

The knowledge of German and the skills of actively using the language will be tested at levels 1 (first year of instruction) and 2 (second year of instruction) and at an advanced level (third and fourth year of instruction).

### **How long is the written examination?**

Each test has 50 multiple choice questions:

- Listening comprehension 10
- Grammar and vocabulary 30
- Reading comprehension 10

The multiple choice test is followed by a written examination. It will be given to all participating students, but will be used only in case a tie breaker is needed. At level 2 and at the advanced level, the writing test consists of a response to one of the reading selections.

The contestants are given one hour to complete all parts of the test.

### **Is there an oral examination?**

Yes. The five top performers of each level at the written examination will be invited to show their oral language skills in an interview lasting 3 – 5 minutes.

### **What will be tested?**

Our goal is to align the objectives tested with

- Texas Essential Knowledge and Skills for Languages Other Than English as well as
- The Common European Framework of References for Languages which is a guideline used to describe achievements of learners of foreign languages across Europe. It was put together by the Council of Europe as the main part of the project "Language Learning for European Citizenship" between 1989 and 1996. Its main aim is to provide a method of assessing and teaching which applies to all languages in Europe.

Please click on the link below and go to page 5 of the document to view the global scale:

<http://www.coe.int/T/DG4/Portfolio/Documents/All%20scales%20CEFR.DOC>

Broadly described, we test

- Level 1 students at a beginning A 1 level
- Level 2 students at the A1/Beginning A 2 level
- Advanced German at the A 2/Beginning B 1 level

## **German I**

Topics of Functions

Exchange common greetings and wishes

Express likes and dislikes

Asking/Telling someone's age

Discussing free time activities

Sports

Hobbies

School subjects

Table setting terminology

Describing physical appearance

Family Members

Discussing Films (genres)

Listening Comprehension

The learner can recognize familiar words and very basic phrases concerning herself/himself, her/his family and immediate concrete surroundings when people speak slowly and clearly.

The learner can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance: The learner can catch the main point in short, clear, simple messages and announcements.

Reading Comprehension

The learner can understand familiar names, words and simple sentences. The learner can read very short, simple texts.

The learner can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and can understand short simple personal letters.

Spoken Interaction / Production

The learner can ask and answer simple questions in areas of immediate need or on very familiar topics.

The learner can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. The learner can use a series of phrases and sentences to describe in simple terms her/his family and other people, living conditions; her/his educational background and her/his present school life.

#### Written Interaction / Production

The learner can write short, simple notes and messages relating to matters in areas of immediate need.

The learner can write a very simple personal letter. The learner can write simple isolated phrases and sentences.

#### Topics

- Exchanging common greetings and wishes
- Expressing likes and dislikes
- Describing family relations
- Ordering food and beverages
- Shopping for food and clothes
- Talking about school
- Talking about leisure time activities
- Making plans for traveling: Accommodations, transportation / schedule
- Inviting to a birthday party
- Taking care of pets

#### Concepts

- Verbs

Present tense of regular verbs, common stem changing verbs, and modal auxiliary verbs

#### Imperative

#### Present perfect tense

- Adverbs

Negations: nicht / kein

Time order words

- Adjectives

Comparative and superlative including irregular forms: gern / gut / viel

- Pronouns

Interrogative pronouns

Subject pronouns

Possessive adjectives in the nominative and accusative cases

- Prepositions

Time: am, im, um, von/vom...bis

Location: auf, in, an, hinter, vor, neben, zwischen, über, unter + dative

Destination: nach, in, an, auf + accusative

Advanced German

### Objectives

#### Listening Comprehension

The learner can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance:

The learner can catch the main point in short, clear, simple messages and announcements.

The learner can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. She/he can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest.

#### Reading Comprehension

The learner can understand texts that consist mainly of high frequency everyday language.

The learner can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables.

The learner can understand the description of events, feelings and wishes in personal letters.

#### Spoken Interaction / Production

The learner can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities.

The learner can deal with most situations likely to arise whilst travelling in an area where German is spoken. She/he can enter unprepared into a conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).

The learner can connect phrases in a simple way in order to describe experiences and events, her/his dreams, hopes & ambitions. She/he can briefly give reasons and explanations for opinions and plans.

#### Written Interaction / Production

The learner can write a simple personal letter describing experiences and impressions.

The learner can write a series of simple phrases and sentences linked with connectors like und, aber and weil.

The learner can write short connected texts on topics, which are familiar, or of personal interest.

#### Concepts

##### •Verbs

Present tense of regular verbs, common stem changing verbs, and modal auxiliary verbs

Verbs with a separable/inseparable prefix

Reflexive verbs

Imperative

Present perfect tense

Past tense of haben, sein and modal auxiliary verbs

##### •Adverbs

Negations: nicht / kein

Time order words

Frequency words

##### •Adjectives

Comparative and superlative including irregular forms: gern / gut / viel

Agreement of the adjective after "der"- and "ein"-words

- Pronouns

Interrogative pronouns

Subject and object pronouns

Possessive adjectives in the nominative, dative, and accusative cases

- Prepositions

Time: am, im, um, von/vom...bis

Location: auf, in, an, hinter, vor, neben, zwischen, über, unter + dative

Destination: nach, in, an, auf + accusative

- Conjunctions

weil, denn, dass, aber, sondern, obwohl, anstatt

- Sentences

Main clause and dependent clause

Relative clause

Infinitive sentence

Topics

- Messages:

1.Telephone / Answering machine

2.Announcements on the radio

3.Notes, emails, and letters

4.Instructions given orally

- Traveling:

1.Booking a hotel

2.Reading a schedule

3.Buying a ticket

#### 4. Reading a tour guide

- Stories and narratives, reports and documentaries
- Poetry
- Geographic knowledge of German-speaking countries
- Cultural knowledge of German-speaking countries
- Places of interest in German-speaking countries
- Student exchange between the U.S. and German-speaking countries
- Work-related problems
- Invitations and free time activities