

0685-1

dbv

Grade A-

Total Score 4.9

Date 5 May 09

Scorer WBF

It's still an A, but look at part 3 closely

### Scoring Guide for WT K17 (dialog lines; entire dialog; surprise party message)

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

Dialog Sentences (20%)	Recreate dialog (20%)	Birthday surprise (60%)
<p>6</p> <p>Most of the created sentences are perfect German and of the same level as the originals. Insignificant errors in spelling.</p>	<p>1.0</p> <p>see at left; in addition (applies to this task only), the content closely resembles that of the original (seen too many building or similar AND suggestion to get some exercise)</p>	<p>Note: Description of 6 continues in cell for 5 2-7</p> <p>greet; states the birthday; states desire for help; sets the scene; outlines the Grant Moment; thanks; ADDS something special (birthday person has been lonely, particularly likes X, etc.);</p> <p>Writes sentences that typically have more than 3 syntactic elements (My brother likes to go to the Konditorei in the afternoon vs. My brother likes ice cream). Makes some multi-clause sentences (Can you call her up and say you want to go to a concert?) – but overlook small errors if the multi-clause sentence is ambitious (and say to her that you...)</p> <p>The Grand Moment gets more than one piece of information (You'll sing together and then give him my present).</p> <p>The surprise plot involves careful detail, either of sequencing events or of locating spatially (ex: Reserve a table near the front. The friends will have seats at the back and Naomi won't see them.)</p>
<p>5</p> <p>Nearer 6 than 4</p>	<p>see at left; in addition (applies to this task only), the content closely resembles that of the original (seen too many buildings or similar, OR suggestion to get some exercise)</p>	<p>Be hesitant to award the 6 if there is no instance of EITHER: 1) preposition + ordinal in an effort to provide detail about location, but be tolerant of distortions in adjective endings (Plätze in *die dritten Reihe); OR 2) less common preposition used in the same effort (neben *das Fenster).</p> <p>The task practically demands several instances of two key structural features:</p> <p>1) third-person singular to describe the birthday celebrant; look first for the verb ending, and worry less about the stem vowel</p> <p>2) modal verbs, applied to any of the various participants in the message (I can't be there. / You don't have to get the best tickets. / He's not supposed to know...); look first for the null verb ending of the modal, and not at all about misuse of nicht missen to mean "must not know"</p>
<p>4</p> <p>Some of the created sentences are of the same level as the originals. [cont'd &gt;&gt;&gt;&gt;]</p>	<p>and a few are perfect German. No pattern of misspelling.</p>	<p>Basic description of 4: Includes information about the the celebrant (mention of birthday or of the person's food / entertainment likes – doesn't need to be both to get the 4); makes several requests which go beyond the simple declaration of an activity that is to take place – there has to be some detail, and in more than one stage of the activity [cont'd below]; is more grateful than just "Thank you" – adds something like "you're a good friend"</p>
<p>3</p> <p>Nearer 4 than 2</p>	<p>see at left</p>	<p>But the task is challenging for the 4 (and even the 6, if it is attempted completely). Where a weaker learner may well come up with "Sie gehen bitte *zu Konzert mit *ihn.), even a good learner, aiming high, may get trapped into "Ich möchte *Sie fragen ihm zu ein Konzert," so if that happens, look at other language to see the maintenance level)</p>
<p>2</p> <p>Few or no created sentences are of the same level as the originals. [cont'd &gt;&gt;&gt;&gt;]</p>	<p>There are many errors in even simple words and expressions.</p>	<p>Give the 2 if the language is both brief relative to the task, and ALSO if the sentences are seriously weak down to the level of basic syntax (*Er nicht möchte classish Musik) and essential morphology (*Barbara kommen nicht Schokolade esst.)</p>
<p>1</p> <p>a few words only</p>	<p>see at left</p>	<p>Consists of a few words and a garbled sentence or two that are related to the task.</p>

Ball

Writing Test K17 Spring • time: 1 hour • Name \_\_\_\_\_

General directions: This test is being taken outside the classroom. Honor code principles apply: observation of the time limit and no use of outside language resources (people or information facilities) unless specifically allowed. Provide the following documentation when you return your test:

date of test 5-3-09 time started (hour:minute) 8:35 time finished (h:m) 9:17pm

Person who vouches for you (friend, family member, boss, etc.): relationship \_\_\_\_\_

that person's signature \_\_\_\_\_ and name printed \_\_\_\_\_

Danke sehr

Part 1 (20%)

Below are some speech-lines from recent dialogs. In the spaces opposite the speech-lines, write your own speech-lines to go with the ones 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. Here are two examples of appropriate speech-lines:

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

Ich möchte bitte Schokoladenis, und er möchte Erdbeereis!	Wollen Sie einen Becher oder eine Tüte?
Sie fahren schon übermorgen weg?	Ja, aber was noch machen wir? Wir haben schon zu viel sehen! gehen
Sind die vier Plätze alle zusammen?	Nein, ... zwei Plätze sind in der dritten Reihe, und zwei sind direkt hinter, in der vierten Reihe.
Ich möchte bitte zwei Karten für Das Rheingold. Haben Sie noch Karten für heute abend?	Oh, das tut mir leid, aber für heute sind wir schon ausverkauft.

Part 2 (20%)

At the top of the next page is a table that represents a recent dialog Each box represents what someone says as part of the conversation that includes the one dialog part you see printed at the right. Three of the boxes are empty, aside from descriptions in ( ) of what that person talks about. So Person 1 says something about being "worn out,," then Person 2 replies to that with "Für mich...zuviel." Then Person 1 replies to what Person 2 just said, and finally Person 2 replies to that reply. In the 3 almost-empty boxes write in German what Person 1 might say to start the conversation, what Person 1 might say in reply to what Person 2 first says, and then what Person 2 says to finish the conversation. Use the cues in English to guide your writing in German. You don't have to recreate the dialog exactly as it is in the original. Your dialog will be judged on the sense that its content makes, and to what degree the quantity and quality of the language you use approaches that of the original.

Kirsche = cherry  
Kirche = church

Person 1	Person 2
(Has gotten worn out seeing a lot of "worthwhile" tourist attractions.) Acht! Wir sehen sehr viel! Zwei Konzerte, drei Museen, der Zoo, der Dom, und vier Kirschen!	Für mich ist das zuviel. Und dann sitzen wir am Nachmittag in einer Konditorei und essen zuviel.
(Suggests a couple healthy pursuits.) Vielleicht sollen wir wandern gehen, oder sehen wir die Rhine Promenade von Fuß?	(Adds some other healthy pursuits.) Ja, oder schwimmen wir in der Hotel Schwimmbad! Nicht in der Fluß...

Part 3 (60%)

Surprise! Surprise! Someone you like is spending a few months in a German-speaking country, and has a birthday coming up. The person could be a family member, fellow student, etc., and could be living in a bed-and-breakfast, a university dormitory, etc. It doesn't matter which, but it will help your writing if you choose someone and somewhere specific and try to envision the situation in detail.

You have obtained contact information for someone who lives near your birthday-kid, because you want to arrange something special for that big event that is happening away from home, and want it to be a surprise (a pleasant one, of course). You've narrowed the idea down to two possibilities: a party in the nearby Konditorei and a concert of music which the center of attention will enjoy.

Write a message to your on-site accomplice. Explain why you are writing and request help staging the big surprise. Describe in loving detail what you want to have happen, where it is to take place, who will be involved, what the Big Moment during the celebration will be, and how all the ingredients of the grand plot are to be orchestrated. It is not your contact's job to come up with the details; you have to specify them, and of course you want to because it's for someone you like, someone who you know so well that you know exactly what will produce the desired spectacular effect.

Try exploring this line of thought as you begin drafting your message: "I've got this great idea for the birthday surprise. Sure, it's going to take a lot of skill and effort to bring the whole thing off. But their jaws are going to drop all the way to the floor when..."

Hallo!

Mein Mutter und Vater sind in Hamburg für drei Woche bleiben, und mein Mutter haben Ihr Geburtstag in der dritten Woche! Ich möchte für Ihr eine wunderschön Deutsches Geburtstag! Ihr Hotel ist neben ein schönes Restaurant; Vielleicht essen und dann eine Oper in der Konzerthall neben der Restaurant? Mein Mutter lieben Mozart Oper! Ich Kaufe die Oper Karten und Essen, Können Sie Ihre Mann und Freund/Freunderin zum Restaurant und Oper bringen? Mein Mutter und Vater mag Sie und Ihre Mann! Mein Mutter haben Ihr Geburtstag am vierten Juni, also schenke ich die Reservationen für der vierten Juni; um 6:30 für Essen, und 8:00 für der Oper.

minor errors

Serious errors

Present

Score 11/17

Date May 04

Total Score 3,2

Grade Ct 2.3

Abc

### Scoring Guide for WT K17 (dialog lines; entire dialog; surprise party message)

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

Dialog Sentences (20%)	Recreate dialog (20%)	Birthday surprise (60%)
6 Most of the created sentences are perfect German and of the same level as the originals. Insignificant errors in spelling.	see at left; in addition (applies to this task only), the content closely resembles that of the original (seen too many building or similar AND suggestion to get some exercise)	greet; states the birthday; states desire for help; sets the scene; outlines the Grand Moment; thanks; ADDS something special (birthday person has been lonely, particularly likes X, etc.); Writes sentences that typically have more than 3 syntactic elements (My brother likes to go to the Konditorei in the afternoon vs. My brother likes ice cream). Makes some multi-clause sentences (Can you call her up and say you want to go to a concert?) – but overlook small errors if the multi-clause sentence is ambitious (and say to her that you...) The Grand Moment gets more than one piece of information (You'll sing together and then give him my present). The surprise plot involves careful detail, either of sequencing events or of locating spatially (ex: Reserve a table near the front. The friends will have seats at the back and Naomi won't see them.)
5 Nearer 6 than 4	see at left; in addition (applies to this task only), the content closely resembles that of the original (seen too many buildings or similar, OR suggestion to get some exercise)	Be hesitant to award the 6 if there is no instance of EITHEER: 1) preposition + ordinal in an effort to provide detail about location, but be tolerant of distortions in adjective endings (Plätze in *die dritten Reihe); OR 2) less common preposition used in the same effort (neben *das Fenster). The task practically demands several instances of two key structural features: 1) third-person singular to describe the birthday celebrant; look first for the verb ending, and worry less about the stem vowel 2) modal verbs, applied to any of the various participants in the message (I can't be there. / You don't have to get the best tickets. / He's not supposed to know...); look first for the null verb ending of the modal, and not at all about misuse of nicht müssen to mean "must not know"
4 Some of the created sentences are of the same level as the originals. [cont'd >>>>]	and a few are perfect German. No pattern of misspelling.	Basic description of 4: Includes information about the celebrant (mention of birthday; or of the person's food / entertainment likes – doesn't need to be both to get the 4); makes several requests which go beyond the simple declaration of an activity that is to take place – there has to be some detail, and in more than one stage of the activity [cont'd below]; is more grateful than just "Thank you" – adds something like "you're a good friend"
3 Nearer 4 than 2	see at left	But the task is challenging for the 4 (and even the 6, if it is attempted completely). Where a weaker learner may well come up with "Sie gehen bitte *zu Konzert mit *ihn.), even a good learner, aiming high, may get trapped into "Ich möchte *Sie fragen ihm zu ein Konzert." so if that happens, look at other language to see the maintenance level)
2 Few or no created sentences are of the same level as the originals. [cont'd >>>>]	There are many errors in even simple words and expressions.	Give the 2 if the language is both brief relative to the task, and ALSO if the sentences are seriously weak down to the level of basic syntax (*Er nicht möchte classish Musik) and essential morphology (*Barbara können nicht Schokolade ess.)
1 a few words only	see at left	Consists of a few words and a garbled sentence or two that are related to the task

**Writing Test K17 Spring • time: 1 hour • Name** Sydney Bondell

General directions: This test is being taken outside the classroom. of the time limit and no use of outside language resources (people or information facilities) unless specifically allowed. Provide the following documentation when you return your test:

date of test 26.4.09 time started (hour:minute) 2:15 time finished (h:m) 3:10

Person who vouches

that person's signatu

**Part 1 (20%)**

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

Kann ich Tee bitte haben?	Wollen Sie einen Becher oder eine Tüte? <u>for ice cream</u>
Sie fahren schon übermorgen weg?	Ja, wir gehen mit dem Buss nach Wien.
Sind die vier Plätze alle zusammen?	Nein, ... zwei Plätze im <del>der</del> der dritte Reihe und zwei Plätze im <del>der</del> der fünfte Reihe.
Haben Sie zwei Karte für die Oper?	Oh, das tut mir leid, aber für heute sind wir schon ausverkauft.

**Part 2 (20%)**

At the top of the next page is a table that represents a recent dialog Each box represents what someone says as part of the conversation that includes the one dialog part you see printed at the right. Three of the boxes are empty, aside from descriptions in ( ) of what that person talks about. So Person 1 says something about being "worn out,," then Person 2 replies to that with "Für mich...zuviel." Then Person 1 replies to what Person 2 just said, and finally Person 2 replies to that reply. In the 3 almost-empty boxes write in German what Person 1 might say to start the conversation, what Person 1 might say in reply to what Person 2 first says, and then what Person 2 says to finish the conversation. Use the cues in English to guide your writing in German. You don't have to recreate the dialog exactly as it is in the original. Your dialog will be judged on the sense that its content makes, and to what degree the quantity and quality of the language you use approaches that of the original.

Person 1	Person 2
(Has gotten worn out seeing a lot of "worthwhile" tourist attractions.) Ich bin <u>viele</u> <u>müde</u> . Wir haben <u>sehr schön</u> <u>Besichtigen</u> <u>gesehen</u> .	Für mich ist das zuviel. Und dann sitzen wir am Nachmittag in einer Konditorei und essen zuviel.
(Suggests a couple healthy pursuits.) Ah! Wir sollen in der Alpen Wandern, oder am die <u>Rhine</u> gehen.	(Adds some other healthy pursuits.) Ja, und dann <u>Können</u> wir <u>Fahrad</u> gehen.

### Part 3 (60%)

Surprise! Surprise! Someone you like is spending a few months in a German-speaking country, and has a birthday coming up. The person could be a family member, fellow student, etc., and could be living in a bed-and-breakfast, a university dormitory, etc. It doesn't matter which, but it will help your writing if you choose someone and somewhere specific and try to envision the situation in detail.

You have obtained contact information for someone who lives near your birthday-kid, because you want to arrange something special for that big event that is happening away from home, and want it to be a surprise (a pleasant one, of course). You've narrowed the idea down to two possibilities: a party in the nearby Konditorei and a concert of music which the center of attention will enjoy.

Write a message to your on-site accomplice. Explain why you are writing and request help staging the big surprise. Describe in loving detail what you want to have happen, where it is to take place, who will be involved, what the Big Moment during the celebration will be, and how all the ingredients of the grand plot are to be orchestrated. It is not your contact's job to come up with the details; you have to specify them, and of course you want to because it's for someone you like, someone who you know so well that you know exactly what will produce the desired spectacular effect.

Try exploring this line of thought as you begin drafting your message: "I've got this great idea for the birthday surprise. Sure, it's going to take a lot of skill and effort to bring the whole thing off. But their jaws are going to drop all the way to the floor when..."

Liebe) John.

Guten Tag! Meine Schwester, Mary lieben am deine Strasse. Mary hat ein Geburtstag in zwei Woche und ich mochte deine ~~hilft~~ hilft, bitte. Am ihren Geburtstag ich mochte Mary und ~~die~~ Sie zu eine Konzert gehen. Mary mochte Classicalish Musik, und die Konzerthall hat Mozart am dass Nachte Speilen. ~~die~~ Mary ~~ist~~ sind sehr glücklich wann sie horen Mozart und am ihre Geburtstag sie ~~ist~~ sind sehen glücklich. Ich mochte du will hilfen mir mit diese Plan.

Danke,

Mary liebt  
(loves)  
Mary liebt  
(loves)

0685-7 dbv  
 Date 5 May 09 Total Score 6 Grade A+  
 no, hem

**Scoring Guide for WT K17 (dialog lines; entire dialog; surprise party message)**

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

	Dialog Sentences (20%)	Recreate dialog (20%)	Note: Description of 6 continues in cell for 5
6	Most of the created sentences are perfect German and of the same level as the originals. Insignificant errors in spelling.	see at left; in addition (applies to this task only), the content closely resembles that of the original (seen too many building or similar AND suggestion to get some exercise)	greet; states the birthday; states desire for help; sets the scene; outlines the Grand Moment; thanks; ADDS something special (birthday person has been lonely, particularly likes X, etc.); Writes sentences that typically have more than 3 syntactic elements (My brother likes to go to the Konditorei in the afternoon vs. My brother likes ice cream). Makes some multi-clause sentences (Can you call her up and say you want to go to a concert?) – but overlook small errors if the multi-clause sentence is ambitious (and say to her that you...) The Grand Moment gets more than one piece of information (You'll sing together and then give him my present). The surprise plot involves careful detail, either of sequencing events or of locating spatially (ex: Reserve a table near the front. The friends will have seats at the back and Naomi won't see them.)
5	Nearer 6 than 4	see at left; in addition (applies to this task only), the content closely resembles that of the original (seen too many buildings or similar, OR suggestion to get some exercise)	Be hesitant to award the 6 if there is no instance of EITHER: 1) preposition + ordinal in an effort to provide detail about location, but be tolerant of distortions in adjective endings (Plätze in *die dritten Reihe); OR 2) less common preposition used in the same effort (neben *das Fenster). The task practically demands several instances of two key structural features: 1) third-person singular to describe the birthday celebrant; look first for the verb ending, and worry less about the stem vowel 2) modal verbs, applied to any of the various participants in the message (I can't be there. / You don't have to get the best tickets. / He's not supposed to know...); look first for the null verb ending of the modal, and not at all about misuse of nicht müssen to mean "must not know"
4	Some of the created sentences are of the same level as the originals. [cont'd >>>>]	and a few are perfect German. No pattern of misspelling.	Basic description of 4: Includes information about the the celebrant (mention of birthday or of the person's food / entertainment likes – doesn't need to be both to get the 4); makes several requests which go beyond the simple declaration of an activity that is to take place – there has to be some detail, and in more than one stage of the activity [cont'd below]; is more grateful than just "Thank you" – adds something like "you're a good friend"
3	Nearer 4 than 2	see at left	But the task is challenging for the 4 (and even the 6, if it is attempted completely). Where a weaker learner may well come up with "Sie gehen bitte *zu Konzert mit *ihn., even a good learner, aiming high, may get trapped into "Ich möchte *Sie fragen ihm zu ein Konzert," so if that happens, look at other language to see the maintenance level)
2	Few or no created sentences are of the same level as the originals. [cont'd >>>>]	There are many errors in even simple words and expressions.	Give the 2 if the language is both brief relative to the task, and ALSO if the sentences are seriously weak down to the level of basic syntax (*Er nicht möchte classish Musik) and essential morphology (*Barbara können nicht Schokolade esst.)
1	a few words only	see at left	Consists of a few words and a garbled sentence or two that are related to the task.

0685-8

Writing Test K17 Spring • time: 1 hour • Name \_\_\_\_\_

General directions: This test is being taken outside the classroom. Hon... observation of the time limit and no use of outside language resources (people or information facilities) unless specifically allowed. Provide the following documentation when you return your test:

date of test 3. Mai 2009 time started \_\_\_\_\_ time finished (h:m) 4:15

Person who vouches for

that person's signature

Part 1 (20%)

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

Ich möchte bitte das Schokoladeneis. Bringen Sie <u>ihn</u> bitte das Himbeereis.	Wollen Sie einen Becher oder eine Tüte?
Sie fahren schon übermorgen weg?	Ja. Was sollen wir noch machen? Wir haben den Dom schon <u>gesehen</u> , und wir sind in der Altstadt <u>gefahren</u> .
Sind die vier Plätze alle zusammen?  Lieber Albert	Nein, ... Zwei sind in der dritten Reihe, und zwei sind direkt hinter ihnen in der vierten Reihe. Alle sind im ersten Stock.
Haben Sie noch zwei Karten vorne für die Vorstellung heute abend?	Oh, das tut mir leid, aber für heute sind wir schon ausverkauft.

Part 2 (20%)

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Person 1	Person 2
(Has gotten worn out seeing a lot of "worthwhile" tourist attractions.) <i>Naja, Zwei Konzerte, vier Kirchen, einen Dom, drei Parks, und einen Zoo haben wir gesehen. Das ist viel.</i>	Für mich ist das zuviel. Und dann sitzen wir am Nachmittag in einer Konditorei und essen zuviel.
(Suggests a couple healthy pursuits.) <i>Wir können tanzen oder bummeln gehen. Dürfen wir wandern, bitte?</i>	(Adds some other healthy pursuits.) <i>Ja, wir sollen auch zu Fuß in der Fußgängerzone oder im Rathausplatz gehen. Und wir müssen schwimmen gehen, wenn nicht im Fluß, dann in einem Schwimmbad.</i>

ask me about acc/dat preposchans

Part 3 (60%)

Surprise! Surprise! Someone you like is spending a few months in a German-speaking country, and has a birthday coming up. The person could be a family member, fellow student, etc., and could be living in a bed-and-breakfast, a university dormitory, etc. It doesn't matter which, but it will help your writing if you choose someone and somewhere specific and try to envision the situation in detail.

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Write a message to your on-site accomplice. Explain why you are writing and request help staging the big surprise. Describe in loving detail what you want to have happen, where it is to take place, who will be involved, what the Big Moment during the celebration will be, and how all the ingredients of the grand plot are to be orchestrated. It is not your contact's job to come up with the details; you have to specify them, and of course you want to because it's for someone you like, someone who you know so well that you know exactly what will produce the desired spectacular effect.

Try exploring this line of thought as you begin drafting your message: "I've got this great idea for the birthday surprise. Sure, it's going to take a lot of skill and effort to bring the whole thing off. But their jaws are going to drop all the way to the floor when..." *die Punk-Rock Band die Ärzte spielt furchtbar Musik in der Konditorei!*

*Lieber Albert,*

*Mein Bruder ist in Ihre Stadt und er war am ersten Juni geboren. Ich kann nicht dort sein. Also, ich möchte es schön, wenn Sie das für ihn können machen. Bitte, sagen Sie ihm, dass Sie ein Polizei sind, und dass er mit Ihnen muß kommen.) Dann bringen Sie ihn zur Konditorei am Neumarktplatz. Gehen Sie in der Konditorei und sitzen Sie mit ihm am Tische vorne am Fenster. Sagen Sie ihm, "Sie muß Nußtorte und Kirschtorte essen!" Er hasst beide. Rufen Sie den Ober an. Wann machen Sie das, dann werd die Ärzte um die Ecke kommt. Sie sollen zwei drei lieder singen (die Band nicht sie). Und...*

Errors only on level well above first year G

Polizist(in) - police man/woman  
die Polizei - police force

Mehr hinter dem ersten anrufen - call on phone  
rufen - call/summon

0688-10

Dann kann er Schokoladeneis mit Himbeertorte haben. Das ist die beste für ihn. Er liebt die Ärzte, Schokoladeneis, und Himbeertorte, und ich glaube, er werd das lustig Tag mögen.

Bitte, er muß nicht an das Tag vorne dem Zeit wissen.

Danke schön!

Part 1 (20%)

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Hier Ober, wir möchten zahlen.	Ist dies alles zusammen?
Hier Ober, wir möchten zahlen.	Ist das alles zusammen?

Die nächste Karte ist Schokoladeneis. Sagen Sie ihm das.	Wollen Sie einen Becher oder eine Tüte?
Sie haben schon übermorgen weg?	
Sind die vier Plätze alle zusammen?	
Haben Sie noch zwei Karten? Vorher für die Party heute.	Oh, das tut mir leid, aber für heute sind wir schon ausverkauft.

Part 2 (20%)

At the top of the next page is a table that represents a recent dialog. Each box represents what someone says as part of the conversation that includes the one dialog part you see printed at the right. Three of the boxes are empty, aside from descriptions in ( ) of what that person talks about. So Person 1 says something about being "worn out", then Person 2 replies to that with "Für mich...zuviel". Then Person 1 replies to what Person 2 just said, and finally Person 2 replies to that reply. In the 3 almost-empty boxes write in German what Person 1 might say to start the conversation, what Person 1 might say in reply to what Person 2 first says, and then what Person 2 says to finish the conversation. Use the cues in English to guide your writing in German. You don't have to recreate the dialog exactly as it is in the original. Your dialog will be judged on the sense that its content makes, and to what degree the quantity and quality of the language you use approaches that of the original.