

0452-1

Your Best work of the quarter!
0452-1

Presenter 1 Scorer WBF Date 26 Mar 07 Total Score 4.1 Grade B
Scoring Guide for Project K15: Welcoming Kit

Rule of thumb for 4/complete: All parts of the kit are present and of sufficient complexity to do the job. The welcoming note (if printed text) is at least half a page long (ca. 150 words), the informative resource is accompanied by several rich sentences, and there are a visual aids and informative resources that have been "processed" with German (helpful specialized vocabulary, chatty remarks, etc.). Sentence creation is comfortable, and language demonstrates cognizance of and fair competence with the structures and vocabulary of recent Kontexte. Note: "Global" rubrics are not included in scoring.

	Global check: language	Global check: package content	Factor 1: on time (10%)	Factor 2: preparatory materials and activities (20%)	Factor 3: personal note (40%)	Factor 4: Informative resource (20%)	Factor 5: visual aid (10%)
6	In/Mid for current language. Independent vocab is rich & mostly correct.	(Writer adds something unexpected and impressive to the kit.)	Received with 1 week after being assigned	The content is identical to what would be in an exemplary "real world" version of the kit. The L2 language makes high-quality use of current core language and, (continued in level 5)	That writer and recipient are distinct individuals comes through in the language (rich vocab, etc.). Much information is conveyed, and the writer writes about recipient, not just self. Local world is also distinct.	Shows much care and imagination in selection. Richly supplemented by accurate language. The recipient would be eager to encounter the entity the aid presents, and the person who chose it.	
5	Strong In/low for language already presented.	Either lots of 4 or an attempt, though definitely not successful, at 6	Received after deadline for level 6, before that for level 4	(cont'd from level 6) because of independent learning, clearly exceeds it in vocabulary and even structures (whether because of original thinking or "borrowing" from sources)	All of 6 in content, detail, & attitude, but doesn't maintain 6's length of utterance or accuracy of language; or else the language is rich & accurate but content, detail and attitude are less than in 6	Much of 6; likely the language is not up to the 6, rather than the selection of material and the effort put into attaching the language to it.	
4	In/low for...	See "Rule of Thumb." Recipient would be confident with information and cordiality.	Received 2 weeks after being assigned	(Level 5 is almost Level 6) LEVEL 4: interest in kit is clear, but the language lags behind it. Resolute sentence-level language (rich vocab); support materials OK	The note contains several useful, specific pieces of information about the writer and the city. Weaknesses in the language of most recent units, but not in that of earlier ones.	There may be weakness in choice of resource/ visual aid or in the language that processes it, or possibly both, but not major flaws in both.	
3	Novice-High for...	All parts present, but lacks quantity OR quality	Received next meeting after level 4 date	Almost 4	Some attention to language and addition of more information (but not more kinds of information) would raise the rating to 4.	Could be turned into a 4 without extensive revision or starting over with fresh materials and language.	
2	below Novice-High for...	Brief and uninformative. Materials perfunctory and little adjusted to German.	Received 3 weeks after assigned	Major deficiencies in current language. Support materials sparse.	Language, even of much earlier units, is seriously flawed. That, or misunderstanding of the task, or indifference, make the note so poor that a fresh start would be better than attempts to revise.	The resource/ visual aid is not very attractive, and whatever attempt is made to customize it to the guest and the language is not close to effective.	
1	text type: short fragment	Very short, with few or no materials.	Received later than level 2 date	Some phrases and a sentence or two. A few attempts at support materials.	Constant distortion of language from earliest contexts.	A single sparse resource	Absent

21 March 07

First-Year German Project K15 • Welcome Kit Wir sagen unseren Gästen "Willkommen!" / "Welcome!"

Goals 1) Maintain and expand vocabulary and structures of Kontexte 10-15 (landmarks, street directions, buildings, modal verbs like **möchten** and **müssen**, spatial terms like "to," "from"). 2) Learn about residential arrangements in German-speaking environments. 3) Expand use of metric terminology where appropriate to the target culture.

Basic task: You are expecting a German-speaking homestay visitor. Prepare a "kit" that will: 1) help you and others where you live, whether or not they speak a little German, be ready to interact at least a little in German with such guests; 2) assure German-speaking guests in your home that they are going to be welcome, familiarize them with your world ahead of time, and help them get around the building, the neighborhood, and the metro area when they get here.

Dimensions of project and time for completion to level of 4 (sufficient): 5 hours over 2 weeks; possible additional time for revisions to reach a higher performance level.

Preparatory materials and activities

•To help you conceptualize your kit, write in English a short description of what the "welcome kit" might contain. Think about your guests as human beings, and about how you would like to be treated as a guest in their home and culture. Of course their interests and preferences will likely not be the same as yours.

•Compile in German a list of 10 or so nouns for important things (can include terms for people) in EACH of the following three environments: your home, your neighborhood, and the surrounding region (area that can be reached in half an hour or so by car or public transportation). **For nouns include der/die/das and plural, written out IN FULL.** Do NOT include words presented up to the current chapter of *Wie, bitte?* "Important" means prominent in the "landscape" – something your guests would encounter often and find occupying their attention as they lived here and tried to find their way around. For example, if you live in a downtown condominium, words for "elevator" and "security guard" might well be important. Suggestion: Consult German popular magazines (PSU library or downtown news stores like Rich's), the *Cosmo Lexikon Talking Pictorial Dictionary*, or German-language WWW sites (search on Wohn / Heim [home] / Möbel [furniture]). English-German dictionaries, whether paper or on-line, can be dangerous at your current language level; if you feel you must use one, look up in reverse order (German-English) the words you find in the English-German section.

•In English or German give a brief personal description of the guest you anticipate (can be a real person or an invention, but please maintain good taste). If you write in English, the content of your description will be judged more strictly than it would be in German.

•Answer in GERMAN the following questions that might be directed at you by your future guest(s). You're replying to a human being, not making a list of minimal phrases for a German professor, so respond with generous sentences. Use METRIC units of measurement. If you have encountered the "du" (familiar form) and want to use it instead of "Sie," go ahead. Later, in your personal note, you can use some of the language you develop here (but the note has to contain more than this).

Wie weit wohnen Sie von der Universität und wie kommen Sie dahin (Auto, usw.)?

Wie groß ist Ihr Haus / Ihre Wohnung? Wieviele Stöcke gibt es?

Wer wohnt da, und wer hat welche Zimmer?

Was sind typische Preise im Supermarkt, für Konzertkarten, Benzin, usw.?

Wie ist die Tagesroutine im Haus, besonders am Anfang und Ende des Tages und bei Mahlzeiten? Muß / Darf ich kochen?

Wie schmeckt das Essen in der Universität, und darf ich dort essen?

• Locate some visual aids or other resources that your guest(s) would find valuable for their information about your home, neighborhood, and metro region. Possible resources: camera, AAA office, Chamber of Commerce, PSU information kiosks, neat home-made drawings. Turn in **copies** of some of them with Stage 1.

Composing your project:

Welcome kits can vary tremendously, but here are likely ingredients of a "welcoming kit" for a German-speaking guest in your home, with support materials for you and others who will welcome the guest:

- THE PREPARATORY MATERIALS described on the previous page (Factor 2 on Scoring Guide).
- A SHORT LETTER in German that tells the guest about the home: its appearance, especially the areas that will be important to the guest (breakfast nook? laundry room? hot tub?); its inhabitants, especially those the guest will be dealing with regularly or who may take some effort getting used to or along with (cat that likes to repose on faces of sleeping people, roommate from whose quarter come high-volume noises or just indiscreet sounds); the neighborhood and major travel routes (to grocery store, downtown, bowling alley, bank or other place of worship); the routines of daily life and how the guest will (or perhaps need not) fit in with them. (Factor 3 on Scoring Guide)
- A PARAGRAPH OR TWO IN GERMAN AND SOME INFORMATIVE RESOURCES that will help the guest be more independent and even learn more about our city, state, region and country. You can do the paragraph writing more easily if you learn how to "steal" language from a German-language website that describes our area. Dense numerical information (like a bus schedule) can be useful, but there may be parts of it (organization, abbreviations, etc.) that might puzzle the guest. Less mechanical resources (counter-culture tabloid article about your favorite local musical group) may pose problems of cultural difference and non-standard English that you may try to address in German. (Factor 4 on Scoring Guide)
- A VISUAL AID that can help the guest feel at "home" before being there, especially if some particular knowledge of a culturally unfamiliar part of American life will be important to the guest's happiness, success, or physical survival. Chatty, personalized captions in German are a real plus. Homemade visual aids have the advantage of being personal and signaling affection, but they can look pretty primitive... (Factor 5 on Scoring Guide)

Your kit, when finished, should look like the real thing. But remember that you're doing this for a language course. Nice colors and cute ideas don't make up for sparse and low-quality German. Check the scoring guide, and bear in mind the following policies:

- You are expected to demonstrate proficiency in the structures and vocabulary that you have been developing since Kontext 1, but particularly those of recent Kontexte. It's not safe to play safe on language; check the structure and vocabulary pages of those recent Kontexte and apply them in your writing. It's also not safe (and not honest) to use an on-line translator.
- If you turn in your project on time, with all parts present and showing an honest attempt to carry out the task, but still are not satisfied with your score, you may revise your project for another week and could achieve a better score.
- The Scoring Guide is blank at the 6 level for the category of "package content." That is because you can't add something unexpected and impressive if you have already been told what that is. Give it some thought. If your task were to make the bed your guest would be sleeping in the first night in your home, the unexpected, impressive element might be a local delicacy for a late snack, or something warm and cozy from the local products outlet. But your task is a welcome kit in German, so there has to be some German language along with the "surprise" element.

Willkommen!

Willkommen!

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are on colored paper backings

0452-4

When you arrive here we will have a great time. My house is very nice; we live about a ten minute drive from downtown. There is lots of shopping and restaurants around here. Here is a schedule for the Blazers, we can go watch basketball games because I work for them. I am a dancer so here is a schedule of dance classes that we can go to if that's something you also enjoy doing. We can also go to the beach or the mountains which the ticket information can be used. You will also find a map of Beaverton Portland area, along with a bus route on TriMet on how to get from my house to Portland State University.

Steve

Laurie

Shawna

Peak-a-bee

Misty

Nata

Die Geschirrspulmaschine

Der Elektrischer Kamin

Nachbarschaft

Der Feuer Hydrant

Der Postkasten

Der Park und Fährort

Der Supermarkt

Der Starbucks

Das Sportzentrum

Ins Kino gehen

Target

Der Rote Garten

Der Strand

Mt. Hood

Macys

Vegetarische La

Pasta plente

Sushi station

Macaroni Gr

Meine Freunden...

0452-5

Ich erwarte meine bekannte, Sie kommt aus Germany. Sie heißt Bettina und sie ist 20 Jahre alt. Bettina hat braun Haar und grün Augen. Sie studiert dramatic, biologie, und mathematik. Bettina liebt mathematik, und sie auch liebt tanzen! Wir müssen tanzen gehen. Sie hat zwei brüder und drei hunde. Sie besucht für zwei Wochen im Juni.

Ich wohne zwanzig minuten von der Portland State Universität, ich gehe zum Universität mit dem Auto. Mein haus ist nicht zu groß und nicht zu klein. Mein haus hat zwei stöcke. Wir haben vier bettzimmer, und mein vater, meine mutter, und meine Schwester wohnt hier. Der Supermarkt typische kostet drei oder sechs dollar. Der konzertkarten kostet zwanzig dollar vielleicht, und Benzin kostet drei dollar pro Gallone. Die tagesroutine im mein hause ^{ist} leicht. Wir essen Frühstück, dann ich gehe zum schule, dann ich habe Mittagessen, dann ich habe tanz studie, dann ich gehe nach mein haus. Sie dürfen kochen, wenn sie wollen. Sie dürfen auch essen in der Universität.

Hallo,

0452-6

Mein Haus ist weiß mit viel Pflanze. Wir haben zwei Stöcke, vier Schlafzimmer, und drei Bad mit Dusche. Ich habe eine Katze und zwei Hunde. Meine Katze heißt Misty und die Hunde heißt Peak-erbo und Nala. Misty schläft auf dem Kopf manchmal. Mein Vater, meine Mutter, und meine Schwester wohnt in das Haus. Meine Eltern heißt Steve und Laurie. Meine Schwester heißt Shauna. Sie ist 23 Jahre alt, und sie ist Studentin auch an Portland State. Shauna ist immer spät zum der Universität. Der Supermarkt ist zehn Minuten zu Fuß, und der Stadt ist zwanzig Minuten mit dem Auto. Ich habe Schule alle Tag und Tanz am Dienstag, Mittwoch, Donnerstag, Samstag, und Sonntag. Ich bin sehr beschäftigt am die Wochentage.

Tschüs

0452-7

Ich denke Portland Oregon ist sehr schön. Es ist grün und hat frische Luft. Wir haben wunderbar Sommerwetter. In der Stadt, haben wir aussere Konzerten, und viel essen und trinken. Wann wir gehen in der Stadt, wir nehmen der Max und bus liner \$9. Wir auch gehen zum der Rose Garden für das Plazer basketballspiel. Ich habe ihnen ein Rip City zeitschrift gegeben. Nach das basketballspiel, wir gehen zum meine Lieblingsrestaurant. Meine Lieblingsrestaurant ist Montage. Montage ist unter die Morrison brücke. Das essen schmeckt sehr sehr gut!

eTicket PRICING FOR 2006/2007 SEASON

eTICKET PRODUCT AVAILABLE ON-LINE	PRICE
Adult (Age 15 & Older) Lift Ticket 9 AM - Close Lift Ticket valid any day during 2006/2007 season.	\$49
Junior (Age 7 - 14) Lift Ticket 9 AM - Close Lift Ticket valid any day during 2006/2007 season.	\$29
Senior (65+) Lift Ticket 9 AM - Close Lift Ticket valid any day during 2006/2007 season.	\$29
Child (6 & under) Lift Ticket 9 AM - Close Lift Ticket valid any day during 2006/2007 season.	\$6
Three Time Learn to Ski or Snowboard Passport (Age 13 and older) Includes beginner lift tickets, two hour coaching sessions and equipment rentals. Valid any day during 2006/2007 season.	\$99
One Time Learn to Ski or Snowboard Passport (Age 13 and older) Includes a beginner lift ticket, two hour coaching session and equipment rental. Valid any day during 2006/2007 season.	\$59

Option 1: Your best bet

1. Walk 0.24 mile southeast from 17515 NW Woodmere Court to NW Walker & 173rd (Stop ID 9151)
2. **9:31 a.m.** Board 59 Walker-Park Way to Sunset TC
3. **9:46 a.m.** Get off at Sunset Transit Center
4. Go to Sunset TC MAX Station (Stop ID 9969)
5. **9:57 a.m.** Board MAX Red Line to Airport
6. **10:06 a.m.** Get off at Goose Hollow/SW Jefferson St MAX Station
7. Walk southeast to SW 18th & Columbia (Stop ID 1114)
8. **10:12 a.m.** Board 6 M L King Jr to Vancouver Washington
9. **10:16 a.m.** Get off at SW Columbia & SW Park
10. Walk 0.3 mile south to Portland State University (SW Broadway & SW Montgomery St)

Travel time: 61 minutes (including 16 minutes walking and 17 minutes waiting)

Fares: Adult All Zone (\$2.00), Youth/Student (\$1.35) or Honored Citizen (\$0.85)



VEGA

DANCE+LAB

0452-8



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Tanzen!

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
a		a		a	a	
5:30 pm Tease + Tone Shannon		5:30 pm Tease + Tone Shannon				
6:30 pm Hip Hop Beg/Int Evie	6:00 pm Burly Q Evie	6:30 pm Hip Hop Beg/Int Evie	6:00 pm BurlyQ Evie	6:00 pm Hip Hop Beg/Int Selena	12:00pm Hip Hop Beg/Int Selena	5:30 pm Hip Hop Megán
7:30 pm Hip Hop Cabaret Kristina	7:00 pm Street Jazz Jill	7:30 pm Jazz Eva	7:00 pm Street Jazz Eva	7:00 pm Hip Hop Cabaret Kristina	1:00 pm Hip Hop Int/Adv Gerran	6:30 pm Hip Hop Durante
8:30 pm Lyrical Jill	8:00 pm Hip Hop Int/Adv Trent	8:30 pm Lyrical Jill	8:00 pm Hip Hop Int/Adv Gerran	a		

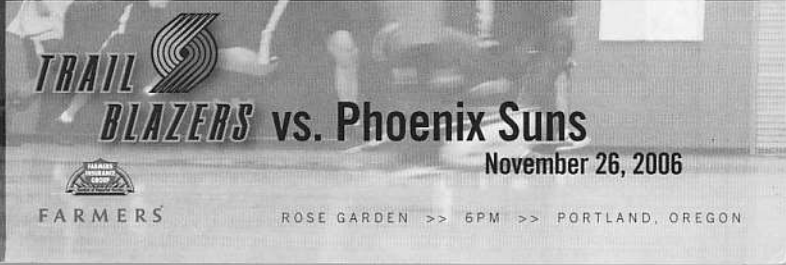


RipCity

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SWEAT

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TRAIL BLAZERS vs. **Phoenix Suns**
November 26, 2006

FARMERS ROSE GARDEN >> 6PM >> PORTLAND, OREGON