

double object pronouns, or adjectives where meaning affected by position); and relative pronouns (rarely attempts other than *qui/que*). Uses a range of tenses as time indicators including conditional, actual future (in addition to *futur proche*), and possibly *venir de plus* infinitive for immediate past. Some misuse of vocabulary still evident, especially when using a dictionary for words with multiple meanings or where related words carry various functions (*travailler/le travail, université/universitaire*), but does use a dictionary to advantage where a fairly direct bilingual translation and no intralingual ambiguity exists. Shows ability to use circumlocution. Writing is understandable to native speakers not used to reading material written by non-natives, though the style is still obviously foreign.

## Superior

Able to use written French effectively in most formal and informal exchanges on practical, social, and professional topics. Can write most types of correspondence, such as memos, social and business letters (with appropriate formulaic introductions and closings), short research papers, and statements of position. Can express hypotheses and conjectures, and present arguments or points of view accurately and effectively. Can write about areas of special interest and handle topics in special fields. Has good control of a full range of structures so that time, description and narration can be used to expand upon ideas. Errors in basic structures are sporadic and not indicative of communicative control. In addition to simple tenses, can use compound tenses to show time relationships among events and to express ideas clearly and coherently, but errors are sometimes made when using complex structures, such as indefinite, relative, or demonstrative pronouns when a range of tenses is necessary within a relatively short discourse. Has lexical control of subordinate conjunctions. Usually employs compulsory subjunctives in the present tense and there is some evidence of the *passé composé* of the subjunctive mood. Generally does not use subjunctive in optional cases to suggest attitude of writer (e.g., after *Croyez-vous que...?*). Has a wide enough vocabulary to convey the message accurately, though style may be foreign. Uses dictionary with a high degree of accuracy to supplement specialized vocabulary or to improve content or style. Although sensitive to differences in formal and informal style, still may not tailor writing precisely or accurately to a variety of audiences (except for personal vs. business correspondence) or styles.

## Provisional French Descriptions—Culture

## Novice

Limited interaction. Behaves with considerateness. Is resourceful in nonverbal communication, but does not reliably interpret gestures or culturally-specific nonverbal behavior, such as physical contacts with greetings, proximity of speaker. Is limited in language (see listening/speaking guidelines), but may be able to manage short phrases of courtesy (*merci, enchanté, s'il vous plaît, pas de quoi, pardon, excusez-moi*) and basic titles of respect (*Monsieur, Madame, Mademoiselle*). Lacks generally the knowledge of culture patterns requisite for survival situations.

## Intermediate

Survival competence. Can deal with familiar survival situations and interact with a culture bearer unaccustomed to foreigners. Is able to use conventional phrases when being introduced, such as *enchanté*, as well as proper greetings at different times of day, such as *Bonjour, monsieur; Bonsoir, madame; Salut* (limited to informal occasions with close friends), and leave-takings, *au revoir, à demain*. Shows comprehension of formal and informal terms of address (*vous* vs. *tu*). Can provide background information in a format appropriate to the culture, such as street designation before name (*Rue de la Paix*), and telephone number groupings in pairs in French provinces, i.e., 32-49-63. Is able to express wants in a culturally acceptable fashion in simple situations: *Je voudrais une chambre avec salle de bains; Un coca s'il vous plaît; Je voudrais envoyer cette lettre aux Etats-Unis. C'est combien?* Understands need to go to specialty shops to buy foods, such as: *la boucherie, la charcuterie, la boulangerie, la poissonnerie, l'épicerie*. Can identify very common products, prices in local currency, and ask questions on conditions of promotion or sale, such as *Combien coûte cette écharpe?* Is aware of the use of the metric system and knows simple phrases, such as *Je voudrais un kilo de pommes*. Is aware of different meal schedules as well as the content of each: *petit déjeuner, dîner* (may be unable to describe the nature of differences between *déjeuner* and *dîner* due to regional or socioeconomic differences). Knows that public transportation has a different structure or organization, i.e.: *métro*, classes in subway train systems, conductor vs. driver. Is generally aware that tips are expected in restaurants but are sometimes included in the price (*service compris* vs. *service non-compris 15%*). Also generally aware that tips are expected in hotels, theatres, and other service situations. Yet may make errors as the result of misunderstanding or misapplying assumptions about the culture, such as not tipping a movie theatre usher or arriving too early for dinner.

## Advanced

Limited social competence. Handles social situations successfully with a culture bearer accustomed to foreigners. Though home culture predominant, speaker shows comprehension of general etiquette, such as avoiding taboos and never asking sensitive questions about age, salary, family affairs. Also shows com-

prehension of guest etiquette, such as complimenting hosts on food and wine, keeping both hands on the table when dining, holding the knife in the right hand, understanding that the kitchen is "off-limits" unless invited, not leaving immediately after dinner, and offering food or cigarettes to others before taking them oneself. Is aware of gifts as an expression of friendship, personal esteem, or gratitude. Knows how to accept gifts graciously. Knows how to apologize using such phrases as: *Je regrette, Excusez-moi, Pardon, Je suis désolé d'être en retard*. Can make introductions in formal and informal situations. Knows how to answer and call on the telephone: *Allô, Qui est à l'appareil? Ne quittez pas*. Knows how to ask for a third party: *Ici... Je voudrais parler avec...*, or leave a message: *Pourriez-vous lui dire que... lui a téléphoné?* Occasionally uses polite conditional to make requests (*Pourriez-vous m'indiquer...? Je voudrais un aller et retour*). Knows conversational phrases for accepting invitations (*avec plaisir*) or refusing (*Veuillez m'excuser mais...; Merci pour l'invitation, mais...*). Is able to do routine banking using vocabulary, such as *carnet de chèques, chèques de voyage, compte en banque, compte d'épargne, taux de change*; e.g., *Je voudrais déposer/toucher un chèque de...* Knows how to handle routine business at the post office (*Donnez-moi dix timbres, par avion s'il vous plaît. Je voudrais envoyer cette lettre 'recommandée.' Je voudrais acheter un mandat postal de 1.000 francs.*). Able to make more specific purchases in small or large stores and/or ask for specific help, such as *Je cherche une chemise de taille 38*. Still makes errors in the use of *vous* and *tu*. Is not competent to take part in a formal meeting or in a group where several persons are speaking informally at the same time.

## Superior

Working social and professional competence. Can participate in almost all social situations and those within one vocation. Handles unfamiliar situations with ease and sensitivity, including some involving common taboos, or some that are otherwise emotionally charged. Comprehends most nonverbal responses. Laughs at some culture-related humor, such as imitation of substandard speech, plays on words, etc. In productive skills, neither culture dominates; nevertheless, makes appropriate use of cultural references and expressions, such as colloquial phrases (e.g., *Mon dieu! Sympa, zut! J'en ai marre, vachement*). Understands more colloquial and idiomatic expressions than is able to use (e.g., *avoir un mal au coeur, dormir debout, boire comme un trou, avoir une faim de loup, ras-le-bol*). Generally distinguishes between a formal and an informal register (correct use of *vous* and *tu*) and proper use of titles of respect. Discusses abstract ideas relating the foreign and native cultures and is aware cognitively of areas of difference, i.e., the importance of family ties, typical French characteristics (*art de vivre*), and some understanding of the role that French history and literature play in the everyday life and attitudes of the people. Realizes the influence of the church, religion, or lack thereof, and the anticleric attitude of many. Is aware of various social classes—*ouvrier, petit bourgeois, grand bourgeois*—and the difficulty in "changing" social classes. Can discuss current events as well as fields of personal interest and support opinions. Is generally limited, however, in handling abstractions. Would know that the French *esprit de contradiction* is a means of animating discussion and that French persons might criticize their own country, but would not accept criticism of France from foreigners. Minor inaccuracies occur in perception of meaning and in the expression of the intended representation, but do not result in serious misunderstanding, even by a culture bearer unaccustomed to foreigners.

Near-Native  
Competence

Fits behavior to audience, and French culture dominates almost entirely when using the language. Full social and professional competence. Has internalized the concept that culture is relative and is always on the lookout to do the appropriate thing; no longer assumes that own culture is "the way it is." Can counsel, persuade, negotiate, represent a point of view, describe and compare features of the native and target cultures. In such comparisons, can discuss geography, history, institutions, customs and behavior patterns, and current events and national policies. Perceives almost all un verbalized responses (gestures, emotional reactions) and recognizes almost all allusions, including historical ("*L'état, c'est moi.*") and literary commonplaces ("*Ce siècle avait deux ans.*"; "*Rodrique, as-tu du coeur?*"; "*Il faut cultiver notre jardin.*"). Laughs at most culture-related humor (*l'esprit gaulois*), such as imitation of regional or ethnic speech patterns (*l'accent méridional*) and allusions to political or comic strip figures (e.g., *Les Frustrés de Bretécher* or *Astérix*). Uses low frequency idiomatic expressions (*J'en ai ma claque; C'est pas demain la veille*); sayings (*Couper les cheveux en quatre*), or proverbs (*Vouloir, c'est pouvoir*). Controls formal and informal register. Has lived in the culture for a long time or has studied it extensively. Is inferior to the culture bearer only in background information related to the culture such as childhood experiences, detailed regional geography, and past events of significance.

## Native Competence

Native competence. Examinee is indistinguishable from a person brought up and educated in the culture.

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

Superior

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

Provisional German Descriptions—Culture

Novice

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

Intermediate

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

than boiled; noon meal, the main meal of the day, heavy, but usually without a rich dessert; often, late in the afternoon, coffee and a pastry; evening meal, light, usually consisting of cold meats, salads and cheese. Knows how to use public transportation systems, whether to buy ticket from an automat, a ticket agent or a conductor. Is generally aware that small tips are expected in addition to the tip and service charge that have been added to the bill in restaurants and cafes. Is generally aware that tips are expected in other service areas such as hotels and bars. May make errors as the result of misunderstanding or misapplying assumptions about the culture, such as not tipping a gas station attendant or arriving too early for a dinner invitation.

Advanced

Limited social competence. Handles routine situations successfully with a culture bearer accustomed to foreigners. Though home culture predominates, shows comprehension of common rules of etiquette, of titles of respect, of importance of dressing according to the occasion in more formal society. Is aware of taboos and sensitive areas of the culture and avoids them. Shows comprehension of guest etiquette, such as bringing the hostess a small gift (chocolates or flowers), keeping both hands on the table while dining, holding the knife in the right hand, understanding that the kitchen is off-limits unless invited, offering food and cigarettes to others before taking them oneself. Knows how to use the phrases commonly used at table, such as *Guten Appetit*; and while drinking, such as *Zum Wohl* and *Prost*. Is aware of gifts as expression of friendship, personal esteem or gratitude. Knows appropriate gift for various occasions, knows the basic guidelines for presenting flowers. Knows how to accept gifts graciously. Knows conventional phrases for accepting invitations, such as *Sehr gern*, as well as for refusing them, such as *Vielen Dank für die Einladung, aber ich kann leider nicht kommen*. Knows how to apologize with such phrases as *Pardon*; *Entschuldigen Sie*; *bitte, vielmals*, or *Das tut mir furchtbar leid*. Can make introductions and can introduce self in both informal and formal situations. Knows how to use the telephone. Answers by giving the last name, calls by saying *Hier ist...* Knows how to ask for a third party: *Ich möchte, bitte, ...sprechen*. Knows how to leave a message: *Könnten Sie, bitte, ...ausrichten, dass...* Is able to shop in both large and small stores and to ask for specific items, using such expressions as *Ich hätte gern ein Sporthemd, Grösse 38*; *Der Schnitt gefällt mir schon, aber die Farbe nicht*; *Haben Sie vielleicht etwas in einer niedrigeren Preislage*. Is able to do routine banking, using such phrases as *Ich möchte, bitte, Dollarreiseschecks in DM wechseln*; *Wie steht der Dollar heute?* *Ich möchte, bitte, einzahlen*; *Ich möchte, bitte, abheben*; *Ich möchte, bitte, ein Scheck einlösen*. Knows how to handle routine business at the post office, including telephone and monetary service provided there, using such phrases as *Geben Sie mir zehn Neunziger, bitte*; *Einschrieben, bitte*; *Ich möchte ein Personengespräch mit Herrn Bianco in Italien führen*; *Ich möchte bitte Geld überweisen*. Is not competent to take part in a formal meeting or in a group where several persons are speaking informally at the same time.

Superior

Working social and professional competence. Can participate in almost all social situations and those within one vocation. Handles unfamiliar situations with ease and sensitivity, including some involving common taboos, or some that are otherwise emotionally charged. Comprehends most non-verbal responses. Laughs at some culture related humor, such as imitation of substandard speech, imitation of foreign accents, and references to stereotypes within the culture. In productive skills, neither culture dominates, nevertheless makes appropriate use of cultural references and expressions, such as colloquial phrases (*gottseidank*, *Mein Gott*) and idiomatic phrases (*Er hat sie nicht alle*; *Ich drücke dir die Daumen*). Understands more colloquial and idiomatic phrases than can use, such as *Gute Miene zum bösen Spiel machen* and *Der langen Rede kurzer Sinn*. Generally able to distinguish between formal and informal registers of speech, such as *Ich war wie aus den Wolken gefallen* vs. *Mir blieb die spucke weg*. Uses titles of respect correctly. Discusses abstract ideas relating to foreign and native culture and is aware of areas of difference. Has some awareness and understanding of typical German characteristics and expressions such as *Gemütlichkeit*, *Wanderlust*, *Sehnsucht*, *ein schönes Gespräch* vs. small talk. Has some understanding of the role that German history, literature, folklore and music play in the everyday life and attitudes of the people. Is aware of differing attitudes toward religion and the church in various parts of German-speaking areas. Is aware of various social classes and of the feelings of members of a given social class toward members of other social classes. Can discuss current events as well as fields of personal interest and can support opinions, but is generally limited in handling abstractions. Is aware that people do not generally accept criticism of their country from foreigners although they may be quite free to criticize aspects of their own country themselves. Minor inaccuracies occur in perception of meaning and in the expression of the intended representation but do not result in serious misunderstandings, even by a culture bearer unaccustomed to foreigners.

Near-Native Competence

Full social and professional competence. Has internalized the concept that culture is relative and is always on the lookout to do the appropriate thing; no longer assumes that own culture is "the way it is." Fits behavior to audience. Can council, persuade, negotiate, represent a point of view, describe and compare

features of the native and target cultures. In such comparisons, can discuss geography, history, institutions, customs and behavior patterns, current events and national policies. Perceives almost all un verbalized responses (gestures, emotional reaction) and recognizes almost all allusions, including historical (*Der alte Fritz* or *Der Lotse geht von Bord*) and literary commonplaces (*die Gretchenfrage; Es irrt der Mensch, solang er strebt*). Laughs at most culture-related humor, such as imitations of regional dialects and allusions to popular figures in public life and in the media. Uses low frequency idiomatic expressions (*Das geht auf keine Kuhhaut*), sayings (*Er säuft wie ein Besenbinder*) and proverbs (*Was Hänschen nicht lernt, lernt Hans nimmernmehr*). Controls formal and informal register of the language. Knows when and how to offer the *du* form of address and understands the implications of doing so. Has lived in the culture for a long time and has studied it extensively. Is inferior to the culture bearer only in background information related to the culture such as childhood experiences, detailed regional geography and past events of significance.

Native Competence

Native competence. Examinee is indistinguishable from a person raised and educated in the culture.

writing is understandable to a native speaker not used to reading Spanish written by non-natives. Uses a limited number of cohesive devices such as direct-object pronouns, and can delete redundant words with good accuracy. Has difficulty with indirect object constructions, however, typically treating the *a*-phrase as obligatory and the indirect-object pronoun as optional (\**Siempre doy regalos a mi novio.*) Uses verbs like *gustar*, *importar*, *faltar*, and *quedar* in certain fixed formulae, but without confidence or flexibility, and frequently follows English patterns: \**Yo falto veinte dolares.* Able to join sentences in limited discourse, but has difficulty and makes frequent errors in producing complex sentences. Paragraphs are reasonably unified and coherent.

\*Denotes an error characteristic of speakers at this level.

Advanced Plus

Shows ability to write about most common topics with some precision and in some detail. Can write fairly detailed resumés and summaries and take accurate notes. Can write most social and informal business correspondence. Can describe and narrate personal experiences and explain simply points of view in prose discourse using simple and compound verb tenses. Can write about concrete topics relating to particular interests and special fields of competence. Normally controls general vocabulary with some circumlocution. Often shows remarkable fluency and ease of expression, but under time constraints (e.g., no opportunity to rewrite), and pressure (e.g., testing), language may be inaccurate and/or incomprehensible. Generally strong in either grammar or vocabulary, but rarely in both. Weaknesses and unevenness in one of the foregoing or in spelling result in occasional miscommunication. Areas of weakness range sporadically from simple constructions, such as articles, prepositions, negatives and agreement, to more complex structures, such as tense usage (especially preterite and imperfect), passive or impersonal constructions, word order, relative clauses, and basic subjunctive constructions. Preterite vs. imperfect errors are especially likely with *haber* and *ser*, and when an arguably "ongoing" or "habitual" activity is circumscribed in time: *Estuvimos bailando toda la noche; Fui a la playa todos los días durante el mes que estuvimos allí.* Some misuse of vocabulary still evident, especially when using dictionary for words with multiple meanings or where related words carry various functions, but does use a dictionary to advantage where a fairly direct bilingual translation and no intralingual ambiguity exist. Shows ability to use circumlocution. Writing is understandable to native speakers not used to reading material written by non-natives, though the style is still obviously foreign.

Superior

Able to use written Spanish effectively in most formal and informal exchanges on practical, social, and professional topics. Can write most types of correspondence, such as memos, social and business letters (with appropriate formulaic introductions and closings), short research papers, and statements of position. Can express hypotheses and conjectures, and present arguments or points of view accurately and effectively. Can write about areas of special interest and handle topics in special fields. Has good control of a full range of structures so that time, description and narration can be used to expand upon ideas. Errors in basic structures are sporadic and not indicative of communicative control. In addition to simple tenses, can use compound tenses to show time relationships among events to express ideas clearly and coherently, but errors are sometimes made when using complex structures, such as indefinite, relative, or demonstrative pronouns when a range of tenses is necessary within a relatively short discourse. These errors are occasional and rarely disturb the native speaker. Has a wide enough vocabulary to convey the message accurately, though style may be foreign. Uses dictionary with a high degree of accuracy to supplement specialized vocabulary or to improve content or style. Although sensitive to differences in formal and informal style, still may not tailor writing precisely or accurately to a variety of audiences (except for personal vs. business correspondence) or styles.

Provisional Spanish Descriptions—Culture

Novice

Limited interaction. Behaves with considerateness. Is resourceful in nonverbal communication, but does not reliably interpret gestures or culturally specific nonverbal behavior, such as physical contacts with greetings, proximity of speaker. Is limited in language (see listening/speaking guidelines), but may be able to manage short phrases of courtesy (*gracias, con mucho gusto, de nada*) and basic titles of respect (*señor, señora, señorita*). Lacks generally the knowledge of culture patterns requisite for survival situations.

Intermediate

Survival competence. Can deal with familiar survival situations and interact with a culture bearer accustomed to foreigners. Is able to use conventional phrases when being introduced, such as *mucho gusto, el gusto es mío* as well as proper greetings at different times of day or night: *Buenas tardes* (more extensive period of time, until sunset); *Buenas noches* (both greeting and leave-taking); *Hola* (limited to informal occasions among friends). Can provide background information, such as personal address (street followed by number: *Calle Norte #30*), and telephone number (grouping in pairs: 32-49-63). Is able to express wants in simple

situations: *Quiero un cuarto con baño; Quiero una coca-cola, por favor; Quiero un sello (or una estampilla) para México.* Is able to ask directions: *¿Dónde queda (or está) el banco? (hotel, correo, parque, estación de policía, etc.).* Understands the need to go to different specialty shops to buy foods: *carne* in the *carnicería*, *pan* at the *panadería*, *pescado* at the *pescadería*, *dulces* at the *dulcería*, *frutas* at the *frutería*, etc. Is aware of the use of the metric system and knows simple phrases, such as *Quiero cien gramos de queso.* Is aware of different meal schedules as well as the content of each meal. Breakfast: light, consisting of bread, milk and coffee in most cases; Lunch: heavy; Dinner: generally very late. Knows that public transportation has different structure or organization according to country, such as buses with a *conductor* (driver) and a *cobrador* (ticket collector). Comprehends responses: *El banco está a dos cuadras; El correo queda a la izquierda del Hotel Nacional; Cuesta tres pesos; El hotel está lleno; No tenemos habitaciones (cuartos) disponibles,* etc. Is generally aware that tips are expected in restaurants, hotels, theaters, and other service situations. Yet may make errors as the result of misunderstanding or misapplying assumptions about the culture, such as not tipping a gas station attendant or arriving too early for dinner.

## Advanced

Limited social competence. Handles routine situations successfully with a culture bearer accustomed to foreigners. Though home culture predominates, shows comprehension of common rules of etiquette, such as use of *tú* and *usted* and titles of respect, the importance of dressing according to the occasion in a more formal society, taboos and never asking private questions about age, salary and family affairs. Also shows comprehension of guest etiquette, such as complimenting hosts on food and wine, keeping both hands on the table when dining, holding the knife in the right hand, understanding that the kitchen is "off-limits" unless invited, not leaving immediately after dinner, and offering food or cigarettes to others before taking them oneself. Knows uses of *con permiso* vs. *perdón* as well as uses of *gusta* and *buen provecho* as common phrases of courtesy. Can make polite requests using commands or first person of *querer* with polite intonation and/or followed by *por favor* for requests. *Deme un formulario, por favor. Quiero un pasaje de ida y vuelta.* Knows conventional phrases for accepting invitations (*Encantado(a), acepto con mucho gusto, es un placer para mí cenar con su familia*) or refusing them (*gracias, or muchas gracias, se lo agradezco mucho, pero tengo otro compromiso or tengo que estudiar/trabajar,* etc.). Is aware of the use of gifts as an expression of friendship, personal esteem or gratitude. Knows how to accept gifts graciously. Knows how to apologize, using phrases such as: *lo siento mucho, no fue mi intención molestarle, perdóneme, or usted perdone, lamento lo sucedido,* etc. Is aware of Hispanics' reluctance to apologize. Can make introductions in formal and informal situations. Knows how to answer the telephone: *diga, bueno, aló, sí. Juan no está; ¿quiere dejarle algún recado? ¿Quién lo llama, por favor?* Knows how to place a call and ask for a third party: *Habla Jack Smith, ¿está Pedro?* or *Buenas tardes, ¿puedo hablar con Pedro Fernández?* or leave a message: *Hágame el favor de decirle que Jack Smith lo llamó.* Is able to do routine banking: *Deseo abrir una cuenta corriente (or de ahorros); Quiero depositar \$1,300; Necesito comprar 20 cheques de viajero de \$100 (cada uno); Necesito cambiar este cheque personal; Quiero sacar \$60 de mi cuenta de ahorros; Quiero enviar un giro bancario al Perú.* Knows how to handle routine business at the post office: *Deme 10 sellos aéreos, por favor; Deseo enviar un giro postal de \$50 a México; ¿Cuánto es el franqueo de una tarjeta postal a Bolivia?* Is able to make purchases in a small or large store: *¿Dónde queda el departamento de ropa interior (de caballeros, de niños, etc.)? Deseo una camisa deportiva de rayón, talla 34 or talla mediana; ¿Cuál es el precio? ¿Cuánto cuesta? ¿Qué precio tiene? ¿Está rebajado hoy?* Can identify products, prices (in local currency), and conditions of promotional sales. Understands that bargaining is limited to small markets and street vendors and knows how to bargain: *Es muy caro...le ofrezco 40 pesos; No puedo pagarle más de 300 pesetas.* Still makes errors in the use of *tú* and *usted*. Is not competent to take part in a formal meeting or in a group where several persons are speaking informally at the same time.

## Superior

Working social and professional competence. Can participate in almost all social situations and those within one vocation. Handles unfamiliar situations with ease and sensitivity, including some involving common taboos, or some that are otherwise emotionally charged. Comprehends most nonverbal responses. Laughs at some culture-related humor, such as imitation of substandard speech, plays on words, etc. In productive skills, neither culture predominates; nevertheless, makes appropriate use of cultural references and expressions, such as colloquial phrases (*¡Dios te libre!*), idiomatic phrases (*en puntillas*), or sayings (*alegre como unas Pascuas; loco como una cabra*). Generally distinguishes between formal and informal register (i.e., correct use of formal *usted* vs. informal *tú*) and proper use of titles of respect. Discusses abstract ideas relating the foreign and native cultures and is aware cognitively of areas of difference, i.e., the importance of family ties (extended family), the attitude toward animals, the influence of the military in political affairs, the influence of the church vs. the long tradition of anticlericalism among men, especially in Latin America. Can discuss current events as well as fields of personal interest and support opinions. Is generally limited, however, in handling abstractions. Would know that Hispanic persons might criticize their own country, but would not accept such criticism from foreigners.

Near-Native  
Competence

Full social and professional competence. Has internalized the concept that culture is relative and is always on the lookout to do the appropriate thing; no longer assumes that own culture is "the way it is." Fits behavior to audience, and Hispanic culture dominates almost entirely when using the language. Can counsel, persuade, negotiate, represent a point of view, describe and compare features of the native and target cultures. In such comparisons, can discuss geography, history, institutions, customs and behavior patterns, current events and national policies. Perceives almost all un verbalized responses (gestures, emotional reactions) and recognizes almost all allusions, including historical (*Es un Trujillo más en el Caribe.*) and literary commonplaces pertaining to a particular country (*Nos encontramos con otro Tirano Banderas.*). Laughs at most culture-related humor, such as imitation of regional or ethnic speech patterns and allusions to political or comic strip figures. Uses low frequency idiomatic expressions (*apañados estamos*), sayings (*más pobre que una rata de sacristía*) or proverbs (*La gota de agua horada la piedra.*). Controls formal and informal register. Has lived in the culture for a long time or has studied it extensively. Is inferior to the culture bearer only in background information related to the culture such as childhood experiences, detailed regional geography and past events of significance.

Native Competence

Native competence. Examinee is indistinguishable from a person brought up and educated in the culture.