

0683-1
 Scorer WAF Date 23 Mar 09 Total Score 4/6 Grade B+ 3.33 dbu

Scoring Guide for WT K15 (Parts: dialogs; vocab in Context; skills eval.; present your town/city)

Rule of thumb for 4/complete: Creates many sentences that are not seriously distorted. Uses new vocabulary occasionally.

	1 Dialogs (15%), 7.5	2 Vocabulary Lists (25%), 1.0	3 Skills Evaluation (30%), 1.5	4 Present your town/city (30%), 1.35
6	Most of the created sentences are perfect German and of the same level as the originals in their vocabulary and structure. Insignificant errors in spelling.	The list fits the details of the situation - it's not just generic language for that general context. There are 10 or more distinct entries for each context, including some complete sentences that are essentially accurate. Very few distortions at the word level, none at the sentence level where the structure is one that has been systematically introduced.	8 sentences, either simple and essentially perfect (Ich gehe zum Kiosk) or rich but slightly flawed (Ich gehe *zur *nächste Kiosk). Most sentences use the vocabulary of the related context. Item #4 (friend going to shower) observes the switch to what ^{who} someone else does and says, though verb stem change may not appear (can use wir in item 4). Uses a modal verb. One sentence has two clauses (Ich frage, wann *kommt der nächste Bus.) Uses pronouns (beyond Ich/Sie) readily where called for.	Covers the situation in detail, and mentions the background situation (the person and the visit). At least 6 subject-verb clauses, most more than 3 syntactical units long (can be combined into fewer, richer sentences). Several well-formed sentences using verbs other than sein/haben, along with the simpler sentences. Uses twice or more vocabulary that is not taken from the core lexicon. Uses modals verbs to give advice (Wir können zu Fuß gehen). Fluency and range of content suggests ability to write even more.
5	Nearer 6 than 4	Nearer 6 than 4	Nearer 6 than 4	Nearer 6 than 4
4	Some of the created sentences are of the same level as the originals in the level of the vocabulary and structures they attempt, and a few are perfect German. No pattern of serious misspelling.	8 or more distinct words or phrases for each context, including one complete sentence that does not show any basic flaws. (Gibt es noch *Platze für die Stadtrundfahrt *am heute nachmittag? vs. *Ist dort... *huede). Current vocabulary is used as much as vocabulary from a similar earlier context, though it may not be as accurately reproduced. Some distortions at the word and sentence level (ex: modal followed directly by infinitive), but no more than one pattern of distortion.	At least 6 sentences, either simple & good or rich but flawed. Addresses all 4 situations, but one is skeletal. Ordinary verbs with ich are nearly perfect; ich-forms of modals are sometimes correct. Uses zum/zur but not reliably (some inappropriate nach). Uses other pronouns than ich/Sie, but sentences tend to be too short and unrelated to yield many. Detects the shift to third person in item 4, but pronoun and verb forms are half distorted (or else the language is very brief).	At least 4 subject-verb clauses, most more than 3 syntactical units long (can be combined into fewer, richer sentences). More than one sentence that use verbs other than sein/haben. Distinguishes ich, Sie/du, and - where needed - third-person singular (Meine Mutter arbeitet); does not lapse into un-conjugated infinitives (*Ich haben). Distinguishes non-animate noun gender and, where needed, plural. Frequently uses the vocabulary of recent Kontexte if the situation warrants it.
3	Nearer 4 than 2	Nearer 4 than 2	Nearer 4 than 2	Nearer 4 than 2
2	Few or no created sentences are of the same level as the originals, even in what they attempt. There are many errors in even simple words and expressions.	6 or more distinct words or phrases for each context, including one complete sentence, though it shows many basic flaws. Some patterns of distortion, but most do not obscure meaning.	4 sentences with length/quality mix as above, though the sentences are all quite simple. One item left essentially undone. Errors even in basic material of earlier contexts.	Two short sentences, limited to early-chapter language and with distortions in even simple language. Attempts to use recent structures and vocabulary, but there are severe distortions.
1	a few words only	a few words only	a few words only	a few words only

Jenny Davies

Part 1 – competence in core language and situations(15%)

Below are some speech-lines taken from dialogs you studied this term (possibly with small changes). In the spaces opposite the speech-lines, write your own speech-line to go with the one you see already printed. If the space appears on the right-hand side, write a REPLY there, **in German**, to what you see on the left-hand side. If the blank appears on the left-hand side, write something there, **in German**, that could lead someone to say what you see on the right-hand side. Each pair of lines is a separate exchange; the pairs are not all part one long dialog. What you write does NOT have to be taken exactly from the dialogs in the book. Your language will be judged on how well it makes use of the resources introduced so far. Brief, vague answers like “Ja” or “Danke” will not receive full credit no matter how linguistically correct they are.

Examples (what you might write appears *like this*):

Herr Ober, wir möchten zahlen.	Ist das alles zusammen?
--------------------------------	-------------------------

Herr Ober, wir möchten zahlen.	Ist das alles zusammen?
--------------------------------	-------------------------

Kontext 9: “Tag. Sind diese Plätze schon besetzt?”	Nein. Nehmen Sie die Plätze, bitte.
--	-------------------------------------

Die Dom? Ja, das ist nicht weit von hier. Gehen Sie zwei Straßen weiter, sehen Sie die Post am die ecker links, dann die Dom is 200 meter weiter!	Kontext 10: “Moment mal. Also zwei Straßen weiter...”
---	---

Kontext 12: “Ach, das tur mir aber leid. Ich bringe die Handtücher sofort hoch. Brauchen Sie sonst noch etwas?”	Ja, mein Mann sagt wir haben keine toilettepapier.
---	--

WRITE IN GERMAN! Entschulegung, haben Sie noch Zeitschrift? Time aus Amerika?	Kontext 14: “Newspapers and journals from the States are left over there. Do you not see them?”
--	---

Kontext 14: “Newspapers and journals from the States are left over there. Do you not see them?”	WRITE IN GERMAN! Ja, Ich kann sprechen deutsch spreche, Ich verstehe Sie schon.
---	---

Part 2 – ability to generate vocabulary and basic patterns (25%)

For each of the contexts provided below, make lists of useful words and phrases and sentences for someone who speaks some German, but not enough to handle the given contexts without some more help. Lists that consist largely or solely of single-word items will not receive full credit. You may include language learned elsewhere, for example from your projects. But to receive full credit, your lists MUST show that you have learned the core vocabulary and structures of the course.

<p>Reiseproviant • Travel Supplies: your list is to be used to shop for 2 people who are going to be on the train for 6 hours this afternoon and evening.</p>	<p>Hotel / Haus / Wohnung: your list will be used by someone who needs to locate a specific room in a much larger building, such as a hotel, house, or apartment building; "locate" means to find one's way there, not just to get a room</p>
<p>Ich möchte bitte...</p> <ul style="list-style-type: none"> - Ein Tafel schokolade mit Nüß oder oder ohne Nüß - Obst; Orangen, äpfel, bananen - Wir reisen 6 Stunden; haben Sie nicht mehr Flasche Mineralwasser? - Zeitschrift Newsweek oder Times? 	<ul style="list-style-type: none"> - Am die ecker - Nehmen Sie die Treppe zu "X" Stock - Dreiten Zimmer am rechts rechts - "X" Stock oben/unten
<p>Geldautomat • Internet-Café: your list is to be used to find and be sure how to use an ATM, and to buy computer time and check email.</p>	<p>Geschenke • Gifts: your list is to be used to shop for a gift which is something you very much want to receive for yourself, or else is something that would be treasured by someone you love.</p>
<ul style="list-style-type: none"> - Wo ist die Geldautomat? - Ich möchte meine email checken, wieviel kostet eine Stunde Internetsurfen? - Wissen Sie Sie die Geldautomat Funktionert? 	<ul style="list-style-type: none"> - Ich liebe das Flusshär! - Die Deutscheschokolade schmeckt fantastick... - Was essen Sie gern? - Ich möchten grün liederhosen...

Part 3 – ability to create simple sentences in loosely connected clusters(30%)

You have been taught in a way that encourages you to acquire language as a tool for real communication rather than as a collection of intellectual knowledge. Therefore you may not realize just how much you have learned or what you can do with the language. This part of the test asks you about some of the communicative tasks you have encountered in recent contexts. For each question, reply with a brief description of **what to do** and then tell **what to say** in order to accomplish it. Below is an English-language example; what you might write appears *in this font*:

Can you make an appointment to see a dentist about a tooth problem?

How to do it: *I get on the phone and call the dentist's office.*

What to say: *"Ah hamf a awwthol toofake. Canh ah commh innh rihaway an seehh thuh denniss?"*

1. Können Sie Proviant für eine Reise von 6 Stunden kaufen?

Wie? *Ich finde eine Imbiss und Reisproviant kaufen*

Was sagen: *"Wir reisen sehr lange; wir brauchen Proviant! Ich möchte bitte zwei Stück Orangen und Äpfel, 200 gram Käse, und Fleisch-was haben Sie? Oh, und schokolade mit Nüss, bitte!"*

2. Sie sitzen im Zug, und ein Kind fragt nach Ihrer Familie. Was machen Sie und was sagen Sie?

Wie? *Ich sprechen mit der Kind und Frage Ich ~~Wann~~ ihn wo reisen er.*

Was sagen: *"Heir ist ein photo-sehen Sie mein Mann? Und das ist mein hund! Wo ist Ihre Familie? Wo reisen Sie?"*

3. Sie finden Ihre Haltestelle, aber zu spät. Der Bus Nr. 11 um 9.05 Uhr ist nicht mehr da.

Wie? *Ich Frage wann der nächste Bus kommt.*

Was sagen: *"Wissen Sie, wann der nächste Bus 11 kommt? Ich Finden Haltestelle zu spät!"*

4. Sie und ein Freund/eine Freundin übernachten in einem Hotel, in einem Zimmer ohne Bad oder Dusche. Ihr Freund / Ihre Freundin möchte jetzt duschen.

Wie? *Finden Ich die Bad und Duschel! Fragen wo ~~ist~~ die Bad/Dusche ist.*

Was sagen: *"Hallo! Zimmer 3 hier; Meine Freundin möchten jetzt duschen, und unser Zimmer ~~ist~~ habe keine Bad oder Dusche, wo ist die Duschen?"*

Part 4 – prochievement task at Intermediate-High level (30%)

A guest from a German-speaking country is coming to stay in your home. (You may choose either your actual home or your “pretend” home in a city in a German-speaking country.) You are proud of your city or town and your knowledge of it. Write part of a letter in which you: 1) locate your city or town within its larger regions, describe its climate, and tell what makes it special to you or some typical resident; 2) tell about your daily life: how, where, and when you conduct it, and who is involved in it; 3) offer an activity that you and your friend could share and which would likely lead your friend to like and admire you and your home.

Liebe Freundin,

Guten tag! Kommen Sie hier in zwei Woche!
 Wilsonville ist sehr schön, und Nähe zu Portland.
 Es ist 18-19 km ~~unten~~ aus Portland, und der
 Bus kommt oft (Wilsonville ^{nach} ~~nach~~ Portland und zurück).
 Portland ist kühl, und die wetter ist regen,
 aber immer nicht! Sie sind hier wann die
 wetter ist kühl zu warm, oft regen aber
 oft sonnig. Was machen Sie gern in Portland?
 Wir können wandern, einkaufen, essen – die
 Restaurant sind fantastisch! Oder gehen Wir zu
 eine Konzert – oder machen Wir alles!
 Mein Mann arbeiten Montag zum Freitag, aber
 Ich ~~haben~~ habe keine Uni wann Sie sind heir.
 Oh! Und wir können mit mein Hund spielen!
 (Er ist sehr noch schön!) Fragen Sie mich mehr,
 wann Sie sind hier!
 Auf Wiedersehen!

Scoring Guide for WT K15 (Parts: dialogs; Vocab in Context; skills eval.; present your town/city)

Rule of thumb for 4/complete: Creates many sentences that are not seriously distorted. Uses new vocabulary occasionally.

	1 Dialogs (15%), 45	2 Vocabulary Lists (25%), 25	3 Skills Evaluation (30%), 9	4 Present your town/city (30%), 9
6	Most of the created sentences are perfect German and of the same level as the originals in their vocabulary and structure. Insignificant errors in spelling.	The list fits the details of the situation – it's not just generic language for that general context. There are 10 or more distinct entries for each context, including some complete sentences that are essentially accurate. Very few distortions at the word level, none at the sentence level where the structure is one that has been systematically introduced.	8 sentences, either simple and essentially perfect (Ich gehe zum Kiosk) or rich but slightly flawed (Ich gehe *zur *nächste Kiosk). Most sentences use the vocabulary of the related context. Item #4 (friend going to shower) observes the switch to what someone else does and says, though verb-stem change may not appear (can use wir in item 4). Uses a modal verb. One sentence has two clauses (Ich frage, wann *kommt der nächste Bus.) Uses pronouns (beyond ich/Sie) readily where called for.	Covers the situation in detail, and mentions the background situation (the person and the visit). At least 6 subject-verb clauses, most more than 3 syntactical units long (can be combined into fewer, richer sentences). Several well-formed sentences using verbs other than sein/haben, along with the simpler sentences. Uses twice or more vocabulary that is not taken from the core lexicon. Uses modals verbs to give advice (Wir können zu Fuß gehen). Fluency and range of content suggests ability to write even more.
5	Nearer 6 than 4	Nearer 6 than 4	Nearer 6 than 4	Nearer 6 than 4
4	Some of the created sentences are of the same level as the originals in the level of the vocabulary and structures they attempt, and a few are perfect German. No pattern of serious misspelling.	8 or more distinct words or phrases for each context, including one complete sentence that does not show any basic flaws. (Gibt es noch *Platze für die Stadtrundfahrt *am heute nachmittag? vs. *Ist dort... *hüete). Current vocabulary is used as much as vocabulary from a similar earlier context, though it may not be as accurately reproduced. Some distortions at the word and sentence level (ex: modal followed directly by infinitive), but no more than one pattern of distortion.	At least 6 sentences, either simple & good or rich but flawed. Addresses all 4 situations, but one is skeletal. Ordinary verbs with ich are nearly perfect; ich-forms of modals are sometimes correct. Uses zum/zur but not reliably (some inappropriate nach). Uses other pronouns than ich/Sie, but sentences tend to be too short and unrelated to yield many. Detects the shift to third person in item 4, but pronoun and verb forms are half distorted (or else the language is very brief).	At least 4 subject-verb clauses, most more than 3 syntactical units long (can be combined into fewer, richer sentences). More than one sentence that use verbs other than sein/haben. Distinguishes ich, Sie/du, and – where needed – third-person singular (Meine Mutter arbeitet); does not lapse into un-conjugated infinitives (*Ich haben). Distinguishes non-animate noun gender and, where needed, plural. Frequently uses the vocabulary of recent Kontexte if the situation warrants it.
3	Nearer 4 than 2	Nearer 4 than 2	Nearer 4 than 2	Nearer 4 than 2
2	Few or no created sentences are of the same level as the originals, even in what they attempt. There are many errors in even simple words and expressions.	6 or more distinct words or phrases for each context, including one complete sentence, though it shows many basic flaws. Some patterns of distortion, but most do not obscure meaning.	4 sentences with length/quality mix as above, though the sentences are all quite simple. One item left essentially undone. Errors even in basic material of earlier contexts.	Two short sentences, limited to early-chapter language and with distortions in even simple language. Attempts to use recent structures and vocabulary, but there are severe distortions.
1	a few words only	a few words only	a few words only	a few words only

0683-7

WT K15 (final) W2005 *09w*

Name _____

Part 1 – competence in core language and situations(15%)

Below are some speech-lines taken from dialogs you studied this term (possibly with small changes). In the spaces opposite the speech-lines, write your own speech-line to go with the one you see already printed. If the space appears on the right-hand side, write a REPLY there, **in German**, to what you see on the left-hand side. If the blank appears on the left-hand side, write something there, **in German**, that could lead someone to say what you see on the right-hand side. Each pair of lines is a separate exchange; the pairs are not all part one long dialog. What you write does NOT have to be taken exactly from the dialogs in the book. Your language will be judged on how well it makes use of the resources introduced so far. Brief, vague answers like “Ja” or “Danke” will not receive full credit no matter how linguistically correct they are.

Examples (what you might write appears *like this*):

Herr Ober, wir möchten zahlen.	<i>Ist das alles zusammen?</i>
--------------------------------	--------------------------------

<i>Herr Ober, wir möchten zahlen.</i>	Ist das alles zusammen?
---------------------------------------	-------------------------

Kontext 9: “Tag. Sind diese Plätze schon besetzt?”	<i>Die Plätze besetzt am 11 Uhr Montag bis Freitag.</i>
--	---

<i>Ja. Wir haben zwei Brätwürst</i>	Kontext 10: “Moment mal. Also zwei Straßen weiter...”
-------------------------------------	---

Kontext 12: “Ach, das tut mir aber leid. Ich bringe die Handtücher sofort hoch. Brauchen Sie sonst noch etwas?”	<i>Danke. Bringen Sie zwei mineral wasser?</i>
---	--

WRITE IN GERMAN! <i>Haben Sie Newsweek auf English?</i>	Kontext 14: “Newspapers and journals from the States are left over there. Do you not see them?”
--	---

Kontext 14: “Newspapers and journals from the States are left over there. Do you not see them?”	WRITE IN GERMAN! <i>Ja. Danke. Das ist nicht 19. März 2009. Das ist 18. März 2009, gestern.</i>
---	--

0683-8

WT K15 (final) W2005

Name _____

Part 2 – ability to generate vocabulary and basic patterns (25%)

For each of the contexts provided below, make lists of useful words and phrases and sentences for someone who speaks some German, but not enough to handle the given contexts without some more help. Lists that consist largely or solely of single-word items will not receive full credit. You may include language learned elsewhere, for example from your projects. But to receive full credit, your lists MUST show that you have learned the core vocabulary and structures of the course.

<p>Reiseproviant • Travel Supplies: your list is to be used to shop for 2 people who are going to be on the train for 6 hours this afternoon and evening.</p>	<p>Hotel / Haus / Wohnung: your list will be used by someone who needs to locate a specific room in a much larger building, such as a hotel, house, or apartment building; “locate” means to find one’s way there, not just to get a room</p>
<p>gepack Bratmurst mineral wasser buch schokolade käse haben Sie drei Orangen? was kostet das? Ich habe vier Euro... was geht zurück?</p>	<p>Einzelzimmer Doppelzimmer Stasse rechts rechts Die zimmer ist rechts....</p>
<p>Geldautomat • Internet-Café: your list is to be used to find and be sure how to use an ATM, and to buy computer time and check email.</p>	<p>Geschenke • Gifts: your list is to be used to shop for a gift which is something you very much want to receive for yourself, or else is something that would be treasured by someone you love.</p>
<p>wo sind die Internet Cafe? Checken meine email Passport gelt zurück Wo ist die ATM? Was kostet eine Stunden?</p>	<p>einkaufen geschenke hosen blusen modfashion käse wine kurzen ofen essen trinken wochenende</p>

0683-9

WT K15 (final) W2005

Name

Part 3 – ability to create simple sentences in loosely connected clusters(30%)

You have been taught in a way that encourages you to acquire language as a tool for real communication rather than as a collection of intellectual knowledge. Therefore you may not realize just how much you have learned or what you can do with the language. This part of the test asks you about some of the communicative tasks you have encountered in recent contexts. For each question, reply with a brief description of **what to do** and then tell **what to say** in order to accomplish it. Below is an English-language example; what you might write appears *in this font*:

Can you make an appointment to see a dentist about a tooth problem?

How to do it: *I get on the phone and call the dentist's office.*

What to say: *"Ah hamf a awwthol toofake. Canh ah commh innh rihaway an seehh thuh denniss?"*

1. Können Sie Proviant für eine Reise von 6 Stunden kaufen?

Wie? *Ich gehen am kiosk.*

Was sagen: *"Haben Sie Orange und Banane?"*

2. Sie sitzen im Zug, und ein Kind fragt nach Ihrer Familie. Was machen Sie und was sagen Sie?

Wie? *Ich spreche meine vier Brüdern.*

Was sagen: *"Ben ist dreizig, und er haben zwei Kinder."*

3. Sie finden Ihre Haltestelle, aber zu spät. Der Bus Nr. 11 um 9.05 Uhr ist nicht mehr da.

Wie? *Ich gehen mehr Haltestelle,*

Was sagen: *"Danke schön wo sind die Haltestelle?"*

4. Sie und ein Freund/eine Freundin übernachten in einem Hotel, in einem Zimmer ohne Bad oder Dusche. Ihr Freund / Ihre Freundin möchte jetzt duschen

Wie? *meine Freund möchten meine Dusche.*

Was sagen: *"Sie kommen müssen Dusche meine Zimmer."*

0683-10

WT K15 (final) W2005

Name _____

Name _____

Part 4 – prochievement task at Intermediate-High level (30%)

A guest from a German-speaking country is coming to stay in your home. (You may choose either your actual home or your "pretend" home in a city in a German-speaking country.) You are proud of your city or town and your knowledge of it. Write part of a letter in which you: 1) locate your city or town within its larger regions, describe its climate, and tell what makes it special to you or some typical resident; 2) tell about your daily life: how, where, and when you conduct it, and who is involved in it; 3) offer an activity that you and your friend could share and which would likely lead your friend to like and admire you and your home.

Lieben Lisa,

Meine zimmer ist auf Portland. Ich liebe Portland!
Wir haben sehr gut essen und trinken, meine freunden
gehen tanzen am wochen ende, wir hören musik.
Sie kommen tanzen und essen!

Portland regnerisch. Es regnerisch October bis Mai. Im
Summer wir haben halt tag.

Ich bin studieren, meine tag am Universitat. Am morgen
ich essen Frühstück um sieben Uhr. Dann ich fahre am Busse
meine Universitat. Mittwoch und Dienstag ich habe
Orchester. Sie kommen und hören spielen wir Wagner?

Bleiben Sie in Portland am juli? Sehr gut! Ich
möchte Sie kommen aus!

Ihre,

Udita

0683-11
 B - 2-67
 db ✓

Presenter

Scorer *WBF*

Date *23 Mar 09*

Total Score

Grade

4

Scoring Guide for WT K15 (Parts: dialogs; Vocab in Context; skills eval.; present your town/city)

Rule of thumb for 4/complete: Creates many sentences that are not seriously distorted. Uses new vocabulary occasionally.

	1 Dialogs (15%) <i>6</i>	2 Vocabulary Lists (25%) <i>6</i>	3 Skills Evaluation (30%) <i>2</i>	4 Present your town/city (30%) <i>2</i>
6	Most of the created sentences are perfect German and of the same level as the originals in their vocabulary and structure. Insignificant errors in spelling.	The list fits the details of the situation – it's not just generic language for that general context. There are 10 or more distinct entries for each context, including some complete sentences that are essentially accurate. Very few distortions at the word level, none at the sentence level where the structure is one that has been systematically introduced.	8 sentences, either simple and essentially perfect (Ich gehe zum Kiosk) or rich but slightly flawed (Ich gehe *zur *nächste Kiosk). Most sentences use the vocabulary of the related context. Item #4 (friend going to shower) observes the switch to what someone else does and says, though verb-stem change may not appear (can use wir in item 4). Uses a modal verb. One sentence has two clauses (Ich frage, wann *kommt der nächste Bus.) Uses pronouns (beyond ich/Sie) readily where called for.	Covers the situation in detail, and mentions the background situation (the person and the visit). At least 6 subject-verb clauses, most more than 3 syntactical units long (can be combined into fewer, richer sentences). Several well-formed sentences using verbs other than sein/haben, along with the simpler sentences. Uses twice or more vocabulary that is not taken from the core lexicon. Uses modals verbs to give advice (Wir können zu Fuß gehen). Fluency and range of content suggests ability to write even more.
5	Nearer 6 than 4	Nearer 6 than 4	Nearer 6 than 4	Nearer 6 than 4
4	Some of the created sentences are of the same level as the originals in the level of the vocabulary and structures they attempt, and a few are perfect German. No pattern of serious misspelling.	8 or more distinct words or phrases for each context, including one complete sentence that does not show any basic flaws. (Gibt es noch *Platze für die Stadtrundfahrt *am heute nachmittag? vs. *Ist dort... *hüete). Current vocabulary is used as much as vocabulary from a similar earlier context, though it may not be as accurately reproduced. Some distortions at the word and sentence level (ex: modal followed directly by infinitive), but no more than one pattern of distortion.	At least 6 sentences, either simple & good or rich but flawed. Addresses all 4 verbs with ich are nearly perfect; ich-forms of modals are sometimes correct. Uses zum/zur but not reliably (some inappropriate nach). Uses other pronouns than ich/Sie, but sentences tend to be too short and unrelated to yield many. Detects the shift to third person in item 4, but pronoun and verb forms are half distorted (or else the language is very brief).	At least 4 subject-verb clauses, most more than 3 syntactical units long (can be combined into fewer, richer sentences). More than one sentence that use verbs other than sein/haben. Distinguishes ich, Sie/du, and – where needed – third-person singular (Meine Mutter arbeitet); does not lapse into un-conjugated infinitives (*Ich haben). Distinguishes non-animate noun gender and, where needed, plural. Frequently uses the vocabulary of recent Kontexte if the situation warrants it.
3	Nearer 4 than 2	Nearer 4 than 2	Nearer 4 than 2	Nearer 4 than 2
2	Few or no created sentences are of the same level as the originals, even in what they attempt. There are many errors in even simple words and expressions.	6 or more distinct words or phrases for each context, including one complete sentence, though it shows many basic flaws. Some patterns of distortion, but most do not obscure meaning.	4 sentences with length/quality mix as above, though the sentences are all quite simple. One item left essentially undone. Errors even in basic material of earlier contexts.	Two short sentences, limited to early-chapter language and with distortions in even simple language. Attempts to use recent structures and vocabulary, but there are severe distortions.
1	a few words only	a few words only	a few words only	a few words only

0683-12

WT K15 (final) W2005 09w

Name

Sarina Jorgensen

Part 1 – competence in core language and situations(15%)

Below are some speech-lines taken from dialogs you studied this term (possibly with small changes). In the spaces opposite the speech-lines, write your own speech-line to go with the one you see already printed. If the space appears on the right-hand side, write a REPLY there, **in German**, to what you see on the left-hand side. If the blank appears on the left-hand side, write something there, **in German**, that could lead someone to say what you see on the right-hand side. Each pair of lines is a separate exchange; the pairs are not all part one long dialog. What you write does NOT have to be taken exactly from the dialogs in the book. Your language will be judged on how well it makes use of the resources introduced so far. Brief, vague answers like "Ja" or "Danke" will not receive full credit no matter how linguistically correct they are.

Examples (what you might write appears *like this*):

Herr Ober, wir möchten zahlen.	Ist das alles zusammen?
--------------------------------	-------------------------

<i>Herr Ober, wir möchten zahlen.</i>	Ist das alles zusammen?
---------------------------------------	-------------------------

Kontext 9: "Tag. Sind diese Plätze schon besetzt?"	<i>Naja... das platz ist besetzt, aber da ist frei.</i>
--	---

<i>Hallo, Ich brauche zwei straßen, bitte.</i>	Kontext 10: "Moment mal. Also zwei Straßen weiter..."
--	---

Kontext 12: "Ach, das tut mir aber leid. Ich bringe die Handtücher sofort hoch. Brauchen Sie sonst noch etwas?"	<i>Ja. Mein Mann sagt, wir brauchen toilettenpapier. Das ist alles.</i>
---	---

WRITE IN GERMAN! <i>Guten tag, haben Sie Time aus Amerika? Ich sehe nichts.</i>	Kontext 14: "Newspapers and journals from the States are left over there. Do you not see them?"
--	---

Kontext 14: "Newspapers and journals from the States are left over there. Do you not see them?"	WRITE IN GERMAN! <i>Naja, Ich verstehe und sprechen Deutsch, aber nicht sehr gut.</i>
---	--

Part 2 – ability to generate vocabulary and basic patterns (25%)

For each of the contexts provided below, make lists of useful words **and phrases and sentences** for someone who speaks some German, but not enough to handle the given contexts without some more help. Lists that consist largely or solely of single-word items will not receive full credit. You may include language learned elsewhere, for example from your projects. But to receive full credit, your lists **MUST** show that you have learned the core vocabulary and structures of the course.

<p>Reiseproviant • Travel Supplies: your list is to be used to shop for 2 people who are going to be on the train for 6 hours this afternoon and evening.</p>	<p>Hotel / Haus / Wohnung: your list will be used by someone who needs to locate a specific room in a much larger building, such as a hotel, house, or apartment building; "locate" means to find one's way there, not just to get a room</p>
<ul style="list-style-type: none"> • Wir brauchen (Ich brauche) • Wir werden am Bahn für 6 Stunden. • Haben Sie etwas für ein Bahn Reise? • Wieviel kostet (das)? • Teuer • Belliger 	<ul style="list-style-type: none"> • Ersten/zweiten/Dritten bzw Stock • Zimmer • Wo ist • Ich brauche helfe mit finden... • Am Ecke/rechts/links • Wo kann Ich finden _____? • Vielen Dank, für ihre helfe
<p>Geldautomat • Internet-Café: your list is to be used to find and be sure how to use an ATM, and to buy computer time and check email.</p>	<p>Geschenke • Gifts: your list is to be used to shop for a gift which is something you very much want to receive for yourself, or else is something that would be treasured by someone you love.</p>
<ul style="list-style-type: none"> • Ich brauche/möchte checken mein Email. • Wieviel kostet $\frac{*}{\text{nummer}}$ Stunden? • Wie viel geld? • Euro /geld /cent • Ich gehe zur Bank. • Ich brauche ein Computer, also wo gehe ich? 	<ul style="list-style-type: none"> • Wieviel kostet diese Geschenke? • Das ist ein bisschen zu teuer. • Haben Sie etwas billiger? • Ich brauche finden ein Geschenk für meine Mann/frau. • Sieler wird liebt das! • Diese sind schön! • Danke schon für die Geschenke!

Part 3 – ability to create simple sentences in loosely connected clusters(30%)

You have been taught in a way that encourages you to acquire language as a tool for real communication rather than as a collection of intellectual knowledge. Therefore you may not realize just how much you have learned or what you can do with the language. This part of the test asks you about some of the communicative tasks you have encountered in recent contexts. For each question, reply with a brief description of **what to do** and then tell **what to say** in order to accomplish it. Below is an English-language example; what you might write appears *in this font*:

Can you make an appointment to see a dentist about a tooth problem?

How to do it: *I get on the phone and call the dentist's office.*

What to say: *"Ah hamf a awwthol toofake. Canh ah commh innh rihaway an seehh thuh denniss?"*

1. Können Sie Proviant für eine Reise von 6 Stunden kaufen?

Wie? *Ich mache eine Reise am Flughafen.*

Was sagen: *"Hallo, Ich gehe am Reise. Wie kostet das?"*

2. Sie sitzen im Zug, und ein Kind fragt nach Ihrer Familie. Was machen Sie und was sagen Sie?

Wie? *Ich sage er/sie über mein familie, und fragt ein Kind über sein/ihre.*

Was sagen: *"Also, mein familie ist sehr groß und ist viele spaß! Und was über Sie?"*

3. Sie finden Ihre Haltestelle, aber zu spät. Der Bus Nr. 11 um 9.05 Uhr ist nicht mehr da.

Wie? *Ich frage wann die nechste Bus kommt.*

Was sagen: *"Wann kommt die nechste Bus?"*

4. Sie und ein Freund/eine Freundin übernachten in einem Hotel, in einem Zimmer ohne Bad oder Dusche. Ihr Freund / Ihre Freundin möchte jetzt duschen

Wie? *Ich frage für eine Zimmer mit Bad oder Dusche.*

Was sagen: *"Mein Freund sagt, wir haben kein Bad oder Dusche. Können wir haben ein Zimmer mit Bad oder Dusche, bitte?"*

0683-15

WT K15 (final) W2005

Name _____

Name _____

Part 4 – proachievement task at Intermediate-High level (30%)

A guest from a German-speaking country is coming to stay in your home. (You may choose either your actual home or your "pretend" home in a city in a German-speaking country.) You are proud of your city or town and your knowledge of it. Write part of a letter in which you: 1) locate your city or town within its larger regions, describe its climate, and tell what makes it special to you or some typical resident; 2) tell about your daily life: how, where, and when you conduct it, and who is involved in it; 3) offer an activity that you and your friend could share and which would likely lead your friend to like and admire you and your home.

Liebe meine Freundin,

Wenn ^{kan} kommt Sie, hofentlich es wird spaß!
Meine Haus ist im Beaverton, Oregon. Oregon ist
vieler grün und sehr schön! Wir haben
viele Fütter im Oregon; Das Reich, der Frosch,
und so weiter. Für viele Jahre es ist regnis und
kalt. Wir haben kein viele Sonnst Tages.
Am meine Haus, meine familie und Ich haben
kein Tagesroutine, aber wir haben eine routine mit
Güste. Im Morgen wir haben Frühstück, dann
wir haben Mittagessen von 12.30 bis 14.00 Uhr.
Dann typische wir haben Abendessen am
18.00 Uhr.

Wenn Sie sind hier, wir können gehen zum
viele plätze: Das Museum, der Zoo, der Theater,
das "Japanese Garden", usw.

bis nachher,

P.S. Hofentlich meine Deutsch ist in Ordnung!

Scoring Guide for WT K15 (Parts: dialogs; vocab in Context; skills eval.; present your town/city)

Rule of thumb for 4/complete: Creates many sentences that are not seriously distorted. Uses new vocabulary occasionally.

	1 Dialogs (15%)	2 Vocabulary Lists (25%)	3 Skills Evaluation (30%)	4 Present your town/city (30%)
6	Most of the created sentences are perfect German and of the same level as the originals in their vocabulary and structure. Insignificant errors in spelling.	The list fits the details of the situation – it's not just generic language for that general context. There are 10 or more distinct entries for each context, including some complete sentences that are essentially accurate. Very few distortions at the word level, none at the sentence level where the structure is one that has been systematically introduced.	8 sentences, either simple and essentially perfect (Ich gehe zum Kiosk) or rich but slightly flawed (Ich gehe *zur *nächste Kiosk). Most sentences use the vocabulary of the related context. Item #4 (friend going to shower) observes the switch to what someone else does and says, though verb-stem change may not appear (can use wir in item 4). Uses a modal verb. One sentence has two clauses (Ich frage, wann *kommt der nächste Bus.) Uses pronouns (beyond ich/Sie) readily where called for.	Covers the situation in detail, and mentions the background situation (the person and the visit). At least 6 subject-verb clauses, most more than 3 syntactical units long (can be combined into fewer, richer sentences). Several well-formed sentences using verbs other than sein/haben, along with the simpler sentences. Uses twice or more vocabulary that is not taken from the core lexicon. Uses modals verbs to give advice (Wir können zu Fuß gehen). Fluency and range of content suggests ability to write even more.
5	Nearer 6 than 4	Nearer 6 than 4	Nearer 6 than 4	Nearer 6 than 4
4	Some of the created sentences are of the same level as the originals in the level of the vocabulary and structures they attempt, and a few are perfect German. No pattern of serious misspelling.	8 or more distinct words or phrases for each context, including one complete sentence that does not show any basic flaws. (Gibt es noch *Platze für die Stadtrundfahrt *am heute nachmittag? vs. *Ist dort... *huete). Current vocabulary is used as much as vocabulary from a similar earlier context, though it may not be as accurately reproduced. Some distortions at the word and sentence level (ex: modal followed directly by infinitive), but no more than one pattern of distortion.	At least 6 sentences, either simple & good or rich but flawed. Addresses all 4 verbs with ich are nearly perfect; ich-forms of modals are sometimes correct. Uses zum/zur but not reliably (some inappropriate nach). Uses other pronouns than ich/Sie, but sentences tend to be too short and unrelated to yield many. Detects the shift to third person in item 4, but pronoun and verb forms are half distorted (or else the language is very brief).	At least 4 subject-verb clauses, most more than 3 syntactical units long (can be combined into fewer, richer sentences). More than one sentence that use verbs other than sein/haben. Distinguishes ich, Sie/du, and – where needed – third-person singular (Meine Mutter arbeitet); does not lapse into un-conjugated infinitives (*Ich haben). Distinguishes non-animate noun gender and, where needed, plural. Frequently uses the vocabulary of recent Kontexte if the situation warrants it.
3	Nearer 4 than 2	Nearer 4 than 2	Nearer 4 than 2	Nearer 4 than 2
2	Few or no created sentences are of the same level as the originals, even in what they attempt. There are many errors in even simple words and expressions.	6 or more distinct words or phrases for each context, including one complete sentence, though it shows many basic flaws. Some patterns of distortion, but most do not obscure meaning.	4 sentences with length/quality mix as above, though the sentences are all quite simple. One item left essentially undone. Errors even in basic material of earlier contexts.	Two short sentences, limited to early-chapter language and with distortions in even simple language. Attempts to use recent structures and vocabulary, but there are severe distortions.
1	a few words only	a few words only	a few words only	a few words only

0683-17

WT K15 (final) W2005 09w

Name

Part 1 – competence in core language and situations(15%)

Below are some speech-lines taken from dialogs you studied this term (possibly with small changes). In the spaces opposite the speech-lines, write your own speech-line to go with the one you see already printed. If the space appears on the right-hand side, write a REPLY there, in German, to what you see on the left-hand side. If the blank appears on the left-hand side, write something there, in German, that could lead someone to say what you see on the right-hand side. Each pair of lines is a separate exchange; the pairs are not all part one long dialog. What you write does NOT have to be taken exactly from the dialogs in the book. Your language will be judged on how well it makes use of the resources introduced so far. Brief, vague answers like "Ja" or "Danke" will not receive full credit no matter how linguistically correct they are.

Examples (what you might write appears like this):

Herr Ober, wir möchten zahlen.	Ist das alles zusammen?
--------------------------------	-------------------------

Herr Ober, wir möchten zahlen.	Ist das alles zusammen?
--------------------------------	-------------------------

Kontext 9: "Tag. Sind diese Plätze schon besetzt?"	Ja. Hier ist noch frei, bitte. Nehmen sie ein Platz. Brauchen Sie alle Plätze?
--	--

Das Kunstmuseum. Also, gehen Sie 2 Straßen weiter. Sehen Sie am Ihr links eine Konditorei. Gehen Sie links 1 Straße. Sehen Sie das Kunstmuseum da an der Ecke.	Kontext 10: "Moment mal. Also zwei Straßen weiter..."
--	---

Kontext 12: "Ach, das tut mir aber leid. Ich bringe die Handtücher sofort hoch. Brauchen Sie sonst noch etwas?"	Hm. Vielleicht. Das kann sein. Nein. Wir haben seife. Moment mal, mein Freund sagt Toilettenpapier wir brauchen/ wir haben nicht Toilettenpapier.
---	---

WRITE IN GERMAN! Haben Sie die Zeitschrift "Artforum"? Ich sehe das nicht.	Kontext 14: "Newspapers and journals from the States are left over there. Do you not see them?"
---	---

Kontext 14: "Newspapers and journals from the States are left over there. Do you not see them?"	WRITE IN GERMAN! Wir können deutsch sprechen. Ich verstehe Sie schon.
---	---

einfach großartig - simply phenomenal

Part 2 – ability to generate vocabulary and basic patterns (25%)

For each of the contexts provided below, make lists of useful words and phrases and sentences for someone who speaks some German, but not enough to handle the given contexts without some more help. Lists that consist largely or solely of single-word items will not receive full credit. You may include language learned elsewhere, for example from your projects. But to receive full credit, your lists MUST show that you have learned the core vocabulary and structures of the course.

<p>Reiseproviant • Travel Supplies: your list is to be used to shop for 2 people who are going to be on the train for 6 hours this afternoon and evening.</p>	<p>Hotel / Haus / Wohnung: your list will be used by someone who needs to locate a specific room in a much larger building, such as a hotel, house, or apartment building; "locate" means to find one's way there, not just to get a room</p>
<p>Das Obst: ^{die} Bananen (2⁺) ^{die} Birnen (2⁺) Äpfel (2⁺) Orangen (2⁺) der Päckchen Nüsse, Erdnüsse die Schokolade - mit Nüsse, Rosinen Haben Sie <u>(Essen)</u>? Wieviel, kostet eine) <u>(oder)</u> zusammen Hallo, wir möchten <u>(#)</u> <u>(Essen)</u>. ↳ Stöck ↳ gram ↳ Päckchen</p>	<p>Wo ist das Hotel / der Haus / Wohnung? Ich habe die Adresse hier: Kann ich zu Fuß gehen? Muß ich der Bus nehmen? Muß ich umsteigen? Wo? Soll ich ein Taxi nehmen? <u>Hotel</u> Haben Sie ein ___-zimmer mit/ohne Dusche/Bad? Ich brauche ein ___-zimmer für ___ Nächte. Wo finde ich die Dusche? Wo ist mein Zimmer? <u>Haus/Wohnung</u> Wo finde ich der ___-zimmer? <u>Kuch/Bade/Schlaf</u></p>
<p>Geldautomat • Internet-Café: your list is to be used to find and be sure how to use an ATM, and to buy computer time and check email.</p>	<p>Geschenke • Gifts: your list is to be used to shop for a gift which is something you very much want to receive for yourself, or else is something that would be treasured by someone you love.</p>
<p>Ich komme aus dem Ausland. Können Sie mir sagen, wie das funktioniert? Ich habe bei mir nur Amerikanisches Bargeld. Wo kann ich in der Nähe Geld wechseln? Kostet € pro Stunde. Gebe ich Ihnen mein Paß/Fahrscheinlich/Kreditkarte und später zahlen? Wo finde ich ein Geldautomat in der Nähe? Kann ich in der Hauptbahnhof Amerikanisches Geld wechseln?</p>	<p>Ich möchte für Schokolade von der Schweiz einkaufen. Wo finde ich die beste Konditorei in der Stadt? Ich möchte leider Schokolade mit Nüsse. Ich mag Schokolade mit Rosinen nicht. Ich möchte für meine Großmutter die Schokolade geschenken. Wir essen gern Schokolade!</p>

0683-19

WT K15 (final) W2005

Name

Part 3 – ability to create simple sentences in loosely connected clusters(30%)

You have been taught in a way that encourages you to acquire language as a tool for real communication rather than as a collection of intellectual knowledge. Therefore you may not realize just how much you have learned or what you can do with the language. This part of the test asks you about some of the communicative tasks you have encountered in recent contexts. For each question, reply with a brief description of **what to do** and then tell **what to say** in order to accomplish it. Below is an English-language example; what you might write appears in *this font*:

Can you make an appointment to see a dentist about a tooth problem?

How to do it: *I get on the phone and call the dentist's office.*

What to say: *"Ah hamf a awwthol toofake. Canh ah commh innh rihaway an seehh thuh denniss?"*

1. Können Sie Proviant für eine Reise von 6 Stunden kaufen?

Wie? *Ich gehe zur Naturkostladen und Reiseproviant einkaufen.
Ich möchte 2 Orangen, 2 Birnen, und ein Tafel Schokolade.*

Was sagen: *"Hallo. Ich möchte 2 Orangen, 2 Birnen und ein Tafel Schokolade, bitte.
Sie haben kein mehr Birnen? Ich möchte 2 Bananen. Moment. Ich
möchte auch die München Zeitung von heute.
Wieviel kostet das zusammen?"*

2. Sie sitzen im Zug, und ein Kind fragt nach Ihrer Familie. Was machen Sie und was sagen Sie?

Wie? *Ich habe ein Bilder von mein Gepäck holen. Ich frage das Kind nach ihr Familie,
auch.*

Was sagen: *"Sehen Sie mein Bilder? Da sind mein Freund und mein Kater. Mein Freund heißt
Morgen. Er ist 28 Jahre alt und er Film Studieren. Mein Kater heißt Belvadere.
Er ist sehralt. Er ist grau und sehrgrau! Was heißen sie? Wie alt sind Sie?
Sind diese Menschen Ihr Vater und Ihre Mutter?"*

3. Sie finden Ihre Haltestelle, aber zu spät. Der Bus Nr. 11 um 9.05 Uhr ist nicht mehr da.

Wie? *Ich habe ein Personen fragen. Ich muß ein oder Bus nehmen. Welche - ich weiß nicht.*

Was sagen: *"Verzeihung, bitte. Ich muß der Bus Nummer 11 nehmen, aber ich spät war.
Können Sie helfen? Ich muß zur Stadt mitte gehen. Kann ich ein oder Bus
nehmen? Fährt da Bus direkt dahin, muß ich umsteigen."*

4. Sie und ein Freund/eine Freundin übernachten in einem Hotel, in einem Zimmer ohne Bad oder Dusche. Ihr Freund / Ihre Freundin möchte jetzt duschen.

Wie? *Er muß die Dusche finden. So, er muß anrufen.*

Was sagen: *"Hallo. Es ist Zimmer Nummer _____. Ich möchte duschen. Können Sie
mir sagen, wo finde ich die Dusché? Wo kann ich die Seife und
ein Handtuch bekommen? ^{Im gleichen Stock?} Ist rechts heiß und links kalt?
Brauche ich ein Schlüssel?"*

0683-20

WT K15 (final) W2005

Name

Name

Part 4 – prochievement task at Intermediate-High level (30%)

A guest from a German-speaking country is coming to stay in your home. (You may choose either your actual home or your “pretend” home in a city in a German-speaking country.) You are proud of your city or town and your knowledge of it. Write part of a letter in which you: 1) locate your city or town within its larger regions, describe its climate, and tell what makes it special to you or some typical resident; 2) tell about your daily life: how, where, and when you conduct it, and who is involved in it; 3) offer an activity that you and your friend could share and which would likely lead your friend to like and admire you and your home.

Lieber Franka...

Hallo und guten Tag! Portland, OR ist sehr schön! Wir haben der Wilamette Fluß, der Columbia Fluß, und der Sandy Fluß. 30 Minuten von Portland sind Multnomah Wasserfall. Mein Wohnung ist 8 Km vom Mt. Tabor Vulkan! Wir haben regnetes Wetter im Herbst, Winter, und Frühling. Aber dieser Winter haben wir schneites und sehr sonniges Wetter! Im typischer Sommer, haben wir sehr sonniges Wetter. Der Temperatur ist ungefähr 28°C. Es ist sehr schön mit viele Blumen und Bäumen!

Am Montag, Mittwoch und Freitag habe ich Deutsch, Kunstgeschichte, und Honors von 10 Uhr bis 5 Uhr. Ich gehe zum Universität mit mein Freund Morgen um 9 Uhr. Ich arbeite mit Kinder. Am Samstag arbeite ich von 13 Uhr bis 19 Uhr mit Noah. Am Dienstag arbeite ich von 15:30 bis 18:30 mit Fiona. Am Donnerstag arbeite ich von 10 Uhr bis 14 Uhr mit Finn und Ian und von 13:30 bis 18:30 mit Fiona auch. Ich arbeite im Südost Portland aber mein Wohnung in Nordost Portland ist,

Wir können zum Natur Kostladen radfahren. Da, Einkaufen wir Obst und Gemüse. Wir können dan Essen kuchen. Ich habe ein guter Elektroherd! Lieben Sie Seelachsfilet oder Kartoffeln? Ich habe ein Gemüsegarten auch. Mögen Sie gartenen? Ich habe schönes Tomaten Pflanzen!

MfG,

Scoring Guide for WT K15 (Parts: dialogs; Vocab in Context; skills eval.; present your town/city)

Rule of thumb for 4/complete: Creates many sentences that are not seriously distorted. Uses new vocabulary occasionally.

	1 Dialogs (15%), 9	2 Vocabulary Lists (25%), 1,8	3 Skills Evaluation (30%), 1,5	4 Present your town/city (30%), 1,8
6	Most of the created sentences are perfect German and of the same level as the originals in their vocabulary and structure. Insignificant errors in spelling.	The list fits the details of the situation – it's not just generic language for that general context. There are 10 or more distinct entries for each context, including some complete sentences that are essentially accurate. Very few distortions at the word level, none at the sentence level where the structure is one that has been systematically introduced.	8 sentences, either simple and essentially perfect (Ich gehe zum Kiosk) or rich but slightly flawed (Ich gehe *zur *nächste Kiosk). Most sentences use the vocabulary of the related context. Item #4 (friend going to shower) observes the switch to what someone else does and says, though verb-stem change may not appear (can use wir in item 4). Uses a modal verb. One sentence has two clauses (Ich frage, wann *kommt der nächste Bus.) Uses pronouns (beyond ich/Sie) readily where called for.	Covers the situation in detail, and mentions the background situation (the person and the visit). At least 6 subject-verb clauses, most more than 3 syntactical units long (can be combined into fewer, richer sentences). Several well-formed sentences using verbs other than sein/haben, along with the simpler sentences. Uses twice or more vocabulary that is not taken from the core lexicon. Uses modals verbs to give advice (Wir können zu Fuß gehen). Fluency and range of content suggests ability to write even more.
5	Nearer 6 than 4	Nearer 6 than 4	Nearer 6 than 4	Nearer 6 than 4
4	Some of the created sentences are of the same level as the originals in the level of the vocabulary and structures they attempt, and a few are perfect German. No pattern of serious misspelling.	8 or more distinct words or phrases for each context, including one complete sentence that does not show any basic flaws. (Gibt es noch *Platze für die Stadtrundfahrt *am heute nachmittag? vs. *Ist dort... *hüete). Current vocabulary is used as much as vocabulary from a similar earlier context, though it may not be as accurately reproduced. Some distortions at the word and sentence level (ex: modal followed directly by infinitive), but no more than one pattern of distortion.	At least 6 sentences, either simple & good or rich but flawed. Addresses all 4 situations, but one is skeletal. Ordinary verbs with ich are nearly perfect; ich-forms of modals are sometimes correct. Uses zum/zur but not reliably (some inappropriate nach). Uses other pronouns than ich/Sie, but sentences tend to be too short and unrelated to yield many. Detects the shift to third person in item 4, but pronoun and verb forms are half distorted (or else the language is very brief).	At least 4 subject-verb clauses, most more than 3 syntactical units long (can be combined into fewer, richer sentences). More than one sentence that uses verbs other than sein/haben. Distinguishes ich, Sie/du, and – where needed – third-person singular (Meine Mutter arbeitet); does not lapse into un-conjugated infinitives (*Ich haben). Distinguishes non-animate noun gender and, where needed, plural. Frequently uses the vocabulary of recent Kontexte if the situation warrants it.
3	Nearer 4 than 2	Nearer 4 than 2	Nearer 4 than 2	Nearer 4 than 2
2	Few or no created sentences are of the same level as the originals, even in what they attempt. There are many errors in even simple words and expressions.	6 or more distinct words or phrases for each context, including one complete sentence, though it shows many basic flaws. Some patterns of distortion, but most do not obscure meaning.	4 sentences with length/quality mix as above, though the sentences are all quite simple. One item left essentially undone. Errors even in basic material of earlier contexts.	Two short sentences, limited to early-chapter language and with distortions in even simple language. Attempts to use recent structures and vocabulary, but there are severe distortions.
1	a few words only	a few words only	a few words only	a few words only

0683-22

WT K15 (final) W2005

09w

Name

Part 1 – competence in core language and situations(15%)

Below are some speech-lines taken from dialogs you studied this term (possibly with small changes). In the spaces opposite the speech-lines, write your own speech-line to go with the one you see already printed. If the space appears on the right-hand side, write a REPLY there, **in German**, to what you see on the left-hand side. If the blank appears on the left-hand side, write something there, **in German**, that could lead someone to say what you see on the right-hand side. Each pair of lines is a separate exchange; the pairs are not all part one long dialog. What you write does NOT have to be taken exactly from the dialogs in the book. Your language will be judged on how well it makes use of the resources introduced so far. Brief, vague answers like “Ja” or “Danke” will not receive full credit no matter how linguistically correct they are.

Examples (what you might write appears *like this*):

Herr Ober, wir möchten zahlen.	Ist das alles zusammen?
--------------------------------	-------------------------

Herr Ober, wir möchten zahlen.	Ist das alles zusammen?
--------------------------------	-------------------------

Kontext 9: “Tag. Sind diese Plätze schon besetzt?”	Nein, diese Plätze sind noch frei. Sitzen Sie hier, bitte. Sind Sie mein Gast.
--	--

Ja, suchen Sie der Hauptbahnhof. Gehen Sie zwei Straßen weiter, und dann 200 meter links. Der Hauptbahnhof ist an der Ecke.	Kontext 10: “Moment mal. Also zwei Straßen weiter...”
---	---

Kontext 12: “Ach, das tut mir aber leid. Ich bringe die Handtücher sofort hoch. Brauchen Sie sonst noch etwas?”	Ach ja. Mein Mann sagt wir haben keine Toilettenpapier. Bringen Sie uns, bitte.
---	---

WRITE IN GERMAN! Guten tag. Bitte, haben Sie die Zeitschrift Time aus Amerika?	Kontext 14: “Newspapers and journals from the States are left over there. Do you not see them?”
---	---

Kontext 14: “Newspapers and journals from the States are left over there. Do you not see them?”	WRITE IN GERMAN! Wir können Deutsch sprechen. Ich verstehe Sie schön. Aber, Time Zeitschrift ist nicht da.
---	---

0683-23

WT K15 (final) W2005

Name _____

Part 2 – ability to generate vocabulary and basic patterns (25%)

For each of the contexts provided below, make lists of useful words and phrases and sentences for someone who speaks some German, but not enough to handle the given contexts without some more help. Lists that consist largely or solely of single-word items will not receive full credit. You may include language learned elsewhere, for example from your projects. But to receive full credit, your lists MUST show that you have learned the core vocabulary and structures of the course.

<p>Reiseproviant • Travel Supplies: your list is to be used to shop for 2 people who are going to be on the train for 6 hours this afternoon and evening.</p>	<p>Hotel / Haus / Wohnung: your list will be used by someone who needs to locate a specific room in a much larger building, such as a hotel, house, or apartment building; “locate” means to find one’s way there, not just to get a room</p>
<p>Wir möchten zwei Stück Schokolade, bitte. Eine Stück mit Nüsse, eine Stück ohne Nüsse, bitte.</p> <p>Haben Sie die Zeitung New York Times? Ich brauche eine flasche Mineralwasser. Wieviel kostet das, bitte? Haben Sie nicht? Also, möchte ich eine Orange. Danke.</p> <p>ich möchten → möchte brauchen → brauche zahlen → zahle</p> <p>Obst das Apfel/die Äpfel die Orange/die Orangen die Banane/die Bananen die Birne/die Birnen Fleisch die Käse Stück Gramm das Brot</p> <p>die Zeitschrift die Zeitung das Buch</p>	<p>Wo ist das Badezimmer? Im gleichen Stück? Wo? Ah, ich gehe rechts 50 meter, und das Badezimmer ist um die ecke. Danke.</p> <p>In wie viele Stück ist das Bettzimmer? Ist die Küche im gleichen Stück?</p> <p>ich gehen → gehe</p> <p>(Oben) (Unten) Gleichen Ersten, Zweiten, Dritten, Vierten... und so weiter.</p> <p>Ich gehe oben/unten, zur die Dusche. die Küche/die Küchen das Bettzimmer/die Bettzimmer das Badezimmer/die Badezimmeren die Dusche/die Duschen</p> <p>der Stück/die Stücke</p>
<p>Geldautomat • Internet-Café: your list is to be used to find and be sure how to use an ATM, and to buy computer time and check email.</p>	<p>Geschenke • Gifts: your list is to be used to shop for a gift which is something you very much want to receive for yourself, or else is something that would be treasured by someone you love.</p>
<p>Entschuldigung, wissen Sie wo ein Geldautomat ist?</p> <p>Ich möchte meine Email checken. Wieviel kostet eine Stunde im den Computer? Verzeihung, was ist der kurs heute? Ich weiß nicht das Computer funktionieren. Kann Sie helfen? Ich habe nur Amerikanisches Bargeld. Nehmen Sie da?</p> <p>ich haben → habe wissen → weiß müssen → muß</p> <p>wechseln/tauschen der kurs das Bargeld/Geld das Computer</p>	<p>Ich habe eine Geschenke für du. Ich möchte eine Geschenke für meine Frau einkaufen, bitte. Was ist das? Ach, geben Sie mir eine Geschenke? Danke sehr!</p> <p>geben → gebe → gibt zahlen → zahle einkaufen → einkaufe</p> <p>die Geschenke/die Geschenken</p>

0683-24

WT K15 (final) W2005

Name

Part 3 – ability to create simple sentences in loosely connected clusters

You have been taught in a way that encourages you to acquire language as a tool for real communication rather than as a collection of intellectual knowledge. Therefore you may not realize just how much you have learned or what you can do with the language. This part of the test asks you about some of the communicative tasks you have encountered in recent contexts. For each question, reply with a brief description of **what to do** and then tell **what to say** in order to accomplish it. Below is an English-language example; what you might write appears *in this font*:

Can you make an appointment to see a dentist about a tooth problem?

How to do it: *I get on the phone and call the dentist's office.*

What to say: *"Ah hamf a awwthol toofake. Canh ah commh innh rihaway an seehh thuh denniss?"*

1. Können Sie Proviant für eine Reise von 6 Stunden kaufen?

Wie? *Gehen Sie zum ein Abteil, und kaufen Sie Essen und Trinken für Ihre Reise.*

Was sagen: *"Guten tag, Ich möchte Essen für eine Reise. Bitte geben Sie mir zwei Äpfel, eine Orange, und ein Tafel Schokolade. Hier ist zehn Euro. Ach, das kostet elf Euro? OK, hier ist ein Euro mehr. Tut mir leid. Danke schön, auf Wiedersehen."*

2. Sie sitzen im Zug, und ein Kind fragt nach Ihrer Familie. Was machen Sie und was sagen Sie?

Wie? *Machen Sie zuerst sonst noch etwas, sagen Sie hallo. Wenn das funktioniert nicht, sagen Sie "gehen Sie zur Ihre Platz zurück, bitte." Wenn das funktioniert nicht, ich weiß nicht!*

Was sagen: *"Hallo. Wie heißen Sie? Ich heiße Morgen. Wo reisen Sie? Ach, Sie reisen nach Berlin! Der Zoo in Berlin ist sehr gut!"*

3. Sie finden Ihre Haltestelle, aber zu spät. Der Bus Nr. 11 um 9.05 Uhr ist nicht mehr da.

Wie? *Finden Sie wenn der nächste Bus Nr. 11 kommt. Ist es sehr lange? Nehmen Sie ein Taxi oder gehen Sie zu Fuß.*

Was sagen: *"Entschuldigung, wann kommt der nächste Bus Nr. 11? Ach, 9.45 Uhr? Das ist sehr lange! Das ist alle 40 minuten! Wo kann ich Taxi nehmen? Wieviel kostet das? Ach, das ist zu teuer! Ich gehe zu Fuß." Meine Tage ist nicht sehr schön!*

4. Sie und ein Freund/eine Freundin übernachten in einem Hotel, in einem Zimmer ohne Bad oder Dusche. Ihr Freund / Ihre Freundin möchte jetzt duschen, aber...

Wie? *Haben wir keine Handtücher. Rufen Sie das Hotel an. Fragen Sie Ihn/Ihr für zwei Handtücher für Sie und Ihre Freundin.*

Was sagen: *"Hallo. Dies ist Zimmer Nr. 25. Wir haben keine Handtücher, und meine Freundin möchten doch duschen. Bitte, bringen Sie uns zwei Handtücher sofort. Danke schön."*

0683-25

WT K15 (final) W2005

Name _____

Name _____

Part 4 – proachievement task at Intermediate-High level (30%)

A guest from a German-speaking country is coming to stay in your home. (You may choose either your actual home or your "pretend" home in a city in a German-speaking country.) You are proud of your city or town and your knowledge of it. Write part of a letter in which you: 1) locate your city or town within its larger regions, describe its climate, and tell what makes it special to you or some typical resident; 2) tell about your daily life: how, where, and when you conduct it, and who is involved in it; 3) offer an activity that you and your friend could share and which would likely lead your friend to like and admire you and your home.

Lieber Helmut _____

Hallo und guten Tag! So, reisen Sie nach Portland. Das ist sehr gut!
Sie können in mein Haus stehen.

Portland ist in nordwest Oregon, in eine Stunden gehen Sie zur Küste.
Das Wetter in Portland ist sehr intererant. Von September bis Juni,
regnet es, aber es ist nicht so kalt. Es ist nur kalt im Dezember und
Januar (und Februar vielleicht). Also, von Juli bis August, das Wetter
ist sehr schön; es ist sonnig und warm. Im alle die Stadt, machen Sie
ctwas. Wir haben der Willamette Fluß, der Hood-berg, und so weiter.
Portland ist fantastisch!

Im eine typische Tage, ich stande um 8 Uhr auf, im mein Wohnung.
Ich stehe mit meine Frau Betsy und mein Kater Belvedere. Wir essen
frühstück zusammen um 8.15 Uhr, und dann wir duschen (zusammen nicht!).
Um 9 Uhr, gehen wir zur Universität, und wir stehen im Uni bis 5 Uhr abend.
Dann, gehen wir zum unser Wohnung, und wir Abendessen essen. Das ist
nicht alles! Wir spielen mit Belvedere, und wir Film sehen. Dann, gehen wir
zum Bett. Ich weiß das ist nicht sehr interresant. Tut mir leid.

Möchten Sie Fußball spielen im Park? Wir spielen zusammen wenn das,
Wetter ist Sonnig, im Juli oder August. Ich muß Fußball spielen. Und Sie?
So, das ist alles für jetzt. Auf wiedersehen!

Mit freundlichen Grüßen,



Scoring Guide for WT K15 (Parts: dialogs; Vocab in Context; skills eval.; present your town/city)

Rule of thumb for 4/complete: Creates many sentences that are not seriously distorted. Uses new vocabulary occasionally.

	1 Dialogs (15%) / 9	2 Vocabulary Lists (25%) / 2.5	3 Skills Evaluation (30%) / 1.5	4 Present your town/city (30%) / 1.8
6	Most of the created sentences are perfect German and of the same level as the originals in their vocabulary and structure. Insignificant errors in spelling.	The list fits the details of the situation – it's not just generic language for that general context. There are 10 or more distinct entries for each context, including some complete sentences that are essentially accurate. Very few distortions at the word level, none at the sentence level where the structure is one that has been systematically introduced.	8 sentences, either simple and essentially perfect (Ich gehe zum Kiosk) or rich but slightly flawed (Ich gehe *zur *nächste Kiosk). Most sentences use the vocabulary of the related context. Item #4 (friend going to shower) observes the switch to what someone else does and says, though verb-stem change may not appear (can use wir in item 4). Uses a modal verb. One sentence has two clauses (Ich frage, wann *kommt der nächste Bus.) Uses pronouns (beyond Ich/Sie) readily where called for.	Covers the situation in detail, and mentions the background situation (the person and the visit). At least 6 subject-verb clauses, most more than 3 syntactical units long (can be combined into fewer, richer sentences). Several well-formed sentences using verbs other than sein/haben, along with the simpler sentences. Uses twice or more vocabulary that is not taken from the core lexicon. Uses modals verbs to give advice (Wir können zu Fuß gehen). Fluency and range of content suggests ability to write even more.
5	Nearer 6 than 4	Nearer 6 than 4	Nearer 6 than 4	Nearer 6 than 4
4	Some of the created sentences are of the same level as the originals in the level of the vocabulary and structures they attempt, and a few are perfect German. No pattern of serious misspelling.	8 or more distinct words or phrases for each context, including one complete sentence that does not show any basic flaws. (Gibt es noch *Platze für die Stadtrundfahrt *am heute nachmittag? vs. *Ist dort... *hüete). Current vocabulary is used as much as vocabulary from a similar earlier context, though it may not be as accurately reproduced. Some distortions at the word and sentence level (ex: modal followed directly by infinitive), but no more than one pattern of distortion.	At least 6 sentences, either simple & good or rich but flawed. Addresses all 4 situations, but one is skeletal. Ordinary verbs with ich are nearly perfect; ich-forms of modals are sometimes correct. Uses zum/zur but not reliably (some inappropriate nach). Uses other pronouns than ich/Sie, but sentences tend to be too short and unrelated to yield many. Detects the shift to third person in item 4, but pronoun and verb forms are half distorted (or else the language is very brief).	At least 4 subject-verb clauses, most more than 3 syntactical units long (can be combined into fewer, richer sentences). More than one sentence that use verbs other than sein/haben. Distinguishes ich, Sie/du, and – where needed – third-person singular (Meine Mutter arbeitet); does not lapse into un-conjugated infinitives (*Ich haben). Distinguishes non-animate noun gender and, where needed, plural. Frequently uses the vocabulary of recent Kontexte if the situation warrants it.
3	Nearer 4 than 2	Nearer 4 than 2	Nearer 4 than 2	Nearer 4 than 2
2	Few or no created sentences are of the same level as the originals, even in what they attempt. There are many errors in even simple words and expressions.	6 or more distinct words or phrases for each context, including one complete sentence, though it shows many basic flaws. Some patterns of distortion, but most do not obscure meaning.	4 sentences with length/quality mix as above, though the sentences are all quite simple. One item left essentially undone. Errors even in basic material of earlier contexts.	Two short sentences, limited to early-chapter language and with distortions in even simple language. Attempts to use recent structures and vocabulary, but there are severe distortions.
1	a few words only	a few words only	a few words only	a few words only

0683-27

WT K15 (final) W2005 09w

Name

Rundell

X TV

Part 1 – competence in core language and situations(15%)

Below are some speech-lines taken from dialogs you studied this term (possibly with small changes). In the spaces opposite the speech-lines, write your own speech-line to go with the one you see already printed. If the space appears on the right-hand side, write a REPLY there, in German, to what you see on the left-hand side. If the blank appears on the left-hand side, write something there, in German, that could lead someone to say what you see on the right-hand side. Each pair of lines is a separate exchange; the pairs are not all part one long dialog. What you write does NOT have to be taken exactly from the dialogs in the book. Your language will be judged on how well it makes use of the resources introduced so far. Brief, vague answers like "Ja" or "Danke" will not receive full credit no matter how linguistically correct they are.

Examples (what you might write appears like this):

Herr Ober, wir möchten zahlen.	Ist das alles zusammen?
--------------------------------	-------------------------

Herr Ober, wir möchten zahlen.	Ist das alles zusammen?
--------------------------------	-------------------------

Kontext 9: "Tag. Sind diese Plätze schon besetzt?"	Nein, Sie sind frei, Nehmen Sie Plätze, bitte, Sind Sie mit Ihre familia? Wo sind sie? Holen Sie Ihre familia und Kommen Sie zurück.
--	--

Gehen Sie zwei Straßen weiter Dann nehmen Sie die Linie 10, Fahren Sie 10 Minuten. Dann müssen Sie umsteigen...	Kontext 10: "Moment mal. Also zwei Straßen weiter..."
---	---

Kontext 12: "Ach, das tut mir aber leid. Ich bringe die Handtücher sofort hoch. Brauchen Sie sonst noch etwas?"	Ja, danke. Ich möchte extra Seife, Ich dusche viel. Und meine Frau mir sagt, wir brauchen auch mehr Toilettenpapier.
---	--

WRITE IN GERMAN! Ja, Wir können Deutsch sprechen, Ich verstehe Sie schon. Sie sprechen sehr gut Deutsch und meine Uni ist sehr progressiv, und Übung macht den Meister!	Kontext 14: "Newspapers and journals from the States are left over there. Do you not see them?"
---	---

Kontext 14: "Newspapers and journals from the States are left over there. Do you not see them?"	WRITE IN GERMAN! Haben Sie die Zeitschrift Time? Ich sehe viel Zeitschriften, aber nicht Time. Haben Sie die nicht mehr?
---	--

Tut mir leid.

0683-28

WT K15 (final) W2005

Name _____

Part 2 – ability to generate vocabulary and basic patterns (25%)

For each of the contexts provided below, make lists of useful words **and phrases and sentences** for someone who speaks some German, but not enough to handle the given contexts without some more help. Lists that consist largely or solely of single-word items will not receive full credit. You may include language learned elsewhere, for example from your projects. But to receive full credit, your lists **MUST** show that you have learned the core vocabulary and structures of the course.

<p>Reiseproviant • Travel Supplies: your list is to be used to shop for 2 people who are going to be on the train for 6 hours this afternoon and evening.</p>	<p>Hotel / Haus / Wohnung: your list will be used by someone who needs to locate a specific room in a much larger building, such as a hotel, house, or apartment building; "locate" means to find one's way there, not just to get a room</p>
<p>Möchten Sie Obst? Wieviel kostet das Bröt? Wieviel Äpfel nehmen Sie? Wir gehen einkaufen. Haben Sie die _____ Zeitung? Wir sollen veil essen bringen. Kaufen Sie mir bitte eine Flasche Wasser für die Reise bitte. Wie schmeckt die Bananen? Die nehme ich.</p>	<p>Sie müssen eine Treppe hoch gehen. Das Bad ist um die Ecke links. Das ist im gleichen Stock. Das ist im dreiten Stock. Gehen drei Stock unten. Das ist im Zimmer oben. Gehen Sie links, Gehen Sie rechts.</p>
<p>Geldautomat • Internet-Café: your list is to be used to find and be sure how to use an ATM, and to buy computer time and check email.</p>	<p>Geschenke • Gifts: your list is to be used to shop for a gift which is something you very much want to receive for yourself, or else is something that would be treasured by someone you love.</p>
<p>Ich möchte meine Email checken. Wieviel kostet den Computer pro Stunde? Wo kann ich Geldwelchri? Gibt es ein Geldautomat in der Nähe? Ist ein nebenan? Wie funktioniert das? Der Automat ist kaputt. Der ist immer kaputt.</p>	<p>Wir möchten ein DrBirad kaufen. Wo haben sie die büchen? Haben Sie ein rot regenschirm? Checken die Internet für Snapchen, bitte.</p>

0683-29

WT K15 (final) W2005

Name

Part 3 – ability to create simple sentences in loosely connected clusters(30%)

You have been taught in a way that encourages you to acquire language as a tool for real communication rather than as a collection of intellectual knowledge. Therefore you may not realize just how much you have learned or what you can do with the language. This part of the test asks you about some of the communicative tasks you have encountered in recent contexts. For each question, reply with a brief description of **what to do** and then tell **what to say** in order to accomplish it. Below is an English-language example; what you might write appears *in this font*:

Can you make an appointment to see a dentist about a tooth problem?

How to do it: *I get on the phone and call the dentist's office.*

What to say: *"Ah hamf a awwthol toofake. Canh ah commh innh rihaway an seehh thuh denniss?"*

1. Können Sie Proviand für eine Reise von 6 Stunden kaufen?

Wie? *Ich werde einkaufen gehen.*

Was sagen: *"Ich möchte eine Zeitschrift und eine Zeitung bekommen.*

Ich möchte auch Obst. Haben Sie keine Bananen heute? Zwei Äpfel denn. Wieviel kostet das zusammen?"

2. Sie sitzen im Zug, und ein Kind fragt nach Ihrer Familie. Was machen Sie und was sagen Sie?

Wie? *Ich kann ihm über meine Frau und den Kater sagen.*

Was sagen: *"Ich habe ein Frau und ein Kater. Meine Frau*

liebt den Kater und der Kater frisst viel."

3. Sie finden Ihre Haltestelle, aber zu spät. Der Bus Nr. 11 um 9.05 Uhr ist nicht mehr da.

Wie? *Ich muß über der nächste Bus fragen.*

Was sagen: *"Bitte, wann fährt der nächste Bus Nr. 11 ab?"*

Und gibt es noch Plätze frei?"

4. Sie und ein Freund/eine Freundin übernachten in einem Hotel, in einem Zimmer ohne Bad oder Dusche. Ihr Freund / Ihre Freundin möchte jetzt duschen

Wie? *Ich kann ruhe unten an, und ich möchte fragen, wo das Bad ist, und wo kann wir Handtücher bekommen.*

Ring, Ring Was sagen: *"Hallo, Das ist Nummer 25. Bitte, Können Sie mir sagen,*

Wo ist das Bad im zwieten Stock? Und wo ist..

ein Handtuch und Seife finden?"

0683-30

WT K15 (final) W2005

Name _____

Name _____

Part 4 – prochievement task at Intermediate-High level (30%)

A guest from a German-speaking country is coming to stay in your home. (You may choose either your actual home or your “pretend” home in a city in a German-speaking country.) You are proud of your city or town and your knowledge of it. Write part of a letter in which you: 1) locate your city or town within its larger regions, describe its climate, and tell what makes it special to you or some typical resident; 2) tell about your daily life: how, where, and when you conduct it, and who is involved in it; 3) offer an activity that you and your friend could share and which would likely lead your friend to like and admire you and your home.

Lieber Karl _____

Sie können mit uns bleiben. Wir wohnen im Longview. Das ist zwischen der Pazifik Ozean und die Cascade Massiv. Süd von hier haben wir die Stadt Portland. Es regnet hier oft. Es regnet in September. Es regnet bis April. Eines Tages regnet es noch in Juli.

Wir wohnen in eine Wohnung. Um 6 Uhr stehe ich aus. Dann dusche ich. Meine Frau steht auch aus, und sie duscht. Ich fahre nach die Uni, oder ich lerne bis 12 Uhr 30. Dann ich muß arbeiten. Meine Frau arbeitet um 9 Uhr, oft bis 7 Uhr oder später. Wir haben auch einen Kater. Er frößt zu viel.

Wann Sie sind hier, wir sollen die Teich sehen. Wir können rund die zu Fuß gehen. Die ist sehr schön. Wir können den Bus dort fahren, aber wir müssen zwei Kilometer nach dem Bus zu Fuß gehen. Also, es ist mehr einfach zu fahren. Dann gehen wir rund die Teich zu Fuß.

Scoring Guide for WT K15 (Parts: dialogs; vocab in Context; skills eval.; present your town/city)

Rule of thumb for 4/complete: Creates many sentences that are not seriously distorted. Uses new vocabulary occasionally.

	1 Dialogs (15%) <u>4.5</u>	2 Vocabulary Lists (25%) <u>6</u>	3 Skills Evaluation (30%) <u>1.2</u>	4 Present your town/city (30%) <u>1, 2</u>
6	Most of the created sentences are perfect German and of the same level as the originals in their vocabulary and structure. Insignificant errors in spelling.	The list fits the details of the situation - it's not just generic language for that general context. There are 10 or more distinct entries for each context, including some complete sentences that are essentially accurate. Very few distortions at the word level, none at the sentence level where the structure is one that has been systematically introduced.	8 sentences, either simple and essentially perfect (Ich gehe zum Kiosk) or rich but slightly flawed (Ich gehe *zur *nächste Kiosk). Most sentences use the vocabulary of the related context. Item #4 (friend going to shower) observes the switch to what someone else does and says, though verb-stem change may not appear (can use wir in item 4). Uses a modal verb. One sentence has two clauses (Ich frage, wann *kommt der nächste Bus.) Uses pronouns (beyond ich/Sie) readily where called for.	Covers the situation in detail, and mentions the background situation (the person and the visit). At least 6 subject-verb clauses, most more than 3 syntactical units long (can be combined into fewer, richer sentences). Several well-formed sentences using verbs other than sein/haben, along with the simpler sentences. Uses twice or more vocabulary that is not taken from the core lexicon. Uses modals verbs to give advice (Wir können zu Fuß gehen). Fluency and range of content suggests ability to write even more.
5	Nearer 6 than 4	Nearer 6 than 4	Nearer 6 than 4	Nearer 6 than 4
4	Some of the created sentences are of the same level as the originals in the level of the vocabulary and structures they attempt, and a few are perfect German. No pattern of serious misspelling.	8 or more distinct words or phrases for each context, including one complete sentence that does not show any basic flaws. (Gibt es noch *Platze für die Stadtrundfahrt *am heute nachmittag? vs. *Ist dort... *hüete). Current vocabulary is used as much as vocabulary from a similar earlier context, though it may not be as accurately reproduced. Some distortions at the word and sentence level (ex: modal followed directly by infinitive), but no more than one pattern of distortion.	At least 6 sentences, either simple & good or rich but flawed. Addresses all 4 situations, but one is skeletal. Ordinary verbs with ich are nearly perfect; ich-forms of modals are sometimes correct. Uses zum/zur but not reliably (some inappropriate nach). Uses other pronouns than ich/Sie, but sentences tend to be too short and unrelated to yield many. Detects the shift to third person in item 4, but pronoun and verb forms are half distorted (or else the language is very brief).	At least 4 subject-verb clauses, most more than 3 syntactical units long (can be combined into fewer, richer sentences). More than one sentence that use verbs other than sein/haben. Distinguishes ich, Sie/du, and - where needed - third-person singular (Meine Mutter arbeitet); does not lapse into un-conjugated infinitives (*Ich haben). Distinguishes non-animate noun gender and, where needed, plural. Frequently uses the vocabulary of recent Kontexte if the situation warrants it.
3	Nearer 4 than 2	Nearer 4 than 2	Nearer 4 than 2	Nearer 4 than 2
2	Few or no created sentences are of the same level as the originals, even in what they attempt. There are many errors in even simple words and expressions.	6 or more distinct words or phrases for each context, including one complete sentence, though it shows many basic flaws. Some patterns of distortion, but most do not obscure meaning.	4 sentences with length/quality mix as above, though the sentences are all quite simple. One item left essentially undone. Errors even in basic material of earlier contexts.	Two short sentences, limited to early-chapter language and with distortions in even simple language. Attempts to use recent structures and vocabulary, but there are severe distortions.
1	a few words only	a few words only	a few words only	a few words only

0683-32

WT K15 (final) W2005

09w

Name

Part 1 – competence in core language and situations(15%)

Below are some speech-lines taken from dialogs you studied this term (possibly with small changes). In the spaces opposite the speech-lines, write your own speech-line to go with the one you see already printed. If the space appears on the right-hand side, write a REPLY there, **in German**, to what you see on the left-hand side. If the blank appears on the left-hand side, write something there, **in German**, that could lead someone to say what you see on the right-hand side. Each pair of lines is a separate exchange; the pairs are not all part one long dialog. What you write does NOT have to be taken exactly from the dialogs in the book. Your language will be judged on how well it makes use of the resources introduced so far. Brief, vague answers like “Ja” or “Danke” will not receive full credit no matter how linguistically correct they are.

Examples (what you might write appears *like this*):

Herr Ober, wir möchten zahlen.	Ist das alles zusammen?
--------------------------------	-------------------------

<i>Herr Ober, wir möchten zahlen.</i>	Ist das alles zusammen?
---------------------------------------	-------------------------

Kontext 9: “Tag. Sind diese Plätze schon besetzt?”	Die Platze sind frei.
--	-----------------------

Wo ist die Dome?	Kontext 10: “Moment mal. Also zwei Straßen weiter...”
------------------	---

Kontext 12: “Ach, das tut mir aber leid. Ich bringe die Handtücher sofort hoch. Brauchen Sie sonst noch etwas?”	Ich brauche nicht, danke.
---	---------------------------

WRITE IN GERMAN! Die Zeitschriften sind in der U.S. Die Zeitschriften sind in der U.S. Wo sind die Zeitschriften von der U.S.?	Kontext 14: “Newspapers and journals from the States are left over there. Do you not see them?”
---	---

Kontext 14: “Newspapers and journals from the States are left over there. Do you not see them?”	WRITE IN GERMAN! Nein, wo sind sie? Sind Sie um die Ecke?
---	--

Part 2 – ability to generate vocabulary and basic patterns (25%)

For each of the contexts provided below, make lists of useful words **and phrases and sentences** for someone who speaks some German, but not enough to handle the given contexts without some more help. Lists that consist largely or solely of single-word items will not receive full credit. You may include language learned elsewhere, for example from your projects. But to receive full credit, your lists **MUST** show that you have learned the core vocabulary and structures of the course.

<p>Reiseproviant • Travel Supplies: your list is to be used to shop for 2 people who are going to be on the train for 6 hours this afternoon and evening.</p>	<p>Hotel / Haus / Wohnung: your list will be used by someone who needs to locate a specific room in a much larger building, such as a hotel, house, or apartment building; "locate" means to find one's way there, not just to get a room</p>
<p>die marktplatz die Bahnhof die Bahnhofhalten die Fahrkarten die Wasser der Schokolade</p>	<p>die Stöcke richtig links zusammen die Einzelzimmer die Doppelzimmer um die Ecke die Zimmer Nummer einfang ausfang</p>
<p>Geldautomat • Internet-Café: your list is to be used to find and be sure how to use an ATM, and to buy computer time and check email.</p>	<p>Geschenke • Gifts: your list is to be used to shop for a gift which is something you very much want to receive for yourself, or else is something that would be treasured by someone you love.</p>
<p>die InternetAdresse die Kiosk</p>	<p>einkaufen die marktplatz wünschen Geschenke geben lieben Freund / Freundin Mutter / Vater Schwester / Brüder</p>

0683-34

WT K15 (final) W2005

Name _____

Part 3 – ability to create simple sentences in loosely connected clusters(30%)

You have been taught in a way that encourages you to acquire language as a tool for real communication rather than as a collection of intellectual knowledge. Therefore you may not realize just how much you have learned or what you can do with the language. This part of the test asks you about some of the communicative tasks you have encountered in recent contexts. For each question, reply with a brief description of **what to do** and then tell **what to say** in order to accomplish it. Below is an English-language example; what you might write appears *in this font*:

Can you make an appointment to see a dentist about a tooth problem?

How to do it: *I get on the phone and call the dentist's office.*

What to say: *"Ah hamf a awwthol toofake. Canh ah commh innh rihaway an seehh thuh denniss?"*

1. Können Sie Proviant für eine Reise von 6 Stunden kaufen?

Wie? *Gehen der Zug zum Innerstadt.*

Was sagen: "

Wir brauche 6 Karten zum Innerstadt.

2. Sie sitzen im Zug, und ein Kind fragt nach Ihrer Familie. Was machen Sie und was sagen Sie?

Wie?

Was sagen: "

3. Sie finden Ihre Haltestelle, aber zu spät. Der Bus Nr. 11 um 9.05 Uhr ist nicht mehr da.

Wie? *Finden die nächste Zug*

Was sagen: "

wo ist die nächste Zug? wann ist die nächste Zug? Ich habe 5 minuten!"

4. Sie und ein Freund/eine Freundin übernachten in einem Hotel, in einem Zimmer ohne Bad oder Dusche. Ihr Freund / Ihre Freundin möchte jetzt duschen

Wie?

~~Geben~~ *Geben ein^z neu Zimmer mit Dusche*

Was sagen: "

Entschuldigung, aber brauchen ^{wir} ein Zimmer mit Dusche. Mein Freund müß duschen!

0683-35

WT K15 (final) W2005

Name _____

Name _____

Part 4 – prochievement task at Intermediate-High level (30%)

A guest from a German-speaking country is coming to stay in your home. (You may choose either your actual home or your “pretend” home in a city in a German-speaking country.) You are proud of your city or town and your knowledge of it. Write part of a letter in which you: 1) locate your city or town within its larger regions, describe its climate, and tell what makes it special to you or some typical resident; 2) tell about your daily life: how, where, and when you conduct it, and who is involved in it; 3) offer an activity that you and your friend could share and which would likely lead your friend to like and admire you and your home.

Liebe Olivice,

Ich liebe meine Stadt! Ich glaube Sie lieben also! Portland ist am die west kus. Das ist schön! Die Wetter ist schön, aber also regnet oft. Aber liebe ich regnet!

Am Montag, Mittwoch, und Freitag haben ich Klasse. ~~am~~ Am Montag, Dienstag, Mittwoch, und Freitag arbeiten ich. Ich arbeite aus Portland State University. Das ist Innerstadt und ich fahre ~~der~~ der Zug da gehen.

Mein Freund besuchen oft. Er ist aus Vancouver. Das ist bei Portland. Es ist 20 Minuten fahren. Wir können alles die Museum gehen! Möchten Sie Müseem?

Ich besuche die Museum oft. Die Museum ist bei Meine Wohn!

mfg,

Scoring Guide for WT K15 (Parts: dialogs; Vocab in Context; skills eval.; present your town/city)

Rule of thumb for 4/complete: Creates many sentences that are not seriously distorted. Uses new vocabulary occasionally.

	1 Dialogs (15%), 3	2 Vocabulary Lists (25%), 18	3 Skills Evaluation (30%), 9	4 Present your town/city (30%), 9
6	Most of the created sentences are perfect German and of the same level as the originals in their vocabulary and structure. Insignificant errors in spelling.	The list fits the details of the situation – it's not just generic language for that general context. There are 10 or more distinct entries for each context, including some complete sentences that are essentially accurate. Very few distortions at the word level, none at the sentence level where the structure is one that has been systematically introduced.	8 sentences, either simple and essentially perfect (Ich gehe zum Kiosk) or rich but slightly flawed (Ich gehe *zur *nächste Kiosk). Most sentences use the vocabulary of the related context. Item #4 (friend going to shower) observes the switch to what someone else does and says, though verb-stem change may not appear (can use wir in item 4). Uses a modal verb. One sentence has two clauses (Ich frage, wann *kommt der nächste Bus). Uses pronouns (beyond ich/Sie) readily where called for.	Covers the situation in detail, and mentions the background situation (the person and the visit). At least 6 subject-verb clauses, most more than 3 syntactical units long (can be combined into fewer, richer sentences). Several well-formed sentences using verbs other than sein/haben, along with the simpler sentences. Uses twice or more vocabulary that is not taken from the core lexicon. Uses modals verbs to give advice (Wir können zu Fuß gehen). Fluency and range of content suggests ability to write even more.
5	Nearer 6 than 4	Nearer 6 than 4	Nearer 6 than 4	Nearer 6 than 4
4	Some of the created sentences are of the same level as the originals in the level of the vocabulary and structures they attempt, and a few are perfect German. No pattern of serious misspelling.	8 or more distinct words or phrases for each context, including one complete sentence that does not show any basic flaws. (Gibt es noch *Platze für die Stadtrundfahrt *am heute nachmittag? vs. *Ist dort... *huede). Current vocabulary is used as much as vocabulary from a similar earlier context, though it may not be as accurately reproduced. Some distortions at the word and sentence level (ex: modal followed directly by infinitive), but no more than one pattern of distortion.	At least 6 sentences, either simple & good or rich but flawed. Addresses all 4 situations, but one is skeletal. Ordinary verbs with ich are nearly perfect; ich-forms of modals are sometimes correct. Uses zum/zur but not reliably (some inappropriate nach). Uses other pronouns than ich/Sie, but sentences tend to be too short and unrelated to yield many. Detects the shift to third person in item 4, but pronoun and verb forms are half distorted (or else the language is very brief).	At least 4 subject-verb clauses, most more than 3 syntactical units long (can be combined into fewer, richer sentences). More than one sentence that use verbs other than sein/haben. Distinguishes ich, Sie/du, and – where needed – third-person singular (Meine Mutter arbeitet); does not lapse into un-conjugated infinitives (*Ich haben). Distinguishes non-animate noun gender and, where needed, plural. Frequently uses the vocabulary of recent Kontexte if the situation warrants it.
3	Nearer 4 than 2	Nearer 4 than 2	Nearer 4 than 2	Nearer 4 than 2
2	Few or no created sentences are of the same level as the originals, even in what they attempt. There are many errors in even simple words and expressions.	6 or more distinct words or phrases for each context, including one complete sentence, though it shows many basic flaws. Some patterns of distortion, but most do not obscure meaning.	4 sentences with length/quality mix as above, though the sentences are all quite simple. One item left essentially undone. Errors even in basic material of earlier contexts.	Two short sentences, limited to early-chapter language and with distortions in even simple language. Attempts to use recent structures and vocabulary, but there are severe distortions.
1	a few words only	a few words only	a few words only	a few words only

0683-37

WT K15 (final) W2005

09w

Name

Part 1 – competence in core language and situations(15%)

Below are some speech-lines taken from dialogs you studied this term (possibly with small changes). In the spaces opposite the speech-lines, write your own speech-line to go with the one you see already printed. If the space appears on the right-hand side, write a REPLY there, **in German**, to what you see on the left-hand side. If the blank appears on the left-hand side, write something there, **in German**, that could lead someone to say what you see on the right-hand side. Each pair of lines is a separate exchange; the pairs are not all part one long dialog. What you write does NOT have to be taken exactly from the dialogs in the book. Your language will be judged on how well it makes use of the resources introduced so far. Brief, vague answers like “Ja” or “Danke” will not receive full credit no matter how linguistically correct they are.

Examples (what you might write appears *like this*):

Herr Ober, wir möchten zahlen.	Ist das alles zusammen?
--------------------------------	-------------------------

Herr Ober, wir möchten zahlen.	Ist das alles zusammen?
--------------------------------	-------------------------

Kontext 9: “Tag. Sind diese Plätze schon besetzt?”	Der Platz ist nicht zwei Straß aus hier.
--	--

wo is das stadtmuseum? wieviel weit	Kontext 10: “Moment mal. Also zwei Straßen weiter...”
-------------------------------------	---

Kontext 12: “Ach, das tut mir aber leid. Ich bringe die Handtücher sofort hoch. Brauchen Sie sonst noch etwas?”	Ja, Ich kann bringen die Handtücher nein, Ich brauche Sie etwas.
---	--

WRITE IN GERMAN! wo können Ich finde Time magazine?	Kontext 14: “Newspapers and journals from the States are left over there. Do you not see them?”
--	---

Kontext 14: “Newspapers and journals from the States are left over there. Do you not see them?”	WRITE IN GERMAN! Ich sehe nicht Time magazine
---	--

0683-38

WT K15 (final) W2005

Name _____

Part 2 – ability to generate vocabulary and basic patterns (25%)

For each of the contexts provided below, make lists of useful words **and phrases and sentences** for someone who speaks some German, but not enough to handle the given contexts without some more help. Lists that consist largely or solely of single-word items will not receive full credit. You may include language learned elsewhere, for example from your projects. But to receive full credit, your lists **MUST** show that you have learned the core vocabulary and structures of the course.

<p>Reiseproviant • Travel Supplies: your list is to be used to shop for 2 people who are going to be on the train for 6 hours this afternoon and evening.</p>	<p>Hotel / Haus / Wohnung: your list will be used by someone who needs to locate a specific room in a much larger building, such as a hotel, house, or apartment building; "locate" means to find one's way there, not just to get a room</p>
<p>Sind Sie haben Gepäck Ich brauche essen. flasche mit wasser</p>	<p>Das zimmer ist an links Nehmen nichts gehen sie dort, dann rechts an Toilette. Ich finde ein zimmer, bitte?</p>
<p>Geldautomat • Internet-Café: your list is to be used to find and be sure how to use an ATM, and to buy computer time and check email.</p>	<p>Geschenke • Gifts: your list is to be used to shop for a gift which is something you very much want to receive for yourself, or else is something that would be treasured by someone you love.</p>
<p>Ich finde ATM, Ich brauche money. Können Sie helfen ATM, bitte. Ich brauche eine kamere</p>	<p>ein chocolate Wimmel Boston Das ist 23 dollars. Ich muß ein Kamera für mein freunde</p>

0683-39

WT K15 (final) W2005

Name _____

Part 3 – ability to create simple sentences in loosely connected clusters(30%)

You have been taught in a way that encourages you to acquire language as a tool for real communication rather than as a collection of intellectual knowledge. Therefore you may not realize just how much you have learned or what you can do with the language. This part of the test asks you about some of the communicative tasks you have encountered in recent contexts. For each question, reply with a brief description of **what to do** and then tell **what to say** in order to accomplish it. Below is an English-language example; what you might write appears *in this font*:

Can you make an appointment to see a dentist about a tooth problem?

How to do it: *I get on the phone and call the dentist's office.*

What to say: *"Ah hamf a awwthol toofake. Canh ah commh innh rihaway an seehh thuh denniss?"*

1. Können Sie Proviant für eine Reise von 6 Stunden kaufen?

Wie? *Ich finde ein bauhuf*

Was sagen: *"Ich nehme Reise 6 Stunden*

2. Sie sitzen im Zug, und ein Kind fragt nach Ihrer Familie. Was machen Sie und was sagen Sie?

Wie? *Ich spreche an meine familie*

Was sagen: *"Ich habe zwei Schwestern, und ein bruder und Sie?"*

3. Sie finden Ihre Haltestelle, aber zu spät. Der Bus Nr. 11 um 9.05 Uhr ist nicht mehr da.

Wie? *Ich nehme nie Bus*

Was sagen: *"Wituel für Bus*

4. Sie und ein Freund/eine Freundin übernachten in einem Hotel, in einem Zimmer ohne Bad oder Dusche. Ihr Freund / Ihre Freundin möchte jetzt duschen

Wie? *Ich habe ein bad und dusche*

Was sagen: *"Sina Sie haben ein zimmer mitn Dusche und Bad?"*

0683-40

WT K15 (final) W2005

Name _____

Name _____

Part 4 – proachievement task at Intermediate-High level (30%)

A guest from a German-speaking country is coming to stay in your home. (You may choose either your actual home or your “pretend” home in a city in a German-speaking country.) You are proud of your city or town and your knowledge of it. Write part of a letter in which you: 1) locate your city or town within its larger regions, describe its climate, and tell what makes it special to you or some typical resident; 2) tell about your daily life: how, where, and when you conduct it, and who is involved in it; 3) offer an activity that you and your friend could share and which would likely lead your friend to like and admire you and your home.

Lieb _____

mein Stadt ist in Western Oregon. Der Stadt Name ist
Gaston. Gaston ist 25 km aus Portland. Dort Wetter
ist Kalt und warm. In December, ist es regen und April ist
es Sonnig. Das Gaston ist Klein, Ich mochte Klein Stadt.
In Morgen, Ich trinken Tee und essen. Dann, Ich gehe Schule an
Seben Uhr. Ich nehme bus und auto. Mein Schwester nehmen bus
mit mir. Wir kann reisen an bus Stadt museum.

Scoring Guide for WT K15 (Parts: dialogs; vocab in Context; skills eval.; present your town/city)

Rule of thumb for 4/complete: Creates many sentences that are not seriously distorted. Uses new vocabulary occasionally.

	1 Dialogs (15%) 1, 2	2 Vocabulary Lists (25%) 1, 2	3 Skills Evaluation (30%) 1, 2	4 Present your town/city (30%) 1, 2
6	Most of the created sentences are perfect German and of the same level as the originals in their vocabulary and structure. Insignificant errors in spelling.	The list fits the details of the situation – it's not just generic language for that general context. There are 10 or more distinct entries for each context, including some complete sentences that are essentially accurate. Very few distortions at the word level, none at the sentence level where the structure is one that has been systematically introduced.	8 sentences, either simple and essentially perfect (Ich gehe zum Kiosk) or rich but slightly flawed (Ich gehe *zur *nächste Kiosk). Most sentences use the vocabulary of the related context. Item #4 (friend going to shower) observes the switch to what someone else does and says, though verb-stem change may not appear (can use wir in item 4). Uses a modal verb. One sentence has two clauses (Ich frage, wann *kommt der nächste Bus.) Uses pronouns (beyond ich/Sie) readily where called for.	Covers the situation in detail, and mentions the background situation (the person and the visit). At least 6 subject-verb clauses, most more than 3 syntactical units long (can be combined into fewer, richer sentences). Several well-formed sentences using verbs other than sein/haben, along with the simpler sentences. Uses twice or more vocabulary that is not taken from the core lexicon. Uses modals verbs to give advice (Wir können zu Fuß gehen). Fluency and range of content suggests ability to write even more.
5	Nearer 6 than 4	Nearer 6 than 4	Nearer 6 than 4	Nearer 6 than 4
4	Some of the created sentences are of the same level as the originals in the level of the vocabulary and structures they attempt, and a few are perfect German. No pattern of serious misspelling.	8 or more distinct words or phrases for each context, including one complete sentence that does not show any basic flaws. (Gibt es noch *Platze für die Stadtrundfahrt *am heute nachmittag? vs. *Ist dort... *hüete). Current vocabulary is used as much as vocabulary from a similar earlier context, though it may not be as accurately reproduced. Some distortions at the word and sentence level (ex: modal followed directly by infinitive), but no more than one pattern of distortion.	At least 6 sentences, either simple & good or rich but flawed. Addresses all 4 verbs with ich are nearly perfect; ich-forms of modals are sometimes correct. Uses zum/zur but not reliably (some inappropriate nach). Uses other pronouns than ich/Sie, but sentences tend to be too short and unrelated to yield many. Detects the shift to third person in item 4, but pronoun and verb forms are half distorted (or else the language is very brief).	At least 4 subject-verb clauses, most more than 3 syntactical units long (can be combined into fewer, richer sentences). More than one sentence that use verbs other than sein/haben. Distinguishes ich, Sie/du, and – where needed – third-person singular (Meine Mutter arbeitet); does not lapse into un-conjugated infinitives (*Ich haben). Distinguishes non-animate noun gender and, where needed, plural. Frequently uses the vocabulary of recent Kontexte if the situation warrants it.
3	Nearer 4 than 2	Nearer 4 than 2	Nearer 4 than 2	Nearer 4 than 2
2	Few or no created sentences are of the same level as the originals, even in what they attempt. There are many errors in even simple words and expressions.	6 or more distinct words or phrases for each context, including one complete sentence, though it shows many basic flaws. Some patterns of distortion, but most do not obscure meaning.	4 sentences with length/quality mix as above, though the sentences are all quite simple. One item left essentially undone. Errors even in basic material of earlier contexts.	Two short sentences, limited to early-chapter language and with distortions in even simple language. Attempts to use recent structures and vocabulary, but there are severe distortions.
1	a few words only	a few words only	a few words only	a few words only

0683-42

WT K15 (final) W2005 09w

Name _____

Part 1 – competence in core language and situations(15%)

Below are some speech-lines taken from dialogs you studied this term (possibly with small changes). In the spaces opposite the speech-lines, write your own speech-line to go with the one you see already printed. If the space appears on the right-hand side, write a REPLY there, **in German**, to what you see on the left-hand side. If the blank appears on the left-hand side, write something there, **in German**, that could lead someone to say what you see on the right-hand side. Each pair of lines is a separate exchange; the pairs are not all part one long dialog. What you write does NOT have to be taken exactly from the dialogs in the book. Your language will be judged on how well it makes use of the resources introduced so far. Brief, vague answers like "Ja" or "Danke" will not receive full credit no matter how linguistically correct they are.

Examples (what you might write appears *like this*):

Herr Ober, wir möchten zahlen.	Ist das alles zusammen?
--------------------------------	-------------------------

Herr Ober, wir möchten zahlen.	Ist das alles zusammen?
--------------------------------	-------------------------

Kontext 9: "Tag. Sind diese Plätze schon besetzt?"	Ja. Diese Plätze ist frei.
--	----------------------------

Entschuldigung, wo ist der Dom?	Kontext 10: "Moment mal. Also zwei Straßen weiter..."
---------------------------------	---

Kontext 12: "Ach, das tut mir aber leid. Ich bringe die Handtücher sofort hoch. Brauchen Sie sonst noch etwas?"	Ja gern. Ich möchte Seife bitte, und es ist doch so heiß im Zimmer!
---	---

WRITE IN GERMAN! Entschuldigung, Ich brauche Amerikaner Zeitung...	Kontext 14: "Newspapers and journals from the States are left over there. Do you not see them?"
---	---

Kontext 14: "Newspapers and journals from the States are left over there. Do you not see them?"	WRITE IN GERMAN! Ja, ich sehe. Ich müße Deutsch spreche, bitte.
---	--

0683-43

WT K15 (final) W2005

Name _____

Part 2 – ability to generate vocabulary and basic patterns (25%)

For each of the contexts provided below, make lists of useful words **and phrases and sentences** for someone who speaks some German, but not enough to handle the given contexts without some more help. Lists that consist largely or solely of single-word items will not receive full credit. You may include language learned elsewhere, for example from your projects. But to receive full credit, your lists **MUST** show that you have learned the core vocabulary and structures of the course.

<p>Reiseproviant • Travel Supplies: your list is to be used to shop for 2 people who are going to be on the train for 6 hours this afternoon and evening.</p>	<p>Hotel / Haus / Wohnung: your list will be used by someone who needs to locate a specific room in a much larger building, such as a hotel, house, or apartment building; "locate" means to find one's way there, not just to get a room</p>
<p>- Wir brauchen eine Amerikaner Zeitung...</p> <p>- Wieviel kostet das....</p> <p>- Ich habe Amerikaner bar, kann ich wechseln,...</p> <p>- Ich möchte - trinke - essen - Toilette finden</p> <p>- wie spät ist es, bitte?</p>	<p>Gehen Sie links am der Ecke, <u>obst</u> <u>Einem</u> <u>Stode</u>, und die <u>Zimmer</u> ist dort noch der <u>Bade</u>, nummer 222, am rechts.</p>
<p>Geldautomat • Internet-Café: your list is to be used to find and be sure how to use an ATM, and to buy computer time and check email.</p>	<p>Geschenke • Gifts: your list is to be used to shop for a gift which is something you very much want to receive for yourself, or else is something that would be treasured by someone you love.</p>
<p>- Ich komme Ausland.</p> <p>- Was kostet der Komputery, Email checken?</p> <p>- Für 1 stunde das kostet 3 Euro.</p> <p>- wo ist der wechseln?</p> <p>- Ich habe Amerikaner bar und ich möchte Euro.</p>	<p>- Für dich ich gekauftem.</p> <p>- Ich habe sehr schön und geschenkt Sie gewundert.</p> <p>- kostet...</p> <p>- das Auto</p> <p>- Jeweln</p>

0683-44

WT K15 (final) W2005

Name _____

Part 3 – ability to create simple sentences in loosely connected clusters(30%)

You have been taught in a way that encourages you to acquire language as a tool for real communication rather than as a collection of intellectual knowledge. Therefore you may not realize just how much you have learned or what you can do with the language. This part of the test asks you about some of the communicative tasks you have encountered in recent contexts. For each question, reply with a brief description of **what to do** and then tell **what to say** in order to accomplish it. Below is an English-language example; what you might write appears *in this font*:

Can you make an appointment to see a dentist about a tooth problem?

How to do it: *I get on the phone and call the dentist's office.*

What to say: *"Ah hamf a awwthol toofake. Canh ah commh innh rihaway an seehh thuh denniss?"*

1. Können Sie Proviant für eine Reise von 6 Stunden kaufen?

Wie? *Ich kaufe für eine Reise.*

Was sagen: *"Ich Reise gehen für 6 Stunden. Ich möchte eine Zeitung für lesen und CD hören."*

2. Sie sitzen im Zug, und ein Kind fragt nach Ihrer Familie. Was machen Sie und was sagen Sie?

Wie? *Ich spreche mein Familie.*

Was sagen: *"Das ist mein Familie. Wie hat eine Hund, heißt Vinny und er ist mein Sohn. heißt Mason also meine Verlobter Emily. Mason ist 7 Jahre alt..."*

3. Sie finden Ihre Haltestelle, aber zu spät. Der Bus Nr. 11 um 9.05 Uhr ist nicht mehr da.

Wie? *Fragen Sie dort meine Bus.*

Was sagen: *"Wo ist Bus Nr. 11? Und wann kommt der nächste Bus bitte?"*

4. Sie und ein Freund/eine Freundin übernachten in einem Hotel, in einem Zimmer ohne Bad oder Dusche. Ihr Freund / Ihre Freundin möchte jetzt duschen

Wie? *Ich Frage eine Zimmer.*

Was sagen: *"Ich möchte eine Zimmer mit Dusche für eine Nacht bitte."*

0683-45

WT K15 (final) W2005

Name _____

Name _____

Part 4 – prochievement task at Intermediate-High level (30%)

A guest from a German-speaking country is coming to stay in your home. (You may choose either your actual home or your "pretend" home in a city in a German-speaking country.) You are proud of your city or town and your knowledge of it. Write part of a letter in which you: 1) locate your city or town within its larger regions, describe its climate, and tell what makes it special to you or some typical resident; 2) tell about your daily life: how, where, and when you conduct it, and who is involved in it; 3) offer an activity that you and your friend could share and which would likely lead your friend to like and admire you and your home.

Lieb Herr Schneider

Willkommen! Mein Stadt ist sehr schön!
Portland ist im Oregon, Nordwest Amerika.
Wie hat 2 Flüsse, heißt Willamette und
Columbia. Portland hast Musikconerten, eine
Zoo für Kinder, 5 universitäten, und wunderbar
Fußballmeinschaft, Portland Timbers!

Ich spiehe Fußball und können Sie etwas?
meine Familie ist in Nordöst Portland im
Woodlawnviertel. Es regnet noch. Tut mir leid,
und es ist nicht so kalt, nicht so heiß.

Ich stehe um 7 Uhr, dusche, Frühstück und
Ermittchen auf. Um 8 Uhr Ich fahre mein
auto zum Universität und studiere Soziologie,
Amerikaner beschihte und Deutsch, natürlich!

Kann ich Hilfe mit Englisch/Deutsch sprechen?

Schöne Reise!

-Tschüss



Scoring Guide for WT K15 (Parts: dialogs; Vocab in Context; skills eval.; present your town/city)

Rule of thumb for 4/complete: Creates many sentences that are not seriously distorted. Uses new vocabulary occasionally.

	1 Dialogs (15%) <i>4.5</i>	2 Vocabulary Lists (25%) <i>1.75</i>	3 Skills Evaluation (30%) <i>9</i>	4 Present your town/city (30%)
6	Most of the created sentences are perfect German and of the same level as the originals in their vocabulary and structure. Insignificant errors in spelling.	The list fits the details of the situation – it's not just generic language for that general context. There are 10 or more distinct entries for each context, including some complete sentences that are essentially accurate. Very few distortions at the word level, none at the sentence level where the structure is one that has been systematically introduced.	8 sentences, either simple and essentially perfect (Ich gehe zum Kiosk) or rich but slightly flawed (Ich gehe *zur *nächste Kiosk). Most sentences use the vocabulary of the related context. Item #4 (friend going to shower) observes the switch to what someone else does and says, though verb-stem change may not appear (can use wir in item 4). Uses a modal verb. One sentence has two clauses (Ich frage, wann *kommt der nächste Bus.) Uses pronouns (beyond ich/Sie) readily where called for.	Covers the situation in detail, and mentions the background situation (the person and the visit). At least 6 subject-verb clauses, most more than 3 syntactical units long (can be combined into fewer, richer sentences). Several well-formed sentences using verbs other than sein/haben, along with the simpler sentences. Uses twice or more vocabulary that is not taken from the core lexicon. Uses modals verbs to give advice (Wir können zu Fuß gehen). Fluency and range of content suggests ability to write even more.
5	Nearer 6 than 4	Nearer 6 than 4	Nearer 6 than 4	Nearer 6 than 4
4	Some of the created sentences are of the same level as the originals in the level of the vocabulary and structures they attempt, and a few are perfect German. No pattern of serious misspelling.	8 or more distinct words or phrases for each context, including one complete sentence that does not show any basic flaws. (Gibt es noch *Platze für die Stadtrundfahrt *am heute nachmittag? vs. *Ist dort... *hüete). Current vocabulary is used as much as vocabulary from a similar earlier context, though it may not be as accurately reproduced. Some distortions at the word and sentence level (ex: modal followed directly by infinitive), but no more than one pattern of distortion.	At least 6 sentences, either simple & good or rich but flawed. Addresses all 4 situations, but one is skeletal. Ordinary verbs with ich are nearly perfect; ich-forms of modals are sometimes correct. Uses zum/zur but not reliably (some inappropriate nach). Uses other pronouns than ich/Sie, but sentences tend to be too short and unrelated to yield many. Detects the shift to third person in item 4, but pronoun and verb forms are half distorted (or else the language is very brief).	At least 4 subject-verb clauses, most more than 3 syntactical units long (can be combined into fewer, richer sentences). More than one sentence that use verbs other than sein/haben. Distinguishes ich, Sie/du, and – where needed – third-person singular (Meine Mutter arbeitet); does not lapse into un-conjugated infinitives (*Ich haben). Distinguishes non-animate noun gender and, where needed, plural. Frequently uses the vocabulary of recent Kontexte if the situation warrants it.
3	Nearer 4 than 2	Nearer 4 than 2	Nearer 4 than 2	Nearer 4 than 2
2	Few or no created sentences are of the same level as the originals, even in what they attempt. There are many errors in even simple words and expressions.	6 or more distinct words or phrases for each context, including one complete sentence, though it shows many basic flaws. Some patterns of distortion, but most do not obscure meaning.	4 sentences with length/quality mix as above, though the sentences are all quite simple. One item left essentially undone. Errors even in basic material of earlier contexts.	Two short sentences, limited to early-chapter language and with distortions in even simple language. Attempts to use recent structures and vocabulary, but there are severe distortions.
1	a few words only	a few words only	a few words only	a few words only

0683-47

WT K15 (final) W2005 09W

Name

Part 1 – competence in core language and situations(15%)

Below are some speech-lines taken from dialogs you studied this term (possibly with small changes). In the spaces opposite the speech-lines, write your own speech-line to go with the one you see already printed. If the space appears on the right-hand side, write a REPLY there, **in German**, to what you see on the left-hand side. If the blank appears on the left-hand side, write something there, **in German**, that could lead someone to say what you see on the right-hand side. Each pair of lines is a separate exchange; the pairs are not all part one long dialog. What you write does NOT have to be taken exactly from the dialogs in the book. Your language will be judged on how well it makes use of the resources introduced so far. Brief, vague answers like "Ja" or "Danke" will not receive full credit no matter how linguistically correct they are.

Examples (what you might write appears *like this*):

Herr Ober, wir möchten zahlen.	Ist das alles zusammen?
--------------------------------	-------------------------

Herr Ober, wir möchten zahlen.	Ist das alles zusammen?
--------------------------------	-------------------------

Kontext 9: "Tag. Sind diese Plätze schon besetzt?"	Nein, diese Plätze sind frei. Sie besetzt, bitte.
--	---

Der Dom ist dort. Nur zwei Straße weiter.	Kontext 10: "Moment mal. Also zwei Straßen weiter..."
---	---

Kontext 12: "Ach, das tut mir aber leid. Ich bringe die Handtücher sofort hoch. Brauchen Sie sonst noch etwas?"	Nein, ich brauchen etwas, nicht. Aber ich möchte Toilettpapieren.
---	---

WRITE IN GERMAN! Wo ist das Straten aus da USA?	Kontext 14: "Newspapers and journals from the States are left over there. Do you not see them?"
--	---

Kontext 14: "Newspapers and journals from the States are left over there. Do you not see them?"	WRITE IN GERMAN! Nein! Ich sehen demm, nicht.
---	--

0683-48

WT K15 (final) W2005

Name _____

Part 2 – ability to generate vocabulary and basic patterns (25%)

For each of the contexts provided below, make lists of useful words **and phrases and sentences** for someone who speaks some German, but not enough to handle the given contexts without some more help. Lists that consist largely or solely of single-word items will not receive full credit. You may include language learned elsewhere, for example from your projects. But to receive full credit, your lists **MUST** show that you have learned the core vocabulary and structures of the course.

<p>Reiseproviant • Travel Supplies: your list is to be used to shop for 2 people who are going to be on the train for 6 hours this afternoon and evening.</p>	<p>Hotel / Haus / Wohnung: your list will be used by someone who needs to locate a specific room in a much larger building, such as a hotel, house, or apartment building; "locate" means to find one's way there, not just to get a room</p>
<p>Bier Wasser Chocolate Bratwurst Wir werde brauchen zu esse und trinke. Wir werde getz Bier und wasser zu trinke und Chocolate und Bratwurst zu esse. Mein Obst!</p>	<p>Das Zimmer Das Stöcke Links Rechts Gehen Das Hotel Wo ist mein Zimmer? Ich brauche zu finden eine Zimmer. Ist es im zehnte Stöck denn links?</p>
<p>Geldautomat • Internet-Café: your list is to be used to find and be sure how to use an ATM, and to buy computer time and check email.</p>	<p>Geschenke • Gifts: your list is to be used to shop for a gift which is something you very much want to receive for yourself, or else is something that would be treasured by someone you love.</p>
<p>Das Geld Euro Wieviel kosten für Computer zu checken email? Wo ist das ATM?</p>	<p>Wieviel kosten das? Ich mag das. Ich möchte das. Es ist schön! Das ist wunderbar! Es ist eine Geschenk für mein Frau.</p>

0683-4d

WT K15 (final) W2005

Name _____

Part 3 – ability to create simple sentences in loosely connected clusters(30%)

You have been taught in a way that encourages you to acquire language as a tool for real communication rather than as a collection of intellectual knowledge. Therefore you may not realize just how much you have learned or what you can do with the language. This part of the test asks you about some of the communicative tasks you have encountered in recent contexts. For each question, reply with a brief description of **what to do** and then tell **what to say** in order to accomplish it. Below is an English-language example; what you might write appears *in this font*:

Can you make an appointment to see a dentist about a tooth problem?

How to do it: *I get on the phone and call the dentist's office.*

What to say: *"Ah hamf a awwthol toofake. Canh ah commh innh rihaway an seehh thuh denniss?"*

1. Können Sie Proviant für eine Reise von 6 Stunden kaufen?

Wie? *Ich gehen zur Fahrkartestelle.*

Was sagen: *"Ich möchte sechs Fahrkarte, bitte."*

2. Sie sitzen im Zug, und ein Kind fragt nach Ihrer Familie. Was machen Sie und was sagen Sie?

Wie? *Ich gehen zum Kind*

Was sagen: *"Hallo, Ich heiße Jeff, Sind Sie OK?"*

3. Sie finden Ihre Haltestelle, aber zu spät. Der Bus Nr. 11 um 9.05 Uhr ist nicht mehr da.

Wie? *Ich finde das Fahrkartesteller.*

Was sagen: *"Wie machen Ich gehen zur die Post?"*

4. Sie und ein Freund/eine Freundin übernachten in einem Hotel, in einem Zimmer ohne Bad oder Dusche. Ihr Freund / Ihre Freundin möchte jetzt duschen

Wie?

Was sagen: *"Wo ist der Bad oder Duschen?"*

0683-50

WT K15 (final) W2005

Name _____

Name _____

Part 4 – proachievement task at Intermediate-High level (30%)

A guest from a German-speaking country is coming to stay in your home. (You may choose either your actual home or your "pretend" home in a city in a German-speaking country.) You are proud of your city or town and your knowledge of it. Write part of a letter in which you: 1) locate your city or town within its larger regions, describe its climate, and tell what makes it special to you or some typical resident; 2) tell about your daily life: how, where, and when you conduct it, and who is involved in it; 3) offer an activity that you and your friend could share and which would likely lead your friend to like and admire you and your home.

Lieber Johann,

Ich heiße Jeff. Es geht aus Portland, OR, USA. Das Wetter ist regnet und kalt von Oktober bis Juni, und es ist sonnig und warm von Juli bis September. Ich mag Portland. Es ist schön. Es gibt lots machen hier.

Ich wohne mit mein Frau und Hund in unser Haus. Es haben drei Zimmer und zwei Stöcke. Ich arbeite bei das City of Hillsboro. Ich arbeite am Nachte. Ich fahren zu arbeite um Neunzehn Uhr und zurück um sieben Uhr. Mein Frau arbeiten bei Nike. Unser hund arbeite, nicht.

Machen Sie mag zu trinken bier? Ich mag zu trinke Bier. Das Bier in Portland is gut! Wir werde gehen Bier trinken wann Sie können heir.

MfG.

Presenter WBF Scorer WBF Date 23/Mar/09 Total Score 3,95 Grade B - 2.65 dbv

Scoring Guide for WT K15 (Parts: dialogs; vocab in Context; skills eval.; present your town/city)

Rule of thumb for 4/complete: Creates many sentences that are not seriously distorted. Uses new vocabulary occasionally.

	1 Dialogs (15%) / 4	2 Vocabulary Lists (25%) / 0	3 Skills Evaluation (30%) / 3	4 Present your town/city (30%) / 2
6	Most of the created sentences are perfect German and of the same level as the originals in their vocabulary and structure. Insignificant errors in spelling.	The list fits the details of the situation - it's not just generic language for that general context. There are 10 or more distinct entries for each context, including some complete sentences that are essentially accurate. Very few distortions at the word level, none at the sentence level where the structure is one that has been systematically introduced.	8 sentences, either simple and essentially perfect (Ich gehe zum Kiosk) or rich but slightly flawed (Ich gehe *zur *nächste Kiosk). Most sentences use the vocabulary of the related context. Item #4 (friend going to shower) observes the switch to what someone else does and says, though verb-stem change may not appear (can use wir in item 4). Uses a modal verb. One sentence has two clauses (Ich frage, wann *kommt der nächste Bus.) Uses pronouns (beyond ich/Sie) readily where called for.	Covers the situation in detail, and mentions the background situation (the person and the visit). At least 6 subject-verb clauses, most more than 3 syntactical units long (can be combined into fewer, richer sentences). Several well-formed sentences using verbs other than sein/haben, along with the simpler sentences. Uses twice or more vocabulary that is not taken from the core lexicon. Uses modals verbs to give advice (Wir können zu Fuß gehen). Fluency and range of content suggests ability to write even more.
5	Nearer 6 than 4	Nearer 6 than 4	Nearer 6 than 4	Nearer 6 than 4
4	Some of the created sentences are of the same level as the originals in the level of the vocabulary and structures they attempt, and a few are perfect German. No pattern of serious misspelling.	8 or more distinct words or phrases for each context, including one complete sentence that does not show any basic flaws. (Gibt es noch *Platze für die Stadtrundfahrt *am heute nachmittag? vs. *Ist dort... *hüete). Current vocabulary is used as much as vocabulary from a similar earlier context, though it may not be as accurately reproduced. Some distortions at the word and sentence level (ex: modal followed directly by infinitive), but no more than one pattern of distortion.	At least 6 sentences, either simple & good or rich but flawed. Addresses all 4 situations, but one is skeletal. Ordinary verbs with ich are nearly perfect; ich-forms of modals are sometimes correct. Uses zum/zur but not reliably (some inappropriate nach). Uses other pronouns than ich/Sie, but sentences tend to be too short and unrelated to yield many. Detects the shift to third person in item 4, but pronoun and verb forms are half distorted (or else the language is very brief).	At least 4 subject-verb clauses, most more than 3 syntactical units long (can be combined into fewer, richer sentences). More than one sentence that use verbs other than sein/haben. Distinguishes ich, Sie/du, and - where needed - third-person singular (Meine Mutter arbeitet); does not lapse into un-conjugated infinitives (*Ich haben). Distinguishes non-animate noun gender and, where needed, plural. Frequently uses the vocabulary of recent Kontexte if the situation warrants it.
3	Nearer 4 than 2	Nearer 4 than 2	Nearer 4 than 2	Nearer 4 than 2
2	Few or no created sentences are of the same level as the originals, even in what they attempt. There are many errors in even simple words and expressions.	6 or more distinct words or phrases for each context, including one complete sentence, though it shows many basic flaws. Some patterns of distortion, but most do not obscure meaning.	4 sentences with length/quality mix as above, though the sentences are all quite simple. One item left essentially undone. Errors even in basic material of earlier contexts.	Two short sentences, limited to early-chapter language and with distortions in even simple language. Attempts to use recent structures and vocabulary, but there are severe distortions.
1	a few words only	a few words only	a few words only	a few words only

0683-52

WT K15 (final) W2005 09w

Name

Part 1 – competence in core language and situations(15%)

Below are some speech-lines taken from dialogs you studied this term (possibly with small changes). In the spaces opposite the speech-lines, write your own speech-line to go with the one you see already printed. If the space appears on the right-hand side, write a REPLY there, in German, to what you see on the left-hand side. If the blank appears on the left-hand side, write something there, in German, that could lead someone to say what you see on the right-hand side. Each pair of lines is a separate exchange; the pairs are not all part one long dialog. What you write does NOT have to be taken exactly from the dialogs in the book. Your language will be judged on how well it makes use of the resources introduced so far. Brief, vague answers like "Ja" or "Danke" will not receive full credit no matter how linguistically correct they are.

Examples (what you might write appears like this):

Herr Ober, wir möchten zahlen.	Ist das alles zusammen?
--------------------------------	-------------------------

Herr Ober, wir möchten zahlen.	Ist das alles zusammen?
--------------------------------	-------------------------

Kontext 9: "Tag. Sind diese Plätze schon besetzt?"	Nein Ja, diese Plätze sind besetzt.
--	---

Entschuldigung. Wo ist die Bahnhof? Wie kommen sie dahin?	Kontext 10: "Moment mal. Also zwei Straßen weiter..."
---	---

Kontext 12: "Ach, das tut mir aber leid. Ich bringe die Handtücher sofort hoch. Brauchen Sie sonst noch etwas?"	Ja, wir haben kein Toilettenpapier. Mein Frau brauchst Toilettenpapier!!
---	--

WRITE IN GERMAN! Newspaper and journals von Amerika sind da, sehen sie? Wo ist die Newspaper von Amerika?	Kontext 14: "Newspapers and journals from the States are left over there. Do you not see them?"
--	---

Kontext 14: "Newspapers and journals from the States are left over there. Do you not see them?"	WRITE IN GERMAN! Ja, Ich sehe die Newspaper. Danke schön
---	--

0683-53

WT K15 (final) W2005

Name

Part 2 – ability to generate vocabulary and basic patterns (25%)

For each of the contexts provided below, make lists of useful words **and phrases and sentences** for someone who speaks some German, but not enough to handle the given contexts without some more help. Lists that consist largely or solely of single-word items will not receive full credit. You may include language learned elsewhere, for example from your projects. But to receive full credit, your lists **MUST** show that you have learned the core vocabulary and structures of the course.

<p>Reiseproviant • Travel Supplies: your list is to be used to <u>shop for</u> people who are going to be on the train for 6 hours this afternoon and evening.</p>	<p>Hotel / Haus / Wohnung: your list will be used by someone who needs to locate a specific room in a much larger building, such as a hotel, house, or apartment building; "locate" means to find one's way there, not just to get a room</p>
<p>Fahrkartenschalter - ticket booth Gepäck - pack wieviel kostet das " " " " how much does that cost? Pässe - passport wie lange ist reisen? Fahrkarten - ticket essen + trinken - food and drink Plätze - seats wo ist mein Platz? Wasser - water ist das platze besetzt? Buch - book</p>	<p>Wo ist die zimmer? Was Stock ist die zimmer an? Das Bad - Bathroom Küchen - kitchen Um die ecke - around the corner treppe - stairs Stock - floor</p>
<p>Geldautomat • Internet-Café: your list is to be used to find and be sure how to use an ATM, and to buy computer time and check email.</p>	<p>Geschenke • Gifts: your list is to be used to shop for a gift which is something you very much want to receive for yourself, or else is something that would be treasured by someone you love.</p>
<p>geldautomat? Wo ist die ATM? Kann ich mein email checken? Wieviel kostet eine Stunde an computer? Dollars Euros Bargeld - cash Geld - money</p>	<p>Blüme - flowers Schokolade - chocolate ein Auto - car Wo ist das Geschenke von? Where is that gift from? Wann kommen das Geschenke? when does that gift Was mögen sie - what do you like? love?</p>

0683-54

WT K15 (final) W2005

Name _____

Part 3 – ability to create simple sentences in loosely connected clusters(30%)

You have been taught in a way that encourages you to acquire language as a tool for real communication rather than as a collection of intellectual knowledge. Therefore you may not realize just how much you have learned or what you can do with the language. This part of the test asks you about some of the communicative tasks you have encountered in recent contexts. For each question, reply with a brief description of **what to do** and then tell **what to say** in order to accomplish it. Below is an English-language example; what you might write appears *in this font*:

Can you make an appointment to see a dentist about a tooth problem?

How to do it: *I get on the phone and call the dentist's office.*

What to say: *"Ah hamf a awwthol toofake. Canh ah commh innh rihaway an seehh thuh denniss?"*

1. Können Sie Proviant für eine Reise von 6 Stunden kaufen?

Wie? *Ich anrufen die Bahnhofs und Ich kaufe 6 fahrekarste*

Was sagen: *"Hullo, Ich brauche 6 fahrekarste nach Köln. wieviel kostet das?"*

2. Sie sitzen im Zug, und ein Kind fragt nach Ihrer Familie. Was machen Sie und was sagen Sie?

Wie? *Ich spreche zu das Kind. und Ich frage nach Kind Ihre Familie*

Was sagen: *"Ich habe ein Vater und ein Mütter und zwei Schwestern. wie alt sind sie? und wo ist inner familie?"*

3. Sie finden Ihre Haltestelle, aber zu spät. Der Bus Nr. 11 um 9.05 Uhr ist nicht mehr da.

Wie? *Ich gehe nach haltestelle und Ich finde die ~~11~~ Bus ^{Nachste} ~~11~~ _{Verte}*

Was sagen: *"Ich bin spät, Wann kommen die Nachste Bus?"*

4. Sie und ein Freund/eine Freundin übernachten in einem Hotel, in einem Zimmer ohne Bad oder Dusche. Ihr Freund / Ihre Freundin möchte jetzt duschen

Wie? *Ich kaufe ein zimmer ~~mit~~ mit ein Düsche*

Was sagen: *"Mein zimmer hat kein Düsche. Kann ich ein zimmer mit düsche kaufen?"*

0683-55

WT K15 (final) W2005

Name _____

Name _____

Part 4 – proachievement task at Intermediate-High level (30%)

A guest from a German-speaking country is coming to stay in your home. (You may choose either your actual home or your “pretend” home in a city in a German-speaking country.) You are proud of your city or town and your knowledge of it. Write part of a letter in which you: 1) locate your city or town within its larger regions, describe its climate, and tell what makes it special to you or some typical resident; 2) tell about your daily life: how, where, and when you conduct it, and who is involved in it; 3) offer an activity that you and your friend could share and which would likely lead your friend to like and admire you and your home.

Lieber Clyde,

mein Haus ist in Portland, Oregon. ~~es~~ es ist an Maple Strasse.

Das Wetter hier ist regnerisch und kühl, aber es ist ~~jetzt~~ jetzt

☉ Sommer. Ich wache um 8 Uhr und ich schlafe um 23 Uhr.

Ich gehe nach Universität von 10 Uhr bis 15 Uhr, Ich esse

um 18-19 Uhr. Ich laufe viel und es ist sehr gut. Laufen sie mit mir?

Ich wohne mit mein Mütter und Vater. Wir haben 6 Katzen und ein Hund. Mein familie liebe Katzen und Hunden.