

Presenter [redacted] Scorer WBF Date 20 Nov 11 Total Score 5.02 Grade A-1 1051 4-1 bbv

### 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.

<p><b>6</b> 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.</p>	<p><b>2 Vocabulary Lists (25%)</b> <u>1.62</u> The list fits the details of the situation - it's not just generic language for that general context. There are 10 <del>more</del> 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.</p>	<p><b>3 Skills Evaluation (30%)</b> <u>1.5</u> 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.</p>	<p><b>4 Present your town/city (30%)</b> <u>1.8</u> 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.</p>
<p><b>5</b> Nearer 6 than 4</p>	<p>Nearer 6 than 4 <u>4.5</u></p>	<p>Nearer 6 than 4</p>	<p>Nearer 6 than 4</p>
<p><b>4</b> 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.</p>	<p>8 or more distinct words or phrases for each context, including one complete sentence that does not show any basic flaws: (Gib 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.</p>	<p>At least 6 sentences, either simple &amp; 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).</p>	<p>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.</p>
<p><b>3</b> Nearer 4 than 2</p>	<p>Nearer 4 than 2</p>	<p>Nearer 4 than 2</p>	<p>Nearer 4 than 2</p>
<p><b>2</b> 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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p><b>1</b> a few words only</p>	<p>a few words only</p>	<p>a few words only</p>	<p>a few words only</p>



1051a-7

Name [REDACTED]

**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?
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<i>Herr Ober, wir möchten zahlen.</i>	Ist das alles zusammen?
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Kontext 9: “Tag. Sind diese Plätze schon besetzt?”	Nein, hier ist noch frei.
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Wo ist das Hotel? Wie weit von hier?	Kontext 10: “Moment mal. Also zwei Straßen weiter...”
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Kontext 12: “Ach, das tut mir aber leid. Ich bringe die Handtücher sofort hoch. Brauchen Sie sonst noch etwas?”	Ja, <u>brauche</u> ich die <u>Schlüssel</u> für die <u>Badezimmer</u> bitte.
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WRITE IN GERMAN! Möchte ich nicht in Deutsch lesen. Wo sind die Journals amerikanisch?	Kontext 14: “Newspapers and journals from the States are left over there. Do you not see them?”
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Kontext 14: “Newspapers and journals from the States are left over there. Do you not see them?”	WRITE IN GERMAN! Ja, <u>entschuldigung</u> . Ich sehe <u>jetzt</u> .
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**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><b>Reiseproviant • Travel Supplies:</b> 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><b>Hotel / Haus / Wohnung:</b> 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  Reise <u>proviant</u>  Badezimmer  Imbiß  Restaurant  schlafen  Wieviel kostet das?  Wann kommt <u>die nächste</u> Zug<u>nacht</u>...?  - Jede <u>15</u> Minuten.</p>	<p>Stockwerk  finden  Wo ist?  Wie weit von...?  Wohnzimmer  Schlafzimmer  Garten  Küche  Badezimmer  Wie weit von hier?  Nicht so weit von hier.</p>
<p><b>Geldautomat • Internet-Café:</b> 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><b>Geschenke • Gifts:</b> 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>E-mail checken  Wieviel kostet?  Zeit  Wieviel Minuten?  Ich brauche — Minuten.  Wieviel kostet das?  Ich brauche — Euro.  Wo ist die Bank?</p>	<p>kaufen  sie/er liebt - lieben  Ich brauche ... für meine Schwester  Gebürtstag. mein Bruder.  zahlen  wieviel kostet das?  wieviel Euro?  Das ist teuer!  Das ist billig!  Kaufzentrum.</p>

**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? *Gehe ich zum Imbiß. Kaufe ich viele Proviant für die Reise.*

Was sagen: *"Hallo, ich brauche drei orangen, zwei tafelschokolade, das Brot, ein Apfel und ein kaffee. wieviel kostet das bitte?"*

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

Wie? *Ich spreche nach meine familie.*

Was sagen: *"Wir kommen aus Amerika. wir sprechen ein bisschen deutsch. wir bleiben in Berlin. wo kommen sie, wie heißen sie?"*

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

Wie? *Ich bleibe bei die Haltestelle und ich frage wann die nächste Bus kommt.*

Was sagen: *"Entschuldigung, wann kommt der nächste Bus Nr. 11?"*

**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 gebe ihr/ihm die schlüssel für die Badezimmer mit Dusche.*

Was sagen: *"Hier ist die schlüssel für die Badezimmer. Ich bin die nächste, und ich möchte Heiß wasser bitte :)"*

**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 Freunde,

Ich wohne in Lake Oswego. Lake Oswego ist in Oregon,  
in Nord-west Amerika. In Winter, Herbst, und Frühling  
<sup>regnet</sup> es viel regnet aber in dem Sommer <sup>scheint die Sonne / ist es sonnig</sup> die Sonne scheint  
und es ist ein bisschen heiß, Können Sie im Flug spielen.  
Ich liebe Lake Oswego. Es ist sehr schön. Es hat  
viele Blümen und ein groß See.

Ich wohne in "Mountain Park". Ich wohne in ein  
zweifamilienhaus mit meine Mutter, mein Bruder,  
zwei Hunde, zwei Katzen und zwei Fische. Ich studiere  
bei Portland State Universität und ich arbeite bei  
ein italienisch Restaurant und Ben & Jerry's.  
Ich arbeite fünf Tage pro Woche und ich habe  
klasse fünf Tage pro Woche auch. Ich habe kein  
Auto, ich nehme dem Bus jeden Tag.

<sup>Wenn</sup> Wann Sie kommen, können wir zu Konzert gehen!  
Wie Musik lieben Sie? Können wir die Film sehen  
auch! Was ist Ihr Lieblings Film von Amerika?

Auf Wiedersehen! Bis dann!



Presenter [REDACTED] Scorer WBF Date 20 Mar 11 Total Score 41 Grade B- 10516-1  
 2,75 NW

### 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. 1.2

	1 Dialogs (15%) <u>4.5</u>	2 Vocabulary Lists (25%) <u>1.25</u>	3 Skills Evaluation (30%) <u>1.2</u>	4 Present your town/city (30%)
<b>6</b>	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.
<b>5</b>	Nearer 6 than 4	Nearer 6 than 4	Nearer 6 than 4	Nearer 6 than 4
<b>4</b>	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.
<b>3</b>	Nearer 4 than 2	Nearer 4 than 2	Nearer 4 than 2	Nearer 4 than 2
<b>2</b>	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.
<b>1</b>	a few words only	a few words only	a few words only	a few words only





**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?
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Herr Ober, wir möchten zahlen.	Ist das alles zusammen?
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Kontext 9: "Tag. Sind diese Plätze schon besetzt?" <i>occupied</i>	Ja, die Plätze ist gut heute <i>der platz ist die plätze sind</i>
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<i>Wo ist die zugenherberge?</i>	Kontext 10: "Moment mal. Also zwei Straßen weiter..."
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Kontext 12: "Ach, das tut mir aber leid. Ich bringe die Handtücher sofort hoch. Brauchen Sie sonst noch etwas?"	<i>danke, bitte. Nein ich bin gut, danke.</i>
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WRITE IN GERMAN! <i>Entschuldigung, wo ist die Americanerisch Lesen?</i>	Kontext 14: "Newspapers and journals from the States are left over there. Do you not see them?"
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Kontext 14: "Newspapers and journals from the States are left over there. Do you not see them?"	WRITE IN GERMAN! <i>Ich sehe die "TIME", wo ist die "Newsweek"?</i>
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**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><b>Reiseproviant • Travel Supplies:</b> your list is to be used to <u>shop</u> for 2 people who are going to be on the train for 6 hours this afternoon and evening. Zug <sup>Sechs stunde</sup> <sup>Tag und abend</sup> <sup>Zwei Person</sup></p>	<p><b>Hotel / Haus / Wohnung:</b> 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>Wo ist <u>gleise</u> <u>7</u>?          Ist das <sup>die</sup> <u>Zug</u> bis <u>Köln</u>?          Wir möchten zwei <u>flasche</u>  <u>mineral wasser</u>, und 2 “Diet          Coke.”          Wir <sup>Reisen</sup> nehmen am <u>zug</u> von <u>MITTAG</u>          bis <u>abend</u>, haben sie (games,          blankets, pillows)?          Wir brauchen...          Wo ist <u>der</u> <u>toiletten</u>?</p>	<p>Mein <u>zimmer</u> is <u>413</u>. Wo          ist das? <del>Ich</del> <u>gehe</u> <u>ich</u> <u>links</u>  <u>dann</u> <u>rechts</u>? <u>am</u> <u>vierten</u>  <u>stock</u>? Wo ist <u>der</u> (elevator, stairs)?  <u>dort</u>? Ist das <u>meine</u>  <u>Schlüssel</u>?</p>
<p><b>Geldautomat • Internet-Café:</b> 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><b>Geschenke • Gifts:</b> 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 ist <u>der</u> <u>geld</u> <sup>automat</sup> <del>machine</del>?          Ich <u>brauchen</u> <u>2</u> <u>stunde</u>  <sup>am computer</sup> für <u>internet</u> <u>surfen</u> und <u>checken</u>  <u>mein</u> <u>email</u>. <u>Wieviel</u> <u>kostest</u>  <u>das</u>? <u>brauchen</u> <u>sie</u> <u>meine</u>  <u>paß</u>? <u>Meine</u> <u>paß</u> ist  <u>im</u> <u>hotel</u>, <u>ich</u> <u>habe</u> <u>Kreditkard</u>,  <u>massen</u> <u>möchten</u> <u>sie</u> <u>das</u>?</p>	<p>Ich <u>liebe</u> <u>die</u> <u>bücher</u>, <u>haben</u>  <u>sie</u> <u>philosophie</u> oder <u>geschichte</u>  <u>bücher</u>? <u>Wieviel</u> <u>kostest</u>  <u>das</u> <u>buch</u>? <u>haben</u> <u>sie</u>  <u>in</u> <u>English</u>? Wo ist <u>der</u>  <u>Geographie</u> <u>plätze</u>?</p>

**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 seeh thuh denniss?"*

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

Wie? Ich <sup>machen eine</sup> beschrieb <sup>a</sup> list und kaufen.

Was sagen: "Ich möchten 2 Flasche mineralwasser und coke, und ..."

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

Wie? Ich frage die kind und spreche Ihre <sup>child is asking you about your family</sup>

Was sagen: "Wo ist der Familien? Sprechen sie English? Sind sie mit Ihre mutter oder vatter?"

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

Wie? Ich gehe zu fuß zum hotel oder finde Taxi

Was sagen: "Wo finde ich <sup>eine</sup> Taxi? Wo ist hotel Treten? gehen Ich zu fuß?"

**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? Wir gehe im hotel und finde dre jetzt duschen

Was sagen: "~~wo~~ ist haben sie jetzt duschen? Wo ist das? wieviel kostest das? haben sie handtücher?"

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.

Liebes ~~\_\_\_\_\_~~

Ich bin in Portland, Oregon. Meine Stadt ist im Nord-West Amerika. Ist regnet so viel und ist kuhl. <sup>Im</sup> ~~Meine~~ <sup>die</sup> Stadtzentrum ist der universität und ich <sup>fahre</sup> am Zug von mein haus bis die universität in fumpf und vierzig minuten. ~~Alles~~ <sup>ganze</sup> meine familiert ist in ~~der~~ Portland und wir gehen zum kirche hier.

Ich gehe zum kirche am Samstag und studiert Deutsche am Montag, Mittwoch und Freitag. Ich habe <sup>auch</sup> also Deutsche geistesgeschichte am M, W, F. Ich studiert mit Meine kirche Psalmen am Dienstags und Altentestament propheten am Dannerstag. Also ich studiert mit mine kirche Thielogie am Freitag. At die universität ich studiert Dostoevsky und Philosophie mit mein freund am Dienstags und Donnerstags. Ich weis sie studiert, so sie <sup>en</sup> <sup>Können</sup> studiert mit <sup>en</sup> <sup>nur</sup> ich.

Presenter  Scorer WOF Date 20 Mar 11 Total Score 9.75 Grade A+ 4.2 1051c-1 bbv

### 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.

<p><b>6</b> 1 Dialogs (15%) <u>12</u></p> <p>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.</p>	<p><b>2</b> Vocabulary Lists (25%) <u>12.5</u></p> <p>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.</p>	<p><b>3</b> Skills Evaluation (30%) <u>1.8</u></p> <p>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.</p>	<p><b>4</b> Present your town/city (30%) <u>1.8</u></p> <p>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.</p>
<p><b>5</b> Nearer 6 than 4</p>	<p>Nearer 6 than 4</p>	<p>Nearer 6 than 4</p>	<p>Nearer 6 than 4</p>
<p><b>4</b> 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.</p>	<p>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. *1st dort... *hüene). 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.</p>	<p>At least 6 sentences, either simple &amp; 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).</p>	<p>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.</p>
<p><b>3</b> Nearer 4 than 2</p>	<p>Nearer 4 than 2</p>	<p>Nearer 4 than 2</p>	<p>Nearer 4 than 2</p>
<p><b>2</b> 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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p><b>1</b> a few words only</p>	<p>a few words only</p>	<p>a few words only</p>	<p>a few words only</p>



**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>Nein, diese Plätze sind noch frei.</i>
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<i>Die Bank ist nicht weit von hier. Gehen Sie hier links und es ist zwei Straßen weiter.</i>	Kontext 10: “Moment mal. Also zwei Straßen weiter...”
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Kontext 12: “Ach, das tut mir aber leid. Ich bringe die Handtücher sofort hoch. Brauchen Sie sonst noch etwas?”	<i>Ja, ich brauche die Schlüssel für <u>der</u> Dusche und Seife auch</i>
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WRITE IN GERMAN! <i>Haben Sie die Zeitschrift Times aus Amerika?</i>	Kontext 14: “Newspapers and journals from the States are left over there. Do you not see them?”
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Kontext 14: “Newspapers and journals from the States are left over there. Do you not see them?”	WRITE IN GERMAN! <i>Wir können Deutsch sprechen. Ich sehe Newsweek aber nicht Times.</i>
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**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><b>Reiseproviant • Travel Supplies:</b> 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><b>Hotel / Haus / Wohnung:</b> 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"> <li>• Haben Sie _____</li> <li>• Wieviel kostet _____</li> <li>• Wo können ich _____ finden</li> <li>• Ich möchte _____ bitte.</li> <li>• Päckchen                    • da</li> <li>• Tafel                            • dort</li> <li>• Flasche                    • Gibt es _____</li> <li>• Obst                            • Rechts / Links</li> <li>• Nüsse                        • Ich suche für _____</li> <li>• Kaufen                        • Wo ist das.</li> <li>• Saft</li> </ul>	<ul style="list-style-type: none"> <li>• Ein Treppe hoch</li> <li>• Ersten / viersten usw. Stock</li> <li>• Um die Ecke</li> <li>• Wo finde ich _____</li> <li>• Gehen Sie hier links/rechts</li> <li>• gleichen Stock</li> </ul>
<p><b>Geldautomat • Internet-Café:</b> 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><b>Geschenke • Gifts:</b> 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"> <li>• Ich möchte <u>mein</u> e-mail checken, wieviel kostet das?</li> <li>• Wie funktioniert <u>die</u> Geldautomat?</li> <li>• Wo ist die Geldautomat?</li> <li>• Wieviele Minuten kann ich mit 5 Euro kaufen?</li> <li>• Wie kann ich mehr Minuten kaufen?</li> <li>• Wo kann ich <u>mein</u> e-mail checken?</li> </ul>	<ul style="list-style-type: none"> <li>• Kaufen</li> <li>• Schön</li> <li>• teuer / Billiger</li> <li>• Schokolade</li> <li>• Wieviel kostet das?</li> <li>• Wo finde ich? →</li> <li>• Haben sie _____</li> <li>• Karten (Musik, Sport, Reise)</li> </ul>



**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 zum Kiosk und Proviant kaufen.

Was sagen: "Ich brauche zwei Orangen, ein großes Päckchen Nüsse, drei Flaschen Mineralwasser, zwei Brötchen, und 100g Salami bitte. Oh, und ein Tafel Schokolade mit Haselnüsse auch."

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

Wie? Ich hole meine Familie und sage ihm, wer alle die Personen ist.

Was sagen: "Das ist meine Mutter, sie heißt Kathy, mein Vater Edward, mein Bruder Jason, und meine Schwester Bethany. Wir sind aus Amerika."

**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: "Bitte, wann kommt der nächste Bus? 50 Minuten! Aber es regnet so stark!"

**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 wo können er duschen.

Was sagen: "Hallo, wir haben nicht einer Dusche in unserer Zimmer. Wo können wir 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.

Lieber Jogi \_\_\_\_\_

Hallo! Gibt es nur <sup>noch</sup> zwei mehr wochen und dann Sie sind hier. Portland ist sehr schön und gibt es viel zu machen und sehen. Es ist in Nordwest Oregan, nicht weit von Washington. Es ist nur 60 minuten oder so von Mt. Hood auch. Sie können Essen von alle Kultur finden. Im Sommer das wetter ist heiss und sonnig aber es ~~ist~~ regnet oft im Frühling und Herbst und immer im Winter.

Ich wohne in einer Wohnung in Südwest Portland mit mein Freund Eric. Wir gehen zur Portland State Universität.

*stehen = stand*  
 Wann ich habe Klasse, ich <sup>bleibe</sup> stehe um 9 uhr und duschen. Dann ich gehe zur PSU bis 14 uhr. Ich zurück komme nach meine Wohnung und Frühstück / Mittagessen haben. Ich gehe zur P.S.U. um 16 uhr für klass. Wann ich zurück komme, ich studiere, essen, ein bier haben, und dann schlafen.

Wann Sie kommen, wir können ein Timbers spielt sehen. Das Timbers ist der Fussball club auf Portland. Bis dann!

~~\_\_\_\_\_~~

Presenter  Scorer WBF Date 20 Nov 11 Total Score 4.55 Grade B+ 3, 15 abv

### 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. 1.35

	1 Dialogs (15%) <u>1.75</u>	2 Vocabulary Lists (25%) <u>1.25</u>	3 Skills Evaluation (30%) <u>1.2</u>	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 <u>4.5</u>
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. (Gib es noch *Platze für die Stadtrundfahrt *an 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



**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?
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Kontext 9: “Tag. Sind diese Plätze schon besetzt?”	<i>Nein, diese Plätze sind frei.</i>
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<i>Wo ist die nächste <u>Bus</u> schalter?</i>	Kontext 10: “Moment mal. Also zwei Straßen weiter...”
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Kontext 12: “Ach, das tut mir aber leid. Ich bringe die Handtücher sofort hoch. Brauchen Sie sonst noch etwas?”	<i>Danke schön, Ich bin im <u>Zimmer 21</u> am <u>dieser</u> <u>ersten</u> <u>Sto</u>cke.</i>
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WRITE IN GERMAN! <i>Hallo, wo sind die <u>Amerikanischer</u> <u>Zeitschrift</u>? en</i>	Kontext 14: “Newspapers and journals from the States are left over there. Do you not see them?”
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Kontext 14: “Newspapers and journals from the States are left over there. Do you not see them?”	WRITE IN GERMAN! <i>Ah, ja. Ich sehe sie an. Danke.</i>
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**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 Sie nacht die Supermarkt.

Was sagen: "Wir MUß gehen zur Supermarkt und Proviant shoppen."

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

Wie? Fragen was möchten sie. *child is asking about your family*

Was sagen: "Hallo, wo ist die Toilette, bitte?"

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

Wie? Ich muss sitzen von 9.05 bis 9.35 für die nächste bus.

Was sagen: "Wie lange für die nächste 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? Wir muss Dusche gehen.

Was sagen: "Am welche stücke ist die Dusche bitte?"

**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 Johann,

Wie gehts? Ich wohne im Portland. Portland ist im Nordwest Oregon am ~~die~~ Flöße, Willamette. Das Wetter ist OK, aber es kann regnet<sup>n</sup> zu viel im Frühling. Die Stadt ist ein bisschen komisch aber Ich liebe das. Wir haben viele Personen.

Ich wohne in einem flat mit meine flat-mate, Eve. <sup>Im SW Portland.</sup> Sie ist sehr dumm. Am morgen<sup>esse</sup> ich essen frühstück und dann gehe zu Klasse. Nach Klasse ich habe mittagessen und gehe am Bus 9 zu Josh's flat. Am <sup>Um</sup> 23 uhr ich <sup>zurück</sup> gehe nach meine flat und dann schlafen. Aber am Deinstag und Donnerstag Ich bin frei und wir kann OMSI gehen und am Wochenende Sie kann die "Saturday Market" sehen mit ich und Josh. Seht sie an im 2 woche!





Presenter  Scorer WBF Date 28 Nov 2011 Total Score 3.7 Grade B- 1051e-1 2.560

### 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.

<p><b>6</b> 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.</p>	<p><b>2 Vocabulary Lists (25%)</b> <u>1.5</u> 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.</p>	<p><b>3 Skills Evaluation (30%)</b> <u>1.8</u> 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.</p>	<p><b>4 Present your town/city (30%)</b> <u>1.35</u> 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 <del>verbs</del> to give advice (Wir können zu Fuß gehen). Fluency and range of content suggests ability to write even more.</p>
<p><b>5</b> Nearer 6 than 4</p>	<p>Nearer 6 than 4</p>	<p>Nearer 6 than 4</p>	<p>Nearer 6 than 4 <u>1.5</u> 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.</p>
<p><b>4</b> 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.</p>	<p>8 or more distinct words or phrases for each context, including one complete sentence that does not show any basic flaws. (Gib 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.</p>	<p>Nearer 4 than 2</p>	<p>Nearer 4 than 2 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.</p>
<p><b>3</b> Nearer 4 than 2</p>	<p>Nearer 4 than 2</p>	<p>Nearer 4 than 2</p>	<p>Nearer 4 than 2</p>
<p><b>2</b> 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.</p>	<p>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.</p>	<p>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.</p>	<p>Nearer 4 than 2</p>
<p><b>1</b> a few words only</p>	<p>a few words only</p>	<p>a few words only</p>	<p>a few words only</p>



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

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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?
--------------------------------	-------------------------

der Platz ist  
die Plätze sind

Kontext 9: "Tag. Sind diese Plätze schon besetzt?"	Nein, der Plätze ist <u>keine</u> besetzt. der Plätze ist frei!
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Der Straße ist im drei Kilometer...	Kontext 10: "Moment mal. Also zwei Straßen weiter..."
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Kontext 12: "Ach, das tut mir aber leid. Ich bringe die Handtücher sofort hoch. Brauchen Sie sonst noch etwas?"	Ich <u>könnte</u> bringen die Handtücher <u>sofort</u> hoch, Ich <u>keine</u> kann dem sonst noch etwas.
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WRITE IN GERMAN! Wo ist der <u>Newspapers</u> und <u>Journals</u> ? Ich <u>muss</u> hat ein <u>Newspapers</u> und <u>Journals</u> haben	Kontext 14: "Newspapers and journals from the States are left over there. Do you not see them?"
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Kontext 14: "Newspapers and journals from the States are left over there. Do you not see them?"	WRITE IN GERMAN! Ah, entschuldig! Dort der <u>Newspapers</u> und <u>Journals</u> .
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**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><b>Reiseproviant • Travel Supplies:</b> 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><b>Hotel / Haus / Wohnung:</b> 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>• Wo ist eine <u>Sitz</u>?</p> <p>• Sind diese Plätze <u>ist</u> frei or besetzt?</p> <p>• Wieviel <u>kostet</u> ein Reisetasch?</p> <p>• Es ist ihr <u>gepäck</u>?</p> <p>• Wieviel <u>kostet</u> ein Rucksack?</p> <p>• Wo kann ich finde eine Schokoladebar?</p> <p>• Wo <u>könne</u> ich finde ein Kissenstoff? (pfd)</p>	<p>• Wo ist der Haus/Hotel/Wohnung</p> <p>• Wo ist eine <u>bad/dueh</u></p> <p>• Wann essen sie <u>Ahrstueh</u></p> <p>• Wann essen sie <u>Mittagessen/abendessen</u></p> <p>• Wo kann ich finde die <u>Bibliothek?</u></p> <p>• <u>Öber</u></p> <p>• <u>Unter</u></p> <p>• <u>Rechts</u></p> <p>• <u>links</u></p>
<p><b>Geldautomat • Internet-Café:</b> 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><b>Geschenke • Gifts:</b> 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, wo <u>könne</u> Ich finde ein Internet-<u>chte?</u> Ich muß <u>checken</u> mein e-mail!" ↗</p> <p>• "Wieviel <u>kostet</u> ein Computer für Dreißig <u>minuten</u>"</p> <p>• Email <u>gecheckt</u></p>	<p>• Wo <u>könne</u> Ich finde ein <u>gitarren</u> shop?</p> <p>• Ich habe 300 euro für den Bass <u>gitarren</u>, wo kann Ich <u>Ahren?</u></p> <p>• Ich bin <u>am</u> <u>fünfte</u> <u>strasse</u>, wie kann Ich <u>fahre</u> bis <u>sechs</u> <u>strasse?</u></p> <p>• Wieviel <u>kostet?</u></p>

**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? *But how?*  
Ich hätte sie Proviant für eine Reise von 6 Stunden kaufen

Was sagen: "Hallo, Ich möchte eine Reise von 6 Stunden kaufen für meine Kaufens."  
"

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

Wie? Inform ein kinder am ihre familie

Was sagen: "Ich lebe mit meine Mutter, mein Vater, mein zwei bruders, und ein hund. Meine mutter heisst Dorcas, mein Vater heisst Daniel, und mein bruders heisst christopher und David."  
"

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

Wie? Frage die Anhalter

Was sagen: "Hallo, Ich möchte ein fahrkarte, für Der Bus Nr. 11 um 9.05, wieviel ein kostet für ein fahrkarte?"  
"

**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? Inform Ihre freunde von Die dusche und eine Bad without bath/shower; Friend needs help arranging a first a bad und dusche shower;

Was sagen: "Hallo, entschuldigung. Ich möchte die erste im einem zimmer."  
"

*ge. Amig food for me buy*

*too late to catch the 9:05 bus*

*you already have the room, but Friend needs help arranging a first a bad und dusche shower;*



Presenter [redacted] Scorer WBF Date 20 Nov 11 Total Score 255 Grade C- 2 dbv 10514-1

### 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.

<p><b>6</b> 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.</p>	<p><b>2 Vocabulary Lists (25%)</b> 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.</p>	<p><b>3 Skills Evaluation (30%)</b> 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.</p>	<p><b>4 Present your town/city (30%)</b> 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.</p>
<p><b>5</b> Nearer 6 than 4</p>	<p>Nearer 6 than 4</p>	<p>Nearer 6 than 4</p>	<p>Nearer 6 than 4</p>
<p><b>4</b> 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.</p>	<p><b>8</b> or more distinct words or phrases for each context, including one complete sentence that does not show any basic flaws. (Gib es noch *Platze für die Stadtrundfahrt *am heute nachmittag? vs. *Ist dort... *hüene). 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. 2x4 2x3</p>	<p>At least 6 sentences, either simple &amp; 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).</p>	<p>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/for the situation warrants it.</p>
<p><b>3</b> Nearer 4 than 2</p>	<p>Nearer 4 than 2</p>	<p>Nearer 4 than 2</p>	<p>Nearer 4 than 2</p>
<p><b>2</b> 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.</p>	<p><b>6</b> 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.</p>	<p>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.</p>	<p>Few 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.</p>
<p><b>1</b> a few words only</p>	<p>a few words only</p>	<p>a few words only</p>	<p>a few words only</p>







**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><b>Reiseproviant • Travel Supplies:</b> 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><b>Hotel / Haus / Wohnung:</b> 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>Gepäck          Ich möchte ein <u>Flasche</u>          Wasser          Kaffee          Schokolade          Wo ist das <u>Hauptbahnhof</u>          Es tut mir <u>leid</u>          Ich möchte zwei Fahrkarten, bitte.</p>	<p>Mein Haus ist am <u>busstille</u>          Zwanzig          Gehen <sup>Sie</sup> zum Hauptbahnhof          Rechts          Links          Einfach          Vor rechts <u>Vorne</u>          Vor links          Hinter links <u>hinten</u>          Hinter rechts          Halte Stelle</p>
<p><b>Geldautomat • Internet-Café:</b> 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><b>Geschenke • Gifts:</b> 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>checke Email.          Haben sie Internet hier?          Wo ist das ATM          Wie viele <u>Kosten</u> von Internet bitte?</p>	<p>Wie viele <u>Kosten</u> das?          Es ist teuer.          Haben sie <u>bisher</u> das?          Ich möchte kein <u>speziell</u> Geschenke,          bitte</p>

**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?"*

getting food for the trip

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

Wie? *Ich sprache zu eine Reise personnen*

Was sagen: *"Ich möchte sex fahrikaren, sex flasche wasser und sex zimmer bue."*

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

Wie? *Ich*

Was sagen: "

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

Wie? *Ich sprache zu personnen am wech rechts.*

Was sagen: *"Wann Kommen der 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**

*You have the room already without bath  
Your friend want to shower -*

Wie? *Ich gehen zum Hotel und sprache mit personnen.*

Was sagen: *"Ich möchte einen Zimmer. Haben sie Zimmer mit bad und dusche? Oder einen Zimmer mit Dusche?"*

**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(n) <sup>(female name)</sup> ~~\_\_\_\_\_~~

Mein haus ist im Portland, im der Stadt Oregon. Das  
 Wetter ist kalt aber ist schon hier. Die arbor ist sehr schön.  
 Warm <sup>Sie</sup> du hier. <sup>sind</sup> Sie und Ich gehen zum Portland Art museum. Ich  
 arbeite über das wochenende, aber <sup>ich</sup> bin frei Montag zu Freitag für sie.

Presenter ~~XXXXXXXXXX~~ Scorer WBF Date 20 Mar 11 Total Score 4.05 Grade B 3 WV

### 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.

<p><b>6</b> 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.</p>	<p><b>2 Vocabulary Lists (25%)</b> 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.</p>	<p><b>3 Skills Evaluation (30%) 1-2</b> 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.</p>	<p><b>4 Present your town/city (30%) 1-3</b> 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.</p>
<p><b>5</b> Nearer 6 than 4</p>	<p>Nearer 6 than 4</p>	<p>Nearer 6 than 4</p>	<p>Nearer 6 than 4</p>
<p><b>4</b> 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.</p>	<p>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.</p>	<p>At least 6 sentences, either simple &amp; 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).</p>	<p>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.</p>
<p><b>3</b> Nearer 4 than 2</p>	<p>Nearer 4 than 2</p>	<p>Nearer 4 than 2</p>	<p>Nearer 4 than 2</p>
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<p><b>1</b> a few words only</p>	<p>a few words only</p>	<p>a few words only</p>	<p>a few words only</p>



**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. Das plätze ist <u>kein</u> besetzt. ES ist Ihre, bitte
--	--

Entschuldigung. Wo ist die bank? Wissen sie die straße? <u>Es ist weiter von hier?</u>	Kontext 10: "Moment mal. Also zwei Straßen weiter..." <i>It's repeating directions but has given - but yours work better.</i>
--	---

Kontext 12: "Ach, das tut mir aber leid. Ich bringe die Handtücher sofort hoch. Brauchen Sie sonst noch etwas?"	vielen Danke. Nein... ach! Aber Ich möchte eine schlüssel für die park-platz.
---	---

WRITE IN GERMAN! <u>Is buying stuff</u> sonst noch etwas für die reise? Möchten sie eine scherbe, tafe <del>scherbe</del> schokolade?	Kontext 14: "Newspapers and journals from the States are left over there. Do you not see them?" <u>is selling stuff</u>
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Kontext 14: "Newspapers and journals from the States are left over there. Do you not see them?"	WRITE IN GERMAN! Danke, Ich möchte die tafe schokolade, <u>nur</u> . Haben sie bad tüsche?
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**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><b>Reiseproviant • Travel Supplies:</b> 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><b>Hotel / Haus / Wohnung:</b> 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>Umsteigen, <u>mu</u>z<u>ik</u> Tafel schokolade fahrkarte übernachten rot<u>w</u>ein hand<u>tü</u>sche schreibe <u>?</u> mineral vasser flasche ein <u>tü</u>sche,</p>	<p>rechts, wissen sie...? links, <del>was</del> traffen sie fünf meters um die ecke, ich suchen... finde <del>frage sie</del> erste stöck fragen nehem<u>e</u>n sie nebenam haus nicht zu weiter noch nicht</p>
<p><b>Geldautomat • Internet-Café:</b> 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><b>Geschenke • Gifts:</b> 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><u>mon</u>et, <u>w</u>e<u>il</u> kostet zahlen, alles woche <del>knies</del>, pro-nacht, pro-tag Ich brauche n<u>ur</u> zwei stunden alles zusammen das machen gecheck<u>e</u>t e-mail</p>	<p>Suchen Ich habe — Euro liebe Ich brauchen möchten zahlen familie, kinder Im Z<u>y</u> freund gro<u>ß</u>er</p>



**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 zu die Bahnhoff und finde die verkehrsbord und finde die verkehrsbord*  
~~I Go to the train station and find the information desk.~~

Was sagen: "Ich möchte nehmen ein reise für sex stunden, bitte, zu Düsseldorf."

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

Wie? *Ich sprechen deutsch mit die kind*

Was sagen: "Ich bin Amerikaner und ich studieret im Deustschland. Meine familie wohnt im Kalifornia und Ich habe eine Schwester. Mein mitter arbitet at eine bank."

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

Wie? *Ich nehmen die nächste bus linie*

Was sagen: "vissen sie vonn ich ~~findert~~ ~~findert~~ eine bier?"

**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** - *would now like a shower...*

Wie? *Ich gehen zu fuß to die hotel.*

Was sagen: "meine Freundin und ich möchten jetzt eine zimmer mit duschen. weiviel kostet? ~~ist das rechts~~ ist das alle rechts? Entschuldigung"

**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 ~~\_\_\_\_\_~~ (male name)

Portland Oregon ist eine fantastische state  
 im die Pacific Nordwest. ~~\_\_\_\_\_~~ <sup>?</sup> leide sie <sup>wollen</sup> will  
 die schön Berg Hood, und meine Universatit.  
 Das wetter ist <sup>regnerisch</sup> regnett von Oktober bis Mai  
 und es ist zehr sonnig in <sup>der</sup> Sommer.  
~~\_\_\_\_\_~~ <sup>vor</sup> meine Wohnung ist in Süd ost  
 Portland und ich woht fünften minuten bis  
 Portland state Universatit. Die <sup>Der</sup> Supermarkt  
 ist um die ecke und meine Nachbar ist die  
 beste! On Am die wochenende Ich habe kein  
 Schule, und am Montag bis ~~Mittwoch~~ Freitag  
Ich habe meine tagessroutine für schule.  
 Ich gehen classe ~~\_\_\_\_\_~~ alletag. Ich schlaffen  
 nicht genug! On die wochenende <sup>gehen</sup> wir  
 gehen zu <sup>zur</sup> die Discoteche und trinken  
~~\_\_\_\_\_~~ Amerikanerish beer. Es ist gut im  
 Portland.

Presenter Jon Nagy Scorer DBF Date 20 Nov 11 Total Score 3 Grade C+ 1057h-1  
abv

### 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.

<p><b>6</b> 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.</p>	<p><b>2 Vocabulary Lists (25%)</b> 25          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.</p>	<p><b>3 Skills Evaluation (30%)</b> 29          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.</p>	<p><b>4 Present your town/city (30%)</b> 29          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.</p>
<p><b>5</b> Nearer 6 than 4</p>	<p>Nearer 6 than 4</p>	<p>Nearer 6 than 4</p>	<p>Nearer 6 than 4</p>
<p><b>4</b> 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.</p>	<p>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 *an 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. 124 313</p>	<p>At least 6 sentences, either simple &amp; good or rich but flawed. Addresses all 4 situations, but <del>not</del> is-stetent. 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).</p>	<p>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.</p>
<p><b>3</b> Nearer 4 than 2</p>	<p>Nearer 4 than 2</p>	<p>Nearer 4 than 2</p>	<p>Nearer 4 than 2</p>
<p><b>2</b> 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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p><b>1</b> a few words only</p>	<p>a few words only</p>	<p>a few words only</p>	<p>a few words only</p>



**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?”	Nein, diese Plätze <u>ist</u> nicht frei, Meine familie ist <u>hier</u> . Ich glaube die nächste Plätze ist frei.
--	---

der Platz ist die Plätze sind

Wo ist Beethoven Strasse, bitte? Es ist drei strasse Ost?	Kontext 10: “Moment mal. Also zwei Straßen weiter...”
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Kontext 12: “Ach, das tut mir aber leid. Ich bringe die Handtücher sofort hoch. Brauchen Sie sonst noch etwas?”	Können Sie <u>bringen</u> mir eine blankt für die Zimmer, bitte? Also, seife bitte? Auch
---	--

WRITE IN GERMAN! Ich sehen <u>die</u> <u>Neue</u> papier nicht, zu haben Sie?	Kontext 14: “Newspapers and journals from the States are left over there. Do you not see them?”
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Kontext 14: “Newspapers and journals from the States are left over there. Do you not see them?”	WRITE IN GERMAN! Nein, ich sehe nicht, zu haben Sie <u>Berliner</u> ?
---	--

Name [REDACTED]

1051 h-3

**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><b>Reiseproviant • Travel Supplies:</b> 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><b>Hotel / Haus / Wohnung:</b> 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>Zwei Schokolade <u>tanfel</u>                  Zwei blankt und — ?                  Zwei bücher                  Zwei musik</p>	<p>Heir ist ihr schlüssel für                  Zimmer nummer 910, gehen                  Sie fünf metres rechts und                  denn ecke da. Nehen sie                  Zu 9st stöcke und denn                  3 metres weiter für ihr Zimmer.</p>
<p><b>Geldautomat • Internet-Café:</b> 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><b>Geschenke • Gifts:</b> 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 Computer kostet \$2 (zwei)                  Dollars pro minuten, heir ist                  meine kredittkarte für email                  checken.</p>	<p>Das Geschenke is Sehr gut!                  Danke Schön für diese                  Wunderbar geschenke!</p> <hr/> <p>Sie Wird liebe diese                  geschenke so viel!</p>

**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 zu fahrkarte für sechs ticket*

Was sagen: " *Ich habe sechs fahrkarten zu Berlin bitte?*

"

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

Wie? *Ich möchte ein plätze für die Kinder*

Was sagen: " *Meine Kind ist müde, ich möchte ein schlafzimmer, bitte.*

"

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

Wie? *Wann ist die nächste Bus <sup>kommt</sup> kommen?*

Was sagen: " *Der Bus nummer 12 komme aus 10 Uhr (Zehn Uhr)*

"

**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? *Wir brauchen die Zimmer mit dusche*

Was sagen: " *Können wir haben eine Zimmer mit dusche, bitte?*

"

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 Jessica,

Willkommen zu Portland, OR! Ich lebe in Süd Ost  
 Portland, nächste <sup>Neben</sup> zu die Fuß Willamette. Es Regnet zu viel  
<sup>in</sup> im Portland! Portland <sup>hat</sup> Kunst zu viel, Wir können  
 Kunstgalerie gehen zusammen <sup>am ersten</sup> on zuerst Donnerstag.  
 Ich Studieren <sup>am</sup> um Montag, Mittwoch und Freitag, und ich  
 arbeite <sup>am</sup> um Freitag und Samstag nachte.  
 Wann Sie hier gehen, Wir können gehen für eine bier!

Ihr freund,

 female  
 writer



Presenter ~~\_\_\_\_\_~~ Scorer WBF Date 20 Mar 11 Total Score 5/62 Grade A+ 10511-1  
4.2 dw

**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. 1.8

<p><b>6</b> 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.</p>	<p><b>2 Vocabulary Lists (25%)</b> 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.</p>	<p><b>3 Skills Evaluation (30%)</b> 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.</p>	<p><b>4 Present your town/city (30%)</b> 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.</p>
<p><b>5</b> Nearer 6 than 4</p>	<p>Nearer 6 than 4</p>	<p>Nearer 6 than 4</p>	<p>Nearer 6 than 4</p>
<p><b>4</b> 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.</p>	<p>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.</p>	<p>At least 6 sentences, either simple &amp; 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).</p>	<p>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.</p>
<p><b>3</b> Nearer 4 than 2</p>	<p>Nearer 4 than 2</p>	<p>Nearer 4 than 2</p>	<p>Nearer 4 than 2</p>
<p><b>2</b> 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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p><b>1</b> a few words only</p>	<p>a few words only</p>	<p>a few words only</p>	<p>a few words only</p>



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

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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>Guten Tag. Ja, diese Plätze sind besetzt, es tut mir leid. Aber, ich sehe ein frei Platz dahin. da/dort</i>
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<i>Sie muß nach die Oper gehen? Sehr gut, es ist nicht weit von hier. Gehen Sie zwei Straßen weiter, dann gehen Sie nach rechts und dann finden Sie die Oper. Viele Glück!</i>	Kontext 10: “Moment mal. Also zwei Straßen weiter...”
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Kontext 12: “Ach, das tut mir aber leid. Ich bringe die Handtücher sofort hoch. Brauchen Sie sonst noch etwas?”	<i>Danke, nein... Aber, moment... ach! Mein Hund hat unten den Platz gepinkelt! Bringen Sie mir ein Handtücher extra, bitte.</i>
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*1 Handtuch 2 Handtücher*

WRITE IN GERMAN! <i>Entschuldigung, haben Sie den Zeitung aus Amerika?</i>	Kontext 14: “Newspapers and journals from the States are left over there. Do you not see them?”
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Kontext 14: “Newspapers and journals from the States are left over there. Do you not see them?”	WRITE IN GERMAN! <i>Wir kann Deutsch sprechen. Ich sehe Vogue und Wired, aber ich sehe der Zeitung nicht. die</i>
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**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><b>Reiseproviant • Travel Supplies:</b> 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><b>Hotel / Haus / Wohnung:</b> 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 gehen zum Supermarkt:                  Wo ist der Supermarkt?                  Wir sind im Supermarkt, wo sieht der Obst?                  Wir möchten proviant für die Zug.                  Abendessen.                  Bananen                  Äpfel                  Nüsse                  Schokoladenkuchen                  Wein (rot und weiß)</p>	<p>Mein Hotel ist sehr groß!                  Mein Zimmer ist am fünften Stock.                  Gehen Sie hoch die Stufen, dann gehen Sie am Rechts nach der Platz. Gehen Sie unten den Platz, über die Türlein, und Halt vor die Dame mit rotes Augen. Sind ein Hund mit drei Köpfen, und finden Sie ein Lyre vorne links. Sie singt und spielt, und wann der Hund schlaffen, kommen Sie gerade aus!</p>
<p><b>Geldautomat • Internet-Café:</b> 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><b>Geschenke • Gifts:</b> 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>E-mail adresse                  der Computer     "                    What happened?</p>	<p>Ich möchte ein buch von Maria Callas!                    some G</p>

**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 Freunde,

Ich lebe im Portland, Oregon! Es regnet heute, aber ich mag das Wetter hier. Es <sup>ist</sup> sonnig im Sommer und es regnet im Winter.

Portland ist in der Nord von Oregon, nicht weit von Washington. Wir haben ein Fluß, Der Willamette, und die Columbia Gorge. Oregon ist Nord von California und Süd von Canada. Ich liebe Portland.

Wir haben Stumptown Kaffee! Und unsere pinot noir ist sehr gut auch.

Ich gehe zur Universität von Portland State. Ich gehe zur schule alles Tages, und ich studiere musik. Ich mache yoga und skifahre an wochenende.

Mein Mann ist sehr schön und ich liebe. Unsere haus ist ein zweifamilienhaus und wir leben mit unseren Freunden Lisa and Blake.

Können Sie skifahren? Ich bringe Sie nach Mt. Hood und wir haben ein gut Tag.

Bis später!

**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*:

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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 zum Supermarkt und kaufe die Reiseproviant*

Was sagen: *"<sup>er</sup> Sie kommt mit mir nach dem Supermarkt. Wir brauchen Proviant für unsere Reise!"*

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

Wie?

*Ich mache Kleinsprechen.*

Was sagen: *"Tag! Wie heißen Sie? Ich heiße May. Wo sind Ihre Familie heute? Wie alt sind Sie? 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 bin sehr böse, ich spreche <sup>mit</sup> nach meinem Freunden und wir nehmen ein Taxi.*

Was sagen: *"Sind wir zu spät für der Bus? Ach! Wir müssen nach die Universität gehen für unsere Schlußprüfung! Nehmen wir ein Taxi?"*

**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 finde eine Neue Freunde. Er hat ein Zimmer mit Bad und Dusche.*

Was sagen: *"Komm mit mir. Wir gehen zum Discotek; wir finden ein Mann und wir gehen zur Ihren Zimmer! Er hat ein Bad."*