

**Deutsch 301 • Herbstsemester 2012**  
**Sitzung Nr. 15 • 13.11. Di • Tagesordnung**

√ = anwesend (nicht);  
 e = entschuldigt;  
 s = spät

	√Fischer	Brown	Farjami	Hirschy	Ketten	McCoy
	Pargett	Powell	Rethmeier	Sandoval	Stephens	Taylor

Vorige Sitzung: Vokabeln

knapp/schlag X Uhr - X o'clock exactly, on the nose	wesentlich - essentially, major	essen wie der Herrgott in Frankreich - eat high on the hog
annehmen - accept (positively), assume	hinnehmen - accept (negatively - tolerate)	Zeichensprache - sign language
Blindenschrift - braille	Gericht- dish (serving of food)	Ich bin erkältet - I have a cold
bis auf Heller und Pfennig - down to the last cent/penny		

Unterlagen u. Grafiken [Zahlen in () beziehen sich auf meine Datenbanksammlung]

Kursbeschreibung; Fischer-Richardson, German Reference Grammar: introduction; topics;  
 main text

Ratgeber Kinderkrankheiten (Stern)

European Language Passport template (in English) • Link zur EU-Sprachenpaß-Site

Schlüsselwort/begriff des Tages / der Woche

**Ausbildung u. Fachkenntnisse**

lernen - learn, study (work at studying)	unterrichten - instruct, teach	zeigen- show
beibringen - teach (a skill that involves physical learning or no thinking)	Ahnung - idea (inkling)	machen - make, do
lehren - teach, give instruction; jemanden + verb + lehren = teach someone to verb	belehren - to give a lesson to (also in wisdom, life, etc.)	jemanden eines besseren belehren - to teach someone thing (by school of hard knocks, mistakes, etc.)
tun - do (important things); behave (act)	produzieren - produce	herstellen - manufacture
zuerst - first, initially	zunächst - next (step)	zuletzt - lastly
anfangen - begin	weiter+verb - keep verb-ing	aufhören - stop
indem man+ verb - by verb-ing (similar with bevor / nachdem - before verb-ing, after verb-ing)	aufpassen - watch out	prüfen - check, examine
achten auf X- pay attention to X	vorsichtig sein, dass - be careful that	nicht vergessen + zu + verb - remember to + verb

## Schwerpunkte (Zeichenerklärung)

- SmallTalk: Familie (Eltern, Partnerschaften, Kinder) - Was für eine Rolle spielt das in unseren Zukunftsplänen, und in welcher Bedeutung? Nächste Themen: Glück (bei der Arbeit, im Leben); Erfolg und Anerkennung im Beruf; Politik, Ethik, Werte, sogar Religion und Glauben
- Übung: Wir beschreiben Freunde (äußerliche Tatsachen, aber auch das Subjektive: Wieso ist das eine Freundschaft?)
- Hauptthema der Woche: Unsere Kenntnisse u. Fähigkeiten - Welche Kenntnisse fehlen uns noch? Was finden wir schwer zu lernen?
- Lernhilfe (Fortsetzung von der 13. Sitzung): Musterbriefe finden und anwenden (ändern, usw.); Beispiel: Was soll ein Liebesbrief enthalten und erreichen? Suchbegriffe: "Musterbrief", "Bewerbung". Hier einige Quellen: Musterbewerbungen - Ratschläge; jobscout24.ch; Hier weitere Quellen für Stellenbewerbungen usw.: Bewerbung-Forum.de (Beispiel: Bewerbung als Fremdsprache-Sekretärin); Restaurantfachmann / - fachfrau
- EU-Sprachkompetenzen, als Vorbereitung auf die nächste schriftliche Aufgabe: Beschreibung und Bewertung Ihrer Deutschkenntnisse (mit englischen Vorlagen). Link zur EU-Sprachenpaß-Site
- Weiter über SpeakEasy: was die Firma augenblicklich macht
- Hörverständnisübung (Vorbereitung auf die nächste Hörverständnisaufgabe [g00079]: ein fehlerhaftes, sogar gefährliches Produkt (g00081: Tondatei; Text)
- Debriefing: How this course relates to GER 315/415: grades, participation in SpeakEasy, shared resources
- Wrap up: assignments for the week and preparation for next meeting - see below

## Aufgabe(n)

- Listening assignment (due Tuesday, 27 November): Listening to this news item (g00079) about a person who pursues an occupation that is illegal; he is a counterfeiter. Transcribe IN GERMAN and translate into ENGLISH the second sentence of the report; it begins "Festgenommen..." and ends "...hatte" and contains about 18 words. Then, in ENGLISH, tell how the counterfeiter tried to pass his funny-phony money into circulation.
- Writing assignment (due Tuesday, 27 November): Write a one-page letter (250 words, printed) in which you apply for a job, either with SpeakEasy or with a business or other enterprise (non-profit, NGO, etc.) that might suit your education and career interests. In your letter make use of the resources that we have been developing all through the quarter: texts created by students writing bio-info about themselves, résumés, and today's "Musterbriefe" items. Your letter should tell why you want the job (short-, long-term reasons), why you are so well-suited for it, and why certain skill(s) make you particularly qualified for it.

## Vorbereitung auf die nächste(n) Stunde(n)

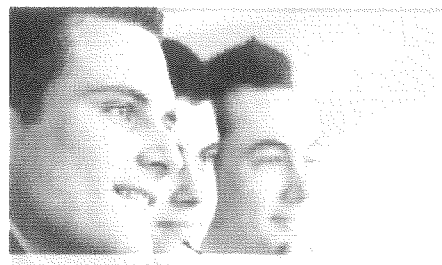
- Begin searching, using (quoted) "ich über mich" and smart keywords, for a person in the German-speaking world who shares your educational, career, and even personal interests. This is preparation for assignments where you will ~~translate that person's résumé and use its vocabulary to enrich your own résumé in German.~~ *to apply for a job*
- Can you find a German-language version of a how-to manual that teaches about the special skills area you have chosen for your individual project this quarter? It could be general or just for a specific skill within that area. Examples: "Getting Familiar with MS Word"; "Creating formulas in Excel".
- research about a company in the German-speaking world (or a Schülerfirma)

## Vorschau auf die nächste(n) Aufgabe(n) und Sitzung(en)

- **Wir entwickeln, zeigen und belegen eine Fachkenntnis**
- Hörverständnisübung: Wie ein Verbrecher seine Arbeit tut

# BEWERBUNGSTIPPS

- Startseite
- Artikelübersicht
- Forum
- Anschreiben
- Lebenslauf
- Bewerbungsfoto
- Arbeitszeugnis
- Einstellungstest
- Vorstellungsgespräch
- Weiterbildung
- Musterbewerbungen
- Bewerbungslexikon
- Ausbildungsberufe
- Stellenangebote
- Links
- Impressum



## Musterbewerbung Ausbildung Restaurantfachfrau

Sehr geehrter Herr Müller,

vielen Dank für das informative und freundliche Telefongespräch mit Ihnen am 20.09.2005. Es hat meinen Wunsch und meine Motivation noch bestärkt, eine Ausbildung zur Restaurantfachfrau zu beginnen. An diesem Ausbildungsberuf reizen mich das vielfältige Anforderungsprofil und der direkte Kontakt mit den Gästen. Da Ihr Restaurant für Freundlichkeit und Service auf höchstem Niveau bekannt ist, bewerbe ich mich bei Ihnen.

[Google-Anzeigen](#) 

- [Bewerbung](#)
- [Muster Fuer Bewerbung](#)
- [Bewerbung Und Lebenslauf](#)

Mein Interesse an einer Ausbildung im Bereich Hotellerie und Gastronomie ist schon immer sehr groß gewesen, deshalb habe ich mich über das Aufgabenspektrum bei angehenden Restaurantfachfrauen informiert. Außerdem sammelte ich während eines Praktikums im Hotel "Zur Post" in Berlin erste Erfahrungen in diesem Bereich und seit sechs Monaten arbeite ich zweimal wöchentlich als Aushilfe im Restaurant "Sonne" in Berlin. Bei beiden Tätigkeiten habe ich festgestellt, dass mir die Arbeit an der Theke, in der Küche, im Restaurant und der Umgang mit den Gästen trotz körperlicher Anstrengungen sehr viel Spaß bereiten. Deshalb möchte ich mich in diese Richtung weiterentwickeln und Theorie sowie Praxis in einer Ausbildung miteinander verbinden.

Im Juni 2006 werde ich meine Schullaufbahn mit dem Abitur beenden. In meinen beiden Leistungskursen Deutsch und Englisch habe ich gute Noten vorzuweisen, so dass Sie eine Auszubildende erwarten können, die fehlerfrei mit den Gästen kommunizieren kann - auch in englischer Sprache. Zudem besitze ich Grundkenntnisse in Französisch.

FÜR IHRE  
ERFOLGREICHE  
ZUKUNFT!

INFORMATION

Wird Ihnen ein Newsletter  
geschickt, wenn Sie sich  
für den Newsletter  
abonnieren.

Für eine Ausbildung zur Restaurantfachfrau bringe ich neben den oben genannten ersten Erfahrungen in der Branche Aufgeschlossenheit und den Willen, viel Interessantes und Neues zu lernen, mit Freundlichkeit, hohe Einsatzbereitschaft und Teamgeist sind für mich selbstverständlich. Da eine Ausbildung zur Restaurantfachfrau auch eine sehr gute Basis für eine spätere berufliche Weiterbildung ist, können Sie einen motivierten jungen Menschen erwarten.

Ich bin der Meinung, dass ich aufgrund meiner Fähigkeiten und meinen Erfahrungen im Umgang mit Menschen - Vorgesetzten und Mitarbeitern - Ihrem Anforderungsprofil entspreche. Die Tätigkeit in einem Restaurant ist für mich eines der vielfältigsten, abwechslungsreichsten und spannendsten Aufgabenfelder. Deshalb freue ich mich sehr über eine Einladung von Ihnen zu einem persönlichen Gespräch.

Mit freundlichen Grüßen

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**1111**

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# Europass Language Passport

Part of the European Language Portfolio developed by the Council of Europe



SURNAME(s) First name(s)	<input style="width: 100%;" type="text"/>			
Date of birth (*)	<input style="width: 100%;" type="text"/>			
Mother tongue(s)	<input style="width: 100%;" type="text"/>			
Other language(s)	<input style="width: 100%;" type="text"/>			
LANGUAGE	<input style="width: 100%; height: 20px;" type="text"/>			
Self-assessment of language skills (**) European level (***)	<b>UNDERSTANDING</b>	<b>SPEAKING</b>		<b>WRITING</b>
	Listening	Reading	Spoken interaction	Spoken production
	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>
Diploma(s) or certificate(s) (*)	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>
	<i>Title of diploma(s) or certificate(s)</i>	<i>Awarding body</i>	<i>Date</i>	<i>European Level (***)</i>
Linguistic experience(s) (*)	<input style="width: 100%; height: 20px;" type="text"/>		<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>
	<i>Description</i>		<i>From</i>	<i>To</i>
LANGUAGE	<input style="width: 100%; height: 20px;" type="text"/>			
Self-assessment of language skills (**) European level (***)	<b>UNDERSTANDING</b>	<b>SPEAKING</b>		<b>WRITING</b>
	Listening	Reading	Spoken interaction	Spoken production
	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>
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Linguistic experience(s) (*)	<input style="width: 100%; height: 20px;" type="text"/>		<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>
	<i>Description</i>		<i>From</i>	<i>To</i>
LANGUAGE	<input style="width: 100%; height: 20px;" type="text"/>			
Self-assessment of language skills (**) European level (***)	<b>UNDERSTANDING</b>	<b>SPEAKING</b>		<b>WRITING</b>
	Listening	Reading	Spoken interaction	Spoken production
	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>
Diploma(s) or certificate(s) (*)	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>
	<i>Title of diploma(s) or certificate(s)</i>	<i>Awarding body</i>	<i>Date</i>	<i>European Level (***)</i>
Linguistic experience(s) (*)	<input style="width: 100%; height: 20px;" type="text"/>		<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>
	<i>Description</i>		<i>From</i>	<i>To</i>

(\*) Headings marked with an asterisk are optional (\*\*) See Self-assessment grid on reverse.  
 (\*\*\*) Common European Framework of Reference (CEF) level if specified on the original certificate or diploma.

**Explanatory note**  
 The Europass Language Passport is part of the European Language Portfolio developed by the Council of Europe. It uses the 6 European levels of the Common European Framework of Reference for Languages (CEF) to record the level of language proficiency achieved in a standardised format  
 More info on the Europass Language Passport: <http://europass.cedefop.eu.int> - More info on the European Language Portfolio: [www.coe.int/portfolio](http://www.coe.int/portfolio)

EUROPEAN LEVELS – SELF-ASSESSMENT GRID

	A1	A2	B1	B2	C1	C2
<b>U N D E R S T A N D I N G</b>	Listening	Reading	Spoken Interaction	Spoken Production	Writing	
	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can use simple phrases and sentences to describe where I live and people I know.	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.
	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.
	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can read with ease virtually all of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary texts.
	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and good familiarity with idiomatic expressions and colloquialisms. I express myself fluently and can use finer shades of meaning precisely if I do have a problem. I can back and restructure around the difficulty smoothly that other people are not aware of it.
<b>S P E E K I N G</b>						
	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and good familiarity with idiomatic expressions and colloquialisms. I express myself fluently and can use finer shades of meaning precisely if I do have a problem. I can back and restructure around the difficulty smoothly that other people are not aware of it.
<b>W R I T I N G</b>						
	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and good familiarity with idiomatic expressions and colloquialisms. I express myself fluently and can use finer shades of meaning precisely if I do have a problem. I can back and restructure around the difficulty smoothly that other people are not aware of it.