

ref WBF Date 20 Feb '10 Total Score 513 Grade A ST+ST+6 14/13 = 0789a-1

## Scoring Guide for Writing Test K10

Factor 1 (1/6 of score) Vocabulary: Im Hotel	Factor 2 (1/6 of score) Vocabulary: How Do We Get from Here to There?	Factor 3 (1/3 of score) Describe someone else	Factor 4 (1/3 of score) Ask about someone else
<p><b>6</b> User of list could easily deal with the two main tasks (accommodations, where to eat), and there is also language to explain why one person is speaking for many; vocabulary includes <i>bleiben</i> and <i>Nächte</i>, both undistorted; general parameters: there are about 10 multi-word phrases (or equivalent single words) and several rich sentences with little distortion at the level of words and syntactic units; little syllable distortion</p>	<p>See Factor 1 for general parameters; the language covers both needing something and inquiring about how to get around, including dealing with the lateness of the hour; if the need is food, produces <i>möchten</i> + <i>essen</i> (or <i>nichts zu essen</i>); for others needs, uses either <i>brauchen</i> or <i>haben</i> + <i>kein</i> or <i>Wissen Sie, wo</i> (not just <i>Wo</i>); does not confuse <i>elen</i> verb endings</p>	<p>Tells several things about the person, with clear distinction of 3S verb endings. Beyond that, even more 3S content or else accurate use of <i>wir</i> &amp; verbs. Several verbs beyond <i>sein</i> &amp; <i>haben</i>. <i>Mein/Meine</i> are distinguished, usually correctly. Intermediate-Low features are consistently evident</p>	<p>Asks several things about each of two persons, with clear distinction of 2S &amp; 3S verb endings, including <i>sie/Sie</i> if used. Uses 3S subject pronouns. Uses several verbs beyond <i>be</i> &amp; <i>have</i>. <i>Ihr/Ihre</i> (or <i>dem/derne</i>) are distinguished, usually correctly. Basic question word order is maintained. Uses interrogative adverbs (ex: when, how old) Intermediate-Low features are consistently evident</p>
<p><b>5</b> much of 6</p>	<p>much of 6</p>	<p>much of 6</p>	<p>much of 6</p>
<p><b>4</b> User of list could undertake to arrange the accommodations, though interlocutor would have to help with details (but would not have to play big guessing games); there is also language for either getting a meal or explaining why one person is speaking for many; general parameters: quantity/ quality can compensate for each other: if there is 1/2 the quantity of level 6, it must be very accurate; if there are serious inaccuracies, the quantity must be like that of level 6</p>	<p>See Factor 1 for general parameters; depends much on previous language to carry out the task, but uses some language from recent contexts (<i>Stragbe</i>, newer snack items like <i>Tafel Schokolade</i>); negation can confuse <i>nicht/kein</i>, but cannot use <i>nein</i> in place of them (*<i>Ich habe nein Mineralwasser</i>); cannot distort <i>kostet</i> if it is used;</p>	<p>Reader can understand, without a lot of guessing, that the writing is describing someone else. Person of pronouns and verbs is distinguished often; basic word order, verb forms, and genders show knowledge of German principles</p>	<p>Reader can understand, without a lot of guessing, that the writing is inquiring about someone other than the addressee. Person of pronouns and verbs is distinguished often; basic word order, verb forms, and genders show knowledge of German principles</p>
<p><b>3</b> most of 4</p>	<p>most of 4</p>	<p>most of 4</p>	<p>most of 4</p>
<p><b>2</b> several groups of simple words and a few seriously distorted sentences</p>	<p>See #2 at left; little evidence of vocab and structures of recent Kontexte</p>	<p>substitutes English words; retains English word order; distorts basic letter/sound combinations. General effect is Novice-mid.</p>	<p>substitutes English words; retains English word order; distorts basic letter/sound combinations. General effect is Novice-mid.</p>
<p><b>1</b> a few words and a phrase or two</p>	<p>A few word and a phrase or two</p>	<p>a few words and a short sentence or two, almost all distorted severely</p>	<p>a few words and a short sentence or two, almost all distorted severely</p>

## Part 2 (20 minutes) – Das kommt in den besten Familien vor! / Happens in the best of families!

Perhaps you're sitting in a train compartment in a German-speaking environment, or else you're preparing to email a German-speaking acquaintance. You have a picture of some people (and pets?) who are near and dear to you. Write some sentences that tell about the various people in a way that makes them "real." If it will help, draw a picture of the photo and write about each person and what is going on in the pictures. Remember that "action shots" make the best pictures.

- Das ist meine Mutter mit mir.
- Sie arbeitet um Fred Meyer in Coos Bay.
- Sie arbeitet zu viel – 60 Stunden wöchentlich!
- Meine Schwester, Rebecca, ist 18 Jahre alt.
- Sie arbeitet um Safeway und ist eine Studentin um SWOC.
- Sie studiere Englisch und lebet mit meine Mutter.
- Mein junger brutter, CJ, ist 9 Jahralt.
- Er liebe spielet und Mathematik um Schule.
- Jerica ist meine Schwester.
- Sie ist 14 Jahre alt und sprechet am ~~der~~ telefon zu viel.
- Sie habe keine arbeit.
- Das ist meine Katzen, Aries und Benjamin.
- Aries und Benjamin liebet schläft!

wöchentlich  
(unimportant)

## Part 3 (20 minutes) – Was dem einen recht, ist dem andern billig / fair is fair

In part 2 you got to tell about your life and the people in it. Now you are looking at a photo about the life and the people in it of the person in the train compartment, or in the email exchange, who was so nice as to be interested in your world. Write some questions that will show how curious and caring you are. If it will help, draw a picture of the photo and write about each person. Reminder: You're not talking about YOUR world; you're trying to find out about THEIR world.

- Arbeitet ihre Mutter? Ihre
- Was studieret ihre Tochter?
- Haben Sie eine Katze?
- Sind ihr Kinder im Schule?
- ~~Wie~~ Wie alt sind ihre ~~Kinder~~ Kinder?
- Reisen Sie auch noch Köln mit ihre Familie?
- Leben Sie mit ihre Familie?
- Wann sehen Sie ihre ~~Familie~~ Mutter? ~~Monatlich~~ Monatlich?
- Wo lebet ihre Schwester?
- Wo arbeitet sie?
- Ihre Mutter liebe trinkt Tee, ja? Was ist sie lieblich Tee?

Nach

prepr WBL

Date 20 Feb '10

Total Score

38

Grade

B

4.5 + 4 + 3 = 11.5/3 =

0 2896-1



# Scoring Guide for Writing Test K10

Factor 1 (1/6 of score) Vocabulary: Im Hotel	Factor 2 (1/6 of score) Vocabulary: How Do We Get from Here to There?	Factor 3 (1/3 of score) Describe someone else	Factor 4 (1/3 of score) Ask about someone else
<p>6 User of list could easily deal with the two main tasks (accommodations, where to eat), and there is also language to explain why one person is speaking for many; vocabulary includes <i>bleiben</i> and <i>Nächte</i>, both undistorted; general parameters: there are about 10 multi-word phrases (or equivalent single words) and several rich sentences with little distortion at the level of words and syntactic units; little syllable distortion</p>	<p>See Factor 1 for general parameters; the language covers both needing something and inquiring about how to get around, including dealing with the lateness of the hour; if the need is food, produces <i>möchten</i> + <i>essen</i> (or <i>nichts zu essen</i>); for others needs, uses either <i>brauchen</i> or <i>haben</i> + <i>kein</i> or <i>Wissen Sie, wo</i> (not just <i>Wo</i>); does not confuse <i>elen</i> verb endings</p>	<p>Tells several things about the person, with clear distinction of 3S verb endings. Beyond that, even more 3S content or else accurate use of <i>wir</i> &amp; verbs. Several verbs beyond <i>sein</i> &amp; <i>haben</i>. <i>Mein/Meine</i> are distinguished, usually correctly. Intermediate-Low features are consistently evident</p>	<p>Asks several things about each of two persons, with clear distinction of 2S &amp; 3S verb endings, including <i>sie/Sie</i> if used. Uses 3S subject pronouns. Uses several verbs beyond <i>be</i> &amp; <i>have</i>. <i>Ihr/Ihre</i> (or <i>dein/deine</i>) are distinguished, usually correctly. Basic question word order is maintained. Uses interrogative adverbs (ex: when, how old) Intermediate-Low features are consistently evident</p>
<p>5 much of 6</p>	<p>much of 6</p>	<p>much of 6</p>	<p>much of 6</p>
<p>4 User of list could undertake to arrange the accommodations, though interlocutor would have to help with details (but would not have to play big guessing games); there is also language for either getting a meal or explaining why one person is speaking for many; general parameters: quantity/ quality can compensate for each other; if there is 1/2 the quantity of level 6, it must be very accurate; if there are serious inaccuracies, the quantity must be like that of level 6</p>	<p>See Factor 1 for general parameters; depends much on previous language to carry out the task, but uses some language from recent contexts (<i>Straße</i>, newer snack items like <i>Tafel Schokolade</i>); negation can confuse <i>nicht/kein</i>, but cannot use <i>nein</i> in place of them (*Ich habe nein Mineralwasser); cannot distort <i>kostet</i> if it is used;</p>	<p>Reader can understand, without a lot of guessing, that the writing is describing someone else. Person of pronouns and verbs is distinguished often; basic word order, verb forms, and genders show knowledge of German principles</p>	<p>Reader can understand, without a lot of guessing, that the writing is inquiring about someone other than the addressee. Person of pronouns and verbs is distinguished often; basic word order, verb forms, and genders show knowledge of German principles</p>
<p>3 most of 4</p>	<p>most of 4</p>	<p>most of 4</p>	<p>most of 4</p>
<p>2 several groups of simple words and a few seriously distorted sentences</p>	<p>See #2 at left; little evidence of vocab and structures of recent Kontexte</p>	<p>substitutes English words; retains English word order; distorts basic letter/sound combinations. General effect is Novice-mid.</p>	<p>substitutes English words; retains English word order; distorts basic letter/sound combinations. General effect is Novice-mid.</p>
<p>1 a few words and a phrase or two</p>	<p>A few word and a phrase or two</p>	<p>a few words and a short sentence or two, almost all distorted severely</p>	<p>a few words and a short sentence or two, almost all distorted severely</p>

# German Writing Test K10 (W/2005)

07896-2

Use the space given as a guide to how much to write. There is no time limit, but an hour is probably enough to show what you can do. Be aware that beyond a certain point what you write will not be better, but just more at the same level.

If you are taking this test outside of class, provide the following Honor Code documentation from a person who, vouches for your honesty.

~~Denke~~ relationship  
**FRIEND**

VIELEN DANK!!

## Part 1 (20 minutes)

You're in a German-speaking country and are about to do something where you'll have to speak readily. You're worried that you'll forget vocabulary and other important language, so you are making up a "cheat sheet" of key vocabulary, phrases, and sentences. The first context is taken from last quarter, because we want to check how much of that material has remained. The second asks you to combine knowledge from more than one Kontext of this quarter's material into resources for a complex situation. Your lists will be judged on how helpful they would be, not just how long they are. Don't pad your list by including words like "und" as separate items. If you have acquired language resources from outside the core materials, that may improve your score, as long as the core knowledge is also evident.

**Im Hotel** – On the train you attracted a collection of, oh, half a dozen linguistic "parasites" of both sexes and various preferences who took Spanish in college, instead of German, and now expect you to use your modest German to arrange accommodations for the whole gang of you. You suspect that the nicer ones in the group will buy you dinner in return for your efforts, if you negotiate well and find out about nearby resources.

Brauchen <sup>wir</sup> Doppelzimmer für <sup>die</sup> Herren <sup>die</sup> Frauen und <sup>das</sup> Frau, beide mit Dusche.  
Brauchen Sie <sup>und</sup> ihre Freundin Einzelzimmer mit Bad.  
Wie lange bleiben Sie muss? müssen - - bleiben  
Für <sup>die</sup> 3 Nächte, es ist € 570 für die Doppelzimmer.  
Im Hotel das ist ein Restaurant. € 285 für Einzelzimmer. gibt es = is there?  
Frühstück zahlen Sie haben.  
Das ist ein Restaurant fan tastich um die Ecke. Wenn ich nehme Sie zum Hotel zahlen Sie meine Abendessen?

**How do we get from here to there, and what – and where – is "there"?** – It's late in the evening, and the weather has been mostly unpleasant. You got the hotel room (see above), but now you've discovered that you need something real bad (never mind what), and you're going to have to go out and get it, however near or far it may be, and by whatever means of transportation you may need (and have available so late). Yes, big city train stations are a good resource in such cases, but this isn't a big city (or a small one), and by the time you got your hotel you had lost track of where the station was.

Ich habe kein Erdnußbutter.  
Das ist <sup>zu</sup> weit nicht?  
Es ist <sup>so</sup> sehr spät nicht?  
Ich gehe zu Fuß muss. muß zu Fuß gehen  
Wieviel kostet ein Taxi zum Bahnhof?  
wann die Imbiss geschlossen?  
Es ist geradeaus, durch der Marketplatz, nächste zum Dom.  
Es ist - - = statement (It is)  
Ist es - - ? = question (Is it?)

Part 2 (20 minutes) – Das kommt in den besten Familien vor! / Happens in the best of families!

07896-3

Perhaps you're sitting in a train compartment in a German-speaking environment, or else you're preparing to email a German-speaking acquaintance. You have a picture of some people (and pets?) who are near and dear to you. Write some sentences that tell about the various people in a way that makes them "real." If it will help, draw a picture of the photo and write about each person and what is going on in the pictures. Remember that "action shots" make the best pictures.

Hier ist ein Foto von meiner Familie am ein Reise nach Gulf Shores, Alabama. Das Foto war gemacht im Sommer im 2008. Der Tag ist sonnig und sehr warm. Meine Schwester, Rachel, meine Mutter Mary, und ich essen einen Brätwürst bis die Wasser. Wir hat paar Sauer kraut am die Brätwürst und sehen Sie Rachel und ich gehalten es! Meine Mutter <sup>??</sup> gleichen wir Spaß. Mein Vater ist hinter das Kamera, natürlich. Natürlich

Der Tag ist sonnig = sunny  
Die Sonne scheint = the sun shines / is shining

bis = until

\* It's at this point that I discovered have to write out my answers on scratch paper before I write it on here. Sorry for the mess. I'm pretty tolerant

Part 3 (20 minutes) – Was dem einen recht, ist dem andern billig / fair is fair

In part 2 you got to tell about your life and the people in it. Now you are looking at a photo about the life and the people in it of the person in the train compartment, or in the email exchange, who was so nice as to be interested in your world. Write some questions that will show how curious and caring you are. If it will help, draw a picture of the photo and write about each person. Reminder: You're not talking about YOUR world; you're trying to find out about THEIR world.

Wer ist das? Was ist ihr Name? Sie ist <sup>deine</sup> Schwester?  
Das ist ihr Sohn? Was er studieren an der Uni? Er ist Ihr Mann?  
Was seine Arbeit? Wann haben Sie das zusammen? Sie sind Ihre Kinder?  
Wie alt sind sie? Wo leben sie?

du / deine  
Sie / Ihre

7  
r  
WR

Date 20 Feb '10

Total Score 5, 4

Grade A

5.25 + 6 + 5 = 16.25 =

07882-1

# Scoring Guide for Writing Test K10

<p>Factor 1 (1/6 of score) Vocabulary: Im Hotel</p>	<p>Factor 2 (1/6 of score) Vocabulary: How Do We Get from Here to There?</p>	<p>Factor 3 (1/3 of score) Describe someone else</p>	<p>Factor 4 (1/3 of score) Ask about someone else</p>
<p>6 User of list could easily deal with the two main tasks (accommodations, where to eat), and there is also language to explain why one person is speaking for many; vocabulary includes <i>bleiben</i> and <i>Nachte</i>, both undistorted; general parameters: there are about 10 multi-word phrases (or equivalent single words) and several rich sentences with little distortion at the level of words and syntactic units; little syllable distortion</p>	<p>See Factor 1 for general parameters; the language covers both needing something and inquiring about how to get around, including dealing with the lateness of the hour; if the need is food, produces <i>möchten</i> + <i>essen</i> (or <i>nichts zu essen</i>); for others needs, uses either <i>brauchen</i> or <i>haben</i> + <i>kein</i> or <i>Wissen Sie, wo</i> (not just <i>Wo</i>); does not confuse <i>e/en</i> verb endings</p>	<p>Tells several things about the person, with clear distinction of 3S verb endings. Beyond that, even more 3S content or else accurate use of <i>wir</i> &amp; verbs. Several verbs beyond <i>sein</i> &amp; <i>haben</i>. <i>Mein/Meine</i> are distinguished, usually correctly. Intermediate-Low features are consistently evident</p>	<p>Asks several things about each of two persons, with clear distinction of 2S &amp; 3S verb endings, including <i>sie/Sie</i> if used. Uses 3S subject pronouns. Uses several verbs beyond <i>be</i> &amp; <i>have</i>: <i>Ihr/Ihre</i> (or <i>dein/deine</i>) are distinguished, usually correctly. Basic question word order is maintained. Uses interrogative adverbs (ex: when, how old) Intermediate-Low features are consistently evident</p>
<p>5 much of 6 4.5</p>	<p>much of 6</p>	<p>much of 6</p>	<p>much of 6</p>
<p>4 User of list could undertake to arrange the accommodations, though interlocutor would have to help with details (but would not have to play big guessing games); there is also language for either getting a meal or explaining why one person is speaking for many; general parameters: quantity/ quality can compensate for each other: if there is 1/2 the quantity of level 6, it must be very accurate; if there are serious inaccuracies, the quantity must be like that of level 6</p>	<p>See Factor 1 for general parameters; depends much on previous language to carry out the task, but uses some language from recent contests (<i>Straffe</i>, newer snack items like <i>Tafel Schokolade</i>); negation can confuse <i>nicht/kein</i>, but cannot use <i>nein</i> in place of them (*<i>Ich habe nein Mineralwasser</i>); cannot distort <i>kosten</i> if it is used;</p>	<p>Reader can understand, without a lot of guessing, that the writing is describing someone else. Person of pronouns and verbs is distinguished often; basic word order, verb forms, and genders show knowledge of German principles</p>	<p>Reader can understand, without a lot of guessing, that the writing is inquiring about someone other than the addressee. Person of pronouns and verbs is distinguished often; basic word order, verb forms, and genders show knowledge of German principles</p>
<p>3 most of 4</p>	<p>most of 4</p>	<p>most of 4</p>	<p>most of 4</p>
<p>2 several groups of simple words and a few seriously distorted sentences</p>	<p>See #2 at left; little evidence of vocal and structures of recent Kontexte</p>	<p>substitutes English words; retains English word order; distorts basic letter/sound combinations. General effect is Novice-mid.</p>	<p>substitutes English words; retains English word order; distorts basic letter/sound combinations. General effect is Novice-mid.</p>
<p>1 a few words and a phrase or two</p>	<p>A few word and a phrase or two</p>	<p>a few words and a short sentence or two, almost all distorted severely</p>	<p>a few words and a short sentence or two, almost all distorted severely</p>

### German Writing Test K10 (W2005)

Use the space given as a guide to how much to write. There is no time limit, but an hour is probably enough to show what you can do. Be aware that beyond a certain point what you write will not be better, but just more at the same level.

If you are taking this test outside of class, provide the following Honor Code documentation from a person who cares about you and who, by signing, vouches for your honesty.

Danke vielmals, Missä S!

Name of witness (printed) signature

relationship

VIELEN DANK!!

#### Part 1 (20 minutes)

You're in a German-speaking country and are about to do something where you'll have to speak readily. You're worried that you'll forget vocabulary and other important language, so you are making up a "cheat sheet" of key vocabulary, phrases, and sentences. The first context is taken from last quarter, because we want to check how much of that material has remained. The second asks you to combine knowledge from more than one Kontext of this quarter's material into resources for a complex situation. Your lists will be judged on how helpful they would be, not just how long they are. Don't pad your list by including words like "und" as separate items. If you have acquired language resources from outside the core materials, that may improve your score, as long as the core knowledge is also evident.

**Im Hotel** – On the train you attracted a collection of, oh, half a dozen linguistic "parasites" of both sexes and various preferences who took Spanish in college, instead of German, and now expect you to use your modest German to arrange accommodations for the whole gang of you. You suspect that the nicer ones in the group will buy you dinner in return for your efforts, if you negotiate well and find out about nearby resources.

The best man is for the hotel clerk - but I can judge it anyway

Sie brauchen ein hotel? Sie bleiben in Deutschland!?!  
Mit dusche/Bad? / mit frühstück. Brauchen sie ein billighotel?  
Doppelzimmer / Einzelzimmer → wir brauchen 8 doppelzimmer  
Sie kaufen mein Abendessen?!? für 4 Nächte.  
Wie lange ist der hier? wie viele schlüssel?  
Wer ist zusammen? Haben sie billig zimmer für studenten?

Mein freunden sprechen nicht gut Deutsch

How do we get from here to there, and what – and where – is "there"? – It's late in the evening, and the weather has been mostly unpleasant. You got the hotel room (see above), but now you've discovered that you need something real bad (never mind what), and you're going to have to go out and get it, however near or far it may be, and by whatever means of transportation you may need (and have available so late). Yes, big city train stations are a good resource in such cases, but this isn't a big city (or a small one), and by the time you got your hotel you had lost track of where the station was.

Muß ich umsteige?  
Wird großes straßen?  
Wie lang muß ich warten?  
Ist das weit von hier?

Ist der bahnhof geöffnet? Ich nehme ein taxi!  
Wissen sie, wo der bahnhof? Es ist regnet.  
Ist das im Geschäft? Wann kommt der bus?  
Wir gehen zum bahnhof. Ich habe hunger.  
Ich brauche ein tafel Schokolade aber ich habe kein Schokolade. Ich brauche ein Schokolade essen.  
Der bahnhof ist 7 straßen von hier?  
Ich glaube die konditorei ist geschlossen.

**Part 2 (20 minutes) – Das kommt in den besten Familien vor! / Happens in the best of families!**

Perhaps you're sitting in a train compartment in a German-speaking environment, or else you're preparing to email a German-speaking acquaintance. You have a picture of some people (and pets?) who are near and dear to you. Write some sentences that tell about the various people in a way that makes them "real." If it will help, draw a picture of the photo and write about each person and what is going on in the pictures. Remember that "action shots" make the best pictures.

*My handwriting is almost as bad as yours. It would help me, if I could read the endings on the words.*

Das ist mein Vater. Er hat rugby gespielt.

*nicht mehr*  
Ober, ~~er ist~~ heute, er ist 46 und spielt rugby nichts. Hier, er ist 23 im 1986. Mein geburtsstag ist im 1991. Mein Vater ~~lebt~~ mit meiner Mutter in Amerika. Das ist meine Mutter. Sie hat Punk-rock-musik gesungen. Mein Mutter liebt The Clash und Sex Pistols. Aber mein großvater glaubt punk-rock-musik ist für schlecht volk.

*My mother lives in Oregon, America. My father works for Intel.*

**Part 3 (20 minutes) – Was dem einen recht, ist dem andern billig / fair is fair**

In part 2 you got to tell about your life and the people in it. Now you are looking at a photo about the life and the people in it of the person in the train compartment, or in the email exchange, who was so nice as to be interested in your world. Write some questions that will show how curious and caring you are. If it will help, draw a picture of the photo and write about each person. Reminder: You're not talking about YOUR world; you're trying to find out about THEIR world.

*Volk = the nation-people, race, tribe etc. Leute = people as individuals*

- Wer ist das?
- Haben sie eine große familie?
- Wie alt ist er?
- Ihre schwester ist schön.
- Wo leben ihre familie?
- ~~Wie alt ist er?~~
- Wann ist ihre familie zusammen gekommen?
- Haben sie ein frau/mann?
- Haben sie kinder?
- Wie alt ist ihre kinder?
- Sie hat eine wunderbare familie.
- Ihre familie spielen sport?
- Wann sehen ihre familie?
- Arbeiten sie familie?
- Spielen sie familie?
- Kommen sie auf Deutschland?
- Wo reisen sie?
- Sind Ihre kinder - are -- kids
- Ist Ihr Kind - is -- kid

*Familie is singular in G. Family in English can be either is or are*



per WHP

Date 22 Feb '10

Total Score = 3-3

Grade CT

244 + 4 = 10/13  
OTpad-1  
24 abv

# Scoring Guide for Writing Test K10

	Factor 1 (1/6 of score) Vocabulary: Im Hotel	Factor 2 (1/6 of score) Vocabulary: How Do We Get from Here to There?	Factor 3 (1/3 of score) Describe someone else	Factor 4 (1/3 of score) Ask about someone else
6	User of list could easily deal with the two main tasks (accommodations, where to eat), and there is also language to explain why one person is speaking for many; vocabulary includes <i>bleiben</i> and <i>Nächte</i> , both undistorted; general parameters: there are about 10 multi-word phrases (or equivalent single words) and several rich sentences with little distortion at the level of words and syntactic units; little syllable distortion	See Factor 1 for general parameters; the language covers both needing something and inquiring about how to get around, including dealing with the lateness of the hour; if the need is food, produces <i>möchten + essen</i> (or <i>nichts zu essen</i> ); for others needs, uses either <i>brauchen</i> or <i>haben + kein</i> or <i>Wissen Sie, wo</i> (not just <i>Wo</i> ); does not confuse <i>elen</i> verb endings	Tells several things about the person, with clear distinction of 3S verb endings. Beyond that, even more 3S content or else accurate use of <i>wir</i> & verbs. Several verbs beyond <i>sein</i> & <i>haben</i> . <i>Mein/Meine</i> are distinguished, usually correctly. Intermediate-Low features are consistently evident	Asks several things about each of two persons, with clear distinction of 2S & 3S verb endings, including <i>sie/Sie</i> if used. Uses 3S subject pronouns. Uses several verbs beyond <i>be</i> & <i>have</i> . <i>Ihr/Ihre</i> (or <i>dein/deine</i> ) are distinguished, usually correctly. Basic question word order is maintained. Uses interrogative adverbs (ex: when, how old) Intermediate-Low features are consistently evident
5	much of 6	much of 6	much of 6	much of 6
4	User of list could undertake to arrange the accommodations, though interlocutor would have to help with details (but would not have to play big guessing games); there is also language for either getting a meal or explaining why one person is speaking for many; general parameters: quantity/ quality can compensate for each other: if there is 1/2 the quantity of level 6, it must be very accurate; if there are serious inaccuracies, the quantity must be like that of level 6	See Factor 1 for general parameters; depends much on previous language to carry out the task, but uses some language from recent contexts ( <i>SträÙe</i> , newer snack items like <i>Tafel Schokolade</i> ); negation can confuse <i>nicht/ kein</i> , but cannot use <i>nein</i> in place of them (* <i>Ich habe nein Mineralwasser</i> ); cannot distort <i>kosten</i> if it is used;	Reader can understand, without a lot of guessing, that the writing is describing someone else. Person of pronouns and verbs is distinguished often; basic word order, verb forms, and genders show knowledge of German principles	Reader can understand, without a lot of guessing, that the writing is inquiring about someone other than the addressee. Person of pronouns and verbs is distinguished often; basic word order, verb forms, and genders show knowledge of German principles
3	most of 4	most of 4	most of 4	most of 4
2	several groups of simple words and a few seriously distorted sentences	See #2 at left; little evidence of vocab and structures of recent Kontexte	substitutes English words; retains English word order; distorts basic letter/sound combinations. General effect is Novice-mid.	substitutes English words; retains English word order; distorts basic letter/sound combinations. General effect is Novice-mid.
1	a few words and a phrase or two	A few word and a phrase or two	a few words and a short sentence or two, almost all distorted severely	a few words and a short sentence or two, almost all distorted severely

# German Writing Test K10 (W2005)

0789d-2

Use the space given as a guide to how much to write. There is no time limit, but an hour is probably enough to show what you can do. Be aware that beyond a certain point what you write will not be better, but just more at the same level.

If you are taking this test outside of class, provide the following Honor Code documentation from a person who cares about you and who, by signing, vouches for your honesty.

Signature

fance  
relationship

VIELEN DANK!!

## Part I (20 minutes)

You're in a German-speaking country and are about to do something where you'll have to speak readily. You're worried that you'll forget vocabulary and other important language, so you are making up a "cheat sheet" of key vocabulary, phrases, and sentences. The first context is taken from last quarter, because we want to check how much of that material has remained. The second asks you to combine knowledge from more than one Kontext of this quarter's material into resources for a complex situation. Your lists will be judged on how helpful they would be, not just how long they are. Don't pad your list by including words like "und" as separate items. If you have acquired language resources from outside the core materials, that may improve your score, as long as the core knowledge is also evident.

otherwise I can't judge higher-end language.  
+ sentence structure.  
And in the real world, just a list of words forces listener to guess so much - who? when? what's happening?

**Im Hotel** – On the train you attracted a collection of, oh, half a dozen linguistic "parasites" of both sexes and various preferences who took Spanish in college, instead of German, and now expect you to use your modest German to arrange accommodations for the whole gang of you. You suspect that the nicer ones in the group will buy you dinner in return for your efforts, if you negotiate well and find out about nearby resources.

- |              |           |       |
|--------------|-----------|-------|
| einzelzimmer | der Hotel | schön |
| doppelzimmer | Toilette  |       |
| Dusche       | reise     |       |
| Bad          | schlafen  |       |
| mit, ohne    | Nacht     |       |
| Frühstück    | teuer     |       |
| Kosten       | heute     |       |
| Gepäck       | morgen    |       |
| möchten      | Tage      |       |
| bleiben      | gestern   |       |
|              | zahlen    |       |

**How do we get from here to there, and what – and where – is "there"?** – It's late in the evening, and the weather has been mostly unpleasant. You got the hotel room (see above), but now you've discovered that you need something real bad (never mind what), and you're going to have to go out and get it, however near or far it may be, and by whatever means of transportation you may need (and have available so late). Yes, big city train stations are a good resource in such cases, but this isn't a big city (or a small one), and by the time you got your hotel you had lost track of where the station was.

- |                |          |        |
|----------------|----------|--------|
| der Imbisse    | zum, zur | zu Fuß |
| kalt           | das Taxi | nach   |
| regnen         | geld     | dann   |
| brauchen       | rechts   |        |
| die Bus        | links    |        |
| hin und zurück | nord     |        |
| gehen          | süd      |        |

For the sake of easier photocopying, please: 1) use ballpoint pen or dark pencil; 2) try not to run your lists and messages over from one page to another.

You can revise this early.

**Part 2 (20 minutes) – Das kommt in den besten Familien vor / happens in the best of families!**

0789d-3

Perhaps you're sitting in a train compartment in a German-speaking environment, or else you're preparing to email a German-speaking acquaintance. You have a picture of some people (and pets?) who are near and dear to you. Write some sentences that tell about the various people in a way that makes them "real." If it will help, draw a picture of the photo and write about each person and what is going on in the pictures. Remember that "action shots" make the best pictures.

Die Dame? Die Dame ist meine <sup>Verlobte</sup> ~~francé~~ Angela. Sie leben <sup>in</sup> in Portland mit mir. Angie und ich habe <sup>nach</sup> gekommen zu Portland im der Sommer auf 2009. Wir sind in Oregon für Angelos arbeiten. Ich habe gestudieren also im Baltimore und also ich gehen zu PSU. Angie ist sehr schön und interessant. Wir möchten <sup>zu</sup> haben der Haus für uns. Oh, der Herr? Ja, er heißt Oskar und <sup>sie</sup> ist Angie und meine Hausanimal zurück im Baltimore. Oskar ist der Pug und sie ist sehr warm und wunderbar. Wir lieben Oskar, aber es ist teuer für sie reisen zu Portland. Aber, Angie's Mütter ist <sup>fährt nach</sup> fahren zu Portland im der Sommer so Oskar wartet lunge nicht.

**Part 3 (20 minutes) – Was dem einen recht, ist dem andern billig / fair is fair**

In part 2 you got to tell about your life and the people in it. Now you are looking at a photo about the life and the people in it of the person in the train compartment, or in the email exchange, who was so nice as to be interested in your world. Write some questions that will show how curious and caring you are. If it will help, draw a picture of the photo and write about each person. Reminder: You're not talking about YOUR world; you're trying to find out about THEIR world.

Die Dame ist ihre Schwester? Ja, sie ist schön. Was ist sie arbeiten? Oh, sie studieren geschichte? Ich studiere geschichte! Wie ist <sup>Ihr</sup> Name? Anna? Ist Anna die Mütter? Wie ist der Name <sup>von</sup> auf sie Kinder? Wo ~~ist~~ sind sie Hausstadt? Köln? Wir haben Abendessen zusammen. ~~to there and~~ Sie und die Schwester und sie Kinder. Ich zahle und alles. Wie ist der Familienname? Gustavson? Fantastische Deutsch Name. Ist ihre Schwester(n) Kind im schule? Wieviel Uhr? In Ordnung, wir können essen im der morgen bis sie Kinder schulen. Ja? Wunderbar! Sehen sie zu frühstück. Auf Wiedersehen!