



Massachusetts Tests for Educator Licensure® (MTEL®)

German (Field 27)

The following are links to test directions, sample items, answer keys, and sample responses (as applicable). The order below matches the order in which these types of items will appear on the operational test.

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SUBAREA VI: ORAL EXPRESSION

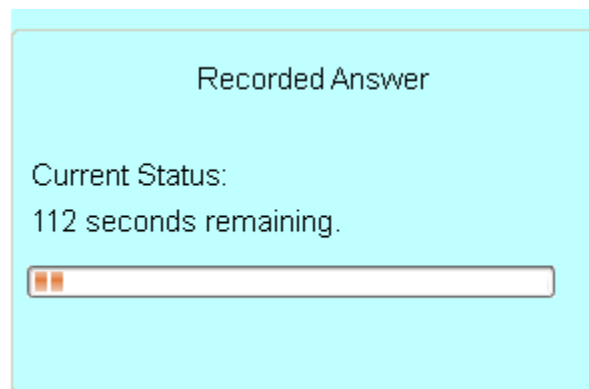
DESCRIPTION OF THE ORAL EXPRESSION OPEN-RESPONSE ITEM

In this section of the test, the candidate is required to provide a spoken response to a prompt, which is presented in written form. Each assignment describes a situation requiring oral communication with a specified audience in the target language (e.g., a response to a hypothetical problem encountered within the context of common life situations, a narration of a past experience, or a discussion of the advantages and/or disadvantages of a proposed idea). Candidates are given one minute to formulate their response and two minutes to speak. The candidate is expected to demonstrate the ability to communicate in an appropriate register that displays cultural knowledge and sensitivity, produce an articulate and smooth flow of speech, and use an appropriate range of vocabulary, idiomatic expressions, and simple and complex language structures.

DIRECTIONS FOR SECTION ONE: ORAL EXPRESSION

For this section of the test, you will speak in response to an assignment presented on-screen.

At the conclusion of these directions, the test will automatically advance and the speaking assignment will be presented on the next screen. Listen to the directions carefully and review the assignment. You will have one minute to read the assignment and consider your response. When your preparation time is over, you will be notified that your preparation time is complete and you should be ready to begin speaking. Watch the screen as the test advances and a Recorded Answer box is presented. **You will have two minutes to record your response.** Do NOT begin speaking until the screen advances and you see the Recorded Answer box presented on-screen. A sample of the Recorded Answer box appears below.



Monitor your recording time by referring to the Recorded Answer box. The time in the Recorded Answer box will count down from 120 seconds (2 minutes) and the status bar will fill as your recording time progresses.

When your recording time is over, the current status on the Recorded Answer box will change to "Completed," indicating the conclusion of the oral expression assignment. You will automatically be advanced to the next screen. Do not click the **Next** button unless you have finished recording your response with time remaining and wish to move to the next screen. If you advance to the next screen with recording time remaining, you will not be able to go back.

You will be provided with a list of suggestions to help direct your response. It is not necessary that you address every point in the list, nor are you limited to the points mentioned. However, what you say must be relevant to the situation with which you are presented, and part of your score will be based on the degree to which you elaborate on the topic by addressing either the suggested points or points of your choosing.

You may use the erasable notebooklet provided to make notes; however, **you will be scored only on the response that is recorded in the test.**

Your response will be evaluated based on the following criteria.

CONTENT: the adequacy of the information presented, including the number of ideas, the development of ideas, and the depth and specificity of supporting details

COHERENCE: the organization and clarity of the ideas communicated

GRAMMAR: the accuracy of grammatical and syntactic constructions (e.g., conjugation of verbs, appropriate use of tenses, subject/pronoun and article/noun agreement)

VOCABULARY: the command of vocabulary and idiomatic expressions and appropriateness of word choice

FLUENCY: the ability to maintain a flow of speech, without hesitations or pauses that affect the overall comprehensibility of the response

PRONUNCIATION: the comprehensibility of articulation and the appropriateness of stress

You will have only **ONE** opportunity to record your response. Once the recording has begun, it cannot be stopped, nor can you re-record your response. Be sure that your microphone is in a downward position near your mouth before you begin speaking.

The screen will now advance and the speaking assignment will be presented.

OPEN-RESPONSE ITEM: ORAL EXPRESSION

Read the instructions below. You will have 1 minute to study these instructions and prepare your response, and then 2 minutes to record your final response. You will be told when the preparation time is over and the recording is about to begin. Begin studying the instructions and preparing your response now.

(PAUSE 1 minute)

Imagine that you are the faculty advisor to a student from a German-speaking country who is at your school on an exchange program. After two weeks in the United States, the student is unhappy and wants to go home. The student's parents telephone to express their concern and ask your advice. Speaking in German, reassure them about the situation and explain to them why you feel their child should make the effort to stay for the full program. You may wish to include, but are not limited to, the following topics:

- possible reasons for the student's discontent, and any changes that could improve the situation;
- the potential benefits to the student of an extended stay in the United States;
- what the parents might do to encourage the student to stay; and
- what the student could do to adapt more successfully to the new situation.

"Your preparation time is now over. At the conclusion of these directions, the screen will automatically advance and recording will automatically begin. Begin speaking when you see the Recorded Answer box presented on the next screen. Prepare to begin speaking now."

DESCRIPTION OF A STRONG RESPONSE TO THE OPEN-RESPONSE ITEM—ORAL EXPRESSION

A strong response to this assignment would address the situation (speaking to a homesick exchange student's parents) fully by explaining, describing, suggesting, and advising in coherent, appropriately formal German. Ideas presented should be bolstered by elaboration (specifying details, extended exploration of topics/assertions, relevant reasoning) that deepens them and fleshes out the response. The sequencing of ideas should be logical and transitions between ideas should be smooth. The oral language should be fluid and clear, with accurate pronunciation and a consistent flow of speech that displays facility with German. Pauses in the response should be appropriate to the delivery of the content and not the result of uncertainty about the language itself or the inability to pronounce words or construct sentences. Ideas should be expressed with phrases and grammatical constructions that are idiomatic to German and not imported from another language. A variety of relevant vocabulary words, expressions, verb tenses and moods, and syntactical constructions should be employed in order to render the response clear and precise. The response should be free from grammar and usage errors.

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SUBAREA I: LISTENING COMPREHENSION

DESCRIPTION OF THE LISTENING COMPREHENSION OPEN-RESPONSE ITEM


In this section of the test, candidates are presented with an assignment that requires literal and inferential comprehension of a sample of speech. The recorded speech sample is played twice for the candidate. The recorded speech sample may be in the form of a monologue (e.g., a speech) or a dialogue (e.g., an interview or a conversation). After listening to the recorded speech sample twice, the candidate provides a written response to an assignment testing literal and inferential comprehension of the recording. The assignment may require the candidate to perform such tasks as making auditory discriminations (e.g., time frames), recognizing vocabulary, demonstrating understanding of content, and analyzing the cultural context of the speech. The assignment is designed to test listening comprehension and not writing ability; therefore, the response may be written either in English or in the target language.

DIRECTIONS FOR SECTION TWO: LISTENING COMPREHENSION

This section of the test consists of a listening comprehension exercise that involves listening to a recorded audio excerpt and then responding in writing to an assignment presented. Your response may be written either in the target language or in English.

You may use the erasable notebooklet 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.**

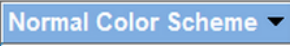

Please note that special characters (such as letters with accents or other diacritical marks) cannot be entered using the keyboard but are available for insertion in the on-screen response box. To access

these characters, click on the  button that appears in the upper left corner of the screen. Using the mouse, 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.

Your response will be evaluated based on the following criteria.

LISTENING COMPREHENSION: accuracy and completeness in comprehending spoken language

INFERENCE: demonstrated ability to analyze elements of spoken language and infer implied information

Please be aware that the visual enhancements  and  are NOT available during this section of the test. Please DO NOT use these features until you have completed all listening items and proceeded to the remaining sections of the test.

Click the **Next** button when you have finished reading these directions and are ready to begin the listening comprehension exercise.

Be sure you have your headset on before proceeding.

Select the **Next** button to continue.

OPEN-RESPONSE ITEM: LISTENING COMPREHENSION

This is a listening comprehension exercise. You will hear a dialogue twice. After you have heard the dialogue, respond in writing to the assignment below, supporting your ideas with references from the dialogue. Your response may be written in either German or English. Choice of language will not affect your score. Before you hear the dialogue, you will be given 30 seconds to review the assignment. Begin reviewing the assignment now.

*(PAUSE 30 seconds)

Listen carefully to the following dialogue. You will hear the dialogue twice.

(one male and one female speaker)

male: Hier bei Brendel.

female: Hallo Christian, hier ist Jennifer aus Boston. Ich bin jetzt in Berlin.

male: Mensch, Jennifer, was für eine Überraschung! Wann bist du gekommen und wie lange bleibst du hier?

female: Eigentlich studiere ich dieses Semester in Frankfurt, aber ich dachte, während des langen Wochenendes gucke ich mir mal Berlin an. Du weißt ja, mein Hauptfach ist europäische Geschichte, und da muss man Berlin gesehen haben. Und außerdem sollen die Diskos hier auch nicht schlecht sein.

male: Stimmt. Hast du schon was gesehen?

female: Ja, ich bin natürlich gleich zum Brandenburger Tor und zum Reichstag gestiefelt. Ich stehe gerade Schlange, damit ich zur Kuppel des Reichstages hoch gehen kann. Hast du eventuell Vorschläge, was ich mir unbedingt ansehen soll? Drei Tage sind ja nicht gerade sehr viel.

male: Mensch, Jennifer, ich freue mich ja so sehr, dass du da bist. Ich denke noch so gern an mein Jahr in Boston zurück. Weißt du was, ich setze mich gleich in den Bus und wenn du wieder unten bist, stehe ich vor dem Reichstag. Und dann zeige ich dir den Potsdamer Platz und die Museumsinsel und den Alexanderplatz und die Gedächtniskirche und das Jüdische Museum und ...

female: Super – aber eins nach dem anderen!

male: Und nach dem Abendessen stürzen wir uns ins Berliner Nachtleben!

Now the dialogue will be repeated.

(Dialogue is repeated)

(PAUSE 3 seconds)

Now write your response to the assignment.*

Supporting your ideas with references from the dialogue, write a response of approximately 100–200 words in German or in English in which you:

- explain why Jennifer is in Berlin;
- identify the relationship between the speakers; and
- analyze Christian's attitude toward Jennifer's visit.

**SAMPLE STRONG RESPONSE FOR OPEN-RESPONSE ITEM—
LISTENING COMPREHENSION**

Jennifer is in Berlin because she is studying in Frankfurt and has a long weekend. She sees this as a good opportunity to visit a city so important to European history, which is her major ("und da muss man Berlin gesehen haben"). She goes immediately to a couple of historical sites and calls Christian to get some tips about others she should visit. She also wouldn't mind having a little fun while she is there, maybe going dancing.

Jennifer and Christian are old friends from when Christian spent a year in Boston, where Jennifer lives or goes to school. They are probably not close friends because Jennifer did not tell Christian ahead of time that she would be studying for a semester in Germany.

Christian is surprised and happy to hear from Jennifer ("ich freue mich ja so sehr, dass du da bist"). She reminds him of the good times he had in Boston. The fact that he decides to meet her right away at the Reichstag and lists all the places he wants to take her shows that he is enthusiastic about spending time with her and giving her a tour of all the great things his city has to offer.

ANALYSIS FOR STRONG RESPONSE TO OPEN-RESPONSE ITEM— LISTENING COMPREHENSION

This is an example of a strong response because it is characterized by the following:

Listening Comprehension: The response shows thorough understanding of the telephone conversation's literal content. Although the only specific place name that appears in the response is "Reichstag," it is clearly understood that the main reason for Jennifer's visit is to tour historically meaningful sites. The inclusion of details, such as how long Jennifer is studying in Frankfurt, the reason she has time to take a trip to Berlin, and the chronology of her activities once in Berlin, shows literal comprehension that is not only accurate, but complete.

Inference: The ability to analyze spoken language and make inferences is shown clearly in the response. It cites Jennifer's remark that Berlin is a must-see for someone in her field to support the conclusion that Berlin is very important to European history. The inference that she might like to go dancing is based on her comment about discos. The response links its characterization of Christian's attitude toward Jennifer's visit as enthusiastic to his statement that he will come to meet her immediately and his listing of the many places he wants to show her. The inference that Jennifer and Christian are not close friends is supported by the reasoning that, if they knew each other better, he would have known that she was studying in Germany.

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**SUBAREA IV: CULTURAL PERSPECTIVES,
COMPARISONS, AND CONNECTIONS**

**DIRECTIONS FOR SECTION THREE: CULTURAL PERSPECTIVES,
COMPARISONS, AND CONNECTIONS**

Each question in this section of the test is a multiple-choice question with four answer choices. Read each question carefully and choose the ONE best answer. Try to answer all questions. Even if you are unsure of an answer, it is better to guess than not to answer a question at all. You will NOT be penalized for guessing.

Select the **Next** button to continue.

MULTIPLE-CHOICE QUESTIONS—CULTURAL PERSPECTIVES, COMPARISONS, AND CONNECTIONS

1. One of the most far-reaching results of the Thirty Years' War was that:
 - A. the Holy Roman Empire gained more power in Europe.
 - B. Germany became close allies with Denmark.
 - C. the pope regained his influence over Germany.
 - D. Germany was divided into many independent territories.

2. Which of the following statements best describes one of Archduchess Maria Theresa of Austria's important achievements?
 - A. She was able to unite the territories of Austria through strategic alliances formed with Protestant factions in Europe.
 - B. She instituted several educational, military, and financial reforms that strengthened Austria's international standing.
 - C. She was known for her cosmopolitanism and religious tolerance, promoting freedom of worship in her territories.
 - D. She abolished the death penalty in her territories and established the first system of social services for her subjects.

3. Which of the following choices best corresponds to the main theme of the novel *Im Westen nichts Neues* by Erich Maria Remarque?
 - A. the extreme mental and physical stress of soldiers during World War I
 - B. the search for freedom and adventure in the American West
 - C. the disappointment after an escape from East Berlin to West Berlin
 - D. the exemplary courage of prisoners of war during World War II

4. Which of the following statements best explains why the Amish have continued to use their German-based languages in the United States?
- A. They wanted to stay in contact with their families in the Old World.
 - B. They separated from the modern world for spiritual reasons.
 - C. They moved to an area that was geographically inaccessible.
 - D. They migrated to the United States later than other groups.
5. The expression "fifth season of the year" (*fünfte Jahreszeit*) refers to:
- A. *Pfingstsonntag* and *Pfingstmontag*.
 - B. an overly long winter season.
 - C. *Fasching* or *Karneval*.
 - D. a leap year.
6. Which of the following products is Switzerland's most important export?
- A. Gruyère cheese
 - B. chocolate
 - C. cuckoo clocks
 - D. precision instruments

ANSWER KEY—CULTURAL PERSPECTIVES, COMPARISONS, AND CONNECTIONS

Question Number	Correct Response	Test Objective
1.	D	Demonstrate knowledge of major developments in the history of target-language-speaking cultures and the significance of these developments.
2.	B	Demonstrate knowledge of major developments in the history of target-language-speaking cultures and the significance of these developments.
3.	A	Demonstrate understanding of the relationship between the perspectives and products of target-language-speaking cultures.
4.	B	Demonstrate understanding of the relationship between the perspectives and products of target-language-speaking cultures.
5.	C	Demonstrate understanding of the relationship between the perspectives and practices of target-language-speaking cultures.
6.	D	Demonstrate understanding of the relationship between the perspectives and practices of target-language-speaking cultures.

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SUBAREA III: LINGUISTICS AND LANGUAGE STRUCTURES


DIRECTIONS FOR SECTION FOUR: LINGUISTICS AND LANGUAGE STRUCTURES

This section of the test consists of multiple-choice questions with four answer choices and exercises that require you to demonstrate your knowledge of linguistics and your command of the grammatical structure of the language.

Read each multiple-choice question carefully and choose the ONE best answer. Try to answer all questions. Even if you are unsure of an answer, it is better to guess than not to answer a question at all. You will NOT be penalized for guessing.

You may use the erasable notebooklet to make notes, write an outline, or otherwise prepare your responses. **However, your final responses to each exercise 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, 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.

Select the **Next** button to continue.

MULTIPLE-CHOICE QUESTIONS— LINGUISTICS AND LANGUAGE STRUCTURES

1. Comprehensible-input activities in a third-year German language class would typically include activities in which students interpret second-language information that is:
 - A. slightly above their current knowledge level.
 - B. at a knowledge level equal to their current second-year understanding.
 - C. slightly below their current knowledge level.
 - D. at a first-year knowledge level that they can easily understand.

2. Stephen Krashen hypothesized that second-language acquisition can be inhibited by:
 - A. proactive interference of the primary language.
 - B. overextension of single words to cover concepts.
 - C. affective filtering during communication.
 - D. limitations imposed by fixed developmental sequences.

3. A child learning English as a first language produces the word *drived* to indicate the past tense of *drive*. The child's use of the word *drived* most likely results from the child's:
 - A. out-of-context imitation of overheard speech.
 - B. misunderstanding of the past tense.
 - C. overgeneralization of a previously learned rule.
 - D. imaginative exploration of language.

4. Which of the following goals and strategies for second-language teaching would be the best way to take advantage of similarities between first- and second-language acquisition?
- A. encouraging the development of an extensive vocabulary through writing and dictionary usage
 - B. developing native-like pronunciation and grammatical accuracy through drills
 - C. encouraging communication of meaning through holistic learning methods
 - D. developing a sophisticated understanding of literature through intensive reading
5. Which of the following best characterizes the comprehension stage of second-language development?
- A. production of partially correct structures when speaking
 - B. inconsistent use of correct grammatical constructions
 - C. speaking in simplified but accurate sentences to express ideas
 - D. interpretation of the language with little or no production
6. In second-language acquisition, intermediate proficiency is characterized by which of the following properties?
- A. dependence on props for communicating
 - B. ability to negotiate meaning in conversation and other daily interactions
 - C. cautious use of vocabulary limited to concrete objects and simple phrases
 - D. reading and speaking skills similar to those of a native speaker
7. A high school German teacher is teaching a course that includes students with many different backgrounds, experiences, and learning styles. Which of the following types of assignments would best accommodate the diverse needs of the students?
- A. exercises from the students' textbook
 - B. presentational projects prepared at home
 - C. individual Internet and computer work
 - D. cooperative and collaborative assignments

8. Students in an intermediate German course are able to perform basic communicative acts such as greeting and responding to greetings, asking and answering simple questions, exchanging information, and expressing likes and dislikes. Which of the following strategies would best support the students' development of the next stage of second-language acquisition?
- A. providing experiences in which students must negotiate meaning in unfamiliar contexts
 - B. reviewing grammatical constructions until students have mastered all beginning material
 - C. grouping students who are at the same level of language proficiency to work together on class activities
 - D. presenting frequent examples of recordings made by native speakers to students
9. In contrast to an adult learner, a child learning the structure of a second language is more likely to:
- A. depend on written representation of the second language.
 - B. apply the deep structure of the second language spontaneously.
 - C. memorize grammar rules of the second language.
 - D. compare the structures of the native and second languages consciously.
10. Which of the following words is the English cognate for the German word *Herbst*?
- A. harbinger
 - B. harvest
 - C. herd
 - D. herbalist
11. German transforms verbs into nouns by:
- A. using the neuter article and the infinitive form of the verb.
 - B. using the masculine article and present participle of the verb.
 - C. using the neuter article and the past participle of the verb.
 - D. using the masculine article and the infinitive form of the verb.

ANSWER KEY—LINGUISTICS AND LANGUAGE STRUCTURES

Question Number	Correct Response	Test Objective
1.	A	Demonstrate understanding of the nature of first-, second-, and heritage-language acquisition.
2.	C	Demonstrate understanding of the nature of first-, second-, and heritage-language acquisition.
3.	C	Demonstrate understanding of the nature of first-, second-, and heritage-language acquisition.
4.	C	Demonstrate understanding of the nature of first-, second-, and heritage-language acquisition.
5.	D	Demonstrate understanding of the nature of first-, second-, and heritage-language acquisition.
6.	B	Demonstrate understanding of the nature of first-, second-, and heritage-language acquisition.
7.	D	Demonstrate understanding of the nature of first-, second-, and heritage-language acquisition.
8.	A	Demonstrate understanding of the nature of first-, second-, and heritage-language acquisition.
9.	B	Demonstrate understanding of the nature of first-, second-, and heritage-language acquisition.
10.	B	Demonstrate understanding of the similarities and differences between the target language and English.
11.	A	Demonstrate understanding of the similarities and differences between the target language and English.

DESCRIPTION OF THE LINGUISTICS AND LANGUAGE STRUCTURES OPEN-RESPONSE ITEMS


This section of the test consists of exercises that require the candidate to demonstrate command of the grammatical structure of the language. The first part consists of a cloze passage with twelve blanks to be filled in according to specific directions. The words or phrases to be filled in may include verb forms, pronouns, modifiers requiring agreement, inflected noun forms, or other important elements of syntax and usage. The second part consists of six short-answer questions. The first three require transformation of one or more sentences according to specific directions (e.g., from one tense or voice to another, from singular to plural, from an informal to a formal language style). The second three short-answer questions require candidates to rewrite in correct form one or more sentences containing grammatical errors. In the scoring of this section of the test, all grammatically correct answers consistent with the directions will be accepted.

DIRECTIONS FOR SECTION FOUR: LINGUISTICS AND LANGUAGE STRUCTURES—PASSAGE

This portion of the Linguistics and Language Structures section of the test consists of a passage to be completed by providing the grammatically correct word in the target language for each numbered space. Directions are provided before the passage. Your final responses to the passage must be typed in the response box provided for the passage.

You may use the erasable notebooklet to make notes, write an outline, or otherwise prepare your responses. **However, your final responses 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, 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.

Select the **Next** button to continue.

PASSAGE: LINGUISTICS AND LANGUAGE STRUCTURES

12. Complete the passage below by providing for each numbered space a grammatically correct German word that is appropriate in the context. If a word is already provided in brackets beside the numbered space, provide the appropriate form of that word for the context.

Type your responses in order from 1 to 12 in the response box presented on-screen. Number each of your responses with the number that corresponds to the numbered space in the passage. Insert two (2) hard returns between each response.


Johann Wolfgang von Goethe (1) _____ (2) _____ Jahre 1749 in Frankfurt am Main geboren. Ein Jahr später kam (3) _____ Schwester Cornelia zur Welt. Er verstand (4) _____ gut mit (5) _____. Die Kinder wurden Zeugen wichtiger (6) _____ [historisch] Ereignisse, wie (7) _____ Beispiel der Besetzung Frankfurts 1759 (8) _____ den Franzosen oder der Krönung Joseph des Zweiten 1764. Im folgenden Jahr (9) _____ [müssen] Goethe Frankfurt verlassen, denn er sollte (10) _____ Leipzig gehen, (11) _____ Jura zu studieren. Goethe war nicht glücklich, er vermisste seine Schwester und hätte sich lieber mit Literatur beschäftigt (12) _____ mit Jura.

**DIRECTIONS FOR SECTION FOUR:
LINGUISTICS AND LANGUAGE STRUCTURES—SHORT-ANSWER
QUESTIONS**

This portion of the Linguistics and Language Structures section of the test consists of six short answer questions. Directions are provided before each question. Your final responses to the exercises must be typed in the response box provided for each exercise.

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

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, click on the character you wish to include in your response and then select "**I**nsert." The character will be inserted where the cursor is positioned in the response box.

Select the **Next** button to continue.

SHORT-ANSWER QUESTIONS: LINGUISTICS AND LANGUAGE STRUCTURES

13. Follow the directions provided below and write a response in German in the response box presented on-screen.

Combine the sentences below into one sentence while retaining the original meaning of the two sentences. Begin your new sentence with the subordinate conjunction "weil" and make all necessary changes.

Der Wolf scheint nett zu sein. Rotkäppchen denkt: „Ich kann ihm vertrauen!“

14. Follow the directions provided below and write a response in German in the response box presented on-screen.

Rewrite the sentence below, changing the extended adjective construction to a relative clause that modifies "Dorf." Make all necessary changes.

Das in einem schönen, tiefen Alpental liegende Dorf kann nur zu Fuß erreicht werden.

15. Follow the directions provided below and write a response in German in the response box presented on-screen.

Rewrite the sentence below, changing it from direct speech to indirect speech. Make all necessary changes.

Anke fragt ihre Freunde: „Interessiert ihr euch für DDR Filme?“

16. **Rewrite the sentence below in German, correcting all errors and retaining the original meaning. Type your response in the response box presented on-screen.**

Teilnimmst du dieses Jahr in einem Skikurs?

17. **Rewrite the sentence below in German, correcting all errors and retaining the original meaning. Type your response in the response box presented on-screen.**

Wovon kommt der Bus von, wo hält er und wonach fährt er?

18. **Rewrite the sentence below in German, correcting all errors and retaining the original meaning. Type your response in the response box presented on-screen.**

Das Bild hängt über dem Sofa, aber meinen Geschwister gefiel es dort nicht.

SAMPLE STRONG RESPONSES FOR OPEN-RESPONSE ITEMS— LINGUISTICS AND LANGUAGE STRUCTURES

12. (Passage)

- (1) wurde
- (2) im
- (3) seine
- (4) sich
- (5) ihr
- (6) historischer
- (7) zum
- (8) von
- (9) mußte
- (10) nach
- (11) um
- (12) als

13. Weil der Wolf nett zu sein scheint, denkt Rotkäppchen, "Ich kann ihm vertrauen."

14. Das Dorf, das in einem schönen, tiefen Alpental liegt, kann nur zu Fuß erreicht werden.

15. Anke fragt ihre Freunde, ob sie sich für DDR Filme interessieren.

16. Nimmst du dieses Jahr an einem Skikurs teil?

17. Woher kommt der Bus, wo hält er und wohin fährt er?

18. Das Bild hing über dem Sofa, aber meinen Geschwistern gefiel es dort nicht.

EXPLANATIONS OF STRONG RESPONSES TO OPEN-RESPONSE ITEMS— LINGUISTICS AND LANGUAGE STRUCTURES

These are examples of strong responses for the following reasons:

12. (Passage)

- (1) The passive construction is formed using "werden" + past participle. The sentence has the past participle "geboren" but is missing a form of "werden." Since the event occurred in 1749, the simple past form of werden ("wurde" in the third person singular because the subject is Goethe) is required.
- (2) Expressions of time involving two-way prepositions take the dative case. The definite article for the neuter noun "Jahr" would be "dem." "Im" is a contraction of "in dem."
- (3) In the context of the passage, it is clear that Cornelia is Goethe's sister. Therefore, the possessive adjective "sein" is used. The adjective is inflected according to case and gender, resulting in the nominative feminine form "seine."
- (4) The sentence is missing the reflexive pronoun needed to complete the German idiom "sich verstehen mit," meaning, "to get along with." "Sich" is the third person reflexive pronoun appropriate to refer to Goethe ("er").
- (5) "Mit" is a dative preposition. The pronoun that correctly refers to Goethe's sister is the feminine singular dative "ihr."
- (6) Goethe and his sister were witnesses of important historical events. The genitive plural ending is needed for the adjective "historisch." "Historisch" and "wichtig" are not preceded by articles that would result in the need for "-en" adjective endings.
- (7) "Zum" is needed to complete the idiomatic expression, "zum Beispiel," meaning "for example."
- (8) "Von" is the appropriate preposition to express "by," in the sense of "occupied by."
- (9) The passage continues to narrate about past events, so the simple past form of "müssen" fits here and aligns with the other modal verb "sollte" in this sentence.
- (10) The preposition "nach" is used to indicate travel to or movement toward a specific named city; in this case, Goethe was expected to go to Leipzig.
- (11) The preposition "um" is needed here to complete the "um ... zu" + infinitive construction, which means "in order to" (do something).
- (12) The conjunction "als" is needed in this sentence to express adverb comparison. Goethe would have enjoyed studying literature more than ("lieber als") law.

13. The new sentence must begin with a subordinate clause, which means that the conjugated verb "scheint" must move to the end of the clause. Since the entire "weil" clause now occupies the first field of the sentence, the conjugated verb in the independent/main clause must occupy the second position, hence the inversion of subject and verb when it comes to "Rotkäppchen denkt."

14. To create a relative clause out of the extended adjective construction, the present participle "liegend," which acted as an adjective in the original sentence, must revert to its active verb form, be conjugated in the third person singular to agree with the subject of the relative clause, "das," and appear at the end of the relative clause. The relative pronoun must agree in number, gender, and case with its antecedent. "Dorf" is singular, neuter, and the subject of the sentence, so the relative pronoun must be "das."
15. Since Anke is no longer addressing her friends directly, a subordinate clause using the conjunction "ob" ("whether"/"if") replaces the original question, while the nominative pronoun "ihr" and accompanying reflexive pronoun "euch" are replaced by the third person plural forms "sie"/"sich." The verb changes conjugation and position accordingly.
16. "Teilnehmen" is a separable-prefix verb, which means that, as the main verb in an interrogative sentence, the root verb is conjugated and appears in first position, while the prefix moves to the end. The correct preposition to use with "teilnehmen" is "an," not "in."
17. The interrogative "wo" is combined with the adverb "her," to indicate general movement toward a specific location. "Wo" is combined with the adverb "hin," to indicate general movement away from a specific location. The bus is not moving in any direction when it is stopping, so "wo" is used by itself.
18. The verb "hängen" can be transitive or intransitive. In this case, it is intransitive, because the picture is hanging, as a subject, in a static location, which is also why the dative case is used with the preposition "über." When intransitive, it is a strong verb and takes irregular past tense forms, in this case the third person singular "hing." "Geschwister" is a dative plural in this sentence, so the dative plural noun ending "-n" is added.

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SUBAREA II: READING COMPREHENSION

DESCRIPTION OF THE READING COMPREHENSION OPEN-RESPONSE ITEM


In this section of the test, the candidate is presented with an assignment that requires comprehension and interpretation of a written passage. The passage may be taken from a work of literature or from a nonliterary source (e.g., a newspaper or magazine article, an expository text). After reading the passage, the candidate provides a written response to an assignment that tests literal and inferential comprehension of the passage. The assignment may require the candidate to demonstrate the ability to perform such tasks as summarizing information stated in the passage, inferring the author's implied attitude, or relating one or more details to the writer's main theme. The assignment may also require the candidate to analyze the cultural context of the passage and/or the author's literary style and techniques. The assignment is designed to test reading comprehension and not writing ability; therefore, the response may be written either in English or in the target language.

DIRECTIONS FOR SECTION FIVE: READING COMPREHENSION

In this section of the test, you will read a passage and respond in writing to the assignment that follows the passage. Your response may be written either in the target language or in English. This should be your original work, written in your own words, and not copied or paraphrased from some other work.

You may use the erasable notebooklet 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, 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.

Your response will be evaluated based on the following criteria.

LITERAL COMPREHENSION: accuracy and completeness in comprehending literal content of written language

INFERENCE: demonstrated ability to analyze elements of a written text and infer implied information

Select the **Next** button to continue.

OPEN-RESPONSE ITEM: READING COMPREHENSION

This is a reading comprehension exercise. Read the passage below. Then complete the assignment that follows, supporting your ideas with references from the passage. Your response may be written in either German or English. Choice of language will not affect your score.

Karl May (1842–1912), einer der meistgelesenen deutschen Schriftsteller, ist in den Vereinigten Staaten fast völlig unbekannt, obwohl die Auflage seiner Bücher in Deutschland allein auf über 100 Millionen und weltweit auf 200 Millionen geschätzt wird und obwohl einige seiner populärsten Werke im Westen der USA spielen. Bis zum heutigen Tag kennen mehr Deutsche seine Romane als die von Thomas Mann.

Bei seiner Geburt wurden Karl May die späteren Erfolge nicht in die Wiege gelegt. Der Sohn eines verarmten Webers wuchs in ärmlichen Verhältnissen auf. Ein Lehrer an der örtlichen Schule erkannte, dass der Junge begabt war, und so sollte er als Lehrer ausgebildet werden. Dieser Plan wurde jedoch nie verwirklicht, denn er musste das Lehrerseminar bald wegen Gelegenheitsdiebstählen verlassen. Danach gelang es ihm lange nicht, eine bürgerliche Existenz aufzubauen. Er schlug sich mit Handlangerdiensten durch, landete aber immer wieder wegen Diebstählen, Betrügereien und Hochstapelei im Gefängnis. Als er in einer Gefängnisbibliothek arbeiten durfte, nutzte er die Zeit, so viel wie möglich zu lesen, vor allem Reiseliteratur und Nachschlagewerke. So sammelte er ein riesiges Wissen über fremde Länder an, das er später, als er seine Reiseerzählungen schrieb, verwertete.

Sein Leben verlief endlich in etwas geregelteren Bahnen, als er mit über 25 Jahren eine Anstellung als Redakteur bei einer Zeitschrift bekam und anfang zu schreiben. Aber erst als er 50 Jahre alt war, kam der große Durchbruch mit seinen erfolgreichen Reiseerzählungen. Im 19. Jahrhundert konnten die meisten Menschen nur von fernen Ländern und Abenteuern träumen, und May eröffnete ihnen neue Welten, besonders den Orient und Amerika. Zwei der bekanntesten Charaktere sind der Apache Winnetou und dessen Blutsbruder Old Shatterhand, ein deutscher Immigrant. Winnetou verkörpert den edlen, guten Indianer, der für Gerechtigkeit und Frieden kämpft. Die Schilderung der Menschen und ihrer Lebensweise im amerikanischen Westen war so überzeugend, dass die meisten Leser glaubten, der Verfasser hätte die beschriebenen Abenteuer persönlich erlebt, obwohl er nie die Schauplätze seiner Romane besucht hatte. Karl May vermischte bewusst die Grenze zwischen realem Autor und Ich-Erzähler. Er trug immer öfter die Kleidung eines Trappers und eine Kette mit Bärenzähnen. So blieb er auch als erfolgreicher Autor ein Schwindler. Seine Erzählungen prägten jedoch für lange Zeit das Bild, das viele Deutsche vom Orient und von den westlichen Vereinigten Staaten hatten, und bis heute verkaufen sich seine Bücher immer noch gut.

Supporting your ideas with references from the passage, write a response of approximately 100–200 words in German or in English in which you:

- describe two important events in the life of young Karl May;
- identify a recurring theme in the life of Karl May; and
- analyze why Karl May became a best-selling author according to the passage.

SAMPLE STRONG RESPONSE FOR OPEN-RESPONSE ITEM— READING COMPREHENSION

One important event in Karl May's young life was getting to work in a library while he was serving time in jail: it gave him the opportunity to read a lot about life in different parts of the world. A second important event was finding stability by getting a job as a magazine editor and starting to write himself.

A recurring theme in May's life was deception. The crimes of his youth had to do with theft, swindling, and impersonating others (Hochstapelei). The same creative energy went into his fiction, which was so convincing that his readers believed he had experienced first-hand the places and adventures in his books. He did his best to look and act the part. For these reasons, the passage says he was at the same time "erfolgreicher Autor" and "Schwindler."

Karl May became a best-selling author by using the "riesiges Wissen" he had gathered in the prison library to write realistic stories mainly about the Far East and the American West. Germans in the nineteenth century were curious about these exotic places but not many could actually visit them. May's books "eröffnete ihnen neue Welten," allow them to have vicarious exotic adventures.

ANALYSIS FOR STRONG RESPONSE TO OPEN-RESPONSE ITEM— READING COMPREHENSION

This is an example of a strong response because it is characterized by the following:

Literal Comprehension: The response clearly demonstrates strong literal comprehension of the written passage. It demonstrates accurate understanding of the passage's descriptions about the events in Karl May's life. It also includes significant details, such as the geographical settings of May's stories, the fact that May began costuming himself as if he came from these places, and the inability of most of his readers to visit the places themselves. Appropriate references to the original text provide further proof of thorough understanding.

Inference: The response successfully analyzes aspects of the passage's literal content in order to make the reasonable inference that May became a best-selling author because of a combination of the vast knowledge he acquired while reading many library books in jail, his talent for extremely realistic description, and his audience's interest in far-away places. The response also focuses on bits of information sprinkled throughout the passage about how May lived and wrote in order to accurately identify a recurring theme in his life.

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SUBAREA V: WRITTEN EXPRESSION

DESCRIPTION OF THE WRITTEN EXPRESSION OPEN-RESPONSE ITEM


In this section of the test, the candidate is required to produce a written response in the target language in response to a prompt. Each assignment will specify a particular type of written product (e.g., a letter, a narrative description, etc.) that the candidate is expected to generate and an audience for whom the written product is intended. The candidate is expected to demonstrate the ability to communicate in an appropriate register that displays cultural knowledge and sensitivity, organize ideas, and use a range of vocabulary, idiomatic expressions, and simple and complex linguistic structures.

DIRECTIONS FOR SECTION SIX: WRITTEN EXPRESSION

This section of the test consists of a writing assignment to which you must respond **in the target language**. The assignment appears on the following screen. A list of suggestions is provided to help direct your writing for the assignment. It is not necessary that you cover every point on the list, nor are you limited in your response to those points indicated. You are, however, required to write about the general assignment that you are given, and part of your score will be based on the degree to which you elaborate on the assignment by addressing either the suggested points or points of your choosing.

You may use the erasable notebooklet to make notes, write an outline, or otherwise prepare your response. **However, your final response to the 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, click on the character you wish to include in your response and then select "**I**nsert." The character will be inserted where the cursor is positioned in the response box.

Your response will be evaluated based on the following criteria.

PURPOSE: the extent to which the objective of the assignment is achieved and the response is appropriate for the intended audience

COHERENCE: organization and clarity of ideas

CONTENT: development of ideas and relevance of supporting details

GRAMMAR: accuracy of grammatical forms and syntax

VOCABULARY: command of vocabulary and idiomatic expressions

MECHANICS: accuracy of spelling, diacritical marks, and punctuation

Be sure to write about the assigned topic and use **MULTIPLE PARAGRAPHS**. You may not use any reference materials during the test. This should be your original work, written in your own words, and not copied or paraphrased from some other work. Remember to review what you have written and make any changes you think will improve your written response.

Select the **Next** button to continue.

OPEN-RESPONSE ITEM: WRITTEN EXPRESSION

Imagine that you have a warm relationship with a family with whom you lived during a year of study in a German-speaking country. You have stayed in touch with them since returning to the United States, but several months have passed since you last wrote. To reestablish contact with them, write a letter in German to the parents of the family, a couple in their fifties. You may wish to include, but are not limited to, the following topics:

- reminiscences about your stay with them;
- inquiries about their health and activities;
- your own recent activities; and
- your plans for the immediate future.

SAMPLE STRONG RESPONSE FOR OPEN-RESPONSE ITEM— WRITTEN EXPRESSION

18. Juni 2014

Liebe Elisabeth und lieber Peter,

ich bin's, die Sarah, die sich nach einem halben Jahr endlich wieder meldet! Es tut mir Leid, dass ich erst jetzt dazu komme, euch zu schreiben. Das erklärt sich dadurch, dass ich während einer Reise durch Mexiko sehr krank geworden bin und einige Zeit im Krankenhaus verbringen mußte. Der Arzt meinte, ich sei von einer erkälteten Mitreisenden angesteckt worden. Glücklicherweise ist das gegen Ende des Urlaubs passiert, ansonsten war die Reise ausgezeichnet.

Während ich im Krankenhaus lag, dachte ich oft an die Zeit, als eure kleine Sabine nach dem Unfall beim Reitunterricht eine ganze Woche lang im Bett bleiben mußte. Das gefiel ihr überhaupt nicht, aber nicht weil sie Schmerzen hatte, sondern weil sie sich nicht bewegen durfte! Und sobald es ihr erlaubt wurde, stieg sie sofort wieder aufs Pferd. Aus diesem bewundernswert tapferen Mädchen ist inzwischen (und viel zu schnell!) eine tapfere junge Frau geworden. Mit 16 Jahren ein ganzes Jahr als Austauschschülerin in einem fremden Land verbringen: dazu gehört viel Mut. Obwohl Michigan sehr weit von Massachusetts liegt, hoffe ich, dass wir es schaffen, uns irgendwo hier in den USA zu treffen. Sie fehlt mir ja so sehr!

Es ist hier in Neu Engla nd jetzt endlich schön warm geworden. Die Flieder blühen und auch sogar schon ein paar Rosen. Da denke ich zurück an die schönen Abende, die ich mit euch in eurem Garten verbracht habe. Damals blühten auch eure Rosen, der Himmel blieb bis spät in die Nacht hinein hell, und wir haben uns über alles Mögliche unterhalten. Am besten gefiel mir das eine Mal, als wir Spargel mit der ausgezeichneten hausgemachten Hollandaisesoße von Peter genossen haben . . . und dann noch frische Erdbeeren zum Nachtisch!

Bist du noch der einzige Koch im Haushalt, Peter, oder hat Elisabeth mittlerweile was dazugelernt? Ich darf dich wohl ein bißchen necken, Elisabeth, ja? Ich bin nämlich so sehr davon beeindruckt, dass du bereits zwei Kurzgeschichten veröffentlicht hast. Ich kann es kaum erwarten, sie zu lesen. Und macht dir das Leben als Physiklehrer noch so viel Spaß wie immer, Peter? Ich hoffe, dass deine jetzigen SchülerInnen nicht so anstrengend sind wie diejenige, die dich vor ein paar Jahren fast früh in die Rente getrieben hätten!

Endlich habe ich die große Entscheidung getroffen, den Master in Germanistik zu machen. Ich weiß immer noch nicht, ob ich danach Lehrerin werden möchte. Es wäre mein Traum, eine Reisegesellschaft zu gründen, die sich darauf spezialisiert, Erwachsenen Sprach- und Kulturunterricht im Lande zu bieten. Wenn das klappen würde, dann könnte ich wohl viel Zeit in Deutschland verbringen.

Also, das wär's für heute. Ich denke noch so oft an euch und hoffe, dass es euch bestens geht. Laßt bald bitte von euch hören!

Alles Liebe wünscht euch

Eure Sarah

P.S. Ich schicke bald Fotos von meinem Mexikoabenteuer!

ANALYSIS FOR STRONG RESPONSE TO OPEN-RESPONSE ITEM— WRITTEN EXPRESSION

This is an example of a strong response because it is characterized by the following:

Purpose: The response thoroughly fulfills the purpose of the assignment by connecting with the theoretical host family in letter format. The letter includes reminiscences about experiences the writer had during her stay with the family as well as the writer's current and projected future experiences and questions about the host family's life. The use of informal "du" and "ihr" forms, as well as the playful tone ("ich darf dich wohl ein bißchen necken, Elisabeth, ja?") demonstrates the warm relationship between the writer and the audience.

Coherence: The letter has a clear overarching structure. It starts out with greetings and an introductory paragraph explaining the lapse in correspondence, and then addresses various topics relevant to the theme of the letter before closing with the intimation of further correspondence. Ideas are organized into separate paragraphs, each of which focuses on a single general topic that is elaborated upon before moving to a new topic. Cohesive devices such as transition words ("nicht ... sondern," "obwohl," "also") clarify relationships among ideas.

Content: The response lays out a variety of topics that are relevant to the assignment. Each main idea is elaborated upon with extensive supporting ideas and details. For example, the letter writer recalls how her former host sister was injured and adds the description about how impatient the young girl was to get back on the horse, which is then tied in to the theme of her bravery and leads to further discussion about her impending time as an exchange student in the United States. The ability to elaborate upon ideas showcases strength in many areas of language proficiency (vocabulary, coherence, grammar, mechanics, fulfilling the purpose of the assignment).

Grammar: The response features varied sentence structures (stand-alone independent clauses, sentences with relative and dependent clauses, sentences with varying elements in the first position). Both simple ("Bist du noch der einzige Koch im Haushalt?") and complex grammatical constructions ("Aus diesem bewundernswert tapferen Mädchen ist inzwischen [und viel zu schnell!] eine tapfere junge Frau geworden") are used. An array of tenses (present: "ich bin ... so sehr beeindruckt"; present perfect: "du hast ... veröffentlicht"), voices (passive: "es wurde ihr erlaubt"), and moods (subjunctive: "wenn das klappen würde, könnte ich"; "der Arzt meinte, ich sei ..."; imperative: "Laßt bald bitte von euch hören!") are formed accurately and effectively.

Vocabulary: The response reflects a broad command of the language. Word choices are appropriate. Idiomatic language is used throughout (i.e., it does not sound "translated" from another language) including, for example, specific word pairings ("eine Entscheidung treffen") and the use of flavor particles ("sie fehlt mir ja so sehr"). The response demonstrates access to a varied vocabulary, including higher-level, specific words and phrases (e.g., "[Zeit] verbringen," "bereits," "mittlerweile," "in die Rente [gehen/treiben]," "sich melden," "anstecken," "Flieder," "Mitreisenden") that lend precision to the communication.

Mechanics: The response is free from errors in the use of diacritical marks and punctuation/spelling conventions that would interrupt the clarity of the communication.

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