

**Deutsch 302 • Herbstsemester 2013**  
**Sitzung Nr. 01 • 07.01. • Tagesordnung • assignment & deadlines**

Vorige Sitzung: Vokabeln

*No class This Thursday*

[entfällt heute, weil 1. Sitzung]

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

**Kursbeschreibung**

Fischer-Richardson, German Reference Grammar

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

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

future, past, present; expect, predict

werden - become (but also "be", when occupation)	hoffen - hope	hoffentlich - X hopes (or "hopefully" if you accept that in English)
Hoffnung - hope	um... zu - in order to	damit - so that
Absicht- intention	ich habe vor, - I'm planning	ich denke daran, - I'm thinking about / planning to
Vergangenheit - the past	Gegenwart - the present	Zukunft - the future
vergangen- - past (adjective)	gegenwärtig - present (adjective)	zukünftig - future (adjective)
voraussagen - predict	rückblickend - looking back, retrospectively	voraussichtlich - prospectively, probably
eventuell - possible (NOT eventually, later)	erwarten - expect, anticipate	vermuten - expect, suspect (but not suspiciously), guess

**Schwerpunkte (Zeichenerklärung)**

- SmallTalk: die langen Ferien - Wie haben wir die Feiertage begangen? Reisen? Familieu. Freunde? Geschenke? Freizeit/ Wetter? "Wer rastet, rostet"
- Einführung u. Kurze Übersicht: Wir lernen einander ein wenig kennen (Studium? Berufsziele? Wohnort). Der Professor stellt sich vor (**Lebenslauf**). Unser Kurs ("about")
- Übung: Wir beschreiben die Zukunft - unsere Pläne für die nächsten Woche, das weitere Jahr (Januar - Juni), vielleicht auch für den Sommer. Bitte versuchen Sie, die obigen Vokabeln anzuwenden. Was hoffen wir? Welche Ängste haben wir? (Grammatik: ebtt, xfoo, xfsefo)
- Debriefing: the course - what it is and why; what I wanted to learn from the activity we just did; basic principles of language learning (negotiating meaning, contextual learning, i+1, inferencing and risk-taking); the role of grammar and vocabulary; the ACTFL Advanced proficiency level (later: EU standards); specific example of grammar: expressions for "then" / "after(ward)", with repeat of the Übung
- Repeat of the foregoing Übung, using cued grammatical knowledge
- Debriefing: major topics related to DACH society, with schools/schooling as the first
- Übung (mündlich, dann schriftlich): Ein(e) Freund(in) oder Lehrer(in) aus der Kindheit an der Schule
- Debriefing: the "hands-on" parts of the course - regular activities; portfolio, grading; English conversation: a) your job skills; b) your business experience (or that of someone you know); generic Advanced vocabulary vs. "business" vocabulary; check of generic Advanced vocabulary (room parts,

office processes)

- Ihr "Lebenslauf" bei der Areit / im Beruf: Wo haben Sie gearbeitet? Was getan? Mit wem? Warum? Wie?
- generic Advanced vocabulary vs. "business" vocabulary; check of generic Advanced vocabulary (room parts, office processes)
- The "SpeakEasy" part of this course. Kurzer Vortrag über SpeakEasy
- Check of SpeakEasy-related vocab: 1) isolated words; 2) describing a product; 3) evaluating a product
- About learning resources for the course
- + Wrap up: assignments for the week and preparation for next meeting - see below

### Aufgabe(n)

- Bitte **SOFORT** eine **Email an mich** richten, wo Sie Ihre bevorzugte Email-adresse angeben.
- Due Tuesday (14 January): Read the **course description** and write, in English, a reflection about: 1) how the course fits into your larger PAST study of German; 2) how it fits into what you want from your study of German. Keep it to 1 page (250 words). Your reading and reflection will be the basis of class discussion of those topics, in German, on Tuesday, as preparation for when you compose your own career-related documents in German.
- Due Tuesday (14 January): Using an advanced paper/electronic German dictionary (not just a word-for-word list), look up and list the various German equivalents of these words: "education", "training", "skills", "knowledge", "learn", "study", "attend", "go to [school/university]", "work". Then write, in German, a one page (single-spaced) document that discusses your education and why you are getting it. Follow these specifications:

paragraph 1: BRIEFLY summarize your education from kindergarten / elementary school on, but with particular emphasis on the latter part of high school and then your college years. Were you a good learner? Did you receive good teaching? What were / are your other education-/occupation-related interests? When did you know (if you know) what you wanted/want to do/be?

paragraph 2: What do you want from your education in terms of earning a living and being someone in the working world / a profession / some other goal in life? Why? How will you do it?

paragraph 3: What do you want from your education (and other learning?) in terms of your personality, existence, quality of life - the larger goals and hopes? How will you be/become a better person, contribute something to this world, etc. etc.?

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

- Explore **my conference presentation about SpeakEasy**, so that you will better understand how SpeakEasy will fit into German 302 and, for when you might take the courses, GER 320 & 420.
- Explore the **SpeakEasy business site**. It's still under construction, so skip pages that are obviously not ready yet and look moreo at the pages "products & ordering by mail", "where to find out products", and "our commitment to sustainability". As you look, think about: 1) whether you could describe those pages in German ("order", "department", "enterprise", "greeting card", "envelope", "sustainability", "supplies", "net profits"); 2) whether you have any special skills or experiences that could help SpeakEasy (and whether you can describe them in German).

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

- Second formal writing activity: specification to come next Tuesday
- First reading and listening assignments: specifications to come Thursday of next week.
- Reading (English) about educational standards, with a reflection in English about your own education in specific subject areas.
- Exploring DACH K-12 schools - reading in German about the system, and visiting the website of actual schools (and describing the buildings, people and programs, in comparison to our own schools)

## About This Course

last modified:  
1/6/14

=====Why this course this way?

At the language proficiency level that is characteristic of students in third-year German, systematic attention should be given to the related topics of education, profession, occupation, and being able to function "on the ground" for an indefinite stay in D-A-CH as a resident, employee, entrepreneur, and participant in public culture. This includes being able to discuss and document how you got where you are in your education and employment, and what you intend to accomplish in the future.

Our course will explore that grand theme in several ways. You will read and listen to resources that show you how users of German approach such essential issues as establishing a residence (and documenting residency); dealing with other matters of officialdom; interacting with employers, colleagues, and customers; arranging medical care; taxes; personal finance; family (child care, schools); being well informed; everyday cultural differences (both general and work-related).

=====Specifics about the What

Each week you will research one of these topics, either with resources I provide or those which you find with my help. On Tuesdays we will discuss those topics in class and you will write or present orally about them. Most of your reading and listening will be in German. Occasionally there were be materials in English, either because it would be too difficult to handle them efficiently in German, or because they provide non-German perspectives.

Depending on the general language level of the group, we may also look at several topics that or controversial in themselves or that show cultural differences between the US and D-A-CH. Examples include: labor laws (including minimum wage), Kindergeld, Kirchensteuer, guns, alcohol, Ladenschluß and other "blue laws" like noise regulations, speed limits, residence laws and concepts of privacy

But learning German for practical purposes, including occupational use, also means being able to function in the workplace in something like a real employment environment. So every week, on Thursdays, we will carry out the business of "SpeakEasy", a student-run business entrepreneurship created by students in PSU WLL languages courses (primarily German). SpeakEasy produces language-related consumer articles that feature sustainability, such as multilingual greeting cards printed on natural fiber paper, and travel mugs and disc flyers made from 100% recycled plastic. Participating in SpeakEasy is like being in a small, local business (which SE is!), except that all the people in the business communicate in German rather than English. Here "workplace" and "business" are defined broadly: not just the corporate world, but also small independent enterprises and the activities of free-lancers and the world of those who earn their way in life in the professions, the academic world, and the arts.

In your SpeakEasy activity you will be discussing products and processes; developing ideas about design, marketing and sales; and helping make decisions about where the enterprise will go in the future. You'll learn some basic business terminology ("contract", "profit", "loss"), but even more you will reinforce your proficiency at the level of everyday grown-up language ("fold", "margin", "pack", "deliver", "font", "print", "save", "thumb drive", "cursor"). You will also learn about small D-A-CH companies, both the family-owned, multigenerational businesses (Mittelstand) that are the backbone of much of the economy in those countries, and Schülerfirmen, which are student-run companies conducted in middle and high schools. The intent, beyond language proficiency, is that you will learn more, from a ground-level view, about teh working world, both in general and German-specific, and thus be more competitive for employment and more informed as a citizen.

Each week you can expect to read the equivalent of 20 pages in German, drawn solely from authentic sources, not textbooks. You can also expect to hear German audio in one or more segments that total about 10 minutes (though you will likely need to listen to the segments several times). The segments will be authentic, but I will select them to suit the level of third-year German. Your reading and listening will be the source of class discussions and individual writing, but you will also do some translating (and in the case of audio, transcription, since third-year German ears can still be very unreliable and easily fatigued).

Most of the SpeakEasy discussions will not require advance preparation in German, though I will offer food for advance thought. Some of the writing activities will be devoted to SpeakEasy topics.

I will regularly present grammar topics that target important features of the language at the third-year (ACTFL: Intermediate-High) level. An example in the first week will be how to sequence two actions that are separated in time, by using equivalents of "before" and "after(ward)". These constructions are constant problems at this level and are essential to moving to the next higher level of proficiency (ACTFL: Advanced). I will also introduce vocabulary in context, aimed at the current theme and also at the generic vocabulary of education, profession, occupation, employment and the workplace. When, for example, our topic is education and employment, vocabulary will include "training", "skills", "graduate", "complete", "progress", etc. During each class I will note what other words and structures come up, and will revise the meeting notes to include those lists.

#### =====**Grading and Assessment**=====

Your assignments will be evaluated according to either or both of the common sets of standards in foreign languages: ACTFL and EU (which will be discussed in class) You will be encouraged or even required to revise your work, and you can raise your grade significantly by doing so. KEEP ALL YOUR ASSIGNMENTS AND ALL VERSIONS OF THEM. Toward the end of the quarter you'll be assembling your work into a portfolio that can be used to support applications for employment or scholarships.

Grading will consist of:

40% regular writing and listening assignments

10% portfolio in finished form

10% class participation and attendance

40% final (real-time) presentation (oral and written) of your accomplishments in the course

I reserve the right to introduce quizzes and a midterm if I think effort is insufficient, and to adjust the percentages listed here.

#### =====**Some recommended resources:**=====

Fischer & Richardson, *German Reference Grammar* (PDF, free via this link)

Fischer & Richardson, *German Pictorial Dictionary* (PDF, free via this link)

Farrell, R.B. Dictionary of German Synonyms (link to Amazon source of print versions). More more than it sounds. Not a list of German synonyms for German words, but rather a well-considered collection of key but difficult English words (learn, knowledge, change, move) and their many German equivalents, with explanations of difference in meanings, and illustrations of usage. I will probably give you occasional pages.

Nees, Greg. *Germany: Unraveling an Enigma* (link to Amazon source of print and e-book versions). Used in Fall 2013 version of GER 301. Wonderful presentation of culture (everyday and deep) as it relates to language, with attention to the workplace and the economy.

A comprehensive history, in English, of D-A-CH or at least D. There are many good ones; one of the absolute best is Ozment, Steven. *A Mighty Fortress: A New History of the German People* (link to Amazon source of print versions - don't know why it isn't out for Kindle). Nees does a good short-short version, but Ozment gets far more depth and detail. From here on in your study of German you simply must have a detailed grasp of the history.

A comprehensive study of German cultural and intellectual history, or at least a close look at a key period. Highly recommended: Watson, Peter. *The German Genius: Europe's Third Renaissance, the Second Scientific Revolution and the Twentieth Century* (link to Amazon print and e-book versions).

Regular time spent with on-line German-speaking news media, whether from website of the various networks

(ARD, Deutsche Welle, ÖRF) or news broadcasts delivered by apps like TuneIn. More info later in the quarter.

For short but incisive coverage, in English, of political, economic and cultural happenings and trends in the German-speaking world, I highly recommend the weekly magazine *The Economist*. It does far more than its title says. I will probably give you articles from it occasionally.

=====  
=====About language learning and how we spend out time in class

By this state in your language learning (and, actually, much earlier) the time you spend in a classroom is woefully insufficient to produce much language learning. This has two implications: 1) You have to do a lot of German outside class (not just studying, but also encountered the language and the people directly. 2) If we spend some classtime dealing with important matters in English, that is not inappropriate. Two areas come to mind: a) learning about learning, so that you can engage more efficiently with the language; b) discussing complex social and cultural issues.

But when we use German, which will be most of the time, you have to jump right in and give it your attention and energy. I'll do my best to make sure you have to do that. Silence is the biggest mistake you can make in this course.



A shock before Sochi

Islam. In Dagestan, even the modest attempts a few years ago by state authorities to establish a dialogue with moderate Salafists have been abandoned: their mosques and schools have been closed down and their spiritual leaders harassed.

"We will remain confident, tough and consistent in our fight to destroy the terrorists completely," Mr Putin said in his new year's speech. For all the steel in his voice, his words did not inspire confidence. ■

Sex roles in Germany

Of Mann and Frau

BERLIN

Most Germans remain surprisingly traditional in their views of the sexes

WHEN an up-and-coming 47-year-old man in public life suddenly announces that he will take a less prestigious job to spend more time with the family, it usually means that his career has hit an unexpected obstacle. Jörg Asmussen's case appears to be different. A member of the executive council of the European Central Bank and thus a high-flier in the money world, Mr Asmussen decided last month to transfer from Frankfurt to Berlin to take a second-tier position in the labour ministry of the new government. The reason, he says, is that his partner and two young daughters live there, and he wants to be a more active father.

If Mr Asmussen were Scandinavian, hardly anybody would bat an eyelid. In Germany, however, he is now a subject of dinner-party discussions. Eastern Ger-

many, with its Communist legacy, may be quite advanced in some aspects of gender equality—young mothers tend to use child care early and return to work quickly, for instance. But western Germany, so proudly progressive in many other ways, remains surprisingly conservative in attitudes to gender equality.

If anything, German couples are getting more conservative, according to a study by the Allensbach Institute on Lake Constance, which regularly polls Germans on behalf of Vorwerk, a maker of household appliances. Fathers want to take a more active role in parenting, and they make more use of paternity leave after a birth (new laws are making this easier). But that is about as much change as they can bear.

In 1993, 47% of men and 54% of women said that the man should sometimes put his career behind his partner's or other family needs, as Mr Asmussen is now doing. In last year's poll, only 40% of men agreed and 48% of women. In 1993, 29% of men said they would move to another city for the woman's career; last year only 26% said the same. (By contrast, about half of women would move to another city for their partners.) There has been almost no change in how few can imagine the man taking care of the children and housework while the woman is the breadwinner (17% of men and 23% of women). And most men and women are still uncomfortable if the woman earns more.

The rare dispatches that are both public and honest from progressive men on the front lines suggest an explanation. Christian Nürnberger, an author married to a television journalist, recently reflected on his 22 years as a stay-at-home dad of two. His wife was usually unfairly suspected of neglecting her children, and he of being wimpy and homey. "Soberly," he concludes, "after 22 years of fighting for gender equality, I have to acknowledge: the new man seems not to exist. Nor the accompanying new woman."

Except perhaps at the very top. Not in Germany's business world, to be sure: The share of women on boards of public German companies was only 9.5% in 2012. (The new government wants to introduce quotas to push change along a bit.)

Yet in the new cabinet of Angela Merkel, formed last month, something remarkable has taken place. Not only is 40% of the cabinet female, but it is the women with children who are climbing the fastest. Ursula von der Leyen has all of seven and is now being saluted as the new defence minister. Andrea Nahles, the new labour minister and thus Mr Asmussen's new boss, and Manuela Schwesig, the new family minister, both have young children. Meanwhile, Roland Pofalla, Mrs Merkel's former chief of staff, said no to another cabinet position. He too wants to spend more time with the family. ■

Danish politics

A tricky start to the year

COPENHAGEN

A controversial snapshot is the least of the prime minister's problems

IT WAS probably the defining snapshot of Danish politics in 2013: at Nelsor delata's memorial service, the outgoing prime minister, Helle Thorning-Schmidt, snapped a "selfie" with Barack Obama, American president, and David Cameron, the British prime minister. The image immediately went viral on the internet.

For the three political leaders and their fans it was a moment of harmless frivolity on a solemn occasion.

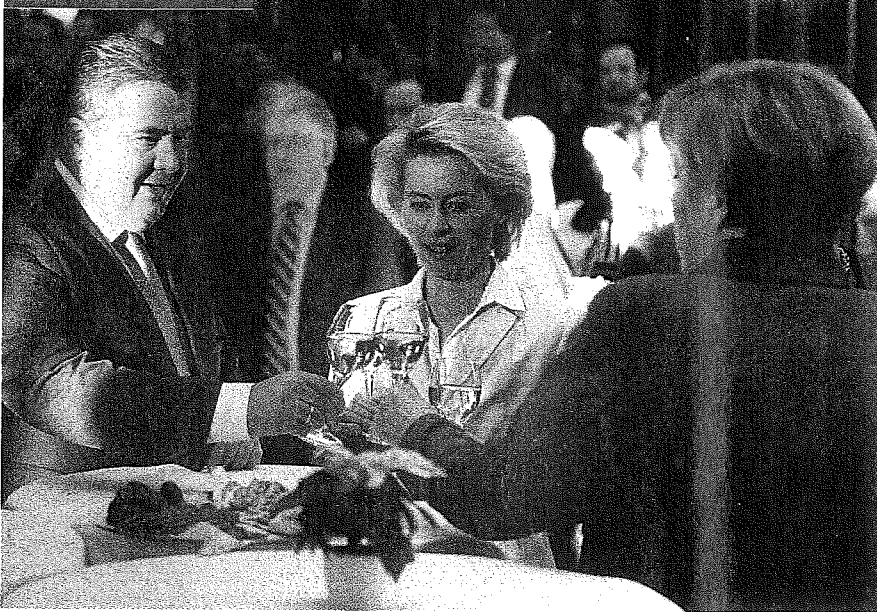
Like any seasoned politician, Helle Thorning-Schmidt took the criticism in stride and contrived to put a positive spin on the event. The mood was convivial and informal, she told Danish state television afterwards, and a friendly relationship with the American president was to her advantage. "It would have been a problem for Denmark had I sat ramrod straight for three hours and never exchanged a word with President Obama," she said.

Ms Thorning-Schmidt enjoys few heartfelt moments these days: even when she sat down between Messrs Obama and Cameron her phone brought news of another government crisis back home. Morten Bodskov, justice minister and former ally, was resigning, having mislied about secret-service snooping by an opposition leader.

Government reshuffles are common in a country where coalitions are the norm. But the frequency with which Ms Thorning-Schmidt has been obliged to sh-



Selfie-inflicted



Germany's new government

## A guide to future chancellors?

BERLIN

A surprise appointment by Angela Merkel hints at who may succeed her one day

**T**WELVE weeks after its election, followed by the longest coalition negotiations in its history, Germany has a new government at last. And although there was never any doubt that Angela Merkel would continue leading it as chancellor, the cabinet she chose contained a surprise: Germany's new defence minister will be Ursula von der Leyen, the first woman in that job. Mrs von der Leyen (centre, above), who at 55 is four years younger than Mrs Merkel, is now the most obvious member of Mrs Merkel's party, the centre-right Christian Democratic Union (CDU), to run for chancellor when Mrs Merkel, who is now starting her third term, steps down.

Mrs von der Leyen's most likely opponent would be Sigmar Gabriel (left, above), leader of the centre-left Social Democrats (SPD). Since the SPD's poor showing in the election (it got only 25.7% of votes, against 41.5% for Mrs Merkel's camp), he has skilfully manoeuvred his party into another "grand coalition" with Mrs Merkel, wrangling concessions out of her in the process and winning a referendum of party members to approve the pact by the huge margin of 75% to 25%. Now he is vice-chancellor and minister with a newly combined portfolio of energy and the economy. This puts him in charge of Germany's biggest domestic challenge, the transition from nuclear and coal to solar and wind.

As defence minister, a challenging portfolio that includes managing a continuing

reform of the army, Mrs von der Leyen could build up her stature for a future run against Mr Gabriel. She will have few rivals, because the most senior cabinet posts are staying in the hands of veterans from the preceding generation. The CDU's Wolfgang Schäuble, 71, remains as finance minister (suggesting that little change can be expected in Germany's management of the euro crisis). The SPD's Frank-Walter Steinmeier becomes foreign minister again, the same job he held in Mrs Merkel's first term, from 2005 to 2009. Thomas de Maizière, whom Mrs von der Leyen replaces and who will now become interior minister, a job he has had before, is still damaged by a procurement scandal from his time as defence minister.

Petite and sprightly, Mrs von der Leyen has been close to politics her whole life, as the daughter of Ernst Albrecht, a former premier of Lower Saxony. But she personally entered politics only at 42, after living in Belgium, Britain and America, learning fluent English and French, studying and then practising gynaecology and having seven children. Since Mrs Merkel became chancellor in 2005, Mrs von der Leyen has had stints as minister of families and women, then of labour and welfare.

During these years, she has proved herself unfailingly loyal to Mrs Merkel, even after a personal disappointment in 2010, when the chancellor did not nominate her for federal president as she had hoped. She

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also cultivated an image as the social conscience of her party. With rare bravura, she demonstrated personally how to combine work and family but also pushed policies that would help other women do the same. These views have made her popular with voters but at times less appreciated by conservatives in the CDU. To become a plausible candidate to succeed Mrs Merkel, she will first have to shore up her support within the party's base.

Women are gaining a higher profile in Mrs Merkel's government more generally. Four of the SPD's cabinet positions have gone to women, with some of the portfolios dearest to party members: labour, women and integration of foreigners. In another surprise, Jörg Asmussen, a Social Democrat who has the German seat on the board of the European Central Bank (ECB), will return to Berlin. Mr Asmussen will be missed in Frankfurt, having acted as a bridge between the bank and the German government and voters in the euro crisis. The candidate to replace him at the ECB is another woman, Sabine Lautenschläger-Peiter, the number two at the German Bundesbank. She belongs to no party, but is an expert on bank regulation who often talks out against bankers with big bonuses.

Mrs Merkel has given no hints about her own career plans beyond denying some speculation that she might step down in mid-term, around the time of her tenth anniversary as chancellor. The previous CDU chancellor, Helmut Kohl, served four terms but then lost the 1998 election. Thinking of him and Konrad Adenauer, Germany's first post-war chancellor, Mrs von der Leyen has in the past evaded questions about her ambitions by saying that in the CDU "each generation has its chancellor," and hers already has Angela Merkel. If Mrs von der Leyen does her new job well, she may reconsider. ■

Also in this section

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*Mager*: having little fat, i.e. lean.<sup>1</sup> *Dünn*: having little thickness, i.e. between opposite surfaces. *Dünn* is therefore applied to the figure and to extremities.

*Er ist sehr mager* (lean, thin).

*Seine Wangen sind sehr mager*.

*Er hat dünne Beine, Arme, eine dünne Haut*.

2. Other uses of *dünn*.

(a) Having little thickness, of things (the opposite of *dick*).

*Dünnes Papier, ein dünner Faden, eine dünne Scheibe Brot, ein dünner Baumstamm*.

(b) Having little density, sparse (the opposite of *dicht*).

*Ein dünner Wald, Bart, Nebel*.

*Diese Gegend ist sehr dünn bevölkert*.

(c) Unsubstantial, weak, particularly of liquids, sounds, and mental products. Applied to the last of these it is somewhat popular.

*Dünne Suppe, dünnes Bier, dünnes Blut, eine dünne Stimme*.

*Ein dünnes Argument*.

*Ihr Aufsatz war sehr dünn* (also: *mager*).

3. *Dürftig* means 'lacking what is regarded as sufficient', either as a statement of fact or a judgment of value. It draws attention to the state or condition, i.e. thin, poor, paltry, shabby, needy. It does not emphasize the need for any specific thing.<sup>2</sup>

*Der Aufsatz ist sehr dürftig*.

*Ein dürftiges Argument*.

**THING 1.** (a) *Ding*<sup>3</sup> is applied to all concrete objects except those defined under *Sache*.

*Ein Stuhl ist ein Ding*.

*Was ist das Ding da drüben?*

*Wie nennen Sie dieses Ding?*

(b) In a figurative sense it is little used in the singular, mostly only in fixed phrases, in which, however, *Sache* could also be used.

*Das ist ein ander Ding*.

*Das ist ein komisches Ding*.

(c) It is used freely in the plural in a figurative application. Its serious, sober tone contrasts with that of *Sachen*.

*Er hat manche Dinge getan* (gesagt, gedacht, verlangt), die ich ihm nie zugetraut hätte.

*Er hat mir wichtige Dinge mitzuteilen*.

*Das sind Dinge, die nur mich angehen*.

*Solche Dinge dürfen nicht wieder vorkommen*.

<sup>1</sup> *Mager* corresponds to 'lean' in most uses (e.g. *die mageren Jahre*). *Feist* is 'obese', *hager* the opposite, 'gaunt'. *Schlank* means both 'slim' (suggesting little of a thing) and 'slender' (suggesting gracefulness and good proportions) in reference to the human body. 'Slim' has, particularly in figurative use, something of its German cognate *schlamm*, therefore 'meagre, insufficient' (e.g. his chances are slim).

<sup>2</sup> This latter sense is rendered by *bedürftig*, i.e. in need of (e.g. *ruhebedürftig*). See 'need'. *Notdürftig* means 'sufficient at a pinch, barely sufficient' (e.g. *das Zimmer war nur notdürftig möbliert*). *Kümmertlich* as a synonym of *dürftig* differs from it in suggesting a subjective attitude, therefore 'miserable' (e.g. *eine kümmerliche Predigt, ein kümmerliches Geschöpf*).

<sup>3</sup> *Dings*, neuter, is used colloquially like 'thingumajig'. Plural: *Dinger*.

*Die Dinge wachsen ihm über den Kopf*.

*Wie die Dinge nun einmal liegen* (things being what they are).

(d) It is applied to persons in an affectionate or derogatory sense.

*Sie ist ein niedliches, kleines, ein dummes, Ding*<sup>1</sup>.

2. (a) *Sache*<sup>2</sup> is applied to concrete objects which are things of immediate concern, personal belongings, particularly clothes, or small things (e.g. implements) used for a specific purpose. *Ding* is impossible in the sense of personal belongings.

*Ich packte meine Sachen zusammen und ging fort*.

*Nehmen Sie bitte Ihre Sachen weg*.

*Wollen Sie Ihre Sachen ablegen?*

*Das sind die Sachen, die sie brauchen, um ihre Schuhe zu reparieren*.

(b) In figurative use, singular and plural, *Sache* corresponds to 'affair', 'business', 'matter', as well as to 'thing'.<sup>3</sup> In the plural it is more off-hand than *Dinge*, and vaguer in the sense that the speaker has a less serious attitude to, and a less clear idea of, what he refers to. It translates 'thing' in the singular in a statement which makes a judgment about a thing.

*Die Sache geht Sie, nicht mich an*.

*Um seine Sachen steht es nicht gut*.

*Die Sache ist schlimm*.

*Es ist eine gefährliche Sache, ihm zu widersprechen*.

*Es ist Ihre Sache, die Berichte zu überprüfen*.

*Er hat dumme Sachen gemacht*<sup>4</sup>.

*Verrat ist eine häßliche Sache* (a judgment).

3. In the sense of 'something done, to be done, said, thought', 'an act, achievement, happening, fact', 'the proper thing' (see S.O.D. 'Thing', 1, 4, 5), German often uses (a) the neuter adjective or (b) an indefinite pronoun. When 'thing' is qualified numerically the forms in *lei* may be used and *Dinge* omitted (*zweiertei, dreierlei, mancherlei, etc.*). *Eins* = one thing.

*Das Wichtigste ist auszuhalten, bis Hilfe kommt*.

*Das Beste wäre, ihm Ihre Pläne mitzuteilen*.

*Was Sie sagten, war sehr unfreundlich* (that was not a kind thing to say).

*Gut, daß Sie es mir sagten* (a good thing).

*Es ist gerade das, was ich brauche*.

*Es ist etwas Ernstes geschehen* (a grave thing).

*Er sagte gestern etwas sehr Ulltiges*.

*Wissen und Handeln sind zweiertei* (two different things).

*Eins möchte ich klar machen*.

**THINK 1.** To have an opinion, mostly with a following 'that' clause.

**Denken** is only used to indicate surprise that an opinion one has held has proved erroneous or when one seeks confirmation of an opinion about which one entertains doubts. In the sense of 'believe', whether the grounds for belief are sufficient or insufficient, **glauben** must be used.

<sup>1</sup> *Ein kleines Ding von Mädchen*: a slip of a girl.

<sup>2</sup> The primary meaning of *Sache* is *Streit*, particularly at law (e.g. *Sachwalter*). It also means 'cause', often with the addition of *gut* (e.g. *für die gute Sache kämpfen*). See under 'cause'. Also 'point' in such phrases as: *die Sache ist die, daß...*; *bei der Sache bleiben*; *zur Sache!*; *von der Sache abweisen*.

<sup>3</sup> *Angelegenheit* is the weightiest term for 'affair, matter', etc. It means a 'matter of concern'. See also under 'concern'.

<sup>4</sup> See 'do' for *Ding* and *Sache* combined with *tun* and *machen* respectively.



*Ich glaubte, Sie hätten schon bezahlt.  
Ich dachte, Sie hätten schon bezahlt.  
Ich glaubte, Sie wollten gehen.  
Ich dachte, Sie wollten gehen.  
Wer hätte das gedacht?*

2. 'To think of' in the sense of 'to direct one's thoughts towards', 'to call to mind',<sup>1</sup> must be distinguished from 'to think of, about' in the sense of 'reflect, ponder over'. The former is **denken an**, the latter **nachdenken über**.<sup>2</sup>

*Ich habe gar nicht daran gedacht.<sup>3</sup>  
Ich habe gar nicht darüber nachgedacht.  
Sie müssen an Ihre Pflicht denken.  
Sie müssen über den Begriff der Pflicht nachdenken.*

3. 'To form or have an idea of (a thing, action, or circumstance, real or imaginary) in one's mind; to imagine, conceive, fancy, picture' (S.O.D., I, 4). The sense is not 'to hold an opinion' (see 1), but 'to represent a thing to one's mind'. **Sich denken** must be used.<sup>4</sup>

*Ich kann mir nicht denken, was Sie meinen.  
Ich kann mir nicht denken, wie ich ihn für den Plan gewinnen soll.  
Wenn ich mir denke, daß Sie es ernst meinen.  
Denken Sie sich bloß, er ist freigesprochen worden.*

4. To have an opinion with regard to the value of a person or thing.

**Halten** must be used with the indefinite pronouns *was, viel, nichts, allenhand*, and the like. With words which have a more concrete content (e.g. well, badly) **denken** is used.

*Was halten Sie von ihm, von dem Plan?  
Ich denke nur Gutes von ihm.*

5. 'To conceive or entertain the notion of doing something; to intend, mean' (S.O.D., II, 4). **Denken** is the usual term in the present tense and with a following 'that' clause, **glauben** is used to indicate a firmer intention than is expressed by **denken** (compare 1).

*Ich denke, morgen wegzugehen (also *gedenke*).  
Ich dachte, ich würde hier warten.  
Ich denke, ich werde nach Hause gehen (said tentatively).  
Ich glaube, ich werde nach Hause gehen.*

6. **Denken** cannot be used impersonally in the passive voice to translate 'it is thought (that...)' (German = *man denkt*). On the other hand it can be used passively with a thing as subject. Example: *Das Ding wird als belebt gedacht* (thought of, conceived).

**THOUGHT** 1. **Gedanke** is a mental image formed in the process of thinking, the content of thinking, a notion.<sup>5</sup>

<sup>1</sup> For the close synonym *bedenken* see 'consider'.  
<sup>2</sup> *Nachdenken* suggests prolonged thought, which need not be the case with *sich überlegen* (see 'consider').

<sup>3</sup> *Einfallen*, to occur, is much used in the sense of 'to think involuntarily of something'.  
<sup>4</sup> For the close synonym *sich vorstellen* see 'imagine'.  
<sup>5</sup> **Gedanke** is, unlike 'thought', sometimes used in the sense of 'conception'. *Der Staatsgedanke in Hebbels 'Agnes Bernauer'*.

*Ein Gedanke fiel mir plötzlich ein.  
Der Gedanke an deinen Abschied beschäftigt mich sehr.  
Sein einziger Gedanke ist, Geld zu verdienen.  
Er hat viele fruchtbare Gedanken im Kopf.  
Es ist ein beruhigender Gedanke, daß so viel guter Wille in den Menschen steckt.*

2. **Denken** must be used for 'thought' in the sense of the 'activity of thinking' or a 'way of thinking'.

*Das Denken ist frei.  
Im Denken und im Handeln ist er gleich unberechenbar (in thought and in action).*

*Hegels Denken hat Marx beeinflusst.  
Das Denken des Mittelalters war teleologisch, das der Neuzeit ist kausal.*

3. **Nachdenken**, i.e. reflection, must be used when the activity of thinking is meant as distinct from its content. See 'think'.  
*Angestregtes Nachdenken tut not.  
Er war in Nachdenken versunken.*

4. **Gedankengut** refers to a body of thought of a specific age, movement, or the like.

*Das romantische Gedankengut.  
Das griechische Gedankengut des 5ten Jahrhunderts v. Chr.*

5. To have no thought, i.e. intention, of...  
*Ich dachte nicht daran, Sie zu beleidigen.*

**THOUGHTFUL, LOST IN THOUGHT** 1. **Gedankenvoll** means (a) full of ideas, (b) lost in thought, i.e. absorbed in thoughts, musings, which take one away from the present. It is mostly used to describe facial expression, hence as an adjective qualifying nouns such as *Blick* and as an adverb. Direct application to a person as in the following example from Hermann Hesse's *Der Steppenwolf* is rare. '...vielleicht auch waren sie vereinsamte und entgleiste Burschen wie ich, stille gedankewolle Säufere über bankrotten Idealen, Steppenwölfe und arme Teufel auch sie.'

*Er hatte einen gedankenvollen Blick.  
Er saß gedankenvoll da.*

2. In the sense of 'giving thought to a matter', i.e. as a contrast to 'rash, unthinking', the following terms, which are approximations to 'thoughtful', may be used.<sup>1</sup>

**Überlegt** suggests an examination of all sides of a matter with a view to action. **Nachdenklich** suggests caution and particularly the presence of doubts. **Besonnen** refers to a temper of mind, which is level-headed, balanced, but not necessarily on an exclusively practical or prosaic level.<sup>2</sup>

*Das ist ein wohl überlegter Plan.  
Er handelt überlegt.  
Er ist ein nachdenklicher Mensch.  
Er hat einen nachdenklichen Gesichtsausdruck.  
Es stimmte mich nachdenklich.  
Er ist ein besonnener Mensch, Künstler.*

<sup>1</sup> See 'to consider'.

<sup>2</sup> Further: *bedächtig*, which adds to the idea of circumspection that of slowness. *Er sprach sehr bedächtig*.

## THOUGHTFUL

3. For the sense of 'giving signs of original thought' (P.O.D.), as applied to persons and their writings, German has no exact term. 'A thoughtful student' could be paraphrased by *ein Student, der voller Gedanken (Ideen) steckt*. A thoughtful essay: *ein gedankenreicher Aufsatz* (an abundance of ideas with a touch of brilliance).

4. In the sense of 'considerate' *rücksichtsvoll* may be used, i.e. taking care not to hurt, inconvenience, people. In the more positive sense of 'going out of one's way to do things for people', i.e. when omission would not cause hurt, inconvenience, or the like, *aufmerksam*, i.e. attentive, can be used.

*Er ist immer sehr rücksichtsvoll.*

*Ein aufmerksamer Freund, Gatte.*

*Es war sehr aufmerksam von ihm, mir diese Zeitungsnote zu schicken.*

**THOUGHTLESS, WITH ONE'S MIND A BLANK** 1. *Gedankenlos* generally means 'with one's mind a blank' and is mostly used as an adverb. It can also mean 'unthinking', as a mild criticism of one's own behaviour towards others. It is not as strong as 'inconsiderate', the implication being: I did not mean it.

*Ich saß stundenlang gedankenlos da.*

*Ich habe es gedankenlos hingesagt.*

*Es war gedankenlos von mir, das gesagt zu haben.*

2. In the sense of 'not reflecting sufficiently' *unüberlegt* and *unbesonnen* (for explanation see 'thoughtful'), further, *unbedacht* may be used. The latter is as a stricture the weakest term and simply means 'without thinking'.<sup>1</sup>

*Ich war unbedacht genug, ihm meine Pläne mitzuteilen.*

*Ich habe meinen Besuch unbedachterweise abgesagt.*

3. German has no exact equivalent for the sense of 'inconsiderate'. **Rücksicht nehmen** in the negative may sometimes be used.<sup>2</sup> See also 1.

*Warum nimmst du so wenig Rücksicht auf die Eltern?*

**THREATEN** 1. *Bedrohen* suggests the immediacy of violent action, not the uttering of a threat with regard to future action. It cannot therefore be followed by an infinitive or be used adjectivally in the present participle.

*Der Feind bedroht die Stadt.*

*Er bedrohte mich mit einem Hammer.*

*Ich fühle mich bedroht.*

2. *Drohen* suggests weaker or more remote action, often nothing more than an attitude. This action need not be physical violence, and can even take the form of a reprimand. An infinitive can follow or, in its place, a phrase with *mit* indicating what is threatened. The present participle is used regularly as an adjective.

*Er drohte mir mit der Faust, dem Hammer.*

*Der Staat drohte ihnen mit Beschlagnahme ihrer Güter.*

*Er drohte, ihm anzuseigen.*

<sup>1</sup> *Leichtsinnig*, light-minded, means either 'not sufficiently serious', 'frivolous in thought', or 'exposing unthinkingly to danger'. In the latter use it approximates closely to 'thoughtless'. Examples: *eine leichtsinnige Haltung* (frivolous); *es ist sehr leichtsinnig von Ihnen, so lange in der Kälte zu sitzen*. *Leichtsinnig* suggests irresponsibility (e.g. *ein leichtfertiger Schritt*).

<sup>2</sup> *Rücksichtslos* can range in meaning from 'inconsiderate' to 'ruthless'.

*Ein Sturm droht.*

*Er gab uns einen drohenden Blick.*

**TIME** 1. *Zeit* is used in the sense of duration.

*Zehn Jahre können eine lange Zeit im Leben eines Menschen bedeuten.*

*Er hat eine lange Zeit in Afrika verbracht.*

2. *Mal* means 'occasion' in the sense of one of a number of occasions. It is often preceded by a numeral, in which case it is generally not pluralized and is written with a small letter.

*Er war fünfmal hier.*

*Er war unzählige Male in Rom.*

*Das war das letzte Mal, daß ich ihn sah.*

3. *Frist* is a period of time with a definite limit and to which conditions are attached. Its meaning is seen quite clearly in the derivative past participle, as: *ein befristetes Ultimatum*—with a time limit. From its basic meaning develops that of a limited breathing space, *reprise*.

*Die Versicherungsgesellschaft hat eine Frist von einem halben Jahr, um ihre*

*Finanzen in Ordnung zu bringen.*

*Die Operation wird ihm eine Frist von zwei bis drei Jahren geben.*

**TIN, CAN, JAR, JUG, POT** The metal 'tin' is German *Blech*. The sense treated in this article is that of a container, i.e. a tin can. In Britain the latter is referred to simply as 'tin', in America as 'can' (e.g. tinned fruit, canned fruit). 'Jar', according to *W.*, is a rigid container having a wide mouth and often no neck, and made typically of earthenware or glass. *Kanne* is not necessarily made of tin, and is extended to cover even china, e.g. *Kaffeekanne*, *Teekanne*, coffee-pot, teapot, which does not make clear of what material the vessel is made any more than English 'pot' does. Likewise *Milchkanne*, a jug of milk (see below, *Milchtopf*).

On the other hand *Gißkanne*, watering can. It will be seen that *Kanne* contains liquids whatever the substance of which it is made. *Kännchen* if the pot is small (*ein Kännchen Kaffee*). *Dose* and *Büchse* may hold anything, but is often preserved food. The distinction between the two is that *Dose* is better made than *Büchse*, which may be crude (*Schnufftabakdose*). Thus it is possible to say *Dosenfleisch*, as well as the more usual *Büchsenfleisch*, the distinction in every-day speech often being obliterated. Likewise *eine Dose* (or: *Büchse*) *Marmelade*, *Sardinen*, *Zigaretten*. Normally, however, only *Tabakdose* (jar of t.), though it is possible to say *mein Tabak ist in dieser Büchse*. *Dose* is often a well-made tin or jar into which food is transferred from a *Büchse*.

*Topf* is mainly used in cooking as in *Kochtopf*, *Wassertopf*, *Eintopfgericht*, but also *Blumentopf*. It may be used for keeping the milk as against *Milchkanne* (for receiving it).

**TOTTER, SWAY, ROCK, STAGGER, REEL, LURCH, WOBBLE** 1. *Schwanken* suggests a wide swing from side to side and is mostly applied to tall and slender objects.<sup>1</sup>

*Der Zweig, der Mast, schwankt heftig im Winde.*

*Als er aufstand, schwankte er und schlug dann hin.*

<sup>1</sup> In figurative use it means 'to vacillate'. *Er schwankt sehr in dieser Angelegenheit.*