B

9) Das Geschenk gefällt ihrer Mutter sehr.

Group: B

10) Ich mag dieses Lied überhaupt nicht.

Group: A

A look back...

In this course, we have covered the following aspects of German grammar up until this point:

- Verb conjugation in the present tense (chapters 2, 3, 4, 5, 9, 10, 13)
 - Regular verbs
 - Irregular verbs
 - Reflexive verbs
 - Verbs with prefix
 - Modal verbs

- Sentence structure of statements and questions (chapters 1, 12)
 - Open-ended questions
 - Yes/No-questions
 - Statements
 - Imperatives

- Gender and plural forms of nouns (chapters 18-25)

- General introduction to declension and cases (chapters 17, 27)

- Noun groups and article declension

- Types of verbs:
 - Verbs with Nominative addition
 - Verbs with Accusative object
 - Verbs with Dative object
 - Verbs with double objects
 - (Verbs with prepositions) → not yet

Coming next...

The upcoming section will deal with prepositions in their various forms and functions.

- Temporal prepositions
- Local prepositions
- Prepositions with Dative or Accusative
- “Wechselpräpositionen”
- Verbs with prepositions

Forms and functions of prepositions

There is quite an abundance of prepositions in the German language, as in many other languages as well.

Prepositions are usually tiny, short words that help us specify the time and place of something, among others things. In English, this would be words like:

in, on, at, from, to, with, for, under, behind, during, through, without,...

A number of German examples include (but are not limited to):

Auf, an, bei, mit, unter, während, von, bis, neben, durch, ohne,...

German grammar differentiates between various **functional** types of prepositions:

- Temporal prepositions
- Local prepositions
- Modal prepositions
- Causal prepositions

Another way to differentiate prepositions is not by functional types but rather by **grammatical** types:

- Prepositions with Accusative
- Prepositions with Dative
- “Wechselpräpositionen” (with both Acc. + Dat.)
- Prepositions with Genitive (more advanced)

Unfortunately, the functional and grammatical distinctions overlap, meaning that you will have several temporal prepositions that will take Dative case while others will take Accusative, and there are plenty of local prepositions in the group of “Wechselpräpositionen”, but not all of them, and not only them.

As usual, it will get quite messy.

What do we need prepositions for?

Very roughly and generally speaking, we need prepositions in order to form two important elements in a sentence:

Adverbials:

- Adverbials of time (am Morgen, um 9 Uhr, von Montag bis Freitag)
- Adverbials of place (in der Küche, auf dem Sofa, neben der Schule)
- Adverbials of mode (mit Vergnügen, ohne ein Wort)
- Adverbials of cause (aus Rache, wegen des Wetters)

Prepositional objects

- After verbs with prepositions (warten **auf**, lachen **über**, diskutieren **mit**)

Let us now start with the temporal prepositions and adverbials of time and work our way forward from there.

Temporal prepositions and adverbials of time

Temporal prepositions are often added to noun groups or other words in order to form a statement regarding the time when the action in the sentence is taking place.

Here is an example of a noun group:

das neue Jahr (the new year)

Adding a suitable preposition, this noun group becomes an adverbial of time:

in dem neuen Jahr (in the new year)

Quite a lot has happened to the noun group in consequence of adding a preposition. By adding the preposition “in” to a noun group, the entire noun group must now change to Dative case.

- Applying Dative to the article “das” will make it “dem”
- Applying Dative to the adjective “neue” will make it “neuen”
- Applying Dative to the noun “Jahr” leaves the noun (usually) unchanged

Hence, we will need to learn declension (i.e. putting cases) for articles, for adjectives and for nouns!

Apart from noun groups, we can for example also apply prepositions to adverbs, such as:

heute (today) gestern (yesterday) morgen (tomorrow)

Adverbs don't take cases, so no declension will be happening to those.

Let us now look at each temporal preposition with a suitable example:

um	for clock times	um 9:30 Uhr um Mitternacht
am	for weekdays for times of the day	am Montag am Morgen, am Abend am Wochenende
im	for months for seasons of the year	im Januar im Sommer
/	for years	1952
von ... bis ...	start and end	von Montag bis Freitag von 10:00 bis 14:00 Uhr
seit	start in the past with open end	seit 10 Jahren seit gestern
ab	start in the future with open end	ab nächster Woche ab morgen
vor	present – T (ago) + noun (before noun)	vor einer Woche, vor 10 Tagen vor dem Frühstück
in	present + T (from now)	in einer Woche, in 10 Tagen
nach	+ noun (after noun)	nach dem Frühstück
zwischen	between	zwischen 8:00 und 10:00 Uhr

Read the following text and note how the temporal prepositions are used here:

Ich bin 1965 in Italien geboren. **Vor** 20 Jahren bin ich nach Deutschland gekommen. Zuerst habe ich in Berlin gewohnt, aber **seit** 5 Jahren wohne ich in Hamburg. Ich gehe jeden Tag **nach** dem Frühstück **um** 8:00 Uhr zur Arbeit. Dann arbeite ich **von** 8:00 Uhr **bis** 17:00 Uhr. **Um** 17 Uhr habe ich Feierabend und gehe nach Hause. **Am** Abend gehe ich oft einkaufen oder sehe einen Film. Und **am** Wochenende treffe ich meine Freunde oder mache Sport. **Im** Sommer gehe ich gern im Park joggen, aber **im** Winter ist mir das zu kalt. Dann mache ich lieber Sport im Fitness-Studio. **In** einer Woche beginnt mein Deutschkurs. Also lerne ich **ab** nächster Woche an einer Abendschule Deutsch.

I was born in Italy in 1965. I came to Germany 20 years ago. At first I lived in Berlin, but I've been living in Hamburg for 5 years now. I go to work every day after breakfast at 8:00 am. Then I work from 8:00 am to 5:00 pm. I finish work at 5 p.m. and go home. In the evening, I often go shopping or watch a movie. And at the weekend I meet my friends or do sport. In summer I like to go jogging in the park, but in winter it's too cold for me. Then I prefer to go to the gym. My German course starts in a week. So from next week I'll be learning German at an evening school.

Now you! Try to add the missing prepositions from memory and then compare your answers with the text above:

Ich bin _____ 1965 in Italien geboren. _____ 20 Jahren bin ich nach Deutschland gekommen. Zuerst habe ich in Berlin gewohnt, aber _____ 5 Jahren wohne ich in Hamburg. Ich gehe jeden Tag _____ dem Frühstück _____ 8:00 Uhr zur Arbeit. Dann arbeite ich _____ 8:00 Uhr _____ 17:00 Uhr. _____ 17 Uhr habe ich Feierabend und gehe nach Hause. _____ Abend gehe ich oft einkaufen oder sehe einen Film. Und _____ Wochenende treffe ich meine Freunde oder mache Sport. _____ Sommer gehe ich gern im Park joggen, aber _____ Winter ist mir das zu kalt. Dann mache ich lieber Sport im Fitness-Studio. _____ einer Woche beginnt mein Deutschkurs. Also lerne ich _____ nächster Woche an einer Abendschule Deutsch.

Two-way prepositions (“Wechselpräpositionen”)

Two-way prepositions are usually (though not always) used as local prepositions with the aim to answer the question: “**Where**”.

They owe their name to the fact that they can come with both **Dative** and **Accusative** case, depending on the context of the sentence.

Context here means: It depends on whether we are describing a **location** or a **direction**.

English usually doesn’t differentiate between these two scenarios, but in German we can determine which one is meant by asking:

- Wo? (As in: Wo wohnst du? → location)
- Wohin? (As in: Wohin gehst du? → direction)

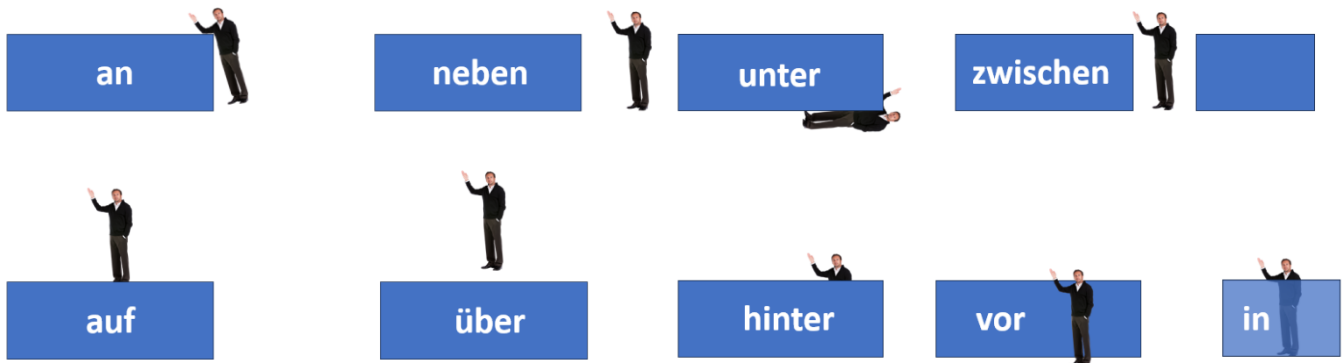
One describes the spot or location where the action is taking place, and the other describes the movement or direction in which an action is directed.

In the first case the preposition will take Dative. In the latter case it will take Accusative.

For example:

- Ich wohne in dem Haus. (in + Dative for location)
- Ich gehe in das Haus. (in + Accusative for direction)

The following prepositions belong to the category of two-way prepositions:



Example sentences:

Ich bin **in** der Schule. (Dativ)

Ich gehe **in** die Schule. (Akkusativ)

Wir machen Urlaub am (= **an** dem) Meer. (Dativ)

Wir fahren im Sommer ans (= **an** das) Meer. (Akkusativ)

Whether two-way prepositions are used in a locational or a directional sense is decided by the verb!

- sein → verb of location
- gehen → verb of direction
- machen → verb of location
- fahren → verb of direction

Exercises:

Decide whether to use Dative or Accusative in the context of each sentence and modify the article accordingly.

Ich fahre jedes Wochenende in d_____ Stadt (fem.). In d_____ Stadt (fem.) erledige ich dann meine Einkäufe oder treffe Freunde in ein_____ Restaurant (neutr.). Direkt neben d_____ Bahnhof (masc.) ist mein Lieblingsrestaurant. Wenn ich wenig Zeit habe, gehe ich in ein_____ Café (neutr.) und esse nur ein Stück Kuchen. Direkt in d_____ (= _____) Stadtzentrum (neutr.) gibt es auch ein Kino. In d_____ (= _____) Kino (neutr.) kommen aber nur selten interessante Filme. Deshalb gehe ich lieber in d_____ Bibliothek (fem.). Zwischen d_____ Bücher__ (Pl.) finde ich Ruhe und Entspannung!

Solutions:

Ich fahre jedes Wochenende in **die** Stadt (fem.). In **der** Stadt (fem.) erledige ich dann meine Einkäufe oder treffe Freunde in **einem** Restaurant (neutr.). Direkt neben **dem** Bahnhof (masc.) ist mein Lieblingsrestaurant. Wenn ich wenig Zeit habe, gehe ich in **ein** Café (neutr.) und esse nur ein Stück Kuchen. Direkt in **dem (= im)** Stadtzentrum (neutr.) gibt es auch ein Kino. In **dem (= im)** Kino (neutr.) kommen aber nur selten interessante Filme. Deshalb gehe ich lieber in **die** Bibliothek (fem.). Zwischen **den** Büchern (Pl.) finde ich Ruhe und Entspannung!

Local prepositions and adverbials of place

As the name suggests:

- Temporal prepositions are used to describe time
- Local prepositions are used to describe place / space

Some prepositions can be used both temporally and locally, for example:

In einer Woche (in a week)

In einer Schule (in a school)

Grammatically speaking, we need to learn by heart which case which preposition comes with!

Local prepositions are often added to noun groups or other words in order to form a statement regarding the place where the action in the sentence is taking place.

Here is an example of a **noun group**:

die Schule (the school)

Adding a suitable preposition, this noun group becomes an **adverbial of place**:

in der Schule (at school)

The preposition you choose will determine the case you need to apply to the noun group!

Apart from noun groups, we can for example also apply prepositions to **adverbs**, such as:

hier (here)

da (there)

dort (over there)

Like before, adverbs don't take cases, so no declension will be happening to those.

Let us now look at each local preposition with a suitable example:

in countries, cities, continents, buildings

- Ich wohne in Deutschland / in München / in Europa / im Haus

aus countries, cities, continents, buildings

- Ich komme aus Deutschland / aus München / aus Europa / aus dem Haus

nach countries, cities, continents

- Ich gehe nach Deutschland / nach München / nach Europa
- Achtung: nach Hause

zu persons, companies, activities

- Ich gehe zu Markus / zu meiner Mutter / zu Starbucks / zum Tennis

bei persons, companies, activities

- Ich bin bei Markus / bei meiner Mutter / bei Starbucks / beim Tennis

von persons, companies, activities

Ich komme von Markus / von meiner Mutter / von Starbucks / vom Tennis

an water, stations

- Ich fahre ans Meer / an die Ostsee / an die Tankstelle
- Ich warte an der Tankstelle / an der Bushaltestelle

auf squares and places

- Ich bin auf dem Marktplatz / auf dem Sportplatz
- Ich gehe auf den Marktplatz / auf den Sportplatz

The German past tenses

German has one present tense, two future tenses and three past tenses. The latter are:

- **Present Perfect:** Ich bin nach Berlin gegangen.
- **Preterit:** Ich ging nach Berlin.
- **Pluperfect:** Ich war nach Berlin gegangen.

They are built differently and they are used differently.

- **Preterit:** simple tense → one verb part (ging)
- **Present Perfect + Pluperfect:** compound tenses → two verb part (bin gegangen)
(war gegangen)

The most commonly used past tense is the **Present Perfect** tense. It is used in speaking as well as in writing whenever the context is **informal to neutral**.

Ich bin nach Paris gegangen. Dort habe ich Kaffee getrunken und Croissant gegessen und ich habe auch den Eiffelturm fotografiert.

Less frequently used is the **Preterit** tense. It is also used in speaking and writing, but almost exclusively in more **formal contexts**, protocols, reports or technical descriptions. (→ B1)

Ich ging nach Paris. Dort trank ich Kaffee und aß Croissants und ich fotografierte auch den Eiffelturm.

The Pluperfect is only very rarely used, and only in very specific contexts. (→ B2)

In everyday life, we use a mix of the Present Perfect and the Preterit tense:

- **Preterit** for the verbs haben, sein and all modal verbs
- **Present Perfect** for everything else

Gestern **war** ich im Kino. Dort **habe** ich einen Film **gesehen**. Ich **hatte** viel Spaß und **konnte** auch etwas lernen! Dann **bin** ich wieder nach Hause **gegangen**.

Coming up: How to actually **form** Simple Perfect and Preterit tense.

Copyright material. The video tutorial to this lesson can be found on my Youtube channel "Bitte Auf DEUTSCH".
For inquiries about my material and publications, please contact: stefanie.bitteaufdeutsch@gmail.com.

The Preterit tense

Also known as the Simple Past, the Preterit tense is used for:

- formal written and spoken language
- journalism and news reporting
- scientific writing
- literary writing

There is no clear-cut distinction between when *exactly* the **Preterit** is used and when *exactly* the **Present Perfect** is used.

You can come to a picnic party in a black cocktail dress, and to a Nobel prize award in jeans and sneakers. It doesn't necessarily mean you are doing something "wrong". You will just stick out from the mass and draw attention.

The Preterit tense distinguishes between three different conjugation patterns:

- **regular** verbs
- **irregular** verbs
- **mixed** verbs

Please note: "Regular" in the Present tense is not necessarily the same as "regular" in the past tense! The following combinations are possible:

- a) A verb can be **regular** in the Present tense and also **regular** in the Preterit tense
- b) A verb can be **regular** in the Present tense but **irregular** in the Preterit tense
- c) A verb can be **irregular** in the Present tense and will be automatically also **irregular** in the Preterit tense

"Regular" in the Present tense means: verb stem derived from infinitive form is used for all conjugations

- gehen: ich gehe, du gehst, er geht, wir gehen, ihr geht, sie gehen

„Irregular“ in the Present tense means: verb stem changes for "du" and "er / sie / es", i.e. two stems

- fahren: ich fahre, du fährst, er fährt, wir fahren, ihr fahrt, sie fahren

„Regular“ in the Preterit tense means: past tense stem is identical to the Present tense stem

- sagen: ich sagte, du sagtest, er sagte, wir sagten, ihr sagtet, sie sagten

„Irregular“ in the Preterit tense means: past tense stem is different from the Present tense stem

- gehen: ich ging, du gingst, er ging, wir gingen, ihr gingt, sie gingen

Let us now look into the conjugation patterns for each:

1) Regular verbs:

A regular verb in the Preterit tense is composed of:

- the infinitive (=present tense) verb stem
- plus the regular Preterit endings: -te, -test, -te, -ten, -tet, -ten

Regular verbs - Preterit				
	machen	kaufen	reden	warten
ich	mach – te	kauf – te	red – e – te	wart – e – te
du	mach – test	kauf – test	red – e – test	wart – e – test
er / sie / es	mach – te	kauf – te	red – e – te	wart – e – te
wir	mach – ten	kauf – ten	red – e – ten	wart – e – ten
ihr	mach – tet	kauf – tet	red – e – tet	wart – e – tet
sie, Sie	mach - ten	kauf - ten	red – e - ten	wart – e - ten

2) Irregular verbs:

An irregular verb in the Preterit tense is composed of:

- an irregular past tense verb stem
- plus the irregular Preterit endings: /, -st, /, -en, -t, -en

Irregular verbs - Preterit				
	laufen	geben	nehmen	gehen
ich	lief	gab	nahm	ging
du	lief – st	gab – st	nahm – st	ging – st
er / sie / es	lief	gab	nahm	ging

wir	lief – en	gab – en	nahm – en	ging – en
ihr	lief – t	gab – t	nahm – t	ging – t
sie, Sie	lief – en	gab – en	nahm – en	ging – en

3) mixed verbs:

A mixed verb in the Preterit tense combines:

- an irregular past tense verb stem
- with the regular Preterit endings: -te, -test, -te, -ten, -tet, -ten

Mixed verbs - Preterit				
	denken	bringen	wissen	kennen
ich	dach – te	brach – te	wuss – te	kann – te
du	dach – test	brach – test	wuss – test	kann – test
er / sie / es	dach – te	brach – te	wuss – te	kann – te
wir	dach – ten	brach – ten	wuss – ten	kann – ten
ihr	dach – tet	brach – tet	wuss – tet	kann – tet
sie, Sie	dach – ten	brach – ten	wuss – ten	kann – ten

Ich **gehe** ins Kino.

Ich **ging** ins Kino.

Er **denkt** oft an dich.

Er **dachte** oft an dich.

Wir **kaufen** ein neues Auto.

Wir **kauften** ein neues Auto.

Das Kind **redet** immer viel.

Das Kind **redete** immer viel.

Sie **nimmt** einen Kaffee mit Milch.

Sie **nahm** einen Kaffee mit Milch.

The Preterit tense of the verbs sein, haben and the modal verbs will be covered in the upcoming lesson.

After that, we will continue with the Present Perfect tense.

The Present Perfect tense

The Present Perfect is the most commonly used tense in German because it is used for:

- informal written and spoken language
- day-to-day conversations with family, friends, colleagues and also strangers
- tv and literature depicting daily life

As mentioned before, there is no clear-cut distinction between when *exactly* the **Preterit** is used and when *exactly* the **Present Perfect** is used. Generally speaking, the Present Perfect almost never sounds completely off.

The Present Perfect tense is a so-called **compound tense**, which means that it consists of more than one verb part. Specifically, it is made using

- **haben** or **sein** as the auxiliary (helping) verb
- the full verb in the **past participle** (participle II) form

Ich **habe** einen Kafee **getrunken**.

Dann **bin** ich nach Hause **gegangen**.

Please note: There is only ever ONE conjugated verb per sentence! In the PP tense, that is the helping verb. The full verb in the past participle form never changes!

Now, place the helping verb into the **left sentence bracket** (position 2) and the past participle in the **right sentence bracket** (at the end of the sentence).

Having understood the sentence structure, one now has to face two rather complicated questions:

- 1) When do I use *sein* and when *haben* as the auxiliary verb?
- 2) How do I make the past participle form for my verb?

When do I use *sein* and when *haben* as the auxiliary verb?

The helping verb **sein** is used for

- verbs of movement (gehen, fahren, fliegen, laufen, steigen, fallen....)
- verbs of transition and situational changes (sterben, passieren, einschlafen, aufwachen, wachsen,...)
- sein and bleiben

A movement refers to a change of location, meaning that the subjects ends up in a different place. Jumping or dancing are in that sense not considered movements, as one typically jumps or dances on the spot on in a confined place.

Transition and situational changes describe changes in the mental state (awake, asleep), or a transition into or out of existence (to die, to happen) as well as developmental processes (to grow).

Also, the verbs *sein* and *bleiben* belong to this category, although they describe neither movement nor transition.

pre-field	left bracket	middle field	right bracket
Meine Familie	ist	nach Spanien	geflogen.
Mein Opa	ist	mit 85 Jahren	gestorben.
Ich	bin	gestern um 23 Uhr	eingeschlafen.
Wo	bist	du	gewesen?
Ich	bin	im Bett	geblieben.

The helping verb **haben** is then used for *anything else!*

pre-field	left bracket	middle field	right bracket
Ich	habe	ein interessantes Buch	gelesen.
Wir	haben	zusammen Spaghetti	gekocht.
Was	hat	er gerade	gesagt?
	Hast	du schon	gegessen?

In Yes/No-questions, the pre-field will remain empty. But the verbs always occupy their only possible spots: the left and right sentence brackets.

How do I make the past participle form for my verb?

As always: it depends. On what? It depends on whether the verb is:

- a **regular** verb
- an **irregular** verb
- a verb with a **separable prefix**
- a verb with an **inseparable prefix**
- a verb with the ending **-ieren**

verb type	pattern	without prefix	sep. prefix	insep. prefix
regular	(.....)ge.....t*	machen: gemacht kaufen: gekauft sagen: gesagt holen: geholt	aufmachen: aufgemacht einkaufen: eingekauft absagen: abgesagt abholen: abgeholt	besuchen: besucht zerstören: zerstört
irregular	(....)ge.....en**	sprechen: gesprochen helfen: geholfen gehen: gegangen nehmen: genommen	mitkommen: mitgekommen einschlafen: eingeschlafen abschreiben: abgeschrieben zuschließen: zugeschlossen	verstehen: verstanden gefallen: gefallen empfehlen: empfohlen vergessen: vergessen
ending -ieren	.....t	telefonieren: telefoniert reparieren: repariert organisieren: organisiert		

* regular verb stem

** irregular verb stem

As usual, it is recommendable to learn the past participle forms of each verb by heart. This can be achieved most easily through “backwards engineering”. Look at the following infinitives and see where you would locate them in the table:

participle II	infinitive	description
gesucht	suchen	regular, without prefix
verloren	verlieren	irregular, inseparable prefix
getroffen	treffen	irregular, without prefix
angerufen	anrufen	regular, with separable prefix
studiert	studieren	ending -ieren
verkauft	verkaufen	regular, with inseparable prefix
getrunken	trinken	irregular, without prefix
vorbereitet	vorbereiten	regular, separable + inseparable prefix!
losgefahren	losfahren	irregular, with separable prefix

Past Tense Revision and Exercises

We have learned to express actions in the past in two different ways:

- using the Preterit (Simple Past) → formal
- using the Present Perfect → informal to neutral

Any verb in the German language can be used in either of these two tenses, with the only exceptions of:

- haben
- sein
- the modal verbs

which are usually used in the Preterit tense irrespective of the formality of the context!

infinitive	Preterit	Present Perfect
sein	ich war	ich bin gewesen
haben	ich hatte	ich habe gehabt
können	ich konnte	ich habe gekonnt
wollen	ich wollte	ich habe gewollt
dürfen	ich durfte	ich habe gedurft
müssen	ich musste	ich habe gemusst
sollen	ich sollte	ich habe gesollt
gehen	ich ging	ich bin gegangen
schreiben	ich schrieb	ich habe geschrieben
essen	ich aß	ich habe gegessen
schlafen	ich schlief	ich habe geschlafen
fahren	ich fuhr	ich bin gefahren

Examples

Präsens: Er **trinkt** einen Kaffee mit Milch.
Präteritum: Er **trank** einen Kaffee mit Milch.
Präsens Perfekt: Er **hat** einen Kaffee mit Milch **getrunken**.

Präsens: Du **gehst** zu Fuß zur Arbeit.
Präteritum: Du **gingst** zu Fuß zur Arbeit.
Präsens Perfekt: Du **bist** zu Fuß zur Arbeit **gegangen**.

Präsens: Wir **kaufen** ein neues Auto.
Präteritum: Wir **kauften** ein neues Auto.
Präsens Perfekt: Wir **haben** ein neues Auto **gekauft**.

Präsens: Wir **bleiben** zu Hause.
Präteritum: Wir **blieben** zu Hause.
Präsens Perfekt: Wir **sind** zu Hause **geblieben**.

Präsens: Wo **bist** du?
Präteritum: Wo **warst** du?
Präsens Perfekt: Wo **bist** du **gewesen**?

Präsens: Sie **kann** sehr gut Klavier spielen.
Präteritum: Sie **konnte** sehr Klavier spielen.
Präsens Perfekt: Sie **hat** sehr gut Klavier spielen **können**.

Präsens: Wir **haben** einen Hund.
Präteritum: Wir **hatten** einen Hund.
Präsens Perfekt: Wir **haben** einen Hund **gehabt**.

Exercises

Now you! Rewrite the following text in two different ways:

- 1) into the formal past
- 2) into the informal past

Ich **habe** einen sehr interessanten Job! Ich **fahre** jeden Morgen mit dem Auto zur Arbeit und **spreche** mit vielen Kunden. Sie **wollen** ein Auto kaufen und ich **helfe** ihnen dabei. Ich **gebe** ihnen Informationen und **schreibe** die Kaufverträge. In der Mittagspause **esse** ich immer mit meinen Kollegen. Manchmal **trinke** ich auch nur etwas Kaffee oder Wasser. Nach der Arbeit **gehe** ich oft zum Sport. Wenn ich Zeit **habe**, **lerne** ich abends ein bisschen Französisch. Ich **liebe** Fremdsprachen!

Solutions

- 1) formal past (Preterit only)

Ich **hatte** einen sehr interessanten Job! Ich **fuhr** jeden Morgen mit dem Auto zur Arbeit und **sprach** mit vielen Kunden. Sie **wollten** ein Auto kaufen und ich **half** ihnen dabei. Ich **gab** ihnen Informationen und **schrieb** die Kaufverträge. In der Mittagspause **aß** ich immer mit meinen Kollegen. Manchmal **trank** ich auch nur etwas Kaffee oder Wasser. Nach der Arbeit **ging** ich oft zum Sport. Wenn ich Zeit **hatte**, **lernte** ich abends ein bisschen Französisch. Ich **liebte** Fremdsprachen!

- 2) informal past (mix of Present Perfect and Preterit)

Ich **hatte** einen sehr interessanten Job! Ich **bin** jeden Morgen mit dem Auto zur Arbeit **gefahren** und **habe** mit vielen Kunden **gesprochen**. Sie **wollten** ein Auto kaufen und ich **habe** ihnen dabei **geholfen**. Ich **habe** ihnen Informationen **gegeben** und **(habe)** die Kaufverträge **geschrieben**. In der Mittagspause **habe** ich immer mit meinen Kollegen **gegessen**. Manchmal **habe** ich auch nur etwas Kaffee oder Wasser **getrunken**. Nach der Arbeit **bin** ich oft zum Sport **gegangen**. Wenn ich Zeit **hatte**, **habe** ich abends ein bisschen Französisch **gelernt**. Ich **habe** Fremdsprachen **geliebt**!

Comparative and Superlative

As the name suggests, the **Comparative** is used to make comparisons between people or things. The **Superlative** is used to indicate when a person or thing exceeds all others in a given aspect.

Toni ist intelligenter als Sam.

Max ist am intelligentesten.

The Comparative and Superlative can only be applied to **adjectives**. Therefore, each adjective exists in 3 different forms:

base form	Comparative form	Superlative form
schön	schöner	am schönsten
klein	kleiner	am kleinsten
lang	länger	am längsten

Spanien ist schön. Frankreich ist schöner. Italien ist am schönsten.

Der Hund ist klein. Die Katze ist kleiner. Der Hamster ist am kleinsten.

Der Mekong ist lang. Der Amazonas ist länger. Der Nil ist am längsten.

Comparative: adjective + er (+ sometimes Umlaut)

Superlative: am adjective + sten (+ sometimes Umlaut)

Some adjectives will form their Comparative and Superlative forms irregularly. Often, this depends on their last letter(s).

base form	Comparative form	Superlative form
kalt	kälter	am kältesten
intelligent	intelligenter	am intelligentesten
wild	wilder	am wildesten
heiß	heißer	am heißesten
groß	größer	am größten (!)
teuer	teurer (!)	am teuersten

For adjectives ending in the letters -t, -d and -ß, there is usually an extra "e" added before the ending in the Superlative form.

Lastly, three adjectives are entirely irregular in all forms and need to be learned by heart:

base form	Comparative form	Superlative form
viel	mehr	am meisten
gut	besser	am besten
gern	lieber	am liebsten

Ich lese **viel**. Meine Schwester liest **mehr**. Meine Mutter liest **am meisten**.

A spricht **gut** Deutsch. B spricht **besser** Deutsch. C spricht **am besten** Deutsch.

Ich spiele **gern** Tennis. Ich spiele **lieber** Fußball. Ich spiele **am liebsten** Badminton.

In order to use that grammar in comparative sentences, we will need to apply different structures:

A ist genauso (adjective in base form) wie B.

A ist nicht so (adjective in base form) wie B.

A ist (adjective in **Comparative** form) als B.

A ist (adjective in **Superlative** form) von allen.

Das Buch ist genauso interessant wie der Film.

Das Buch ist nicht so interessant wie der Film.

Das Buch ist **interessanter als** der Film.

Das Buch ist **am interessantesten** (von allen).

Sentence connectors: main vs dependent clauses

A clause is a grammatical term to describe a type of sentence.

1) Main clause

A main clause is also referred to as an **independent clause**, since it can stand alone and independently from others. All sentences we have looked at so far were main clauses.

In a main clause, the conjugated verb is placed in the **second position** (i.e. the left bracket).

Die Suppe schmeckt hervorragend.

Ich habe ein bisschen Hunger.

(these can stand alone.)

Er kommt manchmal zu spät zur Arbeit.

2) Dependant clause

A **dependent clause** – as the name suggests – cannot stand by itself, it is dependent on a main clause in order to make sense. It is also referred to as a subordinate clause.

In a dependant clause, the conjugated verb is moved to the **end of the sentence** (i.e. the end of the right bracket).

Die Suppe schmeckt hervorragend, **weil sie frisch und gesund ist**.

Ich habe ein bisschen Hunger, **obwohl ich vor einer Stunde gegessen habe**.

Er kommt manchmal zu spät zur Arbeit, **wenn der Bus Verspätung hat**.

The dependant clause is separated from the main clause by a comma.

Also, it is always started by a so-called subjunction (i.e. connecting word), which describes the relationship between the main clause and the dependant clause.

weil: describes a causal connection, i.e. it gives a reason for the main clause

(because)

obwohl: describes a concessive connection, i.e. it gives a counter-reason for the main clause

(although)

wenn: describes a temporal or conditional connection, i.e. it gives a time or condition for the main clause

Try to determine which of the above connectors should be used in the context of these sentences:

1. Ich kann dieses Auto nicht kaufen, _____ ich kein Geld habe.
2. Ich habe das Auto gekauft, _____ ich kein Geld habe.
3. _____ ich groß bin, möchte ich Millionär werden.
4. Er ist nicht glücklich, _____ er Millionär ist.
5. Er ist unglücklich, _____ er keine Freunde hat.
6. _____ er mehr Freunde hätte, dann wäre er glücklicher.

(1. weil, 2. obwohl, 3. wenn, 4. obwohl, 5. weil, 6. wenn)

There are many, many different types of sentence connectors that have all different kinds of functions. For an A2 level, there is only one more which is important: **dass**.

Dass is mainly used to give indirect speech or express opinions. It corresponds to *that* in English.

Direct speech: "Ich habe Hunger."

Indirect speech: Er sagt, dass er Hunger hat.

Direct speech: „Ich kann heute leider nicht kommen.“

Indirect speech: Sie sagt, dass sie heute leider nicht kommen kann.

Direct opinion: Brokkoli schmeckt schrecklich.

Reported opinion: Ich finde, dass Brokkoli schrecklich schmeckt.

Exercise:

Please choose the connector that fits: *weil, obwohl, wenn, dass*.

1. Er geht am liebsten spazieren, _____ die Sonne scheint.
2. Sie reist dieses Jahr nach Spanien, _____ sie kein Spanisch spricht.
3. Sie denkt, _____ Spanien ein wunderschönes Land ist.
4. Ich kann leider nicht mitkommen, _____ ich heute lange arbeiten muss.
5. Findest du, _____ die Hose gut aussieht?
6. Wir können leider erst anfangen, _____ alle da sind.
7. Das Meeting beginnt, _____ nicht alle Kollegen da sind.
8. Ich helfe dir, _____ du mir auch immer geholfen hast.
9. Es ist schön, _____ dir dein Job so gut gefällt.
10. Es wäre schön, _____ mein Job auch interessant wäre.

(1. wenn, 2. obwohl, 3. dass, 4. weil, 5. dass, 6. wenn, 7. obwohl, 8. weil, 9. dass, 10. wenn)