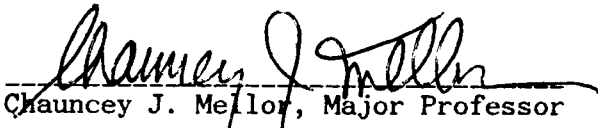
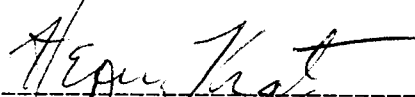


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GERMAN VERBS: AN ANALYTICAL STUDY OF
THE COMPILATION AND PEDAGOGICAL USE OF
A GERMAN VERB FREQUENCY LIST

A Thesis
Presented for the
Master of Arts
Degree
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John David Baxter, III

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Thank you Lord
For my parents, family, and friends
Who prayed for me and encouraged me during my
Participation in
The German Master's Program
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ABSTRACT

The purpose of this study is to present a list of the most frequent verbs in German as an aid to the German classroom teacher. A composite frequency list consisting of 2,301 German verbs derived from approximately 8,000 entries in thirteen authoritative word lists was compiled. In chapter I of the thesis, I discuss the differences and limitations of each source. It was discovered that lists differ by the following: date, compiler, method and basis of compilation, use, vocabulary, format, and number of entries. Limitations found in word lists are their date, focus of vocabulary, and format. In the next chapter, I give a detailed analysis of the basis, format, and results of the composite list. A computer program ranked these verbs into frequency groups of descending order from sixteen to one. The verbs appearing most frequently occur sixteen times. Although there are thirteen lists, a verb can appear as many as sixteen times due to the merger of lists (Rosengren, Tussing-Zimmerman) or homonymous verbs with both a strong and weak conjugation (Mattutat). The vocabulary in this list represents different usage domains of the language. An analysis of the frequency showed the following:

1. Modal, auxiliary, and irregular weak verbs form the smallest yet most frequent verb classes.
2. Weak verbs are the largest verb class. Weak verbs more than double the number of strong verbs and are also more frequent.
3. Simplex verbs are more frequent than composites.
4. Cognate verbs are frequent. Weak verbs comprise 60% of all cognates.

With this information, a study of German weak verbs was made. Twenty-nine different conjugational classes were found for the weak verbs. Because many weak verbs have English cognates and have the most regular conjugation, they are easy to learn. By using these results, I also concluded that a basic German verb vocabulary should consist of frequently appearing verbs that are simple, easily recognizable (cognates), and easily conjugated. A 590-word beginning German verb vocabulary is included as part of this thesis work. Careful choice of such verbs in the beginning language classroom can help beginning students progress rapidly in their ability to express themselves. Using information from frequency lists can aid in this choice.

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ABBREVIATIONS

AUX	Auxiliaries
COG	Cognates
COMP	Complex verbs
e.	etwas
FRQ	Frequency (number of times a verb appears in the thirteen lists examined in this paper)
INSEP	Inseparable prefix verbs
IRR	Irregular verbs
j.	jemandem
MOD	Modal verbs
s.	sich
SEP	Separable prefix verbs
SIMP	Simplex verbs
STR	Strong verbs
V/E	Verbs divided by entry
WK	Weak verbs

INTRODUCTION

This study presents the compilation and analysis of a frequency list consisting of 2,301 German verbs derived from approximately 8,000 entries in thirteen frequency lists. It also provides the German teacher with suggestions and examples for using a frequency list as a basis to decide what vocabulary is easiest and most useful for an American who is beginning to learn German. This study shows that verbs comprise over 25% of the total German vocabulary and cognates approximately 60% of the German verb vocabulary in most lists. So careful choice of the right verbs presents a good opportunity to further effective language learning.

It was planned that this frequency list would be used to write rules for a computer program for conjugating German verbs. However, this study proved too extensive for a master's thesis. Therefore, the weak verb rules are used only to give suggestions for use in language pedagogy.

Chapter I of the thesis presents a detailed description of the sources used in compiling this frequency list and the formats they employ. The differences and limitations found among the source lists are also discussed. In chapter II, a detailed analysis of the basis, format, and results of the composite list is presented together with suggestions for the pedagogical use of of the list -- choosing a verb

vocabulary that is frequent, useful, and easily conjugated. Then, in chapter III, the results and implications of this study are summarized.

The results of this thesis work should benefit German teachers and students. Teachers who are not familiar with word lists might consider using or compiling such a list in order to select a basic vocabulary that meets their students' needs.

CHAPTER I

COMPILATION OF THE COMPOSITE LIST

1. PRIMARY AND SECONDARY SOURCES

Collecting vocabulary for any list requires either primary or secondary sources. The most common primary sources are written texts and oral interviews. Written texts may include vocabulary from a range of genres or from only one. Rosengren, for example, compiles words from newspapers, and Scherer compiles words from modern German short stories. Furthermore, Erk uses vocabulary from scientific and educational works. Lists based on the spoken language are compiled from tapes of interviews or spontaneous conversations. Pfeffer is the only scholar in this study who used this method of gathering data.

Lists differ in the source of their vocabulary and the format they use. Some use secondary sources. Three examples of secondary sources are dictionary lists, word-count lists, and "*Expertenkonsens*" (Baldegger 45). These sources in turn use data either from primary sources as mentioned above, or from other secondary sources or from some combination of the two. Eight of the thirteen lists in this study used other secondary sources as the basis for their compilations. Word lists such as those of Baldegger and Steger are alphabetically ordered compilations

resembling dictionaries or glossaries of the most common or most useful words. Baldegger's and Steger's lists are based on expert consensus, but the authors also checked these results against other compilations.

Morgan's word-count list, on the other hand, is based principally on Kaeding's *Häufigkeitwörterbuch der deutschen Sprache*, which was compiled from primary sources. However, Morgan also resorted to expert consensus:

Beginner's books which aim to encourage a copious use of the vernacular in the classroom will need either to supplement the list with words in common use, or at least to disregard the frequency relations of many of the words in our list.
(xiii)

Like dictionary lists, word-counts may also be derived from primary sources. Frequency lists are word-counts in which the most frequent words appear first and less frequent words appear later. No definitions are given. Rosengren's and Swenson's lists compiled from German newspapers (primary sources) are examples of a word-count format. In contrast, Baldegger's dictionary list relied on the "*Intuition, Erfahrung und Konsens*" of language experts and teachers and secondarily on their lists (Baldegger 45). In *Kontaktschwelle Deutsch als Fremdsprache*, Baldegger states the entries were composed "*mit schon vorliegenden Auswahllisten*" which were consulted "*nur als Hilfsmittel*" (45). Furthermore, in *Zertifikat Deutsch als Fremdsprache*, Steger comments:

Ferner wurden zur Überprüfung des Wortschatzes vorhandene Corpora und Frequenzlisten zusätzlich herangezogen; weitere Ergänzungsvorschläge erbrachten dabei: das Freiburger Corpus gesprochener öffentlicher Standardsprache, das Mannheimer Corpus geschriebener Sprache (soweit es zugänglich war), H. Erks Corpus wissenschaftlicher Fachtexte, I. Rosengrens Frequenzwörterbuch der deutschen Zeitungssprache I. (136)

These compilations are examples of the methods of gathering vocabulary. The words in most lists, whether compiled from primary or secondary sources, include all parts of speech.

In this study, I have compiled a frequency list of 2,301 German verbs from existing dictionary lists, word-count lists, and lists based on expert consensus. Table 1 lists the secondary sources by title and abbreviation. The abbreviations will identify the sources in subsequent tables.

2. DIFFERENCES AMONG THE LISTS

Just from the titles of the lists, certain dissimilarities become evident. For instance, Mattutat's *Deutsche Grundsprache: Wort- und Satzlexikon* is a dictionary list whereas Morgan's *German Frequency Word Book* is a frequency list. However, there are other differences. In Table 2, six categories by which lists vary are given.

TABLE 1. ABBREVIATIONS OF THE SECONDARY SOURCE LISTS.

<u>SOURCES</u>	<u>ABBREVIATIONS</u>
<i>Das Zertifikat Deutsch als Fremdsprache</i>	Zertifikat
<i>Kontaktschwelle Deutsch als Fremdsprache</i>	Kontaktschwelle
"Vocabulary in Intermediate German Texts"	Intermediate
"Vocabulary in First-Year German Texts"	First-Year
<i>Zur Lexik wissenschaftlicher Fachtexte</i>	Fachtexte
<i>Ein Frequenzwörterbuch der deutschen Zeitungssprache</i>	Zeitungssprache
<i>A Vocabulary Frequency Count: Based on Three Leading West German Newspapers</i>	Newspapers
<i>Deutsche Grundsprache: Wort- und Satzlexikon</i>	Satzlexikon
<i>Word Frequency in the Modern German Short Story</i>	Short Story
<i>Basic (Spoken) German Word List</i>	Basic Spoken
<i>A Standard German Vocabulary</i>	Standard
<i>Minimum Standard German Vocabulary</i>	Minimum Standard
<i>German Frequency Word Book</i>	Word Book

TABLE 2. DIFFERENCES FOUND AMONG THE LISTS USED.

<u>DIFFERENCES</u>

1. The date and compiler of the list
2. The method and basis of the compilation
3. The use and goal of the list
4. The words in the list
5. The format of the list
6. The number of entries in the list

These lists were compiled over a period of eighty-eight years from 1897-1985, given that Morgan's 1928 list is based mainly on Kaeding's 1897-1898 compilation. During the eighty-eight years, most lists were compiled by different people. However, some authors, for instance, Morgan, Pfeffer, and Tussing-Zimmermann, compiled more than one.

By analyzing the dates of publication, implications can be drawn concerning the method of compilation, focus of a compilation, and word usage in a compilation. Table 3 presents the lists in reverse chronological order by publication date and includes the abbreviation and compiler(s).

TABLE 3. REVERSE CHRONOLOGICAL LISTING BY PUBLICATON DATE
INCLUDING ABBREVIATION AND COMPILER(S).

	<u>ABBREVIATION</u>	<u>COMPILER(S)</u>	<u>YEAR</u>
1.	Zertifikat	Steger	1985
2.	Kontaktschwelle	Baldegger	1984
3.	Intermediate	Tussing-Zimmermann	1980
4.	First-Year	Tussing-Zimmermann	1977
5.	Fachtexte	Erk	1972
6.	Zeitungssprache	Rosengren	1972
7.	Newspapers	Swenson	1970
8.	Satzlexikon	Mattutat	1969 ^a
9.	Short Story	Scherer	1965
10.	Basic Spoken	Pfeffer	1964
11.	Standard	Purin	1937 ^b
12.	Minimum Standard	Wadepuhl-Morgan	1929
13.	Word Book	Morgan	1928 ^c

^a This work is based on Heinz Oehler's 1966
Grundwortschatz Deutsch.

^b This work is based on Wadepuhl-Morgan's 1929 *Minimum Standard German Vocabulary (A.A.T.G. Dictionary)* and the 1933 *New York State Basic German Word and Idiom List*.

^c This work is based on F. W. Kaeding's 1897-1898
Häufigkeitwörterbuch der deutschen Sprache.

For Table 4, the lists are arranged in reverse chronological order by decade and by use of compilation. This Table shows the different uses for word lists published between 1920 and 1980. Although every list can be used for pedagogical purposes and may have more than one use, Table 4 shows the primary objectives of word list use from 1920 to 1980.

An earlier use of word lists was to teach students a reading vocabulary. German literary genres and newspaper texts dominated the vocabulary of the compilations from 1920 to 1970. Swenson states that "previous vocabulary frequency counts in German have been based primarily on the written word, as is manifested in the literature" (3: 22). Steger confirms this by saying:

Ein Teil der vorliegenden Listen bezieht sich auf ein gemischtes Corpus aus literarischen, alltagssprachlichen, fach- und populärwissenschaftlichen Texten mit einem überwiegenden Anteil an Literatursprache. (129)

Not until the 1960's was consideration given to using such lists to teach students the everyday spoken language, and interest moved from reading and speaking alone toward a broader spectrum of vocabulary needed for everyday communication. This change was due in part to the foreign language profession's increased emphasis on the four-skills, particularly on oral proficiency. The audio-lingual method and the functional-notional approach embody these changed goals and objectives in language pedagogy.

TABLE 4. REVERSE CHRONOLOGICAL LISTING OF THE LISTS
BY DECADE AND USE.

DECADES	READING	USE	
		SPEAKING	FUNCTIONAL ^b NOTIONAL
1980s	-----	-----	Zertifikat Kontaktschwelle Intermediate
1970s	Fachtexte Zeitungssprache	Newspapers	First-Year
1960s	Short Story	Basic Spoken ^a	Satzlexikon
1950s	-----	-----	-----
1940s	-----	-----	-----
1930s	Standard	-----	-----
1920s	Word Book Minimum Standard	-----	-----

^a Another list dealing with the spoken language is H.-H. Wängler's *Rangwörterbuch hochdeutscher Umgangssprache* 1963. Although I did not use Wängler's list in my study, his list also verifies the move towards compiling an active vocabulary of the spoken language in the 1960s.

^b The lists under "functional-notional approach" focus on including a basic contemporary vocabulary that facilitates communication and comprehension via the four-skills. These lists emphasize the importance of expressing individual needs primarily through communication (speaking).

As mentioned earlier, the primary sources used are written texts or oral interviews. In *Zur Lexik wissenschaftlicher Fachtexte*, Erk collected words from scientific, technical, and educational texts representing 34 disciplines taught in German universities (28):

Grundwissenschaften

Kybernetik
Mathematik
Naturphilosophie-Logik
Statistik

Naturwissenschaftliche Fächer

Anthropologie (biologische)
Astronomie
Biologie
Chemie
Geographie
Geologie
Medizin
Meteorologie
Physik
Psychologie

Sozialwissenschaftliche Fächer

Betriebswirtschaft
Ethnologie (Anthropologie)
Geschichte
Pädagogik
Politische Wissenschaft
Publizistik
Rechtswissenschaft
Sozialpsychologie
Soziologie
Wirtschaftswissenschaften

Geisteswissenschaftliche Fächer

Archäologie
Kultursoziologie
Kunstwissenschaft
Literaturwissenschaft
Musikwissenschaft
Philosophie
Religionswissenschaft
Sprachwissenschaft
Theaterwissenschaft
Theologie

Erk's list is designed to enable students and teachers to read the technical vocabulary found in German scientific publications (Erk 7). Table 4 shows that the trend towards using word lists to create standardized reading vocabularies begins with Morgan's *German Frequency Word Book* in 1928 and continues into the 1970s with other lists, such as Erk's and Rosengren's. From this evidence, it appears that, especially in the 1920s and 1930s, prime importance was given to learning the written language. However, the need to supplement reading vocabularies with vocabulary from the oral language was not forgotten. Morgan comments:

Based as it is solely on written material, although drawn from a wide range, for certain pedagogical purposes the lists must be supplemented and corrected by words taken from oral usage. As they now stand, however, the lists have an importance for teaching and for the acquisition of a vocabulary for reading German which is unequalled. (vi)

Furthermore, Purin addresses the student in *A Standard German Vocabulary* and gives only secondary emphasis to the productive skills:

Your chief aim in taking up the study of German is to acquire the ability to read interesting non-technical literature of average difficulty with little or no help from a dictionary. You may also wish to understand and to speak and write German in its simplest forms. (vi)

By contrast, Pfeffer used vocabulary primarily from oral interviews. However, certain semantic fields, e.g. numbers and days, were included based on expert consensus. Pfeffer taped interviews of spontaneous conversations with

native German school students. The purpose of this list is to allow English speaking students to learn spoken German. As Table 4 shows, the trend of compiling active vocabularies of the oral language began in the 1960s. H.-H. Wängler's, Preller-Zimmerman's, and Swenson's compilations of the spoken language further testify to this change. Whereas Wängler and Preller-Zimmerman base their data on the spoken language, Swenson bases his data on the written: *Die Frankfurter Allgemeine Zeitung*, *Die Welt*, and *Die Süddeutsche Zeitung*. Swenson asserts that these newspapers are "popular and widely read" sources of information and are, therefore, important for a speaking vocabulary (3: 22). However, it is questionable that even native Germans talk like the *Frankfurter Allgemeine Zeitung* or *Die Zeit* and that beginning students of German should learn a technical reading vocabulary for everyday oral communication.

Mattutat's *Deutsche Grundsprache: Wort- und Satzlexikon*, further illustrates the shift to oral communication in more recent lists. It contains both an active and a receptive vocabulary which is based on frequency lists. His compilation is designed to help students carry out communicative tasks. Much the same is true of *Kontaktschwelle Deutsch als Fremdsprache*. However, Baldegger used expert consensus. He selected a basic vocabulary that represents the communicative tasks of the

functional-notional approach. In contrast to the lists intended for reading or speaking only, Baldegger includes both an active and a receptive vocabulary with importance given to learning and using the active vocabulary first. Baldegger states:

Aus der Charakterisierung der Zielgruppe, der Rollenkonstellationen und der Kommunikationsorte ergibt sich für die Kontaktschwelle eine sehr starke Konzentration auf die mündliche Kommunikation und die gesprochene Sprache. Rezeption und Produktion schriftlicher Texte können demgegenüber sehr viel enger eingegrenzt werden. (23)

The purpose of *Kontaktschwelle Deutsch als Fremdsprache* is to aid students in producing and receiving information via the four-skills. Emphasis is, however, placed on a communicative vocabulary which is designed to help students express their "*individuelle Bedürfnisse*" (Baldegger 11). The vocabulary is limited, yet it covers a broad range of basic communicative uses and functions. This corresponds to the "functional-notional approach" to teaching languages (Finocchiaro).

As might be expected, the older lists show evidence of the change in language. A few terms acceptable or preferred some decades ago are increasingly archaic in tone; some senses of still common words have become antiquated, and certain spellings are increasingly viewed as old fashioned. When comparing the sources from 1960 to 1980 with the older compilations, the dissimilarities become more evident. For

example, in Purin's *A Standard German Vocabulary* (1937) and Wadepuhl-Morgan's *Minimum Standard German Vocabulary* (1929), the antiquated words *hangen*, *schiffen* ("to navigate" (Purin 126)), and *waffnen* are listed. Duden classifies these terms as "älter" and "veraltet" (1: 321, 601, 745). These terms are not found in the more recent sources. Although *schiffen* has a current usage meaning "to piss," *Duden 1* defines this as "derb" (601). This use of *schiffen* does not occur in the frequency list -- probably because it is not frequently used in the polite, educated German-speaking society.

Other antiquated words that appear in Purin's list and not in the others are *abhängen*, *fürliebnehmen*, and *erbleichen* (*Duden 1*: 107, 287, 254). The antiquated forms *abhängen* and *fürliebnehmen* have been replaced by forms with different pronunciations and spellings. Nowadays *abhängen* is written and pronounced with an umlaut as *abhängen*. *Fürliebnehmen* has undergone both a consonant and a vowel change. It is now written and pronounced as *vorliebnehmen*. By contrast, *erbleichen* is archaic in meaning only. In the sense "to die" *erbleichen* is archaic but, in the sense "to grow pale" it is current.

A number of such verbs appear in the list with a prominent, but archaic meaning. In Table 5, these words are listed in alphabetical order with both their antiquated and current meanings (*Duden 1*: 410, 425, 594, 663, 686). These verbs occur in one or more of the following sources:

TABLE 5. GERMAN VERBS WITH ANTIQUATED AND MODERN USAGE.

<u>VERBS</u>	<u>OLDER/ANTIQUATED</u>	<u>MODERN</u>
<i>kriegen</i>	"Krieg führen"	"erhalten" "bekommen"
<i>lehnen</i>	"zu Lehen geben" "leihen"	"stützen"
<i>säumen</i>	"Saumtiere führen" "auf Saumtiere befördern"	"zögern"
<i>summen</i>	"summieren"	"leise brummen"
<i>transportieren</i>	"übertragen"	"versenden" "befördern"

Pfeffer, Scherer, Swenson, Baldegger, Mattutat, Morgan, Purin, Steger, and Waldpuhl-Morgan. In the modern frequency lists by Pfeffer, Scherer, and Swenson, the antiquated vs. current usage can not be verified as it can be in the other lists. *Kriegen*, for example, has a frequency of 6 in my list. This entry appears in the lists of Pfeffer, Scherer, Baldegger, Mattutat, Purin, and Steger. In the last four lists, the compilers define the entries. In these lists, they give the current meaning of *kriegen* as "erhalten." The definition of this verb can not be verified in Pfeffer's and Scherer's frequency lists because they do not define their entries. So, in these two cases, *kriegen* could mean either "Krieg führen," "erhalten," or both.

Some differences are purely orthographical. In *Deutsche Grundsprache: Wort- und Satzlexikon* (1969), for instance, *photographieren* is listed with *fotografieren*. Duden reveals the interpretation Germans increasingly put on the difference between *ph* and *f* by emphasizing that *Photographie* is:

Auch eindeutschend "Fotografie". Die neue Schreibweise wird mehr und mehr auch in den Ableitungen (Foto, Fotograf, fotografieren, fotografisch u. a.) angewendet. (5: 540)

Wahrig also agrees that "Foto..." is "<eindeutschend für> Photo" (3rd ed.: 495). The older spelling with *ph* occurs only in two other sources -- *A Standard German Vocabulary* (1937) and *Minimum Standard German Vocabulary* (1929). The use of the German *f* for the Greek *ph* also holds true "für *"Telegraph," "Telephon" u. deren Ableitungen"* (Duden 5: 702). A number of German dictionaries published between 1902 up to Breul's 1939 edition of *Cassel's German Dictionary* were consulted, but only the spelling with *ph* appears (457). However, in Pfeffer's 1945 *German-English English-German Dictionary*, both the *f* and *ph* spellings are listed. Thus, it appears that the spelling with *f* began occurring frequently between 1939 and 1945. Although Pfeffer includes both spellings, under *fotografieren* he refers the user to the Greek form (105). This is in keeping with the tradition of listing the original source of a borrowed or translated word as the primary entry. This also

saves space. Other dictionaries that do this are *Duden 1*, *Cassell's*, and *Wahrig*.

Most lists include all parts of speech. This gives realistic and holistic information on the most frequent and useful words in the German language.

However, because verbs play such a wide role in vocabulary formation in German, a list restricted to verbs and verb derivatives can provide much valuable information on frequently recurring concepts in German. Erk's *Zur Lexik wissenschaftlicher Fachtexte*, for example, presents a compilation of verbs and verbal derivatives. He includes infinitive, finite, suffixal, inflectional, and composite forms of the verbs in his list. Acceptable verbal forms are *gehen*, *Denken*, *das Kommen und Gehen*, *dringend*, *befragt*, *kommst*, and *wohlbekannt* (Erk 24-26). Erk says:

Überschritten wird die Klasse der Verben erst dann, wenn zu einem verbalen Bestandteil Elemente hinzutreten, die typisch für die Bildungsweise anderer Wortarten sind. (25)

Examples of non-verbal forms which Erk gives are *löslich*, *Unbehagen*, *ungenannt*, and *der Gefallen* (24-26). Using Erk's compilation as a model, I also limited my study to one part of speech -- the German verb. Unlike the lists of Erk, Rosengren, and Kaeding, which include inflectional forms, most lists include the infinitive forms. My compilation also lists only the infinitive form of a verb. Listing the infinitive alone gives conformity to my list. This shows

the total frequency result of a verb and not the individual frequency of different inflectional forms. The fact that one entry in a frequency list can represent any of the numerous conjugational forms will be discussed later.

Although Erk and I concentrate our studies on one part of speech, the verbs in our lists touch upon every domain in the German language. The vocabulary of any language contains a central mass of thousands of words which comprise the different parts of speech and "common words" of the language (*OED* 1: xxiv). According to the *OED*, there are two language domains, the literary and colloquial. These can be further divided into distinct subdomains which comprise the common words of a language. Figure 1 shows the connections between the common language and the major domains and subdomains (*OED* 1: xxiv):



FIGURE 1. *OED* DIAGRAM OF THE ENGLISH LANGUAGE.

Some words lie on the periphery of domains. This makes the distinction between domains unclear because words are closely connected on every side with other words. The *OED* says:

There is absolutely no defining line in any direction: the circle of the English language has a well-defined center but no discernible circumference. (1: xxiv)

The same is true of the German language. The vocabulary in *Zur Lexik wissenschaftlicher Fachtexte* exemplifies the problem of defining the boundaries of the language domains. The words in that list represent a technical vocabulary which was taken from scientific, technical, and educational texts representing 34 disciplines taught in universities throughout Germany. The words of foreign origin, for instance, *objektivieren*, *produzieren*, *programmieren*, and *studieren*, represent the foreign domain. However, due to the uncertain boundaries between domains, these words can occur in any one. The *OED* supports this with the following explanation concerning the diagram:

The centre is occupied by the 'common' words, in which literary and colloquial usage meet. 'Scientific' and 'foreign' words enter the common language mainly through literature; 'slang' words ascend through colloquial use; the 'technical' terms of crafts and processes, and the 'dialect' words, blend with the common language both in speech and literature. Slang also touches on one side the technical terminology of trades and occupations, as in 'nautical slang', 'Public School slang', 'the slang of the Stock Exchange', and on another passes into true dialect. Dialects similarly pass into foreign languages. Scientific terminology passes on one side into purely foreign

words, on another it blends with the technical vocabulary of art and manufactures. It is not possible to fix the point at which the 'English language' stops, along any of these diverging lines. (1: xxiv)

Therefore, when a compiler selects vocabulary, this does not mean that the words are fixed in one domain alone, rather they can be used in various domains if society accepts these other uses. In Erk's list, for instance, *produzieren* is used in the scientific or commercial sense of "herstellen" (*Duden* 2: 532). However, Duden also lists two uses of *produzieren* for the *Umgangssprache*. One means "machen, hervorbringen" and the other "sich auffällig verhalten, zeigen" (532).

Another difference occurs in the format of lists. Compilations adhere to one of three general types of format: the dictionary format, the word-count format, or the combined format. The *Minimum Standard German Vocabulary*, for example, uses the dictionary format. It lists words in alphabetical order and usually with one or more definitions, derivative forms, and models of lexical use. By contrast, the *Word Frequency in the Modern German Short Story* uses the word-count format, a list of words in descending order of frequency. Within the frequency categories, most words are listed alphabetically. However, in comparison with these two, *Zur Lexik wissenschaftlicher Fachtexte* uses a combined format. In the section *Alphabetische Liste*, the most frequent words are listed in the dictionary format, whereas

in the sections *Rangliste der Stichwörter* and *Rangliste der Verwendungsweisen* the words are also listed by frequency of occurrence. *A Standard German Vocabulary* is another example of a combined format. In this source, all words are listed in the dictionary format. The 500 most frequent words are marked with two asterisks, and the second 500 with one.

Table 6 lists the lists by format:

TABLE 6. FORMAT OF THE WORD LISTS.

<u>FORMATS</u>	<u>LISTS</u>
Dictionary --	Zertifikat, Kontaktschwelle
Word-Count --	Zeitungssprache, Short Story, Newspapers, First-Year, Intermediate
Combined --	Fachtexte, Satzlexikon, Basic Spoken, Standard, Minimum Standard, Word Book

The last difference that I will discuss concerns the number of verbs and total entries in the different lists. Compilers base the number of entries on the purpose of the list. Except for *Ein Frequenzwörterbuch der deutschen Zeitungssprache*, the purpose of the lists is for practical use in the target language, whether for reading, speaking, or functional tasks. These lists contain basic, not comprehensive, listings, and therefore have a limited number of entries. By contrast, Rosengren recorded a large number of words. He was more interested in the statistical results of

his compilation than in its pedagogical use. Rosengren states:

Die Liste, die eine numerische und alphabetische Sortierung der Wörter mit einer totalen Frequenz von 35 oder mehr enthält, ist ein wertvoller Beitrag auf diesem Gebiet. (ix)

In his compilation of *Die Welt Liste B*, the total frequency is 102,416, and in *Die Süddeutsche Zeitung Liste B*, it is 20,302. However, upon closer examination, statistical results reveal an interesting fact. Table 7 shows the number of verbs and entries and the percentage of verbs in each source, as well as the total results. The average of 2,300 for the total number of entries corresponds very closely to the 2,000 word average found in the end vocabulary of many German language textbooks. In *Das Zertifikat Deutsch als Fremdsprache*, Steger states:

Für die Zahl 2000 gibt es keine zureichende wissenschaftliche Begründung. Aus den Erfahrungen der Praxis des Fremdsprachenunterrichts ergibt sich jedoch, daß dies ungefähr die Menge von Stichwörtern ist, die in der zur Verfügung stehenden Unterrichtszeit erlernt werden kann und die einen funktionsfähigen Grundbestand an Ausdrucksmöglichkeiten in der Alltagskommunikation bietet. (128)

Furthermore, in ten of the thirteen lists, verbs represent 25% or more of the total vocabulary. The total verb average per entry is 27%. This average would have been much higher if the inflectional verb forms with the infinitive forms from Rosengren's list were included. For the German

TABLE 7. COMPARISON OF THE NUMBER OF VERBS, NUMBER OF ENTRIES, PERCENTAGE OF VERBS OF THE TOTAL ENTRIES, AND TOTALS.

SOURCES	# OF VERBS	# OF ENTRIES	% OF V/E
Zertifikat	493	2,000	25%
Fachtexte	599	599	100%
Kontaktschwelle	411	2,408	17%
Satzlexikon	512	2,000	26%
Word Book	597	2,402	25%
Basic Spoken	270	1,269	21%
Standard	1,365	4,432	31%
Zeitungssprache ^a	381	6,074	7%
Short Story ^b	1,009	3,170	32%
Three Newspapers	587	1,506	40%
First-Year	156	629	25%
Intermediate	350	1,197	29%
Minimum Standard	1,237	2,150	58%
TOTALS:	7,967	29,836	27%
AVERAGE PER LIST:	613	2,295	27%

^a Because the list is so extensive, I limited the verbs examined to those among the first 3,000 words listed. However, due to the varying number of entries in each frequency level, only an approximation of the 3,000 entry limit could be made. *Die Welt* has a total of 31,703 entries. All 185 verbs were used from the first 2,944 words of this list. *Die Süddeutsche Zeitung* has a total of 9,805 entries. All 196 verbs were used from the first 3,130 words. The results for Rosengren's list are based on the total number of verbs taken from both newspapers.

^b The *Word Frequency in the Modern German Short Story* has a total of 4,600 entries. All 1,009 verbs were used from the first 3,170 words of this list. Because this list is somewhat long, only verbs within the 3,000-word entry range were included. These verbs have a frequency of 3 or above. Because of the varying number of entries in each frequency level, only an approximation of the 3,000 entry limit could be made.

language teacher, the information in Table 7 suggests that in order for a student to communicate more effectively and earlier, it is important for students to learn the most frequent and useful verbs, since at least one out of every four words in a word list is a verb. In addition, the large number and complexity of inflected forms of the verb relative to the other parts of speech places a premium on regular verbs for classroom use.

3. LIMITATIONS OF THE LISTS

Just as differences occur with the lists so do limitations. In Table 8, three limitations that arise among the sources in my study of word lists are given.

TABLE 8. LIMITATIONS OF THE LISTS.

<u>LIMITATIONS</u>
1. The date of the list
2. The focus of the list
3. The format of the list

As soon as a list is compiled, it begins to go out of date. Table 8 shows that the lists used in this study were compiled over an eighty-eight year period. Obviously, those that were published after 1960 are more current for word usage and word occurrence than those published between 1897 and 1937. Swenson agrees that "these eminently useful

frequency counts can hardly be considered valid today in view of the changed goals and objectives in FL teaching" (3: 22).

The focus of vocabulary also places a limitation upon word lists. In this study, the source lists are identified by their intended use of the vocabulary in their compilations, whether for reading, speaking, or functional-notional tasks. In *Das Zertifikat Deutsch als Fremdsprache*, Steger affirms this problem of the focus of vocabulary by stating:

Andere Listen oder Wörterbücher beschränken sich von vornherein auf einen Ausschnitt aus dem kommunikativen Geschehen. Dies ist z.B. der Fall bei dem Frequenzwörterbuch der deutschen Zeitungssprache von I. Rosengren. (129)

Although a list has a predetermined focus for vocabulary (in Rosengren's case for reading), this does not mean that it is of no benefit. The *German Frequency Word Book*, for instance, was also taken from written sources. It is intended to help students in reading German and more specifically in reading older German literature. Morgan calls attention to the fact that:

A word list derived from the sources which Kaeding's collaborators employed must necessarily be quite different in make-up from any list that might be taken from the beginning grammars used in our schools, or from the standard school classics. We think it will readily be conceded that beginners' books which aim to encourage a copious use of the vernacular in the classroom will need either to supplement the list with words in common use, or at least to disregard the frequency relations of many of the words in our list. (xiii)

However, Morgan further states that:

Based as it is solely on written material, although drawn from a wide range, for certain pedagogical purposes the lists must be supplemented and corrected by words taken from oral usage. As they now stand, however, the lists have an importance for teaching and for the acquisition of a vocabulary for reading German which is unequalled. (vi)

This narrow focus of vocabulary also applies to lists that record the spoken language. This, however, depends on the age of a compilation. In *Das Zertifikat Deutsch als Fremdsprache*, Steger says:

Die statistische Verteilung der Worthäufigkeiten in der Kommunikation ist nicht stets gleich: sie ist vielmehr gekoppelt an die Wandlungen im Sprachgebrauch. Deshalb bieten Corpora aus früherer Zeit keine Gewähr dafür, den heutigen Sprachgebrauch zu dokumentieren. (129)

By contrast, functional-notional vocabularies are less narrow in focus and therefore have fewer limitations than lists directed towards one specific use. This is due to the emphasis on the four-skills and also the oral proficiency movement in foreign language pedagogy. The inflexibility of functional-notional vocabularies, however, varies depending on the learning level. *Kontaktschwelle Deutsch als Fremdsprache* and *Das Zertifikat Deutsch als Fremdsprache*, for instance, concentrate on "*kommunikative Kompetenz*" (Baldegger 15) and "*Alltagskommunikation*" via the four-skills (Steger 123). Whereas Baldegger's list concentrates primarily on production of the spoken language for beginning students, Steger's list includes a larger productive and receptive functional-notional vocabulary which is intended

for advanced students and natives. Baldegger explains:

Aus der Charakterisierung der Zielgruppe, der Rollenkonstellationen und der Kommunikationsorte ergibt sich für die Kontaktschwelle eine sehr starke Konzentration auf die mündliche Kommunikation und die spontan gesprochene Sprache. Rezeption und Produktion schriftlicher Texte können demgegenüber sehr viel enger eingegrenzt werden (23) . . . Das vom Deutschen Volkshochschulverband und dem Goethe-Institut herausgegebene Zertifikat Deutsch als Fremdsprache beschreibt für eine weit gefaßte Zielgruppe ein Niveau, das deutlich über dem des Grundbausteins und der Kontaktschwelle liegt. Dies gilt insbesondere für den Bereich des Hörverstehens außerhalb der direkten Kommunikation sowie für das Leseverständnis und die Schreibfähigkeit. (39)

Because functional-notional lists rely on a wider range of productive and receptive vocabulary from the everyday language which enables students to perform various practical tasks for daily use, limitations on such lists are fewer and their focus therefore greater.

Zur Lexik wissenschaftlicher Fachtexte focuses on verbs alone, and the user can make no comparisons between the verb vocabulary and vocabulary from other parts of speech. Nevertheless, the user can overcome this limitation by comparing the verb list with other lists that include all parts of speech to achieve such comparisons.

Another limitation among word lists is found in the type of format. As was mentioned earlier, there are three formats for listing entries: dictionary, word-count, and combined. The disadvantage of the dictionary format is that it normally treats many more entries than can be used in

elementary classroom texts. However, the advantage of this format is that it gives meaning and usage information about the entries. The verb *blitzen*, for example, occurs three times: in Purin, Wadepuhl-Morgan, and Pfeffer. Purin and Wadepuhl-Morgan define *blitzen* as "to lighten" (23; 10). Pfeffer, however, does not define *blitzen* or any other entry in his frequency list. In this case, *blitzen* could mean either "to lighten" or more colloquially "to photograph with a flash" (*Duden 1*: 179). The fact that a word frequently appears in texts may obscure other important information, for example, the relative frequency of the different senses in which a word is used. Other examples of this sort are the verbs in Table 5 which have antiquated and modern usages.

Übersetzen, which has a frequency of 8, is an example of a verb that can have different forms. It has a separable form which means "to ferry across" and an inseparable form "to translate" (*Cassell's* 487). In the lists of Baldegger, Mattutat, Morgan, Purin, Steger, and Wadepuhl-Morgan, the compilers clarify *übersetzen* with either a definition, a stress symbol, or both. However, in Tussing-Zimmermann's and Swenson's frequency lists, *übersetzen* is recorded without a definition and also without a stress mark (13: 84; 3: 32). Since the word-count format does not give the meaning or stress of an entry, the results are ambiguous.

Steger affirms this problem:

Es handelt sich durchweg um Listen, welche allein Ausdrücke (Stichwörter) nach ihrer Häufigkeit ordnen und keine Trennungen ihrer Bedeutungen zulassen, so daß nicht zu erkennen ist, welche von ihnen in der Kommunikation im Vordergrund stehen.
(128)

A classic example involves the verb *fahren* which has a frequency of 14 in this list. It has two meanings that require two different grammatical uses to distinguish the one from the other. One usage is intransitive meaning "to drive." This requires the helping verb *sein*:

Wir sind ins Ausland gefahren.

However, *fahren* used transitively means "to drive (a vehicle or a person)." This usage requires *haben*:

Sie hat gestern das Auto gefahren.

Baldegger defines the usage with *sein* as "*Bewegung*" or "*Fortbewegung*" and with *haben* as "*Bewegung mit Personen und Gegenständen*" (183). Except for *Kontaktschwelle Deutsch als Fremdsprache*, *Das Zertifikat Deutsch als Fremdsprache*, and *Deutsche Grundsprache: Wort- und Satzlexikon*, no list distinguishes the differences between such words.

Another lexical problem to consider is the difference between words such as *biegen* and *sich biegen*. Some word lists enter only *biegen* and others only the reflexive form. It is quite clear what the intended meaning and use of *sich biegen* is and that with reflexive verbs the auxiliary *haben* is always used in the perfect tenses. However, some compil-

ers list *biegen* alone and do not explain which form is the more frequent. For instance, *biegen* with *haben* means "to bend," with *sein* "to turn," and with the reflexive "to bend oneself" or "to bend over." Therefore, word lists can be unclear when not distinguishing between the meaning and grammatical use of words in relation to frequency. Lists that use the combined format solve these problems that arise in the other two formats because the words are listed with definitions, examples, and frequency of occurrence.

4. DESCRIPTION OF THE LISTS

The following briefly summarizes the content of the word lists which were examined in this study.

1. *Das Zertifikat Deutsch als Fremdsprache* is in the dictionary format. It was published in 1985 by the *Deutscher Volkshochschul-Verband* and the *Goethe-Institut* under the direction of Hugo Steger et al. The list is based on expert opinion. The vocabulary represents current words from all language domains and all parts of speech. It is intended for use by teachers and students of German. The goal of this list is to teach students of German a basic, functional vocabulary which will enable them to communicate their individual needs. All 493 verbs were used from this list of 2,000 entries.
2. *Kontaktschwelle Deutsch als Fremdsprache* is in the dictionary format. It was published in 1984 by the *Europarat* under the direction of Markus Baldegger et al. This list is based on expert opinion and was compared with other word lists. The vocabulary represents current words from all language domains and all parts of speech. *Kontaktschwelle* is for teachers of German, textbook authors, and curriculum directors. The goal of this list is to teach students of German a basic, functional vocabulary which will enable them to communicate their individual needs. All 411 verbs were used from this list of 2,408 entries.

3. "Vocabulary in Intermediate German Texts" is in the word-count format. It was published in 1980 by M. Tussing and J. Zimmermann. The list is based on 16 intermediate German textbooks. The vocabulary represents current words from all language domains and all parts of speech. The list is for teachers of German, textbook authors, and curriculum directors. The goal is to have teachers, textbook authors, and curriculum directors use word-counts in establishing standardized working vocabularies for students. All 350 verbs were used from this list of 1,197 entries.
4. "Vocabulary in First-Year German Texts" is in the word-count format. It was published in 1977 by M. Tussing and J. Zimmermann. This list is based on 12 first-year German textbooks. The vocabulary represents current words from all language domains and all parts of speech. The list is for teachers of German, textbook authors, and curriculum directors. The goal is to use word-counts to construct standardized vocabularies for first- and second-year high school and college texts. All 156 verbs including some from Sommer's compilation were used from this list of 629 entries.
5. *Zur Lexik wissenschaftlicher Fachtexte* is in the word-count format. It was published in 1972 by Heinrich Erk. This list is based on a frequency count. It was compiled from written texts representing 34 disciplines taught in German universities. Although the title of this list states that it represents technical vocabulary of verbs alone, its use extends into all language domains (see Figure 1). The list is intended for teachers of German and textbook authors. The goal of this list is to equip foreign students and professors with the ability to read German publications which are related to their study or work. A total of 583 verbs were used from this list of 599 entries.
6. *Ein Frequenzwörterbuch der deutschen Zeitungssprache* is in the word-count format. It was published in 1972 by Inger Rosengren. This list is based on texts from the German newspapers *Die Welt* and *Die Süddeutsche Zeitung*. The vocabulary represents current words from all language domains and all parts of speech. The goal of this list is to document and compare the normal, everyday language that appears in newspapers. In *Die Welt Liste B* there are 31,703 words. All 185 verbs were used from the first 2,944 entries. In *Die Süddeutsche Zeitung Liste B* there are 9,805 words. All 196 verbs were used from the first 3,130 entries.

7. *A Vocabulary Frequency Count: Based on Three Leading West German Newspapers* is in the word-count format. It was published in 1970 by Rodney Swenson. This list is based on written texts from the German newspapers *Die Welt*, *Die Süddeutsche Zeitung*, and *Die Frankfurter Allgemeine*. The vocabulary represents current words from all language domains and all parts of speech. The list is for students and teachers of German. The goal is to have beginning students learn actively that vocabulary which is most frequent and to use it primarily for oral communication. All 587 verbs were used from this list of 1,506 entries.
8. *Deutsche Grundsprache: Wort- und Satzlexikon* is in the combined format. It was published in 1969 by Heinrich Mattutat. This work originated in connection with Heinz Oehler's *Grundwortschatz Deutsch*, which was published in 1966. It is based on word-counts and expert opinion. The vocabulary represents current words from all language domains and all parts of speech. This list is for native and non-native speakers of German. The goal for non-native speakers is to teach them a basic vocabulary of 2000 words with which they can carry out a daily conversation, understand about 90% of normal written texts, and continue independently studying vocabulary in other language domains. All 512 verbs were used from this list of 2,000 entries.
9. *Word Frequency in the Modern German Short Story* is in the word-count format. It was published in 1965 by George A. Scherer. This list is based on written texts from modern German short stories. The vocabulary represents current and some antiquated words from all language domains and all parts of speech. The list is for students, teachers, and linguists. The goal of this list is to design course syllabi for selecting reading materials for curriculum development and to determine language change by listing a current vocabulary of modern German. This list contains 4,600 words. All 1,009 verbs were used from the first 3,170 entries of this list.
10. *Basic (Spoken) German Word List* is in the combined format with an additional alphabetical listing. It was published in 1964 by J. Alan Pfeffer. This list is based on expert opinion and on oral and written interviews with native German school students. The vocabulary represents current words from all language domains and all parts of speech. This list is for teachers and students of German, textbook authors, travellers,

linguists, and librarians. The goals are to teach students the spoken language. All 270 verbs were used from this list of 1,269 entries.

11. *A Standard German Vocabulary* is in the combined format. It was published in 1937 by C. M. Purin. It is based on expert opinion, on the *A.A.T.G. Dictionary (Minimum Standard German Vocabulary)* published in 1934 by Wade-puhl and Morgan, and on the *New York State Basic German Word and Idiom List* published in 1933 by C. D. Vail. The vocabulary represents current and some antiquated words from all language domains and all parts of speech. This list is for students and teachers of German. The list is to help students to learn a German reading vocabulary and to communicate orally at a basic level. The goal is to use frequency lists in order to establish standardized texts and word books which will bring uniformity to learning vocabulary in schools and colleges. All 1,365 verbs including derivatives from nouns and verbs were used from this list of 4,432 entries.
12. *Minimum Standard German Vocabulary* is in the combined format. It was published in 1934 by W. Wade-puhl and B. Q. Morgan. This list was designed for the A.A.T.G. It is based on expert opinion. The vocabulary represents current words from all language domains and all parts of speech. The list is intended for use by students and teachers of German and textbook authors. The goal is to help students learn that vocabulary which is necessary for reading German texts and also to guide teachers and textbook authors in knowing what vocabulary students should be expected to learn. All 1,237 verbs including those listed under nouns and verbs were used from this list of 2,150 entries.
13. *German Frequency Word Book* is in the combined format. It was published in 1928 by B. Q. Morgan. It is based on F. W. Kaeding's *Häufigkeitwörterbuch der deutschen Sprache*, which was published between 1897-1898. It is based on written texts from all genres. The vocabulary represents current words from all language domains and all parts of speech. It is for students and for teachers of German, who are making grammars and selecting reading texts. The goal is to determine minimum language requirements, to estimate the progressive additions of linguistic material for any language course, to construct syllabi, and to establish testing standards. All 597 verbs were use from this list of 2,402 entries.

CHAPTER II

ANALYSIS AND USE OF THE COMPOSITE LIST

1. BASIS AND FORMAT OF THE COMPOSITE LIST

The composite word list compiled for this study is a German verb word-count. It is based on the thirteen word lists described in the previous chapter. In that chapter, I showed that the lists include vocabularies for reading, speaking, and listening comprehension, as well as for communicating in the functional-notional syllabus, and that they present words that are current, from all parts of speech, and from all usage domains of the German language.

In the initial stages of learning vocabulary, the German verb deserves early emphasis. In the composite list, I concentrated on verbs because they provide the basis of many derivatives among other parts of speech. As Table 7 shows, verbs also represent approximately 27% of the vocabulary found in word lists. According to Erk:

Verben haben, wie schon erwähnt, von allen Wortklassen den größten Verwendungsumfang: er schließt Funktionen ein, die überwiegend von Vertretern anderer Klassen wahrgenommen werden, z.B. die Verwendung als Subjekt oder als flektiertes Attribut. (24)

A total of 7,997 verbs were compiled from the thirteen lists. Of these entries, 2,301 represent different words, and 832 of the entries appear only once. The verbs are

listed in descending order from 16 (most frequent) to 1 (least frequent). Although there are only thirteen lists, a verb can occur as many as sixteen times because some of the sources offer multiple listings. In "Vocabulary in First-Year German Texts," for instance, Tussing-Zimmermann include in their compilation vocabulary from four of the textbooks used in Sommer's study. Also, because of the two newspaper sources, *Die Welt* and *Die Süddeutsche Zeitung*, which Rosen-gren uses in *Ein Frequenzwörterbuch der deutschen Zeitungssprache*, verbs like *gehen*, *sehen*, and *tragen* appear twice in his compilation. Furthermore, an infinitive that can have either a weak or strong conjugation depending on the definition used can also occur more than once. The verb *schaffen* is one example. In *Deutsche Grundsprache: Wort- und Satzlexikon*, Mattutat lists *schaffen* meaning "to create" as a strong verb, but he also lists *schaffen* meaning "to work," "to take," "to bring," and "to succeed" as a separate weak verb (333).

2. RESULTS AND PEDAGOGICAL USE OF THE COMPOSITE LIST

Using a print-out of the composite frequency list, I made a detailed analysis in order to identify the most frequent verbs and therefore those most useful to include in an elementary vocabulary. The analysis suggests that there are three features of the German verb which are important to consider when selecting a beginning vocabulary: its verb

class, its verb form -- whether simple or compound --, and whether it is a cognate verb in English.

VERB CLASSES

The verb classes are modal, auxiliary, irregular weak, weak, and strong verbs. Of these verb classes, Table 9 shows that the modal, auxiliary, and irregular weak verbs form the smallest groups. They are, however, the most frequent verbs. These three verb types are also introduced in most if not all beginning German textbooks. For example, the six basic modal forms which beginning students usually learn are *dürfen*, *können*, *müssen*, *mögen*, *sollen*, and *wollen*. In Table 9, these verbs appear in frequencies 14 and 12. Composite forms of these modals, e.g. *bedürfen* and *vermögen*, appear much less frequently and are classed as weak verbs in this list. The same occurs with the auxiliary verbs *haben*, *sein*, and *werden*, and composite forms, such as *handhaben*, *lossein*, *loswerden*, appear in the irregular weak or strong verb columns. The irregular weak verbs *bringen*, *brennen*, *denken*, *kennen*, *nennen*, *rennen*, *senden*, *wenden* and *wissen*, all of which are traditionally introduced in beginning textbooks, are also very frequent. However, composite forms, such as *zurückbringen*, remain in the irregular weak verb column. Because of their frequent use, the modal, auxiliary, and irregular weak verbs are important for any vocabulary.

TABLE 9^a. FREQUENCY LEVELS OF THE DIFFERENT VERB CLASSES.

<u>FRQ</u>	<u>TOT</u>	<u>MOD</u>	<u>AUX</u>	<u>IRR</u>	<u>WK</u>	<u>STR</u>
16	4	-	-	-	1	3
15	18	-	-	3	6	9
14	21	5	2	1	6	7
13	30	-	1	1	13	15
12	21	1	-	-	14	6
11	36	-	-	-	15	21
10	41	-	-	2	29	10
9	59	-	-	1	36	22
8	52	-	-	1	33	18
7	58	-	-	1	33	24
6	93	-	-	2	59	32
5	120	-	-	4	73	43
4	181	-	-	1	129	51
3	314	-	-	8	222	84
2	421	-	-	10	314	97
1	832	3	1	21	511	296
<u>TOTAL:</u>	2,301	9	4	56	1,494	738

^a See accompanying graph -- Figure D1 in Appendix D.

By contrast, the weak and strong verbs form the largest verb classes. Table 9 shows that there are more than twice as many weak verbs as strong verbs in the frequency list. Some strong verbs are very frequent, and in fact strong verbs slightly outnumber weak verbs at the frequency levels 16 through 11. By frequency level 10, weak verbs outnumber strong verbs, and their number increases rapidly thereafter. Because weak verbs are more numerous, frequent, regular, and more readily learned by English speaking students, preference should be given to them in choosing vocabulary for beginning texts once the most frequent strong verbs, modals, and auxiliaries have been learned.

VERB FORMS

Other findings from this compilation deal with the relative importance of simplex and compound forms. Simplex and compound verbs are listed separately under their infinitive forms. Separable and inseparable prefixed forms are also distinguished. For instance, *abgehen*, *begehen*, and *gehen*, are separate items in my list. Table 10 shows that the most frequent verbs tend not to have prefixes. Simplex forms are generally more frequent than compound forms. This agrees with Martinet's findings. He says that "the unmistakable existence of an inverse relationship between frequency and linguistic complexity is a most precious discovery" (144).

However, Table 10 also reveals that there are more composite verb forms than simplex ones. In Mater's *Rückläufiges Wörterbuch der deutschen Gegenwartssprache*, the simple verb *kommen*, for instance, has ninety-nine possible verbal composite forms (391). In this composite list, *kommen* appears in the following twenty-nine compounds:

*bekommen kommen ankommen vorkommen zurückkommen
herauskommen herunterkommen herankommen entkommen
zukommen herkommen wiederkommen heraufkommen
hereinkommen einkommen abkommen entgegenkommen
übereinkommen mitkommen zustattenkommen reinkommen
vorbeikommen überkommen wegkommen heimkommen
hervorkommen hinzukommen zusammenkommen zuvorkommen*

This frequency list demonstrates the sound practice in many introductory texts. Although composite forms are conjugationally and semantically more difficult for beginning students, they can be most easily learned and taught as word families with the simplex verbs. Simplex verbs should be included before composites in a beginning text. In this way, students learn the meaning and conjugation of the basic infinitive first and can then more easily learn the most common separable and inseparable prefixes which can alter the basic meaning of the infinitive (see Appendix C, Prefixes). For example, it is much simpler to learn *herkommen* by first learning *kommen* and later the prefix *her* as a separate item meaning "here" or "from there." The same can be done with the other prefixes for *kommen*. Ausubel supports this in his statement concerning the *Cognitive Learning Theory*:

TABLE 10^a. FREQUENCY LEVELS OF THE SIMPLE AND COMPOUND FORMS.

FRQ	TOT	SIMP	SIMP %	COMP	COMP %
16	4	4	100%	-	0%
15	18	16	89%	2	11%
14	21	18	86%	3	14%
13	30	23	77%	7	23%
12	21	12	57%	9	43%
11	36	21	58%	15	42%
10	41	25	61%	16	39%
9	59	34	58%	25	42%
8	52	25	48%	27	52%
7	58	26	45%	32	55%
6	93	45	48%	49	52%
5	120	47	39%	72	61%
4	181	68	38%	113	62%
3	314	133	42%	181	58%
2	421	147	35%	273	65%
1	832	291	35%	542	65%
TOTAL:	2,301	935	57%	1,366	43%

^a See accompanying graph -- Figure D2 in Appendix D.

Learning must be meaningful to be effective and permanent. That is, it must involve active mental processes and be relatable to existing knowledge the learner already possesses. The mind, when involved in meaningful learning, will organize the new material into meaningful chunks and relate them to existing cognitive structure in such a way that they will become "attached". (Omaggio 27)

Problems, however, do arise with prefix meanings and basic infinitive forms. *Bekommen*, for instance, means "to receive" and not "to become," and it is not transparently connected to the meaning of *kommen*. Although *bekommen* is etymologically related to "to become" (Onions 84), such problematic forms must be memorized and taught as exceptions. Furthermore, in this list, there are thirty-three verbs which can have either separable or inseparable prefixes. These verbs must also be memorized. They occur in frequencies 10 to 1:

*wiederholen übernehmen überlegen unterstützen übersetzen
übersehen unternehmen unterhalten durchsetzen
unterliegen übertragen überlassen übergehen anerkennen
hinterlassen überfallen überwiegen überholen übergeben
durchschneiden durchdringen anvertrauen rechthaben
radfahren umreißen unterstellen überfließen übersteigen
überwerfen überfahren gewährleisten überkommen über-
ziehen*

COGNATES

The last characteristic of German verbs to be discussed is their status as cognates of English verbs. Cognates are of several different types. There are native Germanic terms, such as *trinken*, and borrowings from English into German, such as *boxen*. There are also borrowings into

English and German from a third source such as *studieren*. For purposes of this list, all three types are considered cognates, if the English and German form and meaning are substantially similar. Some German cognates which are etymologically related to certain English words in form were not included because they differ in meaning. For instance, the German words *verdrießen* ("to annoy" or "vex") and *stürzen* ("to fall" or "plunge"), which are historically related to the English verbs "to threaten" and "to start" respectively, were not included because of the semantic changes (Onions 919, 864).

As Table 11 shows, cognates are more frequent than non-cognates. They comprise 57% of the vocabulary in the frequency list. Cognates also make up approximately 83% of the verbs in frequencies 16 to 10 and 54% in frequencies 9 to 1. Table 12 shows that all three auxiliary verbs, all nine traditional irregular weak verbs, and five of the six modal verbs are included among the cognates. Furthermore, students can more easily conjugate verbs that are weak, and as Table 12 shows, approximately 60% of all cognates are weak. Strong verb cognates, however, are more numerous than the other verb types in frequencies 16 to 11. It is therefore important to learn cognates from all verb classes.

TABLE 11^a. FREQUENCY LEVELS OF COGNATE VERBS.

<u>FRQ</u>	<u>TOTAL VERBS</u>	<u>COG</u>	<u>COG %</u>
16	4	4	100%
15	18	13	72%
14	21	16	76%
13	30	20	67%
12	21	12	57%
11	36	23	64%
10	41	25	61%
9	59	30	51%
8	52	29	56%
7	58	30	52%
6	94	48	52%
5	119	60	50%
4	181	93	51%
3	314	186	59%
2	421	222	53%
1	832	492	59%
<u>TOTAL:</u>	2,301	1,303	57%

^a See accompanying graph -- Figure D3 in Appendix D.

TABLE 12^a. FREQUENCY LEVELS OF COGNATE VERBS ACCORDING TO VERB CLASS.

<u>FRQ</u>	<u>TOT</u>	<u>MOD</u>	<u>AUX</u>	<u>IRR</u>	<u>WK</u>	<u>STR</u>
16	4	-	-	-	1	3
15	13	-	-	3	3	7
14	16	5	2	1	2	6
13	20	-	1	1	7	11
12	12	-	-	-	9	3
11	23	-	-	-	10	13
10	25	-	-	2	15	8
9	30	-	-	1	18	11
8	29	-	-	1	14	14
7	30	-	-	1	15	14
6	49	-	-	2	29	17
5	60	-	-	2	32	26
4	93	-	-	1	58	34
3	186	-	-	8	119	59
2	222	-	-	10	155	57
1	493	3	1	21	276	191
<u>TOTAL:</u>	1,303	8	4	54	763	474

^a See accompanying graph -- Figure D4 in Appendix D.

The simplex forms are usually the most recognizable, e.g. *finden* ("to find") and *studieren* ("to study"). Some composite forms are also obvious cognates. Examples are *ausshelfen* ("to help out") and *bedenken* ("to bethink" -- obsolete). However, some are not so obvious, for example, *mitkommen*. Although the basic meaning "to come" is still realized, the prefix *mit*, a non-cognate, changes the meaning of the infinitive to "to come along." *Bekommen* is also not so obvious because the related English and German forms have undergone different semantic changes. As Table 13 shows, composites comprise approximately 54% of all cognates. This will enable students to more effectively learn composites in word families as was mentioned earlier with the example of *herkommen*.

With respect to oral proficiency and the four-skills approach, cognate verbs are functionally more efficient for beginners in two other ways. First, cognates give students an ability to extend their vocabulary by transference from English. This provides success in using the language. Cognates also allow students to concentrate principally on conjugation, whereas non-cognate forms force students to concentrate on learning both the conjugation and the meaning of verb forms. In the frequency list, for instance, *befördern* has a frequency of 1, *einführen* 6, *transportieren* 1, and *importieren* 2. Beginning students would find it easier to learn and remember *transportieren* and *importieren*

TABLE 13^a. FREQUENCY LEVELS OF SIMPLE AND COMPOUND
COGNATES.

FRQ	TOTAL	SIMP	SIMP %	COMP	COMP %
16	4	4	100%	-	0%
15	13	11	85%	2	15%
14	16	14	88%	2	13%
13	20	16	80%	4	20%
12	12	9	75%	3	25%
11	23	16	70%	7	30%
10	25	19	76%	6	24%
9	30	21	70%	9	30%
8	29	18	62%	11	38%
7	30	17	57%	13	43%
6	49	26	53%	22	47%
5	60	31	52%	29	48%
4	93	38	41%	55	59%
3	186	77	41%	109	59%
2	222	91	41%	131	59%
1	493	197	40%	295	60%
TOTAL:	1,305	605	46%	698	54%

^a See accompanying graph -- Figure D5 in appendix D.

because of their recognizable form and weak conjugation. By learning the cognates first, students could then more easily learn the synonymous forms *einführen* and *befördern* at a later time. Ausubel stresses this importance of meaningful learning in his *Cognitive Learning Theory*.

3. EXAMPLE OF USE

As has been shown, a frequency list can be used to determine particular grammatical facts and characteristics which may otherwise remain unnoticed when studying a language. The statistical results from this analysis of verbs in a composite frequency list emphasize that three areas should be considered when selecting a beginning vocabulary: class, form, and cognate relationship. With respect to these findings, it was decided that an elementary vocabulary should adhere to the following criteria: frequently used verbs that are mostly simplicia, easily recognizable, and easily conjugated.

From the compilation of all verbs in the thirteen lists, a 590-word beginning German verb vocabulary was chosen (see Appendix F). The verbs that were selected according to the criteria above appear in all of the frequency levels. Every verb from frequency 16 to 6 was included. This yielded a total of 512 verbs. An additional 78 weak verbs ending in *-ieren* and appearing in frequency 5 to 1 were also included because they are readily learned and

used by beginning students. Finocchiaro says:

The organization and design of the curriculum deriving from a functional-notional approach contributes to the goal of communication and interaction from the first day of study -- at whatever age or learning level. (10)

According to the functional-notional approach:

Content words (nouns, verbs, adjectives, and adverbs) which are needed to talk . . . should be given priority even if some of them are not included in the textbook and are not high frequency words. (127-128)

Therefore, I included the cognate verbs ending in *-ieren* in the 590-word beginning German vocabulary list. The verb vocabulary totals 590, which is 30% of a 2,000 word vocabulary. This is close to the 27% average found in the other lists used in this study. A total of 330 of the 590 verbs are cognates, which comprise 60% of the verb vocabulary. It includes the five verb types: modal (6), auxiliary (3), irregular weak (9), weak (324), and strong verbs (170). Many of the weak verb cognates end in *-ieren*, e.g. *interessieren* ("to interest"). Although weak verbs ending in *-ieren* are much less frequent than other verbs not listed, they are easily recognizable, easily conjugated, and thus readily learned and used. The 170 strong verbs, although more difficult to conjugate than weak ones, have *Ablaut* changes which are similar to their English counterparts and which thus help in memorization. Some vowel and consonant changes, however, are dissimilar and must be memorized. An

example of the similarities and dissimilarities that can occur with strong verb cognates is *beginnen*:

German	-	<i>beginnen</i>	<i>begann</i>	<i>hat begonnen</i>
English	-	begin	began	has begun

Approximately 60% of the verbs in this beginning vocabulary have English cognates. The noncognate verbs which comprise the rest of the 590-word verb vocabulary were included because of their frequent occurrence, e.g. the modal *dürfen*. There are also 185 prefixed forms in the list which are very frequent. Examples are the following verbs:

beginnen gewinnen vergessen verlieren verstehen

One reason for favoring weak verbs and cognates to strong verbs in my 590-word verb vocabulary is the burden of learning the forms of strong verbs. It is widely recognized and emphasized in textbooks that strong verbs require memorization of principal parts, from which all the correct conjugational forms can be formed. By contrast, textbook publishers do not generally discuss or list in detail the different conjugations found among weak verbs, and this is probably due to their largely regular conjugation. Therefore, it is not well known by students that there are also significant differences in the conjugation of weak verbs as well.

Upon studying the weak verbs from my list, five conjugational classes and twenty-nine subclasses were found for which rules were written. In Table 14 on the horizontal axis, class 1 contains the most general (regular) weak verb. Class 2 contains weak verbs in *-eln* or *-ern*, where the stem ends in liquid *l* or *r*. Class 3 includes the weak verbs whose stem ends in sibilants, e.g. *s*, *ss*, *ß*, *x*, and *z*. Class 4 contains weak verbs whose stems end in the dental stops *d*, *t*, and consonant clusters of stop and nasal *n* and *m* (*regnen*, *atmen*). Class 5 includes the weak verbs whose stem ends in *-ier*. The subclasses of all weak verbs also vary by form (simple, separable, inseparable) and auxiliary used (*haben*, *sein*, *haben / sein*). On the vertical axis of Table 14, A represents simple, B separable, and C inseparable verbs. The number 1 next to each letter represents those verbs which use *haben*, 2 those which require *sein*, and 3 those which use both *haben* and *sein*. The following verbs in Table 11 represent the twenty-nine distinct weak conjugations. Verbs with no superscript use *haben*, those marked with ^s require *sein*, and those with ^{hs} take both *haben* and *sein*:

TABLE 14. WEAK VERB CLASSES AND SUBCLASSES.

<u>CLASSES</u>				
1	2	3	4	5
A1 fragen	liefern	schützen	retten	regieren
A1a ----	----	küssen	----	----
A2 ----	wandeln ^s	stürzen ^s	landen ^s	spazieren ^s
A3 folgen ^{hs}	----	----	fluten ^{hs}	passieren ^{hs}
B1 ablehnen	auffordern	ablösen	ausbilden	----
B1a ----	----	anfassen	----	----
B2 nachfolgen ^s	umwandeln ^s	abreisen ^s	----	----
B3 umdrehen ^{hs}	----	----	----	----
C1 überraschen	erinnern	unterstützen	beobachten	----
C1a ----	----	vermissen	----	----
C2 erwachen ^s	----	verreisen ^s	----	----
C3 ----	----	----	----	----

Table 14 summarizes the purely formal differences encountered. Sometimes the formal differences mirrored meaning or usage distinctions, as when the *haben* / *sein* distinction reflected the transitive and intransitive uses of the verb. Other semantic distinctions are also found in form, e.g. *schaffen* (weak -- "to work" and strong -- "to create"), and they proved very difficult to distinguish in a way a computer program could recognize. Some of the grammatical and lexical problems that arose as a result of compiling the rules concern the perfect tenses, verb forms, orthography, impersonal verbs, and passive voice. Many textbooks discuss to some extent these areas of German grammar. In the perfect tenses, for instance, some verbs require the auxiliary verb *haben*, others *sein*, and still others require both. Many textbooks discuss and clearly distinguish between the verbs that use *haben* and those that use *sein*. Many, however, do not explain in detail those verbs which can take both auxiliaries, e.g. *folgen*. With *sein*, which is the more frequently used auxiliary with *folgen*, the meaning is "to pursue," and with *haben* when used with a direct object, it means "to obey" (*Cassell's* 161). The only example which Crean gives in *Deutsche Sprache und Landeskunde* is of the strong verb *fahren*, which is footnoted as an exception (155). For the computer program, the verb rules had to be formulated for both possibilities.

Another grammar point which can be confusing for students are the verbs with prefixes which can be either separable or inseparable. Most, if not all, textbooks discuss the tense formation of verbs with separable and inseparable prefixes. These also appear in the frequency list and as subclasses in the weak verb rules. Two examples are *anfassen* (separable) and *vermissen* (inseparable). However, most beginning textbooks do not introduce examples of verbs that can have both a separable and an inseparable prefix, e.g. *überholen*. As a separable prefix verb, *überholen* means "to bring across" and as an inseparable prefix verb "to overtake" or "overhaul" (*Cassell's* 484). Crean does not mention this in the section discussing prefixes (340-344). Because there are only thirty-three of these verbs in the composite frequency list, they are identified as a group that can take both. A computer program covering all these cases would have to check these forms and be able to accept either.

With respect to orthography, the verb rules observe common changes which are also introduced in beginning texts. The rules, for instance, change *-ss-* to *-ß-* before *-t-*, e.g. *küssen*. Also, the verb rules drop the *-s-* in the personal *du* form ending *-st* when the weak verb stem ends in *-s-*, *-ss-*, *-ß-*, *-z-*, and *-x-*, *küssen* again being an example. Other orthographical modifications are the insertion and

deletion of the vowel *e*. For example, an *e* is inserted after the weak verb stems ending in *-t-*, *-d-*, and sometimes *-n-* for the second and third person singular and third person plural of the present indicative, e.g. *warten / wartet*. However, the *e* is deleted very frequently in the first person singular present and also in the first and third person singular subjunctive of verbs ending in *-eln* and rarely in those ending in *-ern*, e.g. *wechseln / wechsle / wechsele* and *wandern / wandre / wandere* respectively (Duden 1: 77). By considering *-eln* and *-ern* as two distinct classes, complications in forming rules for these verb subclasses were avoided. The rules will accept the deletion or retention of *e* for the subclass ending in *-eln*, but they will only accept the retention of *e* for those ending in *-ern*.

Another distinction considers the semantics of some identical verbs forms. The computer and the student must interpret correctly certain homonymous forms from different verbs, e.g. *hören* vs. *gehören*. The past participle of *hören* is *gehört*. This verb form is identical with the third person singular, second person plural, and past participle forms of *gehören / gehört*. German language textbooks do not usually discuss such potentially confusing similarities. The rules solve this problem of identity overlap by conjugating verbs according to subclass. For instance, when the user chooses the verb *hören*, the rules immediately search

for *hören* under the five verb classes. Once it is found, the word is conjugated according to the rules for the specific subclass to which it is assigned. *Gehören* is assigned to a subclass which is denoted by inseparable prefixes which do not add *ge-* in the past participle. In this way, the rules read the semantic distinction between *hören* and *gehören*.

Another grammatical and lexical point deals with impersonal verbs, e.g. *regnen*, *schneien*, and *dauern*. These should not pose a learning problem. Impersonal verbs are restricted to the third person singular, e.g. *es regnet* and not *ich regne*, and the definitions, for example, "to rain," "to snow," and "to last," clearly identify the only possible and logical conjugation, which is the third person singular. The rules identify these few exceptions within their particular weak verb subclass as impersonal verbs. The computer will only read the third person singular of such verbs and exclude as incorrect any other form.

The last grammar point to be discussed deals with the passive. Transitive verbs have a passive voice with *werden* and intransitives do not. For example, *abholen* can take the passive:

Ich werde abgeholt.

Spazieren, by contrast, can not be used in the passive:

**Ich werde spaziert.*

There were many verbs of this sort in my list, and no appropriate rule solution could be formulated. There is no purely formal way to distinguish transitive and intransitive verbs. For example, some *-ieren* verbs are inherently intransitive (*spazieren*), others form impersonal passives because they take dative objects (*gratulieren*), others can be either transitive or intransitive (*jonglieren*).

CHAPTER III

SUMMARY

This study has presented the compilation and analysis of a word-count composed of 2,301 German verbs which were taken from thirteen word lists. The individual verbs are recorded in descending order from 16 (most frequent) to 1 (least frequent). By using a print-out of the frequency list, an analysis was made in order to identify the most frequent and useful German verbs to include in a beginning vocabulary. The statistical results show that it is important to consider types, forms, and cognation when selecting a basic vocabulary. Regarding these findings, it was decided that an elementary vocabulary should consist of frequent words that are simplex, cognates, and easily conjugated. A 590-word German verb vocabulary based on the aforementioned criteria was submitted as part of this thesis.

Other pedagogical considerations were discussed in connection with the writing of explicit verb conjugation rules. A total of five weak verb classes and twenty-nine subclasses were found among the weak verbs in the frequency list.

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APPENDICES

APPENDIX A

COMPOSITE FREQUENCY LIST OF 2,301 GERMAN VERBS

COMPOSITE FREQUENCY LIST OF 2,301 GERMAN VERBS

16	gehen	erklären
	sagen	fahren
	sehen	fehlen
	tragen	führen
		geben
15	bekommen	geschehen
	bleiben	halten
	brauchen	hören
	bringen	lassen
	finden	laufen
	folgen	legen
	fragen	lesen
	glauben	meinen
	heißen	nennen
	helfen	schaffen
	kennen	schlafen
	liegen	schließen
	schreiben	sein
	spielen	sitzen
	sprechen	suchen
	vergessen	treffen
	warten	tun
	wissen	verkaufen
		verlangen
		verlieren
14	arbeiten	wählen
	denken	ziehen
	fallen	
	gehören	
	gewinnen	
	haben	12
	kommen	bedeuten
	können	behaupten
	leben	bestehen
	machen	bezahlen
	mögen	dürfen
	müssen	entscheiden
	nehmen	erfahren
	scheinen	erreichen
	sollen	gelten
	stehen	handeln
	stellen	lernen
	verstehen	rechnen
	werden	reden
	wollen	setzen
	zeigen	stattfinden
		studieren
		teilen
		treten
13	bauen	versuchen
	beginnen	wohnen
	erinnern	wünschen

11 anfangen
ankommen
ansehen
antworten
aufstehen
aussehen
ändern
berichten
besitzen
bieten
bitten
danken
dauern
dienen
entstehen
erhalten
erscheinen
erzählen
essen
gefallen
gelingen
heben
kaufen
kosten
lachen
lösen
passieren
rufen
schicken
schlagen
schwimmen
steigen
sterben
vorstellen
wachsen
zahlen

10 aufgeben
baden
behalten
beobachten
beschäftigen
bestellen
bestimmen
bewegen
bilden
brennen
entwickeln
erkennen
erlauben
erwarten

fliegen
fühlen
fürchten
hängen
hoffen
leisten
lieben
merken
messen
mitteilen
öffnen
prüfen
reichen
reisen
retten
schmecken
schneiden
singen
sparen
stoßen
überraschen
überzeugen
verlassen
wechseln
werfen
wiederholen
zählen

9 anbieten
annehmen
anziehen
aufhören
begegnen
begleiten
bemerken
bestätigen
betrachten
beweisen
binden
brechen
decken
empfangen
enthalten
fassen
feiern
fordern
greifen
heiraten
herstellen
holen
interessieren

klopfen
kochen
küssen
leiden
liefern
malen
rennen
richten
riechen
sammeln
schenken
sorgen
spüren
stimmen
stören
tanzen
treiben
trennen
trinken
unterbrechen
überlegen
übernehmen
verbessern
verbinden
verdienen
vergleichen
vermeiden
vermuten
versprechen
vorbereiten
vorschlagen
wecken
weinen
wirken
zeichnen
zwingen

- 8 ablehnen
achten
aussprechen
ausziehen
berühren
beschließen
beschreiben
besuchen
darstellen
drehen
drucken
einladen
eintreten
entschuldigen

entsprechen
erfüllen
feststellen
fließen
gebrauchen
genügen
gießen
hassen
herrschen
kleben
lehnen
nachdenken
nützen
packen
passen
pflegen
raten
rauchen
regnen
ruhen
schieben
sinken
spaziergehen
springen
stehlen
stürzen
unterscheiden
unterstützen
untersuchen
üben
übersetzen
verhindern
verletzen
verwenden
vorkommen
wandern
waschen
zerstören

- 7 abnehmen
anrufen
atmen
aufheben
aufnehmen
ausführen
ausgeben
ausmachen
backen
bedienen
begreifen
behandeln

benutzen
betragen
bezeichnen
blühen
drohen
drücken
empfehlen
empfinden
entdecken
erwähnen
erziehen
fällen
fördern
fressen
genießen
gewähren
gleichen
jagen
kämpfen
lächeln
leiten
melden
ordnen
schauen
schießen
schreien
schützen
stammen
stechen
stecken
unterhalten
unternehmen
übersehen
vergehen
vermögen
vertreten
verwirklichen
verzichten
vorziehen
wagen
wenden
winken
zittern
zumachen
zunehmen
zurückkehren

6 abholen
abschließen
aufpassen
aufstellen

aufwachen
beantworten
befehlen
beißen
beitragen
bemühen
berücksichtigen
betreffen
blicken
deuten
drängen
durchsetzen
einführen
einschlafen
einsetzen
einstellen
enden
entlassen
entschließen (sich)
erfinden
ergeben
erhöhen
erleben
erledigen
erschrecken
ersetzen
erwerben
erzeugen
fangen
festhalten
fortsetzen
frieren
geraten
gewöhnen
glänzen
grüßen
heilen
hindern
irren (sich)
kennenlernen
klingen
kriechen
kriegen
läuten
leihen
lohnern (sich)
lügen
mischen
nähen
neigen
pfeifen

putzen
regeln
regieren
reiben
reißen
reiten
rühren
schaden
schätzen
schildern
schütteln
schweigen
schwitzen
senden
steigern
streiten
teilnehmen
töten
umgeben
unterschreiben
verändern
verbieten
verbrennen
verderben
verfolgen
verhaften
verschwinden
verteidigen
verteilen
verursachen
verwandeln
wahrnehmen
warnen
wiegen
wischen
wundern
zugeben
zuhören
zweifeln

- 5 abgeben
abhängen
anhalten
anwenden
anzünden
aufwachen
ausdrücken
ausfüllen
ausgehen
ausschließen
aussteigen

ausüben
ärgern
äußern
beachten
bedauern
bedenken
bedingen
bedürfen
beeilen (sich)
befinden
befreien
befürchten
begrüßen
bemühen (sich)
beraten
besorgen
beten
bewahren
biegen
braten
dasein
dringen
einfallen
eingehen
einkaufen
einsteigen
entfernen
enttäuschen
erfolgen
ergreifen
erheben
erörtern
fliehen
forschen
freuen (sich)
füttern
gehören
gelangen
gestalten
gestatten
gestehen
graben
haften
heizen
hervorheben
hinzufügen
irren
klagen
klettern
klingeln
laden

landen
leuchten
loben
mieten
mitbringen
mitnehmen
nachfolgen
nicken
nutzen
planen
preisen
rauschen
regen
reinigen
rollen
saugen
scheiden
scheitern
schreiten
senken
seufzen
spannen
staunen
streben
streichen
stützen
telefonieren
träumen
trocknen
umkehren
unterliegen
unterrichten
überlassen
übertragen
übertreffen
überwinden
verbergen
verbrauchen
verbringen
vereinigen
verfahren
verfügen
vernichten
verpflichten
versichern
verstecken
verwechseln
verweisen
verzeihen
vornehmen
wehen

weisen
widmen
wiedersehen
zerreißen
zulassen
zusehen

4 abfahren
absehen
abtrocknen
ahnen
anerkennen
angehen
angreifen
anlegen
angehören
anschauen
anstellen
anstrengen
aufbauen
auffallen
auffordern
aufführen
aufhalten
aufsteigen
auftauchen
auftreten
ausbilden
ausbreiten
ausreichen
aussagen
ausschalten
bedanken (sich)
bedecken
beenden
befriedigen
begeistern
beherrschen
belasten
beleidigen
bellen
berufen
beruhigen
beseitigen
bestrafen
beteiligen
betreten
betrügen
beurteilen
bewundern
beziehen

billigen
blasen
bluten
bohren
charakterisieren
dichten
durchführen
eilen
einnehmen
einsehen
entzünden
erblicken
ereignen (sich)
erfassen
erfordern
ergänzen
erholen (sich)
erinnern (sich)
erlangen
erläutern
erleichtern
ermorden
ermöglichen
eröffnen
erstaunen
ersticken
ertragen
erweisen
erweitern
erzielen
falten
flüstern
fortfahren
freuen
fühlen (sich)
gefährden
gewöhnen (sich)
gleiten
hauen
herauskommen
hervorrufen
hinausgehen
horchen
hüten
interessieren (sich)
kehren
kontrollieren
langen
lauschen
leisten (sich)
lenken

leugnen
löschen
mißverstehen
murmeln
nachweisen
opfern
pflanzen
prägen
pressen
quälen
rechtfertigen
rühmen
säumen
schimmern
schimpfen
schleichen
schleppen
schneien
schrecken
schütten
schwanken
schwätzen
schweben
schwinden
schwören
setzen (sich)
sichern
siegen
spalten
sperrern
starren
stiften
strecken
streifen
tauchen
taugen
täuschen
tönen
trauen
tun (leid)
tun (weh)
umfassen
umgehen
unterdrücken
untergehen
unterhalten (sich)
unterwerfen
urteilen
übereinstimmen
übergehen
überliefern

verbreiten
verdanken
vereinen
verfassen
verhandeln
verkehren
vermitteln
vernehmen
verraten
versagen
versammeln
versehen
vertragen
vertrauen
verwirren
vollziehen
voraussetzen
vorbehalten
vorlesen
vorstellen (sich)
vorübergehen
vorwerfen
wachen
wehren
weichen
werben
widersprechen
zerbrechen
zögern
zugehen
zurückgeben
zurückkommen
zusammenhängen
zusammensetzen
zustimmen

- 3 ablaufen
abmachen
abschleppen
achtgeben
anblicken
anbringen
anfassen
angeben
anmachen
anzeigen
aufrichten
aufsetzen
ausbrechen
auslösen
ausreichen

ausruhen (sich)
andeuten
ausstellen
auswählen
ändern (sich)
ärgern (sich)
beabsichtigen
beanspruchen
bearbeiten
beben
befestigen
befinden (sich)
begeben (sich)
begehen
begehren
begnügen (sich)
begraben
begründen
beibringen
beistehen
bejahen
bekennen
belagern
belegen
belohnen
benehmen (sich)
benützen
berechnen
bereiten
beschaffen
beschränken
besprechen
betonen
betreiben
betteln
beugen
beunruhigen
bewähren
bewegen (sich)
blitzen
brausen
brüllen
büßen
dämmern
dehnen
demonstrieren
diskutieren
donnern
dulden
duschen
ehren

einbilden (sich)
einbringen
einigen
einigen (sich)
einleiten
einräumen
einrichten
einschalten
einschließen
einwenden
einziehen
empören
entbehren
entfalten
entfernen (sich)
entgehen
entscheiden (sich)
entschließen
entsetzen
entspringen
entwerfen
entziehen
entzücken
erfreuen
ergeben (sich)
ergötzen
erheben (sich)
erkälten (sich)
erkundigen (sich)
ermitteln
erneuern
ernten
erobern
erquicken
erraten
erregen
errichten
erringen
erröten
erschöpfen
erstatten
erwachen
erwägen
erwecken
erwidern
existieren
fechten
fernsehen
fesseln
feststehen
finanzieren

flehen
fotografieren
frühstücken
funktionieren
fürchten (sich)
gebären
gebieten
gedenken
genehmigen
glücken
glühen
gönnen
grenzen
gründen
gucken
handhaben
harren
hauchen
hegen
hemmen
heranziehen
hervorbringen
hervortreten
hingehen
hinnehmen
hinsetzen (sich)
hinterlassen
hinweisen
huldigen
husten
hüpfen
informieren
kauen
kennzeichnen
klappen
knien
konzentrieren
korrigieren
kränken
kreuzen
krümmen
kümmern (sich)
lauten
lähmen
legen (sich)
lehnen
locken
lohnern
loslassen
mahnen
mangeln

meiden
melden (sich)
mißlingen
nachahmen
nachgeben
nachgehen
nähern
niederlassen (sich)
niederlegen (sich)
offenbaren
parken
plagen
plaudern
preisgeben
probieren
produzieren
protestieren
ragen
rauben
reizen
reparieren
repräsentieren
ringen
rinnen
rudern
rücken
rüsten
säen
sättigen
schallen
schaudern
schämen
schelten
scheuen
schleudern
schlummern
schmähen
schmeicheln
schmelzen
schmerzen
schmücken
schonen
schöpfen
schulden
schüchtern
schwärmen
schweifen
schwingen
segeln
segnen
siedeln

sinnen
spinnen
spitzen
spotten
sprengen
spülen
starten
stehenbleiben
stocken
strafen
strahlen
streiken
streuen
strömen
stürmen
tadeln
tanken
taufen
tauschen
treffen (sich)
trennen (sich)
trösten
turnen
umarmen
umsteigen
unterlassen
überfallen
übergeben
überholen
überqueren
übertreiben
überwältigen
überwiegen
verdammn
verdrießen
vereinbaren
verfallen
verfehlen
vergeben
vergnügen (sich)
vergrößern
verhalten
verhalten (sich)
verlaufen
verlaufen (sich)
verlängern
vermehrern
vermieten
vermindern
vermissen
veröffentlichen

verpassen
versäumen
verschaffen
verschieben
verschließen
verspäten (sich)
verstärken
verstummen
vertiefen
vertreiben
verurteilen
verweilen
verwunden
verzehren
verzollen
verzögern
vollenden
vorbeigehen
vorgehen
vorhaben
vortragen
walten
weben
weggehen
weglaufen
weiden
weigern (sich)
wetten
widerfahren
widerlegen
widerstehen
wiedergeben
zerstreuen
zeugen
zielen
zucken
zugestehen
zuknöpfen
zurückbleiben
zurückgehen
zurücktreten
zurückweichen
zuschreiben
zustehen

- 2 abbiegen
abbrechen
abgehen
ablegen
ablösen
abreisen

abschneiden
abschreiben
abspielen (sich)
abstellen
abstimmen
abweisen
abwenden
abwenden (sich)
abziehen
anfertigen
anhaben
anhören
anklagen
anknöpfen
anknüpfen
annähern
anpassen
anregen
anschließen
ansein
ansetzen
ansprechen
anstrengen (sich)
anweisen
anziehen (sich)
auf
auffassen
aufführen (sich)
aufgehen
aufhalten (sich)
aufhängen
aufknöpfen
auflösen
aufräumen
aufregen
aufregen (sich)
aufrichten (sich)
aufweisen
ausbauen
ausdehnen
auseinandernehmen
auseinandersetzen
ausfallen
ausgleichen
aushalten
auskennen (sich)
auspacken
ausrufen
ausscheiden
aussein
ausstatten

ausstoßen
auswandern
auswirken
ängstigen
ängstigen (sich)
basteln
beauftragen
bedienen (sich)
befangen
befassen
begeben
begrenzen
begünstigen
beifügen
bekanntgeben
beklagen
beleben
belehren
beleuchten
benachrichtigen
beneiden
berechtigen
bereuen
bergen
beruhen
beschädigen
bescheiden
beschleunigen
beschuldigen
besetzen
besichtigen
besiegen
besinnen (sich)
bessern (sich)
beteiligen (sich)
betragen (sich)
betrüben
betten
bevorstehen
bewaffnen
bewerben (sich)
bewilligen
bewirken
bewohnen
beziehen (sich)
bezweifeln
bilden (sich)
blenden
bremsen
buchen
buchstabieren

bücken (sich)
bügeln
dampfen
darlegen
dartun
differenzieren
drehen (sich)
dunkeln
durchdringen
durchschneiden
durchsehen
durchsetzen (sich)
dünken
eignen
einbilden
eindringen
einholen
einpacken
einrahmen
einschenken
einteilen
eintragen
eintreffen
einwirken
einzahlen
empören (sich)
entblößen
entfallen
entgegnen
entgegnen
enthüllen
entkommen
entlasten
entmutigen
entreißen
entrichten
entsagen
entschuldigen (sich)
entwaffnen
entweichen
entzünden (sich)
erben
erbitten
erfreuen (sich)
erfrieren
erhitzen
erkranken
erlöschen
erlösen
ermutigen
ermüden

ernähren
erneuen
erschüttern
erschweren
ersparen
erstrecken (sich)
ersuchen
erwachsen
erwählen
erwärmen
fälschen
färben
fegen
festlegen
festsetzen
feuern
fiebern
flammen
flechten
flicken
fluchen
formulieren
fortdauern
fortschreiten
fragen (sich)
freien
funkeln
funken
fügen
garantieren
gebühren
gedeihen
gedulden (sich)
gehören (sich)
gereichen
gesellen (sich)
gestalten (sich)
gewahren
gratulieren
grämen (sich)
gruppieren
grünen
handeln (sich)
hangen
hausen
häufen
hehlen
heiligen
heischen
herabsetzen
herankommen

heraufkommen
herbeiführen
hereinkommen
herkommen
herrühren
herumstehen
herunterkommen
hervorgehen
hervorragen
hervorziehen
heulen
hinabsteigen
hinaufsteigen
hinreißen
hinstellen
holen
hungern
hüllen
hüten (sich)
identifizieren
importieren
jammern
kämmen
ketten
klären
kleiden
knüpfen
kommandieren
konstruieren
kritisieren
krönen
kühlen
kündigen
kürzen
langweilen (sich)
lasten
lästern
leeren
lehnen (sich)
leinen
mahlen
marschieren
mildern
mißdeuten
mißfallen
mißglücken
mißhandeln
mitmachen
mitwirken
mordern
nachlassen

nachsehen
nähern (sich)
nähren
niederlegen
niedersetzen
nötigen
nüchtern
operieren
organisieren
pfänden
pflücken
pflügen
photographieren
platzen
predigen
programmieren
rasen
rasieren
rasieren (sich)
rasten
rächen
räumen
realisieren
reservieren
reuen
riskieren
säubern
schalten
schälen
schämen (sich)
schärfen
scherzen
schlucken
schmeißen
schmieden
schnüren
schrauben
schwemmen
sehnen
sehnen (sich)
spaßen
spazieren
speisen
spiegeln
spritzen
stärken
stehenlassen
stillschweigen
täuschen (sich)
tilgen
toben

traben
trauern
treten
tropfen
trotzen
umbringen
umdrehen (sich)
umfallen
umsehen (sich)
unterzeichnen
übernachten
überreichen
überschreiten
verabreden
verabschieden (sich)
verachten
veranlassen
verändern (sich)
verbannen
verbeugen (sich)
verbrechen
verdrängen
verdünnen
verehren
vergönnen
verhehlen
verheiraten (sich)
verhöhnern
verhüllen
verhüten
verirren (sich)
verkennen
verklagen
verknüpfen
verkürzen
verlassen (sich)
verlassen (sich auf)
verlegen
verleiten
verlieben (sich)
verlorengehen
vermählen (sich)
verneinen
verreisen
verringern
verschweigen
verschwenden
versetzen
versinken
versorgen
versöhnen

versprechen (sich)
 verstoßen
 vertauschen
 vertragen (sich)
 vervollständigen
 verwalten
 verweigern
 verwerfen
 verwerten
 verwickeln
 verzeichnen
 vorangehen
 vorbereiten (sich)
 vorgeben
 vorlegen
 vorliegen
 vorschreiben
 waffnen
 wahren
 wandeln
 wanken
 waschen (sich)
 wälzen
 wärmen
 wegfahren
 wegnehmen
 wegwerfen
 weigern
 weihen
 wenden (sich)
 wickeln
 widerstreben
 wiederkommen
 wölben
 wundern (sich)
 wünschen (sich)
 wüten
 zagen
 zaubern
 ziemen
 zieren
 zubringen
 zudecken
 zukommen
 zurückhalten
 zurücklassen
 zurückrufen
 zurückweisen
 zurückziehen
 zusagen
 zusammenarbeiten

zusammenfassen
 zusammentreffen
 zuschauen
 zustoßen
 zutrauen
 zutreffen
 zuwenden
 zuzünden
 zürnen

1 abfinden (sich)
 abfliegen
 abgrenzen
 abhängen (von)
 abhalten
 abhangen
 abkommen
 abkürzen
 abladen
 ablassen
 ableiten
 abmelden (jemanden/sich)
 abraten
 abreißen
 abschlagen
 absenden
 absetzen
 abspringen
 abstäuben
 abstammen
 absteigen
 abstoßen
 abstoßen (sich)
 abwähren
 abwarten
 abwechseln
 abwehren
 abwerfen
 abwinken
 abzeichnen (sich)
 ärgern (sich über etwas)
 ärgern (s. über jemanden)
 akzeptieren
 analysieren
 anbieten (sich)
 anblicken (sich)
 aneignen
 aneignen (sich)
 anfahren
 anführen
 angehen (jemandem etwas)

anheben	aufwenden
anhören (sich)	aufwerfen
ankündigen	aufzeigen
anlächeln	ausarbeiten
anlangen	ausbleiben
anliegen	ausbreiten (sich)
anmelden	ausdenken
anmelden (sich)	ausgleiten
anprobieren	aushelfen
anreden	auskehren
anrühren	ausladen
anschließen (sich)	auslöschen
anschreien	ausmachen (jemanden e.)
anschwärzen	ausmalen
ansehen (sich)	ausnehmen
ansiedeln (sich)	ausnutzen
anstarren	ausprägen
anstecken	ausrechnen
ansteigen	ausrichten
anstimmen	ausschmücken
anstoßen	ausschütten
anstreichen	aussenden
antragen	ausspucken
antreffen	ausstrecken
antreten	aussuchen
antun	aussuchen (sich etwas)
anvertrauen (sich)	austeilen
anzünden (sich das)	austreten
argumentieren	austrinken
aufatmen	ausweichen
aufbäumen (sich)	ausweisen
aufbewahren	auswerten
aufblicken	auswirken (sich)
auffahren	auswischen
auffangen	ausziehen (sich)
auffinden	bahnen
auflösen (sich)	bangen
aufmachen (sich)	bannen
aufreißen	beackern
aufschlagen	beantragen
aufschließen	bebauen
aufschreiben (jemandem/sich e.)	beeinflußen
aufschreien	beerdigen
aufsehen	befäßen (sich)
aufsein	befäßen (sich mit)
aufsperrern	befördern
aufspringen	befolgen
aufstoßen	befragen
aufsuchen	begeistern (sich)
auftragen	begießen
auftreiben	behagen

beharren	daliegen
behaupten (sich)	darbieten
behexen	darstehen
behüten	dasitzen
beibehalten	dastehen
beimessen	davonlaufen
bekämpfen	da-sein
bekanntmachen	definieren
beklagen (sich)	delegieren
beladen	denken (an etwas)
belügen	denken (von jemandem)
benehmen	denken (zu)
benennen	determinieren
benötigen	dezentralisieren
berauben	diktieren
bereichern	doppeln
beruhigen (sich)	drängen (sich)
besagen	dransein
beschäftigen (sich)	dreinschauen
beschimpfen	dröhnen
beschmutzen	drücken (sich)
beschweren (sich)	ducken (sich)
beschwören	dünken (sich)
besehen	durchgehen
besorgen (jemanden/sich etwas)	durchqueren
bestehen (auf etwas)	dursten
bestehen (aus etwas)	dursten (sich nach)
bestreben	duschen (sich)
bestreiten	duzen
betäuben	eignen (sich)
bevölkern	einbetten
bevorzugen	einbeziehen
bewachen	einbüßen
bewähren (sich)	einengen
bewältigen	einfinden (sich)
bewerten	einfließen
bewirten	einfügen
bezaubern	eingießen
bezeugen	eingreifen
biegen (sich)	einheizen
blinzeln	einkehren
boxen	einkommen
brauchen (etwas zu tun)	einlassen (sich)
brauen	einleuchten
brechen (sich)	einreden
brechen (sich etwas)	einrücken
breiten	einschlagen
brodeln	einschlummern
bügen (sich)	einschränken
bürgen	einschreiben
bürsten	einschreiben (sich)

einstecken (etwas)
einstellen (sich)
einwandern
einwerfen
einwickeln
einwilligen
empfehlen (sich)
emporarbeiten (sich)
emporsteigen
entfalten (sich)
entfliehen
entführen
entgegengehen
entgegenkommen
entgegensehen
entgegensetzen
enthalten (sich)
entlangfahren
entlaufen
entnehmen
entsinnen (sich)
entstammen
entwerten
entwickeln (sich)
erarbeiten
erbeben
erbeuten
erbittern
erbleichen
erbrechen
erbringen
ereignen
erforschen
erfrischen
ergötzen (sich)
ergründen
erhitzen (sich)
erhören
erinnern (sich an)
erkälten
erkennen (zu)
erküren
erleiden
erliegen
ermuntern
ernennen
erniedrigen
erreichen (zu)
erschießen
erschließen
erstarren

erstrecken
erteilen
ertönen
ertrinken
erweisen (sich)
essen (sich satt)
exportieren
färben (sich)
fertigen
fertigmachen
festen
festhalten (sich)
festmachen
festsetzen (sich)
finden (sich)
fischen
fixieren
flattern
flüchten
fluten
formalisieren
formen
fortbestehen
fortgehen
fortnehmen
frankieren
freuen (sich auf etwas)
freuen (sich über etwas)
fügen (sich)
führen (zu)
füllen
füllen (sich)
fürchten (sich vor)
fürliebnehmen
fundieren
gebärden (sich)
gebaren (sich)
geben (sich das)
gebühren (sich)
gegenüberstehen
gegenüberstellen
gehen (vonstatten)
geigen
geizen
geraten (in)
getrauen (sich)
gewährleisten
gleichbleiben
gliedern
grasen
grauen

grausen
 grinsen
 häufen (sich)
 hageln
 halten (für)
 halten (sich)
 handeln (es sich um)
 heben (sich)
 heften
 heftigen
 heimkommen
 henken
 herantreten
 heraufsteigen
 herausarbeiten
 herausgeben
 herausholen
 herauslösen
 herausreißen
 herausstellen
 herausstellen (sich)
 herausziehen
 herbeibringen
 herbeiholen
 herbeischaffen
 hereinbrechen
 hereinfallen
 hereinspringen
 hereintragen
 hergeben
 herkommen
 herumdrehen
 herumgehen
 herumlaufen
 herumtreiben
 herunterreißen
 herunterspringen
 heruntertragen
 hervorgehen (aus)
 hervorholen
 hervorkommen
 hetzen
 hexen
 hierbleiben
 hinabfahren
 hinauffahren
 hinausfahren
 hinauslaufen
 hinaußeigen
 hinauswerfen
 hineinfahren

hineingehen
 hineinsteigen
 hinfallen
 hinhalten
 hinlegen
 hinlegen (sich)
 hinreichen
 hinschieben
 hinsetzen
 hinüberfahren
 hinübergehen
 hinübersteigen
 hinuntersteigen
 hinwegeilen
 hinweisen (auf)
 hinziehen (sich)
 hinzukommen
 hinzusetzen
 hinzutreten
 hochheben
 hocken
 höhnen
 hupen
 illustrieren
 ineinandernfügen
 innehalten
 integrieren
 interessieren (sich für)
 interpretieren
 investieren
 irreführen
 irregehen
 irremachen
 irresein
 irrewerden
 isolieren
 jubeln
 kämmen (jemanden/sich)
 kämmen (sich)
 kämpfen (um)
 kapieren
 kaufen (jemandem/sich e.)
 kaufen (sich)
 kaufen (zu)
 klammern (sich)
 klatschen
 kleiden (sich)
 klirren
 knacken
 knirschen
 knurren

können (etwas gebrauchen)	mischen (sich)
können (sich etwas leisten)	mißbrauchen
kommentieren	mißtrauen
kommen (zustatten)	mitarbeiten
komplizieren	mitgehen
komponieren	mitkommen
konkurrieren	möglichen
konstatieren	mühen (sich)
konstituieren	nachbilden
konvergieren	nachblicken
koordinieren	nachholen
krähen	nachrufen
kreisen	nachsinnen
kümmern (sich um)	nähren (sich)
künftigen	nahelegen
küren	naheliegen
kundgeben	neigen (sich)
kundmachen	niederfallen
kundtun	niedergehen
lärmen	niederschreiben
lagern	niedersetzen (sich)
langweilen	niedersinken
lassen (fallen)	notieren
lassen (holen)	objektivieren
lassen (kommen)	öffnen (sich)
lassen (machen)	öffnen (zu)
lassen (sich)	offenstehen
lassen (sich etwas gefallen)	orientieren
lassen (sich gefallen)	peinigen
lassen (scheiden)	pochen
lauern (auf)	prallen
laufen (zu)	qualifizieren
leiden (können)	quatschen
liebhaben	rachen (sich)
liegenlassen	radfahren
lispeln	räuspern (sich)
lösen (sich)	rasieren (jemanden/sich)
losbrechen	rationalisieren
losgehen	rausgehen
losmachen	reagieren
losreißen (sich)	rechten
losrennen	rechthaben
lossein	recken
loswerden	recken (sich)
machen (sich)	reduzieren
machen (sich das)	reflektieren
mauern	regen (sich)
melken	reiben (sich)
mengen	reimen
mieten (jemand sich etwas)	reinkommen
mindern	resultieren

retten (sich)
retten (zu)
richten (sich)
rühren (sich)
rühren (sich zu)
rüsten (sich)
ruinieren
rutschen
säugen
sagen (sich das)
sammeln (sich)
satteln
saubermachen
schädigen
scheiden (lassen sich)
schellen
schicken (sich)
schieben (sich)
schiffen
schirmen
schlachten
schlängeln
schlagen (sich)
schleichen (sich davon)
schleppen (sich)
schließen (sich)
schlingen
schlüpfen
schmachten
schmälern
schminken (sich)
schnaufen
schreiben (zu)
schütteln (sich)
schulen
schwächen
schwärzen
schwätzen
schwellen
schwenken
schwerfallen
schwingen (sich)
sehen (sich)
senken (sich)
sichten
siezen
skizzieren
sorgen (für)
sorgen (sich)
sortieren
spazierenfahren

spenden
spendieren
sperrern (sich)
spiegeln (sich)
sprießen
stählen
standhalten
stauen (sich)
stellen (sich)
steuern
stillegen
stinken
stören (zu)
stolpern
stolzieren
stopfen
stoppen
sträuben (sich)
stranden
strecken (sich)
streicheln
streiten (sich)
stricken
stürzen (sich)
suchen (sich)
summen
tätigen
tagen
tasten
tauen
teilnehmen (an)
totschlagen
trainieren
trampen
transportieren
trauen (sich)
trinken (zu)
trommeln
trüben
trügen
übelnehmen
überblicken
übereinkommen
überfahren
überfließen
übergreifen
überkommen
überlegen (sich)
überreden
übersenden
übersteigen

überweisen
überwerfen
überziehen
übrigbleiben
umblicken (sich)
umdrehen
umgreifen
umherirren
umreißen
umschauen (sich)
umtauschen
umwandeln
umwenden (sich)
umziehen
umziehen (sich)
unterbringen
unterscheiden (sich)
unterstellen
variieren
verabreden (sich)
verabschieden
veranstalten
verantworten
verarbeiten
verbergen (sich)
verbrennen (sich)
verbünden
vereinfachen
verfahren (sich)
verfangen (sich)
verfluchen
verfügen (über)
verführen
vergewißern (sich)
vergießen
vergolden
verheeren
verheimlichen
verheiraten
verhungern
verjähren
verkleiden (sich)
verkleinern
verkünden
verkündigen
verleihen
verleugnen
verlieren (sich)
verlieren (zu)
vermählen
verneigen (sich)

verordnen
verrichten
verschlafen
verschlechtern
verschleiern
verschlingen
verschlucken
verschonen
verschreiben
versehen (sich)
versenken
versöhnen (sich)
verspotten
verständigen
verstecken (sich)
versüßen
vertiefen (sich)
verwahren
verwandeln (sich)
verzagen
verzehren (sich)
verzichten (auf)
verziehen (sich)
verzweifeln
vollführen
vollstrecken
vollziehen (sich)
vorausagen
voraussehen
vorbeikommen
vorbeilaufen
vorbeugen (sich)
vorbringen
vordringen
vorhergehen
vorherrschen
vorkommen (sich)
vorliebnehmen
vormachen
vornehmen (sich das)
vorrücken
vorsehen
vorstoßen
vortreten
vorüberfließen
vorweisen
wägen
währen
währen (sich)
wälzen (sich)
wegkommen

wegmachen
wegschaffen
wehren (sich)
weiterfahren
weitergehen
werden (geboren)
werfen (sich)
werten
widerspiegeln
wiederherstellen
wiederkehren
wiedertun
wiedervereinigen
winden
winden (sich)
wippen
wirtschaften
wischen (sich das)
wittern
wohltun
wollen (zu)
wühlen
wünschen
würdigen
würgen
würzen
wurzeln
zähmen
zechen
zeigen (sich)
zerbeißen
zerren
zerschlagen
ziehen (sich)
zischen
zitieren
zügeln
zufallen
zuflüstern
zufrieren
zulächeln
zunicken
zuordnen
zupfen
zurechtfinden (sich)
zurückbehalten
zurückfahren
zurückführen
zurücklehnen (sich)
zurücknehmen
zurückziehen (sich)

zurufen
zusammenfallen
zusammenkommen
zusammensitzen
zusammenstellen
zusammenstoßen
zusammenwirken
zusammenziehen (sich)
zusammenzucken
zuschieben
zuschließen
zusein
zusetzen
zuvorkommen
zuwenden (sich)
zuwerfen
zuwinken
zwängen

APPENDIX B

COMPOSITE LIST OF 1,303 OBVIOUS AND NOT SO OBVIOUS COGNATES

COMPOSITE LIST OF 1,303 OBVIOUS AND NOT SO OBVIOUS COGNATES

OBVIOUS

- | | |
|-------------|---------------|
| 16 gehen | 11 ankommen |
| sagen | ansehen |
| sehen | antworten |
| | aufstehen |
| 15 bringen | aussehen |
| finden | bieten |
| folgen | bitten |
| helfen | danken |
| liegen | essen |
| schreiben | heben |
| spielen | kosten |
| sprechen | lachen |
| vergessen | lösen |
| | nähern |
| 14 denken | schwimmen |
| fallen | |
| gewinnen | 10 aufgeben |
| haben | baden |
| kommen | bilden |
| können | brennen |
| leben | erlauben |
| machen | fliegen |
| mögen | fühlen |
| müssen | fürchten |
| scheinen | hängen |
| sollen | hoffen |
| stehen | lieben |
| verstehen | merken |
| wollen | öffnen |
| | prüfen |
| 13 beginnen | reichen |
| geben | schmecken |
| halten | singen |
| hören | sparen |
| lassen | zählen |
| legen | |
| schlafen | 9 binden |
| sein | brechen |
| sitzen | greifen |
| tun | interessieren |
| | kochen |
| 12 lernen | küssen |
| rechnen | rennen |
| setzen | riechen |
| studieren | tanzen |
| treten | treiben |
| wünschen | trinken |

- | | |
|---------------|------------------|
| unterbrechen | schwitzen |
| verbessern | senden |
| verbinden | töten |
| wecken | verbieten |
| weinen | verbrennen |
| | warnen |
| 8 aussprechen | wundern |
| beschreiben | zuhören |
| eintreten | |
| genügen | 5 anhalten |
| hassen | aufwachen |
| lehnen | ausfüllen |
| packen | ausgehen |
| regnen | befreien |
| schieben | befürchten |
| sinken | biegen |
| springen | dasein |
| stehlen | eingehen |
| verhindern | fliehen |
| wandern | füttern |
| waschen | heizen |
| | irren |
| 7 ausgeben | laden |
| backen | landen |
| blühen | mitbringen |
| fällen | nachfolgen |
| fördern | planen |
| lächeln | rauschen |
| leiten | rollen |
| ordnen | saugen |
| schießen | senken |
| stammen | streben |
| stechen | telefonieren |
| stecken | träumen |
| übersehen | versichern |
| wenden | wiedersehen |
| | |
| 6 aufmachen | 4 angehen |
| beantworten | aufhalten |
| beißen | bedanken (sich) |
| enden | beenden |
| festhalten | beseitigen |
| grüßen | bewundern |
| heilen | bluten |
| hindern | bohren |
| irren (sich) | charakterisieren |
| lügen | einsehen |
| mischen | erleichtern |
| regeln | ermorden |
| reiben | eröffnen |
| reiten | erstaunen |

falten
 fühlen (sich)
 gleiten
 herauskommen
 hinausgehen
 interessieren (sich)
 kontrollieren
 pflanzen
 pressen
 schimmern
 schneien
 schwören
 setzen (sich)
 starren
 untergehen
 übergehen
 wachen
 zerbrechen
 zurückgeben
 zurückkommen
 zusammensetzen

- 3 aufsetzen
 ausbrechen
 befinden (sich)
 bejahren
 berechnen
 beugen
 demonstrieren
 diskutieren
 donnern
 einbringen
 erkälten (sich)
 erneuern
 erröten
 erwachen
 erwecken
 existieren
 fernsehen
 finanzieren
 fotografieren
 funktionieren
 gebären
 hüpfen
 informieren
 knien
 konzentrieren
 korrigieren
 kreuzen
 legen (sich)
 lehnen

loslassen
 nachgeben
 nachgehen
 nähern
 parken
 plagen
 produzieren
 protestieren
 rauben
 reparieren
 repräsentieren
 rudern
 schaudern
 schämen
 scheuen
 schlummern
 schwingen
 siedeln
 spinnen
 starten
 streiken
 streuen
 strömen
 stürmen
 tanken
 übergeben
 vermissen
 verwunden
 vorgehen
 weggehen
 zerstreuen
 zurückgehen
 zurücktreten

- 2 anhaben
 aufgehen
 aufhängen
 aushalten
 auspacken
 auswandern
 bessern (sich)
 betten
 bilden (sich)
 blenden
 buchen
 differenzieren
 einpacken
 erhitzen
 erneuern
 erwärmen
 fälschen

feuern
fiebern
flammen
formulieren
garantieren
gratulieren
gruppieren
grünen
hängen
hausen
heraufkommen
hereinkommen
herkommen
heulen
hungern
identifizieren
importieren
klären
kommandieren
konstruieren
kritisieren
krönen
kühlen
lehnen (sich)
marschieren
mildern
mißhandeln
morden
niedersetzen
operieren
organisieren
pflücken
photographieren
programmieren
rasieren
rasieren (sich)
rasten
realisieren
reservieren
riskieren
schärfen
tropfen
umsehen (sich)
übernachten
verbannen
verdünnen
verkürzen
versinken
warmen
waschen (sich)
wiederkommen

wundern (sich)

1 absenden
abstrahieren
akzeptieren
analysieren
anstarren
argumentieren
aus helfen
aussehen
aussenden
aussuchen (sich etwas)
bannen
berauben
boxen
brechen (sich)
brechen (sich etwas)
breiten
daliegen
dasitzen
dastehen
da-sein
debattieren
definieren
delegieren
denken (an etwas)
denken (von jemandem)
denken (zu)
determinieren
dezentralisieren
diktieren
doppeln
ducken (sich)
durchgehen
dursten
dursten (sich nach)
einfließen
eingreifen
einkommen
einschreiben
einschreiben (sich)
einwandern
entfliehen
entlaufen
erfrischen
erkälten
erschießen
exportieren
festen
festhalten (sich)
finden (sich)

fischen
fixieren
fluten
formalisieren
formen
fortgehen
füllen
füllen (sich)
geben (sich das)
grasen
grinsen
heimkommen
herausgeben
hereinfallen
hereinspringen
hergeben
hineingehen
hinsetzen
illustrieren
integrieren
interessieren (sich)
interpretieren
investieren
isolieren
kleiden (sich)
kommentieren
komplizieren
komponieren
konstituieren
konvergieren
koordinieren
lassen (fallen)
lassen (kommen)
lassen (machen)
lassen (sich)
losbrechen
losgehen
losrennen
lösen (sich)
machen (sich)
melken
mischen (sich)
mitgehen
mitkommen
notieren
objektivieren
offenstehen
orientieren
öffnen (sich)
öffnen (zu)
peinigen

qualifizieren
rasieren (jemanden/sich)
rationalisieren
reagieren
reduzieren
reflektieren
reiben (sich)
reimen
resultieren
ruinieren
sagen (sich das)
satteln
schreiben (zu)
schulen
schwingen (sich)
sehen (sich)
senken (sich)
skizzieren
sortieren
stinken
stoppen
trainieren
transportieren
trinken (zu)
überkommen
variieren
verbrennen (sich)
verhungern
verstehen (sich)
vorbeikommen
wegkommen
wollen (zu)
zitieren
zusammenfallen
zusammenkommen
zusammensitzen

NOT SO OBVIOUS

16 tragen	richten sorgen spüren stören überlegen vergleichen vorbereiten wirken
15 bekommen kennen warten wissen	
14 werden	
13 erklären erinnern fehlen laufen meinen nennen schaffen suchen verlieren ziehen	8 ausziehen drehen einladen fließen genügen gießen kleben nachdenken nützen passen pflegen rauchen spazierengehen vorkommen
12 bestehen erreichen gelten handeln teilen versuchen	7 aufheben ausmachen begreifen behandeln entdecken fressen gleichen schauen schreien unterhalten vergehen vertreten verzichten vorziehen winken zumachen
11 dauern erhalten erzählen kaufen passieren schlagen sterben wachsen	
10 behalten ernennen erwarten messen verlassen werfen	6 abholen drängen einschlafen einsetzen erfinden ergeben erhöhen erleben
9 anziehen bermerken decken enthalten holen liefern	

ersetzen
fortsetzen
frieren
kennenlernen
klingen
leihen
pfeifen
regieren
schaden
verfolgen
verteilen
verwandeln
wiegen
wischen
zugeben

- 5 abgehen
abhängen
bedenken
befinden
begrüßen
beten
bewahren
dringen
einfallen
erfolgen
ergreifen
erheben
freuen (sich)
gehören
hervorheben
klingeln
leuchten
nutzen
preisen
schreiten
spannen
staunen
streichen
stützen
trocknen
überlassen
übertragen
vereiningen
wehen
zulassen
zusehen

- 4 absehen
abtrocknen
anerkennen

angreifen
anlegen
anschauen
anstrengen
auffallen
auftauchen
auftreten
ausbilden
ausbreiten
aussagen
bedecken
befriedigen
belasten
bellen
betreten
beziehen
blasen
dichten
erinnern (sich)
erweitern
freuen
hauen
horchen
hüten
lauschen
mißverstehen
murmeln
opfern
säumen
sichern
siegen
spalten
strecken
streifen
tauchen
trauen
tun (leid)
tun (weh)
umgehen
überliefern
verbreiten
verdanken
vereinen
vermitteln
versagen
vertragen
vertrauen
vorbehalten
vorübergehen
vorwerfen
wehren

weichen
widersprechen
zugehen
zusammenhängen

3 ablaufen
anbringen
angeben
anmachen
auslösen
beabsichtigen
befestigen
begeben (sich)
begehen
begnügen (sich)
begraben
begründen
beibringen
beistehen
bekennen
belagern
belegen
belohnen
bereiten
besprechen
betreiben
betteln
dulden
duschen
einigen
einleiten
einräumen
einrichten
einziehen
entbehren
entfalten
entfernen (sich)
entgehen
entsetzen
entspringen
entziehen
erfreuen
erheben (sich)
ernten
erquicken
errichten
erwägen
fechten
feststehen
fürchten (sich)
gebieten

gedenken
glücken
glühen
gucken
handhaben
hegen
hemmen
heranziehen
hervorbringen
hervortreten
hingehen
hinsetzen (sich)
hinterlassen
huldigen
kauen
klappen
krümmen
kümmern (sich)
lähmen
locken
lohnern
niederlegen
niederlassen (sich)
offenbaren
porbieren
preisgeben
recken
ringen
rinnen
säen
schelten
schmelzen
schmerzen
schöpfen
schüchtern
schwärmen
segeln
segnen
sprengen
tadeln
turnen
unterlassen
überfallen
übertreiben
überwiegen
verdammern
vereinbaren
verfallen
verfehlen
vergeben
vergrößern

verhalten
verhalten (sich)
verlängern
vermehrten
veröffentlichen
verschieben
verstärken
vertiefen
vertreiben
verweilen
verzollen
vollenden
vorbeigehen
vorhaben
vortragen
walten
weben
widerlegen
widerstehen
wiedergeben
zuschreiben

- 2 abbiegen
abbrechen
abgehen
ablegen
ablösen
abschreiben
abwenden
abwenden (sich)
abziehen
anhören
annähern
ansein
ansetzen
ansprechen
anstrengen (sich)
anziehen (sich)
aufhalten (sich)
auflösen
aufräumen
aufrichten (sich)
auseinandersetzen
ausfallen
auskennen (sich)
aussein
auswirken
bekanntgeben
beleben
beleuchten
berechtigen

bereuen
beschädigen
besetzen
besichtigen
besiegen
bevorstehen
bewilligen
bewirken
blenden
bücken (sich)
dampfen
darlegen
drehen (sich)
durchsehen
dünken
eignen
einholen
eintragen
einwirken
entfallen
entlasten
entsagen
erbitten
erfreuen (sich)
erfrieren
erlösen
ernähren
ersparen
erstrecken (sich)
ersuchen
erwachsen
festlegen
festsetzen
flechten
fortdauern
fortschreiten
freien
gedeihen
gedulden (sich)
gewahren
handeln (sich)
häufen
heiligen
heischen
herabsetzen
herankommen
herfordern
herumstehen
herunterkommen
hervorziehen
hüten (sich)

kämmen
ketten
kleiden
kündigen
kürzen
lasten
leinen
mahlen
mißglücken
mitwirken
nachlassen
nachsehen
nähren
niederlegen
nötigen
pfänden
pflügen
predigen
rächen
räumen
reuen
schälen
schämen (sich)
schmeißen
schmieden
schrauben
schwemmen
spritzen
stärken
stehenlassen
umdrehen (sich)
umfallen
überreichen
überschreiten
verbeugen (sich)
verbrechen
verdrängen
verirren (sich)
verkennen
verlassen (sich auf)
verlassen (sich)
verlegen
verleiten
verlieben (sich)
verlorengehen
versetzen
vertragen (sich)
verwalten
verwerfen
vorangehen
vorbereiten (sich)

vorgeben
vorlegen
vorliegen
vorschreiben
wahren
wandeln
warmen
wälzen
wegwerfen
wenden (sich)
widerstreben
wünschen
ziemen
zubringen
zudecken
zukommen
zurückhalten
zurücklassen
zurückziehen
zusagen
zuschauen
zutrauen
zuwenden

1 abfliegen
abhalten
abhängen
abkommen
abkürzen
abladen
ablassen
ableiten
abschlagen
absetzen
abspringen
abstammen
abwarten
abwähren
abwehren
abwerfen
aneignen
aneignen (sich)
anheben
anhören (sich)
ankündigen
anlächeln
anliegen
anschreien
ansehen (sich)
ansiedeln (sich)
anstecken

antreten
antun
anvertrauen (sich)
aufbewahren
auffinden
auflösen (sich)
aufschlagen
aufschreiben (j./sich e.)
aufschreien
aufsein
aufspringen
aufsuchen
auftragen
auftreiben
aufwerten
ausarbeiten
ausbreiten (sich)
ausdenken
ausladen
ausrechnen
ausrichten
ausstrecken
aussuchen
austeilen
austreten
austrinken
auswerten
auswirken (sich)
auswischen
ausziehen (sich)
beackern
beeinflussen
befolgen
befördern
begießen
behexen
behüten
beibehalten
bekanntmachen
beladen
belügen
benennen
benötigen
bereichern
besagen
beschmutzen
beschwören
besehen
bestreben
betäuben
bevölkern

bewachen
bewerten
biegen (sich)
blinzeln
brauen
bügen (sich)
bürsten
darstehen
davonlaufen
drängen (sich)
dreinschauen
durchqueren
duschen (sich)
duzen
dünken (sich)
einbetten
einfließen
eingießen
eingreifen
einheizen
einlassen (sich)
einschlagen
einschlummern
einstecken (etwas)
einwerfen
einwilligen
entfalten (sich)
entfliehen
entgegengehen
entgegenkommen
entgegensetzen
enthalten (sich)
entlaufen
entstammen
erarbeiten
erbeuten
erbittern
erbrechen
erbringen
erhitzen (sich)
erhören
erinnern (sich an)
erkennen (zu)
ernennen
erniedrigen
erreichen (zu)
erstrecken
erteilen
ertrinken
essen (sich satt)
festmachen

festsetzen (sich)
 flattern
 flüchten
 frankieren
 freuen (sich auf etwas)
 freuen (sich über etwas)
 fundieren
 fürchten (sich vor)
 gegenüberstehen
 gehen (von statten)
 getrauen (sich)
 hageln
 halten (sich)
 hanken
 heben (sich)
 herantreten
 herausholen
 herauslösen
 herausziehen
 herbeibringen
 herbeiholen
 hereinbrechen
 hereintragen
 herkommen
 herumdrehen
 herumgehen
 herumlaufen
 herumtreiben
 herunterspringen
 heruntertragen
 hervorgehen (aus)
 hervorholen
 hervorkommen
 hexen
 hinauslaufen
 hinauswerfen
 hinfallen
 hinhalten
 hinlegen
 hinlegen (sich)
 hinreichen
 hinschieben
 hinübergehen
 hinziehen (sich)
 hinzukommen
 hinzusetzen
 hinzutreten
 hochheben
 innehalten
 irregehen
 irresein

irrewerden
 jubeln
 kapieren
 kaufen (jemandem/sich e.)
 kaufen (sich)
 kaufen (zu)
 kämmen (jemanden/sich)
 kämmen (sich)
 klammern (sich)
 knacken
 kommen (zustatten)
 konstatieren
 können (etwas gebrauchen)
 können (sich e. leisten)
 krähen
 kundgeben
 kundmachen
 kümmern
 kümmern (sich um)
 lagern
 langweilen
 lassen (holen)
 lassen (sich e. gefallen)
 lassen (sich gefallen)
 lassen (sich scheiden)
 lauern (auf)
 laufen (zu)
 liebhaben
 liegenlassen
 lispeln
 losmachen
 loswerden
 mauern
 mengen
 mischen (sich)
 mißtrauen
 nachholen
 nahelegen
 naheliegen
 nähren (sich)
 niederfallen
 niedergehen
 niederschreiben
 niedersetzen (sich)
 niedersinken
 peinigen
 rachen (sich)
 rechten
 rechthaben
 recken
 recken (sich)

reinkommen
richten (sich)
saubermachen
säugen
schädigen
schieben (sich)
schiffen
schlachten
schlagen
schlüpfen
schmälern
schwächen
schwellen
schwenken
senken (sich)
sichten
sorgen (für)
sorgen (sich)
spenden
spendieren
sprießen
standhalten
stählen
steuern
stillegen
stopfen
stören (zu)
stranden
strecken (sich)
streicheln
suchen (sich)
summen
tagen
tauen
tätigen
totschlagen
trampen
trauen (sich)
trommeln
trügen
umdrehen
umgreifen
umherirren
umschauen (sich)
umwandeln
umwenden (sich)
unterbringen
übereinkommen
überfließen
überlegen (sich)
übersenden

überwerfen
überziehen
verantworten
verbünden
vergewissern (sich)
vergießen
vergolden
verjähren
verkleiden (sich)
verkünden
verkündigen
verleihen
verlieren (sich)
verlieren (zu)
verordnen
versäen
verschlafen
verschreiben
versenken
verständigen
vertiefen (sich)
verwahren
verwandeln (sich)
verzichten (auf)
verziehen (sich)
voraussagen
voraussehen
vorbeilaufen
vorbeugen (sich)
vorbringen
vordringen
vorhergehen
vorkommen (sich)
vortreten
vorüberfließen
wägen
währen
währen (sich)
wälzen (sich)
wehren (sich)
weitergehen
werden (geboren)
werfen (sich)
werten
wiedertun
wiedervereiningen
winden
winden (sich)
wippen
wischen (sich das)
wohltun

wollen (zu)
wünschen
würdigen
zähmen
zerbeißen
zerren
zerschlagen
ziehen (sich)
zufallen
zufrieren
zulächeln
zuordnen
zurechtfinden (sich)
zurückbehalten
zurücklehnen (sich)
zurückziehen (sich)
zusammenstoßen
zusammenwirken
zusammenziehen (sich)
zuschlagen
zuschieben
zusein
zusetzen
zuvorkommen
zuwenden (sich)
zuwerfen
zuwinken
zügeln

APPENDIX C

VERBAL PREFIXES IN THE COMPOSITE LIST

VERBAL PREFIXES IN THE COMPOSITE LIST

SEPARABLE PREFIXES

The following prefixes are used separably in the composite list.

ab acht auf aus auseinander bekannt dar da davon dran drein
ein entgegen entlang fallen fern fertig fest fort fürlieb
gegenüber gleich heim herab heran herauf heraus herbei
herein her herum herunter hervor hier hinab hinauf hinaus
hinein hin hinunter hinweg hinzu hinüber hoch ineinander
inne irre kennen kund lieb liegen los mit nach nahe nieder
preis raus rein sauber schwer spazieren stand statt stehen
still teil tot umher übel überein übrig verloren voll voran
voraus vor vorbei vorher vorlieb vorüber wahr weg weiter
wider wohl zu zurecht zurück zusammen zuvor

INSEPARABLE PREFIXES

These following prefixes are used inseparably in the composite list.

be emp ent er ge hand miß ver zer

SEPARABLE AND INSEPARABLE PREFIXES

The following prefixes can be used separably or inseparably in the composite list (*Duden 1*: 42-43).

an durch gewähr hinter rad recht um unter über wieder

APPENDIX D

FIGURES D1-D5

FIGURES D1-D5

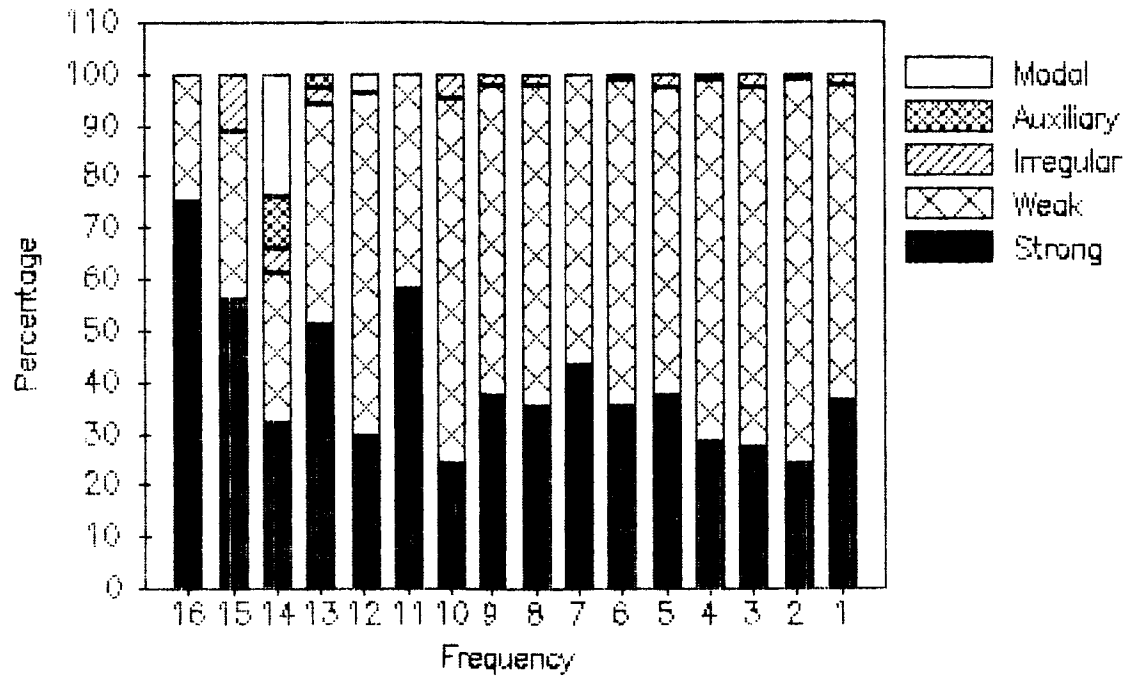


FIGURE D1. FREQUENCY LEVELS OF THE DIFFERENT VERB CLASSES.

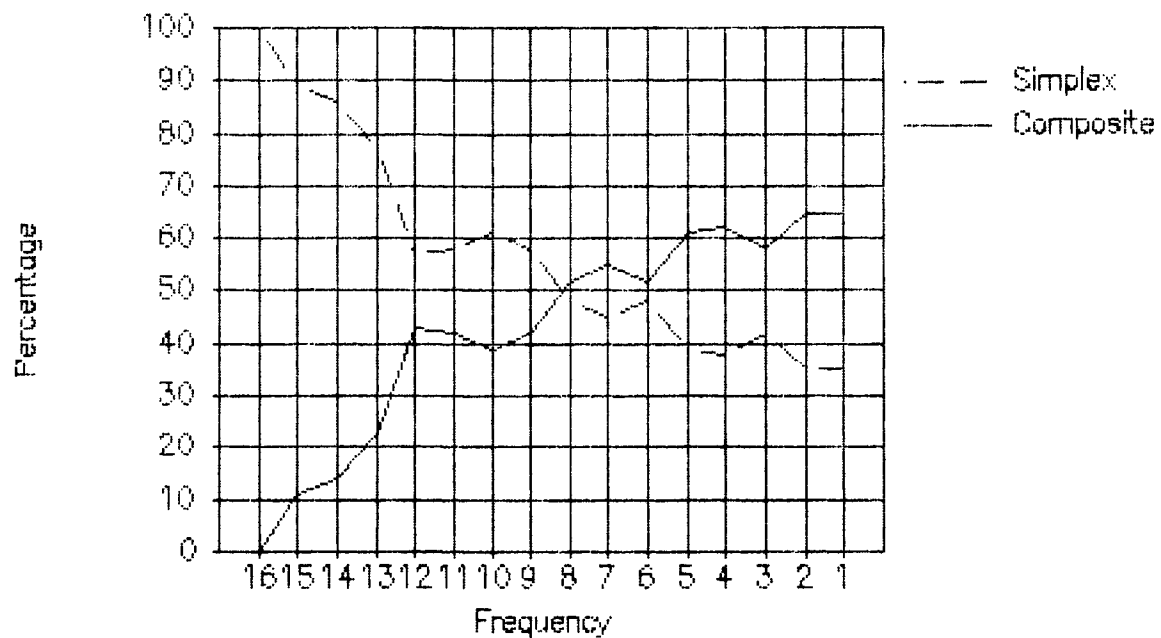


FIGURE D2. FREQUENCY LEVELS OF THE SIMPLE AND COMPOUND FORMS.

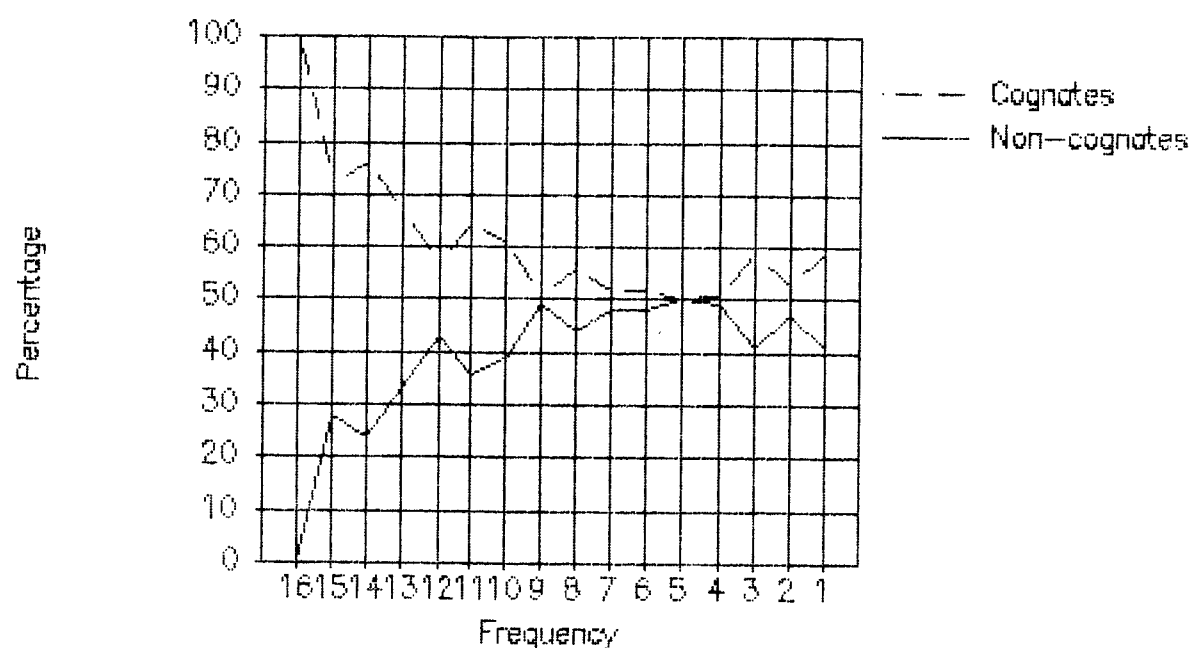


FIGURE D3. FREQUENCY LEVELS OF COGNATE VERBS.

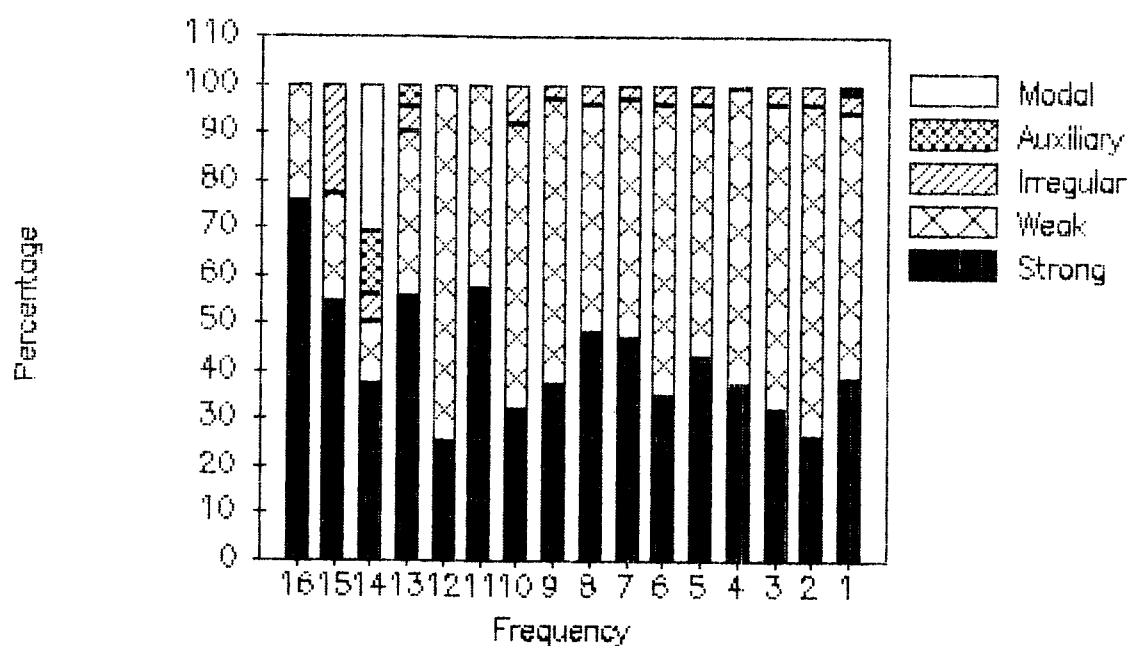


FIGURE D4. FREQUENCY LEVELS OF COGNATE VERBS ACCORDING TO VERB CLASS.

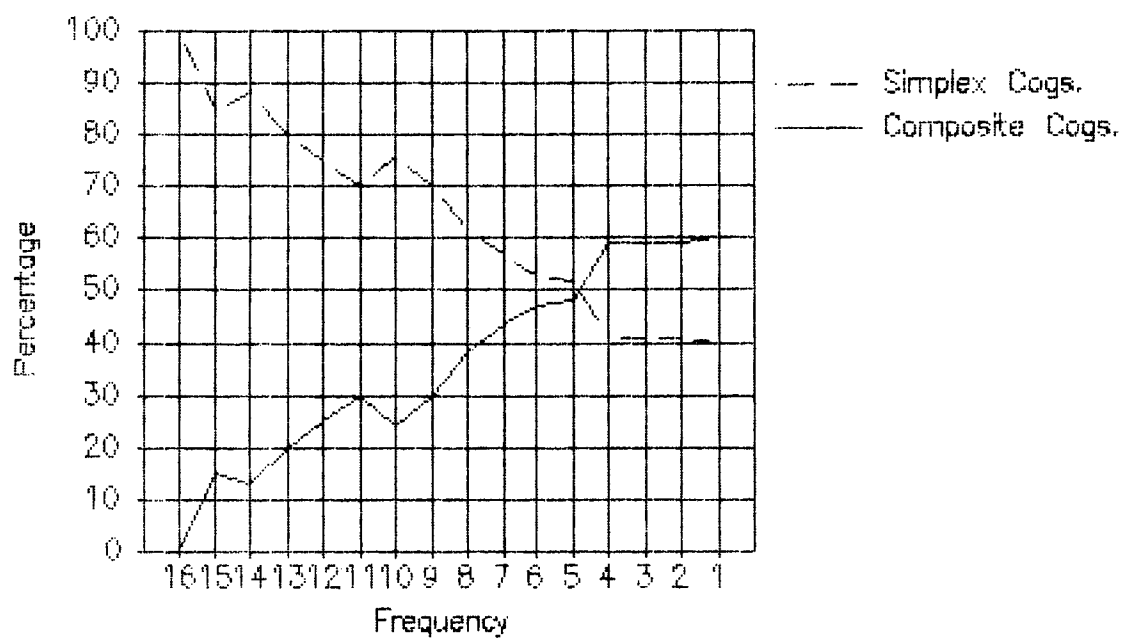


FIGURE D5. FREQUENCY LEVELS OF SIMPLE AND COMPOUND COGNATES.

APPENDIX E

A 590-WORD BEGINNING GERMAN VERB VOCABULARY

A 590-WORD BEGINNING GERMAN VERB VOCABULARY

Included are (6) modal, (3) auxiliary, (9) irregular weak, (324) weak, (170) strong, and (78) weak verbs ending in *-ieren*. These verbs are listed alphabetically according to their frequency of occurrence in this study. This list is intended for high school and university students in beginning level German courses.

512 VERBS FROM FREQUENCY 16 TO 6

16	gehen sagen sehen tragen	erklären fahren fehlen führen geben geschehen halten hören lassen laufen legen lesen meinen nennen schaffen schlafen schließen sein sitzen suchen treffen tun verkaufen verlangen verlieren wählen ziehen
15	bekommen bleiben brauchen bringen finden folgen fragen glauben heißen helfen kennen liegen schreiben spielen sprechen vergessen warten wissen	
14	arbeiten denken fallen gehören gewinnen haben kommen können leben machen mögen müssen nehmen scheinen sollen stehen stellen verstehen werden wollen zeigen	
13	bauen beginnen erinnern	12 bedeuten behaupten bestehen bezahlen dürfen entscheiden erfahren erreichen gelten handeln lernen rechnen reden setzen stattfinden studieren teilen treten versuchen wohnen wünschen

11 anfangen
ankommen
ansehen
antworten
aufstehen
aussehen
ändern
berichten
besitzen
bieten
bitten
danken
dauern
dienen
entstehen
erhalten
erscheinen
erzählen
essen
gefallen
gelingen
heben
kaufen
kosten
lachen
lösen
passieren
rufen
schicken
schlagen
schwimmen
steigen
sterben
vorstellen
wachsen
zahlen

10 aufgeben
baden
behalten
beobachten
beschäftigen
bestellen
bestimmen
bewegen
bilden
brennen
entwickeln
erkennen
erlauben
erwarten

fliegen
fühlen
fürchten
hängen
hoffen
leisten
lieben
merken
messen
mitteilen
öffnen
prüfen
reichen
reisen
retten
schmecken
schneiden
singen
sparen
stoßen
überraschen
überzeugen
verlassen
wechseln
werfen
wiederholen
zählen

9 anbieten
annehmen
anziehen
aufhören
begegnen
begleiten
bemerken
bestätigen
betrachten
beweisen
binden
brechen
decken
empfangen
enthalten
fassen
feiern
fordern
greifen
heiraten
herstellen
holen
interessieren

klopfen
kochen
küssen
leiden
liefern
malen
rennen
richten
riechen
sammeln
schenken
sorgen
spüren
stimmen
stören
tanzen
treiben
trennen
trinken
unterbrechen
überlegen
übernehmen
verbessern
verbinden
verdienen
vergleichen
vermeiden
vermuten
versprechen
vorbereiten
vorschlagen
wecken
weinen
wirken
zeichnen
zwingen

- 8 ablehnen
achten
aussprechen
ausziehen
berühren
beschließen
beschreiben
besuchen
darstellen
drehen
drucken
einladen
eintreten
entschuldigen

entsprechen
erfüllen
feststellen
fließen
gebrauchen
genügen
gießen
hassen
herrschen
kleben
lehnen
nachdenken
nützen
packen
passen
pflegen
raten
rauchen
regnen
ruhen
schieben
sinken
spaziergehen
springen
stehlen
stürzen
unterscheiden
unterstützen
untersuchen
üben
übersetzen
verhindern
verletzen
verwenden
vorkommen
wandern
waschen
zerstören

- 7 abnehmen
anrufen
atmen
aufheben
aufnehmen
ausführen
ausgeben
ausmachen
backen
bedienen
begreifen
behandeln

benutzen
betragen
bezeichnen
blühen
drohen
drücken
empfehlen
empfinden
entdecken
erwähnen
erziehen
fällen
fördern
fressen
genießen
gewähren
gleichen
jagen
kämpfen
lächeln
leiten
melden
ordnen
schauen
schießen
schreien
schützen
stammen
stechen
stecken
unterhalten
unternehmen
übersehen
vergehen
vermögen
vertreten
verwirklichen
verzichten
vorziehen
wagen
wenden
winken
zittern
zumachen
zunehmen
zurückkehren

6 abholen
abschließen
aufpassen
aufstellen

aufwachen
beantworten
befehlen
beißen
beitragen
bemühen
berücksichtigen
betreffen
blicken
deuten
drängen
durchsetzen
einführen
einschlafen
einsetzen
einstellen
enden
entlassen
entschließen (sich)
erfinden
ergeben
erhöhen
erleben
erledigen
erschrecken
ersetzen
erwerben
erzeugen
fangen
festhalten
fortsetzen
frieren
geraten
gewöhnen
glänzen
grüßen
heilen
hindern
irren (sich)
kennenlernen
klingen
kriechen
kriegen
läuten
leihen
lohnen (sich)
lügen
mischen
nähen
neigen
pfeifen

putzen
regeln
regieren
reiben
reißen
reiten
rühren
schaden
schätzen
schildern
schütteln
schweigen
schwitzen
senden
steigern
streiten
teilnehmen
töten
umgeben
unterschreiben
verändern
verbieten
verbrennen
verderben
verfolgen
verhaften
verschwinden
verteidigen
verteilen
verursachen
verwandeln
wahrnehmen
warnen
wiegen
wischen
wundern
zugeben
zuhören
zweifeln

78 WEAK -IEREN VERBS FROM FREQUENCY 5 TO 1

5 telefonieren	formalisieren
	frankieren
4 charakterisieren	fundieren
kontrollieren	illustrieren
	integrieren
3 demonstrieren	interpretieren
diskutieren	investieren
existieren	isolieren
finanzieren	kapieren
fotografieren	kommentieren
funktionieren	komplizieren
informieren	komponieren
konzentrieren	konstatieren
korrigieren	konstituieren
probieren	konvergieren
produzieren	koordinieren
protestieren	notieren
reparieren	objektivieren
repräsentieren	orientieren
	qualifizieren
2 differenzieren	rationalisieren
formulieren	reagieren
garantieren	reduzieren
gratulieren	reflektieren
identifizieren	resultieren
importieren	ruinieren
kommandieren	skizzieren
konstruieren	sortieren
kritisieren	spendieren
marschieren	trainieren
operieren	transportieren
organisieren	variieren
programmieren	zitieren
rasieren	
realisieren	
riskieren	
servieren	
1 abstrahieren	
akzeptieren	
analysieren	
argumentieren	
definieren	
delegieren	
determinieren	
dezentralisieren	
diktieren	
exportieren	
fixieren	

VITA

John David Baxter, III was born on February 13, 1965, in Knoxville, Tennessee to John and Delores Baxter. He attended Farragut Elementary School from first through third grades. Thereafter, John attended Temple Baptist Academy in Powell, Tennessee where he graduated as Salutatorian in June 1983. The following September he entered The University of Tennessee, Knoxville (UTK) where he majored in German and Spanish. During his junior year, John attended the *Rheinische Friedrich-Wilhelms-Universität Bonn* in West Germany. While abroad, he also had the opportunity to attend the *Colegio de España* in Salamanca, Spain. He received a Bachelor of Arts in German and Spanish and graduated with High Honors from UTK. In the fall of 1987, John accepted a teaching assistantship from the German Department at UTK and began study toward a Master's degree in German. He was awarded this degree in August 1990.

John has been a member of Phi Kappa Phi, Phi Eta Sigma, Gamma Beta Phi, Delta Phi Alpha, the AATG, the AATSP, and the NEA. John also passed the *Goethe-Institut's Zertifikat Deutsch als Fremdsprache* and the *Zentrale Mittelstufenprüfung* while an undergraduate.

After graduation, John plans to complete his teacher certification in foreign language education and then to pursue a Ph.D. in German.