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EDITED BY LEONARD CUTTS

GERMAN

Ruth Hays
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Volume and in the same
Series

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Teach Yourself Chinese
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Teach Yourself Hebrew
Teach Yourself Italian
Teach Yourself Italian Phrase Book
Teach Yourself Latin
Teach Yourself Malay
Teach Yourself Norwegian
Teach Yourself Polish
Teach Yourself Portuguese
Teach Yourself Russian
Teach Yourself Russian Phrase Book
Teach Yourself Spanish
Teach Yourself Spanish Phrase Book
Teach Yourself Swahili
Teach Yourself Swedish
Teach Yourself Turkish
TEACH YOURSELF GERMAN

A BOOK OF SELF-INSTRUCTION IN GERMAN
BASED ON THE WORK BY SIR JOHN ADAMS,
M.A., LL.D., COMPLETELY REVISED AND
ENLARGED BY SYDNEY W. WELLS, B.A. AND
FURTHER REVISED BY E. S. JENKINS, B.A.

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PREFACE

We have travelled a long way on the road since the Englishman, tall and skinny, with sandy hair and protruding teeth, was made the butt of ridicule on the Continental stage, and his attempts to speak a foreign tongue were found either irritating or excruciatingly funny.

We have progressed much, too, in our approach to the study of foreign languages. We are not so content to signal and gesticulate for our food in a foreign restaurant, and our eyes no longer flash with indignation at these "damned foreigners" who cannot speak the King’s English. It used to be quite common, too, for a well-educated man to turn out a creditable essay in French or German on the fossil iguanodon, yet be distressingly inarticulate when called upon to order a second-class railway ticket or a dinner. Amusing mistakes, of course, will always be made. There is the Scot, for instance, who translated: "J’aime la langue française" by: "I love the tall French girl," or the German who said in great indignation to the waiter in a London restaurant: "I am here since ten minutes—when do I become a sausage!" He had forgotten that bekomman in English is to get, while the English become is in German werden.

Most of the difficulties of forty years ago were due to an undue importance given to grammar and Classical subject-matter: the teaching did not help the practical man who wanted to travel. It is claimed for this book that the interests of such people are studied throughout. The classified vocabularies should prove very helpful, and it is hoped that the student will find that the bugbear of German declensions loses some of its terrors as presented here.
Anyone who follows this course conscientiously should be able to read, write and speak the German language with some measure of success. His accuracy and his fluency will depend not only on his native ability but also on his determination to keep at it regularly: a short time every day over a long period is much better than gigantic efforts every now and then.
INTRODUCTION

To know a language properly implies the power of using it freely for three different purposes: reading, writing and speaking.

Those who learn a foreign language may desire to learn it for all three purposes, or for one or two of them only. This work has been designed to enable the student to develop his powers as quickly and as easily as possible in all three. A language is a vast field, which can never be fully explored, and learning a language means hard work, careful thought and constant practice. If the student thinks he is going to speak or write or read German in a few months by means of a lesson or two done now and then, he had better give up the idea completely, for he is wasting his time. But this work, if followed conscientiously, will enable the average student not only to read German, but also to write and speak it in a fairly simple way.

The student, without exceptional facilities must get into the habit of reading aloud, asking himself questions aloud and answering them himself—always, or as often as possible, aloud. The learning of words is important. To a large extent the vocabulary has been carefully kept up-to-date and thoroughly modern, with an eye to those who wish to read modern literature, to listen in to German broadcasts, or to travel on the Continent. These words should be mastered somehow, even if it means learning them off in lists. You must always have the subject in your mind. When you cast your eye on a thing, if you have known the German for it and forgotten, do not fail to look it up again at the first opportunity.

Conversational power is what you make it yourself. Not much has been given in actual conversations in this book, but all the exercises given are conversational in
INTRODUCTION

tone and subject matter. Make up your own conversations by rearranging the sentences given here.

A Key to the Exercises is given. This should be used sensibly. Do your exercise before consulting the Key, and then correct your own. Afterwards, do the exercises the other way round, testing your translation of the Key with the original exercises.

The student should revise constantly. In the scope of this little work it is impossible to give a thorough revision, but the student should, after every three lessons, go back and quickly refresh his mind on grammar and vocabulary.

As all the Exercises have their counterpart in the Key, no Vocabulary is given. But as many as possible of the words as they occur should be thoroughly committed to memory in order to render easier the task of translating subsequent exercises.

The section on Pronunciation is full and if the student follows it carefully he should have no difficulty in acquiring a fair pronunciation, if not a good one. If he can get native help so much the better.

One word of warning: we have kept all the exercises in this book within certain limits. We have attempted nothing very clever, nothing "high-falutin," and you must also school yourselves to this. As soon as you start trying difficult constructions you will find yourselves in deep water. Keep your sentences fairly short and make sure of the matter given you here before attempting anything else.

If you would like to add a little reading of continuous German prose you could not do better than buy Guerber's Märchen und Erzählungen, Part I (Harrap), after the fourth or fifth lesson of this work. These Märchen, or tales, may strike you as childish, but if you can overcome this, you will find that the easy style and constant repetition will give you a confidence which is very important.
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PART I

§ I. THE GERMAN ALPHABET

Some Germans still adhere to their old Gothic letters, although many books and newspapers are printed in Roman type, and most German typewriters are fitted with Roman letters. It is well, therefore, the student should familiarize himself with the German alphabet (see pages 12 and 13).

Note 1.—There are five vowels: a, e, i, o, u, and there are the further combinations ai (ai), au (au), ei (ei), eu (eu), ie (ie).

Of the above a, o, u and au may modify, i.e. change their sound. They are then written and pronounced: ä (e), ö (o or œ), ü (u), äu (œi). The two dots are referred to as the Umlaut, meaning a change of sound.

Note 2. There are several digraphs or trigraphs, i.e. groups of two or three consonants with a single sound:

<table>
<thead>
<tr>
<th>Graph</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ch</td>
<td>pronounced ç or x</td>
</tr>
<tr>
<td>ck</td>
<td>&quot; k</td>
</tr>
<tr>
<td>ph</td>
<td>&quot; f</td>
</tr>
<tr>
<td>ss</td>
<td>&quot; s</td>
</tr>
<tr>
<td>sch</td>
<td>&quot; f</td>
</tr>
<tr>
<td>th</td>
<td>&quot; t</td>
</tr>
</tbody>
</table>

N.B.—The following notes in this section refer to the Gothic letters only.

Note 3.—The small round s is used only at the end of a word, even if this word is the first part of a compound word:

GLas (glass), but GLa|es (of a glass)
bi| (until) and bi|her (until now)
Staat|mann (statesman)
<table>
<thead>
<tr>
<th>English</th>
<th>German Characters</th>
<th>Pronunciation ¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>A a (ä)</td>
<td>A a (ä)</td>
<td>'a: ('e)</td>
</tr>
<tr>
<td>B b</td>
<td>B b</td>
<td>be:</td>
</tr>
<tr>
<td>C c</td>
<td>C c</td>
<td>tse:</td>
</tr>
<tr>
<td>D d</td>
<td>D d</td>
<td>de:</td>
</tr>
<tr>
<td>E e</td>
<td>E e</td>
<td>'er:</td>
</tr>
<tr>
<td>F f</td>
<td>F f</td>
<td>'ef:</td>
</tr>
<tr>
<td>G g</td>
<td>G g</td>
<td>ger:</td>
</tr>
<tr>
<td>H h</td>
<td>H h</td>
<td>ha:</td>
</tr>
<tr>
<td>I i</td>
<td>I i</td>
<td>'i:</td>
</tr>
<tr>
<td>J j</td>
<td>J j</td>
<td>jot</td>
</tr>
<tr>
<td>K k</td>
<td>K k</td>
<td>kar:</td>
</tr>
<tr>
<td>L l</td>
<td>L l</td>
<td>'el:</td>
</tr>
<tr>
<td>M m</td>
<td>M m</td>
<td>'em</td>
</tr>
</tbody>
</table>

¹ For the Pronunciation, see § 2, Preliminary Note.
<table>
<thead>
<tr>
<th>English</th>
<th>German Characters</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Printed</td>
<td>Written</td>
</tr>
<tr>
<td>N n</td>
<td>N n</td>
<td>N n</td>
</tr>
<tr>
<td>O o (ö)</td>
<td>O o (ö)</td>
<td>O o</td>
</tr>
<tr>
<td>P p</td>
<td>P p</td>
<td>P p</td>
</tr>
<tr>
<td>Q q</td>
<td>Q q</td>
<td>Q q</td>
</tr>
<tr>
<td>R r</td>
<td>R r</td>
<td>R r</td>
</tr>
<tr>
<td>S s</td>
<td>S s</td>
<td>S s</td>
</tr>
<tr>
<td>T t</td>
<td>T t</td>
<td>T t</td>
</tr>
<tr>
<td>U u (ü)</td>
<td>U u (ü)</td>
<td>U u</td>
</tr>
<tr>
<td>V v</td>
<td>V v</td>
<td>V v</td>
</tr>
<tr>
<td>W w</td>
<td>W w</td>
<td>W w</td>
</tr>
<tr>
<td>X x</td>
<td>X x</td>
<td>X x</td>
</tr>
<tr>
<td>Y y</td>
<td>Y y</td>
<td>Y y</td>
</tr>
<tr>
<td>Z z</td>
<td>Z z</td>
<td>Z z</td>
</tr>
</tbody>
</table>
TEACH YOURSELF GERMAN

Note 4.—The double s is written ß (sz) at the end of a word or a syllable (when this syllable is not an integral part of the whole word but merely a prefix), and also after a long vowel and before a consonant:

must, but ßt, eats
essel, eatable, but essen, to eat
ßüß, foot ßüß, kiss

Although the e in esel is short, the double s is written ß because at the end of a syllable, ß not being an integral part of the word, but an adjectival or adverbial suffix (-able).

In ßüß and ßüß, the ß in the former is long and in the latter short, but both have ß because this is, as the above rule said, at the end of the word—but in the plural we have:

ßüß (the double s not at the end but following a long vowel),
ßüße (not ß because the vowel ß is short in this word, and the double s is not now at the end).

Observations.—In writing German with Roman characters the student may write Füße, or Füsse (as many Germans do), but if he keeps to the former, it will help to keep his pronunciation correct, i.e. to remember that the preceding vowel is long. There is no rule we can give for helping the student to know whether the vowel before a final ß in nouns is long or short. He must learn this by experience.

Note carefully these printed capital letters, which beginners are apt to confuse:

ß (B) and ß (V)
ß (C), ß (G) and ß (S)
ß (K) and ß (K)
ß (O) and ß (O)
Also f (f) and f (s) (the f has the stroke right across, whereas the f has not).

Note carefully: b (b), b (d) and h (h).

Note also the difference in German written letters between:

\(\text{c} (c)\) and \(\text{i} (i, \text{with dot})\)

\(\text{e} (e, \text{joining near top})\) and \(\text{u} (u, \text{joining at bottom})\)

\(\text{n} (n)\) and \(\text{n} (n, \text{distinguished from n by stroke over it})\)

§ 2. GERMAN PRONUNCIATION

Preliminary Note

Before we go any further we must explain that the symbols we are using here to indicate the pronunciation are symbols only and not ordinary German letters. These symbols have been devised by the International Phonetic Association so that the pronunciation of all languages can be clearly explained by this International Pronouncing Alphabet. If you take the trouble to learn the sound-values of these symbols now you will be able to follow the phonetic transcription of any other language you undertake.

Practise your sounds aloud, clearly and continuously, and use a mirror to get your lip positions as indicated here.

A good pronunciation is well worth acquiring, and there is no reason why the average student who follows these notes conscientiously and continuously should not achieve this, although if he can obtain the help of a native or a good gramophone record on German pronunciation so much the better.
A Table of the Vowel-Sounds in German

<table>
<thead>
<tr>
<th>Letter and Symbol</th>
<th>Nearest English Equivalent</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>a (long) 1</td>
<td>a as in father</td>
<td>Almost like u in must.</td>
</tr>
<tr>
<td>a (short)</td>
<td>a as in east said quickly: not as in cat</td>
<td></td>
</tr>
<tr>
<td>e (long)</td>
<td>ai as in fair</td>
<td>There is no er sound at the end: it is one pure vowel-sound.</td>
</tr>
<tr>
<td>e (short)</td>
<td>e as in bed, net, sent</td>
<td>The teeth are not so close together as in the English deep. It is between the as in deep and the e in bed. As the preceding sound, but shorter.</td>
</tr>
<tr>
<td>e (long)</td>
<td>ee as in deep</td>
<td></td>
</tr>
<tr>
<td>e (short)</td>
<td>i as in bit</td>
<td>The teeth are much closer together than in the English sound. The sound must almost be forced through.</td>
</tr>
<tr>
<td>i (always short)</td>
<td>ee as in deep</td>
<td></td>
</tr>
<tr>
<td>i (long)</td>
<td>o as in not</td>
<td>Morgen (morgan)—not as in English Morgan.</td>
</tr>
<tr>
<td>o (always short)</td>
<td>o as in oaze</td>
<td>With lips well rounded. There is not the o-oo sound as in bone.</td>
</tr>
<tr>
<td>o (always long)</td>
<td>oo as in good</td>
<td></td>
</tr>
<tr>
<td>u (long)</td>
<td>oo as in good</td>
<td>Lips well rounded!</td>
</tr>
<tr>
<td>u (short)</td>
<td>ur as in fur (r not being pronounced).</td>
<td>Lips well rounded!</td>
</tr>
<tr>
<td>a (always short)</td>
<td>No equivalent in English,</td>
<td>Lips must be well rounded, as for o.</td>
</tr>
<tr>
<td>a (long)</td>
<td>It is the same as the French eu in feu</td>
<td>Pronounce the preceding sound, closing the mouth somewhat and keeping the lips rounded as for o.</td>
</tr>
</tbody>
</table>

1 A long vowel is indicated in the pronunciation by a colon (:).
## Table of the Vowel-Sounds in German—continued

<table>
<thead>
<tr>
<th>Letter and Symbol</th>
<th>Nearest English Equivalent</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>å y (long)</td>
<td>No equivalent in English. Almost like the French u as in sur</td>
<td>Put your lips as for whistling (position as for u) and try to say ee. The German grün (gryn) is like the English green with the lips kept as for whistling.</td>
</tr>
<tr>
<td>å y (short)</td>
<td>No English equivalent.</td>
<td>As the preceding sound, but short. The German Müller is like the English miller with the lips as for whistling.</td>
</tr>
<tr>
<td>e ø</td>
<td>a as in ago, er as in further.</td>
<td>A short sound, that of un-accented e.</td>
</tr>
</tbody>
</table>

## Table of the Consonant-Sounds in German

Where no note is given the reader is to assume that the German consonant has the same sound as in English.

<table>
<thead>
<tr>
<th>Letter and Symbol</th>
<th>Nearest English Equivalent</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>b b</td>
<td>b as in bed</td>
<td>Only when b stands at end of word or syllable.</td>
</tr>
<tr>
<td>b p</td>
<td>p as in put</td>
<td></td>
</tr>
<tr>
<td>c ts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c k</td>
<td></td>
<td>The sound of c otherwise, although has largely given way to k.</td>
</tr>
<tr>
<td>ch k</td>
<td></td>
<td>In words from the Greek (Charakter).</td>
</tr>
</tbody>
</table>
Table of Consonant-Sounds in German—continued

<table>
<thead>
<tr>
<th>Letter and Symbol</th>
<th>Nearest English Equivalent</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>ch ɡ</td>
<td>h in huge</td>
<td>Exaggerate the h in huge. Force the tongue against roof of mouth. Wherein ɡ is pronounced at front of mouth, x is pronounced in the throat. Say loch forcing the air through on the h. This is the pronunciation of ch only after a, o or u.</td>
</tr>
<tr>
<td>ch x</td>
<td>Scots loch</td>
<td></td>
</tr>
<tr>
<td>d d</td>
<td>d as in dead</td>
<td>This is the pronunciation of d at end of word or syllable. Always, except as under.</td>
</tr>
<tr>
<td>d t</td>
<td>t as in tomb</td>
<td></td>
</tr>
<tr>
<td>g g</td>
<td>g as in go</td>
<td>Only in a few French words (Courage, kura:ʒ). At end of word or syllable except when preceded by n: Tag (tak).</td>
</tr>
<tr>
<td>g ɡ</td>
<td>s as in casual</td>
<td>In -ig, except when followed by -lich: Sonnig (sonɪɡ), but: Königlich (könɪɡlɪç). Always pronounced before a vowel.</td>
</tr>
<tr>
<td>g h</td>
<td>h as in hand</td>
<td></td>
</tr>
<tr>
<td>j j</td>
<td>y as in yes</td>
<td>Put tip of tongue between top teeth and gum. Always: never pronounce g as in finger.</td>
</tr>
<tr>
<td>l l</td>
<td>l as in lump</td>
<td>In words from Greek. Mostly replaced now by f.</td>
</tr>
<tr>
<td>ng p</td>
<td>ng as in sing</td>
<td>Quelle (kveːlə). Is trilled more than in English, although scarcely heard in ending -er.</td>
</tr>
<tr>
<td>ph f</td>
<td></td>
<td></td>
</tr>
<tr>
<td>qu kv</td>
<td></td>
<td></td>
</tr>
<tr>
<td>r r</td>
<td></td>
<td></td>
</tr>
<tr>
<td>s s</td>
<td>s as in soap</td>
<td>At end of word or syllable only: Glas (ɡlaːs). Only at beginning of word or syllable: Seife (zoɪfə), Rose (roːzə).</td>
</tr>
<tr>
<td>s z</td>
<td>z as in zeal</td>
<td></td>
</tr>
</tbody>
</table>
### Table of Consonant-Sounds in German—continued

<table>
<thead>
<tr>
<th>Letter and Symbol</th>
<th>Nearest English Equivalent</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>S, s, f</td>
<td>sh as in sharp</td>
<td>Before p or t only: Speise (ʃpaɪs), Stern (ʃtern), sparen (ʃpaːrn).</td>
</tr>
<tr>
<td>ss, s</td>
<td>s as in soap</td>
<td>Except in a few French words (Vase, vaːzə).</td>
</tr>
<tr>
<td>sch, f</td>
<td>sh as in sharp</td>
<td></td>
</tr>
<tr>
<td>v, f</td>
<td>f as in far</td>
<td>Only when a consonant: Yukka (jukka).</td>
</tr>
<tr>
<td>w, v</td>
<td>v as in vat</td>
<td>Does not often occur as a vowel.</td>
</tr>
<tr>
<td>y, j</td>
<td>y as in yes</td>
<td>See c above; z is always so pronounced.</td>
</tr>
<tr>
<td>(y (short))</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(y (long))</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i, ts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Observations.**—There are no silent letters as in English. Thus, although we say *knave*, the Germans say *Knabe* (knaibə), both the k and the e being pronounced.

- h is not pronounced between two vowels unless the h is part of the following syllable: sehen (ʃeːn), but: Hoheit (hohait).
- chs when part of the word itself (the s not being added for some grammatical reason) is pronounced ks: sechs (ʃəks), Ochs (okš), wachsen (waksən), etc.

The Glottal Stop is what the phoneticians mean by the forced stop between one word or syllable and a following one beginning with an accented or stressed vowel. Let us consider the English expression *fresh eggs*. We carry the sh sound straight on: fresheggs. But the equivalent German expression is not so pronounced. There is a pause after frische, the vocal organs contract, and the following word begins after a complete break between the two with an almost explosive force: frische Eier.
This is not entirely unknown in English. A Cockney will sometimes say, for instance, *Git aht o' ere*, the expression not being smoothly carried on, but rather awkwardly broken up.

The Glottal Stop is written phonetically?

The Stress in German

The German spoken language is strongly stressed. You have only to listen in to a German broadcast to realize that. The following rules will be more helpful later on, but in the meantime the stress will be indicated by a mark ' after the stressed syllable.

1. The stress is laid on the stem of the word:
   - geh'-en, ge-fähr'-lich, Mäd'-chen
   (The principal parts in these words being geh, fähr, Mäd).

2. In compound words the stress is usually on the first part:
   - Turm'-uhr, eis'-kalt, Va' ter-land
   But not with the adverbial particles: hin'-ein, da'-mit, etc.

3. Separable prefixes take the main stress:
   - aus'-gehen, hin-auf'-klettern, her-un'ter-kommen

4. The negative prefix un- is always stressed:
   - un'-artig, Un'-sinn, un'-erwartet

A Simple Exercise in Reading

The following passage is given first in Roman type, next in German Fraktur type, thirdly in phonetic script, fourthly in German handwriting, and finally in English.

Practise the pronunciation carefully, referring constantly to the foregoing notes.

German Fraktur


Phonetic Version


The following is given as a rough guide, although the student, if he seriously wishes to acquire a good pronunciation, must read and re-read the foregoing rules, and practise continually the previous phonetic version:
The winter is cold. It rains often and snows sometimes. Then are the roofs of the houses with snow covered. The snow is white and beautiful, the boys and girls play gladly with the snow. Sometimes are the rivers and ponds over-frozen. Then take the young people their skates and go on to the ice. There have they much fun. When the thaw-weather in-steps (sets in), is it dangerous on the ice to go.
LESSON I
THE SIMPLE SENTENCE
1. The Masculine Nouns

We now come to the study of the language itself. The name of any person or thing is called a noun. Thus apple and tailor are nouns.

Apple is singular, apples is plural.

The plural of nouns in German is formed in different ways. After all, we have, in addition to apple, apples, such plurals as ox, oxen, man, men, woman, women, sheep, sheep, child, children. We see in some of these plurals a change of vowel sound: man, men; woman (wuman), women (wimin), etc. This change of vowel sound, or Umlaut, as the Germans call it, occurs in the plural of many German nouns, but not all.

All German nouns, whether representing persons or things, are masculine, feminine or neuter, whereas in English things are usually neuter, although we often say she of a ship and other things. The gender, or sex, as it were, of a noun is very important, as the word for the (which is always the same in English) changes according to the gender. The student must therefore learn every noun with the article (the) before it. Thus it is not only necessary to know that apple is Apfel in German: he must know it is der Apfel.

In this first section we are going to deal only with masculine nouns ending in -el, -en or -er.

In the following list notice which nouns have the Umlaut in the plural and which have not. Notice also that the plural form of der (the) is die (the).

Notice further that all nouns are written with a capital letter in German.
TEACH YOURSELF GERMAN

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>der Garten, garden</td>
<td>die Gärten</td>
</tr>
<tr>
<td>der Apfel, apple</td>
<td>die Äpfel</td>
</tr>
<tr>
<td>der Schneider, tailor</td>
<td>die Schneider</td>
</tr>
<tr>
<td>der Bruder, brother</td>
<td>die Brüder</td>
</tr>
<tr>
<td>der Vater, father</td>
<td>die Väter</td>
</tr>
<tr>
<td>der Lehrer, teacher</td>
<td>die Lehrer</td>
</tr>
<tr>
<td>der Schüler, schoolboy</td>
<td>die Schüler</td>
</tr>
<tr>
<td>der Onkel, uncle</td>
<td>die Onkel</td>
</tr>
<tr>
<td>der Bäcker, baker</td>
<td>die Bäcker</td>
</tr>
<tr>
<td>der Laden, shop</td>
<td>die Läden</td>
</tr>
<tr>
<td>der Wagen, cart, carriage, motor-car</td>
<td>die Wagen</td>
</tr>
</tbody>
</table>

Notice that Schneider, Lehrer have no Umlaut in the plural because e's and i's cannot take one. Of the others only Onkel and Wagen have no Umlaut in the plural, and Schüler and Bäcker have the Umlaut already in the singular.

Vocabulary

er, he     schön, beautiful
| sie, they| ehrlich, honest          |
| ist, is  | unehrlich, dishonest     |
| sind, are| ja, yes                  |
| nicht, not| nein, no               |
| dort, there| manchmal, sometimes    |
| hier, here| immer, always          |
| gut, good| oft, often              |
| schlecht, bad| freundlich, friendly |
| arm, poor| böse, angry, wicked    |
| reich, rich| ganz, quite            |

Exercise 1

Read and then turn into English:


Note that, as these words are masculine, even though some of them refer to things the English it must in all these cases become er (he) in German.

Exercise 2

Turn the above sentences into the plural. Remember that the adjective after the verb is or are does not change. We will show you by doing the first one: Die Brüder sind arm. When you have completed the exercise (but not before) turn to the Key beginning page 151 and see whether you have made any mistakes.

2. The Feminine Nouns

We are now going to deal with a number of feminine monosyllables (words of one syllable). Notice that the word for the is die in both the singular and the plural. All these words have the Umlaut in the plural (except where the vowel is e or i) and take -e as their plural ending:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>die Stadt, city, town</td>
<td>die Städte</td>
</tr>
<tr>
<td>die Nacht, night</td>
<td>die Nächte</td>
</tr>
<tr>
<td>die Hand, hand</td>
<td>die Hände</td>
</tr>
<tr>
<td>die Kuh, cow</td>
<td>die Kühe</td>
</tr>
<tr>
<td>die Magd, maid</td>
<td>die Mäde</td>
</tr>
<tr>
<td>die Maus, mouse</td>
<td>die Mäuse</td>
</tr>
<tr>
<td>die Nuss, nut</td>
<td>die Nüsse</td>
</tr>
<tr>
<td>die Wand, wall</td>
<td>die Wände</td>
</tr>
<tr>
<td>die Wurst, sausage</td>
<td>die Würste</td>
</tr>
</tbody>
</table>

Vocabulary

dunkel, dark                                  klein, little, short
schwarz, black                                dick, fat, thick
braun, brown                                  sehr, very
weiss, white                                  dünn, thin
fertig, ready                                 hungrig, hungry
die, she, they                                 durstig, thirsty
reif, ripe                                    alt, old
saner, sour                                   neu, new
gross, big, tall                               und, and
Exercise 3

Read and then turn into English:


Exercise 4

Turn the above exercise into the plural, afterwards comparing it with the answers in the Key (see page 151).

3. The Neuter Nouns

Now we come to the third and last gender. Neuter is a Latin word meaning neither, i.e. neither masculine nor feminine. Notice that in this case the singular definite article is das (the), while the plural is, as for the masculine and feminine, again die. These neuter nouns we give here all take the Umlaut in the plural (except where the vowel is e or i) and the plural ending is -er.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>das Blatt, leaf</td>
<td>die Blätter</td>
</tr>
<tr>
<td>das Buch, book</td>
<td>die Bücher</td>
</tr>
<tr>
<td>das Dach, roof</td>
<td>die Dächer</td>
</tr>
<tr>
<td>das Dorf, village</td>
<td>die Dörfer</td>
</tr>
<tr>
<td>das Ei, egg</td>
<td>die Eier</td>
</tr>
<tr>
<td>das Feld, field</td>
<td>die Felder</td>
</tr>
<tr>
<td>das Glas, glass</td>
<td>die Gläser</td>
</tr>
<tr>
<td>das Haus, house</td>
<td>die Häuser</td>
</tr>
<tr>
<td>das Horn, horn</td>
<td>die Hörner</td>
</tr>
<tr>
<td>das Kind, child</td>
<td>die Kinder</td>
</tr>
<tr>
<td>das Kleid, dress</td>
<td>die Kleider</td>
</tr>
<tr>
<td>das Lied, song</td>
<td>die Lieder</td>
</tr>
<tr>
<td>das Rad, wheel</td>
<td>die Räder</td>
</tr>
<tr>
<td>das Wort, word</td>
<td>die Wörter</td>
</tr>
</tbody>
</table>
THE SIMPLE SENTENCE

Vocabulary

lang, long           viereckig, square
kurz, short          hoch, high
voll, full           niedrig, low
leer, empty          sie, they
grün, green          aber, but
rot, red             oder, or
es, it              ziemlich, fairly
schwer, difficult    fast, almost, nearly
leicht, easy         zu, too
rund, round          selten, seldom

Exercise 5

Read and then translate into English:


Exercise 6

Turn the above exercise into the plural, and then compare your answers with the Key.

Revision Exercise

Translate into German:

Are the gardens long and beautiful? They are beautiful, but they are not very long. Is the tailor always honest? Yes, he is always honest. Is the glass always full? No, it is often empty. Are the cities old or new? They are old. The fields are nearly always green. Are
the nuts not ripe? The apples are too green and sour. Is the house big or small? It is very big. Are the shops always empty? No, they are seldom empty. Are the maids tall and thin? No, they are short and fat. Are the children always good? No, they are sometimes very wicked. The night is long and very dark. The brother is poor but quite honest, and the father is rich but quite dishonest. The songs are too long and too difficult. Here is the village, and there is the house. The child is nearly always hungry.

LESSON II
THE WEAK VERB

Pronouns are little words which are used to avoid the repetition of nouns, and a few English pronouns are: I, you, we, us, them, it.

Pronouns are divided into persons and numbers. There are three persons:

First person: the person speaking (I, we, me, us).
Second person: the person addressed (you).
Third person: the person spoken about (he, she, it, they, him, her, them).

The numbers are singular (one person, as I, you, he, she, it) and plural (as we, you, they).

As in English we must say I am, he is, we are, and it is wrong to say we is, he am, they loves, etc., so in German there are certain endings to the verb (the word which expresses a state or an action, as am, do, love, hate, etc.) and these endings must be learnt carefully by heart, and must never be confused.

Let us look at the following conjugation, or arrangement of the verb:
The weak verb 

lieben, to love

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>ich liebe</td>
<td>wir lieben</td>
</tr>
<tr>
<td>du liebst</td>
<td>ihr liebt</td>
</tr>
<tr>
<td>er liebt</td>
<td>sie lieben</td>
</tr>
<tr>
<td>sie liebt</td>
<td>sie lieben</td>
</tr>
<tr>
<td>es liebt</td>
<td>sie lieben</td>
</tr>
<tr>
<td>Sie lieben</td>
<td>Sie lieben</td>
</tr>
</tbody>
</table>

First of all, let us explain the various forms meaning *you love.*

*Du* is used to one person with whom one is very friendly and intimate. It is also used by grown-ups to a young child, and it is used always to address an animal. It may also be used to express contempt. *Du* is only written with a capital letter in correspondence.

*Ihr* is the form used in the above circumstances when more than one person, child or animal is being addressed.

*Sie* (always written with a capital) is used in all other cases. It is the ordinary form of address, and the only one likely to be used by the average English person just staying in Germany for a short time. He might risk *du* on a small child or a dog, but let him beware of using *du* to anybody else! *Sie* means *you* whether one person only is addressed or several, and the verb ending (-en) is the same in both cases.

The one who is something or does something is called the *subject.* When the subject is a noun the verb has the same ending as the pronouns *he* or *they:*

- Der Bruder
- Er
- Die Brüder
- Sie

- iliebt
- er
- iegeben
- iegeben

- The brother
- He
- The brothers
- They

The student must therefore see that his verb ending is the correct one for the subject:

- ich has the verb ending in -e
- du " " " -st (est)
TEACH YOURSELF GERMAN

30

er
sie
es
ihr
wir
sie
Sie

have the verb ending in -t (-et) *

* Note.—With the -st (-est) and -t (-et) endings the extra e is put in when the stem of the verb (i.e. that part left when the endings are taken away) ends in a consonant followed by d, t, m or n, in the du, er and ihr forms; and when the stem ends in a hissing consonant (s, z, ss) the extra e is kept in the du form only.

Examples:

du öffnest (you open), er landet (he lands), du atmest (you breathe), er zeichnet (he draws);
du reisest (you travel), but: er reist (he travels);
du tanzest (you dance), but: ihr tanzt (you dance)

Notice further that verbs whose infinitive (or simplest) form ends in -ern or -eln have -ere and -le after ich, and -ert and -elt after er or ihr:

ändern, to change:
ich ändere, I change
du änderst, you change
er ändert, he changes

lächeln, to smile:
ich lächle, I smile
du lächelst, you smile
er lächelt, he smiles

Asking a Question

The interrogative form is quite simple. The English do or does in such forms as Do I smoke? Does she dance?
Do you telephone? Does the man travel? do not exist in German. The German question form is always Smoke I?
Dances she? Telephone you? Travels the man? etc. Thus:

Do I smoke? 
Rauche ich?

Does she dance?
Tanzt sie?

Do you telephone?
Telefonieren Sie?

Does the man travel?
Reist der Mann?
THE WEAK VERB

The Negative Form

We also use do and does in making a negative state-
ment. The Germans never do this, but say quite simply
I smoke not, she dances not, etc.

I do not smoke. She does not dance. You do not telephone. The man does not travel.

Vocabulary

träumen, to dream
atmen, to breathe
reisen, to travel
zeichnen, to draw
lieben, to love
hassen, to hate
schicken, to send
telefonieren, to telephone
rauchen, to smoke
arbeiten, to work
reichen, to hand, pass
öffnen, to open

machen, to make
kochen, to boil
spielen, to play
sagen, to say
antworten, to answer
lachen, to laugh
lächeln, to smile
suchen, to seek, look for
hören, to hear
weinen, to weep
besuchen, to visit

Exercise 7

Put the following into the plural, thus:

Ich träume
Du tanzest
Er raucht
Der Schneider arbeitet


Exercise 8

Put the following into the singular:

Träumen wir? Ihrantwortet. Sie (they, masc.)
Hören Sie (you)? Sie (they, fem.) arbeiten. Die
Brüder haben. Wir lächeln. Antworten die Lehrer?
Exercise 9

Translate into German:

(a) I hear the cow. The uncle hates the maid. The maids boil the sausages. We love the maid. You (du, or 2nd sing.) look for the nuts. The tailors make the dresses. The brother visits the village. I pass the glasses. The children hate the song. She draws the house. I smile, but she weeps.

(b) We look for the cows. I hear the mice. Do you (Sie) send the books? Does she smoke? Do you (Sie) not dance? Does the father work? Do the children play? Is the maid boiling 1 the leaves? Am I dreaming? Are you (2nd sing.) weeping? Is the child breathing?

LESSON III

THE CASES

We said before that the person or thing which is or does something is the Subject. The Subject is always in what is called the Nominative Case. This is so in English, but it does not matter much to us, as our words do not change much, but it is important in German.

When the action of the verb passes directly on to somebody or something else, that somebody or something is the Direct Object, and is in the Accusative Case.

If we take the sentence The tailor makes the dress, and ask: Who makes the dress? we get the answer The tailor. The tailor is there the Subject and in the Nominative Case. If we ask: What does he make? we get the answer The dress. The dress is therefore the Direct Object, in the Accusative Case.

In Exercise 9 we successfully did a number of sentences

1 I am working = I work.
Am I working? = work I?
like this without needing to know anything about cases. But that was because the sentences were carefully chosen to avoid difficulties. If you go back to that exercise you will find that no masculine singular nouns occurred in the Direct Object or Accusative Case, because der (Nominative singular) becomes den (Accusative singular), although the feminine singular, neuter singular and the plural forms (die, das and die) remain the same.

We will now do an exercise including some masculine singular nouns in the Accusative Case. Compare the following:

Der Bruder arbeitet
Ich besuche den Bruder.

In the first sentence, who works? The brother—therefore the Nominative Case.

In the second sentence, whom do I visit? The brother—therefore in the Accusative.

Exercise 10


Exercise 11

Do you hear the song? I visit the brother. We look for the teacher. The schoolboy looks for eggs. I draw the house. The teacher says the word. The father visits the uncle. She does not answer. Does the uncle visit the town? You (du) visit the baker.

There is another kind of object, the Indirect Object. This might be said to answer the question To whom?

1 Use Sie unless told differently.
Consider the sentence:

The tailor sends the baker the apples.

Who sends? The tailor. (Nominative Case.)
What does he send? The apples. (Accusative Case.)
To whom does he send? To the baker. (Dative Case.)

Very often the Dative Case is expressed in English by *to*: The tailor sends the apples to the baker. But as this *to* does not imply physical motion towards, but a receiving of something, the *to* is not expressed in German, the Dative Case of the article and the noun being sufficient.

The Dative Case of the Article is as follows:

<table>
<thead>
<tr>
<th></th>
<th>Single</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masc.</td>
<td>dem</td>
<td>der M., F. and N.</td>
</tr>
<tr>
<td>Fem.</td>
<td>dem</td>
<td>den</td>
</tr>
<tr>
<td>Neut.</td>
<td>dem</td>
<td>den</td>
</tr>
</tbody>
</table>

N.B. In the case of two nouns, the Dative precedes the Accusative, no matter what the English order may be.

Exercise 12

Der Onkel reicht dem Vater die Nüsse. Die Magd schickt dem Bruder die Äpfel. Der Vater antwortet


Exercise 13

The teacher sends the father the book. The maid passes the nuts to the uncle. The schoolboys hand the books to the teacher. We send eggs and apples to the maid. The schoolboy answers the father. The maid hands the dress to the tailor. I pass the glass to the baker. You answer the teacher.

Sometimes a noun is put next to another noun in a descriptive sense, to express ownership. Thus we said

1 The meaning is: *replies to.*
in English the uncle's book or the book of the uncle. The thing we are really talking about is the book, and we add uncle's or of the uncle to describe which book. The case of this expression uncle's or of the uncle is called Possessive in English, and in German it is referred to as the Genitive Case. The noun in the Genitive Case usually (but not always) follows the noun on which it depends, and the Definite Article is also put into the Genitive Case.

The Genitive Case of the Definite Article is as follows:

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masc.</td>
<td>des</td>
<td>M., F. and N.</td>
</tr>
<tr>
<td>Fem.</td>
<td>der</td>
<td>der</td>
</tr>
<tr>
<td>Neut.</td>
<td>des</td>
<td>der</td>
</tr>
</tbody>
</table>

Of the nouns that we have used up till now the feminines take no ending in the Genitive singular, the masculines in -el, -en, -er take s and the neuters take -es. In the plural they all have the same endings as for the Nominative plural.

Masc. des Lehrers, of the teacher der Lehrer, of the teachers
Fem. der Magd, of the maid der Magde, of the maids
Neut. des Blattes, of the leaf der Blätter, of the leaves

**Position of nicht in the sentence**

Nicht is usually placed after the direct object, although in a question it often comes after the verb:

Er schickt die Äpfel nicht. He does not send the apples.
Schickt er nicht dem Bäcker die Äpfel? Does he not send the apples to the baker?

**Exercise 14**

TEACH YOURSELF GERMAN

klein. Das Glas des Kindes ist leer. Der Lehrer öffnet
die Bücher der Schüler. Der Bruder des Schneider
schickt der Magd des Vaters das Kleid. Hörst du nicht
die Lieder der Kinder? Ich telefoniere dem Vater des
Bäckers. Die Magd des Schneider schickt dem Bruder
des Bäckers Äpfel und Nüsse. Die Hörner der Kuh sind
nicht sehr lang. Die Hände der Magd sind klein und
weiss, aber die Hände der Brüder sind ganz gross und
rot.

Exercise 15

Remember that of two noun objects, the Indirect
(Dative) usually precedes the Direct (Accusative).

The horns of the cows are not too long. I telephone
to the brother of the maid. The roof of the house is
square and red. The schoolboy’s father answers the
teacher. The uncle’s maid sends eggs and apples to the
tailor’s brother. Does he not visit the tailor of the
village? Do you not hear the maid’s song? The bakers’
shops are quite full. The baker’s brother hears the songs
of the children. I do not send the maid’s dress to
the tailor.

LESSON IV

HABEN, SEIN AND THE IMPERFECT

Nearly all masculine nouns ending in e form all their
cases except the Nominative sing. by simply adding n.
Thus Knabe, a boy:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom. der Knabe</td>
<td>die Knaben</td>
</tr>
<tr>
<td>Acc. den Knaben</td>
<td>die Knaben</td>
</tr>
<tr>
<td>Gen. des Knaben</td>
<td>der Knaben</td>
</tr>
<tr>
<td>Dat. dem Knaben</td>
<td>den Knaben</td>
</tr>
</tbody>
</table>

Note that there is no Umlaut.
HABEN, SEIN AND THE IMPERFECT  

There are two verbs that you cannot learn too soon or too well. Here they are: haben, to have, and sein, to be.

Present of haben

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ich habe</td>
<td>I have</td>
</tr>
<tr>
<td>2. du hast</td>
<td>thou hast</td>
</tr>
<tr>
<td>3. er hat</td>
<td>he has</td>
</tr>
</tbody>
</table>

Observe that haben is a little irregular so far as we know it yet. Sein is quite irregular.

Present of sein

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ich bin</td>
<td>I am</td>
</tr>
<tr>
<td>2. du bist</td>
<td>thou art</td>
</tr>
<tr>
<td>3. er ist</td>
<td>he is</td>
</tr>
</tbody>
</table>

So far we have been dealing with the Present tense, that is, our verbs have dealt only with things now going on. In dealing with things that were done in the past we use a form of verb called the Imperfect tense. It is easily learned, and differs from the Present in having a t all through, and in having a final e in the third person singular. Compare the following with the Present of lieben as given on page 29:

Imperfect Indicative of lieben

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ich liebte</td>
<td>I loved</td>
</tr>
<tr>
<td>2. du liebtest</td>
<td>thou loved</td>
</tr>
<tr>
<td>3. er liebte</td>
<td>he loved</td>
</tr>
</tbody>
</table>

The Imperfect may be put into English in two ways: (1) I loved, (2) I was loving. Ich liebte does duty for both forms. In English we often use do and is, and was and did along with verbs. I am loving, you were loving, etc., are called the progressive form, because they show
that the loving is or was going on continuously: *I do love, she did love*, etc., are called the emphatic form. But German does not allow this use of *am, was, do, did*; these little words are NEVER put into German along with verbs. *I do love* is just *ich liebe*. *I am loving* is just *ich liebe*. *Do I love?* = *liebe ich?* *Am I loving?* is the same, *liebe ich?* *I was loving* = *ich liebte.* *I did love* = *ich liebte.* *She is loving* = *sie liebt.* Does she love? = *liebt sie?*

**Vocabulary**

<table>
<thead>
<tr>
<th>German</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>der Neffe,</td>
<td>nephew</td>
</tr>
<tr>
<td>der Löwe,</td>
<td>lion</td>
</tr>
<tr>
<td>der Franzose,</td>
<td>Frenchman</td>
</tr>
<tr>
<td>der Hase,</td>
<td>hare</td>
</tr>
<tr>
<td>der Ochse,</td>
<td>ox</td>
</tr>
<tr>
<td>der Matrose,</td>
<td>sailor</td>
</tr>
<tr>
<td>der Junge,</td>
<td>boy</td>
</tr>
<tr>
<td>tot, dead</td>
<td></td>
</tr>
<tr>
<td>leben, to</td>
<td>live, be alive</td>
</tr>
<tr>
<td>lernen, to</td>
<td>learn</td>
</tr>
<tr>
<td>erzählen, to</td>
<td>tell, relate</td>
</tr>
<tr>
<td>wohnen, to</td>
<td>dwell, live</td>
</tr>
<tr>
<td>wo? where?</td>
<td></td>
</tr>
<tr>
<td>oben, upstairs</td>
<td></td>
</tr>
<tr>
<td>unten, downstairs</td>
<td></td>
</tr>
<tr>
<td>noch, still</td>
<td></td>
</tr>
</tbody>
</table>

**Exercise 16**


**Exercise 17**

Where do you live? Does the hare still live (= live still)? No, it is dead. Did you send the boy’s book to the baker’s nephew? Where is the sailor’s house? It is there. Where are the Frenchman’s oxen? They are not here. Is not the Frenchmen’s house white? No,
it is red; there is the roof of the house. Is the sailor’s nephew not learning the song? Was the Frenchman’s nephew smoking? No, he was not smoking, he was working. Are the sailor’s children playing? I was laughing, but she was weeping. Did you live upstairs or downstairs?

Exercise 18

We are poor, but you are rich. Marie is upstairs and Peter is playing downstairs. Gretchen and Paula have the hare. It is big and brown. Has the sailor the ox? Are you (du) still there? Yes, I am here. Have the sailors glasses? Yes, they have glasses, but they are empty. Where are we? We are upstairs. Where are the sailor’s nephews playing? They are there. Have you (du) cows and oxen? No, but I have the hare.

Conversational Expressions

<table>
<thead>
<tr>
<th>German</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guten Morgen!</td>
<td>Good morning!</td>
</tr>
<tr>
<td>Guten Abend!</td>
<td>Good evening!</td>
</tr>
<tr>
<td>‘Guten Tag!</td>
<td>Good day!</td>
</tr>
<tr>
<td>Gute Nacht!</td>
<td>Good night!</td>
</tr>
<tr>
<td>Wie geht es Ihnen?</td>
<td>How are you?</td>
</tr>
<tr>
<td>Sehr gut, danke, und Ihnen?</td>
<td>Very well, thank you, and you?</td>
</tr>
</tbody>
</table>

LESSON V

THE DEMONSTRATIVE ADJECTIVES—SOME PREPOSITIONS

Imperfect of sein

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>ich war</td>
<td>I was</td>
</tr>
<tr>
<td>wir waren</td>
<td>we were</td>
</tr>
<tr>
<td>du warst</td>
<td>thou wast</td>
</tr>
<tr>
<td>Sie waren</td>
<td>you were</td>
</tr>
<tr>
<td>er war</td>
<td>he was</td>
</tr>
<tr>
<td>ihr wart</td>
<td>they were</td>
</tr>
</tbody>
</table>
TEACH YOURSELF GERMAN

Imperfect of haben

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ich hatte</td>
<td>wir hatten</td>
</tr>
<tr>
<td>2. du hattest</td>
<td>ihr hatten</td>
</tr>
<tr>
<td>3. er hatte</td>
<td>sie hatten</td>
</tr>
</tbody>
</table>

Exercise 19


Exercise 20

Where was the sailor? He was not here. Were the teachers there? Yes, and the scholars. Was the teacher always friendly? No, he was often very angry. Did you have the house there? Yes, we had the house and the garden. Were the sausages ready? No, but we had apples and nuts. I was very thirsty and the glass was quite empty.

The Definite Article and the Demonstratives

It is better to learn the article, as you have been doing, by using it. But since we have now seen it in all its forms, it may be well to gather it up into one table for reference.

<table>
<thead>
<tr>
<th>Singular</th>
<th>M, F. and N.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>die</td>
</tr>
<tr>
<td>Acc.</td>
<td>das</td>
</tr>
<tr>
<td>Gen.</td>
<td>der</td>
</tr>
<tr>
<td>Dat.</td>
<td>dem</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom. der</td>
<td>die das</td>
</tr>
<tr>
<td>Acc. den</td>
<td>die das</td>
</tr>
<tr>
<td>Gen. des</td>
<td>der das</td>
</tr>
<tr>
<td>Dat. dem</td>
<td>der dem</td>
</tr>
</tbody>
</table>
There is another reason for giving the article in full here. There are certain little words called *demonstratives* that are used to point out nouns in German, and these are declined exactly like *der*, *die*, *das*. These words are *dieser* = this; *jener* = that; *jeder* = every. With the three genders they appear:

| Singular | Plural |
|----------|--------|---|---|---|---|
| MASC.    | FEM.   | NEUT. | M., F. and N. |
| dieser   | diese  | dieses | diese |
| jener    | jene   | jenes  | jene |
| jeder    | jede   | jedes  | alle |

The very meaning of the word shows us that we cannot have a plural of *jeder*; we use *alle* instead. We cannot say every houses, but we can say all houses: *alle Häuser*.

Another word, which does not point out but asks a question, is declined in the same way. It is *welcher*, *welche*, *welches* (sing.), *welche* (plural). It means *which?*

Thus: *dieser Ochse* = this ox; *jene Kuh* = that cow; *jedes Buch* = every book; *welches Buch?* = which book?

Some Prepositions

Prepositions are little words like to, with or in, which show the relation between certain words in sentences. In English prepositions are said to govern the Accusative Case, but in German they may govern the Accusative, the Dative or the Genitive Case. We shall begin with six which govern the *Dative*.

- *aus* = out, in 1
- *mit* = with, von, of or from
- *nach* = after or to, zu, to or at

Thus we write: *aus dem Hause* = out of the house, *in der Stadt* = in the town, *nach dem Lehrer* = after the teacher, *zu Hause* = at the house or at home.

1 *In* can also govern the Accusative: but in the meantime we shall use it only with the Dative.
TEACH YOURSELF GERMAN

Vocabulary

eins, one
zwei, two
drei, three
vier, four
fünf, five
sechs, six
sieben, seven
acht, eight
neun, nine

zehn, ten
der Krieg, war
das Zimmer, room
die Kirche, church
das Geschäft, business
die Schule, school
die Klasse, class
es war, there (-it) was
es waren, there (-it) were

Exercise 21


Exercise 22

Had every child five or six apples? Which teacher sent the father this book? The three children were in the church. I sent the children to (the) school. Were there eight or nine houses in that village? There were seven. There are (es sind) five teachers in this school, and there are ten children in each class. In which house do you live? Which song did you learn? Which boy did you send out of the class? Which cow did you hear? He sent nine eggs with the dress. Every child in that village has three or four books. In which room is the sailor’s nephew? He is upstairs in the uncle’s room.

1 Notice that when war or waren comes first, the es is omitted.
Conversation
Bitte, reichen Sie mir jenen Hut!
Hier ist er.
Danke vielmals!
Bitte schön.
Bitte, wo ist die Post?
In jener Strasse, links (rechts).
Auf Wiedersehen!

Please pass me that hat.
Here it is.
Many thanks.
Not at all.
Please, where is the Post Office?
In that street on the left (right).
Good-bye!

LESSON VI
DECLENSION OF GERMAN NOUNS

We have hitherto dealt in detail only with three types of plurals of nouns:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>der Lehrer</td>
<td>die Lehrer</td>
</tr>
<tr>
<td>die Nacht</td>
<td>die Nächte</td>
</tr>
<tr>
<td>das Dorf</td>
<td>die Dörfer</td>
</tr>
</tbody>
</table>

We are now going to ask the student, in his own interest, to learn by heart (and the sooner the better) the Table of Declensions given on pp. 187-189. If he does this he will have no difficulty in declining (or giving the different forms of) any noun he may come across. Learning these lists will also add to his vocabulary a number of very useful words of which he has need. Some teachers do not advise learning lists by heart, but it is much more important and useful than learning a few poems by heart, and the student should even then constantly refer to the Table and the lists. For instance, suppose he comes across a masculine monosyllable, say, der Kopf, the head. Masculine monosyllables, says the Table, have their plural in -e (except a few easily learnt by heart in List 5 on page 189) and
some have the Umlaut in the plural, while others have not. The list of those which have not is given on page 188, and reference to that (until the whole list is known by heart) will show that der Kopf does not occur there. Therefore der Kopf has the Umlaut in the plural.

Similarly, he will notice that of the Feminine nouns, die Mutter and die Tochter only, are in Declension 1 (both taking the Umlaut), there are about 30 in Declension 2 (all monosyllables and all taking the Umlaut in the plural), whereas all other feminine nouns (except those in -nis in Declension 2) are in Declension 4. There are no feminines in Declension 3, and the student must never forget that no feminine noun has any ending in the singular.

It the student has to deal with a Neuter monosyllable, he will refer to List 4 on page 189. If it occurs in that list it takes the Umlaut and ends in -er in the plural. If not it is in Declension 2, does not take any Umlaut in the plural and its plural ending is -e.

Notice particularly that there is always an -n in the Dative plural whether of nouns, articles or adjectives.

The brackets round the (e) in the Dative singular of Declensions 2 and 3 mean that this e is not always added. It is added as a rule only in the case of monosyllables and need not be added even then. The brackets round the (e) in Declension 4 mean that where the word already ends in -e or in a weak ending (-el, -en, -er) -n only is added.

We give here the full declension of the nouns indicated in the Table:

**Declension I**

<table>
<thead>
<tr>
<th>der Laden, shop</th>
<th>der Wagen, cart, car</th>
</tr>
</thead>
<tbody>
<tr>
<td>der Laden</td>
<td>der Wagen</td>
</tr>
<tr>
<td>den Laden</td>
<td>den Wagen</td>
</tr>
<tr>
<td>des Ladens</td>
<td>des Wagens</td>
</tr>
<tr>
<td>dem Läden</td>
<td>dem Wagen</td>
</tr>
<tr>
<td>die Läden</td>
<td>die Wagen</td>
</tr>
<tr>
<td>die Läden</td>
<td>die Wagen</td>
</tr>
<tr>
<td>der Läden</td>
<td>der Wagen</td>
</tr>
<tr>
<td>den Läden</td>
<td>den Wagen</td>
</tr>
<tr>
<td>des Wagens</td>
<td>des Wagen</td>
</tr>
<tr>
<td>dem Wagen</td>
<td>dem Wagen</td>
</tr>
</tbody>
</table>
### Declension of German Nouns

#### Declension 2

<table>
<thead>
<tr>
<th>Masculine</th>
<th>Feminine</th>
<th>Neuter</th>
</tr>
</thead>
<tbody>
<tr>
<td>der Kopf, head</td>
<td>der Schuh, shoe</td>
<td>die Nacht, night</td>
</tr>
<tr>
<td>der Kopf</td>
<td>die Köpfe</td>
<td>das Schaf, sheep</td>
</tr>
<tr>
<td>den Kopf</td>
<td>den Köpfen</td>
<td>die Nachte</td>
</tr>
<tr>
<td>des Kopfes</td>
<td>des Köpfen</td>
<td>des Schafes</td>
</tr>
<tr>
<td>dem Kopf(e)</td>
<td>dem Köpfen</td>
<td>dem Schaf(e)</td>
</tr>
</tbody>
</table>

#### Declension 3

<table>
<thead>
<tr>
<th>Neuter</th>
<th>Masculine</th>
</tr>
</thead>
<tbody>
<tr>
<td>das Glas, glass</td>
<td>der Mann, man</td>
</tr>
<tr>
<td>das Glas</td>
<td>die Gläser</td>
</tr>
<tr>
<td>des Glases</td>
<td>der Gläser</td>
</tr>
<tr>
<td>dem Glas(e)</td>
<td>den Gläsern</td>
</tr>
</tbody>
</table>

#### Declension 4

<table>
<thead>
<tr>
<th>Feminine</th>
<th>Masculine</th>
</tr>
</thead>
<tbody>
<tr>
<td>die Übung, exercise</td>
<td>die Schwester, sister</td>
</tr>
<tr>
<td>die Übung</td>
<td>die Übungen</td>
</tr>
<tr>
<td>der Übung</td>
<td>der Übungen</td>
</tr>
<tr>
<td>der Knabe, boy</td>
<td>der Student, student</td>
</tr>
<tr>
<td>der Knabe</td>
<td>die Knaben</td>
</tr>
<tr>
<td>den Knaben</td>
<td>den Knaben</td>
</tr>
<tr>
<td>des Knaben</td>
<td>des Knaben</td>
</tr>
<tr>
<td>dem Knaben</td>
<td>dem Knaben</td>
</tr>
</tbody>
</table>

The Table of Declensions on pages 187–189 sums up in a nutshell the whole question of German Nouns, and it will be the student's own fault if he continues to be confused and disheartened by German plurals.
more he refers to those pages and the sooner he learns them by heart the better. They apply to 95 per cent. of the nouns in the German language.

Of the other 5 per cent. we may mention here those nouns in -or (from the Latin) with the stress in the syllable before the -or in the singular and on the -or in the plural. Such are der Direk'tor, der Dok'tor, der Profes'sor, etc.

der Profes'sor  
den Profes'sor  
des Profes'sors  
dem Profes'sor  
die Professo'ren  
die Professo'ren  
der Professo'ren  
den Professo'ren

Finally there are a few modern words of foreign origin that have their plural in -s, such as das Auto, motor-car:

das Auto  
das Auto  
des Autos  
dem Auto  
die Autos  
die Autos  
der Autos  
den Autos

It will be seen from the foregoing that the most important parts of a noun's declension are the Genitive singular and the Nominative plural. Constant practice alone will lead to success.

Vocabulary

der Mantel, coat  
das Fenster, window  
die Tür, door  
der Stock, stick  
die Socke, sock  
der Hut, hat  
die Mütze, cap  
der Anzug,1 suit  
der Knopf, button  
der Strumpf, stocking  
die Uhr, clock, watch  
die Taschenuhr,¹ pocket watch  
der Handschuh,¹ glove  
das Haar, hair  
das Bein, leg  
das Licht, light  
der Tag, day  
der Vogel, bird  
die Brust, breast, chest  
der Kragen, collar

¹ Notice that in the case of Compound Nouns it is the final or main part which has the gender and declension. For example, in Anzug, Zug is a masculine monosyllable, An is a prefix. Therefore der Anzug is declined as a masculine monosyllable.
INDEFINITE ARTICLE

Exercise 23

Give the number (1, 2, 3, or 4) of the Declension, the Genitive singular and the Nominative plural of the nouns given in the preceding Vocabulary. Thus:

- der Mantel: des Mantels, die Mäntel

LESSON VII

INDEFINITE ARTICLE AND POSSESSIVE ADJECTIVES

In German as in English there are two articles, the definite—which we now know pretty well—and the indefinite. The indefinite article in English is *a* or *an*. In German it is *ein* or *eine*. You had better learn it from this table, which you will readily understand by comparing it with the table of the definite article. Obviously *ein* can have no plural.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masculine</td>
<td>ein</td>
<td>einer</td>
</tr>
<tr>
<td>Feminine</td>
<td>eine</td>
<td>eine</td>
</tr>
<tr>
<td>Neuter</td>
<td>ein</td>
<td>eines</td>
</tr>
</tbody>
</table>

You can readily trace a resemblance to the *endings of the definite article*, and this resemblance will make it easy for you to remember the declension.

There are certain other very important words that *go with nouns* and are declined exactly like *ein*, *eine*, *ein*—only they have a plural. These words are:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masculine</td>
<td>dein</td>
<td>deinem</td>
</tr>
<tr>
<td>Feminine</td>
<td>deine</td>
<td>deiner</td>
</tr>
<tr>
<td>Neuter</td>
<td>dein</td>
<td>deines</td>
</tr>
</tbody>
</table>

All genders

<table>
<thead>
<tr>
<th>Gender</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>thy</td>
<td>ihr</td>
<td>ihr</td>
</tr>
<tr>
<td>your</td>
<td>ihrer</td>
<td>ihrer</td>
</tr>
<tr>
<td>her or their</td>
<td>ihr</td>
<td>ihr</td>
</tr>
</tbody>
</table>
### TEACH YOURSELF GERMAN

<table>
<thead>
<tr>
<th></th>
<th>Singular.</th>
<th>Plural.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Masc.</td>
<td>Fem.</td>
</tr>
<tr>
<td>no (with a noun)</td>
<td>kein</td>
<td>keine</td>
</tr>
<tr>
<td>my</td>
<td>mein</td>
<td>meine</td>
</tr>
<tr>
<td>his or its</td>
<td>sein</td>
<td>seine</td>
</tr>
<tr>
<td>our</td>
<td>unser</td>
<td>unsere</td>
</tr>
</tbody>
</table>

Observe that the only difference between ihr (her or their) and Ihr (your) is the capital letter. The plurals of the above words have the same endings as the plural of der. Thus:

- **Nom.** die (the) -e, deine (thy) ihre (her or their)
- **Acc.** die -e, deine, ihre
- **Gen.** der -er, deiner, ihrer
- **Dat.** den -en, deinen, ihren

There are really three ways in German of expressing the English word *your*. If we are speaking of one person with whom we are familiar, we say dein as above. If we are speaking of more than one person with whom we are familiar, we use euer (m.), euere (f.), euer (n.), euere (pl.).

Then there is the ordinary polite form—which is the form for us—Ihr, Ihre, Ihr, Ihre.

#### Declension of Proper Nouns

Names of individual persons and places are called proper nouns. In German it is getting more and more unusual to decline proper nouns. Karl (Charles) might be treated as a Kopf noun, but as a matter of fact the only case in which it changes is the Genitive: Karls Buch = Charles’ book. This is clearly just the same as in English. But if we want to use the Dative or Accusative of a proper noun we may indicate this by the article which shows which case we mean. To Socrates = dem Sokrates. He saw Jason = er sah den Jason. But this is mainly used with classical names, or colloquially.

To express the Possessive case of proper names ending in a hissing consonant the Germans use -ens: Maxens Buch = Max’s book.
The names of places (countries, towns, etc.) are usually neuter, and take no article. They form their Genitive by von or by the Genitive -s:

Die Hauptstadt von Deutschland (die Hauptstadt Deutschlands) ist Berlin, the capital of Germany is Berlin.

Feminine names of countries (die Schweiz, Switzerland, die Türkei, etc.) do require the article:

Die Hauptstadt der Schweiz, the capital of Switzerland.

Notice that we say die Stadt Berlin, die Universität London, not: die Stadt von Berlin, etc.

-er may be added to names of towns to indicate the inhabitant, or to form an adjective:

Die Berliner sagen das nicht, the Berliners do not say that.
In einer Londoner Zeitung, in a London newspaper.
Pilsener Bier, Pilsen Beer.

<table>
<thead>
<tr>
<th>das Land</th>
<th>die Nationalität</th>
<th>die Sprache</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frankreich</td>
<td>der Franzose</td>
<td>Französisch</td>
</tr>
<tr>
<td>England</td>
<td>der Engländer</td>
<td>Englisch</td>
</tr>
<tr>
<td>Schottland</td>
<td>Schotte, Schottin</td>
<td>Schottisch</td>
</tr>
<tr>
<td>Irland</td>
<td>Ire, Irin</td>
<td>Irisch</td>
</tr>
<tr>
<td>Deutschland</td>
<td>der Deutsche</td>
<td>Deutsch</td>
</tr>
<tr>
<td>Österreich</td>
<td>Österreicher, -in</td>
<td>Italienisch</td>
</tr>
<tr>
<td>Italien</td>
<td>Italiener, -in</td>
<td>Spanisch</td>
</tr>
<tr>
<td>Spanien</td>
<td>Spanier, -in</td>
<td></td>
</tr>
<tr>
<td>die Vereinigten Staaten</td>
<td>Amerikaner, -in</td>
<td></td>
</tr>
<tr>
<td>die Schweiz</td>
<td>Schweizer, -in</td>
<td></td>
</tr>
<tr>
<td>Holland</td>
<td>Holländer, -in</td>
<td></td>
</tr>
<tr>
<td>Belgien</td>
<td>Belgier, -in</td>
<td></td>
</tr>
<tr>
<td>Schweden</td>
<td>Schwede, Schwedin</td>
<td></td>
</tr>
<tr>
<td>Russland</td>
<td>Russe, -in</td>
<td></td>
</tr>
<tr>
<td>die Tschechoslowakei</td>
<td>Tscheche, -in</td>
<td></td>
</tr>
<tr>
<td>Nordamerika</td>
<td>Nordamerikaner, -in</td>
<td></td>
</tr>
<tr>
<td>Südafrika</td>
<td>Südafrikaner</td>
<td></td>
</tr>
<tr>
<td>die Türkei</td>
<td>Türke, -in</td>
<td>Türkisch</td>
</tr>
</tbody>
</table>
Exercise 24


Exercise 25

Did he not send any (= sent he no) stockings with the shoes? Her dresses are always very good. I often send (= send often) apples and nuts from my garden to my nephews in Germany. We sometimes visit (= visit sometimes) our uncle in Switzerland. Did you send your nephew to Geneva or to Rome (Rom)? Max’s shoes are black and Gisela’s gloves are brown. Where is your uncle’s house? It is in London. Are the rooms of his house very big? He has not sent any (= has sent no) buttons with her dresses. Have you a Paris newspaper? My uncle hasn’t a car. Did you send my brother’s books to London? The houses of our city are tall and beautiful.
LESSON VIII

RULES FOR GENDER

In a general way, every noun meaning a male person or animal is masculine, and every noun meaning a female person or animal is feminine. But the endings of words have so much to do with gender that we cannot depend entirely upon the meaning. In what follows we must try to learn something about the meanings of endings, as well as their power in determining gender.

Feminine Terminations

1. In English our great feminine ending is -ess: actor, actress, etc. In German the corresponding termination is -in: Spieler = a player, Spielerin = a female player. These nouns double the n before adding -en for the plural: thus, the plural of Königin is Königinnen.

2. Most abstract nouns in German are feminine: that is, nouns denoting qualities or abstractions, such as—truth (Wahrheit), science (Wissenschaft), beauty (Schönheit), gratitude (Dankbarkeit), slavery (Sklaverei'), rescue (Rettung), music (Musik'), harmony (Harmonie'). You will observe that all these nouns are derived from simpler words. Wahr means true, Wahrheit, the quality of being true; wissen means to know, Wissenschaft, the quality of knowing. These words are therefore called derivative words. The most common terminations which are used to form feminine derivative nouns are: -ung (Eng. -ing), -heit (Eng. -hood), -schaft (Eng. -ship), -ei (Eng. -y), and -keit (for which we have no English equivalent).

3. The third rule for feminines is of the greatest possible use. All two-syllabled nouns ending in -e, and meaning things without life, are feminine: as die Tasche = the pocket. This rule has few exceptions.
4. The fourth rule is not so important. Most nouns derived from verbs and ending in -d and -t are feminine. Thus: jagen (to hunt) gives die Jagd (the hunting); fahren (to travel) gives die Fahrt (the journey).

Neuter Terminations

1. -chen and -lein are two terminations which make what are called diminutives of the nouns they are attached to. Bach = brook, Bäcchlein = little brook or brooklet; Dorf = a village, Dörfchen = a little village. chen andlein also express endearment, as Väterchen, Mütterchen. These endings make the noun neuter, whatever its gender was before: thus Fräulein, which means a young or unmarried lady (little Frau), is neuter.

2. The -en of the Infinitive must be regarded as a neuter termination when the Infinitive is used as a noun. Thus: das Jagen = hunting, das Trinken = drinking.

Masculine Terminations

1. Most nouns ending in -en (excluding infinitives and diminutives) are masculine.
2. Two-syllabled nouns ending in -ich, -ig and -ing are masculine.

So far as is consistent with the above rules the following considerations of meaning may be applied in determining gender.

Masculine are names of days, months, seasons, stones, winds.
Neuter are names of metals (except der Stahl, steel), countries, cities, villages, islands.

Exercise 26

Keeping in view all that has been said, arrange the following nouns into three classes according as they are
masculine, feminine or neuter. Go down the columns, not across the page.

Fürstin, princess  Blume, flower
Eiche, oak  Kindlein, baby
Honig, honey  Troppe, staircase
Leben, living  Regen, rain
Teppich, carpet  Edelstein, precious stone
Februar, February  Fröhlichkeit, joyfulness
Gold, gold  Büchlein, little book
Übersetzung, translation  Melodie', melody
Schlacht, battle  Eisen, iron
Garten, garden  Löwe, lion
Griechenland, Greece  Sonne, sun
Stunde, hour  Liebling, darling
Jungling, youngster  Väterchen, little father
Reinheit, purity  Dummheit, stupidity
Paris, Paris  Heligoland, Heligoland
Freundschaft, friendship  Käfig, cage
Diamant', diamond  Tanzen, dancing
Schrift, writing  Monat, month
Poesie', poetry  Pfardchen, little horse
Rauchen, smoking  Kuchen, cake
Freitag, Friday  Union, union
Frau, wife  Blümchen, little flower

LESSON IX
NON-PERSONAL ELEMENT IN VERBS

Not every part of a verb has person. We can say I did it, or you did it, or they did it. But we cannot use any of these pronouns with done. We cannot say I done it, or you done it, or they done it. It is true we can say I (or you or they) have done it. But here the personal pronouns do not belong to the done but to the have. In other words, have is a personal part of the verb; done is a non-personal. Done is called the Past Principle, and can never be used with a personal pronoun without the help of another verb like have or was. It is for this
reason that certain verbs—such as to have and to be—are called auxiliary or helping verbs.

In English the most common ending for the Past Participle is -ed—he has play-ed, work-ed, arrang-ed, borrow-ed, etc. Here are some examples of English and German Past Participles:

<table>
<thead>
<tr>
<th>Present Tense</th>
<th>loves</th>
<th>liebt</th>
<th>plays</th>
<th>spielt</th>
<th>says</th>
<th>sagt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past Tense</td>
<td>loved</td>
<td>liebte</td>
<td>played</td>
<td>spielte</td>
<td>said</td>
<td>sagte</td>
</tr>
</tbody>
</table>

From this we may infer that most German Past Participles begin with ge and end with t.

Once we know the Past Participle of a verb, we can use it to make a new Past tense by the help of have. Thus: er hat gesagt = he has said, or simply he said. This tense is called the Perfect, because the action is now complete. Again we may say, er hatte gesagt = he had said. This is called the Pluperfect tense, because the action was completed at some time now past.

**Perfect of lieben**

**Singular**

1. ich habe geliebt = I have loved
2. du hast geliebt = thou hast loved
3. er hat geliebt = he has loved

**Plural**

1. wir haben geliebt = we have loved
2. (ihr habt) geliebt = you have loved
3. sie haben geliebt = they have loved

Here we see that geliebt remains unchanged. Everything depends upon the personal verb haben. Geliebt, in fact, is hardly a verb at all: it is really a sort of adjective. The Germans throw the Past Participle always away to the very end of the sentence. We say, he has said the word. The Germans say, he has...
the word said: er hat das Wort gesagt. The child had loved the mother of his friend = Das Kind hatte die Mutter seines Freundes geliebt.

The Infinitive is another non-personal part of the verb, and is treated in the same unceremonious way by the Germans, who put it at the very end. *I will not say that word = Ich will jenes Wort nicht sagen.* Observe that say is here Infinitive, though the to is omitted, just as the zu is omitted before sagen. The full Infinitive in German is zu sagen, but the zu is omitted with auxiliaries, as here. Examples will be given later in the Course of the retention of this zu.

In English all Past Participles do not end in *ed*, though that is the regular ending. The following are Past Participles: *done, been, drunk, slept, arisen*. In the same way all German Past Participles do not begin with *ge* and end with *t*, though that is the regular thing. In the following list of verbs the first nine are regular, the last six irregular:

<table>
<thead>
<tr>
<th>Pres. Infín.</th>
<th>Past Tense</th>
<th>Past Part.</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>kaufen</td>
<td>kaufte</td>
<td>gekauft</td>
<td>to buy</td>
</tr>
<tr>
<td>suchen</td>
<td>suchte</td>
<td>gesucht</td>
<td>to seek</td>
</tr>
<tr>
<td>töten</td>
<td>tötete</td>
<td>getötet</td>
<td>to kill</td>
</tr>
<tr>
<td>warten</td>
<td>wartete</td>
<td>gewartet</td>
<td>to wait</td>
</tr>
<tr>
<td>bauen</td>
<td>baute</td>
<td>gebaut</td>
<td>to build</td>
</tr>
<tr>
<td>antworten</td>
<td>antwortete</td>
<td>geantwortet</td>
<td>to answer</td>
</tr>
<tr>
<td>wählen</td>
<td>wählte</td>
<td>gewählt</td>
<td>to choose</td>
</tr>
<tr>
<td>retten</td>
<td>rettete</td>
<td>gerettet</td>
<td>to save</td>
</tr>
<tr>
<td>arbeiten</td>
<td>arbeitete</td>
<td>gearbeitet</td>
<td>to work</td>
</tr>
<tr>
<td>brennen</td>
<td>brannte</td>
<td>gebrannt*</td>
<td>to burn</td>
</tr>
<tr>
<td>denken</td>
<td>dachte</td>
<td>gedacht</td>
<td>to think</td>
</tr>
<tr>
<td>bringen</td>
<td>brachte</td>
<td>gebracht</td>
<td>to bring</td>
</tr>
<tr>
<td>senden</td>
<td>sandte</td>
<td>gesandt</td>
<td>to send</td>
</tr>
<tr>
<td>nennen</td>
<td>nannte</td>
<td>genannt</td>
<td>to name</td>
</tr>
<tr>
<td>kennen</td>
<td>kannte</td>
<td>gekannt</td>
<td>to know*</td>
</tr>
</tbody>
</table>

* When *to burn* means *to burn up or consume*, it is *verbrennen*, verbrannte, verbrannt.
* When *to know* means to recognise through the five senses.
TEACH YOURSELF GERMAN

You will observe that when the stem of a regular verb ends in -d or -t, an extra e is inserted in the Past and Past Participle. This is for the sake of the sound; your ear will keep you right in this matter.

The Use of the Perfect

This tense is used to express an action that has been going on and is still continuing, or a finished action of recent occurrence, or vaguely in the past. For example:

Ich habe meine Handschuhe gesucht. I have been looking for my gloves.
Er hat mir nicht geantwortet. He did not answer me.
Der Mönch Schwartz hat das Schießpulver entdeckt. The monk Schwartz discovered gunpowder.

Vocabulary

die See, sea
der Soldat, soldier
das Klavier, piano
die Musik, music
das Radio, wireless
das Grammophon, gramophone
der Stuhl, chair
der Teppich, carpet
die Zigarre, cigar
die Zigarette, cigarette
die Pfeife, pipe
der Schnee, snow
die Annonce, advertisement
der Hund, dog
im Winter, in winter
im Sommer, in summer
der Stock, stick

die Frau, woman, wife
das Land, country
Klavier spielen, to play the piano
Radio hören, to listen to the wireless
gern haben, to like (= have willingly)
gern hören, to like (listening to)
baden, to bathe, swim
gern rauchen, to like smoking zu Weihnachten, at Christmas
auf, on (top of) (with Dat.)
an, on (side of), to (with Acc.)
der Wald, wood

Exercise 27

Hat die Magd die Äpfel nicht gekocht? Mein Bruder hat meinem Vater telephoniert. Ich habe meinem Onkel seinen Stock gereicht. Dieses Mädchen hat

Exercise 28

Have you (du) been dreaming? No, I have been drawing that house. Which book is on your chair? This carpet is very old. I like listening to the wireless. Does your father like smoking? Yes, he has always smoked cigars. I often smoke (= smoke often) cigars at Christmas. In the summer we have (= have we) visited our uncle in Switzerland. Have you sent those newspapers to Geneva? The baker and his wife have named their child Margarete. The tailor has not made the dress. Otto’s sister has been playing the piano, and my brothers have been listening to the music on the wireless. Has the tailor brought the dress? In which shop did you buy (Perfect tense) that hat? Do you like bathing in the sea? I like listening to the gramophone.

LESSON X

PERSONAL PRONOUNS

He, she and it are easily used in English. But in German they require careful watching. We must not
think of sex at all, but only of the gender of the noun to which these little words apply. Talking of the town in German, we must not say it is fine, but she is fine, since Stadt is feminine: sie ist schön. So of a table we must say he is round: er ist rund. Of a maiden (Mädchen) we say it is clever: es ist geschickt; but we may also say sie ist geschickt. You must therefore never use he or she or it without looking carefully at the gender of the noun referred to.

In English we have these words declined:

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>he</td>
<td>she</td>
</tr>
<tr>
<td>Acc.</td>
<td>him</td>
<td>her</td>
</tr>
</tbody>
</table>

Corresponding to these we have the German forms:

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>er</td>
<td>sie</td>
</tr>
<tr>
<td>Acc.</td>
<td>ihm</td>
<td>ihr</td>
</tr>
</tbody>
</table>

I saw him, but not her. Ich sah ihn, aber nicht sie.
I have this book from him. Ich habe dieses Buch von ihm.
We have sent her a present. Wir haben ihr ein Geschenk gesandt.

Pay careful attention to what we have said about it.
The fact is that the English it can be put into German in three different ways according to what it refers to. If it refers to a table (Tisch), it is masculine and is rendered er; if it refers to a street (Strasse), it is feminine and is represented by sie; if it refers to a book (Buch), it is neuter and is rendered by es. All these are Nominative: if it is in the Accusative, it is ihn (m.), or sie (f.), or es (n.).
You will learn the use of these words much better from observing the following examples:

Where is my pen? I saw it in your room. Wo ist meine Feder? Ich sah sie in Ihrem Zimmer.
PERSONAL PRONOUNS

She has brought my shoe: where is it? She hat meinen Schuh gebracht: wo ist er?
Where is the dog? We have sent it to him. Wo ist der Hund? Wir haben ihn ihm gesandt.
It was my house, but the soldiers have burned it. Es war mein Haus, aber die Soldaten haben es verbrannt.

The pronoun as an object, whether direct (Accusative) or indirect (Dative), precedes a noun object, i.e. it follows the verb. Of two pronoun objects, the direct (Accusative) precedes the indirect (Dative), that is, the opposite order to two noun objects. E.g.:

Ich schicke es dem Bäcker. I send it to the baker.
Ich schicke es ihm. I send it to him.

Vocabulary

der Baum, tree  
der Wind, wind  
die Sonne, sun  
der Mond, moon  
der Stern, star  
der Rasen, lawn  
das Wetter, weather  
die Wolke, cloud  
der Regen, rain  
der Teich, pond  
der Nebel, fog  
der Fluss, river  
das Wasser, water  
kaum, scarcely  
nur, only  
gestern, yesterday  

hell, bright  
starke, strong  
schwach, weak  
teuer, dear  
billig, cheap  
heiß, hot  
warm, warm  
kalt, cold  
jung, young  
wer? who?  
wen? whom? (Acc.)  
wem? to whom? (Dat.)  
wann? when?  
niemals, never  
nichts, nothing

Exercise 29

Jene Wolken sind gross und schwarz, sie bringen Regen. Das Wetter ist sehr kalt, und es (= there) ist Nebel auf dem Fluss. Wann haben Sie diesen Anzug gekauft?

Exercise 30

The sun was not very bright yesterday. When did you answer? There were seven or eight sailors on the river. This river is very long. We scarcely heard (= heard scarcely) the children’s song. Whom did you visit in Switzerland? These motor-cars are almost too cheap. To whom did you telephone yesterday? Here is your hat. Where did you buy it? I am sending it (i.e. the hat) to my brother. The children have been looking for the apples. I have handed them to them. We never have (= have never) fog in this country. Who answered him? Have you phoned to her? Was the wind very strong yesterday? The sky was blue and the clouds were small and white. The water in the pond was too cold yesterday. We did not bathe. I have said nothing to him. She only smiled (= smiled only). We scarcely heard them.

LESSON XI

STRONG VERBS

Taking the three parts of the verb—the Infinitive, the Imperfect, and the Past Participle—we find that most of the verbs with which we have dealt up till now have had the form lieben, liebte, geliebt; spielen, spielte, gespielt. This is what is known as the Weak Conjugation, or the New Conjugation. The best way to learn the difference
between the New and the Old Conjugation is to examine the following list of verbs, and see how they differ from the verbs we have been dealing with:

Some Verbs of the Strong or Old Conjugation

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>imperfect</th>
<th>past participle</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>schlagen</td>
<td>schlug</td>
<td>geschlagen</td>
<td>to strike</td>
</tr>
<tr>
<td>geben</td>
<td>gab</td>
<td>gegeben</td>
<td>to give</td>
</tr>
<tr>
<td>heissen</td>
<td>hiess</td>
<td>geheissen</td>
<td>to be called</td>
</tr>
<tr>
<td>nehmen</td>
<td>nahm</td>
<td>genommen</td>
<td>to take</td>
</tr>
<tr>
<td>reiten</td>
<td>ritt</td>
<td>geritten</td>
<td>to ride</td>
</tr>
<tr>
<td>laufen</td>
<td>lief</td>
<td>gelaufen</td>
<td>to run</td>
</tr>
<tr>
<td>kommen</td>
<td>kam</td>
<td>gekommen</td>
<td>to come</td>
</tr>
<tr>
<td>singen</td>
<td>sang</td>
<td>gesungen</td>
<td>to sing</td>
</tr>
<tr>
<td>essen</td>
<td>ass</td>
<td>gegessen</td>
<td>to eat (of people)</td>
</tr>
<tr>
<td>fressen</td>
<td>frass</td>
<td>gefressen</td>
<td>to eat (of animals)</td>
</tr>
<tr>
<td>spinnen</td>
<td>spann</td>
<td>gesponnen</td>
<td>to spin</td>
</tr>
<tr>
<td>trinken</td>
<td>trank</td>
<td>getrunken</td>
<td>to drink</td>
</tr>
<tr>
<td>fliegen</td>
<td>flog</td>
<td>geflogen</td>
<td>to fly</td>
</tr>
<tr>
<td>sehen</td>
<td>sah</td>
<td>gesehen</td>
<td>to see</td>
</tr>
<tr>
<td>stehen</td>
<td>stand</td>
<td>gestanden</td>
<td>to stand</td>
</tr>
<tr>
<td>brechen</td>
<td>brach</td>
<td>gebrochen</td>
<td>to break</td>
</tr>
<tr>
<td>beginnen</td>
<td>begann</td>
<td>begonnen</td>
<td>to begin</td>
</tr>
<tr>
<td>sprechen</td>
<td>sprach</td>
<td>gesprochen</td>
<td>to speak</td>
</tr>
<tr>
<td>fahren</td>
<td>fuhr</td>
<td>gefahren</td>
<td>to drive</td>
</tr>
</tbody>
</table>

Read over the above list five or six times, so as to impress the general run of the sound upon the ear.

On careful examination, you will note several points in which all those verbs agree with each other, and differ from the lieben, liebte, geliebt conjugation.

1. The Past Participles all end in -en, not in te.
2. The Imperfect has no ending at all, instead of in te.
3. The vowel of the Imperfect is always different from the vowel of the Infinitive.

You will note that some of the verbs have three different vowel sounds, others have only two. When there are only two sounds, sometimes it is the Infinitive and sometimes the Imperfect which is the same as the Past Participle.
As a test at this stage, arrange the above nineteen verbs in three classes: (1) Those having three different vowel sounds; (2) those in which the Infinitive and Past Participle have the same vowel; and (3) those in which the Imperfect and the Past Participle have the same vowel.

Observe now the full conjugation of the Imperfect, and note how it differs from the liebte type:

**Imperfect of Certain Strong or Old Verbs**

<table>
<thead>
<tr>
<th>1. ich</th>
<th>schlug</th>
<th>lief</th>
<th>ass</th>
<th>sah</th>
<th>kam</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. du</td>
<td>schlugst</td>
<td>liefst</td>
<td>assent</td>
<td>sahst</td>
<td>kamest</td>
</tr>
<tr>
<td>3. er</td>
<td>schlug</td>
<td>lief</td>
<td>ass</td>
<td>sah</td>
<td>kam</td>
</tr>
<tr>
<td>1. wir</td>
<td>schlugen</td>
<td>liefen</td>
<td>assen</td>
<td>sahen</td>
<td>kamen</td>
</tr>
<tr>
<td>2. ihr</td>
<td>schlugt</td>
<td>lief</td>
<td>assent</td>
<td>saht</td>
<td>kamest</td>
</tr>
<tr>
<td>3. sie</td>
<td>schlugen</td>
<td>liefen</td>
<td>assen</td>
<td>sahen</td>
<td>kamen</td>
</tr>
</tbody>
</table>

Clearly the most striking difference is the total absence of any termination in both first and third person singular. You cannot help noting how exceedingly regular the conjugation is. Given the first person singular you cannot fail to complete the whole.

With the Present tense of old or strong verbs this regularity is not present. The plural of the Present tense is all right: it is, indeed, simply the Infinitive with the usual pronouns placed before it. Even in the singular the first person always has the same vowel as the Infinitive. It is the second and third persons singular that give trouble by sometimes changing their vowel sounds. You will understand this better by examining carefully the following:

**Present of Certain Strong or Old Verbs**

<table>
<thead>
<tr>
<th>1. ich</th>
<th>schlage</th>
<th>laufe</th>
<th>esse</th>
<th>sehe</th>
<th>komme</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. du</td>
<td>schlägst</td>
<td>läufst</td>
<td>issent</td>
<td>siehst</td>
<td>kommest</td>
</tr>
<tr>
<td>3. er</td>
<td>schlägt</td>
<td>läuft</td>
<td>issent</td>
<td>sieht</td>
<td>kommt</td>
</tr>
<tr>
<td>1. wir</td>
<td>schlagen</td>
<td>laufen</td>
<td>essen</td>
<td>sehen</td>
<td>kommen</td>
</tr>
<tr>
<td>2. ihr</td>
<td>schlugt</td>
<td>lauft</td>
<td>essent</td>
<td>seht</td>
<td>kommt</td>
</tr>
<tr>
<td>3. sie</td>
<td>schlagen</td>
<td>laufen</td>
<td>essen</td>
<td>sehen</td>
<td>kommen</td>
</tr>
</tbody>
</table>
STRONG VERBS

The change of vowel in the 2nd and 3rd person does not always take place, as we find from kommen, although the verb stossen, *push*, has du stöß(es)tet, er stößt. The main changes are:

(i) a is changed into ä
(ii) au "" äu
(iii) e (long) is changed into ie
(iv) e (short) "" i

Keeping in view all that has been said, write out, as above, the Present and the Imperfect of the following six verbs:

<table>
<thead>
<tr>
<th>Verb</th>
<th>Present</th>
<th>Imperfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>bitten</td>
<td>bat</td>
<td>gebeten</td>
</tr>
<tr>
<td>befehlen</td>
<td>befahlt</td>
<td>befahlen</td>
</tr>
<tr>
<td>sterben</td>
<td>starb</td>
<td>gestorben</td>
</tr>
<tr>
<td>fahren</td>
<td>fuhr</td>
<td>gefahren</td>
</tr>
<tr>
<td>geben</td>
<td>gab</td>
<td>gegeben</td>
</tr>
<tr>
<td>nehmen</td>
<td>nahm</td>
<td>genommen</td>
</tr>
</tbody>
</table>

to beg or ask  
to command  
to die  
to drive  
to give  
to take

Notice that geben (although e long) has gibst, gibt, and nehmen has nimmst, nimmt in the Present tense.
The form gieb, giebt is old-fashioned.
[See Appendix B, pp. 190-195.]

Vocabulary

das Pferd, horse

der Esel, donkey
die Katze, cat
das Schwein, pig
die Biene, bee
die Wespe, wasp
die Spinne, spider
der Knecht, farm-hand
der Bauernhof, farm
der Bauer, farmer
die Bäuerin, farmer's wife
der Stall, stable
die Peitsche, whip
das Brot, bread
der Honig, honey
die Arbeit, work
von . . . zu, from . . . to
laut, loud, loudly
das Heu, hay
das Gras, grass
der Tee, tea
der Zucker, sugar
die Blüme, flower
das Gewebe, web
melken, to milk
füttern, to feed
pfügen, to plough
säen, to sow
bellen, to bark
mäsen, to mow
summen, to buzz
iahren, to bray
grunzen, to grunt
im Frühling, in spring
im Herbst, in the autumn
was? what?

Exercise 32

The farmer drove to the fields. He took his children. They liked to see (= saw willingly) the cows, sheep and horses in the fields. The boy was called Karl. He liked to ride on a donkey. He gave it (= him) hay. The donkey likes eating sugar.

Karl's dog is in the garden. It is big and strong. It breaks the flowers. Karl runs after him and strikes him with his whip. The dog barks loudly. The sun is warm and bright. The bees are buzzing and flying from flower to flower. They like honey. Do you like honey? Karl does not see the spider. It is big and fat. It has spun a web. Do you like spiders?

Have you already begun your work? I have broken my watch. Has your uncle given his nephew a watch? Have you (du) drunk your tea? Yes, and I have already eaten my bread and honey.
LESSON XII
PREPOSITIONS AND WERDEN

With Accusative or Dative

We have had some prepositions that govern the dative and some that govern the accusative. But now we must have some that sometimes govern the dative and sometimes the accusative. There are nine of them:

- an, at (with dat.)
- an, to (with acc.)
- auf, on, upon
- hinter, behind
- in, in or at (with dat.)
- in, into (with acc.)
- neben, besides, near
- über, over or across
- vor, before, in front of
- unter, under or among
- zwischen, between

The meaning tells us when to use the accusative, when the dative. If there is any motion towards anything implied, then the accusative is used; if no such motion is implied, the dative.

Er ist auf dem Berge.  He is on the mountain.
Er läuft auf dem Berge.  He runs on the mountain.
Er ging in das Haus.  He runs to the mountain.
Er war in dem Hause.  He went into the house.
Sie satt auf dem Stuhl.  She sat on the chair.
Sie sprang auf den Stuhl.  She sprang upon the chair.

With Dative only

To keep matters clear we had better repeat the more common prepositions that govern only the dative:

- aus, out  samt
- bei, by, at, with, near nebst
- gegenüber, opposite
- mit, with
- nach, after
- von, of
- zu, to

Gegenüber often follows the noun.
TEACH YOURSELF GERMAN

With Accusative only

durch, through
für, for
gegen, against

ohne, without
um, about, round
wider, against

With Genitive only

anstatt or statt, instead of
diesseits, on this side of
jenseits, on that side of
mittels, by means of

trotz, in spite of
während, during
wegen, on account of

Observe that all except während have the English equivalent ending in of. This is a good way of remembering which case these prepositions govern.

Contraction of Preposition and Article

Just as we contract do not into don’t, so the Germans are fond of contracting their prepositions and their articles into one word. Thus:

<table>
<thead>
<tr>
<th>Preposition</th>
<th>Contraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>an das</td>
<td>„ ans</td>
</tr>
<tr>
<td>auf das</td>
<td>„ aufs</td>
</tr>
<tr>
<td>in das</td>
<td>„ im</td>
</tr>
<tr>
<td>zu dem</td>
<td>„ zum</td>
</tr>
<tr>
<td>zu der</td>
<td>„ zur</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preposition</th>
<th>Contraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>an dem</td>
<td>bei dem</td>
</tr>
<tr>
<td>von dem</td>
<td>„ vom</td>
</tr>
<tr>
<td>vor das</td>
<td>„ vors</td>
</tr>
<tr>
<td>zu dem</td>
<td>„ zum</td>
</tr>
<tr>
<td>zu der</td>
<td>„ zur</td>
</tr>
</tbody>
</table>

Special Notes on the Translation of To

(i) When to shows the receiver of an object, use the single dative without preposition (see also Lesson XXIV):

Er gab seiner Schwester das Buch. He gave the book to his sister.
Er schickte Resi ein Buch. He sent a book to Resi.

(ii) Indicating motion towards a person, zu:

Er kam zu seiner Mutter. He came to his mother.

(iii) Motion towards a large object or place (not a proper name), zu:

Er lief zu dem Bauernhof. He ran to the farm.

N.B. From ... to = von ... zu.
(iv) Motion towards smaller objects, and sending letters to persons, an:

Er ging an das Fenster, an den Spiegel, an die Tür. He went to the window (mirror, door).
Ich schrieb einen Brief an meine Mutter. I wrote a letter to my mother.

—although one would not usually use an with a pronoun in this case, but the dative of the pronoun:

Ich schrieb ihr einen Brief.

(v) To before a place (proper name), nach:

Wir fuhren nach Spanien, nach Köln. We went to Spain, to Cologne.

(vi) To = auf in the following cases:

Auf die Post, auf den Markt, auf die Universität, auf die Polizei, auf die Bank, to the post-office (the market, university, police-station, bank).
N.B. To (into) the country, auf das Land. To the seaside, an die See.

(vii) When into as well as to is implied, in:

Er geht in die Schule, in die Kirche, in die Stadt, ins Kino, ins Theater. He is going to school, to church, to the town, cinema, theatre.

(viii) To talk to, sprechen mit:

Ich sprach mit dem Bürgermeister. I was talking to the mayor.

(ix) To = in order to, um . . . zu (+ Infinitive):

Er ging aus, um die Pferde zu füttern. He went out to feed the horses.

(x) Note the following indefinite directions:

Nach rechts (links), to the right, to the left.
Von oben nach unten, from top to bottom.
Von hinten nach vorn, from back to front.
Vocabulary

die Tür, door
das Tor, gate
die Mauer, wall
das Restaurant, restaurant
der Park, park
der Fussgänger, pedestrian
das Warenhaus, big stores
die Strasse, street
die Strassenlampe, street-lamp
der Brief, letter
der Polizist, policeman
die Strassenecke, street-corner
die Brücke, bridge
das Rathaus, Town Hall
das Scharfenfenster, shop-window
der Marktplatz, market-place
der Briefkasten, letter-box
das Gebaude, building
*schließen, to shut
angestellt, employed

from now on strong verbs are marked with an asterisk (*), and their principal parts are to be found in the Appendix, pp. 190-195.

A Note on the English to put

Some care must be exercised in translating to put.

Note the following:

(i) In a general way, setzen.
(ii) To put a thing standing up (as a vase), stellen.
(iii) To put a thing lying down (as a book), legen.
(iv) To put away out of sight, as in a drawer, pocket, etc., stecken.
(v) To put = to add (as salt in potatoes, etc.), * tun (literally to do).

Exercise 33

Unsere Bank liegt zwischen der Post und der Marienkirche. Ich habe meinem Bruder von einer Telefon-
Es sind viele Wolkenkratzer in unserer Stadt. Das Gebäude des Völkerbundes ist in Genf, in der Schweiz. Es waren Bolschewisten in Russland und Faschisten in Italien und Deutschland. Die Soldaten sind vor dem Tore der Stadt. Es sind Italiener und Spanier.


Exercise 34

I put my book on a chair. The weather was fairly warm. I ran out of the room. I went through the door and into the street. It was dark but the street was quite bright on account of (because of, owing to) the street-lamps. There were eight motor-cars and three horses in the street. I went with my dog round the town. My dog ran between the motor-cars. I went into a telephone-box and phoned to my sister. She works in a

1 usw. = und so weiter, and so on, or etc.
2 die Paulskirche, St. Paul's Church.
3 Of persons, vehicles, etc. auf, otherwise in before Strasse.
hospital near St. Paul's Church. I live with my brother opposite the Town Hall. We went to the right and came to a bridge. It was fairly low. We looked down on to the traffic. The traffic since the war is very dangerous. My uncle was in that car. He was driving to the Market Place. He has a shop there. He often drives (= drives often) over this bridge. Our village lay on the other side of the river. In front of our house stood a lamp-post (street-lamp). We went into a restaurant to eat. After the meal I went home without my dog, but I saw him at home, in front of the door.

There is a very useful little verb called werden, which means to become or to get, in the sense of getting angry or getting grey. The Present Indicative goes quite easily:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ich werde</td>
<td>wir werden</td>
</tr>
<tr>
<td>2. du wirst</td>
<td>ihr werdet</td>
</tr>
<tr>
<td>3. er wird</td>
<td>sie werden</td>
</tr>
</tbody>
</table>

The great use of this verb is to form the Future of all other verbs. To make the Future all we have to do is to add the Infinitive of the verb we want to the proper part of werden:

- I shall buy. Ich werde kaufen.
- You will speak. Sie werden sprechen.
- The boy will learn. Der Knabe wird lernen.
- The horse will run. Das Pferd wird laufen.

If we want to have what is called the Future Perfect—i.e. to express something that will be completely done at some future time—we have to use haben along with the Past Participle of the required verb:

- I shall have bought. Ich werde gekauft haben.
- You will have spoken. Sie werden gesprochen haben.
- The boy will have learnt. Der Knabe wird gelernt haben.

1 To look down on, sehen auf (acc.). 2 The meal, das Essen.
The Perfect tense of haben is formed in the ordinary way:

Ich habe viele Äpfel von diesem Baum gehabt. I have had many apples from this tree.

But the Perfect tense of sein is formed with the Present tense of sein + Past Participle:

ich bin gewesen, I have been (literally: I am been).

du bist gewesen, you have been.
er ist gewesen, he has been, etc.

Vocabulary

morgen, to-morrow
morgen früh, tomorrow morning
nächste Woche, next week
nächsten Sonntag, next Sunday
" Montag, " Monday
" Dienstag, " Tuesday
" Mittwoch, " Wednesday
" Donnerstag, next Thursday
" Freitag, next Friday
" Samstag, " Saturday
heute, to-day
heute morgen, this morning
heute nachmittag, this afternoon
heute abend, this evening
der Freund, friend
das Flugzeug, aeroplane
um zwei Uhr, at 2 o'clock

um halb vier, at half past three
am Abend, in the evening
am Nachmittag, in the afternoon
morgens, in the morning(s)
nachmittags, in the afternoon
bald, soon
früh, early
spät, late
schnell, quickly
eines Tages, one day
nächstes Jahr, next year
der Bahnhof, station (railway)
die U-bahn (die Untergrund-bahn), Underground (railway)

Exercise 35


1 zwei drei = two or three.
2 To travel by a vehicle, fahren mit.


Exercise 36

Next Friday I shall travel to Germany. Will you go by car to London? No, I shall travel by the Underground (by “tube”). What will you do in Germany? I shall visit one or two friends. Will you go (= travel) by air (= with the aeroplane)? No, I don’t like traveling by air. Have you ever been to Germany? Yes, I was there last year (= last year there). To which station will you go? To Liverpool Street. 3 The weather has not been very warm.

LESSON XIII

DECLENSION OF ADJECTIVES

Words which indicate qualities in connection with nouns and pronouns are called adjectives. We have already used several of them, such as gut, schlecht, böse, arm, jung. But if you care to look back over your exercises you will find that all the adjectives we have

1 Lisbon.
2 Were you already = have you ever been?
3 Do not translate.
used have been used along with some part of the verb to be. We have never used an adjective before a noun. We have said often something like the man is good: we have never spoken of the good man.

The first way (the man is good) is called the predicative use of the adjective; the second (the good man) is called the attributive use of the adjective. In English there is no difference in the form of the word good: it is exactly the same in both cases. In German there is a very important difference. In the predicative use the adjective does not change at all. If you look back at all the exercises and examples you will not find any change in any adjective.

But in the attributive use the adjective must be declined so as to agree with its noun in both number and gender. We say, der Mann ist gut; ein Mädchen ist gut; die Stadt ist gut; die Knaben sind gut: using the same word gut in every case. But we must say, ein guter Mann; ein gutes Mädchen; die gute Stadt; die guten Knaben.

The changes that the attributive adjective undergoes are different according to whether an article is or is not used with it. There are three cases:

1. When the adjective is used without any article. Here the terminations of the adjective are merely the terminations of the definite article as they are changed in the demonstratives like dieser.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fem.</td>
<td>-e</td>
<td>-e</td>
</tr>
<tr>
<td>Neut.</td>
<td>-es</td>
<td>-es</td>
</tr>
<tr>
<td>All Genders</td>
<td>-e</td>
<td>-e</td>
</tr>
</tbody>
</table>

The -en in the two genitives is put in to show that now for the sake of sound en is preferred to es. Guten

1 We are not speaking here of demonstratives like dieser, or possessives like mein.
TEACH YOURSELF GERMAN

Brotes seems to sound better than gutes Brotes in the ears of a German.

2. WHEN THE ADJECTIVE IS USED WITH THE DEFINITE ARTICLE. Here we have a very pretty form, which is easily remembered as a mental picture of five e's among a crowd of en's.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masc.</td>
<td>Fem.</td>
</tr>
<tr>
<td>Nom.</td>
<td>-e</td>
</tr>
<tr>
<td>Acc.</td>
<td>-en</td>
</tr>
<tr>
<td>Gen.</td>
<td>-en</td>
</tr>
<tr>
<td>Dat.</td>
<td>-en</td>
</tr>
</tbody>
</table>

The above form is also used after four words that we already know: dieser, jener, welcher, and some new ones: mancher = many a, derselbe (or der nämliche) = the same, and der andere = the other.

3. WHEN THE ADJECTIVE IS USED WITH THE INDEFINITE ARTICLE. This is not quite so regular as No. 2, but all the en's remain unchanged.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masc.</td>
<td>Fem.</td>
</tr>
<tr>
<td>Nom.</td>
<td>-er</td>
</tr>
<tr>
<td>Acc.</td>
<td>-en</td>
</tr>
<tr>
<td>Gen.</td>
<td>-en</td>
</tr>
<tr>
<td>Dat.</td>
<td>-en</td>
</tr>
</tbody>
</table>

The same form is used with the words: mein, dein, sein, kein, ihr, Ihr, euer, unser.

Notice that after any of the determinative words mentioned (der, mein, kein, welcher, etc.) there is always -en in the Genitive and Dative and always in the Plural, and if the determinative word ends in -en, then the adjective also ends in -en (masculine singular accusative).

Vocabulary

- lustig, jolly, merry
- traurig, sad
- hübsch, pretty
- häßlich, ugly

- unbequem, uncomfortable
- eng, narrow
- breit, broad
- stumm, dumb
declension of adjectives

<table>
<thead>
<tr>
<th>English</th>
<th>German</th>
</tr>
</thead>
<tbody>
<tr>
<td>rein, clean</td>
<td>der Grossvater, grandfather</td>
</tr>
<tr>
<td>schmutzig, dirty</td>
<td>die Grossmutter, grandmother</td>
</tr>
<tr>
<td>*tragen, to wear, carry</td>
<td>der Vetter (—s, —n), (boy) cousin</td>
</tr>
<tr>
<td>klug, clever, intelligent</td>
<td>die Kusine, (girl) cousin</td>
</tr>
<tr>
<td>dumm, silly, stupid</td>
<td>die Tante, aunt</td>
</tr>
<tr>
<td>blind, blind</td>
<td>das Taschentuch, handkerchief</td>
</tr>
<tr>
<td>taub, deaf</td>
<td>bequem, comfortable</td>
</tr>
</tbody>
</table>

Exercise 37

Give the Nominative Singular, Genitive Singular and Nominative Plural of the following:


Exercise 38


Exercise 39

Little boys are nearly always dirty. I shall visit an old friend in Geneva. Blind men are not always sad. The narrow streets of the old city were very dark. I do not like this uncomfortable old chair. My beautiful
TEACH YOURSELF GERMAN

cousin sang French, Spanish and German songs. I like listening to good music on the wireless. The Italian ambassador came to London yesterday (== yesterday to London). Marie’s cousin was wearing a green dress and a white hat. Which German book have you chosen?

LESSON XIV

RELATIVE PRONOUNS

Certain pronouns, called relative pronouns, both relate to nouns or pronouns previously mentioned in a sentence, and join clauses together. The knight who sent it is dead. Here who is a relative pronoun, referring back to knight, and at the same time joining the clause the knight is dead to the clause who sent it. Some people say that who here is equal to and he.

There are two ways of translating the relative pronouns into German.

The shorter and more frequently used form of the German relative is nothing but the definite article with the genitive and dative plural changed somewhat.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masc.</td>
<td>Fem. Neut.</td>
</tr>
<tr>
<td>Nom. der</td>
<td>who</td>
</tr>
<tr>
<td>Acc. dem</td>
<td>whom</td>
</tr>
<tr>
<td>Gen. dessen</td>
<td>whose</td>
</tr>
<tr>
<td>Dat. dem</td>
<td>to whom</td>
</tr>
</tbody>
</table>

Note that the dative plural of the relative is denen, to show that it is plural. With the article, den is enough, for the noun shows whether it is singular or plural.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masc.</td>
<td>Fem. Neut.</td>
</tr>
<tr>
<td>Nom. welcher</td>
<td>who</td>
</tr>
<tr>
<td>Acc. welchen</td>
<td>whom</td>
</tr>
<tr>
<td>Gen. dessen</td>
<td>whose</td>
</tr>
<tr>
<td>Dat. welchem</td>
<td>to whom</td>
</tr>
</tbody>
</table>
The resemblance of the above declension to the interrogative welcher is very plain. The genitive is the case that demands your attention.

The English meanings given above apply only to English nouns. If welches refers to a person it must be translated not which, but who.

Das Mädchen, welches (or das) die Eier gekauft hat, ist jung.
The maiden, who bought the eggs, is young.
Die Stadt, die (or welche) er gerettet hatte, war sehr alt.
The town, which he had saved, was very old.
Er hat einen Teller gekauft, den (or welchen) er in der Stadt gesehen hatte. He has bought a plate, which he had seen in the city.

In all these examples you will observe the peculiar place of the verb in the clause to which the relative belongs. In all these clauses the personal verb is put at the end.

Der Ritter, welchen Ihre Freunde gestern sahen, ist tot.
The knight, whom your friends saw yesterday, is dead.

Observe the punctuation in the examples given: every relative sentence is enclosed between two commas.

In English we could, if we liked, leave out the whom, and say only, the knight, your friends saw yesterday, is dead. But in German this is never allowed. The relative can never be omitted.

The genitive of the relative must always in German come before the noun to which it refers. We say in English, the house the doors of which have fallen. In German this must run, das Haus, dessen Türen gefallen sind. In other words, we must always use in German whose instead of of which. Whose always comes before its noun in English, and takes away the need of the article: thus, a coat, of which the sleeve was torn, should be put into German in the form, a coat, whose sleeve was torn. Here the article the is got rid of altogether.

When referring to things wo- or wor- followed by a
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preposition may be used instead of the usual relative pronoun:

Das Flugzeug, mit dem (or womit) er nach Deutschland flog, verunglückte. The aeroplane in which he was traveling to Germany crashed.

Was is used to translate *which* when referring to a whole clause, and also after the following: alles, everything; vieles, much; nichts, nothing:

Es risselte, was dem alten Fischer außerordentlich gefiel. It was drizzling, which pleased the old fisherman immensely.

Alles, was ich habe, everything I have.

Nichts, was er sagte, nothing he said.

Vocabulary

<table>
<thead>
<tr>
<th>German</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>der Arzt</td>
<td>doctor</td>
</tr>
<tr>
<td>der Metzger</td>
<td>butcher</td>
</tr>
<tr>
<td>der Chauffeur</td>
<td>chauffeur</td>
</tr>
<tr>
<td>die Stenotypistin</td>
<td>shorthand typist</td>
</tr>
<tr>
<td>der Zahn</td>
<td>tooth</td>
</tr>
<tr>
<td>der Zahnarzt</td>
<td>dentist</td>
</tr>
<tr>
<td>der Jäger, hunter</td>
<td>hunter</td>
</tr>
<tr>
<td>der Dieb, thief</td>
<td>burglar</td>
</tr>
<tr>
<td>der Richter</td>
<td>judge</td>
</tr>
<tr>
<td>der Briefträger</td>
<td>postman</td>
</tr>
<tr>
<td>der Schuhflicker</td>
<td>cobbler</td>
</tr>
<tr>
<td>das Wirtshaus zum &quot; Roten Löwen,&quot; Red Lion Inn</td>
<td></td>
</tr>
<tr>
<td>das Wirtshaus zur &quot; Blauen Kuh,&quot; Blue Cow Inn</td>
<td></td>
</tr>
<tr>
<td>der Wirt, landlord, inn-keeper</td>
<td></td>
</tr>
<tr>
<td>der Film</td>
<td>film</td>
</tr>
<tr>
<td>die Rolle</td>
<td>roll, part</td>
</tr>
<tr>
<td>der Kunde, customer</td>
<td></td>
</tr>
<tr>
<td>das Kindermädchen, nurse-maid</td>
<td></td>
</tr>
<tr>
<td>der Korb</td>
<td>basket</td>
</tr>
<tr>
<td>die Schublade, drawer</td>
<td></td>
</tr>
<tr>
<td>der Schauspieler, actor</td>
<td></td>
</tr>
<tr>
<td>der Filmschauspieler, film actor</td>
<td></td>
</tr>
<tr>
<td>der Kaufmann, shopkeeper</td>
<td></td>
</tr>
<tr>
<td>der Schriftsteller, author</td>
<td></td>
</tr>
<tr>
<td>der Kellner, waiter</td>
<td></td>
</tr>
<tr>
<td>*bitten (um), to ask for</td>
<td></td>
</tr>
<tr>
<td>*werden, to become</td>
<td></td>
</tr>
<tr>
<td>*Stehlen, to steal</td>
<td></td>
</tr>
<tr>
<td>*Heilen, to heal, to cure</td>
<td></td>
</tr>
<tr>
<td>*ziehen, pull, draw</td>
<td></td>
</tr>
<tr>
<td>*verhaften, to arrest</td>
<td></td>
</tr>
<tr>
<td>reparieren, to mend</td>
<td></td>
</tr>
<tr>
<td>nach Diktat *schreiben, to take down</td>
<td></td>
</tr>
<tr>
<td>*treffen, to meet</td>
<td></td>
</tr>
<tr>
<td>bedienen, to serve</td>
<td></td>
</tr>
<tr>
<td>spazieren *gehen, to go for a walk</td>
<td></td>
</tr>
<tr>
<td>spazieren führen, to take for a walk</td>
<td></td>
</tr>
</tbody>
</table>
RELATIVE PRONOUNS

Exercise 40


Exercise 41

You will have seen from the foregoing how important the relative pronoun is, and how considerably it adds to our powers of self-expression. Descriptions which before were detached and awkward now come more naturally.

As an interesting departure from the usual type of exercise the student is asked to rewrite the following pairs of detached sentences, joining each pair by means of a relative pronoun.

We will do one as an example:

(i) Er fuhr das Auto. He was driving the car.
(ii) Das Auto schleppte auf der nassen Strasse. The car skidded on the wet road.
(iii) Das Auto, das er fuhr, schleppte auf der nassen Strasse. The car he was driving skidded on the wet road.

2. Der Mann ist der Neffe eines grossen Richters. Ich
habe mit dem Manne gesprochen. 3. Die Schublade war fast leer. Ich sah den Brief in der Schublade.

Exercise 42

The two girls, whose father played a great part in the film “Michael Kohlhaas,” were listening to the wireless. The letter which I saw in this drawer was from your brother. The nurse-maid who has taken the children for a walk is from Cologne. The doctor whose nephew I met yesterday cured my sister in Switzerland. The house in which he lived had a red roof and a green door. The shorthand typist who took this letter down has a brother who is employed at your uncle’s. The man to whom I was speaking yesterday is the landlord of the “Jolly Farmer.” The café in which we met him is near the post-office. Everything we saw was white. The postman has a letter which comes from Russia. At the station we saw (= saw we) the brothers who flew last year to America. The waiter whose brothers stole the actress’s car was serving the policeman who arrested them. Nothing he does is very good. The weather was bright and warm, which made our work easy.
LESSON XV
ORDER OF WORDS

1. Verb before Subject

If a clause in German begins with an adverb, or an adverbial phrase, the verb and the subject in that clause change places. *Yesterday he was ill* becomes *gestern war er krank.*

Certain adverbial conjunctions have the power to cause the same change—*inversion* it is usually called—in the clauses they introduce. Some of the most common of these are:

- also, so, therefore
- auch, also, too
- dann, da, then
- doch, yet, however
- Now he was poor.
- Yet she killed her friend.
- Nun war er arm.

We are not to think this a remarkable thing in German. In English we cannot say: *Scarcely he was dead;* the order must be as in German: *Kaum war er tot.*

2. Verb at End of Clause

In German, however, this system of changed order is carried further. For all conjunctions which introduce dependent clauses have the peculiar effect of throwing the personal verb in the dependent clause to the very end of that clause.

Some of the commonest of such subordinating conjunctions are:

- als, as, when (past time)
- wenn, when (pres. or fut.)
- wenn, whenever
- wenn, if
- ob, if, whether
- dass, that
- bis, until
- sobald, as soon as
- obgleich, although
- weil, because
wie, as, how

da, as, since

während, whilst

Er weiss, dass die Kinder böse waren. He knows that the children were wicked.

Die Mutter war krank, weil ihr Sohn sie sehr schlecht behandelte. The mother was ill because her son treated her very badly.

Do not forget the comma! This is most important.

Subordinate Clause + Main Clause

A subordinate clause may precede a main clause, whereas a co-ordinate one (i.e. with a conjunction which does not change the word order, like und, and, aber, but, denn, for, oder, or) cannot do so, and when this happens the first rule is applied, namely, when the subject does not begin the sentence the verb precedes the subject:

Als er nach Hause kam, sah er seinen Onkel. When he came home he saw his uncle.

Vocabulary

der Fischer, fisherman

der Fisch, fish

das Boot, boat

der See (—s, —n), lake

der Sekretär, secretary

ins (or zu) Bett gehen, to go to bed

regnen, to rain

rudern, to row

müde, tired

bauen, to build

krank, ill

die Erkältung, cold (illness)

*fangen, to catch

*finden, to find

schneien, to snow

die Aufgabe, exercise

Exercise 43

Begin each of the following sentences with dann, then, bald, soon, gestern, yesterday, einmal, once, eines Tages, one day, or plötzlich, suddenly:

1. Ein armer Fischer wohnte in diesem Dorfe.
2. Wir trafen die Sekretärin des Schriftstellers am Bahnhof.
3. Die Bolschewisten bauten neue Schulen und Universitäten.
4. Der Hund lief aus dem Zimmer.
5. Der Schneider kam nach Hause.
ORDER OF WORDS

Exercise 44

Join up each of the following pairs of sentences so as to make one good compound sentence, as this example shows:

(i) Meine Schwester spielte Klavier. My sister was playing the piano.
(ii) Ich schrieb einen Brief. I wrote a letter.
(iii) Meine Schwester spielte Klavier, während ich einen Brief schrieb. My sister played the piano while I wrote a letter.

You may find it convenient to use an adverbial conjunction instead of a subordinating one, or you may put your subordinate clause first.


Exercise 45

It was raining when the fisherman rowed across (= over) the lake. He caught no fish (plural), as the fish were not hungry. My children were listening to the German children’s songs on the wireless while I was writing this exercise. As soon as he comes home he will ‘phone you. Did you not shut the doors before you went to bed? When I go to Berlin I shall visit your uncle. As they were not at home we put the letter in the letter-box. It was snowing as we drove to the station. He speaks German, French, English and Italian,

1 To go (in a vehicle), fahren (by, mit).
although he has never been in these countries. They worked until it was quite dark. When the maid came to the door the man asked for bread and tea. We went by boat across the lake, although it was quite dark.

LESSON XVI
OTHER PRONOUNS

We must now learn the remaining personal pronouns:

1st Personal Pronoun

|          | Singular     |   |  Plural
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>ich</td>
<td>I</td>
<td>wir</td>
</tr>
<tr>
<td>Acc.</td>
<td>mich</td>
<td>me</td>
<td>uns</td>
</tr>
<tr>
<td>Dat.</td>
<td>mir</td>
<td>to me</td>
<td>uns</td>
</tr>
</tbody>
</table>

2nd Personal Pronoun

|          | Singular     |   |  Plural
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>du</td>
<td>thou</td>
<td>Sie</td>
</tr>
<tr>
<td>Acc.</td>
<td>dich</td>
<td>thee</td>
<td>Sie</td>
</tr>
<tr>
<td>Dat.</td>
<td>dir</td>
<td>to thee</td>
<td>Ihnen</td>
</tr>
</tbody>
</table>

He has told (to) me. Er hat mir gesagt.
He saw us. Er sah uns.
They saw you. Sie sahen Sie.
She gives (to) us a book. Sie gibt uns ein Buch.
Nobody saw me, but everybody saw you. Niemand sah mich, aber jedermann sah Sie.

Indefinite Pronouns

1. Man is a very useful word corresponding to the English one, we, they, people, you, used indefinitely and not referring to any particular person:

Man hat es mir gesagt. People have told me (or I have been told).

1 See footnote, p. 83.
2 These forms are the real plural of du.
OTHER PRONOUNS

Man can only be used in the nominative. In other cases the following pronoun is used.

2. Einer refers indefinitely to a single person or thing:

Einer meiner Freunde, one of my friends.
Ich gehe zu einem Restaurant, wo die Kellner einen schnell bedienen. I go to a restaurant where the waiters serve one quickly.

The English one is untranslated in German after an adjective:

Ich habe keine Feder. Haben Sie eine? I haven’t a pen.
Hier ist eine gute. Here is a good one.

3. Keiner, niemand. Both mean none, no one, nobody, and keiner also none in speaking of things:

Ich habe kein Brot, und du hast auch keines. I have no bread and you have none also.
Niemand (keiner) hat uns gesehen. Nobody saw us.

Note. Both einer and keiner are declined like welcher or dieser. Niemand takes -s or -es in the genitive, and may (but need not) take -en in the accusative and -em in the dative. In this respect it is just like jemand, which follows.


5. Wer means he who, whoever, and sends the verb to the end:

Wer das gesagt hat, liigt. He who (whoever) said that is lying.


7. Welcher, some, any.

Ich habe keinen Zucker. Haben Sie welchen? I have no sugar. Have you any?
Hast du kein warmes Wasser? Hier ist welches. Haven you any warm water? Here is some.
Indefinite Adjectives or Pronouns

The following may be used either as adjectives or pronouns:

all, all (1)  manch-, mancher, some, many,
ander-, ander, other (2)  many a
beide, both  mehr, more
ein bischen, a (very) little  mehrere, several
ein paar, a few  viel, much; (plur.), many (4)
eine, some, any (plur.)  wenig, little; (plur.), few (4)
etwas, some, any (sing.)  keiner von beiden, neither
jeder, each, every, each one  ein paar = einige (plur.)
genug, enough (3)

deutlich, very

das, the (it may even replace the definite article, which or that after alles is rendered by was.

All the may be translated by 'all' with the proper ending or by 'all' + article Before words like his, my, this, etc. 'all' need not take an ending:

All = the whole of = der ganze:

Die ganze Stadt.  All the town.

2. Other = different, ander-.  
Other = additional, noch (ein).

Dieses Buch ist nicht sehr gut.  Haben Sie ein anderes?
This book is not very good.  Have you another one?
Hier sind nur zwei Bücher.  Haben Sie noch eines? Here
are only two books.  Have you another (one)?

3. Genug usually follows the noun:

Haben wir Zucker genug?  Have we enough sugar?

4. In the singular viel and wenig need not take an ending.  A little = ein wenig.
OTHER PRONOUNS

Vocabulary

die Mahlzeit, meal  
das Frühstück, breakfast  
das Mittagessen, lunch  
das Abendessen, dinner  
der Kaffee, coffee  
das Brötchen, roll  
die Butter, butter  
der Käse, ¹ cheese  
die Milch, milk  
die Suppe, soup  
der Wein, wine  
das Bier, beer  
die Torten, cake  
der Teller, plate  
die Kanne, pot  
der Speiseschrank, food-cup-board, larder

die Kartoffel, potato  
die Karotte, carrot  
die Bohne, bean  
die Erbse, pea  
das Eis, ice (cream)  
das Bonbon (—s, —s), sweet  
die Sahne, cream  
die Kirsche, cherry  
die Apfelsine, orange  
die Banane, banana  
die Zitrone, lemon  
das Messer, knife  
der Löffel, spoon  
die Tasse, cup  
die Dose, bowl, basin, tin  
plücken, pluck, gather, pick

Exercise 46


¹ 2nd Declension.
² noch einige (plur.), noch etwas (sing.), some more.

Exercise 47

People drink more tea in England. Have you any coffee in the larder? Yes, I have a little. If you haven't enough books I have another one here. Our uncle gave us some sweets and oranges. I like oranges. The huntsman drank another glass of wine. There are some more potatoes in the garden, if you have not enough here. The Spanish girls were picking oranges and lemons, and they gave us some. Have you any milk or cream? The breakfast at the "Blue Cow" was fairly cheap, but the lunch at the "Red Lion" was very dear, and they gave us no coffee. I do not like cheese. Is there any more sugar in the basin? The waiter has brought me another knife, as this one is dirty. For (zum) dinner we shall have cherries and bananas with cream. The waiter will bring you some more soup. Everybody was tired but nobody went to bed. All his friends are in America. A few sheep were in the field. He speaks a (very) little German, but no Spanish. Who has eaten all the cherries?

LESSON XVII

AUXILIARIES OF MOOD—THE IMPERATIVE

There are six very important little verbs that now claim attention. They are generally used along with the Infinitives of other verbs, and so are called Auxiliaries.

1 Of in such expressions is omitted.
Since they tell us something about the mode or manner in which an action is to be done, they are often called the Auxiliaries of Mood. You have already come across three of them in your reading.

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Imperfect</th>
<th>Past Part.</th>
<th>Pres. Ind.</th>
</tr>
</thead>
<tbody>
<tr>
<td>to dare or to be permitted</td>
<td>dürfen</td>
<td>durfte</td>
<td>gedurft</td>
</tr>
<tr>
<td>to be able</td>
<td>können</td>
<td>konnte</td>
<td>gekannt</td>
</tr>
<tr>
<td>to like</td>
<td>mögen</td>
<td>mochte</td>
<td>gemocht</td>
</tr>
<tr>
<td>to be obliged to</td>
<td>müssen</td>
<td>musste</td>
<td>gemusst</td>
</tr>
<tr>
<td>to owe to, to be to</td>
<td>sollen</td>
<td>sollte</td>
<td>gesollt</td>
</tr>
<tr>
<td>to be willing, to wish</td>
<td>wollen</td>
<td>wollte</td>
<td>gewollt</td>
</tr>
</tbody>
</table>

There is little difficulty in dealing with these verbs, as they are good-natured enough to be very regular. The Present Indicative of each is given below. You will observe that the plural is always the same as the Infinitive:

1. ich darf, I may kann, I can mag, I may
2.  
du darfst kannst magst
3. er darf kann mag
1. wir dürfen können mögen
2. ihr dürft könnt mögt
3. sie dürfen können mögen
1. ich muss, I must soll, I am to will, I will
2. du musst sollst willst
3. er muss soll will
1. wir müssen sollen wollen
2. ihr müsst sollt wollen
3. sie müssen sollen wollen

For the other tenses these verbs are treated exactly like ordinary verbs. Thus the Perfect of müsen is ich habe gemusst = I have musted, i.e. I have been obliged to. But when these verbs are used with the Infinitive of another verb they take the form of the Infinitive

\[1 \text{ The student is advised to avoid the use of mögen at this stage. Mögen also means to like.} \]
instead of the Past Participle in the Perfect tenses. Thus "I have been obliged to wait" runs ich habe warten müssen.

The Imperative

When we order or command we are said to use the Imperative mood. Tanzen is to dance, tanze is the order dance! if given to one person, tanzet if to more than one person. These two forms are used only in addressing near relations, intimate friends and children.

The ordinary form of the Imperative, both in speaking to one person and to several persons, is tanzen Sie!

<table>
<thead>
<tr>
<th>Singular (familiar)</th>
<th>Plural (familiar)</th>
<th>Singular and Plural (ordinary or polite form)</th>
</tr>
</thead>
<tbody>
<tr>
<td>suche (familiar)</td>
<td>suchet</td>
<td>suchen Sie</td>
</tr>
<tr>
<td>lege</td>
<td>leget</td>
<td>legen Sie</td>
</tr>
<tr>
<td>arbeite</td>
<td>arbeitet</td>
<td>arbeiten Sie</td>
</tr>
<tr>
<td>antworte</td>
<td>antwortet</td>
<td>antworten Sie</td>
</tr>
</tbody>
</table>

Geben Sie mir ein Buch! Give me a book.
Senden Sie ihr den Vogel! Send her the bird.

Let us go. Lass uns gehen!
Wir wollen gehen.

See also p. 135.

Vocabulary

der Zug, train  
der Omnibus, 'bus  
die Elektrische tram  
die Strassenbahn  
die Tankstelle, petrol station  
das Benzin, petrol  
das Motorrad, motor-cycle  

das Rad, wheel (bike)  
die Hupe, horn  
die Bremse, brake  
die Einbahnstrasse, one-way  
street  
eine Radfahrt machen, a cycle-ride  

eine Autofahrt, motor-ride

1 It all depends on whom we are addressing:
Lass uns gehen! (du).
Lassen Sie uns gehen! (Sie).
Lasst uns gehen! (ihr).

2 Similarly with Autofahrt, Bootsfahrt.
AUXILIARIES OF MOOD

zu Fuss gehen ¹  
mit dem Zug fahren ²

versäumen, to miss  
platen, to burst

*steigen, to mount, climb  
*halten, to stop

in Ordnung, in proper order  
parken, to park (vehicle)
das Parken ist verboten, parking is forbidden

überholen, to overtake  
scheinen, to shine, to seem

langsam, slow, slowly  
fern, to hurry

sonst, otherwise  
fragen, to ask
der Weg, way

böse, bad

eine Bootfahrt, a boat trip  
die Taxe, taxi

gleich, immediately  
rückwärts, backwards

gut, good or well  
besteigen, to board

winken, to beckon, signal  
*verlassen, to leave

*rufen, to call, shout

das Fahrrad, bicycle  
auf dem Fahrrad fahren, to cycle

Rad fahren, to cycle  
das Flugzeug, aeroplane
der Reifen, tyre

der Verkehrsschutzmann, traffic policeman

Exercise 48


¹ Gehe strictly speaking is to walk, and when a vehicle is mentioned or implied, fahren should be used.
² To travel by a vehicle is in German to drive with.

Exercise 49

You can go to Berlin if you want to. I am to visit the dentist this evening. May ² I smoke here? I will ³ take my dog for a walk in the park. He was to fly to Paris yesterday (= yesterday to Paris), but suddenly became ill. We had to walk home. As he could not speak German he took me with him. You are to go immediately to bed. German is spoken here (= one speaks here German). Shall ⁴ I buy some bread? You are to talk to (= to speak with) nobody. We could not see the aeroplane on account of the fog. May we go to the cinema this evening? We had to go by taxi. If the weather is warm you may bathe in the lake this afternoon (= this afternoon in the lake—always Time before Place). We want to see your cows and sheep. I cannot tell you (it). As my brother is unable to visit you, he is sending you a letter.

² To ask for = to demand, bitten um; = to inquire about, fragen nach.
³ May in questions and negative statements: use dürfen.
⁴ When shall has the meaning of am I to, use sollen.
Exercise 50

Take (= carry) this letter to the post. Let us go for a walk round the town. I have had to go to Berlin. She has had to learn Spanish. They have not been able to find your book. He is to leave London to-morrow (Time before Place!). Have you (du) been able to see this film? He would not (= did not want to) answer. My sisters had to go by air (= travel with the aeroplane). I cannot speak Swedish. Can she speak Dutch? We have not been able to send you many apples, as the summer has been too bad. We could not travel very quickly, on account of the fog. You can go by bus to the station. Will you sing us a song? I cannot sing, as I have a bad cold.

Exercise 51


1 I have had to may be rendered either by ich habe ... sollen or ich habe ... müssen. Sollen implies duty or obligation, müssen indicates necessity.

2 Recently it has become customary to address a waiter as Ober! or Herr Ober! (Oberkellner, strictly speaking, is the head waiter, but in calling a waiter this form of flattery is adopted.)

3 Notice that in such expressions, where the English of is omitted, a masculine or neuter noun does not take the plural form. A feminine noun does, e.g.

zwei Flaschen Wein, two bottles of wine (die Flasche, bottle).
LESSON XVIII

SEPARABLE AND INSEPARABLE VERBS

I. The Separable Prefix

In English we have the word *upset*. This is composed of two separate words, *up* and *set*. But we cannot separate these words without changing the meaning of the whole. *Set up* means something very different from *upset*.

Now in German we have two kinds of verbs made up of a verb and another word. To the first class belong what are called separable verbs, because the two parts can be separated; the others are called inseparable, because the two parts must always be kept together.

The peculiarities of separable verbs are these:

1. In the Present and Imperfect Indicative and in the Imperative the separable little word is taken away from the front of the verb and put at the end of the sentence. Thus, *zurückkommen* means *to come back*; so we have the sentence, *da kamen wir nach London zurück*. In the same way, *kommen Sie zurück* means *come back*.

2. In the Past Participle and in the Infinitive the *ge-* and *zu-* are put between the two parts of separable verbs, *losgelassen* and *zurückzukommen*. *Er wünschte zurückzukommen* = *he wished to come back*.

3. In pronouncing the word more stress is laid upon the separable part, thus: *zurück‘kommen*, *los‘lassen*.

Here are some separable verbs to practise on:

*ankommen, to arrive
einsteigen, to get in (vehicle)
aufstehen, to get up
wegnehmen, to take away
*ausehen, to go out
*abreisen, to set out
*fortfahren, to go on
zumachen, to shut

It is to be noted that separable verbs do not separate their prefix unless in *independent sentences*. *I come back soon* = *ich komme bald zurück*. But for "*if I come back soon*" we write, *wenn ich bald zurückkomme*. 
2. The Inseparable Prefix

The very fact that certain verbs are called *separable* leads us to expect that certain other verbs are called *inseparable*. Those inseparable verbs are made up of two parts just like the separable, but the prefixes are never separated from the rest of the verb. The prefixes that cannot be separated from the rest of the verb are: be-, emp-, ent-, er-, ge-, hinter-, miss-, ver-, voll-, wider-, zer-.

*behalten, to keep*  
*hinterlassen, to leave*  
*empfangen, to receive*  
*missfallen, to displease*  
*entscheiden, to decide*  
*vollbringen, to accomplish*  
*erschrecken, to be frightened*  
*widerstehen, to resist*  
*(vor, at) gebrauchen, to use, to employ*  
*zerbrechen, to break*

Besides the quality which gives them their name—that of retaining the prefixes joined to the verb in all cases—these inseparable verbs have the following three characteristics:

1. They do not admit of the prefix ge- in the Past Participle. We say *ich habe vergessen* (not *gever-gessen*).
2. The zu of the Infinitive is put before the prefix: as *zu misshandeln*.
3. The accent is placed not on the prefix but on the root part of the verb.

3. Some Special Cases

There are four prefixes—durch-, über-, unter- and um,—that give a good deal of trouble, because they are sometimes separable and sometimes inseparable.

The test is: Does the preposition have its usual meaning along with the verb? If it has, the compound is a separable verb; if it has not, the compound is an inseparable verb. *Umgehen may mean “to go about,”*
Teach Yourself German

"to lounge about," "to go round." In these cases um-
has clearly retained its ordinary meaning, so it is separ-
able. I go about with my neighbour = ich gehe mit
meinem Nachbar um, i.e. I associate with him. But
umgehen also means to elude, to avoid. Here um-
has not its literal meaning: it is used figuratively, so
the verb is inseparable. I avoid it = ich umgehe es.

In actual speech the separable forms accent the durch-
über-, unter- and um-, the inseparables accent the root
of the verb. Thus: übersetzen = to set over; über-
se'tzen = to translate.

The inseparables form one class of verbs that do not
have ge- in the Past Participle. There is another, and
rather an important class. If any new verb comes into
English we at once make it into a regular verb by adding
-ed for both Past and Past Participle: Telegraph, tele-
graphed, telegraphed. The Germans just as naturally
make the verb end in -ieren and we have telegraphieren,
telegraphierte, telegraphiert; so with telephone: tele-
phonieren, telephonierte, telephoniert. Most new German
verbs, especially those derived from the classical languages
and from the French, end in -ieren; and all German verbs
ending in -ieren have no ge- in the Past Participle, and
have the ordinary -te in the Past: studieren, studierte,
studiert = to study; marschieren, marschierte, mar-
schiert = to march. The reason for the omission of the
gene is that in these verbs, and in inseparable verbs, the
first syllable is not accented.

Notice carefully the order of the separable prefix:

Ich gehe jeden Tag aus.  I go out every day.
Ich ging " aus.        I went out every day.
Ich bin ausgegangen. I have been out every day.
Ich werde ausgehen.  I shall go out every day.
Ich will ausgehen.    I want to go out every day.
Ich wünsche auszugehen. I desire to go out every day.
Da ich ausging.    As I went out every day.
The Particles Hin and Her

These particles are frequently added to form a compound with the verb or with a separable prefix in order further to define the direction.

Hin expresses a direction away from the point of view, her a movement towards it. Everything depends on the point from which we "project" the description. For instance, if we describe a man walking along the street and say he entered a house, we may take the point of view of the man in the street and say hin, or the point of view inside the house and say her.

These particles are very important and should be constantly studied and practised.

Note the following:

(Kommen Sie) herein! Come in! (Einkommen is to come in, enter.)
Gehen Sie hinaus! Go out! (Ausgehen, to go out.)
Wir gingen die Strasse hinauf. We went up the street.
Er kam die Strasse herunter. He came down the street.

It follows that a person going anywhere will himself say hin, as he must be going to a place away from him, and a verb like kommen usually takes her.

The English there and where

These particles are often used to complete the sense of direction, a fine point that is often lacking in English. The words there and where are therefore dort (da) or dorthin (dahin), wo or wohin, according as the meaning is there (in that place) or thither (to that place), or where (in what place) or whither (to what place):

Wohin gehen Sie (Wo gehen Sie hin)? Where are you going?
Wo ist das Buch? Where is the book?
Er ging dorthin. He went there.
Er steht dort. He is standing there.
Er legte das Buch hin. He put the book down.
Der Junge fiel hin. The boy fell (down).
das Gepäck, luggage
der Träger, porter
der Gepäckraum, cloak-room
der Erfrischungsraum, refreshment-room
der Schaffner, guard
die Lokomotive, engine
der Wagen, carriage
das Abteil, compartment
das Raucherabteil, smoking compartment
das Nichtraucherabteil, non-smoking compartment
der Schalter, ticket-office
die Rolltreppe, escalator
die Karte, ticket
die Bahnsteigkarte, platform ticket
die Rückfahrkarte, return (ticket)
die Verbindung, connection
der Speisewagen, dining-car
*lassen, to leave (thing)
*verlassen, to leave (person or place)
frei, free, vacant
besetzt, occupied, taken
abholen, to meet (from the station)
*fahren, to run (of trains)
*pfeifen, to whistle
rechtzeitig, punctual (ly)
Einsteigen! Take your seats, please!
*zurückgehen, to go back, return
*lesen, to read
sonst, otherwise
der Automat, ticket-machine
der Gepäckwagen, luggage-van
der Platz, place, seat
der Abort, lavatory
der Gang, corridor
das Netz, rack
der Ausgang, exit
der Wartesaal, waiting-room
der Bürcherstand, bookstall
der Bahnsteig, platform
das Trinkgeld, " tip "
der Koffer, suit-case
das Kofferschen, attaché-case
der D-Zug, through train
der Zuschlag, extra (charge)
der Schlafwagen, sleeping-car
der Aufenthalt, stop
der Fahrplan, timetable
der Schnellzug, fast train
der Eckplatz, corner-seat
*eintreten, to enter
*einstiegen, to enter (vehicle)
hinauslehnen, to lean out
*ankommen, to arrive
*abfahren, to leave, depart
*aussteigen, to alight
*umsteigen, to change
holen, to fetch
versäumen, to miss
verspätet, delayed, late
zeigen, to show
furchtbar, terribly
Alles umsteigen! All change!
*rückkommen, to come back, return
gähnen, to yawn
hinsetzen, to put down

Exercise 52

Müllers¹ wollten nach Köln fahren. Sie suchten einen Schnellzug im Fahrplan. Ihr Gepäck war ganz fertig.

¹ The Müllers.

Exercise 53
Give me three singles for (nach) Stettin, please! Do not lean out of the window! Porter, take my luggage to the fast train for Cologne, please. Driver (Taxi), drive quickly to the station, otherwise I shall miss the

1 Aix-la-Chapelle.
2 Entlang, along, follows the noun in the accusative.
train for Coblenz (Koblenz). Must I change in Aix-la-Chapelle? I left the house at half-past six. All the seats were occupied. We returned last Monday to Berlin. Is there (omit there) a seat vacant for me? The through-train leaves at 9.30. Aunt Marie met her at (von) the station. Did you miss the connection at Kassel? A tall man entered the room and spoke to me. I have left my hat in the dining-car. If you travel by this fast train you will have to pay extra. Put your case down. Where are you going? Where have you put your gloves? Where are the tickets?

LESSON XIX
CARDINAL NUMBERS

We have already had the numbers from one up to twenty. Now we must have the others. Old-fashioned people among ourselves still say five-and-twenty for 25. This is the regular way in German.

21 einundzwanzig 50 fünfzig
22 zweiundzwanzig 53 dreundfünfzig
23 dreiundzwanzig 60 sechzig (note the s omitted)
24 vierundzwanzig 64 vierundsechzig
25 fünfundzwanzig 70 siebzig
26 sechzehn 
27 siebenundzwanzig 75 fünfundsiebzig
28 achtundzwanzig 80 achtzig
29 neunundzwanzig 90 neunzig
30 dreissig 97 siebenundneunzig
31 einunddreissig 100 hundert
40 vierzig 101 hundred und eins
42 zweiundvierzig 102 hundred und zwei

The hundreds go quite regularly, zweihundert, dreihundert, vierhundert, and so on. So with the thousands: Tausend = 1 000, zweitausend = 2 000, dreitausend = 3 000, etc. In a general way a hundred and a thousand
ORDINAL NUMBERS

are simply hundert and tausend without the ein. But if we want to speak of one hundred or one thousand we say einhundert and eintausend (one word in each case) respectively. A million is eine Million (with accent on the on).

Here follow some examples of big numbers expressed in words:

123 = hundert dreundzwanzig.
947 = neunhundert siebenundvierzig.
304 = dreihundert und vier.
1032 = (ein) tausend zweiunddreissig.
1870 = (ein) tausend achthundertsiebzig or achtzehnhundert (und) siebzig.
1900 = (ein) tausend neunhundert or neunzehnhundert.
1563825 = eine Million fünfhundertdreundsechzigtausend achtundzwanzig.

Hundert and tausend when used alone (i.e. not as adjectives) are regarded as nouns, and form their plural nominative and accusative by adding -e and dative by adding -en.

The simple arithmetical processes are as follows:

\[
\begin{align*}
\text{zweimal drei ist sechs} & \quad = 2 \times 3 = 6 \\
\text{drei und vier ist sieben} & \quad = 3 + 4 = 7 \\
\text{neun geteilt durch drei ist drei} & \quad = 9 \div 3 = 3 \\
\text{dreissig weniger zwanzig ist zehn} & \quad = 30 - 20 = 10
\end{align*}
\]

ORDINAL NUMBERS

The numbers we have been dealing with up till now are called cardinal numbers, because all other numbers hinge upon them—cardo, cardinis, being Latin for a hinge. But we sometimes want to express the order in which things occur, and then we use what are called the ordinal numbers—first, second, third, fourth, fifth, sixth, etc. You note that the first three end differently from all the rest. Just as we make a cardinal number into an ordinal by adding -th, so the Germans do the same thing by adding -te. Thus vierte, fünfte, sechste, and so
on up to neunzehnte. 1st and 3rd are irregular, erste and dritte; 2nd is quite regular, zweite.

From 20 onwards all the numbers add -ste: 20th = zwanzigste; 90th = neunzigste; 100th = hundertste; 1,000th = tausendste.

But if a large number ends with a German number between one and nineteen inclusive it ends in -te: 112th = hundertundzwolfte; 1,010th = tausendundzehnte.

The -te or the -ste are the ordinary endings of adjectives, and only the parts of numbers which have these terminations are declined.

Er has chosen the 101st man. Er hat den hundertundersten Mann gewählt.
His fifth attempt, sein fünfter Versuch.

There are certain very useful terminations used in connection with numbers:

1. -erlei when added means of so many kinds: zweierlei, dreierlei, achterlei, hunderterlei = of two kinds, of three kinds, of eight kinds, of a hundred kinds respectively; allerlei = of all kinds; vielerlei = of many kinds.

2. -mal means so many times: einmal = once; fünfmal = five times; zehnmal = ten times; tausendmal = a thousand times.

3. -fach means so many fold: einfach = onefold (it also means simple); vierfach = fourfold; hundertfach = a hundredfold.

4. -ns when added to the ordinal numbers gives meanings corresponding to our "-ly" in numbers: erstens = firstly; zweitens = secondly; sechstens = sixthly, and so on.

5. -tel when added to the ordinals gives the forms corresponding to our fractions: das Drittel = the third; das Viertel = the fourth; das Sechstel = the sixth.

For anything above 19 the ending is -stel: das Dreissigstel. $\frac{1}{3}$ = drei Viertel; $\frac{1}{5}$ = fünf Siebentel; $\frac{1}{10}$ = drei-zehn Zwanzigstel.
In order to deal with dates we must learn the names of the days of the week and the months of the year.

Das Jahr = the year; der Monat = the month; die Woche = the week.

<table>
<thead>
<tr>
<th>January</th>
<th>Januar</th>
<th>May</th>
<th>Mai</th>
<th>September</th>
<th>Septem'ber</th>
</tr>
</thead>
<tbody>
<tr>
<td>February</td>
<td>Februar</td>
<td>June</td>
<td>Juni</td>
<td>October</td>
<td>Okto'ber</td>
</tr>
<tr>
<td>March</td>
<td>März</td>
<td>July</td>
<td>Juli</td>
<td>November</td>
<td>Novem'ber</td>
</tr>
<tr>
<td>April</td>
<td>April'</td>
<td>August</td>
<td>August'</td>
<td>December</td>
<td>Dezem'ber</td>
</tr>
<tr>
<td>Sunday</td>
<td>Sonntag</td>
<td>Tuesday</td>
<td>Dienstag</td>
<td>Thursday</td>
<td>Donnerstag</td>
</tr>
<tr>
<td>Monday</td>
<td>Montag</td>
<td>Wednesday</td>
<td>Mittwoch</td>
<td>Friday</td>
<td>Freitag</td>
</tr>
<tr>
<td>Saturday</td>
<td>Samstag</td>
<td>or Sonnabend</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Our English way of saying of a Sunday or on Sundays is represented in German by merely adding an -s to the day of the week we refer to.

*On* before a day of the week is translated an *dem*, contracted into *am*:

- am Samstag = on Saturday;
- am Sonntag = on Sunday.

The words for the months and days are all masculine in German, as are also the words for the four seasons.

- Spring, der Frühling
- Summer, der Sommer
- Autumn, der Herbst
- Winter, der Winter

*In* before a month or a season is translated by in *dem*, contracted into in *im*:

- im Juli = in July;
- im Frühling = in spring.

But if we express a particular day of the month we use *am*. Thus:

- On the 5th of November, am fünften November.
- On the 18th of June in the year 1815, am achttzehnten Juni im Jahre achtzehnhundert fünfzehn.

Dates are also expressed by the accusative of the article without a preposition, as:

- den vierten Juli = on the 4th of July.

The hours of the day are represented by a numeral and the feminine word Uhr always in the singular: *xi* o'clock
TEACH YOURSELF GERMAN

= elf Uhr; 4 o'clock = vier Uhr. We know that auf means direction towards and nach means after, so we are not surprised to find that ein Viertel auf sechs and ein Viertel nach fünf mean the same thing: a quarter past five. Scottish students will recognise an old friend in the phrase halb vier = half-four: this means half towards four, and therefore means half-past three. The most usual way with minutes is to use the number with nach up to the half-hour past, and the number with vor from the half-hour up to the next hour. Thus: 4.25 p.m. will be nachmittags um fünfundzwanzig Minuten nach vier; 4.35 a.m. will be morgens um fünfundzwanzig Minuten vor fünf. When anything is done at a certain time we use the preposition um, as um zehn Uhr = at 10 o'clock. The question, What o'clock is it? is put Wievel Uhr ist es?

The student should endeavour to get into touch with a German living in Germany who would be willing to correspond with him. This gives an added interest to his studies and by correcting each other's mistakes the correspondence can be beneficial to both sides.

How to begin a letter:

(Die Adressen):

Die Adresse) (Die Anschrift):

Lieber Karl! Mein lieber Heinrich! Liebe Kathi! Meine liebste Ottile!

(Den 15. Juli 1938.

Dear Charles,

My dear Henry,

Dear Kathleen,

My dearest Ottile,

Not so intimate:

Lieber Herr Klein! Liebe Frau Schmidt! Sehr geehrtes Fräulein Braun! Geehrter Herr Doktor!

Dear Mr. Small,

Dear Mrs. Smith,

Dear Miss Brown,

Dear Doctor ——

Besten (Schonen) Dank für Ihren Brief (Ihre Karte) vom 3. März. Many thanks for your letter (card) of the 3rd March.
Ich lege Ihnen hiermit ein neues Bild von mir (von meinem Haus, von meinem Hund) bei. I enclose a new photo of myself (of my house, my dog).

How to end a letter:

Mit schönem Gruss an Sie und Ihre werte Frau, with best wishes to you and your wife.
Meine Schwester lässt Sie herzlich grüssen, my sister sends you her kind regards.
Mit den freundlichsten Grüssen, with sincerest wishes.
In der Hoffnung, bald im Besitz Ihrer Antwort zu sein. Hoping to get your answer shortly.

Ihr (Stets Ihr),
N.
Yours truly (sincerely),
N.

More formal and business-like:

Hochachtungsvoll,
J. B.
Yours faithfully,
J. B.

b.w. l = bitte wenden l = P.T.O.
N.S. (or P.S.) = P.S.

How to address the envelope:

Herrn O. Hasenwinkel,
Recklinghausen,
Kellerstrasse 13.

Fraulein Ottilie Weissdorn,
bei Herrn Dr. Leineweber,
Rostock,
Wilhelmstr. 10.

Bitte nachsenden! Please forward.
Eilt sehr! Urgent!
Wenn unbestellbar, zurück an N. In case of non-delivery, please return to N.
Exercise 54

Write in full or read quickly:

(a) \[ 2 \times 3 = \]
\[ 4 \times 5 = \]
\[ 5 \times 6 = \]
\[ 7 \times 3 = \]
\[ 11 \times 11 = \]
\[ 27 \div 3 = \]
\[ 81 \div 9 = \]
\[ 44 \div 4 = \]
\[ 121 \div 11 = \]
\[ 250 \div 50 = \]

(b) Um
\[ 9.0 \]
\[ 2.45 \]
\[ 11.10 \]
\[ 5.45 \]

(c) \[ \frac{1}{6}, \frac{2}{6}, \frac{5}{6}, \frac{1}{3}, \frac{5}{8}, \frac{9}{8}; \]

1st, 2nd, 6th, 8th, 7th, 11th, 12th, 18th, 24th, 17th, 30th, 29th, 100th, 1000th.

LESSON XX

COMPARISON

When we compare two things in English we are said to use the **Comparative** degree of the adjective. I am stronger than you: here *stronger* is the Comparative, and is clearly formed by merely adding *-er* to the ordinary form of the adjective. In German we do exactly the same. Stark means *strong*, and we have already used stärker for *stronger*. Ich bin stärker als Sie = I am stronger than you. In addition to adding *-er*, however,
the Germans (in the case of monosyllables) generally modify the vowel if it happens to be a, o, or u.

When more than two things are compared, we use what is called the Superlative degree of the adjective. This is indicated in English by the ending -est, as in strongest; the German ending is practically the same as in English; it is -st. Thus: strongest should be stärkst, but since the Superlative is always used with the article or some demonstrative word it never in practice ends baldly in -st, but must have the usual termination of an adjective used attributively.

Der stärkste Mann, the strongest man.
Mein stärkster Freund, my strongest friend.
Dieser Mann ist am stärksten, this man is strongest.

When an adjective ends in d, t, s, ss, sch or z, or a vowel, there is an e put in before the st, making it exactly like English: hart = hard; härtest = hardest; treu, faithful, treuest, most faithful.

The ordinary form of the adjective is called the Positive; so we have the following table drawn up under three heads:

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>poor</td>
<td>ärmer</td>
<td>(der or die or das) ärmste</td>
</tr>
<tr>
<td>old</td>
<td>älter</td>
<td>älteste</td>
</tr>
<tr>
<td>broad</td>
<td>breiter</td>
<td>breiteste</td>
</tr>
<tr>
<td>stupid</td>
<td>dürmer</td>
<td>dümme</td>
</tr>
<tr>
<td>noble</td>
<td>edler</td>
<td>edelste</td>
</tr>
<tr>
<td>early</td>
<td>früher</td>
<td>frühest</td>
</tr>
<tr>
<td>bad</td>
<td>schlechter</td>
<td>schlechteste</td>
</tr>
<tr>
<td>brave</td>
<td>tapfer</td>
<td>tapfenste</td>
</tr>
</tbody>
</table>

You will note that adjectives ending in -el, -en, -er leave out the e in the Comparative. The -er and the -en adjectives may keep the e, but the -el ones usually drop it. The best plan is to drop it always in all three cases, and thus save confusion.
The following one-syllabled adjectives do not take the Umlaut in comparison:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>false</td>
<td>falsch</td>
<td>falscher</td>
</tr>
<tr>
<td>happy</td>
<td>froh</td>
<td>froher</td>
</tr>
<tr>
<td>clear</td>
<td>klar</td>
<td>klarer</td>
</tr>
<tr>
<td>thin</td>
<td>schlank</td>
<td>schlanker</td>
</tr>
<tr>
<td>flat</td>
<td>flach</td>
<td>flacher</td>
</tr>
<tr>
<td>bald</td>
<td>kahl</td>
<td>kahler</td>
</tr>
<tr>
<td>round</td>
<td>rund</td>
<td>runder</td>
</tr>
<tr>
<td>proud</td>
<td>stolz</td>
<td>stolzer</td>
</tr>
<tr>
<td>full</td>
<td>voll</td>
<td>voller</td>
</tr>
<tr>
<td>true</td>
<td>wahr</td>
<td>wahrer</td>
</tr>
<tr>
<td>tender</td>
<td>zart</td>
<td>zarter</td>
</tr>
</tbody>
</table>

In German, as in all languages, some of the commonest adjectives are quite irregular. The following list should be learnt thoroughly:

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>gut</td>
<td>besser (der or die or das) beste</td>
</tr>
<tr>
<td>great</td>
<td>gross</td>
<td>grösser</td>
</tr>
<tr>
<td>high</td>
<td>hoch 1</td>
<td>höher</td>
</tr>
<tr>
<td>near</td>
<td>nahe</td>
<td>näher</td>
</tr>
</tbody>
</table>

1 When an e follows, the c is always omitted:

- Ein hoher Baum, a tall tree.
- Ein höherer Baum, a taller tree.
COMPARISON

It is plain that the am besten form is used when there is really no comparison with other things in the same sentence. It states that the quality of the adjective exists in the highest degree in the subject of the sentence. In this form there is no noun implied as following the adjective, whereas in the der beste form there is an implied noun: der gerade Weg ist der beste (Weg).

There are three kinds of comparison, each of which deserves attention:

1. Comparison indicating equality: this is expressed by (eben) so ... wie.
   
   I am as good as you. Ich bin so gut wie Sie.
   
   The boy was as brave as his father. Der Knabe war ebenso tapfer wie sein Vater.

2. Comparison involving inferiority in respect of the quality indicated by the adjective. In this case we use the form nicht so ... wie; i.e. the eben is omitted.
   
   You are not so bad as she. Sie sind nicht so schlecht wie sie.
   
   He is not as clever as his sister. Er ist nicht so geschickt wie seine Schwester.

3. Comparison involving superiority in respect of the quality indicated by the adjective. This is the commonest form, and is expressed by the ordinary comparative followed by als.
   
   The son was stronger than his father. Der Sohn war stärker als sein Vater.

4. When two adjectives refer to the same subject, the form with mehr is usual:

   He is more sly than clever. Er ist mehr schlau als klug.
   
   The peculiar expression, the so-and-so the so-and-so, is expressed in German by je ... desto or je ... je.

   The older a man is the wiser he is. Je älter ein Mann ist, desto klüger ist er.

   Note the construction; je requires the verb to be thrown to the end, desto requires inversion of verb.
TEACH YOURSELF GERMAN

The more the better, je mehr desto besser.
The longer the better, je länger je lieber.

When there is only one the with the comparative it is rendered by desto or um so.
The better for you, desto besser für Sie, or um so besser für Sie.

The Adverb

Many adverbs (saying how a thing is done) have the same form as the corresponding adjectives, e.g.:

Das Mädchen ist schön. The girl is beautiful.
Das Mädchen schreibt schön. The girl writes beautifully.

The Comparison of the Adverb

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>soon</td>
<td>eher or früher</td>
<td>am ehesten</td>
</tr>
<tr>
<td>willingly</td>
<td>lieber</td>
<td>am liebsten</td>
</tr>
<tr>
<td>much</td>
<td>mehr</td>
<td>am meisten</td>
</tr>
<tr>
<td>little</td>
<td>weniger</td>
<td>am wenigsten</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There is another absolute form, aufs beste:

Sie sang aufs beste. She sang as best she could.

Four irregular adverbs are worth learning here:

Vocabulary

The more the better, je mehr desto besser.
The longer the better, je länger je lieber.

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The Comparison of the Adverb

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</tr>
</thead>
<tbody>
<tr>
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There is another absolute form, aufs beste:

Sie sang aufs beste. She sang as best she could.

Four irregular adverbs are worth learning here:

Vocabulary

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The more the better, je mehr desto besser.
The longer the better, je länger je lieber.

When there is only one the with the comparative it is rendered by desto or um so.
The better for you, desto besser für Sie, or um so besser für Sie.

The Adverb

Many adverbs (saying how a thing is done) have the same form as the corresponding adjectives, e.g.:

Das Mädchen ist schön. The girl is beautiful.
Das Mädchen schreibt schön. The girl writes beautifully.

The Comparison of the Adverb

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</tbody>
</table>
Exercise 55

From the following "skeletons" make up comparisons, thus:

Die Maus, klein, der Hund.
Die Maus ist kleiner als der Hund.


Exercise 56


1 Grammatically, seine should be used, but ihre is more common with das Mädchen and das Fräulein.
Exercise 57

The more industriously he works, the less he learns. The water is colder to-day than yesterday. It is getting (werden) darker. It was getting slowly lighter (brighter). Otto is tall, Konrad is taller, and Wilhelm is the tallest. Marie sings more sweetly than her sister. Are you as lazy as your brother? This boy does not look as clever as his brother. The longer we wait here the darker it will be when we go back home. I have very little, she has less and her cousin (girl) has least. The dog is the most faithful. Is that knife sharper than this? I answered as best I could. I shall buy the biggest and sweetest apples. The teacher will give this book to the cleverest schoolboy.

LESSON XXI

POSSESSIVE AND CORRELATIVE PRONOUNS

In old-fashioned English we could say mine host, mine inn, mine enemy, but now we always say my. My, thy, our, their, her, your, always demand a noun to follow them, while mine, thine, ours, theirs, hers, yours, can do without a noun, but insist upon having a verb. My book, but the book is mine; your house, but this house is yours.

When the possessive is used as a pronoun it can be represented in two ways:

I. By—

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>meiner (m)</td>
<td>meine (f)</td>
</tr>
<tr>
<td>mein (all genders)</td>
<td>meines (n)</td>
</tr>
<tr>
<td>Dein Vater ist arm, meiner ist reich. Thy father is poor, mine is rich.</td>
<td></td>
</tr>
<tr>
<td>Das ist nicht sein Buch, es ist meines. That is not his book, it is mine.</td>
<td></td>
</tr>
</tbody>
</table>

These forms are treated exactly like ordinary adjectives used without any article.
2. By using the following form with the definite article:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>(der, die or das) meinige</td>
<td>mine</td>
</tr>
<tr>
<td>deinige</td>
<td>thine</td>
</tr>
<tr>
<td>seinige</td>
<td>his or its</td>
</tr>
<tr>
<td>ihrige</td>
<td>hers</td>
</tr>
<tr>
<td>unsrige</td>
<td>ours</td>
</tr>
<tr>
<td>eurige</td>
<td>yours</td>
</tr>
<tr>
<td>ihrige</td>
<td>theirs</td>
</tr>
</tbody>
</table>

The above is the form that is used in comparisons. You will gather its meaning from the following examples:

Ihr Haus ist älter als das unsrige. Your house is older than ours.
Mein Freund ist ebenso arm wie der seinige. My friend is as poor as his.
Unsere Strasse ist nicht so breit wie die ihrige. Our street is not so wide as theirs.
Ihre Zähne sind scharfer als die meinigen. Your teeth are sharper than mine.
Zu meinem Vater und dem seinigen. To my father and his.

From this last example it is clear that meinige and the rest are used just like ordinary adjectives with the definite article:

In unserer Stadt und in der Ihrigen. In our city and in yours.

Derjenige means that or the one, and may either go with a noun or stand alone. This is how it is declined; it is always written as one word:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masculine</td>
<td>Feminine</td>
</tr>
<tr>
<td>derjenige</td>
<td>diejenige</td>
</tr>
<tr>
<td>denjenigen</td>
<td>diejenige</td>
</tr>
<tr>
<td>desjenigen</td>
<td>derjenigen</td>
</tr>
<tr>
<td>denjenigen</td>
<td>derjenigen</td>
</tr>
</tbody>
</table>
Diejenigen, welche = those who (such as).
He who has come is not my friend = derjenige, welcher gekommen ist, ist nicht mein Freund.

(Instead of derjenige, welcher the one word wer may be used if no particular person is indicated.)
I have seen your house and your father's. Ich habe Ihr Haus und das (jenige) Ihres Vaters gesehen.

Note that instead of derjenige, etc., der, die, das; pl. die, may be used.
derselbe dieselbe dasselbe dieselben
This word means the same, and can be used, just like derjenige, as either an adjective or a pronoun.
Derselbe Mann, the same man. Derselbe, the same one.

**Exercise 58**

**Exercise 59**
These (das) are your books, not mine. His brother is cleverer than hers. My knife is sharper than yours (du form). Both aunts live in the same town. He is reading the same book. Those who do not work hard (= industriously) will learn nothing. Their trees are taller than ours. She always buys the same sweets. Our city is bigger than yours. His work is better than his sister's. His house is not so small as his uncle's. Those who work best may go home early.
It is now worth while revising all that has been said about the order of words in German. You have now had experience of the order actually used, and so will be ready to appreciate general rules in a way you could not before.

Then shrieked the timid and stood still the brave. Here we have two independent clauses joined by and. Each could stand alone and make complete sense—then the timid shrieked is one statement, and the brave stood still is another. Such clauses are called principal or independent clauses.

The timid shrieked because the ship was sinking. Here the timid shrieked can stand alone as before and lead to no question. But we cannot read the clause because the ship was sinking without knowing that something important has been left out. The second clause, in fact, depends upon the first and is called a dependent or subordinate clause. In the following sentences the principal clause is printed in ordinary type, the subordinate or dependent clause in italics: He said that he was poor. The boys who came this morning have returned. Go where he sends you.

Examining these clauses we find that the words that he was poor tell us something. If we ask what he said the answer is that he was poor. This clause therefore stands for a thing and in fact does the duty of a noun, and is called a noun clause. Who came this morning tells us something about the boys, distinguishes these boys from other boys—in fact, it does the work of an adjective, and is called an adjectival clause. Where he sends you in like manner does the work of an adverb, and is called an adverbial clause.

Taking up the principal clause first, we find that, with
two important exceptions, the order of words in German is the same as in English if the sentence begins with the subject. The two exceptions are:

1. The Past Participle, the Infinitive, and the Separable Prefix are always placed at the end of the clause, and if there be both a Past Participle and an Infinitive, the Infinitive goes to the end and the Past Participle takes the place second from the end. Ich werde geliebt werden = I shall be loved.

2. The second exception is of the utmost importance to us, because we are very liable to make mistakes by carrying our English custom into German. In English we often put an adverb between the subject and the predicate—in fact, the very words we have just used illustrate this: we often put, etc. Now, this is never done in German. We often put, etc., must read wir setzen oft, etc. No word connected with the predicate can ever come between the subject and the personal verb. There are a few conjunctions which may be placed between the subject and the personal verb; the most usual of these are:

- aber, but  
- nämlich, namely  
- also, so, thus  
- indessen, whilst, however  
- jedoch, yet, still  

as:

Der König aber schlug ihn tot. But the king struck him dead.

You must be continually on your guard against putting in adverbs between the subject and its verb.

If for any reason the subject does not begin the clause, a peculiar change called inversion takes place, by which the subject is put after its personal verb. In English we might say, The soldier fortunately was present. This must be translated either: (1) Der Soldat war glücklicherweise zugegen, or (2) Glücklicherweise war der Soldat zugegen.

There are a few little words so insignificant that
they may come before the subject without causing inversion. These are:
    aber, but   entweder, either   und, and
denn, for   oder, or

So far we have been dealing with the principal clause. In the case of the subordinate clause the essential point is that the verb is placed at the end:

Der Junge ging ins Bett, weil er krank war. The boy went to bed because he was ill.
Die Jungen, die heute morgen kamen, sind im Garten. The boys who came this morning are in the garden.
Gehen Sie, wohin er Sie schickt. Go where he sends you.

In subordinate clauses the Separable Prefix joins up with its verb:

Bevor er ausging, before he went out.

If two infinitives stand at the end, the auxiliaries haben, sein or werden will precede the infinitives instead of following:

Da wir ihn haben finden können, as we have been able to find him.

In all sorts of clauses the following general principles are true:

1. Certain verbs govern two cases, one of which is the accusative, and the other may be either the genitive or the dative. The general rule of order in such cases is that of two nouns the dative comes before the accusative, the genitive after.

Sie werden den König eines Unrechts anklagen. They will accuse the king of an injustice.
Schicken Sie dem Wirte die Briefe. Send the landlord the letters.

2. A personal pronoun, which is the object (whether direct or indirect) of the verb, generally comes before any noun or adverb in the clause.

Er hat ihnen endlich die Briefe geschickt. He has at last sent them the letters.
3. If there are several adverbs, they are usually arranged in the following order: (1) adverbs of time, (2) adverbs of place, (3) adverbs of manner.

Er hat es zuletzt gut getan. He has done it well at last.
Wir haben morgens im Hause schwer gearbeitet. We worked hard at home in the morning.

Vocabulary

der Strand, beach
der Kieselstein, pebble
der Sand, sand
die Garnele, shrimp
der Felsen, rock
die Klippen, cliffs
der Leuchtturm, lighthouse
der Krebs, crab
der Dampfer, steamer
das Segelschiff, sailing-boat
das Fischerboot, fishing-boat
die Pension, boarding-house
das Hotel (—s, —s), hotel
der Liegestuhl, deck-chair
die Hütte, hut
die Strandkabine, bathing-hut
der Badende, bather
die Ferien, holidays
die Kapelle, orchestra, band
der Sonnenhut, sun-hat
die Welle, wave
*anziehen, to put on (clothes)
*ausziehen, to take off (clothes)
*liegen, to lie (down)
*sitzen, to sit, be seated
*mieten, to hire
packen, to pack
Fussball spielen, to play football
die Südküste (Ost-, Nord-, West-), South, East, North, West Coast

Exercise 60

Letzten Sommer verbrachten wir unsere Sommferien an der Nordküste Deutschlands. Wir packten
unsere Koffer und fuhren am 28. August nach Swinemünde ab. Das Wetter war prachtvoll während des ganzen Monates, den wir dort verbrachten. Wir wohnen in einem grossen Hotel, das neben dem Strand war.


Exercise 61

I want to leave for Stuttgart to-morrow morning. In the autumn we must pick the apples and plough the fields. Where is the basket into which I put the apples?

1 Entlang usually follows the noun in the accusative: along the beach.
At Christmas we have four days holidays. We must not smoke here, for it is forbidden. The child whose parents are dead is very clever. I cannot read this letter because it is so badly written. Therefore you must show me the letter you wrote this morning. Yesterday it rained as I was coming up the street. The man to whom I was talking yesterday is the mayor. Before you go out show me the newspaper you bought this morning. He went out yesterday evening although he was ill. As it was so late he went immediately to bed. Whilst he was putting on his coat he heard somebody at the door.

LESSON XXIII
PASSIVE VOICE

The Imperfect of werden is very easy:

<table>
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<tbody>
<tr>
<td>ich wurde</td>
<td>wir wurden</td>
</tr>
<tr>
<td>du wurdest</td>
<td>ihr wurdet</td>
</tr>
<tr>
<td>er wurde</td>
<td>sie wurden</td>
</tr>
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We can use werden with the Past Participle as well as with the Infinitive, but then it has quite a different meaning.

Ich werde lieben = I shall love.
Ich werde geliebt = I am loved.

Werden and the Infinitive make the Future tense; werden and the Past Participle make what is called the Passive voice. The Passive indicates that the subject of the verb does not act, but is rather acted upon. It indicates how the subject is affected by the action of others upon it.
The four commonest tenses of the Passive are: the Present, *I am loved*; the Imperfect, *I was loved*; the Perfect, *I have been loved*; and the Pluperfect, *I had been loved*.

Present: ich werde geliebt.
Imperfect: ich wurde geliebt.

To make the two Perfect tenses we require the Past Participle of werden. This Past Participle is geworden.

Note that this Past Participle has no *ge* before it when it is used to form the Passive of another verb.

 Ich bin geworden means "I have become."
Ich war geworden means "I had become."

So if we put in the Past Participle of lieben we get:

Ich bin geliebt worden, meaning "I have become loved,"
or, more simply, "I have been loved."
Ich war geliebt worden, means "I had become loved" or "I had been loved."

Sometimes the Past Participle is used like an adjective, and when this is done there is apt to be some confusion with the Passive. If we find a soldier lying dead with a bullet hole in his head we may say: Er ist getötet = he is killed. Here there is no action, therefore no Passive voice. Er wird getötet is the Passive form, and implies that he is being killed: that the killing is going on. When you are in doubt whether a Participle is to be used as a Passive or not, ask yourself whether you can put this action into the progressive form. Bestrafen = to punish. *I am punished*. Is the punishing going on? Yes; then ich werde bestraft. No; then ich bin bestraft. The following examples will help to make this point clear.

I shall punish. Ich werde bestraften.
The soldiers are being rescued. Die Soldaten werden gerettet.
The soldiers were rescued (i.e. were in the state of now being safe). Die Soldaten waren gerettet.
They had been rescued. Sie waren gerettet worden.
I have been punished. Ich bin bestraft worden.
She is asked. Sie wird gefragt.

When by is used with the Passive it is always rendered von to denote the agent, durch to denote the instrument:

Der Knabe wird von seinem Vater bestraft. The boy is punished by his father.
Der Soldat wurde durch einen Pfeil getötet. The soldier was killed by an arrow.

Exercise 62

Put in the proper form of sein or werden (to form either Passive or Future) according to the meaning:


Exercise 63

I have been asked by my brother to go to Berlin. These apples were picked yesterday by the baker’s children. When (wann) will these letters be written? The child has been punished. This newspaper is read every day by thousands of (Tausenden von) men and women. Has the car already been repaired? Have you been seen by anyone? The letter-box is now being cleared (emptied) by the postman. This dress will be made by the tailor. When was this book written?

1 Zu. Do not forget that the infinitive goes to the end.
GOVERNMENT OF VERBS

LESSON XXIV

GOVERNMENT OF VERBS

I. Verbs taking the Dative

As we have seen before, there are certain verbs which sometimes require to in English when the Dative without preposition is required in German. Such verbs take two objects, a direct and an indirect, this preceding the direct if both are nouns, and following if both are pronouns. If one is a pronoun and the other a noun, the pronoun comes first. Such are:

sich nähern, to approach  
*geben, to give  
schenken, to present  
reichen, to pass  
schicken, to send  
erwidern, to reply  
zeigen, to show  
*beschreiben, to describe  
*befehlen, to order  
erlauben, to allow  
gestatten, to allow

*(an)bieten, to offer  
widmen, to dedicate, devote  
*schreiben, to write  
sagen, to tell  
erzählen, to relate, tell  
*teilhen, to lend  
*vorlesen, to read (aloud) to  
verweigern, to refuse  
*abschlagen, to refuse  
vertrauen, to trust  
anvertrauen, to entrust

Examples:

Ich näherte mich dem Löwen. I drew near to the lion.
Er vertraute seinem Bruder das Kind an. He entrusted the child to his brother.
Wir schlugen es ihm ab. We refused it him.

The following govern the Dative, where the reason is not so apparent to the English student:

danken, to thank  
antworten, to answer (person)  
begegnen, to meet  
gehören, to obey  
*geschehen, to happen  
*helfen, to help  
passen, to fit

dienen, to serve  
folgen, to follow  
*gefallen, to please  
gehören, to belong  
glauben, to believe (person)  
nützen, to be of use  
schmeicheln, to flatter

1 Also an + Acc. before noun.  2 To say to = sagen zu.
2. Verbs governing the Genitive

The Genitive noun **follows** the Accusative.

sich bedienen, to use  
sich schämen, to be ashamed of  
berauben, to rob of  
versichern, to assure of  
sich erinnern, to remember  
anklagen, to accuse of  
überzeugen, to convince of

3. Verbs followed by the Nominative

*bleiben, to remain  
*heissen, to be called  
*sein, to be  
*werden, to become

4. Verbs taking a different Preposition

All the following verbs taking a preposition different from that in English take the Accusative, except those marked with a dagger (**†**), and these require the Dative.

(a) **An:**

adressieren, to address (**message**)
*denken, to think of
*sterben, to die of (**illness** (**†**))
*sich wenden, to apply to

(b) **Auf:**

*aufgeben auf, pay attention to
antworten auf, answer (**thing**)
zählen auf, to count **yn**

(c) **Aus:**

*werden, to become (**†**)
*bestehen, to consist of (**†**)

(d) **Bei:**

*bleiben, to stay with (**†**)

1 Also takes an + Acc.  
2 Also takes **über** + Acc.
GOVERNMENT OF VERBS

(e) Nach:
- fragen, to ask for (f)
- zielen, to aim at (f)
- sich sehnen, to long for (f)

(f) Über:
- sich ärgern, to be annoyed at
- erstaunen, to be surprised at
- sich freuen, to rejoice at
- sich schämen, to be ashamed of

(g) Um:
- spielen, to play for
- *bitten, to ask for

(h) Vor:
- sich fürchten, to be afraid of (f)
- warnen, to warn of (f)
- zittern, to tremble with (f)
- schützen, to protect from (f)

Note also: vor Freude tanzen, to dance for joy
vor Hunger sterben, to die of hunger

Exercise 64


1 But : I laugh at him. Ich lache ihn aus.
2 I fear that . . . = ich fürchte, dass . . .
3 When after a noun of time = wo.

Exercise 65

The girls and boys danced for joy. My nephew has become a sailor. I was surprised at his letter. Whom are you thinking of? Ask for the price of the coat in the shop-window. Pass the sugar to your brother, please. Did you like the film yesterday evening? I do not believe her. Have you not sent for the doctor? I fear that we shall have bad weather to-morrow. I allowed the children to play in the garden. We told the policeman the whole story (die Geschichte). He asked me for money, but I refused it him. I do not remember the girl. He got excited at my answer, and ordered me to show him the book. He leaned against the door and would not allow me to go out. Are you afraid of lions? There is the man whom we met at the "Red Lion."

LESSON XXV

THE ENGLISH PRESENT PARTICIPLE

The English Present Participle of the verb (i.e. the part ending in -ing) is a fruitful source of difficulty to the English student of German. Here is a list of the main points to be noticed:

1. The German Present Participle in -end is used as an adjective before the noun (rarely can it be used after
it), and it may be used adverbially or to form a noun which in English would end in -er:

Der sterbende Mann,¹ the dying man.  
Sie hat eine auffallend musikalische Stimme. She has a strikingly musical voice.  
Der Reisende,² der Badende, the traveller, the bather.

2. After the verb bleiben, to remain, and those mentioned in the next lesson, under the Infinitive, section 1 (c), the English Present Participle is rendered by the simple Infinitive:

Er blieb sitzen. He remained sitting.  
Ich sah ihn spielen. I saw him playing.

3. When the English Present Participle is a noun the simple Infinitive is used in German:

Das Rauchen ist hier verboten. Smoking is forbidden here.  
Er ist des Wartens müde. He is tired of waiting.

(Note the position of müde: adjectives in German frequently come at the end like this.)

4. In most other cases it is best to turn the Present Participle into a clause, co-ordinate with und, sub-ordinate or relative, according to the meaning. Note the following:

He sat smoking on a chair = he sat on a chair and smoked.  
The girl wearing the green dress = the girl who wears a green dress.  
On opening the window = when I opened.  
Before going out = before I went out.  
Knowing he was ill = as I knew he was ill.  
"Yes," he said, putting on his coat = whilst he put on his coat.

¹ But we cannot say: Der Mann ist sterbend. We can say: Das Mädchen ist reizend, the girl is charming, because reizend is purely adjectival, whereas sterbend is verbal in force.

² Such nouns, and those formed from adjectives or Past Participles, are declined as though they were adjectives followed by a noun.
5. After kommen, *to come*, the Germans have a curious use of the Past Participle instead of the Present Participle to denote the mode of coming:

   Er kam gehüpft, gelaufen, gesprungen, gekrochen, he came hopping, running, jumping, crawling, etc.

**Exercise 66**


**Exercise 67**

Seeing the letter on the table I read it. "Are you ready?" he asked, putting on his coat. He stood near the door, reading a newspaper. The man was working and his wife was playing the piano. I asked him to sit down, but he remained standing. On opening the drawer we found a letter from him. Who is the man riding the big black horse? We found them weeping. Before going out he phoned to his brother. Knowing it was late we decided not to visit our uncle. After seeing the advertisement in the paper he phoned to his sister.

¹ *Wissen, to know through the brain (facts).*
² *Kennen, to know by sight, hearing, touch, smell, taste.*
³ *To sit down (take one's seat), sich setzen.*
*To sit, be sitting, be seated, *sitz.*
VERBS WITH SEIN—THE INFINITIVE

The dying sailor asked for water. The man is dying. Going up the street I met my dentist. I used to know this doctor. He knows nothing.

LESSON XXVI

VERBS WITH SEIN—THE INFINITIVE

Up till now we have always used the verb haben to make the Perfect or Pluperfect of a verb, as in ich habe es getan = I have done it. But there are a good many verbs that require the verb sein instead of the verb haben. In English we can say either I am come or I have come, but in German it must be ich bin gekommen.

Lists are sometimes given of verbs that take sein and those that take haben, but these are very tiresome to learn, and it is better if we can hit upon any way of discovering from the meaning whether a verb should have haben or sein. It may be accepted as a rule that all verbs having a direct object must use haben. Of other verbs, the sein class may be detected by applying the following test: Is the action of the verb followed by a corresponding state? If it is, then use sein; if it is not, use haben. The question may be best put—If I have done so-and-so, am I so-and-so?

For example: If I have come, am I come? The answer is clearly yes; so we use sein. If I have died, am I dead? Again yes; so we use sein. Er ist gestorben = he has died. If I have fought, am I fought? The answer is no; so we write er hat gekämpft.

Some of the commonest verbs of the sein class are:

*bleiben, to remain, stay
*reisen, to travel
*eilen, to hasten
*gelingen, to succeed
*fliegen, to fly
*kommen, to come
*fallen, to fall
*steigen, to mount
*sein, to be
*werden, to become
*gehen, to sink
*wachsen, to grow
*gehen, to go
*wandern, to wander
TEACH YOURSELF GERMAN

The Infinitive

1. The Infinitive without zu is used after

   (a) the verb werden,
   (b) the modal auxiliaries (müssen, können, etc.),
   (c) the following verbs:

   *helfen, to help
   hören, to hear
   *lassen, to cause
   *sehen, to see

   fühlen, to feel
   lehren, to teach
   lernen, to learn

   We have already seen this in the case of werden and the Modal Auxiliaries. Here are examples of the others:

   Ich sah sie spielen. I saw her playing.
   Sie lehrten mich singen. They taught me to sing.
   Ich lernte dort schwimmen. I learnt to swim there.

   The zu is also omitted in certain expressions:

   Er geht schwimmen. He is going swimming.
   Er tut nichts als schlafen. He does nothing but sleep.

2. In other cases zu is used before the Infinitive. Remember that zu comes between the Separable Prefix and the Infinitive, forming one word, but in other cases forms two words:

   Er bat mich, ihn zu begleiten. He asked me to accompany him.
   Ich wünschte auszugehen. I desired to go out.
   Ich versprach, früh nach Hause zu kommen. I promised to come home early.
   Er befahl mir, nach Berlin zu reisen. He ordered me to go to Berlin.
   Wir beschlossen in Bonn zu übernachten. We decided to stay the night in Bonn.

The verb lassen

The verb lassen mentioned in Section 1 above is very important. It means to have something done, to cause
to be done, to get something done. Like the Modal Auxiliaries, the Infinitive instead of the Past Participle is used after another Infinitive. Note these examples:

Ich lasse mir die Haare schneiden. I have (am having) my hair cut.
Ich liess mir die Haare schneiden. I had my hair cut.
Ich habe mir die Haare schneiden lassen. I have had my hair cut.
Ich werde mir die Haare schneiden lassen. I shall have my hair cut.
Ich beschloss, mir die Haare schneiden zu lassen. I decided to have my hair cut.

Note 1. The English Past Participle in such cases is in German the Infinitive. Cut (Past Participle) becomes in German to cut. The exact meaning is: I cause to cut.

Note 2. In talking of parts of the body or dress, unless any misunderstanding might arise, the definite article is used instead of the possessive adjective (my, his, etc.). Possession is indicated by the Dative of the noun or pronoun:

Ich liess mir die Haare schneiden. I had my hair cut.

This is true of constructions other than with lassen:

Ich trat dem Manne auf den Fuss. I trod on the man’s foot (literally: I trod to the man on the foot).
Ich wusch mir die Hände. I washed my hands.
But: Seine Hände waren furchtbar schmutzig. His hands were terribly dirty. (If die were used possession would be vague and the sentence would be ridiculous.)

Exercise 68

Ich lasse mir einen Bubikopf (bobbed hair) schneiden.
Ich habe mir ein neues Haus bauen lassen. Wo haben Sie Golf spielen gelernt? Helfen Sie mir einsteigen!
Müssen Sie jetzt nach Hause gehen? Wir werden uns in

Exercise 69

I heard you singing in the garden. Who taught you to play the piano? Shall I buy you a few cigarettes when I am in the town? We have hastened to the station to meet you. Have you travelled in Russia? The trees in your garden have grown very tall. I had the grass of the lawn cut yesterday. I shall have a new suit made next week. We have often wandered over these fields. Have you stayed at home all day? Can you get this wheel repaired for me? I have had a glass of wine brought for you. Shall I have these things sent (zuschicken) to you? I have decided to have my hair waved (ondulieren). Will you teach me to dive? We promised to send them a letter every week. He asked her to write to him. Have you ordered the waiter to bring some more bread? No, I have ordered some cigarettes. Do you wish to listen to the wireless?

1 To order something, bestellen. To order a person to do something, *befehlen.
I. The Formation of the Subjunctive

The Present Tense

In learning the Subjunctive forms of the verbs the student must remember the "Subjunctive e." All the endings have e, as the following examples will show, and in the Present Tense this e is added in all cases to the stem of the verb, i.e. that part left after taking off -en:

<table>
<thead>
<tr>
<th>haben</th>
<th>lieben</th>
<th>müssen</th>
</tr>
</thead>
<tbody>
<tr>
<td>hab-e</td>
<td>lieb-e</td>
<td>müs-e</td>
</tr>
<tr>
<td>hab-est</td>
<td>lieb-est</td>
<td>müs-est</td>
</tr>
<tr>
<td>hab-e</td>
<td>lieb-e</td>
<td>müs-e</td>
</tr>
<tr>
<td>hab-en</td>
<td>lieb-en</td>
<td>müs-en</td>
</tr>
<tr>
<td>hab-et</td>
<td>lieb-et</td>
<td>müs-et</td>
</tr>
<tr>
<td>hab-en</td>
<td>lieb-en</td>
<td>müs-en</td>
</tr>
</tbody>
</table>

The one exception to this is the verb sein:

<table>
<thead>
<tr>
<th>sei</th>
<th>seien</th>
</tr>
</thead>
<tbody>
<tr>
<td>seiest</td>
<td>seiet</td>
</tr>
<tr>
<td>sei</td>
<td>seien</td>
</tr>
</tbody>
</table>

You will note the ich sei and er sei have no e.

The Imperfect Tense

In the case of Weak Verbs there is nothing to learn, as their Imperfect Tense is exactly the same as the Indicative.

Strong Verbs form the Imperfect Subjunctive by adding the e endings given above to the stem of the Imperfect Indicative:

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>sein</th>
<th>haben</th>
<th>müssen</th>
<th>singen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imperfect Ind.</td>
<td>war</td>
<td>hatte</td>
<td>musste</td>
<td>sang</td>
</tr>
<tr>
<td>Imperfect Subj.</td>
<td>wäre</td>
<td>hätte</td>
<td>müsste</td>
<td>sänge</td>
</tr>
</tbody>
</table>
2. Use of the Subjunctive

One of the most important uses of the Subjunctive is in Indirect or Reported Speech. Notice the following:

Direct Speech: He said: "I am ill."
Indirect Speech: He said he was ill.

In English the Present Tense (am) becomes Past Tense (was) in Indirect Speech. In German the Present Tense of Direct Speech should correctly become the Present Subjunctive, but many Germans use the Imperfect Subjunctive, especially in conversation:

Direct Speech: Er sagte: "Ich bin krank."
Indirect Speech: Er sagte, dass er krank sei (or wäre).

The dass in Indirect Speech may be omitted. Notice the word order:

Er sagte, er sei (or wäre) krank.

The Present Subjunctive is not used if it has the same form as the Present Indicative. The Imperfect Subjunctive must be used in such a case. Let us compare the Present Subjunctive and Present Indicative of the verb haben:

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ich habe</td>
<td>habe</td>
</tr>
<tr>
<td>habest</td>
<td>hast</td>
</tr>
<tr>
<td>habe</td>
<td>hat</td>
</tr>
<tr>
<td>wir haben</td>
<td>haben</td>
</tr>
<tr>
<td>habet</td>
<td>habt</td>
</tr>
<tr>
<td>sie haben</td>
<td>haben</td>
</tr>
</tbody>
</table>

Thus those forms which are the same in both moods are the ich, wir and sie forms, and they must be replaced by hätte, hätten. As, however, the Imperfect Subjunctive may be used in all cases, and usually is in conversational style, the student is advised to keep to the Imperfect Subjunctive in Reported Speech, until his command of the language is more complete.
THE SUBJUNCTIVE

If the tense of the actual words is *Past* in English, then the student should use the *Pluperfect* (although more correctly the Perfect, except when this is the same as the Perfect Indicative in form):

**Direct**: The policeman said: “I found the book.”
**Indirect**: The policeman said he (had) found the book.

In German:

**Direct**: Der Schutzmann sagte: “Ich habe das Buch gefunden.”
**Indirect**: Der Schutzmann sagte, dass er das Buch gefunden hätte (sagte, er hätte das Buch gefunden).

**General Rule for the Subjunctive in Indirect Speech**

After a verb (in the Past Tense) of *saying, declaring, believing, asking, answering, reporting, fearing, thinking, relating, suspecting, surmising, etc.*, the Subjunctive must be used in the following clause as explained above.

Another use of the Subjunctive is the 3rd Person Imperative form (see also p. 90):

Er gehe nach Hause!
or: Er soll nach Hause gehen ↓ Let him go home.
or: Lasst ihn nach Hause gehen ↓

Notice also the exclamatory wish:

Es lebe der König ↓
Hoch lebe der König ↓ Long live the King ↓

**Vocabulary**

<table>
<thead>
<tr>
<th>German</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>der Salon, drawing-room</td>
<td>das Wohnzimmer, living-room</td>
</tr>
<tr>
<td>der Schlüssel, key</td>
<td>die Elektrizität, electricity</td>
</tr>
<tr>
<td>der Stock (das Stockwerk), storey, floor</td>
<td>das Feuer, fire</td>
</tr>
<tr>
<td>der Aufzug, lift</td>
<td>der Boden, floor</td>
</tr>
<tr>
<td>der Heizkörper, radiator</td>
<td>der Teppich, carpet</td>
</tr>
<tr>
<td>die Zentralheizung, central heating</td>
<td>der Spiegel, mirror</td>
</tr>
<tr>
<td></td>
<td>der Kamin, mantelpiece, English fireplace</td>
</tr>
</tbody>
</table>

*1 Fragen, to ask, takes ob, whether, if, which, unlike dass, may never be omitted.*
der Ofen, German stove
der Vorhang, curtain
der Wecker, alarm-clock
der Kleiderständer, coat-rack
der Schirmständer, umbrella-stand
der Rollvorhang, blind
hinaufgehen, to go up
hinunterlaufen, to run down
ankipsen, to switch on
auwachen, to wake up
modern, up-to-date
schuldig, owing
das Gas, gas
das Studierzimmer, study
die Garage, garage
das Schlafzimmer, bedroom
das Badezimmer, bathroom
die Treppe, stairs
der Schornstein, chimney
*bekommen, to get, obtain, receive
*schliessen, to lock
*herunterlassen, to let down
*hängen, to hang
*heraufziehen, to pull up
beleuchtet, lighted
klingeln (nach), to ring (for)
bedecken, to cover
sich wärmen, to warm oneself
ausmachen, to put out
wecken, to wake (someone)
*hinauffahren, to go up (in a lift)
die Mark (no pl.), mark
sicher, certain(ly)
die Nummer, number
bitte sehr! not at all!
was für, what sort of
*vergessen, to forget

Exercise 70


1 A stove for heating purposes which replaces the English open fireplace.
2 Pron. mo-dern'.

*bekommen, to get, obtain, receive
*schliessen, to lock
*herunterlassen, to let down
*hängen, to hang
*heraufziehen, to pull up
beleuchtet, lighted
klingeln (nach), to ring (for)
bedecken, to cover
sich wärmen, to warm oneself
ausmachen, to put out
wecken, to wake (someone)
*hinauffahren, to go up (in a lift)
die Mark (no pl.), mark
sicher, certain(ly)
die Nummer, number
bitte sehr! not at all!
was für, what sort of
*vergessen, to forget
Hotel eine Garage hatte? Ob das Hotel in allen Zimmern durch Elektrizität beleuchtet wäre? Er sagte mir, dass ein Badezimmer neben meinem Zimmer wäre, und dass Zentralheizung in allen Zimmern wäre.

Ich klingelte nach dem Portier. Ich fragte ihn, ob er mich um 5 Uhr wecken würde. Er antwortete, dass er es nicht vergessen würde. Ich zog den Rollvorhang herauf und sah auf die Strasse hinunter.

**Exercise 71**

The driver said he was quite ready. I asked him if he knew (wissen or kennen?) where the Hotel Bismarck was. He said he had never seen it. I asked the policeman whether the post office was in that street. She said he was coming on Monday. The girl said she had seen his car in the garage. The man told me she had gone by air to England. I replied that I had missed the train. She asked me if I would like to play with them. Long live our friends from Germany!

**LESSON XXVIII**

**THE CONDITIONAL SENTENCE**

The so-called Conditional tense or mood is formed with the Imperfect Subjunctive of werden + the Infinitive.

- ich würde gehen  
  - I should ¹ go
- du würdest gehen  
  - you would ² go
- er würde gehen  
  - he would go
- wir würden gehen  
  - we should go
- ihr würdet gehen  
  - you would go
- sie würden gehen  
  - they would go
- Sie würden gehen  
  - you would go

¹ The English *should* also means *ought to*: we shall deal with this later in this lesson.
² The English *would* also means *wanted to* and *used to*:

He would not answer. Er wollte nicht antworten.
He would often go out in the evenings. Er ging oft abends aus (oft ging er abends aus).
The above tense, as we prefer to call it, is used when an *if* is expressed or understood, and to translate *should* or *would* in Indirect Speech:

Ich würde das Haus kaufen, wenn es billiger wäre. I should buy the house if it were cheaper.

Er sagte, dass sie kommen würde. He said she would be coming.

The *If* Clause

As will be seen above, wenn, *if*, is followed by the Imperfect Subjunctive to express a hypothesis or condition impossible or unlikely to be fulfilled.

Wenn ich das Geld hätte. If I had the money.
Wenn er nach Hause käme. If he came (were to come) home.

The wenn, like the *if* in English, may be omitted:

Hätte ich das Geld. Had I the money (= *if* I had).

The würde clause may be replaced by the Imperfect Subjunctive, while the Pluperfect Subjunctive is much to be preferred to the Second or Perfect Conditional. This subjunctive construction in both Simple and Second Conditional must be used in the case of the Modal Auxiliaries, as set out on page 139. Consider the following examples:

1. **Simple Conditional**: *If he were here I would show it to him* may be translated:

   (i) Wenn er hier wäre, würde ich es ihm zeigen, or
   (ii) Wäre er hier, zeigte ich es ihm, or
   (iii) Wenn er hier wäre, zeigte ich es ihm, or
   (iv) Wäre er hier, würde ich es ihm zeigen.

   Or the second clause may be put first. Of the above perhaps it is best for the student to keep to the first.

2. **Second Conditional**: *If he had been here I would have shown it to him* may be translated:

   (i) Wenn er hier gewesen wäre (Wäre er hier gewesen), hätte ich es ihm gezeigt.
   (ii) Wären er hier gewesen wäre (Wäre er hier gewesen), würde ich es ihm gezeigt haben.
THE CONDITIONAL SENTENCE 139

Of these two the student had better keep to the former, that being the more usual.

The Modal Auxiliaries

We have said before that the Imperfect Subjunctive of the modal auxiliaries is used instead of the Simple Conditional with würde, and the Pluperfect Subjunctive instead of the Second Conditional:

Simple Conditional:

Ich könnte nicht gehen. I could not (should not be able to) go.
Ich müsste Deutsch lernen. I should have to learn German.
Ich möchte diesen Film sehen. I should like to see this film.
Ich sollte nach Hause gehen. I should (ought to) go home.

Second Conditional:

Ich hätte nicht gehen können. I could not have gone (should not have been able to go).
Ich hätte Deutsch lernen müssen. I should have had to learn German.
Ich hätte gerne diesen Film gesehen. I should have liked to see this film (preferable to the construction with mögen).
Ich hätte nach Hause gehen sollen. I should (ought to) have gone home.

Als ob, als wenn, as though, as if

If followed by a Past tense als ob and als wenn are followed by a past subjunctive:

Er sieht aus, als ob er ein Gespenst gesehen hätte. He looks as though he had seen a ghost.

Exercise 72

If you had the money would you like to go to the United States? If I were you I should go home at once (gleich). Had my friend been at home I should have spent the night with him. She would have missed the train.
if she had not gone to the station by taxi. I should have telephoned you had I not been able to come. I told them I would help them if I could. I should have liked to go with you to the theatre, but I was terribly busy. If the lift had been in order I should not have fallen (fallen) down the stairs. I asked him how much I owed him. He asked me if I was getting out there. I asked him if he could switch on the light. He asked me if I desired to go up by the lift. I told him I got a letter from her every week. The driver asked me to what sort of hotel I would like to go. I told him I had come up the stairs. The liftboy said he put an alarm-clock on the mantelpiece of my room. The girl looked as though she had spent several weeks by the (ander) sea.

LESSON XXIX

REFLEXIVE VERBS

(i) When the action of a verb is reflected back to the subject the Reflexive Pronoun must be used, even after a preposition. The Reflexive Pronoun is Accusative if the direct object and Dative if indirect.

Accusative
ich wasche mich, I wash myself
*du waschst dich, you wash yourself
er wäscht sich, he washes himself
sie wäscht sich, she washes herself
wir waschen uns, we wash ourselves
ihr wascht euch, you wash yourselves
sie waschen sich, they wash themselves
Sie waschen sich, you wash yourself (yourselves)
* Or: du wäschest.

Imperfect
ich wusch mich, I washed myself
Perfect
Ich habe mich gewaschen, I have washed myself

Dative
ich wasche mir die Hände, I wash my hands, etc.
Du waschest dir...
er wascht sich...
sie wascht sich...
wir waschen uns...
ihr wascht euch...
sie waschen sich...
Sie waschen sich...

He looked behind him. Er blickte hinter sich.
He spoke to himself. Er sprach vor sich hin.
He has no money on him. Er hat kein Geld bei sich.

(ii) In English *myself, himself, etc.*, are frequently used, not reflexively, but to add force to the subject. In such cases *selber or selbst* must be used in German and placed after the direct object:

He did it himself. Er tat es selbst.

(iii) In English we commonly use what is sometimes called a neuter verb to express a passive state when the agent is unknown or too unimportant in the mind of the speaker. In such cases the active reflexive verb is often used in German:

Suddenly the door opened. Plötzlich öffnete sich die Tür.

(iv) Here is a list of verbs which are *neuter* in English and where the German reflexive is easily understood:

<table>
<thead>
<tr>
<th>English</th>
<th>German</th>
</tr>
</thead>
<tbody>
<tr>
<td>sich ändern, change (= vary)</td>
<td>sich rasieren, to shave</td>
</tr>
<tr>
<td>sich ankleiden, to dress</td>
<td>sich waschen, to wash</td>
</tr>
<tr>
<td>sich auskleiden, to undress</td>
<td>sich regen, to stir, move</td>
</tr>
<tr>
<td>sich fühlen, to feel</td>
<td>sich rühren, to move (away)</td>
</tr>
<tr>
<td>sich lehnen, to lean</td>
<td>sich umdrehen, to turn round</td>
</tr>
</tbody>
</table>
(v) Here is a list of verbs where the German reflexive is not so apparent:

* sich befinden,¹ to be (found)  
  sich bemühen, to endeavour  
  * sich umsehen, to have a look round  
  sich aufregen, to get excited  
  sich legen, to lie down  
  sich irren, to be mistaken  
  * sich betragen, to behave  
  sich erkälten, to catch cold  
  sich freuen, to be glad  
  sich erinnern,² to remember

sich fragen, to wonder  
  sich setzen, to sit down  
  sich weigern, to refuse  
  sich verirren, to lose one's way  
  sich totlachen, to die of laughing  
  sich erholen, to recover (health)  
  * sich unterhalten, to converse  
  sich beilegen, to hasten  
  sich bedienen,² to use

(vi) Verbs with the Dative Reflexive Pronoun:

* sich vornehmen, to propose  
  plan, arrange  
  * sich wehtun, to hurt oneself

sich vorstellen,² to imagine  

(vii) The Reflexive Pronoun in the Dative is also often used as (a) the Dative of Advantage, and (b) to indicate possession where the article is used instead of the possessive adjective in talking of parts of the body or dress (see Lesson XXVI, under: The Verb lassen, page 130).

(a) Dative of Advantage:

Er liess sich ein Haus bauen. He had a house built for himself.

Er kaufte sich einen Radioapparat. He bought himself a wireless-set.

Ich sah mir die Schauenster an. I had a look at the shop-windows.

(b) In speaking of the body or dress:

Er schnitt sich in den Finger. He cut his finger.

Er brach sich das Genick. He broke his neck.

Ich liess mir die Haare schneiden. I had my hair cut.

¹ Sich befinden = to be in health or be situated.
² Sich erinnern takes the Genitive or an with Acc.
³ Sich bedienen takes the Genitive.
REFLEXIVE VERBS

Vocabulary

- bewundern, to admire
- enttäuschen, to disappoint
- der Wunsch, wish
- von mir, of mine

* wiederspren, to see again
- besonders, particularly
- so viel, so much

- die Schönheit, beauty
- eigen, own

- sich erfüllen, to be fulfilled
- abgesehen von, apart from

- der Weg, way
- nebst, together with

- passieren, to pass
- sorgfältig, carefully

- prüfen, to examine
- der Reisepass, passport

* vorbeilassen, to allow to pass
- der Holzsteg, wooden gangway

- gebräunt, sun-tanned
- wetterhart, weather-beaten

- der Zug, feature
* herumlaufen, to run about
- das Gesicht, face

- läuten, to ring, tinkle
- sich schaukeln, to toots, pitch

- der Schaum, foam
- der Bug, bow (of ship)

- die Einwanderung, immigration
- der Offizier, officer

- sich’s bequem machen, to make oneself comfortable
- seefest, a good sailor

* sinken, to sink
- der Zollbeamte, Customs officer

- sich ankleiden, to dress

1 Ich fühlte mich wie neugeboren, I feel like a giant refreshed.
Eine Schifffahrt von Ostende nach Dover


Die bunten Segel der Fischerboote sahen im Sonnenschein sehr schön aus. Die See, von einem angenehm frischen Wind ganz leicht gekräuselt, machte einen male-

Exercise 74
He is washing himself in the bathroom. She has already washed her hands. Have you any money on you? Did you repair the tyre yourself? The door opened and a tall man came in. She is dressing, I believe. I feel quite queer (komisch). Two boys were leaning against the door, conversing with one another. She turned quickly round. The Town Hall was in (the) Frederick Street (Friedrichstrasse). Not a leaf stirred. They sat down on the chair. Have you shaved? They quickly undressed. I am going to have a look round (in) the town. You are mistaken if you think (= believe) that I am a Frenchman. I have caught a cold. We have proposed to visit a few friends in Bonn. We lost our way in the wood. Do you remember the name (Der Name, des Namens) of our hotel? I am glad you have arrived. The child lay down on the bed and wept. Why (warum) are you getting so excited? My sisters are having a look at the shop windows. Wash yourself! Wash your hands! Do not turn round! Sit down, please! I have arranged to spend a few days in Dresden.
LESSON XXX

IMPERSONAL VERBS

We must now deal with a number of Impersonal Verbs, i.e. those with es, it, as their subject.

The translation of There is, There are

(i) There is, there are (was, were) are rendered by es ist (sind, war, waren) or by es gibt, es gab (no plural form). Es ist is used where the space is limited to a certain spot, es gibt when there is or there are refers to a wide or vague area. Compare the following:

Es sind einige Kühe auf der Wiese. There are some cows in the field.
Es gibt viele schöne Dörfer in diesem Lande. There are many beautiful villages in this country.
Es ist kein Zucker übrig im Speiseschrank. There is no more sugar in the cupboard.
Es gibt keine Gespenster. There are no ghosts.

Notice that es ist (sind) is followed by the Nominative, whereas es gibt takes the Accusative:

Es war ein König. There was a king.
Es gibt keinen Menschen, der unsterblich ist. There is no man who is immortal.

Notice further that there was (once upon a time) is always es war:

Es waren einmal drei Prinzen. There were once three princes.

In inversion the es with sein is omitted, but not with geben:

Eimal war ein Mann. Once there was a man.
Plötzlich gab es einen lauten Krach. Suddenly there was a loud crash.
Es gibt may be used in other tenses:
Es hat gegeben, there has (have) been.
Es hatte gegeben, there had been.
Es wird geben, there will be.
Es würde geben, there would be.

There is (are, was, were) requires very careful thought in translating it into German. It is used so loosely and extensively in English that very often it is better to use another verb, like stand, lie, hang, to take place, to find oneself (sich befinden), etc. Note the following:

Es standen zwei Männer an der Strassenecke. There were two men (standing) at the street-corner.
Es lagen einige Bücher auf dem Tisch. There were a few books on the table.
Es hingen einige Bilder an der Wand. There were some pictures on the wall.
Es klopft jemand. There is somebody knocking.
Es riefen und sangen Männer und Weiber auf der Straße. There were men and women shouting and singing in the street.
Ein großes Fest fand in diesem Saale statt. There was a great feast in this hall.

The following verbs are always Impersonal:
es schneit, it snows
es regnet, it rains
es blitzt, it lightens
es ist windig, it is windy
es ist Nacht, it is night

The following are only accidentally used impersonally:
es wird dunkel, it is getting dark
es klopft, there is a knock
es zieht, there is a draught
es wird erzählt, dass ... it is said that
es wurde getanzt, there was dancing
es wurde getrunken und gesungen, there was drinking and singing
es wurde gepiffen, a whistle went (was blown)
TEACH YOURSELF GERMAN

The following govern the Accusative:

es geht mich an, it concerns me
mich friert, I am freezing
es freut mich, I am glad
es wundert mich, I wonder
es ärgert (verdriesst) mich, it annoys me
es langweilt mich, it bores me

The following govern the Dative:

es kommt mir vor, it seems (appears) to me
es scheint mir, it seems (appears) to me
mir ist kalt, I am cold
mir ist bange, I am afraid
es geht mir gut, I am well, am getting on well
mir ist . . . , I feel . . .
mir ist nicht wohl, I do not feel well
es geschieht mir, it happens to me, I happen to
es gelingt mir, I manage to, succeed in
es fällt mir ein, it occurs to me
es nützt mir nichts, it is of no use to me
es gefällt mir, it pleases me, I like

The following are Impersonal as in English:

es folgt, it follows
es genügt, it suffices
es scheint, it appears
es schlägt, it is striking (clock)

Exercise 75

It appeared quite funny to me. I am glad that you have arrived. It was snowing when we left Bonn. There were several soldiers in the inn. Were there any ships in the harbour? It was striking two o'clock as we drove past the Town Hall. I am sorry, we have no more English newspapers. Do you like it in Berlin? She does not like her new car. How are you getting on? Are there any stamps (die Briefmarke, singular) in the
drawer? Did she manage to pass her examination? 1
How many people (die Person, sing.) are there in the
compartment? There are no slaves (der Sklave) in this
country. It bores me to stay here. So it appeared to
me. I have succeeded in learning this difficult language
die Sprache). Please shut the window, I am cold.
He is sorry he cannot come this evening. I felt as
though I had not washed for (seit) weeks. That is no
concern of yours. Is there a draught?

A NOTE ON OVERGROWN ADJECTIVES

There is one construction, of which the Germans are
very fond, that causes a good deal of difficulty in actual
translation. It consists in using a long clause, including
a Past Participle, as an adjective before a noun. The
clause is preceded by an article or a demonstrative, and
the Past Participle is declined as an adjective. No exer-
cises on this construction are given in this book, as it is a
difficult one to use in turning English into German; but
as the construction frequently occurs in German you had
better study carefully the following examples.

We might say in English, an old man richly dressed.
In German this would run, an old richly-dressed man =
ein alter, reich gekleideter Mann.
So the sentence, I saw the wood that he sold to the
steamers stopping there, becomes ich sah das Holz, das er
an die dort anlegenden Dampfer verkaufte.

Die beiden, unmittelbar zusammenliegenden und nur durch
eine schmale Veranda getrennten Blockhütten bestanden
auch nur je aus einem Zimmer. The two immediately-
lying-together-and-only-by-a-small-veranda-separated log-
huts consisted (were made up) indeed only of a single
room (each).

1 I pass an examination, ich besteh eine Prüfung.
2 Gelingen is conjugated with sein.
3 To shut is more usually zu-machen, and to open, auf-machen.
Here all the words joined together by hyphens really make up one overgrown adjective qualifying Blockhütten.

Jetzt hob sich langsam ihr dunkles, in Tränen schwimmendes Auge zu dem seinen. Now her dark, in tears swimming eye rose slowly to his.

In plain English this might be, *she slowly raised her dark eyes full of tears to his.*

Ich rette Dich von der Dir verhassten Verbindung. I rescue thee from the to-thee-hateful engagement.

In ordinary English we would use a verb to complete the sense: *the engagement which is hateful to thee.* Sometimes this qualifying clause runs to great length and includes subordinate clauses within itself:

Der alte Hermann, ein tüchtiger Arbeiter, gab sich mit dem kleinen, aber trefflich rentierenden Geschäft vollauf zufrieden, und war mit den, allen alten ihm teueren Mustern und Formen völlig widersprechenden Zeichnungen des Malers Holaus, welche ihm eines Tages sein Sohn brachte, durchaus nicht einverstanden.

Old Hermann, a capital workman, was quite content with the little-but-exceedingly-profitable business, and was not at all in sympathy with the (to-all-the-old, to-him-dear-patterns-and-fashions-completely-opposed) drawings of the painter Holaus, which his son brought to him one day.

In the above, all between the parentheses is really one adjective qualifying *drawings*, though widersprechenden is the only word that “agrees with” Zeichnungen. In English we might split up this enormous adjective like this: *the drawings which were completely opposed to all the old patterns and fashions which were dear to him.*

When in translation you come across a passage that seems to make nonsense, you will very often find that one of these sentence-adjectives is the cause. By seeing how much of the sentence you can hyphen together as an adjective you will in most cases bring out the true meaning.
PART II

KEY TO EXERCISES

Exercise 1

The brother is poor. Is the uncle here? No, he is there. Is the shop not here? Yes, it is here. The baker is often quite dishonest. The pupil is sometimes angry. Is the apple not good? No, it is bad. Is the garden beautiful? Yes, it is beautiful. Is the teacher always friendly? No, he is sometimes angry. Is the uncle poor? No, he is quite rich.

Exercise 2


Exercise 3

The city is very old. Is the nut ripe? The cow is not brown. The maid is not very tall. Is the night not dark? Is the sausage ready? The wall is very beautiful. Is the hand brown? No, it is white. Is the cow thirsty? No, it is hungry. The city is not old, it is new. Is the mouse always small? The maid is sometimes very friendly. The nut is old and sour. The night is quite black. The maid is tall and thin.
Exercise 4


Exercise 5

The song is not very beautiful. The wheel is round. Is the village not small and very old? The egg is not round. The roof is red. The book is not too heavy. Is the glass not empty? No, it is almost too full. Is the word easy? No, it is very long and difficult. Is the child big? No, it is very small. The house is fairly tall. Is the field round or square? It is square. The dress is quite new but it is not very beautiful. The leaf is long and green. Is the house not too low?

Exercise 6

Revision Exercise


Exercise 7


Exercise 8


Exercise 9


(b) Wir suchen die Kühe. Ich höre die Mäuse. Schicken Sie die Bücher? Raucht sie? Tanzen Sie

**Exercise 10**

Do you visit (are you visiting) the uncle? I look (am looking) for the eggs. The brother visits (is visiting) the shop. The tailor passes (is passing) the dress. The teacher looks (is looking) for the pupil. We hear the schoolboys (pupils). The baker sends (is sending) the sausages. The maid cooks (is cooking) the apple. She cooks (is cooking) apples.

**Exercise 11**


**Exercise 12**

The uncle passes the nuts to the father. The maid sends the apples to the brother. The father answers the tailor. The baker sends nuts and apples to the teacher. You pass the apple to the father. We send books and clothes to the maid. I pass the egg to the child.

**Exercise 13**


**Exercise 14**

The baker’s shop is beautiful and new. The uncle’s cows are big and brown. The wheels of the carriage
(or cart) are round. The maid’s dress is red. The walls of the house are white. The houses of the villages are small. The child’s glass is empty. The teacher opens the pupil’s books. The tailor’s brother sends the dress to the father’s maid. Do you not hear the children’s songs? I telephone to the baker’s father. The tailor’s maid sends apples and nuts to the baker’s brother. The cow’s horns are not very long. The maid’s hands are small and white, but the brothers’ hands are quite big and red.

Exercise 15


Exercise 16

We are Frenchmen. Where do the brothers of the sailor live? They do not live here. Did you tell the sailors’ song to the boy? Are the Frenchman’s nephews upstairs? No, they are downstairs. Are the boy’s hares living (alive)? No, they are dead. The boys drew the lions. Did you not learn the sailor’s song? We did not often visit the Frenchman’s nephew. The horns of the ox are very long. They sent apples, nuts and eggs to the sailors.

Exercise 17


Exercise 18

Exercise 19
The nuts and apples were not ripe. The teacher’s nephew was upstairs. The maid’s brothers were dead. The uncle’s cows were big and brown. I had the hare, but it is dead. Was the pupil’s father very angry? No, he was fairly friendly. Was the sailor’s glass empty? No, it was quite full. Had you the garden? Yes, it was very beautiful. Where were you? I was upstairs.

Exercise 20

Exercise 21
Which child is playing in the garden? This child is playing in the garden with the tailor’s nephew. Were
there ten cows in that field? No, there were eight oxen there. Each schoolboy had four books. In which class are you? I am in this class. Were you very poor after the war? The baker sent the nephew out of the room. In which village did you live? We lived in this village in that house there.

Exercise 22


Exercise 23

der Mantel 1  des Mantels  die Mäntel
das Fenster 1  des Fensters  die Fenster
die Tür 4  der Tür  die Türen
der Stock 2  des Stock(e)s  die Stöcke
die Socke 4  der Socke  die Socken
der Hut 2  des Hut(e)s  die Häute
die Mütze 4  der Mütze  die Mützen
der Anzug 2  des Anzugs  die Anzüge
der Knopf 2  des Knopfes  die Knöpfe
der Strumpf 2  des Strumpfes  die Strümpfe
die Uhr 4  der Uhr  die Uhren
die Taschenuhr (as for Uhr),
der Handschuh 2  des Handschuhs  die Handschuhe
das Haar 2  des Haar(e)s  die Haare
das Bein 2  des Bein(e)s  die Beine
das Licht 3  des Licht(e)s  die Lichter
der Tag 2  des Tag(e)s  die Tage
der Vogel 1  des Vogels  die Vögel
die Brust 2  der Brust  die Brüste
der Kragen 1  des Kragens  die Kragen
Exercise 24

The ambassador from Berlin is now in London. I sent my brother to Geneva. There are no apples in the garden. Our house is in this street. A Spaniard from Madrid is downstairs. Have you my gloves? He is the nephew of a teacher in Cologne. Where is your watch? Here it is. Otto’s suit was in this room. Is this your hat? Where is Marie? Is this not your wrist-watch? Their maid’s nephew is dead. I pass (hand) my uncle his hat. Our cows are in the field. Marie Smith’s uncle is in Paris, and William’s father is in Switzerland. Fritz’s sister is in her uncle’s shop.

Exercise 25


Exercise 26

die Fürstin  die Blume
die Eiche  das Kindlein
der Honig  die Treppe
das Leben  der Regen
die Eselei  der Edelstein
der Teppich  die Fröhlichkeit
der Februar  das Büchlein
das Gold  die Melodie
die Übersetzung  das Eisen
die Schlacht  der Löwe
### Key to Exercises

<table>
<thead>
<tr>
<th>German</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>der Garten</td>
<td>the Garden</td>
</tr>
<tr>
<td>(das) Griechenland</td>
<td>(the) Greece</td>
</tr>
<tr>
<td>die Stunde</td>
<td>the hour</td>
</tr>
<tr>
<td>der Jüngling</td>
<td>the young man</td>
</tr>
<tr>
<td>die Reinheit</td>
<td>the purity</td>
</tr>
<tr>
<td>(das) Paris</td>
<td>(the) Paris</td>
</tr>
<tr>
<td>die Freundschaft</td>
<td>the friendship</td>
</tr>
<tr>
<td>der Diamant</td>
<td>the diamond</td>
</tr>
<tr>
<td>die Schrift</td>
<td>the script</td>
</tr>
<tr>
<td>die Poesie</td>
<td>poetry</td>
</tr>
<tr>
<td>das Rauchen</td>
<td>the smoke</td>
</tr>
<tr>
<td>der Freitag</td>
<td>the Friday</td>
</tr>
<tr>
<td>die Frau</td>
<td>the woman</td>
</tr>
<tr>
<td>die Sonne</td>
<td>the sun</td>
</tr>
<tr>
<td>der Liebling</td>
<td>the beloved</td>
</tr>
<tr>
<td>das Väterchen</td>
<td>the father</td>
</tr>
<tr>
<td>die Dummheit</td>
<td>the foolishness</td>
</tr>
<tr>
<td>(das) Heligoland</td>
<td>(the) Heligoland</td>
</tr>
<tr>
<td>der König</td>
<td>the king</td>
</tr>
<tr>
<td>das Tanzen</td>
<td>the dance</td>
</tr>
<tr>
<td>der Monat</td>
<td>the month</td>
</tr>
<tr>
<td>das Pferdchen</td>
<td>the pony</td>
</tr>
<tr>
<td>der Kuchen</td>
<td>the cake</td>
</tr>
<tr>
<td>die Union</td>
<td>the union</td>
</tr>
<tr>
<td>das Blümchen</td>
<td>the flower</td>
</tr>
</tbody>
</table>

### Exercise 27

Have you sent the teacher's book to the baker's nephew? I have heard the lions in the wood. Has the maid not cooked (boiled) the apples? My brother has telephoned to my father. I have handed my uncle his stick. This girl has played the piano. Do you like smoking cigarettes? No, I always smoke a pipe. At Christmas we send our brother apples, nuts, books and cigarettes. Do you like listening to music on the wireless? We have lived in a house in that village. The soldiers have burnt the capital of the country. My sister has looked for the advertisement in the (news)paper. We have called our dog Mops. Which book has your sister chosen? The soldiers have killed no women and children. In the summer we have often bathed in the sea. The pupils have played with the snow in the winter. I do not like dogs.

### Exercise 28


Exercise 29
I have heard nothing (I have not heard anything). Yesterday the sun was quite warm. To whom did you send the Christmas-tree? I have sent it to my nephew. Those clouds are big and black, they bring rain. The weather is very cold and there is fog (mist) on the river. When did you buy this suit? I bought it yesterday in that shop. Was it cheap or dear? It was quite cheap. The stars are small, but the moon is big. Have you sent the wrist-watch to your sister? Yes, I sent it to her yesterday. Has your father sent the Christmas-tree to the children? Yes, he sent it to them yesterday. There are three dogs on the lawn; my nephew is playing with them.

Exercise 30

Exercise 31
The spider was big and fat; it spun a web. The bee hummed (buzzed); it flew from flower to flower and looked for honey. What does the wasp eat? It eats sugar. The donkeys brayed (were braying), the pigs grunted (were grunting), the dogs barked (were barking) and the cats mewed (were mewing). The farm-hand rode a horse. He fed the oxen, the sheep and the cows. His dog was running with him. He barked too loudly. The farmer struck him with his whip. The farmer’s wife milked the cows in the stable. There are eight or nine farm-hands on the farm. They are always working. In the autumn they plough the fields. In the spring they sow. The farmer’s name was Mr. Brown. He got up and began his work. He drove in his cart to the field. What did he eat? He ate bread and drank tea with sugar. His children sang songs. He gave them apples and nuts.

Exercise 32
Haben Sie Ihre Arbeit schon begonnen? Ich habe
meine Uhr zerbrochen. Hat Ihr Onkel seinem Neffen eine Uhr gegeben? Hast du deinen Tee getrunken? Ja, und ich habe mein Brot und meinen Honig schon gegessen.

**Exercise 33**

Our bank lies between the post-office and St. Mary's Church. I telephoned to my brother from a call-box. There are many skyscrapers in our city. The building of the League of Nations is in Geneva, in Switzerland. There were Bolsheviks in Russia and Fascists in Italy and Germany. The soldiers are at (before) the gate of the city. They are Italians and Spaniards.

I went into the restaurant. I had a meal (= ate) and paid (for it). I came out of the restaurant and went to the market-place. I went into the cinema. The cinema was big and beautiful, but it was not a skyscraper. In the cinema there were men, women and children. I often go to the theatre. Do you like going to the theatre? I saw a hospital near the park. Opposite the big stores was the Town Hall. This building is magnificent. I said to a policeman: "Where is there a letter-box?" He replied: "There at the street-corner." I put a letter in the letter-box. My brother is employed at a grocer's. He sells sugar, tea, etc. Behind the Town Hall was St. Paul's Church. I went under a bridge. This bridge was very high. Over the bridge travel cars and horses. The traffic is very dangerous for pedestrians.

**Exercise 34**

Ich legte mein Buch auf einen Stuhl. Das Wetter war ziemlich warm. Ich lief aus dem Zimmer. Ich ging durch die Tür und auf die Straße. Es war dunkel, aber die Straße war wegen der Straßenlampen ganz hell. Es waren acht Autos und drei Pferde auf der Straße. Ich ging mit meinem Hund um die Stadt. Mein Hund lief zwischen die Autos. Ich ging in eine Telefonzelle

Exercise 35

To-morrow I shall go to the market-place. What will you do there? I shall buy two or three horses. Are they cheap or dear? They are fairly dear this year. Will you go by car? To-day the weather is very cold. We shall soon have (be having) snow. What will your uncle do (be doing) next Tuesday? He will fly (go by air) to Lisbon. This afternoon we shall go to the cinema. Do you like going to the cinema? My brothers will fly to Cologne one day. This evening my sister will play the piano and Else’s brother will sing songs. I shall listen to the music on the wireless. I like the wireless (I like listening to the wireless).

Yesterday I had a letter from my uncle. At Christmas he will send my father a Christmas-tree. He was in France last week. The weather was very cold there. They have been having fog and rain. I have never been to France. Have you ever been to Paris?

Exercise 36

Nachsten Freitag werde ich nach Deutschland fahren. Werden Sie mit dem Auto nach London fahren? Nein,

F 2

**Exercise 37**

<table>
<thead>
<tr>
<th>German</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ein grosser Baum</td>
<td>eines grossen Baumes</td>
</tr>
<tr>
<td>eine kleine Blume</td>
<td>einer kleinen Blume</td>
</tr>
<tr>
<td>kein blinder Mann</td>
<td>keines blinden Mannes</td>
</tr>
<tr>
<td>ein kleines Mädchen</td>
<td>eines kleinen Mädchens</td>
</tr>
<tr>
<td>welche breite Strasse</td>
<td>welcher breiten Strasse</td>
</tr>
<tr>
<td>der starke Hund</td>
<td>des starken Hundes</td>
</tr>
<tr>
<td>die kluge Kusine</td>
<td>der klugen Kusine</td>
</tr>
<tr>
<td>der taube Vetter</td>
<td>des tauben Vetter</td>
</tr>
<tr>
<td>die hässliche alte Frau</td>
<td>der hässlichen alten Frauen</td>
</tr>
<tr>
<td>kalter Wind</td>
<td>kalten Windes</td>
</tr>
<tr>
<td>derselbe schmutzige Junge</td>
<td>desselben schmutzigen Jungen</td>
</tr>
</tbody>
</table>

**Exercise 38**

The sad girl is always weeping. German books are not always difficult. The fat baker’s little daughter gave a letter to the old tailor’s clever nephew. A clever boy learns quickly. The little children played on the soft grass. They do not like playing on the hard street. The old grandfather is blind, and his old wife is very deaf. The pretty girl is wearing a new dress with red buttons. Charles has a clean handkerchief in the pocket of his brown suit. The traffic in these narrow streets is very dangerous. Two blind men went (were going) with their white dog across the broad (wide) street. Pretty girls are not always silly.
Exercise 39


Exercise 40

The man to whom I was talking yesterday is the Mayor of Brussels. A great film-actress plays a part in the film which we shall see this evening. The landlord of the "Red Lion" Inn, in which (where) I saw the chauffeur of the film-actor Willi Fritsche yesterday, has been a sailor. The cobbler who mended your brown shoes is at the door. The butcher served (was serving) his customers, amongst whom was the maid of a great author. The basket in which she was carrying the apples and nuts was quite new. The dentist in whose house the policeman arrested the thief pulled out (extracted) my tooth this morning. The typist who took down this letter is dead.

Exercise 41


Exercise 42


Exercise 43

1. Dann wohnte ein armer Fischer in diesem Dorfe. 2. Bald trafen wir die Sekretärin des Schriftstellers am Bahnhof. 3. Dann bauten die Bolschewisten neue Schulen und Universitäten. 4. Plötzlich lief der Hund aus dem Zimmer. 5. Eines Tages kam der Schneider nach Hause.
Exercise 44


Exercise 45


Exercise 46

The thief did not answer me. Did you not meet her at the station? Who gave you this beautiful book? There are many cherries and apples in the garden. Yes, I have already seen them. I shall give some to my friend. My little sister asked me for sweets. I gave her some, but she has already eaten them. “Another
glass, please," I said to the waiter, but he did not hear me. At Christmas Uncle Fritz will pay us a visit. We still have some butter in the pantry. Do you like rolls with butter and cheese? We have no more oranges. Do you drink coffee with or without cream? With cream, if you have any. Both brothers were there. Have you no other bananas? I have some more, but they are not ripe. I shall buy you an ice, if you pick me some peas and beans in the garden. Have you any more tea in the pot? Is anybody at the door? I see nobody there (I do not see anybody there). They have heard everything you told me yesterday. Everyone in the village has his long garden, in which he has potatoes, beans, peas, apples, cherries, etc. People drink a lot of coffee in Germany. I had no plate, but the waiter has brought me one.

Exercise 47

Einige Schafe waren auf dem Feld. Er spricht ein (sehr) wenig Deutsch, aber kein Spanisch. Wer hat all(e) die Kirschen gegessen?

**Exercise 48**

The father said to the children: "Do you want to go for a run in the car this evening to Berlin?" "Oh, yes, rather!" cried the children. They had to wear their new clothes (suits), because they were to visit their (girl and boy) cousins in Berlin. They could not (were not able to) leave the house before three o'clock, because their mother was not ready. "Can I go to Berlin by bicycle (on my bike)?" asked young Charles. "Oh, no," answered the father. "It is much too slow by bicycle. You must come with us."

Soon they were all ready. The father can drive very well. "I must buy some more petrol," he said, "the (petrol-)tank is nearly empty." So they stopped at a petrol-station. Then they came to a cross-roads. The red light was showing and they had to wait. Mr. Smith's car can climb well and they travelled rapidly on the way to Berlin. At half-past three they were in Berlin. There they saw a poor motor-cyclist who was repairing a burst tyre. On (in) the wide streets of Berlin they saw 'buses, trams, cars, taxis and bicycles. There the traffic is very dangerous. They went up a one-way street, so they have to go backwards. Above the city they saw a large aeroplane which was to fly to America. Many pedestrians were hurrying across the street and it was (a) good (thing) that the horn (hooter) was in order. But they could always (were always able to) go pretty (fairly) quickly and overtook (passed) many other cars. Then the car stopped and Mr. Smith beckoned to a policeman. He had to ask the way. Soon, however, they were before the (their) uncle's house.
Exercise 49


Exercise 50

KEY TO EXERCISES

Exercise 51
Waiter, bring us two glasses of beer, please. Taxi, drive quickly to the station! Give me an ice, please. Let us go to the cinema. Please weigh this letter for me. Please pass me the sugar. Let us go to the theatre this evening. Open the door, please. Ask the policeman the way. Let us go to London to-morrow. Please tell me where I can find a taxi. Buy me some (a few) cigarettes. Give me a London (news)paper.

Exercise 52
The Millers wanted to go to Cologne. They looked for a fast train (an express) in the time-table. Their luggage was quite ready. They went by taxi to the station. Mr. Miller bought the tickets at the booking-office. They had to hurry to platform nine. The porter carried the luggage. Hilda bought some sweets and Mrs. Miller chose a few newspapers from the bookstall. As the train was late they waited for a bit in the waiting-room. Then the train came in. The porter put the luggage in the luggage van and Mr. Miller gave him a tip. They all entered an empty compartment. Hilda and Max chose the corner seats, as they wanted to look out of the window. Mr. Miller put his attaché case on the rack.

The engine whistled and they then set off (then off they went). As they were in a smoking compartment Mr. Miller began to smoke. He likes (smoking) cigarettes. In Aix-la-Chapelle they had to change. At half-past twelve they went along the corridor to the dining-car. After lunch they returned to their compartment. Max had to go to the lavatory, because his hands were frightfully dirty. Mr. Miller yawned. He was tired and he began to sleep. When they arrived punctually in Cologne they alighted quickly. At the station they saw Uncle Otto and Aunt Gisela. A porter fetched their luggage from the luggage-van. Mr. Miller gave up the tickets and they left the station. They
travelled (went) up a long, narrow street and came to the house of their (= the) Uncle. They entered the house. They were all tired and hungry.

Exercise 53


Exercise 54

(a) Zweimal drei ist sechs.  
Fünfmal sechs ist dreissig.  
Siebenmal drei ist einundzwanzig.  
Elfmal elf ist einhundertundzwanzig.

Fünf und drei ist acht.  
Neun und sechs ist fünfzehn.  
Neunzehn und siebzehn ist sechzehnunddreissig.  
Dreizehn und vierzehn ist siebenunddreissig.  
Dreundvierzig und achtunddreissig ist einundachtzig.  
Achtundneunzehn weniger siebenundfünfzig ist einundvierzig.  
Einhunderteunddreißig weniger siebenundachtzig ist zweiundfünfzig.

Siedundvierzig geteilt durch drei ist neun.  
Vierundvierzig geteilt durch vier ist elf.

Eintausendsiebenhundertundsechzehn weniger siebenhundertzwanzig ist neunhundertfünfundsechzig.
KEY TO EXERCISES

Einhunderteinundzwanzig ge-
dteilt durch elf ist elf.

Zweihundertundfünfzig geteilt
durch fünfzig ist fünf.

(b) Um neun Uhr—halb sieben—zehn Uhr—vierzig Minuten
nach eins;
• Viertel vor zwei;
• zwanzig Minuten nach drei;
• zehn Minuten nach zwölf;
• Viertel vor elf;
• zehn Minuten vor vier;
• ein Uhr (um eins);
• halb sechs;
• Viertel vor sechs;
• Viertel nach sieben;
• zwanzig Minuten nach eins;
• Viertel nach acht.

(c) Ein Drittel; zwei Fünftel; vier Neuntel; ein halb; drei Viertel; fünf Achtel; sechs Fünfundzwanzigstel.

Erste, zweite, sechste, achte, siebente, elfte, zwölfte, acht-
zehnte, vierundzwanzigste, siebzehnte, dreissigste, neunund-
zwanzigste, hundertste, tausendste.

Exercise 55

Exercise 56
How much do these apples cost? Are these cherries dearer than those (there)? These are dearest. Marie is the nicest girl in the village. Ottilie sings beautifully, Hilda sings more beautifully, but Else sings most beautifully. Which boy is the cleverest? Otto is the cleverest, but Konrad is almost as clever. Is Belgium not as big as Holland? This girl is as pretty as her sister. The older a man gets, the less he can learn. A higher (taller) tree than that (one) is in our garden. Can you speak German? Yes? So much the better. The sooner we arrive the longer we shall have to wait. The more he drank the thirstier he became. These bicycles are the best. Otto is the tallest boy in the class. It is pleasanter here in the garden than in the house. Irmgard is more diligent than her brother. We must travel more carefully through this fog. These cherries are the sweetest. The garden looks prettier in the summer than in the winter.

Exercise 57

Exercise 58
These gloves are mine, those are yours. Do you always read the same paper? My house is not so big
as yours. Their (your, her) garden is longer than ours.
I have read my book and my brother’s. I have seen
his car, but not theirs (hers). Those who come (too)
late must wait here. We always eat at the same restaur-
ant. He has always lived in the same street. He who
does not work shall not eat. She has found my hat,
but not his.

Exercise 59
Das sind Ihre Bücher, nicht meine. Sein Bruder ist
klüger als der ihrige. Mein Messer ist schärfer als das
deinige. Beide Tanten wohnen in derselben Stadt. Er
liest dasselbe Buch. Die, die (Diejenigen, welche) nicht
fleissig arbeiten, werden nichts lernen. Ihre Bäume
sind höher als die unsrigen. Sie kauft immer dieselben
Bonbons. Unsere Stadt ist grösser als die Ihrige.
Seine Arbeit ist besser als die seiner Schwester. Sein
Haus ist nicht so klein wie das seines Onkels. Die, die
(Diejenigen, welche) am besten arbeiten, können früh
nach Hause gehen.

Exercise 60
Last summer we spent our summer-holidays on the
North coast of Germany. We packed our trunks (cases)
and set out on the 28th August for Swinemünde. The
weather was magnificent during the whole month which
we spent there. We stayed (lived) in a large hotel
which was near the beach.
Every (each) morning we got up early. After break-
fast we went down to the beach. We took (carried)
our bathing-suits with us and when the weather was
warm we put on our bathing-costumes and caps and
swam in the sea. I cannot swim like a fish, yet I like
swimming. Some little children, whose parents were
sitting in deck-chairs, were making sand-castles. Others
played football or looked for shrimps and crabs with
their nets. After bathing we lay on the warm sand and
took a sun-bath. Soon we were quite brown, almost
like black men. One day we saw a boy in the sea. He could not swim very well. A fisherman saved him from drowning.

Sometimes we went for an outing in a fishing-smack. That was very nice and we had a lot of fun (we enjoyed ourselves). We dived from the boat into the sea. It was quite nice when the waves were big. We often climbed up the cliffs, or went for a walk along the beach.

My father had hired a beach-hut and so we could have coffee in the afternoon on the beach. My father often played golf on the beautiful golf-links. We were quite sad when we had to return home.

Exercise 61


Exercise 62

Dieser Briefkasten wird dreimal am Tage vom Briefträger geleert. Dieser Brief wurde gestern von meiner Stenotypistin geschrieben. Ist der Brief schon geschrieben? Ich werde meinen Freund in Bonn besuchen. Das Telegramm wurde gestern geschickt. Als wir ankamen,
war die Tür schon geschlossen. Das Haus ist schon gebaut worden. Dieses Kleid wurde letztes Jahr vom Schneider gemacht.

Exercise 63

Exercise 64
I thanked him for his letter. He died of gout. He was annoyed at my answer. I asked for the price of the apples. He has translated this book from the German, while he was staying with his aunt. He ordered the man to wait for the train. The girl blushed at this answer. I entrust this work to you. To whom does the house with the red roof belong? Allow me to help you. I read the letter out to my mother. Describe to me the city in which (where) you live. Do you remember the day (when) we met the man? What has become of your brother? The boy (lad) leant against the wall. Follow me, please. Do you like it here in England? I do not like the English weather. You can rely on him. When did you give this wrist-watch to your sister? The others laughed and made fun of the poor boy. The little girl was afraid of the big cow. The poor man asked me for money. We trembled with cold.

Exercise 65

Exercise 66

Before going to bed he wrote a letter. After reading the paper he went out. Putting on his coat and hat he ran out of the room. Bathing is forbidden here. He sat in the garden smoking a pipe. Who is the girl wearing the green hat? We heard our cousin singing. He remained standing at (or by) the door. Knowing he was at home I telephoned him. On looking out of the window I saw our doctor's car go by. He saw them (or her) playing tennis. He smoked while shaving. The little girl came running and spoke to us. I stood up on seeing the man enter, but my sister remained sitting.

Exercise 67


Exercise 68
I am going swimming this afternoon with my friend. Have you promised to send him a book? My uncle taught me to play the piano. I am getting (I get) my hair bobbed. I have had a new house built. Where did you learn to play golf? Help me to get in (i.e. a vehicle). Must you go home now? We shall have some new clothes made (for us) in Paris. He decided to go by car to Dresden. I decided to have my hair bobbed. My father has promised to meet me at the station. Do you wish to leave (set out) to-morrow? I ordered the waiter to bring me a bottle of wine. I have had a bottle of wine brought (for me). We saw him riding in the wood. Wash his hands! Have you washed your hands? I have washed his hands. The barber has cut the man’s hair. Please do not cut my hair too short. Have you tinted your finger-nails and plucked your eyebrows? I have my shoes cleaned. Has he gone home? They have not yet arrived. My brother flew to Amsterdam yesterday.

Exercise 69

Exercise 70

Taxi, drive to an up-do-date but cheap hotel. I want to spend a few weeks in this town. Here is a good hotel, Sir, the "Riesenfürstenhof." Good! I'll get out here. How much do I owe you? Three marks fifty? Here is a tip for you. Thank you, Sir! That's all right (Not at all, Don't mention it)! Can I have (or get) a room for a few nights? Yes, certainly! What sort of one? I do not want to spend too much.

The man said he had a few nice rooms which were quite quiet and well lighted. I replied that I should like to see them. He said I could go up by lift: Number 15. I asked where the lift was. He replied that it was in the corner. I asked the lift-boy if (or whether) the hotel had central heating. "Yes, of course!" he answered. He asked to what room I was going. I said I should spend a few days there. I asked if (or whether) the hotel had a garage. Whether the hotel had electric light (= was lighted by electricity) in all rooms. He replied that there was a bathroom near my room and that there was central heating in all rooms.

I rang for the porter. I asked him if (or whether)
he would wake me up at 5 o'clock. He replied that he would not forget. I pulled up the blind and looked down upon the street.

Exercise 71

Der Chauffeur sagte, dass er ganz fertig sei (or wäre) (or: sagte, er sei (ware) ganz fertig). Ich fragte ihn, ob er wüsste, wo das Hotel Bismarck sei (or wäre). Er sagte, dass er es nie(mals) gesehen hätte. Ich fragte den Schutzmann, ob die Post (das Postamt) in jener Strasse wäre (or sei). Sie sagte, dass er Montag käme (or kommen würde). Das Mädchen sagte, dass sie sein Auto in der Garage gesehen hätte. Der Mann sagte mir, dass sie nach England mit dem Flugzeug gefahren wäre (or sei). Ich antwortete, dass ich den Zug versäumt hätte. Sie fragte mich, ob ich mit ihnen spielen möchte. Es leben unsere Freunde aus Deutschland!

Exercise 72

He asked whether he could snap the light on. He asked me whether I wanted to take the lift to the hotel (or hotel). He asked me whether I wanted to go up the stairs (or stairs). The chauffeur asked me whether I wanted to go to a hotel (or hotel). I told him that I received a letter from you (or you) every week. The chauffeur asked me what kind of hotel I wanted to go to (or hotel). I told him that I had come up the stairs (or stairs). The lift operator said that he had put an alarm clock on the mantelpiece in my room (or my room). The girl looked as if she had spent several weeks by the sea. I was especially looking forward to the sea-voyage. I had always heard and read so much about the beauty of the sea that I longed (thereafter) to be allowed to admire this beauty with my own eyes. I was not disappointed. The day of my departure dawned at last. The clerk of the weather seemed to me to be quite friendly, and the sun beamed (or shone) quite brightly from the dark-blue sky.

After a long railway journey from Wiesbaden I arrived at 4 o'clock in Ostend. I hired a porter to take my cases on to the ship. Together with all the other passengers I passed a barrier, where my passport was carefully examined. They asked me if I had any (had not any) dutiable goods. I replied in the negative. After I had opened my cases I was allowed to go through (or by). I went across the wooden gangway on to the big boat. It was a Belgian boat. A few sailors with bronzed faces and weather-beaten features were hurrying about on the deck. I had a look round the ship. I soon became

Exercise 73
A Sea-Voyage from Ostend to Dover

A great desire of mine was at last to be fulfilled. My parents promised that I might visit a friend in London. Quite apart from the reunion with him (meeting him, seeing him again) (I had not seen him for a year), I was especially looking forward to the sea-voyage. I had always heard and read so much about the beauty of the sea that I longed (thereafter) to be allowed to admire this beauty with my own eyes. I was not disappointed. The day of my departure dawned at last. The clerk of the weather seemed to me to be quite friendly, and the sun beamed (or shone) quite brightly from the dark-blue sky.

After a long railway journey from Wiesbaden I arrived at 4 o'clock in Ostend. I hired a porter to take my cases on to the ship. Together with all the other passengers I passed a barrier, where my passport was carefully examined. They asked me if I had any (had not any) dutiable goods. I replied in the negative. After I had opened my cases I was allowed to go through (or by). I went across the wooden gangway on to the big boat. It was a Belgian boat. A few sailors with bronzed faces and weather-beaten features were hurrying about on the deck. I had a look round the ship. I soon became

1 Ein Freund von mir, a friend of mine.
acquainted with a young Englishman who had already made this journey several times and was a bit more conversant with everything. He showed me where we could sit comfortably and be protected from the wind. A loud, deafening blast of the siren indicated that we were ready to leave. We went (sailed, steamed) out of the harbour into the open sea.

The coloured sails of the fishing-smacks looked very beautiful in the sunshine. The sea, slightly ruffled by a pleasing fresh wind, gave a picturesque impression. Ostend, with its beautiful beach and the big hotels, retreated further and further away.

We went past the buoys which tinkled and tossed about in the water. After three hours’ journey we could see the white coast of England. An hour later the travellers conversed merrily with one another and looked for their cases, in order to get ready for going ashore. The boat entered Dover harbour. The sun was already slowly sinking in the west. In Dover the immigration officers examined our passports and the customs officers examined our cases. I entered a compartment of the through-train for London which stood waiting and made myself comfortable. I had a cup of English tea brought to me. Then I felt like a giant refreshed. Thank Heaven! I had not been seasick!

Exercise 74


Exercise 75

1 Übrig, left over, remaining; mehr would mean here no longer, never any more.
CONCLUSION

The student who has conscientiously worked out the exercises and has followed our advice in reading German is now in a position to advance on his own account. He should buy a good dictionary; a good choice would be The E.U.P. Concise German Dictionary.

To obtain greater mastery of the language it is necessary to write and read as much as possible. The student who follows our advice and finds a correspondent in Germany will find he is making good progress if his German friend is conscientiously helping him with his grammar and construction. This service, to be permanent and beneficial, must, of course, be mutual. The student should endeavour to study and sympathize with the views and likes and dislikes of his correspondent. If an exchange of visits can result from such a correspondence, so much the better.

If the student resides in London he will find it quite easy to purchase German magazines and newspapers, while German short stories are becoming increasingly more accessible to the English student for a modest outlay. For this purpose let him send for catalogues of German readers to such publishers as G. Bell and Sons, Portugal Street, London; Geo. G. Harrap and Co., 182 High Holborn, London; Oxford University Press, 11 Warwick Square, E.C.4; Cambridge University Press, 200 Euston Road, N.W.1; and the University of London Press, 10 Warwick Lane, E.C.4. The student should choose at first the short easy readers, priced about
a few shillings. These are modern stories, dealing for the most part with adventure, crime-detection and the like.

When half a dozen or so of the foregoing have been read the student can begin the study of some of the classics, such as Lessing, Schiller, Goethe, Hebbel, Grillparzer, Heinrich von Kleist, Freytag, Sudermann or Hauptmann in drama, or Theodor Storm, Grillparzer, Jean Paul Richter, Keller, Meyer, Heyse, Freytag, Eichendorff, Hauff or von Kleist in prose fiction. The student can find details of works by the above in the catalogues already referred to. If he is interested in poetry the best anthology to buy is the Oxford Book of German Verse, from the Oxford University Press.

An excellent and very cheap edition of the works of the German classics is that by Ph. Reclam, Jun., of Leipzig. These can be had, either new or second-hand, from Foyle’s, of Charing Cross Road, and for a few shillings the student can acquire quite a number of the best works in the literature of Germany.

The important thing is to read as much as possible, looking up just those words and idioms necessary for an appreciation of the matter. A close attention to the meaning of every word is only going to kill the interest and bring discouragement or boredom. The vocabulary and “feeling for the language” (das Sprachgefühl) will then come unconsciously and pleasantly.

By the time the student has progressed thus far upon the road, he will be able to dispense with his guide and proceed alone on a wonderful voyage of discovery, delighting in every fresh vista that opens up before his eyes. And in this interesting, nay, exciting enterprise we wish him “Glückliche Reise!”
APPENDIX A

TABLE OF GERMAN DECLENSIONS

A bracketed *Umlaut* means that not all the nouns indicated take the *Umlaut* in the plural. This is best learnt by saying for the four declensions: "Sometimes—sometimes—always—never."

1. Sing. Plural
   - Nom.  (..)  
   - Acc.  (..)  
   - Gen.  (..)  
   - Dat.  (..)  

1. Masc. and neuter nouns in -el, -en, -er: for those taking the *Umlaut* see List 1 overleaf.
3. Two feminines:
   - die Mutter (..)
   - die Tochter (..)
4. Sing. Plural
   - Nom.  (..)  
   - Acc.  (..)  
   - Gen.  (..)  
   - Dat.  (..)  

1. Most masc. monosyllables, some not taking the *Umlaut* (see List 2 overleaf).
2. About 30 feminine monos., all taking the *Umlaut* (see List 3 overleaf).
3. Some neut. monos., none taking the *Umlaut*.
5. A few masc. and neut. nouns with 4th Decl. plural (see List 6 overleaf).

2. Sing. Plural
   - Nom.  (..)  
   - Acc.  (..)  
   - Gen.  (..)  
   - Dat.  (..)  

1. All other feminines.
2. All masc. nouns in -e (exc. der Käse, in Decl. 2).
Notes

1. Feminine nouns take no ending in the singular.
2. As a rule monosyllables take the -es of the Gen. sing. in Declensions 2 and 3, and words of more than one syllable take -s.
3. Words ending in -s in Declension 2 and in -in in Declension 4 double the final consonant before the ending: Autobus—Autobusse; Königin—Königinnen.
4. Notice all Declensions have -n in the Dative plural.

SPECIAL LISTS OF NOUNS

1. Nouns of Declension 1 taking the Umlaut in the plural:
   
   **Masculine:**
   
   Acker, field  
   Apfel, apple  
   Boden, ground  
   Bruder, brother  
   Garten, garden  
   Graben, ditch  

   **Neuter:** das Kloster, monastery

<table>
<thead>
<tr>
<th>Masculine</th>
<th>Feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aal, eel</td>
<td>Axt, axe</td>
</tr>
<tr>
<td>Apparat, apparatus</td>
<td>Bank, bench</td>
</tr>
<tr>
<td>Arm, arm</td>
<td>Braut, bride</td>
</tr>
<tr>
<td>Docht, wick</td>
<td>Brust, breast</td>
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<tr>
<td>Dom, dome, cathedral</td>
<td>Faust, fist</td>
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<tr>
<td>Fasan, pheasant</td>
<td>Frucht, fruit</td>
</tr>
<tr>
<td>Grad, degree</td>
<td>Gans, goose</td>
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<tr>
<td>Huf, hoof</td>
<td>Hand, hand</td>
</tr>
<tr>
<td>Hund, dog</td>
<td>Haut, skin</td>
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</tbody>
</table>

2. Masculine nouns of Declension 2 not taking the Umlaut in the plural:

<table>
<thead>
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3. Feminine monosyllables of Declension 2 (all taking Umlaut where possible):

<table>
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</tr>
<tr>
<td>Braut, bride</td>
<td>Kraft, power</td>
</tr>
<tr>
<td>Brust, breast</td>
<td>Kuh, cow</td>
</tr>
<tr>
<td>Faust, fist</td>
<td>Macht, might</td>
</tr>
<tr>
<td>Frucht, fruit</td>
<td>Magd, maid</td>
</tr>
<tr>
<td>Gans, goose</td>
<td>Maus, mouse</td>
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   **Neuter:** das Kloster, monastery

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<th>Masculine</th>
<th>Feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aal, eel</td>
<td>Axt, axe</td>
</tr>
<tr>
<td>Apparat, apparatus</td>
<td>Bank, bench</td>
</tr>
<tr>
<td>Arm, arm</td>
<td>Braut, bride</td>
</tr>
<tr>
<td>Docht, wick</td>
<td>Brust, breast</td>
</tr>
<tr>
<td>Dom, dome, cathedral</td>
<td>Faust, fist</td>
</tr>
<tr>
<td>Fasan, pheasant</td>
<td>Frucht, fruit</td>
</tr>
<tr>
<td>Grad, degree</td>
<td>Gans, goose</td>
</tr>
<tr>
<td>Huf, hoof</td>
<td>Hand, hand</td>
</tr>
<tr>
<td>Hund, dog</td>
<td>Haut, skin</td>
</tr>
</tbody>
</table>

   **Neuter:** das Kloster, monastery

<table>
<thead>
<tr>
<th>Masculine</th>
<th>Feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aal, eel</td>
<td>Axt, axe</td>
</tr>
<tr>
<td>Apparat, apparatus</td>
<td>Bank, bench</td>
</tr>
<tr>
<td>Arm, arm</td>
<td>Braut, bride</td>
</tr>
<tr>
<td>Docht, wick</td>
<td>Brust, breast</td>
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<td>Dom, dome, cathedral</td>
<td>Faust, fist</td>
</tr>
<tr>
<td>Fasan, pheasant</td>
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</tr>
<tr>
<td>Grad, degree</td>
<td>Gans, goose</td>
</tr>
<tr>
<td>Huf, hoof</td>
<td>Hand, hand</td>
</tr>
<tr>
<td>Hund, dog</td>
<td>Haut, skin</td>
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</table>
APPENDIX A

4. Neuter nouns of Declension 3:

<table>
<thead>
<tr>
<th>Neuter</th>
<th>Masculine</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amt, office</td>
<td>Gespenst, ghost</td>
<td>Licht, light</td>
</tr>
<tr>
<td>Bad, bath</td>
<td>Glas, glass</td>
<td>Lied, song</td>
</tr>
<tr>
<td>Blatt, leaf</td>
<td>Glied, member</td>
<td>Loch, hole</td>
</tr>
<tr>
<td>Buch, book</td>
<td>Grab, grave</td>
<td>Nest, nest</td>
</tr>
<tr>
<td>Dach, roof</td>
<td>Gras, grass</td>
<td>Rad, wheel</td>
</tr>
<tr>
<td>Denkmal, memorial</td>
<td>Haus, house</td>
<td>Schloss, castle</td>
</tr>
<tr>
<td>Dorf, village</td>
<td>Horn, horn</td>
<td>Schwert, sword</td>
</tr>
<tr>
<td>Ei, egg</td>
<td>Huhn, chicken</td>
<td>Tal, valley</td>
</tr>
<tr>
<td>Fach, subject</td>
<td>Kalb, calf</td>
<td>Truch, cloth</td>
</tr>
<tr>
<td>Fass, barrel</td>
<td>Kind, child</td>
<td>Volk, people</td>
</tr>
<tr>
<td>Feld, field</td>
<td>Kleid, dress</td>
<td>Weib, woman</td>
</tr>
<tr>
<td>Geschlecht, sex</td>
<td>Lamm, lamb</td>
<td>Wort, word</td>
</tr>
<tr>
<td>Geschicht, face</td>
<td>Land, country</td>
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</table>

5. Masculine monosyllables of Declension 3:

<table>
<thead>
<tr>
<th>Masculine</th>
<th>Neuter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geist, spirit, ghost</td>
<td>Mann, man</td>
</tr>
<tr>
<td>Gott, god</td>
<td>Rand, edge</td>
</tr>
</tbody>
</table>

6. Nouns, 2nd Declension in sing., 4th Declension in plural:

**Masculine**:

Bauer, farmer | See, lake | Strahl, ray
Mast, mast | Staat, state | Vetter, cousin
Nachbar, neighbour | |

**Neuter**:

<table>
<thead>
<tr>
<th>Neuter</th>
<th>Masculine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auge, eye</td>
<td>Hemd, shirt</td>
</tr>
<tr>
<td>Bett, bed</td>
<td>Herz (-ens, -en), heart</td>
</tr>
<tr>
<td>Ende, end</td>
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</tr>
</tbody>
</table>
APPENDIX B

ALPHABETICAL LIST OF STRONG AND IRREGULAR VERBS

N.B.—(a) Verbs with a prefix having the same forms as the simple verbs are omitted. (b) Verbs with a prefix are given when the verb is not used alone. (c) The 2nd and 3rd singular present indicative and the singular of the imperative are given only when these forms are different from the regular forms of the verb. (d) Verbs marked with an asterisk (*) are conjugated with sein, the others with haben. (e) Parts of the verb in thick type indicate an irregularity in their formation.

<table>
<thead>
<tr>
<th>Present Infinitive</th>
<th>Present Indicative (2nd and 3rd pers. sing.)</th>
<th>Imper. (2nd pers. sing.)</th>
<th>Imperfect Subjunct.</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>backen, to bake</td>
<td>bückst</td>
<td>bäckt</td>
<td>buk</td>
<td>gebacken</td>
</tr>
<tr>
<td>befehlen, to com-</td>
<td>befehlst</td>
<td>befehlt</td>
<td>befahl</td>
<td>beföhlen</td>
</tr>
<tr>
<td>mand</td>
<td></td>
<td></td>
<td></td>
<td>gebacken</td>
</tr>
<tr>
<td>beginnen, to begin</td>
<td></td>
<td></td>
<td></td>
<td>begonnen</td>
</tr>
<tr>
<td>beissen, to bite</td>
<td></td>
<td></td>
<td></td>
<td>geissen</td>
</tr>
<tr>
<td>bergen, to hide</td>
<td></td>
<td></td>
<td></td>
<td>geborgen</td>
</tr>
<tr>
<td>betrügen, to deceive</td>
<td></td>
<td></td>
<td></td>
<td>geborgen</td>
</tr>
<tr>
<td>biegen, to bend</td>
<td></td>
<td></td>
<td></td>
<td>geborgen</td>
</tr>
<tr>
<td>bieten, to offer</td>
<td></td>
<td></td>
<td></td>
<td>geborgen</td>
</tr>
<tr>
<td>binden, to bind</td>
<td></td>
<td></td>
<td></td>
<td>geborgen</td>
</tr>
<tr>
<td>bitten, to ask</td>
<td></td>
<td></td>
<td></td>
<td>geborgen</td>
</tr>
<tr>
<td>blasen, to blow</td>
<td>bläst</td>
<td>bläst</td>
<td></td>
<td>gebissen</td>
</tr>
<tr>
<td>*bleiben, to remain</td>
<td></td>
<td></td>
<td></td>
<td>geblassen</td>
</tr>
<tr>
<td>braten, to roast</td>
<td>brätst</td>
<td>brät</td>
<td></td>
<td>gebrochen</td>
</tr>
<tr>
<td>brechen, to break</td>
<td>brichst</td>
<td>bricht</td>
<td></td>
<td>gebrochen</td>
</tr>
</tbody>
</table>
| English            | German            | Appendix B
|-------------------|-------------------|--------------
<p>| burn              | brennt            | gebannt      |
| bring             | brachte           | gebracht     |
| think             | dachte            | gedacht      |
| *driven, to crowd | empfangen         | gedrungen    |
| press forward     | empfangt          | empfangen    |
| *driven, to receive | empfehlen, to recommend | empfehlen |
| eat               | empfehlt          | empfohlen    |
| drive             | fahren, to go     | gefahren     |
| *fallen, to fall  | fallen, to fall   | gefallen     |
| catch             | fangen, to catch  | gefangen     |
| find              | finden, to find   | gefunden     |
| fly               | fliegen, to fly   | geflogen     |
| flow              | fliessen, to flow | gefroren     |
| devour            | freien, to freeze | gefroren     |
| give              | geben, to give    | gefroren     |
| go                | gehen, to go      | gefallen     |
| succeed           | gelingen, to succeed | gegangen   |
| get               | genesen, to get   | genossen     |
| enjoy             | genießen, to enjoy| genossen     |
| happen            | geschahen, to happen | geschahen   |
| win               | gewinnen, to win  | gewonnen     |
| pour              | gießen, to pour   | geseessen    |</p>
<table>
<thead>
<tr>
<th>Present Indefinite</th>
<th>Present Indicative (and third pers. sing,)</th>
<th>Imper. Indicative</th>
<th>Imperfect Indicative</th>
<th>Subjunct.</th>
<th>Past Participle</th>
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</thead>
<tbody>
<tr>
<td>gleichen, to re-</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>semble</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>gleiten, to slip,</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>glide</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>graben, to dig</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>greifen, to seize</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>halten, to hold</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>hangen, to hang</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>haasen, to hew</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
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<tr>
<td>beben, to lift</td>
<td>—</td>
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<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>boissen, to be called</td>
<td></td>
<td>—</td>
<td>—</td>
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<td>—</td>
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<tr>
<td>helfen, to help</td>
<td>hilfst</td>
<td>hilft</td>
<td>helfte</td>
<td>half</td>
<td>helfe</td>
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<tr>
<td>kennen, to know (a person)</td>
<td>helfen</td>
<td>helfen</td>
<td>helfen</td>
<td>helfen</td>
<td>helfen</td>
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<tr>
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<td>—</td>
<td>—</td>
<td>—</td>
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</tr>
<tr>
<td>kommen, to come</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
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<tr>
<td>laden, to load</td>
<td>läd (ladet)</td>
<td>lädt</td>
<td>—</td>
<td>—</td>
<td>—</td>
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<tr>
<td>lassen, to let</td>
<td>lässt</td>
<td>läst</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>*laufen, to run</td>
<td>laufen (laufst)</td>
<td>lauft</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>leiden, to suffer</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>leihen, to lend</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>lesen, to read</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>liegen, to lie</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>lägen, to tell a lie</td>
<td>nehmen, to take</td>
<td>nimmt</td>
<td>nimmt</td>
<td>nannte</td>
<td>nannte</td>
</tr>
<tr>
<td>nehmen, to take</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
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</tr>
<tr>
<td>pfeifen, to whistle</td>
<td>—</td>
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<td>—</td>
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</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>German Verb</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>raten, to advise</td>
<td>rat, to advise</td>
</tr>
<tr>
<td>reiben, to rub</td>
<td>rub</td>
</tr>
<tr>
<td>*reiten, to ride</td>
<td>ride</td>
</tr>
<tr>
<td>*rennen, to run</td>
<td>run</td>
</tr>
<tr>
<td>riechen, to smell</td>
<td>smell</td>
</tr>
<tr>
<td>ringen, to struggle, wrestle</td>
<td>struggle, wrestle</td>
</tr>
<tr>
<td>*rinnen, to flow</td>
<td>flow</td>
</tr>
<tr>
<td>rufen, to call</td>
<td>call</td>
</tr>
<tr>
<td>scheinen, to shine</td>
<td>shine</td>
</tr>
<tr>
<td>schieben, to shove</td>
<td>shove</td>
</tr>
<tr>
<td>schleichen, to creep</td>
<td>creep</td>
</tr>
<tr>
<td>schlafen, to sleep</td>
<td>sleep</td>
</tr>
<tr>
<td>schlagen, to strike</td>
<td>strike</td>
</tr>
<tr>
<td>*schleichen, to creep</td>
<td>creep</td>
</tr>
<tr>
<td>schließen, to shut</td>
<td>shut</td>
</tr>
<tr>
<td>schneiden, to cut</td>
<td>cut</td>
</tr>
<tr>
<td>schreiben, to write</td>
<td>write</td>
</tr>
<tr>
<td>schreien, to cry out</td>
<td>cry out</td>
</tr>
<tr>
<td>*schreiten, to step</td>
<td>step</td>
</tr>
<tr>
<td>schweigen, to be silent</td>
<td>silent</td>
</tr>
<tr>
<td>*schwimmen, to swim</td>
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</tr>
<tr>
<td>*schwinden, to vanish</td>
<td>vanish</td>
</tr>
<tr>
<td>schwängen, to swing</td>
<td>swing</td>
</tr>
<tr>
<td>schwören, to swear</td>
<td>swear</td>
</tr>
<tr>
<td>sehen, to see</td>
<td>see</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>German Verb</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
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<td>rätst</td>
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<td>rät</td>
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<td>geschworen</td>
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<tr>
<td>sähe</td>
<td>sehen</td>
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</tbody>
</table>

*Note: The table includes reflexive pronouns in the first column for clarification.*
<table>
<thead>
<tr>
<th>Present Infinitive</th>
<th>Present Indicative (2nd and 3rd pers. sing.)</th>
<th>Imper. (2nd pers. sing.)</th>
<th>Imperfect Subjunctive</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>*sein, to be</td>
<td>bist ist sel war wäre gewesen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>senden, to send</td>
<td></td>
<td></td>
<td></td>
<td>gesendet</td>
</tr>
<tr>
<td>singen, to sing</td>
<td></td>
<td></td>
<td></td>
<td>gesungen</td>
</tr>
<tr>
<td>sinken, to sink</td>
<td></td>
<td></td>
<td></td>
<td>gesunken</td>
</tr>
<tr>
<td>sinnen, to think, ponder</td>
<td></td>
<td></td>
<td></td>
<td>gesonnen</td>
</tr>
<tr>
<td>sitzen, to sit</td>
<td></td>
<td></td>
<td></td>
<td>gesessen</td>
</tr>
<tr>
<td>sprechen, to speak</td>
<td></td>
<td></td>
<td></td>
<td>gesprochen</td>
</tr>
<tr>
<td>*springen, to spring, jump</td>
<td></td>
<td></td>
<td></td>
<td>gesprungen</td>
</tr>
<tr>
<td>stechen, to stand</td>
<td></td>
<td></td>
<td></td>
<td>gestanden</td>
</tr>
<tr>
<td>stehlen, to steal</td>
<td></td>
<td></td>
<td></td>
<td>gestohlen</td>
</tr>
<tr>
<td>*steigen, to climb</td>
<td></td>
<td></td>
<td></td>
<td>gestiegen</td>
</tr>
<tr>
<td>*sterben, to die</td>
<td></td>
<td></td>
<td></td>
<td>gestorben</td>
</tr>
<tr>
<td>stossen, to push</td>
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<td>wissen, to know (a fact)</td>
<td>gewogen, to know (a fact)</td>
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<td>gezwungen, to compel</td>
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