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**Auszug aus:**

*Großer Lernwortschatz Englisch - Deutsch als Fremdsprache*  
(Niveau: A1 - C1)

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# Vorwort

## Introduction

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The *Großer Lernwortschatz Deutsch als Fremdsprache* is an up-to-date, comprehensive and highly efficient tool for learning vocabulary and fulfils all requirements of a modern approach to language learning.

The *Großer Lernwortschatz Deutsch als Fremdsprache* is designed for both adult and younger learners, at elementary, intermediate and advanced level, who want to revise, consolidate, extend and/or reinforce their knowledge of German vocabulary.

With roughly 15,000 entries, the *Großer Lernwortschatz Deutsch als Fremdsprache* provides an extensive vocabulary base and an ideal foundation on which to build. It will enable you to get equipped for a trip to a German-speaking country, master communicative situations at work, at school, and in everyday private life, and prepare for exams.

The *Großer Lernwortschatz Deutsch als Fremdsprache* is ideally suited to the needs of self-study learners, but can also be used to complement classroom learning from the middle of elementary level on (level A2 in the *European Framework of Reference for Language Learning and Teaching*).

The vocabulary that is part of the vocabulary list for the *Certificate of German* (= level B1 in the European reference framework) is highlighted with an asterisk\* to make it easily identifiable.

The *Großer Lernwortschatz Deutsch als Fremdsprache* is organized in thematic areas and sub-areas. Major headwords, i.e. important words that typically belong to the topic area, are highlighted in colour to make them easy to find.

To ensure prompt and efficient access, there are separate English and German indexes at the back of the book with chapter number references which will enable learners to search for specific terms and gain easy access to the relevant words of the given topic area. To ensure that the indexes remain clearly structured and easy to use, they include only the main entries and their English translations.

### **Why are the words grouped according to topic areas?**

Psychological research into learning and memory shows that language learners remember better when they encounter and learn words in fields and in meaningful contexts. So, instead of simple vocabulary entries, there are lots of example sentences showing how the words can occur in a concrete communicative situation.

The thematic arrangement in conjunction with the alphabetical index is moreover considerably more user-friendly. As the user finds all the relevant words, functional phrases and idiomatic expressions and cultural information related to a specific situation in one place.

For example, if you go out to a restaurant to eat, the following words, idiomatic expressions and cultural information may be useful: *Ist hier noch frei?* / *Bezahlen, bitte.* / *s Menü* / *Wieviel Trinkgeld soll ich geben?* etc.

## In addition there are info boxes on the following areas:



cultural features of special note in the German-speaking countries



word fields, specialist vocabulary and technical terms



functional and idiomatic phrases linked to the topic



grammatical features of special note and “false friends”



proverbs and colloquial turns of phrase (not part of the compulsory learning vocabulary, but as extra information and for fun)

These info boxes, the functional and idiomatic phrases listed there, and also the example sentences in the regular entries convey to learners how the words are actually used in concrete linguistic situations.

A German-language *Großer Lernwortschatz Deutsch* also of course covers Austrian and Swiss variants.

The relevant entries are marked by the abbreviations *österr.* and *schweiz* (variants restricted to Southern Germany are annotated *süddt.*).

The appendix contains two separate lists with the Austrian and Swiss variants included in the *Großer Lernwortschatz Deutsch als Fremdsprache* (incl. standard variants from the *Certificate of German* wordlist). Where there are cultural differences in Austria and Switzerland compared to Germany, there are additional info boxes with a contrastive description of the special cultural features.



# Benutzerhinweise / Zeichenerklärung

## Notes for the user / Explanation of symbols

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s <b>Wort</b> , =er	main entry in bold print and colour: This is how the most important words in the relevant topic area are marked. These words can be found in the alphabetical index.
r Mann	abbreviation for the masculine definite article <i>der</i>
e Frau	abbreviation for the feminine definite article <i>die</i>
s Kind	abbreviation for the neuter definite article <i>das</i>
s Kind, -er	plural form with plural ending: <i>Kind, Kinder</i>
s Haus, =er	plural form with umlaut: <i>Haus, Häuser</i>
r Direktor, -en // e Direktorin, -nen	symbol separating masculine and feminine form
[...]	text in square brackets: English translator's note, or when there is no equivalent in English
Sg	This word only exists in the singular in this meaning.
Pl	This word only exists in the plural in this meaning.
untergehen	marking of main stress: here a short vowel
unterschre <u>ib</u> en	marking of main stress: here a long vowel
+A	+ accusative (only given for prepositions that govern more than one case)
+D	+ dative (only given for prepositions that govern more than one case)
jn	jemanden (= sb / accusative object)
jm	jemandem (= sb / dative object)
etw	etwas (= sth)
sb	somebody
sth	something
süddt.	Southern German variant
österr.	Austrian variant
schweiz.	Swiss variant
ugs.	colloquial
AE / BE	American English / British English
House rhymes <i>with</i> mouse.	word in italics in English column when there is a risk of a typical mistake being made as a result of interference, i.e. when the English word or a rule could be wrongly used or applied in German: so-called "false friends".
s Handy ['hendi]	phonetic transcription is given only when the pronunciation of the German word is not clear because it is, e.g., a foreign loan-word or an internationalism.
↔	opposite / antonym
*	part of the <i>Certificate of German</i> wordlist

It is assumed that users of the *Großer Lernwortschatz Deutsch als Fremdsprache* already have a basic knowledge of German grammar, hence the grammatical notes are restricted to the following:

gehen (ging, ist gegangen)	past forms of irregular verbs (only given for main entries)
gut (besser, best-)	irregular comparative and superlative forms (only given for main entries)
(sich) waschen	reflexive pronoun (in brackets when not compulsory)
jn waschen	<i>jemanden</i> ; accusative object of verb
jm helfen	<i>jemandem</i> ; dative object of verb
sich beklagen (über +A)	indication of the case after a preposition, only given for prepositions that govern more than one case (accusative or dative), i.e. no note when a preposition always governs only the accusative or dative. This is assumed as known.

### Notes and ...

#### Learning new words

When learning the words, say the German words or sentences out loud, paying attention to the correct word stress.

Reading, saying out loud and listening enhances the ability to memorise.

It has also been established that the ability to memorise is improved if you move about when learning vocabulary.

Learning vocabulary is (usually) only successful if the topic is of interest and motivation is strong enough.

#### Revising & repeating words

Words are only transferred from short-term to long-term memory if they are learned, used and/or recognised **more than once**.

### tips on learning vocabulary

- ➔ Write the (for you important) **words** from a chapter down **on little cards**. This enables you to learn vocabulary wherever you happen to be.
- ➔ Cover up one column in the book and translate the individual entries. **Say them out loud**.
- ➔ Try **learning** in a different way, **by moving** about at the same time, e.g. going for a walk.
- ➔ Find out what is your **optimal learning environment**. You should definitely make sure you're not distracted by loud music or noise.
- ➔ **Learn** with a **cassette** or Walkman / MD-Player: Record the English word or sentence, make a short pause, then say the German word or sentence. Pay attention to the correct word stress.  
When you want to learn, listen to the cassette and repeat the word or sentence out loud.
- ➔ Only learn the **words that personally interest you**, that you need (for an exam) and will use one day.

- ➔ If you use little cards for learning (see above), you can repeat and revise words at certain fixed intervals by using a **card index system**: cards with words that you know are placed in the compartment at the back. You should revise these again a few days later. Cards with words that you're not so sure of are placed in the front section and have to be learned again.
- ➔ Hang up **learning posters** with words or sentences that you find difficult to learn in a prominent position in your home or place of work. Your attention will be drawn to them repeatedly during the course of the day.
- ➔ When you have learned new words, read or listen to something on the topic, or talk to somebody about it or write a short text on it.

### **Learning words in small portions**

Every human being has his or her own rhythm and tempo when learning something new. Most people's ability to take things in is exhausted after around 30 minutes.

➔ Learn new vocabulary and then **take a break after around 30 minutes.**

Do something else for about 5 – 10 minutes. Clear your head by, for example, massaging your earlobe or drawing in the air a figure of eight on its side (symbol for infinity) with your nose. Do whatever enables you to relax.

Good luck and have fun with your vocabulary learning!

The authors



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