

## Ein Lesetext | die Uhr

Time: 00:12

**Instructor:** Guten Morgen! Mögen and möchte we did yesterday. I hope everything is clear with mögen and möchte. I have shown you the mind-map. Bitte arbeiten Sie mit einem Mind-Map. Das ist sehr hilfreich. Hilf? Hilfreich is helpful.

**[hilfreich-- helpful]**

And then we say yesterday that the subject-object basic distinction, between the subject and the object. But basically we had this particular slide on Seite 51, with verbs like brauchen, haben, machen, kochen, essen, kaufen, nehmen. What was it that we learnt about the accusative? Only from masculine singular, the article changes. And the change is- 'der' becomes 'den', and 'ein' becomes? Einen. Kein becomes? Keinen. Mein would become? Meinen. And so on. There is no change in any other thing. No change in neuter, feminine and none in the plural. Only masculine singular changes, when it appears as an object. Just to clarify that such changes also happen in other languages. One simple example is: *ladka aam khaata hai*. Everybody understands this much of Hindi? *Ladka* is what? Boy? But grammatically? Subject. What is *ladka* eating? *Aam*, that is the object. But now if *ladka* becomes the object? Suppose *Maine ladke ko aam khilaaya* or *maine ladke ko dekha*. So if the *ladka* is no longer the subject, *main* is the subject, then *ladka* becomes *ladke*. There is a change in the noun. Noun is inflected in Hindi. In German, the article is inflected. If you notice, probably in Hindi also: *Ladki aam khaati hai*, *maine ladki ko dekha*. There is no change in *ladki*. But *ladka* has changed in *maine ladke ko dekha*. So you can basically see that there are inflections in nouns and articles in other languages as well. It does not happen in English, and we tend to compare German with English but it is not correct to compare German with English. There are several other languages and they have an independent existence so it is always good to go back to your own mother tongue and rediscover what all happens in that language. Once you start learning a foreign language, it will take you back to your mother tongue, if you are willing to do it, and make you more appreciative of your mother tongue. That is what happened in my case atleast.

So just to make the observation that this sort of a change in articles or nouns etc, it is not something alien because it happens in a different way in other languages. Only problem is that we constantly compare it with English and it doesn't happen in English. The boy eats a mango, I see the boy, I give the boy a mango- the boy just doesn't change and mango does not change. It just remains the same. Only if 'the boy sees me', 'I' changes to 'me'. I: subject, me: object. If the person appears as the subject, then it is 'I'. if the person who is speaking appears as an object, it is 'me'. Is that clear? 'He' sees me and I see 'him'. 'She' and 'her'. So it doesn't happen in nouns, it happens in English in only pronouns, that too, just one change.

Anyway. There are examples of accusative that we can do later on, in the workbook as well. Please practice them. I would like to- ich möchte heute den Text lesen. Der Text- den Text. ich möchte den Text auf Seite 48 lesen. Wir haben hier, auf Seite 48, einen Text.

Time: 06:18

Berufe rund ums Essen. Beruf? Job. Rund ums Essen? Profession that have to with that, around eating or concerned with food. So Nummer 12, die Aufgabe. Have you done the word Aufgabe? Hausaufgabe? Assignment. Aufgabe is task, what has to be done. Die Aufgabe Nummer 12 ist „Koch am Bodensee“. Lesen Sie den Text und die Fragen, markieren Sie die Informationen im Text und beantworten Sie dann die Fragen. Clear? Any word which is not clear? Frage? question. Antwort? Answer. Beantworten? As a verb? To answer. Eine Frage beantworten. It is a regular verb, beantworten, means to answer. Ich beantworte die Frage. I answer the question.

**Student:** Usually in the book, whenever they give instructions, they write ‘antworten Sie’. So why is there a be- here?

**Instructor:** Antworten Sie and beantworten Sie. it is 9:15 in the morning, it is a good time for a detailed grammatical explanation. I hope you have slept well. Antworten and beantworten. Good question actually, I would like to take you back to your middle school grammar and I would like to ask you or remind you the the types of verbs you did. Transitive and intransitive verbs. What is the meaning of those verbs?

**Student:** Related to ‘what?’ ‘who?’

**Instructor:** Yeah but what is that relation. Anyone who remembers this? Because that is the answer to his question.

**Student:** Transitive is where the action is done, eg. I sing. So that is an intransitive verb. (why?)

**Instructor:** I run. Intransitive or transitive? (intransitive) but action is happening no? A lot of action is happening, I am sweating. Transitive or intransitive? Intransitive. So what is lacking in that? I sing. There is no object. There are verbs that cannot take an object. There are verbs that we can use either way. Eg. I sing. It can be used in an intransitive sense like I like to sing, I normally sing. And I can sing a song. Or I can sing a ghazal etc. My singing has a direct object. I sing a song, not the national anthem, which is also a song by the way. Then the verb becomes transitive, as the verb carries an object. Transitive verbs are those verbs that carry an object. Intransitive verbs are those that either do not or cannot, carry an object. For example, to sleep, to be. I am, it cannot have an object. You can’t be the object of your own existence. Not possible, you are the subject of your existence. To be is an intransitive verb. Similarly to sleep is an intransitive verb. To run, you can run a race. It is transitive. Or you can run 8 hours, intransitive. So verbs that have an object are transitive, verbs which don’t have one are intransitive.

The German prefix be-, it’s a very strengthening prefix, in the sense that you will come across many verbs that exist without be- and with be-. Like antworten and beantworten. The verbs that start with be- are definitely transitive. They carry an object. The ones without be- are usually intransitive, they usually don’t carry an object. Eg. I use antworten and beantworten, then I can use the verb beantworten the way it is used here. Ich beantworte die Frage.

Time: 12:24

What does the task say? Beantworten Sie dann die Fragen. So beantworten Sie, was? Die Fragen. The object. If I were to use antworten here, then I would not be able to say antworten Sie die Fragen. I would have to use a preposition to help me carry the object. I would have to say: Antworten Sie dann auf die Fragen. Give the answer 'to' the questions. So the difference is, in this case, beantworten and antworten. Antworten you can use but you would have to take the help of 'auf' in that case. Antworten as such cannot carry a direct object, whereas beantworten can. So you have many such pairs. You have also in daily usage now a lot of things. Eg you have zahlen and bezahlen. Both mean 'to pay'. When I was taught the difference between them, I say zahlen- to pay for the sandwich: Ich zahle für das Sandwich. I pay for the sandwich. Für. I need the help of für. But with be-, I can say: Ich bezahle das Sandwich. Without für. So bezahlen and zahlen, you have antworten and beantworten. You have suchen, but that is not actually a good pair because both of them are transitive and their meaning is different.

There is an orange box which says: Wichtige Informationen im Text verstehen. Or in Texte verstehen. W-Fragen helfen. Always keep in mind the W-Fragen. Who is the one that the text is talking about? Where? What is it talking about? What is the person doing or what is the person talking about? Wann? When is it happening? Wo? Where is it happening? And wie? How are things being done? So whenever you read a text, there are a lot of things, lot of words and some constructions that you are not familiar with. But it is always good to have these W-questions in mind, and you read a text with that point of view and you mark the information that you understand. So if you come back to the text, you understand the text even more.

So Berufe rund ums Essen. Koch, Landwirt, Bäcker, Kellner, Hotelfachfrau. Koch? Cook, chef. Landwirt? A hotel-owner actually, inn-keeper. Bäcker? Kellner? Kellner is a bartender or a waiter. Hotelfachfrau? That is a hotel executive. Fach in German means a particular subject area. Mein Fach ist Germanistik. German studies. Ich habe das Fach Germanistik studiert. I think we did this word in the beginning when we asked what are you studying actually. Elektrotechnik and what was aeronautical engineering? Aerospace engineering was what? Someone here is from aerospace no, okay. So Fach means a subject, a specialized subject. Fachmann and Fachfrau are standard words. Das Fach, die Fächer.

**[s Fach,-"er. r Fachmann/e Fachfrau]**

So Fachmann and Fachfrau are the words for an expert. So Hotelfachfrau would be a hotel expert, hotel executive, management expert.

Ja ich lese den Text. Bitte lesen Sie mit. Read along as I read along. Und markieren Sie die wichtigen Informationen. And mark whatever you think to be important information.

Max Schmidt und seine Chef laden zusammen das Essen für die Woche. Dann geht er auf den Markt. Er kauft Tomaten, Champignons und Salat. Kartoffeln und Zwiebeln braucht er auch. Dann kauft er noch frischen Fisch.

Time: 19:04

Max Schmidt arbeitet seit zwei Jahren als Koch in dem kleinen Restaurant „Esszimmer“, in der Altstadt von Konstanz. Da gibt es jeden Tag ein anderes Fischgericht. Fische, frisch aus dem Bodensee.

Yeah so zum Beispiel, for example, Frage Nummer 1. Wo arbeitet Max Schmidt? Wo ist das Mikrofone? You can identify the sentence where the information is.

**Student:** 8th sentence. Max Schmidt arbeitet seit zwei Jahren als Koch in dem kleinen Restaurant „Esszimmer“ in der Altstadt von Konstanz.

**Instructor:** Ja so wo arbeitet Max Schmidt? In einem kleinen Restaurant. Wie heißt das Restaurant? Esszimmer. What is Zimmer? Room. Esszimmer? Dining room. Und in welcher Stadt? What is Altstadt? Old town. Old town of? Konstanz. We said Bodensee, that is lake Constance in English. That is a lake between south-west Germany and the north of Switzerland. And the name which is used in English, Lake Constance, comes also from the town which is on the German side of the lake, Konstanz.

Klein? Gross, klein? We have done the pair of opposites. It is there in your notes.

Ja und was macht er auf dem Markt? Was macht Max Schmidt auf dem Markt?

**Student:** Er kauft Tomaten, Champignons und Salat.

**Instructor:** Und kauft er noch etwas? No I am asking does he buy anything else?

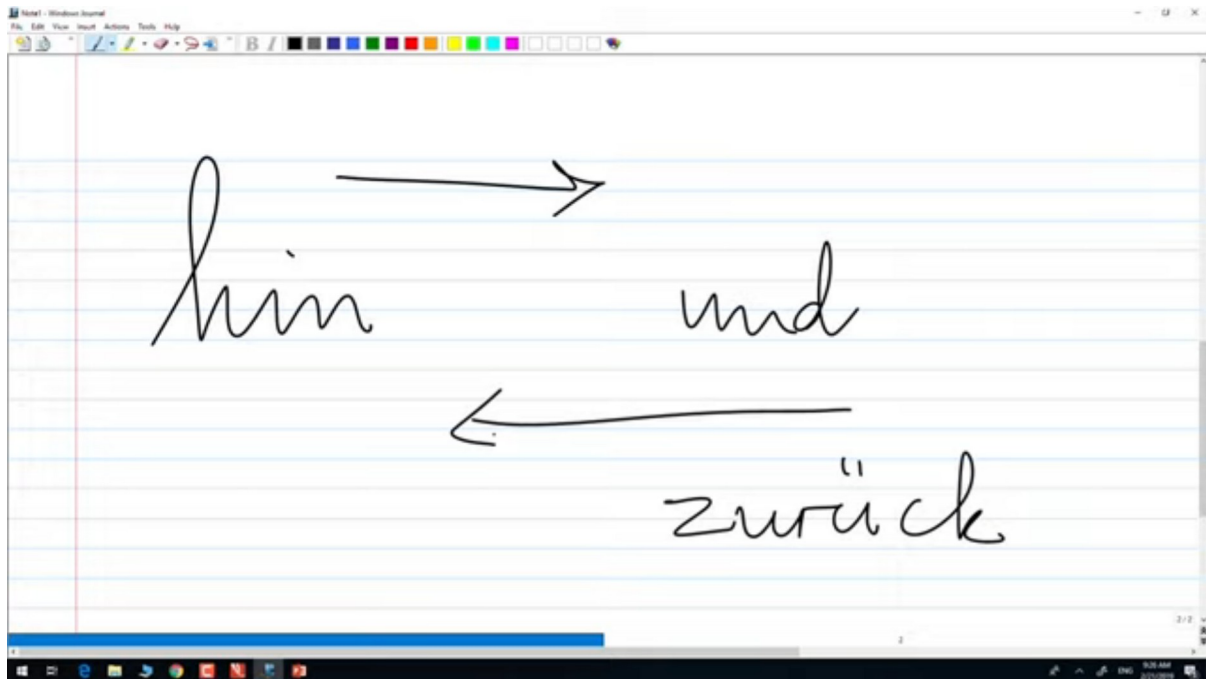
**Student:** Er kauft auch Kartoffeln und Zwiebeln. (braucht is what he needs so he buys that). Und frischen Fisch.

**Instructor:** So this type of text comprehension would be possible, it is not very difficult. You just have to pick out the information from the text. There a few grammatical elements here that we have not done. For example, auf den Markt, auf dem Markt. The other thing was, in dem kleinen Restaurant „Esszimmer“. So these things we have not done, but it is not difficult to glean information from a text like this.

Dann lesen wir weiter. So we said, da gibt es jeden Tag ein anderes Fischgericht. Geschäft is shop, gericht is a dish, an item that you cook, make. So Fischgericht would be a fish preparation. Ein anderes, jeden Tag. everyday a different fish preparation. Frischen Fisch aus dem Bodensee. Fish fresh from lake Constance. Zurück im Restaurant, wäscht, schält und schneidet er das Gemüse. Der Chef bereitet den Fisch zu. Paula, eine Kollegin, macht das Dessert. Max mag seine Arbeit. Er sagt: „kochen ist mein Beruf aber auch mein Hobby“.

Zurück im Restaurant, back. Hin und zurück, kind of a pair of words. Hin is ‘to’ and zurück is ‘return from’. Zurück means back, back in the restaurant.

Time: 25:20



Zurück im Restaurant, was macht Max? Which are the actions given? What are the verbs that are given? Was macht er im Restaurant? You don't have to understand everything, you just have to read the relevant sentence.

There is no need to say macht. What does he do? Which are the verbs? What is he doing?

**Student:** Er wäscht, schält und schneidet (was?) das Gemüse.

**Instructor:** what is Gemüse? Vegetables. What is 'fruits'? Obst. obst und Gemüse. Waschen, wäscht. Irregular verb. Waschen? To wash. Schälen, to peel. Und schneiden, to cut, chop.

Also, zurück im Restaurant, wäscht, schält und schneidet er das Gemüse.

Der Chef bereitet den Fisch zu. So Max arbeitet mit Gemüse. Der Chef arbeitet mit Fisch. Er bereitet den Fisch zu. What does that mean? (expert with fish) no, we are not talking about experts. We are talking about the actions. Max is washing, peeling and cutting the vegetables and the chef, which is his boss also, is doing what with the fish? The sentence does not say that he is an expert with the fish. Sentence is: bereitet den Fisch zu. What could he be doing to the fish? (marinate) ja, marinating is a possibility but one common word? You cook food or prepare food. He is preparing the fish. So marinating is a possibility but you have a special word for marinating. Preparing the fish. Paula, eine Kollegin von Max. Paula ist eine Kollegin von Max. Was macht Paula? Das Dessert. Oder auf Deutsch, what is dessert? Sweet that is eaten after dinner. So the German word for dessert is der Nachtisch. Tisch? Table. So when you are done with the table, after the table is emptied, what you have is a Nachtisch.

**[r Nachtisch]**

The German word for a dessert is ofcourse a French word, but the German word for this is Nachtisch. Also Max mag seine Arbeit. Mag und möchte. Er sagt: „kochen ist mein Beruf aber auch mein Hobby. Ich arbeite gern (finishing this text).

Time: 30:06

Ich arbeite gern in einem kleinen Team und die Kollegin sind sehr nett. Nett, we had that word yesterday? Nice. kochen ist auch sehr kreativ. Das macht viel Spaß. Spaß? Fun. it is a lot of fun. Ich probiere gerne neue gerichte auch. Probieren, to try out; neue Gerichte, new dishes. Oft haben wir viele (im Restaurant) Gäste. Viele? Many. Das ist dann echt stressig. Da haben wir viel Stress. Wir haben viele Gäste, das Restaurant ist voll. Es gibt viele Gäste, dann ist es echt stressig. Stressig? Stressful. Echt? Really. Und die Arbeitszeiten sind nicht toll, nicht sehr gut. They are not exactly great. Toll is great, wonderful. Arbeitszeit? Working hours. Ich arbeite normalerweise von 6 bis 15 Uhr, oder von 13 bis 23 Uhr. Am Wochenende muss ich am Abend noch länger arbeiten. There is your modal verb. Muss. What is he saying? On weekends, what does he do? What happens on weekends? He has to work longer. So which one is the adverb for longer? Länger. He has to- which one is the word for 'he has to'? Muss, auf Englisch? Must. And what has happened to work? Which one is the word for work? arbeiten. Where is it in the sentence? At the end. And which is the verb that is conjugated? Second place? Muss. That is basically your Modalverben. Modal verb is conjugated, the main verb does not get conjugated. Like we did for möchte and trinken, möchte and essen, similarly for muss is conjugated and arbeiten goes to the end of the sentence, remains inert, not conjugated- in its infinitive form.

Am Wochenende muss ich am Abend noch länger arbeiten. Das ist natürlich nicht so schön. That is naturally, of course, not so nice. Ich habe nicht viel Freizeit und wenig Zeit für meine Freunde. Freizeit? Free time. Und wenig Zeit für meine Freunde. Nicht viel, wenig. Little.

So you can go through the text again by yourselves. It is not very difficult, rather quite simple. There are a few new elements in the text.

**Student:** So we have a helping verb and we have a main verb, but the main verb does not get conjugated. So what would happen for 'sein'? What if I want to use 'sein' as the main verb and use it with a modal verb like 'muss'? Eg. I would like to be a doctor. Ich möchte Arzt sein?

**Instructor:** You would not say I would like to be, I would like to become no? Not 'be'. 'Be' in the sense if you are putting on a play and then you would like to be a doctor then yeah. But the whole life is a play anyway. Then you use the verb 'to become' actually, which is 'werden'. The point is, what happens to verbs like 'sein', nothing happens- they stay as it is- sein. The unconjugated form. What is the unconjugated form of sein? (are they used in that sense?) yes. It has to be like this: In Grammatik muss das so sein- 'Has to be like this'. So 'to be' will remain unconjugated in German also, which is sein- no bin, no sind. Whenever you are using a modal verb, with any verb, they will remain unconjugated.

If you come to page number 61, Seite einundsechzig. Wir haben auf Seite 61, drei Modalverben: müssen, können, wollen. Müssen is ofcourse 'must', have to do something. Können? Can. Wollen? Not will, but want to. Although it looks like ich will, I will- what does 'I will' in English mean? Future tense and? A resolve. That is not the case in German. In German, 'ich will' means I want. It is almost the same as 'ich möchte'.

Time: 37:55

Wollen and möchte are not very different. In fact, we were taught, when I learnt Modalverben for the first time, that möchte is used only for food and drink. For everything else, use wollen. So now it doesn't matter that much, that was very hard and fast rule-based grammar at that time, but nowadays there is no difference between wollen and möchte. It is just that, in a restaurant if you go saying möchte, it is slightly more polished than saying ich will, which is 'you better bring it, otherwise...' so you have 3 Modalverben on page 61, and their conjugations. There you will find that's what we marked out when we did conjugations for möchte- that ich and er for möchte are the same. So actually möchte is also a modal verb but it is not counted as a modal verb.

I just want to, for one minute and not more than that, go through the Uhrzeiten. So you can read it yourselves also in the book, it is not very difficult to understand.

**5 a** Wie viel Uhr ist es? Fragen und antworten Sie.



kurz vor sieben    sieben    kurz nach sieben  
 zehn vor sieben    zehn nach sieben  
 Viertel vor acht    Viertel nach sieben  
 fünf nach halb acht    fünf vor halb acht  
 halb acht

1    2  
 3    4

Wie viel Uhr ist es?    Es ist halb fünf.    Wie spät ist es?

**Uhrzeit**  
 14:45  
**inoffiziell**  
 Es ist Viertel vor drei.  
**offiziell**  
 Es ist vierzehn Uhr  
 fünfundvierzig.

Wie viel Uhr ist es? Fragen und antworten Sie. Here is your antworten without an object. Sieben, kurz nach sieben, zehn nach sieben, Viertel nach sieben, fünf vor halb acht, and halb acht. What is halb acht? Half to eight, so 7:30. Viertel vor acht. Viertel vor and Viertel nach. Viertel nach sieben is quarter after 7. Viertel nach sieben and Viertel vor acht, so quarter after 7 and quarter before 8. So zehn vor sieben. Vor and nach: before and after. The two questions are: wie spät ist es? And, wie viel Uhr ist es? Both are fine. What is the time, you can ask wie spät ist es or wie viel Uhr ist es. Es ist jetzt neun Uhr zweiundfünfzig.

|                        | offiziell  | Alltagssprache   |
|------------------------|--|--|
| Wie viel Uhr ist es?   |  20:00 20 Uhr |  Acht Uhr. |
| Wie spät ist es?       | 20:15 20 Uhr 15  | Viertel nach acht.   |
| Wann beginnt der Film? | 19:30 Um 19 Uhr 30.  | Um halb acht.  |
| Wann ist er zu Ende?   | 20:55 Um 20 Uhr 55.  | Kurz vor / Fünf vor neun.  |

Offiziell, and Alltagssprache- Everyday, unofficial. Zwanzig Uhr, acht Uhr. Zwanzig Uhr fünfzehn. Viertel nach acht. Neunzehn Uhr dreißig, halb acht. Zwanzig Uhr fünfundfünfzig, kurz vor neun oder fünf vor neun. So basically in the official context you use the 24-hour clock in German always, and you use the standard format 20 Uhr 55. No fünf vor neun, kurz vor neun and halb neun etc. Those are informal. Quarter past, quarter to- those are informal expressions. Formal form of expression is 20 Uhr 55. So please go through the clock and we will try and finish this and the family tomorrow. I would like to introduce the clock and family tomorrow.

**[Keywords: German A1, Germany, Europe, Reading Comprehension, Clock, Telling Time, German Grammar]**