



Preparation Manual

Languages Other Than English (LOTE)

German (611)

Overview and Exam Framework

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Section 3: Overview and Exam Framework Languages Other Than English (LOTE) German (611)

Exam Overview

Exam Name	Languages Other Than English (LOTE) German
Exam Code	611
Time	5 hours
Number of Questions	120 selected-response questions and 8 constructed-response assignments
Format	Computer-administered test (CAT)

The TExES Languages Other Than English (LOTE) German (611) exam is designed to assess whether an examinee has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The 120 selected-response questions and 8 constructed-response assignments are based on the LOTE German exam framework. The exam may contain questions that do not count toward the score. Your final scaled score will be based only on scored questions.

The Standards

Standard I

The LOTE teacher understands language learning theories and principles of second-language acquisition and uses this knowledge to plan instruction and assessment that promotes success for all students in all areas of language learning as defined in the Texas Essential Knowledge and Skills (TEKS).

Standard II

The LOTE teacher understands assessment and instruction and applies this knowledge to monitor and promote student progress in all areas of language learning as defined in the Texas Essential Knowledge and Skills (TEKS).

Standard III

The LOTE teacher implements the Texas Essential Knowledge and Skills (TEKS), enabling students to communicate in the target language, through which they gain knowledge and understanding of other cultures, connect with other disciplines and acquire information, make comparisons that develop insight into the nature of language and culture and participate in multilingual communities at home and around the world.

Standard IV

The LOTE teacher understands the nature of culture and the connections between language and culture, and understands the practices, products and perspectives of the culture(s) in which the target language is used.

Standard V

As a demonstration of listening proficiency, the LOTE teacher is able to derive essential information, interpret meaning and evaluate oral communications in the target language (as applicable to the target language).

Standard VI

As a demonstration of reading proficiency, the LOTE teacher is able to derive essential information, interpret meaning and evaluate a variety of authentic materials written in the target language (as applicable to the target language).

Standard VII

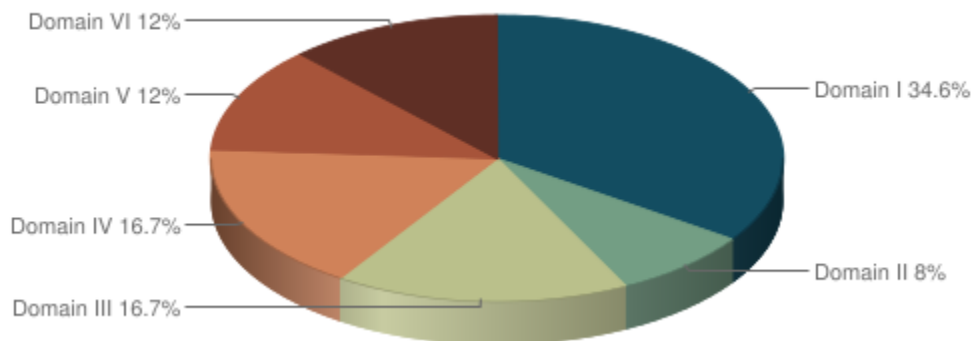
As a demonstration of speaking proficiency, the LOTE teacher is able to construct effective interpersonal and presentational oral discourse in the target language (as applicable to the target language).

Standard VIII

As a demonstration of writing proficiency, the LOTE teacher is able to write effective interpersonal and presentational discourse in the target language (as applicable to the target language).

Domains and Competencies

Domain	Domain Title	Approx. Percentage of Exam	Standards Assessed
I	Instruction and Assessment	34.6%	LOTE German: I–III
II	Cultural Understanding	8%	LOTE German: IV
III	Interpretive Listening	16.7%	LOTE German: IV and V
IV	Interpretive Reading	16.7%	LOTE German: IV and VI
V	Written Expression	12%	LOTE German: VIII
VI	Oral Expression	12%	LOTE German: VII



The content covered by this exam is organized into broad areas of content called **domains**. Each domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of **competencies**. Each competency is composed of two major parts:

- The **competency statement**, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do.
- The **descriptive statements**, which describe in greater detail the knowledge and skills eligible for testing.

Domain I—Instruction and Assessment

Competency 001—The LOTE teacher knows and understands language-learning theories and theories of second-language acquisition and their application to LOTE instruction and assessment to promote the learning goals defined in the Texas Essential Knowledge and Skills (TEKS) for LOTE and promote all students' success as language learners.

The beginning teacher:

- Understands theories and processes of interlanguage development, including predictable patterns in second-language development and factors affecting the time required to learn a language.
- Understands the theories of cognitive processing that underlie first- and second-language acquisition.
- Understands general learning theories and processes relevant to language acquisition, including theories and processes of second-language instruction and assessment (e.g., communicative approaches, content-based approaches).
- Understands the roles of various learning styles (e.g., visual, tactile, aural) in second-language acquisition and plans, selects and creates a variety of instructional and assessment materials that are responsive to various language-learning styles and that raise students' awareness of their own language-learning styles.
- Understands the roles of individual students' characteristics (e.g., motivation, first-language background), social processes and linguistic factors (e.g., language transfer, overgeneralization) and other factors (e.g., family attitudes and behaviors) in second-language acquisition.
- Applies theories and processes that guide work with particular student populations in the LOTE classroom (e.g., heritage learners, gifted and talented, special needs) to plan, select and create instructional and assessment strategies that enhance language acquisition and success for all students.
- Applies theories and processes of second-language learning, instruction and assessment in planning, selecting and creating a variety of instructional and assessment practices and sequences that are based on the learning goals defined in the Texas Essential Knowledge and Skills (TEKS) for LOTE.
- Knows how to expand and enrich existing home background of heritage language/dialect of native speakers of the language.

Competency 002—The LOTE teacher understands and applies theories, strategies and practices of second-language instruction and assessment to promote students' progress in all areas of language learning as defined in the Texas Essential Knowledge and Skills (TEKS) for LOTE.

The beginning teacher:

- Understands and applies knowledge of instructional strategies, materials, technologies and activities to plan instruction that is appropriate for students' varied interests, needs, learning styles, motivations and backgrounds and for fostering students' progress in all areas of language learning.
- Knows and understands a variety of informal and formal assessment methods for identifying and interpreting students' affective and cognitive needs (e.g., attitudes about language learning, language

strengths and weaknesses, cultural understandings); for determining students' proficiency levels; for monitoring students' progress; for reflecting on, adjusting and improving teaching practice; and for guiding students' learning.

- C. Plans, selects and implements a variety of informal and formal assessment methods, tools and rubrics for evaluating and promoting students' interpersonal, interpretive and presentational communication skills in all modalities.
- D. Applies knowledge of instructional strategies to encourage students' self-evaluation and self-monitoring, including self-selection of personal learning strategies relevant to second-language acquisition.
- E. Understands strategies for selecting, adapting and developing instructional strategies and informal and formal assessments for evaluating students' language acquisition as reflected in state and national guidelines (e.g., TEKS for LOTE, American Council on the Teaching of Foreign Languages [ACTFL] Performance Guidelines for K–12 Learners).
- F. Selects, creates, adapts and promotes age-appropriate and language-proficiency-level-appropriate materials, strategies and applications of various media to foster language learning and promote cultural understanding.
- G. Understands strategies for promoting meaningful, proficiency-level-appropriate discourse in the target language by providing comprehensible input and opportunities to interact, negotiate meaning, speak extemporaneously, make cultural connections and participate in extended conversational interactions.

Competency 003—The LOTE teacher understands and applies strategies and approaches for implementing the TEKS for LOTE to promote students' ability to communicate in the target language, gain knowledge and understanding of other cultures, connect with other disciplines and acquire information, make comparisons that develop insight into the nature of language and culture and participate in multilingual communities at home and around the world.

The beginning teacher:

- A. Applies knowledge of instructional and assessment strategies, practices and sequences to facilitate the development of interpersonal communication in the target language.
- B. Applies knowledge of instructional and assessment strategies, practices and sequences to facilitate the development of interpretive communication in the target language, including strategies for guiding students in the selection of materials for independent reading, listening and viewing in the target language.
- C. Applies knowledge of instructional and assessment strategies, practices and sequences to facilitate effective communication in the target language, including strategies for making speech comprehensible.
- D. Understands the use of instructional and assessment activities, materials and practices that integrate culturally significant practices, products and perspectives into the language-learning environment.
- E. Understands and applies strategies for guiding students in their comprehension of the nature of language and culture through comparisons between the target cultures and the students' own language(s) and culture(s), including strategies for helping students understand the influence of one language or culture on another.
- F. Understands and applies strategies for creating interdisciplinary learning experiences to help students explore connections among disciplines; integrate knowledge, skills and methods of inquiry from different subject areas; build vocabulary in other disciplines; explore connections between the target language and

their own career goals; and make personal connections across disciplines through the use of the target language.

- G. Understands and applies strategies for connecting what is taught in the classroom to what is experienced in everyday life and can make cultural connections across disciplines.
- H. Knows how to identify, plan and promote opportunities for students to participate in extracurricular activities (e.g., contests, field trips) and local ethnic organizations and events, including opportunities to work with individuals from a variety of backgrounds and cultures to establish community learning activities, and opportunities to study, travel and work abroad and at home.

Domain II—Cultural Understanding

Competency 004—The LOTE teacher understands the connections between language and culture, including the interactions among cultural products, practices and perspectives within the target language cultures.

The beginning teacher:

- A. Understands and analyzes connections among cultural products, practices and perspectives in the target cultures.
- B. Knows and understands that there are multiple perspectives within the target language cultures and can analyze and interpret ideas from diverse perspectives within these cultures.
- C. Understands and analyzes important similarities and differences among products, practices and perspectives of target cultures and of multiple cultures within the United States.
- D. Understands and analyzes the factors within the target cultures that influence language.

Domain III—Interpretive Listening

Competency 005—The LOTE teacher demonstrates the ability to understand the literal content of oral communications in the target language.

The beginning teacher:

- A. Derives essential information (main ideas and details) from oral discourse in the target language on a variety of topics involving description and/or narration in different time frames (e.g., present, past, future) and in a variety of contexts (e.g., lecture, conversation, telephone message, public address announcement, news item, oral instructions).
- B. Understands discourse in the target language likely to be encountered in social and professional situations within the target language cultures and communities, including discourse about cultural topics, connections to and comparisons with other disciplines and connections to and comparisons with what is experienced outside the classroom.
- C. Understands the meaning of idiomatic words and expressions frequently used in oral discourse in the target language in a variety of culturally specific settings.

Competency 006—The LOTE teacher demonstrates the ability to infer, interpret and evaluate meaning from oral communications in the target language.

The beginning teacher:

- A. Interprets and evaluates oral messages in the target language in order to make inferences (e.g., characterizing the tone, mood or point of view of one or more speakers; identifying a cause-and-effect relationship implied but not stated in an oral communication; analyzing the sociocultural context of an oral exchange; paraphrasing an oral message).

Domain IV—Interpretive Reading

Competency 007—The LOTE teacher demonstrates the ability to understand the literal content of authentic materials written in the target language.

The beginning teacher:

- A. Understands the literal content of a variety of authentic materials (e.g., determining the stated main idea of a passage; identifying an accurate summary of passage content; identifying the sequence of events in a passage; discerning details regarding character, setting or events described in a passage).
- B. Understands various types of authentic target language texts and realia (e.g., literary works, personal letters, newspaper and magazine articles, informational texts, websites, forms, menus, posters) that represent a variety of cultural, community and cross-disciplinary perspectives, including materials that connect with what is experienced outside the classroom.
- C. Understands frequently used idiomatic words and expressions in a variety of culturally specific authentic materials.

Competency 008—The LOTE teacher demonstrates the ability to infer, interpret and evaluate meaning from a variety of authentic materials written in the target language.

The beginning teacher:

- A. Applies critical-reading skills (e.g., making inferences about setting or character from information provided in a passage; discerning implied cause-and-effect relationships in a passage; inferring an author's assumptions, purpose or point of view in a passage; interpreting figurative language, such as metaphors and similes, in a literary passage) to a variety of authentic materials.

Domain V—Written Expression

Competency 009—The LOTE teacher demonstrates the ability to use a broad range of simple and complex language structures in the target language.

The beginning teacher:

- A. Uses simple and complex language structures and conventions of the written language (e.g., accent marks, spelling, punctuation) in interpersonal and presentational writing.
- B. Demonstrates a broad range of vocabulary, often-used idiomatic expressions and culturally appropriate usage in interpersonal and presentational writing.

Competency 010—The LOTE teacher demonstrates the ability to prepare effective interpersonal and presentational written discourse in the target language.

The beginning teacher:

- A. Demonstrates the ability to construct informal and formal written discourse concerning a variety of practical, social and professional topics (e.g., writing a letter, writing about a literary passage; expressing views on a current issue; responding to an opinion or viewpoint; describing the reasoning behind a decision) and reflecting different cultural, community and cross-disciplinary perspectives.
- B. Describes, narrates and explains in written discourse using tenses appropriate to the task and registers appropriate to the audience (e.g., informal, formal).
- C. Uses appropriate vocabulary to write about topics of personal and public interest, including cultural perspectives, community events, comparisons between cultures, connections between the study of the target language and other academic disciplines and connections between what is taught in the classroom and real-life experiences.
- D. Exhibits an appropriate level of cultural knowledge and sensitivity while writing cohesive summaries, essays, narratives, explanations and descriptions.

Domain VI—Oral Expression

Competency 011—The LOTE teacher demonstrates the ability to construct effective interpersonal and presentational oral discourse in the target language.

The beginning teacher:

- A. Demonstrates the ability to initiate communication and respond orally in the target language in a variety of social and professional situations (e.g., describing events or circumstances, explaining a problem, discussing advantages and disadvantages of an idea or proposed course of action).
- B. Describes, narrates and explains in oral discourse in the target language using tenses and moods appropriate to the task and the audience.
- C. Uses appropriate vocabulary to present information about topics of personal and public interest, including cultural perspectives, community events, comparisons between cultures, connections between the study of the target language and other academic disciplines and connections between what is taught in the classroom and real-life experiences.
- D. Demonstrates the ability to use spoken language in culturally appropriate ways, including the use of different registers (e.g., informal, formal) to satisfy the requirements of educational, professional and social situations.
- E. Demonstrates a broad range of vocabulary, often-used idiomatic expressions, clearly comprehensible pronunciation and intonation and simple and complex language structures in oral discourse.

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Section 4: Sample Interpretive Listening and Cultural Knowledge Questions Languages Other Than English (LOTE) German (611)

This section presents some sample exam questions for you to review as part of your preparation for the exam. To demonstrate how each competency may be assessed, sample questions are accompanied by the competency that they measure. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements do not appear on the actual exam.

For each sample exam question, there is a correct answer and a rationale for each answer option. The sample questions are included to illustrate the formats and types of questions you will see on the exam; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual exam.

Directions for the Interpretive Listening and Cultural Knowledge Questions

This section is designed to measure how well you understand spoken language in the target language and the cultures of target-language-speaking cultures.

For this section of the exam, you will listen to several selections in the target language and then respond to selected-response questions related to selections. The last two questions may test your knowledge of culture and linguistics. Each selection will be played twice. You will hear the selection once and then you will have time to preview the six questions before you listen to the selection a second time. You may take notes in the erasable notebooklet provided; however, only the answers selected on-screen will be scored.

The audio for each selection will begin automatically and you will not be able to pause, stop, or replay it. Therefore, listen carefully.

For each selection, you will hear the audio and then automatically advance to the next screen. You will then have 60 seconds to preview the six questions associated with the selection. When the preview time is complete, the exam will advance and the audio selection will be played a second time. You will be prompted when it is time to answer the questions. You will then see the six questions presented one at a time.

For each question, choose the response that is best, relative to the selection. **You will have 20 seconds to select your answer choice** before the exam advances to the next question. The clock in the upper right corner of the screen will indicate how much time is remaining to answer the question. **You will not be able to go back and review your answers to questions in this section of the exam, so be sure to select your answers carefully.**

The entire listening section lasts approximately 50 minutes.

Listening Set 1



Moderator Jens Olesen speaks with guest Arndt Klocke.

Transcript:

- (MA) [intro music] Guten Morgen! Mal ist die rechte Fahrspur gesperrt, mal ist die linke Fahrspur gesperrt, mal dürfen LKW über 3,5 Tonnen die Brücke gar nicht benutzen, mal müssen wir alle langsamer fahren. Seit dieser Woche gibt es eine neue Liste über die maroden Brücken, die im Besitz des Bundes sind, in Nordrhein-Westfalen. Arndt Klocke vom Bündnis 90/Die Grünen ist der verkehrspolitische Sprecher. Also, wie viele Brücken sind's?
- (MB) Es sind 240, die sehr stark äh sanierungsbedürftig sind in Nordrhein-Westfalen. Das sind gut 10% der vorhandenen Straßenbrücken, die wir hier haben.
- (MA) Warum hat man das eigentlich nicht schon vor 15 Jahren angegangen, das Problem?
- (MB) Ja, die Frage verstehe ich, ehrlich gesagt, auch nicht. Also, für die Menschen, die in den 70er, 80er Jahren Brücken geplant und gebaut haben, war ja mit Scherheit klar, dass etwa 25, 30 Jahre später diese Brücken sanierungsbedürftig sind. Dafür ist überhaupt kein Geld zurückgelegt worden, dafür gibt es keine Planung, und wir stellen heutzutage fest, dass eben äh Dinge äh jetzt so dringend anstehen, dass Sperrungen ähm eben auch eine Maßnahme sind, wie wir das beispielsweise bei der Leverkusener Rheinbrücke auch erlebt haben. Äh, man muss sagen, dass in den 90er Jahren, Ende der 90er Jahre großer Augenmerk einfach auf den Osten gerichtet war. Wir haben unglaublich viel Geld in den Aufbau der Verkehrswege im Osten äh investiert. Jeder, der da unterwegs ist, in den Städten beispielsweise, sich die Verkehrsanlagen ankuckt, die Straßenbahnlinien dort, äh sieht wirklich ähm ... na ja, "blühende Landschaften" ist vielleicht nicht das richtige Wort, aber trotzdem sehr gut erhaltene und sehr gut ausgebaute Verkehrswege. Und in der Zeit äh existierte dieses Problem schon auch im Westen, da hat man die Sachen zurückgestellt, hat gesagt: Das muss man jetzt nicht unbedingt machen, das kann man in 5 Jahren angehen etc. Und man muss einfach jetzt feststellen, dass über 10, 15 Jahre die Initiativen, die Maßnahmen nicht angegangen worden sind, die dringend notwendig waren.
- (MA) Das heißt die öffentlich bestellten Planer und Ingenieure waren nicht in der Lage, das zu leisten, was man von ihnen erwartet hat.

- (MB) Äh sie waren auf jeden Fall nicht in der Lage, das so umfassend zu leisten, wie es notwendig wäre. Man kann das vielleicht gut mit einem Zahnarztbesuch, der ausbleibt, vergleichen: Ähm, Wenn man die Dinge nicht schnell angeht, dann wird es, wenn man da Jahre wartet, äh bleibt der Schaden nicht so wie er ist, sondern er wird zunehmend schlimmer, und jetzt ist es allerhöchste Eisenbahn, und wenn man jetzt weiterschläft und keine Priorisierung auf den Erhalt macht, dann wird es in 5 oder 10 Jahren noch viel verheerender sein, und da werden wir noch mehr Sperrungen, und mehr äh äh Straßenschäden haben, als wir das eigentlich heutzutage haben.
- (MA) Erleben wir den Verkehrsinfarkt oder wird's noch schlimmer? Wird's noch schlimmer, wie schätzen Sie das ein?
- (MB) Also real würd' ich sagen, auch wenn's äh äh vielleicht für die Zuschauer keine gute Nachricht ist, ich vermute, dass es schlimmer wird. Wenn man sich den Straßenbericht ankuckt, dann wird es in den nächsten Jahren eher schwieriger werden, äh auch selbst wenn jetzt auf Sanierung schnell umgeschwicht werden würde, ähm und wenn das weiter verschlafen wird in den nächsten Jahren, wird das noch deutlich schwieriger fürs Land.

Competency 005—The LOTE teacher demonstrates the ability to understand the literal content of oral communications in the target language.

1. Worum geht es hauptsächlich in diesem Interview?

- A. Um die Wirkung von Architektur
- B. Um den Erhalt von Infrastruktur
- C. Um den Wert der Bildung
- D. Um die Streitereien der Politik

Answer _____

Competency 006—The LOTE teacher demonstrates the ability to infer, interpret and evaluate meaning from oral communications in the target language.

2. Warum hat man nicht schon in den 1990er Jahren angefangen, die Brücken in Nordrhein-Westfalen zu sanieren?

- A. Man plante, an ihrer Stelle völlig neue Brücken zu bauen.
- B. Zu dieser Zeit waren die staatlichen Kassen wegen der wirtschaftlichen Rezession fast leer.
- C. Zu dieser Zeit sind öffentliche Gelder in den Wiederaufbau der ehemaligen DDR geflossen.
- D. Man ging davon aus, dass der Verkehr in Zukunft abnehmen würde.

Answer _____

Competency 005—The LOTE teacher demonstrates the ability to understand the literal content of oral communications in the target language.

3. Warum erwähnt Herr Klocke Zahnärzte in diesem Kontext?

- A. Bei Brücken und Zähnen zugleich wird der Schaden größer, wenn man nichts unternimmt.
- B. Wie bei Zähnen ist eine Brückenreparatur oft mit temporären „Schmerzen“ verbunden.
- C. Bei Brücken und Zähnen zugleich ist eine regelmäßige Untersuchung der Schlüssel zur „Gesundheit“.
- D. Wie bei Zähnen braucht man bei Brücken vor allem fachlich ausgebildete Experten, wenn man die Dinge instand halten will.

Answer _____

Competency 006—The LOTE teacher demonstrates the ability to infer, interpret and evaluate meaning from oral communications in the target language.

4. Was ist Herrn Klockes Prognose für die Situation der Brücken in Nordrhein-Westfalen?

- A. Es wird noch weitere Sperrungen geben.
- B. Das Schlimmste ist schon vorbei.
- C. An der Verkehrssituation wird sich mittelfristig nicht viel ändern.
- D. Ohne drastische Sofortmaßnahmen steht ein Verkehrschaos bevor.

Answer _____

Competency 004—The LOTE teacher understands the connections between language and culture, including the interactions among cultural products, practices and perspectives within the target language cultures.

5. Auf Ihre Kulturkenntnisse bezogen, in welchem Kontext ist das geflügelte Wort von „blühenden Landschaften“ entstanden, das Arndt Klocke zitiert?

- A. Es ist ein Zitat aus der Romantik, das die Sehnsucht nach einer schönen Heimat ausdrückt.
- B. Bundeskanzler Helmut Kohl hat den Menschen in der DDR „blühende Landschaften“ infolge einer Wiedervereinigung mit der BRD prophezeit.
- C. Es ist ein biblisches Zitat, das den Wunsch nach einem Leben im materiellen Komfort verkörpern soll.
- D. Umweltgruppen in Deutschland benutzen häufig das Bild von „blühenden Landschaften“, um ein Ideal des Lebens im Einklang mit der Natur zu illustrieren.

Answer _____

6. In welcher Zeitform befindet sich der folgende Relativsatz aus dem Hörtext: „dass über 10, 15 Jahre die Maßnahmen nicht angegangen worden sind,“ die dringend notwendig waren?

- A. Im Passiv Präsens
- B. Im Passiv Perfekt
- C. Im Passiv Präteritum
- D. Im Passiv Plusquamperfekt

Answer _____

Listening Set 2

▶ 0:00 / 2:50 ● ———▶ 🔊 ⋮

- (MA) Er ist immer noch rot, und trotzdem sieht er irgendwie anders aus. Ich hab vorhin mal nachgesehen, der neue 10 Euro Schein. Auch sicherheitstechnisch wurden einige Fallstricke für Geldfälscher eingebaut, denn allein in 2013 zog die Europäische Zentralbank 670.000 gefälschte Euro-Banknoten aus dem Verkehr. Was der neue Schein kann, das erklärt uns Dr. Albert Sommer von der Deutschen Bundesbank. Wunderschönen Guten Morgen, Herr Sommer!
- (MB) Ja, schönen guten Morgen!
- (MA) Guten Morgen. Herr Sommer, was ist denn erst mal optisch neu am neuen Schein?
- (MB) Ja, also rein optisch fällt einem als Erstes auf, dass die Farbe etwas kräftiger geworden ist, ah, das erleichtert einfach so etwas die Unterscheidung zwischen den einzelnen Stückelungen, also zwischen dem 5-er, 10-er, 20-er und so weiter. Ja, und ansonsten neu sind tatsächlich einige Sicherheitsmerkmale, die wir verändert haben und die es den Fälschern etwas schwerer machen sollen, die Banknote zu fälschen und in den Umlauf zu bringen.
- (MA) So, dann sagen Sie schon mal, was da so drin ist, damit die Fälscher sich schon mal darauf vorbereiten können, was im September auf sie zukommt.
- (MB) Ja, zunächst mal ham' wir das sogenannte Wasserzeichen geändert, also wenn Sie die Banknote gegen das Licht halten, dann erscheint da nicht mehr das

"Tor", wie bisher beim alten 10-er, sondern die "Europa". Das ist so eine mythologische Gestalt. Äh, der Hintergrund ist einfach: Das ist ein Gesicht, und Gesichter können sich Menschen üblicherweise sehr gut merken, und bemerken auch kleine Veränderungen relativ schnell. Deswegen müssten die das schon ziemlich gut fälschen, damit das nicht auffällt.

(MA) Jetzt ist mir aber aufgefallen: 10-Euro-Scheine kuckt keine Sau an. Jeder prüft 50-Euro-Scheine; jagt sie durch mindestens 17 Scanner, aber ein 10-Euro-Schein wird einfach in die Kasse gelegt, und das war's.

(MB) Na ja, zunächst mal ist es natürlich so, dass die Kassierer selbst üblicherweise schon ein Händchen dafür haben, und äh Tricks haben, wie sie das relativ schnell prüfen können, nicht? So am Rand gibt es immer so Beschriftungen, die sind etwas erhoben,

(MA) Rübergeknibbelt, ja –

(MB) – da muss man nur mal kurz mit dem Finger drüberfahren, dann merkt man schon, ob das echt ist. Auch das Material der Scheine ist nicht so leicht äh nachzumachen, das ist so ein Baumwollgemisch. Also man spürt das schon, die erfahrenen Leute spüren das relativ schnell, ob's 'ne echte oder falsche Banknote ist. Aber gut, äh ich mein' ich kann nur jedem raten, selbst immer so ein waches Auge zu haben. Das wird man nicht immer durchhalten können. Aber es ist halt so: Wer eine falsche Banknote angedreht bekommt, der trägt den Schaden. Also wenn er die abgeliefert, dann kriegt er die nicht ersetzt. Das ist nun mal so.

(MA) So, aus dem 5-Euroschein konnten wir ja lernen. Der kam dann irgendwann, der sieht 'n bisschen anders aus, und die meisten Automaten haben sich an dem Ding verschluckt. Wird das uns beim 10-er genauso gehen, dass wir in Zukunft also sagen wir mal bis zum Ende des Jahres neue und alte 10-er mit uns führen müssen, damit wir auch mal 'nen Parkschein lösen können, oder wurde da vorgesorgt?

(MB) Also, wir hoffen das natürlich nicht; letztendlich ist es aber natürlich so, dass das nicht in unserer Hand äh liegt. Wir stellen ab sofort den Automatenherstellern die neuen Geldscheine zur Verfügung. Die sind also jederzeit in der Lage, jetzt ihre Automaten entsprechend anzupassen und umzurüsten, und wir hoffen, dass das dann gut klappt. Aber das können wir natürlich nicht äh überprüfen.

Competency 005—The LOTE teacher demonstrates the ability to understand the literal content of oral communications in the target language.

7. Aus welchem Grund hat die Bundesbank dem 10-Euroschein eine neue Farbe gegeben?

- A. Die neue Farbe können Fälscher nicht so leicht nachmachen.
- B. Die neue Farbe passt besser zu dem Motiv auf dem neuen Schein.
- C. Die neue Farbe hilft, den Schein von anderen Geldscheinen zu unterscheiden.
- D. Die neue Farbe harmoniert besser mit den Farben der anderen Scheine.

Answer _____

8. Warum wurde das Wasserzeichen auf dem neuen 10-er Euroschein ausgewechselt?

- A. Das neue Wasserzeichen enthält eine neue Lichttechnik.
- B. Das neue Bild sollte eine wichtige historische Persönlichkeit ehren.
- C. Die Bevölkerung fand das alte Bild auf dem Schein nicht mehr zeitgemäß.
- D. Menschen können sich das Aussehen von Gesichtern leichter merken.

Answer _____

Competency 006—The LOTE teacher demonstrates the ability to infer, interpret and evaluate meaning from oral communications in the target language.

9. Welches potenzielle Problem glaubt der Moderator bei den neuen Sicherheitsmerkmalen von 10-Euro-Scheinen zu sehen?

- A. Die distinktive raue Oberfläche des neuen 10-Euro-Scheins wird nicht lange halten.
- B. Die meisten Leute werden bei einem 10-Euro-Schein gar nicht erst prüfen, ob er echt ist.
- C. Der neue 10-Euro-Schein ist immer noch zu leicht zu fälschen.
- D. Die Kassierer im Geschäft haben keine Zeit, um die feinen Merkmale zu überprüfen.

Answer _____

Competency 005—The LOTE teacher demonstrates the ability to understand the literal content of oral communications in the target language.

10. Was macht die Deutsche Bundesbank, um die Probleme mit Geldautomaten, die es bei der Einführung des 5-Euro-Scheines gab, dieses Mal zu vermeiden?

- A. Die Bundesbank gibt den Automatenherstellern die neuen Scheine frühzeitig, damit sie ihre Automaten anpassen können.
- B. Die Bundesbank überprüft, ob alle existierenden Automaten die neuen 10-Euro-Scheine korrekt erkennen können.
- C. Die Bundesbank stellt den Automatenherstellern neue Geldscheinlesegeräte zur Verfügung, die sie in ihre Automaten einbauen können.
- D. Die Bundesbank wird die alten 10-Euro-Scheine so lange behalten, bis die Automaten vollständig an die neuen Scheine angepasst sind.

Answer _____

11. Dr. Sommer spricht im Hörtext über „einige Sicherheitsmerkmale, die es den Fälschern etwas schwerer machen sollen, die Banknote zu fälschen" In welchem Fall steht das Nomen „den Fälschern"?

- A. im Nominativ
- B. im Akkusativ
- C. im Dativ
- D. im Genitiv

Answer _____

Competency 004—The LOTE teacher understands the connections between language and culture, including the interactions among cultural products, practices and perspectives within the target language cultures.

12. Auf Ihre Kulturkenntnisse bezogen, was war die offizielle Währung in der Bundesrepublik Deutschland zwischen 1947 und 2002, als der Euro eingeführt wurde?

- A. Der Taler
- B. Die Reichsmark
- C. Der Groschen
- D. Die Deutsche Mark

Answer _____

Preparation Manual

Section 4: Sample Interpretive Listening and Cultural Knowledge Answers and Rationales Languages Other Than English (LOTE) German (611)

This section presents some sample exam questions for you to review as part of your preparation for the exam. To demonstrate how each competency may be assessed, sample questions are accompanied by the competency that they measure. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements do not appear on the actual exam.

For each sample exam question, there is a correct answer and a rationale for each answer option. The sample questions are included to illustrate the formats and types of questions you will see on the exam; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual exam.

Directions for the Interpretive Listening and Cultural Knowledge Questions

This section is designed to measure how well you understand spoken language in the target language and the cultures of target-language-speaking cultures.

For this section of the exam, you will listen to several selections in the target language and then respond to selected-response questions related to selections. The last two questions may test your knowledge of culture and linguistics. Each selection will be played twice. You will hear the selection once and then you will have time to preview the six questions before you listen to the selection a second time. You may take notes in the erasable notebooklet provided; however, only the answers selected on-screen will be scored.

The audio for each selection will begin automatically and you will not be able to pause, stop, or replay it. Therefore, listen carefully.

For each selection, you will hear the audio and then automatically advance to the next screen. You will then have 60 seconds to preview the six questions associated with the selection. When the preview time is complete, the exam will advance and the audio selection will be played a second time. You will be prompted when it is time to answer the questions. You will then see the six questions presented one at a time.

For each question, choose the response that is best, relative to the selection. **You will have 20 seconds to select your answer choice** before the exam advances to the next question. The clock in the upper right corner of the screen will indicate how much time is remaining to answer the question. **You will not be able to go back and review your answers to questions in this section of the exam, so be sure to select your answers carefully.**

The entire listening section lasts approximately 50 minutes.

Listening Set 1



Moderator Jens Olesen speaks with guest Arndt Klocke.

Transcript:

- (MA) [intro music] Guten Morgen! Mal ist die rechte Fahrspur gesperrt, mal ist die linke Fahrspur gesperrt, mal dürfen LKW über 3,5 Tonnen die Brücke gar nicht benutzen, mal müssen wir alle langsamer fahren. Seit dieser Woche gibt es eine neue Liste über die maroden Brücken, die im Besitz des Bundes sind, in Nordrhein-Westfalen. Arndt Klocke vom Bündnis 90/Die Grünen ist der verkehrspolitische Sprecher. Also, wie viele Brücken sind's?
- (MB) Es sind 240, die sehr stark äh sanierungsbedürftig sind in Nordrhein-Westfalen. Das sind gut 10% der vorhandenen Straßenbrücken, die wir hier haben.
- (MA) Warum hat man das eigentlich nicht schon vor 15 Jahren angegangen, das Problem?
- (MB) Ja, die Frage verstehe ich, ehrlich gesagt, auch nicht. Also, für die Menschen, die in den 70er, 80er Jahren Brücken geplant und gebaut haben, war ja mit Scherheit klar, dass etwa 25, 30 Jahre später diese Brücken sanierungsbedürftig sind. Dafür ist überhaupt kein Geld zurückgelegt worden, dafür gibt es keine Planung, und wir stellen heutzutage fest, dass eben äh Dinge äh jetzt so dringend anstehen, dass Sperrungen ähm eben auch eine Maßnahme sind, wie wir das beispielsweise bei der Leverkusener Rheinbrücke auch erlebt haben. Äh, man muss sagen, dass in den 90er Jahren, Ende der 90er Jahre großer Augenmerk einfach auf den Osten gerichtet war. Wir haben unglaublich viel Geld in den Aufbau der Verkehrswege im Osten äh investiert. Jeder, der da unterwegs ist, in den Städten beispielsweise, sich die Verkehrsanlagen ankuckt, die Straßenbahnlinien dort, äh sieht wirklich ähm ... na ja, "blühende Landschaften" ist vielleicht nicht das richtige Wort, aber trotzdem sehr gut erhaltene und sehr gut ausgebaute Verkehrswege. Und in der Zeit äh existierte dieses Problem schon auch im Westen, da hat man die Sachen zurückgestellt, hat gesagt: Das muss man jetzt nicht unbedingt machen, das kann man in 5 Jahren angehen etc. Und man muss einfach jetzt feststellen, dass über 10, 15 Jahre die Initiativen, die Maßnahmen nicht angegangen worden sind, die dringend notwendig waren.
- (MA) Das heißt die öffentlich bestellten Planer und Ingenieure waren nicht in der Lage, das zu leisten, was man von ihnen erwartet hat.

- (MB) Äh sie waren auf jeden Fall nicht in der Lage, das so umfassend zu leisten, wie es notwendig wäre. Man kann das vielleicht gut mit einem Zahnarztbesuch, der ausbleibt, vergleichen: Ähm, Wenn man die Dinge nicht schnell angeht, dann wird es, wenn man da Jahre wartet, äh bleibt der Schaden nicht so wie er ist, sondern er wird zunehmend schlimmer, und jetzt ist es allerhöchste Eisenbahn, und wenn man jetzt weiterschläft und keine Priorisierung auf den Erhalt macht, dann wird es in 5 oder 10 Jahren noch viel verheerender sein, und da werden wir noch mehr Sperrungen, und mehr äh äh Straßenschäden haben, als wir das eigentlich heutzutage haben.
- (MA) Erleben wir den Verkehrsinfarkt oder wird's noch schlimmer? Wird's noch schlimmer, wie schätzen Sie das ein?
- (MB) Also real würd' ich sagen, auch wenn's äh äh vielleicht für die Zuschauer keine gute Nachricht ist, ich vermute, dass es schlimmer wird. Wenn man sich den Straßenbericht ankuckt, dann wird es in den nächsten Jahren eher schwieriger werden, äh auch selbst wenn jetzt auf Sanierung schnell umgeschwicht werden würde, ähm und wenn das weiter verschlafen wird in den nächsten Jahren, wird das noch deutlich schwieriger fürs Land.

Competency 005—The LOTE teacher demonstrates the ability to understand the literal content of oral communications in the target language.

1. Worum geht es hauptsächlich in diesem Interview?

- A. Um die Wirkung von Architektur
- B. Um den Erhalt von Infrastruktur
- C. Um den Wert der Bildung
- D. Um die Streitereien der Politik

Answer

Option B is correct because the interview is centrally concerned with the condition of bridges in the German state of North Rhine-Westphalia, analyzing the reasons why they were neglected in the past, and predicting whether or not they will function adequately into the future. **Option A is incorrect** because the interview does not focus on the aesthetic impact of architecture. **Option C is incorrect** because it doesn't have much to say about the value of education. **Option D is incorrect** because the interview does not examine political differences in any detail. Even though the guest does represent a political party, he presents a largely technocratic argument about bridge upkeep and is remarkably reticent about blaming any particular political party for past maintenance failures.

Competency 006—The LOTE teacher demonstrates the ability to infer, interpret and evaluate meaning from oral communications in the target language.

2. Warum hat man nicht schon in den 1990er Jahren angefangen, die Brücken in Nordrhein-Westfalen zu sanieren?
- A. Man plante, an ihrer Stelle völlig neue Brücken zu bauen.
 - B. Zu dieser Zeit waren die staatlichen Kassen wegen der wirtschaftlichen Rezession fast leer.
 - C. Zu dieser Zeit sind öffentliche Gelder in den Wiederaufbau der ehemaligen DDR geflossen.
 - D. Man ging davon aus, dass der Verkehr in Zukunft abnehmen würde.

Answer

Option C is correct because Mr. Klocke implies that bridge renovation in North Rhine-Westphalia was not carried out in the 1990s because there was a "great concentration" on the East at that time and that transport infrastructure in the former East Germany had the highest priority; in the West, meanwhile, he states that maintenance was deferred: "*da hat man die Sachen zurückgestellt.*" **Option A is incorrect** because nothing in the audio supports the idea presented that a wave of replacement bridges was planned. **Option B is incorrect** because the audio does not support either of the contentions, neither that there was an economic recession at that time, nor that the German government coffers were empty as a result. **Option D is incorrect** because its contention is that traffic experts at the time were predicting less need for bridges owing to declining traffic volumes; this is not stated in the audio.

Competency 005—The LOTE teacher demonstrates the ability to understand the literal content of oral communications in the target language.

3. Warum erwähnt Herr Klocke Zahnärzte in diesem Kontext?
- A. Bei Brücken und Zähnen zugleich wird der Schaden größer, wenn man nichts unternimmt.
 - B. Wie bei Zähnen ist eine Brückenreparatur oft mit temporären „Schmerzen“ verbunden.
 - C. Bei Brücken und Zähnen zugleich ist eine regelmäßige Untersuchung der Schlüssel zur „Gesundheit“.
 - D. Wie bei Zähnen braucht man bei Brücken vor allem fachlich ausgebildete Experten, wenn man die Dinge instand halten will.

Answer

Option A is correct because Mr. Klocke compares bridge maintenance to the maintenance of teeth, and states that a delay in carrying out necessary repairs only results in bigger problems in the future. **Option B is incorrect** because he does not emphasize that repairs can cause the "pain" of temporary inconvenience to travelers. **Option C is incorrect** because, although it is plausible with its recommendation of regular check-ups, Mr. Klocke does not actually draw this particular parallel in the audio; his focus is on the size of the repairs to be made, and not a schedule that will prevent repairs being necessary. **Option D is incorrect** because, although it is a plausible statement, it does not reflect anything that is said in the audio.

Competency 006—The LOTE teacher demonstrates the ability to infer, interpret and evaluate meaning from oral communications in the target language.

4. Was ist Herrn Klockes Prognose für die Situation der Brücken in Nordrhein-Westfalen?

- A. Es wird noch weitere Sperrungen geben.
- B. Das Schlimmste ist schon vorbei.
- C. An der Verkehrssituation wird sich mittelfristig nicht viel ändern.
- D. Ohne drastische Sofortmaßnahmen steht ein Verkehrschaos bevor.

Answer

Option A is correct because Mr. Klocke says several times that the situation is likely to get worse, thus implying that the current bridge closure at Leverkusen will be followed by others. **Option B is incorrect** because he does not take the optimistic stance that "the worst is behind us." **Option C is incorrect** because he does not assert that things have reached a kind of steady state. **Option D is incorrect** because he refuses to portray the situation as one that will soon result in a dramatic "traffic chaos."

Competency 004—The LOTE teacher understands the connections between language and culture, including the interactions among cultural products, practices and perspectives within the target language cultures.

5. Auf Ihre Kulturkenntnisse bezogen, in welchem Kontext ist das geflügelte Wort von „blühenden Landschaften“ entstanden, das Arndt Klocke zitiert?

- A. Es ist ein Zitat aus der Romantik, das die Sehnsucht nach einer schönen Heimat ausdrückt.
- B. Bundeskanzler Helmut Kohl hat den Menschen in der DDR „blühende Landschaften“ infolge einer Wiedervereinigung mit der BRD prophezeit.
- C. Es ist ein biblisches Zitat, das den Wunsch nach einem Leben im materiellen Komfort verkörpern soll.
- D. Umweltgruppen in Deutschland benutzen häufig das Bild von „blühenden Landschaften“, um ein Ideal des Lebens im Einklang mit der Natur zu illustrieren.

Answer

Option B is correct because in 1990 German Chancellor Helmut Kohl addressed television viewers across Germany on the occasion of the currency union between the Federal Republic and the German Democratic Republic and famously predicted that the five eastern states would soon be turned into "blühende Landschaften." **Options A, C and D are incorrect** because they offer incorrect etymologies for this phrase with a precise historical origin.

Competency 005—The LOTE teacher demonstrates the ability to understand the literal content of oral communications in the target language.

6. In welcher Zeitform befindet sich der folgende Relativsatz aus dem Hörtext: „dass über 10, 15 Jahre die Maßnahmen nicht angegangen worden sind,“ die dringend notwendig waren?

- A. Im Passiv Präsens
- B. Im Passiv Perfekt

C. Im Passiv Präteritum

D. Im Passiv Plusquamperfekt

Answer

Option B is correct because the verb phrase consists of a past participle ("*angegangen*") together with a form of the verb *werden*, which marks it as a passive form; the verb *werden*, meanwhile, is present as an attenuated past participle ("*worden*") and the conjugated auxiliary verb *sind*, which means that the passive verb is being used in the present perfect tense. **Options A, C and D are incorrect** because they would not account for the occurrence of these particular verb forms in combination.

Listening Set 2

▶ 0:00 / 2:50 ● ———▶ 🔊 ⋮

- (MA) Er ist immer noch rot, und trotzdem sieht er irgendwie anders aus. Ich hab vorhin mal nachgesehen, der neue 10 Euro Schein. Auch sicherheitstechnisch wurden einige Fallstricke für Geldfälscher eingebaut, denn allein in 2013 zog die Europäische Zentralbank 670.000 gefälschte Euro-Banknoten aus dem Verkehr. Was der neue Schein kann, das erklärt uns Dr. Albert Sommer von der Deutschen Bundesbank. Wunderschönen Guten Morgen, Herr Sommer!
- (MB) Ja, schönen guten Morgen!
- (MA) Guten Morgen. Herr Sommer, was ist denn erst mal optisch neu am neuen Schein?
- (MB) Ja, also rein optisch fällt einem als Erstes auf, dass die Farbe etwas kräftiger geworden ist, ah, das erleichtert einfach so etwas die Unterscheidung zwischen den einzelnen Stückelungen, also zwischen dem 5-er, 10-er, 20-er und so weiter. Ja, und ansonsten neu sind tatsächlich einige Sicherheitsmerkmale, die wir verändert haben und die es den Fälschern etwas schwerer machen sollen, die Banknote zu fälschen und in den Umlauf zu bringen.
- (MA) So, dann sagen Sie schon mal, was da so drin ist, damit die Fälscher sich schon mal darauf vorbereiten können, was im September auf sie zukommt.
- (MB) Ja, zunächst mal ham' wir das sogenannte Wasserzeichen geändert, also wenn Sie die Banknote gegen das Licht halten, dann erscheint da nicht mehr das

"Tor", wie bisher beim alten 10-er, sondern die "Europa". Das ist so eine mythologische Gestalt. Äh, der Hintergrund ist einfach: Das ist ein Gesicht, und Gesichter können sich Menschen üblicherweise sehr gut merken, und bemerken auch kleine Veränderungen relativ schnell. Deswegen müssten die das schon ziemlich gut fälschen, damit das nicht auffällt.

(MA) Jetzt ist mir aber aufgefallen: 10-Euro-Scheine kuckt keine Sau an. Jeder prüft 50-Euro-Scheine; jagt sie durch mindestens 17 Scanner, aber ein 10-Euro-Schein wird einfach in die Kasse gelegt, und das war's.

(MB) Na ja, zunächst mal ist es natürlich so, dass die Kassierer selbst üblicherweise schon ein Händchen dafür haben, und äh Tricks haben, wie sie das relativ schnell prüfen können, nicht? So am Rand gibt es immer so Beschriftungen, die sind etwas erhoben,

(MA) Rübergeknibbelt, ja –

(MB) – da muss man nur mal kurz mit dem Finger drüberfahren, dann merkt man schon, ob das echt ist. Auch das Material der Scheine ist nicht so leicht äh nachzumachen, das ist so ein Baumwollgemisch. Also man spürt das schon, die erfahrenen Leute spüren das relativ schnell, ob's 'ne echte oder falsche Banknote ist. Aber gut, äh ich mein' ich kann nur jedem raten, selbst immer so ein waches Auge zu haben. Das wird man nicht immer durchhalten können. Aber es ist halt so: Wer eine falsche Banknote angedreht bekommt, der trägt den Schaden. Also wenn er die abgeliefert, dann kriegt er die nicht ersetzt. Das ist nun mal so.

(MA) So, aus dem 5-Euroschein konnten wir ja lernen. Der kam dann irgendwann, der sieht 'n bisschen anders aus, und die meisten Automaten haben sich an dem Ding verschluckt. Wird das uns beim 10-er genauso gehen, dass wir in Zukunft also sagen wir mal bis zum Ende des Jahres neue und alte 10-er mit uns führen müssen, damit wir auch mal 'nen Parkschein lösen können, oder wurde da vorgesorgt?

(MB) Also, wir hoffen das natürlich nicht; letztendlich ist es aber natürlich so, dass das nicht in unserer Hand äh liegt. Wir stellen ab sofort den Automatenherstellern die neuen Geldscheine zur Verfügung. Die sind also jederzeit in der Lage, jetzt ihre Automaten entsprechend anzupassen und umzurüsten, und wir hoffen, dass das dann gut klappt. Aber das können wir natürlich nicht äh überprüfen.

Competency 005—The LOTE teacher demonstrates the ability to understand the literal content of oral communications in the target language.

7. Aus welchem Grund hat die Bundesbank dem 10-Euroschein eine neue Farbe gegeben?

- A. Die neue Farbe können Fälscher nicht so leicht nachmachen.
- B. Die neue Farbe passt besser zu dem Motiv auf dem neuen Schein.
- C. Die neue Farbe hilft, den Schein von anderen Geldscheinen zu unterscheiden.
- D. Die neue Farbe harmoniert besser mit den Farben der anderen Scheine.

Answer

Option C is correct because Mr. Sommer states in the interview that the color of the 10 Euro banknote is more pronounced than on the old banknote, and that this is supposed to help to better distinguish between the different denominations of Euro banknotes. **Options A, B and D are incorrect** because he does not give any indication that the new color is supposed to make the banknote harder to counterfeit or that there is another reason for the color change, such as aesthetics or symbolic meaning.

8. Warum wurde das Wasserzeichen auf dem neuen 10-er Euroschein ausgewechselt?

- A. Das neue Wasserzeichen enthält eine neue Lichttechnik.
- B. Das neue Bild sollte eine wichtige historische Persönlichkeit ehren.
- C. Die Bevölkerung fand das alte Bild auf dem Schein nicht mehr zeitgemäß.
- D. Menschen können sich das Aussehen von Gesichtern leichter merken.

Answer

Option D is correct because in the interview, Mr. Sommer explains that changing the water mark on the new Euro banknote from a gate to the face of a mythological figure was based on the fact that humans generally find it easy to remember details of faces. Therefore it would be easier for people to notice if the watermark on a banknote contains an inconsistency, which in turn makes it harder for forgers to fake the watermark. **Option A is incorrect** because Mr. Sommer does not claim that the technology of the watermark or how it responds to light has changed. **Options B and C are incorrect** because it is not stated that the choice of Europa was based on any particular input: it was not based on support in the general population, and of course the mythological figure of Europa would not honor any actual historical personage.

Competency 006—The LOTE teacher demonstrates the ability to infer, interpret and evaluate meaning from oral communications in the target language.

9. Welches potenzielle Problem glaubt der Moderator bei den neuen Sicherheitsmerkmalen von 10-Euro-Scheinen zu sehen?

- A. Die distinktive raue Oberfläche des neuen 10-Euro-Scheins wird nicht lange halten.
- B. Die meisten Leute werden bei einem 10-Euro-Schein gar nicht erst prüfen, ob er echt ist.
- C. Der neue 10-Euro-Schein ist immer noch zu leicht zu fälschen.
- D. Die Kassierer im Geschäft haben keine Zeit, um die feinen Merkmale zu überprüfen.

Answer

Option B is correct because the moderator is concerned that people might not check to see if a 10-Euro banknote is real or a fake. Halfway through the interview, the reporter counters Mr. Sommer's explanation of the new anti-forgery measures with the observation that cashiers usually don't take the time to check a 10-Euro banknote the way they would with a 50-Euro banknote, suggesting concern that the new security measures might not be effective in preventing forgery. Mr. Sommer responds by explaining that cashiers are usually good about noticing if a banknote is fake by its general feel and appearance, without having to carefully check it first. **Option D is incorrect** because the moderator does not claim that cashiers have no time to check banknotes — this is also contradicted by his somewhat exaggerated observation that they will "run a 50-Euro banknote through 17 different scanners." **Option A is incorrect** because, although the embossed surface of the new banknote is mentioned, the moderator does not identify it as a problem. **Option C is incorrect** because the moderator does not find fault with any of the specific security measures described by Mr. Sommer and also makes no general assertion that the new banknote might be too easy to fake.

Competency 005—The LOTE teacher demonstrates the ability to understand the literal content of oral communications in the target language.

10. Was macht die Deutsche Bundesbank, um die Probleme mit Geldautomaten, die es bei der Einführung des 5-Euro-Scheines gab, dieses Mal zu vermeiden?

- A. Die Bundesbank gibt den Automatenherstellern die neuen Scheine frühzeitig, damit sie ihre Automaten anpassen können.
- B. Die Bundesbank überprüft, ob alle existierenden Automaten die neuen 10-Euro-Scheine korrekt erkennen können.
- C. Die Bundesbank stellt den Automatenherstellern neue Geldscheinlesegeräte zur Verfügung, die sie in ihre Automaten einbauen können.
- D. Die Bundesbank wird die alten 10-Euro-Scheine so lange behalten, bis die Automaten vollständig an die neuen Scheine angepasst sind.

Answer

Option A is correct because the moderator mentions problems that occurred with the introduction of a new 5-Euro banknote, when vending machines had trouble recognizing the new banknotes, and asks what is being done to prevent similar problems with the 10-Euro banknote. Mr. Sommer answers that the Deutsche Bundesbank does not have any control over this issue, but that it is doing its part to help by supplying the producers of vending machines with the new banknotes "as of now" so that they will be able to adjust their machines to the new currency. **Option B is incorrect** because he specifically states that the Bundesbank has no means of checking whether all vending machines are able to recognize the new banknote. **Option C is incorrect** because no mention is made of a plan for the government to supply the vending machine makers with the necessary parts for accurate reading. **Option D is incorrect** because Mr. Sommer does not mention any plan to time the rollout of the new banknote based on the needs of the vending machine industry.

11. Dr. Sommer spricht im Hörtext über „einige Sicherheitsmerkmale, die es den Fälschern etwas schwerer machen sollen, die Banknote zu fälschen" In welchem Fall steht das Nomen „den Fälschern"?

- A. im Nominativ
- B. im Akkusativ
- C. im Dativ
- D. im Genitiv

Answer

Option C is correct because in the quoted sentence, "*den Fälschern*" (dative plural form of "*der Fälscher*") is the dative object of the verb. **Options A, B and D are incorrect** because the case identified in each does not match the form of noun as given.

Competency 004—The LOTE teacher understands the connections between language and culture, including the interactions among cultural products, practices and perspectives within the target language cultures.

12. Auf Ihre Kulturkenntnisse bezogen, was war die offizielle Währung in der Bundesrepublik Deutschland zwischen 1947 und 2002, als der Euro eingeführt wurde?

- A. Der Taler
- B. Die Reichsmark
- C. Der Groschen
- D. Die Deutsche Mark

Answer

Option D is correct because the Deutsche Mark was introduced as the currency of the Federal German Republic in 1947 and was used until 2002, when it was completely replaced by the Euro for all types of transactions. **Options A, B and C are incorrect** because they refer to older types of currency.

Preparation Manual

Section 5: Sample Interpretive Reading and Cultural Knowledge Questions Languages Other Than English (LOTE) German (611)

This section presents some sample exam questions for you to review as part of your preparation for the exam. To demonstrate how each competency may be assessed, sample questions are accompanied by the competency that they measure. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements do not appear on the actual exam.

For each sample exam question, there is a correct answer and a rationale for each answer option. The sample questions are included to illustrate the formats and types of questions you will see on the exam; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual exam.

Directions for the Interpretive Reading and Cultural Knowledge Questions

This section is designed to measure how well you understand written German and the cultures of German-speaking cultures.

As part of this section of the exam, you will read several selections in the target language. You may need to scroll to view each selection in its entirety. Each selection is accompanied by a number of questions presented in the target language. For each question, choose the response that is best, relative to the selection. The last two questions may test your knowledge of culture and linguistics.

Some selections include numbered words. Refer to the footnotes at the end of the selection for a definition or explanation of these words.

You will have 50 minutes to answer all of the questions in this section. The timer in the upper right corner of the screen will indicate how much time is remaining.

Reading Comprehension Passage

Wandergesellen: Hunderte junge Handwerker folgen einer Uralt-Tradition

Sein Wanderbuch trägt Ingo Alex, 27, immer an der Brust, unter Weste und Jackett: "Unersetzbar, ich schlafe auch darauf." Das Büchlein enthält zig Fotos, handschriftliche Einträge und Stempel von Städten, in denen er schon war, unterwegs kreuz und quer durch Deutschland, Österreich, die Schweiz.

Alex, gebürtiger Ulmer, ist gelernter Bierbrauer und Mälzer. Die meisten der knapp 400 Wandergesellen seien Zimmerer, Tischler, Dachdecker oder Maurer, sagt Ludwig Hense, Präsident des Dachverbandes der Wandergesellen.

Bei acht Brauereien konnte Alex schon anheuern, ob im bayerischen Riedenburg oder in Potsdam. In den ersten drei Monaten begleitete ihn noch ein Altgeselle. "Er hat mir Tipps gegeben, wie man durchkommt, und die Regeln beigebracht."

Davon gibt es viele, etwa dass Wandergesellen kein Geld fürs Schlafen und Reisen ausgeben dürfen. Darum tippeln sie meist zu Fuß oder per Anhalter. Oder dass sie in den ersten drei Jahren plus einen Tag nicht mehr nach Hause können – 50 Kilometer um den früheren Wohnort herum reicht die sogenannte Bannmeile.

Seit Jahrhunderten schon gehen junge Handwerker auf Wanderschaft. Leicht erkennbar sind sie an der charakteristischen Kluft: Hose mit weitem Schlag, Weste, Jackett, dazu Hut und Wanderstock. "Die Gesellen müssen unverheiratet sein, ledig, unter 30 und im Besitz des Gesellenbriefes," erklärt Jens Brinkmann von der Rolandsschacht-Zunft für wandernde Bauhandwerker. "Und mit der Bahn fahren sollen sie auch nicht." Die Regeln würden vor allem mündlich übermittelt: "Oft erfahren die Gesellen selbst erst Genaueres von anderen Gesellen auf der Reise."

Zimmermann Marc Heerich, 28, tippelt seit drei Jahren. In Polen und Portugal war er schon, am Mittelmeer und in der Südarktis. Auf der Deutschlandkarte zeigt er den Bannkreis um seine sauerländische Heimatstadt Finnentrop. Am Ortsschild musste er damals Abschied nehmen. "Das war wie ein Sprung aus dem Flugzeug", erinnert Heerich sich. Mit nichts als fünf Euro in der Tasche und seinem Bündel machte er sich auf, zurück blieben Freunde, Familie – und das Handy, ab sofort tabu.

Er arbeitet heute hier, morgen dort und lässt sich einfach treiben. "Vom ersten Tag an geht es um die Wurst", sagt Heerich, "wo esse ich, wo schlafe ich?" Mal musste er im Freien übernachten, mal in einem Bankraum.

Die klassische Montur sei "im Winter viel zu kalt, im Sommer viel zu heiß" – aber auch ein Türöffner in der Fremde. Sie schaffe Vertrauen. Denn wer die Kluft trägt, muss sich stets ehrbar verhalten, "darauf haben wir unser Wort gegeben". Also werde "einem unheimlich viel geholfen auf der Walz", so Heerich.

Mit leuchtenden Augen berichtet der Zimmermann von seinen Erlebnissen. Und doch sehnt er sich so langsam nach seiner Heimat, nach Familie und Freunden.

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Competency 007—LOTE teacher demonstrates the ability to understand the literal content of authentic materials written in the target language.

1. Der Wandergeselle Ingo Alex ist "auf der Walz", oder man kann auch sagen, dass er „tippelt“. Wie kann man diesen Begriff wohl am besten umschreiben?

- A. Er reist durch das Land und arbeitet nur, wenn ihm das Geld ausgeht.
- B. Er arbeitet in regelmäßig wechselnden Betrieben, um berufliche Erfahrungen zu sammeln.
- C. Er arbeitet ohne Bezahlung und akzeptiert dafür Verpflegung und Unterkunft.

- D. Er arbeitet an einem Arbeitsplatz weit entfernt von der Heimat und besucht nur einmal im Jahr das Zuhause.

Answer _____

Competency 008—The LOTE teacher demonstrates the ability to infer, interpret and evaluate meaning from a variety of authentic materials written in the target language.

2. Welche Aussage würde der Wandergeselle Ingo Alex am ehesten machen?

- A. „Ich möchte vielleicht als Nächstes in der Tschechischen Republik brauen.“
- B. „Meine Frau sagt, sie vermisst mich zwar, aber nicht meine komische Kleidung.“
- C. „Mit den ermäßigten Karten für Wandergesellen kann man heutzutage auch per Zug tippeln.“
- D. „Als ich letztes Jahr zufällig durch meine Heimatstadt reiste, hat mich kaum einer wiedererkannt.“

Answer _____

Competency 007—The LOTE teacher demonstrates the ability to understand the literal content of authentic materials written in the target language.

3. Wie beschreibt der Wandergeselle Marc Heerich den Anfang seiner Wanderjahre?

- A. Er war jeden Tag hungrig.
- B. Es war eine Art Wiedergeburt.
- C. Es ging schnell wie im Flug vorbei.
- D. Es war ein existenzieller Schock.

Answer _____

4. Worauf bezieht sich wohl die „klassische Montur“?

- A. Auf das alltägliche Leben eines Wandergesellen
- B. Auf den Brief, den ein Wandergeselle bei sich tragen muss
- C. Auf die charakteristische Kleidung eines Wandergesellen
- D. Auf die Arbeit, die ein Wandergeselle typischerweise macht

Answer _____

Competency 004—The LOTE teacher understands the connections between language and culture, including the interactions among cultural products, practices and perspectives within the target language cultures.

5. Auf Ihre Kulturkenntnisse bezogen, auf welche hierarchische Stufe kommt der Geselle als nächste im Handwerksbetrieb?

- A. Er wird Praktikant.
- B. Er wird Auszubildender.
- C. Er wird Arbeiter.
- D. Er wird Meister.

Answer _____

Competency 007—The LOTE teacher demonstrates the ability to understand the literal content of authentic materials written in the target language.

6. Ein Satz beginnt mit den Worten "Davon gibt es viele." Wie könnte man einem Schüler die Funktion des Wörtchens „Da-" erklären?

- A. Es ist ein Füllwort, das nichts bedeutet und lediglich das Sprechen erleichtert.
- B. Es ist ein Pronomen, das sich auf „Tipps" bezieht.
- C. Es ist ein Pronomen, das sich auf „Regeln" bezieht.
- D. Es ist ein Adverb, das ungefähr „In dieser Situation" bedeutet

Answer _____

Competency 004—The LOTE teacher understands the connections between language and culture, including the interactions among cultural products, practices and perspectives within the target language cultures.



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7. Auf Ihre kulturellen Kenntnisse bezogen, warum hat man dieses Zitat gewählt, um einem öffentlichen Protest Nachdruck zu verleihen?

- A. Es ist eine berühmt gewordene Parole der 68er-Demonstranten.
- B. Es ist ein Kernsatz der deutschen Verfassung.
- C. Es ist eine Zeile aus dem Song einer beliebten deutschen Band.
- D. Es ist ein philosophischer Grundsatz von Nietzsche.

Answer _____

Preparation Manual

Section 5: Sample Interpretive Reading and Cultural Knowledge Answers and Rationales Languages Other Than English (LOTE) German (611)

This section presents some sample exam questions for you to review as part of your preparation for the exam. To demonstrate how each competency may be assessed, sample questions are accompanied by the competency that they measure. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements do not appear on the actual exam.

For each sample exam question, there is a correct answer and a rationale for each answer option. The sample questions are included to illustrate the formats and types of questions you will see on the exam; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual exam.

Directions for the Interpretive Reading and Cultural Knowledge Questions

This section is designed to measure how well you understand written German and the cultures of German-speaking cultures.

As part of this section of the exam, you will read several selections in the target language. You may need to scroll to view each selection in its entirety. Each selection is accompanied by a number of questions presented in the target language. For each question, choose the response that is best, relative to the selection. The last two questions may test your knowledge of culture and linguistics.

Some selections include numbered words. Refer to the footnotes at the end of the selection for a definition or explanation of these words.

You will have 50 minutes to answer all of the questions in this section. The timer in the upper right corner of the screen will indicate how much time is remaining.

Reading Comprehension Passage

Wandergesellen: Hunderte junge Handwerker folgen einer Uralt-Tradition

Sein Wanderbuch trägt Ingo Alex, 27, immer an der Brust, unter Weste und Jackett: "Unersetzbar, ich schlafe auch darauf." Das Büchlein enthält zig Fotos, handschriftliche Einträge und Stempel von Städten, in denen er schon war, unterwegs kreuz und quer durch Deutschland, Österreich, die Schweiz.

Alex, gebürtiger Ulmer, ist gelernter Bierbrauer und Mälzer. Die meisten der knapp 400 Wandergesellen seien Zimmerer, Tischler, Dachdecker oder Maurer, sagt Ludwig Hense, Präsident des Dachverbandes der Wandergesellen.

Bei acht Brauereien konnte Alex schon anheuern, ob im bayerischen Riedenburg oder in Potsdam. In den ersten drei Monaten begleitete ihn noch ein Altgeselle. "Er hat mir Tipps gegeben, wie man durchkommt, und die Regeln beigebracht."

Davon gibt es viele, etwa dass Wandergesellen kein Geld fürs Schlafen und Reisen ausgeben dürfen. Darum tippeln sie meist zu Fuß oder per Anhalter. Oder dass sie in den ersten drei Jahren plus einen Tag nicht mehr nach Hause können – 50 Kilometer um den früheren Wohnort herum reicht die sogenannte Bannmeile.

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Zimmermann Marc Heerich, 28, tippelt seit drei Jahren. In Polen und Portugal war er schon, am Mittelmeer und in der Südarktis. Auf der Deutschlandkarte zeigt er den Bannkreis um seine sauerländische Heimatstadt Finnentrop. Am Ortsschild musste er damals Abschied nehmen. "Das war wie ein Sprung aus dem Flugzeug", erinnert Heerich sich. Mit nichts als fünf Euro in der Tasche und seinem Bündel machte er sich auf, zurück blieben Freunde, Familie – und das Handy, ab sofort tabu.

Er arbeitet heute hier, morgen dort und lässt sich einfach treiben. "Vom ersten Tag an geht es um die Wurst", sagt Heerich, "wo esse ich, wo schlafe ich?" Mal musste er im Freien übernachten, mal in einem Bankraum.

Die klassische Montur sei "im Winter viel zu kalt, im Sommer viel zu heiß" – aber auch ein Türöffner in der Fremde. Sie schaffe Vertrauen. Denn wer die Kluft trägt, muss sich stets ehrbar verhalten, "darauf haben wir unser Wort gegeben". Also werde "einem unheimlich viel geholfen auf der Walz", so Heerich.

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Competency 007—LOTE teacher demonstrates the ability to understand the literal content of authentic materials written in the target language.

1. Der Wandergeselle Ingo Alex ist "auf der Walz", oder man kann auch sagen, dass er „tippelt“. Wie kann man diesen Begriff wohl am besten umschreiben?

- A. Er reist durch das Land und arbeitet nur, wenn ihm das Geld ausgeht.
- B. Er arbeitet in regelmäßig wechselnden Betrieben, um berufliche Erfahrungen zu sammeln.
- C. Er arbeitet ohne Bezahlung und akzeptiert dafür Verpflegung und Unterkunft.

- D. Er arbeitet an einem Arbeitsplatz weit entfernt von der Heimat und besucht nur einmal im Jahr das Zuhause.

Answer

Option B is correct because from the text it can be inferred that Mr. Alex's experience as a *Wandergeselle*, or journeyman, is synonymous with an extended trip in order to work for a limited time at a number of different firms and thereby get to know many different techniques of his chosen trade. **Option A is incorrect** because it is not supported with its contention that Mr. Alex only works occasionally and grudgingly; it is in fact implicitly contradicted by the depiction of Mr. Alex's journey as a long chain of different employment opportunities. **Option C is incorrect** because it is not supported with its contention that Mr. Alex receives no pay, or that he receives free food; the reader is simply not privy to this information. The text does support the notion that Mr. Alex is not supposed to pay for lodging, and therefore might be trading a certain portion of his labor for a place to sleep, but most of the statement in option C cannot be verified. **Option D is incorrect** because it violates one of the general rules for journeymen that we learn about (a journeyman may not go home at all for three years) and it presents an overly vague description of what it means to be a journeyman in a particular trade.

Competency 008—The LOTE teacher demonstrates the ability to infer, interpret and evaluate meaning from a variety of authentic materials written in the target language.

2. Welche Aussage würde der Wandergeselle Ingo Alex am ehesten machen?

- A. „Ich möchte vielleicht als Nächstes in der Tschechischen Republik brauen.“
- B. „Meine Frau sagt, sie vermisst mich zwar, aber nicht meine komische Kleidung.“
- C. „Mit den ermäßigten Karten für Wandergesellen kann man heutzutage auch per Zug tippeln.“
- D. „Als ich letztes Jahr zufällig durch meine Heimatstadt reiste, hat mich kaum einer wiedererkannt.“

Answer

Option A is correct because Ingo Alex's trade is that of a brewer, and having already gathered experience at breweries in Germany, Austria, and Switzerland, he might logically choose to go next to the Czech Republic, which is not far and which has a very strong tradition of beer brewing. **Options B, C and D are incorrect** because each one represents a violation of the rules governing journeymen that are presented in the text: because journeymen cannot be married; because one is not supposed to travel by train, nor pay for travel; because the journeyman is not supposed to return home before the end of his or her prescribed three-year stint.

Competency 007—The LOTE teacher demonstrates the ability to understand the literal content of authentic materials written in the target language.

3. Wie beschreibt der Wandergeselle Marc Heerich den Anfang seiner Wanderjahre?

- A. Er war jeden Tag hungrig.
- B. Es war eine Art Wiedergeburt.
- C. Es ging schnell wie im Flug vorbei.

D. Es war ein existenzieller Schock.

Answer

Option D is correct because Mr. Heerich compares the transition to his life as journeyman to jumping out of a plane and goes on to describe how each day confronted him with basic, existential questions such as "Where am I going to eat? Where am I going to sleep?" **Option A is incorrect** because even though eating was an open question, Mr. Heerich does not say that he actually ever went hungry. **Option B is incorrect** because he does not opine that it was "like being born again." **Option C is incorrect** because Mr. Heerich does not say that the first few weeks or months "went by in a flash."

4. Worauf bezieht sich wohl die „klassische Montur“?

- A. Auf das alltägliche Leben eines Wandergesellen
- B. Auf den Brief, den ein Wandergeselle bei sich tragen muss
- C. Auf die charakteristische Kleidung eines Wandergesellen
- D. Auf die Arbeit, die ein Wandergeselle typischerweise macht

Answer

Option C is correct because "*Die klassische Montur*" confronts the reader with the challenge of trying to understand a low-frequency noun. Through close reading of the text, "*Montur*" can be decoded as being the equivalent of "*die Kluft*," which in turn is described in the text as a set of clothes and accessories that make up the typical, prescribed outfit of a journeyman. **Options A, B and D are incorrect** because they don't present a grammatically and syntactically possible interpretation of the text.

Competency 004—The LOTE teacher understands the connections between language and culture, including the interactions among cultural products, practices and perspectives within the target language cultures.

5. Auf Ihre Kulturkenntnisse bezogen, auf welche hierarchische Stufe kommt der Geselle als nächste im Handwerksbetrieb?

- A. Er wird Praktikant.
- B. Er wird Auszubildender.
- C. Er wird Arbeiter.
- D. Er wird Meister.

Answer

Option D is correct because for any apprentice who has earned his or her *Gesellenbrief*, the next step up is that of *Meister*, usually attainable through a combination of practical experience, formal instruction, and final examination or project completion. A journeyman with three years of experience in a range of firms would be in a good position to pursue the rank of *Meister*. **Options A, B and C are incorrect** because they represent lower rungs on the ladder of a tradesman's career and, as such, would not be reasonable options.

Competency 007—The LOTE teacher demonstrates the ability to understand the literal content of authentic materials written in the target language.

6. Ein Satz beginnt mit den Worten "Davon gibt es viele." Wie könnte man einem Schüler die Funktion des Wörtchens „Da-" erklären?

- A. Es ist ein Füllwort, das nichts bedeutet und lediglich das Sprechen erleichtert.
- B. Es ist ein Pronomen, das sich auf „Tipps" bezieht.
- C. Es ist ein Pronomen, das sich auf „Regeln" bezieht.
- D. Es ist ein Adverb, das ungefähr „In dieser Situation" bedeutet

Answer

Option C is correct because the word "*davon*" is an abbreviated prepositional phrase in which the pronoun *da*-represents the closest antecedent noun that fits grammatically and logically. That noun is *Regeln*, since the sentence that would result makes the best sense in context: "*Von den Regeln gibt es viele*," followed by examples of rules that apply to journeymen. **Options A, B and D are incorrect** because they represent readings that violate the rules governing pronouns and sentence construction.

Competency 004—The LOTE teacher understands the connections between language and culture, including the interactions among cultural products, practices and perspectives within the target language cultures.



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7. Auf Ihre kulturellen Kenntnisse bezogen, warum hat man dieses Zitat gewählt, um einem öffentlichen Protest Nachdruck zu verleihen?

- A. Es ist eine berühmt gewordene Parole der 68er-Demonstranten.
- B. Es ist ein Kernsatz der deutschen Verfassung.
- C. Es ist eine Zeile aus dem Song einer beliebten deutschen Band.
- D. Es ist ein philosophischer Grundsatz von Nietzsche.

Answer

Option B is correct because the sentence quoted in the sign is the beginning of the first article of the German constitution, and as such is the foundational principle of contemporary German law. **Option A is incorrect** because the quoted sentence was not developed by young German protesters of the generation of 1968. **Option C is incorrect** because it does not stem from the lyrics of any popular German music group. **Option D is incorrect** because it cannot be characterized as one of the foundational statements of Nietzsche's philosophy.

Preparation Manual

Section 6: Sample Interpersonal and Presentational Writing Assignments Languages Other Than English (LOTE) German (611)

Directions for the Interpersonal and Presentational Writing Assignments

This section of the exam consists of three assignments that measure different aspects of your writing ability in the target language:


1. Response to a Letter, Memo, or E-mail
2. Opinion/Position Essay
3. Presentational Writing: Integrated Skills

Directions for each assignment will be provided before the assignment.

The total testing time for this section of the exam is 50 minutes; therefore, you should manage your time so that you have enough time to respond to all three assignments within the allotted time. The timer in the upper right corner of the screen will indicate how much time is remaining.

You will type your response to each assignment. Your response must be written in the target language. You may use the erasable notebooklet provided to make notes, write an outline, or otherwise prepare your response. **However, your final response to each assignment must be typed in the response box provided for the assignment.**

Please note that special characters (such as letters with accents or other diacritical marks) cannot be entered using the keyboard but are available for insertion in the on-screen response box. To access these characters, click on the

 button that appears in the upper left corner of the screen. Using the mouse, double-click on the character you wish to include in your response, or click on the character you wish to include in your response and then select "**Insert**." The character will be inserted where the cursor is positioned in the response box.

Sample Interpersonal and Presentational Writing Assignments

Response to a Letter, Memo, or E-mail

For this assignment, you will be given a letter, memo, or e-mail to which you will write an appropriate response in the target language. First, read the content provided on-screen. Then, type your response in the response box.

Manage your time so that you allow enough time to plan, write, and revise your response. Your response to this assignment should be a minimum of 60 words.

Assignment 1

Stellen Sie sich vor, Sie leben in Deutschland und mieten dort seit Kurzem eine Wohnung in einem großen Mietsgebäude. Letztes Wochenende kam eine Freundin für zwei Tage zu Ihnen zu Besuch, die ihren kleinen Hund mitbrachte. Heute finden Sie den untenstehenden Brief in Ihrem Briefkasten. Beantworten Sie den Brief, um die Situation zu klären.

Sehr geehrte(r) Mieter(in),

mehrere Bewohner dieses Hauses haben sich bei Ihrem Hausmeister über Hundelärm beklagt, der aus Ihrer Wohnung zu hören ist. Es scheint, dass Sie sich vor Kurzem einen Hund angeschafft haben, der regelmäßig laut bellt, wenn Bewohner im Treppenhaus hinauf-oder heruntergehen.

Wie Sie eigentlich wissen sollten, ist es den Mietern laut §1.2.1 der Hausordnung untersagt, in der Wohnung Haustiere zu halten, insbesondere wenn diese die Ruhe im Haus stören. Es handelt sich daher um einen Verstoß gegen §1.2.1 der Hausordnung.

Als Anlage finden Sie eine Rechnung für die Mahngebühr in Höhe von €200, die Sie uns bitte innerhalb einer Woche überweisen. Weiterhin haben Sie drei Tage Zeit, um den Missstand zu beheben. Wenn wir über diesen Zeitpunkt hinaus Hinweise bekommen sollten, dass Sie immer noch einen Hund in Ihrer Wohnung haben, müssen Sie mit weiteren Strafgebühren und eventuell noch strikteren Maßnahmen rechnen, bis hin zum Verlust ihrer Wohnung. Wir hoffen, dass wir diese unangenehmen Schritte aufgrund Ihres schnellen Handelns nicht einleiten müssen. Sollten Sie eine Frage oder Stellungnahme zu diesem Schreiben haben, können Sie mich gern per E-Mail unter Schielke@heimbaugesellschaft.de kontaktieren.

Mit bestem Gruß

Thomas Schielke
Wohnungsverwaltung
Heimbaugesellschaft mbH

Opinion/Position Essay

For this assignment, you will be provided with a scenario to write an essay in the target language to support your opinion or position on an issue. First, read the scenario. Then, type your response in the response box provided.

Your essay should include reasons and/or examples to support your opinion.

Manage your time so that you allow enough time to plan, write, and revise your essay. An effective essay will typically contain a minimum of 120 words.

Assignment 2

Viele Leute meinen, dass ein erfolgreich abgeschlossenes Bachelor-Studium das Minimum ist, was Jugendliche an Bildung brauchen, um im späteren Leben Erfolg zu

haben. In Deutschland spielt aber das praxisorientierte System der Ausbildung (auch „Lehre“ genannt) nach wie vor eine wichtige Rolle, in der viele Schulabgänger auf Facharbeit in Industrie und Handwerk vorbereitet werden. Glauben Sie, dass es unser Ziel sein soll, alle Jugendlichen auf die Universität zu schicken?

- Äußern Sie Ihre Meinung und begründen Sie sie.
- Nennen Sie konkrete Beispiele, die Ihre Meinung unterstützen.

Presentational Writing: Integrated Skills

For this assignment, you will read a passage in the target language. This passage will appear in both the Writing and Speaking sections.

First, read the passage and associated writing task. Then, type your response in the response box provided.

Manage your time so that you allow enough time to plan, write, and revise your response. Your response should contain a minimum of 120 words and must be in the target language.

Assignment 3

Wo ist das Abenteuerland?

Sly müsste man sein! Der Zehnjährige wächst auf Helgoland auf, und jetzt in den Sommerferien verbringt er ganze Tage mit den anderen Inselkindern auf der vorgelagerten Düne. Nur ab und zu bekommt sie ein Erwachsener zu Gesicht. Die Kinder bauen Hütten, spielen am Strand, gehen schwimmen. Als Sly aber einmal aufs Festland reiste, fragte er: „Mama, gibt's hier gar keine Kinder? Ich sehe überhaupt niemanden draußen spielen.“ So blickt ein Inselkind auf die deutsche Normalität im Jahr 2015.

In dieser begleiten die zum Schlagwort gewordenen Helikopter-Eltern ihren Nachwuchs morgens bis ins Klassenzimmer und kutschieren ihn nachmittags zu Freunden, in die Reithalle, zum Musikunterricht. Kaum etwas fällt ihnen schwerer, als die Kinder allein rauszulassen, zu zweckfreiem Spielen, zum Stromern. Untersuchungen zeigen, dass Kinder in Deutschland sich in den sechziger Jahren in einem Radius von mehreren Kilometern frei bewegen konnten, heute kommen sie allein kaum noch 500 Meter vom eigenen Zimmer weg.

Die Konsequenzen sieht Urs Kühne in seiner Zahnarzt-Praxis in Hamburg-Bahrenfeld. Fragt man ihn nach seinen jungen Patienten, berichtet er von einer Zunahme der „Frontzahnfrakturen“ infolge „unabgefangener Stürze“. Mit anderen Worten: Die Kinder können nicht mehr richtig fallen. „Viele Kinder und Jugendliche haben sensomotorische Defizite“, sagt Kühne. „Es fehlt einfach der Umgang mit Balance, Kraft und Koordination.“

Genau das kann lernen und trainieren, wer draußen spielt und seine Grenzen austesten darf. „Kinder müssen systematisch in bewältigbare Gefahrensituationen gebracht werden. Dann nimmt das Unfallrisiko auch ab.“ So spitzt es Klaus Fischer zu, der als Professor an

der Universität Köln Bewegungserziehung lehrt. Doch statt fallen zu dürfen, werden die Kinder ruhiggestellt. Längst wissen Forscher: Vom körperlichen Reiz profitieren auch die kognitiven Fähigkeiten. Toben und Umherstromern sind gut fürs Konzentrationsvermögen. Wer sich bewegt, lernt besser.

Jedes Risiko zu vermeiden ist genau die falsche Strategie. Wie soll sich jemand in der Welt zurechtfinden, wenn jede Gefahr von ihm ferngehalten wird? Wer heute zwischen fünf und fünfzehn Jahren alt ist, wird einen Beruf ergreifen, wenn Deutschlands Bevölkerung schrumpft. Die Kinder von heute werden dann die Geschicke dieses Landes leiten: Sie sollen als Ärzte und Pfleger auf Krankenstationen zusammenarbeiten, sie werden mit Problemen von Flüchtlingen bis Klimawandel konfrontiert sein, sie müssen als Lehrer und Erzieher die übernächste Generation prägen. Und dafür müssen Kinder ihre eigenen Erfahrungen machen, Risiken eingehen, ihre Grenzen testen dürfen. Und sie müssen lernen, mit anderen Menschen klarzukommen, ohne dass Mama oder Papa danebenstehen.

© Katrin Hörnlein: „Wo ist das Abenteuerland?“ DIE ZEIT Nr 34/2015

Writing Assignment

Nachdem Sie diesen Text gelesen haben, erklären Sie was "Stromern" ist, und warum es laut Artikel wichtig ist.

Scoring Rubrics

Scoring Rubric for Response to a Letter, Memo, or E-mail and Opinion/Position Essay

Score	General Description	Features/Dimensions		
		Task Completion	Topic Development	Writing Skills
3 High	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Fully addresses and completes the task 	<ul style="list-style-type: none"> • Directly relates to the topic; topic well developed • All or almost all supporting details or examples are appropriate and effective 	<ul style="list-style-type: none"> • Response is well organized and generally coherent • Demonstrates a high or mid-high degree of control of a variety of structures; a few grammatical errors occur with no evident patterns • Varied vocabulary appropriate for the content and used with precision • Very few errors in conventions of the

				<p>written language (orthography: spelling, accent marks and punctuation; sentence structure)</p> <ul style="list-style-type: none"> • Register is appropriate (accurate social and/or cultural references included)
<p>2 Mid-High</p>	<p>A response at this level is characterized by most of the following features/dimensions:</p>	<ul style="list-style-type: none"> • Addresses and completes the task 	<ul style="list-style-type: none"> • Relates to the topic • Most supporting details or examples are well defined 	<ul style="list-style-type: none"> • Response is organized, but some parts are not fully developed • Demonstrates a moderate degree of control of a variety of structures; some grammatical errors occur • Appropriate vocabulary with occasional errors such as making up words or code-switching • Some errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure) but they do not impede communication • Register is usually appropriate (generally accurate social and/or cultural references included)
<p>1 Mid-Low</p>	<p>A response at this level is characterized by most of the following features/dimensions:</p>	<ul style="list-style-type: none"> • Addresses and completes the task 	<ul style="list-style-type: none"> • Moderately relates to the topic • Some supporting details or examples are vague or not well defined 	<ul style="list-style-type: none"> • Response is inadequately organized/not sequenced correctly • Demonstrates a lack of control of a variety

				<p>of structures; frequent grammatical errors occur</p> <ul style="list-style-type: none"> • Limited vocabulary; frequent errors such as making up words or code-switching • Frequent errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure) • Register is inappropriate (inaccurate social and/or cultural references are included)
<p>0 Low</p>	<p>A response at this level is characterized by most of the following features/dimensions:</p>	<ul style="list-style-type: none"> • Partially addresses and/or partially completes the task 	<ul style="list-style-type: none"> • Minimally relates to the topic • Most supporting details or examples are irrelevant or not effective 	<ul style="list-style-type: none"> • Response is disorganized • Demonstrates a lack of control of most structures; numerous grammatical errors impede communication • Insufficient vocabulary; constant interference from another language • Pervasive errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure) impeding communication • Minimal to no attention to register (inaccurate social and/or cultural references are included)

Scoring Rubric for Presentational Writing: Integrated Skills

Score	General Description	Features/Dimensions		
		Task Completion	Topic Development	Writing Skills
3 High	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Fully addresses and completes the task 	<ul style="list-style-type: none"> • Directly relates to the topic; topic well developed • All or almost all supporting details or examples are appropriate and effective • Clearly demonstrates a high degree of understanding of the content in the text 	<ul style="list-style-type: none"> • Response is well organized and generally coherent • Demonstrates a high or mid-high degree of control of a variety of structures; a few grammatical errors occur with no evident patterns • Varied vocabulary appropriate for the content and used with precision • Very few errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure) • Register is appropriate (accurate social and/or cultural references included)
2 Mid-High	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Addresses and completes the task 	<ul style="list-style-type: none"> • Relates to the topic • Most supporting details or examples are well defined • Demonstrates a moderate degree of understanding of the content in the text 	<ul style="list-style-type: none"> • Response is organized, but some parts are not fully developed • Demonstrates a moderate degree of control of a variety of structures; some grammatical errors occur • Appropriate vocabulary with occasional errors such as making up words or code-switching

				<ul style="list-style-type: none"> • Some errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure) but they do not impede communication • Register is usually appropriate (generally accurate social and/or cultural references included)
<p>1 Mid-Low</p>	<p>A response at this level is characterized by most of the following features/dimensions:</p>	<ul style="list-style-type: none"> • Addresses and completes the task 	<ul style="list-style-type: none"> • Moderately relates to the topic • Some supporting details or examples are vague or not well defined • Demonstrates a low degree of understanding of the content in the text 	<ul style="list-style-type: none"> • Response is inadequately organized/not sequenced correctly • Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur • Limited vocabulary; frequent errors such as making up words or code-switching • Frequent errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure) • Register is inappropriate (inaccurate social and/or cultural references are included)
<p>0 Low</p>	<p>A response at this level is characterized by most of the following features/dimensions:</p>	<ul style="list-style-type: none"> • Partially addresses and/or partially completes the task 	<ul style="list-style-type: none"> • Minimally relates to the topic • Most supporting details or examples 	<ul style="list-style-type: none"> • Response is disorganized • Demonstrates a lack of control of most structures; numerous

			<p>are irrelevant or not effective</p> <ul style="list-style-type: none"> • Demonstrates a poor degree of understanding of the content in the text 	<p>grammatical errors impede communication</p> <ul style="list-style-type: none"> • Insufficient vocabulary; constant interference from another language • Pervasive errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure) impeding communication • Minimal to no attention to register (inaccurate social and/or cultural references are included)
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Note: Your written response should be your original work, written in your own words and not copied or paraphrased from some other work.

Preparation Manual

Section 7: Sample Interpersonal and Presentational Speaking Assignments Languages Other Than English (LOTE) German (611)

Directions for the Interpersonal and Presentational Speaking Assignments

This section of the exam consists of three assignments that measure different aspects of your speaking ability in the target language. This section lasts approximately 15 minutes and consists of the following tasks:

1. Presentational Speaking: Integrated Skills
2. Express an Opinion or Make an Oral Presentation
3. Simulated Conversation

For each assignment, you will be given specific directions, including the amount of time allowed for preparation and speaking. Answer each question according to the directions. You may use the erasable notebooklet provided to write notes or organize your response; however, you will be scored only on your recorded oral response.

Be sure to speak naturally and appropriately in the target language when responding to the speaking assignments. There are no prescribed answers to these assignments; however, each response needs to follow all task directions. Say as much as you can until the response time is over or until you feel you have provided a thorough response.

Sample Interpersonal and Presentational Speaking Assignments

Presentational Speaking: Integrated Skills

For this assignment, you will complete a task related to the passage you read in the Presentational Writing: Integrated Skills section.

First, you will have 1 minute, 30 seconds to read the directions and review the passage again. Then, you will hear a prompt describing a task related to the passage. You will then be prompted to begin preparing your response and will have 2 minutes to prepare your response.

When the preparation time is complete, you will be prompted to begin speaking. You will have 2 minutes to complete your response in the target language. You should respond as fully and as appropriately as possible. The response you provide during the specified response time will be automatically recorded.

When the response time has ended, you will automatically be taken to the directions screen for the next assignment. You will not be able to return to previous questions.

Assignment 1

Wo ist das Abenteuerland?

Sly müsste man sein! Der Zehnjährige wächst auf Helgoland auf, und jetzt in den Sommerferien verbringt er ganze Tage mit den anderen Inselkindern auf der vorgelagerten Düne. Nur ab und zu bekommt sie ein Erwachsener zu Gesicht. Die Kinder bauen Hütten, spielen am Strand, gehen schwimmen. Als Sly aber einmal aufs Festland reiste, fragte er: „Mama, gibt's hier gar keine Kinder? Ich sehe überhaupt niemanden draußen spielen.“ So blickt ein Inselkind auf die deutsche Normalität im Jahr 2015.

In dieser begleiten die zum Schlagwort gewordenen Helikopter-Eltern ihren Nachwuchs morgens bis ins Klassenzimmer und kutschieren ihn nachmittags zu Freunden, in die Reithalle, zum Musikunterricht. Kaum etwas fällt ihnen schwerer, als die Kinder allein rauszulassen, zu zweckfreiem Spielen, zum Stromern. Untersuchungen zeigen, dass Kinder in Deutschland sich in den sechziger Jahren in einem Radius von mehreren Kilometern frei bewegen konnten, heute kommen sie allein kaum noch 500 Meter vom eigenen Zimmer weg.

Die Konsequenzen sieht Urs Kühne in seiner Zahnarzt-Praxis in Hamburg-Bahrenfeld. Fragt man ihn nach seinen jungen Patienten, berichtet er von einer Zunahme der „Frontzahnfrakturen“ infolge „unabgefangener Stürze“. Mit anderen Worten: Die Kinder können nicht mehr richtig fallen. „Viele Kinder und Jugendliche haben sensomotorische Defizite“, sagt Kühne. „Es fehlt einfach der Umgang mit Balance, Kraft und Koordination.“

Genau das kann lernen und trainieren, wer draußen spielt und seine Grenzen austesten darf. „Kinder müssen systematisch in bewältigbare Gefahrensituationen gebracht werden. Dann nimmt das Unfallrisiko auch ab.“ So spitzt es Klaus Fischer zu, der als Professor an der Universität Köln Bewegungserziehung lehrt. Doch statt fallen zu dürfen, werden die Kinder ruhiggestellt. Längst wissen Forscher: Vom körperlichen Reiz profitieren auch die kognitiven Fähigkeiten. Toben und Umherstromern sind gut fürs Konzentrationsvermögen. Wer sich bewegt, lernt besser.

Jedes Risiko zu vermeiden ist genau die falsche Strategie. Wie soll sich jemand in der Welt zurechtfinden, wenn jede Gefahr von ihm ferngehalten wird? Wer heute zwischen fünf und fünfzehn Jahren alt ist, wird einen Beruf ergreifen, wenn Deutschlands Bevölkerung schrumpft. Die Kinder von heute werden dann die Geschicke dieses Landes leiten: Sie sollen als Ärzte und Pfleger auf Krankenstationen zusammenarbeiten, sie werden mit Problemen von Flüchtlingen bis Klimawandel konfrontiert sein, sie müssen als Lehrer und Erzieher die übernächste Generation prägen. Und dafür müssen Kinder ihre eigenen Erfahrungen machen, Risiken eingehen, ihre Grenzen testen dürfen. Und sie müssen lernen, mit anderen Menschen klarzukommen, ohne dass Mama oder Papa danebenstehen.

© Katrin Hörnlein: „Wo ist das Abenteuerland?“ DIE ZEIT Nr 34/2015.

Speaking Assignment



Stellen Sie sich vor, Freunde von Ihnen haben eine zehnjährige Tochter. Sie haben Angst, dass der Tochter draußen etwas passieren könnte. Deshalb verbieten sie ihr generell, nach der Schule ohne Aufsicht der

Eltern aus dem Haus zu gehen. Nachdem Sie den Artikel gelesen haben, geben Sie den Freunden einen Rat.

Express an Opinion or Make an Oral Presentation

For this assignment, you will be presented with a situation and asked to give your opinion or propose a solution. First, you will have 15 seconds to review the directions and the situation presented on-screen. You will then hear the topic for the task and have 2 minutes to prepare your response.

When the preparation time is complete, you will be prompted to begin speaking. You will have 2 minutes to complete your response in the target language. You should respond as fully and as appropriately as possible. The response you provide during the specified response time will be automatically recorded.

When the response time has ended, you will automatically be taken to the directions screen for the next assignment. You will not be able to return to previous questions.

Assignment 2

▶ 0:00 / 0:20 ● ———▶ 🔊 ⋮

Es ist unbestritten, dass Plastik die Umwelt belastet. Sollte man daher Plastiktüten von Läden verbannen und nicht mehr an den Kassen in Supermärkten und anderen Geschäften anbieten?

- Äußern Sie Ihre Meinung und begründen Sie sie.
- Nennen Sie konkrete Beispiele, die Ihre Meinung unterstützen.

Simulated Conversation Assignment

For this assignment, you will participate in a simulated conversation in the target language. On the first screen you will see instructions for the assignment and hear a scenario for the conversation. You will have 30 seconds to read the outline of the conversation presented on-screen. The shaded lines reflect a sense of what you will hear during the conversation, while the other lines reflect general ideas about what you will be expected to say.

When the 30 seconds of preparation time is complete, the exam will automatically advance to the next screen and the audio portion of conversation will automatically begin. You will not be able to pause, stop, or replay any portion of this audio.

You will have five turns to participate in the conversation. Each time it is your turn to respond, you will hear a tone and have 25 seconds of silence to respond to that portion of the conversation. A tone will indicate when to end speaking

and then the conversation will continue. You should participate in the conversation as fully and as appropriately as possible. The responses you provide during the specified response times will be automatically recorded.

When the final response time has ended, you will automatically be taken to the next screen. You will not be able to return to previous questions.

Assignment 3

Stellen Sie sich vor, Sie begegnen Ihrer Freundin Lena auf der Straße.

<i>Lena</i>	<i>grüßt Sie und stellt eine Frage.</i>
<i>Sie</i>	<i>antworten.</i>
<i>Lena</i>	<i>macht einen Vorschlag.</i>
<i>Sie</i>	<i>nehmen den Vorschlag an und stellen Fragen.</i>
<i>Lena</i>	<i>antwortet und stellt eine Frage.</i>
<i>Sie</i>	<i>antworten.</i>
<i>Lena</i>	<i>erwähnt ein Problem.</i>
<i>Sie</i>	<i>äußern Ihre Meinung.</i>
<i>Lena</i>	<i>macht einen Vorschlag.</i>
<i>Sie</i>	<i>antworten und verabschieden sich.</i>



The text below is a script that would be heard and not seen.

Woman Hallo, schön, dich einmal zu sehen! Mensch, wo hast du die ganze Zeit gesteckt?

TONE (25 seconds) TONE

Woman Hey, ich wollte dich was fragen. Stell dir vor: Freunde von meinen Eltern gehen im Herbst für drei Jahre nach Frankreich. Sie haben eine tolle Vierraumwohnung mitten in der Altstadt, und während sie im Ausland sind, wollen sie die vermieten, am liebsten an Bekannte. Da habe ich gedacht: da könnte man eine tolle Dreier-Wohngemeinschaft starten! Hättest du Lust, mit mir da einzuziehen?

TONE (25 seconds) TONE

Woman Gute Frage. So genau weiß ich all die Details auch noch nicht. Aber das mit der dritten Person müsste man zuallererst klären. Kennst du zufällig jemanden, der in Frage kommt? Was ist dir denn an einem Mitbewohner wichtig?

TONE (25 seconds) TONE

Woman Ja, das sehe ich auch so. Es fällt mir aber gerade ein, dass die Wohnung einen kleinen Nachteil hat: sie ist im fünften Stock, und es gibt keinen Aufzug. Wir müssten also jeden Tag ganz schön Treppen steigen. Wäre das ein Problem für dich?

TONE (25 seconds) TONE

Woman Okay, gut zu wissen! Auf jeden Fall sollten wir uns alles ganz genau überlegen, bevor wir hingehen und einen Vertrag unterzeichnen. Vielleicht sollte ich einen Termin ausmachen, damit wir uns die Wohnung zusammen mal genau anschauen können. Wann hättest du Zeit?

TONE (25 seconds) TONE

Scoring Rubrics

Scoring Rubric for Presentational Speaking: Integrated Skills

Score	General Description	Features/Dimensions		
		Task Completion	Topic Development	Language Use
3 High	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none">• Fully addresses and completes the task	<ul style="list-style-type: none">• Directly relates to the topic; topic well developed• All or almost all supporting details or examples are appropriate and effective• Clearly demonstrates a high degree of understanding of the content in the text	<ul style="list-style-type: none">• Demonstrates high or mid-high degree of control of a variety of structures; a very few grammatical errors occur with no evident patterns• Varied vocabulary appropriate for the content used with precision• High level of fluency• Very good pronunciation• Well-organized, generally coherent response• Register is appropriate (accurate social and/or cultural references included)

<p>2 Mid-High</p>	<p>A response at this level is characterized by most of the following features/dimensions:</p>	<ul style="list-style-type: none"> • Addresses and completes the task 	<ul style="list-style-type: none"> • Relates to the topic • Most supporting details or examples are well defined • Demonstrates a moderate degree of understanding of the content in the text 	<ul style="list-style-type: none"> • Demonstrates a moderate degree of control of a variety of structures; some grammatical errors occur • Appropriate vocabulary with occasional errors such as making up words or code-switching • Moderate level of fluency with occasional hesitance; some successful self correction • Good pronunciation • Organized response with some coherence • Register is usually appropriate (generally accurate social and/or cultural references included)
<p>1 Mid-Low</p>	<p>A response at this level is characterized by most of the following features/dimensions:</p>	<ul style="list-style-type: none"> • Addresses and completes the task 	<ul style="list-style-type: none"> • Moderately relates to the topic • Some supporting details or examples are vague or not well defined • Demonstrates a low degree of understanding of the content in the text 	<ul style="list-style-type: none"> • Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur • Limited vocabulary, frequent errors such as making up words and code-switching • Low level of fluency with frequent hesitance • Fair pronunciation with interference from another language • Disorganized response with little coherence • Register is inappropriate (inaccurate social and/or cultural references included)

<p>0 Low</p>	<p>A response at this level is characterized by most of the following features/dimensions:</p>	<ul style="list-style-type: none"> Partially addresses and/or partially completes the task 	<ul style="list-style-type: none"> Minimally relates to the topic Most supporting details or examples are irrelevant or not effective Demonstrates a poor degree of understanding of the content in the text 	<ul style="list-style-type: none"> Demonstrates a lack of control of numerous structures; numerous grammatical errors impede communication Insufficient vocabulary; constant interference from another language Poor fluency with labored expression Poor pronunciation, which affects comprehension Disorganized response with no coherence Minimal to no attention to register (inaccurate social and/or cultural references are included)
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Scoring Rubric for Express an Opinion or Make an Oral Presentation

Score	General Description	Features/Dimensions		
		Task Completion	Topic Development	Language Use
<p>3 High</p>	<p>A response at this level is characterized by most of the following features/dimensions:</p>	<ul style="list-style-type: none"> Fully addresses and completes the task 	<ul style="list-style-type: none"> Directly relates to the topic, well-developed treatment of the topic All or almost all supporting details or examples are appropriate and effective 	<ul style="list-style-type: none"> Demonstrates high or mid-high degree of control of a variety of structures; a very few grammatical errors occur with no evident patterns Varied vocabulary appropriate for the content used with precision High level of fluency Very good pronunciation Well-organized, generally coherent response

				<ul style="list-style-type: none"> • Register is appropriate (accurate social and/or cultural references included)
<p>2 Mid-High</p>	<p>A response at this level is characterized by most of the following features/dimensions:</p>	<ul style="list-style-type: none"> • Addresses and completes the task 	<ul style="list-style-type: none"> • Relates to the topic • Most supporting details or examples are well defined 	<ul style="list-style-type: none"> • Demonstrates a moderate degree of control of a variety of structures, some grammatical errors occur • Appropriate vocabulary with occasional errors such as making up words or code-switching • Moderate level of fluency with occasional hesitance; some successful self correction • Good pronunciation • Organized response with some coherence • Register is usually appropriate (generally accurate social and/or cultural references included)
<p>1 Mid-Low</p>	<p>A response at this level is characterized by most of the following features/dimensions:</p>	<ul style="list-style-type: none"> • Addresses and completes the task 	<ul style="list-style-type: none"> • Moderately relates to the topic • Some supporting details or examples are vague or not well defined 	<ul style="list-style-type: none"> • Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur • Limited vocabulary; frequent errors such as making up words and code-switching • Low level of fluency with frequent hesitance • Fair pronunciation with interference from another language • Disorganized response with little coherence

				<ul style="list-style-type: none"> Register is inappropriate (inaccurate social and/or cultural references included)
0 Low	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> Partially addresses and/or partially completes the task 	<ul style="list-style-type: none"> Minimally relates to the topic Most supporting details or examples are irrelevant or not effective 	<ul style="list-style-type: none"> Demonstrates a lack of control of numerous structures; numerous grammatical errors impede communication Insufficient vocabulary; constant interference from another language Poor fluency with labored expression Poor pronunciation, which affects comprehension Disorganized response with no coherence Minimal to no attention to register (inaccurate social and/or cultural references are included)

Scoring Rubric for Simulated Conversation

Score	General Description	Features/Dimensions		
		Task Completion	Topic Development	Language Use
3 High	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> Fully addresses and completes the task Responds fully to all or almost all of the parts/prompts of the conversation 	<ul style="list-style-type: none"> Responses relate directly to the topic and include a well-developed treatment of all or almost all the elements in the thread of the conversation 	<ul style="list-style-type: none"> Demonstrates high or mid-high degree of control of a variety of structures; a few grammatical errors occur with no evident patterns Varied vocabulary appropriate for the content used with precision

				<ul style="list-style-type: none"> • High level of fluency • Very good pronunciation • Well-organized, generally coherent responses • Register is appropriate (accurate social and/or cultural references included)
<p>2 Mid-High</p>	<p>A response at this level is characterized by most of the following features/dimensions:</p>	<ul style="list-style-type: none"> • Addresses and completes the task • Responds to all or almost all of the parts/prompts of the conversation 	<ul style="list-style-type: none"> • Responses relate to the topic and include most elements in the thread of the conversation 	<ul style="list-style-type: none"> • Demonstrates a moderate degree of control of a variety of structures, some grammatical errors occur • Appropriate vocabulary with occasional errors such as making up words or code-switching • Moderate level of fluency with occasional hesitance; some successful self correction • Good pronunciation • Organized responses with some coherence • Register is usually appropriate (generally accurate social and/or cultural references included)
<p>1 Mid-Low</p>	<p>A response at this level is characterized by most of the following features/dimensions:</p>	<ul style="list-style-type: none"> • Addresses and completes some parts of the task • Responds to most parts/prompts of the conversation 	<ul style="list-style-type: none"> • Responses relate moderately to the topic and include some elements in the thread of the conversation 	<ul style="list-style-type: none"> • Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur • Limited vocabulary, frequent errors such as making up words and code-switching • Low level of fluency with frequent hesitance

				<ul style="list-style-type: none"> • Fair pronunciation with interference from another language • Disorganized responses with little coherence • Register is inappropriate (inaccurate social and/or cultural references included)
<p>0 Low</p>	<p>A response at this level is characterized by most of the following features/dimensions:</p>	<ul style="list-style-type: none"> • Partially addresses and/or partially completes the task • Responds inappropriately to some parts/prompts of the conversation 	<ul style="list-style-type: none"> • Responses relate minimally to the topic and include few elements in the thread of the conversation 	<ul style="list-style-type: none"> • Demonstrates a lack of control of numerous structures; numerous grammatical errors impede communication • Insufficient vocabulary; constant interference from another language • Poor fluency with labored expression • Poor pronunciation, which affects comprehension • Disorganized responses with no coherence • Minimal to no attention to register (inaccurate social and/or cultural references are included)

Preparation Manual

Section 8: Sample Foreign Language Pedagogy: Content Knowledge Questions Languages Other Than English (LOTE) German (611)

This section presents some sample exam questions for you to review as part of your preparation for the exam. To demonstrate how each competency may be assessed, sample questions are accompanied by the competency that they measure. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements do not appear on the actual exam.

For each sample exam question, there is a correct answer and a rationale for each answer option. The sample questions are included to illustrate the formats and types of questions you will see on the exam; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual exam.

Sample Foreign Language Pedagogy: Content Knowledge Directions

This section is designed to measure your knowledge of foreign-language pedagogy and teaching methodology. It is not a measure of foreign-language proficiency. The questions and responses are in English and cover the following content:

- Language Acquisition Theories and Instructional Practices
- Integration of Standards into Curriculum and Instruction
- Assessment of Languages and Cultures

You will have 45 minutes to answer all of the questions in this section. The timer in the upper right corner of the screen will indicate how much time is remaining.

Instructional Practices

Part A

This section is designed to measure your knowledge of language-acquisition theories and instructional practices.

Competency 002—The LOTE teacher understands and applies theories, strategies and practices of second-language instruction and assessment to promote students' progress in all areas of language learning as defined in the Texas Essential Knowledge and Skills (TEKS) for LOTE.

1. A foreign-language teacher wants to design lessons that will require students to use critical-thinking skills. Which of the following activities will be most effective for beginning-level students?

- A. After watching a video about the target culture, students write to their pen pal in a target country.
- B. After watching a video about the target culture, students turn and talk to their shoulder partner, summarizing the video.
- C. After watching a video about the target culture, students reflect on their own cultural practices and share their experiences in English.
- D. After watching a video about the target culture, students conduct a simulated phone conversation with a peer.

Answer _____

Competency 001—The LOTE teacher knows and understands language-learning theories and theories of second-language acquisition and their application to LOTE instruction and assessment to promote the learning goals defined in the Texas Essential Knowledge and Skills (TEKS) for LOTE and promote all students' success as language learners.

2. Mr. Johnson teaches a class that includes students of multiple language levels. He has noticed that some of his students who are native speakers are reluctant to speak in class. He feels that he can connect with these students by conducting home visits and learning about their home language. He hopes that his efforts will lead students to take risks and participate more in class. Which of the following best describes the strategy that Mr. Johnson is implementing? Select *all* that apply.

- A. Establishing a culture of learning
- B. Connecting with families and communities
- C. Organizing a safe classroom space
- D. Creating an environment of respect

Answer _____

Competency 003—The LOTE teacher understands and applies strategies and approaches for implementing the TEKS for LOTE to promote students' ability to communicate in the target language, gain knowledge and understanding of other cultures, connect with other disciplines and acquire information, make comparisons that develop insight into the nature of language and culture and participate in multilingual communities at home and around the world.

3. After explaining present-tense forms of selected verbs to students, a foreign-language teacher in a first-year high school class wants to reinforce the recognition of these verb forms in context. Which of the following activities will best achieve this goal?

- A. Asking students to talk about personal experiences using the present-tense verb forms they are studying
- B. Having students fill out a verb chart that includes the singular and plural forms of the verbs they are studying
- C. Leading students in reading a paragraph written in first person and then asking students to rewrite it using third person
- D. Asking students to highlight the present-tense forms in a text they are reading as part of a class assignment

Answer _____

Competency 001—The LOTE teacher knows and understands language-learning theories and theories of second-language acquisition and their application to LOTE instruction and assessment to promote the learning goals defined in the Texas Essential Knowledge and Skills (TEKS) for LOTE and promote all students' success as language learners.

4. Total Physical Response (TPR) is one method that can be used in teaching a foreign language. Which of the following is the best example of a TPR activity?

- A. To have students review the vocabulary studied in the previous lesson, the teacher asks the class to stand and recite the words they learned.
- B. To test students' understanding, the teacher gives each student a command that should be carried out.
- C. As a review for a test, the teacher shows students flash cards with words and asks the meanings of the words.
- D. The teacher brings several items to class and asks students to respond with the correct name of the item in the target language.

Answer _____

5. A foreign-language teacher of a novice-level class wants to successfully group students so they can orally present a dialogue from their textbook. Which one of the following types of learners should the teacher make sure to include in each group to reinforce oral communication skills?

- A. Visual spatial
- B. Kinesthetic
- C. Logical reasoning
- D. Verbal linguistic

Answer _____

Competency 003—The LOTE teacher understands and applies strategies and approaches for implementing the TEKS for LOTE to promote students' ability to communicate in the target language, gain knowledge and understanding of other cultures, connect with other disciplines and acquire information, make comparisons that develop insight into the nature of language and culture and participate in multilingual communities at home and around the world.

6. A foreign-language teacher of an advanced-level class would like to incorporate viewpoints from the target culture that might contrast with viewpoints in the students' own country. Which of the following activities should the teacher include in the instructional unit in order to meet this goal?

- A. Have students explain the different opinions on the same topic as expressed in an article from a target-country newspaper and an article from their native country
- B. Play a foreign language newscast for the class and have individual students describe what they heard
- C. Have a native speaker explain to the class the differences between the political system in the target country and that of the students' own country
- D. Allow students to use the Internet to explore various historical sites in preparation for a written report

Answer _____

Competency 001—The LOTE teacher knows and understands language-learning theories and theories of second-language acquisition and their application to LOTE instruction and assessment to promote the learning goals defined in the Texas Essential Knowledge and Skills (TEKS) for LOTE and promote all students' success as language learners.

7. A world-language teacher has designed lessons in which students are asked to read silently, listen to explanations, memorize words and rules, and prepare written translations of texts. Which of the following best describes the language approach taken by the teacher?

- A. Direct method
- B. Grammar translation
- C. Proficiency-oriented
- D. Project-based

Answer _____

Part B

This section is designed to measure your knowledge of the *Standards for Foreign Language Learning in the 21st Century*.

Standards for Foreign Language Learning

Communication

Communicate in Languages Other Than English

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures

Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections

Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Comparisons

Develop Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities

Participate in Multilingual Communities at Home & Around the World

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Competency 003—The LOTE teacher understands and applies strategies and approaches for implementing the TEKS for LOTE to promote students' ability to communicate in the target language, gain knowledge and understanding of other cultures, connect with other disciplines and acquire information, make comparisons that develop insight into the nature of language and culture and participate in multilingual communities at home and around the world.

8. A school wants to incorporate into its curriculum new activities that meet the standards for foreign language learning. Which of the following activities might be incorporated in order to best address Comparisons Standard 4.1?

- A. Students take target-language courses in other schools and compare them to the courses they take in their own school and present a final oral report in class.
- B. Students read self-selected articles on cultural changes that have taken place in other countries owing to globalization, evaluate them, and submit a written report.
- C. Students interview people from target-language countries about specific aspects of their languages to determine how they differ from English and submit a written report.
- D. Students visit local cultural centers, obtain information about events from different countries, and create a year-round calendar for the school so that teachers can take their students to different events.

Answer _____

9. Students in an advanced-level foreign-language class are studying in the target language the newest trends in international business. They will follow the unit up with a visit to the local branch of a company headquartered in the target country, so that they can interview native speakers and gain field experience in the topic. The visit to the company will enable the class to meet which of the following foreign-language learning standards?

- A. Comparisons Standard 4.1
- B. Comparisons Standard 4.2
- C. Communities Standard 5.1
- D. Communities Standard 5.2

Answer _____

10. A foreign-language teacher is preparing a lesson to determine if students comprehend and can correctly apply the future-tense forms of verbs during a classroom assignment. Which of the following is the best activity for meeting the Communication standard?

- A. Students work in groups to talk about their family's upcoming trip.
- B. Students circle the verb forms in future tense they find in an article.
- C. Students read a paragraph that uses the future tense of the verbs.
- D. Students translate a short text from English into the target language.

Answer _____

11. A teacher of a second-year foreign language class explains to students that they will read a blog post on the Internet written by a student their age who lives in the target culture. He tells his class that the purpose of the blog is to explain where the student and her family go to buy food, clothing and household items, the same necessities that the students in the class buy. Which standard is met with this reading activity?

- A. Standard 1.3: Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.
- B. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- C. Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- D. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Answer _____

12. A foreign-language teacher asks intermediate-level students to find an authentic recipe from the target culture to prepare a dish for an upcoming school festival. After choosing a recipe written in English, the students discuss the ingredients in class, noting the similarities and differences between the purchases made in the target culture and in their own culture. Which of the following standards is being met in the class discussion?

- A. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.
- B. Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
- C. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- D. Standard 5.2: Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Answer _____

Part C

This section is designed to measure your knowledge of assessment of languages and cultures.

Competency 002—The LOTE teacher understands and applies theories, strategies and practices of second-language instruction and assessment to promote students' progress in all areas of language learning as defined in the Texas Essential Knowledge and Skills (TEKS) for LOTE.

13. Which of the following assessment types best measures oral communication?

- A. A spoken presentation on a topic of the student's choice given in the target language
- B. A portfolio with a collection of a student's final drafts of class reports
- C. A recording of a speech that the student has prepared at home
- D. A journal entry with the student's self-assessment of his or her oral proficiency

Answer _____

14. As part of its efforts to make its heritage program more effective, a school district wants to focus more on improving students' writing skills. By the end of the year, Ms. Cummins' students must meet the advanced-level writing proficiency requirements as described by the ACTFL Proficiency Guidelines. Which of the following assessment activities is best suited to help her to determine that the objective has been obtained?

- A. Students are asked to compose brief e-mails to family members.
- B. Students are given a scenario about which they must write a description with significant precision and detail.
- C. Students work in pairs in class to compose questionnaires that they will later use to interview target-language speakers.
- D. Students attend a target-language film screening and write responses to comprehension questions.

Answer _____

15. A foreign-language teacher of students at the novice level always encourages the students to read the questions on their test before playing the audio of a listening comprehension test. Which of the following is the most pedagogically sound explanation for the teacher's recommendation for promoting student success on a foreign language listening assessment?

- A. The teacher is setting up listening with a purpose so that students will attempt to identify answers as they listen.
- B. The teacher is familiarizing students with the test content before the exam administration.
- C. The teacher is teaching time-management skills by directing students to the questions.
- D. The teacher knows that many students lack the necessary reading skills and need extra time.

Answer _____

16. Which of the following types of assessment is a process-oriented assessment approach, often incorporating phases for drafting, peer editing, revising, and rewriting?

- A. Summative assessment
- B. Informal assessment
- C. Standardized assessment
- D. Diagnostic assessment

Answer _____

17. Ms. Baum's goal is to ensure that students in her foreign-language class achieve intermediate-level writing proficiency by the end of the course. Which of the following tasks will best help her assess whether or not her students have achieved this goal?

- A. Students will memorize target-language poems and recite them for the class.
- B. Students will work in pairs to compose interviews and then videotape themselves while interviewing each other.
- C. Students will read short stories in the target language and then write analysis papers in English.
- D. Students will write a letter to a target-language friend, including details about their daily routines.

Answer _____

Preparation Manual

Section 8: Sample Foreign Language Pedagogy: Content Knowledge Answers and Rationales Languages Other Than English (LOTE) German (611)

This section presents some sample exam questions for you to review as part of your preparation for the exam. To demonstrate how each competency may be assessed, sample questions are accompanied by the competency that they measure. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements do not appear on the actual exam.

For each sample exam question, there is a correct answer and a rationale for each answer option. The sample questions are included to illustrate the formats and types of questions you will see on the exam; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual exam.

Sample Foreign Language Pedagogy: Content Knowledge Directions

This section is designed to measure your knowledge of foreign-language pedagogy and teaching methodology. It is not a measure of foreign-language proficiency. The questions and responses are in English and cover the following content:

- Language Acquisition Theories and Instructional Practices
- Integration of Standards into Curriculum and Instruction
- Assessment of Languages and Cultures

You will have 45 minutes to answer all of the questions in this section. The timer in the upper right corner of the screen will indicate how much time is remaining.

Instructional Practices

Part A

This section is designed to measure your knowledge of language-acquisition theories and instructional practices.

Competency 002—The LOTE teacher understands and applies theories, strategies and practices of second-language instruction and assessment to promote students' progress in all areas of language learning as defined in the Texas Essential Knowledge and Skills (TEKS) for LOTE.

1. A foreign-language teacher wants to design lessons that will require students to use critical-thinking skills. Which of the following activities will be most effective for beginning-level students?

- A. After watching a video about the target culture, students write to their pen pal in a target country.
- B. After watching a video about the target culture, students turn and talk to their shoulder partner, summarizing the video.
- C. After watching a video about the target culture, students reflect on their own cultural practices and share their experiences in English.
- D. After watching a video about the target culture, students conduct a simulated phone conversation with a peer.

Answer

Option C is correct because reflecting on one's own cultural practices is an activity that involves critical thinking, and it is appropriate for beginning-level students to complete the task in English. **Options A, B and D are incorrect** because writing to a pen pal, summarizing the video and conducting a simulated phone conversation are all tasks that are too difficult for beginning-level students and that do not involve critical-thinking skills.

Competency 001—The LOTE teacher knows and understands language-learning theories and theories of second-language acquisition and their application to LOTE instruction and assessment to promote the learning goals defined in the Texas Essential Knowledge and Skills (TEKS) for LOTE and promote all students' success as language learners.

2. Mr. Johnson teaches a class that includes students of multiple language levels. He has noticed that some of his students who are native speakers are reluctant to speak in class. He feels that he can connect with these students by conducting home visits and learning about their home language. He hopes that his efforts will lead students to take risks and participate more in class. Which of the following best describes the strategy that Mr. Johnson is implementing? Select *all* that apply.

- A. Establishing a culture of learning
- B. Connecting with families and communities
- C. Organizing a safe classroom space
- D. Creating an environment of respect

Answer

Option B is correct because by taking the time to reach out to families and to tap community resources, teachers can increase their connections to students exponentially and enhance the impact on students' learning. **Option D is correct** because the teacher is acknowledging the value of the heritage speakers' home language and showing respect for the students' culture. **Option A is incorrect** because the main focus of the teacher's action is not to help students understand the importance of what they are learning, how it will affect their education and lives, and how to apply what they are learning in authentic situations. **Option C is incorrect** because the main focus of the teacher's action is not on creating a safe classroom environment that will support learning.

Competency 003—The LOTE teacher understands and applies strategies and approaches for implementing the TEKS for LOTE to promote students' ability to communicate in the target language, gain knowledge and understanding of other cultures, connect with other disciplines and acquire information, make comparisons that develop insight into the nature of language and culture and participate in multilingual communities at home and around the world.

3. After explaining present-tense forms of selected verbs to students, a foreign-language teacher in a first-year high school class wants to reinforce the recognition of these verb forms in context. Which of the following activities will best achieve this goal?

- A. Asking students to talk about personal experiences using the present-tense verb forms they are studying
- B. Having students fill out a verb chart that includes the singular and plural forms of the verbs they are studying
- C. Leading students in reading a paragraph written in first person and then asking students to rewrite it using third person
- D. Asking students to highlight the present-tense forms in a text they are reading as part of a class assignment

Answer

Option D is correct because the activity teaches students to read and identify the verb forms they are studying by recognizing them in the context of a text they are reading. **Option A is incorrect** because the activity focuses on speaking skills that do not specifically involve recognition of particular verb forms. **Option B is incorrect** because although the activity promotes writing the verbs and will help students write them accurately, it does not focus on the verbs in context. **Option C is incorrect** because it is an activity that promotes manipulating forms, which requires skills beyond recognition.

Competency 001—The LOTE teacher knows and understands language-learning theories and theories of second-language acquisition and their application to LOTE instruction and assessment to promote the learning goals defined in the Texas Essential Knowledge and Skills (TEKS) for LOTE and promote all students' success as language learners.

4. Total Physical Response (TPR) is one method that can be used in teaching a foreign language. Which of the following is the best example of a TPR activity?

- A. To have students review the vocabulary studied in the previous lesson, the teacher asks the class to stand and recite the words they learned.
- B. To test students' understanding, the teacher gives each student a command that should be carried out.
- C. As a review for a test, the teacher shows students flash cards with words and asks the meanings of the words.
- D. The teacher brings several items to class and asks students to respond with the correct name of the item in the target language.

Answer

Option B is correct because the activity is based on the understanding of language combined with the demonstration of physical movement. **Option A is incorrect** because although the class is being asked to participate by standing and reciting vocabulary, this activity is not the true definition of TPR. **Option C is incorrect** because holding up vocabulary words and asking the class to identify them is not an example of TPR. **Option D is incorrect** because there is no physical action taken by the students by simply responding with the appropriate vocabulary word for an item held up by the teacher.

5. A foreign-language teacher of a novice-level class wants to successfully group students so they can orally present a dialogue from their textbook. Which one of the following types of learners should the teacher make sure to include in each group to reinforce oral communication skills?

- A. Visual spatial
- B. Kinesthetic
- C. Logical reasoning
- D. Verbal linguistic

Answer

Option D is correct because verbal linguistic learners are naturally skilled in oral communication. **Options A and B are incorrect** because visual spatial and kinesthetic learners may be helpful in staging the dialogue but will not necessarily contribute oral communication skills. **Option C is incorrect** because logical reasoning learners may be better contributors when planning and organizing but not directly help with oral communication skills.

Competency 003—The LOTE teacher understands and applies strategies and approaches for implementing the TEKS for LOTE to promote students' ability to communicate in the target language, gain knowledge and understanding of other cultures, connect with other disciplines and acquire information, make comparisons that develop insight into the nature of language and culture and participate in multilingual communities at home and around the world.

6. A foreign-language teacher of an advanced-level class would like to incorporate viewpoints from the target culture that might contrast with viewpoints in the students' own country. Which of the following activities should the teacher include in the instructional unit in order to meet this goal?

- A. Have students explain the different opinions on the same topic as expressed in an article from a target-country newspaper and an article from their native country
- B. Play a foreign language newscast for the class and have individual students describe what they heard
- C. Have a native speaker explain to the class the differences between the political system in the target country and that of the students' own country
- D. Allow students to use the Internet to explore various historical sites in preparation for a written report

Answer

Option A is correct because the described activity includes a comparison of the distinct viewpoints in the two cultures. **Option B is incorrect** because the activity does not ask students to compare; they are only listening to a foreign newscast. **Option C is incorrect** because a native speaker may not be able to adequately explain to the class the differences between the political system in the target country and that of the United States. **Option D is incorrect** because students are not comparing different viewpoints when doing the research.

Competency 001—The LOTE teacher knows and understands language-learning theories and theories of second-language acquisition and their application to LOTE instruction and assessment to promote the learning goals defined in the Texas Essential Knowledge and Skills (TEKS) for LOTE and promote all students' success as language learners.

7. A world-language teacher has designed lessons in which students are asked to read silently, listen to explanations, memorize words and rules, and prepare written translations of texts. Which of the following best describes the language approach taken by the teacher?

- A. Direct method
- B. Grammar translation
- C. Proficiency-oriented
- D. Project-based

Answer

Option B is correct because the grammar translation approach focuses on learning rules and structure versus building proficiency and communication. **Option A is incorrect** because the Direct Method emphasizes using concrete objects and actions to communicate rather than using translation, and it advocates teaching grammar through practice and induction rather than through explicit lessons. **Option C is incorrect** because proficiency-oriented instruction aims to provide students with opportunities to develop and demonstrate their language competencies, balancing content, function, and accuracy. **Option D is incorrect** because project-based learning asks students to negotiate meaning to understand others and use language to complete tasks.

Part B

This section is designed to measure your knowledge of the *Standards for Foreign Language Learning in the 21st Century*.

Standards for Foreign Language Learning

Communication

Communicate in Languages Other Than English

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures

Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections

Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Comparisons

Develop Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities

Participate in Multilingual Communities at Home & Around the World

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Competency 003—The LOTE teacher understands and applies strategies and approaches for implementing the TEKS for LOTE to promote students' ability to communicate in the target language, gain knowledge and understanding of other cultures, connect with other disciplines and acquire information, make comparisons that develop insight into the nature of language and culture and participate in multilingual communities at home and around the world.

8. A school wants to incorporate into its curriculum new activities that meet the standards for foreign language learning. Which of the following activities might be incorporated in order to best address Comparisons Standard 4.1?

- A. Students take target-language courses in other schools and compare them to the courses they take in their own school and present a final oral report in class.
- B. Students read self-selected articles on cultural changes that have taken place in other countries owing to globalization, evaluate them, and submit a written report.
- C. Students interview people from target-language countries about specific aspects of their languages to determine how they differ from English and submit a written report.
- D. Students visit local cultural centers, obtain information about events from different countries, and create a year-round calendar for the school so that teachers can take their students to different events.

Answer

Option C is correct because the focus of the interviews is to compare the target language with the students' native language. **Option A is incorrect** because although the students are making comparisons, the comparisons are not centered on the nature of the languages themselves. **Options B and D are incorrect** because reading articles on cultural changes and creating a calendar of events do not involve making language comparisons.

9. Students in an advanced-level foreign-language class are studying in the target language the newest trends in international business. They will follow the unit up with a visit to the local branch of a company headquartered in the target country, so that they can interview native speakers and gain field experience in the topic. The visit to the company will enable the class to meet which of the following foreign-language learning standards?

- A. Comparisons Standard 4.1
- B. Comparisons Standard 4.2
- C. Communities Standard 5.1
- D. Communities Standard 5.2

Answer

Option C is correct because students are using the target language both within and beyond the school setting. **Option A is incorrect** because making comparisons between the target language and the students' own language is not the primary focus of the activity. **Option B is incorrect** because making comparisons between the target culture and the students' own culture is not the primary focus of the activity. **Option D is incorrect** because the visit to the local company is a class requirement rather than an activity undertaken for personal enjoyment.

10. A foreign-language teacher is preparing a lesson to determine if students comprehend and can correctly apply the future-tense forms of verbs during a classroom assignment. Which of the following is the best activity for meeting the Communication standard?

- A. Students work in groups to talk about their family's upcoming trip.
- B. Students circle the verb forms in future tense they find in an article.
- C. Students read a paragraph that uses the future tense of the verbs.
- D. Students translate a short text from English into the target language.

Answer

Option A is correct because the described activity involves using interpersonal communication and applying the verb forms in an authentic situation. **Options B and C are incorrect** because the described activities include only identifying the future tense but not using it within a communicative speech act. **Option D is incorrect** because the described activity does not require students to use their knowledge and demonstrate that they can apply it in real communication.

11. A teacher of a second-year foreign language class explains to students that they will read a blog post on the Internet written by a student their age who lives in the target culture. He tells his class that the purpose of the blog is to explain where the student and her family go to buy food, clothing and household items, the same necessities that the students in the class buy. Which standard is met with this reading activity?

- A. Standard 1.3: Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.
- B. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- C. Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- D. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Answer

Option B is correct because the activity focuses on the connections (standard 3.2) that students can discover between their own culture and the culture of another person who is of the same age and has the same needs as they do. **Option A is incorrect** because standard 1.3 focuses only on presentation of information not on drawing connections between pieces of information that have been acquired. **Option C is incorrect** because standard 4.1 focuses only on language comparisons. **Option D is incorrect** because standard 5.2 relates to using the language for personal enjoyment outside of the classroom.

12. A foreign-language teacher asks intermediate-level students to find an authentic recipe from the target culture to prepare a dish for an upcoming school festival. After choosing a recipe written in English, the students discuss the ingredients in class, noting the similarities and differences between the purchases made in the target culture and in their own culture. Which of the following standards is being met in the class discussion?

- A. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.
- B. Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
- C. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- D. Standard 5.2: Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Answer

Option C is correct because the class discussion focuses on students' comparison between what they usually buy in their own households and what someone living in the target culture would need to buy (standard 4.2). **Options A and B are incorrect** because the described standards (1.2 and 3.1) focus on students' understanding of the recipe written in the foreign language, whereas the class activity focuses on discussing differences and similarities in English. **Option D is incorrect** because although students may use language for personal enjoyment and enrichment in preparing authentic dishes, the described scenario and class discussion pertain to students making comparisons between the buying practices of two cultures.

Part C

This section is designed to measure your knowledge of assessment of languages and cultures.

Competency 002—The LOTE teacher understands and applies theories, strategies and practices of second-language instruction and assessment to promote students' progress in all areas of language learning as defined in the Texas Essential Knowledge and Skills (TEKS) for LOTE.

13. Which of the following assessment types best measures oral communication?

- A. A spoken presentation on a topic of the student's choice given in the target language
- B. A portfolio with a collection of a student's final drafts of class reports
- C. A recording of a speech that the student has prepared at home
- D. A journal entry with the student's self-assessment of his or her oral proficiency

Answer

Option A is correct because the task of developing and making a presentation gives each student the opportunity to provide evidence of speaking proficiency. **Option B is incorrect** because a portfolio of written work does not provide evidence of the student's ability to speak. **Option C is incorrect** because a recording developed at home will not show reliable and accurate evidence of a student's oral expression. **Option D is incorrect** because self-assessment may give a distorted picture of the true speaking ability of the student.

14. As part of its efforts to make its heritage program more effective, a school district wants to focus more on improving students' writing skills. By the end of the year, Ms. Cummins' students must meet the advanced-level writing proficiency requirements as described by the ACTFL Proficiency Guidelines. Which of the following assessment activities is best suited to help her to determine that the objective has been obtained?

- A. Students are asked to compose brief e-mails to family members.
- B. Students are given a scenario about which they must write a description with significant precision and detail.
- C. Students work in pairs in class to compose questionnaires that they will later use to interview target-language speakers.
- D. Students attend a target-language film screening and write responses to comprehension questions.

Answer

Option B is correct because writing a detailed description is an appropriate assessment task for measuring advanced-level writing proficiency. **Options A and D are incorrect** because the tasks of composing brief e-mails and writing responses to comprehension questions are not complex enough to measure advanced-level writing proficiency. **Option C is incorrect** because composing questionnaires is not a task complex enough to measure advanced-level writing proficiency, and the interview activity assesses speaking proficiency rather than writing proficiency.

15. A foreign-language teacher of students at the novice level always encourages the students to read the questions on their test before playing the audio of a listening comprehension test. Which of the following is the most pedagogically sound explanation for the teacher's recommendation for promoting student success on a foreign language listening assessment?

- A. The teacher is setting up listening with a purpose so that students will attempt to identify answers as they listen.
- B. The teacher is familiarizing students with the test content before the exam administration.
- C. The teacher is teaching time-management skills by directing students to the questions.
- D. The teacher knows that many students lack the necessary reading skills and need extra time.

Answer

Option A is correct because the teacher's recommendation focuses on identifying information gaps that students will try to fill in as they listen. **Option B is incorrect** because although familiarizing students with test content before an exam may affect student performance positively, the recommended activity pertains to an actual testing situation, the content of which cannot be predicted. **Options C and D are incorrect** because while time-management and reading skills may be beneficial for student success on a test, directing the students to read the written questions prior to listening to the audio is the action most likely to positively affect their listening comprehension.

16. Which of the following types of assessment is a process-oriented assessment approach, often incorporating phases for drafting, peer editing, revising, and rewriting?

- A. Summative assessment
- B. Informal assessment
- C. Standardized assessment
- D. Diagnostic assessment

Answer

Option B is correct because an informal assessment tends to be performance based, integrated into class time, and flexible in format. **Option A is incorrect** because a summative assessment evaluates the final result and is often given at the end of a course of study to determine if an objective has been met. **Option C is incorrect** because a standardized assessment requires all test takers to answer the same questions or questions that are comparable in difficulty under the same conditions. **Option D is incorrect** because a diagnostic assessment is often undertaken at the beginning of a unit of study to assess the skills, abilities, interests, experiences, levels of achievement, or difficulties of an individual student or a whole class.

17. Ms. Baum's goal is to ensure that students in her foreign-language class achieve intermediate-level writing proficiency by the end of the course. Which of the following tasks will best help her assess whether or not her students have achieved this goal?

- A. Students will memorize target-language poems and recite them for the class.
- B. Students will work in pairs to compose interviews and then videotape themselves while interviewing each other.
- C. Students will read short stories in the target language and then write analysis papers in English.
- D. Students will write a letter to a target-language friend, including details about their daily routines.

Answer

Option D is correct because students are demonstrating the desired intermediate-level writing proficiency by narrating in the present tense, a fundamental skill at the intermediate level. **Options A, B and C are incorrect** because reciting memorized poems, conducting target-language interviews, and writing analyses in English will not provide any direct evidence of writing proficiency skills in the target language.


Preparation Manual

Section 9: Sample Foreign Language Pedagogy: Instructional Practice Assignments Languages Other Than English (LOTE) German (611)

Directions for the Foreign Language Pedagogy: Instructional Practice Assignments

This section of the exam consists of two assignments that measure how well you can integrate and/or apply your knowledge of foreign-language pedagogy and theories when designing instructional units. It is not a measure of foreign-language proficiency. Your responses should be written in English.

1. Lesson Plan
2. Opinion/Position Essay

Specific instructions will be provided for each assignment. Although your responses should be written in English, the special characters included in the  pop-up window will be available in case you need to include words in the foreign language.

The total testing time for this section of the exam is 35 minutes; therefore, you should manage your time so that you have enough time to respond to both assignments within the allotted time. The timer in the upper right corner of the screen will indicate how much time is remaining.

You will type your response to each assignment. You may use the erasable notebooklet provided to make notes, write an outline, or otherwise prepare your response. **However, your final response to each assignment must be typed in the response box provided for the assignment.**

Sample Assignments

Lesson Plan

For this assignment, you will be given a scenario and an objective around which to design a lesson plan. Your response should be written in English. It should be grade appropriate and address the objective given.

Include the following information in your lesson plan:

- Vocabulary you will include in the lesson
- Materials that you will use in the lesson
- Detailed descriptions of procedures and activities that will be a part of the lesson
- Informal or formal assessment or evaluation of students' learning

Type your lesson plan in the response box provided and indicate all categories in your response. Be sure to also include all the blank categories in your response.

Manage your time so that you allow enough time to plan, write, and revise your lesson plan. An effective lesson plan will typically contain a minimum of 200 words.

Assignment 1

Assume that you are teaching a second-year, high school foreign-language class. Your students are from 14 to 16 years of age. Most students are in the intermediate range, as described in the ACTFL Proficiency Guidelines. Design an instructional unit on activities that students do after school. At the end of the unit, students will use the target language to describe activities they do after school. Your unit will cover three class periods of 50 minutes each.

<i>School Grade:</i>	Second year, high school
<i>Student Profile:</i>	14–16 years of age
<i>Proficiency Level:</i>	Intermediate range in the ACTFL Proficiency Guidelines
<i>Theme/Topic:</i>	After-school activities
<i>Objective:</i>	Students will use the target language to describe activities they do after school.
<i>Length of Unit:</i>	3 class periods of 50 minutes each
<i>Vocabulary:</i>	
<i>Materials:</i>	
<i>Procedures/Activities:</i>	
<i>Assessment:</i>	

Make sure you include all the blank categories in your response.

Opinion/Position Essay

For this assignment, you will be provided with a scenario to write an essay to support your opinion or position on the issue. First, read the scenario. Then, type your response in English in the response box provided.

Your essay should include reasons and/or examples to support your opinion.

Manage your time so that you allow enough time to plan, write, and revise your essay. An effective essay will typically contain a minimum of 150 words.

Assignment 2

The school district where you teach is considering possible topics for an upcoming in-service training session. You have been selected as one of the presenters to discuss ideas

on the best approach to teaching vocabulary in the foreign-language classroom. Write an essay explaining some of the best strategies for helping students acquire new words and phrases in the target language.

Scoring Rubrics

Scoring Rubric for Foreign Language Pedagogy — Lesson Plan

Score	General Description	Score Descriptors
3 High	A response at this level demonstrates evidence of a high degree of competence in response to the assignment, but it may have a few minor errors.	<ul style="list-style-type: none"> • Fully addresses and fully elaborates all categories (vocabulary, materials, procedures and assessment) • Demonstrates a high degree of content understanding and all or almost all content information is accurate and well developed • All teaching techniques described are appropriate for age, grade and proficiency level • All materials and activities discussed are appropriate for age, grade and proficiency level • Assessment instrument described elicits appropriate information on targeted learning objective • Response is well organized and generally coherent
2 Mid-High	A response at this level demonstrates evidence of competence in response to the assignment, but it has minor errors.	<ul style="list-style-type: none"> • Addresses all categories (vocabulary, materials, procedures and assessment), but some points are not fully elaborated • Demonstrates a moderate degree of content understanding and most content information is accurate • Most teaching techniques described are appropriate for age, grade and proficiency level • Most materials and activities discussed are appropriate for age, grade and proficiency level • Assessment instrument described elicits moderate amount of information related to learning objective • Response is organized, but some parts are not fully developed
1 Mid-Low	A response at this level demonstrates evidence of limited competence in response to the assignment and it has one or more major errors.	<ul style="list-style-type: none"> • Addresses only some of the categories (vocabulary, materials, procedures and assessment) • Demonstrates a low degree of content understanding and only some content information is accurate • Some of the teaching techniques described are appropriate for age, grade and proficiency level • Some materials and activities discussed are appropriate for age, grade and proficiency level • Assessment instrument elicits minimal information related to learning objective • Response is inadequately organized or not sequenced correctly

<p>0 Low</p>	<p>A response at this level demonstrates evidence of little or no competence in response to the assignment and it is obviously flawed.</p>	<ul style="list-style-type: none"> • Addresses almost none of the categories (vocabulary, materials, procedures and assessment) • Demonstrates a poor understanding of content and content information is inaccurate • Teaching techniques described are not appropriate for age, grade and proficiency level • Materials are not connected to procedures and activities are not appropriate for age, grade and proficiency level • Assessment instrument is not described and/or the instrument described does not relate to learning objective • Response is disorganized
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Scoring Rubric for Foreign Language Pedagogy — Opinion/Position Essay

Score	General Description	Score Descriptors
<p>3 High</p>	<p>A response at this level demonstrates evidence of a high degree of competence in response to the assignment, but it may have a few minor errors.</p>	<ul style="list-style-type: none"> • Fully addresses and completes the task • Clearly demonstrates a high degree of understanding of the content required by the question • All content information is accurate and well developed • All or almost all supporting details or examples are appropriate and effective • Response is well organized and generally coherent
<p>2 Mid-High</p>	<p>A response at this level demonstrates evidence of competence in response to the assignment, but it has minor errors.</p>	<ul style="list-style-type: none"> • Addresses and completes the task • Demonstrates a moderate degree of understanding of the content required by the question • Most content information is accurate • Most supporting details or examples are appropriate and effective • Response is organized, but some parts are not fully developed
<p>1 Mid-Low</p>	<p>A response at this level demonstrates evidence of limited competence in response to the assignment and it has one or more major errors.</p>	<ul style="list-style-type: none"> • Addresses and completes the task • Demonstrates a low degree of understanding of the content required by the question • Some content information is accurate • Some supporting details or examples are vague, not well defined, not appropriate or not effective • Response is inadequately organized or not sequenced correctly
<p>0 Low</p>	<p>A response at this level demonstrates evidence of little or no competence in response to the assignment and it is obviously flawed.</p>	<ul style="list-style-type: none"> • Partially addresses and/or partially completes the task • Demonstrates a poor understanding of the content required by the question • Most content information is inaccurate

- Most supporting details or examples are irrelevant, not effective or missing
- Response is disorganized

Note: Your written response should be your original work, written in your own words and not copied or paraphrased from some other work.