

All. n. 9 A.

Rubale s / 30.08

NR.1

A.1. Welche Möglichkeiten kennen Sie, um das autonome Lernen im Fremdsprachenunterricht zu fördern?

B.1. Wie würden Sie eine einführende Unterrichtseinheit zum Thema „Redewiedergabe“ im Deutschen bei einer Gruppe von Lernenden auf B2/C1-Niveau konzipieren?

C.1. Welche Aufgaben eignen sich zum Testen der produktiven Fertigkeiten (Schreiben und Sprechen)?

D.1. Quali risorse online possono essere utili per la comprensione orale per uno studente con livello linguistico pari a A2?

Brano lingua inglese

My friends and I go to the park. We like to play soccer at the park. On Fridays, we go to the cinema to see a movie. Children don't go to school on the weekend. Each day, people go to the hospital when they are sick. The doctors and nurses take care of them. The police keep everyone safe. I am happy to live in my city.

NR.2

A.2. Wie würden Sie das eigenständige Lernen im Fremdsprachenunterricht fördern?

B.2. In welcher Reihenfolge würden Sie die zentralen Aspekte des Themenkomplexes "Vorgangspassiv im Deutschen" vermitteln? Welche Rolle spielen kontrastive Überlegungen bei diesem Thema?

C.2. Welche Aufgaben eignen sich zum Testen der rezeptiven Fertigkeiten (Lesen und Hören)?

D.2. Quali risorse online potrebbe consigliare a uno studente principiante (livello A1/A2) per migliorare autonomamente le proprie conoscenze grammaticali e lessicali?

Brano lingua inglese

Depending on the grocery store, customers can buy fruits in a few different ways. Some stores will charge a set amount per pound of fruit, and will weigh customers' fruit purchases and bill them accordingly; other stores will charge customers for each piece of fruit they buy, or for bundles of fruit (a bag of bananas, a bag of apples, etc.); other stores yet will simply charge by the container.

Tk d R. J.W.

### NR.3

A.3. Welche Gedächtnisstrategien würden Sie einer Gruppe von StudentInnen auf A1/A2 Niveau vorschlagen, um sich den Wortschatz besser einzuprägen?

B.3. Welche syntaktischen Regeln zur Wortstellung im Deutschen würden Sie einer Gruppe von Lernenden auf A2/B1-Niveau vermitteln? Geben Sie konkrete Beispiele!

C.3. Was ist das Sprachenportfolio und wozu dient es?

D.3. Ha mai utilizzato la piattaforma Moodle come risorsa didattica per la lingua tedesca? Illustri le Sue esperienze!

### Brano lingua inglese

In both Italy and the United States, doctors, parents and lawmakers agree. Children have to carry less weight or use backpacks on wheels. They also agree that schools should have lockers where students can keep their books. A final option is to have two sets of books: one to leave at school and the other to keep at home.

### NR. 4

A.4. Welche Gedächtnisstrategien würden Sie einer Gruppe von StudentInnen auf B1 Niveau vorschlagen, um sich syntaktische Muster einzuprägen?

B.4. Wie würden Sie einer Gruppe von Lernenden auf A1/A2-Niveau die Deklination der Adjektive präsentieren: als ein System mit zwei oder mit drei Deklinationsparadigmen? Begründen Sie bitte Ihre Antwort!

C.4. Illustrieren Sie die Vorteile des Sprachenportfolios für die Evaluation des Lernfortschritts!

D.4. Secondo quali criteri sceglierrebbe una risorsa online per valutare il livello linguistico (a Sua scelta) di uno studente per quanto riguarda la comprensione orale e scritta? Che tipologia di domande proporrebbe per il testing?

### Brano lingua inglese

What shall I wear today? Classic people prefer simple, but top quality clothing. Natural types think comfort is the most important thing, and wear clothes that are functional. Romantics love feminine clothes, with lots of detail. Dramatic dressers love strong colours and unusual styles which make people notice them.

K. D. RL. JP

## NR. 5

A.5. Erklären Sie den Begriff "Grammatikprogression" und illustrieren Sie ihn anhand des deutschen Perfekts!

B.5. Welche Meinung vertreten Sie zur Gewichtung von Regeln und Merkhilfen bei der Vermittlung der Genuszugehörigkeit von Nomen?

C.5. Was sind standardisierte Tests? Welche Fertigkeiten testen sie?

D.5. In che modo una piattaforma e-learning come Moodle può favorire un approccio comunicativo allo studio della lingua straniera? Porti degli esempi concreti.

## Brano lingua inglese

Although they were advanced in their science, the Egyptians still basically believed that the gods controlled their lives. Magic and spirituality were part of every cure, and all treatments came with a spell, which the person often wore written on a piece of papyrus like a necklace. Despite this, we still have the Egyptians to thank for many treatments which are still used today.

## NR.6

A.6. Definieren Sie die Grammatikprogression und führen Sie ein Beispiel dafür an!

B.6. Deutsch ist eine sehr „kompositionsfreudige“ Sprache. Auf welche Aspekte würden Sie bei der Behandlung des Themas „Wortbildung“ in einer Lernergruppe auf A2-Niveau Wert legen? Nennen Sie ein paar konkrete Beispiele.

C.6. Welche Online-Ressourcen würden Sie verwenden, um Modelltests zu finden?

D.6. Come userebbe Moodle (o una piattaforma simile) per gestire un gruppo di discenti particolarmente numeroso? Illustri le attività e i tools che potrebbero funzionare meglio.

## Brano lingua inglese

The President will address the annual meeting of the Financial Institute today; he is flying to New York and has just telephoned me from his plane. He knows I am ill and that, as the chairman, I won't be able to preside over the meeting as scheduled. But as I am feeling somewhat better today, the President has graciously decided to visit me before the luncheon.

*F. D.* *PL. J.*

## NR.7

A.7. Wie viele Schritte sieht normalerweise die sinnvolle Einführung eines grammatischen Phänomens vor? Illustrieren Sie dies anhand der Einführung der Wechselpräpositionen!

B.7. Beschreiben Sie, wie Sie einer Gruppe von Lernenden der Mittelstufe B1 den Unterschied zwischen Präteritum und Perfekt im Hinblick auf den Aspekt der Perfektivität behandeln würden.

C.7. Wie gehen Sie bei der schriftlichen Fehlerkorrektur vor?

D.7. Quali attività su Moodle (o una piattaforma simile) userebbe per promuovere strategie di cooperative learning tra i discenti? Descriva la struttura e gli obiettivi attesi di un'attività online di questo tipo.

## Brano lingua inglese

Short stories are also a welcome break from routine, as students can get “lost” in a good story. Adults usually have so much to do during the day—including stressful jobs—so reading interesting stories serves as a relaxing break from reality. The more they enjoy reading the short stories you select for your lessons, the more your students will be motivated to learn more.

## NR.8

A.8. Inwieweit sind die Bedürfnisse der Lernenden für eine gelungene Unterrichtsplanung relevant?

B.8. Wie würden Sie in einer Anfängergruppe die Funktion der Prosodie (Akzent und Ton) im Deutschen beschreiben? Welche Rolle spielen dabei kontrastive Überlegungen?

C.8. Wie gehen Sie bei der mündlichen Fehlerkorrektur vor?

D.8. Quali attività su Moodle (o una piattaforma simile) userebbe per potenziare strategie di interazione tra pari in una classe digitale? Descriva la struttura e gli obiettivi attesi di un'attività online di questo tipo.

## Brano lingua inglese

Give the students a specific question to answer (usually written) after they have finished reading the story. For example, you could ask your students to describe a part of the story that surprised them and why, using evidence from the story. Or here is another: Pick a character from the story and predict what might happen to that character long after the story ends.

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## NR.9

A.9. Welche Bedürfnisse einer speziellen Lernergruppe (z.B. einer Gruppe StudentInnen der Politikwissenschaft) sind für eine gelungene Unterrichtsplanung zu berücksichtigen?

B.9. Wie würden Sie eine einführende Unterrichtseinheit zum Thema „Akkusativ“ bei einer Gruppe von Lernenden auf A1-Niveau konzipieren?

C.9. Wie evaluiert man das autonome Lernen?

D.9. Quali funzioni di Zoom (o un programma simile) userebbe per potenziare le strategie di interazione tra pari in una classe digitale o blended? Descriva come strutturerebbe un'attività di questo tipo.

## Brano lingua inglese

Alberto took one look at his new neighbours and knew that his life was going to get more difficult. He watched them arrive in their big, noisy car and watched them get out. There they were, two of them, as big and as noisy as their car – and smelly and stupid as well.

'Terrible!' he thought. 'How am I going to put up with them?' He went to tell Mimi. Mimi was the friend he lived with.

## NR.10.

A.10. Welche Rolle spielt die Zeitplanung in der Unterrichtsplanung?

B.10. Wie würden Sie eine einführende Unterrichtseinheit zum Thema „Verbstellung und Satzart“ bei einer Gruppe von Lernenden auf A2-Niveau konzipieren?

C.10. Welche Zwecke werden mit einem Einstufungstest verfolgt?

D.10. Come userebbe Moodle (o una piattaforma simile) per gestire un corso di tedesco a distanza o in modalità blended? Porti degli esempi concreti.

## Brano lingua inglese

I have a friend who is afraid of spiders. This isn't very unusual; a lot of people are afraid of spiders. I don't really like spiders much myself. I don't mind them if I see them outside in the garden, as long as they're not too big. But if one comes in the house, especially if it's one of those really big spiders with furry legs and little red eyes, then I go 'Yeeucch' and I try to get rid of it.

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## NR.11

A.11. Illustrieren Sie die Vorteile der Gruppenarbeit im Fremdsprachenunterricht!

B.11. Dass die gesprochene Sprache eine eigene Grammatik besitzt, ist allgemein bekannt. Auf welche grammatischen Aspekte der Mündlichkeit würden Sie im DaF-Unterricht besonderen Wert legen? Nennen Sie zwei Aspekte, einen für die Mittelstufe, einen für die Oberstufe!

C.11. Mündliche Fehlerkorrektur: sinnvoll oder nicht, umfangreich oder eingeschränkt?

D.11. Come userebbe Moodle (o una piattaforma simile) per favorire uno studio autonomo del tedesco da parte degli studenti? Che tipo di materiali didattici e di supporto userebbe per facilitare l'apprendimento a distanza?

## Brano lingua inglese

Henry looks carefully into the telescope which lets him see far, far away, as far away as the distant nebulae on the far edges of the Milky Way. Henry is an astronomer. He looks at the sky, and at stars in particular. Even though he spends much of his time looking at detailed computer reports, which are just lists and lists of numbers, his favourite thing about his job is looking through the telescope.

## NR.12

A.12. Illustrieren Sie die Vorteile der Partnerarbeit im Fremdsprachenunterricht!

B.12. Wie würden Sie eine einführende Unterrichtseinheit zum Thema „Partizipialkonstruktionen“ bei einer Gruppe von Lernenden auf B2/C1-Niveau konzipieren?

C.12. Wann ist Selbstkorrektur oder Korrektur durch die Lehrerin bzw. den Lehrer geeigneter?

D.12. Quali risorse online utilizzerebbe in un corso intermedio (B1/B2) di tedesco? Che tipo di materiali didattici e di supporto userebbe per facilitare l'apprendimento linguistico?

## Brano lingua inglese

Mike was an ordinary man. Nothing particularly good ever happened to him; nothing particularly bad ever happened to him. He went through life accepting the mixture of good things and bad things that happen to everyone. He never looked for any explanation or reason about why things happened just the way they did.

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## NR.13.

A.13. Welche Rolle spielen authentische Texte im Fremdsprachenunterricht?

B.13. Wie würden Sie Ihre A2-Lernenden für das Thema „Nullartikel“ sensibilisieren? Kennen Sie gezielte Übungsformen, die sich dafür besonders gut eignen?

C.13. Wie würden Sie Lernende zur Selbstkorrektur auffordern?

D.13 Quali CAT tools utilizzerebbe in un corso avanzato di traduzione dal tedesco all'italiano? Che tipo di materiali didattici e di supporto userebbe per facilitare l'apprendimento di specifiche strategie traduttive?

## Brano lingua inglese

After that he went into the kitchen to make himself a sandwich to take to work for his lunch. He cut two pieces of bread and put some cheese on them. Then he thought he needed some salt. When he picked up the salt jar, it fell from his hand and broke on the floor. Salt was everywhere. Some people, he knew, thought that this was also supposed to bring bad luck. But Nikos didn't care. He didn't believe in superstitions.

## NR.14

A.14. Warum ist authentisches Sprachmaterial im Fremdsprachenunterricht einzusetzen?

B.14. Wie würden Sie Ihre A2-Lernenden für das Thema „n-Deklination“ sensibilisieren? Kennen Sie gezielte Übungsformen, die sich dafür besonders gut eignen?

C.14. Welche Sprache würden Sie bei Korrekturen verwenden?

D.14. Quali dizionari online (bilingue e monolingue) utilizzerebbe in un corso avanzato di traduzione dal tedesco all'italiano? Che tipo di materiali didattici e di supporto userebbe per facilitare l'apprendimento di specifiche strategie traduttive?

## Brano lingua inglese

Fausto Ruiz got off the boat at the port of the city where he had been born fifty years ago, and to which he had not returned for twenty years. He walked along the seafront, surprised by how much his hometown had changed, and also by how much of it he could still recognise. There were lots of new buildings up on the hills around the city now, buildings which he didn't recognise.

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NR.15

A.15. Welche Phasen des Hörverständens würden Sie unterscheiden?

B.15. Wie würden Sie einer Lernergruppe auf B2-Niveau die starken Formen des „Konjunktiv II“ präsentieren? Welches (Vor-)Wissen würden Sie bei ihren Lernenden aktivieren?

C.15. Was ist das Europäische Sprachenportfolio und aus welchen Teilen besteht es?

D.15. Quali risorse online utilizzerebbe in un corso avanzato (C1/C2) di tedesco? Che tipo di materiali didattici e di supporto userebbe per facilitare l'apprendimento linguistico?

Brano lingua inglese

He walked away from the port and into the centre of the city. He walked up the main road and saw how all the shops had changed, but that there was still one small café there which was the same as it had been when he was young and famous. He walked into the café and sat down at one of the tables. He recognised the owner of the café behind the bar as well as the waiter who was working there.

NR.16

A.16. Welche Phasen des Schreibprozesses sind zu unterscheiden?

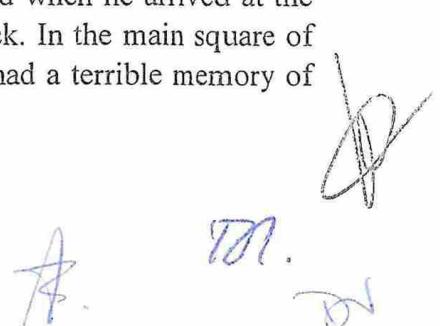
B.16. In welcher Reihenfolge würden Sie die zentralen Aspekte des Themenkomplexes „Zustandspassiv im Deutschen“ vermitteln? Welche Rolle spielen kontrastive Überlegungen bei diesem Thema? Geben Sie konkrete Beispiele!

C.16. Gibt es Gütekriterien, nach denen ein Einstufungstest beurteilt werden kann?

D.16. Quali risorse online utilizzerebbe in un corso per principianti (A1) di tedesco? Che tipo di materiali didattici e di supporto userebbe per facilitare l'apprendimento linguistico?

Brano lingua inglese

He walked along the main street as far as the main square in the town and when he arrived at the main square he remembered the other reason why he had never come back. In the main square of the town there was the theatre. As he looked at the theatre, Fausto Ruiz had a terrible memory of what had happened there twenty years ago.



## NR.17

A.17. Inwieweit sind authentische Texte am Anfang des Fremdsprachenerwerbs einzusetzen?

B.17. Oft verwechseln italienische DaF-Lernende „trotzdem“ mit „obwohl“. Wie würden Sie den Unterschied erklären? Welche Rolle spielen kontrastive Überlegungen bei diesem Thema? Geben Sie konkrete Beispiele!

C.17. Welche Fehlerarten korrigieren Sie am häufigsten und warum?

D.17 Quali risorse online utilizzerebbe in un corso intermedio (B1) di tedesco per studenti di Scienze Politiche? Che tipo di materiali didattici userebbe per veicolare i principali aspetti politico-economici dei paesi di lingua tedesca?

## Brano lingua inglese

He felt sad, and left the theatre and decided to go and visit the house where he had been born fifty years ago. He walked all the way across the town, expecting to be recognised by people. When he got close to his old house he walked through the park where he had played as a small child. He saw some men there, the same age as he was, and thought that he remembered them. They were people who had been his friends when he was at school.

## NR.18

A.18. Inwieweit ist das vollständige Übersetzen eines Textes wichtig für sein Leseverständnis?

B.18. Oft verwechseln italienische DaF-Lernende „ob“ mit „wenn“. Wie würden Sie den Unterschied erklären? Welche Rolle spielen kontrastive Überlegungen bei diesem Thema? Geben Sie konkrete Beispiele!

C.18. Wie gehen Sie bei der Korrektur inhaltlicher und pragmatischer Fehler vor?

D.18. Quali siti internet consiglierebbe a uno studente B2 di Scienze Politiche interessato ad approfondire tematiche politico-economiche dei paesi di lingua tedesca?

## Brano lingua inglese

People often said that Thierry Boyle was the most boring man in the world. Thierry didn't know why people thought he was so boring. Thierry thought he was quite interesting. After all, he collected stamps. What could be more interesting than stamps? It was true that he didn't have any other hobbies or interests, but that didn't matter for Thierry. He had his job, after all. He had a very interesting job.



## NR.19

A.19. Welche Rolle spielt die kontrastive Grammatik im Fremdsprachenunterricht?

B.19. Oft verwechseln italienische DaF-Lernende „als“ mit „wie“. Wie würden Sie den Unterschied erklären? Welche Rolle spielen kontrastive Überlegungen bei diesem Thema? Geben Sie konkrete Beispiele!

C.19 Wie gehen Sie bei der Korrektur von Aussprachefehlern vor?

D.19 Quali apps ritiene adeguate per l'insegnamento del tedesco come lingua tedesca? In che modo le utilizzerebbe in classe e a quali livelli di apprendimento?

## Brano lingua inglese

He wrote a letter to a local newspaper and asked them if they wanted to come and write an article about a local man with the biggest stamp collection in the world. The local newspaper wrote a letter back telling him that actually the Queen of England had the biggest stamp collection in the world. He was very sad to learn this, but wrote back to the newspaper, telling them that he thought he had the most valuable stamp in the world.

## NR.20

A.20. Zu welchen Zielen werden digitale Medien im Fremdsprachenunterricht eingesetzt?

B.20. Wie würden Sie eine einführende Unterrichtseinheit zum Thema „subjektiver Gebrauch von Modalverben“ bei einer Gruppe von Lernenden auf B2/C1-Niveau konzipieren? Geben Sie konkrete Beispiele!

C.20. Wie gehen Sie bei der Korrektur morphosyntaktischer Fehler vor?

D.20. In che modo l'utilizzo di corpora online può essere produttivo per la didattica della lingua tedesca? Quali risorse utilizzerebbe per un livello intermedio (B1/B2)?

## Brano lingua inglese

He finished his beer and walked out of the hot, smoky pub into the cold night air. He thought about getting a taxi home, but knew it would be difficult to find one at this time of the evening, especially on Christmas Eve. Anyway, because it was a clear, crisp night, he thought he would enjoy the walk home. It was late and dark and cold. There weren't many people on the streets. A man came walking towards him. The man was only wearing a T-shirt. He looked like he was freezing cold.

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## NR.21

A.21. In welchen Unterrichtsphasen kann man digitale Medien im Fremdsprachenunterricht verwenden?

B.21. Wie würden Sie eine einführende Unterrichtseinheit zum Thema „Modalpartikeln“ bei einer Gruppe von Lernenden auf B2/C1-Niveau konzipieren? Geben Sie konkrete Beispiele!

C.21. Wozu können Fehler dienen und was kann man im positiven Sinne mit ihnen anfangen?

D.21. Ha esperienze nella produzione di video, podcast, wiki, ecc. per la didattica della lingua tedesca? Quali risorse e quali piattaforme utilizzerebbe per creare materiali utili a potenziare le capacità di comprensione e produzione orale di studenti di livello B1/B2?

## Brano lingua inglese

Some people used to call my mother a witch, but I knew that she wasn't a witch. Just a bit strange perhaps. And she used to talk nonsense. Perhaps it was also because of the black cat we had. People say that witches always have black cats, and we had a black cat. But Mog wasn't a witch's cat. He was just a regular black cat. Mog could talk, though, I have to say that. Perhaps that isn't so regular in a cat, now I think about it.

## NR.22

A.22. Sie möchten mit einer Gruppe fortgeschrittener Studierender (C1) einen literarischen Text aus dem Deutschen ins Italienische übersetzen. Welche Übersetzungsstrategien würden Sie vorschlagen?

B.22. Wie würden Sie die Reihenfolge „Dativobjekt – Akkusativobjekt“ im Mittelfeld des deutschen Satzes einer Lernergruppe auf B1-Niveau vorstellen? Geben Sie konkrete Beispiele!

C.22. Kommentieren Sie den Satz: "Der Fehler ist die Sünde des Lernenden".

D.22. In che modo l'utilizzo di materiale audiovisivo (canzoni, film, ecc.) può essere produttivo per la didattica della lingua tedesca? Quali risorse online utilizzerebbe e in che modo?

## Brano lingua inglese

He walked to the kitchen. He got out some eggs. He took out some oil. He placed a skillet on the stove. Next, he turned on the heat. He poured the oil into the skillet. He cracked the eggs into a bowl. He stirred the eggs. Then, he poured them into the hot skillet. He waited while the eggs cooked. They cooked for two minutes. He heard them cooking. They popped in the oil.

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## NR.23

A.23. Sie möchten mit einer Gruppe fortgeschrittener Studierender (C1) einen journalistischen Text aus dem Deutschen ins Italienische übersetzen. Welche Übersetzungsstrategien würden Sie vorschlagen?

B.23. Wie würden Sie eine einführende Unterrichtseinheit zum Thema „Relativsätze mit Präpositionen“ bei einer Gruppe von Lernenden auf B1-Niveau konzipieren? Geben Sie konkrete Beispiele!

C.23. Welche Argumente sprechen für eine Korrektur aller Fehler, welche dagegen?

D.23. Quali risorse online si prestano particolarmente ad essere adattate al livello linguistico del gruppo di studenti con cui si lavora? Descriva le sue esperienze con l'adattamento di materiali autentici!

## Brano lingua inglese

The Empire State Building, constructed in 1931, is a 102-story skyscraper, the ninth highest building in the world, and the fourth tallest structure in the United States. It is located in Midtown, Manhattan. This skyscraper is an iconic symbol of the city, having been featured in over 90 popular movies (as of 2018) throughout film history. Tourists come from all over the world to visit this building and view the city from its famous observation decks.

## NR.24

A.24. Sie möchten mit einer Gruppe fortgeschrittener Studierender (C1) einen wissenschaftlichen Text aus dem Deutschen ins Italienische übersetzen. Welche Übersetzungsstrategien würden Sie vorschlagen?

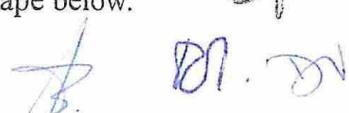
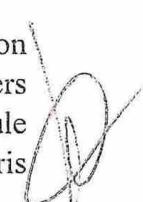
B.24. Wie würden Sie eine einführende Unterrichtseinheit zum Thema „Infinitivsätze“ bei einer Gruppe von Lernenden auf B1-Niveau konzipieren? Geben Sie konkrete Beispiele!

C.24. Wie besprechen Sie korrigierte Aufgaben und was machen Sie im Anschluss an solche Besprechungen?

D.24. Come stimolerebbe l'interazione con/tra gli studenti nel corso di un'attività sviluppata attorno a una risorsa online? Descriva le sue esperienze o proposte!

## Brano lingua inglese

Fortunately, the London Eye, the city's famous Ferris wheel, was open to the public. The London Eye is situated along the southern shores of the Thames River. This attraction stands 135 meters high. It is one of London's most well-known spots for gaining aerial views of the city. Each capsule of the Ferris wheel can hold up to 25 passengers. When their capsule stopped at the top of the Ferris wheel, the women took spectacular panoramic photographs of the beautiful cityscape below.



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DEGLI STUDI  
DI PADOVA

all. n. 2  
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### Selezione CEL n. 2020N45 Lingua Tedesca

#### Dettaglio punteggio colloquio 30 settembre- quesiti 4 punti 80

Candidata/o	A (max 25 punti)	B (max 25 punti)	C (max 15 punti)	D (max 15 punti)	Conoscenza lingua inglese	Totale punteggio colloquio
LUGER DORIS	0	0	0	3	Si	3/80*
MAG.DR.KRAMMER ELISABETH	25	15	5	12	Si	57/80
RADAELLI GIULIA IRENE	25	25	15	15	Si	80/80
SCHMIDT IRENE	16	13	12	15	Si	56/80
SGARABOTTOLO VERENA SABRINA	--	--	--	--	Non eseguito	Ritirata
SINGER SILLA	5	0	5	10	Si	20/80*
WAGNER INGA KATHARINA	0	5	6	7	Si	18/80*
WILKENING ANNE KATRIN	18	18	15	8	Si	59/80

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