

**Deutsch 301 • Herbstsemester 2013
Sitzung Nr. 05 • 15.10. • Tagesordnung**

Vorige Sitzung: Vokabeln

gestatten Sie - if I may (literally: "If you will permit" – used when entering personal space of customer, as when helping adjust new clothing)		
getroffen! - bingo! got it! right on the money!	gebürtig - native(born)	sich beschäftigen mit X - to be busy doing X
about (in the sense of "to have to do with"): do NOT use "es ist über" as "it is about [subject]"; es handelt sich um [subject] = it is about [subject]. but "Das ist ein Buch über deutsche Filme" is correct		
freiberuflich - free-lance	verstorben - deceased	spannend - exciting, tense, dramatic (said only of things, not people)
versagen - give up, fail	Versager - a quitter	sich um etwas scheren - not care in the least about

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

common office technology - things and actions

Computer, Rechner, Taschenrechner, Laptop - kinds of computers/ calculators	Handy - cell phone	Drucker - printer
Laufwerk - (disk) drive	Speicherung - storage, memory	(Bild)Schirm, Monitor - screen
Maus - mouse	_____ - trackpad	Tastbrett - keyboard
Taste - key		
drücken - press / drucken - print	wählen - select, dial	kopieren - copy
inserieren - insert	löschen - delete	speichern - save
scrollen (herunter, hinunter, herauf, hinauf) - scroll (up, down)	ziehen (herunter, etc.) - pull (down)	anklicken - click on

Schwerpunkte (Zeichenerklärung)

- SmallTalk: voriges Wochenende – Freizeit, Familie u. Freunde, Studium, Arbeit
- Weiter zur Schulung und Ausbildung: erste Arbeitserfahrungen; jetzige Arbeit. Was für eine Rolle spielen Arbeit und Beruf in unseren Zukunftsplänen?
- Debriefing: a key part of proficiency at the third-year level (ACTFL Intermediate-High ; EU B1) is the ability to narrate in the past tense (2+ sentences in a chunk) about a wide range of everyday situations; challenge activity: tracing a possession that you lost sometime during the

day

- Wiederholung / Fortsetzung von Sitzung 3: Ihre praktischen Kenntnisse; Ihr Studium und Ihre Arbeitserfahrung(en); Zeitangaben (wann, wie lange; vor/nach; -lang;"for"; schon / noch). Bitte versuchen Sie, Gebrauch von den verschiedenen deutschen Lebensläufen (s. oben) zu machen!
- Vielleicht: weiter über SpeakEasy (Firmenwebsite) - unser Geld; ein wenig Marktforschung – ob Sie Grußkarten kaufen, wieviel Sie ausgeben würden
- Ihre Persönlichkeit: 1) Haupteigenschaften – die Gruppe schlägt Vokabeln vor ("Mein Freund / Meine Tante ist... [freundlich...]"); 2) Einzelheiten, subjektive Bewertungen – "Welcher Beruf passt zu Ihnen?" - Quelle Department Store document (0086)
- Debriefing: describing as a key ingredient of proficiency, whether it's describing people (appearance, personalities) or things (home, greeting cards); review: describe a relative and describe a room in your house; the issue of accuracy (finding someone at airport, making homestay comfortable in room)
- Übung (vielleicht): Wie bedient man - im Allgemeinen - den Computer / das Handy / die Tablette?
- Kurz - die Übersetzungsaufgabe (Studentinnen aus Irkutsk) - zu schwer? zu einfach?
- Übung (Fortsetzung): Wie werden Sie Nees, Greg. "Germany: Unraveling and Enigma (Amazon; Powells) bekommen/ bestellen/ kaufen/ lesen? Als Buch? E-Datei? selber bestellen oder als Gruppenbestellung? / ODER: Wie haben Sie das Buch bekommen?
- Explanation of scoring, revising, and grading system; proficiency standards: today the ACTFL Proficiency Guidelines for speaking and writing (short version), as a self-evaluation (turned in during class) and as part of grading standards for the course; self-evaluation: as of today, as of end of German study (academic), life-long learning goal
- Wrap up: assignments for the week and preparation for next meeting - see below

Aufgabe(n)

- NEU!! First formal writing activity: "Meine Zukunft", due Tuesday, 22 October.

Vorbereitung auf die nächste(n) Stunde(n)

- Folgende Artikel "Maus oder Trackpad?"; Map_Laptop_Vergleich; MacAir "Maus oder Trackpad?" bis übermorgen lesen, und dann bereit sein, die Bedienung Ihres Laptops eingehender zu besprechen.
- Read Nees "Germany: Unraveling an Enigma" Chapter 2 "Who Are the Germans?" (including "The Essentials of Modern German History". Study helps: 1) try to think up American equivalents of major features / facts of German identity and history; 2) ponder the psychological differences that might reflect the differences in large contours between German and American history and political organization. A big help here are the sections "Germany: A Patchwork Country" and "North-South Axis". Expect to read a chapter of Nees every week for the rest of the quarter.

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

- First listening assignment, with transcription, translation, and German paraphrase; specifications to come Thursday, 17 October
- Short listening activity: When is a laptop not a laptop?
- Upcoming: a listening assignment involving a relatively detailed biographical statement (Vico Torriani)
- Our current large topic is "General and Career Skills and Educational Background / Work Experience": Think systematically about the workplace / professional skills you have or want to have, both for your intended occupation, and what might be of use to the "SpeakEasy" part of our course. Start gathering the vocabulary to name and describe them; best way is to find real web pages about real people (try combining the skill with "über mich" or "Lebenslauf" or

QUELLE.

■ Test it! Welcher Beruf passt zu Ihnen?

Noch keine konkrete Vorstellung über Ihre berufliche Zukunft?

Nehmen Sie sich 5 Minuten Zeit und kreuzen Sie die Antworten an, die Ihre Person am genauesten beschreiben. Mehrfachnennungen sind möglich. Aber - seien Sie ehrlich und realistisch!

1. Ich bin eher ein...

- A analytischer Typ
- B kommunikativer Typ
- C offener, kreativer Typ
- D organisatorischer Typ

2. Ich verfüge über Teamfähigkeit und...

- A Überzeugungskraft
- B Abstraktionsvermögen
- C sprachliches Ausdrucksvermögen
- D Problemlösungsfähigkeit

3. Außerdem...

- A besitze ich Verhandlungsgeschick und Organisationstalent
- B habe ich grafisches Geschick und Gespür für aktuelle Trends
- C bin ich aufgeschlossen und entscheidungsfreudig
- D kann ich in Zusammenhängen und Strukturen denken

4. Und ich kann...

- A strukturiert und zielorientiert arbeiten
- B zielstrebig und verantwortungsbewusst handeln
- C Kontaktfreude und Engagement vorweisen
- D unternehmerisch denken und besitze eine hohe Verantwortungsbereitschaft



Licht aus. Spot an für QWERTZ.

Jeder kann ein dünnes und leichtes Notebook bauen. Aber erfolgreich ist man damit nur, wenn man das ohne Einschränkungen schafft. Deswegen hat das MacBook Air auch eine normalgroße Tastatur und keine abgespeckte Version von dem, was du gewohnt bist. Auf dem MacBook Air zu tippen, ist so angenehm wie auf einer Desktoptastatur. Außerdem ist die Tastatur jetzt von unten beleuchtet, sodass du selbst in dunkler Umgebung mühelos tippen kannst. Ein integrierter Sensor erkennt, wenn sich die Lichtverhältnisse ändern und passt die Helligkeit von Tastatur und Display ganz automatisch an. So hast du in jeder Umgebung die passende Beleuchtung.



MacBook Air

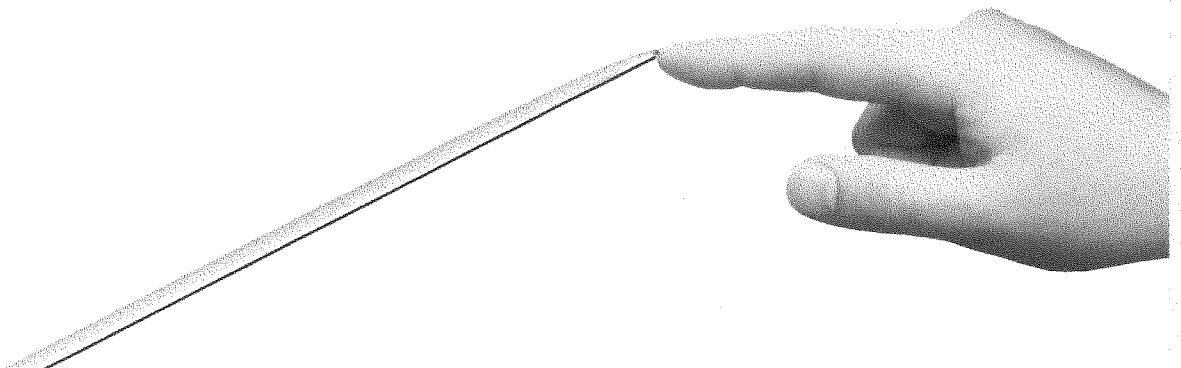
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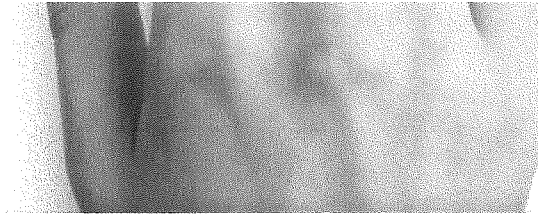
Die Zukunft des Notebooks. Schon jetzt und hier.

Bei der Entwicklung des neuen MacBook Air gab's nur ein Ziel: ein unglaublich dünnes und leichtes Notebook, genauso leistungsstark und vielseitig wie doppelt so große Geräte. Und mit Flash-Speicher, stabilem Unibody-Gehäuse, Multi-Touch und einer ausdauernden Batterie erreicht das MacBook Air nicht nur das Ziel, es ist der neue Standard, wie ein Notebook sein sollte. Perfekt bis ins letzte Detail.

Dünn, leicht, stark. Dank Flash-Speicher.

Gerade mal 1,7 cm flach. Aber damit legt das neue MacBook Air die Messlatte sehr hoch - und es macht den Flash-Speicher zum Maßstab. Da Flash-Chips so klein sind, ist das MacBook Air so unglaublich dünn und leicht. Diese Flash-Chips sind Solid-State-Komponenten, sie arbeiten ohne bewegliche Teile. Das macht sie zuverlässig, robust und sehr leise beim Arbeiten. Und da wir sie direkt auf der Hauptplatine platzieren, brauchen sie viel weniger Platz - etwa 90% weniger, um genau zu sein. Es bleibt mehr Platz für andere wichtige Dinge. Zum Beispiel eine größere Batterie. Damit ist ein Notebook entstanden, das fast nichts wiegt und mit einer Batterieladung stundenlang durchhält. So entsteht echte Mobilität.





Klicken

Du kannst überall auf dem Multi-Touch Trackpad klicken und doppelklicken. Und wenn die Option "Zum Klicken tippen" in den Systemeinstellungen aktiviert ist, reicht es, wenn du auf der Fläche tippst oder doppelstippst.

Scrollen

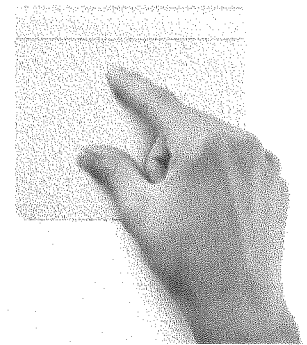
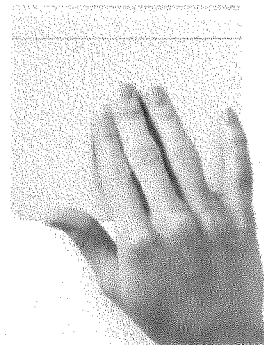
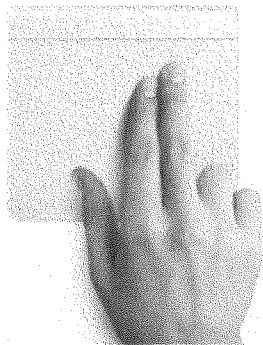
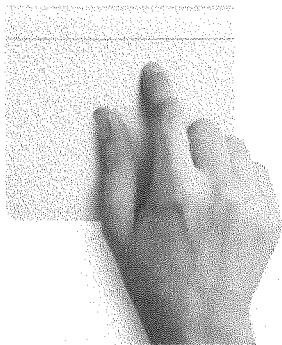
Streich mit zwei Fingern über die Multi-Touch Oberfläche, um in alle Richtungen zu blättern – vertikal, horizontal und diagonal.

Streichen

Streich mit drei Fingern nach links oder rechts auf dem Multi-Touch Trackpad, um vor- und zurückzublättern.

Drehen

Beweg Daumen und Zeigefinger auf dem Multi-Touch Trackpad im oder gegen den Uhrzeigersinn, um ein Bild zu drehen.

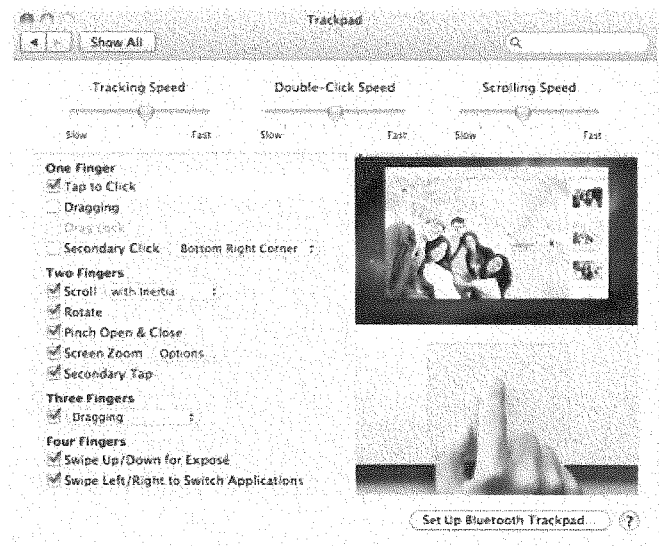


Dein Trackpad, deine Regeln.

Dein Magic Trackpad beherrscht zwar viele Gesten, das heißt aber nicht, dass du sie alle verwenden musst. In der Systemeinstellung "Magic Trackpad" kannst du die Gesten aktivieren, die du haben willst, und die anderen deaktivierst du einfach.

Systemvoraussetzungen

- Bluetooth fähiger Mac
- Zwei AA Batterien (mitgeliefert)
- Mac OS X Snow Leopard 10.6.4 und die aktuellsten Software Updates

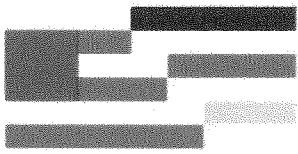


Magic Mouse

Apple Wireless Keyboard

Apple Batterieladegerät

Magic Trackpad



Congress-Bundestag Youth Exchange

FOR YOUNG PROFESSIONALS

Public Diplomacy Fellowship
Funded by the U.S. Congress
& German Bundestag

About	Program Year	Eligibility	Participant Profiles
FAQs	How To Apply	Germans in the U.S.	News & Events
Alumni			



Cultural Immersion Exchange
Explore German culture from the inside

CBYX for Young Professionals

The Congress-Bundestag Youth Exchange for Young Professionals (CBYX) is a fellowship funded by the German Bundestag and U.S. Congress, that annually provides 75 American and 75 German Young Professionals the opportunity to spend one year in each others' countries, studying, interning, and living with hosts on a cultural immersion program. The program is open to candidates in all career fields who are interested in a year of cultural exchange.



CBYX for Young Professionals - General Info Video

The CBYX program is sponsored in the U.S. by the Department of State's Bureau of Educational and Cultural Affairs, under the authority of the Fulbright-Hays Act of 1961, as

amended. The Department of State issues a grant to administer CBYX for Young Professionals to [Cultural Vistas](#), a non-profit, 501(c)(3) organization headquartered in New York. Cultural Vistas has administered CBYX for Young Professionals for over 29 years, together with its German partner organization, the Deutsche Gesellschaft für Internationale Zusammenarbeit.

Upcoming CBYX Events

CBYX Alumni Meetup in Chicago

02/13/2013 - 7:00pm to 9:00pm

Join your fellow Chicago Area CBYX Alumni on **Wednesday,...**

[more](#)

CBYX Alumni Meetup in Boston

02/12/2013 - 7:00pm to 9:00pm

CBYX alumni and current participants recently braved the winter weather...

[more](#)

[View All Events](#)

Apply to CBYX for Young Professionals

The CBYX for Young Professionals fellowship is currently accepting applications from U.S. citizens and permanent residents interested in immersing themselves in German life for one year.

The application deadline is December 1, 2013 for the 2014-15 program. Click the "Apply Now" button to enter your information and request access to the online application.

[Apply Now](#)

What CBYX Participants Are Saying

I cannot be more happy and pleased with my year in Germany —it has turned out to be even more amazing than I could ever imagine. I have done many things for the first time here alone, such as banking, registering with a city as a foreigner, and navigating the university system, and I did them in German! If I can handle these already complicated enough things in a language that I had barely known at the beginning of the year, then I can handle pretty much anything

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Language Proficiency — What Is It? What Are Your Own Skills?

Over fifteen years ago the American Council on the Teaching of Foreign Languages, working with the Educational Testing Service and various governmental agencies involved in language training, published its landmark "Proficiency Guidelines." Since then these descriptions of language competence have gained wide acceptance. First-year German and *Wie, bitte?* are organized to fit the "Guidelines" and the ideas about teaching that they imply.

The "Guidelines" cover speaking, listening, reading, writing, and cultural competence. They are not intended to define and help measure "book" knowledge of language, but rather practical ability. Below are excerpts from the standards for speaking and writing. Outstanding performance at the end of first-year German is characterized by Intermediate-Mid proficiency in speaking and writing. If you take two years of college German (=4 years junior/senior high-school), your skills will probably fall within the range from Intermediate-Mid to Advanced.

When you evaluate yourself, remember that you are rating your typical "maintenance" performance in a communicative situation, not your bare familiarity with some feature of the language as measured in isolated textbook exercises. That is, what can you do in real time,

whether face-to-face in conversation or when you must deliver a message in writing?

Similarly, the "Guidelines" for listening and reading at the intermediate and advanced levels emphasize the use of authentic speech or text materials, such as everyday conversation, simple broadcasts and business correspondence, and everyday news items.

You can also use the "Guidelines" as an outline for long-term study — which weaknesses to attack at your current level, how to work toward the next level, and what you might well pay less attention to until later.

Note that the levels do not represent steps of equal size; rather, the steps get larger and larger in terms of difficulty and likely learning time. Thus many first-year students reach Novice-Mid status during their first quarter or semester, but some people will not be Intermediate-Mid until well into the second year or even later, and Advanced-Plus proficiency may not be attained even at the completion of a college major in German. A realistic goal for motivated college German students is Advanced speaking and writing proficiency after three years of study. At that level, they can use what their proficiency to do accomplish a wide range of useful functions in an adult world.

Speaking

Novice — Low Unable to function in the spoken language. Oral production is limited to occasional isolated words. Essentially no communicative ability.

Novice — Mid Able to operate only in a very limited capacity within very predictable areas of need....Utterances rarely consist of more than two or three words....

Intermediate — Low Able to satisfy basic survival needs and minimum courtesy requirements. In areas of immediate need or on very familiar topics, can ... maintain very simple face-to-face conversations.

Intermediate — Mid Able to satisfy some survival needs and some limited social demands. Is able to formulate some questions when asked to do so. Vocabulary permits discussion of topics beyond basic survival needs such as personal history and leisure-time activities. Some evidence of grammatical accuracy in basic constructions, for example, subject-verb agreement, noun-adjective agreement, some notion of inflection.

Intermediate — High Able to satisfy most survival needs and limited social demands. ... Limited vocabulary range necessitates much hesitation and circumlocution. The commoner tense forms occur but errors are frequent....While some word order is established, errors still occur in more complex patterns. Ability to describe and give precise information is limited. Aware of basic cohesive features such as pronouns and verb inflections, but many are unreliable. Extended discourse is largely a series of short, discrete utterances....Still has difficulty in producing certain sounds.... Able to produce some narration in either past or future.

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Advanced Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations.... Can handle limited work requirements, needing help in handling any complication or difficulties. Has a speaking vocabulary sufficient to respond simply with some circumlocutions; accent, though often quite faulty, is intelligible....

Advanced — Plus Able to satisfy most work requirements and show some ability to communicate on concrete topics relating to particular interests and special fields of competence. Generally strong in either grammar or vocabulary, but not in both....Areas of weakness range from simple constructions such as plurals, articles, prepositions, and negatives to more complex structures such as tense usage, passive constructions, word order, and relative clauses.

Superior Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics.

Writing

Novice — Low No functional ability in writing the foreign language.

Novice — Mid No practical communicative writing skills. Able to copy isolated words or short phrases. Able to transcribe previously studied words or phrases.

Novice — High Able to write simple fixed expressions and limited memorized materials. Can write numbers, dates, one's own nationality, and other simple biographic information. ...Can write simple memorized material with frequent misspellings and inaccuracies.

Intermediate — Low [Can] meet limited practical needs. Can write short messages, such as simple questions or notes, postcards, phone messages,...Material produced consists of recombinations of learned vocabulary and structures into simple sentences. ...Makes continual errors in spelling, grammar, and punctuation, but writing can be read and understood by a native speaker used to dealing with foreigners....

Intermediate — Mid [Can] meet some survival needs and some limited social demands....Can discuss likes and dislikes, daily routine, everyday events, and the like....Can express past time...with sporadically accurate verbs. Evidence of good control of basic constructions and inflections such as subject-verb agreement, noun-adjective agreement, and straightforward syntactic constructions in present or future time, though errors occasionally occur....When resorting to a dictionary, often is unable to identify appropriate vocabulary, or uses dictionary entry in uninflected form.

Intermediate — High [Can] meet most survival needs and limited social demands. Can take notes in some detail on familiar topics....Can write simple letters, brief synopses and paraphrases, summaries of biographical data and work experience; Can produce some past verb forms....Shows good control of elementary vocabulary,... but major errors still occur when expressing more complex thoughts. ...Generally cannot use basic cohesive elements of discourse to advantage such as relative constructions, subject pronouns, connectors, etc.

Advanced Able to write routine correspondence and simple discourse of at least several paragraphs on familiar topics....Still makes common errors in spelling and punctuation.... Uses a limited number of cohesive devices such as pronouns and repeated words with good accuracy. Able to join sentences in limited discourse, but has difficulty and makes frequent errors in producing complex sentences....

Advanced — Plus Shows ability to write about most common topics with some precision and in some detail....Can describe and narrate personal experiences and explain simply points of view....Can write about concrete topics relating to particular interests and special fields of competence....Often shows remarkable fluency..., but under time constraints and pressure, language may be inaccurate and/or incomprehensible.

Superior Able to use the written language effectively in most formal and informal exchanges on practical, social, and professional topics. Can write most types of correspondence, such as memos and social and business letters, short research papers, and statements of position in areas of special interest or in special fields. Can express hypotheses, conjectures, and [can] present argument or point of view accurately and effectively....Style may be foreign....Errors, though sometimes made when using more complex structures, are occasional, and rarely disturb the native speaker....Still cannot tailor writing precisely and accurately to a variety of audiences or styles.

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