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# VORSPRUNG

THIRD EDITION

A Communicative Introduction to  
German Language and Culture

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# 12 KAPITEL ZWÖLF

## Ende gut, alles gut! 461

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*Vorsprung* is a complete first-year program designed for beginning students of German. It offers a communicative introduction to the German language and culture and provides beginning German students with the necessary skills for successful communication in today's rapidly changing world by exposing them to a wealth of written and spoken authentic textual materials. The first two parts (*Anlauf* and *Absprung*) are organized around a spoken and written text, respectively. *Vorsprung* combines a focus on spoken and written texts with interactive, in-class activities that foster accuracy in the language and give students ample opportunity to practice realistic German in authentic contexts.

## Chapter Organization

The Student Text is divided into twelve chapters, each focusing on a different aspect of German culture. Each chapter is divided into three main parts. (Chapter 1 deviates slightly from this format). The first two parts (*Anlauf* and *Absprung*) are organized around a written or spoken text. The third part (*Ziel*) is devoted to culminating and integrative tasks and activities. Extensive pre- and post-listening or reading work is provided. In addition, important structural and lexical aspects of German are systematically explored in the first two parts of each chapter (except Chapter 12, which practices material from all the other chapters). The storyline begun in the *Anlauf* part is continued with a listening text (*Endspurt*) on the *Vorsprung* Student Companion Website ([cengagebrain.com](http://cengagebrain.com)).

**Chapter opener** Each chapter begins with a photo focusing on the cultural themes of the chapter. A statement of the chapter's communicative, structural, lexical, and cultural goals is included to provide students with an overview of what they can expect to learn in the chapter.

**Anlauf (Warm-up)** The first main section of each chapter (*Anlauf*) features the *Anlauftext*, an audio text in dialogue form, much like a graphic novel, which can also be found recorded on the in-text audio program. The *Anlauf* section presents new grammatical structures and important vocabulary in context, as well as the cultural theme of the chapter. Chapter 1 has two *Anlauf* sections.

**Vorschau (Preview activities)** The *Anlauf* section begins with the *Vorschau* activities, pre-listening activities that function as advance organizers. There is a variety of activities used for pre-listening. The **Thematische Fragen** (*Thematic questions*) help students activate prior knowledge of themes, vocabulary, and structures before listening to the *Anlauftext*. The **Wortdetektiv** or **Satzdetektiv** activities (*Word- or sentence-detective activities*) help students focus on synonyms and build their active vocabulary base. Other predictive activities help students establish context before listening to the text. The *Vorschau* section further promotes awareness of the culture of German-speaking countries and highlights cross-cultural contrasts.

**Anlauftext** The *Anlauftext* is recorded on the in-text audio program and is represented visually by a storyboard in the textbook. To aid comprehension, students can listen to the *Anlauftext* while following the visual cues of the storyboard in their texts. The storyboards are a unique feature of *Vorsprung*. In the *Anlauftext*, students meet Anna Adler, an American studying for a year in Germany, along with Anna's German relatives, the Günthers, and her new friends at the university in Tübingen. All these frame the story line and unify the contents of Chapters 1–12.

**Rückblick (Post-viewing)** The activities in the *Rückblick* section guide students from initial comprehension of the text to personalization of the topics in the text. The **Stimmt das?** (*True or false?*) activity, the first activity in the section, provides a quick check

of the content to determine how much of the text students understood. The **Kurz gefragt** (*Short-answer questions*) activity guides students to produce more complete statements about the text. The **Textdetektiv** activity guides students as they explore the **Anlauf** text for grammatical and lexical structures to learn “how German works.” Further activities encourage students to use the **Anlauf** text as a jumping-off point for giving more personal reactions to the text. An **Ergänzen Sie** (*Fill-in*) activity in the Student Activities Manual asks students to focus on new vocabulary in the context of the text.

**Strukturen und Vokabeln (Structures and vocabulary)** These sections (in chapters 1–11) appear after the **Rückblick** in the **Anlauf** and **Absprung** sections. Each is organized around a selection of important language functions, such as describing yourself, asking for information, or expressing likes and dislikes. Each language function is identified with a roman numeral.

The grammar structures needed to perform each language function are clearly and concisely explained in English. Numerous easy-to-interpret charts, tables and examples aid comprehension. In addition, the vocabulary needed to fulfill the language function is presented in sections called **Wissenswerte Vokabeln** (*Vocabulary worth knowing*). Groups of thematically related words and phrases are presented in a richly illustrated format, eliminating the need for translation. This contextual approach to vocabulary presentation coincides with the functional and thematic approach of the book. A wide variety of productive and receptive activities are interspersed throughout the **Strukturen und Vokabeln** sections to aid in language development.

**Absprung (Take-off)** The second main section of each chapter revolves around the **Absprungtext**, an authentic written text produced originally for native speakers of German. (Note that there is no **Absprung** section in Chapter 1.) The **Absprung** section parallels the format of the **Anlauf** section by beginning with pre-reading activities in a **Vorschau** section. Many of the same activity types are used here to activate prior knowledge and to prepare students for reading and understanding the text. The **Absprungtext** itself is reproduced in as authentic a format as possible. Text types offered in this section include advertisements, brochures, newspaper and magazine articles, online activities, interviews, letters, time lines, internet blog entries and articles, and fairy tales. All text types relate directly to the chapter theme and to the continuing story presented in the **Anlauf** sections, and were selected for their high frequency of occurrence and usefulness to students.

The **Absprungtext** is followed by post-reading activities featured in a **Rückblick** section, which is very similar to the **Rückblick** section that follows the **Anlauf** text.

The **Absprung** section ends with another **Strukturen und Vokabeln** section, which parallels the **Strukturen und Vokabeln** section at the end of the **Anlauf**. Additional high-frequency language functions and the grammar and vocabulary to perform them are also presented and practiced. Readings from the **Absprungtext** can also be found on the in-text audio program.

**Ziel (Target)** As its name implies, the **Ziel** section is the culminating point of the chapter (there is no **Ziel** section in Chapter 1). The **Zielaktivitäten** guide students in activities that recycle and review structures and vocabulary learned in the chapter in task-based progression. By completing these culminating activities, students will demonstrate their success in reaching the learning goals listed in the chapter opener.

**Wortschatz (Vocabulary list)** Each chapter ends with a **Wortschatz** section that lists all the active words and expressions taught in the chapter. The vocabulary has been categorized by semantic fields, which facilitates acquisition of new vocabulary by encouraging students to associate words and word families.

## Other Features of the Chapter

**Brennpunkt Kultur (Focus on culture)** These cultural notes appear throughout the chapter, as appropriate. Each note provides background information and insightful commentaries in English on themes encountered in the chapter. They are rich in descriptive detail and include additional thematic German vocabulary. Each Brennpunkt Kultur note is followed by a thought-provoking cross-cultural activity called Kulturkreuzung, which encourages higher-level thinking about the cultural information and students' cultural assumptions. Starting in Chapter 4 this activity asks students to reflect on their own culture and the target culture using German. The **Vorsprung** Website provides Web addresses for additional information about the cultural notes.

**Kulturnotiz (Culture note)** Interspersed throughout the chapters are short cultural notes in the margin that alert students to interesting or useful cultural knowledge related to the task or topic at hand.

**Sprache im Alltag (Everyday language usage)** These short descriptions of variations in spoken German highlight useful vocabulary and expressions.

**Freie Kommunikation (Free communication)** These featured activities appear at regular intervals in the chapter, especially as the culminating activities for the **Strukturen und Vokabeln** sections. Students are guided through role-play situations in which they practice the communicative functions that have been introduced.

**Schreibecke (Writing activities)** These special activities accompany the **Freie Kommunikation** activities throughout the chapter. They provide students with authentic tasks and the opportunity to practice their written skills in short, manageable writing assignments.

**Activity icons** With the exception of the Kulturkreuzung, all activities are numbered consecutively throughout the chapter. Each activity is preceded by one of three icons:



Receptive activities require students to recognize printed utterances. Productive activities require them to produce their own utterances. Interactive activities are productive activities that involve two or more students working together.

## Enrichment Sections

**Vorsprung, Third Edition** contains four two-page special enrichment sections. **Deutsch im Beruf (Career German)** appears after Chapters 3 and 9. The first of these sections highlights practical vocabulary and information about using German in the tourist industry right here at home. The second offers information about finding a job in which a knowledge of German is an asset. **Literarisches Deutsch (Literary German)** appears after Chapters 6 and 12. These two sections offer the opportunity to read lyric poetry by well-known authors from the nineteenth and twentieth centuries and by one anonymous poet from the Middle

Ages. Warm-up and comprehension activities ensure a successful first experience with the beauty of the German language as it is used in German literature.

## Supplementary Materials for Students

**Student Activities Manual (SAM)** The **Student Activities Manual** is a three-part volume combining the **Schriftliche Übungen** (*Written exercises*), **Hörübungen** (*Listening exercises*), and **Video** activities for the **Vorsprung** program. All are coordinated with the **Vorsprung** text.

The **Schriftliche Übungen** provide practice on structures, vocabulary, reading comprehension, culture, and writing skills, all designed to expand upon the work in the Student Text. The **Hörübungen** are designed to be used in conjunction with the SAM Audio Program. The activities focus on developing aural comprehension of spoken German. The audio texts reflect the themes, structures, and vocabulary encountered in the Student Text. The **Video** activities have students work with the **Vorsprung Video DVD**.

Accompanying SAM Audio and Video files can be accessed through the Premium Website.

**Companion Website** This open access website offers basic assets like the Text Audio Program and the **Endspurttexte**. The Text Audio Program complements the twelve chapters of **Vorsprung**. Each chapter includes recordings of the **Anlaufertext**, the **Absprungtext** (when appropriate), and any applicable dialogues from the textbook chapters.

A new feature to the Companion Website is an extension of the Student Text called **Endspurt**. The **Endspurt** continues the storyline of the **Anlaufertext**. **Vorschau** activities, much like those in the **Anlauf** section of the Student Text, prepare students to listen to and understand the **Endspurttext**. The **Endspurttexte** themselves incorporate the structures and vocabulary of the chapter in a free-flowing dialogue spoken at normal speed by native speakers of German. While listening to the **Endspurttexte** online, students can simultaneously view art-based cues that help their listening comprehension. After listening to the **Endspurttext**, students do follow-up activities in the **Rückblick** section that foster both comprehension and expansion skills. Further practice of vocabulary and structures from the **Endspurt** feature can be found in the SAM.

**Premium Website** The Premium Website for **Vorsprung** includes the SAM Audio Program, Video Program, audio flashcards, tutorial quizzes, and a variety of activities and resources to help you practice German, review for quizzes and exams, and explore German-language websites.

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MLC



*Vorsprung, Third Edition*, offers students a communicative introduction to the German language and culture that fosters active use of the German language. The *Vorsprung* materials are designed to provide ample opportunity for you to practice realistic German in authentic contexts. While the program emphasizes all four language skills—listening, speaking, reading, and writing—it places a special emphasis on the development of good listening skills as a foundation for the other skills.

## Did you know . . . ?

- that when children learn their own language, they develop their listening skills first?
- that you spend about 40% of your time each day listening in your own language?
- that listening skills do not erode as quickly as speaking skills?
- that good listening skills can prove valuable in the development of speaking and writing skills?

## What does this mean for learning German?

- While doing listening activities, concentrate initially on comprehension without being too anxious about speaking. You will be asked to speak and write more German gradually, as your listening skills develop.
- Listen carefully to your instructor. He or she—along with the audio and video recordings—will be your primary models for good German.
- Listen carefully to other students in the class. You can learn a lot from them. Pay close attention to the words they use, their pronunciation, and their partner's comprehension and reaction to what they say.
- Listen carefully to what you are saying. This may seem difficult at first, but as time progresses it will become easier.

## What else is important when learning German?

- **Learn to focus** on what you do understand and rely on your own intuition to guess at the meanings of words. Don't become discouraged by what you don't understand.
- **Have realistic expectations.** Real fluency in another language can take years of study and may seem slow at first; during the first few weeks you may only be able to produce a word or two. However, by the end of Chapter 6, you can fully expect to be speaking in sentences about your family, your possessions, and your likes and dislikes. After two years of study you will find yourself quite comfortable conversing in German.
- **Be realistic** in your expectations of your pronunciation of German. Nobody expects you to have perfect pronunciation right away. With practice and time, your pronunciation will improve. Remember, communication is the goal of *Vorsprung*.
- **Challenge yourself.** Try to express yourself in novel ways and go beyond using language that you have rehearsed extensively.
- **Develop good study skills.** Set aside enough time each day to listen to the recordings or read the texts several times until you are comfortable with them. Let the accompanying activities guide you through different levels of comprehension. Ask your instructor for help when things are unclear.

- **Assume responsibility** for your own learning. Prepare before you come to class. For example, you are expected to read the grammar explanations on your own. Class time should be used for learning experiences you cannot get on your own, especially for communication and interaction with other students, as well as listening to authentic spoken German. Make an effort to use German whenever you can and to learn to say everyday phrases in German. Try to acquire vocabulary that is relevant to your own communicative needs.
- **Study the models in *Vorsprung*** and be sure that you understand the structures and vocabulary used in them.
- **Know your learning style.** Develop an approach to working with the information provided in *Vorsprung* that suits your particular learning style or needs. Try to assess how you learn best; for example, through visualizing concepts or associating them with each other, through listening to recordings or hearing yourself formulate statements aloud, or perhaps through writing things down and underlining them. Do whatever you find helpful for learning German.
- **Develop a vocabulary strategy.** When learning new vocabulary, practice writing new words on note cards or identifying objects in your environment with stick-on tags. You may also find it helpful to record new vocabulary and play it back to yourself. Try to organize words into small, manageable groups categorized thematically, by gender, by ranking, or by some other system. Continually test your knowledge of these new words. Avoid memorizing lists of words. Learn to associate new words with the visual or linguistic context provided in *Vorsprung*.
- **Learn to use a dictionary,** but don't let your dictionary become a substitute for effective reading strategies. This can undermine your ability to associate meaning with new words and may inhibit your acquisition of German.
- **Keep an open mind** to new information. Much of what you learn about the German language and culture may seem different and strange at first. Maintaining an openness to new things is an important tool in learning about another language and culture.
- **Expect to make lots of errors** as you learn German. However, you will also be expected to learn from your mistakes and to make fewer and fewer errors as you progress. When you do make mistakes in class, listen carefully to what your instructor says. It should be your model for fashioning your own speech. The authors and your instructor want to congratulate you for deciding to learn German. You have made a very exciting and valuable educational choice.

*Viel Spaß!*



Zucchi Uwe/Picture Alliance/Photoshot

Die Studenten sind in Hörsaal 20.

# Fangen Sie bitte an.

In this chapter you will learn to introduce yourself, ask for and spell names, identify common classroom objects, and identify and describe classmates.

## Kommunikative Funktionen

- > Understanding and giving commands
- > Making polite requests with **bitte**
- > Describing yourself and others
- > Asking for someone's name
- > Asking for information and clarification
- > Identifying people, nationalities, colors, and classroom objects

## Strukturen

- > The formal imperative
- > The word **bitte**

- > Subject pronouns
- > The verb **sein**
- > The three forms of the pronoun *you*
- > The verb **heißen**
- > Question formation (including **wie bitte?**)
- > Noun gender and number
- > The nominative case: definite and indefinite articles
- > Negation with **nicht** and **kein**
- > Subject of a sentence
- > Predicate nominative
- > Pronoun substitution

## Vokabeln

- > The alphabet
- > The numbers 0 to 1000
- > Adjectives for personal description
- > Classroom objects
- > Colors
- > Country names and nationalities




## Kulturelles

- > Greetings and farewells
- > Titles of address
- > Where German is spoken

# ANLAUF I

*Albtraum: nightmare*

This previewing section helps you establish the context of the text and understand important text vocabulary.

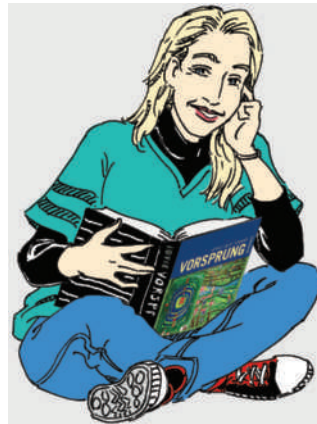
The symbol for productive activities is  and the one for receptive activities is . Interactive activities have the pair or group icon . Receptive activities require that students recognize a printed utterance. Productive activities require that students produce their own sentences in German. Interactive activities usually involve two or more students talking.

*Previewing activities*

Most German verbs in the infinitive (the equivalent of English *to + verb*, e.g., *to have*) end in **-en**. German nouns are always capitalized.

## Annas Albtraum<sup>o</sup>

In **Anlauf I** you are going to meet Anna Adler, an American student from Fort Wayne, Indiana, who is planning to study in Tübingen, Germany, for a year. Although excited about her year in Tübingen, Anna is also nervous and exhausted and falls asleep. In her dream, Anna works through her fears about being in a class in Germany and not being able to say what she wants.



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## Vorschau<sup>o</sup>



1

**Deutschtest** (*German test*.) Find out how much German you already know. Match the following German words with their English equivalents in the right-hand column.

### Deutsch

1. *sprechen*
  2. *der Pass*
  3. *kommen*
  4. *Deutsch*
- 
5. *Kanada*
  6. *Deutschland*
  7. *heißen*
  8. *Amerika*
- 
9. *haben*
  10. *Willkommen!*
  11. *aus*
  12. *Auto*
- 
13. *fragen*
  14. *Mann*
  15. *Frau*
  16. *sagen*

### Englisch

- a. to come
  - b. German
  - c. to speak
  - d. the passport
- 
- e. America
  - f. Germany
  - g. Canada
  - h. to be called
- 
- i. from (*a country*)
  - j. car
  - k. to have
  - l. Welcome!
- 
- m. to say
  - n. woman
  - o. to ask
  - p. man



**2 Thematische Fragen** (*Topical questions.*) Discuss the following questions with your instructor or in pairs.

1. What feelings might you have if you were going to study abroad for a year in a German-speaking country? What things might excite or concern you?
2. What apprehensions could a beginner have about the language learning process? Where might those apprehensions come from?
3. How did you feel about coming to your first German class?

**3 Machen Sie bitte mit** (*Please join in.*) Listen as your instructor models the commands below and then asks you to carry them out.



Stehen Sie auf.



Setzen Sie sich.



Drehen Sie sich um.



Gehen Sie an die Tafel.



Schreiben Sie.

**4 Wortdetektiv** (*Word detective.*) Which words convey approximately the same meaning? Match the German word to its logical English equivalent.

**Deutsch**

1. *grau*
  2. *Entschuldigung!*
  3. *fragen*
  4. *der Traum*
  5. *nichts*
- 
6. *Gott sei Dank!*
  7. *der Hörsaal*
  8. *verstehen*
  9. *schnell*
  10. *suchen*

**Englisch**

- a. Excuse me!
  - b. to ask
  - c. the dream
  - d. nothing
  - e. gray
- 
- f. to seek, to look for
  - g. quickly
  - h. the lecture hall
  - i. Thank God!
  - j. to understand



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**Thematische Fragen.** These questions are intended as a warm-up exercise before you read the German text. They activate ideas about the topic and prepare you for the reading. Starting in **Kapitel 4** these questions will be in German.

**Wortdetektiv.** Intuition can be useful when it comes to deciphering new German words. You don't need to understand every word to get the gist of a text. Look for words that may be similar to English. Also remember that German nouns begin with capital letters and that verb infinitives end with **-en** or **-n**.

# Anlaufertext I    Annas Albtraum



Track 1-2

Now listen to the recording. Study the pictures first, then listen to the text. You should not be reading along the first time you hear the text.

Anna hat einen Albtraum ...



Da ist die Universität in Deutschland:  
groß, grau, unpersönlich.



Anna sucht Hörsaal 20.



Anna fragt eine Studentin:

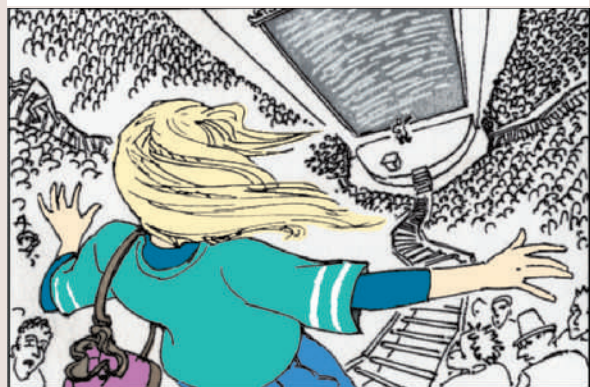


Die Studentin sagt nichts.



Anna findet Hörsaal 20  
und macht die Tür auf.

Aber die Tür knallt zu. Alle drehen sich um.





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**Rückblick.** This section guides you from understanding parts of the text to producing language based on the text.

**Stimmt das?** Do this exercise after reading the **Anlaufertext** once to determine how much you understood.

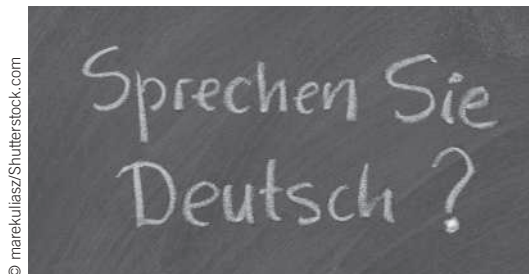
## Rückblick°

➔ **5 Stimmt das?** (*Is that correct?*) How much of the text can you remember without looking back at it? Look over the following statements and mark the true statements as **Ja, das stimmt**. Mark the false statements as **Nein, das stimmt nicht**. Then, listen as your instructor reads the statements aloud and models their pronunciation. If the statement is true, say **Ja, das stimmt**. If the statement is not true, say **Nein, das stimmt nicht**.

	<i>Ja, das stimmt.</i>	<i>Nein, das stimmt nicht.</i>
1. Anna hat einen Albtraum.	<input type="radio"/>	<input type="radio"/>
2. Die Universität ist groß, grau und unpersönlich.	<input type="radio"/>	<input type="radio"/>
3. Anna fragt eine Studentin: „Bin ich hier richtig?“	<input type="radio"/>	<input type="radio"/>
4. Die Studentin sagt: „Ja.“	<input type="radio"/>	<input type="radio"/>
5. Anna findet den Hörsaal und macht die Tür auf.	<input type="radio"/>	<input type="radio"/>
6. Die Studenten sagen: „Hallo, Anna! Willkommen in Tübingen!“	<input type="radio"/>	<input type="radio"/>
7. Der Professor fragt: „Was suchen Sie?“	<input type="radio"/>	<input type="radio"/>
8. Anna ist nervös und sagt nichts.	<input type="radio"/>	<input type="radio"/>
9. Der Professor fragt Anna: „Wie heißen Sie? Wie heißen Sie?“	<input type="radio"/>	<input type="radio"/>
10. Annas Mutter sagt: „Anna! Anna! Anna! Wach auf!“	<input type="radio"/>	<input type="radio"/>

↩ **6 Ergänzen Sie** (*Complete these sentences.*) Complete these questions and statements with words from **Anlaufertext I**. Look back at the text as often as you like to read the sentences and see the words in context.

1. Anna hat einen \_\_\_\_\_.
2. Da ist die \_\_\_\_\_ in Tübingen: \_\_\_\_\_, grau und \_\_\_\_\_.
3. Anna sucht \_\_\_\_\_ 20.
4. Anna fragt eine \_\_\_\_\_: „Entschuldigung! Bin ich hier richtig?“
5. Die Studentin sagt \_\_\_\_\_.
6. Der Professor sagt: „\_\_\_\_\_ Sie sich! Aber schnell!“
7. Der Professor fragt: „Wie \_\_\_\_\_ Sie?“
8. Der Professor fragt: „\_\_\_\_\_ Sie das nicht? Wie heißen Sie?“
9. Der Professor sagt: „\_\_\_\_\_ Sie an die Tafel!“
10. Annas Mutter sagt: „Anna! Anna! Anna! \_\_\_\_\_!“





## 7

**Kurz gefragt** (*Brief questions.*) Now try using what you have already learned to answer some simple German questions about Anna's dream. The two question words that recur frequently are **wer** [*who*] and **was** [*what*]. Be as complete in your answers as you can, but just a word or two may be enough.

1. Was sucht Anna?
2. Wer sagt: „Bin ich hier richtig?“
3. Was sagt die Studentin?
4. Wer sagt: „Setzen Sie sich!“?
5. Was fragt der Professor?
6. Was sagt Anna?
7. Wer sagt: „Anna! Anna! Anna! Wach auf!“?



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**Bin ich hier richtig?**

### Sprache im Alltag: Breaking into a conversation with **Entschuldigung, Verzeihung, Pardon**

German speakers use one of several expressions to interrupt or engage a speaker politely in a conversation: **Entschuldigung! Verzeihung! Pardon!** All three mean essentially *Excuse me!* Whereas **Entschuldigung** frequently gets shortened to something like **Schuldigung**, **Verzeihung** and **Pardon** only occur in the full form. Since **Pardon** is French, it tends to be used more in regions where French is more commonly heard, e.g., in the west, or among speakers who are comfortable with the pronunciation of the word. **Verzeihung** tends to be the least commonly used form.

**Pardon** is pronounced like the French. The accent is on the last syllable and it is nasalized.

**Strukturen und Vokabeln.**

This section guides you through many important features of German grammar necessary for communication. Annotations tell you which structures you are expected to produce and which ones you are only expected to recognize.

See the **Arbeitsbuch** (Student Activities Manual) for additional practice with structures and vocabulary.

## Strukturen

### I Understanding commands and requests

#### The imperative

##### A. Formation of the formal imperative

The infinitive (**der Infinitiv**), the basic form of all German verbs, consists of a stem plus the ending **-n** or **-en**. The infinitive is the form listed in dictionaries and in the glossary at the end of this book.

Stem	+	Ending	=	Infinitive
geh	+	en	=	gehen to go
wander	+	n	=	wandern to hike

A formal command uses the infinitive form of the verb (**das Verb**). The formal imperative (**der Imperativ**) is usually formed by placing an infinitive-like verb at the beginning of the sentence followed by the pronoun **Sie** [*you*].

**Schreiben Sie.**                      *Write.*  
**Gehen Sie** an die Tafel.        *Go to the blackboard.*

The formal imperative for the verb **sein** [*to be*] is **seien**.

**Seien Sie** still.                      *Be quiet.*

In German, commands are sometimes written with an exclamation point (!). Speakers usually lower their pitch at the end of a command. The word **nicht** [*not*] is used to make a command negative. You will learn more about the position of **nicht** in **Kapitel 2**.

Schreiben Sie **nicht!**              *Don't write!*



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**Seien Sie bitte still!**

## Wissenswerte Vokabeln: Aktivitäten im Klassenzimmer°

Understanding your instructor's requests



Stehen Sie still.



Laufen Sie.



Lachen Sie.



Machen Sie das Buch auf.



Machen Sie das Buch zu.



Lesen Sie das Buch.

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### B. The word *bitte*

The word **bitte** [*please*] softens commands and makes them into requests. **Bitte** can appear at the beginning, in the middle, or at the end of a request.

**Bitte**, gehen Sie an die Tafel.

Gehen Sie **bitte** an die Tafel.

Gehen Sie an die Tafel, **bitte**.

➔ **8** **Bitte, stehen Sie auf** Listen as your instructor gives the following requests. You should only carry out requests given with **bitte**.

**BEISPIEL** (Bitte) stehen Sie auf.

1. (Bitte) sagen Sie „Guten Tag“.
2. (Bitte) setzen Sie sich (bitte).
3. (Bitte) gehen Sie (bitte) an die Tafel.
4. (Bitte) machen Sie die Tür auf.

*im ...: in the classroom*