

# **Deutsche Grammatik**

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Dieses Buch steht im Regal Sprachen<sup>1</sup>.



Es ist eine PDF-Version<sup>2</sup> dieses Buches vorhanden.

Kategorie: Buch mit PDF-Version<sup>3</sup>

## 0.1 Typologische Eigenschaften des Deutschen

Die deutsche Sprache ist eine **flektierende** Sprache, d. h. die grammatischen Beziehungen zwischen den Wörtern werden mit Hilfe von Affixen und teilweise durch Wurzelflexion ausgedrückt. Dadurch sind im Vergleich zu nichtflektierenden Sprachen (Englisch, Chinesisch) sehr flexible Stellungen im Satz möglich, insbesondere im **Mittelfeld**:

- „Der Junge hat seinem Bruder die CD mitgebracht.“
- „Der Junge hat die CD seinem Bruder mitgebracht.“
- „Die CD hat der Junge seinem Bruder mitgebracht.“

<sup>2</sup> [http://de.wikibooks.org/wiki/%3ADatei%3ADeutsche\\_Grammatik.pdf](http://de.wikibooks.org/wiki/%3ADatei%3ADeutsche_Grammatik.pdf)

<sup>3</sup> <http://de.wikibooks.org/wiki/Kategorie%3ABuch%20mit%20PDF-Version>

- „Seinem Bruder hat der Junge die CD mitgebracht.“

Das flektierte Verb kann an erster (Befehlssatz, Entscheidungsfragesatz), zweiter (Aussagesatz, W-Fragesatz) oder letzter Position (Nebensatz) realisiert werden:

- „Bring mir die CD mit!“
- „Bringst du mir die CD mit?“
- „Ich bringe dir die CD mit!“
- „Wer bringt mir die CD mit?“
- „...weil ich dir die CD mitgebracht habe.“

Das Deutsche hat als einzige Sprache eine *Satzklammer*, die aus dem flektierten und dem unflektierten Verbteil besteht (*hat ... gesagt, will ... spielen, macht ... blau, fährt ... ab*). Gewichtiges wird vor der zweiten oder vor der ersten Satzklammer realisiert (und betont).

- „Ich habe die CD **dir** mitgebracht.“ -- TODO: gesicherte Quelle finden. **Klingt falsch**; häufiges Satzende im Fernsehen und anderen Live-Medien, wenn der Satz schon angefangen wurde, bevor er grammatisch vollständig im Kopf gebildet wurde. Anonymer Troll, Sonntag, 18.2.2007, 22:16 MEZ
- „**Dir** habe ich die CD mitgebracht.“

Deutsch ist eine Artikelsprache (anders als z.B. Türkisch). Deutsch hat Präpositionen wie *an, in* (= Adpositionen, die vor dem Bezugsausdruck stehen) und Adjektive, die vor dem Nomen stehen, zu dem sie gehören. Es gibt nur vier Kasus und zwei Numeri. Deutsch hat (anders als z.B. Türkisch) ein Genus-System, jedes Substantiv hat ein Genus (Maskulinum, Femininum, Neutrum). Am Genus des Substantivs orientieren sich das Genus eines Adjektivs oder eines Artikels, die zu der Substantivgruppe gehören. Das System der Zeigwörter ist dreistufig (*hier - da - dort*). Deutsch hat ein reiches Inventar an Abtönungspartikeln (*halt, eben, eh*). Das Deutsche zeichnet sich durch eine besonders flexible Wortbildungsfähigkeit - besonders bei den Komposita (*Haus+tür, Kegel+form, Wiki+text, Weihnacht-s-+baum+verkäufer+gehilfe*) - aus.

Im **Lautsystem** verfügt das Deutsche über 16 Vokale und 4 Diphthonge sowie 20 Konsonanten (ohne die Affrikaten pf, ts). Die maximal ausgebaute Silbenstruktur zeigt ein Wort wie *strolchst* mit drei Konsonanten am Anfangsrand und vier am Endrand (Koda). Ein anderes Beispiel ist *schnarchst*. Die Orthographie ist nicht lautgetreu (wie z.B. die finnische oder die türkische), sondern nur lautfundiert und bezieht Satzstruktur (Interpunktion), Silbenstruktur (Markierung der Kurzvokale), Wortart (Großschreibung des Substantivs) sowie die Einheit der Wortstämme (*Weges*, daher auch *Weg* statt \**Wek*) mit ein.

- Quelle: Wikipedia deutsche Ausgabe, Artikelabschnitt in "deutsche Grammatik".

## 0.2 Lautlehre

### 0.2.1 Der Laut

Als Laut (auch: Phon) wird die kleinste, durch Segmentierung gewonnene Einheit einer konkreten sprachlichen Äußerung bezeichnet. Vereinfacht gesagt heißt das, ein Phon ist ein konkret hörbarer und von einer bestimmten Person zu einem bestimmten Zeitpunkt hervorgebrachter Sprachlaut. Phone können im Rahmen der Phonetik anhand ihrer artikulatorischen und akustischen Eigenschaften identifiziert und beschrieben werden.

Laute werden nach folgenden Kriterien unterschieden:

### **Unterscheidung der Laute nach der Stellung im Wort**

Im Allgemeinen gibt es mehr Laute als Buchstaben eines Wortes. Man darf den Laut auch nicht mit einer Silbe des Wortes verwechseln.

#### **Anlaut**

Der Anlaut ist der erste Laut eines Wortes. So ist der Laut "n" der Anlaut des Wortes **Name**.

*Beispiele:*

**U**fer, **Ü**bung, **N**ame, **T**eller

Der Anlaut kann von einem Inlaut oder direkt von einem Auslaut gefolgt werden, wie z.B. bei "b-u".

#### **Inlaut**

Der Inlaut ist ein Laut, der innerhalb eines Wortes gesprochen wird. So ist der Laut "m" der Inlaut des Wortes **na-m-e**. Der Inlaut kann auf einen anderen Inlaut oder auf den Anlaut folgen. Er kann dann also von einem anderen Inlaut oder vom Auslaut gefolgt sein.

*Beispiele:*

**B**ild, **H**aus, **G**emälde

Der Inlaut kann auf einen anderen Inlaut oder auf den Anlaut folgen. Er kann dann also von einem anderen Inlaut oder vom Auslaut gefolgt sein.

#### **Auslaut**

Der Auslaut ist der letzte Laut eines Wortes oder einer Silbe.

*Beispiele:*

**K**amm, **S**egel, **A**uto, **A**llgäu

### **Unterscheidung der Laute nach dem Klangwert**

Im Klangwert wird zwischen Vokalen und Konsonanten unterschieden

## Vokal

Ein Selbstlaut oder Vokal (v. lat.: *vocalis [littera]* „tönender Buchstabe“; zu *vox* „Stimme“) ist ein Laut, bei dessen Artikulation der Luftstrom weitgehend ungehindert aus dem Mund strömen kann. Vokale sind stimmhaft.

Vokale sind:

***a - e - i - o - u***

*Beispiele:*

Hebel, Rede, Monitor

### kurze und lange Vokale

Durch die Dauer der Atemströmung kann ein Vokal entweder lange oder kurz ausgesprochen werden, dadurch entsteht eine weitere Unterteilung:

*Beispiele für kurze Vokale:*

Eng, Fett, Butter, müssen, verrotten

*Beispiele für lange Vokale:*

Erbe, reden, roden, Gruß, müde

Diese Unterteilung ist auch für die Bedeutung eines Wortes wichtig!

*ich rate - die Ratte*

*ich hüte - die Hütte*

Generell gilt: Nach *kurzem Vokal* doppelter *Konsonant*

### betonte und unbetonte Vokale

Ebenso wird zwischen *betonten* und *unbetonten* Vokalen differenziert:

*Beispiele für betonte Vokale:*

Retter, Findling

*Beispiele für unbetonte Vokale:*

Retter, Findling

und Diphthonge (*Singular: Diphthong, griech.: Zweilaut*) zu den Vokalen:

*Umlaute: ä - ö - ü Diphthonge: au - ei (ai) - (äu) - eu*

## Konsonant

Unter Konsonant (v. lat.: *consonans, mitlautend, Mitlaut*) versteht man Buchstaben, die Laute repräsentieren, dessen Artikulation eine Verengung des Stimmtraktes beinhaltet, so dass der Atemluftstrom ganz oder teilweise blockiert wird und es zu hörbaren Turbulenzen (Luftwirbelungen) kommt. Konsonanten müssen durch einen Vokal gestützt werden

Im Deutschen sind dies B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, ß, T, V, W, X, Y, Z.

## Unterscheidung der Laute nach der Klangfarbe

### Bei Vokalen

Die Klangfarbe entsteht durch die Form der Zunge und der Lippen bei der Artikulation eines Lautes.

### Offene und geschlossene Vokale

**Offene Vokale** sind Laute welche mit einer deutlichen Öffnung der Lippen gesprochen werden. Dazu stehen im Gegenteil die **geschlossenen Vokale**, welche mit geringer Mundöffnung gesprochen werden.

#### *Beispiele für offene Vokale*

Frau, Mann, mit

#### *Beispiele für geschlossene Vokale*

Lied, Hut, führen

### Helle und dunkle Vokale

Als helle Vokale angesehen werden e und i (und die Diphthonge ei und eu / äü), als dunkle zählen a, o und u (sowie der Diphthong au).

Die Unterscheidung in helle und dunkle Vokale ist z.B. relevant bei der Aussprache folgender Konsonanten(verbinding): das ch nach hellen Vokalen ist weicher als das nach dunklen: hell: Euch, weich, riechen, auch nach kurzem hellem Vokal: spricht, Geschichte, fechten dunkel: auch, Dach, Geruch, gemocht, auch nach langem dunklem Vokal: ruchlos, fauchen.

## Gerundete und ungerundete Vokale

### Bei Konsonanten

## 0.3 Wortarten

### 0.3.1 Substantive (Nomen, Hauptwort, Dingwort)

#### Genus

In der deutschen Grammatik wird das **Genus** (lateinisch für *Geschlecht*; Pl.<sup>4</sup>: *Genera*) auch als *grammatisches Geschlecht* bezeichnet. *Geschlecht* ist hier nicht als *biologisches Geschlecht* (Sexus

<sup>4</sup> <http://de.wikipedia.org/wiki/Plural>

(Sprache)<sup>5</sup>) zu verstehen, sondern als Klassifizierungsbezeichnung. Wenn man also sagt, ein Wort weise ein bestimmtes *Genus* auf, heißt das, es gehört zu einer bestimmten Klasse<sup>6</sup> von Wörtern, die sich grammatisch gleich verhalten.

**Beispiel:**  
Maskulinum: der Mann  
Femininum: die Frau  
Neutrum: das Kind

### Numerus

Der **Numerus** ( Plural<sup>7</sup>: *Numeri*) ist in der Grammatik<sup>8</sup> eine Zählform zur Bestimmung von Mengenwertigkeiten, also zur Festlegung beziehungsweise Unterscheidung der Anzahl.

**Beispiel:**  
Einzahl (Singular): Mensch  
Mehrzahl (Plural): Menschen

### Kasus

Der **Kasus** (Plural: *Kasus*), auch der **Fall**, ist in der Grammatik<sup>9</sup> eine Flexion<sup>10</sup>skategorie eines w:Substantiv<sup>11</sup>s (Deklination). Er dient dazu anzuzeigen, in welcher Beziehung das Nomen zu anderen Wörtern im Satz steht. In der Morphologie<sup>12</sup> ist der Kasus eine morphologische Kategorie<sup>13</sup>, die durch ein System einander gegenüberstehender Formenreihen gekennzeichnet ist, wobei diese Formen die Beziehung eines Gegenstandes zu anderen Gegenständen in einer bestimmten Situation wiedergeben.

Die deutsche Sprache kennt vier Fälle (Kasus):

- den Nominativ<sup>14</sup>, 1. Fall, "Wer-Fall" (wer oder was?)
- den Genitiv<sup>15</sup>, 2. Fall, "Wes-Fall" (wessen?)
- den Dativ<sup>16</sup>, 3. Fall, "Wem-Fall" (wem oder womit?)
- den Akkusativ<sup>17</sup> 4. Fall, "Wen-Fall" (wen oder was?)

Beispielsweise ist in dem Satz

Die Frau gibt ihrem Bruder den Hut ihres Mannes.

*Die Frau* das Subjekt<sup>18</sup> (= Ergänzung im Nominativ), *ihrem Bruder* das Dativobjekt (= Ergänzung im Dativ), *den Hut* das Akkusativobjekt (= Ergänzung im Akkusativ) und *des Mannes* das Genitivattribut zu *Hut*.

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5 <http://de.wikipedia.org/wiki/Sex%20%28Sprache%29>

6 <http://de.wikipedia.org/wiki/Nominalklasse>

7 <http://de.wikipedia.org/wiki/Plural%20>

8 <http://de.wikipedia.org/wiki/Grammatik%20>

9 <http://de.wikipedia.org/wiki/Grammatik%20>

10 <http://de.wikipedia.org/wiki/Flexion%20>

11 <http://de.wikipedia.org/wiki/Substantiv>

12 <http://de.wikipedia.org/wiki/Morphologie%20>

13 <http://de.wikipedia.org/wiki/morphologische%20Kategorie%20>

14 <http://de.wikipedia.org/wiki/Nominativ%20>

15 <http://de.wikipedia.org/wiki/Genitiv%20>

16 <http://de.wikipedia.org/wiki/Dativ%20>

17 <http://de.wikipedia.org/wiki/Akkusativ%20>

18 <http://de.wikipedia.org/wiki/Subjekt%20>



Nur im Genitiv- und im Dativplural findet sich noch eine Beugung des Substantives, d. h. eine Veränderung der Wortform durch das Anhängen einer Endung an den Wortstamm<sup>19</sup>. Diese Beugung der Substantive ist ansonsten in der deutschen Sprache verlorengegangen. Der Dativ Singular Maskulinum und Neutrum wurde noch vor 100 Jahren in der Schriftsprache flektiert: *dem Manne*. In manchen festen Redewendungen ist dieser Stand noch erhalten: *Im echten Manne ist ein Kind versteckt: Das will spielen. (Friedrich Nietzsche)* Der Verlust der Endungen ist wiederum Ursache für den Zusammenfall von gleichlautenden Kasus, wie im Englischen und Niederdeutschen (s. unten). Das Deutsche ist auf lange Sicht auf dem Weg, auch den Genitiv als Objektskasus ("ich schäme mich *seiner*") und den Dativ zu verlieren und damit ein Kasussystem wie das Englische auszubilden (Drift|Sprachdrift). Bei den nicht mehr durch Endungen gekennzeichneten Fällen zeigen die Artikel den Kasus des entsprechenden Wortes an.

### Substantivierung

Bei einer Substantivierung wird aus einem Wort, das einer anderen Wortart angehört, ein Substantiv gebildet.

#### Beispiele:

- neu (Adjektiv) --> etwas *Neues*
- schwimmen (Verb) --> das *Schwimmen*

### 0.3.2 Verben (Tätigkeitswörter, Zeitwörter, Tu(n)wörter)

laufen, fahren, essen, gehen, etc.

#### Person und Numerus

Die veränderliche (finite) Form des Verbes zeigt Person und Numerus an, vgl. hierzu die folgende Tabelle:

Person	Numerus: Singular	Numerus: Plural
1. Person	ich gehe	wir gehen
2. Person	du gehst	ihr geht
3. Person	er, sie, es geht Tim geht	sie gehen Andrea und Andi gehen

#### Tempus (Zeit)

Die Verbform zeigt weiterhin auch an, zu welcher Zeit (Gegenwart, Vergangenheit, Zukunft) sich die beschriebene Tätigkeit abspielt. Beispiele:

<sup>19</sup> <http://de.wikipedia.org/wiki/Wortstamm%20>

<b>Gegenwart ( Präsens )</b>	<b>Vergangenheit ( Perfekt , Präteritum oder Plusquam- perfekt )</b>	<b>Zukunft ( Futur 1 oder Fu- tur 2 )</b>
er geht	er ging	er wird gehen
sie schläft	sie hat geschlafen	sie wird schlafen
wir lernen Deutsch	wir hatten gelernt	wir werden gelernt haben

Je nachdem, wann eine in der Vergangenheit stattgefundene Tätigkeit als abgeschlossen betrachtet wird oder nicht, werden drei verschiedene Vergangenheitsstufen (Perfekt, Präteritum und Plusquamperfekt) unterschieden. Für die zukünftigen Tätigkeiten 2 (Futur 1 und Futur 2).

### **Modus**

Außerdem zeigt die Verbform an, in welchem Realitätsverhältnis (wahrheitsgemäß, möglich, unmöglich) sich die beschriebene Tätigkeit abspielt. Grundsätzlich gibt es zwei Modi: den Indikativ und den Konjunktiv. Der Konjunktiv wird darüber hinaus benutzt, um eine indirekte Rede zu kennzeichnen. Der Konjunktiv kommt in zwei von den Zeitformen Gegenwart (Konjunktiv I) und Vergangenheit (Konjunktiv II) abgeleiteten Formen vor. Beispiele:

<b>Indikativ</b>	<b>Konjunktiv I</b>	<b>Konjunktiv II</b>
er geht	er gehe	er ginge
sie schläft	sie schlafe	sie schlief
wir lernen Deutsch	wir lernen Deutsch (ABER: dieser Modus wird aufgrund seiner Verwechselbarkeit mit dem Indikativ nicht verwendet)	wir lernten Deutsch (ODER: da auch diese Form mit dem Indikativ der Vergangenheit verwechselt werden kann:) wir würden Deutsch lernen

Die indirekte Rede verlangt grundsätzlich den Konjunktiv I (außer bei Verwechslungsgefahr - siehe oben - da wird der Konjunktiv II verwandt.) Der Sprecher kann den Konjunktiv II verwenden, um seinen persönlichen Zweifel, sein Misstrauen, sein besseres Wissen auszudrücken. Beispiel: Klaus sagte, er sei gestern in der Schule gewesen. Klaus sagte, er wäre gestern in der Schule gewesen, dabei hat mir seine Lehrerin versichert, dass das nicht stimmt.

Anders als im Lateinischen und den romanischen Sprachen, wo bestimmte Verben (lt.: verba dicendi et sentiendi) oder Verbformen (sp.: Imperativ Höflichkeitsform und auch verneinter Imperativ geduzt) den Subjunktiv verlangen, ist der deutsche Konjunktiv relativ frei verwendbar zur sprachlichen Färbung eines Sachverhalts. Bsp.: Ich habe Glück (Feststellung) Ich möge Glück haben! (Hoffnung) Hätte ich Glück! (unwahrscheinlich, aber möglich) Hätte ich Glück gehabt (unmöglich) Er sagte, er habe Glück gehabt (indirekte Rede ohne Betonung des Sprechers, ohne eigene -abweichende-Wertung) Er sagte, er hätte Glück gehabt (indirekte Rede mit abweichender Einschätzung des Sprechers)

### **0.3.3 Adjektive (Eigenschaftswörter/Wiewörter)**

nachgiebig, freundlich, mündlich, schwierig, pünktlich, stolz, zufrieden

### 0.3.4 Adverb (Umstandswort)

Das **Adverb (Umstandswort)** hilft, innerhalb eines Satzes die Umstände näher zu kennzeichnen, unter denen etwas geschieht. Sie sind nicht flektierbar<sup>20</sup>, d. h. sie sind unveränderlich bzw. nicht beugbar.

Im Deutschen werden noch einmal folgende Adverbien nach den Sinnrichtungen unterschieden:

- Das Lokaladverb
- Das Temporaladverb
- Das Kausaladverb
- Das Relativadverb
- Das Interrogativadverb
- Das Modaladverb
- Das Gradadverb

Nachdem die Adverbien vorgestellt wurden, werden wir uns auch ansehen, wie einige Adverbien gebildet werden.

#### Das Lokaladverb

Das **Lokaladverb** bzw. das **Umstandswort des Ortes** verwenden wir, um den Umstand des Ortes näher zu bezeichnen. Wir können danach im Satz mit **wo?**, **woher?** und **wohin?** fragen.

Er stand *daneben*, tat aber nichts.

Die Menschen strömten daraufhin von *überallher* auf den Platz.

Sie gingen auch *dorthin*, fanden aber niemanden mehr.

Lokaladverbien sind zum Beispiel:

- **wo?**: hier, da, dabei, daneben, daran, darauf, darin, darüber, darunter, dazwischen, außen, draußen, oben, droben, unten, drunten, innen, drinnen, hüben, drüben, vorn, hinten, rechts, links, diesseits, jenseits, gegenüber, irgendwo, nirgends, allerorts, allenthalben, himmelwärts, überall, mitten...
- **woher?**: daher, dorthier, irgendwoher, überallher ...
- **wohin?**: dahin, dorthin, hierhin, darein, hinweg, hinab, auf-, ab-, seit-, vor-, rück-, heimwärts, heim, fort, weg, irgendwohin, nirgendwohin, überallhin, herab, herauf, herein, hinein, heraus, hinaus, hinunter...

Fallen dir weitere Lokaladverbien ein, dann vervollständige bitte die Liste.

<sup>20</sup> <http://de.wikipedia.org/wiki/Flexion>

## Das Temporaladverb

Das Temporaladverb wird auch als Umstandswort der Zeit bezeichnet. Wir fragen danach mit **wann?**, **wie lange?** und **wie oft?**

Das Spiel werden wir *bald* fortsetzen.

Und *bis heute* haben die Schützen diese Tradition fortgesetzt.

*Oft* wissen die Leute gar nicht, wie informativ die Wikipedia ist.

Temporaladverbien bzw. Umstandswörter der Zeit sind zum Beispiel:

- **wann?**: immer, nie, nimmer, niemals, nun, jetzt, soeben, da, dann, darauf, damals, ehemals, früh, früher, sonst, nachher, danach, hernach, spät, später, einstmals, einst, neulich, unlängst, künftig, sogleich, sofort, bald, heute, gestern, vorgestern, anfangs, endlich, morgens, mittags, abends, nachts...
- **wie lange?**: seither, bisher, bis dahin, bis heute, bis jetzt, für immer, immerfort, unterdessen, einstweilen, zeitlebens, noch, ständig lange...
- **wie oft?**: häufig, selten, einmal, zweimal, jährlich, wöchentlich, monatlich, stündlich, bisweilen, zuweilen, manchmal, oft, dann und wann, öfters, oftmals, nochmals ...

## Beispielsätze

"Ich ließ mir meine Bildung *nie* durch die Schule beeinträchtigen." Mark Twain (zugeschrieben)

"Leute, die *immer* belehren wollen, verhindern *oft* das Lernen." Charles de Montesquieu (zugeschrieben)

## Das Kausaladverb

Mit dem **Umstandswort des Grundes** können wir Handlungen motivieren und begründen. Wir fragen danach mit **warum?**, **weshalb?** oder auch mit **weswegen?**

Er aß *daher* sein Eis allein.

Kausaladverbien sind etwa:

- **warum?**, **weshalb?**, **weswegen?**: darum, deshalb, deswegen, weswegen, daher, demnach, freilich, wirklich, sicherlich, allerdings, zwar, gewiss, keineswegs, wohl, doch, durchaus ...

## Das Relativadverb

Mit diesem Umstandswort können Beziehungen ausgedrückt werden.

Dort drüben ist die Eisdiele, *wo* er sein Eis gekauft hat.

Beispiele für Relativadverbien sind:

- ...?: wo

### Das Interrogativadverb

Mit Interrogativadverbien oder auch Fragewörtern können wir nach dem Inhalt eines Satzes fragen. Einige der Fragewörter hast du bereits ihren Sinnrichtungen nach kennengelernt, wenn du dir die voranstehenden Abschnitte durchgelesen hast.

- **lokal:** wo? wohin? woher?
- **temporal:** wann? wie oft? wie lange?
- **modal:** wie?
- **kausal:** warum? wieso? weshalb? weswegen?
- **final:** wozu?
- **instrumental:** womit? wodurch?

### Das Modaladverb

Mit dem **Umstandswort der Art und Weise** bzw. dem Modaladverb können wir angeben, wie etwas passiert. Entsprechend fragen wir nach Modaladverbien in einem Satz auch mit den Fragewörtern auch mit **wie?** bzw. **wie sehr?**.

Sie warnte ihn *vergebens*.

- **wie?** und **wie sehr?:** gänzlich, wissentlich, blindlings, jählings, dergestalt, ebenso, ebenfalls, gleichsam, vergebens, zufällig, glücklicherweise, teilweise, paarweise, äußerst, außerordentlich, völlig, sogar, allzu, ziemlich, überaus, kaum, fast...

### Sonderfall: Adverbial gebrauchte Adjektive

Häufig werden auch Adjektive<sup>21</sup>, die **Adverbial gebraucht** werden als Adverbien aufgefasst. Adverbial gebrauchte Adjektive<sup>22</sup> werden **nicht dekliniert**.

Er geht *langsam* die Straße hinunter.

Im Satz ist noch ein zweites Adverb versteckt. Erkennst du es und kannst du angeben, was für ein Adverb vorliegt?

### Besonderheiten bei der Bildung von Adverbien

Dieser Abschnitt muss noch geschrieben werden.

<sup>21</sup> <http://de.wikibooks.org/wiki/Deutsche%20Grammatik%2F%20Adjektiv>

<sup>22</sup> <http://de.wikibooks.org/wiki/Deutsche%20Grammatik%2F%20Adjektiv>

### 0.3.5 Artikel (Geschlechtswörter)

Man unterscheidet hauptsächlich die bestimmten Artikel: der, die, das , die unbestimmten Artikel: eine, einen und die negativen Artikel: kein, keinem. Weitere Artikelwörter sind dies-, welch, jed- und andere

### 0.3.6 Pronomen (Fürwörter)

wie zum Beispiel "mein, dein, sein, unser, ..."

### 0.3.7 Verbaladjektive

### 0.3.8 Partikel

#### Präposition (Verhältniswörter, Vorwörter)

**Präpositionen** oder auch **Verhältniswörter** regieren bestimmte Fälle des Nomens oder des Pronomens und können auch danach eingeteilt werden. Wir unterscheiden im Folgenden Präpositionen mit dem Genitiv, mit dem Dativ und mit dem Akkusativ.

#### Präpositionen mit dem Genitiv

Zuerst besuchte er das kleine Café *oberhalb* des Dorfes.

Den Genitiv regieren u.a.: abseits, anstatt, anstelle, angesichts, anhand, aufgrund, außerhalb, innerhalb, oberhalb, unterhalb, wegen, trotz, statt, während

#### Präpositionen mit dem Dativ

Anschließend fuhr er *mit* der Seilbahn zurück ins Tal.

Präpositionen, die mit Dativ verwendet werden sind: mit, nach, von, zu, bei, aus, seit...

#### Präpositionen mit dem Akkusativ

Im Tal ging er *ohne* Rast zurück bis in sein Hotel.

Präpositionen mit Nomen oder Pronomen im Akkusativ sind: für, durch, um, ohne, gegen ...

## Präpositionen mit Dativ oder Akkusativ

Einige Präpositionen können entweder Dativ oder Akkusativ regieren, dazu zählen: an, auf, hinter, neben, in, über, unter, vor und zwischen. Wenn es um die Angabe eines Ortes geht, werden die Präpositionen mit dem Dativ verwendet, wenn eine Richtung angegeben werden soll, werden die Präpositionen in Verbindung mit Akkusativ gebraucht.

Wir gehen *an den* Strand. (Richtung, Akkusativ)

Wir picknicken dann anschließend *am* Strand. (Ort, Dativ)

Beachte, dass es sich beim Wort "am" um eine Zusammensetzung aus "an dem" handelt.

## Konjunktionen (Bindewörter)

Konjunktionen bezeichnet man Wörter, wie z.B. obwohl, dass, weshalb etc.. Sie verbinden zwei Sätze miteinander.

Es gibt koordinierende (gleichstellende) und subordinierende (unterordnende) Konjunktionen.

### Koordinierende Konjunktionen

Koordinierende Konjunktionen verbinden zwei Hauptsätze oder zwei gleichgestellte Nebensätze miteinander.

Beispiele: und, oder, denn, aber, sondern...

### Subordinierende Konjunktionen

Subordinierende Konjunktionen leiten einen Nebensatz ein.

Beispiele: obwohl, obschon, obgleich, weil, da, nachdem, während, bevor, ehe, damit...

## Interjektion (Ausrufewörter)

**Interjektionen** sind Ausrufewörter oder auch Empfindungswörter bezeichnet. Mit ihnen können wir etwa Schmerz, Glück, Verwunderung oder auch Zweifel ausdrücken.

Beispiele sind etwa:

au, pfui, ja, nein, hallo, bitte, danke, bäh

## Siehe auch

Interjektion<sup>23</sup>

## 0.4 Satzglieder

## 0.5 Syntax

Anders als im Englischen (Subjekt vor Prädikat vor Objekt) ist die Satzstellung im Deutschen relativ frei. Die Wortstellung wird oft zur Gewichtung genutzt.

### 0.5.1 Inversion

Im deutschen Aussagesatz finden wir häufig die Inversion. Hierbei steht das Subjekt hinter dem finiten Verb, wenn ein Objekt, eine adverbiale Bestimmung oder ein nicht finiter Teil der Verbalphrase an den Satzanfang gestellt wird. Grund dafür ist, dass im Aussagesatz das finite Verb stets an zweiter Stelle steht. Für die Abfolge von Adverbialia gilt als Tendenz: Zeit vor Ort.

- „Das Haus hast du abgebrannt!“
- „In jeder Lüge schlummert ein bisschen Wahrheit.“
- „Verloren ist die Schönheit der Jugend!“
- „Gestern ging der Junge nach seiner Krankheit zum ersten Mal wieder in die Schule.“
- „Gestern ist in Köln ein Zug entgleist.“

### 0.5.2 Satzklammer

Hieraus ergibt sich auch die für den deutschen Satzbau charakteristische Satzklammer. Bei Aussagesätzen und im Fragesatz treten finiter und infiniter Teil der Verbform auseinander und es werden auf der Vorsilbe betonte zusammengesetzte Verben getrennt.

Die so auseinandertretenden Teile der Verbgruppe bilden auf diese Weise eine Klammer. Bei den analytischen Zeitformen ist die finite Verbform ein Hilfsverb (*sein, haben, werden*) oder ein Modalverb, die infinite Verbform ist ein Partizip (*gegeben, besucht*). Bei den zusammengesetzten Verben steht die Verbpartikel am Ende der Sinneinheit (*trennte ... ab, machte ... blau*).

Zwischen den Klammerelementen eröffnet sich das *Mittelfeld*, dort stehen erst die thematischen, dann die gewichtigen Ergänzungen des Verbs. Vor der Klammer ist das *Vorfeld*, in dem nur ein Wort oder eine Wortgruppe oder ein Nebensatz stehen kann. Auf die Klammer folgt das *Nachfeld* für Nebensätze, Ausklammerungen etc.:

- „Der alte Mann **hat** seinem Pferd den Gnadenschuss **gegeben**.“
- „Wo **hast** du das Geld **her**?“
- „Wer **hat** dich gestern **besucht**?“

---

23 <http://de.wikipedia.org/wiki/Interjektion>



- „**Hat** er dich gestern **besucht**?“
- „Und **stellte** das Computerprogramm die ursprüngliche Version **wieder her**?“

Im Nebensatz wird der ganze Verbalkomplex am Ende realisiert, den ersten Klammerteil bildet ein Subjunktor („dass“, „als“, „weil“, „wenn“) oder ein Relativum

- „... weil du ja immer alles **vorhergesagt hast**.“
- „... wenn du mal zu Geld **gekommen sein wirst**.“
- „Die Frau, die das **hat wissen wollen** ...“ (Bei solchen Komplexen mit mehr als zwei Modalverben wird das flektierte Verb vorgezogen.)

Die niederländische Syntax entspricht in dieser Hinsicht weitestgehend der deutschen, während im Englischen die Verbteile stets zusammenstehen und zwar an zweiter Position, direkt vor dem Objekt/der Verbergänzung: “She has sent a letter to Germany.” Dies ist aufgrund der verlorengegangenen Flexionsmöglichkeiten der englischen Sprache für das Verständnis notwendig.

### 0.5.3 Satzklammer in Nebensätzen

Nebensätze werden im Deutschen mit einem *Schlüsselwort* wie "dass", "ob", einem Relativpronomen oder Vergleichbarem gebildet. Der finite Teil des Verbes steht hierbei immer am Ende des Nebensatzes. Dadurch lassen sich komplizierte Verschachtelungen bilden, welche für viele Ausländer ein typisches Merkmal der deutschen Sprache bilden.

### 0.5.4 Abtönungspartikeln/Modalpartikeln

Charakteristisch für die deutsche Sprache sind Abtönungspartikeln (manchmal auch ‚Modalpartikeln‘ genannt) wie zum Beispiel *aber, auch, denn, doch, eben, eh, etwa, halt, ja, mal*. Sie haben keine selbstständige lexikalische Bedeutung, sondern qualifizieren die Bedeutung der Äußerung, in der sie vorkommen. Ihre Funktion ist nur schwer zu beschreiben. Sie wurden früher als überflüssig betrachtet und daher als *Füllwörter* bezeichnet. In der Regel kommen die Ausdrucksformen auch in anderen Wortklassen vor (z.B. ‚denn‘ als Konjunktoren). Die meisten Sprachen haben keine direkten Äquivalente (z.B. Englisch), man findet Abtönungspartikeln schon im Gotischen, im Altgriechischen, Schwedischen, Niederländischen – vor allem also in germanischen Sprachen.

- „Da hast du **aber** Glück gehabt.“
- „Das ist **ja** gut.“
- „Das kann **doch** nicht wahr sein!“
- „Was machst du **eigentlich** gerade?“

### 0.5.5 Subjekt

Satzgegenstand

Beispiel:

**Nathalie** (= Subjekt) **geht** (= Prädikat) zu **ihrer Oma** (= Objekt).

### 0.5.6 Prädikat

Prädikat = Verb z.B.: gehen, laufen, singen etc.

In der 2. Vergangenheit (Sprachvergangenheit) oder in der Zukunft ist das Prädikat immer zweiteilig. Z.B. **habe** gegessen, **bin** gelaufen oder **werde** essen, **werde** laufen. Prädikate stehen in Aussagesätzen immer an 2. Stelle (z.B. Ich LAUFE eine Runde.) und in Fragen an 1. (z.B. LÄUFST du mit mir eine Runde?). Beginnt die Frage mit einem Fragewort gilt die Regel nicht z.B. Wo feiern wir Geburtstag?

### 0.5.7 Genitivobjekt

Ein Objekt hängt direkt vom Verb ab. Das Genitivobjekt ist im Deutschen sehr selten, da wenige Verben den Genitiv erfordern. Beispiel: "Er ist sich der Gefahr bewusst." Beispiele von Verben, die den Genitiv verlangen: sich erinnern (sich des Sonntags erinnern), gedenken (der Toten gedenken), sich schämen (sich der Schuld schämen), sich erbarmen (sich der Sünder erbarmen), entheben (des Amtes entheben), sich entäußern (sich der Kleider entäußern), sich entledigen (sich der Jacke entledigen), bedürfen (des Geldes bedürfen), sich annehmen (sich des Waisen annehmen), sich rühmen (sich des Sieges rühmen), harren (der Ferien harren), sich entwöhnen (sich des Alkohols entwöhnen), sich bemächtigen (sich des Amtes bemächtigen), sich erwehren (sich der Frage erwehren), sich bedienen (sich einer guten Ausdrucksweise bedienen) ...

### 0.5.8 Akkusativobjekt

den Mann

### 0.5.9 Präpositionalobjekt

auf dem Tisch

### 0.5.10 Kausalsatz

Aussage über	Konjunktionen	Frage
--------------	---------------	-------

Kausalsatz:Begründung;

Ursache	weil;da	Warum?Weshalb?Wieso?
---------	---------	----------------------

### 0.5.11 Lokaladverbiale

1.Tim geht in das Haus.
-------------------------

Wohin geht Tim? man immer mit wo, wohin, woher.	Beim Lokaladverbial fragt
... in das Haus.	
2.Hanna ist zu Hause Subjekt Lokaladverbial oder was ist (wo?) zu Hause	Beim Subjekt fragt man: wer
3.Richard ist da . Subjekt Lokaladverb	

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