



To the Student:

After your registration is complete and your proctor has been approved, you may take the Credit by Examination for German 2A.

WHAT TO BRING

- You must bring a recording device such as an audiocassette tape or digital sound recorder. **Please contact your proctor for the correct device needed.** For digital recordings, your device must have sound-recording software already installed and be able to record in **.wav** or **.mp3** format.
- Depending on your proctor's requirements, you must also bring one blank audiocassette tape (full size only), CD-R or CD-RW (full size only), or a small USB flash drive on which to save your recording.

ABOUT THE EXAM

The examination for the first semester of German II consists of nine parts:

- Listening Comprehension
- Vocabulary
- Reading Comprehension
- Vocabulary & Grammar
- Grammar/Structure
- Culture
- Writing: Conjunctions
- Interpersonal Writing
- Presentational Speaking

There will be 70 multiple choice and true/false questions, worth one point each, plus a five sentence writing section, worth 10 points. The Interpersonal Writing (postcard) and the Presentational Speaking sections (city sites) are worth 20 points each, for a total of 120 points for the entire exam. A CD will be provided for the Listening Comprehension portion of the examination. The Speaking section will require you to compose and record a writing assignment on your own blank recording medium.

The exam is based on the Texas Essential Knowledge and Skills (TEKS) for this subject in conjunction with the ACTFL Proficiency Guidelines 2012 and the ACTFL Performance Descriptors for Language Learners. The full list of TEKS is included in this document (it is also available online at the Texas Education Agency website, <http://www.tea.state.tx.us/>). The TEKS

outline specific topics covered in the exam, as well as more general areas of knowledge and levels of critical thinking. Use the TEKS to focus your study in preparation for the exam.

The examination will take place under supervision, and the recommended time limit is three hours. You may not use any notes or books. A percentage score from the examination will be reported to the official at your school.

In preparation for the examination, review the TEKS for this subject. All TEKS are assessed. It is important to prepare adequately. Since questions are not taken from any one course, you can prepare by reviewing any of the state-adopted textbooks such as *Deutsch Aktuell* or *Komm Mit!*

Review the concepts and vocabulary covered by the practice exam included in this overview. Answer all the questions on the practice exam, then check your responses with the answer key provided.

Good luck on your examination!

German 2A CBE Overview

Here is a checklist of concepts which you will want to review as you prepare for the CBE. The following will be covered on the exam:

1. Through listening, you will need to choose appropriate responses in a conversational context.
2. Through listening, you will follow along on a map to directions given, and determine the destination. You will need to understand words and phrases such as *geradeaus*, *nach rechts/links*, *Ampel und Stoppschild*, *an der/dem...vorbei*. The city site and preposition vocabulary is the same as for #11 below.
3. You will need to be able to read and interpret a German inner city map and be able to answer true/false questions.
4. You will need to be able to read a text and determine whether the following statements are true, false, or no information was given.
5. You will need to know the difference in use between *kennen* and *wissen*, and know the conjugated forms of both verbs.
6. You will need to know the difference in use between *waren* and *hatten*, and know the conjugated forms of both verbs.
7. You will need to know the conversational past tense (also called present perfect).
 - You need to be familiar with the structure of the present perfect tense: auxiliary verb *haben* or *sein*, plus the past participle form of the verb.
 - You need to know the participle structure for regular verbs like *machen*.
 - You need to know the participle structure for irregular verbs like *essen*.
 - You need to know the participle structure for verbs with non-separable prefixes (i.e., *besuchen*) and verbs ending on *-ieren* (i.e., *sortieren*) that don't take a *ge-* when forming the participle.
 - You need to know the participle structure for separable prefix verbs.
 - You need to know when to use *haben* versus *sein* for the auxiliary verb.
8. You will be asked to answer general questions about German culture. The questions focus on vacation and German city life.
9. You will combine two sentences into one sentence with either two main clauses (using conjunctions *und*, *aber*, *denn*, *oder*) or a main and a subordinate clause (using conjunctions *weil*, *dass*, *ob*, or any interrogative as a subordinating conjunction, such as *wo*, *wie*, *was*, *warum*, *wer*, etc.

10. You will be asked to write a postcard in German. You will need to know how to write the German address on a letter or postcard and describe your trip, including reporting about things you did (in conversational past tense).
11. You will be asked to record the description of inner city sites, based on a map given. You will need to use the phrases below to express that something is located on a certain street or plaza. You will demonstrate your understanding of when to use a definite article (the) versus an indefinite article (*ein/eine/einen*) in use with the phrases listed below. You will also use dative prepositions to specify the location of those sites.
- **es gibt** (followed by ein/eine/einen in accusative case)
 - **die Stadt hat** (followed by ein/eine/einen in accusative case)
 - **ist** (literally “is”) in der...straße (on...street)
 - **befindet sich** (is located) am...platz (on...plaza)
 - ◇ **an der Ecke** Hauptstraße und Wilhelmstraße (no “von”!)
 - ◇ **neben** (der Tankstelle/dem Krankenhaus)
 - ◇ **gegenüber von** (der Bushaltestelle/dem oder vom Bahnhof)
 - ◇ **in der Nähe von** (dem Hotel/der U-Bahnstation)
 - ◆ das Theater, das Museum
 - ◆ das Rathaus, die Kirche
 - ◆ der Zoo, der Park
 - ◆ die Bank, die Post
 - ◆ das Cafe, der Marktplatz
 - ◆ der Supermarkt, der Obstladen
 - ◆ der Bäcker/die Bäckerei, der Metzger/die Metzgerei
 - ◆ der Kaufhaus, das Einkaufszentrum

1. Das Krankenhaus befindet sich am Frauenplatz.
 - A. correct
 - B. incorrect
2. Es gibt eine U-Bahnstation gegenüber vom St. Anna-Kloster.
 - A. correct
 - B. incorrect
3. Die Innenstadt hat sechs Parkgaragen.
 - A. correct
 - B. incorrect
4. Die U-und S-Bahnstation Marienplatz ist neben dem Neuen Rathaus.
 - A. correct
 - B. incorrect

In the following set of sentences, choose the correct form of “to know.”

5. Ich _____ dich nicht. Wie heißt du?
 - A. weißt
 - B. weiß
 - C. kenne
 - D. kennst
6. _____ ihr schon den neuen Biologielehrer?
 - A. Wissen
 - B. Wisst
 - C. Kennen
 - D. Kennt
7. Ich will _____, ob ich eine Eins in Geschichte bekommen habe.
 - A. wissen
 - B. weiß
 - C. kennen
 - D. kenne

continued →

In the following set of sentences, decide whether you use the past tense of *sein* or *haben*, and then choose the correct verb form.

8. Wir _____ schlechtes Wetter in den Bergen.
- A. hatte
 - B. hatten
 - C. war
 - D. waren
9. Das Wetter _____ nur am Morgen schön.
- A. hattet
 - B. hatten
 - C. war
 - D. wart
10. Mein Fußballclub _____ am Wochenende für ein Turnier in Hamburg.
- A. hatten
 - B. hatte
 - C. waren
 - D. war

GRAMMAR/STRUCTURE

Based on the word order of the subordinate clause, decide whether you would use *denn* or *weil* for “because.”

11. Ich mache Sport in meiner Freizeit, _____ ich gut aussehen will.
- A. denn
 - B. weil
12. Wir können heute nicht in den Zoo gehen, _____ wir müssen Hausaufgaben machen.
- A. denn
 - B. weil

Fill in the correct form of the conversational past tense (present perfect tense).

13. Meine Geschwister _____ den Rasen _____.
- A. hat / gemähen
 - B. ist / mäht
 - C. haben / gemäht
 - D. hatte / gemähe

14. Mein Vater _____ heute Morgen sein Auto _____.
- A. haben / polieren
 - B. ist / gepolieren
 - C. hatte / gepoliert
 - D. hat / poliert
15. _____ du mir eine E-Mail _____?
- A. hattest / schreiben
 - B. hast / schreibt
 - C. bist / geschrieben
 - D. hast / geschrieben
16. Wir _____ die Pizza _____.
- A. haben / bezahlt
 - B. hatten / gezahlt
 - C. haben / bezahlt
 - D. sind / bezahlt
17. Kathi _____ zur Schule _____.
- A. ist / gelaufen
 - B. haben / gelaufen
 - C. hat / gelaufen
 - D. hat / gelaufen

CULTURE

In the following set, you will find statements about German culture. Decide whether these statements are *correct* or *incorrect*.

18. German students who live in the inner city take a school bus to school.
- A. richtig
 - B. falsch
19. You have to pay for plastic bags in German supermarkets.
- A. richtig
 - B. falsch
20. German students can get their drivers license at 16.
- A. richtig
 - B. falsch

WRITING: CONJUNCTIONS

The following sentences need to be logically combined together (they are not necessarily in the right order!), using the conjunction in parentheses. Be careful to consider whether the conjunction is coordinating or subordinating when you compose your sentences as the word order may change.

1. (weil) Ich war krank. Ich bin gestern nicht in die Schule gegangen.
2. (warum) Ich weiss nicht. Du bist immer so traurig.
3. (dass) Ich will zu Hause bleiben. Er versteht nicht.
4. (und) Beate will ihn dort besuchen. Klaus will in Deutschland studieren.

German 2A Practice Exam Answer Key

Multiple Choice

- | | | |
|------|-------|-------|
| 1. B | 8. B | 15. D |
| 2. B | 9. C | 16. C |
| 3. A | 10. D | 17. A |
| 4. A | 11. B | 18. B |
| 5. C | 12. A | 19. A |
| 6. D | 13. C | 20. B |
| 7. A | 14. D | |

Writing: Conjunctions

1. Ich bin gestern nicht in die Schule gegangen, weil ich krank war.
2. Ich weiss nicht, warum du immer so traurig bist.
3. Er versteht nicht, dass ich zu Hause bleiben will.
4. Klaus will in Deutschland studieren, und Beate will ihn dort besuchen.

**Texas Essential Knowledge and Skills
GERM 2A – German, Level II, First Semester**

§114.40. Level II, Novice High to Intermediate Low Proficiency (One Credit), Adopted 2014.

(a) General requirements.

(1) Level II can be offered in elementary, middle, or high school. At the high school level, students shall be awarded one credit for successful completion of this course. Successful completion of Level I, achieving a Novice Mid to Novice High proficiency level, or demonstrated equivalent proficiency as determined by the district is a prerequisite for this course.

(2) Students of logographic languages such as Chinese and Japanese and non-Romance and non-Germanic languages such as Arabic and Russian will require more time to achieve proficiency, especially in reading and writing. Initially, the skill focus should be placed on speaking and listening without ignoring reading and writing in the target language's writing system. As the students become more proficient, a balanced emphasis of all four skills becomes more attainable.

(3) Districts may offer a level of a language in a variety of scheduling arrangements that may extend or reduce the traditional schedule when careful consideration is given to the instructional time available on a campus and the language ability, access to programs, and motivation of students.

(b) Introduction.

(1) The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.

(2) Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage in conversations, to present information to an audience, and to interpret culturally authentic materials in the language of study. The American Council on the Teaching of Foreign Languages (ACTFL) identifies three modes of communication: interpersonal, interpretive, and presentational.

(A) In the interpersonal mode of communication, students engage in direct oral or written communication with others. Examples of this "two-way" communication include but are

not limited to conversing face to face, participating in digital discussions and messaging, and exchanging personal letters.

(B) In the interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this type of "one-way" reading or listening include but are not limited to comprehension of digital texts as well as print, audio, and audiovisual materials.

(C) In the presentational mode of communication, students present orally or in writing information, concepts, and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this "one-to-many" mode of communication include but are not limited to presenting to a group; creating and posting digital content; or writing reports, compositions, or articles for a magazine or newspaper.

(3) The use of age-level appropriate and culturally authentic resources is imperative to support the teaching of the essential knowledge and skills for languages other than English (LOTE). The use of culturally authentic resources in world language study enables students to make connections with other content areas, to compare the language and culture studied with their own, and to participate in local and global communities.

(4) Students recognize the importance of acquiring accuracy of expression by knowing the components of language, including grammar, syntax, register, appropriate discourse level, and text type.

(5) Students in Level II are expected to reach a proficiency level of Novice High to Intermediate Low, as defined in the ACTFL Proficiency Guidelines 2012 and the ACTFL Performance Descriptors for Language Learners.

(A) Students at the Novice High proficiency level express meaning in simple, predictable contexts through the use of learned and recombined phrases and short sentences. Novice High students are best able to understand sentence-length information within highly contextualized situations and sources. Novice High students may generally be understood by sympathetic listeners and readers accustomed to dealing with language learners. Novice High students are consistently successful when performing Novice-level tasks. Novice High students show evidence of Intermediate Low proficiency but lack consistency.

(B) Students at the Intermediate Low proficiency level express meaning in straightforward and personal contexts by combining and recombining what they know, what they read, and what they hear in short statements and sentences. Intermediate Low students are able to understand some information from simple connected statements in oral or written sources. Intermediate Low students are generally understood by sympathetic listeners and readers accustomed to dealing with language learners. Intermediate Low students are inconsistently successful when performing Intermediate-level tasks.

(C) By the end of Level II, students of logographic languages should perform on a Novice Mid to Novice High proficiency level for reading and writing. In listening and

speaking, students of logographic languages should perform on a Novice High to Intermediate Low proficiency level. Students at the Novice Mid proficiency level express meaning in highly predictable contexts through the use of memorized and recalled words and phrases. Novice Mid students are best able to understand aural cognates, borrowed words, and high-frequency, highly contextualized words and phrases with repetition. Novice Mid students may be difficult to understand by the most sympathetic listeners and readers accustomed to dealing with language learners. Novice Mid students are inconsistently successful when performing Novice-level tasks.

(D) Students who have fully or partially acquired the skills required at each proficiency level through home or other immersion experiences are known as heritage speakers. Heritage speakers may be allowed to accelerate based on their ability to demonstrate a proficiency in the Texas essential knowledge and skills for LOTE across all modes of communication at the prescribed proficiency level.

(6) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

(A) ask and respond to questions about everyday life with simple elaboration in spoken and written conversation;

(B) express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation;

(C) ask and tell others what they need to, should, or must do with simple supporting reasons in spoken and written conversation;

(D) articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation;

(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures; and

(F) interact and react in writing using culturally appropriate expressions, register, and style.

(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive

mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:

- (A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts;
- (B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials;
- (C) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials; and
- (D) identify cultural practices from authentic print, digital, audio, and audiovisual materials.

(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

- (A) express and support an opinion or preference orally and in writing with supporting statements; and
- (B) describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration.

Source: The provisions of this §114.40 adopted to be effective July 15, 2014, 39 TexReg 5385.