

## Точка отсчёта

### О чём идёт речь?

— Где вы сейчас учитесь?

— Я учусь...

в Калифорнийском (государственном) университете  
в Висконсинском университете  
в Мичиганском (государственном) университете  
в Пенсильванском (государственном) университете  
в Джорджтаунском университете  
в Гарвардском университете  
в Дюкском университете  
в Колумбийском университете  
в Университете Джорджа Вашингтона  
в Университете Джона Гопкинса  
в Государственном университете штата Огайо  
в Государственном университете штата Нью-Йорк

Your teacher will tell you the name of your college or university.

— На каком курсе вы учитесь?

— Я учусь...

на	<div style="font-size: 3em; vertical-align: middle;">}</div>	первом	курсе
		втором	
на		на третьем	
пятом		четвёртом	
в		аспирантуре	

— Какая у вас специальность?

— Моя специальность...



английская  
литература



архитектура



биология



история



## Культура и быт

### Высшее образование в России

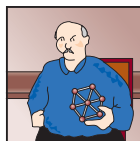
**Вуз** (высшее учебное заведение). Literally “higher learning institute,” вуз is the bureaucratic expression that covers all postsecondary schools in Russia. А вуз can be a major университет such as МГУ (Московский государственный университет) or a more specialized university, such as (МГЛУ) Московский государственный лингвистический университет. Narrower still in focus are the thousands of институты, each devoted to its own discipline: медицинский институт, энергетический институт, and so forth. Most full-time undergraduates attend college for five years. The school year (учебный год) begins on 1 September and ends in June, with a break between semesters in late January. The early 1990s saw the rise of more streamlined колледжи and высшие школы (schools of higher learning). Many of the newer колледжи are akin to two-year colleges affiliated with more traditional universities. Others are independent entities. Most вузы are tuition-free for those students who pass fiercely competitive exams. Less talented students may be admitted after paying hefty fees. In the majority of institutions, students declare their major upon application and, if admitted, take a standard set of courses with few electives. Virtually all вузы are located in large cities. The concept of a college town is alien to Russia. Факультет. Russian universities are made up of units called факультеты, which are somewhere in size between what Americans call divisions and departments. A typical university would normally include математический факультет, филологический факультет (languages, literatures, linguistics), исторический факультет, юридический факультет, etc. Кафедра. This is roughly equivalent to a department. For instance, the филологический факультет may include кафедра русского языка, кафедра английского языка, and other individual language кафедры.

### 4-6 Подготовка к разговору. Review the dialogs. How would you do the following?

- Tell someone where you go (or went) to school.
- Say what year of college you are in.
- Tell someone what your major is.
- Tell someone what languages you know and how well.
- Tell someone where you live.
- Tell someone what courses you are taking.
- Say that you used to work.
- Ask and answer who takes a certain subject
- Express agreement with an opinion.
- Respond to a compliment.
- State that you missed something that was said.



русский язык



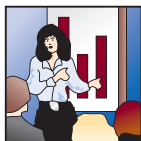
физика



медицина



музыка



финансы



химия



экономика



юриспруденция

## Другие специальности:

американистика  
антропология  
гендерные исследования  
журналистика  
искусствоведение  
коммуникация  
компьютерная техника  
математика

международные отношения  
педагогика  
политология  
психология  
страноведение России  
социология  
филология  
философия

## — Что вы изучаете?

## — Я изучаю...

английскую литературу  
антропологию  
архитектуру  
биологию  
гендерные исследования  
журналистику  
искусствоведение  
историю  
коммуникацию  
компьютерную технику  
математику  
медицину  
международные отношения  
музыку

педагогику  
политологию  
психологию  
русский язык  
страноведение России  
социологию  
физику  
филологию  
философию  
финансы  
химию  
экономику  
юриспруденцию



## 3. Studying ≠ Studying: учиться, изучать, заниматься

- |  |  |
|--|--|
| — Где вы <b>учитесь</b> ?                    | Where do you <i>go to school</i> ?                 |
| — Я <b>учусь</b> в Гарвардском университете. | <i>I go to Harvard.</i>                            |
| — А что вы там <b>изучаете</b> ?             | What do you <i>take</i> there?                     |
| — Физику.                                    | Physics.   |
| — Вы хорошо <b>учитесь</b> ?                 | Do you <i>do</i> well in school?                   |
| — Да, хорошо.                                | Yes, I do.   |
| — А где вы обычно <b>занимаетесь</b> ?       | And where do you usually <i>do your homework</i> ? |
| — Я обычно <b>занимаюсь</b> в библиотеке.    | <i>I usually do my homework in the library.</i>    |

You might translate each of the boldface verbs in the examples you just read as *study*. Don't.

The English verb study has many meanings, each of which corresponds to a different verb in Russian. So every time you think *study*, recast that thought into one of the following meanings:

## Don't say *study*; instead say...

"study" synonym	Russian verb	What it takes
go to school (at the city college) do <i>well</i> or <i>poorly</i> in school	учиться	Ø где - в университете как - хорошо, плохо
take (a course in... history, language)	изучать	<i>requires</i> a school subject in accusative: историю, русский язык
do homework	заниматься	Ø (You cannot yet say in what subject)

## Заниматься

### Present:

я	занимаюсь
ты	занимаешься
он, она, кто	занимается
мы	занимаемся
вы	занимаетесь
они	занимаются

### Past:

он (кто)	занимался
она	занималась
они	занимались



## In this chapter you will learn how to:

- Talking about lifestyles and architecture
- Asking about and describing housing and furnishings
- Discussing daily chores and activities in the home

## Cultural focus: Estados Unidos



**A vista de pájaro.** Look at the map and complete the following sentences with what you know:

- |  |                |               |              |
|--|----------------|---------------|--------------|
| 1. ___ España está en...                             | a. América     | b. Europa     | c. Asia      |
| 2. ___ La capital de España es...                    | a. Barcelona   | b. Madrid     | c. Sevilla   |
| 3. ___ La paella es típica de...                     | a. Valencia    | b. Salamanca  | c. Madrid    |
| 4. ___ En la universidad hay...                      | a. estudiantes | b. catedrales | c. toros     |
| 5. ___ En la plaza de toros hay espectáculos (shows) | a. religiosos  | b. cómicos    | c. populares |

**Note.** The 16th century fresco features the Christ of Mercy and Virgo. It is located in the cupola of the Old Library at the University of Salamanca.

**Suggestion.** Point to the fresco and ask students if they understand the words fresco and universidad, which are cognates. Use sentences that they can easily understand and help them make connections: Este fresco está en la Universidad de Salamanca, en España. Using gestures preview some words that students will learn in the chapter to describe and locate the painting: el fresco es muy grande, está en la biblioteca de la universidad. Write down Universidad de Salamanca. Los estudiantes estudian en la universidad; ustedes son estudiantes; ustedes estudian en una universidad. ¿Cómo se llama su universidad? Point to the map. ¿Dónde está España? ¿Dónde está Salamanca? Write on the board 1218, the date when the Universidad de Salamanca was founded. ¿Es una universidad antigua o nueva? Explain antigua and nueva: la universidad es antigua; el fresco es antiguo; está en la Antigua Biblioteca de la universidad. Ask students about your college or university: ¿es antigua o nueva?

Ask students what they know about Spain. At this point you may ask this question in English and write down their answers on the board. Point out some of the photos on the map and introduce vocabulary as you ask questions. Use gestures to make yourself understood: ¿Qué es este edificio? Es una catedral. En España hay muchas catedrales. ¿Qué es este edificio? Es un museo de arte moderno. ¿Los estudiantes toman el sol o estudian en la universidad? Toman el sol en

## En otras palabras

Words related to computers and computing are often borrowed from English (e.g., **software**, **email**) or vary from country to country. As you have already learned, one word for "computer" is **la computadora**, used mainly in Latin America, along with **el computador**. "Computer science" is **la informática** in Spain and **la computación** in Latin America.



**SEGUNDA FASE.** Tell your partner about your classes. Take turns completing the following ideas.

- |                                      |                                  |
|--------------------------------------|----------------------------------|
| 1. Llego a la universidad a la(s)... | 4. La clase es muy...            |
| 2. Mi clase favorita es...           | 5. Practico español en...        |
| 3. El/La profesor/a se llama...      | 6. En mi clase de español hay... |

**1-5 Las clases de mis compañeros/as. PRIMERA FASE.** Use the following questions to interview your partner. Take notes. Then switch roles.

- ¿Qué estudias este semestre?
- ¿Cuántas clases tienes?
- ¿Cuál es tu clase favorita?
- ¿Qué día y a qué hora es tu clase favorita?
- Tu clase de español, ¿cómo es? ¿Es fácil o difícil? ¿Es interesante o aburrida?
- ¿Trabajas con computadoras? ¿Dónde?
- ¿Sacas buenas notas?
- ¿Tienes muchos exámenes?

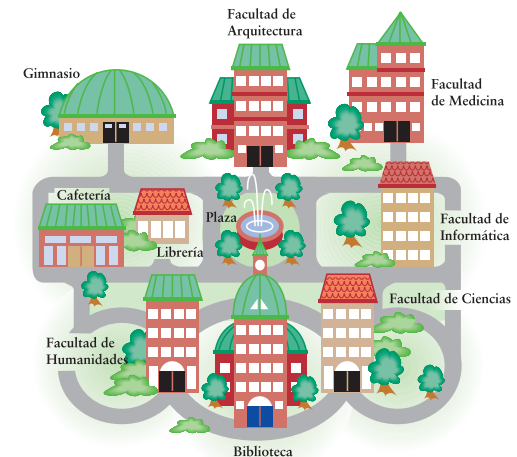


**SEGUNDA FASE.** First, introduce your partner to another classmate and state one piece of information about him/her that you find interesting. Your classmate will ask your partner about his/her classes.

**MODELO:** USTED: Él es Pedro, estudia ciencias políticas y tiene cuatro clases este semestre.

YOUR CLASSMATE: Mucho gusto. ¿\_\_\_\_\_?

## La universidad



## En otras palabras

Some words for the parts of the house vary from one region to another in the Spanish speaking world. Here are some examples:

habitación, dormitorio, cuarto, alcoba  
sala, salón, living  
planta, piso  
piscina, pileta, alberca

## Las actividades de los estudiantes

### Cultura

Since 2002 the euro has been the official monetary unit of the so-called Euro-zone, which includes Austria, Belgium, Finland, France, Germany, Greece, Ireland, Italy, Luxembourg, the Netherlands, Portugal, Slovenia and Spain. In the United Kingdom and other European countries, the euro, although not official, is accepted in stores. The euro currency sign is € and the banking code is EUR.

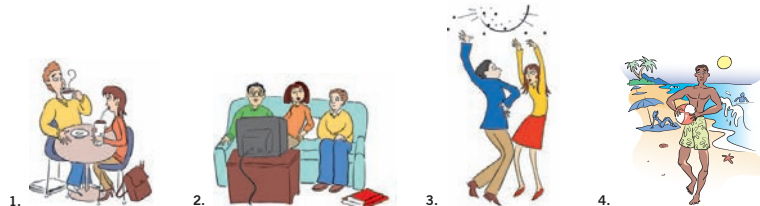
### En la biblioteca

Unos alumnos estudian en la biblioteca. Toman apuntes y trabajan en sus tareas. A veces buscan palabras en el diccionario. Frecuentemente conversan sobre sus clases.



### Los fines de semana

**1-9 Para escoger.** Look at the illustrations on page 00. Then choose the word or phrase that fills in the blank logically.



1. Los estudiantes \_\_\_\_\_ en la biblioteca.  
a. toman café      b. estudian      c. hablan
2. Buscan palabras en \_\_\_\_\_.  
a. el reloj      b. el diccionario      c. el laboratorio
3. Miran televisión en \_\_\_\_\_.  
a. la biblioteca      b. la playa      c. casa
4. Montan en bicicleta \_\_\_\_\_.  
a. los fines de semana      b. en el café      c. los jueves



**1-6. ¿En qué Facultad estudian? PRIMERA FASE.** Match the names of the university students above with the school where they study.

- |               |                             |
|---------------|-----------------------------|
| 1. ___ Juan   | a. Facultad de Medicina     |
| 2. ___ Carmen | b. Facultad de Arquitectura |
| 3. ___ Lorena | c. Facultad de Humanidades  |
| 4. ___ Alvaro | d. Facultad de Ciencias     |



Carmen



**SEGUNDA FASE.** Exchange the information with a classmate and indicate two classes that each student probably has.

**MODELO:** E1: ¿Dónde estudia Carmen?  
E2: Carmen estudia en la Facultad de... Probablemente tiene clase de ... y de ...



Juan

**1-7 Mapa de la universidad. PRIMERA FASE.** Look at the map on page 00 and indicate if the following statements are cierto (C) or falso (F). If the statement is falso, correct the information.

1. \_\_\_ La plaza está en el centro del campus.
2. \_\_\_ La Facultad de Humanidades está junto (*next to*) a la biblioteca.
3. \_\_\_ La cafetería está detrás del gimnasio.
4. \_\_\_ La Facultad de Ciencias está delante (*in front of*) de la Facultad de Informática.
5. \_\_\_ La librería está al lado de la cafetería.
6. \_\_\_ La Facultad de Medicina está al lado del gimnasio.



Alvaro



**SEGUNDA FASE.** Now use a map of your university and ask each other questions to locate places.

**MODELO:** E1: ¿Dónde está el gimnasio?  
E2: Está al lado de la biblioteca.



Lorena



**1-8 Busco una escuela.** With a classmate, read the following ad and look for the name of the school, classes offered, address and telephone number of the school..

**Centro Audiovisual**

MÉTODOS AUDIOVISUALES

Informática  
 Inglés  
 Contabilidad  
 Prácticas de oficina  
 Cálculo comercial  
 Secretariado y administración

**Miguel Moya, 16 - 2.º, Valencia**  
**Tel. (96) 329 58 48**  
(Junto al Mercado)



## TEIA DO SABER

- Qual é a diferença entre planetas e estrelas?  
Respostas e comentários às atividades são encontrados no Manual do Professor, ao final do livro.
- Por que os meteoros também são chamados de estrelas cadentes?



- O que é um satélite natural? Quantos planetas conhecidos no nosso Sistema Solar apresentam pelo menos um satélite natural?

- Qual é a diferença entre asteroides, cometas e meteoros?

- Escreva as frases corretas. Depois, corrija as que estiverem erradas.

- A Terra tem apenas um satélite natural: a Lua.
- Galáxia é uma imensa massa de estrelas.
- Via Láctea é a principal estrela do Sistema Solar.
- Netuno é o planeta mais próximo do Sol no Sistema Solar.
- Dentre os planetas do Sistema Solar, o maior é Saturno.
- O Sol gira ao redor da Terra.
- Os planetas refletem parte da luz que recebem.
- Centenas de meteoroides entram na atmosfera da Terra todos os dias.



Encélado, lua de Saturno. Imagem obtida pela Voyager 2 em 1981, a uma altura de 119 000 km.

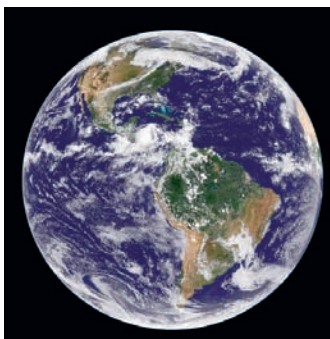
- Leia um trecho da letra da música de Guilherme Arantes.

## Lindo balão azul

[...]  
Pegar carona nessa cauda de cometa  
ver a Via Láctea  
estrada tão bonita  
Brincar de esconde-esconde  
numa **nebulosa**  
voltar pra casa,  
nosso lindo balão azul.

Guilherme Arantes. Lindo balão azul. Intérprete:  
Guilherme Arantes. In: *Meu mundo e tudo mais*.  
CBS, 1990. 1 CD. Faixa 10

**Nebulosa:** aglomerado de gases e poeira,  
semelhante a uma nuvem.



- Em seu caderno, copie da música as palavras que você aprendeu relacionadas à Astronomia.
- Para você, qual é o motivo de a Via Láctea, no texto, ser chamada de "estrada tão bonita"?
- O que é um cometa?
- Os cometas podem ser vistos da Terra?
- O que representa, no texto, a expressão "voltar pra casa"?

Professor, vale a pena analisar com os alunos um globo terrestre ou uma imagem de satélite mostrando todo o planeta Terra. Uma das razões de o planeta ter a cor azulada está na composição atmosférica, além de fenômenos físicos devidos à incidência de luz solar.

## Satélites artificiais e estações espaciais

**Satélites artificiais** são objetos construídos por seres humanos e que giram em torno de corpos celestes. Os satélites artificiais enviam para as bases na Terra uma série de informações. A função dos satélites artificiais depende do seu tipo:

- satélite de comunicação, que permite que nos comuniquemos via satélite;
- meteorológico, que prevê condições do tempo;
- de posicionamento, que mostra a posição de navios, aviões ou pessoas em qualquer parte do mundo;
- ambiental, que mostra desmatamentos ou queimadas;
- de observação astronômica.



Representação artística do satélite SMOS orbitando a Terra. Esse satélite gera mapas com dados de umidade do solo e salinidade dos oceanos.

Professor, consulte o Manual para obter mais informações a respeito da Estação Espacial Internacional.

As **estações espaciais** são estruturas colocadas fora da atmosfera, que podem permanecer em órbita em torno da Terra por semanas, meses e até anos, podendo hospedar uma tripulação composta de pesquisadores e astronautas. Em 1998, teve início a construção da Estação Espacial Internacional (ISS, sigla em inglês), projeto do qual fazem parte 16 países, incluindo o Brasil. A participação brasileira envolveu a produção de alguns equipamentos para a ISS e, em troca, o Brasil ganhou alguns direitos, dentre eles o de enviar um astronauta ao espaço, o que aconteceu em março de 2006.

As estações espaciais são usadas, entre outras finalidades, para realizar experimentos por longo período de tempo, tais como reações dos organismos quando expostos a um ambiente sem gravidade, entre outros.

## Sondas espaciais

As sondas espaciais são espaçonaves não tripuladas que coletam informações de corpos celestes. Algumas são projetadas para pousar na superfície de outros planetas. Outras apenas entram na órbita de um planeta e tiram fotografias, que são enviadas para os centros de pesquisa localizados na Terra.

As informações enviadas por essas sondas ajudam a entender o clima, a planejar outras missões espaciais, a descobrir como são os planetas.



Modelo da sonda espacial Viking 1, a primeira sonda a percorrer a superfície de Marte.

## SAIBA MAIS

### Telescópio espacial Hubble

O telescópio espacial *Hubble* foi lançado ao espaço pela nave espacial *Discovery* no dia 25 de abril de 1990. Desde então, já foram realizadas cinco missões para aprimorar instrumentos científicos e seus sistemas operacionais. [...]



Telescópio *Hubble*, em 1997. As imagens produzidas por este telescópio auxiliaram no desenvolvimento de teorias astronômicas.

A galeria de imagens do *Hubble* tem encantado e deixado admiradas as pessoas do mundo inteiro e suas descobertas mudaram a forma de fazer livros de Astronomia. [...]

Nomeado em homenagem ao astrônomo Edwin P. Hubble (1889-1953), o telescópio espacial *Hubble* funciona como um grande observatório localizado no espaço. Revolucionou a Astronomia de forma nunca antes vista ao oferecer imagens nítidas do Universo, desde imagens do nosso Sistema Solar até das mais distantes galáxias, que se formaram logo após a origem do Universo há 13,7 bilhões de anos.

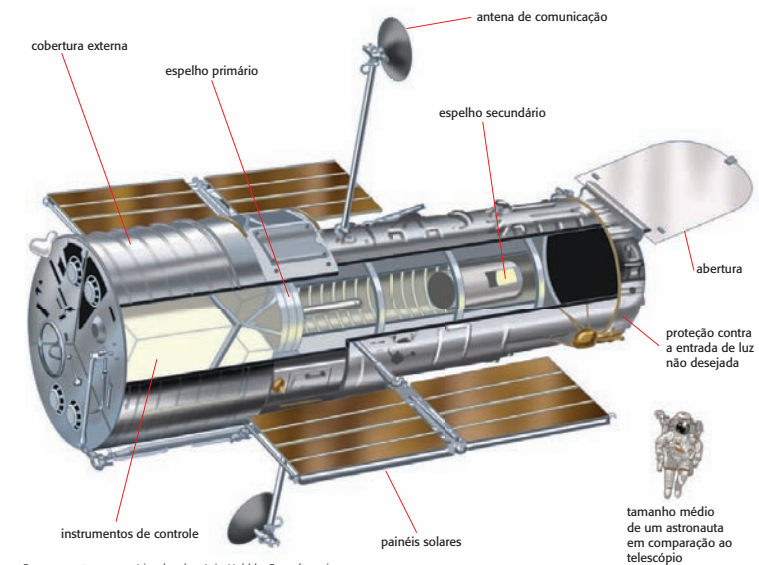
Lançado em 1990, aumentou sua capacidade de captação de imagens graças a novos instrumentos que foram instalados nele durante cinco missões de manutenção e reparo no espaço [...].



Fotografia de galáxias capturada pelo satélite *Hubble*, em 2011. As imagens feitas pelo *Hubble* trouxeram muitas informações novas a respeito do Universo e seus componentes. Cores artificiais.

[...] Seu espelho principal tem 2,4 metros de diâmetro. Portanto, não é tão grande quanto os maiores telescópios que estão na superfície da Terra, mas desempenha papel incomparável no espaço. O *Hubble* completa sua órbita em torno da Terra a cada 96 minutos, a 575 quilômetros acima da superfície terrestre.

#### ESTRUTURA DO TELESCÓPIO HUBBLE



Representação esquemática do telescópio *Hubble*. Cores-fantasia.

Steven Szeleff. *Hubble celebrates 20 years of astonishing discoveries.* <[www.nasa.gov/mission\\_pages/hubble/main/index.html](http://www.nasa.gov/mission_pages/hubble/main/index.html)>. Acesso em: fev. 2012. Tradução livre dos autores.

#### PARA PENSAR

Professor, consulte subsídios no Manual do Professor, ao final do livro.

1. O *Hubble*, além de telescópio, pode ser considerado um satélite artificial? Por quê?
2. A que altitude esse telescópio gira ao redor da Terra?
3. Quanto tempo ele leva para dar uma volta completa ao redor da Terra?
4. Como o *Hubble* consegue obter energia para continuar funcionando no espaço?
5. O monte Everest, o pico mais alto da Terra, tem quase 9 km de altura (8 848 metros). A altura na qual o telescópio *Hubble* orbita o nosso planeta é quantas vezes maior que o monte Everest?

坐	人	person	土	earth	_____
休	人*	person	木	tree	_____
男	田	field	力	strength	_____

\*In combination 人 becomes 亻 on the left-hand side.

Now let's see if you have understood them correctly. A 'person' in an 'enclosure' is a 'prisoner'. 'Sun' and 'moon' together means 'bright'. And as we just saw, 'two people' 'down to earth' means 'to sit'. When a 'person' is against a 'tree', s/he is 'resting'. The 'strength' in the 'field' comes from a 'man' or a 'male'. Do these make sense to you?

The following characters are composed in the same way as those in Exercise 1. Let's see if you can work out their meanings. Remember these characters were made a long time ago. The concepts in those days might not always be the same as we perceive them today. For instance, why is it 'good' to have a child? Because in traditional Chinese society, as in many others around the world, a child, and more particularly a male child, was necessary to carry on the family line and to worship the ancestors. Children were (and are) also necessary to work in the fields, particularly in the labour-intensive paddy fields.

### Insight

It helps you to memorize characters if you can perceive and remember their components. In this unit, we have illustrated 'meaning' components and 'sound' components of characters. There are, of course, components which do not fall into either category. It is still helpful if you treat each component as a building block rather than as a combination of individual strokes.

### Exercise 2

Write out the meaning of the following characters in the space provided.

			Meaning	
信	亻	person	言	speech/words
鲜	鱼	fish	羊	sheep
安	宀	roof	女	woman

Sound	Meaning	(Meaning) radical	Sound
远 <i>yuǎn</i>	far	辶 (to walk quickly)	元 ( <i>yuán</i> )
碗 <i>wǎn</i>	bowl	石 (stone, mineral)	宛 ( <i>wǎn</i> )
们 <i>mén</i> *	persons	人 (person)	门 ( <i>mén</i> )
伴 <i>bàn</i>	to accompany	人 (person)	半 ( <i>bàn</i> )
拌 <i>bàn</i>	to blend	扌 (hand)	半 ( <i>bàn</i> )
订 <i>dìng</i>	to book	言 (speech)	丁 ( <i>dīng</i> )
钉 <i>dīng</i>	nail	钅 (metal)	丁 ( <i>dīng</i> )
锈 <i>xiù</i>	rusty	钅 (metal)	秀 ( <i>xiù</i> )
吐 <i>tǔ</i>	to spit	口 (mouth)	土 ( <i>tǔ</i> )
园 <i>yuán</i>	garden	口 (enclosure)	元 ( <i>yuán</i> )
房 <i>fáng</i>	house	户 (household)	方 ( <i>fāng</i> )
骑 <i>qí</i> *	to ride (a horse)	马 (horse)	奇 ( <i>qí</i> )

\*Check the pronunciation at the back of the book. It is *not* the same as in English.

By looking at the position of the radicals in the examples in this section and in characters or references earlier in the unit, you should be able to do the next two exercises.

### Exercise 4

In each of the characters that follow, the radical is missing. (We have written it in the first column for you.) Where does it go? On the top, on the bottom, on the left-hand side or on the right-hand side?

#### Radicals

- 马 (horse) 累 (mule) 户 (donkey) 句 (pony)
- 艹 (grass) 化 (flower) 早 (grass) 牙 (sprouts)
- 钅 (metal) 冈 (steel) 秀 (rusty) 令 (bell)
- 辶 (to walk) 兆 (escape) 寸 (to pass) 万 (to step over)

### Exercise 5

Which character is right? Circle the correct one.

- |            |       |         |       |
|------------|-------|---------|-------|
| 1 to hit   | 打 订 订 | 2 stove | 灶 杜 吐 |
| 3 to scorn | 饥 机 讷 | 4 snow  | 雪 扫 灵 |

Let's summarize the radicals you have seen in these first two units. More radicals will be introduced in Units 3–5. A complete table

of radicals will be found in the reference section at the back of the book.

车 vehicle	鱼 fish	木 tree	水 氵 water
宀 roof	大 big	毛 hair, fur	人 亻 person
雨 rain	子 child	土 earth	心 忄 heart
田 field	力 strength	羊 sheep	言 讠 speech
石 stone	日 sun	女 woman	草 艹 grass
辶 walk (quickly)	月 moon	小 small	火 灬 fire
豕 pig	舌 tongue	马 horse	竹 𥵹 bamboo
户 household	匚 enclosure	工 work	手 扌 hand
山 mountain	口 mouth		金 钅 metal

### Exercise 6

Can you recognize the character according to the following description? Please give what you think is the meaning of each character. We have done one for you.

- an eye with water 林 \_\_\_\_\_
- two trees next to each other 灾 \_\_\_\_\_
- bamboo with fur/hair underneath 囚 \_\_\_\_\_
- a person in an enclosure 从 *to follow* \_\_\_\_\_
- fire under roof 泪 \_\_\_\_\_
- two people next to each other 笔 \_\_\_\_\_

### Exercise 7

Can you identify the meaning of the following characters with the help of their radicals? Again, we have done one for you. Refer back to the table of radicals to help you.

墙	to throw	吻	she
扔	wall	椅	warm
怕	sweat	暖	kiss
汗	fear	她	chair

小 small + 大 big = 尖 sharp, pointed

日 sun + 月 moon = 明 bright

\*Note that 言 becomes 讠 when acting as the radical on the left-hand side of a simplified character, and 竹 becomes 𥵹 when acting as the radical on top of a character.

As you may have observed, the position of a radical in a character varies. It can be on the left or right side of a character, or it can be on the top or bottom of a character. It can also be on the inside or outside of a character. It is important to know where a particular radical occurs in a character so that you can identify it and be able to look it up in the dictionary (more on this later). The radical's actual position normally has no bearing on the meaning or interpretation of the character.

竹 bamboo, for instance, always occurs on the top of a character when it looks like 𥵹, as does 草 grass, when it looks like 艹. Fire 火 can occur on the left-hand side of a character as 火 or on the bottom of a character when it looks like 灬. The radical for speech 言 appears on the left-hand side of a character and is written as 讠 when it is simplified.

### Exercise 3

You know 人 means 'person', 木 means 'wood/tree' and 火 means 'fire'. What do you think the following characters mean?

Radicals	Character(s)	Meaning
人 + 人	= 从*	_____
人 + 人 + 人	= 众*	_____
木 + 木	= 林	_____
木 + 木 + 木	= 森	_____
火 + 火	= 炎	_____
火 + 火 + 火	= 焱	_____

\*These are simplified characters. The principle of making characters, however, remains the same.

In some combinations, as in Exercise 3, the meaning is very clear to the Westerner (at least after it has been given!), but in others it



Am ersten Tag des Unterrichts einigen sich die Schüler der Klasse, ihre Ausbildungsbetriebe vorzustellen. Diese Vorstellung soll in einem kleinen Projekt bearbeitet werden:

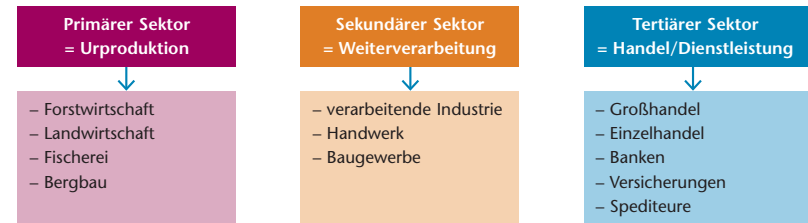
„Wir stellen unseren Ausbildungsbetrieb vor.“

## Arbeitsaufträge

- Innerhalb der Klasse haben sich mehrere Gruppen gebildet. Einige Schüler, die in Unternehmen der gleichen Branche arbeiten, haben sich zusammengetan und ein Unternehmen ausgewählt, das sie vorstellen wollen. Daniela Schaub, Hera Dubowski, Rudolf Heller und Heinrich Peters stellen ihren Ausbildungsbetrieb, die Sommerfeld Bürosysteme GmbH, vor. Zu diesem Zweck haben sie sich Unterlagen von der Sommerfeld Bürosysteme GmbH besorgt (vgl. S. ??? ff.). Helfen Sie Daniela, Hera, Rudolf und Heinrich bei der Vorstellung der Sommerfeld Bürosysteme GmbH.
- Der zuständige Lehrer bittet außerdem um die Beantwortung nachstehender Fragen. Benutzen Sie zur Beantwortung dieser Fragen das Sachwortverzeichnis des vorliegenden Buches.
  1. Erläutern Sie das Organigramm der Sommerfeld Bürosysteme GmbH.
  2. Stellen Sie die wesentlichen Grundfunktionen (Aufgaben) der Sommerfeld Bürosysteme GmbH dar.
  3. Beschreiben Sie die betrieblichen Ziele, die die Sommerfeld Bürosysteme GmbH verfolgt.
  4. Erläutern Sie den Ablauf der Leistungserstellung bei einem Liefererbetrieb der Sommerfeld Bürosysteme GmbH.
  5. Überprüfen Sie, auf welchen Absatzwegen die Sommerfeld Bürosysteme GmbH ihre Leistungen (Produkte/Dienstleistungen) vertreibt.
  6. Geben Sie an, welche Unternehmensphilosophie die Sommerfeld Bürosysteme GmbH bei ihrer Tätigkeit verfolgt.
  7. Finden Sie heraus, welche Bedeutung die Entsorgung von Materialien bei der Sommerfeld Bürosysteme GmbH hat.
  8. Erläutern Sie, aus welchen Produkten sich das Produktionsprogramm der Sommerfeld Bürosysteme GmbH zusammensetzt.
  9. Versuchen Sie herauszufinden, ob die Sommerfeld Bürosysteme GmbH ökologische Ziele berücksichtigt.
  10. Finden Sie heraus, welche Fertigungsverfahren bei der Sommerfeld Bürosysteme GmbH Anwendung finden.

## Unternehmensgeschichte

In der Mitte des Ruhrgebietes zwischen Oberhausen und Bochum gründete der Tischlermeister Christian Sommer 1947 in Essen die **Sitzmöbelfabrik Christian Sommer**, die Stühle im gutbürgerlichen Geschmack und von hoher handwerklicher Qualität produzierte. Im Jahre 1952 trat der Tischlermeister Friedrich Feld in das bestehende Unternehmen als Mitgesellschafter ein, wobei das Unternehmen seitdem als **Sitzmöbelfabrik Sommer OHG** firmierte. 1957 trat Johannes Fartmann als Kommanditist (Teilhafter) in das als **Sitzmöbelfabrik Sommer KG** umfirmierte Unternehmen ein. 1973 wandelten die beiden Gründersöhne Dipl.-Kfm. Lambert Feld und Hartmut Sommer zusammen mit der Dipl.-Ing. Claudia Fartmann das Unternehmen in die **Sommerfeld Bürosysteme GmbH** um. Damit begann der eigentliche Aufstieg des Unternehmens zu einem der führenden Hersteller von Büro- und Einrichtungsmöbeln in Deutschland. Das Unternehmen hat mittlerweile den Ruf eines Pioniers der zeitgemäßen Möbelgestaltung erlangt.



**Beispiel:** Die Sommerfeld Bürosysteme GmbH ist ein Hersteller von Büromöbeln (sekundärer Sektor). Dazu bedient sie sich auf der Beschaffungsseite verschiedener Unternehmen, die die Materialien zur Verfügung stellen. Dies sind vor allem andere Industrieunternehmen (sekundärer Sektor), die Materialien aus Sägewerken und Erzbergwerken (primärer Sektor). Auf der Absatzseite verkauft die Sommerfeld Bürosysteme GmbH ihre Produkte vor allem an Handelsbetriebe (tertiärer Sektor), die die Möbel weiterverkaufen.

In der Wirtschaftswissenschaft unterscheidet man zwischen der Unternehmung oder dem Unternehmen<sup>1</sup> sowie dem Betrieb.

## Unternehmen:

Als Unternehmen wird die rechtlich und wirtschaftlich selbstständige Einheit mit all ihren verschiedenen Bereichen bezeichnet.

**Beispiel:** Sommerfeld Bürosysteme GmbH

## Betrieb:

Mit dem Begriff Betrieb wird im Allgemeinen nur der Hauptzweckbereich eines Unternehmens bezeichnet, also bei einem Industriebetrieb der Ort der Leistungserstellung.

**Beispiel:** die Produktionsstätte der Sommerfeld Bürosysteme GmbH in Essen

Betriebe können anhand einer Vielzahl von Kriterien **strukturiert** werden. So anhand der erbrachten Leistung, des Verwendungszwecks der Leistung, des Wirtschaftszweiges und der Zielsetzung.

## Art der erbrachten Leistung

Hiernach werden Betriebe unterschieden in Sachleistungsbetriebe und Dienstleistungsbetriebe.

- Typische Vertreter der **Sachleistungsbetriebe** sind Maschinen-, Automobil-, Schuh- und Möbelfabriken.
- Zu den **Dienstleistungsbetrieben** gehören beispielsweise Banken, Versicherungen, Spediteure, Verkehrsbetriebe, der Groß- und Einzelhandel.

<sup>1</sup> Die Begriffe „Unternehmung“ und „Unternehmen“ werden in der Wissenschaft weitestgehend synonym verwendet.

[illegible]