These three lists are part of a series which will form a bibliography of teaching materials for German. Entries are classified according to the age and level of instruction for which they were intended. Each list treats a separate category of materials. There is a title index, as well as an index to authors, editors, compilers and adaptors, with each list. The remaining sections are being compiled in the United Kingdom. (HW)
TEACHING MATERIALS FOR GERMAN
TEXTBOOK COURSES

This list forms one section of a bibliography of teaching materials which, when complete, will comprise several sections. It has been produced in consultation with a sub-committee of the Association of Teachers of German and incorporates their comments; their help is gratefully acknowledged.

The annotations are based on a careful examination of the books and are intended to be objective. A simple classification, set out overleaf, gives a broad indication of the level at which the books may be used. The key letters appropriate to each book appear opposite the entry in both the Contents list and the text of the bibliography. Items that appear to be suitable for more than one level of instruction are described by as many key letters as seem appropriate, and categories other than those for which the material was specifically designed may well be mentioned. More detailed information may be found in the annotations.

All the books in this list can be seen in the Language-Teaching Library, the Centre for Information on Language Teaching and Research. Teachers should try to see a copy of any book in which they are interested so that they may decide on its suitability for their purpose. Inspection copies are normally available from publishers. Details of price are subject to change and it is advisable to check with the publisher or distributor before an order is placed.

The list consists of books available in the United Kingdom. Material published abroad has been included only if it is readily available through agencies in the United Kingdom. Some of the books listed here have a recorded or visual element not easily obtainable in this country. For textbooks which have readily available visual or recorded elements, reference should be made to the Recorded and audio-visual material section of Teaching materials for German.

Suggestions for improvements to, or new entries in, this list will be welcome and should be addressed to the Director, CILT.

Compiled August 1972
CLASSIFICATION

D Secondary school material for lower-school beginners
E Secondary school material for upper-school beginners
F Secondary school intermediate material (below and up to 'O' level, etc.)
G Adult beginning material
H Adult intermediate material
J Advanced material (post-'O' level, etc., for adults and school pupils)
S Material with specialised content and vocabulary

Note: The enclosed price list follows the numbering system used in this bibliography

CONTENTS

1. Adams, Sir John, Teach yourself German
2. Anderson, Walter E., Aufenthalt in Deutschland
3. Anderson, Walter E., Das schöne Deutschland
4. Baber, D. C., Mach mit! A German course to 'O' level
5. Buckley, R. W., Living German
6. Butler, C. Keith, Und so weiter
7. Cook, H. F., Modern German for adults
8. Dickins, E. P., German for advanced students
9. Dodkins, Evelyn M., Die Familie Neumann
10. Doring, P. F., Colloquial German
11. Duff, Charles, and Paul Stamford, All purposes
12. Eichinger, H., M. Grinvalds, and E. Barton, German for adults: a comprehensive course
13. Ericsson, Eie, and Christina Eisenberg, Moderner Deutschkurs
14. Feld, Ellin S., Willy Schumann and Ellen van Nardroff, Anfang und Fortschritt: an introduction to German
15. Förster, Ursula, and Gertraud Heinrich, Deutsch für Sie
16. Greatwood, E. A., School German course
17. Griesbach, Heinz, Deutsch für Fortgeschrittene
18. Griesbach, Heinz, Ich spreche Deutsch: eine zuverlässige Anleitung
19. Hübener, Theodore, and Maxim Newmark, A first course in German
20. Hübener, Theodore, and Maxim Newmark, a second course in German
21. Hübener, Theodore, Maxim Newmark and Rosemarie Walz, A third course in German
22. Jackson, Eugene, and Adolph Geiger, German made simple
23. Jones, Brangwyn, Lustiges Lernen
24. Kany, Charles E., and Christian F. Melz, Spoken German for students and travelers
25. Keegan, John, A new German grammar
26. Kelber, Magda, Heute abend
27. Kellett, Freda, Advanced modern German
28. Klee, Wolfhart, and Magda Gerken, Gesprächen Deutsch
29. Lange, Eva C., Cortina's German in 20 lessons
30. Law, M. H., How to read German: a short cut for non-linguists
31. Macpherson, A. S., Deutsches Leben
32. Madrigal, Margarita, and Inge D. Halpert, See it and say it in German
33. Madrigal, Margarita, and Ursula Meyer, Madrigal's magic key to German
34. Mahler, Gerhart, and Richard Schmitt, Wir lernen Deutsch: Unterrichtswerk für den Deutschunterricht im Ausland
35. Nicholson, J. A., Praktisches Deutsch
36. Orton, Eric, Auf deutsch, bitte!
37. Pfeffer, J. Alan, German review grammar
38. Politzer, Robert L., Reading German fluently
39. Politzer, Robert L., Speaking German
42. Russon, A., and L. J. Russon, Advanced German course
43. Russon, A., and L. J. Russon, Simpler German course for first examinations
44. Russon, L. J., Complete German course for first examinations
45. Salamé, S. J. W., Deutsch für dich
46. Savigny, W. B., A sixth form German course
47. Savigny, W. B., and W. C. Mitchell, Frisch auf! A German course for the 'O' level examination
48. Scherer, George A. C., and Hans-Heinrich Wängler, Contemporary German
49. Schlimbach, Alice, Kinder lernen Deutsch: die Familie Schiller
50. Schulz, Hans, and Wilhelm Sundermeyer, Deutsche Sprachlehre für Ausländer: Grammatik und Übungsband
51. Schulz-Griesbach deutsche Sprachlehre für Ausländer
52. Stopp, Frederick J., A manual of modern German
53. Stringer, L., A first German
54. Teeni, R., and M. G. Clyne, Efficient German
55. Tudor, Leslie, and Marianne H. G. Heydorn, Deutsches Land und deutsches Volk: a complete course in German to General Certificate Ordinary level
56. Tyrer, Alan K., A programmed German grammar . . . with exercises

Index of authors, editors, compilers, adaptors
Title index
1. **ADAMS, Sir John**  

Efficient, methodical course, designed for self-tuition, which aims at a complete basic knowledge of German. The key provides an opportunity to cross-check translations. There is unfortunately no end vocabulary, but word-lists are contained in each chapter. The appendix consists of tables of declensions and of strong and irregular verbs.

2. **ANDERSON, Walter E.**  


Book 1 proceeds in very rapid strides from the elementary to complex sentence structure, past tenses of modal auxiliaries and various adjectival forms. From the start exercises are based on translating sentences from and into German, substitution and traditional grammar drills. Some of the English for translation is artificial and the word order smacks of German. Book 2 consolidates grammar and syntax of Book 1, and covers the rest of the grammar required for GCE 'O' level, providing ample revision material of a very traditional type for the last year of a three-year course. The central theme (as in Book 1) of a young Englishman staying with a German family is interrupted occasionally by the re-telling of 'classics' like the 'Zauberlehrling', 'Der Handschuh', etc.

The material is not very well graded and the course is not suitable for a main school 'O' level course. It could be used for sixth formers doing a rapid course to 'O' level but even then might be found heavy going.

3. **ANDERSON, Walter E.**  


Intended for adult beginners and adults who already know some German from previous courses in adult education centres, these books offer a grounding in grammar and syntax, and provide texts dealing with tourist situations, with their appropriate idioms and expressions. Typical topics are railway travel, passport formalities, hotels, food, etc. The second book concentrates on descriptions of typical scenes throughout Germany, from Düsseldorf and the Ruhr to Heidelberg and the Tyrol, seen through the eyes of an English family.

The older teacher who wishes to proceed on formal lines may find the book useful; the younger one may prefer to look elsewhere.

4. **BABER, D. C.**  

4.1 Book 1. BABER, D. C.; illustrated by Peter M. North. 1968. x, 182p.  
4.2 Book 2. BABER, D. C., and G. Everson; illustrated by Eric Thomas. 1969. x, 244p.  

These three books will cover work up to 'O' level; they could also be used by a good CSE class. The text deals with the activities of a German family and their two children. Book 1 covers cases, present tense, simple word order, prepositions, possessives, u-words, declension of adjectives, modals, separable verbs. Book 2 continues the same type of exercises and pattern practice as in Book 1 but introduces translation into German. In Book 3 some of the pieces for translation are taken from actual 'O' level papers. There are occasional poems and songs. Each book has maps as end papers, a summary of the grammar covered, German-English word-lists for each chapter and a German-English end vocabulary; the black and white illustrations are enlivened by the occasional good photograph. A course of the traditional type.

5. **BUCKLEY, R. W.**  

Straightforward course, covering basic grammar and suitable for adults. The text is centred round the life of a German family and deals with a wide range of subjects. The book is divided into two parts. Part 1 contains twenty-eight lessons, of which the last six do not contain any new points of grammar. All other lessons, also those in Part 2, start with a text, followed by a German-English word-list, points of grammar and a number of exercises. Part 1 treats most aspects of elementary grammar and the present tense, whilst Part 2 deals with all forms of the verb. The book ends with an extensive summary of grammar, a list of strong and irregular verbs, and a German-English vocabulary of about 1,800 items.

6. **BUTLER, C. Keith**  

Specifically designed for evening classes and technical colleges. Although the aim is fluency in written and spoken German, English is used as the basis of tuition. Each chapter introduces vocabulary on everyday themes via pictures at the rate of twenty-five new words a week (total approximately 1,000). Exercises are simple, consolidating grammar points made, and suitable for oral work. There are no word-lists in the single lessons, but there is at the end of the book a German-English word-list of about 770 items, with references to the chapters where the words first
occurred; there is also an index containing only the English equivalents of all the words and phrases used in the book, together with grammar points standing out in capital letters, and referring to the pages where they can be found.

7. **COOK, H. F.**

A complete manual for adults working alone or in evening classes. Also suitable for prospective travellers for pleasure and business, as it uses texts dealing with everyday life, topography and industry. There are eighteen lessons plus three for repetition. Each of the eighteen lessons starts with a German-English word-list followed by the text to which it belongs, a small grammar section and a number of exercises. The book ends with a list of strong and irregular verbs, three songs, a German-English vocabulary of about 640 and an English-German one of about 440 items.

8. **DICKINS, E. P.**

A graded three-year course in advanced German, useful for 'A' and 'S' level work at school or in evening classes. Part I is divided into eighteen topics, each revising grammar points as well as giving two German passages from contemporary authors, one English passage and eight sentences for translation into German, followed by suggestions for essays and discussion. The two revision lessons in this part do not contain any points of grammar, but are otherwise similarly arranged. Part II gives prose passages and poems for translation into English and German, also essay subjects and a comprehensive grammar section with textual references. Part III again contains German prose passages and poems for comprehension and criticism, and some English texts for translation. There is no end vocabulary, but ample footnotes give specific guidance. A sound course which does what it sets out to do.

9. **DODKINS, Evelyn M.**

This book is intended as a beginners’ course leading to the CSE examination. A short teacher’s guide is given at the beginning of the book. Each lesson, entirely in German, and illustrated with line-drawings, is followed by exercises: questions on the text, general questions and questions on points of grammar. Some pleasant songs and suggestions for games are followed by ‘How the language works’, a simple grammar summary in English, with helpful drawings to explain the German examples. The book ends with a German-English vocabulary containing about 1,000 entries.

10. **DORING, P. F.**

A short and somewhat old-fashioned comprehensive course for adults, suitable for self-tuition. Part I gives in each of its thirty-six lessons basic points of grammar, vocabulary and idiom lists, and graded reading passages, followed by questions in German or sentences with their English translations. Part II starts with some texts to give reading practice, with translations in English, followed by small sections of German prose and poetry. There is no grammar summary or end vocabulary.

11. **DUFF, Charles, and Paul Stamford**

Part I, consisting of four lessons of five paragraphs each, is a graded introduction to grammar and basic vocabulary, using either purpose-written texts or extracts from ‘Till Eulenspiegel’ with line by line translations. Part II, consisting of six lessons, continues in a similar way, with Grimm’s ‘Hans im Glück’ and Arnold Zweig’s ‘Sergeant Grischa’ as continuous, translated reading matter. The book ends with a list of strong and irregular verbs and a German-English vocabulary of about 3,000 items.

12. **EICHINGER, H., M. Grinvalds and E. Barton**


Although designed for adult students in further education classes, this course might also be used by the upper forms in schools. Book 1 (which unfortunately contains no table of contents) is organised in twenty lessons. It presents 850 words and deals with the present and preterite tenses of verbs and the accusative and dative cases of nouns and adjectives. Lesson 11 has been taken as typical: a text in German of about 270 words, with its English translation, followed by small sections of reading passages, followed by questions in German or sentences with their English translations. Part II follows the same pattern and again contains twenty lessons, of which at least three are intended as revision. This book adds 810 new words to the 850 presented in Book 1, and deals with the main grammatical categories of German, i.e. the remaining tenses, modal verbs, pronouns, prepositions and co-ordinating and subordinating conjunctions. There are lists of strong and irregular verbs, and German-English vocabularies at
the end of Books 1 and 2. German dialogues for adult beginners by P. Prager is intended to supplement this course (see section: Supplementary material).

13. **ERICSSON, Eie, and Christina Eisenberg, editors** D Moderner Deutschkurs; edited by Donald F. Macgregor and Alexander Mackenzie. Chambers, 1970—.

13.7 *Book 4: Wir sind soweit.* In preparation
13.8 *Übungsheft: Wir sind soweit.* In preparation

This course is an adaptation for English-speaking pupils of the successful Fünf-Länder Kurs which first appeared in Sweden. The complete course has four parts which aim to bring pupils up to 'O' level. Book 1 has forty-three lessons, each with its own German-English word-list at the end. It covers genders, cases, interrogatives, the present tense and some uses of modal verbs. There is a general German-English vocabulary of about 1,000 items. The Übungsheft is a necessary part of the course; it provides exercises of various kinds for each lesson. The instructions for exercises for lessons 1 to 17 are in English; thereafter in German.

Books 2 and 3 were not available for detailed examination at the time of going to press. Book 4 is in preparation.

14. **FELD, Ellen S., Willy Schumann and Ellen von Nardroff**

Aims to teach comprehension, speaking, reading and writing and could be used for near-beginners for one-year courses in evening classes or self-tuition. Generously illustrated, also gives ample topographical and cultural background. Divided into twenty-five lesson units, each including short conversation with translation, reading text, comprehension questions and answers, grammar points, exercises, sentences for translation into English and German, a suggestion for composition and a word-list. At the end of the book there is a German-English vocabulary of about 1,780 entries, and an English-German one of about 400 (only those needed for the English-German exercises). Tapes, together with their workbook, are provided by the American publishers, but are not obtainable in Britain.


15.1 Textbook. 264p. illus.
15.3 *HEINRICH, Gertraud, Unterrichtshilfen.* 162p.

Although the authors' claims as to the suitability of the course (e.g. it is designed for self-study, class use, in classes with few contact hours and in intensive courses) may be questioned, this is an attractive course. It consists of twenty-four rather lengthy lessons. Each lesson has three thematically linked parts. Each one of these parts begins with a dialogue or basic text. On these dialogues a considerable number of exercises are based. The grammatical points dealt with in each chapter are not explained in the student's book, though model sentences and phrases do appear.

Whilst the coursebook uses German only, the Übungshet contains a list of all the new words and phrases together with explanations of grammatical points, in three languages, German, French and English, for each lesson. In addition there is also a key to each lesson and a German word index referring to the lessons in which the words first occur. The Unterrichtshilfen is a teacher's book which, although not essential to the course, will be of great help.

16. **GREATWOOD, E. A.**

This book attempts to provide a course up to GCE 'O' level. Each of the sixty-five chapters starts with notes on the points of grammar which the following text contains; the texts, dealing chiefly with everyday matter and situations, are each followed by four sets of exercises on grammar and vocabulary, plus occasional suggestions for essays. The new words introduced in each text are given in word-lists arranged by chapters towards the end of the book, and are followed by some supplementary exercises for each chapter. There is no full summary of grammar, but there is an index to the grammatical covered and a few notes on declension and word order, and a list of strong, mixed and irregular verbs. There is also a German-English vocabulary of about 1,600 words. Unfortunately many of the German texts are spoiled by a quite number of errors.

17. **GRIESBACH, Heinz**
**J Deutsch für Fortgeschrittene.** Hueber, Munich, 1970—.


Like the other books in the Schulz-Griesbach series (see No. 51 below) these are intended for use by
German teachers teaching German to foreigners, and certainly the two volumes of *Moderne Welt* are suited to advanced students only. They would be of use to intelligent sixth formers who want a course excluding literary studies or as a change from literary studies. Each volume has twenty-eight or twenty-nine Sachtexte, each of an average length of 550 words; after each Sachtext there are exercises – all, of course, in German: questions, use of expressions in the text to convey ideas, extension of vocabulary and expression, completion type exercises and sometimes recasting of German sentences. The Sachtexte are taken from such journals as *X-unsere Welt heute*, *Bild und Funk*, Scala International. The *Deutsche Grammatik im Überblick* is what its title conveys, but is rich in examples, especially in the sections on adverbs and conjunctions. The sections on ‘Die Funktionen im Satz’ and ‘Der Satzbau’ are clearly of importance to students who are going to work through the *Sprachheft 1* which contains 180 exercises of the completion or substitution type.

18. **GRIEBSCH, Heinz**


Devised for those who want an introduction to German without formal grammar, this course of twenty-five lessons is nevertheless contrived so as to facilitate a later study of the language linked with grammar. It could, for example, be a preliminary to the Grundstufe of *Deutsche Sprachlehre für Ausländer* (see No. 51 below). At the beginning guidelines set out for the teacher the reasons for, and progress through, the seven processes on which each lesson is based. Then follows a brief analysis of the gist of each lesson, giving a clear idea of the amount of work to be covered. Each lesson has a short introduction, followed by a brief dialogue and a list of the new vocabulary with an example of use. Then there are a few completion or substitution exercises. The whole lesson is in German. At the end of the book are separate glossaries in English, French and Spanish for the vocabulary and examples in each lesson, and a short alphabetical German index, referring to the single sentences in the lesson in which the words occurred. The accompanying tapes are obtainable only from Germany.

19. **HUEBENER, Theodore, and Maxim Newmark**


This book, the first in a graded series of three, is planned for the first year of German in American high schools; it starts with an audio-lingual introduction employing pattern drills during a prereading phase of instruction. The main part of the course consists of thirty lessons with every sixth being for review. From lesson thirteen onwards each lesson bringing new material shows the same pattern: A and B: texts, followed by word-lists and questions; C: vocabulary notes, and D: grammar notes, followed by exercises. The book ends with an appendix, dealing with the Gothic alphabet, which is followed by a German-English end vocabulary containing about 1,200 entries, and an English-German one of about 500. Like the other volumes, this is beautifully produced with good quality paper, print and colour photographs. (See nos. 20 and 21 below.)

20. **HUEBENER, Theodore, and Maxim Newmark**


This book, a sequel to *A first book in German* by the same authors (see no. 19), is a combined grammar and reader. Three preliminary lessons, A-C, offer audio-lingual drills with a concise review of the first-year’s grammar. The main course consists of twenty-four lessons of which every sixth is for revision. The twenty lessons offering new material all show the same pattern: a German text followed by lists of words and phrases with their English translations, and German questions on the text; after the explanations of the points of grammar there are exercises comprising also translations from and into German. Each lesson ends with some further reading material of entertainment and cultural value. About twenty-five new words and five new idioms are added in each lesson. The book finishes with a list of irregular verbs, a German-English vocabulary of about 1,200 entries, and an English-German one of about 500. For the sequel to this course see no. 21 below.

21. **HUEBENER, Theodore, Maxim Newmark and Rosemarie Walz**

*FH A third course in German.* Heath, Boston, 1968. xx, 363p. illus.

This sequel to *A second course in German* by Theodore Huebener and Maxim Newmark (see no. 20) is similarly arranged to the first two volumes of the course. The first five lessons, A-E, offer audio-lingual drills and review of grammar. The main part of the book presents twenty-four lessons, of which every sixth contains revision exercises, with some supplementary reading material. All other lessons show the same pattern: a German reading text is followed by lists of words and phrases, some German questions on the text, explanations of points of grammar and all kinds of exercises. Each lesson ends with a further German text and questions on this text. Again the book attempts to make students familiar with German literature and culture. The book ends with a German-English vocabulary of about 1,000 entries and an English-German one of about 300.

22. **JACKSON, Eugene and Adolph Geiger**


A comprehensive course of forty-three lessons, presenting graded German passages on everyday practical topics. Each passage is followed immediately by an English translation, then a German-English word-list, grammar notes, questions and exercises. At
the end there is a key to these exercises, a German-English vocabulary of about 1,300 items and an English-German one of about 700 items. Specially suitable for self-tuition and adult evening classes.

23. JONES, Brangwyn


23.1 Part 1. Es geht los. 89p.
23.2 Part 2. Es geht weiter. 182p.

This is a course leading to CSE or ’O’ level containing a lot of paradigms. The first two volumes emphasise the spoken word and material learnt is sometimes explained in grammatical terms only later. The topics dealt with are the everyday events of a normal pupil’s life and lead to the acquisition of a simple vocabulary for elementary conversation even in the early stages. Parts 1 and 2 are very fully illustrated, some of the illustrations being ingeniously contrived to convey abstract ideas; some of the illustrations in Part 2 are full page photographs. The course succeeds in giving a good representation of life in Germany since the mid-sixties. Part 3 offers a more conventional approach but basically the same practice of repetition and understanding is followed: The subjunctive gets more attention than in many coursebooks at this level. At the end the declension of adjectives is set out, the tenses of haben and sein, and the main parts of strong verbs. There are no end vocabularies.

JONES, H. C. Howlett

See no. 31 below.

24. KANY, Charles E., and Christian F. Melz

Spoken German for students and travelers. Heath, Boston, 1946. xvi, 229p.

After a short section on pronunciation there are sixty short conversations in German (printed in Gothic) with English translations opposite (including some odd-sounding transliterations). Footnotes give translations of words and phrases and references to the grammar section which follows as an appendix. There is an index to the grammar section and a German-English end vocabulary of about 900 items. The authors aver that the book can be used by beginners but, whether the book is used for classwork or self-instruction, some previous knowledge would make it more effective.

25. KEEGAN, John


This course attempts to cover in its sixty-five lessons the essential German grammar and to provide a textbook not only for day schools and evening classes, but also for self-tuition. The lessons start with explaining one or more points of grammar which are then dealt with in twenty-four German and twelve English sentences for translation. German reading passages with word-lists and questions on comprehension are provided in every other lesson as from lesson 10 onwards, and there are also some short paragraphs for revision of grammar. The last lesson deals with commercial German. The book ends with a German word-list, with English translations, referring to the lessons where the words first occurred (166 items), and an English-German vocabulary of about 970 entries. The German in this book is unfortunately often rather pedestrian, and there are also a few errors. Gothic script is used throughout.

26. KELBER, Magda


This course, though meant for complete beginners, starts immediately with reading texts. As the author explains in the preface it attempts to strike a balance between the essentials of grammar and the essentials of conversational vocabulary. Each of the twenty chapters of Book One consists of five parts: reading matter, followed by a vocabulary list, points of grammar, exercises of different kinds and some additional songs, poems, etc. The book ends with grammatical tables for revision, some weights and measures, a German-English vocabulary of about 1,500 entries, and an English-German one of about 1,700. Book Two also presents lively reading matter in modern German, but includes extensive extracts from original German novels, plays, letters, poems, etc. Each of the twenty chapters again has vocabulary lists and sections on grammar (with exercises) which always refer to texts in following chapters, thus obviously preparing the student for easier comprehension of these texts. The book ends with some grammatical tables for revision, some bibliographical notes, a German-English vocabulary of about 4,800 entries and an English-German one of about 1,070. This is not an easy course, but one which could lead the student to a first-rate knowledge of German. The author of the Supplementary exercises to Heute Abend: Book One specially points out that he has strictly conformed in these drills to the grammatical content of Book One, supplementing this coursebook chapter by chapter with additional exercises which could be especially welcome to keen adult pupils. As this drill book could also be used profitably in conjunction with other textbooks, full German-English and English-German end vocabularies of about 1,200 entries each have been provided. This has been perhaps the most widely used course with adult beginners in further education.
Contains a reference grammar, sentences for translation into German based on ten grammatical or vocabulary topics, seventy prose passages for translation into German (minimal references to the grammar section), poems for translation and appreciation (a few questions in English after each poem), eighty prose passages for translation into English (no notes of any sort), a section of essay subjects and outlines, a German-English vocabulary and an English-German vocabulary containing 2,300 and 1,300 entries respectively. Might be used by sixth-formers and others who have reached 'O' level and are continuing to 'A' level. German translations of the seventy English prose passages (pp. 209-66) are published in a separate leaflet which is normally available to teachers only.

KLEE, Wolfhart, and Magda Garken

Daunting and some may think dull course in spoken German, which despite its title also aims at reading and writing skills. The course contains thirty-seven lessons, supplementary reading material, a section of dialogues between teacher and pupil (of a fairly dreary mechanical kind) and a grammatical appendix. Most lessons consist of reading passage, oral and written exercises and a list of vocabulary. The course is in German throughout; no "equivalents" are given in the vocabulary lists in each lesson as the course is supposed to be suitable for speakers of any language.

LANGE, Eva C.

The first part of the book consists of twenty lessons, the first sixteen of which each start with a list of the new German words with their English translations, followed by a German conversation with full simplified phonetic transcription and English translation. The vocabulary is taken from everyday life and points of grammar are explained in footnotes. The last four lessons present conversations only, with their footnotes (no word-lists, phonetic transcriptions or translations). The second part of the book consists of a reference grammar dealing extensively with all parts of speech, including word order and a list of strong verbs. This section is followed by two lists of idiomatic expressions and proverbs, two sample German business letters and a small section on pronunciation and punctuation. The book ends with a

German-English vocabulary of about 1,900 entries and an English-German one of about 1,550. Though there are no exercises the course can also be used for self-tuition.

LAW, M. H.

This book is designed specifically for those who wish to read German, rather than to speak or write it, without having to learn a full grammar course. Most of the texts have general appeal, though there are some which would help historians, economists and scientists. Part I consists of twenty-one chapters and four revision lessons. Each chapter contains an abstract from an original German text (the first eight with complete English translations), followed by sections on grammar and vocabulary building. Part II discusses numerals, weights and measures, gives a list of abbreviations and summarises grammar and vocabulary building. Part III gives supplementary reading passages arranged in order of difficulty. The book ends with a list of strong and irregular verbs, and a German-English vocabulary containing about 3,760 entries.

MACPHERSON, A. S.


An old favourite 'O' level course, largely rewritten and freshly illustrated. In Part 1 an innovation is the inclusion of four 'Lesestücke'. There is also a new way of dealing with the plurals of nouns. In Part 2 which is completely rewritten, but uses the old framework, there is a genuine attempt, supported by good photographs, to justify the title. This part introduces translation into German. Part 3 succeeds in introducing a cultural element into the text (Brecht, Morgenstern, Wiechert, Böll) and has at the end notes on the reading passages. Each part has a German-English vocabulary and Parts 2 and 3 have also an English-German one. Each volume has maps as end papers.

MADRIGAL, Margarita, and Inge D. Halpert

Intended for persons who wish to teach themselves some German or revise an existing knowledge, this book follows a pattern of giving vocabulary and
structure, then practising what has been given with illustrated examples; then come allied questions or statements with an English translation, and finally a short exercise with the correct answer opposite or below. Although not divided into conventional chapters, the text comprises about fifteen sets of material grouped in this way. There is also an appendix called the 'Traveler's Handy Word Guide' with sections entitled: 'In the restaurant', 'In the stores and shops', etc.; then sections on verb conjugation, reflexive verbs, modes and separables; there is also a German-English vocabulary of about 700 items and a useful index. The short pronunciation guide at the beginning suffers from its brevity; there is no distinction between 'ç' (voiceless palatal fricative) and 'x' (voiceless velar fricative) or between long and short vowels. There are no references to or examples of subordinate clauses in the text.

33. MADRIGAL, Margarita, and Ursula Meyer

This self-tuition course adopts an interesting and uninhibited approach to German, teaching in the early lessons mainly through cognates and cognate structures. A typical lesson (e.g. no. 27) consists of a list of 'words to remember' with English translations, a conversation, exercises, including translation, a 'verb builder' (concerned with verbs ending in -ieren) and a 'reminder card' (which 'reminds' the student of adverbial phrases of time). The course will no doubt be most successful with students who wish to obtain proficiency in reading and writing elementary German. Used with a teacher, however, it may serve for teaching oral-aural skills.

34. MAHLER, Gerhart, and Richard Schmitt
Wir lernen Deutsch: Unterrichtswerk für den Deutschunterricht im Ausland. Diesterweg, Frankfurt am Main, Berlin, etc. 1967-68. 4 vols.

34.4 Wortschatz Englisch zu Band II (cover title). 1968. 56p.

The two main volumes of this course use German throughout and are thus designed for teaching in any country, whilst the two supplements have been prepared for English-speaking pupils and use English for translations and sometimes even for explanations—though even there the grammar is generally explained in German. Volume I contains forty lessons, each consisting of two reading texts, followed by exercises on points of grammar, and questions on the texts. The grammar itself is contained in the Beiheft which also has a German-English word-list for each lesson and an alphabetical index to these German words referring to the lessons where the words occur. Volume II consists of two parts. The first has eighteen lessons of which each one again deals in two reading texts with new points of grammar and new vocabulary, followed by the appropriate exercises. The grammar itself is explained lesson by lesson in the second part of this volume, which ends with an index to the grammar. The supplement Wortschatz contains German-English word-lists for each lesson and ends with an alphabetical German index referring to the lessons where the words occur.

36. NICHOLSON, J. A.


On the whole a workman-like course in two volumes, leading to GCE 'O' level. Volume 1 contains twenty-three lessons and an appendix in which songs, passages for dictation, reproduction, notes on strong verbs, nouns and adjectives are to be found. The German-English vocabulary contains approximately 800 entries. The lessons follow the pattern: text in German, questions on the text, German-English word-list, exposition of the grammar and up to eight exercises. Both the texts and the exercises are uneven in quality. Volume 2 contains nineteen lessons and an appendix. In addition to some of the items which featured in the appendix to the first volume, there are also: a summary of grammar covered in part one, an index of grammar covered in part two, some notes on prefixes and a German-English vocabulary containing almost 1,900 entries. The course seems to be aimed at those pupils who have to take 'O' level after two years. It could conceivably also be used by adults.

36. ORTON, Eric

36.2 Zweiter Band. ORTON, Eric, and Barry Hunt. 2nd rev. edn. 142p. (First published 1963.)

A course specially written for comprehensive and secondary modern schools, and the emphasis is on oral skills and contemporary Germany, including that of the tourist. Book 1 keeps to the present tense, with three modals, and separable verbs; every fifth chapter is a revision. The book ends with a German-English vocabulary of about 650 words. Book 2 introduces other tenses and modals, subordinate clauses and comparison of adjectives. There is quite a jump from the end of Book 1 to the beginning of Book 2 which may make the transition very difficult for the non-academic children for whom Book 1 was clearly
intended. The story is continuous, an English boy staying with a Hamburg family, and there are many puzzles, games and jokes. There is a table of strong and mixed verbs and a German-English end vocabulary of about 670 words.

37. PFEFFER, J. Alan  
German review grammar. 2nd edn. Heath, Lexington, Massachusetts. 1970. xii, 270p. illus. (First published 1961.)

Although designed as a 'consolidation' course for students who have already done an elementary course, it might also be used by highly motivated and intelligent adult beginners since it is progressive. Each chapter expounds points of grammar, includes reading texts (usually about 300 words long) with questions in German to test comprehension, a list of idiomatic expressions with translations and a series of exercises including translations. Each chapter ends with a section 'variations' containing a number of supplementary exercises which would lend themselves particularly to oral work. In all there are twenty-four chapters, an appendix which gives a summary of important points of grammar, German-English and English-German vocabularies containing approximately 2,400 and 700 entries respectively. The textbook is attractive and contains some interesting photographs. The recordings mentioned in the preface are not available in UK.

38. POLITZER, Robert L.  

This coursebook which aims to give students practice in high-speed recognition of structures, employs for this purpose chiefly completion exercises that contain the essential elements of grammar. Each of the thirty lessons consists of five sections: the initial short reading section provides the frame of reference for the following discussion of new points of grammar which are then illustrated by a supplementary reading section with a German-English word-list. These three sections are followed by sections 4 and 5 which contain practice exercises, chiefly of the completion type. The first lesson is preceded by an introduction on pronunciation, and the book ends with three appendices, i.e. a list of strong and irregular verbs, a conjugation table of the auxiliary verbs and a chart on the German tenses. This is followed by a German-English end vocabulary of 1,700 items. The book could be of use to an adult wishing to acquire a reading knowledge of German by private study. The companion volume Speaking German (see no. 39 below) is constructed on similar lines.

39. POLITZER, Robert L.  

This companion volume to Reading German fluently (see no. 38 above) aims to impart aural comprehension as well as an active speaking knowledge of the language. It also starts with a pronunciation lesson, followed by thirty lessons whose first three sections are identical with those in the companion book (short reading text, points of grammar, second reading text with word-list): the exercises in sections 4 and 5 are, however, completely different, emphasising the acquisition of active speaking knowledge by requiring extensive production on the part of the student. After the three appendices as in the companion book there is also the identical German-English end vocabulary of about 1,700 items. The book could be of use to an adult wishing to do some serious revision by private study.

40. RUSSON, A., and L. J. Russon  

This is the first part of a two-year course leading to GCE 'O' level. It presents a vocabulary of about 1,000 words and covers most forms of declension, and the present, future and perfect tenses; separable and modal verbs are included and word order is dealt with. The book consists of eighteen lessons, each containing a number of short texts with lists of words and phrases, followed by grammar notes and exercises. The grammar scheme is good, the lessons offer less appeal. After a short grammatical summary there is a German-English end vocabulary containing about 1,000 entries, and an English-German one containing about 250. For continuation of this course see A second German book by the same authors (no. 41 below).

41. RUSSON, A., and L. J. Russon  

This book is the continuation of the same authors' A first German book (see no. 40 above). The fifteen lessons each contain several reading texts followed by lists of words and phrases, some points of grammar and a number of exercises. Some poems and prose passages from contemporary authors are included at the end of each lesson. The grammar is extended to cover the preterite, the pluperfect, the conditional, the subjunctive, the passive voice and the government of verbs. There is also a grammatical summary after the last lesson. The book ends with a German-English vocabulary of about 2,000 entries and an English-German one of about 480.

42. RUSSON, A., and L. J. Russon  

42.1 (Textbook.) (xvi), 426p. bibliog.
42.2 Key to part three. (viii), 96p.

This course which is designed for 'A' and 'S' level examinations candidates, contains eight parts: part 1, dealing extensively with grammar and syntax, is followed by part 2, 'Exercises in German grammar and syntax', which chiefly consists of groups of English sentences, dealing with single points of
grammar, for translation into German. Part 3 has 120
English prose passages from well-known authors, for
translation into German; a separate German key, with
full translations and annotations is provided for this
part. Part 4 suggests subjects for free composition.
German prose passages for translation into English
and for comment and appreciation are given in parts 5
and 6, and parts 7 and 8 present German poems and
verse passages for the same purpose. As pointed out in
the foreword, this very large course is primarily
concerned with the literary and not the colloquial
language. The book ends with a German-English
vocabulary and an English-German one, each contain-
ing about 3,100 entries. A sound course, filling a long
felt need.

43. RUSSON, A., and L. J. Russon
Simpler German course for first examinations. 2nd
edn. Longmans, 1969. xii, 313p. (First published
1955.)

This is a simpler version of the Complete German
course for first examinations by L. J. Russon (see no.
44 below) but is still a complete course for students
preparing for traditional GCE '0' level papers. It is
arranged on exactly the same principles, but simpler
texts, carefully graded, are used; Gothic script is not
introduced. The German-English end vocabulary
contains only about 2,500 entries, the English-
German one about 1,000 entries. The presentation of
the grammar material could, perhaps, have been
simpler.

44. RUSSON, L. J.
Complete German course for first examinations.
(First published 1948.)

Modelled on Whitmarsh's French courses, this book
contains appropriate material for students preparing
for traditional 'O' level papers (though in some
respects the book goes beyond what is required at
that level). The book consists of six sections. The first
section deals in eleven subsections with grammar,
starting with word order. Each point of grammar is
illustrated by a number of examples, and each
German phrase or sentence is completely translated
into English. An essential feature of this grammar
section is the extensive use of tables far beyond the
usual tables of declension and verbs, giving, e.g. long
lists of compound nouns, geographical names, adjecti-
ves, adverbs, prepositions, etc. Section 2 presents for
translation into German groups of English sentences
on certain grammatical points, always referring to the
appropriate paragraphs in the grammar section.
Section 3 gives English prose passages for translation,
section 4 hints on writing free composition. Sections
5 and 6 contain German prose extracts and verse for
translation or comprehension. From section 4
onwards Gothic script is used. The book ends with a
German-English vocabulary containing about 2,600
entries and an English-German one of about 1,200. A
simplified on-book course of a similar kind, entitled
Simpler German course for first examinations, has
been compiled by A. Russon and L. J. Russon (see
no. 43 above).

45. SALAME, S. J. W.
Deutsch für dich; illustrated by F. M. Reynolds.

45.1 Erster Teil. 2nd rev. edn. 271p. (First published
1960.)
45.2 Zweiter Teil. 286p.

Suitable for a two-year accelerated 'O' level course; its
intensive nature is enhanced by a continuous theme
through both books of the adventures of a fifteen-
year-old schoolboy. The texts are followed by lists of
words and numerous grammatical notes and exercises;
passages for translation are introduced early in book
1. Revision exercises are repeatedly used in both
books. Each volume contains a grammar summary
and end vocabularies. Volume 1 has a German-English
vocabulary of about 1,400 entries, and an English-
German one of about 500 entries; volume 2 of about
1,900 and 450 respectively.

46. SAVIGNY, W. B.
Reprint of 1962 edn.

This book contains six sections. It starts with an
extensive survey of grammar with many idiomatic
elements, followed by a section of revision sentences
and exercises, always referring to a group of
paragraphs in the preceding grammar section. Section
3 contains forty-five short extracts from modern
English authors, chiefly dealing with contemporary
topics, for translation into German. Section 4
discusses the problems of essay writing and suggests
forty-five titles. Section 5 contains forty-five original
modern German prose passages for translation and
section 6 some modern German poetry for apprecia-
tion. The book ends with a German-English
vocabulary and an English-German one, each contain-
ing about 1,350 entries.

47. SAVIGNY, W. B., and W. C. Mitchell
Frisch auf! A German course for the 'O' level
examination; illustrated by Christopher Brooker.

Useful 'crammer' for traditional 'O' level examina-
tions giving grammar summary, graded exercises and
prose passages for translation from 2nd into German.
Section 5 contains prose passages for dictation or oral
work, section 6 ten rather uninspiring pictures and
twenty-five subjects as suggestions for free
composition. Section 7 presents twenty-five German
poems, each followed by a number of questions on
the text. The book ends with a German-English
vocabulary containing about 1,400 entries, and an
English-German one of about 700 entries.

48. SCHERER, George A. C., and
Hans-Heinrich Wängler

48.1 Textbook. xvi, 607p. illus.
48.2 Instructor's handbook, by George A. C. Scherer.
96p.
A coursebook, suitable for older students or adults, which aims at teaching step by step ('increment learning') or can be used for self-study. There are copious drills and substitution exercises. The course is divided into twenty-three units; in the first four the emphasis is phonological; thereafter each unit has a dialogue, supplemental matter to pick out grammatical points in the dialogue, audio-lingual drills, substitution drills, writing practice including translation of the dialogue and grammar statements. At the end there is a German-English vocabulary of some 2,200 items and an index. The Instructor's handbook is very detailed, unnecessarily so for the experienced teacher.

49. SCHLIMBACH, Alice


49.1 Textbuch. Horen und Sprechen; Lesen und Dramatisieren; zuletzt Schreiben; Zeichnungen von Traudi Mayr. 5. Auflage. 1971(7). 263p. (First published 1964.)

49.2 Lehrerhandbuch. 1966. 228p.

49.3 Vocabular. To be published.

This textbook was designed for teaching German to the children of German nationals living abroad. Since it presumes some measure of oral competence, it is not really suitable as course material for foreigners, though it may serve as a useful source of ideas and material for adaptation. The text takes the pupil through a German school year with complete family background, including birthday parties and folk customs. It contains a great many charming illustrations in colour, some of which might be used for teaching very young beginners. German is, as one would expect, used throughout the book. There is also a short grammar summary. Tapes, giving dialogues, phonetic exercises, rhymes and songs, are available, but not obtainable in this country.

The Lehrerhandbuch contains full teaching notes for each lesson, which could be very helpful to the young or inexperienced teacher. There are details of various lessons on the so-called BEZIENDA method (an abbreviation for Bekanntes, Ziel, das Neue, Drill, Anwendung).

50. SCHULZ, Hans, and Wilhelm Sundermeyer


The main aim of this textbook is not to cover the whole field of grammar systematically but to serve as a coursebook for adults who want to improve their knowledge of German as quickly as possible. The book is entirely in German, to enable it to be used by students of any nationality. This presupposes some previous knowledge of German. The first part, 'Vorstufe - zur Wiederholung', serves to give in twelve chapters a common basic ground of grammar and vocabulary, whatever the previous knowledge of the pupils had been. The second part, 'Grammatik und Übungen', covers in ninety-nine paragraphs all main points of morphology and syntax, including word formation and spelling. The book ends with a list of strong and irregular verbs, some tables of coins, weights and measures, and an index.

51. SCHULZ-GRIESBACH DEUTSCHE SPRACHLEHRE FÜR AUSLÄNDER

Hueber, Munich.

Most of the books in this series are intended for use by non-native speakers of any nationality and are therefore in German throughout. Attention is drawn to any exceptions. Any English teacher interested in the writing of coursebooks is advised to become acquainted with this series.

GRIESBACH, Heinz, and Dora Schulz

Deutsche Sprachlehre für Ausländer: Grundstufe. 2 vols.


51.2 Teil 2. 7. Auflage. 1968. xx, 191p. illus. (First published 1962.)

GRIESBACH, Heinz, and Frank Burch

51.3 Teaching supplement: phraseological glossary: key. 1963. vii, 139p. (German Home Study Course, 1.)

GRIESBACH, Heinz, and Dora Schulz


51.4 Textbuch. 3. Auflage der Neubearbeitung. 1968. viii, 256p. illus. (First published 1966.)


51.6 Teacher's book; translated from the German by Christopher la Bonte. 1969. 85p.


51.8 Neubearbeitung: Glossar Deutsch-Englisch. 3. Auflage. 1969. 50p. (First published 1967.)

GRIESBACH, Heinz

Deutsche Sprachlehre für Ausländer: Mittelstufe. Moderner deutscher Sprachgebrauch; ein Lehrgang für Fortgeschrittene. 3 vols.

51.9 Lehrgang. 1966. xxii, 325p. illus. bibliog.

51.10 Lehrerheft. 1968. 85p.


The Grundstufe of this well-known course deals thoroughly and systematically with the essentials of German. Part 1 contains fifteen lessons and an appendix in which there is a summary of grammar dealt with in this volume and a list of German strong verbs. The lessons are very long; lesson thirteen, for example, is thirteen pages long. It begins with a text of about 330 words. This is followed by a series of sentences which illustrate the usage of words just met in the text, and four series of words containing a common compound. The grammar of this lesson
(declension of adjectives) is given in illustrative sentences and in diagrams. The two rather lengthy exercises which follow deal with adjectival endings; they are of a very traditional type (completion). The following six pages expound further grammatical points, each one of which is followed by an exercise (ten in all). This section is followed by two texts which consist of loosely connected sentences on particular topics (here shopping and dining out) which present a mass of new lexical material for oral and written exploitation. The lesson ends with four more exercises. The second part of the Grundstufe continues in much the same pattern and with somewhat heavier doses of 'background information' to rather beyond 'O' level. The Grundstufe (like later parts of the course) is very thorough; much revision of points taught earlier in the course is built in.

The Teaching supplement is an attempt to make the first part of the Grundstufe suitable for students working without a teacher. It begins with some general advice on how to learn German in these circumstances. Then, lesson by lesson, all the new vocabulary is listed in German alphabetical order. The use of each word is illustrated in a German sentence (where this is necessary). All the words and sentences are translated into English. The following section of the book, the Key, offers model answers to some of the exercises in the student's book. The index at the end contains both individual words and grammatical topics. The reader is referred to the lesson in which they occur.

The Grundstufe in einem Band corresponds to the course in two parts but has a set of different auxiliary booklets: the Lehrerheft with its separate English translation, a booklet for pupils on contrastive German-English grammar, and a German-English glossary, the main part of which is arranged to correspond to the single 'Abschnitte' in the text. This is followed by an alphabetical list of German words referring to the pages where the words first occurred.

The Mittelstufe is the sequel to the Grundstufe and is equally thorough. It assumes a knowledge of basic grammar and aims to extend and develop the use of vocabulary and word forms. Attention is also paid to intonation and its effect on meaning. The intention is that both student and teacher should have the Lehrgang, whilst each has also the appropriate Heft. The Lehrgang is in three parts: part A has twenty-five pieces of German prose, mostly by modern authors. All the pieces are followed by analysis of content and with references to the Schulz-Griesbach grammar (see section: Grammars), and most of them by exercises. There are sixteen illustrations, some in colour. Part B is a lengthy section of over 100 pages dealing with grammar and syntax. Part C has more exercises on the texts in part A and helpful notes on differences in use and meaning of words which are sometimes taken to be synonyms.

The Lehrerheft deals in some detail with the theory behind the paragraphs of the Lehrgang. The Schülerheft contains helpful suggestions for the organisation of private study and solutions to the exercises.

Tapes are available for this course but are obtainable only from the German publisher.

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52. STOPP, Frederick J.  
(First published 1957.)

Very large scholarly work in two parts which is at one and the same time both course and reference grammar. Its value as a course may be limited, however, because the exercises in it are limited (translation both ways of disconnected sentences) and there is no reading material. In any case complete beginners would have to be both able and well motivated to tackle a course of this extent and depth. As a reference grammar of modern written German it is nevertheless superb and is indispensable for university undergraduates. Part 1 contains German-English and English-German vocabularies. Part 2 deals with the subjunctive and in greater detail with certain other topics broached in Part 1. There are five appendices dealing with: (A) differentiation of certain nouns by gender, form, number; (B) insertion and omission of 'e' in present tense verb forms; (C) vowel change in strong verbs; (D) conjugation list of strong and irregular verbs; (E) German grammatical terms.

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53. STRINGER, L.  

According to its preface it has the younger pupil in mind who might wish to supplement his school primer, or the adult beginner, who wants to acquire quickly a basic knowledge of everyday German. The course consists of thirty lessons, each starting with new points of grammar and a short list of new words, followed by exercises including some translations. Part 2 of the book presents a key to all the exercises. The book ends with a German-English vocabulary of about 450 words. The course is, however, hard going since so much is compressed into it. Doubtful whether lower-school beginners could make much of it.

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54. TAENI, R., and M. G. Clyne  
Efficient German; lino-cuts by Herta Kluge-Pott.  

Designed to meet the special need in Australia to teach German quickly to university beginners, this book is suitable for adults wanting a crash course, or for a one- to two-year secondary school course. It could also be helpful for students who need some rapid and thorough revision. The course consists of fifteen lessons and two revision lessons. Each lesson starts with fairly long lists of new nouns, verbs, other parts of speech, and phrases followed by a text, an extensive grammar section and a number of exercises. Oral drills are widely used. (Tapes of these as well as of the texts are available in Australia, but not obtainable in this country.) The book has three appendices, the first containing thirty English passages for translation into German, the two following dealing with the strong verbs and the plurals...
of nouns. The book ends with a German-English vocabulary containing about 1,200 entries.

55. TUDOR, Leslie, and Marianne H. G. Heydorn

This attractive but disappointing book is supposed to be for the second year of a three-year course. Each of the twenty lessons starts with the text, often part of one continuous story dealing with some German children's life at school and at home. Each text is followed by points of grammar, lists of words and phrases, various exercises and two to three pages of revision. At the end of the book there are six well-known German poems and short English-German and German-English vocabularies, containing less common words only. These were not included in the lists of about twenty-five words per lesson which the pupil is supposed to have learned by heart.

56. TYRER, Alan K.
   A programmed German grammar ... with exercises. 2 vols. Methuen, 1965-66.


The author of this course avers this to be the first attempt to apply this new technique to the teaching of German. The grammar is presented with ample explanations in easily assimilated fragments, and the student's active participation is required from the start. He is informed at each stage whether his response was correct or not. There is a group of exercises for revision at the end of each book. Part 1 has German-English and English-German end vocabularies of about 300 entries each, and those in part 2 are only slightly larger. Though the grammar covered is sufficient to lead the student to the CSE or to the GCE 'O' level examinations, some readers or other supplementary materials have to be used to bring the vocabulary up to the required standards. The course may be more valuable to those who need to revise their knowledge of German grammar than to either those who are complete beginners or those who have a teacher.

57. WILLIAMS, J. D. Ellis

This book shows all too clearly that it was written in 1926. It uses Gothic script and is meant to take beginners in three years up to GCE 'O' level. It should be supplemented by readers, as right to the end it brings single sentences only and no continuous texts whatever. Each of the sixty lessons (with the exception of the ten lessons for revision) starts with new points of grammar; these are followed by a list of new words and two exercises, i.e. fairly large groups of single sentences for translation into English and German. There are no oral drills, substitution or completion exercises, etc. The book ends with a list of strong and irregular verbs, an English vocabulary of about 1,000 entries, and a German-English one of about 1,450.
INDEX OF
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This list forms one section of a bibliography of teaching materials which, when complete, will comprise several sections. It has been produced in consultation with a sub-committee of the Association of Teachers of German and incorporates their comments; their help is gratefully acknowledged.

The annotations are based on a careful examination of the books and are intended to be objective. A simple classification, set out overleaf, gives a broad indication of the level at which the books may be used. The key letters appropriate to each book appear opposite the entry in both the Contents list and the text of the bibliography. Items that appear to be suitable for more than one level of instruction are described by as many key letters as seem appropriate, and categories other than those for which the material was specifically designed may well be mentioned. More detailed information may be found in the annotations.

Several annotations contain a reference to Schulz-Griesbach's 'Deutsche Sprachlehre für Ausländer'. Details of this basic course are given in the Textbook courses section of Teaching Materials for German.

All the books in this list can be seen in the Language-Teaching Library at the Centre for Information on Language Teaching and Research. Teachers should try to see a copy of any book in which they are interested so that they may decide on its suitability for their purpose. Inspection copies are normally available from publishers. Details of price are subject to change and it is advisable to check with the publisher or distributor before an order is placed.

The list consists of books available in the United Kingdom. Material published abroad has been included only if it is readily available through agencies in the United Kingdom. Some of the books listed here have a recorded element not easily obtainable in this country. For textbooks which have readily available visual or recorded elements, reference should be made to the Recorded and audio-visual material section of Teaching materials for German.

Suggestions for improvements to, or new entries in, this list will be welcome and should be addressed to the Director, CILT.

Compiled April 1972
### CLASSIFICATION

G Adult beginning material

H Adult intermediate material

J Advanced material (post 'O' level, etc., for adults or school pupils)

X Course material

Z Supplementary material (including drills, etc.)

**Note:** The enclosed price list follows the numbering system used in this bibliography

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5. Harvard, Joseph, Bilingual guide to business and professional correspondence, German-English...

6. Kershaw, Frank G., and Stephen Russon, German for business studies

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10. Rösel, Gottfried, Deutsche Fachtexte aus Recht und Wirtschaft: zur Lektüre und Übersetzung

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17. Schraid, Karl, Werkzeuge, Maschinen, Technik: ein Lesebuch für Ausländer

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18. Bremer, Christa, and Hermann Kowalke, Deutsche Lehrtexte für Ausländer: Medizin

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34. Schade, Günter, Einführung in die deutsche Sprache der Wissenschaften: ein Lehrbuch für Ausländer

35. Velder, Christian, Das moderne Bild der Naturwissenschaften: ein Lesebuch für Ausländer

36. Voigt, Elsbeth, and Helga Leitel, Deutsche Lehrtexte für Ausländer: Biologie

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AGRICULTURE

1. JUNG, Lothar

This book is devised as a supplement to Schulz-Griesbach's Deutsche Sprachlehre für Ausländer, Grundstufe 1. Teil, and attempts to teach beginners the basic language of farming. The main part consists of seventeen lessons, each showing a full-page picture with a German keyword-list and a descriptive reading passage. The second part gives four to ten questions on the text for each lesson; the section which follows deals with points of grammar for each lesson, including short exercises. The book ends with an index to the words used in the book, referring to the lessons where the words occurred. No language other than German is used in this primer.

BUSINESS AND COMMERCE (including LAW)

2. BÄUMCHEN, Franz

Intended for non-Germans, who need to use German for commerce. It is assumed that the student can already carry on a simple conversation in German, ask questions and understand explanations. The book is arranged in eighteen sections, each starting with a descriptive or conversational text, followed by exercises and comments on relevant points of grammar or syntax. At the end of the book there is a word-list for each of the eighteen sections. No English equivalents are given, but for each verb listed there is a German sentence illustrating its use. Gender and plural forms are indicated for nouns. The sections and the grammar progression correspond to Part III of the Schulz-Griesbach Deutsche Sprachlehre für Ausländer.

3. BURCH, P. W. A.

Intended for persons requiring the spoken language for business purposes. A good teacher could teach adults from the beginning with this book; it could also be used for self-tuition if the student had a basic knowledge of German. There is a short introduction on pronunciation and orthography. The course consists of twenty units, each comprising three or four sections; each unit is based on a dialogue in German between a British and a German executive; each dialogue is followed by an explanation in English of points of grammar and syntax, then by a four or five page section on Wortschatz and Satzbau, ending with a repetition of the main points of the dialogue; there is a key to these repetitions at the end. Also at the end are four-phase oral drills set out to relate to each section of the main text, usually between fifteen and twenty drills per section. An appendix, primarily for the teacher, explains how the text was planned and suggests teaching techniques. Has been programmed for use in a language laboratory.

4. DICKFACH, Waldemar

Begins with a section on the layout of a German business letter. This is followed by a parallel one on Die Anordnung des englischen Geschäftsbriefes. Thence after the text is bilingual with English on the left hand page and German on the right. The sections covered in this way are: the contents of a business letter; business organisation; business transactions; money and legal matters; packing, transport and insurance; business relations; inquiry and information; applications and references. These sections are conveniently subdivided to cover eventualities such as: delays in delivery, complaints, and apologies. The book ends with lists of abbreviations in both languages and lists of differences of vocabulary and spelling between British and American English. There are no exercises.

5. HARVARD, Joseph

Intended for students with a good knowledge of German, in the less traditional university language courses, CNA, HND, higher secretarial, RSA or Institute of Linguists courses. Twenty-six passages from newspapers or business and technical journals deal with commercial, industrial and economic topics; the passages are asterisked (one to three) according to difficulty. Each passage is followed by comprehension questions to be answered in writing and exercises based on the passage, some of which are specially marked as suitable for use as language laboratory drills. At the end is a glossary of sixty-seven items explained in German. The introduction includes a few suggestions for using the book.
7. KING, F. W.  

This book, intended to provide exercises for interpreters, translators and commercial correspondents, consists of three parts. Part 1, _Dolmetscherdialoge_, contains ten easy dialogues, followed by twenty more difficult ones, between a German and an English business friend, each speaking in his own language. Many topics on industry and commerce, but politics and entertainment are also dealt with. Part 2, _Übersetzungstexte_, contains graded groups of English or German texts for written or oral translation. There is only one sample translation giving the same text in both languages. Part 3, _Geschäftbriefe_, begins with two sample letters in English. Each set is followed by a specimen letter in German based on the data given. The section ends with three _Musterbriefe_ - German business letters with their English equivalents. Acknowledgements of indebtedness to two German Chambers of Commerce indicate that the material used is genuine.

8. LAW, M. H.  
_How to read German: a short cut for non-linguists._

See section: Textbook courses.


322 letters including examples of commercial correspondence of most types. The letters originally in English have been translated into German and each one has footnotes with suggested translations of what are thought to be difficult or less usual words. At the end are some examples of German handwriting and a two page list of abbreviations. The intention is that the letters be translated back into English, then from that version back into German and so on until a correct German version is obtained.

10. RÖSEL, Gottfried  

A textbook for advanced students with a good command of German; it is divided into two parts - the first on law: general, criminal, civil, social, commercial, international; the second on commerce: general, credit, insurance, transport, industrial energy, production, distribution. The extracts, all in German, appear to be from genuine documents or letters and have been used over a number of years at a school for interpreters. There are some footnotes in German to explain difficult words or expressions.

11. SACHS, Rudolf  
_Deutsche Handelskorrespondenz: der Briefwechsel in Export und Import._ Hueber, Munich, 1969. 160p. (Sprachen der Welt.)

A specialist text for trade and commerce, also a useful guide to German commercial practice. The book is arranged in three sections. Section A deals with the outward form of German commercial letters, whilst Section B, the main part of the book, discusses in fifteen subsections the various types of commercial letters according to their contents. Section C contains (1) special vocabulary lists for each of the above fifteen subsections in German, with their English, French and Spanish translations, and (2) a German glossary of commercial terms, followed by an alphabetically arranged German vocabulary list of the special terms as used in the glossary, with translations into the other three languages.

12. WATSON, Hilde W., and Shirley McGuinn  
_German in the office._ Longman, 1964. 128p. illus. (Spearman Language Series.)

For people who already know some German, aims to give a general knowledge of office and business procedure and commercial vocabulary. There are four sections: the first deals with the office, the telephone and the postal system, each of these topics being covered by texts wholly in German and with two small word-lists in German; the second section, forming the bulk of the book, deals with letters covering various business activities, each activity being followed by two or three exercises; section three deals, in German, with punctuation, division of words, currency, weights and measures, and ends with a list of abbreviations with their German and English meanings. The last section comprises vocabulary lists: German-English (about 560 entries) and English-German (about 700 entries).

**ENGINEERING AND TECHNOLOGY**

13. ANDERSON, Walter E.  

Useful one- or two-year course aiming at providing enough knowledge of German grammar, syntax and word- and sentence-formation to enable beginners to read German scientific texts. Part I comprises twenty-one lessons consisting of short texts with German-English word-lists, completion and translation exercises, and four revision lessons. Part II is devoted to scientific texts (without word-lists or exercises) grouped under physics, chemistry, textiles and engineering. There is also a list of German abbreviations and an end vocabulary list of about 1,560 words.
14. BRAUN, Korbinian, and others

Simple primer for engineering students. Attractive full-page pictures with keyword-lists (in German only) and descriptive passages, followed by a few German questions. These twenty-four illustrated lessons are followed (1) by a German word index, no translations, referring back to the chapters where the words first occur and (2) by a short summary of grammar. No other language but German is used throughout in this primer. This course can be considered as a supplement to Schulz-Griesbach’s Deutschsprachlehre für Ausländer, Grundstufe 1. Teil.

15. EISENREICH, Hans, and others

15.1 Textbook, 2. Auflage, 382p. illus. bibliog.
15.2 Verzeichnis der Fachwörter, 93p.

Designed for fairly advanced research students, the textbook presupposes a basic knowledge of German grammar and vocabulary. Arranged under a variety of subject headings, it contains appropriate technical texts, followed by exercises in comprehension and reproduction. The appendix contains lists of measurement units, mathematical and chemical signs, the chemical elements, abbreviations, the Greek and German alphabets, and an index of the exercises. The supplementary booklet, Verzeichnis der Fachwörter, provides an alphabetical list of some 2,500 German technical terms with their equivalents in Russian and English.

16. REEVES, Norman C.
German for engineers. Pitman, 1965. x, 196p. illus.

For beginners with some understanding of grammar, it presents graded German passages, followed by word-lists, explanations of idioms and difficulties, and the relevant grammar rules, but no exercises. There is a grammar summary and a German-English vocabulary of about 2,300 entries at the end of the book.

17. SCHRAID, Karl

Follows on from Braun’s Der Praktikant (see no. 14) as supplementary reader for foreign technical students with some basic knowledge of German. The book is entirely written in German and contains a number of short, amply illustrated, texts on tools, machines, electricity, aviation, television, and mathematics. It ends with a list of German engineering colleges.

MEDICINE

18. BREMER, Christa, and Hermann Kowalke

This book is designed for foreign medical students with some knowledge of German and consists of twenty reading passages on various medical subjects, each followed by several pages of questions and other exercises, some also by additional reading matter in the form of dialogues. The book uses German only. There is an index of about 1,300 German words, referring to the chapters where the words first occur.

19. HAARER, Johanna

This reader consists of thirty-one essays on medical topics, each followed by a few explanations in German of words and phrases, and by a few short quotations, anecdotes, proverbs or poems. The book ends with a list of about 490 German medical terms with their English, French and Spanish equivalents.

20. WOYWODT, Wolfgang

Like the other books in this series this special course for doctors and medical students presupposes a general knowledge of German corresponding to Part 1 of Schulz-Griesbach’s Grundstufe. The course consists of eighteen sections, each starting with a text, followed by grammar, exercises, further reading passages and some revision exercises. The book which uses only German throughout, ends with some German-English-Spanish word-lists, arranged by sections and reading passages. There is no combined vocabulary in one alphabetical sequence.

MILITARY SCIENCE

21. FRITZE, Walter
This book, specially written for foreign military forces in Germany, presupposes a basic knowledge of German, as e.g. acquired from Part 1 of Schulz-Griesbach’s Grundstufe. The progression of texts and grammar in Der Soldat correspond therefore to Part 2 of the Grundstufe. The book is entirely in German and consists of eighteen sections, each starting with a text, followed by points of grammar, word-lists, exercises and further reading passages. Some of the exercises, which do not contain new material and are for revision only, are specially marked, so that they may be omitted if necessary. The book ends with a list of German abbreviations. Topics covered include: rank, designation of various arms of the service, barrack life, basic training, tactical signs, NATO, motorisation, manoeuvres.

**SCIENCE**

*See also sub-sections ENGINEERING AND TECHNOLOGY and MILITARY SCIENCE*

22. BEATON, K. B., and H. C. Bolton


The German physical texts collected in this reader have been taken from important books and original papers, significant in the development of physical ideas, and it thus forms a historical companion to any study of physics. In this way the book attempts to further the reader’s knowledge of German by maintaining his interest in historically important subject matter. Naturally the book presupposes some basic knowledge of German. All the texts have footnotes giving the English translation of difficult words and phrases. There are no exercises or vocabulary, but a list of annotated bibliographical references, an author and a subject index are given at the end of the book.

23. BETTERIDGE, H. T., and J. Horne

_A rapid German course_

See section: Textbook courses.

24. CUNNINGHAM, A. F.


Introduction to the German language for sixth form and adult beginners. The first nineteen chapters deal with grammar points, followed by simple exercises on scientific topics. The second half of the book consists of original scientific or technical extracts for reading and translation. There are no footnotes or vocabulary, but there is a short chapter with hints on how to use a dictionary, and a short list of general and specialised dictionaries.

25. DUVAL, Clément


As its companion volume by the same author, _Wer sucht, der findet_ (see below), this beginners’ course was first devised after the last war by the French occupying forces for their technical and scientific personnel in Austria and Germany. There are twenty-five lessons, each with word-lists, grammar notes, exercises and passages for translation into or from French. The original edition specialised in chemistry, but because of the wide success of this course other branches of science are now also included.

26. DUVAL, Clément


This is a completely revised edition of a course first written after the last war by the French occupying forces for their technical and scientific personnel in Austria and Germany. It is meant for advanced students of German and presupposes the knowledge of the same author’s book _Besser spät als nie_ (see above). It comprises twenty-five lessons with scientific-technical passages for reading and translation, German word-lists with French translations, phrases and notes for revision. Each lesson also gives short bibliographies of books, periodicals and dictionaries dealing with the special subject of the chapter.

27. EATON, R. S., H. S. Jackson and C. R. Buxton


For sixth form and adult beginners, this is a comprehensive course in grammar and vocabulary building. The second edition has been completely revised and a German-English vocabulary of about 2,800 words has been added. Part I, the grammatical section, is followed by eighteen exercises for translation into English, each exercise referring to certain paragraphs in the grammar section. Part II consists of ninety-one scientific extracts arranged according to their subject matter. Only the first seven extracts have grammatical notes. There is also a list of German abbreviations and a short list of German dictionaries.

28. FIEDLER, H. G., and F. E. Sandbach


This is a short introductory course for beginners. The
book starts with graded reading passages on technical or scientific subjects, grouped under grammatical headings. Each passage contains references to the paragraphs in the grammar section which forms the second part of the book. This is followed by a German-English vocabulary of about 1,700 words.

29. HORNE, Joseph

A streamlined course in scientific German. Pitman, 1960. x, 130p. illus.

Concentrated course for non-linguists. Part I contains grammar points, illustrated by short passages for reading or translation, followed by full word-lists. Part II contains advice on scientific translation and longer passages for translation, followed by an end vocabulary of approximately 500 entries.

30. LUYSTER, Nelson van de, and Paul H. Curts


Systematic and thorough introduction to grammar; each lesson includes a reading passage with comprehension questions and pieces for spontaneous translation. A revision lesson tries to clarify the difficulties in scientific German. The appendix, giving an extensive grammar summary, is followed by a German-English vocabulary of about 1,800 entries and an English-German one of about 450 entries.

31. MOFFAT, C. W. Paget


This course is intended for students who require a reading knowledge of scientific German. Part I deals with grammar, including miscellaneous difficulties (e.g. the rendering of the English verbal noun ending in -ing), and word building and learning vocabulary. Then comes a list of scientific abbreviations. Part II consists of thirteen Lesestücke devised or selected to exemplify various aspects of grammar or syntax and to lead the student to Part III which consists of forty-seven extracts from articles or textbooks on physics, forty-three on chemistry, twelve on mathematics, twelve on botany, thirteen on zoology, seven on geology, eight on geography, fourteen on physiology. The average length of an extract is about 250 words. There is a German-English vocabulary of about 3,600 words.

32. RADCLIFFE, Stanley


For sixth form and adult beginners, also suitable for self-tuition. Section I contains a comprehensive survey of grammar with short exercises and sentences for translation into German. Section II contains a highly necessary though very brief study of the technique of translation, the use of a dictionary and a selected list of German dictionaries. Section III has longer passages for translation, arranged by sciences. In the appendix there are two verb-lists, a key to the exercises, and two short vocabulary lists (referring to Section I only), the German-English one of about 550, and the English-German one of about 130 entries.

33. ROSENBERG-RODGERS, Anita H., and E. K. Horwood

German for science students: the essential grammar with graded scientific texts. 2nd edn. Iiiffe, 1966. xvi, 203p. (First published in Australia, 1953. 2nd edn. 1962.)

Intended to introduce enough understanding of German grammar and word-formation (stress on derivations and peculiarities of scientific German) to enable scientists to read German texts. The passages are preceded by explanation of grammar and grouped word-lists. A short Part II contains additional reading matter dealing with special points of grammar, an appendix on how to recognise noun genders, and a chart on plural formation. There are no separate vocabulary lists.

34. SCHADE, Günter


For advanced students, possibly at German universities or proceeding to scientific research. The reading passages have a science bias, but the book attempts to deal with a specialist vocabulary extending beyond the sciences. Very thorough analysis of grammar with illustrative exercises.

35. VELDER, Christian


The book contains scientific and technical texts grouped according to their subjects, mainly under physics, biochemistry, astronomy and technology. A basic knowledge of German is assumed. There are no word-lists, explanations or exercises after the single texts, but at the end of the book there are over twenty pages of biographical and vocabulary notes referring to each page of the texts. The sources of the German articles are listed.

36. VOIGT, Elsbeth, and Helga Leitel


This reader, devised for foreign students of biology, agriculture, pharmacy or medicine, wanting to learn how to read German scientific texts, presupposes a general knowledge of German. It consists of twenty-four original articles, some of them slightly adapted, twelve of which are grouped under botany, the others under zoology. Each text is followed by six to twenty exercises. The book ends with a list of German scientific terms, quoting the number of the essay where the word occurred. No other language but German is used or referred to in this reader.
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ADDENDUM

to

TEACHING MATERIALS FOR GERMAN

Textbooks and Readers for Specialists in other subjects

(Section: Business and Commerce)

EALING COURSE IN GERMAN; produced under the direction of Una MacNab. Longman, 1969.

Textbook. xxiv, 529p. Price: £3.00 hardback in one volume, or £1.50 each paperback in two volumes

5 Filmstrips, colour. Price: £10.00

30 tapes, 5" reels, 3½ ips, single top track. Price: £55.00 + P.T. each for 15 tapes (units 1-18) and 15 tapes (units 19-38)


Level 1; devised by M.A.A. Tatham. 1966 (Reprint of 1965 edn.)

Textbook. 122, xxxviip. Price: £2.00

Teacher's manual. 74p. Price: £2.00

30 Tapes, 5" reels, 3½ ips, single top track. Price: £98.00

Level 2; by Lea Penney; edited by Derek E. Coltman

Textbook. viii, 252p. Price: £2.50

30 tapes, 5" reels, 3½ ips, single top track. Price: £115.00

PACHE, W., and others

This list forms one section of a bibliography of teaching materials which, when complete, will comprise ten sections. It has been produced in consultation with a sub-committee of the Association of Teachers of German and incorporates their comments; their help is gratefully acknowledged.

Reading material falls into three groups:

(i) Readers useful up to and including ‘O’ level.

(ii) Reading material designed for linguistic rather than literary study, but beyond ‘O’ level. This is usually slightly easier than the literary texts found in ‘A’ level syllabuses and is frequently used by teachers to increase reading speed and passive vocabulary before full literary texts are attempted. Readers in this category can be expected to include exercises on grammatical points and vocabulary or perhaps a translation on the opposite page of the German text. They normally contain full German-English vocabularies and notes on grammar and syntax.

(iii) Literary texts not normally attempted until after ‘O’ level and read primarily for their literary merits. Books in this group are not included in the list.

The list thus consists mainly of books in group (i) above and of some in group (ii). Cross-references have been provided to relevant books listed in other sections of this bibliography (e.g. Recorded and audio-visual materials).

The annotations are based on a careful examination of the books and are intended to be objective. A simple classification, set out overleaf, gives a broad indication of the level at which the reader may be used. The key letters appropriate to each reader appear opposite the entry in both the Contents list and the text of the bibliography. Items that appear to be suitable for more than one age group or level of instruction are described by as many key letters as seem appropriate, and categories other than those for which the materials were specifically designed may also be mentioned. More detailed information may be found in the annotations.

All the books in this list can be seen in the Language-Teaching Library at the Centre for Information on Language Teaching. Teachers should try to see a copy of any book in which they are interested so that they may decide on its suitability for their purpose. Inspection copies are normally available from publishers.

The list consists of books available in the United Kingdom. Materials published abroad have been included only if they are readily available through agencies in the United Kingdom. Details of price are subject to change and it is advisable to check with the publisher or distributor before an order is placed.

Suggestions for improvements to, or new entries in, this list will be welcome and should be addressed to the Director, CILT.

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Note: The enclosed price list follows the numbering system used in this bibliography.

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Index of authors, editors, compilers, adaptors

Title index
The 'with-it' atmosphere of the dialogues is maintained by the illustrations in the text (mini-skirts, flared trousers, etc.) though this aspect of the reader will date quickly. Each dialogue is followed by a list of about fifty German words and expressions, with translations. The German-English vocabulary at the end contains approximately 750 entries.


**Elementary stage:**


**Intermediate stage:**


**Advanced stage:**


The two readers grade as 'elementary', Zwölf Erzählungen für Anfänger and Hie und da, are intended to be a term's work in the first year. It will be an intensive term, as quite half of each book is taken up with exercises, word-lists and German-English vocabularies. Hie und da is particularly useful. The two 'intermediate' books are in Gothic print, Heiteres und Ernstes consisting of eight stories of about 1,750 words, adapted from books by Gottfried Keller, Rosegger, Brelun, and others, while Emil und die Detektive has been adapted and shortened. Weisse Nächte, for sixth-form reading, also in Gothic, is introduced by notes in English on Ricarda Huch's life and style and is followed by a bibliography and brief textual notes. There is no German-English vocabulary to this volume, though there are German-English end vocabularies in the other four books. Two other books in this series are now out of print.


Very useful for pupils and adult students making the transition between 'O' and 'A' level work, this book provides texts on aspects of German history, geography, industry, culture, written in the form of dialogues with various foreign visitors and illustrated by photographs and drawings. Footnotes give factual as well as linguistic explanations. There are no questions or exercises, but there is plenty of
8. BRAYNE, Ellen


Ten episodes based on the ATV series *Karl und Christa* by Marianne Calmann. They are told here in comic strips with balloons and captions of three or four sentences. The passages are graded, and there are two sets of five questions to each episode at the end of the book and also German-English vocabularies to each episode, each containing about thirty entries.

9. BRAYNE, Ellen


Graded short playlets on up-to-date topics including space and the swinging scene, with stage directions and hints on production. Provides stimulating change of material for beginners of all ages.

10. BUCKLEY, R.W.


Companion volume of *Living German* (see section: Textbook courses) and graded in the same order of progression; it can be used, however, separately or for revision. Each chapter, of 300-350 words, has a list of words and expressions, questions to test comprehension, and suggestions for composition or summaries. There are also some dialogues and poems.

11. BUCKLEY, R.W., *editor*


A very useful collection of original texts and excerpts, ranging from Luther's Bible via Storm and Kastner, to newspaper articles on sports, horoscopes, dressmaking and cookery, parts of cars and bicycles, school reports, even a potted philology: fifty items altogether. Sources are given in the hope that students will extend their reading on these lines. Notes are given after each section on authors, etc., also word- and idiom-lists, some questions in German to test comprehension, and other exercises. There is no general German-English vocabulary.

12. BUCKLEY, R.W.


Another thinly disguised tour of Germany: two English youths have to travel from Cologne to Frankfurt for two weeks on twenty marks, speaking only German, and have entertaining and quite credible adventures. At the end of the book there are three sets of exercises per chapter: German questions for comprehension; English sentences for oral and written translation; vocabulary and grammar practice. There are also some idioms listed by chapters, and a German-English vocabulary which contains 1,000 entries and assumes that the student already knows about 1,000 words.

13. BURG, Marie


This travelogue is in the pleasant setting of the three countries around Lake Constance, with touches of dialect, local customs, even recipes, for quaint effect, but also topical touches, some cultural background (Schiller, Droste, Kurt Hahn) and ample idiomatic dialogue for oral practice. There are notes to each of the ten chapters at the end of the book, also questions for conversation and comprehension, and a German-English vocabulary containing about 700 entries.

14. BURTON, M.


A dull little story about a group of children youth-hostelling. There are no exercises or notes, but a German-English vocabulary of about 1,300 words.

15. BUSCH, Wilhelm


Following the text of this famous, wittily written narrative poem, there are three pages of other shorter poems, two pages of notes on difficult and dialect words and phrases which occur in *Max und Moritz*, and a German-English vocabulary containing approximately 530 entries. Only students at or beyond GCE 'O' level may read sufficiently rapidly to enjoy this very amusing poem with its witty illustrations.

16. CALMANN, Marianne, Arnold Rosenberg and Karl-Heinrich Rüssmann


The title-story is a soap-box Derby epic: all five stories have previously appeared in *Der Roller*. They are on topical themes, in a racy idiomatic style, and of about 1,400 words. There are ten questions per story at the end of the book, a German-English vocabulary (about 1,500 words) and a list of some idioms with translations.

17. CASPAR, Franz


The adventures of a dachshund called Fridolin, told in eleven chapters, the first ten of which are followed by between eight and fifteen questions in German. Middle school pupils might be a bit scornful about the content. The most common words which one would expect beginners to each episode at the end of the book and also German-English vocabularies to each episode, each containing about thirty entries.

9. BRAYNE, Ellen


Graded short playlets on up-to-date topics including space and the swinging scene, with stage directions and hints on production. Provides stimulating change of material for beginners of all ages.

10. BUCKLEY, R.W.


Companion volume of *Living German* (see section: Textbook courses) and graded in the same order of progression; it can be used, however, separately or for revision. Each chapter, of 300-350 words, has a list of words and expressions, questions to test comprehension, and suggestions for composition or summaries. There are also some dialogues and poems.

11. BUCKLEY, R.W., *editor*


A very useful collection of original texts and excerpts, ranging from Luther's Bible via Storm and Kastner, to newspaper articles on sports, horoscopes, dressmaking and cookery, parts of cars and bicycles, school reports, even a potted philology: fifty items altogether. Sources are given in the hope that students will extend their reading on these lines. Notes are given after each section on authors, etc., also word- and idiom-lists, some questions in German to test comprehension, and other exercises. There is no general German-English vocabulary.

12. BUCKLEY, R.W.


Another thinly disguised tour of Germany: two English youths have to travel from Cologne to Frankfurt for two weeks on twenty marks, speaking only German, and have entertaining and quite credible adventures. At the end of the book there are three sets of exercises per chapter: German questions for comprehension; English sentences for oral and written translation; vocabulary and grammar practice. There are also some idioms listed by chapters, and a German-English vocabulary which contains 1,000 entries and assumes that the student already knows about 1,000 words.

13. BURG, Marie


This travelogue is in the pleasant setting of the three countries around Lake Constance, with touches of dialect, local customs, even recipes, for quaint effect, but also topical touches, some cultural background (Schiller, Droste, Kurt Hahn) and ample idiomatic dialogue for oral practice. There are notes to each of the ten chapters at the end of the book, also questions for conversation and comprehension, and a German-English vocabulary containing about 700 entries.

14. BURTON, M.


A dull little story about a group of children youth-hostelling. There are no exercises or notes, but a German-English vocabulary of about 1,300 words.

15. BUSCH, Wilhelm


Following the text of this famous, wittily written narrative poem, there are three pages of other shorter poems, two pages of notes on difficult and dialect words and phrases which occur in *Max und Moritz*, and a German-English vocabulary containing approximately 530 entries. Only students at or beyond GCE 'O' level may read sufficiently rapidly to enjoy this very amusing poem with its witty illustrations.

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The adventures of a dachshund called Fridolin, told in eleven chapters, the first ten of which are followed by between eight and fifteen questions in German. Middle school pupils might be a bit scornful about the content. The most common words which one would expect beginners
to learn in their first year of German are excluded from the German-English end vocabulary, which nevertheless contains over 1,000 entries.


Each volume has the German version on the left-hand page and an English translation on the right, and an introduction of three to five pages which gives some facts about the author or authors and some helpful comments on each particular work. (No. 6 in this series, not listed, has so far only been published with a French translation.)

18.1 ANDRES, Stefan
Wir sind Utopia; we are Utopia; ins Englische übersetzt von Elita Walker Caspari. 1965. 154p.

A tragic story of the Spanish Civil War. Symbolism, worldly 'realism', spiritual reality intermingle to make a good novella, suitable for adults; only mature ones will get the full value of the story.

18.2 BÖLL, Heinrich
Wanderer, kommst du nach Spa ... ; traveller, if you come to Spa ... ; ins Englische übersetzt von Mervyn Savill and John Bednall. 1965. 120p.

Five stories, three of the war period, one of the immediate post-war period, and one of a '1984' type. Very readable, the language being straightforward and effective. Suitable for a good 'O' level class or for the individual student beyond 'O' level.

18.3 DÜRRENMATT, Friedrich, and others

Four short stories, the first by Dürrenmatt is reminiscent of Kafka, the second a gruesome allegory by Andersch, the third a First World War story by Doderer, the last a lengthy piece of symbolism by Broch. Suitable for the sophisticated sixth-former or a well-read further education class.

18.4 HAUPTMANN, Gerhart

A very good novella; a sad story of ordinary life with the inevitability of Greek tragedy and some palatable symbolism. Suitable for a very good 'O' level group or for post 'O' level classes.

18.5 KASCHNITZ, Marie Luise

Five short stories of good quality, including a ghost story and two morbidly introspective ones. Suitable for adult classes, not for school use.

18.6 TUCHOLSKY, Kurt, and others

Comprises twelve short pieces, well worth reading; some are short stories, some satirical paragraphs or Punch-type articles. There is an appendix with questions in German about eleven of the pieces. It is not easy to see the particular value of this. Small omission from the translation at top of page 45.

19. DRATH, Viola Hermes

Fourteen vignettes, stories and playlets on the German way of life in a humorous vein, including students' demonstrations, Wanderlust, Beethoven etc.; and particularly the absurdities of the language itself (including teenage mixture of English and German). There are twenty questions per chapter at the end of the book, and a full German-English vocabulary containing approximately 2,400 entries. A welcome change as background reading.

20. DRATH, Viola Hermes, and John Winkelman

Carl is the central character in this story of a visit to Germany. This travelogue theme is well worn but this particular version is superbly produced. There are nineteen chapters. Difficult words and expressions are numbered in the text and translations are given at the foot of the page on which they first occur. The text is lavishly illustrated by a large number of excellent photographs. At the end of the book, there is a set of up to thirty-four questions in German and a set of up to twenty sentences in English for translation into German, to each chapter. But this is by no means a reader for beginners; the German-English vocabulary at the end betrays this. It contains more than 3,250 entries.


These eighteen episodes from the beginners' magazine Das Rad are in the form of very simple comic-strips with brief captions and balloons and are ideal for first-term beginners. Each page consists of eight or nine pictures and short sentences on a given theme (school, time, weather), and at the end of the book there are ten questions for each theme. There is also a German-English vocabulary containing about 325 entries.

22. DUNGWORTH, David

These very short passages (their average length is about 100 words) are grouped in four sections according to the tenses of the verbs used in them. The passages are graded within each section and they are followed by questions in German. Clearly this material has a number of possible uses other than simply as reading matter. The German-English vocabulary at the back contains about 1,400 items.
23. EICHTASTED-LUNN, K.J.


Intended for pupils nearing GCE 'O' level, or evening class students. The book contains short reading passages, each followed by a full vocabulary, and lists of strong and weak verbs. There are also riddles (Silben- und Wörterrätsel) for vocabulary practice, incorporating German proverbs. The solutions are given at the end of the book. There is also a German-English vocabulary, containing approximately 600 entries.

24. ELSTON, Charles Sidney


Ten simple playlets each of about 200 words in length. Some deal with humorous incidents at home and travelling. Others are based on proverbs or poems. Difficult words and phrases appear at the end of the book in ten lists of about thirty-five entries each with translations into English.

25. ERIKSSON, Eie, and Christian Eisenberg


A series of short and frequently amusing anecdotes and stories collected in eighteen sections. Each section contains between two and ten short texts. The texts vary in length between ninety and 150 words and are graded in length and difficulty. German-English word-lists appear at the foot of each page, beneath the texts in which the vocabulary occurs. There is no end vocabulary. At the end of each section there are a number of questions in German. The reader is attractively set out and contains many entertaining illustrations.

26. FABRIZIUS, Peter


Thirteen delightful short stories and anecdotes of about 300 words each for second and early third year pupils as a weekly reading exercise or for private work. There are no questions, but at the end of the book there are lists of words and phrases for each chapter, also a German-English vocabulary containing approximately 1,800 entries.

27. FABRIZIUS, Peter


Consists of fifteen short anecdotal stories of 500-600 words which lend themselves to dramatisation. There are no questions, but word-lists and phrases for each story are at the end of the book, with a German-English vocabulary containing about 2,000 words. It is a good follow-up or alternative to _Der Komet_ by the same author.

28. FABRIZIUS, Peter


These thirteen humorous tales of between 400 and 900 words are suitable for intermediate classes, as rapid reading material, or as a basis for conversation and for free composition. Pages 71-83 give German phrase- and word-lists (without translations) for each story. There is also a German-English vocabulary of nearly 2,000 words at the end of the book.

29. FLETCHER, R.B.


Intended for pupils who have done two years of German, this is an interesting story about a gang of teenage boys who become involved with an ex-detective who has been wrongfully dismissed. They help him to reinstate himself by defeating the plans of two criminals. There are six line-drawings, a song and a vocabulary of some 1,200 entries. At the end there are for each chapter between seven and twenty questions in German with exercises on the use of phrases and particular constructions.

30. FREEMAN, Elizabeth

_Ferien im Rheinland_. 2nd edn. rev. Harrap 1964. 84p. illus. (First published 1959.)

This play is a rather pedestrian 'documentary' of a trip to the Rhineland by a young English couple and their German friend. It is divided into twenty-five scenes of 480-500 words each. Very full stage directions provide additional reading material. The German-English end vocabulary comprises about 1,400 entries.

31. FREEMAN, Elizabeth


A story in dialogue form consisting of eighteen scenes of about 500 words describing the visit of an eighteen-year-old English girl to a German family as Haustochter, culminating in her engagement. Some of the speeches are rather long. It is written in an acceptable, racy and idiomatic style; a few idioms are explained at the end of each chapter, and there are notes on language and topical matters at the end of the book; also a German-English vocabulary containing about 1,200 entries.

32. FREEMAN, Elizabeth


A somewhat unsophisticated little romance in the form of a play. There are three acts with three scenes of approximately 1,800 words each. Each scene is followed by lists of idiomatic expressions (twenty to thirty per scene). There is a German-English vocabulary at the end of the book containing about 1,400 items.
33. FROBENIUS, Lore FH


An intriguing twist is given to the story of an English boy spending his summer holiday with a German family: he helps to discover the former SS man who threatened his POW father, also to solve the mystery of Claudia's Jewish origins. It is laced with teenage tensions, but the teenage slang is somewhat overdone and there are sometimes three idioms per sentence. This would be very acceptable to 'O' level classes, either for classroom or private reading. There is a special list of idioms (about sixteen per chapter) at the end of the book, and a German-English vocabulary of about 800 words. The book is divided into eleven chapters of 600-700 words each.

34. FROBENIUS, Lore FH


A science-fiction adventure story of a time-machine which takes two teenagers into the future and the past including quite nightmarish encounters with Nazis in 1933. There are idioms and factual notes listed by chapters at the end of the book, no questions, but a German-English vocabulary containing about 900 entries. The story is divided into nine chapters of about 1,800 words each.

35. FROBENIUS, Lore EF

Das Musterkind and other classroom plays. Longmans, 1964. 80p. (Neville Spearman Language Books.)

Fifteen graded playlets, four of which are in verse; one of these can be accompanied by music. The prose playlets, which are 150-250 words in length, are light-hearted and up-to-date. They should appeal to young pupils. At the end of the book there are fifteen lists (one to each playlet) of between eleven and forty difficult words or phrases.

36. FROBENIUS, Lore FH


The slightly fantastic adventures of a girl reporter in swinging London going via Ireland to Germany. Written in a lively, idiomatic style, it would be a useful library book or private reader in the 'O' level year. There are no questions, but chapter-lists of idioms and factual notes at the end of the book, also a German-English vocabulary of about 1,320 words. The story is divided into eleven chapters of about 1,000 words each.

37. FRÖHLICH, Margaret DE


Could be used either as a rapid reader for pupils near the end of their first year or as a supplement to a course book. The structures increase gradually in difficulty. The main tenses of the verb are introduced one at a time. This is a story of two English children staying with a German family in a village near Cologne. It is somewhat over-simplified and dull. It is divided into thirty-two chapters of 110 to 450 words each. There are questions for oral practice at the end of the book (six per chapter), and a German-English vocabulary of approximately 650 entries.

38. FRÖHLICH, Margaret F


Consists of nine fables, rewritten in simple German, which are between 1,000 and 1,500 words long. At the end of the book there are nine exercises containing single words as a vocabulary test and sentences for translation into German. The German-English end vocabulary contains approximately 500 entries.


39.1 Book 1 HAGBOLDT, Peter DE


39.2 Book 2 HAGBOLDT, Peter, editor DE


39.3 Book 3 HAGBOLDT, Peter, editor F


39.4 Book 4 HAGBOLDT, Peter, editor F


39.5 Book 5 HAGBOLDT, Peter F


39.6 Book 6 PURIN, Charles M., editor F


39.7 Book 7 MORGAN, B.O., editor F

Das Peterle von Nürnberg; retold from the German of Victor Blüthgen and edited by B.O. Morgan; decorations by Aldren Watson. 1958. iv, 60p.

39.8 Book 8 HINZ, Stella M., editor F

Das geheimnisvolle Dorf; retold from the German of Friedrich Gerstäcker and
<table>
<thead>
<tr>
<th>Book</th>
<th>Title</th>
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<th>Edition Notes</th>
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<tr>
<td>39.9</td>
<td>Das Abenteuer der Neujahrsnacht</td>
<td>Peter Hagboldt, retold and edited</td>
<td>Reprint of 1958 edn.</td>
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<tr>
<td>39.10</td>
<td>Land und Leute</td>
<td>Peter Hagboldt, retold and edited</td>
<td>Reprint of 1936 edn.</td>
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<tr>
<td>39.11</td>
<td>Von deutscher Sprache und Dichtung</td>
<td>Peter Hagboldt, retold and edited</td>
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<tr>
<td>40.1</td>
<td>Pechvogel und Glückskind</td>
<td>Richard von Volkmann-Leander, retold and</td>
<td>Reprint of 1941 edn.</td>
</tr>
<tr>
<td>40.2</td>
<td>Das tapfere Schneiderlein, und Schneewittchen</td>
<td>Jakob and Wilhelm Grimm, retold and</td>
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<tr>
<td>40.3</td>
<td>Erzählungen und Anekdoten</td>
<td>Peter Hagboldt, retold and edited</td>
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<tr>
<td>40.4</td>
<td>Eine Nacht im Jägerhaus</td>
<td>Friedrich Hebel, retold and edited</td>
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<td></td>
<td>Die Geschichte von Kalif Storch</td>
<td>Wilhelm Hauff, retold and edited</td>
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The alternate series follows much the same arrangement as the first series. The stories are originals retold and edited to take into account the result of word-frequency studies. Vocabulary is presented in the same way, difficult items being numbered in the text and translated in footnotes. In addition to this, each book contains a German-English vocabulary and a list of idioms in the order of their occurrence in the texts. The present tense only is used in the first two books. Gothic type is used in every book except Pechvogel und Glückskind.


Two short stories: one, a plausible story of robbery on the Autobahn and the discovery of the criminals by four apprentices; the second, a somewhat unusual tale of aircraft modelmakers and their part in inadvertently bringing to justice a double-dealer in 'objets d'art' and his craftsman accomplice—at least so the boys think, until the last page. One page of notes on difficult expressions; end vocabulary of about 800 entries; both the notes and the vocabulary show some omissions.


An entertaining account of an exchange which takes 'John Brown' to Hamburg. The reader contains much incidental information about German life. The twenty-nine chapters vary in length but most are about 620 words long. There is a list of difficult German words and expressions, with translations, to each page at the end of the book, and a complete German-English end vocabulary containing approximately 950 entries.
43. GRIEBERH, Rosemarie


Consists of nineteen Grimm fairy-tales, fourteen local legends (including der Rattenfläcker, die Siegfriedsage, Barbarossa) and four Schwänke (Eulenspiegel, die sieben Schwaben, die Schildbürger, Münchhausen), simplified and shortened to about 600 words each. Unusual words, grammatical constructions and expressions are explained in German for each story at the end of the book.

44. GUERBER, H.A.


Fifteen stories, based on legends and fairy-tales, also poems, all printed in Gothic. Rather out of date. There are earnest instructions on the presentation of material, numerous exercises, including grammar and translation, and a full vocabulary. The book is said to be suitable for beginners, but they would have to be remarkably advanced ‘beginners’ to tackle this.

45. HAAN, Stefan de


An attractive children’s adventure story, set, as a welcome change, around the coasts of Schleswig-Holstein. It is written mainly in the present tense which lends a ‘thriller’ atmosphere. There are essential but minimal explanations of unusual grammar forms within the German-English vocabulary at the end of the book (about 2,000 words). A few idioms are also explained. The story is divided into ten chapters of about 1,450 words each.

46. HALM, Wolfgang


These twenty-five anecdotes and stories of 240-650 words in length are useful for pupils early in their second year of German, as they are written mainly in the present tense. Each story is followed by a list of between six and twenty-four words and phrases which are explained in German or translated into English, French and Spanish.

47. HAMILTON-SNEATH, Jenny


A simple reader, to supplement ‘O’ level or CSE work. Based on personal visits to Germany, gives artless tourist’s view of German countryside and customs: prose passages, followed by word-lists, questions and short translation pieces.

48. HAP, Jürgen, compiler


Introduces students to the historical and political background to German studies. There are vivid excerpts from contemporary writers (Remarque, Brecht, Borchert, Johnson, etc.), introduced by the compiler’s brief biographical summaries. It is illustrated by photographs. There are one or two questions for discussion on each excerpt at the back of the book, also page by page German-English vocabularies. It would also be a useful library book, or could be used as background to liberal studies.

49. HARRER, Heinrich


The fascinating story of the author’s escape from internment in India in 1944, the tribulations of his and his companion’s journey to Lhasa and their life there until 1951, abridged to serve as a reader. The story is told in twenty-two chapters. Difficult expressions are translated or explained in a series of notes at the end of the book where there is also a German-English vocabulary containing approximately 420 entries.

50. HARVARD, Joseph

German for pleasure. University of London Press, 1962. 96p. (German Conversation Series.)

A useful reader to supplement the same author’s course books Beginners’ German and Conversational German (see section: Textbook courses). Not intended as an introduction to German culture, but uses excerpts from plays and opera libretti, as well as poems, legends and anecdotes, to extend the pupils’ awareness of good idiomatic German. A few of the poems and anecdotes are given in Gothic print. Short word-lists are added after each story. Though there is no general vocabulary, there is a list of idioms and other expressions at the end of the book, either explained in German or translated. There is also a list of 16mm German films, available in the U.K., based on books (German dialogue and English subtitles) and a list of records of German plays and poetry readings.

51. HEBEL, Johann Peter


A slightly modernised, simplified and shortened version of thirty-seven typical stories of about 300 words by Hebel (1760-1826), with a brief introduction on the author. There are a few words and idiomatic expressions explained at the end of the book.

52. HOLLY, Eileen

A purpose-written story of boy and girl reporters on their first big assignment. An interview with a film-star leads to the discovery that her agent has stolen the blueprints for a new racing-car. The reporters perform a smart piece of detective work to prevent the plans leaving the country. The idiomatic dialogue and contemporary theme should appeal to second-year pupils and possibly adults. Sets of ten questions to each chapter are found at the end of the book, together with a German-English vocabulary of about 880 entries. There are fifteen chapters of about 500 words each.

53. HUME, Gisela


Although this reader is intended for second or third year students, it could be introduced at the end of the first year, as only the present tense is used. It consists of sixteen passages, designed to serve as a basis for conversation and as an introduction to life in Germany. The passages are on average about 380 words long. Each is followed by a German-English word-list, a series of ten questions in German and usually two topics for conversation, related to the theme of the passage. The German-English vocabulary at the back contains approximately 300 entries.

54. INTERMEDIATE GERMAN READERS; Macmillan, London; St. Martin's Press, New York, 1963-.

54.1 WOLFF, A.A.


An account of two English schoolchildren on an exchange visit to Hamburg, which is based on actual visits organised by Dr Hermann Brandt. It includes snippets of interesting local information and an outline of German grammar-school education. All tenses are used; sentences in which the subjunctive is used are translated into English in the footnotes. The German-English vocabulary at the end contains about 900 entries.

54.2 MARTELL, Gunter

Sieben Tage Jagd: Kriminalgeschichte; edited by A. Nockels; illustrated by Ulrik Schramm. 1964. 96p.

Introduces reporter and amateur detective Martell and his friend Jo Mills, on a kidnapping case. It is quite gripping, told in idiomatic German, and is suitable for private reading. It would need to be shorter for classroom use. There is a German-English vocabulary, containing about 1100 entries, at the end of the book.

54.3 MARTELL, Gunter

Sieben Tage Jagd: Kriminalgeschichte; illustrated by A. Nockels; illustrated by Ulrik Schramm. 1964. 104p.

Two more Martell-Mills detective exploits, suitable for private reading in GCE 'O' level year. There is a German-English vocabulary of about 1,200 words at the end of the book.

54.4 COMO, J.G.F., editor

Der erste Astronaut; based on stories in Wunderbare Reisen zu Wasser und zu Lande, and Geschichten von den Schilmbürgern; based on stories in Das Lalebuch; illustrated by Fritz Kredel. 1964. 104p.

Could be used by students in their first year of German. It retells two groups of traditional German stories. In the first group of stories 795 words are introduced, including 113 irregular verbs. The Schilmbürgers stories add a further 304 words including thirty-eight irregular verbs. The introduction of tenses of the verb is, like that of the vocabulary, very carefully graded. There are notes on the text, and on the word-counts and tenses used. The German-English vocabulary at the end includes all words used in the texts.

54.5 KÄSTNER, Erich


An abridged version of the famous story of the adventures of boys in a boarding school. Although the vocabulary has been simplified, all tenses of the verbs are used. The German-English end vocabulary contains about 900 entries.

54.6 AULT, D.S.

Der Bogen: a school reader; drawings by Joseph Acheson. 1967. xii, 119p. maps.

Based on excerpts from a typical German school magazine with an introduction by the headmaster. The text has not been altered, only shortened by omitting some allusions of only local interest. It makes a pleasant change, since it is authentic material giving a vivid insight into the life of German schoolchildren and teachers. Particularly interesting are the brief autobiographies of new teachers at the school. Unfamiliar expressions are translated in footnotes; there is a German-English vocabulary of about 1,800 entries at the end of the book.

54.7 KÄSTNER, Erich

Die Konferenz der Tiere; nach einer Idee von Jella Lepman; adapted by Marie Burg; illustrated by Walter Trier. 1968. 79p.

A delightful fable about animals teaching humans—effectively—that war is foolish. This is suitable for 'O' level classes in providing food for thought as well as language practice. Adaptation has not watered down Kästner's racy idiomatic style. Idioms are well explained, with other allusions omitted from the book.

54.8 MARTELL, Gunter

Die Spur führt in unsere Stadt: Kriminalgeschichte; edited by A. Nockels; illustrated by Ulrik Schramm. 1969. 96p.

Could be used by students in their first year of German. It retells two groups of traditional German stories. In the first group of stories 795 words are introduced, including 113 irregular verbs. The Schilmbürgers stories add a further 304 words including thirty-eight irregular verbs. The introduction of tenses of the verb is, like that of the vocabulary, very carefully graded. There are notes on the text, and on the word-counts and tenses used. The German-English vocabulary at the end includes all words used in the texts.
Another Martell-Mills detection-coup involving dirty work on the Autobahn, espionage and blackmail. A good rapid-reader with just enough notes and vocabulary to sustain and not interrupt interest: some technical space-age terms are included. There is a German-English end vocabulary containing approximately 1,300 entries.

54.9 ZIMNIK, Reiner  
*Der kleine Brülltiger*; adapted by Arthur Nockels and Birgit Preussker; with illustrations by Reiner Zimnik. 1969. 61p.

A delightful little story with a moral in which an attractively naïve tiger explores the world of men, encounters and finally outwits a band of gangsters. It is useful either as a classroom or a private reader. There are rather detailed questions (about eighteen to each chapter) at the end of the book, also a German-English vocabulary of about 600 entries, while occasionally idioms are translated in footnotes.

55. JENNER, D.  

This rather dull little story of three brothers and their sister in the customary ‘German family situations’ designed to introduce requisite vocabulary, is intended for fairly rapid reading in the second year of a three-year course, and to consolidate what has been learnt from a course-book. The twenty-four chapters are fairly short (250-300 words). Unfamiliar or difficult constructions are explained in footnotes (five or eight per chapter) and also included in the German-English end vocabulary of approximately 960 entries, which is preceded by two sets of exercises (translations and questions) to each chapter.

56. JOHNSTON, Charles B.  

An acceptable little mystery story, set in a lonely North-West German fishing village, of a boy uncovering a forgery and smuggling racket. It is divided into nine chapters of about 675 words. There are ten questions per chapter at the end of the book and a German-English vocabulary containing approximately 1,000 entries.

57. JONES, Brangwyn  

This first year reader is intended as a companion volume to *Lustiges Lernen* (see section: Textbook courses). It has a basic vocabulary of about 1,000 words, and plenty of idiomatic dialogue. These twelve stories of 320 words each are humorous incidents in the life of the Baumann family of the course books, and are each followed by eight questions in German, a short list of phrases and idioms to be learned by heart, and a few traditional rhymes, and proverbs. There is also a German-English vocabulary of 1,560 items at the end of the book.

58. JONES, Brangwyn  

Consists of fourteen short stories of about 1,100 words each, based on incidents in German political and cultural history, from the Hermannsschlacht, to the attempt on Hitler’s life on 20 July 1944. They are simply told, with imaginary dialogue. Full and useful factual notes are given on each story at the end of the book, with a German-English vocabulary of about 1,000 words.

59. JONES, Brangwyn  

Intended as a reader to follow *Neues aus Dinkelstadt* and accompany the course *Lustiges Lernen* (see section: Textbook courses). The main tense used is the present. There is plenty of idiomatic conversation. Each story (some in two instalments) consisting of 400-500 words is followed by about twelve questions on the text, phrase-lists with translations, and some rhymes, proverbs and tongue-twisters. There is a German-English vocabulary of about 1,200 words at the end of the book.

60. KARL-MARX-UNIVERSITÄT: Herder Institut  

60.1 Lesebuch. 137p.
60.2 Wörterverzeichnis. 27p.

This reader is in two parts. The first of these consists of thirty-nine pages of short, simple anecdotes or descriptive pieces, each of which is followed by a brief vocabulary in German only, to be completed by the foreign student in his native language. The rest of the book, ninety-six pages, comprises mostly longer and more difficult extracts. There are a few illustrations, but the paper and size of type give an impression of dullness. There is a separate volume of twenty-seven pages with a German glossary giving meanings in English, French, Spanish, Polish and Russian.

61. KÄSTNER, Erich  

A light-hearted mystery story, chosen by the editor to dispel German gloom. The text has been shortened by about one-third and simplified, thus losing something of the original flavour. It is intended for rapid reading in class or privately, for second- or third-year pupils. At the end there are questions in German (twenty-five per chapter). Each of the nineteen chapters of about 3,000 words is preceded by a list of idioms, for assimilation before (rapid) reading, and there is a comprehensive vocabulary containing about 2,850 entries at the end of the book.
62. KÄSTNER, Erich

Zwei Schüler sind verschwunden; edited by J.C. Aldridge; illustrated by Hans Schwarz. Longmans, 1966. 70p.

An account of how two boys play truant from school to visit the Winter Olympics at Garmisch-Partenkirchen. It consists of seven chapters with about 1,200 words in each. Difficult idioms and expressions are translated in footnotes; there are also some explanations of customs in English. The story is followed by ten texts, each of approximately 150 words in length, which describe nine events which take place during the Winter Olympics. Below these texts difficult vocabulary is listed and translated. The German-English vocabulary at the end contains about 550 entries.

63. KEAST, Alan R., and Kenneth Keast


63.1 Book 1. Der verschwundene Musikant. 48p.

Each of the three stories in this series was originally written in English and then translated into German. They are set in Austria and are intended to provide material for developing fast reading skills in German before literary texts proper are attempted. Each story is divided into six or seven chapters. At the end of the book there are a number of notes on linguistic and cultural points. There are also questions based on each chapter and suggestions for essay work. There are no end vocabularies. The text contains some errors.

64. KELBER, Magda


Specially written to encourage adult beginners, and to supplement the Heute abend course book, whose scheme this reader follows. Each section is followed by word- and idiom-lists, and exercises which can be used for additional revision. There is a German-English vocabulary containing approximately 2,000 entries, and an English-German vocabulary containing approximately 675 entries.

65. KLIER, Linde, and Uwe Martin, editors


Excellent transitional material from 'O' to 'A' level work. They present complete and only slightly adapted stories by mainly contemporary authors of repute which can be used for oral discussion and as an introduction to literature. At the end of the book there are sets of exercises for each story: the re-use of expressions occurring in the story in different contexts, the rewriting of passages in different tenses, and questions on the text, with lists of words to be used. There are also biographical notes on the authors. The stories are graded in difficulty; unusual words and phrases are explained in German in footnotes.

66. KOLBENHOFF, Walter


An original story, simplified, with seventy-six notes at the end of the book and a German-English vocabulary containing approximately 1,400 entries. It is a murder mystery, set in post-war Germany: the vivid descriptive style should make it easy to use as a rapid reader. It is divided into fourteen chapters of about 2,500 words each.

67. KREUZENAU, Michael


The stories comprise from ten to seventeen chapters of 230-500 words and are light-hearted adventures with appeal for boys and girls; the Toy-Town atmosphere of the Dinkelburg tales may seem to some rather childish. They could however be introduced in the last term of the first year of a three- or four-year course and extended into the second year. There are lists of difficult phrases which occur in each chapter and German-English vocabularies at the end of the books.

68. KREUZENAU, Michael


These twelve short stories of about 1000 words each are intended for rapid classroom reading. The topical themes and black humour (e.g. title story) are a welcome change. To encourage oral work, idiomatic phrases of each story are listed at the back of the book but are not translated. There is also a German-English vocabulary of about 1,550 words.

69. LANZER, C.A.H.


Consists of nine episodes (of approximately 1,150 words each) of a cycling trip through South Germany and Austria, told by a boy and his sister. It is based on cycle-trips organised by the author with some of his pupils. There are liberal cultural and culinary allusions. Notes on these are
listed at the end of the book and there is a German-English vocabulary containing approximately 2,000 entries. Each chapter ends with eight questions in German and one or two topics for conversation.

70. LEAH, Gordon N. FH

Richtung Zonengrenze; illustrations drawn by Ionnicus. Methuen Educational, 1966. 95p. map.

A purpose-written spy-mystery starting at Bebra station and solved by two students; it has enough topical and domestic details to appeal to girls as well as boys. Although there is a list of about twenty idioms to be learned by heart at the end of each chapter, these are not painfully obvious in the text, which is divided into sixteen chapters of about 1,250 words. There is a German-English vocabulary at the end of the book containing about 600 entries.

71. LEAH, Gordon N. FH


An amusing adventure of youngsters in modern Berlin; the city’s atmosphere is conveyed well. The language is racy and naturally idiomatic, even slangy, but expressions are explained in German at the end of the book with page references; there is no vocabulary. The story is divided into eight chapters of about 1,300 words each.

72. LEPMAN, Jella D


Suitable for young beginners, in that it starts with very simple language and uses the present tense throughout, although some may find this tedious. It is divided into ten chapters of about 720 words. An American family (the father’s parents were German) who want to take a typical Black Forest house back to the USA, stumble on a mystery and help to solve it. There is a faint vein of humour in the story and the text is interrupted by grammar notes. There is a German-English vocabulary containing about 750 entries.

73. LITTMANN, Arnold FH

Peter hat Pech; die Jagd nach der fliegenden Untertasse. Hueber, München, 1961. 72p. map. (Deutsche Reihe für Ausländer. Reihe B: Ausgewählte Texte zum Sprachunterricht, 2.)

An amusing adventure of youngsters in modern Berlin; the city’s atmosphere is conveyed well. The language is racy and naturally idiomatic, even slangy, but expressions are explained in German at the end of the book with page references; there is no vocabulary. The story is divided into eight chapters of about 1,300 words each.

74. MACDONALD, I.L., and J.D. Manton AD


Aimed at young beginners and could be used even in the primary school. Each of the twenty-four anecdotes of thirty to fifty words is followed by questions in German on the text. The book is simple, humorous and up-to-date. Difficult vocabulary items are reproduced with their English equivalents at the end of the book for each little story separately.

75. MARCUS, Eric FHJ


A book on young people for young people learning German, and which adults may also like to try. A great deal of background information is conveyed in fourteen chapters on e.g. German schools, German youth’s attitude to America, leisure, etc. A number of notes on words which call for an understanding of the German cultural background are provided at the bottom of the pages on which the words occur. The language is, however, rather too difficult to be attempted much before ‘O’ level. The second part of the book—about forty pages—consists of exercises on each chapter: questions on the text, questions to which the student must respond ‘true’ or ‘false’, grammatical exercises e.g. completing sentences, changing from singular to plural, and an essay question. The German-English vocabulary at the end of the book contains approximately 2,000 entries.

76. MAY, Karl FHJ


This abridged and simplified version of a story allegedly popular with young Germans consists of nineteen chapters each containing between 2,500 and 3,000 words. It utilises a total vocabulary of 1,500 words. Of these 900 are considered basic and 875 of them each occur in three chapters or more. More difficult words and expressions are translated in footnotes. There are five exercises based on each chapter, grouped at the back of the book, where there is also a German-English vocabulary containing approximately 1,100 entries.

77. MELDAU, Rudolf FHJ

Kleines Deutschlandbuch für Ausländer.

See section: Recorded and audio-visual materials

78. MEYER, Erika Marie DE


A simple description of the visit of a town boy to the country. Set in Schleswig-Holstein, it has some authentic touches of village life, including Plattdeutsch and a town-crier. It is divided into six chapters of about 150 words.
There are six questions on each chapter at the end of the book where there is also a short list of notes and a German-English vocabulary containing approximately 1,200 entries.


Elementary:

79.1 PRAGER, Peter

79.2 ULRICI, Rolf
Wir erbten ein Geheimnis; adapted by N. Barlow. 1967. vi, 53p.

79.3 MATTEL, Susanne

Intermediate:

79.4 BARTLE, Rudolf

79.5 BENTZ, Hans G.

Advanced:

79.6 SPEYER, Wilhelm

79.7 SCHOLL, Inge
Die weiße Rose; adapted by W.B. Savigny. 1967. vii, 76p.

79.8 WAHNER, Horst

The books in this series with the exception of Die Familie Müller are adaptations of well-known German stories. They could be used over a three-year 'O' level course as they are graded according to grammar and vocabulary as well as subject matter. The three elementary books use the present tense only and have German-English end vocabularies containing about 600 entries. The intermediate books introduce all tenses and the subjunctive; they have fuller end vocabularies containing about 800 entries. The three advanced readers deal respectively with the doings of the Obertertia of a country boarding school in Germany, the resistance of a group of students in Munich to the Nazis during the Second World War and the overweening arrogance of a pilot, Rolf Mutesius, who finally makes good and is accepted by all. The German-English vocabularies contain 1,000-1,100 entries.


81.1 COMO, J.G.F.
Caspar Hauser: die Geschichte eines Rätsels. 55p. illus.

81.2 LUNT, P.G.
Rückfahrkarte nach Stemnitz. 86p. illus.

81.3 BURGER, Thomas
Da stimmt was nicht! A selection of tales and anecdotes from Das Gespenstergespenst; adapted by M.R. Henderson. 96p. Suitable for 'O' level students. The first book is an interesting departure into a genuine unsolved cultural historical mystery with bibliographical notes to stimulate further research. This aspect of the reader might interest sixth-formers. There is a German-English vocabulary, containing about 1,000 entries, but no questions or exercises. The second book is an interesting adventure story of a boy fleeing from the DDR under the pretext of taking his dog to the vet in the frontier town of Stemnitz (the dog escapes too). There are questions in German on each chapter at the end of the book, and a German-English vocabulary of 1,500 items. The third book is based on the anthology Das Gespenstergespenst; these are not so much ghost stories as odd happenings with rational explanations, some humorous or in shaggy-dog style. In seven sections, the seventh being a do-it-yourself ghost-story-kit to encourage vocabulary-building and free composition. There are no other exercises, but a German-English vocabulary, containing about 900 entries, is preceded by very brief grammar notes.

82. NEW OXFORD GERMAN READERS; general editor: Kathleen A. Southwell. Oxford University Press, 1962-.

Grade 1

82.1 REDING, Josef
Silberspeer und roter Reiher; abridged and edited by Kathleen A. Southwell; illustrated by Alec Pearson. 1962. 68p.

82.2 SCHWAB, Günther

82.3 SCHWENGER, Wilhelm

82.4 SCHWEIZER, Richard, and W.M. Treichlingen
The stories in this series of readers are arranged in order of increasing difficulty. The first two in the first reader manage without modal verbs, which are introduced in the third story; relative clauses appear only in the fourth etc. There are no questions on the text, but there are sets of exercises which appear in the first two readers before the story proper; the author hopes in these exercises to clear away grammatical and other difficulties so that the subsequent reading of the text may be more fluent. In the third reader these exercises appear at the end of the book. Each reader contains several pages of grammatical notes and a German-English vocabulary.

84. NOACK, Hans-Georg


This story of a boys’ international camp in Belgium, as told by a participant, gives an interesting picture of self-government, international understanding as well as boyish adventures. There are useful notes on idioms, and a German-English vocabulary at the end of the book containing approximately 1,000 entries. The narrative is divided into thirty ‘Tage’, of about 1,200 words each.

85. NOACK, Hans-Georg


A story of a young coloured apprentice (whose mother is German, and whose father is an American negro) in a works hostel in a small town and his encounters with racial prejudice. It is useful as a library book or a private reader for the stage immediately pre- and post-O level. It is adapted from an original story for German youth. It is divided into unnumbered sections of about 1,200 words. The style is simple and idiomatic, hence suitable for quick reading. There are no notes or exercises, but a German-English vocabulary at the end of the book contains approximately 1,000 entries.

86. NUFFIELD FOREIGN LANGUAGES TEACHING MATERIALS PROJECT—GERMAN SECTION


Each reader in the 2A stage has at the end two comprehension exercises, the first, 30 questions in German, the second, 20 questions in English. All the language is good colloquial German, checked by native speakers and revised in the light of teachers’ comments.

86.1 Hans und die Kette. 20p. DF

54 line drawings presented in strip cartoon form with German dialogue in ‘balloons’. Composed within the lexical and grammatical limitations of Vorwärts, Stages 1A and 1B, (see section: Recorded and audio-visual materials), the story tells of a stolen necklace and the part three young people play in its return.

The following readers, nos. 2 to 8, have been composed within the lexical and grammatical limitations of Vorwärts, Stage 2A:

83. NICHOLSON, J.A.

A simple German reader; followed by A second German reader, and A third German reader; illustrated by Philip Strick. 3 vols. Harrap, 1964-66.

83.1 A simple German reader. 1964. 74p.
83.2 A second German reader. 1965. 79p.
83.3 A third German reader. 1966. 78p.
86.2 *Pech. 12p.* DF
An acceptable story of a family taking a walk in the country with dog and of the series of minor misfortunes they endure.

86.3 *Ein Unfall. 12p.* DF
Two brothers on a motor scooter holiday find the victim of an accident and fetch help.

86.4 *Das Gewitter. 11p.* DF
Two boys at home in a violent storm, the lights fuse—a suspected intruder . . .

86.5 *Wo ist Lumpi? 15p.* DF
A German family on a camping holiday with dog. Minor adventures including a not too dramatic rescue from drowning.

86.6 *Eine Radtour—aber wohin? 15p.* DF
The friends try to plan a cycling holiday and debate the attractions of Munich, Bremen and Cologne.

86.7 *Ein Weihnachtsgeschenk. 12p.* DF
In spite of many setbacks two sisters knit a pullover for their brother’s Christmas present.

86.8 *Wer zuletzt lacht—lacht am besten112p.* DF
Three girls in a dancing club—one, without a boy-friend subsequently meets a young man with whom she plays tennis with some success.

The following readers have been composed within the lexical and grammatical limitations of Vorwärts, Stage 2B. The language has been checked by native speakers and tested in schools. The English of words thought to be new or difficult is given in brackets in the text. Each booklet has comprehension exercises like those in the 2A series.

86.9 *Was soll ich werden? 12p.* 1970. F
A sensible personalised account of a girl who trains to be a shorthand-typist and works for a while as one and then changes to nursing.

86.10 *Rotkäppchen. 20p.* Amusingly illus. 1970. F
The Red Riding Hood story, Grimm version. Short preface in English about the Brothers Grimm.

86.11 *Ein Schwimmbad für Zirndorf. 11p.* 1970. F
A GP persuades the local council to build a swimming bath to avoid recurrence of a typhus case, caused by swimming in contaminated river water. More interesting than it sounds!

86.12 *Der Dieb. 12p.* 1970. F
A bicycle is stolen and found—there is a courtroom scene which could be used as dialogue for acting.

86.13 *Der Rhein. 24p.* illus. with photographs, map. 1970. F
Sensible and practical booklet on the Rhine, with romanticism kept in its place. Helpful and interesting information to the fore.

86.14 *Ende gut, alles gut. 12p.* illus. 1970. F
North German school class plans a cheap ski trip; to their dismay the Headmaster decides to accompany them and make the trip fully educational, but all’s well that ends well.

86.15 *Das Jahr in Deutschland. 27p.* illus. line drawings F and photographs.
One page of text for each month; descriptions of seasonal activities and customs. Could be useful for CSE topic work.

86.16 *Die Familie Reinhagen. 24p.* illus. with photographs.
An attractive and interesting description of a German family consisting of parents and son and daughter both at school. The material is genuine.

87. *OAKLEY, C.W. and H.R. Audley* FH
A story about the theft of valuable, first-edition volumes of E.T.A. Hoffmann suitable for rapid reading in class or at home. The theme will not necessarily appeal to all secondary school pupils. There are no notes, vocabulary or questions. Possibly difficult words and phrases are explained by drawings alongside the text. The theme gives helpful insights into German life and history.

88. *OAKLEY, C.W. and Inge Oschatz* EF
*Briefe aus Oberhausen. Edward Arnold, 1970. 64p.* illus. map.
Thirteen letters, some from a German girl and some from a boy, dealing with episodes in their and other young Germans’ lives. They are particularly useful as models for British adolescents’ letters and for the background information contained in them. Each letter is followed by ten questions in German and a short series of notes in simple German on points of interest in the letters, customs, etc. The photographs and drawings in the text add greatly to its interest. At the end of the book there are German-English word-lists for each letter.

89. *ORTON, Eric* FH
A lighthearted mystery story, set in Berlin and Hamburg, intended to encourage private reading. The story is divided into twelve chapters of approximately 800 words each, with idiom-lists after each chapter. At the end of the book there are a few explanatory notes, questions on each chapter, a few oral exercises, and a German-English vocabulary of about 1,500 entries.

90. *ORTON, Eric* FH
This story in twelve chapters describing an English boy’s stay in a German family gives ample opportunity for discussion of the differences between German and English
customs. The chapters, which are on average approximately 750 words long, are followed by three exercises: questions in German on the text, sentences for translation into German and a subject for an essay. There are notes in English on the text and a German-English vocabulary of about 1,600 entries at the end of the book.

91. ORTON, Eric


An entertaining detective story, very useful as a class reader and for private work. It is divided into ten chapters of between 500 and 1,200 words in length. There are notes in English on allusions in the text, a set of ten questions in German on each chapter and a German-English vocabulary containing about 1,700 entries.

92. ORTON, Eric

Reise nach Hamburg.

See section: Recorded and audio-visual materials.

93. ORTON, Eric and Marianne Calmann


Of these six stories, each about 1,200 words long, five have appeared in Der Roller; five are set in modern Hamburg, Lübeck and Austria, and one in space in 1987. They are all written in a racy style and are full of modern teenage adventures. At the end of the book there are ten comprehension questions per story, a German-English vocabulary of about 1,200 entries, and a list of thirty-seven idioms.


Series A

94.1 STRONG, Pitt

Der Doppelgänger; edited by A. Wilson. 1964. 64p. (Tom Shark, der König der Detektive, 152.) Reprint of 1934 edn.

Series B

94.2 MATTHEUS, Peter


94.3 STRONG, Pitt


94.4 ROGGEVEEN, Leonhard


Series C

94.5 RUSSON, L.J.


94.6 ZWICK, M.


94.7 RIEMANN, Kurt


Series A in which only one title is available is suitable for pupils commencing the second year of a three-year course to GCE 'O' level. The text of the story is divided into sections of 700-1,000 words, preceded by lists of about twenty-four words. At the end of the book are questions on the text for each section, for comprehension and Nachzahlung, also a German-English vocabulary (about 1,200 entries). Series B is on similar lines but with fewer words (twelve per section, about 1,000 in end vocabulary). Roggeveen's Der Radio-Detektiv is in Gothic. Series C consists of simpler texts, without section word-lists. There are fewer questions and only about 750 words in the end vocabulary. These stories seem suitable for younger pupils and would appeal more to boys.

95. PAGE, J.F., editor


A collection of 120 items, average length of each about 600 words, taken from newspapers, journals, books, regulations, plays and poems. Each item is followed by translations of what are deemed to be the more difficult words and expressions; occasionally the explanation is given in German and there are some brief explanatory notes on persons or institutions mentioned. The selection is well made and offers some very good samples of current German in its many forms. Will make good background reading for anyone with a reading knowledge of German. Could be useful to Assistenzten for sixth form work. There is at the end an index of authors and sources and a separate index of subjects.

96. PLOWMAN, Hilde-Briigitta


A simple story for girls, divided into twelve chapters, the first eleven of which are planned to occupy one lesson each. They are approximately 600 words long. Following the text of the story there are eight songs and a German-English vocabulary containing approximately 1,200 entries.

97. PONTING, David


This pleasant little adventure story brings in many aspects of German life including sport and romance, as seen by a young Englishman visiting Germany. There are no word lists or vocabulary. Difficult words and expressions are
explained by pictures, synonyms or glosses in German. The language is kept simple. The eight chapters are fairly short (about 400 words in each).

98. PRAGER, Peter


A collection of very simple short playlets (from twelve to 150 words) for young beginners, on legendary and modern themes. New words are explained at the end of each playlet and each sketch emphasises a particular point of grammar.

99. RICHTER, Hans Peter

*Damals war es Friedrich*; edited by Ray Milne; illustrated by Jurek A. Pütter. Oliver & Boyd, Edinburgh, 1968. 120p. (Brunnen Bücher.)

Describes the friendship between an ‘Aryan’ and a Jewish boy (Friedrich) in the midst of anti-semitic violence ending in Friedrich’s death during an air-raid. It contains a list of events affecting Jews during the 12-year Nazi regime. There is a German-English vocabulary containing about 600 entries at the end of the book. The story is divided into twenty-eight chapters, each containing about 1,400 words.

100. RIEL, Jürgen


An adaptation for English schools of a run-of-the-mill boys’ mystery story, told in straightforward idiomatic German, which could be read in the second or third year of an ‘O’ level course. The select page-by-page vocabulary at the end of the book contains over 1,000 words and phrases; the story is divided into thirteen chapters of varying length.

101. RUSSON, A., and L.J. Russon


Thirty delightful anecdotes, nonsense-rhymes, shaggy-dog stories intended to supplement a beginners’ course. Whilst some of the texts could be read at a very elementary level, the book as a whole calls for a knowledge of some 900 lexical items. It is doubtful therefore, whether many pupils could read the whole book in their first year of German. The texts range in length between ten and 650 words. There are no notes on grammar but lists of idioms and phrases precede each text and questions in German appear at the end of each section. There are outlines of the stories designed for reproduction and a German-English vocabulary at the end of the book.

102. RUSSON, A., and L.J. Russon


Thirty-nine amusing, light-hearted anecdotes, stories and poems, on the same lines as *A first German reader* by the same authors. The passages in this reader are somewhat longer—between thirty-five and about 950 words. They are grouped according to the tenses in which the verbs are used. The syntax has been kept simple. Almost one half of the 1,400 lexical items contained in this reader were introduced in *A first German reader*. Apart from its use as a reader, this book is clearly intended as a source of stories for oral and written recapitulation; an outline of each story is supplied at the end along with questions in German on the text and a German-English vocabulary. A list of idioms and phrases follows each text.

103. SAVIGNY, W.B.


Sixteen short dialogues (average length 420 words) designed to encourage fluency in reading and speaking. Difficult words and phrases which occur in dialogues are listed at the back. The author intends the pupils to learn these by heart. They may also be a help when pupils are required to retell these situations in their own words. There is in addition a German-English vocabulary containing about 560 entries.

104. SAVIGNY, W.B.


Fifteen short stories and anecdotes, each of about 440 words, intended for students in their first year of German. The majority of the stories are told in the present tense. They are meant to be read rapidly and used as a basis for oral work. The German-English vocabulary at the end contains about 550 entries.

105. SCHILLER, H.M., editor


Contains thirty-one anecdotes which are graded in length but not difficulty. The subject-matter of the anecdotes is basically of adult interest but the book could also be used in the second year course with adolescents. Each passage is followed by a short list of phrases and about eight very simple questions. There is a complete German-English vocabulary containing approximately 1,500 entries at the end of the book.

106. SCHÖNE, A., and J.S. PHILIP, editors


Includes excerpts from longer works, as well as short stories, by Borchart, Wiechert, Binding, Zweig, G. von le Fort and others, and is intended as a transition between ‘O’ and ‘A’ level reading. The passages are arranged in order of difficulty. Each story is preceded by a short bibliography in English. Notes and a German-English vocabulary (about 1,500 words) are at the end of the book.
107. SCHROEDER, Herbert, and Inge Kirchhoff


107.2 Teil 2. Texte fur die fortgeschrittene Grundstufe. 3. Auflage. 1969. 88p. map. (First published 1968.)

Supplementary readers to Deutsche Sprachlehre fur Auslander, Grundstufe, 1.Teil and 2.Teil (see section: Textbook courses).

Cross-indexed to supply three reading passages to each section in the course books, themselves graded as to (a) low vocabulary intake, (b) higher, more difficult vocabulary, (c) not more difficult than previous section, but useful for Nacherzahlung and other oral work. Each passage is followed by a word-list and most of them also by exercises. In the word-lists meanings are either explained in German or translated into English, French and Spanish.

108. SCHRÖTER, Rudolf


A cheerful introduction to reading in German for German children, which could be used in English schools, as a supplementary reader for beginners. The accompanying 'Begleitschrift' will be of little interest to British teachers of German since it is naturally concerned with the introduction of reading and writing skills to German children as well as with this particular book, Ina und Udo.

109. SCHULZ, Dora, and Heinz Griesbach

Lesheft fur Auslander.

See section: Recorded and audio-visual materials

110. SEIDMANN, Gertrud


This story which is set in a girls' grammar school in Vienna is suitable for girls at the end of a year's work in German. The story is divided into ten chapters, each of about 200 words in length. The introduction of new vocabulary is slow. New or difficult vocabulary is printed in italics and a translation of the word appears alongside the line in which it occurs. There is a German-English vocabulary at the end of the book containing approximately 800 entries.

111. SEIDMANN, Gertrud

Fritz und Liesl: ein deutsches Lesebuch fur Anfanger.

See section: Recorded and audio-visual materials

112. SEIDMANN, Gertrud


Despite the somewhat discouraging title, these twelve stories are light and amusing, and useful for pupils at the end of the first year. The stories are set in a Viennese Gymnasium and follow Fritz und Liesl (see no. 111). Some words and phrases are translated in the margin of the text (about two to five per page). There is a German-English vocabulary containing about 560 entries at the end of the book. Gender is indicated by the letters r.e.s.

113. SEIDMANN, Gertrud


A very useful selection from the whole range of articles from the weekly 'Die Zeit' (eighty-five passages from ten sections of the paper), including politics, cultural topics, advertisements and jokes, suitably shortened by between 300 and 500 words, generously annotated. It gives a valuable insight into German life and recent history and serves as a useful background reader. It is also an important and practical introduction to modern German journalistic and official style, as a welcome relief from more academic work. It can also be used with profit for translation practice. There are suggestions for essay work, and occasional questions and other exercises to encourage observation, style and vocabulary-building.

114. SHIRREFFS, JOHN G., and Percival M. Gillan


A collection of seventy passages, all in Gothic print, which between them cover many different levels of German, from passages suitable for beginners to passages which may present difficulty to students who have already passed 'O' level. The subjects of these passages are legion, from football matches, wireless and motoring to excerpts from Luther's Bible. The illustrations are dated.

There are a few grammatical notes and translations of difficult phrases at the bottom of each page, and from passage twenty-one onwards, at the end of the book, arranged by passages. The German-English vocabulary contains at least 3,500 entries.

115. SIMPLE GERMAN READERS; Macmillan, London; St. Martin's Press, New York, 1962-.

115.1 HAUFF, Wilhelm


115.2 HAUFF, Wilhelm

115.3 DURIAN, Wolf

115.4 KÄSTNER, Erich

These four stories, already popular in their own right in Germany, are here adapted to suit second year pupils, providing valuable practice in rapid reading. There are no questions, but basic vocabularies (about 900 items) are given at the end of each book. The German of the adaptations 115.1 and 115.2 is not free from errors.

116. SMITH, Alexandra


This story is set in Freiburg and is illustrated with photographs, line-drawings and a map. It is divided into twelve chapters of about 300 words; there are three or more sets of questions to each chapter at the end of the book, about twenty questions on the text, grammar exercises, and games to encourage vocabulary building. There is also a German-English vocabulary containing about 1,050 entries.

117. SOLOMON, G. Gladstone


The same rat-family and spindly drawings unchanged—except for the format—since 1931. The presentation of the text is quite acceptable to young beginners and on sound principles, though style and subject matter are at times rather twee. There are thirty-four graded chapters of about 250 words. Footnotes explain a few expressions in German, pictures explain the rest of the vocabulary. There are sets of six questions on the lessons at the end of the book.

118. SOUTHWELL, Kathleen A.


These three readers have been used in further education classes; they could equally well be used in schools as the passages are carefully graded to include, in Book 3, topics like industry, science and culture. Idioms are translated in footnotes, and there are German-English vocabularies at the end of the books, containing approximately 1,350, 1,900 and 1,600 entries respectively. Book 1 consists of thirty-six sections (including poems and songs) of approximately 220 words each; Book 2 has fewer (twenty-six) but longer (about 800 words) sections. Book 3 has three main sections (Natur und Mensch, Technik und Naturwissenschaft, Kunst und Kultur) subdivided into six passages of about 1,400 words each.

119. SPANG, Günter

*Zwölf heitere Kurzgeschichten*. Hueber, München, 1967. 52p. (Deutsche Reihe für Ausländer: Reihe B: Ausgewählte Texte zum Sprachunterricht, 4.)

A collection of twelve absurd and entertaining short stories of between 1,000 and 1,500 words in length. The vocabulary and wide range of topics are of use and appeal to adults and children. Words and expressions are explained in German in footnotes: there are no other word lists. Useful as private reader or for acting out in class.

120. STEINHAUER, Harry, editor


A useful and attractive reader which contains a wealth of information about German folklore, literature and culture. Extracts from writers are introduced by the editor by short authors’ biographies and explanatory notes. There are ninety-nine excerpts, complete stories and poems. The prose excerpts are short (between 500 and 1,500 words each). There are full footnotes on language and contents on every page. The text is generously illustrated with photographs. At the end of the book there are questions in German (ranging from ten to seventy-three) on some of the texts, a German-English vocabulary containing approximately 2,500 entries, a combined author and title index, and a subject index.

121. STRINGER, L.

*Teach yourself German reader*. English Universities Press, 1964. x, 117p. (Teach Yourself Books.)

A useful graded guide to reading German, from literature, including poetry, to newspaper advertisements. Excerpts illustrate the rules given in the text (e.g. basic patterns of word-order, conjunctions and relative pronouns etc.) and are thus very helpful for adults who have worked their way through a course-book or school pupils on a crash course. There are no exercises or vocabulary; it is left to the individual to accumulate vocabulary in his own way.

122. STRUIVING, H., and K. Kirchfeld


A simple cops-and-robbers story for students at the end of their first year in German. The story is divided into fourteen chapters, each of about 460 words in length. Difficult words are marked in the text. They are then listed, page by page at the end of the book, together with translations. Approximately 1,400 words are thus listed.

123. THOMA, Ludwig

A series of six stories featuring what the editor calls the German counterpart of 'Just William'. In fact, as is to be expected, the humour is quite different. These are extended stories of between 1,600 and 2,700 words each. The German-English vocabulary at the end of the book contains approximately 800 entries.

124. WHITTON, Kenneth S.

124.1 Teil 1. 72p.
124.2 Teil 2. 71p.

Each book contains five stories of about 1,200 words each, based on the ATV series of 1964-5, Wir waren vier. They are suitable for both teenagers and adults, as they deal with four teenagers working in a bank, an office and a flower shop. The setting (Bonn) gives a useful insight into many aspects of contemporary German life. There is a German-English vocabulary containing about 700 entries and a list of idioms with translations and page references at the end of each book.

125. WILD, Anton, editor


Intended for use in holiday courses for foreigners in Germany or for the work of German Lehrassistenten abroad. There is a list of contents which indicates the degree of difficulty of the individual passages. The text, which is illustrated by line-drawings and photographs, consists mainly of extracts from German writers and journalists but some poems and songs are also included. After each piece of text there are a few questions and grammatical exercises. At the end there are eleven extracts, including five poems, under the heading Texte zu unserer Zeit. This interesting reader gives useful background information on the BRD and on Germany generally. Could be helpful as an individual reader in school or as the basis for a revision course in further education.

126. WILLIAMSON, Anabel M.


These seven stories are each about 550 words long. Idioms and unusual constructions are explained in footnotes; the stories are followed by ten or more comprehension questions. There is a German-English vocabulary of about 800 words at the end of the book.

127. WILLIAMSON, Anabel M.


These playlets of about 750 words each are pleasantly unexciting and quite suitable for classroom drama with pupils who have done not less than a year's German. Each play is preceded by a diagram of the set, and a list of furniture and properties is given at the end of the book. There are questions in German after each piece. A German-English vocabulary of about 1,000 entries is also included.

128. WOLF, Gerhard W.

Intended for use in holiday courses for foreigners in Germany or for the work of German Lehrassistenten abroad. There is a list of contents which indicates the degree of difficulty of the individual passages. The text, which is illustrated by line-drawings and photographs, consists mainly of extracts from German writers and journalists but some poems and songs are also included. After each piece of text there are a few questions and grammatical exercises. At the end there are eleven extracts, including five poems, under the heading Texte zu unserer Zeit. This interesting reader gives useful background information on the BRD and on Germany generally. Could be helpful as an individual reader in school or as the basis for a revision course in further education.

129. ZIMNIK, Reiner

Der Kran; abridged and edited by Freda Kellett; illustrated by the author. University of London Press, 1965. 60p. Another delightful morality tale for all ages (the folly of overweening ambition) which begins when the mayor and council of a little overcrowded town orders a colossal crane. The illustrations are particularly entertaining. At the end of the book are twenty or more questions to each of the fifteen unnumbered sections of 140-300 words, also essay subjects, dictations, and other exercises. There is a German-English vocabulary containing approximately 550 entries.
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BURG, Marie


These thirty extracts, each of about 650-700 words, from the works of twenty-four writers ranging chronologically from Ricarda Huch to Siegfried Lenz, are well chosen in that they encourage the reader to want more of the story or of the author's work. Each extract is followed by its own German-English vocabulary list and by useful notes on difficult points. It could be used with a good GCE 'O' level group; also suitable for further education classes.

DAVIDSON, Rosemary

Aktuell aufgenommen.

See section: Supplementary material - II

DRATH, Viola Hems


Advanced reader which consists of twenty-one profiles of prominent contemporary Germans (mainly politicians and literary figures) who were interviewed by the author for this book. Difficult words are translated into English in footnotes. At the end of the book there is a list of topics for discussion or written work based on each chapter and a German-English vocabulary containing approximately 1,600 entries.

ECKE, Wolfgang

Kriminal; adapted by E.C. Wragg; illustrated by José Sancha. Longmans Green, 1968. 112p. illus. (First published as 'Wer knackt die Nuss' by Otto Maier, Ravensberg, 1966.) £0.75.

Four Kriminal-Hörspiele, originally produced on German television, are presented as detective mysteries, with complete solutions left for the reader to work out. Solutions are given at the end. Notes at the bottom of the pages of text help with expressions of particular difficulty. There is also a German-English end vocabulary of about 750 entries. Could be used at the end of the second year with a good class. Otherwise a third year group reader.

HOOK, D.D., and G.F. Strasser


Comprises ten chapters, each of 550-600 words and graded to deal with particular grammatical points; the vocabulary is restricted to that in Oehler's Grundwortschatz; nevertheless the German reads fluently. The theme is the visit of a young North American to study in Munich, the people...
he meets and what he does on holiday. Each chapter has a few explanatory notes in English, Fragen zum Text and a vocabulary outline for Nacherrzählung. There are good illustrative photographs and some sketch maps. At the end is a select German-English vocabulary list of about 350 entries.

JONES, Brangwyn


Intended as a third year reader, this story describes the preparation for and actual events of the annual caravan holiday of the Baumann family who appeared in the same author's Lustiges Lernen (see Textbook courses). It is divided into fourteen sections, each of which is followed by questions in German, idioms with English renderings, a short poem and proverb(s). At the end is a German-English vocabulary list of about 1,000 items. Could be used for adults as the text is not childish but there is regional or dialect vocabulary in this reader which detracts from its value. Sometimes too the idioms seem rather artificially spatchcocked into the text.

KASTNER, Erich


A comic story of mistaken identity involving a millionaire, his butler, his daughter and an out-of-work PhD in the thirties, written in the humorous style one expects of Kastner, sometimes sharply critical of the society of those days but never vicious. There is a brief and helpful introduction on the author and, at the end, notes on the difficult expressions and colloquialisms; also a German-English vocabulary of about 3,100 items. The type is Gothic. Suitable for a good 'O' level group or for further education classes.

KÖNIGSBERG, C.I.


A fairly interesting story about three teenage children who enter the DDR illegally, are interrogated, interviewed on television before being returned to the Bundesrepublik. There are political overtones. The story is told throughout in the present tense and is intense; to be used as a class reader or 'workbook' though it is difficult to see what is meant here by that term. As a rapid reader for pupils in their 'O' level year, it may, however, be found very useful. The story is divided into thirty-six sections. There are ten lists of notes and vocabulary with English equivalents which are placed before the group of passages in which the words occur. These give the book a rather daunting look, especially as some of the lists are several pages long. At the end of the book there is a variety of exercises for each group of divisions, chiefly questions on the text, completion exercises and suggestions for essays and Nacherrzählungen.

LEAH, Gordon N.

Hochwasser in Osttirol. Methuen Educational, 1971. 88p. illus. (Methuen's German Readers.) £0.45.

A story of four young Germans who are on holiday in Austria and become involved in the catastrophes and drama arising from serious flooding such as took place in 1965. Two small maps are provided and there are some black and white illustrations. Idioms to be learnt by heart are given with
English versions at the end of each chapter. There are at the end of
the book a few questions in German on each chapter and a German-English
vocabulary list of about 1,000 items. Could be acceptable also to adults.

An omission of 'und' on page 16 could be rectified, and 'eventuell' on
page 23 should not be repeated in a future edition.

OXFORD GERMAN READERS

General editor: Kathleen A. Southwell. Oxford University Press, 1962-

Grade 3

SCHMURRE, Wolfdietrich

Zwei Berliner Geschichten: adapted and edited by Rainer Th.äni; illustrated
by Fossa cp gen Gorth. 1971. 85p. £20.50.

Another book in Grade 3 of this series. It contains two short stories,
one of which gives the atmosphere of the Berlin of 1928, the other that
of East Berlin of the post-war period. Both are good stories and would
appeal to young people and adults, but the German is not easy. Although
many difficulties are dealt with by suggested translations at the foot of
the page, the general level of the texts is too high for an 'O' level
course. It would be most suitable for sixth-formers having reached 'O'
level and improving their fast reading skills before tackling literary
texts. The German-English vocabulary contains about 1,300 entries.

E. Richard, editor

Reprint of 1964 edn. (Penguin Parallel Texts) £0.25.

Eight post-war short stories, one each by Aichinger, Bender, Böll, Forchert,
Füssenegger, Geiser, Letten, and Schmurre. They have been well chosen to
give the mood of the late forties and early fifties. The German text is on
the left-hand, the English on the right-hand page; the translations are
well done. At the end of the book are biographical notes on the authors
and a few explanatory notes on difficult words in the stories. Useful for
a scholarship candidate or for an adult student.

PREUSSLER, Otfried

Bei uns in Schilda; abridged and edited by Bernard Inman. Bell & Sons,
1962. x, 100p. Illus. £0.75.

In this shortened version of a German adaptation of Die wundersamen Streiche
der Schüldingärgel (1597) twelve episodes, each of about 1,500 to 2,000 words,
illustrate the thoughtful stupidity of the citizens of Schilda. At the end of
the book are sets of questions in German, six to each episode, and a
German-English vocabulary list of about 2,000 items. Suitable for the
final year of a good 'O' level group; some may find the subject matter tedious;
on the other hand those who have reacted against colourless 'with it' readers
may derive some pleasure from this book. Some of the vocabulary is, of course,
old-fashioned.

RAABE, Wilhelm

VEB Verlag Enzyklopädie, Leipzig, 1969. 63p. (Lesefüße für Ausländer mit
englischer Hinteransprache.) 2DM.

The preface states that the text is intended for 'intermediate students',
that it has been abridged and to some extent simplified. Nevertheless the
story is still too difficult for pre-'O' level pupils. The background is
historical (the struggle against the Spaniards in the Netherlands) and the
theme romantic. English renderings of difficult words and phrases are given
at the foot of each page.

A collection of fifteen short stories, the authors of all but one of which were alive when the book was published. To say that they are representative would be pretentious; suffice it that they are good stories. For each author there is a brief biographical note in English, and for each story some notes on difficult words or expressions and proper names. Also at the end is a German-English vocabulary list of about 1,700 items.


Thirteen short scenes, mostly about 250 words long and with two characters. If they are to be played in public, the properties are few and easily acquired. The text is good Umgangssprache and the content is not childish. At the end of each piece are explanatory notes in German.

Ein Ski im Schnee; eine Geschichte in Fotos; Fotos: Dietmar Binkert. Mary Glasgow Publications, 1972. 25p. (Foto-Roman, 2.) £0.40.

A somewhat improbable story of the adventures of a boy and his girl friend on a skiing holiday in the Black Forest. Told in pictures with balloon speech; the photographs are good; the speech is compact and fairly simple, although sometimes the general effect is jerky. At the end are exercises, including a vocabulary one based on a photograph, a crossword and a vocabulary list with explanations. Could be used as a private reader or as a basis for conversation.

4 + 1 = 4 in Köln. Fotos: Walt Key. Mary Glasgow Publications, 1972. 23p. (Foto-Roman, 1.) £0.40.

The same general comments apply as to the earlier entry Ein Ski im Schnee by the same author. The story, which takes place in Cologne, is of an attempt by two girls to trace a missing heir. It is complicated by a misconception about the motives of the 'father' of one of the girls.

Rettende Flügel; adapted and edited by K.J.H. Creese; illustrated by Ursula Blau. Oliver & Boyd, 1972. 84p. (Brunnen Bücher.) £0.50 approx.

This story of air-rescue in the Swiss Alps written by a man with experience of flying in Switzerland is intended for those with a knowledge of basic structures and a reasonable vocabulary. The original German text has been shortened and the vocabulary simplified to a total of about 1,500 items. At the end are four pages of notes giving translations of difficult or idiomatic phrases and a German-English vocabulary list of 1,350 items.


A rich Australian widow, her son, her aristocratic suitor and her son's German tutor are the central characters in this story. The widow receives a letter demanding money and threatening her son's life unless it is paid; suspicion falls on a number of people. Told with the help of 'flash-backs' and in colloquial language. Could be used by intelligent '0' level candidates. There is an end vocabulary list, German-English, of about 2,000 words.
WILD, Anton, editor
Willkommen in Deutschland.
This reader is identical with Ferien in Deutschland (See no.125 in main German Readers list), but is now published under the above new title.

WOHLGEMUTH-BÜRGLUND, Gisela
Deutschland heute; edited by Ian M. Hendry.
See section: Supplementary material - V.