

**MATERIAL AND
SUGGESTIONS FOR
THE USE OF GERMAN
IN THE CLASSROOM**

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Material and Suggestions for the Use of German in the Classroom by Warren Washburn Florer

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WARREN WASHBURN FLORES

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P R E F A C E .

The object of this series (see page 80) is to further the use of German in the classroom. The editor has freely used the most available practical material on each subject. Prof. J. A. C. Hildner and Dr. C. E. Eggert have consented to contribute chapters to this series.

The chapter on the Essentials of Grammar is not intended to be complete, but to emphasize the simple principles which may be mastered in the first year's work, and to supplement the usual grammars. It may also be of some help to pupils throughout the entire course. The word lists are based on Bierwirth's lists in his 'Elements of German.' Henry Holt & Co.

In acquiring a fair pronunciation the sounds similar to English sounds, or sounds easily imitated, should be taught first. It is true that the lessons in the grammars are intended primarily to drill on the plural formation of nouns, thus involving the difficult Umlaut sounds. The words containing the Umlaut sounds should be avoided at first. After the simple words are fairly well fixed, sentences introducing the Umlaut may be used. The pupils acquire a reasonably correct pronunciation more readily if short sentences are used. From the sentence they learn the pronunciation of the word and from the word the sounds of the single letters.

The pupils learn the different endings more rapidly from the sentence than from the paradigms. Work of this nature will involve a different vocabulary than is contained

in the reading lessons of the grammars, but sentences are easily understood if the teacher uses the Anschauung, or object lesson work. The verbs will be easily understood if the Gouin method is employed. In the Anschauung work the teachers may use to great advantage the Zeitstrahlen cards (see page 72), the objects in the room, home and nature.

The best results may be obtained in conversational work if the teacher observes the following additional underlying principles of the so-called direct method.

The work in German should begin at once.

Complete sentences should always be used.

One must always take the age and the preparation of the scholars into consideration.

The meaning of the words should be ascertained from the sentence by means of association, not the meaning of the sentence from the single words.

The grammar should be learned from the sentence and not from the paradigm. The paradigms should serve only as a reference or check. Later on rules may serve to establish general principles.

Composition should not begin until the pupil has acquired a fair reading and speaking ability. The primary purpose of composition is to write German, not to translate English into German, and not to drill on syntactical principles. Such principles are more easily comprehended by a study of the German texts.

In studying a foreign literature two things must be taken into consideration — the language and style must be as simple and direct as possible — the thought must not be too remote from the Weltanschauung of the pupil.

I wish to thank my colleague, Dr. C. E. Eggert, for careful proof-reading.

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I. Essentials of Grammar.

DECLENSION OF NOUNS.

§ 1. The declension of the nouns is made more simple for the pupil if one drills on the singular before taking up the plural.

a. The feminines are not declined in the singular and therefore offer no difficulty.

b. The strong masculines and neuters have the same declension.

Accusative.

The accusative is always like the nominative.

Genitive.

The genitive is formed by adding *-s* or *-es*.

The ending *-s* is used in dissyllabic nouns ending in *-er, -el, -em, -en*.

The ending *-es* must always be written or spoken after *b, d, g, and s* in monosyllabic stems.

Otherwise the ending *-es* may always be written or spoken.

Dative.

The ending *-e* is never used in dissyllabic nouns ending in *-er, -el, -em, -en*.

The ending *-e* must always be written or spoken after *b, d, g, and s* in monosyllabic stems.

Otherwise the ending *-e* may always be written or spoken.

c. Nouns denoting living masculine beings ending in **-e** are declined like: *der Knabe, des Knaben, dem Knaben, den Knaben*.

The following stems have lost the **-e** in the nominative: *Bär, Fürst, Graf, Feld,hirt, Mensch, Narr, Ochse, Prinz, Tor*.

d. The following stems add **-s** to the genitive of the paradigm in c: *Buchstabe, Friede, Funke, Gedanke, Glaube, Hause, Name, Same, Wille*, as: *der Name, des Namens*.

e. The only neuter which offers any difficulty is: *das Herz, des Herzens, dem Herzen, das Herz*.

PLURAL.

§ 2. The plural of German nouns is formed in four ways:

1. No extra plural ending.
2. The ending **-e**
3. The ending **-er**
4. The ending **-(e)n**

The following tables, arranged according to the gender in the order most easily learned, will simplify the declension.

FEMININES.

I. (—)	II. -e	III. -er	IV. -(e)n
Mütter	Rühe	none	rest
Töchter	Ränfte ¹		

Learn the stems with no plural ending, then the stems with the ending **-e**; the other stems form the plural with **-(e)n**.

The stems with the plural (—) and **-e** always have Umlaut.

The stems with the plural **-n** never have Umlaut.

¹ Hände, Rüste, Rüste, Rächte, Rächte, Räte, Städte, Wände.

The teacher may add to this list from the texts read.

MASCULINES.

I. (—)	II. —e	III. —er	IV. —n
—el	rest	Geister	ending in —e
—em		Männer	
—en		Orter	
—er		Wälder	

Learn first the stems with no plural ending, then the stems with the ending —er, then the stems with the ending —n; all of the other stems have the ending —e.

I. The stems ending in —er, —el, —em and —en have no plural ending. These stems originally had the plural ending —e, but the —e was dropped according to two principles—after a liquid and in unaccented syllables.

The following stems have Umlaut: Apfel, Ader, Brüder, Gärten, Häfen, Hämmer, Mäntel, Nägel, Öfen, Sättel, Väter, Vögel.

III. The following stems have —er in the plural: Männer, Geister, Orter, Wälder.

IV. The following stems have —n in the plural: a. Stems ending in —e, denoting living masculines. b. Fürst, Feld, Herr, Graf, Mensch, Narr, Och, Tor, Vär. These stems formerly had the ending —e. c. Buchstabe, Friede, Funke, Gedanke, Glaube, Name, Same, Wille. d. Staaten, Doctoren, Professoren, Studenten. These stems do not have Umlaut.

II. The following stems have Umlaut: Ärzte, Bäume, Flüsse, Fische, Füße, Gäste, Hähne, Hälse, Höfe, Hüte, Kämpfe, Köpfe, Plätze, Röcke, Säle (sing. Saal), Schläge, Söhne, Stämme, Stühle, Stürme, Töne, Wünsche, Bäge.

NEUTERS.

I. (—)	II. —e	III. —er	IV. —n
—el —er	—nisse	rest	Augen (see below)
—en	—säle		
—igen —lein	Gebichte (see below)		
Ge—e	Heine (see below)		