

**Florida Teacher Certification Examination  
Test Preparation Guide  
for  
German K-12**



FLORIDA DEPARTMENT OF EDUCATION

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**Second Edition**

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College of Education  
University of South Florida

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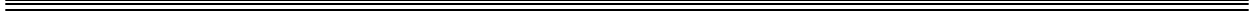
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## **Test and Test Preparation Guide Development**

### **Teacher Certification Testing**

Since 1980, Florida teacher certification candidates have been required to pass the Florida Teacher Certification Examination (FTCE), which has consisted of tests in reading, writing, mathematics, and professional knowledge. The 1986 Florida Legislature modified the testing program by also requiring teacher candidates to pass a test in the subject area in which they wish to be certified. In addition, the Legislature substituted the Florida College-Level Academic Skills Test (CLAST) for the reading, writing, and mathematics portions of the FTCE. The 2000 Florida Legislature replaced the CLAST with the General Knowledge Test, effective July 1, 2002.

The subject area knowledge tested on the German K-12 examination was identified and validated by committees of content specialists from within the state of Florida. A majority of the committee members were public school teachers, but the committees also included district supervisors and college faculty with expertise in this field. Committee members were selected on the basis of recommendations by professional associations, experts in the field, and teachers' unions. In developing the test, the committees used an extensive literature review, interviews with selected public school teachers, a large-scale survey of teachers, pilot tests, and their own professional judgment.

### **Role of the Test Preparation Guide**

The purpose of this test preparation guide is to help candidates taking the Initial Teacher Subject Area Test in German K-12 prepare effectively for the examination. The guide was designed to familiarize prospective test takers with various aspects of the examination, including the content that is covered and the way it is represented. The guide should enable candidates to direct their study and to focus on relevant material for review.

This test preparation guide is intended primarily for use by certification candidates, who may be students in a college or university teacher-preparation program, teachers with provisional certification, teachers seeking certification in an additional subject area, or persons making a career change to public school teaching. Candidates may have studied and worked in Florida or may be from out of state.

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College or university faculty may also use the guide to prepare students for certification, and inservice trainers may find the guide useful for helping previously certified teachers prepare for recertification or multiple certification.

This test preparation guide is not intended as an all-inclusive source of subject area knowledge, nor is it a substitute for college course work in the subject area. The sample items are not an exact representation of the content of the actual test. Instead, the guide is intended to help candidates prepare for the subject area test by presenting an overview of the content and format of the examination.



## Preparation for the Test

The following outline may help you to prepare for the examination. Adapt these suggestions to suit your own study habits and the time you have available for review.

### Overview

- **Look over the organization of the test preparation guide.**  
Section 1 discusses the development of the test and test preparation guide.  
Section 2 (this section) outlines test preparation steps.  
Section 3 presents information about the content of the test.  
Section 4 lists question formats and includes sample test items.  
Section 5 offers strategies for taking the test.  
Section 6 identifies sources of further information.

### Self-Assessment

- **Decide which content areas you should review.**  
Section 3 includes the competencies and skills used to develop this subject area test and the approximate proportion of test items from each competency area.

### Review

- **Study according to your needs.**  
Review all of the competencies, concentrating on areas with which you are least familiar.

### Practice

- **Acquaint yourself with the format of the examination.**  
Section 4 describes types of questions you may find on the examination.
- **Answer sample test questions.**  
Section 4 gives you an opportunity to test yourself with sample test questions and provides an answer key.

### Final preparation

- **Review test-taking advice.**  
Section 5 includes suggestions for improving your performance on the examination.



### 3

## Competencies and Skills

The table on the following pages lists the competencies and skills used as the basis for the German K-12 examination. These competencies and skills represent the knowledge that teams of teachers, subject area specialists, and district-level educators have determined to be important for beginning teachers. This table could serve as a checklist for assessing your familiarity with each of the areas covered by the test. The competencies and skills should help you to organize your review.

The following excerpt illustrates the components of the table:

Competency/Skill	%
<b>2 Comprehension at an advanced level of spoken German passages on topics of general interest</b>	<b>15%</b>
<ol style="list-style-type: none"> <li>1 Identify the main idea of a spoken passage or an appropriate summary of a spoken passage.</li> <li>2 Identify details pertinent to the main idea of a spoken passage.</li> <li>3 Identify the best response to a question or statement based on a spoken passage.</li> <li>4 Identify and interpret basic sentence and intonation patterns.</li> </ol>	

**Competencies** are areas of content knowledge.

**Skills** identify behaviors that demonstrate the competencies.

**Percentages** indicate the approximate proportion of test items that represent the competencies on the test.

**Table of Competencies, Skills and Percentages**

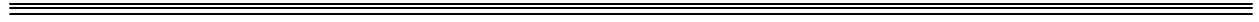
Competency/Skill	%
<b>Oral Interview (Subtest 2)</b>	
<b>1 Ability to converse in German at an intermediate-high level (Speaking)</b>	<b>100%</b>
<ol style="list-style-type: none"> <li>1 Converse on topics of general interest and daily routine, so that errors in pronunciation and structure do not impede communication.</li> </ol>	
<b>Listening, Reading, and Writing (Subtest 1)</b>	
<b>2 Comprehension at an advanced level of spoken German passages on topics of general interest</b>	<b>15%</b>
<ol style="list-style-type: none"> <li>1 Identify the main idea of a spoken passage or an appropriate summary of a spoken passage.</li> <li>2 Identify details pertinent to the main idea of a spoken passage.</li> <li>3 Identify the best response to a question or statement based on a spoken passage.</li> <li>4 Identify and interpret basic sentence and intonation patterns.</li> </ol>	
<b>3 Ability to write German at an intermediate-high level on topics of general interest and/or dealing with daily routine</b>	*
<ol style="list-style-type: none"> <li>1 Write short passages that express personal preferences, needs, and observations, so that errors in orthography and structure do not impede communication.</li> </ol>	
<b>4 Ability to read at an advanced level German passages on a variety of personal, social, and general topics</b>	<b>20%</b>
<ol style="list-style-type: none"> <li>1 Identify the main idea or an appropriate summary of a written passage.</li> <li>2 Identify details pertinent to the main idea of a written passage.</li> <li>3 Identify the best response to a question or statement based on a written passage.</li> </ol>	

Competency/Skill	%
<b>5 Knowledge of German vocabulary in areas of general interest and application of vocabulary skills</b>	<b>20%</b>
<ol style="list-style-type: none"> <li>1 Apply context clues to define words.</li> <li>2 Apply dictionary skills.</li> <li>3 Choose the most appropriate translation.</li> </ol>	
<b>6 Knowledge of German grammar and syntax in context</b>	<b>25%</b>
<ol style="list-style-type: none"> <li>1 Decline German nouns in singular and plural forms in the nominative, accusative, dative, and genitive cases in context.</li> <li>2 Identify and analyze determiners in nominative, accusative, dative, and genitive cases in context.</li> <li>3 Identify and analyze often-used adjectives and adverbs, adjective endings, and comparative and superlative forms in context.</li> <li>4 Identify and analyze often-used prepositions, da- and wo- compounds, and idiomatic prepositional phrases, including prepositional verb combinations.</li> <li>5 Identify and analyze often-used verbs in the present, future, simple past, and present/past perfect tenses in context.</li> <li>6 Identify and analyze often-used modal auxiliary verb structures in context.</li> <li>7 Identify and analyze often-used dative verbs in context.</li> <li>8 Identify and analyze often-used subjunctive structures in context.</li> <li>9 Identify and analyze often-used reflexive verbs and reflexive pronouns in context.</li> <li>10 Identify and analyze often-used passive voice constructions and common alternative forms in context.</li> <li>11 Identify and analyze often-used verbs with prefixes in context.</li> <li>12 Identify and analyze personal and relative pronouns in context.</li> <li>13 Identify and analyze the use of the infinitive in context.</li> <li>14 Identify and analyze imperative forms in context.</li> <li>15 Identify and analyze interrogative constructions in context.</li> <li>16 Identify and analyze negative constructions in context.</li> <li>17 Identify and analyze word order in context.</li> <li>18 Identify and analyze often-used coordinating and subordinating conjunctions in context.</li> </ol>	

**Table of Competencies, Skills and Percentages**

Competency/Skill	%
<b>7 Knowledge of the culture, social customs, and daily life of German-speaking countries</b>	<b>5%</b>
<ol style="list-style-type: none"> <li>1 Identify well-known features of daily life and contemporary culture, including internationally known personalities, in German-speaking countries.</li> <li>2 Identify social customs in German-speaking countries.</li> <li>3 Identify governmental, educational, religious, and economic institutions of German-speaking countries.</li> <li>4 Identify cultural differences and similarities between the United States and German-speaking countries.</li> <li>5 Recognize elements in American culture and language that originated in German-speaking countries or that were introduced by immigrants from German-speaking countries.</li> <li>6 Identify famous native speakers of German and their contributions to the culture of the United States.</li> <li>7 Identify and recognize diversity in the target culture.</li> </ol>	
<b>8 Knowledge of history and geography of German-speaking countries</b>	<b>5%</b>
<ol style="list-style-type: none"> <li>1 Identify major historic events and well-known historic figures.</li> <li>2 Identify major geographic features of German-speaking countries and well-known products, industries, and exports of German-speaking countries.</li> </ol>	
<b>9 Knowledge of arts and sciences in German-speaking countries</b>	<b>5%</b>
<ol style="list-style-type: none"> <li>1 Identify major writers, composers, and artists (e.g., Schiller, Goethe, Bertolt Brecht, Mozart, Wagner, Dürer, Otto Dix).</li> <li>2 Identify major legendary and fictional characters (e.g., Faust, Siegfried, Max and Moritz, Wilhelm Tell).</li> <li>3 Identify major philosophers, scientists, and inventors (e.g., Kant, Hegel, Roentgen, Einstein, Benz, Gutenberg).</li> </ol>	

Competency/Skill	%
<b>10 Pedagogy and professional knowledge</b>	<b>5%</b>
<ol style="list-style-type: none"> <li>1 Identify various foreign language teaching methodologies and strategies appropriate to the four skill areas of speaking, listening, reading, and writing.</li> <li>2 Identify evolving aspects of foreign language instruction, proficiency-based curriculum, and communicative competence.</li> <li>3 Identify state and national professional organizations and the services that are available to teachers of German from professional organizations and agencies of German-speaking countries (e.g., AATG, FATG, FASG, Goethe Institute).</li> <li>4 Demonstrate knowledge of print media, broadcasts, and German Web sites.</li> <li>5 Identify the role of foreign languages in an integrated curriculum.</li> </ol>	
* The writing section comprises 20% of the score for Subtest 1.	



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## Test Format and Sample Questions

The German K-12 subject area test is composed of two subtests. Subtest 1 assesses listening, reading, and writing skills as well as knowledge of the culture of German-speaking countries, the mechanics of the German language, and the teaching of German. Subtest 2, an oral interview, measures speaking skills. You must pass both subtests to receive a passing score on the exam. If you fail one, you may retake only that subtest.

An important part of your preparation for the exam is to become familiar with the methods of testing. Review the following descriptions of the speaking, writing, and listening and other multiple-choice sections. For each type of question, you are directed to examples among the sample items on pages 16 through 32.

### Oral Interview (Subtest 2)

The oral interview takes approximately twenty minutes. The entire interview is conducted in German. You may ask the examiner *in German* to repeat or to clarify information. Use of a language other than German during the interview will result in a lowered score.

The interview consists of four items testing daily communication skills and one guided conversation.

Question type	Sample item
<b>Daily communication</b> A short scenario involving an everyday situation will be presented by the examiner. You will be asked to respond to questions about the scenario.	Item 1
<b>Guided conversation</b> The examiner will lead you through a conversation on one topic, dealing with survival needs, daily activities, and other areas that a speaker at the intermediate-high level could be expected to discuss.	Item 2

The interview will be recorded and later evaluated by trained scorers. Scoring follows the Intermediate-High Level Scoring Guidelines on the next page, which are based on the ACTFL Proficiency and Provisional Proficiency Guidelines (American Council on the Teaching of Foreign Languages, 1986). No partial credit will be assigned. No extra credit will be given.

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## Scoring Guidelines: Oral Interview

A candidate who demonstrates the following abilities will pass this subtest.

*Able to satisfy most survival needs and limited social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Developing flexibility in language production although fluency is still uneven. Can initiate and sustain a general conversation on factual topics beyond the basic survival needs. Evidence of substantially appropriate use of past tenses, although mistakes in formation may occur. Subjunctive appears when appropriate, but not always used or formed correctly. There may be inconsistent coding of proper dative and accusative cases following prepositions. Attempts to expand discourse beyond short sentences and there is emerging evidence of connected, paragraph-length discourse for simple narration and/or description. Limited vocabulary may cause hesitation or unexpected circumlocution. Generally understood by speakers not used to dealing with foreigners, speech is at the advanced level, as per ACTFL Proficiency Guidelines for at least 50 percent of the interview. Pronunciation and intonation provide a good classroom model. Accent is free of strong interference from the first language or pronounced German dialect. Consistent mispronunciation of sounds, such as [z], [r], [ch], and diphthongization of vowels are not evident.*

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## Listening, Reading, and Writing (Subtest 1)

### Listening Skills

Recorded passages, no more than three minutes in length, are used to test your listening skills. After each passage is played, two to four questions are presented on the recording *in German*. The passage and the questions are then played a second time. Neither the passage nor the questions appear on the screen. However, the multiple-choice response options for each question are presented *in German*. You will select the best answer and indicate your choice by selecting **A**, **B**, **C**, or **D**.

Question format
<p><b>Listening passage</b> Listen to a recorded passage in informal or formal German, such as a dialogue, interview, news item, short lecture on familiar topics, or a report dealing with factual information. After each recorded question, choose one of the response options by selecting <b>A</b>, <b>B</b>, <b>C</b>, or <b>D</b>.</p>

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## Multiple Choice

This part of the test consists of multiple-choice items. Read the question, select the best answer, and indicate your choice by selecting **A**, **B**, **C**, or **D**.

Question format	Sample items
<b>Reading comprehension and vocabulary</b> Select the response option that best identifies, summarizes, or translates a short passage.	Item 5, page 19
<b>Language structures and linguistics</b> Choose the response option that best completes a sentence or identifies a feature of German linguistic structures.	Item 14, page 23
<b>Culture</b> Choose the response option that identifies features of the culture, arts and literature, history, geography, and socioeconomic and political institutions of Germany. Identify the relationships among the perspectives, products, and practices of the culture studied.	Item 42, page 29
<b>Pedagogy</b> Choose the response option that best identifies methods, materials, and technologies used for teaching German or provides the best recommendation for a specific teaching situation.	Item 49, page 31

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## Writing Skills

Question format	
<b>Writing sample</b> Write two short letters or passages in German presenting personal preferences, opinions, needs, and observations. Cues for the writing tasks will be given in English or in German, and one writing prompt will be accompanied by a graphic.	Page 32

### Scoring Guidelines: Writing

Writing samples demonstrate sufficient ability to meet most practical writing needs. Can write short guided letters or compositions on familiar topics. Attempts to narrate and describe in paragraph-length discourse. Generally uses gender, case, and adjective endings correctly. Can express present and future time, using most common regular and irregular verbs and reflexives. Can express past time appropriately, although mistakes may occur with formation of tenses using *haben* and *sein* or with low-frequency verbs. Demonstrates appropriate use of vocabulary, idiomatic expressions, spelling, punctuation, and basic control of common syntactic patterns, including inverted word order and subordinate clauses when needed. Errors may occur when expressing complex thoughts. Demonstrates sufficient control of grammar, syntax, spelling, and punctuation so that errors do not interfere with communication. Attempts to use basic cohesive elements of discourse (relative clauses, object pronouns, and connectors), but random errors may still occur when expressing complex or abstract thoughts. Is able to express a few thoughts (via circumlocution) for which vocabulary is unknown, but may reveal occasional interference from first language when expressing ideas beyond the current level of linguistic competence. Writes in a manner that is fully understandable to native speakers accustomed to reading German written by nonnatives and is basically comprehensible to a native speaker unaccustomed to reading German written by nonnatives. Provides a satisfactory classroom model for students of German.

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## ORAL INTERVIEW

### Daily Communication

In this part of the subtest, the candidate will be asked to respond orally to each of four situations. Below is an example of the type of situation presented on the test.

1. Sie haben gerade in einer Konditorei Kaffee getrunken und Kuchen gegessen. Die Rechnung war 7 DM. Sie geben der Kellnerin 20 DM, und sie gibt Ihnen nur 3 DM zurück. Machen Sie die Kellnerin höflich auf den Fehler aufmerksam!

An appropriate response could be:

"Verzeihung! Ich habe Ihnen 20 DM gegeben. Ich bekomme noch 10 DM."

or

"Entschuldigung, ich glaube Sie haben einen Fehler gemacht."

Answers will vary.

### Guided Conversation

The examiner will lead the candidate through a total of eight questions on a single topic. The candidate will be given up to two minutes to think about the topic before the examiner begins.

The candidate should answer the questions as fully as he/she can while still speaking in as natural a style as possible. Below is an example of a topic and four questions that could follow.

#### 2. Topic: Mein Alltag

- (1) Warum haben Sie dieses Thema gewählt?
- (2) Beschreiben Sie mir Ihren Alltag!
- (3) Vergleichen Sie Ihren jetzigen Alltag mit dem Alltag Ihrer Kindheit!
- (4) Wie würde Ihr Tag aussehen, wenn Sie Millionär(in) wären?

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## LISTENING SKILLS SECTION

**DIRECTIONS:** On the exam, each of the listening questions will include a passage and a set of questions presented twice on the recording but NOT presented on the screen. For each question, you will choose the best response option and indicate your choice by selecting A, B, C, or D.

Questions 1-3 pertain to the following passage.

(Markus and Andrea are having a conversation.)

**Markus:** Hallo, Andrea! Was ist denn los mit dir? Du machst so ein langes Gesicht. Was hast du denn?

**Andrea:** Es hat zu Hause mal wieder Krach gegeben.

**Markus:** Du hast dich wohl wieder mit deiner Mutter gestritten, oder?

**Andrea:** Du weißt ja, es ist immer dasselbe. Nie darf ich fortgehen, wenn ich will. Ich werde von meiner Mutter behandelt wie ein kleines Kind. Als ob ich noch Kind wäre - ich werde nächsten Monat achtzehn.

**Markus:** Was war es denn diesmal?

**Andrea:** Du weißt doch, Ahmet und ich wollten mit Freunden Camping gehen. Ich glaube, meine Mutter mag Ahmet wirklich nicht. Sie meint, ich sollte mal lieber EIN Wochenende zu Hause verbringen, für die Schule lernen und mein Zimmer in Ordnung bringen.

**Markus:** Du, bei mir ist es auch so. Meine Eltern fragen ständig, "Wo gehst du hin? Wann bist du wieder da? Mit wem gehst du? Sind die Hausaufgaben gemacht?" Bla, bla, bla...Das ist ja nicht zum Aushalten.

**Andrea:** Die ständige Fragerei geht mir auf den Wecker!

**Markus:** Hast du schon mal versucht, mit deiner Mutter offen darüber zu diskutieren?

**Andrea:** Ja, aber leider hat das unser Problem nicht gelöst. Ich finde, meine Mutter hat kein Vertrauen zu mir - sie muss immer alles wissen. Aber SIE meint, das hat nichts mit Vertrauen zu tun, sondern mit Verantwortung und Selbstständigkeit.

**Markus:** Verantwortung und Selbstständigkeit? Das ist ja zum Lachen! Du machst doch schon seit einem Jahr deine Lehre bei Hertie, verdienst dein eigenes Geld und hast ganz gute Noten in der Schule.

**Andrea:** Ach, du kennst ja die Eltern....TY-pisch!

**Markus:** Ja, da kann man nichts machen.

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**1. Was ist die beste Zusammenfassung des Dialogs?**

- A. Konflikte zwischen Jugendlichen und Eltern
- B. Konflikte zwischen Jugendlichen und Arbeitsgebern
- C. Konflikte zwischen Jugendlichen und Erziehern
- D. Konflikte zwischen Jugendlichen und Ausländern

**2. Was erwartet die Mutter von Andrea?**

- A. Andrea sollte sich von ihrem Freund trennen.
- B. Andrea sollte am Wochenende zum Camping fahren
- C. Andrea sollte ihre Lehre aufgeben
- D. Andrea sollte sich mehr auf ihre Ausbildung konzentrieren

**3. Was verstehen Markus und Andrea mit "Vertrauen zu mir"?**

- A. dass sie zu Hause nicht aushelfen müssen
- B. dass sie nach Hause kommen und gehen können, wie sie sollen
- C. dass sie bald volljährig werden
- D. dass sie ihr eigenes Geld verdienen

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## MULTIPLE-CHOICE SECTION

**DIRECTIONS:** For items 4-7, read the passage and select the correct response.

4. **Jugendherbergen sind nicht-kommerzielle Freizeiteinrichtungen, die allen Jugendlichen offenstehen. Sie fördern das gegenseitige Kennenlernen sowie die Toleranz gegenüber anderen Weltanschauungen und Gewohnheiten. Sie haben sich zu Stätten internationaler Begegnung entwickelt.**

From G. Winkler, *Komm Mit!* (Austin: Holt, Rinehart and Winston, Austin, 2000), 32.

**Was ist der Hauptvorteil von Jugendherbergen gemäß diesem Abschnitt?**

- A. Sie sind eine billige Übernachtungsmöglichkeit.
  - B. Sie bieten ein hohes Niveau an Komfort an.
  - C. Ihr Zweck ist, Begegnungen zu fördern.
  - D. Sie sind die neueste Art von Freizeiteinrichtung.
5. **Das Sprichwort "Arbeit macht das Leben süß" ist nicht mehr die Norm für die deutsche Haltung zur Arbeit. Die Deutschen finden Zeit für Hobbys und Familie von größerer Bedeutung als viel Geld zu verdienen. Nach einer Umfrage der Zeitschrift Stern (1993) sind für junge Leute ein gutes Arbeitsklima und eine sinnvolle Tätigkeit auch wichtiger als Karriere zu machen.**

From Moeller, Liedloff, Adolph, Mabee, eds, *Kaleidoskop* (Boston: Houghton Mifflin Co., 1998).

**Bestimmen Sie den Leitgedanken dieses Absatzes.**

- A. Für die Deutschen ist die Karriere das Wichtigste im Leben.
- B. Junge Leute wollen sich in der Arbeitswelt realisieren.
- C. Die Deutschen sind nicht hauptsächlich daran interessiert, viel Geld zu verdienen.
- D. Eine Umfrage bestätigt, Arbeit macht das Leben süß.

- 
6. **Vor einiger Zeit führte ein Fernsehsender folgenden Test durch: Zwei Familien erklärten sich bereit, vier Wochen lang ohne Fernsehen zu leben. In der einen Familie wussten die Leute einfach nicht mehr, was sie ohne Fernseher anfangen sollten. Sie saßen da und starrten sich an. Sie hatten vergessen, wie man sich unterhält, wie man sich amüsiert. Sie langweilten sich zu Tode. In der anderen Familie fing man an zu reden. Man erzählte sich Witze und Geschichten. Die Familie hörte jetzt Musik, machte Spiele, sie luden wieder Freunde ein. - Nach vier Wochen bekamen beide Familien ihren Fernseher wieder. Das Ergebnis: Die eine Familie sitzt jetzt nach wie vor jeden Abend vor dem Bildschirm, die andere Familie macht jetzt lieber etwas zusammen, anstatt automatisch den Fernseher einzuschalten.**

From G. Winkler, *Komm Mit!* (Austin: Holt, Rinehart and Winston, 2000), 116.

**Welche Aussage unterstützt die Hauptidee?**

- A. Beide Familien genossen die Zeit ohne ihre Fernseher.
  - B. Beide Familien reagierten auf eine unterschiedliche Art und Weise.
  - C. Beide Familien unterhielten sich öfter mit ihren Freunden.
  - D. Beide Familien stritten sich öfter als vorher.
7. **In Deutschland müssen Autofahrer, die an einer Ampel bei rot weiterfahren, eine hohe Geldstrafe zahlen und dürfen einen Monat lang nicht Auto fahren. Auch Raser, die innerhalb einer Stadt mehr als 30 Stundenkilometer über die erlaubte Höchstgeschwindigkeit fahren, müssen den Führerschein für einen Monat abgeben.**

From Moeller, Liedloff, Adolph, Mabee, eds. *Kaleidoskop* (Boston: Houghton Mifflin Co., 1998).

**Welches Verhalten wird finanziell bestraft?**

- A. Rasen auf der Autobahn
- B. Zu langsames Fahren in der Stadt
- C. Ohne Führerschein zu fahren
- D. Das Verkehrslicht nicht beachten

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**DIRECTIONS:** For items 8-49, select the correct response.

8. Choose the best English equivalent of the italicized words in this context.

Hans versteht sich gut mit allen Klassenkameraden. *Er kommt wirklich gut* bei anderen an. Alle haben ihn gern!

- A. Good, he arrived!
- B. He is popular.
- C. He comes at a good time.
- D. Good thing, he will come too!

9. Choose the response which most precisely matches the meaning of the underlined word or phrase.

Die Aussichten für seinen zukünftigen Beruf sind im Moment sehr schlecht.

- A. Die Chancen
- B. Die Werbungen
- C. Die Meinung
- D. Die Sehenswürdigkeiten

10. Study the following edited excerpt from a dictionary and choose the correct response.

*sensitive/sensitively* (adj/adv) 1. sensi'tiv ('über) empfindlich. 2. sen'sibel, empfindsam, feinfühlig. 3. veränderlich, schwankend: *market econ.*: schwankender Markt. 4. fig. a) empfindlich, b) bes. gefährdet, exponiert: *spot* : empfindliche Stelle, neuralgischer Punkt; *a subject*: ein heikles Thema. 5. *biol. chem.*: empfindlich, ea'gibel (to: auf, acc). 6. *electr. phys. tech.*: empfindlich; *to shock*: stoßempfindlich. 7. *phot.*: lichtempfindlich. 8. *physiol.*: sen'sorisch, *example.*: sensi'tiver oder sen'sibler Mensch.

From *Langenscheidts Großwörterbuch Englisch-Deutsch* (used with permission).

Which German word is the best equivalent for *sensitive* in the following sentence?

The problem of foreign workers is a sensitive issue in Germany.

- A. empfindlich
- B. feinfühlig
- C. heikel
- D. sensibel

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11. A student, Mathilde, arrives in a university town and wants to rent a room. She walks through a neighborhood and sees a sign on a house window: "Room for Rent." In German, the sign would say

- A. "Ausverkauf für Rentner."
- B. "Parkplatz für Rentner."
- C. "Haus zu vermieten."
- D. "Zimmer frei."

12. Choose the best German translation of the italicized phrase.

Die Soldaten *hatten keine Wahl*. Sie wurden in den Krieg geschickt.

- A. had no choice
- B. had no election
- C. Had no vote
- D. had no selection

13. Choose the correct form to fill in the blank.

Die Schwiegermutter \_\_\_\_\_ ist aus Australien.

- A. mein Bruder
- B. meines Bruders
- C. meinem Bruder
- D. meinen Bruder

---

14. Choose an equivalent plural form to the underlined word.

Ich kann jeden Computer bedienen.

- A. allen
- B. alle
- C. diesen
- D. manchen

15. Choose the correct grammatical description of the underlined phrase.

Ich habe ihrer Mutter die richtige Anschrift gegeben.

- A. accusative case of a feminine noun
- B. dative case of a feminine noun
- C. nominative case of a feminine noun
- D. genitive case of a feminine noun

16. Choose the correct form to fill in the blank.

"Wieso waren Sie gestern in der Stadt?"

"Ich musste erst einkaufen, und dann habe ich mir einen höchst \_\_\_\_\_ Monsterfilm angesehen."

- A. interessante
- B. interessant
- C. interessanter
- D. interessanten

17. Choose the correct form to fill in the blank.

Jutta steht vor der Schule. Sie wartet \_\_\_\_\_, dass ihre Mutter sie abholt.

- A. damit
- B. dafür
- C. darauf
- D. davon

---

18. Choose the correct form to fill in the blank.

Ich lese ein gutes Buch. Du \_\_\_\_\_ ein langes Buch.

- A. lest
- B. liest
- C. lesen
- D. las

19. Choose the correct form to fill in the blank.

Frau Mann schenkt Thomas und Heinrich einen Fotoapparat. Was \_\_\_\_\_ ihr für die beiden kaufen?

- A. werdet
- B. werden
- C. wird
- D. wirst

20. Choose the correct verb to fill in the blank.

Gerdas Mutter ist froh, dass ihre Tochter schon seit fünf Jahren Russisch \_\_\_\_\_ .

- A. soll
- B. möchte
- C. muss
- D. kann

21. Choose the correct form to fill in the blank.

Hans muss \_\_\_\_\_ Freundin mit der Hausarbeit helfen.

- A. seinem
- B. sein
- C. seine
- D. seiner

---

**22. Choose the correct response.**

**Der Fernseher ist kaputt, und Sie können ihn nicht reparieren. Peter kann das, aber er ist auf einer Geschäftsreise. Was sagen Sie?**

- A. Wenn Peter nur auf einer Geschäftsreise wäre!
- B. Wenn ich Zeit habe, repariere ich den Fernseher.
- C. Wenn Peter nur hier wäre!
- D. Wenn ich Zeit hätte, würde ich den Fernseher reparieren.

**23. Choose the correct form to fill in the blank.**

**Wenn er im Lotto gewonnen hätte, dann \_\_\_\_\_ er seinen Job aufgeben können.**

- A. wäre
- B. ist
- C. hat
- D. hätte

**24. Choose the correct word to fill in the blank.**

**Du sollst \_\_\_\_\_ das Haar kämmen.**

- A. dir
- B. dich
- C. euch
- D. dein

**25. Choose the correct form to fill in the blank.**

**Der Hund \_\_\_\_\_ gewaschen.**

- A. würde
- B. will
- C. wird
- D. werde

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**26. Choose the correct combination of forms to fill in the blanks.**

Ich \_\_\_\_\_ jeden Morgen um 8 Uhr \_\_\_\_\_.

- A. stehen....auf
- B. auf ....stehen
- C. stehe .... auf
- D. auf .... stehe

**27. Choose the correct form to fill in the blank.**

Das ist alles, \_\_\_\_\_ ich dazu sagen möchte.

- A. der
- B. die
- C. wie
- D. was

**28. Choose the correct form to fill in the blank.**

Ein Stuhl ist ein Möbelstück, \_\_\_\_\_ man sitzt.

- A. auf das
- B. auf dem
- C. auf denen
- D. auf den

**29. Choose the correct word to fill in the blank.**

Er hat nicht in die Schweiz \_\_\_\_\_ wollen.

- A. fliegt
- B. flog
- C. fliegen
- D. geflogen

---

**30. Choose the correct form to fill in the blank.**

**Ist es erlaubt, eine Freundin zu der Party \_\_\_\_\_?**

- A. mitgebracht
- B. mitzubringen
- C. mitbringen
- D. bringen mit

**31. Choose the correct form to fill in the blank.**

**\_\_\_\_\_ brav, Elke und Hans!**

- A. Seit
- B. Sein
- C. Sei
- D. Seid

**32. Choose the correct response.**

**Der Vater will, dass Thomas jetzt schlafen gehen soll. Was sagt der Vater?**

- A. Gehst du jetzt ins Bett, Thomas!
- B. Thomas, geh jetzt ins Bett!
- C. Gehen Sie ins Bett, Thomas!
- D. Thomas, geht jetzt ins Bett!

**33. Choose the correct word to fill in the blank**

**Von \_\_\_\_\_ wurde *Der geteilte Himmel* geschrieben?**

- A. wer
- B. wen
- C. wem
- D. wann

---

**34. Choose the correct word to fill in the blank.**

Er hat \_\_\_\_\_ Geld in der Tasche.

- A. kein
- B. nicht
- C. nichts
- D. keine

**35. Choose the correct form to fill in the blank.**

Die Kinder müssen jetzt gehen, weil \_\_\_\_\_.

- A. sie morgen eine Prüfung haben.
- B. sie haben morgen eine Prüfung.
- C. eine Prüfung morgen sie haben.
- D. morgen eine Prüfung haben sie.

**36. Choose the correct phrase to fill in the blank.**

Kannst du mir bitte mein Buch zurückbringen?

Ja, sicher, ich bringe \_\_\_\_\_.

- A. es morgen dir
- B. dir es morgen
- C. es dir morgen
- D. dir morgen es

**37. Choose the correct word to fill in the blank.**

Wir fliegen nicht nach Paris, \_\_\_\_\_ nach München.

- A. sonst
- B. wenn
- C. denn
- D. sondern

---

**38. In deutschen Restaurants**

- A. ist Trinkgeld inklusiv.
- B. ist Selbstbedienung üblich.
- C. soll man ein Trinkgeld von 15% geben.
- D. bekommt nur der Oberkellner Trinkgeld.

**39. If a German, Michael Ende, happened to meet his close friend, Jörg Mayer, on the street in Germany, he would probably say,**

- A. Tag, Jörg!
- B. Grüß Gott, Herr Mayer!
- C. Sei begrüßt!
- D. Hab' einen guten Tag!

**40. SPD ist die Abkürzung für**

- A. Sozialistische Partei Deutschlands.
- B. Staatlicher Postdruck.
- C. Staatspolizei Deutschlands.
- D. Sozialdemokratische Partei Deutschlands.

**41. What socially acceptable practice in the German-speaking world would be very unusual in the United States?**

- A. having to pay before eating
- B. allowing dogs in restaurants
- C. adhering to a dress code in certain restaurants
- D. leaving extra money for good service

**42. Who is one of the founders of the Bauhaus?**

- A. Albert Speer
- B. Friedrich Fröbel
- C. Walter Gropius
- D. Franz Marc

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**43. What is the significance of the Teutoburger Wald?**

- A. Hitler's Bierhalle Putsch was held there.
- B. The Berlin Wall went through it.
- C. Hermann der Cherusker defeated three Roman legions there.
- D. Gutenberg invented the printing press there.

**44. The German city of Köln was founded by the**

- A. Romans and is known for its Gothic cathedral.
- B. Romans and is known for its ancient city gates.
- C. Teutons and served as the capital for Arminius in his war against the Romans.
- D. Teutons and sacked by Roman troops in 100 B.C.

**45. Choose the statement that best describes Franz Kafka's literary work.**

- A. His Marxist-influenced dramas are performed worldwide.
- B. His collaborations with Richard Strauss gave rise to his international fame.
- C. His novella set in Venice is considered one of the most significant of the 20th century.
- D. His novellas and stories concern extremes of human anxiety and alienation.

**46. Which two German writers are most closely associated with the city of Weimar?**

- A. Gotthold Ephraim Lessing and Christoph Martin Wieland
- B. Johann Wolfgang von Goethe and Friedrich Schiller
- C. Christoph Martin Wieland and Heinrich von Kleist
- D. Friedrich Schiller and Ludwig Tieck

**47. Select the character from *Das Nibelungenlied*.**

- A. Brunhilde
- B. Gretchen
- C. Lorelei
- D. Schneewittchen

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**48. Which scientist discovered rays, which were named after him, and received the Nobel Prize for physics in 1901?**

- A. Robert Wilhelm Bunsen
- B. Wilhelm Konrad Röntgen
- C. Wernher von Braun
- D. Robert Koch

**49. Which method requires the student to use the target language from the beginning of the instruction?**

- A. direct method
- B. audio-lingual approach
- C. grammar translation approach
- D. total physical response (TPR)

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## WRITING SECTION

**DIRECTIONS:** Take a few minutes to organize your thoughts and plan your writing samples. Leave time for editing and revision after you complete your writing samples. This portion of the test is not timed separately.

I.



Using complete sentences, write a short (50 words minimum) composition in German about the picture shown above.

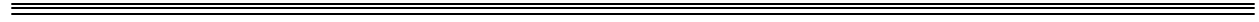
Organize your composition around the following four points:

1. a general description of the picture
2. what the people are doing
3. what other things people celebrate
4. a recent celebration you have participated in

II. **Beschreiben Sie ein Urlaubserlebnis und was Ihnen besonders gefallen hat oder nicht so sehr gefallen hat.**

Organize your composition around the following points:

1. why you went to this place
2. what you did at this place
3. what you enjoyed most about it
4. what you would like to do next time you visit



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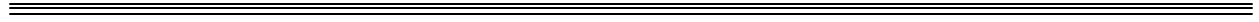
### Answer Key

1. A	18. B	34. A
2. D	19. A	35. A
3. B	20. D	36. C
4. C	21. D	37. D
5. C	22. C	38. A
6. B	23. D	39. A
7. D	24. A	40. D
8. B	25. C	41. B
9. A	26. C	42. C
10. C	27. D	43. C
11. D	28. B	44. A
12. A	29. C	45. D
13. B	30. B	46. B
14. B	31. D	47. A
15. B	32. B	48. B
16. D	33. C	49. A
17. C		



## Test-taking Advice

- Go into the examination prepared, alert, and well rested.
- Complete your travel arrangements prior to the examination date. Plan to arrive early so that you can locate the parking facilities and examination room without rushing.
- Dress comfortably and bring a sweater or jacket in case the room is too cool.
- Take the following with you to the test site:
  - Admission ticket
  - Proper identification as described in “Identification Policy”
  - Watch
- There are many strategies for taking a test and different techniques for dealing with different types of questions. Nevertheless, you may find the following general suggestions useful.
  - Read each question and all the response options carefully before selecting your answer. Pay attention to all of the details.
  - Go through the entire test once and answer all the questions you are reasonably certain about. Then go back and tackle the questions that require more thought.
  - When you are not certain of the right answer, eliminate as many options as you can and choose the response that seems best. It is to your advantage to answer all the questions on the test, even if you are uncertain about some of your choices.
  - After completing the examination, go back and check every question. Verify that you have answered all of the questions and that your responses are correctly entered.





## **Additional Information**

Please visit the following Web site to review FTCE registration details and to find additional FTCE information, including test locations and passing scores.

<http://www.fldoe.org/asp/ftce>



