

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/combining 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.



Monster 1



Monster 2

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

3. "Dieses Monster hat zwei Hörner, und nur ein großes Auge, und einen Mund mit nur zwei Zähnen."
4. "Dieses Monster hat große Ohren, aber keine Nase, und einen langen Schwanz."
5. "Dieses Monster sieht freundlich aus, weil es lacht. Es hat zwei Augen, ein großes und ein kleines."

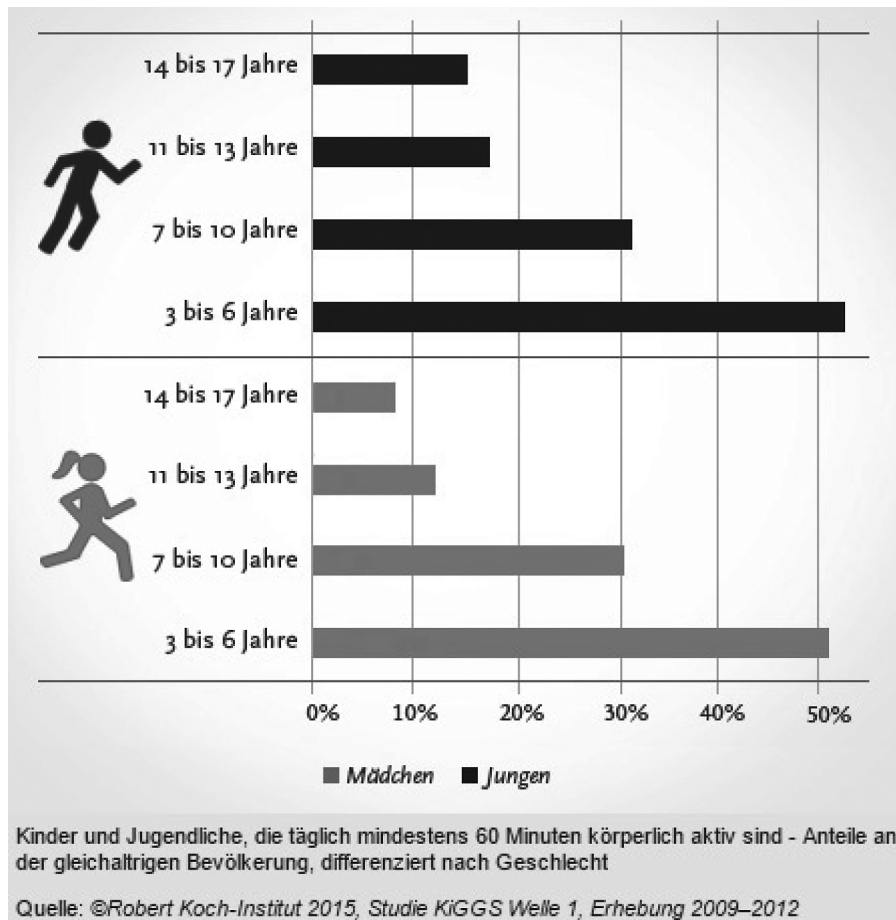
Part II. READING COMPREHENSION

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.

	
<p>Lisa, 23: Eigentlich mach ich so gut wie nüscht für meine Gesundheit. Ich gehe halt viel mit meinen Hunden spazieren und das was ich gerne esse, ist zufällig auch gesund.</p>	<p>Sina, 25 + Raphael, 26 gehen ins Fitness-Studio und ab und zu auch laufen. Wir ernähren uns bewusst: Viel Obst und Gemüse. Fast-Food und Fettreiches vermeiden wir. Und Sina ist sogar Vegetarierin.</p>

- | | |
|----------------------|--|
| A. Lisa | 6. Er/Sie raucht nicht und vermeidet Alkohol. |
| 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. |
| D. keine Information | 9. Er/Sie isst kein Fleisch. |

Read the advertisement infographic below, and respond to the statements that follow with *true, false, or no information*, based on the graph.



10. Jugendliche sind aktiver als Kinder.
 - A. richtig
 - B. falsch
 - C. keine Informationen
11. Wenn Kinder älter werden, bewegen sie sich weniger.
 - A. richtig
 - B. falsch
 - C. keine Informationen
12. Jungen machen mehr Teamsport, während Mädchen mehr individuellen Sport machen.
 - A. richtig
 - B. falsch
 - C. keine Informationen

13. Jungen sind aktiver als Mädchen.

- 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.

14. Ich habe mir das Bein gebrochen, weil ich beim Reiten vom Pferd gefallen bin.

- A. Macht Sinn
- B. Macht keinen Sinn

15. Ich habe eine Erkältung, weil ich mir den Knöchel gebrochen habe.

- A. Macht Sinn
- B. Macht keinen Sinn

16. Ich fühle mich wohl, weil ich Husten und Schnupfen habe.

- 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

19. Ein Waschbecken und Spiegel befinden sich im _____.

B. Speisekammer

20. Das Wohnzimmer hat wenig Möbel; es ist _____.

C. ungemütlich

D. bequem

21. Die Lebensmittel sind in der _____.

E. Esszimmer

22. Die neue Couch ist schön und sehr _____.

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
24. Diane hat eine Eins in Mathe, und Leonie auch. Leonie ist _____ Diane.
- 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).

25. Ich habe _____ Schrank. Er ist groß genug für alle meine Sommer- und Winterklamotten.
- 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	11. A	21. B
2. B	12. C	22. D
3. A	13. A	23. C
4. C	14. A	24. C
5. B	15. B	25. B
6. D	16. B	26. C
7. A	17. A	27. A
8. A	18. E	28. A
9. B	19. A	29. B
10. B	20. C	30. B

Texas Essential Knowledge and Skills
GERM 2 – German, Level II
Languages Other Than English (High School)

§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.