



To the Student:

After your registration is complete and your proctor has been approved, you may take the Credit by Examination for German 1A.

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 I consists of seven parts:

- Listening Comprehension
- Reading Comprehension
- Grammar and Structures
- Vocabulary
- Culture
- Writing
- Speaking

There will be 60 multiple choice and true/false questions. A CD will be provided for the Listening Comprehension portion of the examination. The Writing and Speaking sections will require you to compose and record a reading 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 two 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 1A CBE Overview

The German 1A Credit by Examination encompasses the following knowledge and skills:

1. **Listening Comprehension:** You will listen to recordings of statements and questions. Tasks include (but are not limited to) determining
 - numbers;
 - German letters/ABCs;
 - basic vocabulary such as colors, family members, how people look (hair, eyes), furniture items, days of the week, months, seasons; and
 - an appropriate response to a statement or question.
2. **Vocabulary:** Your knowledge of vocabulary will be tested by your ability to
 - identify family members;
 - identify free time activities;
 - choose the correct word from a list of verbs, nouns, or adjectives; and
 - identify interrogatives.
3. **Reading:** You will read a brief selection and answer true/false and multiple choice questions in German and English about it.
4. **Culture:** The culture questions will be true/false questions concerning
 - conventions regarding the register (*du* and *ihr* vs. *Sie*);
 - geography of German-speaking countries; and
 - similarities and differences in German and American culture, customs, and everyday life.
5. **Grammar:** Grammar will be tested in a multiple-choice format. You will be asked to
 - use the correct verb forms (conjugation) for the high-frequency, irregular verbs *sein*, *haben*, and *werden* and regular verbs;
 - identify the correct possessive (and its correct ending) *mein*, *dein*, *sein*, *ihr*;
 - identify the correct interrogative (*wo*, *woher*, *wohin*, *wer*, *was*, *wann*, *wie*);
 - identify the article of a noun (*der*, *die*, *das*) based on its pronoun given (*er*, *sie*, *es*);
 - identify a pronoun (*er*, *sie*, *es*) based on a definite article given (*der*, *die*, *das*);
 - identify an indefinite article (*ein*, *eine*) based on a definite article (*der*, *die*, *das*) or a pronoun (*er*, *sie*, *es*);
 - identify the correct subject pronoun (*du*, *ihr*, *Sie*) according to the conjugation given;

- identify the correct word order in a German sentence;
 - identify the correct response to different types of questions (open ended vs. yes/no); and
 - form the plural form of a German noun based on its given plural ending and gender.
6. **Writing:** In this section, you will be asked to write a short (50 words) composition in German:
- greet and say good-bye to someone informally,
 - talk about yourself,
 - describe your family, and
 - talk about your school.
7. **Speaking:** In this section, you will be asked to read a brief selection in German:
- correctly pronounce German words with special emphasis on vowels and umlauts (*a, e, i, o, u, ä, ö, ü*), diphthongs (*au, eu, ei, ie*), and the *-e* ending typical in many German words (such as *Sabine, Klasse*);
 - correctly form and pronounce numbers up to three digits; and
 - correctly spell German words.

Vocabulary and Culture

The following topics may appear on questions throughout the exam.

- colors
- numbers
- hobbies/sports and recreational activities
- musical instruments
- furniture
- family
- school

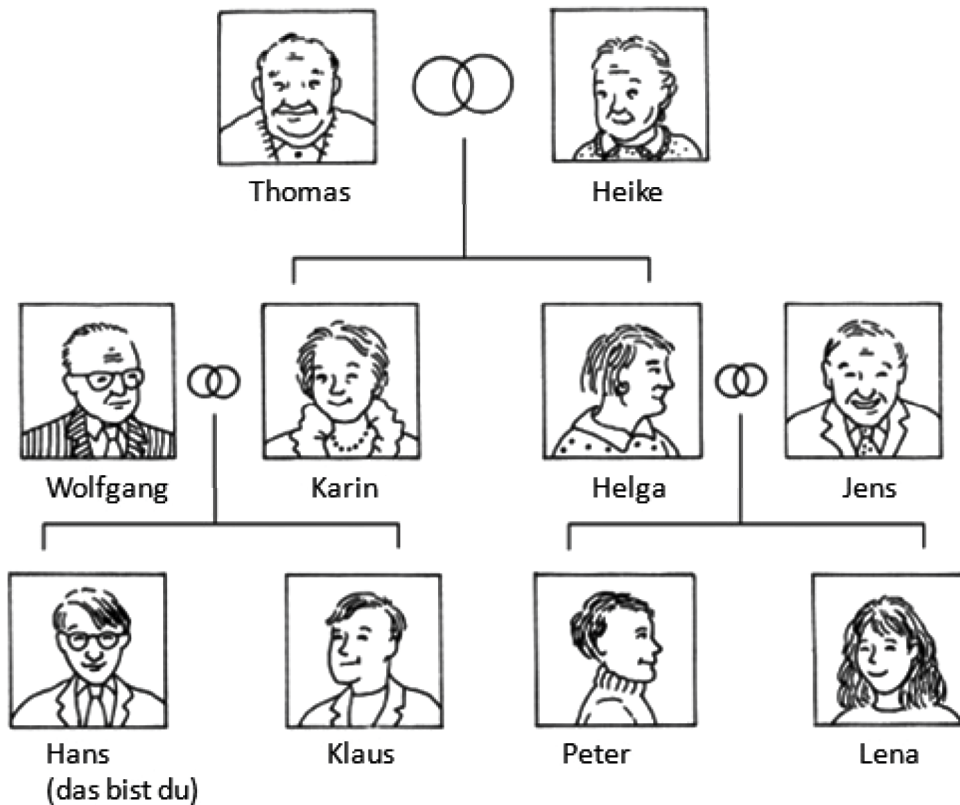
German 1A Practice Exam

Part I. LISTENING COMPREHENSION

The listening portion will test your comprehension of spoken German. Activities may include identifying what you hear on a CD, or looking at a picture and then determining the answer based on a statement or question asked about the picture. Refer to *1. Listening Comprehension* in the preceding CBE Overview.

Part II. VOCABULARY

Answer the following questions based on the family tree. You are Hans.



1. Wie heißt deine Tante?

- A. Lena
- B. Karin
- C. Helga
- D. Heike

2. Wer ist Thomas?

- A. der Bruder
- B. der Vater
- C. der Onkel
- D. der Opa

3. Wer hat lange Haare?

- A. Klaus
- B. Lena
- C. Karin
- D. Heike

Answer the questions about Dennis. Assume that only what you see is what he likes to do.

Das ist Dennis.



4. Dennis spielt gern Karten.

- A. richtig
- B. falsch

5. Dennis malt nicht gern.

- A. richtig
- B. falsch

6. Er schwimmt auch gern.

- A. richtig
- B. falsch

Part III. READING

Read the dialog below and decide whether the questions or statements that follow are correct (*richtig*) or false (*falsch*).

Paul: Hallo, wie geht's?

Matthias: Danke, mir geht's gut. Was machst du heute? Es ist Samstag!

Paul: Ich gehe mit meinem Freund Rad fahren. Und du?

Matthias: Ich bleibe zu Hause und mache Hausaufgaben. Ich habe am Montag einen Mathetest.

Paul: Das ist blöd. Und Sonntag? Ich gehe in die Stadt! Kommst du mit?

Matthias: Nein, ich schaue das Fußballspiel im Fernsehen.

7. Es ist Wochenende.

- A. richtig
- B. falsch

8. Paul plans on riding his bike with his brother.

- A. richtig
- B. falsch

9. Matthias plans on joining his friend Paul on the bike ride.

- A. richtig
- B. falsch

10. Matthias spielt am Sonntag Fußball.

- A. richtig
- B. falsch

continued →

Part IV. CULTURE

11. German students shake their teacher's hand before class starts.
 - A. richtig
 - B. falsch
12. The capital of Deutschland is Bern.
 - A. richtig
 - B. falsch
13. Bayern is the biggest Bundesland in Deutschland.
 - A. richtig
 - B. falsch
14. Grüß Gott is a greeting frequently heard in northern Germany.
 - A. richtig
 - B. falsch
15. The German date for July 8, 2016, is written 8.7.2016.
 - A. richtig
 - B. falsch

Part V. GRAMMAR

16. Wo _____ mein Auto?
 - A. bist
 - B. bin
 - C. ist
 - D. sind
17. Benjamin, _____ du ein Haustier?
 - A. habe
 - B. hast
 - C. hat
 - D. habt
18. Marianne, _____ du gern Hausaufgaben?
 - A. mache
 - B. machen
 - C. macht
 - D. machst

19. Wer ist das? – Das ist _____ Bruder Bernd.
- A. mein
 - B. meine
 - C. dein
 - D. deine
20. Das ist Peters Katze. – Sie ist 1 Jahr alt. _____ Katze heißt Mimi.
- A. Sein
 - B. Seine
 - C. Ihr
 - D. Ihre
21. _____ kommst du nach Hause? – Um 21 Uhr.
- A. Was
 - B. Wie
 - C. Wann
 - D. Woher
22. Die Lehrerin ist nett. _____ heißt Frau Heller.
- A. Er
 - B. Sie
 - C. Es
23. _____ Anspitzer ist kaputt. Er ist alt.
- A. Der
 - B. Die
 - C. Das
24. Der Kuli ist gut. _____ Kuli kostet 1 Euro.
- A. Ein
 - B. Eine
25. Ich nehme _____ Tasche. Sie sieht gut aus.
- A. ein
 - B. eine
26. Claudi und Ahmet, besucht _____ heute Oma?
- A. ihr
 - B. du
 - C. sie
 - D. ich

27. Form the plural form for “the pictures” based on the information found in a dictionary:

Bild,er (neut.)

- A. der Bild
- B. das Bild
- C. das Bilder
- D. die Bilder

28. Which word order is correct?

- A. Ich habe einen Hund, aber er ist schon alt.
- B. Ich habe einen Hund, aber er ist alt schon.
- C. Ich habe einen Hund, aber ist er schon alt.
- D. Ich habe einen Hund, aber ist er alt schon.

29. Which question fits the following response?

“Nein, ich lerne nicht Spanisch. Ich lerne Deutsch.”

- A. Was lernst du?
- B. Lernst du Spanisch?
- C. Lernst du Deutsch?
- D. Was lernst du Spanisch?

30. Which question fits the following response?

“Am Mittwoch.”

- A. Hast du am Mittwoch Zeit?
- B. Gehst du am Montag zu Heidi?
- C. Wann spielst du Klavier?
- D. Was machst du in deiner Freizeit?

German 1A Practice Exam Answer Key

- | | | |
|-------|--------|-------|
| 1. C | 11. B | 21. C |
| 2. D | 12. B | 22. B |
| 3. B | 13. A | 23. A |
| 4. A | 14. B | 24. A |
| 5. B | 15. A | 25. B |
| 6. A | 16. C | 26. A |
| 7. A | 17. B | 27. D |
| 8. B | 18. D | 28. A |
| 9. B | 19. A. | 29. B |
| 10. B | 20. B | 30. C |

Texas Essential Knowledge and Skills GERM 1A – German, Level I, First Semester

§114.39. Level I, Novice Mid to Novice High Proficiency (One Credit), Adopted 2014.

(a) General requirements.

(1) Level I 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. There is no 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 I are expected to reach a proficiency level of Novice Mid to Novice High, as defined in the ACTFL Proficiency Guidelines 2012 and the ACTFL Performance Descriptors for Language Learners.

(A) Students at the Novice Mid proficiency level express meaning in highly predictable contexts through the use of memorized and recalled words and phrases. They 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.

(B) Students at the Novice High proficiency level express meaning in simple, predictable contexts through the use of learned and recombined phrases and short sentences. They 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.

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

(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 words and phrases and some simple 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 in spoken and written conversation;
- (B) express and exchange personal opinions or preferences in spoken and written conversation;
- (C) ask and tell others what they need to, should, or must do in spoken and written conversation;
- (D) articulate requests, offer alternatives, or develop simple plans in spoken and written conversation;
- (E) participate in spoken conversation using culturally appropriate expressions, register, and gestures; and
- (F) participate in written conversation using culturally appropriate expressions, register, and style.

(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly 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 key words and 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 words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

- (A) state and support an opinion or preference orally and in writing; and
- (B) describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences.

Source: The provisions of this §114.39 adopted to be effective July 15, 2014, 39 TexReg 5385.