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:

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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
\(\text{\(\text{\(\text{Scene 1: Scene 1: A young man (Philipp) is travelling in his car.}\)}}\)
\(\text{\(\text{\(\text{Scene 2: Philipp gets a drink.}\)}}\)
\(\text{\(\text{\(\text{Scene 3: Philipp is in the garden and gets annoyed.}\)}}\)
→ 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.

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?
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.

Understanding
• Introductions: Ich heiße . . . . Mein Name ist . . . . Ich arbeite bei . . . .
• Apologising: Entschuldigung.

Recognising structures
• Verbs:
  - position in the declarative sentence → A 1, p. 163; C 1, p. 171;
  - infinitive: kommen, heißen, arbeiten → D 1, p. 171;
  - verb conjugation: 1st person: ich komme, heilse, arbeite → D 1, p. 171;
  - verb conjugation 1st and 3rd persons of sein → D 1, 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.

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
• 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.

Recognising structures
• Verbs:
  - verb conjugation sein: ich bin/das ist/ist ihr seid → D 1, p. 172.
  - Negation of verbs with nicht → D 1, p. 176, C 1, 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. 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

Ü19 There is someone else at Radio D.
Ü20 Philipp and Paula are given a reporting assignment: Allegedly King Ludwig is still alive.
Ü21 Scene 1: Philipp arrives in the Radio D newsroom.
Ü22 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 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 p. 171.
  Verb conjugation sein: du bist → D 1 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 2nd person singular
  informal address with du: Was machst du?,
  formal address with Sie: Was machen Sie?
  → D 1 31 p. 171.
  Verb ending -est, -et with verb stem ending in -t
  In the 2nd + 3rd person singular: arbeiten: du arbeitest, er arbeitet → D 1 31 p. 172.
  Conjugation of the verb sein: Wer sind Sie? → D 1 31 p. 172.
• Modal particles doch, denn → D 9 31 p. 184.
• Definite article (nominative) der → D 2 31 p. 177.

Remembering
• Date: Wann? Am 13.6.1886.

Number 1800 2004
ein tausendachthundert zweitausendvier
Date ach tzehnhundert

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. 32, 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 oder 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
28 Scene 1: King Ludwig during a sleigh ride.
29 Scene 2: Dancing with his adored Sisi.
30 Scene 3: A specially built table.
31 Announcement by Compu.
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: Wann? Woher kommt ..?
• Expressing preferences: Ich liebe … (die Natur/die Musik von …)
• Follow-up questions: Wie geht das? Woher kommt ..?
  – aus … (aus Berlin, aus der Türkei);

Recognising structures
• Personal pronouns 3rd person singular: er (der Tisch/ Philipp) → D 3 31 p. 180.
• Imperative sentence:
  1st person plural (Tanzen wir.)
  2nd person singular and plural, formal (Kommen Sie.) → A 4,
  p. 164, D 1 31 p. 172.
  Verb position in the imperative sentence → C 3, p. 170.
• Definite article (nominative): der, die → D 2 31 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, 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

 öz3 Scene 1: Philipp and Paula are still in the castle.
 öz4 Scene 2: Paula listens to a commercial on the radio.
 öz5 Scene 3: Paula is very angry with herself.
 öz6 Conjunction aber.
 öz7 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 , p. 177.
• Definite article (accusative): den, die, das → D 2 , p. 177.
• Accusative after verbs, e.g. lieben, sehen, kennen → B 6, p. 167.
• Verbs: personal pronouns and verb endings – overview → D 1 , p. 171.
• Pronoun: jemand → D 3 , p. 181.

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, Ü13 Put the months in chronological order.
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.

Reading

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.

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
• Position of nicht in the sentence → p. 169.

Remembering
• Linking noun and verb: eine Tour machen.
Remembering

- 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 Information Episode 11

Information

Comp 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

- Scene 1: Josefine approaches Eulalia.
- Scene 2: Comp researches the meaning of the name Eulalia.
- Scene 3: The Spanish colleague from the radio newsroom also knows an Eulalia.

- Sentence stress
  → Texts of the audio scenes: p. 138.

Understanding

- Alles or nichts?

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 +, p. 171.
- Possessive adjective: dein, deine → D 2, 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 0, 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.
Here is the plain text representation of the document:

**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. 62, Ü12** Which sentence types are these? Write A for statement, B 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**

- Scene 1: Carnival: Philipp is wearing a witch’s mask.
- Compus gives them their assignment.
- 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**

- Plural of nouns ending in -s or -n: das Auto, die Autos; die Hexe, die Hexen → D 2 A  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 ➊. Say the sentences out loud and emphasise the phrases highlighted.
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
• Scene 1: Philipp is in the carnival crowds. He has a problem.
• Scene 2: Paula doesn't think Carnival Monday is funny at all.
• Scene 3: Paula turns for help to a man in a police uniform.
• Scene 4: Philipp's car turns up again.
• Past tense of sein.

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 p. 172, D 1 p. 175.
• Sein and complementations → B p. 166.
• Determiners (nominative):
  eine/keine; mein/meine → D 2 p. 179.

Remembering
• Putting words in the right order.
• Links with haben or sein.

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.
Scene 1: Paula gets her own back.

Scene 2: Papageno in the street carnival.

Scene 3: Icarus in the street carnival.

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 [1], 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 does that mean? Tick.

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.

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?

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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
☑/14 Scene 1: A new assignment for Philipp and Paula.
☑/15 Scene 2: Tourists on a bus.
☑/16 Scene 3: A souvenir seller is trying to sell toy UFOs.
☑/17 Modal verb wollen.
☑/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.

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Recognising structures
• Saying what you would like by using modal verbs: Ich möchte aussteigen. Ich will die Kreise sehen.
• Verbal brace with modal verbs

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.
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

1/19 Scene 1: An offer.
1/20 A message.
1/21 Scene 2: In the forest at night.
1/22 Scene 3: On the road.
1/23 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. S. 178.
• Determiners (nominative singular and plural): keine, meine, deine → D 2. S. 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.
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

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

Understanding

Recognising structures

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.
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.

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.

EXERCISES  EPISODE 22
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.

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 (3rd person nominative and accusative): der Surfer – Er ist weg. Die Polizei sucht ihn. die Zeitung – Ich kaufe sie.
• Article as pronoun: Die ist interessant.

Remembering
• Philipp bekommt – Paula möchte – Philipp nimmt.
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.

Listening strategy
• Use sounds to help to understand something.

Listening
listen 38 Scene 1: A surfing and diving school.
listen 39 Scene 2: A diver.
listen 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 17 p. 175.
• Forming the past participle → D 1 18 p. 176.
• Verbal brace in the perfect → D 1 18 p. 176.
• Modal verb müssen → D 1 17 p. 173.

Remembering
• Past participle forms.
• Talking about the past.

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.

Listening strategy
• Recognise a mood from the tone of voice (e.g. an argument).

Listening
listen 41 Scene 1: A celebration.
listen 42 Scene 2: Money…
listen 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:
- Inseparable prefixes:
  - be- (bekommen), er- (erzählen), ver- (verleihen)
  - → D 1 [175] 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.

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.


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.
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.

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
Scene 1: A party for Ayhan.
Scene 2: A question.
Scene 3: An announcement.
Scene 4: A farewell speech.
Scene 5: A farewell gift.
Scene 6: A stuffed toy.
Scene 7: A farewell song.
→ Texts of the audio scenes: p. 144f.

Understanding
• 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. 136  SOLUTIONS

In open-ended exercises, e.g. “formulate sentences”, there is not just one correct answer. The examples given are merely suggested answers.
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 to 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 ③.

P. 164 A 4 Imperative sentence: In the imperative sentence (requests, demands, etc.) the conjugated verb is at position ③.

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 Modal verbs in the sentence (wollen).

P. 164 A 5 Verbs with separable prefix (einladen).

P. 164 A 5 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 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 which 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/heißen + nouns): The nouns after sein/heißen 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.
The positions of constituents are relatively free in German. Despite this, there are some basic rules of sentence construction.

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

The declarative sentence

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

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.

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

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

**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.

**Question**

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

- **Question without a question word (Ja/Nein question)**: In questions without a question word, the conjugated verb is at position 1.

**Imperative sentence**: In the imperative the conjugated verb is at position 1, the subject is at position 2. In the 2nd person singular the subject is dropped.

**Summary: Verb position in the sentence**

- verb at position 2.
- verb at position 1.
P. 175 D 1  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  Tense forms of the verbs (past tense): When we refer to the past in German, this is expressed by the past tense 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  Past tense of sein

P. 175 D 1  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  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  Past participle in the sentence: The past participle always goes right to the end of the sentence.

P. 176 D 1  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  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  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  Indefinite article (nominative)

P. 178 D 2  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  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  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 Zeitenungen.
• Fixed phrases: Geld haben.

P. 178 D 2  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  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  Possessive article: 1st + 2nd 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  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  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  Personal pronouns: 3rd person: The personal pronouns in the 3rd person (in the singular er/stiel und 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  Personal pronouns: accusative 3rd 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 3rd person changes: er → ihn. Of the other personal pronouns you know only the 2nd person singular: Ich verstehe dich nicht.

P. 180 D 3  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 niemand/einem. The ending -en is, however, often left out. Etwas and nichts do not change.

P. 180 D 2  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 0 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 Cases which prepositions take

P. 182 D 4 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 Adjectives in front of nouns: After the definite article, the ending in the nominative singular is always -e.

P. 183 D 8 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 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 Modal particles

P. 184 D 9 Degree particles

P. 184 D 9 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.

2b Wie gut sind Ihre Deutschkenntnisse

| □ sehr gut |
| □ gut |
| □ mittel |
| □ eher schlecht |
| □ gar keine |

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“
☐ 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

Vielen Dank für Ihre Hilfe.