

SIMON & SCHUSTER'S
PIMSLEUR[®]

THE PIMSLEUR GUIDE



HOW THE PROGRAM WORKS

Travel the world with Pimsleur!

PIMSLEUR® LANGUAGE PROGRAMS

You have just purchased the most effective language program ever developed. As you probably know, learning a new language can be frustrating. Your first experience with a foreign language may have been in school. If the classes seemed difficult, or if your grades were poor, you probably believed you had no aptitude for languages. Even if you did well, you may have been surprised later to discover that what you learned was of little or no use when you tried to converse with native speakers.

Perhaps you waited until later in life and tried adult education classes, language schools, or home training programs. There too you may have found the information hard to retain, the lessons tedious, and your progress slow. Many language students give up early in these programs, convinced they lack the natural ability to understand and use what they read and hear.

The truth is that anyone can acquire a foreign language—with the right teaching system. With the Pimsleur® Method, you will benefit from the years of research and development that have helped create the world's most effective method for teaching foreign languages. The Pimsleur® Language Programs, developed by Dr. Paul Pimsleur, fill an urgent need for self-instructional materials in many languages.

HOW TO USE THE PROGRAM

To get the full benefit of each lesson, choose a quiet place where you can practice without interruption and a time of day when your mind is most alert and your body least fatigued.

The length of each lesson, just under 30 minutes, is that recommended by teaching specialists for a concentrated learning task. Once you've started the program, simply follow the tutor's instructions. The most important instruction is to respond aloud when the tutor tells you to do so. There will be a pause after this instruction, giving you time to reply. It is essential to your progress that you speak out in a normal conversational voice when asked to respond. Your active participation in thinking and speaking is required for your success in mastering this course.

The simple test for mastery is whether you are able to respond quickly and accurately when your tutor asks a question. If you are responding correctly about eighty percent of the time, then you're ready to proceed to the next lesson. It is important to keep moving forward, and also not to set unreasonable standards of perfection that will keep you from progressing, which is why we recommend using the eighty percent figure as a guide.

You will notice that each lesson contains both new and familiar material, and just when you may be worrying about forgetting something, you will conveniently be reminded of it. Another helpful feature of the Pimsleur® Language Program is its rate of "saturation." You will be responding many times in the half-hour. This saturation enables you to make substantial progress within a short period of time.

GUIDELINES FOR SUCCESS

Complete the lesson units in strict consecutive order (don't skip around), doing no more than one lesson per day, although the lesson unit for the day may be repeated more than once. Daily contact with the language is critical to successful learning.

Listen carefully to each lesson unit. Always follow the directions of the instructor.

Speak out loud when directed by the tutor and answer questions within the pauses provided. It is not enough to just silently “think” of the answer to the question asked. You need to speak the answer out loud to set up a “circuit” of the language you are learning to speak so that it is heard and identified through your ears, to help to establish the “sounds” of the target language. Do this prior to hearing the confirmation, which is provided as reinforcement, as well as additional speech training.

Do all required activities according to the instructions, without reference to any outside persons, book, or course.

Do not have a paper and pen nearby during the lessons, and do not refer to dictionaries or other books. The Pimsleur® Method works with the language-learning portion of your brain, requiring language to be processed in its spoken form. Not only will you interrupt the learning process if you attempt to write the words that you hear, but you will also begin to speak the target language with an American accent. This is because the “sounds” represented by the American letters are different from the same-looking letters from the foreign language.

DR. PAUL PIMSLEUR AND HIS UNIQUE METHOD

Dr. Paul Pimsleur devoted his life to language teaching and testing and was one of the world's leading experts in applied linguistics. He was fluent in French, good in German, and had a working knowledge of Italian, Russian, Modern Greek, and Mandarin Chinese. After obtaining his Ph.D. in French and a Masters in Psychology from Columbia University, he taught French Phonetics and Linguistics at UCLA. He later became Professor of Romance Languages and Language Education, and Director of The Listening Center (a state-wide language lab) at Ohio State University; Professor of Education and Romance Languages at the State University of New York at Albany; and a Fulbright lecturer at the University of Heidelberg. He did research on the psychology of language learning and in 1969 was Section Head of Psychology of Second Language Learning at the International Congress of Applied Linguistics.

Dr. Pimsleur was a member of the American Association of Teachers of French (AATF), American Educational Research Association (AERA), Modern Language Association (MLA), and a founding member of the American Council on the Teaching of Foreign Languages (ACTFL).

His many books and articles revolutionized theories of language learning and teaching. After years of experience and research, Dr. Pimsleur developed a new method (The Pimsleur Method) that is based on two key principles: the "Principle of Anticipation" and a scientific principle of memory training that he called "Graduated Interval Recall." This Method has been applied to the many levels and languages of the Pimsleur Programs.

GRADUATED INTERVAL RECALL

The term, “Graduated Interval Recall” is a complex name for a very simple theory about memory. No aspect of learning a foreign language is more important than memory, yet before Dr. Pimsleur, no one had explored more effective ways for building language memory.

In his research, Dr. Pimsleur discovered how long students remembered new information and at what intervals they needed to be reminded of it. If reminded too soon or too late, they failed to retain the information. This discovery enabled him to create a schedule of exactly when and how the information should be reintroduced.

Suppose you have learned a new word. You tell yourself to remember it. However, after five minutes you’re unable to recall it. If you’d been reminded of it after five seconds, you probably would have remembered it for maybe a minute, at which time you would have needed another reminder. Each time you are reminded, you remember the word longer than you did the time before. The intervals between reminders become longer and longer, until you eventually remember the word without being reminded at all.

This program is carefully designed to remind you of new information at the exact intervals where maximum retention takes place. Each time your memory begins to fade, you will be asked to recall the word.

PRINCIPLE OF ANTICIPATION

The “Principle of Anticipation” requires you to *anticipate* a correct answer. Practically, what this means is that you must retrieve the answer from what you have learned earlier in the course. It works by posing a question, asking you to provide a new sentence, using information you’ve learned previously and putting it into a new combination. This provides novelty and excitement which accelerates learning.

A possible scenario:

Speaker’s cue: “Are you going to the movies today?”
(PAUSE)

Drawing on information given previously, you respond
(*in the target language*):

“No, I’m going tomorrow.”

The instructor will then confirm your answer:

“No, I’m going tomorrow.”

The Narrator then may cue:

“Is your sister going to Europe this year?” (PAUSE)

Response: “No, she went last year.”

Before Dr. Pimsleur created his teaching method, language courses were based on the principle of “mindless-repetition.” Teachers drummed words into the students’ minds over and over, as if there were grooves in the mind that could be worn deeper with repetition.

Neurophysiologists tell us however, that on the contrary, simple and unchallenging repetition has a hypnotic, even dulling effect on the learning process. Eventually, the words being repeated will lose their meaning. Dr. Pimsleur discovered that learning accelerates when there is an “input/output” system of interaction, in which students receive information and then are asked to retrieve and use it.

CORE VOCABULARY

While “Graduated Interval Recall” and the “Principle of Anticipation” are the foundation of the Pimsleur® Method, there are other aspects that contribute to its uniqueness and effectiveness. One involves vocabulary. We have all been intimidated, when approaching a new language, by the sheer immensity of the number of new words we must learn. But extensive research has shown that we actually need a comparatively limited number of words to be able to communicate effectively in any language.

Language can be divided into two distinct categories: grammatical structures (function words) and concrete vocabulary (content words). By focusing on the former category and enabling the student to comprehend and employ the structure of the new language, Dr. Pimsleur found that language learners were able to more readily put new knowledge to use. There are few content words that must be known and used every day. The essential “core” of a language involves function words, which tend to relate to human activities.

This course is designed to teach you to understand and to speak the essential elements of your new language in a relatively short time. During each half-hour lesson, you will actually converse with two native speakers, using the level of language spoken by educated citizens in their everyday business and social life. The program’s unique method of presenting dialogue in-situation relieves you of the most common learning problem, the problem of meaning.

ORGANIC LEARNING

The Pimsleur® Method centers on teaching functional mastery in understanding and speaking a language, in the most effective and efficient way possible. You will be working on your vocabulary, grammar, and pronunciation in an integrated manner, as you are learning specific phrases that have practical use in everyday activities.

There are several thousand languages in the world. Because fewer than five hundred of these languages have developed formal systems of writing, linguistic specialists accept that language is primarily speech. For this reason, it is also accepted that the human brain acquires language as speech. Therefore, when Dr. Pimsleur created his language programs, he began teaching with recorded materials, which enabled the learners to acquire the sounds, the rhythm, and the intonation of the target language. The learners did this more rapidly, more accurately, and with great enthusiasm because they found themselves capable of almost instant beginning communication skills.

Dr. Pimsleur called this “organic learning” because it involves learning on several fronts at the same time. His system enables the learner to acquire grammatical usage, vocabulary, and the “sounds” of the language in an integrated, exciting way. In short, the learner gains the language as a living, expressive form of human culture.

COURSE CONTENT

When you have mastered a Pimsleur® Language Program, you will have a highly-practical, every-day vocabulary at your command. These basic words, phrases, and sentences have been carefully selected to be the most useful in everyday situations when you visit a foreign country. You will be able to handle social encounters graciously, converse with native speakers in travel situations, and use transportation systems with confidence. You'll be able to ask directions and to navigate your own way around the cities and countryside.

The language skills you learn will enable you to participate in casual conversations, express facts, give instructions, and describe current, past, and future activities. You will be able to deal with everyday survival topics and courtesy requirements. You will be intelligible to native speakers of the language—even to those who are not used to dealing with foreigners. What is equally important, you will know how to ask the kinds of questions that will further expand your knowledge of and facility with the language, because you will have been trained by the Pimsleur® open-ended questioning technique.

The Pimsleur® Method becomes a springboard for further learning and growth to take place—the ultimate purpose of any real educational system. This desire to learn will be apparent to the people with whom you speak. It will indicate sincere interest in and respect for their culture.

A NOTE ON REGIONAL LANGUAGE DIFFERENCES

In any large country, and even in many smaller countries, regional differences in language are common. In the United States, for example, a person from Maine can sound very different than someone from Texas. Pronunciations (“accents”) vary, and there are also minor differences in vocabulary. For example, what is called a “drinking fountain” in New York or Arizona is known as a “bubbler” in Wisconsin, and a “soft drink” in one part of America will be called a “soda” elsewhere. The differences in English are even more distinct between North Americans and Britons, or between Britons and Australians. But all are native speakers of English; all can communicate with spoken English, read the same newspapers, and watch the same television programs, essentially without difficulty.

Native speakers of a language can often tell where someone is from by listening to him or her speak. In addition to regional differences, there are social differences. Pimsleur® Language Programs use a standard “educated” speech, which will generally carry you throughout the country without difficulty.

READING IN A PIMSLEUR PROGRAM

A phonetic alphabet, such as the Latin alphabet and the Greek alphabet, is a list of symbols (letters) that are used to represent the sounds of the language in writing. And given that language is primarily speech, the spoken sounds of the language necessarily precede learning how to decode the written form, i.e., learning how to “read” – just as a child first learns to speak and then eventually to read. This is the natural progression Dr. Pimsleur followed in his courses.

After an initial introduction to the spoken language, reading is then integrated into the program and the new alphabet is systematically introduced, associating each letter with the sounds of the new language. Initially, you are sounding out words, mastering the different sounds associated with the new alphabet. You are not, at first, reading for meaning, but rather for sound/symbol correlation. Eventually, when the sound system is mastered, you will be able to look at known vocabulary and “read for meaning.” By the end of the first 30 lessons, you will be reading at the same level as you are speaking.

Pimsleur covers the world of languages. You can choose from over 60 language programs, many with multiple levels, ranging from the most popular to the exotic. Become a Pimsleur learner and travel the world!

Programs available for these languages:

- Albanian
- Arabic (Eastern)
- Arabic (Egyptian)
- Arabic (Modern Standard)
- Armenian (Eastern)
- Armenian (Western)
- Chinese (Cantonese)
- Chinese (Mandarin)
- Croatian
- Czech
- Danish
- Dari (Persian)
- Dutch
- Farsi (Persian)
- Finnish
- French
- German
- Greek (Modern)
- Haitian Creole
- Hebrew (Modern)
- Hindi
- Hungarian
- Indonesian
- Irish
- Italian
- Japanese
- Korean
- Lithuanian
- Norwegian
- Ojibwe
- Pashto
- Polish
- Portuguese (Brazilian)
- Portuguese (European)
- Punjabi
- Romanian
- Russian
- Castilian Spanish
- Latin American Spanish
- Swahili
- Swedish
- Swiss German
- Tagalog
- Thai
- Turkish
- Twi
- Ukrainian
- Urdu
- Vietnamese

ESL (English as a Second Language):

- Arabic
- Chinese (Cantonese)
- Chinese (Mandarin)
- French
- German
- Haitian
- Hindi
- Italian
- Korean
- Persian
- Portuguese
- Russian
- Spanish
- Vietnamese



Pimsleur® Language Programs are available
in all of the commonly spoken languages.

Many other languages are also available.
For more information, call 1-800-831-5497
or visit us at www.Pimsleur.com

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SIMON & SCHUSTER'S
PIMSLEUR®

DANISH

LEVEL

1



READING BOOKLET



.....
: *Travelers should always check with their* :
: *nation's State Department for current* :
: *advisories on local conditions before* :
: *traveling abroad.* :
.....

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Introduction

Danish, a North Germanic language based on Old Norse, is spoken by some 6 million people, primarily in Denmark, although there are some speakers in Norway, Sweden, the Faroese Islands, and Greenland (the last two of which are Danish territories). Historically, Denmark ruled both Norway and southwestern Sweden, so Norwegians, some Swedes, and Danes are generally comfortable reading the others' languages. Although Greenland is considered a territory of Denmark, less than twenty percent of the population speaks Danish.

Within the country of Denmark, there are many different dialects spoken. Generally, the newscast or Standard Danish, also referred to as *rigsdansk*, is considered the most desirable dialect. It is based on the dialects spoken in and around Copenhagen. Interestingly, Standard Danish emerged as a compromise between Zealand (the island on which Copenhagen is located) and Scania (a former Danish territory, now owned by Sweden). This course adheres as closely as possible to Standard Danish.

Both Danish and Swedish are derived from Old East Norse, known as Runic Danish in Denmark because the majority of early texts appear in the runic alphabet. Norwegian is derived from Old West Norse, but Danes are generally better able to understand and read Norwegian than Swedish (Norway was a part of Denmark for more than 400 years).



Danish is often perceived as a difficult language to learn because of its sound system as well as the differences in spelling versus pronunciation. Spoken Danish is prone to considerable reduction and assimilation of consonants and vowels. What separates Danish from most other languages is the presence of *stød* (“push” or “thrust”), a form of laryngealization, which is only sometimes realized as a full glottal stop. Danish has less of a melodic quality than its Scandinavian counterparts, and this is even more pronounced in the areas of Denmark bordering Germany.

Danish has two genders, the common *en* and the neuter *et*. Because there are no standards to determine whether a noun is common or neuter, the recommendation is to use common if you’re unsure of the gender because it appears more frequently (about 75% of the nouns are common nouns). The gender of the noun is important because the indefinite form influences the definite form. For example,

en mand / a man (indefinite)

becomes

manden / the man (definite).

This rule is among the easiest and most basic in the Danish language as the gender is always attached to the back of the noun when switching from indefinite to definite (“a man” to “the man”).



Danish Alphabet

The Danish alphabet is based on the Latin alphabet and has 29 letters: a through z, plus the letters, æ, ø, and å. The letters c, q, w, x, and z are used only for foreign loan words.

Reading Lessons

After an introduction to the spoken language, reading is integrated into the program starting with Unit Eleven. In these Reading Lessons you will learn to sound out the Danish alphabet, starting with short words and then progressing to longer words and short phrases, building in length until you will be reading complete sentences in context.

The Danish alphabet is systematically introduced and you will learn to associate each letter with the sounds of Danish. You will not at first be reading for meaning, but rather for sound / symbol correlation. Eventually, when the sound system is mastered, you will be able to look at known vocabulary and read for meaning. By the end of the course, you will be reading at the same level as you are speaking.

The Reading items in the lessons have been selected especially to give you practice in the unique Danish sounds and sound combinations. Your vocabulary acquisition will begin after you've learned the new, different sound system. You should read aloud, as directed. The process of saying the words out-loud will reinforce and enhance your language acquisition and will help lodge the sounds of Danish in your



memory. In these Reading Lessons, you will learn to look at the Danish alphabet with Danish eyes.

There are twenty Danish Reading Lessons, which appear with the spoken lessons starting at the end of Unit Eleven. These lessons are also combined and provided separately at the end of the course. You may choose to do the Readings along with their respective units, or you may wait until you have completed the course and do them all together. Repeat the Reading Lessons as often as you wish. Instructions on how to proceed with the Readings are contained in the audio.



Unit Eleven

1. sal
2. mal
3. sen
4. ben
5. mene
6. Lene
7. bar
8. bare
9. eller
10. hel / Helle
11. skelner
12. kaffe
13. hatten
14. tak
15. tal / kat
16. vi
17. din
18. finne
19. min / misse
20. ikke



Unit Twelve

1. datter
2. dele
3. lidt
4. sige
5. syge
6. syn
7. lyt
8. ynke
9. sær
10. være
11. nær
12. lyst
13. flytte
14. bo
15. sko
16. bog
17. du
18. bruge
19. bukke
20. plukke



Unit Thirteen

1. lære
2. dyr
3. to kroner
4. tusind tak
5. tolv
6. halv
7. selv
8. hej
9. lej
10. fejre
11. ferie
12. sommerferie
13. komme
14. å
15. nå
16. gå
17. fået
18. åbne
19. forstår
20. Taler du dansk?



Unit Fourteen

1. rejse
2. på
3. dårligt
4. ikke så dårligt
5. set
6. bød
7. sølv
8. bødte
9. søster
10. der
11. her
12. Vejen er her.
13. sød
14. Vesterbrogade
15. derovre
16. Vesterbrogade er derovre.
17. haj
18. kaj
19. maj
20. Hurra for femte maj!



Unit Fifteen

1. min søn
2. Nørrebrogade
3. Her er Nørrebrogade.
4. amerikansk
5. helt fint
6. glad
7. brød
8. God dag.
9. ny
10. nynne
11. jeg
12. mig
13. dig
14. med
15. Vil du spise med mig?
16. Vi kan have ...
17. et glas øl ...
18. og ...
19. og et stykke smørrebrød.
20. Fint, men ikke hos dig.



Unit Sixteen

1. Ja da.
2. God morgen.
3. det
4. Det er her.
5. Hav det godt.
6. Vær så god.
7. tredive
8. jage
9. Vi ses.
10. håbe
11. hjælpe
12. hjelm
13. hvor
14. hvad
15. hvem
16. Hvem er det?
17. Hvordan har du det?
18. Hvilken vej?
19. lige
20. Tak i lige måde.



Unit Seventeen

1. jo
2. hjem
3. Hvad er klokken?
4. Jeg har det godt.
5. rette
6. regn
7. tegn
8. sang
9. lang
10. finger
11. Mange tak.
12. bank
13. tanke
14. Han tænker.
15. engelsk
16. hjort
17. hjerte
18. Sænk båden
19. Hvor mange?
20. Det ved jeg.



Unit Eighteen

1. længere
2. vink
3. Hvor er det?
4. først og fremmest
5. djævel
6. hotel
7. telefon
8. barn
9. fjord
10. Karl
11. sådan
12. har den
13. korte
14. bjørn
15. hurtigere
16. Skal jeg køre?
17. sære
18. gynges
19. gips
20. Giv mig det.



Unit Nineteen

1. dyrt
2. nord
3. gave
4. give
5. gyse
6. Ja, gerne.
7. på restaurant
8. tjeneren
9. kælderen
10. køberen
11. halvtredseren
12. halvtreds kilo
13. Kirken er i byen.
14. køre fire kilometer
15. svinekød
16. Vi kender dem.
17. kikkert
18. kniv
19. knuse
20. Han falder på knæene.



Unit Twenty

1. knop
2. kisten
3. Kan du køre?
4. knytte
5. gnide
6. gnaver
7. skål
8. Han skulle skaffe hjælp.
9. Jeg står på ski.
10. Solen skinner.
11. skærer
12. Jeg skønner ikke.
13. skydedør
14. Sjælland
15. sjov
16. chokolade
17. Han blev sjaskvåd.
18. Han sjuskede med penslen.
19. Det begynder at blæse.
20. Det blæser og regnen sjasker ned.



Unit Twenty-One

1. skind
2. sjal
3. gnist
4. Gå i skole.
5. Undskyld mig.
6. Giv mig en hånd.
7. Det var en kold dag.
8. God aften.
9. Danmark er et smukt land.
10. København
11. slik
12. slumre
13. øje
14. bøje
15. til højre
16. hyggelig
17. dejlig
18. frygtelig
19. Filmen var frygtelig.
20. Han er lykkelig.



Unit Twenty-Two

1. køretøj
2. Et øjeblik.
3. slips
4. Hyggeligt at hilse på dig.
5. bjerg
6. Bjarne
7. Jeg har brug
8. Jeg har brug for vand.
9. lille
10. tyve
11. syvogtyve
12. stationen
13. til Odense
14. Hvad koster en billet til Odense?
15. forbavse
16. tavse
17. liv
18. automat
19. Av! Det gør ondt!
20. Kan du sjipte med tovet?



Unit Twenty-Three

1. Ikke også?
2. femogtres
3. fjer
4. Jeg har syvogtyve kroner.
5. skib
6. maskine
7. Har du en mobiltelefon?
8. Hvad er din emailadresse?
9. Hvad vil du købe?
10. Kontant eller kort?
11. kreditkort
12. Jeg vil bruge Dankort.
13. Kør kortet gennem maskinen.
14. Indtast koden.
15. Tryk "Godkendt."
16. Kortet er godkendt.
17. Vil du gå til en fodboldkamp?
18. Jeg vil hellere i biografen.
19. galleriet
20. Det er et fint museum.



Unit Twenty-Four

1. sker
2. skov
3. Hvor mange penge har du?
4. Tag ikke den.
5. Er bilen dyr?
6. Du snakker hurtigt.
7. Hvor er Nationalmuseet?
8. Dankortet
9. Glasset? Det er stort.
10. Og så til venstre.
11. oplagt
12. selvsagt
13. Det vil jeg gerne.
14. drengene
15. Drengene er store.
16. Pigerne er små.
17. Min mand er på kontoret.
18. Vinen er til dig.
19. Lad os rejse til København.
20. Hyggeligt at se dig.



Unit Twenty-Five

1. Hvor er biblioteket?
2. Toilettet er til venstre.
3. Har han sagt det?
4. Hvad slags?
5. Det er gammeldags.
6. ruin
7. etui
8. i en fart
9. ohøj
10. soja
11. Bliver det boykottet?
12. meget
13. Hvor meget bliver det?
14. Jeg har nok.
15. Vil du have noget at spise nu?
16. Bare et smørrebrød, tak.
17. Og en kop kaffe.
18. Aftensmaden er dyr.
19. Jeg har nogle kroner.
20. Og jeg har et kredittkort.



Unit Twenty-Six

1. alle slags
2. indsprøjtning
3. vejret
4. regn
5. rogn
6. Vi rejser med hest og vogn.
7. Frogneparken er fin.
8. sogn
9. Hvor er vejen til København?
10. Kør lige frem!
11. Pigen har fregner.
12. Jeg vil købe en souvenir ---
13. til min familie.
14. Butikkerne er åbne, ikke sandt?
15. Jo, de er åbne.
16. Hvorfor spørger du?
17. Fordi det er sent.
18. Hvilken dag er det i dag?
19. I dag er det fredag.
20. Og i morgen er det lørdag.



Unit Twenty-Seven

1. sognepræst
2. lov
3. camping
4. Temperaturen er fjorten grader Celsius.
5. Vi bor i Washington.
6. Vi tager en taxa til lufthavnen.
7. Min søn studerer zoologi.
8. Vi besøgte lægen i går.
9. Jeg er rask.
10. Men Anders er syg.
11. Jeg tror han er forkølet.
12. Han har ondt i halsen.
13. Han hoster.
14. Og han har feber.
15. Temperaturen er fyrre grader.
16. Han har brug for medicin.
17. Jeg skal købe nogle tabletter.
18. Og hostesaft.
19. Det var ærgeligt.
20. God bedring.



Unit Twenty-Eight

1. Det er ganske varmt.
2. Hvordan er vejret?
3. Sikke et dejligt vejr!
4. Jeg sveder.
5. Det er koldt.
6. Det stormer.
7. Det sner og blæser.
8. I dag er det surt.
9. Det er regnfuldt og vinden er kold.
10. Jeg fryser.
11. Hvilken årstid kan du bedst lide?
12. Jeg kan best lide efteråret.
13. Om efteråret er træerne røde og gule.
14. Sonja kan bedst lide vinteren.
15. Der kan være meget sne om vinteren.
16. Mange danskere kan lide at stå på ski.
17. Lars kan bedst lide forår.
18. Om foråret bliver det lyst igen.
19. Og så kommer sommeren.
20. Der er lange, lyse nætter om sommeren.



Unit Twenty-Nine

1. Min mand skal besøge ---
2. nogle venner i Silkeborg.
3. Han tager et fly.
4. Jeg skal være her i nogle dage.
5. Børnene og jeg skal rejse sammen.
6. Vi tager toget.
7. Se på togtabellen.
8. Hvornår går toget?
9. Toget? Det går klokken to.
10. Har vi brug for pladsbilletter?
11. Børnene vil have vinduspladser.
12. Hvilken siddeplads har du?
13. Der er spisevogn på toget.
14. Undskyld. Er det ledigt her?
15. Beklager. Der er optaget.
16. Toget er i rute.
17. Min søn og jeg skal tage bussen.
18. Den går fra Hovedbanegården.
19. Vi har en kuffert og en rygsæk.
20. God tur!



Unit Thirty

1. Nå! Hvad er det?
2. Det er min mobil.
3. Den ringer.
4. Ringer din bil?
5. Nej, mobilen --- min mobiltelefon.
6. Hallo. Det er Jens her.
7. Hej, Jens. Det er Hans. Hvor er du?
8. Jeg er i Silkeborg.
9. Er du der alene?
10. Nej. Jeg er her sammen med min hustru.
11. Du kan lide Silkeborg, ikke også?
12. Jo, jeg kan vældig godt lide det her.
13. Hvor længe har du været der?
14. Vi kom for tre dage siden.
15. Og vi skal være her i fire dage til.
16. Vi spiste på en god restaurant igår.
17. Hvilken restaurant?
18. Bakkegrillen.
19. Vi skal køre til Aarhus i morgen.
20. God fornøjelse!