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

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 eight parts:

- Listening Comprehension
- Reading Comprehension
- Vocabulary/Reading
- Vocabulary
- Grammar
- Culture
- Interpersonal Writing
- Presentational Speaking

There will be 90 multiple choice, true/false, and matching questions, worth one point each. The Interpersonal Writing (message, 20 points) and the Presentational Speaking sections (morning and evening routines, 25 points) are worth 45 points, for a total of 135 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 2B 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 determine whether a statement talks about city or country life, AND whether it is an advantage or disadvantage of city or country life. You need to know city/country life vocabulary, such as Luft, Umgebung, Natur, Menschen, Leute, Straßen, Geschäfte, Gebäude, Arbeit, Schulen, Kriminalität, Kultur, Wohnungen, öffentliche Verkehrsmittel, sauber / schmutzig, laut / hektisch / ruhig, viel / wenig / mehr, teuer / billig, etc.

2. Through listening, you will demonstrate your knowledge of body parts. You will hear the description of a monster, and choose which monster is being described, or if no monster is shown. You need to know body parts vocabulary, as well as the verb aussehen, and animal body parts tail(s), wings, horn(s), teeth, and tongue. Body parts are stated in singular or plural form.

3. You will need to be able to read authentic interviews with Germans who talk about how they stay healthy, and answer questions about the interview responses.

4. You will need to be able to read and interpret an infographic with charts about teenagers and their health.

5. Through reading, you will demonstrate your knowledge of vocabulary and phrases about well-being, health, and illnesses. You need to recognize words and phrases such as to feel well, to be healthy/sick, to have a head/stomach/tummy ache, to hurt/something hurts, to injure/to have injured something, to have sprained or broken something, to have fallen, etc.

6. You will demonstrate your vocabulary knowledge of places and rooms in the house, and typical items (furniture, etc.) in those places. You need to know the German words for rooms like kitchen, bathroom, living room, dining room, office, kids’ room, hallway, basement, attic, patio, porch, backyard, garage, etc., and items such as refrigerator, pantry, stove, oven, dishwasher, washing machine, dryer, bathtub, sink, shower, toilet, desk, TV, couch, armchair, bed, cabinet/dresser, shelf, mirror, carpet, pool, sun umbrella, etc. You will also need to know adjective pairs that describe rooms and furniture, such as broken, old/new, expensive/cheap, modern/old-fashioned, ugly/pretty, comfortable/ uncomfortable, etc.

7. You need to know the positive, comparative, and superlative forms of adjectives, and how to form them in German. Examples are good / better / the best, a lot / more / the most, gern / lieber / am liebsten, old / older / the oldest, and beautiful / more beautiful / the most beautiful. You also need to be able to identify an equal comparison (“Peter is as tall as Bella”) and an unequal comparison (Bella is smarter than Peter.”)
8. You will need to know nominative, accusative, and dative forms of indefinite articles/possessives and adjectives before nouns. Examples are: *Das ist eine kleine Küche* (nominative after *das ist*); *Ich habe einen großen Garten* (accusative after *ich habe* and *es gibt*), and dative after prepositions *in* and *mit* determining location, such as: in *meiner kleinen Speisekammer; mit meinem alten Computer*.

9. You will be asked to answer general questions about German culture (stated in English). The questions focus on city vs. country life in Germany, health-related questions, and questions about German living conditions and standards (how German residences and apartments differ from the U.S.).

10. You will be asked to write a message to a friend who will either move from the city to the country, or vice versa. You will need to describe advantages about the given scenario. You will be asked to incorporate comparisons, giving reasons (using *weil*), and contrasting (using *aber*).

11. You will be asked to record the description of a person’s morning and evening routines. You will need to be familiar with morning routines such as waking up, getting up, washing your hands/face, taking a shower, brushing teeth, brushing/combing your hair, shaving/putting on make up, getting dressed, and eating breakfast. Evening routines would be phrases like going out/to the movies, etc, going/coming home, getting undressed, brushing teeth, going to bed, and falling asleep. You will need to know which verbs are reflexive, and use the reflexive pronouns correctly in your presentation. Pay attention to the use of reflexive form *Ich kämme mir die Haare* rather than *Ich kämme meine Haare*. 
German 2B Practice Exam

Part I. LISTENING COMPREHENSION

You will hear a statement about life in the city or the country. Decide whether the statement is an advantage or disadvantage as stated, and whether it applies to city vs. country life.

A. Vorteil / Stadt
B. Vorteil / Land
C. Nachteil / Stadt
D. Nachteil / Land

1. “Hier ist die Luft schmutziger, weil es hier sehr viel Verkehr gibt.”
2. “Es gibt dort wenig Lärm und Stress, weil dort nicht viele Menschen leben.”

On the exam, you will see four pictures of monsters like this, and hear statements like the ones written below. Decide whether the statement applies to Monster 1 or 2, or does not apply to any monster shown.

A. Monster 1
B. Monster 2
C. No monster


Part II. READING COMPREHENSION

On the exam, you will see five pictures like the ones below, and descriptions of what these people do for their health. Decide to which person each statement belongs.

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Eigentlich mach ich so gut wie nüch hält für meine Gesundheit. Ich gehe halt viel mit meinen Hunden spazieren und das was ich gerne esse, ist zufällig auch gesund.</td>
<td></td>
</tr>
</tbody>
</table>

B. Sina 7. Er/Sie bewegt sich viel an der frischen Luft.
C. Raphael 8. Er/Sie denkt nicht darüber nach, was er/sie isst.
   A. richtig
   B. falsch
   C. keine Informationen

11. Wenn Kinder älter werden, bewegen sie sich weniger.
   A. richtig
   B. falsch
   C. keine Informationen

   A. richtig
   B. falsch
   C. keine Informationen
   A. richtig
   B. falsch
   C. keine Informationen

Part III. VOCABULARY/READING

Read the statements about well-being and illnesses below and decide whether they make sense or not. Pay special attention to whether the reason given goes with the initial statement.

   A. Macht Sinn
   B. Macht keinen Sinn

   A. Macht Sinn
   B. Macht keinen Sinn

   A. Macht Sinn
   B. Macht keinen Sinn

17. Kurt hat Bauchschmerzen, weil er zu viel gegessen hat.
   A. Macht Sinn
   B. Macht keinen Sinn

Part IV. VOCABULARY

Places in a House
Complete each set of statements with the best answer choice A-E.

18. Wo wir frühstücken, ist das __________.
   A. Bad
   B. Speisekammer
   C. ungemütlich
   D. bequem
   E. Esszimmer

19. Ein Waschbecken und Spiegel befinden sich im __________.
   A. Bad
   B. Speisekammer
   C. ungemütlich
   D. bequem
   E. Esszimmer

20. Das Wohnzimmer hat wenig Möbel; es ist __________.
   A. Bad
   B. Speisekammer
   C. ungemütlich
   D. bequem
   E. Esszimmer

21. Die Lebensmittel sind in der __________.
   A. Bad
   B. Speisekammer
   C. ungemütlich
   D. bequem
   E. Esszimmer

22. Die neue Couch ist schön und sehr __________.
   A. Bad
   B. Speisekammer
   C. ungemütlich
   D. bequem
   E. Esszimmer
Part V. GRAMMAR

In the following set of sentences, choose the correct positive, comparative, or superlative form of the adjective.

23. Ich wohne __________ in der Stadt als auf dem Land.
   A. gern  
   B. besser  
   C. lieber  
   D. am liebsten

   A. mehr intelligent als  
   B. am intelligentesten  
   C. so intelligent wie  
   D. so intelligenter als

Choose the correct indefinite article/possessive and adjective, based on the case (nominative, accusative, or dative).

   A. ein großer  
   B. einen großen  
   C. einem großen

26. Es gibt hier eine Garage mit __________ Auto.
   A. ein teures  
   B. einen teuren  
   C. einem teuren

27. Das ist __________ Garten.
   A. mein großer  
   B. meinen großen  
   C. meinem großen

continued →
Part VI. CULTURE

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

28. Germans like to dry their clothes outside in the fresh air.
   A. richtig
   B. falsch

29. Most Germans live in rural areas.
   A. richtig
   B. falsch

30. Many German home owners have an in-ground pool in their backyard.
   A. richtig
   B. falsch
German 2B Practice Exam Answer Key

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