

**A METHOD OF LEARNING  
GERMAN IN TWO PARTS. BEING  
A SEQUEL TO "A GERMAN  
PREPARATORY COURSE", PART I**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9781760579401

A Method of Learning German in Two Parts. Being a Sequel to "A German Preparatory Course", Part I by Eduard Schinzel

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Cover @ 2017

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**EDUARD SCHINZEL**

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A SEQUEL TO "A GERMAN PREPARATORY COURSE."

BY

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PART I.

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LONDON:  
WHITTAKER & CO., AVE MARIA LANE.

1869.

LONDON:  
PRINTED BY C. F. HODGSON & SON,  
80000 SQUARE, FLEET STREET.



## PREFACE.

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THE three volumes, called respectively "Preparatory Course" and First and Second Parts of a "German Method," form, properly speaking, one and the same work, and are the development of one and the same idea, the outline of which may be seen at p. 47 of the Preparatory Course, Part I. This First Part of my Preparatory Course was originally intended for young beginners; but the experience I have had with it has shown me that it is not at all too easy for senior pupils, nor even for adults, if they will only really learn what the book contains, and not merely peruse it. I was, therefore, subsequently led to extend it by a Second Part, and to make these two little books together one division of the whole work. The German Method, therefore, will consist of two parts only, instead of three.

In order to give those who may not have seen my Preparatory Course an idea of the plan on which the whole work is written, I beg to state that the following are its principal features:

1. The powers of the mind are concentrated upon a field of limited area.
2. This again has been so arranged as to form a graduated course, in which the rules and paradigms are presented in systematic order.

3. Not only every rule, but also every word given, is thoroughly and repeatedly practised in exercises especially written for this purpose.

I have explained these principles more fully in a tract entitled "What are the Requirements of an effective Method of Teaching Languages?" in which I have also shown how these principles have been applied in my work. But I trust that, without the assistance of this little tract, it will be easily discovered that one of the advantages of my method over other systems consists in the reduction of the number of rules, not only by the omission of those which appear to be superfluous, but also by combining different rules into one, and by developing one rule from another.

To teachers who may be partial to the so-called Conversational Method, I beg to observe that my book contains plenty of matter for conversation. Thus, for instance, the whole of Exercise XVIII. may be used to answer questions like the following: Wie viele Bogen enthält ein Buch? Wie hoch war der Thurm? &c.

It has been my endeavour to give, as far as possible, idiomatic English sentences in the exercises; but in some instances I have found it necessary to employ slightly Germanized forms of expression, in order to secure an idiomatic German translation.

E. S.



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#### EXPLANATION OF SIGNS, &c. USED IN THE TEXT.

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All words included in brackets ( ) are to be translated, unless they merely contain an explanatory remark.

Words followed by the sign † are to be omitted.

*Italics.*—When a negative sentence contains a word in italics, the negative *nicht* must be placed in German before the word so distinguished.

The acute accent has been added to certain words to mark the pronunciation. This, of course, is not to be imitated by the pupil in writing the exercises.

The German method of punctuation is followed in the exercises.

## ADDITION TO THE PREPARATORY COURSE.

Subsequently to the publication of my Preparatory Course, I discovered that some of the rules and exceptions given therein might be brought into metrical form, and I have accordingly thought fit to add them here for the use of the learner.

### TO LESSON VIII.

The following monosyllabic adjectives modify the vowels *a*, *o*, and *u* in the comparative and superlative degrees:

Hart, härter, härtest, kurz, lang, and arm,  
 Groß, größer, größt, schwach, stark, and warm,  
 Nah, näher, nächst, jung, and alt,  
 Hoch, höher, höchst, oft, scharf, and falt.

### TO LESSONS XVI.—XVIII.

#### *Formation of the Plural.*

**RULE 1.**—Most substantives form their plural by adding *e* to the singular, and changing the radical vowels *a*, *o*, *u*, and *au*, into *ä*, *ö*, *ü*, and *äu*.

The following, however, do not change the vowel:

Arm, Arme, Monat, Hund, Schuh, Tal,  
 Tag, Tage, (Jahr, Brod, Schaf, Metall).\*

The following add *er* instead of *e*:

Kind, Kinder, Licht, Ei, Kleid, Nest, Feld,  
 Dach, Dächer, Kall, Blatt, Lamm, Glas, Geld,  
 Schloß, Schlösser, Loch, Dorf, Buch, Fuhr, Band,  
 Haus, Häuser, (Kann, Wald, Wurm,) and Land.\*\*

\* These are all masculine, except the four within brackets, which are neuter.

\*\* These are all neuter, except the three within brackets, which are masculine.