Workbook
to accompany

Deutsch: Na klar!
An Introductory German Course

Sixth Edition

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Di Donato • Clyde • Vansant
Preface xii
  How the Workbook Corresponds to the Main Text xii
  Improvements in the Sixth Edition xii
  To the Student xiii
  To the Instructor xiv
  Acknowledgments xiv

Einführung 1
  Hallo! Guten Tag! Herzlich willkommen! 1
  Wie schreibt man das? 2
  Hallo! – Mach’s gut! 3
  Na, wie geht’s? 4
  So zählt man auf Deutsch. 5
  Sie können schon etwas Deutsch! 8
  Nützliche Ausdrücke im Sprachkurs 11
  Journal 13

Kapitel 1 Das bin ich 15
  Alles klar? 15
  Wörter im Kontext 16
    Thema 1 Persönliche Angaben 16
    Thema 2 Sich erkundigen 17
    Thema 3 Eigenschaften und Interessen 18
  Wortschatz 20
  Grammatik im Kontext 20
    Nouns, Gender, and Definite Articles 20
    Personal Pronouns 21
    The Verb: Infinitive and Present Tense 22
      Use of the Present Tense 22
    The Verb sein 23
    Word Order in Sentences 23
    Asking Questions 24
  Sprache im Kontext 26
    Lesen 26
    Na klar! 28
  Journal 29

Kapitel 2 Wie ich wohne 31
  Alles klar? 31
  Wörter im Kontext 32
    Thema 1 Auf Wohnungssuche 32
    Thema 2 Auf Möbelsuche im Kaufhaus 34
    Thema 3 Was wir gern machen 35
Wortraum 37
Grammatik im Kontext 38
   The Verb haben 38
   The Nominative and Accusative Cases 38
      The Indefinite Article: Nominative and Accusative 38
      The Definite Article: Nominative and Accusative 39
      The der-Words dieser and welcher 40
   Negation: nicht and kein 41
   Verbs with Stem-Vowel Changes 42
   The Plural of Nouns 44
Sprache im Kontext 46
   Lesen 46
   Na klar! 47
Journal 48

Kapitel 3 Familie und Freunde 49
   Alles klar? 49
Wörter im Kontext 50
   Thema 1 Ein Familienstammbaum 50
   Thema 2 Der Kalender: Die Wochentage und die Monate 51
   Thema 3 Feste und Feiertage 53
Wortraum 54
Grammatik im Kontext 55
   Possessive Adjectives 55
   Personal Pronouns in the Accusative Case 55
   Prepositions with the Accusative Case 57
   The Verbs werden and wissen 58
Sprache im Kontext 60
   Lesen 60
   Na klar! 61
Journal 62

Kapitel 4 Mein Tag 63
   Alles klar? 63
Wörter im Kontext 64
   Thema 1 Die Uhrzeit 64
   Thema 2 Pläne machen 65
   Thema 3 Kino, Musik und Theater 67
Wortraum 68
Grammatik im Kontext 68
   Separable-Prefix Verbs 68
      The Sentence Bracket 69
   Modal Auxiliary Verbs 71
      The Present Tense of Modals 71
   The Imperative 72
      Formal Imperative / Particles and bitte with the Imperative 72
      Informal Imperative 73
Kapitel 5 Einkaufen  81
Alles klar?  81
Wörter im Kontext  82
Thema 1 Kleidungsstücke  82
Thema 2 Beim Einkaufen im Kaufhaus  85
Thema 3 Lebensmittel  86
Wortraum  88
Grammatik im Kontext  89
The Dative Case  89
Personal Pronouns in the Dative  89
Articles and Possessive Adjectives in the Dative  90
The Dative Case for Indirect Objects  91
Verbs with a Dative Object Only  92
Prepositions with the Dative Case  93
Interrogative Pronouns wo, wohin, and woher  96
Sprache im Kontext  97
Lesen  97
Na klar!  98
Journal  99

Kapitel 6 Wir gehen aus  101
Alles klar?  101
Wörter im Kontext  102
Thema 1 Lokale  102
Thema 2 Die Speisekarte, bitte!  104
Thema 3 Im Restaurant  106
Wortraum  107
Grammatik im Kontext  108
Two-way Prepositions  108
Describing Location  109
Describing Placement  110
Expressing Time with Prepositions  111
Expressing Events in the Past  112
The Simple Past Tense of sein and haben  112
The Simple Past Tense of Modals  114
Sprache im Kontext  116
Lesen  116
Na klar!  118
Journal  119

Kapitel 7 Freizeit und Sport  121
Alles klar?  121
Wörter im Kontext  122
Preface

The Workbook to accompany Deutsch: Na klar! Sixth Edition includes an Einführung plus fourteen chapters, all correlating with the main text to offer written practice of vocabulary and grammar, additional reading materials and activities, and special activities to develop thinking and writing skills in German. Art, maps, realia, and various graphics enhance the learning process throughout the Workbook. Whenever appropriate, a Landeskunde-Info or Sprach-Info feature explains curiosities or points of interest in the realia.

How the Workbook Corresponds to the Main Text

Alles klar? utilizes the opening photo from the main text to start developing the chapter theme. The accompanying activity engages students in a visual reading of the image using familiar vocabulary.

Wörter im Kontext follows the order of the Themen in the main text. Section by section, it helps students comprehend, acquire, and practice the chapter vocabulary.

Wortraum, an exclusive feature of the Workbook, allows students a space in each chapter—always following the Wörter im Kontext—in which they can choose and apply chapter vocabulary items of personal interest.

Grammatik im Kontext follows the sequence of grammar presentations from the main text. It features written exercises that focus on the understanding, practice, manipulation, and application of grammatical forms and structures.

Sprache im Kontext offers authentic texts for additional reading practice. As in the main text, a skimming and/or scanning activity introduces the general idea of the reading, and a follow-up activity focuses more intently on language and context. In order to develop specific writing skills, some chapters offer a subsequent writing activity, so that students can respond to the general theme of the reading or personalize some aspect of it through writing.

Na klar!, an exclusive feature of the Workbook, once again calls students' attention to the entire context or some detail of the opening photo of the main text. Through this second look, students can experience a sense of satisfaction and progress, as they comfortably apply newly acquired vocabulary and grammar in an engaging activity.

Journal, a familiar feature of the Workbook, offers guidelines, suggestions, questions, and a variety of prewriting techniques that enable students to think about a topic and to conjure up ideas and vocabulary items without needing to turn to the main text or to a dictionary for help. The goal is for students to write freely and comfortably, applying the skills and knowledge of the language they have acquired up to any given point—without the fear of making mistakes. (Please see To the Student and To the Instructor in this preface for further explanation of journal writing and for suggestions for responding to the journal entries.)

Improvements in the Sixth Edition

- New or updated grammar exercises in many chapters ensure a firmer foundation on which to build thinking, speaking, reading, and writing skills in German.
- New realia, visuals, and texts offer fresh material while retaining the strengths of past editions.
- Many Journal activities offer more guided writing practice.
- The Workbook has been revised to adhere to the latest official spelling rules and Duden recommendations.
To the Student

_Wortraum_: This is the space and location where you can identify, work out, and practice your own vocabulary interests and needs. Feel free to annotate the margins and attach additional cards or sheets of notes to the pages, anything that works for you in your accumulation of vocabulary.

_Complete and incomplete answers_: Some exercises call for a short answer _(eine kurze Antwort)_ , others may require complete sentences _(vollständige Sätze)_ , depending on whether the focus is on the expression of information within a key grammar point or on the broader context within the constructions and patterns of German sentences.

_Writing space_: Blank lines or space for writing are offered in the _Workbook_. Whenever an activity requires a separate sheet of paper, you will see this icon: ☐

_Answer key_: At the end of the _Workbook_ you will find answers to all exercises except those that call for your personal, individual response or for which many different ways of responding correctly are possible. The key works most effectively if you use it only as a check, after you have completed an assignment. In this way, you can identify for yourself areas that you need to review.

_Alles klar? and Na klar! sections_: As you complete each _Na klar!_ section, take a moment to return to the _Alles klar?_ section at the beginning of the chapter. Congratulate yourself on your language-learning progress!

_Journal_: For this section of the _Workbook_, you will need a notebook of your own choosing, one that you feel comfortable with and that you can use exclusively for journal writing in German.

The prewriting techniques help you think in German and organize your thoughts before you begin writing. Apply these techniques in whatever way works best for you and annotate the _Workbook_ pages freely: check and/or cross out items; modify and personalize phrases; choose and expand ideas you want to include; jot down short answers to applicable questions; reorder information according to your own approach to the subject matter.

You have three choices as you approach each journal entry: 1) write from your own personal perspective; 2) write in the third person about a friend, family member, celebrity, or a fictitious character; 3) write in the first person about a German-speaking persona that you take on and develop as your own. You can stick with one viewpoint through the entire course or switch viewpoints chapter to chapter.

The journal will help you feel comfortable thinking and writing in German. Therefore, set aside a quiet time for writing in your notebook. Express yourself freely and at length. Take risks. Don’t worry about making mistakes; instead, consider errors in your journal entries a natural part of the language-learning process. By the end of the course, you will have completed fifteen journal entries. By comparing early entries with later ones, you will see your dramatic progress for yourself—and, if you wish, you can then catch and correct your own errors in spelling or grammar. Feel free to personalize your journal entries with drawings, diagrams, mementos, photos, or images from magazines—and add captions to these illustrations.

In addition to the enjoyment of personal expression through your journal entries, you will have the satisfaction of communicating with others through written German and of receiving a positive response from your instructor—or, possibly, from another member of your class. If you exchange notebooks, you will enjoy reading, understanding, and responding in written German expressions to someone else’s entry.
To the Instructor

Spelling and grammar: Encourage students to find and correct their own errors. Because students can check their responses to all single-response activities against the answer key, you can focus on responding to open-ended and creative writing activities.

Responses to creative writing: Make corrections and write comments neatly and in handwriting that students can readily decipher. Give feedback in the margins, at the beginning or end of a paper, or on a clean slip of paper attached to the student’s work.

Rewriting: From time to time, ask students to rewrite and fully develop a piece of creative writing. Feedback from you and/or from others in the class will help in this process: What questions does the writing evoke? What areas are unclear? What details could be added? What needs further explanation? What begs for more description? Or, what should be omitted? Try to keep feedback in German, however simple.

Responses to journal entries: See previous sections of this preface for explanations of the journal. Students will write in a separate notebook of their own choosing. Avoid marking spelling or grammar errors in the journals. Instead, give students the satisfaction of knowing they have conveyed meaning through written German. At the end of every journal entry, write a response in simple German: questions to indicate your interest in the subject, positive comments, experiences or ideas that a student’s writing may have evoked, or whatever else comes to mind. Your written comments will validate the communicative process. If your class feels comfortable sharing their journals with others, you might have students read and respond to one another’s entries once they have acquired some vocabulary and techniques.

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Einführung

Hallo! Guten Tag! Herzlich willkommen!

Aktivität 1  Alles klar?

Two college friends greet each other. Cross out the only phrase that would not be appropriate in that situation.

1. Hallo!
2. Guten Tag!
3. Herzlich willkommen!
4. Tag!
5. Grüß dich!
6. Guten Appetit!
7. Geht’s gut?
8. Guten Morgen!

Hallo! Guten Tag! Herzlich willkommen!
Aktivität 2  Willkommen in Deutschland!

Herzlich willkommen!

Guten Morgen!

GUTEN TAG!

A chef in Germany welcomes two North American students to his culinary class. Write the missing words to complete the greetings.

**HERR LANG:** Hallo! _______________ Name ist Peter Lang. _______________ ist Ihr Name bitte?

**FRAU WALL:** Guten Tag, Herr Lang. Ich _______________ Carolyn Wall.

**HERR LANG:** _______________ mich, Frau Wall. Und _______________ kommen Sie?

**FRAU WALL:** Ich _______________ aus Chicago.

**HERR LANG:** Ah ja, Chicago ... Und Sie? Wie _______________ Sie, bitte?

**HERR GRAY:** Ich heiße Jonathan Gray, und ich komme aus Vancouver.

**HERR LANG:** Nun, herzlich _______________ in Deutschland!

Wie schreibt man das?

Aktivität 3  Wie, bitte?

The first letter of each word is correct. Unscramble the remaining letters and write the correctly spelled expressions. For practice, spell each expression aloud in German; then say each expression aloud with appropriate intonation.

A: Getnu Abdne!  

Guten Abend!

B: Gbür dhic!

______________________________

C: Dknae sönhc!

______________________________

D: Btiet shre!

______________________________

Einführung
Hallo! — Mach's gut!

Aktivität 4  Situationen und Reaktionen

Suppose you are studying in Germany. Write an appropriate expression for each situation on the next page. Some situations have more than one possible response.

**SPRACH-INFO**

Notice the ending on the website address: de stands for Deutschland. Austrian addresses end in at, while Swiss addresses end in ch (Confederatio Helvetica, Latin for Swiss Confederation).
1. You run into a friend on the street and ask how he or she is doing.

2. You say good night to your guest family in Germany just before going to your room.

3. You greet your colleague from Munich with an expression that is customary in southern Germany.

4. In the early afternoon you enter a small shop in a northern German city and greet the shopkeeper.

5. You enter your 9:00 A.M. German class and greet your professor.

6. You thank your roommate for a favor.

7. Your roommate acknowledges your comment.

8. You greet your friends in a coffeehouse.

Na, wie geht’s?

Aktivität 5 Wie geht es dir? Und dir? Und ...

As part of his circus act, the clown asks the balloons how they are doing. Write an appropriate response. More than one answer may be possible in each situation.
NAME ___________________________________________  DATUM ______________________  KLASSE __________

CLOWN:  Ballon A, wie geht es dir?

                     A:  Ausgezeichnet!

                     B:  __________

                     C:  __________

                     D:  __________

                     E:  __________

                     F:  __________

Und dir, Ballon B?

Ballon C, wie geht's?

Und dir, Ballon D?

Na, Ballon E, wie geht's?

Und endlich, Ballon F?

So zählt man auf Deutsch.

Aktivität 6  Nummern

Complete the dialogue by writing each digit as a word.

HERR REUTER:  Wie ist die Telefonnummer, bitte?

FRAU WENDT:  Die Nummer ist __________________________, __________________________,

                        __________________________, __________________________,

                        __________________________, __________________________,

HERR REUTER:  Und die Adresse?

FRAU WENDT:  Blumenstraße __________________________

LANDESKUNDE-INFO

Schongau is located in Bavaria. As with many old towns in Europe, a stone wall once surrounded the central area. Passage in and out of the town was through gated openings in the wall. The wall, or portions thereof, still defines the historical center. The Münztor is one of the gates in the wall at Schongau. Names of businesses and institutions often relate to location, in this case the Bücherei (library) am Münztor.

So zählt man auf Deutsch.
Aktivität 7  Teenager

The following teenagers introduce themselves. Write each age as a word to complete the information.

Emma Lippmann (17)  Johanna Vogt (19)
Luca Schwab (16)  Elias Zellmer (13)

1. Tag! Mein Name ist Emma. Ich bin ___________________________ und ich komme aus Mainz.

2. Guten Tag! Mein Name ist Luca und ich bin ___________________________. Ich komme aus Leipzig.


Aktivität 8  Countdown

The fans are counting down the seconds to the end of an exciting soccer game. Supply the missing numbers.

FANS: ___________________________, neunzehn,

__________________________,

siebzehn, sechzehn, ___________________________,

gleich, drei, ___________________________, dreizehn,

__________________________,

__________________________, neun,

acht, ___________________________,

__________________________, fünf,

vier, drei, ___________________________, eins, null!

Aktivität 9  Paare

Write the numbers as words.

1. Herr Voß ist ___________________________ (23),
   Frau Voß ist ___________________________ (32).

2. Frau Kramer ist ___________________________ (59),
   ihr (her) Vater ist ___________________________ (95).

3. Frau Hübner ist ___________________________ (67),
   Herr Hübner ist ___________________________ (76).

4. Frau Bruhn ist ___________________________ (84),
   ihr Sohn ist ___________________________ (48).
Aktivität 10  Zahlen über hundert

SPRACH-INFO
In German as well as in English, large numbers normally appear as numerals rather than as words. However, when spelled out, a number in German is printed as one word, regardless of length.

42  zweiundvierzig
842  achthundertzweiundvierzig
6842  sechstausendachthundertzweiundvierzig

Write the numeral for each word.

1. einhundertzweiundsechzig
2. dreihundertfünfundachtzig
3. fünfhundertneunundneunzig
4. zweitausendsiebhundertsechs

Now write each number as a word.

5. 201
6. 446
7. 647
8. 9661

Aktivität 11  Wie ist Ihre Adresse, bitte?

SPRACH-INFO
The address side of a German postcard normally includes four lines, with a space between the third and fourth lines. The word Frau or Herrn (accusative form) normally appears by itself on the first line. The name goes on the second line, the street address on the third line, and the postal code and city on the fourth line.

Mr. Schuster has just ordered a book from a bookstore. The bookseller fills out a postcard, which he will send to Mr. Schuster when the book arrives. Read the following dialogue; then address the postcard on the next page accordingly.

BUCHHÄNDLER: Wie ist Ihr Name, bitte?
HERR SCHUSTER: Georg Schuster.
BUCHHÄNDLER: Und Ihre Adresse?
HERR SCHUSTER: Poststraße zwanzig.
BUCHHÄNDLER: Die Postleitzahl?
HERR SCHUSTER: Sechs, neun, eins, eins, fünf.
BUCHHÄNDER: Und die Stadt?
HERR SCHUSTER: Heidelberg.
BUCHHÄNDLER: Danke, Herr Schuster.
Sie können schon etwas Deutsch!

**Aktivität 12** Lernen plus!

Read through the ad. Then use German words from the ad to fill in the blanks.

**Sprachen & Sport: Lernen plus!**

*Englisch*
*Französisch*
*Mathematik*
*Lernintensivkurse*
*Kleinklassen*
*Privatunterricht*

**Spiel & Sport**
*insbesondere* Tennis, Wasserski fahren und Reiten

**Institut auf dem Rosenberg**

*estd.1889*

1 in particular
1. Institut auf dem Rosenberg offers summer language courses. Write the German word for that but omit the two hyphens. __________________________________________

2. The institute offers language classes in what two languages?
   a. ____________________________  b. ____________________________

3. The institute also offers intensive courses in what academic subject?
   ____________________________________________

4. In addition to course work, students have an opportunity for Spiel & Sport. Name one of the three sports mentioned. ____________________________

5. Write the German words that identify the following contact information.
   a. Patricia Bühler
   b. Höhenweg
   c. Höhenweg 60
   d. 9000
   e. St. Gallen
   f. +41 71 277 77 77 - 79

   ____________________________________________

**Aktivität 13  Wo spricht man was?**

Some countries have one official language; others have more than one. Write the names of some countries that have the following official languages.

1. Dänisch: ____________________________
2. Deutsch: ____________________________
3. Französisch: ____________________________
4. Polnisch: ____________________________
5. Tschechisch: ____________________________
Aktivität 14  Woher kommen Sie?

Write the German names of the countries that correspond to the following international abbreviations.

1. F  
2. D  
3. DK  
4. FL  
5. PL  
6. CH  
7. CZ  
8. A  

Danke schön, Europa.

Aktivität 15  Sie können schon etwas Deutsch schreiben.

You can already write some German. Write a brief note to another student. An example and suggested phrases are shown.

Hallo, Andreas, wie geht's? Prima?
Na, mach's gut!

Beth

So lala? Wie ist deine Telefonnummer?
Hallo! Wiedersehen!
Prima?
Na, mach's gut!
Na, wie geht's?
Tschüss!
Wie geht es dir?
Grüß dich!
Nützliche Ausdrücke im Sprachkurs

Aktivität 16 Im Deutschkurs

Write an appropriate statement or question for each student, as suggested by the picture. More than one expression is possible.

Stefan

Anna

Brigitte

Peter

Karin

Thomas

1homework

STEFAN: _________________________

ANNA: _________________________

BRIGITTE: _________________________

THOMAS: _________________________

PETER: _________________________

KARIN: _________________________
Aktivität 17  Na klar!

Write a short dialogue to accompany the photo. Who speaks first? What does he/she say? How does the other person respond? What question(s) do they ask each other? What are the replies? Use expressions you have learned in this chapter.
Before you begin writing, please reread the section titled “To the Student” in the preface to this workbook, especially the paragraphs about journal writing.

Introduce yourself in your first journal entry. First, write the date in German style with day then month then year separated by periods (for example 21.9.2011). Offer an appropriate greeting, then offer some or all of the following information:

- Your name
- Where you are from
- Your e-mail address (Meine E-Mail-Adresse ist ...)
- Your street address and zip code (Meine Adresse ist ... Meine Postleitzahl ist ...)
- Your telephone number (Meine Telefonnummer ist ...)
- Two or more of your interests (Meine Interessen sind [are] ... und ...)