

**EASY LESSONS IN GERMAN: AN  
INTRODUCTION TO THE  
CUMULATIVE METHOD;  
ADAPTED TO SCHOOLS AND  
HOME INSTRUCTION**

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Easy Lessons in German: An Introduction to the Cumulative Method; Adapted to Schools and Home Instruction by Adolphe Dreyspring

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**ADOLPHE DREYSPRING**

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# EASY LESSONS IN GERMAN,

AN INTRODUCTION TO  
THE CUMULATIVE METHOD;

ADAPTED TO  
*SCHOOLS AND HOME INSTRUCTION.*

CONFORMING TO THE NEW OFFICIAL RULES OF SPELLING.

BY  
ADOLPHE DREYSPRING, PH. D.,  
AUTHOR OF  
"THE CUMULATIVE METHOD" AND "THE GERMAN VERB-DRILL."

*Repetitio mater studiorum.*

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## INTRODUCTION.

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### WHY AND FOR WHOM THE "EASY LESSONS" HAVE BEEN PREPARED.

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The "Cumulative Method" has won for itself a rapid recognition in both "Homes and Schools"; and its success as a popular work has more than met the expectation of publishers and author; yet it has been urged that the range of its utility might be widened by fulfilling the requirements of certain classes of students. Such, it is represented, are :

1. Those who have a constitutional aversion to all full-grown text-books.
2. Those to whom price is a paramount consideration, and,
3. Last, but not least, the children, the boys and girls of the primary classes, for whom, considering means to ends, a bulky book would be better adapted to filling school-straps and satchels than little heads.

In compliance with these suggestions, an abridgment of the "Cumulative Method," with some features of the "Verb-Drill," has been resolved upon; and the present pages are the result.

In the preparation of these Easy Lessons, mindful of the class for which the book was mainly designed, illustrations in aid of the lessons have been added to render them more attractive and impressive. Ere this, the progressive teacher must have learned to appreciate the force and economical value in language training of applying a foreign term directly to the object itself or its pictorial representation, instead of substituting one term for another, the

latter involving a process of reasoning to fix the concept for which the new word stands. For instance, compare :

 = Tifð, table = Tifð;  = Uþr, watch = Uþr.

Especially for children, with whom sight is the main factor in acquiring knowledge, and who are scarcely capable of abstractly resolving linguistic equivalents, the utility of these illustrated lessons must be evident to every one. Thus, to facilitate "l'acte de connaissance" the lessons engage the organ of sight by means of pictures, representing words in their treble aspect of things, action, and quality, and the organ of hearing by means of dialogues designed to teach the grammatical difficulties more by analogy from examples given than by reasoning; they unfold the language by carefully selected, simple vocables drawn from and limited to the common surroundings of every-day life; they extend and widen, cumulatively, the forms of expression by a gradual absorption of all the elements of speech. At given stages, the accumulation of words, for the purpose of reviewing, is paraded before the pupil in little paragraphs, to initiate him in the reading of more solid matter, and to test his memory and proficiency.

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#### SUGGESTIONS TO TEACHERS.

The following suggestions may serve as a guidance in the use of this system :

1. The teacher should give the several answers in the lesson beginning with: *Das ist ein Tifð* &c. reading distinctly and insisting upon a distinct utterance on the part of pupils, especially of the variable terminations\* incurred by grammatical relations. When fully mastered the exercises devolve entirely upon the pupils, one

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\* These terminations are conspicuously printed in the first lessons.

always leading a round of questions, and the rest answering in turn. After a round the next one will lead the questions, and so on.

2. The „Schriftlich und mündlich“ exercises, engaging the judgment, may be performed or passed over according to the capacity of the pupil, but should be taken up in review.

3. Reviews should be in order constantly so as to create a habit for grammatical forms. Repeat from the beginning to the lesson of the day as often as possible.

4. Adhere faithfully to the models given in the Verb-Drills. Twelve to fifteen minutes should be allotted to these exercises. The themes should be written out in accordance with the models.

5. With children whose minds are apt to wander under any protracted exercise, it should be varied frequently. For a change, introduce counting aloud in German, following it up by simple additions, as: Wie viel ist zwei und zwei? fünf und drei *u.*, or subtraction, as: Wie viel ist vier weniger eins; sechs weniger drei *u.*, or multiplication, as: Wie viel ist zweimal zwei *u.*, or division, as: Wie viel geht zwei in vier *u.*, or dimidiation, as: Wie viel ist die Hälfte von sechs *u.* Another change is afforded by the test lessons in answering questions solely from the illustrations, or giving wholly or in part descriptions of them.

These are, of course, but general directions which the intelligent teacher may modify or amplify according to circumstances. What is insisted on, is: *repetition, distinct and loud reading, and faithful practice* of the *Verb-Drills*; and the merits of this little work will not fail to be recognized.

137 It has already been suggested by several teachers that a Key to the „Schriftlich und mündlich“ exercises would often be a convenient aid. In order to ascertain how far such a want may exist, teachers using the book are requested to communicate with the publishers if, in their opinion, a Key would be desirable.





# EASY LESSONS IN GERMAN.

## Erste (1.) Aufgabe (First Lesson.)

### MASCULINE.

Tisch, table  
Stuhl, chair  
ein, a, one


### FEMININE.


Bank, bench  
Uhr, watch, clock  
eine, a, one

### NEUTRE.


Bett, bed  
Fenster, window  
ein, a, one


### Fragen. Questions.


Was ist das? 


What is that? 

Was ist das? 

Was ist das? 

Was ist das? 

Was ist das? 

Was ist das? 

### Antworten. Answers.

Das ist ein Tisch.

That is a table.

Das ist ein Stuhl.

Das ist eine Bank.

Das ist eine Uhr.

Das ist ein Bett.

Das ist ein Fenster.



## Zweite (2.) Aufgabe.

Wie ist **der** —? (mas.)  
 Wie ist **die** —? (fem.)  
 Wie ist **das** —? (neut.)

**Er** (masc.) ist —.  
**Sie** (fem.) ist —.  
**Es** (neut.) ist —.

hoch, high  
 niedrig, low

lang, long  
 kurz, short

How is the —?  
 How is the —?  
 How is the —?

It (he) is —.  
 It (she) is —.  
 It is —.

klein, small  
 groß, large

## Fragen.

Wie ist **der**\* Tisch?†  
 Wie ist **der** Stuhl?  
 Wie ist **die** Bank?  
 Wie ist **die** Uhr?  
 Wie ist **das** Bett?  
 Wie ist **das** Fenster?

## Antworten.

**Er** ist hoch.  
**Er** ist niedrig.  
**Sie** ist lang.  
**Sie** ist klein.  
**Es** ist kurz.  
**Es** ist groß.

## Dritte (3.) Aufgabe.

## Fragen.

Was ist hoch?  
 Was ist lang?  
 Was ist klein?  
 Was ist niedrig?  
 Was ist kurz?  
 Was ist groß?

## Antworten.

Das Fenster ist hoch.  
 Der Tisch ist lang.  
 Der Stuhl ist klein.  
 Die Bank ist niedrig.  
 Das Bett ist kurz.  
 Die Uhr ist groß.

\* The teacher should lay stress on these articles, and call the student's attention to the harmony of **der** to **er**, of **die** to **sie**, and of **das** to **es**.

† Wie ist **der** Tisch? = How is the table (made)?