

# Principles of German Word Formation (i.e. German morphology)

John Durbin  
Linguistics and Germanic Studies  
Indiana University

This benchmark course portfolio is intended to document the activities involved in designing, delivering, and assessing a course in German morphology for undergraduates. Linguistics courses in general challenge students to develop their observational and problem-solving skills. Morphology is the perfect place to begin in this learning process, because, more so than other sub-disciplines of linguistics, the morphology of a language remains constant at a given point in time and is less subject to regional or dialect variation. Students therefore have a “standard” object upon which to practice. I also believe that at this stage in their German language development, many students can benefit from a systematic account of the grammar. Students should leave this course with a better, clearer understanding of German, better writing skills, and sharper analytical skills that they are able to use to further their understanding of German.

## ***Course facts***

<b>Semester and year:</b>	Spring 2003
<b>Course title:</b>	Principles of German Word Formation
<b>Discipline:</b>	German/Germanic linguistics
<b>Class time:</b>	MW 2:30-3:45 pm
<b>Number of students:</b>	29
<b>Class rank of students:</b>	Sophomores, juniors and seniors, 1 graduate student

This course takes place in a 2-year cycle in the undergraduate curriculum. Students should have completed 5 semesters of German or the equivalent. Although not itself a required course, this course counts as 3 credits toward a major or minor in German. While building a solid foundation in German language/linguistics study, it is not a prerequisite for any other course in the curriculum.

## ***Teaching philosophy***

In order to facilitate a solid, thoughtful analysis, I want to help students sharpen their observational skills, beginning with observing what and how things are said in the classroom, both by the instructor and by each other. Linguistics is most effective in an interactive setting, because whenever real, two-way communication takes place, real material is generated for study. Given the diverse language backgrounds and attitudes toward language that come together in any classroom, my main objective is to get students to speak and listen to each other, making note of the differences between the way actual language is being used and the rules stated for the “standard language.” Every single student makes a valuable contribution just by speaking in German, because every illustration of a mental grammar brings us closer to understanding a "communal grammar" that represents "standard German".

By fostering an environment in which students feel relaxed, not evaluated in terms of language

ability, students are encouraged to speak and ask questions, respecting both their own command of German as well as that of everyone else, so that they develop an awareness of differences and the possible linguistic mechanisms generating this diversity, rather than simply ascribing these differences to differing levels of competence in German. This also gives many students a new way of viewing language in general, not as an evaluative effort, but as a negotiation of meaning in which grammar is not an outside force living in a dusty handbook, but rather a living, changing mechanism present in everyone's mind.

It is thus important to combat the perception of linguistics as a stodgy, proscriptive attitude toward "proper language use." In order to advance linguistics as an active, hands-on discipline, I like to incorporate activities that get students up and moving, as well as thinking creatively. These activities are also collaborative efforts among students, at times at the same level of German fluency, at times mixed levels, so that their observational and analytical skills are challenged as well.

## ***The students***

### ***Background***

Almost every student in the course at this level has declared either a minor or major in German. Beyond that, many of them have spent at least a few weeks in a German-speaking country. However, it remains a very diverse language community within the classroom, with levels of fluency varying toward both extremes, from native speakers, students returning from a year's study abroad, and those raised in a bilingual household, to students with primarily classroom experience. At the same time, fluency does not guarantee an explicit knowledge and understanding of grammar, so that students also vary greatly in their understanding and use of grammatical terms.

Many students in this course also do not intend to pursue linguistics as a course of study; rather, they have chosen this course to fulfill a requirement and perhaps hope to improve their command of the language before moving on to literature and culture studies classes. This course thus has the onus of satisfying their expectations in terms of language practice, while also seeking to inspire them to look more into the field of linguistics and language acquisition.

### ***Student expectations about the course***

Most students coming into this course expect to practice making very long German words, given the title of the course. To a lesser extent, many students wish to increase their proficiency and vocabulary in the language. Many bilingual students enroll in this course in the hopes of improving their writing style by learning an explicit set of grammar rules for German.

On the first day of the course, my aim is to satisfy their expectations while broadening them at the same time, so that students understand how many-sided and interesting even the idea of what constitutes a "word" is, let alone the processes by which a word is formed. While certainly one the more entertaining aspects of German from an English-speaking point of view, students need to recognize early on that compound words in German are only a small part of the intricacies of German word formation, and this understanding will help them improve their language skills.

## **Course objectives**

The course is centered around five main goals, which are listed in the syllabus. These are:

1. To develop analytical and problem-solving skills. Concretely, this entails the increase in awareness and interest in grammar rules and how they function in a language, as well as personal application of linguistic generalizations to students' own use of language.
2. To reinforce students' acquisition of some fundamental principles of the German language, which they must have mastered by the end of this course (specifically: inflectional processes, prefixes and suffixes, and gender assignment).
3. To increase students' proficiency in German, especially writing skills.
4. To learn how to make complete and effective use of a language dictionary.
5. To foster an enthusiasm for the German language and linguistic study, encouraging students to add linguistics as a focus of study.

While the first objective is an ongoing aim that extends throughout the entire course, the next three are a logical procession in the attempt to give students a clearer, systematic account of German while developing their writing and proofreading skills. The focus on certain difficult morphological aspects of German, such as gender, plural formation, and adjectival inflection in a systematic way reinforces and reassures students in their command of German. They are then required to apply this knowledge in their writing, and to practice good proofreading techniques. Finally, students are allowed to resort to language dictionaries, but now not just to find a quick, and perhaps inappropriate translation, but rather to glean as much information as they can about the word and its usage, thus better able to determine its appropriateness in the intended context. The last objective, to inspire further study in linguistics courses, is also an ongoing effort throughout, but which can best be assessed at the end of the course.

## **Course Methods**

Five factors that characterized the course and the effort to reach the objectives stated above were:

### ***Textbook***

#### ***Purpose***

One of the greatest challenges facing this course is the choice of text. In order to meet the objective of increasing students' language proficiency, German is the primary language in the classroom. Students requiring further help or clarification are invited to see the instructor during office hours or by appointment. The use of a textbook reinforces the goal of increased language proficiency, while it also serves to prepare students for topics covered in class, reinforces the use of certain terminology, and provides a reference source for use outside of class. Ideally, then, any textbook used should be in German, so that a certain terminology can be learned that is shared by both the class and the book. The problem, however, is that most German books on the subject are written at too advanced a level, presuming a Gymnasium-level study of the language, as well as a native ability to find further examples to illustrate any given point. On the other hand, English language textbooks focus on general issues of morphology but not on those specific and possibly unique to German.

### ***Implementation***

In spring 2003, the choice was made to use Lühr, Rosemarie (1989/1993): Neuhochdeutsch (Munich: Wilhelm Fink) as the primary text, specifically, section II of the book. Students were assigned pages to read from the book prior to class time. Unfortunately, the text proved difficult for most students to understand.

### ***Improvements***

Given the nature of any German text as outlined above, this was to be expected, nor should it automatically preclude use of this text in a future course. However, specific strategies for teaching with the text are needed in order to facilitate comprehension. Four concrete methods would be:

- 1) Previewing the next text assignment beforehand, in the last minutes of class. This can be done in the lecture, discussing or outlining the focus, and providing the technical vocabulary, or more preferably, in an individual or group assignment in class: learning vocabulary through a matching exercise, or giving a quick puzzle to solve that makes students focus on the topic to be discussed in the text. For instance, a list of relevant data in German and English, so that students observe and recognize what processes are going on in English and contrast that to German.
- 2) Assigning specific questions and tasks prior to the reading. This could take the form of content questions (pre-reading) or vocabulary assignments (during reading), i.e. the task of finding other examples that illustrate the point the author is making.
- 3) “Minute papers”, where specific students (such as a group of five) are each given the task of summarizing the assigned reading for everyone in the class. In order to make this more rewarding, there would have to be a follow-up assignment after the class session dealing with the reading. For example, another group of students would each take a minute paper and organize it into two columns: points in the minute paper that were touched upon in class, and points that were not mentioned in class
- 4) Supplying students with a course packet at the beginning of the semester that provides lists of German words, some somewhat uncommon, that illustrate specific morphological qualities under discussion and that students may use as a resource in their search for further examples.

### ***Lecture format***

#### ***Purpose***

The purpose of lectures was to clarify material read in the text, draw attention to specific characteristics of German morphology, and encourage students to form opinions as to the processes that might cause these overt morphological forms. Lectures were held in German. In terms of course objectives, lectures served to increase student awareness as the first step toward analysis, it reinforced their understanding of basic principles of German language that they were required to master, and it promoted their use and understanding of German.

### ***Implementation***

A handout accompanied each lecture, which was also made available online after the lecture. Handouts were designed as skeletal outlines for students to fill in much of the information, thus also promoting their German note-taking skills (the online version was written in somewhat more complete fashion, but also in a way so that students who missed a lecture either had to look

at someone's notes or come to the instructor's office hours). More than summarizing the points in the lecture, the purpose of the handout was to provide interesting but perhaps lesser known examples illustrating the subject matter, so as to draw attention to a particular problem or idea and stimulate thought and interest, as well as encourage practice in the language. Students also paid more attention and asked questions as they tried to incorporate what they were hearing in the lecture into what was printed on their handout. A page of one sample handout is provided in the appendix to this portfolio.

One challenge with these lectures was the time management factor. It was difficult to predict where students would have particular problems or questions, so that a handout was often not completed during class time. As a result, the next handout often reproduced the previous handout's incomplete portions. While students thus received a quick review of what was covered in the last lecture, it also made for what were at times disjointed lectures, as well as the students' perception of an excess of paper. By midterm, a majority of students had communicated their dissatisfaction with the handout situation in an open classroom discussion.

### ***Improvements***

Three ways to improve the lectures and the use of handouts would be:

- 1) Question and answer time could be better budgeted into the lesson plan, with a back-up plan for a group activity if students do not have as many questions.
- 2) Online pre-testing on grammar points would help provide an accurate picture of how to design the lecture, which would improve both the content of the handout as well as the time management
- 3) In the case of disjointed topics in a lecture, one could insert a group activity as a transition, with this activity also contained among the pages of the handout.

### ***Small group activities***

#### ***Purpose***

The primary purpose of the small group activities is to break up the lecture format, so that at most 20 minutes of lecture take place before engaging the students in active work on the topic under discussion. No activity, be it lecture, small group, or even the occasional individual class work, should be designed to exceed twenty minutes in length, as any longer than this fails to hold students' attention. This method was employed to get students up and moving, and discussing with each other rather than focusing on the instructor. Small group activities also served to meet several of the course objectives. All of these activities required some level of problem-solving. Moreover, students collaborated with others at a comparable level, whether that was in terms of language fluency or linguistic meta-knowledge, so that no one would feel overwhelmed by the demands or expectations of the class, and felt more comfortable contributing to group discussion.

#### ***Implementation***

Most of these activities were also designed to be fun and encourage creativity, so that students might also develop an enthusiasm for the language. An example of such a small group activity was "Real men don't eat quiche", provided in the appendix. Often, these group activities also involved use of the dictionary, so that students were trained in gathering as much information about a word as possible, thus also promoting good dictionary skills and providing them with tools to evaluate the effectiveness of their language dictionary.

The quality of small group work varied. Given the size of the class, students were in close quarters, and it was difficult for the instructor to move around and help groups. Moreover, the intimidation of speaking in a class of 30 proved rather great for some students, given their level of involvement and comments made both at mid-term and in post-course evaluations. Although working better in small groups, when it came time to share the results of this work with the class at large, students once again became taciturn.

### ***Improvements***

One possible modification to the course would be to alter the structure of weekly sessions. Instead of having two class sessions of 75 minutes in length, as previously organized, it might be more fruitful to organize the course for three sessions of 50 minutes in length, with one of the days as a “workshop” rather than a lecture format. The instructor could initiate steps to work with half of the group one week, and the other half the other week, with students having more time to work on writing assignments when not required to attend a session. This would make group work more manageable and comfortable, and also serve the needs of disparate groups of students.

### ***Technology***

#### ***Purpose***

In order to “level the playing field” among students and increase the relevance of lectures, students were required to take online quizzes or participate in online discussions of a text assignment.

#### ***Implementation***

In retrospect, the online discussion was less than ideal, because the text on its own was so difficult, and so student participation was less than 50%, and usually restricted to those students more fluent in the language. Students found the quizzes to have more purpose, but the quizzes usually followed the lectures and students were at times frustrated at what they perceived to be “make-work”. Perhaps adding to the downfall of both online discussions and quizzes was the fact that participation in these did not factor clearly into student grades. Moreover, certain students demonstrated a strong reluctance to actually complete the work online, choosing instead to print out the quiz, fill it out on paper, and then log back into the system to fill out the answers online. Despite the shortcomings, however, quiz results often gave a fair indication of the level of mastery of certain grammar rules.

### ***Improvements***

The online quizzes did serve a purpose and helped guide the lectures, as time was devoted to review certain grammar points if many students had had difficulty on a given quiz, making each lecture timely and relevant to student needs. In the last semester it was taught, this method was still applied as a “hindsight” technique, reviewing previous material if student results indicated more work was needed. In order to solve some of the problems that presented themselves, the following could also be implemented:

- 1) All quizzes should be required and taken prior to the lecture, by at least a day or two
- 2) Student online participation should be visible as a factor for grade calculations
- 3) Each lecture should begin with a brief global report as to the results of the quiz, so that students also understand the basis for each lecture’s focus, as well as to remind the

- instructor to address any specific needs within the day's topic
- 4) Quiz results should be used as a discrete basis for grouping people together on a given day for classroom small group activities, based on individual strengths and weaknesses.

### ***Writing assignments***

#### ***Purpose***

Four writing assignments were given in the course, each of which was designed to develop and test students' analytical skills and give them writing practice so as to improve their writing proficiency. The three criteria used to evaluate these assignments were basically the same:

- 1) awareness of the problem or question,
- 2) analytical, methodical approach to finding an answer,
- 3) writing skill

The third criterion basically referred to students' ability to communicate their ideas without resorting to what was termed in class as "fluff", i.e. unnecessary or repetitive statements that did not address the question posed by the assignment – often students' attempts at fulfilling a certain minimum word count for the assignment.

#### ***Implementation***

The wording of the actual assignments, as well as the criteria for evaluation, are provided in the appendix.

#### ***Improvements***

While these assignments definitely encouraged students to think on their own and come up with individual solutions, they could be enhanced by integrating a communal aspect into them. In the spring of 2003, the instructor briefly presented the assignment in class and answered any immediate questions the students had, leaving students to come to the instructor during office hours if further help or clarification was needed. Given the organization of the class around lectures and group work, however, some group activities could be designed to help students begin the assignment by giving them specific analytic tasks, preferably with the use of a language dictionary, that would lay the groundwork for an analysis required of the writing assignment. Moreover, some of the writing assignments could be reformulated so as to encourage students to make a deeper analysis of the issue. More specific suggestions for improving individual written assignments are provided in the appendix after the respective assignment. An overall general improvement would be to provide students with a specific set of grading criteria along with the assignment, so that they would have a clearer understanding of what was expected of them, especially in terms of their writing style.

## **Conclusion:**

### ***Evidence of student learning***

#### ***Assessment***

Students who came to office hours were asked for their comments on how they felt the course was progressing, as well as what suggestions they might make to the course at that time. At midterm, students performed an online course evaluation, the results of which were then presented and discussed in class in a focus group setting. Another evaluation was performed at the end of the semester. Other indicators used for assessing the course were the grades for the written assignment, the quantity and quality of participation both in class and online, and the final exam.

#### ***General results***

As the samples of the last writing assignment, provided in the appendix, indicate, most students were able to develop a systematic approach to the questions posed. However, post-course evaluations showed that most did not gain anything from the textbook, but rather found the lectures in class to be the most fruitful in acquiring new information. Moreover, the variation in language proficiency discouraged some students, who felt that the class was geared towards native or near-native (i.e. returning students) speakers.

In terms of the objectives, the course achieved the following results:

#### **1. Problem-solving skills**

*Assessment technique:* Writing assignments, class participation, final exam

*Results:* Problem-solving skills developed to varying degrees in the course. Student questions during lectures also indicated interest and a certain amount of analytical thinking, though was limited to those students who felt confident in formulating their questions before a group. Writing assignments showed that overall, students did improve in their analytical approach to problem-solving. Especially with regard to verbal affixes, students showed an ability to understand and apply their knowledge in evaluating examples and seeking other examples to illustrate the point. Certain questions of the final exam were especially geared toward this – results of the exams are tabulated by select question in the appendix.

*Suggested improvements:* Students could be encouraged more to make observations about their native language, so as to provide a basis for comparison. At the end of a class session, students could be given the assignment of identifying or perhaps even explaining a grammar rule operating in their own language, such as past tense markings, before beginning the reading for next time. This would be a part of each pre-reading activity for the text assignments. Furthermore, before students begin writing for their writing assignments, they could be asked to draft an outline of what they intend to write and submit this with the finished assignment.

#### **2. Acquisition of grammar**

*Assessment technique:* Writing assignments, online quizzes, final exam

*Results:* Online quiz and exam results showed that most students had a good grasp of rules operating in the German language. Final exam scores by select question is provided in the appendix. A table of quiz results is also included in the appendix. While more than

half the class did not have any difficulty with the grammar, weaker areas among students were the choice of preposition, confusion between accusative and dative case, and adjective endings.

Suggested improvements: More online material could be developed to test students on their level of mastery of certain points of grammar (such as adjective endings).

### 3. **Proficiency in German**

Assessment technique: Class participation, writing assignments, evaluations, anecdotal evidence.

Results: As anecdotal evidence, many students remarked on their increase in vocabulary, although they were not sure if many of the words they had learned would be relevant to everyday use of German. Some students did participate more in class towards the end of the semester by asking more questions or providing their own examples in German. Writing assignments were the main focus in evaluating language development, the results of which varied with each student.

Suggested improvements: This is an area where different students improve at different rates, depending on where they are in their language development. However, the concern as to the relevance of vocabulary could be alleviated by taking more authentic texts as examples, instead of just isolated words.

### 4. **Dictionary skills**

Assessment technique: Small group work, written assignment #4

Results: Most students had increased confidence and competence in using a language dictionary effectively

Suggested improvements:

None

### 5. **Enthusiasm**

Assessment technique: Anecdotal evidence, midterm and post-course evaluations, student enrollment.

Results: Some students approached the professor after the semester and discussed further opportunities for study in linguistics, and have continued with other courses offered in the German curriculum. Specific student comments regarding course content on the post-evaluation were:

- I liked that I learned most of the vocab as a means to understand the subject matter instead of drilling simply vocab. I will help me figure out other meanings just knowing the rules than if I had memorized vocab words.
- Although I am not always able to express myself as I would want in German, I enjoy the class.
- I liked most the laid-back, friendly atmosphere.

Suggested improvements:

Any improvements to the course should also improve this area as well.

G458, Mittwoch, den 23. April 2003

## **Verbale Präfixe, Teil 2**

### **1) ver-**

Das moderne Präfix *ver-* ist eine Verschmelzung aus drei ursprünglich verschiedenen germanischen Präpositionen ist, die im Gotischen (4. Jh.) noch getrennt belegt sind:

*faur* vor, vorbei  
*fra* weg  
*fair* heraus, hindurch

Bedeutungen von *ver-* im heutigen Deutschen:

- 1) die vollständige Durchführung einer Handlung bis zum Ende
- 2) ein restloses, zweckorientiertes Aufbrauchen eines Stoffes
- 3) den verschwenderischen Gebrauch von etwas (meist umgangssprachlich)
- 4) eine Intensivierung
- 5) *weg-* (Basis hat eine "lokale" Bedeutung)

Auf jeder Liste steht auch ein Verb, das eher in eine andere Kategorie paßt. Stellen Sie für jede Liste die Interpretation von *ver-* und auch das Ausnahmeverb fest! In welche Kategorie soll es lieber?

A	B	C	D	E
verschieben	erspüren	verarbeiten	versegeln	verbleiben
verjagen	verfolgen	verbraten	vergären	vermahlen
verdrängen	verschlingen	verspeisen	verpennen	vermeiden
verreisen	versinken	verbacken	verdösen	verhelfen
vergolfen	verändern	vertreiben	vertefonieren	vertrauen

### **2) aus-, ein-, an-, ab-**

laden	beladen	entladen	ausladen		einladen
lecken	belecken	ablecken	auslecken	anlecken	
spucken	bespucken		ausspucken	anspucken	
liefern	beliefern		ausliefern	anliefern	einliefern
ziehen	beziehen	entziehen	ausziehen	anziehen	einziehen

**“Echte Männer essen keine Quiche”**

*(Task: identify and understand saturation of arguments in compounds)*

Was für Männer sind das? Kennen Sie vielleicht welche?

- (1) Frühbucher
- (2) Balkonraucher
- (3) Glatzenkämmer
- (4) Fußföhner
- (5) Handschuhträger
- (6) Kaffeeinfreitrinker (=Koffeinfreitrinker)
- (7) Landungsklatscher
- (8) Sitzplatzreservierer
- (9) Handy-am-Gürtel-Träger
- (10) Teletubbies-zurück-Winker
- (11) Benzinverbrauchsrechner
- (12) Pfützenumläufer
- (13) Nasenhaarschneider
- (14) Stofftier-süß-Finder
- (15) Kassenbonangucker
- (16) Hörnchentunker
- (17) Unterwäschebügler
- (18) Verfallsdatumleser
- (19) Kühlschrankschneidemaschine
- (20) Wangenküsschengeber
- (21) Schwiegermutter-Blumen-Mitbringer
- (22) Bild-von-der-Freundin-im-Geldbeutel-Träger

**Welche Namen können Sie in Ihrer Gruppe erfinden?**

1)

2)

3)

4)

5)

## 1. A comparison of word formation and/or inflection between German and English

*Knowledge/skills targeted:*

- Awareness of grammar rules, in both English (assumed native language) and German
- Reveal their understanding of German language processes
- German writing skills, as well as general analytical writing skills

### Assignment:

Beschreiben Sie kurz (ungefähr eine halbe Seite mit doppeltem Zeilenabstand) 3 besonders auffällige Unterschiede zwischen der Wortbildung und/oder der Flexion im Deutschen und im Englischen! Was kann besonders schwierig sein an der deutschen Wortbildung oder an der deutschen Flexion für Englischsprecher, die Deutsch als Zweitsprache lernen? Geben Sie spezifische Beispiele für die Unterschiede!

Ihr Aufsatz ist auf Deutsch zu schreiben.

Handgeschriebene Aufsätze sind nicht akzeptabel.

Achten Sie dabei auf Deutlichkeit und grammatische Korrektheit! Schlagen Sie nach, wenn Sie nicht sicher sind!

<b>Assignment 1: Compare German with English morphology: what is difficult with German?</b>			
<b>Criteria:</b>	<b>Awareness of grammatical features</b>	<b>Systematic approach to the question</b>	<b>Grammatical correctness / communication skills</b>
Excellent	Perceptive contrast of German AND the native language	Choices of features reflect a systematic approach; some hypothesization as to reasons for difficulties	General control of the language, clear structure to the answer, no fluff
Good	Good and relevant choices reflect difficult areas in German	Three differences are stated independently of each other, possible personalization of the issue	Some fluff, generally minor language errors, three features are easily identifiable in the paragraph
Poor	Obscure or simply incorrect choices: no difference exists or difference was misstated; not enough differences (not 3)	No discussion beyond statement of difference; lack of elucidation or personalization	Major language errors, incomprehensible text; cannot easily identify differences chosen; no clear structure to answer

*Suggestions for improving the assignment:*

Instead of allowing students “free rein” over their choices, it might help focus their problem-solving skills more by adding the following dimension to the problem: students are given relevant data about the speaker of a third language. This language could be more closely related to German and English, such as Dutch or a Scandinavian language, or be completely unrelated, such as Hungarian, Japanese, etc. Given the morphological processes described in that third language, students must choose whether to recommend that the speaker learn German or English,

## Appendix C: Writing assignments and evaluative criteria

based on which language would be easier, which more difficult, and to justify their choice.

### 2. Formulation of gender assignment rules based on a list of nouns provided

*Knowledge/skills targeted:*

- Organization, systematization
- Understanding of linguistic factors that may influence gender assignment
- Awareness of linguistic problems, interest in finding solutions
- Problem-solving skills
- German writing skills, as well as general analytical writing skills

#### **Assignment:**

Unten finden Sie eine Liste von deutschen Substantiven aller drei Genera. Ihre Aufgabe–falls Sie sie annehmen–liegt darin, nach Generalisierungen zu suchen, denen die Genuszuweisung zugrundeliegen könnte! Die Generalisierungen dürfen semantischer oder morphologischer Art sein (sie dürfen auch Gebrauch von früheren Handouts machen). Welche Substantive sind Beispiele für welche Generalisierungen? Suchen Sie weitere Beispiele für Ihre Generalisierungen! Schreiben Sie vollständige Sätze, ggf. kohärente Absätze.

Ihr Aufsatz ist auf Deutsch zu schreiben.

Handgeschriebene Aufsätze sind nicht akzeptabel.

Achten Sie dabei auf Deutlichkeit und grammatische Korrektheit! Schlagen Sie nach, wenn Sie nicht sicher sind!

der Apfel	das Bier	das Bildnis	die Birne
der Boden	die Bohne	der Braten	der Cent
die Couch	das Dach	die Decke	der Diwan
der Dollar	die Erlaubnis	der Essig	der Euro
die Finsternis	das Fleisch	die Frucht	das Gebet
das Gebot	das Gefängnis	das Gemüse	das Geschehnis
das Gewürz	das Gleichnis	die Gurke	der Honig
der Kakao	die Kartoffel	die Kirsche	der Knoblauch
der Kohl	der König	die Mark	die Mauer
der Meerrettich	die Milch	das Obst	die Olive
die/das Öre	die Peseta	der Pfeffer	der Pfirsich
der Rubel	der Saft	der Salat	das Salz
der Senf	der Sessel	das Sofa	der Stuhl
der Teppich	der Tisch	die Traube	das Vermächtnis
die Währung	die Wand	das Wasser	der Wein
die Wildnis	die Zwiebel		

<b>Assignment 2: Finding generalizations of gender assignment to nouns</b>			
<b>Criteria:</b>	<b>Awareness of semantic and morphological features</b>	<b>Systematic approach to the question</b>	<b>Grammatical correctness / communication skills</b>
Excellent	Perceptive, creative use of grammatical features to group items	Clear discussion of reasons for choice of criteria; elegant solution with minimal number or groupings (possibly in various permutations); observations on conflicting criteria; extension of generalizations to other words not on the list; problem areas	General control of the language, clear structure to the answer, complete sentences state criteria and examples, general hypothesis or conclusions at the end no fluff
Good	Correct use of grammatical criteria to group items	Criteria labeled, groups contain at least three words; other words found, some explanation of difficulties	Some fluff, generally minor language errors, sentences smoothly state the criteria and list the examples. Conclusions haphazard in the text but present.
Poor	Incomplete or incorrect grouping of items	Too many separate groups, no other words found to illustrate the group, some words left out or isolated	Major language errors, incomprehensible text; criteria unclear or not provided in complete sentences, major fluff, no discernible conclusions

*Suggestions for improving the assignment:*

Results of this assignment could be summarized and presented in class. Students might also be asked to review a selected number of proposals online, in a double-blind manner. In this way, students are further encouraged to develop their analytical skills, while also learning from each other's language use.

**3. An analysis of the first noun part in noun-noun compound words**

*Knowledge/skills targeted:*

- Organization, systematization
- Analysis according to morphological principles (e.g. understanding of inflection)
- Awareness of linguistic problems, interest in finding solutions
- German writing skills, as well as general analytical writing skills

## Appendix C: Writing assignments and evaluative criteria

### Assignment:

Ein klassisches Problem in der deutschen Wortbildung ist die Bestimmung von der Form des Erstglieds bei Nominalkomposita von der Form N-N. Ihre Aufgabe liegt hier darin, folgende Komposita zu zergliedern und die Form des Erstglieds zu analysieren. Welche Regelmäßigkeiten können Sie feststellen? Welche Unregelmäßigkeiten tauchen auf? Spielt das Genus von dem Erstglied eine entscheidende Rolle? Spielt die Bedeutung von dem Kompositum eine Rolle?

- |                        |                    |
|------------------------|--------------------|
| a. Mutterfreude        | k. Schwesterkind   |
| b. Männerkleidung      | l. Vaterland       |
| c. Buchbinder          | m. Wortbildung     |
| d. Manndeckung         | n. Mannesalter     |
| e. Vätersitte          | o. Geburtstag      |
| f. Mannsbild           | p. Schwesternliebe |
| g. Wörterbuch          | q. Bücherregal     |
| h. Staatsangehörigkeit | r. Einheitspreis   |
| i. Mütterverschickung  | s. Geburtenzahl    |
| j. Staatenbund         | t. Vatersbruder    |

<b>Assignment 3: Form of first word in German N-N compounds</b>			
<b>Criteria:</b>	<b>Awareness of semantic and morphological features</b>	<b>Systematic approach to the question</b>	<b>Grammatical correctness / communication skills</b>
Excellent	Clear and complete demonstration of knowledge of relevant features for both words in the compound, understanding of meaning	Discussion of features investigated for relevance; grouping of items according to criteria (possibly in various permutations); Conclusions drawn, possible problems or counter-examples.	General control of the language, clear structure to the answer, complete sentences state criteria and examples, general hypothesis or conclusions at the end no fluff
Good	Good demonstration of most features, as well as understanding of meaning	Some grouping of items according to features, answering explicit questions aside from generalizations	Some fluff, generally minor language errors, sentences smoothly state the criteria and list the examples. Conclusions haphazard in the text but present.
Poor	Incorrect or omission of obvious feature, no demonstrated understanding of word meaning	Groups are incomplete and omit words on the list that belong, or no groups; no generalizations offered because of too many problems	Major language errors, incomprehensible text; criteria unclear or not provided in complete sentences, major fluff, no discernible conclusions

#### 4. An analysis of word properties based on a news text

*Knowledge/skills targeted:*

- Understanding of the significance of studying morphology
- Proficiency in using a language dictionary
- Understanding of prefixes and suffixes
- Organization, systematization
- German writing skills, as well as general analytical writing skills

Vorarbeit: Lesen Sie den Artikel "US-Verwalter in Bagdad" derart sorgfältig, dass Sie ihn gut verstehen!

Wählen Sie dann 10 der 11 unten aufgeführten Verben aus! Geben Sie jeweils den Infinitiv! Erklären Sie jeweils mit Ihren eigenen Worten die semantischen und grammatischen Auswirkungen von den Präfixen! Vergleichen Sie das präfigierte Verb in dem Artikel mit dem Basis-Verb (dem Verb ohne Präfix). Könnte das Basis-Verb in demselben Satz vorkommen? Wenn ja, müsste der Satz grammatisch abgeändert werden? Wie? (Diese Information ist in Ihrem Wörterbuch zu finden!) Hätte der Satz mit dem unpräfigierten Verb die gleiche Bedeutung? Wenn nein, was würde der Satz bedeuten? Gibt es überhaupt ein entsprechendes unpräfigiertes Verb?

1. Absatz:  
(1) besuchte

2. Absatz:  
(2) unterstellt  
(3) verwalten

3. Absatz:  
(4) begleitet  
(5) vergrößern

5. Absatz:  
(6) beklagt

6. Absatz:  
(7) erklärten

7. Absatz:  
(8) begehen  
(9) verehrten

8. Absatz:  
(10) beenden  
(11) übernehmen

Appendix C: Writing assignments and evaluative criteria

<b>Assignment 4: Semantic and syntactic differences in prefixed verbs based on authentic text</b>			
<b>Criteria:</b>	<b>Awareness of semantic and morphological features</b>	<b>Systematic approach to the question</b>	<b>Grammatical correctness / communication skills</b>
Excellent	demonstrated understanding of meaning and grammatical differences between prefixed and non-prefixed verb	Clear discussion and implementation of the differences between prefixed and non-prefixed form. Conclusions drawn about verbs and prefixes.	General control of the language, clear structure to the answer, complete sentences state criteria and examples, general hypothesis or conclusions at the end no fluff
Good	Some minor errors in answers, particularly in terms of syntactic differences	Clear discussion and implementation of the differences between prefixed and non-prefixed form, role of the prefix, but no conclusions drawn.	Some fluff, generally minor language errors, sentences smoothly state the criteria and list the examples. Conclusions haphazard in the text but present.
Poor	gross errors in answers; lack of understanding of meanings	No awareness of generalizations across prefixes or verbs	Major language errors, incomprehensible text; criteria unclear or not provided in complete sentences, major fluff, no discernible conclusions

## **Student samples: Excellent**

besuchte – be|suchen

(besuchen: to visit) (suchen: to search for)

In diesem Wort ändert die Bedeutung des Wortes wenn es zu Beginn des Wortes ein Präfix (be-) gibt.

*Der ehemalige US-General traf Angehörige der US-Militärverwaltung und **suchte** unter anderem ein geplündertes Krankenhaus und eine Anlage zur Stromerzeugung.* (passt, aber hat andere Bedeutung)

Nein, könnte das Basis-Verb in demselben Satz nicht benutzt sein, weil die Bedeutung ganz anderes ist. Suchen und besuchen bedeuten zwei ganz verschiedene Dinge. Das verändert die Bedeutung des Satzes.

(nein)

unterstellt – unter|stellen

(unterstellen: to put someone in charge of someone or something) (stellen: to put/to place)

Das Präfix hier ändert die Bedeutung des Wortes nicht so viel. Das Präfix „unter“ deutet ein spezifisches Ort, oder hier ein (militarische/offizielle) Glied. Wenn man das Präfix „unter“ am Beginn des Wortes steckt, beschreibt es wo und wie etwas steht. (?)

*Garner ist Chef der Behörde für den Wiederaufbau Iraks und humanitäre Hilfen (OHRA) und dem Befehlshaber für die US-Truppen im Land, General Tommy Franks, **stellt**.*

Ich glaube, dass man dieses Wort in diesem Satz ohne den Präfix nicht benutzen kann, weil dieser Satz eine militärische Bedeutung braucht. Wenn man etwas stellt (wie am Tisch usw.) gibt es keine militärische Bedeutung.

(nein, ich meine nicht)

verwalten – ver|walten

(verwalten: to administer/manage/conduct) (walten: to be at work)

Diese Präfix ist wie ein zweckorientiertes Aufbrauchen benutzt. Walten ist ähnlich mit arbeiten, weil verwalten hat eine mehr spezifische Bedeutung für eine spezifische Arbeitsform.

*Seine in Kuwait ansässige Behörde soll dem Willen der US-Regierung zufolge das Land **walten**, bis seine irakische Übergangsregierung vorbereitet ist.* (Ja; nein)

Diese Wörter haben ähnliche Bedeutungen, aber nicht genau die selbe. Der Satz hat eine leichte verschiedene Bedeutung, weil „verwalten“ ist ein mehr spezifisches Form von „walten.“ Man kann aber jeder Wort benutzen.

(ja)

begleitet – be|gleiten

(begleiten: to accompany/escort) (gleiten: to glide/slide/slip)

Hier ist noch ein anderes Verb mit einem Präfix, das die Bedeutung des Wortes ändert.

*Der Ex-General wurde von seinem Stellvertreter, dem Briten Tim Cross, und rund 19 Mitarbeitern **gleitet**.* (passt nicht)

[Jetzt bedeutet der Satz nicht „mit jemandem gehen“ sondern „das Gleichgewicht verlieren“]

Also, könnte das Wort in diesem Satz nicht vorkommen.

## Appendix D: Writing assignments: Student samples

(nein)

vergrößern – ver|größern

(vergrößern: to enlarge/magnify/increase/expand) (größern: to grow larger)

Hier ist ein Beispiel von einem Verb der nicht viel ändert. Das Präfix ver- hier ist eine Intensivierung. Die Bedeutung von dem Verb ohne das Präfix ist das gleiche wie der Verb mit dem Präfix.

*Das Team soll sic him Laufe der Woche auf 450 Mitglieder **größern**.* (passt)

Dieses Wort kann in diesem Satz vorkommen, weil die Bedeutung des Wortes ändert nicht.

(ja)

beklagen – be|klagen

(beklagen: to lament/deplere/complain) (klagen: to lament)

Hier ist noch ein Beispiel von einem Verb dessen Bedeutung nicht viel ändert, genauso wie „größern/vergrößern.“ Also, dieses Präfix an diesem Verb ändert der Satz selbst.

*Seit dem Einmarsch der Amerikaner am 9. April hatten sie sich immer wieder die mangelnde Sicherheit auf den Straßen und das Fehlen von Elektrizität und Gas **geklagt**.* (passt) (Ja, das Basis-Verb kann in dem selben Satz vorkommen.)

Die Regel die ich hier benutzt habe ist: PP(über) → Obj.

Weil es eine Regel gibt, musst der Satz grammatisch verändert sein. Der Satz haltet die gleiche Bedeutung mit oder ohne das Präfix.

(Ja – klagen und beklagen haben die gleiche Bedeutung)

erklärten – er|klären

(erklären: to explain) (klären: to purify/clear/clear up/clarify)

Hier sind zwei Verben, die fast die gleiche Bedeutungen haben. Vielleicht können sie (in spezifische Kontexte) in dem selben Satz benutzt sein. Erklären bedeutet etwas, zum Beispiel eine Idee, zu klären oder klar zu machen. Also kann man diese Verben auswechseln.

*Die Demonstranten **klärten** (die Situation) US-Militärs hätten den Schiitenführer und drei seiner Mitstreiter wenige Stunden zuvor auf dem Weg von Bagdad ins südlich der Hauptstadt gelegene Kerbela „ohne jeden Grund festgenommen“.*

(Ja, das Basis Verb kann in demselben Satz vorkommen, und es müsste nicht verändert werden.)

In diesem Satz ändert die Bedeutung des Satzes nur wenig, aber man kann noch die Bedeutung verstehen.

(ja, meine ich – klären und erklären haben fast die gleiche Bedeutung)

begehen – be|gehen

(begehen: to walk on/inspect/observe) (gehen: to go/walk)

Diese zwei Verben haben ähnliche Bedeutungen, aber sie sind nicht genau das gleiche. Also das Präfix hier ändert die Bedeutung ein Bisschen.

*In dem Wallfahrtsort Kerbela **gehen** die schiitischen Muslime an diesem Dienstag das Ende der 40-tägigen Trauerzeit...* (passt nicht/nicht genau – man kann den Basis-Verb hier nicht benutzen)

Mit dem Basis-Verb hat der Satz die gleiche Bedeutung nicht. Der Satz bedeutet nicht mehr dass die Muslime endet der Trauerzeit mit einer Beobachtung, sondern dass sie von Punkt A bit Punkt B reisen. Also die Bedeutung ist ganz anders in dieser Situation.

(nicht hier)

## Appendix D: Writing assignments: Student samples

verehrten – ver|ehren

(verehren: to revere/worship,adore/admire) (ehren: to honor/respect)

Hier ist noch ein Beispiel von Intensivierung. Das Präfix „ver-“ ist hier als Intensivierung benutzt. Verehren ist eine noch intensiver Form von „ehren.“ Es kann vielleicht in dem selben Satz benutzt sein. Die Bedeutung des Satzes würde nicht ändern.

*In dem Wallfahrtsort Kerbela begehen die schiitischen Muslime an diesem Dienstag das Ende der 40-tägigen Trauerzeit für den von ihnen **ehrten** Märtyrer Hussein.*

Die Bedeutung und Grammatik des Satzes ändert nicht, aber das Präfix „ver-“ macht den Verb noch intensiver.

(Ja)

übernehmen – über|nehmen

(übernehmen: to take over [something]) (nehmen: to take)

Diese Präfix hat etwas mit der spezifischen Bedeutung des Wortes. Nehmen bedeutet nach etwas zu reichen und die Sache zu erreichen, und übernehmen bedeutet etwas als ihre eigene zu erfordern und kontrollieren. Also in diesem Satz kann die Verben nicht gewechselt sein.

*Der Geistliche solle einen wichtigen Posten in der Hauza Ilmija, der wichtigsten schiitischen Religionsschule des Landes in Nadschaf, **nehmen**. (passt nicht)*

Wenn man die zwei verschiedene Verben benutzen will, muss man verstehen, dass die Bedeutung des Satzes auch ändern wird, weil die zwei Verben zwei verschiedene Bedeutungen haben.

(nein)

***Student samples: Good***

1. Der ehemalige US-General besuchte unter anderem geplündertes Krankenhaus und eine Anlage zur Stromerzeugung.

Besuchen: Wenn man hier das Präfix BE wegnimmt bekommt diesen Satz eine ganz andere Bedeutung. Besuchen ist ein Vorgangsverb, und Suchen ist ein Tätigkeitsverb. Anstatt irgendwohin zu gehen und etwas angucken oder einfach anwesend zu sein (Besuchen), man geht irgendwo hin und versucht irgendetwas zu finden (suchen). Die beiden Verben können nicht in die gleichen Sätze vorkommen denn sie haben verschiedene Bedeutungen.

3. Seine in Kuwait ansässige Behörde soll der Wille der US-Regierung zufolge des Lands verwalten.

Verwalten: VER als Präfix heißt hier dass eine vollständige Durchführung bis zum Ende gemacht wird. Wenn man das Präfix wegnimmt, ist diesen Satz sinnlos deshalb sind die beide Verben nicht tauschbar. Man könnte hier andere Verben benutzen, sowie Zu Ständen Bringen.

4. Der Ex- General wurde von seinem Stellvertreter und rund 19 Mitarbeitern begleitet.

Begleiten: Begleiten heißt mit man irgendwohin zu gehen oder man irgendwohin zu bringen, demgegenüber gleiten heißt rutschen oder so ähnlich. Geleiten nimmt kein D.O aber Begleiten muss ein D.O haben um das Verb zu sättigen. Sie werden anders verwendet.

5. Das Team soll sich im Laufe der Woche auf 450 Mitglieder vergrößern.

Vergrößern: das VER Präfix in diesem Satz heißt das es eine Intensivierung gibt. Wenn man das Präfix weg nimmt bekommt man Größern und das ist kein Wort.

6. ...am 9. April hatten sie sich immer wieder über die mangelnde Sicherheit auf den Strassen und das Fehlen von Elektrizität und Gas beklagt.

Beklagen: beklagen hat das fakultative Präposition über und ist Reflexiv. Andererseits, klagen hat zwei fakultative Präpositionen, über und um. Klagen wird oft mit Jura verwendet. Sie können einander nicht ersetzen.

7. Die Demonstranten erklärten, .....

Erklären: erklären heißt etwas ausdeuten, mit Detail sagen, und Klären heißt nicht mehr unklar machen, durchsichtiger machen. Die Verben können hier nicht getauscht werden, weil die Bedeutung des Satzes geändert wird. Erklären braucht kein D.O aber Klären schon.

8 & 9. In dem Wallfahrtsort Kerbela begehen die schiitischen Muslime an diesem Dienstag das Ende der 40- tagigen Trauerzeit für den von ihnen verehrten Märtyrer Hussein.

Begehen: Mit dem Präfix BE muss dieses Verb ein D.O haben, aber ohne BE heißt es einfach gehen, gehen braucht nur ein Subjekt. Begehen ist hat nicht mit Bewegung zu tun aber gehen schon.

Verehren: verehren hier ist eine Verstärkung von ehren. Das Verb kann mit ehren getauscht werden und der Satz wird das gleiche bedeuten.

10. Sie wollten ihren Protest erst beenden, wenn el Fartousi freigelassen werde.

## Appendix D: Writing assignments: Student samples

Beenden: Beide Verben haben sie selbe Struktur, grammatischen Auswirkungen und werden fast ähnlich benutzt.

11. Der Geistlich solle einen wichtigen Posten in der Hauza Ilmija, ... übernehmen.

Übernehmen: Dieses Verb hat eine untrennbare Präposition als Präfix. Mit über als Präfix hat dieses Verb eine andere Bedeutung als Nehmen. übernehmen heißt dass Man etwas weiter macht dass irgendjemand nicht mehr tun will, oder tun darf. Demgegenueber, Nehmen heißt einfach dass man etwas von irgendjemand aktiv bekommt so zu sagen.

***Student samples: Poor***

“Besuchen” bedeutet etwas ganz anders als das Basis-Verb, “suchen.” Wenn man “suchen” in dieser Satz benutzt, wird der Satz nicht bedeuten das Garner nach ein Krankenhaus und einer Anlage reist und angückte, sondern das er probiert diese Orten für etwas.

“Unterstellen” bedeutet in dieser Satz etwas wie beleitet. Wenn man unterstellt durch das Basis-Verb “stellen” ersetzt, wurde das Satz kein Sinn machen, und es gibt so weit ich wisse kein entsprechendes unpräfigiertes Verb.

“Begleiten” und “gleiten” haben nichts mit einander zu tun, Man kann gleiten nicht in dieser Satz benutzen.

“Größern” gibt es nicht als Verb und deswegen kann man “vergrößern” durch größern in der Satz nicht ersetzen.

Klagen und beklagen haben die gleiche bedeutung und klagen könnte in der Satz benutzt ohne grammatische änderungen.

“Erklären” und “klären” sind nicht austauschbar in dieser Satz weil obwohl die Bedeutungen von der zwei Verben ähnlich sind, die sind nicht ähnlich genug um die Veben zu austauschen.

“Gehen” ist durch “begehen” total nicht ersetzbar. “Gehen” hat nichts zu tun mit jubeln oder feiern oder irgendetwas anders das mit begehen etwas zu tun hat. Um ein unpräfigiertes Verb zu benutzen in dieser Satz würde man “feiern” benutzen müssen.

“Verehren” und “ehren” haben die gleichen Bedeutung und ehren können mit ein paar grammatischen änderungen in dieser Satz benutzt, zwar: “...an diesem Dienstag das Ende der 40-tägigen Trauerzeit für den ehrten Märtyrer Hussein.”

“Enden” kann statt “beenden” in der 8. Absatz benutzt wie folgt: Die Demonstranten...erklärten, sie wollten dass ihr Protest erst endet....”
















“Übernehmen” in der 8. Absatz kann nicht durch das Basis-Verb, “nehmen” ersetzt.

Appendix E: Results of select questions from final exam















Question	Testing for:	# incorrect
(1) Wie sagt man auf Deutsch <i>the Romans' destruction of the city</i> ?	case	4
(2) Erklären Sie den Bedeutungsunterschied: a. Eine Mücke hat mich gestochen. b. Eine Mücke hat mich zerstoehen.	verbal affixation	1
(3) Geben Sie ein Beispiel von einem Verb, wo das Präfix <i>ent-</i> eine Trennung bezeichnet!	verbal affixation, proficiency in generation of examples	4
(4) Nennen Sie ein <i>be-</i> Verb, das nicht ohne Präfix vorkommt!	proficiency in generation of examples	2
(5) Geben Sie zwei Beispiele von <i>be-</i> Verben mit völlig anderen Bedeutungen als die Basisverben! Erklären Sie den Unterschied in der Bedeutung!	proficiency in generation of examples	
(6) Geben Sie <i>zwei</i> Bedeutungen von dem Präfix <i>ver-</i> im heutigen Deutschen mit jeweils zwei Beispielsverben!	verbal affixation, proficiency in generation of examples	7
(7) Setzen Sie die nötigen Präpositionen ein! Erklären Sie den dann den Bedeutungsunterschied zwischen den a-Sätzen und den b-Sätzen! a. Der Spion schießt _____ den Polizisten. b. Der Spion erschießt den Polizisten.	verbal affixation, prepositions and case	12
a. Die Studenten haben ___ ihre Rechte gekämpft. b. Die Studenten haben ihre Rechte erkämpft.		2
(8) Umschreiben Sie die folgenden Sätze, indem Sie das unpräfigierte Verb durch ein mit <i>be-</i> präfigiertes Verb ersetzen! a. Nur Einsiedler wohnen auf dieser Insel. b. Ich muss Mehl auf den Teig schütteln. c. Die Künstlerin spritzt Farbe an die Wand.	verbal affixation, prepositions and case	7
d. Wir jammern noch über unseren großen Verlust.	verbal affixation, prepositions and case and adjective endings	6

## Appendix F: Results from online quizzes























### *Plurals*

	No.	Percent Correct	Correct / Possible
ID 92846	1.	72% 	73/102
ID 92848	2.	98% 	50/51
ID 92855	3.	84% 	43/51
ID 92857	4.	96% 	49/51
ID 92864	5.	67% 	68/102
ID 92870	6.	88% 	45/51
ID 92875	7.	61% 	188/306
ID 92853	8.	91% 	372/408
ID 92850	9.	93% 	380/408
ID 92859	10.	98% 	100/102
ID 92862	11.	65% 	66/102
ID 92887	12.	90% 	92/102
ID 92889	13.	78% 	40/51
ID 92890	14.	80% 	41/51
ID 92888	15.	84% 	86/102












### *Verbs and case*

	No.	Percent Correct	Correct / Possible
ID 134161	1.	74% 	52/70
ID 134162	2.	57% 	40/70
ID 134163	3.	64% 	45/70
ID 134179	4.	36% 	25/70
ID 134180	5.	74% 	78/105
ID 134181	6.	65% 	68/105
ID 134182	7.	46% 	41/90
ID 134182	8.	70% 	7/10
ID 134183	9.	70% 	49/70
ID 134184	10.	50% 	53/105
ID 134185	11.	50% 	52/105
ID 134186	12.	59% 	62/105
ID 134187	13.	61% 	64/105
ID 134188	14.	0% 	8/0

### ***Adjective endings***

	No.	Percent Correct		Correct / Possible
<b>ID 99569</b>	<b>1.</b>	<b>84%</b>		27/32
<b>ID 99570</b>	<b>2.</b>	<b>100%</b>		32/32
<b>ID 99571</b>	<b>3.</b>	<b>91%</b>		29/32
<b>ID 99583</b>	<b>4.</b>	<b>88%</b>		28/32
<b>ID 99584</b>	<b>5.</b>	<b>84%</b>		27/32
<b>ID 99587</b>	<b>6.</b>	<b>100%</b>		32/32
<b>ID 99588</b>	<b>7.</b>	<b>100%</b>		32/32
<b>ID 99589</b>	<b>8.</b>	<b>94%</b>		30/32
<b>ID 99590</b>	<b>9.</b>	<b>94%</b>		30/32
<b>ID 99592</b>	<b>10.</b>	<b>34%</b>		11/32
<b>ID 99593</b>	<b>11.</b>	<b>91%</b>		29/32
<b>ID 99594</b>	<b>12.</b>	<b>84%</b>		27/32
<b>ID 99595</b>	<b>13.</b>	<b>100%</b>		32/32
<b>ID 99596</b>	<b>14.</b>	<b>91%</b>		29/32
<b>ID 99597</b>	<b>15.</b>	<b>91%</b>		29/32
<b>ID 99598</b>	<b>16.</b>	<b>84%</b>		27/32
<b>ID 99599</b>	<b>17.</b>	<b>34%</b>		11/32
<b>ID 99600</b>	<b>18.</b>	<b>22%</b>		7/32
<b>ID 99601</b>	<b>19.</b>	<b>41%</b>		13/32
<b>ID 99602</b>	<b>20.</b>	<b>72%</b>		23/32
<b>ID 99603</b>	<b>21.</b>	<b>54%</b>		87/160

***be- verbs and verbs+prepositions***

	No.	Percent Correct		Correct / Possible
<b>ID 146995</b>	<b>1.</b>	<b>45%</b>		25/56
<b>ID 146998</b>	<b>2.</b>	<b>88%</b>		49/56
<b>ID 146999</b>	<b>3.</b>	<b>79%</b>		44/56
<b>ID 147000</b>	<b>4.</b>	<b>68%</b>		38/56
<b>ID 147002</b>	<b>5.</b>	<b>82%</b>		46/56
<b>ID 147003</b>	<b>6.</b>	<b>88%</b>		49/56
<b>ID 147004</b>	<b>7.</b>	<b>80%</b>		45/56
<b>ID 147005</b>	<b>8.</b>	<b>89%</b>		50/56
<b>ID 147006</b>	<b>9.</b>	<b>69%</b>		77/112
<b>ID 147007</b>	<b>10.</b>	<b>73%</b>		102/140