



GACE® Study Companion

German Assessment

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About the Assessment

Assessment Name	German
Grade Level	P–12
Test Code	Test I: 145 Test II: 146 Combined Test I and Test II: 645
Testing Time	Test I: 1 hour and 35 minutes Test II: 1 hour Combined Test I and Test II: 2 hours and 35 minutes
Test Duration	Test I: 2.5 hours Test II: 2.5 hours Combined Test I and Test II: 5 hours
Test Format	Computer delivered
Number of Selected-response Questions	Test I: 38 Test II: 36 Combined Test I and Test II: 74
Question Format	The test consists of a variety of short-answer questions such as selected-response questions, where you select one answer choice or multiple answer choices (depending on what the question asks for), questions where you enter your answer in a text box, and other types of questions. You can review the possible question types in the <i>Guide to Taking a GACE Computer-delivered Test</i> .
Number of Constructed-response Questions	Test I: 2 Test II: 2 Combined Test I and Test II: 4

The GACE German assessment is designed to measure the professional knowledge of prospective teachers of German in the state of Georgia.

This assessment includes two tests. You may take either test individually or the full assessment in a single session. The testing time is the amount of time you will have to answer the questions on the test. Test duration includes time for tutorials and directional screens that may be included in the test. This assessment contains items that require a spoken response; an ETS-approved headset with a microphone will be provided at the test center.

The questions in this assessment assess both basic knowledge across content areas and the ability to apply principles.

The total number of questions that are scored is typically smaller than the total number of questions on the test. Most tests that contain selected-response questions also include embedded pretest questions, which are not used in calculating your score. By including pretest questions in the assessment, ETS is able to analyze actual test-taker performance on proposed new questions and determine whether they should be included in future versions of the test.

Content Specifications

Each test in this assessment is organized into content **subareas**. Each subarea is further defined by a set of **objectives** and their **knowledge statements**.

- The objectives broadly define what an entry-level educator in this field in Georgia public schools should know and be able to do.
- The knowledge statements describe in greater detail the knowledge and skills eligible for testing.
- Some tests also include content material at the evidence level. This content serves as descriptors of what each knowledge statement encompasses.

See a breakdown of the subareas and objectives for the tests in this assessment on the following pages.

Test I Subareas

Subarea	Approx. Percentage of Test
I. Reading	40%
II. Writing*	40%
III. Linguistics, Comparisons, and Cultures/Cross-Disciplinary	20%

* This section contains two constructed-response questions.

Test I Objectives

Subarea I: Reading

Objective 1: Understands the receptive skills and cultural linguistic knowledge needed to interpret reading materials

The beginning German teacher:

- A. Comprehends main ideas and supporting details of authentic printed texts, such as news items, short stories, social notices, and reports on familiar topics that deal with factual information in the interpretive mode
- B. Moves beyond literal comprehension by inferring the meaning of unfamiliar words and phrases in new contexts, as well as inferring and interpreting the author's intent

Subarea II: Writing

Objective 1: Displays the productive skills needed to communicate effectively via presentational and interpersonal writing

The beginning German Language teacher:

- A. Communicates in the interpersonal mode in written exchanges on daily topics in the appropriate register
- B. Negotiates meaning in order to sustain an interaction, such as in interpersonal correspondence
- C. Communicates in German with native speakers unaccustomed to dealing with nonnative speakers with sufficient linguistic accuracy, clarity, and precision to convey the intended message
- D. Communicates in the presentational mode by writing routine social correspondence, as well as coherent narratives, descriptions, and summaries about familiar topics of a factual nature in paragraph length in present, past, and future time

Subarea III: Linguistics, Comparisons, and Cultures/Cross-Disciplinary

Objective 1: Understands the linguistic features of the German language and how to compare German to English

The beginning German Language teacher:

- A. Understands the rules of the sound system of the German language, such as recognizing phonemes and allophones
- B. Recognizes and employs linguistic devices used in connected discourse, such as conjunctions and adverbs
- C. Understands high-frequency idiomatic expressions and can infer meaning of words and sentences
- D. Applies the rules that govern the formation of words and sentences in German
- E. Demonstrates knowledge of the rules with examples in German, such as the verbal system, pronouns, agreement, word order, and interrogatives, both in terms of regularities and irregularities
- F. Identifies and employs the pragmatic and sociolinguistic conventions and register, such as formal and informal forms of address
- G. Identifies similarities and differences between German and English
- H. Contrasts syntactical patterns of simple sentences and questions in German with those of English

Objective 2: Understands the connections between the perspectives and the practices and products of German culture

The beginning German Language teacher:

- A. Conveys an awareness of perspectives, such as attitudes, ideas, and values
- B. Understands practices, patterns of behavior, and social interactions, such as greetings, turn taking, and rites of passage
- C. Recognizes products, such as tools, foods, laws, and music
- D. Uses literary and cultural texts — such as songs, poems, rhymes and chants, children's books, narrative texts, and novels — to interpret and reflect on the perspectives of the German culture
- E. Integrates knowledge from other disciplines into the interpretation of audio and/or visual stimuli in the German language and identifies distinctive viewpoints accessible only through the German language

Test II Subareas

Subarea	Approx. Percentage of Test
I. Listening	40%
II. Speaking*	40%
III. Linguistics, Comparisons, and Cultures/Cross-Disciplinary	20%

* This section contains two constructed-response questions.

Test II Objectives

Subarea I: Listening

Objective 1: Understands the receptive skills and cultural linguistic knowledge needed to interpret information aurally

The beginning German Language teacher:

- A. Understands natural conversational speech on a variety of topics
- B. Comprehends main ideas and supporting details of authentic audio and/or video stimuli such as interviews, short lectures, news items, short stories, social notices, and reports on familiar topics that deal with factual information in the interpretive mode
- C. Moves beyond literal comprehension by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's/speaker's intent, and offering a personal interpretation of the message in the interpretive mode

Subarea II: Speaking

Objective 1: Displays the productive skills needed to communicate effectively via presentational and interpersonal speaking

The beginning German Language teacher:

- A. Responds appropriately to natural conversational speech on a variety of topics
- B. Communicates actively in the interpersonal mode by participating in formal and informal conversations on topics such as home, school, leisure activities, and current events
- C. Negotiates meaning in order to sustain an interaction
- D. Communicates orally in the presentational mode by delivering presentations about familiar literary or cultural topics and incorporating additional linguistic support to facilitate oral presentations that are extemporaneous or prepared but not read

Subarea III: Linguistics, Comparisons, and Cultures/Cross-Disciplinary

Objective 1: Understands the linguistic features of German and how to compare German to English

The beginning German Language teacher:

- A. Understands the rules of the sound system of German, such as recognizing phonemes and allophones
- B. Recognizes and employs linguistic devices used in connected discourse, such as conjunctions and adverbs
- C. Understands high-frequency idiomatic expressions and can infer meaning of words and sentences
- D. Applies the rules that govern the formation of words and sentences in German
- E. Demonstrates knowledge of the rules with examples in German, such as the verbal system, pronouns, agreement, word order, and interrogatives, both in terms of regularities and irregularities
- F. Identifies and employs the pragmatic and sociolinguistic conventions and register, such as formal and informal forms of address
- G. Identifies similarities and differences between German and English
- H. Contrasts syntactical patterns of simple sentences and questions in German with those of English

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- A. Conveys an awareness of perspectives, such as attitudes, ideas, and values
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- D. Uses literary and cultural texts — such as songs, poems, rhymes and chants, children's books, narrative texts, and novels — to interpret and reflect on the perspectives of German culture
- E. Integrates knowledge from other disciplines into the interpretation of audio and/or visual stimuli in the German language and identifies distinctive viewpoints accessible only through the German language

Practice Questions

The practice questions in this study companion are designed to familiarize you with the types of questions you may see on the assessment. While they illustrate some of the formats and types of questions you will see on the test, your performance on these sample questions should not be viewed as a predictor of your performance on the actual test. Fundamentally, the most important component in ensuring your success is familiarity with the content that is covered on the assessment.

To respond to a practice question, choose one of the answer options listed. Be sure to read the directions carefully to ensure that you know what is required for each question. You may find it helpful to time yourself to simulate actual testing conditions. A correct answer and a rationale for each sample test question are in the section following the practice questions.

Keep in mind that the test you take at an actual administration will have different questions, although the proportion of questions in each subarea will be approximately the same. You should not expect the percentage of questions you answer correctly in these practice questions to be exactly the same as when you take the test at an actual administration, since numerous factors affect a person's performance in any given testing situation.

Reading with Linguistics and Cultural Knowledge

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

You will read several selections in German. To see each selection in its entirety you will need to scroll up and down. Each selection is accompanied by six questions. The last two questions may test your knowledge of culture and linguistics. In addition, you will be presented with two visual stimuli (e.g., photographs or works of art); each is accompanied by a single Cultural Knowledge question. For each question, choose the response that is best, relative to the reading selection or visual stimulus.

The entire reading section lasts 65 minutes. A clock at the top of the screen will indicate how much time is remaining.

Some selections include words underlined in blue. Click on the words to see a definition or an explanation.

You can move to the next question by clicking “Next.” You can skip questions and go back to them later as long as there is time remaining. If you want to return to previous questions, click “Back.”

For later review you can mark a question by clicking “Mark,” which will place a check mark next to the question on the Review screen. Clicking “Mark” again will remove the check mark. A question will remain marked until you unmark it, even if you change the answer.

You can click “Review” at any time, and the Review screen will show you which questions you have answered and which you have not answered. The Marked column shows all questions you have marked for review. From the Review screen, you may go directly to any question.

You may now begin.

Fragen 1-6 beziehen sich auf den folgenden Artikel über Sauerkraut.

Sauerkraut gilt seit langem als das Nationalgericht der deutschen Küche schlechthin. So reimte der deutsche Dichter Ludwig Uhland im 19. Jahrhundert: „Auch unser edles Sauerkraut, wir sollen's nicht vergessen; ein Deutscher hat's zuerst gebaut, drum ist's ein deutsches Essen.“ Von Grund auf „deutsch“ ist das Sauerkraut dabei eigentlich nicht. Auch in anderen Teilen Ost- und Westeuropas isst man das eingelegte Kraut traditionell mit Begeisterung. Und vermutlich kam das Sauerkraut im Mittelalter ursprünglich von China her nach Europa.

Anfangs lag die Sauerkrautherstellung in Deutschland in den Händen der Mönche, denen Sauerkraut vorrangig als Fastenspeise diente. Später fand die Verarbeitung von Sauerkraut auch in privaten Haushalten Einzug, wo es eine wichtige Rolle als Wintergemüse spielte. Dazu wird frischer Weißkohl klein geschnitten und mit Salz fest in einen Steintopf eingestampft. Dann wird der Steintopf mit einem Brett und einem Stein beschwert und kühl gelagert. Es ist wichtig, dass keine Luft zwischen den frischen Kohl gelangt, denn sonst würde statt der gewünschten Gärung ein Fäulnisprozess eintreten. Nach vier- bis sechswöchiger Gärung ist das Sauerkraut dann fertig.

Seine Beliebtheit hat das Sauerkraut seinen vielfältigen Vorteilen zu verdanken. Es ist reich an Milchsäure sowie verschiedenen Vitaminen und Mineralstoffen und unterstützt positiv die Immunabwehr und Verdauung. Dank seiner ausgezeichneten Haltbarkeit stellte es früher in kälteren Regionen im Winter eine wertvolle Quelle von Vitamin C dar. Auch in der Schifffahrt war das Sauerkraut seit dem 18. Jahrhundert ein wichtiger Bestandteil der Ration, seit man erkannt hatte, dass man durch Sauerkrautkonsum der gefürchteten Vitamin-Mangelkrankung der Seeleute, dem Skorbut, vorbeugen konnte.

Auch wenn heutzutage der Sauerkrautverbrauch in Deutschland insgesamt abgenommen hat, findet das Sauerkraut andererseits viele neue Anhänger, die auf die verschönernde Wirkung des eingemachten Krautes schwören. So soll der Konsum von rohem Sauerkraut oder Sauerkrautsaft jugendliches Aussehen und strahlende Haut versprechen. Hoffen wir jedenfalls, dass das gute alte Sauerkraut auch weiterhin auf deutschen Tellern zu finden sein wird.

1. Woher kommt das Sauerkraut vermutlich ursprünglich?

- A. Aus Deutschland
- B. Aus Osteuropa
- C. Aus Südeuropa
- D. Aus China

Answer and Rationale

2. Was ist bei der Herstellung von Sauerkraut besonders wichtig?

- A. Man muss das Kraut sorgfältig zusammenpressen.
- B. Man muss das Kraut regelmäßig umrühren.
- C. Man muss das Kraut vorher in Essig einlegen.
- D. Man muss das Kraut vor der Lagerung einkochen.

Answer and Rationale

3. Wieso war das Sauerkraut in der Vergangenheit unter den Gemüsegerichten wohl so beliebt?

- A. Wegen seiner relativen Seltenheit
- B. Wegen seiner guten Haltbarkeit
- C. Wegen seines Kalorienreichtums
- D. Wegen seiner schnellen Herstellung

Answer and Rationale

-
4. Was sagt der Text über den heutigen Sauerkrautverbrauch in Deutschland?
- A. Sauerkraut wird hauptsächlich von älteren Leuten gegessen.
 - B. Sauerkraut wird heutzutage in Gesichtscremes verwendet.
 - C. Die gesunden Eigenschaften von Sauerkraut werden angezweifelt.
 - D. Sauerkraut wird merkbar weniger gegessen als früher.

Answer and Rationale

5. Auf Ihre Kulturkenntnisse bezogen, zu welchem Gericht ist Sauerkraut gewöhnlich eine Beilage?
- A. Zu Rinderbraten
 - B. Zu gegrilltem Hähnchen
 - C. Zu Wiener Schnitzel
 - D. Zu Bratwurst

Answer and Rationale

6. Im dritten Absatz lesen Sie den Satz „Dank seiner ausgezeichneten Haltbarkeit stellte es früher in kälteren Regionen im Winter eine wertvolle Quelle von Vitamin C dar.“ In welchem Fall steht das Präpositionalgefüge „in kälteren Regionen“?
- A. Nominativ
 - B. Genitiv
 - C. Dativ
 - D. Akkusativ

Answer and Rationale

Die nächste Frage bezieht sich auf dieses Bild.



7. Was für ein Geschäft würde man unter diesem Ladenzeichen finden?
- A. Einen Juwelier
 - B. Eine Bäckerei
 - C. Einen Metzger
 - D. Eine Brauerei

Answer and Rationale

Listening with Linguistics and Cultural Knowledge

Directions: This section is designed to measure how well you understand spoken German and the cultures of German-speaking countries.

You will listen to several selections in German. Each selection will be played twice. You will hear the selection and then you will have 60 seconds to preview the questions before the selection plays a second time. For each question, choose the response that is best, relative to the selection. The last two questions may test your knowledge of culture and linguistics. You may take notes as you listen. Your notes will not be graded.

After listening to a selection the second time, you will see six questions presented one at a time. You will have 20 seconds to answer each question. A clock at the top of the screen will indicate how much time is remaining to answer the question. The entire listening section lasts approximately 50 minutes.

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

You may now begin.

Fragen 8-13 beziehen sich auf einen Hörtext über den Verkauf von Produkten in Geschäften.

Transcript

(N) Sie hören jetzt ein Interview mit dem Konsumforscher Prof. Dr. Alexander Hennig.

Moderatorin: [music] Der Samstagvormittag ist ja für viele Großkampftag in Sachen Einkaufen, und ich denke mal Ihnen ist das bestimmt auch schon oft passiert. Sie wollten eigentlich nur ganz schnell mal 'n paar Lebensmittel kaufen und kommen dann doch mit 'nem vollen Einkaufskorb wieder aus dem Supermarkt raus. Oder Sie gehen ins Kaufhaus, weil Sie unbedingt 'ne neue Jeans brauchen und am Ende haben Sie dann drei Hosen, vier Pullis und vielleicht auch noch 'ne neue Tasche in der Tüte. Sie können überhaupt gar nichts dafür. Das hat alles Ihr Unterbewusstsein getan, das in die tückischen Einkaufsfallen getappt ist.

Prof. Alexander Hennig ist Wirtschaftswissenschaftler und Konsumforscher und der beschäftigt sich seit Jahren mit diesem Thema. Herr Hennig, wie werden wir denn dazu verführt mehr zu kaufen oder eben die teuren Sachen. Auf welche Tricks fallen wir da immer wieder rein?

Dr. Hennig: Also, eine wichtige Aufgabe für die Handelsunternehmen ist es z.B. uns abzubremsen. Wenn wir langsamer sind, dann können wir mehr Artikel aufnehmen und dann haben wir viel mehr Spaß am Einkaufen. Deswegen gibt es in den Supermärkten und auch in den Bekleidungsgeschäften sogenannte Bremszonen, z.B. der Obst- und Gemüsebereich am Anfang. Da werden wir mit vielen Sinnen angesprochen. Da riecht es vielleicht, da sehen wir die Farben oder vielleicht auch wenn mal etwas im Weg steht, wenn die Situation verengt wird. Das kann im Bekleidungsgeschäft ganz genauso sein, da werden wir ganz bewusst abgebremst, um Informationen aufnehmen zu können. Mit Farben kann sehr schön gespielt werden. Wir assoziieren von Farben auf bestimmte Eigenschaften, wenn wir das Produkt sehen und das ist schön farbig, dann schließen wir daraus, dass z.B. die Orange besonders saftig ist.

Moderatorin: Mhm.

Dr. Hennig: Und es wird mit der Bequemlichkeit der Kunden gespielt. Wir sind etwas faul, und deshalb wir wollen wir uns z.B. nicht so gerne bücken, d.h. Produkte, mit attraktivem Preis-Leistungsverhältnis stehen häufig unten.

Moderatorin: Ach was!

Dr. Hennig: Oder wenn wir Nudeln einkaufen, und die passende Bolognesesauce direkt neben den Nudeln steht, dann spielt der Handelsunternehmer mit unserer Bequemlichkeit, wir greifen zu der Bolognese, obwohl es ein paar Meter entfernt im Saucenregal deutlich günstigere Alternativen gibt.

Moderatorin: Und wir fallen immer wieder darauf rein.

Dr. Hennig: Auch die Musik soll uns ablenken und verlangsamen. Die meiste Kaufhausmusik und Supermarktmusik wird mit 72 Tönen pro Minute ausgestattet; das entspricht ungefähr dem Ruhepuls des Menschen, und das macht uns unterbewusst langsamer.

[2 second pause]

Now you will have 60 seconds to preview the questions you will need to answer.

Warum kaufen viele Kunden mehr ein, als sie vorhatten?

Warum gibt es in Geschäften sogenannte „Bremszonen“?

Wie wird die Faulheit der Kunden laut des Interviews ausgenützt?

Welche Art von Musik führt laut des Beitrags wohl zum höchsten Umsatz?

Auf Ihre Kulturkenntnisse bezogen, warum sagt die Moderatorin, dass der Samstagvormittag in Deutschland „für viele Großkampftag in Sachen Einkaufen“ ist?

Wie wird das Partizip „passende“ in der Äußerung „und die passende Bolognesesauce direkt neben den Nudeln“ verwendet?

(N) Now listen again.

8. Warum kaufen viele Kunden mehr ein, als sie vorhatten?

- A. Wegen der Tricks der Geschäfte
- B. Wegen des langen Wochenendes
- C. Wegen der großen Einkaufswagen
- D. Wegen des preiswerten Angebotes

Answer and Rationale

9. Warum gibt es in Geschäften sogenannte „Bremszonen“?

- A. Damit die Kunden im Geschäft keine Unfälle haben
- B. Damit die Kunden im Geschäft genug Platz haben
- C. Damit die Kunden sich im Geschäft die Artikel genauer ansehen
- D. Damit die Kunden sich im Geschäft besser entspannen können

Answer and Rationale

10. Wie wird die Faulheit der Kunden laut des Interviews ausgenützt?

- A. Die Großpackungen stehen gleich beim Eingang.
- B. Günstige Artikel werden an ihrer Farbe erkannt.
- C. Die Nudeln werden gleich in der Sauce verkauft.
- D. Teure Produkte stehen immer in bequemer Höhe.

Answer and Rationale

11. Welche Art von Musik führt laut des Beitrags wohl zum höchsten Umsatz?

- A. Musik mit pulsierendem Rhythmus
- B. Musik mit mäßigem Tempo
- C. Populäre Schlagermusik
- D. Instrumentale Volksmusik

Answer and Rationale

12. Auf Ihre Kulturkenntnisse bezogen, warum sagt die Moderatorin, dass der Samstagvormittag in Deutschland „für viele Großkampftag in Sachen Einkaufen“ ist?

- A. Dann gibt es viel weniger Verkehr auf der Straße.
- B. Die Kinder müssen am Samstag zur Schule gehen.
- C. Die Öffnungszeiten sind traditionell eingeschränkt.
- D. Dann kann man günstigere Parkplätze finden.

Answer and Rationale

13. Wie wird das Partizip „passende“ in der Äußerung „und die passende Bolognesesauce direkt neben den Nudeln“ verwendet?

- A. Als Nomen
- B. Als Adjektiv
- C. Als Infinitiv
- D. Als Adverb

Answer and Rationale

Answer Key and Rationales

Question Number	Correct Answer	Rationale
1	D	<p>Option D is correct. Since there is a quote from a poem suggesting that sauerkraut was first made in Germany, and eastern and western Europe are also mentioned, this question requires the reader to read carefully; however, the text goes on to say that sauerkraut probably originally came to Europe from China.</p> <p>Back to Question</p>
2	A	<p>Option A is correct. The most important aspect in the process of making sauerkraut is to take the small pieces of raw cabbage and firmly stamp them into a stone pot with salt. There should be no air between the layers. The text does not refer to stirring the pot (option B) or to adding vinegar (option C), since only salt is added; only raw white cabbage should be used, not cooked cabbage (option D).</p> <p>Back to Question</p>
3	B	<p>Option B is correct because sauerkraut keeps well. The text says that sauerkraut used to play an important role as a vegetable in the winter, so option A is not correct. The text does not say that sauerkraut is rich in calories (option C), and it clearly states that it takes four to six weeks to make sauerkraut, so option D is not correct either.</p> <p>Back to Question</p>

Question Number	Correct Answer	Rationale
4	D	<p>Option D is correct. The text states at the end that less sauerkraut is eaten today. The text does not say that sauerkraut is eaten primarily by older people (option A) or that the cosmetic industry makes use of sauerkraut in lotions (option B). Option C is wrong, because many new followers of sauerkraut believe that eating sauerkraut has beautifying effects on the body.</p> <p>Back to Question</p>
5	D	<p>Option D is correct because Bratwurst (option D) is typically served with sauerkraut. Option A, Rinderbraten (roast beef), usually comes with Rotkohl (cooked sweet and sour red cabbage); gegrilltes Hähnchen (option B) and Wiener Schnitzel (option C) are usually served with French fries and a mixed salad.</p> <p>Back to Question</p>
6	C	<p>Option C is correct. Even though <i>in</i> is a preposition that can be used with the dative or the accusative, the words following <i>in</i> here are clearly in the dative. Here it answers the question “where.”</p> <p>Back to Question</p>

Question Number	Correct Answer	Rationale
7	B	<p>Option B is correct. The sign resembles a pretzel and is used for a bakery. Although there is a crown above it, it has nothing to do with a jewelry store (option A). Even though pretzels can be sold at a butcher (option C), or a brewery (option D), it is not their main merchandise. They would traditionally display different signs.</p> <p><i>Back to Question</i></p>
8	A	<p>Option A is correct. The entire audio is devoted to explaining that supermarkets are carefully arranged to encourage customers to buy more products. This is a generic fact about how supermarkets are laid out, so (B) is not correct with its claim that customers are buying more because of an upcoming long weekend; the weekend is also not mentioned in the audio. Similarly, it is not stated that the size of the shopping cart (<i>Einkaufswagen</i>) has anything to do with customers' purchasing decisions (C). (D) is wrong because the audio actually states the opposite: customers are encouraged to buy products that are more, rather than less, expensive.</p> <p><i>Back to Question</i></p>
9	C	<p>Option C is correct. The expert in the audio explains that the first section of the supermarket is carefully arranged to slow customers down so that they have more time to take in a series of attractive sights and smells of products and examine the products more closely. (A) is incorrect because the "braking zones" do not have anything to do with safety. (B) is incorrect because the expert explains that stores often design certain areas to have less room, which forces customers to slow down and look at products. (D) is incorrect because the expert explains that stores are designed first and foremost to sell products, not to provide their customers with relaxation in and of itself.</p> <p><i>Back to Question</i></p>

Question Number	Correct Answer	Rationale
10	D	<p>Option D is correct. The expert explains that supermarkets intentionally place cheaper products down lower on the shelves; since people tend to avoid bending down, the supermarkets are able to sell more expensive options that are at a more convenient height. (A) is incorrect because bulk, or economy-size, packages are not mentioned in the audio. (B) is incorrect because, while color is mentioned as an attractive feature of some products, the expert does not say that certain colors are identified with cheaper products. (C) is incorrect because the audio does not mention a combined sauce-plus-pasta product. It states that relatively expensive sauce is often positioned next to pasta in order to encourage customers to spend more money.</p> <p><i>Back to Question</i></p>
11	B	<p>Option B is correct. The expert in the audio explains that supermarket music is carefully selected to feature music with a tempo that slows customers down by matching human beings' resting heart rate, about 72 beats per minute. (A) is incorrect because the music is not described as having a pulsating or exciting rhythm. (C) and (D) are both incorrect because the expert does not discuss the specific genre or the instrumentation of the store music.</p> <p><i>Back to Question</i></p>

Question Number	Correct Answer	Rationale
12	C	<p>Option C is correct. Many stores in German-speaking parts of Europe are closed on Sunday, so there is a natural desire on the part of many consumers to purchase everything they will need for the next several days on Saturday. (A) is incorrect because it is contradicted by the fact that many people are trying to do their shopping; if anything, there is more traffic near shops. (B) is incorrect because children do not have to go to school on Saturday in Germany. (D) is incorrect for several reasons; for one, parking near stores is not necessarily cheaper on high-volume Saturdays, and for another, many Germans would walk or use public transportation in order to do their shopping.</p> <p><i>Back to Question</i></p>
13	B	<p>Option B is correct. The word <i>passende</i> is an adjective that modifies the noun that immediately follows – it describes a tomato sauce that is “suitable.” It is not used as a noun (option A); although it is derived from the verb <i>passen</i>, it is not in the form of an infinitive (option C); lastly, it does not modify a verb (option D).</p> <p><i>Back to Question</i></p>

Constructed-response Questions

The purpose of this section is to describe the constructed-response questions that appear on the GACE German assessment and to explain the criteria used to score each constructed-response question. The German assessment includes four constructed-response questions:

- Test I: two writing questions
- Test II: two speaking questions

Unlike the selected-response questions, the constructed-response questions require you to demonstrate your knowledge in a subject area by providing either written or spoken in-depth responses.

Constructed-response Questions: Writing

Preparing for the Writing Questions

When preparing for the writing questions, read the sample questions and scoring guides carefully. You may wish to draft a response to each sample question by reading the question and planning, writing, and revising your response. Try to simulate actual testing time by using the amount of time allotted for each question. Because you will be demonstrating your proficiency in the German language, be sure to write in German. Also, because no reference materials will be available during the test, it is recommended that you refrain from using a dictionary, a thesaurus, or textbooks while writing your practice responses.

Once you have written your practice responses, reread the scoring guide, and review your own responses in light of the score point descriptions. You may also wish to review your responses and the score scale with staff in your preparation program.

General Directions

Directions: The Writing section includes two tasks that measure different aspects of your writing ability.

For each task, you will be given specific directions.

You will have 30 minutes to complete both tasks. A clock at the top of the screen will indicate how much time is remaining.

Alternate Character Toolbar

Test I of the GACE German test requires the test taker to enter written responses on the computer. An alternate character toolbar for inputting German accents and characters (e.g., ð, ß, Ä) is built into the test. Just before the Written Expression section, you will be presented with one unscored question to use for practicing with the toolbar. You may take up to five minutes on this practice question; your response will not be graded nor will it affect your grade in any way.

A tutorial for using the toolbar is on the GACE website at <https://www.gace.ets.org/>. If you are taking Test I of the German assessment, you are strongly urged to view this tutorial and practice using the toolbar before the day of your test.

Upon launching the tutorial, you will be presented with a blank area to practice typing in German and inserting German characters and accents. You may type anything you like; your response will not be saved. For example, you may answer the question “Why are you taking the GACE German test?” The alternate character toolbar may be repositioned anywhere on the screen. When you are finished, choose “Exit” to close the tutorial.

Note: To execute the tutorial, you will need to have the Java software installed on your computer. If you do not have Java, a free download available from the Java website at <https://www.java.com/en/download/manual.jsp> will install it on your computer. Simply choose the correct download for your operating system. You may have to reboot your computer after the installation.

If you are unsure if your computer has the latest Java software, the Java website also provides FAQs and basic troubleshooting tips.

Interpersonal and Presentational Writing

Task 1: Response to an Email, Memo, or Letter

Suggested time: 10 minutes

Directions: For this question, you will be given an email, a memo, or a letter to which you will write an appropriate response in German. First, read the entire email, memo, or letter. Then write your response.

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

Prompt:

Stellen Sie sich vor, Sie haben seit längerer Zeit die Organisation Medizin für alle mit jährlichen Spenden unterstützt. Dieses Jahr war Ihnen dies allerdings nicht möglich und Sie haben der Organisation keinen Scheck geschickt. Heute haben Sie die folgende E-Mail erhalten. Beantworten Sie die E-Mail und erklären Sie Ihre Situation.

Von: Medizin@fuer-alle.de
Gesendet: 18. September, 10:40
Betreff: Ihre Spende für dieses Jahr

Lieber Spender, liebe Spenderin,

wir schreiben Ihnen diese Mail, um Ihnen mitzuteilen, dass wir Sie bei unserem letzten Spendenaufruf sehr vermisst haben. Sie haben uns bisher jedes Jahr großzügig unterstützt und dafür danken wir Ihnen herzlich. Wir hoffen sehr, dass Sie der Organisation Medizin für alle in ihrer so notwendigen Arbeit auch weiterhin helfen wollen. Jede noch so kleine Spende kann einen großen Unterschied im Leben anderer Menschen machen! Um Ihnen Zeit zu sparen, haben Sie jetzt übrigens auch die Möglichkeit ganz einfach online bei www.medizin-fuer-alle.de zu spenden.

Sollten Sie irgendwelche Fragen haben, oder wenn Sie einfach mit uns sprechen wollen, so können Sie uns jederzeit telefonisch unter der Rufnummer +49 (0)30 2222-774 erreichen.

Wir danken Ihnen schon im Voraus für Ihre Unterstützung.

Mit freundlichen Grüßen

Walter Fritsche
Vorsitzender
Medizin für alle e.V.
Am Köllnischen Park 1
10179 Berlin
Germany

Task 2: Opinion/Position Essay

Suggested time: 20 minutes

Directions: You will be asked to write an essay in German on a specific topic. First, read the topic. Then, write your response in the space provided.

Make sure that your essay includes reasons and/or examples to support your opinion.

Manage your time so that you have enough time to plan, write, and revise your response. Typically, an effective essay will contain a **minimum of 120 words**.

Prompt:

„Die nächste Rechnung geht aufs Dach! Solaranlagen sind die Zukunft!“

In Deutschland setzen viele Leute immer mehr auf Solarenergie, wobei es auch einige kritische Stimmen gibt. Wie stehen Sie zu dem Thema? Würden Sie eine Solaranlage auf Ihrem Dach installieren?

- Äußern Sie Ihre Meinung und begründen Sie sie.
- Nennen Sie mindestens ein Beispiel, das Ihre Meinung unterstützt.

Scoring Guide for Interpersonal and Presentational Writing

Score	General Description	Task Completion Features/Dimensions	Topic Development Features/Dimensions	Writing Skills Features/Dimensions
3 High	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> Fully addresses and completes the task 	<ul style="list-style-type: none"> Directly relates to the topic; topic well developed All or almost all supporting details or examples are appropriate and effective 	<ul style="list-style-type: none"> Response is well organized and generally coherent Demonstrates a mid-high or high degree of control of a variety of structures; a few grammatical errors occur with no evident patterns Varied vocabulary appropriate for the content and used with precision Very few errors in conventions of the written language (orthography: spelling, accent marks, and punctuation; sentence structure) Register is appropriate (accurate social and/or cultural references included)
2 Mid-High	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> Addresses and completes the task 	<ul style="list-style-type: none"> Relates to the topic Most supporting details or examples are well-defined 	<ul style="list-style-type: none"> Response is organized, but some parts are not fully developed Demonstrates a moderate degree of control of a variety of structures; some grammatical errors occur Appropriate vocabulary with occasional errors such as making up words or code-switching Some errors in conventions of the written language (orthography: spelling, accent marks, and punctuation; sentence structure), but they do not impede communication Register is usually appropriate (generally accurate social and/or cultural references included)
1 Mid-Low	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> Addresses and completes the task 	<ul style="list-style-type: none"> Moderately relates to the topic Some supporting details or examples are vague or not well-defined 	<ul style="list-style-type: none"> Response is inadequately organized/not sequenced correctly Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur Limited vocabulary; frequent errors such as making up words or code-switching Frequent errors in conventions of the written language (orthography: spelling, accent marks, and punctuation; sentence structure) Register is inappropriate (inaccurate social and/or cultural references are included)
0 Low	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> Partially addresses and/or partially completes the task 	<ul style="list-style-type: none"> Minimally relates to the topic Most supporting details or examples are irrelevant or not effective 	<ul style="list-style-type: none"> Response is disorganized Demonstrates a lack of control of most structures; numerous grammatical errors impede communication Insufficient vocabulary; constant interference from another language Pervasive errors in conventions of the written language (orthography: spelling, accent marks, and punctuation; sentence structure) impede communication Minimal to no attention to register (inaccurate social and/or cultural references are included)

Constructed-response Questions: Speaking

Preparing for the Speaking Questions

In Test II of the GACE German assessment, you will be asked to speak in the target language (i.e., German). Be sure to speak naturally and appropriately. When preparing for the speaking questions, read the sample questions and scoring guides carefully. You may wish to record a response to each sample question. Before recording your response, read the question and then plan your response. Try to simulate actual testing time by using the amount of time allotted for each question. Because you will be demonstrating your proficiency in the German language, be sure to speak in German.

Once you have recorded your practice responses, reread the scoring guide, and review your own responses in light of the score point descriptions. You may also wish to review your responses and the score scale with staff in your preparation program.

During the actual test, you will have time to consider and prepare for all of the speaking tasks. Following the preparation time, you will be prompted to speak. You may choose to make notes to prepare your response on the scratch paper provided. However, you will be scored only on your recorded oral response. There are no prescribed answers to these questions; however, each response needs to follow all the task directions to be appropriate. Say as much as you can until the response time is over or until you feel you have provided a thorough response.

General Directions

Directions: The Speaking section includes two tasks that measure different aspects of your speaking ability. This section lasts approximately 10 minutes.

For each task you will be given specific directions, including the amount of time allowed for preparation and speaking. Answer each task according to the directions. It is to your advantage to say as much as you can in the time allowed.

Relax and speak as clearly and confidently as you can. Maintain a consistent distance from the microphone and speak directly into it. Keep your voice at a consistent level of loudness (neither too soft nor too loud).

Interpersonal and Presentational Speaking

Task 1: Express an Opinion or Make an Oral Presentation

Approximate time: 5 minutes

Directions: You will be asked to speak and give your opinion on a specific topic. First, you will have 15 seconds to read these directions, and then you will hear the topic for your presentation.

You will have 2 minutes to prepare your response. Then you will have 2 minutes to record your response. A tone will indicate when you should begin speaking. You should respond as fully and as appropriately as possible.

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

Now read the following topic. (On the exam, you will also hear the topic.)

Sample Question

Der Besitz eines Handys ist heute die Norm. Manche Leute sind aber der Meinung, dass kleine Kinder noch kein Handy brauchen. Ab welchem Alter macht es Sinn, ein Handy zu besitzen?

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

Scoring Guide for Speaking (Express an Opinion or Make an Oral Presentation)

Score	General Description	Task Completion Features/Dimensions	Topic Development Features/Dimensions	Language Use Features/Dimensions
3 High	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> Fully addresses and completes the task 	<ul style="list-style-type: none"> Directly relates to the topic; well-developed treatment of topic All or almost all supporting details or examples are appropriate and effective 	<ul style="list-style-type: none"> Demonstrates a mid-high or high degree of control of a variety of structures; a few grammatical errors occur with no evident patterns Varied vocabulary appropriate for the content and used with precision High level of fluency Very good pronunciation Well-organized, generally coherent response Register is appropriate (accurate social and/or cultural references included)
2 Mid-High	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> Addresses and completes the task 	<ul style="list-style-type: none"> Relates to the topic Most supporting details or examples are well-defined 	<ul style="list-style-type: none"> Demonstrates a moderate degree of control of a variety of structures; some grammatical errors occur Appropriate vocabulary with occasional errors such as making up words or code-switching Moderate level of fluency with occasional hesitance; some successful self-correction Good pronunciation Organized response with some coherence Register is usually appropriate (generally accurate social and/or cultural references included)
1 Mid-Low	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> Addresses and completes the task 	<ul style="list-style-type: none"> Moderately relates to the topic Some supporting details or examples are vague or not well-defined 	<ul style="list-style-type: none"> Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur Limited vocabulary; frequent errors such as making up words or code-switching Low level of fluency with frequent hesitance Fair pronunciation with interference from another language Disorganized response with little coherence Register is inappropriate (inaccurate social and/or cultural references included)
0 Low	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> Partially addresses and/or partially completes the task 	<ul style="list-style-type: none"> Minimally relates to the topic Most supporting details or examples are irrelevant or not effective 	<ul style="list-style-type: none"> Demonstrates a lack of control of numerous structures; numerous grammatical errors impede communication Insufficient vocabulary; constant interference from another language Poor fluency with labored expression Poor pronunciation, which affects comprehension Disorganized response with no coherence Minimal to no attention to register (inaccurate social and/or cultural references are included)

Task 2: Simulated Conversation

Approximate time: 5 minutes

Directions: You will participate in a simulated conversation within a context. First, you will have 30 seconds to read the outline of the conversation. In each pair of lines, the first line gives you an idea of what you will hear, and the second, bolded line gives you an idea of what you will be expected to say.

You will have five turns to participate in the conversation. A tone will indicate when to begin speaking. Each time it is your turn to speak, you will have 25 seconds to respond. You should participate in the conversation as fully and appropriately as possible.

Now begin reading the outline.

Julia begrüßt Sie und stellt eine Frage.

Beantworten Sie die Frage.

Julia beschreibt ihre Situation.

Reagieren Sie.

Julia gibt Details und bittet um Rat.

Geben Sie einen Rat.

Julia beschreibt eine Option und bittet um Ihre Meinung.

Sagen Sie Ihre Meinung und begründen Sie sie.

Julia stellt eine Frage.

Antworten Sie.

Sample Question

Prompt:

Stellen Sie sich vor, Sie treffen zufällig Ihre Freundin Julia an der Uni.

Script for the Simulated Conversation

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

TONE (25 seconds to respond)

Julia: *Hey, hast du schon gehört? Ich hab 'nen Studienplatz an der Uni Düsseldorf bekommen. Ist das nicht cool?*

TONE (25 seconds to respond)

Julia: *Ja ja, es wird bestimmt toll sein. Nur jetzt muss ich mir überlegen, wo ich in Düsseldorf wohnen soll. So wie es aussieht, kann ich entweder in einem Wohnheim von der Universität wohnen, oder mir privat eine Wohnung in der Stadt suchen. Was denkst du? – was ist besser?*

TONE (25 seconds to respond)

Julia: *Hmm, ja. Also, eine Freundin von mir wohnt mit drei anderen Studenten in einer Wohngemeinschaft. Sie meint, eine WG ist am besten, weil es ziemlich billig ist. Aber ich bin mir nicht sicher, ob ich eine Wohnung mit fremden Leuten teilen möchte. Was hältst du davon?*

TONE (25 seconds to respond)

Julia: *Na, ich denke noch mal darüber nach. Übrigens: ich organisiere für nächsten Samstag eine Abschiedsparty bei mir zu Hause. Ich lade alle meine Freunde ein – wird bestimmt super sein. Kannst du auch kommen?*

TONE (25 seconds to respond)

Scoring Guide for Speaking: Simulated Conversation

Score	General Description	Task Completion Features/Dimensions	Topic Development Features/Dimensions	Language Use Features/Dimensions
3 High	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> Fully addresses and completes the task Responds fully to all or almost all of the parts/prompts of the conversation 	<ul style="list-style-type: none"> Responses relate directly to the topic and include a well-developed treatment of all or almost all the elements in the thread of the conversation 	<ul style="list-style-type: none"> Demonstrates mid-high or high degree of control of a variety of structures; a few grammatical errors occur with no evident patterns Varied vocabulary appropriate for the content used with precision High level of fluency Very good pronunciation Well-organized, generally coherent responses Register is appropriate (accurate social and/or cultural references included)
2 Mid-High	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> Addresses and completes the task Responds to all or almost all of the parts/prompts of the conversation 	<ul style="list-style-type: none"> Responses relate to the topic and include most elements in the thread of the conversation 	<ul style="list-style-type: none"> Demonstrates a moderate degree of control of a variety of structures; some grammatical errors occur Appropriate vocabulary with occasional errors such as making up words or code-switching Moderate level of fluency with occasional hesitance; some successful self-correction Good pronunciation Organized responses with some coherence Register is usually appropriate (generally accurate social and/or cultural references included)
1 Mid-Low	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> Addresses and completes some parts of the task Responds to most parts/prompts of the conversation 	<ul style="list-style-type: none"> Responses relate moderately to the topic and include some elements in the thread of the conversation 	<ul style="list-style-type: none"> Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur Limited vocabulary, frequent errors such as making up words and code-switching Low level of fluency with frequent hesitance Fair pronunciation with interference from another language Disorganized responses with little coherence Register is inappropriate (inaccurate social and/or cultural references included)
0 Low	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> Partially addresses and/or partially completes the task Responds inappropriately to some parts/prompts of the conversation 	<ul style="list-style-type: none"> Responses relate minimally to the topic and include few elements in the thread of the conversation 	<ul style="list-style-type: none"> Demonstrates a lack of control of numerous structures; numerous grammatical errors impede communication Insufficient vocabulary; constant interference from another language Poor fluency with labored expression Poor pronunciation, which affects comprehension Disorganized responses with no coherence Minimal to no attention to register (inaccurate social and/or cultural references are included)

Preparation Resources

Success on this test is not simply a matter of learning more about how to respond to the question types on the test; it also takes real knowledge of German language and culture. You must show the ability to comprehend written and spoken German and to produce comprehensible and proficient oral or written responses to each question. It must be obvious that your ability in all four language skills (reading, listening, speaking, and writing) in German is strong enough to serve as a solid, desirable model in guiding your students in the classroom to develop and improve their own capabilities in the German language.

Therefore, it would serve you well to consider the following areas for review prior to taking the test.

- Familiarize yourself with the test content and format as presented in this Study Companion.
- Review the selected-response sample questions and suggested approaches in this Study Companion.
- Review the sample constructed responses and explanations in the scoring rubrics for how the responses will be scored.

The resources listed below may help you prepare for the GACE assessment in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions of these materials to obtain information on specific topics for study and review.

Guide to Taking a GACE Computer-delivered Assessment

This guide explains how to navigate through a GACE assessment and how to answer different types of test questions. This free download is available in the Test Preparation Resources section of the GACE website at www.gace.ets.org/prepare.

Reducing Test Anxiety

This guide provides practical help for people who suffer from test anxiety. Designed specifically for GACE test takers, but useful to anyone who has to take tests, this guide reviews the major causes of test anxiety and offers practical advice for how to counter each one. Download this guide for free from the Test Preparation Resources section of the GACE website at www.gace.ets.org/prepare.

Study Tips: Preparing for a GACE Assessment

This document contains useful information on preparing for selected-response and constructed-response tests. The instruction, tips, and suggestions can help you become a better-prepared test taker. See the Test Preparation Resources section of the GACE website at www.gace.ets.org/prepare for this free download.

Journals

Foreign Language Annals, American Council on the Teaching of Foreign Languages (ACTFL)

The German Quarterly, American Association of Teachers of German (AATG)

Die Unterrichtspraxis/Teaching German, American Association of Teachers of German (AATG)

Other Resources

Handbuch zur deutschen Grammatik: Wiederholen und anwenden, 6th edition, Rankin and Wells; Cengage Learning, 2016.

Kaleidoskop: Kultur, Literatur und Grammatik, 9th edition, Moeller, Berger, and Wieden; Cengage Learning, 2017.

Mitlesen Mitteilen: Literarische Texte zum Lesen, Sprechen, Schreiben und Hören, 4th edition, Wells and Morewedge; Thomson Heinle, 2008.

Online Resources

The list below represents only a fraction of the websites where you can learn about German, practice grammar and vocabulary, read German magazines and newspapers, listen to German radio programs, view German television programs, or even practice speaking German. Using these websites can provide you with extensive experience in reading and listening to German, and can also help with preparing for the speaking and writing segments of the test.

AATG (Georgia Chapter) — <https://www.aatg-georgia.com/>

American Association of Teachers of German — <https://www.aatg.org/>

ACTFL Proficiency Guidelines —

<https://www.actfl.org/resources/actfl-proficiency-guidelines-2012>

Best German Websites — <https://sites.uni.edu/becker/German2.html>

Der Spiegel — <http://www.spiegel.de>

Deutsche Welle — <http://www.dw.de>

Emory College Department of German Studies: Learning Resources —

<https://german.emory.edu/undergraduate/learning-resources/index.html>

Focus — <http://www.focus.de>

Frankfurter Allgemeine Zeitung — www.faz.net/s/homepage.html

ThoughtCo. — <https://www.thoughtco.com/german-4133073>