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 Stopschild, 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 kennenlernen 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
German 2A Practice Exam

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 the listening section of the preceding CBE Overview.

VOCABULARY
Look at the map of the inner city of Munich. Decide whether the statements below are correct or incorrect.

continued →
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

   A. correct
   B. incorrect

   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
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 / gemäht
    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 / geschrieben
   B. hast / geschrieben
   C. bist / geschrieben
   D. hast / geschrieben

16. Wir _________ die Pizza _________.
   A. haben / gebezahlt
   B. hatten / gezahlen
   C. haben / bezahlt
   D. sind / begezahlt

17. Kathi _________ zur Schule _________.
   A. ist / gelaufen
   B. haben / gelaufen
   C. hat / gelauft
   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
2. B
3. A
4. A
5. C
6. D
7. A
8. B
9. C
10. D
11. B
12. B
13. C
14. D
15. D
16. C
17. A
18. B
19. A
20. B

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.
§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.*