

## Sample questions

# Humanities, Cultural Studies and Social Sciences Module

The Humanities, Cultural Studies and Social Sciences Module is divided in three different subtests. You have a total of 150 minutes to solve the tasks. In the table below you can see how many tasks there are in each subtest and how much time is allowed.

To prepare for this, there are six tasks to solve for each subtest on the following pages. The tasks at the beginning are easier than those at the end. At the beginning of each subtest there is a short explanation about the type of the tasks, together with instructions on how to solve the tasks.

You can find the solutions starting at page 53.

Subtest	Amount of tasks	Time allowed
Understanding and Interpreting Texts	22	45 minutes
Using Representation Systems Flexibly	22	55 minutes
Recognising Linguistic Structures	22	50 minutes
<b>Total working time</b>		<b>150 minutes</b>



## Understanding and Interpreting Texts

In the subtest “Understanding and Interpreting Texts”, short texts are presented on which questions have to be answered. This test measures the ability to read, understand, and correctly interpret different kinds of short texts with different content as well as to establish links between text elements and synthesise information from the text.

**22 questions in the test, working time 45 minutes**



### Instructions

Please read the instructions before you start with the examples.

The following exercises are intended to test your ability to understand, interpret, and draw the right conclusions from the content of short texts. You will be asked to process several texts with different topics. Each text is followed by two or three questions relating to the preceding text. In each case please mark one of the four answering options on your answer sheet.

### Text for sample questions 1 and 2

#### An Experiment

40 years ago, those who were friends with students of the sociology professor H. Garfinkel had to be prepared for surprises: His students would sometimes, without the least warning, behave very unusually. And so it was that one of his students, for example, involved her husband in the following dialogue while he sat watching TV in the evening, after he had casually remarked that he was tired:

“How do you mean you’re tired? Physically, mentally, or are you merely bored?”

“I don’t know, I think mostly physically.”

“Do you mean your muscles and bones hurt?”

“I guess so, yes! Don’t be so pedantic!” After a brief pause, he commented:

“In all these old films, the people are always well-dressed even when they’re at home!”

“What are you saying? Do you mean all old films, or only some of them, or only those you’ve seen?”

“What’s the matter with you? You know exactly what I mean!”

#### Sample question 1: degree of difficulty low

How did the husband probably feel at the end of this dialogue?

- (A) He was curious.
- (B) He was content.
- (C) He was irritated.
- (D) He was bored.

#### Sample question 2: degree of difficulty medium

What can be seen from the above-mentioned experiment?

- I. If people choose their words exactly this helps towards a clear understanding.
- II. The husband believes he has expressed himself clearly.

- (A) Only I can be seen.
- (B) Only II can be seen.
- (C) I and II can be seen.
- (D) Neither I nor II can be seen.

#### Text for sample questions 3 and 4

#### A Communication Model

A simple model of communication between two people consists of a “broadcaster”, a “message”, and a “receiver”. The broadcaster sends the message to the receiver. A message may have spoken parts and/or non-spoken parts (e.g. intonation, facial expressions, gestures). Parts of the message may be “explicit” (expressly formulated) or “implicit” (indirectly communicated in the form of hints). Implicit messages are often communicated as non-spoken statements.

If the spoken parts and the non-spoken parts of a message match, one calls this a “congruent message”. If the spoken parts and the non-spoken parts contradict each other, the message is “incongruent”.

#### Sample question 3: degree of difficulty low

Which of the two following statements is or are correct according to the above text?

- I. Messages sent by the broadcaster to the receiver may be communicated both implicitly and explicitly.
- II. Messages about the relationship between the broadcaster and the receiver are mostly communicated implicitly.

- (A) Only statement I is correct.
- (B) Only statement II is correct.
- (C) Both statements are correct.
- (D) Neither of the two statements is correct.

#### Sample question 4: degree of difficulty medium

Which of the two following statements is or are correct according to the above text?

- I. Someone who is silent is not communicating a message.
- II. Someone who is speaking dialect is communicating an incongruent message.

- (A) Only statement I is correct.
- (B) Only statement II is correct.
- (C) Both statements are correct.
- (D) Neither of the two statements is correct.



### Text for sample questions 5 and 6

#### **Lunch in the Courtyard, freely adapted from a tale by Johann Peter Hebel**

The servant had a master whom he sometimes could not please whatever he did. And so it was that the master came home one day and sat down to lunch. The soup was either too hot or too cold or neither of the two. So he took the bowl and, together with its contents, threw it through the open window into the courtyard. And how did the servant react? With great presence of mind he threw the meat he was about to set down on the table after the soup down into the courtyard, followed by the bread, the wine, and finally the tablecloth with all that was remaining on it. "What on earth are you doing?" asked the master, rising angrily from his chair. The servant, however, responded: "Forgive me, master, if I did not guess your true intention. I was convinced you wanted to dine in the courtyard today. The air is so delightful, the sky so blue, and see, master, how sweetly the apple tree blooms and how cheerfully the bees are buzzing!" – The soup had been thrown down for the last time! The master realised the error of his ways and, cheered by the sight of the beautiful spring sky, smiled to himself about the quick-wittedness of his servant, thanking him in his heart for the well-taught lesson.

#### **Sample question 5: degree of difficulty medium**

Which of the following statements is or are correct according to the above text?

- I. The master wanted to dine in the courtyard.
  - II. The servant threw the food out of the window because he thought his master wanted to dine in the courtyard.
- (A) Only statement I is correct.  
(B) Only statement II is correct.  
(C) Both statements are correct.  
(D) Neither of the two statements is correct.

#### **Sample question 6: degree of difficulty high**

Which of the following statements is or are correct according to the above text?

- I. After this incident, the master never again threw soup out of the window.
  - II. The master thanked the servant for teaching him a lesson.
- (A) Only statement I is correct.  
(B) Only statement II is correct.  
(C) Both statements are correct.  
(D) Neither of the two statements is correct.



# Using Representation Systems Flexibly

The subtest “Using Representation Systems Flexibly”, shows the content of a text diagrammatically or, in the reverse case, a diagrammatic illustration has to be put into words.

This test measures inductive reasoning (the ability to draw generalised conclusions on the basis of individual instances) in the linguistic field as well as the ability to derive what is concrete from the abstract and vice versa. In addition, it measures the ability to capture the meaning of diagrammatic illustrations and to put their content into words.

**22 questions in the test, working time 55 minutes**



### Instructions

Please read the instructions before you start with the examples.

To help understand a text, a diagram is helpful to visualise the essential content.

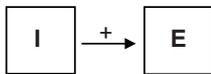
When it comes to **effects**, one notes down the key variables from the text and uses arrows to show the effects occurring between the variables. “+” and “-” are used to indicate whether the effect is positive or negative.

**Here is an example of a positive effect:**

**Text:** The bigger the income (**I**) of a family, the bigger is also its expenditure (**E**).

**OR:** The lesser the income (**I**) of a family, the lesser is also its expenditure (**E**).

**Diagram:**



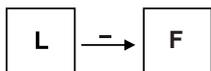
I.e. an increase in variable **I** leads to an increase in the target variable (in this case **E**) or, alternatively, a decrease in variable **I** leads to a decrease in the target variable **E**. Thus, both variables follow the same trend.

Here is an **example** of a negative effect between two variables:

**Text:** The more a student studies (**L**), the lower is his fear (**F**) of the examination.

**OR:** The lesser a student studies (**L**), the greater is his fear (**F**) of the examination.

**Diagram:**



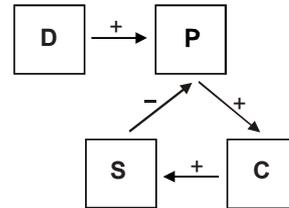
I.e. an increase in variable **L** leads to a decrease in the target variable **F** and vice versa. Thus, the two variables follow an opposite trend.

Since more than two variables are usually described in a text, diagrams generated from texts are frequently more complex.

Here is an **example** of various effects occurring between four variables:

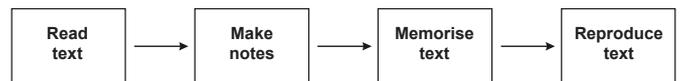
**Text:** Over the last few years, the demand (**D**) for PCs rose continuously. This led to an increase in prices (**P**). The general increase in prices led to more and more companies (**C**) coming into the PC market and the supply (**S**) of PCs increased. This in turn affected prices (**P**): they fell.

**Diagram:**



**Chronological processes** are shown using arrows (without the signs “+” and “-”). Here is an example:

**Text:** To help understand a text, it makes sense to first read the text and then make notes. One can then memorise the content of the text using the notes. Afterwards one tries to reproduce the essential content of the text from memory.



There are **relations** which are shown by other arrows or line connections. These are explained in the corresponding exercises.

The following exercises in each case comprise up to three questions on a particular topic. In finding solutions to the exercises you will possibly also have to take previously given information into account, for example solving Exercise 3 may require information given in Exercises 1 and 2. If exercises are linked this way, you will always be informed of this.

Solve the exercises using only the corresponding information given. Specialist knowledge is not required for correctly solving the exercises.

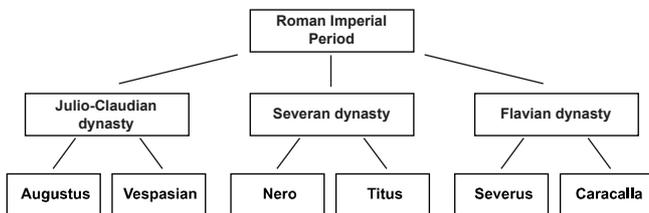


**Sample question 1: degree of difficulty low**

**The Roman Imperial Period**

The Roman Imperial Period can be divided into the Julio-Claudian dynasty, the Severan dynasty, and the Flavian dynasty. Vespasian and his son Titus reigned in the Flavian dynasty. Severus and his son Caracalla belonged to the Severan dynasty. Augustus and Nero were emperors of the Julio-Claudian dynasty.

The following diagram is intended to show the described affiliations. Affiliations are shown by connecting lines.



Which of the following statements is or are correct?

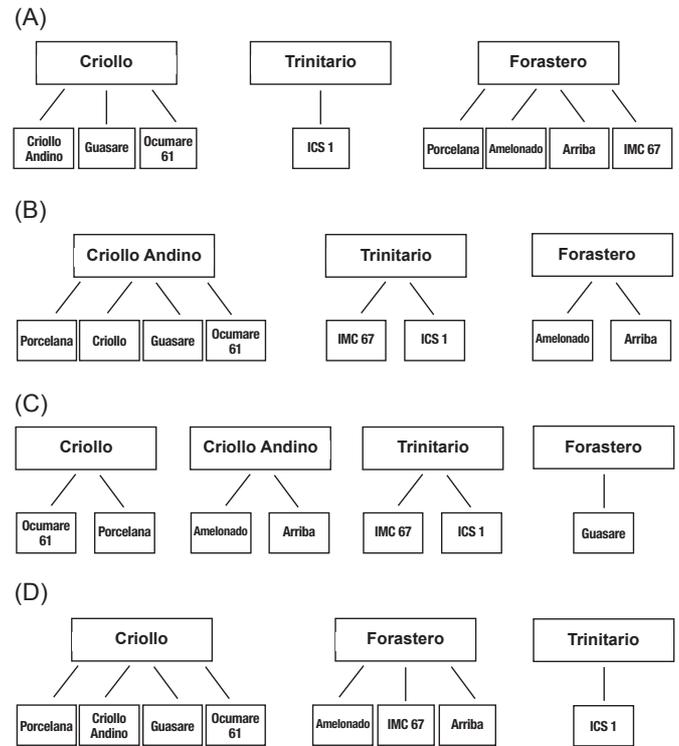
- I. The Julio-Claudian dynasty is shown correctly.
  - II. The Flavian dynasty is shown correctly.
- (A) Only statement I is correct.  
 (B) Only statement II is correct.  
 (C) Both statements are correct.  
 (D) Neither of the two statements is correct.

**Sample question 2: degree of difficulty low**

**Types of Cocoa**

A differentiation can be made between three groups of cocoa subspecies: Criollo, Trinitario, and Forastero. Forastero accounts for 80% of worldwide cocoa cultivation. Due to its resilience to various diseases, this group of cocoa subspecies tends to be preferred to the fine cocoas Criollo and Trinitario, although it is inferior in taste to the latter. Several types are known under the name of Criollo: Porcelana has smooth, green to red fruits. Criollo Andino is the name given to a Criollo subspecies from the Venezuelan Andes provinces of Merida and Tachira. Guasare grows very quickly for a Criollo subspecies and bears its first fruits after only three years. Ocumare 61 is quite widespread in Venezuela, thanks to its superior flavour and robustness. There are also several subspecies of Forastero: Amelonado is the most widespread cocoa variety. This is the type most often used to make sellable cocoas. Type IMC 67 (Iquitos Mixed Calabacillo 67) is widespread throughout the world, from Africa to Hawaii, and requires little shade. Arriba is one of the finest tasting Forastero varieties. It has a flowery flavour. Imperial College Selection 1 (ICS 1) is a high-yield Trinitario variety, producing around 100 medium-sized fruits per year. It has a mild and distinctly fruity flavour.

Which of the following diagrams shows the correct allocation of superordinate terms and subordinate terms? Superordinate and subordinate terms are linked together by lines.

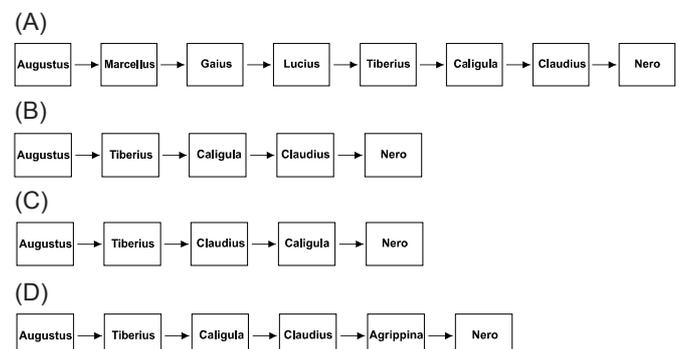


**Sample question 3: degree of difficulty medium**

**The Roman Empire**

Augustus ruled over the Roman Empire from 24 BC to 14 AD. Tiberius, Augustus' stepson, was initially excluded from succession to the throne by Augustus. Only after the death of Augustus' nephew Marcellus, and the deaths of the two grandsons Gaius and Lucius (neither of whom reigned), did Tiberius come to power in 14 AD. Claudius, initially passed over in Caligula's favour, was the only legitimate candidate after Caligula's murder and became emperor. Nero, who became Claudius' successor through the efforts of his ambitious mother Agrippina, is described by historians as a tyrant and passionate actor who, in fulfilling his role, killed his mother.

Which of the following diagrams correctly shows the imperial succession?



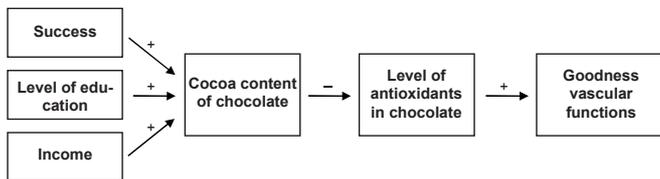


#### Sample question 4: degree of difficulty medium

##### Chocolate

A magazine makes the claim:

“Successful people eat dark chocolate to do something for their hearts. Dark chocolate contains more cocoa and hence more antioxidants than light-coloured chocolate. Antioxidants improve the body’s vascular functions for a few hours. The higher the level of education and income, the darker the chocolate.” The following diagram is intended to show the described effects.



Which of the following two statements about this diagram is or are correct?

- I. The diagram correctly shows the effects of education and income on cocoa content in the preferred type of chocolate.
  - II. The diagram correctly shows the effects of cocoa content in chocolate on the level of antioxidants in chocolate.
- (A) Only statement I is correct.  
 (B) Only statement II is correct.  
 (C) Both statements are correct.  
 (D) Neither of the two statements is correct.

#### Sample question 5: degree of difficulty medium to high

##### Chocolate and its Effects

Research has shown that eating cocoa-containing chocolate may contribute slightly towards reducing blood pressure. Cocoa-containing chocolate also contains a substance which supports the healing of wounds and reduces the risk of stomach diseases.

How can one show these effects in a diagram?

- I. Eating cocoa-containing chocolate is connected to a reduction of blood pressure using  $\xrightarrow{+}$ .  $\xrightarrow{+}$  points to reduction of blood pressure.
  - II. Eating cocoa-containing chocolate is connected to the healing of wounds using  $\xrightarrow{+}$  and is connected to the risk of stomach diseases using  $\xrightarrow{-}$ .  $\xrightarrow{+}$  and  $\xrightarrow{-}$  point to eating cocoa-containing chocolate.
- (A) Only statement I is correct.  
 (B) Only statement II is correct.  
 (C) Both statements are correct.  
 (D) Neither of the two statements is correct.

#### Sample question 6: degree of difficulty high

##### Arable Farming in the Roman Empire

In the Roman Empire, there was not much fertiliser available in the form of dung for its fields since there were frequently no larger herds of cattle near the farms. The further away the cattle herds were from a farm, the less dung was available for the fields. The less dung there was for fertilising, the more frequently the farmers had to let the corn fields rest.

The following diagram shows the effects of the distance of the cattle herds from the farm, the availability of fertiliser in the form of dung, and the frequency of resting periods when growing corn crops.

Cattle = distance of the cattle herds from the farm  
 Dung = availability of fertiliser in the form of dung  
 Rest = frequency of resting periods when growing corn crops



If there was less fertiliser in the form of dung, nitrogen-rich plants were cultivated and used as fertiliser. However, due to the low rainfall frequency in the Roman Empire, this was not always possible: The fewer the rainfalls, the less nitrogen-rich plants could be grown. Nevertheless, intensive irrigation significantly increased the cultivation of nitrogen-rich plants and so shortened the resting periods for growing corn. What additions have to be made to the diagram to show these effects correctly?

Cul = cultivation of nitrogen-rich plants  
 Dung = availability of fertiliser in the form of dung  
 Irrig = intensity of irrigation  
 Rain = rainfall frequency  
 Rest = frequency of resting periods when growing corn crops

Which of the following statements is or are correct?

- I. Cul is positioned between Dung and Rest and is linked to both by  $\xrightarrow{-}$ . One  $\xrightarrow{-}$  points from Dung to Cul, one  $\xrightarrow{-}$  points from Cul to Rest.
  - II. Rain and Irrig are each linked to Cul with a  $\xrightarrow{+}$ . Both arrows point to Cul.
- (A) Only statement I is correct.  
 (B) Only statement II is correct.  
 (C) Both statements are correct.  
 (D) Neither of the two statements is correct.



The subtest “Recognising Linguistic Structures” comprises sentences in a fictitious language and their English counterparts. The information provided is to be used to derive the meaning of individual words, semantic relations between the terms, and several grammar rules. Subsequently the newly acquired knowledge is to be used to formulate new sentences in the fictitious language.

This test measures the ability to recognise structures and inherent laws in language patterns and use these laws in new contexts. In addition, it is a matter of recognising semantic relations expressed by word order or other linguistic characteristics.

## 22 questions in the test, working time 50 minutes



### Instructions

Please read the instructions before you start with the examples.

In the following exercises, you will be shown several expressions in invented foreign languages and their English translation. This will allow you to derive the meaning of individual words and some grammatical rules in the respective foreign language. This information will help you answer the subsequent questions. In each case two exercises relate to a certain language. Therefore please only use the provided expressions to answer the questions.

You may proceed on the assumption that

- there are no exceptions to the rules (e.g. irregular verbs) and
- only those rules apply which may be derived from the provided expressions.

### Example:

koloa = I lie

kolue = he lay

satoe = he stands

Question: What is “I stood” in the foreign language?

- (A) satoa
- (B) kolua
- (C) satoe
- (D) satua

### Answer (D) is correct since:

- I. The expressions for “I lie” and “he lay” differ only as regards the last two letters; hence “kol” must be the root of the verb “lie”.
- II. The final letter of the expressions “he lay” and “he stands” is in both cases “e”; hence an appended “e” means “he”.
- III. The two present tense forms (“I lie” and “he stands”) both have an “o” as the penultimate letter; hence “u” as the penultimate letter must indicate the past tense and “a” as the last letter must mean “I”.

Consequently: “I stood” in the foreign language must be “satua”.

### Sample question 1: degree of difficulty low

palo ko = I sit

palo tu = she sits

karo tu = she stands

“I stand” is expressed in the foreign language by:

- (A) tu ko
- (B) ko karo
- (C) karo ko
- (D) karo palo

### Sample question 2: degree of difficulty medium

tundo ramodopo novot = The pupil called his uncle.

namidu kavino suvavot = The saleswoman greeted the teacher.

tundu kavinopu tetavosir = The schoolgirl is asking her teacher.

hidamo tundo nosir = The caretaker is scolding the pupil.

“The uncle greeted his caretaker” is expressed in the foreign language by:

- (A) novot suvosir hidamo
- (B) namidu hidamopu suvavot
- (C) novot hidamopo suvasir
- (D) ramodo hidamopo suvavot

### Sample question 3: degree of difficulty medium

rumpulöpp = The child is sleeping.

renguming tschik löppzi = The person is protecting his child.

rumpilemp gum = The goat is sleeping deeply.

yanitzorr lempzi = The lion is killing the goat.

“The child is protecting his goat” is expressed in the foreign language by:

- (A) rumpilemp tschik rengzi
- (B) rengilöpp tschik lempzi
- (C) rumpilemp tschik löppzi
- (D) rengulöpp tschik lempzi

### Sample question 4: degree of difficulty medium to high

puna selveui = The child is coming from the hut.

puna tipveu = The cat is going to the hut.

lom fanveui = The farmer is coming from the field.

borro selveu = The child is walking to the meadow.

“The child is walking to the field” is expressed in the foreign language by:

- (A) lom selveui
- (B) lom selveu
- (C) lom fanveu
- (D) puna selveu



**Sample question 5: degree of difficulty medium to high**

po namal	=	He learns everything.
su ?mal	=	You will learn.
ki ?malna	=	I will learn nothing.
lemal rah malle su	=	Are you learning a lot or a little?
?nafor ak	=	Will we ask everything?

“Will he learn a little?” is expressed in the foreign language by:

- (A) po malle
- (B) ?lemal po
- (C) ?malle po
- (D) po ?lema

**Sample question 6: degree of difficulty high**

ao tane lom sok bani jo sharuli	=	He spoke on the radio yesterday.
ao hai lom yal bani ao lanta	=	He will learn to program tomorrow.
ao simi kiso jo fesomo ao hai	=	You are sitting at university and learning.
ao rumi lom shili jo fesomo	=	I am listening at university today.

“I speak and listen” is expressed in the foreign language by:

- (A) ao tane shili ao rumi
- (B) shili tane ao rumi
- (C) ao tane lom jo rumi
- (D) tane ao rumi lom

Sample questions  
**Solutions**

## Understanding and Interpreting Texts

### Sample question 1 The solution is C.

The fact that the husband is irritated is shown particularly by the last sentence. But his irritation is already indicated earlier, when the husband says: "Don't be so pedantic!"

### Sample question 2 The solution is B.

Comments made by the husband, such as "Don't be so pedantic!" or "What's the matter with you? You know exactly what I mean!" show that he does not understand his wife's behaviour since he is convinced that he has expressed himself clearly. Statement I is not correct as the text does not comment on this.

### Sample question 3 The solution is A.

Statement II cannot be understood from the text whereas the sentence "Parts of the message may be "explicit" (expressly formulated) or "implicit" (indirectly communicated in the form of hints)." is reflected in statement I.

### Sample question 4 Here the correct solution is D.

Both statements are incorrect.

Statement I: according to the text, non-spoken messages can also be sent (e.g. using facial expressions or gestures).

Statement II: messages are – according to the text – incongruent if the spoken parts and the non-spoken parts contradict each other. Statements in a dialect are spoken statements. Whether there is a contradiction between the spoken and non-spoken message remains open to question.

### Sample question 5 Here the solution is D.

Neither of the two statements is correct according to the text. The servant threw the food out of the window because he wanted to teach his master a lesson for his never being able to do things right for him.

### Sample question 6 The solution is A.

Statement I: this is exactly stated by the sentence "The soup had been thrown down for the last time!", which is contained in the text.

Statement II: the text only says that the master thanked him "in his heart" for the well-taught lesson, not that he expressed his thanks openly.

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## Using Representation Systems Flexibly

### Sample question 1 The solution is D.

Both statements are incorrect. The Julio-Claudian dynasty is not shown correctly, for though Augustus and Nero belonged to this dynasty, Vespasian did not. The Flavian dynasty is not shown correctly either, for though Vespasian and Titus belonged to this dynasty, Severus and Caracalla did not.

### Sample question 2 The solution is D.

The text mentions three groups of cocoa subspecies, namely Criollo, Trinitario, and Forastero. Then the respective subspecies are described:

- Porcelana, Criollo Andino, Guasare and Ocumare 61 belong to the Criollo group,
- Amelonado, IMC 67 and Arriba belong to the Forastero group,
- and ICS 1 belongs to the Trinitario group.

### Sample question 3 B is the correct solution here.

Marcellus, Gaius, Lucius, and Agrippina never reigned, therefore (A) and (D) cannot be correct. (C) includes all the emperors, but the order of succession Claudius/Caligula is incorrect.

### Sample question 4 The solution is A.

Statement I is correct, as the sentence "The higher the level of education and income, the darker the chocolate." points to a positive relationship between income and education and the cocoa content of chocolate. This is what the diagram shows.

Statement II is incorrect, as the text says that "Dark chocolate contains more antioxidants than light-coloured chocolate." (positive relationship). The diagram, however, shows a negative relationship.

### Sample question 5 The solution is A.

Statement I is correct, as the sentence "Research has shown that eating cocoa-containing chocolate may contribute slightly towards reducing blood pressure." points to a positive relationship between eating cocoa-containing chocolate and reducing blood pressure. Eating cocoa-containing chocolate brings about a reduction in blood pressure, therefore  $\xrightarrow{+}$  must point towards reduction in blood pressure.

Statement II is incorrect. The sentence "Cocoa-containing chocolate also contains a substance which supports the healing of wounds and reduces the risk of stomach diseases." points to a positive relationship between eating cocoa-containing chocolate and the healing of wounds and a negative relationship between eating cocoa-containing chocolate and a risk of stomach diseases. However, the arrows should point towards supporting the healing of wounds and towards the risk of stomach diseases and not towards eating cocoa-containing chocolate.

### Sample question 6 The solution is C.

Statement I: the new information interrupts the link between Dung and Rest through the insertion of Cul. The lack of dung alone does not in itself lead to more frequent resting periods in growing corn. Only if, in addition, insufficient amounts of nitrogen-rich plants are grown, does the number of resting periods in corn cultivation increase.

Statement II: both rainfall frequency and intensive irrigation have a positive impact on the cultivation of nitrogen-rich plants.

## Recognising Linguistic Structures

### Sample question 1

**Answer C is correct since:**

1. The expressions for “I sit” and “she sits” only differ as regards the second word (“ko” and “tu” respectively), so the first word “palo” must have the meaning “sit”.
2. Correspondingly, the word “ko” means “I” and “tu” has the meaning “she”.
3. This is confirmed by the third expression: “tu” again means “she” and “karo” hence means “stand”.  
“I stand” can therefore only be expressed by “karo ko”.

### Sample question 2

**Answer D is correct since:**

1. If one looks for the word “greeted” in the foreign language, one comes across “suvavot”, for the word “kavino” in the second sentence must mean “teacher” (cf. the similar word in the third sentence) and “namidu” must mean “saleswoman”. The latter becomes clear from this word’s position in the sentence, compare the first and the third sentences.
2. “The caretaker” must hence be “hidamo”. From the transition from “kavino” (“the teacher”) to “kavinopu” (“her teacher”) and from the ending of “ramodopo” (“his uncle”) it follows that “his caretaker” must be “hidamopo”.
3. What remains is the task of transforming the already identified word “ramodopo”, meaning “his uncle”, into a corresponding word for “the uncle”. This is done by leaving off the ending “po”.

Hence the sentence sought in the foreign language must be “ramodo hidamopo suvavot”.

### Sample question 3

**Answer D is correct since:**

1. If one looks at the first and third example sentences it becomes clear that the ending of the verb in the foreign language shows the respective subject of the sentence. The root of the verb “sleep” is “rump”, followed by the ending “ulöpp” for “the child” and “ilemp” for “the goat”.
2. If one now looks for the root of the verb “protect”, one finds “renguming” in the second sentence, where “uming”, as the word ending for person, is attached to the root word “reng”. “The child is protecting” must therefore be “rengulöpp”.
3. The next task is to identify the word for “goat” as the object. A point of orientation here is given by sentence 4. Here it becomes clear that “lemp”, the corresponding verb ending for “goat” without an “i”, only needs the postfix “zi” if the goat is the object of the sentence (cf. also sentence 2: “löppzi” = “child” as the object).
4. Finally the word for “his” needs to be identified in the foreign language. The only clue is to be found in sentence 2. Since the meanings of the words “renguming” and “löppzi” are already clear, only “tschik” remains, which must hence be the possessive pronoun.

### Sample question 4

1. In this exercise one must first recognise that in the foreign language it is only the end syllable of the second word which stands for “come” or “go” respectively. On closer inspection of the expressions, it becomes clear that only the letters “veu” can have the meaning of “going somewhere”. By contrast, the verb form with an attached “i” describes “coming from somewhere”.
2. A comparison between the first and fourth expressions shows that the extension of “veu” to “selveu” and from “veui” to “selveui” has the meaning of “the child is going to” and “the child is coming from” respectively.
3. From the second and third expressions one can now work out that “tip” must mean “cat” and “fan” must mean “farmer”.
4. By comparing the first and second expressions, one finds that the word for “hut” in the foreign language is “puna”. From expressions three and four it can then be seen that “lom” means “field” and “borro” is the word for “meadow”.  
“The child is walking to the field” can hence only be “lom selveu” in the foreign language.

**This means B is the correct solution in this exercise.**

### Sample question 5

**Answer C is correct since:**

1. If one looks for the word “learn” in the example sentences, one comes across various words containing the root word “mal” (namal, ?mal, ?malna, lemal, malle), to which, depending on the meaning, syllables are added as a postfix or prefix. In the first sentence, for example, “na” must mean “everything” and “mal” must mean “learn”. If one tries to identify the word form for “learn a little”, one finds “malle” in sentence 4. An appended “le” hence means “little”.
2. If one now looks at the other components of the example sentences, it becomes clear that the remaining words must be personal pronouns (“po” = “he”, “su” = “you”, “ki” = “I”, “ak” = “we”), which determine the person and singular or plural form of the verb.
3. The next thing is to find out the future form of a verb. If one considers the sentences 2, 3, and 5, it becomes clear that the future form of “mal” is indicated by a preceding “?”.
4. The final step is to find out how to formulate a question in the foreign language. One point of orientation here is given by sentence 5 (“?nafor ak” = “Will we ask everything?”). We can correspondingly derive that the word order is decisive in formulating a question. The verb in its specific form must stand at the beginning and must come before the personal pronoun.

“Will he learn a little?” can hence only be expressed by “? malle po”.

### Sample question 6

#### Answer A is correct since:

1. This exercise first involves recognising that verbs can always be identified by a preceding “ao” (“ao tane”, “ao hai”, “ao lanta”, “ao simi”, “ao rumi”). If one now looks among these verbs for the words for “speak” and “listen”, one must examine sentence 1 and sentence 4 and finds “ao tane” = “speak” and “ao rumi” = “listen”.
2. Now the word for “I” has to be filtered out. Help in this respect is given by sentence 4. If one compares sentences 3 and 4, “jo fesomo” can be identified as the common factor and hence be left aside as the term for “at university”.  
The word “lom” also occurs in sentences 1 and 2, whose only common factor shared with sentence 4 is a time reference. Hence “lom” can be identified as “today” and cannot stand for “I” either.  
The only hitherto meaningless word in sentence 4 is “shili”, which must consequently mean “I”.  
“I speak and listen” can therefore only be expressed by “ao tane shili ao rumi”.

## **Imprint**

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