



## Massachusetts Tests for Educator Licensure® (MTEL®)

### Chinese (Mandarin) (Field 29)

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

[Subarea VI: Oral Expression](#)

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## **SUBAREA VI: ORAL EXPRESSION**

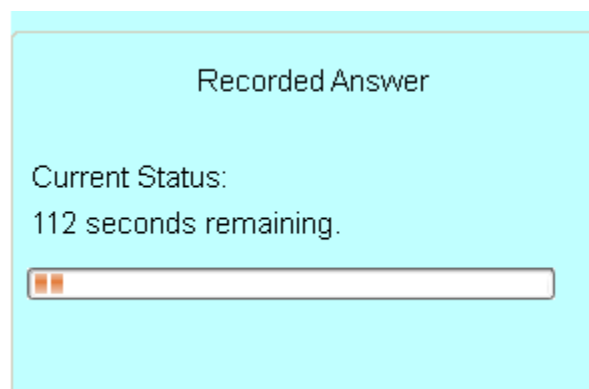
### **DESCRIPTION OF THE ORAL EXPRESSION OPEN-RESPONSE ITEM**

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

## DIRECTIONS FOR SECTION ONE: ORAL EXPRESSION

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

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



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

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

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

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

Your response will be evaluated based on the following criteria.

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

**COHERENCE:** the organization and clarity of the ideas communicated

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

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

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

**PRONUNCIATION:** the comprehensibility of articulation and the appropriateness of stress

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

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

**OPEN-RESPONSE ITEM: ORAL EXPRESSION**

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

\*(PAUSE 1 minute)\*

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

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

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

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

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

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## **SUBAREA I: LISTENING COMPREHENSION**

### **DESCRIPTION OF THE LISTENING COMPREHENSION OPEN-RESPONSE ITEM**

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



## DIRECTIONS FOR SECTION TWO: LISTENING COMPREHENSION

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

If you choose to respond in English, type your response in the response box presented on-screen. If you choose to respond in the target language, your final response must be written on the response sheet provided. Please label your response sheet with the appropriate exercise (e.g., "Listening Comprehension"). Your response sheet must be scanned using the scanner provided at your workstation.

**Instructions for scanning your Response Sheet are available by clicking the "Scanning Help" button at the top of the screen.**



You may use the erasable notebooklet to make notes, write an outline, or otherwise prepare your response. **However, your final response to the exercise must be typed into the on-screen response box OR written on the response sheets and scanned using the scanner provided.**

Your response will be evaluated based on the following criteria.

**LISTENING COMPREHENSION:** accuracy and completeness in comprehending spoken language

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

Any time spent responding to the assignment, including scanning the response sheet(s), is part of your testing time. Monitor your time carefully. When your testing time expires, a pop-up message will appear on-screen indicating the conclusion of your test session. Only response sheets that are scanned before you end your test or before time has expired will be scored. Any response sheet that is not scanned before testing ends will NOT be scored.

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

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

**Be sure you have your headset on before proceeding.**

Select the **Next** button to continue.

## OPEN-RESPONSE ITEM: LISTENING COMPREHENSION

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

\*(PAUSE 30 seconds)

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

(one male speaker)

[Simplified]

中国有句俗话说：平平淡淡才是真。今天两位新人收到了在座各位许多的祝福与吉言，作为家长，我就不再重复了。我更想对两位新人说的是，从今往后，你们面临更多的是成千上万个平凡而普通的日子，这些日子不会是每天都风调雨顺。生活有时候可能充满困难，也有时候可能造成矛盾——但这没什么可怕的：只要你们夫妻同甘共苦，互相体谅，互相包容，团结一心，就一定能够营造一个幸福、安宁、快乐的家，直至白头偕老。再次祝福你们新婚幸福！

[Traditional]

中國有句俗話說：平平淡淡才是真。今天兩位新人收到了在座各位許多的祝福與吉言，作為家長，我就不再重複了。我更想對兩位新人說的是，從今往後，你們面臨更多的是成千上萬個平凡而普通的日子，這些日子不會是每天都風調雨順。生活有時候可能充滿困難，也有時候可能造成矛盾——但這沒什麼可怕的：只要你們夫妻同甘共苦，互相體諒，互相包容，團結一心，就一定能夠營造一個幸福、安寧、快樂的家，直至白頭偕老。再次祝福你們新婚幸福！

Now the monologue will be repeated.

(Monologue is repeated)

(PAUSE 3 seconds)

Now write your response to the assignment.\*

Supporting your ideas with references from the monologue, write a response of approximately 100–200 words in Chinese (Simplified or Traditional characters) or in English in which you:

- identify the speaker and setting of this monologue;
- summarize the advice given by the speaker; and
- analyze the purpose of this monologue.

If you choose to respond in Chinese and scan your response, do NOT use more than ONE (1) Response Sheet.

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

The setting is a wedding and the speaker is the father of the bride or the groom.

As the father of one of the newlyweds, he is giving a speech to both congratulate the couple and to give them advice on how to make the marriage last until they get old and have grey hair, "白头到老". The speaker starts out by quoting an old Chinese saying "平平淡淡才是真", which means reality is bland, therefore they should expect an average, normal everyday life. He says there will also be obstacles and difficulties that could create conflicts, but as long as they can work with each other, understand and forgive each other, they will be able to build a happy family.

The purpose of the monologue is to let the newlyweds be aware of the life ahead of them and how to make it work. From the perspective of a father, his advice would be useful to the couple because it's coming from personal experience, and because he is the father, he truly wishes them a happy marriage, which is why he talks about both the good and bad aspects awaiting them, and gives practical advice about how to deal with possible problems.

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

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

**Listening Comprehension:** The response shows thorough understanding of the monologue's literal content. The self-identification of the speaker as a parent is comprehended, and the summary of the advice is accurate and includes details from the monologue such as the father's use of the old Chinese saying and the methods he lists to make the marriage last.

**Inference:** The response makes inferences that are supported by analysis of the literal content of the monologue. The response infers that the monologue is a wedding speech based on the fact that the speaker refers to the couple as newlyweds '新人', and conveys the good wishes offered by everyone in the audience '在座各位许多的祝福与吉言'.

The response also infers that the purpose of the speech is to inform the newlyweds about the reality of married life, and to give advice about resolving issues that the couple may encounter. Based on the role of the speaker as father of either the bride or groom, it is also inferred that he is sharing advice from his own marriage, and that he is speaking with the intention to wish the newlyweds a happy life as a couple who may eventually have a family of their own.

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

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

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

Select the **Next** button to continue.

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

1. For most of China's history, the region surrounding the Yellow River (黄河 / 黃河) has been distinguished from other regions of China because the area:
  - A. includes major ocean ports for overseas trade.
  - B. is a major center of agricultural production.
  - C. includes the majority of the nation's Han population.
  - D. functions as the center of political power.
  
2. Which of the following elements of Chinese culture can best be used to illustrate the historical concept of continuity?
  - A. the Mandate of Heaven
  - B. policies of territorial expansion
  - C. Buddhist perspectives on life and death
  - D. Daoist philosophies
  
3. One significant difference between the traditions of Taiwanese opera and Beijing opera is that Taiwanese opera uses:
  - A. a musical style derived from folk songs of the Fujian region.
  - B. traditionally defined character roles drawn from prescribed categories.
  - C. stylized gestures and movements that convey specific meanings.
  - D. facial makeup in which colors represent particular character traits.

4. The entrance to Chinatown in Boston, Massachusetts, is marked by a large gate with a two-tiered archway decorated with upturned eaves and animal figurines on the roof. The presence and features of this gate are most likely meant to:
- A. identify the regions in China from which many neighborhood residents emigrated.
  - B. symbolize traditional beliefs related to the protection and prosperity of important places.
  - C. encourage tourists to visit the shops and restaurants located in the neighborhood.
  - D. commemorate important dates and events in the development of the community.
5. When a Chinese individual refuses a gift presented by a visitor one or more times before accepting it, he or she is most expressing which of the following cultural values?
- A. the belief that certain numbers convey good or bad fortune
  - B. the importance of showing respect to others
  - C. the belief that relationships must be carefully cultivated
  - D. the importance of establishing interpersonal connections
6. The trend toward increasing social and economic equality and independence for women that characterized China in the twentieth century most reflects:
- A. Buddhist beliefs related to the importance of social harmony.
  - B. the opportunities presented by China's increasing industrial and economic development.
  - C. Maoist-era ideals related to creating a classless society.
  - D. new perspectives introduced through China's expanding involvement in international trade.

## ANSWER KEY—CULTURAL PERSPECTIVES, COMPARISONS, AND CONNECTIONS

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

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## SUBAREA III: LINGUISTICS AND LANGUAGE STRUCTURES

### DIRECTIONS FOR SECTION FOUR: LINGUISTICS AND LANGUAGE STRUCTURES

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

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

You may use the erasable notebooklet to make notes, write an outline, or otherwise prepare your response to the exercises. **However, your final responses to the exercises must be written on the response sheets and scanned using the scanner provided.**

Write your responses to the exercises on the response sheets provided. **Your scores will be based solely on the responses written on the response sheets provided.** Your responses to the exercises will be scored on the basis of grammatical correctness.

Select the **Next** button to continue.

## MULTIPLE-CHOICE QUESTIONS— LINGUISTICS AND LANGUAGE STRUCTURES

1. Comprehensible-input activities in a third-year Chinese language class would typically include activities in which students interpret second-language information that is:
  - A. slightly above their current knowledge level.
  - B. at a knowledge level equal to their current second-year understanding.
  - C. slightly below their current knowledge level.
  - D. at a first-year knowledge level that they can easily understand.
  
2. Stephen Krashen hypothesized that second-language acquisition can be inhibited by:
  - A. proactive interference of the primary language.
  - B. overextension of single words to cover concepts.
  - C. affective filtering during communication.
  - D. limitations imposed by fixed developmental sequences.
  
3. A child learning English as her first language produces the word *drived* to indicate the past tense of *drive*. The child's use of the word *drived* most likely results from the child's:
  - A. out-of-context imitation of overheard speech.
  - B. misunderstanding of the past tense.
  - C. overgeneralization of a previously learned rule.
  - D. imaginative exploration of language.

4. Which of the following goals and strategies for second-language teaching would be the best way to take advantage of similarities between first- and second-language acquisition?
- A. encouraging the development of an extensive vocabulary through writing and dictionary usage
  - B. developing native-like pronunciation and grammatical accuracy through drills
  - C. encouraging communication of meaning through holistic learning methods
  - D. developing a sophisticated understanding of literature through intensive reading
5. Which of the following best characterizes the comprehension stage of second-language development?
- A. production of partially correct structures when speaking
  - B. inconsistent use of correct grammatical constructions
  - C. speaking in simplified but accurate sentences to express ideas
  - D. interpretation of the language with little or no production
6. In second-language acquisition, intermediate proficiency is characterized by which of the following properties?
- A. dependence on props for communicating
  - B. ability to negotiate meaning in conversation and other daily interactions
  - C. cautious use of vocabulary limited to concrete objects and simple phrases
  - D. reading and speaking skills similar to those of a native speaker

7. A high school Chinese teacher is teaching a course that includes students with many different backgrounds, experiences, and learning styles. Which of the following types of assignments would best accommodate the diverse needs of the students?
- A. exercises from the students' textbook
  - B. presentational projects prepared at home
  - C. individual Internet and computer work
  - D. cooperative and collaborative assignments
8. Students in an intermediate Chinese course are able to perform basic communicative acts such as greeting and responding to greetings, asking and answering simple questions, exchanging information, and expressing likes and dislikes. Which of the following strategies would best support the students' development of the next stage of second-language acquisition?
- A. providing experiences in which students must negotiate meaning in unfamiliar contexts
  - B. reviewing grammatical constructions until students have mastered all beginning material
  - C. grouping students who are at the same level of language proficiency to work together on class activities
  - D. presenting frequent examples of recordings made by native speakers to students
9. In contrast to an adult learner, a child learning the structure of a second language is more likely to:
- A. depend on written representation of the second language.
  - B. apply the underlying structure of the second language spontaneously.
  - C. memorize grammar rules of the second language.
  - D. compare the structures of the native and second languages consciously.

10. Changing the pitch of a word when speaking in English can reflect different feelings, attitudes, and emotions or create emphasis within a sentence. In Chinese, changing the tone used when pronouncing a word would:
- A. result in a completely different lexical meaning.
  - B. function as a marker of formality.
  - C. reflect the age of the speaker.
  - D. change the type or function of the sentence.
11. Which of the following traditions of symbolism most clearly reflects the way language in particular reflects culture in Chinese?
- A. Long noodles are eaten to represent long life.
  - B. The dragon was used historically as a symbol of the emperor.
  - C. The color white is worn during a time of mourning.
  - D. The fish is associated with wealth or prosperity.

## ANSWER KEY—LINGUISTICS AND LANGUAGE STRUCTURES

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

## **DESCRIPTION OF THE LINGUISTICS AND LANGUAGE STRUCTURES OPEN-RESPONSE ITEMS**

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

## **DIRECTIONS FOR SECTION FOUR: LINGUISTICS AND LANGUAGE STRUCTURES—PASSAGE**

This portion of the Linguistics and Language Structures section of the test consists of a passage to be completed by providing the grammatically correct word in the target language for each numbered space. Directions are provided before the passage. Write your responses on one of the response sheets provided to you. Before you continue, please label the response sheet "Linguistics and Language Structures Passage".

You may use the erasable notebooklet to make notes, write an outline, or otherwise prepare your responses to the passage. **However, your final responses to the passage must be written on one of the response sheets provided.**

Your final response must be scanned using the scanner provided at your workstation. **Instructions for scanning your Response Sheet are available by clicking the "Scanning Help" button at the top of the screen.**

Any time spent responding to the assignment, including scanning the response sheet(s), is part of your testing time. Monitor your time carefully. When your testing time expires, a pop-up message will appear on-screen indicating the conclusion of your test session. Only response sheets that are scanned before you end your test or before time has expired will be scored. Any response sheet that is not scanned before testing ends will NOT be scored.

Select the **Next** button to continue.



## PASSAGE: LINGUISTICS AND LANGUAGE STRUCTURES

12. For the exercise that follows, respond to either the version presented in Simplified characters OR the version presented in Traditional characters. Do NOT respond to both versions of the exercise.

### [Simplified Characters]

Complete the passage below by providing for each numbered space a grammatically correct Chinese term that is appropriate in the context. Write each response on the Response Sheet you labeled "Linguistics and Language Structures Passage." Number the Response Sheet 1 through 12 and write your responses on the line that corresponds to the numbered space in the passage. When finished, scan your Response Sheet using the scanner provided at your workstation.

有一天，王大中正悠闲地在湖边散步，他 (1) \_\_\_\_\_ 看见一个小孩掉到湖里了，他奋不顾身 (2) \_\_\_\_\_ 跳进湖里， (3) \_\_\_\_\_ 小孩救了上来。然后做人工呼吸把他救活了。小孩醒来以后就哭 (4) \_\_\_\_\_ 了。王大中赶快问小孩住在哪儿，然后送他回家。他的妈妈 (5) \_\_\_\_\_ 很着急地到处找他找不到，看见他回来了高兴 (6) \_\_\_\_\_ 不得了，一把抱 (7) \_\_\_\_\_ 他，就哭了。妈妈问，你怎么会掉到湖里呢？小孩子说：“我 (8) \_\_\_\_\_ 是在岸上玩的，后来爬到岸边的一块大石头上玩，谁知道 (9) \_\_\_\_\_ 爬上去 (10) \_\_\_\_\_ 没站稳， (11) \_\_\_\_\_ 滑到湖里去了。”妈妈说：“以后绝对不许一个人到湖边玩了，一定要有大人跟着 (12) \_\_\_\_\_ 行。”

### [Traditional Characters]

Complete the passage below by providing for each numbered space a grammatically correct Chinese term that is appropriate in the context. Write each response on the Response Sheet you labeled "Linguistics and Language Structures Passage." Number the Response Sheet 1 through 12 and write your responses on the line that corresponds to the numbered space in the passage. When finished, scan your Response Sheet using the scanner provided at your workstation.

有一天，王大中正悠閒地在湖邊散步，他 (1) \_\_\_\_\_ 看見一個小孩掉到湖里了，他奮不顧身 (2) \_\_\_\_\_ 跳進湖裡， (3) \_\_\_\_\_ 小孩救了上來。然後做人工呼吸把他救活了。小孩醒來以後就哭 (4) \_\_\_\_\_ 了。王大中趕快問小孩住在哪兒，然後送他回家。他的媽媽 (5) \_\_\_\_\_ 很著急地到處找他找不到，看見他回來了高興 (6) \_\_\_\_\_ 不得了，一把抱 (7) \_\_\_\_\_ 他，就哭了。媽媽問，你怎麼會掉到湖里呢？小孩子說：“我 (8) \_\_\_\_\_ 是在岸上玩的，後來爬到岸邊的一塊大石頭上玩，誰知道 (9) \_\_\_\_\_ 爬上去 (10) \_\_\_\_\_ 沒站穩， (11) \_\_\_\_\_ 滑到湖里去了。”媽媽說：“以後絕對不許一個人到湖邊玩了，一定要有大人跟著 (12) \_\_\_\_\_ 行。”

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

This portion of the Linguistics and Language Structures section of the test consists of six short answer questions. Directions are provided before each question. Write your response to each question on one of the response sheets provided to you. Before you continue, please label your response sheets with the appropriate exercise numbers as follows.

1. "Exercise 1"
2. "Exercise 2"
3. "Exercise 3"
4. "Exercise 4"
5. "Exercise 5"
6. "Exercise 6"

You may use the erasable notebooklet to make notes, write an outline, or otherwise prepare your response to the exercises. **However, your final responses to the exercises must be written on the response sheets provided.**

Your final responses must be scanned using the scanner provided at your workstation. **Instructions for scanning your Response Sheets are available by clicking the "Scanning Help" button at the top of the screen.**

Any time spent responding to the assignments, including scanning the response sheet(s), is part of your testing time. Monitor your time carefully. When your testing time expires, a pop-up message will appear on-screen indicating the conclusion of your test session. Only response sheets that are scanned before you end your test or before time has expired will be scored. Any response sheet that is not scanned before testing ends will NOT be scored.

Select the **Next** button to continue.

**SHORT-ANSWER QUESTIONS: LINGUISTICS AND LANGUAGE STRUCTURES**

13. Follow the directions provided below and write a response in Chinese on the Response Sheet you labeled "Exercise 1." Respond to either the version presented in Simplified characters or the version presented in Traditional characters. Do NOT respond to both versions of the sentence. When finished, scan your Response Sheet using the scanner provided at your workstation.

Rewrite the sentence below as a topic-comment sentence. Make all necessary changes.

**[Simplified Characters]**

李明不想去中国，可是他爸爸已经帮他买了飞机票了。

**[Traditional Characters]**

李明不想去中國，可是他爸爸已經幫他買了飛機票了。

14. Follow the directions provided below and write a response in Chinese on the Response Sheet you labeled "Exercise 2." Respond to either the version presented in Simplified characters or the version presented in Traditional characters. Do NOT respond to both versions of the sentence. When finished, scan your Response Sheet using the scanner provided at your workstation.

Rewrite the sentence below using a question pronoun as an indefinite reference. Make all necessary changes.

**[Simplified Characters]**

我想住在安静的地方，离学校远近都无所谓。

**[Traditional Characters]**

我想住在安靜的地方，離學校遠近都無所謂。

15. Follow the directions provided below and write a response in Chinese on the Response Sheet you labeled "Exercise 3." Respond to either the version presented in Simplified characters or the version presented in Traditional characters. Do NOT respond to both versions of the sentence. When finished, scan your Response Sheet using the scanner provided at your workstation.

Rewrite the sentence below using paired conjunctions. Make all necessary changes.

**[Simplified Characters]**

住在宿舍很方便，周末常常很吵。

**[Traditional Characters]**

住在宿舍很方便，週末常常很吵。

16. Rewrite the sentence below in Chinese, correcting all errors and retaining the original meaning. Write your response on the Response Sheet you labeled "Exercise 4." Respond to either the version presented in Simplified characters or the version presented in Traditional characters. Do NOT respond to both versions of the sentence. When finished, scan your Response Sheet using the scanner provided at your workstation.

**[Simplified Characters]**

昨天我在商店里见一个红皮包，我喜欢很多。

**[Traditional Characters]**

昨天我在商店裡見一個紅皮包，我喜歡很多。

17. Rewrite the sentence below in Chinese, correcting all errors and retaining the original meaning. Write your response on the Response Sheet you labeled "Exercise 5." Respond to either the version presented in Simplified characters or the version presented in Traditional characters. Do NOT respond to both versions of the sentence. When finished, scan your Response Sheet using the scanner provided at your workstation.

**[Simplified Characters]**

我想买那个新电脑，可是不够钱，不可以买。

**[Traditional Characters]**

我想買那個新電腦，可是不夠錢，不可以買。

18. Rewrite the sentence below in Chinese, correcting all errors and retaining the original meaning. Write your response on the Response Sheet you labeled "Exercise 6." Respond to either the version presented in Simplified characters or the version presented in Traditional characters. Do NOT respond to both versions of the sentence. When finished, scan your Response Sheet using the scanner provided at your workstation.

**[Simplified Characters]**

因为小张的爸爸很病重，他要马上回家，我去火车站送行他。

**[Traditional Characters]**

因為小張的爸爸很病重，他要馬上回家，我去火車站送行他。

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

### Simplified

#### 12. (Passage)

- (1) 突然
- (2) 地
- (3) 把
- (4) 起来
- (5) 正在
- (6) 得
- (7) 起
- (8) 开始
- (9) 一
- (10) 还
- (11) 就
- (12) 才

13. 李明不想去中国，可是飞机票他爸爸已经帮他买了。

14. 我想住在安静的地方，哪儿都无所谓。

15. 虽然住在宿舍很方便，可是周末常常很吵。

16. 昨天我在商店里看见一个红皮包，我很喜欢。

17. 我想买那个新电脑，可是钱不够，买不了。

18. 因为小张的爸爸病得很重，他要马上回家，所以我去火车站送他。

**Traditional**

12. (Passage)

- (1) 突然
- (2) 地
- (3) 把
- (4) 起來
- (5) 正在
- (6) 得
- (7) 起
- (8) 開始
- (9) 一
- (10) 還
- (11) 就
- (12) 才

13. 李明不想去中國，可是飛機票他爸爸已經幫他買了。

14. 我想住在安靜的地方，哪兒都無所謂。

15. 雖然住在宿舍很方便，可是周末常常很吵。

16. 昨天我在商店裡看見一個紅皮包，我很喜歡。

17. 我想買那個新電腦，可是錢不夠，買不了。

18. 因為小張的爸爸病得很重，他要馬上回家，所以我去火車站送他。

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

*These are examples of strong responses for the following reasons:*

### Simplified

#### 12. (Passage)

- (1) 突然 is an adverb and is used here to indicate that the change in the action is sudden.
- (2) The adverbial marker 地 must be added to the preceding phrase to clearly indicate that the phrase is an adverb modifying the verb 跳.
- (3) The 把 particle is needed here to form the disposal structure, which indicates how a verb acts upon or "disposes of" its object.
- (4) This verb complement is used to indicate the beginning of an action that is expected to last for some time. Here, the child is just starting to cry, but the understanding is that the child will continue to cry for a little while.
- (5) 正在 is an adverb that emphasizes the ongoing actions taking place despite the fact that other events have concluded.
- (6) 得 is a complement of degree that, in this case, expresses the degree of the adjective preceding it (高兴).
- (7) A directional complement specifies the direction of an action. Here, the directional complement 起 is placed after the verb to indicate the mother is moving the child in an upward direction (i.e., she is picking him up).
- (8) 开始 is an adverbial phrasing, here, initiating a sequence of events.
- (9) The sentence started in #8 moves on to talk about a chain reaction of events that will occur quickly, one right after the other. Here, the term — is a conjunction signifying the initial action that will lead to a consequence in # 11.
- (10) 还 is an adverb that describes the action of not yet being able to perform an action (here, the action of stabilizing oneself).
- (11) This is the second set of the paired conjunctions begun in # 8. This one signifies the consequence of what started in #8. The paired conjunctions express a close connection in time between the two actions.
- (12) 才 is an adverb indicating that a condition must be satisfied in order for a certain action to be carried out; in this case, the child must be accompanied by an adult in order to play at the lake.

13. The original sentence uses the subject – verb – object (SVO) structure. Moving the object of the original main clause to the front makes it into the topic, or theme, of the main clause.

14. The indefinite question pronoun 哪儿 refers to the indefinite noun "any place" and acts as the subject of the main clause.



15. The paired conjunctions 虽然 and 可是 express the contrast of the two ideas indicated in the original sentence.
16. 见 is a resultative complement, so it needs to have the verb 看 to express the action of seeing. 很多 is incorrect because, combined, it is an adjective, and an adverb is needed to modify the verb 喜欢. By itself, 很 is an appropriate adverb and must be placed before the verb itself.
17. The phrase "not enough money" should be written in topic – comment structure with the conjunction 可是 to put emphasis on money, which is the topic of the clause. The phrase "not able to buy" needs to be in "verb + complement" structure to indicate that the action cannot be completed.
18. The clause for "is very ill" needs to be in "verb + 得 + degree modifier" structure. Because the paired conjunction 因为 is used in the beginning of the sentence, 所以 needs to be in the later part of the sentence to express cause and effect. The verb 送 "to send someone off" can only take one direct object after it; therefore, the correct phrase would be 送他.

### Traditional

#### 12. (Passage)

- (1) 突然 is an adverb and is used here to indicate that the change in the action is sudden.
- (2) The adverbial marker 地 must be added to the preceding phrase to clearly indicate that the phrase is an adverb modifying the verb 跳.
- (3) The 把 particle is needed here to form the disposal structure, which indicates how a verb acts upon or "disposes of" its object.
- (4) This verb complement is used to indicate the beginning of an action that is expected to last for some time. Here, the child is just starting to cry, but the understanding is that the child will continue to cry for a little while.
- (5) 正在 is an adverb that emphasizes the ongoing actions taking place despite the fact that other events have concluded.
- (6) 得 is a complement of degree that, in this case, expresses the degree of the adjective preceding it (高興).
- (7) A directional complement specifies the direction of an action. Here, the directional complement 起 is placed after the verb to indicate the mother is moving the child in an upward direction (i.e., she is picking him up).
- (8) 開始 is an adverbial phrasing, here, initiating a sequence of events.
- (9) The sentence started in #8 moves on to talk about a chain reaction of events that will occur quickly, one right after the other. Here, the term 一 is a conjunction signifying the initial action that will lead to a consequence in # 11.
- (10) 還 is an adverb that describes the action of not yet being able to perform an action (here, the action of stabilizing oneself).
- (11) This is the second set of the paired conjunctions begun in # 8. This one signifies the consequence of what started in #8. The paired conjunctions express a close connection in time between the two actions.

- (12) 才 is an adverb indicating that a condition must be satisfied in order for a certain action to be carried out; in this case, the child must be accompanied by an adult in order to play at the lake.
13. The original sentence uses the subject – verb – object (SVO) structure. Moving the object of the original main clause to the front makes it into the topic, or theme, of the main clause.
14. The indefinite question pronoun 哪兒 refers to the indefinite noun "any place" and acts as the subject of the main clause.
15. The paired conjunctions 雖然 and 可是 express the contrast of the two ideas indicated in the original sentence.
16. 見 is a resultative complement, so it needs to have the verb 看 to express the action of seeing. 很多 is incorrect because, combined, it is an adjective, and an adverb is needed to modify the verb 喜歡. By itself, 很 is an appropriate adverb and must be placed before the verb itself.
17. The phrase "not enough money" should be written in topic – comment structure with the conjunction 可是 to put emphasis on money, which is the topic of the clause. The phrase "not able to buy" needs to be in the "verb + complement" structure to indicate that the action cannot be completed.
18. The clause for "is very ill" needs to be in "verb + 得 + degree modifier" structure. Because the paired conjunction 因為 is used in the beginning of the sentence, 所以 needs to be in the later part of the sentence to express cause and effect. The verb 送 "to send someone off" can only take one direct object after it; therefore, the correct phrase would be 送他.

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## **SUBAREA II: READING COMPREHENSION**

### **DESCRIPTION OF THE READING COMPREHENSION OPEN-RESPONSE ITEM**

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

## **DIRECTIONS FOR SECTION FIVE: READING COMPREHENSION**

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

You may use the erasable notebooklet to make notes, write an outline, or otherwise prepare your response. If you choose to respond in English, type your response in the response box presented on-screen. If you choose to respond in the target language, your final response must be written on the response sheet provided. Please label your response sheet with the appropriate exercise (e.g., "Reading Comprehension"). Your response sheet must be scanned using the scanner provided at your workstation.

**Instructions for scanning your Response Sheet are available by clicking the "Scanning Help" button at the top of the screen.**

Your response will be evaluated based on the following criteria.

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

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

Any time spent responding to the assignment, including scanning the response sheet(s), is part of your testing time. Monitor your time carefully. When your testing time expires, a pop-up message will appear on-screen indicating the conclusion of your test session. Only response sheets that are scanned before you end your test or before time has expired will be scored. Any response sheet that is not scanned before testing ends will NOT be scored.

Select the **Next** button to continue.

## OPEN-RESPONSE ITEM: READING COMPREHENSION

**This is a reading comprehension exercise. Read the email presented below in either Simplified or Traditional characters. Then complete the assignment that follows, supporting your ideas with references from the email. Your response may be written in either Chinese (Simplified or Traditional characters) or English. Choice of language will not affect your score.**

### [Simplified]

尊敬的读者朋友：

非常感谢您长期以来对《读书》杂志的支持！为了回报您对我们的支持，我在这里很荣幸地邀请您成为我们刚刚上线的“读书网”的尊贵会员。作为会员，您将能享受到我们仅为“读书网”网站会员提供的所有优惠和特权，更有机会在“读书网”的社区中结识其他与您一样热爱阅读的精英人士！

“读书网”以“享受阅读，品味生活”为使命，目标是让成功人士在取得财富成果的同时，也能尽情享受阅读带来的快乐，得到精神生活与事业成功的和谐平衡。

您只要点击本邮件中的“接受”键，便可自动成为“读书网”的尊贵会员。非常感谢您的关注，期待您加入“读书网”！

《读书》出版人

### [Traditional]

尊敬的讀者朋友：

非常感謝您長期以來對《讀書》雜誌的支持！為了回報您對我們的支持，我在這裡很榮幸地邀請您成為我們剛剛上線的“讀書網”的尊貴會員。作為會員，您將能享受到我們僅為“讀書網”網站會員提供的所有優惠和特權，更有機會在“讀書網”的社區中結識其他與您一樣熱愛閱讀的精英人士！

“讀書網”以“享受閱讀，品味生活”為使命，目標是讓成功人士在取得財富成果的同時，也能盡情享受閱讀帶來的快樂，得到精神生活與事業成功的和諧平衡。

您只要點擊本郵件中的“接受”鍵，便可自動成為“讀書網”的尊貴會員。非常感謝您的關注，期待您加入“讀書網”！

《讀書》出版人

Supporting your ideas with references from the email, write a response of approximately 100–200 words in Chinese (Simplified or Traditional characters) or in English in which you:

- summarize the offer being made in this email;
- describe the outcome the email is intended to elicit; and
- analyze how the language of the email encourages readers to accept this offer.

**If you choose to respond in Chinese and scan your response, do NOT use more than ONE (1) Response Sheet.**

## SAMPLE STRONG RESPONSE FOR OPEN-RESPONSE ITEM— READING COMPREHENSION

This email is offering the magazine's readers the chance to become members of the newly launched 读书网. As part of the membership, the readers get special promotions and exclusive rights, as well as the chance to meet other successful people in the online community with a passion for reading. By clicking on the "accept" ("接受") button in the email, the reader will automatically become a member.

The intention of the email is to get the readers to not only subscribe to the magazine service, but to also become members of the website so they would be likely to spend more money on the online products, which are probably e-books or hardcopy books since the website is called "Reading."

The tone of voice and the way the writer addresses the readers is very respectful, humble, and sincere. 您 is used throughout; words like 尊敬 and 尊贵, 成功人士 and 精英人士 are used to refer to the readers, which would make them feel complimented. Doing this would encourage the readers to accept the offer because they would feel valued and proud to be a member.

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

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

**Literal Comprehension:** The response demonstrates thorough understanding of the passage by providing a comprehensive summary of the offer made in the email. The response is supported by significant details like the name of the website ("读书网"), the benefits of becoming a member ("享受到我们仅为网站会员提供的所有优惠和特权"), and that it is just a simple click away to become a member ("点击'接受'键便可成为'读书网'的尊贵会员").

**Inference:** The response accurately infers information based on the literal content to describe the goal of the email. The response reasonably concludes that the purpose of the email is to get readers who have already subscribed to the magazine service to buy more products, such as books, based on the statement that special benefits are offered to its members. Since the website is called "读书网," it is logical to infer that these products are types of reading materials.

The response also demonstrates the ability to analyze how the language of the email encourages readers to accept the offer. Based on the fact that polite forms are used to address the readers, and words such as elite ("尊贵"), successful people ("成功人士") are used to refer to the readers, the response appropriately infers that readers would be motivated to become members in order to belong to this special group.

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## **SUBAREA V: WRITTEN EXPRESSION**

### **DESCRIPTION OF THE WRITTEN EXPRESSION OPEN-RESPONSE ITEM**

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



## DIRECTIONS FOR SECTION SIX: WRITTEN EXPRESSION

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

**Your final response must be written on the response sheet provided.** Please label your response sheet with the appropriate exercise (e.g., "Written Expression"). Your response sheet must be scanned using the scanner provided at your workstation.

**Instructions for scanning your Response Sheet are available by clicking the "Scanning Help" button at the top of the screen.**

Your response will be evaluated based on the following criteria.

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

**COHERENCE:** organization and clarity of ideas

**CONTENT:** development of ideas and relevance of supporting details

**GRAMMAR:** accuracy of grammatical forms and syntax

**VOCABULARY:** command of vocabulary and idiomatic expressions

**MECHANICS:** accuracy of spelling, diacritical marks, and punctuation

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

Any time spent responding to the assignment, including scanning the response sheet(s), is part of your testing time. Monitor your time carefully. When your testing time expires, a pop-up message will appear on-screen indicating the conclusion of your test session. Only response sheets that are scanned before you end your test or before time has expired will be scored. Any response sheet that is not scanned before testing ends will **NOT** be scored.

Select the **Next** button to continue.

**OPEN-RESPONSE ITEM: WRITTEN EXPRESSION**

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

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

Your response must be written in Chinese characters (Simplified or Traditional).

**Do NOT use more than one (1) Response Sheet. When finished, scan your Response Sheet using the scanner provided at your workstation.**

## SAMPLE STRONG RESPONSE FOR OPEN-RESPONSE ITEM— WRITTEN EXPRESSION

### Simplified:

亲爱的孙爸孙妈，别来无恙。

几个月没与你们联络，近来可好？很抱歉过了这么长时间才再次给你们写信，实在是因为最近事情太多，抽不出空静下心来好好的写封信。一直拖到现在放寒假了才好不容易有自己的时间，希望你们能谅解。

这三个月来，毕业论文的事把我搞的焦头烂额，不是资料不完全，就是格式上有问题。还好我的导师给我充分的帮助及支持，我才能顺利完成并将在下个月进行答辩。希望到时我可以亲自致电通知你们好消息。

不知你们最近都做了些什么呢？退休生活还习惯吗？有没有发生任何新鲜事啊？记得上次听小孙说要准备当爸爸了，想必你们对第一次做爷爷奶奶肯定是非常兴奋。我认为你们一定会是称职的爷爷奶奶的，因为你们当初可是把我照顾的无微不至，跟你们生活在一起的时候是我近几年来最幸福的时光。我都被你们养胖了十斤呢！

回想起在上海与你们生活的日子，让我决定毕业后回到上海定居工作，开始一个崭新的人生。到时也能常常与你们一家子相聚，一起谈天说地，相互照应。

想着想着，我可是越来越期待可以早点实现这个计划了。所以今天就先说到这里，等下个月给你们报佳音时在畅谈我的打算吧。

保重身体，  
小乔敬上

### Traditional:

親愛的孫爸孫媽，別來無恙。

幾個月沒與你們聯絡，近來可好？很抱歉過了這麼長時間才再次給你們寫信，實在是因為最近事情太多，抽不出空靜下心來好好的寫封信。一直拖到現在放寒假了才好不容易有自己的時間，希望你們能諒解。

這三個月來，畢業論文的事把我搞的焦頭爛額，不是資料不完全，就是格式上有問題。還好我的導師給我充分的幫助及支持，我才能順利完成並將在下個月進行答辯。希望到時我可以親自致電通知你們好消息。

不知你們最近都做了些什麼呢？退休生活還習慣嗎？有沒有發生任何新鮮事啊？記得上次聽小孫說要準備當爸爸了，想必你們對第一次做爺爺奶奶肯定是非常興奮。我認為你們一定會是稱職的爺爺奶奶的，因為你們當初可是把我照顧的無微不至，跟你們生活在一起的時候是我近幾年來最幸福的時光。我都被你們養胖了十斤呢！

回想起在上海與你們生活的日子，讓我決定畢業後回到上海定居工作，開始一個嶄新的人生。到時也能常常與你們一家子相聚，一起談天說地，相互照應。

想著想著，我可是越來越期待可以早點實現這個計劃了。所以今天就先說到這裡，等下個月給你們報佳音時在暢談我的打算吧。

保重身體，  
小喬敬上

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

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

**Purpose:** The response thoroughly fulfills the purpose of the assignment by connecting with the theoretical host family in letter format. The letter includes reminiscences about experiences the writer had during her stay with the family as well as the writer's current and projected future experiences. The tone of the letter is warm and friendly, which demonstrates the close relationship between the writer and the audience.

**Coherence:** The ideas are organized into separate paragraphs, each of which focuses on a single general topic, fleshed out with relevant details and supporting ideas. The letter has a clear overarching structure. It starts out with warm greetings and a description of the writer's current life events. Then, the writer inquires about the host family's recent activities, and concludes the letter by informing them of future plans.

**Content:** The response lays out a variety of topics that are relevant to the assignment. Each idea is elaborated upon with extensive supporting details. For example, the writer explains the reason for her having been too busy to write for a long time and relates back to a piece of information regarding the son of the host family becoming a first-time father when inquiring about the host family's recent activities. The ability to develop ideas showcases strength in many areas of language proficiency (vocabulary, coherence, grammar, mechanics, fulfilling the purpose of the assignment).

**Grammar:** The response exhibits mastery of a variety of grammatical structures. A mixture of appropriate simple and complex grammatical and syntactic structures is featured. Transitional words are used extensively and accurately, such as in the first sentence of the second paragraph (不是...就是...). The response also shows mastery of the subjunctive structure in 想必你们..... There is misuse of the three "de" (的, 得, 地), but these minor errors do not impede communication or impact the overall strength of the response's handling of grammar and syntax.

**Vocabulary:** The response reflects a broad command of the language. Word choices are appropriate and idiomatic language is used throughout (i.e., it does not sound translated from another language). The response demonstrates access to a varied vocabulary, including higher-level, specific, and idiomatic words and phrases, such as 别来无恙, 谅解, 焦头烂额, 无微不至, 谈天说地, 相互照应, 报佳音, 畅谈, 崭新, that lend precision to the communication.

**Mechanics:** Punctuation is consistently clear throughout the response and exemplifies the writer's emotions. Character formation is accurate, with only a minor mistake in the last paragraph with the use of "在."

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