

G E R M A N

COURSE SUPPLEMENT
BASIC STRUCTURES

INTRODUCTORY MODULE

Guide to Module Use:

Present Tense of Vowel-Changing Verbs

Prerequisite Modules:

None

January 1975

DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER

ACKNOWLEDGMENT

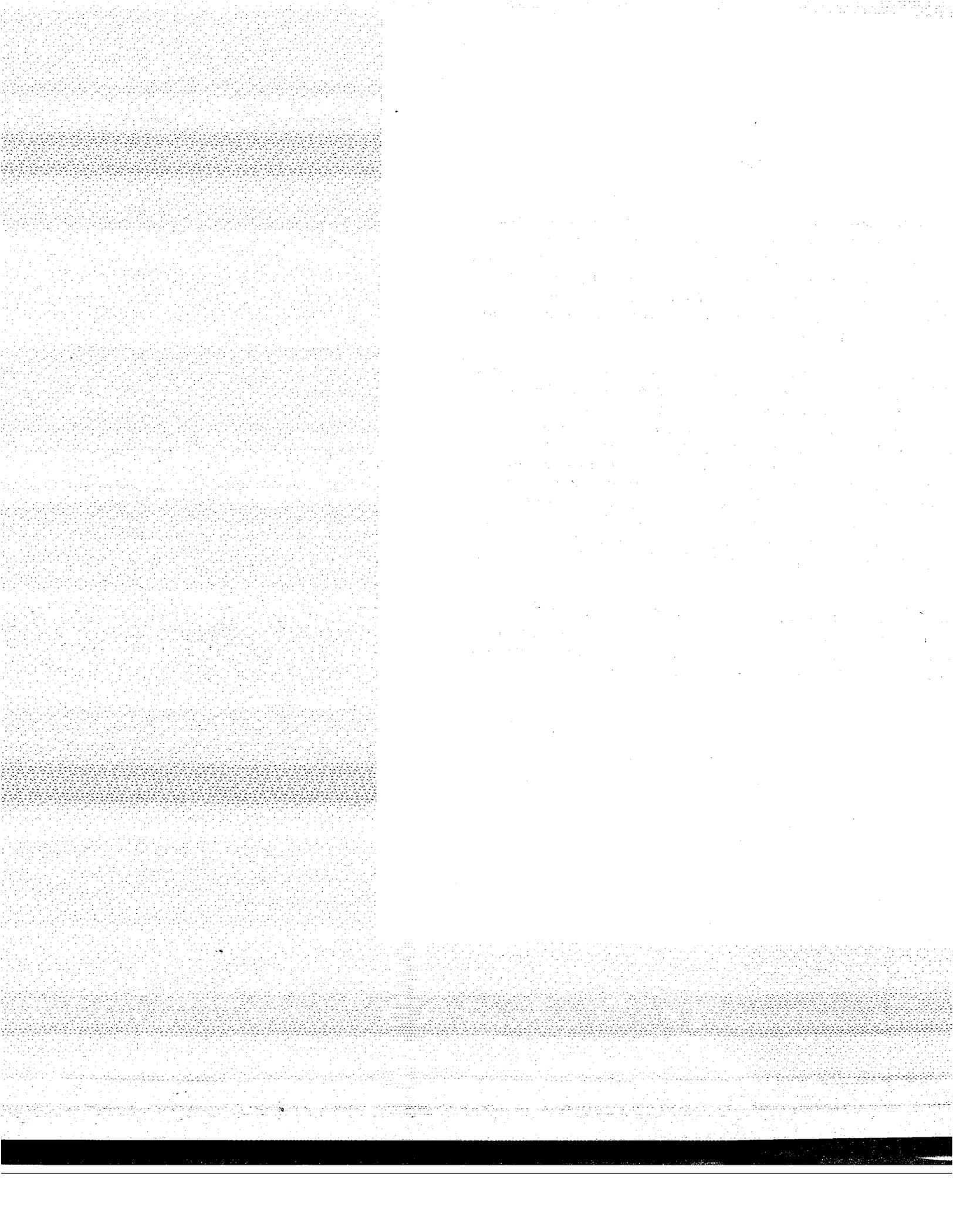
This introductory workbook, and the 43 workbooks which follow it, are part of a series of German language modules developed for the Defense Language Institute by the Educational Testing Service, Princeton, NJ, under Contract DAAG05-71-C-0589. Final revision and editing were done at DLI, Office of Research and Development, with Dr. Hans W. Munze serving as Project Officer. Mrs. Margot K. Evans, on detail from the German Language Department, was responsible for revision of the manuscript and also served as senior editor. The final revised and edited copy was typed by Mrs. Marion E. Chilson.

PREFACE

This workbook, in conjunction with the accompanying tape, constitutes the introduction to a series of 3 modules, each consisting of a tape and a workbook, which are designed to teach selected basic structures of the German language through programmed tape-recorded and written exercises. A User Guide accompanies these materials.

The modules are intended as supplements to the German Basic Course or other German courses in the Defense Language Program and will serve to introduce, drill or review the grammatical structures involved. They may be scheduled in the language laboratory, classroom language laboratory (CLAB) or for home study, and may be administered in an individualized or controlled study mode. The module numbers reflect the sequencing of structural features in the DLI German Basic Course, but other sequences are permissible as long as the prerequisites for each individual module are met.

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Introductory Module

Guide to Module Use; Present Tense of Vowel-Changing Verbs

TO THE STUDENT: Before starting to work with this booklet, you should set your tape recorder to the "playback" position and begin to play the tape recording entitled "Introductory Module."

This is the first in a series of programmed instructional lessons or "modules," designed to help you learn selected high-frequency structural features of the German language which are included in the DLI Basic German course. These selected features are presented in the 43 modules which follow this Introductory Module. Additional structural features are covered in the German Basic Course as part of the regular classroom instruction program. Therefore, these modules do not constitute a complete instructional program in and of themselves. Rather, they are designed to facilitate your learning of certain basic grammatical patterns in German which will be further reinforced and practiced in the dialogues, classroom conversations, and other portions of the DLI course. In addition, an instructor will always be accessible to assist you in reaching your learning objectives and to clarify any items of grammatical terminology about which you might have some doubts.

In addition to having mastered the German sound system, you should be familiar with the following elementary structural features before starting out with these programmed instructional modules:

- (1) The German gender system;
- (2) the definite and indefinite articles;
- (3) the present tense of the auxiliary verbs sein and haben;
- (4) Predicate Adjectives;
- (5) Accusative Case;
- (6) Personal Pronouns Nominative Case;
- (7) the present tense of regular verbs;
- (8) the present tense of certain vowel-changing (irregular) verbs.

These structural features are covered in the German Basic Course Lessons 1 through 4, and reviewed in detail in Lesson 16.

In order to focus maximum attention on the structural features themselves, the vocabulary used in the programmed modules has been restricted to a quite small number of high frequency words, most of which are already quite familiar to you through your work with Lessons 1-15 of the DLI Basic Course. Whenever additional words are introduced, the English meanings will be shown. Since noun gender plays such a crucial role in determining the forms which definite and indefinite articles, pronouns, descriptive adjectives, and many other words assume within the German sentence, you should make it a point to be absolutely sure of the gender of each of the nouns used in the modules. Therefore, it is important that you learn the appropriate definite article with every noun that occurs in the exercises. The learning exercises in the modules emphasize the two skill areas of speaking and writing. In other words, the great majority of exercises will ask you either to say correct German words and sentences or to write them in your module booklet. Although these two productive skills receive the greatest formal emphasis within the modules, it should be pointed out that the receptive skills of listening comprehension and reading are also reinforced in that German sentences are constantly spoken on tape by the model voice/or printed in the module booklet, together in many cases with the appropriate English equivalents.

Each module includes two or more sections, which are indicated in the booklet by divider pages. In addition, the end of each section is identified on tape by two beeps which sound like this:

At the end of a given section you may, if you wish, replay that section for additional study and practice. Experience with these materials indicates that students who study the module sections attentively and who diligently perform the associated exercises do not usually feel it necessary to "recycle" through a section, although in some cases this may be helpful and desirable.

As you have already noted, the module booklet and module tape are coordinated in such a way that the instructional portions are read aloud by the English voice. This is done as an aural reinforcement to your silent reading of the same materials. More importantly, the accompanying tape makes it possible to insert and practice German examples at any desired point. For instance, we will ask you now to listen to and repeat the following German sentences:

- . Das Auto steht vor dem Haus.
- . Der Lehrer redet mit einem Schüler.

You have just heard the basic stimulus-confirmation pattern for "listen and repeat" exercises. The English speaker gives the sentence number, and the German speaker pronounces the sentence. Then there is a pause, during which you are asked to repeat the German sentence as closely as possible, paying particular attention to the proper pronunciation of verb endings or whatever other grammatical feature is at issue in the sentence.

Another frequent pattern for spoken exercises is as follows. Say complete German sentences, supplying the appropriate present tense form of the verb shown in parentheses:

- . (gehen) Wir ins Kino.
- . (rauchen) Herr Meyer eine Zigarre.

The pattern here is for the English speaker to give the sentence number, followed by a pause during which you are to say a complete German sentence including the proper verb form or other requested feature. Then the German speaker says the complete sentence as a confirmation of the correct answer. You should mentally compare your answer to the correct one and, as a final step, repeat the correct answer aloud. The entire sequence may be summarized as follows:

English speaker gives sentence number	→	Pause for student's initial response	→	Correct answer spoken by German speaker	→	Student repeats correct answer aloud.
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Let us practice this technique again. Say complete German sentences, supplying the appropriate present tense form of the verb shown in parentheses:

1. (trinken) Sie ein Glas Wasser?
2. (haben) Heidi eine Zeitung.

There are several other variations of this basic pattern. For example, the English equivalent of the German sentence may be shown, along with the partial German sentence, or you may be asked to translate an entire English sentence into German, with no partial German sentence shown in the booklet. In all cases, you should follow the four-step pattern described above, including the second repetition of the German sentence. For all spoken exercises you should make it a habit to pronounce as clearly and as distinctly as possible, so that a listener would have no doubt about word endings or other aspects of your sentence.

Written exercises require you to stop your tape recorder while you are working with the exercise. The point at which you should stop your recorder is indicated by an appropriate printed instruction in the body of the text or by the words STOP THE TAPE. While the tape is stopped, instructions for working through the exercise and for turning pages will be printed in the booklet itself. When the tape is to be started again, the words START THE TAPE will be shown; at that point, tape/booklet coordination will resume. Practice stopping your tape recorder in response to the printed instructions. Start your tape recorder again where so indicated in the booklet.

STOP THE TAPE.

You should now be reading this paragraph silently, with the tape stopped. It is in this mode that you will do written exercises and check your answers against printed keys provided.

Fill in the blanks with the appropriate present tense form of the verb shown in parentheses.

1. (gehen) Frau Müller _____ in den Garten.
2. (bleiben) Peter and Karl _____ zu Hause.

TURN THE PAGE AND CHECK YOUR ANSWERS.

If you made any mistakes, write the correct German.

_____ 1. geht

_____ 2. bleiben

START THE TAPE.

If you followed instructions correctly, you should now be reading on this page, with the tape running. The written exercise on the preceding pages shows a typical fill-in-the-blank exercise in which you are asked to actually write your answers in the booklet on the lines provided. After filling in all the blanks on that page (but not before), you are asked to turn to a printed confirmation page which shows the correct answers. You should compare your own answers to those shown, and if you made any mistakes, write the correct German word or words in the new blank provided on the answer page itself. Any mistakes should be carefully studied to determine why your answer was at variance with the correct response.

There are a number of written exercise formats in addition to the fill-in-the-blank technique. For example, you are occasionally asked to translate complete English sentences into German, or to write complete German sentences based on a number of German words which are shown in a "frozen" form. For instance, Heidi/gehen/mit mir/ins Kino would be rewritten Heidi geht mit mir ins Kino. Regardless of their exact format, all written exercises consist of a stimulus page on which your responses should be written, followed by an answer page on which any incorrect responses should be noted and the correct answer written in.

Occasionally in the course of a grammatical explanation, the English speaker will ask a question to which you are expected to give a spoken reply. In these instances, your signal to speak will be one beep. After this tone, you will be given a number of seconds to formulate and say aloud your answer. The correct answer will then be spoken by the English or German speaker as appropriate. In most cases, the correct answer will also be printed on the next page of the module booklet, so that the entire sequence is as follows:

English speaker asks a question → "Question signal" on tape → Pause for student response → (After page turn) Correct answer shown in booklet and spoken on tape

We will now practice this "question-answering" technique. In German, nouns have one of three genders. Two of these genders are masculine and feminine. What is the third?

The third noun gender in German is neuter.

All of these signals and exercise formats will soon become second nature to you, so that you will be able to concentrate fully on the structural features at issue in each module. In this regard, you should feel free to stop the tape at will whenever you would like to study a particular paragraph, table, word list, or any other portion of the text at greater length. The use of scratch paper to make brief notes is also permitted, with the caution that these notes should not be consulted in the course of answering the spoken and written exercises. Students who have worked with preliminary forms of these modules report little overall use of separately written notes, although some students find it helpful to make short "scratch" notations from time to time. Again, the spoken and written exercises themselves should always be done only from memory (and without "peeking" in the case of written exercises), since it is only in this way that the time you spend working with the modules will result in effective learning and "internalization" of the pattern taught.

Each module is expected to require about one hour of work, on the average. In some cases, you may find it possible to work through a module in somewhat less than one hour, but in a few instances, you may need to study a given module for a longer period of time in order to deal with it adequately. In working with any module, you should keep in mind that concentrated attention is needed to gain maximum profit from the structural explanations and exercises; for this reason, you should plan to take at least one short rest break in the course of the module, preferably at the end of one of the sections.

A self-test is included at the end of each module, which you should take as a final check of your learning. Each test includes speaking exercises and writing exercises, in that order. Directions and stimulus materials for the speaking part of the test

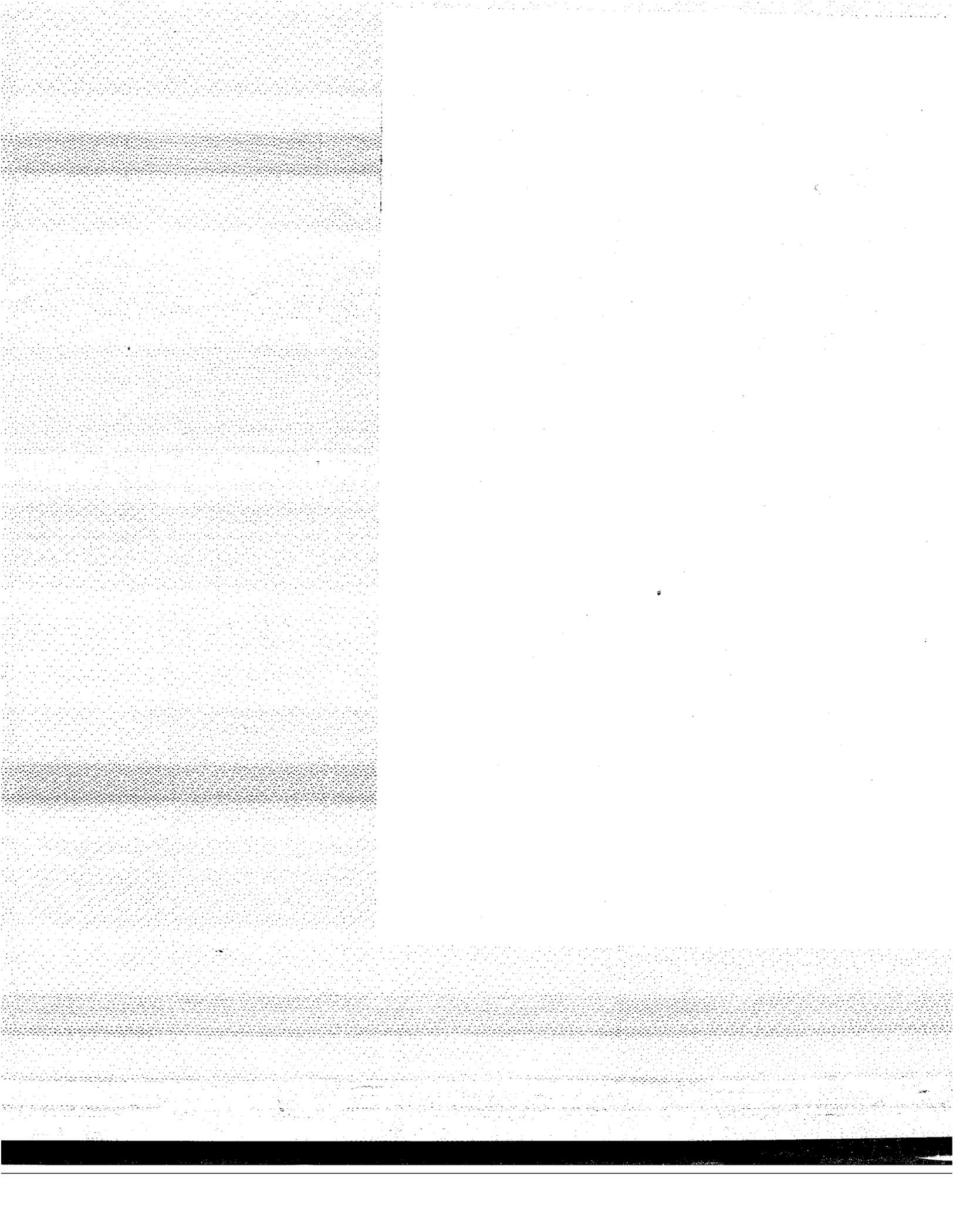
are given on tape, immediately following the last section of the module proper. After the spoken part of the test has been completed, the English speaker will direct you to stop the recorder and begin the written part of the test.

The correct answer for each question in the spoken part of the test is voiced by the German speaker immediately following the pause for your own response. You should listen carefully to the confirmation and make a check mark in your booklet next to every question answered correctly. Correct answers to the written portion of the test are provided in the printed keys following each written test page, and you should follow the same procedure in checking off the correct answers on the test pages. You will probably find it practical to complete one written test page at a time before turning to the answer page for confirmation and feedback.

If you have studied the module diligently in the manner prescribed, you should find yourself making few if any errors on the self-test. You should aim at a perfect score, but a score of nine correct answers out of ten is acceptable. For example, if the test section of the module, including both oral and written portions, contains a total of 60 items, $60 - 6 = 54$ would be the lowest acceptable score. (If fractions are involved, round off to the nearest full number.) If you have less than the lowest acceptable score, go back to the module, especially the combination/review exercises near the end of each section, and continue practicing until you can pass the self-test satisfactorily. Your instructor will assist you, whenever necessary, and monitor your progress. The self-test score you achieve merely serves as an indicator of how well you have mastered the material in the module. It is not used for official grading purposes.

Upon satisfactory completion of a module you should experience a high degree of facility in speaking and writing accurate German sentences embodying the structural features taught. Your learning achievement should then be coordinated with additional classroom practice and other types of exercises in which the accurate control of structure can lead to a genuine "payoff" in terms of precise and effective communication in the language.

In the next section of the module, you will be asked to practice the module-use techniques described in the first section, in the course of learning the present tense forms of typical "vowel-changing" verbs.



Section 2

Vowel-Changing Verbs

The stem of glauben is glaub-, that is to say, the infinitive minus the -en ending.

You are now in a position to analyze the present tense forms of a regular verb. Listen to and repeat each of the personal forms below, noticing that the forms are composed of the verb stem plus the underlined endings shown:

ich glaube (I believe)	wir glauben (we believe)
er, sie, es glaubt (he, she, it believes)	sie glauben (they believe)
	Sie glauben (you [formal] believe)

Verbs whose stem ends in -d or -t insert an -e- between the stem and the ending of the "er, sie, es" form to facilitate pronunciation. Thus, instead of the form (*) er arbeit, which would be produced by following the infinitive stem-plus-ending rule, an -e- is added between stem and ending to make the ending clearly pronounceable: er arbeitet. (Above and elsewhere, an asterisk is used to denote hypothetical forms which are not correct in German. Such forms are shown only for explanatory purposes, and should not be actively practiced.)

Listen to and repeat the present tense forms of arbeiten below, noticing especially the added -e- in the "er, sie, es" form:

ich arbeite (I work)	wir arbeiten (we work)
er, sie, es arbeitet (he, she, it works)	sie arbeiten (they work)
	Sie arbeiten (you [formal] work)

Omitted from both of the verb tables above are the singular and plural familiar forms (corresponding to the pronouns du and ihr), which will be introduced in Module 10.

Review the present tense forms of glauben and arbeiten to make sure you are familiar with the endings for each personal form, then turn the page for exercises.

Fill in the blanks with the appropriate present tense forms of the regular verb bleiben.

1. es _____

2. Sie _____

3. ich _____

4. sie [pl.] _____

5. wir _____

6. er _____

7. sie [sing.] _____

TURN THE PAGE AND CHECK YOUR ANSWERS.

If you made any mistakes, write the correct German.

- _____ 1. bleibt
- _____ 2. bleiben
- _____ 3. bleibe
- _____ 4. bleiben
- _____ 5. bleiben
- _____ 6. bleibt
- _____ 7. bleibt

START THE TAPE.

Say the appropriate present tense forms of the regular verb lernen.

1. wir
2. ich
3. es
4. Sie
5. sie [sing.]
6. er
7. sie [pl.]

Fill in the blanks with the appropriate present tense forms of the regular verb reden (to talk). Remember the caution about certain verb stems.

1. er _____
2. sie [sing] _____
3. es _____
4. Sie _____
5. wir _____
6. ich _____
7. sie [pl.] _____

TURN THE PAGE AND CHECK YOUR ANSWERS.

If you made any mistakes, write the correct German.

- _____ 1. redet
- _____ 2. redet
- _____ 3. redet
- _____ 4. reden
- _____ 5. reden
- _____ 6. rede
- _____ 7. reden

START THE TAPE.

Say the appropriate present tense forms of the regular verb finden.

1. wir
2. Sie
3. ich
4. sie [pl.]
5. es
6. sie [sing.]
7. er

There are some German verbs which use the same endings in the present tense as do the regular verbs, but have a vowel change in the stem of the third person singular ("er, sie, es" form. An example is the verb essen. What is the infinitive stem of this verb?

The infinitive stem of essen is ess-, to which the appropriate endings are added in the following persons:

ich esse

wir essen

sie essen

Sie essen

However, in the third person singular, the appropriate ending (-t) is NOT added to the stem ess- but instead to the stem iss-, which differs from ess- by its vowel. Thus, the correct form is er (sie, es) isst. Verbs which show a stem-vowel change in the third person singular of the present tense fall into a category often referred to as "vowel-changing verbs."

Frequent stem vowel changes are the following:

<u>FROM</u>	<u>TO</u>	<u>EXAMPLE</u>
e	i	ich gebe; er <u>gibt</u>
e	ie	ich sehe; er <u>sieht</u>
a	ä	ich fahre; er <u>fährt</u>

The following exercises will teach you the present tense forms of some of the most frequently-used vowel-changing verbs and will also help you develop a feeling for the types of changes involved.

The correct form is er (sie, es) nimmt. Please note that the vowel-changing verb nehmen shows irregular spelling by dropping h and doubling m.

Other common verbs of this pattern are essen, helfen (to help), geben, and sprechen. Say the third person singular forms of these four verbs.

The correct forms are er (sie, es) isst
er (sie, es) hilft
er (sie, es) gibt
er (sie, es) spricht

The following verbs show a stem-vowel change from e to ie. Listen and repeat:

lesen (ich lese; er liest)

sehen (ich sehe; er sieht)

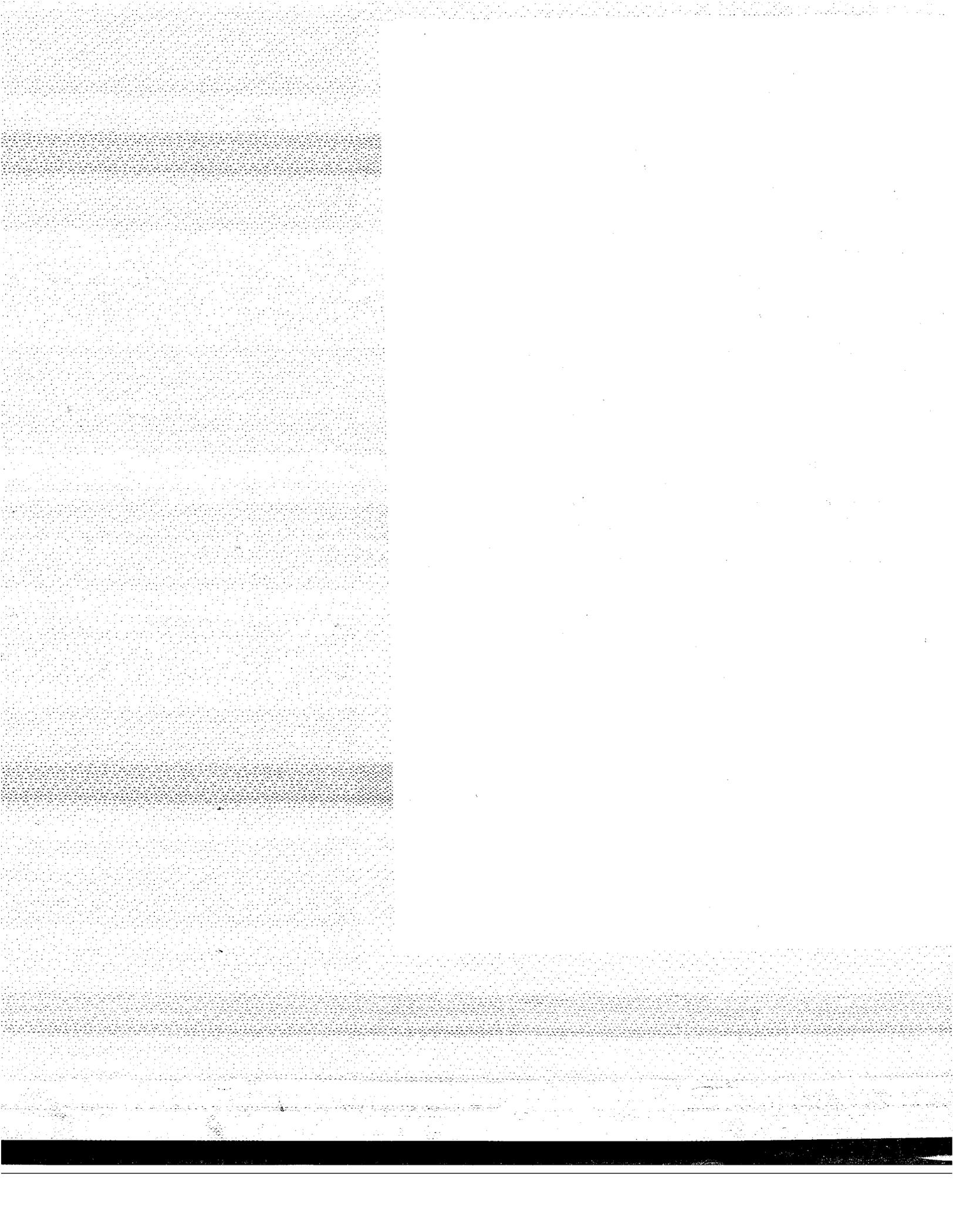
A stem-vowel change from a to the unlauded ä takes place in:

waschen (ich wasche; er wäscht)

schlafen (to sleep) (ich schlafe; er schläft)

tragen (to carry, wear) (ich trage; er trägt)

Study the three groups of vowel-changing verbs above until you feel you know the third person singular forms thoroughly; then turn the page for exercises in which all three groups are combined.



Write the third person singular form of the verbs shown in parentheses.

1. (nehmen) er _____
2. (schlafen) er _____
3. (waschen) er _____
4. (helfen) er _____
5. (treffen) er _____
6. (lesen) er _____
7. (sehen) er _____
8. (geben) er _____
9. (essen) er _____
10. (sprechen) er _____
11. (tragen) er _____

TURN THE PAGE AND CHECK YOUR ANSWERS.

Write the third person singular form of the verbs shown in parentheses.

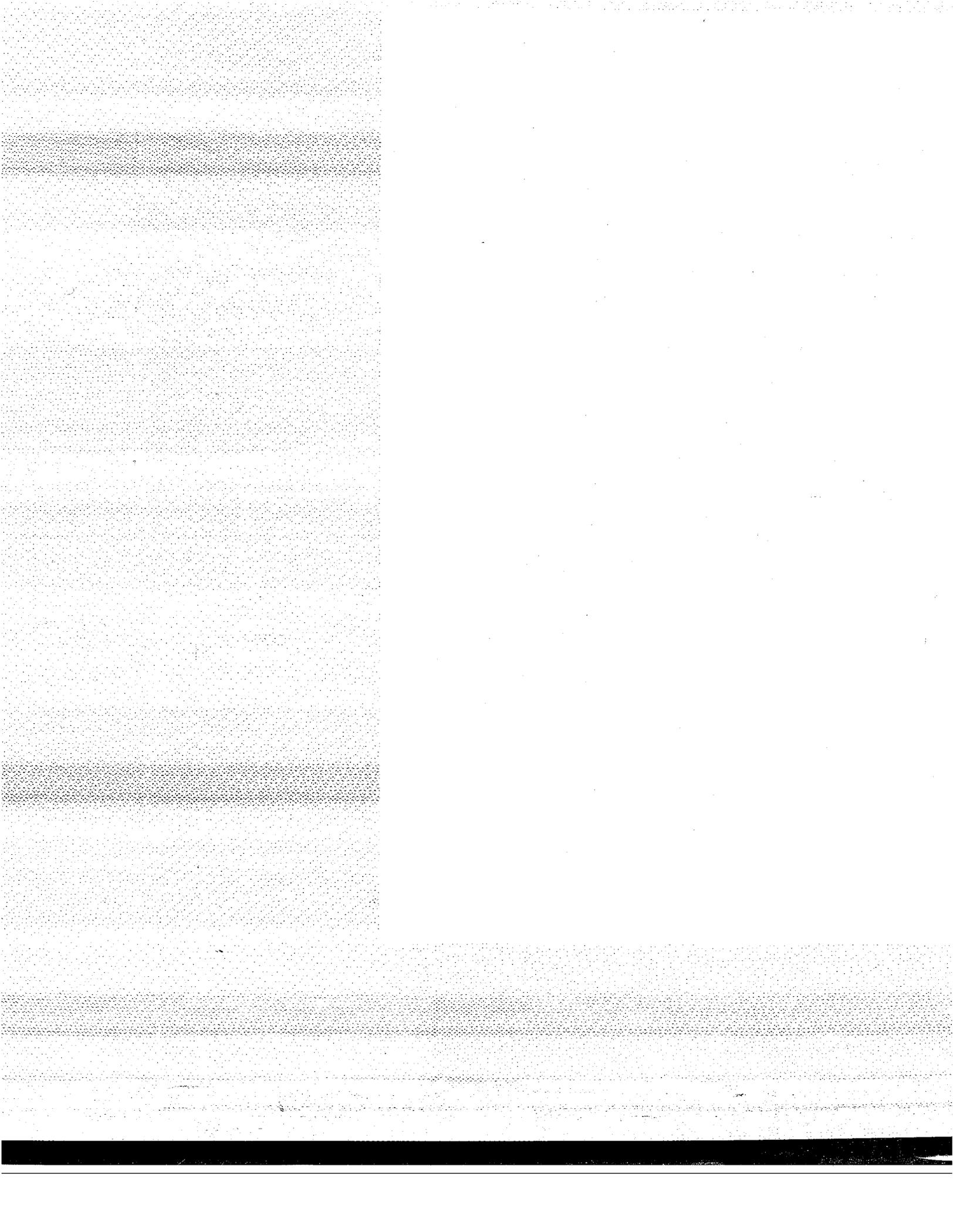
1. (nehmen) er _____
2. (schlafen) er _____
3. (waschen) er _____
4. (helfen) er _____
5. (treffen) er _____
6. (lesen) er _____
7. (sehen) er _____
8. (geben) er _____
9. (essen) er _____
10. (sprechen) er _____
11. (tragen) er _____

TURN THE PAGE AND CHECK YOUR ANSWERS.

If you made any mistakes, write the correct German.

- _____ 1. ~~nimmt~~
- _____ 2. schläft
- _____ 3. wäscht
- _____ 4. hilft
- _____ 5. trifft
- _____ 6. liest
- _____ 7. sieht
- _____ 8. gibt
- _____ 9. isst
- _____ 10. spricht
- _____ 11. trägt

START THE TAPE.



Say the appropriate present tense form of the verbs shown in parentheses.

1. (sehen) er
2. (schlafen) er
3. (nehmen) er
4. (tragen) er
5. (geben) er
6. (treffen) er
7. (sprechen) er
8. (lesen) er
9. (helfen) er
10. (essen) er
11. (waschen) er

If you made any mistakes, write the correct German.

- _____ 1. liest
- _____ 2. hilft
- _____ 3. isst
- _____ 4. wäscht
- _____ 5. sieht
- _____ 6. trägt
- _____ 7. schläft
- _____ 8. spricht
- _____ 9. nimmt
- _____ 10. trifft
- _____ 11. gibt

START THE TAPE.

Fill in the blanks with the appropriate present tense form of the verbs shown in parentheses.

1. (lesen) er _____
2. (helfen) er _____
3. (essen) er _____
4. (waschen) er _____
5. (sehen) er _____
6. (tragen) er _____
7. (schlafen) er _____
8. (sprechen) er _____
9. (nehmen) er _____
10. (treffen) er _____
11. (geben) er _____

TURN THE PAGE AND CHECK YOUR ANSWERS.

If you made any mistakes, write the correct German.

- _____ 1. liest
- _____ 2. hilft
- _____ 3. isst
- _____ 4. wäscht
- _____ 5. sieht
- _____ 6. trägt
- _____ 7. schläft
- _____ 8. spricht
- _____ 9. nimmt
- _____ 10. trifft
- _____ 11. gibt

START THE TAPE.

The following exercise combines the third person singular forms of vowel-changing verbs with the other personal forms. As you remember, only the third person singular forms show a stem-vowel change. Fill in the blanks with the appropriate present tense forms of the verbs shown in parentheses.

1. (essen) sie [sing.] _____
2. (lesen) wir _____
3. (waschen) es _____
4. (geben) er _____
5. (helfen) sie [pl.] _____
6. (treffen) ich _____
7. (tragen) er _____
8. (sehen) Sie _____
9. (schlafen) wir _____
10. (nehmen) wir _____
11. (sprechen) es _____
12. (waschen) ich _____

TURN THE PAGE AND CHECK YOUR ANSWERS.

If you made any mistakes, write the correct German.

- _____ 1. isst
- _____ 2. lesen
- _____ 3. wäscht
- _____ 4. gibt
- _____ 5. helfen
- _____ 6. treffe
- _____ 7. trägt
- _____ 8. sehen
- _____ 9. schlafen
- _____ 10. nehmen
- _____ 11. spricht
- _____ 12. wasche

TURN THE PAGE.

13. (helfen) wir _____
14. (essen) er _____
15. (nehmen) sie [pl.] _____
16. (lesen) sie [sing.] _____
17. (geben) Sie _____
18. (tragen) er _____
19. (sprechen) sie [sing.] _____
20. (treffen) ich _____
21. (schlafen) er _____
22. (sehen) es _____
23. (nehmen) wir _____
24. (geben) sie [sing.] _____

TURN THE PAGE AND CHECK YOUR ANSWERS.

If you made any mistakes, write the correct German.

_____ 13. helfen

_____ 14. isst

_____ 15. ~~nehmen~~

_____ 16. liest

_____ 17. geben

_____ 18. trägt

_____ 19. spricht

_____ 20. treffe

_____ 21. schläft

_____ 22. sieht

_____ 23. ~~nehmen~~

_____ 24. gibt

START THE TAPE.

Say complete German sentences, supplying the appropriate present tense form of the verbs shown in parentheses.

1. (treffen) sie [pl.]
2. (lesen) ich
3. (schlafen) sie [sing.]
4. (geben) wir
5. (sehen) er
6. (sprechen) Sie
7. (essen) es
8. (nehmen) sie [sing.]
9. (waschen) Sie
10. (tragen) er
11. (treffen) ich
12. (geben) sie [sing.]
13. (helfen) er
14. (schlafen) wir

The following exercise combines both regular verbs and vowel-changing verbs, in all personal forms. Say complete German sentences, supplying the appropriate present tense forms of the verbs in parentheses.

1. (lesen) Er ein Buch.
2. (helfen) Wir Karl.
3. (schlafen) Das Kind
4. (bleiben) Sie in München?
5. (waschen) Paul das Auto.
6. (geben) Ich Anni den Bleistift.
7. (sprechen) Der Lehrer mit den Schülern.
8. (finden) Wir ein Haus.
9. (sehen) Ich den Ball.
10. (tragen) Der Mann den Stuhl
11. (schreiben) Das Kind die Adresse.
12. (trinken) Vater Kaffee.
13. (treffen) Ich Heidi in dem Restaurant.
14. (geben) Herr Meyer dem Nachbarn eine Tasse Kaffee.

Introductory Module

Test

Introductory Module

Test

Say complete German sentences, supplying the appropriate present tense form of the verbs in parentheses. Both regular and vowel-changing verbs are used.

1. (treffen) Er den Lehrer.
2. (helfen) Wir der Dame.
3. (lesen) Ingrid das Buch.
4. (geben) Hans der Mutter die Zeitung.
5. (sehen) Sie das Bild?
6. (schreiben) Wir den Brief.
7. (nehmen) Gertrud das Buch.
8. (fragen) Paul den Kellner.
9. (waschen) Die Mutter das Kind.
10. (tragen) Das Kind den Ball.
11. (schlafen) Das Kind
12. (arbeiten) Der Mann in dem Garten.
13. (danken) Wir dem Offizier.
14. (essen) Paul Kuchen.
15. (sprechen) Wir mit dem Lehrer.
16. (gehen) Hans ins Kino?
17. (reden) Der Schüler mit dem Lehrer.

Fill in the blanks with the appropriate present tense form of the verbs in parentheses.

1. (helfen) Paul _____ dem Lehrer.
2. (danken) Das Kind _____ der Mutter.
3. (sehen) Ich _____ das Haus.
4. (spielen) Wir _____ Fussball.
5. (waschen) Ingrid _____ den Wagen.
6. (lesen) Maria _____ den Brief.
7. (schlafen) Der Herr _____ in dem Zimmer.
8. (gehen) _____ Sie in das Klassenzimmer?
9. (treffen) Maria _____ die Freundin in der Schule.
10. (arbeiten) Die Mutter _____ in der Küche.
11. (sprechen) Der Offizier _____ mit einem Soldaten.
12. (essen) Herr Meyer _____ zu Mittag.
13. (geben) Wir _____ der Frau ein Glas Wasser.
14. (nehmen) Das Kind _____ das Geld.
15. (tragen) Hans _____ die Aktentasche.
16. (reden) Der Offizier _____ mit dem Schützen.

END OF TEST.

Fill in the blanks with the appropriate present tense form of the verbs in parentheses.

1. (helfen) Paul hilft dem Lehrer.
2. (danken) Das Kind dankt der Mutter.
3. (sehen) Ich sehe das Haus.
4. (spielen) Wir spielen Fussball.
5. (waschen) Ingrid wäscht den Wagen.
6. (lesen) Maria liest den Brief.
7. (schlafen) Der Herr schläft in dem Zimmer.
8. (gehen) Gehen Sie in das Klassenzimmer?
9. (treffen) Maria trifft die Freundin in der Schule.
10. (arbeiten) Die Mutter arbeitet in der Küche.
11. (sprechen) Der Offizier spricht mit einem Soldaten.
12. (essen) Herr Meyer isst zu Mittag.
13. (geben) Wir geben der Frau ein Glas Wasser.
14. (nehmen) Das Kind nimmt das Geld.
15. (tragen) Hans trägt die Aktentasche.
16. (reden) Der Offizier redet mit dem Schützen.

END OF TEST.