

INDUCTIVE GERMAN METHOD

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Inductive German Method by M. J. Martin

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**INDUCTIVE
GERMAN METHOD**

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INDUCTIVE
GERMAN METHOD

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BOOK SECOND



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PREFACE.

In the First Book, with the exception of the declension of the definite article, nothing was attempted in the way of introducing the student to the somewhat extensive inflectional system of the German language. This important step has been deferred to the Second Book for the three following reasons:

1) But little inflection is possible within the sphere of monosyllables to which the First Book is limited by the author's plan, and consequently but little attention to this subject was necessary at that stage to keep pace with the development of the exercises.

2) Some general grammatical outline ought to be obtained by the student, if not already possessed, before entering to any great extent upon the study of details. This work could be most conveniently performed in connection with the simple and easy exercises of the First Book.

3) The task of learning declensions and conjugations becomes very much lighter to the student after he has mastered the chief difficulties of the German pronunciation and has acquired some familiarity with German words.

In whatever way it may be presented the inflectional system of the German must ever appear more or less formidable to the student whose knowledge of language is limited to the simplicity of English forms, and it is not at all strange that he should shrink from the task set before him, and even be led to inquire whether there is not some way by which he can reach his goal without the drudgery seemingly involved.

No doubt a teacher who should advertise a method of learning German without study and without drudgery of any sort would attract many pupils. Grammatical facts, however, are stubborn things, and no amount of pedagogical chicanery can do away with them.

For instance, the German has its three genders with their more or less arbitrary attribution to all the nouns of the language, and there is no possible way by which a person can learn to

use German correctly except by learning the genders of German nouns, and this must be done mainly, as pronunciation of English is acquired—word by word.

So, too, with the declensions and conjugations. No method can possibly be devised to relieve the student of German from the necessity of learning these. The most a teacher or author can do is to render the task as little unpleasant and irksome as possible.

This Second Book is occupied chiefly with the subject of declension. Just enough of conjugation is given near the beginning to enable the student to work intelligently with the verb forms which occur before the subject of conjugation is taken up for fuller treatment near the end of the book.

The classification of German noun declensions is somewhat arbitrary and varies considerably with different authors. The scheme of declension presented in this method has been derived from that given by Mr. Whitney in his German Grammar, by dividing Classes 1 and 2 of Declension I, thereby forming five classes under Declension I, instead of three. The advantages of the scheme thus formed are seen at a glance. 1) The student is relieved from the ever disagreeable task of learning exceptions, since by this scheme there are almost no exceptions. 2) The indication of the declension of a noun in the vocabularies is much simplified and requires less space than the method commonly employed in dictionaries and vocabularies.

In connection with each set of paradigms is given a list of all the words of that class which have theretofore been used in this method. Every word in these lists should be fully declined by the pupil.

The fact cannot be too strongly emphasized that facility in the use of German forms can be acquired only by persevering practice. Consequently, both in declension and conjugation, the paradigms should be repeated (and if circumstances admit, aloud) until the forms flow from the tongue like water.

Lesson I.

Syllables.

A syllable is a word, or so much of a word, as can be pronounced with a single impulse of the breath.

A vowel element may be a simple vowel, a double vowel, an umlaut, or a diphthong.

A German word has as many syllables as vowel elements.

Rules for Division of Syllables.

1. A single consonant between two vowel elements is joined to the following; as **Bei:gen, Vo:gel.**

2. Double consonants are separated; as **Mü:l-ler.**

3. Any two consonants are separated; as **Id-ler.**

4. Digraphs and trigraphs are for the most part treated as single consonants; as **Fi:sher.**

5. Compound words are resolved into their component parts; as **Jagd-hund, wor-aus, hin-ein.**

NOTE.—The digraph **ff** is for **ff** and in syllabication becomes **f:f**; as **Sä:f-fer.** The "New Orthography" separates **ng** and **g**; as **ku:gen, si:gen.** The double consonant **ff** may be written **f:f** or **ß:f**; as **Was:f-fer, or Was:ß-fer.** **ey** and **ie** may be written **f:y, f:i, or ß:y, ß:i**; as **Wes:ye, or Wes:ie, bes:te, or bes:ie.** **ff** after **m** or **r** is joined to the following vowel; as **em:pfehlen.**

Accent.

1. In all simple native words of two syllables the accent is on the first; as **Id-ler, Vo-gel, Mü:l-ler.**

2. Compound particles formed from simple particles usually have the accent on the final member; as **dar-aus.**

NOTE.—A particle is a word not varied by inflection, as **aus, bei**; or a syllable used only in composition; as **be, emp, ge, etc.**

3. Inseparable prefixes, **be, emp, ent, er, ge, ver, zer,** never have the accent; as **be-kommt, ver-kauff.**

Vocabulary.

der Adler , eagle.	verkauft , sells.
" Bogel , bird.	wirft , throws.
" Anker , anchor.	sagt , says.
" Hafen , harbor.	bäckt , bakes.
" Bäcker , baker.	mahlt , grinds.
" Ofen , stove, oven.	treibt , drives.
" Müller , miller.	sondern , but.
" Roggen , rye.	weder , neither.
" Weizen , wheat.	hinaus , out, out there.
" Fischer , fisherman.	woraus? out of what?
" Wurm , worm.	daraus , out of it, out of them.
die Mühle , mill.	dieser , this.
" Rute , rod.	unter , under, below.
" Hügel , hook.	oder , or.
" Erde , earth, ground.	noch , nor.
das Eisen , iron.	weder—noch , neither—nor.
" Wasser , water.	sein , his, its.
bekommt , gets, obtains.	sie , them.

® initial in **Erde** is long by exception.

IDIOMS.

Das Schiff liegt vor Anker, the ship lies before anchor = the ship lies at anchor.

Er kauft es beim Müller, he buys it by the miller = he buys it at the miller's.

The preposition **unter** governs the dative after a verb of rest, the accusative after a verb of motion.

Declension of the Relative Pronoun, **der, die, daß**.

Case	Sing.			Pte.	Translation.	
	m.	f.	n.	c.	m. f.	n.
N.	der	die	daß	die	who.	which.
G.	dessen	deren	dessen	deren	whose, of whom.	of which.
D.	dem	der	dem	denen	to whom.	to which.
A.	den	die	daß	die	whom.	which.



1. Was ist das? Das ist ein Adler. Was ist der Adler? Der Adler ist ein Vogel. Was thut der Adler? Der Adler fliegt. Fliegt der Adler im Wasser, oder auf der Erde? Weder im Wasser noch auf der Erde fliegt er, sondern in der Luft.



2. Hier ist ein Anker. Der Anker ist von Eisen und ist sehr stark und schwer. Der Anker ist am Schiffe. Wenn das Schiff im Hafen ist, wirft man den Anker ins Wasser. Der Anker hält das Schiff fest und man sagt, „Das Schiff liegt vor Anker.“



3. Hier ist ein Bäcker. Der Bäcker steht vor dem Ofen. Was thut der Bäcker? Er bäckt Brot im Ofen. Woraus macht er das Brot, das er im Ofen bäckt? Er macht es aus Mehl. Wo bekommt er das Mehl? Er kauft es beim Müller.



4. Wo bekommt der Müller das Mehl, das er dem Bäcker verkauft? Er kauft Roggen und Weizen und mahlt sie in seiner Mühle und macht Mehl daraus. Wo ist die Mühle? Sie ist dort am Flusse. Was treibt die Mühle? Das Wasser im Flusse treibt die Mühle.



5. Was ist dieser Mann? Er ist ein Fischer. Wo ist er? Er steht am Flusse unter der Mühle. In der Hand hält er eine lange Rute. An der Rute ist eine Schnur; an der Schnur ist eine Angel; an der Angel ist ein Wurm. Der Fischer wirft die Angel ins Wasser hinaus.