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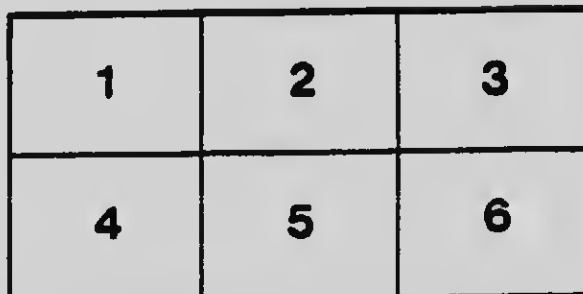
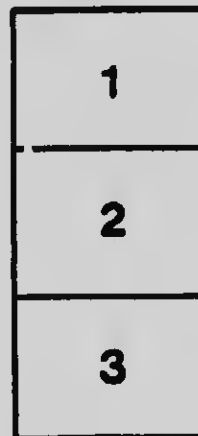
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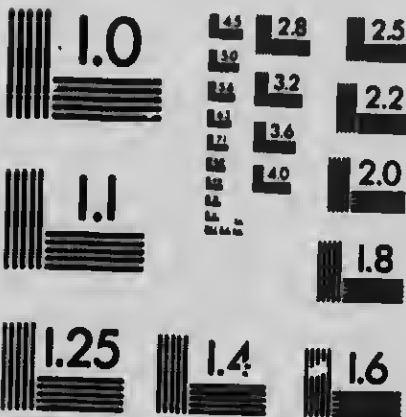
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GERMAN COMPOSITION

IN THEORY AND EXERCISES

WITH VOCABULARY

BY

P. W. MUELLER, B. A.

UNIVERSITY OF TORONTO

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PREFACE

This book has grown out of the experience of teaching in University classes. The task of teaching German composition requires a constant reminder of rules, forms, usages and phrases which the student has once learnt but often has forgotten again, also a setting forth and explanation of new rules and customs that add to the existing stock of knowledge. To make this work easier for teacher and student this book has been prepared. It presupposes a fair knowledge of the German Grammar and is calculated for the use of the higher forms of High Schools and Collegiate Institutes and for University Classes.

Part I deals theoretically in a systematic way with the things that must be known by the student. In order to impress these upon his memory, the exercises are strictly based upon the different points and are given immediately after the theoretical explanation. They should be done and carefully reviewed before proceeding further.

The continued prose sections in Part II should not be attempted until the exercises of Part I have been thoroughly mastered.

The vocabulary contains almost all the words and phrases used in the exercises and prose pieces. Notes have not been attached to the pieces, as it is the experience of the author that, unless such notes are very elaborate, they are of but slight assistance. In any case, the student must rely to a large extent upon the teacher whose guidance is indispensable.

Part III contains a number of Examination Papers of the University of Toronto, chosen from recent years, which are intended to serve a double purpose, (1) to present to the student such test pieces as he is likely to be called upon to translate, and (2) to afford additional material for exercises in sight-translation.

The author has spared no pains to make the book as useful as possible for the purpose mentioned above. He has followed the suggestions of several Professors at different Universities. For advice and assistance in the preparation of this volume, the author desires to express his sincere acknowledgments to Prof. W. H. Van der Smissen and Prof. W. H. Fraser of the University of Toronto, Prof. A. H. Young of Trinity College, and Prof. W. S. McLay of McMaster University, Toronto; Mr. H. B. Tapscott of Jarvis Collegiate Inst., Toronto, has kindly revised the whole manuscript and read the proof.

Toronto, August, 1912.

P. W. M

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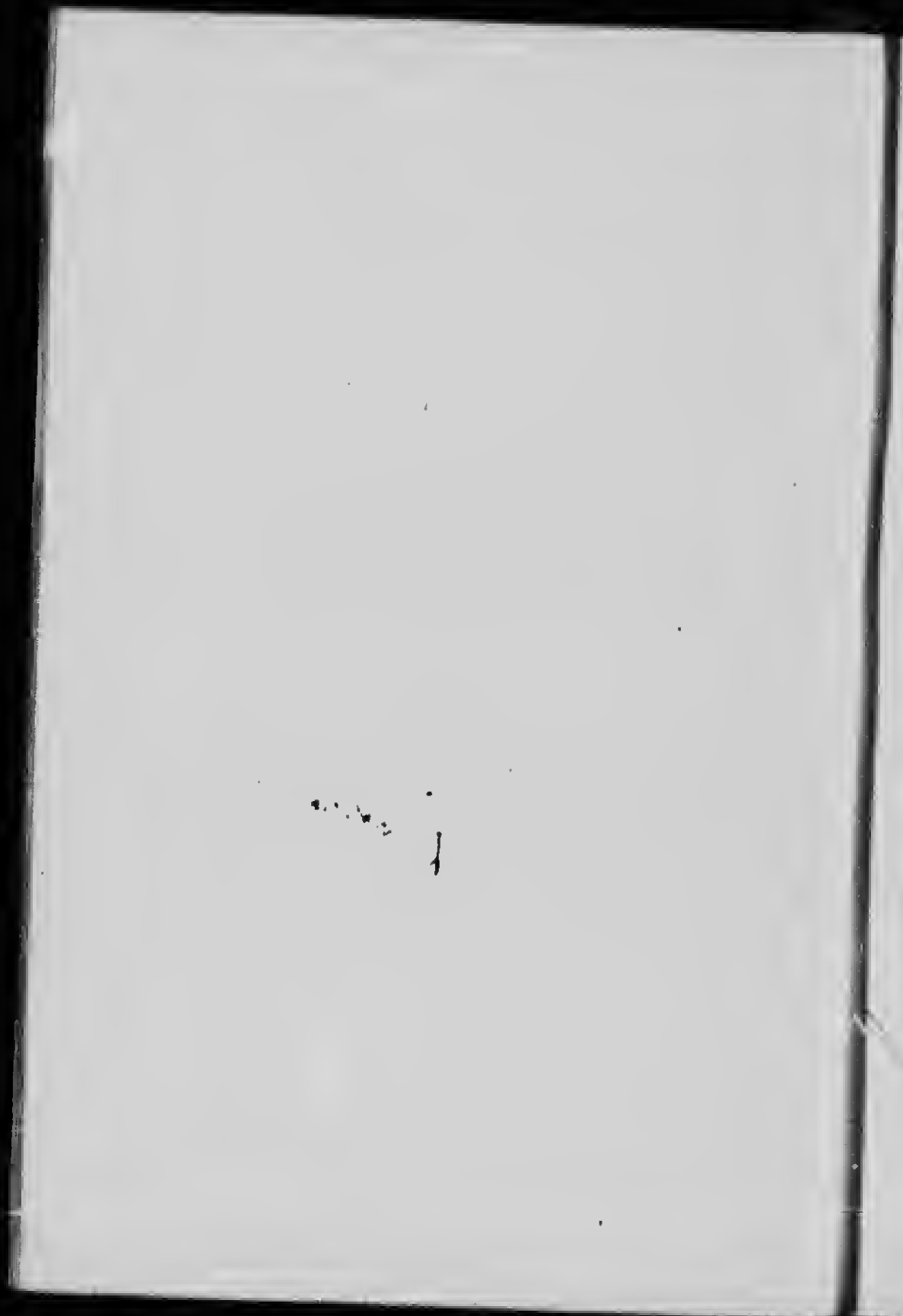
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PART I

THEORY AND EXERCISES

P. W. Keeton



PART I

LESSON 1

I. THE ARTICLE

1. The definite article, *der, die, das*, and the indefinite article, *ein, eine, ein*, are used or omitted before nouns for logical or grammatical reasons.

GENERAL FUNCTION OF THE ARTICLE.

The article singles out one individual thing from all other things belonging to the same class.

Therefore nouns employed in a general, unlimited sense are used without the article.

EXERCISE 1

1. Once upon a time there lived a king. 2. The king had a wife who was beloved by all the subjects of his kingdom. 3. She cared for the sick and poor among the people. 4. A little girl in one of the villages needed clothes. 5. She wanted money too and the queen provided her with both. 6. The child was glad when this help came to her. 7. Thus she had the opportunity of going to school. 8. In school she learnt reading, writing, and arithmetic. 9. Then she became a servant of the queen. 10. Thus she showed gratitude to the benefactress of her life.

LESSON 2

2. A. Omission of the Article.

a. With class names in the plural :

Äpfel sind rund.

Apples are round.

Männer, Frauen und Kinder
samen.

Men, women, and children
came.

b. With class names in the singular and nouns in enumeration :

Mein Bruder ist Arzt.

My brother is a doctor.

Geld und Gut.

Money and property.

Haus und Hof.

House and land.

Feld und Wald.

Field and forest.

c. With proper names (since they designate individuals):

Berlin ist eine Stadt.

Berlin is a city.

Friedrich geht fort.

Fred is leaving.

Amerika ist ein Erdteil.

America is a continent.

EXERCISE 2

1. In school we need books, pencils, pens, and paper.
2. The workmen left hammers, nails, and other tools in the building.
3. Pears, plums, and peaches were on the table.
4. Knives, spoons, forks, and plates are cleaned with water.
5. In spring we see flowers, birds, and insects, but in winter only ice and snow.
6. At the exhibition you can find animals, fruit, vegetables, grain, manufactured goods, motorboats, musical instruments, machines, and many other things.
7. He wants to become a soldier.
8. His father was a lawyer and his mother was a teacher.
9. We went over hills and through valleys.
10. They travelled night and day.
11. The tide of the sea changes every six hours.
12. Europe and Asia

were known before America. 13. Egypt belongs to Africa, and Brazil to South America. 14. Mary had a little lamb, that was as white as snow. 15. Tom, Jack, and Henry were all good friends. 16. Minnie, Beatrice, Louisa, and Emma are girls' names as well as Martha. 17. Toronto and Hamilton are both situated on Lake Ontario (am Ontario See).

d. With names of materials (since they do not represent individual things at all):

Eisen ist härter als Holz.

Iron is harder than wood.

Wolle ist weich.

Wool is soft.

Wasser holen.

To get water.

e. With abstract names (since these also do not represent individual things):

Not bricht Eisen.

Necessity knows no law.

Glück und Glas, wie bald bricht

Luck and glass, how soon they break.

f. With nouns accompanied by prepositions and used as adverbs in a general sense:

Zu Fuße gehen.

To go on foot.

Zu Wasser fahren.

To go by boat.

Mit Vergnügen.

With pleasure.

Hier zu Lande.

In this country.

Von Anfang an.

From the beginning.

g. With nouns following a possessive case:

Vaters Garten, instead of der Father's Garden.

Garten des Vaters.

EXERCISE 3

1. Pencils are made of wood and lead. 2. There are many buildings of stone in this city. 3. Canada's mines contain silver and other ores. 4. Glass is breakable, diamonds are

hard, gold is pliable; paper is made of rags and wood, but shoes are made of leather. 5. Friendship is a precious thing, hatred is destructive; love, faith, and hope are Christian virtues. 6. Beauty is often more praised than character. 7. Peace builds up nations, but discord ruins them. 8. You can get things by kindness which you can not get by force. 9. The pupil stayed at home with his teacher's permission. 10. Sometimes there are big storms at sea. 11. William's cap was lost, and Fred's pencil was broken. 12. My dear mother's purse had been stolen when we came home again. 13. The merchant's goods were delivered at our neighbor's house. 14. I would with pleasure go to Mrs. N's party to meet friends; but by Mr. Schmidt's kindness I received theatre tickets for to-night's play, when Shakespeare's Hamlet will be presented.

LESSON 3

B. Use of the Article.

3. The article is put before a noun for logical reasons in the following cases:

a. The definite article before *proper names* in the plural:

Die Bredows sind ein altes Geschlecht. The Bredow's are an old family.

Die Lehmanns sind liebe Leute. The Lehmann's are nice people.

b. The definite article before *nouns of materials* in the singular when they include all the different kinds of the class:

Das Erz liegt in der Erde. The ore is in the ground.

Das Bier ist ein Getränk. Beer is a beverage.

c. The definite article before *abstract nouns in the singular* when all different varieties, branches, and divisions of the idea are included:

Die Kunst verschönt das Leben. Art beautifies life.

d. *Class names in the singular* take the definite article in statements which are true of the *whole class*:

Der Apfel ist rund. The apple is round.

Der Mensch ist sterblich. Man is mortal.

e. *Proper names* accompanied by an attributive *must* have the article:

Der fleißige Karl. Diligent Charles.

f. *Names of months, seasons, days of the week, streets, public places, meals, certain countries, and rivers*, take the definite article:

Der Januar ist kalt. January is cold.

Das Frühstück schmeckt mir gut. I like my breakfast.

g. *Nouns qualified* take the article except when used in an address or exclamation:

Das gute Kind. The good child.

Höre doch, liebes Kind! Please, listen, dear!

Liebe Zeit! My goodness! Oh, dear!

EXERCISE 4

1. Lying is a sin. 2. Radium is a powerful metal. 3. Wine is a product of the sunny South. 4. Fish live in the water and birds in the air (*use sing.*). 5. ^W ^V went to Canossa. The Henries had quarrels with th. ^{Pop. s.} 6. Frederick the Great said: "The King is the first servant of the state." 7. To dear William for his birthday. 8. Good child! You deserve praise and honor. 9. February has only

X

28 days. 10. Thursday is my hardest day, but Sunday is the day of rest. 11. Spring begins in (in) March, summer in June, fall in September, and winter on the 21st day of December; which falls on Thursday this year. 12. The Rhein, Elbe, Oder, and Weichsel are German rivers; Switzerland and Turkey are countries in Europe; but the United States are in America. 13. Canada is the land of the maple-tree, Italy of the orange, France and Germany are the countries of the wine. 14. The man on the street, the woman in the house, the child in school, the man in business, the speaker on the platform, the lawyer in court, yes, even representatives of the country in session, — all are liable to make mistakes. X

EXERCISE 8

Y When Hamburg, the great sea-port, was partly burnt down in 1842, the rich merchant as well as the poor beggar had no shelter. Beautiful churches, warehouses with expensive merchandise, and costly residences were devoured by the flames. Even the Elbe was on fire, because the oil which had been spilled flowed into the different canals leading into the river: it caught fire and destroyed small boats and set larger vessels on fire. Human power was of little effect for three days; but like a Phoenix the City rose more beautiful out of its ashes. Happy Hamburg! X

LESSON 4

C. Use of the article for grammatical reasons.

4. a. To indicate the grammatical gender of nouns. This grammatical gender does not always agree with the

natural gender, the former refers to words, the latter to living beings and things.

b. To indicate the number :

Die Dächer der Häuser. The roofs of the houses.

c. To indicate the function of the noun in the clause:

Dem Fleißigen gebührt der Lohn. The reward belongs to the diligent one.

Dem lieben Carl. To dear Charles.

EXERCISE 6

Toronto, Oct. 14, 1911.

Dear Charles: —

The day appointed for the distribution of prizes in
 2 school passed off most pleasantly. The masters of our
 own school, as well as of others, were present with their
 4 principals. The Governor's medal was given to my
 good friend Taylor and the Principal's to me. George
 6 was disappointed because the master's choice had not
 fallen on him, but I think he had no reason for such
 8 a hope, for he knew quite well that the diligent scholars
 are the ones who reap the reward of their work, while the
 10 lazy and inattentive ones not only waste their time but
 are a hindrance to others who want to get along. Well,
 12 I am glad that I am in a new class! How are your parents?
 Tell your brother that I wish him to bring his German
 14 exercises when he comes to-morrow. I wish to compare
 mine with his. Hoping to see you to-morrow, I am,

Faithfully yours,

WILLIAM. ✓

5. The definite and indefinite article are modals for other words taking their places.

a. The definite article **der, die, das**, is originally a demonstrative pronoun.

After the same model is declined a number of other words which serve to replace the definite article like :

solcher,	solche,	solches,	such.
mancher,	manche,	manches,	many a.
dieser,	diese,	dieses,	this.
welcher,	welche,	welches,	which.
jener,	jene,	jenes,	that.
jeder,	jede,	jedes,	each.

Remember that all these words change the **a** of the nominative and accusative neuter into **e**, **dieses**, etc.

b. The indefinite article **ein, eine, ein**, differs in its declension from the definite article in the nominative masculine and the nominative and accusative neuter. After this model are declined all possessive pronouns: **mein, dein, sein, unser, euer, ihr** and **sein** — which may also replace the article.

EXERCISE 7

- f 1. Man usually is sensitive; Ernest however is not; that man (**der** with stress) seems to have nerves like iron. 2. Such people can easily stand bodily injuries. 3. This sheet of paper is rough, but that is too small, please give me another. 4. Many a general knows each officer of his great army. 5. Those who have seen the Emperor say that he has a face like iron. 6. That mountain is steeper than this one near to us, but you can climb it easier than this one. 7. Learn to distinguish: A horse, a cow, and a dog, have different genders (*sing.*) in German. 8. My father, your mother, his brother, her sister, our aunt, your friends, and their children were all in one picture. 9. The house looks quite new after the wood-work has been painted. x

LESSON 5

6. Replacement of the article by the adjective used attributively.

If for certain reasons the article is not used before a noun but an adjective precedes it, then this adjective must assume the function of the article; — viz. to indicate the gender of the noun :

liebes Kind,	dear child.
guter Wein,	good wine.
dicke Bücher,	big books.
schöne Uhr,	nice watch.

EXERCISE 8

1. German books are nicely bound. 2. English cloth is renowned the whole world over. 3. French novelists have charmed many a reader. 4. Dutch figures adorn many rooms. 5. Swiss cottages, German castles, English country-houses, French mansions, are as pleasant to the eye as well-bound books, nicely framed pictures, brilliant rings, shining uniforms, and blooming flowers. 6. Let us always collect rare coins and old pictures, good friend! 7. Tall trees throw their shadows far on the ground. 8. Good food is the first requisite for the well-being of the human body.

7. Completion of the article's function by the attribute.
Owing to the incomplete indication of the gender of the noun by the indefinite article, ein, eine, ein, and the possessive pronouns (sein, seine, fein, etc. where the word for the masculine is like that of the neuter), the adjective which follows the ein-model must make up for the deficiency of the article's function and indicate the gender of

the noun by adding *r* to the adjectival form in the nominative masculine and *s* in the nominative and accusative neuter: ein armer Man; sein liebes Kind.

This should never be forgotten.

EXERCISE 9

1. A good conscience is a soft pillow.
2. His new suit is of a nice color.
3. Our best citizens should be in public offices.
4. Their best goods were spoiled by water.
5. Have you done your German lesson, Herbert?
6. Yes, father, we all did our French and German lessons in school to-day.
7. No good soldier deserts his comrades.
8. She has her own troubles, besides the care of him.
9. Can you lend me some money? No, I have not any. I have not a cent.
10. That is not fresh water. I know, he said he could not get any.
11. Your best time belongs to others and their affairs.
12. No strangers are admitted to our new society.

LESSON 6

II. THE NOUN

A. Classification and formation of the plural.

8. Nouns are classified as to their declension into strong and weak nouns. *The basis for this classification* is neither their gender, nor their meaning, nor their nominative singular ending, but the *formation of their plural*. All nouns which assume the ending *en* in the plural belong to the weak declension, nouns with the other endings belong to the strong.

9. Since, however, the formation of the plural of the nouns is entirely a matter of memory of each special word

and a classification on this basis is difficult, a rule is given here for the student to enable him to determine the declension of the noun with relative certainty from the *singular* form. The student must learn :—

10. To the weak declension belong

1. Most feminine nouns.

2. Masculines ending in *e*.

3. A few monosyllabic masculines not ending in *e* as :

der Bär, bear.

der Hirt, herdsman.

der Graf, count.

der Mensch, man.

der Christ, christian.

der Narr, fool.

der Held, hero.

der Prinz, prince.

der Fürst, prince, count.

der Tor, fool.

der Herr, master.

der Ochse, ox.

4. Most masculine foreign nouns accented on the last syllable, as „der Student,“ (Some of these words borrowed from the Latin have lost their foreign character and are now accented on the first syllable and therefore are declined also like strong nouns: Der Pastor, *gen.*, des Pastoren, or des Pastors.)

5. Weak nouns have no Umlaut in the plural.

For nouns belonging to the mixed declension see the Grammar.

11. Nouns of the strong declension may or may not take the Umlaut and either no additional syllable or the addition of *e* or *er* in the plural.

EXERCISE 10

1. Bears, oxen and elephants are strong animals. 2. The mind of man brings order into all things. 3. The ambassador of the Emperor gave the sword to the count. 4. Bene-

violence is a Christian virtue. 5. Hero-worship is common among boys. 6. The estates of the prince are well managed. 7. The king's fool was wise in his words. 8. Our herdsman did not come home to-night. 9. Many hounds are the death of the hare. 10. Our new clock is just right, but the old ones are not. 11. Pastors and judges are in high offices. 12. Good doctors are much sought after. 13. The fruits of peace are joy and happiness. 14. Good deeds reveal the thoughts of the heart. 15. Sons and daughters become men and women in time. 16. The emperor's ambassador has left for Berlin.

LESSON 7

B. The function of the noun in the clause.

12. *a.* The noun as the subject is always in the nominative:

Der Vater ist hier. The father is here.

b. The noun as predicate noun is also always in the nominative:

Der Vater ist ein guter Mann. The father is a good man.

c. The noun as the possessive is always in the genitive:
Der Vater des Knaben ist hier. The father of the boy is here.

d. The noun in apposition is always in the same case as the noun to which it belongs:

Ich hörte von meinem Freunde, I heard of my friend, the
dem guten Eduard. good Edward.

Ein Glas Wasser. A glass of water.

NOTE. The English partitive Genitive is not used in German in the above case, but the noun denoting the substance is just *added*. (See also 15 g.)

13. e. The noun as the indirect object is always in the dative :

Der Vater gab dem Sohne The father gave the book to
das Buch. the son.

f. The noun as the direct object is always in the accusative :

Der Vater gibt seinem Sohne The father gives his son a
einen Ring. ring.

g. The noun dependent on prepositions or certain adjectives and verbs is put in the special case demanded by these words :

Auf der Straße.	On the street.
Er freut sich seines Lebens.	He enjoys his life.
Sei deiner Sache gewiß.	Be sure of your case.

for wed.

EXERCISE 11

* 1. The study of a foreign language is hard work. 2. Our officers are good and brave men. 3. Did you see the castle of Frederick the Great in Sanssouci when you were in Berlin? 4. German dukes offered the king's crown to the Saxon prince Henry I in 918. 5. He thinks he can depend on the success of his enterprises. 6. Yesterday we went out in a boat to catch some fish in the lake. 7. The teacher did not believe the boy. 8. A thief robbed a gentleman of his watch last night.

14.

Proper Names.

1. Regarding the use of the article with proper names see Sect. 2ff.

2. Proper names when *preceded* by an adjective, require the article, except when used in an address.

das schöne Deutschland, beautiful Germany.

der liebe Wilhelm,
die gute Louise,

dear William.
kind Louisa.

3. Proper names in apposition after common nouns are *not inflected*:

Die Stadt Berlin.

The City of Berlin.

Der Herrscher des Königreichs
Preußen ist zugleich der
Kaiser des Deutschen Reiches.

The ruler of the Kingdom
of Prussia, is at the same
time Emperor of the Ger-
man Empire.

4. Names of persons may be used *either* with the definite article and then the article is declined but not the name, *or* without the article and then they are inflected only in the genitive singular by adding *s*. (Sibilants and feminines ending in *e* take *ens*).

Die Magd reinigt Mariens
Zimmer (das Zimmer der
Marie).
The maid is cleaning Ma-
ry's room.

5. Names of persons *preceded by titles* have the title uninflected while the name itself is inflected in the Genitive only if a governing word follows the Genitive:

König Wilhelm wurde Kaiser. King William became Em-
peror.

König Wilhelms Sohn war
Friedrich der Dritte. King William's son was
Frederick III.

6. If a governing word precedes the title and proper name (possessive) the title may or may not have the definite article and may be inflected or not:

Der Vater Kaiser Wilhelms
war krank. Emperor William's father
was ill.

Das Denkmal der Königin
Victoria in London ist schön. The monument of Queen
Victoria in London is beau-
tiful.

It will be seen that if the title is inflected the proper name is not, and if the title is not inflected the proper name is inflected :

The title „*Serr*“ is always inflected except in the nominative of address.

7. Proper names *with ordinals* have the ordinals declined throughout with the article :

Das Denkmal Friedrichs des Zweiten, des Königs von Preußen, steht in Berlin Unter den Linden.	The monument of Frederick the Second, King of Prussia, is in Berlin Under den Linden.
---	---

EXERCISE 12

1. Dear Frederick, please lend me your knife! 2. I am sorry I lost mine, I lent it to little William and he did not return it. 3. The City of London is celebrated for her old monuments. 4. Sunny Italy attracts every year a great number of tourists. 5. The firm of Schmidt Brothers (*Ges. brüder Schmidt*) is most obliging to her customers. 6. William's books and Carl's pencils are always lost. 7. Max's cousins live in Canada but they have never seen each other. 8. King Edward was much beloved by his people. 9. After the war of 1870 Napoleon's reign came to an end and France became a republic. 10. The possessions of Frederick the Great became greatly enlarged during his successful reign. 11. Mr. Klein told me that he had written to Mr. Grossmann last week but had not received an answer yet. 12. Mr. Hagen's property was sold the other day for ten thousand marks. 13. During the reign of Emperor Napoleon I, Russia was invaded by the French army and defeated with its leader at Moscow. 14. The grandmother of King Georg V. was Queen Victoria. She died on the 22nd of January 1901.

x

LESSON 8

15.

The noun as adverb.

a. To express time.

1. With the genitive referring to time of the day and days of the week (used in reference to habit or in an indefinite way) :

des Morgens,	in the morning.
des Mittags,	at noon.
des Abends,	in the evening.
des Montags,	on Mondays.

and after iterative numerals :

zweimal des Tages,	twice a day.
viermal des Jahres,	four times a year.
(but : einmal die Woche),	once a week.

2. With the accusative referring to time when accompanied by an adjective expressing time definitely:

nächsten Frühling,	next spring.
diese Woche,	this week.

b. To express place with prepositions :

zu Hause,	at home.
nach Hause,	home.
am Feuer,	at the fire.

c. To express manner in the genitive with an adjective :

unglücklicher Weise,	unfortunately.
besten Falles,	at best.

d. To express measure, weight, price, and number in the Accusative:

drei Mark das Meter,	three mark a meter.
----------------------	---------------------

eine Mark das Pfund,	one mark a pound.
einen Groschen das Stück,	two and a half cents apiece.

Observe: Contrary to the English practice, the *definite* article is used in these expressions.

e. To express *mode, reason, purpose, means, etc.*, with a preposition :

mit Mühe,	with trouble (with difficulty).
aus Rache,	out of hatred.
zum Gebrauch,	for use.
durch Güte,	through kindness.

f. The noun in expressions of quantity :

Contrary to English usage nouns employed to express *number, weight, and measure* are used in the *singular* in German because the Germans regard these expressions from the standpoint of *unity*.

zwei Pfund Zucker,	two pounds of sugar.
fünf Zoll lang,	five inches long.

Exceptions are the feminines :

zwei Tassen Kaffee,	two cups of coffee.
drei Stunden lang,	three hours long.
sechs Flaschen Wein,	six bottles of wine.
einige Schachteln Bonbons,	some boxes of candies.

g. Nouns in apposition after expressions of quantity and accompanied by adjectives are both declined but the case depends upon the function one wants the phrase to perform in the clause :

Hier sind zehn Meter rotes Tuch (nom. in apposition).
 Zwei Kisten besten Weines (poetical Genitive denoting quality).

Zwei Kisten vom besten Wein (von used in the partitive sense is colloquial).

Zwei Tassen schwarzen Kaffee (noun and adj. used in apposition mostly used).

Schicken Sie mir drei Pfund von diesen schönen Äpfeln (compare 12. d. note).

EXERCISE 13

1. At night all cats are gray. 2. I wash my hands at least three times a day. 3. On Sundays we go to church, but on week days we are at work. 4. As Easter comes only once a year, we must wait until next Easter for Easter lilies. 5. On Wednesdays we have a lesson in German Literature, but in December we shall have only one hour, for the other Wednesdays are holidays. 6. Did you find your lost gloves last week? 7. No, I thought I had left them at home, but unfortunately when I came home I could not find them. 8. This linen is very costly; we shall sell it at one mark a meter. 9. Cut me off two pounds of meat; never mind if it is a few grams more. 10. The King was murdered out of hatred; and, although the doctors watched him carefully he died from the loss of blood. 11. The articles were published by the permission of the king. 12. The wounded animal dragged itself along with in. 13. Please send me three pounds of good sugar. 14. Have you some more of the nice apples I bought yesterday? If so, send me one barrel of them, also 10 lbs. of good flour, one package of starch, 6 ounces of pepper, half a pound of raisins and 5 lbs. of salt.

LESSON 9

III. THE ADJECTIVE

16. The adjective in German is used in five ways:

- I. As an attribute.
- II. As a predicate.
- III. As an adverb.
- IV. As a noun.
- V. With objective force.

A. B.

17. I. The adjective used as an attribute.

If the adjective stands before a noun, it is *declined** and its declension depends on the absence or the presence of the article or some word that takes the place of the article. The following rules are very important:

C. Z.

a. If *no* article precedes the adjective, then the adjective performs the function of the absent definite article and assumes its endings, except that the *a* of the neuter *Nominative* and *Accusative* singular becomes *e*. (Sect. 5.)

guter Vater,	good father.
liebe Mutter,	dear mother.
gehorsames Kind,	obedient child.

b. If the *definite* article or a word declined like it (sect. 5) precedes, then the adjective takes the endings of the weak declension, but it drops the *n* in the *Accusative* feminine and neuter singular:

der gute Vater, die liebe Mutter, das gehorsame Kind.

c. If the *indefinite* article or possessive pronoun precedes

*Indeclinable adjectives are: 1) cardinal numbers, 2) adjectives formed from names of cities, 3) the interrogative *was* für, and the pronoun *selbst*.

the adjective, then it also takes the weak declension endings as stated in (1 b.), but in *addition* to this it adds *r* in the *Nominative* masculine and an *s* in the *Nominative* and *Accusative* neuter singular. (Because of the incomplete indication of the gender. Sect. 7.)

NOTE. Always remember that in German the possessive pronoun is treated rather as an article than as an adjective.

18. II. The adjective used as a predicate.

So used it is *never declined*:

Der Vater ist gut.

The father is good.

Die Blumen sind schön.

The flowers are beautiful.

19. III. The adjective used as an adverb.

Many adjectives in German can be used as adverbs without any change:

Der Knabe ist schön.

The boy is handsome.

Der Knabe schreibt schön.

The boy is writing nicely.

This is also the case when the adjective is in the *Comparative* degree:

Der Knabe schreibt schöner als
das Mädchen.

The boy is writing more
nicely than the girl.

20. IV. The adjective used as a noun.

RULE. The adjective used as a noun retains the declension of an adjective:

alter Mann,

Alter (noun).

der kranke Knabe,

der Kranke (noun).

die kranken Knaben,

die Kranken (noun).

die kranke Frau,

die Kranke (noun).

This rule applies also to the past participle of verbs used as adjectives, like:

verlieren, verlor, verloren,

to lose.

ein Verlorener (Verlorene, <i>pl.</i>) der Verlorene. (die Verlore- nen, <i>pl.</i>)	one who is lost, abandoned, ruined.
das Gefrorene, Gefrorenes, Gefochtes, Gebratenes,	frozen things (ice cream). boiled things. fried or roasted things.

21. Adjectives formed from names of *cities* are not declined :

die Leipziger Messe,	the Leipzig Fair
im Hamburger Hafen,	in the harbour of Hamburg.

22. Adjectives formed from names of *countries* (mostly ending in *-isch*) are declined :

ein irändischer Bauer,	an Irish peasant.
der französische Wein,	the French wine.

EXERCISE 14

- ✓ 1. Good deeds are good seeds. 2. The good work of his carpenter pleased me. 3. A good piece of work is a recommendation for the artisan. 4. This dear child has never contradicted me yet. 5. Let me see your knife. I am sorry I cannot show it to you, you will cut yourself, for sharp knives are dangerous. But I have never cut myself with my sharp knife. Please do show me yours. 6. A good gun carries far, and good guns are expensive. 7. My mother bought a dozen fine plates last night. 8. The clean forks are in the lowest drawer. 9. Mice can run quickly; they are gray and have long tails. 10. This chair is quite new, please try it. New chairs are sometimes not comfortable. 11. The house was finished quickly, when the owner threatened the contractor with a fine. 12. This horse runs quicker than the one we had before. 13. The rich and the poor, the brave and the coward get older every day. 14. Relatives

are often not as kindly disposed as friends. 15. The stranger inquired after the patient's condition. 16. Roasted chicken tastes good. Fried potatoes and boiled eggs are not on the bill of fare to-day. 17. Do you like to see trained animals? They often search for lost articles and hidden handkerchiefs. 18. Did you see the London Furniture factory? 19. The French once took possession of Canada, now there is only a French province and France has lost its influence. 20. The Italian language is beautiful, English is very convenient. German is hard, but not as hard as the Russian language. .

✓

LESSON 10

23. V. Adjectives requiring objects.

a. The following (and other adjectives) require the *object in the Genitive* (as many of them do in English):

bedürftig, in need of.

gewahr, aware of.

benötigt, in need of.

ledig, free from.

beraubt, robbed of.

müde, tired of.

bewußt, conscious of.

schuldig, guilty of.

eingedenk, mindful of.

sicher, sure of.

fähig, capable of.

voll, full of.

fröh, glad about.

mert, würdig, worthy of.

and their compounds with *un* as: unmwürdig, unworthy of.

The *relation* between the adjective and the object is often expressed by means of a *preposition* as:

Er ist an dieser Tat nicht
schuldig.

He is not guilty of this deed
(he is not to blame for this
deed).

b. The following *classes* of adjectives require the *object in the Dative*.

1. Such as describe something favourable or unfavourable, useful or useless, pleasant or painful, friendly or hostile, as :

angenehm, pleasant.	passend, suitable.
bequem, convenient.	schädlich, injurious.
feind, hostile.	treu, faithful.
folgsam, obedient.	verdächtig, to be suspected.
freundlich, friendly.	verderblich, pernicious.
gehorsam, obedient.	vorteilhaft, advantageous.
gnädig, merciful.	wert, valuable.
✓ günstig, favourable.	wichtig, important.
heilig, holy.	willkommen, welcome.
lieb, dear.	wohl, well.
Es ist mir angenehm.	It is pleasant for me.

2. Furthermore :

begreiflich sein,	comprehensible.
bekannt sein,	known.
bewußt sein,	conscious.
eigentümlich sein,	characteristic, peculiar.
klar sein,	clear.
ähnlich sein,	similar.
gleich sein,	indifferent.
möglich sein,	possible.
gewiß sein,	sure.
gleichgültig sein,	indifferent.
nötig sein,	necessary.
neu sein,	new.
zweifelhaft sein,	doubtful.
verwandt sein,	related.
Das sieht ihm ähnlich,	That looks like him.

c. Adjectives denoting a measure, weight, number are connected with the noun in the Accusative: (*Adverbial Accusative.*)

einen Meter hoch,
einen Monat lang,
einen Zentner schwer,

one metre high.
for one month.
a hundred pounds weight.

EXERCISE 15

1. The wounded soldier was in need of a drink of water.
2. A father went into a tailor's shop because his son had been robbed of his coat.
3. I am not aware of the details of the accident.
4. Always be mindful of your promises.
5. That man is capable of any crime.
6. The master was glad about the news from his old home.
7. When we left the store, we were not aware of the clerk's mistake.
8. To be free from all cares, is just as hard as to be tired of too much work.
9. The artist who is sure of success may earn a great fortune.
10. Many prisons are full of convicts who are guilty of different crimes; but some of them were formerly worthy of great honors.

EXERCISE 16

1. It would have been pleasant for us if our soldiers had passed through our town, but water was not convenient for them to get.
2. Children ought to be obedient to their parents.
3. Impure water is injurious to the health.
4. The services of the mayor were valuable to the city.
5. My parent's gifts were welcome to me on my birthday.
6. Just think! My friend was suspected of the deed.
7. I am quite well.
8. One good act is worthy of another.

EXERCISE 17

1. It is quite clear to me.
2. I am not conscious of the error.
3. It is characteristic of bees to live in hives.
4. This leaf is quite similar to the one we found yesterday.
5. It was new to me that this property had been sold.
6. Mrs.

S's brother is not related to me. 7. It is impossible for me to see him to-night. 8. It is quite indifferent to me whether I sell the horse to him or to someone else.

LESSON 11

Comparison of adjectives and use of the superlative.

24. While there is no difficulty in the formation and use of the positive and comparative degrees, great care must be taken to distinguish the different forms of the superlative of the adjective according as they are used (1) as an *adjective* or (2) as an *adverb*.

1. The adjectival use.

a. *klug, klüger, klügst.*

The superlative *klügst* is used as an *attribute* :

Der klügste Schüler ist zu Hause. The cleverest scholar is at home.

or used as a *substantive*:

Der Klügste ist nicht immer der Beste. The cleverest (man) is not always the best.

b. *klug, klüger, am klügsten.*

The superlative *am klügsten* is only used as a *predicate*:

Dieser Schüler ist am klügsten. This scholar is cleverest.

This superlative often refers to comparison of qualities of the same subject at different times and places only :

Der Fluß ist hier am breitesten. The river is the widest here.

2. The adverbial use.

a. *höflich, höflicher, höflichst.*

The superlative *höflichst* is called the *absolute superlative*,

because it does not denote a quality in comparison with other qualities but simply a high degree of the quality in one and the same action :

Mein Vater läßt Sie höflichst bitten, heute abend zu uns zu kommen. My father requests you most politely to come to our house to-night.

b. höflich, höflicher, am höflichsten.

The superlative **am höflichsten** is called the *relative superlative*, because it denotes quality of action in comparison with other actions:

Der bescheidene Knabe betrügt sich auch am höflichsten. The modest boy behaves also most politely (i.e. more politely than other boys).

NOTE. Great care must be exercised in distinguishing real from apparent comparative forms.

REAL COMPARATIVE: Your house is more beautiful than ours. Ihr Haus ist schöner als unseres.

APPARENT COMPARATIVE: He is more rich than clever. Er ist mehr reich als er klug ist.

EXERCISE 18

1. This ring is the smallest I have ever seen yet.
2. These flowers are nicer than those.
3. The mountains in Switzerland are higher than those in Germany.
4. This girl looks cleverer than her sister.
5. Honesty is the best policy.
6. Happiness is not the highest good.
7. He seems to be the better man of the two.
8. The rooms were most beautifully decorated.
9. The servant asked his questions in the most polite way.
10. The beggar we saw on our walk to-day was most poorly clad.
11. The cleaning of the room is done (ausführen) better now.
12. Grammars must be known more thoroughly than novels.

LESSON 12

III. THE VERB

25. A. The auxiliary verbs of tense.

1. **haben** as an auxiliary denotes *activity*:

Ich habe geschwommen. I have been swimming.

2. **sein** as an auxiliary denotes *passivity* in action:

Ich bin gefahren. I have been driving.

3. **werden** as an auxiliary denotes *futurity* and governs the infinitive, or it denotes the Passive voice and then governs the past participle.

RULE. werden + infinitive = Future; werden + past participle = Passive voice.

RULE. Intransitive verbs indicating a change of state and condition or motion take the auxiliary **sein**.

Also the verbs: sein, bleiben, gelingen, geschehen, glücken.

EXERCISE 19

(all verbs to be in the Perfect Tense)

1. The dog swam across the river.
2. Our boys bought plums, pears, and apples.
3. Many soldiers died on the battlefield, others in hospitals.
4. They have been alone all morning.
5. The cat jumped on to the tree.
6. The apples fell to the ground.
7. We saw the exhibition this year.
8. Their faces and hands looked dirty.
9. The merchants succeeded in getting rich.
10. We remained until eleven o'clock last night.
11. Last year it was cold until May.
12. He met with an accident.

26. B. The modal auxiliaries.

There are six of them in German :

können (ability) **wollen** (determination) **sollen** (obligation)
mögen (liking) **müssen** (compulsion) **dürfen** (permission)

They are peculiar in the following respects :

1. They have a *conjugation* of their own (see Grammar).
2. They sometimes overlap in their different *meanings*:
 Du darfst, du kannst, du magst = You may.
3. They have a peculiar *construction*.

Construction with modal auxiliaries.

Whenever there are two verbs in a clause, both with verbal force, they are not of equal value but one is the modifier of the other. The modifier is always conjugated and the modified verb always appears in the infinitive. This is the case in English as well as in German:

Ich kann gehen,	I can go.
Ich konnte gehen,	I could go.

RULE. The verb which is modified by the modal auxiliary is always in the bare infinitive (infinitive without *zu* in German, or *to* in English).

EXERCISE 20

1. You can not read as well as he can.
2. We will not see the ugly house; if you wish to see it you must go alone.
3. The servant was told to prepare the meal in time, because we had to leave early and were not permitted to be late. We had to finish our work whether we liked or not.
4. The little girl asked her teacher whether she might go home, or was compelled to stay in school.
5. I was willing to stay, if he had only asked me to do so.

See above

27. C. The semi-modal auxiliaries.

There are seven verbs in German, which, although they are ordinary transitive or intransitive verbs, are used extensively to express a *mode of action*, hence they are called *semi-modals*, these are:

helfen,	heißen,	hören,	sehen,
fühlen,	lassen,	machen,	

(sometimes lehren, lernen, bleiben and finden).

These verbs follow their ordinary conjugation but, when used to modify another action, the verb modified *also* appears in the *bare infinitive*: When, however, an ordinary verb or a verbal phrase modifies another verb, then the verb appears with the preposition *zu* (*to* in English).

GENERAL RULE. In German as in English:

1. The modal auxiliary takes the infinitive without *zu* (*to* in English).
2. The semi-modal auxiliary takes the infinitive without *zu*.
3. The ordinary verb takes the infinitive with *zu*.
4. The verbal phrase takes the infinitive with *zu*.

EXAMPLES.

- | | |
|---------------------------------------|---------------------------------------|
| 1. Ich kann schreiben. | I can write. |
| 2. Ich lasse ihn schreiben. | I let him write (I get him to write). |
| 3. Ich wünsche, zu schreiben. | I wish to write. |
| 4. Ich habe den Wunsch, zu schreiben. | I have the desire to write. |

These four conditions of modification exhaust all possible cases.

In order to avoid confusion, the student should bear in

L. Whitton.

mind that not all the English modal auxiliaries or semi-modals belong to their corresponding class in German :

Du magst gehen, You *may* go, or You *like* to go.

NOTE. Sometimes mögen is used as an ordinary verb with the meaning of gern haben = to like, or gern essen = to like to eat:

Ich habe schöne Bilder gern. I like beautiful pictures.

Ich mag Äpfel sehr gerne. I like apples very much.

EXERCISE 21

1. I saw him come and heard him call; then I went to him and helped him do his work. 2. Who ordered you to get up so early this morning? 3. "I felt it coming," said an old woman when the thunderstorm darkened the sky. 4. We always teach our children to speak our own language. 5. To learn to write and to make calculations is necessary to all of us. 6. Let him go, and see him disappear. 7. My friend remained standing, while I spoke to him. Did you get acquainted with him?

28. D. Substitution of the infinitive for the participle form.

Modal as well as semi-modal auxiliaries undergo a great change when used to modify another action in the *perfect* or *pluperfect tense*.

The past participle in this case is changed into the *infinitive form* :

Ich habe meine Aufgabe nicht schreiben können (not gekonnt). I have not been able to write my exercise.

Ich hätte nicht ausgehen dürfen (not gedurft), wenn du nicht bei mir gewesen wärst. I would not have been permitted to go out if you had not been with me.

Kommen takes past p.
Er kam glücklich.

Change of Word Order in Modals.

In addition to the above mentioned another great change must be noted :

In dependent clauses with governed infinitives the auxiliary of tense precedes both infinitives :

Weil er ihn das hat tun
heissen, wird er bestraft. Because he ordered him to
do that, he is being pun-
ished.

Das Unglück ist geschehen, weil
der Kutscher das Pferd nicht
hat halten können. The accident happened be-
cause the driver was not
able to manage the horse.

Seine Frau schrieb ihrer Freun-
din, daß sie nicht werde reisen
können. His wife wrote her friend,
that she would not be able
to go on a journey.

Hat er dir gesagt, daß er sich
einen neuen Anzug ^{hat} ~~wird~~ ma-
chen lassen müssen? Did he tell you that he will
be obliged to have (get) a
new suit made for himself?

EXERCISE 22

(All mod. aux. to be put in perf. or pluperf. tense)

- ✓ 1. We were compelled to seek shelter under a tree. 2. The fishermen could not draw the nets into their boats. 3. The people were not willing to sacrifice their rights. 4. We were told to learn this lesson for to-day. 5. They did not like to stay up until the theatre was out. 6. The sailors were not allowed to land before daybreak. 7. If the men had been compelled to remain in the house they would have all perished. 8. The ships cast anchor, because the captains did not like to go into the harbour. 9. If I had been able to come earlier, I should have done so. 10. I do not know that the goods could have been sent earlier. 11. They said that they did not like to play in the rain. 12. The pupils were angry, because they had to remain in school after the lesson. ✓

LESSON 13

29. E. Compound Verbs with Separable Prefixes.

Adjectives, adverbs, and prepositions are often combined with verbs in German. As these words have their own *meaning* and can stand *alone* in a clause and may have their own *stress* in a clause, they *must* be separated from the verb in the *simple tenses*.

RULE. The separable prefix is always at the end of the principal clause, either alone or followed by the rest of the verb and in the latter case forming one word with it. It has its own *meaning* and *stress* and therefore its own *place*. In *dependent clauses* the auxiliary follows the verb:

Ich gehe heute aus.

Ich ging heute aus.

Ich werde heute ausgehen.

Ich bin heute ausgegangen.

Gehe heute nicht aus.

Gehst du heute aus?

Ich war heute ausgegangen.

Ich werde heute ausgegangen sein.

Wenn ich heute ausgehen werde, kann ich erst spät zurückkehren.

The separable prefix in governed infinitives is cut off from the verb if the infinitive is used with *zu*:

Er vergaß, den Brief abzugeben. He forgot to deliver the letter.

EXERCISE 23

- X 1. I asked my brother to close the window. 2. He opened it instead and broke a pane. 3. Copy this exercise and memorize the verbs in it. 4. The day was dawning when the soldiers put up their tents. 5. The price of food has risen much in the last few years. 6. We went to the room, but they stayed outside. 7. The children asked permission to

go out. 8. A member of the society proposed an amendment of the constitution. 9. His request was refused and they informed him of it. 10. The king went ahead and his attendants followed him. 11. I agree with you! the horse looks good. 12. Don't sign! Read the document and put it in your pocket.

30. F. Compound Verbs with Inseparable Prefixes.

The prefixes *be*, *emp*, *ent*, *er*, *ge*, *ver*, *zer* are inseparable.

The inseparable prefix has no meaning or position of its own and no stress; it can therefore not be separated from the verb with which it is compounded, and it consequently rejects even the insertion of the augment *ge* in the past participle.*

be, *emp*, *ent*, *er*, *ge*, *ver*, *zer*
have the augment never there;
If with the verb, they are combined,
objects you must mostly find!

suchen, *suchte*, *gesucht*, to seek (look for).

but, *versuchen*, *versuchte*, *versucht*, to try.

Er *versprach*, es zu *versuchen*. He promised to try it.

FUNCTION OF THE INSEPARABLE PREFIX.

1. Inseparable prefixes are very often added to intransitive verbs to make them *transitive*, while the latter often *retain* their meanings and as such require objects:

Ich *trete*.

I walk.

Ich *betrete* das Gras.

I walk on the grass.

This relation between the transitive verb and the object is often expressed by a *preposition*:

*Foreign words ending in „*lernen*“ also omit the augment *ge*: Ich *habe studiert*, I have studied.

Ich betrete den Weg. }
 Ich trete auf den Weg. } I step on the road.

2. The *meaning* of the verb often *changes completely* when combined with an inseparable prefix:

suchen,	to look for.
versuchen,	to try, test, tempt.

EXERCISE 24

1. Pay your debts, and do not waste anything that is worth something. 2. He received a letter which revealed the treason. 3. The brother broke the sticks to pieces and strewed them on the ground. 4. In fall the leaves of the trees are scattered over the whole field. 5. Good citizens obey the laws of the country, and do not neglect to perform their duty towards it. 6. He tried very hard to obtain some property on this street. 7. Salt dissolves in water, but oil swims on its surface. 8. Yesterday my friend celebrated his twenty-fifth birthday, after he had fortunately recovered from his illness. X

31. G. Prefixes used in two ways (sep. and insep.).

The prefixes *über*, *unter*, *durch*, *um*, *hinter*, are sometimes separable and sometimes inseparable. If separable they have the stress and retain their original meaning. If inseparable they have no stress and have lost their original meaning:

Der Fischer setzte uns über den Fluß.	The fisherman rowed us across the river.
Der Schüler übersehte den Abschnitt.	The pupil translated the passage.

These inseparable compounds are mostly transitive.

EXERCISE 25

Two foreigners had been ferried¹ over a river in search of the homesteads assigned to them by the Government. They had to pass through² a forest and to go around³ a lake. When they were thirsty, they held⁴ their hats under the numerous water-falls. As they were walking⁵ one behind the other, they entertained⁶ each other by translating⁷ sentences from German into English. But as they did not know how to manage⁸ difficult idioms, they avoided⁹ them or hastily perused¹⁰ the little book of English phrases they had taken with them. Thus they walked¹¹ for hours, over logs and stones, and when night came they shivered,¹² prepared their supper over a fire, then lit their pipes, laid¹³ their arms on their knees, and pondered¹⁴ over the work that was waiting¹⁵ for them on the farm, and looked forward to the time when they would be rich and have servants enough to wait on¹⁶ them.

Use the following verbs: ¹überföhren, ²durchlaufen, ³umgehen, ⁴unterhalten, ⁵hinaergehen, ⁶unterhalten, ⁷übersetzen, ⁸umgehen mit, ⁹umgehen, ¹⁰durchsuchen, ¹¹überlaufen, ¹²überlaufen, ¹³überlegen, ¹⁴überlegen, ¹⁵warten auf, ¹⁶aufwarten.

LESSON 14

32. II. Intransitive verbs with special cases.

Among the *intransitive verbs requiring the Genitive* of the noun or pronoun the following are the most commonly used:

aöhten, to pay attention.	gehen, go.
bedürfen, need.	sterben, die.
gedenken, remember.	vergessen, forget.
entbehren, do without.	öshonen, spare.
entraten, dispense.	walten, to discharge.
ermangein, be in want of.	

EXAMPLES

- Er achtete der Wunde nicht. He did not mind the wound
 Der Kranke bedarf des Arztes. The patient needs the doctor.
 Er ging seiner Wege. He went his way.

This Genitive is falling into disuse and is frequently replaced by an *accusative* or a prepositional phrase: Er achtete nicht auf die Wunde.

EXERCISE 26

1. The boys did not pay attention to the clouds which rose in the sky and announced the storm. 2. All of us need food and shelter. 3. When you arrive, remember me and what I told you. 4. We can dispense with many things if we want to do so. 5. The tourists were in want of a guide. 6. Some people die a miserable death. 7. "Spare me," cried the little mouse, when the lion had caught her. 8. Discharge the duties of your office.

33. Among the *intransitive verbs requiring the Dative* there are :

1. Verbs with the separable prefixes, *ab, an, auf, bei, ein, entgegen, nach, ob, vor, voran, vorher, zu* :

Er ging mir entgegen. He went to meet me.
 Es fällt mir ein. It strikes me.

2. Verbs with the inseparable prefixes *wider, ent, er, ver, miß* :

Das mißfällt mir. That displeases me.
 Ihm widerfuhr etwas Seltsames. Something strange happened to him.

3. Verbs designating something favourable or unfavour-

able, useful or harmful, joyous or sad, friendly or hostile,
— belief, trust, love and hatred: (See sect. 23 ; b. 1.)

befommen, to agree.	glücken, to succeed.
belieben, to suit, please.	nützen, to be useful.
danfen, to thank.	ſchaden, to be harmful.
dienen, to serve.	ſchmecken, to taste.
folgen, to follow.	ſchmeicheln, to flatter.
gebühren, to behove.	trauen, to trust.
glauben, to believe.	zürnen, to be angry at.

NOTE. It will easily be seen that with these verbs the object is generally a *person*, seldom a thing: therefore the dative case.

EXERCISE 27

1. Something occurred to me the other day. 2. Would you assist me if I undertook this work? 3. Do not contradict a teacher; give up your bad habits. 4. I lost all appetite, after I had to run for my meal. 5. Believe me, it will not agree with me, but it will be harmful to me. 6. No matter how you flatter me, I cannot believe you or trust you; I must be angry with you if you act like that. 7. May you succeed! I thank you for serving me! 8. I hope that prosperity may follow you, and that you may remain as modest as you ought to.

LESSON 15

I. Transitive Verbs.

34. Transitive verbs may have either one or two objects.

1. Transitive verbs *with one object*. Verbs with the inseparable prefixes *be*, *durch*, *hinter*, *über*, *unter*, *um*, as for example *bezahlen*, *durchlau'sen*, *hinterge'hen*, *übertref'sen*, *unterhal'ten*, *umge'hen*, take the object in the accusative.

(If the stress were laid on the prefixes *durch*, *hinter*, *über*, *unter*, *um*, they would be separable.)

Er umge'ht die Gefahr. He avoids the danger.

NOTE. Many transitive verbs are used *with prepositions* followed by the noun or pronoun as their object:

Ich glaube an Gott. I believe in God.
Er bestand auf seinen Beschluß. He insisted upon his decision.

There are a great number of such verbs so used. They all constitute idioms, and must be committed to memory separately.

2. Transitive Verbs, with two objects.

a. The indirect object (*always a person*) in the Dative.

b. The direct object (*person or thing*) in the Accusative:

Gib deinem Bruder diesen Apfel. Give this apple to your brother.

Er machte mir ein Geschenk. He gave me a present.

Thus are used :

geben, to give.	schicken, to give.
lassen, to leave.	schicken, to send.
lohnen, to reward.	schreiben, to write.
melben, to announce.	senden, to send.
opfern, to sacrifice.	nehmen, to take.
rauben, to rob.	stehlen, to steal.
sagen, to tell.	

NOTE. The translation into German of the English "to" is always troublesome for the student. In order to avoid confusion, he must first find its relation in English. In English the preposition "to" is required, when the person follows the thing, but is dropped when the person precedes the thing:

Give the book to me (to my sister).

Give me (my sister) the book.

a. If "to" belongs to the *noun or pronoun*, it is just the

indication of the dative case and must be translated by the German dative (indirect object):

Give the book to him. *Gib ihm das Buch.*

b. But if "to" in English belongs to the verb (idiomatic use), then the student must first find out whether the verb he is going to use in German is used with a preposition or not, and then he must translate accordingly:

The physician attended *to* the patient.

Der Arzt behandelte den Kranken.

NOTE. Compare "to" with the infinitive (Section 24); also "to" with purpose clause = in order to. (*um zu* + infinitive.)

EXERCISE 28

1. Speak to him that he may attend to his affairs.
2. Here is a knife; lend it to him, but do not leave it with him.
3. That makes no difference to me.
4. They sent me a box which does not belong to me.
5. He threw the broken glass on the ground.
6. The youth hastened to the front.
7. Will you go to church with me next Sunday?
8. Give me the watch; do not give it to him.
9. Leave me some money, before you leave the house.
10. Report all negligence of the waiters to the manager.
11. Please send me a copy of the agreement to my house.
12. Tell me the truth, and conceal nothing from me.

35. 1. Transitive verbs with the Genitive of the thing and the Accusative of the person. The most common ones are:

- | | |
|--------------------------------------|---------------------------------------|
| <i>anklagen</i> , to accuse. | <i>entlassen</i> , to dismiss. ✓ |
| <i>berauben</i> , to rob. | <i>freisprechen</i> , to acquit. |
| <i>beschuldigen</i> , to accuse. | <i>überführen</i> , to convict. |
| <i>entbinden</i> , to free, relieve. | <i>würdigen</i> , to honour, value. ✓ |
| <i>entblößen</i> , to rob. | <i>bezüglich</i> , to charge with. |

Er ist des Verbrechens ange- He is accused of the crime.
klagt.

Der Dieb beraubte den Herrn The thief robbed the gentle-
seiner Uhr. man of his watch.

2. Transitive verbs with the **Accusative of the thing**, and with the **Accusative of the person**. Such are:

kosten, to cost.

lehren, to teach.

fragen, to ask (questions).

heissen, to call.

nennen, to call (name).

schelten, to scold.

schimpfen, to scold.

Es kostet mich viel Zeit.

Er lehrte ihn sein Handwerk.

Er heisst ihn einen Dieb.

It costs me much time.

He taught him his trade.

He called him a thief.

3. Many verbs take special prepositions and these must always be learned with the verb. Such are:

bitten um, to ask for.

fragen nach, to ask about.

(see Grammar and Dictionary).

EXERCISE 29

1. The officers relieved the policemen from their duties during their holidays. 2. He dismissed him from his job, and robbed him of all his livelihood. 3. The defendant was acquitted. 4. The judge convicted the lawyer of folly in his own speech. 5. He honored me with his friendship. 6. The captain charged his servant with theft. 7. This experience has almost cost me my life. 8. The Indians asked us questions in their own tongue. 9. He called him a thief, and scolded me for being a liar. 10. They were astonished at the war news. 11. We prepared for the needs of the following week. 12. Excuse me — someone referred me to you regarding a house in Main Street. Have you one for sale?

LESSON 16

36.

J. Reflexive Verbs.

The following and many more reflexive verbs take the *Accusative* of the *respective pronoun* and the *Genitive of the thing*.

sich anmaßen, to usurp.	sich entledigen, to free oneself.
sich annehmen, to take charge of.	sich entsinnen, to remember.
sich bebienen, to avail oneself of.	sich erbarmen, to take pity.
sich befeißigen, to devote oneself.	sich erinnern, to remember.
sich begeben, to renounce.	sich freuen, to enjoy.
sich bemächtigen, to take possession of.	sich getrösten, to console oneself.
sich bestreben, to endeavour.	sich rühmen, to boast.
sich entäußern, to free oneself.	sich schämen, to be ashamed.
sich enthalten, to refrain from.	sich vergewissern, to make sure.
Ich erinnere mich des Vorfalles nicht.	sich wehren, to defend oneself.
	I do not remember the incident.

Many of these verbs can also be used with a preposition followed by the object in its proper case instead of the Genitive of the object :

Ich freue mich deiner Ankunft, or } I am glad of your coming.
 Ich freue mich über deine Ankunft. }

EXERCISE 30

1. Do not usurp rights that do not belong to you.
2. Take charge of this patient until I come back again.
3. Avail

mostly accompanied by an expression of place in a *narrower* sense :

Es ist ein Baum im Garten. There is a tree in the garden.

b. *Es gibt*, denotes *general* existence although the verb in this case is often limited by adverbial expressions of time and place in a *wider* sense :

Es gibt dieses Jahr viel Obst There is much fruit in Germany this year.
(*object*) in Deutschland.

NOTE. If *es* is the real subject (as in *es gibt*), it must never be omitted:

Dieses Jahr gibt es viel Obst in Deutschland.

If *es* is the representative subject, it can stand only at the beginning of the sentence otherwise it must be omitted:

Es ist ein Baum im Garten. Im Garten ist ein Baum.

EXERCISE 31

1. Now it is snowing; yesterday it was blowing; and tomorrow it will be raining. 2. It is pleasant to-day, but I think the weather is not going to stay fine. 3. There are fishes that can fly. 4. Things do not (*es*) remain as they are. 5. They danced until midnight. (*es* + passive.) 6. There is no plate on the table, but there is one on the cupboard. 7. There are people who think there are no laws for them. 8. There is no excuse; but there are many extenuating circumstances in this case.

38. L. Impersonal verbs with the Dative.

The most common ones are :

es ahnt mir,	I have a foreboding.
es bangt mir,	I feel anxious.

es behagt mir,	it pleases me.
es besonnt mir,	it agrees with me.
es sehnt mir,	I am in want of.
es gebriecht mir,	I am in need of.
es gebührt mir,	it behoves me.
es geht mir,	things go (well) with me.
es gelingt mir,	I succeed.
es genügt mir,	it satisfies me.
es gerät mir,	I succeed.
es geziemt mir,	it behoves me.
es gilt mir,	it is intended for me.
es glückt mir,	I succeed.
es hilft mir,	it helps me.
es ist mir bange,	I am afraid.
es ist mir leid,	I am sorry.
es liegt mir daran,	I value it.
es mangelt mir,	I am in need of.
es mißlingt mir,	I fail.
es nützt mir,	it is profitable for me.
es schadet mir,	it does me harm.
es scheint mir,	it appears to me.
es schmeckt mir,	I like (it tastes good).
es steht mir,	it becomes me.
es widersteht mir,	I am disgusted with it.
es ziemt mir,	it behoves me.

These verbs lose the pronoun *es* if another word begins the sentence:

Es hilft mir, but
Das hilft mir nichts.

It helps me.
 That does not help me.

M. Impersonal verbs with the Accusative:

es ängstigt mich,	it frightens me.
es ärgert mich,	it vexes me.
es befremdet mich,	it is strange to me.

es beschämt mich,	it makes me ashamed.
es betrifft mich,	it concerns me.
es betrübt mich,	it makes me sorry.
es dauert mich,	I regret.
es dürstet mich,	I am thirsty.
es ergötzt mich,	It amuses me.
es friert mich,	I am cold.
es freut mich,	I am glad.
es geht mich an,	It concerns me.
es gelüstet mich,	I covet.
es reut mich,	I feel sorry.
es hungert mich,	I am hungry.
es jammert mich,	I pity.
es kommt auf mich an,	it depends upon me.
es kummert mich,	it grieves me.
es nimmt mich wunder,	I am astonished at.
es peinigt mich,	I am tormented.
es rührt mich,	it touches me.
es schaudert mich,	I feel horrified.
es schmerzt mich,	it pains me.
es schwitzt mich,	I perspire.
es verbrieft mich,	I am vexed.
es verlangt mich,	I desire.
es wundert mich,	I am astonished.

These verbs *lose* the pronoun *es* if another word begins the sentence :

Das geht dich nichts an.

That is not your business.

EXERCISE 32

The mice once took counsel in a general meeting as to the best manner in which they might succeed in protecting themselves against their deadliest enemy, the cat. She was always endangering their lives, they said; to resist her was impossible,

nor could they escape from her. After different proposals had been made, all of which were rejected, an old experienced mouse gave the advice to hang a bell around the cat's neck; in this way, she said, they would all be able to hear her from afar. This solution of the difficulty pleased all, and it was decided to do as they had been advised. But when it came to the question who was to hang the bell around the cat's neck, they all remained silent; none ventured to carry out the dangerous task. The meeting was dissolved, and the cat is still running around without a bell.

LESSON 18

GENERAL REMARKS ON CONJUGATION

39. The student must carefully observe the following distinctions expressed in the conjugation of the verb.

1. The *person and number* :

ich gehe,	wir gehen.
du gehst,	ihr geht.
er geht,	sie gehen.

2. The *tense* i.e. the time to which the statement of the action refers.

There are six tenses; three of them refer to the time of the action in an *absolute* sense; i.e. they refer to the *time only*.

Three of them are *relative*; i.e. they *also* refer to the time of the action but in relation and with reference to *other* actions.

a. The *absolute tenses* are the present, the perfect, and the future present.

b. The *relative tenses* are the imperfect, the pluperfect, and the future perfect.

A clause containing a verb in the pluperfect or future perfect tense is *logically incomplete both in English and in German*. One cannot say, "I had seen my brother" and then stop. Nor, "I shall have eaten my supper" without going on to state, or to think of an occurrence with which this is related.

A clause containing a verb in the imperfect tense is *logically complete in English* (I saw my brother to-day) but in German a clause containing a verb in the imperfect tense is *logically not complete*.

One cannot say: „Ich sah heute deinen Bruder“ without *creating in the hearer the expectation of at least one more statement*. So in order to make the statement complete one has to say: „Ich sah heute deinen Bruder, als ich nach Hause kam,“ or the like.

Single independent statements or questions must be put in the Perfect:

Who gave you the book? Wer hat dir das Buch gegeben?

I saw my friend to-day. Heute habe ich meinen Freund gesehen.

EXERCISE 33

When father returned from a journey, he always brought some nice things for us children; but when he came home from business he just patted our cheeks or stroked our hair, asking us how we were and what we had been doing during the day. When Christmas came however, he went out with mother to the different shops and bought us the nicest things you can imagine so that we might be happy during the holidays.

40.

A. The indicative mood.

The indicative refers to *actuality* (reality) in an assertion or in a question:

- | | |
|---|----------------------|
| 1. Ich sehe die Blume. | I see the flower. |
| Siehst du sie auch? | Do you see it also? |
| 2. This reality may even be in <i>thought</i> only: | |
| Ich glaube an Gott. | I believe in God. |
| Ich hoffe, er wird kommen. | I hope he will come. |

3. *This reality may rest on a condition expressed in any tense.*

Wenn ich nach Hause komme,	I shall write at once to him
werde ich gleich an ihn schreiben.	when I come home.

B. The subjunctive mood.

The subjunctive refers to *non-actuality*, something that is *wished*, is *probable*, is *reported*, *expected*, *supposed*, *intended* to be or thought of as actual. It is used, therefore, in the following cases:

a. The subjunctive in principal clauses.

1. With the present to express a *wish*:

Gott helfe mir!	May God help me!
Sei es denn!	Let it be so!

Mögen is used very frequently in this way:

Möge er bald wiederkommen.	May he soon be back again.
Möge Ihnen das neue Jahr viel Glück bringen.	May the New Year bring much happiness to you.

2. To express an *opinion* in a modest way, especially with *dürfen*, *mögen*, *können*, with the *imperfect*:

Da dürften Sie im Unrecht sein.	There you might be wrong.
Das könnte wohl sein.	That might be indeed.

3. To express an *assumed permission* in the form of a question with the *imperfect*:

Dürfte ich Sie bitten, mir das Salz zu reichen? Might I ask you to reach me the salt?

In all these cases there is really a conditional clause connected with the sentence which, however, is not expressed, e.g. : Das könnte wohl sein: (wenn Sie so handeln würden).

4. In *expressions of doubt and astonishment* with the *imperfect and pluperfect*:

Das wäre ja herrlich! That would be splendid!
 Wäre es denn möglich? Would it be possible?
 Hätte er wirklich keine Zeit gehabt? Should he really have had no time?

5. To express a *wish* the realization of which is to be stated as *impossible or improbable*, with the conjunctions *dah, daß . . . doch, wenn . . . doch* with the *imperfect and the pluperfect*.

Lebte er doch noch!	}	Would that he . . . allve!
Daß er doch noch lebte!		
Wenn er doch noch lebte!		
Hätte ich doch viel Geld!		Would that I had much money!
Wäre ich doch zu Hause geblieben!		Would that I had stayed at home!
Hätte ich ihn doch nie gesehen!	}	Would that I had never seen him!
or, Daß ich ihn doch nie gesehen hätte.		

EXERCISE 34

1. May we be spared to see the prosperity of our children!
2. May we all see him return happily from his journey.
3. Was it really possible for him to have earned so much money?

(sollte.) 4. Could you oblige me with a few books on English History? I could have done so, but I lent them this morning. 5. May I ask you to pass the potatoes to this end of the table? 6. Would you ever have believed that air navigation would be possible? 7. I would not but for the invention of the electric motor. 8. I would not venture to say: "So far we have got in this art, and here the end will be." 9. New possibilities would of course be opened, if the aviator could stay in the air without motor-power. 10. Do you think that could be the case? It may some day. ✕

6. To express a *necessity, possibility, duty* that has not been fulfilled; so with the modal auxiliaries *können, sollen, müssen*, in the imperfect and the pluperfect:

Du solltest mehr arbeiten.	You ought to work more.
Du hättest mehr arbeiten sollen.	You ought to have worked more.
Er hätte das nicht versprechen müssen.	He should not have promised that.
Das hätte er freilich tun können.	He could have done that of course.

7. To express a *possible result of an action* with the adverbs *fast* and *beinahe* in the pluperfect:

Beinahe hätte ich den Zug verpaßt.	I had almost missed the train.
Fast wäre ich gefallen.	I had almost fallen.

8. To express a *possible result of an action after impersonal pronouns* with the imperfect:

Es wäre besser.	It would be better.
Es wäre recht und billig.	It would be just and right.

NOTE. The use of the subjunctive in the principal clauses like 6, 7 and 8, is closely connected with its use in the dependent clauses in the perfect and pluperfect subjunctive and the first and second conditional respectively because in 6, 7, and 8 an assumed condition

may be imagined and connected with all the examples; viz.: *Es wäre besser, wenn du das tun würdest.* (Sect. 41, 5.) Compare table in Lesson 40.

EXERCISE 35

1. Do you not think it would be better if he sold his horse?
2. Of course it would; he should not ride at all; he should walk; it would be better for his health.
3. This morning I almost missed (*hätte*) the train! How so?
4. I should have got up earlier; then I would have had time enough to dress, and eat my breakfast without hurry.
5. Would that I had done so; I should be happier now.
6. You ought to have shown your visitor the public buildings of our city; it would have given him much pleasure, I am sure.
7. You are right. Would that I had done so.
8. I could have sent the vegetables if you had wanted them.
9. The children would like to have seen you could you have remained longer.
10. One day a school-boy came home with gleaming eyes and said to his mother, "Mother dear, I would have been promoted, but they had no room for me."
11. "They certainly should have put you into another room," answered the surprised mother, "Would that the teacher had done so! It certainly would have given me great joy."
12. Either you should have worked more, or they should not have told you what they did. It would have been much better.

LESSON 19

41. C. The subjunctive in dependent clauses.

1. In *indirect quotation* in all tenses but *most frequently* in the present :

Er sagte, daß er krank sei	}	He said he was sick.
or Er sagte, er sei krank.		

If the *present* subjunctive of the verb has no special form to distinguish it from the present indicative, then the *imperfect* subjunctive is used instead of the present subjunctive :

Sie sagten, sie hätten keine Zeit. They said they had no time.

2. The imperfect and pluperfect subjunctive must be retained in indirect quotations, which require these tenses at any rate in direct speech as shown in Section 40, B, 2-8 ; and also 41, 4-7 :

Er sagte, er hätte beinahe den Zug verpaßt.
Er sagte, daß er das nicht hätte versprechen müssen.

3. In *noun clauses* introduced by a conjunction and dependent on verbs expressing a wish, hope, desire, fear, command etc., as :

wünschen, to wish.	hoffen, to hope.
auffordern, to demand.	bitten, to ask.
befehlen, to order	fürchten, to fear.
gestatten, to allow.	
sich in acht nehmen.	to take care.
Er bat mich, daß ich ihn heilen möge.	He asked me, to heal him.

4. In *purpose clauses* beginning with the conjunction *daß, auf daß, damit* :

Spare in der Zeit, wenn du hast, damit du etwas haben mögest, wenn du es brauchst.	Save when you have something, so that you may have something when you need it.
--	--

5. In *conditional clauses containing a supposition* assumed as not realized, use the *imperfect and pluperfect* subjunctive :

a. Wenn ich Zeit und Geld hätte, reiste ich sofort ab. If I had time and money I should leave at once.

b. Wenn ich Zeit und Geld gehabt hätte, wäre ich sofort abgereist. If I had had time and money I should have left at once.

NOTE. 1. The conjunction *wenn* is frequently omitted, in which case the sentence begins with the verb:

Sätte ich Zeit und Geld, (so) reiste ich sofort ab. Had I time and money I should leave at once.

NOTE 2. The particle *so* may be used or omitted as introductory word of the principal clause, if the latter follows the conditional clause. (See the preceding example.)

RULE. *Instead of the imperfect subjunctive the first conditional can be used, and instead of the pluperfect subjunctive the second conditional.*

Wenn ich Zeit und Geld haben würde, würde ich sofort abreisen. (Instead of 5 a.)

Wenn ich Zeit und Geld gehabt haben würde, würde ich sofort abgereist sein. (Instead of 5 b.)

Modal auxiliaries and semi-modals when modifying another verb are never used in the second conditional, because that form would be too long and inconvenient; the *pluperfect subjunctive* is used then *exclusively*:

Ich hätte kommen können, wenn ich gewollt hätte. I should have been able to come if I had wanted to.

6. If a *condition* is to be expressed as barely possible, *sollen* is used in the imperfect subjunctive:

Wenn er fragen sollte, wo ich bin, sage, ich sei zu Hause. If he should ask where I am, tell him I am home.

7. *Adverbial clauses* dependent on adjectives or verbs, and introduced by *als daß*, than that, *als wenn*, as if, *als ob*, as if, are expressed in the *imperfect subjunctive*:

Er sprach, als ob er alles wüßte, or	} He talked as if he knew every- thing.
Er sprach, als wüßte er alles.	
Ich bin zu müde, als daß ich arbeiten könnte.	I am too tired to work.

EXERCISE 36

1. They told him he had better mind his own business, than constantly meddle with the affairs of his neighbors. 2. He asked in return, how it happened that they were so much concerned about him. 3. Whereupon they answered, that they had heard he had had lawsuits ever since he had come to town. 4. What did the boy answer when you called him this morning? He said he could not get up because he was too tired. 5. The sentinel reported that he had seen no trace of the enemy, but he believed they were not far off. 6. Because he was afraid that his cashbooks might be consumed by fire, if it should happen to break out in the building, he ordered a safe to be put in his office. 7. Avail yourself of every opportunity to hear German, that your ear may be trained to distinguish the words. 8. The crowd asked that the prisoner should be released. 9. The general said that he would certainly have taken better precautions and placed more watches, if he had known that his camp could be discovered and attacked at night time. 10. If you had planted your trees ten years ago, they would now bear fruit abundantly. 11. I am not going to take my winter overcoat with me on my trip to Europe; if it should get cold I can use my steamer-rug. 12. He acted as if there was nothing at stake in such an undertaking, and as if a mistake could not have any bad consequences. 13. I have an idea that such a thing could succeed, if it were arranged properly and a good man put in charge of it. 14. Prepare your lessons to-day that you may have them ready for to-morrow. 15. The

ambassadors would have been able to effect an agreement with the king, if they had wished to do so. 16. I should have been compelled to practise more, if I had told him I had time for it. 17. Hadn't you better telephone to your mother, before you stay here over night?

LESSON 20

42. D. The Imperative.

The imperative expresses a *command*. The command implies an *address*, therefore the forms of the imperative are *based on the forms of the address* of the present indicative.

1. How to get the imperative forms :

PRESENT INDICATIVE	IMPERATIVE
ich suche	
du suchst	such' or suche!
er sucht	
wir suchen	
ihr suchet	suchet!
sie suchen	suchen Sie!

In this way most verbs form the Imperative. Exceptions are those verbs which change the *e* stem into *i* and *ie* in the second and third person singular pres. indicative. In these verbs the vowel change also appears in the respective Imperative forms:

werfen, wirf!	befehlen, befehl
geben, gib!	essen, is!
sein is irregular, sei, seid, seien Sie!	

2. The forms mentioned in (1) are *the only real* imperative forms. There are however *a few more* forms used in an imperative sense.

L.E.W.

a. The personal pronoun is sometimes used with the imperative for the sake of emphasis and in such a case is strongly stressed:

Gehe du hin! *You go!*

b. If the speaker wishes to include himself in the command he may use the first person plural, present indicative:

Gehen wir! *Let us go!*

He uses the imperative of *lassen* as an auxiliary to express the command:

Laß uns gehen! *Let us go!*

c. *lassen* has an irregular imperative form:

Lasse, laßet, lassen Sie, and is used with other verbs or alone. When alone, it means *leave*:

Laß das! *Leave that alone (stop that).*

When used with other verbs, it means to get something done by some one else, to order, cause, permit:

Laß das machen! *Get that done!*

Laß den Brief schreiben! *Have the letter written!*

d. *doch* or *doch* (ein)mal after an imperative changes the command into a request:

Hole mir doch (ein)mal das Buch. *Please get the book for me.
(Do get the book for me.)*

e. To intensify the force of a command, the past participle is used:

Still gestanden! *Attention!*

f. The present infinitive is also used with the force of a command:

Abfahren! *Start! or Leave!*

g. An adverbial prefix of a verb sometimes is used (without the verb) to express an Imperative:

Fort mit ihm!
Serein!

Away with him.
Come in.

Handwritten: ¹²⁰Effect Schule

✦ *Ein paar Knaben begegnen* **EXERCISE 37**

I. A few boys met in the play-ground after school to play. "Let us go first and get some apples; I am hungry," said one.

"No," said another, "go alone, we shall wait here for you until you return, but run."

When he returned, the third one cried, "Give me a big one."

Afterwards Charles, the oldest of them, said, "Listen! George, you go and get the ball; Fred, you measure the distances, and then we will start playing. All look out for the ball."

EXERCISE 38

II. A merchant was sitting over his books in his office. Suddenly he looked up, and his eyes spied a clerk in the next room carrying some goods from the store-room into the shop.

"Wait," he said, "what are you doing? You made a mistake, take them back again, do not sell these goods until you are told to do so. They arrived in a bad condition and are not fit for the market. Write a sign saying: 'Attention! Do not touch until told to do so,' and place it on the boxes!"

Then returning to his office, he said to the clerks writing at their desks, "Gentlemen, I heard the clock strike twelve; go home, eat your dinner, and take a little rest; I shall do the same."

"Will you lock up the door?" inquired one of the clerks.

"Of course, I will," answered the merchant: "don't you know that I always do so? By the bye, I just remember that

I did not see to-day's paper. Please bring me one, Mr. S., when you return."

"With pleasure," replied Mr. S. and disappeared.

X

LESSON 21

43.

The Infinitive.

The infinitive simply states the action without any reference to an agent, therefore the word in the infinitive has a general meaning and should be used only in this way. The infinitive is a favourite form of expression in German, in English the participle is used very often instead of it.

The *infinitive* is used :

1. To form the future active:

Ich werde loben. I shall praise.

2. To form the perfect and pluperfect of modals and semi-modals: (See Sect. 28.)

Ich habe gehen müssen. I have been compelled to go.

3. As subject of a clause :

Reden ist Silber, Speaking is silver (Speech is silver),

Schweigen ist Gold. Keeping silence is gold (silence is golden).

4. As object of a clause :

Er lehrte mich schreiben. He taught me to write.
(Sect. 24.)

5. As substantive in any part of a sentence, and as such it is neuter in gender:

Zum Bauen braucht man Geld.	One needs money for building.
Mit Klagen erreicht man nichts.	Nothing is to be gained by lamenting.
Des Sorgens ist kein Ende.	There is no end of anxiety.
Das Kind lernt die Kunst zu gehen.	The child learns the art of walking.

6. The infinitive is further extensively used for the abbreviation of dependent clauses. (Sect 76.)

dat. **EXERCISE 39**

1. When I have taken my bath to-morrow morning, I shall at once start to write my German composition.
2. Shall you undertake the task or leave it for someone else?
3. The Irishman after he had fallen into the water and suddenly had a vision of the immediate future before him, cried, "I will get drowned and nobody shall help me," while he should have said, "I shall get drowned and nobody will help me."
4. I did not feel like (nüßgen) going abroad this summer.
5. Building is expensive. Gambling ruins character.
6. The mother had a great longing to see her daughter.
7. Many people eat their bread with cares and troubles.
8. In school we learn reading, writing, and arithmetic.
9. We need paper for drawing and printing as well as for wrapping up goods.
10. The packing of glassware is a difficult task.
11. Dig the ground well before the planting of fruit trees.
12. Philosophers try to discover the laws of thinking.
13. The art of painting is practised by many.
14. Many people who have no desire to do anything, often wish to advise others.
15. Walking is better for the health than driving.

LESSON 22

44. The Participle.

Participial constructions are much more frequently used in English than in German. Both the present participle and the past (perfect) participle are used :

1. As attributive:

das schlafende Kind,	the sleeping child.
die gefundene Börse,	the purse that was found.

2. As predicate:

Dieser Gedanke ist erhebend.	This thought is inspiring.
Das Haus ist gestrichen.	The house is painted.

NOTE. The English progressive form of the verb must not be confounded with the use of the adjective in 2.

This man is working.	Dieser Mann arbeitet.
----------------------	-----------------------

3. As an adverb:

Er kam gelaufen.	He came running.
------------------	------------------

RULE. *Sein* with the past participle denotes the predicate adjective (a state, condition, quality).

Werden with the past participle denotes the passive voice (an action being done).

Die Wände sind tapeziert.	The walls are papered.
Die Wände werden tapeziert.	The walls are being papered.

4. As object:

Erfahrungen machen gewiß.	Experience makes wise.
---------------------------	------------------------

5. As noun in all positions of a clause :

Der Gesandte ist abgereist.	The ambassador has left.
Das Befinden des Verunglückten ist besser.	The condition of the patient is better.
Er gab dem Verwundeten Wasser.	He gave water to the wounded man.

RULE. Participles used as nouns retain their declension as adjectives:

Wende dich nicht von dem Blittenden. Do not turn away from the one who asks.

6. For the abbreviation of complete clauses, either dependent or principal:

Ich fand meinen Bruder schlafend. I found my brother asleep.

instead of: Ich fand meinen Bruder und er schlief,
or, als er schlief, or, welcher schlief.

W. J.

EXERCISE 40

1. A galloping horse presents a beautiful sight. 2. He saw the flashing lights in the storm. 3. Even the thought of too much work has a depressing effect upon a man. 4. After the house had been built it was at once painted, papered, and furnished for the new tenant. 5. The thieves were caught before they could get away with the stolen articles. 6. Cut glass is very valuable and easily broken. 7. The meeting was arranged and published in the papers. 8. The work is done but the bill is not paid yet. 9. Erbkönig was holding the child safely in his arms. 10. Do you know the political conditions of Germany? Yes, the reading of the newspapers keep me well informed. 11. He was sitting at his desk writing an exercise. 12. Most of those belonging to the working classes spend their days in monotonous work. 13. I watched the chipmunk jumping from bough to bough, picking nuts and carrying them to its hole. 14. The soldiers found their leader wounded on the battlefield.

nehmen nach dem Genus

LESSON 23

45.

NUMERALS

1. *Cardinal* numerals when used before nouns are treated as indeclinable adjectives in German and have no effect on the following adjective :

zwei kleine Knaben,	two little boys.
die zwei kleinen Knaben,	the two little boys.
zwei Knaben,	two boys.
die zwei Knaben,	the two boys.

a. *ein* is used as an adjective.

Das eine Haus stand allein. The one house stood alone.

b. *ein* is also used as a noun.

Der eine sagte ja, der andere nein. The one said yes the other no.

c. House-numbers in addresses *follow* the name of the street or place in German.

Hamburg, Lindenstraße 10, Hamburg, 10 Linden Street III. III.

[The Roman number after the street number indicates the floor.]

2. *Ordinal* numbers are treated as *adjectives* in German and are declined :

der zweite kleine Knabe,	the second little boy.
Berlin, den fünfundzwanzigsten Mal, 1911.	Berlin, May the twenty-fifth, 1911.

3. The *plural* forms of the following *indefinite numerals* are declined like the definite article: *alle*, all; *einige*, some; *einige*, some; *mehrere*, several; *manche*, many; *wenige*,

few. If an adjective follows it drops the *n* in the nominative and accusative.

Mehrere junge Leute, several young people

4. Jeder, when used in the genitive after a governing word, takes *ein* in addition.

Jeder ist seines Glückes Schmied. But: Everyone is the architect of his own fortune.

Das Glück eines jeden ist wandelbar. The fortune of everyone is changeable.

5. Certain adverbs of quantity belonging to nouns are regularly placed *before* the noun. Such are

allein,	alone.	genug,	enough.
bloß,	only, mere.	kaum,	scarcely, hardly.
beinahe,	almost.	nur,	only.
etwa,	about.	ungefähr,	about, somewhat.
fast,	almost.		

The following may *follow* the noun when strongly stressed: *allein, genug, etwa, fast* :

Geld genug, or genug Geld.

Allein das Haus kostet \$5000. The house alone costs \$5000.

Das Haus allein kostet \$5000. The house alone costs \$5000.

Brauchst du noch etwas? Do you need something else?

Schuhe etwa? Perhaps shoes?

Etwa die Hälfte wird genügen. About half of it will be sufficient.

Bloß is often declined :

Mit dem bloßen Reden hilft man der Sache nicht. Mere talking does not help the thing.

NOTE. *Genug*, when used with original adjectives, follows them; when used with participle adjectives, it precedes them.

Das Fleisch ist gut genug aber nicht genug gekocht:

Compare the position assumed by the English "enough" and "sufficiently" respectively.

EXERCISE 41

1. "How many fish have you got?" "I have two, and he has three, that is five in all." 2. Those twelve fruit trees you sent me last fall arrived two weeks too late so that I could not plant them. During the summer four died (*eingehen*). Will you replace the loss and send four new ones? 3. My birthday is on the first of May, my father's is on the 30th of December, and my mother's on the 18th of June. 4. Our parents bought three barrels of apples; most of them were good, but quite a number of them were rotten. 5. Several young chickens were torn by the dog, that previously had bitten some old hens. 6. The suburbs of the big city have fine residences, and in the garden of each are flowers and shrubs. 7. Every one who goes into business must prepare himself for all kinds of losses. The mere loss through the negligence of employees alone is considerable, and a nearly equal percentage must be allowed for waste, wear and tear; so that one must have money enough to cope with difficulties. 8. Five minutes had hardly passed, when the telegraph brought the news that the ship was in sight.

LESSON 24**THE PRONOUN**

GENERAL RULE. All pronouns must agree in gender and number with the nouns for which they stand.

46. A. The personal pronoun.

a. The personal pronoun in German may refer to persons or to things:

Dort ist der Vater!	Er	There is father!
Kommt nach Hause und der Hund folgt ihm.		He is coming home and the dog is following him.

Der Stuhl ist hier! Er kam heute Morgen, ein Junge hat ihn gebracht. The chair is here! It came this morning, a boy brought it.

b. **Es**, logically considered, is an impersonal pronoun, but, considered grammatically, it belongs to the *personal* pronouns; it is used in German to refer to *persons and things* (subject and object):

Ein Mädchen ist hier, es (better sie) bringt etwas. A girl is here, she is bringing something.

Hier ist ein Buch, es gehört mir. Here is a book; it belongs to me.

Wer weiß es! Who knows!

c. Substitution of *da* for the personal pronoun.

The adverb *da* replaces the personal pronoun when used with a preposition in the dative and accusative and referring to things. So used it precedes the preposition and forms one word with it. (Instead of *da*, *derselbe*, *dieselbe*, *daselbe* may be used, but these words follow the preposition.)

Er nahm die Feder und schrieb damit (or mit derselben). He took the pen and wrote with it.

47. B. Use of the pronoun *es*.

Besides its use as the representative of a neuter noun, *es* is used in the following ways:

1. To act as the representative of an object after transitive verbs (where the English frequently uses "so"):

Ich weiß es. I know.

Ich bat ihn, ein Buch zu bringen, und er tat es. I asked him to bring a book, and he did so.

2. To act as the *representative* object before a *daß* or *wean* clause or an infinitive with *zu*:

Meine Mutter liebt es nicht, My mother does not like me
 daß ich spät heim komme. coming home late.
 Ich liebe es nicht, spät nach I do not like coming home
 Hause zu kommen. late.

Observe that the infinitive can be used only when it refers to the subject of the principal clause.

3. *Es* is used as *subject of the verb sein followed by a predicate noun*:

Die Rose, sie ist hier	(Pred. Adverb).
Die Rose, sie blüht	(Pred. Verb).
Die Rose, sie ist schön	(Pred. Adj.).
Die Rose, es ist eine Pflanze	(Pred. Noun).

GENERAL RULE. The subject pronoun of the verb *sein* followed by a predicate noun is always neuter and always singular:

Das ist meine Mutter.	That is my mother.
Dies sind meine Brüder.	These are my brothers.

4. As a **representative subject**, but only in the first place: (See sect. 37, Note.)

Es ist ein Baum im Garten,	There is a tree in the garden.
but	
Im Garten ist ein Baum.	In the garden there is a tree.

5. If *es* is the **real subject**, it must always appear in the sentence, *either* at the beginning *or* as the third idea:

Im Sommer gibt es viel Vergnügen.	There is much pleasure in summer.
Es gibt im Sommer viel Vergnügen.	There is much pleasure in summer.

6. *es* is used as **predicate** after the personal pronoun followed by *sein*:

Ich bin es.	It is I.	Wir sind es.	It is we.
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7. *es* as a representative of a predicate:

Bist du reich? Are you rich?
 Ich bin *es* nicht, aber du bist I am not, but you are.
es.

8. *es* with the verb in the passive voice often replaces the indefinite pronoun *man* with the verb in the active voice:

Es wird gesagt, or *man* sagt. It is said, or people say.

9. *es* becomes the real subject if a clause is turned from the active into the passive voice:

Der Hauptmann befahl den The Captain ordered the sol-
 Soldaten zu halten. diers to halt.
Es wurde den Soldaten vom The soldiers were ordered by
 Hauptmann befohlen zu hal- the captain to halt.
 ten.

48. C. Reflexive Pronouns.

Reflexive verbs, indicating that the agent is also the object of the action, take instead of the ordinary personal pronoun the pronoun *sich* in the third person dative and accusative singular and plural: (See sect. 36.)

Er schämt *sich* seiner Faul- He is ashamed of his laziness.
 heit.

Sie rühmt *sich* ihres Fleißes. She is boasting of her dili-
 gence.

Sie wundern *sich* über meine They wonder at my progress.
 Fortschritte.

Er hat *sich* die Hand verletzt. He hurt his hand.

Note that *sich* always immediately follows the verb in the principal declarative sentence. In the interrogative sentence and in the dependent clause it follows the subject:

Hat er sich verletzt?

Did he hurt himself?

Weil er sich verletzt hat?

Because he hurt himself.

EXERCISE 42

1. She came down stairs asking for pens. "What do you want with them?" asked her father. 2. The kitten saw a ball of wool and began to play with it. 3. "Something fell upon the ground. Did you hear it?" "Yes, I did." 4. The kite rose high in the air, and the boys stood in the field and looked at it. 5. When the string breaks do you think it will fall down? 6. He promised me help in case I should meet with difficulties, and he gave it. 7. I really did not know that we should prepare this lesson for to-day. 8. You were abroad last summer, were you not? 9. There is a dark spot visible on the horizon; I think it is a wagon. 10. I see others, and I think they are trees. 11. Is there anything else that I can show you? 12. Yes, some fine dress goods, they are a novelty in the market. 13. That is the same cloth as my friend wore last year. 14. I do not like that. Is there no other? 15. In this lot there are some pieces of brown color. Would you like to see them? 16. In the workshop there are nails of different sizes, I need a few of each of them. Please get some. 17. I bought a number of pens yesterday, but I cannot write with any one of them. 18. He talks about fishes, and does not know anything about them. 19. I do not remember what you told me about your new house. 20. Sit down children and wait till I call you. 21. Is it you, Charles? No, mother, it is William. You are late! Yes, I am. I know, I was told it was past eleven, but I did not believe it.

LESSON 25

49. D. Possessive Pronouns.

1. The possessive pronoun by its form refers to both the *possessor* and the thing or person *possessed*. It is taken from the Genitive of the personal pronoun and thereby suggests the person who is the possessor. The following combinations of personal and possessive pronouns should be committed to memory :

ich; mein, meine, mein.	es; sein, seine, sein.
du; dein, deine, dein.	wir; unser, unsere, unser.
er; sein, seine, sein.	ihr; euer, eure, euer.
sie; ihr, ihre, ihr.	sie; ihr, ihre, ihr.

Remember the combinations with the prepositions *haben*, *wegen*, and *um . . . willen* (in behalf of, for the sake of) with the Genitive in *et* of the possessive pronouns :

meinethalben (-wegen)	or	um meinetwillen.
deinethalben	"	or um deinetwillen.
seinethalben	"	or um seinetwillen.
ihr ethalben	"	or um ihretwillen.
seinethalben	"	or um seinetwillen.
unser ethalben	"	or um unseretwillen.
eurethalben	"	or um euretwillen.
ihr ethalben	"	or um ihretwillen.

Er schoute ihn um seiner Eltern willen. He spared him on account of his parents.

2. Possessive pronouns, when used before the noun in German, *perform the function of the indefinite article* and follow its declension, they therefore have their original (or short) forms in the nominative :

Mein Bruder, meine Schwester, mein Kind.

3. Possessive pronouns, *when used as nouns*, have to be amplified in the nominative masculine and nominative and accusative neuter forms. The other forms remain unchanged :

Possessive pronoun used as article	Possessive pronoun used as noun
mein Hut,	meiner.
meine Feder,	meine.
mein Buch,	meines (or mein's).

EXAMPLES

Hier ist mein Buch.	Here is my book.
Aber wo ist deines (or deins)!	But where is yours?
Ich habe keins gesehen.	I have not seen any.

NOTE. Ein and kein are used in the same way:

Ist dort ein langer Nagel?	Is there a long nail?
Hier ist keiner, aber dort ist einer.	Here is none, but there is one.

4. A *longer form* of this meiner, meine, meines, is der meine, die meine, das meine; *still longer* der meinige, die meinige, das meinige; both follow the weak declension.

Sei vorsichtig mit dem Meinen. Be careful with my property.
gen.

5. When parts of the body or dress are spoken of, the English possessive pronoun is mostly expressed in German by the dative of the personal or reflexive pronoun and the definite article following :

Ich ziehe mir die Stiefel an.	I am putting on my boots.
Ich habe mir den Kopf ge- stoßen.	I bumped my head.
Er hat sich den Rock zerissen.	He tore his coat.

6. The German Genitive of the noun is used to express the following relation of nouns:

a. After a concrete noun it indicates possession:

Das Haus meines Vaters. My father's house.

b. After an abstract noun it indicates either the subject of an activity:

Das Gebell des Hundes. The barking of the dog.

or

the object of an activity:

Die Bereitung des Mahles. The preparation of the meal.

c. The English Genitive of the noun expresses numerous other relations (authorship, quantity, quality, office, etc.). All these must be expressed either by *von* + dative or by a compound noun as the case may be.

In short: if the English *of* before a noun can be turned into an English possessive use the genitive in German, if not, follow the directions given in c.

der König von Preußen, the king of Prussia.

der Bürgermeister von London, the mayor of London.

don,

Ein Mann von starkem Charakter. A man of a strong character.

Ein bemittelter Mann. A man of means.

Ein Ehrenmann. A man of honor.

NOTE. The English, "A friend of mine", must be expressed by "ein Freund von mir," or einer von meinen Freunden, or einer meiner Freunde

EXERCISE 43

1. If you are to share anything, always let the other man choose his first.
2. My desk is always clean but hers is not.
3. Our new automobile goes faster than yours, but for my sake father does not like to drive fast.
4. My small brother lost his pencil and I gave him mine.
5. Both my brothers got skates for Christmas, but I did not get any. William is

to lend me his if I need them. 6. Our grandfather has a country house near my aunt's. His is painted white, and hers green and brown. 7. How are your people at home? 8. This fast horse won a prize at last year's exhibition. 9. A friend of mine saw the king of England last year. 10. While I was combing my hair, the little fellow cut his finger; but he ran away immediately and dressed his wound.

LESSON 26

50.

E. Demonstrative Pronouns.

The pronouns *der, die, das; derjenige, diejenige, dasjenige,* and *derselbe, dieselbe, dasselbe* are used as *substantives*.

1. *Der, die, das* refer to persons and things when the hearer may perceive the persons or things for himself and only needs a pointer as to where they can be perceived. It is always emphasized in speech, usually in a depreciatory sense in reference to persons:

Der versteht es.

He knows.

Die ist dreißig Jahre alt.

That (woman) is thirty years old.

Das ist gut.

That is good.

2. *Das* is generally used in referring to whole clauses:

Er sagt, er habe Deutschland und die Schweiz in einem Monat durchkreuzt.

He says he has travelled through Germany and Switzerland in one month. But

Das glaube ich nicht.

I do not believe that.

3. *Das* is used as *subject of the verb sein*, when followed by a predicate noun in the singular or plural: (See sect. 47, 3.)

Das ist mein Vater.

That is my father.

Das ist meine Mutter.	That is my mother.
Das ist mein Kind.	That is my child.
Das sind meine Kinder.	Those are my children.
Das ist kein frisches Wasser.	That is not fresh water.
Das ist auch meine Meinung.	That is my opinion too.

4. The adverb *da* (bar before vowels) replaces *das* when used with prepositions in the dative and accusative, it is put before the preposition and forms one word with it.

5. *Der, die, das*, and the longer forms *derjenige, diejenige, dasjenige*, are used as determinatives. As such they set up a *subject* or *object* to be explained by a relative clause :

Nicht <i>der</i> (or <i>derjenige</i>) ist arm, <i>der</i> kein Geld hat, sondern <i>der</i> (or <i>derjenige</i>), <i>der</i> nichts gelernt hat.	He is not poor, who has no money, but the one who has not learnt anything.
--	--

NOTE. The English 'the one' may be either determinative, as above, or distributive. In the former instance it must be translated by *der* or *derjenige*; in the latter it must be translated by *der eine*. (*Der eine ist groß, der andere ist klein.*)

NOTE. *Der* (*derjenige*), *welcher* may be replaced by *wer* in general statements.

Das (*dasjenige*), *welches* may be replaced by *was* in general statements:

<i>Wer das tut</i> , wird bestraft.	He who does that will be punished.
<i>Was ich nicht weiß</i> , macht mich nicht heiß.	Where ignorance is bliss, 'tis folly to be wise.

6. *Der, die, das* and *derjenige, diejenige, dasjenige* are often followed by the genitive of a noun to indicate possession: (In English: *that of*.)

Sind <i>das</i> Ihre Briefe oder <i>die</i> Ihrer Schwester?	Are these your letters or those of your sister?
--	---

7. *Derselbe, dieselbe, dasselbe*, *the same*, are used:

a. as a *substantive*:

Er ist immer derselbe. He is always the same.

b. As an *adjective*:

Ich hatte denselben Gedanken. I had the same thought.

c. To replace the *noun* for the sake of euphony:

Die Erde beschützt ihre Saat, The earth protects its seeds,
denn bei großer Kälte be- for in cold weather it covers
deckt sie dieselbe mit Schnee. it up with snow.

d. To replace a *personal pronoun*, either to give it a stronger form or to improve the flow of the words:

Ein Kaufmann hatte einen Hund, derselbe war sehr flug. A merchant had a dog; that dog was very clever.

e. To replace a *personal pronoun* in order to avoid confusion of persons:

Sie sagte, sie habe ihre Freundin gesehen, als dieselbe auf dem Bahnhof war. She said she had seen her friend when the latter was at the railway station.

EXERCISE 44

1. "Do you know Mr. S?" "Do you mean the one who has been travelling for the firm of Meyer & Co? I know him well." 2. "Have you ever heard Miss M. sing?" "Yes, I have, she sings beautifully." 3. Someone told me that we were to have a mild winter, but I do not know how he can know that. 4. Do you see the man coming down the street? That is my uncle; he has the same walk as my father. 5. He who will not hear, must feel. 6. "Are these your boots, or your brother's?" "They are mine!" 7. "How do you grow such fine beans?" "By planting them wide enough apart

and heaping earth around their stalks." 8. Last year I saw some fine castles in Germany. They were situated on high hills on the banks of the Rhine. 9. My cottage and my friend's are painted white; but those on the other shore are painted brown. 10. Our friends have gone across the lake with our boats and our neighbours'. 11. This is my little finger, that is not fresh milk, these are beautiful leaves, and that is my pencil; all these things are mine. Where are yours?

LESSON 27

51.

F. The Pronoun *selbst*.

The pronoun *selbst* or *selber* is *indeclinable* and is added for the sake of *emphasis* to nouns and pronouns. If *selbst* stands before the noun, it equals *even* and is an adverb; if after the noun, it equals *himself*, *itself* etc. and is a pronoun:

Selbst der König mußte kämpfen. Even the king had to fight.

Der König *selbst* leitete die Schlacht. The king himself was leader in the battle.

Selbst can never replace the English *myself*, etc., when used as reflexive pronouns:

Ich wasche mich. I wash myself.

52. G. Adjectival Demonstrative Pronouns.

Dieser, diese, dieses, this, refer to a nearer object.

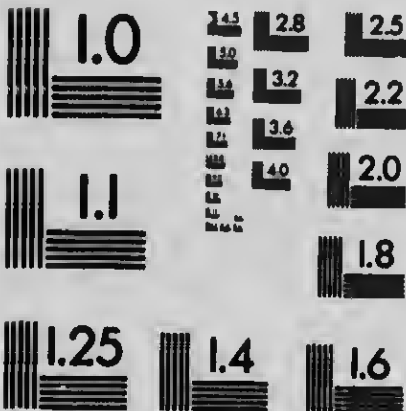
Jener, jene, jenes, that, refer to a more remote object.

NOTE. Both pronouns have special reference to place; *das* has not and is simply demonstrative.



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1. These pronouns often replace the definite article. (Sect. 5 a.)

Dies is frequently used instead of **dieses**. It is frequently used as subject of the verb **sein** followed by a predicate noun :

Dieses Haus ist schöner als jenes.	This house is more beautiful than that.
Dies ist meine Feder.	This is my pen.
Dies ist auch mein Haus.	This is also my house.

2. If **dieser**, **diese**, **dieses** is preceded by a preposition and followed by a noun representing a thing, it is often replaced by the adverb **hier** or **da** in the following clause for the sake of brevity. In such cases the preposition follows the adverbs **hier** and **da**:

In dieser Sache kann ich ihm nicht Recht geben, im Gegenteil, hierin (or darin) hat er unrecht.	In this matter I can not agree with him, on the contrary he is wrong.
Er hat mir dieses Buch geschenkt, aber daran liegt mir nichts.	He has given me this book but I am indifferent to it.

3. **Solcher**, **solche**, **solches**, *such*, originated from *so*; it points to a definite object, is often followed by **wie** and is declined after the **dieser** model :

Solchen Unsinn, wie das, habe ich noch nie gehört.	I never heard such nonsense as that.
--	--------------------------------------

4. **Solch**, *such*, followed by an adjective may be treated as an adverb and is not to be declined, or as an article and then is declined :

Solch schönes Haus,	such a fine house.
In solchem schönen Hause,	in such a fine house.

5. Ein solcher, eine solche, ein solches = such a.

Solch ein, solch eine, solch ein = such a.

Both forms are used, but if *solch* is preceded by the indefinite article it *is* declined; if it precedes the indefinite article *solch* is *not* declined :

Einen solchen Toren läßt
man am besten ungeschoren,

or

Solch einen Toren läßt man
am besten ungeschoren.

} Such a fool is best left alone.

EXERCISE 45

1. "These are fine book-cases." "Yes, and this boy made them all himself." 2. Good people sometimes deny themselves for the sake of others. 3. This little ink-stand is empty. Pour some ink into it. 4. How is it that you do not like that book? There are some nice stories in it. 5. One train leaves at six o'clock in the morning but I can not take that one. 6. I hear your teacher complains about your negligence; that grieves me very much. 7. He recommends that the walls be built thicker, and I think he is right in that. Such a precaution is necessary. 8. I have never heard such nonsense. 9. Do not try such things again; they are dangerous. 10. You cannot give such goods to such a customer.

LESSON 28

53. H. Relative Pronouns.

German has no distinctive relative pronouns; *der*, *die*, *das* is really a demonstrative and *welcher*, *welche*, *welches*, and *wer* and *was* are interrogatives, but they are used as relatives.

a. *Der and welcher.*

1. *Der, die, das* and *welcher, welche, welches, who, which, that*, are used interchangeably. But for the sake of euphony the one is often preferred to the other. They of course must agree in grammatical gender and number with the noun to which they refer, but since these words may play the part of (1) the subject, (2) the possessive, (3) the indirect or (4) the direct object in the relative clause, their case must be determined by the relation in which they stand in their own clause :

Der Mann, der (welcher) The man who was here.
hier war.

Der Mann, dessen Kind hier The man whose child was
war. here.

Der Mann, dem (welchen) The man whom I told this.
ich dies sagte.

Der Mann, den (welchen) The man (whom) I saw.
ich sah.

RULE. The relative pronoun must never be omitted in German:

2. The genitive of the relative pronoun belonging to a noun always *precedes that noun*:

Hier ist ein Baum, dessen Here is a tree, the leaves of
Blätter ganz gelb sind. which are quite yellow.

Häuser, deren Wände aus Houses, the walls of which are
Stein gebaut sind, sind built of stone are durable.
dauerhaft.

3. The adverb *wo* may replace the relative pronoun when used with a preposition in the dative or accusative.

Die Feder womit ich schreibe, The pen with which I write.
 or *mit welcher ich schreibe.*

b. *Wer and was.*

1. *Wer* always refers indefinitely to a *person*, *was* always to a *thing*, both include the antecedent.

Their correlative demonstratives are:

for *wer* — *der*, for *was* — *das*.

Wer so handelt, (der) handelt loblich. He who acts like that, acts praiseworthy.

Was man nicht hat, das kann man nicht geben. What one does not possess, one cannot give.

2. The correlatives for *wer* are *dem*, or *den*, when the subject is changed in the clause:

Wer fleißig ist, dessen Leben ist reich. He who is diligent, his life is rich.

Wer fleißig ist, dem geht es gut. He who is diligent, with him things go well.

Wer fleißig ist, den lobt man. He who is diligent, is praised.

3. *Was* must be used after indefinite pronouns, indefinite numerals, neuter adjectival nouns referring to things and whole clauses. Learn to combine:

alles, was. vieles, was. das Schönste, was.

nichts, was. wenig, was. das Liebste, was, &c.

etwas, was. das Beste, was.

Hier haben Sie alles, was ich habe. Here all I have.

Mein Sohn zerbrach eine Fensterscheibe, was mir neuen Schaden verursachte. My son broke a windowpane, which caused new expenses for me.

EXERCISE 46

1. The letters which we received this morning, contained good news. 2. Tuesday is the day on which we have to write our examination. 3. The man whose manners are refined

and whose thoughts are noble, is a gentleman. 4. We came to a river by the shore, where a boat was floating. 5. Houses, by the side of which big trees are growing, always have a fine appearance. 6. He who does not know a foreign language, does not know his own. 7. The one who is willing to work will soon find something to do. 8. I think the best thing we can do is to suffer what we cannot avoid. 9. Much, that looks fascinating at a distance, is nothing else but what we see every day. 10. A good education is something that every one should strive to obtain.

LESSON 29

54. I. The Indefinite Pronoun.

GENERAL REMARKS. The declension of these words belongs to the Grammar and should be studied there. Only a few important facts will be treated in this place.

1. Indefinite pronouns refer to persons and things in a general way and are used only as substantives. Such are :

man, one.	wenige, a few.
jemand, someone.	viele, many.
niemand, none.	manche, some.
jedermann, everyone.	jedlicher, everyone.
etwas, something.	alles, all (things), everything.
nichts, nothing.	vieler, much (many things).
einer, one.	manches, many a thing.
keiner, none.	jedliches, everything.

2. *Man* (one, or a man) is used only as a subject (nom.) and cannot be replaced by any other pronoun after having been used once:

Wenn man zur Universität gehen will, so muß man sein Examen bestanden haben, sonst wird man nicht angenommen.	If <i>one</i> wants to go to the University, <i>he</i> must have passed his examinations, otherwise <i>he</i> is not accepted.
---	--

On the other hand *einer* (*one*, or *a man*) is used in all four cases and is replaced by *er*. Wenn *einer* zur Universität gehen will, so muß *er* (or *einer*) sein Examen bestanden haben, sonst wird *er* (or *einer*) nicht angenommen.

3. *Man* often is used to express the *passive* when the agent is indefinite or not known:

Man sagt.

It is said.

Man weiß nicht, wer der Täter ist.

The perpetrator is not known.

EXERCISE 47

When one has returned from a journey, he can relate much of what he has seen. Some, however, do not open their eyes anywhere, not even when away from home and if one does not do that one surely will not see much. This does not mean that some keep their eyes constantly closed, but that only a few really direct their attention to anything that is not ordinary. There is nothing unimportant indeed, but it must be admitted that no one can always be interested in everything. Some, too, have other interests than others and only a few distinguish themselves so conspicuously from all others, in this way, that every one is astonished if he meets such a one. But so much is true that much would be spoken of with more accuracy if everyone would be on the alert. No one would regret such efforts if in the course of time he found his thoughts moving in the right direction. People say: He who observes well, speaks well!

66. J. The Interrogative Pronoun.

a. *Wer?* and *was?* are used as *substantives* themselves and therefore cannot be followed by *substantives*.

Wer? refers to a person, *was?* to a thing :

Wer ist da?	Who is there?
Was machen Sie da?	What are you doing there?

b. The following Interrogatives are used as *adjectives*:

welcher, welche, welches?

Welches Lied war das schönste?	Which song was the best?
Welche Bäume blühen im Mai?	Which trees bloom in May?

c. *Welch* is an exclamatory form of *welcher*, -e, -es; it is not declined and may be followed by an *Indefinite* article or not :

Welch ein großes Haus!	What a large house!
Welch großes Haus!	What a large house!
Welch Vergnügen!	What a pleasure!

d. *Was für ein, eine, ein* has *ein* only declined and drops it before plurals:

Was für eine Blume ist das?	} What kind of a flower is that?
or	
Was ist das für eine Blume?	} What kind of trees are those?
Was für Bäume sind das?	

e. The adverb *wo* (*vor* before vowels) replaces the interrogative *was* when used with prepositions in the dative and accusative. It is put before the preposition and forms one word with it.

Worüber lachen Sie?	What are you laughing about?
---------------------	------------------------------

EXERCISE 48

1 Who has entered the house with dirty feet? and what do
 I find in the wardrobe near the door? Look! It is a bunch
 3 of flowers, and what fine flowers they are too! Who has
 picked them? I believe they have been torn off by some-
 one who was in a hurry! Which of you children were out
 6 this morning? Did anyone of you children break these
 flowers? Who was it? tell me! You have done it? What
 an outrage to steal flowers, and what beautiful ones, and
 9 what kind of a boy is he who can do such a thing? He
 who has done that, take the flowers back at once and
 apologize.

LESSON 30

56.

THE ADVERB

One of the most difficult things in the study of German is the correct use of certain adverbs, such as *doch*, *noch*, *schon*, etc., which often vary essentially in meaning according to position and stress. The best way to learn them is by observation and repetition of model phrases.

Use of hin and her, as prefixes:

Hin means motion *away from* the speaker or spectator.

Her means motion *towards* the speaker or spectator.

a. In *Declarative* Sentences:

Er ist soeben hinausgegangen. He has just gone out.
 gen.

Er ist soeben hereingekommen. He has just come in.
 men.

b. In *Interrogative* Sentences:

Wo gehst du hin?

Where are you going?

Wo kommst du her?

Where did you come from?

The sentence "Where are you going?" must not be translated into German by „Wo gehst du?" because *wo* in German only refers to place as such, not to the place of destination:

Wo ist dein Bruder? Where (in what place) is your brother?

c. *Da* and *her*, when connected with other words like *hier*, *dort*, *da*, *wo*, may either be separated from them or stand combined with them:

Woher kommst du?	} Where do you come from?
or	
Wo kommst du her?	

d. *Da* and *her* are often used with the prepositions in order to *strengthen an adverbial phrase*. In such cases the preposition or the adverbial phrase is often repeated:

Wurfe es zum Fenster hinaus. Throw it out of the window.

Der Stein fiel vom Dach herab. The stone fell from the roof.

Er ging ins Zimmer hinein. He went into the room.

Sie trat aus dem Zimmer heraus. She came out of the room.

Der Fisch schlüpfte durch das Netz hindurch. The fish slipped through the net.

EXERCISE 49

1. There is an apple on the ground, go and get it, and afterwards come and give it to me. 2. He just came to me, but he did not say a word about it, now he has gone again. 3. Do you know where he went? No, nor have I any idea what he has gone for. 4. Perhaps he has gone to get the key. Where can he get it from? 5. Good morning Edward, where are you going? 6. To the barber. I went there last night. 7.

By the way, are you going to the theatre to-night? 8. I am afraid I cannot go there to-night, for I promised Herman to do my home-work with him, so I am going to his place to-night. 9. "Did you hear that a workman fell from the scaffold the other day?" "No, how did it happen?" 10. Some one told me he leaned too far over the railing and lost his balance. 11. Then they carried him into the house until the ambulance came. 12. The king looked out of the window when the soldiers passed by. 13. The policeman pushed his way through the crowd. 14. Close the door, the hens will run out of the stable and fly over the fence.

57. Use of Adverbs to replace Pronouns.

a. The adverb *da* is used to replace the personal pronoun of the third person when connected with prepositions in the dative and accusative and referring to things, so used it precedes the preposition and forms one word with it. Compare the English *there + preposition* "therewith," etc.:

Sie hat eine Feder und schreibt damit. Bei	She has a pen and is writing with it.
Ich rief meine Schwester, und du spieltest mit ihr.	I called my sister and you were playing with her.

b. The adverb *hier* is often used in a similar way, meaning *this*:

Hierin hat er recht. In this he is right.

Compare Sect. 46, c; — 50, 4; — 52, 2.

c. The adverb *wo* is often used to replace the relative pronoun when connected with a preposition in the dative or accusative and referring to things: (Compare the English *where + preposition* "wherewith" etc.)

Ist das mein Ball, womit du spielst? Is that my ball, with which you are playing?

But the relative pronoun *Itself* may also be used in such cases: Ist das mein Ball, mit dem du spielst?

Compare Section 53, 3; — 54, c.

Da and **wo** referring to clauses.

d. The adverb **wo** must be used when reference is made to the *whole clause*:

Karl vergaß seiner Mutter zum Geburtstag zu gratulieren, worüber sie natürlich sehr betrübt war. Charles forgot to congratulate his mother on her birthday, which of course made her very sorry.

e. While the **wo** in the above case refers back to something that has been mentioned, the **da** in the following case refers to something about to be mentioned.

The adverb **da** is used as a **representative object** in principal clauses with verbs governing a preposition when the real object is expressed in a clause and not in a word: (Compare **da** as a representative of the personal pronoun.)

Ein Narr lacht darüber, daß er dumm ist. A fool laughs at his being stupid.

Here the real object is expressed in a dependent clause introduced by **daß**. The latter clause must have a representative in the principal clause otherwise it would not be complete. The **da** is always combined with the preposition and precedes it:

Er sprach davon, daß er Sie besuchen wollte. He spoke of wanting to visit you.

The idiom is: — sprechen von etwas, to speak of something.

Adverbs used as prefixes. See Section 20.
Comparison of adverbs. See Section 24, 2.

EXERCISE 50

1. I know you can do good work but we will not speak of it. The question is whether it is advisable to undertake something of which we are not sure how the company will fare by it. 2. My uncle always carries his glasses with him, for without them he cannot read. 3. They raise his salary by two hundred dollars a year and of course he was very glad of it, but since his work too was increased considerably we doubt whether he really gained much thereby. 4. He sold his house with all the contents; he therefore was compelled to buy new tools, for otherwise he would not have had anything to start a new house with. 5. During my absence my boy started to earn his own money, a thing that pleased me exceedingly. 6. Instead of a ring my mother gave me a book, something by which I could enrich my knowledge, yet I cannot adorn my finger with it as I liked and hoped to do. 7. She mentioned that they would probably go on a journey to the West. 8. They all waited for us to begin the programme; when it was finished they talked about it. 9. He hoped to persuade him to permit his election as president of our club, but he would not have anything to do with it. 10. He is to make a speech to-night and is now preparing for it.

EXERCISE 51

1. Go into my study, there is a book on my table and a piece of paper in it with writing on it, bring it to me. 2. I bought a pair of shoes, but there is a nail in one of them. 3. I know the girl from early childhood when I played with her. 4. Her father had a horse and often went out with it. 5. The boy played in the rowboat and fell into the water in doing so.

(babei). 6. My brother had to cut wood every day and I helped him with it. 7. The land on which I stood when I spoke to him was my property. 8. Here are five cents, you can go and get some nuts for it. 9. That is the ship in which I sailed to Europe five years ago. 10. This is really a present I like very much. (Translate: over which I am very glad.) 11. He was glad because his mother promised to visit him (use the phrase *sich freuen über*, followed by *daß* clause). 12. In the evening all workmen look forward to (*freuen sich auf*) their rest after the supper (use clause). 13. Tell me wherein I am wrong. You can surely help me in doing so.

LESSON 31

58. THE PREPOSITION

NOTE. The use of prepositions is a difficult thing to learn but the cases which they govern is an easy thing to remember.

The following rhymes will aid the memory :

1. Prepositions with the Genitive.

Unweit, mittelst, kraft und während,
 laut, vermöge, ungeachtet,
 oberhalb, und unterhalb,
 innerhalb, und außerhalb,
 diesseit, jenseit, halben, wegen,
 statt, anstatt, längs, zufolge, trotz,
 stehen mit dem *Genitiv*,
 also auf die Frage wessen?
 doch ist hier nicht zu vergessen,
 daß bei diesen letzten drei,
 auch der *Dativ* richtig sei.

2. **Prepositions with the Dative.**
Schreib mit, nach, nächst, nebst, samt,
von, bei, seit, zu, zuwider,
entgegen, außer, aus,
stets mit dem Dativ nieder.
3. **Prepositions governing the Accusative.**
Durch, für, ohne, um, gegen, wider, entlang.
4. **Prepositions governing the Dative and Accusative.**
An, auf, hinter, neben, in, über, unter, vor, zwischen.

The **dative** must be used with these prepositions to express place (where); the **accusative** to express motion or direction to the object of the prepositions.

NOTE. These prepositions often do not refer to place but to *conditions*. In such cases the Dative is used when the condition is conceived as present and the Accusative when conceived as future.

In der Not wird man genügsam, aber viele Menschen kommen nie in große Not. In trouble one is easily contented but many people never get into trouble.

5. In many cases the use of these prepositions is idiomatic. The drill of German phrases with prepositions is of the greatest importance, and their proper use can only be learnt by constant and close observation:

The student must learn phrases like :

sich auf etwas verlassen,	to rely on something.
sich mit jemanden auf etwas einlassen.	to join with anyone in an undertaking.
Ich lasse mich mit dir nicht auf das Unternehmen ein.	I am not going to join you in this undertaking.

EXERCISE 52

Last week we made a little trip through the country.

We took the train to a place not far from our city. By rail, you know, one can get along quickly and when according to the time table our train stopped, we left the carriage with happy hearts. During our journey we had observed racks above the seats in the carriage and below pipes for heating; inside the woodwork was of oak and outside of pine. This side of the town we passed over a bridge. On account of our leaving the train at P. we could not see the steel bridge on the other side of T., stretching over the river that passes near by the town. In spite of the bad roads we started to walk through the country instead of taking a carriage, and went along the river which in consequence of the previous rains had swollen to a great height. During our walk we had seen clouds rise on the horizon, without doubt a thunder storm was brewing. We were quite sorry that, contrary to the predictions which for several days had been in our favour, we were likely to have unpleasant experiences, for besides our pleasure, our clothes would be spoiled together with our hats, which could hardly be restored to their original shapes without difficulty. While contemplating what was to be done, we heard behind us an automobile on the road. All of us stepped into the foot-path beside the road where the grass grew high on both sides, with flowers in between. Then the automobile came tearing around the corner. When we turned our faces toward it, we were surprised, for William's uncle stood opposite us. For fear that we might get wet he had left the house in order to take us home by means of his automobile. We were very glad, that by virtue of the modern inventions we could escape a soaking rain. As William's uncle was a doctor he could by the strength of a recently passed law drive fast so that notwithstanding the slippery roads we arrived home contrary to all expectations still early in the day.

LESSON 32

CONJUNCTIONS

59. A. Co-ordinating conjunctions.

The words **und**, **aber**, **oder**, **allein**, **sondern**, **denn** join clauses of equal value (principal clauses). They do not belong to any of the clauses grammatically and have no effect on the order of words.

Die Sonne scheint hell, **und** die Vögel singen schön. The sun shines brightly and the birds sing pleasantly.

1. Use of *aber* and *sondern*.

Aber may be preceded by a negative.

Sondern must be preceded by a negative. **Sondern** must replace **aber** when the two statements are incompatible or contradictory.

Er tat seine Arbeit, **aber** er tat sie schlecht. He did his work but he did it badly.

Manche Arme haben kein Pferd, **aber** eine Kuh. Some poor people have no horse but they have a cow.

Ich bin nicht ausgegangen, **sondern** zu Hause geblieben. I did not go out but stayed at home.

2. *Nicht nur* is always followed by *sondern auch*:

Er blieb nicht nur bei mir, **sondern** pflegte mich auch in meiner Krankheit. He not only stayed with me, but also attended to me in my illness.

3. **Denn** introduces a cause, reason, or ground for something and logically is equivalent to *weil*, but grammatically both words differ in so far as **denn** joins two principal

clauses (verb second idea), whereas *well* joins a dependent to a principal clause (verb at the end).

EXERCISE 53.

1. The farmers are not ploughing to-day for the ground is too hard, and the field has had no rain yet. 2. The horse was drawing the cart up the hill, but it went so slowly that the driver came too late. 3. Either you are mistaken or you are making fun of me. 4. Sail boats go with the wind, but they can never go directly against it. 5. We wanted to build our country house ourselves; however, since father was delayed in business and could not find a good contractor either, we gave up the idea for this year and stayed in the city, but it was very warm. 6. Always do unto others what you want them to do unto you. For in such a way you will add to the happiness of others and avoid the development of a selfish character. 7. The child could not only speak German fluently at four years of age, but could also speak English as well. 8. It was not I who lost the purse but my neighbour's brother. 9. The house is beautiful, but it is too small, not only the rooms but also the cellar. 10. You do not need to do it for me, for I am ready to do it myself. 11. What do you do that for? I need it, because without it I could not finish my job.

60. B. Subordinating conjunctions.

1. The most important among them are :

auf daß, in order that.	obgleich, although.
*als, when.	ohne daß, without.
als daß, than that.	seit, since.
als ob, as if.	seitdem, since.
als wenn, as if.	sobald als, as soon as.
bevor, before.	sowie, as soon as.

bis, till.	solange, so long as.
bis daß, till.	so oft, as often as.
da, since.	*wann, when.
damit, in order that.	während, while.
daß, that.	weil, because.
daß nicht, that not.	*wenn, if,
ehe, before.	weßhalb, why.
falls, in case	weßwegen, because.
indem, while.	wie, how.
nachdem, after.	wiewohl, although.
ob, if, whether.	wo, where.
ob auch, even if.	wohin, whither.

* The English "when" must be expressed in different ways in German:

The *when* of *narration* (referring to time) is *als* (with imperfect and pluperfect).

The *when* of *condition* is *wenn* (with all tenses).

The *when* of *interrogation* is *wann*.

The *when(ever)* of *custom* is *wenn* with imperfect and pluperfect.

2. Subordinating conjunctions introduce dependent clauses and cause that part of the verb to go to the end which would be the second idea if the clause were a principal one.

All other words remain in the position they have in the principal clause. For example :

Ich gehe aus.	I am going out.
Da ich ausgehe.	Since I am going out.
Er hat einen Bären gesehen.	He saw a bear.
Weil er einen Bären gesehen hat.	Because he saw a bear.
Wir wollen heute abend ins Theater gehen.	We will go to the theatre to-night.
Wenn wir heute abend ins Theater gehen wollen.	If we intend to go to the theatre to-night.

3. But if the dependent clause contains *two verbs in the infinitive*, the verb does *not* go to the end, but stands *before* the two infinitives: (See modal auxiliaries in Sect. 28.)

Ich habe heute meine Aufgabe nicht machen können. I have not been able to do my lesson to-day.

Weil ich heute meine Aufgabe nicht habe machen können. Because I have not been able to do my lesson to-day.

EXERCISE 54

1. When the sun is shining the fog will soon disappear. 2. He did not know when his friend would return. 3. He said he would pay his bill as soon as he could. 4. The master showed his apprentice how to build boats. 5. Whenever I met him he had flowers in his button-hole. 6. Since you are not prepared you must copy this lesson. 7. The clerk served other customers while my parcel was being wrapped up. 8. As long as you think you know it better than I, you need not ask me anything. 9. Because Fred got up so early he found a purse. 10. Books are made by printing and binding sheets of paper. 11. Since I have returned from Germany I have had much to do. 12. The benefactor said to the innkeeper: Attend to him till I have returned. 13. Before you leave the house close all the windows. 14. After the tailor had shown me his materials he took my measure. 15. As often as I have to get a suit made I have to complain about the poor fit. 16. No one should eat without having washed his hands. 17. The builder placed a board over the hole that no one might fall into it.

EXERCISE 55

1. The boy behaved as if he had never heard any exhortations regarding conduct. 2. The prisoner said that he had done nothing more than breaking a window-pane to get shel-

ter by being arrested. 3. In case you do not find Mrs. M. in the house, look around in the garden for her. 4. He said that he had not heard anyone mention where Mr. S. was going to apply for a position. 5. The maid inquired whether she had to do all the housework or whether the housewife would help her with it. 6. Even if you take all possible precautions, an accident may happen anytime. 7. Although the firm claims to have applied all safety devices the facts contradict their words. 8. The officer inquired why the horses had not been fed. 9. I do not know what you are doing all this for. 10. The trees were cut down that room might be made for the new buildings. 11. As I intend to go out to-night, you will be compelled to stay in the house. 12. I came late to business to-day, because I was compelled to have my measure taken for a new pair of boots.

LESSON 33

61.

C. Adverbial conjunctions.

1. A large number of adverbs are also used as conjunctions in German. They join clauses which are grammatically independent, but in many cases are logically dependent.

2. When these words are used *as conjunctions* they appear *at the beginning of the clause*; otherwise they usually occupy the third place (after the verb).

The most important are :

also, therefore.

auch, also.

außerdem, besides.

doch, yet.

mithin, consequently.

nachher, afterwards.

noch, yet, still.

so, so, then, thus.

da, then, there.

dann, then.

daher, therefore.

dennach, accordingly.

folglich, consequently.

Indessen, however.

sonst, otherwise.

trotzdem, nevertheless.

unterdessen, meanwhile.

vielmehr, rather.

vorher, previously.

zudem, besides.

Du mußt früh aufstehen
sonst wirst du nicht fertig.

Wer lügt, dem glaubt man
nicht, außerdem verachtet
man ihn, or

man verachtet ihn außerdem.

Wer wiederholt, was er ge-
lernt hat; vergißt es nicht,
vielmehr wird er noch mehr
dazu lernen.

You must get up early else
you will not get through.

He who lies is not believed, he
is despised besides.

He who repeats what he has
learned does not forget it, he
rather learns more.

EXERCISE 56

1. As mother has not given you permission to go out to-night, you have to stay at home. 2. The ice was too thin, yet the boy went on it and broke in. 3. At twelve the guests left the hall; previously to this they had had a little supper. 4. I am not going to travel in hot weather, I would rather stay at home. 5. Hold your hat, otherwise the wind will blow it into the river. 6. First he cleaned the room thoroughly, then he placed his new furniture in it. 7. There is a bird sitting on a bough. 8. Then they talked the matter over with their friends. 9. The engine stopped, therefore the captain could not do anything else but sail. 10. The more you study the more you will know. 11. Yet the mere sitting over a book is not studying. 12. For six weeks we have not had any rain. 13. Do your homework now, afterwards you must help father. 14. Their lawyer invested the money for them; however, he forgot to collect the interest.

15. You have forgotten your books, you have done no exercise for to-day, you also were inattentive this morning, therefore you deserve punishment. 16. All men are mortal. Socrates was a man, consequently Socrates was mortal.

LESSON 34

62. THE ORDER OF WORDS

Preliminary Remarks.

1. German clauses are divided according to ideas. An idea means something in the mind that has relative completeness, such as the ideas *house, red, hair, walk*, etc.

Ideas are expressed by words for the sake of communication; words convey ideas since they have a more or less fixed meaning for all individuals of the same nation. An idea is expressed by one or more words:

Knabe,	boy.
Der kleine Knabe.	the little boy.

2. Ideas can be enlarged in content and in *form* in the following way:

First stage: a *word*: hier, here.

Second stage: a *phrase*: in meinem Hause, in my home.

Third stage: a *clause*: wo ich wohne, where I live.

Nouns are often developed in this way, viz:

Der Mann, the noun.

Der gute Mann, developed by an *attribute*.

Der Mann auf der Straße, developed by an *adjectival phrase*.

Der Mann, welcher auf der Straße geht, developed by a *clause*.

3. When an idea in a sentence is enlarged into a clause then one clause appears within the other or is attached to it. The one that contains the **main thought** is called the **principal clause**, the other the **dependent clause**; both together compose a complex sentence. In German dependent clauses are marked as such by their form, viz: they all have that part of the verb at the end, which in the principal, declarative sentence would be the second idea. (See sect. 60.)

The Order of Words in general

The order of words in German depends on the kind of sentence in which they appear; most of the rules given pertain to the *principal, declarative sentence*, only a few belong to the other kinds of sentences. They are given here briefly.

63. A. The Interrogative Sentence has the *verb* at the beginning, if there is no other question word, and the subject follows.

Other interrogative words precede the verb :

Von wem haben Sie heute gehört?	From whom did you hear to-day?
Was suchen Sie?	What are you looking for?
Wo ist der Dieb?	Where is the thief?
Weshalb gehen die Kinder nicht nach Hause?	Why do the children not go home?

64. B. Imperative Sentences also have the verb at the beginning:

Gehe nach Hause. Go home.

Personal and reflexive pronouns come after the verb in the imperative.

In the formal address, *Gehen Sie*, the pronoun is always expressed and follows the verb. *Du* or *Ihr* can only be used for the sake of emphasis, or in cases where doubt as to who is meant prevails, and they also follow the verb:

Gehen Sie nach Hause! Go home!
Gehe Du nach Hause, ich bleibe hier! You go home, I shall stay here!

65. C. Exclamatory Sentences have the *verb* at the *end* or as second idea, but the former construction is preferable:

Wie schön dieser Baum ist! How beautiful this tree is!

Declarative Sentences, Principal Clauses

66. I. Simple sentences.

a. A simple sentence is a small number of words which by means of subject and predicate expresses a thought in a grammatically correct and logically complete way:

Der Hund bellt. The dog barks.

b. The *subject* may be a *real*, or only a *representative* one.

The *real* or logical subject suggests the thing, person or idea about which a statement is made. The *representative* subject is a word substituted for the real subject; generally it has no particular meaning in the sentence:

Ein Mann ist hier. (Ein Mann, real subject.)

Es ist ein Mann hier. (Es, representative subject.)

c. The *predicate* can be expressed in four ways:

1. *Die Blume ist hier*, by an adverb denoting *place*.
2. *Die Blume ist schön*, by an adjective denoting *quality*.
3. *Die Blume blüht*, by a verb denoting *action*.
4. *Die Blume ist eine Pflanze*, by a noun denoting *class*.

The word *ist* in case 1, 2 and 4 is called the *copula*. In case 3 the copula is contained in the verb.

The predicate adjective is never declined and the predicate noun is always in the nominative.

67. II. Simple sentences enlarged.

If more members than the subject and predicate are expressed in a sentence or if any member is enlarged, we have an *enlarged sentence*. Note the position of the parts in the following sentences.

a. The subject: this is either the first or the third idea :

Der Vogel singt schön,	} The bird sings beautifully.
Schön singt der Vogel,	

NOTE. If any other part of the sentence but the subject stands first, it is emphasized.

b. The attribute: this always immediately precedes the noun and is declined:

Der liebe Sohn, the dear son.

An adverb modifying the attribute precedes it :

Der sehr liebe Sohn, the very dear son.

The attributive phrase follows the noun to which it belongs :

Der Soldat auf dem Schlachtfelde, the soldier on the battlefield.

The attributive clause (relative clause) also follows the noun to which it belongs :

Das Buch, welches im Schrank steht, gehört mir nicht.	The book which is in the book case does not belong to me.
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LESSON 35

68. The Attributive Construction of the Verb.

a. Verbs may be used as adjectives immediately before a noun in the form of the present or past participle, and may be accompanied by one or more adverbial expressions, all of which precede the verbal adjective, so that all modifiers stand between the article and the participle.

das geöffnete Fenster,	}	the opened window.
das weit geöffnete Fenster,		
das von ihm weit geöffnete Fenster,		
das gestern von ihm weit geöffnete Fenster.		
der laufende Hund,	}	the running dog.
der schnell laufende Hund,		the dog that runs quickly.
der schnell ins Haus laufende Hund,		the dog which is running quickly into the house.

b. The present participle is often preceded by the preposition *zu*; in this case it expresses an action *to be done*:
 Das zu bereitende Mahl war sehr dürftig. The meal to be prepared was very scanty.
 Die zu beweisende Behauptung, the assertion to be proved.

NOTE. Although the accumulation of adverbs before the attributive participle is extensively practised by scientific writers in Germany, it should not be encouraged. Students will do well not to use more than two adverbial expressions in such cases; it is better to use a relative clause.

69. III. The Position of the Verb.

RULE. The German declarative principal sentence always has the verb as the second idea.

a. If a verb is in a *simple* tense (without an auxiliary), the *whole* verbal idea will be expressed in this place:

Der Lehrer lobt den fleißigen Schüler. The teacher praises the diligent pupil.

b. But if an *auxiliary* (tense or modal auxiliary) is being used, the auxiliary *only* is in this place, the rest of the verb is at the end:

Der Lehrer wird den fleißigen Schüler loben. The teacher will praise the diligent pupil.

c. In a *dependent clause*, on the contrary, the part of the verb which would be the second idea of the principal clause, stands at *the end*.

Wenn du das tußt, tußt du unrecht. If you do that, you do wrong.

d. The *predicate adjective, adverb and noun* are always at *the end* in simple tenses; in compound tenses they are followed by the rest of the copulating verb:

Die Arbeit ist fertig. The work is finished.
Das Wetter ist kürzlich gar nicht schön gewesen. The weather has not been at all fine lately.

70.

IV. Position of the Adverb.

a. The position of the adverb **varies**. Some adverbs or adverbial phrases belong to the **whole** sentence, others to a **part** (or parts) of the sentence only.

b. Adverbs belonging to the **whole** sentence usually stand after the verb; if there are several of them, the order of adverbs is, **Time, Manner, Place**:

Der Soldat ist gestern mit seinem Kameraden auf das Schlachtfeld gegangen. Yesterday the soldier went to the battlefield with his comrade.

But this order is often altered when objects are expressed or if one of the adverbs or adverbial phrases is especially *emphasized*.

In the latter case it is usually put at the *beginning*:

Gestern habe ich in unserm Garten einen Hasen gesehen. Yesterday I saw a hare in our garden.

c. Adverbs belonging to parts of sentences usually stand before the words they modify:

Auch der König wurde gefangen. The king too was taken prisoner.

Kaufe mir einen Regenschirm, und **auch** ein Paar Handschuhe. Buy me an umbrella and also a pair of gloves.

d. Adverbs or adverbial phrases belonging to the verb are treated like separable prefixes:

Nach Hause gehen, to go home.

Gehe heute abend nicht wieder so spät nach Hause. Do not go home so late again to-night.

Ich habe ihn schon so oft getadelt, aber er schreibt darum nicht besser. I have blamed him so often but he does not write any better in spite of all.

GENERAL RULE. Any member of a sentence, which is logically so closely connected with the verb as to form one idea with it, takes the same position in the sentence as the separable prefix:

Einen Spaziergang machen, to take a walk.

Ich habe gestern einen Spaziergang gemacht. Yesterday I went out for a walk.

Lassen Sie uns diese Sache in Betracht ziehen. Let us take this matter into consideration.

Position of nicht.

c. *Nicht* stands before that part of a sentence *which it negatives*; but if it belongs to the verb, it is treated like a *separable prefix*:

Ich sehe den Vogel nicht.	I do not see the bird.
Nicht den Vogel, aber den Jäger sehe ich.	It is not the bird that I see, but the hunter.
Spiele nicht mit Schießgewehr.	Do not play with a gun.
Quäle nie ein Tier zum Scherz.	Never torture an animal for fun.

LESSON 36

71. V. Place of the Indirect and Direct Object.

a. As a person is of more importance than a thing, the personal object (indirect) stands *before* the direct object *if both are nouns*:

Der Briefträger hat der Frau einen Brief gegeben.	The postman gave the woman a letter.
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b. If one of the objects is a pronoun, it *stands before the noun*:

Er hat ihn der Frau gegeben.	He gave it to the woman.
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c. If both are pronouns the *accusative* generally comes *first*:

Sie gibt ihm das Buch.	She gives the book to him.
Sie gibt es ihm.	She gives it to him.

d. An indirect object is often expressed by a preposition with the noun or pronoun; in this case it is treated as an

adverbial expression belonging to the verb and occupies the place of a separable prefix :

Ich schreibe meinem Bruder einen Brief, but	} I am writing a letter to my brother.
Ich schreibe einen Brief an meinen Bruder (an ihn).	

GENERAL RULE for the *position of personal and reflexive pronouns*. The personal and reflexive pronouns always have the preference in the order of words, they follow immediately after the verb and may even crowd the subject out of its place.

Note the place of the subject and pronouns in the following sentences :

Heute ging er aus.	He went out to-day.
Gestern hat er sich sehr stark erkältet.	He caught a very bad cold yesterday.
Gestern hat er es ihm auf der Straße gesagt, or	} He told it to him on the street yesterday.
Er hat es ihm gestern auf der Straße gesagt.	
Heute hat es der Vater ihm gesagt. or	} To-day father told him so.
Heute hat der Vater es ihm gesagt.	

72. Complex Sentences.

Complex sentences are those in which two or more clauses are joined together to make one long sentence.

The relation between the clauses constituting such a sentence is twofold :

a. Co-ordinate.

b. Subordinate.

1. **Co-ordinate clauses** mostly follow one another : both are principal clauses and are connected by *co-ordinating conjunctions*. (See sect. 59.)

Omission of the Subject.

In co-ordinate clauses with *a common subject*, the subject may be omitted in the second clause, and in such a case the order of words is the same as if the subject stood in the first place :

Er geht früh fort und kommt oft spät heim. He leaves early and often comes home late.

If any other part of the sentence precedes the verb in the second clause, the subject *must follow the verb* :

Er geht früh fort und oft kommt er spät heim.

2. **Subordinate clauses** may precede or follow, or may be inserted within the principal clause. They are dependent on their principal clause, logically and grammatically, and are introduced by a *subordinate conjunction* or *relative pronoun*, which causes the verb to go to the end.

Co-ordinate:

Der Hase lief über das Feld, und der Jäger schoss ihn. The hare was running across the field and the hunter shot it.

Subordinate :

Der Hase, welcher über das Feld lief, wurde vom Jäger geschossen, or The hare, which was running across the field, was shot by the hunter.

Als der Hase über das Feld lief, wurde er vom Jäger geschossen, When the hare was running across the field, he was shot by the hunter.

or

Der Hase wurde, als er über das Feld lief, vom Jäger geschossen.

NOTE. A dependent clause may be dependent on another dependent clause.

Er sagte, daß er das Buch, welches ich ihm geschickt hatte, nicht erhalten habe. He said that he had not received the book which I had sent to him.

73. Relative clauses are dependent clauses.

Nouns or pronouns may be qualified by a relative clause, which then qualifies the noun like an *attribute*:

Der, welcher lügt, betrügt andere. He who lies, deceives others.

Die Bleifeder, welche auf dem Tische lag, gehört mir. The pencil which was lying on the table, belongs to me.

Ich habe das Buch, das du suchst, nicht gesehen. I did not see the book you are looking for.

NOTE. *The relative pronoun is never omitted in German.* The relative clause must immediately follow its antecedent:

a. when the antecedent immediately precedes the verb;

b. when separation would cause ambiguity.

Den Mann, welchen ich sah, kenne ich nicht. I do not know the man I saw.

74.

Adverbial clauses.

1. These are *dependent clauses*, except those introduced by adverbial conjunctions (See sect. 61), and may refer to place, time, manner, degree, reason, purpose, condition, or concession, just like the adverb itself.

They have the *verb at the end* (except as under sect. 28) and, like the adverb their place varies according to their logical importance:

2. Adverbial clauses *often* stand *before* the principal clause to which they belong:

Als ich gestern nach Hause kam, fand ich einen Brief von ihm vor. When I came home yesterday I found a letter from him.

3. One adverbial clause is often followed by a co-ordinate clause connected with *it*, in such a case the auxiliary *is* used in the latter clause *only*, if it is the same for both verbs:

Als wir unser Ziel erreicht, und die Pferde angebunden hatten, dachten wir auch an uns selbst. When we had reached our destination and had tied the horses, we thought of ourselves.

4. The adverbial clause expressing condition often omits the conjunction and then the verb is in the first place. If *wenn* is omitted in the first clause, the second *must* begin with *so*; if *wenn* is retained, it *may* begin with *so*.

Gehst du aus, so bleibe ich zu Hause. or Wenn du ausgehst, so bleibe ich zu Hause.	}	If you go out then I shall stay at home.
--	---	--

5. Adverbial and relative clauses may be preceded or followed by the separable prefix belonging to the verb in the principal clause:

Sofort machte er alle Fenster
zu, die offen waren,
or

Sofort machte er alle Fenster,
die offen waren, zu.

At once he closed all the windows that were open.

The latter construction should be avoided, if the prefix consists of a single word.

6. If the separable prefix consists of several words, it is better to put it after the dependent clause:

Er nahm ihm den Mantel, den er trug, aus den Händen. He took the cloak, that he carried out of his hands.

7. If the principal and subordinate clauses have a common subject, the noun is used in the first clause, afterwards the pronoun:

Als der Wolf den Jäger kommen sah, blieb er stehen, When the wolf saw the hunter come he stood still.

Der Wolf blieb stehen, als er den Jäger kommen sah. When the wolf saw the hunter come he stood still.

LESSON 37

75.

Noun Clauses.

a. Noun clauses are such as stand for a noun; they are introduced by pronouns like *wer, was, der, die, das*, etc. and by the conjunctions *dass* and *ob*:

b. Purpose Clauses. They are introduced by *um*, followed by *zu* with the infinitive or a suitable conjunction (*daß, damit*). (Sect. 43.)

Man ißt, um zu leben, aber man lebt nicht, um zu essen.	One eats to live ; but one does not live to eat.
Lerne was, damit du was weißt.	Learn something, that you may know something.

c. The German infinitive *active* is often used after the verb *sein* for the *English infinitive passive* :

Diese Bücher sind zu binden.	These books are to be bound.
Diese Arbeit ist noch zu tun.	This work is still to be done.

RULE. The infinitive with its adjuncts is best at the end of the sentence :

Saben Sie nicht beabsichtigt, dieses Haus von ihm zu kau- fen?	Did you not intend to buy this house from him?
--	---

LESSON 38

The German for some peculiar English Constructions.

77. The English *participle*.

German uses the participial forms, as stated in Sect. 44. English participial constructions, which are so frequently used to abbreviate dependent clauses in English, must be turned to German with great care.

1. English participial forms expressing adjectival or adverbial relations must be expressed in German by dependent clauses, introduced by the proper conjunction or relative pronoun :

This morning I met a farmer driving along the country road taking potatoes to the city.	Heute morgen begegnete ich einem Bauern, der den Landweg entlang fuhr und Kartoffeln zur Stadt brachte.
Turning to our right we at once saw Lake Ontario.	Als wir uns nach rechts wandten, sahen wir sogleich den Ontario-See.
Having read the letter, I put it in my pocket.	Nachdem ich den Brief gelesen hatte, steckte ich ihn in die Tasche.
Conditions prevalent in Germany.	Verhältnisse, die in Deutschland vorherrschen.

78

The Gerund, and verbal noun.

a. When used as a subject or predicate, the German *infinitive* or another *substantive* is to be employed :

The shouting of the soldiers dies out. Das Jubeln der Soldaten verhallt.

Prayer is the uplifting of the soul. Das Gebet ist die Erhebung der Seele.

b. The English Gerund used to complete a predicate (object) requires the *infinitive* in German :

Many people are not accustomed to doing what their hands find to do. Viele Leute sind nicht (daran) gewöhnt, das zu tun, was sie zu tun vorfinden.

c. The English Gerund in a noun clause must be rendered into German by a *dependent clause* introduced by *daß* :

His being warned by you does not free you from all responsibility. Daß du ihn gewarnt hast, befreit dich nicht von jeglicher Verantwortung.

d. If the English Gerund stands for an object, it may be expressed by an *infinitive* or a *dependent clause* in German :

The father sent the boys to bed and forbade their talking to each other. Der Vater schickte die Knaben ins Bett und verbot ihnen, miteinander zu reden, or ..., daß sie miteinander redeten.

c. Attributive phrases with the Gerund are expressed by the infinitive with *zu*:

I have had the pleasure of seeing you before. Ich hatte schon vorher das Vergnügen, Sie zu sehen.

f. *Verbial phrases in the Gerund* are expressed by a dependent clause, introduced by a suitable conjunction, like *da, als, weil, indem, nachdem, daß, dadurch daß*: (See sect. 51 f.)

By exposing water to very low temperature, one makes it a solid substance. Dadurch, daß man das Wasser einer sehr niedrigen Temperatur aussetzt, macht man es zu einem festen Körper.

On hearing this news, he at once set out on a journey. Als er dies hörte, begab er sich sofort auf die Reise.

79.

The Passive.

a. The English passive of intransitive verbs used personally must be expressed *impersonally* or with *man* as subject in German:

I said we would have a storm but I was not believed. Ich sagte, wir würden ein Gewitter bekommen, aber man glaubte mir nicht.

I was allowed. Es wurde mir erlaubt.

b. The English infinitive passive with the verb *to be* is often expressed by the German infinitive active, which has passive meaning:

Where are text books to be had? Wo sind Textbücher zu haben?

LESSON 30

80. PUNCTUATION

Punctuation in German is generally the same as in English regarding the period (full stop), semicolon, question mark, and exclamation mark; it is, however, essentially different with the comma.

Use of the Comma.

1. The comma is used to separate co-ordinate words, as subjects, predicates, attributes, objects and adverbs, if they are enumerated without a conjunction, but, before *und*, *oder*, and the double conjunctions, the comma is omitted:

Simmel, Erde, Luft und Meer erzählen Gottes Ehre.	The heavens, earth, air, and sea speak of God's glory.
Sowohl die Tiere als auch die Pflanzen bedürfen der Luft.	Animals as well as plants need the air.

If the parts of the sentence connected by these double conjunctions are long, a comma *may* be used:

Amerika ist sowohl wegen seines großen Reichthums an Wasser, als auch wegen seiner reichen Minen berühmt geworden.	America has become renowned both for its richness in water, and for the wealth of its mines.
--	--

2. The comma is used to separate dependent from principal clauses (before subordinating conjunctions and relative pronouns):

Das Papier, auf welchem ich schreibe, liegt auf dem Tische. The paper on which I am writing is on the table.

Wenn die Sonne scheint, ist man frohlich; aber wenn es regnet und stürmt, ist man traurig. When the sun shines one is happy; but when it is raining and storming one is sad.

3. The comma is used to separate inserted words, phrases, clauses and before infinitives with zu:

„Das“, sagte das Kind, „habe ich ganz vergessen.“ ‘That’, said the child, ‘I have quite forgotten.’

Ihre freundliche Zustimmung, meine Herren, hat mich sehr erfreut. Your kind assent, gentlemen, has given me much pleasure.

4. Use the comma before und and aber, if these words connect grammatically complete sentences:

Unser Gärtner pflanzt die Blumen, und ich gieße sie. Our gardener is planting the flowers and I water them.

LESSON 40

The Formation of the tenses.

ACTIVE VOICE

Indicative	PRESENT	Subjunctive
ich bin		S. 1. -e sei (irreg- ular)
ich habe		2. -est
ich werde		3. -e
ich lobe		P. 1. -eu
ich spreche		2. -et
		3. -en

	IMPERFECT	*weak	strong
ich war	S. 1.	-te	="e
ich hatte	2.	-test	="est
ich wurde	3.	-te	="e
ich lobte	P. 1.	-ten	="en
ich sprach	2.	-tet	="et
	3.	-ten	="en

FIRST FUTURE (FUT. PRES.)

ich werde sein (infinitive)	S. 1.	werde + infinitive
ich werde haben	2.	werdest of verb
ich werde werden	3.	werde
ich werde loben	P. 1.	werden
ich werde sprechen	2.	werdet
	3.	werden

* First conditional würde + infinitive.

The Formation of the tenses (*continued*)

ACTIVE VOICE

Indicative	PERFECT	Subjunctive
ich bin gewesen	S. 1. sei or habe	} + past participle
ich habe gehabt	2. habest	
ich bin geworden	3. -e	
ich habe gelobt	P. 1. -en	
ich habe gesprochen	2. -et	
	3. -en	

	PLUPERFECT	
ich war gewesen	S. 1. *wäre or hätte	} + past participle.
ich hatte gehabt	2. -est	
ich war geworden	3. -e	
ich hatte gelobt	P. 1. -en	
ich hatte gesprochen	2. -et	
	3. -en	

SECOND FUTURE (FUT. PERF.)		
ich werde gewesen sein	S. 1. werde	} + past participle and infinitive of auxiliary
ich werde gehabt haben	2. -est	
ich werde geworden sein	3. -e	
ich werde gelobt haben	P. 1. -en	
ich werde gesprochen haben	2. -et	
	3. -en	

* Second conditional würde + past part. and infinitive of the auxiliary.

Observe that, if the tenses are arranged in this way, there is a **certain correspondence** to be seen in the construction of the forms. Anyone knowing the principal parts of a verb will see, that the three forms **loben, lobte, gelobt**, or **sprechen, sprach, gesprochen** furnish all necessary material for the construction of the tenses. From the **Infinitive** the Present and First Future (fut. pres.) are formed; the **Imperfect** is contained in the principal parts, and the **Past participle** is used in the construction of all forms on the right hand page.

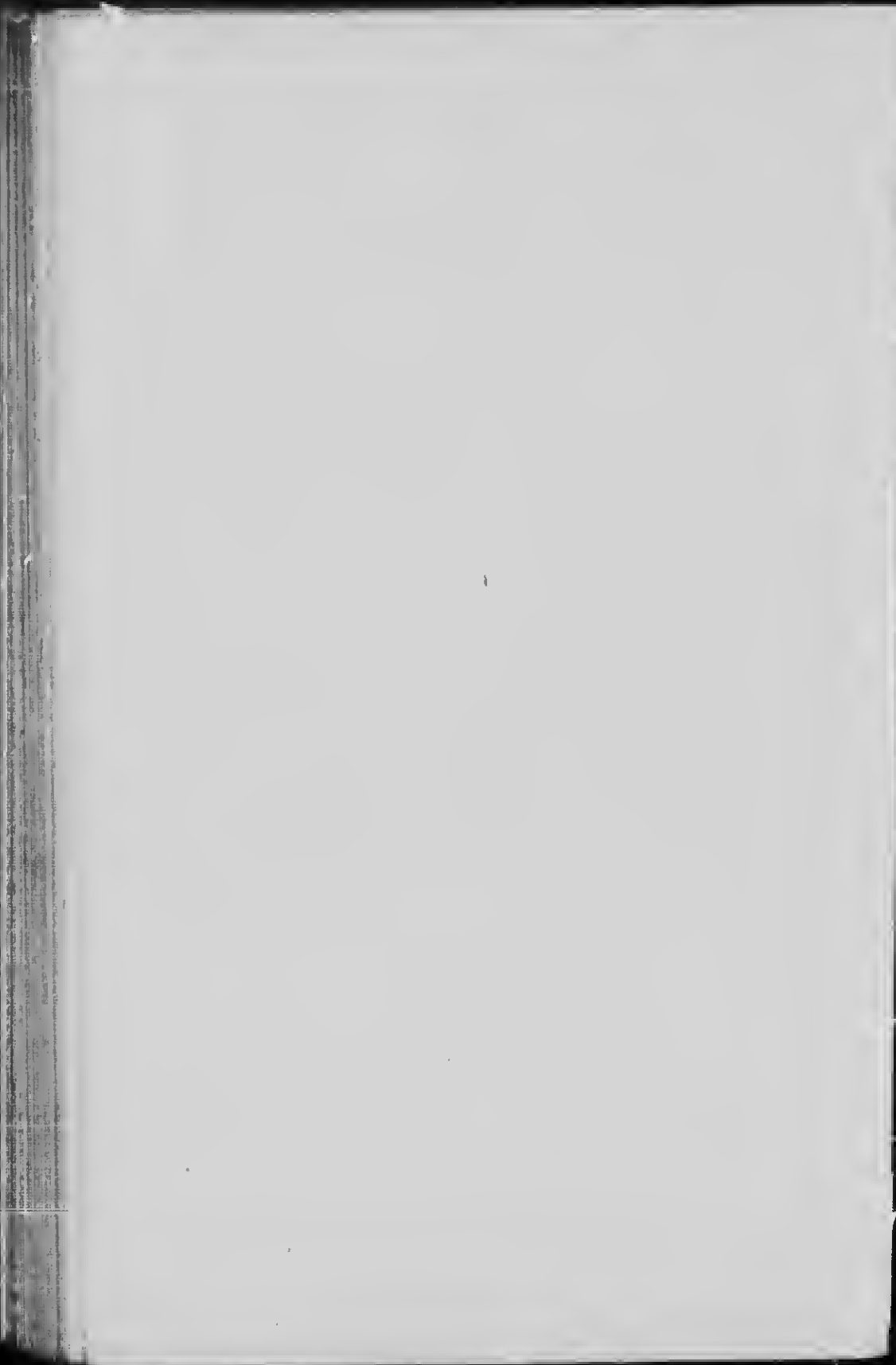
The student sees furthermore that, on the *right hand page* the auxiliaries used are **haben** or **sein**, that there are only a few things to be observed in the formation of the *subjunctive forms*, and that the first conditional corresponds to, and is used grammatically for the Imperfect Subjunctive, while the Second Conditional is used for the Pluperfect Subjunctive.

The formation of the tenses in the Passive voice presents no difficulty **Werden** is used as an **auxiliary** followed by the **past participle** of the verb, which is always in the **third place**. The Past Participle of **werden** loses its augment **ge** in the Passive.

Ich werde gelobt	ich bin gelobt worden.
Ich wurde gelobt	ich war gelobt worden.
Ich werde gelobt werden	ich werde gelobt worden sein.

PART II

CONTINUED PROSE



a
a

CONTINUED PROSE

1

WISE WORDS OF GREAT MEN

Socrates said that he did not know anything except this that he knew nothing, but that many others did not know even this.

When the Philosopher Thales was asked what he considered the hardest and easiest things to do, he said, "To know oneself is hardest, to blame others is easiest."

Plato, when he was told that certain people talked ill of him said, "What better thing can I do than to live in such a way that nobody believes them?"

A very talkative man once came to Aristotle and made long shallow speeches. Finally he rose, and wishing to leave in a respectful and modest attitude he said, "I am afraid I shall molest you if I stay any longer, whereupon Aristotle said, "By no means, I did not pay any attention to your words."

2

THE YOUNG SWALLOW

"What are you doing?" a young swallow asked a busy ant, noticing her carrying all kinds of things together.

"I am gathering my supply for the winter," was the quick answer.

"That is very wise," said the young swallow, "I shall do that too," and at once began to lay up a great number of dead spiders and flies in its nest.

"What are you doing that for?" asked the swallow's mother.

"That is my supply for the cold winter, dear mother," was the answer, "You had better help me to get as much as possible so that we do not need to suffer hunger. The ant has taught me to take such precautions.

"Let them do what they like," replied the old swallow. "Nature has given a better lot to us. When the summer with its riches has gone, then we leave for a warmer country."

3

A TRAIN OF THOUGHT WITH SAD CONSEQUENCES

A peasant girl whose name was Mary was going to the market one day with a jug of milk on her head. The morning was fine; the birds were singing; it was the month of flowers and songs. Mary began to think of all the things she would be able to buy when she had sold her milk. "First, I shall buy a hen," she said to herself, "then I shall have eggs, and eggs will become chickens. By selling the chickens, I shall have enough to buy a new dress." Mary jumped with joy at this thought. Then the jug with the milk fell on the ground. Farewell, jug, milk, eggs, chickens, dresses.

4

Dear Friend: I have received your letter in which you state that you are unable to accompany me on my journey to Germany. I cannot tell you how sorry I am. But what can I do? It is too late now to look for anyone else who

might go with me because my ship will leave on the 20th of this month at 10 o'clock in the morning. In the meantime I have so much to do that I have not even time to answer the numerous letters that have come to me wishing me a pleasant trip and a happy return.

I hope that you will be in better health when I return, so that I may tell you all about my experiences in beautiful France, in my own beloved native country, and Switzerland, where I hope to spend part of September. So farewell.

With kind regards,

Yours affectionately,

RUDOLPH.

5

MISTRUST

A fox once told the hens that were sitting on a tree, that peace had been made with all animals, so that from now on wolf and sheep, fox and hens could live in happiness. He desired, however, nothing else thereby but to persuade the hens to come down from the tree so that he might devour them.

The rooster who had heard him, said: "That, indeed, is very pleasant to hear" and immediately looked around as if he expected some one to come. The fox noticing this, asked: "What do you see?" "I see a hunter in the distance with dogs," was the answer. "Then I shall not stay," replied the fox. "You had better remain until they come," said the rooster, "we shall go with you when we have seen that the dogs have made peace with you." But the fox seeing that his intention was understood, declined to show the truth of his words, cunning, however, as always, he replied: "I do not know, whether the news has reached them as yet" and then he ran away.

6

THE LIAR

A horse had once been stolen from a peasant so he went to the fair to buy another. To his surprise he saw his own horse among those which were for sale. "This horse is mine," he said to the man who held it, "It was stolen from me three days ago." "That is not possible," said the other. "I have had it for three years." "Three years?" said the peasant; "I doubt it." Then suddenly placing his hands on the two eyes of the horse, he said: "Tell me, in which eye he is blind!" "In the left eye," was the answer. The peasant took away his hand, and the left eye appeared clear and bright. "Oh, I have made a mistake," cried the other quickly, "I mean the right eye."

7

THE BEST PROOF

There once appeared in a certain village a man who told fortunes to the people for money. A peasant, who had already often made fun of this, went to him one day and desired to know what the future would bring him. After the fortune-teller had told him all sorts of probable and improbable things, the peasant thanked him politely and started off. "How about the pay?" asked the fortune-teller. "The pay?" replied the peasant, looking at him in astonishment. "Yes, am I not going to receive anything for my pains?" "Oh," said the peasant, "You knew everything beforehand, so that it can't possibly be unknown to you that I had no intention at all of paying you. However, I will really pay you in the end, if you will only be patient; I would like first to see if all you have told me is going to turn out true."

8

ALWAYS SATISFIED

A traveller met one day a very old man on the road. He seemed to be very poor, for his clothes were worn and ragged. The two men walked together for a while and talked about this and that. The old man told, among other things, about certain experiences of this life, and said that he had always been very poor. The traveller asked him then, if he had ever been dissatisfied with his sad lot. "Yes," was the answer, "Once I was, but only once; and that was when I had no shoes on my feet and no money to buy a pair;" "But," said he cheerfully, "In my discontentment I met a man without feet, and then I thanked my God that he had given me sound feet."

9

THE WOLF ON HIS DEATHBED

A wolf lay at his last gasp and was reviewing his past life. It is true said he, I am a sinner, but yet, I hope, not one of the greatest. I have done evil, but I have also done much good. Once, I remember, a bleating lamb that had strayed from the flock, came so near to me, that I might easily have killed it, but I did it no harm. At the same time I listened with the most astonishing indifference to the gibes and scoffs of a sheep, although I had nothing to fear from protecting dogs.

"I can testify to all that" said his friend, the fox, who was helping him prepare for death. "I remember perfectly all the circumstances. It was just at the time when you were so dreadfully choked with that bone which the good natured crane afterwards drew out of your throat."

10

OPTIMISM APPLIED

An old fox who was very cunning and had caught many chickens and rabbits was finally caught in a trap himself. He got out of it, however, leaving in it only his tail. He was very much ashamed of his loss and did not like to meet his fellows without this ornament. One day, however, he ventured to go into a meeting of other foxes. In a long speech he advised them to have their tails cut off also. "You can . . . imagine, he said, how well I feel without that long tail. It really is of no use to a fox. It is always in the dust and mud and one can never keep it clean. Have it cut off my friends and you will be as happy as I am." Many of the foxes were almost convinced of the wisdom of his advice, but when one of them had asked him to turn around and so had seen for himself how ridiculous the fox looked without his tail, the whole company burst out laughing and decided to continue the fashion of wearing tails.

11

THE FOX AND THE CAT

One day a cat met a fox in the wood. She greeted him in a friendly manner and said: "Good morning, dear Mr. Fox, how are you and how do affairs go with you in these expensive times?"

The fox looked at her disdainfully and hardly knew what to say for a long time. At last he said: "Oh, you poor little whisker-cleaner, you hungry mouse-hunter, what are you thinking about to come to me and ask me how I am getting on? Where did you go to school and what tricks do you know?"

"I only know one trick," answered the cat meekly.

"And pray, what is that?" he asked.

"If the hounds are behind me," answered the cat, "I can spring up into a tree out of their way and save myself."

"Is that all?" cried the fox. "Why, I am master of a hundred tricks and have, over and above all, a sackful of cunning; but I ply you, come with me and I will show you how to baffle both men and hounds."

At this moment a hunter was seen with four hounds in the distance. The cat sprang quickly up a tree and seated herself on the highest branch, where she was quite concealed by the spreading foliage.

"Open your sack, Mr. Fox," cried the cat, but the hounds had already seized him and held him fast.

Then the cat thought to herself, a hundred useless tricks may be one's pride, but one useful trick can save one's life!

12

THE BRAVE TIN-SOLDIER

A little boy had a regiment of twenty-five tin-soldiers; they were all brothers for they were made out of the same old tin spoon. But because there was not metal enough for all, the twenty-fifth tin-soldier had but one leg. He stood very straight on that, however, and shouldered his gun and did his duty bravely.

The little boy used to put his tin-soldiers on the table and play with them. But the little tin-soldier always stood as straight as the rest, only he could not keep his eyes from looking at a beautiful paper lady who stood in front of a paper castle and wore a tinsel rose over her heart.

But, though the little tin-soldier loved her dearly, he knew she was too grand a lady for him, so he just stood straight and did his duty. One morning the children put him on the window-ledge, and the wind blew him out of doors. The

servant came out to hunt for him, but she could not find him, although she stepped on him once or twice. But the little tin-soldier was too brave to cry out for help. He wore a uniform and this always reminded him of his duties and gave him strength and inspiration.

Soon it began to rain, and the water ran down the gutters in a stream. Two boys found the tin-soldier, so they made a boat out of a newspaper and sent him off on a voyage. The paper-boat went under a bridge into a dark drain, and a rat tried to stop him because he would not pay toll. At last the stream tumbled in a waterfall into a canal and whirled the little tin-soldier over, too. But he kept stiff and straight and said nothing. The paper-boat sank and the soldier sank with it, because it was his duty to stay where he was sent. A fish came along and swallowed him, and it was very dark inside the fish. Then someone caught the fish and the cook, when she was cutting up the fish, cried out, "Well, well, if here isn't the tin-soldier."

So the little tin-soldier came back home again and saw the beautiful paper lady once more. But the paint had worn off, and the children tossed him into the fire. As he began to melt he looked at the paper lady and she looked at him. A sudden draft blew her into the fire, and next morning they found the brave tin-soldier melted into the shape of a heart, but nothing was left of the paper lady except the tinsel rose.

13

THE SHEPHERD BOY AND THE KING

A shepherd boy was known everywhere for his clever answers. The king of the country also heard of his wisdom, so he ordered the boy to appear before him. Then the King asked him three questions and said: "If you can answer

these three questions, then you shall be as my own child and live with me in my castle."

The first question was: "I want to know how many drops of water there are in the ocean." The boy answered: "My Lord King: If you could have stopped up all the rivers that run into the sea so that I could count them, then I might be able to tell you exactly how many drops of water the ocean contains."

Without saying anything, the king went on to put the second question to the boy: "How many stars are there in the heavens?" In reply the boy asked for a large sheet of paper and said: "I shall make a number of points with a pen on this paper so close together that everyone who casts his eyes upon it will be dazzled! If it is possible to count these points even then it would be hard to count the stars." None of the courtiers attempted the task and the king proceeded to his third question.

"How many seconds of time are there in eternity?" he asked of the boy. The shepherd boy replied: "In Pomerania there is a diamond mountain, one mile high, one mile broad and one mile deep. A little bird goes there once in every hundred years and whets his little beak on the mountain. When the whole mountain is removed in this way, then one second of eternity has passed."

The King was highly satisfied with these answers, he took him into his castle and treated him as his own son.

14

THE MERCHANT AND THE SAILOR

A merchant once asked a sailor about the circumstances of his father's death. He answered that his father as well as his grandfather had died through drowning.

"Are you not afraid of getting drowned yourself?" asked the merchant.

"Before I answer that question," said the sailor, "Permit me to ask you one; how did your father and grandfather die?"

"They died in their beds," was the reply.

"Why then," concluded the sailor with a smile, "why should I be afraid to follow the sea, when they were not afraid to go to bed?"

15

THE PARROT

A sailor used to surprise the little daughter of the merchant on whose ship he was sailing with curiosities whenever he safely returned to the harbour. Once he brought home with him a wonderful parrot, whose plumage pleased the eye, with its rich and beautiful colors. Having caught a severe cold and being compelled therefore to spend much time in his cabin, he started to train the bird to speak and it made such progress in its newly acquired art that it was able on his arrival in port to address its new master by the words: "Hurrah for Fanny," for such was the name of the merchant's daughter. In addition to this it made a bow upon a certain sign and was so tame that it usually perched itself upon the hand of the sailor.

When the sailor entered the house with the bird in its accustomed place the girl came to meet him and with eyes full of gladness she received the bird as a present. The pleasure and astonishment grew general when the new guest in the most earnest manner made a bow, and shouted: "Hurrah for Fanny." There was general clapping of hands and a rushing up of the other children to the sailor in order to thank him and to ask for the repetition of the fun. The

excitement of the company now began to have its effect upon the sailor too, who was trying to appease the children with his promises when he was seized by a violent coughing spell.

After he had got over it he said to the bird, "Once more." But this time the clever bird was more than obedient, for scarcely had he made his bow and spoken the words when he began to cough so dreadfully that all burst into a peal of laughter.

"Is it not too stupid," said Fanny, "that the bird also apes the cough of his teacher."

"Indeed, so it is," said her mother, "for it sounds as if he wants to ridicule his own solemn greetings afterwards. You surely cannot keep the bird."

"Keep it," said the father thoughtfully, "for it will always remind you to learn to imitate what is proper, but never to ape if you wish to avoid becoming a laughing stock."

16

A BODILY EXERCISE

In the neighborhood of a watering place there was a little cottage belonging to a poor farmer. Unfortunately one day it burned down completely and deprived the poor man of his shelter. A rich count, who was taking his walk after his usual daily bath, saw the destruction of the house. As he since his early youth had always found much pleasure in practical work and had thus learned a little of the building trade, he called his servants and ordered them to clear the place and procure building material. At the same time he obtained a few men from the different trades, who were to act as leaders in the work. He himself was the most assiduous among all who were engaged in performing the task and when asked why he did so, he replied, "A better opportunity for bodily exercise no doctor could have devised for me."

When the guests passed by, wondering at the count's attitude and at the building which rose rapidly day by day, the count stepped forward and with noble demeanor held out his hat to them saying: "My house also needs some furniture, might I ask you for a contribution?" Within a short time the new dwelling was completely finished, much finer and greater than the former had been.

17

PRINCE HENRY

Prince Henry, who later succeeded his father, Henry IV. on the throne of England, once had a groom in waiting, whom he liked very much in spite of all his nasty tricks. When the latter one day had gone far beyond what could be tolerated, the offended party brought action against him in the high court of justice. He was convicted and immediately afterwards was arrested without much ado. When the prince heard this, he became very much excited over it, because no regard had been shown for his high person, although everyone knew the prisoner was one of his attendants. He therefore rushed at once to the judgment-hall and angrily said to the judge:

"I command you to release my attendant at once."

The President of the court rose quietly and said: "Prince I honour your command, but I must obey the law. Your attendant is convicted. If you wish to save him from prison you have to apply to the king, for the law gives to the king the right of pardon."

The Prince would not see the difference between a command and a law and wished to usurp the right of annulling the judgment of the court. He held to his purpose, became unruly and used threats. The President not willing to tolerate such conduct cried:

"Stop! you are committing a criminal deed, I am here a representative of the law and king, who is your father; for the sake of both you owe me unconditional obedience; I therefore order you to desist from your purpose and to give your future subjects a better example of your respect for law; but now you are guilty of contempt of court and you will be my prisoner until the matter has been brought up before the king and he has come to a decision concerning you."

The Prince was startled and so amazed at the dignity and self-control of the judge that he willingly delivered his sword, made a respectful bow and permitted himself to be led into prison without saying a word.

The incident was at once reported to the king. The courtiers quite beside themselves for rage at the insolence of the judge were whispering lese-majesty.

The king however raised his hands up in prayer and in a joyful tone said: "Good God, how shall I thank Thee for Thy goodness: Thou gavest the country a judge who is not frightened by any threat from his faithfulness toward right and law, and Thou gavest me a son who has sacrificed his will to the same rights and laws of the country."

18

MICHAEL ANGELO

Michael Angelo learned on one occasion that a certain great personage was in the habit of making sport of his masterpieces. So the sculptor decided to play a trick upon him. You know that Italy is a country where many excavations are carried on. One day some people who were busy at such work found a beautiful cupid the arm of which was missing. They took it to the man who laughed at Michael Angelo. He was delighted with it and sent for the famous sculptor. "I see nothing extraordinary about it," said the latter.

"Could you make one like it?" asked the former. "Yes without much trouble," said Michael Angelo. "But you have not examined the statue closely. Look at the head, the legs, the arms —" "The arm you mean," interrupted the sculptor. "No modern artist, I think, could make such an arm," returned the other. "If you are willing to give me time to go to my house, I shall be able perhaps to prove the contrary," replied Michael Angelo. It was not long till the sculptor was back. He had some object wrapt up in his cloak. It was an arm. He went up to Cupid and placed it where it belonged. For he himself had made the statue and buried it in a place where he knew excavation would be made.

19

CLEVER ANIMALS

A lady who is very fond of animals reports in a newspaper the following little incident. For about two months, she writes, I have had a bird with me in my house. It had caught itself to a wire net on the roof of my house and I had it brought down in my room. The roofer who had to perform the unusual task handled the little bird rather roughly and broke one of its wings. I gave the little patient full liberty in my room knowing the swallows cannot live in cages. Every day I had her fed with a little piece of meat. Now, the bird does not want to leave me, it follows me through all the rooms until I take it and put it on my shoulder. My cat at first wished to chase the bird but I managed to train her to suppress her rapacious fury. Yet for a long time I did not rely upon the treaty of peace between the two and always shut the cat up in the kitchen whenever I left the house while the bird was allowed his freedom in the living-room.

Returning one day from a walk I found the door open and anticipating trouble hastened to the living-room to look after the swallow. Imagine my astonishment! Upon a shawl that had fallen from the wall, the two were lying close to each other in undisturbed peace. —

Another story is going around (*wird erzählt*) about a dog which had been trained by a Paris woman to get his food daily from the butcher. She used to wrap up a small coin in a small piece of paper. The dog faithfully took it to the store, received his portion and brought it home to be cooked for him. One day, however, either his portion had been too small or his appetite too great and so he searched for a small piece of paper and took it to the butcher. He did not know that the coin was more important than the paper but as he did not receive anything he did not try to experiment again.

20

GOOD-BYE, ROAST

Rousseau relates in his confessions the following anecdote of his youth.

"Not without laughing, I remember an incident of my early youth. One evening I had been ordered to go to bed without my supper; only with a miserable piece of bread because of my roguish tricks on that day. I had to go through the kitchen and there I saw and smelt the big roast being turned around on a spit. All the people of the house were assembled around the fire and I had to greet them all when I passed by them. When I had done this and squinted towards the roast which looked so nice and smelt so highly seasoned I could not help making my bow to it also. So I did so and said with a whining voice: "Good-bye, roast." This utterance seemed so funny to them all that I was invited to stay with them for supper.

FREDERICK THE GREAT

Frederick the Great was unhappy when he was young. His father was so strict that he tried to run away from Germany with two of his friends. The king found out what they meant to do. A letter in which the Crown Prince spoke of his flight to England had gone astray and had finally come into the King's hands. The young prince was put in prison by his father, and one of his fellow conspirators was put to death; but the law court would not pass any judgment on the son's conduct, and the king finally changed his mind and forgave his son. When Frederick had become king himself, he did much for the welfare of his country. During the Seven Years' War which he waged with Maria Theresa, the Austrian Empress, he had often very hard times, and was several times in danger of his life. Although he built himself a fine castle to live in, and surrounded it with a most beautiful garden, he did not care much about fine clothes. His coat was often very shabby. For many years he slept only four to five hours a night. In the summer he got up at three o'clock, and in the winter time he was always dressed by five at the very latest.

While his hair dresser was at work he opened his most important letters. After that he attended to the affairs of the state. Then he went to his writing desk, and while he wrote he sipped his coffee, and ate a little fruit from time to time. He liked music dearly and used to play the flute after the day's work in the evening. Dinner was the only regular meal of the day and he enjoyed it greatly and generally had a number of friends with him. Then there was much joking and many clever speeches. He was a hard working man even in times of peace.

THE PATIENT

When doctors are clever they can do much for many a patient, but when in addition they are wise and humorous, they can sometimes effect cures which otherwise would not have been made (gelingen).

A rich farmer once came to a doctor complaining about his stomach. "Sir," he said, "I believe I have seven devils in my stomach, not less than seven." The doctor pretended to believe what he was told and said, "I beg your pardon, you are mistaken, there are eight." "God forbid," cried the farmer, staring at the physician in surprise, "how shall I get rid of them?"

"I shall cast them all out," replied the doctor, "and in a short time at that, but you will have to pay me rather a high fee for my services. I propose to cast out one of the devils each day, and liberate you of the eighth within three more days, for that one is the worst of all, and requires more effort on my part. I must charge you five dollars a day and ten for the last." The farmer, delighted with the prospects of restored health, gladly agreed and decided to begin the treatment the next morning.

When the patient made his appearance in the morning the doctor had finished all his preparations. He was led into a room with a long green curtain hanging from the ceiling to the floor, behind it there was a crackling noise audible from time to time. After the curtain had been pushed back, the farmer saw a machine the like of which he had never seen before. Then the physician invited him to sit down on a chair quite near it, and after the doctor had turned the wheel for some time, he was desired to put his hand on a little bottle which was connected with the machine.

Suddenly he uttered a loud scream. "Thank God," said the doctor, "there goes one."

The patient, having recovered a little assured him that he felt a little better and expressed the hope to get rid of the rest of them.

The next day the operation was repeated. The farmer cried as before, the doctor observing coolly, "One more is off."

In this manner he went on till the seventh day. Then he began to prepare for the eighth devil. He told the patient that he should now need all his courage, for this was the chief of the gang, and would make more resolute resistance than any of the others. The farmer implored the doctor not to spare him, but to give him a shock suitable to the malicious tricks he had played him. The doctor did as he was requested and the patient was knocked down, whereupon he said "Now they are all off and you are safe." The farmer paid his bill with delight, went out and praised the profound knowledge of the doctor wherever he went.

23

AN ENERGETIC REQUEST

The English writer Richard Steele was in his time very celebrated for his elegant style of writings, especially among those belonging to the upper classes. A rich Baron in Lincolnshire was among his admirers and in order to show him his affection he had often told him that if the poet should ever get into trouble he should freely apply to him. His whole fortune was at his disposal and with the greatest pleasure he would assist him. Steele thanked him heartily for this offer, for at the time when it was made he was not in depressing circumstances.

Things, however, became different soon after, for Steele

spent his money lavishly and when one of his creditors became very impatient he decided to ask the Baron for a loan of a hundred pounds.

The nobleman received the great writer with much courtesy and before the latter had an opportunity to make known his desire, he assured him again of his readiness to show his esteem and friendship to such an honorable man.

Then Steele said, "Yes, Sir, I just came with the intention of asking you for a help in the form of a loan of a hundred pounds for a few days."

No one could have sprung a greater surprise on the nobleman for he had made all his promises in the belief that there would never be an opportunity to fulfil them. He only wanted to secure the friendship of the esteemed man by all these assurances.

After he had composed himself he said, "Really, Sir Richard, all I have is at your service but I am sorry, I have not twenty guineas in my house at present." Steele, knowing quite well that he was only making excuses, was very much vexed and addressed the nobleman in the following way:

"By your repeated assurance you, Sir, have induced me to lay open before you my distress, and now you flinch from showing me the proofs of your friendship and esteem. I can well endure a refusal, but I shall not tolerate being fooled. At any rate you are mistaken if you believe that I will submit to being led by the nose, I shall rather treat you in that way myself. Then, quick as lightning he turned to the astonished Baron, and seized him by his nose pressing it with such force as if his fingers were a vise. Then he led the unwilling man around in his own room, who unable to free himself trotted after him groaning loudly. Suddenly he cried, "My dear Sir Richard. I beg your pardon a thousand times, I had quite forgotten that there is a thousand pound bill in my pocket. Take it, it is at your disposal."

Steele let go the nose, pocketed the bill and said: "Although I almost feel ashamed to accept a favor from a person so mean as I have seen you show yourself, yet, I will take these hundred pounds, rather than play the fool, and will return the same at a time convenient for me. I hope you will take a lesson from this experience and in the future show your esteem in a more decent way."

24

GREEDINESS PUNISHED

A nobleman in Italy had invited his friends to a great feast. All preparations for the entertainment of the guests had been made, only the fish were wanting. Fishing had not been good for the last few days because a great storm had been raging on the sea. But as the Italians are very fond of fish he desired very much to buy some and have them served at the banquet. Now it happened that on the night before the entertainment was to be given, a fisherman appeared at the gate-keeper's house desiring to be admitted as he had a splendid fish for sale. The gate-keeper was a man greedy of money, always bent upon his advantage no matter whether it was obtained lawfully or wrongfully. He told the fisherman, the fish would surely be bought by the nobleman, but he would only admit him if the fisherman would promise to divide the profits with him. The poor man for a long time hesitated to agree to this proposition but as the gate-keeper was not willing to change his mind, he promised him his share of the proceeds, but resolved in his heart to give the unjust servant a lesson, that he would not forget for some time. He was then led up to the nobleman who in his joy over the fine fish promised to pay any price for it.

"Sir," said the fisherman, "you will be astonished if I tell

you the price. A hundred lashes upon my back, otherwise I will not sell my fish."

The astonished nobleman thought the man was joking, and tried to reason with him, but it was all in vain; the fisherman stuck to his price.

"Very well," said the nobleman to his accountant, "give him what he desires but treat him gently."

When fifty lashes had been administered he cried, "Stop (aufhören) I have a partner in this business and to him is due the other half of my bargain."

"What," said the nobleman, "is it possible that there is another fool like you living? Where is he and how can we get him here?"

"You do not need to go very far for that," answered the fisherman and related what had happened, and what terms he had made with the gate-keeper.

In vain the latter went up to his master imploring him on his knees to save him from the lashes. The nobleman was immovable because he was convinced that the rogue had surely cheated more people in the past. So the gate-keeper got what he desired to get only in another way. Then he was dismissed from his post while the fisherman was given a rich reward.

25

"PRINCE'S BLOOD FOR THE BLOOD OF OXEN"

When the Duke of Alba in the Schmalkaldien War 1547, once marched with his army through the territory of Catherine, the Countess of Schwarzburg-Rudolfstadt, she gave him a friendly reception at her castle. But while she was entertaining her guests she was told that some of the Duke's army had used violence in some of her villages, and had driven off cattle belonging to the peasants. Full of indigna-

tion she ordered that all her servants arm themselves immediately, and bolt all the gates of the castle. When this had been done she complained that the word of the Emperor regarding the protection of her people (Untertan) had not been kept. The Duke told her laughingly that this was the custom of war, and she had better (*es wäre besser, wenn*) not mind such trifling misdoings of his soldiers on their march. "We shall see," she replied firmly, "my subjects shall have their own again or Prince's blood for the blood of oxen." Then she gave the signal and in a few moments the room was filled with armed men. At the sight of so many fierce looking fellows the duke changed color, and all of his followers gazed at one another in silence. The duke immediately sent a messenger with an order to his army to restore the cattle without delay, and after sure proofs were given that all the damages had been made good the Countess thanked her guests for the honour they had done to her castle, and they in turn joyfully took their leave.

26

LESSING'S LIFE

Johann Gotthold Ephraim Lessing was the son of a clergyman. In early childhood he showed great passion for books. As a pupil in the higher school at Meissen he worked with great diligence and laid the foundation for his thorough and extensive education. His parents wanted him to study theology, but he soon followed his own bent when at the University of Leipzig, studying everything else that was of any interest to him, and thus drifting into a literary career. After a short stay at Wittenberg, he went to Berlin where he lived in intimate friendship with great writers and thinkers until he accepted the office of secretary to General Tanent-

zen at Breslau. During these periods some of his celebrated works were written. *Emille Galotti* is a drama in which Lessing shows both the social conditions prevalent in some of the courts of Europe; and his mastery in writing plays. His deep insight into questions of art he proved in "*Laokoon*." Its dramatic qualities are, however, excelled in *Minna von Barnhelm*, a most pleasant comedy which up to the present has charmed every reader. Here he showed the differences between literary and plastic art. In 1766 he accepted a position connected with the proposed National Theatre in Hamburg, which latter, however, was not established and Lessing's attention was turned from the practical to the theoretical side of dramatic activity the fruit of which enquiries he laid down in his famous *Dramaturgie*. In 1770 he was made librarian at Wolfenbüttel where he remained until his death in 1781. As he was living in the time of enlightenment he was deeply moved by the spirit of that age. Yes, even more, he helped considerably in its progress. His religious views, he laid down in "*Nathan the Wise*." Several theological controversies with the clergy subjected him to persecutions which embittered the remainder of his days.

Lessing's life was restless and, since he was a great critic, an unhappy one. He did not find a congenial sphere for the exercise of the splendid faculties of his mind. Beside frequent vexations and bitter disappointments, he had the misfortune of losing his wife after a short married life with whom he had been betrothed for six years. He could not be happy, says Heine, for he was a Genius, and to a Genius men are inexorable.

As unsuccessful and tragic as Lessing's life was, it was eminently successful in its fruits. German Literature is greatly indebted to Lessing. He introduced that new era which gave to Germany her present intellectual position among the nations and by his keen intellect, utmost honesty

and love of truth remains to be a fine specimen of the character of his people.

27

QUEEN MARY'S FAREWELL AND ARRIVAL

Elizabeth had been queen three years when Mary, Queen of Scots, embarked at Calais for her own rough quarrelling country. As she came out of the harbour, a vessel was lost before her eyes, and she said: "O, good God, what an omen is this for such a voyage." She was very fond of France and sat on the deck, looking back at it weeping until it was quite dark. When she went to bed she directed to be called at daybreak, if the French coast were still visible, that she might behold it for the last time. As it proved to be a clear morning this was done, and she again wept for the country she was leaving, and said many times: "Farewell France, Farewell France, I shall never see thee again." All this was long remembered afterwards in a fair young princess of nineteen. . . .

When she came to Scotland and took up her abode in the palace of Holyrood in Edinburgh, she found herself among uncouth strangers, and wild, uncomfortable customs, very different from her experiences in the court of France. The very people who were disposed to love her made her head ache when she was tired out by her voyage with a serenade of discordant music,—a fearful concert of bagpipes, I suppose,—and brought her and her train home to her palace on miserable little Scotch horses that appeared to be half starved.

(DICKENS, Hist. of England.)

THE MATCHLESS ORINDA OR THE FAIRY FAITH

A Fairy Tale of the Mayflower.

Out of the Land of Youthful Memories comes this fairy tale of bygone days. Once upon a time in the village of Dovecote on the banks of the river Dove there lived a little girl named Orinda. As her parents were dead she was brought up by her grandmother, a bright-eyed, active little dame, who believed in the fairy faith. For Orinda herself had a fairy godmother who had given her three gifts on her birthday: the gift of good looks, the gift of good humor and the gift of a good heart. Her grandmother had been very careful never to leave her alone in her cradle without putting the tongs across it so as to prevent the good people, as the fairies are called, from leaving a fairy changeling in her place.

As she grew up her grandmother used to tell her stories of the fairy rings on top of Mount Slieve Gullion which rose near the village and

Where Titania might be seen,
Dancing on the moonlit green.

Orinda's darling desire was to see Titania the fairy queen and ask her for a boon. Her grandmother told her how she might do this.

There is a flower which the poets and the fairies call the mayflower or "Love in idleness" but the people call it the trailing arbutus. If you would see the fairy queen you must be careful never to pull up the trailing arbutus, for any one who has done so will never meet a fairy since it is Titania's favorite flower. It is the most fragrant of all wildflowers and it grows in lowly places as if to show that the best and sweetest things may often be found in rough and unexpected surroundings. But it is not enough never to have pulled up the plant, you must discover three places where it grows

and on Mayday you go to these and lying down on the ground you draw up the sweet fragrance of the flower three times into your nostrils and then, on ascending Mount Slieve Gullion you will be able to find the fairy ring and see Titania, the fairy queen.

On her eighteenth birthday, which fell on Mayday, Orinda set out to climb Mount Slieve Gullion. She first went to the three rocky shelves where she knew the arbutus grew. Of course she had never pulled it up after her grandmother's warning. At each of the three places she lay down on the ground and drew up the fragrance of the flower three times; and then she went on up to the top of the mountain and found the fairy ring. By this time it was evening and

There Titania might be seen,
Dancing on the moonlit green.

Now Titania was Orinda's fairy godmother, so when asked for a boon she was quite ready to grant it. She knew that Orinda was as cheerful as she was beautiful, and as kind as she was good. So the queen of the fairies squeezed some of the juice of the trailing arbutus, which only she should ever pluck, into Orinda's eyes. Then, indeed, she saw a wondrous vision.

The king's son lay on a sickbed and the king and queen and all the court were sad. For the king's son was by nature valiant and noble and true, and everyone loved him for his genial and jovial ways. But an evil genius had dogged his footsteps, and led him to trample on some trailing arbutus, and as a consequence he was lying ill in the king's palace, awaiting the touch of a maiden's hand, who should bring him Titania's pardon.

When Orinda in her vision saw the prince she fell in love with him at once, and begged the fairy queen to let her be the maiden who should bring Titania's pardon. Then the queen borrowed the magic carpet of Prince Ahmed from the

fairly Paribanou and sent Orinda upon it to the prince's sickroom.

So of course Orinda and the prince were married and lived happy ever after; and because she had made such a happy match she was always called "the matchless Orinda."

(D. R. KEYS.)

29

ENVIRONMENT

Heredity and Environment are the master-influences of the organic world. These have made all of us what we are. These forces are still ceaselessly playing upon all our lives. And he who truly understands these influences; he who has decided how much to allow to each; he who can regulate new forces as they arise, or adjust them to the old, so directing them as at one moment to make them coöperate, at another to counteract one another, understands the rationale of personal development. To seize continuously the opportunity of more and more perfect adjustment to higher and better conditions, to balance some inward evil with some purer influence acting from without, in a word to make our environment at the same time that it is making us,— these are the secrets of a well ordered and successful life.

In the spiritual world, also the subtle influences which form and transform the soul are heredity and environment. And here especially where all is invisible where much that we feel to be real is yet so ill-defined it becomes of vital practical moment to clarify the atmosphere as far as possible with conceptions borrowed from the natural life. Few things are less understood than the conditions of the spiritual life. The distressing incompetence of which most of us are conscious in trying to work out our spiritual experience is due perhaps less to the diseased will which we commonly

blame for it than to imperfect knowledge of the right conditions. It does not occur to us how natural the spiritual is. We still strive for some strange transcendent thing; we seek to promote life by methods as unnatural as they prove unsuccessful; and only the utter incomprehensibility of the whole region prevents us seeing fully — what we already half suspect — how completely we are missing the road. Living in the spiritual world, nevertheless, is just as simple, as living in the natural world; and it is the same kind of simplicity. It is the same kind of simplicity for it is the same kind of world — there are not two kinds of worlds. The conditions of life in the one are the conditions of life in the other. And till these conditions are sensibly grasped, as the conditions of all life, it is impossible, that the personal effort after the highest life should be other than a blind struggle carried on in a fruitless sorrow and humiliation.

(HENRY DRUMMOND, the natural law in the spiritual world.)

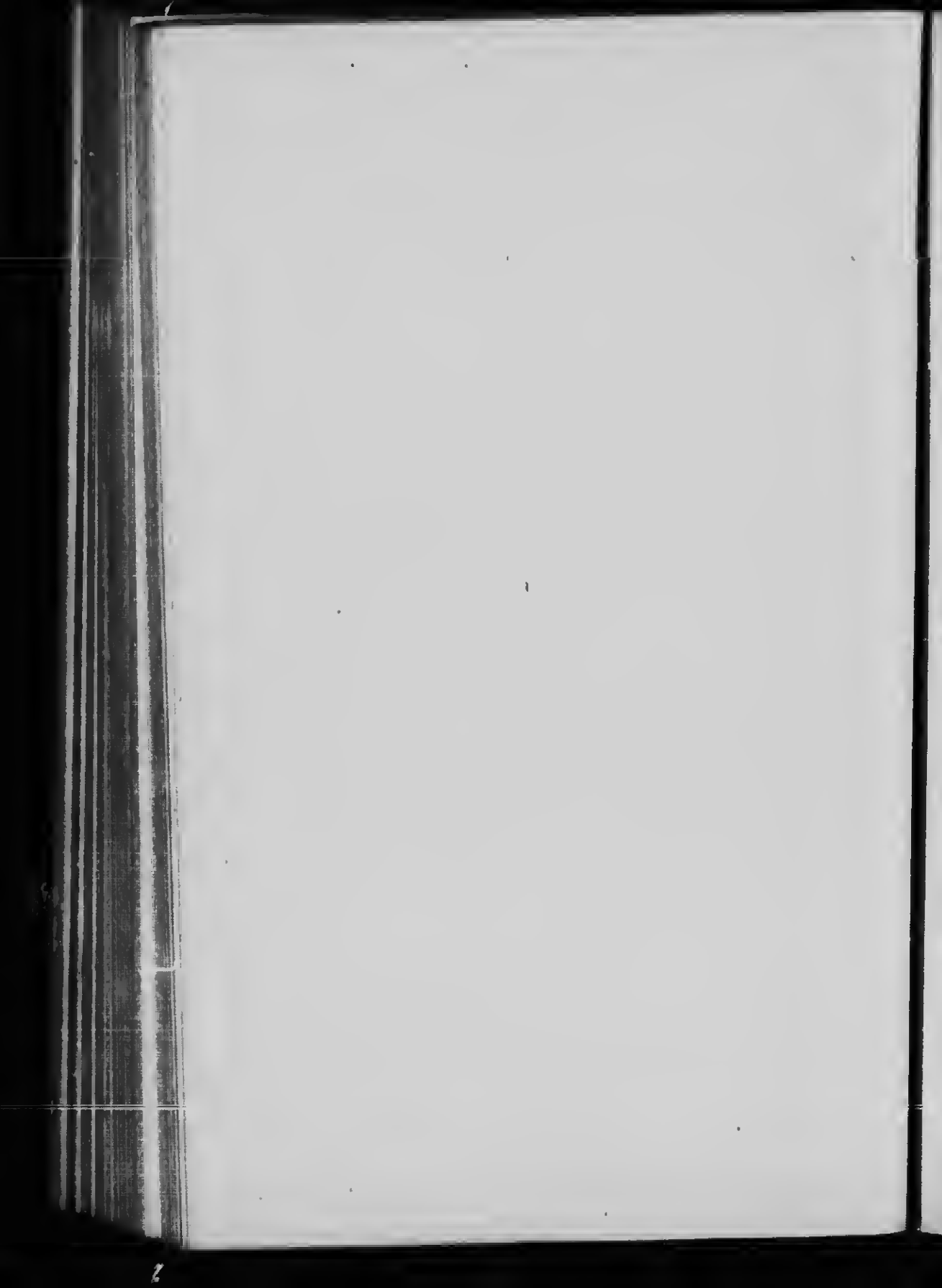
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SCHILLER

Schiller gives a fine example of the German character: he has all its good qualities in a high degree with very few of its defects. We trace in him all that downrightness and simplicity, that sincerity of heart and mind, for which the Germans are remarked; their enthusiasm, their patient, long continuing, earnest devotedness; their imagination, delighting in the lofty and magnificent, their intellect, rising into refined abstractions, stretching itself into comprehensive generalizations. But the excesses to which such a character is liable are, in him, prevented by a fine and watchful sense of propriety. His simplicity never degenerates into ineptitude or insipidity; his enthusiasm must be based on reason; he rarely suffers his love of the vast to

betray him into toleration of the vague. The boy Schiller was extravagant; but the man admits no bombast in his style, no inflations in his thoughts or actions. He is the poet of truth; our understandings and consciences are satisfied, while our hearts and imaginations are moved. His fictions are emphatically nature copied and embellished; his sentiments are refined and touchingly beautiful, but they are likewise many and correct; they exalt and inspire, but they are not mislead. Above all, he is no cant; in any of its thousand branches, ridiculous or hateful, none. He does not distort his character or genius into shapes, which he thinks more becoming than their natural one: he does not hang out principles which are not his, or harbour beloved persuasions which he half or wholly knows to be false. . . . Truth with (bet) Schiller, or what seemed such was an indispensable requisite: if he but suspected an opinion to be false, however dear it may have been, he seems to have examined it with rigid scrutiny, and if he found it guilty, to have plucked it out, and resolutely cast it forth. The sacrifice might cause him pain, permanent pain; real damage, he imagined, it could hardly cause him. . . . Honest, unpretending, manly simplicity pervades all parts of his character and genius and habits of life. We not only admire him, we trust him and love him.

(CARLYLE, *Life of Schiller.*)



PART III

EXAMINATION PAPERS

EXPLANATION OF ABBREVIATIONS

The black face figures indicate the number of the piece.
The year number indicates the date when the paper was set.
The Roman numerals indicate the year in the course for which the piece was set. An asterisk (*) with the Roman numeral means Honour Course, the absence of it means General Course.
Ed. Dep. = Education Department.
Jun. Matric. = Junior Matriculation.
Sen. Matric. = Senior Matriculation.
Suppl. = Supplemental Examination.

EXAMINATION PAPERS

1.

1903. JUN. MATRIC.

There lived once two peasants in the same village. One of them was very diligent, the other very lazy. In (the) spring the diligent one plowed and sowed, and when the summer had come, he had a rich harvest. The lazy peasant had neglected the best time. Later he plowed a few fields, but very little grew on them. On the fields which he had not plowed there was nothing but weeds. He recognized his mistake but it had been a good lesson for him, and he had become much wiser.

Diogenes was a celebrated Greek Philosopher, who lived very temperately and disdained all the conventions. For example, he went bare-foot, in winter as well as in summer, and had for his lodgings a cask which is almost as famous as the pyramids. One day as Diogenes was walking about with his lantern in the streets of Athens, in broad daylight, a curious man asked him why he was carrying a light. "Because I am looking for a man," said the philosopher. "How so?" asked the other. Diogenes said: "I see about me only creatures who follow their passions and their desires, instead of consulting their reason; and I cannot help taking them for animals disguised under a human form." "You are not too polite," said the Athenian. "That is my way," replied Diogenes, turning his back to the spectators who had begun to assemble.

2.

1903. JUN. MATRIC.

One hot summer day a nobleman went into his garden and

saw his gardener, who did not see his master coming, lying comfortably under a tree, and looking up at the blue sky. "You lazy fellow," cried the nobleman angrily, "you lie here instead of working, you do not deserve to have the sun shine on you." "I know that," answered the gardener, "and that is the reason I lay down in the shade."

When King Frederick William I. once was walking in the park a young man stepped up to him and asked him for a place. "Where are you from?" asked the King. "From Berlin," answered the stranger. "I am sorry," said the King, "for the Berliners are no good." "Excuse me, Your Majesty," answered the young man, "there are exceptions; I myself know of two." "Indeed, and who are these two?" asked the King. "Your Majesty is one and I am the other," was the answer.

3.

1903. JUN. MATRIC. SUPPL.

An old man had been cutting wood for the winter and was carrying it home. The way was long and he was very weak. He threw down his load and implored death to release him from his troubles. Death immediately stood before him and asked what he desired. "I desire nothing" replied the old man frightened, "but, please, lift this load again on my back."

4.

1905. JUN. MATRIC.

William and Charles were two boys. William was not so clever as Charles, but they loved each other. They were comrades at school and on the street they studied and played together. They also earned money after school and soon had enough to buy a horse. Then William said to Charles: "What shall we do now? We two together are too heavy for the horse." Then Charles laughed and replied. "I know what we shall do. I shall ride when you walk and you shall walk when I ride." "Good," said William, "I am satisfied."

5.

1906. JUN. MATRIC. EO. DEP.

It is Winter and cold. The leaves are all gone. They have fallen to the ground and will never be green again. Yet, that

does not matter, for in the spring we shall see fresh birds and new leaves break forth. But now the ground is covered with snow. The birds can find no food. Winter is a sad time for the poor hungry little birds who cannot fly away to a warmer country.

1. He did not make a single mistake. 2. I will not send the flowers to them to-day. 3. Scarcely had he done this when I entered. 4. I do not want your help. 5. They seldom gave themselves the trouble. 6. We shall give a little concert this evening. 7. There were two horses in the stable. 8. The weather was very warm yesterday. 9. My son is hungry and so am I. 10. They seldom left the town. 11. I have not seen him come in. 12. You are surprised, are you not? 13. Do not send the flowers, but the apples. 14. I hope you are satisfied now. 15. A large oak table stood in the corner of the room. 16. They met each other for the first time in town yesterday. 17. Let him who possesses, learn to lose. 18. What you do not want to do yourself you can leave to me. 19. After he had reached the town it began to rain. 20. You were so kind as to give permission. 21. He was too young to understand. 22. Stand up, that you may be able to see better. 23. If you had kept your word, I should have helped you. 24. If I were not Alexander, I would be Diogenes. 25. It would be better if you spoke to him yourself.

6.

1906. JUN. MATRIC.

1. Will your brothers be at home to-morrow? 2. My sisters had been in the garden. 3. If the boys were more diligent, they would not be blamed. 4. When did those trees become green? 5. The girls will soon become tired if they talk so fast. 6. These two houses were sold yesterday.

1. I could not write with that bad pen. 2. Why do you not correct (verbessern) the pupils' exercises with red ink? 3. Give me your knife, not his. 4. I knew it was he. 5. Are those the children whose father was drowned in the lake? 6. We have studied three hours, we must take a walk now. 7. We arrived in N on the 20th of March. 8. When my friends came back, I had gone out.

1. You ought to go to school to-day. 2. We were not permitted to play in her rooms. 3. I shall not be able to go to London this year. 4. May we not visit our parents next week? 5. My cousins are much older than you think. 6. My brothers-in-law are happiest, when they are in the country. 7. Have you translated the letters which I gave you? 8. Copy that exercise, it is too badly written.

Two peasants were sent to a celebrated painter to order (bestellen) the portrait (Bild) of a (certain) Saint (Heiliger) for the church of their village. The painter asked: "Shall I represent (darstellen) the Saint dead or alive?" The peasants reflected (nachdenken) a moment (Augenblick, m.) and then answered: "Represent him alive, for we can always kill him, if we want to have him dead."

7.

1906. JUN. MATRIC. SUPPL.

1. There are not many rooms in these cottages, and each room has only one window.

2. I see the mountains from my window, and in the mountains I see a convent.

3. The son of this man is a friend of my brother, but I never saw him before.

4. He lived in this house for two years, but the house was not his property; it belonged to the man on the other side of the river.

I went to the country to-day and was gone the whole day. I went first to a little village which is not far from my uncle's house, and then drove to his house in a wagon which was waiting for me. There we had a good dinner. In the afternoon we all went to the lake and caught fish. My cousin caught one more than I, but two of his fish fell into the water again. We carried them to his house and left them there. In the evening I went home.

The city of Heidelberg is famous for its University and its castle. The castle is situated on a high hill and the city is on the river Neckar below it. Many years ago the poet Scheffel was a student at the university. He wrote many beautiful poems about the city and its university. Many of his songs are sung by the students all over Germany to-day.

8.

1907. JUN. MATRIC. ED. DEP.

a.

1. The dogs are lying near the stove, for it is cold. 2. They are also very tired. 3. The hunter has taken them very far with him to-day. 4. He is quite satisfied with them. 5. They are good dogs. He does not blame them. 6. I shall be at home again within three days. 7. Tea and coffee were given to the guests. 8. Will you travel with me to England? 9. He will not be pleased with your gifts. 10. I often ask him but he will not answer. 11. We will give a beautiful present to the good (artig) child. 12. Whose umbrella do I see in the corner? 13. It belongs to my young nephew who was in town yesterday. 14. At what time does the steamboat start? 15. Are you about to leave town? 16. If I knew it I should willingly tell you. 17. The train leaves at a quarter to five. 18. Are you fond of skating? 19. If it were not so cold I should like to go with you. 20. But when it gets warmer there will be no ice.

b.

A boy was feeding (weiden) a cow in a field near a garden. He saw a cherry-tree and noticed (merken) that some ripe cherries were on it. So he left the animal and climbed up the tree. But the cow, as she did not see the boy, broke into the garden and ate flowers and vegetables, and trampled (getreten) others with her feet. When the boy saw that, he became very angry, sprang from the tree to the ground, seized (ergreifen) the cow and beat her. Then his father, who had seen all, stepped up to him and said: "You are more guilty than the poor animal who does not know what is right or left, for you have followed your own pleasure when you ought to have guided her."

9.

1907. JUN. MATRIC. JUNI

a.

1. It had been raining the whole day. 2. He had been studying half an hour. 3. They got up at half past six to-day. 4. Those

boys will not be praised by their teacher. 5. If you are at your brother's to-morrow, I shall visit you.

b.

1. When will they send me the books (which) I bought yesterday? 2. I was speaking to him when you came into the garden. 3. Put those plates and glasses on the table. 4. During the rain we were standing under a tree. 5. Whose houses were burning?

c.

1. I cannot write with that bad pen. 2. High mountains were on both sides of the lake. 3. It was twenty-five miles to the nearest town. 4. Will you stay at home on the twenty-fourth of May?

d.

1. Were you permitted to write to (an) them? 2. I could have sold my horses, but I wanted to keep (behalten) them. 3. The children were to learn their lessons. 4. You ought to give him back the money as soon as possible.

A gentleman went into a shoe-store, where he had always been a good customer, to buy a pair of shoes. He found a pair which fitted him. How much does this pair cost, he asked the merchant. Fifteen mark, was the answer. That is too much, said the gentleman, you ought to sell me the shoes cheaper; for I am a friend of your business, and buy here always. But the merchant answered, that's right enough! But I must live by my friends, for my enemies buy nothing from me.

10.

1907. JUN. MATRIC. SUPPL.

a.

1. The cardinals met the bishops in the city to-day. 2. What will become of the little birds when the weather gets cold? 3. Have you found my new gloves, Elizabeth? No, but I will lend you mine. 4. Has he written to his cousin yet? No, he will write her to-morrow. 5. The new road will be the longest in the country. 6. At that time there were not many people in the lower village. 7. What time is it? I think it is a quarter after

or half past six. 8. This is the coachman whose son drove fifty four miles and a half day before yesterday. 9. We should have come to visit you this summer if we had been able to do so. 10. My old friend tells me he shot three wild geese on the river.

Mary and Jack were spending some weeks near a beautiful lake. One day, while Jack was playing with a little boat on the shore, he fell into the water. Immediately his father sprang after him, seized the boy, carried him out, shook him well, so that the water poured from his mouth, and he was able to breathe again. Little Mary, who was standing near, when she saw this exclaimed, "Well, Jacky, did you have a good drink?"

11.

1908. JUN. MATRIC. ED. DEPT.

a.

1. Where are your friends now? They are walking in the garden. 2. They have been reading an hour. 3. Will you visit France soon? 4. No, but I hope to be three months in Germany. 5. Here is the book which my sister gave me. 6. Does it not please you? Certainly. 7. The train from Kingston will be here at 4.15 p.m. 8. That from Hamilton usually arrives earlier. 9. Have you my pen and my brother's? 10. I always use this old one. It is better. 11. What day of the month is to-day? 12. To-day is the twenty-first of July. 13. Do you prefer milk or water? I like tea. 14. It is so cold to-day that I cannot go to school. 15. Have you no overcoat? Yes, a very large one. 16. You had better take it with you. 17. May I not remain at home? 18. You must study your German Grammar. 19. Yesterday you could not write your exercise. 20. This should not happen.

b.

It was a hot summer day. A poor journeyman was coming along the street of a little village. He saw a fine old beech on a hill and as he was very tired he lay down under it and fell asleep. He dreamed a beautiful dream, but he would not tell why he looked so happy when he awoke. He went to the inn of the village and as he had no money the landlord gave him a strawbed

and he remained till morning. But the young man had pleased the landlord's daughter and the latter begged that he might stay and work for them. Of course there was always enough work for everybody and the young man did not wish to go away. After a year he was still there and his dream under the beech came true, for he married the host's daughter.

12.

1908. JUN. MATRIC. JUNE

a.

1. We were walking in the park yesterday. 2. To-morrow we shall go to the Island (Insel, f.) with our father and mother. 3. Come to us to-night for we want to talk to you. 4. About eight o'clock we shall be there. 5. Do not be angry at us if we are late. 6. Do you know who the lady is who sang? 7. I don't know her, but I know her name. It is Schwarz. 8. He likes milk, tea, and coffee, but he does not like lemonade. 9. Can you get out whenever you want to? We can't. 10. We have always to be in bed by eleven o'clock.

b.

Once there was a little boy, whose name was Charles. He did not like to get up in the morning and he did not like to go to school. Sometimes he did not go when his father was (away) from home. So he could not read or write very well. Whenever his father learned that he had not been at school he used to thrash him, but that did not matter much after a couple of hours. But one day Charles found out that men who cannot read and write are not very useful, so he learned his lessons diligently and thus pleased his father, who thrashed him no more.

13.

1908. JUN. MATRIC. SUPPL.

a.

1. Hasten, George, or you will be late to school. 2. At what time does school begin? 3. It begins at nine o'clock, and it is now a quarter to nine. 4. I shall be there in good time, for I can go in ten minutes. 5. When will you come to see me? Whenever you wish. 6. If it is all the same to you I shall write the letter

to-morrow. 7. Come with me, Fred, and let us go for a walk. 8. Where do you intend to spend your vacation? 9. I shall first visit England, then Germany, then Switzerland. 10. You are a lucky fellow. I shall have to stay at home. 11. Will you not go to Muskoka, as usual? 12. Yes, but I should prefer a longer and more interesting journey. 13. By what train do you set out for Montreal? 14. By the one which leaves Toronto Tuesday at midnight. 15. Do you know the man whose name is in the book.

b.

Two Irishmen were going to London to look for work. They had walked all day long, and towards evening, came to St. Alhans. Near the city they found a man, who was working in the field by the roadside. They asked him, "How much farther is it to London?" "Twenty miles," answered the man. "That is very far," said one of the Irish men, "we shall not get to London this evening." "Of course, we shall get to London," said the other; "it is surely not more than ten miles each."

14.

1909. JUN. MATRIC. EO. DEPT.

a.

1. The trees in the woods are much larger. 2. The nights are very pleasant in autumn. 3. The brooks in the meadow are clear and pure. 4. There is not a cloud in the sky to-day. 5. It is now three o'clock or a quarter past. 6. A young horse costs more than an old cow. 7. Has the little girl a blue or a red dress? 8. No one had seen the boy or his mother. 9. The poor child had forgotten her book and was crying. 10. This hot weather makes everybody tired. 11. To-morrow I shall buy some books and pens, also some paper. 12. He goes to town every day, if it does not rain. 13. What sort of shoes does your brother wear, heavy or light? 14. Does the scholar know his lesson or will he not learn it? 15. I wanted to keep him but I was not able. 16. When the witch saw him she spoke kindly to him. 17. The youth sat for a long time by the pond. 18. The gentleman pulled a small book out of his pocket. 19. The hunter was

a man of forty-five years who could tell fine stories. 20. The young woman had come in through the keyhole while the shoemaker was sleeping.

b.

One day a little boy was sitting on a bench in front of an old house. It was a lovely day and he wished very much to play in the meadow with the other boys and girls. But he had to write and read. His grandmother came out of the house and sat down beside him. She told him about her mother and why she could not write. Her parents were very poor and had to work very hard. Sometimes they wished to be rich. A strange man came one day when the mother was very tired and said he would help her if she would write in his book. She did not know (how) to write and was going to make a cross, but the book became red hot and with a scream she threw it away. Do you know who this gentleman was?

15.

1909. JUN. MATRIC. JUNE

a.

1. Please give the child a slice of meat or a piece of bread and butter to eat. 2. Fetch him also a glass of water, for he is hungry and thirsty. 3. Will you be so good as to close the window, and open the door? We are cold. 4. Emma has found this leadpencil on the table, and is writing with it. 5. But it does not belong to her, it belongs to my sister or to yours. 6. The left arm of the poor old man was broken yesterday, when he slipped on the ice. 7. Our hens are laying many eggs now and we have some every morning for breakfast. 8. You may depend upon it, Mr. and Mrs. Smith will not come to your party to-morrow. 9. The boy was to have learnt his lesson, but he did not want to, for he was too lazy. 10. Now he wishes he had learnt it, because he will have to stay in after school to study it. 11. Mr. B. has been obliged to sell his horses and carriage, since he has lost all his money. 12. We are very sorry as he has always been an honest man.

b.

We divide the twenty-four hours into two parts: day and night.

During the day it is light and we can see; but during the night it is dark and we have to light the gas if we want to see. The daylight comes from the sun which is in the sky. Look out of the window! Do you see the blue sky above us? During the night the sun is not visible, but we can see the moon and the stars. There are so many stars that they cannot be counted. The beginning of the day is called morning and the end of it is called evening. In the morning the sun rises in the east and in the evening it sets in the west. The sun is setting now. Do you see the beautiful colours in the sky?

16.

1903. SEN. MATRIC.

A young professor was once invited to a ball at an old general's. He had made the acquaintance of the daughter of the old gentleman in another town some time before. When the guests had departed the host was somewhat dissatisfied, partly because he was hungry and sleepy, and partly, perhaps, because the professor had been rather awkward. The family, therefore, sat down to a lunch (Zmbiff) before going to bed. Just then the professor returned and began at once to look for his keys, which, he said, he had lost there. He was asked, however, to sit down at the table. After drinking a glass of wine, he told his whole story, and tried to explain his awkwardness. Another of the guests, an assessor, who had also taken leave, was now announced. He explained his return by saying that he had taken an overcoat which belonged to some one else. He then saw, that the professor had taken his. The coats were exchanged and the professor found his lost keys in his own overcoat pocket. They finally went away, but before doing so both became engaged, the professor to (mit) the daughter of the house, and the assessor to a friend of hers, who was on a visit.

17.

1903. SEN. MATRIC. GEN. COURSE

A cow, a goat and a sheep went hunting in company with the lion. They had caught, at last, a very large stag. The lion divided it and said: "I take the first part, because I am the lion, the second part you must leave to me, on account of my valour, the

third must fall to my share, because I am stronger than you, and woe to him who touches the fourth.

18.

1905. SEN. MATRIC.

A gentleman went into a shoe-store and said to the merchant that he wanted a pair of shoes. The merchant showed him five pairs. The gentleman chose one and then asked how much it cost? The merchant answered that the price of this pair was four dollars. The gentleman said that this was too much, that he was a friend of the house and always came to him and that he should let him have the shoes cheaper. The merchant answered that he could not give him the shoes any cheaper; that he had to live from his friends since his enemies did not come into his shop.

19.

1906. SEN. MATRIC.

a. There are several villages on this river. We live in the largest one for it is the most beautiful, and has the best streets.

b. I do not believe every story I hear, but this is a true one; my brother told it to me yesterday.

c. The largest University in Germany is in Berlin; it has more than seven thousand students.

d. My sister lives in town, and we visit her every year. Then we often go with her to the country.

e. Who is that man, and why is he standing there? He is a man who does everything for his friends and expects (erwarten) nothing from them.

An officer who could not swim fell into the water. A soldier who was standing near saw the officer fall into the water, jumped in and pulled him out. The officer thanked the soldier and gave him something. Another soldier who had seen this asked: "How much did he give you?" The soldier opened his hand and found a penny in it. His friend said: "Well, the officer knows best how much his life is worth."

20.

1907. SEN. MATRIC. JUNE

There was once a cobbler who became very poor. At last he had nothing left but a little leather out of which he could just

make one pair of shoes. Before he went to bed that evening he cut out the shoes so that he could begin (with the) work early in the morning. When he got up in the morning he found the shoes all ready.

One day several German princes were sitting together and talking of the countries which they governed (regieren). Each one praised his own particularly. One said, "my country has gold and silver. It is the richest of all." "In my country," said another, "there grows the best wine." "The most beautiful cities," cried a third prince, "are in mine and what can you say in praise (say—to the praise) of your country?" he asked a prince who had not yet spoken. "In my country," answered the latter, "there are no great cities, and not much wine grows there, and it has neither gold nor silver, but in summer I can sleep in the open field and I am safe with all my subjects." (Untertan, m.) "Verily," cried the princes, "you have the best land."

21.

1908. SEN. MATRIC. JUNE

a.

1. Saturday, June 27th 1908. 2. Two o'clock, half past four. A quarter to five. 3. They arrived in the morning and went away in the evening. 4. We want a five-cent loaf of bread. 5. Our sisters have bought two pairs of gloves, three pounds of candy, and four cups of tea. 6. A week from to-day we shall go to the country for three months.

b.

I have lived in Toronto thirty-one years. At least it will be thirty-one years on the first of November. Since that time the city has become very large. Then there were only sixty thousand inhabitants (Einwohner) now there are over two hundred thousand. Some people say three hundred thousand. There are still three good business streets, and Spadina Avenue will soon be a fourth. Even twenty years ago there were many private houses in it; but these are to be found now only in the upper part of the street.

22.

1909. SEN. MATRIC. JUNE

a. A dog had stolen a piece of meat and wanted to swim across the river with it. He saw his image in the water and took it for another dog with a piece of meat. He wanted to have this also, and snapped at it; but in a moment his own meat had disappeared in the water.

b. Yesterday we received long letters from our nephews, who are at present in the city whither they recently returned. They had made an excursion into the country, where they saw many things that gave them a great deal of pleasure. I will tell you in a few days what they wrote about.

23.

1903. I. YEAR

A gentleman went to the house of a friend. He asked the servant, whether his master was at home. The servant answered his master had gone out. "Can I see your mistress," continued the gentleman. "My mistress has also gone out," was the answer. "Then I will wait for your master, I will come in and sit by the fire." "I am very sorry," said the servant, "but the fire, too, has gone out."

24.

1903. I. SUPPL.

Lafontaine used to eat an apple every evening. Once he was called out of the room and laid his apple on the table. During his absence a good friend came into his room, saw the apple, and ate it. When Lafontaine returned and did not find his apple he cried out in feigned excitement (*erkünstelter Aufregung*): "What has become of the apple that was on the table? I had put some poison in it for rats." "Good gracious, I am poisoned!" cried the guest frightened to death. "Send quickly for a doctor." "Dear friend," said the poet smiling, "Be calm, I remember now that this time I forgot to put in the poison."

25.

1905. I.

On Good Friday the city looked as if we had winter again. In the morning it rained, but, as the air became colder, snow began to fall. Only the little children were glad, for they wanted to fetch out their sleighs and ride upon them. But at the end of

April such hopes do not last long, for the sun comes out and the snow melts. Now the leaves are appearing and summer will soon be here.

26.

1906. I.

1. This is the mildest winter we have had in many years.
2. Do you know whose pen is lying on the table? It is mine.
3. We are going to the station to-morrow morning at 10 o'clock.
4. She found the apples in the house and put them into a little basket.
5. We should like to travel with you this summer but we cannot.

Jack used to come to school very often a quarter of an hour late. His teacher said to him that he ought to rise earlier in the morning, and told him the story of a boy, who found a large purse of gold on the street early one morning. "Yes," said Jack, "but the one who lost it must have risen still earlier." Do you think that Jack arrived in good time after this?

27.

1906. I. SUPPL.

1. Who are you? Who is she? Who is it? It is I.
2. Do you know the girl's brother? I have never seen him.
3. I am living in a little house by the river. We often go on the water in a boat.
4. Let us go home, it is getting late.
5. What time is it? It is nearly a quarter to eleven.
6. That is a beautiful old house. The house is old but not very beautiful.
7. There are all sorts of people in the world.
8. What is the gentleman's name? I think his name is Schmidt.
9. I wish a room that is light but not too large.
10. Will you be able to visit us this evening?

28.

1907. I.

1. He will come at a quarter after ten and leave again at half past twelve.
2. Nobody went to the concert except my brother and me.
3. He bought some apples at five cents a pound.
4. Please give me the book which is on the little table.
5. They might not have gone if they wished to see us.

One day a wolf met a dog in the field. "How do you do," said the wolf, "I am glad to see you! How ~~is~~ (fett) you are!

and I am half starved (verhungert). How does that happen?" "Why," said the dog. "I serve (dienen) a good master. He always gives me good meat and fresh milk." "Is that it," said the wolf. "Then I should also like to serve such a master." "Come with me," replied the dog. The wolf went along, but when he found out that the dog sometimes had to wear (tragen) a chain, he leaped into the woods, and did not even say good-bye.

29.

1907. I. SUPPL.

The following story is told of Frederick the Great. He had a page of whom he was fond, whose mother was a widow. The page wished to support (unterstützen) his mother, but had little money. One night he fell asleep in the anteroom on guard (auf Wache). When the King could not sleep, he rang the bell, but received no answer. Then he rose, opened the door, and found the boy asleep. When he was on the point of waking him, he noticed a letter in his pocket. The King read the letter which was from the old mother, thanking her boy for the money he had sent. Frederick then put a roll of money in the page's pocket, and returning to his room rang again. This time the page awoke, and finding the money in his pocket was frightened. The King smiled, and told the young boy to send it to his mother. Do you think the boy's mother was glad to get the money?

30.

1908. I.

a.

1. At what o'clock did you come home yesterday?
2. When did the concert begin?
3. Why did you not shut the door?
4. I cannot write with a hard pen.
5. Learned (gelehrt) people are not always the wisest people.
6. Whose horses and carriages are being sold now?
7. Had he not been praised by his teacher.
8. He could have done it, but he did not want to do it.

b.

An old man had been cutting wood in a forest and was carrying it to his cottage. The way was long and he was weak. When

he was tired he threw down his load and entreated (the) death to deliver him from his troubles. In a moment the latter stood before him and asked him what he desired. I desire nothing, replied the old man, frightened; but be so kind as to lift that load again on my back.

31.

1908. I. SUPPL.

James is five years old and his little dog is five years old too. The boy loves his little dog, and the dog is very fond of the boy. Often both sit and eat from one piece of bread and butter; first the dog takes a bite, then James. Now the boy is six years old and the dog is the same age. The boy will have to go to school but the little dog does not need to go. "Ah," I hear someone sigh (*seufzen*), "how I wish I were a dog." But the dog sighs, "I wish I were a boy." In the morning the little animal accompanies his best friend to school. Then he lies down in front of the schoolhouse and nothing drives him away (*vertreiben*). At last school is over, the little dog which has been waiting for his little master sees him, and what joy! They go home with each other, and together they eat and play. So the little dog does every day and will do year after year. He is a good loyal friend.

32.

1909. I.

1. I am going home but I do not think he will be at home.
 2. Will you not visit me to-morrow at 9 o'clock 3. When you have eaten your dinner, go and sit down beside your father.
 4. Do you like apples? 5. Yes, very much but I prefer oranges. (*Äpfelne, f.*) 6. I was to go but I could not. 7. Please give me a little water. 8. How did you know that I wanted to see him? 9. This is the first time I have ever seen you. 10. I was very tired this morning when I got up, and was not able to work at all the whole forenoon. About 2.15 in the afternoon, however, I went out in the sunshine, walked up and down for nearly an hour, came back to my room and could work splendidly.

33.

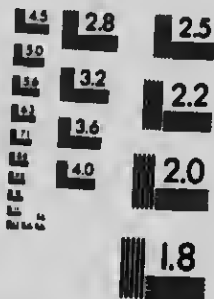
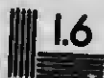
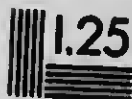
1903. II.

A man was riding home on his ass and his son was walking by



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his side. Then there came a wanderer and said: "That is not right, old man, that you are riding and let your son go on foot, you are stronger than he." Thereupon the father dismounted and let the son ride. Soon after there came again a wanderer and said to the boy: "You ought not to ride, you have younger legs than your father." Then both mounted. After a little while they met a third wanderer who said: "What a folly, two men on one beast!" They dismounted and walked, the father to the right and the son to the left of the ass. Seeing that this did not please the people either, they at last carried the animal.

Two young men were taking a walk into the country; these two young men lived in a large city; they were the sons of a rich merchant and thought they were very witty. They saw an old man whose hair was quite gray. One of them asked him sneeringly whether there was already snow lying on the mountains. It must be so, said the peasant, for I see the oxen have already come from the mountains into the lowland.

34.

1903. II. SUPPL.

A young man was walking along a dusty road. A man in a carriage caught up to him and the young man thought he would like to ride too. So he greeted the stranger politely, stepped up to the carriage and said, "I should be very much obliged to you if you would kindly take my coat along as far as the next town." "I shall do that very willingly," said the man, "but how will you get it again?" "Oh, if the coat should give you any trouble," said the young man, "I shall be glad to stay inside of it." "The man smiled and opened the carriage door.

35.

1904. II.

In this country there are four seasons; spring, summer, autumn and winter. The warm days come in the spring, and the hot weather in summer. The beautiful seasons with us are spring and autumn. In hot countries there are two seasons, a wet and a dry. In cold there are a cold season and a warm season, a light one and a dark. The light season is a long summer day,

the dark one is a long winter night. In Germany the beautiful month is May. In May the German likes to take long journeys into the country.

36.

1905. II.

A fox had fallen into a well. At this well there were two pails. When the one was above, the other was below. The fox seated himself in the pail that was below; but, naturally, could not get alone out of the well. Then the wolf came to the well and wanted to drink; for it was a hot day. When he saw the fox, he asked him, what he was doing there. The fox replied: It is very beautiful here, one has water to drink and can have the finest fish. Just seat yourself in the pail there above and come down. The stupid wolf jumped quickly into the pail and went down; but, because the fox was lighter than the wolf, the former went up, when the latter went down. Thus the fox saved himself. But how the wolf came up again is not known.

37.

1905. II. SUPPL.

In a small town each knows the other, but in the great city one may remain a stranger his whole life long. Of the thousands that hurry past him, none notices him, and none knows that he is a stranger. And yet each home in the great city has its family, and each family its neighbours and acquaintances who form a circle. Each member of the circle tells good or ill of every other, just as in a small town. The only difference is, perhaps, that there are more circles, and each circle is cut off from all the rest. It is like a city garden, round which runs a high wall, and which is seldom seen by the passerby.

38.

1906. II.

A ship was being pulled up the river to Heidelberg. Heidelberg lies on the Neckar. Then there came a young journeyman (*Handwerksbursche*) with a heavy knapsack (*Felleisen*) on his back who said to the boatman (*Bohrer*): "May I ride in the boat? and how much must I pay?" The boatman, who was a merry

fellow, said: "you must pay a mark, if you want to ride in the boat. But if you help pull you need to pay only half a mark. The knapsack you can throw into the boat." The journeyman thought he would gain fifty pfennig, if he helped to pull. He threw therefore his knapsack into the boat, seized (ergreifen) one of the ropes (Seil), with which the boat was being pulled, and pulled as hard as he could. We shall arrive sooner in Heidelberg if I am not lazy, he thought. In Heidelberg he paid his fifty pfennig and merrily went his way.

39.

1906. II. SUPPL.

A tailor once had an apprentice, whom he always treated (behandeln) well. But his wife would hardly give the boy enough to eat. One day the boy told his master that he believed he was getting blind: "for," said he, "I can hardly see the butter on my bread." The tailor was angry and said to his wife: "The boy shall have as much butter as he wants; give him some cheese (Räse) sometimes, too." A few days later he asked: "Well my boy, can you see better now?" "O, yes," answered the apprentice, "When I get a piece of cheese, I can see the bread through it."

40.

1907. II.

A stupid shepherd went to a goldsmith, who thought the man had a large lump of gold, because he asked how much a lump of such and such a size (translate: a so and so large lump) would be worth. And so the goldsmith entertained him splendidly for he wanted to make him pliant. At last he asked: Where did you find the lump? Then the shepherd answered: I have not yet found any, but I hope to find one soon.

Two frogs were still inhabiting a swamp, when it dried up in the great heat of the summer, and they had to wander away. A well to which they came, had still a little water in it. The younger frog asked whether they should not jump in. "No," cried the elder one, "Do you think that we could jump out again if the water dried up here too?"

41.

1907. II. SUPPL.

I asked the lad: "What is your father's name?" "Our father's name is Hühnchen," was the answer. "Where does he live?" "He lives in this house three stairs up." "I should like to visit him," said I, while I stroked the boy's fair head (*Blondkopf*). "Yes, he is at home," was the answer and now both children ran quickly ahead of me and pattered (*flappern*) hastily up the stairs on their little legs to announce my arrival. I followed slowly, and as I arrived above, I found the door already open and Hühnchen awaiting me. It was dark and he did not recognize me. "Pray, step in," said he, while he pushed open a second door, "with whom do I speak?" I did not answer, but stepped into the room and looked at him.

42.

1908. II.

Aesop was once entering a little town when on the way he met a traveller, who greeted him and asked him: "How long must I walk until I reach (*erreichen*) that village that we see in the distance?" "Walk," answered Aesop. "Of course I know I must walk," replied the traveller, "to get there, but I beg you to tell me in what time I shall get there." "Walk," repeated Aesop. The traveller went on. After some minutes Aesop cried out: "Stop! a word! you will get there in two hours." The traveller turned around (*sich umwenden*) and asked him how he knew that, and why he had not told him before. Aesop answered: "How could I before I saw your pace? (*Gang*.)"

43.

1908-9. II. SUPPL. JAN.

None of the presents were placed on the tree, for that is not the fashion in Germany. Each little gift had been tied up in paper and marked with the name of the one for whom it was intended.

When everything was ready, there was a moment of quiet while the candles were being lighted. Then Bertha's father began to give out the presents, and there was a great deal of laughing and joking as the bundles were opened.

44.

1908. II. SUPPL.

A boy had been sent to take care of a flock of goats. So delighted was he with his play, that he forgot all about the goats. A few of them strayed away and the boy did not think of his duty until the dew began to fall. He knew that the goats were due at his master's an hour ago and his master would wonder what had detained him. He blew his horn loudly, and all the goats came but one. So he got up on the hill to get a broader view and saw the stray goat caught in a thicket. "Ahl I must rescue it," he said to himself.

45.

1909. II.

1. A sick man was asked why he did not send for a physician. He answered: Because I have no mind to die yet (ichon).

2. An Irishman met another, who wanted to know, what had become of their old friend John. Alas, (ach) replied he, our poor friend was to be hanged (hängen) but he saved his life by (dadurch daß) dying in prison (Gefängnis, n.)

3. An alderman (Ratherr) of London, once requested an author (Schriftsteller) to write a speech (Rede, f.) for him, which he was to deliver (halten). I must first dine with you, replied he, that I may know what sort of words will fit (passen für) it.

4. A village blacksmith (Schmied) killed a man and was condemned (verurteilen) to death. Some of the peasants begged the judge (Richter) to pardon (begnadigen) him, because they needed him. But the judge said: How can I execute (vollstrecken) the judgment (Urteil, n.) A labourer said: Sir, there are two weavers (Weber) in the village, and for such a small place (Ort, m.) one is enough, hang the other!

46.

1903. III. & IV.

One afternoon, when the sun was going down, a mother and her little boy sat at the door of their cottage, talking about the Great Stone Face. They had but to lift their eyes, and there it was plainly to be seen, though miles away, with the sunshine brightening all its features.

And what was the Great Stone Face?

Embosomed amongst a family of lofty mountains, there was a

valley so spacious that it contained many thousand inhabitants. Some of these good people dwelt in log huts, with the black forest all around them, on the steep hillsides. Others had their homes in comfortable farmhouses, and cultivated the rich soil in the valley. Others, again, lived in villages. The inhabitants of this valley, in short, were numerous, and of many modes of life. But all of them, grown people and children, knew the Great Stone Face, although some could see it better than many of their neighbours.

47.

1903. III. & IV. SUPPL.

a. Two monks were walking in the convent garden. One of them said: "I do not understand how people can quarrel! How do they manage it?" "It is very simple," answered the other, "we will have a quarrel. Here is a pebble; I will say that it belongs to me, you must say that it is yours, and then we shall quarrel." With these words he picked up a pebble and said: "This stone is mine." "Of course it is yours, if you say so," answered his friend. The other laughed and said: "I see that you really cannot understand how people can quarrel."

b. A Polish King disappeared from his court and was nowhere to be found. At last his courtiers discovered him in the market place disguised as a porter. They were dismayed at his occupation, but he said: "I have never been so happy in my life. It is far easier to be a porter than a King. I enjoy my meals, I sleep well, I have no troubles. Go back and choose another King; I prefer this life."

48.

1904. III & IV.

Lessing wrote the comedy, *Minna von Barnhelm*, about the year 1767. In it there is a servant, Just, who is very faithful to his master. When the Master, Major von Tellheim, determined to dismiss the man, the latter told the following story: "As you know I am not very fond of dogs, but I have a very faithful poodle that I got in a curious way. I was going along the river one evening in the dark when I thought I heard a baby cry. I climbed down the bank, but instead of drawing a child out of the water, I found a wretched poodle almost drowned. I pulled it

out and the dog went my way. To my surprise the poodle would follow me and, in spite of all I could do, it would not be driven off, but followed me home. Now, my dear master, I am like that dog and you cannot drive me away, no matter how much you may wish to do so.

49.

1904. III. & IV.

Schiller was about six months in writing the tragedy, "The Braut von Messina," namely, from August 1802 to January 1803. In it he tells the story of the terrible hate of two brothers which at last destroys the house to which they belong. Not knowing their sister, they each fall in love with the beautiful girl and Don Cesar kills his brother when he finds Isabella in his arms. He is of course horrified when he finds that Isabella is his sister, and to make reparation to the spirit of his brother he stabs himself to death.

50.

1905. III. & IV.

In the fourth canto of Hermann and Dorothea the mother looks for the son in all his favorite places, on the bench before the house, in the stable, in the garden, in the vineyard, in the fields, and finally finds him on the hill behind the garden. Coming up behind him she notices that he is sad. He tries to conceal it from his mother but she sees his tears and asks him the cause. He tells her that he wishes to enter the army in order to protect the fatherland from the terrible enemy. She can scarcely believe his words and will not hear of any such decision. He replies that he is quite in earnest in the matter, especially as he gets nothing but blame from his father. The mother guesses at once that the girl is the cause and advises him to go back with her and speak kindly with the father. This Herman decided to do.

51.

1905. III. & IV. SUPPL.

Dear Fred,

September is here again. That means that the summer is nearly ended and that we must, in a few days, return to the city. Where have you been, and what have you been doing during the past three months? Your holidays can hardly have been more

delightful for you than ours have been for us. You cannot picture to yourself a more beautiful village than this. It lies in a valley, through which flows a stream large enough to drive the village mill. If you are fond of fishing, you may, too, follow it up a few miles into the hills and find the home of the leaping trout. The hills in the immediate neighbourhood of the village are high enough to give a wide view with fertile fields, from which the grain has just been cut and gathered into barns. But why should I begin to describe to you the beauty of this place, when I have no time to write a long letter? Besides, you would hardly believe me without seeing it yourself. To convince you that I am telling you nothing but the truth, I will invite you to visit me here next summer. I know that you are a very busy man. But begin during the winter to make your plans, and come prepared to spend at least a fortnight with me. For the present, remember me most kindly to all your family.

Yours faithfully,

Z. B.

52.

1906. III. & IV.

Eulenspiegel was one day walking on a country road. There he was overtaken (*eloholen*) by a carriage. The coachman asked him, whether he still could get into the town before evening. "Yes," replied the latter, "if you drive slowly." The coachman thought the man was a fool and drove still faster. But the road was bad and from the fast driving a wheel broke. Soon Eulenspiegel overtook the carriage and said to the coachman: "Was I not right?"

Once when Bismarck was indisposed he sent for a young physician who had been recommended to him. The physician came and began to question him closely (*auffragen*). At first Bismarck answered the questions very politely, but finally he lost patience and said: "Doctor, I have sent for you, that you may cure me, and not question me closely." "Very well," said the physician, "if you want to be cured without being questioned closely, send for a veterinary surgeon (*Thierarzt*)". The answer pleased the great statesman so well, that he made him his physician in ordinary (*Reibarzt*).

53.

1906. III. & IV. SUPPL.

Once upon a time, while fairies still lingered in the forests of Merry England, a great queen named Gloriana reigned over Fairyland. The people over whom she ruled were not tiny creatures like Oberon and Titania, but brave knights who went out from her court to help those in trouble.

Now there lived at this time a king and queen whose dominions stretched from east to west, and who had once held all in the world in subjection. But a cruel enemy had arisen against them, and destroyed their rich lands, and killed the inhabitants, and forced the king and the queen to take refuge in a strong castle, guarded by a mighty wall of brass. This enemy was no other than a huge and fearful dragon. From every quarter of the globe knights came to fight the beast, but only those whose faith was strong and conscience clear could prevail, and thus knight after knight fell before the dragon, who grew stronger and more cruel every day.

The king and queen had one child, a daughter whose name was Una. She loved her parents dearly, and hearing of the knights of queen Gloriana, she resolved to go to the Fairie Court and pray for assistance for her parents who had now been for years prisoners, and were in great distress. She set out upon her journey dressed in a long black robe covered by a deep veil; she rode an ass as white as snow, and led by a line a milk-white lamb, a symbol of Innocence.

54.

1907. III. & IV.

John Sedley sprang out of his chair to meet his wife, who ran to him. He seized her in his arms and said, with a hasty voice: "We are ruined Mary. We have got the world to begin over again, dear. It's best that you should know all, and at once." As he spoke he trembled in every limb, and almost fell. He thought the news would have overpowered his wife—his wife to whom he had never said a hard word. But it was he that was the most moved, sudden as the shock was to her when he sank back into his seat, it was the wife that took the office of consoler. She took his trembling hand and kissed it and put it around her neck, she

led him her John—her dear John—her kind old man. She poured out a hundred words of love and tenderness, her faithful voice and simple caresses wrou h: his sad heart up to inexpressible delight and anguish, and cheered and solaced his overburdened soul.

55.

1907. III & IV. SUPPL.

a.

I have read in some books of travel that certain tribes of Arabs (Araber) have no name for the ocean, and that when they came to the shore for the first time they asked with sadness, "What, is that desert of water more beautiful than the land?" And in the translations of German stories which the children read and into which I occasionally look in the evening when they are gone to bed—for I like to know what interests my children—I find that the Germans, who do not live near the sea, tell the sweet stories of Undine and Melusina, as if they had a special charm for them.

b.

Some of you have heard already of the old Greeks (der Griechen); and all of you, as you grow up, will hear more and more of them. Those of you who are boys will, perhaps, spend a great deal of time in reading Greek (griechisch) books; and the girls, though they may not learn Greek, will be sure to come across a great many stories taken from Greek history, and to see, I may say every day, things which we should not have had if it had not been for those old Greeks. They made their language so beautiful, that foreigners used it instead of their own, and at last Greek became the common language of educated people all over the old world.

56.

1908. III. & I

With the appearance (Erscheinung) of this comedy began a happy period in Goldsmith's life. His other works had brought him only reputation (Ruhm, m); this one brought him £500. Of course the poet could not keep such a big sum about him very long. Four-fifths of it he immediately expended on (verwenden

an) the purchase (Kauf, *m.*) and furnishing (Ausstattung, *f.*) of several rooms; with the rest, he seems to have begun a series (Reihe, *f.*) of entertainments (Unterhaltung, *f.*) in his new abode, which were perhaps more distinguished (ausgezeichnet, *refl.*) by their mirth (Fröhlichkeit) than their decorum (Anstand, *m.*) at which the host would sing songs or dance for (zu) the entertainment of his guests. Moreover, Dr. Goldsmith himself was often invited to dinners (Diners), and so ordered a new splendid suit (Anzug, *m.*) that he might appear in proper guise.

57.

1808. IV. SUPPL.

They were under the particular guardianship of the coachman, to whom, whenever an opportunity presented, they addressed a host of questions, and pronounced him one of the best fellows in the world. Indeed, I could not but notice the more than ordinary air of bustle and importance of the coachman, who wore his hat a little on one side and had a large bunch of Christmas-greens stuck in the button-hole of his coat. He is always a personage full of mighty care and business, but he is particularly so during this season having so many commissions to execute in consequence of the great interchange of presents. And here, perhaps it may not be unacceptable to my untravelled readers, to have a sketch that may serve as a general representation of this very numerous and important class of functionaries, who have a dress, a manner, a language, an air, peculiar to themselves, and prevalent throughout the fraternity; so that, whenever an English stage-coachman may be seen, he cannot be mistaken for one of any other craft or mystery.

58.

1808. III. SUPPL.

I had not been long at the inn when a postchaise drove up to the door. A young gentleman stepped out, and by the light of the lamps I caught a glimpse of a countenance which I thought I knew. I moved forward to get a nearer view, when his eye caught mine. I was not mistaken; it was Frank Bracebridge, a good-humored young fellow, with whom I had once travelled on the continent. Our meeting was extremely cordial, for the

countenance of an old fellow-traveller always brings up the recollection of a thousand pleasant scenes, odd adventures, and excellent jokes. To discuss all these in a transient interview at an inn was impossible; and finding that I was not pressed for time, and was merely making a tour of observation, he insisted that I should give him a day or two at his father's country seat, to which he was going, to pass the holidays, and which lay at a few miles distance.

59.

1000. III & IV.

"Twenty years ago that pavement (Pflaster, n.) was worn (ausgetreten) with the footsteps of a mother and child, who, day by day, so surely as the morning came, presented themselves to the prison-gate; often after a night of restless misery and anxious thoughts, were they there, a full hour too soon and then the young mother turned meekly (demüthig) away, would lead the child to the old bridge, and raising him in her arms to show him the glistening (glitzern) water, tinted (übergolbet) with the light of the morning's sun, that the river presented at that early hour, endeavour (sich bemühen) to interest his thoughts in the objects before him. But she would quickly set him down and hiding her face in her shawl, give vent (freien Lauf lassen) to the tears that blinded her. His recollections were few enough, but they were all of one kind, all connected with the poverty and misery of his parents. Four after hour had he sat on his mother's knee and with childish sympathy watched the tears that stole down her face, and then crept quietly away into some dark corner, and sobbed himself to sleep."

60.

1009. III. SUPPL. JAN.

Toronto, December 24th, 1908.

a.

Dear friend,

My cousin is coming to-morrow and will remain with us a week or ten days. You remember that I told you how beautifully he plays the violin. We shall have magnificent music to-morrow evening after dinner, and I hope that you will be able to come and

bring your sister with you. That would give us all here great pleasure.

Sincerely yours,
CLARA.

b.

Berlin, the capital of the German Empire, is a very fine city. It is also larger than any other city in Europe, except London. Since the time of Frederick the second, the founder (Gründer) of Prussia's greatness, it has grown very rapidly. When the King of Prussia was made German Emperor after the war of 1870, Berlin became the central point (Mittelpunkt) not only of the kingdom of Prussia, but also of the whole empire. There the Emperor lives during the greater part of the year, and there the Reichstag assembles in the fine building that has been erected in the Tiergarten. The University of Berlin is only about a century old, but it is already one of the largest and most important in the world.

61.

1909. IV. SUPPL. JAN.

a.

Dear Father,

This is not only the end of the month, but also of the old year, which makes a great deal of work in our office. Consequently our holiday will be short. Indeed, some of us will have to remain in the city the whole time. You may expect me, however, this evening by the train which arrives about a quarter to ten. I should like very much to stay longer but must be in the city again the day after to-morrow.

Affectionally yours,
ALFRED.

b.

If a man ought to be happy anywhere in the world, surely it is here in our own country. From the east to the west, from the southern boundary to the far northern regions, what beauties of nature present themselves to the traveller! On one side we look out upon the Atlantic Ocean; on the other, thousands of miles away, the sight loses itself over the waters of the boundless

Pacific (*Das Stille Meer*). Where are such mountains, rivers, and lakes to be found as ours? Mighty ships sail from our harbors to Europe and to Asia, carrying with them grain (*Getreide*) and other products (*Erzeugnisse*) of our fertile fields, and bringing back from the older lands a thousand things that we require. As we stand on the threshold (*Schwelle*) of the New Year, the heart of every Canadian in town or country should be filled with gratitude and joy.

62. 1903. SEN. MATRIC. HONOURS

One day a German came to an inn. He went up to his room and immediately returned and sat down by the fire in the guest chamber. A Dutchman came in, seated himself beside our German and began to smoke his pipe without saying a word. After some time the Dutchman turned quietly to his neighbour and asked: "What is your name?" The other, to whom the question seemed impolite, did not answer, and the Dutchman continued to smoke. After a few moments he repeated his question, and the German being vexed and not wanting to be importuned (*belästigen*) any further, told him his name. "Well Mr. F.," said the Dutchman, "your coat is burning." "Why did you not tell me that sooner," asked the other. "In our country," replied the neighbour, "it is not customary to speak to people without knowing their name."

63. 1904. HON. MATRIC.

The two brothers Frederick and Lewis were of a noble family but were very different in nature. They lived in an old castle and decided to divide the land into two equal parts. But because of their quarrels this division was postponed from day to day for fifteen years. They led a quiet life at their castle, riding together into the fields in the summer and in the winter into the forest. But they scarcely ever returned home together for they would quarrel. Then Lewis' face would grow dark, his words bitter, and Frederick would answer him hotly. This happened everyday and there was no peace.

Lewis had determined to marry Lina Aspelbluh but Frederick

said she should never enter his house and again there was a terrible quarrel. Finally they both fell in love with the neighbour's niece who had already been married for ten years. So it came that, in spite of all their plans, the brothers never got married and that the old family of Gemperlein died out with them.

64.

1905. HON. & SCHOLARSHIP MATRIC.

A mason in an Indian city had an elephant, an intelligent and faithful animal, which worked for his master from morning till evening. Everybody knew and liked the good and faithful animal. The children gave him all kinds of fruits and many a workingman shared his food with him. Not far from the house, where the mason worked, was the shop of a tailor, who also liked the animal and gave him all kinds of sweets. But one day, as the elephant, as usual, put his trunk through the window of the shop, the tailor pricked it with his needle. The animal was angry, but did not show his anger. He went slowly to the well from which he fetched water every day for his master; filled his trunk with water, and on his way back squirted the water over the tailor and his work.

65.

1906. SEN. MATRIC. HON.

That evening, the Black Prince and his father walked over the battlefield, where French and English men lay dead together. They came to a spot where three men lay dead beside three horses, and the reins of the three horses were tied together. One of the three was an old man, and on his gray head was a crown. It was the blind old King of Bohemia who had come to fight in the French army. He had had his horse's reins fastened to those of the two men who led him, one on each side. For he was a valiant old king, and he had wished to ride into the thick of the fight and strike were it but one good blow. But he had been overpowered and slain, and his two guides likewise.

The King and his son stood and looked at them, sadly, and in silence. The old man's flag lay stretched on the field beside him. On the flag were painted three ostrich feathers and underneath were the German words "Ich dien, I serve".

The King of England picked up the fallen banner and gave it to his son. "Let this be your Motto henceforth," he said; "there is none nobler for a young man." And the Black Prince took the flag. And what is still better, he took his father's words to heart.

66. 1906. SEN. TEACH., HON. & SCHOL. MAT. ED. DEP.

Many years ago there lived a rich man, who had many fields and a beautiful old castle. This rich man had an only son, whose name was Hugo. When his mother died Hugo was quite a little child and his nurse (*Wärterin*) took care of him. One fine day in autumn the father had gone out hunting and the nurse was alone at home with the little boy. When the child had gone to sleep, the nurse went into the garden. Meanwhile a snake (*Schlange*) crept through the open window. The dog which was in the room seized the snake, but it bit the faithful dog in the neck. The nurse heard the dog howl and ran quickly into the house. She found the little boy in his cradle, but the dog and the snake lay dead beside it.

67. 1907. SEN. TEACH., HON. & SCHOL. MATRIC.

A.

1. What would you do if you had married a jealous husband? I should be cross with him. 2. The old uncle comes on a visit to his niece, and he promises to arouse the jealousy of the young doctor. 3. The young wife wishes her uncle to disguise himself. Then she will place him near the window so that her husband may see him. 4. August mixes some sugar in a glass of water, and frightens his wife, for she thinks he is going to take poison.

B.

1. Eckart said that he had a great respect for the Americans because they had made a tailor president. 2. The father confesses that when he was a young fellow he often cried because his father had not let him learn another craft. 3. The High-school-master is very angry and resolves to show the exercise of young Master Engelmann to his father. 4. The parents are not at

home, but the daughter receives the young man in a very friendly way, and asks him to sit down.

C.

1. I should like to have a sofa in my study covered with blue cloth. I would rather have a great many books. 2. Fat Ezekiel would not believe that Peter had no more money. Peter did not know what to do. 3. He suddenly noticed that someone was walking beside him. He looked round and behold! it was the little Glass-man. 4. Peter threw himself on his knees, but his stone heart did not prevent his limbs from trembling like a leaf.

D.

1. Do you know what is the name of the gentleman who cut his hand? 2. He ought to have studied in order to be able to pass his examination. 3. All the birds begin to sing at dawn. They cease to sing at sunset. 4. Not having read the book, I do not know what it contains.

68.

1907. SEN. MATRIC. HON. JUNE.

During my last summer holidays a friend and I made a journey into the mountains. At first we intended to go by train, but finally we decided to go on foot, and we were afterwards very glad that we had done so. The view from the tops of the mountains was magnificent, and will not soon be forgotten. We stayed away about three weeks, and felt ourselves richly rewarded (belohnen) for our trouble.

The famous German general Moltke relates the following story: In Pera I once stepped into a Turkish coffee house. It was in a little garden and over the walls one could see far out across the country and over the sea. In front of the house more than a hundred men were sitting, smoking the Turkish waterpipe. All were listening attentively to a man who was standing in the middle of the garden and speaking in a loud voice. It was a famous public (öffentliche) storyteller who tells all kinds of stories. When he came to the most interesting part of the story he stopped and went around with a tin cup into which each one threw a penny in order to purchase for himself the end of the story.

69.

1908. HON. & SCHOL. MATR. ED. DEP.

A.

1. The second brother had only a glass heart. 2. Do you believe the silly story about the dream-beech? 3. Do you know whether he has gone to town? 4. He went to sleep under a tree early in the afternoon. 5. The prince forgot entirely that his right hand was off. 6. Do you know how a comedy ought to end? 7. Yes, the lovers must celebrate their marriage. 8. And the villain of the story must not go unpunished. 9. Did Baumbach take the necessary steps to make such an ending? 10. Certainly, and he has given us a very interesting story, hasn't he? 11. The tailor's pleasant dwelling has three windows and two doors, one of which is standing open. 12. Through this door we can see into the dining-room with its comfortable chairs, old fashioned table, and large sofa. 13. Mr. Eckart is sitting at the table reading the newspaper, and before him is a glass of red wine and some cake. 14. His wife has some knitting in her hand and seems to be very sad for she is weeping and sighing. 15. Yes, she is annoyed with her husband because he will not hear of a title for himself, and laughs at her. 16. The children dreamed of a twig that grew strong and put forth branches, leaves, and blossoms. 17. The boys were brave fellows and glad of the adventure, but became dizzy when they began to ride through the air. 18. The old King told the soldier that he was to tell all he knew about the matter, just exactly as it had happened. 19. The shower will not pass very soon; on the contrary it will probably rain all day and perhaps all night too. 20. The count had to pay the bill for the suit of clothes which he had had the tailor make for him.

B.

The physician loved his young and charming wife very tenderly but the real truth was that he had been so busy that he had not taken the time to show the gushing little woman that he thought as much of her as she did of him. Because he did not get jealous she was foolish enough to think that he did not care for her. So she became unhappy and used to sigh and cry, and at last she

really looked ill. That worried her good husband and he wrote a letter to her uncle asking him to come to see him and talk over the matter. They decided to make the wife satisfied by a simple test, and in this they succeeded completely.

70. 1909. HON. & SCHOL. MATR. EO. DEPT.

A.

1. The houses of most old towns are small and dark. 2. The two sons of the wise prince are young and foolish. 3. That little dog is carrying his master's newspaper in his mouth. 4. The big boy's sister can run almost as fast as he can himself. 5. What kind of books do you like best? A history or a novel? 6. It is about twenty minutes to five by my watch but probably I am fast. 7. He was quite near to the village when an old woman met him in the street. 8. She asked him where he was going but he would not answer her. 9. The beggar asked for some money but did not get any because I had left my purse at home. 10. Can you tell me the story of the boy who had to learn to write on a hot summer afternoon? 11. He is said to be clever and she must be or she could not write so easily and so well as she does. 12. How dare you say that you do not know where your book is, when I can see it in your coat-pocket! 13. He has been told often enough not to come late to school but he does not obey his teacher. 14. My father could have sold the house last autumn but no one wants to buy this 'spring because it has not been possible to earn money during the winter. 15. I should have been glad to go with you to-night but my sister has just arrived on a short visit and I don't want to leave her so soon. 16. He was here the day before yesterday and said he would return either to-morrow or the day after, probably in the afternoon or at latest in the evening. 17. The boys would have to sit and work for another hour before they would be allowed to go into the garden, and the minutes were crawling along as slowly as snails are said to do. 18. One day as he was sitting by the lake, the fisherman saw a woman's hat floating on the water. It was not as large as the "merry widow hats of to-day, though broad enough. It belonged to a lovely girl and he sighed deeply when he

thought of her. 19. The old shoemaker sighed too soon when he was telling his small friend the story of his life and how he had once caught a fine maiden by stuffing up the keyhole through which she had come into his shop. But he took care not to let his wife hear his tale.

B.

Von Hahn had only been a week in the town but had already had many adventures. Whenever he walked down the street every man who met him greeted him very courteously and every boy doffed his cap. One day he saw a number of servant girls at the fountain with their pails getting water and he wanted to ask one of them where the mayor lived. But how terrified they were when he spoke! They ran away as fast as they could, all except an old woman who could not run at all. Something strange happened every day. Finally he went to the mayor in hope that he would solve the riddle for him. The mayor said he must first answer some questions. The first was whether he usually dressed in black, the second if he had ever been in town before, and the third, if he knew anything of the history of the town. These questions were answered to the mayor's satisfaction and then he explained fully and completely to Hahn why he had been treated thus. How heartily they laughed at all the curious coincidences, as you doubtless did when you were reading the story for the first time.

71.

1903. I*.

Last summer I went one day for a walk in the mountains. On the slope of one of them I found a little stream running merrily down to the valley. I walked along its side and noticed that several other streams joined it on its way. When I reached the valley, the brook had become a little river and was now powerful enough to turn a large wheel in a mill built on its bank. After passing the mill the river hastened on to the next village whose steeple could be seen in the distance. I followed its course for many miles, until at last I reached its mouth. On my way I had many opportunities of observing that the water of rivers can be used in various ways, and that a fine river, besides being

useful, affords men pleasures of all sorts, and is a great ornament to the district through which it flows.

72.

1905. I°.

Once upon a time there lived two sisters in a cottage on the edge of a forest. It was rather a lonely place in some ways, though there was an old town not more than a mile off, where there were plenty of friendly people. But it was lonely in this way, that but seldom any of the townfolk passed near the cottage, or cared to come to see the sisters, even though they were good and pretty girls, much esteemed by all who knew them.

For the forest had a bad name. Nobody seemed to know exactly, but there it was. Even in the bright long summer days the children of the town would walk twice as far on the other side to gather posies or the pretty wood-flowers in a little copse not to be compared with the forest for beauty, rather than venture within its shade.

73.

1906. I°.

William Richard Wagner, for that was his full name, was born in Leipzig in the year 1813, which is as important in the history of Germany as in that of our own country. His father died soon after his birth, and his mother married Ludwig Geyer, an actor and painter. Later on the family removed to Dresden. Here, and afterwards in Leipzig, Wagner went to school and attended the University. He did not like playing on the piano, but nevertheless he became a great composer. He was musical director at the theatre in Magdeburg, Königsberg, and Riga, but, having many debts, he fled from the last named place to Paris. Here he suffered extreme poverty and wrote two operas — "Rienzi" and "The flying Dutchman." Returning to Germany he received a position at the Royal Opera House which he had to give up in 1849 because of his share in the revolution. He passed several years in Zurich, writing essays, poems, and operas. On his final return to Germany, he found a patron in King Ludwig II of Bavaria. He finally built the celebrated opera-house at Bayreuth, in which his operas are still performed. He was twice married, his second wife being a daughter of the great pianist

Liszt. In 1883 he died at Venice, leaving his widow and one son, Siegfried.

74.

1907. I°.

I once went a-hunting with the late (selig) Grand-Duke of Sachsen-Weimar; he had made a bet (Wette, f.) that he would not miss (verfehlen) any game (Wild, n.) he met; I was to be witness (Zeuge). He showed me the spot where I was to stand. As we were lying-in-wait (lauern) there, a stag came past; the Grand Duke took aim (anlegen); suddenly his countenance grew very serious, he laid his gun aside, laid his hand on the head of the dog, in order to quiet (beruhigen) him, and remained standing so, while the splendid creature quietly passed by him. I looked at the prince astonished that he had not shot; he said: "Anyone who could harm such a noble animal, would not deserve to be a hunter. I at least have too much feeling to do so."

75.

1908. I°.

a. The lion, King of beasts, once send the bear to tell Reynard the fox that he must appear at court to defend himself because of his many misdeeds. The bear found the road long and grew very tired before he came to the fox's dwelling. He knew the sly fellow was at home although the door was locked, so called out to him to be sure to appear on the morrow. He was somewhat surprised when the door opened soon after and the fox came out looking very sad and really ill. When the bear learned that honey was the cause of his illness he became quite excited and wanted to know where he could get some, for as everyone knows, bears are very fond of it. Reynard told him where the peasant lived who kept the bees and Bruin rushed away to get some—blows instead of honey.

b. According to popular legend (Volksfage) Emperor Frederick Barbarossa is not dead but sitting asleep at a stone table in a cave in the mountain upon which stood his favorite castle. His beard has grown through the table and he is waiting until the ravens cease to fly about the hill. When that time comes he will awaken and come forth in new vigour and the old glory of the German Empire will return with him.

76.

1901. II*.

In Shakespeare's youthful days the Forest of Arden was close at hand and there is no doubt that he often wandered in it and that he knew it well. It covered a large tract of country in Warwickshire, extending from the west bank of the Avon six or eight miles northwest of Stratford, and while that region is cleared now, and beautifully cultivated, and sprinkled with trim villages and lovely manors, and diversified with many appellations, the general name of Arden cleaves to it still. Many of its great trees, indeed, sturdily and splendid at a vast age, remain to indicate what it was; and if you stand upon the hill near Beaudesert-church — where once the banners of Peter de Montfort floated from his battlements — and gaze over the adjacent plains, your eyes will rest upon one of the sweetest landscapes in all the delicious realm that environs the heart of England.

77.

1905. II*.

Queen Gotthild wept much for her lord, and more for her son, Childe Horn, who would not now ascend his father's throne. She clad herself in mourning garments, the meanest she could find, and went to dwell in a cave, where she prayed night and day for her son, that he might be preserved from the malice of his enemies at whose mercies he and his comrades lay. At first they thought to have slain him, but one of their leaders was touched by his glorious beauty, and so he said to the boy, "Horn, you are a fair stripling and a bold, and when you come to years, you and your band here, you are like to prove too many for us, so I am going to put you all in a boat and let it drift out to sea — where may the gods preserve you, or send you to the bottom; but, for all our sakes, you cannot remain here."

Then they led the boys down to the shore, placed them in a little skiff, and pushed it off from the land. All but Horn wrung their hands in fear. The waves rose high, and, as the boat was tossed up and down, the lads gave themselves up for lost, not knowing whither they were driven; but when the morning of the second day broke, Horn sprang up where he sat in the forepart of the skiff, crying, "I hear the birds sing, and I see the grass growing green — we are at the land!"

78.

1900. II°.

Among the most interesting German plays of recent years is Gerhard Hauptmann's "Poor Henry, a German Legend," which was published in 1902 and acted in the winter of the same year. He calls his piece "a German Legend" because it is based upon the court epic of the same name written by Hartman von Aue in the thirteenth century. Indeed Hartmann himself has been introduced as one of the characters of the play, while "Poor Henry" is called Henry von Aue. Another change made by the modern playwright is that of giving names to the peasant-farmer, his wife, and supposed daughter, who are called Gottfried, Brigitte and Ottegebe, while in the older poem they have no names at all. Yet another change is the introduction of a hermit, Father Benedict, whose daughter Ottegebe is. To obtain eternal life and forgiveness for himself and the farmer's wife, his partner in sin, he suggests to Ottegebe that she should sacrifice her life in order to cure the leprosy (*Auslag, m.*) of poor Henry. Thus the beauty of the older poem is to a certain extent destroyed, for in it the Holy Spirit suggests to the "trusty wife," as the maid is called, that she should make the sacrifice out of love to her lord. Love to him is her motive in the play as well as in the epic; and this interest is exceedingly well handled by the dramatist, who has put into his drama a great many exceedingly beautiful lines.

79.

1907. II°.

An Indian who one day came home from the hunt notices that his venison (*Wildbret, n.*) which he had hung up in a tree had been stolen. He at once sets out to follow the thief through the woods. On the way he met some persons whom he asked if they had not seen a little, old, white man with a short gun. They answered "Yes" and the Indian assured them that this man had stolen his venison. They wanted to know how he could give such an exact description of a person whom he had never seen. The Indian answered: "I know that the thief is a small man because he had to get some stones to stand on when he took down the venison. That he is an old man I saw by his short steps, and that he is a white man I concluded from the fact that he turns out to be a white man."

from) his toes when he walks, which an Indian never does. His gun must be short for I saw where it had scratched the bark (Rinde, *f.*) when it leaned against the tree.

An English nobleman became acquainted in Basel with the famous painter Hans Holbein, and advised him to try his fortune in England. Not long afterwards Holbein set out. When he reached Frankfort, as he had no money he went to the first painter of the city and asked him for work. "The painter" made a proof of his skill, and when he had gone out Holbein painted a fly on the brow of a half finished head. When the painter returned he tried to chase the fly away and found to his astonishment that it was painted. Holbein had in the meanwhile taken his leave and the painter sought everywhere for him in vain. Arrived in London Holbein went to the house of Sir Thomas More to whom Erasmus had recommended him. He was received very kindly by the Chancellor, lived in his house and painted many admirable pieces for him.

80.

1908. II*.

The first Sunday, in particular, their behaviour served to vex me. I had desired my girls the preceding night to be dressed early the next day; for I always loved to be at church a good while before the rest of the congregation. They punctually obeyed my directions, but when we were to assemble in the morning at breakfast, down came my wife and daughters dressed out in all their former splendour. I could not help smiling at their vanity; particularly that of my wife, from whom I expected more discretion (*Verstand*). Therefore I ordered my son, with an important air, to call our coach. The girls were amazed at the command, but I repeated it with more solemnity than before. "Surely, my dear, you jest," cried my wife; "we can walk it perfectly well; we want no coach to carry us now." — "You mistake, child," returned I, "we do want a coach; for if we walk to church in this trim, the very children in the parish will hoot after us."

81.

1909. II*.

My dear Robert,

At eight o'clock in the morning — it was Tuesday morning —

we left the large Black Forest-house where we had spent the night, and marched up the mountain over the rocks, and heather, and moss. The higher we ascended, the smaller became the trees. After a three hours' march we reached the top of the mountain, 3600 feet above the village of Herrenwies. There we sat down, rested ourselves, and looked down upon the smiling country far below us. What a grand prospect! At our feet the beautiful valley-of-the-Rhine with its many rich villages on the plain and the old castles on the mountain tops. And opposite to us, on the other side of the river, Alsace, once a part of our German fatherland, with dear, old Strassburg, "the wondrously beautiful city," so near and so clear before our eyes, that we thought we could see the French soldiers standing about the city-gate.

At noon we left the summit and walked down the other side of the mountain on a narrow footpath through fine fir-woods to the famous Mummel Lake, whose jet-black and motionless water surrounded by dark firs soon gleamed through the trees. How many pretty stories and fairy-tales the peasant-people here tell of Old-Mummel, the King of the lake, and of his daughters, the beautiful Mummel-maid, who live down there in the bottomless deep! Near the brink of the water we seated ourselves on one of the numerous fallen tree-trunks and listened to our friend Victor, who recited Schnelzer's well-known ballad, "Fairy-tale of the Mummel-Lake."

Our friend had not yet finished the poem when all at once the sky above us was covered with black clouds; the thunder rolled and big drops fell. We started up and in the heavy rain we dashed through the woods and down the mountain. Wet to the skin we arrived two hours later at the forester's house. What happened there I will tell you in my next letter.

In the meantime, I remain, with best greetings,

Your old friend,
EMILE.

82.

1903. III. & IV*.

I recall to mind the desire of my childhood. How clearly I understand to-day all the intense wishes of those early years!

I can still see with wonderful vividness a doll which, when I was eight years old, was displayed in the window of a wretched little shop. Why that doll pleased me I have no idea. I was very proud of being a boy. I despised little girls, and I have looked forward with impatience to the time (alas, it has come!) when a prickly white beard would be growing on my chin. I played soldier, and in order to obtain food for my hobby-horse I made ravages among the plants that my long-suffering mother tried to cultivate on the window-ledge. That was certainly a manly amusement. And yet I longed for a doll.

In Goethe's first literary development Shakespeare had yet no place. French taste was the prevailing one in his father's home, and even in his early student years at Leipzig Goethe is still under this influence. Only in Strassburg, where Herder's mighty stimulating personality opened up to him a wealth of new impressions, did Shakespeare step forth before him like an apparition from another world and irresistibly attracted his attention. In the overpowering force of this impression every other poetic form vanished, and even his own personality was lost. "The first page that I read in him," he soon after confessed with reference to Shakespeare, "made me for my whole life his devoted adherent."

83.

1904. III*.

What the poet has to cultivate above all things is love and truth;— what he has to avoid, like poison, is the fleeting and the false. He will get no good by proposing to be "in earnest at the moment." His earnestness must be innate and habitual; born with him and felt to be his most precious inheritance. "I expect neither profit nor general fame by my writings," says Coleridge, in the Preface to his poems; "and I consider myself as having been amply repaid without either. Poetry has been to me its 'own exceeding great reward;' it has soothed my afflictions; it has multiplied and refined my enjoyments; it has endeared solitude; and it has given me the habit of wishing to discover the good and the beautiful in all that meets and surrounds me."

"Poetry," says Shelley, "lifts the veil from the hidden beauty of the world, and makes familiar objects be as if they were not familiar. It reproduces all that it represents; and the impersonations clothed in its Elysian light stand thenceforward in the minds of those who have once contemplated them, as memorials of that gentle and exalted content which extends itself over all thoughts and actions with which it consists. The great secret of morals is love or a going out of our own nature, and an identification of ourselves with the beautiful which exists in thought, action or person, not our own. A man, to be greatly good, must imagine intensely and comprehensively; he must put himself in the place of another, and of many others: the pains and pleasures of his species must become his own."

84.

1904. IV*.

But the sanctuary of the house is the study, library, and bedroom. In the rooms just described the visitor sees the tokens of Goethe's position as minister and lover of art. Compared with the Weimar standard of that day, these rooms were of palatial magnificence; but compared even with the Weimar standard the rooms into which we now enter are of a more than bourgeois simplicity. Passing through an antechamber, where in cupboards stand his mineralogical collections, we enter the study, a low-roofed narrow room, somewhat dark, for it is lighted only through two tiny windows, and furnished with a simplicity quite touching to behold. In the centre stands a plain oval table of unpolished oak. No arm-chair is to be seen, no sofa, nothing which speaks of ease. A plain hard chair has beside it the basket in which he used to place his handkerchief. Against the wall, on the right, is a long pear-tree table, with bookshelves, on which stand lexicons and manuals. Here hangs a pin-cushion, venerable in dust, with the visiting cards, and other trifles, which death has made sacred. Here, also, a medallion of Napoleon with this circumscription: "Scilicet immenso superest ex nomine multum." On the side wall, again, a bookcase with some works of poets. On the wall to the left is a long desk of soft wood, at which he was wont to write.

PART IV
—
VOCABULARY



ENGLISH-GERMAN VOCABULARY

EXPLANATORY NOTE

The noun is given with its gender: *m.* meaning masculine, *f.* feminine, *n.* neuter; the plural is indicated in the following way: Weak nouns are not given in the plural, as their formation is regular; strong and irregular nouns are represented in the plural by a dash (—), if there is an Umlaut it is indicated by two dots over the dash ([^]), and if there is an additional ending it is given after the dash ([^]e, -er, etc.). Weak plural forms are omitted altogether. Of the strong verb all the principal or irregular forms are given; of compounds the principal forms of the root word only.

A

- able, fähig, im stande sein; können, kannte, gekannt.
- abode, Wohnsitz, *m.* -e; to take up one's —, seinen Wohnsitz nehmen.
- about, um, van; how — the pay? wie steht's mit der Bezahlung?
- above all, vor allem.
- abroad; to go —, ins Ausland gehen.
- absence, Abwesenheit, *f.*
- abstractions, Abstraktionen, *f.*
- abundantly, reichlich. [men.]
- accept, annehmen, nahm, genam.
- accident, Unfall, *m.* -e.
- accompany, begleiten.
- accountant, Rechnungsführer, *m.*
- accuracy, Genauigkeit, *f.*
- accustomed, gewöhnt.
- ache, schmerzen, *verb.*; make one's head ache, Kopfschmerzen verursachen.
- acquire, erlangen.
- across, durch, über.
- across, quer, *adv.*
- act, handeln; sich betragen, betrug, betragen; wirken; — as, fungieren als.
- act, Tat, *f.* -en.
- action; to bring — against one, jemand verklagen.
- active, geschäftig.
- activity, Tätigkeit, *f.* -en.
- add to, zu (etwas) hinzufügen.
- addition; in — to those, außerdem; in —, dazu.
- address, anreden.
- adjust, anpassen (*dat.*).
- adjustment, Anpassung, *f.* (an).
- administer, verwalten; erteilen.
- admire, bewundern.
- admirer, Bewunderer, *m.*
- admit, zugeben, gab, gegeben; zulassen, ließ, gelassen; einlassen.
- ado; without much —, ohne viel Wesens; ohne weiteres; ohne Umstände.

- adorn**, schmücken.
advantage, Vorteil, *m.* -e.
advice, Rat, *m.*; Ratſchlag, -e.
advise, raten, riet, geraten.
advisable, ratſam.
afar, fern, welt; from —, von ferne.
a few, ein paar, einige.
affairs, Angelegenheiten, *f.*; affairs of the State, Staatsangelegenheiten; how do affairs go with you? wie ſteht's?
affection, Zuneigung, *f.*
affectionately, ergeben; yours —, Ihr Ergebener.
afraid; to be —, ſich fürchten; to be — of, ſich fürchten vor etwas.
after, nach; nachdem (*conj.*).
afterwards, nachher, dann, darauf, ſpäter.
again, wieder.
against, gegen, wider.
age, Alter, *n.*; four years of age, vier Jahre alt.
ago, vor (*with time expressions*).
agree; — to, einwilligen in; — with, Übereinstimmen; — with, beſtimmen + *dat.* (meal).
agreement, Übereinkommen, *n.*
ahead, voran.
air, Luſt, *f.* -e.
air-navigation, Luſtſchiffahrt, *f.*
alert; to be on the —, auf dem Paſſen ſein.
all, aller, -e, -ſ; ganz, alle; in —, zuſammen; — of them, alle.
allow, erlauben (*dat.*); geben; to be allowed, dürfen.
almost, faſt, beinahe.
alone, allein.
also, auch.
although, obgleich.
- always**, immer.
amazed, erſtaunt.
ambassador, der Geſandte, *m.* -en.
ambulance, Krankenwagen, *m.* —.
amendment, Verbesserung, *f.* -en.
among, unter.
amount, Menge, *f.*, Zahl, *f.* -en.
anchor, Anker, *m.* —.
anecdote, Anekdote, *f.* -en.
angry, böſe; — at, böſe auf; jarnig.
announce, verkündigen.
annul, ungültig machen.
another, ein anderer, -e, -ſ.
answer, antworten; beantworten (*trans.*).
answer, Antwort, *f.*
ant, Ameiſe, *f.*
anticipate; — trouble, Unange-
 nehmes ahnen.
animal, Tier, *n.* -e.
any, irgend ein, eine, ein; irgend
 weſch, welche, weſches; — one,
 irgend einer; not —, kein.
anything, etwas; not —, nichts.
anytime, zu irgend einer Zeit.
anywhere, irgendwo.
ape, nachäſſen (*verb.*).
apologize, jemand um Entſchuldigung
 bitten.
appear, ſcheinen, ſehen, geſchehen;
 erſcheinen.
appearance, Anſehen, *n.* Erſchei-
 nung; *f.* to make one's —, er-
 ſcheinen.
appease, befriedigen.
appetite, Appetit, *m.*
apple, Apfel, *m.* -e.
applied, angewandt.
apply, anwenden (*w. or str.*); to —
 to a person, ſich an jemand
 wenden.

- appointed**, bestimmt.
apprentice, Lehrling, *m.* -*t.*
Aristotle, Aristoteles.
arithmetic, Rechnen, *n.*
arm, Arm, *m.* -*t.*
arm oneself, sich bewaffnen.
armed, bewaffnet.
army, Armee, *f.* -*n.*
around, umher, rundherum, *um*.
arrange, einrichten; to — a meet-
 ing, eine Versammlung festsetzen.
arrest, festnehmen, nahm, genam-
 men; ins Gefängnis führen; ver-
 hassen.
arrive, ankommen, kam, gekommen.
arrival, Ankunft, *f.*
art, Kunst, *f.* -*t.*; question of art,
 Kunstfrage.
article, Artikel, *m.* —; articles,
 Sachen.
artisan, Handwerker, *m.* —.
artist, Künstler, *m.* —.
as, wie, as ... as, so ... wie; — far
 — possible, so viel wie möglich;
 — if, als ob; — long —, so lange
 wie; & soon —, so bald als; —
 well —, als auch; — yet, bis jetzt,
 nach.
ascend, aufsteigen, stieg, gestiegen.
ash, Asche, *f.*
ashamed; to be —, sich schämen;
 to feel —, sich schämen.
Asia, Asien.
ask, bitten (*request*); fragen (*ques-
 tion*); — about, fragen nach; —
 for, bitten um; — of some one,
 jemand fragen.
assemble, versammeln, sich ver-
 sammeln.
assiduous, emsig, fleißig.
assign, anweisen (*dat.*).
assist, beistehen (*dat.*).
assure, versichern; to — some one
 of something, jemand einer
 Sache versichern.
assurance, Versicherung, *f.*
astorish, in Erstaunen setzen.
astorish, erstaunt.
astorishing, erstaunlich.
astorishment, Erstaunen, *n.*
at; at first, zuerst; — last, zuletzt;
 — least, wenigstens; — night
 time, während der Nacht; —
 once, sogleich; — one moment,
 in einem Augenblick; — that, zwar
 dazu, außerdem; — the time, da-
 mals, zu der Zeit.
atmosphere, Atmosphäre *f.*
attack, angreifen, griff, gegriffen.
attend to, pflegen; besorgen.
attendant, Begleiter, *m.*; der Ange-
 stellte.
attempt, versuchen.
attention, Achtung, *f.*; Aufmerk-
 samkeit, *f.*; to turn — to some-
 thing, Aufmerksamkeit lenken auf
 etwas.
attitude, Gebahren, *n.*; Haltung, *f.*
audible, hörbar.
aunt, Tante, *f.*
automobile, das Auto, *pl.* Autos.
aviator, Luftschiffer, *m.* | *den.*
avoid, vermeiden, vermied, vermie-
 d.
await, erwarten.

B

- back**, jurüd.
back, Rücken, *m.*
bad, schlecht.
baffle, täuschen.
bagpipe, Dudelsack, *m.* -*t.*
balance, Gleichgewicht, *n.*

- balance, ausgleichen, gleich, geglichen.
 ball, Ball, *m.* -e; — of wool, Woll-
 induel.
 bank, Ufer, *n.* —.
 banquet, Bankett, *n.* -e.
 barber, Barbier, *m.* -e.
 bargain, Vertrag, *m.* -e, Absom-
 men, *n.*
 baron, Baron, *m.* -e.
 barrel, Faß, *n.* -er, Tonne, *f.*
 based; — on something, aufge-
 baut auf etwas.
 bath, Bad, *n.* -er.
 battlefield, Schlachtfeld, *n.* -er.
 beak, Schnabel, *m.* -a.
 bear, tragen, trug, getragen.
 bear, Bär, *m.* -en.
 beautiful, schön; —ly, schön.
 beauty, Schönheit, *f.*
 because, da, weil; denn; — of, we-
 gen.
 become, werden, wurde, or ward
 geworden; to — a laughingstock,
 sich lächerlich machen.
 becoming, geziemend (*dat.*).
 bed, Bett, *n.* -en.
 bee, Biene, *f.*
 before, ehe; vor; früher, vorher; —
 hand, vorher.
 beg, bitten, bat, gebeten; to —
 one's pardon, jemanden um
 Verzeihung bitten.
 beggar, Bettler, *m.* —.
 begin, beginnen, begann, begonnen;
 anfangen, fing, gefangen.
 behave, sich betragen, betrug, be-
 tragen.
 behind, hinter.
 behold, sehen, sah, gesehen.
 belief, Glauben, *m.*
 believe, glauben (*dat of pers.*).
 bell, Glocke, *f.*
 belong to, gehören (*dat.*).
 beloved, geliebt.
 benefactor, Wohltäter, *m.* —.
 benefactress, Wohltäterin, *f.* -nen.
 bent, Neigung, *f.*
 bent upon something, auf etwas
 bedacht sein.
 benevolence, Güte, *f.*; Wohltätig-
 keit, *f.*
 best, best (*attrib.*). am besten (*adv.*
and pred.).
 beside, neben; to be — oneself,
 außer sich sein.
 besides, auch, überdies, außer
 (*prep.*).
 better, besser; you had — remain,
 es wäre besser wenn du bliebest; —
 thing, Besseres.
 betray, verraten; — into, ver-
 führen zu.
 betrothed, verlobt.
 between, zwischen; in —, dazwi-
 schen.
 big, groß.
 bill, Rechnung, *f.*; Schein, *m.* -e
 (money) — of fare, Speise-
 sarte, *f.*
 bind together, zusammendinden,
 band, gebunden.
 bird, Vogel, *m.* -a.
 birthday, Geburtstag, *m.* -e.
 bitter, bitter.
 blame, tadeln; — somebody for
 something, jemandem Schuld
 geben an etwas.
 bleeding, blutend.
 blind, blind.
 blood, Blut, *n.*
 bloom, blühen. [ab]blafen.
 blow, blasen, bließ, geblasen; — off,

- board**, Brett, *n.* -er.
boat, Boot, *n.* -e.
bodily, körperlich; — exercise, körperliche Übung.
body, Leib, *m.* -er.
boil, kochen.
bolt, verriegeln.
bombast, Schwalst, *m.*
bone, Knochen, *m.* —.
book, Buch, *n.* -er.
bookcase, Bücherschrank, *m.* -e.
boon, Gabe, *f.*; Wahltat, *f.*
boot, Stiefel, *m.* —.
borrow, borgen; sich (*dat.*) leihen, leih, geliehen.
both, beide, beides.
bottle, Flasche, *f.*
bough, Zweig, *m.* -e.
bound, gebunden.
bow, Verbeugung, *f.*
box, Kiste, *f.*; Kasten, *m.* —.
boy, Knabe, *m.* *w.* -en.
branch, Zweig, *m.* -e.
brave, brav, *comp.* -er.
bread, Brat, *n.* -e.
break, brechen, brach, gebrochen; zerbrechen; — in, einbrechen; — out, ausbrechen.
breakable, zerbrechlich.
breakfast, Frühstück (*verb*); Frühstück, *n.* (*noun*).
bridge, Brücke, *f.*
bright, klar; — eyed, helläugig.
brilliant, hell, glänzend, brilliant.
bring, bringen, brachte, gebracht; — home, nach Hause bringen; — up, erziehen; — up before one, vor jemand bringen.
broad, breit.
broken, zerbrochen.
brother, Bruder, *m.* -e.
brown, braun.
build, bauen; — up, aufbauen.
builder, Bauunternehmer, *m.* —.
building, Gebäude, *n.* —.
building, das Bauen; — material, Baumaterial, *n.* — trade, Bauhandwerk, *n.*
built, erbaut.
bunch of flowers, Blumenstrauß, *m.* -e.
burn, brennen, brannte, gebrannt; abbrennen (*tr.*), niederbrennen (*tr.*), verbrennen.
bury, begraben (*body*), grub, gegraben; eingraben.
burst; — out, ausbrechen, brach, gebrochen; — into a peal of laughter, in schallendes Gelächter ausbrechen.
business, Geschäft, *n.* -e.
busy, geschäftig, beschäftigt; to be — at, beschäftigt sein mit.
but, aber, sondern.
butcher, Schlächter, *m.* —.
buttonhole, Knopflach, *n.* -er.
buy, kaufen.
by, durch, von; — fire, durch Feuer; — five, bis fünf Uhr; — nature, von Natur.
bygone, vergangen.
by the bye, was ich sagen wollte! Einen Augenblick!
by the way, Sagen Sie mir doch ich's nicht vergessen!

C

- cabinet**, Kapsel, *f.*
cage, Bauer, *n.* —.
call, nennen, nannte, genannt (*name*); rufen, rief, gerufen.

- calculation, Rechnung, *f.*
 camp, Lager, *n.* —
 can, können, kannte, gekannt.
 canal, Kanal, *m.* —*r.* *flur, m.*
 -ant, der Scheinheilige, —*n*; Heuch-
 cap, Kappe, *f.* Mütze, *f.*
 captain, Schiffs-Kapitän, *m.* —*r.*
 care, Sorge, *f.*; I do not care about
 it, ich frage nichts darnach; to —
 for one, für jemand sorgen.
 career, Laufbahn, *f.*
 careful, sorgfältig; —ly, sorgfältig.
 carriage, Wagen, *m.* —
 carpet, Teppich, *m.* —*r.*
 carpenter, Zimmermann, *m.*
 —leute.
 cart, Wagen, *m.* —
 carry, tragen, trug, getragen; — on,
 fortzuführen, ausführen; — out,
 ausführen; — together, zusam-
 mentra-, *n.*
 case, Fall, *m.* —*r.*; Sache, *f.*; in —,
 im Falle, daß.
 cashbook, Kassebuch, *n.* —*r.*
 cast, werfen, warf, geworfen; — an
 eye upon something, den Blick
 auf etwas werfen; — forth, fort-
 werfen; — out, austreiben, trieb,
 getrieben.
 castle, Schloß, *n.* —*r.*
 cat, Katze, *f.*
 catch, fangen, fing, gefang; er-
 greifen, griff, gegriffen; — a
 cold, sich erkälten; — oneself,
 sich verfangen (*to-in*).
 cattle, Vieh, *n.*
 cause, verursachen.
 ceaselessly, unaufhörlich.
 ceiling, Decke, *f.*
 celebrate, feiern: —d, gefeiert; to
 be —d for, berühmt sein wegen.
 celebrated, berühmt.
 cellar, Keller, *m.* —
 cant, Cent, *m.*
 certain, gewiß (*adj. and adv.*).
 chair, Stuhl, *m.* —*r.*
 charm, erfreuen, entzücken.
 change, wechseln, ändern; — color,
 erbleichen; — one's mind, seine
 Meinung ändern.
 changeling, untergeschobenes Kind.
 character, Charakter, *m.* —*r.*
 charge (*money*), anrechnen; to
 put someone in —, jemanden
 anstellen.
 Charles, Karl.
 chase, jagen.
 cheat, betrügen, betrog, betrogen.
 cheerful, heiter, froh; —ly, fröhlich.
 cheek, Wange, *f.*
 chicken, Hühnchen, *n.* —
 chief, der Oberste, —*n.*
 child, Kind, *n.* —*r.*
 childhood, Jugend, *f.*; Kindheit, *f.*
 chipmunk, Eichhörnchen, *n.*
 choice, Wahl, *f.* —*n.*
 choked; to be — with a bone, an
 einem Knochen ersticken.
 choose, wählen.
 christian, Christ, *m.* —*n.*
 christian (*adj.*), christlich.
 Christmas, Weihnachten; for —,
 zu Weihnachten.
 church, Kirche, *f.*
 circumstances, Umstände.
 citizen, Bürger, *m.* —; Bewohner,
m. —
 city, Stadt, *f.* —*r.*
 clad, gekleidet.
 claim, behaupten, in Anspruch neh-
 men. [*n.*]
 clapping of hands, Händeklatschen,

- clarify, klären.
 class, Klasse, *f.* -n.
 clean, säubern, reinigen.
 clean, rein, klar.
 cleaning, Reinigung, *f.* das Reini-
 gen.
 clear, klar.
 clear (*verb*); to — a place, einen
 Platz aufräumen.
 clergy, Geistlichkeit, *f.*
 clergyman, Pastor, *m.* -en.
 clerk, ein Angestellter, der Ange-
 stellte, die -en; Verkäufer, *m.*
 clever, klug, weise.
 climb, ersteigen, stieg, geklimmt.
 cloak, Mantel, *m.* -e.
 clock, Uhr, *f.*
 close, zumachen; zuschließen, schlaf,
 geschlossen.
 close, dicht; — to each other, dicht
 bei (neben) einander; —ly, dicht,
 nahe; more closely, näher.
 closed, geschlossen.
 cloth, Stoff, *m.* -e; Tuch, *n.* -e
 clothes, Kleider (*pl.*).
 cloud, Wolke, *f.*
 club, Klub, *m.* -s.
 coast, Küste, *f.*
 coat, Rock, *m.* -e.
 coffee, Kaffee, *m.*
 coin, Geldstück, *n.* -en.
 cold, kalt.
 collect, sammeln (*money*).
 color, Farbe, *f.*
 comb, kämmen.
 come, kommen, kam, gekommen;
 — home, nach Hause kommen;
 — out, herauskommen; — to
 meet, entgegenkommen (*dat.*)
 comedy, Lustspiel, *n.* -en.
 comfortable, bequem.
 command, befehlen, befehl, befeh-
 len.
 command, Befehl, *m.* -e.
 commit a criminal deed, eine
 strafbare Handlung begehen; ein
 Verbrechen begehen.
 common, gemein.
 commonly, gewöhnlich.
 company, Gesellschaft, *f.*
 compare, vergleichen, gleich, gleichem.
 compel, zwingen, zwang, gezwun-
 gen; to be —ed, gezwungen sein.
 complain, klagen über; — about,
 sich beklagen über.
 completely, gänzlich, vollständig.
 compose oneself, sich beruhigen.
 composition, Aufsatz, *m.* -en.
 comprehensive, umfassend.
 comrade, Kamerad, *m.* -en.
 conceal, verheimlichen.
 concealed, verborgen.
 concerned about somebody, über
 jemand beunruhigt sein.
 concert, Konzert, *n.* -e.
 conclude, schließen, schlaf, geschlos-
 sen.
 conception, Vorstellung, *f.*
 condition, Verhältnis, *n.* -nisse; Be-
 finden (*health*), *n.*; Zustand, *m.*
 -e; Bedingung (*log.*), *f.*; in bad
 —, in schlechtem Zustand.
 conduct, Betragen, *n.*
 confession, Bekenntnis, *n.* -nisse.
 congenial, zusagend, angenehm.
 connected, verbunden.
 conscience, Gewissen, *n.* —.
 conscious of, bewußt sein (*gen.*).
 consequence, Folge, *f.*; as a —,
 infolgedessen.
 consider, halten für, hielt, gehalten.
 considerable, beträchtlich.

- considerably**, beträchtlich.
conspicuously, hervorstechend.
constantly, fortwährend.
constitution, Konstitution, *f.*
consume, verzehren.
contain, enthalten, hielt, gehalten.
contemplate, betrachten; Betrachtungen anstellen.
contempt of court, Mißachtung des Gerichtes.
contents, Inhalt, *m.*
continue, weiterführen; — a fashion, eine Sitte beibehalten; long continuing, ausdauernd.
continuously, fortwährend.
contractor, Bauunternehmer, *m.*
contradict, widersprechen (*dat.*); sprach, gesprochen.
contrary, Gegenteil, *n.*
contribution, Beitrag, *m.* -e.
controversy, Streit, *m.*; Streitigkeiten, *pl.*
convenient, passend.
convict, Sträfling, *m.* -e.
convicted; to be —, überführt werden.
convince, überzeugen.
cook, kochen.
cook, Koch, *m.* -e.
coolly, kühl.
co-operate, zusammenwirken.
cope with difficulties, mit Schwierigkeiten kämpfen.
copied, nachgebildet, nature —, der Natur entnommen.
copy, abschreiben, schrieb, geschrieben.
copy, Abschrift, *f.*
correct, in Ordnung, richtig.
costly, teuer.
cottage, Häuschen, *n.*; Landhaus, *n.* -er.
cough, Husten, *m.*
coughing spell, Hustenanfall, *m.* -e.
counsel, Rat, Ratsschlag, *m.* -e; to take —, Rat halten.
count, zählen.
count, Graf, *m.* -en.
counteract, entgegenwirken.
countess, Gräfin, *f.*
country, Land, *n.* -er.
country house, Landhaus, *n.* -er.
cowage, Mut, *m.*
course, Lauf, *m.*
court, Hof, *m.* -e; Gerichtshof (*law*), *m.* -e, Gericht, *n.* -e.
courtesy, Höflichkeit, *f.*
courtier, Höfling, *m.* -e.
cow, Kuh, *f.* -e.
coward, feige (*adj.*).
coward, Feigling, *m.* -e.
crackling noise, knisterndes Geräusch.
cradle, Wiege, *f.*
crane, Kranich, *m.* -e.
creditor, Gläubiger, *m.* —.
crime, Verbrechen, *n.* —.
critic, Kritiker, *m.* —.
crowd, Menge, *f.*
crown prince, Kronprinz, *m.* -en.
cry, rufen, rief, gerufen; schreien, schrie, geschrien; — out for help, nach Hilfe rufen.
cunning, schlau, listig.
cunning, List, *f.*
cupboard, Schrank, *m.* -e.
curiosity, Neugier, *f.*
curtain, Vorhang, *m.* -e.
custom, Gebrauch, *m.* -e; Sitte, *f.*: — of war, Kriegsgebrauch.
customer, Kunde, *m.* -en.

cut, schneiden, Schnitt, geschnitten;
abschneiden; — down, nieder-
bauen; — off, abschneiden; — up,
erschneiden; — wood, Holz bau-
en.

cupid, Amor, m.

D

daily, täglich.

damage, Schaden, m. -e.

dame, Dame, f.

dance, tanzen.

danger, Gefahr, f.; — of life,
Lebensgefahr, f.

dangerous, gefährlich.

dark, dunkel.

darken, verbunkeln.

darling desire, Liebhaberwunsch,
m. -e.

daughter, Tochter, f. -n.

down, anbrechen (Tag), brach, ge-
brochen.

day, Tag, m. -e; day by day, Tag
für Tag; one —, eines Tages;
the other —, neulich.

daybreak, Tagesanbruch, m.

dezzle, blenden.

dead, tot.

deadly, tödlich.

dear, lieb.

death, Tod, m.

deathbed, Sterbebett, n. -en.

debt, Schuld, f.

December, Dezember, m.

decent, anständig.

decide, beschließen, schloß, geschlos-
sen; sich entschließen.

decision, Entscheidung, f.; — con-
cerning some one, Entscheidung
über jemand.

deck, Deck, n. -e.

decline, ablehnen.

decorated, tapeziert.

deed, Tat, f.

deep, tief.

deeply, tief.

defeat, schlagen, schlug, geschlagen.

defects, Fehler, m.

defendant, der Angeklagte, m. -n.

degenerate, ausarten.

degree, Grad, m. -e.

delay, Aufschub, m. Verzögerung,
f.

delayed; to be —, verhindert sein.

delight, Vergnügen, n. pl.; Ver-
gnügungen.

delight in, sich freuen an.

delighted, erfreut; to be — with,
sich freuen über, erfreut sein über.

dellvor, übergeben, überlassen.

demeanor, Benehmen, n.; noble
—, vornehme Haltung.

deny oneself, sich verleugnen.

depress, niederdrücken.

deprive a person of a thing, je-
manden einer Sache berauben.

desert, verlassen, ließ, gelassen.

deserve, verdienen.

desire, begehren, wünschen; (*with
other verbs*), gern mögen or wün-
schen.

desire, Verlangen, n.; to make
known a —, eine Bitte vortra-
gen.

desired; I am —, ich werde gebeten.

desist from, ablassen von, ließ,
gelassen.

deck, Pult, n. -e.

destroy, zerstören.

destruction, Zerstörung, f.

destructive, zerstörend.

- details**, Einzelheiten.
detect, entdecken.
development, Entwicklung, *f.*
devil, Teufel, *m.* —
devise something, sich etwas ausdenken, dachte, gedacht.
devotedness, Hingabe, *f.*
devour, verschlingen, schlang, geschlungen; verzehren.
diamond, Diamant, *m.* —en.
die, sterben, starb, gestorben; eingehen (*of plants*).
difference, Unterschied, *m.* —e; that makes no —, das ist einerlei.
different, verschieden; to become —, anders werden.
difficult, schwierig.
difficulty, Schwierigkeit, *f.*
dig, graben, grub, gegraben; umgraben (*trans.*).
dignity, Würde, *f.*
diligence, Fleiß, *m.*
diligent, fleißig.
dinner, Mittagessen, *n.*
direct, leiten, führen; befehlen (*order*); — attention to, Augenmerk auf etwas richten.
directly, grade.
direction, Richtung, *f.*
dirty, schmutzig.
disappear, verschwinden, verschwand, verschwunden.
disappointed, enttäuscht.
disappointment, Enttäuschung, *f.*
discontent, Unzufriedenheit, *f.*
discord, Zwietracht, *f.*
discordant, mißtönend.
discover, entdecken.
disdainfully, verächtlich.
diseased, krank.
dismiss, entlassen, ließ, gelassen.
dispose with, entraten (*gen.*).
disposal; I am at your —, ich stehe zu Ihrer Verfügung.
disposed, geneigt, gesinnt.
dissatisfied, unzufrieden.
dissolve, auflösen; zerrinnen, zerran, zerronnen.
distance, Entfernung, *f.*; at a —, in der Entfernung.
distinguish, unterscheiden, schieb, geschieden; — oneself, sich auszeichnen.
distort, verzerren.
distress, Not, *f.* —e.
distressing, peinlich, qualvoll.
distribution of prizes, Preisverteilung.
divide, teilen.
do, tun, tat, getan.
Doctor, Arzt, Doktor (*title*), *m.*
document, Urkunde, *f.*
dog, Hund, *m.* —e.
dog, verfolgen; to — one's steps, einen verfolgen.
dollar, Dollar, *m.* —s.
door, Thür, *f.*
doubt, zweifeln, bezweifeln (*trans.*).
doubt, Zweifel, *m.* —.
down, nieder, herunter *or* hinunter, — stairs, unten.
downrightness, Offenheit, *f.*
dozen, Duzend, *n.* —.
draft, Zug, *m.*; Windstoß, *m.* —e.
drag oneself, sich fortschleppen.
drain, Abzugsanal, *m.* —e.
drama, Drama, *n.* —en.
dramatic, dramatisch.
draw, ziehen, zog, gezogen; — out, herausziehen; — up, einatmen.
drawer, Schublade, *f.*
drawing, Ziehen, *n.*

- dreadfully, schrecklich.
 dress, anfleiden; — a wound, ein Wunde verbinden, band, gebunden.
 dress, Kleid, *n.* —er.
 dressgoods, Kleiderstoffe.
 drift, treiben, trieb, getrieben.
 drink of water, Trunk Wasser.
 drive, fahren, fuhr, gefahren; — off, abfahren.
 driver, Fuhrmann, *m.* —leute.
 driving, das Fahren.
 drop, Tropfen, *m.* —.
 drown, ertränken (*trans.*), ertrinken; (*intr.*), to get drowned, ertrinken.
 drowning, das Ertrinken.
 due; it is due to, es kommt van, es ist die Folge van; it is — to him, es gebührt ihm.
 duke, Herzog, *m.* —e.
 during, während.
 dust, Staub, *m.*
 Dutch, holländisch.
 duty, Pflicht, *f.*
 dwelling, Wohnhaus, *n.* —er.
- E**
- each, jeder, —e, —s.
 early, früh.
 ear, Ohr, *n.* —en.
 earn, verdienen.
 earnest, ernst, ernsthaft.
 earth, Erde, *f.*
 easily, leicht.
 easter, Ostern.
 easter lily, Osterlilie, *f.*
 easy, leicht.
 eat, essen, aß, gegessen.
 education, Bildung, *f.*
 effect, bewirken; — cures, Heilungen herbeiführen.
 effect, Einfluß, *m.* —e; Wirkung, *f.*
 effort, Anstrengung, *f.*
 egg, Ei, *n.* Eier.
 Egypt, Agypten.
 eight, acht.
 eighth, der achte.
 eighteen, achtzehn.
 eighteenth, der achtzehnte.
 either . . . or, entweder . . . oder.
 election, Wahl, *f.*
 electric, elektrisch.
 elegant, elegant.
 elephant, Elephant, *m.* —en.
 else, sonst; anything —? sonst noch etwas?
 eleven, elf.
 Elizabeth, Elisabeth.
 embarke, sich einschiffen.
 embellish, schmücken.
 embitter, verbittern.
 eminently, außerordentlich.
 Emperor, Kaiser, *m.*
 emphatically, nachdrücklich, in besonderer Weise, besonders.
 employe, der Angestellte.
 Empress, Kaiserin, *f.*
 empty, leer.
 endanger, gefährden.
 endure, ertragen, trug, getragen.
 enemy, Feind, *m.* —e.
 energetic, energisch.
 engaged; to be — in, teilnehmen an.
 engine, Maschine, *f.*
 England, England, *n.*
 English, englisch.
 enjoy (*dinner*), sich schmecken lassen.
 enlarge, erweitern, vergrößern.
 enlightenment, Aufklärung, *f.*

- enough**, genug.
enrich, bereichern.
enter, eintreten, trat, getreten; to — the house, ins Haus eintreten.
entertainment, Unterhaltung, *f.*; Bewirtung (*food*), *f.*
enthusiasm, Begeisterung, *f.*
environment, Umgebung, *f.*; umgebende Zustände.
equal, gleich.
equipment, Ausrüstung.
enquire, fragen.
enquiries, Nachforschungen.
era, Ära, *f.*
escape, entrinnen, entrann, entrannten; entgehen, ging, gegangen.
especially, besonders.
establish, errichten.
estates, Güter.
esteem, achten.
esteem, Achtung, *f.*
eternity, Ewigkeit, *f.*
Europe, Europa, *n.*
even, sogar, selbst; not —, nicht einmal; — then, selbst dann.
every, jeder, —e, —s; — one, jeder; — thing, alles; — where, überall.
evil, Übel, *n.*; to do —, Böses tun.
exactly, genau.
exalt, erheben.
examine, untersuchen.
examination, Examen, *n.*; —, Prüfung, *f.*
example, Probe, *f.*; to give an —, ein Beispiel geben.
excavation, Ausgrabung, *f.*
exceedingly, außerordentlich.
excel, übertreffen, traf, getroffen.
except, ausschließen, schloß, geschloßen; (*conj.*) außer (daß); nur (daß).
excess, Übermaß, *n.* —e.
excesses, Auswüchse.
excited, aufgeregt; — over, über.
excitement, Aufregung, *f.*
excuse, entschuldigen.
excuse, Entschuldigung; to make excuses, Entschuldigungen vortragen.
exercise, Aufgabe, *f.*; Übungsstück, *n.* —e; Übung, *f.*
exhibition, Ausstellung, *f.*
exhortation, Ermahnung, *f.*
expect, erwarten; to — some one to come, jemanden erwarten.
expectation, Erwartung, *f.*
expensive, kostbar, teuer, lastspielig.
experience, Erlebnis, *n.* —e; Erfahrung, *f.*
experienced, erfahren.
experiment, Experiment, *n.* —e; Versuch, *m.* —e.
express, ausdrücken.
extensive, ausgebehnt.
extenuate, mildern.
extraordinary, außerordentlich.
extravagant, übertrieben.
eye, Auge, *n.* —en.
- F**
- face**, Gesicht, *n.* —er.
fact, Tatsache, *f.*
faculties of mind, Geistesgaben.
fair, schön.
fair, Messe, *f.*; Jahrmarkt, *m.* —e.
fairy, Fee, *f.*
fairy-faith, Feenglaube, *m.*
faith, Glaube, *m.*; (*gen.*) —ns.
faithfully, treu, getreu.
faithfulness, Treue, *f.*
fall, fallen, fiel, gefallen; — down,

- hin- (her)- unterfallen; — in love
 with, sich verlieben in.
 fall, Herbst, *m.*
 false, falsch.
 famous, berühmt.
 far, weit, fern, entfernt; — off, weit
 entfernt.
 fare; how did you — by it? Wie
 bist du dabei weggekommen?
 farewell, Lebewohl, *n.*; Abschied, *m.*
 farm, Bauernhof, *m. -e.*
 farmer, Bauer, *m. -n.*
 fascinating, bezaubernd.
 fast, schnell, fest.
 father, Vater, *m. -e.*
 favor, Gunst, *f.*; Gefälligkeit, *f.*; in
 our —, zu unseren Gunsten.
 favorite flower, Lieblingsblume, *f.*
 fear, fürchten.
 fear, Furcht, *f.*
 fearful, fürchtbar.
 feast, Fest, *n. -e.*
 February, Februar, *m.*
 fee, Sonarar, *n.*
 feed, füttern.
 feel, fühlen; I feel well, ich fühle
 mich wohl; — better, sich wohler
 fühlen; — like, mögen, Lust haben.
 fellow, Kerk, *m. -e*; Genosse, *m. -n*;
 — conspirator, Mitverschwore-
 ner, *m. -en.*
 fence, Zaun, *m. -e.*
 few, wenig, wenige; a —, ein paar.
 fiction, Prasabichtung, *f.*
 field, Feld, *n. -er.*
 fierce, grimmig.
 fifty, fünfzig.
 figure, Figur, *f.*
 fill, anfüllen.
 finally, schließlich.
 find, finden, fand, gefunden; — out,
 entdecken; — pleasure in some-
 thing, Vergnügen an etwas finden.
 fine, schön, gut, fein.
 fine, Geldstrafe, *f.*
 finger, Finger, *m. —.*
 finish, fertigstellen, beendigen.
 fire, Feuer, *n. —*; on —, in Flam-
 men.
 firm, Firma, *f. -en.*
 firm, fest.
 firmly, fest.
 first, erst, zuerst.
 fish, Fisch, *m. -e.*
 fisherman, Fischer, *m. —.*
 fishing, das Fischen; Fischfang, *m.*
 fit, passend, tauglich; not —, un-
 tauglich.
 fit; poor —, schlechter Sitz (*clothes*).
 five, fünf.
 flame, Flamme, *f.*
 flash, ausleuchten, flashing light,
 Blitz, *m. -e.*
 float, schwimmen, schwamm, ge-
 schwommen.
 flight, Flucht, *f.*
 flinch from, zurückweichen von,
 wich, gewichen.
 flock, Herde, *f.*
 floor, Boden, *m. -e.*
 flour, Mehl, *n.*
 flow, fließen, floß, geflossen.
 flower, Blume, *f.*
 flute, Flöte, *f.*
 fly, fliegen, flag, geflagen.
 fly, Fliege, *f.*
 fog, Nebel, *m.*
 follow, folgen; — the sea, zur See
 gehen.
 follower, Begleiter, *m. —.*
 following, folgend.
 folly, Torheit, *f.*

- fond**; to be — of, gern haben, gern essen (*of eatables*).
food, Nahrung, *f.*; Speise, *f.*; Nahrungsmittel, *n.* —; Fressen, *n.* (*of animals*).
fool, Narr, *m.* —en; Tor, *m.* —en.
fool, zum Narren haben.
foot, Fuß, *m.* —e.
for, denn; — six weeks, sechs Wochen lang; — many years, viele Jahre hindurch (lang).
force, Kraft, *f.* —e; Macht, *f.* —e; Gewalt, *f.*
foreign, fremd.
foreigner, Ausländer, *m.* —; der Fremde.
forest, Wald, *m.* —er.
forget, vergessen, vergah, vergessen.
forgive, vergeben, gab, gegeben.
fork, Gabel, *f.* —n.
form, gestalten.
form, Form, *f.*
former, früher; the —, der erstere, der varige.
fortunately, glücklicherweise.
fortune, Vermögen, *n.*; to tell —, Wahrsagen; —teller, Wahrsager, *m.*
foundation, Grundlage, *f.*
foul, schmutzig, zotig.
four, vier.
fox, Fuchs, *m.* —e.
fragrant, wohlriechend.
framed, eingerahmt.
France, Frankreich, *n.*
Frederick, Friedrich.
free oneself, sich befreien.
freedom, Freiheit, *f.*
freely, freimütig.
French, französisch; the —, die Franzosen.
fried, gebraten.
friend, Freund, *m.* —e.
friendly, freundlich.
friendship, Freundschaft, *f.*
frightened; to be — by something, erschreckt werden durch etwas.
frequent, häufig.
fresh, frisch.
front, Front, *f.*
fruit, Frucht, *f.* —e; Obst, *n.*; —tree, Obstbaum, *m.* —e.
fruitless, fruchtlos.
fulfill, erfüllen.
full, voll.
fully, völlig, gänzlich.
fun, Spaß, *m.* —e; to make — of something, sich über etwas lustig machen, jemand zum Besten haben.
funny, spasshaft.
fury, Wut, *f.*
furnish, einrichten.
furniture, Möbel (*pl.*).
future, Zukunft, *f.*
future, zukünftig.

G

- gain**, gewinnen, gewann, gewonnen.
gallop, galoppieren.
gambling, das Spielen.
gang, Rote, *f.*
garden, Garten, *m.* —.
gasp, Atemzug, *m.* —e; at the last —, in den letzten Zügen.
gate, Tor, *n.* —e; —keeper, Pfortner, *m.* —.
gaze at, anstarren.
gender, Geschlecht, *n.* —er.
general, General, *m.* —e.
generally, gewöhnlich, allgemein.

- generalization, Verallgemeinerung, f.**
- genial, leutfelig. [-er.]**
- genius, Genie, n. -s, Geist, m.**
- gentleman, Herr, m. -en.**
- gently, fanft; to treat —, milde behandeln.**
- German, ber Deutsche, -n.**
- German, deutsch (adj.).**
- Germany, Deutschland.**
- get, bekommen, kam, gefammen; holen; werden, wurde, gewarben; — along, barankommen, kam, gefommen; — away, davankommen; — into trouble, in Unarnehmlichkeiten geraten (geriet, geraten); — made, machen lassen (ließ, gelassen); — on, barwärtskommen; — out, herauskommen, fih befreien; — over, überwinden (wand, gewunden); — up, aufstehen (stand, geftanben); — wet, noß werden.**
- gibe, Spott, m.; Stichelei, f.**
- gift, Gabe, f.; Gefchenk, n.**
- gifted, begodt.**
- girl, Mädchen, n. —.**
- give, geben, gab, gegeben; — up, aufgeben, abfagen (dat.); entfagen (dat.).**
- glad, froh; I am —, ich freue mich; — of, froh über.**
- gladly, gern, froh.**
- gladness, Freude, f.**
- glass, Glas, n. -es.**
- glasses, Brille, f.**
- glassware, Glasware, f.**
- gleam, leuchten.**
- glove, Handschuh, m. -e.**
- go, gehen, ging, gegangen; I am going to, ich bin im Begriff; — a stray, fih verirren; — far beyond something, weit über etwas hinausgehen; — home, nach Hause gehen; — into business, ein Geschäft anfangen; — on, fartfahren; — out, ausgehen.**
- God, Gott m.; — forbid! Gott behüte!**
- godmother, Patin, f.**
- gold, Gold, n.**
- good, gut; much —, viel Gutes.**
- goods, Waren.**
- good-bye, Lebewahl, n.**
- good natured, gutmütig.**
- goodness, Güte, f.**
- Governor, Stotthalter, m; Gouverneur. m.**
- grain, Korn, n. -er.**
- gramm, Gramm, n.**
- grammar, Grammatik, f.**
- grand, groß, vornehm.**
- grandfather, Großvater, m. -s.**
- grandmother, Großmutter, f. -s.**
- grant, gewähren.**
- grass, Gras, n.**
- gray, grau.**
- great, groß.**
- greatly, sehr.**
- greediness, Sobgier, f.**
- greedy, gierig; — of money, gelbgierig.**
- green, grün.**
- greet, grüßen, begrüßen. [f.]**
- greeting, Gruß, m. -e; Begrüßung.**
- groan, stöhnen.**
- groom in waiting, Kammerherr, m. -en.**
- ground, Erde, m.; Baden, m. -s.**
- grow, wachsen, wuchs, gewachsen; werden, wurde, gewarben; to — plants, Pflanzen züchten.**

guest, Gast, m. -e.
guide, Führer, m. —.
guilty, schuldig; to find —, schuldig befinden; — of, schuldig sein (gen.).
gun, Gewehr, n. -e.
gutter, Rinnstein, m. -e.

H

habit, Gewohnheit, f.; to be in the —, die Gewohnheit haben; — of life, Lebensgewohnheit, f.
hair, Haar, n. -e; —dresser, Haarkünstler, m. —.
half, halb.
half, Hälfte, f.
hall, Saal, m. -e.
hammer, Hammer, m. -e.
hand, Hand, f. -e.
handkerchief, Taschentuch, m. -er.
handie, umgehen (ging, gegangen) mit etwas.
hang, hängen, hing, gehangen; also trans. weak; — out, aushängen.
happen, geschehen, geschah, geschehen; how it happened, wie es geschehen, wie es kam.
happiness, Glück, n.; Glückseligkeit, f.
happy, glücklich, froh.
harbour, Hafen, m. —.
harbour, herbergen; hegen (thoughts).
hard, hart, schwer (diffic.); — times, schlechte Zeiten.
hardly, kaum, schwierig.
hare, Hase, m. -n.
harm, Leid, n.; to do — to some one, jemandem etwas zu Leide tun.

harmful, verderblich, (schädlich, nicht bekommen (eatables) (dat.).
hasten, eilen; — nach (places); — zu (persons).
hastily, eilig.
hat, Hut, m. -e.
hateful, verhaßt.
hatred, Haß, m.; from —, aus Haß.
have, haben; I — to go, ich muß gehen.
head, Kopf, m. -e.
health, Gesundheit, f.; to be in good —, sich wohl befinden, bei guter Gesundheit sein.
heap, häufen.
hear, hören.
heart, Herz, n. -en; gen. Herzens.
heartily, herzlich.
heating, Heizung, f.
heaven, Himmel, m.
height, Höhe, f.
help, helfen, half, geholfen; I could not —, ich konnte nicht umhin.
help, Hilfe, f.; Beistand, m.
hen, Huhn, n. -er; Henne, f.
Henry, Heinrich.
herdsman,hirt, m. -en.
heredity, Vererbung, f.
heroworship, Selbstenverehrung, f.
hesitate, zaudern.
hide, verbergen, verbarg, verborgen.
high, hoch.
high court of justice, höchster Gerichtshof, m.
highly, sehr, höchst, gut, schön.
hill, Hügel, m. —; Berg, m. -e.
hindrance, Hinderniß, n. -e.
history, Geschichte, f.
hive, Bienenstock, m. -e.
hold, halten, hielt, gehalten; — out.

- vorhalten; — to one's purpose, bei seinem Vorsatz bleiben.
- hois, Loch, *n.* -er.
- holiday, Feiertag, *m.* -e; Ferien (*pl.*).
- home, Haus, *n.* -er; Heimat, *f.*; at —, zu Hause; go —, nach Hause gehen; come —, nach Hause kommen.
- homestead, Heimstätte, *f.*
- homework, Schularbeit, *f.*; -en.
- honest, aufrichtig.
- honesty, Ehrlichkeit, *f.*; Aufrichtigkeit, *f.*
- honour, ehren.
- honour, Ehre, *f.*
- honourable, ehrenwert, ehrenvoll.
- hope, hoffen.
- hope, Hoffnung, *f.*
- horizon, Horizont, *m.*
- horse, Pferd, *n.* -e.
- hospital, Krankenhaus, *n.* -er.
- hot, heiß.
- hound, Jagdhund, *m.* -e; Hund, *m.* -e.
- hour, Stunde, *f.*
- house, Haus, *m.* -er.
- housewife, Hausfrau, *f.*
- housework, Hausarbeit, *f.*
- how, wie; — are you? wie geht es dir? —so, wie.
- however, aber, jedoch.
- human, menschlich.
- humiliation, Erniedrigung, *f.*
- humor, Humor, *m.*; Gemütsart, *f.*
- humorous, humoristisch.
- hundred, hundert.
- hunger, Hunger, *m.*
- hungry, hungrig.
- hunt for, suchen (nach).
- hunter, Jäger, *m.* —
- hurry, Eile, *f.*; to be in a —, in Eile sein.

I

- ice, Eis, *n.*
- idea, Idee, *f.*
- idiom, Idiom, *n.* -e; Redensart, *f.*
- idleness, Trägheit, *f.*
- ill, krank, schlecht; — defined, schlecht definiert.
- illness, Krankheit, *f.*
- imagine, glauben, sich vorstellen, sich einbilden. [-e.
- imagination, Einbildungskraft, *f.*
- imitate, nachahmen.
- immediate, unmittelbar.
- immediately, sogleich, sofort; — afterwards, gleich darauf.
- immovable, unbeweglich.
- impatient, ungeduldig.
- imperfect, unvollkommen.
- implore, bitten, bat, gebeten.
- important, wichtig.
- impossible, unmöglich.
- improbable, unwahrscheinlich.
- impure, unrein.
- in, in; — front, vor, vorne; — order, um, — zu.
- inattentive, unaufmerksam.
- incident, Vorfall, *m.* -e.
- incompetence, Unfähigkeit, *f.*
- incomprehensibility, Unfassbarkeit, *f.*
- increase, vermehren.
- indebted; to be — to some one, jemandem etwas schuldig sein.
- indeed, wirklich, gewiß.
- Indian, Indianer, *m.* —.
- indifference, Gleichgültigkeit, *f.*
- indifferent, gleichgültig, einerlei.
- indignation, Entrüstung, *f.*

indispensable, unentbehrlich.
induce, veranlassen, veranlaßte, veranlaßt; bewegen, bewog, bewogen.
ineptitude, Albernheit, *f.*
inexorable, unerbittlich.
inflation, Aufgeblasenheit, *f.*
influence, Einfluß, *m. -e.*
inform, benachrichtigen.
informed, unterrichtet.
injury, Verletzung, *f.*
ink, Tinte, *f.*
inkstand, Tintensatz, *n. -er.*
innkeeper, Wirt, *m. -e.*
inquire, fragen; — after, sich erkundigen nach.
insect, Insekt, *n. -en.*
inside, in, innerhalb, inner.
insight, Einsicht, *f.*
insipidity, Adgeschmacktheit, *f.*
insolence, Anmaßung, *f.*
inspire, anfeuern.
inspiration, Begeisterung, *f.*
instead of, anstatt.
intellect, Verstand, *m.*
intellectual, geistig.
intend, beabsichtigen.
intention, Absicht, *f.*
interest, Interesse, *n.*; Teilnahme, *f.*; to be of — to some one, für jemanden von Interesse sein.
interests, Zinsen (*pl.*).
interested; to be — in something Interesse an etwas zeigen.
interrupt, unterbrechen, brach, gebrochen.
introduce, einführen. [gefallen.
invade, einfallen in (ein Land), fiel.
invention, Erfindung, *f.*
invest money, Geld anlegen.
invisible, unsichtbar.
invite, einladen, lud, geladen.

Irishman, Irländer, *m.*
iron, Eisen, *n.*
Italy, Italien, *n.*

J

Jack, Hans.
January, Januar, *m.*
job, Arbeit, *f.*; Arbeitsstelle, *f.*; Geschäft, *n. -e.*
joke, spaßen.
joke, Spaß, *m. -e.*
journey, Reise, *f.*
joyful, frohsinnig, heiter, jovial.
joy, Freude, *f.*
joyful, frohlich.
joyfully, frohlich, freudig.
judge, Richter, *m. —.*
judgment, Richterspruch, *m. -e.*
judgment hall, Gerichtssaal, *m. -e.*
jug, Krug, *m. -e.*
juice, Saft, *m. -e.*
jump, springen, sprang, gesprungen; to — with joy, vor Freuden springen.
June, Juni, *m.*
just, nur, grade, eben; — as, grade so.

K

keen, scharf.
keep, halten, hielt, gehalten; behalten.
key, Schlüssel, *m. —.*
kill, töten.
kind, gütig, freundlich.
kind, Art, *f.*; all kinds of, allerlei.
kindly, gütig, freundlich.
kindness, Güte, *f.*
king, König, *m. -e.*
kingdom, Königreich, *n. -e.*
kitchen, Küche, *f.*

- kite, Drachen, *m.* —.
 kitten, Räucher, *n.* —.
 knee, Knie, *n.* —*t.*
 knife, Messer, *n.* —.
 knock, schlagen, schlug, geschlagen:
 — down, niederschlagen.
 know, wissen, wußte, gewußt (*in-*
formation); kennen, kannte, ge-
 kannt (*acquaintance*).
 known, bekannt; to make —, be-
 kannt machen.
 knowledge, Wissen, *n.*
- L**
- lady, Dame, Frau, *f.*
 lake, See, *m.* —*n.*
 lamb, Lamm, *n.* —*er.*
 land, landen.
 land, Land, *n.* —*er.*
 language, Sprache, *f.*; Rede, *f.*
 large, groß.
 lash, Schieb, *m.* —*e.*; Streich, *m.* —*e.*
 last, letzt; — night, gestern abend.
 letzte Nacht.
 late, spät.
 later, später.
 latest; at the very —, spätestens.
 latter, später; the —, dieser, der
 letztere.
 laugh, lachen; — at, lachen über.
 laughingly, lachend.
 laughing, das Lachen.
 law, Gesetz, *n.* —*t.*
 law court, Gericht, *n.* —*e.*
 lawfully, auf gesetzliche Weise, ge-
 setzlich.
 lawsuit, Klage, *f.*; Rechtshandel, *m.*
 —.
 lawyer, Rechtsanwalt, *m.* —*t.*
 lavishly, verschwenderisch.
 lay, legen, legte, gelegt; *if impf. of*
to lie — lag (*of liegen, lag, gele-*
gen); — open, offenbaren; —
 up, aufhäufen, sammeln.
 lead, Blei, *n.*
 lead, führen.
 leader, Führer, *m.* —; Vormann
 (*pl. Vorleute*).
 leaf, Blatt, *n.* —*er.*
 lean over, sich überlehnen.
 learn, lernen.
 leather, Leder, *n.*
 leave, lassen, ließ, gelassen; verlas-
 sen (*place*); abgeben (*ging,*
gegangen (train)); zurücklassen;
 übrig lassen (*quantity*); fahrt-
 reisen (*journey*); to — for,
 abreisen nach.
 leave; to take —, Abschied nehmen,
 nahm, genommen.
 left, links, *adj.*; links, *adv.*
 leg, Bein, *n.* —*e.*
 lend, leihen, ließ, geliehen.
 less-, majesty, Majestätsbeleidig-
 ung, *f.*
 less, weniger.
 lesson, Aufgabe, *f.*; Stunde (*tui-*
tion) *f.*; to take a — from some
 thing, sich eine Lehre aus etwas
 ziehen; to give one a —, jeman-
 dem eine Festian erteilen; let this
 be a — to you, lassen Sie sich
 das zur Warnung dienen.
 let, lassen, ließ, gelassen.
 letter, Brief, *m.* —*e.*
 liable to be, fähig sein (*active*
force); to be — to a thing,
 einer Sache ausgesetzt sein (*pass.*
force).
 liar, Lügner, *m.* —.
 liberate, befreien.

liberty, Freiheit, *f.*
librarian, Bibliothekar, *m.* -e; to be made —, zum B. berufen werden.
lie, liegen, lag, gelegen.
life, Leben, *n.*
light, anzünden.
lightning, Blitz, *m.* -e.
like, mögen *or* gern mögen; gern haben; *only with noun or pronoun objects*; lieben; I — that, es gefällt mir; I — music, ich liebe die Musik.
like, wie, gleich; — it, dergleichen; the — of which, dergleichen.
likely, wahrscheinlich, vernünftig.
likewise, gleichermaßen, *advs.*
linen, Leinen, *n.*
lion, Löwe, *m.* -n.
listen, hören; — to, zuhören, hören auf.
literary, literarisch.
literature, Literatur, *f.*
little, klein; a —, ein wenig.
live, leben; wohnen.
livelihood, Lebensunterhalt, *m.*; Auskommen, *n.*
livingroom, Wohnzimmer, *n.* —.
loan, Darlehen, *n.* —.
lock up, verschließen, verschlag, verschlaffen.
lofty, erhaben.
log, Baumstamm, *m.* -e.
long, lang.
longer, länger.
longing, Sehnsucht, *f.*
look, sehen, sah, gesehen; aussehen; — after, sehen nach; — at, ansehen; — around, umhersehen; — for, suchen; — forward to sich freuen auf; — up, aufsehen.

look, Ansehen, *n.*
lord, Herr, *m.* -er.
lose, verlieren, verlor, verloren; to — appetite, es vergeht mir der Appetit; umkommen (*die*); untergehen (*vessel*).
loss, Verlust; — of blood, Blutverlust, *m.*
lot, Los (*sale*), *n.* -e.
lot, Vasten (*of goods*) *m.* —; Bauplatz (*for building*), *m.* -e.
loud, laut.
love, lieben; to — dearly, sehr lieben.
love, Liebe, *f.*
low, niedrig, tief.
lowly, niedrig, bescheiden.
lying down on the ground, auf dem Boden liegend.

M

machine, Maschine, *f.*
magic, magisch.
magnificent, großartig.
maid, Magd, *f.* -e.
maiden, Jungfrau, *f.*
maimed, Krüppel, *m.* —.
mainstreet, Hauptstraße, *f.*
make, machen.
malicious, böshast.
man, Mensch (*hum. being*), *m.* -en; Mann (*male being*), *m.* -er.
manage, leiten; I managed to, es gelang mir.
manager, Geschäftsführer, *m.* —.
managed, verwaltet.
manner, Weise, *f.*; in this —, auf diese Weise.
manners, Benehmen, *n.*
manly, m^{änn}lich.

- mansion**, Wohnhaus, *n.* -er.
manufactured articles, Fabrik-
 ware, *f.*
many, viele; — a, mancher, -e, -o.
maple-tree, Ahornbaum, *m.* -e.
march, marschieren.
marsh, Marsch, *m.* -e.
Marsh, Mars, *m.*
mark (coin), Mark, *f.*
market, Markt, *m.* -e.
marry, heiraten (*trans.*); sich ver-
 heiraten mit jemand (*refl.*), mar-
 riren, verheiraten.
Mary, Marie.
master, Lehrer (*school*), *m.* —;
 Meister (*trade*), *m.* —; Herr
 (*superior*), *m.* -en; to be — of
 something, etwas beherrschen;
 — influences, Hauptinflüsse;
 — piece, Meisterstück, *n.*
mastery, Meisterschaft, *f.*
match, Partie, *f.*
matchless, unvergleichlich.
material, *lat.* *n.* -ien; Zeug,
n.
matter, Sache, Angelegenheit, *f.*;
 no — whether . . . or, entweder ob
 . . . oder.
may, dürfen, durfte, geburst; kön-
 nen, konnte, gekonnt.
May, Mai, *m.*; — day, der erste
 Mai.
Mayflower, Maiblume, *f.*
meyer, Bürgermeister, *m.* —.
meal, Mahlzeit, *f.*
mean, meinen, denken; — to do,
 vachaben, wollen.
mean, gemein.
means; by no —, keineswegs.
meantime, unterdessen.
measure, messen, Maß, gemessen.
- measure**, Maß, *n.* -e; to take —,
 Maß nehmen.
meat, Fleisch, *n.*
medal, Medaille, *f.*; Denkmünze, *f.*
meddle, sich einmischen in; to —
 with other's affairs, sich um an-
 derer Leute Angelegenheiten be-
 kümmern.
meekly, sanftmütig, demütig.
meet, treffen, teal, getroffen; be-
 gegnen (*to meet accidentally*);
 to — with difficulties, mit
 Schwierigkeiten zu kämpfen ha-
 ben; to — with an accident,
 einen Unfall haben.
meeting, Versammlung, *f.*
melt, schmelzen, schmalz, geschmal-
 zen.
member, Glied, *n.* -er.
memorize, auswendig lernen.
memory, Erinnerung, *f.*
men, Leute, Männer (*male being*).
mention, erwähnen.
merchant, Kaufmann, *m.* -leute.
merchandise, Ware, *f.*
mere, bloß.
messenger, Bote, *m.*; -n.
metal, Metall, *n.*; -e.
method, Methode, *f.*; Art, *f.*;
 Weise, *f.*
metro, Meter, *n.* —.
midnight, Mitternacht, *f.* -e.
mild, milde.
mile, Meile, *f.*
milk, Milch, *f.*
mind, beachten; to — one's busi-
 ness, sich um seine Angelegen-
 heiten kümmern.
mind, Geist, *m.* -er; Verstand, *m.*
mine, Mine, *f.*
Minnie, Minna, *f.*

minute, Minute, *f.*
 misdeed, Übertretung, *f.*
 misfortune, Unglück, *n.* -fälle.
 mislead, irreführen.
 miserable, elend.
 miss, vermissen, verfehlen; to be
 —ing, fehlen; to — the road,
 den Weg verfehlen; to — the
 train, den Zug verpassen.
 mistake, Fehler, *m.* —; Irrtum,
m. -er.
 mistakes, to be —, im Irrtum
 sein.
 modern, modern.
 modest, bescheiden.
 molest, belästigen.
 moment, Augenblick, *m.* -e; Be-
 deutung, *f.* -en.
 money, Geld, *n.* -er.
 month, Monat, *m.* -e.
 monument, Denkmal, *n.* -er.
 monotonous, eintönig, einörmig.
 moonlight, vom Monde erleuchtet.
 more, mehr; — than, mehr als.
 morning, Morgen, *m.* —; in the
 —, am Morgen; this —, heute
 Morgen.
 mortal, sterblich.
 most, meist, die meisten.
 mother, Mutter, *f.* -e.
 motor, Motor, *m.* -en.
 motorboat, Motorboot, *n.* -e.
 motorpower, Kraft eines Motors.
 mount, Berg, *m.* -e.
 mountains, Berg, *m.* -e.
 mouse, Maus, *f.* -e.
 move, bewegen, anregen; sich be-
 wegen.
 much, viel.
 mud, Schlamm, *m.*
 murder, ermorden.

music, Musik, *f.*
 musical instrument, Musikinstru-
 ment, *n.* -e.

N

nail, Nagel, *m.* -e.
 name, Name, *gen.* -ns, -n.
 nasty, unangenehm; — tricks,
 schlechte Streiche.
 nation, Nation, *f.* -en.
 National Theatre, National-The-
 ater, *n.*
 native country, Vaterland, *n.*;
 Heimat, *f.*
 nature, Natur, *f.*
 natural, natürlich.
 near, nahe bei, bei.
 nearly, fast, beinahe.
 necessary, nötig.
 neck, Hals, *m.* -e.
 need, brauchen, nötig haben.
 neglect, vernachlässigen.
 negligence, Nachlässigkeit.
 neighbour, Nachbar, *m.* -n.
 neighbourhood, Nachbarschaft, *f.*
 nerve, Nerv, *m.* -en.
 nest, Nest, *n.* -er.
 net, Netz, *n.* -e.
 never, nie, niemals; — mind, es
 tut nichts.
 nevertheless, nichts desto weniger.
 new, neu.
 newly, neu.
 news, Nachricht, *f.*
 newspaper, Zeitung, *f.* -en.
 next, nächst; — morning, am näch-
 sten Morgen.
 nice, hübsch, schön.
 nicely, schön.
 night, Abend, *m.* -e; Nacht, *f.* -e.

- nineteen, neunzehn.
 no, *adj.* kein, -e, —, *used before nouns*; *adv.* nicht; —one, niemand; —body, keiner, -e, -s.
 noble, edel.
 nobleman, Edelmann, *m.*; —leute.
 noise, Geräusch, *n.* -e; Lärm, *m.*
 nonsense, Unsinn, *m.*
 nose, Nase, *f.*; to be led by the —, sich an der Nase herumführen
 nostrils, Nasenlöcher. [lassen.
 not, nicht; — at all, gar nicht, gar kein (*with nouns*).
 nothing, nichts.
 notice, bemerken, gewahren.
 novel, Roman, *m.* -e; Novelle, *f.*
 novelist, Romanschreiber, *m.* —.
 novelty, Neuheit, *f.*
 now, jetzt (*pres. moment*), nun (*pres. mom. rel. to others*).
 number, Zahl, *f.*; Anzahl; a — of people, eine Anzahl Leute.
 numerous, zahlreich.
 nut, Nuß, *f.* Nüsse.
- O
- oak, Eiche, *f.*; of —, eichen.
 obedience, Gehorsam, *m.*
 obedient, gehorsam.
 obey, gehorchen.
 oblige, verbinden, verband, verbunden; could you — me, könnten Sie mir den Gefallen tun.
 obliging, gefällig. [merken (*say*).
 observe, beobachten (*notice*), be-
 obtain, erlangen, sich verschaffen.
 occasion, Gelegenheit, *f.*
 occur, einfallen, fiel, gefallen (*dat.*); It occurs to me, es fällt mir ein.
 Ocean, Ozean, *m.* -e; Meer, *n.* -e.
 o'clock, one o'clock, ein Uhr.
 of, von, aus; — course, natürlich.
 off, weg; to be —, davongehen.
 offend, beleidigen.
 offer, Anerbieten, *n.* —.
 office, Amtsstube, *f.*; Kantor, *n.* -s;
 Büro, *n.* -s.
 officer, Offizier, *m.* -e.
 often, oft.
 oil, Öl, *n.* -e.
 old, alt.
 omen, Vorzeichen, *n.* —.
 on, an, auf.
 one, man; — evening, eines Abends; — day, eines Tages.
 once, einmal; — more, noch einmal; at —, sogleich.
 only, nur.
 open, offen.
 open, öffnen (*verb*); eröffnen.
 operation, Operation, *f.*; Verfahren, *n.*
 opinion, Meinung, *f.*
 opportunity, Gelegenheit, *f.*; — for, G. zu.
 optimism, Optimismus, *m.*
 orange, Apfelsine, *f.*
 order, Befehl, *m.* -e.
 order, heißen, hieß, geheißen; be-
 fehlen, befaß, befohlen (*dat.*).
 order; In — to, um zu.
 ordered, geordnet; to be —, einen Auftrag erhalten.
 ordinary, gewöhnlich.
 ore, Metall, *n.* -e; Erz, *n.* -e.
 organic, organisch.
 original, ursprünglich.
 ornament, Ornament, *n.* -e;
 Schmuck, *m.* [*adv. and pred.*].
 other, ander, *ultrab. only*; anders

others, andere.
 otherwise, sonst.
 ought, sollen, he ought to do it, er sollte es eigentlich thun.
 out, aus; — of, aus; — of doors, draußen; outside, draußen.
 outrage, Frevel, *m.*
 over, über; — and above all, vernehmlich; to stay — night, für die Nacht bleiben, blieb, geblieben.
 overcoat, Überzieher, *m.* —
 owe, schulden, schuldig sein.
 own, eigen; besitzen, besaß, besessen.
 owner, Eigentümer, *m.* —
 ox, Ochs (Och), *m.* —en.

P

pack, packen, einpacken.
 package, Paket, *n.* —e.
 pain, Schmerz, *m.* —en; to take pains, sich (*dat.*), Mühe geben; —, Arbeit, *f.*
 paint, Farbe, *f.*
 paint, streichen (*a wall, etc.*), strich, gestrichen; malen (*a portrait etc.*). [Malen.
 painting, Gemälde, *n.* —e; das
 pair, Paar, *n.*; a — of boots, ein Paar Schuhe.
 palace, Palaß, *m.* —e.
 pane, Scheibe, *f.* Fensterscheibe, *f.*
 paper, Papier, *n.* —e; newspaper, Zeitung, *f.*
 paper (*verb*), tapezieren.
 parcel, Paket, *n.* —e.
 pardon, Vergebung, *f.*; to beg one's —, einen um Verzeihung bitten (*dat.*, gebeten); Vergnädigung, *f.*;
 pardon me! Entschuldigen Sie!

parents, die Eltern.
 Paris, Pariser (*adj.*).
 Parliament, Parlament, *n.*
 parrot, Papagei, *m.* —en.
 part, Teil, *m.* —e; on my —, meinerseits.
 partner, Teilhaber, *m.* —.
 party, Gesellschaft, *f.*; Teil, *m.* —e.
 pass, gehen, ging, gegangen; marschieren; vergehen; reichen; to — by, vorbei gehen an; — off, vorbeigehen; — over, gehen über, fahren über; — judgment, verurteilen; — a law, ein Gesetz einführen; — the time, die Zeit verbringen, brachte, gebracht.
 passion, Barliebe, *f.* Leidenschaft, *f.*
 past, vergangen.
 past, Vergangenheit, *f.*
 pastor, Pastor, *m.* —en.
 pat, klapsen.
 patient, geduldig.
 patient, der Kranke, —en.
 pay, bezahlen.
 pay, Bezahlung, *f.*
 peace, Friede (*g.* —ns), *m.*; to reiy upon the —, dem Frieden trauen.
 peach, Pfirsich, *m.* —e.
 pear, Birne, *f.*
 peasant, der Bauer, *gen.* —s, —n.
 peculiar, besander.
 pen, Feder, *f.* —n.
 pencil, Bleifeder, *f.* —n.
 people, Volk, *n.* —er; Leute; Nation, *f.*; Untertan, *m.* —en.
 pepper, Pfeffer, *m.*
 percentage, Teil, *m.* —e.
 perch, sich setzen, sich niederlassen, ließ, gelassen.
 perfect, vollständig. [nau.
 perfectly, gänzlich, vollständig, ge-

- perform, tun, tat, getan; ausführen;
to — a task, einen Auftrag aus-
richten.
- perhaps, vielleicht.
- period, Periode, *f.*
- perish, umkommen, sam, gekom-
men.
- permanent, bleibend.
- permit, erlauben, gestatten.
- permission, Erlaubnis, *f.*
- persecution, Verfolgung, *f.*
- personage, Persönlichkeit, *f.*
- personal, persönlich.
- persuade, überreden.
- persuasion, Meinung, *f.*; Über-
zeugung, *f.*; to harbour —,
Meinung hegen.
- pervade, durchdringen.
- Philosopher, Philosoph, *m.* -en.
- Phoenix, Phönix, *m.*
- phrase, Phrase, *f.*; Redensart, *f.*
- physician, Arzt, *m.* -e.
- pick off, abpflücken; — up, auflesen,
las, gelesen.
- picture, Bild, *n.* -er.
- piece, Stück, *n.* -e; — of bread,
Stück Brot.
- pillow, Kopfkissen, *n.* —.
- pine, Kiefer, *f.* -n: of —, von Kie-
ferholz.
- pipe, Röhre, *f.* -en; Pfeife, *f.* (*mus.*
inst.).
- pity, bedauern.
- place (*verb*), legen, stellen, aufstellen.
- place, Ort, *m.* -er; Platz, *m.* -e;
in its —, an seiner Stelle.
- plant (*verb*), pflanzen.
- plant, Pflanze, *f.*
- plastic, plastisch, bildend.
- plate, Teller, *m.* —.
- play, spielen.
- play, Spiel, *n.* -e; das Theaterstück,
n. -e; Schauspiel, *n.* -e.
- playground, Spielplatz, *m.* -e.
- pleasant, angenehm.
- please, gefallen, gefiel, gefallen.
- please, bitte!
- pleasure, Vergnügen, *n.*; with —,
mit Vergnügen-; to find — in
something, Vergnügen finden an
etwas.
- pliable, biegsam, geschmeidig.
- plough, pflügen.
- pluck out, ausreißen, riß, gerissen.
- plum, Pflaume, *f.*
- plumage, Gefieder, *n.*
- pocket, Tasche, *f.*
- pocket, to — money, Geld ein-
stecken.
- poet, Poet, *m.* -en.
- point, Punkt, *m.* -e.
- polite, höflich.
- politely, höflich.
- policeman, Schutzmán, *m.* -leute.
- poorly, ärmlich.
- Pope, Papst, *m.* -e.
- port, Hafen, *m.* -e.
- portion, Teil, *m.* -e; Anteil, *m.* -e.
- position, Stellung, *f.*
- possession, Besitz, *m.*; Besizung, *f.*
- possibility, Möglichkeit, *f.*
- possible, möglich; as much as —,
so viel wie möglich.
- possibly, möglicherweise.
- post, Posten, *m.* —; Amt, *n.* -er.
- potato, Kartoffel, *f.* -n.
- pour in, eingießen, goß, gegossen.
- pound, Pfund, *n.* -e.
- power, Macht, *f.* -e.
- powerful, kräftig, wirksam.
- practical, praktisch.
- practice, üben.

- praise**, loben, rühmen.
praise, Lob, *n.*
pray! bitte!
prayer, Gebet, *n.* —
preacher, Prediger, *m.* —
precaution, Vorsicht, *f.*; *pl.* Vorsichtsmaßregeln; to take —, Vorsichtsmaßregeln treffen.
precious, kostbar.
prediction, Voraussage, *f.*
preparation, Vorbereitung, *f.*
prepare, bereiten (*meal*); vorbereiten; to — for something, sich auf etwas vorbereiten; Vorbereitungen für etwas treffen; to — a lesson, eine Aufgabe machen.
present oneself, sich vorstellen (*persons*); sich darbieten (*things*), bot, geboten.
present, vorstellen, darbieten; auführen (*theatre*); to be —, entgegen sein; at —, jetzt; to — a sight, einen Anblick gewähren; up to the —, bis jetzt.
present, Geschenk, *n.* —; as a —, zum Geschenk.
president, Vorsther, *m.* —; Prääsident, *m.* —en.
press, drücken.
pretend, vorgeben, gab, gegeben.
prevalent, vorherrschend.
prevent, verhindern.
previous, vorherig (*adj.*).
previously, vorher.
price, Preis, *m.* —
pride, Stolz, *m.*
prince, Prinz, *m.* —en.
principal, Vorsteher, *m.* —; Rektor (*school*), *m.* —en.
principle, Grundsatz, *m.* —
print, drucken.
prison, Gefängnis, *n.* —
prisoner, der Gefangene, —en.
prize, Preis, *m.* —; Prämie, *f.*
probable, wahrscheinlich.
proceed, fortfahren, fuhr, gefahren.
proceeds, Gewinn, *m.* —
procure, besorgen.
product, Erzeugnis, *n.* —
profit, Gewinn, *m.* —
profound, gründlich.
programme, Programm, *n.* —
progress, Fortschritt, *m.* —
promise, versprechen, sprach, gesprochen.
promise, Versprechen, *n.* —
promote, befördern.
proof, Beweis, *m.* —
proper, recht, geeignet.
properly, richtig.
property, Eigentum, *n.*
proposal, Vorschlag, *m.* —
propose, vorschlagen, schlug, geschlagen.
proposition, Vorschlag, *m.* —
prospect, Aussicht, *f.* —en.
prosperity, Wohlergehen, *n.*
protect, beschützen.
protection, Schutz, *m.*
prove, beweisen, bewies, bewiesen; it proved to be true, es ergab sich, daß es wahr war.
provide, versorgen; to — with, versorgen mit.
public, öffentlich.
public building, öffentliches Gebäude.
publish, bekannt machen.
pull up, ausreißen, riß, gerissen.
punish, bestrafen.
punishment, Strafe, *f.*
pupil, Schüler, *m.* —

pure, rein.
 purpose, Vorhaben, *n.*; Absicht, *f.*
 purse, Geldbörse, *f.*
 push, stoßen, schießen, gestoßen.
 push back, zurückschlagen, Schlag,
 geschlagen.
 put, setzen, stellen, legen; to — in
 prison, ins Gefängnis werfen,
 warf, geworfen; to — to death.
 hinrichten; to — up, aufstellen.

Q

quality, Qualität, *f.*; Eigenschaft, *f.*
 quarrel, streiten, stritt, gestritten.
 quarrel, Streit, *m.*; *pl.* Streitig-
 leiten.
 queen, Königin, *f.* -nen.
 question, Frage, *f.*
 question (*verb.*), befragen, fragen.
 quick, schnell.
 quickly, schnell.
 quite, ganz.
 quietly, still.

R

rack, Kleiderhalter, *m.* —.
 rage, wüten.
 rage, Zorn, *m.*
 ragged, zerrissen.
 rags, Lumpen.
 rail; by —, mit der Bahn (Eisen-
 bahn), *f.*
 railing, Geländer, *n.* —.
 rain (*v.*), regnen.
 rain, Regen, *m.*
 raise, erhöhen; — up, aufheben,
 hob, gehoben.
 raisin, Rosine, *f.*
 rapacious, räuberisch.

rapidly, schnell.
 rare, selten.
 rarely, selten.
 rat, Ratte, *f.*
 rate; at any —, jedenfalls.
 rather, lieber; ziemlich.
 rational, Erklärungsgrund, *m.* -e.
 reach, erreichen.
 read, lesen, las, gelesen.
 reader, Leser, *m.* —; Lesebuch, *n.*
 -er
 reading, das Lesen.
 readiness, Bereitwilligkeit, *f.*
 ready, bereit, fertig.
 reason, argumentieren.
 reason, Grund, *m.* -e.
 real, wirklich.
 really, wirklich.
 receive, erhalten, erhielt, erhalten;
 empfangen, empfing, empfangen.
 recently, kürzlich.
 reception, Empfang, *m.* -e.
 recommend, empfehlen, empfahl,
 empfahlen.
 recommendation, Empfehlung, *f.*
 recover, sich erholen.
 refined, vornehm (*conduct*); ge-
 läutert, berebelt.
 refer to, weisen zu (*pers.*), auf;
 wies, gewiesen.
 refusal, Verweigerung, *f.*
 refuse, abschlagen, schlug, geschla-
 gen.
 regard, Rücksicht, *f.*; to show —
 for someone, Rücksicht zeigen
 gegen.
 regarding, bezüglich, betrefft (*gen.*).
 regards, Grüße.
 regiment, Regiment, *n.* -er.
 region, Region, *f.*; Gegend, *f.*
 regret, bedauern.

- regular**, regelmäÙig.
reign, regieren.
regulate, regulieren.
reject, abweisen, wies, gewiesen; ablehnen.
relate, erzählen.
related, verwandt.
relative, ein Verwandter.
release, freigeben, gab, gegeben; loslassen, ließ, gelassen.
religious, religiös.
rely upon, sich verlassen, ließ, gelassen auf.
remain, bleiben, blieb, geblieben; to — in school, nachstien.
remainder, Rest, *m.* -e.
remarked, ausgezeichnet.
remember, sich erinnern (*gen.*).
remind, erinnern (*trans.*).
remove, entfernen, to — a mountain, einen Berg abtragen, trug, getragen.
renowned, berühmt.
repeat, wiederholen.
repetition, Wiederholung, *f.*
replace, ersetzen, setzte, gesetzt.
reply, antworten; in —, in Beantwortung.
report, melden, berichten.
representative, ein Abgeordneter.
republic, Republik, *f.*
request, bitten, bat, gebeten.
request, Bitte, *f.*
require, brauchen, nötig haben.
requisite, Erfordernis, *n.* -e.
residence, Wohnhaus, *n.* -er; Wohnung, *f.*
resist, widerstehen, stand, gestanden.
resistance, Widerstand, *m.* -e.
resolute, entschlossen.
resolutely, entschlossen.
- resolve**, beschließen, beschloÙ, beschloÙen.
respect, Achtung, *f.*; to have — for some one, Achtung vor jemand haben.
respectful, achtungsvoll, ehrerbietig.
rest, Ruhe, *f.*
restless, ruhelos.
restore, wiederherstellen.
return, zurückkehren; zurückgeben, gab, gegeben.
return, Rückkehr, *f.*; in —, wieder.
reveal, offenbaren.
review, überblicken, zurückblicken.
reward, Lohn, *m.* -e; Belohnung *f.*
Rhine, Rhein, *m.*
rich, reich.
riches, Reichtümer.
rid; to get — of a thing, jemand los werden.
ride, reiten, ritt, geritten.
ridicule, lächerlich machen.
ridiculous, lächerlich.
right, Recht, *n.* -e.
right, recht, rechts; you are —, Sie haben recht.
rigid, streng.
ring, Ring, *m.* -e.
rise, sich erheben, erhob, erhoben; aufsteigen, stieg, gestiegen.
river, Fluß, *m.* -e.
road, Weg, *m.* -e.
roast, braten, briet, gebraten.
roast, Braten, *m.* —.
rocky, felsig.
rogue, Schelm, *m.* -e; Schurke, *m.* -en.
roguish tricks, Schelmenstreiche.
roof, Dach, *n.* -er.

roofar, Dachbeder, *m.* —
 room, Raum, *m.* -e; Platz, *m.* -e;
 Zimmer, *n.* —
 rooster, Hahn, *m.* -e.
 rotten, verbarben.
 rough, rauß.
 roughly, rauß.
 rowboat, Ruderboot, *n.* -e.
 ruin, verderben, verderb, verbarben;
 zerstören.
 run, laufen, lief, gelaufen; to —
 about, umherlaufen; to — away,
 fortlaufen.
 rush; eilen; to — to, eilen nach.
 Russia, Rußland, *n.*

S

sack, Sack, *m.* -e.
 sackful, einen Sack voll.
 sacrifice, aufgeben, gab, gegeben;
 aufopfern.
 sad, traurig.
 safe, sicher, gerettet.
 safe, Geldschrank, *m.* -e.
 safely, sicher.
 safety, Sicherheit, *f.*; — devices,
 Sicherheitseinrichtungen.
 sail, segeln; fahren, fuhr, gefahren.
 sailboat, Segelboot, *n.* -e.
 sailor, Matrose, *m.* -en.
 sake, for the — of some one, um
 jemandens willen; for my —,
 meinethalben.
 salary, Gehalt, *n.* -er.
 sale, Verkauf, *m.* -e; for —, zum
 Verkauf.
 salt, Salz, *n.* -e.
 same, selb (*attrib. adj.*); at the
 — time, zur selben Zeit.
 satisfied, befriedigt, zufrieden.

save, retten (*life*); sparen (*money*);
 to — one's life, jemanden das
 Leben retten; to — oneself, sich
 retten; to — from prison, je-
 manden vor Gefängnis bewahren
 (*prevent*), or *l.* aus dem Gefäng-
 nis retten (*liberate*).
 say, sagen.
 scaffold, Gerüst, *n.* -e.
 scarcely, kaum.
 scatter, zerstreuen.
 scoff; gibes and scoffs, Spott und
 Hohn.
 Schmalkaldian war, der schmal-
 kaldische Krieg.
 scholar, der Schüler, —; die Schü-
 lerin, -nen; der Gelehrte, -n.
 scold, schelten, schalt, geschalten.
 school, Schule, *f.*
 schoolboy, Schulfknabe, *m.* -en.
 Scott, der Schotte, -n.
 Scotch, schottisch.
 scrutiny, Untersuchung, *f.*
 sculptor, Bildhauer, *m.*
 sea, See, *f.*; Meer, *n.* -e.
 seaport, Hafen, *m.* —.
 search, suchen; — for, suchen nach.
 search, Untersuchung, *f.*; Suche, *f.*;
 in — of, auf der Suche nach.
 season, würzen.
 seat oneself, sich setzen.
 seat, Sitz, *m.* -e; Stuhl, *m.* -e;
 take a —, nehmen Sie Platz.
 second, Sekunde, *f.*
 secret, Geheimnis, *n.* -nisse.
 secretary, Sekretär, *m.* -e; Christ-
 führer, *m.* —.
 secure, erlangen.
 see, sehen, sah, gesehen; seeing that
 . . ., als er sah, daß . . . *ln.* -er.
 seed, Same, *m.* -n; Samenborn,

- seem**, scheinen, schien, geschienen; it seems to me, es scheint mir; erscheinen.
seize, erfassen; ergreifen, griff, gegriffen; to seize one by, jemanden ergreifen an; to — an opportunity, eine Gelegenheit ergreifen.
self, selbst.
selfcontrol, Selbstbeherrschung, *f.*
selfish, selbstsüchtig.
sell, verkaufen.
send, schicken; senden.
sense, Sinn, *m.* —e; — of propriety, Sinn für Schicklichkeit.
sensible, verständig.
sensitive, empfindlich.
sentence, Satz, *m.* —e.
sentiment, Gefühl, *m.* —e.
sentinel, Schildwache, *f.*
September, September, *m.*
serenade, Serenade, *f.*
servant, der Diener, —; die Dienerin, —nen; das Mädchen, —; der Bediente, —n.
serve, dienen, bedienen; dinner is served, die Mahlzeit ist aufgetragen.
service, Dienst, *m.* —e; to be at —, zu Diensten stehen.
session, Sitzung, *f.*
set, setzen; to — on fire, in Brand setzen; to — out, sich auf den Weg machen.
seven, sieben.
Seven Years' War, der siebenjährige Krieg.
several, mehrere; — times, mehrmals, verschiedene Male.
severe, streng, stark.
shabby, schäbig.
- shadow**, Schatten, *m.* —.
shall, *sense aux.*, werden, wurde, geworden; *mod. aux.* sollen.
shallow, oberflächlich.
shape, Form, *f.*
share, Teil, *m.* —e; Anteil, *m.* —e.
share; to — with a person, mit einem teilen.
sharp, scharf.
shawl, Umhängeluch, *n.* —er.
sheep, Schaf, *n.* —e.
sheet of paper, der Bogen Papier.
shelter, Obdach, *n.*
shelves, Fach, *n.* —er; rocky shelve, Felsenplatte, *f.*
shepherd, Hirte, *m.* —n; —boy, Hirtenknabe, *m.* —n.
shine, scheinen, schien, geschienen; leuchten; glänzen.
ship, Schiff, *n.* —e.
shiver, zittern; schauern; I —, es überläuft mich kalt.
shock, Schlag, *m.* —e.
shoe, Schuh, *m.* —e.
shoulder, Schulter, *f.* —n; to — a gun, das Gewehr übernehmen.
shop, Laden, *m.* —.
shore, Ufer, *n.* —.
short, kurz.
shout, rufen, rief, gerufen.
show, zeigen; to — gratitude, Dank bezeugen.
shrub, Strauch, *m.* —er; shrubs, Gebüsch, *n.* —e.
shut up, einschließen.
sick, krank.
sickbed, Krankenbett, *n.* —en.
sickroom, Krankenzubelt, *f.* —n.
side, Seite, *f.*
sight, Anblick, *m.*; at the —, beim Anblick; in —, in Sicht.

- sign, Zeichen, *n.* —.
 signal, Signal, *n.* —*e.*
 silences, Schweigen, *n.*
 silent, still; to remain —, still
 schweigen, schwieg, geschwiegen.
 silver, Silber, *n.*
 similar, ähnlich.
 simple, einfach.
 simplicity, Einfachheit, *f.*
 since, da, seit.
 sincerity, Aufrichtigkeit, *f.*
 sing, singen, sang, gesungen.
 sink, sinken, sank, gesunken.
 sinner, Sünder, *m.* —.
 sip, schlürfen.
 Sir, Herr, mein Herr; *as a title*
either followed by the name or
if a person has a title by it, viz.
 Jamohl, Herr N., Jamohl Herr
 Doktor.
 sister, Schwester, *f.* —*n.*
 sit, sitzen, saß, gefessen; — down,
 sich hinsetzen, setzte, gesetzt.
 situated, gelegen.
 six, sechs.
 size, Größe, *f.*
 skates, die Schlittschuhe.
 sky, Himmel, *m.* —.
 sleep, schlafen, schlief, geschlafen.
 slippery, schlüpfrig, glatt.
 slowly, langsam.
 small, klein.
 smell, riechen, roch, gerochen.
 smile, lächeln, *n.*
 snow, Schnee, *m.*
 snow (*verb*), schneien.
 so, so, auf diese Art.
 soak, durchnässen.
 social, sozial.
 society, Gesellschaft, *f.*
 soft, weich.
 soldier, Soldat, *m.* —*en.*
 sole (*verb*), befehlen.
 solemn, feierlich.
 solution, Lösung, *f.*
 some, einige, etwas; — day, eines
 Tages.
 something, etwas.
 sometimes, manchmal.
 son, Sohn, *m.* —*e.*
 soon, bald; — after, bald darauf.
 sorrow, Sorge, *f.*
 sorry, traurig, bekümmert; I am
 —, es tut mir leid.
 sorts; all — of, alle Arten von,
 allerlei.
 soul, Seele, *f.*
 sound, gesund.
 sound (*verb*), klingen.
 South, Süden, *m.*
 spare, erhalten, erhielt, erhalten;
 sparen.
 speak, sprechen, sprach, gesprochen;
 to — of, sprechen von.
 speaker, Sprecher, *m.* —; Redner,
m. —.
 specimen, Probe, *f.*; (*person*), Ver-
 treter, *m.* —.
 speech, Rede, *f.*; Sprache, *f.*; to
 make a —, eine Rede halten,
 hielt, gehalten.
 spend, verbringen, brachte, ge-
 bracht; to — a day, einen Tag
 verbringen; to — money, Geld
 ausgeben, gab, gegeben.
 sphere, Sphäre, *f.*; Wirkungskreis,
m. —*e.*
 spider, Spinne, *f.*
 spill, verschütten; ausgießen, goß,
 gegossen.
 spirit, Geist, *m.* —*er.*
 spiritual, geistlich.

- split**, Bratspiel, *m.* -*e.*
spite; In — of, trag.
splendid, herrlich; vorzüglich; schön.
spoil, verderben, verbarb, verbarben.
spoon, Löffel, *m.* —.
sport; to make — of something,
 sich über etwas lustig machen.
spot, Flecken, *m.* —; Fleck, *m.* -*en.*
sprawl, ausbreiten; sich verbreiten.
spring, Frühling, *m.*
spy, erspähen, entdecken.
squash, auspressen.
squint, schielen.
stables, Stall, *m.* -*e.*
stake; to be at —, auf dem Spiele
 stehen.
stalk, Stengel, *m.* —.
stand, stehen, stand, gestanden; aus-
 halten, hielt, gehalten.
star, Stern, *m.* -*e.*
starch, Stärke, *f.*
stare; to — at some one, jemanden
 anstarren.
start, anfangen, fing, gefangen; be-
 ginnen, begann, begonnen; to —
 off, fortgehen, ging, gegangen.
startled; to be —, unangenehm
 überrascht sein.
starve, verhungern.
state, Staat, *m.* -*en.*
state, erklären.
statue, Statue, *f.*
stay, bleiben, blieb, geblieben; to —
 up, aufbleiben; to — with some
 one, bei jemandem bleiben.
stay, das Bleiben; Aufenthalt, *m.*
 -*e.*
steal, stehlen, stahl, gestohlen.
steamer rug, Reisebede, *f.*
steal, Stahl, *m.*
steep, steil.
- step**, treten, trat, getreten; to —
 forward, vor(wärts) treten.
stick, Stod, *m.* -*e.*
stick to, bleiben bei.
stiff, steif.
still, noch.
stomach, Magen, *m.* -*a.*
stone, Stein, *m.* -*e.*
stop, aufhören; einhalten; anhalten,
 hielt, gehalten; verstopfen.
store, Laden, *m.* -*e.*
storeroom, Lagerraum, *m.* -*e.*
storm, Sturm, *m.* -*e.*; Gewitter, *n.*
 —.
story, Geschichte, *f.*
straight, gerade.
strange, außerordentlich, fremd-
 artig.
stranger, der Fremde, -*n.*; Fremd-
 ling, *m.* -*e.*
stray from, sich verirren.
stream, Strom, *m.* -*e.*
stretch, ausdehnen; to — over,
 überspannen.
street, Straße, *f.*
strength, Stärke, *f.*; by — of,
 vermöge (*gen.*).
strew, bestreuen.
strict, streng, genau.
strike, schlagen, schlug, geschlagen.
strive, trachten, sich bemühen; to —
 for, streben nach.
stroke, streicheln.
struggle, Kampf, *m.* -*e.*
studies, Stubien.
study, studieren.
stupid, dumm.
style, Stil, *m.*
subject; to — some one to some-
 thing, jemanden einer Sache aus-
 setzen.

subject, Untertan, *m.* -en.
 submit, sich gefallen lassen, lieh, ge-
 lassen.
 subtle, fein.
 suburb, Vorort, *m.* -e.
 succeed, faigen; gelingen; I suc-
 ceeded, es gelang mir.
 success, Erfolg, *m.* -e.
 successful, ersalgreich.
 such, sicher, -e, -d; — was the
 name, 'das war der Name.
 sudden, plötzlich.
 suddenly, plötzlich.
 suffer, leiden, litt, gelitten; to suffer
 something to happen, etwas
 zulassen, etwas erlauben.
 sugar, Zucker, *m.*
 suit, Anzug, *m.* -e.
 suitable, passend; — for, passend
 für.
 summer, Sommer, *m.*
 Sunday, Sonntag, *m.* -e.
 sunny, sonnig.
 supper, Abendbrot, *n.*; Abendessen,
n.
 supply, Vorrat, *m.* -e.
 suppose, glauben.
 suppress, unterdrücken.
 sure, sicher, gewiß.
 surely, gewiß, sicher.
 surface, Oberfläche, *f.*
 surprise, überraschen,
 surprise, Überraschung, *f.*; to
 spring a —, eine Überraschung
 bereiten; Erstaunen, *n.*
 surprised, erstaunt.
 surround, umgeben, gab, gegeben.
 surroundings, Umgebung, *f.*
 suspect, vermuten.
 swallow, verschlingen, verschlang,
 verschlungen.

swallow, Schwalbe, *f.*
 sweet, süß, angenehm.
 swell, schwellen, schwall, geschwal-
 len.
 swim, schwimmen, schwamm, ge-
 schwammen.
 Swiss, *adj.* Schweizer, schweizerisch.
 Switzerland, die Schweiz.
 sword, Schwert, *n.* -er.

T

table, Tisch, *m.* -e.
 tail, Schwanz, *m.* -e.
 tailor, Schneider, *m.* —.
 take, nehmen, nahm, genommen;
 to — back, zurücknehmen, zu-
 rücktragen; to — to, bringen
 (brachte, gebracht) nach; to —
 precaution, Vorsichtsmaßregeln
 treffen; to — a rest, sich aus-
 ruhen.
 tale, Geschichte, *f.*; fairy —, Mär-
 chen, *n.* —.
 talk, sprechen, sprach, gesprochen; to
 — about, sprechen über; to —
 over, besprechen.
 talkative, gesprächig.
 tall, groß.
 tame, zahm.
 task, Aufgabe, *f.*
 taste, schmecken.
 teach, lehren.
 teacher, Lehrer, *m.* —; die Lehrerin,
 -nen.
 tear, zerreißen, zerriß, zerissen; to
 — off, abreißen.
 tell, sagen; I am told to, ich muß;
 I am told, es wird mir erzählt;
 to — about, erzählen von, sprechen
 über.

- telegraph, Telegraph, *m.* -en.
 telephone, telephonieren (*verb.*).
 ten, zehn.
 tenant, Mieter, *m.* —.
 tent, Zelt, *n.* -e.
 terms, Bedingungen.
 territory, Land, *n.* -er.
 testify to something, etwas be-
 zeugen.
 than, als (*after compar.*).
 thank, danken; Thank God, Gott
 sei Dank.
 theatre, Theater, *n.* —.
 theft, Diebstahl, *m.* -e.
 then, dann.
 therefore, deshalb, daher.
 theological, theologisch.
 thaology, Theologie, *f.*
 theoretical, theoretisch.
 there, da, dort.
 thereby, da'mit.
 thick, dick.
 thief, Dieb, *m.* -e.
 thin, dünn.
 thing, Ding, *n.* -e; Sache, *f.*
 think, denken, dachte, gedacht; glou-
 ben; to — of, denken on.
 thinker, Denker, *m.* —.
 thinking, das Denken.
 third, der dritte.
 thirty, dreißig.
 thorough, gründlich, vollständig.
 thoroughly, gründlich.
 thought, Gedanke, *m.* -er.
 thoughtfully, gedankenvoll.
 thousand, tausend; das Tausend.
 threat, drohen.
 threat, Drabung, *f.*
 threat, Drabung, *f.*; to use —s,
 Drohungen ausstehen, fleh, ge-
 stehen.
 three, drei; — times, dreimal.
 throat, Kehle, *f.*; Hals, *m.* -e.
 throne, Thron, *m.* -e.
 through, durch.
 throw, werfen, warf, geworfen.
 thunderstorm, Gewitter, *n.* —.
 Thursday, Donnerstag, *m.*
 thus, so, auf diese Weise.
 ticket, Fahrkarte, *f.* (*railway*);
 Einlasskarte, *f.* (*admission*).
 tida, die Ebbe und Flut.
 till, bis (zu), bis (auf).
 time, Zeit, *f.*; — of peace, Frie-
 denszeit; at a —, zu einer Zeit;
 at the —, zu der Zeit; at the
 same —, zur selben Zeit (old);
 for the last —, zum letzten
 Mal; for a long —, lange Zeit
 hindurch, lange; for some —, eine
 Zeit lang; in —, zu rechter Zeit;
 this —, diesmal.
 tinsal, Flittergald, *n.*
 tin-soldier, Zinnsoldat, *m.* -en.
 tin spoon, Zinnlöffel, *m.* —.
 tired, müde; — out, erschöpft
 to, zu, nach; from ..., to ..., bis ...
 bis on; to-day, heute; to-day's
 paper, die heutige Zeitung; to-
 morrow, morgen; to-night, heute
 abend.
 together, zusammen.
 tolerate, dulden.
 toleration, Duldsamkeit, *f.*
 toll, Ball, *m.* -e.
 Tom, Thames.
 tone, Ton, *m.* -e.
 tonga; a pair of tongs, eine Zange,
f.; Feuerzange, *f.*
 tongue, Zunge, *f.*; Sprache, *f.*
 too, dazu, auch, noch dazu, zu.
 tool, Werkzeug, *n.* -e.

- top**, Spitze, *f.*
toss, hin und her schlagen, stich, ge-
 schlagen.
touch, berühren, anrühren, anfassen.
touch, Berührung, *f.*
touchingly, rührend. | -en.
tourist, der Reisende; der Tourist.
towards, gegen, nach — (hin).
town, Stadt, *f.* -e.
trace, spüren.
trace, Spur, *f.*
trade, Handwerk; men of different
 trades, verschiedene Handwerker.
tragic, tragisch.
trailing arbutus, kriechender Grund-
 strauch, *m.* -er.
train, abrichten; jähmen; dressieren;
 to — the ear, das Ohr an etwas
 gewöhnen.
train, Zug (*railway*), *m.* -e; Ge-
 folge (*followers*), *n.*; — of
 thought, Gedankengang.
trample on something, etwas mit
 Füßen treten.
transcendent, übernatürlich, über-
 irdisch.
transfer; to be —ed at school,
 versetzt werden.
transform, umgestalten.
trap, Falle, *f.*
travel, reisen.
traveller, der Reisende.
treason, Verrat, *m.*
treat, behandeln, to — as, behan-
 deln als.
treatment, Behandlung, *f.*
tree, Baum, *m.* -e.
trick, Streich, *m.* -e.
tricks, Kunstgriff, *m.* -e; to play
 a — on one, jemandem einen
 Streich spielen.
trifling, unbedeutend.
trip, Reise, *f.*
trot, traben.
trouble, Mühe, *f.*; Beschwerde, *f.*
true, treu, wahr, wirklich.
truth, Wahrheit, *f.*; love of —,
 Wahrheitsliebe.
trust, trauen, vertrauen.
try, versuchen.
Tuesday, Dienstag, *m.*
tumble, fallen, stiel, gefallen.
turn, drehen; wenden, wandte, ge-
 wandt or weak; to — around,
 umbrehen, sich umbrehen; to —
 out, sich erweisen, erwies, erwiesen;
 to — to, sich wenden an.
Turkey, die Türkei.
twelve, zwölf.
twenty, zwanzig.
twentyfive, fünfundzwanzig.
twentyfifth, der fünfundzwanzigste.
two, zwei; the two..., die beiden...

U

- ugly**, häßlich.
unable, unfähig.
uncle, Onkel, *m.* —.
uncomfortable, unbehaglich.
unconditional, unbedingt.
uncouth, roh.
understand, verstehen, verstand,
 verstanden.
understanding, Verstand, *m.*
undisturbed, ungestört.
undertake, unternehmen, nahm,
 genommen.
undertaking, Unternehmen, *n.* —.
unexpected, unermutet.
unfortunatety, unglücklicher Weise.
unhappy, unglücklich.

uniform, gleichförmig.
 uniform, Uniform, *f.*
 unimportant, unwichtig.
 United States, die Vereinigten Staaten.
 University, Universität, *f.*
 unjust, ungerecht.
 unknown, unbekannt.
 unnatural, unnatürlich.
 unpleasant, unangenehm.
 upon, auf.
 upper classes, obere Klassen.
 unpretending, bescheiden.
 unruly, widerspenstig.
 unsuccessful, erfolglos.
 until, bis.
 unwilling, unwillig.
 use, benützen, benutzen; he —d to do it, er pflegte es zu tun.
 use, Gebrauch, *m.* —e; to be of no —, nichts wert sein.
 useful, nützlich.
 useless, nutzlos.
 usual, gewöhnlich.
 usually, gewöhnlich, meistens.
 usurp, sich anmaßen.
 utmost, höchst, äußerst.
 utter, gänzlich.
 utter, äußern; to — a scream, einen Schrei ausstoßen, stich, gestoßen.
 utterance, Äußerung, *f.*

V

vague, unbestimmt.
 vain, eitel; in —, umsonst, vergebend.
 valiant, tapfer.
 valley, Thal, —er.
 valuable, wertvoll.

vegetables, Gemüse, *n.* [was.
 venture, wagen; sich wagen on et-verb, Heimwech, *n.* —er; des Verbum.
 very, sehr; — much, sehr; — many, sehr viele.
 vessel, Schiff, *n.* —e.
 vexations, Ver: ächlichkeiten.
 vexed, ägerlich, verärgert.
 vice, Zaubruch, *m.* —e.
 village, Dorf, *n.* —er.
 vine, Wein, *m.* —e.
 violence, Gewaltthätigkeit, *f.*; to use —, sich in Gewaltthätigkeiten ergehen, ging, gegangen.
 violent, heftig.
 virtue, Tugend, *f.*
 visible, sichtbar.
 vision, Gesicht, *n.* —e; Erscheinung, *f.*; Bild, *n.* —er.
 visitor, der Besucher; we have visitors, wir haben Besuch.
 vital, wesentlich.
 view, Aufschauung, *f.*; Ansicht, *f.*
 voice, Stimme, *f.*
 voyage, Reise, *f.*

W

wage; to — war, Krieg führen.
 waggon, Wagen, *m.* —.
 wait, warten, erwaeten; to — for, warten auf; to — on some one, einem aufwarten.
 waiter, Kellner, *m.* —.
 wall, Wand, *f.* —e.
 walk, gehen, ging, gegangen.
 walk, Spaziergang (*pleasure*), *m.* —e; Gang (*duty*), *m.* —e; to take a —, einen Spaziergang machen.
 want, wünschen, wollen, beauchen; to be —ing, fehlen.

- war, Krieg, *m.* -*e.*
 war news, Kriegsnachrichten.
 wardrobe, Kleiderkranz, *m.* -*e.*
 warehouse, Warenhaus, *n.* -*er.*
 warm, warm.
 warning, Warnung, *f.*
 wash, waschen, wusch, gewaschen.
 waste, verschwenden.
 waste, Abfall, *m.* -*e.*
 watch, bewachen, beobachten.
 watch, Wahe, *f.*
 watchful, wachsam.
 water, Wasser, *n.*
 waterfall, Wasserfall, *m.* -*e.*
 wateringplace, Badeort, *m.* -*e.*
 way, Weg, *m.* -*e.*; Art, *f.*; Weise, *f.*; in this —, auf diese Weise; by the —, nicht zu vergessen.
 wear, tragen, trug, getragen; to — off, abnutzen.
 wear and tear, Abnutzung, *f.*
 weather, Wetter, *n.*
 Wednesday, Mittwoch, *m.*
 week, Woche, *f.*
 weekday, Wochentag, *m.* -*e.*
 weep, weinen.
 welcome, willkommen.
 welfare, Wohlfahrt, *f.*
 well, gut, wohl; quite —, sehr wohl, ganz wohl; as — as, sowohl, als auch; nun.
 wellbeing, Wohlbefinden, *n.*
 went, der Westen.
 wet, naß.
 what, was; — for, wozu.
 wheel, Rad, *n.* -*er.*
 when, wenn (*condition*), als (*time*), wann (*interrogation*); — ever, wenn immer.
 where, wo; — ever, wo immer; — from, woher; — upon, worauf.
 whet, wehen.
 whether, ob.
 which, welcher, -*e.*, -*e.*
 while, während; for a —, eine Zeitlang.
 whinny, weinerlich.
 whir, over, umkreisen, rih, gerisfen.
 whisker, Bart, *m.* -*e.*; — cioner, Bartpuß, *m.* —.
 whistle, flütern.
 white, weiß.
 whole, ganz.
 wholly, gänzlich.
 why, warum.
 wife, Frau, *f.*; Weib, *n.* -*er.*
 William, Wilhelm.
 wild, wild.
 wildflower, wilde Blume, *f.*; Feldblume, *f.*
 willing, bereit, willens.
 willingly, willig, gern.
 wind, Wind, *m.* -*e.*
 wine, Wein, *m.* -*e.*
 window, Fenster, *n.* —.
 window pane, Fensterscheibe, *f.*
 window ledge, Fensterbank, *f.*
 wing, Flügel, *m.* —.
 winter, Winter, *m.*; — time, Winterzeit, *f.*
 wisdom, Weisheit, *f.*
 wise, weise, klug.
 wish, wünschen.
 within, in; darin; — three days, innerhalb drei Tagen.
 without, ohne; from —, von außen.
 wolf, Wolf, *m.* -*e.*
 woman, Frau, *f.*
 wonder, sich wundern.
 wonderful, wundervoll.
 wondrous, wunderbar.

wood, Holz, *n.* -er; Wald, *m.* -er.

woodwork, Holzwerk, *n.*

wool, Wolle, *f.*

word, Wort, *n.* -e, -er.

work, arbeiten; to — hard, schwer arbeiten; — out, herbeiführen, zustanbringen.

work (*literary*) Werk, *n.* -e; Arbeit, *f.*; to be at —, bei der Arbeit sein.

workman, Arbeiter, *m.* —.

workshop, Werkstatt, Werkstätte, *f.*

world, Welt, *f.*

worn, abgetragen. [schlimmst.

worst (*adj.*), ärgst, schlechtest,

worth, wert.

wound, verwunden.

wrap up (*in*), einwickeln in.

write, schreiben, schrieb, geschrieben.

writer, Schriftsteller, *m.*

writing, das Schreiben; das Geschriebene.

writing desk, Schreibtisch, *m.* -e.

wrong, unrecht, verkehrt, falsch; to be —, unrecht haben.

wrongfully, auf unrechte Weise.

Y

year, Jahr, *n.* -e.

yet, bis jetzt; doch; not —, noch nicht, noch kein (*before nouns*), noch keine Zeit.

young, jung.

youth, Jugend, *f.*; Jüngling, *m.* -e.

youthful, jugendlich.

