

**Deutsch 301 • Herbstsemester 2011 • Sitzung Nr. 02 • 28.09. Mi •
Tagesordnung**

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

√Fischer Bowman Diaz Holub Jones
Looney Manca Meyer Reihsmann Roane Sutton White

Vorige Sitzung: Vokabeln

lächerlich - ridiculous	lächeln - smile	meinetwegen - for all I care
Pinkelpause - potty break	freiwillig - voluntary/ily	reichen - suffice (but not as formal)
Militärdienst - military service	Reinigung - (dry) cleaning	verstorben - deceased
umziehen - move (change residence)	Beruf - profession	kündigen - give notice (quit a job)
Diplom, Zertifikat - degree (study)	Ausbildung - education (training)	Bildung - education (cultivation)

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)
ACTFL Proficiency Guidelines (German)
"Ich über mich" statements by the students from Irkutsk

Schlüsselwort/begriff des Tages

future, past, present; expect, predict

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: Unser Kurs und Ihr Wochenplan - verträglich miteinander?
- Weiter zum Kurs: Gestaltung der Website, Einzelheiten (Beschreibung)
- Übung: Wir beschreiben die Zukunft - von anderen Leuten (er/sie/es WIRD)
- Debriefing: the role of grammar and vocabulary, specifically at the ACTFL Advanced level; negotiating meaning: ch__t (color); st__e; ve__l (spatial orientation); and now one that you might not know even in English (from supermarket)

- Übung: Wir besprechen unsere Zukunft noch einmal, und versuchen, die obigen Vokabeln zu benutzen (Schlüsselwort/Begriff des Tages)
- Jetzt besprechen wir die Übersetzungsübung von vorgestern: Eine Unternehmerin (Elaine Richard) stellt sich vor ("ich über mich"): Link und pdf
- Noch ein "ich über mich" Text, ziemlich informell: "LordMason" (und in der Computerübersetzung); und dann, formell, der Lebenslauf von Ralf B. Das alles als Vorbereitung auf eine spätere Aufgabe: Ihr Lebenslauf
- Weiter zum Thema Lebenslauf, Selbstbeschreibung: jetzt hören wir ein wenig (00028), und wir fassen zusammen: Was machen Peter und seine Frau?
- Debriefing: topics, regular assignments, grading; more about the "hand-on" parts of the course - portfolio and SpeakEasy; 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)
- Übung: Ihre praktischen Kenntnisse; Ihre Geschäftserfahrung(en): Wo haben Sie wann gearbeitet? studiert?
- Wrap up: decisions about the Nees book; assignments for the week and preparation for next meeting - see below

Aufgabe(n)

- Due Wednesday (28 September): 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 Wednesday, as preparation for when you compose your own career statement and résumé in German.
- Do by Wednesday (28 September): Read online the first chapter of Nees, Greg. "Germany: Unraveling and Enigma", and be prepared Wednesday to tell (in German) how you want to obtain the book: get the print version on your own, join others in a group order of the print version, or use the Kindle version.
- Due Wednesday (28 December): Read the "Ich über mich" statements by the students from Irkutsk who are participating in the TU Dresden course where they learn about German culture and ways of thinking. Note vocabulary that you can use in your upcoming personal statement. Translate into English either Oksana Zwira's or Irina Anziferowa's statement.

Vorbereitung auf die nächste(n) Stunde(n)

from Monday:

- 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.
- Explore my conference presentation about SpeakEasy, so that you will better understand

how SpeakEasy will fit into German 301-302.

New:

- Next week's topic is "Language 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")

- [more to come shortly- got delayed at the airport this afternoon]

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

- First formal writing activity: "Meine Zukunft"; specification to come Wednesday
- First "Reference Grammar" assignment, as preparation for "Meine Zukunft"
- First listening assignment, with transcription, translation, and German paraphrase; specifications to come Wednesday

Provisional German Descriptions.—Speaking

- Novice—Low Unable to function in spoken German. Oral production is limited to occasional isolated words such as *ja, nein, ich, Sie, Fritz* (name), *Fräulein*. Essentially no communicative ability.
- Novice—Mid Able to operate only in a very limited capacity within very predictable areas of need. Vocabulary is limited to that necessary to express simple elementary needs and basic courtesy formulae such as *Guten Tag/Morgen; Auf Wiedersehen; Das ist... (name), was ist...; Wer ist das? Danke; Bitte; Grüß Gott*. Speakers at this level cannot create original sentences or cope with the simplest situations. Pronunciation is frequently unintelligible and is strongly influenced by the first language. Can be understood only with difficulty, even by persons such as teachers who are used to dealing with non-native speakers or in interactions where the context strongly supports the utterance.
- Novice—High Able to satisfy immediate needs using learned utterances. There is no consistent ability to create original sentences or cope with simple survival situations. Can ask questions or make statements with reasonable accuracy only where this involves short memorized utterances or formulae. Vocabulary is limited to common areas such as colors, days of the week, months of the year, names of basic objects, numbers, and names of immediate family members—*Vater, Mutter, Geschwister*. Grammar shows only a few parts of speech. Verbs are generally in the present tense. Errors are frequent and, in spite of repetition, may severely inhibit communication even with persons used to dealing with such learners. Unable to make one's needs known and communicate essential information in a simple survival situation.
- Intermediate—Low Able to satisfy basic survival needs and minimum courtesy requirements. In areas of immediate need or in very familiar topics, can ask and answer some simple questions and respond to and sometimes initiate simple statements. Can make one's needs known with great difficulty in a simple survival situation, such as ordering a meal, getting a hotel room, and asking for directions; vocabulary is adequate to talk simply about learning the target language and other academic studies. For example: *Wieviel kostet das? Wo ist der Bahnhof? Ich möchte zu... Wieviel Uhr ist es? Ich lerne hier Deutsch; Ich studiere schon 2 Jahre; Ich habe eine Wohnung*. Awareness of gender apparent (many mistakes). Word order is random. Verbs are generally in the present tense. Some correct use of predicate adjectives and personal pronouns (*ich, wir*). No clear distinction made between polite and familiar address forms (*Sie, du*). Awareness of case system sketchy. Frequent errors in all structures. Misunderstandings frequently arise from limited vocabulary and grammar and erroneous phonology, but, with repetition, can generally be understood by native speakers in regular contact with foreigners attempting to speak German. Little precision in information conveyed owing to tentative state of grammatical development and little or no use of modifiers.
- Intermediate—Mid Able to satisfy most routine travel and survival needs and some limited social demands. Can ask and answer questions on very familiar topics and in areas of immediate need. Can initiate and respond to simple statements, and can maintain simple face-to-face conversation. Can ask and answer questions and carry on a conversation on topics beyond basic survival needs or involving the exchange of personal information, i.e., can talk simply about autobiographical information, leisure time activities, academic subjects. Can handle simple transactions at the post office, bank, drugstore, etc. Misunderstandings arise because of limited vocabulary, frequent grammatical errors, and poor pronunciation and intonation, although speakers at this level have broader vocabulary and/or greater grammatical and phonological control than speakers at Intermediate-Low. Speech is often characterized by long pauses. Some grammatical accuracy in some basic structures, i.e., subject-verb agreement, word order in simple statements (excluding adverbs) and interrogative forms, present tense of irregular verbs and imperative of separable prefix verbs (*Kommen Sie mit!*). Fluency is still strained but may be quite natural while within familiar territory. Is generally understood by persons used to dealing with foreigners.
- Intermediate—High Able to satisfy most survival needs and limited social demands. Developing flexibility in language production although fluency is still uneven. Can initiate and sustain a general conversation on factual topics beyond basic survival needs. Can give autobiographical information and discuss leisure time activities. Most verbs are still in the present tense, more common past participles appear (*gegangen, gesehen, geschlafen*). Many mistakes in choice of auxiliary (**habe gegangen* with the present perfect). Past tense is attempted also with common imperfect 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. Attempts to expand discourse which is only accurate in short sentences. Frequently gropes for words. Comprehensible to native speakers used to dealing with foreigners, but still has to repeat utterances frequently to be understood by the general public.

* Denotes an error characteristic of speakers at this level.

Advanced	Able to satisfy routine social demands and limited school and work requirements. Can handle with confidence but not with facility most social and general conversations. Can narrate, describe and explain in past, present, and future time. Can communicate facts—what, who, when, where, how much—and can explain a point of view, in an uncomplicated fashion, but cannot conjecture or coherently support an opinion. Can talk in a general way about topics of current public interest (e.g., current events, student rules and regulations), as well as personal interest (work, leisure time activities) and can give autobiographical information. Can make factual comparisons (e.g., life in a city vs. life in a rural area). Can handle work related requirements, needing help in handling any complications or difficulties. Can make a point forcefully and communicate needs and thoughts in a situation with a complication (e.g., calling a mechanic for help with a stalled car, losing traveler's checks). Has a speaking vocabulary sufficient to respond simply with some circumlocutions. Can be understood by native speakers not used to dealing with foreigners, in spite of some pronunciation difficulties. Good control of all verbs in present tense, past participles of most verbs, simple past tense of most irregular verbs, modal auxiliaries, most separable verbs and some reflexives. Double infinitives in main clauses may be attempted (mistakes are expected). Genders of high frequency words are mostly correct. Some inaccuracy in choice of prepositions as well as in distinctions between position and motion. Speaker is hesitant at times and gropes for words, uses paraphrases and fillers, uncomplicated dependent clauses (<i>dass, weil</i>) but mistakes are expected when sentences are joined in limited discourse.
Advanced Plus	Able to satisfy most school and work requirements and show some ability to communicate on concrete topics relating to particular interests and special fields of competence. Can narrate, describe, and explain in past, present, and future time. Can consistently communicate facts and explain points of view in an uncomplicated fashion. Shows some ability to support opinions, explain in detail, and hypothesize, although only sporadically. Can discuss topics of current and personal interest, and can handle most situations that arise in everyday life (see Advanced Level examples) but will have difficulty with unfamiliar situations (e.g., losing a contact lens in a sink drain and going to a neighbor to borrow a wrench). Normally controls general vocabulary with some groping still evident. Speaking performance is often uneven (e.g., strong in either grammar or vocabulary but not in both). Good control of most verbs in present and past tense and most imperative forms. Irregular control of infinitive clauses with <i>zu</i> , conditional sentences (with <i>würde</i> plus infinitive, <i>hätte, wäre, könnte</i> , and <i>da(r)-</i> and <i>wo(r)-</i> compounds). Better control of prepositions and adjective endings but mistakes will occur. Control of dependent clauses. Distinguishes between subordinating and coordinating conjunctions and how they affect word order (<i>denn, weil</i>). Good control of limited discourse, but many errors in all more complicated structures. Often shows remarkable fluency and ease of speech, but under tension or pressure language may break down.
Superior	Able to speak the language with sufficient structural accuracy and vocabulary to participate in most formal and informal conversations on practical, social, and professional topics. Can discuss particular interests and special fields of competence with reasonable ease. Can support opinions, hypothesize, and conjecture. May not be able to tailor language to fit various audiences or discuss highly abstract topics in depth. Vocabulary is broad enough that speaker rarely has to grope for a word; good use of circumlocution. Pronunciation may still be obviously foreign. Control of grammar is good. Sporadic errors but no patterns of error in tenses, cases, attributive adjectives, pronouns, most verbs plus preposition, dependent clauses, subjunctive II (present and past). Control less consistent in low frequency structures such as passive plus modals, the <i>lassen</i> construction, verbs plus specific prepositions (<i>achten, auf, sich halten an, sich irren in</i>), directional adverbs (<i>hinauf, hinunter, herüber</i>), double infinitives in dependent clauses (<i>dass er das nicht hat machen sollen</i>). Varying degrees of competence in usage of idiomatic expression and slang. Errors never interfere with understanding and rarely disturb the native speaker.

Provisional German Descriptions—Listening

Novice—Low	No practical understanding of spoken German. Understanding is limited to cognates, borrowed words, high frequency social conventions, and occasional isolated words, such as <i>Tag, Auto, Haus, heute, morgen, schön</i> . Essentially no ability to comprehend even short utterances.
Novice—Mid	Sufficient comprehension to understand some memorized words within predictable areas of need. Vocabulary for comprehension is limited to simple elementary needs, basic courtesy formulae, such as <i>Guten Tag, Wie geht's? Auf Wiedersehen, Bis morgen, Danke</i> , and very simple memorized material relating to everyday objects and situations. Utterances understood rarely exceed more than two or three words at a time, and ability to understand is characterized by long pauses for assimilation and by repeated requests on the listener's part for repetition, and/or a slower rate of speech. Confuses words that sound similar, such as <i>fährt/Fahrt</i> , and pronouns, <i>er/ihr</i> .

Provisional German Descriptions—Writing

Novice—Low	No functional ability in writing German.
Novice—Mid	No practical communicative writing skills. Able to copy isolated words and short phrases. Able to transcribe previously studied words or phrases. Able to write name, address, dates and other numbers, as well as common expressions such as those used in greetings and leave-takings.
Novice—High	Able to write simple fixed expressions and limited memorized material. Can supply information when requested on forms such as hotel reservations and travel documents. Can write names, write out numbers from 1-20, dates (days of the week, months of the year), own nationality as well as other common adjectives of nationality, addresses, and other simple biographic information. Can write limited learned vocabulary for common objects, short phrases, and simple lists. Can write such expressions as <i>Guten Tag! Ich heie ...</i> , <i>Wie geht es Dir? Wie geht es Ihnen?</i> and other fixed social formulae. Can name some common objects; knows some common adjectives and adverbs; can use the present tense of some common regular verbs, such as forms of the present tense of <i>haben</i> and <i>sein</i> ; can write simple negative sentences using <i>nicht</i> (but often in wrong place) and interrogative sentences with words such as <i>wo</i> , <i>wie</i> , <i>warum</i> , <i>wann</i> , etc. Writes in sentences or short phrases using very basic subject-verb-object word order. Can ask and answer very simple yes-no or information questions using limited memorized or very familiar sentence patterns, with frequent misspellings and inaccuracies. Usually forgets umlauts. Sometimes uses infinitives for conjugated verbs. Has a concept of gender, and can produce definite and indefinite articles, though often inappropriately. Often forgets to make adjectives agree with nouns. Generally cannot create own sentences in the language, but uses memorized material or transformations of familiar patterns.
Intermediate—Low	Has sufficient control of the writing system to meet limited practical needs. Can write short messages, such as simple questions or notes, postcards, phone messages and the like. Can take simple notes on material dealing with very familiar topics within the scope of limited language experience. Can create statements or questions, in the present tense using negative and interrogative constructions, within the scope of limited language experience. Material produced consists of recombinations of learned vocabulary and structures into simple sentences. Can express present and future by using the present tense and adverbs of time such as <i>morgen</i> , <i>heute</i> , <i>nchste Woche</i> , <i>nchstes Jahr</i> . For example: <i>Ich schreibe heute eine Prfung. Wir fahren nchste Woche nach Berlin</i> . Generally cannot express past time by past tenses, but may incorrectly use the present tense and an adverb of time such as <i>gestern</i> , <i>gestern abend</i> , <i>heute morgen</i> to convey past meaning. Awareness of gender apparent (many mistakes). Awareness of case system sketchy. Some correct use of predicate adjectives and personal pronouns (<i>ich</i> , <i>wir</i>). Vocabulary is limited to common objects and cognates, and is inadequate to express anything but elementary needs. Can express numbers from 1-100 with some misspellings. Often inserts native-language vocabulary for unknown words, and is generally not capable of circumlocution to get meaning across. Writing tends to be a loose collection of sentences or sentence fragments on very familiar topics (likes and dislikes, general routine, everyday events or situations). Makes continual errors in spelling (<i>ei</i> vs. <i>ie</i> , often omits umlauts), grammar (incorrect adjective endings, incorrect subject-verb agreement), and punctuation. Word order is random, but writing can be read and understood by a native reader used to dealing with foreigners. Able to produce appropriately some fundamental sociolinguistic distinctions in formal and familiar style, (<i>Herr</i> , <i>Frau</i> , <i>Fru</i>), but no clear distinction between polite and familiar address forms (<i>Sie</i> , <i>du</i>), such as appropriate subject pronouns, titles of address and basic social formulae.
Intermediate—Mid	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 <i>haben</i> , <i>sein</i> , <i>tun</i> , <i>wollen</i> , <i>knnen</i> , <i>wissen</i> , <i>verstehen</i> , and <i>mchten</i> with occasional production errors. Can use <i>werden</i> 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

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

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.

Advanced Plus

Shows ability to write about most common topics with precision and in some detail. Can write fairly detailed resumés and summaries and take accurate notes. Can handle most informal and business correspondence. Can describe and narrate personal experiences and explain simply point of view in prose discourse by using introductory phrases (e.g., *meiner Meinung nach, ich glaube, dass..., ich bin sicher, dass...*). Can write about concrete topics relating to particular interests and special fields of competence. Normally controls general vocabulary with circumlocution or modification where necessary, e.g., may use negation plus lexical item for an unknown antonym, or modify words with *sehr, viel*, etc., if a more specific term is unknown, or resort to a category label for unknown components. Often shows remarkable fluency or ease of expression, but under time constraints (e.g., no opportunity to rewrite), and pressure (e.g., testing), language

may be inaccurate and/or incomprehensible, especially if important lexical items are missing or if inaccurate tense usage interferes with meaning. Generally strong in either grammar or vocabulary, but not in both. Weaknesses and unevenness in one of the foregoing or in spelling result in occasional miscommunication. Areas of weakness may involve detail in the use of simple constructions: irregular plurals of nouns, adjectives; determiners (usage rather than form); prepositions (after verbs or adjectives); negatives (still has problems with subtleties of placement and form, *nicht ein vs. kein*). Weaknesses are also observed in more complex structures: tense usage; compound past vs. simple past after *als*; avoidance where possible of *würde* in *wenn* clauses; passive constructions (rarely uses *man* or reflexive but tends to parallel English with consequent use of *sein*); statal and real passive confused; word order still a problem, sometimes with inversion, reflexive and auxiliary placement in dependent word order. Good control of simple dependent word order, subordinating and coordinating conjunctions (*denn vs. weil*), and relative pronouns. Irregular control of infinitive clauses with *zu*. Uses wide range of tenses as time indicators including hypothetical subjunctive (with *würde* plus infinitive, *hätte, wäre, könnte*). Uses *da(r)-* and *wo(r)-* compounds. Better control of prepositions, adjectives and case endings, but mistakes still occur. Some misuse of vocabulary still evident, especially when using dictionary for words with multiple meanings or where related words carry various functions, but does use a dictionary to advantage where a fairly direct bilingual translation and no intralingual ambiguity exists. Shows ability to use circumlocution. Writing is understandable to native speakers not used to reading material written by non-natives, though the style is still obviously foreign.

Superior

Able to use written German effectively in most formal and informal exchanges on practical, social, and professional topics. Can write most types of correspondence, such as memos, social and business letters (with appropriate formulaic introductions and closings), short research papers, and statements of position. Can express hypotheses and conjectures, and present arguments or points of view accurately and effectively. Can write about areas of special interest and handle topics in special fields. Has good control of a full range of structures so that time, description, and narration can be used to expand upon ideas. Errors in basic structures are sporadic and not indicative of communicative control. In addition to simple tenses, can use compound tenses to show time relationships among events and to express coordinate and subordinate ideas clearly and coherently. Has lexical control of subordinate conjunctions. Controls dependent word order with auxiliary and reflexive placement such as: *ich weiss, dass er hatte gestern kommen sollen* and *er sagte, dass sich der mann umzog*. Able to use quotative subjunctive (subjunctive I) consistently, as well as passives plus modals. Can use hypothetical subjunctive (subjunctive II) correctly, as well as directional adverbs (*hinauf, hinunter, herüber, etc.*) and the *lassen* construction. Has a wide enough vocabulary to convey the message accurately, though style may be foreign. Uses dictionary to a high degree of accuracy to supplement specialized vocabulary or to improve content or style. Although sensitive to differences in formal and informal style, still may not tailor writing precisely or accurately to a variety of audiences (except for personal vs. business correspondence) or styles.

Provisional German Descriptions—Culture

Novice

Limited interaction. Behaves with considerateness. Is resourceful in nonverbal communication, but does not interpret reliably gestures or culturally-specific nonverbal behavior, such as physical contacts with greetings. Is limited in language (see listening/speaking guidelines) but may be able to use short phrases of courtesy (*Danke, Danke schön, Bitte, Bitte schön, Entschuldigung, Verzeihung*) and basic titles of respect (*Herr, Frau, Fräulein*). Lacks generally the knowledge of culture patterns requisite for survival situations.

Intermediate

Survival competence. Can deal with familiar survival situations and interact with a culture bearer accustomed to foreigners. Is able to use conventional phrases when being introduced, such as *Es freut mich* or *Sehr erfreut*, as well as proper greetings at different times of day, such as *Guten Tag, Guten Abend, Grüss Gott* (in Bavaria) and leave-taking, *Auf Wiedersehen, Bis bald*. Shows comprehension of distinction between *Sie* and *du* form of address. Can provide background material in the standard form of the culture, such as a personal address (street name followed by number—*Leopoldstrasse 30*—zip code preceding name of city, zone within large city following name of city—*8000 München 23*) telephone number in many areas in groups of two: *23 23 67*. Is able to express wants in routine situations with simple phrases, such as *Ein Zimmer ohne Bad, bitte; Ein Bier, bitte; Wieviel kostete eine Postkarte nach U.S.A. per Luftpost?* and to ask directions such as *Wo ist hier die Schellingstrasse?* Understands the need to go to specialty shops such as *die Metzgerei, die Bäckerei, die Konditorei* to buy certain foods but is also aware of the offerings in supermarkets and department stores. Is aware of the use of the metric system and can function in it, using such phrases as *Ein Kilo Orangen* and *200 Gramm Leberwurst*. Is aware of different meal schedules as well as the usual content of each: breakfast, light, without either warm cooked meats or eggs other



Dolmetscher und Übersetzer Ralf Benicke

Home
Ich über mich
Dienstleistungen
Übersetzung
Fremdsprachen
Kontakt
Gästebuch
So finden Sie mich
Impressum
Links
Кто я?

Ich möchte mich Ihnen kurz vorstellen:

Am 27.12.1962 kam ich in Merseburg zur Welt.

Ich besuchte dort die allgemeinbildende politechnische Oberschule "V. N. Tereschkowa", welche ich im Jahre 1979 mit dem Abschluss der 10. Klasse (entspricht Realschulabschluss) abschloss.

Von 1979 bis 1982 erlangte ich das Fachabitur in den Buna - Werken (Schkopau), zusammen mit einem Facharbeiterabschluss.

An diese Ausbildung schloss sich ein Hochschulstudium in Kiew, Ukraine (damals UdSSR) an. Während meines Studiums lernte ich meine Frau kennen und wir heirateten 1985 in Kiew. Das Studium schloss ich 1987 ab. Durch mein Studium qualifizierte ich mich zum Dipl.-Ing. und Dolmetscher. Bis 1993 arbeitete ich in verschiedenen Angestelltenverhältnissen als Dipl.-Ing., bis ich mich 1993 selbstständig machte. Neben anderen Dienstleistungen biete ich seit dem Dolmetscher- und Übersetzungsdienstleistungen an. Für diese Tätigkeit wurde ich öffentlich bestellt, was mich berechtigt für Gerichte, Notare und Behörden (z.

B. Polizei, TÜV, DEKRA, Standesämter u. a.)
tätig zu werden.

Für mein Berufsfeld hat sich als nützlich erwiesen, dass ich von 1995 bis 2000 an der Universität Halle Rechtswissenschaften studiert habe. Meine berufliche Tätigkeit hat mich auch zu weiteren Auslandsaufenthalten nach Russland und in die Ukraine geführt.

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