

**THE WERNER MODERN
LANGUAGE
SERIES; INDUCTIVE
GERMAN METHOD**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649417919

The Werner Modern Language Series; Inductive German Method by M. J. Martin

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

www.triestepublishing.com

M. J. MARTIN

**THE WERNER MODERN
LANGUAGE
SERIES; INDUCTIVE
GERMAN METHOD**

THE WERNER MODERN LANGUAGE SERIES

INDUCTIVE
GERMAN METHOD

BY
M. J. MARTIN, A.M.

BOOK FOURTH



CHICAGO NEW YORK
WERNER SCHOOL BOOK COMPANY

Harvard University,
Dept. of Education Library
TRANSFERRED TO
HARVARD COLLEGE LIBRARY
JUN 13 1921

PREFACE.

The grammatical development, necessarily more or less selective throughout the entire series, is particularly so in this Fourth and closing Book. Without adding very greatly to the projected limits of the series it has been altogether impossible to cover the whole grammatical field.

In view of this fact no attempt has been made to present the whole subject of German Grammar in all its parts and in all its details, but only that which is of most importance to be learned at the beginning. Accordingly many points have been left for supplementary study with the aid of the accompanying Compendium of German Grammar, but word-forms as determined by declension and conjugation have been exhibited with unusual fulness for an elementary work.

In this Book the treatment of the verb has been continued from the Third Book, completing the exhibit of the forms of the indicative mode and adding paradigms of all the other modes.

In the way of explaining and illustrating the various uses of the subjunctive, comparatively little has been attempted. Some statement is made and some examples are given of two of the principal uses of the subjunctive, but all other uses have been relegated to the Compendium, to which the student is referred for a fuller treatment of this as of many other subjects.

The subject of word-arrangement in the construction of sentences is an important as well as a somewhat difficult one in German composition. One page only has been devoted to this subject, sufficing for the statement of a few leading principles. For the rest, so far as this series is concerned, an observation and imitation of the models therein presented will be amply sufficient.

In this Book a number of lessons have been devoted to grammatical definitions for the purpose of introducing the student to

some extent to the grammatical phraseology of the German language, which is exceedingly rich in this respect. In an elementary work of a general character, however, but little can be done in technical directions, and students who may wish to carry the study and use of German into particular fields must do so with special technical aids.

A series even of four small books will, doubtless, appear sufficiently extensive and formidable to a novice, but no student should allow himself for a moment to expect the attainment of a perfect mastery of so difficult a language as the German within the limits of such a series. At the very best it can only serve as an introduction to the language, and as a foundation on which to build in after study.

The student who shall thoroughly master all the books of this series will find himself furnished with a vocabulary — to speak in round numbers — of some two thousand words, by which through the variations of declension and conjugation he will be able to express many times that number of ideas. But even this is not adequate to all the demands of literature, and of business and social intercourse. Hence the capital thus acquired should be further enlarged by diligent and careful perusal of good German authors, accompanied by the continued study of the principles of German grammar and observation of the characteristics of German style.

In concluding this Inductive Series the author desires to make grateful acknowledgment of his obligations to Prof. C. F. KOLBE, Ph. D., of BUCHEL COLLEGE, Akron, O., for the careful and painstaking manner in which he has reviewed the manuscript and read the proofs of the entire series, and also for many excellent criticisms and suggestions, by which the value of the work has been enhanced in many important details.

CHICAGO, ILL., 1896.

Lesson I.

Pluperfect Tense.

The forms of the pluperfect tense are made with the imperfect of the auxiliaries **sein** and **haben** and the perfect participle of the principal verb.

Paradigms of Conjugation.—Pluperfect Indicative.

Active Voice.

With Auxiliary haben .	
ich hatte gesehen,	I had seen.
du hattest gesehen,	thou hadst seen.
er hatte gesehen,	he had seen.
wir hatten gesehen,	we had seen.
ihr hattet gesehen,	you had seen.
sie hatten gesehen,	they had seen.

With Auxiliary sein .	
ich war ausgegangen,	I had gone out.
du warst ausgegangen,	thou hadst gone out.
er war ausgegangen,	he had gone out.
wir waren ausgegangen,	we had gone out.
ihr wart ausgegangen,	you had gone out.
sie waren ausgegangen,	they had gone out.

Passive Voice.

ich war gesehen worden,	I had been seen.
du warst gesehen worden,	thou hadst been seen.
er war gesehen worden,	he had been seen.
wir waren gesehen worden,	we had been seen.
ihr wart gesehen worden,	you had been seen.
sie waren gesehen worden,	they had been seen.

Vocabulary.

der Schulmeister (I. 1.), school-	die Zahl (II.), number. [acter.
“ Einer (I. 1.), unit. [master.	das Zeichen (I. 1.), sign, char-
die Tafel (II.), table, board, slab	herfagen (II.), to recite, repeat.
“ Ziffer (II.), figure. [board.	nächst , next.
“ Wandtafel (II.), black-	oberst , upper, highest, top.
“ Kreide , chalk. [room.	nämlich , namely.
“ Schulstube (II.), school-	ordentlich , regularly, orderly.
“ Zeile (II.), line. [cipher.	einmal , once, one time.
“ Null (II.), naught, zero,	bitte! pray! please!

IDIOMS.

Noch einmal, still one time = once more.

Grammatical Notes.

Bitte is properly the first person singular, present indicative active of **bitten**, to ask, beg, request. It is much used and in about the same way as English “please;” as, **bitte, reichen Sie mir meinen Hut!** Please hand me my hat.

Cardinal numerals. The ground forms of all German numerals are the numbers **eins, zwei, drei, vier**, etc., which are accordingly called cardinal numerals, from Latin **cardo**, a hinge.

The cardinal numerals from **one** to **twenty** are analogous in their formation to the corresponding English numbers. The odd numbers from **twenty** to **one hundred** are formed by placing the unit before the ten with **und** between them; as **ein und zwanzig, zwei und dreißig, drei und vierzig**, etc. These compound expressions are generally written as one word; as **vierundfünfzig, fünfundsechzig**, etc.

The German makes use of the Arabic and Roman numerals in the same manner as the English.

The preposition **nach** frequently follows its case; as **der Reihe nach** instead of **nach der Reihe**, according to the row = in succession, consecutively.



1, 2, 3, 4, 5,
6, 7, 8, 9, 0.

10, 11, 12,
13, 14, 15, 16,
17, 18, 19.

20, 21, 22,
23, 24, 25, 26,
27, 28, 29.

30, 31, 32, 33,
40, 50, 60, 70,
80, 90, 100.

1. Hier ist eine große Tafel an der Wand in einer kleinen Schulstube — das ist eine Wandtafel. Was steht daran geschrieben? Es stehen viele Ziffern daran. Wer hat diese Ziffern an die Wandtafel geschrieben? Der Schulmeister hat dieselben mit einem kleinen Stück Kreide daran geschrieben.

2. Wie stehen die Ziffern an der Wandtafel? Sie stehen ganz ordentlich in Reihen. Was steht auf der ersten und obersten Zeile? Das sind die Einer; nämlich, eins, zwei, drei, vier, fünf, sechs, sieben, acht, neun. Was ist das runde Zeichen am Ende der Zeile? Das ist eine Null.

3. Wie heißt es, wenn man die Zahlen so der Reihe nach her sagt? Das heißt zählen. Was steht in der nächsten Reihe? Das sind die Zahlen, die zwischen 9 und 20 stehen. Bitte, zählen Sie dieselben! Zehn, elf, zwölf, dreizehn, vierzehn, fünfzehn, sechzehn, siebzehn, achtzehn, neunzehn.

4. Was steht auf der dritten Zeile? Das sind die Zahlen von 20 bis 29. Bitte, zählen Sie noch einmal! Zwanzig, einundzwanzig, zweiundzwanzig, dreiundzwanzig, vierundzwanzig, fünfundzwanzig, sechsundzwanzig, siebenundzwanzig, achtundzwanzig, neunundzwanzig.

5. Was kommt nach 29? Nach 29 kommt dreißig; dann kommt einunddreißig, zweiunddreißig, dreiunddreißig u. s. w., bis neununddreißig. Dann kommt vierzig, fünfzig, sechzig, siebzig, achtzig, neunzig, hundert. Sehr gut! Also können Sie bis hundert zählen.

Vocabulary.

der Grund (I. 4.), foundation.	die Ordnungszahl (II.), ordinal numeral.
die Million (II.), million.	ausdrücken (II.), to express.
“ Nummer (II.), number.	hauptsächlich , chiefly.
“ Grundzahl (II.), cardinal numeral.	jetzen , just, just now.
“ Ordnung (II.), order.	der, die, dasjenige , that.

IDIOMS.

Weil sie allen andern Zahlen zu Grunde liegen, because they to all other numbers to foundation lie = because they lie at the foundation of all other numbers.

Grammatical Notes.

The ordinal numerals, with the exception of **erst**, are formed from the cardinals by adding the suffixes **t** and **st**, **t** being used for the ordinals from **zweite** to **neunzehnte**, and **st** for all higher numbers. **Dritte** and **achte** show irregularities in formation, the former changing the diphthong **ei** to short **i** after which the **t** is doubled, the latter losing the final **t** of the cardinal before the ordinal suffix.

The ordinals are always used as attributive adjectives with the definite article and consequently appear only in their inflected form with the endings of the weak adjective declension.

When expressed in Arabic characters by way of abbreviation the ordinals are written as follows: **1ste, 2te, 3te, 20ste, 21ste, 30ste, 32ste, 40ste, 100ste, 1000ste**, etc.

Folgend is present active participle from **folgen**, to follow. This participle is always formed by adding **d** to the present infinitive and is only used attributively, never predicatively like the corresponding English participle in **ing**. Thus, **das brennende Licht**, the burning candle, but not **das Licht ist brennend**, the candle is burning.