

**GERMAN:
INSTRUCTION
PAPER**

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German: Instruction Paper by Louis C. Monin

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LOUIS C. MONIN

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INSTRUCTION PAPER

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AMERICAN SCHOOL OF CORRESPONDENCE
AT
ARMOUR INSTITUTE OF TECHNOLOGY

CHICAGO

U. S. A.

ILLINOIS

GERMAN.

PART I

BIERWIRTH, Beginning German, Lessons 1-9; pages 1-42;
SCHRAKAMP AND VAN DAELE, Das Deutsche Buch, pages 1-57.

"Soll Klarheit in die Köpfe
kommen so muss das Maximum ein
Minimum sein."

BREITINGER.

Introductory.— Before you study Lesson 1, on page 11*, make yourself thoroughly familiar with the German Alphabet (page 1). Read pages 1-6 in order to obtain some idea of the pronunciation of German words. The careful study of these few rather uninteresting pages will prove very useful to you. Practice pronunciation (pages 7 and 8). If you have a friend familiar with the German language, let him read aloud the words on these pages and then pronounce them again after him. If you have no such friend, do the best you can.

It is not necessary that you should study the German script (pages 9 and 10) as the English Script is now generally adopted in Germany.

Having mastered this introductory part of your grammar, begin the study of Lesson 1, page 11.

Always read thoroughly *everything* on *every* page of Grammar, Reader, and Instruction Paper. No omissions should be made under any circumstances. Every part of the work has its use and should be carefully gone over.

LESSON I.

Grammar.

Commit to memory the present indicative of the verbs *I say* and *I wait*. Notice especially the different endings added to the stem of each verb. (See Grammar, p. 10). Write the inflection in the present indicative of the verbs mentioned at the foot of page 11. Study by heart the vocabulary on page 12. Read aloud the German sentences to be translated into English. Then

* Note. All page references refer to the Grammar (Bierwirth) unless otherwise indicated.

write your translation making use of the notes in small prints. After this translate *in writing* the English sentences into German, using the English script unless you have studied the German script. It is of the greatest importance that you should write the translation of every sentence in the grammar, as these sentences are not merely illustrations of grammatical rules, but serve as examples for practice like problems in arithmetic, algebra or geometry.

When you are thoroughly familiar with part 1 of Lesson 1, proceed with part 2, committing to memory the inflection (conjugation) of the model verbs as well as the vocabulary. Then write the translation of the German and the English sentences on page 13.

If there are any expressions or words which you do not understand in this as well as in any of the succeeding lessons, write to your instructor for information before you proceed.

Reader.

After completing Lesson 1 in the grammar, begin with "Das Deutsche Buch." You may review the Pronunciation as illustrated on pages 7-12, comparing it with the rules given in the grammar.

Read aloud and translate orally pages 13-17.

Pay attention to the **article** used before each noun. When you study the meaning of a noun, always study it *with the definite article* belonging to it, in order to become familiar with the gender of the noun. For instance, do not say, "Buch means book," but remember "*Das* Buch means *the* book."

For the meaning of words, consult the vocabulary added to your grammar, page 199, etc. Or else you may consult a dictionary. A good German-English and English-German Dictionary, in one volume, is published by D. C. Heath & Co., Boston, Mass.; price \$1.25.

Go over the reading matter very frequently until you are thoroughly acquainted with the words used.

Make a list of *all the nouns* used on pages 13-17, putting those used with the article *der* in one column, those used with *die* in another, and those used with *das* in a third column.

Make a list of *all the adjectives* used on pages 15 and 16. For the reading of pages 16 and 17 you may consult your grammar, Lesson 16, page 60.

Never proceed with the grammar lessons before you have carefully studied the pages assigned in the Reader.

As the **gender** of nouns in German is particularly difficult, a careful study of the following explanation of it will prove very useful to the student:

In general it may be said that the gender of a noun depends

1. Upon its **meaning**; *der Mann, die Frau*.
2. " " **ending**; *die Freiheit, das Männchen*.
3. " the gender of the **second noun** in **compound nouns**; *der Frucht-garten*.

In many cases, however, the gender of a noun cannot be told either from its meaning or from its ending, but must be learned from the vocabulary.

Gender determined by meaning. *a.* Masculine (*i. e.*, preceded by "der" or "ein") are the names of the seasons, months, days of the week, stones, points of the compass, and the names of male animals.

Illustrations:—*der Winter, der September, der Montag, der Kiesel* (flint), *der Westen, der Stier* (bull).

b. Feminine (*i. e.*, preceded by "die" or "eine") are the names of plants, fruits, flowers, most German rivers, abstract terms, and the names of female animals.

Illustrations:—*die Buche* (beech), *die Birne* (pear), *die Nelke* (pink), *die Donau* (Danube), *die Tugend* (virtue), *die Kuh* (cow).

Note.—Exceptions to this rule are: *das Weib* (woman), *das Mädchen* (girl), *das Fräulein* (young lady), *der Rhein, der Main, der Neckar*.

c. Neuter (*i. e.*, preceded by *das* or *ein*) are names of countries, metals, letters of the alphabet, and all words, not properly nouns, which are *used as nouns*.

Illustrations:—*das schöne Italien* (beautiful Italy), *das Eisen* (iron), *das runde S* (the round S), *das Gehen* (the going).

All diminutives, whatever the original gender may have been, are neuter (*das Männchen*).

Gender determined by ending. *a.* Masculine are nouns ending in *ig, ich, ing, ling, er*.

Illustrations:—*der Käfig* (cage), *der Fittich* (pinion), *der Jüngling* (young man), *der Schneider* (tailor).

b. Feminine are nouns ending in *heit, keit, schaft, ung, ei, ie, in*, and most nouns in *e* and *t*.

Illustrations:—*die Freiheit* (liberty), *die Seligkeit* (blessedness), *die*

Freundschaft (friendships), *die Hoffnung* (hope), *die Malerei* (painting), *die Poesie* (poetry), *die Lehrerin* (teacher, f.), *die Sprache* (speech), *die Kraft* (force).

c. Neuter are nouns ending in *chen*, *lein*, *sal*, *sel*, *nis*, *tum*, and most nouns with the prefix *ge*.

Illustrations:—*das Mädchen* (girl), *das Brüderlein* (young brother), *das Labsal* (refreshment), *das Rätsel* (riddle), *die Finsternis* (darkness), *das Wachstum* (growth), *das Gebirge* (mountain-range).

Compound nouns take the gender of the last component part.

Illustrations:—*das Geldstück* (piece of money), *der Hausschlüssel* (house-key), *die Turngemeinde* (turner society).

Some nouns have two genders, sometimes with difference of meaning.

Illustrations:—*der* or *das Pult* (desk), *der Thor* (fool), *das Thor* (gate).

LESSON II.

Grammar.

Study Lesson 2 in the same way you studied Lesson 1; *i. e.*, commit to memory the model verbs and the vocabularies of parts 1 and 2, and then translate in writing the German sentences into English, and the English sentences into German. Make good use of the notes in small print.

Reader.

Read aloud and translate orally pages 18-20.

Write the names of the days of the week.

Write the names of the twelve months.

Write the names of the four seasons.

The head line of the section on page 20 means "Compound Question-words" (interrogative pronouns).

In was is contracted into *worin*, *an was* is contracted into *woran*, etc. Similarly *in dem* is often contracted into *im*; *an dem* is often contracted into *am*, etc.

REVIEW I.

Lessons 1 and 2.

1. What is the difference between weak and strong verbs in German?

2. Which are the personal endings in the present indicative, and in the past indicative?

3. Which pronoun is used in addressing another person, not intimate?

4. Is there any difference in German between *I go* and *I am going*? How do you translate each?

5. What is the past indicative of *ich komme, ich finde, ich bleibe, ich gehe, ich liege, ich bitte, ich reite, ich sitze*?

6. Translate into German:—

Mrs. Smith asked Charles what he was looking for; but he did not answer. Are you coming? No, I am going home now. I was working yesterday until six o'clock.

7. What are the English words for *wo, wer, wann, was, wie, wodurch, worunter, welche*?

8. Write from memory in German the names of the months and of the days of the week.

9. Invent short German sentences, using in each a color adjective.

10. Write in German, $2+2=4$; $9+6=15$; $3\times 9=27$; $5\times 8=40$; $30+70=100$.

LESSON III.

Grammar.

This lesson treats of the three auxiliary verbs *haben, sein, werden*, (to have, to be, to become). They may be used alone or in the formation of the different tenses of the regular and irregular verbs. After studying the Present Indicative and the vocabulary (page 17) observe carefully the model sentences on page 18. The position of words in the German sentence is often different from the English custom. The **normal** order of the different parts of speech in an ordinary (or declarative) sentence is as follows:

Subject (noun or pronoun), predicate (verb), object (noun or pronoun); as, for instance, *Der Knabe verlor das Buch*, The boy lost the book.

If any other part of speech than the subject is put at the beginning of the sentence, then subject and predicate are **inverted**; for instance,

Heute verlor der Knabe das Buch. To-day the boy lost the book.

Study the exception to this rule in the model sentences, 6, 7, 8, page 18.

Translate in writing the English sentences on page 18. Having studied the Past Indicative (page 19) of the auxiliary verbs, study carefully the reasons for the **transposed** order (page 19), and then translate the sentences on page 20.

How does the *transposed* order differ from the *inverted* order?

Reader.

Read aloud and translate orally pages 21-26. Having read each section, answer orally the questions that follow.

LESSON IV.

Grammar.

The preceding lessons have informed you about the present and past tense of the weak and strong verbs and of the three auxiliary verbs. You have also studied the order of words in the sentence. With Lesson 4 you begin the study of the article and of nouns.

Study carefully the definite article (page 20) in the three genders, singular and plural, then proceed as usual, studying the vocabulary and translating the sentences on page 21

Before you study part 2 of this lesson, be sure that you understand all the terms used. What is understood by *singular*, *plural*, *gender*, *case*?

Write the Latin name for

Subjective case	= ?
Possessive "	= ?
Indirect object	= ?
Direct object	= ?

Which are the oblique cases?

In verbs and nouns one may distinguish between stem and ending. The infinitive of all German verbs ends in *en*; as *singen*, *bleiben*. Omit this infinitive ending and you will find the stem of the verb. The stem of a noun is its nominative singular. For "ending" the grammar uses the word "*suffix*."

A **diminutive** is a noun the ending of which is either *chen* or *lein*, indicating that the thing is small. For instance: *der Bruder*, the brother, *das Brüderlein*, the *little* brother.

(Notice the change of the gender!)