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 for audiostreamer tape or digital sound media. Please contact your proctor for the correct device needed. For digital recordings, your device must have sound-recording software already installed and able to record in .wav or .mp3 format.
- You must also bring one blank audiostreamer tape (full size only), CD-R or CD-RW (full size only), or a small USB flash drive (depending on the proctor’s requirements) on which to save your recording.

ABOUT THE EXAM

This test gives you an opportunity to demonstrate your mastery of Essential Knowledge and Skills as outlined by the Texas Education Agency.

The examination consists of six parts: Listening, Writing and Structure, Vocabulary, Reading, Culture, and Speaking. There will be a variety of question types, including multiple choice, fill-in-the-blank, true/false, and translation.

Review the concepts and vocabulary covered by the sample exam which accompanies this writing. You will find a sample exam included in this overview. Answer all the questions, 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 recognize possessive adjectives in a conversational context and be able to determine if the possessive adjective refers to the subject or to someone or something else.

2. Through listening, you will need to be able to match pictures to brief spoken summaries or descriptions.

3. You will need to be able to read and recognize German at the sentence level *very proficiently*, because you will be called on to select correct verb forms to fill in sentence blanks. These sentence contexts will be constructed using vocabulary covered in typical German teaching textbooks at the second-year high school level. These verb forms include present, past, perfect, past perfect, and future tenses, irregular verbs, modal auxiliaries, command forms, separable and inseparable prefix verbs, -ieren verbs, and any other verb issues normally addressed before the second-year level.

4. As in item #3, you will need to apply sentence level reading skills to nouns, pronouns, prepositions, and interrogatives. Here you will encounter questions addressing prepositions in the accusative—for example, *für*—and dative—for example, *bei*—cases. Also, your skills with question words will be tested—for example, knowing which *wo*-compound to use, using the correct case interrogative (*wer, wen, wem*). Pronoun order will be tested. Infinitives as nouns will be tested.

5. You will be called on to connect two simple sentences into one complex one using German conjunctions, either coordinating or subordinating. You will need to use correct word order and make a logical connection of the two sentences.

6. You will have to put together a dialog out of lines that are out of order as a way of demonstrating your reading and culture skills.

7. You will read a short passage and respond to true/false questions in German about the reading.

8. You will write a written response to a picture depicting a hypothetical situation. Your response will be guided by specific questions. This hypothetical situation addresses vocabulary typically covered in high school German courses up to and including German II.

9. You will be asked to write a postcard in German to a friend. You will be given a situation to bring up in your postcard.

10. You will have some true/false statements in German regarding the culture of German-speaking countries.
11. You will be asked to make a recorded reading from a printed script to test primarily your pronunciation, intonation, and comprehensibility in your spoken German.

12. You will create a recorded response to two situations.
German 2A Sample Exam

Part I.  Listening

You will be asked to demonstrate your comprehension of spoken German by either writing what you hear on tape/CD, selecting a picture that best describes or summarizes what you hear, or distinguishing between two types of statements. Review the overview for more specific information.

Part II.  Writing and Structure

You must apply sentence-level reading and vocabulary skills in order to determine the best answer to complete each sentence.

1. Du, __________ das Fenster nicht __________! Sonst wird es uns zu warm hier!
   A. machst...zu
   B. mach...zu
   C. machen Sie...zu
   D. macht...zu

2. __________ die Schüler ihre Hausaufgaben gut __________, oder wird der Lehrer wieder böse sein?
   A. werden...geschrieben
   B. haben...geschrieben
   C. hat...geschrieben
   D. wird...schrieben

3. Warum __________ unser Team immer noch so scheußlich?
   A. spielt
   B. spielen
   C. spielten
   D. schrieben

4. Der Kellner __________ Pizza Margherita heute abend. __________ du sie bestellen?
   A. möchte...Mußt
   B. empfiehlt...Will
   C. empfiehlt...Möchtest
   D. schläf...Willst
5. __________ das Porträt über __________ Sofa oder __________ Teppich?
   A. hängt…das…das
   B. hing…dem…das
   C. hängt…dem…dem
   D. hing…das…dem

6. __________ du nach Bielefeld oder nach Kassel __________?
   A. bist…geworden
   B. hast…gefahren
   C. bist…gefahren
   D. hast…gespielt

   A. einen Schwamm
   B. Wasser
   C. einen Besen und Schaufel
   D. Schlittschuhe

8. Im Bad findet man sehr unwahrscheinlich __________.
   A. ein Stück Seife
   B. einen Sessel
   C. eine Dusche
   D. etwas Zahnpasta

### Part III. Conjunctions

Connect the following sentences using the given conjunction. Make sure that your new sentence is logical and correctly uses coordinate or subordinate word order.

1. (warum) Ich weiß nicht. Du bist immer so traurig.

German 2A Sample Exam Answer Key

Part II

1. B
2. B
3. A
4. C
5. C
6. C
7. C
8. B

Part III

1. Ich weiß nicht, warum du so traurig bist.

2. Ich finde es wirklich unerträglich, daß mein Arbeitgeber immer Überstunden von mir erwartet.
§114.22. Levels I and II - Novice Progress Checkpoint (One Credit Per Level).

(a) General requirements.

(1) Levels I and II - Novice progress checkpoint can be offered in elementary, middle, or high school. At the high school level, students are awarded one unit of credit per level for successful completion of the level.

(2) Using age-appropriate activities, students develop the ability to perform the tasks of the novice language learner. The novice language learner, when dealing with familiar topics, should:

(A) understand short utterances when listening and respond orally with learned material;
(B) produce learned words, phrases, and sentences when speaking and writing;
(C) detect main ideas in familiar material when listening and reading;
(D) make lists, copy accurately, and write from dictation;
(E) recognize the importance in communication to know about the culture; and
(F) recognize the importance of acquiring accuracy of expression by knowing the components of language, including grammar.

(3) Students of classical languages use the skills of listening, speaking, and writing to reinforce the skill of reading.

(b) Introduction.

(1) Acquiring another language incorporates communication skills such as listening, speaking, reading, writing, viewing, and showing. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interaction all contribute to and enhance the communicative language learning experience, communication skills are the primary focus of language acquisition.

(2) Students of languages other than English gain the knowledge to understand cultural practices (what people do) and products (what people create) and to increase their understanding of other cultures as well as to interact with members of those cultures. Through the learning of languages other than English, students obtain the tools and develop the context needed to connect with other subject areas and to use the language to acquire information and reinforce other areas of study. Students of languages other than English develop an understanding of the nature of language, including grammar, and culture and use this knowledge to compare languages and cultures and to expand insight into their own language and culture. Students enhance their personal and public lives and meet the career demands of the 21st century by using languages other than English to participate in communities in Texas, in other states, and around the world.

(c) Knowledge and skills.

(1) Communication. The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to:

(A) engage in oral and written exchanges of learned material to socialize and to provide and obtain information;
(B) demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics; and
(C) present information using familiar words, phrases, and sentences to listeners and readers.

(2) Cultures. The student gains knowledge and understanding of other cultures. The student is expected to:

(A) demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied; and
(B) demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.

(3) Connections. The student uses the language to make connections with other subject areas and to acquire information. The student is expected to:

(A) use resources (that may include technology) in the language and cultures being studied to gain access to information; and
(B) use the language to obtain, reinforce, or expand knowledge of other subject areas.

(4) Comparisons. The student develops insight into the nature of language and culture by comparing the student's own language and culture to another. The student is expected to:
(A) demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied;
(B) demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied; and
(C) demonstrate an understanding of the influence of one language and culture on another.

(5) **Communities.** The student participates in communities at home and around the world by using languages other than English. The student is expected to:

(A) use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate; and

(B) show evidence of becoming a lifelong learner by using the language for personal enrichment and career development.

*Source: The provisions of this §114.22 adopted to be effective September 1, 1998, 22 TexReg 4930.*