

**Deutsch 301 • Herbstsemester 2011 • Sitzung Nr. 01 • 26.09. Mo •  
Tagesordnung**

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

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

Vorige Sitzung: Vokabeln

[entfällt heute, weil 1. Sitzung]		
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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

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: Gutes/Schlechtes Wetter am ersten Unterrichtstag; Schwierigkeiten am ersten Tag (Parkplätze? Buchhandlung? lange Schlangen an den Kassen und Schaltern?)
- Einführung u. Kurze Übersicht: Wir lernen einander ein wenig kennen (Studium? Warum Abendkurs?). Der Professor stellt sich vor (Lebenslauf). Unser Kurs (Beschreibung)
- Übung: Wir beschreiben die Zukunft -unsere Pläne für das nächste Jahr (September - Juni). Vortrag: werden ≠ wollen; "Ich arbeite" oder "Ich werde arbeiten"? Wir sprechen, dann schreiben.
- 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); and now a second language sample:
- Übung (mündlich, dann schriftlich): Wie wir die letzten Stunden unsrer "Freiheit" (vor dem Semesteranfang) verbracht haben
- Jetzt lesen wir ein wenig, und wir übersetzen auch: Eine Unternehmerin (Elaine Richard) stellt sich vor ("ich über mich"): Link und pdf

- Jetzt hören wir ein wenig (00028), und wir fassen zusammen: Was machen Peter und seine Frau?
- Debriefing: 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)
- Wrap up: 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)

- 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.

### 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

GER 301 & 302 • Fall 2011 • Course Description last modified:  
9/26/11

**Concept & purposes.** The evening section of German 301 & 302 will concentrate on career, employment, business, economics, and the workplace, with special attention to a related topic that is particularly associated with the German-speaking world and is also priority at PSU: sustainability. The course will be balanced between learning about the German-speaking world and applying that knowledge, and your other knowledge and skills, to explore your career options and document your qualifications, with an eye to career activity that might involve your German language skills. The practical application of occupational skills, and the topic of sustainability will include activity in "SpeakEasy", a German-speaking PSU project that is developing a student-run business startup.

This version of Third-Year German is a new course. It is part of an effort to serve the needs of today's students of German and to develop a career/business "track" on the level of a minor or a concentration within the major.

**Language development.** When they start third-year German, most students are approaching an important new stage in their proficiency. They have acquired the ability to take care of survival matters with relative comfort, not just the desperation that characterized their language in first-year German. They have also begun to handle optional situations, mostly with regard to their personal circumstances, but sometimes of a more general kind. But they still find it difficult to maintain their language at that level, in real time, for more than a few sentences. When they encounter higher-level tasks, such as extended narrative or description beyond what is very familiar, they falter. Sometimes the difficulties involve linguistic features they understand pretty well but can't manage with sufficient accuracy. At other times the problem is something that they still have much difficulty understanding, much less applying.

**Relation to career development, etc.** The widely-recognized standards of the American Council on the Teaching of Foreign Languages ([www.actfl.org](http://www.actfl.org)) call the "survival" level of proficiency "Novice". The next level up is "Intermediate", whose lower range some learners reach at the end of the first year. Some learners reach the upper range of "Intermediate", called "Intermediate-High", at the end of the second year. It is the purpose of the third-year course to help learners move into the "Advanced" level of proficiency. That level is characterized by the ability to narrate and describe the range of everyday activity, in three time frames (present, past, future), using clusters of connected sentences.

In the lower range of the Advanced level, "everyday" starts to include the realm of occupations and work. The Advanced level also includes, in a simple way, more general topics that are part of the lives and interests of adults; some of these topics are work-related. For example, telling (or writing) how you spend your time at your job, and how it went yesterday, as though you were chatting with someone on the bus, is Advanced: "I got there on time, but one other person was late, so I had to help photocopy the information for the meeting." So is simple discussion of, say, what comes out of your paycheck and what you think about that: "I earn X, and pay Y in taxes. I get my health care through..., which is good, because last year I had a bike accident. I wish everybody had such good medical insurance."

## **Eliane Richard**

- Geschäftsleitung
- Beratung
- Verkauf



Ich über mich:

Ich bin ein grosser Tierfreund und liebe die Natur, Zürich und den See. Höre viel und gerne Musik, vor allem Hardrock (AC/DC). aber ich malträtiere auch mal gerne mein Tenorsaxophon! Im Winter trifft man mich auf der Skipiste, im Sommer draussen in der Natur oder am Wasser (wenn ich nicht grad an der Arbeit bin!)

## **Louis Bataillard**

- Webseite (Erstellung & Wartung)
- Technischer Support

## Reference Grammar Topic List

The numbers below refer to *sections* within the topic, *not* to page numbers

### NOUNS

- 1 Function of nouns
- 2 Noun spelling
- 3 Gender of nouns
- 4 Guessing noun gender
- 5 Plurals
- 6 Plural formation patterns
- 7 Dictionary symbols
- 8 Gender in the plural
- 9 Number and case (see **Adjectives §§3-7**)
- 10 Possession in nouns: von; the genitive
- 11 Compound nouns
- 12 Irregular nouns
- 13 Adjectival nouns
- 14 Dative plurals in *-n*
- 15 Accusative of definite time
- 16 Infinitives as nouns

### PRONOUNS

- 1 Definition and function of pronouns
- 2 Pronouns replace noun phrases
- 3 Kinds of pronouns
- 4 Demonstrative pronouns
- 5 Personal pronouns
- 6 Perspective in personal pronouns
- 7 Accusative personal pronouns
- 8 Dative personal pronouns
- 9 Possessive pronouns
- 10 Endings of possessive pronouns
- 11 *du, dich, dir, dein*
- 12 *ihr, euch, euer*
- 13 Personal pronoun summary
- 14 Pronouns combined with prepositions; *da-*
- 15 Relative pronouns
- 16 Definite and indefinite pronouns
- 17 *man*
- 18 *jemand, niemand*
- 19 *nichts, etwas, alles*
- 20 Interrogative pronouns
- 21 *wem, wen*
- 22 Reflexive pronouns

### ADJECTIVES AND ADVERBS

- 1 Adjectives and adverbs defined
- 2 *der/die/das* as gender markers
- 3 Subjects; *d-* in the nominative case
- 4 Direct objects; *d-* in the accusative case
- 5 Indirect objects; *d-* in the dative case
- 6 Possession; *d-* in the genitive case
- 7 Summary of the definite article
- 8 Summary of the indefinite article; *kein*
- 9 *ein-, kein-* as pronouns
- 10 Endings of unpreceded adjectives
- 11 Adjective endings after *ein*: masculine and neuter nominative and accusative

- 12 Adjective endings after *ein*: feminine nominative and accusative
- 13 Adjective endings after *ein*: dative
- 14 Adjective endings after *ein*: genitive
- 15 Summary of adjective endings after *ein*
- 16 Adjective endings after *d-*: nominative and accusative
- 17 Adjective endings after *d-*: genitive and dative
- 18 *welch-, dies-, jed-, solch-*
- 19 Endings of adjectives in series
- 20 Adjectival nouns
- 21 Adjectival nouns of national identity
- 22 Comparison: positive, comparative, superlative
- 23 Positive forms
- 24 Comparative forms
- 25 Comparative forms with unlauded stem vowel
- 26 Comparative forms with endings
- 27 *so . . . wie*
- 28 *-er als*
- 29 Comparison strategy
- 30 Use of adverb + comparative form for greater precision
- 31 Superlative forms
- 32 Unlauded and irregular superlatives
- 33 Definition of adverbs
- 34 Adverb phrases
- 35 Superlative adverbs ending in *am -sten*
- 36 Word order of adverbs
- 37 Combining adverbs for greater precision
- 38 *noch, nicht mehr, kein- . . . mehr*
- 39 *schon, erst, noch nicht, noch kein-*
- 40 *gern, lieber, am liebsten*
- 41 *hin*
- 42 *her*
- 43 *-lang* for adverbs of time and distance

### VERBS

- 1 Verb stem and ending
- 2 Tense: past, present, future
- 3 Tense signals
- 4 Present tense: stem vowel remains
- 5 Subjects match endings
- 6 Person and number
- 7 Pronouns and endings
- 8 *du + -st*
- 9 *ihr + -t*
- 10 Present tense + adverb = future tense
- 11 Present tense + *seit*
- 12 Stem-changing verbs
- 13 Stem changes with *du*
- 14 The verb *sein*
- 15 *du bist, ihr seid*
- 16 *er, sie, es hat*
- 17 *du hast*
- 18 *möchte* as a modal pattern
- 19 Function of the modal verbs
- 20 Five other modals
- 21 Word order of modals; *sehen, hören, and lassen* as modals

When the original statement is in past time, then it is related by the past subjunctive:

- original: "Der Winter war doch furchtbar kalt."  
 retold: Er sagte, der Winter wäre furchtbar kalt gewesen.  
 or: Er sagte, daß der Winter furchtbar kalt gewesen wäre.  
 original: "Jemand hat unseren Wagen gestohlen."  
 retold: Sie sagten, jemand hätte ihren Wagen gestohlen.  
 or: Sie sagten, daß jemand ihren Wagen gestohlen hätte.

- §61 **Future tense** German normally uses the present tense with an adverb of time to indicate future action. A formal future tense does exist, however, occurring frequently in writing and occasionally in speaking. It is formed with the verb *werden* as a helping verb, followed at the end of the clause by an infinitive — similar in construction to modal clauses.

Morgen werden wir alle mit dem Postbus nach Trimmis fahren.

*Werden* is the finite verb, agreeing with the subject and holding second place in the sentence unless used in a subordinate clause:

Er sagte, daß wir alle morgen mit dem Postbus fahren werden.

NOTE: In the future tense a modal verb occurs in final position, after its dependent infinitive.

Morgen wirst du es besser verstehen können.

- §62 **Past tense** The past tense, sometimes called the narrative past, is used to describe events — usually a series of events — that occurred in past time. By its very nature, the past tense is heavily used in newspapers and other sources that report and analyze past occurrences. With the exception of the common verbs *sein*, *haben*, *wissen*, *denken*, *werden*, and the modals, the past tense is not frequently used in normal conversation.

- §63 These high-frequency past tense forms are some of the most important ones commonly used in both writing and speaking:

<u>INFINITIVE</u>	<u>PAST STEM</u>
sein	war
haben	hatte
wissen	wußte
können	konnte
müssen	mußte
dürfen	durfte
sollen	sollte
wollen	wollte

- §64 The formation of the past tense depends on the kind of verb involved — regular or irregular. The regular verbs form the past stem by the addition of a *-te* to the present stem:

<u>INFINITIVE</u>	<u>PRESENT STEM</u>	<u>PAST STEM</u>
kaufen	kauf-	kaufte-
studieren	studier-	studierte-
kosten	kost-	kostete-

The conjugation of the past tense is similar to that of the present tense, with the exception of the third person singular forms, which are identical to those of the first person:

	<u>SINGULAR</u>	<u>PLURAL</u>
FIRST PERSON	ich kauf te	wir kauf te n
SECOND PERSON	du kauf te st	ihr kauf te t
	Sie kauf te n	Sie kauf te n
THIRD PERSON	er/sie kauf te	sie kauf te n