

ExCET | Examination for the Certification of Educators in Texas

Preparation Manual



049 German (Secondary)

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FOREWORD

A Word About the Study Guide

This study guide is designed to help you prepare for the Examination for the Certification of Educators in Texas (ExCET) Program. Education faculty and program administrators will also find this information useful in helping examinees prepare for the test. This guide contains three sections:

- Section I: [Helpful Hints](#)
- Section II: [Learning Objectives](#)
- Section III: [Practice Test](#)

Section I provides information about the testing program, a description of the learning objectives, and tips on preparing for and taking the tests. Section II provides a listing of all the learning objectives for the teaching field you have selected. The test measures a selected set of these objectives. Section III includes a practice test made up of questions similar to those that appear on the actual certification test, along with explanations of the correct answers to each practice test question. A sample answer sheet is also included for your information.

How to Use the Study Guide

To get the most out of this guide, follow these recommended steps:

- Step 1.** Read the "Helpful Hints" section for advice on preparing for and taking the certification test.

- Step 2.** Review the learning objectives. You will want to study the material identified by all of the objectives to make sure you are prepared for the test. Reviewing the list of objectives first will help you identify those areas in which you may need to spend the most time. After you have reviewed the learning objectives you may discover you need more preparation in certain areas. For those areas in which you need additional preparation, consult your faculty advisor or another representative from a Texas teacher education program at a college or university in your area for study materials to help you prepare.

- Step 3.** Take the practice test, then review the answer key. The practice test questions are of the same type and format as the questions you can expect to see on the actual test. The answer key will help you understand the correct response to each question and how the question relates to a specific learning objective.

We hope you find this guide helpful in preparing to take your certification test.

SECTION I: HELPFUL HINTS

This section provides background information about the testing program, a description of the learning objectives, and tips for taking the tests.

About the Testing Program

In 1981, the Texas legislature passed Senate Bill 50, which requires that persons seeking educator certification in Texas perform satisfactorily on comprehensive examinations. The State Board of Education mandated the development of a testing program as part of the state's educator certification requirements. The purpose of these examinations is to ensure that each educator has the necessary content and professional knowledge to teach in Texas public schools.

Description of the tests. The tests are criterion-referenced. A criterion-referenced test is designed to measure a candidate's knowledge and skills in relation to an established standard of competence (criterion) rather than in relation to the performance of other candidates. The explicit purpose of these tests is to help identify those candidates who have demonstrated the level of knowledge required to perform satisfactorily in their fields of specialization.

The tests measure content knowledge and skills defined by specific learning objectives. Your performance will be scored in relation to an established standard of competence required of teachers or administrators in Texas.

The questions on the tests are all multiple-choice with four possible answer choices given for each question. Your score is based on the total number of questions you answer correctly. There is no penalty for guessing. Therefore, even if you are uncertain about an answer, it is better to guess than not to answer at all.

You will be assigned to one or both testing sessions held on the administration date according to the number and type of tests for which you have registered. Each test session is 5 hours in length. The individual tests are untimed and examinees will be permitted to work at their own pace on those test (s) assigned for a particular session. You will be expected to complete all tests assigned to a particular session in the five hours allotted for the session. However, if you need additional time to complete the test, special arrangements may be made.

How the tests were developed. Each area to be tested was defined by a set of learning objectives written to correspond to the state student curriculum materials, and Texas teacher education and certification standards. Committees of Texas educators reviewed each objective to ensure that it was appropriate for its certification area. Then a sample of more than 10,000 practicing Texas educators participated in a job analysis survey to judge the importance of each objective in relation to classroom practices in Texas schools. Objectives judged more important by the results of this survey process were selected for testing. Test questions were written to correspond to the selected objectives using the essential elements, Texas textbooks, curriculum guides, and teacher education and certification standards. Before the first administration, Texas educators reviewed each test question, and the resulting questions were then field tested at Texas colleges and universities. In addition, all items were reviewed by a minority review panel before being included in the final certification tests.

How the tests are structured. The content covered by the tests is defined by a set of objectives. Each set of objectives is organized into three to six major content subareas, which define the content of the test. Each objective is matched to one of these subareas.

The objectives include a description that further defines the content that is covered by the objective. The test is made up of questions measuring a selected portion of these objectives. The chart on the next page (Figure 1) illustrates the organization of a typical set of objectives from the general to the specific (subarea, objective, objective description), followed by an example test question.

How the tests are scored. Your performance on the test is evaluated against an established level of competence represented as a minimum passing score. Texas educators established the passing score to reflect the minimum content knowledge required to perform successfully in Texas schools. After you take the test, you will receive a score report indicating whether or not you passed the test. Pass/fail status is determined only on the basis of your total test performance. Subarea scores are provided to give you an idea of your areas of strength and weakness for your use in preparing to retake the test or for further study.

FIGURE 1
STRUCTURE OF THE CERTIFICATION TESTS

CERTIFICATION TEST	
<u>Subarea:</u>	<u>Sample Subarea:</u> Writing
Each of the fields is divided into four to six major content subareas. The size of each subarea may vary, depending on the breadth of the content contained within it.	
Objective	<u>Sample Objective:</u> Use punctuation appropriate for edited American English.
The objectives define the content that will be covered by the test.	
Objective Description:	<u>Sample Objective Description:</u> Includes using end and internal
The objective descriptions further define the content of the objective.	sentence punctuation, and using contractions, possessives, and abbreviations.
Test Question:	<u>Sample Test Question:</u> Which sentence below is punctuated correctly?
All test items are multiple-choice with four answer choices.	<p>A. Jason questioned the soundness of his arguments; but never the soundness of his ideas.</p> <p>B. The miners and their mascot, Penelope were lost for three days.</p> <p>C. Maggie, Domingo; and Chris, the carpenter, completed the plans for the greenhouse.</p> <p>*D. Our project was a complete failure; however, we learned a lesson.</p>

Study Methods

The most important thing you can do to prepare for the tests is study. An effective study plan will help you do well on the tests. This section of the study guide suggests some specific ways to study for the tests.

The first step in studying for the certification test is to identify what information the test will cover. The best source of this information is the set of objectives included in Section II of this study guide. You should read through the entire set of subareas and objectives in your field to get a general picture of the material that the test covers. The number of objectives under each subarea will give you a rough idea of the emphasis given to that subarea. Subareas with greater numbers of objectives receive more coverage on the test.

After you have a broad picture of what the test includes, read each objective with its description carefully to get a more specific idea of the information you will be required to know. When you have familiarized yourself with the objectives, make a list of those subareas and objectives about which you feel you know the least. By identifying these "trouble spots" you will have a better sense of the areas you need to concentrate on most.

You may find it helpful to review materials related to the objectives covered by the test. These materials may include college textbooks, your class notes, or the public school state-adopted textbooks, which contain content generally taught in Texas schools. For those objectives for which you do not have study materials, consult your faculty advisor or another representative from a Texas teacher education program at a college or university in your area for study materials to help you prepare.

Preparing Yourself to Take the Test(s)

The night before the exam.

- Relax and do something enjoyable. Cramming to make up for lost study time generally is not effective.
- Gather together the materials that you will need (e.g., admission ticket, pencils, identification, etc.)
- Get a good night's rest.

The morning of the exam.

- Get up early.
- Dress comfortably in clothes you have worn before. Wear layers of clothing that can be shed or added on. This will allow you to adjust for fluctuations in room temperature or in your body temperature.

- Eat a balanced meal before the exam.
- Avoid excessive intake of products that act as diuretics for you (e.g., coffee). Any added discomfort can distract you unnecessarily during the exam.

Suggestions for how to take the test(s). There are a number of skills that may help you improve your ability to take tests. Here are some tips.

- You may need less than the time allotted to take the test(s), but you should be prepared to stay for the entire time. You should not make any other commitments for this time period.
- Don't waste time preparing once the testing session has begun. Arrive at the test center on time so that you are rested and ready to begin the test when instructed to do so.
- Become familiar with the test directions read aloud and printed in the test booklet. If anything in the directions is not clear, ask the test administrator. You will have an opportunity to ask questions before the test begins.
- Pay careful attention to directions for specific questions. Read the directions closely so that you understand what they ask for. Do not skim the directions in an effort to save time; you may misread key words and select the wrong answer. For example, it would be a waste of time to perform a long computation when the question calls for an approximate answer.
- Think through each question logically. Read each question word for word. Consider all of the answer choices. Do not choose the first answer that seems reasonable. Read and evaluate all choices to find the best answer to the question. Give careful consideration before going on to the next question, but do not spend too much time on any one question.
- When selecting the best answer to a question, do not read too much into the question. The questions are written to be clear and straightforward. They are not intended to be tricky or misleading. Unless otherwise called for, your answer should be based on the information presented, not on your own opinion.
- Do not spend too much time on any one question. Answer first all of the questions for which you are sure. Then go back and try to answer the more difficult questions. However, if you skip a question, be sure to skip the corresponding space on your answer sheet.
- If, after you consider all the answer choices, the correct answer is not clear, eliminate the choices you know are incorrect and choose from the remaining answers. Mark these questions for review after you have completed the rest of the test.

- Use the extra space provided in your test booklet for scratch work. It may help you to draw figures, tables, or diagrams to work out a problem when these are not presented.
- Your score is based on the number of questions you answer correctly. There is no penalty for guessing. Therefore, even if you are uncertain about the answer to a question, it is better to guess than not to respond at all.
- Bring a watch and try to pace yourself. You should have enough time to review each question once and some questions more than once. For example, about halfway through the test session you should have answered about half of the test questions.
- After you have finished the test, review your answers. If possible, check all responses. If you decide to change an answer, carefully consider the reason you selected your original answer.
- Check all of your answers to be sure that they are correctly recorded on the answer sheet. You should do this each time you complete twenty questions. Be sure that your answers are recorded next to the number on the answer sheet corresponding to the question number.

If you use the suggestions in this study guide, you should be better prepared for the ExCET Program. We wish you success on the tests and a rewarding career as an educator.

SECTION II: LEARNING OBJECTIVES

Overview

This section provides a list of the objectives that define the content covered by the test. As described in the previous section, the objectives are organized into major content areas. The test is made up of questions measuring a selected portion of these objectives.

Using the Objectives

You may find this section helpful in preparing for the tests. In preparing for the tests, you should first review the set of subareas and objectives that define each of the tests you are required to take for certification. This will provide a general picture of what each test may include. Next, you should carefully read each objective and the brief description accompanying each objective to determine the knowledge you may be required to demonstrate for the test. As noted above, the actual tests will measure only a sample or subset of the objectives for each test field; however, all of the objectives defining each test field represent important professional or content knowledge which entry-level educators need in order to work in Texas public schools. As you review each objective, you should make a list of those subareas and objectives for which you feel you need work. By identifying these "trouble spots" you will have a better sense of the areas on which you may choose to concentrate.

FIELD 749: GERMAN

SUBAREAS

Listening
Written Communication
Language Structures
Vocabulary and Usage
Language and Culture

LISTENING

749--001 Apply sound discrimination skills (including intonation) at word level.

Includes the identification of spoken words; distinctions between German and English sounds; and the interpretation of intonation, stress, and rhythm in spoken sentences.

749--002 Apply word discrimination skills.

Includes the differentiation of similar-sounding words, the identification of written forms of spoken words, and of the correct pronunciation of German words.

749--003 Understand the stated or implied meaning of German words spoken in context.

Includes definitions of words in context, synonyms and antonyms, and changes in word meaning caused by minimal modifications.

749--004 Understand the stated or implied meaning of sentences in German.

Includes the meaning of spoken sentences, paraphrasing spoken sentences, correct responses to written or spoken sentences, and changes in sentence meaning caused by minimal modifications.

749--005 Understand the use of speaking conventions.

Includes speaker's point of view, mood, and purpose; conversational details; and the social context and relationship between speakers in various situations.

749--006 Understand the meaning of passages in German.

Includes stated main idea, topic sentence, title, sequence of events, content summaries, and responses to questions in German about spoken passages.

749--007 Apply skills of inference to passages spoken in German.

Includes implied main idea or theme; and identifying cause-effect relationships, outcomes, and conclusions based on spoken passages.

WRITTEN COMMUNICATION

749--008 Apply reading skills for understanding written materials.

Includes stated main idea, topic sentence, sequence of events, supporting details, and summarizing information.

749--009 Apply interpretive reading skills for understanding written materials.

Includes implied main idea or theme, cause-effect relationships, outcomes, and conclusions.

749--010 Understand the use of literary conventions and other writing techniques.

Includes author's point of view or purpose, the interpretation of figurative language, and the contribution of grammatical structures to the meaning of various passages.

749--011 Apply skills for interpreting information from reference sources and specialized writing.

Includes information in reference sources and parts of books; following directions; and the interpretation of specialized writing, such as menus, catalog descriptions, and classified advertising.

749--012 Apply rules for spelling, capitalization, and punctuation in German.

Includes commonly confused and misspelled words, capitalization conventions, and punctuation rules in sentence context.

749--013 Apply knowledge of writing skills.

Includes the correct form and use of formal and informal vocabulary in correspondence, and written instructions for completing forms and questionnaires.

749--014 Apply knowledge of sentence construction.

Includes identification of correct word order; and combining, expanding, and transforming sentences.

LANGUAGE STRUCTURES

749--015 Apply knowledge of the infinitive in German in sentence context.

Includes use of the infinitive with and without prepositions, with modal auxiliary verbs, in the double infinitive construction, and as a noun.

749--016 Apply knowledge of the present tense in German in sentence context.

Includes use of strong, weak, and irregular weak verbs.

749--017 Apply knowledge of future time in German in sentence context.

Includes use of the present tense to imply future time, and the use of werden.

749--018 Apply knowledge of the past tenses in German in sentence context.

Includes use of verb forms in the narrative past tense and the perfect tenses.

749--019 Apply knowledge of the modal auxiliary verbs in German in sentence context.

Includes use of verb forms in the indicative and subjunctive moods.

749--020 Apply knowledge of the subjunctive in German in sentence context.

Includes use of the subjunctive in hypothetical statements, contrary-to-fact statements, wishes and polite requests, and indirect discourse.

749--021 Apply knowledge of reflexive verbs and pronouns in German in context.

Includes use of verbs that are always reflexive and those that may be either reflexive or nonreflexive; and use of reflexive pronouns as direct objects, indirect objects, and objects of a preposition.

749--022 Apply knowledge of the passive voice in German in context.

Includes present and past tense applications and alternative forms.

749--023 Apply knowledge of verb prefixes in context.

Includes use of verbs with separable and inseparable prefixes in the present and past tenses.

749--024 Apply knowledge of personal, reflexive, and relative pronouns in German in context.

Includes use of personal pronouns, direct and indirect object pronouns including reflexive pronouns and relative pronouns.

749--025 Apply knowledge of noun forms in German in context.

Includes nominative, accusative, dative, and genitive forms.

749--026 Apply knowledge of ein and der words in context.

Includes singular and plural forms in the nominative, accusative, dative, and genitive cases.

749--027 Apply knowledge of adjectives and adverbs in German in context.

Includes use of weak, strong, and mixed adjectives; and comparative and superlative forms of adjectives and adverbs.

749--028 Apply knowledge of prepositions in German.

Includes use of accusative, dative, genitive, and mixed prepositions, da- and wo-compounds, and prepositional phrases.

VOCABULARY AND USAGE

749--029 **Apply vocabulary skills.**

Includes the use of context clues to define ambiguous words, identification of words to fit various contexts, and connotative meanings of German words that have English equivalents.

749--030 **Identify the correct form of numbers, dates, and time expressions in German in context.**

Includes use of cardinal and ordinal numbers, fractions, dates, and expressions of time.

749--031 **Apply knowledge of interrogative and negative constructions in German in context.**

Includes use of inverted word order; interrogative adverbs, pronouns, and adjectives; and various expressions of negation.

749--032 **Apply knowledge of commands in German in context.**

Includes affirmative, negative, formal, and informal commands.

749--033 **Apply knowledge of word order in German in context.**

Includes normal and inverted word order, negation, and dependent and independent clauses.

749--034 **Apply knowledge of proper agreement in German.**

Includes subject-verb, pronoun-antecedent, and tense agreement.

LANGUAGE AND CULTURE

749--035 **Understand cultural behaviors and communication patterns.**

Includes nonlinguistic elements of communication and their functions, and appropriate rejoinders in various social contexts.

749--036 **Understand the development of the German language.**

Includes German-English cognates, examples of linguistic borrowing, major historical events in the development of German, and relationships between German and other languages.

749--037 **Apply knowledge of special-purpose language and skills in German (e.g., traveling, careers).**

Includes words, phrases, and expressions used in traveling and for career practices.

749--038 **Apply knowledge of linguistic skills necessary for survival while immersed in cultural situations in German-speaking countries.**

Includes culturally appropriate communication in situations involving food, lodging, professional services, and leisure and social activities.

749--039 **Understand methods and techniques for teaching German.**

Includes various language-teaching tools and techniques and their applications; processes and factors in acquiring a new language; and proficiency-based approaches to teaching German.

749--040 Understand major historical developments in German-speaking countries.

Includes major historical events and individuals and their significance, and the effects of emigrations from German-speaking countries to the United States.

749--041 Understand geographic features and influences in German-speaking countries.

Includes geographic features, major cities, and the relationship between geography and culture in German-speaking countries.

749--042 Identify features of contemporary culture in German-speaking countries.

Includes major social, cultural, and economic features and significant aspects of daily life.

749--043 Identify major literary figures, works, and movements of German-speaking countries.

Includes writers and their works and major literary and philosophical movements.

749--044 Identify major figures in the arts and sciences of German-speaking countries.

Includes artists, musicians, and scientists and their contributions. This document may not be reproduced for commercial use but may be copied for educational purposes.

SECTION III: PRACTICE TEST

This section includes:

- a copy of the ExCET test answer sheet,
- a practice test made up of directions and 20 questions similar to those that appear on the actual certification test, and
- a list of the correct answers along with explanations for why an answer is correct for each question on the practice test.

SAMPLE ANSWER SHEET

Side 1

ExCET

Examination for the Certification of Educators in Texas

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Seal Number

ANSWER SHEET

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ID Number

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Social Security Number

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Form Number

Letter Code

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- A
- B
- C
- D
- E
- F
- G
- H
- J
- K
- L
- M
- N
- P
- R
- S
- T
- U
- V
- W

AFFIX BAR CODE LABEL EXACTLY IN THIS AREA

You must sign your agreement here to the Rules of Test Participation before you begin, and you must write out the identity certification statement in order for your answer document to be scored.

I hereby agree to abide by the conditions set forth in the current ExCET Registration Bulletin, including the Rules of Test Participation.

PRINT NAME _____

SIGNATURE _____ DATE _____

IDENTITY CERTIFICATION STATEMENT

Please write (do not print) the following statement in the space below.

"I certify that I am the person whose name and signature appear on this form."

DIRECTIONS FOR MARKING ANSWER SHEET

- Use black No. 2 lead pencil only.
- Do NOT use ink or ballpoint pen.
- Make heavy black marks that fill circle completely.
- Erase cleanly any answer you wish to change.
- Make no stray marks on the answer sheet.



1 (A)(B)(C)(D)	16 (A)(B)(C)(D)	31 (A)(B)(C)(D)	46 (A)(B)(C)(D)	61 (A)(B)(C)(D)	76 (A)(B)(C)(D)	91 (A)(B)(C)(D)
2 (A)(B)(C)(D)	17 (A)(B)(C)(D)	32 (A)(B)(C)(D)	47 (A)(B)(C)(D)	62 (A)(B)(C)(D)	77 (A)(B)(C)(D)	92 (A)(B)(C)(D)
3 (A)(B)(C)(D)	18 (A)(B)(C)(D)	33 (A)(B)(C)(D)	48 (A)(B)(C)(D)	63 (A)(B)(C)(D)	78 (A)(B)(C)(D)	93 (A)(B)(C)(D)
4 (A)(B)(C)(D)	19 (A)(B)(C)(D)	34 (A)(B)(C)(D)	49 (A)(B)(C)(D)	64 (A)(B)(C)(D)	79 (A)(B)(C)(D)	94 (A)(B)(C)(D)
5 (A)(B)(C)(D)	20 (A)(B)(C)(D)	35 (A)(B)(C)(D)	50 (A)(B)(C)(D)	65 (A)(B)(C)(D)	80 (A)(B)(C)(D)	95 (A)(B)(C)(D)
6 (A)(B)(C)(D)	21 (A)(B)(C)(D)	36 (A)(B)(C)(D)	51 (A)(B)(C)(D)	66 (A)(B)(C)(D)	81 (A)(B)(C)(D)	96 (A)(B)(C)(D)
7 (A)(B)(C)(D)	22 (A)(B)(C)(D)	37 (A)(B)(C)(D)	52 (A)(B)(C)(D)	67 (A)(B)(C)(D)	82 (A)(B)(C)(D)	97 (A)(B)(C)(D)
8 (A)(B)(C)(D)	23 (A)(B)(C)(D)	38 (A)(B)(C)(D)	53 (A)(B)(C)(D)	68 (A)(B)(C)(D)	83 (A)(B)(C)(D)	98 (A)(B)(C)(D)
9 (A)(B)(C)(D)	24 (A)(B)(C)(D)	39 (A)(B)(C)(D)	54 (A)(B)(C)(D)	69 (A)(B)(C)(D)	84 (A)(B)(C)(D)	99 (A)(B)(C)(D)
10 (A)(B)(C)(D)	25 (A)(B)(C)(D)	40 (A)(B)(C)(D)	55 (A)(B)(C)(D)	70 (A)(B)(C)(D)	85 (A)(B)(C)(D)	100 (A)(B)(C)(D)
11 (A)(B)(C)(D)	26 (A)(B)(C)(D)	41 (A)(B)(C)(D)	56 (A)(B)(C)(D)	71 (A)(B)(C)(D)	86 (A)(B)(C)(D)	101 (A)(B)(C)(D)
12 (A)(B)(C)(D)	27 (A)(B)(C)(D)	42 (A)(B)(C)(D)	57 (A)(B)(C)(D)	72 (A)(B)(C)(D)	87 (A)(B)(C)(D)	102 (A)(B)(C)(D)
13 (A)(B)(C)(D)	28 (A)(B)(C)(D)	43 (A)(B)(C)(D)	58 (A)(B)(C)(D)	73 (A)(B)(C)(D)	88 (A)(B)(C)(D)	103 (A)(B)(C)(D)
14 (A)(B)(C)(D)	29 (A)(B)(C)(D)	44 (A)(B)(C)(D)	59 (A)(B)(C)(D)	74 (A)(B)(C)(D)	89 (A)(B)(C)(D)	104 (A)(B)(C)(D)
15 (A)(B)(C)(D)	30 (A)(B)(C)(D)	45 (A)(B)(C)(D)	60 (A)(B)(C)(D)	75 (A)(B)(C)(D)	90 (A)(B)(C)(D)	105 (A)(B)(C)(D)

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DO NOT WRITE IN THIS SPACE

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106 (A) (B) (C) (D)	127 (A) (B) (C) (D)	148 (A) (B) (C) (D)	169 (A) (B) (C) (D)	190 (A) (B) (C) (D)	211 (A) (B) (C) (D)	232 (A) (B) (C) (D)
107 (A) (B) (C) (D)	128 (A) (B) (C) (D)	149 (A) (B) (C) (D)	170 (A) (B) (C) (D)	191 (A) (B) (C) (D)	212 (A) (B) (C) (D)	233 (A) (B) (C) (D)
108 (A) (B) (C) (D)	129 (A) (B) (C) (D)	150 (A) (B) (C) (D)	171 (A) (B) (C) (D)	192 (A) (B) (C) (D)	213 (A) (B) (C) (D)	234 (A) (B) (C) (D)
109 (A) (B) (C) (D)	130 (A) (B) (C) (D)	151 (A) (B) (C) (D)	172 (A) (B) (C) (D)	193 (A) (B) (C) (D)	214 (A) (B) (C) (D)	235 (A) (B) (C) (D)
110 (A) (B) (C) (D)	131 (A) (B) (C) (D)	152 (A) (B) (C) (D)	173 (A) (B) (C) (D)	194 (A) (B) (C) (D)	215 (A) (B) (C) (D)	236 (A) (B) (C) (D)
111 (A) (B) (C) (D)	132 (A) (B) (C) (D)	153 (A) (B) (C) (D)	174 (A) (B) (C) (D)	195 (A) (B) (C) (D)	216 (A) (B) (C) (D)	237 (A) (B) (C) (D)
112 (A) (B) (C) (D)	133 (A) (B) (C) (D)	154 (A) (B) (C) (D)	175 (A) (B) (C) (D)	196 (A) (B) (C) (D)	217 (A) (B) (C) (D)	238 (A) (B) (C) (D)
113 (A) (B) (C) (D)	134 (A) (B) (C) (D)	155 (A) (B) (C) (D)	176 (A) (B) (C) (D)	197 (A) (B) (C) (D)	218 (A) (B) (C) (D)	239 (A) (B) (C) (D)
114 (A) (B) (C) (D)	135 (A) (B) (C) (D)	156 (A) (B) (C) (D)	177 (A) (B) (C) (D)	198 (A) (B) (C) (D)	219 (A) (B) (C) (D)	240 (A) (B) (C) (D)
115 (A) (B) (C) (D)	136 (A) (B) (C) (D)	157 (A) (B) (C) (D)	178 (A) (B) (C) (D)	199 (A) (B) (C) (D)	220 (A) (B) (C) (D)	241 (A) (B) (C) (D)
116 (A) (B) (C) (D)	137 (A) (B) (C) (D)	158 (A) (B) (C) (D)	179 (A) (B) (C) (D)	200 (A) (B) (C) (D)	221 (A) (B) (C) (D)	242 (A) (B) (C) (D)
117 (A) (B) (C) (D)	138 (A) (B) (C) (D)	159 (A) (B) (C) (D)	180 (A) (B) (C) (D)	201 (A) (B) (C) (D)	222 (A) (B) (C) (D)	243 (A) (B) (C) (D)
118 (A) (B) (C) (D)	139 (A) (B) (C) (D)	160 (A) (B) (C) (D)	181 (A) (B) (C) (D)	202 (A) (B) (C) (D)	223 (A) (B) (C) (D)	244 (A) (B) (C) (D)
119 (A) (B) (C) (D)	140 (A) (B) (C) (D)	161 (A) (B) (C) (D)	182 (A) (B) (C) (D)	203 (A) (B) (C) (D)	224 (A) (B) (C) (D)	245 (A) (B) (C) (D)
120 (A) (B) (C) (D)	141 (A) (B) (C) (D)	162 (A) (B) (C) (D)	183 (A) (B) (C) (D)	204 (A) (B) (C) (D)	225 (A) (B) (C) (D)	246 (A) (B) (C) (D)
121 (A) (B) (C) (D)	142 (A) (B) (C) (D)	163 (A) (B) (C) (D)	184 (A) (B) (C) (D)	205 (A) (B) (C) (D)	226 (A) (B) (C) (D)	247 (A) (B) (C) (D)
122 (A) (B) (C) (D)	143 (A) (B) (C) (D)	164 (A) (B) (C) (D)	185 (A) (B) (C) (D)	206 (A) (B) (C) (D)	227 (A) (B) (C) (D)	248 (A) (B) (C) (D)
123 (A) (B) (C) (D)	144 (A) (B) (C) (D)	165 (A) (B) (C) (D)	186 (A) (B) (C) (D)	207 (A) (B) (C) (D)	228 (A) (B) (C) (D)	249 (A) (B) (C) (D)
124 (A) (B) (C) (D)	145 (A) (B) (C) (D)	166 (A) (B) (C) (D)	187 (A) (B) (C) (D)	208 (A) (B) (C) (D)	229 (A) (B) (C) (D)	250 (A) (B) (C) (D)
125 (A) (B) (C) (D)	146 (A) (B) (C) (D)	167 (A) (B) (C) (D)	188 (A) (B) (C) (D)	209 (A) (B) (C) (D)	230 (A) (B) (C) (D)	
126 (A) (B) (C) (D)	147 (A) (B) (C) (D)	168 (A) (B) (C) (D)	189 (A) (B) (C) (D)	210 (A) (B) (C) (D)	231 (A) (B) (C) (D)	

PRACTICE TEST DIRECTIONS

Each question in the practice test is a multiple-choice question with four answer choices. Read each question carefully and choose the ONE best answer. Record your answer on the answer sheet in the space that corresponds to the question number. Fill in the space having the same letter as the answer you have chosen.

Sample Question

1. What is the capital of Texas?

- A. Dallas
- B. Lubbock
- C. Austin
- D. San Antonio

The correct answer to this question is C. You would indicate that on the answer sheet as follows:

1. A B C D

If you have some knowledge about a question, it is better to try to answer it. You will **NOT** be penalized for guessing.

When you have completed your practice test, turn to the practice test answer key at the end of this guide. The answer key contains the correct answer for each question with an explanation.

GERMAN: PRACTICE TEST

Read the passage below from "Bonn" by Walter Henkels; then answer the question that follows.

Eine Betrachtung über die Bundeshauptstadt Bonn sollte man nicht mit einem dummen Scherz beginnen, aber es lockt doch, wiederzugeben, was jüngst ein Witzbold sagte. Die letzte gute Nachricht aus Bonn, so sagte er, sei die von der Geburt Beethovens gewesen. Und man darf auch an jenes Bonmot erinnern, das vor einigen Jahren ein ausländischer Diplomat zum Besten gab. §Bonn?§ sagte er, und man bemerkte, daß auch Diplomaten gelegentlich ein bißchen boshaft sein können, >>Bonn ist halb so groß wie der Zentralfriedhof von Chicago, nur doppelt so tot.<<...

Bonn ist heute eine Stadt der Politik. Die Stadt, so dürftig sie sich als Hauptstadt macht, setzt die Maschine >>Bundesrepublik Deutschland<< in Bewegung. Man muß zugeben, daß der Schein manchmal gegen diese Bemerkung spricht. Aber den Willen der Stadt Bonn, der politische Nabel der Bundesrepublik Deutschland zu sein, muß man gelten lassen. Bonn möchte mit seinen zahlreichen Staatsbauten etwas Monumentalität besitzen. Jede Stadt hat ihre Vergangenheit, auch Bonn.... In jeder Stadt durchdringen sich die Zeiten.... Aber die Spiegel der Vergangenheit stehen schon zu schief, als daß sich das heutige Bonn noch darin finden könnte. Licht gibt der kleinen Großstadt am Rhein, die durch Zufall vorläufige Bundeshauptstadt wurde, die Gegenwart. Es ist ein merkwürdiges Licht.

1. Wie kann man dieses Stück am besten zusammenfassen?

- A. Bonn, eine gemütliche Stadt am Rhein, ist eine der größten Handelsstädte der Bundesrepublik Deutschland.
- B. Die Stadt Bonn ist ein bedeutendes Kunstzentrum, weil sie der Geburtsort Beethovens ist.
- C. Je mehr die Bonner Witze über ihre Stadt hören, desto mehr betrachten sie sich als den Nabel der Welt.
- D. Obwohl Bonn verhältnismäßig klein ist, spielt die Stadt eine wichtige politische Rolle.

2. Which of the following would be the most formal way for a student to begin a letter to a professor in German?

- A. Sehr geehrte Frau Professor Dr. Hegel!
- B. Liebe Frau Hegel!
- C. Liebe Frau Professor Dr. Hegel!
- D. Sehr geehrte Frau Hegel!

3. Read the sentence below; then select the response in which the word Samstag correctly expands the sentence. Familie Henkel fährt nach Düsseldorf.

- A. Samstag Familie Henkel fährt nach Düsseldorf.
- B. Familie Henkel fährt Samstag nach Düsseldorf.
- C. Familie Henkel Samstag fährt nach Düsseldorf.
- D. Familie Henkel nach Düsseldorf fährt Samstag.

For questions 4-11, select the word that best fits the blank.

4. Glücklicherweise ist der Wetterbericht für die nächsten Tage gut. Die Mitglieder unseres Wandervereins _____ morgen einen Ausflug.

- A. werden
- B. will
- C. machen
- D. wird

5. Petra kennt Heidelberg gut, denn sie _____ dort _____ .

- A. ist . . . studiert
- B. ist . . . studieren
- C. hat . . . studieren
- D. hat . . . studiert

6. Der Film _____ sehr gut sein, aber ich habe keine Zeit, ihn zu sehen.

- A. sollten
- B. soll
- C. sollen
- D. sollte

7. Stefan sieht aus, als ob er nicht besonders gut geschlafen_____ .

A. hätte

B. hat

C. hatte

D. habet

8. Wir haben kein heißes Wasser mehr. Willst du_____ trotzdem die Haare waschen?

A. dein

B. sich

C. dich

D. dir

9. Sonntags sitze ich immer vor dem Fernseher und sehe mir_____ Fußballspiel an.

A. jeder

B. jedem

C. jedes

D. jeden

10. Ist das ein_____ Buch als das, das du mir letzte Woche geliehen hast?

A. interessanter

B. interessantes

C. interessanteste

D. interessanteres

11. Ich habe meine Freundin _____ drei Jahren kennengelernt.

- A. von
- B. seit
- C. vor
- D. bei

12. Select the response that best answers the question below. Kennen Sie die Leute hier?

- A. Nein, ich kenne niemand.
- B. Nein, ich kenne nicht einen.
- C. Nein, ich kenne jemand nicht.
- D. Nein, ich kenne irgend nicht.

13. Which of the following commands would a guest in a restaurant generally use with the waiter or waitress?

- A. Vergeßt nicht den Kaffee!
- B. Man vergesse nicht den Kaffee!
- C. Vergessen Sie nicht den Kaffee!
- D. Vergiß nicht den Kaffee!

14. Select the clause that best fits the blank below. Das ist das Haus,_____ .

- A. in dem Beethoven wurde geboren
- B. in dem Beethoven geboren wurde
- C. in dem wurde Beethoven geboren
- D. dem Beethoven wurde geboren in

15. Ilse and Dieter are colleagues in a German office. Ilse mentions to Dieter that it happens to be her birthday. Which of the following is the most appropriate rejoinder for Dieter to make?

- A. Herzlichen Glückwunsch!
- B. Fröhlichen Geburtstag!
- C. Glückliches Neujahr!
- D. Schönste Wünsche!

16. When the reception clerk in a German hotel says, "Bitte tragen Sie sich ein," the clerk is telling the hotel guest to:

- A. register.
- B. bring in his or her luggage.
- C. show his or her passport.
- D. feel at home.

17. In a German class, Christine tells another student, in German, to go to the board and draw an apple. The other student gets up, walks to the board, and draws an apple. This activity is an example of the foreign language teaching approach known as:

- A. Suggestopedia.
- B. Counseling Learning.
- C. Total Physical Response.
- D. the Silent Way.

18. Otto von Bismarck played a major role in the:

- A. expansion of the Austrian Empire.
- B. unification of Germany.
- C. negotiation of the Treaty of Versailles.
- D. defeat of Napoleon.

19. Which of the following German cities serves as a major port for North Sea shipping?

- A. Leipzig
- B. Hannover
- C. Cologne
- D. Hamburg

20. In West Germany, which of the following kinds of educational institutions awards the degree known as the Abitur?

- A. Universität
- B. Gymnasium
- C. Berufsschule
- D. Hauptschule

GERMAN: PRACTICE TEST ANSWER KEY

1. Objective 008: Apply reading skills for understanding written materials.

Correct Response: D. Of the responses given, only the last one correctly summarizes the passage. In the first paragraph, the author relates jokes told about Bonn in order to illustrate the city's reputation as a rather small, provincial place where nothing happens. In the second paragraph, the author discusses Bonn's importance as a political center because of its role as the capital of West Germany. Overall, the author's point is that Bonn, though a relatively small city, plays an important political role. The author does mention that Bonn is located on the Rhein, but he does not characterize Bonn as a particularly gemütlich city or as a trade center. The author credits Bonn as being the birthplace of Beethoven, but nowhere in the passage does the author claim that Bonn is a noted cultural center. The author notes that Bonn would like to become the political center of West Germany, but from this one cannot conclude that the more the inhabitants hear jokes about their city, the more they act as if they were the center of the world.

2. Objective 013: Apply knowledge of writing skills.

Correct Response: A. Of the salutations given, sehr geehrte Frau Professor Dr. Hegel! is the most formal way to address a professor in a letter. In German formal usage, titles such as Frau and Herr are combined with professional and academic titles. The adjective lieb is frequently used in the salutations of letters, but it is appropriate for situations that are more informal than this one.

3. Objective 014: Apply knowledge of sentence construction.

Correct Response: B. Of the sentences given, only Familie Henkel fährt Samstag nach Düsseldorf has correct word order. In simple declarative sentences in German, the verb must be the second element in the sentence. In addition, adverbial expressions of time (Samstag) generally precede adverbial expressions of place (nach Düsseldorf). All the other responses are incorrect because the verb is not the second element in the sentence.

4. Objective 017: Apply knowledge of future time in German in sentence context.

Correct Response: C. In these sentences, the time expressions die nächsten Tage and morgen indicate that the verb in the second sentence must express future time. In German, as in English, the present tense can be used to express future time; the present-tense verb machen conveys the meaning of future time and agrees with the subject die Mitglieder. Werden is used as an auxiliary verb with the infinitive to form the future tense; it cannot stand alone in this context. Will, the third-person singular form of wollen, does not agree with the subject and is not the equivalent of the English "will," but rather of "wants." Wird, the third-person singular form of werden, does not agree with the subject and must be accompanied by the infinitive to express future time.

5. Objective 018: Apply knowledge of the past tenses in German in sentence context.

Correct Response: D. Of the responses given, only hat . . . studiert is correct. The present perfect tense, which fits the context of this sentence, is formed by using the past participle with the appropriate auxiliary verb. Studieren, a weak verb, belongs to a class of foreign words that end in -ieren and that form the past participle with the ending -t alone (studiert). Hat is the correct auxiliary, not ist. Most German verbs, including studieren, use forms of haben for the auxiliary; sein is only used when the main verb indicates motion or change in condition and has no direct object. Studieren, the infinitive form, would be grammatically correct used with a modal auxiliary (e.g., muß studieren), but not with the auxiliary haben.

6. Objective 019: Apply knowledge of the modal auxiliary verbs in German in sentence context.

Correct Response: B. This sentence requires a present tense auxiliary verb that agrees with the subject der Film in person and number. All of the responses are forms of the modal auxiliary sollen, but only soll, a singular third-person form, is a present tense verb that agrees with der Film. Sollten, the third-person plural imperfect (indicative or subjunctive), does not agree with the subject and is an inappropriate tense since the word habe indicates that the sentence context is present indicative. Sollen is the infinitive form, the first-person plural present form (indicative and subjunctive), and the third-person plural present form (indicative and subjunctive). Sollt is the second-person plural present.

7. Objective 020: Apply knowledge of the subjunctive in German in sentence context.

Correct Response: A. Constructions that follow the conjunction als ob should be in the subjunctive mood. Hätte is the only subjunctive form given that agrees with the subject er in person and number. Both hat and hatte agree with er, but hat is present indicative and hatte is imperfect indicative. Habet, a present subjunctive form, is second-person plural and does not agree with er.

8. Objective 024: Apply knowledge of personal, reflexive, and relative pronouns in German in context.

Correct Response: D. Dir is the only pronoun given that correctly completes the sentence. In this sentence, the meaning of the verb waschen is reflexive since the subject of the sentence (ich) performs the action (waschen) on itself. In German reflexive expressions that refer to parts of the body, such as dir die Haare waschen, the definite article precedes the noun, and the article is preceded by a reflexive pronoun in the dative case. In this sentence, Haare can be considered the direct object and dir can be considered the indirect object. None of the other responses is a dative reflexive pronoun that can refer to the subject du. Dein is a possessive adjective. Sich, a third-person singular reflexive pronoun, cannot refer to the second-person du, and dich is accusative.

9. Objective 026: Apply knowledge of ein and der words in context.

Correct Response: C. All the responses are various forms of the der-word jeder. The word Fußballspiel is neuter singular and functions as the direct object of this sentence. Jedes is the only form of jeder that can modify Fußballspiel in this sentence since jedes is the accusative neuter form. Jeder is masculine nominative, and feminine dative and genitive. Jedem is masculine and neuter dative, and jeden is masculine singular accusative.

10. Objective 027: Apply knowledge of adjectives and adverbs in German in context.

Correct Response: D. The comparative form of the adjective is required in this sentence since two things are being compared. Interessanteres is the only comparative form given that has the correct adjective ending. In German, comparative and superlative adjectives take normal adjective endings when they precede a noun. When an ein-word has no ending, the adjective that follows takes a strong ending: ein interessanteres Buch. Interessanter is either the comparative stem of the adjective, which can be used alone only as a predicate adjective, or a positive masculine form of the adjective. Interessantes is a positive neuter form of the adjective, and interessanteste is a superlative form of the adjective.

11. Objective 028: Apply knowledge of prepositions in German.

Correct Response: C. All of the prepositions given could be used with the phrase drei Jahren, but only vor, in the sense of "ago," fits the context of the sentence: "I became acquainted with my friend three years ago." Von drei Jahren would mean "of three years"; seit drei Jahren would mean "since three years" or "for three years"; and bei drei Jahren, though rarely used, could mean "at three years"--none of these meanings make sense in the context of the sentence.

12. Objective 031: Apply knowledge of interrogative and negative constructions in German in context.

Correct Response: A. Ich kenne niemand correctly answers the question "do you know the people here?" Niemand is the negative counterpart of jemand, which could be substituted for die Leute in the question. The phrase nicht einen is not idiomatic German in this context and would be expressed as keinen. The word nicht cannot be used to negate an indefinite pronoun such as jemand; the negative form of the pronoun (niemand) must be used. Irgend is generally used as a prefix to express indefiniteness (e.g., irgendwo, irgendwas); it cannot be used with nicht to express the meaning "no one" or "nobody."

13. Objective 032: Apply knowledge of commands in German in context.

Correct Response: C. Generally a guest in a restaurant would use the formal command form with the waiter or waitress. The Sie form of the imperative, vergessen Sie, indicates a formal relationship or social distance between the speakers and is culturally appropriate in this situation. Both vergiß, a singular form, and vergeßt, a plural form, are informal commands that correspond to the du form of address. In most cases, it is considered disrespectful to use informal commands with adults who are not family members or friends. Man vergesse is a somewhat archaic impersonal command form that is not used when addressing a specific person.

14. Objective 033: Apply knowledge of word order in German in context.

Correct Response: B. All of the responses are relative clauses as indicated by the phrase in dem. Relative clauses require subordinate word order in German; the inflected verb must be in the last position in the sentence. Of the clauses given, only in dem Beethoven geboren wurde has correct word order; none of the other clauses have the inflected verb wurde in the last position.

15. Objective 035: Understand cultural behaviors and communication patterns.

Correct Response: A. Herzlichen Glückwunsch is the set expression used to wish someone a happy birthday in German. Although grammatically correct, fröhlichen Geburtstag is not used in this context in German. One could say, for example, ich habe einen fröhlichen Geburtstag gehabt, but one cannot use fröhlichen Geburtstag as a birthday greeting the same way "happy birthday" is used in English. Glückliches Neujahr is the equivalent of "happy New Year." Schönste Wünsche, though grammatically correct, is not a German idiom and would not normally be used by a native speaker in this context.

16. Objective 038: Apply knowledge of linguistic skills necessary for survival while immersed in cultural situations in German-speaking countries.

Correct Response: A. Sich eintragen means "to sign in," "to sign up," or "to enter one's name." In this situation, the clerk is asking the hotel guest to register. The expression tragen Sie sich ein suggests nothing about luggage, a passport, or feeling at home.

17. Objective 039: Understand methods and techniques for teaching German.

Correct Response: C. Total Physical Response (TPR) is the foreign language teaching method described in this situation. Total Physical Response combines language learning with physical movement, and a characteristic activity of TPR is to have students physically respond to commands in the target language. None of the other methods given emphasize the use of commands or physical movement. Suggestopedia emphasizes relaxation techniques, such as the use of music and soft lights, to facilitate subconscious learning processes. In Counseling Learning, also known as Community Language Learning (CLL), students would most likely be seated in a circle with the teacher sitting outside the circle in order to encourage group support, student-initiated learning, and a client-counselor relationship between the teacher and students. The Silent Way emphasizes the use of color-coded charts and Cuisenaire rods to promote student use of the target language with little intervention from the teacher.

18. Objective 040: Understand major historical developments in German-speaking countries.

Correct Response: B. Otto von Bismarck masterminded the unification of Germany in 1871 through a series of wars and annexations. As a staunch German nationalist, Bismarck had no interest in expanding the Austrian Empire. The Treaty of Versailles was signed more than twenty years after Bismarck's death, and the defeat of Napoleon occurred shortly before his birth.

19. Objective 041: Understand geographic features and influences in German-speaking countries.

Correct Response: D. Hamburg, located at the mouth of the Elbe River, is a major port for North Sea shipping. Leipzig, Hannover, and Cologne are all inland cities that have no direct connection with North Sea commerce.

20. Objective 042: Identify features of contemporary culture in German-speaking countries.

Correct Response: B. In West Germany, the Gymnasium, a seven- to nine-year program of academic study, awards the Abitur, which is a prerequisite for admission to the Universität. The Universität awards the Doktorat and, to a lesser extent, a degree known as Magister. A Berufsschule is a vocational school. The Hauptschule, a secondary school that is an alternative to the Gymnasium, does not prepare students for university study or award the Abitur.

