

HOME STUDY BUREAU
EXTENSION DIVISION
University of Denver
University Park

ELEMENTARY GERMAN

GERMAN 2AX

LESSON ONE

Study Assignment:

Study carefully pages 148-154. Memorize the inseparable prefixes listed on pages 149 and 152. Observe the meanings for inseparable prefixes given on page 153. Notice especially the last paragraph on page 153 and the first on page 154. The arrangement of strong verbs according to ablant classes is for your convenience and should help you in remembering the principal parts. Review constantly the principal parts (including the third person singular of the present tense where there is the vowel change from a to Ä; e to i; e to ie) of verbs you have already had, and memorize thoroughly the parts of verbs appearing in new vocabularies. The importance of learning principal parts of verbs cannot be over-emphasized.

Study pages 155-160.

Written Assignment:

1. Translate: "Ein Gespräch," page 148. ✓
2. Do exercises at bottom of page 149 and at top of page 150, and on page 151. ✓
3. Translation exercise on page 154. ✓
4. Answer "Fragen" on page 154. ✓
5. Do the two exercises on page 158 and the one on page 159. ✓
6. Translation exercise on page 160. ✓

LESSON TWO

Study Assignment:

Study pages 161-167. Note page 165, that separable prefixes get the accent, inseparable prefixes do not. Notice especially the statement on page 166 that the reflexive pronoun has the same form as the personal pronoun in the first and second persons, but the form sich for all genders in the third person, for both numbers, and for the dative and accusative cases.

Be sure to memorize the expressions containing the impersonal construction, "es tut mir leid" etc., in the vocabulary.

Written Assignment:

1. Translate page 161. ✓
2. Do exercises at bottom of page 164 and at the top of page 165.
3. Translation exercise on page 167.

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LESSON THREE

Study Assignment:

Study pages 168-173. In connection with the suggestions in the summary on page 173, review on page 86 the rule for determining whether verbs are conjugated with haben or sein as auxiliaries, and on page 142 review the verbs mentioned as governing the dative case.

Study pages 174-178. It is suggested, though not required that you memorize the poem, Erlkonig on page 177. It is a very famous poem and set to music, is popular in concert and radio programs, as you probably know.

Written Assignment:

1. Answer "Fragen" on page 169.
2. The exercise beginning on the bottom of page 171 and continuing on page 172; also the other exercise on page 172.
3. Translation exercise on page 173. Give these sentences also in the past and in the present perfect as suggested at the bottom of page 173.
4. Exercise on page 174, beginning "Bilden Sie Satz---".
5. Answer "Fragen" on page 176.
6. Translation exercise on page 176.
7. Translation exercise on page 178.

LESSON FOUR

Study Assignment:

Study pages 179-187. After reading the English summary concerning the building of the subjunctive forms of the verb, memorize these forms on pages 180, 181, 182, and 183. Notice the similarity of the First and Second Conditional to corresponding English forms. Contrary-to-fact conditions should cause you no trouble, because they are so similar in English and German, except that in German either of two forms can be used in the conclusion (not in the wenn clause), while only the would forms can be used in English. See middle of page 186.

Written Assignment:

1. Translate selection on page 179.
2. Do the three exercises on page 183.
3. Translation exercise page 188.

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LESSON FIVE

Study Assignment:

Study pages 189-194. Notice that it is not the tense of the verb of saying, but the tense of the original speaker that determines the time of the verb in the indirect discourse. That is, if the tense of the verb in direct discourse is, or would have been present, the time of the verb in the indirect discourse is present; in the indirect discourse, present time it expressed by either present or past (imperfect) tense. If the tense in the direct discourse is future, the time in the indirect discourse is future, expressed by the future subjunctive or first conditional. See below.

Direct Discourse

Indicative

Present tense

(Present
time)

All past tenses

Past

Present perfect

Past perfect

(Past
time)

Future tense

(Future
time)

Indirect Discourse

Subjunctive

Present tense

or

Past tense

Present perfect tense

or

Past perfect tense

Future tense

or

First Conditional

See model sentences on pages 190 and 191. Examples of Future perfect are not given because this tense, especially in the subjunctive, is so rarely used. N. B. The tendency (now) is not to use the subjunctive when the main verb (verb of saying) is in the present tense. Verbs denoting certainty, when used in the present tense, are always followed by the indicative. (From Professor Hagboldt).

Written Assignment:

1. Translate b on page 180 and b on page 190, noticing changes in verb form made in going from direct to indirect discourse.

2. Translation exercise on page 194.

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LESSON SIX

Study Assignment:

Study pages 195-197.

Read through pages 198-200. So many grammars now treat the subjunctive in this way that you should know what the terms mean, even if you do not use them. Present S subjunctive is called Present S subjunctive Type 1; Past S subjunctive is called Present Subjunctive, Type 2; Present Perfect S subjunctive is called Past Subjunctive, Type 1; Past Perfect S subjunctive is called Past S subjunctive, Type 2; Future Subjunctive is called Future Subjunctive, Type 1; First Conditional is called Future Subjunctive, Type 2; Future Perfect Subjunctive is called Future Perfect Subjunctive, Type 1, Second Conditional is called Future Perfect Subjunctive, Type 2.

Written Assignment: Translation exercise on page 197.

LESSON SEVEN

Study Assignment:

Study carefully, also use for future reference, rules and examples on pages 201-209. Study all selections on pages 211-216. Ask about any lines that may not be clear to you.

Written Assignment:

1. Write out exercises I-VI on pages 209 and 210. Notice in III, the sentences are to be joined into one by use of coordinating conjunctions. In IV, the sentences are to be joined into one by use of subordinating conjunctions (not prepositions). (Example. Ich konnte nicht kommen, weil ich krank war.)
2. Translation exercise on page 210.
3. Do the last exercise on page 210 beginning, "Form a sentence..."
4. Write out translation of 1 and 2 on page 211.
5. Translation exercise on page 214.
6. Write out translation of 1. "Wer sprach die Wahrheit?", page 215.
7. Translation exercise on pages 216 and 217.

LESSON EIGHT

Text for Lessons VIII and IX, Book IV, "Enlenspiegel und Munchhausen" in Hagboldt Series of readers.

Reading Assignment: Read stories 11, 12, 13, pp. 23-30.

Written Assignment: Exercises on pp. 46-48 based on these lessons.

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LESSON NINE

Reading Assignment: Read stories 14, 15, 16, 17. Review idioms on page 54.

Written Assignment: Exercises on pp. 49-51 based on these stories. Give meanings of words formed in 2, 4, 5, 6 on pages 50 and 51.

LESSON TEN

Text for Lessons X, XI, XII, Book V, "Fünf berühmte Märchen", in Hagboldt series.

Reading Assignment: Read stories 1 and 2, pp. 1-14

Written Assignment: Exercises pp. 42-44 based on these stories.

LESSON ELEVEN

Reading Assignment: Read story 3 and through paragraph ending ".....schon helfen", page 28, in 4.

Written Assignment: Exercises on 3, pages 45-46.
Exercises pp. 46-47 on as much as 4 as you have read.

LESSON TWELVE

Reading Assignment: Finish story 4 and read 5.
Study idioms on page 52.

Written Assignment: Finish exercises on story 4.
Exercises 1 through 6 on story 5, pages 47-49.
In exercises 7-14, pages 49-50, write and give meaning of two examples from each exercise.