



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

### Russian (Field 31)

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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](#)

[Subarea I: Listening Comprehension](#)

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## **SUBAREA VI: ORAL EXPRESSION**

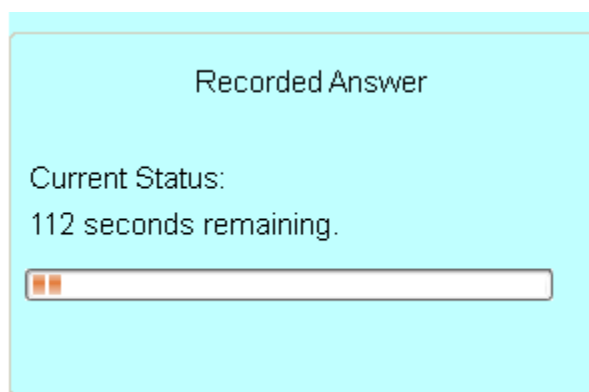
### **DESCRIPTION OF THE ORAL EXPRESSION OPEN-RESPONSE ITEM**

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 Russian is spoken who is spending a year at your school on an exchange program. After several weeks in the United States, the student is homesick and is not interacting well with other students. The student's parents telephone to express their concern and ask your advice. Speaking in Russian, reassure them about the situation and offer them advice about how their child might better adapt to the new surroundings. You may wish to include, but are not limited to, the following topics:

- possible reasons for the student's difficulty in adjusting, and any changes that could improve the situation;
- what the parents might do to encourage the student; 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 Russian. Ideas presented should be bolstered by elaboration (specifying details, extended exploration of topics/assertions, relevant reasoning) that deepens them and fleshes out the response. The sequencing of ideas should be logical and transitions between ideas should be smooth. The oral language should be fluid and clear, with standard pronunciation and a consistent flow of speech that displays facility with using the Russian language to communicate. 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 Russian and not imported from another language. A variety of relevant vocabulary words, expressions, verb tenses and moods, and syntactical constructions should be employed in order to render the response clear and precise. The response should show mastery of verbal aspect and be free from grammar and usage errors.

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

\*(PAUSE 30 seconds)

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

*(one male and one female speaker)*

female: Дорогие гости нашей столицы! Наша экскурсия подошла к концу, но у нас осталось несколько минут на вопросы. Я вас слушаю.

male: Мне бы хотелось больше узнать о церквях, в которых мы были сегодня, как это можно сделать?

female: Я советую вам купить книгу Сергея Маркова, которая так и называется – «Церкви столицы». В ней подробно рассказывается об истории церквей, их архитектуре, внешнем и внутреннем убранстве. Книгу можно купить в любом книжном магазине.

male: Спасибо, а можно ли задать вопрос лично вам?

female: Да, если вас что-то интересует, то пожалуйста.

male: Сколько лет вы работает гидом?

female: Пять лет.

male: Вы удивительно свободно владеете материалом для человека с таким небольшим опытом.

female: Поверьте, пять лет это немало, если ты любишь свою работу. К тому же я постоянно читаю историческую и справочную литературу, хожу на экскурсии к своим коллегам.

male: А какой институт вы закончили?

female: Институт иностранных языков и специальные курсы для гидов.

male: А какими иностранными языками вы владеете?

female: Мой основной язык – китайский. Я была на стажировке в Китае около года. Сейчас я довольно бегло говорю по-китайски, но, к сожалению, у меня мало практики. В институте я также изучала французский и испанский, но свободно ими не владею.

male: Как вы стали гидом?

female: Совершенно случайно. Однажды ко мне приехали друзья, и я показывала им город. Когда мы были в одном из музеев и я рассказывала им о картинах, ко мне подошёл работник музея и сказал, что я могла бы стать хорошим гидом. Я решила, что мне по душе эта работа, и пошла на курсы.

**Now the dialogue will be repeated.**

(Dialogue is repeated)

(PAUSE 3 seconds)

**Now write your response to the assignment.\***

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

- describe how the female speaker became a tour guide;
- explain what the male speaker will likely do to learn more about churches;
- analyze the female speaker's attitude toward her job.

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

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

The female speaker says that she became a tour guide by chance. She graduated from the Institute of Foreign Languages with a major in Russian. However, one day when her friends visited her, she showed them around the city and told them about several pictures in one of the city's museums. A person who worked at the museum overheard how she talked about the pictures to her friends and remarked that she would be a good tour guide. She liked the idea very much and enrolled in a special tour guide training program.

The male speaker is clearly impressed with the tour guide's knowledge (for example, he asks her how she knows so much after being in the profession for such a short time) and therefore will likely follow her advice to go to a bookstore and buy the book *The Capital's Churches* by Sergey Markov in order to learn more about churches.

The female speaker is passionate about her job. Even though she has only been a tour guide for five years, she knows a lot and always strives to learn more to prepare for her tours. She constantly reads additional historical literature and often takes her colleagues' tours.

## 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 a thorough understanding of the conversation's literal content. It accurately describes the sequence of events that took place after the female speaker first got the idea of becoming an official tour guide. It names both her original program of study and major, and the additional specialized tour guide training she enrolled in. It mentions the specific title of the book the tour guide suggested that the male speaker read in order to find out more about the churches in the capital. The inclusion of details such as the length of time the female speaker has been working as a tour guide and the additional activities she pursues to enhance her knowledge and tour guide skills shows literal comprehension that is not only accurate, but complete.

**Inference:** The ability to analyze spoken language and make inferences is clearly demonstrated in this response. It links the female speaker's surprise decision to become a tour guide to a chance meeting with a museum worker who pointed out her potential. The inference that the male speaker will likely buy the book about the capital's churches because he respects the female speaker's opinion is based on his expressions of admiration of her knowledge. The response also cites the female speaker's remark that she reads a lot of additional historical literature and takes her colleagues' tours to support the conclusion that she enjoys her job.

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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. The civil war that erupted in Russia during the period known as the "Time of Troubles" (1598–1613) resulted primarily from conflict between:
  - A. Muslims and Orthodox Christians.
  - B. landowners and serfs.
  - C. contending claimants to tsarist power.
  - D. major regions of Russia.
  
2. As a region, the central and southern Urals are home to some of Russia's largest machinery and metals industries primarily because this region:
  - A. is the historical center of Russian population.
  - B. includes a major river system with access to seaports.
  - C. was a center for Soviet industrial collectives.
  - D. contains large mineral and energy resource deposits.
  
3. In his trilogy of films *Strike*, *The Battleship Potemkin*, and *October*, Sergei Eisenstein is most concerned with which of the following themes?
  - A. an exploration of how individuals adapt to changing social conditions
  - B. a depiction of Communist leaders' achievements in providing for the people
  - C. a portrayal of the Russian people's strength in acting together as a collective hero
  - D. a denunciation of the values and activities of bourgeois culture

**Russian (Field 31): Sample Items**

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4. In 1866 Russian artist Vasily Perov created a painting depicting three peasant children pulling a sled loaded with casks of water. In choosing to title this painting *Troika*, Perov was most likely expressing his view on the:
- A. strength of family and community as part of peasants' lives and identities in rural Russia.
  - B. economic progress experienced by Russian peasants after the abolishment of serfdom.
  - C. simplicity and values that characterized peasant life in the Russian countryside and villages.
  - D. difficulties and struggles of peasants' daily lives when compared to the wealthy in Russia.
5. Which of the following responses best describes the main function of the Duma in Russian government?
- A. to implement foreign policy
  - B. to determine the constitutionality of laws
  - C. to enact laws
  - D. to manage the state bureaucracy
6. Which of the following practices is most closely associated with the Russian holiday of Maslenitsa?
- A. dressing infants in sashes
  - B. consuming *bliny*
  - C. visiting ancestors' graves
  - D. baking *pryaniki*



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

<b>Question Number</b>	<b>Correct Response</b>	<b>Test Objective</b>
1.	<b>C</b>	Demonstrate knowledge of major developments in the history of target-language-speaking cultures and the significance of these developments.
2.	<b>D</b>	Demonstrate knowledge of major developments in the history of target-language-speaking cultures and the significance of these developments.
3.	<b>C</b>	Demonstrate understanding of the relationship between the perspectives and products of target-language-speaking cultures.
4.	<b>D</b>	Demonstrate understanding of the relationship between the perspectives and products of target-language-speaking cultures.
5.	<b>C</b>	Demonstrate understanding of the relationship between the perspectives and practices of target-language-speaking cultures.
6.	<b>B</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 Russian 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 communication of meaning through holistic learning methods
  - B. developing native-like pronunciation and grammatical accuracy through drills
  - C. encouraging the development of an extensive vocabulary through writing and dictionary usage
  - 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 Russian 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. cooperative and collaborative assignments
  - C. individual Internet and computer work
  - D. presentational projects prepared at home

8. Students in an intermediate Russian course are able to perform basic communicative acts such as greeting and responding to greetings, asking and answering simple questions, exchanging information, and expressing likes and dislikes. Which of the following strategies would best support the students' development of the next stage of second-language acquisition?
- A. providing experiences in which students must negotiate meaning in unfamiliar contexts
  - B. reviewing grammatical constructions until students have mastered all beginning material
  - C. grouping students who are at the same level of language proficiency to work together on class activities
  - D. presenting frequent examples of recordings made by native speakers to students
9. In contrast to an adult learner, a child learning the structure of a second language is more likely to:
- A. depend on written representation of the second language.
  - B. apply the deep structure of the second language spontaneously.
  - C. memorize grammar rules of the second language.
  - D. compare the structures of the native and second languages consciously.
10. Unlike the English verb "to accompany," the equivalent Russian verb *аккомпанировать* is used only in which of the following contexts?
- A. military
  - B. medical
  - C. legal
  - D. musical
11. To soften a request in English, a speaker might start a request with "could you please ... ." Which of the following strategies is typically used by Russian speakers for the same purpose?
- A. adding the negative particle "не" to the request
  - B. using the patronymic of the person to whom the request is made
  - C. adding the phrase "можно, пожалуйста" at the end of the request
  - D. using a second-person plural imperative in the request

## 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>A</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>B</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>D</b>	Demonstrate understanding of the similarities and differences between the target language and English.
11.	<b>A</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. Complete the passage below by providing for each numbered space a grammatically correct Russian form of the word in brackets. When the perfective and imperfective of the same verb are given, choose the appropriate variant for 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.

Мои родители (1) \_\_\_\_\_ [переезжать / переехать] в Воронеж, когда (2) \_\_\_\_\_ [я] было 10 лет. Отец получил работу на заводе, и мама поехала вместе с ним. Вначале жизнь была непростая, но через несколько (3) \_\_\_\_\_ [год] они купили квартиру, дачу, завели (4) \_\_\_\_\_ [друзья]. Папа стал (5) \_\_\_\_\_ [директор] завода, а мама открыла небольшой бизнес. Они хотели, чтобы я (6) \_\_\_\_\_ [поступить] в университет в Москве, но я решил остаться в родном городе, к которому (7) \_\_\_\_\_ [привыкнуть] и без (8) \_\_\_\_\_ [который] не мог представить (9, 10) \_\_\_\_\_ [своя жизнь]. Сейчас мы живём в (11) \_\_\_\_\_ [один] доме: родители, мы с (12) \_\_\_\_\_ [жена] и наша дочь Юля.

**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 Russian on the Response Sheet you labeled "Exercise 1." When finished, scan your Response Sheet using the scanner provided at your workstation.

**Rewrite the sentence below, changing it from the imperfective to the perfective. Make all necessary changes.**

Сергей вспоминал, как он помогал Ольге собирать детей в школу.

14. Follow the directions provided below and write a response in Russian on the Response Sheet you labeled "Exercise 2." When finished, scan your Response Sheet using the scanner provided at your workstation.

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

Он спросил её: «Ты хочешь есть?», а потом сказал: «Садись ужинать».

15. Follow the directions provided below and write a response in Russian on the Response Sheet you labeled "Exercise 3." When finished, scan your Response Sheet using the scanner provided at your workstation.

**Combine the sentences below into one sentence while retaining the original meaning of the two sentences. Make all necessary changes.**

Друзья поужинали в ресторане «Прага». После ужина они пошли в кино.

16. Rewrite the sentence below in Russian, correcting all errors and retaining the original meaning. Write your response on the Response Sheet you labeled "Exercise 4." When finished, scan your Response Sheet using the scanner provided at your workstation.

В 1953 году Солженицына освобождают и в 1957 году ему полностью реабилитируют.

17. Rewrite the sentence below in Russian, correcting all errors and retaining the original meaning. Write your response on the Response Sheet you labeled "Exercise 5." When finished, scan your Response Sheet using the scanner provided at your workstation.

В 1941 году Солженицын был на фронте, где он три года командовал батальоном.

18. Rewrite the sentence below in Russian, correcting all errors and retaining the original meaning. Write your response on the Response Sheet you labeled "Exercise 6." When finished, scan your Response Sheet using the scanner provided at your workstation.

Я видел её переходить дорогу вчера вечером около семь часов.

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

12. (Passage)

- (1) переехали
- (2) мне
- (3) лет
- (4) друзей
- (5) директором
- (6) поступил
- (7) привык
- (8) которого
- (9) свою
- (10) жизнь
- (11) одном
- (12) женой

13. Сергей вспомнил, как он помог Ольге собрать детей в школу.

14. Он спросил её, хочет ли она есть, а потом сказал, чтобы она садилась ужинать.

15. После того, как друзья поужинали в ресторане Прага, они пошли в кино.

16. В 1953 году Солженицына освобождают и в 1957 году его полностью реабилитируют.

17. В 1941 году Солженицын был на фронте, где он три года командовал батальоном.

18. Я видел, что она переходила дорогу вчера вечером около семи часов.

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

*These are examples of strong responses because they are characterized by the following:*

12. (Passage)

- (1) Because the verb in the subordinate clause (было) is in the past tense, the verb in the main clause must correspond by being in the past tense as well. The perfective variant of the given verb must be used to indicate the completeness of the action. To match the subject "родители," the verb must be in the plural third-person form.
- (2) The dative case of the personal pronoun "я" is required to denote age.
- (3) The noun "год" in the genitive case must appear in its special irregular form "лет."
- (4) The plural noun must be in the accusative case.
- (5) The noun must be in the singular masculine form of the instrumental case.
- (6) The verb in the subordinate clause must be in the past tense because the verb in the main clause "хотели," is in the past tense. It must be in the singular first-person form in accordance with the subject "я," which is a singular personal pronoun.
- (7) The verb "привыкнуть" must be changed to the short-form adjective "привык." The form must be in the past tense and the singular, masculine form to conform to the context.
- (8) The relative pronoun "которого" must be in the masculine singular form of the genitive case.
- (9) The possessive-reflexive pronoun must be in the feminine form of the accusative case (свою) to agree with the following feminine noun.
- (10) The feminine singular noun "жизнь" must be in the accusative case.
- (11) The masculine singular cardinal number "одном" must be in the prepositional case in accordance with the noun.
- (12) The feminine singular noun "женой" must be in the instrumental case.

13. The verbs in both the main and subordinate clauses must be changed to the perfective variants. In the main clause, the perfective variant is "вспомнил." In the subordinate clause, there are two verbs: the perfective variants are "помог" and "собрать."

14. The given sentence consists of two parts: (1) Он спросил её: "Ты хочешь есть?", (2) а потом сказал: "Садись ужинать."

The first part contains a direct question. The second part is an invitation. The question in the first part is asked without any interrogative words. In this case, the direct speech is replaced with an object clause introduced by the particle "ли" (*whether*) that is placed after the word containing the question: "Он спросил её, хочет ли она есть ... " (The pronoun "её" can be omitted in everyday speech because it is clear to whom the male speaker directs his question.)

The invitation in the second part of the sentence is given as a command: "Садись ужинать." In this case, the indirect speech is introduced by the conjunction "чтобы," and the verb should be in the past tense: "а потом сказал, чтобы она садилась ужинать." Personal pronouns in both parts must be changed into the third person.

15. Although there are several ways this task could be completed correctly while retaining the original meaning, in this case the two simple sentences given are combined into one complex sentence by using the subordinating conjunction "после того, как." The placement of the conjunction within the final sentence may vary depending upon how the original sentences are combined.
16. There are two errors in the original sentence. First, the reflexive particle "– ся" must be omitted from the verb. The reflexive particle assumes that the action is performed by a subject upon him- or herself. In the original sentence, the action is performed by an implied third-person plural subject upon the object (Solzhenitsyn). Second, the personal pronoun "он" should be in the genitive case "его," not the dative "ему."
17. There are two errors in the sentence. First, the masculine singular noun "на фронту" must be in the prepositional case. Second, the masculine singular noun "батальона" should be in the instrumental case.
18. Two changes are needed to correct the original sentence. First, the sentence must be transformed to contain a main clause and a subordinate clause introduced by a conjunction. Second, the personal pronoun must serve as the subject of the subordinate clause and therefore be changed into the nominative case. (The subordinate conjunction "как" can be used as a synonym for "что.")

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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 passage below from «Радость» (1883) by Anton Chekhov. Then complete the assignment that follows, supporting your ideas with references from the passage. Your response may be written in either Russian or English. Choice of language will not affect your score.**

Было двенадцать часов ночи.

Митя Кулдаров, возбуждённый, взъерошенный, влетел в квартиру своих родителей и быстро заходил по всем комнатам. Родители уже ложились спать. Сестра лежала в постели и дочитывала последнюю страничку романа. Братья-гимназисты спали.

— Откуда ты? — удивились родители. — Что с тобой?

— Ох, не спрашивайте! Я никак не ожидал! Нет, я никак не ожидал! Это... это даже невероятно!

Митя захохотал и сел в кресло, будучи не в силах держаться на ногах от счастья.

— Это невероятно! Вы не можете себе представить! Вы поглядите!

Сестра спрыгнула с постели и, накинув на себя одеяло, подошла к брату. Гимназисты проснулись.

— Что с тобой? На тебе лица нет!

— Это я от радости, мамаша! Ведь теперь меня знает вся Россия! Вся! Раньше только вы одни знали, что на этом свете существует коллежский регистратор Дмитрий Кулдаров, а теперь вся Россия знает об этом! Мамаша! О, господи!

[...]

Митя вытащил из кармана номер газеты, подал отцу и ткнул пальцем в место, обведённое синим карандашом.

— Читайте!

Отец надел очки.

— Читайте же!

Мамаша взглянула на образ и перекрестилась. Папаша кашлянул и начал читать:

«29-го декабря, в одиннадцать часов вечера, коллежский регистратор Дмитрий Кулдаров...

— Видите, видите? Дальше!

...коллежский регистратор Дмитрий Кулдаров, выходя из портерной, что на Малой Бронной, в доме Козихина, и находясь в нетрезвом состоянии...

— Это я с Семёном Петровичем... Всё до тонкостей описано! Продолжайте! Дальше! Слушайте!

...и находясь в нетрезвом состоянии, поскользнулся и упал под лошадь [...]. Испуганная лошадь, перешагнув через Кулдарова и протащив через него сани с находившимся в них второй гильдии московским купцом Степаном Луковым, помчалась по улице и была задержана дворниками. Кулдаров, вначале находясь в бесчувственном состоянии, был отведён в полицейский участок и освидетельствован врачом. Удар, который он получил по затылку, [...] отнесён к лёгким. О случившемся составлен протокол. Потерпевшему подана медицинская помощь»...

[...]

Митя схватил газету, сложил её и сунул в карман.

— Побегу к Макаровым, им покажу... Надо ещё Иваницким показать, Наталии Ивановне, Анисиму Васильичу... Побегу! Прощайте!

Митя надел фуражку с кокардой и, торжествующий, радостный, выбежал на улицу.

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

- describe the setting of the story;
- explain what Mitya will likely do next; and
- analyze the social context of the passage.

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

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

The story takes place at the apartment of Dmitry (Mitya) Kuldaroff's parents at midnight on December 29. Excited, Mitya comes home and walks through all of the rooms where his parents, sister, and brothers are in bed ready to sleep or already sleeping. Mitya wants to tell them that he is featured in the newspaper because he fell under a merchant's sleigh earlier in the evening while leaving a pub in Malaya Bronnaya Street.

Mitya will likely go to his neighbors and friends, despite the late hour, because he is so thrilled to tell everyone that he is mentioned in the newspaper.

Mitya used to feel like he was a "little man" in society. He worked as a clerk ("коллежский регистратор"). He felt that no one paid any attention to his existence except his family. He is under the illusion that, because his name has been printed in the newspaper, even though it is for an embarrassing reason (getting into an accident while intoxicated), he will become a celebrity: "Ведь теперь меня знает вся Россия!" The story describes how a shameful event is perceived as an elevation in social status by the lowly Mitya.

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

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

**Literal Comprehension:** The response clearly demonstrates strong literal comprehension of the written passage. It accurately describes the place and time of the story's occurrence and relays the sequence of the main events properly. The response includes a number of specific details. Appropriate references to the original text provide further proof of thorough understanding.

**Inference:** The response successfully analyzes aspects of the passage's literal content in order to make the reasonable inference that Mitya will immediately share the news of his newfound "fame" with his neighbors and friends because, for the first time in his life, he feels himself to be a worthy person. The response also uses Mitya's misplaced joy to point out the feelings of inferiority held by a person of relatively low social status.

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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 Russian 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 Russian 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.

**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

Здравствуйте, мои дорогие Элина Сергеевна и Юрий Викторович!

Прежде всего, шлю тысячу извинений за то, что давно не писала вам. Если бы вы только знали, как часто и с какой радостью я вспоминаю время, проведённое с вами в солнечной Одессе! За прошедшее время у меня было так много работы и я так уставала, что эти воспоминания согревали меня и давали мне силы двигаться дальше.

Как вы поживаете? Как у вас дела? Как здоровье? Элина Сергеевна, какие курсы Вы будете вести в этом году? По-прежнему, введение в теорию литературы, или какой-то специализированный семинар? Вышли ли у Вас какие-то новые статьи? Сейчас поднимается большой интерес к теории литературных жанров и типам повествования, проводится много конференций, посвящённых этой теме. Хотели бы Вы приехать выступить? Я могу поинтересоваться в университете планами на следующий год и буду рада прислать Вам приглашение, если нужно.

Юрий Викторович, а как Ваша физика? У Вас много аспирантов в этом году? Я навестила недавно друзей в Принстоне, пошла посмотреть на дом Эйнштейна. Стояла там и вспоминала Вас. Мне так не хватает наших дискуссий о звёздах, об устройстве Вселенной и о месте человека в ней!

Всё лето я продолжала моё исследование, много времени провела в разных архивах и библиотеках, но, кажется, уже собрала весь необходимый материал и могу начинать работать над текстом дипломной работы. Хочу сначала продумать общее построение текста. Продвигаюсь медленно. Утешаю себя тем, что это мой стиль работы: текст должен буквально вырваться у меня в голове, выстроиться, и потом он выльется наружу быстро – только успевай записывать! Потом редактировать, добавлять, видоизменять легче. Когда я напишу первую главу, очень хотела бы показать её вам обоим и услышать ваше мнение. Найдётся ли у вас немного времени, чтобы почитать её? Я планирую написать первый черновой вариант текста к концу октября и пришлю его вам по Интернету. Хорошо, что ещё есть время. Не хочется спешить. Хочется написать хорошо. Какое было бы счастье сидеть где-нибудь на даче у Чёрного моря и работать над текстом! Но, увы, Чёрное море далеко... А защита диплома и экзамены приближаются.

Элина Сергеевна, Вы сейчас живёте на даче или в городе? Как погода? Жарко? Как ведут себя Ваши розы на даче? Кажется, так и вижу их перед глазами... А виноград и груши? Надеюсь, что у Вас будет хороший урожай в этом году!

Обнимаю вас! Обещаю исправиться и писать часто!

Ваша Селин

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

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

**Purpose:** The response thoroughly fulfills the purpose of the assignment by connecting with the theoretical host family in letter format. The letter includes reminiscences about experiences the writer had during her stay with the family, as well as the writer's current and projected future experiences, and questions about the host family's life. The use of informal language structures, as well as the emotional, playful tone (e.g., "Обещаю исправиться и писать часто!") demonstrates the warm relationship between the writer and the audience.

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

**Content:** The response lays out a variety of topics that are relevant to the assignment. Each main idea is elaborated upon with extensive supporting ideas and details. For example, the letter writer, who is a student, tells her former host family about her work on her final thesis. She would like to get their opinion on it, and discusses her future plans with them. The ability to elaborate upon ideas showcases strength in many areas of language proficiency (e.g., vocabulary, coherence, grammar, mechanics), fulfilling the purpose of the assignment.

**Grammar:** The response features a variety of sentence types (e.g., affirmative sentences, questions, exclamations) and sentence structures (e.g., stand-alone independent clauses, compound and complex sentences). The declension of nouns, pronouns, and adjectives works properly. The pronoun "Вы" is employed correctly in different situations (e.g., capitalized when used to address one person). An array of verb forms and tenses (past: "собрала," "вспоминала"; present: "вспоминаю," "приближаются"; future: "буду рада прислать," "пришлю"; infinitive: "редактировать, добавлять"; reflexive: "продвигаюсь," "исправиться") and moods (conditional: "Если бы вы только знали, как часто и с какой радостью я вспоминаю время, проведённое с вами в солнечной Одессе!") are formed accurately and effectively.

**Vocabulary:** The response reflects a broad command of the language. Word choice is appropriate. Direct address is employed. Idiomatic language is used throughout (i.e., the response does not sound "translated" from another language). The response demonstrates access to a varied vocabulary, including higher-level, specific words and phrases (e.g., "Утешаю," "вызреть") that lend precision to the communication.

**Mechanics:** The response is free of punctuation and spelling errors that would disrupt the clarity of the communication.

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