

**Deutsch 301 • Herbstsemester 2014  
Sitzung Nr. 08 • 23.10. • Tagesordnung • assignments & deadlines**

Vorige Sitzung: Vokabeln (werden in der nächsten Sitzung geübt)

vermissen - miss (a person), to be missing (soldier, etc.)	versäumen - miss (appointment, etc.)	verpassen - miss (opportunity, etc.)
hiesig - local (related to "hier")	dauern - last, endure	scheiden -- divorce
Verlobung - engagement (marital)	Trauung - wedding (ceremony)	Ehe - marriate (relationship)
Hochzeit - wedding (entire event)	befreundet mit - be friends with	relative(ly) - verhältnismäßig
Verhältnis, Beziehung - relationship	Verwandt - relative (kin)	gering - small, tiny, bare(ly)
sich vertragen - get along with	irgendwo - somewhere	regelmäßig - regular(ly)
Menge - quantity, batch	Firma - company / business	Gesellschaft - company (large), society
Geschäft / Handlung / Laden - store	<i>elope - durchbrennen</i>	

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

**Kursbeschreibung**

**Fischer-Richardson, German Reference Grammar and Bildwörterbuch**

**Nees, Greg. "Germany: Unraveling and Enigma" (Amazon site and preview of chapter 1)**

**Schlüsselwort/begriff des Tages / der Woche**

Sprachkompetenzen u. Sprachstudium, verwandter Hintergrund • language proficiency and background

Kenntnisse - knowledge	mündlich - oral	schriftlich - writing (in writing)
Hörverständnis - listening comprehension	sich ausdrücken - express oneself	sich verständigen - make oneself understood
versuchen - attempt	zum Teil - partially	fließend - fluent(ly)
Schwierigkeit - difficulty	einfach - simple/ simply	Gespräch - conversation
Wortschatz - vocabulary (collectively)	Vokabeln - vocabulary words	klar - clear(ly)

**common office technology - things and actions**

Computer, Rechner, Taschenrechner, Laptop - kinds of computers/ calculators	Handy - cell phone	Drucker - printer
Laufwerk - (disk) drive	Speicherung - storage, memory	(Bild)Schirm, Monitor - screen
Maus - mouse	_____ - trackpad	Tastbrett - keyboard
Taste - key		

drücken - press / drucken - print	wählen - select, dial	kopieren - copy
inserteren - insert	löschen - delete	speichern - save
scrollen (herunter, hinunter, herauf, hinauf) - scroll (up, down)	ziehen (herunter, etc.) - pull (down)	anklicken - click on

### Schwerpunkte (Zeichenerklärung)

- SmallTalk: unsere Technik - Schwierigkeiten und Pannen
- Kurzer Vortrag über SpeakEasy (Firmenwebsite; Konferenz-Vortrag); Beschreibung einiger Grußkarten; unsere Rohstoffe; unser Geld; ein wenig Marktforschung – ob Sie Grußkarten kaufen, wieviel Sie ausgeben würden
- Debriefing: describing as a key ingredient of proficiency, whether it's describing people (appearance, personalities) or things (home, greeting cards); review: describe a relative and describe a room in your house; the issue of accuracy (finding someone at airport, making homestay comfortable in room)

Übung: Wir beschreiben einige SpeakEasy-Grußkarten (Gruppen besprechen ihre Grußkarten, beschreiben sie dann, lernen Wortschatz: Blatt, Textformatierung, Drucken)

- **Bildwörterbuch** - eine kostenlose Lernhilfe
- Übung: Menschen beschreiben (Aussehen, Benehmen)
- Hörverständnisübung: Reklame für eine deutsche Firma, die in USA gegründet wurde (00047 Tondatei; 00047 Abschrift)
- Debriefing: learning how to relate German to employment: a) your job skills; b) your business experience (or that of someone you know); generic Advanced vocabulary vs. "business" vocabulary; checks of generic Advanced vocabulary vs. "business" vocabulary (room parts; basic office equipment/ home tools; office processes; business / legal vocabulary – Mjtuf);
- Übung: Wie gerade oben: Ihre praktischen Kenntnisse; Ihre Geschäftserfahrung(en); Zeitangaben (wann, wie lange; vor/nach; -lang; "for"; schon / noch). Bitte versuchen Sie, Gebrauch von den verschiedenen deutschen Lebensläufen (s. oben) zu machen!
- Vielleicht: Übung: a) Wie bedient man das Handy / das iPad (...nicht)? iPhone Benutzerhandbuch (Auszug: Blick): deutsch • englisch; b) integrierte Übung: Orientierung am Computer (0025), auch schriftlich (dabei: AATG "STEM+German" Unterstützung / Project)
- When is a laptop not a laptop?: "Denglish"
- Debriefing: grading scale; the Irkutsk translation assignment; work samples; revision policy;
- Stärken und Schwächen von Übersetzungsanwendungen "LordMason" (und in der Computerübersetzung);
- Wrap up: current (and past!) assignments, preview of assignments for rest of quarter;

### Aufgabe(n)

- First listening assignment: "A Defective Product", due Thursday, 23 October (per Email, bitte).
- Read Nees "Germany: Unraveling an Enigma" Chapter 2 "Who Are the Germans?" (including "The Essentials of Modern German History". Study helps: 1) try to think up American equivalents of major features / facts of German identity and history; 2) ponder the psychological differences that might reflect the differences in large contours between German and American history and political organization. A big help here are the sections "Germany: A Patchwork Country" and "North-South Axis". Expect to read a chapter of Nees every week for the rest of the quarter.

### 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.

S.  
Infoblatt  
#7

S. Infoblatt #7 u. verlinkte Datei  
(Kalender-seite u. alle Tagesordnungen)

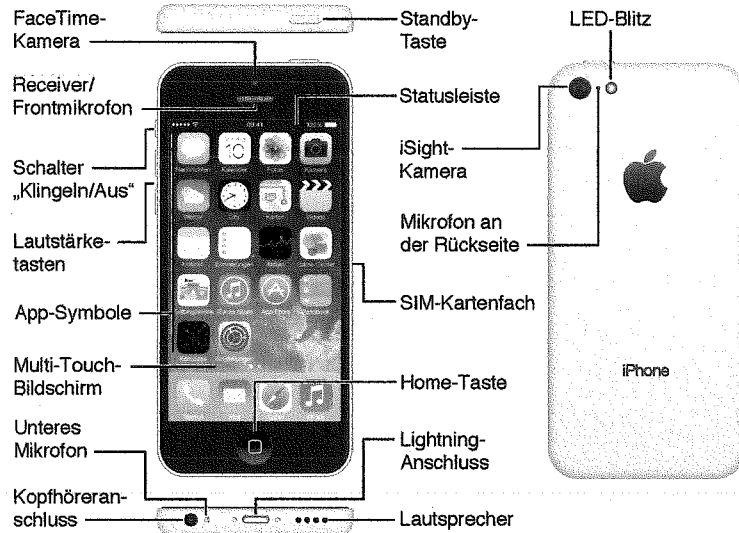
This is preparation for assignments where you will translate that person's résumé and use its vocabulary to enrich your own résumé in German.

- Artikel "Maus oder Trackpad?"; [Map\\_Laptop\\_Vergleich](#); MacAir "Maus oder Trackpad?" bis übermorgen lesen, und dann bereit sein, die Bedienung Ihres Laptops eingehender zu besprechen.

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

- Our current large topic is "General and Career Skills and Educational Background / Work Experience": Think systematically about the workplace / professional skills you have or want to have, both for your intended occupation, and what might be of use to the "SpeakEasy" part of our course. Start gathering the vocabulary to name and describe them; best way is to find real web pages about real people (try combining the skill with "über mich" or "Lebenslauf" or "Ausbildung")
- Knigge intro; RG; SGs; voc check; Walk thru Nees; culture E or G, with ex of assignment;

## iPhone 5c

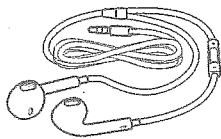


Die Apps und Funktionen auf Ihrem iPhone können abhängig von dem iPhone-Modell, das Sie besitzen, sowie Ihrem Ort, Ihrer Sprache und Ihrem Netzanbieter variieren. Unter [www.apple.com/de/ios/feature-availability](http://www.apple.com/de/ios/feature-availability) sehen Sie, welche Funktionen in Ihrer Region unterstützt werden.

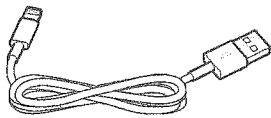
**Hinweis:** Durch Apps, mit denen Sie Daten über das Telefonnetz empfangen oder versenden, können zusätzliche Gebühren anfallen. Setzen Sie sich mit Ihrem Anbieter in Verbindung, wenn Sie Informationen über den Mobilfunkvertrag für Ihr iPhone und eventuell anfallende Gebühren benötigen.

## Zubehör

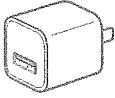
Folgendes Zubehör ist im Lieferumfang des iPhone enthalten:



**Apple-Headset:** Mit den Apple EarPods (iPhone 5 oder neuere Modelle) oder den Apple Earphones (iPhone 4S oder ältere Modelle), beide mit Fernbedienung und Mikrofon, können Sie Musiktitel und den Ton von Videos anhören und Telefonate führen. Weitere Informationen finden Sie unter [Verwenden eines Apple-Headset](#) auf Seite 38.



**Verbindungskabel:** Schließen Sie Ihr iPhone über das Lightning-auf-USB-Kabel (iPhone 5 und neuere Modelle) oder das 30-Pin-auf-USB-Kabel (iPhone 4S und ältere Modelle) zum Synchronisieren und Aufladen an Ihren Computer an.



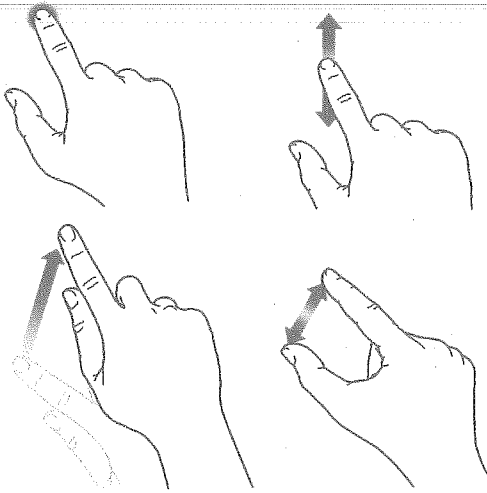
**Apple-USB-Netzteil:** Verwenden Sie zum Aufladen der Batterie in Ihrem iPhone das Lightning-auf-USB-Kabel oder das 30-Pin-auf-USB-Kabel.



**Werkzeug zum Auswerfen der SIM-Karte:** Mit diesem Werkzeug können Sie das SIM-Kartenfach öffnen und die SIM-Karte auswerfen. (Dieses Werkzeug ist nicht in allen Regionen verfügbar.)

## Multi-Touch-Display

Mit dem brillanten Multi-Touch-Display haben Sie eine Welt an Informationen, Entertainment und Kreativität zur Hand. Eine Handvoll einfacher Gesten (Tippen, Beweg-, Streich- oder Ziehbewegungen sowie Auf- und Zuziehen) sind alles, was Sie für das Erkunden und Verwenden von iPhone-Apps brauchen.



# Reference Grammar

## CHECKLIST OF COMMON ERRORS

- **confusion of sounds or spelling; capitalization**

~~Ik ich~~ ~~siet Zeit~~ ~~Amerikanish~~ ~~amerikanisch~~ ~~was was~~ ~~nür nur~~

- **wrong vocabulary choice**

1. A word may have several distinct equivalents in another language.

**right:** [thing is] correct = *richtig* not left = *rechts*;  
[person] is right = *recht haben* right, privilege = *das Recht*

2. Words that look or sound alike may not mean the same thing at all.

~~stay~~ ≠ *stehen* ~~vor~~ ≠ for

Remedies: Look up the word in an English-German dictionary, and then look it up in the German-English part of the dictionary. If you don't have time for that, use simpler words or constructions that you are sure of.

- **failure to consider gender of nouns**

1. Use of "duh" for all articles — ~~duh die Frau, duh der Mann, duh das Kind~~

2. German article, but wrong gender — ~~der die Fahrkarte, die der Paß~~

Remedies: In speaking you may just have to guess, since you can't take time to check a dictionary. Otherwise, failure to check gender is inexcusable. Learn major patterns of noun formation.

- **failure to conjugate verbs according to both subject and tense**

~~Ich gehen gestern nach Hause.~~ Ich bin gestern nach Hause gegangen.

The error is especially likely when the subject and verb are separated from each other in a manner not encountered in English.

~~Ich rufe Sie gestern nicht an, weil ich arbeiten müssen.~~

Ich habe Sie gestern nicht angerufen, weil ich arbeiten mußte.

- **incorrect verb placement**

1. The main conjugated verb must appear in second position in all statements.

~~Heute ich gehe zum Bahnhof.~~ Heute gehe ich zum Bahnhof.

The error is most likely when the statement begins with a time or location phrase.

2. Verb complements appear at the end of main clauses.

~~Ich muß gehen nach Hause um zwei Uhr.~~

Ich muß um zwei Uhr nach Hause gehen.

3. The verb appears last in subordinate and relative clauses.

~~Ich glaube, daß wir gehen ins Restaurant.~~

Ich glaube, daß wir ins Restaurant gehen.

- **imitation of the English progressive form of verbs (to be + [verb]-ing)**

~~Wir sind zum Bahnhof gehen.~~ Wir gehen zum Bahnhof.

*We're going to the station.*

- **Incorrect formation of the past tense**

~~Ich habe geschriebt.~~

~~Sie hat nichts gesagen.~~

Ich habe geschrieben.

Sie hat nichts gesagt.

Remedies: Note which verbs are regular, and memorize irregular verbs. Trust English; related verbs often follow the same patterns: *leben, lebte, habe gelebt* / live, lived, have lived; *trinken, trank, getrunken* / drink, drank, drunk.

- **wrong verb tense**
  1. Action that continues from the past into the present must be expressed in the present tense; seit introduces the related time phrase.  
 Ich ~~habe~~ hier für zwei Monate gewohnt.  
 Ich wohne seit zwei Monaten hier.  
*I've lived (been living) here for two months.*
  2. Overuse of the one-word past tense in imitation of English, especially in ordinary conversation.  
 Heute morgen ~~aßen~~ wir im Hotel.  
 Heute morgen haben wir im Hotel gegessen.  
*This morning we ate in the hotel.*
- **use of haben where sein is required in the present perfect**  
 Ich ~~habe~~ nach Hause gegangen. Ich bin nach Hause gegangen.
- **neglect of differences among grammatical cases**
  1. use of the nominative as the universal case  
 Ich nehme ~~der~~ den Bus zu ~~der~~ dem Bahnhof.
  2. confusion of pronouns (especially Sie 'you' / sie 'she' / sie 'they')  
 Ist sie hier? Ja, ~~ich~~ bin sie ist hier.
  3. confusion of accusative and dative objects  
 Ich kaufe ~~meinen~~ meinem Bruder ein T-Shirt.
  4. use of the accusative case after sein  
 Das ist ~~einen~~ ein Fahrplan.
- **confusion of du and Sie**  
 Bitte, sagen Sie mir ~~deine~~ Ihre Telefonnummer.  
 (or: Bitte, sag mir deine Telefonnummer.)
- **confusion of pronouns, especially Sie/sie**  
sie = she, her (accusative); they, them (accusative)  
ihr = her (dative, genitive); you (familiar plural, nominative only)
- **Incorrect negation ( nicht / kein - / nichts ; placement of nicht )**
  1. use of nicht as a universal negation, with no provision for kein  
 Wir haben ~~nicht~~ keine Bananen.
  2. confusion of nicht and nichts  
 Ich wußte nichts. *I didn't know anything.*  
 Ich wußte nicht. *I didn't know.*
  3. incorrect placement of nicht  
 negation of entire action:  
 Wir sind gestern nicht nach Hamburg gefahren.  
*We didn't go to Hamburg at all, anytime.*  
 negation of part of the action:  
 Wir sind nicht gestern nach Hamburg gefahren.  
*Whether or not we went to Hamburg, we didn't go yesterday.*
- **Incorrect choice of wann , wenn , als , ob**  
Wann Wenn es 6 Uhr ist, können wir essen.  
Wann Als ich 12 Jahre alt war, ...  
 Können Sie mir sagen, ~~wenn~~ ob Sie Wienerschnitzel haben?

Germany's flagging economy

## Build some bridges and roads, Mrs Merkel

The German government should invest money in infrastructure, not worry about balancing its budget



FOR the past few years Germany has been a shining exception to Europe's economic weakness. But suddenly the Teflon Teuton is in trouble. Germany's GDP fell in the second quarter and more recent news has been grimmer still. Industrial output and exports plunged in August. The ZEW index, a measure of investor confidence, has tumbled to its lowest level in almost two years. The economy may well be in recession.

This weakness has many outside Germany deeply worried. But inside the country the reaction is one of stoic nonchalance. Even as the government this week slashed its official growth forecasts from 1.8% to 1.2% for 2014, and from 2% to 1.3% for 2015, it argued against any shift from the long-standing goal of balancing the budget next year. "A dip in growth is not a cataclysm," says Sigmar Gabriel, the economy minister; there are "no economic-policy grounds" for changing course.

### Good politics, lousy economics

Politically, this position has a certain logic (see page 51). The promise of no government borrowing in 2015 was at the heart of Angela Merkel's election campaign. Sticking with it is popular with German voters, who see deficits as dangerous, ineffective and probably immoral.

Economically, the logic is feeble. Obsessing about a balanced budget in the teeth of recession is risky. Fiscal stimulus, focused on infrastructure investment, would leave the country safer in the short term and able to grow faster in the long term. And it would not break the country's fiscal rules.

German politicians are convinced that their slowdown will

be modest and temporary. But look around the world economy, and you see lots of danger signals flashing. Share prices, inflation rates and bond yields are all falling (see Buttonwood); the oil price is slumping; China is battling a debt problem (see next leader). These could easily be harbingers of a nasty and prolonged dip. Faced with that possibility, a prudent government should prepare some counter-cyclical defences.

One tool is looser monetary policy. The Germans should be supporting the European Central Bank's big bond-buying scheme, not leading the opposition to it. But the main national tool at Mrs Merkel's disposal is fiscal policy. By increasing spending next year, Germany's government could cushion its economy from weakness elsewhere.

Focusing that spending on infrastructure would also boost Germany's long-term growth prospects. A decade of belt-tightening has starved the country of much-needed investment. Since 2003 public investment has not kept pace with depreciation. Not surprisingly, bridges are creaking and kindergartens overflowing. This scrimping hurts Germany's productivity. It is a false economy, especially when money is so cheap. Bond yields are at a record low of 0.72%, and long-term interest rates are negative in real terms.

On a conservative estimate, the Merkel government could increase infrastructure spending by some 0.7% of GDP in 2015 and 0.5% in 2016 without breaking the debt-brake rules. That money should be used to accelerate "shovel-ready" federal projects, of which there are many, from repairing bridges to completing roads; and to help the cash-strapped states and municipalities that account for two-thirds of government infrastructure spending. This newspaper (which thinks the rules of the debt-brake are excessively rigid) would prefer a bigger plan. But this would be a start. Germany should do it now. ■

Chinese debt

## The great hole of China

Its debt will not drag down the world economy, but it risks zombifying the country's financial system



OF THE many things that are worrying investors around the world, from tumbling oil prices to the spectre of recession and deflation in Europe, one of the most important, and least understood, is China's debt. For the past few years China has been on a borrowing binge. Its total debt—the sum of government, corporate and household borrowings—has soared by 100% of GDP since 2008, and is now 250% of GDP; a little less than wealthy nations, but far higher than any other emerging market (see page 77).

Since most financial crashes are preceded by a frantic rise in borrowing—think of Japan in the early 1990s, South Korea and

other emerging economies in the late 1990s, and America and Britain in 2008—it seems reasonable to worry that China could be heading for a crash. All the more so because the nominal growth rate, the sum of real output and inflation, has tumbled, from an average of 15% a year in the 2000s to 8.5% now, and looks likely to fall further as inflation hit a five-year low of 1.6% in September. Slower nominal growth constrains the ability of debtors to pay their bills, making a debt crisis more likely.

Reasonable, but wrong. China has a big debt problem. But it is unlikely to cause a sudden crisis or blow up the world economy. That is because China, unlike most other countries, controls its banks and has the means to bail them out. Instead, the biggest risk is complacency: that China's officials do too little to clean up the financial system, weighing down its economy for years with zombie firms and unpayable loans. ►►



# ACTFL Proficiency Guidelines - German - writing

Zukunft

2013 F #001

Intermediate—Mid

EU A2

GER 3XX C

Sufficient control of writing system to meet some survival needs and some limited social demands. Able to compose short paragraphs or take simple notes on very familiar topics grounded in personal experiences. Can discuss likes and dislikes, daily routines, give dates and times, discuss everyday events, describe immediate surroundings (home, work, school), narrate simple events, and the like. Can use correctly the present tense of most regular verbs and some common irregular verbs, such as *haben, sein, tun, wollen, können, wissen, verstehen*, and *möchten* with occasional production errors. Can use *werden* plus infinitive to express future time. Has sporadic control of high frequency verbs in the compound past but may not attend to correct auxiliary verb or past participle agreement. Can use definite, indefinite, and partitive articles, but often uses them inappropriately, usually gets cases wrong. Frequent errors in gender-adjective agreement and cases may occur. Shows some ability to use some determiners other than articles, such as possessive adjectives or interrogative adjectives, but may make errors in appropriate choice of form. Tends not to use object pronouns, relative constructions, or their cohesive elements of discourse, rendering the written style somewhat stilted and simplistic. Generally good control of basic constructions and inflections, such as subject-verb agreement, noun-adjective agreement, and straightforward syntactic constructions in present and future time. Grammatical accuracy in some structures solidifies, e.g., word order in simple statements (excluding adverbs) and interrogative forms, and imperative of separable prefix verbs (*Kommen Sie mit!*). May make frequent errors when venturing beyond current level of linguistic competence (such as when expressing opinions or emotions, where non-memorized conditionals, subjunctives, and other advanced concepts of grammar may come into play). When resorting to a dictionary, often is unable to identify appropriate vocabulary, or uses dictionary entry in uninflected form.

Intermediate—High

Strong

EU

B1

GER 3XX B

GER 4XX C<sup>+</sup>

Sufficient control of writing system to meet most survival needs and limited social demands. Can take notes in some detail on familiar topics (autobiographical information, preferences, daily routine, simple descriptions and narration of everyday events and situations) and respond to personal questions on such topics using elementary vocabulary and common structures. Can write simple letters, brief synopses and paraphrases, summaries of biographical data and work experience, and short compositions on familiar topics. Can create sentences and short paragraphs relating to most survival needs (food, lodging, transportation, immediate surroundings and situations) and limited social demands. Can express fairly accurately present and future time, using the future and the present tense of most common regular and irregular verbs, including reflexive verbs. Can use the compound past with both *haben* and *sein* auxiliaries, but does not always use it correctly or appropriately. Past tense is also attempted with common simple past forms (*sagte, hatte, war*). Several high frequency separable prefix verbs appear in the indicative (*ich gehe mit*). There is inconsistent coding of proper dative and accusative cases following prepositions in singular and plural. Shows good control of elementary vocabulary and some control of basic syntactic patterns (some object pronouns, and determiners, usually use of negative in past tenses and future with correct placement, etc.). Still has problems in inverted word order and in proper placement of time, place, and manner phrases. Major errors still occur when expressing more complex thoughts. Dictionary usage may still yield incorrect vocabulary or forms, although can use a dictionary to advantage to express simple ideas. Generally does not use basic cohesive elements of discourse to advantage (relative constructions, object pronouns, connectors) and the like. Writing, though faulty, is comprehensible to native speakers used to reading German written by non-natives. Is able to express a few thoughts for which vocabulary is unknown via circumlocution, but may insert native-language equivalents for unknown words or use native-language syntactic patterns when expressing ideas beyond current level of linguistic competence.

Advanced

EU

B2

GER 3XX A<sup>(-)</sup>

GER 301 A

GER 315 A<sup>-</sup>

GER 4XX B

Able to write routine social correspondence and simple discourse of at least several paragraphs on familiar topics. Can write simple social correspondence, take notes, and write cohesive summaries, resumés, and short narratives and descriptions on factual topics. Able to write about everyday topics by using adjectives, with mostly correct gender and case. Genders of high frequency words are mostly correct. Able to narrate events using present, compound past, some simple past, and future forms, although the contrast between uses of the two past tenses may not be consistently accurate. Occasional use of some subjunctive forms to express politeness and preference. Has sufficient writing vocabulary to express oneself simply with some circumlocutions. Can write about a very limited number of current events or daily situations and express personal preferences and observations in some detail using basic structures. Is able to recycle new but meaningful phrases whether lexical or structural, i.e., lifts phrases appropriately, writing appears more sophisticated. When writing own thoughts is more likely to paraphrase according to native language at times. Controls many separable and reflexive verbs and double infinitive construction in main clauses. Good control of morphology in verb tenses; correct endings for regular and irregular verbs in tenses mentioned above. Often uses correct endings for adjectives. Controls frequently used structures such as interrogatives, negatives (but still not always correctly placed), prepositions with some rest/motion distinction but not always proper cases for the distinction, and choice of determiners (*der* vs. *ein*). Preposition use after verbs or adjectives is often inaccurate. Writing is understandable by a native speaker not used to reading German written by non-natives. Writer uses a limited number of cohesive devices such as a single object pronoun (direct or indirect). Some use of relative pronouns to combine sentences and some common conjunctions are used (*denn, weil, wann, wo*, etc.). Mistakes in subordinate clause auxiliary verb placement and double infinitive order. Able to join sentences in limited discourse, but has difficulty and makes frequent errors producing complex sentences. Paragraphs are reasonably unified and coherent.

Priorities for revision:

- 1) review database case
- 2) " word order
- 3) look at every subject-verb combination & check the endings

IH+

Ger 301

## Meine Zukunft

Meine Ziele im Beruf hängt von meine persönlich Ziele. Als eine Teenagerin, habe ich ein Animator werden wollte. Aber <sup>weib</sup>kenne ich jetzt, dass man diese Job mit Kinder nicht haben kann. Ich möchte eine Familie, also arbeite ich statt als Webcoder. Web-Entwicklung bezahlt relativ gut und ist flexibel also möchte ich diese Beruf weiter arbeiten. Meine Kinder werden nicht einer typisch

Amerikaner Schule besuchen. Ich finde sie kontraproduktiv zu lernen. Also muss ich genug Geld

verdienen, dass wir im einer Nachbarschaft mit einem International Bacclaireate Schule wohnen. Oder <sup>können</sup>

<sup>ich</sup> könnte ich nach ein anderes Land umziehen.

Mein Studiumplan ist nur zu einem Abschluss machen. Ich werde in fünf Semester abschließen.

Ich habe auch einen Associate's Degree, also habe ich in der Uni seit einem lange Zeit gewesen. Ich <sup>bei schon</sup> besuche jetzt vollzeit und arbeite teilzeit. In der Vergangenheit, Ich habe Uni nur teilzeit besucht. Ich

finde das zu langsam.

Wie ich schon sagen wollte, wenn <sup>ich</sup> bleiben ich und mein Mann in Amerika möchten wir, unsere <sup>das</sup> Kinder zu International Bacclaireate Schule besuchen. Gibt es zwei staatliche Schulen in Portland, beide in Nord Portland. Also werden wir ein Haus da kaufen. Nordost Portland kann ein bisschen teuer sein, <sup>muß klein sein (or müßte)</sup> also unsere Haus kleine könnte sein. Das ist okay, solange wir haben einen Garten. ✓

Web-Entwicklung ist nicht einen anspruchsvolle Job, also werde ich genug freizeit haben. Aktuell hängt

mein Hobbies an meinen Job und meinen Studium weil sie viel Zeit nehmen. Wenn <sup>ab</sup> bin ich fertig mit Uni, <sup>fertig bin</sup>

dann werde ich mehr Freizeit haben.

# ACTFL Proficiency Guidelines - German - writing

in Zukunft

2013 F #002

Intermediate—Mid

EU A2  
GER 3XX C

Sufficient control of writing system to meet some survival needs and some limited social demands. Able to compose short paragraphs or take simple notes on very familiar topics grounded in personal experiences. Can discuss likes and dislikes, daily routines, give dates and times, discuss everyday events, describe immediate surroundings (home, work, school), narrate simple events, and the like. Can use correctly the present tense of most regular verbs and some common irregular verbs, such as *haben, sein, tun, wollen, können, wissen, verstehen*, and *möchten* with occasional production errors. Can use *werden* plus infinitive to express future time. Has sporadic control of high frequency verbs in the compound past but may not attend to correct auxiliary verb or past participle agreement. Can use definite, indefinite, and partitive articles; but often uses them inappropriately, usually gets cases wrong. Frequent errors in gender-adjective agreement and cases may occur. Shows some ability to use some determiners other than articles, such as possessive adjectives or interrogative adjectives, but may make errors in appropriate choice of form. Tends not to use object pronouns, relative constructions, or their cohesive elements of discourse, rendering the written style somewhat stilted and simplistic. Generally good control of basic constructions and inflections, such as subject-verb agreement, noun-adjective agreement, and straightforward syntactic constructions in present and future time. Grammatical accuracy in some structures solidifies, e.g., word order in simple statements (excluding adverbs) and interrogative forms, and imperative of separable prefix verbs (*Kommen Sie mit!*). May make frequent errors when venturing beyond current level of linguistic competence (such as when expressing opinions or emotions, where non-memorized conditionals, subjunctives, and other advanced concepts of grammar may come into play). When resorting to a dictionary, often is unable to identify appropriate vocabulary, or uses dictionary entry in uninflected form.

Intermediate—High

EU  
B1  
GER 3XX B  
GER 4XX C<sup>+</sup>

Sufficient control of writing system to meet most survival needs and limited social demands. Can take notes in some detail on familiar topics (autobiographical information, preferences, daily routine, simple descriptions and narration of everyday events and situations) and respond to personal questions on such topics using elementary vocabulary and common structures. Can write simple letters, brief synopses and paraphrases, summaries of biographical data and work experience, and short compositions on familiar topics. Can create sentences and short paragraphs relating to most survival needs (food, lodging, transportation, immediate surroundings and situations) and limited social demands. Can express fairly accurately present and future time, using the future and the present tense of most common regular and irregular verbs, including reflexive verbs. Can use the compound past with both *haben* and *sein* auxiliaries, but does not always use it correctly or appropriately. Past tense is also attempted with common simple past forms (*sagte, hatte, war*). Several high frequency separable prefix verbs appear in the indicative (*ich gehe mit*). There is inconsistent coding of proper dative and accusative cases following prepositions in singular and plural. Shows good control of elementary vocabulary and some control of basic syntactic patterns (some object pronouns, and determiners, usually use of negative in past tenses and future with correct placement, etc.). Still has problems in inverted word order and in proper placement of time, place, and manner phrases. Major errors still occur when expressing more complex thoughts. Dictionary usage may still yield incorrect vocabulary or forms, although can use a dictionary to advantage to express simple ideas. Generally does not use basic cohesive elements of discourse to advantage (relative constructions, object pronouns, connectors) and the like. Writing, though faulty, is comprehensible to native speakers used to reading German written by non-natives. Is able to express a few thoughts for which vocabulary is unknown via circumlocution, but may insert native-language equivalents for unknown words or use native-language syntactic patterns when expressing ideas beyond current level of linguistic competence.

Advanced

On the weak side  
EU  
B2  
GER 3XX A<sup>(-)</sup>  
GER 301 A  
GER 315 A<sup>-</sup>  
GER 4XX B

Able to write routine social correspondence and simple discourse of at least several paragraphs on familiar topics. Can write simple social correspondence, take notes, and write cohesive summaries, resumé's, and short narratives and descriptions on factual topics. Able to write about everyday topics by using adjectives, with mostly correct gender and case. Genders of high frequency words are mostly correct. Able to narrate events using present, compound past, some simple past, and future forms, although the contrast between uses of the two past tenses may not be consistently accurate. Occasional use of some subjunctive forms to express politeness and preference. Has sufficient writing vocabulary to express oneself simply with some circumlocutions. Can write about a very limited number of current events or daily situations and express personal preferences and observations in some detail using basic structures. Is able to recycle new but meaningful phrases whether lexical or structural, i.e., lifts phrases appropriately, writing appears more sophisticated. When writing own thoughts is more likely to paraphrase according to native language at times. Controls many separable and reflexive verbs and double infinitive construction in main clauses. Good control of morphology in verb tenses; correct endings for regular and irregular verbs in tenses mentioned above. Often uses correct endings for adjectives. Controls frequently used structures such as interrogatives, negatives (but still not always correctly placed), prepositions with some rest/motion distinction but not always proper cases for the distinction, and choice of determiners (*der* vs. *ein*). Preposition use after verbs or adjectives is often inaccurate. Writing is understandable by a native speaker not used to reading German written by non-natives. Writer uses a limited number of cohesive devices such as a single object pronoun (direct or indirect). Some use of relative pronouns to combine sentences and some common conjunctions are used (*denn, weil, wann, wo*, etc.). Mistakes in subordinate clause auxiliary verb placement and double infinitive order. Able to join sentences in limited discourse, but has difficulty and makes frequent errors producing complex sentences. Paragraphs are reasonably unified and coherent.

Solid writing, with many natural-sounding formulations. Revision to next level should be easy.

Deutsch 301  
Dr. William Fischer

2013F #002 AdvL

Meine Zukunft

können

= give a speech, talk at length

Eines Tages möchte ich viele Sprachen reden. Ich studiere jetzt Deutsch und Spanisch. Wenn ich könnte, würde ich jede Sprache erlernen, die bei Portland State University unterrichtet werden.

Es wäre schön, in einem Haus zu wohnen, aber ich will einen ganzes Haus nicht pflegen. Ich kann die Häuser nicht gut reparieren. Ich möchte lieber meinen eigenes Apartment haben. Ich glaube, dass ich bei Mitbewohner nicht leben soll. Sie gehen mir möglicherweise an die Nerven, und ich ihnen auch.

nice phrase!

auf

so often besuchan kann, als ich will

Ich mag die Fotografie. Ich will eine Dunkelkammer finden, die ich wie oft als ich will besuchen kann, sodass ich wieder fotografieren kann. Vielleicht ist das doch ein guter Grund, in einem Haus zu wohnen, weil ich meine eigene Dunkelkammer in dieser Sache bauen könnte!

überlege es mir

Ich bedenke, einen Einwanderungsanwalt zu werden. Einwanderungsthemen und -politik sind mir wichtig seit ich diesem vergangenen März eine Tournee mit dem Bus, die die Reform der Einwanderung unterstützen, genommen habe. Es gibt viele Einwanderinnen und Einwanderer, die Hilfe brauchen, und ich möchte ihnen helfen. Das ist ein Grund, dass ich Spanisch erlernen. Andere Sprachen, z. B. Russisch und Vietnamesisch, sind interessanten Alternativen.

Ich hoffe, dass ich nach vielen verschiedenen Orten reisen können werde. Ich will Deutschland, Kanada, Australien, China, und Mexiko, unter anderem, besuchen.

Ich bin nicht sicher, dass ich viel Geld verdienen werde. Wenn ich aber genug verdienen, meinen Reisen, meinen Hobbys, und Sprachen erlernen zu finanzieren, dann werde ich froh sein.

I know a German speaking  
immigration lawyer. Want  
contact info?