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ABSTRACT

This is one of a series of self-teaching textbooks in more than 30 languages initially prepared and published for the armed forces and later offered to the general public. The method used in this manual requires either that a native speaker of German be on hand during the course or that the recorded voice of a native speaker be used. Records and cassettes to accompany the course can be purchased. The book is divided into five major parts, each containing five learning units and one unit devoted to review. Each unit contains several sections, usually the following: (1) basic sentences (with hints on pronunciation and spelling), (2) word study and review of basic sentences, (3) listening practice, and (4) conversation practice. Each learning unit is followed by a "Finder List" containing all the new words in the particular unit. A summary of all word-study material, supplementary word lists, and two vocabularies, German-English and English-German, are included at the end of the manual. (Author/PMP)

ED104119

Spoken German

by
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GENERAL FOREWORD

This is one of a series of self-teaching textbooks in more than thirty languages initially prepared and published for the Armed Forces and now offered to the general public. Like every other book in the series, it is the product of team-work between numerous collaborators. The authors of the various books have conformed throughout to the patterns developed by the experience of the group.

A brief review of the origin and growth of the program to produce these texts will not only be of general interest in itself but will also provide some indications of the manner in which they may be most efficiently used as well as some of the limitations of their employment.

Early in 1942, within a month of Pearl Harbor, the Joint Army and Navy Committee on Welfare and Recreation began consideration of the means whereby large numbers of troops might be instructed in the colloquial forms of the numerous languages spoken in the areas in which they were likely to be employed. A survey of materials already available for such instruc-

tion confirmed their suspected inadequacy. Many of the pertinent languages had never been taught in the United States; few of them had ever been studied or described by competent linguists. Only the unusual textbook was designed to teach the spoken forms to linguistically untrained students, and even when a book was available, it was, as often as not, written in French, German, or Dutch, or for some other reason, not susceptible of general use. Consequently, the first necessity was a program of basic implementation which would provide materials, as nearly uniform throughout the various idioms as practicable, for elementary teaching of spoken language to Americans without special linguistic training or, indeed, aptitude. The form of the materials had to be such that they could be used for self-instruction in situations where no competent teachers were available.

There had been little study of most of these languages in America. But the Army and Navy fortunately did not have to start completely from scratch, for several

months previously the American Council of Learned Societies had organized its Intensive Language Program for the purpose of developing teachers, teaching materials, and instruction in all languages not normally taught in the United States, yet likely to be necessary in the war effort. Most of the competent technical linguists in the country were gradually being absorbed into this Intensive Language Program through their membership in the Linguistic Society of America, that constituent of the Council most concerned with this subject-matter. The Joint Army-Navy Committee drew the Intensive Language Program into its deliberations and planned a development of language instruction for the Armed Forces. Responsibility for the prosecution of this development was entrusted to the Army Education Branch of what is now the Information and Education Division, A.S.F., functioning through its subsidiaries, the Language Section and the Editorial Staff of the United States Armed Forces Institute. These in turn called upon the Intensive Language Program of the Council for cooperation in the production of materials, a cooperation which has since been so intimate that it is impossible to tell what proportion of any single operation is the responsibility of each.

The series of more than thirty language textbooks

is one result of this cooperative effort. Each textbook is designed to provide materials for approximately the first two hundred hours of language study. It is divided into thirty learning units, the first twelve of which are accompanied by twenty-four double faced recordings of the foreign language material contained in them. Mastery of the thirty units will give the student not only a sufficient general vocabulary to perform all the language operations necessary for everyday life but enough skill in the manipulation of this vocabulary to provide adequate control of it. It is with respect to this latter manipulation of the elements known—that most language instruction is weak. While the primary emphasis is upon the spoken tongue, the student should have begun reading well before the conclusion of the thirtieth unit, normally probably at about the twelfth, excepting in those cases where the spoken and the written forms are widely divergent.

The group responsible for the creation of this series believes that ideally one learns a foreign language most efficiently when taught intensively by a bi-lingual trained technical linguist while resident in the country to which the language is native. Since this happy state of affairs hardly ever exists, in practice recourse must be had to various successive approximations to it.

approximations in which one or more of the desirable elements is attenuated or entirely wanting. This present series—text and records—is designed to be useful at the very lowest level of language learning, that is to say to the single student working by himself. In this case, the text takes the place of the trained linguist, and the records double for the native-speaker. Naturally, better results are obtained when, either in individual or classroom work, a native-speaker is available and utilized as the texts direct. Here the text takes the place of the trained linguist; the records are still very valuable but not absolutely essential. These latter are the conditions under which the series has most commonly been successfully used. So on for successive approximations to the ideal, and even when this is reached, the selected materials and the pedagogic devices provided by these texts will be useful.

Prosecution of the war created the need for these materials to teach *spoken* language. Perhaps it is not to be assumed that under peacetime conditions the demand for speaking, as against reading or writing, competence will be of the same order. Fortunately the several competences are not incompatible; indeed, a very substantial body of proof exists that the acquisition of spoken competence in a foreign language is the most

efficient first step towards the others. In addition there seems reason to believe that the second-half of the twentieth century will see much increased concern for instruction in *speaking* foreign languages, not only as the road to *reading* them but because the acquisition and the possession of colloquial control of a language not one's own is a humanistic educational experience in its own right not requiring justification by other criteria, because properly taught it is the most easily acquired of the several competences, because the multitude of foreign language broadcasts will dispose of the alleged uselessness of teaching spoken language to students who will never visit the countries in question, and because many more Americans than ever before will exercise their trades and professions abroad.

The cooperative nature of this enterprise can hardly be over-emphasized; not only has practically every listed author cooperated in the production of elements of the series other than his own, but also many of the most valued collaborators do not appear as authors at all. Linguistic scientists provided the descriptive analyses of the several languages; professional language teachers furnished pedagogical devices; specialists in education assisted in ordering the materials in accordance with the best principles of learning; printers, editors, and

textbook designers contributed their specialized competences, technicians in the recording of sound made possible success in the exceedingly exacting operation of keying the records to the printed texts. Under such conditions it would seem almost invidious to cite the names of those collaborators, in addition to authors, whose contributions are more readily identifiable than those of others. Yet for the sake of the record, perhaps this should be done. The Intensive Language Program of the American Council of Learned Societies, without which this series would not have been possible or would have been of completely different character, owes its existence to Mortimer Graves, Administrative Secretary of the Council. Colonel Francis F. Spaulding, Chief of the Army Education Branch above referred to, saw the implications of teaching language to American troops and assumed the responsibility for developing a program to this end. The detailed planning and construction of the series now presented owes more to Major (then Lieutenant) Henry Lee Smith, Jr., Chief of the Language Section in the Education Branch than to anyone else. Constant liaison with the Intensive Language Program was maintained through J. Milton Cowan, its director during the preparation of the series.

William F. Spaulding directed the Editorial Staff of the United States Armed Forces Institute. The dean of American linguistic scientists, Leonard Bloomfield of Yale University, gave unstintingly in many ways—ways as difficult to appreciate too highly as they are to describe succinctly. Almost the same may be said of Lt. Morris Swadesh, Lt. Charles Hockett, Robert A. Hall, Jr., Norman A. McQuown, Doris Goss, José Padín, and others who served from time to time on a special advisory and editorial board.

The series is offered in the hope that it may modestly conduce to the improvement of teaching the speaking of foreign languages to Americans. The authors make no claim to perfection, indeed they are rather appalled at the task which they set themselves, and their pride in completing it under the existent conditions is tinged with humility at the thought of the imperfections which must sooner or later come to light. But through the discovery of these imperfections will come progress, and nobody will be more greatly pleased than the collaborators on this enterprise if, a decade from now, the teaching of spoken foreign languages in America shall have reached such a developed stage that their first efforts will seem obsolete.

AUTHORS' PREFACE

When the authors were asked to write the present book,* and were told the general plan to be followed, they accepted with delight. Here was a full-blown scheme for teaching students actually to *speak* a foreign language. Most German books, admirable as many of them are, do not have this end in view. They are, as their usual name implies, "grammar" books. They

*The original request was made to me, and the book started out as a one-man job. I worked out the material, put it into as final a form as I could, and then submitted it to J. K. M. for corrections and improvements. Units 1-10 were largely written in this way. Beginning with Unit 11, however, the work became definitely a cooperative venture. I continued to do the grammatical parts and the exercises, but the remainder of the material was written jointly. Usually I would set the subject of a unit and the grammatical topics to be covered, J. K. M. would write a first draft of the *Basic Sentences* and the *Listening In* conversations, I would pare them down to keep them within necessary limits, and then we would work out the final version together. As a result, the units from 11 on are probably better than the earlier ones, certainly more interesting. Those who know J. K. M. will recognize her light touch on nearly every page.

If this book had a dedication, it would be to her. As it is, I can only express my gratitude, quite inadequately, in this little footnote. W. G. M.

provide the student with building blocks (vocabulary), give him directions as to how to put them together (grammar), and then tell him to go ahead and start building (writing out sentences). The written results are often remarkably good, but the student is still unable to *speak* the language. The reason is, of course, that we learn a language not by following directions, but by constantly imitating what we hear others say.

— as it may sound, the only way to learn to speak . . . speak.

The plan of the present book, as laid down by the editors (the authors can claim none of the credit for it), therefore places all its emphasis on *speaking*, particularly *imitating what a native speaker says*. Grammar is included, of course; it would be ridiculous not to help a student in his learning by showing him how words, phrases, and sentences are put together. But grammar is no longer an aim in itself. It is included only to help the student in memorizing what he hears, and to show him how the things he has memorized can be varied.

Because this book was written for a specific purpose

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to establish the basis of the Amsel Program in German. This, with the other materials, is the main source of the materials that go into the Amsel Program. The book written for the purpose of this report, *German Grammar*, 1977, terms us "What Says" the program. "What Says" and "You Say" for exact details. Under Unit 1, the results were presented in three cases. Units 1, 2, 3, and 4 were used to illustrate the use of the program for illustrating the numbers one through ten. *Die Zahlen* is a genuine model. The other two are, such as the ordering of the cases and genders, the position of the pronouns, terms *ein*, *zwei*, *fewer*, and *neuter*. However, the terms *one* and *two* are feminine, and the distinction between nouns and verbal phrases, were made out of the text given them.

In developing the student materials, the experienced teacher will be able to make a more detailed use of the drills and will be able to do a great deal of the soldier students working by themselves. But all the basic principles should be used. The students should meet in small groups, never, or rarely, with a native speaker. They should be able to do the *Basic Sentences* and the *What Says* and *You Say* materials. The *Basic Sentences* with the help of the *What Says* section. Once these sentences have been memorized

and the importance of complete memorization over-estimated, which the editors strongly stressed, the best way to drill in them is perhaps by the question-answer method. The teacher asks questions on what happens in the little stories presented, innumerable such questions can be made up, and the student answers. The same procedure can be followed with the *Listening* conversations, though not until they have first been presented in the way the editors' directions indicate. If grammar discussions are held, they must absolutely be limited to a small proportion of the total class time. The editors have followed the practice of dividing the students into small groups that meet with native speakers in drill sessions, and then bringing them all together for occasional grammar hours. Beginning with Unit 7, the teacher may want to pay some attention to writing, particularly by giving frequent dictations. This can be done when all the groups meet together. But he should remember that even though he may make good German speakers out of some of his students, he will never make good German writers out of any of them.

Since this book was a cooperative project, there was bound to be some disagreement between the editors and the authors. When the text of units 1-12 was put

onto phonograph records, the editors obviously had to cut it here and pad it there, so as to fill out each record properly. This accounts for a few irregularities, such as the translation of *bitte* as 'beg' in Unit 1, or the omission of *bitte* in Unit 8. The pronunciation of *gibt* in Unit 3 was changed from [gɪpt] to [gɪt] to conform with that of the speaker on the records. Only on one point was there real disagreement. In the breakdowns of full sentences, the editors, in conformity with the practice adopted for such courses in all languages, followed the principle of presenting all new words exactly as they would appear in the following full sentence. Hence in Unit 3 they had the speaker say: *Polizisten. Wir wollen den Polizisten dort fragen;* or in Unit 10 *wunderbares. Heute ist wunderbares Wetter.* With this the authors are in violent disagreement. They believe that all nouns should be presented first

in the nominative, with the article: *der Polizist. Wir wollen den Polizisten dort fragen;* and that all adjectives should be presented first without ending: *wunderbar. Heute ist wunderbares Wetter.* If the teacher agrees with the authors, he can easily make the slight changes that are necessary. From Unit 13 on, the authors had a free hand, and bear all responsibility.

Anyone who writes a German book for beginners owes a great debt of gratitude to his many predecessors in the field. Conscious borrowings in the treatment of German grammar have been made from Leonard Bloomfield, *First German Book* (The Century Co.), New York and London, 1928. Unconscious borrowings have probably been made from many books that every German teacher is familiar with.

*Providence and Washington,
September 3, 1944.*

J. K. M.
W. G. M.

Book One

INTRODUCTION

1. What We Are Trying to Do. This course in spoken German is designed as a general introduction to the German language. It contains all the essential grammatical materials for learning to speak everyday German, and its vocabulary, though small, is built around a number of the most useful common situations and current topics. It is based on the principle that you must *hear* a language if you are to understand it when spoken, and that you must practice speaking it in order to master its sounds and its forms.

A teacher of German will not always be available for those for whom this book is written. So the course has been made as nearly self-teaching as possible. This manual covers the course completely and requires the use of no other reference material. It explains in detail, step by step, how the work is to proceed, and sets the stage for the listening and talking which you are to do.

2. The German Language is spoken by about 80 million people in Germany, Austria and parts of Switzerland and Czechoslovakia. There are also small islands of German-speaking peoples scattered through central and eastern European countries including fairly

large groups within the U. S. S. R., such as the Volga Germans. German is widely taught and there are many people outside of the above mentioned areas who understand or use it as a second language.

Variations in language are perfectly natural and are found in every language in the world. When these variations are small they are nothing to worry about. All the people you meet in Germany will understand the kind of German presented in this manual, and a great many of them, especially in the larger towns and cities and among the fairly well educated, will speak it exactly as you find it here. The people in the country areas and even some of the people in the cities may, however, speak a slightly different kind of German. So do not be surprised if the pronunciation you hear does not quite match what is given to you in this manual or what you hear in this course. Imitate the person with whom you are speaking. He, in turn, will do his best to pronounce so that he can be understood. Likewise, do not be surprised at the use of gestures; they are a normal accompaniment to the language; use the gestures yourself, if you can imitate them.

3. How to Use This Manual. To help you in learning to speak German, this course makes use of two tools: a native speaker of the language, and this book. The two must be used together, as neither one is of any use without the other.

This manual has been so organized that it can be used to study by yourself or in a group. The group may or may not have a regular teacher; if you have no regular teacher choose one of your own number (called the *Group Leader*) to lead the others and to direct their work.

4. A Native Speaker is the only good source of first-hand knowledge of the pronunciation and usage of any language. The method used in this manual requires the use of a native speaker of German, preferably a person who can be on hand through the course, or next best the voice of a native speaker recorded on phonograph records which are supplied with this manual. But even when a native speaker is present during the course, the records can always be used for additional study. The native speaker of German is referred to as the *Guide*; if you can get a *Guide*, use him as a source of information throughout the course. The *Guide's* job is to act as a model for you to imitate, and as a check on your pronunciation; it is *not* his business to be a teacher or to "explain" the language to you. The *Guide* should be, if possible, a person who speaks more or less the type of German found in this manual, not merely the dialect of a particular region; but he should speak

this type of German naturally and without affectation. He should be neither overeducated nor too uncultured.

5. The Book is divided into five major parts, each containing five *learning units* and one unit devoted to review. Each unit contains several sections, usually the following:

- A. Basic Sentences (with Hints on Pronunciation, in Parts I and II, Hints on Spelling, in Part II.
- B. Word Study and Review of Basic Sentences
- C. Review of Basic Sentences (Cont.)
- D. Listening In
- E. Conversation
- F. Conversation (Cont.)

These six sections are followed in each learning unit by a *Finder List* containing all the new words in the particular unit. At the end of the *Manual* are included a summary of all word study material as well as supplementary word lists. All the words in the manual are included in two complete vocabularies, German-English and English-German.

6. The Basic Sentences in each unit are arranged so as to give you a number of new words and a number of new ways of saying things; first broken up into words or short phrases, and then combined in complete sentences. On the printed page, they are presented in parallel columns, which contain on the left the English

equivalent, in the center and on the right the German material. In Parts I and II, the German material is given both in an *Aids to Listening* in the second column and in the *Conventional Spelling* in the third column. From Part III on, the German is given only in the conventional spelling.

When you have your book open at whatever unit you are going to study, and when the Guide is ready to begin speaking the words for you, or the Group Leader is ready to start the phonograph records, you can start working on the Basic Sentences for that unit. If the Group Leader is working with the Guide, the Leader will read the English out loud, and the Guide will pronounce the German twice, each time allowing enough time for you to repeat the German after him. If you are using the phonograph records, two voices on the records will act as Leader and Guide for you. While you are listening to the Guide, follow with your eyes the Aids to Listening. When you repeat the words and sentences after the Guide or phonograph records, repeat them loud—good and loud. Never mumble. It is absolutely essential that you repeat after the Guide or phonograph record each time, and that you imitate as closely as you can, and learn by heart what you have imitated.

7. The Aids to Listening which are given in the first twelve units, present a simplified version of the usual German spelling, which is designed to help you in remembering the German words *as they sound*. In

the Aids to Listening, each German sound is represented by one letter or group of letters. Every letter (or group of letters) always stands for the same sound. Concentrate your attention first on the Aids to Listening, especially through Part I; in Part II you should pay more attention to the Conventional German Spelling, since from Part III on, it will be used alone.

8. The Hints on Pronunciation are given you to help you improve your speech in German. No language has sounds exactly like those of any other; and in German you will find some sounds which are quite absent from English, and others which are somewhat but not exactly like English sounds. After you have been through the Basic Sentences of the unit at least once, read through the Hints on Pronunciation carefully, having the Guide repeat or playing on the phonograph the words and sounds which are being discussed. Then go back and listen again to the Basic Sentences, always repeating them after the Guide or phonograph as you did before. Try to hear and imitate more precisely the sounds to which your attention has been called.

9. Pronouncing to Be Understood. Pronunciation is important for a number of reasons: if you expect to be understood when you speak a foreign language, you will have to pronounce it more or less the way the people are used to hearing it. If you are too far off from the usual way of talking the language, people won't be

able to understand you at all. Furthermore, the nearer you get to pronouncing the precise sounds, the easier it will be for your ear to catch the sound as spoken by a native, and the more rapidly you will pick up new words and phrases and make progress in learning the language.

Learning to pronounce is really not hard, if you go about in the right way. If you follow the suggestions and instructions given in this manual, and work carefully through all the hints, practices, and drills, you can expect to acquire the kind of pronunciation you need. Many students who are good mimics and who get into the spirit of speaking German will learn to talk like natives.

The only way to learn to pronounce like a native is to imitate. You must get a native to pronounce the words, then say them right after him, mimicking everything, even to the tone of his voice. This manual will make it easier for you by pointing out the sounds you need to observe, and by describing their peculiarities.

10. The Native Speaker Is Always Right. There may be instances where this manual or the phonograph records indicate one pronunciation and the native speaker will pronounce something a little different. Always imitate the pronunciation of your Guide rather than that of the phonograph records or of the Aids to Listening.

11. Each Word Study shows you new uses and new combinations of materials studied up to that point;

you are taught how to take apart the words and phrases which you hear and how to make new words and phrases on the same model. Read each part of the Word Study carefully, and make sure you understand thoroughly everything which is said in them; then go back over the Basic Sentences with the Guide or phonograph, exactly as you did before. By this time you can start going through the Basic Sentences with your book closed, and you should now be able to understand the sentences without looking at the English equivalent.

12. The Listening In section gives you a number of conversations, anecdotes, or stories, which use the vocabulary and constructions you have learned in each unit and in all those preceding. Its purpose is to give you practice in listening to and understanding the foreign language as you might overhear it in normal conversation among German-speaking people, and to furnish you with models for your own conversation practice.

13. The Conversation Practice represents the central aim of the course. In order to converse well, you should know well everything that has been introduced in the unit you are working on, and everything that you have learned in previous units as well. When you take part in a conversation, do so as easily and naturally as you can. Don't try to bring in new words and phrases that you haven't learned in the material you have

studied in this course; stick to what you have learned and practice it thoroughly.

14. Talking German. In speaking German you should not first figure out what you want to say in English and then translate it into German, word for word. This will get you nowhere. You should apply, instead, the words and expressions you already know to the given situation. If you cannot immediately rattle off a word or expression to fit a particular situation, go on to another, or ask a question, but under no circumstances attempt to compose. As soon as you do, you lapse into English speech habits and stop learning German and German speech habits.

When people speak to you, they will frequently use words and expressions you do not know. If you can't guess their meaning, try to find out by asking questions in German, or by asking them to repeat slowly, or to explain in simpler terms. If you (and they!) are good natured, and reasonable about it, you won't have any trouble. On the contrary you will constantly learn more

and will practice the German you already know in the process.

Your learning of the language will not stop, therefore, when you have mastered this material. You will, rather, be able to get around among the people, practice what you know, and steadily pick up more and more words and phrases. Try to learn them thoroughly. Carry along a notebook to jot down what you want to remember; you can then review this material from time to time.

You should not wait until you have finished this manual before you start using the language. Start practicing at once. When you have done the first unit, try out the expressions on as many people as possible. When you try out your German at this early stage, make it slide off your tongue as smoothly as possible. Be careful not to slip back into a careless English-like pronunciation. Listen closely to what the person says in response, trying to catch as much as you can. The first few times it may be hard to catch even the words you know, but you will improve rapidly if you keep on practicing every chance you get.

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GETTING AROUND

To the Group Leader: Each Unit of this course is divided into six Sections. It is suggested that the group spend not less than fifty minutes on each Section.

Before you get the group together to work on this first unit, read carefully the following material up to the heading *Useful Words and Phrases* on page 4. When the group meets, read the material aloud to them or have some other member of the group do the reading. The students will follow the reading with their books open. Be sure that your Guide, or the phonograph and records, are ready before the group meets for work on Section A. See that the Guide is supplied with a copy of the manual *An den deutschen Sprecher*, which tells him just what he is to do and gives him the German he is to speak to the group.

You should look through all of the sections of the unit, reading the directions carefully, so that you will have in mind the general plan of the work. Always get clearly in mind the directions for a section before you take that section up in group meeting.

This unit gives you the most immediate and necessary expressions that you will need in meeting people, asking your way, buying things, and counting. The amount of learning and memorizing required for the first unit is considerably greater than that for any later unit. You are given such a large dose at the start because this unit is meant to be a kind of "language first aid" which gives you enough useful expressions to

enable you to make ordinary wants known and to carry on a simple conversation in German from the very start.

All but a few of these words and phrases are selected from the phonograph records for the *German Language Guide* (introductory Series) (TM 30-306). If you have worked with these records, the present unit will serve as a review.

SECTION A—USEFUL WORDS AND PHRASES

In the list of *Useful Words and Phrases* which follows, the English equivalent of these words and phrases is given at the left of the page. Opposite, in the middle column, is a simplified spelling of the German which will help you in getting the sounds. In the third column

is the ordinary or *conventional* German spelling. The *Leader* of the group will first read the *English Equivalent* and pause for the *Guide* to speak the German. Every member of the group then repeats after the *Guide*. The *Guide* will then say the German a second

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time and everybody will repeat after him as before. The Leader will then read the next English equivalent and the Guide and group will follow the procedure indicated.

If no Guide is available, the *phonograph records* provided for the course should be used. When the group is ready, the Leader will begin playing the appropriate record and the group will repeat right after the German speaker during the silences on the record. The phonograph records can be used with profit even in cases where a Guide is available because they can be heard between meetings of the group, whenever it is convenient to you; they furnish additional practice in hearing German; you may listen only to those portions which you have found difficult; and the records may be played as often as you wish. In case the speaker on the record has a German pronunciation different from that of your Guide, use the records only for listening and understanding and not for imitating.

Whether you are working with a Guide or only with the phonograph records, you must repeat each German word and phrase in a loud, clear voice, trying at all times to imitate the pronunciation as closely as you can. Keep constantly in mind the meaning of the German you are about to hear, glancing at the English equivalent whenever you need to remind yourself. When you are hearing the German, keep your eyes on the *Aids to Listening*. But whenever the written form

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:20

seems to you to differ from the spoken sound, follow the spoken sound always.

Learning to understand and pronounce a language is not really hard. Every one of us learned to do this as a child, and all over the world children learn to speak all kinds of languages without any trouble. The difficulty that an adult faces in learning a foreign language as you are now learning German, is that the adult already has a set of habits for pronouncing his own language and this makes it harder for him to learn new ones than for a child who is starting from scratch. That is why it is so important that you should not be afraid of mimicking even when what you hear may sound strange to you. Don't be afraid to let yourself go. You will never learn to speak a language if you don't plunge right in as soon as you can. Never mind if you do make mistakes at first. The important thing is for you to try to say the words and phrases. Imitate your Guide with the same spirit and enthusiasm that you use in mimicking a person whose speech sounds peculiar to you. You will find that if you do this, your Guide will not think you are making fun of him; instead he will probably smile because what you have said to him sounds like German.

In the first five units, do not attempt under any circumstances to pronounce the German before you have heard it. You will only make trouble for yourself if you try to guess the pronunciation by "reading" the *Aids to Listening* or the conventional German spelling.

If you are working with a Guide who does not under-

stand English, ask the Leader of your group to demonstrate for you and the Guide what hand signals are to be used to let the Guide know when you want him to read more slowly or to repeat. They are as follows:

- | | |
|---|--------|
| 1. Index finger raised: | BEGIN |
| 2. Hand raised, palm toward the Guide: | STOP |
| 3. Palm down, hand moved slowly in semi-circle: | SLOWER |
| 4. Beckoning with index finger: | REPEAT |
| 5. Hand held palm up and moved quickly up and down: | LOUDER |

Remember that each phrase you say has a real meaning in German and hence you should always act as though you were really saying something to someone else. You will learn fastest if, when your book is open, you follow these steps:

1. Keep your eyes on the *Aids to Listening* as you listen to the German being spoken.
2. Repeat immediately what you have heard.
3. Keep in mind the meaning of what you are saying.

Begin the words and phrases as soon as your Guide is ready or when the Leader of your group is ready to play the first phonograph record.

To the Group Leader: Give the members of the group a chance to ask questions about the instructions. Make sure that everyone understands just what he is to do. Then have the students go through the list of *Useful Words and Phrases* once with the books open, repeating in unison after the Guide. Following this first practice, read with the group the *Comment on the Aids to Listening* on page 8. Make sure that everyone understands it.

Now go through the list a second time, much as you did before. And finally, go through it a third time, but let the students take turns repeating individually after the Guide—a sentence to a student. Indicate the order in which the repetitions are to go, who is first, who next, and so on. Continue this individual repetition as long as the fifty-minute period permits. Then, just before dismissing the group, read with them the paragraph headed *Check Yourself* on page 9.

Here are some hints that will make the work of the group more effective:

1. Insist that everyone speak up. Don't allow any mumbling! Each member of the group must be able to hear what is being said at all times.
2. Indicate to the Guide that he is to repeat whenever the pronunciation is bad and to keep on repeating until he gets a pronunciation that sounds like German.
3. Urge everyone to mimic to the limit every sound, every inflection, even the mannerisms of the Guide.
4. Keep the work moving. Don't let it drag at any time. See that everyone is listening, not only to the Guide, but to himself and to the others as they repeat after the Guide.
5. Go through all the work yourself. Repeat with the others and take your turn at the individual repetitions.

1. Useful Words and Phrases

Here is a list of useful words and phrases you will need in German. *You should learn these by heart.*

Greetings and General Phrases

NOTE: Words enclosed in brackets [] are not expressed in the German. Words enclosed in parentheses () help to explain the meaning of the German but are not necessary in English. Words enclosed in single quotation marks ' ' are literal or word-for-word equivalents.

— ENGLISH EQUIVALENTS — — AIDS TO LISTENING — — CONVENTIONAL SPELLING —

Unit 1, Record Side 1, beginning. (78 RPM)

(33½ RPM) Record Side 1, beginning.

good
day
Hello (how do you do, good
afternoon)

GUHten
TAHK
guhten TAHK!

guten
Tag
Guten Tag!

morning
Good morning!

MORgen
guhten MORgen!

Morgen
Guten Morgen!

evening
Good evening!

AHbent
guhten AHbent!

Abend
Guten Abend!

until
seeing again
Good-bye!

AUF
VIHder-zehen
auf VIHder-zehen!

auf
Wiedersehen
Auf Wiedersehen!

Mr.
Schulze

HERR
SHULTze

Herr
Schulze

[1-A]

Mr. Schulze.
Doctor ('Mr. Doctor').
Miss (to a waitress or salesgirl).
Mrs.
Koenig ('King')
Mrs. Koenig.
gracious
Madam (very polite).
Mueller ('Miller')
Miss Mueller.
gracious
Miss (very polite).
how
goes
is
[with] you
How are you?
[with] me
well ('good')
thanks
I'm fine, thanks.
And (with) you?

herr SHULtze.
herr DOKtor.
FROI-lain.
FRAU
KÖHnich
frau KÖHnich.
GNEHdige
gnehdige FRAU.
MULLer
froi-lain MULLer.
GNEHdiges
gnehdiges FROI-lain.
VIH
GEHT
ESS
IHnen
vih GEHT ess ihnen?
MIHR
GUHT
DANGke
ess geht mir GUHT. DANGke.
unt IHnen?

herr Schulze.
herr Doktor.
Fraulein.
Frau
König
Frau König.
gnädige
Gnädige Frau.
Müller
Fräulein Müller.
gnädiges
Gnädiges Fräulein.
wie
geht
es
IHnen
Wie geht es Ihnen?
mir
gut
danke
Es geht mir gut, danke.
Und Ihnen?

also
I'm fine too ('also well'), thanks.

Excuse me ('pardon')!

Not at all!

understand

you

me

Do you understand me?

Yes.

No.

Unit 1, Record Side 2, beginning. (78 RPM)

I

(I) understand

not

I don't understand you.

(I) beg

What did you say
('how please')?

speak

please

slowly

Please speak slowly.

AUKH!
AUKH guht, DANGke.

fer-TSAIung!

BITTe schön!

fer-SHTEHen

ZIH

MICH

fer-SHTEHen zih mich?

YAH.

NAIN.

ICH

fer-SHTEHe

NICHT

ich fer-SHTEHe zih nicht.

BITTe

vih BITTe?

SHPRECHen

BITTe

LANG-zahm

SHPRECHen zih bitte LANG-
-zahm.

auch
Auch gut, danke.

Verzeibung!

Bitte schön!

verstehen

Sie

mich

Verstehen Sie mich?

Ja.

Nein.

Ich

verstehen

nicht

Ich verstehe Sie nicht.

bitte

Sie bitte?

sprechen

bitte

langsam

Sprechen Sie bitte langsam.

Places and Directions

*where
is
the railroad station
Where's the railroad station?*

*it
straight ahead
It's straight ahead.*

*the hotel
Where's the hotel?*

*it
there
It's there.*

*the restaurant
Where's the restaurant?*

*there
yonder
It's over there.*

*the toilet
Where's the toilet?*

VOH
IST
dehr BAHN-hohf
VOH ist dehr BAHN-hohf?

EHR
geRAHde AUS
ehr ist geRAHde AUS.

dass hohTELL
VOH ist dass hohTELL?

ESS
DORT
ess ist DORT.

dass restohRANG
VOH ist dass restohRANG?

DAH
DRÜHben
ess ist dah DRÜHben.

dih twaLETTE
VOH ist dih twaLETTE?

wo
ift
der Bahnhof
Wo ift der Bahnhof?

er
gerade aus
Er ift gerade aus.

das Hotel
Wo ift das Hotel?

es
dort
Es ift dort.

das Restaurant
Wo ift das Restaurant?

da
drüben
Es ift da drüben.

die Toilette
Wo ift die Toilette?