

CLEP® German: at a Glance

Description of the Examination

The German Language examination is designed to measure knowledge and ability equivalent to that of students who have completed two to three semesters of college German language study.

The examination is administered in three separately timed sections:

- Sections I and II: Listening
- Section III: Reading

The examination contains approximately 120 questions to be answered in 90 minutes. The three sections are weighted so that each question contributes equally to the total score. Any time candidates spend on tutorials or providing personal information is in addition to the actual testing time.

Colleges may award different amounts of credit depending on the candidate's test scores.

Knowledge and Skills Required

Questions on the German Language examination require candidates to demonstrate the abilities listed in each section below. The percentages indicate the approximate percentage of exam questions focused on each ability.

40% Sections I and II: Listening

- 15% Rejoinders: Ability to understand spoken language through short stimuli or everyday situations
- 25% Dialogues and Narratives: Ability to understand the language as spoken by native speakers in longer dialogues and narratives

60% Section III: Reading

- 16% Part A: Discrete sentences: Mastery of vocabulary and structure in the context of sentences
- 20% Part B: Short cloze passages: Mastery of vocabulary and structure in the context of paragraphs
- 24% Part C: Reading comprehension: Ability to read and understand texts representative of various styles and levels of difficulty (e.g., passages of about 200 words; shorter pieces such as advertisements, signs, etc.)

Study Resources

Most textbooks used in college-level German language courses cover the topics in the outline above, but the approaches to certain topics and the emphases given to them may differ. To prepare for the German Language exam, it is advisable to study one or more college textbooks, which can be found in most college bookstores.

Besides studying basic vocabulary, you should understand and be able to apply the grammatical principles that make up the language. To improve your reading comprehension, read passages from textbooks, short magazine or newspaper articles, and other printed material of your choice. To improve your listening comprehension, seek opportunities to hear the language spoken by native speakers and to converse with native speakers. If you have opportunities to join organizations with German-speaking members, to attend German movies, or to listen to German-language radio broadcasts, take advantage of them.

A recent survey conducted by CLEP® found that the following textbooks are among those used by college faculty who teach the equivalent course. Most of these have companion websites with practice test questions and other study resources. HINT: When selecting a textbook, check the table of contents against the knowledge and skills required for this test.

DiDonato et al., <i>Deutsch: Na Klar!</i> (McGraw-Hill)
Dollenmayer and Hansen, <i>Neue Horizonte</i> (Heinle)
Haublein et al., <i>MEMO</i> (Langenscheidt)
Jannach and Korb, <i>German for Reading Knowledge</i> (Heinle)
Lovik et al., <i>Vorsprung</i> (Heinle)
Moeller et al., <i>Deutsche Heute</i> (Heinle)
Sevin and Sevin, <i>Wie Geht's?</i> (Heinle)
Terrell et al., <i>Kontakte</i> (McGraw-Hill)
Gonglewski et al., <i>Treffpunkt Deutsche</i> (Prentice Hall)
Vail and Sparks, <i>German in Review: Lehrbuch der deutschen Grammatik</i> (Wiley)

Second-year texts:

Bahlmann et al., <i>Unterwegs</i> (Langenscheidt)
Moeller et al., <i>Kaleidoskop</i> (Heinle)
Motyl-Mudretzkyi and Späinghaus, <i>Anders Gedacht</i> (Heinle)

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In addition, the following resources, compiled by the CLEP test development committee and staff members, may help you study for your exam. However, none of these sources are designed specifically to provide preparation for a CLEP exam. The College Board has no control over their content and cannot vouch for accuracy.

<http://eleaston.com/german.html>
(E. L. Easton Languages Online)

www.daad.org
(German Academic Exchange Service)

www.young-germany.de
(Young Germany)

www.goethe.de/lrn/duw/enindex.htm
(Goethe-Institut)

www.uni.edu/becker/German2.html
(Jim Becker at U. of Northern Iowa)

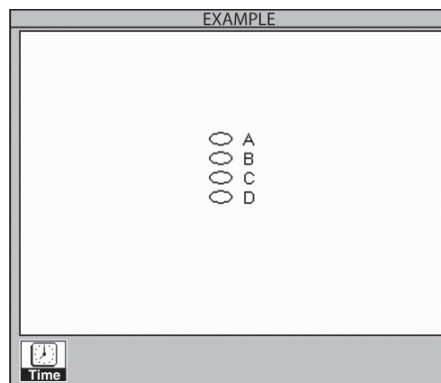
Visit clep.collegeboard.org/test-preparation for additional German language resources. You can also find suggestions for exam preparation in Chapter IV of the *CLEP Official Study Guide*. In addition, many college faculty post their course materials on their schools' websites.

Sample Test Questions

The following sample questions do not appear on an actual CLEP examination. They are intended to give potential test-takers an indication of the format and difficulty level of the examination and to provide content for practice and review. For more sample questions and info about the test, see the *CLEP Official Study Guide*.

Directions for Section I: You will hear statements or short conversations. Each statement or conversation is followed by a question. Each question has four answer choices, designated (A), (B), (C), and (D). After you hear the four answer choices, click on the lettered oval corresponding to the best answer.

1.



Script text

(WA) Guten Tag. Ich brauche zwei Flugtickets nach München für den 1. Juli.

(MA) Für den 1. Juli sind alle Flüge nach München leider schon ausgebucht. Für den 2. Juli kann ich Ihnen noch zwei Plätze anbieten; allerdings müssten Sie dann in Frankfurt umsteigen.

Was sagt der Mann zu der Frau?

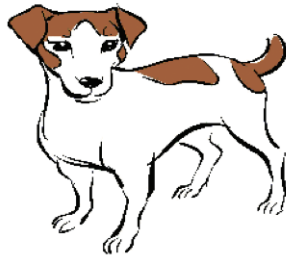
- A. *Es gibt nur Tickets für nächsten Monat.*
- B. *Es gibt nur Tickets um zwei Uhr morgens.*
- C. *Es gibt nur Tickets für einen Tag später.*
- D. *Es gibt nur Tickets direkt nach München.]*

Directions for Section II: You will hear a series of selections, such as dialogues, announcements, and narratives. As each selection is playing, you will see a picture or a screen that says "Listen Now." Only after the entire selection has played will you be able to see the questions, which will appear one at a time. Each selection is followed by one or more questions, each with four answer choices. **You will have a total of 9 minutes to answer all the questions in this section. Note: The timer is activated only when you are answering questions.** After you read the question and the four responses, click on the response oval next to the best answer. Then, click NEXT to go on. In this section, you may adjust the volume only when a question is on your screen. It will affect the volume of the next audio prompt you hear. **You cannot change the volume while the audio prompt is playing.** When you are ready to continue, click on the Dismiss Directions icon.

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Questions 2 - 4

Listen Now



Script text

(WA) Und zum Schluss unserer Sendung etwas für Hundeliebhaber. Es gibt viele Gründe, warum Eltern keinen Hund im Haus haben wollen. Sie bellen. Sie stinken, wenn sie nass sind. Man muss ständig mit ihnen spazieren gehen. Kinder wünschen sich trotzdem einen. Schön! Hier ein paar gute Argumente dafür: Kinder mit einem Hund in der Familie zeigen bessere schulische Leistungen als Kinder ohne einen Hund. Das hat eine wissenschaftliche Untersuchung bei 400 deutschen Familien ergeben. Und das sagt die Studie noch: Ein Hund erhöht die Lust am Lernen und an Leistung. Kinder mit Hund machen länger und intensiver Hausaufgaben. Sie sind weniger aggressiv und weniger egoistisch. Und sie sind aufgeschlossener für Argumente anderer. Ein Hund fördert Verantwortungsbewusstsein und Arbeitsdisziplin. Welche Eltern können da noch „Nein!“ zum eigenen Hund sagen?

2. Für wen ist dieser Bericht besonders nützlich?
 - A. Für Kinder, die einen Hund haben wollen
 - B. Für Kinder, die nicht gern zur Schule gehen
 - C. Für Eltern, die verantwortungsbewusst sind
 - D. Für Eltern, die keinen Hund im Haus wollen
3. Warum wollen viele Eltern laut Bericht keinen Hund haben?
 - A. Die Wissenschaft argumentiert dagegen.
 - B. Die Kinder sind oft gegen Hunde allergisch.
 - C. Hunde sind laut und machen viel Arbeit.
 - D. Hunde sind oft aggressiv und egoistisch.

4. Wie verhalten sich Kinder, die einen Hund haben?
 - A. Sie zeigen mehr Aggressivität.
 - B. Sie spielen häufiger mit anderen Kindern.
 - C. Sie verbringen zu viel Zeit mit ihrem Hund.
 - D. Sie leisten mehr in der Schule.

Directions for Section III Part A: Each incomplete statement is followed by four suggested completions. Select the one that is best in each case.

5. Das _____ an meiner Stadt ist der Marktplatz.
 - A. Gut
 - B. Gute
 - C. Guter
 - D. Gutes
6. _____ auf, denn Strom fließt durch das Gerät.
 - A. Pass
 - B. Geh
 - C. Schau
 - D. Mach

Directions for Section III Part B: In each of the following paragraphs, there are blanks indicating that words or phrases have been omitted. First, read through the entire paragraph. Then, for each blank, choose the completion that is most appropriate given the context of the entire paragraph.

Das Wetter fühlt sich ___(7)___ Wochenende endlich überall wie Sommer an. Es wird warm und sonnig. Fast in allen Regionen ___(8)___ das Thermometer dann auf mehr als 25 Grad Celsius.

7. A. an
B. auf
C. am
D. aufs
8. A. stieg
B. steigt
C. steigen
D. gestiegen

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Directions for Section III Part C: Read the following selection. It is followed by one or more questions or incomplete statements. For each question, select the answer that is best according to the selection.

Bahn frei für Kinder

Kostenlose Mitfahrt für alle unter 15 Jahren.

Die Bahn macht mobil. In Begleitung der eigenen Eltern, Großeltern oder deren Lebenspartner fahren Kinder zwischen 6 und unter 15 Jahren immer kostenlos mit! Sie müssen aber vor Fahrtantritt auf der Fahrkarte ihrer Begleitperson eingetragen werden. Und wenn die Kinder einmal alleine unterwegs sind, dann zahlen sie nur die Hälfte.

9. Wann dürfen Kinder kostenlos mit der Bahn fahren?
 - A. Wenn sie mindestens 15 Jahre alt sind
 - B. Wenn sie mit einer Begleitperson fahren
 - C. Wenn die Eltern oft mit der Bahn fahren
 - D. Wenn sie alleine unterwegs sind

10. Was soll man machen, bevor man mit Kindern in den Zug einsteigt?
 - A. Dem Kind eine eigene Fahrkarte kaufen
 - B. Das Kind vom Zugbegleiter eintragen lassen
 - C. Die Eltern des Kindes um eine Bescheinigung bitten
 - D. Den Namen des Kindes auf die Fahrkarte schreiben

Credit Recommendations

The American Council on Education has recommended that colleges grant six credits for a score of 50, which is equivalent to a course grade of C, on the CLEP German Language exam, and nine credits for a score of 60. Each college, however, is responsible for setting its own policy. For candidates with satisfactory scores on the German Language examination, colleges may grant credit toward fulfillment of a distribution requirement, or for a particular course that matches the exam in content. Check with your school to find out the score it requires for granting credit, the number of credit hours granted, and the course that can be bypassed with a passing score.

Answers to Sample Questions: 1-C; 2-A; 3-C; 4-D; 5-B; 6-A; 7-C; 8-B; 9-B; 10-D