

# Radio D.



by Herrad Meese











Listening and exercise materials for beginners,  
by Herrad Meese

Translations for Series 1: Episodes 1–26

In this booklet you will find translations of the

- overview pages of the episodes;
- the exercise instructions: 
- information boxes at the start of the individual attachments: scripts of the audio scenes, solutions, grammar and word list;
- grammar explanations marked with this symbol: 

## The Symbols of the overview pages for each episode:

 Information	Here you will find information on the contents of the episodes and Germany's socio-cultural background.	 Listening	Here you will find overviews of the audio scenes and information which CD the scenes are on.
 Understanding expressions	Here you will find an overview of the speech intentions and the key vocabulary of the episode.	 Recognising structures	This introduces important grammatical structures and teaches you to recognise them.
 Remembering expressions	Here you can practise the vocabulary. You will also find a list of useful expressions and phrases which are important for your vocabulary.	 A bit more grammar?	This contains pointers to structures which already occur in the episode but will not be dealt with systematically until later.
 Test	Here you can test how much you've learned and what you still need to work on.	 Tips	Here you will find learning tips and summaries of grammatical structures and some of the vocabulary.




## P. 5 OVERVIEW EPISODE 1

### Information

#### Listening strategies

- Focus on the sounds. Where does the scene take place? What is the person doing?
- Focus on the tone. What is the mood?
- Try to visualise the situation.
- Focus on the context.

### Listening

-  1/2 Szene 1: Scene 1: A young man (Philipp) is travelling in his car.
-  1/3 Szene 2: Philipp gets a drink.
-  1/4 Szene 3: Philipp is in the garden and gets annoyed.  
→ Texts of the audio scenes: p. 134.

### Understanding

- Greetings : *Hallo. Tag. Willkommen.*
- Follow-up question: *Was ist? Alles okay?*
- Explaining: *Es gibt ... (Kaffee). Der Kaffee ist gut.*
- Thanking: *Okay, danke.*
- Expressing enthusiasm: *Schön hier. Ist das schön! Einfach super hier! Natur pur!*
- Expressing annoyance: *Schluss jetzt! Aufhören!*

### Remembering

- **Tips:**  
The easiest way to learn words is together with other words. Learn individual words in context. Devise a way of remembering words which suits *you* best.

## EXERCISES EPISODE 1

- P. 6, Ü1 Listen to the three scenes. What's happening in episode 1? Number the images in sequence with the plot.
- P. 6, Ü2 Which text matches which picture?
- P. 7, Ü3 Tick what doesn't fit in the context.
- P. 7, Ü4 Put the words in the right order.
- P. 7, Ü5 Scrambled words. Write the letters in the correct order.
- P. 7, Ü6 Separate the words by vertical lines (|). Then write out the sentences.
- P. 7, Ü7 Put the words in the appropriate places.
- P. 8, Ü8 How do *you* best remember the words? Put them in the right order.
- P. 8, Ü9 Write sentences using these words.




## P. 9 OVERVIEW EPISODE 2

### Information

#### Listening strategies

- Listen out for international words: *Moment, Kaffee...*
- Listen out for personal names: *Hanne Frisch, Philipp, Paula.*
- Listen out for place names: *Berlin.*
- What kind of text is it? e.g. news.

### Listening

-  1/5 Szene 1: Philipp is annoyed by the noise outside and switches the radio on.
-  1/6 Szene 2: Philipp gets a phone call.
-  1/7 Szene 3: International words.  
→ Texts of the audio scenes: p. 134.

### Understanding

- Greetings: *Guten Tag.*
- Follow-up questions: *Wer? Was?*
- Asking someone to wait: *Einen Moment bitte. Ich komme sofort.*
- Identifying someone: *Paula von Radio D.*
- Apologising : *Sorry.*
- Recognising letters: Alphabet.

### Remembering

- **Tip:** Visualise the situation.

## EXERCISES EPISODE 2

- P. 10, Ü1 Listen to scene 1. How does Philipp react? Tick.
- P. 10, Ü2 Listen to scene 2. Who is saying what? Tick.
- P. 10, Ü3 Listen to the international words and scenes. In the "German" column mark the word stress. 2. Write down the words in your language in the chart. 3. Do you know other international words in German? What do they mean?
- P. 11, Ü4 How do you answer the phone in German?
- P. 11, Ü5 What is the opposite?
- P. 11, Ü6 Which is the right answer?
- P. 11, Ü7 Underline the letters as in the example.
- P. 12, Ü8 Match the words with the letters or sounds.
- P. 12, Ü9 Highlight and then write down the international words.
- P. 12, Ü10 Scrambled words. Write the letters in the correct order.
- P. 12, Ü11 Complete the missing words.
- P. 13, Ü12 Who says what?

## P. 14 OVERVIEW EPISODE 3

### Information

#### Listening strategies

- Listen out for international words: *Redakteurin, Professor*.
- To visualise the situation always pay attention to the background noises first (e.g. weather).

### Listening

- 🎧 1/8 Name of the radio station.
  - 🎧 1/9 The Radio D team.
  - 🎧 1/10 People introducing themselves.
  - 🎧 1/11 International words.
  - 🎧 1/12 News: Weather.
- Texts of the audio scenes: p. 134.

### Understanding

- Introductions: *Ich heiße ... . Ich bin ... . Mein Name ist ... . Ich arbeite bei ... .*
- Apologising: *Entschuldigung*.

### Recognising structures

- Verbs:  
position in the declarative sentence → A 1, p. 163; C 4 **1**, p. 171;  
infinitive: *kommen, heißen, arbeiten* → D 1 **1**, p. 171;  
verb conjugation: 1<sup>st</sup> person: *ich komme, heiße, arbeite* → D 1 **2**, p. 171;  
verb conjugation 1<sup>st</sup> and 3<sup>rd</sup> persons of *sein* → D 1 **6**, p. 172.

### Remembering

- **Tip:** Always listen to the background noises. They will help you to understand the situation and make words easier to recognise.

## EXERCISES EPISODE 3

P. 15, Ü1 What is the name of the radio station?

P. 15, Ü2 The Radio D team. Listen to the scenes and match the speaker with what is spoken. Who says what? Mark them with A, B, C, D.

P. 15, Ü3 Tick.

P. 16, Ü4 Listen to the sentences. Put the words in the right order in the sentence.

P. 16, Ü5 Read out loud. Separate the sentences by vertical lines (|).

P. 16, Ü6 Tick. 1. What doesn't fit the context? 2. What is wrong?

P. 16, Ü7 Put the right words in the gaps.

P. 16, Ü8 Mark the word stress.

P. 16, Ü9 Listen to the scene. Which words do you understand? Why?

P. 17, Ü10 Sentence: Where is the verb? Complete the statements in the box.

P. 17, Ü11 What is the verb ending for the first person singular? Complete the statement in the box.

P. 17, Ü12 *sein*: write the verb forms in the chart.

P. 17, Ü13 Write down the correct verb forms.

P. 18, Ü14 Solve the puzzle.

## P. 19 OVERVIEW EPISODE 4

### Information

#### Listening strategies

- Listen out for international words: *Kollege, Maschine, Espresso*.
- Listen out for time expressions, e.g. *5 Uhr*.

### Listening

- 🎧 1/13 Scene 1: In the Radio D newsroom everyone's waiting for Philipp.
  - 🎧 1/14 Scene 2: Philipp can't get a message through, he can only reach Paula's mailbox.
  - 🎧 1/15 Someone rings the newsroom late at night. Only Josefine is still there.
  - 🎧 1/16 International words.
  - 🎧 1/17 Telling the time.
  - 🎧 1/18 Numbers.
- Texts of the audio scenes: p. 135.

### Understanding

- Greetings: *Guten Tag. Guten Abend. Hallo*.
- Saying goodbye: *Schönen Tag/Abend noch. Tschüss*.
- Apologising: *Tut mir Leid. Entschuldigung, es ist ja schon sehr spät*.
- Expressing anger: *Ich weiß das (mal wieder) nicht*.
- Giving information: *Hier ist Philipp. Hier ist die Mailbox von ... . Ich bin noch in München. Der Kaffee ist fertig. Nein, der ist nicht da. Wann? Um elf Uhr*.

### Recognising structures

- Verbs:  
Verb conjugation: verb-ending **-en**: in the infinitive, in the 1<sup>st</sup> person plural (*wir*), in the 3<sup>rd</sup> person plural (*Philipp und Paula*) → D 1 **2**, p. 171.  
Verb conjugation *sein*: *ich bin/das ist/ihr seid* → D 1 **6**, p. 172.  
Negation of verbs with *nicht* → D 1 **19**, p. 176, C 1 **5**, p. 169.

### Remembering

- Numbers, time: *Wann?* ☹ *Um ein Uhr*.

### Test

Test yourself:

What are you good at? What would you like to repeat or improve? What did you not understand?





**EXERCISES EPISODE 4**

- P. 20, Ü1 Listen to the first scene. Who says what? Tick.
- P. 20, Ü2 Listen to the second scene. Number the right sequence.
- P. 20, Ü3 Listen to the third scene. Number the right sequence.
- P. 20, Ü4 Listen to all four scenes. Which are the international words?
- P. 21, Ü5 Saying hello and goodbye. Write down what goes in which column.
- P. 21, Ü6 When? Complete the sentences.
- P. 21, Ü7 Put the words in the gaps.
- P. 21, Ü8 What matches the meaning best? Tick.
- P. 22, Ü9 Match the sentences with the columns *Ja* or *Nein*.
- P. 22, Ü10 *sein*: Insert the correct verb forms.
- P. 22, Ü11 What is the verb ending? Complete the statements in the box.
- P. 22, Ü12 Put the words into the right order.
- P. 23, Ü13 Listen to the numbers. Then read them out loud.
- P. 23, Ü14 When? Write down the times.
- P. 23, TEST: Complete.

**P. 24  OVERVIEW EPISODE 5**** Information**

King Ludwig II (1854 – 1866) of Bavaria was an exceptional king. He was a patron of the arts and ordered extravagant palaces to be built. One of these palaces is the Neuschwanstein castle. King Ludwig is still described as a fairytale king.


** Listening**

-  1/19 There is someone else at Radio D.
-  1/20 Philipp and Paula are given a reporting assignment: Allegedly King Ludwig is still alive.
-  1/21 Scene 1: Philipp arrives in the Radio D newsroom.
-  1/22 Scene 2: A strange encounter in Neuschwanstein castle.


→ Texts of the audio scenes: p. 135.

** Understanding**

- Introducing someone: *Das ist Ayhan.*
- Asking about someone: *Wer ist das?*
- Asking about something: *Was ist das?*
- Asking about where someone or something is: *Wo bist du?*
- Asking where someone comes from: *Du kommst aus der Türkei?*
- Expressing puzzlement: *mysteriös – sehr mysteriös.*

** Recognising structures**

- Verbs:  
Position in *w-* questions → A 2, p. 163; C 4 **1**, p. 171.  
Verb conjugation 2<sup>nd</sup> + 3<sup>rd</sup> person singular: verb endings *-st*, *-t*: *Kommst du? König Ludwig lebt.* → D 1 **2**, p. 171.  
Verb conjugation *sein*: *du bist* → D 1 **6**, p. 172.
- *W-* question, question words:  
*wer? wo? was? wann?* → D 6, p. 182.

** Remembering**

- Word building:  
Occupations: nouns + *-in* = feminine form:  
*Redakteur* → *Redakteurin*.

**EXERCISES EPISODE 5**

- P. 2, Ü1 What do you know about King Ludwig? For more information see p. 24.
- P. 25, Ü2 Listen to the scene: There's someone else at Radio D. Who is it?
- P. 26, Ü3 Paula and Philipp are given an assignment. What is it? Listen to Compu's instructions.
- P. 26, Ü4 Listen to the first scene. Is this what you heard? Tick.
- P. 26, Ü5 Listen to the second scene. King Ludwig and ...? Supply the missing word.
- P. 26, Ü6 Which answer matches which question? Link them with arrows.
- P. 26, Ü7 Which type of sentence or word does not fit? Cross it out.
- P. 27, Ü8 Which question word fits? Complete the question words.
- P. 27, Ü9 *w-* question: Where is the verb? Complete the statement in the box.
- P. 27, Ü10 What is the verb ending? Complete the statement in the box.
- P. 27, Ü11 Complete the correct verb forms of *sein* or the verb endings.
- P. 28, Ü12 Word building. Complete the missing words.
- P. 28, Ü13 What words are missing? First put in the correct words, then write the letters in the boxes. What's the answer?

## P. 29 OVERVIEW EPISODE 6

### Information

To this day there are conflicting theories about how King Ludwig II died in 1866.

#### Listening strategies

- Use sound to figure out what's happening.

### Listening

- 🎧 1/23 Scene 1: Philipp and Paula are in Neuschwanstein castle.
- 🎧 1/24 Scene 2: This is how King Ludwig might have died.
- 🎧 1/25 Scene 3: Or it could have happened like this.
- 🎧 1/26 Pronouns *du* and *Sie*.
- 🎧 1/27 Modal particles *denn* and *doch*.  
→ Texts of the audio scenes: p. 136.

### Understanding

- Follow-up questions: *Wer sind Sie? Was machen Sie denn? Wie bitte? Alles klar?*
- Asking how someone is feeling: *Wie geht es Ihnen?*
- Expressing amazement: *Das ist doch ...*
- Verbs linked with prepositions: (*warten auf ...*)
- Expressing dates: years.

### Recognising structures

- Verbs:  
Verb conjugation 2<sup>nd</sup> person singular informal address with *du*: *Was machst du?*, formal address with *Sie*: *Was machen Sie?*  
→ D 1 **2**, p. 171.  
Verb ending **-est**, **-et** with verb stem ending in **-t**  
In the 2<sup>nd</sup> + 3<sup>rd</sup> person singular: *arbeiten*: *du arbeitest*, *er arbeitet* → D 1 **3**, p. 172.  
Conjugation of the verb *sein*: *Wer sind Sie?* → D 1 **6**, p. 172.
- Modal particles *doch*, *denn* → D 9 **1**, p. 184.
- Definite article (nominative) *der* → D 2 **1**, p. 177.

### Remembering

- Date: *Wann? Am 13.6.1886.*

	Number	Date
1800	<i>eintausendachthundert</i>	<i>achtzehnhundert</i>
2004	<i>zweitausendvier</i>	

## EXERCISES EPISODE 6

P. 30, Ü1 Which picture matches which scene? Listen and number them.

P. 30, Ü2 What is the man claiming? Write down the sentence.

P. 31, Ü3 What are the sentences? Unscramble them and write down the words in the right order.

P. 31, Ü4 What prepositions go with the verbs? Write them down.

P. 31, Ü5 *von*: Draw lines to match the correct meanings.

P. 31, Ü6 *Wann?* Years. 1. How are years expressed in your language? 2. King Ludwig died in 1886. Read the date out loud in German.

P. 32, Ü7 When do you hear the pronoun *Sie* and when the pronoun *du*? Complete.

P. 32, Ü8 Complete the correct verb forms.

P. 32, Ü9 Is there an article missing here? Yes (+) or no (-)?

P. 33, Ü10 Listen to the two statements. Write them down. When is it *doch*, when is it *denn*?

P. 33, Ü11 Particle: *doch* or *denn*? Say them out loud.

P. 33, Ü12 *Wann?* Read the date in German.

## P. 34 OVERVIEW EPISODE 7

### Information

*Sisi*, who later became empress of Austria, was King Ludwig's soulmate for many years.

#### Listening strategies

- Deduce from sounds what someone wants to do.
- Deduce from international words what someone loves.

### Listening

- 🎧 1/28 Scene 1: King Ludwig during a sleigh ride.
- 🎧 1/29 Scene 2: Dancing with his adored *Sisi*.
- 🎧 1/30 Scene 3: A specially built table.
- 🎧 1/31 Announcement by Compu.
- 🎧 1/32 Imperative sentence.  
→ Texts of the audio scenes: p. 136.

### Understanding

- Negating something: *Das stimmt nicht.*
- Affirming: *Ja, gern.*
- Inviting someone to do something: *Kommen Sie. Schauen Sie mal. Tanzen wir. Los geht's!*
- Expressing preferences: *Ich liebe ... (die Natur/die Musik von ...)*
- Follow-up questions: *Wie geht das? Woher kommt ...?*  
– *aus ... (aus Berlin, aus der Türkei);*  
– *von ... (persons: von Philipp, direction: von unten).*

### Recognising structures

- Personal pronouns 3<sup>rd</sup> person singular: *er (der Tisch/ Philipp)* → D 3 **2**, p. 180.
- Imperative sentence:  
1<sup>st</sup> person plural (*Tanzen wir.*)  
2<sup>nd</sup> person singular and plural, formal (*Kommen Sie.*) → A 4, p. 164, D 1 **5**, p. 172.  
Verb position in the imperative sentence → C 3, p. 170.
- Definite article (nominative): *der, die* → D 2 **1**, p. 177.

**Remembering**

- **Tip:** Always learn nouns together with their articles.
- Time words : *jetzt, gleich, später.*

**EXERCISES EPISODE 7**

P. 35, Ü1 Which word matches which picture?

P. 35, Ü2 1. Listen to scenes 1, 2 and 3. Which photos match the scenes? 2. Which sentences occur in scenes 1, 2 and 3? Tick.

P. 36, Ü3 Listen: What is Compu saying? Tick.

P. 36, Ü4 Where from?: *von* or *aus*? Fill in the words and say them out loud.

P. 36, Ü5 Place the verbs in the right boxes.

P. 36, Ü6 Choose a few verbs from exercise 5 and form statements or questions.

P. 37, Ü7 What does *er* refer to? Highlight.

P. 37, Ü8 Where does the pronoun *er* fit? Read the sentences out loud.

P. 37, Ü9 Listen. What is the position of the verb in the imperative sentence?

P. 37, Ü10 Put the words in the right order and form imperative sentences. Say them out loud.

P. 38, Ü11 Find the nouns with articles and write them down in the correct column.

P. 38, Ü12 Put the time words in chronological order.

**P. 39 OVERVIEW EPISODE 8** **Information**

Paula and Philipp are still in Neuschwanstein castle talking to a man claiming to be King Ludwig. But then something dawns on Paula...

**Listening strategies**

- Deduce from international words what someone loves and what is being advertised.
- Listen out for words that belong together (word fields).

**Listening**

- 🎧 1/33 Scene 1: Philipp and Paula are still in the castle.
  - 🎧 1/34 Scene 2: Paula listens to a commercial on the radio.
  - 🎧 1/35 Scene 3: Paula is very angry with herself.
  - 🎧 1/36 Conjunction *aber*.
  - 🎧 1/37 Article.
- Texts of the audio scenes: p. 136f.

**Understanding**

- Asserting something: *König Ludwig ist tot.*
- Asserting the opposite: *Aber ich lebe.*
- Following-up: *Sie sind .. (König Ludwig)? Hallo, ist da jemand?*
- Talking about the past: *Wie war es ... (in Neuschwanstein)*
- Expressing preferences: *Ich liebe ... (die Musik/die Natur).*
- Expressing interest: *Das ist ja interessant.*
- Expressing an opinion about yourself: *Ich bin ja ... (blöd).*

**Recognising structures**

- Definite article (nominative): *das* → D 2 **1**, p. 177.
- Definite article (accusative): *den, die, das* → D 2 **2**, p. 177.
- Accusative after verbs, e.g. *lieben, sehen, kennen* → B 6, p. 167.
- Verbs: personal pronouns and verb endings – overview → D 1 **2**, p. 171.
- Pronoun: *jemand* → D 3 **4**, p. 181.

**Remembering**

- Months.
- **Tips:** Learn the words and their opposites: *klar sein* ↔ *mysteriös sein*.  
Remember words that belong together: *Schau-spieler* – *spielen*.

**EXERCISES EPISODE 8**

P. 40, Ü1 Listen to scene 1. Is this what the man says? Tick *ja* or *nein*.

P. 40, Ü2 Listen to scene 2. Match the sentences with Paula, Ayhan or the commercial.

P. 40, Ü3 Listen to scene 3. What is Paula saying? Tick.

P. 40, Ü4 How are the three scenes linked in meaning? Put the words in the sentences.

P. 41, Ü5 Which verb form expresses the past? Write it down in the oval.

P. 41, Ü6 Listen out for and highlight the word which expresses a contrast. Then say the sentences out loud with the added word included.

P. 41, Ü7 Which are the contrasts? Link them with arrows.

P. 41, Ü8 Which words go together? Write them down in the chart.

P. 42, Ü9 Write the article for the neuter gender in the chart.

P. 42, Ü10 Listen to the two sentences. Complete the articles and compare them.

P. 42, Ü11 *das, die* or *den*? Form sentences.

P. 43, Ü12 How do you best remember related words? Tick.

P. 43, Ü13 Put the months in chronological order.

## P. 44 OVERVIEW EPISODE 9

### Information

Paula is in Berlin. She misses Philipp. He is in Munich and reads in the newspaper that there is a musical about King Ludwig in Neuschwanstein. He goes there with other tourists.

### Listening strategies

- Recognise moods in situations by what you hear.
- Differentiate between new information and what is already known.
- Identify German from several languages.

### Listening

- 🎧 1/38 Scene 1: Paula fails to reach Philipp on the phone.
- 🎧 1/39 Scene 2: Philipp is in a Munich café.
- 🎧 1/40 Scene 3: Compu knows that Philipp is stuck in a traffic jam.
- 🎧 1/41 Tourists on the bus.
- 🎧 1/42 Philipp interviews the tourists.
- 🎧 1/43 The *nichts* rap.

→ Texts of the audio scenes: p. 137.

### Understanding

- Expressing opinions: *Bin ich blöd! Das ist ja interessant ...*
- Asking something: *Was machst du? Wo bist du? Wo ist eigentlich ...? Gibt es hier ...?*
- Saying that you do not understand: *Ich verstehe (überhaupt) nichts.*

### Recognising structures

- Negation: *nichts* → D 3 **4**, p. 181.
- Verbs need complements (subject, objects) → B 2, p. 166.
- Complementation using the nominative case: *Er heißt Philipp. Er ist Redakteur.* → B 5, p. 166.
- Complementation using the accusative case: *Er versteht den Mann.* → B 6, p. 167.

### Remembering

- Linking noun and verb: *eine Tour machen.*

## EXERCISES EPISODE 9

P. 45, Ü1 Listen to all three scenes. Which sentence do you hear in which scene? Write it down.

P. 45, Ü2 What happened in episode 9? Write the correct words which match up with the pictures.

P. 45, Ü3 Tourists on the bus. What languages can you hear? Tick.

P. 45, Ü4 You're hearing English and French. Which are the German words?

P. 46, Ü5 What items match? Link them with arrows.

P. 46, Ü6 You have been given some information. Which part of it is correct? Tick.

P. 46, Ü7 Solve the puzzles.

P. 46, Ü8 Form sentences and say them out loud.

P. 47, Ü9 What is wrong? Write the sentence correctly.

P. 47, Ü10 Listen to the "*nichts* rap". Say the words out loud along with the rap.

P. 47, Ü11 Which complementations fit? Insert them correctly.

P. 47, Ü12 Which sentences can you form?

P. 47, Ü13 Which complementations can you use instead of *den Mann*? Tick those that fit.

P. 48, Ü14 Form questions and answer them. Say them out loud.

P. 48, Ü15 Which items match? Write them down. Then form questions.

P. 48, Ü16 Tick which items match.

## P. 49 OVERVIEW EPISODE 10

### Information

In the theatre restaurant, Philipp meets a man whose voice sounds very familiar to him. .... And in the Radio D newsroom a surprise guest turns up – an owl. It had been in Neuschwanstein castle, where it made cryptic comments about King Ludwig and must have flown unnoticed into the Radio D newsroom as Paula entered it.

### Listening strategies

- Understand the meaning of a request containing an international word.
- Match specific persons to the reactions to an unusual event.

### Listening

- 🎧 1/44 Scene 1: At the musical Philipp meets a man ...
- 🎧 1/45 Scene 2: An owl is given a name.
- 🎧 1/46 Scene 3: Josefine is surprised.

→ Texts of the audio scenes: p. 137f.

### Understanding

- Follow-up questions: *Bekomme ich ein Interview? Wer ist das denn? Was macht die Eule hier? Du verstehst alles?*
- Negating: *Das weiß ich nicht. Das glaube ich nicht.*
- Stating an opinion: *Das ... (Musical) ist wirklich ... (wunderbar).*

### Recognising structures

- Negation with a verb: *nicht* → D 1 **19**, p. 176.
- Position of *nicht* in the sentence → C 1 **5**, p. 169.

**Remembering**

- Question words: *wer? was? wen? wie? wo? wohin? woher? wann?*
- **Tip:** With question words you can ask about parts of sentences, e.g. the subject with *wer*.

**EXERCISES EPISODE 10**

P. 50, Ü1 Listen to scene 1. Who says what? Tick.

P. 50, Ü2 Listen to scene 2. Add the missing words.

P. 50, Ü3 Listen to scene 3. What is the correct sequence of the statements? Number them. Then rewrite the dialogue.

P. 51, Ü4 Which items match? Write *a, b, c, d* or *e*.

P. 51, Ü5 1. Which words are missing from the sentence and where do they go? Write out the complete sentences.

P. 51, Ü6 1. Word building: Which are the six words? Write them down. 2. First think up some words, then break them down into syllables.

P. 52, Ü7 Unscramble the word and say the sentences out loud.

P. 52, Ü8 Where does *nicht* go in the sentence? Complete the rule.

P. 52, Ü9 Say the sentences with *nicht*.

P. 52, Ü10 Put the words in the right order. Write out the sentences.

P. 52, Ü11 Ask about the subject – in sentence 1 and sentence 4 in Ü 10.

P. 53, Ü12 Put the question words in the right places.

P. 53, Ü13 Ask about the complementations highlighted. Say them out loud.

P. 53, Ü14 Please answer the questions.

**P. 54 OVERVIEW EPISODE 11** **Information**

Compu is doing research into the meaning of the name *Eulalia*. The Spanish colleague from the radio newsroom knows a *Santa Eulalia*, a saint and martyr.

**Listening strategy**

- Deduce the meaning of a name from the context and international words.

**Listening**

- ①/47 Scene 1: Josefina approaches *Eulalia*.
- ②/48 Scene 2: Compu researches the meaning of the name *Eulalia*.
- ③/49 Scene 3: The Spanish colleague from the radio newsroom also knows an *Eulalia*.
- ④/50 Sentence stress .  
→ Texts of the audio scenes: p. 138.

**Understanding**

- Follow-up questions: *Was machst du da? Woher kommt dein Name? Woher weißt du das? Stimmt das? Bist du wirklich eine Eule?*
- Expressing an opinion: *Das klingt sehr schön. Das weißt du doch. Aber ich weiß nicht alles.*
- *Alles* or *nichts*?
- Country – people – language (*Deutschland – Deutsche – deutsch*).

**Recognising structures**

- Questions:  
With question words: *Was machst du?*  
→ A 2, p. 163.  
Without question words: *Stimmt das?*  
→ A 3, p. 64.
- Questions and position of the verb.  
→ C 4 **1** + **2**, p. 171.
- Possessive adjective : *dein, deine* → D 2 **9**, p. 179.

**Remembering**

- Word building:  
Recognising and using adjectival suffixes:  
*griechisch, ruhig, endlich, amüsant.*

**EXERCISES EPISODE 11**

P. 55, Ü1 Listen to scene 1. Insert the appropriate words.

P. 55, Ü2 Listen to scene 2. What does *Eulalia* mean? Tick.

P. 55, Ü3 Listen to scene 3. What does Carlos say? Tick.

P. 55, Ü4 Listen. Highlight the words with the main stress.

P. 55, Ü5 What did you hear? Link with arrows.

P. 56, Ü6 Insert the appropriate question words. Think about the answers.

P. 56, Ü7 1. Place *alles – nichts* on the scale. 2. What is correct, *alles* or *nichts*?

P. 56, Ü8 1. Complete. 2. Do you know the German name for *your* country? Write it down.

P. 57, Ü9 Put the words in the right order. What goes in position ①, what goes in position ②? Put the words in the chart.

P. 57, Ü10 1. Insert the proper verb forms. 2. How can you answer?

P. 57, Ü11 Compare the questions. Complete the rule.



P. 57, Ü12 Form questions. Say them out loud.

P. 58, Ü13 Match five items with *Eulalia*.

P. 58, Ü14 Supply the missing words.

P. 58, Ü15 Word building. 1. Which suffixes go with the adjectives? 2. Write the correct endings for the adjectives.

### EXERCISES EPISODE 12

P. 59, Ü1 Look for the international words. Then write the correct words in the sentences.

P. 59, Ü2 What items go together so that they make sense? Write them down.

P. 59, Ü3 Which answer is correct? Tick.

P. 60, Ü4 *du* or *Sie*? Form the questions.

P. 60, Ü5 What else can you say? Write down alternatives.

P. 60, Ü6 Introduce yourself.

P. 60, Ü7 Say the numbers out loud.

P. 61, Ü8 Fill in the missing letters. Say the words out loud.

P. 61, Ü9 Which modal particles fit the sense? Tick.

P. 61, Ü10 Word building: What are the feminine forms? Write them down.

P. 61, Ü11 Word building: Which suffixes fit? Write them down.

P. 61, Ü12 Which sentence types are these? Write **A** for statement, **I** for imperative sentence, **W** for *w*-question, **J/N** for *Ja/Nein* question.

P. 62, Ü13 Put the sentences in the chart. (E. = complementation).

P. 62, Ü14 Write the words in the correct order.

P. 62, Ü15 Form sentences using the right verb form. Say the sentences out loud.

### P. 63 OVERVIEW EPISODE 13

#### Information

Paula and Philipp have been given a new assignment. They have driven to the Black Forest, where carnival is in full swing. There are crowds in the streets, with many men wearing witches' masks. Witches surround Philipp and Paula's car. Carnival:

The last three days of carnival are celebrated in a big way in some parts of Germany – with processions on *Rosenmontag* (Carnival Monday, literally 'Rose Monday'). In the Black Forest (e.g. in Gengenbach) men dress up as witches.

#### Listening strategies

- Deduce reactions to a mood from tone of voice and international words.
- Identify part of a compound word.

#### Listening

①/51 Scene 1: Carnival: Philipp is wearing a witch's mask.

①/52 Compu gives them their assignment.

①/53 Scene 2: Philipp and Paula are in the thick of the street carnival.

→ Texts of the audio scenes: p. 138f.

#### Understanding

- Follow-up questions: *Was ist denn mit dir los?*
- Responding to follow-up questions: *Heute ist doch ... (Rosenmontag).*
- Weekdays: *Montag, ...*
- Analysing compounds: *die Telefonnummer das Telefon + die Nummer.*

#### Recognising structures

- Complement or adverbial in position ① in the sentence: *Heute bin ich eine Hexe.* → C 1 **2** + **4**, p. 168f.
- Plural of nouns ending in *-s* or *-n*: *das Auto, die Autos; die Hexe, die Hexen* → D 2 **7**, p. 178.

#### Remembering

- Writing scrambled words and sentences correctly.

### EXERCISES EPISODE 13

P. 64, Ü1 What do you associate with "carnival"? Write key words in German and in your own language.

P. 64, Ü2 Look at the map and read the information.

P. 65, Ü3 Listen to scene 1. What is Philipp saying? Tick.

P. 65, Ü4 Listen. What is Compu saying? Tick.

P. 65, Ü5 Listen to scene 2. Where are Philipp and Paula? Who else is there?

P. 65, Ü6 What happens in episode 13? What is the right sequence? Number it.

P. 65, Ü7 Compare: What do *Mo, Di* ... mean? Write them down.

P. 66, Ü8 When does Philipp do what? Form sentences. Say them out loud.

P. 66, Ü9 The words in the boxes consist of two nouns. Write them down.

P. 67, Ü10 What's happening with the subject in the sentence? Complete the rule.

P. 67, Ü11 Change the order of elements in the sentences: Put the phrases highlighted in position ①. Say the sentences out loud and emphasise the phrases highlighted.

P. 67, Ü12 What type of word is at the beginning of the sentence?

P. 67, Ü13 Put the phrases in the sentences. Say them out loud.

P. 67, Ü14 Complete the chart.

P. 68, Ü15 Which question matches the meaning of the answers?

P. 68, Ü16 Unscramble the words and sentences. Write them out.

## P. 69 OVERVIEW EPISODE 14

### Information

In the hustle and bustle of carnival Philipp has been kidnapped by the witches and has lost his bearings. Paula searches for him and his car. She turns to a man in police uniform. Ayhan turns up unexpectedly.

### Listening strategy

- Identify the right word from two statements (selective listening).

### Listening

- ⌚/2 Scene 1: Philipp is in the carnival crowds. He has a problem.
- ⌚/3 Scene 2: Paula doesn't think Carnival Monday is funny at all.
- ⌚/4 Scene 3: Paula turns for help to a man in a police uniform.
- ⌚/5 Scene 4: Philipp's car turns up again.
- ⌚/6 Past tense of *sein*.
- Texts of the audio scenes: p. 139.

### Understanding

- Describing something: *Das Auto ist weg. Hier sind so viele Menschen. Hier ist wirklich sehr viel los.*
- Saying that something belongs to someone: *Das Auto gehört Philipp.*
- Saying what you think or feel: *Die Atmosphäre ist wunderbar. Ich habe ein Problem.*
- Links with *haben* and *sein*.

### Recognising structures

- Conjugation of the verb *sein*. Present tense and past tense (*war*) → D 1 **6**, p. 172, D 1 **15**, p. 175.
- Sein* and complementations → B **4** and **5**, p. 166.
- Determiners (nominative): *ein/leine; kein/keine, mein/meine* → D 2 **10**, p. 179.

### Remembering

- Putting words in the right order.
- Links with *haben* or *sein*.

## EXERCISES EPISODE 14

P. 70, Ü1 Listen to scene 1. Why does Philipp have a problem? Write down his questions.

P. 70, Ü2 Listen to scene 2. Why doesn't Paula think Carnival Monday is funny? Tick.

P. 70, Ü3 Listen to scene 3. What's correct? What isn't correct? Tick.

P. 70, Ü4 Arrange the words into proper sentences. Write the correct sentences in the right line.

P. 70, Ü5 Listen to scene 4. Who's sitting in Philipp's car?

P. 71, Ü6 Link the phrases with arrows.

P. 71, Ü7 Which words fit? Write one word for each example.

P. 71, Ü8 Form questions: How do you ask about the highlighted phrases? Write the question words, the questions and answers in the chart.

P. 72, Ü9 Read the text and highlight the personal pronouns and verbs. Then enter both into the chart.

P. 72, Ü10 Listen to two statements about the past. You hear one form of the verb *sein* in the past tense. Which one is it?

P. 72, Ü11 Write the two forms of *haben* in the sentences.

P. 73, Ü12 1. Look for the words and write them down.  
2. How do *you* best remember these words? Match the words with your idea of carnival.

P. 73, Ü13 Which is correct, *haben* or *sein*? Match the words with the right verb. Form the sentences and say them out loud.

## P. 74 OVERVIEW EPISODE 15

### Information

Carnival: Paula plays a prank on Ayhan.

Paula and Philipp capture the carnival mood in the streets. They encounter a man who is dressed up as *Papageno*, a figure from the Mozart opera "The Magic Flute".

And they meet a boy dressed as *Icarus*, a figure from Greek mythology.


In some places, on the Thursday before *Rosenmontag*, women cut off men's ties. That's regarded as a sign that women are now seizing power. Sensible men don't wear a tie that day, or they wear an old one they don't mind losing.

### Listening strategies

- Identify what's happening by focusing on the sound effects.
- Recognise spoken dialect.

 **Listening**

- 🕒/7 Scene 1: Paula gets her own back.
  - 🕒/8 Scene 2: Papageno in the street carnival.
  - 🕒/9 Scene 3: Icarus in the street carnival.
  - 🕒/10 German dialects.
- Texts of the audio scenes: p. 139f.

 **Understanding**

- You're listening to dialects. The map shows where they're spoken.
- Expressing an opinion: *Das war doch sehr lustig. Ist doch egal! Ist das nicht herrlich?*
- Follow-up questions: *Sag mal, kennst du die Geschichte? Siehst du das denn nicht?*

 **Recognising structures**

- Indefinite article (nominative):  
*ein, eine* → D 2 **3**, p. 177.
- Verbs with a change of vowel in the stem: *sehen – du siehst*  
→ D 1 **4**, p. 172.

 **Remembering**

- Looking up verbs in the dictionary.

**EXERCISES EPISODE 15**

**P. 75, Ü1** Listen to scene 1. Paula is getting her own back. What is she doing? Use arrows to match the pictures with the texts.

**P. 75, Ü2** Write the words in the appropriate gaps in the text.

**P. 75, Ü3** Look at the information and then listen to scene 2. What does the woman think of the costume?

**P. 76, Ü4** Listen to scene 3. What is the main thing for the boy? Tick.

**P. 76, Ü5** Listen to some spoken dialects. Who says what? Write the number of the scene.

**P. 76, Ü6** What does that mean? Tick.

**P. 76, Ü7** What goes with what? Match the letter with the number.

**P. 77, Ü8** Highlight all the articles corresponding to the nouns in the boxes. Put the nouns and articles in the right column of the chart.

**P. 77, Ü9** Insert the right articles.

**P. 77, Ü10** 1. What is the infinitive of the highlighted verb? Write it down. 2. When does the verb stem change? Put the correct verb forms in the chart.

**P. 78, Ü11** Verb stems may change. What information can you find on that in the dictionaries?

**P. 78, Ü12** Give the infinitive of the verb highlighted in the speech bubble.

**P. 79 OVERVIEW EPISODE 16**
 **Information**

Paula and Philipp get caught up in the carnival spirit in the streets. They meet a man who is dressed up as *Daedalus*, a figure from Greek mythology. Daedalus was imprisoned in a labyrinth on the island of Crete. He made wings of feathers and wax for himself and his son Icarus, so that they could both escape. But Icarus ignored his father's advice.

**Listening strategies**

- Listen out for a place and its significance in the context.
- Filter out of a context what someone is supposed to do and what they do.

 **Listening**

- 🕒/11 Scene 1: A man is disguised as Daedalus.
  - 🕒/12 Scene 2: The myth of Daedalus and Icarus.
  - 🕒/13 Scene 3: Josefine wants to fly, too.
- Texts of the audio scenes: p. 140.

 **Understanding**

- Assuming something: *Dann sind Sie ja wohl ...?*
- Expressing something vaguely: *Irgendwie bin ich ja auch im Exil.*
- Telling someone what to do: *Flieg nicht zu hoch!*
- Reconstructing a text sequence, taking information from a text.

 **Recognising structures**

- Imperative sentences:  
*Pass auf!* → A 4, p. 164; C 3, p. 170.
- Verb forms in the imperative:  
*Flieg nicht zu hoch! Fliegen Sie nach Berlin! Fliegen wir! Kommt um sechs.* → D 1 **5**, p. 172.
- Sentence links with *zuerst ... dann*  
→ A 6, p. 165.

 **Remembering**

- Family: *Vater – Mutter – Sohn – Tochter.*
- **zu** in front of an adjective: *Flieg nicht zu hoch!*

**EXERCISES EPISODE 16**

**P. 80, Ü1** Listen to scene 1. The man is in the thick of the carnival revelry. Who is he? Where's he from? Complete the text.

**P. 80, Ü2** What do you know about the story of Daedalus and Icarus? Look at the pictures and listen to scene 2. Say out loud what happened.

**P. 80, Ü3** Listen to scene 3: Who says what? Put the words in the right order and write down the sentences.

**P. 81, Ü4** Put the dialogue from scene 1 into the right order by using numbers.

**P. 81, Ü5** Read the text. The map will help you. In the boxes below write the verbs in the infinitive as key words for the text.

P. 81, Ü6 Put *irgendwie* in the sentences. Read the sentences out loud.

P. 82, Ü7 Which sentence corresponds to which sentence type? Tick.

P. 82, Ü8 What is your impression of these requests Friendly J, unfriendly L or K neutral?

P. 82, Ü9 Highlight the verb forms and personal pronouns. What is dropped in the imperative? What changes are there in the sentence structure?

P. 82, Ü10 Form requests. Say them out loud.

P. 82, Ü11 Link the sentences with *zuerst – dann*. Say them out loud.

P. 83, Ü12 Which version did you hear? Tick.

P. 83, Ü13 What is correct? Write it down.

P. 83, Ü14 Insert *zu* in the sentences and say the sentences out loud. What kind of word is *zu* placed in front of?

## P. 84 OVERVIEW EPISODE 17

### Information

Paula and Philipp have been given a new assignment. Mysterious circles have appeared in a cornfield. Since no one knows how they got there, there is a lot of speculation. Could they be traces of extraterrestrials who have landed with their spacecraft? The village near the crop circles has become a tourist attraction.

### Listening strategies

- Recognise basic information about a key word.
- Recognise from the positive tone that someone is trying to sell something.

### Listening

- 🎧 2/14 Scene 1: A new assignment for Philipp and Paula.
  - 🎧 2/15 Scene 2: Tourists on a bus.
  - 🎧 2/16 Scene 3: A souvenir seller is trying to sell toy UFOs.
  - 🎧 2/17 Modal verb *wollen*.
  - 🎧 2/18 *wollen rap*.
- Texts of the audio scenes: p. 140.

### Understanding

- Follow-up question: *Was heißt das?*
- Answering positively to a negative question: *Ist denn niemand da? – Doch.*
- Saying what you would like: *Ich möchte ... . Wir wollen ....*
- Saying what you think about UFOs by using international words.

### Recognising structures

- Saying what you would like by using modal verbs: *Ich möchte aussteigen. Ich will die Kreise sehen.*  
→ D 1 **8**, p. 173.
- Verbal brace with modal verbs  
→ D 1 **10**, p. 174.
- Vowel change with modal verbs  
*wollen – ich will* → D 1 **9**, p. 173.

### Remembering

- Saying what you would like by using modal verbs:

## EXERCISES EPISODE 17

P. 85, Ü1 Listen to scene 1. What are Philipp and Paula doing research on?

P. 85, Ü2 Listen to scene 2. What are people saying about the crop circles?

P. 85, Ü3 Listen to scene 3. What is the man saying? Number the items of information in line with the development of the plot.

P. 86, Ü4 What does the abbreviation UFO stand for? Complete.

P. 86, Ü5 What do you think? Tick possible explanations and write down more.

P. 86, Ü6 What items match up with each other? Write them down.

P. 87, Ü7 Answer the questions with *ja* or *doch*. What does the answer mean? Say it out loud.

P. 87, Ü8 The sentences have two verbs. Highlight them.

P. 87, Ü9 Where does the second verb go? Which form does it have? Write the sentences in the table.

P. 87, Ü10 Link the phrases with arrows. Then read the sentences out loud.

P. 87, Ü11 Which two forms of *wollen* do you hear? Write them down.

P. 87, Ü12 Listen to and say the *wollen rap*.

P. 88, Ü13 Put the words in the right order. Write out the correct sentences.

P. 88, Ü14 Complete the sentences. Then fill in the missing words in the puzzle.

## P. 89 OVERVIEW EPISODE 18

### Information

Paula and Philipp are still trying to find out how the mysterious crop circles got into a cornfield. The farmer who owns it is trying to make money out of them. Philipp and Paula watch the field at night. Eulalia is with them. On the way back to the village Philipp notices that Paula is carrying an owl's feather – but she won't tell him why.

### Listening strategies

- Recognise key words (an international word and a currency).
- Recognise negative and positive utterances.

### Listening

- 🎧 2/19 Scene 1: An offer.
  - 🎧 2/20 A message.
  - 🎧 2/21 Scene 2: In the forest at night.
  - 🎧 2/22 Scene 3: On the road.
  - 🎧 2/23 Scene 4: A UFO.
- Texts of the audio scenes: p. 140f.

### Understanding

- Follow-up questions: *Wofür ...? Warum hast du ...? Ist da jemand? Darf ich ...?*
- Expressing likes: *Sie gefällt mir.*
- Expressing dislikes: *So ein Unsinn/Blödsinn!*
- Being able to differentiate: *etwas – alles – nichts; jemand – niemand.*

### Recognising structures

- Nouns taking the plural endings *-s, -(e)n, -e, -er* with and without umlaut): *die Ufos, Federn, Kreise, Felder, Männer* → D 2 **7**, S. 178.
- Determiners (nominative singular and plural): *keine, meine, deine* → D 2 **10**, p. 179.

### Remembering

- Money (*the Euro*).

## EXERCISES EPISODE 18

P. 90, Ü1 Listen to scene 1. What did you hear? Tick.

P. 90, Ü2 Listen: Where are Philipp and Paula waiting for UFOs? Tick.

P. 90, Ü3 Listen first to all of scene 2. Then write the words in the gaps.

P. 90, Ü4 Listen to scene 3. Match the dialogues with each other.

P. 91, Ü5 Questions: *wofür, für wen?* Complete and write them down.

P. 91, Ü6 Put *etwas – alles – nichts* in a logical sequence.

P. 91, Ü7 Complete *etwas – alles – nichts*.

P. 91, Ü8 What is correct here: *jemand* or *niemand*?

P. 91, Ü9 Listen to scene 4. Which statements are positive (+), which negative (-)?

P. 92, Ü10 1. Highlight the nouns. 2. Put the plural forms in the chart. Complete the rule.

P. 92, Ü11 Look for the singular or plural form in the box. Complete the chart.

P. 92, Ü12 Complete the sentences. Write the verbs in the correct form.

P. 93, Ü13 Insert *nichts – Geld – Euro – Cent*.

P. 93, Ü14 Complete *kein/keine, mein/meine*. Say the sentences out loud.

## P. 94 OVERVIEW EPISODE 19

### Information

With Eulalia's help, Paula and Philipp have found out that it was farmers who made the mysterious crop circles. The two go to the village pub and ask farmers what they think about recent events.

### Listening strategy

- Identify different voices and matching them up with a specific person.

### Listening

- 🎧 2/24 Scene 1: All about UFOs.
  - 🎧 2/25 Scene 2: Interviews in a village pub.
- Texts of the audio scenes: p. 141.

### Understanding

- Follow-up questions: *Was heißt eigentlich ...? Woher weißt du das? Warum finden Sie die Idee nicht gut?*
- Expressing opinions: *Das war eine gute Idee. Ich finde die Idee (nicht) gut.*
- Talking about what people and things can do: *Ufos können fliegen. Ich kann fliegen. Ufos können nur fliegen and nicht sprechen.*
- Classifying opinions as positive, neutral, negative.

### Recognising structures

- Past tense of *sein*: *war* → D 1 **15**, p. 175.
- Modal verb *können*: function → D 1 **8**, p. 173.
- Position in the sentence → D 1 **10**, p. 174.

### Remembering

- *finden, glauben, meinen.*
- The word *logo*.

**EXERCISES EPISODE 19**

**P. 95, Ü1** Listen to scene 1. Compare the statements in the speech bubble with the audio text. Is the statement in the speech bubble correct? 2. What does Eulalia say about herself, and what does she say about the UFOs? Put the words in the correct order and put the sentences in the right column.

**P. 95, Ü2** Listen to scene 2. Who says what? Tick.

**P. 96, Ü3** What do *you* think? Which statements are positive J, neutral K, fairly negative L? Match them up.

**P. 96, Ü4** Which answer matches which question? Use arrows to link them.

**P. 96, Ü5** Which expressions are synonyms (⇒)? Insert the appropriate words.

**P. 96, Ü6** Put *nur* or *nicht* in the sentences. Say the sentences out loud.

**P. 97, Ü7** Highlight the verb forms. What is the situation now, what was it like before? Insert *jetzt* or *vorher*.

**P. 97, Ü8** Past tense of *sein*. Write out the correct verb forms.

**P. 97, Ü9** Insert *kann* or *können*.

**P. 98, Ü10** You disagree with someone. Say the sentences. Take care with the negation of nouns!

**P. 98, Ü11** Where does the word come from? What does it mean? Tick.

**P. 99 OVERVIEW EPISODE 20****i Information**

Paula and Philipp want to know what Radio D listeners think about the mysterious man-made circles. They've set up a phone-in and ask whether lying can be a sin – a reference to the lyrics of a 1938 German song "Kann denn Liebe Sünde sein?" (Can love be a sin?) You hear three callers and an e-mail read out by Compu.

**Listening strategies**

- Identify an international word as a key word.
- Recognise the content of an opinion by the theatrical intonation.

**Listening**

- 🎧/26 Scene 1: Kann denn Lüge Sünde sein?
  - 🎧/27 Scene 2: A female listener.
  - 🎧/28 Scene 3: A male listener.
  - 🎧/29 Scene 4: A saying.
  - 🎧/30 Scene 5: A mystery.
  - 🎧/31 Article.
- Texts of the audio scenes: p. 141f.

**Understanding**

- Asking for and expressing opinions: *Was ist Ihre Meinung? Was meinen Sie? Wer glaubt das denn? Wo ist das Problem? Aber das versteht ihr ja nicht. Das ist ja direkt philosophisch.*
- Asking someone to do something: *Rufen Sie uns an! Bitte nicht mehr anrufen! Mailen Sie uns!*
- Sorting words.
- Understanding a saying.

**Recognising structures**

- Definite and indefinite article (nominative) singular and plural: *der – die – das; ein – eine* → D 2 **5**, p. 178.
- Modal verb *können*: *Kann denn Liebe Sünde sein? Ich kann fliegen.* → D 1 **8**, p. 173.
- Verbs with changes in the stem vowel: *lesen – liest* → D 1 **4**, p. 172.

**Remembering**

- Sorting nouns and verbs according to meaning: *der Anruf – anrufen.*
- Forming compound words.

**EXERCISES EPISODE 20**

**P. 100, Ü1** Listen to scene 1. What's happening in episode 20? Write down the key word.

**P. 100, Ü2** Listen to scene 2. What does Frau Frisch think?

**P. 100, Ü3** Listen to scene 3. What does Herr Perini think?

**P. 100, Ü4** Listen to scene 4. *kurze/keine*: What goes where?

**P. 100, Ü5** Listen to scene 5. Put the dialogue in the right order by numbering the different elements.

**P. 101, Ü6** What do Paula and Philipp ask the listeners? Tick (✓).

**P. 101, Ü7** What do the two words mean? Tick.

**P. 101, Ü8** *ein paar/ein bisschen*: What goes where? Write them down.

**P. 101, Ü9** Put the words in ascending order. Test the words in the sample sentences.

**P. 101, Ü10** What does the saying mean? Is there a comparable one in your language?

**P. 102, Ü11** 1. Listen to what is said and complete the article. 2. Complete the chart.

**P. 102, Ü12** 1. The modal verb *können* has two meanings. Compare the two sentences. 2. Match the examples. Possibility (M) or ability (F)? Write what is correct in each case.

**P. 102, Ü13** Which verbs change which vowel? Tick them and write down the infinitive.

P. 103, Ü14 Write down the correct verbs or nouns (singular) in the table.

P. 103, Ü15 Put the words that have been separated back together. Write them down.

### P. 104 OVERVIEW EPISODE 21

#### Information


Paula and Philipp have been given a new assignment. The summer heat is getting them down in their office when Compu sends them off to Hamburg, a city located on one of Germany's major rivers. It's being reported that there is a shark in the harbour.

Arriving at a Hamburg quayside, the two reporters join a crowd of curious bystanders.

#### Listening

 2/32 The assignment.

 2/33 Scene 1: What Paula wants to do.

 2/34 Scene 2: In the port of Hamburg.

→ Texts of the audio scenes: p. 142.

#### Understanding

- Saying what you would like to do: *Ich möchte .../brauche ...*  
*Dürfen wir mal vorbei?*
- Follow-up questions and responses: *Gibt es hier denn keinen Ventilator? Glaubst du das? – Alles ist möglich.*
- Turning down a request: (*Dürfen wir mal vorbei?*) *Hier kommt niemand vorbei.*

#### Recognising structures

- Accusative complements → B 6, p. 167.
- Accusative of the definite, indefinite and negation articles:  
*Siehst du den/einen Hai? Wir wollen keine Reporter.*  
→ D 2 **2**, **4** + **10**; p. 177ff.

#### Remembering

- Work out your own system for remembering words.

### EXERCISES EPISODE 21

P. 105, Ü1 Listen to Compu's assignment. What's happening? Tick.

P. 105, Ü2 Listen to scene 1. What does Paula mean by *Wasser*? Tick.

P. 106, Ü3 Listen to scene 2. Is that what you heard? Tick *ja* or *nein*.

P. 106, Ü4 What goes together? Link them with arrows.

P. 106, Ü5 Which sentence is wrong? Cross it out.

P. 107, Ü6 Complete the sentences. Say them out loud.

P. 107, Ü7 1. Circle all the verbs. Highlight the article. 2. Complete the table.

P. 107, Ü8 Form sentences. Say them out loud.

P. 108, Ü9 Insert *kein-*, supplying the right ending.

P. 108, Ü10 1. How do *you* best remember these words? Tick.  
2. Using *your* system, write the words on a separate sheet of paper.

### P. 109 OVERVIEW EPISODE 22

#### Information

Still in Hamburg investigating claims that there is a shark in the harbour, Paula and Philipp are walking along a quayside when they discover a strange surfboard and hear a rumour which is just as strange. First they have some chips and mineral water at a kiosk. A newspaper seller passes by, calling out the latest Hamburg headlines. Paula buys a paper and is quite shocked by a picture in it.

#### Listening

 2/35 Scene 1: A surfboard.

 2/36 Scene 2: Refreshments at a kiosk.

 2/37 Scene 3: A Hamburg newspaper.

→ Texts of the audio scenes: p. 142f.

#### Understanding

- Expressing uncertainty: *Das weiß niemand.*
- Asserting something: *Das war bestimmt der Hai. Sie haben Angst, ganz klar.*
- Expressing emotions: *Ist das nicht schrecklich? Die ist bestimmt interessant.*
- Drawing conclusions: *Es gibt also ...*
- Agreeing to do something: *Alles klar!*
- Asking what someone wants: *Was darf es denn sein?*

#### Recognising structures

- Personal pronouns (3<sup>rd</sup> person nominative and accusative):  
*der Surfer – Er ist weg. Die Polizei sucht ihn.*  
*die Zeitung – Ich kaufe sie.*  
*das Surfbrett – Es ist kaputt.* → D 3 **2** + **3**, p. 180.
- Article as pronoun: *Die ist interessant.*  
→ D 3 **5**, p. 181.

#### Remembering

- *Philipp bekommt – Paula möchte – Philipp nimmt.*

### EXERCISES EPISODE 22

P. 110, Ü1 Listen to scene 1. What is being said about the surfboard and the surfer? Write down the numbers.

P. 110, Ü2 Listen to scene 2. What did you hear? Tick.

P. 110, Ü3 Listen to scene 3. 1. What is the newspaper seller saying? Tick. 2. What does Paula find out?

P. 111, Ü4 What does the shop assistant say? Complete the text.

P. 111, Ü5 Tick.

P. 111, Ü6 Insert the words in the dialogue.

P. 112, Ü7 Which personal pronoun replaces which noun: *er*, *sie* or *es*? 1. Highlight the nouns and personal pronouns. 2. Complete the chart.

P. 112, Ü8 1. Which nouns can be replaced by *er*, *sie*, *es*? Highlight the nouns. 2. Which nouns can you replace by *ihn*? Tick. Then write out the sentences.

P. 113, Ü9 What is the infinitive of the verb?

P. 113, Ü10 What is not correct? Tick.

## P. 114 OVERVIEW EPISODE 23

### Information

Still in Hamburg, Paula and Philipp have seen a chewed-up surfboard and are now looking for a surfer. Away from the harbour, where a crowd is waiting to see the shark, Paula and Philipp discover a surfing and diving school. They hope to get information about the missing surfer there. However, the man there is very tight-lipped.

They walk on and discover a diver, who helps them to solve the mystery.

Suddenly Eulalia turns up – she too has seen something interesting from her vantage point in the sky.

### Listening strategy

- Use sounds to help to understand something.

### Listening

🎧/38 Scene 1: A surfing and diving school.

🎧/39 Scene 2: A diver.

🎧/40 Scene 3: Eulalia.

→ Texts of the audio scenes: p. 143.

### Understanding

- Follow-up questions: *Was steht denn da? Wie bist du denn hierher gekommen?*
- Expressing disapproval: *Das haben Sie wohl in der Zeitung gelesen?!*
- Expressing curiosity: *Das will ich aus der Nähe sehen. Ich habe etwas Interessantes gesehen.*
- Saying that you have to do something: *Ich muss arbeiten.*
- *etwas* + adjective: *etwas Interessantes.*

### Recognising structures

- Perfect with *sein* or *haben*:  
*Was haben Sie gesagt? Wie bist du hierher gekommen?*  
→ D 1 **16**, p. 175.
- Forming the past participle → D 1 **17**, p. 176.
- Verbal brace in the perfect → D 1 **18**, p. 176.
- Modal verb *müssen* → D 1 **9**, p. 173.

### Remembering

- Past participle forms.
- Talking about the past.

## EXERCISES EPISODE 1

P. 115, Ü1 Listen to scene 1. Match the words. Write them down.

P. 115, Ü2 1. Look at the pictures and then listen to scene 2. 2. Put the text in the right order by numbering the words.

P. 115, Ü3 Listen to scene 3. What has Eulalia been doing? Tick.

P. 116, Ü4 Which verbs fit the meaning? Write the correct verb form.

P. 116, Ü5 What did you hear in the scenes? Tick.

P. 116, Ü6 Link the adjective with *etwas*. Form sentences and say them out loud.

P. 116, Ü7 Insert the correct words in sentences 1 to 5. Say the sentences out loud.

P. 117, Ü8 Write the sentences in the appropriate column.

P. 117, Ü9 Highlight the verbs in the sample sentences. Write the infinitives of the verbs in the two columns.

P. 117, Ü10 Write examples of past participles. Take the verbs from Ü 9.

P. 117, Ü11 Put the words in the right order. Enter the sentences in the table.

P. 118, Ü12 Which personal pronouns go with the verb forms?

P. 118, Ü13 Highlight the participles. Then write the infinitives.

P. 118, Ü14 Please answer the question. Read it out loud.

## P. 119 OVERVIEW EPISODE 24

### Information

Eulalia has seen something interesting from her bird's eye view. She leads Paula and Philipp to the diving school where the two asked a man about the missing surfer. There they get a real surprise.

Now that they've solved the case, Philipp invites Paula to a place in Hamburg where he often went as a child. At the *Willkomm-Höft*, the Welcome Estate, all incoming and departing ships are greeted with the national anthems of the countries where they are registered.

### Listening strategy

- Recognise a mood from the tone of voice (e.g. an argument).

### Listening


🎧/41 Scene 1: A celebration.

🎧/42 Scene 2: Money...

🎧/43 Scene 3: An invitation.

→ Texts of the audio scenes: p. 144.




**Understanding**

- Praising someone: *Herzlichen Glückwunsch! Bravo, das hast du gut gemacht!*
- Expressing disapproval: *Das ist nicht genug.*
- Suggesting something: *Wir machen ein Spiel. Du musst gut zuhören.*
- Arranging something: *Abgemacht!*
- Asking someone for a favour: *Mir zuliebe.*
- Remembering: *Als Kind habe ich ...*
- Understanding utterances.
- Matching nouns and verbs.


**Recognising structures**

- Verbs with separable prefixes:  
*einladen – Ich möchte dich einladen. Ich lade dich ein.*  
→ D 1 **11** + **12**, p. 174.
- Inseparable prefixes:  
*be- (bekommen), er- (erzählen), ver- (verleihen)*  
→ D 1 **13**, p. 175.


**Remembering**

- Matching utterances.
- Unscrambling nouns and verbs.

**EXERCISES EPISODE 24**

P. 120, Ü1 Listen to scenes 1 and 2. Write a key statement on each.

P. 120, Ü2 Match the words with the pictures.

P. 120, Ü3 Listen to scene 3. Number the cards according to the course of the dialogue. Check your answer by listening to the scene again.

P. 121, Ü4 What does this mean...? Tick.

P. 121, Ü5 Match the verbs with the pictures. Write them down.

P. 121, Ü6 Match the verbs with the nouns.

P. 122, Ü7 What happens here with the prefix? Complete the rule.

P. 122, Ü8 Put the words in the right order. Write the sentences in the chart.

P. 122, Ü9 Insert the appropriate prefixes.

P. 122, Ü10 Write the correct verbs in the right verb form.

P. 123, Ü11 What goes together? Link with arrows.

P. 123, Ü12 Unscramble the words. Then form three sentences. Say them out loud.

**P. 124 OVERVIEW EPISODE 25**

**Information**


Paula has done some research on the meaning of the saying **Das ist getürkt**. In 1895 a canal connecting the ports of Hamburg and Kiel was inaugurated. Many ships and their crews were invited to the celebration. When a ship entered the canal, the national anthem of its country of origin was played. The nationality was recognised from the flag. However, the musicians didn't know the Ottoman (Turkish) anthem. But because the flag had a crescent on it, they played a traditional German song about the moon. In other words, they improvised.

Another explanation of the word **getürkt** is the following: In 1769 an automatic chess player was introduced – a box with a chessboard, in front of which sat a doll in Ottoman dress. The inventor therefore called his chess automaton "der Türke", the Turk. The machine beat every human chess player. Many did not believe it was a machine, suspecting that there was a human being hidden in the box – in other words, that this was a trick, a deception.

Nowadays **getürkt** is only used pejoratively and is discriminatory. This is why Paula was so indignant when Philipp used the word.


**Listening**

- 🎧/44 Scene 1: Improvising.
  - 🎧/45 Scene 2: In the restaurant.
  - 🎧/46 Scene 3: A book about owls.
  - 🎧/47 Vowels.
- Texts of the audio scenes: p. 144.


**Understanding**

- Follow-up questions: *Kennt jemand die türkische Hymne? Was spielen wir jetzt? Komme ich da auch vor?*
- Making a suggestion: *Wir improvisieren.*


**Recognising structures**

- Vowel change in separable verbs: *lesen- Liest du mir vor?*  
→ D 1 **4**, p. 172; D 1 **11**, p. 174.
- Adjectives in front of nouns: *die türkische Hymne*  
→ D 8 **1**, p. 183.
- Short and long vowels: *kann – fahre.*


**Remembering**

- A song: "Der Mond ist aufgegangen".
- Form words from letters.

**EXERCISES EPISODE 25**

P. 125, Ü1 Read the information on p. 124. Also look at this information. What has happened? What is happening now?

P. 125, Ü2 Listen to scene 1. What connection is there between the three words?

P. 125, Ü3 Listen to scene 2. Complete the sentences.

P. 126, Ü4 Listen to scene 3. Who says what? Tick.

P. 126, Ü5 Which verb goes with which noun? Link them up with arrows and form sentences.

P. 126, Ü6 Put the words in the right places in the sentence. Say the sentences out loud.

P. 126, Ü7 Unscramble the words. Write them down.

P. 127, Ü8 Complete the verb forms.

P. 127, Ü9 Listen to each example twice. Look at the word in the box: Is the vowel long or short? Tick.

P. 127, Ü10 1. Compare: adjectives after the verb and before the noun. Complete the rule. 2. Insert the adjectives in the right form.

P. 128, Ü11 Can you sing the song about the moon, using the music provided?

P. 128, Ü12 Form words from the letters.

## P. 129 OVERVIEW EPISODE 26

### Information

Unfortunately Ayhan has to leave Radio D. Paula only finds this out when she sees preparations being made for a party in the Radio D newsroom. And everything needed for a farewell party is there: a speech, a present ... Only the professor has no opportunity to explain an aspect of the German language. And this although he's so thrilled that so many compounds are involved ...

### Listening strategy

- Draw conclusions from sounds about what is happening.

### Listening

- 🕒/48 Scene 1: A party for Ayhan.
  - 🕒/49 Scene 2: A question.
  - 🕒/50 Scene 3: An announcement.
  - 🕒/51 Scene 4: A farewell speech.
  - 🕒/52 Scene 5: A farewell gift.
  - 🕒/53 Scene 6: A stuffed toy.
  - 🕒/54 Scene 7: A farewell song.
- Texts of the audio scenes: p. 144f.

### Understanding

- Passing on information: *Heute gibt es hier eine Party. Aber jetzt feiern wir erst mal. Mein Vater braucht meine Hilfe. Da muss ich in die Türkei.*
- Follow-up question: *Du gehst wirklich weg? Weißt du das denn nicht?*
- Saying that you are sorry about something: *Das ist schon schwer. Das hoffe ich nicht. Du musst ja leider ... Jetzt ist keine Zeit für ein Gespräch.*
- Reconstructing the course of a story.

### Recognising structures

- Compounds with or without linking letters (*das Stofftier, die Abschiedsparty*), articles of compounds (*der Stoff + das Tier: das Stofftier*) → E 1, p. 185.

### Remembering

- Linking verbs and nouns.
- Which is the odd man out?

## EXERCISES EPISODE 26

P. 130, Ü1 Listen to scene 1. Paula receives two items of information. What are they? Write them down.

P. 130, Ü2 Listen to scene 2. Which questions match the answers? Write the numbers down.

P. 130, Ü3 Listen to scene 3. What does Compu announce? Tick.

P. 130, Ü4 Listen to scene 4. Number the sentences in the order that they occur in the dialogue.

P. 131, Ü5 Listen to scene 5. What is Ayhan given? Unscramble the word.

P. 131, Ü6 Listen to scene 6. Using the key words, explain Eulalia's reaction.

P. 131, Ü7 Listen to scene 7. What present does Ayhan give the professor?

P. 131, Ü8 What did you find out in episode 26? Say your answer out loud. Add more information to the key words.

P. 132, Ü9 What goes together? Link with arrows.


P. 132, Ü10 Write down the two nouns which the compounds consist of. 1. What decides which article is used? 2. Which letter links the nouns?

P. 132, Ü11 Link and write the nouns with the correct article. How are they linked? No letter? An *-s*? An *-n*?

P. 133, Ü12 Which verbs go together with the nouns? Write them down. Sometimes several verbs are possible.

P. 133, Ü13 What doesn't fit here? Tick.

## P. 134 TEXT OF THE AUDIO SCENES

In this booklet you will find the titles of the audio scenes on the respective  overview pages.

## P. 146 SOLUTIONS

In open-ended exercises, e.g. "formulate sentences", there is not just one correct answer. The examples given are merely suggested answers.

**P. 186 WORD LIST**

You will find the following information in the word list.

- **Nouns:** singular, article and plural endings: *Abend, der/-e = der Abend/die Abende.*
- **Verbs:**  
Infinitive and past participle: *bekommen – hat bekommen*,  
With separable verbs: infinitive and 3<sup>rd</sup> person singular:  
*anrufen/er ruft an*,  
With verbs with vowel change : infinitive and 3<sup>rd</sup> person singular:  
*geben/er gibt*.
- **Numbers in brackets:** Episode in the radio course, e.g. (1) and page number in the course book, e.g. p. 3.
- **Italics:** Words occurring **only** in the course book, e.g. *April, der (8, p. 43).*

**GRAMMAR**

You will find everything following this sign in the grammar appendix translated here as follows. The following summary of grammar explanations first deals with the sentence structures and then the word types.

**P. 163 A SENTENCE**

There are four kinds of sentences in German:

- The declarative sentence (making a statement about someone or something).
- The *w*- question (expressing an open question with a *w*-question word).
- The *Ja/Nein* question (a question answered by *Ja* or *Nein* or *Das weiß ich nicht*).
- The imperative sentence (asking someone for something, demanding they do something, etc.); the verb then has an imperative form.

**P. 163 A 1 Declarative sentence:** In the declarative sentence the conjugated verb is at position ②.

**P. 163 A 2 *W*-question (question with a *w*-question word):** In *w*- questions the conjugated verb is at position ②.

**P. 164 A 3 *Ja/Nein* question:** In *Ja/Nein* questions the conjugated verb is at position ①.

**P. 164 A 4 Imperative sentence:** In the imperative sentence (requests, demands, etc.) the conjugated verb is at position ①. → forms of the imperative: D1 [5], p. 185.

**P. 164 A 5 Verbal brace:** A typical feature of German is that parts of the verb phrase, under certain conditions, go to the end of the sentence.

**P. 164 A 5 [1] Modal verbs in the sentence (*wollen*).**

**P. 164 A 5 [2] Verbs with separable prefix (*einladen*).**

**P. 164 A 5 [3] Perfect (*Sie haben das gelesen*):** The following elements go to the end of the sentence :

- the main verb in sentences containing modal verbs,
- the separable prefix of verbs,
- the past participle in the perfect.

**P. 165 A 6 Linking co-ordinate clauses:** In clauses starting with *deshalb ...* or *zuerst ...*, *dann ...* the verb comes first, then the subject.

**P. 165 B SENTENCE CONSTITUENTS**

Certain words must stay together in the sentence. These are known as the constituent parts of the sentence or sentence constituents.

- constituents dependent on the verb are complements;
- constituents independent of the verb are adverbial phrases.

**P. 165 B 1 Verbs as constituents (= predicate):** Almost always in German a grammatically complete sentence contains a verb. The verbs determine which complements are obligatory in a grammatically correct sentence.

**P. 166 B 2 Complements (subject):** Verbs need a subject. Subjects consist of nouns (almost always accompanied by determiners) or pronouns. When the question focuses on the subject, the question word is *wer?* (referring to persons: *Wer macht ein Spiel?*) or *was?* (referring to things: *Was ist interessant?*).

**P. 166 B 3 Complements (obligatory es):** Certain verbs have to have *es* as their complement.

**P. 166 B 4 Complements (*sein* + adjective):** Adjectives after the verb *sein* express a personal evaluation by the speaker. Adjectives after the verb , i.e. used predicatively, do not take an ending. If it is necessary to express an opinion, *ich finde* can be used. This, however, needs an accusative complement: *Ich finde das interessant*.

**P. 166 B 5 Complements (*sein/heiß*en + nouns):** The nouns after *sein/heiß*en are always in the nominative.

**P. 167 B 6 Complements (accusative complement):** *Paula kennt* is not a grammatically complete sentence. You ask what or who she knows. The **obligatory** accusative complement (= accusative object) is missing. Very many German verbs have accusative complements like this (see p. 169).

In the accusative, determiners, some nouns and pronouns take different endings.

**P. 167 B 7 Complements (of time, place and manner):** These complements depend on the verb and are obligatory for a correct sentence. Sentences would be incomplete if they were left out – e.g. "*Wir müssen sein*" lacks the complement; it should, for example, say, *Wir müssen pünktlich sein*.

**P. 167 B 8 Dative complement:** The dative complement is not dealt with systematically in the first 26 lessons – it only occurs in a few phrases, which you should, however, treat as complete units, e.g. *Was ist denn mit dir los? Stell dir vor, ... Wie geht es Ihnen?*

**P. 168 B 9 Adverbial phrases:** Adverbial phrases do not depend on the verb. They are free and can occur in all sentences – they must, of course, fit in the context.

**P. 168 C POSITIONS IN THE SENTENCE (SYNTAX)**

The positions of constituents are relatively free in German. Despite this, there are some basic rules of sentence construction.

**P. 168 C 1 Declarative sentence**

**P. 168 C 1 1 Subject – verb – adverbial phrase:** Subject at position ①, conjugated verb at position ② and adverbial phrase at position ③ is always correct.

**P. 168 C 1 2 Adverbial phrase at position ①:** You often find an adverbial phrase at position ①; the conjugated verb then remains at position ② and the subject follows at position ③. It depends on the intentions of the person speaking whether adverbial phrases are at position ①.

**P. 168 C 1 3 Complements:** The complement at position ④ is always correct – after subject, conjugated verb and adverbial phrase.

**P. 169 C 1 4 Complements at position ①:** At position ① you often find an accusative complement, the conjugated verb remains at position ② and the subject follows at position ③.

**P. 169 C 1 5 Negation with *nicht***

- *nicht* always follows the conjugated verb and the accusative complement;
- *nicht* is followed by adverbs and other complements;

**P. 169 C 1 6 The verbal brace:** Often there is important information at the very end of a sentence. In our examples the information belongs to the verb. Hence, to understand a sentence properly when listening or reading, you must always give your full attention to the end of the sentence.

**P. 170 C 2 Question**

**P. 170 C 2 1 Question containing a question word (*w*-question):** In a *w*-question the question word is at position ①, the conjugated verb at position ② and the subject at position ③.

**P. 170 C 2 2 Question without a question word (*Ja/Nein* question):** In questions without a question word, the conjugated verb is at position ①, the subject is at position ②.

**P. 170 C 3 Imperative sentence:** In the imperative sentence the conjugated verb is at position ①, the subject is at position ②. In the 2<sup>nd</sup> person singular the subject is dropped.

**P. 171 C 4 Summary: Verb position in the sentence**

**P. 171 C 4 1 verb at position ②.**

**P. 171 C 4 2 verb at position ①.**

**P. 171 D WORDS**

**P. 171 D 1 Verbs:** In German, verbs change their form = verb conjugation. Verbs have a stem and an ending. The ending is determined by the subject – i.e. the noun or (personal) pronoun.

In the dictionary verbs are listed in their infinitive form (ending in *-en*: *machen, lesen*).

**P. 171 D 1 1 Infinitive, stem, ending**

**P. 171 D 1 2 Verb conjugation present tense – regular verbs**

**P. 172 D 1 3 Verb conjugation present tense – verb stem ending in *-t/d* or *-s/lß***

**P. 172 D 1 4 Verb conjugation present tense – verbs with vowel change:** Some German verbs change their vowels in their stem. In the present tense the vowel only changes in the 2<sup>nd</sup> and 3<sup>rd</sup> persons singular – including verbs with separable prefixes: *vorlesen* – *Ayhan liest Eulalia ein Buch vor*.

**P. 172 D 1 5 Imperative of verbs: 2<sup>nd</sup> person singular (*du*) -**

- Some verbs add an *-e*: *entschuldige, arbeite, warte*.
- Verbs with vowel change also have a vowel change in the imperative: *sehen* – *Sieh mal!* But: *Fahr doch weiter!*

**P. 172 D 1 6 Verb conjugation present tense – *sein, haben*.**

**P. 173 D 1 7 Verb conjugation present tense – *heißen, wissen*.**

**P. 173 D 1 8 Modal verbs: function:** Modal verbs modify a statement: e.g. the declarative sentence *Er kommt am Samstag* is modified into, for example, *Er will am Samstag kommen*.

**P. 173 D 1 9 Modal verbs: verb conjugation present tense:** For modal verbs the 1<sup>st</sup> and 3<sup>rd</sup> persons singular are the same. They have no ending: *ich kann* – *sie kann*. But: *ich möchte* – *er möchte*.

**P. 174 D 1 10 Modal verbs in the sentence:**

- Modal verbs need to be accompanied by a main verb. It is in the infinitive and right at the end of the sentence.
- Sometimes the main verb is missing, but it is understood: *Möchtest du eine Pizza (haben)?*

**P. 174 D 1 11 Verbs with separable prefix:** In German verbs can take a prefix. The prefixes specify the meaning of the verb or change its meaning. With verbs with a separable prefix, the prefix is always emphasised: *anrufen*.

**P. 174 D 1 12 Verbs with separable prefix in the sentence:** In the present

- in sentences with modal verbs prefix and verb stay together;
- the prefix splits off from the verb in declarative and imperative sentences and in questions; the prefix moves right to the end of the sentence;
- in the 2<sup>nd</sup> and 3<sup>rd</sup> persons singular, as with verbs without a prefix, these verbs may have a vowel change: *lesen* – *er liest, vorlesen* – *er liest vor*.

P. 175 D 1 **13** **Verbs with inseparable prefix:** The prefixes *be-*, *er-*, *ver-* do not split off from the verb. The emphasis is on the verb stem: *bekommen*, *erzählen*.

P. 175 D 1 **14** **Tense forms of the verbs (past tense):** When we refer to the past in German, this is expressed by the past forms of the verbs. In the spoken language we use

- the past tense of the verbs *haben* and *sein*,
- the perfect tense of other verbs.

P. 175 D 1 **15** **Past tense of *sein***

P. 175 D 1 **16** **Perfect tense: formation**

- In German the perfect tense is formed with the conjugated form of the auxiliary verbs *haben* or *sein* and the past participle.
- Most verbs form the perfect tense with *haben*.
- The verbs of movement, e.g. *kommen*, *fahren*, and the verb *sein* form the perfect tense with *sein*.

P. 176 D 1 **17** **Past participle: formation:** Verbs with an inseparable prefix have no *ge-*, e.g. *erzählen*: *Sie hat eine Geschichte erzählt*.

→ You will find the past participle forms of the verbs in the word list, p. 186.

P. 176 D 1 **18** **Past participle in the sentence:** The past participle always goes right to the end of the sentence.

P. 176 D 1 **19** **Negation of a verb with *nicht*:** Negating verbs with *nicht*; *nicht* always goes after the conjugated verb and after the accusative complement.

P. 177 D 2 **Determiners and nouns:** In German there are determiners in front of nouns. Articles indicate the gender of the nouns. That means you always have to learn them along with the nouns.

There are definite and indefinite articles; definite articles can be singular or plural.

P. 177 D 2 **1** **Definite article (nominative):** Nouns have a case. The nominative is a case. The subject is always in the nominative. The case is determined by the verb.

P. 177 D 2 **2** **Definite article (nominative and accusative):** The accusative is a case. It follows certain verbs (→ B 6, p. 179). In the accusative only the masculine article changes, from *der* → *den*.

P. 177 D 2 **3** **Indefinite article (nominative)**

P. 178 D 2 **4** **Indefinite article (nominative and accusative):**

- In the accusative, only the masculine article changes: *ein* → *einen*.
- For indefinite plural nouns (nominative and accusative) there is no article.

P. 178 D 2 **5** **Change from indefinite – definite article**

- Indefinite article: Something is not precisely determined, not yet said/written; the information is new: *Da ist noch ein Hörer*.
- Definite article: Something is more precisely determined, is already known, e.g. *„Der Hörer heißt Perini.“*

P. 178 D 2 **6** **Zero article**

There are no articles in front of

- proper names: *Das ist Paula. Wer ist Philipp?*
- descriptions of occupations: *Paula ist Redakteurin*.
- plural of the indefinite article: *Das sind Zeitungen*.
- Fixed phrases: *Geld haben*.

P. 178 D 2 **7** **Plural of nouns:** Most nouns have a plural form in German. The nouns have various endings, with the plural also being used after numbers: *ein Foto – fünf Fotos*. Some nouns have no plural ending: *der Flügel – die Flügel*. → You will find the plural forms in the word list, p. 186.

P. 179 D 2 **8** **Negation of nouns:** The determiner *kein* is declined in the same way as the indefinite article *ein*. It also occurs in the plural.

P. 179 D 2 **9** **Possessive article: 1<sup>st</sup> + 2<sup>nd</sup> person singular:** The possessive article is used to express the idea that something belongs to a person or a thing. The possessive **adjective** precedes a noun. The possessive **pronoun** – which has not yet occurred in the 26 episodes – replaces a noun. Possessive adjectives are declined just like the indefinite article *ein*.

P. 179 D 2 **10** **Determiners: Summary**

P. 180 D 3 **Pronoun:** Pronouns stand for a noun, they replace the nouns (and the determiner). We will concentrate on

- personal pronouns,
- indefinite pronouns: *jemand*, *niemand*, *etwas*, *nichts*.

P. 180 D 3 **1** **Personal pronouns: nominative:** The nominative personal pronoun has the function of the subject. It determines the verb form: *kommen*: *ich komme*, *er kommt*.

P. 180 D 3 **2** **Personal pronouns: 3<sup>rd</sup> person:** The personal pronouns in the 3<sup>rd</sup> person (in the singular *er/sie/es* and *ihn*) relate to something mentioned earlier: the person/thing or the abstract concept must have been mentioned earlier so that we know what the personal pronoun refers to. This is called text reference.

P. 180 D 3 **3** **Personal pronouns: accusative 3<sup>rd</sup> person:** Personal pronouns have a case, which means they change their form. The case depends on the verb, e.g. accusative after the verbs *sehen*, *verstehen*, *suchen*.

Only the masculine personal pronoun in the 3<sup>rd</sup> person changes: *er* → *ihn*. Of the other personal pronouns you know only the 2<sup>nd</sup> person singular: *Ich verstehe dich nicht*.

P. 180 D 3 **4** **Indefinite pronoun:** The indefinite pronoun stands for a non-specific person (positive: *jemand*, negative: *niemand*) or an unspecified thing (positive: *etwas*, negative: *nichts*).

*Jemand* and *niemand* change their forms, e.g. *Ich sehe niemanden/jemanden*. The ending *-en* is, however, often left out. *Etwas* and *nichts* do not change.

P. 180 D 2 **5** **Definite article used as a pronoun:** In colloquial speech articles are often also used as pronouns. They then replace the personal pronouns – but when used to refer to people this is regarded as impolite.

The article used as a pronoun can be at position ① in the sentence and thereby emphasise the statement.

**P. 181 D 4 Prepositions:** Almost all prepositions require a case: accusative, dative or genitive. Some prepositions – depending on the statement or question – have either the accusative or dative. In these 26 episodes this aspect has not been dealt with.

**P. 181 D 4 1 Cases which prepositions take**

**P. 182 D 4 2 Contraction of preposition and article:** Some prepositions fuse with the article (contraction). It is advisable to learn these separately.

**P. 182 D 5 Verbs with fixed prepositions**

**P. 182 D 6 Question words**

- Question words can be used to ask about people, things, time, manner, reason, etc.
- Question words focus on specific parts of the sentence, e.g. the subject, the accusative complement, the complement of place (*where?*), the complement of motion towards something (*where to?*).

**P. 183 D 7 Conjunctions:** Conjunctions link clauses: *und* (*and*: listing), *oder* (*or*: alternative), *aber* (*but*: contrast).

**P. 183 D 8 Adjectives/adverbs:** Adjectives in front of nouns have various endings in German. Adjectives after the verb and adverbs do not have endings.

**P. 183 D 8 1 Adjectives in front of nouns:** After the definite article, the ending in the nominative singular is always -e.

**P. 183 D 8 2 Adjectives after *etwas*:** After the pronoun *etwas* adjectives become nouns. They are declined and written with capital letters. However, this construction does not occur in the first 26 episodes.

**P. 183 D 8 3 Adverbs**

**P. 184 D 9 Particles:** Particles are small words that give a subjective flavour to an utterance. They are used very frequently in spoken German. They modify a statement. Whether the effect is positive or negative largely depends on the stress and intonation. Particles are indeclinable, i.e. they do not take an ending.

**P. 184 D 9 1 Modal particles**

**P. 184 D 9 2 Degree particles**

**P. 184 D 9 3 Dialogue particles**

## P. 184 E WORD FORMATION

In German there are many possibilities of forming words, recognising their structures and thereby facilitating understanding.

**P. 184 E 1 Noun + noun (compounds):** Between some nouns there is a linking -s - or -n-. Which article is used with a compound noun depends on the **second** noun in the compound.

**P. 185 E 2 Nouns + suffix -in:** This is possible for terms referring to occupations and nationalities.

**P. 185 E 3 Suffixes with adjectives**

**P. 185 E 4 Word families**

# Fragebogen zum Radiosprachkurs *Radio D*

Liebe Zuhörerinnen und Zuhörer,

Um unsere Sprachkurse für Sie, die Lerner, zu verbessern, bitten wir Sie, diesen Fragebogen zu beantworten und möglichst **nach** der Serie 1 des Radiosprachkurses an uns zurückzuschicken.

Deutsche Welle  
Redaktion Sprachkurse  
53110 Bonn  
Germany  
Fax: ++49-228-429-2800

Bitte teilen Sie uns mit, was Ihnen an diesem Kurs gefällt, aber auch das, was Ihnen nicht gefällt.  
Wir bedanken uns ganz herzlich für Ihre Hilfe.

## 1. Wie zufrieden sind Sie mit dem Sprachkurs *radio-D*?

- vollkommen zufrieden  
 sehr zufrieden  
 zufrieden  
 weniger zufrieden  
 unzufrieden

## 2. Wie lernen Sie?

2a Haben Sie schon einmal an einem oder mehreren Deutschkursen teilgenommen?

- ja  nein

Bitte kreuzen Sie alles an, was zutrifft

- Radiosprachkurs  
 Fernseh-Sprachkurs  
 andere Sprachkurse und zwar
- .....

## 2b Wie gut sind Ihre Deutschkenntnisse

- sehr gut  gut  mittel  
 eher schlecht  gar keine

2c Wie haben Sie mit *radio D* gelernt – allein, mit Freunden oder mit einem Lehrer?

Bitte kreuzen Sie alles an, was zutrifft

- allein  
 mit Freunden/Verwandten  
 mit Lehrer

2d Welche Lernmaterialien haben Sie für diesen Sprachkurs genutzt?

Bitte kreuzen Sie alles an, was zutrifft

- Radiosprachkurs  
 CD  
 Das Begleitbuch  
 Das Fernsehangebot  
 Video  
 Das Begleitbuch  
 Online Kurs

## 3. Ihre Meinung bitte:

3a Hatten Sie Probleme beim Arbeiten mit dem Sprachkurs *radio-D*?

Bitte kreuzen Sie alles an, was Ihrer Meinung nach zutrifft.

- Nein  
 Ja, ich hatte Schwierigkeiten, die Handlung zu verstehen  
 Ja, und zwar
- .....

## 3b Einschätzungen zur Hörspielhandlung

Wie beurteilen Sie die Hörspielhandlung?

Bitte kreuzen Sie alles an, was Ihrer Meinung nach zutrifft

- interessant  
 witzig  
 gut verständlich  
 mitreißend  
 eher langweilig  
 oberflächlich

## 4. Wie viele Folgen/Lektionen haben Sie gehört?

bis jetzt .....

Insgesamt .....

## 5. Und nun einige Fragen zum Begleitheft

5a Wie lange haben Sie sich durchschnittlich mit einer Folge und den Aufgaben beschäftigt?

- bis 15 Minuten  
 15 – 30 Minuten  
 30 – 60 Minuten  
 länger als 1 Stunde

## 5b Haben Sie alle Aufgaben bearbeitet?

- Ja  Nein

5c Wie beurteilen Sie das Übungsangebot:

- zu gering  
 ausreichend  
 zu viel

5d Wie bewerten Sie die Arbeitsanweisungen:

- sehr gut
- teils / teils
- gut
- eher schlecht

6. Wie gut haben Sie die Hörspielhandlung verstanden?

- sehr gut
- weniger gut
- gut
- gar nicht

7. Haben die Aufgaben Ihnen geholfen, den Radiokurs zu verstehen?

- Ja
- teilweise
- eher nicht

8. Fanden Sie den Sprachkurs als Selbstlernangebot zu anspruchsvoll?

- Nein
- Ja
- Sonstiges .....

9. Kreuzen Sie alles an, was Ihrer Meinung nach in Zusammenhang mit dem Radio-Sprachkurs zutrifft.

- Ich habe viel Neues gelernt
- Ich habe Appetit bekommen, mehr Deutsch zu lernen
- Ich habe hauptsächlich meine vorhandenen Kenntnisse aufgefrischt
- Ich möchte jetzt mehr über Deutschland erfahren
- Ich habe mir den Sprachkurs zur Unterhaltung angeschaut
- Sonstiges

.....

.....

.....

10. Wie wurden Sie auf den Radio-Sprachkurs *radio-D* aufmerksam?

- über eine Redaktion der Deutschen Welle
- Internet der Deutschen Welle
- über das Goethe Institut
- Freunde / Verwandte
- über die Homepage „[www.redaktion-D.de](http://www.redaktion-D.de)“
- Sonstiges

.....

11. Wie empfanden Sie die Länge der einzelnen Lektionen – Sendungen des Radio-Sprachkurses

- eher zu kurz
- eher zu lang
- gerade richtig

12. Hätten Sie sich parallel zum Radio-Sprachkurs einen begleitenden Kurs an einer Institution vor Ort gewünscht?

- Ja
- Nein

13. Abschließend noch einige Fragen zu Ihrer Person.

Geschlecht:

- weiblich
- männlich

Ihr Alter .....

Haben Sie Abitur?

- Ja
- Nein

Sind Sie berufstätig

- Ja
- Nein

oder befinden sich zur Zeit in Ausbildung?

- Ja
- Nein

Leben Sie in einer eher ländlichen Region, in einer eher städtischen Region oder in einer Metropole?

- eher ländlich
- eher städtisch

Metropole

Aus welchem Land antworten Sie uns?

.....

Ich lerne Deutsch

- aus beruflichen Gründen
- weil ich einen Deutschlandbesuch vorbereite
- aus kulturellem Interesse
- weil ich gern Sprachen lerne

Wenn Sie noch Fragen haben, können Sie sich gerne an uns wenden Ihre

Redaktion Sprachkurse

Tel.: ++49-228-429-2801

Fax.: ++49-228-429-2800

E-Mail: [sprachkurs@dw-world.de](mailto:sprachkurs@dw-world.de)

Vielen Dank für Ihre Hilfe.